

Example 1, Curriculum project

Project Type: SoTL Research or Curriculum

1. **Project Title:** Providing Opportunities: Redesigning German 101 and 102 with Open Educational Resources
2. Date of Application:
3. Project Funding Dates:
4. **Abstract (3-5 sentence summary of project):**

This project will be utilized to review and evaluate high-quality Open Educational Resources (OER) for the German language classroom. Redesigning these courses based on OER materials allows for greater student access to German language courses and removes the high-cost barrier often associated with foreign language classroom materials. As such, German 101 and 102 will be redesigned based on high-quality OER materials that provide a more diverse and equitable classroom experience, and that could lead to positive gains in attracting new students and retaining students who are beginning German courses.
5. SOTL: Purpose of your project study:
 - **Curriculum: What needs is this curriculum project meeting (department, students, etc.)?**

The purpose of this project is to develop OER curricula for German 101 and 102 that are pedagogically relevant and culturally inclusive and to aid in attracting new students, increasing enrollment in these courses, and further retaining students from 101 to 102. To that end, we will utilize materials that are not only culturally relevant for the target culture, but also for the students in the classroom, as this sort of purposeful course design could potentially help enroll more diverse students in our German courses. These courses would also enable students to circumvent the often prohibitive “price of admission” to high-quality foreign language instructional materials. OER materials and newly designed OER materials would be piloted in AY 2022/2023. They would be designed for integration into Canvas (i.e. as modules and assessments) and taught in F2F and/or hybrid formats.
6. SOTL: Research Question:
 - **Curriculum: Type N/A in this field**
7. SOTL: Study Design:
 - **Curriculum: Provide a detailed plan for the anticipated steps in the curriculum development.**

My students and I will qualitatively examine and evaluate existing OER curricula to examine their viability as resources in UWEC’s German 101 and German 102 courses. Where necessary, we will also develop new materials and assignments (e.g. quizzes, tests, writing projects) to ensure alignment with German 101 and German 102 goals and outcomes. Through this project OER resources from the following platforms will be examined for suitability in German 101 and 102 curricula: 1. Deutsche Welle (DW), 2. das Goethe Institut (GI), 3. der Deutsche Akademischer Austauschdienst (DAAD), 4. various European university and academically designed language corpora. Upon examination and evaluation of the suitability of lessons, modules, assessments, etc. from these platforms, we will determine which elements of the courses need to be

reframed or rewritten to align with existing SLOs. Additionally, the above resources will be utilized to design and implement authentic, day-to-day interactions in the classroom.

8. SOTL: Assessment of the Project:

- **Curriculum: What standards are you basing your curriculum development on? (Professional National or State standards, Course Design standards - OSCQR, UWEC Department Standards, Honors Standards, Other. Please list.)**

These curricula will be American Council on the Teaching of Foreign Languages (ACFTL) level-appropriate, which is the gold standard for foreign language course design in North America.

The design of these courses will also still ensure that LE Core Curriculum and Outcomes are maintained and integral in the courses. Currently, the LE Core Outcomes for German 101 are as follows: This course meets the requirements for the Skills 1 (S1) (Written and Oral Communication) and the Responsibility (Global Perspectives) outcome (R2): (S1) Develop intellectual and practical skills, including, for example, inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, and teamwork and problem solving; (R2) Apply personal and social responsibility for active citizenship and develop skills needed to thrive in a pluralistic and globally interdependent world.

9. References (at least two):

10. Student(s) Activities and Roles:

11. Faculty Roles:

12: Plan for Dissemination of the Results: