


4-1-2012

Qué Pasa en Pace?!!! Contacto Pace University Spanish Applet

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Recommended Citation

Villagrà, Andrés, "Qué Pasa en Pace?!!! Contacto Pace University Spanish Applet" (2012). *Cornerstone 3 Reports : Interdisciplinary Informatics*. Paper 79.

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Status Reports

Format for both the Interim and Final Reports:

At the top of the first page of the report, please include the following:

- Title of the Project:
“Qué pasa en Pace?!!! Contacto Pace University Spanish Applet”
- Cornerstone #
Cornerstone 3 Interdisciplinary Informatics
- Principal Investigators Names along with their School/College
Dr. Andrés Villagrà
Dyson School of Arts and Sciences, Pace University
May 29th, 2012

Mid-Project Reports - Please submit the following:

- A) Please outline your original goals. (as stated in the Thinkfinity Grant 2012 Proposal)
- This proposal will combine the efforts of my Advance Spanish Conversation course, (SPA 301, Spring 2012) and the involvement of the Enrollment Office and the Hispanic Task Force initiatives. Team members from these three units will join forces to develop a Spanish-speaking switchboard/website prototype to communicate with prospective Spanish-speaking students considering Pace University. This instructional and communicative tool will enable students to communicate with Spanish native speakers as well as to inform the community of the benefits of attending Pace University. Two student assistants will collect data during the semester and analyze results in a summer study. The desired outcome of this undergraduate research project is a direct publication in an academic journal on Foreign Language and Technology.
- The main focus of this project will be a group project documenting activities of the Hispanic experience and academic offices at Pace University. These series of student documentaries (student testimonials, interviews, and personal experiences via podcasts, e-journals and blogs) will present Pace University to Spanish-speaking audiences in the U.S. and abroad. Recent studies have shown that the Hispanic populations the fastest growing ethnic group enrolling in higher education. In addition to community support, Hispanics are typically first family members going to University and require a clear understanding of crucial academic aspects such as financial aid, student loans, internships, and advisement in a wide variety of disciplines and careers opportunities. By linking via Facebook, and Spanish student enrollment websites, this academic “switchboard” and online document center for prospective Spanish-speaking students, this project will help to attract a large number of Hispanic students at Pace University.

B) What progress have you made towards your original goals on your project to date?

This pilot applet “Qué pasa en Pace?” combines two major elements: content creation and software development. During the three and a half month period of January 2012 to April 2012, the participation in this project included: 20 students from my Spanish course; 2 student assistants (Jessica Luciano and Michael Olshansky, the latter was also a student enrolled in my class), and two program developers (graduate students Jeremy Pease and Paat Sinsuwan) from the Seidenberg School of Computer Science. Dr. Jonathan Hill, Associate Dean from the Seidenberg School and myself, Professor and Associate Dean from Dyson College of Arts and Sciences oversee the development, communication and exchanges among these groups.

Content creation was the responsibility of five student groups from my Spanish Conversation (SPA 301) Spring 2012 course. According to recent research, the needs of the population of Latinos and students from Spanish-speaking countries to succeed in Higher Education includes: an open campus climate; identification of an academic cohort; information about transfer process; access to resources and advisement services; specific orientation addressed to parents; information about activities on campus; and readability of different media in Spanish. Based on this information, the class was divided into six groups which addressed the following categories: 1. La Ciudad de Nueva York (The City of New York) 2. Organizaciones Estudiantiles (Student Organizations) 3. Finanzas y Curriculum (Finances and Curriculum) 4. Oportunidades-Practicas y Trabajos, (Internships and Job Opportunities) 5. Deportes (Sports) 6. Seguridad y Religion (Safety and Religion). As part of the course assignments, students were required to provide content in three formats: text, video and images. Additionally, a summary and personal reflection about this project in English was also required. As this content was being developed, student assistants Jessica and Michael were collecting these materials from students and discussed with Jeremy and Paat on a number of meetings throughout the semester. Once a basic design for the applet was agreed upon, developers created a basic software skeleton for the project. During the last week of classes, the project was finalized.

At present, the piloting applet “Qué pasa en Pace? can be viewed as an iPhone simulator at: <http://nuevayork.jeremypease.com>. Since this applet has originally been created for an Iphone platform, it is only accessible on the latest iPhone models at <http://ny.jeremypease.com> on the iPhone's browser (this page will only display as intended on the iPhone).

C) Has your project impacted students? If so, how many?

As expressed above, there were students from my Advanced Spanish Conversation class as well as students from the Seidenberg school of Computer Science. The applet has been presented at the recent Pace University faculty Institute on May 18th. The applet internet addressed has been shared through student Facebook pages.

D) Has your project impacted other faculty members? If so, how many?

Many faculty and students commented that the model developed for this project can be applied to many specific small and large class or group projects. The applicability and

development of specific applets in education is identified as one of the hottest topics in education, as identified by The Horizon Report 2012.

E) What are your next steps?

As intended in the original goals, my student assistants, Jessica Luciano and myself will work together over the summer 2012 to polish the content and present this project to a number of university units as well as Computer Assisted Learning Language conferences. Whereas we understand that this is not a finished product ready for commercialization, we will work with different university constituencies (including Enrollment Management and Hispanic Latino task Force) to obtain feedback and possible collaboration according to Pace University needs. The results from these conversations will indicate new paths to explore or create. During the summer 2012, some of the activities to be developed will include a video presentation of the Applet and the preparation of a faculty-undergraduate research manuscript for presentation and publication.

Final Project Reports -Please submit the following:

- A) Please outline your original goals.
- B) What progress have you made towards your original goals on your project to date?
- C) What activities have been completed to contribute to meeting/progressing toward these goals?
- D) What activities have not been completed? Please indicate why they have not been completed.
- E) Please outline the outcomes you have received as a result.
- F) Did you create a Class? If so, is the class running?
- G) Has your project impacted students? If so, how many?
- H) Has your project impacted other faculty members? If so, how many?
- I) Were there any unintended outcomes achieved?
- J) Do your outcomes reflect the change or benefit you were hoping to receive?
- K) How has your project furthered the Thinkfinity Cornerstone you selected?
- L) Describe your future plans for sustaining the program or project.