Deliverable 38n: Presentation at the EUROCALL conference, Padova, Italy,
26-29 August, 2015
Project Title: Enhance Teaching and Learning of Less Used Languages through OER/OEP

Project Acronym: LangOER

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Project Duration: 36 months

Partnership: Fryske Academy, The Netherlands (P1, Project coordination), Web2learn, Greece (P2, Project management) European Schoolnet, Belgium (P3), University of Gothenburg, Sweden (P4), Jan Dlugosz 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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History: Version 1, Revised by Linda Bradley 29.08. 2015
1. Summary of the event

A presentation initiative of three LangOER partners (University of Gothenburg, Jan Dlugosz University, and Web2Learn) at the EUROCALL conference ([Eurocall conference 2015](http://www.eurocall-languages.org/)), organized by the European Association for Computer-Assisted Language Learning ([http://www.eurocall-languages.org/](http://www.eurocall-languages.org/)) 26-29 August, 2015. This year’s theme was Critical CALL, fostering the notion that we now want to step back and critically appraise the field of CALL, to unpack and examine some of the assumptions that may have become ingrained in our practice, and also to reflect on the current state and the future of CALL, language pedagogy and research.

The title of the presentation was “Enhancing teaching and learning of less used languages through Open Educational Resources (OER) and Practices (OEP)”.

This annual prestigious event attracts around 300 international researchers and practitioners within the language learning and technology. One of the topical areas is Open Educational Resources (OER) which was a topic embraced by several speakers in the conference. Through these presentations, it was possible for the audience to take part in the most current debates about OER.

All in all the LangOER team held three presentations to disseminate outcomes from our investigations of OER in less used languages. With three different presentations sharing LangOER results, we had several interesting discussions with the conference participants after each presentation and also during social events such as lunches and coffee breaks. This event gave an excellent opportunity to disseminate the ongoing work being done in the state-of-the-art investigation of LangOER as well as the teacher training that we have done, pointing out future events as well. We also aimed at increasing our network with other colleagues having an interest in the field of OER and less used languages.

Speakers were Linda Bradley, University of Gothenburg, Gosia Kurek, Jan Dlugosz University, Poland, & Katerina Zourou, Web2Learn from the LangOER-project.
The format the team opted for was within the track for EU-funded projects, a 30-minute presentation session.

2. Target audience and impact

National and international stakeholders within the area of Language Learning and Technology and Open Education attended the event. The impact was high due to social media coverage through the Twitter hashtag #eurocall2015, conference blog, as well as the Facebook group. The audience was also encouraged to stay in touch in social media and were invited to forthcoming events, a webinar on September, 15 “Out in the Open, reaching for the stars: EU-US insights into Open Educational Practices for language education” and a seminar “Open Learning in Minority Languages: Chances and Perspectives”, 7-8 October 2015, in Leeuwarden, The Netherlands.

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 the teacher training course which has been adapted and implemented in the seven partner languages.

From engaging in this event, we have expanded our views on OER and on pedagogical affordances in teaching an open course. 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. Picture of the Slideshare space where slides are shared

http://www.slideshare.net/LindaBradley35/eurocall2015-enhancing-teaching-and-learning-of-less-used-languages-through-open-educational-resources-oer-and-practices-oep-52253798

b. Slides of the event
Enhancing teaching and learning of less used languages through Open Educational Resources (OER) and Practices (OEP)

Linda Bradley, University of Gothenburg, Sweden
Gosia Kurek, Jan Dlugosz University, Poland
Katerina Zourou, Web2Learn, Greece

EUROCALL conference, August 26-29, 2015

About the LangOER network

European funded network (2014-2016), 9 partners:

- Fryske Academy, The Netherlands
- Web2learn, Greece
- European Schoolnet, Belgium
- University of Gothenburg, Sweden
- Jan Dlugosz University, Poland
- Mykolas Romeris University, Lithuania
- International Council for Open and Distance Education, Norway
- Linnaeus University, Sweden
- Rezekne Higher Education Institution, Latvia

Co-funded by the European Commission (Lifelong Learning Programme, KA2 Networks)
Three main questions

• How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices (OEP)?

• How can Open Educational Resources (OER) be shaped to foster linguistic and cultural diversity in Europe?

• What policies are favourable to the uptake of quality OER in less used language communities?

Scope of the LangOER project

• Enhance the linguistic and cultural components of OER
• Foster sustainability through OER reuse
• Address needs of policy makers and educators
• Raise awareness of risk of exclusion of less used languages from the OER landscape
• Offer training to educators of less used languages, face-to-face and online
• Embrace stakeholders of regional and minority languages in remotely located areas of Europe to gain knowledge, develop skills
6 strands of activities

1. State-of-the-art of OER in less used languages
2. International policy makers capacity building
3. Teacher training
4. Regional and minority languages & OER
5. Challenges for language learning
6. Mainstream good practice at European policy making level

Some achievements
In-depth investigation and analysis of OER in 23 languages

Study free to download in 9 languages EN, EL, PL, LV, LT, NL, SE and Frisian.

Languages covered: Dutch, Frisian, Greek, Latvian, Lithuanian, Polish, Swedish, Catalan, Danish, Estonian, Finnish, Flemish, Hungarian, Icelandic, Italian, Latgalian, Norwegian, Romanian, and Welsh, plus English, French, and German for reference.


Policy Brief: Open Educational Resources in your Own Language, in your Way

Study free to download in 12 languages EN, FR, EL, PL, LV, LT, NL, NO, SE, Frisian, Faroese, and Arabic.

Presents the challenges and opportunities faced by less used languages: the global and the European perspective.

Edited by Monique Udnaes, Gard Titlestad and Øystein Johannessen
http://langoer.eun.org/resources
Recorded webinars

- **Webinar, (Sept. 2014):**
  OER for less used languages in an increasingly digital everyday culture
  Open translation and the power of the crowd
  OER: potential enabler and lifeline
  [https://connect.sunet.se/p502lhe6m8f/](https://connect.sunet.se/p502lhe6m8f/)

- **Webinar (April, 2015):**
  How can OER enrich your teaching practice?
  With Robert Schuwer, Ebba Ossiannilsson, Maarten Zeinstra
  [http://blogs.eun.org/langoer/2015/06/19/webinar-series-how-can-oer-enrich-your-teaching-practice/](http://blogs.eun.org/langoer/2015/06/19/webinar-series-how-can-oer-enrich-your-teaching-practice/)

Expert videos

What are the challenges and the benefits of OER/OEP for language learning?  [http://langoer.eun.org/videos](http://langoer.eun.org/videos)

Teresa MACKINNON
Gosia KUREK
Kate BORTHWICK
Anna COMAS-QUINN
Carl S.BLYTH
Cristobal COBO
Fred RILEY
Alannah FITZGERALD
Shona WHYTE
Anna SKOWRON
Linda BRADLEY
Sylvi VIGMO
Ed DIXON

Strand 6: Challenges for language learning and interaction

Strand 5: Regional and Minority languages
Training teachers for openness in less-used languages

Training teachers for openness – the structure

1. Designing a master course
2. Piloting (online – European level)
3. Evaluation
4. Appropriation of the master course to partners’ local contexts (Greek, Latvian, Polish, Lithuanian, Swedish, Dutch-Frysian).
5. Delivering local versions of courses (Blended – local levels)
6. Evaluation
7. Community building (FB)

Strand 4: Teacher training
Guidelines and principles behind the design of the training

- The openness of materials, discussions and practices;
- raising awareness of open licensing (practical aspects);
- sharing & interaction;
- strong focus on task design – training teachers how to build materials into a lesson or how to design good tasks around them;
- flexible manipulation and remixing of resources;
- choice and authenticity;
- implementing the 4RS: revise, reuse, re-distribute, remix (Hilton, Wiley, 2010).
- respecting diversity and cultural differences;
- collaboration
- multimodality of materials.

Challenges:

- The hosting platform: open or closed?
- addressing openness at the level of teacher beliefs and practices;
- leaving room for future cultural/linguage appropriation of materials;
- addressing language- technology-pedagogy tensions;
- „universal” task design.
The platform:

https://www.openlearning.com/courses/goingopenwithlangoer/Schedule

Instructors: Gosia Kurek, Anna Skowron, JDU Poland
Participants: 32 active participants,
Timeline: 4 modules / 6 weeks: November-December 2014
Content:

Module 1: Introduction to openness
Module 2: Revise and Reuse
Module 3: Redistribution. Towards Open practices
Module 4: Remixing
The pilot

The Team

Anna
Hi, I'm an academic teacher and teacher trainer with a passion for CALL and e-learning. I believe that new technologies require a new mindset, which is w...

The Community

39 Students
451 Comments

Task 1: The video task - read before you watch

The TED Talk by David Wiley (2010) which you are going to watch is a very important voice in the openness movement. Watch it, please. It's short (15 mins) and extremely powerful. It's a must-see!

While watching pay attention to the following:

- What are Wiley’s arguments for opening up education? What images is he using? Which of them are the most powerful/convincing to you?
- How do you find his words that “you can share without being part of yourself”?
- How does Wiley see the educational role of technology from a historical perspective?

Available here or at https://www.youtube.com/watch?v=1N0qtwGKM

Having watched the video join our discussion forum below and share your thoughts on at least one of the following topics:

- One of the comments posted below the clip read: “I love the openness movement and I am a proponent, but being a professor myself, can t...
this course exceeded my expectations and once I had become familiar with navigation I found the social and feedback elements (activity completion indicators etc) very helpful. The course designers had selected useful resources and had realistic expectations of the time necessary to complete them.

As a teacher, after this course, I came to appreciate the use of open on-line content and I also realized the importance of contributing and sharing so that open educational resources can be enriched and thus become useful to even more teachers.

I guess on the collective level: I didn’t expect so much participation and this was encouraging since we are all located in different places...

The course was very inspiring and the organizers really positive and engaged. Also, the respond time to answers was quick, this is really necessary to keep participants motivated. Thus consider this a job very well done. A successful course overall!
Components of the course

What participants have learned

- Taking the step of sharing OER
- What the implications are of open access and open licences
- Being confident in participating in the online debate around language learning
- Collaborating with partners on a national and cross-national basis
Forthcoming events

• September, 15: webinar “Out in the Open, reaching for the stars: EU-US insights into Open Educational Practices for language education”. Register for free: www.tiny.cc/langOER15

• Seminar “Open Learning in Minority Languages: Chances and Perspectives”, 7-8 October 2015, Leeuwarden, The Netherlands.

Staying in touch

http://langoer.eun.org/

#langOER

LangOER

OER and languages

OER and languages

LangOER Teachers
c. The LangOER partners presenting at the conference

The presenters: Gosia Kurek (to the left), Linda Bradley (in the middle) and Katerina Zourou (to the right).

Two of the presenters Gosia Kurek (to the left) and Katerina Zourou (to the right).