

Metropolitan Community College Omaha, Nebraska

INSTRUCTOR Professor Dallas Jurisevic, PhD

COURSES Spanish 1110/1120 Elementary Spanish I and II

TEXT ¡Arriba!, 5/e, by Eduardo Zayas-Bazán, Susan M. Bacon, and Holly Nibert with MySpanishLab

TERMS COVERED Summer 2009 through Fall 2009

CONTRIBUTION OF MYSpanishLAB TO FINAL GRADE 100%

TYPES OF DATA REPORTED Improvement in final course grades and overall student performance

COURSE STRUCTURE Online

IN SELECTING MYSpanishLAB for her online elementary Spanish courses, Professor Dallas Jurisevic had several goals. She sought:

- A learning resource that would make her online courses at least as effective and engaging for students as the traditional lecture-format courses
- A resource that would allow both students and instructors to use sophisticated Web 2.0 tools
- A resource that would facilitate communication and collaboration among students and between students and faculty

“Essentially, I wanted a better way to teach,” says Professor Jurisevic. “I wanted to exploit the potential of Web 2.0 applications and to stretch us as professional students and professional instructors to learn and teach in a more immersive, collaborative, engaged way.”

IMPLEMENTING MYSpanishLAB

MySpanishLab is the primary instructional delivery system for elementary Spanish classes at Metropolitan Community College. Students work through each chapter of the eText, complete exercises from the “Student Activities Manual,” engage in oral practice activities, and take exams—all in the MySpanishLab online learning and

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—Professor Dallas Jurisevic

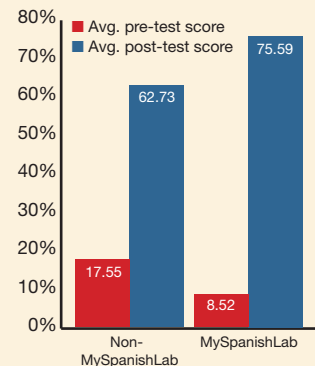
assessment system. The “Vistas Culturales” videos form the basis for weekly online class discussions. Instructors interact individually with students online at least every 48 hours, and students are required to communicate collaboratively about class assignments each week with two other students using chat tools included in MySpanishLab. Each term is 11 weeks long.

TEACHING WITH MYSpanishLAB

Jurisevic reports that initially, students who were experienced users of Web 2.0 technology embraced MySpanishLab—and instructors felt challenged to keep up. Soon,

MySpanishLab vs. non-MySpanishLab student performance comparison

ELEMENTARY SPANISH



ANALYSIS

1) MySpanishLab students gained an average 67.07 points from pre-test to post-test versus non-MySpanishLab students who gained only 45.17 points.

2) MySpanishLab students scored an average 12.87 points higher on the post-test than non-MySpanishLab students.

CONCLUSION

MySpanishLab students learned more in the same amount of time and scored the equivalent of at least a letter grade higher on the post-test.

“My learning was enhanced because I could hear the Spanish words being pronounced correctly.”

“I got to see what my teacher was talking about in a first person view for I saw it with my own eyes.”

however, the instructors were comfortable with MySpanishLab and began to integrate more and more features of the program. Jurisevic says, “MySpanishLab has made both my online and on-campus teaching more effective. I can spend more time now on one-on-one instruction, intervening when students need individualized attention. And, MySpanishLab enables me to offer an online course that is fully robust and an effective alternative to the on-campus classes.”

A CONTROLLED STUDY EXAMINING STUDENT ACHIEVEMENT WITH AND WITHOUT MYSpanishLAB

In order to quantify the effectiveness of MySpanishLab and other Web 2.0 technologies, Jurisevic conducted a controlled study in which 141 students were placed either in a control group employing a traditional course format or in an experimental group where MySpanishLab and other Web 2.0 resources were accessed. All students were given the identical pre-test at the start of the term; at the end of the term, an identical

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post-test was administered to all students and the results collected. Jurisevic hypothesized that participation in a MySpanishLab-enhanced course would increase student knowledge, understanding, and communicative abilities in the language and that the technologies employed in MySpanishLab would motivate students in language learning. The data she collected in her controlled study confirmed her hypotheses. Students using MySpanishLab performed significantly better than the students in the control group.

RESULTS

“The results of this study indicate that student achievement significantly improved in the MySpanishLab (Web 2.0) enhanced courses,” says Professor Jurisevic.

CONCLUSION

Professor Jurisevic states, “We have used MySpanishLab more and more since introducing it two years ago and look forward to increasing our usage still further as the tools and features of MySpanishLab are enhanced in the fall 2011 update. MySpanishLab allows students to practice and receive immediate feedback. It allows students to complete assignments multiple times and effectively scaffolds their learning. MySpanishLab offers a powerful means to create spontaneous communication and record it. It also provides a venue for oral feedback. MySpanishLab offers an engaging environment where learning happens effortlessly and naturally.”



For a product tour or to find out more, please visit www.myspanishlab.com

ALSO AVAILABLE: MyFrenchLab, MyItalianLab, and MyChineseLab

AVAILABLE FOR SPRING 2011 CLASSES: MyLatinLab

COMING SOON: MyGermanLab, MyPortugueseLab, MyRussianLab

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