

## Application Details

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### Manage Application: Textbook Transformation Grants: Round Eleven

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**Award Cycle:** Round 11

**Internal Submission Deadline:** Tuesday, January 23, 2018

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**Application Title:** 352

**Application ID:** 002075

**Submitter First Name:** Cathy

**Submitter Last Name:** Hakes

**Submitter Title:** Director for the Office of Research,  
Sponsored Programs, Accreditation and  
Certification Activities

**Submitter Email Address:** chakes@ggc.edu

**Submitter Phone Number:** 678-407-5875

**Submitter Campus Role:** Grants Office

**Applicant First Name:** Federica

**Applicant Last Name:** Goldoni

**Applicant Email Address:** fgoldoni@ggc.edu

**Applicant Phone Number:** 404-450-7779

**Primary Appointment Title:** Assistant Professor of Spanish

**Institution Name(s):** Georgia Gwinnett College

**Co-Applicant(s):** Dr. Stacy Rusnak, Dr. Luis Mora

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 352

**Proposal Category:** No-Cost-to-Students Learning Materials

**Final Semester of Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

#### Team Members (Name, Email Address):

Dr. Luis Mora, lmora@ggc.edu

Dr. Stacy Rusnak, srusnak@ggc.edu

**Sponsor, (Name, Title, Department, Institution):**

Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College

**Course Names, Course Numbers and Semesters Offered:**

SPAN 2001 and SPAN 2002 Intermediate Spanish I & II. Offered Fall, Spring, Summer

**List the original course materials for students (including title, whether optional or required, & cost for each item):** SPAN 2001 INTL. VISTAS: Introducción a la lengua española, 5ª edición. 2016. Blanco and Colbert. Vista Higher Learning. Cost: \$100. Required. SPAN 2002 INTL. IMAGINA: Español sin barreras, 3ª edición. Blanco and Tocaimaza-Hatch. Vista Higher Learning. Cost: \$150. Required.

**Average Number of Students per Course Section:** 28

**Number of Course Sections Affected by Implementation in Academic Year:** 6

**Average Number of Students Per Summer Semester:** 84

**Average Number of Students Per Fall Semester:** 84

**Average Number of Students Per Spring Semester:** 0

**Total Number of Students Affected by Implementation in Academic Year:** 168

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** \$250

**Post-Proposal Projected Student Cost:** \$0

**Projected Per Student Savings:** \$250

**Projected Total Annual \$42,000  
Student Savings:**

**Creation and Hosting Platforms Used ("n/a" if none):**

D2L Brightspace

**Project Goals:**

The goals of the project are:

Bring the cost of teaching/learning material for intermediate Spanish down to \$0 by providing an open source no-cost-to-students alternative to our current commercial textbook.

Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.

Use library resources on a regular basis.

Increase students' engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.

Design personalized teaching materials that are meaningful to our very diverse student population that closely address their interests and needs.

Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students, including native and non-native speakers of Spanish.

**Statement of Transformation:**

**Transformation**

The project team is comprised of three faculty members who are directly involved in the selection and design of teaching and learning materials for intermediate Spanish courses at Georgia Gwinnett College (GGC), and who engage in continued constructive changes in the discipline's pedagogy and curriculum in the short and long term. The team has successfully completed the transformation of GGC's Spanish 1001 and 1002 courses through funds from the ALG Textbook Transformation grant. Undertaking the transformation of the Spanish 2001 and 2002 courses will then allow the College to provide an uninterrupted opportunity for students moving from basic to intermediate level Spanish to take these courses without any additional expenses related to textbooks.

The main goal for undertaking this project is to decrease significantly the financial burden of students enrolling in intermediate 2001 and 2002 Spanish courses. It is critical to revise the current teaching and learning materials to make them readily available to students for free from the first day of class. It is also paramount to create texts that are meaningful to a very diverse student population not only for their various racial/ethnic/cultural backgrounds but also for their multiple Spanish language proficiency levels. A typical 2001-2002 Spanish level class is comprised of non-native Spanish speaking students, international students, and Spanish heritage learners. These three groups of students have varying backgrounds and

preparation in Spanish resulting in differing proficiency levels. For example, non-native speakers of Spanish tend to have a good grasp of the grammar rules, but could improve in their oral/aural skills. International students typically speak a language other than English and Spanish, and show a natural predisposition and talent for assimilating new vocabulary and pronunciation. However, they could use more practice and exposure to Spanish to expand their knowledge and strengthen their writing, reading, speaking, and listening skills. Typically, they are also eager to learn more about the Spanish culture and peoples. Spanish heritage learners are fluent in English and Spanish, but struggle to write and spell in formal/academic Spanish, and need assistance with unpacking and processing grammar rules. This group of native speakers of Spanish, who make up to half of the Spanish intermediate class, tend not to purchase any textbook as they feel that they know the language already. Meanwhile, non-native speakers of Spanish and international students delay the purchase of the Spanish textbook since they typically wait for their financial aid refund to arrive. Needless to say, this situation results in students struggling to follow along or falling behind to the extent that they cannot completely catch up. In the AY 2015-16, the percentage of students who dropped out of intermediate Spanish was 4%, 10% withdrew, and 2% failed the courses. The project team argues that students' completion, retention and success rates can significantly increase if the classroom materials can be available to them for free from D2L Brightspace from the first week of class.

In the intermediate Spanish classes previously taught by the project team, faculty noticed that the end-of-semester student evaluations recorded low satisfaction on: (1) course materials not reflecting what students are requested to do, and (2) how they are expected to perform, on tests and quizzes. Other students criticized the fact that the textbook was used occasionally during the semester or a minimal portion of it was employed, which did not justify the high expense. Other students lamented that the course material did not help them speak Spanish nor learn about the various cultural manifestations of the Spanish-speaking world. More and more students lean now towards taking Spanish as an eCore course, saving some tuition money but missing the critical interaction and learning opportunities available in the traditional classroom context. Additionally, Dr. Luis Mora, director of the Hispanic Organization for Growth, Advancement and Retention (HOGAR) program, reported that the Spanish heritage speakers who have been attending their workshops since 2013 prefer to take the CLEP test to test out of their college language requirement rather than taking Spanish 2001-2002.

As a result of these evaluations and the project team's experience with its previously funded ALG grant, the team aspires to create materials that will reach out, excite, and encourage them to enroll in a class. To do so, the course and the course materials should have the following attributes. They should be:

Meaningful and transformative;

Personalized to reflect GGC's diverse student population. They should be relatable in that they closely address the students' interests and needs. The syllabus must incorporate assignments and projects that are adapted and significant to the diverse audience and their

interests/needs;

Engaging, interactive, and up-to-date so that they reflect the current events happening in the Spanish-speaking world;

Adjusted to the level of difficulty or proficiency level of students, expectations, time commitment; and

Utilizing the latest technology and multimedia texts that are global and multidisciplinary. As an example, Platforms like Mango Languages are useful as they help native and non-native speakers of Spanish improve their existing language skills and grow their confidence in their linguistic potential in a fun and interactive manner.

As participating students identify with the course material and see the connections with their personal, professional and social life, the course may encourage them to pursue their studies and advance their skills in Spanish. In addition, they may then view the Spanish language and culture as a strong asset in these same areas of their lives.

The new GGC study abroad program for Spanish is an example of the efforts accomplished by the team project in 2016 to promote the Spanish language and culture. In this context, a group of ten highly diverse GGC students studied Spanish language and culture in Quito, Ecuador during the 2017 Summer semester. This trip was the first GGC study abroad program for Spanish, and Dr. Federica Goldoni, one of the team members, led it. Ten students may seem a small number. Actually, it is a significant number in an access institution like GGC, where the majority of the students receive financial aid, have family responsibilities, and work one or two jobs. As of January 30, 2017, 21 students of Spanish (Spanish 1001-3010, including two Spanish heritage speakers) have applied to participate in the Ecuador study abroad program for Summer 2018, and this year Spanish will partner with Nursing in an effort to be more interdisciplinary and inclusive. The program offers an educational experience that is unmatched. Intermediate students of Spanish are the group of learners that would benefit from a Study Abroad experience the most as they already have a foundation in the language and can speak and interact with the local community and culture in meaningful ways.

The combination of the Spanish study abroad program and this textbook transformation project will help advance the college's QEP's internationalization theme. The QEP requires that the college create "internationalized" or globally-focused courses and curriculum. Such curriculum must contain "substantial breadth and depth of international content, which provides GGC students with broader global awareness and perspectives." This goal can be more easily achieved if a traditional commercial textbook of intermediate Spanish is replaced by a more dynamic, fully online teaching model that takes advantage of current technology, online chapters, tutorials, PowerPoints, and interactive activities that are permanently available from Galileo, the GGC library, and other Open Educational Resources like [www.todoele.es](http://www.todoele.es). Moreover, the project team will include supplemental materials that will come from GGC's online subscriptions such as Mango languages, Merlot, Coursera, Kanopy, VAST, World Cinema Collection, and Alexander Street. Other educational materials, including short videos and podcasts, will be available from the websites of institutions committed to globalized

education, such as Carnegie Mellon

(<https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1>) and the University of Texas (<http://liberalarts.utexas.edu/laits>). Technology such as Google Hangout, Skype, Voicethread, FluentU, and Facebook will be employed regularly to enliven content.

Finally, this transformation represents a critical step in our discipline, as the project team will work diligently to:

- Guarantee continuity after completing the textbook transformation affecting introductory Spanish 1001-1002;

- Encourage more students to take Spanish at GGC;

- Offer upper level courses, including literature, education, conversation courses, and courses for special purposes such as medical Spanish, business Spanish, or Spanish for law enforcement; and

- Build a minor in Spanish and ultimately a major.

## **Stakeholders**

GGC students are the primary stakeholders impacted by costly Spanish textbooks. A significant number of students take intermediate Spanish, and the course fulfills the Area C Fine Arts/Humanities requirement in the State's core curriculum.

Other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has one of the largest Hispanic populations in Georgia and in the state, and is the second most populated county in the State. As an emerging Hispanic Serving Institution, GGC plays a pivotal role in providing educational opportunities to the Hispanic/Latino community. At the same time, it provides avenues for others to be educated on the Spanish culture. The Spanish culture and language exerts a crucial impact on the county and the State's financial, professional, social, and academic life. It is a strong asset and a powerful value to have. If more individuals speak Spanish and understand and appreciate the various manifestations of the Spanish culture, they can function as informed, translingual, and transcultural interlocutors while interacting with other Spanish-speaking people and communities here and abroad.

## **Impact of this transformation on stakeholders and course success**

The most significant impact of this transformation will be in three main areas: (1) course material cost reduction; (2) increase in students' satisfaction and engagement; and (3) increase in completion/retention/success rates parallel to a decrease in dropout/withdrawal/fail rates.

According to our Financial Aid Department at GGC, 76% of GGC students receive some type of Financial Aid to assist them with their college costs as of January 3, 2018. Free teaching materials will help resolve the issue of students not buying the Spanish textbook or delaying its

purchase due to their financial aid refund or lack of other resources. It will also resolve the issue of students falling behind, feeling discouraged and overwhelmed, performing poorly, and losing confidence or interest in Spanish. This transformation will give GGC students of Spanish the tools to succeed and excel in their classes, resulting in higher retention, completion, and graduation rates. The project team aims to assist students in their college journey to facilitate their learning process, to empower them, and to offer them a transformative, high-impact education that can make the difference upon graduation. Mastering the Spanish language is a key component of a quality education in Gwinnett County, Georgia, the U.S. and the rest of the world. We need more graduates who can function and interact as global citizens in our multicultural society and in globally-competitive markets.

Although it may appear that only 168 students will benefit from this transformation, it is important to remember that the implementation of the new material would start in Summer 2018 and would continue in Fall, with the Summer typically having the least number of enrollees because of PELL grant considerations. However, the average enrollment in these courses during the full academic year (Fall, Summer and Spring) is 252 (9-10 sections of intermediate Spanish being taught per year). With no textbook costs for both courses, the savings will be over \$25,200. As enrollment continues to increase at GGC, we can expect that more students in the near future will take Spanish, including intermediate Spanish. Therefore, the financial impact on the college and our students will be more significant in the end.

### **Project's transformative impact**

This project will be transformative in the following ways in that it will:

- Generate significant savings for students;

- Boost student retention and success rates;

- Build students' confidence and interest in Spanish;

- Address the needs of a very diverse and large student population, including minority groups, immigrant families, and Spanish heritage speakers and their community (18.1% of all GGC students);

- Bring attention to the Spanish discipline, to the GGC study abroad program for Spanish, to the Global Studies certificate, to the Latin American Studies certificate, and to other Spanish-related courses in the School of Liberal Arts, including Latin American cinema, Latin American history, and music;

- Help develop students' global awareness and cross cultural appreciation of topics that are international and multicultural in focus;

- Bring attention to the initiatives, activities, and workshops of such GGC organizations as HOGAR (25 active participant/members), OLAS (Organization of Latin American students with 50 active participants/members), and ALPHA (35 active members);

- Help increase the number of enrollees in upper level courses of Spanish, potentially leading to a minor in Spanish in the near future;

- Encourage collaborations and synergies among faculty across campus, Georgia, the nation,

and the rest of the world via technology and social media such as Facebook; and Stimulate Spanish faculty's creativity as they design new materials and texts using cutting-edge technology.

### **Transformation Action Plan:**

The new course materials will be identified, reviewed, selected, adapted, and integrated in the syllabus. The project team will also design and create original activities, projects, and exercises that will complement and accompany the course and help instructors enliven the content in both the hybrid and traditional courses. These materials will mainly address the following topics for Spanish 2001:

Verbs conjugations in the past, present, future, and conditional tenses.

Verbs conjugations in the imperative, indicative, and subjunctive moods.

Vocabulary on household, living the city, the environment, health, arts, culture and music, employment and job market.

Expression of opinions and ideas.

The same approach will be adopted for Spanish 2002, which will mainly address the following topics:

Verbs conjugations in the present perfect and present perfect subjunctive, future perfect, past participle as adjectives, conditional perfect, subjunctive with conjunctions, and double pronouns.

Expression of hypothesis and conjectures.

Vocabulary on entertainment and amusements, personal relationships, old and new generations, work and finances, science and technology, the media.

Poetry and other literary genres.

### **Team members' roles**

The institutional goals, course objectives, and the expectations of GGC's QEP will determine the most effective and beneficial materials, activities and projects to be selected in intermediate Spanish. Each team member will be responsible for the following tasks: Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both faculty will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will be responsible for both 2001 and 2002. Dr. Stacy Rusnak is an Associate Professor of Film at GGC, and former Professor of Spanish at Agnes Scott. She teaches international-related courses in the GGC School of Liberal Arts, including Latin American cinema. With this academic background, she will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world. There will be several art and independent films, contemporary,

critically acclaimed films, shorts, commercials, music and podcasts incorporated in the materials. Her work will explore international, multicultural, and interdisciplinary topics, and will include active links, PowerPoints, and other original projects created using Voicethread. The team members will periodically meet, discuss individual progress, exchange their materials among each other, and provide feedback to each other. Therefore, all three team members will share equal responsibilities, oversee the list of the materials, employ the new materials in their courses, and implement assessment at the end of each course.

### **Plan for providing access**

The team members will populate the two D2L Brightspace course shells designed to house the new materials for intermediate Spanish. Students enrolled in 2001 and 2002 during Summer and Fall 2018 will have access to them via D2L Brightspace. The team will announce the availability of the materials to the other full-time Spanish faculty at GGC teaching intermediate Spanish. Every effort will be made to encourage them to adopt the free materials, and to appreciate the value of the multidisciplinary approach of teaching Spanish culture, art, and language in all its multiple manifestations.

**Quantitative & Qualitative Measures:** GOAL 1: Bring the cost of teaching/learning material for intermediate Spanish down to \$0 by providing an open source no-cost-to-students alternative to our current commercial textbook. Qualitative Measure 1. Use a survey that includes open-ended questions, such as: How did the free online textbook help you financially? How would you describe your feelings about not having to pay for any textbook? How would you describe your feelings about having to use online resources instead of a regular textbook? Do you think we should continue with providing \$0 cost textbooks? If so, why? 2. Maintain weekly journals written by all team members about what worked well, and what could be improved. Quantitative Measure Check whether students access the materials and use them for class, including platforms such as D2L Brightspace, Mango Languages, Quizlet, and Edpuzzle. GOAL 2: Increase completion and retention rates while decreasing dropout/withdrawal/fail rates. Qualitative Measure 1. Use a survey that includes questions such as: Were the online grammar explanations and tutorials helpful for learning the language? If so, why? Did the online resources help you to assimilate the vocabulary terms? If so, how? Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were they helpful? Provide examples. Did the digital learning aspects of the course offer you enough practice exercises? If so, to what extent? What did you find most valuable? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific. Discuss your perceptions of learning with the resources and materials used in this course. 2. Maintain weekly journals written by all team members about what worked well, and what could be improved. Quantitative Measure 1. Monitor the number of SPAN2001 and SPAN2002 sections taught by Dr. Goldoni and Dr. Mora and the number of DFW rates in Banner, and compare them to sections that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook. 2. Use in-class/online

quizzes and tests to assess whether students assimilate the Spanish grammar, vocabulary, and culture covered in intermediate Spanish using the new online materials, and compare outcomes and grades with other sections of intermediate Spanish that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

**GOAL 3.** Use library resources on a regular basis.

**Qualitative Measure 1.** Use a survey that includes questions such as: Were the library resources helpful? If so, to what extent were they helpful to you? Were the library resources easily accessible? How can we improve the accessibility of the resources to you? What did you find most valuable about the library resources we have provided? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific. Discuss your perceptions of learning with the library resources and materials used in this course.

**2.** Maintain weekly journals written by all team members about what worked well, and what could be improved.

**Quantitative Measure** Check whether students access the materials and use them for class, including platforms such as Mango Languages.

**GOAL 4.** Increase students' engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.

**GOAL 5:** Design personalized teaching materials that are meaningful to our very diverse student population, that more closely address their interests and needs, and that our students can more easily relate to.

**GOAL 6:** Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students at GGC, including native speakers of Spanish, non-native speakers of Spanish, and international students of Spanish.

For Goals 4, 5, and 6, we will utilize the following:

**Qualitative Measure 1.** Use a survey that includes questions such as: Were the online grammar explanations and tutorials helpful for learning the language? To what extent were they helpful to you? Did the online resources help

you to assimilate the vocabulary terms? If so, how did they help? Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were these exercises helpful? Did the digital learning aspects of the course offer you enough practice exercises? Were they effective? If so, how were they effective? What did you find most valuable? Be specific. What did you find most challenging? Be specific. What would you like/need to do more or less? Be specific. Discuss your perceptions of learning with the resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

Quantitative Measure

1. Utilize a Likert-scale questionnaire using Dissatisfied to Highly Satisfied to determine students' satisfaction on the use of the materials. Use the Likert scale also to measure changes in student engagement.

2. Use the quizzes and tests to measure changes in proficiency.

### **Timeline:**

February 15, 2018: Notification

February 26, 2018: Kickoff Meeting

For implementation in Summer 2018 and Fall 2018.

### **Spring 2018**

Identify and select sources.

Develop materials, assignments, and projects.

Develop an assessment plan to measure learning, including surveys and quizzes.

Request IRB approval.

Request from Center for Teaching Excellence two D2L Brightspace shells to be created to house the new materials.

Collect and analyze data on dropout, fail, and withdrawal rates in SPAN2001 & 2002 during Summer and Fall 2017, when a commercial textbook was used, to be compared to rates during Summer and Fall 2018, when the free online materials were employed.

### **Summer 2018**

Begin implementation.

Implement the new course materials in three SPAN2001 and SPAN 2002 courses. Dr. Goldoni will pilot 2 sections of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness and value of sources and methods, refine the course and implement any change based on the findings from the data. Dr. Mora and will pilot 1 section of the open-source course and will follow the same steps as Dr. Goldoni's. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the effectiveness of the materials, and refining the materials that she authored and selected. Compare dropout, fail, and withdrawal rates between Summer and Fall 2017 and 2018, when a commercial textbook versus the free online materials were employed.

Proctor quizzes and tests.

Distribute surveys among students and encourage them to take the surveys and provide feedback.

Maintain journals.

Analyze data and assess learning.

Edit the materials based on the students' feedback and journal entries. Make adjustments and/or changes based on the data collected. Develop new materials if necessary.

## **Fall 2018**

Implement the full material. Dr. Goldoni will pilot 1 section of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness of sources and methods, further refine the course and add any new material if necessary based on the findings from the data. Dr. Mora and will pilot two sections of the open-source course (both traditional and hybrid) and will follow the same steps as Dr. Goldoni's.

Proctor quizzes and tests.

Distribute surveys among students and encourage them to take the surveys.

Maintain journals.

Analyze data and assess learning. Compare the use of the new material to the classes previously taught by team members using a commercial textbook. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the value of the course, refining the materials that she authored, and creating any new material if necessary based on the findings from the data.

Share results with the other full time Spanish faculty teaching intermediate Spanish.

Further edit the materials based on the students' feedback and journal entries. Make any additional adjustments and/or changes, and develop new materials if necessary.

Submit final report.

## **Budget:**

Type of Grant: **Standard-Scale Transformation**

Funds are requested for:

**A. Personnel**

\$3,333.34 summer compensation for Dr. Goldoni

\$3,333.33 summer compensation for Dr. Mora

\$3,333.33 summer compensation for Dr. Rusnak

**Total: \$10,000**

All three team members will be responsible for every step of this transformation, including identifying, selecting, integrating and supervising content related to intermediate Spanish 2001 and 2002. The team members will share equal responsibilities, oversee the materials, employ the new materials in their courses, and implement assessment at the end of each course. The team will work with CTE to have two D2L Brightspace course shells available to upload the new materials. The team will be responsible for specific tasks as described above in section 1.3. Notably, Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both Dr. Goldoni and Dr. Mora will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world in both 2001 and 2002.

**B. Travel**

\$800 travel support for Dr. Goldoni and/or Dr. Mora to attend the required kick-off meeting. The funds will cover their mileage, lodging, per diem, and other travel expenses.

**Total Request: \$10,800**

**Sustainability Plan:**

The course materials described in this proposal will be adopted yearlong in the Spring, Fall, and Summer sessions. The team members will periodically update them, improve them, and add components as necessary based on current events, campus events, and students' interests. Team members will encourage the other Spanish faculty teaching intermediate courses to use part or all of the new materials in their course section.

GGC is rapidly growing and so is the Hispanic community on campus, which is currently being represented through active organizations such as OLAS and HOGAR. The Hispanic population in Gwinnett County is growing as well, being 20.1% of the total population in the county. Besides, there are over 500 international corporations, local companies, and

organizations doing business with the Spanish-speaking world located in the county. With the strong presence of an international and Hispanic/Latino community, Spanish is seen as a more popular course to fulfill the foreign language Humanities requirement. The number of sections and students enrolled in Spanish will increase in the near future, and this transformation project will potentially benefit a larger number of students. In fact, this transformation is a critical step in our discipline as the project team is committed to generating more interest in the Spanish language and culture. In this way, we hope to offer more Spanish-related courses, help support the College's QEP Internationalization goal, and eventually build a minor in Spanish to accompany the current Certificate in Latin American Studies.

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**School of Liberal Arts**  
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Phone: 678.407.5601  
www.ggc.edu

Dr. Adolfo Santos  
Dean of the School of Liberal Arts  
January 12, 2018

Affordable Learning Georgia  
2500 Daniels Bridge Rd.  
Building 300  
Athens, GA 30606

To Whom It May Concern:

I would like to express my continued support for Dr. Federica Goldoni's proposal, "Intermediate Spanish 2001-2002 No-Cost-To-Students Learning Materials." The efforts are helping students in two courses – SPAN 2001 and 2002 to reduce the cost of their education by eliminating the cost of texts. These are important courses that help prepare students to be global citizens, preparing them to communicate with people from other parts of the world. At GGC, our Quality Enhancement Plan prepares students for an international perspective, and foreign language courses are an important part of this commitment.

Professor Goldoni and her team of Spanish and Film faculty have a strong track record of getting things done, and they truly care for our students. They are doing a great job in helping to make college affordable.

Regards,

A handwritten signature in black ink that reads 'Adolfo Santos'.

Adolfo Santos  
Dean of SLA



Center for Teaching Excellence

16 January 2018

Affordable Learning Georgia  
2500 Daniells Bridge Rd.  
Building 300  
Athens, GA 30606

Dear committee members:

This letter is in strong support of the application for an Affordable Learning Georgia Textbook Transformation Grant for Elementary Spanish 2001 and 2002. The GGC Center for Teaching Excellence (CTE) has the capability to provide support and resources for this project. Specifically, the CTE can offer assistance to create and populate a D2L Brightspace course shell hosting the material that Drs. Federica Goldoni, Luis Mora and Stacy Rusnak are developing in the context of this proposal. The CTE is excited to partner with the Spanish and Film faculty in a way that will help bring these two innovative courses into fruition.

Please feel free to contact me or the primary investigator, Dr. Federica Goldoni, if you need additional information or if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David Robinson'.

David Robinson  
LMS Administrator

A handwritten signature in blue ink, appearing to read 'Brian Etheridge'.

Brian Etheridge  
Director, Center for Teaching Excellence  
Professor of History

**Affordable Learning Georgia Textbook Transformation Grants  
Round Eleven  
For Implementations beginning Summer Semester 2018  
Running Through Fall Semester 2018**

**Proposal Form and Narrative**

<b>Submitter Name</b>	Cathy Hakes
<b>Submitter Title</b>	Director for the Office of Research, Sponsored Programs, Accreditation and Certification Activities
<b>Submitter Email</b>	<a href="mailto:chakes@ggc.edu">chakes@ggc.edu</a>
<b>Submitter Phone Number</b>	678-407-5875
<b>Submitter Campus Role</b>	Office of Research and Sponsored Programs
<b>Applicant Name</b>	Federica Goldoni
<b>Applicant Email</b>	<a href="mailto:fgoldoni@ggc.edu">fgoldoni@ggc.edu</a>
<b>Applicant Phone Number</b>	404-450-7779
<b>Primary Appointment Title</b>	Assistant Professor of Spanish
<b>Institution Name(s)</b>	Georgia Gwinnett College
<b>Team Members</b>	Dr. Luis Mora, Associate Professor of Spanish, School of Liberal Arts, <a href="mailto:lmora@ggc.edu">lmora@ggc.edu</a> Dr. Stacy Rusnak, Associate Professor of Film, School of Liberal Arts, <a href="mailto:srusnak@ggc.edu">srusnak@ggc.edu</a>
<b>Sponsor, Title, Department, Institution</b>	Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College

<b>Proposal Title</b>	Intermediate Spanish 2001-2002 No-Cost-To-Students Learning Materials				
<b>Course Names, Course Numbers and Semesters Offered</b>	SPAN2001 and SPAN2002 Intermediate Spanish I & II. Offered Fall, Spring, Summer				
<b>Final Semester of Instruction</b>	Summer 2018, Fall 2018				
<b>Average Number of Students Per Course Section</b>	28	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	6	<b>Total Number of Students Affected by Implementation in Academic Year</b>	168
<b>Average Number of Students Per Summer Semester</b>	84				
<b>Average Number of Students Per Fall Semester</b>	84				
<b>Average Number of Students Per Spring Semester</b>					
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses				
<b>Are you planning on using an OpenStax textbook?</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	SPAN2001 INTL <i>VISTAS: Introducción a la lengua española, 5ª edición.</i> 2016. Blanco and Colbert. Vista Higher Learning. Cost: \$100. Required.  SPAN2002 INTL <i>IMAGINA: Español sin barreras, 3ª edición.</i> Blanco and Tocaimaza-Hatch. Vista Higher Learning. Cost: \$150. Required.
<b>Requested Amount of Funding</b>	\$10,800
<b>Original Per Student Cost</b>	\$250
<b>Post-Proposal Projected Per Student Cost</b>	\$0
<b>Projected Per Student Savings</b>	\$250
<b>Projected Total Annual Student Savings</b>	\$42,000
<b>Creation and Hosting Platforms Used (n/a if none):</b>	D2L Brightspace

## NARRATIVE

### 1.1 PROJECT GOALS

The goals of the project are:

1. Bring the cost of teaching/learning material for intermediate Spanish down to \$0 by providing an open source no-cost-to-students alternative to our current commercial textbook.
2. Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.
3. Use library resources on a regular basis.

4. Increase students' engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.
5. Design personalized teaching materials that are meaningful to our very diverse student population that closely address their interests and needs.
6. Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students, including native and non-native speakers of Spanish.

## 1.2 STATEMENT OF TRANSFORMATION

### Transformation

The project team is comprised of three faculty members who are directly involved in the selection and design of teaching and learning materials for intermediate Spanish courses at Georgia Gwinnett College (GGC), and who engage in continued constructive changes in the discipline's pedagogy and curriculum in the short and long term. The team has successfully completed the transformation of GGC's Spanish 1001 and 1002 courses through funds from the ALG Textbook Transformation grant. Undertaking the transformation of the Spanish 2001 and 2002 courses will then allow the College to provide an uninterrupted opportunity for students moving from basic to intermediate level Spanish to take these courses without any additional expenses related to textbooks.

The main goal for undertaking this project is to decrease significantly the financial burden of students enrolling in intermediate 2001 and 2002 Spanish courses. It is critical to revise the current teaching and learning materials to make them readily available to students for free from the first day of class. It is also paramount to create texts that are meaningful to a very diverse student population not only for their various racial/ethnic/cultural backgrounds but also for their multiple Spanish language proficiency levels. A typical 2001-2002 Spanish level class is comprised of non-native Spanish speaking students, international students, and Spanish heritage learners. These three groups of students have varying backgrounds and preparation in Spanish resulting in differing proficiency levels. For example, non-native speakers of Spanish tend to have a good grasp of the grammar rules, but could improve in their oral/aural skills. International students typically speak a language other than English and Spanish, and show a natural predisposition and talent for assimilating new vocabulary and pronunciation. However, they could use more practice and exposure to Spanish to expand their knowledge and strengthen their writing, reading, speaking, and listening skills. Typically, they are also eager to learn more about the Spanish culture and peoples. Spanish heritage learners are fluent in English and Spanish, but struggle to write and spell in formal/academic Spanish, and need assistance with unpacking and processing grammar rules. This group of native speakers of Spanish, who make up to half of the Spanish intermediate class, tend not to purchase any textbook as they feel that they know the language already. Meanwhile, non-native speakers of Spanish and international students delay the purchase of the Spanish textbook since they typically wait for their financial aid refund to arrive. Needless to say, this situation results in students struggling to follow along or falling behind to the extent that they cannot completely catch up. In the AY 2015-16, the percentage of students who dropped out of intermediate Spanish was 4%, 10% withdrew, and 2% failed the courses. The project team argues that students' completion, retention and success rates can significantly increase if the classroom materials can be available to them for free from D2L Brightspace from the first week of class.

In the intermediate Spanish classes previously taught by the project team, faculty noticed that the end-of-semester student evaluations recorded low satisfaction on: (1) course materials

not reflecting what students are requested to do, and (2) how they are expected to perform, on tests and quizzes. Other students criticized the fact that the textbook was used occasionally during the semester or a minimal portion of it was employed, which did not justify the high expense. Other students lamented that the course material did not help them speak Spanish nor learn about the various cultural manifestations of the Spanish-speaking world. More and more students lean now towards taking Spanish as an eCore course, saving some tuition money but missing the critical interaction and learning opportunities available in the traditional classroom context. Additionally, Dr. Luis Mora, director of the Hispanic Organization for Growth, Advancement and Retention (HOGAR) program, reported that the Spanish heritage speakers who have been attending their workshops since 2013 prefer to take the CLEP test to test out of their college language requirement rather than taking Spanish 2001-2002.

As a result of these evaluations and the project team's experience with its previously funded ALG grant, the team aspires to create materials that will reach out, excite, and encourage them to enroll in a class. To do so, the course and the course materials should have the following attributes. They should be:

- Meaningful and transformative;
- Personalized to reflect GGC's diverse student population. They should be relatable in that they closely address the students' interests and needs. The syllabus must incorporate assignments and projects that are adapted and significant to the diverse audience and their interests/needs;
- Engaging, interactive, and up-to-date so that they reflect the current events happening in the Spanish-speaking world;
- Adjusted to the level of difficulty or proficiency level of students, expectations, time commitment; and
- Utilizing the latest technology and multimedia texts that are global and multidisciplinary. As an example, Platforms like Mango Languages are useful as they help native and non-native speakers of Spanish improve their existing language skills and grow their confidence in their linguistic potential in a fun and interactive manner.

As participating students identify with the course material and see the connections with their personal, professional and social life, the course may encourage them to pursue their studies and advance their skills in Spanish. In addition, they may then view the Spanish language and culture as a strong asset in these same areas of their lives.

The new GGC study abroad program for Spanish is an example of the efforts accomplished by the team project in 2016 to promote the Spanish language and culture. In this context, a group of ten highly diverse GGC students studied Spanish language and culture in Quito, Ecuador during the 2017 Summer semester. This trip was the first GGC study abroad program for Spanish, and Dr. Federica Goldoni, one of the team members, led it. Ten students may seem a small number. Actually, it is a significant number in an access institution like GGC, where the majority of the students receive financial aid, have family responsibilities, and work one or two jobs. As of January 30, 2017, 21 students of Spanish (Spanish 1001-3010, including two Spanish heritage speakers) have applied to participate in the Ecuador study abroad program for Summer 2018, and this year Spanish will partner with Nursing in an effort to be more interdisciplinary and inclusive. The program offers an educational experience that is unmatched. Intermediate students of Spanish are the group of learners that would benefit from a Study

Abroad experience the most as they already have a foundation in the language and can speak and interact with the local community and culture in meaningful ways.

The combination of the Spanish study abroad program and this textbook transformation project will help advance the college's QEP's internationalization theme. The QEP requires that the college create "internationalized" or globally-focused courses and curriculum. Such curriculum must contain "substantial breadth and depth of international content, which provides GGC students with broader global awareness and perspectives." This goal can be more easily achieved if a traditional commercial textbook of intermediate Spanish is replaced by a more dynamic, fully online teaching model that takes advantage of current technology, online chapters, tutorials, PowerPoints, and interactive activities that are permanently available from Galileo, the GGC library, and other Open Educational Resources like [www.todoeele.es](http://www.todoeele.es). Moreover, the project team will include supplemental materials that will come from GGC's online subscriptions such as *Mango languages*, *Merlot*, *Coursera*, *Kanopy*, *VAST*, *World Cinema Collection*, and *Alexander Street*. Other educational materials, including short videos and podcasts, will be available from the websites of institutions committed to globalized education, such as Carnegie Mellon (<https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1>) and the University of Texas (<http://liberalarts.utexas.edu/laits>). Technology such as Google Hangout, Skype, Voicethread, FluentU, and Facebook will be employed regularly to enliven content.

Finally, this transformation represents a critical step in our discipline, as the project team will work diligently to:

- Guarantee continuity after completing the textbook transformation affecting introductory Spanish 1001-1002;
- Encourage more students to take Spanish at GGC;
- Offer upper level courses, including literature, education, conversation courses, and courses for special purposes such as medical Spanish, business Spanish, or Spanish for law enforcement; and
- Build a minor in Spanish and ultimately a major.

## Stakeholders

GGC students are the primary stakeholders impacted by costly Spanish textbooks. A significant number of students take intermediate Spanish, and the course fulfills the Area C Fine Arts/Humanities requirement in the State's core curriculum.

Other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has one of the largest Hispanic populations in Georgia and in the state, and is the second most populated county in the State. As an emerging Hispanic Serving Institution, GGC plays a pivotal role in providing educational opportunities to the Hispanic/Latino community. At the same time, it provides avenues for others to be educated on the Spanish culture. The Spanish culture and language exerts a crucial impact on the county and the State's financial, professional, social, and academic life. It is a strong asset and a powerful value to have. If more individuals speak Spanish and understand and appreciate the various manifestations of the Spanish culture, they can function as informed, translingual, and transcultural interlocutors while interacting with other Spanish-speaking people and communities here and abroad.

### **Impact of this transformation on stakeholders and course success**

The most significant impact of this transformation will be in three main areas: (1) course material cost reduction; (2) increase in students' satisfaction and engagement; and (3) increase in completion/retention/success rates parallel to a decrease in dropout/withdrawal/fail rates.

According to our Financial Aid Department at GGC, 76% of GGC students receive some type of Financial Aid to assist them with their college costs as of January 3, 2018. Free teaching materials will help resolve the issue of students not buying the Spanish textbook or delaying its purchase due to their financial aid refund or lack of other resources. It will also resolve the issue of students falling behind, feeling discouraged and overwhelmed, performing poorly, and losing confidence or interest in Spanish. This transformation will give GGC students of Spanish the tools to succeed and excel in their classes, resulting in higher retention, completion, and graduation rates. The project team aims to assist students in their college journey to facilitate their learning process, to empower them, and to offer them a transformative, high-impact education that can make the difference upon graduation. Mastering the Spanish language is a key component of a quality education in Gwinnett County, Georgia, the U.S. and the rest of the world. We need more graduates who can function and interact as global citizens in our multicultural society and in globally-competitive markets.

Although it may appear that only 168 students will benefit from this transformation, it is important to remember that the implementation of the new material would start in Summer 2018 and would continue in Fall, with the Summer typically having the least number of enrollees because of PELL grant considerations. However, the average enrollment in these courses during the full academic year (Fall, Summer and Spring) is 252 (9-10 sections of intermediate Spanish being taught per year). With no textbook costs for both courses, the savings will be over \$25,200. As enrollment continues to increase at GGC, we can expect that more students in the near future will take Spanish, including intermediate Spanish. Therefore, the financial impact on the college and our students will be more significant in the end.

### **Project's transformative impact**

This project will be transformative in the following ways in that it will:

- Generate significant savings for students;
- Boost student retention and success rates;
- Build students' confidence and interest in Spanish;
- Address the needs of a very diverse and large student population, including minority groups, immigrant families, and Spanish heritage speakers and their community (18.1% of all GGC students);
- Bring attention to the Spanish discipline, to the GGC study abroad program for Spanish, to the Global Studies certificate, to the Latin American Studies certificate, and to other Spanish-related courses in the School of Liberal Arts, including Latin American cinema, Latin American history, and music;
- Help develop students' global awareness and cross cultural appreciation of topics that are international and multicultural in focus;
- Bring attention to the initiatives, activities, and workshops of such GGC organizations as HOGAR (25 active participant/members), OLAS (Organization of Latin American students with 50 active participants/members), and ALPHA (35 active members);
- Help increase the number of enrollees in upper level courses of Spanish, potentially leading to a minor in Spanish in the near future;

- Encourage collaborations and synergies among faculty across campus, Georgia, the nation, and the rest of the world via technology and social media such as Facebook; and
- Stimulate Spanish faculty's creativity as they design new materials and texts using cutting-edge technology.

### 1.3 TRANSFORMATION ACTION PLAN

The new course materials will be identified, reviewed, selected, adapted, and integrated in the syllabus. The project team will also design and create original activities, projects, and exercises that will complement and accompany the course and help instructors enliven the content in both the hybrid and traditional courses. These materials will mainly address the following topics for Spanish 2001:

- Verbs conjugations in the past, present, future, and conditional tenses.
- Verbs conjugations in the imperative, indicative, and subjunctive moods.
- Vocabulary on household, living the city, the environment, health, arts, culture and music, employment and job market.
- Expression of opinions and ideas.

The same approach will be adopted for Spanish 2002, which will mainly address the following topics:

- Verbs conjugations in the present perfect and present perfect subjunctive, future perfect, past participle as adjectives, conditional perfect, subjunctive with conjunctions, and double pronouns.
- Expression of hypothesis and conjectures.
- Vocabulary on entertainment and amusements, personal relationships, old and new generations, work and finances, science and technology, the media.
- Poetry and other literary genres.

#### **Team members' roles**

The institutional goals, course objectives, and the expectations of GGC's QEP will determine the most effective and beneficial materials, activities and projects to be selected in intermediate Spanish. Each team member will be responsible for the following tasks: Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both faculty will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will be responsible for both 2001 and 2002. Dr. Stacy Rusnak is an Associate Professor of Film at GGC, and former Professor of Spanish at Agnes Scott. She teaches international-related courses in the GGC School of Liberal Arts, including Latin American cinema. With this academic background, she will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world. There will be several art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts incorporated in the materials. Her work will explore international, multicultural, and interdisciplinary topics, and will include active links, PowerPoints, and other original projects created using Voicethread. The team members will periodically meet, discuss individual progress, exchange their materials among

each other, and provide feedback to each other. Therefore, all three team members will share equal responsibilities, oversee the list of the materials, employ the new materials in their courses, and implement assessment at the end of each course.

### **Plan for providing access**

The team members will populate the two D2L Brightspace course shells designed to house the new materials for intermediate Spanish. Students enrolled in 2001 and 2002 during Summer and Fall 2018 will have access to them via D2L Brightspace. The team will announce the availability of the materials to the other full-time Spanish faculty at GGC teaching intermediate Spanish. Every effort will be made to encourage them to adopt the free materials, and to appreciate the value of the multidisciplinary approach of teaching Spanish culture, art, and language in all its multiple manifestations.

## **1.4 QUANTITATIVE AND QUALITATIVE MEASURES**

**GOAL 1: Bring the cost of teaching/learning material for intermediate Spanish down to \$0 by providing an open source no-cost-to-students alternative to our current commercial textbook.**

### **Qualitative Measure**

1. Use a survey that includes open-ended questions, such as:
  - a. How did the free online textbook helped you financially?
  - b. How would you describe your feelings about not having to pay for any textbook?
  - c. How would you describe your feelings about having to use online resources instead of a regular textbook?
  - d. Do you think we should continue with providing \$0 cost textbooks? If so, why?
2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

### **Quantitative Measure**

Check whether students access the materials and use them for class, including platforms such as D2L Brightspace, Mango Languages, Quizlet, and Edpuzzle.

**GOAL 2: Increase completion and retention rates while decreasing dropout/withdrawal/fail rates.**

### **Qualitative Measure**

1. Use a survey that includes questions such as:
  - a. Were the online grammar explanations and tutorials helpful for learning the language? If so, why?
  - b. Did the online resources help you to assimilate the vocabulary terms? If so, how?
  - c. Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were they helpful? Provide examples.
  - d. Did the digital learning aspects of the course offer you enough practice exercises? If so, to what extent?

- e. What did you find most valuable? Be specific.
- f. What did you find most challenging? Be specific.
- g. What would you like/need to do more or less? Be specific.
- h. Discuss your perceptions of learning with the resources and materials used in this course.

2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

### **Quantitative Measure**

1. Monitor the number of SPAN2001 and SPAN2002 sections taught by Dr. Goldoni and Dr. Mora and the number of DFW rates in Banner, and compare them to sections that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

2. Use in-class/online quizzes and tests to assess whether students assimilate the Spanish grammar, vocabulary, and culture covered in intermediate Spanish using the new online materials, and compare outcomes and grades with other sections of intermediate Spanish that Dr. Goldoni and Dr. Mora taught in the past using a commercial textbook.

### **GOAL 3. Use library resources on a regular basis.**

#### **Qualitative Measure**

1. Use a survey that includes questions such as:
  - a. Were the library resources helpful? If so, to what extent were they helpful to you?
  - b. Were the library resources easily accessible? How can we improve the accessibility of the resources to you?
  - c. What did you find most valuable about the library resources we have provided? Be specific.
  - d. What did you find most challenging? Be specific.
  - e. What would you like/need to do more or less? Be specific.
  - f. Discuss your perceptions of learning with the library resources and materials used in this course.
  
2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

#### **Quantitative Measure**

Check whether students access the materials and use them for class, including platforms such as Mango Languages.

**GOAL 4. Increase students' engagement and satisfaction by using interactive platforms, the latest technology, and multimedia texts that are more global and multidisciplinary in focus.**

**GOAL 5: Design personalized teaching materials that are meaningful to our very diverse student population, that more closely address their interests and needs, and that our students can more easily relate to.**

**GOAL 6: Design teaching materials that reflect the various levels of language proficiency among our intermediate Spanish students at GGC, including native speakers of Spanish, non-native speakers of Spanish, and international students of Spanish.**

For Goals 4, 5, and 6, we will utilize the following:

**Qualitative Measure**

1. Use a survey that includes questions such as:
  - a. Were the online grammar explanations and tutorials helpful for learning the language? To what extent were they helpful to you?
  - b. Did the online resources help you to assimilate the vocabulary terms? If so, how did they help?
  - c. Were the cultural exercises helpful for learning about the culture/history of the Spanish speaking countries? If so, how were these exercises helpful?
  - d. Did the digital learning aspects of the course offer you enough practice exercises? Were they effective? If so, how were they effective?
  - e. What did you find most valuable? Be specific.
  - f. What did you find most challenging? Be specific.
  - g. What would you like/need to do more or less? Be specific.
  - h. Discuss your perceptions of learning with the resources and materials used in this course.
  
2. Maintain weekly journals written by all team members about what worked well, and what could be improved.

**Quantitative Measure**

1. Utilize a Likert-scale questionnaire using Dissatisfied to Highly Satisfied to determine students' satisfaction on the use of the materials. Use the Likert scale also to measure changes in student engagement.
  
2. Use the quizzes and tests to measure changes in proficiency.

**1.5 TIMELINE**

February 15, 2018: Notification

February 26, 2018: Kickoff Meeting

For implementation in Summer 2018 and Fall 2018.

**Spring 2018**

- Identify and select sources.
- Develop materials, assignments, and projects.
- Develop an assessment plan to measure learning, including surveys and quizzes.
- Request IRB approval.
- Request from Center for Teaching Excellence two D2L Brightspace shells to be created to house the new materials.

- Collect and analyze data on dropout, fail, and withdrawal rates in SPAN2001 & 2002 during Summer and Fall 2017, when a commercial textbook was used, to be compared to rates during Summer and Fall 2018, when the free online materials were employed.

### **Summer 2018**

- Begin implementation.
- Implement the new course materials in three SPAN2001 and SPAN 2002 courses. Dr. Goldoni will pilot 2 sections of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness and value of sources and methods, refine the course and implement any change based on the findings from the data. Dr. Mora and will pilot 1 section of the open-source course and will follow the same steps as Dr. Goldoni's. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the effectiveness of the materials, and refining the materials that she authored and selected.
- Compare dropout, fail, and withdrawal rates between Summer and Fall 2017 and 2018, when a commercial textbook versus the free online materials were employed.
- Proctor quizzes and tests.
- Distribute surveys among students and encourage them to take the surveys and provide feedback.
- Maintain journals.
- Analyze data and assess learning.
- Edit the materials based on the students' feedback and journal entries. Make adjustments and/or changes based on the data collected. Develop new materials if necessary.

### **Fall 2018**

- Implement the full material. Dr. Goldoni will pilot 1 section of the open-source course, assess the materials using the quantitative and qualitative assessment methods described below, analyze the data, address the effectiveness of sources and methods, further refine the course and add any new material if necessary based on the findings from the data. Dr. Mora and will pilot two sections of the open-source course (both traditional and hybrid) and will follow the same steps as Dr. Goldoni's.
- Proctor quizzes and tests.
- Distribute surveys among students and encourage them to take the surveys.
- Maintain journals.
- Analyze data and assess learning. Compare the use of the new material to the classes previously taught by team members using a commercial textbook. Dr. Rusnak will work with Dr. Goldoni and Dr. Mora in assessing the materials, analyzing the data, addressing the value of the course, refining the materials that she authored, and creating any new material if necessary based on the findings from the data.
- Share results with the other full time Spanish faculty teaching intermediate Spanish.
- Further edit the materials based on the students' feedback and journal entries. Make any additional adjustments and/or changes, and develop new materials if necessary.
- Submit final report.

## 1.6 BUDGET

Type of Grant: ■ Standard-Scale Transformation

Funds are requested for:

### A. Personnel

\$3,333.34 summer compensation for Dr. Goldoni

\$3,333.33 summer compensation for Dr. Mora

\$3,333.33 summer compensation for Dr. Rusnak

**Total: \$10,000**

All three team members will be responsible for every step of this transformation, including identifying, selecting, integrating and supervising content related to intermediate Spanish 2001 and 2002. The team members will share equal responsibilities, oversee the materials, employ the new materials in their courses, and implement assessment at the end of each course. The team will work with CTE to have two D2L Brightspace course shells available to upload the new materials. The team will be responsible for specific tasks as described above in section 1.3. Notably, Dr. Goldoni will focus on Spanish 2001, while Dr. Mora will focus on Spanish 2002. Both Dr. Goldoni and Dr. Mora will include activities, modules and components for practicing reading, listening, writing and speaking in Spanish, and for discussing international, multicultural, and interdisciplinary topics. Dr. Rusnak will focus on multimedia texts, e-sources, and documentaries about various cultural, artistic, and historical manifestations and traditions from the Spanish-speaking world in both 2001 and 2002.

### B. Travel

\$800 travel support for Dr. Goldoni and/or Dr. Mora to attend the required kick-off meeting. The funds will cover their mileage, lodging, per diem, and other travel expenses.

**Total Request: \$10,800**

## 1.7 SUSTAINABILITY PLAN

The course materials described in this proposal will be adopted yearlong in the Spring, Fall, and Summer sessions. The team members will periodically update them, improve them, and add components as necessary based on current events, campus events, and students' interests. Team members will encourage the other Spanish faculty teaching intermediate courses to use part or all of the new materials in their course section.

GGC is rapidly growing and so is the Hispanic community on campus, which is currently being represented through active organizations such as OLAS and HOGAR. The Hispanic population in Gwinnett County is growing as well, being 20.1% of the total population in the county. Besides, there are over 500 international corporations, local companies, and organizations doing business with the Spanish-speaking world located in the county. With the strong presence of an international and Hispanic/Latino community, Spanish is seen as a more popular course to fulfill the foreign language Humanities requirement. The number of sections and students enrolled in Spanish will increase in the near future, and this transformation project will potentially benefit a larger number of students. In fact, this transformation is a critical step in our discipline as the project team is committed to generating more interest in the Spanish

language and culture. In this way, we hope to offer more Spanish-related courses, help support the College's QEP Internationalization goal, and eventually build a minor in Spanish to accompany the current Certificate in Latin American Studies.

### **1.8 REFERENCES & ATTACHMENTS**

GGC Student Demographics – Hispanics. Retrieved on January 3<sup>rd</sup>, 2018 from  
<http://www.ggc.edu/about-ggc/at-a-glance/ggc-facts/index.html>

2010 U.S. Census. Retrieved on January 3<sup>rd</sup>, 2018 from  
<https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>