Deliverable 38ae: Presentation at the International Conference on Bilingualism in Education, Bangor, Wales

12th of June 2016
<table>
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<tr>
<th><strong>Project Title</strong></th>
<th>Enhance Teaching and Learning of Less Used Languages through OER/OEP</th>
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<td><strong>Project Acronym</strong></td>
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**Partnership**
Fryske Academy, The Netherlands (P1, Project coordination), Web2learn, Greece (P2, Project management) European Schoolnet, Belgium (P3), University of Gothenburg, Sweden (P4), Jan Długosz University, Poland (P5), Mykolas Romeris University, Lithuania (P6), International Council for Open and Distance Education (ICDE), Norway (P7), European Foundation for Quality in E-learning, Belgium (P8), Rezekne Higher Education Institution, Latvia (P9).

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1. Summary of the event

The event took place in Bangor University, North Wales 10-12th June 2016. The Bangor International Conference on Bilingualism in Education was hosted by Bangor University, Ffriddoedd Road, Bangor. http://bilingualism-in-education.bangor.ac.uk/

The main goals were:

- to increase the understanding of bilingualism world-wide, as regards both the individual and the community;

- to build research capacity on bilingualism by developing a vibrant 'laboratory' for the study of bilingualism in action which aims to serve as a platform for interactions between bilingualism experts and junior researchers;

- to develop strong bidirectional links with practitioners and policy makers concerned with bilingualism, so as to ground research and theory in the needs of those users and ensure dissemination of research findings;

- To develop new collaborations

This event attracts around 150 international researchers and practitioners within bilingual and multilingual education.

The conference covered a broad spectrum of themes which were interesting for the LangOER project to relate to and to exchange knowledge on those subjects:

- Understanding students’ attitudes towards postcompulsory study in minoritized languages; It is widely acknowledged that the establishment of school-based educational provision in minoritized languages has been a key factor in language revitalisation in a range of primarily European contexts, where institutional recognition and support have been secured by the relevant minority. In the Welsh context, and elsewhere, the production of new speakers has arisen primarily as a consequence of the growth in the number of school-aged pupils studying through the medium of Welsh” (Andrew James Davies, Prifysgol Aberystwyth).
The title of the presentation given was: “Open Education in Minority Languages”. And focused on:

- **Language use and attitudes in a minority language community: The case of Wales;** Language use and language attitudes have been longstanding and contentious issues within the field of minority language policy. In order for individuals to succeed in becoming bilingual, they have to receive input through both languages. Often, a lack of infrastructure bears the burden of successful minority language transmission. (Dr Mirain Rhys, WISERD).

- **Do Immigrant Minority Students Succeed in CLIL;** Over the last few decades, processes of globalization and immigration have turned educational programmes and policies developed to cater to majority language or regional minority language groups into complex language planning issues. The growing influx of immigrant minority (IM) language speakers in both minority and majority multilingual education has laid bare the limitations of (some of) these programmes to provide relevant and appropriate education for all children in the 21st century. (Thomas Somers, Universidad Autónoma de Madrid)

- **Trilingual Education in Friesland;** Currently, Frisian is mainly taught through ‘weak models’ with ‘limited enrichment’. However, more than 100 primary schools (out of 450) apply a bilingual model, and another 75 schools apply the concept of ‘Trilingual Education’ with both Frisian and English as a medium of instruction. The number of trilingual schools has increased, and schools are working step-by-step towards a fully developed, tailor made application of the CLIL approach, using school television programs from ‘Omrop Fryslân’ and digital teaching tools. (Alex Riemersma, NHL & Stenden universities of applied sciences).

- **Teaching mathematics in a Basque-medium pre-primary classroom: interaction resources and problem solving techniques;** Early Childhood Education in the Basque Autonomous Community in Spain, in a multilingual education context in which 50% of students complete the curriculum in their L2, Basque. The presentation focused on the explanatory and problem solving expressions used by the teacher to the pupils that serve the dual purpose of teaching both the linguistic and the mathematical content. (Julia Barnes, Arantza Ozaeta, Matilde Sainz, Mondragon Unibertsitatea – HUHEZI)

- **Minority Language Families in Diaspora: Catalans in New York City;** Educating multilingual children is an adventure ideally shared by teachers and parents. In order to encourage families to embark on, and persist in, the multilingual challenge, teachers benefit from a deep understanding of why parents decide to transmit which of their languages or not, and how they manage. Mixed and migrant families offer a particularly interesting case, since typically parents are forced to make conscious choices regarding their language repertoire. They can also illuminate the dynamics concerning societal multilingualism, where choices might be more environmentally mediated. (Eva J. Daussa, University of Groningen)
2. Target audience and impact

National and international stakeholders within the area of Multilingualism, Bilingual Education and Minority Languages, attended the event. The OER case which was brought into the conference by the LangOER network, was of value and could relate to many issues brought up at the conference. For most of the participants, the OER concept was entirely new. In that sense the LangOER presentation and the networking during the conference had a large impact. Example in which situation OER could be of use in bilingual education where for example (as described above in section 1).

The audience was also encouraged to stay in touch through the LangOER social media channels.

3. Outcomes

The presentation was an opportunity to give an overview of the current results and status of the LangOER project with the main focus on giving examples on how OER can be used in a multilingual context and can be of use for minority language education.

From engaging in this event, we have expanded our views on OER and on pedagogical affordances in several contexts from a minority language and multilingual perspective. In addition, we have established contact with existing as well as new persons interested in our project. We have learned about future events to sparkle and support open educational practices in less-used and minority languages. Some challenges regarding OER and less used languages were also identified and discussed with the audience.

4. Other material

a. Slides of the Presentation

OER: insights into a multilingual landscape
Marit Bijlsma, Frysk Akademy (Netherlands)
12th of June 2016
About the LangOER project

- Enhance the linguistic and cultural components of OER
- Raise awareness of risk of exclusion of less used languages
- Foster sustainability through OER reuse
- Address needs of policy makers and educators

Contributing to Open Educational Practices (OEP) in less used languages

Enhancing teaching and learning of less used languages through Open Educational Resources (OER) and Open Educational Practices (OEP)

Partners

- Fryske Akademij
- Web2learn Consultants
- European Schoolnet
- MRE
- [Other logos and images]
What can you expect?

- Develop awareness of openness in education;
- Know the opportunities OER can offer for less used languages;
- Find already open educational resources.

What characterizes small language communities?
Less used Languages and OER

- 55 million people in Europe speak languages that are not official EU languages;
- Small languages have a smaller market for learning resources in that specific language;
- Regions with small languages are often characterized by a multilingual society

Example: The Province of Fryslân is a bilingual region, with Frisian as the second official state language. The education system in Fryslân is also characterized by bilingualism or even a trilingual education, often based on Content and Language Integrated Learning (CLIL). The production of multilingual OER makes it easier for schools to implement the CLIL method in a multilingual setting.

Example: Gaelic-Manx is a minority language spoken on the Isle of Man. The language has no learning resources available in the language, although it has recently become a teaching subject at primary school level. Recently, bottom-up initiatives have caused that some online learning material has been produced. If the language could make use of more OER, the community of teachers would be even better able to produce a larger variety of learning content.
In summary:

- Smaller market; smaller population
- Less volume and variety of original learning resources
- Often more expensive learning resources
- Less distance between actors and levels
- Clear, lucid communities – easy oversight and outreach
Opening up Education: Open Educational Practice

- Using publically available sites and portals to share your teaching materials (syllabi, readings, lesson scenarios);
- Providing access to open textbooks which are free to download;
- Asking students to publish their assignments to Web 2.0-based spaces;
- Offering free, open-access courses, either tutored or self-paced;
- Delivering open-access university-level courses (MOOCs).

LangOER

What are Open Educational Resources?
What are Open Educational Resources?

Definition of OER:

- teaching, learning and research material
- Released in the public domain OR released under an open license (certain conditions)
- no-cost access
- possible to adapt and redistribute with no or limited restrictions

*UNESCO, 2012, Paris OER Declaration*
What are Open Educational Resources?

Meaning: a piece of writing or picture published online under a free license can be:

- printed out and shared;
- published on another website or in print;
- altered and modified;
- incorporated, in part or in whole, into another piece of writing;
- used as the basis for another piece of work in another medium - such as an audio recording, a video clip or a collage of media.

What exactly does it mean that online educational material is "open"?

REVISE:
Adapt and improve the open educational resource so it better meets your needs.

REUSE:
Use the original or your new version of the open educational resource in a wide range of contexts.

REMIX:
Resource with other DER to produce new materials. Combine or "mashup" the open educational.

REDISTRIBUTE:
Share your new version with others or make copies and share the original.

David Wiley (2007)
Licensing: The Freedoms and Limitations

How to find free images and other media on the web?

- pixabay
- flickr
- PhotoPin
- Skitter Photo

NCA Images
How to find free images and other media on the web?

Strategy 1: Use a dedicated search engine which filters the web content for licensed materials. The best example here is a Creative Commons search engine.

Strategy 2: Use advanced search preferences in the Google (or other) search engine.

Strategy 3: Use one of the dedicated repositories of images or other media.

OER Repositories (ROER)

- Multilingual support
- Social Media Support
- Peer review
- User Evaluation Tools
LeMILl as an example “Web community for finding, authoring and sharing learning resources for schoolteachers” http://lemill.net/

LORO – Language Open Resources Online, is a multilingual repository by the department of languages of the open university in the UK. http://loro.open.ac.uk/
Multilingual OER repositories

Learning Resource Exchange [http://reforschools.eun.org](http://reforschools.eun.org)

What can OER offer for Less used Languages?
What are the advantages for Less used Languages when using OER?

In summary:

• Allow legal extensive use of the resources free of charge.
• Enable increased and low cost access to education.
• Enable increased quality assurance for the learning materials used by learners.
• Enable innovation, creativity and sustainable use.
• Enable the rapid development of courses and programmes.
• Lower the cost of delivering online and blended learning.
• Make available high quality materials at any time when delivered online.

Moving the field forward

Bottom-up initiatives
Bottom-up, community-driven initiatives of less used language speakers demonstrate how speakers who actively engage in digital practice can contribute in the linguistic and cultural expansion of their language;


Stimulate the production of multilingual OER
The production of most of the OER are in English, therefore, creating a barrier to guaranteeing the universal use or understanding of the content.

⇒ Develop methods to translate and re-contextualize resources from English and other large languages.
Want to know more?

LangOER

Twitter #LangOER  Slideshare LangOER  Mendeley LangOER: OER and languages

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

26 & 27th of September 2016: LangOER Conference in Brussels

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