



# MyLab / Mastering World Languages

Efficacy results • 2013

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COURSE FORMAT KEY			
<b>T</b>	Traditional	<b>O</b>	Online
<b>H</b>	Hybrid	<b>C</b>	Compressed

# Solutions Guide to What's Inside

This Solutions Guide is intended to help you quickly locate the MyLanguageLabs Case Studies and Success Stories most relevant to the challenges you face.

## I want students to take responsibility for their learning

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## From the Pearson Customer Experience: Results and Redesign Team

WE ARE PLEASED TO PRESENT THIS MYLANGUAGELABS EFFICACY REPORT. It is our goal to share both quantitative data on MyLanguageLabs' effectiveness in the classroom and more qualitative information – stories about how instructors are using MyLanguageLabs to improve teaching and learning.

In this report you will discover eighteen stories that illustrate successful MyLanguageLabs implementations from many perspectives. Instructors included in this report have voluntarily offered their experiences with the goal of sharing results and best practices with fellow language instructors. It is important to note that Pearson does not compensate instructors for their data, and we proudly adhere to the Software and Information Industry Association standards described on pages 3-4.

The stories in this report highlight ways that language instructors across the country are using MyLanguageLabs to address many of the challenges facing all instructors in today's academic environment. We have included stories that tackle issues like: increasing class size coupled with decreasing resources; the need to provide online courses and the need to ensure consistency across multiple sections; the need to control costs for students; the need to serve students with varying levels of proficiency; and, finally, the need to provide quality resources and multi-layered feedback to ensure student success.

I would like to extend our gratitude to the instructors who have shared their results and stories for this report. Our participating instructors have dedicated many hours of their time to document accurate and engaging results, stories, and best practices. For this, we thank each of you.

In conclusion, I invite you to contact us with questions about any of the stories included in this report, or to learn more about participating in a Case Study or Success Story. Our Results and Redesign team has many data collection tools and consulting services available to help you measure MyLanguageLabs results in your classroom. For more information, please don't hesitate to contact us.

Colleen Kochannek,  
Executive Marketing Manager  
Customer Experience: Results and Redesign  
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# MyLab / Mastering Standards for Efficacy Results

## WHAT PEARSON MEANS BY THE TERMS “EFFICACY” AND “EFFECTIVENESS:”

- “Efficacy” describes whether a product or intervention has a positive effect on learning, such as reducing wrong answers, increasing retention rates, or raising final exam scores.
- “Effectiveness” measures the size of the educational improvement from a product or educational intervention.

## WHY PEARSON IS INTERESTED IN EFFICACY STUDIES.

To deliver the best educational experience for students, we need to understand how Pearson’s content is performing and verify learning gains associated with the use of our products. Toward that goal, we actively seek out educators who wish to explore educational research questions and investigate the efficacy of MyLab / Mastering products.

## WHO IS PEARSON'S EFFICACY RESEARCH TEAM?

Our research team includes Ph.D. level statisticians who provide practical advice about tracking and analyzing student data when redesigning a course to incorporate technology. Our research team also includes experts in psychometrics, educational statistics, and journal publications. These individuals support instructors who want to run an efficacy study; provide our editorial staff with detailed reports on the quality of our online content; and advise our software engineers of new methodologies for collecting and processing student learning data within MyLab / Mastering.

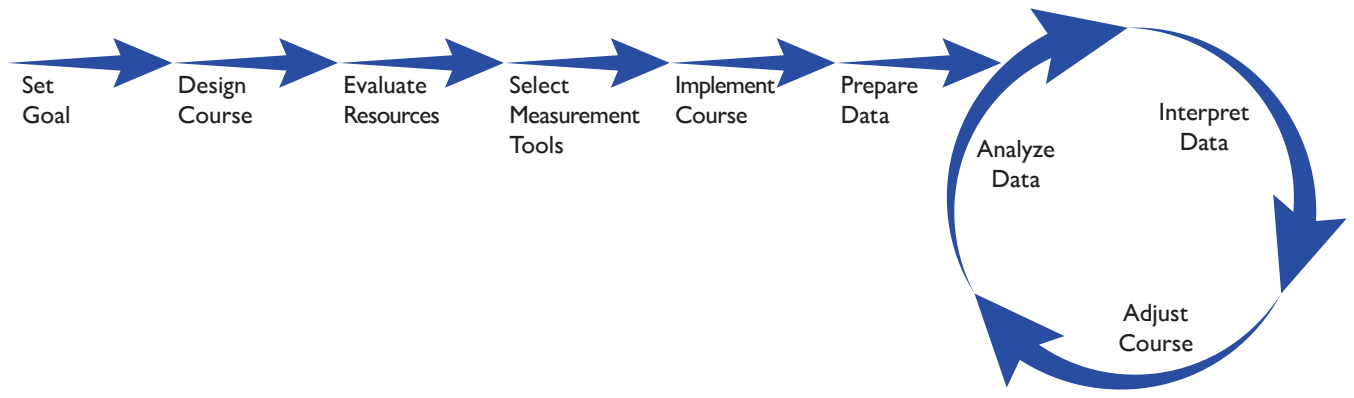
## SOME COMMON STUDY DESIGNS

OBSERVATIONAL	HISTORICAL	LONGITUDINAL	EXPERIMENTAL	RETROSPECTIVE
Teacher’s observations	Teacher’s comparison of learning intervention (e.g., MyLab) to prior year(s) without intervention	Teacher’s tracking of students’ performance in subsequent course(s)	Teacher randomly divides students into two groups: control and experimental	Teacher reviews prior year(s) data in a scientific manner to shed light on learning outcomes
Anecdotal or Rigorous	Anecdotal or Rigorous	Rigorous (requires large sample size)*	Rigorous (requires large sample size)	Rigorous (requires large sample size)
Qualitative and/or Quantitative data	Qualitative and/or Quantitative data	Qualitative and Quantitative data	Qualitative and Quantitative data	Qualitative and Quantitative data
Publications: <ul style="list-style-type: none"> <li>■ Success Stories</li> <li>■ Case Studies</li> <li>■ Video Interviews</li> <li>■ Surveys</li> </ul>	Publications: <ul style="list-style-type: none"> <li>■ Case Studies</li> <li>■ Conference Proceedings</li> <li>■ Journal Articles</li> </ul>	Publications: <ul style="list-style-type: none"> <li>■ Case Studies</li> <li>■ Conference Proceedings</li> <li>■ Journal Articles</li> </ul>	Publications: <ul style="list-style-type: none"> <li>■ Case Studies</li> <li>■ Conference Proceedings</li> <li>■ Journal Articles</li> </ul>	Publications: <ul style="list-style-type: none"> <li>■ Case Studies</li> <li>■ Conference Proceedings</li> <li>■ Journal Articles</li> </ul>
Challenges: None or few challenges in this type of study	Challenges: <ul style="list-style-type: none"> <li>■ Obtaining access to equivalent and comparable data (same final exam)</li> <li>■ Too many variations between years (different teachers, books, programs, etc.)</li> <li>■ Obtaining benchmark data (for example, were both sets of student groups similar?)</li> <li>■ Administrative hurdles</li> </ul>	Challenges: <ul style="list-style-type: none"> <li>■ See Historical challenges</li> <li>■ Obtaining access to data in subsequent classes, if taught by different personnel</li> </ul>	Challenges: <ul style="list-style-type: none"> <li>■ See Historical challenges</li> <li>■ Ethical hurdles (obtaining clearance from Institutional Review Board to experiment on students)</li> </ul>	Challenges: <ul style="list-style-type: none"> <li>■ See Historical challenges</li> </ul>

\*In general, sample size is encouraged to be approximately 100 for college classes and 50 for K–12 classes, but we will accept and consider smaller sample sizes.

## HOW PEARSON AND INSTRUCTORS WORK TOGETHER.

Every research project is unique. The process takes time—generally a semester or longer. Below is a typical flow chart of the process.



## HOW PEARSON CAN HELP INSTRUCTORS GET STARTED.

Pearson can provide templates, guidelines, checklists, and samples on course redesign, efficacy studies, data collection, and more. In order to maintain objectivity, Pearson does not pay for data or participation in efficacy studies.

## RESEARCH STANDARDS

Pearson adheres to the SIIA guidelines for evaluating educational technology products.

The key guidelines are:

- Ask the right question
- Support the implementation of the product or service
- Plan a study of sufficient size and duration to demonstrate an effect
- Plan for plausible causal claims
- Avoid (the appearance of) conflicts of interest
- Provide a comprehensive and detailed research report
- Make the research findings widely available
- Accurately translate research for customers

CONTACT YOUR PEARSON REPRESENTATIVE FOR MORE INFORMATION.

### Community College of Baltimore County Baltimore, Maryland

**INSTRUCTORS** Patricia Harrigan and Soumaya Long

**COURSE NAME** Introductory Spanish I

**CREDIT HOURS** 3

**COURSE FORMAT** Traditional; Online; Hybrid

**TEXT** *¡Arriba!* by Zayas-Bazán, Bacon, and Nibert

**CONTRIBUTION OF MYSpanishLAB TO FINAL GRADE** 25% or more

**TYPES OF DATA REPORTED** Improvement in final course grades

**MYLAB USER SINCE** 2008

THE INTRODUCTORY SPANISH COURSE at Community College of Baltimore County serves 1000+ students each year on CCBC's three main campuses. MySpanishLab was adopted at CCBC in 2008 after a comprehensive review of available resources. In selecting MySpanishLab, Professor Patricia Harrigan and her colleagues concluded that MySpanishLab was the best resource to help them meet the following course goals. The Introductory Spanish course will:

- offer students a consistent learning experience across multiple campuses
- provide consistent instruction and course execution from instructor to instructor
- address the individual learning needs and learning styles of a diverse student population
- curtail the dependence on physical language labs
- enable the implementation of both online and hybrid course formats

According to Patricia Harrigan, "We took a careful approach to examining a course that serves over a thousand students on three campuses each year. We did not have language labs available on all of our campuses. Through the implementation of MySpanishLab and other improvements, we hoped to address inconsistencies in both physical resources and in instruction for our students."

She continues, "We wanted to provide a single location for students to access all course materials and instruction. We wanted to ensure a consistent, high-quality learning experience for all of our students. And we knew that we could serve more students if we could adapt our course to fit a hybrid or purely online model. For all of these reasons, we chose to make MySpanishLab central to our course."

#### ASSESSING STUDENT PERFORMANCE

In spring 2010, Professors Patricia Harrigan and Soumaya Long spearheaded a thorough assessment of student learning outcomes in Introductory Spanish. Harrigan and Long used the college-wide CCBC Learning Outcomes Assessment process. They chose to conduct an assessment across all sections of one course over one semester. All course types (traditional, online, hybrid) were subject to the same assessment. Competencies to be measured were linked to the course objectives, and the assessment exam was developed using the textbook's ancillary materials.

"In fact, the **major** **takeaway** from our initial assessment was that maximum, **consistent use** of MySpanishLab was the key to realizing our goals for student learning outcomes."

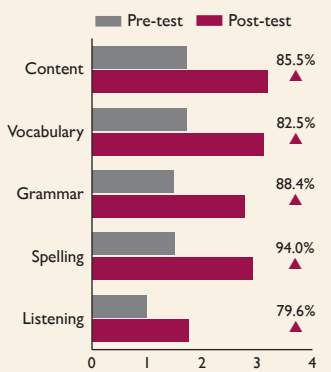
—Professor Patricia Harrigan

“We compared the performance of students using MySpanishLab to that of students not yet using it—the results definitely proved the case for MySpanishLab.”

—Professor Patricia Harrigan

### Comparison of Pre-Test and Post-Test scores

Initial assessment spring 2010: 555 students



### ANALYSIS

Students using MySpanishLab in the Introductory Spanish course made consistent gains across all areas.

At CCBC, all Introductory Spanish instructors use a common syllabus and require MySpanishLab. Students’ competencies were measured at the beginning of the semester with an initial Pre-Test; a Post-Test given at the end of the semester measured students’ progress.

### RESULTS

In the initial assessment of students in the spring of 2010, scores in the areas of content, vocabulary, grammar, and spelling showed consistent improvement.

“We gleaned a number of insights from the assessment,” says Harrigan. “We found that MySpanishLab delivered consistent learning improvements for our online students equal to those achieved by students in the traditional, face-to-face course. By contrast, we compared the performance of students using MySpanishLab to the performance of students in sections where we had not yet implemented MySpanishLab—those results definitely proved the case for MySpanishLab.”

“Students were very pleased with MySpanishLab,” says Harrigan. “MySpanishLab makes it easy to see progress, and students found this very motivating. Instructors, too, quickly understood how MySpanishLab helps them and their students. The automatic grading is a real time-saver, and the ability to monitor every student’s progress—at a glance—empowers instructors to target struggling students immediately and intervene to help them succeed.”

She continues, “At the outset, we said it was essential that students meet pre-set goals for learning in the course. Based on the initial assessment, we agreed that students’ listening and speaking skills needed to be strengthened further, and that we would require MySpanishLab listening activities going forward. We recognized that MySpanishLab allows for a virtual classroom to be in session all the time. Students can and do access instruction outside of class, on their own schedule. Class meetings are not the sole focus but rather a beginning for the learning that continues in MySpanishLab. We also realized that MySpanishLab has a rich set of capabilities that were not being used consistently by all faculty, resulting in inconsistent outcomes. In fact, the major takeaway from our initial assessment was that maximum, consistent use of MySpanishLab was the key to realizing our goals for student learning outcomes.”

“Effective course design and implementation is an iterative, continuous process,” Harrigan stresses. “The data we collected from our first assessment showed us where we were succeeding and pointed to areas for improvement. Focusing on outcomes and measurements enables us to continue improving our instruction and student learning outcomes.”

### CONCLUSION

Harrigan sums up, “Our overarching goal in undertaking the assessment process was to make learning more student-centered. MySpanishLab was central to this transformation. Our instructors no longer direct but rather guide, coach, and facilitate. And our students now pursue an active, thoughtful learning process, continually measuring their performance against their academic goals. In this way, MySpanishLab helps us to improve students’ performance, not just in our Introductory Spanish course, but in students’ academic and career paths beyond this course.”

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### Lehigh Carbon Community College Schnecksville, Pennsylvania

**INSTRUCTOR** Professor Charles Hernando Molano Álvarez

**COURSE NAMES** Elementary Spanish I and II

**CREDIT HOURS** 3

**TEXT** *¡Arriba!* by Zayas-Bazán, Bacon, and Nibert

**COURSE FORMAT** Online

**CONTRIBUTION OF MYSPANISHLAB FOR FINAL GRADE** 100%

**TYPES OF DATA REPORTED** Improvement in final course grades; Improvement in pass rates and retention

**MYLAB USER SINCE** 2008

PROFESSOR CHARLES H. MOLANO'S STUDENTS are approximately 80% traditional students entering college directly from high school and approximately 20% returning adults. Professor Molano and his colleagues at Lehigh Carbon Community College recognized several years ago that offering online courses would enable them to more effectively meet the needs of a diversifying student population. After seeing MySpanishLab demonstrated at ACTFL, Professor Molano adopted MySpanishLab for his introductory and intermediate Spanish courses. In 2008, Professor Molano introduced MySpanishLab first in his traditional lecture courses and then in fully online courses. The response has exceeded his expectations.

"Not only are we able to serve many more Lehigh Carbon students whose schedules make it impossible to attend traditional on-site courses," says Professor Molano, "but our online courses are now populated in large numbers by students from other colleges and universities. These students want to advance faster in their degrees by fulfilling course requirements online and then transferring the courses to their home institutions."

#### TEACHING WITH MYSPANISHLAB

Professor Molano and his colleagues embraced the opportunity to teach with MySpanishLab and found that becoming proficient with MySpanishLab was simple and rewarding. Molano asserts, "Once the initial course setup is complete, teaching with MySpanishLab is so easy. MySpanishLab automates the functions, like grading, that take so much time to perform manually. My fellow instructors and I are grateful to

"Students who complete the assignments in MySpanishLab are practically guaranteed success."

—Professor Charles Molano

MySpanishLab for relieving the administrative burden and thus returning us to teaching. With MySpanishLab, we have more time for the most important part of teaching which is interacting with our students."

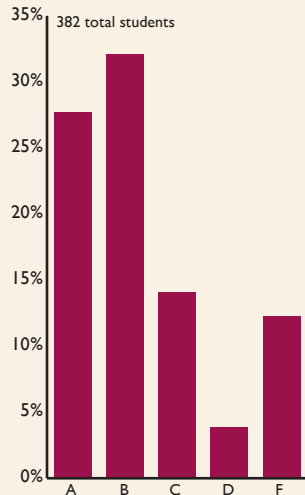
"Students who complete the assignments in MySpanishLab are practically guaranteed success," says Molano. "As I monitor students' progress week to week in my courses,

"The MySpanishLab  
tutorials are particularly  
effective at  
preparing students  
for active  
communication."

—Professor Charles Molano

## Student final grade results with MySpanishLab

Fall 2008-Spring 2012



### ANALYSIS

Of 382 students who completed the course using MySpanishLab, 74% passed with a C or better. Professor Molano reports that students' final grades have increased since introducing MySpanishLab. In fact, to keep pace with students' MySpanishLab gains, Molano has adopted more rigorous grading standards. Moreover, students who use MySpanishLab in Elementary Spanish are far better prepared and succeed in greater numbers in the subsequent Intermediate Spanish course.

the correlation is very clear: students who spend the time and complete their work in MySpanishLab succeed in the course.”

### LEARNING WITH MYSpanishLAB

“It’s been a pleasure to introduce MySpanishLab to students,” says Molano. “Some of our returning adult students without much technology experience are initially wary but once they are introduced to MySpanishLab, they just love it!”

“MySpanishLab automates the functions, like grading, that take so much time to perform manually. My fellow instructors and I are grateful to MySpanishLab for relieving the administrative burden and thus returning us to teaching. “

—Professor Charles Molano

Students are amazed at the depth of the resources in MySpanishLab and at the immediacy of the assistance they receive. Molano says, “Students are just amazed at the instant feedback they receive from MySpanishLab—they feel as though they’ve been given a personal tutor. Students love the recording aspect of MySpanishLab which allows them to listen to their own pronunciations, compare, and adjust to match the native speakers. Students report that they uncover something new and fascinating each time they work with MySpanishLab. Student response to MySpanishLab has been uniformly positive. As instructors, we are thrilled to offer students a learning experience which is both effective and highly motivational.”

### RESULTS

Molano reports that students' communicative skills have improved significantly with MySpanishLab. “The tutorials in MySpanishLab are particularly effective at preparing students for active communication. I see the evidence in the oral exercises and in the mid-term and final oral exams. Students are far more confident that they can deliver their ideas orally. This is a substantial improvement.”

### CONCLUSION

Professor Molano insists that MySpanishLab gives students a learning advantage that lasts beyond the end of the term. “We look at the progress of our current students and can clearly see the correlation between use of MySpanishLab and learning success. I am currently teaching Intermediate Spanish to students who used MySpanishLab in Elementary Spanish. I am very confident that MySpanishLab has prepared these students to perform and succeed as they advance through the curriculum.”

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### New Mexico State University Las Cruces, New Mexico

**INSTRUCTOR** Professor Jeff Longwell, Coordinator, Lower Division Spanish

**COURSE NAMES** Elementary Spanish I and II; Intermediate Spanish I and II

**CREDIT HOURS** Elementary Spanish I and II, 4 credits each; Intermediate Spanish I and II, 3 credits each

**COURSE FORMAT** Hybrid

**TEXT** *¡Anda! Elemental and Intermedio* by Heining-Boynton and Cowell

**CONTRIBUTION OF MYSpanishLAB TO FINAL GRADE** 75-95%

**TYPES OF DATA REPORTED** Improvement in final course grades; Improvement in pass rates and retention

**MYLAB USER SINCE** 2010

NEW MEXICO STATE UNIVERSITY serves a large and diverse student population. A large number of students commute to campus and many combine work and academics. In an effort to assess and perhaps improve the educational experience for students, the Department of Languages and Linguistics conducted a department-wide student survey in spring 2009. The survey results revealed a large demand for Spanish courses. However, many students, juggling work obligations and other coursework, found it difficult to schedule a course that required four on-campus class meetings per week. The survey responses generated a thoroughgoing effort to redesign NMSU's lower-division Spanish courses. Goals for improving the student learning experience included:

- Ease students' scheduling burden by incorporating online learning
- Serve more students with existing faculty
- Maximize limited physical classroom space
- Improve student learning outcomes

In careful consideration of all of these goals, Professor Jeff Longwell chose to adopt MySpanishLab for the elementary and intermediate Spanish courses at NMSU. Professor Longwell explains, "We began with an ambitious set of goals driven by the needs of our students and faculty and soon found that our course redesign would be a multi-step process of improvement. In the first phase, we adopted a hybrid course format and required that students complete homework assignments and tests in MySpanishLab. At the end of the first term, we were heartened to see that student learning outcomes had kept pace despite a fairly dramatic change in the course structure. However, we felt that students' speaking and writing skills needed to be strengthened. With fewer contact hours per week, we relied on MySpanishLab to make our online days more meaningful and increase students' contact time with the language."

"One way we addressed this," says Professor Longwell, "is that we required students to visit the language lab weekly. There, students worked independently in MySpanishLab but instructors were available to assist them one-on-one or to engage them in conversational practice. Our instructors, who are chiefly graduate assistants, felt much more engaged offering one-on-one instructional support to students in the language lab than holding office hours that only a few students might attend."

"With fewer contact hours per week, we relied on MySpanishLab to make our online days more meaningful and increase students' contact time with the language."

—Professor Jeff Longwell

### With MySpanishLab:

- Enrollments up an average 10%
- Costs down (\$3,000 savings per year on paper/copying)
- Classroom experience improved for students and instructors
- Genuine concentration on student-centered learning
- Test scores are level or improved compared to traditional course structure
- Retention rates improved; 8% fewer Ds, Fs, and drops
- Student interest and participation has increased

### ANALYSIS

With MySpanishLab, NMSU has met its goals for improved student learning experience and outcomes and transformed its elementary and intermediate Spanish courses to student-centered learning.

He continues, “We also revised our syllabus to reflect our learning objectives as set out in the national standards. Now our syllabus clearly reflects our five-skills emphasis:

- Communicate in Spanish
- Gain knowledge and understanding of other cultures
- Connect with other disciplines
- Compare new knowledge with concepts learned previously
- Actively participate in Spanish-speaking communities

“Another benefit, given our increasing enrollment, is that MySpanishLab enables us to guarantee consistent instruction for each student in all sections.”

—Professor Jeff Longwell

These objectives are explicitly connected to activities in MySpanishLab and in class. Many activities, like quizzes, in-class and online participation, oral presentations, and chapter exams in MySpanishLab, are required. However, alongside the required activities, we offer a variety of elective activities in the areas of Communities, Culture, Connections, and Comparisons. These elective activities enable students to earn points toward their final grade and allow students to shape their learning experience around their interests.”

### RESULTS

Professor Longwell reflects, “Looking at our initial goals, we are pleased to say that, with MySpanishLab, we are accommodating more students with our existing faculty; we are making the best use of limited classroom and lab space; we are enabling students to pursue language learning on a schedule that suits them; and we are recording very satisfactory student learning outcomes.”

“Our instructors conduct a learning plan interview with each student once the course is underway,” relates Longwell. “Ideally, students frame their responses in Spanish. Since we adopted MySpanishLab, I have found that even in elementary Spanish, students who do their assigned work in MySpanishLab are able to conduct the entire interview in Spanish. This is clearly a step forward!”

He continues, “Another benefit is that MySpanishLab enables us to guarantee consistent instruction for each student in all sections. This is critically important with so many students and so many different instructors participating in our classes.”

### CONCLUSION

“MySpanishLab is a powerful resource. With MySpanishLab, we are serving more students, more flexibly, at reduced cost. Student performance is improved, and our retention rates have increased. Through our course redesign, and with MySpanishLab, we have achieved a fairly ambitious set of goals. And in doing so, we have achieved a paradigm shift from instructor-centered to student-centered learning. For all these reasons, I recommend MySpanishLab.”

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### University of South Alabama Mobile, Alabama

**INSTRUCTOR** Kristy Britt

**COURSE NAME** Introductory Spanish I and II

**CREDIT HOURS** 3

**COURSE FORMAT** Hybrid

**TEXT** *¡Anda! Elemental* and *Intermedio* by Heining-Boynton and Cowell

**CONTRIBUTION OF MYSPANISHLAB TO FINAL GRADE:** 100%

**TYPES OF DATA REPORTED** Improvement in final course grades; Improvement in pass rates and retention

**MYLAB USER SINCE** 2008

THE UNIVERSITY OF SOUTH ALABAMA enrolls 16,000 students; more than 1,000 students take Introductory Spanish each term. The student population is diverse, with traditional-age students studying alongside older or returning students, many juggling work and family responsibilities and with limited financial resources. In early 2008, Senior Instructor Kristy Britt met with her Pearson representative for a demonstration of MySpanishLab. Instructor Britt was seeking a new way to fulfill the university's mission of delivering a high-quality educational experience for all of its students. Challenges included:

- A large number of students (an average of 36 sections per semester, with 28-30 students in each section)
- Limited contact hours and several different course formats (15, 8, and 4-week terms)
- Extremely limited lab space (one 12-seat lab to serve 1000+ students) and limited hours
- Large faculty with a range of teaching experience

Instructor Britt explains, "We were challenged to provide uniformity and continuity for our students across so many sections and with a large and diverse faculty. I initially asked my Pearson rep if she could help us meet the challenge of limited lab space. When she demonstrated MySpanishLab, I realized that MySpanishLab could help us meet many of our challenges. We piloted MySpanishLab in fall 2008 and have never looked back. That initial pilot was the beginning of a course redesign that put MySpanishLab at the core of our course."

She continues, "Our enrollments are increasing but our resources are limited. Students' cost for required course materials dropped by 50% when we adopted MySpanishLab. What is astonishing is how much more students receive now. For 50% less than what they used to pay for a paper textbook and workbook, students now have the paper textbook, eText, online Student Activities Manual, immersive activities with audio and video, online grammar tutorials, a Calendar, Readiness Checks, immediate feedback and more."

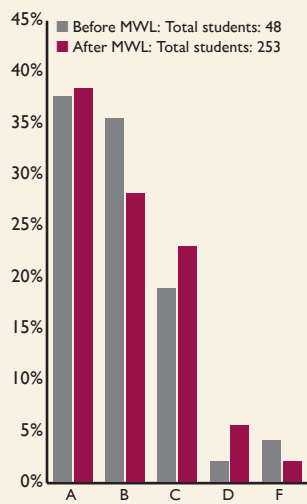
#### LEARNING WITH MYSPANISHLAB

"Because of MySpanishLab's automatic grading, I can assign as much homework as I wish," says Britt. "Students don't wait until the next class meeting to see their grades

"With MySpanishLab,  
our students  
are truly  
accountable  
for their  
own academic  
success."

—Kristy Britt

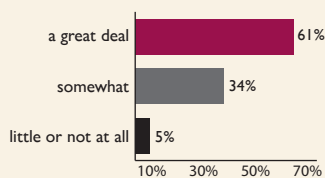
### Improved student performance with MySpanishLab



#### ANALYSIS

With MySpanishLab, pass rates remained high while failures dropped. Qualitatively, instructors teaching intermediate Spanish noted that students' preparation and communicative skills improved dramatically with MySpanishLab.

### MySpanishLab helped me:



#### ANALYSIS

95% of students surveyed responded that MySpanishLab helped them somewhat or a great deal.

or my feedback because MySpanishLab gives them immediate feedback. Not only is this easier for the instructor, it's so much more powerful for the students. They learn immediately whether they've mastered the material. If not, MySpanishLab refers them back to the relevant section of the eText for review and then they can attempt the exercise again. I closely monitor my students' activities in MySpanishLab. I can see that they are making multiple attempts at activities, spending quality time on task."

"Our students may be at work or attending to family responsibilities during the hours that the language lab is open or instructors are holding office hours.," says Britt. "With

*"Very early in our pilot of MySpanishLab, I noticed that students were coming to class far more prepared than before."*

*—Senior Instructor Kristy Britt*

MySpanishLab, that is no longer a concern. Students now have 24/7 access to the full range of instructional materials. Anywhere that students can access the internet, they may study, review the eText, complete assignments, check the Calendar, contact the instructor, and monitor their progress in the course."

#### RESULTS

Instructor Britt states, "Very early in our pilot of MySpanishLab, I noticed that students were coming to class far more prepared than before. I happily adjusted my planning so that we now spend class time on more communicative activities. Students progress faster and are motivated by their success to learn even more."

"The grades don't accurately represent how much my students know and the confidence they have in their knowledge," insists Britt. "The data does show that we've sharply reduced failures and drops—a significant achievement. And we've seen no diminishment in success and passing rates. But an even clearer signal of our success with MySpanishLab, I believe, is the feedback from upper-level course instructors remarking on how much better-prepared students are with MySpanishLab."

#### CONCLUSION

"Since we adopted MySpanishLab, other language instructors have taken note of my happiness," says Britt. "As a result, we now use MySpanishLab, MyItalianLab, MyFrenchLab—and will soon adopt MyChineseLab and MyGermanLab."

Britt concludes, "I am just thrilled with MySpanishLab. We are serving our students with a consistent, high-quality educational experience at a reduced cost. Instructors can easily monitor students' progress and offer support and assistance when needed. Students are extremely positive about the flexibility and effectiveness of MySpanishLab. And with this powerful resource at their command, our students are truly accountable for their own academic success—that is a powerful benefit."

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## University of Texas at El Paso El Paso, Texas

**INSTRUCTOR** Héctor Enríquez, Spanish Lower Division Classes Coordinator

**COURSE NAMES** Spanish I for Non-Native Speakers (1301); Spanish II for Non-Native Speakers (1302); Intermediate Spanish I for Non-Native Speakers (2301); Intermediate Spanish II for Non-Native Speakers (2302); Spanish for Spanish Speakers I (2303); Spanish for Spanish Speakers II (2304)

**COURSE FORMAT** Traditional; Hybrid

**TEXTS** *¡Anda! Curso elemental* by Heining-Boynton and Cowell; *¡Anda! Curso intermedio* by Heining-Boynton, LeLoup, and Cowell; *Español escrito: Curso para hispanohablantes bilingües* by Guadalupe Valdés, Richard V. Teschner, and Héctor Enríquez

**CONTRIBUTION OF MYSpanishLAB TO FINAL GRADE** 15%-20%

**TYPES OF DATA REPORTED** Improvement in final course grades; Improvement in pass rates and retention for non-native and heritage speaker courses

**MYLAB USER SINCE** 2005

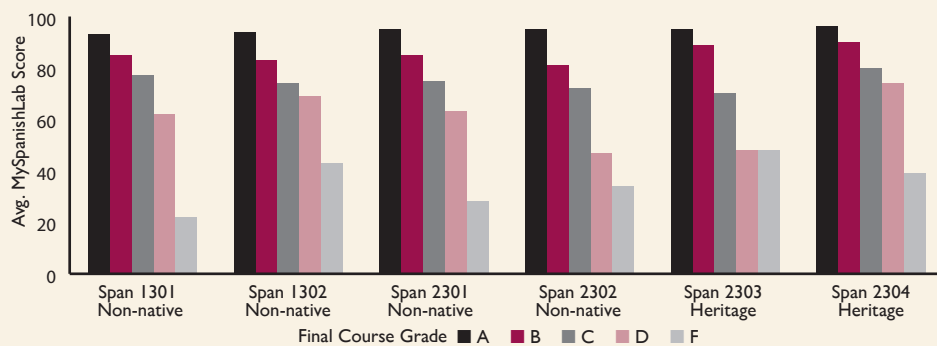
THE DEPARTMENT OF LANGUAGES AND LINGUISTICS at the University of Texas at El Paso serves many hundreds of students each term. As UTEP is the largest university in the U.S. with a majority population of Hispanics, students enrolling in Spanish language courses take an exam to determine their placement in courses for non-native Spanish speakers (approx. 2/3) or for Spanish or heritage speakers (1/3).

As Coordinator of the lower division Spanish courses, Héctor Enríquez is challenged to:

- Meet the learning needs of both non-native and heritage speakers
- Deliver a high-quality, uniform learning experience across all sections
- Offer students sophisticated learning tools at a reasonable cost
- Improve students' overall performance and raise both pass rates and course completion rates

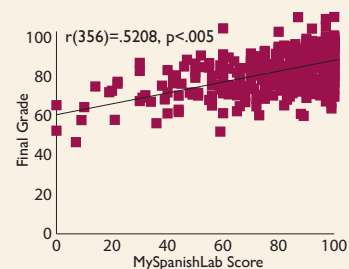
With these ambitious goals in mind, Instructor Enríquez chose to redesign the introductory and intermediate Spanish sequences for both non-native and heritage speakers around MySpanishLab.

**MySpanishLab Average Score by Final Course Grade (2008-present)**

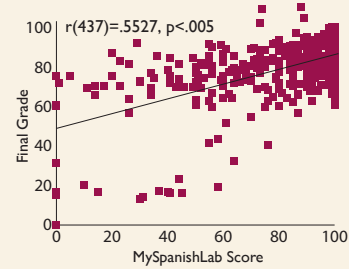


### MySpanishLab Scores Correlate with Final Course Grades

**Span 1301 Non-native (2008-present)**

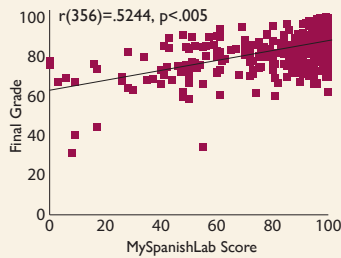


**Span 1302 Non-native (2008-present)**

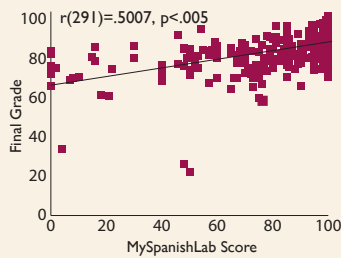


Student results data from 2008 to the present show a clear correlation between MySpanishLab scores and final course grades for both non-native and Spanish or heritage speakers.

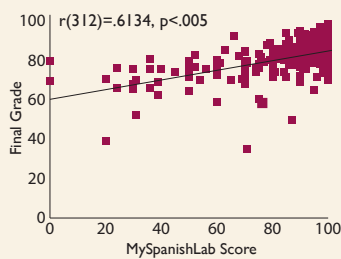
Span 2301 Non-native (2008-present)



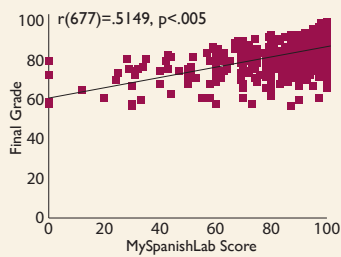
Span 2302 Non-native (2008-present)



Span 2303 Heritage (2008-present)



Span 2304 Heritage (2008-present)



Student results data from 2008 to the present show a clear correlation between MySpanishLab scores and final course grades for both non-native and Spanish or heritage speakers.

“I felt that MySpanishLab was the best platform available to meet our needs. Everything we need to teach a language class is there in one place—eText, Student Activities Manual, writing activities, videos, testing, etc. Teaching assistants and instructors find MySpanishLab easy to navigate. From an administrative perspective, MySpanishLab helps me ensure that all students are receiving consistent instruction and offers powerful tools for me to track progress of all of our classes.”

He continues, “For students, the benefits are many. At a reasonable cost, students get not just a textbook but diagnostics, a personalized study plan, videos, practice exercises, exams, and a language lab right at their fingertips.”

## RESULTS

UTEP is an excellent laboratory to assess MySpanishLab’s effectiveness at improving learning outcomes for both non-native and heritage speakers since it has a large community of both kinds of students in comparison with other universities nationwide. Instructors in each of the introductory and intermediate course sequences teach from a common syllabus, and MySpanishLab is fully integrated into instruction and assessment. Instructor Enríquez has tabulated the results for an estimated 3,400+ students enrolled from 2008 to the present.

## ANALYSIS

Examination of student results data across all six courses shows a clear correlation between MySpanishLab scores and final course grades. Enríquez commented, “We taught these courses before MySpanishLab was available. We had great difficulty creating a homogeneous learning environment for students across so many sections and instructors and, as a result, our student success results were below our expectations. MySpanishLab enables us to deliver a consistent learning experience for all students that is also personalized for each student. MySpanishLab is essential to our program’s strong student learning results.”

## ADDRESSING THE NEEDS OF HERITAGE SPEAKERS

While the data show a strong correlation between MySpanishLab success and final course grade for all students, Enríquez emphasized that MySpanishLab meets the unique needs of heritage speakers in ways that other programs do not. “MySpanishLab meets the needs of heritage speakers with a range of exercises that target vocabulary, grammar, and writing skills. With such a deep resource of activities and multimedia resources in MySpanishLab, I can easily customize our course to address the unique strengths and weaknesses that heritage speakers bring to the course.”

## CONCLUSION

“MySpanishLab has changed the way we teach. When our students use MySpanishLab, they become responsible for their own learning and they succeed,” declared Enríquez.

*Washington Monthly* recently ranked University of Texas at El Paso first in the nation in social mobility (enrolling low-income students and helping them earn degrees.) “This is central to our mission,” stated Enríquez, “We are determined to offer value to our students—the most effective learning experience at a reasonable cost. MySpanishLab helps us deliver on that promise.”

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### The University of Rhode Island Kingston, Rhode Island

**INSTRUCTOR** Kerra Gazerro Hanson, Ph.D.

**COURSE NAMES** Basic Italian I and II

**CREDIT HOURS** 3

**COURSE FORMAT** Traditional

**TEXT** *Percorsi* by Italiano and Marchegiani

**CONTRIBUTION OF MYITALIANLAB TO FINAL GRADE** 20%

**TYPES OF DATA REPORTED** Improvement in final course grades; Correlation between time spent in MyLab and final average

**MYLAB USER SINCE** 2011

THE MAJORITY OF STUDENTS IN ITALIAN I AND II ARE FRESHMEN who are fulfilling a university requirement of two semesters of language study. The course is designed to give students a solid base in the Italian language by emphasizing the five areas of language learning: listening comprehension, speaking, reading, writing, and cultural competency. At the successful completion of the course, students will be able to:

- demonstrate proficiency in everyday spoken Italian, read simple essays in Italian, and write short paragraphs on familiar topics
- greet people and introduce themselves, exchange personal information, describe themselves, talk about daily activities, tell time, discuss the weather, and converse about life on campus

“With MyItalianLab, students must really think and process the material. This translates into much stronger communicative skills.”

—Professor Kerra Gazerro Hanson

Students also will gain specific knowledge about contemporary Italy, including daily life, student life, fashion, cuisine, shopping, and regional differences.

Prior to the beginning of the 2011-2012 academic year, Professor Gazerro Hanson and her fellow instructors consulted with the Italian Language Coordinator about changing the course materials. Specifically, in order to ensure that the course’s stated goals were met, they sought a more communicative approach, an emphasis on culture, and online access to all course materials. After a review of all available options, they chose to adopt *Percorsi* with MyItalianLab.

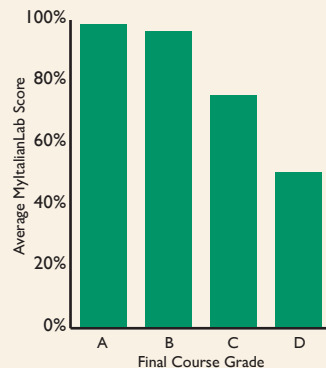
Professor Gazerro Hanson recalls, “Both the *Percorsi* text and MyItalianLab offer a more contemporary, communicative approach to Italian language study that is aligned with our goals for the course. The online resource we used prior to MyItalianLab was simply workbook exercises transferred online. The exercises were very grammar-heavy and all drill. We needed to make a change in order to give students the expansive, five-skills foundation in Italian that fulfills our goals for student learning outcomes. MyItalianLab is clearly a superior resource.”

“All of our students  
showed  
improvement  
but the effect was  
greatest for those  
students who did  
the MyItalianLab  
assignments  
every day.”

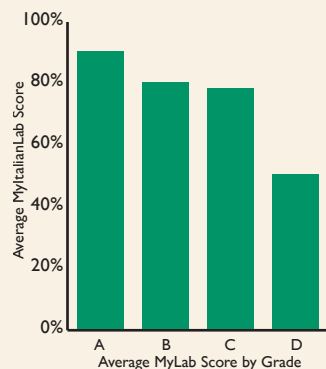
—Kerra Gazerro Hanson

## MytalianLab Scores Correlate with Final Course Grades

Italian 101-Fall 2011



Italian 102-Spring 2012



### ANALYSIS

Student results data from fall 2011 (100+ students) and spring 2012 (100+ students) show a clear correlation between average MytalianLab scores and final course grades.

## TEACHING WITH MYTALIANLAB

With several instructors and 100-200+ students per term, Professor Gazerro Hanson and her colleagues use a common syllabus to insure consistency of instruction for students. Students are required to work through all of the automatically-graded exercises in MytalianLab for the chapters covered. Professor Gazerro Hanson encourages her students to explore the features of MytalianLab beyond the assigned homework.

Professor Gazerro Hanson says, "In our first semesters with MytalianLab, we assigned only the automatically-graded activities to allow both students and instructors to grow comfortable with the new resource. However, feedback and results have been positive so I plan to expand my use of MytalianLab."

She continues, "MytalianLab has cut down substantially on my grading time but still permits me to keep a close eye on student progress. The variety of exercises addresses the strengths and weaknesses of a vast group of students and allows me to better pinpoint problem areas. Since I know where to focus my attention during class meeting hours, I can better utilize contact hours with students and create a more efficient learning environment."

## LEARNING WITH MYTALIANLAB

"The activities in MytalianLab are invaluable for students," states Gazerro Hanson. "MytalianLab provides immediate feedback so students can pinpoint their errors quickly and efficiently before they become ingrained. Students are directed to the relevant grammar explanation in the eText for clarification and then may return and try the exercise again. After completing the assigned exercises, students know whether or not they have grasped the material. If they are still struggling, they can bring examples from the MytalianLab exercises to class for us to review together."

## RESULTS

"MytalianLab's activities are so much more varied and effective than those of the online resource we used previously," says Gazerro Hanson. "With MytalianLab, students must really think and process the material. This translates into much stronger communicative skills. The difference is quite apparent. When students come to class, they ask better questions. Their listening comprehension and speaking skills are much stronger. All of our students showed improvement but the effect was greatest for those students who did the MytalianLab assignments every day."

## CONCLUSION

"We are really pleased with MytalianLab," concluded Professor Gazerro Hanson. "Students love it—their feedback has been uniformly positive. Mastering a new language is powerfully motivating, and MytalianLab helps students achieve mastery more quickly and thoroughly. MytalianLab is such a deep resource. We—both students and instructors—are still exploring. I plan to incorporate more features of MytalianLab, particularly those that require more expansive written responses, in our next term."

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## A SUCCESS STORY



### Qiu Jimenez Professor of Spanish

Bakersfield College, Bakersfield, CA

COURSE NAME: Elementary Spanish I and II • CREDIT HOURS: 5 • COURSE FORMAT: Traditional  
TEXT: *Arriba* by Zayas-Bazán, Bacon, Nibert • MYLAB USER SINCE: 2009

*“MySpanishLab is like having an instructor present 24/7.”*

#### COURSE INFORMATION

- I teach three sections per semester with 30-35 students per section
- About 30% of students are traditional, 70% nontraditional

#### COURSE OBJECTIVES

- Spanish I introduces students to Spanish language and culture through the “planned immersion” method that integrates video, audio, and print media. Emphasis is on the development of all four language skills within a communicative approach.
- Spanish II uses the “planned immersion” approach in the continued study of Spanish language and culture. Emphasis is on strengthening listening comprehension and developing oral and writing skills.
- My personal goal is to motivate students, not just to speak another language, but also to become interested in other cultures.

#### ASSESSMENT

- Chapter Exams: 60%
- Compositions and Quizzes: 20%
- Online Assignments (MySpanishLab): 20%

**MYLAB IMPLEMENTATION** We have been using *Arriba* since 2001, but we did not initially adopt MySpanishLab, mostly due to fear of technology. In May 2009, I joined a group of *Arriba* users at a conference, and I learned that nearly all institutions adopt both the textbook and MySpanishLab. When I confided to my colleagues our hesitation, they unanimously told me how great MySpanishLab is!

I decided to try MySpanishLab first with my courses before

trying to sell the idea to other faculty members. I used it for the first time in fall 2009 and surveyed students at the end of the semester. I found that 95% of students responded positively to MySpanishLab. By fall 2010, all Bakersfield College Spanish instructors (full-time and adjunct) were using MySpanishLab! All instructors use the most important features such as: Gradebook, Student Activities Manual assignments, calendar etc.

I assign activities from the textbook, Student Activities Manual, and extra practice folder. Of course, MySpanishLab is used much more extensively than for just online assignments. In class, we watch *Vistas culturales* videos, listen to audio, and review vocabulary using the “Tutorials” sections. MySpanishLab adds a great deal to any day’s lesson.

**MYLAB BENEFITS** My favorite feature of MySpanishLab is the Gradebook. Students can look up their grades at any time, and I spend far less time grading homework. The biggest benefit for students is the instant feedback. Also, when students are having difficulty with their homework, MySpanishLab instantly directs them to the relevant textbook page. It’s like having an instructor present 24/7.

*“I used the program for the first time in fall 2009 and surveyed students at the end of the semester. I found that 95% of students responded positively to MySpanishLab.”*

—Professor Qiu Jimenez

**CONCLUSION** My advice for new MySpanishLab users is to start with simple, basic features, and gradually add on. In the future, I plan on using more of the *Pura vida!* and *Vistas culturales* videos.

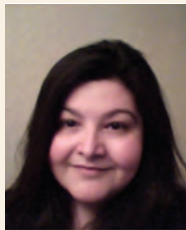
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# MySpanishLab®

## A SUCCESS STORY



### Maria Akrobova

Assistant Professor of Spanish; Coordinator of Basic and Intermediate Spanish  
Metropolitan State University of Denver, Denver, CO

COURSE NAMES: Basic and Intermediate Spanish I and II • COURSE FORMAT: Traditional; Compressed  
CREDIT HOURS: 5, with an extended meeting time twice a week • MYLAB USER SINCE: 2011

TEXTS: *¡Arriba!* By Zayas-Bazan, Bacon and Nibert; *Atando Cabos* by Gonzales-Aguilar and Rosso-O’Laughlin

*“With MySpanishLab, we saw a marked improvement in final course grades.”*

#### COURSE INFORMATION

- Urban campus with over 22,000 students; about 1/3 are nontraditional students
- Courses are traditional, but compressed, with a virtual component that students do independently for preparation
- Basic and Intermediate Spanish are electives for General Studies and a prerequisite for students who wish to major or minor in the language

#### COURSE OBJECTIVES

- Students will learn to independently recall, reproduce, and recognize foundational vocabulary, grammar, and structures, in order to sufficiently discuss, paraphrase, and respond
- Students are expected to have a balanced skill level, with strong emphases on both culture and the appropriate use of technological skills

#### ASSESSMENT

- In Basic Spanish, MySpanishLab accounts for 50% of the final grade. Readiness checks, timed activities, and oral practices make up 15% and formal exams make up 35%.
- In Intermediate Spanish, MySpanishLab makes up 35% of the course grade, with SAM (student activities manual) activities and formal exams worth 15%.

**MYLAB IMPLEMENTATION** In all sections, SAM activities are assigned in MySpanishLab. It’s a major benefit for students to repeatedly attempt to complete an assignment until they get to the level or outcome they want. All other assignments,

including oral activities, are at each instructor’s discretion. For test preparation, we recommend the tutorials, practice tests, and readiness checks. Students who complete them receive participation points. When students want to do more, we walk them through additional resources in MySpanishLab.

**MYLAB BENEFITS** MySpanishLab helps mold independent learners and teaches committed study habits. The computer-graded activities give students immediate feedback and make them aware of their progress. MySpanishLab also provides technological skills that students need today.

There is a wealth of information in MySpanishLab. In the past, I had to present all of the grammar and mechanics topics in class—now I can assign this work in MySpanishLab. In general, MySpanishLab helps lift the burden of course maintenance from instructors.

*“MySpanishLab helps mold independent learners and teaches committed study habits.”*

*—Professor Maria Akrobova*

**CONCLUSION** With the use of MySpanishLab, we saw a marked improvement in final course grades. The level checks create a student-centered environment that allows the student to be more self-aware. With an understanding of their current level, students are able to set personal goals for further achievement. For motivated students, the variety of additional resources is invaluable for continued language learning.

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# MySpanishLab®

## A SUCCESS STORY



**Victoria Walker**  
Spanish Coordinator & Instructor  
Midway College, Midway, KY

**COURSE NAME:** Conversational Spanish • **CREDIT HOURS:** 3

**COURSE FORMAT:** Traditional; Online; Accelerated

**TEXT:** ¡Arriba! by Zayas-Bazán, Bacon, and Nibert • **MYLAB USER SINCE:** 2008

*“MySpanishLab has everything students and instructors need to succeed.”*

**COURSE INFORMATION** Required for students in three of our pillar majors: Equine Studies, Nursing, and Education.

**COURSE OBJECTIVES** To increase students' proficiency skills to a working knowledge of Spanish within their career setting

### ASSESSMENT

ONLINE:

MySpanishLab: 100%

- Student Activity Manual Homework: 40%
- Live Chat, Oral Interview, Cultural Discussion: 15%
- Pronunciation Practice: 5%
- Chapter Exams: 40%

TRADITIONAL:

- Student Activity Manual Homework (MySpanishLab): 30%

**MYLAB IMPLEMENTATION** All homework and Student Activity Manual activities are completed in MySpanishLab. For my online class, in addition to using MySpanishLab for everything, students are required to participate in cultural discussion boards. I've created oral interviews and activities and have posted and assigned them in MySpanishLab, including a required activity where students conduct an online instant message chat with a native speaker. I love Wimba Pronto! We're also using the white board feature—we do the screen sharing and the audio.

I conduct two online orientation meetings via Wimba Pronto because this encourages students to purchase their MySpanishLab access before the first day of class. For an online class, I recommend that instructors require Wimba Pronto—it gives students a real sense of community to see their fellow students' picture and profiles.

**MYLAB BENEFITS** MySpanishLab suits all my needs. It gives me the flexibility to design my own course and personalize course content to my liking. MySpanishLab gives me more options for in-class time. Students have already worked through homework activities in MySpanishLab, so we can spend class time on more interactive pursuits. The bottom line is it's all about time; MySpanishLab is a lifesaver!

With MySpanishLab, students see the correct answers and get feedback instantly. This built-in consistency is great with a course that has many sections taught by different instructors. MySpanishLab's Gradebook enables students to monitor their progress during the semester—a real benefit.

**CONCLUSION** With MySpanishLab, students get three products in one—a virtual language lab, a textbook, and an interactive Student Activity Manual. Everything is available at a glance—the calendar with easy access to all assignments and the notification panel for course updates. The tools (glossary, tutorials, grades, pronunciation guide, etc.) available for student use are exhaustive.

In every feature of MySpanishLab, students find supportive, remedial, practice, and reinforcement activities that suit all learn-

*“With MySpanishLab, students get three products in one—a virtual language lab, a textbook, and an interactive Student Activity Manual.”*

*—Coordinator Victoria Walker*

ing styles. I challenge anyone to find a better online resource than MySpanishLab. It has everything that students and instructors need to succeed—literally at their fingertips!

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# MySpanishLab®

## A SUCCESS STORY



**Valerie Job**  
Professor of Spanish  
South Plains College, Levelland, TX

**COURSE NAMES:** First and Second Year Spanish; First and Second Year Accelerated Spanish

**CREDIT HOURS:** First Year: 5; Second Year: 3; Accelerated Courses: double credit hours

**COURSE FORMAT:** Traditional; Hybrid/Accelerated (5 hours in class and 6-10 hours online)

**TEXT:** ¡Arriba! by Zayas-Bazán, Bacon, Nibert • MYLAB USER SINCE: 2007

*“MySpanishLab accommodates a variety of learning and teaching styles.”*

### COURSE INFORMATION

- I teach one section of each course per semester, with about 15-18 students.
- These are required core courses.
- All types of students take these courses.

### COURSE OBJECTIVES

- First Year Spanish introduces and expands the functional skills of speaking, listening, reading, and writing the Spanish language through the study of vocabulary, grammatical structures, and syntax, and with extensive classroom practice.
- Accelerated First Year Spanish is an intensive course for students with prior Spanish experience and for highly motivated beginners.
- Second Year Spanish emphasizes continued language development and refinement incorporating grammar through extensive conversation, reading, and writing.
- Accelerated Second Year Spanish emphasizes continued language development and refinement in an intensive format.

### ASSESSMENT

MySpanishLab: 90%

- Daily Work (workbook, homework, quizzes, participation): 20%
- Oral (exams, dialogues, lab, presentations): 20%
- Exams/Compositions: 30%
- Final Exam (oral and written): 20%
- Attendance: 10%

**MYLAB IMPLEMENTATION** I assign almost all of the tasks within each chapter in MySpanishLab. Since most of my courses are hybrid, the assignments are “chunked”—generally assigned at

the end of one or two chapters and due the night before the chapter test. The time span is two to three weeks. This allows my commuter students to comprehend course material at their speed and skill level.

I write my chapter tests and administer them in class with an oral component. Students have oral interviews, paired speaking, and “show and tell” prior to the written portion of the exam, which includes listening, vocabulary, grammar, reading comprehension, and writing. All of these tasks are executed in MySpanishLab.

**MYLAB BENEFITS** MySpanishLab accommodates a variety of learning and teaching styles; It gives students instant feedback and enables me to teach prescriptively. I appreciate MySpanishLab’s flexibility—students learn at their own pace, learn to be responsible, and set their own limits. Another great feature is that students can have as many “do overs” as they need, since they are outside the constraints of a typical classroom. I can monitor and address problems/questions publicly or privately. My second year students now pass more challenging tests because MySpanishLab prepared them so well in the first year.

*“My second year students now pass more challenging tests because MySpanishLab prepared them so well in the first year.”*

*—Professor Valerie Job*

**CONCLUSION** MySpanishLab allows students to practice language skills at their own speed and ability with the knowledge that mistakes are a definitive part of learning. I think MySpanishLab has made me a better teacher!

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# MySpanishLab<sup>®</sup>

## A SUCCESS STORY



**Timeko McFadden**

Spanish Instructor

Tri-County Technical College, Pendleton, SC

COURSE NAME: Spanish 101 and 102 • COURSE FORMAT: Hybrid • CREDIT HOURS: 4

TEXT: ¡Arriba!, Zayas-Bazán, Bacon, Nibert • MYLAB USER SINCE: 2008

*“With MySpanishLab, I have everything I need in one place.”*

### COURSE OBJECTIVES

- To give students an introduction to Spanish language and culture
- To enable students to engage in simple discourse

### COURSE INFORMATION

- Most students are university transfer students who will move on to a senior institution
- Also enrolled are technical students who are required to take a language course

### ASSESSMENT

- Three tests: 30%
- Nine quizzes: 10%
- Two oral assessments: 10%
- Two compositions: 10%
- In-class participation: 6-7%
- Final exam: 15%
- MySpanishLab homework: 15%

### IMPLEMENTATION

I use MySpanishLab almost every day and several times during each class.

I assign the tutorials each night

before a new concept is introduced in class. Any assignments that are not assigned as homework in the Student Activity Manual, I pull up in class and we do them together.

**BENEFITS** MySpanishLab has changed how I teach because now students can do listening activities at home without having to visit a physical language lab.

With MySpanishLab, I have everything I need in one place—there is no “cherry-picking” of activities from different books and sources. I can better teach all four skills—reading,

writing, speaking, and listening—in one class period without having to lug around different materials (CDs, handouts, etc.). While in class, I can quickly and easily identify the activities I need: writing activities have a pencil icon; listening activities have an audio icon, etc. Some of my favorite activities are the exercises divided into “Paso I” and “Paso II.” Students use one activity to practice different skills. For example, they may listen to some audio and then test comprehension with a multiple choice activity. In Step 2 or “Paso II,” they may answer written questions based on the audio. The instructor may even take this one step farther by having students compare/contrast the featured student’s experience with their own, either orally or as a written homework assignment.

Students report that having the ancillary resources so close at hand—the verb charts are one click away, as is the glossary—is the most helpful aspect of MySpanishLab. A close second is the tutorials in English.

*“MySpanishLab is very user-friendly and can be adapted to your institution’s needs.”*

*—Instructor Timeko McFadden*

**CONCLUSION** I love MySpanishLab. With other products, the online component seemed like an “afterthought”—there were few quality exercises and most were rote conjugations. With MySpanishLab, the activities support the communicative method—real-world situations and questions that enhance learning and recall. I would recommend that new or prospective users attend a MySpanishLab demo by a Pearson team member. You will be convinced! It is very user-friendly and can be adapted to your institution’s needs.

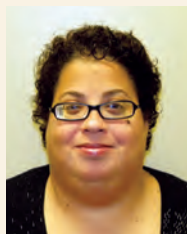
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# MySpanishLab®

## A SUCCESS STORY



### Caridad Jiménez Professor of Spanish

University of Florida, Gainesville, FL

COURSE NAMES: Elementary Spanish I and II; Spanish for First-Responders • CREDIT HOURS: 3  
COURSE FORMAT: Online • TEXT: ¡Arriba! by Zayas-Bazán • MYLAB USER SINCE: 2009

*“MySpanishLab is the cornerstone of my online course.”*

#### COURSE INFORMATION

- All courses are elective
- Majority of students are non-traditional—adults, many in the military or married with children and jobs, or older adults planning a career change; students live all over the world

#### COURSE OBJECTIVES

- Spanish I and II build students' Spanish communication skills in an interactive, flexible format where students work at their own pace.
- *Spanish for First Responders* equips emergency personnel with vocabulary and communications skills necessary for their work.

#### ASSESSMENT

MySpanishLab: 30%

**MYLAB IMPLEMENTATION** MySpanishLab is the cornerstone of my online course. I use the lab 100%. My students complete both drill and open-ended activities in MySpanishLab involving speaking, answering questions, and writing small paragraphs. I also use features like podcasting and Wimba Pronto to give students opportunities to collaborate with each other.

**MYLAB BENEFITS** MySpanishLab is a fantastic learning platform. Everything I need is in one place, and I can modify and customize my course according to the needs of my students and my teaching style. The platform is available 24/7, and the tech support is fantastic.

My favorite feature is the ability to create my own activities. In the past, it used to take so much time—now all it takes is click, click, add activity, create activity and there it is!

MySpanishLab has made me a better online teacher, because now I really think about design, navigation, and accessibility. The program has incredible examples of articulating activities and instruction. MySpanishLab saves me time with automatic grading and allows me to spend more time one-on-one with my students.

MySpanishLab provides an ideal space for students to become more fluent with the language at their own pace, on their own time. MySpanishLab is an integral part of the course—if students don't do the required MySpanishLab activities, they are not prepared for the unit assessment.

**CONCLUSION** The thing I love about Pearson is that they listen to teachers. Over years of using MySpanishLab, I can confirm that Pearson actually makes the changes and improvements we request.

*“MySpanishLab provides an ideal space for students to become more fluent with the language at their own pace, on their own time.”*

*—Professor Cari Jiménez*

I'm a MySpanishLab super user! Every day, I learn something new. This technology really pushes me to learn new tools and to find imaginative ways to create. In turn, I become a better teacher, and I hope I inspire my students to keep learning. My happiness with MySpanishLab is 100%.

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# MySpanishLab®

## A SUCCESS STORY



**Hosun Kim**

Director, Language Resource Center  
Coordinator, Elementary Spanish Courses

University of North Carolina at Chapel Hill, Chapel Hill, NC

COURSE NAMES: Elementary Spanish I & II • CREDIT HOURS: 3 • COURSE FORMATS: Online; Hybrid  
TEXT: *Anda* by Heining-Boynton • MYLAB USER SINCE: 2010

*“MySpanishLab is a very helpful program for Spanish language teaching and learning.”*

### COURSE INFORMATION

- I teach 2-3 sections per semester; I coordinate 8-9 sections using MySpanishLab.
- Students must take one language course to fulfill a language requirement.

### COURSE OBJECTIVES

- To develop all language skills: speaking, listening, reading, and writing
- To develop an ability to communicate in Spanish in everyday situations
- To comprehend and respond with grammatical accuracy to basic spoken and written Spanish
- To demonstrate cultural awareness of the many facets of Spanish-speaking cultures

### ASSESSMENT

#### ONLINE SPANISH I

- MySpanishLab: 20%
- Partner Conversations: 5%
- Writing Exercises: 12%
- Chapter Tests: 5%
- Composition: 8%
- Pronunciation Exercises: 5%
- Oral Interview: 5%
- Partial Exams: 10% each
- Final Exam: 20%

#### HYBRID SPANISH I AND II

- MySpanishLab: 15%
- Weekly Quizzes: 10%
- Pronunciation Exercise: 5%
- Compositions: 10%
- Class Participation: 15%
- Oral Interview: 10%
- Partial Exams: 10% each
- Final Exam: 15%

**MYLAB IMPLEMENTATION** Each week I assign eText pages, grammar tutorials (in preparation for the class activities), and Student Activity Manual exercises (for a grade). I use the test-

ing materials for the chapter test. However, I encourage my students to use other features such as Readiness Checks, etc.

As the instructor and coordinator, I use a lot of resources in MySpanishLab for each chapter, including “Text Images” to create my PowerPoint slides for class use.

*“We have tested MySpanishLab in different course formats and found that it works well, not only for online or hybrid classes, but also traditional classes.”*

*—Hosun Kim, Director, Language Resource Center*

**MYLAB BENEFITS** Students receive immediate feedback in MySpanishLab and may repeat the same exercises for extra practice at their convenience. MySpanishLab has a variety of materials for students to master concepts.

My fellow instructors and I assign different preparative exercises for students to complete in MySpanishLab outside of class. This enables us to reserve class time for more communicative activities rather than explanations of grammar points. Our instructors rely on the multitude of resources in MySpanishLab to prepare lesson plans. Since there are a lot of options for setting up assignments, instructors can easily adjust activities to fit students’ particular learning styles.

**CONCLUSION** MySpanishLab is easy to use for both instructors and students. MySpanishLab offers many different features and is easily customizable to fit the needs of each student. We have tested MySpanishLab in different course formats and found that it works well, not only for online or hybrid classes, but also traditional classes. MySpanishLab definitely plays an important role in Spanish language teaching.

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## A SUCCESS STORY



### John Fields

Professor of French and Humanities

Florida State College at Jacksonville, Jacksonville, FL

COURSE NAMES: Beginning French; Intermediate French

CREDIT HOURS: 4 (Beginning); 3 (Intermediate) • COURSE FORMAT: Traditional + Language Lab

TEXT: *Chez Nous* by Valdman • MYLAB USER SINCE: 2008

*“MyFrenchLab makes my teaching more effective.”*

#### COURSE INFORMATION

- We offer five French sections per term
- I have dual-enrolled students, high school students, traditional and nontraditional students

#### COURSE OBJECTIVES

Students will:

- Learn “The Five C’s”: Communication, Culture, Connections, Comparisons and Communities
- Build a solid foundation in the areas of speaking, listening, reading, and writing

#### ASSESSMENT

- Tests: 40%
- Quizzes: 10%
- Final Exam: 20%
- MyFrenchLab Homework: 30%

#### MYLAB IMPLEMENTATION

I assign MyFrenchLab homework before and after every class so students are get constant contact with the language. I select MyFrenchLab activities that review the day’s lesson and preview the next class’s material.

When students enter the classroom, MyFrenchLab is on the screen and we go over the exercises. At this point, some of the students understand the information, but others may not. We work through the different activities to make sure that everyone feels comfortable with the material. This helps me get a daily gauge of how students are doing.

In addition to MyFrenchLab homework, students spend one hour a week in the language lab. French tutors are available in the lab to help students one-on-one.

**MYLAB BENEFITS** We have classes twice a week. In the past, students would forget what they had learned the week before and I found myself re-teaching a lot of material. Having specific assignments due on MyFrenchLab throughout the week, regardless of whether we’re meeting or not, is extremely helpful to keep students working consistently with the language.

I choose MyFrenchLab activities that are self-grading so students receive instant feedback on how well they have done or what they need to work on. This also relieves me of the daily grading burden.

*“The calendar is my favorite feature—I use it every day to assign work that is due. Students like it too, because the calendar reminds them exactly what they need to get done.”*

—Professor John Fields

MyFrenchLab makes my teaching more effective. In the past I would have to guess what students were struggling with, based on hand-graded homework and test scores. Now, as soon as daily assignments are completed in MyFrenchLab, I am able to see what structures are causing problems for students. This allows me to adjust my syllabus on a class-by-class basis.

Projecting MyFrenchLab in class tells students that I really want to hear what they have to say. MyFrenchLab encourages students to ask better questions.

**CONCLUSION** The advice I give my adjuncts about using MyFrenchLab is to start with the basics. Get comfortable with each feature and then incorporate other features.

# MyFrenchLab®

## A SUCCESS STORY



**Dr. Ouafaa Zouali**  
Adjunct Assistant Professor of French  
Old Dominion University, Norfolk, VA

COURSE NAME: Beginning French • CREDIT HOURS: 3 • COURSE FORMAT: Traditional  
TEXT: *Points de départ* by Scullen, Pons, & Valdman • MYLAB USER SINCE: 2010

*“My students tell me they like MyFrenchLab.”*

### COURSE INFORMATION

- I teach two sections per semester, averaging 20 students each
- Most students take course as a general education requirement

**COURSE OBJECTIVES** To learn basic French, to know how to form sentences, to understand subject/verb agreement and regular and irregular verbs

### ASSESSMENT

- MyFrenchLab Homework: 30%
- Participation: 10%
- Quizzes: 10%
- Chapter Tests, Midterm, Final Exam: 50%

**MYLAB IMPLEMENTATION** MyFrenchLab homework counts for 30% of the final grade—that’s a big deal, because if students don’t do it, their final grade will be significantly affected. Fortunately, they can make multiple attempts on the homework until they reach 100%.

Every day I assign MyFrenchLab homework. For example, today we are learning about the verb “to have”, so after class, they must work on all the related MyFrenchLab exercises. The next day, we are learning about French possessive adjectives, so after class they must complete all the activities related to this topic in MyFrenchLab.

For extra credit, I assign the practice tests in MyFrenchLab. If students get 100%, I add five points to their test grade. This policy is very popular with students.

Sometimes I assign tutorials in MyFrenchLab, and when students come to class, I ask them what they learned about the subject material.

**MYLAB BENEFITS** MyFrenchLab facilitates a lot of things for me, especially the automatic grading of exercises. I ask my students what they think of MyFrenchLab and they tell me they like it. They have unlimited time to do their exercises and reach 100%. If they don’t understand something, they can click the tutorial right away or go straight to the eText, then back to the exercises.

**CONCLUSION** I believe that some students have a hard time studying a language; even with a strong effort, these students may struggle to succeed. I want to give students the benefit of the doubt and an opportunity to succeed. With MyFrenchLab, students have unlimited opportunities to get a perfect score on 30% of the final course grade. Homework and in-class

*“MyFrenchLab facilitates a lot of things for me, especially the automatic grading of exercises.”*

—Professor Ouafaa Zouali

participation equals 40% of the final grade. Students who are serious about their studies will spend time working in MyFrenchLab and take advantage of the opportunity to do well in the course.

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## A SUCCESS STORY



**Elodie Goodman**  
French Program and Exchanges Coordinator  
Spokane Falls Community College, Spokane, WA

COURSE NAME: French 1, 2, 3 (Introductory French Series)

CREDIT HOURS: 5 • COURSE FORMAT: Traditional; Online

TEXT: *Français-Monde: Connectez-vous à la francophonie* by Ariew and Dupuy • MYLAB USER SINCE: 2009

*“MyFrenchLab helps students to be responsible for their own learning.”*

### COURSE INFORMATION

- Required course for Associate of Art transfer students
- I teach four sections per quarter, with 30+ students per section

### COURSE OBJECTIVES

- Series instills basic proficiency in reading, writing, speaking, and listening so students can communicate basic ideas in French and understand the cultural context of the language
- Series entails the exclusive, daily use of French via MyFrenchLab, with emphasis on communicative skills, idea exchange, and self-review of grammar and vocabulary

### ASSESSMENT

- Chapter Tests: 50%
- Online Work (MyFrenchLab): 30%
- Two French Film Viewings, Critiques, and Online Chat: 20%

**MYLAB IMPLEMENTATION** MyFrenchLab is versatile enough that I can build a strong online French course and adapt it to a traditional face-to-face course. I assign daily tutorials and SAM activities so that students work in MyFrenchLab each day on language skills.

Here is a sample daily 50-minute study plan for students:

1. Learn the vocabulary, verb forms, and structures by using the flash-card programs and the tutorials. Attempt the “activités” in the textbook after reading the lessons.
2. Review the instructor-created PowerPoint presentations.
3. Use the mini-exercises in the PowerPoint to check learning without using the textbook.
4. Do the assigned SAM activity without notes or text.
5. Review the vocabulary and verb forms.

6. Re-do the assigned SAM activity with which you had difficulty.
7. BlackBoard chat with instructor at scheduled time.

**MYLAB BENEFITS** With MyFrenchLab, there is no lost homework—it is all in one place, and it is time-stamped. The computer-graded exercises give students immediate feedback and help them learn the concepts. The recording exercises are wonderful—they help assess students’ aural comprehension and oral abilities. This is especially useful for checking the progress of my online students.

I create a whole course in advance and assign all the work for the quarter at the beginning. Some students, especially those who work full-time, choose to work ahead. They can do the upcoming week’s assignments during the weekend and receive immediate feedback.

One success story I have is of a student who took three quarters of online French with me and then registered for the second year of French in the traditional course. She was more prepared in all four skills (reading, writing, listening, speaking) than the students who had not used MyFrenchLab.

*“MyFrenchLab has played and will continue to play an essential part in my students’ learning and my curriculum.”*

*—Professor Elodie Goodman*

**CONCLUSION** MyFrenchLab helps students to be responsible for their own learning, and also aids students’ acquisition of the Five Cs framework (Communication, Culture, Community, Connections, and Comparisons). MyFrenchLab is a vital component of my curriculum’s foreign language learning course outcomes.

# MyItalianLab®

## A SUCCESS STORY



### Grazia Spina Instructor

University of Central Florida, Orlando, FL

COURSE NAMES: Elementary Italian I and II • CREDIT HOURS: 4

COURSE FORMAT: Traditional; Online • TEXT: *Percorsi by Italiano* • MYLAB USER SINCE: 2009

*“MyItalianLab has been essential to the development and success of my online classes.”*

#### COURSE INFORMATION

- Six to eight sections offered per semester
- Course meets a graduation requirement for most majors

#### COURSE OBJECTIVES

- To bring Italy into the classroom with authenticity
- To inspire students to open up to other countries and cultures
- To expose students to the latest songs, stories, and current events of Italy
- To give students a well-rounded experience through technology

#### ASSESSMENT

##### TRADITIONAL:

- Oral Presentations: 20%
- Compositions: 20%
- Quizzes: 50%
- MyItalianLab Homework: 10%

##### ONLINE:

- MyItalianLab: 100%

**MYLAB IMPLEMENTATION** In the traditional class, I assign homework and tests in MyItalianLab. For my online class, MyItalianLab serves as our virtual classroom; students use it for everything, including grammar tutorials, the eText, the glossary, verb charts, videos, and exams. I could not have created the online class without it.

The MyItalianLab grammar tutorials are very beneficial—they are short and give good feedback. The built-in glossary and verb charts are especially helpful when students are writing their compositions. The listening comprehension audio features and videos are authentic, and they can be played repeatedly for improvement. Students also complete voice recordings and I give them feedback directly in MyItalianLab. Students appreciate this.

**MYLAB BENEFITS** MyItalianLab gives instructors so much flexibility. I find the Gradebook to be very simple; automatically-graded activities and tests cut down on grading time for me. MyItalianLab keeps students actively learning Italian during the hours outside of class. I monitor how much time students are spending on each activity in MyItalianLab and how they are doing, so I can see what I need to adjust or supplement.

Students enjoy using MyItalianLab because it is user-friendly. They like the flexibility of having an entire day to take the test online. When students get an incorrect answer on tests or exercises, they find the feedback extremely helpful.

*“My online students get better grades than students in my traditional class because they spend more time learning in MyItalianLab, using all the features that this great program offers.”*

*—Instructor Grazia Spina*

My online students get better grades than students in my traditional class because they spend more time learning in MyItalianLab, using all the features that this great program offers. Students' feedback on MyItalianLab is always very positive.

**CONCLUSION** To teach a language online, instructors need a platform like MyItalianLab that allows students to post recordings, take tests online, and have learning materials readily available. MyItalianLab is one-stop shopping for language learning.

MyItalianLab has been essential to the development and success of my online classes. I can not imagine teaching a course without it!

The following letter was written by Julia Bussade, director of Portuguese and Spanish at the University of Mississippi, to her colleagues at Mississippi State University.

FEBRUARY 15, 2011

TO MY FELLOW SPANISH COLLEAGUES:

IT IS A PLEASURE FOR ME TO WRITE ABOUT MYSpanishLab. I am doing so, not only because I am a faculty advisor for Pearson, but also because I believe in the product.

I would not be telling the truth if I told you that transitioning from CourseCompass to MySpanishLab in January 2007 was a pleasant experience. It was not. We had many glitches, mostly because we opted for the custom version of the program. But, if you ask me if I would do it all over again, I would not hesitate to say that I would. We have been offering hybrid courses (with online portions) since August 1999. I have used Mallard, Blackboard, Quia, CourseCompass and MySpanishLab. In addition, I have been teaching Portuguese and Spanish at Ole Miss since 1996, and since 2007, I have been the Director of Basic Portuguese and Spanish. I can say, without any doubts, that there is no product out there that can even begin to compare to MySpanishLab.

Our basic Spanish program is fairly large, with 16 full-time instructors, an average of 6 graduate teaching assistants per semester, and approximately 4,500 students per year. We offer between 80 to 85 sections of basic (100- and 200-levels only) Spanish per semester, and about 40 sections in the summer. One of the features that I appreciate the most is the fact that once you customize a master template for a particular course, you can use that same template until there is a program upgrade. The fact that the grade book is totally customizable is a huge plus in itself. Our grade book has the exact amount of columns that we want and the percentages are separated by categories that we create. You can build your columns, percentages and categories from scratch. After you are finished, you can duplicate your gradebook for as many sections as you want with three clicks: create sections, number of sections and submit!

Our instructors and graduate teaching assistants are also fans of MySpanishLab. With the electronic book (eText) feature in place, most of them go to the classrooms with a jump drive in their hands and nothing else. In class, they open their daily lessons on PowerPoint and access the eText. When there is an activity that includes listening, they click on the audio part of the eText and the students can listen to very high quality audio. All instructors teach a minimum of 12 hours per week, which means that they have 4-6 sections. If they are assigned

regular courses (three times a week), they teach 4 sections. If there are hybrid courses (twice a week + 1 hour of lab) involved in their schedule, they teach 5 to 6 sections. Since they all started using technology in every single class, most of them express being less tired at the end of the day.

From the students' point of view, we only hear good comments about MySpanishLab. They use the tutorials when they miss a class, the calendar function to help them remember when the homework is due, the eText to go over pronunciation outside of the class, the glossary and the verb chart when they are writing their compositions. All this is at their own

"I can say, without any doubts, that there is no product out there that can even begin to compare to MySpanishLab.

—Julia E. Bussade, Ph.D.

pace, whenever and wherever they have access to the internet. If a student is sick and unable to submit the homework, we do not need to reopen the folder with the activities. MySpanishLab is designed to accept late homework from one particular student, just by clicking "accept." Instructors and students interact during virtual office hours with Wimba. Now the excuse that "I cannot come to your office hours" does not work anymore!

Last month, we received the new edition of ¡Arriba! In a recent meeting with the instructors, I explained to them that we would have to start thinking about the new edition fairly soon. One instructor then asked if we would consider another textbook. I said that we might but then we would probably not have MySpanishLab with the new textbook. That was all that it took for the end of the discussion. That is how much we enjoy using this product to help us teach languages here. We would not even consider any textbook that would not come with MySpanishLab, because other platforms do not have half of the features that MySpanishLab provides.

I would like to refer you to our Spanish website where you can access all course syllabi and have an idea of how we use ¡Arriba! in every single course except Span 202, which is a cultural intermediate course. The website is: [www.olemiss.edu/depts/modern\\_languages/SpanishLinks.html](http://www.olemiss.edu/depts/modern_languages/SpanishLinks.html)

Sincerely,  
Julia E. Bussade, Ph.D.  
Director of Portuguese & Spanish



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