Final Report: Study and Development Fellowships for Sessional Lecturers, Fall 2013 – Andrea Sanders

Executive Summary:

Over the course of my Fall 2013 Study and Development Fellowship, I was able to develop a number of tools and resources which I hope will improve the student experience in the FREN 2030 course. I also created a survey to be distributed to former students of the course and I spent time investigating course offerings and resources at a number of other Ontario universities.   My original proposal outlined three specific goals:
1. Create 4 to 8 Courselink 'Modules' to be used as resources for students or integrated into the curriculum, as determined by the course coordinator
2. Survey students who have taken FREN 2030 over the last several years to better understand their experiences with the course and their motivations
3. Investigate course offerings at other Ontario universities to determine how their courses are designed and what they are using that could be beneficial to our program

Overall, I am very pleased with what I was able to achieve over the course of the semester. I learned a great deal regarding the technological resources which are available at the University of Guelph and I have discovered a number of avenues of interest which I hope to investigate further. I am also pleased to report that several of the resources which I developed as part of this Fellowship have also been added to a second French course (FREN 1200 – French Language I – which is the prerequisite to FREN 2030) for the Winter 2014 semester. The course co-ordinator for FREN 1200 has indicated that she would like to pursue further development of these resources to match what has been created in FREN 2030. This will provide a very high degree of consistency from one course to the next and will allow students in both courses a greater degree of autonomy in their use of the course material.

I would like to extend my most sincere thanks to Richard Gorrie and Jason Thompson at Open Learning and Educational Support for the time and energy they have each committed to my project. Their suggestions, advice and technological support were invaluable.

Results and Observations:
Each of the three individual goals outlined in my proposal presented its own specific challenges and difficulties. I think it is fair to say that none of the three turned out as I expected and yet, at the same time, I feel that undertaking the tasks has allowed me to develop a deeper comprehension of the student experience. I will outline the results of each of the three goals individually.

1. **Create 4 to 8 Courselink 'Modules' to be used as resources for students or integrated into the curriculum, as determined by the course coordinator:**
    In total, I was able to create 11 Grammar Modules as well as 7 Self-Assessment activities (with individual feedback for each possible answer) which were embedded within in the Grammar Modules. The Grammar Modules guide students to review the grammar concept and then proceed directly to the auto-corrected activity, which allows them to instantly verify their comprehension of the topic. I was also able to reformat the databases for a number of on-line Courselink quizzes (which have not been used in the course for a number of years) to create new (ungraded) quizzes which were also embedded in many of the Grammar Modules.   These ungraded quizzes are further resources available to students to review the material at their own pace before moving on to the next concept. Creating these resources has allowed me to explore features of Courselink which I had not used before and to develop my skills with HTML code.

    Jason Thompson at OpenEd provided the very astute suggestion that these Modules could be created with HTML templates created by Desire2Learn which would meet – and surpass – the University's AODA requirements. The template has also allowed for a very high degree of consistency – each Module has been formatted in the same way: grammar information, self-assessment and/or ungraded Quiz and finally, links

to external sites with further information or exercises. This will serve to enhance the student experience as they will be able to anticipate where the information they need is located within in each Module.
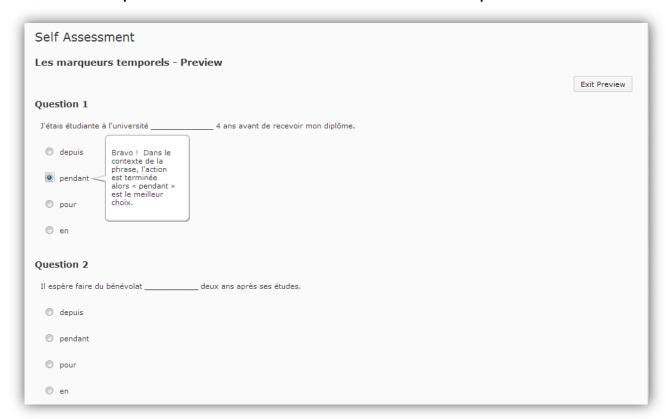
Screen shot – Example of one of the Grammar Modules created for FREN 2030:

Les pronoms relatifs simples : « qui », « que », « dont » et « où »

> *Un pronom relatif représente et remplace son antécédent placé généralement devant lui. Il prend le genre et le nombre de cet antécédent. Un pronom relatif introduit une proposition qui sert de complément à ce nom (ou pronom). Cette proposition s'appelle « proposition subordonnée relative ».* [1]

Les pronoms relatifs simples : « qui », « que », « dont » et « où »

Les pronoms relatifs relient deux phrases et évitent la répétition. Le choix du pronom relatif dépend de sa fonction dans la phrase et de la nature de son antécédent (le nom/l'idée auquel le pronom se réfère) - que l'antécédent soit le sujet du verbe, l'objet direct du verbe, l'objet indirect (introduit par une préposition).

Les formes simples qui, que (« qu' » devant une voyelle), quoi, dont, où sont invariables :

Le pronom relatif « qui » est le sujet du verbe :	Le pronom relatif « que » reprend l'objet direct du verbe :
Les oiseaux chantent.	Le rêve était superbe.
Les oiseaux sont dans l'arbre.	J'ai fait un rêve.
Les oiseaux qui sont dans l'arbre chantent.	Le rêve que j'ai fait était superbe!
Antécédent du pronom relatif QUI?	Antécédent du pronom relatif QUE?
Les oiseaux	Le rêve
Fonction de pronom relatif QUI? sujet	Fonction du pronom relatif QUE? Objet direct
Le pronom relatif « dont » reprend le complément d'objet indirect introduit par la préposition « de » :	Le pronom relatif « où » reprend un complément de lieu ou de temps :
Les enfants sont déjà partis.	Le pays n'était pas très loin.
Tu parles des enfants.	Ils sont allés à ce pays.
Les enfants dont tu parles sont déjà partis.	Le pays où ils sont allés n'était pas très loin.
Antécédent du pronom relatif DONT?	Antécédent du pronom relatif OÙ?
Les enfants (parler de quelque chose/quelqu'un)	Le pays
Fonction du pronom relatif DONT?	Fonction du pronom relatif OÙ?
Objet indirect (préposition « de »)	Complément circonstanciel de lieu.
D'autres exemples :	D'autres exemples :
C'est un travail dont ils ne sont pas contents. (Ils ne sont pas contents de ce travail.)	J'ai visité la ville où se trouve l'école.
C'est un acteur dont j'ai oublié le nom. (le nom de cet acteur)	C'est l'année où ils se sont rencontrés.

Entraînez-vous

Essayez cette auto-évaluation pour vérifier vos connaissances :

Les pronoms relatifs simples : « qui », « que », « dont » et « où » - quel pronom relatif faut-il pour chaque phrase ?

Essayez ensuite ce quizz (qui n'est pas noté) pour vérifier vos connaissances.

Quizz : Les pronoms relatifs simples

Pour aller plus loin

Il y a de nombreux sites Web avec de très bons exercices pour vous entraîner davantage ... voici quelques idées :

Leçon et exercices : le pronom relatif

Le pronom relatif simple : qui, que ou où ?

Le pronom relatif simple

Quizz en ligne - les pronoms relatifs

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1.   http://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-31128.php

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FREN 2030 - French Language II

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Screen shot – example of a Self-Assessment with individual feedback for each possible answer:

Self Assessment

Les marqueurs temporels - Preview

Exit Preview

Question 1

J'étais étudiante à l'université _____ 4 ans avant de recevoir mon diplôme.

○ depuis

◉ pendant ← Bravo ! Dans le contexte de la phrase, l'action est terminée alors « pendant » est le meilleur choix.

○ pour

○ en

Question 2

Il espère faire du bénévolat _____ deux ans après ses études.

○ depuis

○ pendant

○ pour

○ en

If I continue to teach these French courses, I hope to be able to create more Modules, Self-Assessments and ungraded Quizzes such that every grammar subject covered in the course is available in one of the Modules. It is also highly advantageous that these Modules will be transferable from one semester to the next. The only element which will need to be verified each semester should be the links to external websites to ensure there are no broken hyperlinks. It is also a possibility that these Modules could be integrated into the course grading scheme moving forward. Currently, they have been added to the course as resources – students should be using them at regular intervals, but there are no grades associated with the Modules, Self-Assessments or Quizzes as of yet. The course co-ordinator could choose in the future to attribute a portion of the course grade to the completion of these activities, which would encourage students to use them regularly throughout the semester.

'Clickable Course Outline':
Although it was not part of my original proposal, I was also able to develop what I have dubbed a 'Clickable Course Outline' on the main page of Courselink. Instead of text notices to advise students of what work is coming up from week to week, I have populated this template with the course outline. Week by week, students can see what work is being done in which textbook and what homework they need to prepare in advance. There are direct links to the homework files, the homework corrections and – most importantly – the Grammar Modules that were created as part of this project. I am confident that providing these resources so readily will encourage students to use them consistently throughout the semester.

As I mentioned above, the course co-ordinator for FREN 1200 has also expressed interest in developing similar resources for that course, which is the pre-requisite for FREN 2030. As I am teaching both courses in Winter 2014, I have already implemented a modified 'Clickable Course Outline' for FREN 1200 and have developed several Grammar Modules and (so far) one Self-Assessment activity for this semester's students. I hope to be able to add more Modules and Self-Assessments to FREN 1200 throughout the Winter 2014 semester, following the example of FREN 2030.

Screen shot – FREN 2030's 'Clickable course outline' on the main page of Courselink:

Semaine	Alter ego + A2	Explication de grammaire et exercices (Grammaire Progressive)	L'Obomsawin	Autres devoirs
Semaine 1 6 au 10 janvier	Dossier 2, Leçon 2 (pages 38 à 41)	**Les marqueurs temporels :** Précis de grammaire - les marqueurs temporels.html **Exercices de Grammaire Progressive :** explication de grammaire à la page 80 et les exercices 2, 4 et 5 à la page 81 explication de grammaire à la page 198 et les exercices 2, 4 et 5 à la page 199. **Vérifier vos exercices :** Grammaire Progressive_corrigé_semaine 1		Background Information Sheet - à remettre au professeur
Semaine 2 13 au 17 janvier	Dossier 2, leçon 3 (pages 42 à 45)	**L'hypothèse sur le futur avec "si" (la phrase hypothétique) :** Précis de grammaire - les phrases hypothétiques.html **Exercices de Grammaire Progressive :** explication de grammaire à la page 232 et les exercices 1, 2 et 3 à la page 233 **Le subjonctif (formation et pour donner un conseil) :** Précis de grammaire - le subjonctif.html **Exercices de Grammaire Progressive :** explication de grammaire à la page 238 et les exercices 1, 2 et 4 à la page 239 explication de grammaire à la page 240 et les exercices 1, 3 et 4 à la page 241 **Vérifier vos exercices :** Grammaire	Lire le chapitre 1 Compléter ce feuillet de questions de compréhension *avant de venir* en classe FREN 2030_Obomsawin_Étude de roman_ch1_w14	**Utiliser ces sites Web et entraînez-vous pour apprendre à bien conjuguer les verbes au subjonctif :** Toute la conjugaison Exercice de conjugaison – Français interactif Exercices de conjugaions (toutes les conjugaisons) – CCDMD

Finally, there is one project in this category which is still in progress. Working with Jason Thompson, I am trying to develop a series of 'interactive' grammar activities which can be added to Courselink to give students one further resource to test their comprehension of the subject matter. I was able to write a database of questions (between 50 and 100) for each of 4 grammar topics. Jason Thompson suggested a computer program (Respondus) which will use my question databases to create 'fun' games and activities using a variety of formats (flash card/Jeopardy/Match Game). Unfortunately, we ran into technical issues with the software and the formatting of questions during the Fall 2013 semester, but we both hope to continue work on this project to create activities which can be added to Courselink and/or the Grammar Modules.

2. **Survey of students who have taken FREN 2030 over the last several years to better understand their experiences with the course and their motivations**

Once again, I must thank Richard Gorrie for his help and support for this particular goal. His suggestions and advice were imminently helpful in creating the survey while keeping in mind the 'student-experience'. The survey questions were prepared early on in the semester; however, this component of my Fellowship project was, unfortunately, delayed. Richard kindly undertook discussions with 'Research and Ethics' to determine the terms of undertaking the survey. As I understand it, we are still awaiting approval to distribute the survey to former students of the course. The survey itself was created with Survey Monkey

(which allowed me the opportunity to discover yet another technical tool) and I hope that we may soon be able to distribute it to former students of the course to determine which resources might be the most effective.

3. **Investigate course offerings at other universities to determine how their courses are designed and what they are using that could be beneficial to our program**

    This final aspect of my Fellowship project was not as successful as I would have hoped. I was able to create a rather lengthy document with information gleaned from the websites of other Ontario Universities, however the information presented on each site was not always easy to interpret or significantly relevant to my project. From the information available on the university websites, I was able to determine that – aside from the Western University – we are the only French Department which seems to be using the 'méthode actionnelle', which I feel puts our program at the forefront in terms of pedagogical methodology.

    Several universities offer a variety of comprehensive documents on their websites for students enrolled in French courses – for example, the University of Toronto has a website to familiarize students with Departmental policies and to provide comprehensive resources: http://french.utoronto.ca/guidepratique. Western University also provides a Student Guide which outlines Departmental policies and expectations: http://www.uwo.ca/french/undergraduate/documents/Guide_Etudiant_FrenchUWO_2013.pdf. Creating similar resources is something the Department of French Studies at the University of Guelph might wish to consider moving forward. I also discovered a number of unique administrative approaches at other Ontario universities – for example, which universities require students to complete a Language Assessment before registering in courses.   While these are not directly relevant to my project, they may also be of interest to the Department of French Studies here at the University of Guelph.

    I was able to create and distribute a survey to 14 Ontario universities, requesting information on their courses and resources offered to students.   Only one university replied, however, and that contact was not able to provide any information which was relevant to my project, which was unfortunate as I had hoped to learn a great deal from my colleagues at other institutions.

In closing, I wish to thank you for the opportunity to pursue this project through the Study and Development Fellowship. I have learned a great deal and look forward to pursuing these topics moving forward.

Sincerely,

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