Curriculum Proposals

Instructional Development Stipend
- Flipped classroom pedagogy for ASL 101

Proposer: Michael Weingart
Proposal ID: 2015-ID8-Spring

* = An asterisk indicates the information is required

Proposal ID

A.1 - Proposal

Status
Final Approval

Final Approval Date
05/15/2015

Effective Implementation Date

*Proposal ID
2015-ID8-Spring

Amount of Award
1500

Project Report Due Date
August 31, 2015

*Academic Year
2014 - 2015

Project Date
*Start
7/1/2015

*End
8/31/2015

A.2 - Proposer

*Name
Michael Weingart

*Extension
286-3574

*Department
World Languages and Cultures

*Division
Liberal Arts

Co-Proposers

General Information

*B.1 - General Information

*Title
Flipped classroom pedagogy for ASL 101

*B.2 - Course Objectives (Project Summary)

(Please describe the significant objectives to be achieved in the course or project.)

The current required course materials for American Sign Language 101 contain scant details on certain grammatical features of ASL that do not exist in most spoken languages, including English. Topicalization of objects, role shifting of characters in a narrative, modification of action verbs with specific movements and

facial expressions, and representation of objects and events with specific handshapes require students to conceptualize form and meaning in a different mode of communication. New products to supplement the required materials would enhance student success in demonstrating knowledge of these features, which is one of the course learning outcomes for ASL 101.

Traditional classroom lecture has been the pedagogical practice in ASL 101. It has been observed through in-class activities and summative assessment that most students find the complex grammatical features of ASL to be challenging to utilize in carrying out meaningful tasks in the classroom. Therefore, a new method that represents the flipped classroom model should encourage active learning outside the classroom and inquiry about these features in the classroom. This new pedagogical practice of a flipped classroom would dovetail new supplementary materials that are made available to students online.

Background

*C.1 - Reason for Proposal: Institutional Context

Justify the need for the proposal or new program in terms of the students it will serve and the economic and/or educational needs of the area and of New York State. Describe how the level of need was established.

For Instructional Development Stipend proposals, indicate the product that will be generated (e.g. new course, new program, instructional materials) and the intended use(s) for that product. Also outline the intended use of the stipend if some or all of the funds are to be used for something other than compensation for the project participant(s).

*Targeted Population
Attract Currently Enrolled Students, Attract Traditional Students (17-24), Attract Adult Students (25 +)

*Reason
A good number of students have been coming to American Sign Language classes not having a good understanding of certain grammatical features exclusive to sign language. Even though the required course workbook contains lessons and exercises on grammar, it does not provide adequate information on the unfamiliar aspects of ASL grammar. One of the course learning outcomes for ASL 101 calls for students to be able to demonstrate knowledge of the rules of ASL by correctly producing signs and facial expressions in simple ASL sentences. Students in general have struggled to form these grammatical aspects correctly on a consistent basis in class activities and for their half-semester project as a course requirement. As a result, they lose motivation to continue learning ASL and, in effect, withdraw from the course or receive an unfavorable grade at the end.

To address this learning need, a different pedagogical practice is necessary. The flipped classroom method should empower students to take responsibility of their learning outside the classroom and allow the instructor to guide them in utilizing difficult grammatical features of ASL in the classroom. New materials are needed to supplement grammar notes and exercises from the workbook. Lectures and demonstrations in sign language on key grammatical features of ASL, such as topicalization, role shift, modified verbs, and classifiers, are video recorded in the new Lecture Capture Self-Record Facility. Notes on these ASL features are composed to accompany the new video files. As the ASL 101 course has sections that are web-enhanced with Blackboard, those new products will be readily available for students to view with their personal computers, tablets, or mobile devices in advance of future class meetings. As opposed to learning grammatical features in a traditional lecture, students may be able to control video segments by viewing those as many as needed before they actually understand these grammatical features.

Students will then be better prepared for meaningful tasks in the classroom that require them to employ complex grammatical features in ASL effectively. The instructor will be free to observe and detect grammatical production errors that students commit and provide some feedback to express correctly. This pedagogical method should motivate students to stay in the course and accept the challenge of learning and using grammatical features of ASL.

*C.2 - Student Success

Explain how students will be served by this proposal.

The College's Strategic Plan calls for increase of goal accomplishment of individual learners as one of the goals for Direction One: Learning First. Many students are enrolling in ASL classes at MCC for practical reasons, such as dealing with Deaf consumers or employees at their workplace, communicating with a family member who is Deaf, and a career interest in the Deaf community. An assumption of this direction is that curriculum design and pedagogical practice will drive the selection of evolving technology to optimize student learning. By creating a learning environment that facilitates the flipped classroom model, students should be able to demonstrate knowledge of complex grammatical features of ASL accurately so that they can successfully complete the course and meet their goals of communicating and working with Deaf people.

*C.3 - Learning Environments - Resources

Identify any New or Additional resources needed to implement this proposal.

Faculty Development, Instructional　Stipend
Services

C.4 - Additional Costs and Source of Funds

Please describe the additional costs and source of funds.

C.5 - Learning Environments - Facilities

Identify any facilities or equipment needed to implement this proposal.

Smart Classroom

C.6 - Special Facilities/Equipment and Cost Estimates

Please describe the special facilities or equipment needed and estimate costs and source of funds.

C.7 - Learning Environments - Workload

Explain any special workload considerations

Outcomes

D.1 - Project Outcomes

Describe up to 3 measures that will indicate successful completion of the project.

How many measures do you need?
2

	Course Learning Outcomes
1.	Create video and document files on complex grammatical features of ASL by end of August 2015

| 2. | Implement the flipped classroom model in at least one ASL 101 course section in fall 2015 |

Signatures

Curriculum Committee Action:

☐ Approved ☐ Disapproved ☐ Returned to Dept for Further Action

Chairperson, Curriculum Committee _____ Date_____

Faculty Senate Action (if required):

☐ Approved ☐ Disapproved ☐ Returned to Dept for Further Action

President, Faculty Senate _____ Date_____

Curriculum Dean Action:

☐ Approved ☐ Disapproved ☐ Returned to Dept for Further Action

Dean, Curriculum _____ Date_____

Vice President, Economic Development & Innovative Workforce Services (if required):

☐ Approved ☐ Disapproved ☐ Returned to Dept for Further Action

Vice President, EDIWS _____ Date_____

Provost / Vice President, Academic Services:

☐ Approved ☐ Disapproved ☐ Returned to Dept for Further Action

Vice President, Academic Services _____ Date_____