<table>
<thead>
<tr>
<th><strong>Project Title</strong></th>
<th>Enhance Teaching and Learning of Less Used Languages through OER/OEP</th>
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<tr>
<td><strong>Project Acronym</strong></td>
<td>LangOER</td>
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<td>Lifelong Learning Programme, KA2 Languages</td>
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<td>Frysk 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).</td>
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<td><strong>Copyright</strong></td>
<td>© 2014 LangOER partnership</td>
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<td><strong>Author(s) and their institutions</strong></td>
<td>Sylvi Vigmo, Gard Titlestad, Linda Bradley, Monique Lamarque-Udnæs, Øystein Johannesen, University of Gothenburg, International Council for Open and Distance Education - ICDE</td>
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<tr>
<td><strong>Contributor(s) and their institutions</strong></td>
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1. Summary of the event

The conference was held by the Centre for Languages and Literature, Lund University, Sweden. The conference was dedicated to an audience that represent applied linguistic interests together with policies for languages in education on an international arena. Invited key note speakers of wide international reputation were: Christine Hélot, Professor of English and Sociolinguistics, Graduate School of Education, University of Strasbourg, ; Elizabeth Lanza, Professor of Linguistics, Department of Linguistics and Scandinavian Studies, Director of the Center on Multilingualism in Society across the Lifespan, University of Oslo; Diane Larsen-Freeman, Professor Emerita of Education, Professor Emerita of Linguistics, and Research Scientist Emerita at the University of Michigan, Ann Arbor; Virginia C. Mueller Gathercole, Professor of Linguistics, Director of the Linguistics Program, Florida International University, USA.

The LangOER project was represented through the presentation made by PhD Sylvi Vigmo. The presentation called “Open Educational Resources (OER) for Less Used Languages – Calling for Policy Collaboration” is a result from a close collaboration between ICDE and University of Gothenburg, and is built on the outcomes of two deliverables: “Open Educational Resources (OER) in less used languages: a state-of-the-art report” and “Policy Brief – Open Educational Resources in your own language, in your way”. The aim of the presentation was to display and discuss the identified challenges in need of being addressed to move the OER-field forward, with a specific focus on policies that can impact on OER, their further development, adaptation and integration in education, but also point to new questions that require more research and bridging collaboration.
2. Target audience and impact

The target audience were researchers within the linguistic research area, with a particular focus on questions concerning the role and potential impact on policies for language education. More in particular, the following keywords from presenters’ abstracts can serve to exemplify the breadth: minority language, early childhood, multilingual, language revitalisation, heritage, policy development, implementation, mobility, inclusion, resistance, challenges, linguistic diversity, attitudes, design, community, assessment, practice, CLIL, translanguaging, strategy, immigrant, self-regulation, perceptions, stakeholders, academic languages, linguistic domains, political pedagogies, globalization, plurilingual, self-motivation, global, discourse, bilingualism, trilingualism.

Since the conference attendees represented a wide international arena, there were very good opportunities to present outcomes from the LangOER project as well as engage in discussions with researchers about shared interests during the presentation and after. Around 100 international researchers attended the conference.

The 65 invited presenters came from the following universities and countries: Kansai University, Japan; University of Nottingham, UK; Center for Applied Linguistics, USA; University of the Basque Country, Spain; Jönköping School of Education and Communication, Sweden; King’s College London, UK; University of Oslo, Norway; University of Glasgow, UK; Yale University, USA; The Open Universitt of Hongkong, China; Trinity College Dublin, Ireland; Forskningscentrum för Europeisk Flerspråkighet, Finland; University of Milano-Bicocca, Italy; University of South Florida, USA; Université de Strasbourg, France; Brigham University, USA; Stockholm University, Sweden; University of Toronto, Canada; Victoria University of Wellington, New Zealand; UNESCO Institute for Lifelong Learning, Germany; University of Copenhagen, Denmark; The Pennsylvania State University, USA; Yerevan State University, Armenia; Delta State University Abraka, Nigeria; Aalborg University, Denmark; Language Development Centre, Nepal; Open University, UK; University of Basque Country, Spain; University of California, USA, Malmö University, Sweden; University of Edinburgh, Scotland; Universitat del Lleida, Spain; Ryukoku University, Japan; University of Potsdam, Germany; The Chicago Community Trust, USA; WestEd, USA; Heriot-Watt University, UK; University of Saint Joseph, Macau; University of Jyväskylä, Finland; Charles University Prague, Czech Republic; Western Illinois University, USA; University of Toronto Mississauga, University of Toronto Scarborough, Canada; Institute for Slavic Studies of the Russian Academy of Sciences, Russia; Michigan State University, USA; Okayama University, Japan; Doshisha University, Japan; University of Cape Town, South Africa; Shanghai International Studies University, China; University of Tartu, Estonia; Lund University, Sweden; Southern Taiwan University of Science Technology, Taiwan; Yale University, USA, Columbia University, USA; Centre for Academic and Professional Language Practice, South Africa; San Francisico State University, USA; Umeå University, Sweden.

Those attending were more or less unfamiliar with OER, which meant that the presentation managed to raise awareness of ongoing research. Terminology and
definitions were new to most of the audience. The discussion after the presentation focused on questions raised concerning how to reach out with research results on a broad scale to enable to build on research. This also brought up issues for a good discussion regarding the development of technologies, and how we can benefit by looking back on previous decades’ research and what can be learnt for future research. The collaboration to build bridges between insights from the landscape of OER and identified challenges and the important role of policies to achieve change, became obvious in our collaboration between expertise within the LangOER project. In connection to the presentation at the conference and the discussions that emerged with the ten attendees, the OER-field seemed to be a new experience.

3. Outcomes

The collaboration to build bridges between insights from the landscape of OER and identified challenges and the important role of policies to achieve change, became obvious in our collaboration between expertise within the LangOER project. In connection to the presentation at the conference and the discussions that emerged with the ten attendees, the OER-field seemed to be a new experience. Though the attendants were few in number, this indicates that OER still is in need of further attention, research and development.

4. Slides
European Lifelong Learning project (2014-2016), 9 partners:

– Fryske Akademy, The Netherlands
– Web2learn, Greece
– European Schoolnet, Belgium
– Gothenburg university, Sweden
– Jan Dlugosz University, Poland
– Mykolas Romeris University, Lithuania
– International Council for Open and Distance Education, ICDE, Norway
– European Foundation for Quality in E-learning, Belgium
– Rezekne Higher Education Institution, Latvia

Open Educational Resources (OER) for Less Used Languages – Calling for Policy Collaboration

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ABOUT LANGOER

3-year network (January 2014 - December 2016) supported by action KA2 Languages of the Lifelong Learning Programme, European Commission

How can less used languages, including Regional and Minority languages, benefit from Open Educational Practices (OEP)? How can Open Educational Resources (OER) be shaped to foster linguistic and cultural diversity in Europe? What policies are favourable to the uptake of quality OER in less used language communities?

Less used languages face the risk of linguistic/cultural dependence in the fast-expanding OER/OEP landscape currently dominated by English. The LangOER network addresses the needs of two main target groups: educators and policy makers. For the former, the project offers face-to-face and online training sessions in 7 languages, aimed at raising awareness of OER/OEP and covering the creation and use of multilingual and interactive OER. For the latter, capacity building is targeted through expert pan-European events, policy support and consultation mechanisms seeking to overcome barriers to OER uptake.

The partnership consists of a set of key players: a global organisation for open and distance education, a consortium of 30 European Ministries of Education linked to the biggest network of European schools, a research centre on multilingualism / network of multilingual schools in minority language areas in Europe, universities with R&D activity and strong local and national reach, and companies with experience in quality e-learning activity at European level.

Report on the Global High Level Policy Forum

Online, Open and Flexible Higher Education for the Future We Want.

Over 150 participants from more than 50 countries around the world participated in the Global High Level Policy Forum, organised by UNESCO in partnership with ICDE. The Forum was held at UNESCO Headquarters in Paris from 9-11 June 2015.

Pending publication of the Paris message, presentations may be viewed here.

More news items

Presidents’ Summit keynote speakers
Joyce Seitzinger - World Conference keynote profile
Student success - putting the learner at the heart of the system
Call for nominations of candidates to the ICDE Executive Committee
ICDE welcomes new members to the network
US Council for Higher Education Accreditation quality principles
2nd International Conference of the
What are OER?

Open Educational Resources, as defined in the 2012 Paris OER Declaration (UNESCO), are “teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work”.

Assumptions about advantages – OER?

- Allow legal extensive use of the resources free of charge
- Enable increased and low cost access to education
- Enable increased quality assurance for the learning materials used by learners
- Enable innovation, creativity and sustainable use
- Enable the rapid development of courses and programmes
- Lower the cost of delivering online and blended learning
- Make available high quality materials at any time when delivered online.
Focus for this presentation

Point of departure…… an increasingly digital world – an increasingly linguistic diversity

Investigation of OER for less used languages

What are the gaps and challenges? Of particular relevance for policymaking?

Development of a policy brief
- address some key messages for less used languages

State-of-the-art report on OER – methodological approach

Online survey
7 partner languages (German, Dutch, Frisian, Greek, Lithuanian, Latvian, Polish, Swedish

Extended exploration – 22 languages (Catalan, Danish, Estonian, Finnish, Flemish, Hungarian, Icelandic, Italian, Latgalian, Norwegian, Romanian, Welsh

Investigations of OER – UNESCO definition

In search of incentives
Networks – communities
local & national
Our results

Diverse landscape

- Few ministries’ and national initiatives (e.g. NDLA, national municipalities, Norway, KlasCement, Flemish Government, Belgium)
- Lack of incentives and policies for sustained development
- OER with restricted access
- Varying quality for less used languages

Gaps and challenges – OER for less used languages

- Shared understanding
- The situatedness of OER, cultural context
- The role of policies
- Lack of explicit national investment at policy and ministry level
- Lack of systematic approach to quality
- Learning in today’s society – revisit notions
- Lack of pedagogical guidelines
- Global perspective – multilingualism
- Open educational practices – the openness
- Teachers’ professional engagement
Policy Brief – Open Educational Resources

Increasingly on the agenda - global interest

Potential benefits

Increased efficiency
OECD expects “open sharing to speed up the development of new learning resources, stimulate internal improvement, innovation and reuse and help the institution to keep good records of materials and their internal and external use”

Improved quality of teaching and learning

Cost saving

Innovative
The UNESCO OER community acknowledges that huge potential (language preservation and revitalization, education and development for poverty alleviation) lies in local language OER.

Main challenges for governments in adopting and promoting OER for less used languages?

- Lack of policies and frameworks – and a need to translate policies into actions
  Grass root level initiatives need to be supported by relevant national policy initiatives and vice versa: no policies will give results if they are left only as declarations of intent
- Address resistance and offer directions for more dialogue and partnership – nationally and internationally
- Knowledge of quality OER existence, use and impact = low or lacking

Main challenges…. Cont.

- Linguistic and cultural barriers
- Lack of awareness that multilingualism can enrich education
- Resources must “travel well” – to other contexts
- Lack of good models
- Culture of open sharing – not yet recognized in educational systems
Recommendations for Governments – Policy brief

Adopt national policies in support of Open Educational Resources in less used languages

Should address critical issues such as funding, capacity building and sharing, as well as possible regulatory issues

Incentives, monitoring and assessment mechanisms should be included in national and institutional policies

Recommendations… cont.

Facilitate partnerships with private, public and the educational sector, market places and collaborative arenas for quality OER

At national level: governments and national agencies could consider incentives for networking to increase collaboration and innovation in OER

Collaboration should include the possibility of private-public partnerships
Recommendations... cont.

Take the leadership in facilitating the development of open frameworks and standards to ease the ability of OER repositories and systems to work together

OER repositories should be open for use across languages, cultures and countries

OER repositories need national and international standards and frameworks of classification to follow so that they can be easily recognized and accessed across institutions, countries and languages

POERUP
Policies for OER Uptake
The more than 500 selected OER initiatives are all documented in a large wiki database and are displayed on an interactive, progressive OER Map.

For further information the reader is referred to the POERUP web site – in particular the page on key outputs at http://www.poerup.info/key_outputs.html – and to the collection of documents on the POERUP wiki – in particular http://poerup.referata.com/wiki/Main_Page.
The Netherlands: The Wikiwijs initiative
Ministry of Education, 2008
Creative Commons/Share Alike = make content accessible
Supports Dutch teachers (650 000) using and creating OER
5. Other material
Bridging Language Acquisition and Language Policy Symposium

17 - 18 June 2015
Centre for Languages and Literature
Lund University
Lund • Sweden

Organizing Committee
Franziska Hult, Lund University
Tanja Kupisch, University of Konstanz
Majala Sihver, University of Tartu

Scientific Committee

Bridging Language Acquisition and Language Policy Symposium

11 - 18 June 2015
Lund University
Centre for Languages and Literature
Lund, Sweden

The Bridging Language Acquisition and Language Policy symposium explores intersections between two research fields: language policy and language acquisition, which together inform language acquisition planning. The aim of the symposium is to facilitate dialogue about what researchers in the two fields should know about core issues and findings in each other’s areas in order to strengthen and inform endeavors around language acquisition planning. There is a salient need for such dialogue because researchers in these two fields together have the potential to influence how politicians and educators create policies that affect how children and adults learn languages for academic, economic, and other purposes.