Newsletter

Sharing Materials
For an Open World

Fall 2015

COERLL Newsletter

Fall 2015:
Sharing Materials for an Open World

This newsletter is a biannual publication of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

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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.
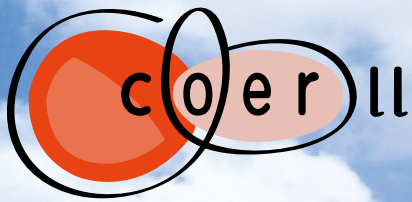
From the Director

What a productive summer and fall for COERLL! In June and July, COERLL hosted three well-attended workshops: the TELLCollab, User-generated Materials for Heritage Spanish, and Open L2 Literacy Design. The TELLCollab was COERLL's first attempt at an "unconference" during which the participants set their own agenda and animated their own sessions. The Heritage Spanish workshop showcased various college faculty who are developing their own materials. And finally, the L2 Literacy workshop was based on "*Le littéraire dans le quotiden*" (The Literary in the Everyday), an OER inspired by the multiliteracies approach that frames language as "meaning design." Please read more about our summer events on page 15.

In September, COERLL and our sister Title VI Centers at UT-Austin played host to officials from the International and Foreign Language Education program of the US Department of Education. During their visit, the officials announced that the Department of Education had recently hired its first "Open Education Advisor." Andrew Marcinek's new job in the Office of Education Technology (OET) will be to help K-16 educators learn about OER. In an official press release, OET Director, Richard Culatta, noted that the new hire would greatly enhance the Department of Education's ability to support American public schools and colleges as they "move to using openly licensed learning resources." In October, Senators Dick Durbin (D-Ill.) and Al Franken (D-Minn.) introduced new legislation entitled "The Affordable College Textbook Act." According to Senator Durbin, the goal of the bill is to "help pressure the traditional college textbook market to come up with cheaper alternatives and innovations." And that means OER!

In this issue

As Open Education gains recognition from educators and politicians, we at COERLL are shifting our focus—from OER to OEP. During our first grant cycle (2010-2014), we focused our efforts on making and distributing high quality OER for foreign language education. While we remain committed to producing cutting-edge OER, we have started to emphasize open educational practices (OEP), that is, the digital practices that go hand-in-hand with open learning resources. Open educational practices (OEP) refer to all the things educators do to develop and to teach with OER, such as finding open content on the Internet to use as the basis for materials. Other crucial OEPs are finding and deciphering Creative Commons licenses and choosing the appropriate license for one's own user-generated materials as well as developing activities and lessons around OER. On page 4, we discuss the professional activities of several of our COERLL project directors. The practice of "intellectual sharing" as described by Open Education advocate David Wiley is featured on page 6. As the focus of this newsletter, intellectual sharing is highlighted as a crucial OEP, so be sure to read how some educators have found creative ways to share OEP on page 10. In brief, COERLL's mission is to create an infrastructure for intellectual sharing. So, with this newsletter, we at COERLL mark a subtle but profound shift in our outreach efforts. From now on, we intend to help educators learn the various OEP that increasingly define what it means to be a professional language teacher in the digital era.

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

New OER NOW AVAILABLE

Tadriis: An Arabic Teaching Methods Website (Arabic)

The Tadriis team is building online professional development modules to deliver Arabic teacher training that incorporates text, videos, audio, and social media. When complete the twenty Arabic language training modules will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels. Seven modules have just launched, and more are on their way!

OER link: http://www.tadriis.org

Coordinator: Dr. Mahmoud Al-Batal, Department of Middle Eastern Studies, UT Austin

The Literary in the Everyday: Crowdsourcing L2 Literacy Materials (Multilingual)

The Foreign Languages and the Literary in the Everyday (FLLITE) Project is a joint initiative of COERLL and the University of Arizona-Tucson's Center for Educational Resources in Culture, Language, and Literacy (CERCLL). Through workshops, webinars, and online collaboration, project directors seek to create a community of practice whose members generate crowd-sourced literacy materials for the L2 classroom. Information about materials and methodology are available on the FLLITE site. Read more about the first workshop in the events section.

OER link: http://www.fllite.org

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

User-Generated Materials for Heritage Spanish (Multilingual)

Two goals of COERLL's heritage Spanish project are to help teachers develop effective ways of teaching multi-level heritage Spanish speakers and to help U.S. heritage Spanish speakers view their communities and themselves as valuable resources for learning about Spanish language and culture. Heritage speakers create Spanish language materials and share resources and ideas with each other, through annual workshops and the new project website. Read more about the first workshop in the events section.

OER link: http://heritagespanish.coerll.utexas.edu

Coordinators: Dr. Jose Esteban Hernández, Department of Writing and Language Studies, UT Rio Grande Valley; Ms. Yanina Hernández, Texas State Technical College

Open Digital Badges for K-12 Professional Development (Multilingual)

With the TELL (Teacher Effectiveness for Language Learning) Framework as a starting point, COERLL is assisting Austin Independent School District (AISD) in planning professional development opportunities for FL teachers to earn badges that represent stages of pedagogical growth. In September, the AISD World Languages department launched a new website where teachers can document their progress by curating and sharing badges. Four badges are currently available and more will be developed each year. The implementation of this program also serves as a model for other school systems interested in the badge approach.

OER link: http://www.aisdwlbadges.org

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

Updated OER

eComma: An Upgrade for L2 Social Reading Tool (Multilingual)

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. Language classes at several institutions are already using it for interactive reading. COERLL has made the software accessible for LMS platforms (Moodle, Blackboard, Canvas). The next step is to observe the habits of students in eComma and and analyze outcomes of their use of the tool.

OER link: http://ecomma.coerll.utexas.edu

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

OER in Development

Chqe'tamaj le qach'ab'al! (Let's Learn K'iche') (K'iche')

Chqe'tamaj le qach'ab'al! seeks to develop an online course for students of K'iche' Maya, a Mayan language of Guatemala. The team has 40 written lessons, to which they will add native speaker video recordings filmed during a summer study abroad program on site in Nahualá, Guatemala. In addition, project directors have carefully chosen audio recordings from an archive at the University of Texas Lozano Long Institute of Latin American Studies (LLILAS). The lessons will eventually be posted online for foreign and Guatemalan students to develop oral fluency, grammar, and reading skills.

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

Open Czech Curriculum (Czech)

This is a contemporary, interactive, and personalized Czech OER and curriculum composed of original multimedia online activities, quizzes, vocabulary, and grammar explanations. Students at the University of Texas are currently using and testing lessons in the Canvas Learning Management System (LMS). The course materials will be accessible online and will be enhanced with authentic native speaker interviews and cultural videos recently filmed in the Czech Republic.

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

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

This project involves the creation and distribution of an OER/OEP survey to FL educators at all levels of education— K–12, community colleges, and 4–year colleges. The research team has collected data from 1,888 teachers across the US on their understanding and use of OER/OEP. Next, the research team will partner with LangOER to conduct a similar survey in the European Union and share their results in scholarly publications and at conferences.
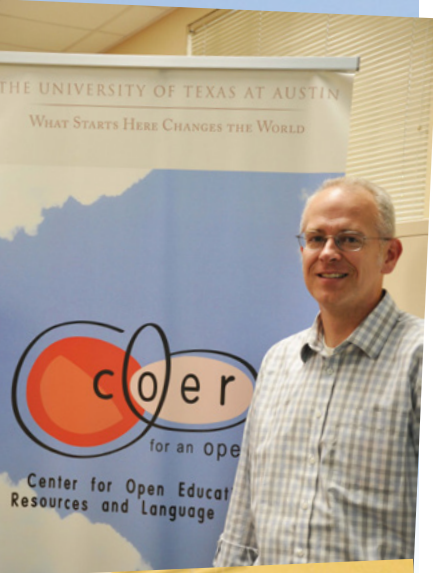
Coordinators: Dr. Joshua Thoms, Utah State University; Dr. Katerina Zourou, LangOER

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

DAVID WILEY ON EDUCATION AS SHARING

At the end of September, Dr. David Wiley visited the University of Texas at Austin to deliver a presentation entitled "The Future is Now and It's Open." His talk was the inaugural event of "The Year of Open," a joint effort by the University of Texas Libraries and Texas Learning Sciences. A tireless advocate for open education, David serves as the Chief Academic Officer of Lumen Learning (http://www.lumenlearning.com), an organization dedicated to increasing student success through the adoption of open educational resources (OER). In addition, David is the current Education Fellow at Creative Commons (http://www.creativecommons.org) and adjunct faculty member in Brigham Young University's graduate program in Instructional Psychology and Technology. During his UT talk, David equated "open education" with "intellectual generosity," a core educational value. Furthermore, he characterized the successful educator as someone who shares the most completely with the largest number of students. David has taken similar stances in many of his other appearances and publications:

"Education is, first and foremost, an enterprise of sharing. In fact, sharing is the sole means by which education is effected. If an instructor is not sharing what he or she knows with students, there is no education happening." (Wiley and Green 2012, p. 81)

Wiley divides the concept of educational sharing into two related domains--sharing knowledge and sharing "expressions of knowledge" such as a book or an article. In a 2010 TED talk, Wiley described knowledge as "non-rivalrous," claiming that teachers can give students their knowledge "without giving it away." However, he pointed out that a teacher's knowledge is fundamentally different from a concrete expression of that knowledge. For example, Wylie noted that when teachers give their students a book, they are literally giving it away. Or at least that was the case in the print era when a book was understood as a hard copy. But not so in today's digital world in which downloadable expressions of expertise are literally inexhaustible. For the first time in history, teachers can give students their expressions of knowledge (e.g., books, articles, lecture notes, PowerPoint slides) "without giving them away." Wiley has frequently argued that the digital supply of open content is at the core of Open Education.

After his talk, Wiley dropped by our office to learn more about COERLL's foreign language OER. During his visit, we had the chance to talk with him about recent trends in Open Education. In particular, he mentioned the OER Research Hub's latest OER Evidence Report. While the report highlights the growing impact of OER, it also indicates that there is still much work to be done. For example, teachers new to Open Education do not always distinguish OER from other online materials. Consequently, "newbies" tend to use OER as they would a commercial product. However, as educators become better acquainted with the concept of OER, they begin to understand that open licenses give them the right

to adapt and even create derivative works. In fact, survey data cited in the report suggest that educators go through something akin to developmental stages of OER usage. First, they begin by using OER "as is." Next, they adapt a few elements or passages of the OER. Then, with increased OER experience, teachers begin creating their own materials, sometimes remixing several OER. Finally, the most advanced users publish their revised OERs for others to use. According to the report, only 12.4% (n=80) of educators (N=644) create resources and publish them under a Creative Commons license. This finding may seem somewhat surprising given the fact that a majority of educators (67.5%, n=216) consider open licensing important and are also familiar with the Creative Commons logo (55.7%, n=182). This is, however, consistent with the fact that only 26.8% (n=215) of educators are concerned with not knowing whether they have permission to use or change a resource. Another survey of educators found that 82.5% (n=90) say that they adapt OER, 43.3% (n=42) create resources and share them publicly online, but only 5.1% (n=5) publish them under an open license.

In light of the OER Evidence Report, we asked Wiley what he thought was keeping teachers from publishing their own OER. He seemed to think that there were several possible reasons. First of all, he noted that most teachers still see themselves as consumers of materials rather than producers of materials. However, he acknowledged that participation in the production of crowd-sourced materials such as the FLLITE project (see page 4) may give teachers the support and guidance they so desperately need. Second, he noted that many teachers are still unclear about the permissions granted by open licenses. Wiley frequently refers to these permissions as the 5Rs:

- **Retain**   – the right to make, own, and control copies of the content
- **Reuse**   – the right to use the content in a wide range of ways
                  (e.g., in a class, in a study group, on a website, in a video)
- **Revise**   – the right to adapt, adjust, modify, or alter the content itself
                  (e.g., translate the content into another language)
- **Remix**   – the right to combine the original or revised content with other open content
                  to create something new (e.g., incorporate the content into a mashup)
- **Redistri-**   – the right to share copies of the original content, your revisions, or your
  bute   remixes with others (e.g., give a copy of the content to a friend).

David's visit to COERLL left us with a strong resolve to help teachers understand the benefits of sharing their OER with others. We are also committed to helping teachers learn how to share. For, as David Wiley reminds us, "the only proper role of technology in education is to increase our capacity to be generous."

Sources:
Open Educational Resources (OER) Evidence Report 2013-2014: Building Understanding of Open Education. (2014). OER Research Hub.
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http://goo.gl/I8GXwr

INCREASING ACCESS

LOWERING COSTS

ADAPTING TO STANDARDS

FINDING FREE SUPPLEMENTS

JOINING A COMMUNITY

PERSONALIZING CONTENT

REVOLUTIONIZING PRACTICES

LE

EXPANDING IMPACT

HARNESSING STUDENT INTEREST

GAINING RECOGNITION

DEMOC EDUC

GLOBALIZING CLASSROOMS

OPEN LICENSES MEAN ... RETAINING, REUSING, REV

http://www.openconte

OER MEANS ...

ARNING

GAINING RECOGNITION

TRANSFORMING

SUPPORTING UNDERSERVED POPULATIONS

UPDATING MATERIALS

BENEFITING FROM OTHERS' EXPERTISE

COLLABORATING

RATIZING CATION

ENCOURAGING GROWTH

RECYCLING MATERIALS

INSPIRING OTHERS

ISING, REMIXING, REDISTRIBUTING (5Rs)

ent.org/definition/

OO OEP

OPEN EDUCATIONAL PRACTICES:

LICENSE TO
SHARE

Many language teachers are familiar with the term Open Educational Resources (OER) that is used to designate free, online materials that allow users to adapt the content. However, teachers are less familiar with the term Open Educational Practices (OEP) that refers to specific activities in developing and teaching with OER. In other words, OER are nouns and OEP are verbs. But what exactly are these digital practices? Read on to learn more about the OEP of our project coordinators.

Joanna Luks, *Senior Lecturer in French*

> " ... excitement at the prospect of being part of a community of language teachers and program directors who are also keen to think and practice creatively in addressing new curricular needs. "

A longtime member of the teaching faculty at Cornell University, Joanna has a background in teaching English (ESL) and French. In 2013, Joanna completed an OER project for COERLL entitled, "*Le Littéraire dans le quotidien*," (The Literary in the Everyday), a L2 literacy supplement for first-year French full of open readings and open learning activities available either as a downloadable PDF or print-on-demand book at http://www.lulu.com (B&W: http://goo.gl/WTyOgn, Color: http://goo.gl/h360QU). While working on her project, Joanna became aware of Open Education. On the professional side, she achieved "easier access to language learning tools and canonical as well as non-canonical texts (written, filmed, imagistic), spanning the historical to the contemporary." On the personal side, she acquired "a sense of revitalization in having a means to adapt or supplement textbook content (particularly

> " I think it was just a matter of exploring the open material already available on COERLL's website and of learning how to adapt it to my own courses "

at the lower levels and for TA development), and excitement at the prospect of being part of a community of language teachers and program directors who are also keen to think and practice creatively in addressing new curricular needs." For more information on Joanna's OER, visit the project website http://www.fllite.org.

Yanina Hernández, *Associate Professor of Spanish*

A veteran heritage Spanish teacher at the Texas State Technical College in Harlingen, TX, Yanina is co-director of COERLL's Heritage Spanish project along with her husband, José Esteban Hernández, of the University of Texas Rio Grande Valley (UTRGV). Their work centers on using COERLL's open SpinTX collection of video-recorded interviews with heritage Spanish speakers to create activities for heritage Spanish programs. Yanina is now adapting SpinTX resources such as videos and transcripts to design shareable OER that target heritage learners. She recently described her experience as a user and developer of OER: "Since I began collaborating with COERLL, I have become more aware and interested in the use of technology as a tool to enhance my courses. COERLL has given me the opportunity to learn and improve the way I teach in face-to-face and in online courses. I think it was just a matter of exploring the open material already available on COERLL's website and of learning how to adapt it to my own courses. For example, I had already used video to hold student discussions in my online courses, but now I am using the SpinTX videos and my students feel more connected to the people and the topics in the videos. For me this is a nice beginning." Yanina and José Esteban plan to use their materials to improve their learners' communicative skills while recognizing the value of local Spanish varieties. They hope to share their experience and materials with teachers at upcoming conferences and workshops as well as on the Heritage Spanish website http://heritagespanish.coerll.utexas.edu.

> " The workshop for preparing heritage learner materials was an invaluable opportunity to meet instructors from different states and from the secondary as well as university levels. It let us share about and discuss the types of heritage learners in our classrooms and their needs and our expectations. "

Delia Montesinos, *Senior Lecturer in Spanish*

Director of the Spanish Heritage Learner program at the University of Texas at Austin, Delia Montesinos co-facilitated a workshop for teachers last July with Claudia Holguín Mendoza, Director of the Spanish Heritage Language Program at the University of Oregon. Delia found the COERLL workshop useful because she was able to share ideas with heritage Spanish instructors from across the country. Afterwards, Delia talked about her takeaways: "The workshop for preparing heritage learner materials was an invaluable opportunity to meet instructors from different states and from the secondary as well as university levels. It let us share about and discuss the types of heritage learners in our classrooms and their needs and our expectations." When classes resumed in August, Delia was still so captivated by the richness of open resources that she began to incorporate more of them into her own Spanish classes at UT Austin. Delia began to experiment with some of the open resources that she had learned about during the workshop. "The videos on Spanish in Texas (SpinTX) have given me new insight into the diverse, rich cultural heritage of the Spanish-speaking population in Texas. I have incorporated some clips into my classes, but unfortunately I have not yet had the chance to effectively make use of the wealth of content in them. But I definitely plan to do so." Read a description of the workshop at **http://www.coerll.utexas.edu/coerll/event/developing-materials-heritage-learners-spanish**.

Tina Dong, *K-12 World Languages Coordinator*

Tina has been working with COERLL to create an open digital badge system based on the TELL framework (Teacher Effectiveness in Language Learning) that tracks the professional development (PD) of language teachers in the Austin Independent School District. Tina described the benefits of the new program in these terms:

> " I now see much more clearly the potential that lies before us for open sharing, as many of my teachers are actively using open resources ... "

"Although the program has just launched, I am excited about seeing the PD badge system unfold as teachers begin to be more targeted in how they approach available PD opportunities, whether face-to-face or online, because they have taken the time to use the TELL Project framework first to self-assess and then to determine their unique professional growth needs. Working with COERLL on this project has enabled me to be very reflective in how I structure the criteria that teachers must address to earn each digital badge. Collaboration with a National Foreign Language Resource Center has elevated our program; I now see much more clearly the potential that lies before us for open sharing, as many of my teachers are actively using open resources available on the COERLL website. Adding the badge system takes it to a whole new level because as teachers become accustomed to seeking out online tools, they feel motivated to develop their teaching practice by earning badges, which leads to a sense of empowerment that I don't think we have seen before." Tina shares details about the AISD digital badges system at http://www.aisdwlbadges.org.

Thus, for Joanna, OEP signify a language teacher community, where members share their experiences surrounding the adoption and implementation of OER in their classrooms. For Yanina, OEP represent adapting, remixing and redistributing existing open content to create more compelling materials for her heritage Spanish students. For Delia, OEP mean opportunities for sharing experiences and collaborating in a community of heritage Spanish instructors. And for Tina, OEP denotes the efforts of her teachers to chart their professional development using digital badges.

Events Report

During the summer, COERLL welcomed over 150 language teachers from around the country to Austin for three new events. These events are scheduled to occur annually throughout the four-year grant cycle.

The TELL Collab
June 26-27, 2015

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

The first event took place in June and involved 80 participants in a 2-day "unconference" entitled "The TELL Collab". The event was based on the popular TELL framework (Teacher Effectiveness in Language Learning). It was called an "unconference" because the participants set the agenda, ran the sessions, and shared ideas on diverse topics of their own choosing, including assessing proficiency, creative language teaching, individualizing instruction, collaborative tweeting, and much more. They earned TELL Collab badges for their participation during the workshop and for pedagogical tasks they completed afterward. For more information on the TELL Collab project, go to http://www.tellcollab.org.

Heritage Spanish Workshop
July 30, 2015

Presenters: Delia Montesinos (University of Texas at Austin), Claudia Holguín Mendoza (University of Oregon)

COERLL's second summer event was held at the end of July and focused on the ins and outs of teaching heritage Spanish learners. Some forty teachers of heritage Spanish at the secondary and postsecondary levels participated. After discussing key issues particular to teaching learners with varying first language backgrounds in Spanish, participants set learning objectives, reviewed instructional materials, and adapted activities to fit their learners. For more information on the Heritage Spanish workshop, navigate to http://heritagespanish.coerll.utexas.edu.

Foreign Languages and the Literary in the Everyday (FLLITE) Workshop
July 31

Presenters: Joanna Luks (Cornell University), Chantelle Warner (University of Arizona)

The last of COERLL's summer 2015 events, and the final workshop, also took place at the end of July and focused on a project entitled, "Foreign Languages and the Literary in the Everyday," or FLLITE. The workshop attracted over forty teachers of different languages (e.g., Chinese, French, German, Italian, Spanish and Turkish) to examine the concept of the literary in everyday life. Participants searched Open Educational Resources to find appropriate target language texts and worked together to design lessons based on those texts. For more information on the FLLITE project, go to http://www.fllite.org.

To keep up with these and all COERLL events, please go to our website and add your contact information to our mailing list at http://www.coerll.utexas.edu/coerll/.

Upcoming Events

FL@DH: Foreign Languages in the Digital Humanities

February 6, 2016, The University of Texas at Austin

Presenters: Carl Blyth (UT Austin), Pramit Chaudhuri (Dartmouth), Kurt Fendt and Ellen Crocker (MIT), Dilworth Parkinson (BYU), Guy Raffa (UT), Matthew Russell (UT Austin)

In conjunction with the Texas Language Center, COERLL will sponsor a one-day symposium on digital humanities and its impact on foreign language education.

Link: http://fldh.coerll.utexas.edu.

FLLITE Webinar

Coming in February 2016

Facilitators: COERLL's Director, Carl Blyth as well as Joanna Luks and Chantelle Warner

As a follow-up to last summer's workshop on Foreign Languages and the Literary in the Everyday (FLLITE), COERLL will sponsor a FLLITE webinar in February 2016.

Occupied Paris: Creating a Virtual Learning Experience

Coming in Spring 2016

Presenter: Terri Nelson (University of California-San Bernardino)

The project author will describe how she created a role-playing video game (RPG) based on historical French documents and WWII artifacts to teach her students about what it was like to live in Paris during the Nazi occupation.

Heritage Spanish Workshop 2.0

June 17-18, 2016, The University of Texas at Austin

Based on very positive participant feedback, next year's Heritage Spanish workshop (see recap on p. 14) will be expanded to two days. Capacity is limited, so be sure to register early.

Link: http://heritagespanish.coerll.utexas.edu.

The TELL Collab

June 24-25, 2016, The University of Texas at Austin

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

Next year's TELL Collab in Austin promises to be just as fun and informative as the previous one. For more information, see the workshop recap on page 14. Registration is now open, so sign up soon while there is still space.

Registration fee: $99 Early, $129 Regular

Link: http://www.tellcollab.org

FLLITE Workshop 2.0

July 15-16, 2016, The University of Texas at Austin

Given the success of the first FLLITE workshop, COERLL will offer the event again next summer in an expanded two-day format. To learn what happened at last summer's workshop, read a recap on page 14.
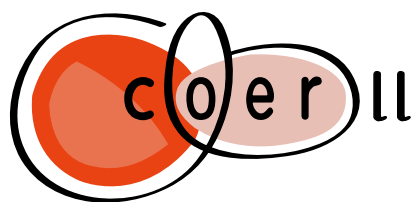
Link: http://www.fllite.org.

Get more information about these events at

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