Newsletter

Emerging Practices
For an Open World

Spring 2015

In this issue

Scan the code to the right with a scanner (bar-code reader) application to explore COERLL.

To find a scanner application, Google "QR Reader" and the model of your phone or the operating system of your computer.
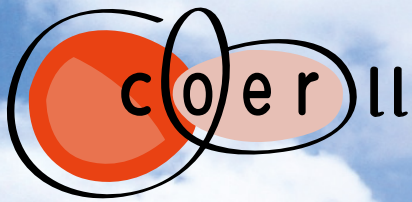
Mission

The Center for Open Educational Resources & Language Learning (COERLL) is one of 16 national foreign language resource centers funded by the U.S. Department of Education (Title VI of the 1990 Higher Education Act). COERLL's mission is to produce Open Educational Resources (OER) for the Internet public. In addition, COERLL aims to reframe foreign language education in terms of bilingualism and/or multilingualism.

From the Director

Dear Readers,

In October, we received word that COERLL had won another Title VI grant (2014-2018) from the US Department of Education to improve our nation's "foreign language capacity" by promoting open resources and open practices. On page 8, you will find an infographic that summarizes COERLL's many activities during our first four years. We published a wide range of course materials, including 40 websites and thousands of high quality podcasts and videos in different languages. And we disseminated those materials through a variety of methods. For example, our project directors and COERLL staff members gave 111 conference presentations, conducted 25 workshops, and wrote numerous newsletters, blogs, journal articles and book chapters. Thanks to social media (YouTube, Facebook, Twitter and email), we created a network of 8,000+ followers. Finally, web analytics indicate that our online OER currently receive more than 5 million hits during a single semester.

COERLL's rapid growth is testimony to the power of Open Education, a big idea whose time has come. Wikipedia describes Open Education as "a collective term that refers to forms of education in which knowledge, ideas or important aspects of teaching methodology or infrastructure are shared freely over the Internet." But it is more than that. I think that Open Education is best understood as a grassroots movement of educators from all over the world who are developing a set of emerging DIY practices that are the focus of this newsletter. Open educators are building their own materials and sharing their good ideas with each other in online communities of practice. As such, Open Education is akin to "participatory culture," a concept popularized by the new media scholar Henry Jenkins. In a series of books and articles, Jenkins described "par-

ticipatory culture" as a set of values and practices shared by the "digital generation": 1) relatively low barriers to artistic expression and civic engagement, 2) strong support for creating and sharing one's creations, and 3) some type of informal mentorship whereby what is known by the most experienced is passed along to novices.

COERLL's new projects are all in keeping with these emerging collaborative practices such as crowdsourced materials, editable textbooks, online courses shared via Canvas Commons repository, open source tools for collaborative learning, modular content designed for mobile devices. Please see our Project News column for more details (pages 4-7). On page 15, we feature the TELL Collab, an example of an emerging practice called the "unconference." An "unconference" is lightly planned and highly flexible. Aimed at teachers who are not afraid to share their new ideas, the TELL Collab seeks to model the emerging practices of this new participatory culture. We invite you to read about this summer's "unconference" and the inspiring leaders of the TELL Project (Teacher Effectiveness for Language Learning) who will be animating our unconference. And please consider joining us this summer in Austin.

For an open world,
Carl Blyth, Director of COERLL

Dr. Carl Blyth, Director of COERLL

Join the Effort
Scan the code to the right to donate now to COERLL.

COERLL Project News

OER for Less Commonly Taught Languages

Collaborative projects with National Resource Centers for the development and dissemination of OER designed to advance the instruction of less commonly taught languages using technology-enhanced practices such as video conferencing and mobile learning.

Open Platforms for FL Teaching & Learning

Platforms that facilitate language learning through open educational practices such as the remixing and repurposing of original content.

OER for Teacher Development

OER used in FL teacher training related to new instructional methods, language technology and current pedagogical research.

OER and OEP Research

Research on OER and OEP in a broad range of K-12 and post-secondary institutions to determine educational needs, preferences, and barriers related to training and use of open methods, resources, and materials.

OER for Less Commonly Taught Languages

Category Advisors:
Dr. Fernando Rubio (University of Utah); Dr. Keith Walters (Portland State University)

Open Czech Curriculum

The goal of this project is to create Czech OER that will reach a broad and diverse audience and that will serve to markedly enhance video-transmitted forms of language instruction. The digital Czech materials will include a website with instructional and cultural videos, PDFs, and a print-on-demand textbook to enhance an interactive class.

Coordinators: Dr. Mary Neuburger, Chair of Dept. of Slavic and Eurasian Studies, U.T. Austin; Dr. Christian Hilchey, Dept. of Slavic and Eurasian Studies, U.T. Austin; Dr. Mark Hopkins, Dept. of Slavic and Eurasian Studies, U.T. Austin

Gateway to Chinese: Language Assessment OER Upgrade

This project continues the development of Gateway to Chinese, a collection of interactive exercises for practicing Chinese pronunciation, vocabulary, grammar, listening, and reading. The learning objects will be made portable and easily sharable across different learning management systems (LMS) and platforms, and the materials will be expanded to include student-contributed audio recordings, video projects, and writing samples.

Coordinator: Dr. Wen-Hua Teng, Department of Asian Studies, U.T. Austin

Língua da Gente: Mobile Language Learning for Portuguese

Língua da Gente is a podcast series of Portuguese language lessons designed for multiple formats, including mobile devices. The lessons will present the Portuguese language within the context of everyday speech and everyday culture. Each lesson will be available as a free OER consisting of an audio lesson, audio dialogue, and a transcription and translation of the dialogue.

Coordinator: Dr. Orlando Kelm, Department of Spanish & Portuguese, U.T. Austin

Beginning K'ichee' Maya: OER for Indigenous Language Instruction

In collaboration with the Teresa Lozano Long Institute of Latin American Studies (LLILAS), COERLL will create open learning materials for K'ichee' Maya, a language spoken by more than one million speakers in the western highlands of Guatemala. In addition to producing the online materials, the project will serve as a model for the development of online materials for teaching indigenous languages.

Coordinator: Dr. Sergio Romero, Dept. of Spanish & Portuguese & LLILAS Benson Latin American Studies and Collections, U.T. Austin

Open Platforms for FL Teaching & Learning

Category Advisors:
Greg Kessler (Ohio University) and Paige Ware (Southern Methodist University)

User-Generated Materials for Heritage Spanish

This project will create Spanish language materials authored by and for heritage Spanish speakers. An important goal of this project is to help U.S. heritage speakers to view their communities and themselves as important resources for learning about Spanish language and culture. For this project, COERLL will collaborate with two minority serving institutions (MSIs) in the Rio Grande Valley of Texas: The University of Texas-Pan American and Texas State Technical College.

Coordinators: Dr. Jose Esteban Hernández, Department of Modern Languages, U.T. Pan American; Ms. Yanina Hernández, Texas State Technical College; Dr. Barbara Bullock, Department of French & Italian, UT-Austin; Dr. Jacqueline Toribio, Department of Spanish & Portuguese, U.T. Austin

The Literary in the Everyday: Crowdsourcing L2 Literacy Materials

This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy materials for the L2 classroom. The materials will refine and extend the pedagogical principles found in COERLL's French OER Le littéraire dans le quotidien or "The Literary in the Everyday".

Coordinators: Dr. Carl Blyth, Department of French & Italian, U.T. Austin; Ms. Joanna Luks, Cornell University; Dr. Chantelle Warner, Department of Germanic Studies, University of Arizona; Dr. Beatrice Dupuy, Department of French and Italian, University of Arizona

eComma: An Upgrade for L2 Social Reading Tool

eComma is a free software module that allows a group of users to annotate the same text together and to share their annotations with each other. This project will enable eComma to be used with any LMS (e.g., Blackboard, Canvas, Moodle), and allow teachers and students at different institutions to adopt eComma at no charge and to use it with minimal technical set up.

Coordinator: Dr. Carl Blyth, Department of French & Italian, U.T. Austin

Cultural Surveys and the Luso-Brazilian World

This project approaches culture through the use of native speaker (NS) surveys. Survey data will be used to create activities for learners of Portuguese, and the project methods and templates will be shared for adaptation in other languages.

Coordinators: Dr. Dale Koike, Department of Spanish & Portuguese; Ms. Vivian Flanzer, Department of Spanish & Portuguese

From Hybrid French to Online French: A New Platform for Français interactif

A project to transform Français interactif into an online course implemented via modules compatible with the Canvas LMS, and made available as OER and shared through the Canvas Commons repository.

Coordinators: Dr. Nancy Guilloteau, Department of French & Italian, U.T. Austin; Ms. Karen Kelton, Department of French & Italian, U.T. Austin

OER for Teacher Development

Category Advisors:
Ms. Toni Theisen (Loveland High School, Colorado); Dr. Paige Ware (Southern Methodist University)

Open Digital Badges for K-12 Professional Development

COERLL is developing a professional development badge system based on the TELL (Teacher Effectiveness for Language Learning) Framework. COERLL will assist Austin Independent School District (AISD) to plan and offer professional development sessions for FL teachers to earn these badges. AISD teachers will acquire badges upon completion of established stages of growth within each TELL domain. Teachers will be able to document their growth by curating their badges using a virtual backpack and sharing their badges via social and professional networks.

Coordinators: Mr. Thomas Sauer, TELL; Ms. Tina Dong, Austin Independent School District

Tadriis: An Arabic Teaching Methods Website

This project will develop online professional development modules to deliver Arabic teacher training that incorporates text, videos, audio, and social media. The twenty training modules will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels.

Coordinators: Dr. Mahmoud Al-Batal, Director of the Arabic Flagship Program, U.T. Austin

OER and OEP Research

Category Advisors:
Dr. Steven Thorne (Portland State); Dr. Richard Young (Wisconsin-Madison)

An International OER/OEP Survey: How Open is Foreign Language Education in the United States and Europe?

This project involves the creation and distribution of an OER/OEP survey to FL educators working in all levels of education—K–12, community colleges, and 4–year colleges both in the US and in the European Union (EU). The survey will target FL educators at many types of institutions (e.g., private vs. public, urban vs. rural) to answer questions about their understanding and use of OER and OEP.

Coordinators: Dr. Joshua Thoms, Utah State University; Dr. Katerina Zourou, LangOER

Assessing the OER Needs of FL Educators in the US: High Schools, Community Colleges and Four-Year Colleges

Based on the findings of the OER/OEP survey project, this project will undertake a needs analysis of FL educators in the US regarding the types of OER they currently use and/or would like to have.

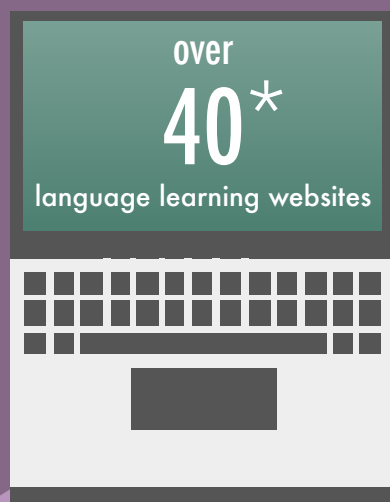Coordinators: Dr. Joshua Thoms, Utah State University

Need more information about our projects? Visit **http://coerll.utexas.edu** or contact us at **info@coerll.utexas.edu.**

COERLL HIGHLIGHTS
2010 - 2014

Language Learning OER

84 course materials & textbooks

over **40*** language learning websites

* over 5 million visits per semester

1294 videos and audio podcasts

Dissemination of Open Educational Practices

111 conference presentations

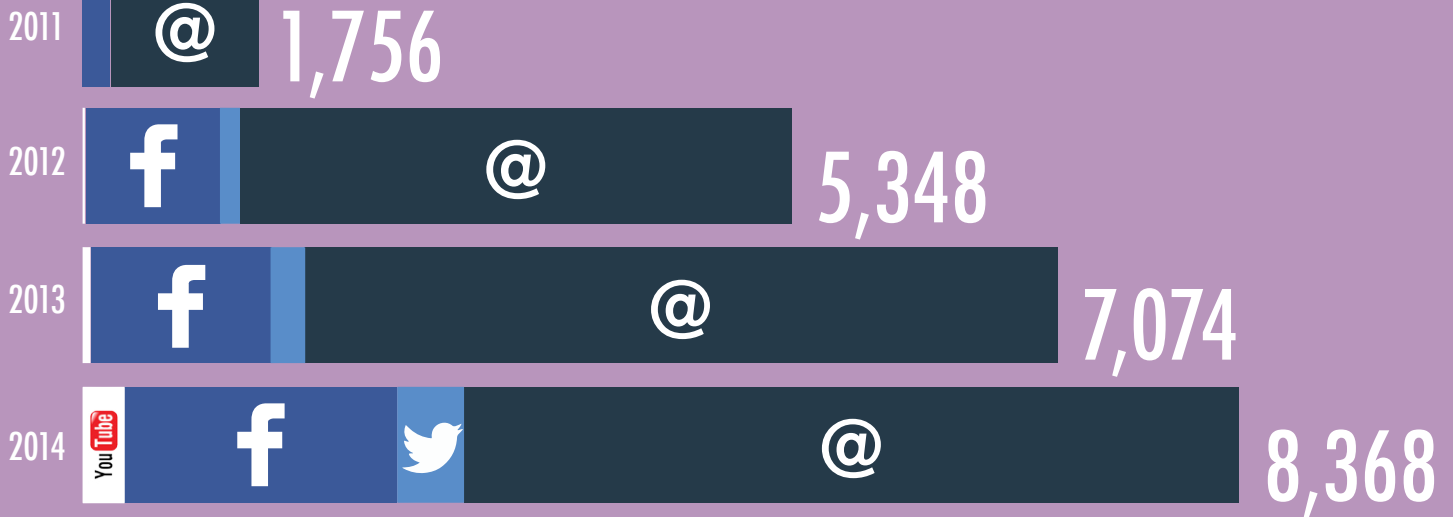**25** workshops

1053 workshop attendees

16 e-Newsletters

19 blog posts

10 book chapters

19 journal articles

Community Engagement

Year	Value
2011	@ 1,756
2012	f @ 5,348
2013	f @ 7,074
2014	YouTube f 🐦 @ 8,368

National Leadership

2011
Hosted Open Language Summit

2012-2014
Rebranded & hosted NFLRC.org portal

LRC   LRC   LRC   LR
LRC   LRC   LRC   LRC

LRC Portal

Introduction to the TELL Project

teacher effectiveness
FOR LANGUAGE LEARNING

Students today must be prepared to interact with people from many diverse backgrounds in order to solve global problems. Given the rise of globalization, immigration and Internet communication technologies, the teaching of world languages and cultures has never been more important. As such, world language educators must strive to help their students develop a linguistic and cultural skill set consonant with the demands of the 21st century.

Research has shown that student achievement correlates with teacher effectiveness more than any other factor. With this in mind, the Teacher Effectiveness for Language Learning (TELL) Project, a collection of products and processes, was conceived to enhance the effectiveness of world language teachers. An initiative of AdvanceLearning, the TELL Project synthesizes research on teacher effectiveness across different disciplines and applies it to language teachers and to the language classroom.

The TELL Framework

The foundational piece of the TELL Project is the Teacher Effectiveness for Language Learning Framework based on the practices of model teachers. The TELL Framework comprises seven professional domains that reflect the characteristics of an effective world language teacher.

Preparing for Student Learning	Advancing Student Learning	Supporting Student Learning
E ENVIRONMENT	**LE** THE LEARNING EXPERIENCE	**C** COLLABORATION
P PLANNING	**PF** PERFORMANCE & FEEDBACK	**PR** PROFESSIONALISM
LT LEARNING TOOLS		

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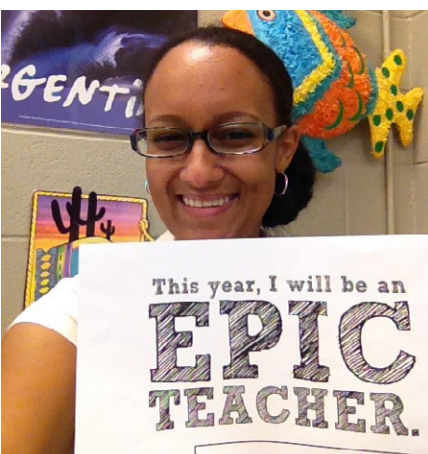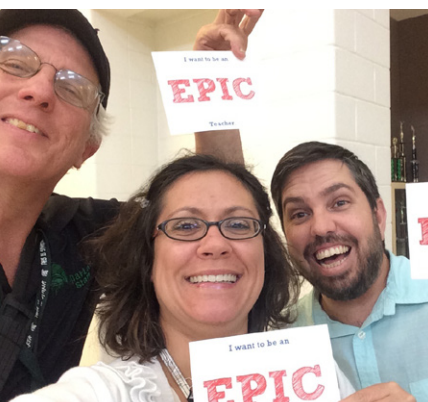
Interview with Sharon Deering of the TELL Project

How did this project come about?
In 2009, our district was awarded a rather unusual Foreign Language Assistance Program (FLAP) grant. It was unusual in the sense that it was for traditional languages at the secondary level, and it dealt with putting our house in order so that we could grow our program with a strong foundation. It was a three-pronged proposal, and one of those prongs dealt with training teachers to be more effective. Greg Duncan was the consultant on this grant, and he and I began to discuss the characteristics of an effective teacher. He shared work that Thomas Sauer and Alyssa Villarreal were doing in their districts in the same area. He eventually proposed that we all get together in a room and work on this project together. That was the beginning of TELL. We never dreamed that it would become a project of this magnitude or have the impact it has had. We were just trying to help teachers in our districts do a better job.

How is the TELL Framework different from other frameworks?
TELL is different in several ways. First of all, it is a composite of the best research available in the field. It brings together in one place what we know about effective foreign language teaching. It's one stop shopping for teachers. Secondly, it is different in that it has had tremendous input from the best in the field. It has gone through several rigorous reviews, and the input received through that process significantly impacted the project. Thirdly, we continue to get feedback from those who are using it through an advisory board, and we seek to be responsive to their input. Most importantly, however, TELL is unique in that it is not primarily a tool for teacher appraisal. Its primary purpose is for teachers to reflect on their own practice and decide where they need and want to grow. It helps them plan for that growth and helps them re-evaluate what the next step is. It's just

that—a tool for growth.

What has been the reaction to the TELL Project?
Overall the reaction to TELL has been very positive. Even people who are initially critical of the project often change their minds when they become involved in it. Different people do use it in different ways, and we are continually surprised by the creative thinking that is done around TELL.

> " **TELL is unique in that it is not primarily a tool for teacher appraisal. Its primary purpose is for teachers to reflect on their own practice and decide where they need and want to grow.** "

How do you envision the TELL Project unfolding over time?
Where we go from here is a question we are wrestling with right now. TELL could grow in so many directions and provide so many resources for teachers, supervisors, administrators, teacher prep programs, and others. Perhaps the TELL Collab will give us some of the feedback we need to see where we can make the greatest impact. We are really looking forward to it.

Sharon Deering
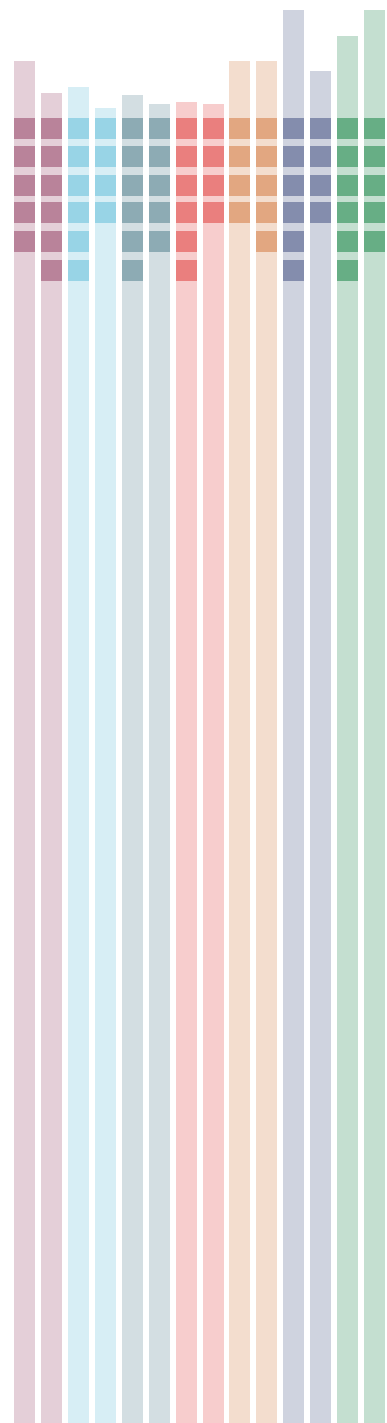
Interview with Thomas Sauer of the TELL Project

Thomas Sauer

How did this project come about?
During my work as a district supervisor in Jefferson County Public Schools in Louisville, KY, I spent a lot of time working with teachers on developing performance assessments and new curricula to support them. One day after a work session with a group of dedicated and highly trained teachers, one teacher approached me and said, "Thomas, I understand performance and proficiency. I understand backwards design. I understand performance assessments and using rubrics to provide feedback to students. I understand, but tell me how to do it on Monday morning." That's when it hit me. Despite all the professional development, all the workshops with experts, all the conferences that I was encouraging teachers to attend, what they really wanted and needed was something that told them what good world language teaching looked like. And they needed a framework that acknowledged where they were as a teacher, something that wouldn't end up getting stuck in a binder collecting dust on a shelf.

> **"...what [teachers] really wanted and needed was something that told them what good world language teaching looked like."**

How is the TELL Framework different from other frameworks?
With the current focus on teacher effectiveness and teacher evaluation around the country, world language teachers often don't see themselves in general education frameworks. It's not that world language teachers are so different from other teachers, but we sometimes have difficulty understanding and implement-ing the characteristics of good teaching as described in general education frameworks. We sometimes have a "translation" problem, and the TELL Framework allows world language teachers to see themselves and their work. To help overcome this translation problem, we demonstrate how the TELL framework correlates with other national frameworks such as Charlotte Danielson's "A Framework for Teaching" and Robert Marzano's "The Marzano Teacher Evaluation Model."

What has been the reaction to the TELL Project?
Whenever I have the chance to share the TELL Framework, the response is usually the same: "YES! That's what we need!" Teachers like it because it validates what they know about effective language teaching, and obliges them to reflect on what is happening in their classrooms. Administrators like it because they are often scared to go into a world language classroom. It's not that they don't want to support language teachers, but they don't always know what to look for and how to help their teachers. TELL provides them with some useful tools.

How do you envision the TELL Project unfolding over time?
The TELL Project is still very young. We had our first meeting about four years ago, and we are still processing the positive reaction from the field. There is a clear need for a platform that brings teachers together to discuss teacher effectiveness in a non-threatening way. There is also a big need to connect world language teachers who are often isolated in their schools. Alyssa, Sharon and I are fortunate to have worked in large districts that support teachers, but that is not the reality for many world language teachers. The TELL Project will have succeeded if we can connect teachers and help them create better learning experiences for their own professional growth.
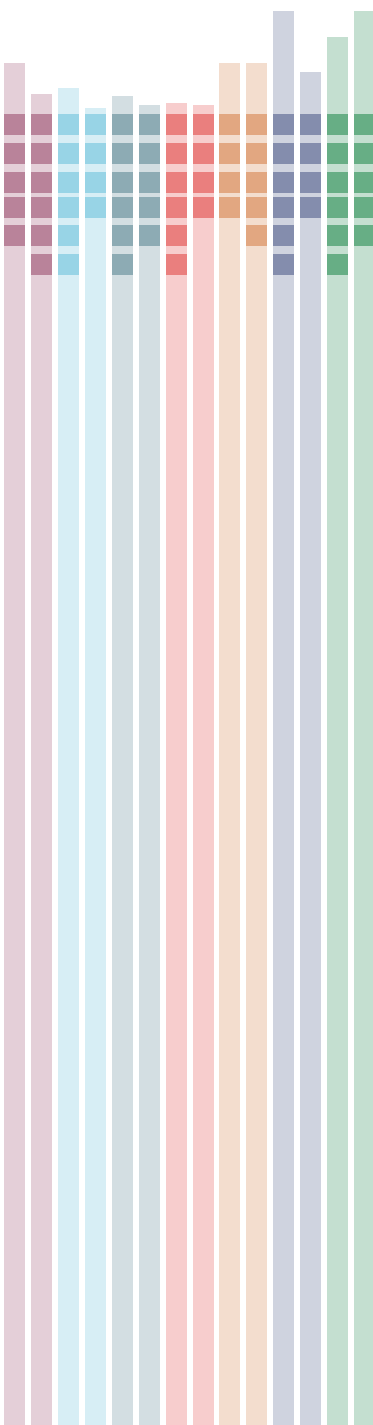
Interview with Alyssa Villarreal of the TELL Project

Alyssa Villarreal

How did this project come about?
For me, TELL was born from a Foreign Language Assistance Program (FLAP) grant that was designed to build four K-12 feeder patterns in the district for less commonly taught languages (LCTLs) in four years. We found ourselves opening 3 new programs a year with 5-8 new teachers who were language practitioners but not all trained teachers. I found that as we made monthly visits teachers had lots of questions about what they could do to improve. These questions had to wait until I came to the classroom with consultants and that felt wrong. At that point, Greg Duncan, a core team member, and I began to identify the characteristics of a successful language teacher. We worked to get teacher feedback from LCTL and non-LCTL teachers. Greg shared it with other colleagues and districts he was working with. Finally, Thomas and Sharon were the most regular collaborators and we decided it would be easier to come around one table. The checklist we worked on changed and evolved as it was edited and augmented with projects from Thomas and Sharon's districts. That evolution continues as we work with colleagues and teachers from around the world!

How is the TELL framework different from other professional development frameworks?
TELL is different because it is content based. Good teaching practices are good teaching practices but the strategies must vary to account for content-specific factors.

What has been the reaction to your project?
My interactions with teachers have been overwhelmingly positive. Administrators tend to ask if it exists for other content areas!

> "TELL is different because it is content based. Good teaching practices are good teaching practices but the strategies must vary to account for content-specific factors."

How do you envision the project unfolding over time?
I'd love to see it extended to other content areas. Then teachers could grow professionally within a school even if there were no content "expert" on staff! In fact, we have been partnering with content experts and teachers in the art world and hope to be able to share what we have learned from the TELL Project with art teachers.
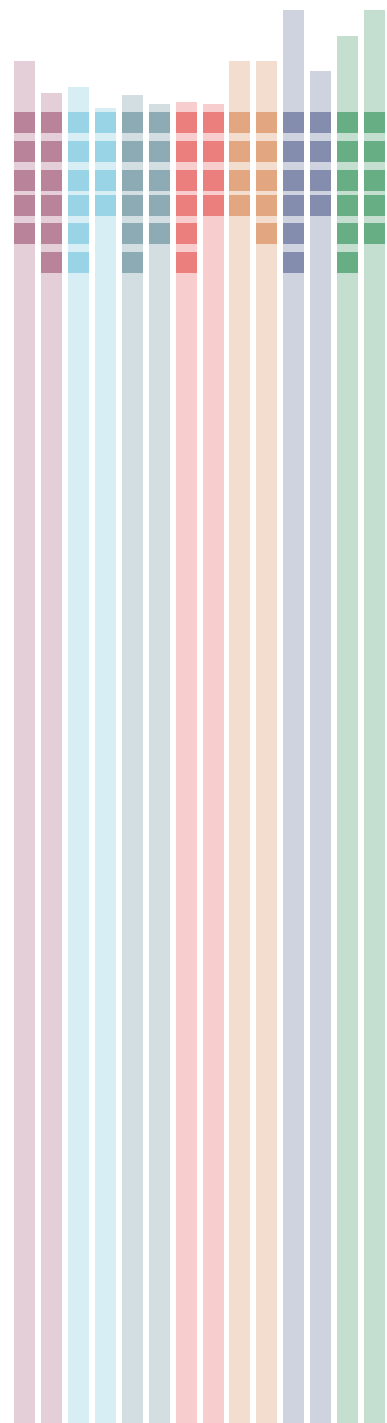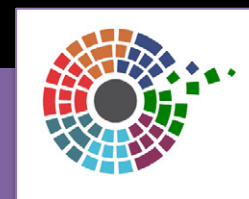
FOUNDATIONAL CRITERIA

How do my classroom practices communicate positive messages about language learning?

Teachers new to the *Teacher Effectiveness for Language Learning Framework* will enter it from widely varying backgrounds and experiences. The TELL project is quick to acknowledge that, for some, the sheer number of criteria can make the framework feel overwhelming. To provide a potentially less complicated starting point, this Foundational Criteria document was created. From among the many important criteria in the framework, these are considered to be the most critical and, therefore, a good place for any teacher to start. ALL of the criteria in the framework are important; the Foundational Criteria simply suggest that they should be addressed first. Then a teacher should branch out to other criteria contained in the entire framework.

FC1	I build appropriate relationships with my students to promote a safe and positive learning environment.
FC2	I plan learning experiences based on my local curriculum and state and national standards.
FC3	I set daily performance objectives focused on proficiency targets and based on meaningful contexts and share them with my students.
FC4	My daily lesson plan contains activities that are contextualized, connect to prior learning, and require attention to meaning.
FC5	I plan for lessons that contain learning experiences designed to keep all students engaged all the time.
FC6	I use and share daily performance objectives to capture my students' energy and commitment.
FC7	I ensure that students receive comprehensible input.
FC8	I provide opportunities for my students to acquire language in meaningful contexts.
FC9	My students demonstrate growth through performances that are reflective of their learning experiences.
FC10	My students demonstrate growth relative to the performance objectives.
FC11	I employ a variety of feedback strategies designed to assist the learner in growing toward the target.
FC12	My grading system weighs performance more heavily than language knowledge.
FC13	I use a variety of learning tools to help learners access language, culture and content to meet performance objectives.
FC14	My students and I access and use learning tools in a manner respectful of authorship and ownership.
FC15	I involve all stakeholders by engaging them in discussions of the goals of the program.
FC16	I maintain the highest standards of professional conduct in my community, classroom and professional affiliations.
FC17	I am a reflective practitioner.
FC18	I participate in professional development opportunities both in-district and beyond throughout the school year and in the summer.

www.TELLproject.org
An advance learning Initiative
Version 3.0 (2014)

Upcoming Events

The TELL Collab

Friday, June 26, 2015 (8:00am - 5:00pm)
Saturday, June 27, 2015 (8:00am - 3:30pm)
Glickman Conference Center CLA,
The University of Texas at Austin

Facilitators:
Thomas Sauer (AdvanceLearning), Allysa Villarreal (AdvanceLearning & Shelby County Schools, Memphis, TN)

The TELL Collab will bring together world language educators to explore, model, and share effective language learning practices identified by the TELL Framework (http://www.tellproject.org). The two-day professional learning experience will include a mixture of collaborative sessions, presentations and resource sharing for both teachers and administrators. Teachers will receive help identifying their own professional learning goals. They will also learn strategies for meeting their goals. Administrators will receive guidance on how to use the TELL Framework with their teachers.

Registration fee: $99 Early, $129 Regular
Link: http://www.tellcollab.org

Materials Development Workshop Series
Developing Spanish Materials for Heritage Learners

Thursday, July 30, 2015 9:00am – 3:00pm
Glickman Conference Center CLA 1.302B,
The University of Texas at Austin
Presenter: Delia Montesinos (University of Texas at Austin)
Link: http://coerll.utexas.edu/coerll/events

Literacy Activities for French and German: Materials and Methods from the "Foreign Language Literary in the Everyday" (FLLITE) Project
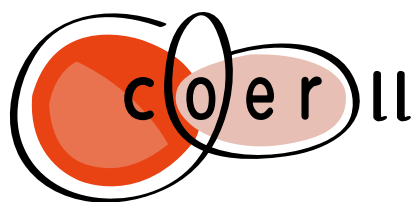
Friday, July 31, 2015 9:00am – 3:00pm
Glickman Conference Center CLA 1.302B,
The University of Texas at Austin
Presenters: Joanna Luks (Cornell University),
Chantelle Warner (University of Arizona)
Link: http://coerll.utexas.edu/coerll/events

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