Deliverable 38o: 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

Funding Programme: Lifelong Learning Programme, KA2 Languages

Contract No: 543239-LLP-1-2013-1-LV-KA2-KA2NW

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 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).

Copyright © 2014 LangOER partnership

Status: Final

Contractual day of delivery: 22 August, 2014

Nature of the deliverable: E – Event

Dissemination level: PU = Public

Author(s) and their institutions: Linda Bradley, Ph.D, UGOT

Contributor(s) and their institutions: Linda Bradley, UGOT

History: Version 1, 29.08.2015 Revised by Linda Bradley
Table of Contents

1. Summary of the event ........................................................................................................................................... 3
2. Target audience and impact ............................................................................................................................ 3
3. Outcomes ......................................................................................................................................................... 4
4. Other material ................................................................................................................................................ 4
   a. Picture of the Slideshare space where slides are shared .................................................................... 4
   b. Slides of the event ................................................................................................................................. 4
   c. Screenshot of the announcement page .................................................................................................. 4
   d. The presenters and LangOER partners at the symposium .................................................................. 13

1. Summary of the event

A presentation initiative by LangOER partner (University of Gothenburg) at the EUROCALL conference (Eurocall conference 2015), organized by the European Association for Computer-Assisted Language Learning (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 “Sharing of Open Educational Resources – Language teachers’ activities in an online repository”.

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 emanating from the state-of-the art investigation of LangOER. The presentation introduced a large national OER repository where over 200 000 Swedish teachers are registered. The case study concerned investigating the content and structure of posted OER over a period of three months within Swedish, Swedish as a Foreign Language and Swedish as a Second Language. The results showed an active teacher body engaged in posting. However, there is also a need addressing more
teachers to enhance OER awareness in small languages. Speaker was Linda Bradley, University of Gothenburg, attracting a large audience of over 30 conference delegates.

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 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 an in-depth view of practitioners’ use of OER in a national language. This usage is representative of the other 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/linda-bradley-lektion-eurocall-2015

b. Slides of the event
Sharing of Open Educational Resources – Language teachers’ activities in an online repository

Linda Bradley
University of Gothenburg
EUROCALL 2015, August 26-29, Padova

Today’s agenda

• Context around OER in small languages
• Case study from Sweden – Lektion.se
• Insights from study
• Pedagogical implications
• Discussion
Connected to strands of activities in LangOER

- State-of-the art of OER in less used languages
- Regional and minority languages & OER
- Partners in the network – teachers, researchers, experts
- Challenges for language learning
- Teacher training

Follow us
Twitter @LangOER
Slideshare LangOER
Mendeley LangOER: OER and languages
Digo Group Best content in OER and languages
Facebook LangOER: Teachers group
Email langner@eun.org

LangOER Keywords from the UNESCO OER definition

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
The OER in question

Vem? Pronomen – istället för namn

<table>
<thead>
<tr>
<th>jeg</th>
<th>mig</th>
</tr>
</thead>
<tbody>
<tr>
<td>du</td>
<td>dig</td>
</tr>
<tr>
<td>han</td>
<td>honom</td>
</tr>
<tr>
<td>hon</td>
<td>henne</td>
</tr>
<tr>
<td>den/det</td>
<td>denna/det</td>
</tr>
</tbody>
</table>

Pronomen är ord man använder istället för namn och substantiv.

Göran är Kim.
Kim är 13 år gammal.
Kim har nätter här.
Kim har en blåblond-hårigt-shirt
Kim har ett par gråa byxor.
Kim har gröna skor.
Kim är glad.
Kim är på skolan.

Vilket är pojken namn?

Vad kan du skriva istället för Kim?

Questions

- What is the nature of the content in OER in Swedish as a second/foreign language?

- What are the pedagogical affordances concerning the organisation and design of the OER?
Data from Lektion.se

- **Levels investigated**
  - Swedish nine year compulsory school + high school
- **OER tagged either as**
  - S/VA (Swedish as a Second Language)
  - SFI (Swedish for Immigrants)
- **Time period:** 3 months, March-May 2015
- **Number of OER:** 40
- **Number of teachers posting:** 17 teachers’ input
  (the most active one had 8 contributions)

Analysis – Content

- Speech activity 12
- Writing activity 7
- Grammar 4
- Listening, reading, speaking 3
- Writing, speaking, reading 3
- Word practice 3
- Culture 3
- Reading activity (vowels) 2
- Mathematical concepts in Swedish 2
- Language history 1
• Speech activity 12
• Writing activity 7
• Grammar 4
• Listening, reading, speaking 3
• Writing, speaking, reading 3
• Word practice 3
• Culture 3
• Reading activity (vowels) 2
• Mathematical concepts in Swedish 2
• Language history 1
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.
Analysis – OER types

- Text 14
- Text + image/s & exercise/s 11
- Image/s / text (gaming) 9
- Video 2
- PPT presentation 2
- Image + text instruction 1
- Questions 1

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 description has an impact of usage potential.
- How teachers are making use of multimodal aspects

Pedagogical implications

Number of OER – a dedicated group of teachers?

- Connection to teaching and learning
- Different levels
- Who will access them?

“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)

c. The presenter at the symposium
Linda Bradley (University of Gothenburg) presenting at EUROCALL2015