



Personalized Adaptive Learning (PAL) & Open Educational Resources (OER) in Language Courses

Course Redesign Initiative (CRI)

Divisions of Digital Learning and Student Learning and Academic Success
University of Central Florida

Project Team Members

Anne Prucha

Kacie Tartt

Alma Alarcón

Lisa Nalbone

Romina Sáez Tapia

Nathalie Amato

Yair Fraifeld

Emily Irigoyen

Department of Modern Languages and Literatures
College of Arts and Humanities



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Goals for the Course Redesign Initiative (CRI)

- Increase cultural competence, especially where more Open Educational Resource (OER) content is used
- Increase relevance of course content to “real-world” and future career applications
- Incorporate integrative learning and high-impact experiences for students
- Increase student engagement, as demonstrated through statistical analysis comparing time spent in Personalized Adaptive Learning (PAL) platform Realizeit and Canvas across W, M, F2F courses on specific assignments
- Align digital course content in pre-requisite courses to increase student success in the first six sequenced Spanish courses and to provide more continuity in this sequence

Goals for the **Redesign**

- Utilize and expand upon innovations previously and yet-to-be-discovered to improve student outcomes
- Increase affordability and inclusivity in Spanish courses on a larger scale
- Increase student success and satisfaction
- Prepare students for success in General Education classes and/or in their quest to major or minor in Spanish
- Decrease student non-success and DFW rates

Project Description

Elementary Spanish Language and Civilization I and II SPN 1120C / SPN 1121C

- Improve and expand existing PAL and OER content designed in fall 2018 (CRI Round 1) and subsequently quality reviewed and further revised in summer 2020 (CRI Round 2) in collaboration with a subject matter expert course assistant

Intermediate Spanish Language and Civilization I & II SPN 2200 / SPN 2201

- Design and develop these courses with PAL and OER content using SPN 1120C and SPN 1121C as a model

Project Description

Advanced Spanish Grammar and Composition SPN 3300

- Continue the redesign with PAL begun in CRI Round 2 to improve and expand upon the current version
 - Due to the breadth of course scope and sequence, a formal text provides a majority of the PAL content and is ingested into Realizeit
 - A combination of faculty-designed and OER content is used for work completed in Canvas
 - The course was taught with PAL in fall 2019, fall 2020, and fall 2021 by two different team members

Project Description

Advanced Directed Readings SPN 3234

- Design and develop the course with PAL and OER content with the goal of eliminating the textbook
 - Current textbook is dated and includes content that is in the Public Domain
 - Redesign to also include our own instructor-authored materials that have been used in the course in past semesters

Project Overview

- Round 1 of CRI - we redesigned SPN 1120C / SPN 1121C with PAL and OER
- Round 2 of CRI - we did a quality review and made further revisions to these two courses
- Round 3 of CRI - added intermediate and advanced Spanish courses

We discovered that the inclusive nature of Adaptive Learning technology and OER materials serves our student population very well; these developed strategies also capitalize on the tenets of Universal Design

Project Overview

- The courses in this project include SPN 1120C and SPN 1121C, and the subsequent courses that students must take to progress through the sequence leading them to a Spanish major or minor: SPN 2200, SPN 2201, SPN 3234, SPN 3300
- The CRI Extension project allowed us to continue the momentum and success started with the elementary-level courses:
 - We further revised and improve upon what was developed and implemented
 - We worked collectively to scale up the courses
 - We established continuity between the courses and the next courses in the Spanish major and minor sequence
 - We served students who took all or some of these courses, whether they fulfilled General Education requirements or Spanish major or minor requirements
- These courses addressed and supported critical thinking and a need to respond to real-world settings that required enhancing cultural and linguistic competencies

Course Breakdown

Faculty: Alma Alarcón, Anne Prucha, Kacie Tartt, Romina Sáez Tapia

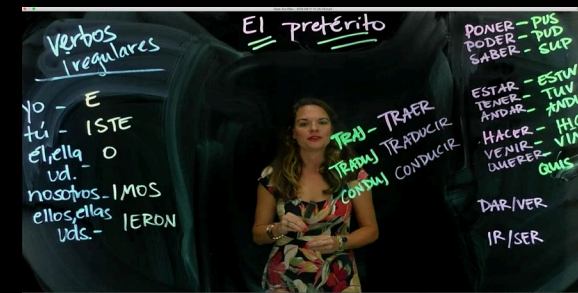
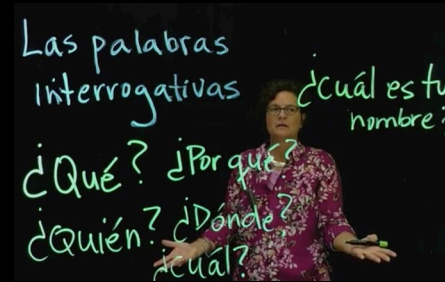
SPN 1120C / SPN 1121C

Elementary Spanish Language and Civilization I & II

- Fully Online (W)
- Mixed Mode/Blended (M)
- PAL, OER
- High Quality Course designation earned

Supporting Details

Canvas



Realizeit

CULTURA: LAS TAPAS



Have you ever heard of *tapas*? If so, how would you explain or describe what they are?

Watch the following music video of the song, *Vámonos de tapas*. Eating *tapas* is a very important tradition in Spain and then answer the questions that follow in complete sentences in English.



1. What are *tapas*? If you answered the pre-viewing question, you may use the same answer or give a more detailed answer based on what you learned in the video and presentation.
2. Which of the *tapas* in the video and presentation is the most appetizing to you? Why?
3. Which of the *tapas* in the video and presentation is the least appetizing to you?
4. Many people believe that the tradition of *tapas* in Spain is comparable to eating appetizers in the U. S. Do some research on how and when people eat *tapas* in Spain and then indicate whether or not you think this comparison is accurate. Why or why not?

**BONUS POINTS WILL BE PROVIDED FOR STUDENTS WHO FIND A RECIPE AND PREPARE THE TAPA OF THEIR CHOICE. STUDENTS MUST PROVIDE RECIPE THEY USE (LOOK FOR A VERSION IN SPANISH TO FOLLOW OF COURSE!), AS WELL AS A PHOTO OF THEM ENJOYING IT WITH FAMILY/FRIENDS/PETS.



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Example of Lightboard Video

The image shows a woman standing in front of a lightboard. The board is covered in handwritten Spanish text. At the top center, the title "El pretérito" is written and underlined. To the left, under the heading "Verbos Irregulares", are the conjugations for "E" (yo), "ISTE" (tú), "O" (él, ella, Ud.), "IMOS" (nosotros), "ERON" (ellos, ellas, Uds.). To the right of the woman, several verb pairs are listed: "TRAJ - TRAER", "TRADUJ - TRADUCIR", and "CONDUJ - CONducIR". Further to the right, more verb pairs are listed in green: "PUS - PONER", "PUD - PODER", "SUP - SABER", "ESTU - ESTAR", "TU - TENER", "ANDU - ANDAR", "HIC - HACER", "VIN - VENIR", and "QUIS - QUERER". At the bottom right, "DAR/VER" and "IR/SER" are written.

El pretérito

Verbos Irregulares

yo - E
tú - ISTE
él, ella o Ud. - O
nosotros - IMOS
ellos, ellas Uds. - ERON

TRAJ - TRAER
TRADUJ - TRADUCIR
CONDUJ - CONducIR

PUS - PONER
PUD - PODER
SUP - SABER

ESTU - ESTAR
TU - TENER
ANDU - ANDAR

HIC - HACER
VIN - VENIR
QUIS - QUERER

DAR/VER
IR/SER

Course Breakdown

Faculty: Alma Alarcón, Lisa Nalbone, Anne Prucha, Kacie Tartt

SPN 2200 / SPN 2201

Intermediate Spanish Language and Civilization I & II

- Fully Online (W)
- Mixed Mode/Blended (M)
- PAL, OER
- Quality/High Quality review to be requested

Supporting Details

OER Content

[JUNTXS Introductory Spanish](#)

[6 Open Educational Resources for Learning Spanish](#)

[Cal Poly Humboldt Spanish OER](#)

From [Spanish \(Language Arts\): Spanish Language Open Educational Resources \(OER\)](#)
(there are other items in this site)

- [Intermediate/Advanced Spanish Manual](#)
- [Spanish Grammar Manual \(Yepes\)](#)
- [Spanish II \(Celis\)](#)

[San Bernardino Valley College](#) (has intermediate Spanish content)

[BMCC OER \(City University of New York\)](#)

[Open Educational Resources Initiative](#)

[Coffee Break Spanish - To Go](#)

[Coffee Break Languages](#)

[Profe de Ele](#) (language)

[Profe de Ele](#) (culture)

[News in Slow Spanish](#)

SPN2200C & SPN2201C Tentative Scope & Sequence - PAL Courses (revised on 2/13/2022)


SPN2200C	SPN2201C
<p>Lección 11 – La comunicación. ¿Cómo nos comunicamos? Presencia, virtual, en las redes sociales, etc. ¿Cómo nos informamos? (noticieros, etc)</p> <ul style="list-style-type: none"> • Vocab. • Pretérito & Imperfecto—Repaso • Terminaciones, usos y ejemplos • Futuro & Condicional • Terminaciones, usos y ejemplos • Mandatos informales afirmativos y negativos • ¿Cómo formarlos? • Verbos regulares e irregulares • Usos y ejemplos 	<p>Lección 16 – La ciudadanía digital y la ciberseguridad. ¿Qué significa ser un ciudadano digital y cómo resguardar nuestra información?</p> <ul style="list-style-type: none"> • Vocab. • Ser vs. Estar—Repaso • Conjugaciones, usos, ejemplos y práctica • El Imperfecto del Subjuntivo • Terminaciones, usos, ejemplos y práctica • Cláusulas hipotéticas (If clauses) • ¿Cómo formarlas? • Ejemplos y práctica • El Condicional • Terminaciones, usos, ejemplos y práctica
<p>Lección 12 – La Vivienda. ¿Cómo y dónde vivimos: zonas urbanas, rurales, suburbios, etc.</p> <ul style="list-style-type: none"> • Vocab. • Mandatos formales • ¿Cómo formarlos? • Verbos regulares e irregulares • Usos y ejemplos • El pasado participio • ¿Cómo formarlos? • Verbos regulares e irregulares • Usos y ejemplos • Participio pasado como adjetivo con ESTAR • El presente perfecto del indicativo • ¿Cómo formarlos? • Verbos regulares e irregulares • Usos y ejemplos 	<p>Lección 17 – Mi casa es tu casa. ¿Cómo son los hogares en los países de habla hispana? Y ¿cómo influye la cultura/el medio ambiente en nuestro hogar?</p> <ul style="list-style-type: none"> • Vocab. • Pronombres de Objeto Indirecto (repaso de formas y sus traducciones) • Pronombres de Objeto Directo (repaso de formas y sus traducciones) • Dobles pronombres de objeto • ¿Cómo formarlos en diferentes tipos de oraciones? • Usos y ejemplos • El pretérito vs. El Imperfecto • Verbos regulares e irregulares • Usos y ejemplos

VOCABULARIO – Lección 20 – El mercado laboral

Revisa la siguiente lista de vocabulario y marca con un ✓ palabras que ya conoces y con una X los cognados.

VERBOS – VERBS	
<p>abordar – to address alcanzar – to achieve aspirar – to aspire concertar una entrevista – to arrange an interview</p> <p>conseguir – to obtain contratar – to hire delegar – to delegate desempeñar – to perform despedir – to fire dirigir – to manage/to direct ejecutar – to implement/to execute</p>	<p>emprender – to launch/to undertake evaluar – to evaluate jubilarse – to retire negociar – to negotiate ofrecer – to offer reclutar – to recruit renunciar – to resign revisar – to review solicitar – to apply subcontratar – to outsource verificar – to verify</p>
EL MERCADO LABORAL – THE LABOR MARKET	
<p>la agencia de trabajo – work agency el aspirante – applicant el candidato – candidate capacitado – qualified el cazatalentos – headhunter la colocación – placement compañía – company los cursos de capacitación – training courses los datos – data la destreza – dexterity la disponibilidad – availability egresado – graduated la entrevista – interview el expediente – file el expediente académico – transcripts el expediente profesional/el curriculum vita la hoja de vida – resume la experiencia profesional – professional experience</p>	<p>la exposición – exhibit el formulario – form la gestión – measure la oficina de recursos humanos – Human Resources Office la plaza de trabajo – position for a job la sede – home office la selección – selection sobresaliente – outstanding la solicitud – application la solicitud de empleo – employment application la sucursal – branch of the main office la tasa de empleo – employment rate el trabajo a media jornada – part time job el trabajo a jornada completa – full time job el trámite – procedure vacante – vacant</p>

Realizeit



L12_LaVivienda_set1

Login to play this widget

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L12_LaVivienda_set1

1	la sala	to dust the furniture
2	la escalera	living room
3	la pared	apartment building
4	el edificio de apartamentos	wall
5	sacudir los muebles	stairs

1 Finish 10



Course Breakdown

Faculty: Alma Alarcón, Lisa Nalbone, Anne Prucha, Kacie Tartt

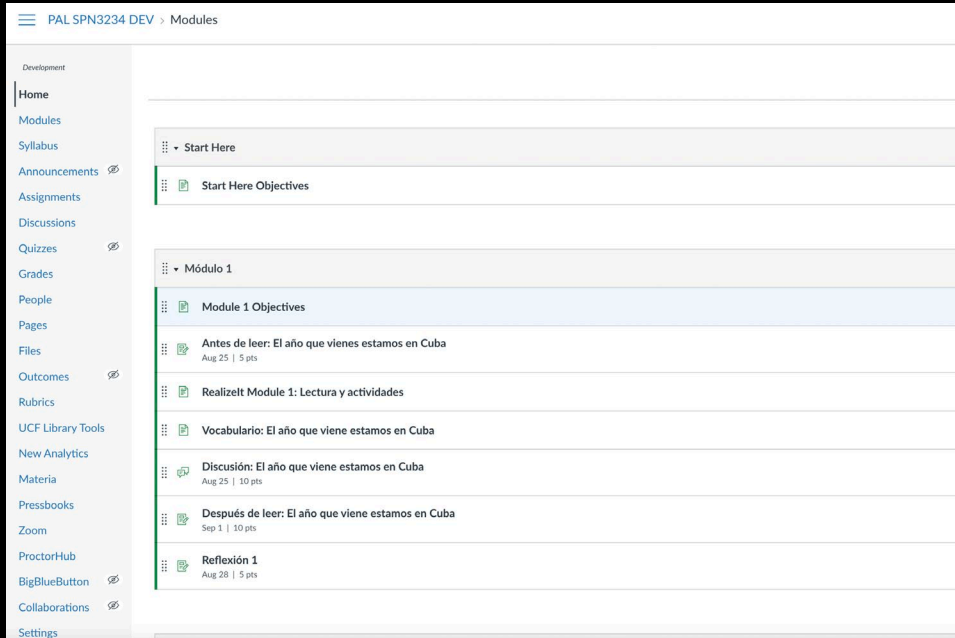
SPN 3234

Advanced Directed Readings (Spanish)

- Fully Online (W)
- Mixed Mode/Blended (M)
- PAL, OER
- Quality/High Quality review to be requested

Supporting Details

Canvas

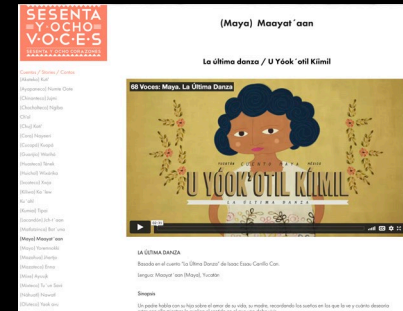


Pressbooks

Selected reading
W/audio



Selected reading
w/video:
[La última danza](#)
[\(Mayan legend\)](#)



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Supporting Details

Pressbooks

INTRODUCCIÓN: LA LITERATURA DEL MUNDO HISPANOHABLANTE

7. La poesía

Poema 1: "Migración" por Yanarys Valdivia Melo

Sobre la autora



Yanarys Valdivia Melo (Ciego de Ávila, Cuba, 1987) es Licenciada en Estudios Socioculturales, Poeta y Artista de la Plástica. Miembro de la Asociación Hermanos Saiz y la Unión de Escritores y Artistas de Cuba. Ha obtenido diversos premios fuera y dentro de Cuba, entre ellos destaca el Premio en el Primer Concurso Internacional de Haiku "La hoja de cerezo". Actualmente vive en La Habana, Cuba donde trabaja en varios proyectos inéditos. Su poema "Migración" aparece en su colección "El lenguaje de los mapas" (2016).



"Migración"

Quando pienso en el ahogado
te recuerdo.

El mar siempre ha sido el tranvía.

En un muelle de piedra, mi madre, mi novio y yo,

esperamos la bendición de las olas.

Ese regalo con aroma profundo de
mujer

que amó a todos.

Una fracción familiar es lavada

con la salinidad de los días, que logramos ser felices;

una parte mía espera la fragancia,

la invasión del cuerpo,

que mi pecho devuelve al mar

el cúmulo que ha abierto en el alma.

Espero también a las gaviotas.

al viento que crisa las olas contra mi

vida

y devuelve toda la sangre de mis

antecesores.

la unión de mi casa.

El Mar es algo definitivo, te lava, no te

regresa.



Vocabulario

el ahogado: drowned person

el alma: soul

el antecesor: ancestor

la bendición: blessing

crispar: to get on one's nerves, to annoy, to irritate, to cause anxiety

el cúmulo: heap, pile, accumulation, cumulus cloud

de piedra: made of stone

devolver: to give back, to return, to restore

la gaviota: seagull

el muelle: pier, dock

lograr + inf.: manage, succeed in doing something

regresar: to return, to go back, to come back

la salinidad: salinity, saltiness

el tranvía: streetcar, tram



Selected poem
W/audio:
the author reading
the poem



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Course Breakdown

Faculty: Alma Alarcón, Lisa Nalbone, Anne Prucha, Kacie Tartt

SPN 3300

Advanced Spanish Grammar & Composition

- Fully Online (W)
- Mixed Mode/Blended (M)
- PAL, OER, eTextbook
- Quality/High Quality review to be requested

Supporting Details

Realizeit

Gustar y verbos como gustar

Les ___ mal ese actor.	<input type="radio"/>	encanta
Me ___ bien tus primos	<input type="radio"/>	cae
Le ___ los deportes por televisión.	<input type="radio"/>	aburren
¿Cómo me ___ este sombrero?	<input type="radio"/>	quedan
Te ___ bien las faldas y los vestidos	<input type="radio"/>	caen
Les ___ componer música.	<input type="radio"/>	queda

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Canvas

it webcourses@UCF Personalized Learning

Roles / SPN3300 - Advanced Spanish Grammar and Composition / SPN3300-21Fall 0W61 / Tarea 4

Module **Tarea 4** ★ Master: 90%
Due date: 9/23/2021

Need To Know Learning Map Students Analytics

Topic	Progress
PRONOMBRES DE OBJETO DIRECTO	28 / 30
PRONOMBRES SUJETO	28 / 30
PRONOMBRES DE OBJETO INDIRECTO	28 / 30
ORDEN DE LOS PRONOMBRES DE...	27 / 30
PRONOMBRES DE OBJETO...	3 / 30
SE	26 / 30
INTERROGATIVOS	26 / 30
VERBOS COMO GUSTAR	26 / 30

Actividad: El pasado

[preterito imperfecto elucianimperfecto.docx](#)
Mostrar File Preview

Page 1 of 3

Escribe oraciones originales en el pasado (preterito/imperfecto) combinando elementos de cada columna. Salta 2 líneas entre cada oración.

1. A veces	ellos	conducir	en la clase
2. Con frecuencia	yo	andar	toda la noche
3. Anoche	mis amigos	dormir	a la fiesta
4. Siempre	mis amigos y yo	hacer	por el parque
5. Anteaer	ella	divertirse	la tarea
6. Un día	tú	ir	con cuidado
7. El sábado pasado	yo	(no) venir	al restaurante



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Project Highlights

- Data from CRI Round 1 have shown increased student success and decreased DFW rates
 - Working wto gather additional / more recent data
- Affordability
 - Students have saved upwards of \$560,000 since the inception of CRI
 - Over 5,000 students have taken the redesigned courses with PAL / OER
 - We received the AIM High Group Impact Award from UCF's Affordable Instructional Materials (AIM) Initiative (spring 2022)
- Quality review
 - SPN 1120C & SPN 1121C have received High Quality Course designation

Project Highlights

- Increased faculty engagement
 - Number of Spanish faculty teaching CRI redesigned courses has increased
 - Faculty who teach other languages are now redesigning courses with PAL / OER
- CRI Course Assistants – collaboration was invaluable!
 - Reviewed and edited existing course content
 - Performed quality control activities
 - Created new course content
 - Researched OER resources
- Published in *Faculty Focus*, “Affordability: Maximizing Open Educational Resources Personalized Adaptive Learning”

Student Feedback

- *I love the installation of Realize It in this course. It allows for students like me, who have previous knowledge in Spanish, to learn only what we do not know and refresh what we already do.*
- *The course required no textbook, which saved money.*
- *I enjoyed the use of the program RealizeIt. I think it really helped breakdown the main topics of learning the Spanish language and was fairly easy to maneuver.*

Thank You!!!

We are grateful to CDL and all who collaborated with and supported us!

Wendy Howard
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Jessica Tojo-Raible

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Pamela McGlinchey
Lisa Clendenning
Drake Montoya
Mónica Montalvo
Delia García
Patsy Moskal

Nathalie Amato
Yair Fraifeld
Emily Irigoyen
Romina Sáez Tapia