LLC 2011-12
Digitize Speech 105 Pretest and Posttest

Summary:

100 hours of CD money is requested to revise and digitize the Brown-Carlsen Test, involving learning and applying new technology to integrate audio narration into the Moodle Quiz Tool. Currently the instructional specialist in the Listening & Testing Lab administers and scores the pre and post tests. Putting the tests online is an efficiency and represents a step in freeing up Listening & Testing Lab personnel for eventual work in the Language Computer Lab, where the division can accomplish more work, more efficiently.

Description

For over 20 years, Communication instructors at LCC have used the Brown-Carlsen Listening Comprehension Test to assess students' listening skills in SP 105, Listening & Critical Thinking. Students take both a pre-test at the beginning of the term, and a post-test at the end of the term. It takes approximately 45 minutes to administer each test. Putting the test on Moodle would allow students to complete each test outside of class. Thus, instructors would be able to use valuable time in class for instruction and skill-development instead of test administration. In addition, students would be able to complete the post-test immediately after they have completed the self-paced skill-development program that is used in the course. This would provide a better assessment of the impact of the program on student skill improvement. Putting the Brown-Carlsen Listening Comprehension Test on Moodle would be a more efficient and effective way to use this valuable assessment tool in SP 105.

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 initiative continues the Speech & Communication Department's ongoing commitment to using appropriate technology in their work. It saves paper resources and classroom time, and also allows students to access the test remotely. Digitizing this old test will increase storage and grading efficiency in the Listening & Testing Lab.

Describe the resources needed:

ATC support for Moodle; LETS student support for the project

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. Students will be able to take the test asychronously

2. The test will free instructional time in the classroom.

3. Students' scores will be evaluated automatically

Results will be determined by the presence of the test on a Speech Department's Moodle site.

Department Priority:

4

Unit Resources:

Listening & Testing Lab

ATC, LETS support

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**

Speech 105

Jay Frasier, Barbara Breaden

Courses have long been approved; the initiative is an efficiency that enhances productivity and student access to the pre/post assessment of the course, engaging them with an OL modality instead of pen and paper.

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)**

Speech 105

Editing and digitization of the Brown-Caralson Pre and Post Tests to assess listening

 skills.

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

Speech 105

Spring 2011: Revise narration, access tech support/instruction

Summer 2011: Construct pre-test; complete post-test

Fall 2011: Pilot digitized version

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

Speech 105

1. Increase student access to the pre and post-test used in Speech 105

2. Create an efficiency that provides a test and assessment through Moodle instead of the labor of hand grading each test.

3. Move pen and paper work to online wherever feasible.

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

Speech 105

Only 2 faculty are certified to teach this class. It will streamline their work and allow students to access the material asynchronously.

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

Speech 105

75 students/term * 3 terms = 225 students/year, including international students; typically 5 or so seats are "reserved" for them in each section.

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.

Speech 105

1. Easier access to test at student convenience (within limits)

2. Immediate feedback from online test

3. More classroom time for interaction and learning.

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.

SP 105

The benefits to diversity are indirect, but listening and thinking critically are key elements in battling stereotypes and miscommunication/misunderstanding around diversity issues.

International students in particular benefit from this course for whom we reserve about 12-15 seats every term.

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.

Speech 105

No more paper tests, as all would be digitized and used through Moodle.

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.

Speech 105

Digitizing this test is a first step in creating an OL SP 105 course.

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?

No

Partially funded curriculum development HOURS requested:

Explanation of effect of partial funding:

Funding Request: Technology Fee