



TLEF Project – Final Report

Report Completion Date: (2024/05/13)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Online resources for teaching Hindi grammar		
Principal Investigator:	Sunil Kumar Bhatt		
Report Submitted By:	Sunil Kumar Bhatt		
Project Initiation Date:	April 1 st 2020	Project Completion Date:	March 31 2024
Project Type:	<input type="checkbox"/> Large Transformation <input checked="" type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input type="checkbox"/> Hybrid and Multi-access Course Redesign Project <input type="checkbox"/> Other: [please specify]		

1.2. Project Focus Areas – Please select all the areas that describe your project.

- Resource development (e.g., learning materials, media)
- Infrastructure development (e.g., management tools, repositories, learning spaces)
- Pedagogies for student learning and/or engagement (e.g., active learning)
- Innovative assessments (e.g., two-stage exams, student peer-assessment)
- Teaching roles and training (e.g., teaching practice development, TA roles)
- Curriculum (e.g., program development/implementation, learning communities)
- Student experience outside the classroom (e.g., wellbeing, social inclusion)
- Experiential and work-integrated learning (e.g., co-op, community service learning)
- Indigenous-focused curricula and ways of knowing
- Diversity and inclusion in teaching and learning contexts
- Open educational resources
- Other: [please specify]



1.3. Final Project Summary – *What did you do/change with this project? Explain how the project contributed toward the enhancement of teaching and learning for UBC students.*

I developed 123 concise video lectures focusing on the acquisition of Hindi-Urdu as a foreign language, including the two distinct writing systems for Hindi and Urdu, and common grammar of Hindi-Urdu. To enhance accessibility, multilingual closed captions were added and the videos were published on YouTube under Creative Commons License. These videos were integrated into the course curriculum for HINU 102 and HINU 200. To encourage student engagement with the videos, I implemented video quizzes on Canvas. The students are required to watch the videos and take a short multiple choice quiz after watching a video. These videos serve as important tool to employ the flipped classroom methodology in our language instruction.

1.4. Team Members – *Please fill in the following table and include students, undergraduate and/or graduate, who participated in your project.*

Name	Title/Affiliation	Responsibilities/Roles
Shubham Arora	Graduate Academic Assistant	Video editing
Tanzoom Ahmed	Graduate Academic Assistant	Video editing
Eve Durant	Undergraduate Academic Assistant	Writing Hindi for videos
Ahmad Saleem Mirza	Undergraduate Academic Assistant	Writing Urdu for videos
Arianaz Mirdehghanfarashah	Undergraduate Academic Assistant	Adding multilingual closed captions to videos
Karisa Sandhu	Undergraduate Academic Assistant	Adding multilingual closed captions to videos

1.5. Courses Reached – *Please fill in the following table with past and current courses (e.g., HIST 101, 2017/2018) that have been reached by your project, including courses not included in your original proposal (you may adapt this section to the context of your project as necessary).*

Course	Academic Year
HINU 102 & HINU 200	2020-21
HINU 102 & HINU 200	2021-22
HINU 102 & HINU 200	2022-23
HINU 102 & HINU 200	2023-24



2. OUTPUTS AND/OR PRODUCTS

2.1. Please **list** project outputs and/or products (e.g., resources, infrastructure, new courses/programs). Indicate a URL, if applicable.

Output(s)/Product(s):	URL (if applicable):
Video lectures to learn Hindi grammar (68 videos)	Playlist - https://www.youtube.com/watch?v=DrjV_bXrgic&list=PLeJWk1Bw6uGufX12EzN46OPC1-DDpKP1W
Video lectures to learn Devanāgarī-Hindi writing system (28 videos)	Playlist- https://www.youtube.com/watch?v=3S3up0xGe70&list=PLeJWk1Bw6uGsubl3e2-D576cQPVMlWxi
Video lectures to learn Urdu via Hindi (27 videos)	Playlist - https://www.youtube.com/watch?v=Y8CdIWDiSk&list=PLeJWk1Bw6uGu1scFc2WTojLBJE_wF36JP

2.2. **Item(s) Not Met** – Please list intended project outputs and/or products that were not completed and the reason(s) for this.

Item(s) Not Met:	Reason:
N/A	

3. PROJECT IMPACT

3.1. **Project Impact Areas** – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes
- Instructional team-satisfaction
- Teaching practices
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (Indigenous, equity and diversity)
- Unit operations and processes
- Other: [please specify]



3.2. Please provide details on each of the impact areas you selected in 3.1. – For example, explain in which ways your teaching practices changed; how student wellbeing was impacted; how students wellbeing benefited from your project, etc.

The educational videos produced have direct impact on students learning and acquisition of Hindi-Urdu. They serve as tools to create a flipped the classroom model facilitating the learning of grammar concepts at home through watching videos and completing the quizzes associated with the videos. This approach ensures that students arrive in class already equipped to apply the learned grammar. This practice allows ample time for engaging in communicative activities and introduction of cultural elements to the students.

The mere act of viewing the videos and completing quizzes associated with them not only enhances student engagement with the course material but also serves as a tool for revision and self-directed problem-solving. They enable students to clarify any confusion regarding grammar points without having to wait for the next class or office hours. This approach fosters student autonomy in their learning process, as the video content is available anytime through a few clicks.

3.3. How do you know that the impacts listed in 3.1/3.2 occurred? – Describe how you evaluated changes/impacts (e.g., collected survey data, conducted focus groups/interviews, learning analytics, etc.) and what was learned about your project from the evaluation. You are encouraged to include graphical representations of data and/or scenarios or quotes to represent and illustrate key themes.

During the entire project, several tools were utilized to evaluate the impact of the videos. Two surveys and information from the Kaltura and Canvas were the main tools used to collect and analyze the data. The surveys were facilitated with the help of CTLT consultants; Paulina Semenec and Trish Varao-Sousa. The first batch of the videos were released on YouTube under a Creative Commons License and they were embedded on Kaltura with a layer of quizzes on top of them. Although, the quizzes were mandatory, but the results did not contribute to the final grade, they were merely taken as a part of their participation grade.

The initial survey indicated favourable response from students regarding the video contents, but they also reported glitches in completing the quizzes. While the idea of adding a layer of quiz on videos deemed feasible on Kaltura, but its execution was not fully free of technical glitches.



After myself experiencing the glitches and students' report on them, all videos were transitioned directly to Canvas and the quizzes were integrated as a separate component rather than a layered feature. This reorganized quizzes also made mandatory, but this time the grades were factored into the final grade calculation.

The second survey was conducted towards the end of AY 2022-23. The collected data suggested that the overwhelming majority of the participants (above 85%) expressed positive opinion (strongly agreed or agreed) on the videos and quizzes.

As the final feedback two students wrote:

“the videos were very helpful and supported me when I did not understand the explanation in the book. It would be good if there could be some more practice exercises directly linked to the videos.”

“Very good reminder of what we learned during the week, especially if I do happen to miss a class. As a visual learner the captions do help.”

In addition to the collected data, anecdotal evidence further proves the positive impact on the students' learning. For instance, in the academic year AY 2023-24, a student from HINU 102 faced visa-related issues and could join the class a month behind schedule. By that time, the class had already finished learning the Devanāgarī script. On my advice to watch the videos and practice by herself to keep up with the class, the student seamlessly acquired the necessary knowledge through videos. Upon her delayed joining, the student had already caught up and adjusted to the class immediately. She ultimately achieved one of the highest grades in the class.

4. TEACHING PRACTICES – *Please indicate if **your** teaching practices or those of **others** have changed as a result of your project. If so, in what ways. Do you see these changes as sustainable over time? Why or why not?*

As previously outlined, the introduction of the video lectures has led to significant changes in the HINU 102 and HINU 200 curriculum. The project has provided students with self-study materials, granting them greater autonomy in their learning process. The need for in-class grammar explanations has been substantially reduced, that allowed the instructor to dedicate more time to practicing grammar through communicative activities.

The classroom time now is primarily utilized for the practice of language skills that cannot be easily undertaken by students independently. This significant change in the teaching methodology has also afforded instructor the opportunity to introduce the cultural aspects of the target language speakers and society, illustrating how language reflects cultural nuances both subtly and overtly.



The project's deliverables are self-sustaining, as the videos are uploaded on YouTube and embedded in Canvas, accompanied by quizzes. While the content of the videos quizzes change a little, updates are required annually to ensure that the dates and deadlines align with the course schedule.

5. PROJECT SUSTAINMENT – *Please describe the sustainment strategy for the project components. How will this be sustained and potentially expanded (e.g., over the next five years). What challenges do you foresee for project sustainment?*

As mentioned above, the videos produced within the scope of this project have been uploaded to YouTube under a Creative Commons license, with the addition of multilingual closed captions. This approach facilitates broader access and sustainable use of the videos. The sustainability of the project is based on the regular embedding of these videos by the instructor within the Canvas course platform. As the instructor of these courses, I intend to continue utilizing these resources in the foreseeable future ensuring their ongoing relevance and utility.

I plan to transition the entire Hindi-Urdu Language program curriculum to an online platform over the next few years, incorporating these videos into the new curriculum framework. This online platform will feature a revised online textbook, which may introduce changes to the sequencing of grammar points compared to the original project. This challenge can be effectively addressed by integrating the relevant grammar points at appropriate stages, regardless of their original order. Apart from the potential challenges changing the grammar point order, I anticipate no major issues in project sustainment in the future.

6. DISSEMINATION – *Please provide a list of scholarly activities (e.g., publications, presentations, invited talks, etc.) in which you or anyone from your team have shared information regarding this project. Be sure to include author names, presentation title, date, and presentation forum (e.g., journal, conference name, event). These will be included on the TLEF scholarly output page.*

I have presented two papers based on the project:

Online video tutorials - Deductive teaching of Grammar, Center for Language Studies 20th anniversary E-symposium, National University of Singapore, 3-4 Dec. 2021.

Teaching Hindi Grammar via Video Tutorials, South Asian Language Teacher Association (SALTA), 2021 Conference, 25-27 June 2021.