

Conversation and Presentation (AP Spanish and Language Exam)

Araceli Ortiz

National University

EDT 607

Professor David Taylor

Definition of Learning Objects

Innovative technology brings new opportunities for teachers and students. Teachers that are in K-12 are the leaders when it comes to early education and make an enormous difference when it comes to learning outcomes. Incorporating Learning Objects (LOs) into K-12 classrooms enables teachers to customize instructional materials, break up demonstrations with interactive screen-time, and subtly assess progress. Wiley (2000) defined LOs as, “. . . any digital resources that could be re-used to support learning” (as cited in Hsin-liang, Moore, & Chen, 2015, p. 281). In his definition, Wiley accentuated four attributes of LOs: reusable, digital, resource, and learning. Additionally, LOs are generally understood to be digital entities deliverable over the Internet. Wiley (2002) noted that, “Any number of people can access and use learning objects simultaneously. Moreover, individuals who incorporate learning objects can collaborate on and benefit immediately from new versions” (p. 4). The true power behind a learning object is that different learners can reuse it many times.

Needs Analysis Summary

The AP Spanish Language and Culture Exam is one of the few AP exams that students at OVHS pass. The current passing rate for Spanish is 92%, higher than English, Math, and Science combined. Most students that take the AP Spanish Language and Culture class have a higher probability of passing the exam compared to those who do not take the class, but still take the exam. The exam is divided into two sections:

- **Part 1: Multiple Choice:** This section consists of a variety of authentic print and audio materials. At the end of each text or audio students answer multiple choice questions about main ideas and demonstrate understanding of cultural or interdisciplinary information.

- Part 2: Free Response Written: This section has four subsections:
 - E-mail: Students have to read and respond to an e-mail in 15 minutes.
 - Persuasive Essay: Students have to write an argumentative essay based on three sources, including an article, a table, graph, chart, or infographic, and a related audio source (played twice), that present different viewpoints on a topic. Students only have 55 minutes to read, listen, and write the essay.
 - Conversation: The student participates in five exchanges in a simulated conversation (20 seconds for each response).
 - Presentation: Students have to deliver a 2- minute presentation in response to a prompt in which they compare a cultural feature of a Spanish-speaking community with which they are familiar to their own community or another community.

Most students that optout from taking the exam fail the test because they lack resources. They get overwhelmed and do not know where to start or where to search for resources. Also, most of them do practice taking the exam two or three times, but that is not enough. Compared to the students that do take the class, the teacher provides everything from authentic resources, previous AP exams, and practice on a daily basis to reinforce the skills. In this test, students have to read, write, listen and speak in a timely manner.

In order to help the students that decide not to take the AP Spanish Language and Culture class, a web-based course is required to help these students. In this web-based course, students will find all of the authentic resources that they need, audios, videos, rubrics, previous AP exams, and much more. Time plays an important role in this exam and students that take this

online course will have limited time to complete their quizzes in order to be prepared for the AP Spanish Language and Culture Exam.

The Need for the Learning Object

The CollegeBoard has an open access policy. Meaning that all students regardless of their location, background, or socioeconomic status have the right to enroll in an AP course. Most schools offer the AP Spanish Language and Culture class, but students take multiple AP courses and adding another AP class to their schedule is merely impossible due to schedule conflicts. By having a complete AP Spanish course online, more students will have access to the class. A web-based course like this AP class have been long overdue at OVHS because currently, only two sections are available and unfortunately, not all students can fit that class in their schedule. At the end of the day, this course benefits students at OVHS because more students will take the AP Spanish exam and effectively pass it.

Target Audience

The target audience for this web-based course are sophomores, juniors, and seniors that have successfully completed Español 3 or Spanish 3. These students have taken at least two years of Spanish for native or non-native speakers. The course is 100% in Spanish and additional resources will be available for students that need supplemental activities. Lee and Owens (2004) mentioned that, “Extra reference material, online dictionaries, or translations may be required” (p. 18). Nonnative Spanish speakers will have the option to translate the page or browse through the additional resources page in order to effectively understand and complete the activities. This course is an inclusive course and in order to be effective, according to Lee and Owens (2004), “When developing training for a global audience, we recommend... to be certain the product meets the cultural and language requirements of the audience...” (p. 20).

Objective Analysis Summary

The learning object created for the AP Spanish and Language online class is part of the exam that students have to take in May. In week three of this web-based course, students will focus on the conversation and presentation part of the exam. Lee and Owens (2004) mentioned that the metacognitive domain is one of the domains in which learning occurs. “Superior multimedia instruction should go beyond simply presenting the knowledge and skills necessary for a task. Superior multimedia should teach processes and problem-solving strategies that individuals can generalize to other situations” (p. 46). For example, students have to have an informal conversation with a recorder and follow the format of the conversation. Students have to be able to express, explain, describe and give advice to the different scenarios using the target language. The different strategies/methods learned in week three allow the students to apply it outside the classroom.

Lee and Owens (2004) mentioned three objectives to consider when planning for a course.

- Performance Objectives: Are for instructional designers and learners to identify their expectation of the training or course.
 - The student, when given a conversation topic with an outline, will be able to express an opinion about the topic using personal experiences, by speaking in the target language at all times.
 - The student, when given a presentation topic, will be able to compare and contrast their culture with a Latin-American culture, by presenting in the target language for two minutes.
- Terminal Objectives: Are written informally to target the audience.

- At the end of this lesson, the student will be able to communicate in an informal conversation with a recorder about various topics.
- At the end of this lesson, the student will be able to speak about two cultures including their own.
- Lesson Objectives: Leads the student to the terminal objective by identifying the activity within the lesson.
 - Given the topic of the conversation, the student will annotate the outline of the conversation and speak for 20 seconds, five times.
 - Given the written prompt question, the student will list and describe two cultural differences and similarities between their culture and a Latin-American culture in four minutes.

References

- Hsin-liang, C., Moore, J. L., & Chen, W. (2015). Understand and analyzing learning objects: A foundation for long-term substantiality and use for e-learning. *Knowledge Management & E-Learning*, 7(2), 280. Retrieved from <https://nuls.idm.oclc.org/login?url=https://search-proquest-com.nuls.idm.oclc.org/docview/1955093128?accountid=25320>
- Lee, W. & Owens, D. (2004). Multimedia-based instructional design: Computer-based training, Web-based training, distance broadcast training. San Francisco: Jossey-Bass/Pfeiffer.
- Wiley, D. A. (2002). *The instructional use of learning objects* (1st ed.). [Tichenor Printing]. Retrieved from <https://members.aect.org/publications/InstructionalUseofLearningObjects.pdf>