Deliverable 38 (h): 23rd Annual International IATEFL Poland Conference
Lublin, Poland 12 -14 September 2014
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: 14.09.2014

Nature of the deliverable: E – Event

Dissemination level: PU = Public

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Contributor(s) and their institutions: (N/A)

History: V1 08.12.2014 Revised by Anna Skowron
1. **Summary of the event**

The talk was given during the 23rd IATEFL Poland Conference in Lublin, Poland. The Conference took place in September 2014. The presentation „Open Up Your Classroom - Open Educational Resources in Language Learning” was prepared by Anna Skowron and Małgorzata Kurek, and was delivered by Anna Skowron.

The IATEFL Poland Conference is the biggest event of this kind in Poland. Every year it gathers hundreds of teachers teaching mainly English at different educational levels: from kindergartens to higher education institutions. Presenting at this conference gives an unquestionable opportunity to meet a lot of teachers and since the talk was an introduction to the teacher training course on OER that will be given as part of the WP4, the presentation also served the purpose of recruiting potential participants of the course.

2. **Target audience and impact**

The talk was given to about 30 teachers among whom there were teachers from public and private institutions. All of the participants of the course left their email addresses so that we could contact them with the dates and details of the teacher training course on OER that will be organised as part of the WP4. The term OER appeared to be completely new to the participants (only one person has heard of it) and they all got very interested in the subject.

Although there was no official time devoted to questions or discussion, a lot of participants stayed after the presentation and asked questions about OER, about the future teacher training course on OER and about the project itself.

3. **Outcomes**

The most important outcome of the presentation is that it showed great potential of the project in bringing the OERs closer to the teachers. Although the idea of openness has been spreading around the world for some time, it seems that there is still a lot to do in this field, especially in Poland where the term has been present but the idea behind it is still quite new. The participant of the presentation were eager to participate in the future teacher training course to learn more about OERs and were also willing to spread the word and invite their colleagues to join them if they decided to participate in the course.

A Facebook group and page were created right after the event as to continue the newly made contacts. Some of the participants joined the group and majority of them liked the page so they are up to date with the information about the future teacher training course.
4. Slides

Open Up Your Classroom - Open Educational Resources in Language Learning

Anna Skowron
Malgorzata Kurek
Jan Długosz University

LangOER: enhancing teaching and learning of less used languages through OER/OEP
3-year network (January 2014- December 2016) supported by action KA2 Languages of the Lifelong Learning Programme, European Commission

Our Partners
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To learn more: http://langoer.org/
OUR RESEARCH

**Aim:** preparing ground for teacher training  
**Stages:**  
**Step 1** Desktop research – investigation of OERs in Polish  
**Criteria:**  
- licensing  
- access and availability  
- format  
- sharing, adapting and repurposing  
- quality indicators  
**Step 2:** Online questionnaire - 32 participants
- OPEN AGH COURSEWARE
- SCHOLARIS
- NAUCZYCIEL
- SZTUKA24
- FREELEARNING
- WŁAĆ POLSKIE
- CYFROWA WYPRAWKA
- EDUKACJA MEDIALNA
- WSZECHNICA
- E-GLOBALNA
- BAZA NARZEDZI Dydaktycznych
- ZABAWNIK
- ŚCIŚŁE FAJNA LEKCJA
- WOLNE LEKTURY
- HISTORIA W SIECI
Step 1 Conclusions:

- OERs - an umbrella covering various types of resources (also paid ones);
- the most common types of OERs: digital libraries, repositories or content aggregators;
- many represent centralised, Web 1.0 approach (limited interaction, users as consumers, textual materials);
- address teachers;
- lack of user feedback/rating tools

Step 2:

- **Objective**: investigating Polish teachers’ attitudes and beliefs surrounding borrowing and sharing resources openly
- **Participants**: 32 teachers
- **Tools**: an online survey
- **Research questions**:
  - What are teachers’ attitudes to openness?
  - How do teachers share and borrow materials?
  - What forms of sharing and borrowing do they prefer in terms of:
    - adaptation/publishing/authorship/control?
What do you think?

1. What are OERs?
2. To what extent (and how) do you use pictures/lesson plans/exercises/tests/music/video clips/power point presentation you can find on the Internet to work with your students?
3. How do you feel about using educational materials prepared by others?
4. How do you feel about sharing your own educational materials?
5. On what account would you agree to share your own materials?
6. How do you find educational materials you would like to use with your students?

RESULTS

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Są to materiały dostępne do dalszego wykorzystania, bez konieczności uzyskania zgody. Każdy ma prawo dzielić się nimi, adaptować je, poprawiać i tłumaczyć.</td>
<td>18.75% 6</td>
</tr>
<tr>
<td>Są to materiały dostępne do dalszego wykorzystania po uprzednim uzyskaniu zgody autora. Każdy ma prawo dzielić się nimi, adaptować je, poprawiać i tłumaczyć.</td>
<td>28.13% 9</td>
</tr>
<tr>
<td>Są to wszelkie materiały, bez względu na formę i autorstwo dostępne online, które można wykorzystać do celów edukacyjnych.</td>
<td>31.25% 10</td>
</tr>
<tr>
<td>Są to materiały dostępne do dalszego wykorzystania bez konieczności uzyskania zgody autora lub właściciela. Każdy może je wykorzystać, ale nie może ich zmieniać, poprawiać lub tłumaczyć.</td>
<td>9.38% 3</td>
</tr>
<tr>
<td>Nie wiem, co to są otwarte zasoby edukacyjne.</td>
<td>12.50% 4</td>
</tr>
</tbody>
</table>
Adaptation and modification 1

- Repurposing - 78%
- Remixing – 82%
- Using online tools for materials creation – 92%

Adaptation and modification 2

<table>
<thead>
<tr>
<th>Component</th>
<th>Adapt</th>
<th>Don't Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video Clips</td>
<td></td>
<td></td>
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<tr>
<td>Music Clips</td>
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<tr>
<td>Tests</td>
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<tr>
<td>Exercises</td>
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<tr>
<td>Lesson Plans</td>
<td></td>
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<tr>
<td>Images</td>
<td></td>
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</tr>
</tbody>
</table>

Legend: Orange = Adapt, Green = Don't Change
Attitudes to SHARING AND PUBLISHING

- using materials and adapting them - 96%
- borrowing materials from colleagues - 98%
- willingness to publish - 77%
- publishing if credited - 54%
- publishing ONLY if credited - 38%

CONTROL

- knowing when materials are being used - 85%
- having control over who uses materials - 89%
- having full control over the reuse (who?, when?, what?) - 19%

Accessing materials

- search engines - 97%
- own resources - 80%
- other people’s resources - 79%
- repositories - 88%

BUT

- Using CC search criteria - 22%
I like sharing my own materials because…

...I want to help other teachers.
...If I use them successfully, other teachers may use them as well.
...I am proud of my achievements – my materials are good so they should be shared with the world.
...teachers should cooperate for the sake of good education.

I don’t like sharing my own materials because…

...I don’t trust everyone.
...I know no one will thank me.
...not everyone will appreciate it
GUIDELINES AND PRINCIPLES

- Teachers understanding of openness is geared towards adaptation, modification and creativity but mainly with textual materials;
- promoting flexible manipulation and remixing of resources across modalities;
- raising awareness of CC licensing (practical aspects);
- a strong focus on task design – training teachers how to build materials into a lesson or how to design good tasks around them.
- highlighting the role of good quality repositories for homework and self-study. – addressing the students perspective
- Providing and respecting choice and authenticity
- Practical implementation of The 4 RS: revise, reuse, re-distribute, remix,. (Hilton, Wiley, 2010).
- Respecting diversity and cultural differences

LEARNING OBJECTIVES

- to enable participants to integrate the existing OERs into their own teaching practice;
- to enable participants to create their own resources and reuse and remix the already existing ones;
- to make the participants aware of the good practice of collaborating on, sharing, publishing and licensing online materials
- to motivate participants towards sharing their own resources with other educators.
- to practice the skills of searching for OERs according to different types of license, tagging and rating them
Tools for preparing OER

- STORYBIRD
- LISTEN AND WRITE
- VOICETHREAD
- ESL VIDEO
- SCHOLASTIC STORY STARTER
- JUSTPASTEIT
- CARTONIZE
- PRESENT ME
- SUPERLANE
- PRIMARY PAD/ETHERPAD
- PADLET

Should we start to learn to pass all our exams?
HAVE YOU GOT A NIXON?

WELL... NO, I HAVE A CANNON.

Why am I not invited to the party???
SIR! CAN YOU GIVE US A LIFT PLEASE?

NEIGH!!

Why is everybody always laughing at me?
Stay in touch

http://langoer.eun.org/
ankaskowron@hotmail.com
Ania Skowron
5. Other materials

The Conference programme; my presentation marked in green:
The print screen with the abstract of my presentation, taken from the official website of the Conference:

And a few pictures taken during my talk: