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: 21 November 2014

Nature of the deliverable: E – Event

Dissemination level: PU = Public

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History: 1 December 2014 Revised by Valentina Garoia
1. **Summary of the event**

Two LangOER partners (European Schoolnet and Fryske Akademy) took part in a workshop that was organised at the Media and Learning conference in Brussels, on 20-21 November 2014 (conference website: [http://www.media-and-learning.eu](http://www.media-and-learning.eu)).

The title of the workshop was “Media-Based Open Educational Resources” and it aimed to explore the value that OER can bring to media-supported learning. The LangOER team - Marit Bijlsma from Fryske Akademy and Valentina Garoia from European Schoolnet - gave a presentation on “OER insights into a multilingual landscape”. The other two presentations were “Open Media Archives Toolkit” and “Open Educational Video Resources for 21st Century learners: A Case study in Greece”. Both members of the LangOER spoke at the workshop.

The annual Media & Learning conference presents latest developments, services and uses of media in education and training. Aimed at both practitioners and policy makers, the purpose of this annual event is to identify policies and initiatives that promote digital and media competence at all levels of education and training as well as to promote best-practice in the take-up and application of media in education and training.

It is one of the biggest event of this kind in Belgium, with more than 350 participants, including teachers, school heads, policy makers, industry, and other educational and media-supported learning stakeholders. Each year, it offers inspiring talks and plenty of opportunities for participants to increase their skills, expand their network and get-together with like-minded people. Presenting at this conference gave LangOER the opportunity to introduce the upcoming training course organised by WP4 to many teachers, inform them about the “OER” concept and exchange and get some feedback on LangOER activities.

The workshop, initially described as a presentation session, turned out to be interactive, with opportunities for interaction with each speaker and the audience. Direct exchanges with the participants ensured that the presentations were dynamic and more beneficial for everyone. Several questions were asked as regards LangOER and its activities.
2. Target audience and impact

This is crucial: give a good estimate of people that attended and impact (interaction during the talk and after). Try to be specific

The presentation was given to about 25/30 participants. They were mainly teachers but other educational stakeholders were also present (e.g. from educational organisations in Europe and across the world). The room was completely full.

This presentation gave insights into the benefits of OER for less used languages from a multilingual perspective, based on the knowledge and insights from the LangOER project (more details can be seen on the slides in paragraph 5.). During the presentation some practical questions were asked to the participants, to engage them and make them aware of the Creative Common licensing options and to show how to distinguish OER from other open access material.

The presentation triggered also some discussions as well as some feedback and experience-sharing from teachers (one reported the problem of using commercial licenses in schools – others commented on their use/knowledge/need of guidance on OER). Interaction was also good with the other speakers.

Overall, the audience showed interested and asked several questions. A number of participants also stayed after the session and asked more questions about OER and the LangOER project.

3. Outcomes

The presentation allowed a number of teachers to get to know the project, familiarize with OER and learn about further training possibilities within the LangOER project.

Most of all, the presentation allowed the LangOER team to gather some feedback and experiences from teachers on their use and knowledge of OER. During the discussion session, several issues were raised by the audience:

- When it comes to using OER, it is rather difficult for private schools to make use of OER, as many OER as licensed for “noncommercial use”. However, since a private school charges tuition fees, these OER cannot be used.
- The concept of “OER” is quite novel to a large group of people. Additionally, it can be difficult to find the right material when searching on the web.
- It would be good if a repository would separate OERs that are not suitable for modification and adaption, from OERs which can be modified and adapted. Sometimes, you spend time searching for the right OER but then it appears that the source cannot be modified, which is rather time-consuming.
- When an OER is a good quality OER?
Moreover, after the presentation the LangOER team had the chance to discuss with Carole Schorle-Stefan, Secretary General at Universite Ouverte des Humanites (Carole.schorle-stefan@unistra.fr) who showed interest in LangOER. In her Institute they also produce OER in small languages (Occitan etc.) and some synergies might be found at some stage in the project.

Further networking activities included a discussion with Sofia Papadimitriou, EduTV, also involved in the OER field as producer of Educational Video Resources.

4. Slides

The slides are published on the LangOER Slideshare channel at: http://fr.slideshare.net/LangOER/oer-insights-into-a-multilingual-landscape-ml
Content of the presentation

- Introduction to the LangOER project
- Overview of Repositories for Language Learning
- Getting started
  - How CC savvy are you?
  - How to find OER?
- Challenges to move forward
- Questions and discussion

UNESCO’s Definition of OER

Definition of OER:

- teaching, learning and research materials in the public domain OR released under an open license
- no-cost access
- possible to adapt and redistribute with no or limited restrictions

UNESCO, 2012, Paris OER Declaration
**Scope of the LangOER project**

- Enhance the linguistic and cultural components of OER
- Raise awareness of risk of exclusion of less used languages
- Foster sustainability through OER reuse
- Address needs of policy makers and educators:
  - Offer training to educators of less used languages, including regional and minority languages
  - International policy makers capacity building // Mainstream good practice at European policy making level
1st Strand of activities

- State-of-the art report of OER in less used languages
  - Covered 23 languages

- 50 million people in Europe speak a regional or minority language (10% of the population)

- Diverse national approaches to OER (initiatives, incentives..)

- OER in less used languages: from languages with considerable OER to languages with few or no OER at all

- Commonly less open to modification

Language learning repositories – A diverse picture

POERUP:
http://www.poerup.org.uk/oer/api/v1.0/mapTypes/?oerType=OER
LeMill as an example “Web community for finding, authoring and sharing learning resources for school teachers” [http://lemill.net/](http://lemill.net/)

[Image of LeMill]

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LORO: Multilingual OER repositories

[Image of LORO]

Welcome to LORO
LORO contains resources for language teaching available to download and reuse, including those used by the Department of Languages at the Open University, UK.

Sign up for a free account and start publishing and sharing your own materials with other language teachers.

Find Resources for
Open University Modules

Get in touch with the LORO Team
If you have any questions or comments about OER, send them to [ORO@eso.open.ac.uk](mailto:ORO@eso.open.ac.uk)

LORO Blog

Call for contributions to an e-book celebrating 25 years of LORO e-learning resources

[http://loro.open.ac.uk/](http://loro.open.ac.uk/)
Getting Started.....Are you CC savvy?

Video: CC

Creative Commons licenses work as "some rights reserved" type instead of "all rights reserved" type. CC offer a diverse set of terms conditions - the freedoms and limitations. This allows the author to define rules on which you or she would like to share his or her creations with others. At the same time, we operate not for profit, all of our licenses and tools are available for free.

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Getting Started.....

Find OER

http://open4us.org/find-oer/
How to find free images and other media on the web?

**Strategy 1:** Use a dedicated CC search engine which filters the web content for licensed materials. The best example here is a Creative Commons search engine.

**Strategy 2:** Use advanced search preferences in the Google (or other) search engine.

**Strategy 3:** Use one of the dedicated repositories of images or other media.

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...but there are some challenges

- Searching, discoverability and sharing
- Copyright and quality
- Concepts of the culture of OEP and reflective practice is novel to some groups
- Incentives for fully sustained development
- For some teachers, resources are not be shared as they are ‘their stock-in-trade’
Forthcoming activities

- Teacher training activities in GR, LV, IT, PL, SE, NO in Spring 2015
  → learn everything on: Licensing, how to find and use OER, how to create OER

- Policy Brief (December 2014)

- Final Conference (2016)

Staying in touch

http://langoer.eun.org/

#langOER

LangOER

OER and languages

OER and languages

LangOER teachers’ group
Topics for Discussion

- Is OER uptake a far-fetched idea or current practice?
- How to ensure sustainability and OER commitment?

Additional Information
Slides
State-of-the-art investigation results

Less used languages with considerable OER resources

Diversified picture

Less used languages with considerable OER resources
Active and vibrant; state-supported or grass-root initiatives
The benefits of OER

OER—as resources that lend themselves to collaboration, knowledge sharing about practices, adaptation and reuse—support conversations and practices that may not traditionally be available through professional development.

(Petrides et al, 2010)
5. **Other material (conference programme and LangOER blog)**

Conference programme (from the website and the pdf version of the agenda). LangOER presentation is marked in both.
### Thursday 20 November 2014

#### Hackwydh Auditorium

**Opening plenary**

**Michael Tour**, Kaltura, USA: Using Video Effectively in Learning

**Lieven Van den Brande**, European Commission: Supporting digital media skills as a necessary competence in the workplace of the future

**Moderator:** Jan De Craemer, Flemish Ministry of Education and Training, Belgium

#### Coffee

#### G3 Otlet Room

**Expanding the Value of Video in Higher Education**

**European Projects engaged in Media and ICT-Supported Learning**

**Presentation session on how and why video can be a useful tool to use in higher education.**

- **Jörg Leuschner**, Fachhochschule Bielefeld (University of Applied Sciences), Germany: Why and how do exploration videos work? And do they?
- **Steve Hugg**, Southampton Solent University, UK: Using Video for Distance Learning
- **Bob van den Brand**, Tilburg University, The Netherlands: From MS PowerPoint concept to MOOCs: an innovative learning journey

**Moderator:** Esther Broker, Tilburg University, The Netherlands

**More information about these projects can be found on page 13.**

#### G42 Plateau Room

**Media-Based Open Educational Resources**

**Presentation session exploring the value OER can bring to media-supported learning.**

- **Theodore Kourcel**, Independent, UK: OpenMedia Archive Toolkit
- **Sofia Papadimitriou**, EdaTV, Greece: Open Educational Video Resources for 21st Century Learners: A case study in Greece
- **Mark Bignona**, Eraki Academy/Mercurial Research Centre on Multilingualism and Language Learning: The Netherlands: OER insights into a multilingual environment

**Moderator:** Alkistemi Charipoulou, EdaTV, Greece

#### G52 Gewaer Room

**Parallel sessions**

#### G3 Otlet Room

**Video in Higher Education – The French Connection**

**Media Supported Language Teaching**

Language teachers are often early users of media, this presentation session explores several experiences.

- **Aurélie Angibault**, Université Paris 1, France: Dice-mix Siments – Innovative Language teaching
- **Sandra Vreemepo**, The Netherlands: English auf, an adaptive ESA learning tool using daily examples
- **Stephanie Wissner**, Abeck Gymnasium Salz, Germany: The online mondokarte androide Welt – virtual exchange and simulation in action
- **Elke Van Steenbom & Luc de Goed**, KU Leuven, Belgium: Effective instructional video for L2 language learning in general, L2 writing in particular

**Moderator:** Mathy Vanbuel, KU, Belgium

This demonstration and exploration session features different types of teachers and how they can be used to support learning.

Collaborative Learning using the Duallink RPT introduced and demonstrated by Vin Sumner, Dicks and Links, UK

Google Glass introduced and demonstrated by Stefan Fournier, Open Universiteit, Netherlands

Experiences with low cost sensors and embodied learning described by Karien Vermeulen, Wizy Society, The Netherlands

**Moderator:** Jüri Läänena, HTSA, Estonia
Blog post on the LangOER blog about the presentation at Media and Learning.


Valentina Garola (EUN) and Mariët Bijlsma (Fryske Akademy / Mercator Research Centre) presented LangOER and its main activities during the Media & Learning Conference, 20-21 November 2014. The session ”Media-Based Open Educational Resources” was moderated by Alkaterini Charalampidou, EduTV, Greece. The audience was for a large part composed of teachers and the presentation gave insights from a practical point of view, on how to use OERs and what to know before starting using OERs.

Mariët and Valentina provided an overview of benefits of OER for less used languages from a multilingual perspective, based on the knowledge and insights from the LangOER project. They showed best practice examples of language repositories e.g. LeMill, Loro and LRE. They also explained the open licensing component related to OER, and the importance of making this aspect explicit. Using Creative Common licensing allows the author to define rules on which he or she would like to share the creations with others. Furthermore, in order to develop an
understanding of what items to look for on the web concerning less used languages, we looked at how to distinguish OER from other open access materials. We also explored which “search strategies” can be used by OER practitioners. The discussion after the presentation touched upon challenges to move the field forward: is OER uptake a far-fetched idea or a current practice? How can sustainable OER uptake be ensured?

In the discussion session, several issues were raised by the audience:

- When it comes to using OER, it is rather difficult for private schools to make use of OER, as many OER are licensed for “noncommercial use”. However, since a private school charges tuition fees, these OER cannot be used.
- The concept of “OER” is quite novel to a large group of people. Next to that, it can be difficult to find the right material when searching on the web. Answer: indeed, we aim to address this as well in our training sessions next year. What we further suggest is to have a look again at our 3 proposed search strategies or go to the following link:
  
  http://open4us.org/find-oer/
- It would be good if a repository would separate OERs that are not suitable for modification and adaption, from OERs which can be modified and adapted. Sometimes, you spend time searching for the right OER but then it appears that the source cannot be modified, which is rather time consuming.
- When an OER is a good quality OER? Answer: in the LangOER project, we refer to the 5 r’s by David Wiley:
  
  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)
  Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

OER Insights into a multilingual landscape – Media and Learning Conference from LangOER