



TLEF Project – Final Report

Report Completion Date: (2023/08/25)

1. PROJECT OVERVIEW

1.1. General Information

Project Title:	Development of a guided self-directed online German for Reading Knowledge Course on the Beginner Level Applicable in Various Hybrid Instructional Modes		
Principal Investigator:	Adelheid O’Brien		
Report Submitted By:	Adelheid O’Brien		
Project Initiation Date:	Sept. 6, 2022	Project Completion Date:	August 25, 2023
Project Type:	<input checked="" type="checkbox"/> Large Transformation <input type="checkbox"/> Small Innovation <input type="checkbox"/> UDL Fellows Program <input checked="" 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.*

The new online German reading program has successfully replaced the previously used “*Lesekurs Deutsch – Reading German*” textbook, that was for many years only taught in-person and that did not include any interactive online learning activities.

The project contributed toward the enhancement of teaching and learning for UBC students in different ways.

- A new diverse collection of authentic German reading material from the Humanities, Arts, Sciences and Social Sciences was collected, analyzed and prepared to replace the outdated texts of the previous “*Lesekurs Deutsch – Reading German*” textbook.
- New comprehensive sets of pedagogical tasks, self-assessments, online practice tests and unit tests and iclicker activities were developed that have been proven to be suitable for guided self-study online and greatly enhance the learning experience of students in this program.
- All learning activities are embedded directly in the reading texts and made available on the UBC CANVAS Learning Management Platform.
- The integrated embedded, interactive tasks and learning activities can be repeated and reviewed multiple times by students while working through the program.
- In the CANVAS Learning Management Platform students can immediately view results after the completion of their online task.
- The instructor can monitor students’ progress online as students work through the material according to the course schedule and objectives and intervene when necessary.
- The new online German reading program can be offered in various hybrid forms that were not feasible with the previously used textbook.

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
Kitty Martens	BSC, 4 th year	Proof Reading of the program

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 -Section	Student Enrolment	Academic Year
GERM 433-901	38	WS 2022/23 W TERM 1
GERM 433-902	49	WS 2022/23 W TERM 1
GERM 433-904	37	WS 2022/23 W TERM 1
GERM 433-905	45	WS 2022/23 W TERM 2
GERM 433-906	36	WS 2022/23 W TERM 2
GERM 433-907	50	WS 2022/23 W TERM 2
GERM 433-921	38	SS 2023 TERM 1
GERM 433-923	50	SS 2023 TERM 1
GERM 433-925	48	SS 2023 TERM 2
	TOTAL 391	



Please note that the CENES Department re-coded all of its course offerings beginning in the coming academic year 2023/24. The formerly GERM 433 German Reading Knowledge course will be listed as **GERN 304 German Reading Knowledge**. In addition, the cap of 50 students per section will be increased to 60 students per section.

As evidenced through surveys in the past years more than 50% of students who took GERM 433 were in their 4th & 5th year, the others were usually in their 3rd and a few students were in their 2nd year.

The re-coding to GERN 304 of the German Reading Program will raise questions, e. g. how the re-coded course will impact the future “student body” and further resulting pedagogical questions relating to teaching and learning in order to better understand the impacts of the course design choices on student learning experience. Results from the experiences may then require some modifications in the German reading course in terms of content, design and forms of assessments.

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):
New course content was written for the German reading course which consists of 20 online chapters (Explorations). They are embedded in Modules on the CANVAS Learning Management Platform.	https://canvas.ubc.ca/courses/75260
Embedded in these 20 online chapters (Explorations) are 140 interactive online learning activities such as Multiple Choice, True False, Fill in the Blanks, Fill in Multiple Blanks, Multiple Answers, Multiple Dropdowns, Matching and Essay Questions including the answer keys to all activities which are immediately accessible.	
Students complete the learning activities online according to the course schedule which gives students autonomy over their learning process and course work at their convenience.	

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:
The project’s intention also was to have a learning platform that monitors and records the date and time of the completion and submission of required course work. As evidenced in the surveys and also in numerous personal interviews the students expressed the need to have a record of the date and time of their submission also for the instructor to see.	The learning management platform CANVAS did not allow to integrate H5P the way we were looking for.
The online exercises (<i>Übungen</i>) in the German reading program are currently located in the CANVAS Quiz area which initially caused some confusion due to the terminology. The embedded link <i>Übungen</i> - exercises leads the student in CANVAS to “Quiz Type- Graded Quiz” which students found initially misleading and it took some time to realize that these activities have a different function than a “traditional” quiz and could be repeated and reviewed multiple times throughout the course. CANVAS is very sensitive in terms of spelling and punctuation errors which is in the German Reading Program not as crucial as in the German language Program. Thus, student answers often differed from the answer key due to a minor misspelling error and were marked incorrect. This could not be rectified otherwise.	



<p>The exercises that required more elaborate answers to content questions had to always checked manually since they were usually marked incorrect, although correctly answered because student formulated their correct answers different than suggestions in the answer key.</p> <p>H5P with interactive HTML content was developed by members in ARTS ISIT and piloted by students in all GERM 433 sections. Although students preferred the interactive type of exercises and activities in H5P over CANVAS it was pointed out that H5P could not be integrated in CANVAS as needed.</p> <p>Students found <i>Prairie Learn</i> which was also piloted in one of the reading course chapters not as satisfactory in that the course overview and course content were not as clearly organized as in CANVAS.</p>	
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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
- X 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 new German reading program emphasizes the wellbeing and inclusiveness of all students. This is achieved by the diverse choice of reading material that take into consideration the cultural, linguistic, and social background of students. It challenges their affective domain taking into consideration attitudes, values, interests and appreciation of learners.

The program is accessible at any time no matter the location of students and thus gives students as much autonomy and self-determination over and flexibility in their learning process in a way that could not be achieved with the previous textbook.

The program keeps students engaged not only in regular scheduled synchronous online classes, where they can discuss issues with their peers but also through asynchronous pedagogical tasks for which they have immediate access to answer keys.

The new German reading program is cost-saving for all students since all German reading course material, i. e. the individual chapter textbook including embedded exercises are located on the CANVAS Learning Management Platform. Thus, students do not have to purchase an additional textbook.

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.

3.4.



As could be observed in CANVAS and as evidenced through surveys and student interviews students not only engaged with the online material regularly but were also very active and engaged in the synchronous online classes by way of commenting or asking questions in the chat or by directly “unmuting” themselves and voicing their comments. This was truly a very pleasant observation to experience how willing students were to participate, much more than when the German Reading course was taught in-person in class. The online assessments occurred in small increments throughout the term and provided “snapshots” of students’ progress. They were in form of practice tests, unit tests, reflections and i-clicker activities. Students were at ease completing the course work and assessments because they were not considered high stakes tests and exams but feedback on the learning process and progress

The formal final exam was replaced by a comprehensive FINAL READING ASSIGNMENT which students completed at the end of the term online. Within a time frame of 24 hours students had to log on at their convenience and complete the FINAL READING ASSIGNMENT which has the same format and type of tasks as the activities and assessments covered in the online reading course chapters. So, students felt well prepared and at ease completing the tasks.

Here are some example of what students said in SS 2023, and WS 2022 T1 & T2

- “1. Think the course is quite well designed and easy to follow.
2. I like that the course is self-directed because it allowed me to power through the content at my own pace. Also, the online format supported this self-directed aspect very well. Overall it is an extremely well-organized course which makes it fairly easy to follow.
3. The iClicker is much appreciated for checking our understanding for new grammar rules, and the quizzes are good for practicing application.
4. The plethora of texts concerning different socio-political, philosophical, legal, historical matters. A truly unique language course as far as the topics touched upon are concerned. A learner feels truly enlightened by the likes of Einstein, Kant, and Humboldt and through this introduction to "Dichter und Denker" of the Germanic Civilization deepens their appreciation for the language.
5. Clear instructions. Interesting subject material and interesting course content. Get to problem solve in different methods than in my other classes (computer science courses)
6. Flexible deadlines and welcoming learning environment. The readings in this course helped me to learn my histories and contents about German.
7. I got to use my creativity when problem solving on the exams, to figure out what exactly the readings are talking about. Or if I cannot figure out the exact meaning, piecing out the general meaning using my knowledge of grammar patterns learned in class.
8. iClicker is a very helpful class instruction activity which challenges me a lot, meanwhile, it provides an opportunity to notice the stuff that I need to study on.
9. It is a fun course, I have learned a lot from it.
10. The Ubungs and modules were very helpful as well as the iclickers.
11. The exploration modules were helpful in outlining everything students needed to know. Furthermore, the quizzes were a great way of testing knowledge.”



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?

The teaching practices underwent significant changes as a result of the project. Previously, students used a textbook and the focus was primarily on traditional lecture-based instruction. However, with the teaching and learning enhancement funds, a shift towards incorporation of technology tools was possible. This greatly enhanced the students learning experiences in that the course delivery could be managed online. All course material, i. e. textbook as well as all pedagogical tasks and learning activities were embedded in the course material in CANVAS. This greatly improved not only instructional approaches but also allowed multiple access to other online resources and thus enhanced instructional delivery and student engagement. The incorporation of technology enables the application of comparable and equitable forms of online assessments and evaluation that take into consideration the mode of course delivery and issues relating to academic integrity.

The ongoing recording of the completion of the formative online activities in CANVAS in combination with the application of the student response system such as “i-clickers” (Caldwell, 2007; Lantz, 2010) allows the instructor as well as students to closely monitor their progress.

In summary this change in teaching practices to the online environment promoted greater student participation, critical thinking, autonomy over their learning and collaboration in the virtual classroom.

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?

The sustainment of the project involves components that can be realized through a number of different factors: The diverse application of technology in the German Reading course enables the instructor not only to adapt, modify, and implement new content or components such as reading material about authentic current events and developments addressing indigenous, environmental and social concerns but it also enables to scaffold and differentiate the content according to students’ needs (Piaget; Vygotsky). This again addressed and promotes the inclusion and wellbeing of students.

Furthermore, the sustainment strategy also includes ongoing professional development that is provided by UBC CLTC and Arts ISIT to ensure the continuation and possible expansion of the initial project’s initiatives. Sharing resources, experiences, and expertise will contribute to the long-term success and viability of the project.

Challenges for the project sustainment may include securing funding for piloting new approaches in a different learning management platform and maintaining faculty engagement which is sometimes constrained due to teaching load and many other service involvements.

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.

In terms of dissemination the principal investigator is in contact with Dr. Ulrike Tallowitz, ulrike_tallowitz@carleton.ca who has peer reviewed the new German Reading program and expressed great interest to re-introduce the German for Reading Knowledge at Carleton University. However, this depends on budgetary availability.

Meetings have taken place with Claudia Hein, Senior Lecturer at SFU, Email: cmhein@sfu.ca to re-introduce the German Reading Program. The previously used program was discontinued, because it was no longer up-to-date and also due to budgetary constraints.