

COERLL Title VI Grant

External Evaluation: Year 2, November 2020

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This report details the activities of the Center for Open Educational Resources and Language Learning (COERLL) from August 15, 2019 to August 14, 2020 the second year of a four-year, U.S. Department of Education grant cycle. Dr. Michael Hirsch is the external evaluator of the program and the author of this report. The report examines data provided by COERLL staff and includes an examination on COERLL's progress on four goals: 1) Consult on, develop, publish, and collect feedback on new openly licensed instructional materials for teaching and learning less commonly taught languages (LCTLs) in secondary school and higher education; 2) Consult on, develop, publish, and collect feedback on original open educational resources for teaching and learning Spanish in secondary and higher education; 3) Provide professional development on effective teaching strategies and using new technologies for in-service teachers, and; 4) Conduct outreach and dissemination on new open educational resources and improved methods for teaching foreign languages including the use of advanced educational technology and open educational practices.

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Introduction

COERLL entered its second year of programming after a very successful first year in which it met or exceeded 68.8 – 100% of its target goal indicators. Based upon the first year performance, expectations were high for COERLL's second year activities. And while the coronavirus pandemic frustrated some of its plans, by and large COERLL was successful in delivering upon the goals it had set for itself.

Goals

Goal 1 - Consult on, develop, publish, and collect feedback on new openly licensed instructional materials for teaching and learning less commonly taught languages (LCTLs) in secondary school and higher education.

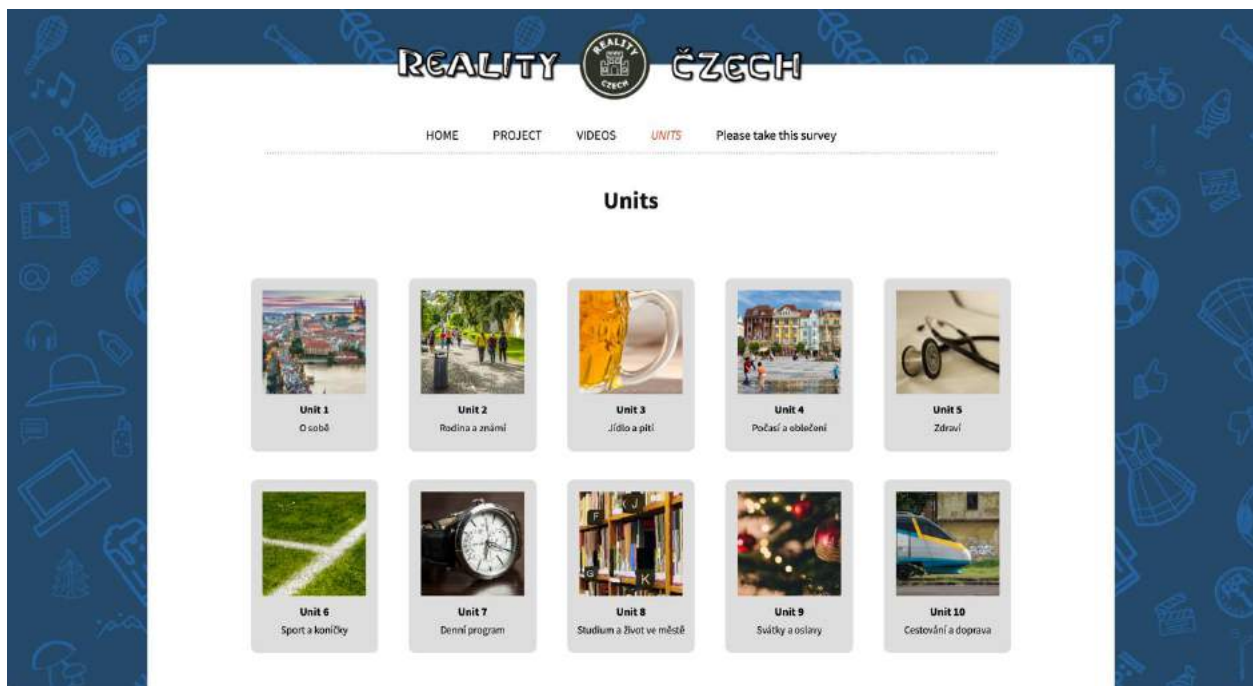


Figure 1 Reality Czech homepage

Three performance measures were put forward to meeting this goal: 1) Develop five coursewares for teaching four LCTLs; 2) Consult on at least two projects for developing teaching and learning materials for at least nine LCTLs, and 3) Capture feedback on LCTL coursewares from at least 2,000 users over four years. Five activities were put forward to meeting this goal and 11 indicators are used to evaluate COERLL's performance in meeting project Goal 1.

Summary Goal 1 – 63.6% Exceeded, 27.3% Not Met, 9.1% Met

Seven of the 11 indicators (63.6%) show that COERLL has exceeded its expectations. Exceeded expectations range from a low of 110% to a high of 2,192%. This latter indicator has to do with an extraordinary large number COERLL's LCTL coursewares websites visitors. One indicator (9.1% of indicators) shows COERLL met expectations. COERLL failed to meet expectations for three (27.3%) indicators. COERLL failed to create any quizzes or teaching guides/templates and fell two short of its target of 10 LCTL lessons created under consultation.

Highlights

- Number of visitors to LCTL courseware website – Target 1,250 / Actual 27,400
 - The first 5 units of the “Reality Czech” curriculum received 17,545 visitors in year 2. Out of the 21 people who took the survey, 20 said they'd recommend it to others. Faculty from the University of Chicago, University of Wisconsin, and University of Florida are planning on adopting the materials.
- Number of spontaneous user comments and queries – Target 10 / Actual 33
 - ClicaBrasil received the most spontaneous user comments and was rated 4/5 stars on the Open Textbook Library.
- Number of LCTL authors/contributors consulted with – Target 1 / Actual 3
 - COERLL consulted with two authors of an open, online Portuguese textbook, and with the director of a European organization which focuses on documentation of endangered languages.

“I teach Czech language (I am Czech) and these materials are very useful for my classes. Thank you very much” (Survey Respondent).

Areas for improvement

- Number of LCTL quizzes created – Target 5 / Actual 0
- Number of teaching guides/templates created – Target 1 / Actual 0
- Number of LCTL lessons created under consultation – Target 10 / Actual 8

For all three of these indicators, COERLL produced above the targets in Year 1, so these numbers do not suggest much of a setback. The team did create teaching guides and quizzes in Year 2, but as they have not yet been published. They will be reported in Year 3. Another impact was change in leadership at the South Asia Institute (SAI) with whom COERLL was collaborating in this area. Plans are now in place to restart a South Asian languages collaboration in Year 3.

Goal 2 - Consult on, develop, publish, and collect feedback on original open educational resources for teaching and learning Spanish in secondary and higher education.

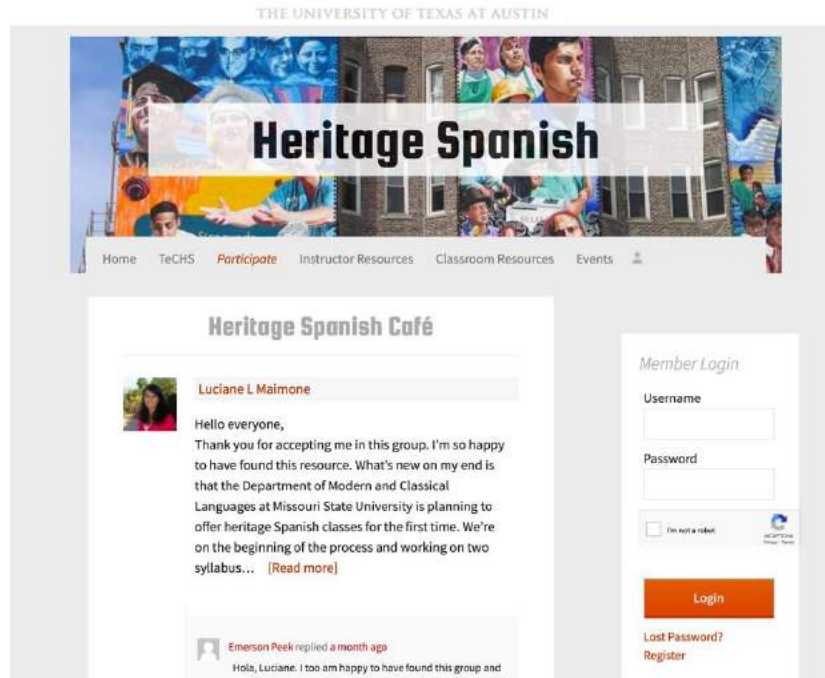


Figure 2 Heritage Spanish community message board

Three performance measures were put forward to meeting this goal: 1) Develop five coursewares for teaching four LCTLs; 2) Consult on at least two projects for developing teaching and learning materials for at least nine LCTLs, and 3) Capture feedback on LCTL coursewares from at least 2,000 users over four years. Five activities were put forward to meeting this goal and 10 indicators are used to evaluate COERLL’s performance in meeting project Goal 2.

Summary Goal 2 – 60% Exceeded, 30% Not Met, 10% Met

Six of the 10 indicators (60%) show that COERLL has exceed its expectations. Exceeded expectations range from a low of 120% to a high of 12,500%. This latter indicator has to do with the extraordinary large number of visitors to COERLL’s Spanish coursewares website. (COERLL also had one actual for three indicators with no targets set for Year 2.) One indicator (10% of indicators) shows COERLL met expectations. COERLL failed to meet expectations for three (30%) indicators. COERLL failed to create any Spanish lessons or Spanish quizzes and fell one short of its target of two Spanish coursewares.

Highlights

- Number of visitors to Spanish courseware websites – Target 200 / Actual 25,013
 - COERLL’s Texas Coalition for Heritage Spanish (TeCHS) website is the most visited of the 2018-2022 grant Spanish websites, with 16,761 visits in the past year.
- Number of spontaneous user comments and queries – Target 5 / Actual 34

- The most spontaneous comments came from the TeCHS project. People ask questions on the forum and also contact COERLL by email to ask questions or share information about events or work.

“I teach AP high school Spanish. I was googling resources for heritage learners because my students do much better when they work on projects instead of book based activities. These resources will get my students talking with each other and people in their community” (Survey Respondent).

Areas for improvement

- Number of Spanish lessons – Target 6 / Actual 0
- Number of Spanish quizzes – Target 3 / Actual 0
- Number of Spanish coursewares – Target 2 / Actual 1

This year development was stalled a bit for the Trayectos resources, due to the corona virus pandemic and a new role for the project director. COERLL worked a lot on the professional development aspect of the Texas Coalition for Heritage Spanish (TeCHS), therefore materials development and publication was not a priority. Last year COERLL exceeded targets for number of quizzes (target 0 / actual 95) and number of coursewares (target 2 / actual 4). COERLL can still produce the desired amount of materials at the end of four years if they shift a focus back to materials development in the second half of year 3.

Goal 3 - Provide professional development on effective teaching strategies and using new technologies for in-service teachers.

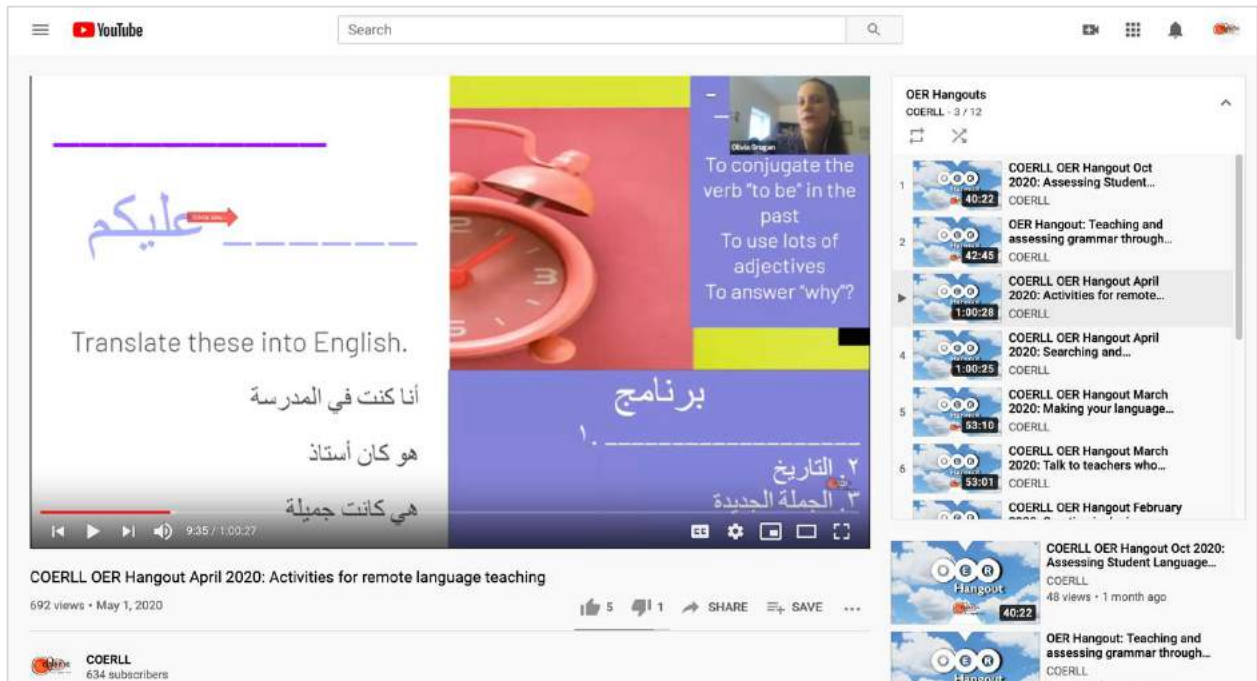


Figure 3 Video from COERLL's April 2020 OER Hangout "Activities for remote language teaching"

Three performance measures were put forward to meeting this goal: 1) Develop five coursewares for teaching four LCTLs; 2) Consult on at least two projects for developing teaching and learning materials for at least nine LCTLs, and 3) Capture feedback on LCTL coursewares from at least 2,000 users over four years. Six activities were put forward to meeting this goal and 16 indicators are used to evaluate COERLL's performance in meeting project Goal 3.

Summary Goal 3 – 68.8% Exceeded, 25% Not Met, 6.3% Met

Eleven of the 16 indicators (68.8%) show that COERLL has exceed its expectations. Exceeded expectations range from a low of 114% to a high of 3,538%. This latter indicator has to do with the number of users of professional development videos and/or guidelines. (COERLL also had 56 actuals for one indicator with no target set for Year 2.) One indicator (6.3%) shows COERLL met expectations. COERLL failed to meet expectations for four (25%) indicators. COERLL failed to engage any case-study authors, publish any teacher-authored case studies or generate any users of teacher-authored case studies. COERLL also fell five short of its target of 12 peer reviews of teacher-authored case studies and lessons.

Highlights

- Number of teachers attending training events – Target 80 / Actual 684
 - COERLL organized more online workshops and webinars (“OER hangouts”) this year, and there was increased interest in using online resources due to the pandemic. Because workshops were online, there was more space for

participants. The most widely attended online event was the webinar “Activities for remote language teaching”, with 218 log-in participants.

- Number of users of professional development videos and/or guidelines – Target 50 / Actual 1,769
 - This is the number of viewers watching recordings of the above mentioned training events posted on YouTube. Most of these views were from webinars.
- Number of professional development guidelines documents written – Target 1 / Actual 10
 - Since COERLL organized more events, there were also more handouts and slides produced to be counted as guidelines.
- Number of events with representatives from MSI or Community College – Target 1 / Actual 8
 - With an increase in online events came a wider variety of participants. The next step is for COERLL to translate these MSI and community college participants into presenters and organizers.

“I have not yet used it in my higher ed classroom, but I will. This is a much needed resource and congrats to the entire team. I hope that it will be developed into the next levels. I have been in touch with the COERLL team during the last year or two. I had been hoping to develop something like this in H5P and here it is! The content-making is very time-consuming and I recognize the need to have a full team approach, which I have lacked, and which you have very successfully utilized. Wonderful results” (Survey Respondent).

Areas for improvement

- Number of case study authors – Target 15 / Actual 0
- Number of teacher authored case studies – Target 15 / Actual 0
- Number of users of teacher-authored case studies – Target 50 / Actual 0
- Number of peer reviews of teacher-authored case studies and lessons – Target 12 / Actual 7

Case studies were originally intended to be written for the Games2Teach project organized in collaboration with CASLS, but the direction of the project changed. The intended peer reviewed lessons authored were for the Foreign Languages and the Literary in the Everyday project, which has taken a back seat during the pandemic. COERLL will meet with project teams to strategize what the goals are for the futures of these projects.

Goal 4 - Conduct outreach and dissemination on new open educational resources and improved methods for teaching foreign languages, including the use of advanced educational technology and open educational practices.



Figure 4 Participants attending "Build Student and Teacher Skills with Free, Open Educational Resources" presentation at ACTFL

Three performance measures were put forward to meeting this goal: 1) Develop five coursewares for teaching four LCTLs; 2) Consult on at least two projects for developing teaching and learning materials for at least nine LCTLs, and 3) Capture feedback on LCTL coursewares from at least 2,000 users over four years. Six activities were put forward to meeting this goal and 12 indicators are used to evaluate COERLL's performance in meeting project Goal 4

Summary Goal 4 – 58.3% Exceeded, 41.7% Not Met, 0% Met

Seven of the 11 indicators (58.3%) show that COERLL has exceed its expectations. Exceeded expectations range from a low of 114% to a high of 3,804%. This latter indicator has to do with the number of article readers. COERLL failed to meet expectations for five (41.7%) indicators. Here COERLL failed to publish book chapters and case studies, have readers for book chapters and case studies, conduct language promotion events or have attendees at language promotion events. It also fell 11 short of its target of 30 educators earning badges for OER.

Highlights

- Number of article readers – Target 1,000 / Actual 38,041
 - Number of readers here indicates the number of downloads of a Language Learning & Technology journal issue. The [Center for Language & Technology](#), University of Hawai'i publishes this journal, with the support of COERLL and the

Center for Language & Technology and the National Foreign Language Resource Center (NFLRC).

- Numbers of educators reached – Target 3,455 / Actual 19,151
 - This number includes blog readers (6,190), Facebook and Twitter followers (5,517 and 1,928 respectively), mailing list subscribers (4,144) and Heritage Spanish mailing list subscribers (569).
- Number of participants across informational OER presentations – Target 45 / Actual 247
 - COERLL project directors were prolific in their presentations. The most attended presentation was "Build Student and Teacher Skills with Free, Open Educational Resources" presented at the American Council on the Teaching of Foreign Languages (ACTFL) Conference in Washington D.C., where 80 people attended.

Areas for improvement

- Number of book chapters and case studies – Target 15 / Actual 0
- Number of book chapter/case study readers – Target 200 / Actual 0
- Number of Language promotion events conducted – Target 2 / Actual 0
- Number of people attending language promotion events – Target 40 / Actual 0
- Number of educators who earned badges for OER – Target 30 / Actual 19

The intended chapters and case studies were for the book “Open Education and Second Language Learning and Teaching: The Rise of a New Knowledge Ecology” by Carl Blyth and Joshua Thoms. This book will be published in February 2021.

COERLL did not distribute as many badges as planned this year and will continue reaching out to more language educators in the future about earning badges.

The language promotion events were part of a collaboration with other language centers at UT Austin. The events could not take place due to the pandemic and will be rethought in the future.

Project Summary

COERLL exceeded and met 58.3% - 75.7% of its target goal indicators during the second year of the grant cycle. In many instances actuals shattered the targets set by COERLL by as much as 12,500%. The Coronavirus pandemic is implicated in program performance across the board, helping COERLL exceed some goals (e.g., driving more educators to online resources and workshops), while at the same time making other goals unobtainable (e.g., in-person event attendance). Results of COERLL’s Year 2 efforts combined with the results from COERLL’s Year 1 efforts suggest that COERLL is well on its way to meet and/or exceed all of the goals it has set forth for itself in its four years of programming.

Appendix A – COERLL Legacy Site Usage 2019-2020

Site	Unique users 2019-2020
Aswaat Arabiyaa	19,819
Brazilpod	5,302
Chinese Word Order	2,316
COERLL homepage	88,296
Conversa Brasileira	3,498
Conversations mises à jour	3,749
Deutsch im Bilck	40,601
eComma	2,847
FL Teaching Methods	156,283
Français interactif	1,929,942
German Frame-Semantic Online Lexicon	4,239
Grimm Grammar	143,367
K'iche'	13,569
LESCANT (Language, Environment, Social Organization, Context, Authority, Non-Verbal, and Time)	1,673
Oral Proficiency Levels	11,462
Pitch Perfect Pinyin	10,534
Portuguese Communication Exercises	4,903
Spanish Grammar Exercises	3,012
Spanish Grammar in Context	574,503
Spanish Proficiency Exercises	222,500
SpinTX archive	67,948
SpinTX corpus	1,265
SpinTX wordpress	6,446
Spanish Proficiency Training	1,200
Tà Falado	18,640
Tadriis	27,040
Tex's French Grammar	1,092,806
Yoruba	4,847
Total	4,462,607