QEP Pre-Activity Report

Name: Leonel Glees  
Course/Section to be Assessed: 80557 - SPAN 2010 - P03  
Semester Implemented: Fall 2014  
Control Course/Section (if applicable): __________

1. What is the desired learning outcome? *(What do you want the students to be able to do better at the end of the lesson and to what degree?)*

The desire outcomes are that students put into practice important factors such as interpreting and expressing ideas in the target language learning process. They are going to be able to conjugate the subject and verb in a correct manner and will join the elements of all the columns to form coherent sentences at their own level. The most important aspect of all is to put together elements such as knowledge of vocabulary and verb conjugations to be able to communicate verbally.

2. What activity/lesson will be implemented to increase mastery of the desired learning outcome?

Prior to the activity, a grammatical point will be assigned to have a solid foundation in how to conjugate verbs and then, the verbal communication will be implemented with some vocabulary from an examined chapter. Later, the teacher will show students how to play the game by modeling one example.

3. How will you measure whether the activity improved mastery of the targeted outcome?

The result is measured orally, after each student play the game for certain amount of time (5 minutes). The next step will be for students to share their outcomes with study partners and make any relevant corrections in the target language, which creates a deeper level of learning and bonding among participants.
The verb(S) "GUSTAR" AND/OR SIMILAR VERBS and Vocabulary words of "LAS DIVERSIONES" from Facetas, Chapter 2.

Instruction for activity: "Game of Words Vegas Style"

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Throw 2 dice and looking at the two numbers, the first corresponds to first column noun or subject and second goes to the vocabulary word. Use the verb in the middle and remember to use the correct gender agreement to form a sentence saying why I, YOU, HE, SHE, WE OR THEY FEEL THAT WAY. Said it out loud to class in a complete sentence.

IF DICE APPEAR 6 AND 3 AND 5, YOU WILL CONJUGATE:

(ELLOS/ ELLAS + GUSTA VER +WHAT OR WHY I, YOU, HE, SHE, WE OR THEY FEEL THAT WAY)
THE RESULT WILL BE:

A ELLOS LES GUSTA VER LA TELEVISION POR CABLE

1. YO
2. TU
3. Él /ELLA/USTED
4. NOSOSTROS
5. USTEDES
6. ELLOS/ELLAS

1. EL MUSICO
2. EL ESTRENO
3. LA TELEVISION
4. AJEDREZ
5. EL ESPECTACULO
6. FESTEJAR
1. What were the results of your assessment of student improvement regarding the targeted learning outcome?

(Based on the assessment, to what degree was the learning outcome achieved? What information was collected to measure the effectiveness of the activity on the learning outcome? Did any unforeseen factors emerge influencing the activity or outcome assessment results?)

First, I monitored the cognitive process by assessing the grammatical input. Second, I paid close attention to the effectiveness of the activity by focusing on the listening process. In rare instances, some students with a lack of grammar foundation on the target activity prevented them to perform the desire outcome.

2. Based on the results of the learning outcome assessment and semantic differential:

   A. Did the students find the activity engaging?  YES □  NO □

   Explain:

   This activity was a 90% engaging and beneficial for the learning of vocabulary, grammar and conversation in Spanish. The majority of the student perceived a significant progress towards their learning goals. The verbal approach increased significantly by speaking complete full sentences.

   B. Did the activity achieve the desired learning outcome?  YES □  NO □

   (Include and discuss any assessment tools used as well as any qualitative or quantitative results.)

   The activity was certainly engaging and interactive because some of the qualitative points were the observation of students engaging on it. The qualitative data is narrative approach (more words in Spanish), focused on the individual, human level and relation to the activity. Rich detail and description were important factors. In the quantitative aspect, the activity showed that some of the students use more verbs in a correct manner and vocabulary words were used more accurately.

   C. Will you use the activity again?  YES □  NO □

   What changes (if any) might be made to either the activity or the measurement of its impact on the learning outcome?

   As a teacher as a proctor of this activity, I will use it often due to the comments of my students. They expressed that I should put more verbs to conjugate on the sentences. I definitely will improve it and remastered it to use it more accurately.
Please record the results of the Semantic Differential:

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<th>9</th>
<th>2</th>
<th>2</th>
<th>1</th>
<th>1</th>
<th></th>
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</tbody>
</table>

Include relevant student comments (if any) provided on the semantic differential: