Faculty Fellows Project Report 19 - 20

As we near the end of the AY 19-20, we're eager to hear how your ASSETT Faculty Fellows projects are going. The following is a guide to use to describe your project, process, outcomes, and reflections. Ideally, we'd like to make these reports public to give you credit for all the hard work you've done. If you have data or other evidence to support your project, please include that with your report. Examples of data and other evidence include surveys, pictures, websites, student work examples, charts, etc.

Please submit this report by May 29, 2020, so that we can meet our fiscal year deadline. We will then request the transfer of the last half of your professional development award.

If you have any questions or need any assistance with your report, contact Andy or Amanda. We're happy to help.

Please address the following in your report:

- Title and summary / description of your project

QahwahArabi is a platform for learning Arabic that gives support to CU Boulder students enrolled in the Arabic program. This ASSETT Fellow project focuses on the first 5-6 weeks of ARAB 1010 where students learn the Arabic alphabet and some cultural expressions.

- Describe the challenge you addressed in your department with this project.

With the worldwide pandemic situation and the transition to online learning, the proposed platform is now needed more than before. Although, the initially proposed department objective of the platform was to meet the needs of our program to integrate technology in teaching to facilitate and support our in-person teaching, the move to 100% online teaching during Spring 2020 has urged the need to the platform as a main support of the online teaching expected during the upcoming semesters.

- Describe desired result.

With the focus of ASSETT Faculty Fellow Program, I would like to present students with a flipped model of ARAB 1010. Before class meetings, students will be introduced to assigned writing sheets of the Arabic letters according the syllabus schedule. Each sheet includes a video of the writing and the sound of the letter, and a practice part where the letter is put in the context of the word to show its different shapes while writing. The words are selected from the vocab students are expected to learn during the semester.

These words are to be connected to flash cards so students can start acquiring course vocabulary. Similar to the sheets, the vocab on the cards are accompanied by a picture and an audio pronunciation of the word.

- Describe the project. What did you do?

During the academic year of 2019 - 2020, I was working on four elements:

1. Writing sheets with ALTEC.
2. Video recording of writing the alphabet with a calligrapher.
3. Recording the audio files of the letters and the vocab.
4. Designing the theme and logo of the platform.
5. Building a platform with a web development company who would also create the flash cards.

- Describe the outcome. What worked, what didn't work, lessons learned.

The development achieved in each of these elements:

1. Writing sheets with ALTEC: this part is almost done. I am currently reviewing the last batch online. Before the COVID-19 lockdown, ALTEC graphic designer and I were working together on the screen to finalize the sheets. But as you can imagine, this was stopped for a while with the move to online learning. We resumed work online via ZOOM and I am waiting for the pre-final version to review.

2. The Video recordings: I was able to find a calligrapher who was able to video record the writings of the Arabic letters. However, he backed out because he could not have his name mentioned on CU system as a work provider to CU. I asked him if I could use 7 of the videos he finished since we already had been working on the videos for more than three months. He approved but, unfortunately, he had deleted the rest of the videos. So, most probably I will record the videos myself and ALTEC offered to help with editing.

3. Recording the audio files of the letters and the vocab. Done. We recorded two versions; one male and one female for each audio file needed for the letters and the vocab.

4. The logo and the theme: I found a student in Arts at CU Denver. She has started to give me ideas on the theme and the logo. She sent me some samples for the logo and the theme as attached below. By the time of submitting this report, we haven't agreed on the charge yet.

5. The platform and the flash cards: On Oct 25th, 2019, TechMark (an already registered company at CU procurement portal) bought the domain (http://qahwaarabi.com/) and established a preliminary layout of the platform. However, early Spring 2020, I was notified that CU has modified the procurement portal asking all providers to re-register themselves.

   On May 28th 2020, I was notified that the company is now registered and they can resume work.

With most of the components ready to be compiled onto a platform, we will work on designing and building up the platform during the summer. As the platform progresses, I will be recording the rest of the writing videos. By Fall 2020, I plan to have something solid to use in my ARAB 1010 class.

- Reflect on your experience in the Faculty Fellows program and working on your project.

For me, the best thing about joining the Faculty Fellow program is getting me organized and think of concrete steps. It helped me think more practical than ambitious. With concrete steps, I can plan for more tangible results and think of way outs and alternatives.
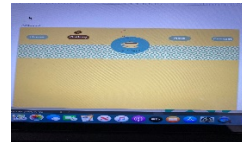
Another thing that stayed with me is the inspiration I felt during our meetings of Spring 2020. The group of outstanding fellow educators who are passionate to promote and enhance higher education also impressed me very much. I was indeed lucky to have this experience to learn and exchange knowledge.

- If appropriate, please include other artifacts and visuals (data, weblinks, pictures, student work/examples, write-ups)
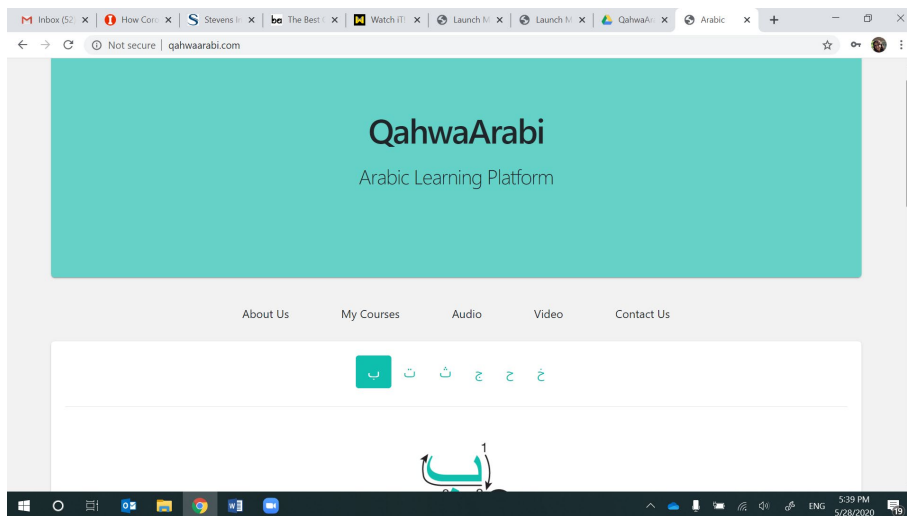
Suggested Logo

Suggested Theme

Platform screenshots:

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