Deliverable 38z: Presentation at EuroCALL Conference in Limassol, Cyprus
24-27 August 2016
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 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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Status: Final

Contractual day of delivery: (N/A)

Nature of the deliverable: E – Event

Dissemination level: PU = Public

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Contributor(s) and their institutions: (N/A)

Version 1 & date: 26.10.20

Revised by: (N/A)
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1. Summary of the event

EuroCALL is an annual global conference organized by the European association for Computer-Assisted Language Learning. The 23rd edition was hosted by The University of Cyprus in Limassol, Cyprus, on the 24th -27th August, 2016. The primary objective of the conference is to reflect on the current state and the future of CALL, language pedagogy and research and to share the newest research and pedagogy with academic community from all over the world. One of the distinct features of the event is its collegial atmosphere and its focus on sharing good practice both in terms of research and pedagogy. The leading theme of the conference was CALL – Communities and Culture, which was particularly suitable for sharing LangOER experiences with intercultural training delivered as WP4. In particular, the conference was seen as an opportunity to disseminate research into acculturation of OER and related task design, which was published in the special issues Social dynamics in open educational language practice of ALSIC journal (https://alsic.revues.org/2904)

The conference website: http://eurocall2016.org

The title of the presentation delivered by Malgorzata Kurek (JDU) was “Instructional design for openness – practical implications for task design”. The paper presented the outline of the training and the stages of content design with focus on intercultural differences existing between the 6 various target contexts. The presentation provided an investigation of the strategies used by local facilitators and project partners in cultural adaptation of the content in question. It was concluded with an overview of principles for successful task design.
2. Target audience and impact

The 20-minute presentation evoked a discussion on the need to establish clear criteria for designing content with future cultural appropriation in mind so that the content is not imposed top down on local, culturally different educational communities but remains in tune with local educational practices. The presentation was also a chance to promote the special issue of ALSIC where the written version of the paper was published:


The audience were invited to join the LangOER Facebook group and to attend the project conference Open Education – Promoting Diversity for European languages (Brussels, 26-27 September - http://langoer.eun.org/conference-2016 )

3. Outcomes

The conference was a valuable opportunity to raise a discussion on the role of designers in assuring the quality of open content. New contacts with other researchers involved in open educational practices in less-used and minority languages have been established. Some challenges regarding OER and less used languages were also identified and discussed with the audience, who confirmed the need to address the diversity of local values in designing open content.

4. Slides

Slide 1
European funded network (2014-2016), 9 partners:

- Frysk Academy, The Netherlands
- Web2learn, Greece
- European Schoolnet, Belgium
- University of Gothenburg, Sweden
- Jan Dlugosz University, Poland
- Mykolas Romers 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)
Instructional design in LangOER

Pedagogical appropriation to national contexts

Content (EN)
- Swedish
- Greek
- Dutch/Frysian
- Latvian/Latgalian
- Lithuanian
- Polish
Course content:

Module 2: Revise
Module 3: Redistribute
Module 4: Remix

Task 2A: explore at least 2 of the above listed repositories:
- Is the repository easily searchable? What are the search features?
- What types of materials or activities can be found there?
- Do you need to register to access the content?
- Does the repository provide a help section or pedagogical guidelines?
- Who can contribute to the repository?
- What type of licensing is used? Is the information clearly marked?
- Does the repository provide content in various languages?

Going open with LangOER

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

Participants: 32 active participants (12 counties)
Timeline: 4 modules / 6 weeks
Diverse materials
Content:

Module 1: Introduction to openness
Module 2: Revise and Reuse
Module 3: Redistribution, Towards Open practices
Module 4: Remixing
Key concepts: Open Educational Resources

- The principle of re-use, repurposing and adaptation lies at its very heart of openness.
- Quality of OER emerges in the relation between a particular type of material and the way in which it is appropriated and integrated in a given educational context (Conole & Ehlers, 2010; Bateman, Lane & Moon, 2012; King, 2013).
- OER are regarded to be fully shared if they are integrated into local contexts.
- Teaching resources may remain unexplored if the adaptation is not appropriate (Rivens & Guichon, 2013).

Major challenges

- Various pedagogical dimensions can be interpreted and realised differently in culturally different communities (e.g. assessment, teacher-learner roles, epistemological beliefs, task design).
- Pedagogical values, which are seen as central to one culture, may seem culturally inappropriate in another (Reeves & Reeves, 1997).
- Pedagogical appropriation should embrace not only to the cultural flavour of local settings, but also to the pedagogical realities, practices and priorities of end-users.
- Culturally relevant modification assists users in the gradual acceptance of novel practices (Parrish & Linder-VanBerschot, 2010).
If not congruent with end-users' teaching beliefs, values and the local prevailing philosophy of teaching, the novel content or instruction is likely to remain alien and unproductive (Parrish & Linder-VanBerschot, 2010).

Pedagogical appropriation:

- Modification of educational content (materials, tasks, & technologies) so that they meet initial learning objectives in a linguistically, culturally or pedagogically different context.
Pedagogical appropriation to national contexts

Content (EN)

- Swedish
- Greek
- Dutch/Frysian
- Latvian/Latgalian
- Lithuanian
- Polish

Research questions:

- What appropriation strategies did the instructors use to suit their local contexts?
- In what way did the instructor’s perception of his/her local educational culture influence his/her appropriation strategies?

Participants:
6 experienced instructors – teacher trainers representing 6 LUL contexts: Greek, Latvian/Latgalian, Frysian, Lithuanian, Swedish, Polish.

Method:
- Detailed questionnaires;
- Direct observation (access to online content).
Our educational system is in transition from teacher-centred to learner-oriented approaches (Facilitator F).

“English is truly a foreign language here. Very few teachers know it well.” (Facilitators F)

“Adaptation is definitely not common practice, nor is redistribution. Teachers tend to keep materials for themselves or, perhaps, share them with friends” (Facilitator A)

“Most of the teachers [in my country] are overwhelmed with course offers which they can join for free (…) and they get the financial compensation for the hours they could spend on their jobs. (…) while with this project, the only tool we had was to trigger their enthusiasm and curiosity” (Facilitator B)
Appropriation strategies used by facilitators

- **Linguistic** (translation, subtitling, replacement);

- **Organisational** (balancing the ratio of F2F and online activity, diversifying communication channels);

- **Pedagogical** (replacing, adjusting tasks, instructions, and proportions between different types of activities, replacing content);

- **Technical** (replacing tools, providing additional tutorials)

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<tr>
<th>Appropriation strategy</th>
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<th>C</th>
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Conclusions:

- Appropriation to local contexts is not free from cultural meanings and, thus, cannot be approached as an automatic procedure.

- Educational cultures should be accounted for in task appropriation and instruction delivery so that recipients feel assisted in their gradual adaptation of new practices.

- Facilitators play an active role in the process of adapting resources – they should be autonomous in their judgments and decisions about which modifications respond best to their local contexts.
Principles for educational design

- a broad choice of pedagogically varied activities, technologies and formats;
- the modularisation of content;
- limited use of highly contextual materials.

Join us for LangOER conference:

- Join our Facebook group: LangOER Teachers.
- Visit our website: http://langoer.eun.org/home
5. Other materials (the abstract)

EuroCALL 2016, Limassol, Cyprus
Designing tasks for open content and open practices
Malgorzata Kurek
Jan Długosz University, Częstochowa, Poland

The openness paradigm, which assumes open access to educational resources and public visibility of educational practices, has become a prerequisite to major educational trends of today such as the focus on learner autonomy, the role of peer-to-peer learning, the merging of formal and informal education and the levelling of educational opportunities. With potential for modification being the underlying principle of open educational content, increasing attention is being given to the processes of its repurposing and localisation to culturally and pedagogically different local contexts (e.g. Parrish and Linder-VanBerschot, 2010; Buckler, Perryman, Seal, & Musafir, 2014).

The following presentation builds on the idea that the quality of instructional design should be seen as a relation between the original version and its appropriated adaptation (Conole & Ehlers 2010) and that open content created for a given educational context should not be seen as culturally pre-determined but should lend itself to flexible appropriation to other, educationally, pedagogically, technically or even politically different cultures. Driven by the view that it is the teacher who takes an active role in repurposing and appropriating open content, I will show how properly designed tasks and materials can assist teachers in their autonomous judgements and decisions about which modifications to implement. As I will argue, open content designed for future appropriation needs to follow a set of specific criteria making it both well structured and generic. In the presentation I will analyse the tasks and content designed in the EU-funded project LangOER and I will formulate the criteria for openness–related instructional design.

References:
Buckler, A., Perryman, L-A., Seal, T., & Musafir, S. (2014). The role of OER localisation in building a knowledge partnership for development: Insights from the TESSA and
TESS-India teacher education projects. *Open Praxis, 6*(3), 221–233
