

ACIGV2: Case Study

Elementary Spanish
at the University of
Central Florida



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CENTRAL FLORIDA

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Contents

About the Supporting Organizations	3
Background	4
Continuous improvement	4
Project Contacts	5

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Citing this Resource:

To reference this work, please cite:

Prucha, A. and Tatt, K. (2020, September 30) Elementary Spanish at the University of Central Florida [Case Study] Every Learner Everywhere. <https://www.everylearnereverywhere.org/resources/case-study-elementary-spanish-at-the-university-of-central-florida/>

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About the Supporting Organizations



Every Learner Everywhere is a network of twelve partner organizations with expertise in evaluating, implementing, scaling, and measuring the efficacy of education technologies, curriculum and course design strategies, teaching practices, and support services that personalize instruction for students in blended and online learning environments. Our mission is to help institutions use new technology to innovate teaching and learning, with the ultimate goal of improving learning outcomes for Black, Latinx, and Indigenous students, poverty-affected students, and first-generation students. Our collaborative work aims to advance equity in higher education centers on the transformation of postsecondary teaching and learning. We build capacity in colleges and universities to improve student outcomes with digital learning through direct technical assistance, timely resources and toolkits, and ongoing analysis of institution practices and market trends. For more information about Every Learner Everywhere and its collaborative approach to equitize higher education through digital learning, visit www.everylearnereverywhere.org.



Association of Public and Land-grant Universities (APLU) is a research, policy, and advocacy organization dedicated to strengthening and advancing the work of public universities in the U.S., Canada, and Mexico. With a membership of 244 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on the three pillars of increasing degree completion and academic success, advancing scientific research, and expanding engagement. Annually, member campuses enroll 5 million undergraduates and 1.3 million graduate students, award 1.3 million degrees, employ 1.3 million faculty and staff, and conduct \$49.2 billion in university-based research.



Achieving the Dream (ATD) leads a growing network of more than 277 community colleges committed to helping their students, particularly low-income students and students of color, achieve their goals for academic success, personal growth, and economic opportunity. ATD is making progress in closing equity gaps and accelerating student success through a unique change process that builds each college's institutional capacities in seven essential areas. ATD, along with nearly 75 experienced coaches and advisors, works closely with Network colleges in 44 states and the District of Columbia to reach more than 4 million community college students. Follow ATD on Twitter, Facebook, and LinkedIn.



Intentional Futures is a Seattle-based design and strategy studio. We work closely with clients across the public and private sectors to solve hard problems that matter and make big, ambitious ideas come to life. Our core offerings include human-centered strategy, data-driven storytelling, intentional, collective learning, and product design and prototyping. To learn more about iF or see our past work, visit intentionalfutures.com.

Elementary Spanish at the University of Central Florida

Customizing a course for a specific student population.

Background

The University of Central Florida is a 4-year, public research institution in Orlando, Florida. The undergraduate population exceeds 55,000 students, with nearly 48% self-identifying as minority students, and 22% identifying as first-generation college students. Because 27.5% of the student population is Hispanic, in 2019, the U.S. Department of Education designated the University of Central Florida as a Hispanic Serving Institution.

Continuous improvement: Customizing a course for a specific student population

Elementary Spanish Language and Civilization I and II in the Department of Modern Languages and Literatures is a popular option for UCF students seeking to satisfy the general education language requirement in the School of Arts and Humanities. In the 2018/2019 academic year, over 3,000 students took this two-class sequence. In 2018, two instructors developed a revised version of the course with instructional design support from UCF's Center for Distributed Learning. The revised course was launched in Spring 2019 using the Realizeit adaptive courseware platform and built out with original content that is based on the authentic experiences of Hispanic peoples around the world, including in Central Florida. Replacing a textbook with original content has saved students in the revised sections over \$115,000.00 in just three semesters.

The instructors continuously update the course content based on student feedback obtained through a courseware feature that allows students to flag question/answer sets and enter text about them that goes directly to the instructor's courseware dashboard. While the feedback feature for questions and answers was intended to flag questions that are not clearly written or answers that may be marked incorrectly, Hispanic students used the feedback feature to help the instructors improve the authenticity of both the language and example scenarios in the practice activities and quizzes.

Early data from three semesters and summer classes show a 22% difference between students earning a C or better in the revised course versus the unrevised course. In addition, data is being gathered on students who move on to higher levels of Spanish to see if students in the revised sections do as well as students in the unrevised sections. We will be adding that information to this case study when we have it.

To learn more about the Elementary Spanish Language and Civilization I and II redesign and student feedback on it, please visit the Realizeit Blog - [Adaptive Learning: It's Not Only for STEM, April 03, 2020](#).

Project Contacts

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