Building a Framework for Hybrid Courses in Italian

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Enrollment, outcomes and continuation: Italian 1 hybrid winter 2015

- All **18** students in **Italian 1 hybrid winter 2015** passed the class.

- **10** of the 18 students continued with **Italian 2 hybrid spring 2015**.

- Of the 8 students who did not continue with Italian 2 (hybrid or traditional) spring 2015, there were 5 seniors, 2 sophomores, 1 freshman.

+ Enrollment, outcomes and continuation: Italian 2 hybrid spring 2015

- All **17** students enrolled in **Italian 2 hybrid spring 2015** passed the class.

- Final grades of students entering Italian 2 hybrid from a traditional Italian 1 course: 4 A range, 4 B range

- Final grades of students who entered Italian 2 hybrid from the hybrid Italian 1 course: 5 A range, 4 B range

- **6** out of 17 students from the Italian 2 spring 2015 hybrid course **continued with Italian 3 hybrid fall 2015**.

+ Enrollment, outcomes and continuation: Italian 3 hybrid fall 2015

- **28** students are enrolled. **22** of these students had never taken a hybrid course before.

- Some students had not practiced their Italian since spring quarter 2015.

- Other students had a year gap between Italian 2 and Italian 3.

+ Observations: Italian 1 winter 2015

- More students came to office hours and made appointments compared to traditional Italian courses I've taught at UCLA.

- During office hours or appointments students often wanted advice on how to study, especially vocabulary.

- There was some confusion about what assignments were due and how a hybrid course works.

- As a result, students did not come to class as prepared as I had planned.

+ Evaluations: Italian 1 winter 2015

- Instructor goes **way too fast** and after the first few weeks it became exceedingly hard to grasp the new elements of the language after **not fully developing a strong foundation**. The **format of the course** in which the professor spends most of the class just going over exercises in the text **is not ideal. Spending the whole class asking students on the spot to answer questions in the text isnt valuable.** All it does is put people on the spot and create a **nervous learning environment** in which one doesnt truly learn as much. Half the time during **group exercises** - which were a **huge waste of time**, **none of us really even understood what we were suppposed to be doing**, as the professor did not explain it and the text (which swtiched entirely to italian directions) left us struglling to translate the directions.

+ # Evaluations: Italian 1 winter 2015

- The hybrid course is excellent because it's two days a week rather than 50 minutes a day, and **it leaves room for other courses and gives you more time to relax and concentrate on homework at your convenience**.

- Claire was well organized and interactive but **the format of the hybrid course affected my mastery of the material**.

+ # Evaluations: Italian 1 winter 2015

- Real strengths of the instructor and course included **clear expectations, help outside of the classroom**, enthusiasm and patience for the students learning and interesting events/ presentations with the Italian club. Only weakness of the course is **difficulty memorizing and remembering vocabulary (due to the structure of the class schedule and its conveniency--students must study on their own more heavily, but perhaps having a third day of class will be helpful).**

+ Solutions

- Welcome letter

- More detailed outline of course assignments in one document and on our Course Management System's calendar.

- More extensive modeling of classroom activities

- More storytelling with structures students were responsible for studying on their own prior to the class session

- Greater availability to students outside class with videoconferencing platform (Zoom)

- Remote access to review sessions and oral exam preparation via videoconference platform (Zoom)

- Questionnaire to know students better and to incorporate their interests in class activities and presentations

+ Welcome Letter

- Emphasize independent study and increased study time.

- Provide textbook information (links, course code).

- Outline format of the course: communicative activities in the classroom, mechanical exercises online.

- Explain course assignments document: order of operations, due dates.

- Offer study strategies: vocabulary.

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Welcome Letter (cont.)

- Confidence

- Classroom Sessions

- Piazza 1st Edition ilrn: Heinle Learning Center

- Independent Study

- Vocabulary

- Structures

- Compositions

- Oral Presentations

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Course assignments document

- What to do before, during and after class:

- Preparazione

- Attività in classe

- Verifica

- Order of operations for each stage

+ Evaluations: Italian 2 spring 2015

- An amazing Professor and a great course. The class sessions were **very organized and well prepared**. Students felt comfortable asking questions during and after class. My questions were always answered in a clear and concise way that always gave me clarification. She really cared about the course and the students in the class. She went above and beyond duties by holding **extra office hours** as well as conducting **review sessions** for the final. Taking a language course is not easy, but **I always felt guided by the instruction and felt each class was worthwhile**. This was a great course, and I hope to see Prof Lavagnino teaching more courses in the department because she is truly a benefit to students learning Italian. Excellent Job!

+ Evaluations: Italian 2 spring 2015

- The instructor goes above and beyond to communicate and help a student with all his/her learning needs. She truly cares for the students' mastery of the material while offering **various resources, such as tutoring, online help, video conferences, etc**. and creates a comfortable, secure atmosphere--which is key particularly in a foreign language course. Rarely have I met such a kind, intelligent and patient professor.

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Evaluations: Italian 2 spring 2015

- This is the second quarter that I have taken Italian with Professor Lavagnino, and she is one of the best lecturer's here at UCLA! She makes herself very available to her students and genuinely cares about their health and well being. Her **lectures are always very interactive and enjoyable**. She was **very organized with the class structure and every assignment she gave us was fair**, and she gave us **very valuable feedback**. Learning a new language is very difficult, but she makes the process easier. Overall in my three years at UCLA, this has been one of my favorite courses, and I hope I can finish Italian 3 with her teaching the course!

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Solutions based on Italian 2 experience

- Send out a welcome letter and the programma giornaliero before class starts and post them on the Course Management site.

- PPT lesson plans that include textbook exercises (eBook)

- Study strategies in the classroom

- More guidance for oral presentations

+ Solutions based on Italian 3 experience

Currently:

- More sessions in a computing classroom

- Reduced amount of activities and assignments

Elementi documento	Tabella	Layout tabella	Grafici	SmartArt	Revisione

SETTIMANA 6

GIORNO	PREPARAZIONE	ATTIVITÀ IN CLASSE	VERIFICA

Capitolo 11
 	
Giorno 12
martedì, 3
novembre
	1. Leggere/Ascoltare LDV "C'è chi va e c'è chi viene," p. 410
	
	2. Fare TB: 11-L2-C, 11-L2-O
	
	3. Studiare p. 411-12
	
	4. Fare TB: 11-12–11-15
	
	5. Leggere NC, p. 412-413
	
	6. Studiare V + audio, p. 416
	
	7. Fare TB: 11-18–11-20
		• Ripasso:
		  ○ 11-10
		  ○ 11-21
		  ○ 11-23
		
		• S2: Pronomi relativi, p. 411
		  ○ 11-15
		  ○ 11-17
		
		• AC, p. 418
		
		• Scriviamo!, p. 429
			✓ Fare WB: 11-7, 11-8 LM: 11-8–11-11
			
			✓ Scrivere la prima stesura della composizione.

Visualizzazione Layout di stampa	Sez 1	Pagine: 6 di 9	Parole: 0 di 1550		188%

+ Solutions based on Italian 3 experience

In the near future:

- Self and course evaluations throughout the quarter

- Chat and Discussion forum activities during class session

+ Common characteristics: Italian 1, 2, 3

- **Organization** is key. Mapping out all assignments and a detailed timeline before the beginning of the term and communicating them up front to the students builds greater trust and less resistance.

- It's best to stick to a **predictable schedule** and not change due dates.

- There's **longer review** time at the beginning of class compared to a traditional class.

- There seems to be **insufficient time** to complete all the activities planned. Finding the time to do a full writing workshop and reading analysis is a challenge.

- Communicative exercises need **additional modeling** to supplement the textbook's example.

- **PPTs/Visual organizers** help the lesson flow better and more efficiently.

- Initially there is a **greater investment of time**. Correcting compositions digitally can be more time consuming than correcting a hard copy.