Deliverable 38t: Presentations at the Open Education Global conference, Kraków, Poland,
12-14 April, 2016
Project Title: Enhance Teaching and Learning of Less Used Languages through OER/OEP

Project Acronym: LangOER

Funding Programme: Lifelong Learning Programme, KA2 Languages

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Project Start: January 1st, 2014

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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Version 1, Revised by Linda Bradley/Gard Titlestad/Sylvi Vigmo

History: 26.05.2016
1. Summary of the event

Three presentation initiatives by two LangOER partners (University of Gothenburg) and (ICDE & University of Gothenburg) at the Open Education Global conference (OE Global 2016), with the theme “Convergence through collaboration”. This conference is an annual opportunity for researchers, practitioners, policy makers and educators to deeply explore open education and its impact on global education. This annual prestigious event attracted over 100 international delegates within the open learning area.

Apart from the three presentations by the LangOER team, the team members had great possibility to socialize with the rest of the delegates at the conference, informing about the LangOER projects. We had several interesting discussions with the conference participants during social events such as lunches and coffee breaks. ICDE also met with the OER chairs in their meeting 11 April and with the senior management of Open Education Consortium on 13 April. This event gave an excellent opportunity to disseminate the ongoing work being done in the LangOER project. Such an event is a rich opportunity to increase our network with other colleagues having an interest in the field of OER and less used languages.

The first presentation was a 30-minute-presentation titled “The essence of pedagogical design in OER – teachers’ framing in an Open Educational Practice” by Sylvi Vigmo and Linda Bradley from University of Gothenburg, Sweden. In this presentation we discussed the context around OER in small languages, insights and pedagogical implications based on findings in a case study from the Swedish repository of OER, Lektion.se. The presentation attracted a full room of around 30 delegates.

The next two presentations took place in the 2 hours action Lab: Less commonly used languages and OER, by Gard Titlestad, Torunn Gjelsvik (chair), Willem van Valkenburg (co-chair), Linda Bradley and Sylvi Vigmo (ICDE, TU Delft, University of Gothenburg).

- The University of Gothenburg, UoG, Sweden, observed the state of play for OER in LuL.
- ICDE observed policy development.
- Open Education Consortium observed practice for enhancing OER in LuL.
- An on the spot evaluation by an independent OER expert, Rory Mac Greal, UNESCO-COL and ICDE OER Chair.
An open discussion on the issues took place among about 10 persons during the action lab.

2. Target audience and impact

National and international stakeholders within the area of Open Learning and Open Education attended the event. The impact was high due to social media coverage through the Twitter hashtag #oeglobal. The audience was also encouraged to stay in touch in social media and were invited to forthcoming events, our final LangOER conference in Brussels, 27-28 September, 2016: “Open Education: Promoting Diversity for European Languages”. Next year’s Open Education Global will be hosted in Cape Town, South Africa. During and after the conference the presentations and the action Lab were communicated through social media (Twitter, Facebook, Linkedin and Slideshare), and thereby reaching a much bigger audience. For example: the presentation by ICDE got during one month 350 views.

3. Outcomes

The presentation was an opportunity to give an overview of the current results and status of the LangOER project. From engaging in this event, we have expanded our views on OER. 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. For the policy part (Action Lab) recent development was added to the knowledge base of the LangOER project, recommendations were formulated and tested in debate.

4. Slides – URL

Slides from the first presentation by Vigmo & Bradley
Link to Slideshare: http://www.slideshare.net/alibra01/vigmo-amp-bradley-open-education-global-conference-krakow-2016

Slides from the second presentation by ICDE, Titlestad
Link to Slideshare: http://www.slideshare.net/icdeslides/nations-and-regions-using-less-used-languages-sidelined-in-open-education
Views per 23rd May 2016: 354, downloads: 3.

Slides from the partner OEC
Link to Slideshare: http://www.slideshare.net/wfvanvalkenburg/oeglobal-less-commonly-used-languages-and-oer
The essence of pedagogical design in OER – teachers’ framing in an Open Educational Practice

Sylvi Vigmo & Linda Bradley
Gothenburg university, Sweden

Open Education Global Conference 2016, Krakow
Today’s agenda

- Context around OER in small languages
- Case study from Sweden – Lektion.se
- Insights from study
- Pedagogical implications

Background

**Definition of OER**
- teaching, learning and research materials in the public domain
- released under an open license
- no-cost access
- possible to adapt and redistribute with no or limited restrictions

UNESCO, 2012, Paris OER Declaration

**Wiley’s 5Rs framework**
- Retain – making, owning and controlling copies of content
- Reuse – using content in a range of ways
- Revise – adapting, making modifications and alterations of content
- Remix – combining original or revised content with other open content
- Redistribute – sharing the new content with others

Framing around the data

- Language as a corner stone in integration work
  (Kukulska-Hulme et al., 2015)
- Newly arrived need fast access to information and knowledge
- Asylum seekers have access to technology
  (Ram, 2015; Bradley, 2016 - pilot study)
**Data from Lektion.se**

- **Levels investigated**
  - Swedish nine year compulsory school + high school
- **OER tagged either as**
  - SVA (Swedish as a Second Language)
  - SFI (Swedish for Immigrants)
- **Time period:** 3 months, March-May 2015
- **Posted OER & interviews**

  There were
  - 40 OER from 17 teachers
  - 5 interviews

**Research questions**

- What is the nature of the content in OER in Swedish as a second/ foreign language?
- Examining the teachers’ pedagogical design of OER, what are the affordances and constraints?
Investigating language learning affordances

- Language activity
- OER type
- Provided description

Analysis of content

<table>
<thead>
<tr>
<th>Language activity</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech activity</td>
<td>12</td>
</tr>
<tr>
<td>Writing activity</td>
<td>7</td>
</tr>
<tr>
<td>Grammar</td>
<td>4</td>
</tr>
<tr>
<td>Listening, reading, speaking</td>
<td>3</td>
</tr>
<tr>
<td>Writing, speaking, reading</td>
<td>3</td>
</tr>
<tr>
<td>Word practice</td>
<td>3</td>
</tr>
<tr>
<td>Culture</td>
<td>3</td>
</tr>
<tr>
<td>Reading activity (vowels)</td>
<td>2</td>
</tr>
<tr>
<td>Mathematical concepts in Swedish</td>
<td>2</td>
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<tr>
<td>Language history</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>OER type</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text</td>
<td>14</td>
</tr>
<tr>
<td>Text + image/s &amp; exercise/s</td>
<td>11</td>
</tr>
<tr>
<td>Image/s / text (gaming)</td>
<td>9</td>
</tr>
<tr>
<td>Video</td>
<td>2</td>
</tr>
<tr>
<td>PPT presentation</td>
<td>2</td>
</tr>
<tr>
<td>Image + text instruction</td>
<td>1</td>
</tr>
<tr>
<td>Questions</td>
<td>1</td>
</tr>
</tbody>
</table>

Analysis of provided description

**lektion.se**

Lektion: Vem? Pronomen

1. Introduction and target group: (19)

   I have created a package with rules and different exercises in word order. It is primarily aimed at pupils with Swedish as a Second Language.

2. Introduction, brief description, and target group: (10)

   This exercise has images of various items that smell differently.
   First the pupils get words on cards to get familiar with the idea, then they should pair off the right word with the right image.
   Geared at Swedish as a Second Language and Swedish for Immigrants.
3. Introduction, brief description, intended learning outcomes, and target group: (11)

In this exercise, the pupils work in a group with words and phrases. It can be e.g. within a specific work area or as preparation to a text that they will listen to or read, or why not a movie that the class will watch? The exercise can also be used as repetition of a focused area. Through this exercise the pupils will practice to develop strategies to find new words and phrases. My experience of this exercise is: very active pupils. Aimed at Swedish, Swedish as a Second Language.

Voices from interviews I

Why do you contribute to Lektion.se?

- I would like to pay back since I have downloaded lessons from there
- Getting response from others – find out what I can do better
- Checking out what other teachers do
- Facilitate my own work
- Getting likes from others

Voices from interviews II

How do you use Lektion.se in your teaching?

- As a bank of ideas
- When I miss exercises that I would like to have, I create new ones and then add them to Lektion.se

Voices from interviews III

5. Even if there are quite a few registered, only few contribute, why do you think this is the case?

- Lack of time
- Teachers may not think what they create is good enough
- They may be new as teachers
- Poor computer skills / haven’t come over the first steps of contributing online
- Teachers are afraid of being critiqued
### Results

- Themes such as search, share, reuse and collaborate, are facilitated by the OER environment
- The design of the repository enables sharing, making Lektion.se a very vivid environment
- Building up the repository around learning objects categorised for a specific subject and area with a search function facilitates usage
- The formulation of the OER description has an impact of usage potential
- How teachers are making use of multimodal aspects

### Pedagogical implications

- Connection to teaching and learning, pedagogical rationale (Beaven, 2013; Knox, 2013)
- Imbalance in subjects
- The issue of finding relevant OER online remains (Wiley, Bliss & McEwen, 2014)

“While OERs greatly improve the quality of material available online to learners, this wealth of resources can leave learners adrift in an ocean of information” (Ferguson & Shum, 2012, p. 316)
OER in less used languages
State of play, 2016
Open Education Global,
Krakow, Poland
12-14 April, 2016

Sylvi Vigmo, sylvi.vigmo@ped.gu.se
Linda Bradley, linda.bradley@chalmers.se
Department of Education, Communication, and Learning
University of Gothenburg

This project was financed with the support of the European Commission. This publication is the sole responsibility of the author and the Commission is not responsible for any use that may be made of the information contained therein.
Less used languages and OER

A short background to the report 2014, state-of-the-art
What did the picture look like?
What were the obstacles – challenges?
What suggestions/recommendations could we make?
3 examples of “successful” national initiatives
What is the state of play, 2016?
1 example of alternative approach
New initiatives – adding to the number of regional and minority languages
Some concluding remarks and open questions

Point of departure
Dutch, Frisian, Greek, Latvian, Lithuanian,
Polish and Swedish

Extended scope – regional and minority languages such as: Catalan,
Danish, Estonian, Finnish, Flemish, Hungarian, Icelandic,
Italian, Latgalian, Norwegian, Romanian and Welsh

English, French, German, Spanish for reference

Open interpretation of openness
Positive connotations with open

Open as in access to, for free:
language courses
libraries
dictionaries
course books (textbooks, exercise books)
course guides
archives – access to audio, video

Vagueness in policy documents… opens up for interpretations
and no responsibilities for actions
A diverse landscape
Several challenging issues to address
Projects – limited time frames, sustainability
Lack of policies – few national initiatives
Lack of open licensing attributes

Suggested ways forward:
Identify and frame quality indicators and linguistic issues
Increase/Develop/Influence initiatives for policies
Raise practitioners’/educators’ awareness
Development of practices

A few exceptions

NDLA, https://ndla.no/
Norwegian Digital Learning Arena, Open Educational Resources
Norwegian county authorities

Flemish Ministry of Education, Leermiddelenwerk

Materialeplatformen, https://materialeplatform. emu.dk/materialer/index.jsp
Danish National Agency for IT and learning

So, what is the state of play, 2016 for less used languages and OER?
Välkommen till lektion.se!

Lektion.se är Sveriges största lärarens. En målspegl för lärare och alla som arbetar i den svenska skolan.

I vårt lektionsservice finns lösningar till alla tänkbara undervisningsområden. I lösningenhär hittar du allt som har med skolan att göra. Sök och läs jobb, hitta din lärarjobb i vårt jobbarkiv.

Så medlem har du även tillgång till vårt forum och medlemmarnas egna bidrag. Att du behöver för att bli medlem är en fungerande e-postadress. Tjänsten är gratis!

Just nu över 233000 medlemmar!

Logga in
Användarnamn Losenord

Logga in
Gömlt lösenord?

Våra extra tjänster

Referens: http://www.lektion.se/

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Example Manx Language


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Sharing in communities in Fb

Reference: http://www.manx.net/
**Example Welsh Language**

**The Open University in Wales**

We are the leading experts in part-time, flexible learning. Every year, we help thousands of ordinary people achieve extraordinary things.

Reference: [http://www.open.ac.uk/wales/](http://www.open.ac.uk/wales/)

**Free Online Learning**

It doesn't matter if you're into art or zoology, or whether you have 5 minutes or 50 hours. We've got a huge range of free online learning to help you explore your passion.

**Try our online learning resources for free**

Reference: [http://www.open.ac.uk/wales/](http://www.open.ac.uk/wales/)

**Welsh Language Scheme**

The Open University has adopted the principle that in the conduct of public business in Wales it will treat the English and Welsh Languages on the basis of equality.

**Download our Welsh Language Scheme and Welsh medium assessment guidelines**

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**2016 - Open is still too open for OER**

- Access to language courses, libraries, dictionaries, course books (textbooks, exercise books), course guides, archives, access to audio, video
- Very few national policies – national initiatives
- Common ground – lack of definitions, hampers search
- K12 and higher education
- Teacher practices/Teacher networks, sharing culture
- Qualities for using, learning and teaching languages
Some open questions...

Reflects a general lack of interest in ICT and learning?
Lack of incentives for teachers?
Shift in focus from OER to OEP?
Teaching and learning a less used language?
Using less used languages?
Multilingualism
I see, I see what you do not see and it’s... Vocabulary exercise

**Title**: Added by Taalunie on 26.02.2016

**Type**: Vocabulary resource

A classic game to practice the vocabulary about colors and objects by describing objects in the classroom. In addition, the student can with some exercise to improve his pronunciation.

KlasCement is a free platform where teachers help each other by sharing resources for students of all ages. There are tens of thousands of items online, which you can easily search by theme, subject or educational level.

Reference: [http://www.klascement.be/](http://www.klascement.be/)
Less commonly used languages and OER

Krakow, Poland, April 13th, 2016

Gard Titlestad, Secretary General

International Council for Open and Distance Education
Why is ICDE here?

- To be the leading global network for making **quality learning accessible** throughout the world using online, open, distance and flexible education.
- To **connect institutions, organisations and professionals** from across the globe so that they can share ideas, resources and best practices, partner on major projects and advocate together.
- To be the official **partner of UNESCO**, that shares that agency’s key aim inclusive and equitable quality education and lifelong learning for all.
- ICDE believes that in pursuing education as a universal right, the needs of the learner must be central.
- To organize members in all regions of the world – global balance.

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**LangOER**

**3 recommendations**
**12 languages**

- Adopt national policies in support of Open Educational Resources in less used languages.
- Facilitate in partnership with private, public and the educational sector, market places and collaborative arenas for quality OER.
- Take the leadership in facilitating the development of open frameworks and standards to ease the ability of OER repositories and systems to work together (provide and accept educational content, compatible applications and contextualized services).

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**LangOER**

Check the Project!
http://langoer.eun.org/
Purpose

• The purpose of discussing this now:
  – Consider changes in the situation regarding OER and OER in less used languages from 2014 – 2016
  – Consider changes in policy recommendations
  – Consider input to LangOER’s final conference
  September 2016

Rec 2: For Governments to Facilitate in partnership with private, public and the educational sector, market places and collaborative arenas for quality OER.

Rec 3: For Governments to Take the leadership in facilitating the development of open frameworks and standards to ease the ability of OER repositories and systems to work together (provide and accept educational content, compatible applications and contextualised services).

• The USAID led initiative works on the same as policy recommendation no 3:
  – Frameworks and standards
ICDE members: Example UMUC

The National Open University of Nigeria on its way to becoming the first OER-based Open University with a broad OER-policy and open licensed MOOCs.

http://oer.nou.edu.ng/articleabuja.html

BCcampus OpenEd

More BC Open Textbook Stats
As of December 4, 2015 As of March 17, 2016
General Stats $1,254,000 – $1,604,425
Student Savings $985,700– 1,214,092
Number of participating institutions 24 (19 Public, 5 Private)
Number of students affected 9,857 12,540
Number of textbooks on open 137

http://open.bccampus.ca
http://open.bccampus.ca/2015/09/10/more-bc-open-textbook-stats/
http://open.bccampus.ca/about-2/

Open Educational Resources
Major Study Finds OER Students Do Just as Well — or Better
By Dian Schaffhauser 11/10/15

In the largest study of its kind, a group of researchers has examined the use of open educational resources (OER) and found that students who used OER in their undergraduate courses performed as well or better than those assigned commercial textbooks.

The project was undertaken by researchers from Brigham Young University, the Michigan State Department of Education and Lumen Learning, a not-for-profit focused on the use of open courseware.

The Future is Near

But not as near as you hope

ICDE and partners: Policy, influencing the future:

- 20 November 2014: Open Education Key issues in policy for governments and senior management in higher education
- Interventions, from UNESCO, ICDE and key experts and senior management: The Ball Message

- Global High Level Forum in Paris 9 – 11 JUNE 2015: Online, open and flexible higher education for the future we want UNESCO – in partnership with ICDE

- ICDE High Level Policy Forum 17 October 2015: “Higher education for the sustainable future we want. The way ahead for Online, Open and Flexible learning: Opportunities and Actions.” In partnership with UNESCO, CoL and OEC

Three in four U.S. teachers say open educational resources are used more often than textbooks

https://www.tesglobal.com/teachertech2

March 2016
Which new technological and content approaches have been tried and/or integrated into one or more courses at your institutions in response to student demand?

**Responses in Order of Significance**

<table>
<thead>
<tr>
<th>Approach</th>
<th>Response Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Educational Resources (OER)</td>
<td>72.7%</td>
</tr>
<tr>
<td>Blogs/discussion boards</td>
<td>69.3%</td>
</tr>
<tr>
<td>Mobile learning</td>
<td>69.3%</td>
</tr>
<tr>
<td>Personalized learning</td>
<td>48.9%</td>
</tr>
<tr>
<td>Massive Open Online Courses (MOOCs) or segments of them</td>
<td>46.6%</td>
</tr>
<tr>
<td>Simulations/Virtual Reality</td>
<td>42.0%</td>
</tr>
<tr>
<td>Online Peer Assessment</td>
<td>34.6%</td>
</tr>
<tr>
<td>Gamification</td>
<td>26.1%</td>
</tr>
</tbody>
</table>
"Key potentials of OER

Three key potentials of OER have been highlighted in this report:

- Digital technologies have become ubiquitous in daily life and OER can harness the new possibility afforded by digital technology to address common educational challenges.
- OER are a catalyst for social innovation, which can facilitate changed forms of interaction between teachers, learners and knowledge.
- OER have an extended lifecycle beyond their original design and purpose. The process of distribution, adaptation and iteration can improve access to high-quality, context-appropriate educational materials for all.”

01 Dec 2015  http://www.oecd-ilib.org/content/book/9789264247543-en


"3. Expand Access to Educational Resources through Open Licensing and Technology”

“Open educational resources are an investment in sustainable human development; they have the potential to increase access to high-quality education and reduce the cost of educational opportunities around the world. Open educational resources can expand access to key educational materials, enabling the domestic and international communities to attain skills and more easily access meaningful learning opportunities.”

“Building on that momentum, the United States will openly license more Federal grantsupported education materials and resources, making them widely and freely available.”

https://www.whitehouse.gov/blog/2015/10/27/advancing-open-and-citizen-centered-government
Framework for Action Education 2030:

Target 3, point 43.: A well-established, properly-regulated tertiary education system supported by technology, Open Educational Resources (OERs) and distance education modalities can increase access, equity, quality and relevance, and narrow the gap between what is taught at tertiary education institutions and what economies and societies demand. The provision of tertiary education should be progressively free, in line with existing international agreements.

Adopted 4 November 2015.

What characterise nations, regions of lesser used language?

- Smaller market, 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
- (might be) Stronger rationale for governmental intervention
- (might be) More favourable conditions for bottom up OER initiatives for national consensus

Possible conclusions for policy recommendations

- Use recent development, evidences and examples.
- Keep the three main recommendations, modify and specify.
  - Handle personal IPR to shift to CC licensing
  - More aggressive on the need for incentives (financial framework)
  - Advise on tools/toolboxes
  - Focus upper secondary, TVET and up to Bachelor
  - Focus on using less used languages
  - Give concrete examples on how to do public procurement
  - Give concrete examples on how cultural and linguistic adaption can take place
- What we lack:
  - Short, understandable evidence of impact.

THANK YOU

titlestad@icde.org

www.icde.org

Sustainable Development Goal 4: Education 2030

“TOWARDS INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND LIFELONG LEARNING FOR ALL”

Seize digital opportunities, lead education transformation
5. Photo from the Vigmo & Bradley presentation and photo from the Action Lab.

Some of the attentive listeners at the presentation by Sylvi Vigmo and Linda Bradley. In the middle Michal Kaderka from the Czech Republic and to the right Swedish OER expert Ebba Ossiannilsson
The picture from left to right: