Big Ten Academic Alliance
LCTL Partnership
Michigan State University

University of Illinois • Indiana University • University of Iowa
University of Maryland • University of Michigan • Michigan State University
University of Minnesota • University of Nebraska—Lincoln • Northwestern University
Ohio State University • Pennsylvania State University • Purdue University
Rutgers University • University of Wisconsin—Madison
A Partnership Project within the Big Ten Academic Alliance
In a Nutshell

- Development of online courses in three languages with focus on
  - Advances in instructional technology
  - Integration of instruction and assessment
- Increase third- and fourth-year students’ language proficiency levels in LCTLs
- Promote cooperation, cluster expertise – Create communities of practice
- Professional development
- New, scalable LCTL pedagogies
Proposed Language Goals

• More students, across more institutions, can achieve high proficiency (at least Intermediate High) in more LCTLS
  • Intermediate High speakers are able to converse with ease and confidence when dealing with the routine tasks and social situations of the Intermediate level
  • Exchange of basic information related to their work, school, recreation, particular interests, and areas of competence
Proposed Project Outcome

- Creating and implementing transferable and sharable models (manual with templates) that reflect best practices in proficiency-oriented LCTL instruction and curriculum development
  - Proficiency-oriented focus on what learners are able to do with language (ACTFL Can-Do Statements) as opposed to what they know about language
Can-Do Statements

- “I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.”
Motivation for this project

• Difficulties in traditional LCTL research and pedagogy:
  • Limited resources and budget challenges
  • Low enrollment
  • Declining enrollments at higher levels
  • Irregular course offerings
• Expands and refines the focus of the CourseShare initiative
• Builds on the collective experiences and commitment to high-quality online pedagogy
• Pools resources (technical and personnel)
The LCTL Partnership
Five Project Actions

- Community of Practice
- Integration of Curriculum and Assessment
- Instructional Technology
- A Twofold Research Agenda
- Program Evaluation
Community of Practice
Community of Practice

- Provide a broad and sustainable learning environment
- A shared professional development program
Community of Practice

- Proficient (native and nonnative) speakers
- Language instructors
- Research faculty

Transferable model for creating communities of practice
Integration of Curriculum and Assessment
Integration of Curriculum and Assessment

- Incorporating performance assessment in a systematic way
- Informing teachers about the impact of their teaching on students’ language development
Integration of Curriculum and Assessment

Proficiency tests:
- 1st yr baseline +
- 2nd/3rd yr progress

Self-/teacher assessment
(ACTFL Can-Do Statements)

Other informal & formal assessments
(i.e., observations, achievement tests, portfolios)

Linking formative and summative assessment

- Progress of individual students
- Overall outcomes of the curriculum
Integration of Curriculum and Assessment

• For students
  • Development of responsibility for their own learning outcomes
  • Development of ability to regulate their own learning process

• For teachers
  • Diagnostic information to adapt their feedback and teaching practice to students’ needs
Study Abroad

• Creating extra opportunities through study abroad
• Working with study abroad offices
Instructional Technology

• Integrating advanced / most efficient instructional technology
• Determining the best modes of instruction for each level
• Developing templates that reflect best practices
A Twofold Research Agenda
Research: Instruction-Assessment Agenda

- Goal setting
- Curricular and technological innovations
- Proficiency-based assessment practices
- Professional development (teacher training)

→ Program evaluation
Research: Language-Specific Agenda

• Fostering the integration of research and pedagogy
• Emerging from discussions among partners
• Active involvement of faculty members
Program Evaluation
Program Evaluation

• Assessment of the progress and success of the project

• Why?
  • To develop a research-based sustainable model for other LCTLs
Program Evaluation: How?

• Evaluate intended usefulness: Intended purposes and uses

• Continuous process and product evaluation based on:
  • Quantitative data (i.e., proficiency outcomes)
  • Qualitative data (i.e., weekly logs, workshop evaluations)
The Project

- A 3-year project
- Stepwise including 3 LCTLs and at least 9 partners
- Project management: A project manager + a working group
- Model building: A sustainable and sharable model
- Encouraging participation:
  - Affiliate Partners
  - Advisory Committee
Project Management

- Project Manager
  - Overall content and administrative leadership
- Tech Director
  - Technical guidance and leadership for development of LCTL modules
- Curriculum / Assessment Director
  - Curricular guidance and leadership for development of LCTL modules
  - Supervises program evaluation
Project Management

• Language Specific Coordinator
  • 2 years for L1 and L2; 1 year for L3
  • Coordinates development of language content in close collaboration with Directors
  • Provides guidance to the Language Specialists

• Language Specialists / Faculty Developers
  • Year 1: Materials development
  • Year 2: Implementation and revision
The working group individuals include:

1) Instructional Technology Director

2) Curriculum and Assessment Director

3) Language Specific Coordinator

4) 2 Faculty Developers / Language Specialists
Focus on 3 Languages

- Schematization of project working groups over the project period

<table>
<thead>
<tr>
<th>Language</th>
<th>Project Year 1</th>
<th>Project Year 2</th>
<th>Project Year 3</th>
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<tbody>
<tr>
<td>Language 1</td>
<td>X</td>
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<tr>
<td>Language 2</td>
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<tr>
<td>Language 3</td>
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Year 1: Semester 1 – Start-up & Planning

• Initial meeting (Chicago, September 12)
  • Informational
  • Discuss selection criteria for languages (afternoon session)

• Workshops (→ Webinars)

<table>
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<tr>
<th>Workshops</th>
<th>Details</th>
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<tbody>
<tr>
<td>Workshop 1: Integrating assessment</td>
<td>Integrating assessment and instruction</td>
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<td>Workshop 2: Best practices in</td>
<td>Best practices in integrating language</td>
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<td>Workshop 3: Toward a powerful</td>
<td>technology</td>
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<td>Workshop 4: Learner autonomy as key</td>
<td>Learner autonomy as key</td>
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<tr>
<td>Creating webinars out of the workshops</td>
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Year 1: Semester 2

• Getting the language specialists fully involved
• Designing online courses for Years 3 and 4
• Developing lesson plans for native speakers with no pedagogical background
• Holding regular working group meetings (throughout the year)
Year 1: At the End

• Sharing development stories
  • On-campus workshops (at the partner institutions)
  • A symposium
  • A written manual (1st draft) for future online course development and implementation

• Moving forward:
  • Promotion and consideration of a study-abroad site
Year 2

• Continuing curriculum development in Language 1 as well as piloting and revising the curriculum

• Using the models created with Language 1 to begin development with Language 2:
  • The same cycle of curriculum development, professional development, and implementation
Year 3

- Testing the models with Language 3
- Modifying curriculum for Languages 1 and 2
- End-of-project dissemination conference
Sustainability

• Manual for the future development of online LCTL courses
  • Preliminary components:
    • Curriculum templates
    • Checklists of what to do
    • Personal narratives (about processes and products)
    • Webinar templates
Participation: What is Funded by the Grant?

- Language Specific Coordinator
  - Two course releases / year + one month of summer salary
- Language Specialists
  - 33% academic year effort
- Travel expenses for the Language Coordinator and Specialists to participate in working group meetings and workshops
- Language proficiency testing of students
What is a Partner’s Contribution?

• Willingness to support the needs of the initiative
• Creation of a community of practice on home campus
• Organization of 3-4 workshops on home campus (content assistance available from MSU)
• Participation in a symposium at the end of each academic year
• Who is the designated contact person at each institution for this project?
Afternoon Discussion

• Involving as many partners as possible
  • Not just ‘core’ partners who provide the language specialists
  • But all interested partners in an affiliate structure
• Creation of an Advisory Committee
  • Discussion of role and involvement
• Selection criteria for languages
Thank You

Questions?