

A reading approach for asynchronous college-level beginning Latin instruction

The instruction evaluated in this report is a trial of a concept for redesigning the four-semester beginning and intermediate sequence of Latin courses from traditional grammar-focused instruction to a more holistic exposure to the language of Rome as part of a larger culture of a vast empire, rather than a monolith of syntax abstracted from context.

Introduction

Course Design and Development

To design and develop the sample instruction, I adopted a rapid prototyping model. This model suits my needs best because of its abbreviated analysis phase and because design, development, and evaluation are taken as one step. I can draw analyses from previous studies, my own observations, my experience as an instructor and with creating and teaching courses using the Canvas Learning Management System, and my knowledge as a subject matter expert.

In the analysis phase, I did the following:

- Articulated justifications of the need for revising the Latin curriculum on the basis of meeting student needs and providing a better service to the academic discipline.
- Interviewed a colleague at another university about her experiences and observations teaching from the book I propose.
- Determined pacing for semesters 1-3.
- Determined overall goals and content areas for semester 1.
- Prioritized the content for the sample unit and created goals, aligning with course goals, for the instructional unit.

To design and develop the course, I decided on strategies for the five goals of the instructional unit, and created or gathered the materials. As I became aware of issues, and as I heard questions from my trial learners, I adjusted the instruction. I developed the evaluation to directly align with the course materials and the goals of the instructional unit. I developed materials within Canvas, using native Canvas tools like Pages and New Quizzes, external tools such as H5P and Panopto, Quizlet (which embeds nicely) and Microsoft PowerPoint.

Instructional Context

The demonstration instruction covers the first part of the first chapter. I would have selected a part of the new book that presents more complex material. However, I was not confident I could find enough sample learners with the necessary knowledge of Latin on a short timetable, and the publisher has made the first two chapters of the book available without a subscription.

Objectives

Democratizing Latin, *i.e.*, making its study more accessible, more interesting, more likely to stick with learners more meaningfully, and more convenient to more students drives this project. The goals of the Latin 1 course include equipping learners to (1) recognize parts of speech, remember morphological forms, and apply them to a Latin passage; (2) understand grammatical relationships between words; (3) remember the meanings for a set list of vocabulary words; (4) learn cultural, historical, and mythological contexts for the language; (5) comprehend the story of the residents of a town called Subura as it unrolls through the textbook.

Aligned with the course goals listed above, there are five specific goals for the demonstration instruction. See Table 1.

Table 1 Instructional and Course Goal Alignment

Instructional Unit Goal	Course Goal
Learn 20 vocabulary words	3
Learn and apply singular subject-verb agreement rules / singular personal endings of verbs	2
Analyze the word order in a Latin sentence; refer to the words by part of speech	1, 2
Understand some historical, cultural contexts of living in a Roman city in 64 CE	4
Identify the characters introduced and how they are related	5

The Demonstration Instruction and Learners

The demonstration learners total 12 and consist of three colleagues in the College of Arts and Sciences (two Philosophy professors and one English professor) with whom I often discuss teaching and course design; four classmates in EDTC 6025; two high-achieving former Latin students who both work on campus, one in the Disability Support Services office, the other teaching Computer Science courses; my department's educational technology support technician; an undergraduate; and a high school student.

My demonstration learner wish list consisted of experience teachers, those who are especially technologically inclined and those who are, high school students, traditional college students, non-traditional college students, those with subject matter knowledge, teaching experts, instructional designers, grammarians, and those who have formally learned little grammar. My demonstration learners cover each characteristic.

Perhaps due to a time shortage, four learners reviewed rather than completed the course. These learners spent between 10 and 40 minutes in the course. Those who completed the activities spent between one hour and two hours. However, the Canvas data on the length of time a learner was in the course is not entirely trustworthy as some learners keep the

course page open when not actively working, and Canvas does not discriminate between active use and open page.

Learners completed the asynchronous online course between July 20 and July 24, 2024, at the time and place of their choosing, on their personal laptops.

Analyses

Reflection, student demographic data, and an interview were the primary bases of three analyses: needs, learner, and content.

Needs analysis

The current Latin curriculum was designed on a few assumptions that are no longer serving the learners well and do not typically support enthusiasm in them. Namely, (1) that students come to college with a basic understanding of grammar, (2) that the primary purpose of beginning and intermediate Latin should be to prepare students for advanced or independent reading, and (3) that Latin class will provide the language instruction only; historical, cultural, archaeological, and other contexts of the language would be provided by other courses students are taking.

A curriculum that takes a more realistic understanding of what grammatical knowledge learners bring to introduction to Latin, recognizes of the breadth of student's goals for learning Latin, provides cultural and historical content in addition to instruction in Latin will help learners connect with the language and positively impacting their learning.

The primary limitation or difficulty in redesigning the elementary and intermediate Latin curriculum is the two-year time commitment of redesigning three, and probably all four courses in the sequence.

Learner analysis

Latin 1001 is appropriate for any undergraduate who would like to learn Latin or, more observably, would like to fulfill a language requirement with the language. It is the only language in the ECU Department of Foreign Languages and Literatures that is offered online asynchronously, and this has been a large factor influencing student enrollment in recent years. The course is conducted in English: proficiency in English is necessary; no further language skills are expected or required.

Students at any public university in North Carolina can enroll in the course, but most students are at East Carolina University. There is no pre-requisite knowledge about Latin, Rome, or the Romans. Since the course is online, regular access to a computer and the internet is necessary. The instruction is appropriate for motivated teenagers and adults. Many learners are fulfilling a language requirement (BA students at ECU have a four-semester language requirement). Students are encouraged to take language classes as soon as they can, so there are more first and second year students than juniors and

seniors. Some learners may have no specific interest in learning Latin, but selected it because of the delivery mode; a few who hope to go on to graduate study in Classics take ECU's courses because of the online offerings. Some learners are online-only students; others take some classes online and some in person. Some have learned English as a second language. Some are middle-aged and older adults who have careers or are retired, others are first-time college students; some live on campus, others on their own, still others with their parents; some learners are high schoolers at ECU's early college high school. A small number of students will go on to advanced reading.

As of July 9, 2024, 54 students were enrolled in two sections of Latin 1001 capped at 30 each. Five (9%) are students at other universities in the UNC system: these are typically students whose home campus offers Latin at a time that is inconvenient for them; students at campuses without the language could also take it. I do not have access to their majors or what year they are in school. They tend to continue their sequence with me, whether two or three semesters, depending on their home institutions. This population is not included in any of the following information because it is unavailable to me.

Of the 49 students who are in degree programs at ECU,

- 37 (76%) are BA students at ECU. BA students have a four-semester language requirement. Psychology majors make up the largest portion (30%): Psychology is the only BA offered online, and is one of the largest BA programs on campus. History and Anthropology students together make up nearly a third. One, two, or three students have a primary major in Biology, Chemistry, Classics, English, Philosophy, Political Science, Religious Studies, and Theater Arts.
- Seven (14%) are BS students majoring in Biology, Chemistry, Communications, Education, or Nursing (intended). These students are not required to learn a foreign language for their degrees, but take the course as an elective. Students in degree programs without a language requirement do not tend to continue studying the language.
- Three (6%) are Voice Performance students; Latin is one of several languages BM students complete one semester of.
- One student has not declared a major.

Of the 49 students in degree programs at ECU,

- 16 (33%) are first-year students;
- seven (14%) are sophomores;
- 18 (37%) are juniors;
- eight (16%) are seniors.

There are no early college high school students registered for Latin 1001 in Fall 2024. I have not analyzed the age of students registered or whether the students are first generation college students. While many students enrolled in on-campus classes at ECU are younger

than mid-twenties, many enrolled in online classes are older. Additionally, many ECU students are first-generation college students.

Content analysis

The book series I propose adopting can reasonably span three semesters, and into a fourth, if necessary. I have reviewed only the beginning at this point (the publisher has made the first two chapters freely available), I have discussed the book with several teachers who have adopted it at the high school level. I had a longer interview with a colleague who adopted the book at a university in Michigan with a similar profile to ECU. My conversation with this colleague, who teachers face-to-face, addressed my questions and concerns:

- *Is the book too juvenile?* No. The students get very invested in the story.
- *Is it helpful to have the physical book?* Not really, the digital copy has many useful features like the ability to click a Latin word for form and meaning information, which the instructor can toggle on or off.
- *Is it difficult to access the “back of the book” resources with the online book? Do students need much instruction in how to use the book?* It is not difficult. The resources are easy to access. Students still benefit from instruction in how to use dictionary entries effectively.
- *Does it adequately prepare students to read Latin?* After one year, students seem to be as strong as expected.
- *Does the book integrate with Canvas?* No.
- *How do you use the digital book activities?* To see student work, students must be subscribed through the teacher account. This set-up is geared toward secondary schools and is a little odd for universities; I need to consider options with the bookstore. My colleague is having students pay her the \$4 (!) student subscription directly.

In my proposed revision, Latin 1 covers the first 12 chapters of book 1, in four three-chapter units. The presentation of language topics and vocabulary in the book corresponds to usage in the Latin corpus. Many Latin textbooks focus on working through the morphological tables systematically, beginning with the 1st declension for nouns and the 1st conjugation for verbs. However, 1st declension nouns are much less frequent in Latin than 3rd declension noun, and likewise for verbs. This book prioritizes what students most need to know to continue reading Latin, making it a more functional choice for learners.

In the course, language topics remain the highest priority; culture and history/mythology content are secondary. Course grading practices reflect these priorities.

The demonstration instruction incorporates about half of chapter 1. In it, foundational verb forms and concepts of subject-verb agreement are introduced. The historical topic is Rome in 64 CE, which is the time when the book’s story takes place. Cultural topics

include information on the Roman district called the Subura and the population of Rome. Each of the course goals is represented in the demonstration instruction.

Instructional Strategy

In designing the instruction, I aim to attain and maintain the interest and attention of the learners, provide effective instruction that fits into their days, offer clear course processes and activities, and help them meet their goals on time. To accomplish these things, I have adopted the following goals for the instruction I create:

- Create a vibrant learning environment that offers varied activities within a consistent framework
- Keep instructional activities short so students can squeeze an entire activity into a short time, can repeat them without sacrificing too much time, or can stack multiple activities in a longer study period
- Clearly define the goals and activities of each activity
- Give learners opportunities to reflect on their learning
- Give learners places to interact with the instructor and each other
- Provide constant access to a grade that accurately reflects a student's performance in the course, including a breakdown of their grade across the categories
- Give helpful and timely feedback
- Present a clean and uniform appearance across pages, and a standard system of notation indicating what chapter and part pages and assignments belong to
- Encourage learners to work through material via module pages rather than the "due date" list
- Encourage learners to complete work at the recommended time while maintaining flexibility, and support the success of learners who get behind

Instructional Activities

To coincide with the five course goals, there are five skills or knowledge categories student work will count toward. Each category has learning activities typically associated with it, as displayed in Table 2.

Table 2 Course Goals and Corresponding Grading Categories and Learning Activities

Course Goal	Grading Category	Learning Activities
Remember morphological forms and apply them to a Latin passage	Latin parts of speech and morphology	Pages, quizzes
Understand parts of speech and grammatical relationships between words	Latin syntax	Pages, textbook, quizzes
Remember the meanings for a set list of vocabulary words	Latin vocabulary	Pages

Course Goal	Grading Category	Learning Activities
Learn cultural, historical, and mythological contexts for the language	Roman culture, history, and mythology	Textbook, discussion
Comprehend the story of the residents of a town called Subura as it unrolls through the textbook	Latin reading comprehension	Pages, quizzes

Canvas Pages: For direct instruction, content is delivered on an instructional page that begins with the expected duration of the instruction, the category of the instruction (vocabulary, parts of speech and morphology, syntax, comprehension, culture/history/mythology), and a brief statement of the purpose and goals of the instruction.

A page is a flexible tool that allow for a variety of instructional materials including formattable text and embeddable media such as videos, images, audio recordings, and interactive tools such as video quizzing, H5P for knowledge checks, Quizlet for vocabulary practice, and Microsoft Forms for surveys. On a page, I aim to present information as succinctly as possible using the most appropriate medium for that content. The information presented on a page is targeted to a specific piece of instruction to help retain learner attention and to make finding information to refer to easier since Canvas does not have a search function.

Parts of speech and morphology, syntax, and reading comprehension are the skills and knowledge that are most often associated with an instructional page.

(Instructional) Quizzes: An instructional quiz is a short, repeatable, low-stakes opportunity for learners to test their skills or conceptual understanding that provides immediate feedback, is made using Canvas' New Quizzes, and uses question banks to ensure variety in repeated attempts. It is used for drills of vocabulary, morphology, or syntax, and to tier readings of a Latin passage.

Textbook Readings and Reference: All instruction refers to the textbook. Learners are asked to read passages in the textbook for the culture, history, and mythology content, to complete activities, and to study morphology tables and grammatical concepts and examples presented in the textbook.

Discussions: In groups of 8-10, students engage on a prompt from a cultural, historical, or mythological textbook reading.

Summative assessments of learning occur frequently, once or twice every chapter, and are focused on the instructional goals and activities from that unit. A comprehensive assessment occurs every 2 or 3 chapters.

Instruction

Thanks to ITCS' willingness to rush my request for a non-curricular Canvas course, I was able to add demonstration learners as "student" users – a user type unavailable in a Sandbox course. This provides a more realistic view of the student experience in the course. To use the Sandbox course would have required I ask all sample learners to use "student view" once in the course, which gives a sense of the actual student experience in a course, but is not complete.

The course is here: <https://ecu.instructure.com/courses/139915>. Contact me at ellisonl15@ecu.edu if you would like access.

Description of Instruction

Course Home page: The course modules with one recent announcement at the top. The announcement is a "Start Here" message of thanks to learners that briefly describes their task and how to return to the modules.

Demonstration Module: The module contains seven activities, though the final is a survey for the demonstration learners and would not be present in the actual class. Each activity's name includes an estimate of the length of time the learner should expect to spend on it, as displayed in Table 3.

Table 3 Demonstration Module Activities

Activity Type and Name	Description
Type: Page Name: 1.1 Intro and Vocabulary (5 minutes)	This page lists the goals of the unit and, in a secondary font, aligns them with the course goals. A horizontal rule establishes a change, and a brief overview of the textbook is given with an embedded image for reference and an interactive question (H5P) that asks learners to observe the structure of the book. Another horizontal rule, then the new vocabulary with an optional discussion board on derivatives; an audio recording; a table of the new words, their meanings, and, when possible, an English derivative; and an embedded mildly addictive interactive Quizlet game to practice vocabulary. At the bottom of the page is a prompt to navigate to the next page, a reading, by clicking the "Next" button.
Type: Page Name: 1.1 Story: Sabina (15-20 minutes)	The page begins with the page contents and activities, and a link to the book. The first item is a 2.5-minute screen cast recording of the passage while it is being read aloud. An 8-page interactive book (H5P) explains unfamiliar concepts from the passage, like how the Romans measured the day, and asks learners questions in English about the passage to

Activity Type and Name	Description
	<p>help them understand it better; there are six questions of varying type (multiple choice, true/false, fill in the blank, and hotspot). An interactive question (H5P) asking learners to reflect on their understanding of the passage follows; learners who indicate they are struggling are encouraged to contact the instructor. Students are given a link to a challenging optional discussion board where they can try to answer (in Latin) questions written in Latin about the story, and are invited to click “Next” to learn about subject-verb agreement.</p>
<p>Type: Quiz (Instructional)</p> <p>Name: 1.1 Instructional Quiz: subjects, verbs, and agreement (10-20 minutes)</p>	<p>This is the first activity that has points associated with it, though as a low-stakes, repeatable activity, not many. The quiz instructions include recommended reading and activities in the book, and a set of four slides (embedded) that break down the concept. The quiz has two questions that have learners practice the concepts presented in the slides and textbook. Learners immediately get their results and the correct answer if their answer was incorrect. The brevity of the assignment is intended as an incentive to do it a lot of times.</p>
<p>Type: Discussion</p> <p>Name: 1.1 Discussion: Culture and History (20-25 minutes)</p>	<p>The discussion activity has a list of steps that include the readings assignments from the book and optional readings for more information (these links are given the supplemental materials page as well). Learners are asked to post a response to one of a few prompts, or to share their own observations or questions, and to respond to a post.</p>
<p>Type: Quiz (Assessment)</p> <p>Name: 1.1 Quiz (15 minutes)</p>	<p>This timed, one-attempt quiz begins with a note to learners to check that they’ve completed the two previous pages, the instructional quiz, and the discussion. Learners are also told they can use course materials for the quiz, and how to submit assignments comments to correct errors for half credit. Vocabulary questions make up 40% of the quiz, reading comprehension is 20%, morphology 20%, 15% culture, 5% history. Many of the questions are multiple choice, but there is some variation. The quiz is automatically graded, and learners are told whether their answers are correct or incorrect, but not what the correct answer is.</p>
<p>Type: Page Name: Ch. 1 Links and Supplemental Material</p>	<p>A link to the textbook with instructions on finding the book’s activities and game, videos on pronunciation of Latin, links for more information on the Subura and Nero, and a link to the Quizlet folder with all sets from the class are provided.</p>

Activity Type and Name	Description
Type: Page Name: Survey for trial learners	This is not part of the instructional unit. It is an embedded Microsoft Word form, a survey for the demonstration learners.

Evaluation

The instruction was implemented in the Canvas Learning Management System. Fifteen demonstration learners were invited to join the class between July 20 and July 23 to complete the instruction before July 24. I evaluated the responses of 12 as they came in. To evaluate student learning, I evaluated the results on the assessment quiz; to evaluate the instruction, I asked learners to complete a survey (see Table 4, below) to gather demographic information, and their opinions on the instruction. Ten learners completed the survey; some communicated their feedback with me via email.

Evaluation of Student Learning

Seven learners completed the assessment quiz which covered each of the instructional goals for the unit, but one of them knows Latin, so that score is struck from consideration. The two lowest scores can be attributed to poor communication with a high schooler who did not feel compelled to take it very seriously (42%), and a learner skipping one-third of the questions (60%). The other four learners scored 87%, 93% (x2), and 100%.

These results give a positive general impression, but the number of learners is not large enough for me to confidently draw a conclusion about overall student learning.

Evaluation of Instruction

The learner survey establishes the learner's experience with the Latin, as a learner using Canvas, whether they are a teacher, or a high school student. Thirteen Likert scale questions about their perceptions of the course, and a final open-ended essay question for thoughts about or suggestions for the course. See Table 4 for the questions, results, and evaluation and Appendix A for the survey. The results do not have names attached, but the process was not set up to be anonymous. I read results as they came in, and knew who had just completed the course, so I am able to connect individuals with the responses in many cases.

Table 4 Survey questions, results, and evaluation

	Question	Result (out of 10)	Reason for asking / Evaluation
Demogr	Have you studied Latin before?	No: 7 Yes: 3	I wanted a small number of learners who could speak to the accuracy of the materials. There were no content suggestions.

	Question	Result (out of 10)	Reason for asking / Evaluation
	Have you used Canvas as a student?	No: 2 Yes: 8	I was curious to see how confusing the Canvas navigation was for first-time students. The answer: a little confusing.
	Are you a teacher?	No: 4 Yes: 6	To gauge educational soundness. I received some comments on the presentation of information. See the learner comments below.
	How tech-savvy are you?	Can usually solve own tech problems: 9 Usually need help: 1	To see how much of a barrier low technical ability or interest was in taking the course. The learner who indicated he usually needs help with tech troubles had to ask for help on how to move to the next thing after a quiz.
	Are you a high school student?	No: 9 Yes: 1	To see if a high schoolers experience is vastly different from an adult learner's. It is not.
Perception: Likert Scale	I knew how to get started.	Yes: 10	The overall organization and the use of media are strengths of the course.
	I knew what to move on to.	Yes: 9 Somewhat: 1	
	I knew what to focus on learning.	Yes: 9 Somewhat: 1	
	Navigating the Canvas course pages was easy.	Yes: 7 Somewhat: 3	
	There is a reasonable amount of material covered in each piece of instruction.	Yes: 9 No opinion: 1	
	The variety of instructional material types helped make the course interesting.	Yes: 9 Somewhat: 1	
	The variety of instructional material types was distracting.	No: 5 Not really: 3 Yes: 2	
	I liked the interactive questions on the Canvas pages.	Yes: 10	

	Question	Result (out of 10)	Reason for asking / Evaluation
	I liked the opportunities to engage with my classmates on the class content.	Yes: 5 No opinion: 4 No: 1	The discussion board predictably elicits ambivalence.
	There was too much information on the pages.	No: 7 Not really: 2 No opinion: 1	The instruction was appropriately portioned and focused on the learning goals.
	The instructional materials prepared me for the final quiz.	Yes: 10	
	The style of the online textbook felt too juvenile.	No: 5 Not really: 2 No opinion: 1 Somewhat: 1 Yes: 1	I am pleased with this result. The “yes” is really a “yes, but...,” as is the “somewhat.” See the learner comments below for more.
	I think adults could enjoy and learn from this course.	Yes: 10	Delightful to see, but the demonstration learners were not exactly impartial since I handpicked them.

Learner comments: Some comments collected on the survey or via email prompted easy immediate revisions that help with accessibility to the material. The emphases have been added:

- “I am not Canvas savvy, and occasionally I was confused about what to click on next. But usually rereading the instructions clarified. **There was one reference to the "original link (#1)", and it was unclear to me that it meant the link at the top of that page (which was numbered #1).** I found the lessons appropriate for a beginner, and the whole course was pleasant and attractive in presentation.” To address this, I restated the prompt to “the link at #1, above.”
- “So your lesson is about subject verb agreement. Do you just introduce words? **How do you provide explicit instruction on the topic?** How do you explain to the learner what the sub/verb/agreement mean?” This is when I realized that when I moved the content from the Sandbox course to the new course in Canvas that the setting on the slides explaining the content was not set to automatically expand. I set it to automatically expand.

Comments that will guide future revisions:

- **“Colorblind people are going to have a problem.** I do not see some shades of yellow, and the other colors look differently to me than they do to you. What looks orange to you looks red to me (the storyline color).” I had wondered but had not checked if the Suburani text is accessible; my assumption was that it is. I will read

the publisher's accessibility statement, and will adjust instruction so it does not explicitly include inaccessible content.

- "I know it seems like you read the list really slowly the first time, but you need to go just a bit slower and hesitate a bit more between words. Especially with words of more than one syllable. Especially words containing an "i." The second time was OK." I will identify a slow and even pace in audio recordings.
- "The first story read is read too softly, my volume is all the way up." I will ensure the audio recording volume is the same for screen recordings and audio recordings.
- My suggestion, based on evaluating student learning, is to make the assessment quiz category weights proportional to the weights of those categories in the course.

Comments that speak to my concern that the text is too juvenile:

- "The graphic novel was an excellent choice."
- "It seems juvenile with the cartoons, but if it works, so what?"
- "The tone and design of the textbook could seem slightly juvenile, but I think it would be effective for the students, which is the essential part. I think it would be better to err on the side of colorful and perky than dull and stodgy." [excerpted]
- "I think this text is exactly what students are looking for." [excerpted]

Learners also mentioned things they liked, sometimes in detail:

- "I enjoyed the course, I liked how you incorporated history into the lessons."
- "I think this text is exactly what students are looking for. If they've studied foreign language in high school, this text's format will be very informative for them. The culture readings help connect things together and target the immersion that is so vital to language learning. Great choice in text!"
- "Well done! I was impressed with all your embedded content- nice job!"
- "I enjoyed the layout of this trial course and the availability of different media types, the videos are a nice touch as online reading can be tiresome. I also like that the side menu bar is limited to what is needed as a cluttered menu can often feel overwhelming."
- "I really like this sample course. I especially liked the interactivity. Having smaller doses of grammar that map onto familiar aspects of English grammar and vocabulary makes sense to me for the target student audience. I particularly enjoyed the vocabulary Quizlets, and the English derivatives discussion board helps to make connections between the ancient world's words and our own. For the textbook, I like how colorful it is. The stories remind me of the readings in *Athenaze* [an ancient Greek textbook]. The vocabulary lists are a good blend of nouns and verbs. The Canvas pages were navigable and informative. In a few instances, such as with list of steps to complete or other things, it may make sense to use a bulleted list to enhance the readability. The tone and design of the textbook could seem slightly juvenile, but I think it would be effective for the students, which is the essential part. I think it would be better to err on the side of colorful and perky than dull and stodgy. This trial course was interesting, informative, and engaging! I think

it demonstrates that the fundamentals of Latin can be effectively presented in an online format.”

- “I'm impressed with the comprehensive approach used to engage students. Using Quizlet for vocabulary practice was a great choice; it helps students learn key terms interactively at their own pace. The optional extension activities are a thoughtful addition, offering eager students a chance to explore deeper. The supportive materials, like recordings of the words, ensure all students have equal access to learning, which is especially helpful for those needing more help with pronunciation. The instructions were clear and easy to follow, minimizing confusion and allowing students to focus on learning. Overall, the instruction is well-executed, effectively using technology and providing resources that cater to diverse learning needs. Great job on creating an inclusive and engaging learning environment!”

Appendix A

Evaluation of Instruction

Thank you for taking a few more minutes to let me know your thoughts about and experience with the Latin 1001 revision demonstration.

There are seven questions across two sections: 1) demographic and 2) about the course.

* Required

About you

1. Have you studied Latin before? *

- no
- yes
- Other

2. Have you used Canvas as a student? *

- no
- yes
- Other

3. Are you a teacher? *

- no
- yes
- Other

4. How tech-savvy are you? *

- I usually need help when I have computer-related issues
- I can solve my own computer issues, but I often ask for help
- I can usually solve problems on my own/ with Google
- Other

5. Are you a high school student? *

- no
- yes
- Other

6. The course *

	No	Not really	No opinion	Somewhat	Yes
I knew how to get started.	<input type="radio"/>				
I knew what to move on to.	<input type="radio"/>				
I knew what to focus on learning.	<input type="radio"/>				
Navigating in the Canvas course pages and assignments was easy.	<input type="radio"/>				
There is a reasonable amount of material covered in each piece of instruction.	<input type="radio"/>				
The variety of instructional material types helped make the course interesting.	<input type="radio"/>				
The variety of instructional material types was distracting.	<input type="radio"/>				
I liked the interactive questions on the Canvas pages.	<input type="radio"/>				
I liked the opportunities to engage with my classmates on the class content.	<input type="radio"/>				
There was too much information on the pages.	<input type="radio"/>				
The instructional materials prepared me for the final quiz.	<input type="radio"/>				
The style of the online textbook felt too juvenile.	<input type="radio"/>				
I think adults could enjoy and learn from this course.	<input type="radio"/>				

7. Please elaborate on any of the questions above, or share your thoughts about and suggestions for the course.

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