



MyLanguageLabs

Implementation Strategies for High Impact

Educator Case Studies • 2016

English: Implementation Strategies for High Impact

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Welcome Letter

Dear Educator,

At Pearson, we define **efficacy** as a measurable impact on improving lives through learning. We are embarking on a global education initiative and dedicating ourselves to the pursuit of efficacy and improved learner outcomes.

On the following pages, you'll find data-driven implementation case studies co-developed by educators and our Efficacy Results team. These studies were selected from a range of language programs and are accompanied by best practices for getting started with your own MyLanguageLab implementation. Findings from these case studies help us understand and communicate to other users the real challenges and results of educators' implementations. We do not compensate case study participants.

Looking for more case studies? Visit our **Results Library**, an online repository of more than 400 case studies documenting the impact that educator best practices have had on student learning using our digital solutions. Filter by discipline, product, institution type, course format, or state/province to find a match.

We invite you to contact us with any questions about this report, as well as to share your ideas, your best practices, or your results using Pearson's MyLanguageLabs. To learn more about partnering with us on a case study, please reference our new **Efficacy Support—Partnering with Pearson** document.

We look forward to hearing from you!

Sincerely,

Sara Owen
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Efficacy Support—Partnering with Pearson

At Pearson, we believe that learning is a life-changing opportunity and that education should have a measurable impact on learners' lives. We not only hold ourselves accountable for the products we make, we also work closely with educators to learn from, document, and share their learner experiences and outcomes via implementation and results case studies.

What Are Implementation and Results Case Studies?

Implementation and results case studies share actual implementation practices and evaluate possible relationships between program implementation and student performance. The findings are not meant to imply causality or generalizability within or beyond these instances. Rather, they can begin to provide informed considerations for implementation and adaptation decisions in other user contexts. Mixed-methods designs are applied to all case studies, and the data collected include qualitative data from interviews, quantitative program usage analytics, and performance data. Open-ended interviews are used to guide data collection.

Why Is Pearson Interested in Case Studies?

Case studies have helped educators over the past decade understand more about the teaching and learning experience, and use data to inform implementation modifications to improve learner outcomes and determine what is most relevant about their implementation and results. This in turn helps us improve our products and enables us to share blueprints of best practices with other educators seeking new ways to increase student success and continuously improve.

Pearson Results Library

The Pearson Results Library is a comprehensive collection of evidence-based case studies. Each case study documents the impact of educator best practices and Pearson digital solutions on student learning. Visit the Results Library at www.pearsonmylabandmastering.com/results.

Are you being asked to report on learner outcomes? Implementing a redesign? Wondering what impact your Pearson digital solution is having on program goals? **Pearson wants to partner with you.** Your results—and the best practices you used to achieve them—can be helpful and inspiring to your peers.

Questions to Consider

- What issues and challenges are you trying to address?
- What quantifiable outcomes are you trying to achieve?
- How will you measure these outcomes?
- How will you implement your chosen Pearson digital product to generate results?

What Quantitative Results Can Be Measured?

We can help you gauge the impact that your implementation, taken holistically, is having on your students' learning and course success. The results you measure with the full support of our data analysts may include but are not limited to:

- Relationship between homework completion and scores and final exams (or final course grades)
- Comparison of test averages, pass rates, success rates, or retention rates over semesters
- Accelerated completion of remedial courses
- Completion and achievement in subsequent courses

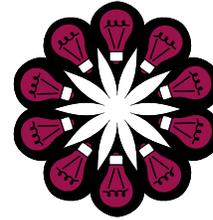
Don't Forget about Qualitative Observations

- Students coming to class more prepared and more engaged
- Improved class discussions; students asking higher-level questions
- Student ownership of learning, demonstration of agency and purpose in pursuit of academic goals

The Case Study Process—Partnering with Pearson

Every study project is unique. The process can take from two to nine months. Instructors interested in conducting studies should expect an interactive and rewarding partnership. To maintain objectivity, Pearson does not offer compensation for participation in case studies.

1. Overview call with Pearson efficacy results manager to discuss goals and research questions, identify measures of success, and agree on next steps.
2. Pearson provides planning guidelines, data collection tools, and sample surveys to share with students and faculty both at the start and end of your course.
3. Submission of quantitative and qualitative results and discussion of outcomes. Your Pearson efficacy results managers and data analysts are ready to assist with data analysis, to document implementation best practices, and to help define next steps.
4. Pearson completes the case study and sends it to the instructor for review and approval.
5. Pearson publishes the case study on its Results Library at www.pearsonmylabandmastering.com/results.



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School Name **Lehigh Carbon Community College, Schnecksville, PA**
Course Name **Elementary Spanish I**
Course Format **Online**

Key Results The overall success rate for online students in spring and summer 2015 was 87 percent. There is a strong positive correlation between MySpanishLab homework scores and the overall course grade earned.

Submitted by
Charles Molano

Course materials
¡Arriba! Comunicación y cultura by Zayas-Bazán, Bacon, Nibert;
MySpanishLab

Setting

Established in 1966, Lehigh Carbon Community College (LCCC) is a comprehensive, two-year, publicly supported community college with an annual enrollment of approximately 7,000 students. Thirty-seven percent of students attend full-time, 60 percent are female, and 30 percent are minorities. The average student age is 25.¹ Forty-seven percent of students receive financial aid.²

We offer about 14 sections of Elementary Spanish I (face-to-face and online) each fall and spring semester (16-weeks). We also offer an intensive 4-week online summer course and 4-week winter course.

In Elementary Spanish I (3 credits), students learn basic grammar, pronunciation, and vocabulary. The course includes the study of Spanish-speaking cultures and the practice of listening, speaking, reading, and writing skills. After the completion of this course students will:

- Have a basic knowledge of Spanish grammar and vocabulary.
- Understand, speak, read, and write the Spanish language at a basic level.
- Have a general knowledge of the culture of Latin American countries and Spain.

Challenges and Goals

Many of our students have schedules that make it impossible to attend traditional, on-site courses. Additionally, students from other colleges and universities often want to advance faster in their degrees by fulfilling course requirements online and then transferring the course credits to their home institutions.

It was our goal to offer online courses that would enable us to meet the needs of a diversifying student population. MySpanishLab helps us achieve this goal by providing students with comprehensive, varied, and engaging language learning content. MySpanishLab helps instructors achieve this goal by facilitating the reviewing and grading of homework and providing a platform that supports the online course environment.

Implementation

My online courses are taught asynchronously—students do not have to be online at specific times to take the course. However, the attendance policy for my course is strict. Online attendance is defined by daily and weekly login requirements, completing homework, and taking the exams on specified days within a designated time period. Students are dropped and will receive an F in the course if they fail to submit homework for more than four consecutive days. All due dates for homework and exams are posted on the MySpanishLab calendar. I do not accept late homework or give make-up tests.

I do not give points for participation. I believe the success of a student should be based on the merit of their completed work and on their ability to participate and fully engage in all activities. Self-study is vital. The importance of homework is conveyed by weighting MySpanishLab work as 30 percent of the final grade.

There is no doubt that I expect a lot from my students and that I am firm with my grading policies. Students quickly learn that they need to work hard to do well in my course. If students can

¹ <http://www.lccc.edu/about/did-you-know/statistics>

² <http://www.lccc.edu/about>

Students are amazed at the depth of the resources in MySpanishLab and at the immediacy of the feedback they receive—they feel as though they've been given a personal tutor.

manage their time, they will be able to successfully process and complete the assigned material.

We cover four chapters in our 16-week semester—a pace of one chapter per month. With about 60 MySpanishLab exercises per chapter (I assign everything—instructor-graded and computer-graded activities), this equates to about 15 exercises each week. Students have unlimited attempts to get a high score on their MySpanishLab homework.

In fall 2015, I will begin to assign the new WeSpeke activities in which students connect with a global community of language learners, converse in real-time, then complete reflective response writing about their experience. One student recently called her conversation with a 19-year old girl from Lima, Peru “insightful.” These activities add a new and different cultural experience that enriches the online course.

I will also assign LiveChat activities that enable students to pair up with classmates and synchronously record audio and video and submit conversations for a grade. LiveChat has simplified the submission of oral activities; it has also made it easy for me to review and grade using this tool. Additionally, I assign the *Club Cultura* videos and corresponding homework activities.

English grammar Readiness Checks are optional if students choose to take them. Everything is available for the students to

use in MySpanishLab if they choose to do extra work. Students can see their grades in MySpanishLab and view their progress.

Assessments

30 percent	MySpanishLab homework
40 percent	Chapter exams (4)
30 percent	Final exam

Results and Data

The overall success rate for all of my online students in spring 2015 and summer 2015 was 87 percent ($n=93$). Please note: The results do not count one student who withdrew from the course and 13 students who were dropped due to inactivity per the attendance policy.

There was a strong correlation between MySpanishLab homework scores and the overall course grade earned in spring 2015, $r = .65$, $p < .01$ (Figure 1) and summer 2015, $r = .70$ (Figure 2). This is to be expected, as MySpanishLab homework scores made up 30 percent of the final course grade in spring 2015, and 25 percent of the final course grade in summer 2015, influencing this relationship. This positive relationship can also be seen by looking at average MySpanishLab scores and the final course letter grade achieved (Figure 3).

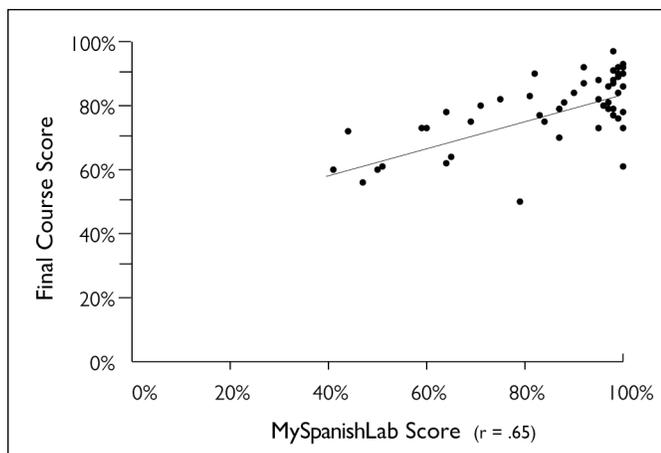


Figure 1. Correlation of Students' MySpanishLab Score to Final Course Score in the Online Course, Spring 2015 ($n=53$)

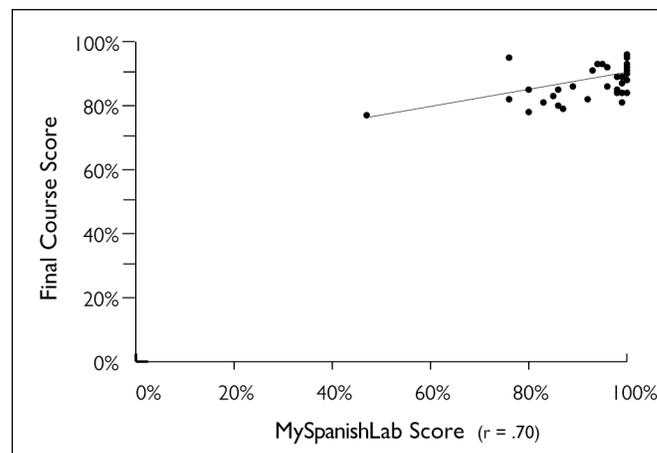


Figure 2. Correlation of Students' MySpanishLab Score to Final Course Score in the Online Course, Summer 2015 ($n=40$)

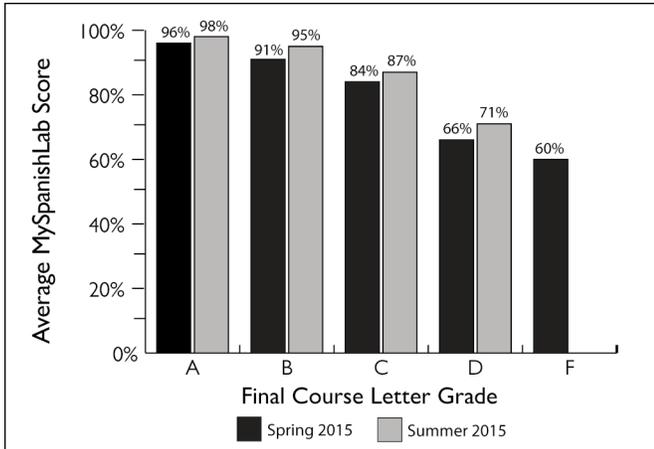


Figure 3. Average MySpanishLab Score Grouped by Final Course Letter Grade, Spring 2015 (N=53): A (n=9); B (n=18); C (n=17); D (n=7); F (n=2); Summer 2015 (N=40): A (n=12); B (n=18); C (n=7); D (n=3)

The Student Experience

Students are amazed at the depth of the resources in MySpanishLab and at the immediacy of the feedback they receive—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. The tutorials in MySpanishLab are particularly effective at preparing students for active communication. Students report that they uncover something new and fascinating each time they work with MySpanishLab.

Conclusion

Once the initial course setup is complete, teaching with MySpanishLab is easy. Assigning computer-graded homework in MySpanishLab has freed up my time for teaching and grading more complicated assignments.

Online courses are a lifesaver to students who need to fulfill a language requirement but cannot attend a face-to-face class. We are thrilled to be able to offer students an effective and motivational online learning experience with MySpanishLab.

The tutorials in MySpanishLab are particularly effective at preparing students for active communication. Students report that they uncover something new and fascinating each time they work with MySpanishLab.

School Name **Rider University, Lawrenceville, NJ**
Course Name **Elementary Spanish II**
Course Format **Face-to-face**

Key Results In fall 2014 and spring 2015, students completed, on average, 89 percent of their MySpanishLab homework. Students who completed 80–100 percent of their MySpanishLab homework scored an average of 8 percentage points higher on all major course assessments than students who completed less than 80 percent of their MySpanishLab homework.

Submitted by
Maria Villalobos-Buehner

Course materials
¡Arriba! Comunicación y cultura by Zayas-Bazán, Bacon, Nibert;
MySpanishLab

Setting

Rider University is a private, suburban institution with more than 4,300 undergraduate and 1,000 graduate students. In fall 2014, the entering class consisted of 999 freshmen and 227 transfer students, three-quarters of whom hailed from New Jersey. The students had an average SAT score of 1562 and high school GPA of 3.37.

About the Course

Elementary Spanish II is a 13-week, three-credit course emphasizing the use of language for communicative and cultural competency while developing a solid grammar foundation in Spanish. The prerequisite for the course requires students to either pass Elementary Spanish I or meet the cutoff score on the placement test.

Fourteen sections of Elementary Spanish II are offered annually within the Department of Languages, Literatures and Cultures; I teach about three sections each year with 15–20 students per section. I have been using MySpanishLab for the past five years.

Challenges and Goals

The goal of this course is for students to develop the four basic skills (listening comprehension, speaking, reading, and writing), and to prepare for further study in the language. At the end of the course, successful students are able to communicate in predictable common daily settings and have achieved a mastery of the grammatical concepts and vocabulary through study and continuous oral and written practice. The discussion of distinctive cultural aspects of the Hispanic world is an integral part of this course.

Learning a foreign language is an exciting, challenging, and rewarding process, and it is also a very demanding one. I expect my students to study about two hours for each contact hour. That time should be dedicated to homework, especially the study of vocabulary and grammatical structures. Assigning Student Activity Manual homework in MySpanishLab helps students put in the amount of study time needed to succeed in the course.

Implementation

I view my implementation of MySpanishLab as an effective, three-way prong. First, I use MySpanishLab to prepare students for the lesson by assigning basic preparative homework activities related to the reading, grammar exercises, or cultural information. When students attend class, they recognize the material we are covering and have some context for talking about it and asking questions. To some extent, I would call my course a flipped classroom. The second way I use MySpanishLab is I choose activities for students to complete during class time that will further the learning connection in the classroom. The third way I use MySpanishLab is, after class, I assign 6 or 7 exercises based on the topics we have covered in class. These exercises are usually grammar-based and are machine-graded.

In total, I assign 25–30 computer-graded Student Activity Manual (SAM) activities and 2–3 eText activities for each chapter covered—Chapters 6 through 10 in *¡Arriba!*—for a total of 130 SAM activities and 12 eText activities. I encourage all students to use the practice pre-test, which creates a personalized study plan in MySpanishLab and refers students to specific areas in which they need to work. After they spend time on studying, they can take a post-test to check their knowledge. I think this is a phenomenal study tool that can help students improve their results in a short amount of time.

“I encourage all students to use the practice pre-test, which creates a personalized study plan in MySpanishLab and refers students to specific areas in which they need to work.”

In my program, homework is a space for students to make mistakes and grow. For this reason, I don't limit attempts, because some students may need many more practice opportunities than others. In the past, I counted the average homework scores toward the final grade, but too often students would complain about low scores affecting their GPA. I decided to change my approach and now award credit for the completion of homework. As soon as I made this change, the conversations I had with my students shifted dramatically. Students would come to me with questions about content, rather than complaints. I do allow students to see their actual scores in the MySpanishLab gradebook, but the score I record in my learning management system is the completion rate of homework.

I recommend that students work on some MySpanishLab exercises every day and not leave homework until the last minute. The syllabus suggests a timeline that helps students plan accordingly. I do not accept late homework.

The MySpanishLab gradebook informs my instruction. I check the exercises and the results to make sure students understand the material. If I find that many students are scoring low on a particular exercise, I will spend more time in class on that topic. If I see that a student is struggling, and has spent a good amount of time on the homework, but is still not doing well, I will create an additional homework program, choosing exercises that will help that student get up to speed. I often meet with struggling students during office hours to go over vocabulary exercises and other items on which they need help.

Assessments

40 percent	Written exams (4)
15 percent	Final exam
10 percent	MySpanishLab homework
10 percent	Oral exam
10 percent	Participation
10 percent	Compositions (2)
5 percent	Quizzes

Results and Data

In fall 2014 and spring 2015, on average, students scored 89 percent for the completion of their MySpanishLab homework, indicating to me that students are putting in an appropriate amount of effort on their homework.

There is strong correlation between MySpanishLab homework completion scores and overall course scores, $r = .50$, $p < .001$. The data suggest students who complete MySpanishLab homework at a higher rate also perform better in the course. It should be noted that MySpanishLab homework scores made up 10 percent of the final course grade, influencing this relationship.

Students who completed 80–100 percent of their MySpanishLab homework scored an average of eight percentage points higher on all major course assessments compared to students who completed less than 80 percent of their MySpanishLab homework (Figure 1). Figure 2 shows the average MySpanishLab homework completion score for each course letter grade.

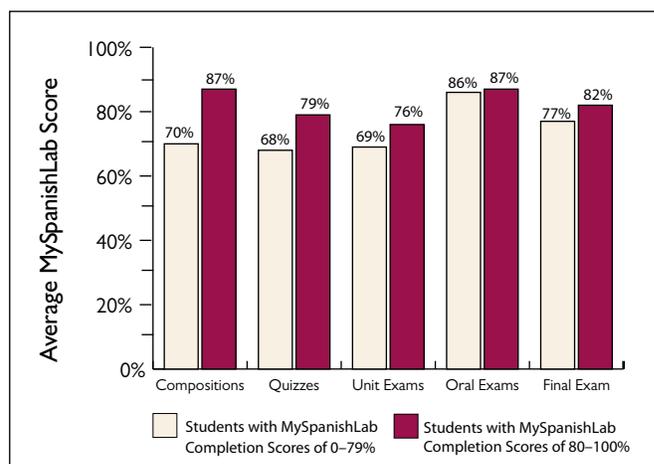


Figure 1. Average Scores for Major Course Assessments for Students Who Received MySpanishLab Homework Completion Scores of 0–79 Percent ($n = 9$) and for Students Who Received MySpanishLab Homework Completion Scores of 80–100 Percent ($n = 31$), Fall 2014 and Spring 2015 Combined

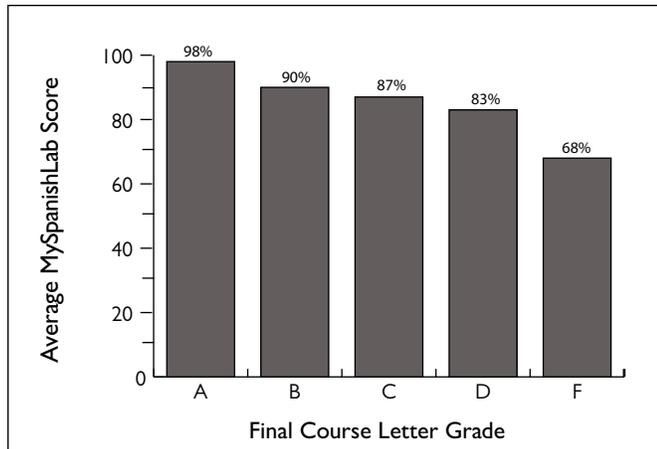


Figure 2. Average MySpanishLab Homework Completion Score for Each Final Course Letter Grade, Fall 2014 and Spring 2015 combined: A ($n=11$); B ($n=13$); C ($n=7$); D ($n=7$); F ($n=2$)

The Student Experience

My students appreciate how MySpanishLab homework helps them with their language learning. The following quotes come from Spring 2015 class evaluations:

- “I love MySpanishLab because it helps me practice what we did in class.”
- “MySpanishLab is a great tool that allow us to improve our vocabulary with the use of tutorials.”
- “The study guides are awesome!”

Conclusion

In addition to assigning SAM and eText activities, I am excited to start using LiveChat for oral exams. Previously I conducted individual oral assessments with students in my office, a very time-consuming endeavor. I switched to having students record audio in our school’s language lab. This change has increased students’ output but is still fairly limiting. Moving forward, I plan on using a combination of lab recordings and LiveChat. There are five categories in my oral exams, including topic description, question and answer, and narration, and I plan to use LiveChat for some of those topics. LiveChat will allow me to see more of the strategies students use to communicate, such as spontaneous talk vs. reading, facial expressions, etc. LiveChat will also enable me to cut the grading of some of these oral assessments in half because students will pair up, and I will be able to grade two students at the same time. LiveChat will also allow me to offer more opportunities for oral practice at several points in the semester, which will help prepare students for the oral exam. I am excited about the many possibilities!

School Name Texas Tech University, Lubbock, TX

Course Names Spanish Elementary Review

Course Format Hybrid, flipped classroom

Key Results One hundred percent of instructors teaching the flipped method report that the quality of students' communication skills has improved and that they have seen a noticeable increase in student engagement and communication during class time. Ninety-five percent of instructors would elect to continue teaching the flipped model.

Submitted by

Marta Tecedor Cabrero, Director of lower-level Spanish courses

Course materials

Unidos, Guzmán, Lapuerta, and Liskin-Gasparro; MySpanishLab

Setting

Texas Tech University is a public research university with more than 33,000 students. Students in the College of Arts and Sciences need six credits of language courses (sophomore level or above) to graduate; a student enrolling in the first-year sequence will have a total requirement of 11–16 hours of language instruction. Annual enrollment in elementary and intermediate Spanish is between 1500–2000 students with 20 students per section. As of fall 2014, there are 100 students majoring in Spanish and 320 minoring in Spanish.

Challenges and Goals

When I arrived at Texas Tech in the fall of 2013, I was informed that the instructional approach in the elementary and intermediate courses was not working. A communicative method was in place, but instructors were struggling to implement instruction that engaged students in learning of language. Thanks to my time as a PhD student at the University of Iowa, I had experience redesigning a curriculum and teaching with the flipped model. I spearheaded the flipped classroom approach with *Unidos* and MySpanishLab in fall 2013 for these key reasons:

- to increase communication in the classroom;
- to teach grammar with a functional/inductive approach;
- to help instructors adopt and change the way they were approaching instruction;
- to provide pedagogical continuity between the elementary and intermediate courses.

A secondary goal of the redesign was to improve the student experience in elementary and intermediate Spanish so that we might increase the number of students minoring and majoring in Spanish. Finally, I wanted to promote learning autonomy, one major advantage of teaching with the flipped method, while providing appropriate training for both students and instructors.

Implementation

Working with the coordinators for elementary and intermediate Spanish, we first flipped the classroom in our Spanish Elementary Review course. This five-credit, one semester review is designed for students who have ideally had at least two years of high school Spanish. We cover Chapter *Preliminar* through Chapter 4 in *Unidos*. Class is held three hours each week and there is no designated lab time.

In the flipped classroom format, students work on grammar structures and vocabulary topics in MySpanishLab before coming to class. We set clear expectations that students must take responsibility for studying and learning the basic rules of grammar, tenses, and verb endings. The instructor then reviews the assigned material at the beginning of class, allowing the balance of class time to be devoted to students actively communicating in Spanish and using their knowledge from preclass work.

“With this new format, I do not teach grammar concepts but instead focus on making sure that the students are practicing what they learned in the online platform and using those skills to communicate effectively. I am also teaching culture which was difficult to do with the old methodology since we did not have enough time.”

—Instructor

“One of the reasons why I would continue teaching with this model is simply because the students have exponentially more opportunities to express themselves in the target language. Further, the environment of the class is much more social, which improves the dynamic of the class, allowing the students to increase their confidence and diminish the anxiety that comes with speaking in a foreign language.”

—Instructor

For each vocabulary or grammar topic, we assign graded and non-graded activities in MySpanishLab that are due at midnight the night before class. Non-graded activities include: interactive presentations, vocabulary tutorials, grammar tutorials, and Amplifire Dynamic Study Modules. Graded work includes Apply activities (maximum of four, per topic, per day), comprehension based *Piénsalo* activities, two listening and two reading activities per chapter, games, and a practice test. If there are more than four activities, we select those that contain listening and/or have more than a binary choice such as true/false. Extra MySpanishLab activities are used later in the week as review of that week’s topic. Students are allowed three attempts to achieve their highest score on MySpanishLab homework.

Students are given five vocabulary quizzes during the semester. Each quiz evaluates students’ knowledge of the corresponding chapter’s vocabulary, which is taken from the vocabulary section in *Unidos* and the vocabulary tutorials in MySpanishLab for that chapter.

Although students start learning grammar in MySpanishLab, we sometimes do short reflective activities in-class for more difficult grammar points. If students need additional help, we encourage them to take advantage of virtual or face-to-face office hours, as long as they have done their homework first.

The instructor experience

In order for instructors to be successful implementing the flipped classroom, they must be thoroughly prepared for the shift to becoming a “communication facilitator.” Without coaching, they will continue to teach the way they always have and/or ignore the new form. We have developed a thorough training program to assist with the transition. Before the semester begins, we have individual instructor meetings to talk about teaching the flipped method with *Unidos*. When instructors know how the material has been explained to students, they can better use class time. We also prepare them for class by providing all necessary classroom materials with instructions and PowerPoint slides that incorporate a road map of each chapter and a brief review of the material. Instructors are also coached on how to approach office hours and are provided semi-structured interview scripts.

Over the course of the semester, we have one team meeting each week to discuss how things are going and to answer ques-

tions. We let instructors know that they can create their own course materials as soon as they respect the philosophy of the program. Ongoing training includes:

- Coaching instructors on how to use MySpanishLab’s infinite resources in a balanced way.
- Teaching instructors how to coach students in the new flipped classroom format.
- Talking about the links between MySpanishLab activities, in-class activities, and assessment.
- Discussing study strategies, skill strategies (listening and reading), and test-taking strategies.
- Practicing development of in-class activities.
- Training instructors how to grade oral and writing activities for consistency and to minimize grade inflation using real examples.

“The students liked the energy this method brings to the class—they have no time to be bored. If the class is fun and constantly keeps them active they tend to remember more and learn better.”

—Instructor

Assessments

15 percent	Chapter exams (3)
15 percent	Final oral exam
15 percent	Final written exam (includes listening assessment, writing assessment, reading comprehension)
10 percent	Participation (12)
10 percent	MySpanishLab assignments
10 percent	Vocabulary quizzes (5)
10 percent	In-class oral activities (2)
10 percent	Writing activities (2)
5 percent	Midterm oral exam

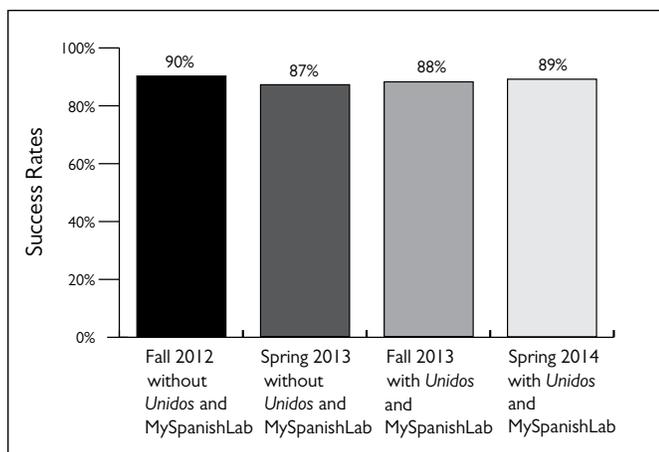


Figure 1. Percent of Students Receiving Final Course Grade of A, B, or C: Fall 2012, ($n=371$); Spring 2013 ($n=481$); Fall 2013 ($n=46$); Spring 2014 ($n=419$)

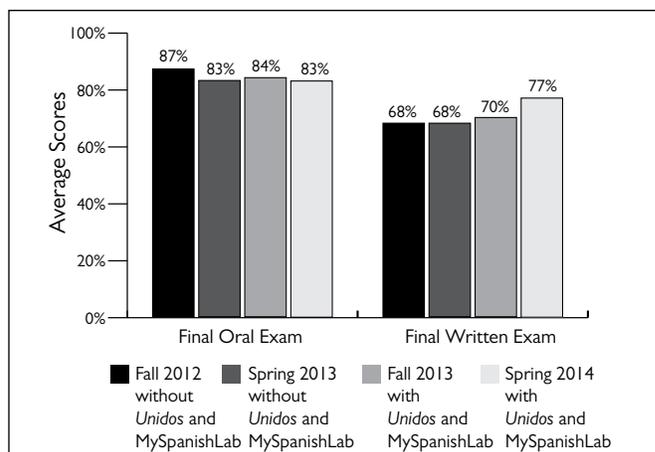


Figure 2. Final Average Oral Exam and Final Written Exam Scores: Fall 2012 ($n=371$), Spring 2013, ($n=481$). Fall 2013 ($n=446$), Spring 2014 ($n=419$).

Benefits

This computer-enhanced course with MySpanishLab offers the following advantages:

- **Self-pacing.** Students can take the time they need to do the online portion of the course as long as assignments are completed before the deadlines.
- **Immediate feedback.** The computer grades electronic homework exercises instantly, tells students which items or activities are wrong, and makes suggestions on what to study before attempting the exercise again.
- **Opportunity for improvement.** The program is designed so students can attempt the exercises/activities as many as three times in order to earn their desired grade. The students who do the work in advance (and take advantage of the system) do better on their first try. My sense is that students who get closer to 100 percent on their first attempt are the students who are studying correctly.
- **Easy access.** Students can do online assignments from any computer with Internet access.

“I tell students that this method requires them to be more active in their learning and that they have to take a proactive approach to be successful and learn. I encourage them to come see me during my office hours to keep the lines of communication open at all times.”

—Instructor

Results and Data

Qualitatively we are seeing very positive feedback from an anonymous instructor survey that was answered by all twenty instructors teaching the redesigned course over the summer of 2014. The following percentages reflect instructor’s perceptions since the transition to the flipped classroom in Elementary Spanish with *Unidos* and MySpanishLab:

- 100 percent of instructors agree that “the quality of students’ communication skills has improved.”
- 100 percent of instructors have noticed an increase in student engagement/communication during class time.
- 95 percent of instructors say, “If given the choice, I would continue teaching with the flipped classroom model.”
- 90 percent of instructors agree that they “can now use classroom time more effectively.”
- 73 percent of instructors say “students exhibit more confidence speaking in the classroom.”
- 93 percent of instructors perceive an improvement in students’ speaking abilities.
- 73 percent of instructors perceive an improvement in students’ listening abilities.
- 57 percent of instructors perceive an improvement in students’ writing abilities.
- 53 percent of instructors perceive an improvement in students’ reading abilities.
- 50 percent of instructors think “students’ reactions to the new ‘flipped classroom’ format have been positive.” (25 percent of instructors reported “no change.”)

While our initial focus has been on evaluating instructors' response and perceptions of the flipped model, we have also begun to collect and study results of student scores. Figures 1 and 2 show success rates and final exam scores from our first year of implementation. The initial end-of-year results show a modest pattern of improvement in success rates and a pattern of growth from first to second semester. These scores represent comparisons of different student cohorts from only one year of implementation and are therefore inconclusive. Our expectation is that we will see increased gains over time and we look forward to studying these results with more detailed analysis, collecting data on student perceptions of the model as they advance through successive levels, and investigating how the switch to a flipped classroom will impact program enrollment as well as the number of students choosing to minor or major in Spanish.

“Overall I think this method helps to improve students’ oral, speaking and listening abilities. However it is important to work on their expectations. Many of them want to get an A without doing the work.” —Instructor

The Student Experience

Students have an orientation to MySpanishLab on the first day of class, but this is not enough. The instructor must continue to coach students on how to be successful throughout the semester. We cannot assume that the flipped classroom method is implicit. Students are not used to studying in advance of class time, and as a result, we have seen a huge increase of students coming to office hours.

It's very common for students to get high scores on their MySpanishLab homework, but not on their chapter exams. Our goal is to coach them through the process of thinking about how they can be successful in the course. We might ask, “How are you studying?” only to learn that the student is getting help on the homework from a friend. More often, however, the student doesn't know why they're doing poorly. When we ask to see their notes and they don't have any to show us, that is a telling sign.

It is typical for students to prepare for the next day of class at close to midnight the night before. Many students work part- or full-time jobs and they watch the interactive presentation in MySpanishLab, but they don't read the textbook. We have found that it is important to ask the student, “What are you going to do to get an A?”

Office hours are important to help students understand the importance of studying, writing, and reflecting. Instructors don't always want to tell their students how to study well, but the reality is that many need to be told, even if they are in college. For the majority of students, this extra coaching has been helpful.

Conclusion

Following our first semester of flipping Elementary Spanish Review, we flipped the next two levels of Spanish. We launched Intermediate Spanish 1 with *Unidos* (chapters 5–8) and MySpanishLab in spring 2014 and Intermediate Spanish 2 with *Unidos* (chapters 9–12) and MySpanishLab in summer 2014. Both of these courses are 3-credit hours each, taught face-to-face.

After one year of implementation, our initial results provide clear evidence of positive perceptions from instructors. Overall, instructors report satisfaction with the flipped model.

Developing a flipped classroom method takes time and effort. Instructors must be acclimated and students must be prepared to succeed in this different culture of learning. Although we did experience some road bumps at first (we lacked comprehensive training in spring 2014), with persistence and determination, we feel we are succeeding with the new model. Over the next couple years, we look forward to seeing how switching to the flipped classroom impacts overall enrollment and the number of Spanish minors/majors in the program.

“Students come to class prepared. They have studied verb conjugations and grammar and are ready to engage in speaking activities. It takes them less time to understand what I explain in class.” —Instructor

School Name University of Minnesota, Minneapolis, MN
Course Name Intermediate Spanish I
Course Format Face-to-face, web-enhanced

Key Results The data suggest a positive correlation between MySpanishLab homework and the overall course grade: students who complete and score higher on MySpanishLab homework also perform better in the course overall.

Submitted by
Angela Carlson-Lombardi

Course materials
Conexiones: Comunicación y cultura, by Zayas-Bazán, Bacon, García; MySpanishLab

Setting

University of Minnesota (UMN) is the state's flagship, land-grant university, established in 1851 in the Twin Cities of Minneapolis and St. Paul. Of 62,000 total students, undergraduates represent 66 percent and graduate students 20 percent. Students of color make up 18 percent of the undergraduate population and women 50 percent. In 2015, 90 percent of undergraduates attended full-time.¹

Four semesters of language courses are required of degree-seeking students at UMN; the majority of students enrolled in Intermediate Spanish are taking it to fulfill a language requirement. Intermediate Spanish is the third course in our Spanish language sequence. It is a 16-week, five-credit course; students meet face-to-face four times a week but are expected to do a considerable amount of homework online. This includes activities created in Moodle and MySpanishLab, thus its denotation as “web-enhanced 4+1”. We have used the *Conexiones* text since 2001.

We offer about 20 sections annually with 23–24 students per section. I teach four sections per year. All levels of students are enrolled, from freshmen to seniors, as well as both traditional and non-traditional students. Additionally, UMN offers a **College in the Schools** program in which college-level courses are taught to high-level high school students. We have 38 instructors teaching Intermediate Spanish I and II and upwards of 1,600 students using MySpanishLab with the *Conexiones* text.

Challenges and Goals

At UMN, we teach Spanish in a communicative manner. Our approach is based on the fundamental premises of Second Language Acquisition theory:

- Language learning is not linear, rather it is a gradual and complex process.
- Learners need exposure to rich, comprehensible input, because in trying to understand the input and paying attention to its meaning, they learn the language forms.
- Learners need plenty of opportunities to use the language in a reality-based interactive context.

The ultimate goal of our program is for students to be able to speak, understand, read, and write in Spanish within certain contexts. We strive to help each student become an independent language learner using rich and exciting cultural content.

The course requires a considerable amount of work to be completed online, outside of the classroom contact hours. MySpanishLab helps us achieve our goals by supplying students with varied and numerous components for ample language practice. MySpanishLab gives students an opportunity to experience a wealth of authentic cultural materials online that otherwise may not be contextualized or readily available to students.

Finally, UMN puts extra emphasis on art and culture through language. It was our goal to match our course objectives by including additional “art tour” content to cover works of art in more depth. We were able to customize the national version of MySpanishLab to accommodate our needs. We also included additional reading strategies from Pearson's *Gente* textbook.

Implementation

We use a Program Version utilizing a template with sections in MySpanishLab for consistent implementation of MySpanishLab

¹ <http://www.oir.umn.edu/student/enrollment/term/1153>

Being able to customize our resources with Pearson to offer additional realia has been important to our program. We created art tours to serve as a gateway for students to engage in something authentic and real.

homework across sections. Chapters *Preliminar* through 5 are covered in this course.

We assign about 10 Student Activity Manual (SAM) activities each week over the course of 13 weeks, for a total of about 135 activities. The majority of the homework in MySpanishLab is computer-graded. We give students three attempts on their homework to get their best score. All MySpanishLab assignments are due at 11:55 PM on the date listed except for those listed on Fridays, which are due on Sunday at 11:55 PM.

The following highlights particular assignments in or related to MySpanishLab:

- Five culture video blog activities are assigned in MySpanishLab to guide students in their comprehension of the material before, during, and after the viewing. These cultural videos are both engaging and well-made. We watch portions of the videos in class, and students watch the rest as homework and answer questions.

The semester culminates with a video blog project based on these assignments that also incorporates the elements of an oral presentation. Completed in groups of six, students film a 10-minute video on a topic related to one of the chapters from the textbook and choose a role of actor, writer, director, or videographer. The students have one class period to present their video with a brief introduction. The class watches the video; then students conduct a follow-up activity with the class.

- Six *Páginas* literary selections are assigned (one for each chapter) with pre- and post-readings and post-reading activities.
- *Ensayos* are 125-word essays submitted through TurnItIn. Completed in anticipation of the *Mesa Redonda* (roundtable) composition, the essays are based on the 3–4 paragraph comparison reading that comes mid-chapter in the text. Students briefly summarize the topic and relate it to their own life.
- *Imágenes* (Art) We assign a few art-tours for homework in MySpanishLab and also spend class time discussing artwork related to the chapter theme.

- One to four grammar tutorials are assigned weekly in MySpanishLab.
- Students are encouraged to complete Extra Practice activities in MySpanishLab. These do not count toward the final grade.

While we do not implement a classic flipped classroom model, we have always asked students to complete grammar work in advance of class, so they come ready to communicate and participate. Before MySpanishLab, students used a paper workbook, but we could not tell if work was being completed. With MySpanishLab, we can require grammar work, set due dates, and count it as part of the homework grade. A benefit of assigning homework in MySpanishLab is that instructors can track student progress—we see how much time students spend on an activity and how well they do via the Student Performance channel on “Today’s View” in MySpanishLab.

Assessments

25 percent	Exams (3)
20 percent	Final Exam
10 percent	MySpanishLab
10 percent	Video blog project
10 percent	Interpersonal exchange
10 percent	Composition (<i>Mesa Redonda</i>)
5 percent	Essays (5)
5 percent	Moodle forums and quizzes
5 percent	Participation and preparation

Results and Data

We found a strong correlation between MySpanishLab homework and the overall course grade, $r = .65$, $p < .01$ (Figure 1). The data suggest that students who complete and score higher on MySpanishLab homework also perform better in the course. It should be noted that MySpanishLab homework scores made up 10 percent of the final course grade, influencing this relationship.

The success rate for students taking Intermediate Spanish in the fall of 2014 and spring of 2015 was 97 percent. When we look at average MySpanishLab scores grouped by course letter

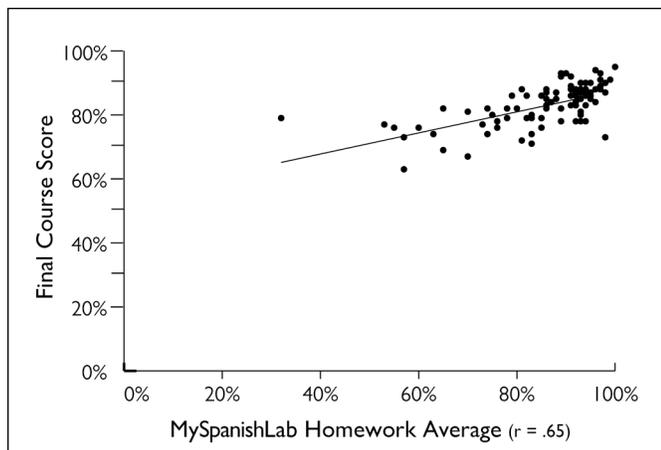


Figure 1. Correlation between MySpanishLab Homework Average and Final Course Score, Fall 2014 and Spring 2015 ($n=92$)

grade, we can see that there is a positive relationship between MySpanishLab scores and the final course grade achieved. I plan on sharing these data in my orientation sessions to help students see the relationship between MySpanishLab work and overall course success. MySpanishLab is an essential piece of the course that can have an impact on student's ability to understand and demonstrate core concepts.

The Student Experience

While students do complain that the program can be difficult at times, and sometimes tedious, those students who make an effort to complete the activities perform better, and they know it! Last semester, students were asked what they would tell the incoming class to do in order to succeed in the course. Unprompted, many students listed MySpanishLab as a top recommendation. The following quotes highlight some of those recommendations:

"MySpanishLab really helped."

"Practice the grammar in MySpanishLab."

"Do your homework on time, don't procrastinate."

"Keep up with MySpanishLab and take notes on grammar."

"Do your Extra Practices."

"Don't forget MySpanishLab."

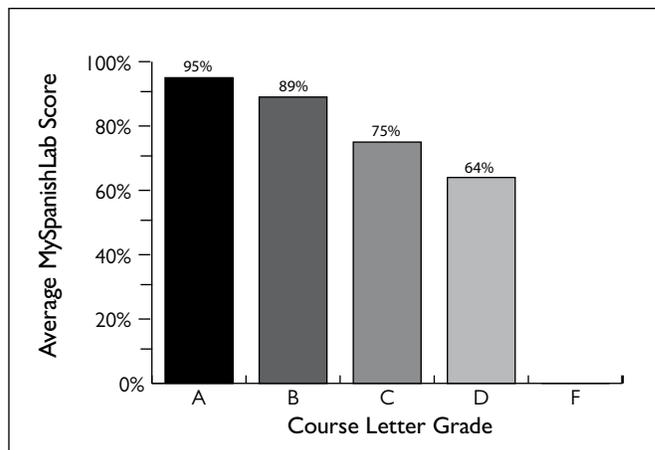


Figure 2. Average MySpanishLab Homework Scores Grouped by Course Letter Grades, Fall 2014 and Spring 2015 ($N=92$): A ($n=15$); B ($n=50$); C ($n=24$); D ($n=3$); F ($n=0$)

Conclusion

By incorporating culture into language learning, we open up a whole world of meaning for students, and that's what we want to do—make language learning meaningful. Being able to customize our resources with Pearson to offer additional realia has been important to our program. We created art tours to serve as a gateway for students to engage in something authentic and real. The following quote from an instructor teaching at UMN's College in the Schools program explains how MySpanishLab helps us achieve our goals:

"I love the art supplement with MySpanishLab. It's wonderful! On a side note, the art activities are an awesome supplement to class discussions. When we magnified the painting Juanito en la Laguna, a student pointed out that one of the red eyes from the lamb in Juanito's arms is laying in the pile of garbage. It added a lot to our discussion as no one noticed it in the book until we magnified it on the screen. The students also like the reflection music and hearing the details in Spanish. It helps them focus in on interpreting the art. Super cool addition to MySpanishLab!"

It's been gratifying to see the language resources evolve and improve in MySpanishLab each year, and even more gratifying to see that students understand the value of MySpanishLab to their success in language acquisition.

School Name	University at Albany—State University of New York, Albany, NY
Course Name	Elementary Russian
Course Format	Face-to-face; flipped classroom

Key Results Students improved 17 percentage points from Readiness Check pre- to post-tests. A strong correlation was found between MyRussianLab homework scores and the average of six exam scores.

Submitted by

Timothy D. Sergay

Course materials

Golosa by Robin, Evans-Romaine, Shatalina; MyRussianLab

Setting

University at Albany is a major research institution serving 13,000 undergraduate and 4,300 graduate students.¹ Ninety-four percent of students attend full-time, and 48 percent of the student population is female. In 2013–14, 79 percent of full-time, first-time degree or certificate-seeking undergraduate students received financial aid.²

The University's Department of Languages, Literatures and Cultures offers PhD, MA, and BA degrees in Spanish as well as minors in French, Hebrew, Italian, Portuguese, Russian, and Spanish. The University at Albany requires one semester of a language for most undergraduate programs. Elementary Russian is a 14-week, 3-credit course.

Challenges and Goals

Because the Russian language is so heavily inflected compared to English, it is often difficult for Anglophone beginners to learn, no matter how engaging the instructor and learning materials. In the first semester of Elementary Russian, students have to work hard to associate a new set of sounds with a new alphabet. I have found it necessary to have students engage in repetitive, mechanical practice ("pattern drill") to gain proficiency. Grading large flows of this type of homework, however, is extremely time-consuming for an instructor working without graduate student assistants. Utilizing computer-graded assignments in MyRussianLab is an elegant solution to this problem.

An additional challenge facing second-language instructors at the college level is that students in elementary language courses often do not understand many of the fundamentals of the grammar of *any* language. Therefore, in the fall of 2014, I started assigning Readiness Checks in MyRussianLab with the goal of helping students review and test their understanding of basic grammatical concepts.

Implementation

I post and regularly update the assignment schedule for the course in MyRussianLab. For each unit, I assign textbook readings, a rehearsal of conversations/dialogues and related oral drills, four or five instructor-graded activities, and 15–25 computer-graded Student Activity Manual and Extra Practice exercises in MyRussianLab, with at least one Oral Practice/voice recording activity. A Readiness Check pre-test is required to ensure that students are prepared to proceed with the chapter assignments. If needed, students may review English grammar tutorials to brush up on topics and then take a Readiness Check post-test to assess their comprehension. The Readiness Check process is required but is not counted as part of the student's grade.

I view homework as a low-stakes, formative assessment and give students unlimited attempts to practice. I tell students to read the feedback and follow additional help links as they work on MyRussianLab and then resubmit their answers. If an assignment is particularly deficient, I offer corrective feedback and often will alert students in the same feedback window to the fact that I have set their assignment to allow resubmission. The more motivated students take me up on this offer and resubmit improved assignments.

MyRussianLab is an effective tool for pursuing the flipped-classroom approach. In my elementary Russian course, I assign exercises in MyRussianLab (about 30–45 minutes of preparation time) to be completed *before* class. I want students to arrive

¹ http://www.albany.edu/about/about_fastfacts.php

² <http://www.forbes.com/colleges/suny-at-albany/>

“If needed, students may review English grammar tutorials to brush up on topics and then take a Readiness Check post-test to assess their comprehension.”

at class already having absorbed some of the unit information and ready to work—and even “play”—with the new material in class. It’s a challenge; I invariably end up reviewing and supplementing the explanatory material, but I believe class time is best spent this way.

In addition to computer-graded and instructor-graded homework, I create my own assignments in MyRussianLab. For each unit, I assign the review exercise that our textbook authors call “Preparing for Conversation,” in which students must accomplish prescribed communicative tasks, such as, “Explain to your waiter that you did not order a bottle of wine.” Students are expected to write a response in Russian. When students do this assignment, they know it is a hint of what is to come, in either written or oral form, on the unit exam.

I occasionally play back audio conversations from MyRussianLab in class, more often in the earlier units. We listen as a group and then address comprehension questions together. I also make use of the brilliant video exercises for preparation for the unit exams and the final exam.

Unit exams are structured and active. I have adapted the downloadable sample exams created by the authors of the textbook. Each unit exam includes a listening portion as well as a speaking portion where I call students outside of the classroom for a three- to four-minute oral exchange.

Assessments

45 percent	Unit exams (5) and quizzes (6)
20 percent	MyRussianLab homework (80 percent computer-graded / 20 percent instructor-graded)
20 percent	Final exam
15 percent	Attendance and participation

Results and Data

Students are assigned the Readiness Checks in MyRussianLab to ensure a solid understanding of the basic grammatical concepts needed for the given unit before they embark on learning the grammar of a second language. A paired-samples t-test was conducted to compare students’ Readiness Check pre-test to post-test scores in the fall 2014 section of Elementary Russian. There was a significant difference in the scores. On average, students increased their scores by 17 percentage points, from 73 percent on the pre-test ($M=73\%$, $SD=15\%$) to 90 percent on the post-test ($M=90\%$, $SD=13\%$), $t(49)=-8.54$, $p<.001$ (Figure 1).

Average MyRussianLab homework scores for successful (course letter grade of A, B, C, or Satisfactory) versus unsuccessful students (course letter grade of D, F, or Unsatisfactory) differed by 22 percentage points (Figure 2). It is clear that students who do

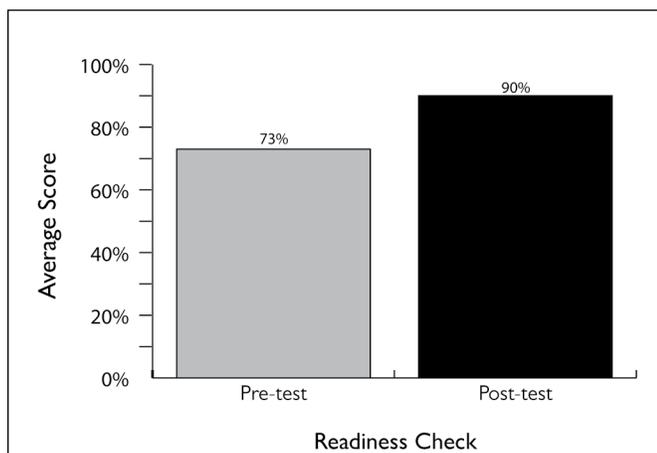


Figure 1. Readiness Check Average Scores, Fall 2014 ($n=50$) (Please note, scores were only included for students who took both the pre- and the post-test, not one or the other.)

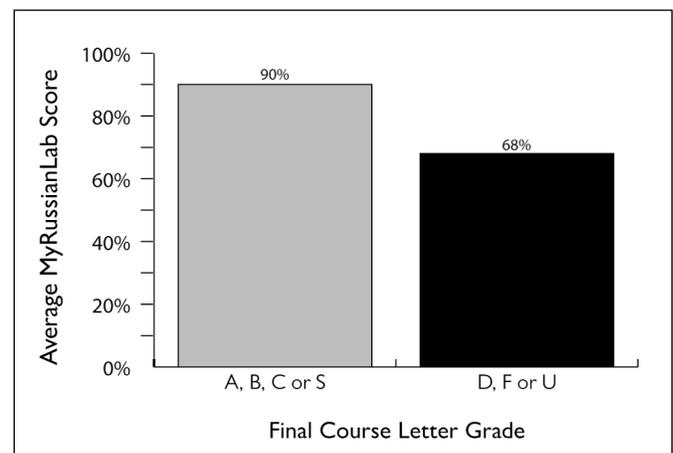


Figure 2. Average of 137 Homework Assignments in MyRussianLab Grouped by Final Letter Grade Achieved in the Course: A, B, C, or S ($n=11$); D, F, or U ($n=5$)

well on MyRussianLab homework perform better in the course overall. It should be noted that MyRussianLab homework scores made up 20 percent of the final course grade when calculated, influencing this relationship.

Scores for MyRussianLab homework averaged 83 percent overall. Low-stakes MyRussianLab homework assignments are intended to help students succeed on summative assessments; we found a strong correlation between MyRussianLab homework and the average of six exam scores, $r = .69$, $p < .01$ (Figure 3). The data suggest students who complete and score higher on MyRussianLab homework perform better on their course exams.

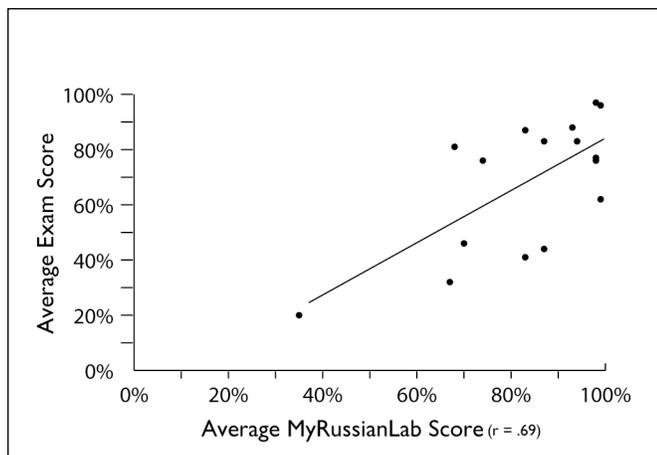


Figure 3. Correlation Between MyRussianLab Homework Average and Average Exam Score, Fall 2014 ($N = 16$)

The Student Experience

I find the following features within MyRussianLab to be immensely beneficial to students:

1. Students can adjust the delivery speed of the audio recording on certain assignments which helps with listening comprehension.
2. The interface of the electronic textbook conveniently allows students to read the new, Cyrillic alphabet while listening to the native pronunciation of the printed Russian material in tandem.
3. Speaking assignments allow students to record themselves and easily receive audio feedback from the instructor. In the past, students did not have such a convenient option to create and transmit audio files online.

When new textbook prices give many students “sticker shock,” I recommend that they purchase a secondhand copy of the print textbook and then buy their access code to MyRussianLab separately for a reasonable price online. Students appreciate having affordable options.

Instructor Benefits

MyRussianLab saves me time in three key ways:

1. There is plenty of very fine multimedia explanatory and demonstrative material available and assignable in MyRussianLab, so there is no need for me to create new video recordings of linguistic explanations or communicative enactments for students to view at home.
2. Assigning computer-graded activities in MyRussianLab frees me to devote my time to reviewing and grading assignments that machines cannot: handwriting acquisition in the alphabet unit, increasingly free-form writing assignments, and recorded speaking practice.
3. I expect students to complete homework on schedule and to read any individual feedback that I provide. MyRussianLab allows me to monitor students’ compliance with this requirement. When I notice that individual students are ignoring my feedback, I let them know that they are on my “No Comment List,” which means that I will grade their assignments but create no more individual feedback for them until their backlog of feedback is read and marked as such.

Conclusion

Language courses at our school are neither immersive nor intensive, so naturally, I seek pedagogical “efficiencies” wherever possible. Despite a few technological hiccups along the way, MyRussianLab has brought considerable gains in efficiency to my efforts. It helps my students learn a difficult language by providing numerous and varied opportunities for learning. I will continue to assign the Readiness Checks in MyRussianLab and will strive to make Russian an engaging experience for my students.

School Name University of Southern California, Los Angeles, CA
 Course Name Elementary Italian II
 Course Format Face-to-face

Key Results There was a positive correlation between MyItalianLab homework completion scores and overall course grade earned in Spring 2015. The data suggest that students who complete more MyItalianLab homework also perform better in the course.

Submitted by

Francesca Italiano and Ashley Roccamo

Course Materials

Percorsi by Italiano and Marchegiani; MyItalianLab

Setting

The University of Southern California (USC) is a private, not-for-profit, research institution with 19,000 undergraduates and 24,000 graduate and professional students. In 2014-15, 14 percent of freshmen were first-generation college students.¹ In fall 2014, the average incoming GPA was 3.73, and the six-year graduation rate for the class of 2014 was 91 percent.²

Housed in the Department of French and Italian, Elementary Italian I and II (4 credit hours) have an annual enrollment of 150 students. Most sections meet for 50 minutes four times a week. The semester runs 15–16 weeks. Sections are capped at 19 students and are no smaller than eight students. Most of the students are taking Italian to fulfill a language requirement rather than to major or minor in the language. The College of Arts and Sciences requires three semesters of language courses.

Elementary Italian is an introduction to contemporary Italian language and culture through thematic, task-based instruction. Students actively engage in authentic and relevant communicative and interactive activities through role-playing, and pair or group work. Listening, reading, speaking, and writing skills are integrated into all activities. Students learn basic grammar structures, and class is conducted in Italian only.

Challenges and Goals

At USC, the goals of elementary Italian instruction are for students to develop the following abilities:

1. To communicate in Italian (communication);

2. To appreciate and understand Italian cultural products, perspectives, and practices (cultures);
3. To connect the study of Italian to other fields of knowledge, so that students can deepen their understanding of those disciplines and appreciate their specific features (connections);
4. To better understand how language and culture work by contrasting one's own culture to Italian culture (comparisons);
5. To use Italian and the knowledge gained in the course beyond the university setting, in society at large (communities).

A considerable amount of students' language acquisition is expected to happen outside of the classroom. Ideally, students should spend two hours a day practicing Italian outside of class time. In a language program with a large enrollment, correcting basic grammar and vocabulary drills is time-consuming for instructors. Therefore, it can be a better use of instructor time to evaluate open-ended work rather than mechanical exercises. Computer-graded grammar and vocabulary activities are assigned as homework in MyItalianLab to address this challenge. MyItalianLab provides students with many chances to practice and provides the daily preparation that is crucial to the success of learning during class time.

Implementation

Elementary Italian I covers the Preliminary Chapter through Chapter 7 in *Percorsi*; Elementary Italian II covers Chapters 8 through 14.

Homework, assigned after class time, is intended to reinforce grammar and vocabulary and to help students practice their listening and writing skills. Unlimited attempts are allowed. MyItalianLab homework is graded for completion, not for accuracy, although students are expected to self-correct their work to get full credit for Student Activity Manual (SAM)

¹ <http://about.usc.edu/>

² <http://about.usc.edu/facts/>

I use MyItalianLab to inform my teaching by taking note of the exercises that are most difficult for my students and discussing them in class.

activities. It is essential that students learn from their mistakes and identify challenging areas in their homework to prepare for similar tasks or exercises that will appear in tests. In most cases, students realize easily why an answer is not correct. If they have questions, I encourage them to make an appointment with me during office hours. Due dates for MyItalianLab homework are set in the calendar and are also posted in Blackboard, and late homework is not accepted.

About 95 percent of the MyItalianLab homework is computer-graded. I assign almost everything from the Student Activity Manual—especially vocabulary practice. I also assign the Italian grammar tutorials and all listening comprehension exercises. These are not gradable, but I explain that they are important for students to complete. I encourage students to seek out additional practice opportunities. For exams, I frequently use the testing audio from MyItalianLab but write my own questions.

Students are given their MyItalianLab grade every two weeks for a total of five “checkpoints.” At the end of the semester, they have five grades displayed in their MyItalianLab score. Frequent assessment of students’ work allows students and the instructor to know what’s going on, potentially leading to dialogue and beneficial discussion. It also allows me to be more in tune with my students: I look at the MyItalianLab gradebook on a regular basis. Every day I spend a few minutes taking note of exercises that are most difficult for students. I then use this information to discuss that particular activity or topic in class. It’s a great way to inform my teaching. I can also see when students don’t spend enough time on their homework.

In addition to MyItalianLab homework, I have students practice speaking and writing every day. I assign short paragraphs and compositions for homework outside of MyItalianLab. Students also have five major compositions to help develop their writing skills. They submit a first draft and a final draft (one to two double-spaced pages) and may increase their score if they make corrections.

MyItalianLab is a useful review tool for transfer students who may have had a different textbook or need to get up to speed on their grammar and vocabulary.

Assessments

20 percent	Exams (4)
20 percent	Written final exam
15 percent	Written midterm exam
15 percent	Daily class participation
10 percent	Oral final exam
5 percent	Oral midterm exam
5 percent	MyItalianLab homework
5 percent	Written homework
5 percent	Writing assignments (5)

Results and Data

The success rate (students receiving a final grade of A, B, or C) in spring 2015 was 85 percent. There was a positive relationship between MyItalianLab homework completion scores and the final course grade achieved (Figure 1). There was also a strong correlation between MyItalianLab homework completion scores and the final course grade, $r = .76$, $p < .01$ (Figure 2). The data suggest that students who complete more MyItalianLab homework also perform better in the course. It should be noted that MyItalianLab homework completion scores made up 5 percent of the final course grade, influencing this relationship.

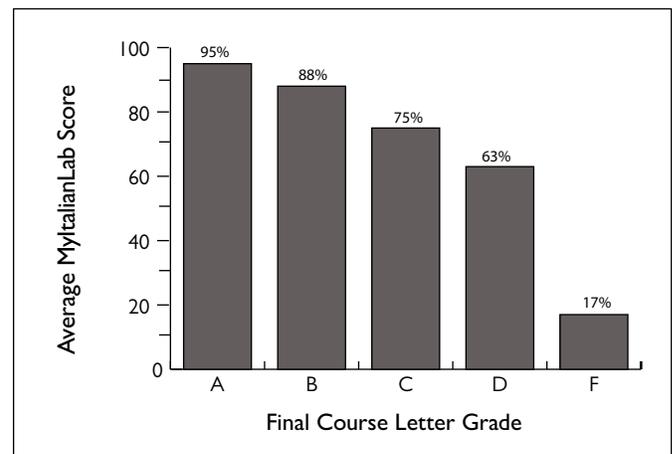


Figure 1. Average MyItalianLab Homework Completion Score for Each Final Course Letter Grade, Elementary Italian II, Spring 2015 ($n = 52$); A ($n = 13$); B ($n = 18$); C ($n = 13$); D ($n = 4$); F ($n = 4$)

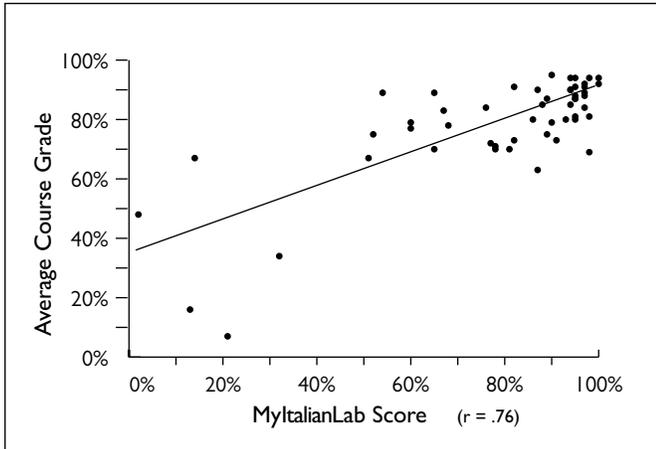


Figure 2. Correlation of MyltalianLab Homework Completion Score to Final Course Grade: Elementary Italian II, Spring 2015 ($n=52$)

Conclusion

Acquiring another language requires a steady, constant, commitment on a daily basis. MyltalianLab provides students with a low-stakes opportunity to practice language acquisition outside of the classroom. It also saves instructors from having to grade countless grammar and vocabulary drill exercises. The Italian program at USC has been using MyltalianLab since it first launched in 2008, and will continue to use it in Elementary Italian courses.

The Student Experience

Many students transfer to USC and end up placing into Elementary Italian II. To help these students be successful, I frequently recommend they work on the activities from Elementary Italian I in MyltalianLab as a refresher. It is a useful review for transfer students who may have had a different textbook or need to get up to speed on their grammar and vocabulary.

Conclusion and Resources

We sincerely appreciate the instructors who took the time to share their successful MyLanguageLab implementations and results as case studies in this report. We hope these case studies will serve as models for instructors to plan and measure the impact of their own MyLanguageLab implementation.

A successful technology implementation is an ongoing process, and Pearson's Efficacy Results and Implementation team has created new tools to help instructors improve the teaching and learning experience. On the following page, we outline the **10 Steps to a Successful Implementation**. We hope you will also take some time to explore the resources listed below, and we urge you to share them with colleagues:

- The **MyLanguageLab Planning Toolkit** is designed to help new or current MyLab users plan or revisit their MyLab implementation by providing charts, worksheets, and checklists to facilitate and support the three phases of the implementation process: Plan, Implement, and Evaluate. Working through this toolkit will help instructors create a well-designed plan that will shape an implementation strategy, including how to measure the impact of the MyLab on course outcomes, goals, and student achievement.
- The **Implementation Guide** provides just-in-time assistance for setting up your course, best practices and strategies for effective implementation.
- The **In-product User Guide** is accessible within your course and provides detailed instructions on how to use features in your MyLab course.
- **How Do I? Videos** provide a library of short step-by-step tutorials that can be used to get up and running or reference throughout your course.
- **Live Online Training** workshops are led by experienced Faculty Advisors who can offer advice and best practices. If you are unable to attend a live online training, review one of the **pre-recorded sessions** for on-demand 24/7 learning.

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TEN STEPS

TO A SUCCESSFUL IMPLEMENTATION

PLAN

- 1 Define the goals and outcomes you have for using Pearson technology in your classroom.
- 2 When choosing which features and assets to use, make sure they align with your goals, syllabus, and assessment plan.
- 3 Identify how you will measure your success.

IMPLEMENT

- 4 Take advantage of Pearson's professional development and training opportunities to improve learner outcomes.
- 5 Customize the course to best meet your goals and outcomes.
- 6 Use your "Getting Started" resources to set your students up for success.

EVALUATE

- 7 Monitor student performance throughout the term.
- 8 Improve student performance by using communication tools and other intervention methods.
- 9 Be open to making revisions during the term to improve the course's effectiveness.
- 10 Review data to measure success and plan course revisions.

Retrace your steps for another successful term if you're teaching this course again!

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