



543239-LLP-1-2013-1-LV-KA2-KA2NW

**Deliverable 38o: Presentation at the EUROCALL
conference, Padova, Italy,
26-29 August, 2015**

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Project Acronym	LangOER	
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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



Projektet genomförs med ekonomiskt stöd från Europeiska kommissionen. För uppgifterna i denna publikation ansvarar endast upphovsmanen. Europeiska kommissionen tar inget ansvar för hur dessa uppgifter kan komma att användas.

LangOER Today's agenda

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

- 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

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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

lektion.se 0 0 0
Logga ut

Start **Lektioner** Skicka in Länkar Forum Jobbkärv Leverantörsarkiv Mina sidor

Aktuellt Hjälp Om lektion.se Kontakt Annonsera

lektion.se — din kollega på nätet!

Återvänd ditt lektionsmaterial!

Lektion.se är en databas med material producerat av lärare för lärare. Här kan du enkelt söka och ladda hem lektionstips, idéer och inspiration.

Sponsrade Lektioner

- ★ Samma med kroppen ÅK2
- ★ Loppet eller datum? Vad drar mest åt?
- ★ Var rätt om din arena - om allmansrätten
- ★ Sherlock Holmes - en aktuell klassiker
- ★ Vem är på lekt i boken - räkna efter och di

Over 200 000 Swedish teachers
All subjects and levels

Nya lektioner Started 2002

Alla Föreola / Fribid Grundskola Gymnasiet

Substantiv test
Substantiv singular/plural
Substantiv matis
Substantiv en/ett plural
Substantiv
Genre NOVELL
Genre - arbetsordning för alla lektionstyper
Vägvalfabrik
Matris för olika moment i ämnet idrott och hälsa
Beskriva i tal och skrift
Bilder för att träna beskrivande text

Missa aldrig relevanta lektioner

Som **+Plusmedlem** har du alltid full koll

itert
i-lärmedel
lästa böcker — lektionstips från CÅL

Aktuellt på lektion.se

Civil olydnad i Öppnarensögen tränar elever i både måttfullhet och filosofi	2 maj
Att läsa mellan raderna — en nyttig kunskap	2 maj
Matriser skapar översikt för gymnasieläraren	12 apr
Ett roligt och mångfacetterat underlag för engelskalektionen	12 apr
Medlemsbrev mars	1 mar
Omfattande temaarbete om genus	28 feb
Pålektioner för alla åldrar	28 feb

Tidigare nyheter, intervjuer och medlemsbrev

Lang **OER** **Let's look at an OER**

lektion.se Lektionsredigering
0 0 0
Logga ut

Start **Lektioner** Skicka in Länkar Forum Jobbkärv Leverantörsarkiv Mina sidor

Nya lektioner Populära lektioner i-lärmedel Lättast Mediarxiv

Lektion : Vem? Pronomen 15

Tillbaka till skolexamnat

Författare: Maria Fredriksson
Datum: 7 maj
Ämnen: SV/SO, SFL, SVA
År: Grundskola år 4-9
Lektionstyp: Arbetsuppgift

Beskrivning

Eleverna tränar på att förstå hur pronomen ersätter namn och substantiv.

Eleverna får läsa beskrivningar av enkla bilder (clipart) och får sedan ersätta substantiv och namn med rätt pronomen, samt färglägga bilder enligt den nyss lästa beskrivningen.

Övningen erbjuder alltså både lite grammatik och läsförståelse på grundläggande nivå.

Främst tänkt som uppgift i SVA.

Ladda ner lektionen!
(pdf 632 kB)

Redigerbara filer

- För MS Office
- För Openoffice
- För iWork

Ladda till som Favorit
Ladda till i Min Katalog
Diskutera lektionen
Tipsa via e-post
Tipsa på Facebook
Tipsa på Twitter
Dela länk:
<http://www.lektion.se/12>

Medlemmar som gillade lektionen gillar också...

Vardagliga verb
Vad gör det?
Läsförståelse - häfte
Spel för nyordlärda...
Tema årst

Fler lektioner från författaren

Ut på stan, ta reda på 4 - no, gym, resor
Tiduttryck - kort text med frågor
hans/hennes - sin/hitt/ana
Tiduttryck
Här alltid hängen rätt i men

Favoritlistor med lektionen

svenska
Bållsvenska
Grammatik
sva2
SVA

Vem? Pronomen - istället för namn

jag	mig
du	dig
han	hanom
hon	hennes
den/det	den/det
vi	oss
ni	er
de	dem

Pronomen är ord man använder istället för namn och substantiv.

Detta är Kim.

Kim är 13 år gammal.

Kim har mörkt hår.

Kim har en blårandig t-shirt.

Kim har ett par grå byxor.

Kim har gröna skor.

Kim är glad.

Kim står på ett ben.

Vilket är pojkens namn? _____

Vad kan du skriva istället för Kim? _____



LangOER 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?

- 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
- Number of OER: 40
- Number of teachers posting: 17 teachers' input
(the most active one had 8 contributions)

- 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

The screenshot shows the website 'lektion.se' with a navigation bar and a main content area. The lesson title is 'Lektion : Vem? Pronomen' with a green '15' icon. The author is 'Maria Fredriksson'. The page includes a description of the lesson, a list of social media sharing options, and sections for 'Medlemmar som gillade lektionen', 'Fler lektioner från författaren', and 'Favoritlister med lektionen'.

lektion.se Lektionsredigering
Logga ut

Start **Lektioner** Skicka in Länkar Forum Jobbarke Leverantörsarkiv Mina sidor

Nya lektioner Populära lektioner Öromedel Lättläst Mediearkiv

Lektion : Vem? Pronomen 15

[Tillbaka till skrivrutat](#)

Författare: Maria Fredriksson

Datum: 7 maj

Ämnen: SV/SO, SFI, SVA

År: Grundskola år 4-9

Lektionstyp: Arbetsuppgift

Beskrivning

Eleverna tränar på att förstå hur pronomen ersätter namn och substantiv.

Eleverna får läsa beskrivningar av enkla bilder (clipart) och får sedan ersätta substantiv och namn med rätt pronomen, samt färglägga bilder enligt den nyss lästa beskrivningen.

Omvänt erbjuder alla både lite grammatik och läsförståelse på grundläggande nivå.

Först tänkt som uppgift i SVA.

Ladda ner lektionen!
(pdf 632 kB)

Redigerbara filer

[För MS Office](#)

[För Openoffice](#)

[För iWork](#)

[Ladda till som Favorit](#)

[Ladda till i Min Katalog](#)

[Distribuera lektionen](#)

[Tipsa via e-post](#)

[Tipsa på Facebook](#)

[Tipsa på Twitter](#)

Delat länk:
<http://www.lektion.se/V2>

Medlemmar som gillade lektionen gillar också...

Vardagliga svår
Vad gör det?
Läsförståelse - häfte
Spel för nybörjande...
Tema årst

Fler lektioner från författaren

Ut på stan, ta reda på 4 - Ino, gym,
resor
Tiduttryck - kort text med frågor
hans/hennes - sin/hitt/hans
Tiduttryck
Här alltid hängen rätt i rum

Favoritlister med lektionen

svenska
Bil/teknik
Grammatik
sva2
SVA

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.

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

Athenas, J. & Havemann, L. (2013). Quality Assurance in the Open: An Evaluation of OER Repositories. *INNOQUAL - International Journal for Innovation and Quality in Learning* , 1 (2). pp. 22-34.

The screenshot shows the website **lektion.se** with a lesson titled "Lektion : Vem är vem?". The page features several red annotations corresponding to quality indicators from Athenas & Havemann (2013):

- User evaluation tools:** A red "review" button is visible next to the lesson title.
- Keywords:** A red "Keywords" label is placed over the text "En översikt av olika barn, lag, tv, filmer och andra på friluft om första hjälpsåren är enkla frågor".
- Metadata:** A red "Metadata" label is placed over the text "Är grundskola år 4-5".
- Social media support:** A red "Social media support" label is placed over the text "Är grundskola år 4-5".
- Multilingual support:** A red "Multilingual support" label is placed over the text "Är grundskola år 4-5".
- Authorship:** A red "Authorship" label is placed over the text "Författare: Maria Zwicksson".
- Source code or original files:** A red "Source code or original files" label is placed over the text "Är grundskola år 4-5".
- Creative Commons Licences:** A red "Creative Commons Licences" label is placed over the Creative Commons BY-NC-SA license logo.

Other visible elements include a sidebar with download options (For MS Office, For OpenOffice, For Blank), social media links, and a footer with the URL <http://www.lektion.se/>.

- 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

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