Deliverable 38i : Presentation given at the OER15 Conference, Cardiff, 14-15 April 2015
**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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January, 1st, 2014

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36 months

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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Final

**Contractual day of delivery**
15th April 2015

**Nature of the deliverable**
E – Event

**Dissemination level**
PU = Public

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**Version 1**
Revised by

Giulia Torresin

**History**
23/04/2015
1. **Summary of the event**

OER15 is one of a series of annual International conferences which discuss research and practice in the adoption of Open Education in all sectors of Education and Training.

At its 6th edition this year, the Open Education Conference (OER15) took place at the Royal Welsh College of Music and Drama in Cardiff, hosted by OER Wales Cymru, Universities Wales and the Association for Learning Technology. It was organised by a volunteer committee from the Open Education Community.

The conference focus was ‘Mainstreaming Open Education’ with the 6 following sub themes:

- Impact Research
- Open Education across Languages and Cultures
- Learners and Other Communities
- Open Educational Practice (OEP) and Policy
- Open Courses
- Open Education in Colleges and Schools

Seven different parallel sessions including workshops and panel presentations were organised.

Giulia Torresin attended the 2 days conference and presented during the first day. The title of the presentation was “Social networks and their role in Open Educational language Practice and interaction” under the sub theme “Open Education across Languages and Cultures”.

The format of the presentation was “Short paper” which consisted of a 20 minutes presentation and 10 minutes of questions. The presentation was recorded and will be made public on the conference website: [http://oer15.oerconf.org](http://oer15.oerconf.org).
2. **Target audience and impact**

Around 200 participants were present at OER15 in Cardiff. The presentation was given at about 15 people attending the parallel session. They were mainly teachers and ICT practitioners.

The presentation triggered some discussion, comments and experience-sharing from participants. One in particular reported difficulties in engaging shy students when teaching language with the support of social networks.

3. **Outcomes**

The conference was the opportunity to bring together experts from all around the world (see crowdsourced participant map [https://oer15.oerconf.org/](https://oer15.oerconf.org/))

The conference has given the occasion of presenting the results of the research study conducted within the framework of *WP6 Language learning challenges* to some of the participants who helped us providing data for our survey. The research study involved an expert survey whose aim was to gather and analyse various expert views on language interaction and how it can be enhanced by open educational language practice. At the conference venue some of the interviewed experts were present such as Anna Comas Quinn (Associate Head of Department, Department of Languages, The Open University, UK) and Teresa MacKinnon from University of Warwick.

After the presentation the team member had the chance to talk and exchange contacts for possible future cooperation with the creators of the OER World Map Project ([https://oerworldmap.org/](https://oerworldmap.org/)), a project funded by The William and Flora Hewlett Foundation and built by Hbz and with the Health E-Learning and Media Team of the University of Nottingham ([http://www.nottingham.ac.uk/helm/projects/index.aspx](http://www.nottingham.ac.uk/helm/projects/index.aspx)).
4. **Slides**

About the LangOER network

"Enhancing teaching and learning of less used languages through OER/OEP"
European funded network (2014-2016), 9 partners:
- Fryske Academy, The Netherlands
- Web2learn, Greece
- European Schoolnet, Belgium
- University of Gothenburg, Sweden
- Jan Dlugosz University, Poland
- Mykolas Romeris University, Lithuania
- Linnaeus University, Sweden
- International Council for Open and Distance Education, Norway
- Rezekne Higher Education Institution, Latvia

Co-funded by the European Commission (LLP programme, KA2 action)

Scope of the LangOER project

- Enhancing the linguistic and cultural components of OER
- Fostering sustainability through OER reuse
- Raising awareness of the risk of excluding less used languages from the OER landscape
- Addressing the needs of policy makers and educators by:
  - Offering training to educators of less used languages, face-to-face and online
  - Supporting stakeholders of regional and minority languages in remotely located areas of Europe to gain knowledge and develop skills
LangOER: 6 strands of activities

- Create state-of-the art of OER in less used languages
- International policy-makers' capacity building
- Teacher training
- Regional and minority languages and OER
- Challenges for language learning
- Mainstream good practice at European policy-making level

The current study

Social networks and their role in Open Educational language Practice
Rationale

- Limitations to OEP (Beetham et al, 2012; Ehlers, 2011; Littlejohn et al., 2014): low user engagement; limited knowledge-sharing practices; (very) few insights into OER re-use and adaptation processes
- Social networks: opportunities for user engagement, participatory learning and social interaction - can they help overcome the limitations above?

Questions:

- What is the perceived role of social networks in respect to user engagement?
- How can social networks enhance OEP in a language learning/teaching context?

Methodology

- Content analysis (CA, Mostyn, 1985; Mayring, 2000) as an analytical, interpretative approach to understanding subjective realities
- Open-ended survey structured around three conceptual categories
  - appropriateness of OER for language learning;
  - affordances of OER for language interaction and
  - role of social networking in OEP in a language learning context
- 18 experts fulfilling the criterion of CALL+OER expertise have been identified and invited to fill in the survey.
Results

1. Emerging concepts leading to new research topics
2. Results on social networked OEP

- Survey results invite us to re-think concepts that experts consider fundamental
- Although not among the three pre-established conceptual categories of the survey, the concept of **identity** emerges regularly in expert discourse.
- Concomitant concepts: professional identities; identity construction through OEP; identity affected by public social networking activity
Results - digital identities

- “[s]ocial networks can probably help with motivation, keeping people on task and on track, and highlighting resources and learning opportunities. They can also be a huge distraction. Some learners want to keep their social selves and student selves separate; this is barely possible nowadays, but a brake for some learners and teachers” (E7, q6).

=> “the self-representation is mobilized by the tensions between (...) the idea of broadcasting and sharing as part of digital identity” (Alevizou et al., 2010: 513).

Results - digital identities (2)

Regarding the act of making OER available in the public sphere:

- “I am not in favour of this, as I think there is too much potential for users to become disengaged. Many colleagues still feel an enormous amount of pressure or sensitivity in relation to critique of their teaching or teaching materials - anyone who is truly invested in their teaching cannot help but be emotionally invested. (...) The two concerns I think people have about sharing educational resources are 1) fear of criticism and 2) fear of not being acknowledged (E13, q8).

=> cf. Goffman’s concept of “facework” in open, social networked practices (Selwyn, 1999; Alevizou, 2010)

Impact on professional identities of users engaged in OEP - is public display of one’s OEP incompatible with academic identity? (cf. Perryman & Coughlan, 2013; Hughes & McKenna 2012).
Networking capacity:
• “I think OER have a chance for expansion in especially social networks with massive numbers of users because of the open-access to the content that all participants have on the network” (E9, q7).
• “Whether they are students or teachers, users need to create a community of practice to show each other how to adapt and use OER. Since OER are all about learning by doing, it only makes sense that there be a social network where OER users can talk to each other about their OER practices” (E18, q6).

=> Involvement of a range of actors (teachers AND learners); engagement in OEP (OER adaptation); active learning (socioconstructive anchorage).

Engagement in a community (networks alone aren’t enough)
• it is very important [to] **build a community** around the resources. I know [two well-known repositories of OER for language learning] but both have technical limitations and barriers: [a user] has to create an account, no **social sharing**, no **community feel**, still rather dominated by institutional presence” (E10, q6)
More egalitarian approaches to knowledge building and sharing possible?

- “In the future, I see OER serving as triggers for greater interaction in multiple learning communities: teacher communities and student communities. In other words, social networks (or what I am calling communities of practice) are the places where learning takes place. Students and teachers must show each other how to scaffold interaction with flexible OER” (E18, q12).

Emphasis on OER uptake and remix

- “Shift the focus to developing digital open educational practices and the uptake of authentic resources that have been openly licensed, to enable language teachers and learners to become OER creators and remixers” (E11,q13)
Conclusion

• social networks: a trigger to user interaction around OEP, affecting also visibility across networks and identity construction

• “community” and ‘community of practice”: used frequently although they didn’t figure explicitly in the survey

Results - expert videos and research paper

A. Expert videos available on YouTube
   http://langoer.eun.org/videos

Staying in touch

http://langoer.eun.org/

#langOER
LangOER
OER and languages
OER and languages
LangOER teachers’ group (in preparation)
Day 1: Tuesday 14th April

9.30 – 10:30
Registration & Coffee (Foyer)

10.30 – 10.50
Welcome to Cardiff (Dore Stoutzker Hall)
Conference Chairs | Prof John Greaney

10.50 – 11.30
KEYNOTE: Cable (Dore Stoutzker Hall)

11.30 – 12.30
Panel Session 1
Open Educational Practice (OEP) and Policy

12.45 – 13.30
Lunch & Exhibition

13.00 – 14.00
Coffee Break

13.15 – 13.45
KEYNOTE: Joops Fransen
(Dore Stoutzker Hall)
3:30pm ALT OER SIG General Committee Meeting

18.00 – 19:45
Dirita Reception (National Museum)

19:45 – 23:00
Gala Dinner (National Museum)

Day 2: Wednesday 15th April

8.15 – 9.00
Coffee Break

9.00 – 10.00
KEYNOTE: Sheila MacNeill
(Dore Stoutzker Hall)

10.00 – 11.00
Panel Session 3
Open Educational Practice (OEP) and Policy

11.15 – 12.00
Coffee Break

12.15 – 13.00
Panel Session 4
Open Educational Practice (OEP) and Policy

13.15 – 14.00
Lunch & Exhibition

13.30 – 14.00
1:30pm Meet the ALT – OER SIG

5.30pm ALT OER SIG Committee Meeting

16.00 – 17.15
Panel Session 5
Open Educational Practice (OEP) and Policy

17.30 – 18.30
Panel Session 6
Open Educational Practice (OEP) and Policy

18.45 – 20.00
Poster Session

20.15 – 21.15
Poster Session

21.30 – 23.00
Poster Session

23.30 – 00.00
Poster Session

Notes: † paper will no longer be presented
Open Education across Languages and Cultures

Open educational resources (OER) are transforming pedagogy in language learning. OER is used as a shorthand for openness in education. However, content and resources are just one aspect of education and the real power to transform pedagogy resides in the wider Open Educational Practice (OEP) field, which focuses on open pedagogy alongside open resources, technology, research and sharing. This paper focuses on open practices that aim to form cognitive surplus into civic value (Shirky, 2010). I describe some of the opportunities afforded by the adoption of open practices to connect learning in the classroom with the real world outside formal education, and to encourage students to see their own role as contributing to society. The paper presents some examples from language learning of open pedagogical approaches that aim to make a contribution to society (Beasley-Murray, 2008; Martinez-Arboleda, 2013; Nelson & Pozo-Guijrrez, 2013) before examining in more detail how one particular open online volunteer community, the TED OpenTranslation Project, is being used by teachers and learners in formal and informal learning. I review work on the motivations of participants in this community (Cámara de la Fuente, 2014) and consider the pedagogical potential of involving language learners in collaborative translation activities through the TED OpenTranslation Project. References Beasley-Murray, J. (2008). "Was introducing Wikipedia to the classroom an act of madness leading only to mayhem if not murder?". References Bradley & Vigmo, 2014), crowdsourcing and user-driven practices with OER (Beaven, T. et al., 2013), and OEP from a language teaching perspective (Beaven, Comas & Sawhill, 2013; Bothwick et al., 2014; Whyte et al., 2014). A topic that is much less explored is the way knowledge sharing and peer interaction develop around Open Educational Language Practice, especially when documented barriers to OEP expansion include limited OER uptake and few interaction opportunities and practices with OER. The paper explores whether, and under what conditions, social network dynamics are able to tackle more participatory OEP based on the claim that social networks offer more opportunities for user engagement, participatory learning and interaction. The paper addresses two questions, namely a) What are the perceived advantages and limitations of social networks for open educational language practice? and b) how can language interaction benefit from OEP, as communication is fundamental to the development of language skills? An expert survey has been launched with the aim of tackling these questions. We identified 20 experts working at the crossroads of OER and Computer Assisted Language Learning (CALL), as CALL experts are in the best position to assess the value of OER, which by definition are digital materials. The methodology adopted aims to bring to the surface the relationships, expressed as similarities and divergences, which emerge in expert discourse generated in an expert survey on OER and the role of social networks in language learning and teaching. The paper adopta content analysis as an analytical, interpretative approach to understanding subjective realities (Modynt, 1985; Marling, 2000). The paper identifies challenges and threats to OEP expansion through social networks in the language education field and contributes to understanding the role of social dynamics in open education. References Beaens, A., Comas-Quinn, A. and Sawhill, B. (eds.) (2013) Case Studies of Openness in the Language Classroom. Dublin: Research Publishing. Beaen, A., Comas-Quinn, A., Hauck, M., dos Anos, A. and Lewls, T. (2013). The Open Translation MODC: creating online communities to transcend lingusitc barriers. JME: http://www.open.ac.uk/research/view/2013-18 Bothwick, K., and Gallagher-Brett, A. (2014) "Inspiration, ideas, encouragement: teacher development and improved use of technology in language teaching through open educational practice, CALL, 27.2:163-183. Bradley, L., Vigmo, S. (2014). OER in less used languages: a state-of-the-art report. LangEIR consortium. http://langeir.eun.org/ Marling, P. (2000). Qualitative Content Analysis. Forum: Qualitative Social Research, 1.2 http://jvb.jvb-de.de/urn:nbn:de:0114-fqs0602020. Mostyn, B. (1985). The open content analysis of qualitative research data: A dynamic approach. In M. Brethen, J. Brown and D. Cauter (eds). The research interview. London: Academic Press. 115-145. Whyte, S., Schmid, B. van Haastbroeck Thompson, S. and Obenhoff, M. (2014). Open educational resources for CALL teacher education: the ITILT interactive whiteboard project. CALL, 27.2: 122-148.
6. Some pictures