IN THIS PRESENTATION
THE SCI RESEARCH INITIATIVE

- An introduction to the Shared Course Initiative

- Description of the associated research project

- Major lessons of the research project so far

THE SHARED COURSE INITIATIVE

- Since 2012, the Shared Course Initiative has linked LCTL classrooms at Yale, Cornell and Columbia via high definition videoconferencing.

- This program has been supported by a grant from the Andrew W. Mellon Foundation.

- It seeks to sustain and strengthen Less Commonly Taught Languages across institutional boundaries.

- www.lrc.columbia.edu/sci

PARAMETERS FOR THE RESEARCH PROJECT:
NUMBERS OF STUDENTS AND LANGUAGES

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Bengali (Beg.)	Bengali (Beg. + Int.)	Bengali (Beg. + Int. + Adv.)	Bengali (Beg. + Int. + Adv.)	Bengali (Beg. + Int.)	
					BCS (Beg + Int + Adv)
		Bosnian/Croatian/Serbian (Beg.)	Bosnian/Croatian/Serbian (Beg. + Int.)	Bosnian/Croatian/Serbian (Beg. + Int.+ Adv)	Bosnian/Croatian/Serbian (Beg + Int + Adv)
					Czech (Beg + Int)
Dutch (Int.)	Dutch (Beg. + Int. + Adv.)	Dutch (Int. + Adv.)	Dutch (Int. + Adv.)	Dutch (Int. + Adv.)	Dutch (Int + Adv)
					Finnish (Beg. + Int.)
		Hungarian (Beg.)	Hungarian (Int.)	Hungarian (Beg.)	Hungarian (Int.)
Modern Greek (Int.)					
Indonesian (Adv.)	Indonesian (Adv.)	Indonesian (Adv.)	Indonesian (Adv.)	Indonesian (Adv.)	Indonesian (Adv.)
	Khmer (Beg.)	Khmer (Beg.)	Khmer (Beg.)		
		Punjabi (Beg.)	Punjabi (Beg. + Int.)	Punjabi (Beg. + Int.)	Punjabi (Beg. + Int.)
Romanian (Beg.)	Romanian (Beg. + Int.)	Romanian (Beg. + Int. + Adv.)	Romanian (Beg. + Int. + Adv.)	Romanian (Beg. + Int. + Adv.)	Romanian (Beg. + Int. + Adv.)
		Sinhala (Beg. + Int.)	Sinhala (Beg. + Int.)	Sinhala (Beg. + Int.)	Sinhala (Beg. + Int.)
Tamil (Int.)	Tamil (Beg.)	Tamil (Beg. + Int.)	Tamil (Beg. + Int.)	Tamil (Beg. + Int. + Adv.)	Tamil (Int. + Adv.)
	Classical Tibetan (Beg.)	Classical Tibetan (Beg. + Int.)	Classical Tibetan (Beg. + Int.)	Classical Tibetan (Beg. + Int.)	Classical Tibetan (Beg. + Int.)
		Modern Tibetan (Beg.)	Modern Tibetan (Beg. + Int.)	Modern Tibetan (Beg. + Int. + Adv.)	Modern Tibetan (Beg. + Int. + Adv.)
	Ukrainian (Beg.)	Ukrainian (Beg. + Int.)	Ukrainian (Beg. + Int. + Adv.)	Ukrainian (Beg. + Int. + Adv.)	Ukrainian (Beg. + Int. + Adv.)
		Wolof (Beg.)	Wolof (Beg. + Int.)	Wolof (Beg. + Int. + Adv)	Wolof (Beg. + Int. + Adv)
Yoruba (Beg.)	Yoruba (Beg. + Int.)	Yoruba (Beg. + Int. + Adv.)	Yoruba (Beg. + Int. + Adv.)	Yoruba (Beg. + Int. + Adv.)	Yoruba (Beg. + Int. + Adv.)
isiZulu (Beg.)	isiZulu (Beg. + Int. + Adv.)	isiZulu (Beg. + Int. + Adv.)	isiZulu (Beg. + Int. + Adv.)	isiZulu (Beg. + Int. + Adv.)	isiZulu (Beg. + Int. + Adv.)
Total Languages: 8	Total Languages: 10	Total Languages: 16	Total Languages: 16	Total Languages: 15	Total Languages: 16
Total Courses: 8	Total Courses: 17	Total Courses: 29	Total Courses: 34	Total Courses: 36	Total Courses: 40

3 SITES, 4 CLASSROOMS AT EACH SITE, 14-16 LANGUAGES, 120-140 STUDENTS EACH SEMESTER

SCI RESEARCH PROJECT
OUR QUESTIONS

- How does student progress in a distance environment with the aforementioned parameters track with student progress over time in a face-to-face only environment?

- How do students learning at distance compare with students learning with the instructor on site?

- What factors positively or negatively influence a student's acquisition of language in this format, as a result of the format?

QUALITATIVE AND QUANTITATIVE MEASURES

Quantitative

Oral Proficiency Interviews
Student Data Survey
Instructor Data Survey

Qualitative

Learner self assessments
Student interviews (individual and group)
Instructor interviews

RESEARCH CONTINUED

- OPIs: tracking individual student progress over time

- Student surveys: both qualitative and quantitative

- Student and instructor interviews: actionable

- Preliminary results

What were the main reasons you chose to take this class/these classes?

	Not at all Important	A little important	Somewhat important	Very Important
To fulfill a language requirement	○	○	○	○
To better understand a different culture and society	○	○	○	○
Because this language is part of my heritage	○	○	○	○
To better understand literatures in the language	○	○	○	○
To study and/or travel abroad in the future	○	○	○	○
To communicate with speakers or writers of the language in the U.S.	○	○	○	○
To communicate with speakers or writers of the language abroad	○	○	○	○
To improve my employment potential	○	○	○	○
Other (please specify)	○	○	○	○

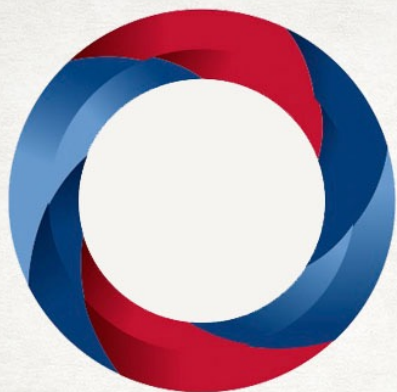# THE SCI RESEARCH INITIATIVE IN CONTEXT
LESSONS

With respect to students

Active student ownership of the language
learning process
Additional opportunities for reflection
Practical applications of OPI certificates

With respect to instructors

Opportunity to reflect on teaching
Engage with and incorporate ACTFL proficiency
guidelines in curricular design

ORGANIZATIONAL/MANAGERIAL LESSONS

- Data

- Student buy-in

- Research personnel

THANK YOU!

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