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### Elizabeth Martin CD Spring 2009

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## 2009 Innovative Course Development Grant Report

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**Project director:** Liz Martin  
**Department:** Dept. of World Languages and Literatures  
**E-mail:** eamartin@csusb.edu  
**Date submitted:** February 17, 2010

**Title of Grant Award:** 2009 Innovative Course Development Grant

**Project Goal:** Creating an online Moodle course for FREN 302 : French for Reading II

**When Implemented:** Spring 2009

### **Brief Description of the Project (as described in the proposal):**

Originally designed to be delivered in a traditional classroom setting, FREN 302 aims to teach students how to read and translate French. Translation exercises and reading selections include scientific and technical passages as well as literary excerpts and texts on social issues for broader appeal. Although a certain passion for French language and culture may motivate some students to enroll, the main objective of the course is to develop the reading skills necessary to understand research articles published in French. Last year, we decided to offer both FREN 302 and its prerequisite (FREN 301) online for the first time. The course release generously funded through this Innovative Course Development Grant enabled me to move the existing FREN 302 course to an entirely online environment.

### **How the Project was Implemented (including how it differed from original plan):**

The various course components outlined in the original proposal were as follows:

- Web activities enabling students to interact with research in their specific discipline published in French, explore online tools for translation, build their vocabulary and enhance their understanding of French grammar and structure.
- Online interactive exercises with feedback to accompany each chapter in the textbook.
- Online quizzes
- French texts with accompanying English translations to supply in the form of answer keys posted on the course website.

- TRC's pre and post survey questionnaire

All of these materials were successfully developed according to the proposed timetable with one minor exception. Upon ascertaining that TRC's pre and post survey questionnaire would need to be edited somewhat to make it relevant for this particular course, I opted to design customized questionnaires using Survey Monkey™ instead. While the survey results were very informative and led to several improvements in course materials and delivery, this method did not allow me to receive the SOTE evaluations for this course that would have normally been provided by CSUSB.

### **Results of the Project:**

FREN 302 online proved to be an attractive alternative for students whose schedules or commutes would have otherwise prevented them from taking the course. Total enrollment for Spring 2009 was 21 students, all of whom were continuing from FREN 301 online offered the previous quarter (team-taught with Aurora Wolfgang). Having the course release made it possible not only to design and implement all of the online components for FREN 302 but also to address several design deficiencies in the Moodle user interface to improve the overall learning experience.

### **Additional Comments (Lessons Learned, Insights, Future Plans, etc.):**

The course remains on our Moodle server and is scheduled to be offered again in Spring 2011.

In the meantime, we will be investigating the possibility of adopting the latest version of Moodle in hopes of implementing additional online components to increase both the functionality and level of interactivity of the course. The version we are currently using, for instance, does not allow an upload file size greater than 2 MB. This situation prevents us from using PowerPoint presentations and video files that surpass this rather low file size limit. The chat and quizzing functions also need to be upgraded to accommodate larger class sizes.