OERINSSPANISH:
A Service-Learning Multidisciplinary Initiative

DEPARTMENT OF LATIN AMERICAN AND IBERIAN CULTURES

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1. The original programs
   Why?
   Description of the programs
   How they were integrated into our (and their) curricula

2. Adapting to the online environment
   Description of the new programs
   Sample projects
   Benefits for USC students
   Benefits for site

3. Expanding the scope
   OERINSPANISH

4. Future Goals
WHY CREATE AN OUTREACH PROGRAM?

Outreach can be defined as experiential education, in which students offer services to the community. Reflecting on their involvement helps them to understand the course content, the discipline, its relation to social needs and their civic responsibility. (R. Bringle, J. Hatcher, 1997)
PRE-COVID: 3 PROGRAMS
PRE-COVID:

Academic goals: 15% of the overall requirements (Portfolios and Presentations) for Spanish Intermediate and Advance Levels.

Reflection on involvement: written assignments, in-class presentations, and surveys

Community engagement: children, staff, parents.

PRE-COVID: HOW?

- **Practice**: Orientations, in person classes, in-class presentation and written reflections in Spanish.

- **Assessment of students' performance**: Teaching evaluation, class presentations, reflections - all based on rubrics.

- **Assessment of the program**: Anonymous surveys by students and parents.
COVID 19

STOP EVERYTHING AND DO ONE THING
POST-COVID: ONE PROGRAM

Feliz en la Comunidad

SPAN220 SPAN240 and SPAN260
Community Outreach Programs
POST-COVID: FELIZ EN LA COMUNIDAD

• **Practice:**

1. Orientations

2. Prepare and conduct **classes in Spanish** for elementary or high-school students to be recorded or taught via Zoom or in-person.

3. Prepare **supplementary Spanish activities** for elementary or high-school teachers.
POST-COVID: FELIZ EN LA COMUNIDAD

Assessment of students' performance:
Participants will also be required to reflect on their experience on two Zoom debriefing sessions.

Assessment of the program: anonymous surveys by students, staff and parents.
Program Benefits for Sites

- Personalized, engaging and innovative lessons from USC students to meet the curricular needs of and provide support for USC Hybrid High School Spanish courses.
- Immersive environment for Hybrid Spanish students that challenge students and helps support review and retention of content.

- The ongoing collaboration with USC has been an essential part of building and strengthening the Spanish department at USC Hybrid High. Our students and our teachers have benefited greatly from all the opportunities and support they have given, from curriculum support to creating engaging programs for our students. We are very grateful and always excited to work with them. - Andrea Bobadilla, USC Hybrid Spanish Instructor
“Through Feliz en la Comunidad, I was able to strengthen my Spanish and leadership skills, even during the middle of a global pandemic. The program gave me the opportunity to be involved in community outreach, while still abiding by safety procedures from inside my own home. Before participating in the program, I didn't have a lot of confidence in my Spanish speaking abilities. I had taken four years of Spanish class, but I hadn't had the chance to put it into real practice very often. This organization allowed me to gain confidence in my skills by teaching the language to other students, and by utilizing my Spanish knowledge so that I could better retain what I have learned previously, and implement it into real practice.” - Catie Mullin (USC Student Participant in Feliz en la Comunidad)
EXPANDING THE SCOPE

BENEFITS OF USING AN OER

● Create a repository for all activities
  ○ A resource bank
  ○ Accessible to site teachers now and in the future
● Provide needed online enrichment/review activities catering to the needs of the site populations
La Casa Azul: una visita particular (07/2019)

**Metas educativas:**
- Revisar el vocabulario del hogar y mobiliario
- Conocer a una artista mexicana: su vida, su obra y su casa
- Conocer la ciudad de México

**Estructuras:**
- Usos de pasados
- Uso de imperativos
- Conectores y transiciones

**Nivel:**
- Intermedio-Avanzado

**Resumen**
La Casa Azul, de la escritora Angélica F. Aguirre, es un texto que nos lleva a conocer la vida y obra de la artista mexicana. El relato nos muestra su trabajo artístico y su contexto social. A lo largo del texto, se revisan aspectos del vocabulario relacionados con el hogar y la mobiliario, permitiendo al lector familiarizarse con el léxico necesario para comprender el contexto. Además, el relato nos permite conocernos mejor a la artista, comprendiendo mejor su obra a través de sus experiencias y su entorno. La estructura del texto permite al lector practicar el uso de los imperativos, expresar acciones en el pasado y utilizar conectores y transiciones para desarrollar argumentos. El texto es adecuado para estudiantes con un nivel intermedio-avanzado en el aprendizaje del español.
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- Catie Mullin (USC Student Participant in Feliz en la Comunidad)
Some examples
Gol de Federico
Spanish Level 1 - BÁSICO

Vocabulario: Animales de la granja, colores, emociones, cumpleaños, fútbol,

Gramática: Pretérito e imperfecto

Habilidades: Comprensión auditiva

Autor: Rose Mercer, Estudiante-USC

LINK TO VIDEO
Un artista mexicano en Los Ángeles
Intermedio - Avanzado

Vocabulario: Personas, Lugares, Ciudad, Artista mexicano
Gramática: El presente, El verbo gustar
Habilidades: Lectura, conversación, escritura
Autor: Leah Kemp, Profesorado de USC
LINK TO INVESTIGACIÓN EN INTERNET

Pacific Standard time LA-LA
Intermedio - Avanzado

Vocabulario: Arte, Artistas Hispanos, Artistas Latinoamericanos, Activismo
Gramática: Pretérito
Habilidades: Lectura, escritura
Autor: Liana Stepanyan, Profesorado de USC
LINK TO INVESTIGACIÓN EN INTERNET
Future goals

- Expanding database
- Managing content
  - Collaborations
  - Funding
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