

Creating a Hybrid Format for Advanced Italian 1 and Advanced Italian 2: Assessing Student Learning Outcomes

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Designing a Hybrid Format for Third and Fourth Semester Italian: Assessing Student Learning Outcomes

- Initiative on technology Enhanced Learning (ITEL)
- **Motivation** Flexibility in scheduling
Increase student retention
- **Questions of inquiry** to investigate if similar language learner outcomes could be reached by both the hybrid and traditional face-to-face formats for third and fourth semester language courses. Could students taking a course in either format attain a comparable level of proficiency in written production, reading comprehension, listening comprehension, grammar knowledge and vocabulary acquisition?
- **Research**

Method

- Offered both the hybrid and traditional format in both semesters
- The hybrid classes paralleled the traditional courses in content and testing.
- All students took a pre-test at the beginning of the semester to assess their ability and a post-test at the end of the semester.
- Students in both sections had the same core assignments (automatically graded workbook exercises, three extended essays, final oral presentation, the same testing program.)
- Both courses were housed entirely in the BlackBoard system
- In addition to these assessment tools, students completed a MSGF session in the fall of 2014, and in both the fall and spring semesters they completed an anonymous end-of-semester survey that allowed us access to data on their perceptions of learning and on their level of satisfaction.

We replaced two days of in-class sessions per week (Tue / Thur) with online instruction. We achieved this by creating both synchronous and asynchronous activities using technologies such as **VoiceThread**, **Google+**, **Discussion Board**, and videoconferencing tools BlackBoard Collaborate / **ZOOM**.

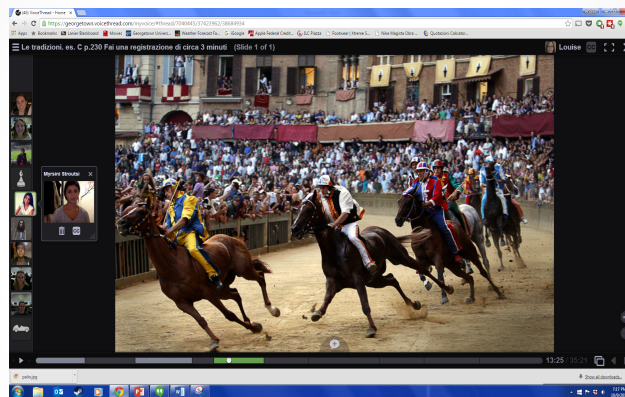
15 lessons Wed 10/22- Tues 11/11		LESSON PLANS FOR CHAPTER 5	
		Theme: MIGRAZIONI: CHI VA E CHI VIENE. E TU, COME SEI STATO/A TOCCATO/A DALL'IMMIGRAZIONE? Chapter goals: Talk about desires, emotions and doubts. Learn how to express and sustain opinions in the present and in the past. Learn to discuss the topic of immigration in Italy. Objectives: <ul style="list-style-type: none"> - Learn the difference between the indicative and subjunctive moods. - Learn the conjugations of the present and past subjunctive tenses, and when to use them. 	
HW		HOMEWORK FOR WEDNESDAY Textbook: Study parole utili p. 148, study p.164-167 Workbook: Do ex A, B <i>Gli stranieri in Italia</i> p.95, and ex. A, B p.97	
D1 (WED) 10/22		IN CLASS Do p. 146 – 148 textbook Discussion p.34 <i>Magari</i> (Le affermazioni sugli stranieri in Italia) Do ex. A, B p.164 (Congiuntivo o indicativo)	
HW		HOMEWORK FOR THURSDAY Textbook: Study l'uso del congiuntivo p.167-168 Workbook: Do C p.98, do listening exercises A, B p.98 Do reading <i>Sta per nascere la nuova fiera</i> p.153 and complete ex A p.154	
D2 (THUR) 10/23		IN CLASS Check reading p.153, do B, C (discussion) p.154 Watch video <i>Intervista a un'immigrata (Jaquiline)</i> Do exercise B, D, E p.169 -170 (congiuntivo)	HYBRID Synchronous activity: On BlackBoard Collaborate, click on the session "Chi saranno" and with a partner invent a story based on the photo in ex. E p.170 (textbook). [Where do you think the people are? Who might they be? What do you think they're doing? How do you think they live?] When you've prepared your story, record it. Your recording should be at least 3 minutes. Do ex B textbook p.169-170 (complete on Bb) Watch video <i>Intervista a un'immigrata (Jaquiline)</i> and complete exercise on BB
HW		HOMEWORK FOR FRIDAY Textbook: Study p.171 Congiuntivo Passato Do an online research of immigration in Italy today and complete the questionnaire: <i>Ricerca sugli immigrati in Italia</i> .	
D3(FRI) 10/24		IN CLASS Discussion about immigrants in Italy (where they come from /their characteristics / Italian immigration laws) Do ex. A, B p.171 (congiuntivo passato)	
HW		HOMEWORK FOR MONDAY Workbook: do A, B, C p.99 - 100 Go to the following website http://www.repubblica.it/solidarieta/immigrazione/ and choose the article that interests you most. Prepare a summary of the article for your classmates (oral not written), and prepare a list of new and useful vocabulary that you will share with the class.	

Traditional vs Hybrid Tools

The discussions, role-plays, debates, video commentaries and collaborative group presentations that typically occur in the classroom were transposed into activities that provided similar language learning opportunities to students in an online format.

In-class discussions	Recordings of their reflections on readings/ videos to VoiceThread Recording of online chat with their classmates using Zoom
Reading comprehension exercises	Pre and post reading comprehension activities on BlackBoard and summary of reflections in the Discussion Board
Descriptive exercise in class	Posting of photos and commentary on those of their peers using Google +.
Idea maps on the classroom blackboard	Building collaborative documents using Google Docs.

VoiceThread

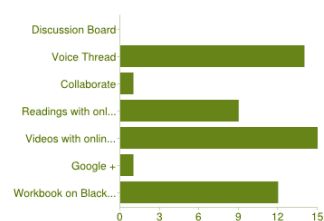


Sample activity:

<http://georgetown.voicethread.com/myvoice/#thread/7040445/37423962/38685154>

Which activities did you find most appropriate?

Question 10

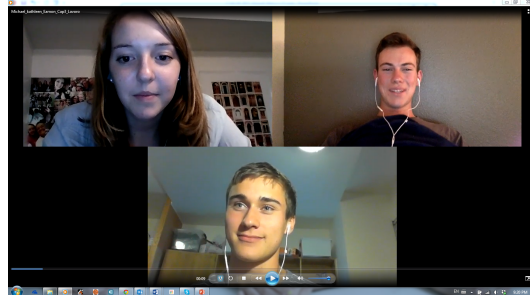


Activity	Count	Percentage
Discussion Board	0	0%
Voice Thread	14	87.5%
Collaborate	1	6.3%
Readings with online comprehension	9	56.3%
Videos with online comprehension	15	93.8%
Google +	1	6.3%
Workbook on Blackboard	12	75%

Student feedback on VoiceThread

- I feel like this course particularly did super-well at allowing me to **practice my pronunciation/phonetics**. The VoiceThreads for instance, allowed me to practice my speaking - and other students of course, - if they were not getting sufficient classroom speaking time in. Reading feedback particularly on my pronunciation in voicethreads, like with the "e" and "i" really helped me realize these common mistakes I make in speaking.
- I also liked using VoiceThread and getting to hear other people's responses; even though it wasn't necessarily direct interaction, it was **good practice** to listen to other people speaking and then to speak on your own.
- The voice threads were the best activity because they gave you an **opportunity to listen to yourself** outside of your head.
- **Voice thread was simple and effective**, particularly in how one could playback one's own recording before submitting to work on one's mistakes.
- I think the videos and practice on **Voice Thread were able to compensate** to some extent **for the lack of face-to-face time** of the hybrid format and allow me to still practice both aspects of conversation: speaking and listening.

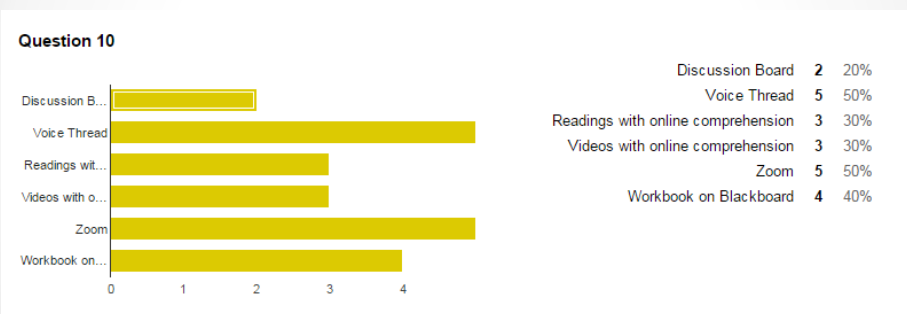
TOOLS



Zoom is a tool that enables you to conduct Web-based audio and video conferences, online meetings, and group chats. With Zoom, you can schedule a meeting or start a meeting on the fly. You can join a meeting from your desktop or laptop computer (Windows and Mac), mobile device (iOS and Android), and even other conferencing platforms such as Polycom. You can invite people from both within and outside Georgetown to participate in your meeting

Feedback on Activities/Tools End of Semester Survey (ADVII)

Question 10: Which activities/tools did you find most effective this semester?



Through Voice Thread and Zoom, I definitely talked more this semester and through talking more I bolstered more of my confidence in my speaking.

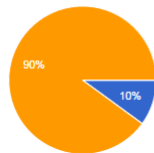
Student Feedback (ADVII Hybrid) Beginning of Semester Survey

<i>1. Why did you select to take the hybrid section of Advanced 2 this semester?</i>
Because it allowed me to take a class Tuesday/Thursday at 11. It is much more efficient.
The flexibility of the hybrid class would allow me to be more available for my work study job.
Because I thought that it would be a new invigorating way of learning and could help me appropriate my schedule.
It gave me plenty of flexibility with my schedule and I know that the technological aspects would make up for not having class everyday.
I wanted to do more listening and have a more open schedule.
It allowed me to have a more flexible schedule and thus work more hours for my student job.
I selected it so that I could keep the same professor that I had for Advanced 1.
The hybrid section allowed me the flexibility to fit other classes into my schedule.
It worked with my schedule , and I wanted to have Professor [...] again.
I took the hybrid section of Advanced 1 and really enjoyed it, so I wanted to continue with the same structure
It worked better with my schedule than the regular section did and I was interested to see what the hybrid section would be like.

Student Feedback (ADVII Hybrid)

Q#1: Before taking ADVII this semester, have you taken another hybrid course or a fully online course?

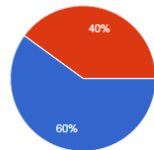
Question 1



Hybrid	1	10%
Fully online course	0	0%
Neither	9	90%

Q#4: Based on your experience this semester, which format do you prefer (Hybrid/Traditional)?

Question 4

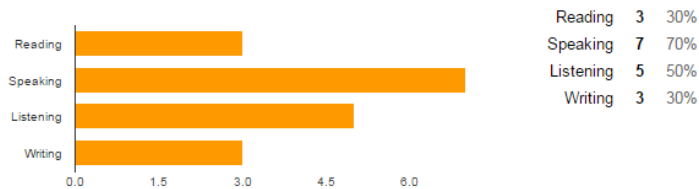


Hybrid format	6	60%
Traditional (Face-to-Face) format	4	40%

Student Feedback (ADVII Hybrid) End of Semester Survey

Which skills do you feel improved during this semester?

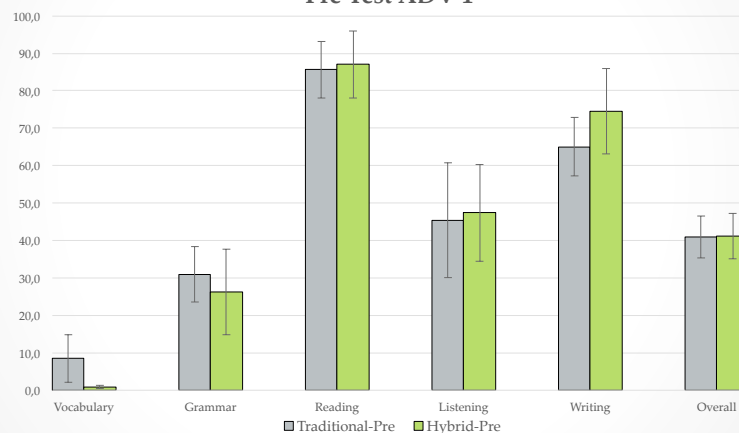
Question 6



- *My speaking is what I noticed the most. I became very comfortable with speaking in Italian on a variety of topics.*
- *The hybrid format insured that everyone was forced to speak for the same extended period of time.*

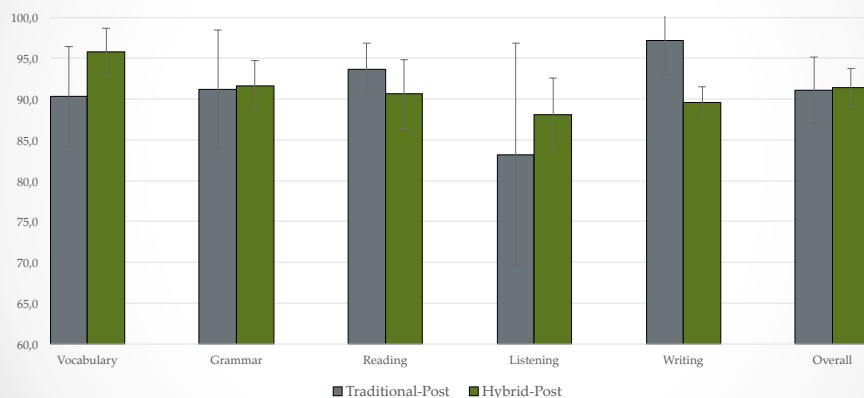
Comparison of Student Performance between Traditional and Hybrid Format (Intensive Advanced Italian I)

Pre-Test ADV 1



Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian I)

Post-Test ADV 1



Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian I)

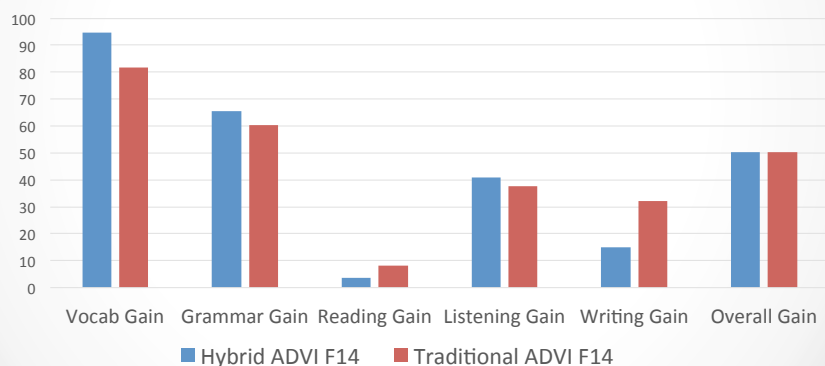
GROUP STATISTICS – ADVI T-TEST

	test	N	Mean	Std. Deviation
Vocab Gain	Hybrid ADVI	16	94.81	5.48
	Traditional ADVI	11	81.82	13.03
Grammar Gain	Hybrid ADVI	16	65.36	19.73
	Traditional ADVI	11	60.27	11.60
Reading Gain	Hybrid ADVI	16	3.6	17.08
	Traditional ADVI	11	8.10	10.17
Listening Gain	Hybrid ADVI	16	40.75	20.34
	Traditional ADVI	11	37.76	26.18
Writing Gain	Hybrid ADVI	16	14.99	19.71
	Traditional ADVI	11	32.17	8.98
Overall Gain	Hybrid ADVI	16	50.21	9.76
	Traditional ADVI	11	50.18	6.01

Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian I)

GROUP STATISTICS
T-TEST

ADVI FALL 2014



Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian I)

GROUP STATISTICS
T-TEST

Independent Samples Test - ADVI					
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed) p value
Vocab Gain	7.80	0.01	3.58	25	0.001
Grammar Gain	0.76	0.39	0.76	25	0.451
Reading Gain	0.35	0.55	-0.77	25	0.445
Listening Gain	0.6	0.44	0.33	25	0.741
Writing Gain	0.48	0.49	-2.69	25	0.012
Overall Gain	0.67	0.41	0.01	25	0.992

* Equal variances assumed

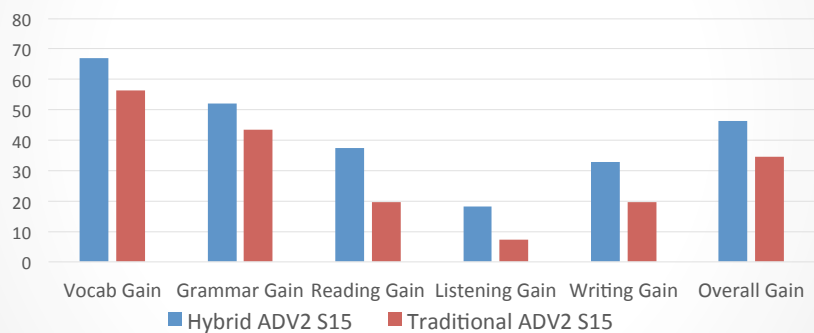
Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian II)

Group Statistics ADVII SPRING 2015

test		N	Mean	Std. Deviation
Vocab Gain	Hybrid ADVII	11	67.13	15.39
	Traditional ADVII	12	56.5	18.39
Grammar Gain	Hybrid ADVII	11	52.04	12.52
	Traditional ADVII	12	43.58	18.48
Reading Gain	Hybrid ADVII	11	37.36	22.90
	Traditional ADVII	12	19.66	15.03
Listening Gain	Hybrid ADVII	11	18.27	25.41
	Traditional ADVII	12	7.25	18.42
Writing Gain	Hybrid ADVII	11	32.73	33.16
	Traditional ADVII	12	19.71	22.11
Overall Gain	Hybrid ADVII	11	46.21	7.51
	Traditional ADVII	12	34.5	13.35

Comparison of Student performance between Traditional and Hybrid Format (Intensive Advanced Italian II)

ADVII Spring 2015



Comparison of Student Performance between Traditional and Hybrid Format (Intensive Advanced Italian II)

GROUP STATISTICS T-TEST

Independent Samples Test - ADVII					
	Levene's Test for Equality of Variances		t-test for Equality of Means		
	F	Sig.	t	df	Sig. (2-tailed) <i>p</i> value
Vocab Gain	0.07	0.79	1.49	21	0.15
Grammar Gain	2.73	0.11	1.27	21	0.21
Reading Gain	0.24	0.62	2.21	21	0.03
Listening Gain	0.2	0.65	1.19	21	0.24
Writing Gain	4.61	0.04	1.12	21	0.27
Overall Gain	1.13	0.30	2.55	21	0.01

Equal variances assumed

Comparison of Student Performance between Traditional and Hybrid Format (Intensive Advanced Italian II)

IMPLICATIONS & CONCLUSIONS