BEYOND THE TEXTBOOK: A HYBRID REDESIGN FOR SPANISH INTERMEDIATE II

The result: a course that creates a community of inquiry, promotes inclusiveness, and provides a true blended-learning experience

PROJECT BACKGROUND AND PURPOSE

Spanish Intermediate II is the last semester course in the language requirement. An average of 240 students take this course divided into 16 sections of 15 students. For many students, the experience in this course is decisive in choosing whether to continue with Spanish language courses. However, the book used in this course, which is also used in the previous three semesters, presented a constant challenge because it does not fulfill the needs for this fourth semester. As a result 80% of the course content has to be created by each individual instructor, thus affecting the cohesiveness for all sections of the level.

CHANGES INTRODUCED IN THE COURSE

REPLACED BOOK WITH AUTHENTIC MULTIMODAL MATERIALS

The course uses news articles, literary texts, films, podcasts, documentaries, etc.,) that cover different language registers, as well as diversity of media -written, oral, visual, etc., to promote, motivation, engagement, discovery and inquiry in the target language both during F2F and outside of class.

CREATED THEME-DRIVEN COURSE CONTENT

The new course explores four units: The concept of community; Communities engaged with global issues; Artistic Communities; and Communities that preserve and question historical events. Through these themes, students learn to:

✴ express opinion, and resources for argumentative discourse
✴ describe feelings and emotions
✴ understand and formulate hypothetical situations to question past, present and future events
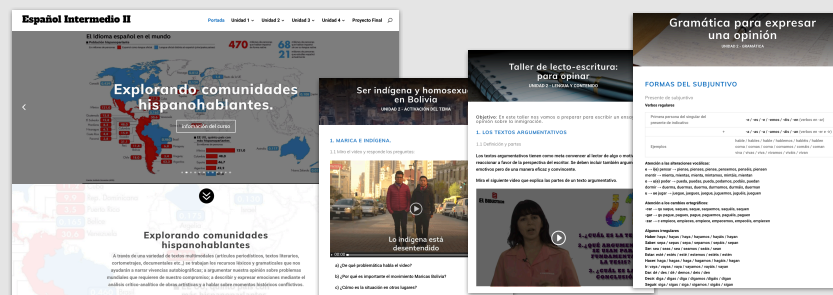
INCORPORATED BLENDED-LEARNING

The new course integrates a diversity of online platforms into a seamless user experience to enhance the learning process also outside the class by using: newly created videos for grammar explanations; newly designed auto-gradable activities with instant feedback and customized learning paths based on student performance; collaborative writing activities; online conversations with native speakers; and close analysis of audio, video and images.

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