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Project Title: Enhance Teaching and Learning of Less Used Languages through OER/OEP

Project Acronym: LangOER

Funding Programme: Lifelong Learning Programme, KA2 Languages

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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).

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Status: Final

Contractual day of delivery: The conference took place in Kaunas, Lithuania, on 16 April, 2014

Nature of the deliverable: E – Event

Dissemination level: PU = Public

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History: V1.
1. Summary of the event

The ALTA conference (Advanced Learning Technologies) took place in Kaunas, Lithuania, on 16 April, 2014. The conference was dedicated to “open education being learnt friendly”. Vaiva Zuzeviciute with a colleague gave a presentation, mentioning LangOER.

The Conference organizer was Kaunas University of Technology. The conference website is: http://www.distance.ktu.lt/alta2014

The conference topics were:

**Research in e. learning globalization process:**
- e. learning: policy and strategy
- innovative educational processes
- scientific cooperation of academic and business institutions

**Innovative educational technologies:**
- Web 2.0 - new media and ICT solutions
- video technologies for organizing video lectures
- challenges of mobile technologies in e-learning
- open educational resources and social networking
- E. education paradigms, models and methods

**Economic and managerial e. educational aspects:**
- e. education process management and organization
- encouraging programing skills for teachers and students
- e. learning infrastructure: national and international dimensions
- e. competences for leadership in education

**Women and Technology**
2. **Target audience and impact**

The conference aim was to promote international cooperation and to invite specialists, teachers and trainers, participants of virtual communities, and business sector participants to discuss about advanced learning technologies and applications in e-education.

The following target audiences attended the conference: researchers, teachers, teachers at higher education, organisers of Distance education, blended learning, creators of distance education learners, OERs, policy makers (at municipality level) and representatives from Ministry of Education and Science. In total there were appr. 70 participants.

3. **Outcomes**

The main impact would be general discussion and agreement that OER still are either not qualitative enough or accessible, or both, and in many cases teachers just choose either developing something themselves (without any threat for possible conflict on copy rights), or use licensed, legally available sources, which are both safe and in most cases more qualitative. Discussion showed a relative cautious approach to the issue.

Money was not spent on this conference; Vaiva Zuzeviciute was exempted from the conference fee as one of the volunteer organisers.

4. **Slides**

No supportive slides were prepared. However the presenters mentioned LangOER, as it can be seen from the screenshot in 5.

5. **Other material**

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Screenshot of page 64, with mention to the LangOER project.
increases so fast, it is of utmost importance to constantly monitor on-line resources, to update them. Economical effectiveness becomes a crucial factor in the process, and, as also the experience and data of an international team show, it is interrelated with the expectations for the quality of experiences in studies (2013-4107/001-001, Nr. 543239-LLP-1-2013-1-LV-KA2-KA2NW, LangGER Network).

Table 1. Functions known by teachers

<table>
<thead>
<tr>
<th>Function</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K1: E-mail</td>
<td>100%</td>
</tr>
<tr>
<td>K2: Calendars</td>
<td>90%</td>
</tr>
<tr>
<td>K3: Collaboration tools</td>
<td>80%</td>
</tr>
<tr>
<td>K4: Learning material storage and sharing</td>
<td>70%</td>
</tr>
<tr>
<td>K5: Instant messaging</td>
<td>60%</td>
</tr>
<tr>
<td>K6: Files sharing</td>
<td>50%</td>
</tr>
<tr>
<td>K7: Profiles</td>
<td>40%</td>
</tr>
<tr>
<td>K8: Workspaces</td>
<td>30%</td>
</tr>
<tr>
<td>K9: University discussions</td>
<td>20%</td>
</tr>
<tr>
<td>K10: Contacts (address book, easy to connect with people fast)</td>
<td>10%</td>
</tr>
</tbody>
</table>

Fig. 2. University teachers know about functions of intranet (VCCTE), however, only some of them actually use the functions directly for study process.

Fig. 3 illustrates data about students’ activity in VCCTE. There K4 codes down-loading Learning material. All the other codes mean the same activities as in Fig. 2 and Table 1. Findings show that a third of students use university’s e-mail, one fifth uses calendars and participates in university discussions; 9 out of 10 students download study – materials.

Fig. 3. University students know about functions of intranet (VCCTE), however, only some of them actually use the functions directly for study process.

Administration (Fig. 4) was asked the same questions as teachers (Fig. 2). More than a third of administrators use university’s e-mail, a fifth uses intranet for organizing joint activities, and a half participates in intranet-based discussions (Fig. 4).

In summing up we may state that though teachers’, students’ and administrations’ activity in intranet (VCCTE) differs to some extent and depends on different needs of these groups, the level of difference is not high (Fig. 5). Therefore it was not possible to identify the difference between perspectives that “d-natives” and “d-immigrants” have. Students want to download study materials; teachers and administrators are more interested in discussions using intranet (VCCTE).