

LLC 2011-12

Developing Oral Assessment Online Modules in FR 101 and FR 102

Summary:

The French Department proposes to align outcomes with instruction by adding an oral testing component to the French 101 and 102 courses. The development of this assessment component will allow the program to test students' oral language using a modest technology, and to move some of the assessment work from the Listening & Testing Lab to the classroom.

Description

Currently, the French department does not test students' speaking ability in the first-year classes. There has not been an oral assessment component for at least ten years. This winter, the lead faculty member applied for and received a grant from the assessment team to develop an oral assessment module for FR 103, to be implemented spring term 2011. What we envision for FR 101 is to require that students listen to simple podcasts in French and record their responses orally using web 2.0 technologies (ie. VoiceThread), computer software programs, and Moodle features. Instructors will create and use a common grading rubric to assess grammatical accuracy, clarity of speech/pronunciation, content/relevance of response, etc. (to be determined) We believe that this format lends itself well to meeting the needs of "beginning beginner" language students, who more than anything lack confidence in speaking the target language. By the second term of study (FR 102), we will either require students to A) produce a podcast or "vodcast" (videopodcast) in pairs, or B) give an oral presentation in small groups in the presence of their instructor. (At the end of spring term in FR 103, students give a small group presentation in front of the entire class. Instructors use the "communicating effectively" rubric to assess these, as per the project approved by the assessment committee.) In short, we want to build these oral assessment modules sequentially (and incrementally), giving students the appropriate tools to build their speaking skills and confidence gradually over the course of three academic terms. We are requesting 100 hours CD and expect to use student support from LETS or ACT.

Questions and Answers

How is the initiative linked to the Unit Plans most recently submitted?

1. How does it continue the achievement of those goals?
2. If this is a continuation of an initiative started last year, make sure that relationship is clear.

How is this initiative linked to the efficiencies and productivities plans you had last year?

1. How does it continue the achievement of these plans?
2. If this is a continuation of an efficiency or productivity plan started last year, make sure that relationship is clear.

This piece of assessment work is new. To date, oral assessment was complex and handled in the Listening & Testing Center. This proposal streamlines it and integrates it in the classroom.

Describe the resources needed:

100 hours of CD support

ATC Support

What specific measurable program outcomes do you expect to achieve with this initiative? The outcomes should be specific enough to be measurable. Also, outline the method that will be used to determine the results.

1. An assessment of student's oral ability in French to complement and enhance the other assessments made of their language proficiency
2. Use of the general education assessment team's rubrics for "Communicate Effectively"

Department Priority:

9

Unit Resources:

Listening & Testing Lab

Technology to support podcasts

Funding Request: Carl Perkins

Funding Request: Curriculum Development

1. List the following information

- **Course Numbers (titles if not currently offered)**
- **Instructor Name(s) who will work on the curriculum development**
- **Whether each of the courses is in, or has been through, the curriculum approval process**

French 101, 102 (103 underway winter/spring 2011)

Karin Almquist, Robert McLauchlin, Valerie Metcalf

Courses have been through curriculum approval

2. List each course number (or title) and the materials to be created for each class

- **Instructional goals, objectives, syllabi and outlines**
- **Lab instruction packets**
- **Practice, quiz, presentation &/or demonstration materials**
- **Other (specify)**

FR 101, 102

Development of oral tests that allow students' French speaking to be accurately assessed using non-intrusive technologies.

3. List each course number (or title) and give your timeline for beginning and completing each course curriculum development.

FR 101, 102 (French 103 is being completed through A-Team funding spring 2011)

Develop the assessment protocols and tools summer 2011 and implement fall 2011.

4. What are up to 3 departmental instructional goals that are met through the development of curriculum in each class?

1. Assessment of oral language proficiency
2. Appropriate use of technology to enhance testing.
3. Integration of testing into classroom during class hours instead of in Testing Center, outside of class.

5. List each course number (or title) and give the value of the development of curriculum in each course to other faculty members.

FR 101, 102

Faculty will be able to focus on helping students and supporting their learning through the assessment of their oral French.

6. List each course number (or title) and say how many students will be served by the development of curriculum in each class.

From 2009-10 data:

FR 101- 197 students

FR 102 - 115 students

7. List each course number (or title) and give the specific benefits to students that you expect from the development of curriculum in each class.

FR 101, 102

Students will have a precise and accurate analysis of their speaking and pronunciation performance from which to assess their own progress, make corrections and changes as needed, and be aware of strengths and weakness around their oral language production.

8. List each course number (or title) and give the specific benefits for diversity that you expect from the development of curriculum in each class.

FR 101, 102

These courses deal with the Francophone world in its diverse cultures, linguistic manifestations, etc. Students will learn that speaking French is a highly variable activity and that French culture does not have a monolithic face.

9. List each course number (or title) and give the specific benefits to sustainability that you expect from the development of curriculum in each class.

FR 101, 102

There will be use of technology integrated into the classrooms, and not using the Listening & Testing Lab and the services of the instructional specialist.

10. List each course number (or title) and give the specific effects on distributed learning that you expect from the development of curriculum in each class.

FR 101, 102

Students will engage in podcasts (perhaps) or other supportive technology to assist oral testing.

Hours requested for Curriculum Development funding:

Please enter the amount of one of the following:

- 100 hours maximum for new development.
- 70 hours maximum for course revision
- 50 hours for 3-4 credit conversion
- other (use if multiple courses addressed in one initiative)

Do not enter any characters other than numbers and a decimal.

How many hours are you requesting? If there are multiple courses addressed in the initiative, please list each course number (or title) and give the number of hours requested for each course.

100

Can this initiative be partially funded?

Yes

Partially funded curriculum development HOURS requested:

50

Explanation of effect of partial funding:

Funding Request: Technology Fee