

From a Face to Face to Hybrid Intermediate Korean course

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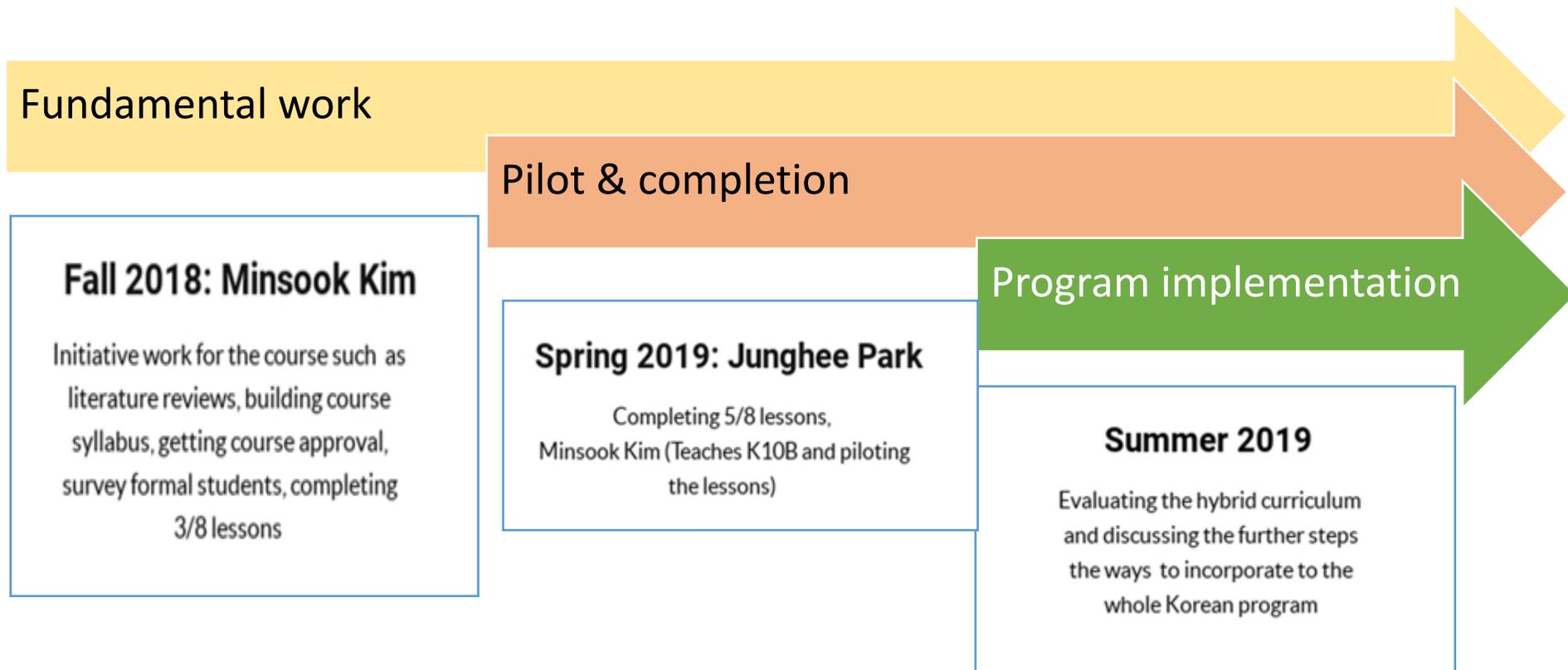


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- 1 Motivation of the project
 - 2 Literature review on effectiveness of hybrid foreign language course
 - 3 Showcase of K10B Hybrid course
 - 4 Conclusion and Q & A
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Timeline of the project: One year joint project with Dr. Junghee Park, Korean program





Major motivations of this project

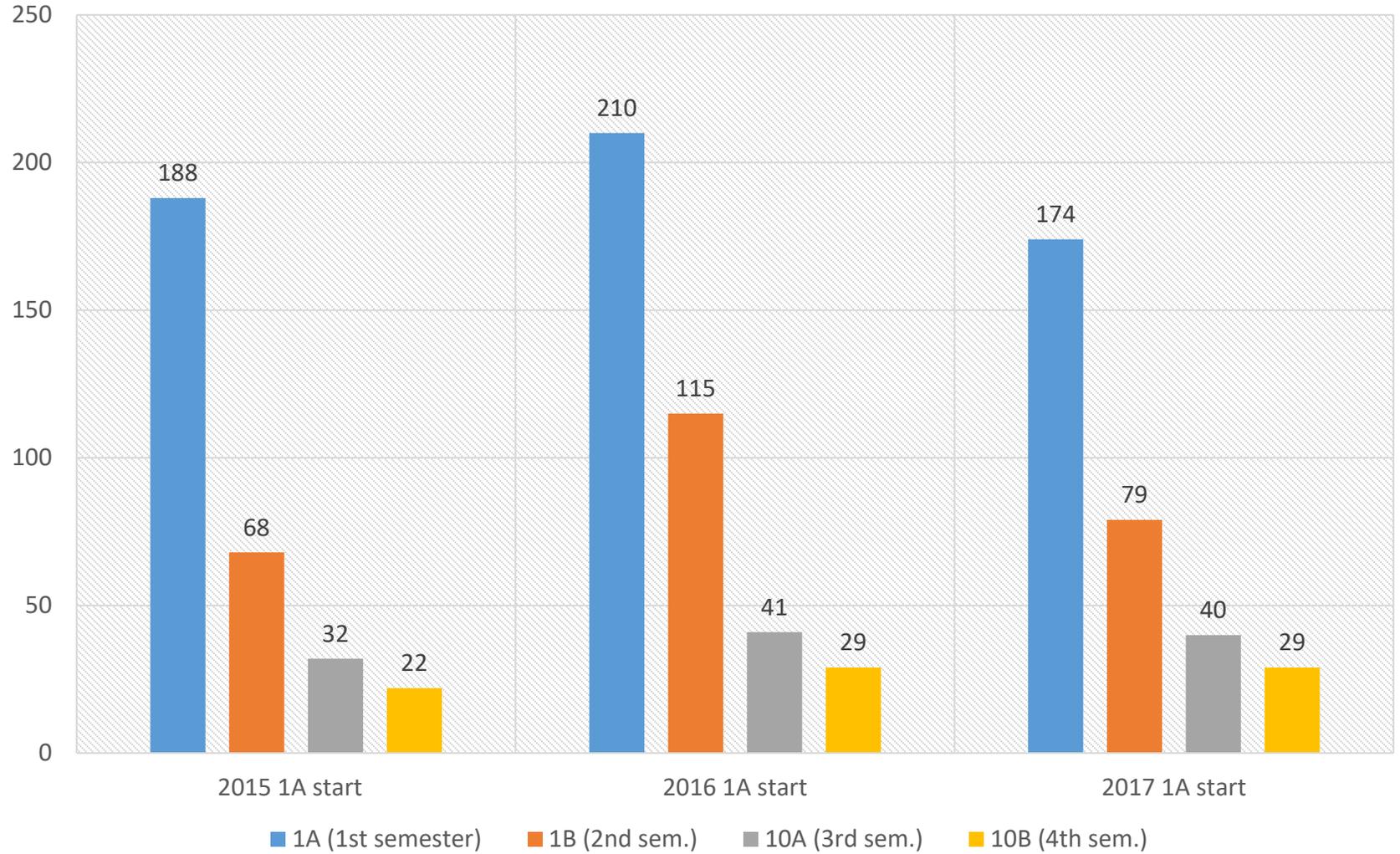
01 High attrition rate from beginning to intermediate levels in Korean program

02 Non-heritage student demand for a more speaking focused class in the intermediate level

03 Searching for effective ways to deliver practices for vocabularies and expressions

04 Accommodating students' interest for learning Korean through media

Attrition by cohort



K1A & K1B from AY 2015-2017 (572 students) students survey

Survey conducted with 2015, 2016, and 2017 1A
Students
122/572 responded, 21% response rate

QUESTIONS RESPONSES 122

Korean class format survey

We need your help in designing a better Korean curriculum. I have a few questions that will take only 1 minute to complete. Your honest input will be greatly appreciated. :)

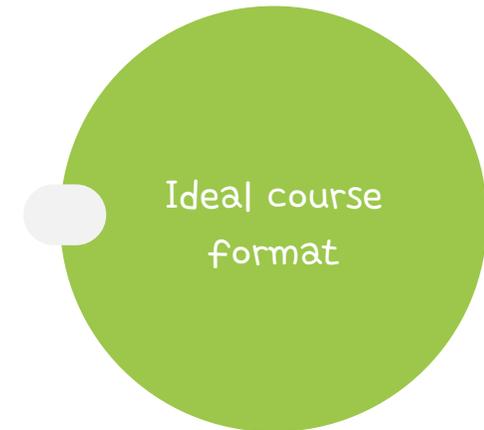
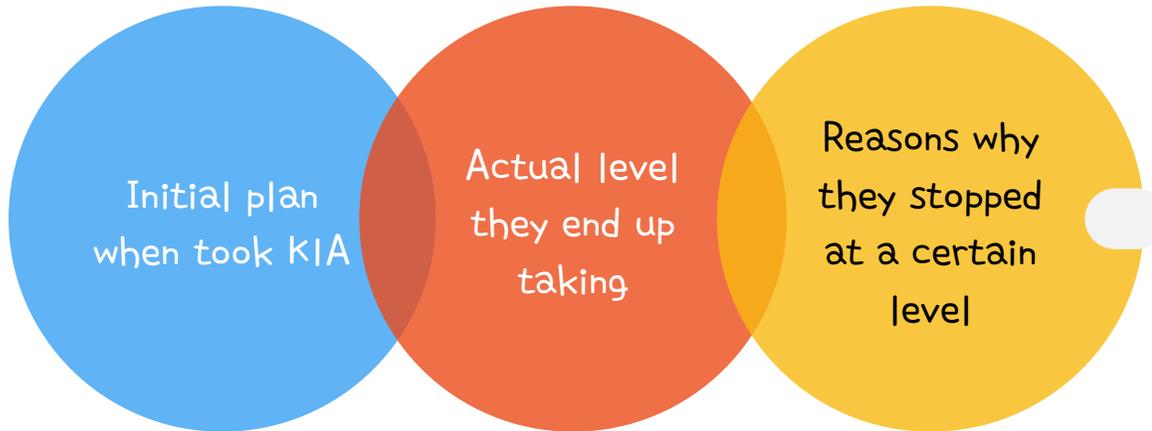
To what level did you intend to study Korean when you started K1A? *

- Not sure, it depended on how K1A went
- Beginning level (1A or 1B)
- Intermediate level (10A or 10B)
- Advanced level (100A or 100B)
- Beyond advanced level (101, 102, 111, 112)

How far did you study Korean (or your current level)? *

- K1A
- K1B

* higher



What did the survey tell us?

1. Compared to the attrition rate (almost 80% on average over the past three academic years 2015-2017), 61% of students planned to take more than beginning level, which means that the attrition rate should have been 39 %.
2. Then why did not these student continue?
3. 51 % students had a schedule conflict.
4. Then how do we accommodate these students who had an initial intent to enroll beyond the beginning level?



Then, what causes the schedule conflict?

TERM

- Spring 2019 (6555)
- Fall 2018
- Summer Sessions 2018 (978)
 - A: 6 week May 21-June 29 (212)
 - B: 10 week June 4-Aug. 10 (100)
 - C: 8 week June 18-Aug. 10 (261)
 - D: 6 week July 2-Aug. 10 (302)
 - E: 3 week July 23-Aug. 10 (38)
- Spring 2018 (7115)
- Fall 2017 (6904)

Show more

DAYS OFFERED

- TuTh (996)
- MoWeFr (527)
- Mo (408)
- We (403)
- Tu (394)
- MoWe (342)
- Th (304)
- Fr (186)
- MoTuWeThFr (172)
- Su (20)
- TuThSa (13)
- MoFr (11)
- MoTuWeTh (9)
- WeFr (7)
- Sa (6)
- MoTuThFr (5)
- MoTu (3)

TERM

- Spring 2019
- Fall 2018 (6898)
- Summer Sessions 2018 (978)
 - A: 6 week May 21-June 29 (212)
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- Fall 2017 (6904)

Show more

DAYS OFFERED

- TuTh (931)
- MoWeFr (444)
- Mo (343)
- We (334)
- MoWe (317)
- Tu (303)
- Th (243)
- Fr (161)
- MoTuWeThFr (143)
- MoFr (11)
- Sa (10)
- WeFr (10)
- Su (8)
- TuThSa (8)
- MoTuWeTh (5)
- MoTuThFr (3)

Need to free Tuesdays and Thursdays!!
No major in Korean at Cal.

What is hybrid learning?

- Hybrid learning, also called blended learning, refers to the instructional method that combines traditional in-class/face-to-face learning with computer-mediated instruction and **asynchronous online activities**.
- A method of instructional delivery that assumes the students will spend a portion of their course contact hours in a physical classroom f2f, and another portion of their instructional hours working on a computer. The exact proportion of online to f2f contact is widely variable. (Rubio & Thomas 2012)
- “Blended learning” involves combining internet and digital media with established classroom forms that require the physical co-presence of teacher and students. (Friesen, 2012).
- A “blended course” is the integration of online with face-to-face instruction in a planned, pedagogically valuable manner; and not just a combination (addition) of online with face-to-face **but a trade-off (replacement) of face-to-face time with online activity** (or vice versa) (Niemic & Otte 2005)

Face-to-face class + online class

Benefits of hybrid courses

- Flexibility (work their own in online space)
 - **increase enrollment**
- Digital technologies facilitate collaboration and appeals a variety of learning styles.
- “Properly designed” hybrid-courses consisting of both in-class time and online time provide the most beneficial results by **combining the advantages of both types of instructional delivery** (Presby, 2001)
- The true benefit of blended learning is in integrating face-to-face verbal and online text-based exchanges and matching each to appropriate learning tasks (Vaughan, N. and Garrison, D.R. 2005)
 - **“the best of both worlds”**

Benefits of hybrid courses

- Blended learning offers instructors an opportunity to deal with the changing roles of teachers in the 21st century and requires a reconceptualization of the “valuable part they play in supporting the learning opportunities of their students in our progressively interconnected world” (Senior 2010, p. 146)
 - “teaching 21st century digital generation”
- Blended learning increases students efficacy for learning, motivation, involvement and also enhances students’ confidence, autonomy and class participation. (Johnson & Marsh 2014, Poon 2013, Tsubota & Dantsuji 2011)
 - Students take more responsibility for their own learning, greater use of face-to-face class time for active learning experiences
- Offering blended courses enable access and convenience to the learners and provides the same opportunities or learning experience but through a different modality. (Mcgee & Reis, 2012)

Are hybrid courses as effective as F2F courses?

- **Online or hybrid courses are more or as effective as F2F courses** (Adair-Hauck, Willingham-McLain, and Earnest-Youngs 1999; Chenoweth and Murday 2003; Chenoweth et al. 2006; Scida and Saury 2006; Blake and Delforge 2007; Blake, Wilson, Cetto, and Pardo-Ballester 2008, Enkin & Mejias-Bikandi 2017).
- For example, Adair-Hauck et al. (1999) found that students who took beginning French hybrid courses outperformed F2F students in their reading and writing and showed overall similar performance in listening, speaking, and culture.
- Chenoweth & Murday (2003) compared beginning level French F2F and hybrid courses using listening, reading, grammar, and writing tests. No statistically significant differences were found (although hybrid students scored better than F2F students).
- Chenoweth et al. (2006) compared beginning and intermediate Spanish and French cases and no significant differences were found.

Are hybrid courses as effective as F2F?

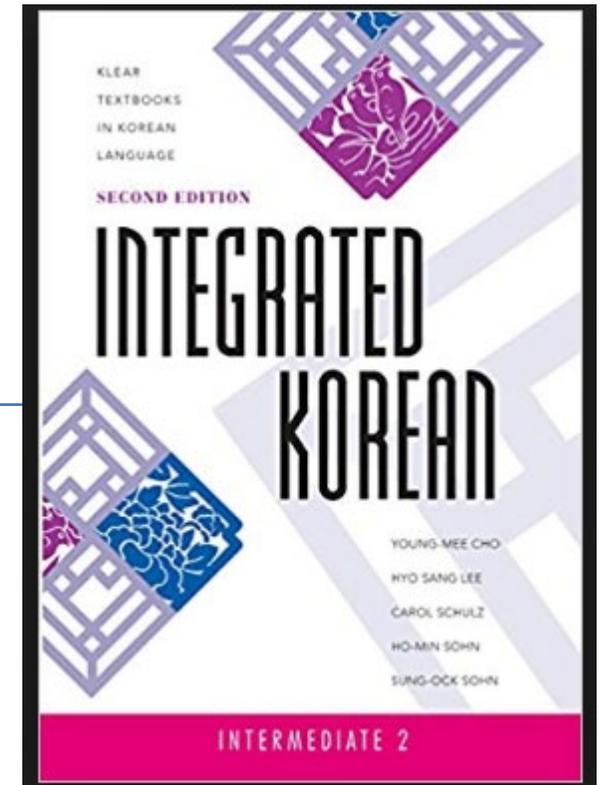
- Scida & Saury (2006) compared beginning Spanish final exam and oral production tasks
-> Hybrid students performed better.
- Thomas (2012) found that a beginner level hybrid Spanish course showed greater improvement in writing than a F2F group.
- Salcedo (2010) compared students from fully online courses to F2F courses of the fourth semester of Spanish and the results showed that students performances did not show significant statistical differences.
- Enkin & Mejias-Bikandi (2017) compared fully online advanced Spanish grammar course to F2F course the results showed that students performances did not show significant statistical differences.

Basic structure of hybrid K10B course

- 8 lessons
- 7-8 days to cover one lesson
(Tue & Thur Online and M, W, F f2f)
- Written and oral exams every 2 lessons
- Individual and group presentations

Basic structure of the lesson in the textbook

- 2 conversations & 5-6 grammar points
 - 1 Narration (reading passage)
 - Cultural lesson
 - Usage



How is the hybrid intermediate Korean (K10B) designed?

- Communicative and culture-based curriculum
- A continuous curriculum from F2F to online
- One instructor manages both online and offline sections
- Time conscious in online lesson plan
- Focus on forms online, focus on usage in F2F
- Clear delivery of the course materials

A video of a boring lecture is a boring video that doesn't enhance the learning experience."—Sebastian Gluzman

How is "online class" designed?

- Using the **merit of online space** instead of just switching the mode of course delivery
-> No filmed lecture video
- Helping rote memorization for vocab and expressions, practice for grammatical structure
-> bCours quiz, quizlets, and google sites (blog style)
- Presenting multi-media materials such as K-pop, TV show clips, and instructional clips
- Watching a whole series of TV show throughout the semester to provide deeper context for understanding highly contextualized Korean language and satisfying students' demand on learning Korean through media
-> Consistent using of clips from TV show throughout the course as exemplars
- Flipped learning
- Promoting community building using online discussion and virtual conversation
- Personalized online content (audio, emoji's, and gif files) to confer the sense of belonging in online space.

Let's take a look at a sample lesson

[K10B Hybrid course](#)

Spring 2019

K10B Hybrid course

[Edit](#) [⋮](#)

Course Status: [Unpublish](#) [Published](#)

[Import from Commons](#)

[Choose Home Page](#)

[View Course Stream](#)

[Course Setup Checklist](#)

[New Announcement](#)

[Student View](#)

[View Course Analytics](#)

Coming Up [View Calendar](#)

Nothing for the next week

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안녕하세요. 중급 한국어 하이브리드 수업입니다.
이번 학기에도 재미있게 같이 공부해요!

[Course overview](#)

UC Berkeley, Minsook Kim, minskim@berkeley.edu

office hour: M & W 11-12AM at DW 5112

Tutor hour: T & Thur 1-2 PM at DW 286

[LESSON 8](#) [LESSON 9](#) [LESSON 10](#) [LESSON 11](#)
[LESSON 12](#) [LESSON 13](#) [LESSON 14](#) [LESSON 15](#)

Challenges

- Technology challenge (increased workload)
- Rethinking course design
- Adopting new approach to teaching
- Managing a dual learning environment
 - “Instructors need to maintain a close degree of coordination between the online and in-person activities. The two parallel halves of the course may diverge if careful attention is not paid to planning” (Carrasco and Johnson,2015, p.15)
- Preparing students & instructors
- Proper design of the hybrid course
 - The **course-and-a-half phenomenon** reflects what many students dislike about blended courses: there is too much work
- Hybrid learning is not just a matter of moving certain course elements online or supplementing an online course with F2F meetings. **The online and F2F modes need to be integrated.** To do so, one must consider the learning objectives of the course and the affordances of each mode so that they can enhance and reinforce each other (Kelly, 2012).

Administrative challenges to offering a hybrid course at CAL

- No 'Hybrid' course labelling at Cal currently
- Korean K10B: Approved by department academic committee -> course proposal being held in the department EALC
- Any Hybrid language course offered at UC system?

Hybrid Format

Spanish 1-5, Portuguese 1-3 and Portuguese 11AB are hybrid courses. The student is required to attend face-to-face class meetings as indicated in the UCLA schedule of classes. An additional **two (2) hours** per week of work will be assigned, online, through [My Spanish Lab](#) and [My Portuguese Lab](#).

The online portion of the course is required and the student must have access to a computer and the Internet in order to complete the online portion. There are several computer labs on campus that have the required hardware and software to complete all of the online work.

We recommend the CDH Learning Lab @Rolfe in Rolfe Hall 2118. For a current schedule of drop-in hours visit [here](#).

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Teaching and Learning in a Digital Age.

Conclusion

- Effective way of teaching digital generation
- Hybrid course as a solution for high attrition rates in language courses?
- Administrative cooperation for “H” course labelling
- Advent of hybrid language course period at CAL
- Need to pilot, revise, and complete the course next semester

Q&A



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Paintings used in the slide

- Hyunjung Kim, Painting : Feign: Hide-and-seek, Feign : Longing, Coy : Xenitis, <http://kimhyunjung.kr/index.html>