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FLIPPING THE LATIN CLASSROOM

by

Alicia Leitch

A Plan B paper submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF ARTS

In

History

Approved:

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2015

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ABSTRACT

Flipping the Latin Classroom

by

Alicia Leitch, Master of Arts

Utah State University, 2015

Major Professor: Dr. Mark Damen
Department: History

In a rapidly changing and increasingly technology-dependent world, instructors in higher education are often confronted with challenges and opportunities unfamiliar to their predecessors of only twenty years ago. Students and instructors have instant access to more and better information than ever before. Ebooks, Youtube, video conferencing, and online research databases allow modern students to learn many subjects with little more than their smart phone. While the internet provides nearly unlimited learning potential, most students flooding into universities are more familiar with checking their phones than checking out library books, creating an inherent divide between how most subjects have been traditionally taught and how today's student is acculturated to learning.

To meet the needs of these new, millennial students, the Classics program at Utah State University has turned to the "flipped classroom," one of the last decade's most successful educational experiments. Utah State's Beginning Latin program has harnessed the capabilities of the information age to improve the quality of beginning language classes and provided an essential initial step toward raising the quality of Latin education and opening the door to students anywhere in the world. By creating a series of online materials and restructuring the course to meet the needs of modern students, this "flipped" curriculum offers the opportunity to make Latin a relevant part of higher education for many years to come.

After a full year of testing, Utah State's flipped Latin program has proven a remarkable success. Every day the flipped classroom provided a positive learning experience, improved student attendance, and helped several students succeed who may not have in a traditional program. By the end of beta testing in Spring 2015, students gave the flipped program a perfect rating of five out of five on the IDEA course evaluation. They themselves said it best, calling LATN 1020 "by far the most influential class I'll ever take" and "one of the best experiences of my life both in and out of academia." The thesis recounts the journey toward and reasoning behind that success.

(109 pages)

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Alicia Leitch

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Introduction: Theory and Literature

As millennials flood universities, educators are confronted with a student body who has a very different technological background from their own. These students grew up with ready access to computers, internet, cell phones and a variety of devices which simultaneously grant easier access to information and complicate attempts to build success in the traditional classroom. While these students are no less intelligent than students of ten or twenty years ago, millennials present many new challenges. They generally have a harder time memorizing, taking notes in a traditional lecture, and finding ways to study without electronic aids.¹ Faced with this challenge, instead of changing to a new and more effective strategy, some traditional educators mourn the days of flash-card-making, note-taking students and prefer the “most readily available among adequate options rather than spending time to select the best one.”² But it is the responsibility of educational professionals to meet these new students on their own terms. Adopting teaching styles more effective for current students by incorporating into class activities the many advances in modern technology is necessary and beneficial.

One of many disciplines being left behind in the digital age is Classics. Though Classicists argue ardently for the value of Latin and Greek to a modern education, the study of Latin in both secondary and higher education has declined severely since the 1920s, a situation which some say may not be easily remedied.³ This decline may be due to the teaching practices of Classics departments which have changed very little over the

¹ Michael Fitzpatrick, “Classroom Lectures Go Digital,” *The New York Times*, June 24, 2012.

² T.H.M Gellar-Goad, “How learning works in the Greek and Latin Classroom, part 6,” Society for Classical Studies. http://apaclassics.org/blogs/t-h-m_gellar-goad/how-learning-works-greek-and-latin-classroom-part-6 (accessed June 15, 2015); Mazur, 982.

³ Lisa R. Holliday, “The Benefits of Latin?,” *Educational Research Quarterly* 36 no. 1, (September 2012): 3-11.

decades. Most instructors teach the way they were taught,⁴ and because Latin has been a core subject for far longer than the printed book, a lecture introducing grammatical concepts followed by translation homework after class is a widely accepted pedagogical model for those schools and universities which continue to offer Latin.⁵ This sage-on-the-stage model “assumes that the student’s brain is like an empty container into which the professor pours knowledge,” a paradigm which may have worked well in a world where professionals in most fields were required merely to regurgitate and apply knowledge.⁶ However, in the twenty-first century, most careers require students not only to recall but manipulate knowledge, reorganize it, and use it to come up with new and innovative ideas.⁷

By continuing to teach with an older pedagogical model, classicists continually undervalued the potential impact of their own subject. Latin’s most useful addition to education comes not just from vocabulary growth or understanding of grammar but also its unique ability to teach students how to think, a marketable quality in the twenty-first century job market.⁸ By learning to understand a language which functions so differently from their own, students who study Latin learn the importance of extracting meaning

⁴ Eric Mazur, “Peer Instruction: Getting Students to Think in Class,” in *The Changing Role of Physics Departments in Modern Universities: Proceedings of ICUPE* Edited by E. F. Redish and J. S. Rigden (Cambridge, MA: Harvard University, 1997): 982.

⁵ Mazur, 982; Gellar-Goad.

⁶ Alison King, “From Sage on the Stage to Guide on the Side,” *College Teaching* 41 (Winter 1993): 30.

⁷ Dan Barret, “How ‘Flipping’ The Classroom Can Improve the Traditional Lecture,” *The Chronicle of Higher Education* 58, no. 25 (2012); Ian Bogost, “The Condensed Classroom: ‘Flipped’ Classrooms Don’t Invert Traditional Learning So Much as Abstract It,” *The Atlantic*, August 27, 2013, <http://www.theatlantic.com/technology/archive/2013/08/the-condensed-classroom/279013/> (accessed June 15, 2015).

⁸ King, 30.

from small details, communicating effectively, and understanding their own culture against the backdrop of the ancient world.⁹

The sad truth is that outdated pedagogical models prevent many students from accessing the valuable skills that Latin has to offer. Traditional education caters to only a small subset in the modern classroom: passive learners who prefer to work alone.¹⁰ While particularly good students may be able to overcome the challenges of this type of class, many more will eventually grow frustrated and give up. Andre Deagon in her article “Cognitive Style and Learning Strategies in Latin Instruction” suggests that the traditional top-down grammar-centered approach favored by most Latin teachers likely limits the number of students who could benefit from learning this language by as much as 90%.¹¹ Further, Kathryn Argetsinger has argued that this classroom is not conducive to learning even for those students naturally inclined to learn Latin.¹² The traditional classroom where one student answers questions posed by the instructor gives students only two or three opportunities to participate each class period generally leading them to grow bored, while at the same time they wait anxiously to be called on.¹³ Most students, she argues, would perform better in a classroom with “maximum practice opportunities for students in a low-anxiety and noncompetitive atmosphere.”¹⁴

⁹ John Gruber-Miller, Introduction to *When Dead Tongues Speak: Teaching Beginning Greek and Latin* (Oxford: Oxford University Press, 2006): 3-4.

¹⁰ Andrea Deagon, “Cognitive Style and Learning Strategies in Latin Instruction,” in *When Dead Tongues Speak: Teaching Beginning Greek and Latin*, ed. John Gruber-Miller (Oxford: Oxford University Press, 2006), 33.

¹¹ *Ibid.*, 33.

¹² Kathryn Argetsinger, “Peer Teaching and Cooperative Learning in the First Year of Latin,” in *When Dead Tongues Speak: Teaching Beginning Greek and Latin*, ed. John Gruber-Miller (Oxford: Oxford University Press, 2006), 69.

¹³ *Ibid.*, 69.

¹⁴ *Ibid.*, 70.

To create this low-anxiety atmosphere, many instructors are adopting a learner- instead of instructor-centered approach to course design and classroom management. The learner-centered classroom is a natural reaction to a general shift in education which places the teacher at fault for the failure of students to meet course standards. In the modern classroom, teachers are expected to make sure that every student achieves at least minimal proficiency in every subject. Key to the learner-centered classroom then is the growing popularity of identifying and catering to the different “learning styles” of various students. The term “learning style” refers to a student’s preference for learning new material in different ways such as active vs. passive, authority-oriented vs. peer-oriented, or audio vs. visual.¹⁵

This movement requires that a teacher identify and understand the learning style of each student and create a varied classroom with exercises to help all students understand the material on their own terms.¹⁶ While it is preferable to create a unique classroom experience for each student, there is some debate over whether it is practical or even preferable to identify the learning-style of each student and create activities specifically designed to appeal to these learning styles. “Learning Styles: Concepts and Evidence” presents the work of several psychologists who address the reality of learning styles as a foundation for education. Its authors conclude that, while the learning-style hypothesis is comforting to parents and students who struggle in specific classes, it is not practical or helpful in overcoming the problems of the traditional classroom.¹⁷

¹⁵ Deagon, 32.

¹⁶ Ibid., 45.

¹⁷ Harold Pashler et al., “Learning Styles: concepts and Evidence,” *Psychological Science in the Public Interest* (Wiley-Blackwell) 9, no. 3 (December 2008): 113-115.

Though the learning-style movement may be unhelpful in reforming education overall, such intense focus on the learner, when scaled back, has been accompanied by several more practical education reforms including the active classroom. The learning-style hypothesis identified active vs. passive as a key factor in how students learn.¹⁸ Where the traditional classroom caters only to passive learners, far more students will function better when they are actively engaged during class through activities which encourage them to articulate and manipulate new concepts and creatively solve problems.¹⁹ Active engagement not only leads to better comprehension of class content, but also encourages students to develop the thinking skills demanded in the twenty-first century job market.

Active learning can take many forms, from simply answering poll questions in response to lecture, as advocated by education reformer Eric Mazur, to much more complex class activities. A popular addition to many lecture-based classrooms is the use of class discussion through “think, pair, share” in which students are given time to ponder a question silently then discuss the problem with a partner, then participate in a class-wide discussion.²⁰ Even this simple addition to a lecture format can make a course more engaging and help students understand concepts on a much deeper level than they may have through the traditional classroom because, as King says,

¹⁸ Deagon, 33.

¹⁹ Paul Baeppler, J. D. Walker, and Michelle Driessen, “It’s Not About Seat Time: Blending, Flipping and Efficiency in Active Learning Classrooms,” *Computers and Education* 78 (September 2014): 1.1; Berret; Anthony Gafton, “Latin Lives,” *Nation* 300, no. 7 (February 16, 2015); King, 30; Mazur, esp. 983; Bethany B. Stone, “Flip Your Classroom to Increase Active Learning and Student Engagement,” Paper presented at the 28th Annual Conference on Distance Teaching and Learning, Madison Wisconsin, August 8-10, 2012, 1; Neal A. Whitman, *Peer Teaching: To Teach is to Learn Twice*, ASHE-ERIC Higher Education Report no. 4 College Station, Texas Association for the Study of Higher Education, 1988, esp. 5-7; Chen Yunglung et al. “Is FLIP Enough? Or Should We Use the FLIPPED Model Instead?” *Computers and Education* 79 (October 2014), esp. 1-3.

²⁰ King, 31-32.

explaining something to someone else often requires the explainer to think about and present the material in new ways, such as relating it to the questioner's prior knowledge or experience, translating it into familiar terms, or generating new examples. Such cognitive activities force the explainer to clarify concepts, elaborate on them, reorganize thinking, or in some manner reconceptualize the material.²¹

While very simple additions greatly enhance student comprehension, even more effective is the introduction of focused peer-instruction, in which the instructor relinquishes the stage almost entirely in favor of facilitating learning in small groups. Cooperative learning, or peer teaching, changes the goal of the student from merely understanding the material to making sure that their fellow students master the material as well.²² In the traditional lecture, the instructor's time is inefficiently used to answer only one question at a time. By encouraging students to teach each other, the instructor takes advantage of the "conscious competence" of more adept students. These students improve their own understanding by articulating their thought process and are often more capable of providing new strategies for mastery to their classmates than the instructor who is "unconsciously competent."²³ The instructor is then free to direct their attention to specific problems and questions.²⁴

From the success of active learning and peer-teaching strategies naturally arises the question, "Are traditional lectures valuable at all?" While many would argue that this teaching mode still has a place in skills-based classes, many institutions and individual classrooms have removed lecture completely from curricula in favor of a fully flipped (or

²¹ King, 32-34.

²² Argetsinger 76; King, 35.

²³ Argetsinger 73.

²⁴ *Ibid.*, 75.

inverted) classroom in which students learn at home and practice in class. According to the Flipped Learning Network,

Flipped Learning is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.²⁵

By FLN standards, for a class to be considered “flipped” it must have four basic elements: (1) a flexible environment in which students choose when and where they initially learn information, (2) a student-centered classroom where students actively explore topics with the aid of the teacher, (3) a combination of online and in-class exercises which address different learning types, and (4) the consistent involvement of the teacher in assessing student performance, answering questions and directing learning.²⁶ Most often these primary goals are accomplished through the creation of online video lectures and interactive games and worksheets.

The flipped classroom uses modern technology to mirror the success of many introductory humanities courses which generally achieve much higher attendance than introductory STEM courses.²⁷ In a humanities class, students receive initial exposure to content at home through reading both primary and secondary sources and apply their understanding of that content through active, learner-centered class activities. The flipped classroom adapts this model for skills-based classes by exposing students to content through online video lectures, then applying cooperative, active learning strategies in class to help students master and apply content.

²⁵ Flipped Learning Network board members. “What is Flipped Learning?,” Flipped Learning Network, <http://www.flippedlearning.org/domain/46> (accessed June 15, 2015).

²⁶ Ibid.

²⁷ Mazur, 981.

The flipped classroom model has received significant attention both in the news and educational blogs and websites. Professional educators who have implemented a flipped classroom are often adamant about the efficacy of flipped learning. But while a majority report positive results, others doubt that a fully flipped classroom offers the same quality as a traditional course.²⁸ However, it is difficult to deny the many successfully flipped programs available, including the increasingly popular online classes of the Khan Academy which boasts over two million users.²⁹ Many colleges and universities have also successfully implemented flipped classrooms such as the University of California Irvine's introductory biology courses which showed an impressive 21% increase on exam scores after implementing a flipped model.³⁰

Several well-documented case studies have chronicled the benefits and drawbacks of the flipped classroom most of which reported that the flipped classroom at the very least "did no harm" and at best significantly improved both test scores and student experience.³¹ While the flipped classroom does not reduce the amount of pressure on either the instructor or student, it shifts it. For the instructor, upfront preparation can prove particularly burdensome as can the free-form nature of class discussion. Because the instructor no longer leads class discussion, there is considerably more pressure to understand the subject thoroughly in order to respond to student inquiry.³² This model also increases the cognitive strain on students.³³ Because students are expected to absorb new material on their own and participate in class actively, the flipped classroom often

²⁸ Bogost; "the flipped classroom ushers in the CliffNotesfication of university courses."

²⁹ Clive Thompson, "How Khan Academy is changing the Rules of Education," *Wired*, June 15, 2011, http://www.wired.com/2011/07/ff_khan/ (accessed June 15, 2015).

³⁰ Robert Talbert, "Inverted Classroom," *Colleagues* 9 no. 1 (2012): 1-2.

³¹ Mason, 433.

³² Berret, esp. "active learning."

³³ *Ibid.*

confronts some pushback from students accustomed to dozing in the back of the lecture hall.³⁴ The tradeoff is that more efficient use of class time generally reduces the amount of energy students need to spend outside of class to achieve comparable and even higher competency than students in a traditional class.³⁵

The flipped classroom holds some promise of offering a solution for reviving Classics in modern education. Beginning Latin classes are rarely overburdened with high enrollment, creating the low student-to-teacher ratio ideal for a flipped classroom. Furthermore, those students who sign up for Beginning Latin classes are usually self-motivated and willing to engage fully in the course, another important factor in flipped classrooms.³⁶ With that in mind, the Classics program decided to adopt a flipped classroom model in Fall 2014 in an effort to keep Beginning Latin study growing at Utah State University. By flipping the classroom, the hope was to reach a broader range of students, especially ones who struggle to excel or even survive in a more traditional program. Success here would also lay the groundwork for making Latin available via distance education and on campus for non-traditional students and better train students to succeed in upper-division Latin classes.

³⁴ *Ibid.*

³⁵ Mason, 433.

³⁶ *Ibid.*

Pre-Initialization

Thus, the decision to flip the Latin classroom at Utah State is part of an ongoing effort to address the challenges in a program that has remained relatively unchanged for nearly thirty years. While the existing program worked well for the specific subset of students identified by Andrea Deagon as those likely to succeed in a traditional program, the existing program did not provide the flexible scheduling sought by non-traditional students, the varied technological approaches to learning familiar to most millennials, or any feasible way of teaching Latin via distance education or online.³⁷ In order for Latin to remain an active and dynamic facet of higher education, it was clear a new system was needed that could compensate for the weaknesses of the traditional structure and provide a new platform from which it would be relatively easy to evolve in years to come.

The most important and pervasive problem in Utah State's established Latin program was schedule inflexibility. Unlike most introductory language courses, the Beginning Latin program packs all foundational grammar into two semesters (LATN 1010, LATN 1020) instead of the more typical three or four. While this appeals to many students, particularly those who start Latin later in their education, a one-year period makes USU's program an intense five-credit course for the first two semesters. The class meets every day and takes up two afternoon time slots in the USU schedule. This severely limits the number of students willing or able to take Beginning Latin. There are probably more students interested in taking this class than end up in the course, because schedule conflicts and other required classes offered only at the same time as Beginning Latin deter students from enrolling.

³⁷ Deagon, 33.

Not only does this schedule severely restrict the number of students who sign up for Beginning Latin, but it can also hinder students who take the class and then encounter scheduling conflicts later in the semester. To succeed in the traditional lecture-style format, students must attend class nearly every day to avoid missing vital information communicated only through lectures. Students who may be unable to attend class on those days when material is being introduced have no way of making up that absence except reading Wheelock's very abbreviated text or borrowing notes from a classmate. Past students' inability to access key course materials outside of class proved a significant challenge. So while regular attendance is a reasonable expectation for a college course, the flipped classroom in which students can time-shift their learning to fit their own schedule looked particularly compelling.

Although in a flipped environment class time is an important part of the curriculum, the structure of USU's traditional program made it inefficient to meet the needs of individual students. Until the 2012-13 implementation of the LAMP (Latin Assistant Mentorship Program), a program compliant with Kathryn Argetsinger's methods and suggestions, all non-testing class time consisted of either lectures introducing new material or the review of assigned translations in which students read their translations to the whole class, followed by careful dissection of the grammar in each sentence under the guidance of the professor. This structure left each student with roughly two-to-three minutes of active engagement with the course material in any standard fifty-minute class. Additionally, this structure reduced the value of class time for students who had failed to prepare the assignment. While these students could listen to their classmates, their learning was restricted to passive observation instead of active

engagement. Because class time was less valuable for unprepared students, they often chose to skip class entirely, either out of fear of humiliation or because class was essentially a waste of time for them, thus missing a valuable opportunity to engage with the material.

The LAMP program began addressing these problems by adding breakout groups to check homework translations instead of checking homework as a full class. This variation in the way translation was handled provided students much more one-on-one interaction with professors, roughly quadrupling the amount of active engagement for each student.³⁸ In addition to providing better student/teacher interaction, the addition of breakout groups made class time more constructive and less intimidating for students who came to class unprepared or partially prepared. The new modality also created the opportunity to group together unprepared students and provide them special attention from an instructor to complete their initial translations. While these unprepared students likely benefited less from this group time than the prepared students, they nevertheless received much more help than in the previous system. More important, this increased dramatically their motivation to attend class. The success of the LAMP program was a major incentive in taking the next step and moving to a fully flipped classroom. The breakout groups had proved so effective that making the whole class breakout-centered instead of lecture-centered seemed like the right direction to go in.

Another significant problem with our established program was the grading load it demanded of both the professors and Undergraduate Latin Assistants (ULA's). The established program required around seven-to-eight hours a week of grading time per week on average. With a total of eighteen and twenty-two chapter assignments, eight

³⁸ Based on a class of twenty students broken up into five groups.

quizzes, and four tests per semester, professors and ULAs spent over a hundred hours grading per semester in addition to class time and daily preparation. While in no system can hand grading be eliminated entirely, altering assignments and quizzes to allow for automatic online grading can reduce grading time significantly, in this case by over half, giving both professors and ULAs time to concentrate on other projects for improving course quality. A good use for this saved time may be the weekly meetings advocated by Crouch and Mazur where LAMP's and ULA's review course material with the professor before attending class to improve the quality of their tutoring.³⁹

All this made flipping seem a reasonable and desirable option, although it required the wholesale restructuring of nearly every facet of the existing program. Keeping the forty-chapter superstructure provided by Wheelock's textbook as well as the division of those lessons between Latin 1010 and 1020, we decided to leave in place the four-tests schedule each semester along with many of the worksheets previously used in breakout groups to reinforce material because they followed naturally from Wheelock's breakdown of Latin grammar and would still be useful in a flipped program. Conversely, we decided to change drastically three fundamental course structures. First, the new curriculum all but demanded a revised grading structure, one more flexible that would allow students to choose the assignments that worked best for them. Second, class lectures, being antithetic in a flipped environment, had to be eliminated so that daily assignments could be run through breakout groups. Third, flipping also called for moving the lectures, assignments and quizzes, normally done in class, to an online venue which offered the additional benefit of easier grading.

³⁹ Crouch and Mazur, 975.

The existing grade structure had been created to serve as a means of gatekeeping in the Latin program at large. One of its primary purposes was to prevent students unprepared for the second term (LATN 1020) or second year (LATN 3100) from moving on when they would almost certainly struggle or fail to succeed. To prove competence, students had to achieve reasonably high scores on tests which constituted the sole basis for one half of their final grade. No outside help or bonus points were available, a clear indication to them that they needed to demonstrate a certain measure of independent mastery at certain points during the term. To balance and buffer the test half of the grade was the homework grade which rewarded regular participation in the course. It was composed of regular chapter assignments and small, in-class quizzes every two chapters or so. Obtaining all possible points on the chapter assignments and quizzes would leave students with a total of 2200 points in LATN 1010 and 1800 in LATN 1020. The average of this homework grade counterbalanced the rigor of the test grades, giving students, particularly those who didn't test well, some reward for good conduct and the hope of a higher final grade.

To maintain the standard for entrance into second term or second year but import greater flexibility for non-traditional students, we revised only the homework side of the grade structure when we flipped the class, keeping in place the balance between test performance and participation. The new "flipped" homework grade was based on individual chapters, granting one hundred possible points for each which students earned through three different types of assignments, each worth fifty points. This structure, we believed, would allow significantly more opportunity to earn credit than was necessary, ensuring that all students achieved the maximum point potential on homework and

hopefully alleviating some of the stress that comes with tests and a five-credit course. It was our hope that this arrangement would also allow students to choose the type/s of assignments which best reflected their learning style.

The grade structure, though important, was not, however, our most significant change. In a fully flipped classroom, students can expect to work in class every day on practicing and refining their skills in small groups or alone, in either case with the aid of a professor or assistant. Because we had seen the success of the LAMP program and the positive change it had effected in classroom atmosphere, we decided to use more fully the capabilities of the LAMP program as a daily standard for classwork. Because students in a flipped program could be expected to learn the contents of each chapter at home, thereby using up their homework time, we altered the curriculum to require no translation preparation. Students would come to class to work on translating sentences they had not seen drawn from Wheelock's text with the aid of LAMP's, ULA's and professors. In this way students would have instant access to instructors who could answer questions and review material as necessary to provide students with the most positive and constructive translation time possible. This innovation also had the added benefit of making class time more directly responsive to student needs and at the same time less critical to their overall performance in the course. While students unable to make it to class would not benefit from one-on-one help, they could still make progress by studying at home with the aid of online materials.

Of course, eliminating the need for every student to attend class every day required the creation of all new web-accessible materials. Moving the bulk of the instruction on line required the preparation of many new materials, but it was also

essential to our goals, allowing us to address many of the problems with the old program especially grading time and inflexible scheduling. Because we decided to fully flip our course and use class time to practice the principles of each chapter and translate sentences, we needed to reconceive and regenerate the lectures as videos. Also, many of the assignments which had traditionally been done in class had to be re-imagined as at-home exercises.

Thus, the first step was to replace the traditional lectures with three different online activities having as broad as possible an appeal to different types of students. The first and most important of these three activities is a series of powerpoint/audio presentations recorded by Dr. Mark Damen. These fifteen-to forty-minute presentations include an overview of the material covered in each chapter, a discussion of difficult concepts with examples in both Latin and English, and in-depth analysis of the vocabulary covered in each chapter.⁴⁰ Students can view the presentations as many times as they want and use them as review before tests. The presentations take considerable pressure off students in that they can miss class without missing an entire chapter of notes. Similarly, the addition of video presentations means that students have consistent access to a correct and thorough explanation of grammar without having to rely on hurried or incorrect lecture notes. The presentation videos also significantly increase the longevity and reach of our program and give the lectures greater consistency. One nice thing about Latin is it doesn't change.

⁴⁰ Though studies show that the optimum length for video lectures is twenty minutes, we opted for slightly longer videos to explore more fully the linguistic background of each chapter's contents and to introduce the vocabulary in each chapter. Though the videos generally have a longer than advisable length for a flipped course, they can be watched in two parts: grammar and vocabulary. See Mazur, 430.

To supplement these presentations we also created a full transcription of the audio for each presentation along with a presentation exercise worksheet. Transcriptions make lessons more accessible to students with disabilities and provide a text for any students who might like to read along with the presentation. The presentation exercises, mostly charts and simple questions formatted as true-false, multiple-choice and fill-in-the-blank, are designed to complement the presentation and provide another way to help students engage with the material. They serve multiple purposes. As worksheets, they closely follow the presentation and can be used to structure note-taking and provide students with an informational hierarchy by identifying the most important data in the presentation.⁴¹ Once filled in, these worksheets can then be used as a study aid and paradigm of forms, improving translation and preparation for tests. Additionally, the worksheets are also constructed so they can be filled out after watching the presentation to reinforce the comprehension of new material in the chapter. Presentation exercises can also be employed in class by instructors to work with students who did not watch the video before the scheduled date. As outlines, they show quickly what students need to know in a chapter, which allows for a more efficient and effective use of class time.

After learning the material and attending class, students would then move into the next phase of the program by drilling vocabulary with the help of online flashcards. Vocabulary memorization has been a consistent weak spot for Latin students over the years, and this prompted the creation of online, ready-made flashcards to facilitate memorization. Along with these we also included flashcards designed to aid students in

⁴¹ Catherine H. Crouch and Eric Mazur, "Peer Instruction: Ten Years of Experience and Results," *American Journal of Physics* 69 no. 9 (September 2001): 972-973. Eric Mazur and Catherine Crouch found in ten years of research on the flipped classroom that the addition of short assignments similar to our presentation exercises improved student motivation and greatly improved the quality of class discussion.

memorizing declensional endings and other important aspects of grammar for each chapter. The platform we chose for the flashcards was Brainscape.com, a free-access site in which any users can share course flashcards they've created. Brainscape is available both as a website and a phone app, allowing students to study whenever and wherever is most convenient. It also provides students with the opportunity to rate themselves on how well they actually understood the material and regularly quizzes them on words which they had marked as particularly difficult to remember.

While ungraded assignments and activities are useful in providing initial exposure to chapter content, it is important for students to engage in “early performance-based assessment exercises” which target specific skills and provide immediate feedback.⁴² To ensure regular assessments of these target skills, we created three assignments which make up the homework grade. The first is an online practicum designed to test the students' working knowledge of the concepts included in each chapter by having them identify grammar in the context of a sentence and manipulate various aspects of Latin grammar. On practica, students are presented with fifty questions based on sentences, most of which they have already translated in class, and asked either to change the form of specific words or to identify how they function grammatically in the sentence. Low practicum scores thus serve as an indication that a student needs more practice on particular concepts or should seek help from an instructor before proceeding in the course. Hosted on Canvas, these practica had the added benefit of rapid and easy submission and grading. In particular, students receive their practicum scores immediately along with the correct answers to any questions they may have missed. This instant feedback quickly identifies any misunderstandings and guides the students in

⁴² Gellar-Goad.

filling weak spots or gaps in their knowledge. The practicum also serves the secondary function of encouraging review by asking questions about grammar covered in previous chapters in the context of new information.

The final at-home assignment for every chapter is an online quiz which tests vocabulary recall and ability to translate under pressure. Also hosted on Canvas, a quiz consists of fifty questions to be answered in twenty minutes. Half of these questions are drawn from the same bank used by the practicum and the other half from the flashcards. The twenty-minute time limit was intended to reinforce the rapid recall required for in-class tests and translating in an upper-division course. The addition of questions from the flash cards was designed to encourage students to memorize the majority of required vocabulary words as quickly as possible, or at least to keep them from looking up every word in a glossary. Drawing the questions from the flashcards, we hoped, would encourage students to spend quality time on the vocabulary drill and reward all efforts put into the drill.

Finally, it was our hope and belief that this highly structured sequence of at-home activities would allow us to take advantage of the flipped classroom's greatest benefit: useful and engaging class time. By giving students the capacity to learn and master the basic introductory material at home, we sought to create an informal classroom atmosphere where students would be free to work alone or in small groups as they practiced translating, and in having open access to one-on-one help from instructors, they would receive quick and clear remediation of any misunderstandings.

While many flipped programs do away entirely with up to two-thirds of traditional class time, drastically eliminating face-to-face interaction is not necessary in a

flipped classroom.⁴³ Due to the difficulty of the subject matter, we decided to retain all the time that had been usually spent in class but make it optional to provide some flexibility for busy students. Research shows that students respond best to class time which is loosely structured where they are given objectives to complete but allowed to direct the specifics of discussion on their own.⁴⁴ As such, we organized in-class activities to focus on either worksheets from the existing program or translating sentences from Wheelock's text both into English and into Latin. We organized the course curriculum to use two-thirds of class time for translating phrases and sentences from Latin into English, a basic exercise essential in any beginning Latin program.⁴⁵ While completing worksheets and translating sentences going this direction would significantly improve a student's understanding of each chapter, these exercises are not required as such and thus would not penalize students for occasionally missing class. In effect, this change made over sixty percent of class time optional, relieving some of the demands on the students' schedule inherent in a five-credit course.

We devoted the remaining third of class time to the translation of English sentences into Latin. In the existing program, these three to five sentences per chapter made up the bulk of the homework side of the final grade. English-to-Latin translations are an important part of the learning process in that they force the students to think at a more complex level than when they are translating the other direction and articulate to a further degree the new concepts in each chapter. Such "overlearning" compensates for the inevitable regression in the students' understanding later in the course. While very

⁴³ C. R. Graham, 4.

⁴⁴ Crouch and Mazur, 973.

⁴⁵ Devoting the majority of class time to translations from Latin to English encourages regular class attendance because half of the test grade is based on Latin to English translations. See Crouch and Mazur, 972.

important, if graded strictly, these exercises can be seen as punitive. For instance, in the old system, students were expected to complete the assignment at home and were given only five minutes or so to ask questions in class before turning the assignment in for credit. In the new program this assignment was made far less punitive and thus more constructive, while still allowing students to earn fifty points toward their chapter grade.

In sum, the flipped classroom is well-equipped to handle this sort of change and the others we designed, as articulated in the guidelines of the Flipped Learning Network. First, we created a flexible environment in which students are guided by a general schedule but have significant freedom in choosing when and where to complete at-home assignments and are not required to attend class regularly. Second, in the new system class time provides an effective learning culture in which students may explore the material in greater depth, regularly apply their knowledge to new problems, and can ask questions freely. Third, all course content is directly relevant to student progress and class time is flexible in addressing high-priority concerns. And, fourth, professors, LAMP's and ULA's are readily available for one-on-one student/teacher interaction.

So with all this we were ready to deploy the fully flipped version of LATN 1010. The new syllabus and most of our initial materials were created over the summer of 2014. Though we completed a significant amount of the course content over the summer we refrained from making most of our materials available to students until twenty-four hours before the due date, which left us with the flexibility to revise our assignments as needed in the early weeks of the semester. And so we began the flipping Latin experiment.

Alpha Testing: Latin 1010, Fall 2014

We implemented the first version of the flipped Latin classroom in Fall 2014.

Overall, we found the program successful in addressing the weaknesses we had identified in the established program and it generally met with positive responses from students earning an overall rating of 4.9 of 5 on the IDEA course evaluation.⁴⁶ We found that some students responded better to some assignments than others. Because we built the program to appeal to as many students as possible, we expected students to gravitate toward their preferred types of assignment. In the end, however, we discovered that we had flipped the class a little too far in some respects and needed to scale back our changes to maintain the rigor of the previous program, while still delivering content in a manner suitable to the many different types of learners in the class. After a full semester of alpha testing, we identified several problems which needed to be addressed before moving on to the second semester (LATN 1020).

One of our primary observations about the effectiveness of the new program was that the grading structure had not achieved its full intended effect. Although more relaxed, it neither alleviated stress nor freed students of different learning styles to complete assignments of their own choosing, the two advantages that we had hoped to gain. Our original intention in implementing this new grading structure was to give students the opportunity to earn fifty percent more points than they needed to achieve the full possible credit. That, we hoped, would alleviate some of the tension entailed in a five-credit class and put more emphasis on learning and translating instead of completing assignments purely for a grade. We found, however, that the high caliber of students who sign up for Latin classes expect and, in fact, demand more rigor and a structure which

⁴⁶ See Appendix A.

will push them to achieve as much as possible in the course. Relaxing the grading structure did not relax the students.

Also, we found that there was not enough diversity in the graded assignments to make the structure useful. While our original intention was to allow students to choose assignments which worked in accordance with their individual learning style, most ended up using the grading system to disregard or downplay one of the three types of chapter assignments. Each of them was, however, created to enhance certain skills necessary for success in Latin — translation, understanding grammar or memorizing vocabulary — and by skimming or skipping over one of these assignments, students missed out on valuable learning opportunities which proved a hindrance to their long-term success. The only suitable solution was to create several more assignments specifically targeted at different learning types, each designed to meet the same learning outcome, a much more difficult change than simply revising the grading structure.

This deficiency in assessment had the most significant effect on the final graded assignment for each lesson, the chapter quiz. During Fall semester, nearly all students received the full fifty points possible on English-to-Latin translation, earning a class average of 49 points per assignment, most often merely by attending class on the day scheduled for those exercises.⁴⁷ When they also scored an average of 33.5 points per practicum, most then needed only fifteen points or fewer to meet the maximum homework grade for a chapter.⁴⁸ The result was that some students who fell short of those one hundred points did not even bother to take the quiz at all, and those who did take the full quiz, even though they did not need to, earned no credit for their efforts. A

⁴⁷ See Appendix C.

⁴⁸ See Appendix C.

culminating quiz intended to reinforce both vocabulary and grammar has to be taken seriously to achieve its goal. Instead, students cherry-picked questions they knew the answers to, spending only a few minutes on the quiz which many came to see as an inconvenience without any real benefit. Without any real pressure to memorize vocabulary, problems escalated in that arena and little improvement appeared in this aspect of the learning process, exactly the same place where the traditional program had also shown poor results.

A secondary problem caused by the new grading structure and its effects upon the chapter quiz was that students were often left unprepared for the pressure of test-taking. In the previous system, administering quizzes every other chapter exposed students to the pressures of studying for exams and performing under stress. While the new online chapter quizzes were timed and thus intended to fulfill this same function, when students rarely needed many points with the result that few took the full quiz, the pressure to perform was too low to have any real benefit in preparing for tests. Indeed, it had the opposite effect. Some students became more stressed about tests because they felt they had not had sufficient practice doing Latin on the clock without an open book. Worse yet, because in over ninety percent of the chapters students earned maximum credit with relatively little effort, many felt unsure how well they actually understood the material before the test, which led some who could have benefited from a discussion with the instructors about gaps in their understanding of the material never to address their deficiencies because, according to their grade, their performance was more than adequate.⁴⁹

⁴⁹ See Appendix C.

In the end it was clear that our efforts to reduce the pressure on homework had compromised critical systems elsewhere in the grading structure, resulting in the opposite effect from what we had intended. Stress was not reduced and students often passed over assignments key to gauging their preparation for tests. Left unprepared for the pressure of testing, their ability to gauge their progress in the class was diminished, as was their capacity to measure their own individual understanding of the material without aids such as classmates, the book, and regular instructor interaction. The only option seemed to be a new grading structure, which would push the students a little harder on the homework half of their grade, one that would have to be implemented immediately in the Spring semester.

In contrast to this failure, many of the online materials significantly improved the quality of the instruction. Where the variety of assignments undercut the effectiveness of the grading system, the different options available for learning new material had broad appeal because it offered various but equitable pathways for students of different learning styles to reach the same end. All of the students were able to find some combination of materials which worked well for their learning styles and helped them to master the information included in each chapter. Moreover, these online materials also proved valuable to many students in preparing for tests, far better than the quizzes had, a benefit which we hope will not end with first-year Latin but assist them as they progress through their study of Roman literature and history.

All three types of instructional materials used to introduce new grammar and vocabulary in each chapter — presentations, presentation exercises and transcriptions — proved very useful, in particular, the audio/powerpoint presentations, one of the more

ambitious and onerous undertakings in this project. The ability to speed up, slow down, pause, and skip through sections of the presentations turned out to be very helpful in getting students to learn the material and come prepared for class.

As we expected, not all students found the time to watch the full presentation prior to class, although many of those who didn't watched at least part ahead of time and finished the rest in class. While this slowed them down and they rarely translated more than a few sentences that day, we discovered that some students benefited from learning new material in class with an instructor's guidance. So the presentations achieved their intended effect in that we were generally able to clear up any misunderstandings about the material and immediately put into practice a sound understanding of the new concepts at hand. Similarly, by hosting the presentations on line, students who missed the initial deadline could still reap the full rewards of a thorough introduction to the chapter, something unavailable to any students in the past who missed a lecture.

The presentation exercises also proved highly effective for a certain subset of students. While many preferred to take their own notes or just focus on the presentation without worrying about other distractions, a few relied heavily on the presentation exercises. Indeed, one quarter cited the presentation exercise as the most useful aspect of the course, because it helped them identify the central concepts and forms in each chapter. This provided a way for them to stay actively engaged with the presentation while they were watching it.⁵⁰ These students also used the presentation exercises while translating in class as a short summary of important forms.

While the presentation exercises delivered the expected positive result, the transcriptions proved much more effective than anticipated. Originally, the main target

⁵⁰ See Appendix E.

audience for transcriptions was students with disabilities, but they turned out to appeal to a broader range of learners, particularly those unable to watch the presentation before class. Those in the class who prefer reading to audio/visual presentations regularly used the transcriptions as their primary venue for engagement with new material. Even students who preferred to watch the presentations, if for some reason they could not before coming to class, found the transcription a useful way to get at least a rough understanding of the chapter. This facilitated the transition to that day's assigned translation and optimized class time.

As the term unfolded, most students engaged well with the grammar component of each chapter, but we discovered that the new program failed to address long-standing concerns with vocabulary, an aspect of the course which had always been and still continued to be a problem. Inadequate vocabulary memorization, we determined, was traceable to inadequacies in the grading system which did not make this skill a high enough priority. As noted above, few students took quizzes for full points. While a vocabulary drill was available for each chapter, many students never took advantage of this activity because drill questions, which only amounted to half of the fifty possible points on the quiz, were rarely needed to achieve the full homework point total.⁵¹ This ultimately proved harmful as tests showed that several students were unprepared in their knowledge of vocabulary and could not deliver without the usual assistance they had come to rely on. Just like the presentation exercises, the vocabulary drill on [brainscape.com](https://www.brainscape.com) worked very well for some students and less so for others.

Thus, with the exception of the flashcards and vocabulary drill, the initial learning materials were largely successful, but that did little to address our problems with the

⁵¹ See Appendix C.

grading structure which had harsh and unforeseen effects on the graded assignments. This situation created a need to make adjustments during the actual alpha test phase and precipitated even further changes as we moved forward into beta testing. Though the assignments themselves generally accomplished their goal of helping students practice the material and providing a gauge on how well the class understood the material, the lack of grade pressure kept many students from using these components to their fullest potential which compromised both learning and data collection.

Where the quiz failed to perform its intended function, the practicum stepped in as a good indicator of student progress. As expected, students found this exercise the most difficult of all the assignments, but they generally responded well to its rigor and the way it tested and solidified the understanding they had gained during in-class translation. Over the term, students achieved an average score of 37.5 out of 50 points on practica which, considering the difficulty of this type of exercise and the opportunity they had to make up lost points on the quiz, demonstrates sound comprehension of the chapter materials in general.⁵² In class, we also found that students often came with questions about points they had missed on a practicum, which allowed us to identify many weak spots and opened the door to several fruitful discussions about teaching and learning certain aspects of grammar. Nearly half of the students identified the practicum as the most useful exercise for improving their Latin because it forced them to think deeply about Latin and practice translating on their own without the support team of peers they usually had around them in class.⁵³

⁵² See Appendix C.

⁵³ See Appendix E.

Though the structure worked overall, several students remarked that the practicum was too long. This complaint, it turned out, had some merit in that the practicum took the students far longer to complete than we intended. The data on Canvas shows that toward the end of a practicum session, students tended to burn out and make mistakes they probably would not have earlier. This blurred the distinction between misunderstandings and blunders and impeded our ability to target skills that needed reinforcement.

Though the practicum proved successful in many other aspects, it did not perform its secondary function of encouraging review. Because the study of Latin is cumulative and students regularly see old material in the context of the new, it was our original intention that the practicum could serve as one of the principal vehicles for reviewing past materials. By design about a third of the questions on each practicum focused on concepts learned as much as five chapters back. However, because the practicum drew randomly from a bank of over one hundred questions, there was no guarantee students would encounter enough of these review questions to make a difference in their understanding of past material. Likewise, with only fifty questions quizzes could not be relied on either to cover past material or be a sound vehicle for review. Most students who missed questions unrelated to material in the current chapter did not bother to review the material at home or to ask for help reviewing during class time. The forgiving grading structure made this critical process all too easy for students to avoid.

The mixed results for our online materials were counterbalanced by our greatest success in the alpha test, the use of class time. In allowing us both to answer questions and guide students in applying the principles learned in each new chapter, flipping the course had the unexpected beneficial effect of encouraging regular attendance. Class time

was nearly always positive and more highly valued by students than in years previous.⁵⁴ During the alpha test we split class time between translating the Practice and Review sentences and *Sententiae Antiquae* from Latin into English and translating each chapter's English-to-Latin sentences for homework points. With this curriculum students felt such a strong compulsion to attend we achieved nearly perfect class attendance every day, no matter whether we were working on graded or ungraded assignments. Though the course was built to include a certain degree of flexibility for students who could not come to class every day, all of our students viewed this meeting time as particularly useful and rarely, if ever, missed class.⁵⁵ Moreover, they showed up on time every day, often well before the beginning of class, and got to work immediately so they could translate all of the assigned sentences by the end of the period.

During ungraded Latin-to-English translation time, we provided students with answers to the sentences they were assigned to read. The professors, ULA's and LAMP's then wandered the room, answering questions as necessary and guiding students through rough spots. This free-form atmosphere allowed many students who needed special help to receive one-on-one attention, an aspect of the course to which students responded particularly well.⁵⁶ On occasion, one student worked with one instructor for a full period, a tutorial which often produced positive outcomes. Daily, between four and six instructors attended class creating a ratio of 1:2 or 1:3 instructors to students. Another advantage was that students could quietly ask for clarification without feeling like they were inadequate or slowing down other students, resulting in a much more open and

⁵⁴ See student comments in Appendix A.

⁵⁵ Several case studies have found the unexpected result that class attendance increases in a flipped classroom instead of declines. Stone; Mazur.

⁵⁶ See Appendix A.

honest relationship. The teachers were able to tailor instruction to individual needs, either offering a deeper explanation of linguistics for students who already understood the basic concepts for each chapter, or providing clarification for students who were struggling to grasp some aspect of the new material and remedial one-on-one tutoring for students who were falling behind their peers.

This positive classroom experience also made the graded English-to-Latin assignment one of the most constructive components of the homework grade. Students rarely missed class due to the opportunity to earn an all-but-guaranteed fifty points if they attended and worked hard. When each student finished their sentences either alone or in a small group, a professor assessed their work, pointing out any mistakes and offering them the opportunity to make corrections until they had earned the full fifty points for the assignment. This courtesy was further extended to students who worked hard but were unable to finish their sentences in class. They were afforded the opportunity to turn their work in the next day but with no chance to correct mistakes.

This exercise was particularly valuable in that instructors were able to provide immediate feedback and quickly identify weaknesses in students' comprehension of Latin along with any problems they may have. Allowing them to make corrections proved particularly salutary in shoring up essential skills. This assignment also accustomed students to translating quickly in order to finish the assignment within the scheduled period. Students who were able to finish early could return to other assignments, ask broader questions about linguistics or Roman culture, or leave early, an option taken less often than one might expect.

Overall, our alpha test was successful. If several aspects of the program did not work as well as we had envisioned and hoped, the general structure of a flipped classroom proved remarkably productive for learning Latin. When prompted to answer whether they preferred the flipped or traditional classroom for learning Latin, all but one student chose the flipped classroom.⁵⁷ Students had readier access to all course materials and instructors, vastly improving the quality of their experience. Of the nineteen students in our test class, twelve continued on to second semester. Of the seven who did not continue, five would have but were prevented by outside factors such as study abroad, graduation, or transferring schools. The other two did not continue because they had not met the B grade requirement for admittance to 1020 and only one of those finished the semester.

The experience for the instructors also improved significantly. Though there was a great deal of initial work in setting up the flipped class, putting it into effect was much easier than its traditional counterpart. Online and in-class grading reduced the time needed to assess student work by as much as three-quarters, allowing both the professor and ULA's to focus on developing better materials and helping individual students realize their potential for progress.

⁵⁷ See Appendix A.

Changes Implemented After Alpha Testing (December 2014)

The alpha test revealed several weaknesses which required correction before the beta test phase scheduled for Spring 2015. First and foremost, the deficiencies of the grading structure required immediate attention. It needed to be made more rigorous, so that it could provide the necessary pressure on students to do all homework assignments, which would better prepare them for tests and make them more fully aware of their actual performance level in the class at every step in the process. In discussion we realized we would also have to refine the goals of the graded assignments to comport better with their intended purposes.

Our first priority between alpha and beta testing was to revise the grading structure. To put more pressure on students to achieve higher scores, we reduced the number of possible points in each chapter to one hundred by taking twenty-five points off both the practicum and the chapter quiz. Removing these opportunities to gain excess credit had the added benefit of reducing the length of the practicum and quiz, which the alpha test had revealed as one of the more significant weaknesses in each assignment. We decided to leave the full fifty points available for the English-to-Latin part of the homework grade, because we wanted to continue to encourage the constructive learning we had observed in the alpha test. This new structure made it absolutely necessary for students to complete all three graded assignments, giving them a very clear idea of how they are performing at every step in the process. Although it was clear that a fifty-point buffer for each chapter allowed the students too much leeway in their homework grade, we still wanted to take some of the pressure off the test score by providing an opportunity to earn more credit in the homework section than points needed. To achieve this balance

and provide students with the opportunity to earn bonus credit, we decided to implement a new in-class review exercise for extra points which would be added to the homework grade, the DIRT quiz (see below).

This change in course structure mandated significant changes to the graded components of the class. Some of these alteration were minimal, like those made to the practica — a mere reduction in the number of questions from fifty to twenty-five — others were more substantive, for instance, the complete overhaul of the chapter quiz. Originally, chapter quizzes included twenty-five questions drawn from the practica and twenty-five from the vocabulary flashcards. Our alpha test showed that vocabulary memorization and retention in LATN 1010 had remained a particular weakness especially compared to grammar analysis where students tended to perform well. This was probably due to the constant reinforcement of grammatical principles on the practicum and during in-class translation.

To address this deficiency, we repurposed the quiz to focus solely on the elements which students must memorize for each chapter including vocabulary and declensional or conjugational endings. To encourage students to study the flashcards and to test quick recall, we removed all practicum-style questions from the quiz, leaving only twenty-five total which were drawn solely from the flashcards. We also adjusted the time limit down from twenty to ten minutes to accommodate this change. We hoped that these alterations would reinforce the central purpose of the quiz and put more pressure on memorization, which, in turn, would lead to improved test performance.

Changing the focus of the chapter (now vocabulary) quiz also required a change in the order of at-home assignments. If students were to follow the prescribed schedule,

the old structure left only forty-eight hours between studying the flashcards and being tested on vocabulary. Inverting the deadlines for the vocabulary quiz and practicum would, we hoped, keep students focused on learning and testing their vocabulary without breaking the flow with a grammar-based exercise. This also made the practicum the capstone assignment for each chapter, and because the practicum is the most difficult of the online exercises because it assesses all aspects of a student's understanding of each chapter (including vocabulary), its natural place in the curriculum is as the final assignment for each chapter.

The missing piece in all this was bonus credit in the homework half of the grade. To administer a degree of palliation to the new harsher grading structure, we instituted bi-weekly quizzes which would allow students to make up points missed on other assignments. These quizzes are part of a larger addition to the program called DIRT ("Do I Remember This?") which was designed to address several of the problems identified in the alpha test. DIRT, it was decided, would consist of two parts: review and quiz. Capitalizing on the longer class time on Tuesday and Thursday (twenty-five minutes more), we chose to dedicate five to ten minutes at the beginning of class on those days to review material which had been identified as problem areas during in-class translations.

The content of this review would remain wide open, ranging anywhere from formation to basic grammar structures and even vocabulary. DIRT reviews could also take the form of a presentation, a full-class activity or a game, or sometimes just the recitation of declensional endings or a full conjugation of verbs. After each DIRT review, students would be given twenty-four hours to review the material on their own time in preparation for a short, in-class DIRT quiz the next day based on the review. The bonus

points earned on a DIRT quiz were then applied to the homework half of the student's grade.

Adding DIRT addressed several of the weaknesses from the alpha test. Most important, it returned balance to the grade structure by limiting the amount of bonus points available and giving instructors control over the number of points in play. A DIRT quiz, it was determined, could range from as little as five to as many as fifteen points depending on the needs of the class. Since students will almost certainly lose more points in particularly difficult chapters, importing flexibility in the DIRT points to be earned allows the grading structure to compensate for the natural rhythms of the course. The reduction in pressure on the homework grade seemed a fair tradeoff for the incentive to review, and because students did not know the exact value of DIRT quizzes ahead of time, they would not be able to count on DIRT to make up for poor performance on chapter assignments.

DIRT also addressed the need for more and better-structured review. The inability of the practicum to encourage in students the constant refurbishment of Latin forms and syntax becomes an ever more critical factor during the second semester. While Latin 1010 is focused on learning the foundation for the Latin language, Latin 1020 contains fewer chapters and — though still significant — fewer new concepts, instead focusing more and more on review and practice as the term proceeds. A system was needed that could address the much more retrospective second semester by regularly reintroducing students to old material and all the better if it could be made to apply to the new constructions and forms they were learning. While we were able to offer some limited review on a one-on-one basis during class time and the practicum provided some

questions to spot-check past course content, we needed a way to address class-wide deficiencies through structured and regular reviews. Finally, building DIRT as an in-class activity also allowed instructors to identify class-wide problems and address them broadly.

Similarly, implementing DIRT reviews allowed for more varied use of class time. The alpha test showed our program included almost no full-class activities, some of which had proved very useful in the traditional system. Designing DIRT reviews to be led by either a professor or assistant standing at the front of the classroom provided what was to some a welcome reprieve from translating alone or in small groups and varied the use of class time which in a seventy-five minute period risked becoming monotonous. This also provided ULA's an opportunity to participate actively in full-class teaching, an opportunity generally unavailable in the fully flipped classroom.

In addition to these major changes, several, smaller alterations were effected to streamline several of the online components. Increasing the length of most presentation exercises made them more closely follow the presentation in order to promote active listening. Most questions aimed specifically at testing old forms were removed from practica, since DIRT and interaction with students during class and on the practica afforded sufficient review. This way, practica drill the grammar most commonly seen.

Beta Testing: Latin 1020, Spring 2015

The changes implemented between first and second semester were successful in addressing many problems identified in the alpha test. Student rating of the course improved from a score 4.8 out of 5 in Latin 1010 to 5 out of 5 in 1020.⁵⁸ Most important, the classroom experience continued to be positive and constructive, and even some of the smaller changes made online materials more streamlined and better focused. In retrospect, the success of the beta test in most areas has convinced us to import many of these revisions into Latin 1010 in Fall 2015.

Though there was concern about the effects of changing to a harsher grading structure with students who had been acclimated to the earlier, kinder regime of LATN 1010, their feedback on the more rigid system used during our beta test was almost entirely positive. Though students had far fewer points to buffer their chapter homework grade, three-quarters still maxed out their homework points in almost every chapter and those who did not came within 2% of a maximum homework grade.⁵⁹ In a student survey administered six weeks after these changes had been implemented, all but one felt that their grade accurately represented their understanding of the material, and the one student who disagreed said it was because there were still too many bonus points available. Thus, most students expressed satisfaction with the balance of the new grading system.⁶⁰

This change also enhanced the effectiveness of both the practicum and the quiz. Because the latter was now a necessary component of the grade, students rarely skipped it and as a result exhibited higher proficiency in vocabulary, producing significantly improved scores. Though a quarter of the students identified the quiz as the least useful

⁵⁸ See Appendix A and B.

⁵⁹ See Appendix D.

⁶⁰ See Appendix E.

exercise, they generally agreed that the explicit focus on vocabulary memorization made both it and the Brainscape drills more useful than they were in the alpha test.⁶¹ While learning vocabulary continued to be a weakness across the board in this class, revising the quiz successfully addressed several concerns. Implementing vocabulary-focused quizzes into the LATN 1010 curriculum should prove make this exercise more effective.

Throughout Spring 2015 vocabulary as a whole continued to be a major problem. It was indeed one of the most significant stumbling blocks to improving test scores. While it is not at all unusual for students to struggle with vocabulary during the second semester of a Beginning Latin course sequence — vocabulary is, of course, cumulative and by the final chapter students will have been asked to learn nearly six-hundred words — this is an area where there is still much room for improvement.

On the midterm survey, one student suggested that the vocabulary flashcards would be more useful in a cumulative deck that would regularly drill past vocabulary, which raised the question of whether the cards themselves played a role in issues relating to this type of memorization. From the beginning of the flipping process the flashcards were designed to facilitate the transition from drill to quiz questions. For ease of grading, we split up the principal parts for each vocabulary item, resulting in as many as six flashcards for some individual vocabulary entries. That meant certain chapter decks swelled to nearly one hundred cards, and to make particular types of questions work in Brainscape, the wording had to be longer than is ideal for quick study or review. For example, a flashcard for the noun *modus* would read: “What is the nominative singular form of the Latin word that means “measure, bound, limit; manner, method, mode”?” Clearly, the flashcards needed to be simpler.

⁶¹ See Appendix E.

Though we expected little or no change in student scores on the practicum, the effectiveness of this exercise improved in Spring. Students received higher practicum scores during the beta test, averaging 72% on each practicum as compared to 66% during the alpha test.⁶² This rise in performance quality is, no doubt, the result of several factors: a smaller but better cadre of learners, the lower number of questions, and the increased pressure to do well because of the revised grading system. Fewer questions, in particular, meant that students were less likely to burn out while taking the practicum. They themselves asserted in class their preference for the shorted practicum, because to them it provided the same practice without the longer time commitment. In our survey, nearly half of the students identified the practicum as the most useful activity in the course; only two rated it as the least useful. Those who found the practicum particularly useful mentioned that it was the best gauge of their understanding at any particular moment during the term and that it provided them with much needed practice translating on their own. Those who found it less useful mentioned that the practicum felt it was redundant after translating in class.⁶³

While the DIRT exercises need revision before being implemented next year, overall they succeeded in their intended function. To ease the transition to the harsher grading structure, we originally set out to make more points available on DIRT quizzes at the beginning of the semester and gradually reduce the number of available points over the course of the term. At the students' request, roughly a quarter to a third of DIRT reviews focused on vocabulary; the rest centered on particular aspects of grammar and word formation. Several DIRT reviews took the form of games designed to aid in

⁶² See Appendix D.

⁶³ See Appendix E.

vocabulary memorization, the most pervasive weakness among the students as a whole. These game-reviews met with mixed success. Two students identified DIRT as the most useful element of the course and two the least. For the more social students, the review games and presentations proved a fun way of drilling vocabulary and a welcome break from translating. However, several others did not like being forced into full classroom games and found that the presentations and games took away from their time to translate in class making review time much less valuable to them overall.⁶⁴

The review topics used as the basis of DIRT exercises also did not apply to enough students to make every review as broadly valuable to the class as we had hoped. It turned out that many translation problems identified in class during the beta test were specific to individual students or a small group. So, while these class members benefited from a targeted DIRT review, the majority found it less helpful and felt their time would have been better spent working on translating sentences and receiving supplemental instruction.

Planned revisions to DIRT exercises must walk the fine line between the needs of students looking for review and those who already have a solid foundation in the topic at hand. Though review is necessary, particularly during LATN 1020, not all topics will apply to all students equally. Because most students find the material itself complicated enough all on its own, regular grammar and vocabulary review in some form is obligatory. One possible solution is to put DIRT quizzes on line and make them optional. This would both transfer well to a fully online course and allow students to pursue topics of interest to them without taking time out of class. However, a fully online DIRT curriculum does not vary class time or allow for an on-the-ground response to problem

⁶⁴ See Appendix E.

topics. Another solution is to create optional DIRT breakout groups in place of a full-class DIRT review. The best compromise seems to be a hybrid approach in which students respond to their own weaknesses in a structured online DIRT program and have the opportunity to participate in a larger class review as deemed necessary by circumstance.

Conclusion: Moving Forward to Fully Online

Though we discovered and corrected many problems in the alpha and beta testing phases, the program still needs refinement as we prepare for teaching Latin to millennials in the years to come. Flipping the classroom was an excellent move toward keeping Utah State's Beginning Latin curriculum current in the emerging world of technophiles; however, the flipped program is only a first step in that evolution. As we prepare to offer Latin on line next term (Fall 2015), further changes will be necessary to accommodate the isolated individual learner who interacts with the course only via the web. The effectiveness of this transition will pave the way for expanding the program to include a full online Latin minor, making it one of only three online language minors offered at Utah State, the others being Spanish and American Sign Language.

Our greatest challenge in preparing for distance and online education will be in streamlining the presentation of our online materials. In the alpha and beta phases, our program used various online platforms and websites. The presentations, presentation exercises, worksheets and transcriptions were housed on Dr. Mark Damen's Beginning Latin website,⁶⁵ flashcards were hosted on brainscape.com, and testing materials including quizzes and practica were administered through Canvas. Besides that, the answers for sentences to be translated in class were available only as physical printouts distributed by hand in class. While we built the initial Canvas course to include links to the various sites so that students would have easy access to different course materials, the current system has shown itself to be unnecessarily complicated.

The best way to address this issue is to move all of our materials onto one website created specifically to meet the needs of our students. An independent website would

⁶⁵ <http://www.usu.edu/markdamen/Latin1000/index.htm>.

allow students to access quickly any exercise in one or two clicks and would be completely mobile friendly. In addition to the convenience of having all of our materials available under one domain name, creating our own website solves many of the technological problems we encountered during both alpha and beta testing. For instance, during Spring semester 2015 we discovered that Brainscape had recently started charging for use of their website. A required monthly fee for using our flashcards would be an unwarranted inconvenience and imposition on students, perhaps leading some not to use the flashcards at all which could do serious damage to their final grade and make their beginning Latin experience considerably less positive.

During the alpha and beta phases, we also encountered several problems in implementing our curriculum on the Canvas platform which is clearly not designed with Latin in mind. It is, for instance, missing several key features necessary for study of an ancient language. Of particular significance is the inability to format the text of the answers to multiple-choice questions. While details like italics may seem ornamental, they can play an important role in helping students identify Latin words imbedded in an English sentence. Similarly, students using Canvas do not have the capability of distinguishing between long and short vowels, a critical aspect of Latin grammar. Thus, we were forced to work around these shortcomings by rephrasing our wording and avoiding asking questions which would require an answer with long vowels, a situation which is hardly workable. Having a website which does not entail these limitations seems like a basic necessity.

The development of our new website, learninglatin.net, began in April 2015, with a scheduled completion date at some point before the beginning of the Fall 2015 term. It

will feature an easy-to-follow three-step learning plan for each chapter which will guide both USU and non-USU students through the most effective way to master the content of that lesson. The landing page for each chapter will feature a prominent link which students can use to download all of the printable materials for each chapter including the presentation exercise, any worksheets associated with the chapter, a vocabulary list, and transcription of the presentation. Upon reaching the chapter landing page, students will be presented with three buttons which sort the available online materials by their intended outcome: to learn, to practice or to test knowledge.

The primary link from the “learn” button will be to the presentation video with extra links for the presentation exercise and transcription. By grouping these exercises under one rubric, students will more readily understand that all these specific materials are designed to help them gain an initial comprehension of the grammar and vocabulary encompassed in the chapter they’re studying. It also allows them to choose which assortment of exercises works best for their learning style. The “practice” button will direct students to a page with options for reviewing that chapter’s vocabulary, a cumulative vocabulary drill, and a review of important grammar points. By devoting one third of screen space to memorization, this “practice” rubric is an attempt to address concerns about our previous failures to help students master vocabulary. The flashcards which are also part of this “practice” component of the web site will also be hosted through the website directly, eliminating the need for Brainscape. Finally, the “test” button will direct students to take the practicum and quiz also hosted on our site obviating the need for Canvas-based testing.

Flipping the classroom has revitalized Utah State's Beginning Latin program. The hope is that using this flipped curriculum in both a traditional classroom setting and on line via our own independent web site will expand the program's reach and benefit an ever-growing student audience for years to come. Taking advantage of technological advancements and innovative teaching techniques offers a new way to steer a classical Latin education into the twenty-first century, keeping Classics relevant and present in the lives of modern students.

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APPENDICES

APPENDIX A
IDEA COURSE EVALUATIONS: LATIN 1010, FALL 2014

Titchener, Frances

Utah State University

LATN 1010, Section: 001
Beginning Latin I
Fall 2014
Local code: 41908000



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 19 students enrolled, 12 responded (63%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Eight objectives were selected as relevant (Important or Essential –see page 2)	4.2	3.7
Overall Ratings		
B. Excellent Teacher	4.9	4.6
C. Excellent Course	4.8	4.3
D. Average of B & C	4.9	4.4
Summary Evaluation (Average of A & D) ¹	4.6	4.1

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					65		63			
Higher Next 20% (56–62)			61						59	
				57		56		57		
Similar Middle 40% (45–55)	55									52
		46								
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	53	44	61	56	64	53	63	55	58	50
Institution	51	47	60	58	61	57	61	58	56	53

IDEA Discipline used for comparison:

History

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html)

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.7	4.2	0%	83%
22. Learning fundamental principles, generalizations, or theories	Important	4.3	3.8	8%	75%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.3	3.8	8%	75%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.3	3.8	0%	67%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Important	4.0	4.1	17%	67%
29. Learning how to find and use resources for answering questions or solving problems	Important	3.6	3.2	33%	58%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Important	3.6	3.2	25%	50%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	3.8	3.1	25%	58%
Progress on Relevant Objectives		4.2	3.7		

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
64 Much Higher	53 Similar	61 Higher	48 Similar	59 Higher	54 Similar
58 Higher	47 Similar	56 Higher	44 Lower	53 Similar	46 Similar
57 Higher	46 Similar	57 Higher	48 Similar	52 Similar	47 Similar
55 Similar	45 Similar	56 Higher	45 Similar	52 Similar	48 Similar
53 Similar	54 Similar	52 Similar	53 Similar	50 Similar	53 Similar
47 Similar	40 Lower	41 Lower	34 Much Lower	42 Lower	37 Much Lower
46 Similar	39 Lower	39 Lower	32 Much Lower	42 Lower	39 Lower
49 Similar	38 Lower	45 Similar	34 Much Lower	45 Similar	40 Lower
55	46	53	44	51	47

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.8
34. Amount of work in other (non-reading) assignments	4.0
35. Difficulty of subject matter	4.0

Student Description

37. I worked harder on this course than on most courses I have taken.	4.1
39. I really wanted to take this course regardless of who taught it.	4.5
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
44	Lower	29	Much Lower	43	Lower
60	Higher	65	Much Higher	59	Higher
60	Higher	64	Much Higher	59	Higher

59	Higher	61	Higher	56	Higher
71	Much Higher	77	Much Higher	60	Higher
64	Much Higher	59	Higher	55	Similar

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the [Interpretive Guide \(www.theideacenter.org/diagnosticguide.pdf\)](#), [POD-IDEA Center Notes \(www.theideacenter.org/podidea\)](#), and [POD-IDEA Center Learning Notes \(www.theideacenter.org/podidea/PODNotesLearning.html\)](#).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.3	83%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 32	4.6	83%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.6	92%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.8	100%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	28, 31	3.3	42%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	28, 29, 31, 32	4.6	83%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	5.0	100%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 28, 29, 31, 32	4.6	92%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.8	92%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	28, 29, 31	3.5	55%	Consider increasing use
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	3.6	67%	Consider increasing use
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	3.3	42%	Consider increasing use
11. Related course material to real life situations	23, 24	4.2	83%	Retain current use or consider increasing

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 32	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24	4.8	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.7	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	92%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	1	11	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	0	1	11	0	4.9	0.3
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	0	1	10	0	4.7	0.9
4. Demonstrated the importance and significance of the subject matter	0	0	2	1	9	0	4.6	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	12	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	2	10	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	1	3	8	0	4.6	0.7
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	3	8	0	4.6	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	2	1	1	4	4	0	3.6	1.5
10. Explained course material clearly and concisely	0	0	0	2	10	0	4.8	0.4
11. Related course material to real life situations	0	2	0	4	6	0	4.2	1.1
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	0	12	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	2	10	0	4.8	0.4
14. Involved students in "hands on" projects such as research, case...	2	2	3	1	4	0	3.3	1.5
15. Inspired students to set and achieve goals which really...	1	0	1	2	8	0	4.3	1.2
16. Asked students to share ideas and experiences with others...	3	1	3	0	5	0	3.3	1.7
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	0	11	0	4.8	0.6
18. Asked students to help each other understand ideas or concepts	0	0	2	1	9	0	4.6	0.8
19. Gave projects, tests, or assignments that required original or...	2	0	3	3	3	1	3.5	1.4
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	1	10	0	4.8	0.6

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential - see page 2) and other items for which comparisons were provided.

Notes:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 4508

Discipline code used for comparison: 4508

							Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	2	0	10	0	4.7	0.8	64	53	4.0
22. Learning fundamental principles, generalizations, or...	0	1	2	1	8	0	4.3	1.1	58	47	3.9
23. Learning to apply course material (to improve thinking,...	0	1	2	1	8	0	4.3	1.1	57	46	4.0
24. Developing specific skills, competencies, and points of...	0	0	4	0	8	0	4.3	1.0	55	45	4.0
25. Acquiring skills in working with others as a member of a team	0	2	1	1	8	0	4.3	1.2	NA	NA	3.9
26. Developing creative capacities (writing, inventing, designing,...	2	0	4	0	6	0	3.7	1.6	NA	NA	3.9
27. Gaining a broader understanding and appreciation of...	0	0	3	1	8	0	4.4	0.9	NA	NA	3.7
28. Developing skill in expressing myself orally or in writing	1	1	2	1	7	0	4.0	1.4	53	54	3.8
29. Learning how to find and use resources for answering...	2	2	1	1	6	0	3.6	1.7	47	40	3.7
30. Developing a clearer understanding of, and commitment to,...	2	1	3	0	6	0	3.6	1.6	NA	NA	3.8
31. Learning to analyze and critically evaluate ideas,...	2	1	3	0	6	0	3.6	1.6	46	39	3.8
32. Acquiring an interest in learning more by asking my...	1	2	2	1	6	0	3.8	1.5	49	38	3.8

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	2	3	4	2	1	0	2.8	1.2	44	NA	3.2	3.8	3.2
34. Amount of work in other (non-reading) assignments	0	0	2	8	2	0	4.0	0.6	60	NA	3.4	3.3	3.5
35. Difficulty of subject matter	1	0	2	4	5	0	4.0	1.2	60	NA	3.4	3.5	3.5

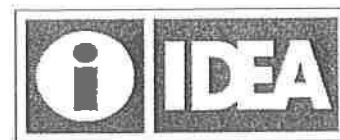
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	0	2	1	9	0	4.6	0.8	NA	NA	3.7	3.6	4.1
37. I worked harder on this course than on most courses I have taken.	1	1	1	2	7	0	4.1	1.4	59	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	0	1	5	2	4	0	3.8	1.1	NA	NA	3.4	3.6	3.6
39. I really wanted to take this course regardless of who taught it.	0	0	2	2	8	0	4.5	0.8	71	NA	3.3	3.3	3.9
40. As a result of taking this course, I have more positive feelings...	1	0	1	1	9	0	4.4	1.2	59	47	3.9	4.0	4.1
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	11	0	4.9	0.3	61	57	4.2	4.3	4.4
42. Overall, I rate this course as excellent.	0	0	0	2	10	0	4.8	0.4	65	56	3.9	4.1	4.2
43. As a rule, I put forth more effort than other students on...	0	0	3	5	4	0	4.1	0.8	64	NA	3.6	3.8	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.

IDEA Student Ratings of Instruction



Titchener, Frances
 LATN 1010, Section: 001
 Beginning Latin I
 Utah State University
 11-17-2014 – 12-05-2014
 Local Code: 41908000

What aspects of the teaching or content of this course do you feel were especially good?

- I really enjoyed being able to watch the presentations. It means I was getting the exact same thing every time I re-watched it.
- The flipped classroom format was used to excellent advantage. I love working with my instructors and tutors and know that I learn well with them.
- As much as I hate doing 50 questions in one sitting, it's nice to have so much practice.
- I loved having all the different people there to help, between Dr. Titchener and Dr. Damen, all Chris and all the other TA's and LAMPs, it was great. I think more classes could use to do that, because I got a ton of one on one time in a course where I definitely needed it. It's heads and tails above the other language classes because of the number of teachers and the number of days you take it (every day)
- This class is taught very well. I have understood Latin better than I understood any other language I have taken. Being able to work while in class and having that help has been great.
- The presentations were fantastic (and I'm not just saying that to make Dr. Damen feel warm and fuzzy inside). They were clear, concise, and as easy to understand as the material allowed them to be. I also really liked the ready availability of an actual human being. In class there is always someone to help (teachers, TA, UTFs, LAMPs) so I always knew there was someone around to help. Outside of class I also knew Dr. T was available via email or often on the chat feature of Canvas.
- Having 2 excellent teachers, the lamps, and all the online resources.
- The origins of the language were always explained to us and not just given as a "rule". If there were irregularities, they explained the reasons behind them.
- very informative
- I enjoyed that the lessons/ presentations were something to do at home where I had time to watch them and understand them without feeling rushed inside of a class room. I liked that homework was in class where if I was confused or struggling there was always someone nearby to ask for help. Learning a language isn't easy, but this method of teaching it was a fantastic way to get answers to questions and really practice the material in the classroom.

What changes could be made to improve the teaching or the content of this course?

- Nothing that I can think of.
- I think the book should be required. It's cheaper to buy than to print off, and everyone who has it recommends it.

Titchener, Frances
 Beginning Latin I

What changes could be made to improve the teaching or the content of this course?

Were the class assistants (LAMP's, UTF's) helpful in your learning?

- Yes! It would have been hard to do this with out them. It made it so that every student had at least 5–10 minutes of one on one with someone that knew what they were doing.
- Yes!
- Whenever I need some help, there is usually someone around. I don't need constant supervision, but it is nice to have someone to answer any questions I have.
- Tons of help, they allowed us to get a bunch of one on one time, which is by far the most helpful thing that could be done. The lamps and others get great review material, and I get to ask as many dumb questions as I want to.
- They were very helpful it nice to have so many people in the classroom that knew what they doing and able to answer questions.
- Chris was a good sounding board when Dr. Titchner and Dr. Damen wer not present.
- The 2 UTFs this semester were phenomenal as was the TA, Alicia. I would say that most of the LAMPs did a fantastic job as well, but there was one whose personality and mentoring method did not jive well with me. Aside from her, I found the UTFs, TA, and LAMPs to be an incredible resource to the class.
- yes
- Yes, the more LAMPs there were, the more one-on-one teaching occurred and asking questions in a small group instead of being in front of a class made it less intimidating.
- Yes
- very helpful
- Definitely. Sometimes they were able to make a vocabulary word or a certain form or grammar finally make sense. They were so positive and it was nice knowing the people who were only a few years or so ahead of me who shared the same struggles I had.

Were any aspects of this class (e.g. the drills, the presentations, the practica) particularly effective or ineffective for you?

- I think what worked best for me were the presentations. I was also provided with a lot of study aids and this helped me to learn the vocab. So putting together the vocab and presentation made everything work together.
- I am very grateful for both the presentations slides and the transcripts thereof. They were indispensable. The drill and practica both helped me to test my learning, although I wish the darn Brainscape site hadn't given up on showing us our individual progress
- English to Latin is a great way to solidify everything we learned in the chapter. Without it, much less of the content would stick with me.
- The part that was probably the most helpful, in fact I wish we did more of it, was the English to Latin. With Latin, you can kind of sight read it, but E2L makes you know the cases and everything.

Were any aspects of this class (e.g. the drills, the presentations, the practica) particularly effective or ineffective for you?

- Everything in this class helped to really drill in the information

As I have said several times already, I found the presentations to be invaluable. Dr. Damen deserves a medal or a raise or at least several high fives for his work on those. FAN –TAS– TIC. While I know the drills were probably very helpful for many of the students, I do not find them the most effective way for me to learn. I prefer to write things down manually rather than just have things pop up at me on a screen. So consequently I did not utilize the drills as much as others may have. The online practica and quizzes were good because they allowed me to take them at times that worked for me and more importantly they gave me instant feedback about where I needed more practice.

- The drills were helpful because it forced me to learn the vocabulary and it was helpful to be able to pause and go back on the presentations when I didn't understand something.
- presentations and quizzes helped, stopped using the drills 1/3 of the way through the class
- I understood the purpose of the practica, but I felt like that though I had as much time as I needed to find the answers and figure things out, I still didn't do well on them and that made me frustrated. I think that it would have been better just to have one online quiz for each chapter, rather than two, since both were needed to be done after we reviewed the sententiae antiquae for each chapter.

Comments: Use the space provided in the text area below for your comments.

- Loved the class! I look forward to taking more latin classes.
- My overall experience in this class can only be described as THE BEST! The teaching duo of Titchener and Damen is more than any student could hope for or dream of. Latin was often the bright spot of my day and I looked forward to going with eager anticipation. Additionally, I also learned Latin! Fancy that.
- I love this class. My professor is wonderful and not only can teach the subject well, but it is obvious that she has a passion for it and that passion has made me more excited and interested in Latin.
- Magna magistra duxi me bene.

APPENDIX B
IDEA COURSE EVALUATIONS: LATIN 1020, SPRING 2015

Damen, Mark
Utah State University

LATN 1020, Section: 001
 Beginning Latin II
 Spring 2015
 Local code: 13099000



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 12 students enrolled, 11 responded (92%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential – see page 2)	4.8	4.7
Overall Ratings		
B. Excellent Teacher	5.0	4.8
C. Excellent Course	5.0	4.6
D. Average of B & C	5.0	4.7
Summary Evaluation (Average of A & D) ¹	4.9	4.7

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	68	64	63		68		66		67	63
Higher Next 20% (56–62)				60		61		61		
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	66	64	62	61	66	62	64	62	65	63
Institution	64	64	61	62	64	62	63	62	64	63

IDEA Discipline used for comparison:
 Multi/Interdisciplinary Studies

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD-IDEA Center *Learning Notes* (www.theideacenter.org/podidea/PODNotesLearning.html)

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	5.0	4.7	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	5.0	4.7	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Minor/None				
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Essential	4.6	4.8	0%	82%
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.8	4.7		

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
70	63	67	62	67	64
Much Higher	Much Higher	Much Higher	Higher	Much Higher	Much Higher
72	66	68	64	67	65
Much Higher	Much Higher	Much Higher	Much Higher	Much Higher	Much Higher
63	65	63	66	60	64
Much Higher	Much Higher	Much Higher	Much Higher	Higher	Much Higher
68	64	66	64	64	64

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56–62)
 Similar = Middle 40% (45–55)
 Lower = Next 20% (38–44)
 Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.7
34. Amount of work in other (non-reading) assignments	4.1
35. Difficulty of subject matter	4.1

Student Description

37. I worked harder on this course than on most courses I have taken.	4.6
39. I really wanted to take this course regardless of who taught it.	4.4
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
44	Lower	38	Lower	43	Lower
61	Higher	62	Higher	61	Higher
62	Higher	62	Higher	61	Higher

69	Much Higher	69	Much Higher	66	Much Higher
68	Much Higher	67	Much Higher	58	Higher
62	Higher	53	Similar	53	Similar

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56–62)
 Similar = Middle 40% (45–55)
 Lower = Next 20% (38–44)
 Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.5	82%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22	4.8	100%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	28	3.4	45%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	28	4.8	91%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.9	100%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	28	4.9	100%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	5.0	100%	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.7	91%	

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	28	4.0	64%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	55%	
11. Related course material to real life situations	Not relevant to objectives selected	4.6	91%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.3	45%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22	4.8	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21	5.0	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	0	11	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	11	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	0	11	0	5.0	0.0
4. Demonstrated the importance and significance of the subject matter	0	0	0	2	9	0	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	10	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	0	0	0	11	0	5.0	0.0

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential - see page 2) and other items for which comparisons

IDEA Student Ratings of Instruction



Damen, Mark
 LATN 1020, Section: 001
 Beginning Latin II
 Utah State University
 04-06-2015 - 04-24-2015
 Local Code: 13099000

What changes could be made to improve the teaching or the content of this course?

- No idea
- The only little thing I could think of is that it would be nice to maybe have an optional mini section on prefixes and the formation of compound words.
- Nothing that I can think of, overall this has been probably the best and most helpful courses I have taken. Maybe make us translate even more sentences or something. Possum potare de nihil, quod possit esse melius.
- Making tests less than 50 percent of the grade? Other than that I can't really give too much input, because this class is outstanding.

What aspects of the teaching or content of this course do you feel were especially good?

- The passion and the flexibility/willingness to work issues out made this a really great experience.
- EVERYTHING! The flipped classroom has worked very well for me. The LAMPs, UTFs, and TA were all fantastic. Dr. Damen is a marvel to say the least. He is one of the best teachers I've ever had. Period. The presentations make something as complicated as Latin clear and easy to understand while still incorporating humor and entertainment value. I always felt valued and heard in Dr. Damen's class and this allowed me to have a safe environment in which to learn and grow.
- The flipped classroom has been a wonderful experience, socially as well as educationally. (The good times and great ancients.)
- Dr. Damen not only has a talent for making all of his students feel cared about and important, but he is also able to guide them to their answers so that they learn, instead of just giving them the answer (like a lot of teachers do). I particularly appreciate the structure of this course because it focuses so much on in-class learning, with the aid of fellow class members. I find it far more illuminating to grapple with Latin with my peers, instead of doing sentences by myself at home.
- His ability to use technology to teach the subject, especially having two-thirds homework assignments online.
- I absolutely loved that we had lamps and TA's and teachers and everything. With everyone there, whenever I had a question I never had an issue getting it answered.
- I liked the interactive nature of the course! I do not think that I would have been able to learn Latin as well as I have if not for the work done in groups during class!
- Dr. Damen sit's doen and clarifies any and all questions I have. He works with students one on one and really supports each student's methods of understanding, even if they are slower than others. I especially liked how he always gave me pointers on where I could improve my understanding of the Latin language.

What aspects of the teaching or content of this course do you feel were especially good?

- I've never had a group of professionals and assistants ever care about me as much as this group of people. This class has easily been a life changing course, and has shown me just how lucky USU is to have professors as fantastic as this. They will do anything in order to ensure that you succeed. As a student you just have to put in dedication and hard work, they will do everything in their power to help you in the learning process.

Comments: Use the space provided in the text area below for your comments

- I have probably never had more fun in a class than in this one. I've never dreaded coming to Latin, even when I haven't been very high spirits or high functioning.
- One of the best experiences of my life both in and out of academia. Thank you Dr. Damen for your dedication to your students.
- Dr. Damen works harder than any of us to help us learn. Any student who doesn't reach their goals in his course has the blame at their own door. Also, I wish Dr. T. could come hang out with us more often.
- I am so glad I took this course. Dr. Damen was truly meant to be an educator
- I just hope Dr. Damen or Dr. T do some kind of summer thing, because I might forget everything in the meantime, and that would be really sad.
- Overall, this was a great course that I have recommended to several of my friends! One slight problem with this course, which was no fault of the instructor, was a particular student in the class. An older student named James Hamilton was a nuisance to the rest of the students. He would frequently insult the teaching aids and argue with the instructor, insisting that he himself was correct. Slight disturbances would occur daily with at least one larger one every week. All disturbances were loud enough for the entire class to hear and made for an uncomfortable learning environment for the rest of the class. Again, this was no fault of the Dr. Damen, who handled James in a very professional manner while also asserting that he deserved the respect of all of his students.

The hardest thing about this course other than the material was the environment that Dr. Damen couldn't directly control. There is one student who disrupted not only my learning, but my fellow classmates as well. He would shout out answers for groups he wasn't working with, he would correct the ULA's brashly, especially the female ones. I know that as I progress in Latin that the class sizes may continue to get smaller, and I honestly would rather not share those small classes with someone who is rude and makes it difficult for me to learn. I don't need a know-it-all to tell me all the answers and make me feel stupid for not getting them as quickly as he did.

- By far the most influential class I'll probably ever take.

APPENDIX C
GRADEBOOK: LATIN 1010, FALL 2014

TEST SCORES, HOMEOWRK AND GRADE TOTALS

	TESTS			
	T1	T2	T3	T4
STUDENT 1	97.5	96	97	94.5
TESTS	TOTAL	385	AVERAGE	48.125
HMWKS	TOTAL	2160.5	AVERAGE	49.108165
GRAND TOTAL	97.233165	FINAL GRADE		A
STUDENT 2	75	78	71	56.5
TESTS	TOTAL	280.5	AVERAGE	35.0625
HMWKS	TOTAL	2164	AVERAGE	49.18772
GRAND TOTAL	84.25022	FINAL GRADE		B
STUDENT 3	90.5	91	89.5	85.5
TESTS	TOTAL	356.5	AVERAGE	44.5625
HMWKS	TOTAL	2178	AVERAGE	49.50594
GRAND TOTAL	94.06844	FINAL GRADE		A
STUDENT 4	99	97.5	97	97
TESTS	TOTAL	390.5	AVERAGE	48.8125
HMWKS	TOTAL	2194.5	AVERAGE	49.880985
GRAND TOTAL	98.693485	FINAL GRADE		A
STUDENT 5	96	93.5	96	85.5
TESTS	TOTAL	371	AVERAGE	46.375
HMWKS	TOTAL	2165.5	AVERAGE	49.221815
GRAND TOTAL	95.596815	FINAL GRADE		A
STUDENT 6	94	96.5	93.5	93.5
TESTS	TOTAL	377.5	AVERAGE	47.1875
HMWKS	TOTAL	2170	AVERAGE	49.3241
GRAND TOTAL	96.5116	FINAL GRADE		A
STUDENT 7	97.5	95	99	87
TESTS	TOTAL	378.5	AVERAGE	47.3125
HMWKS	TOTAL	2200	AVERAGE	50.006
GRAND TOTALAL	97.3185	FINAL GRADE		A

STUDENT 8	95.5	88.5	90.5	82.5
TESTS	TOTAL	357	AVERAGE	44.625
HMWKS	TOTAL	1985	AVERAGE	45.11905
GRAND TOTAL	89.74405	FINAL GRADE		A-
STUDENT 9				
TESTS	TOTAL	0	AVERAGE	0
HMWKS	TOTAL	392.5	AVERAGE	8.921525
GRAND TOTAL	8.921525	FINAL GRADE		W
STUDENT 10	94	97.5	94	86.5
TESTS	TOTAL	372	AVERAGE	46.5
HMWKS	TOTAL	2200	AVERAGE	50.006
GRAND TOTAL	96.506	FINAL GRADE		A
STUDENT 11	93.5	62		
TESTS	TOTAL	155.5	AVERAGE	19.4375
HMWKS	TOTAL	579.5	AVERAGE	13.172035
GRAND TOTAL	32.609535	FINAL GRADE		
STUDENT 12	85.5	69.5	73.5	70
TESTS	TOTAL	298.5	AVERAGE	37.3125
HMWKS	TOTAL	2139	AVERAGE	48.61947
GRAND TOTAL	85.93197	FINAL GRADE		B
STUDENT 13	15	68.5	52	49.5
TESTS	TOTAL	185	AVERAGE	23.125
HMWKS	TOTAL	2115.5	AVERAGE	48.085315
GRAND TOTAL	71.210315	FINAL GRADE		C-
STUDENT 14	96.5	95	98	96
TESTS	TOTAL	385.5	AVERAGE	48.1875
HMWKS	TOTAL	2199	AVERAGE	49.98327
GRAND TOTAL	98.17077	FINAL GRADE		A
STUDENT 15	73.5	61.5	61	56
TESTS	TOTAL	252	AVERAGE	31.5
HMWKS	TOTAL	2190.5	AVERAGE	49.790065

GRAND TOTAL	81.290065	FINAL GRADE		B
STUDENT 16	96	95.5	95	93
TESTS	TOTAL	379.5	AVERAGE	47.4375
HMWKS	TOTAL	2200	AVERAGE	50.006
GRAND TOTAL	97.4435	FINAL GRADE		A
STUDENT 17	99	98	98	97
TESTS	TOTAL	392	AVERAGE	49
HMWKS	TOTAL	2200	AVERAGE	50.006
GRAND TOTAL	99.006	FINAL GRADE		A
STUDENT 18	91	89.5	89	75
TESTS	TOTAL	344.5	AVERAGE	43.0625
HMWKS	TOTAL	2199.5	AVERAGE	49.994635
GRAND TOTAL	93.057135	FINAL GRADE		A
STUDENT 19	78	90.5	86	86
TESTS	TOTAL	340.5	AVERAGE	42.5625
HMWKS	TOTAL	2087	AVERAGE	47.43751
GRAND TOTAL	90.00001	FINAL GRADE		A-

HOMEWORK SCORES - CHAPTERS 1-11

	CHAPTER EXERCISES											
		1	2	3	4	5	6	7	8	9	10	11
STUDENT 1	PRA	42	43	39.5	46	38.5	36.5	40	36.5	39.5	39	43
	E2L	50	50	50	50	50	50	50	49	50	50	50
	QZ	8	7	10.5	4	11.5	13.5	10	14.5	10.5	11	7
	TOTAL	100	100	100	100	100	100	100	100	100	100	100
STUDENT 2	PRA	29	30	29	26	24	23.5	25	13.5	26.5	20.5	27.5
	E2L	50	50	50	50	50	50	48	50	50	49	50
	QZ	21	20	21	24	26	26.5	27	30	23.5	30.5	0
	TOTAL	100	100	100	100	100	100	100	93.5	100	100	77.5
STUDENT 3	PRA	43	44.5	43	44.5	37	40	42.5	35	36.5	40.5	32
	E2L	50	50	50	50	50	50	50	48	50	49	50
	QZ	7	5.5	7	5.5	0	10	7.5	12	13.5	10.5	18
	TOTAL	100	100	100	100	87	100	100	95	100	100	100
STUDENT 4	PRA	48	49	44.5	48	25	44	41	12.5	46	41	37
	E2L	50	50	50	50	50	50	46	50	50	50	50
	QZ	2	1	5.5	2	25	6	13	37.5	4	9	13
	TOTAL	100	100	100	100	100	100	100	100	100	100	100
STUDENT 5	PRA	47	42.5	40.5	47	45	44	42.5	48	41.5	42	47
	E2L	50	50	48		50	49	50	49		49	50
	QZ	3	7.5	11.5	48	5	7	7.5	3	46	9	3
	TOTAL	100	100	100	95	100	100	100	100	87.5	100	100
STUDENT 6	PRA	35	37	39.5	46.5	39	38.5	39	34.5	39	39.5	38.5
	E2L	50	50	50	50	50	50	49	50	50	49	50
	QZ	15	13	10.5	3.5	11	11.5	12	15.5	11	11.5	11.5
	TOTAL	100	100	100	100	100	100	100	100	100	100	100
STUDENT 7	PRA	49	49	44	47.5	44.5	46	40.5	43	47	37	47

	E2L	50	50	50	50	50	50	49	50	50	50	50
	QZ	1	1	6	2.5	5.5	4	10.5	7	3	13	3
	TOTAL	100	100	100	100	100	100	100	100	100	100	100
STUDENT 8	PRA	48	44	42.5	0	42	46	0	38	0	37	0
	E2L	50	50	50	50	50	50	48	49	50	50	50
	QZ	2	6	7.5	0	8	4	0	13	0	0	0
	TOTAL	100	100	100	50	100	100	48	100	50	87	50
STUDENT 9	PRA	37	44	40.5	42.5							
	E2L	50	50	50	50							
	QZ	13	6	9.5								
	TOTAL	100	100	100	92.5	0	0	0	0	0	0	0
STUDENT 10	PRA	49	47.5	43.5	47.5	43	45	44	38	48	39	45
	E2L	50	50	50	50	50	50	50	50	39.5	50	50
	QZ	1	2.5	6.5	2.5	7	5	6	12	12.5	11	5
	TOTAL	100	100	100	100	100	100	100	100	100	100	100
STUDENT 11	PRA	44	42	0	42.5	32.5	38.5	0	0	0	0	0
	E2L	50	50	50	50	50			50	0	0	0
	QZ	6	8	41	7.5	17.5	0	0	0	0	0	0
	TOTAL	100	100	91	100	100	38.5	0	50	0	0	0
STUDENT 12	PRA	38	34	22.5	28	32	32.5	21.5	20	32	34	43
	E2L	50	50	50	50	50	50	49	50	49	50	50
	QZ	12	16	27.5	22	18	17.5	29.5	14	19	16	7
	TOTAL	100	100	100	100	100	100	100	84	100	100	100
STUDENT 13	PRA	13	22	22	25.5	28	6.5	22	24	27	24	34
	E2L	50	50	50	50	50	49	49	46	50	49	50
	QZ	19	28	28	24.5	22	31	29	30	23	27	16
	TOTAL	82	100	100	100	100	86.5	100	100	100	100	100
STUDENT 14	PRA	44	45	44.5	40.5	43.5	41	40	37	0	44	42.5
	E2L	50	50	50	50	50	50	49	50	50	50	50
	QZ	6	5	5.5	9.5	6.5	9	11	13	49	6	7.5

HOMEWORK SCORES - CHAPTERS 12-22

		CHAPTER EXERCISES											
		12	13	14	15	16	17	18	19	20	21	22	HMWK
													TOT
S. 1	PRA	36	34	30	34.5	32.5	37.5	42	37	36.5	30	38	
	E2L	49	50	50	50		50	50	50	43	50	50	
	QZ	15	16	20	15.5	28	12.5	8	13	20.5	20	42.5	
	TOT	100	100	100	100	60.5	100	100	100	100	100	100	1060.5
S. 2	PRA	35	26.5	16	16	18.5	21.5	19	15.5	24	12.5	20	
	E2L	50	49	50	49	50	50	50	50	45	50	50	
	QZ	15	24.5	34	35	31.5	28.5	31	34.5	31	30.5	39.5	
	TOT	100	100	100	100	100	100	100	100	100	93	100	1093
S. 3	PRA	39	32	25	29.5	31	31.5	31.5	29	35	19.5	23	
	E2L	50	50	50	50	50	50	50	50	50	50	50	
	QZ	11	18	23	20.5	17	18.5	18.5	21	15	30.5	30	
	TOT	100	100	98	100	98	100	100	100	100	100	100	1096
S. 4	PRA	32	41.5	33.5	34.5	40.5	35	0	32	33.5	34.5	40	
	E2L	49	50	50	50	50	49	50	50	50	50	50	
	QZ	19	8.5	16.5	15.5	9.5	16	44.5	18	16.5	15.5	42	
	TOT	100	100	100	100	100	100	94.5	100	100	100	100	1094.5
S. 5	PRA	46	29.5	33.5	38	40.5	0	47.5	0	34	37.5	44	
	E2L	50	50	44	50	50	50	50	50	50	50	50	
	QZ	4	20.5	22.5	12	9.5	45.5	0	40	16	12.5	44.5	
	TOT	100	100	100	100	100	95.5	97.5	90	100	100	100	1083
S. 6	PRA	37	32.5	26	35	35	34	0	37.5	36.5	31	37	
	E2L	50	50	50	50	50	50	50	50	50	50	50	
	QZ	13	17.5	0	15	15	16	44	12.5	13.5	19	48	
	TOT	100	100	76	100	100	100	94	100	100	100	100	1070
S. 7	PRA	46	41.5	37	46	42.5	41.5	42.5	37.5	36	27.5	39.5	
	E2L	50	50	50	50	50	50	50	50	50	50	50	
	QZ	4	8.5	13	4	7.5	8.5	7.5	12.5	14	22.5	49	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 8	PRA	38	39	30	39	34	31.5	29	24	24.5	30.5	35	

	E2L	49	49	50	50	50	50	50	50	50	50	50	
	QZ	13	12	20	11	16	18.5	21	26	25.5	19.5	36	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 9	PRA												
	E2L												
	QZ												
	TOT	0	0	0	0	0	0	0	0	0	0	0	0
S. 10	PRA	38	39.5	32.5	38.5	36.5	41	37.5	32.5	36	35.5	38	
	E2L	50	49	50	50	50	50	50	50	46	50	50	
	QZ	12	11.5	17.5	11.5	13.5	9	12.5	17.5	18	14.5	46	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 11	PRA												
	E2L												
	QZ												
	TOT	0	0	0	0	0	0	0	0	0	0	0	0
S. 12	PRA	38	32	21	25.5	20	15	25	18.5	33.5	21	32	
	E2L	50	50	50	50	50	49	50	50	50	50	50	
	QZ	12	18	29	24.5	27.5	21	25	17	16.5	16	38	
	TOT	100	100	100	100	97.5	85	100	85.5	100	87	100	1055
S. 13	PRA	28.5	24	25	19	22.5	25.5	26.5	21.5	28.5	21.5	21	
	E2L	50	40	50	50	50	50	50	50		50		
	QZ	21.5	36	25	31	22	24.5	23.5	26.5	32	22.5	36.5	
	TOT	100	100	100	100	94.5	100	100	98	60.5	94	100	1047
S. 14	PRA	41	40.5	36	36.5	42.5	41.5	40	30	32.5	29.5	39	
	E2L	50	50	50	50	50	50	50	50	50	50	50	
	QZ	9	9.5	14	13.5	7.5	8.5	10	20	17.5	20.5	42	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 15	PRA	27.5	29.5	20	23	24.5	15.5	25.5	20	26	23	20.5	
	E2L	50	50	50	50	47	50	50	50	50	50	50	
	QZ	19	20.5	30	27	28.5	28.5	24.5	30	24	27	31	
	TOT	96.5	100	100	100	100	94	100	100	100	100	100	1090.5
S. 16	PRA	42	42	35.5	37	28	37.5	33	29.5	35.5	25	23	
	E2L	50	50	50	50	50	50	50	50	44	50	50	

	QZ	8	8	14.5	13	22	12.5	17	20.5	20.5	25	29	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 17	PRA	46	41	40	44	36	40	44	39.5	38	39.5	39.5	
	E2L	50	50	50	50	50	50	50	50	50	50	50	
	QZ	4	9	10	6	14	10	6	10.5	12	10.5	41.5	
	TOT	100	100	100	100	100	100	100	100	100	100	100	1100
S. 18	PRA	33.5	32	31	23.5	25	26	29	23.5	35	21	30.5	
	E2L	49	50	50	50	50	50	50	50	44	50	50	
	QZ	17.5	18	19	26.5	24.5	24	21	26.5	21	29	26	
	TOT	100	100	100	100	99.5	100	100	100	100	100	100	1099.5
S. 19	PRA	36.5	33	29.5	29.5	30.5	31	33.5	25.5	31.5	0	32.5	
	E2L	44		48	50	50	50	50	50	33	50	50	
	QZ	19.5	43.5	22.5	20.5	19.5	19	16.5	24.5	0	32.5	40	
	TOT	100	76.5	100	100	100	100	100	100	64.5	82.5	100	1023.5

APPENDIX D
GRADEBOOK: LATIN1020, SPRING 2015

HOMEWORK/TEST TOTALS, FINAL GRADE

STUDENT 1	DIRT	225	Q/P/E2L	1574
TESTS	TOTAL	442	AVG	44.2
HMWKS	TOTAL	1799	AVG	49.97262
GRAND TOTAL	94.17262	FINAL GRADE		A
STUDENT 2	DIRT	183	Q/P/E2L	1617
TESTS	TOTAL	408	AVG	40.8
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	90.8004	FINAL GRADE		A-
STUDENT 3	DIRT	233.5	Q/P/E2L	1566.5
TESTS	TOTAL	476	AVG	47.6
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	97.6004	FINAL GRADE		A
STUDENT 4	DIRT	182	Q/P/E2L	1618
TESTS	TOTAL	436.5	AVG	43.65
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	93.6504	FINAL GRADE		A
STUDENT 5	DIRT	60.5	Q/P/E2L	107
TESTS	TOTAL	55.5	AVG	5.55
HMWKS	TOTAL	167.5	AVG	2.43211
GRAND TOTAL	7.98211	FINAL GRADE		
STUDENT 6	DIRT	205	Q/P/E2L	1595
TESTS	TOTAL	438	AVG	43.8
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	93.8004	FINAL GRADE		A
STUDENT 7	DIRT	208.5	Q/P/E2L	1591.5
TESTS	TOTAL	447.5	AVG	44.75
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	94.7504	FINAL GRADE		A
STUDENT 8	DIRT	195.5	Q/P/E2L	1604.5
TESTS	TOTAL	449.5	AVG	44.95

HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	94.9504	FINAL GRADE		A
STUDENT 9	DIRT	221	Q/P/E2L	1579
TESTS	TOTAL	461	AVG	46.1
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	96.1004	FINAL GRADE		A
STUDENT 10	DIRT	127.5	Q/P/E2L	1627.5
TESTS	TOTAL	350.5	AVG	35.05
HMWKS	TOTAL	1755	AVG	48.75039
GRAND TOTAL	83.80039	FINAL GRADE		B
STUDENT 11	DIRT	230	Q/P/E2L	1570
TESTS	TOTAL	471.5	AVG	47.15
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	97.1504	FINAL GRADE		A
STUDENT 12	DIRT	201	Q/P/E2L	1599
TESTS	TOTAL	461	AVG	46.1
HMWKS	TOTAL	1800	AVG	50.0004
GRAND TOTAL	96.1004	FINAL GRADE		A
STUDENT 13	DIRT	175	Q/P/E2L	1553.5
TESTS	TOTAL	385.5	AVG	38.55
HMWKS	TOTAL	1728.5	AVG	48.01427
GRAND TOTAL	86.56427	FINAL GRADE		B+

CHAPTER EXERCISES: CHAPTER 23-31

	CHAPTER EXERCISES									
		23	24	25	26	27	28	29	30	31
S.1	PRA	15	20	14	21	22	18	15	19	23
	E2L	50	50	50	50	50	50	50	50	50
	QZ	21	24	25	22	24	25	0	23	23
	TOT	86	94	89	93	96	93	65	92	96
S.2	PRA	17	23	17.5	18	22	18.5	23	18	22
	E2L	50	50	50	50	50	50	50	50	50
	QZ	24	21	22	24	24	20	24	19	22
	TOT	91	94	89.5	92	96	88.5	97	87	94
S.3	PRA	17.5	21	18.5	21	17	23	23	24	20
	E2L	50	50	50	50	50	50	50	50	50
	QZ	25	24	23	20	23	23	22	20	25
	TOT	92.5	95	91.5	91	90	96	95	94	95
S.4	PRA	19	21.5	14.5	20.5	23	21.5	21.5	22.5	22.5
	E2L	50	38	50	44	50	46	50	50	50
	QZ	24	25	17	25	25	24	20	25	25
	TOT	93	84.5	81.5	89.5	98	91.5	91.5	97.5	97.5
S.5	PRA	0	0	7	0	0	0	0	0	0
	E2L	0	0	50	50	0	0	0	0	0
	QZ	0	0	0	0	0	0	0	0	0
	TOT	0	0	57	50	0	0	0	0	0
S.6	PRA	15	18	16	16	19	19	22	18.5	18
	E2L	50	50	50	50	50	50	50	50	50
	QZ	17	24	24	24	22	24	24	25	25

	TOT	82	92	90	90	91	93	96	93.5	93
S.7	PRA	20	20	20	23	21	24	22	18.5	22
	E2L	50	50	50	50	50	50	50	50	50
	QZ	24	25	24	23	23	25	23	24	25
	TOT	94	95	94	96	94	99	95	92.5	97
S.8	PRA	14	21	15	21	18.5	23	15	21.5	15
	E2L	45	50	50	50	50	50	50	50	50
	QZ	24	22	22	22	23	25	20	17	24
	TOT	83	93	87	93	91.5	98	85	88.5	89
S.9	PRA	20	16	16.5	19	22	23	20	17.5	22.5
	E2L	50	50	50	50	50	50	50	50	50
	QZ	25	25	24	23	22	25	23	24	24
	TOT	95	91	90.5	92	94	98	93	91.5	96.5
S.10	PRA	15	21.5	11	13	19.5	21.5	11.5	20	15.5
	E2L	50	50	50	50	50	50	50	50	50
	QZ	23	22	24	24	21	25	24	21	22
	TOT	88	93.5	85	87	90.5	96.5	85.5	91	87.5
S.11	PRA	16.5	17	16.5	17	19.5	20	18	13	17
	E2L	48	50	50	50	50	50	50	50	50
	QZ	22	24		20	22	22	23	19	22
	TOT	86.5	91	66.5	87	91.5	92	91	82	89
S.12	PRA	20.5	19	18	19	23	24.5	22	20	19
	E2L	50	50	50	50	50	50	50	50	50
	QZ	25	24	25	24	24	24	25	25	24
	TOT	95.5	93	93	93	97	98.5	97	95	93
S.13	PRA	15	15	20.5	18	16	13	17	11	13.5
	E2L	50	47.5	50	50	49	49	50	50	50
	QZ	24	23	21	21	16	21	24	16	22
	TOT	89	85.5	91.5	89	81	83	91	77	85.5

CHAPTER EXERCISES: CHAPTER 32-40; HOMEWORK TOTAL

	CHAPTER EXERCISES	
--	--------------------------	--

		32	33	34	35	36	37	38	39	40	HMWK
											TOTAL
S.1	PRA	19	19	13	0	19	18		14	18.5	
	E2L	50	50	50	50	50	50	50	50	50	
	QZ	23	22	19	23.5	21	24	23	20	24	
	TOT	92	91	82	73.5	90	92	73	84	92.5	770
S.2	PRA	22	22.5	22	5	19.5	7.5	19	7	21.5	
	E2L	50	50	50	50	50	50	50	50	50	
	QZ	23	24	20	24	23	22	23	23	10	
	TOT	95	96.5	92	79	92.5	79.5	92	80	81.5	788
S.3	PRA	23	20.5	23	15.5	19.5	22	17.5	0		
	E2L	50	50	50	50	50	50	50	46.5		
	QZ	24	25	22	25	24	23	23	23		
	TOT	97	95.5	95	90.5	93.5	95	90.5	69.5	0	726.5
S.4	PRA	20	21.5	24	20	22.5	21	24	22	19.5	
	E2L	50	50	50	50	50	50	50	50		
	QZ	25	25	24	19	22	25	25	24	10	
	TOT	95	96.5	98	89	94.5	96	99	96	29.5	793.5
S.5	PRA	0	0	0	0	0	0	0	0	0	
	E2L	0	0	0	0	0	0	0	0	0	
	QZ	0	0	0	0	0	0	0	0	0	
	TOT	0	0	0	0	0	0	0	0	0	0
S.6	PRA	24	21	21	21	20.5	22	19	22.5		
	E2L	50	50	50	50	50	50	50	50	17	
	QZ	20	23	25	24.5	24	23	25		22	
	TOT	94	94	96	95.5	94.5	95	94	72.5	39	774.5
S.7	PRA	22	18	23	22.5	24	22	24	1		

	E2L	50	50	50	50	50	50	50	50		
	QZ	21	24	21	23	21	24	22	23		
	TOT	93	92	94	95.5	95	96	96	74	0	735
S.8	PRA	0	18	23	22	18.5	21.5	20.5	22	20.5	
	E2L	50	50	50	50	50	50	50	50	27	
	QZ	21	24	20	23	23	24	24	22	23	
	TOT	71	92	93	95	91.5	95.5	94.5	94	70.5	796.5
S.9	PRA	19.5	24	18	22	20.5	22.5	21	7.5		
	E2L	50	50	50	50	50	50	50	50		
	QZ	20	25	21	24	24	23	22	24		
	TOT	89.5	99	89	96	94.5	95.5	93	81.5	0	737.5
S.10	PRA	19.5	17.5	18	17	19.5	19.5	20	16	13.5	
	E2L	50	50	50	50	50	50	50	50	50	
	QZ	25	23	22	24	24	23	24	24	24	
	TOT	94.5	90.5	90	91	93.5	92.5	94	90	87.5	823
S.11	PRA	0	16	16	16	18	19.5	22	21	20	
	E2L	50	50	50	50	50	50	50	50	46	
	QZ	19	25	20	22.5	24	23	22	22	22	
	TOT	69	91	86	88.5	92	92.5	94	93	88	793.5
S.12	PRA	0	24	20	25	19.5	23	23	18.5		
	E2L	50	50	50	50	50	50	50	50	19.5	
	QZ	24	25	24	23.5	25	0	25	25		
	TOT	74	99	94	98.5	94.5	73	98	93.5	19.5	744
S.13	PRA	17.5	17	15	17	13.5	16	18.5	19.5	12.5	
	E2L	50	50	50	50	50	50	49	50	50	
	QZ	24	23	19	14	15	23	23	21	24	
	TOT	91.5	90	84	81	78.5	89	90.5	90.5	86.5	781

DIRT QUIZZES

DIRT	TOTAL	1	2	3	4	5	6	7	8	9	10
S.1	225	11	14	11	18	14	17.5	14	8.5	10.5	16
S.2	183	15	13.5	9	16	6	15	7	8.5	9.5	14.5
S.3	233.5	15	15	12	17.5	15	17.5	15	9.5	10	16

S.4	182	18	10.5	10	0	11	15.5	0	6.5	10	15
S.5	60.5		7.5		15.5	8	15	10	4.5	0	
S.6	205	13	15.5	9.5	15	10	16.5	14	9	10	16
S.7	208.5	19	13.5	11.5	16	8	17.5	15	8	8.5	16
S.8	195.5	17	16	10	12	11	15.5	12	7	7.5	13.5
S.9	221	20	17.5	12	17.5	15	17.5	14	9.5	12	16
S.10	127.5	8	13	0	14.5	6	12.5	6	4	6	12
S.11	230	15	12.5	12	14.5	15	17.5	15	8.5	11.5	16
S.12	201	13	15	8.5	17.5		17	13	7.5	9	16
S.13	175	19	9.5	7.5	16.5	10	16.5	10	3	5.5	16

DIRT	11	12	13	14	15	16	17	18	19	20	21	22
S.1	10	10	7.5	9	10	5	7.5	4	5	6	12	4.5
S.2	9	6	4	7	4	2	6	4	5	5.5	12	4.5
S.3	8	12	8	9.5	10	4	6.5	4	6.5	6.5	12	4
S.4	9	4	5	10	13	8	8	4	4.5	5	10	5
S.5												
S.6	9	8	4	9.5	13	4	7.5	4	3.5	6	5	3
S.7	9.5	4	3	8	13	5	5.5	1	7	4	11	4.5
S.8	7.5	4	8	10	9		5	5	4.5	5	12	4
S.9	9	11	7.5	5	13	2	6.5	3	3.5	6		3.5
S.10	7	5	3	3	5	0	5.5	1	2.5	4.5	6	3
S.11	9	12	8	9	11	6	5.5	4	7.5	5	10	5.5
S.12	7	12	9	9.5	11	3	6	4	3.5	4.5	11	4
S.13	8	10	5	6	11	3	4.5			2.5	8	3.5

TEST SCORES

TESTS	T1	T2	T3	T4	T5	TOTAL
S.1	92	92	82	84	92	442
S.2	84.5	79	83	77	84.5	408
S.3	97	97	95	90	97	476
S.4	89	89	90	78.5	90	437
S.5	55.5	0	0	0	0	55.5
S.6	91	88	85.5	82.5	91	438
S.7	89.5	91.5	88.5	86.5	91.5	448
S.8	97.5	83.5	83	88	97.5	450
S.9	94	90.5	95.5	85.5	95.5	461
S.10	64.5	74.5	63	74	74.5	351
S.11	95	95.5	94.5	91	95.5	472
S.12	97.5	89.5	91	85.5	97.5	461
S.13	82	79.5	66.5	75.5	82	386

APPENDIX E
STUDENT SURVEY RESPONSES: FEBRUARY 2015

Flipped Latin 1010 Survey Responses Executive Summary

Overall, student responses seem to indicate that we are moving in the right direction with this flipped program. Our greatest success probably comes in our retention rate. Students enjoy the program. 11 in 12 plan to continue studying Latin and 9 of those 11 mentioned that a major reason they are staying is because they had fun in the class and have learned to love the language itself.

What we are doing right:

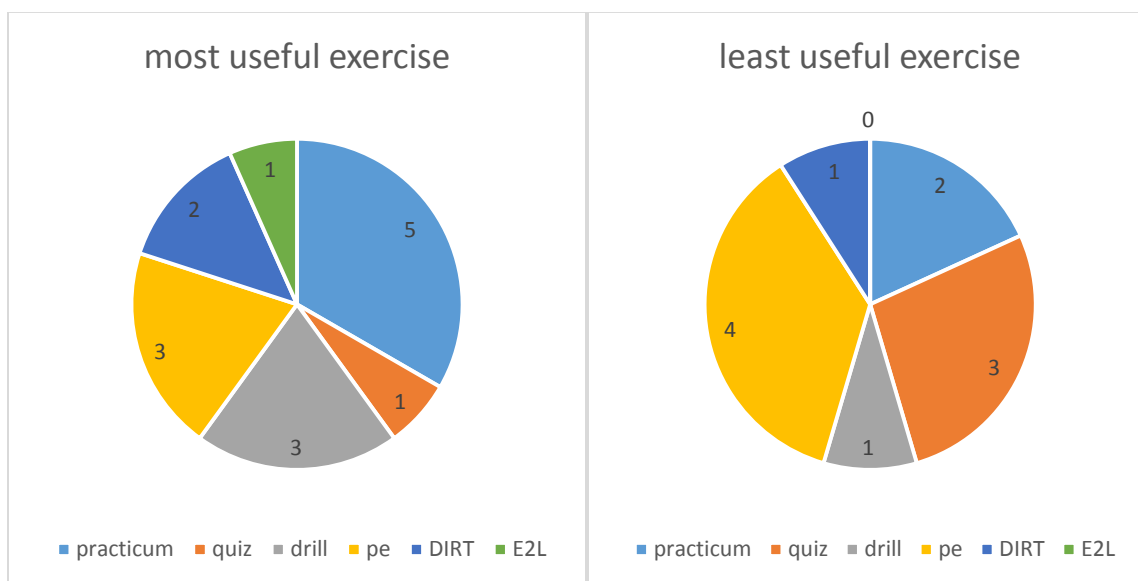
- We have a pretty even spread of students who like different activities. One of our goals in creating this course was to appeal to students of many different learning types. I think the survey shows that we have accomplished that goal.
- We have hit a much better balance on our grading scale. Our previous gentle system simply wasn't pushing the students enough. The fact that nearly half of the students cited the practicum as the most useful exercise tells us that they like to be pushed.
- Our new system has not diminished class attendance or the amount of time students spend working on their Latin at home. We have nearly 100% attendance daily with all students actively participating in activities. 10 of 12 students study at least 15-20 minutes daily and 5 out of 12 study for at least an hour every day. The new system pushes them without making the class overly stressful.
- Students showed a much greater tendency to memorize unusual forms than vocabulary and similarly use the book much less for grammar help than to look up vocabulary. This very adequately prepares them for a world in which looking up vocabulary is one of the easiest aspects of translation.

Where we can improve:

- The DIRT reviews/quizzes need to be further refined. 1 in 4 students said that it was the least valuable use of class time. It might be helpful to offer more focused reviews with less bonus points available to encourage students to pay attention to the review and to study for the DIRT quiz at home.

1. Which type of exercise is most helpful to you? Which is least helpful? Why?

	practicum	quiz	drill	PE	DIRT	E2L
Most	5	1	3	3	2	1
Least	2	3	1	4	1	0



Student Comments:

- Presentation Exercise.
 - $\frac{3}{4}$ who said that the PE was least useful mentioned that they do not use them at all usually because they take their own notes during the presentation.
 - 1 said it was still useful but not as useful as other exercises.
 - 1 student mentioned that he liked being able to take notes and check for understanding at the same time.
- Drill.
 - 1 student mentioned that since making the quiz based solely on the drill, she finds the drill much more useful.
 - 1 student mentioned that the drill is particularly helpful because he can revisit it any time.
- Practicum.
 - 3 students mentioned that the practicum forces them to think in depth about grammar and they enjoy the form changing exercise.
 - Another student mentioned that it allows him to practice their skills.
 - 1 student mentioned that the practicum helps with spelling.
 - 1 student mentioned that the practicum is one of the most difficult exercises.

- 1 student mentioned that the practicum feels redundant because she has already translated the sentences
- Quiz.
 - 1 student mentioned that it just feels like rehashing the drill.
 - Another mentioned that the Quiz does not test their comprehension as much as the practicum.
- Dirt.
 - 1 student mentioned that she usually forgets to study for DIRT.
 - 1 student mentioned that DIRT helps to memorize information just like the drill.
- E2L.
 - One student mentioned that the E2L tested understanding best.
- Presentation.
 - “Watching the presentation and being able to pause and go back is helpful in learning and you can’t do that in a normal classroom.”

Observations

This pretty much confirms what we suspected in making the course. Different students prefer different types of exercises. Several exercises that were most helpful for some students were least helpful to others. I was surprised that the practicum got such a positive response from students. It is the exercise that takes the most time and is definitely the most difficult activity we have created. I think, overall, our scattershot of activities has worked very well.

2. Do you think your grade is a valid reflection of your achievement in this class?

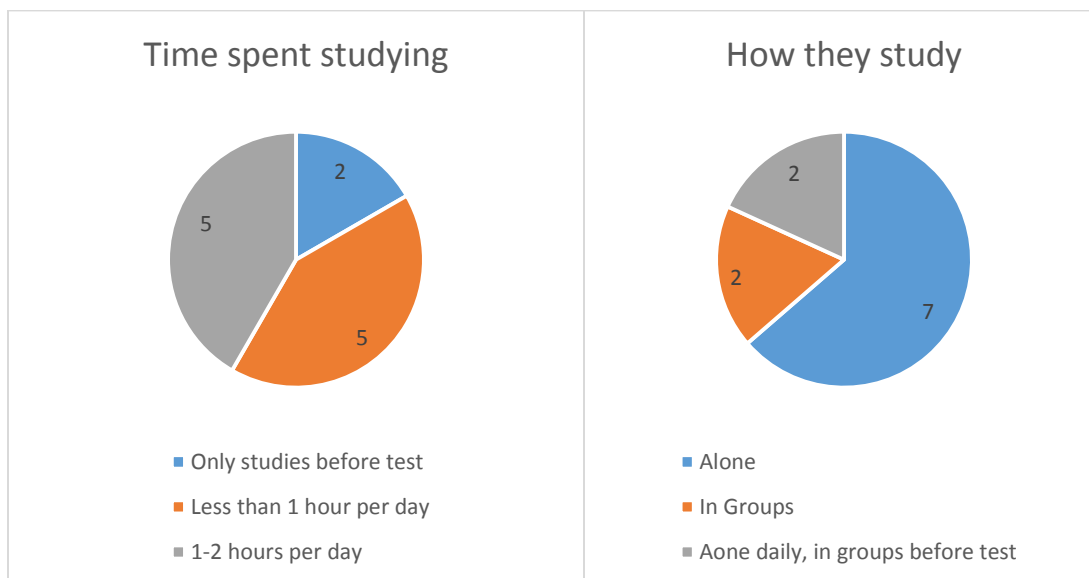
Yes	No
11	1

Student Comments:

- One student mentioned that this is a good balance between showing progress and not ruining their GPA. This student also mentioned that she prefers this semester’s grading system over last semester.
- One student mentioned that she feels that she has learned more and spent more time in this class than others and feels that her exam scores and overall grade do not reflect that effort
- One student mentioned that she feels she has too many bonus points

Observations: I agree with the student who mentioned that this grading system is an improvement over last semester. We are holding students to a higher standard and I think they appreciate it. The second comment is not unexpected. Latin does generally take much more work than other classes.

3. How much time daily do you spend studying Latin outside of class? Do you typically study in groups or alone?



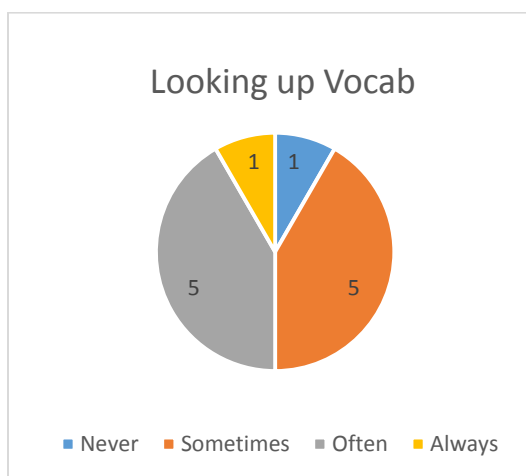
Only studies before test	2
Less than 1 hour daily	5
1-2 hours daily	5

Alone	7
In groups	2
Alone daily, in groups before test	2

Student Comments:

- One student mentioned that class time prepares him so well that he don't feel like he needs to study outside of class
- One student mentioned that study time fluctuates depending on the difficulty of the material in the chapter we covered in class.

4. When you are doing online exercises, how often do you look up vocabulary in the book?



Never	1
Sometimes	5
Often	5
Always	1

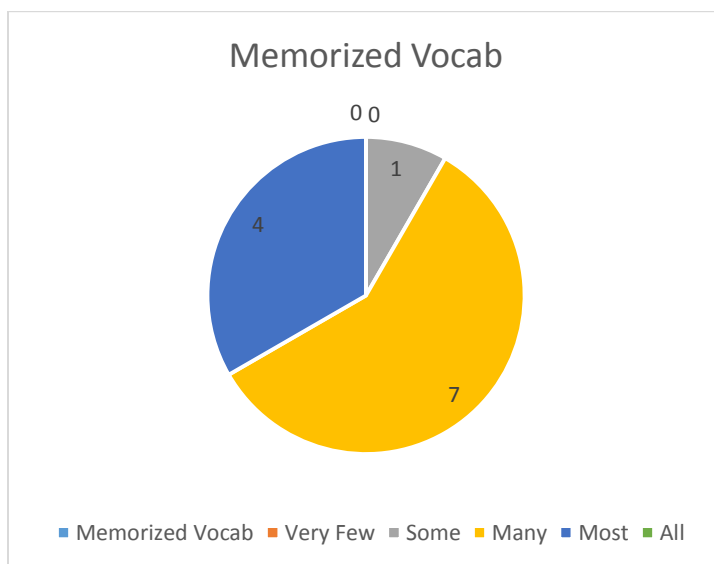
Observations: This is pretty much what we expected. How much we actually care about them looking up vocabulary is something we will be discussing this weekend at the conference. When you are doing online exercises, how often do you consult the book for help with grammar?



Never	2
Sometimes	8
Often	1
Always	1

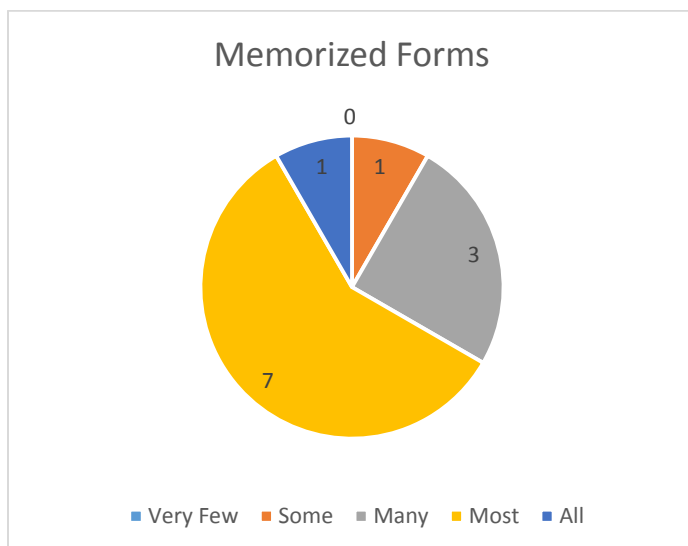
Observations: This is very encouraging. It is normal for even advanced students to occasionally look up specific forms to aid their translations. It would be interesting to check the average time for the students who often or always consult their books. How long is it taking them to look everything up?

5. How many of the assigned vocabulary words have you memorized?



Very Few	0
Some	1
Many	7
Most	4
All	0

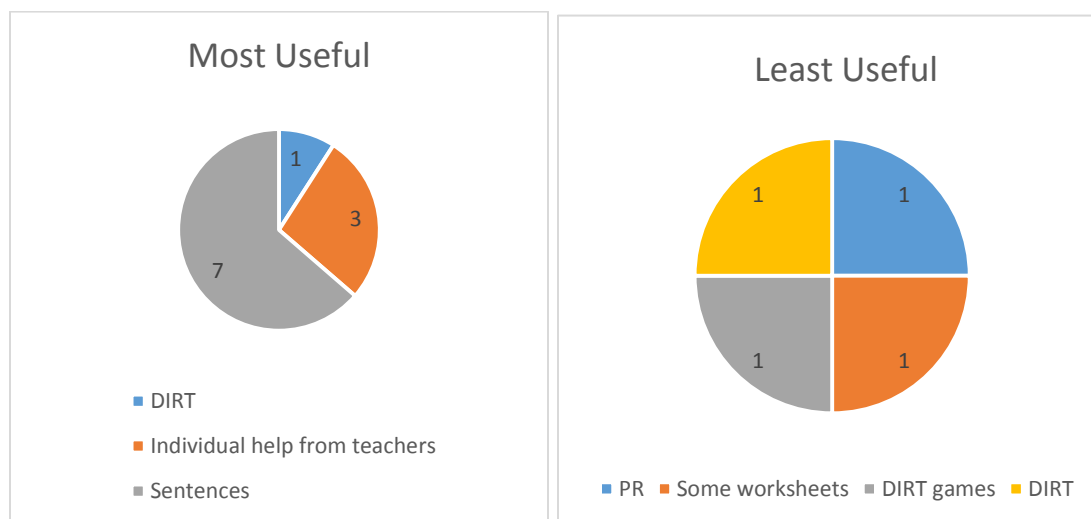
6. How many of the forms do you have memorized?



Very Few	0
Some	1
Many	3
Most	6
All	1

7. Do you think attending class is time well spent? What is most useful? What is least useful?

All students said that class time was useful.



DIRT	1
Individual help	3
Sentences	7

DIRT	1
worksheets	1
DIRT Games	1
PR sentences	1

Student Comments:

- One student mentioned that it is nice to be able to get immediate feedback during class time.
- Another student mentioned that she enjoys interacting with teachers and other students. She mentioned that class time is very positive for her.
- Another student mentioned that she thinks it is particularly helpful when teachers ask questions and force the students to explain grammar.
- One student mentioned that the practice and review sentences don't have as many questions on the practicum and therefore feel like busy work.
- One student mentioned that the DIRT games give her anxiety. Sad!

8. Do you plan to continue studying Latin after this class?

Yes	11
No	1

Student comments:

- Most students mentioned that they have enjoyed the class and will continue studying purely because they enjoy the material.
- 2 students also mentioned fulfilling a language requirement
- The one who won't continue said it was because of graduation
- One student mentioned that they want to become a Latin teacher
- One student said they were interested in a Classics minor

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Drill

Least helpful: Practicum

Why? I like the drill just because flash cards just work best for me
Practicum is least helpful because we've already done the sentences

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

yes. However, even though I think I am doing well I think I have too many bonus points.

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

probably like 20 min on average. I study alone

When you are doing on-line exercises, how often do you look up vocabulary in the book?

NEVER

SOMETIMES

OFTEN

ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER

SOMETIMES

OFTEN

ALWAYS

How many of the assigned vocabulary memorized?

VERY FEW

SOME

MANY

MOST

ALL

How many of the forms (declension endings, pronouns, etc.) have

VERY FEW

SOME

MANY

MOST

ALL

Do you think attending class is time well spent? What is the most useful thing we do in class?
What is least useful?

yes; the sentences w/ the LAMPs are most helpful

Do you plan to continue studying Latin after this class? In either case, why?

yes; I want to be a classics minor

Do you resent using class time to take surveys like this?

~~no~~ yes.

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

absolutely.

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Drill Least helpful: Presentation exercise
Why? Something I can do at my own pace and revisit any time. never used it

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

Yes. I feel that I am learning the material adequately

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

It varies. The closer we are to a test, the more I study & the more people I study with. I feel like I don't need to study too much because I grasp the concepts

When you are doing on-line exercises, how often do you look up vocabulary in the book?
NEVER SOMETIMES OFTEN ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER SOMETIMES OFTEN ALWAYS

How many of the assigned vocabulary words have you memorized?

VERY FEW SOME MANY MOST ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?

VERY FEW SOME MANY MOST ALL

Do you think attending class is time well spent? What is the most useful thing we do in class? What is least useful?

DIRT reviews are definitely useful

Do you plan to continue studying Latin after this class? In either case, why?

Yes. I find it enjoyable and the people are okayish

Do you resent using class time to take surveys like this?

It depends on who is reading this... If your name is not Mark Damen, the answer is not really. If your name is Mark Damen, the answer is MOST ASSUREDLY!

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

It depends on who is reading this survey. if your name is Alicia, then yes he is! if your name is not Alicia, then flip the page over.

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Practicum Least helpful: Presentation Ex.

Why? ^{They're all so good!} The practicum makes me understand the grammar & forces me to think about other forms of words. I take notes during the presentation so I never use the exercise.

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

Yes

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group? 1-2 hours daily depending on the work load.

Alone except when studying for tests

When you are doing on-line exercises, how often do you look up vocabulary in the book?
NEVER SOMETIMES OFTEN ALWAYS

I try not to
When you are doing on-line exercises, how often do you consult the book for help with grammar?
NEVER SOMETIMES OFTEN ALWAYS

Almost never
How many of the assigned vocabulary words have you memorized?
VERY FEW SOME MANY MOST ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?
VERY FEW SOME MANY MOST ALL

Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful? Yes, group work with TA's, UTFs, CAMPS is most helpful
because we can learn with individual guidance
least helpful? ... I don't know!

Do you plan to continue studying Latin after this class? In either case, why?

Yes. Because I like Latin AND 2 years looks better than one on a grad. school application AND I need it for my future career.

Do you resent using class time to take surveys like this?

Nah.

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

~~no~~ 42

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful practicum

Why? it quizzes you on every part of the sentence, making sure I know and learn all of the concepts (indirect statement, ablatives, etc.)

Least helpful quiz

- I still find it helpful, but it basically is ~~the~~ a graded version of the drill.

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

yes

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

Probably 20 - 30 min. a day. I typically study alone.

When you are doing on-line exercises, how often do you look up vocabulary in the book?

NEVER

SOMETIMES

OFTEN

ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER

SOMETIMES

OFTEN

ALWAYS

How many of the assigned vocabulary words have you memorized?

VERY FEW

SOME

MANY

MOST

ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?

VERY FEW

SOME

MANY

MOST

ALL

Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful?

Yes, working on sentences together in class is helpful because we review grammar concepts together.

Do you plan to continue studying Latin after this class? In either case, why?

Yes, it has nurtured a love of the Latin language in me.

Do you resent using class time to take surveys like this?

no

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

YES

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Practicum Least helpful: DIRT

Why? The practicum gives time to practice, I forget to study for the DIRT

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

yes

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group? about an hour, alone

When you are doing on-line exercises, how often do you look up vocabulary in the book?
NEVER SOMETIMES OFTEN ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?
NEVER SOMETIMES OFTEN ALWAYS

How many of the assigned vocabulary words have you memorized?
VERY FEW SOME MANY MOST ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?
VERY FEW SOME MANY MOST ALL

Do you think attending class is time well spent? What is the most useful thing we do in class? What is least useful?

yes, Sentences, DIRT

Do you plan to continue studying Latin after this class? In either case, why?

yes, I like it

Do you resent using class time to take surveys like this? NO

Is Baby Kaladin the cutest baby ever? [There is one correct answer.] yes

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Practicum

Least helpful: ~~Quiz~~ Pres exercise

Why? Practicum makes me analyze sentences & stuff

~~Drill is pretty useful~~ Pres ex. still useful, but not quite as much as the other things

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

Yes. I think it's a good balance between showing progress and not ruining my gpa. The new format this semester is especially good

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

Probably about half an hour - 45 min.
usually just at my house w/ some friends

When you are doing on-line exercises, how often do you look up vocabulary in the book?

NEVER

SOMETIMES

50% of the time

OFTEN

ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER

grammar is the easy part

SOMETIMES

OFTEN

ALWAYS

How many of the assigned vocabulary words have you memorized?

VERY FEW

SOME

MANY

MOST

ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?

VERY FEW

SOME

MANY

MOST

ALL

Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful? Yes. the sentences are by far the most helpful,

and being able to ask any questions immediately is super helpful. Sometimes the worksheets are a little tedious, but most of the time they're helpful.

Do you plan to continue studying Latin after this class? In either case, why?

Yes. I need the language credits, but mostly I have a ton of fun, feel like I learn a lot, and have made good friends.

Do you resent using class time to take surveys like this?

not really

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

Yes.

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Presentation Exercise Least helpful: N/A (formerly Drill)

Why? Notes and checking for understanding, all in one.
I like the Drill a lot more now that it transfers directly to the Quiz.

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

Yes

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

30 minutes. I study more in a group, and wish I studied alone more often.

When you are doing on-line exercises, how often do you look up vocabulary in the book?

NEVER

SOMETIMES

OFTEN

ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER

SOMETIMES

OFTEN

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How many of the assigned vocabulary words have you memorized?

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Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful?

N/A

Yes

SA

Do you plan to continue studying Latin after this class? In either case, why?

~~Yes~~

No, simply because I'm graduating.

Do you resent using class time to take surveys like this?

No comment.

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

Yep.

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: Quiz/Drill/DIRT

Least helpful: Practicum

Why? helps me memorize material that I need and helps me learn. The practicum I feel like focuses on formation. It's a tad bit rough.

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

No, honestly I've probably learned more in this class than any other even though it's easier for me to obtain A's in other classes. Also exams aren't my best thing.

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

I would say 2 hours alone. Before exams

We study in groups a little bit

When you are doing on-line exercises, how often do you look up vocabulary in the book?

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Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful?

Yes I wouldn't understand anything if I didn't go to class. go over details or make us tell you answers.

I think all class time is helpful.

Do you plan to continue studying Latin after this class? In either case, why?

Most likely. Goodness, I've learned a lot. I don't want to just forget everything

Do you resent using class time to take surveys like this?

Yes! but I like you guys.

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

Yes

Beginning Latin Survey, February 2015

Which type of exercise (Practicum, Quiz, Drill, Presentation Exercise, DIRT) is most helpful to you? Which is least helpful? Why?

Most helpful: English to Latin sentences Least helpful: presentation exercise

Why?

I don't do the presentation exercises, so I don't get much out of them. The English to Latin really tests how well I understand the grammar concepts. Do you think your grade is a valid reflection of your achievement in this class? If not, why? I think it is because I tend to have a fairly good grip on the material.

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

It probably averages out to about 15-30 minutes & I almost always am alone.

When you are doing on-line exercises, how often do you look up vocabulary in the book?

NEVER SOMETIMES OFTEN ALWAYS

When you are doing on-line exercises, how often do you consult the book for help with grammar?

NEVER SOMETIMES OFTEN ALWAYS

How many of the assigned vocabulary words have you memorized?

VERY FEW SOME MANY MOST ALL

How many of the forms (declension endings, pronouns, etc.) have you memorized?

VERY FEW SOME MANY MOST ALL

Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful?

Class time is usually quite helpful to me, I really get a lot out of the sentences. I don't really enjoy games as part of DIRT reviews, & they give me anxiety, but I'm probably rather alone in that sentiment.

Do you plan to continue studying Latin after this class? In either case, why?

Yes I do, just because it's fun, but also I need a minor in something & I really don't want to study journalism anymore.

Do you resent using class time to take surveys like this?

Not at all, anything that helps you guys

Is Baby Kaladin the cutest baby ever? [There is one correct answer.]

I feel forced into an answer here... just kidding, he's very adorable.

Why? Though the Quiz is a good indicator that I know the little things with vocabulary, I don't think it's as relevant as the Practicum when it comes to testing my comprehension.

Do you think your grade is a valid reflection of your achievement in this class? If not, why?

Yes, It takes a lot of memorization to remember forms, vocabulary and grammar rules to understand a language. The scores from assignments reflect that.

About how much time daily do you spend studying Latin outside of class? Do you typically study alone or in a group?

I spend at least a hour every day - more if I'm confused on a subject. I typically study alone.

When you are doing on-line exercises, how often do you look up vocabulary in the book?

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How many of the forms (declension endings, pronouns, etc.) have you memorized?

VERY FEW

SOME

MANY

MOST

Do you think attending class is time well spent? What is the most useful thing we do in class?

What is least useful? Yes. Being able to spend time one on one is valuable to me, since I have a lot of questions. The least useful thing in class is doing the practice and review sentences. We normally translate the SA in the Practicum, so I feel like it's busy work.

Do you plan to continue studying Latin after this class? In either case, why?

Yes! I want to become a Latin

Yes! ~~~~~