

FIELD REPORT



Field Report: Marquette University, Milwaukee, WI

Teaching Instructor of Spanish: LK Pinhanços
Courses: Spanish 1001, 1002, 1003, 2001, 2002, 2003
Instructors: 8
Approximate Total Annual Students: 383
First implementation: August 2018 (Inaugural Adopter)



LK Pinhanços

Why did you select *Contraseña*? What would you recommend most to instructors considering the program for adoption?

The Introductory Spanish Language Program Director selected **Contraseña** because of its emphasis on student-centered, communicative and culturally-informed materials and activities. As an instructor with three years of experience utilizing this program, I have come to appreciate the variety of activities included in the **Conversar** section (activities to be used in-class) as well as the general logic behind how the course is structured. I feel that students are able to continuously build upon their skills throughout the course. In a related way, I would especially recommend the program to other instructors because of the ease with which I, as an instructor, can guide students throughout the learning process and allow them to take initiative to build upon their language-learning skills.

How smooth was implementation? How has LingroLearning's Instructor Support compared with that offered by other publishing companies?

While my experience interacting with other publishing companies in the past has been somewhat limited, I do feel that LingroLearning's instructor and student support has been consistently reliable and collaborative. As an instructor, I have especially appreciated that my feedback, suggestions and opinions have been valued and, in some cases, implemented in order to make improvements to the program.

How has *Contraseña* contributed to higher levels of student engagement?

I feel that **Contraseña** has contributed most to student engagement through the relevant **Conversar**, in-class activities, which allow students to practice grammar, vocabulary and cultural topics in a meaningful context. Students have shared that they like the centralized, "all-in-one" nature of LingroHub, as they are able to access a multitude of resources all in one place.

In face to face and hybrid courses, how readily do students connect the out-of-class work with the in-class communicative practice? Are they "doing the work?"

After an adjustment period of sorts, students begin to make meaningful connections between the out-of-class and in-class work. Once they do, I find many students not only make these connections but thrive with **Contraseña's** flipped classroom approach. I have been privileged to teach a small cohort of students over two semesters, and have especially seen these students progress in their effective use of the program. Students appreciate the variety in and creative nature of the project-based assessments. I have seen students with a range of learning needs and language abilities perform well with the **proyectos**.