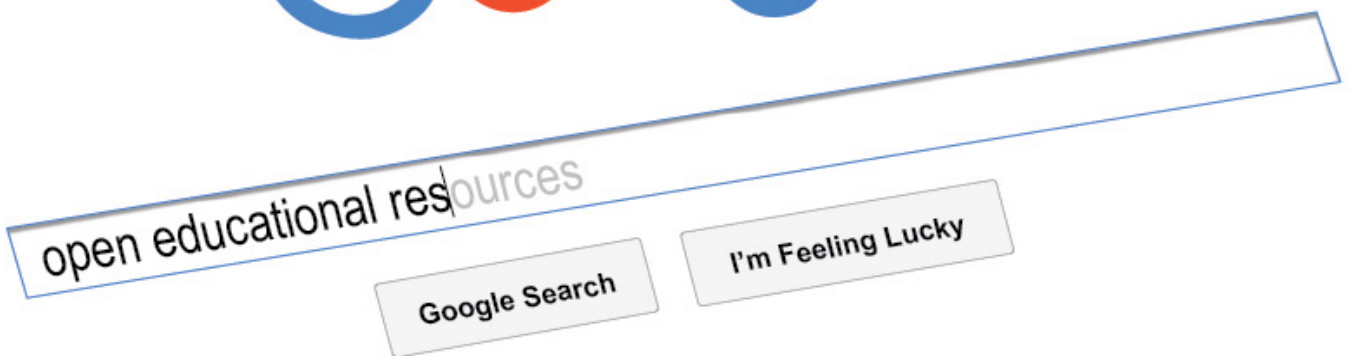


THE UNIVERSITY OF TEXAS AT AUSTIN

Center for Open Educational Resources
and Language Learning

Newsletter

The Google logo, consisting of the word "Google" in its characteristic multi-colored font (blue, red, yellow, blue, green, red).



Searching for FL Content For an Open World

Fall 2016

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COERLL Newsletter

Fall 2016:

Searching for FL Content for an Open World

This newsletter is a biannual publication of the Center for Open Educational Resources and Language Learning (COERLL) at the University of Texas at Austin.

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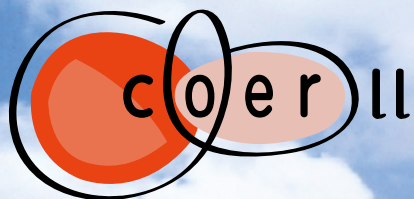
Mission

The Center for Open Educational Resources & Language Learning (COERLL) is one of 16 national foreign language resource centers funded by the U.S. Department of Education (Title VI of the 1990 Higher Education Act). COERLL’s mission is to produce Open Educational Resources (OER) for the Internet public. In addition, COERLL aims to reframe foreign language education in terms of bilingualism and/or multilingualism.

From the Director

As we begin the third year of COERLL’s grant cycle, it is time again to take stock of our progress. To that end, our newsletter opens with a progress report of our various projects. We are excited to announce that the Foreign Languages and the Literary in the Everyday (FLLITE) project and the Heritage Spanish project both launched websites this year to foster the creation of user-generated materials. In addition, the open annotation tool, eComma, is now available as a plug-in for your LMS (e.g., Canvas, Blackboard, etc.). And our popular Portuguese program, *Lingua da Gente*, has published more than 100 lessons—quite a milestone. Finally, the developers of the Czech and K’iche’ courses have been busy creating original pedagogical content such as videos shot on location in the Czech Republic and in Guatemala.

Besides disseminating news about our projects, the goal of the current issue of our newsletter is to help teachers find excellent, open content for use in their foreign language classrooms. At COERLL, we frequently hear from FL teachers who are amazed whenever they stumble upon our free, high quality OER. However, there are still many teachers who know very little about COERLL much less about the OER revolution. So, with those teachers in mind, we have put together this newsletter to help them find “the good stuff.” On pages 6 and 7, we feature Dr. Christian Hilchey, the project director of “Reality Czech,” an online beginning Czech course currently under development. As part of an interview, Dr. Hilchey discusses how to find open video content on YouTube. In particular, he shares his tips for locating high quality video for use in the FL classroom and gives examples from his own experience. For instance, he talks at length about user-generated “vlogs” (video logs) as an excellent source of authentic video content.



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Following the interview is an infographic that demonstrates in a concrete way the vast quantity of openly licensed video content currently available on YouTube.

On pages 10 - 13, teachers will appreciate our feature article “Techniques for Searching Openly-Licensed Materials.” The article outlines the various techniques teachers should employ to increase the effectiveness of Internet searches. Beginning with a lesson plan that obliges students to conduct an Internet search for information about the history and celebration of Indian independence from British rule, the article demonstrates how to choose effective keywords and how to narrow a search to find openly licensed content.

As usual, the newsletter ends with a roundup of our past events and a schedule of our upcoming events. We are very pleased that our summer events continue to attract teachers from across the region and the country. As part of the FLLITE project, we sponsored a webinar series that showed teachers how to create their own literacy-based materials for beginning language learning by focusing on the elements of language play in a given text (e.g., grammar play, sound play, genre play, etc.). In June, we held a two-day workshop for Heritage Spanish teachers, and we reprised our popular TELL Collab, a participant-driven conference for FL teachers interested in creating their own professional development plan. Finally, in July, we held the second FLLITE workshop that included the participation of our newly minted “COERLL collaborators” who developed original literacy lessons for publication. Based on an annual national competition, COERLL selected “Collaborators” and paid their way to attend one of our summer workshops. The award covered all travel, hotel, and registration expenses. This past summer, we selected three graduate students in Spanish from the University of Minnesota—Twin Cities and the University of Houston. If you are interested in finding out more about the COERLL Collaborators award, we invite you to visit the FLLITE website for details (<http://www.fllite.org/project/collaborators/>).



Dr. Carl Blyth, Director of COERLL

Join the Effort
Scan the code to
the right to donate
now to COERLL.



For an open world,
Carl Blyth, Director of COERLL

COERLL Project News

New OER NOW AVAILABLE

Foreign Languages and the Literary in the Everyday (FLLITE)

(Multilingual)

The FLLITE team has completed a series of webinars (available to watch on the Resources page of the project website) and a summer workshop that take teachers through the process of creating in-depth literacy lessons to explore the ways authors can play with language in authentic resources of any medium. The Project Directors are beginning to review the first lessons submitted by members of the community. Once the peer review process is complete, these new lessons will be available to download and use in the classroom. The team welcomes submissions on the FLLITE website from teachers and grad students of all languages!

OER link: <http://www.fillite.org/>

Coordinators: Dr. Carl Blyth (UT Austin), Ms. Joanna Luks (Cornell University), Dr. Chantelle Warner (University of Arizona), Dr. Beatrice Dupuy (University of Arizona)

User-Generated Materials for Heritage Spanish

(Spanish Heritage Language)

The Heritage Spanish project is attracting new content and people. Directors have posted on the project website a set of open discussion activities they created with a group of students. The summer workshop brought together 60 teachers and five presenters from around the country to work together to develop classroom materials. The team is also excited to be working with Dr. Jocelly Meiners, the new community moderator, who will be sharing resources and information on the project website. Anyone who teaches Spanish

heritage students may join the website and post questions or ideas to the community discussion board. We want to hear from you!

OER link: <http://heritagespanish.coerll.utexas.edu/>

Coordinators: Dr. Jose Esteban Hernández (UT Rio Grande Valley), Ms. Yanina Hernández (UT Rio Grande Valley)

Updated OER

eComma: An Upgrade for L2 Social Reading Tool

(Multilingual)

Teachers have been signing up to use eComma in their Learning Management Systems for reading with their classes. If you are interested in social reading with students, please register on the project website, and discover more ideas for using eComma on the COERLL blog (<http://blog.coerll.utexas.edu/>). How are you exploring social reading in your classroom?

OER link: <http://ecomma.coerll.utexas.edu/>

Coordinator: Dr. Carl Blyth (UT Austin)

Língua da Gente: Mobile Language Learning for Portuguese (Portuguese)

Dr. Orlando Kelm has published over 100 episodes of the free and open access Portuguese learning podcast Língua da Gente, including a series of Olympics episodes. Portuguese enthusiasts can access bonus activities on openlanguage.com. Coming up this fall, check out some new intermediate episodes, which will have more spoken Portuguese for more experienced Portuguese learners.

OER link:

<https://linguadagente.coerll.utexas.edu/>

<http://openlanguage.com/library/learn-portuguese/24/latest>

Coordinator: Dr. Orlando Kelm (UT Austin)

Gateway to Chinese

(Chinese)

Dr. Wen-Hua Teng has published some new grammar videos on the project's YouTube site, and will soon be posting student audio and videos, which will serve as models for learning Chinese.

OER link: <http://sites.la.utexas.edu/chinese/>

Coordinator: Dr. Wen-Hua Teng (UT Austin)

OER in Development

Chq'e'tamaj le qach'ab'al! (Let's Learn K'iche')

(K'iche')

The K'iche' team, including Project Director Sergio Romero, graduate student José Ignacio Carvajal, and K'iche' teacher Juan Manuel Tahay Tzaj, have been writing lessons and recording audio and video. 16 lessons are available online for English and Spanish speakers looking to learn this Guatemalan language, or for people wanting to soak up a little bit of Mayan culture. The team will continue publishing lessons, testing them out with students, and planning a collection of supplementary cultural materials.

OER link: <http://tzij.coerll.utexas.edu/>

Coordinator: Dr. Sergio Romero (UT Austin)

Reality Czech (Czech)

Dr. Christian Hilchey and his team continue to create online activities and lessons for beginning Czech, while also developing a series of videos, which will take students on a tour of sites in Prague. The project continues to evolve with new ways of exposing students to the language as it is spoken among modern Czechs.

OER link: <http://realityczech.org/>

Coordinators: Dr. Mary Neuburger (UT Austin), Dr. Christian Hilchey (UT Austin)

Open Digital Badges for K-12 Professional Development (Multilingual)

After one year of using badges to track the professional development of language teachers according to the TELL Framework, the Project Director Tina Dong (Austin Independent School District) will be mentoring a small group of teachers in using badges. Tina and the teachers will be documenting their experiences and hope that this information will be useful to other language program supervisors who are interested in new ideas for professional development. Badges help teachers set professional development goals, maintain the necessary motivation to achieve these goals, and provide proof of professional growth.

OER link: <http://www.aisdwlbadges.org/>

Coordinators: Ms. Tina Dong (Austin Independent School District), Mr. Thomas Sauer (TELL)

From Hybrid French to Online French: a New Platform for Français inter- actif (French)

Français Interactif (FI), a widely used open French textbook for beginning learners developed at UT Austin, and its accompanying multi-media-based ancillaries, have been serving French language teachers and learners for over a decade. Now, co-authors Karen Kelton and Nancy Guilloteau have updated and enhanced the FI curriculum to create a technologically sophisticated and user-friendly online version. They are currently piloting the new Français Interactif Online with students and non-students enrolled in tuition-based beginning French courses at UT Austin this fall.

OER link: <http://www.laits.utexas.edu/fi/>

Coordinators: Dr. Nancy Guilloteau (UT Austin), Ms. Karen Kelton (UT Austin)

Need more information
about our projects?

Visit <http://coerll.utexas.edu>
or contact us at
info@coerll.utexas.edu.



If you are interested in
working on a project with
COERLL, you can learn
about the proposal process
here <https://goo.gl/9Sd4mP>



DEVELOPING MATERIALS WITH OPEN VIDEOS: A TEACHER'S STORY

AN INTERVIEW WITH DR. CHRISTIAN HILCHEY

Dr. Christian Hilchey (Department of Slavic and Eurasian Studies, UT-Austin) is the project director of Reality Czech, an innovative online Czech program that features open, authentic video created by native Czech speakers for the Internet public. Today, many FL educators prefer to teach language in its sociocultural context by employing authentic media rather than pedagogically contrived content created by commercial publishers. But how can teachers find examples of authentic videos that are also openly-licensed? Is it possible to find open content that is authoritative and meets expectations for quality control? And how should teachers integrate authentic content into their lessons? Fortunately, Dr. Hilchey, who has spent the past few years combing through the Czech-language Internet for high quality, user-generated videos, sat down for an interview with COERLL Director, Carl Blyth, to discuss his insights on how to find “the good stuff.”

How do you find your open content? What are some tips you could share with others to find the “good stuff?”

So, one of the most helpful things for me when I started was the realization that there was a lot of good content out there. We use films. We use songs. But often-times, we can't share those because they are copyrighted. Actually, for a long time, I was searching and couldn't find anything. It was only when I started to use specific key words that helped me stumble upon a few videos from a user [video creator]. And it was this user-focus that made the difference. Focusing on native-speaker users [video creators] who made content was the richest source of open videos and open podcasts and open resources.

The first way that I started finding these excellent videos was by conducting searches for open content on YouTube. I would go to YouTube and search for content under an open Creative Commons license. Unfortunately, some key words weren't working for me at all. But finally, the best key word that I stumbled upon was “vlogs” (video blogs). And then I combined the key word “vlog” with another word like “Christmas.” So, “vlog Christmas” or “vlog zoo” or “vlog vacation.” And I found that there were a lot of people posting vlogs and that they weren't a one-off kind of thing. Typically, the kind of person who was posting a vlog was someone who was writing several dozen about their personal experiences. So, what I found helpful was to go to specific users themselves

to find the richest content. Once I found a good vlog series, I would search through it like an archive. It really was as simple as that. But the key was to find the right vlog. At that point, it was looking for patterns in the archive. What kinds of videos were they posting? How did they title their videos? So it was really about finding that rabbit hole that previously was unknown to me. But once I found it, I was amazed by all the good content and was able to mine it quite easily. It changed things for me overnight. I went from having no open video content to having a surplus of really excellent materials to choose from.

But even if you find a user who produces excellent videos, you still have to sort through an archive to find the good stuff, right?

Well, yes, but you need to change your mentality. A lot of times, as educators, we are looking for really specific content. I think to find the “good stuff,” educators need to be more flexible. Instead of looking for something specific, it is better to find high quality content and then think about how to incorporate it into your lesson or materials. Actually, I think that my experience looking for open content reflects my experiences fifteen years ago that led me to learn Czech so successfully. These language-learning experiences with native speakers weren't necessarily planned. They were experiences talking about things that I didn't expect them to say or talk about. So what I have found is that being more open to what could be



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useful to the learner, what could be said, has allowed me as an educator to think outside the box and to say, "OK, I wasn't planning on talking about this content in this particular way, but there is a lot here that I can use for the classroom."

So, what you are saying is to start with the open content and let it direct your lessons rather than the other way around. Can you give us an example?

Sure. Well, take an early chapter in a first year program. You are probably teaching them to name items. So, the focus is on nouns. But you really can't get very far with that as an Internet search. I wouldn't even know what key words to use? But if you start to look around, you will notice that people are naming things in real life. So, for example, I found a lot of videos where people give tours of their homes. And during the tour, they name items: "This is my television. And this is a chair I bought at the flea market." Utterly mundane but really useful for language learning. Another example of a really great video I stumbled upon was a trip to the zoo. A Czech family visits the zoo and they point out and name all the different animals. The content was interesting and fun and it was perfect for learning animal names. Again, this was not something I was planning. But when I found it, I knew that it could be the basis of a lesson. I hadn't thought about taking my students on a trip to the zoo, but why not? There are some very large zoos in the Czech Republic! It is not normative or typical to discuss Czech zoos. But they certainly exist.

Do you mentioned a key word—normative. Often textbooks represent a language and culture in such a stereotypical way. Do you feel that your flexible approach to finding open content has made your materials less stereotypical?

Well, open content is essentially authentic content. So, you are going to expose your students to both non-normative language as well as non-normative culture. I don't mind that at all. The authors, the food, the arts. That kind of stuff is usually so stereotypical. But I find videos all the time of Czechs who don't fit the stereotypes at all. They don't all eat goulash every day! But they do drink beer everyday. That stereotype has empirical evidence to support it!

That reminds me... I know that you have incorporated a vlog by a young Czech couple who travel to Vietnam. You wouldn't expect to find a video about Vietnam in Czech materials, but it gets you to rethink what "Czech" content really is. The Czech perspectives about Vietnam are so interesting and demonstrate what it means to be Czech in a global context.

Right. In fact, I've been inspired to create our own content right here at UT. So, for example, we are videotaping the experiences of Czech-speaking international students at UT. They go to the gym or they go to the library and they talk about their perceptions of an American university.

Besides personal vlogs, what other kinds of open content have you discovered?

Well, I have recently found some great content for teaching more normative language—news broadcasts. Now news reports are frequently copyrighted so you can't use them in open materials. But I recently discovered lots of openly-licensed news broadcasts, again by looking at accounts of individual users who happened to be independent journalists. I stumbled upon their accounts on YouTube. Now I have lots of professionally-produced news reports about current events. So things have changed for me. I am no longer looking for content, but rather trying to sift through all of the excellent content and trying to determine how to use it in my materials. It is a lot of sifting and sorting.

What kinds of criteria do you use to choose video content?

Well, that is the hardest part, the sorting. You do have to watch and to listen to these videos. Sometimes, I will immediately dismiss a clip because the audio is bad or the video is sub par. Although, I would say that I have a fairly low standard (laughs), because this is actually real life. The fact that someone isn't looking perfectly into the camera and isn't wearing a mike often makes the video more real. I am trying to balance the issues that come with lower production values with the advantages of extemporaneous content. I remember the textbooks I used when learning Czech and we would mock the videos: "Don't these actors sound silly!" Whereas, in these videos, the people don't sound silly, they just sound real.



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Luci Greenwicz, <https://youtu.be/Oqpnzk2Xb8A>

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Lonnie el., <https://youtu.be/Hf7b0KcKek>

4 MILLION

OPENLY-LICENSED

You Tube VIDEOS

READY TO...

* DOWNLOAD

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* EDIT

* REMIX

CC BY =

ATTRIBUTION REQUIRED

415

KEYWORD(S):

मसाला

7,000 VIDEOS

KEYWORD(S):

русская кухня

(Russian cuisine)



2,6

KEYWORD(S):

点心

4,770 VIDEOS

KEYWORD(S):

baguette

(French bread)



5 VIDEOS

KEYWORD(S):

masala (Masala spice)



2,260 VIDEOS

KEYWORD(S):

feijoada (Brazilian stew)



10 VIDEOS

KEYWORD(S):

(Dim sum)





TECHNIQUES FOR SEARCHING OPENLY-LICENSED RESOURCES

THE SAMPLE TASK

Students will explore their own perspectives on Indian independence as well as independence as it relates to Americans. They will use Hindi vocabulary to express cultural identity and link this to Indian history, sociology, and anthropology.

TARGET LEVEL: Advanced high school or Intermediate college

LANGUAGE: Hindi (can be applied to any language)

ACTFL PROF. LEVEL: Intermediate Low to Intermediate Mid

1. Students will participate in the teacher's session in Hindi on how people in India celebrate Independence Day. During the presentation, the instructor will also demonstrate how to search Google for open educational resources related to the topic of Indian independence.
2. Before the students start their own search, the teacher will conduct a brainstorming activity to generate ideas and questions concerning Indian independence. During the discussion the teacher will create a concept map to depict how students' ideas and questions translate to subtopics.
3. After narrowing the list of subtopics, students will select those of most interest to them, conduct their own search for open educational resources on their subtopics, and create a digital presentation of their findings, including links to all of the open images, audio, video, and text documents they used.

LEARNING OBJECTIVES

- Students will develop an awareness of how Independence Day is celebrated in India.
- Students will reflect on cultural similarities and differences between Indian and American (or other cultures) Independence Day celebrations.
- Students will develop awareness of an aspect of Indian independence that interests them.
- Students will be able to use the present and past time frames in a variety of reading, writing, and listening activities.

How could you use open educational resources (OER) to bring engaging up-to-date authentic target language materials to your students without spending too much time searching the Internet? Follow the step-by-step guide provided below to make your own search for OER more efficient.



STEP-BY-STEP GUIDE:



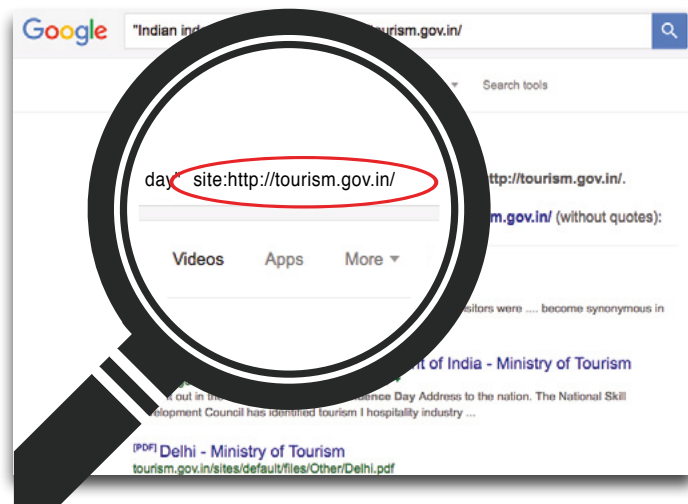
STARTING YOUR GOOGLE SEARCH:

1. Identify the topic you want to search

Once you have a topic in mind, type it into the Google. (For this guide just typing "Indian independence day" gave us a lot of interesting results.)

2. Searching for news, images, video, ...

Select the type of document you want to search for by clicking on one of the dedicated search page titles at the top of the Google page to begin looking for images, video, books, news, and more. (Image resources were the focus of this guide, so we moved straight to the image search page.)



NARROWING YOUR SEARCH:

3. Keywords are important

Narrow your search by using keywords. You can use a variety of keywords and phrases. (e.g. India, Indian, Independence Day, National Day)

4. Force search results to include words

Be aware that Google ignores common words, such as definite and indefinite articles (the, a) and other search terms. Placing words inside quotation marks will force Google to include them in the search results. (The phrase "Indian independence day" was used for this guide.)

5. Excluding some search results

Place a " - " (dash) in front of a word, phrase, or site to let Google know to exclude that information from the search results. (To exclude recent news items and focus on historical images we added "-news" in the search field.)

6. Using placeholders for unknown terms

Place an " * " (asterisk) before, between, or after words when some terms you are searching for are unknown.

7. Searching for one OR several terms

There are times when you want to search for multiple terms at the same time. Place "OR" between words and your Google search will return everything related to all of the words you have entered and will also help identify related topics. This search operator is included in the default search results.

8. Searching a particular website

If you know a particular website that contains better quality resources on your topic, you can search that website by adding "site:" followed by the URL of the website. (The Indian government website for tourism <http://tourism.gov.in/> was added to the search field for this guide to find descriptions about national Indian holidays.)

Here are some websites where you can find high quality resources because they offer crowdsourced or curated content:

- Archives (e.g. Flickr, OER Commons)
- Government/State/City websites (e.g. Ministry of Tourism)

9. Searching for a particular file extension

If you know of a useful file extension, you can search specifically for that in Google. This allows you to get a particular subgroup (e.g. PDFs or JPGs) of a particular resource type. (To search for non-transparent images, we added "ext:jpg".)

HINT: Finding out more about images

If you are looking for more information about a particular image online or on your computer, use the reverse lookup on the image search page.




Look for the camera symbol in the search field.

NARROWING YOUR SEARCH TO OPEN RESOURCES:

Since openly-licensed online materials are free of copyright restrictions, we wanted to limit our search to open resources. Filter your search results according to usage rights to find openly licensed resources.

10. Use “Advanced search” to find Open Resources

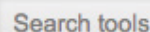
Click on the Google “Search options” button  Go to “Advanced search,” and use the filter for “Usage rights.”

NOTE: Be aware that only the default, the image, and the app search page have the “Usage rights” filter. Those search pages will get you the best results for open content.

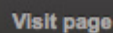
COERLL recommends filtering the search results with the “free to use, share or modify, even commercially” which will align with a CC BY (and CC BY-SA) Creative Commons license. This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. Read more about Creative Commons licenses here <https://goo.gl/hk4TZ8>.

(The search results found in the previous steps of this tutorial were filtered by the “free to use, share or modify, even commercially” usage right to target openly-licensed images.)

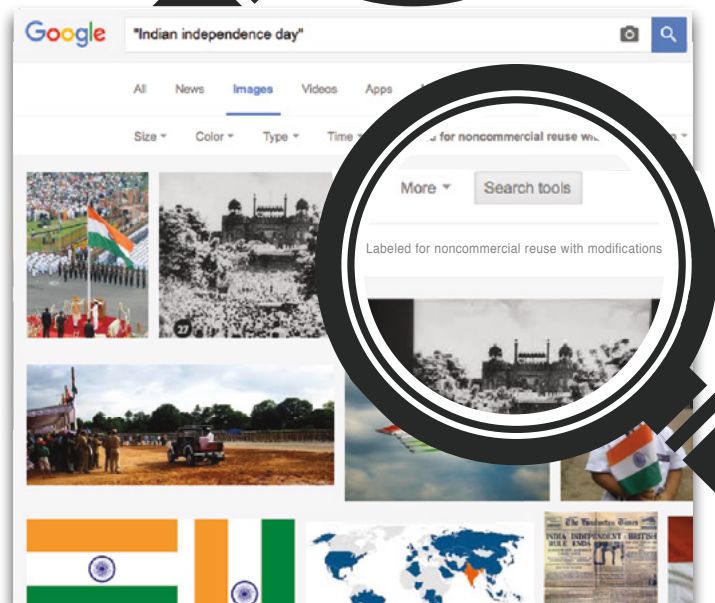
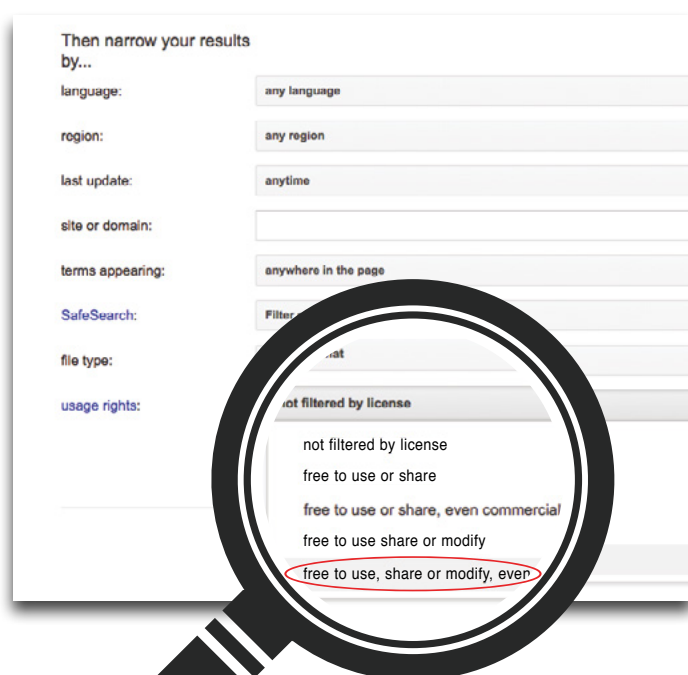
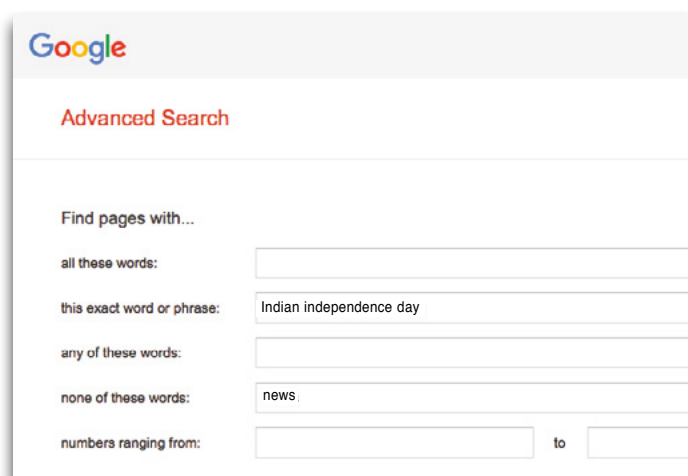
HINT: If you are looking for openly-licensed images, the “Usage rights” filter is also conveniently located on the search results page under “Search tools.”



Click on an image of your choice and then click on the Visit Page button



to get more information about the context in which the image was used or published online.





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[Village pump](#)
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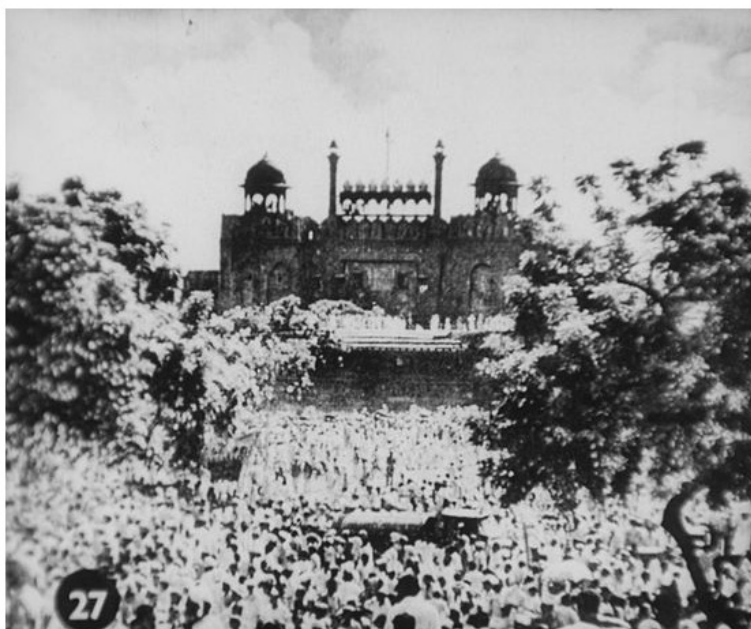
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Cropped_first_indian_independence_day_red_fort.png (551 × 458 pixels, file size: 196 KB, MIME type: image/png)

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|-------------|---|
| Date | 15 August 1947 |
| Source | File:Indian_Independence_Day_at_the_Red_Fort.jpg |
| Author | Scanned by Yann, please see File:Film Gandhi Smarak Sangrahalaya Samiti.jpg |

Look for interesting information in the image context like this movie.

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TASK CONTINUED:

Using the image from the Google search and with guidance from the teacher, the class will identify elements they see in that image that may play a part in Indian Independence Day celebrations. Next, students will compare those Indian traditions to their own traditions for celebrating independence. After generating a list of features of Indians' celebration of Independence Day, students will conduct their own online research on a subtopic of interest, create an original digital document to present that information, add a CC license to that document, and share their document and links to open resources with the rest of the class.

PART 2:

In part two of this two-part article, to appear in COERLL's Spring 2017 Newsletter, you will read the results of this task adapted for use in a commonly taught language class.

Events Report

FLLITE Webinar 2: Building Activities for the Foreign Languages and the Literary in the Everyday Project

April 26, 2016

Presenters: Chantelle Warner (Univ. of Arizona), Carl Blyth (Univ. of Texas at Austin)

The focus of the second FLLITE webinar was how to create open FLLITE lessons.

Link: <http://www.fllite.org/project/fllite-resources/>

Workshop for Teachers of Heritage Spanish Adapting and Creating Activities for Heritage Learners of Spanish

June 10-11, 2016

Presenters: Maria Carreira (UCLA & California State Univ. Long Beach), Yanina & Esteban Hernandez (Univ. of Texas-Rio Grande Valley), Claudia Holguin Mendoza (Univ. of Oregon)

Presenters offered a variety of strategies for Spanish teachers to use for adapting, creating, and sharing learning activities for their heritage Spanish classes using multi-media instructional materials. Participants also discussed assessment techniques and shared tips on enhancing heritage Spanish instruction for K-16 learners.

Link: <http://heritagespanish.coerll.utexas.edu/events/workshops/>

TELL Collab Workshop Austin 2.0

June 24-25, 2016

Facilitators: Thomas Sauer (AdvanceLearning), Allysa Villarreal (AdvanceLearning & Shelby County Schools, Memphis, TN)

Teachers explored language learning practices consistent with the TELL framework (<http://www.tellproject.org/>). The development experience included collaborative sessions, tips and techniques, and opportunities for teachers and administrators to share ideas and resources. Teachers identified their own professional learning goals and worked with facilitators and participants to find strategies for meeting those goals. Administrators received guidance on how to use the TELL Framework with their teachers.

Link: <http://www.tellcollab.org/>

FLLITE Workshop 2.0

The FLLITE Approach: Activity Design, Assessment, and Publication

July 15-16, 2016

Presenters: Joanna Luks (Cornell Univ.), Chantelle Warner (Univ. of Arizona), Carl Blyth (Univ. of Texas at Austin)

The second annual workshop on the Foreign Languages and the Literary in the Everyday (FLLITE) approach welcomed language professionals for two days of presentations, collaboration, FLLITE lesson creation, and assessment development. After learning about the pedagogical foundations of FLLITE, participants worked together to create lessons to fit their own students' learning needs.

Link: <http://www.fllite.org/>

FLLITE Webinar 3: Formative and Summative Assessment Tools for the FLLITE Approach

September 14, 2016

Presenters: Joanna Luks (Cornell Univ.), Carl Blyth (Univ. of Texas at Austin)

After reinforcing the principles underlying the FLLITE approach the participants got insights on developing assessment tools and techniques appropriate for use with FLLITE lessons.

Link: <http://www.fllite.org/project/fllite-resources/>

Upcoming Events

Open Education Week Webinar

Coming in March 2017

Presenter: Carl Blyth (Univ. of Texas at Austin)

COERLL's director will present a collaborative webinar in celebration of Open Education Week, March 27-31, 2017. Join us online to learn more about how you can become engaged in open educational initiatives for language learning and teaching.

The TELL Collab 3.0

July 24-26, 2017, The University of Texas at Austin

Facilitators: Thomas Sauer (AdvanceLearning), Allysa Villarreal (AdvanceLearning & Shelby County Schools, Memphis, TN)

The TELL Collab will bring together world language educators to explore, model, and share effective language learning practices identified by the TELL framework (<http://www.tellproject.org/>). This time the expanded two-and-a-half-day professional learning experience will include an interactive presentation on open educational resources, collaborative sessions for sharing perspectives and ideas, and many opportunities to identify new instructional strategies for both teachers and administrators. For more information and to register, visit the TELL Collab website.

Registration fee: \$99 Early, \$129 Regular

Link: <https://www.tellcollab.org/registration/>

Heritage Spanish Workshop 3.0

July 27-28, 2017, The University of Texas at Austin

Presenters: Maria Carreira (UCLA & California State Univ. Long Beach), Yanina & Esteban Hernandez (Univ. of Texas-Rio Grande Valley), Claudia Holguín Mendoza (Univ. of Oregon)

Presenters will offer a variety of strategies for Spanish teachers to use in designing, creating, and sharing different types of video-based and project-based learning tasks for their heritage Spanish classes using textbooks, videos, digital stories, and more. Experienced K-12 teachers of heritage Spanish learners will work directly with participants to demonstrate how to apply new techniques and principles to their particular learning environments. For more information, visit COERLL's heritage Spanish website.

Link: <http://heritagespanish.coerll.utexas.edu/>

FLLITE Workshop 3.0

TBA

Presenters: Joanna Luks (Cornell Univ.), Chantelle Warner (Univ. of Arizona), Carl Blyth (Univ. of Texas at Austin)

Presenters will explain the concept of the literary in everyday life and identify pedagogical principles underlying their FLLITE (Foreign Languages and the Literary in the Everyday) approach as they help participants' develop customized FLLITE lessons for the college-level classroom. Participants will search open educational resources (OER) to find appropriate target language documents (texts, images, videos, audio) and work together to design FLLITE lessons based on those documents. For more information on the FLLITE project, visit the FLLITE website.

Link: <http://www.fllite.org/>

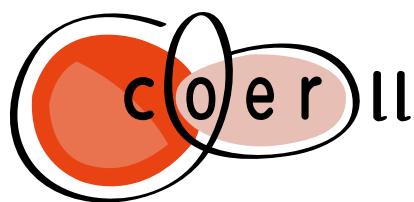
Get more information about these events at

[http://coerll.utexas.edu/](http://coerll.utexas.edu/coerll/events)

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