COERLL Title VI Grant
External Evaluation: Years 1, 2, & 3

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This report details the activities of the Center for Open Educational Resources and Language Learning (COERLL) from August 2014 to August 2017, the first three years of its four year grant cycle under Title VI funding from the US Department of Education. Dr. Jessica Hartos worked as an external evaluator to compile this report based on data furnished by COERLL staff, and evaluated the center's progress as it works towards three different goals: developing new pedagogical materials and platforms, providing teacher training opportunities, and conducting research and consultations in the language teaching community.

COERLL Title VI Grant Evaluation: Year 1 & 2
February 2017

<div style="background:blue;color:white;text-align:center">**SUMMARY**</div>

COERLL did an excellent job planning and implementing activities to reach its goals during the first three years of the 2014–2018 Title VI grant cycle.

NEW MATERIALS AND PLATFORMS

- **Digital Coursewares.** During the first year of the grant, COERLL developed **7 coursewares**, including **4 for priority and LCTL languages**, with a total of **258 materials**, including lessons and podcasts, with **4 partners**. Information about the coursewares was **disseminated** through multiple methods, including newsletters and presentations, and materials were accessed by **8003 users** in Year 1. During the second year of the grant, COERLL developed **9 coursewares**, including **4 for priority and LCTL languages**, with a total of **556 materials**, including activities and lessons, with **6 partners**. Information about the coursewares was **disseminated** through multiple methods, including social media and exhibitions, and materials were accessed by **24476 users** in Year 2. During the third year of the grant, COERLL developed **7 coursewares**, including **4 for priority and LCTL languages**, with a total of **1175 materials**, including activities, lessons, and classroom videos with **5 partners**. Information about the coursewares was **disseminated** through multiple methods, including social media and presentations, and materials were accessed by **17148 users** in Year 3.

- **Platforms.** During the first year of the grant, COERLL worked on **31 platform projects**, which included 29 websites, with **5 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including newsletters and portals, and accessed by **2,124,351 users**. User feedback for platforms was overwhelmingly positive. During the second year of the grant, COERLL worked on **42 platform projects**, which included 38 websites, with **12 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including exhibitions and social media, and accessed by **2,835,638 users**. User feedback for platforms was overwhelmingly positive. During the third year of the grant, COERLL worked on **39 platform projects**, which included 35 websites, with **11 partners**, including **1 school district**. Information about the platforms was **disseminated** through multiple methods, including websites and social media, and accessed by **3,507,336 users**. User feedback for platforms was positive, especially for relevance to teaching/learning/research.

  COERLL would like to recognize the Project Directors for New Materials and Platforms: Wen-Hua Teng, Sergio Romero, Carl Blyth, Orlando Kelm, Chantelle Warner, Joanna Luks, Christian Hilchey, Yanina Hernandez, José Esteban Hernández

TEACHER TRAINING

- **Teacher Training Events.** During the first year of the grant, COERLL conducted **4 teacher training events** with **6 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists, social media, and websites, and training events had **201 participants**. Participant feedback for training events was positive. During the second year of the grant, COERLL conducted **5 teacher training events** with **9 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists and social media, and training events had **784 participants**. Participant feedback for training events was overwhelmingly positive. During the third year of the grant, COERLL conducted **8 teacher training events** with **5 partners**, including 1 MSI. Information about the training events was **disseminated** through multiple methods, including email lists and social media, and training events had **612 participants**. Participant feedback for training events was overwhelmingly positive.

- **Self-paced Teacher Training Modules.** During the first year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**, with **56 materials**. Information about the training modules was disseminated through newsletters, email, and social media, and training materials had **34 users**. During the second year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**,

with **94 materials**. Information about the training modules was disseminated through multiple methods, including social media, and training materials had **2660 users**. During the third year of the grant, COERLL developed **3 teacher training modules**, including **1 for a priority language**, with **11 materials**. Information about the training modules was disseminated through multiple methods, including social media, and training materials had **4345 users**.

- **Digital Badge Systems**. During the first year of the grant, COERLL developed **2 badge systems** with a total of **12 badges.** Information about badge systems was **disseminated** through several methods, including newsletters, and badges had **66 users**. During the second year of the grant, COERLL developed **2 badge systems** with a total of **13 badges.** Information about badge systems was **disseminated** through several methods, including exhibitions and social media, and badges had **59 users**. During the third year of the grant, COERLL developed **2 badge systems** with a total of **3 badges.** Information about badge systems was **disseminated** through several methods, including presentations and social media, and badges had **69 users**.

  COERLL would like to recognize the Project Directors for Teacher Training: Thomas Sauer, Thymai Dong, Mahmoud Al-Batal

RESEARCH AND CONSULTATION

- **Needs Assessments**. During the first year of the grant, COERLL conducted **1 needs assessment** about general OER use with **1 partner**. Information about the needs assessment was **disseminated** through email lists and newsletters, and the survey had 1,067 participant programs and **1,888 participants**. During the second year of the grant, COERLL continues to analyze data from the National OER/OEP survey conducted in Year 1. COERLL conducted **1 other needs assessment** about a specific OER project, with **3 partners**. Information about the needs assessments was **disseminated** through email lists and newsletters, and the assessments had **10 participants**. During the third year of the grant, COERLL is working on two national level needs assessments with 1 **partner**. COERLL conducted **1 other needs assessment** about a specific OER project for **1 LCTL**. Information about the needs assessments was **disseminated** through websites, email lists, social media, and a newsletter.

- **OER and OEP Consultations.** During the first year of the grant, COERLL conducted **24 consultation** activities, including **12 informational presentations** for **369 participants**. During the second year of the grant, COERLL conducted **71 consultation** activities, including **45 informational presentations** for **6,561 participants**. During the third year of the grant, COERLL conducted **53 consultation** activities, including **36 informational presentations** for **24,365 participants**.

  COERLL would like to recognize the Project Director for Research and Consultation: Joshua Thoms

GOAL 1: Develop and disseminate new materials and platforms for teaching foreign languages

PERFORMANCE MEASURE 1A: Create and publish openly-licensed digital courseware for foreign language teaching

Digital Coursewares	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of coursewares developed	**7**	**9**	**7**		
Completed	0	1	1		
Development	3	4	2		
In production - ongoing	4	4	4		
Total number of coursewares for language learning	**7**	**6**	**6**		
Number of languages across coursewares	6	5	**7**		
Priority languages	2	2	2		
LCTL languages	2	2	2		
Other languages	2	1	3		
Total number of materials developed across coursewares	**258**	**556**	**1175**		
Lessons	108	120	17		
Activities	2	158	63		
Audio	0	84	823		
Classroom videos	27	38	191		
Podcasts	65	47	33		
Sample materials	0	0	0		
Interactive review	0	24	0		
Glossary	32	0	0		
Assessment materials	23	20	0		
Textbooks	0	0	1		
Translations	0	63	46		
Instructional videos	0	0	0		
Teacher's guide	1	1	1		
Teaching cases	0	0	0		
Other	0	1	0		
Total number of users across materials	**8003**	**24476**	**17148**		
Total number of coursewares for specific groups	**7**	**9**	**7**		
Students	7	8	6		
Instructors	7	9	7		
Reference	6	3	2		
Elementary and secondary education	1	8	6		
Higher education	6	9	6		
General public	3	4	3		
Total number of partners across coursewares	**4**	**6**	**5**		
Other LRCs	1	0	1		
NRCs	3	3	3		
Other UT Department	0	1	0		
MSIs	0	2	1		
Total number of dissemination methods used across coursewares	**8**	**12**	**12**		
Consultation	1	8	3		
Digital compository	0	0	3		
Email list	1	10	7		
Exhibition	1	13	4		
Newsletter	7	6	4		

Portal	2	7	4		
Presentation	3	11	8		
Publication	0	1	0		
Social media	1	17	14		
Symposium	0	0	1		
Training	0	3	0		
Webinar	0	3	3		
Website	1	9	5		
Workshop	0	3	2		

Digital Coursewares

During the first year of the grant, COERLL developed **7 coursewares**, including **4 for priority and LCTL languages**, with a total of **258 materials**, including lessons and podcasts, with **4 partners**. Information about the coursewares was **disseminated** through multiple methods, including newsletters and presentations, and materials were accessed by **8003 users** in Year 1.

During the second year of the grant, COERLL developed **9 coursewares**, including **4 for priority and LCTL languages**, with a total of **556 materials**, including activities and lessons, with **6 partners**. Information about the coursewares was **disseminated** through multiple methods, including social media and exhibitions, and materials were accessed by **24476 users** in Year 2.

During the third year of the grant, COERLL developed **7 coursewares**, including **4 for priority and LCTL languages**, with a total of **1175 materials**, including activities, lessons, and classroom videos with **4 partners**. Information about the coursewares was **disseminated** through multiple methods, including social media and presentations, and materials were accessed by **17148 users** in Year 3.

- **YEAR 1: 7 COURSEWARES**
    - Beginning K'iche' Maya - OER for Indigenous Language Instruction, Ki'che': Chqe'tamaj le qach'ab'al! seeks to develop a beginner to advanced level online course for K'iche', beginning with a set of forty lessons, including grammar, vocabulary and drills, which will be enhanced by audiovisual materials. Partners with UT LLILAS Benson; Development.
    - Cultural Surveys and the Luso-Brazilian World, Portuguese: An approach to Luso-Brazilian culture through the use of native speaker surveys combined with consciousness-raising activities about second or third culture perspectives and practices. Development.
    - From Hybrid French to Online French - a New Platform for Français interactif, French: This is the textbook Français interactif in a new format, an online course implemented via the Canvas Learning Management System, a more interactive platform than the current static website. The new version of Français interactif will be made available to all universities in the UT System (Arlington, Brownsville, Dallas, El Paso, Pan American and Permian Basin); Production – Ongoing.
    - Gateway to Chinese - Interactive Exercises for Mandarin Chinese, Mandarin Chinese: A collection of interactive language learning resources for beginning Mandarin Chinese. Students can practice pronunciation, vocabulary, grammar, listening, and reading skills at their own pace. Production – Ongoing; 741 YouTube Views.
    - Língua da Gente - Mobile Language Learning for Portuguese, Portuguese: A podcast for learning everyday Portuguese at the Beginning, Elementary, and Intermediate levels. It provides practical lessons that demonstrate how people really speak. Each podcast includes a brief slice-of-life dialog about an everyday situation, an English translation, and analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson, as well as a discussion blog. Production – Ongoing, 7262 podcast hits.
    - Open Czech Curriculum for the European LCTL Consortium, Czech; Open-access digital materials which introduce a more contemporary, interactive, and personalized curriculum. Materials include a classroom communicative rehearsal activity book, grammar explanations, Interactive grammar exercises with instant feedback, vocabulary presentation, rehearsal, and index, audio recordings and listening tasks, video interviews, Czech cultural videos, and web-Czech activities. Partners with UT CES and UT CREEES; Development.

- o The Literary in the Everyday - Crowdsourcing L2 Literacy Materials, French and German: The project website is the repository for all language materials created as part of this project. In it, teachers tag their content to be found easily and can share how they used the materials in the classroom. Partners with CERCLL; Production – Ongoing.

- o *Overall*
  - o 6 Languages
    - ▪ Priority: Mandarin Chinese, Portuguese
    - ▪ LCTL: Czech, K'iche'
    - ▪ Other: French, German
  - o 4 Partners
    - ▪ Other LRCs: CERCLL
    - ▪ NRCs: UT CES, UT CREEES, UT LLILAS Benson

- • **YEAR 2: 9 COURSEWARES**
  - o Beginning K'iche' Maya - OER for Indigenous Language Instruction, Ki'che': Chqe'tamaj le qach'ab'al! seeks to develop a beginner to advanced level online course for K'iche', beginning with a set of forty lessons, including grammar, vocabulary and drills, which will be enhanced by audiovisual materials. Partners with UT LLILAS Benson; Production – Ongoing.
  - o Cultural Surveys, LCTL; A website which walks teachers through the steps of teaching culture through the use of native speaker surveys combined with consciousness-raising activities about second or third culture perspectives and practices. Development.
  - o From Hybrid French to Online French: a New Platform for Français interactif, French: This is the textbook Français interactif in a new format, an online course implemented via the Canvas Learning Management System, a more interactive platform than the current static website. The new version of Français interactif will eventually be made available to French teachers outside of UT Austin. Partners with Department of French and Italian at the University of Texas at Austin; Development.
  - o Gateway to Chinese: Interactive Exercises for Mandarin Chinese, Mandarin Chinese: A collection of language learning resources for beginning Mandarin Chinese. Videos explain grammar in simple easy-to-understand language. Production – Ongoing.
  - o Gateway to Chinese: Interactive Canvas Exercises for Mandarin Chinese, Mandarin Chinese: Gateway to Chinese offers interactive exercises, now more easily accessible through multiple platforms. COERLL posted some pinyin exercises to Canvas Commons for Chinese teachers to access and add to their classes. Completed.
  - o Língua da Gente - Mobile Language Learning for Portuguese, Portuguese: A podcast for learning everyday Portuguese at the Beginning, Elementary, and Intermediate levels. It provides practical lessons that demonstrate how people really speak. Each podcast includes a brief slice-of-life dialog about an everyday situation, an English translation, and analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson, as well as a discussion blog. Production – Ongoing.
  - o Open Czech Curriculum: Reality Czech, Czech: Open-access digital materials which introduce a more contemporary, interactive, and personalized curriculum. Materials include a classroom communicative rehearsal activity book, grammar explanations, Interactive grammar exercises with instant feedback, vocabulary presentation, rehearsal, and index, audio recordings and listening tasks, video interviews, Czech cultural videos, and web-Czech activities. Partners with UT CES, UT CREEES; Development.
  - o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials: This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy materials for the L2 classroom. The materials will refine and extend the pedagogical principles found in COERLL's French OER Le littéraire dans le quotidien or "The Literary in the Everyday". Partners with CERCLL; Development.
  - o User-Generated Materials for Heritage Spanish: The Heritage Spanish Project Directors are creating activities focused around videos created for the COERLL SpinTX project, and are testing them at two MSIs in Texas. Partners with Texas State Technical College, UT Rio Grande Valley; Production – Ongoing.

  - o *Overall*
    - o 5 Languages
      - ▪ Priority: Mandarin Chinese, Portuguese

- LCTL: Czech, K'iche'
- Other: French
  - o 6 Partners
    - NRCs: UT CES, UT CREEES, UT LLILAS Benson
    - Other UT Department: UT Department of French and Italian
    - MSIs: Texas State Technical College, UT Rio Grande Valley

- **YEAR 3: 7 COURSEWARES**
  - o Beginning K'iche' Maya: OER for Indigenous Language Instruction, K'iche' multimedia lessons. Chqe'tamaj le qach'ab'al! seeks to develop a beginner to advanced level online course for K'iche', beginning with a set of forty-five lessons including grammar, vocabulary and drills, which will be enhanced by audiovisual materials. Partners with LLILAS Benson (Teresa Lozano Long Institute of Latin American Studies); Production – Ongoing.
  - o Gateway to Chinese: Interactive Exercises for Mandarin Chinese, Mandarin Chinese Grammar Videos. Gateway to Chinese grammar videos posted on YouTube explain grammar in simple easy-to-understand language. Production – Ongoing.
  - o Língua da Gente: Mobile Language Learning for Portuguese, Portuguese podcasts. A podcast for learning everyday Portuguese at the Beginning, Elementary, and Intermediate levels. It provides practical lessons that demonstrate how people really speak. Each podcast includes a brief slice-of-life dialog about an everyday situation, an English translation, and analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson, as well as a discussion blog. Partners with CES (Center for European Studies); Production – Ongoing.
  - o Open Czech Curriculum: Reality Czech, Czech course units. Open-access digital materials which introduce a more contemporary, interactive, and personalized curriculum. Materials include a classroom communicative rehearsal activity book, grammar explanations, Interactive grammar exercises with instant feedback, vocabulary presentation, rehearsal, and index, audio recordings and listening tasks, video interviews, Czech cultural videos, and web-Czech activities. Partners with CES (Center for European Studies), CREES (Center for Russian, East European and Slavic Studies); Development.
  - o Recorridos, Spanish. Recorridos is an openly licensed AP Spanish textbook to increase students' skills in reading and writing. It comes with a separate teacher's guide that details how to use the materials in class. Completed.
  - o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, French, German & Spanish Lessons. The FLLITE Project takes the creative moments found in everyday language use as the basis for lessons in second language literacy. By emphasizing language play as central to communication, FLLITE lessons aim to develop language awareness as well as communicative abilities through the integration of speaking, reading, listening, and writing tasks. The goal of the project is the publication of lessons based on authentic texts, for example, blogs, Internet memes, YouTube videos, slam poetry, and so forth. When teachers submit lessons, the FLLITE editorial board gives them feedback to improve the lessons for publication. Partners with CERCLL; Development.
  - o User-Generated Materials for Heritage Spanish, Heritage Spanish activities. The Heritage Spanish Project Directors are creating activities, lessons, and units for use with Spanish heritage language learners, and testing the materials at one minority serving institution in Texas. Partners with University of Texas Rio Grande Valley; Production – Ongoing.

  - o *Overall*
    - o 7 Languages
      - Priority: Mandarin Chinese, Portuguese
      - LCTL: Czech, K'iche'
      - Other: Spanish, French, German
    - o 5 Partners

- Other LRCs: CERCLL
- NRCs: UT CES, UT CREEES, UT LLILAS Benson
- MSIs: UT Rio Grande Valley

PERFORMANCE MEASURE 1B: Develop platforms to support creation and use of OER by foreign language teachers and learners

Platforms	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of platform projects	**31**	**42**	**39**		
Total number of users across platform projects	**2,124,563**	**2,851,327**	**3,507,336**		
Total number of websites developed	**29**	**38**	**35**		
Development	3	3	3		
Production – Ongoing	6	7	7		
Completed	23	28	25		
Total number of users across websites	**2,124,351**	**2,835,638**	**1,152,613**		
Total number of web apps and portals developed	**2**	**4**	**4**		
Web application	1	3	2		
Portal	1	2	2		
Development	3	1	0		
Production – Ongoing	8	3	4		
Total number of users across web apps/portals	**13049**	**15,689**	**13,293**		
Total number of platform projects for language learning	**3**	**12**	**9**		
Number of languages across platforms	6	10	10		
Priority languages	5	5	5		
LCTL languages	0	2	2		
Other languages	1	3	3		
Total number of platform projects intended for specific groups	**27**	**35**	**20**		
Students	6	13	13		
Instructors	11	19	20		
Reference	11	9	11		
Elementary and secondary education	4	16	17		
Higher education	7	17	17		
General public	2	8	9		
Total number of partners across platform projects	**5**	**12**	**11**		
Independent School District	1	1	1		
MSIs	2	2	0		
Other LRCs	1	3	3		
UT NRCs	0	3	3		
UT departments	0	1	1		
Other	1	2	3		
Total number of dissemination methods used across platform projects	**5**	15	12		
Consultation	0	5	0		
Digital Repository	0	4	7		
Email list	2	15	7		
Exhibition	2	51	9		
Newsletter	8	12	6		
Portal	3	15	8		
Presentation	0	12	2		
Publication	0	1	0		
Report	0	1	0		
Social media	2	43	14		
Symposium	0	3	1		
Training	0	4	1		

Webinars	0	3	2		
Website	0	36	20		
Workshops	0	3	4		
Total number of users giving feedback across platforms	**27**	**142**	**32**		
Satisfied with quality of resource	96%	94%	25/78%		
Satisfied with relevance to my teaching/learning/research	93%	90%	29/91%		
Likely use this resource	93%	92%	26/81%		
Recommend this resource to others	93%	92%	26/81%		

Platforms

During the first year of the grant, COERLL worked on **31 platform projects**, which included 29 websites, with **5 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including newsletters and portals, and accessed by **2,124,351 users**. User feedback for platforms was overwhelmingly positive.

During the second year of the grant, COERLL worked on **42 platform projects**, which included 38 websites, with **12 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including exhibitions and social media, and accessed by **2,835,638 users**. User feedback for platforms was overwhelmingly positive.

During the third year of the grant, COERLL worked on **39 platform projects**, which included 35 websites, with **11 partners**, including **1 school district**. Information about the platforms was **disseminated** through multiple methods, including websites and social media, and accessed by **3,507,336 users**. User feedback for platforms was positive, especially for relevance to teaching/learning/research.

- **YEAR 1: 31 PLATFORM PROJECTS**
  - COERLL legacy websites, Arabic, Chinese, Portuguese, German, Spanish, Hindi, Yoruba: COERLL still spends time maintaining websites from its previous projects. Completed; 2044690 users.
    - ☑ Aswaat Arabiyya
    - ☑ BrazilPod Umbrella Site
    - ☑ Conversa Brasileira
    - ☑ Conversations mises à jour
    - ☑ DiB
    - ☑ Digital badges
    - ☑ GFOL
    - ☑ Grimm Grammar
    - ☑ Lescant
    - ☑ Oral Proficiency Levels (Spanish)
    - ☑ Pitch Perfect Pinyin
    - ☑ Portuguese Communication Exercises
    - ☑ Spanish Grammar Exercises (Spanish)
    - ☑ Spanish Grammar in Context
    - ☑ Spanish Proficiency Exercises (SPE)
    - ☑ Spanish Proficiency Training (SPT)
    - ☑ SpinTX archive
    - ☑ SpinTX Corpus
    - ☑ SpinTX Wordpress
    - ☑ Ta Falado
    - ☑ Teaching Methods
    - ☑ Tex's French Grammar
    - ☑ Yorùbá Yé Mi
  - eComma: L2 Social Reading Tool. Production – Ongoing; 150 tool users; 2010 website visits

- o <u>Gateway to Chinese</u>: Interactive Exercises for Mandarin Chinese. Production – Ongoing; 62 YouTube subscribers
- o <u>Língua da Gente</u>: Mobile Language Learning for Portuguese. Production – Ongoing; 3887 website visits
- o <u>Badge Website</u>: Familiarize the Foreign language teaching community with the concept of badges as a tool for professional development. Production – Ongoing; 7962 website visits
- o <u>COERLL's official website</u>. Production – Ongoing; 48342 website visits
- o <u>LRC Portal</u>: 16 national Language Resource Centers. Production – Ongoing; 12899 website visits
- o <u>Tadriis</u>: Arabic Teaching Methods. Development.
- o <u>TELL Badges</u>: Open Digital Badges for K-12 Professional Development. Partners with Austin ISD and AdvanceLearning; Development.
- o <u>The Literary in the Everyday</u>: Crowdsourcing L2 Literacy Materials: This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy materials for the L2 classroom. The materials will refine and extend the pedagogical principles found in COERLL's French OER Le littéraire dans le quotidien or "The Literary in the Everyday". Partners with CERCLL; Production – Ongoing; 919 website visits
- o <u>The TELL Collab</u>: A New Model for In-Service Training. Partners with AdvanceLearning; Production – Ongoing; 3642 website visits
- o <u>User-Generated Materials for Heritage Spanish</u>. Partners with Texas State Technical College and UT Rio Grande Valley; Development.
- o *Overall*
  - ▪ 6 Languages
    - o <u>Priority</u>: Mandarin Chinese, Portuguese, Arabic, Hindi, Yoruba
    - o <u>Other</u>: Spanish
  - ▪ 5 Partners
    - o <u>ISD</u>s: Austin ISD
    - o <u>MSI</u>s: Texas State Technical College, UT Rio Grande Valley
    - o <u>Other LRCs</u>: CERCLL
    - o <u>Others</u>: AdvanceLearning

- • **YEAR 2: 39 PLATFORM PROJECTS**
  - o <u>COERLL legacy websites</u>, Arabic, Chinese, Portuguese, German, Spanish, Hindi, Yoruba: COERLL still spends time maintaining websites from its previous projects. Completed; 2263568 users.
    - ☑ Aswaat Arabiyya
    - ☑ BrazilPod Umbrella Site
    - ☑ Conversa Brasileira
    - ☑ Conversations mises à jour
    - ☑ DiB
    - ☑ Digital badges
    - ☑ GFOL
    - ☑ Grimm Grammar
    - ☑ Lescant
    - ☑ Oral Proficiency Levels (Spanish)
    - ☑ Pitch Perfect Pinyin
    - ☑ Portuguese Communication Exercises
    - ☑ Spanish Grammar Exercises (Spanish)
    - ☑ Spanish Grammar in Context
    - ☑ Spanish Proficiency Exercises (SPE)
    - ☑ Spanish Proficiency Training (SPT)
    - ☑ SpinTX archive
    - ☑ SpinTX Corpus
    - ☑ SpinTX Wordpress
    - ☑ Ta Falado
    - ☑ Teaching Methods
    - ☑ Tex's French Grammar

☑ Yorùbá Yé Mi
- AISD badges badge issuing website: The badge issuing website is where teachers track their professional development progress. Partners with Austin Independent School District, AdvanceLearning. Development; 29 users.
- COERLL website: COERLL's official website which explains the Center's mission, provides access to all available materials, and previews upcoming projects. Production – Ongoing; 46618 users.
- eComma social reading tool: eComma is a free software module that plugs into Drupal and is also available as an app through learning management systems for easier integration into classroom activities. eComma allows a group of users to annotate the same text together and to share their annotations with each other. Collaborative online annotation offers a new kind of reading experience: instead of making notes in the margin of a book, readers can now share their reactions instantaneously & build a body of commentary about a text together. Production – Ongoing; 31 users.
- eComma project website: The eComma website explains what social reading is and offers different ideas for how to use the tool. COERLL will disseminate more information and research to teachers about ways to use eComma. Production – Ongoing; 2114 users.
- FLLITE website: The project website is where teachers can learn about the theory behind FLLITE, view and download lessons, and also submit their own lessons for the project. Partners with CERCLL; Development; 2254 users.
- Français interactif website, French: While Français interactif is being updated in Canvas, many teachers still use the original materials in various formats. The textbook has recently been published in several different repositories for Open Educational Resources. Partners with Department of French and Italian at the University of Texas at Austin; Completed; 277307 users.
- Français interactif Facebook page, French: The Français interactif Facebook page is an active community of French speakers and learners. Partners with Department of French and Italian at the University of Texas at Austin; Production – Ongoing; 255162 users.
- Gateway to Chinese Website, Mandarin Chinese: A collection of interactive language learning resources for beginning Mandarin Chinese. Students can practice pronunciation, vocabulary, grammar, listening, and reading skills at their own pace. Completed; 6805 users.
- Gateway to Chinese YouTube Channel, Mandarin Chinese: Chinese grammar videos are easily accessed through the YouTube channel. Production – Ongoing; 257 users.
- Heritage Spanish website, Spanish: The Heritage Spanish website is at the center of the Heritage Spanish project, which is building a community space for teachers of Spanish as a heritage language to discuss ideas and share resources. Partners with Texas State Technical College, UT Rio Grande Valley; Production – Ongoing; 2199 users.
- K'iche' website: CHQETA'MAJ LE QACH'AB'AL K'ICHE'!, K'iche', Spanish; The lessons developed for Chqe'tamaj le qach'ab'al! are added to the project website, tzij.coerll.utexas.edu as they are ready. Partners with LLILAS Benson (Teresa Lozano Long Institute of Latin American Studies); Production – Ongoing; 784 users.
- Língua da Gente website, Portuguese: The Língua da Gente website makes it easy to sort podcasts by level and by topic, and also allows users to ask questions and discuss the podcast episodes. Production – Ongoing; 5489 users.
- Lingua da Gente Open Language page, Portuguese: Lingua da Gente podcasts, besides being available on COERLL's site, are also available through a third party app with extended content (for a fee) on the site OpenLanguage. Partners with OpenLanguage; Production – Ongoing; 3 users.
- LRC portal: The portal for the 16 national Language Resource Centers, where users can search all available resources by language, and sort by format and purpose. Events from all centers are also compiled here. Partners with CLEAR, CASLS; Production – Ongoing; 13677 users.
- Reality Czech Website, Czech: The website is an alternative way of accessing the Czech course materials outside of Canvas. Partners with CES (Center for European Studies), CREEES (Center for Russian, East European and Eurasian Studies); Production – Ongoing; 925 users.
- Tadriis website. Arabic: Tadriis' online modules are accessible through a website developed by COERLL. Development; 2012 users.
- Tadriis YouTube site, Arabic: Arabic teacher training videos are also accessible on YouTube. Completed, 835 users.

- o   TELL Collab website: The public face of the TELL Collab event, where teachers learn about the purpose of the event, attendees can assign and apply for badges, and participants and the public can view notes and videos from sessions. Partners with AdvanceLearning; Production – Ongoing; 1182 users.

  o   *Overall*
    o   10 Languages
      - Priority: Mandarin Chinese, Portuguese, Arabic, Hindi, Yoruba
      - LCTL: Czech, Ki'che'
      - Other: French, Spanish, German
    o   12 Partners
      - ISDs: Austin ISD
      - MSIs: Texas State Technical College, UT Rio Grande Valley
      - Other LRCs: CERCLL, CLEAR, CASLS
      - UT NRCs: CES, CREEES, LLILAS
      - Other UT departments: Department of French and Italian at the University of Texas at Austin
      - Others: AdvanceLearning, OpenLanguage

- **YEAR 3: 39 PLATFORM PROJECTS**
  - o   COERLL legacy websites, Arabic, Chinese, Portuguese, German, Spanish, Hindi, Yoruba: COERLL still spends time maintaining websites from its previous projects.   Completed; 232957 users.
    - ☑   Aswaat Arabiyya
    - ☑   BrazilPod Umbrella Site
    - ☑   Conversa Brasileira
    - ☑   Conversations mises à jour
    - ☑   DiB
    - ☑   Digital badges
    - ☑   GFOL
    - ☑   Grimm Grammar
    - ☑   Lescant
    - ☑   Oral Proficiency Levels (Spanish)
    - ☑   Pitch Perfect Pinyin
    - ☑   Portuguese Communication Exercises
    - ☑   Spanish Grammar Exercises (Spanish)
    - ☑   Spanish Grammar in Context
    - ☑   Spanish Proficiency Exercises (SPE)
    - ☑   Spanish Proficiency Training (SPT)
    - ☑   SpinTX archive
    - ☑   SpinTX Corpus
    - ☑   SpinTX Wordpress
    - ☑   Ta Falado
    - ☑   Teaching Methods
    - ☑   Tex's French Grammar
    - ☑   Yorùbá Yé Mi
  - o   Beginning K'ichee' Maya: OER for Indigenous Language Instruction, K'iche' website: CHQETA'MAJ LE QACH'AB'AL K'ICHE'!, K'iche'. The lessons developed for Chqe'tamaj le qach'ab'al! are added to the project website, tzij.coerll.utexas.edu as they are ready. Partners with LLILAS Benson (Teresa Lozano Long Institute of Latin American Studies); Production – Ongoing; 2920 users.
  - o   K'iche' YouTube Channel: COERLL K'iche', K'iche'. The K'iche' YouTube channel houses all video created for the project. Partners with LLILAS Benson (Teresa Lozano Long Institute of Latin American Studies); Production – Ongoing; 10813 users.
  - o   eComma: L2 Social Reading Tool. eComma is a free software module available as an app through learning management systems like Canvas and Blackboard, and also as a Drupal plugin. eComma allows a group of users to annotate the same text together and to share their annotations with each other. Collaborative online annotation offers a new kind of reading experience: instead of making notes in the margin of a

book, readers can now share their reactions instantaneously & build a body of commentary about a text together. Production – Ongoing; 66 users.

o eComma project website. The eComma website explains what social reading is and offers different ideas for how to use the tool, including case studies from teachers and a teacher's guide. Production – Ongoing; 1084 users.

o From Hybrid French to Online French: a New Platform for Français interactif, French. While Français interactif is being updated in Canvas for University of Texas students, many teachers still use the original materials in various formats. The textbook has recently been published in several different repositories for Open Educational Resources. Partners with Department of French and Italian at the University of Texas at Austin; Completed; 1003651 users.

o Gateway to Chinese: Interactive Exercises for Mandarin Chinese, Gateway to Chinese Website, Mandarin Chinese. The Gateway to Chinese website is a collection of interactive language learning resources for beginning Mandarin Chinese. Students can practice pronunciation, vocabulary, grammar, listening, and reading skills at their own pace. Completed; 6744 users.

o Gateway to Chinese YouTube Channel, Mandarin Chinese. Chinese grammar videos are easily accessed through the Gateway to Chinese YouTube channel. Production – Ongoing; 384 users.

o Língua da Gente: Mobile Language Learning for Portuguese, Língua da Gente website. The Língua da Gente website makes it easy to sort podcasts by level and by topic, and also allows users to ask questions and discuss the podcast episodes. Partners with CES (Center for European Studies); Production – Ongoing; 5528 users.

o Lingua da Gente Open Language page. Lingua da Gente podcasts, besides being available on COERLL's site, are also available through a third party app with extended content (for a fee) on the site OpenLanguage. Partners with OpenLanguage; Production – Ongoing; 1 user.

o Open Czech Curriculum: Reality Czech Website, Czech. The website is an alternative way of accessing the Czech course materials outside of Canvas. Partners with CES (Center for European Studies), CREEES (Center for Russian, East European and Eurasian Studies); Production – Ongoing; 1734 users.

o COERLL website. COERLL's official website platform explains the Center's mission, provides access to all available materials and publications, alerts teachers of events, previews upcoming projects, and provides information to teachers exploring OER. Production – Ongoing; 114203 users.

o Español Abierto, Spanish. Español Abierto is a webpage that lists quality Spanish materials that have open licenses. All of COERLL's Spanish materials are listed there as well as some websites authored outside of COERLL. Production – Ongoing; 2375 users.

o Language Resource Center Portal. COERLL works with other language resource centers to maintain the portal for the 16 national Language Resource Centers, where users can search all available resources by language, and sort by format and purpose. Events from all centers are also compiled here. Partners with CLEAR, CASLS; Production – Ongoing; 10851 users.

o Tadriis: Arabic Teaching Methods, Tadriis website, Arabic. Tadriis' online modules are accessible through a website developed by COERLL. Development.

o Tadriis YouTube site, Arabic. Arabic teacher training videos are also accessible on YouTube. Completed; 976 users.

o TELL Badges: Open Digital Badges for K-12 Professional Development: AISD badge issuing website. For the AISD TELL badges project, the badge issuing website is where teachers track their professional development progress (https://aisdwlbadges.org/). Partners with Austin Independent School District, TELL Project; Development; 1781 users.

o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, FLLITE website. On the FLLITE project website, teachers can learn about the theory behind FLLITE, view and download lessons, and also submit their own lessons for the project. Partners with CERCLL; Development; 9156 users.

o The TELL Collab: A New Model for In-Service Training, TELL Collab website. The public face of the TELL Collab event, where teachers learn about the purpose of the event, attendees can assign and apply for badges, and participants and the public can view notes and videos from sessions. Partners with TELL Project; Production – Ongoing; 2695 users.

o User-Generated Materials for Heritage Spanish, Heritage Spanish website, Spanish. The Heritage Spanish website is at the center of the Heritage Spanish project, which is building a community space for teachers of Spanish as a heritage language to discuss ideas and share resources. Partners with Department of Spanish and Portuguese at the University of Texas at Austin; Production – Ongoing; 3117 users.

- o *Overall*
  - o 10 Languages
    - ▪ Priority: Mandarin Chinese, Portuguese, Arabic, Hindi, Yoruba
    - ▪ LCTL: Czech, Ki'che'
    - ▪ Other: French, Spanish, German
  - o 11 Partners
    - ▪ ISDs: Austin ISD
    - ▪ Other LRCs: CERCLL, CLEAR, CASLS
    - ▪ UT NRCs: CES, CREEES, LLILAS
    - ▪ Other UT departments: Department of French and Italian at the University of Texas at Austin, Department of Spanish and Portuguese at the University of Texas at Austin
    - ▪ Others: OpenLanguage, TELL Project

GOAL 2: Train teachers in the use of effective teaching strategies and the use of new technologies

PERFORMANCE MEASURE 2A: Conduct teacher training events

Teacher Training Events	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of training events	**4**	**5**	**8**		
Total number of participants across training events	**201**	**784**	**612**		
Total number of training workshops	**4**	**3**	**4**		
Total number of training workshops with partners	4	3	4		
Total number of partners across training workshops	**6**	**7**	**5**		
MSIs	2	2	1		
Other LRCs	1	2	1		
UT NRCs	1	2	1		
Other UT departments	2	2	1		
Other	0	1	1		
Total number of participants across training workshops	**201**	**394**	**165**		
Total number of training webinars	**0**	**2**	**4**		
Total number of training webinars with partners	0	2	**0**		
Total number of partners across training webinars	**0**	**2**	**0**		
Other LRCs	0	1	0		
Other UT departments	0	1	0		
Total number of participants across training webinars	**0**	**390**	**447**		
Total number of training events for language learning	**2**	**2**	**1**		
Number of languages	2	6	1		
LCTL languages	0	2	0		
Other languages	2	4	1		
Total number of training events intended for specific groups	**4**	**6**	**5**		
Students	2	1	2		
Instructors	4	6	5		
Reference	2	1	1		
Elementary and secondary education	3	2	2		

Higher education	3	5	4		
Total number of partners across training events	**5**	**6**	**5**		
Independent School District	1	0	0		
MSIs	2	2	1		
Other LRCs	1	2	1		
UT NRCs	0	2	1		
Other	1	2	2		
Total number of dissemination methods used across training events	**6**	**13**	**10**		
Consultation	0	1	1		
Email list	3	15	6		
Exhibition	1	8	3		
Newsletter	4	6	4		
Portal	1	6	3		
Presentation	0	1	0		
Publication	0	1	1		
Social media	1	17	9		
Symposium	0	1	1		
Training	0	6	0		
Webinar	0	4	1		
Website	3	10	2		
Workshop	0	3	1		
Total number of users giving feedback across training events	**88**	**146**	**76**		
Satisfied with quality of training event	85%	94%	70/92%		
Satisfied with relevance to my teaching/learning/research	85%	92%	69/91%		
Likely use this resource	88%	88%	66/87%		
Recommend this resource to others	92%	99%	76/100%		

Teacher Training Events

During the first year of the grant, COERLL conducted **4 teacher training events** with **6 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists, social media, and websites, and training events had **201 participants**. Participant feedback for training events was positive.

During the second year of the grant, COERLL conducted **5 teacher training events** with **9 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists and social media, and training events had **784 participants**. Participant feedback for training events was overwhelmingly positive.

During the third year of the grant, COERLL conducted **8 teacher training events** with **5 partners**, including 1 MSI. Information about the training events was **disseminated** through multiple methods, including email lists and social media, and training events had **612 participants**. Participant feedback for training events was overwhelmingly positive.

- **YEAR 1: 4 TEACHER TRAINING EVENTS**
  - The Literary in the Everyday - Crowdsourcing L2 Literacy Materials (FLLITE), 7/31/15: As part of the Foreign Language and the Literary in the Everyday project, COERLL hosted a workshop to introduce the concept of the literary in the everyday and show instructors how to create OER. This event was the beginning of a community that will be able to share and collaborate on learning materials. Partners with CERCLL and UT CES, 33 participants
  - The TELL Collab - A New Model for In-Service Training, 6-26/2015-6/27/2015: A professional development conference which incorporates the TELL Framework ("Teacher Effectiveness for Language Learning") into a badge system to reward teachers on contributing to professional growth for themselves and others. Partners with AdvanceLearning; 81 participants.

- o From Hybrid French to Online French: a New Platform for Français interactif - "Online French Course Review, 12/08/14, French: Given at the Institute for Transformational Learning (UT-System), Partners with UT System; 54 participants
- o User-Generated Materials for Heritage Spanish, 7/30/2015, Spanish: A workshop about creating Spanish language materials for speakers of Spanish as a heritage language. Partners with Texas State Technical College and UT Pan-American, 33 participants.

    - o *Overall*
        - o 2 Languages
            - ▪ Other: Spanish, French
        - o 6 Partners
            - ▪ MSIs: Texas State Technical College, UT Pan-American
            - ▪ Other LRCs: CERCLL
            - ▪ NRCs: UT CES
            - ▪ Others: UT System, Advance Learning

- **YEAR 2: 5 TEACHER TRAINING EVENTS**
    - o FLLITE Workshop, The workshop leads teachers through the hands-on process of creating a FLLITE lesson for the classroom. This will serve to recruit participants in the project who will submit lessons. Partners with CERCLL, Center for European Studies (CES), Texas Language Center (TLC); 134 trainees.
    - o FLLITE Webinar 1, Foreign Languages and the Literary in the Everyday: A webinar to introduce the FLLITE project and the ideas behind it. Partners with CERCLL, TLC; 253 participants.
    - o FLLITE Webinar 2, Creating lessons using the FLLITE approach: A webinar to share practical techniques for creating a literacy lesson for the L2 classroom. Partners with CERCLL, TLC; 137 participants.
    - o Heritage Spanish workshop: Developing Materials for Heritage Learners of Spanish, Spanish: The Heritage Spanish workshop is a place for teachers of Spanish as a heritage language to learn about techniques for teaching heritage learners, and to learn from different experts in the field each year. Partners with Texas State Technical College, UT Rio Grande Valley, NHLRC, CES; 184 participants.
    - o The TELL Collab - A New Model for In-Service Training: A professional development conference which incorporates the TELL Framework ("Teacher Effectiveness for Language Learning") into a badge system to reward teachers on contributing to professional growth for themselves and others. Partners with AdvanceLearning; 76 participants.

    - o *Overall*
        - o 1 Language
            - ▪ Other: Spanish
        - o 7 Partners
            - ▪ MSIs: Texas State Technical College, UT Rio Grande Valley
            - ▪ Other LRCs: CERCLL, NHLRC
            - ▪ NRCs: UT CES
            - ▪ Other UT departments: UT Texas Language Center (TLC)
            - ▪ Others: Advance Learning

- **YEAR 3: 8 TEACHER TRAINING EVENTS**
    - o Webinar – "Open Educational Resources and Practices for Language Learning" for the Distance Learning Special Interest Group of the American Council on the Teaching of Foreign Languages (ACTFL), 96 participants.
    - o Webinar for the Mellon LCTL Collaborative Partners, 60 participants.
    - o Webinar – "Going open in the Language Classroom". An online event for Open Education Week, 248 participants.
    - o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials – Workshop: "Building on the Promise of CLT: Learning to Author and Publish FLLITE Lessons". The workshop leads teachers through the hands-on process of creating a FLLITE lesson for the classroom. This will serve to recruit participants in the project who will submit lessons. Partners with Center for European Studies (CES), Texas Language Center (TLC); 26 trainees.

- o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials – Workshop: "Foreign Languages and the Literary in the Everyday, Teaching in the L2 Classroom". The workshop leads teachers through the hands-on process of creating a FLLITE lesson for the classroom. This will serve to recruit participants in the project who will submit lessons. Partners with CERCLL; 12 trainees.
- o The Literary in the Everyday: Crowdsourcing L2 Literacy Materials – Webinar: "Publishing Open Lessons for the FLLITE Project". In this session, participants learned about using Creative Commons licenses to publish and share lessons that they create so that others can access them online and use them in their classrooms. 43 participants.
- o The TELL Collab - A New Model for In-Service Training. A professional development conference which incorporates the TELL Framework ("Teacher Effectiveness for Language Learning") into a badge system to reward teachers on contributing to professional growth for themselves and others. Partners with TELL Project; 80 participants.
- o User-Generated Materials for Heritage Spanish. Heritage Spanish Workshop: Adapting OER activities for your heritage Spanish classroom, Spanish. The Heritage Spanish workshop is a place for teachers of Spanish as a heritage language to learn about techniques for teaching heritage learners, and to learn from different experts in the field. Partners with University of Texas Rio Grande Valley, Center for European Studies, Texas Language Center; 47 participants.

- o *Overall*
  - o 1 Language
    - ▪ Other: Spanish
  - o 5 Partners
    - ▪ MSIs: University of Texas Rio Grande Valley
    - ▪ Other LRCs: CERCLL
    - ▪ NRCs: UT CES
    - ▪ Other UT departments: UT Texas Language Center (TLC)
    - ▪ Others: Tell Project

PERFORMANCE MEASURE 2B: Develop new online self-paced teacher training materials

Self-paced Teacher Training Modules	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of training modules	**2**	**2**	**3**		
Complete	1	0	2		
Development	1	2	1		
Total number of modules for language learning	**1**	**1**	**1**		
Number of languages across training modules	1	1	1		
Priority languages	1	1	1		
Total number of materials developed across training modules	**56**	**94**	**11**		
Lessons	25	14	0		
Activities	0	15	5		
Classroom videos	31	0	0		
Sample materials	0	3	5		
Assessment materials	0	1	0		
Instructional video	0	15	1		
Teachers' guides	0	46	0		
Total number of users across training modules	**34**	**2660**	**4345**		
Total number of training modules intended for specific groups	**2**	**2**	**3**		
Students	1	0	1		
Instructors	2	2	3		
Reference	1	2	2		
Elementary and secondary education	2	2	3		
Higher education	2	2	2		

Total number of dissemination methods used across training modules	2	6	5		
Email list	1	1	3		
Exhibition	0	1	2		
Newsletter	1	1	0		
Portal	0	1	2		
Social media	0	2	5		
Website	0	1	4		

Self-paced Teacher Training Modules
During the first year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**, with **56 materials**. Information about the training modules was **disseminated** through newsletters, email, and social media, and training materials had **34 users**.

During the second year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**, with **94 materials**. Information about the training modules was **disseminated** through multiple methods, including social media, and training materials had **2660 users**.

During the third year of the grant, COERLL developed **3 teacher training modules**, including **1 for a priority language**, with **11 materials**. Information about the training modules was **disseminated** through multiple methods, including social media, and training materials had **4345 users**.

- **YEAR 1: 2 TEACHER TRAINING MODULES**
  - The Open Education Week Campaign: A communications campaign to grow awareness of OER and OEP. Completed; 34 users.
  - Tadriis - Arabic Teaching Methods, Arabic: This project will develop modules in Arabic based on COERLL's Foreign Language Teaching Methods course. Intended for Arabic teachers in the U.S. and abroad, this resource incorporates text, videos, audio, and social media within each module. The twenty training modules planned for this program will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels. Development.

    - 1 Language
      - Priority: Arabic

- **YEAR 2: 2 TEACHER TRAINING MODULES**
  - Tadriis - Arabic Teaching Methods, Arabic: This project will develop modules in Arabic based on COERLL's Foreign Language Teaching Methods course. Intended for Arabic teachers in the U.S. and abroad, this resource incorporates text, videos, audio, and social media within each module. The twenty training modules planned for this program will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels. Development; 2012 participants.

  - Open Education Week 2016: Open Education Week is an international week dedicated to building awareness of open education. COERLL participated by writing and disseminating a guide on how to search for open educational resources for language learning, and by educating people on social media about the basics of OER. Completed, 648 participants.

  - 1 Language
    - Priority: Arabic

- **YEAR 3: 3 TEACHER TRAINING MODULES**
  - Tadriis - Arabic Teaching Methods, Arabic: This project develops modules in Arabic based on COERLL's Foreign Language Teaching Methods course. Intended for Arabic teachers in the U.S. and abroad, this resource incorporates text, videos, audio, and social media within each module. The twenty training modules planned for this program will cover some of the most important aspects of the teaching and learning of Arabic at the K-16 levels. Development; 3713 participants.

- Open Education Week Campaign 2017: During the international Open Education Week that happens each year, COERLL promoted the idea of a community of language teachers building OER. This promotion happened through a webinar, which introduced the public to some language teachers from K-12 and higher education who are creating OER, through a blog post, which suggested ways of getting involved in a language teaching community, and through social media posts about open education. Partners with George Mason University, Parkway School District (Missouri); Completed, 472 participants.

- Standards Aligned Activities that use COERLL materials. "The Standards Aligned activities that use COERLL materials" are treatments of COERLL materials that double as both a training module for planning lessons that follow proficiency standards in a creative way that engages students, and as standalone activities to use in the language classroom. Each activity explains which Texas Essential Knowledge and Skills (TEKS) standards for foreign languages are being met. Completed, 160 participants.

- 1 Language
  - Priority: Arabic

- 2 Partners
  - Schools/school districts: Parkway School District (Missouri)
  - Other: George Mason University

PERFORMANCE MEASURE 2C: Develop digital badge systems for teacher training

Digital Badge Systems	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of badge projects	**2**	**2**	**2**		
Total number of badges developed	**12**	**13**	**3**		
Total number of badge earners	**66**	**59**	**69**		
Total number of badges intended for specific groups	**2**	**2**	**2**		
Instructors	2	2	2		
Elementary and secondary education	2	2	2		
Total number of partners for badge projects	**2**	**2**	**2**		
Independent school districts	1	1	1		
Other	1	1	1		
Total number of dissemination methods used across badge projects	**4**	**10**	**7**		
Consultation	0	1	0		
Email list	1	2	0		
Exhibition	1	5	0		
Newsletter	2	2	1		
Portal	0	2	1		
Presentation	0	2	2		
Social media	0	7	2		
Training	0	1	1		
Website	0	4	1		
Workshop	1	0	1		

Digital Badge Systems
During the first year of the grant, COERLL developed **2 badge systems** with a total of **12 badges.** Information about badge systems was **disseminated** through several methods, including newsletters, and badges had **66 users**.

During the second year of the grant, COERLL developed **2 badge systems** with a total of **13 badges.** Information about badge systems was **disseminated** through several methods, including exhibitions and social media, and badges had **59 users**.

During the third year of the grant, COERLL developed **2 badge systems** with a total of **3 badges.** Information about badge systems was **disseminated** through several methods, including presentations and social media, and badges had **69 users**.

- **YEAR 1: 2 DIGITAL BADGE SYSTEMS**
  - TELL Badges - Open Digital Badges for K-12 Professional Development: 4 badges developed. AISD teachers will acquire badges upon completion of established stages of professional growth within each TELL ("Teacher Effectiveness for Language Learning") domain. Teachers will be able to work on specific domains each of the project's four years and can document their growth by curating their badges in virtual backpacks and via social and professional networks. Partners with Austin ISD and AdvanceLearning. Development: 4 badges developed.
  - The TELL Collab - A New Model for In-Service Training: 8 badges developed. COERLL and TELL held a workshop which was in an un-conference format. The workshop gave FL instructors the chance to discuss common issues and come up with solutions. As instructors helped each other learn, they earned badges created especially for the event. Partners with AdvanceLearning. Production – Ongoing: 8 badges developed; 234 badge earners.

    - 2 Partners
      - ISD: Austin ISD
      - Other: Advance Learning

- **YEAR 2: 2 DIGITAL BADGE SYSTEMS**
  - TELL Badges - Open Digital Badges for K-12 Professional Development: 4 badges developed. AISD teachers will acquire badges upon completion of established stages of professional growth within each TELL ("Teacher Effectiveness for Language Learning") domain. Teachers will be able to work on specific domains each of the project's four years and can document their growth by curating their badges in virtual backpacks and via social and professional networks. Partners with Austin ISD and AdvanceLearning. Development: 4 badges developed.
  - The TELL Collab - A New Model for In-Service Training: 8 badges developed. COERLL and TELL held a workshop which was in an un-conference format. The workshop gave FL instructors the chance to discuss common issues and come up with solutions. As instructors helped each other learn, they earned badges created especially for the event. Partners with AdvanceLearning. Production – Ongoing: 8 badges developed; 234 badge earners.

    - 2 Partners
      - ISD: Austin ISD
      - Other: Advance Learning

- **YEAR 3: 2 DIGITAL BADGE SYSTEMS**
  - TELL Badges: Open Digital Badges for K-12 Professional Development. AISD teachers will acquire badges upon completion of established stages of professional growth within each TELL ("Teacher Effectiveness for Language Learning") domain. Teachers will be able to work on specific domains each of the project's four years and can document their growth by curating their badges in virtual backpacks and via social and professional networks. Partners with Austin Independent School District, TELL Project. Development: 0 badges developed, 25 badges earned, 10 badge earners.
  - The TELL Collab: A New Model for In-Service Training.. Badges developed to conform with the TELL framework for professional development, for TELL Collab participants to work towards. Partners with TELL Project. Production – Ongoing: 3 badges developed, 102 badges earned, 59 badge earners.

    - 2 Partners
      - ISD: Austin ISD
      - Other: TELL Project

GOAL 3: Conduct and disseminate research and consultation on new and improved methods for teaching foreign languages, including the use of advanced educational technology

PERFORMANCE MEASURE 3A: Conduct K-16 OER needs assessment activities

Needs Assessments	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of OER/OEP needs assessments	**1**	**2**	**3**		
Total number of *general* OER/OEP needs assessments	**1**	**0**	**2**		
Total number of participants	**1,888**	**0**	**0**		
Elementary instructors	19	0	0		
Secondary instructors	411	0	0		
Higher education instructors	1232	0	0		
Number of participant programs	**1,067**	**0**	**0**		
Elementary schools	0	0	0		
Middle schools	0	0	0		
High Schools	483	0	0		
Community Colleges	115	0	0		
Universities	444	0	0		
MSIs	25	0	0		
International	0	0	0		
Total number of *specific* OER/OEP needs assessments	**0**	**1**	**1**		
Total number of participants	**0**	**10**	**11**		
Undergraduate students	0	10	0		
Total number of participant programs	**0**	**1**	**0**		
Elementary schools	0	0	0		
Middle schools	0	0	0		
High Schools	0	0	0		
Community Colleges	0	0	0		
Universities	0	1	0		
MSIs	0	0	0		
International	0	0	0		
Total number of dissemination methods used across needs assessments	**2**	**9**	**7**		
Email list	1	2	1		
Newsletter	1	2	1		
Exhibition	0	3	1		
Newsletter	0	3	0		
Portal	0	2	1		
Presentation	0	3	1		
Report	0	1	0		
Social media	0	1	1		
Website	0	3	2		
Total number of needs assessments for language learning	**0**	**1**	**1**		
Number of languages	0	1	1		
LCTL languages	0	1	1		
Total number of needs assessments intended for specific groups	**1**	**3**	**4**		
Students	0	1	0		
Instructors	1	3	1		
Reference	1	2	1		

Elementary and secondary education	1	3	1		
Higher education	1	3	2		
Total number of partners across needs assessments	**1**	**3**	**1**		
UT NRCs	0	2	0		
Other University	0	1	1		
Other	1	0	0		

Needs Assessments
During the first year of the grant, COERLL conducted **1 needs assessment** about general OER use with **1 partner**. Information about the needs assessment was **disseminated** through email lists and newsletters, and the survey had 1,067 participant programs and **1,888 participants**.

During the second year of the grant, COERLL continues to analyze data from the National OER/OEP survey conducted in Year 1. COERLL conducted **1 other needs assessment** about a specific OER project, with **3 partners**. Information about the needs assessments was **disseminated** through email lists and newsletters, and the assessments had **10 participants**.

During the third year of the grant, COERLL is working on two national level needs assessments with 1 **partner**. COERLL conducted **1 other needs assessment** about a specific OER project for **1 LCTL**. Information about the needs assessments was **disseminated** through websites, email lists, social media, and a newsletter.

- **YEAR 1: 1 NEEDS ASSESSMENT**
  - A National OER/OEP Survey: How Open is Foreign Language Education in the United States? This project involves the creation and distribution of an OER/OEP survey to Foreign Language educators working in all levels of education—K–12, community colleges, and 4–year colleges. The survey targets FL educators at many types of institutions (e.g., private vs. public, urban vs. rural) to answer questions about their knowledge and perceptions of OER. Partners with Utah State University; Production – Ongoing.
  - *Overall*
    - 1 Partner
      - Other University: Utah State University

- **YEAR 2: 2 NEEDS ASSESSMENTS**
  - ANALYZING DATA FROM YEAR 1: A National OER/OEP Survey: How Open is Foreign Language Education in the United States? This project involves the creation and distribution of an OER/OEP survey to Foreign Language educators working in all levels of education—K–12, community colleges, and 4–year colleges. The survey targets FL educators at many types of institutions (e.g., private vs. public, urban vs. rural) to answer questions about their knowledge and perceptions of OER. Partners with Utah State University; Production – Ongoing. → Assessing the OER Needs of FL Educators in the US: High Schools, Community Colleges and Four-Year Colleges: Based on the findings of the OER/OEP survey project, this project will involve a needs analysis of Foreign Language educators in the US regarding the types of OER they currently use and/or would like to have. Data for this project will come from group meetings and interviews with targeted teacher populations in high schools, community colleges, and 4–year colleges/universities who attend national conferences. The results will be disseminated on the OER Research Hub website and published in peer-reviewed educational journals. The results will help COERLL and the other National Foreign Language Resource Centers in the US to better understand the OER market and to improve the effectiveness of FL OER that, in turn, will help to expand FL OEP. Partners with Utah State University; Development.
  - Open Czech Curriculum: Reality Czech, Czech: Two COERLL team members conducted a focus group in an introductory Czech class that is using the materials to find out which parts of the materials are effective and which are ineffective. Partners with CES (Center for European Studies), CREEES (Center for Russian, East European and Eurasian Studies); Completed; 10 participants.

- o *Overall*
    - o 1 Language
        - ▪ LCTL: Czech
    - o 3 Partners
        - ▪ UT NRCs: CES, CREEES
        - ▪ Other University: Utah State University

- **YEAR 3: 3 NEEDS ASSESSMENTS**
    - o ANALYZING DATA FROM YEAR 1: A National OER/OEP Survey: How Open is Foreign Language Education in the United States? This project involves the creation and distribution of an OER/OEP survey to Foreign Language educators working in all levels of education—K–12, community colleges, and 4–year colleges. The survey targets FL educators at many types of institutions (e.g., private vs. public, urban vs. rural) to answer questions about their knowledge and perceptions of OER. Partners with Utah State University; Production – Ongoing.
    - o Assessing the OER Needs of FL Educators in the US: High Schools, Community Colleges and Four-Year Colleges: Based on the findings of the OER/OEP survey project, this project will involve a needs analysis of Foreign Language educators in the US regarding the types of OER they currently use and/or would like to have. Data for this project will come from group meetings and interviews with targeted teacher populations in high schools, community colleges, and 4–year colleges/universities who attend national conferences. The results will be disseminated on the OER Research Hub website and published in peer-reviewed educational journals. The results will help COERLL and the other National Foreign Language Resource Centers in the US to better understand the OER market and to improve the effectiveness of FL OER that, in turn, will help to expand FL OEP. Partners with Utah State University; Production – Ongoing.
    - o Beginning K'iche' Maya: OER for Indigenous Language Instruction, Pilot Course, K'iche': The graduate research assistant creating the materials taught a pilot course using the materials during a full semester with a group of eleven students at the University of Texas, and made changes to the materials based on student feedback.
    - o *Overall*
        - o 1 Language
            - ▪ LCTL: K'iche'
        - o 1 Partner
            - ▪ Other University: Utah State University

PERFORMANCE MEASURE 3B: Provide consultation activities in OER and OEP

OER and OEP Consultation Activities	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of consultation activities	24	71	53		
Total number of knowledge and training activities	12	26	13		
Total number of participants for knowledge and training activities	33	147	49		
Total number of programs represented for knowledge and training activities	7	8	10		
Elementary and secondary schools	0	118	1		
Higher education	7	38	9		
Total number of informational presentations	12	45	36		
Targeted participants for informational presentations	369	6561	24365		
Elementary instructors	Yes	Yes	Yes		
Secondary instructors	Yes	Yes	Yes		

Higher education instructors	Yes	Yes	Yes		

OER and OEP Consultations

During the first year of the grant, COERLL conducted **24 consultation** activities, including **12 informational presentations** for **369 participants**.

During the second year of the grant, COERLL conducted **71 consultation** activities, including **45 informational presentations** for **6,561 participants**.

During the third year of the grant, COERLL conducted **53 consultation** activities, including **36 informational presentations** for **24,769 participants**.

- **YEAR 1: 24 OER AND OEP CONSULTATIONS**
  - 12 Knowledge and training activities
    - eComma: L2 Social Reading Tool: eComma is a free software module that plugs into Drupal. eComma allows a group of users to annotate the same text together and to share their annotations with each other. Collaborative online annotation offers a new kind of reading experience: instead of making notes in the margin of a book, readers can now share their reactions instantaneously and build a body of commentary about a text together. 33 participants from 7 programs. Department of Arabic - The University of Texas at Austin; Utah State University; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); Department of French – Cornell University; Department of German – The University of Texas at Austin; University of Iowa; Bryant University
    - Consultations about the use of open educational resources, teaching language and culture as inseparable from each other ("languaculture"), and writing lessons that teach students about the creative use of language.
      - Linguistics Research Center at UT Austin (Hans Boas)
      - Texas Language Center at UT Austin
      - Iowa State
      - UC Davis
      - Yale
      - Columbia
      - Cornell
      - AAUSC (American Association of University Supervisors and Coordinators)
      - Hawaii NFLRC Language Flagship
      - University of Oregon Spanish department
      - Texas Education Association
  - 12 Informational presentations
    - Conferences (11)
      - "eComma: L2 Social Reading Tool - The Promise of Social Reading for Foreign Language Learning," 11/22/14: Presentation at ACTFL, 50 participants
      - "From Hybrid French to Online French: a New Platform for Français interactif - UT French Mooving Online," 04/24/15: Presentation at the South Central Association for Language Learning Technology (SOCALLT) Conference, 24 participants
      - "Cultural Surveys and the Luso-Brazilian World – Cultural Questionnaires for the Luso-Brazilian World," 11/22/14: Presentation at ACTFL, 50 participants
      - "Cultural Surveys and the Luso-Brazilian World – Expectativas culturais e questionarios para uma competencia intercultural ," 12/01/14: Presentation at Universidade Estadual de Campinas (UNICAMP), Campinas, SP, Brazil, 20 participants
      - "Open Czech Curriculum for the European LCTL Consortium - Czech Online Language Materials," 1/17/2015: Presentation at the Annual Czech Educational Foundation of Texas Meeting, 35 participants
      - "Open Czech Curriculum for the European LCTL Consortium - Online Czech Language Materials," 4/11/2015: Presentation at the Centennial of Czech at the University of Texas, 100 participants
      - "Free Standards-Based Language Teaching Resources from the LRC's," 11/21/14. Presentation at ACTFL 2014, 50 participants

- "Open Educational Resources for Language Learning," 03/03/15: Presentation given at Region 13 LOTE Institute 2015, 20 participants
- "Open Design for Foreign Language Teaching and Learning: Understanding COERLL's OER," 05/28/15: Presentation at the Computer-Assisted Language Instruction Consortium (CALICO) Conference, 60 participants
- "User-Generated Materials for Heritage Spanish - Spanish in Texas: Open learning tools for exploring language diversity," 11/22/14: Presentation at ACTFL 2014, 50 participants
- "User-Generated Materials for Heritage Spanish - Online Learning Materials for Exploring Spanish Language Diversity," 03/03/15: Presentation at Region 13 LOTE Institute 2015, 40 participants
  - o Newsletters (1)
    - Emerging Practices for an Open World: COERLL Newsletter, Spring, 2015.

- **YEAR 2: 71 OER AND OEP CONSULTATIONS**
  - 26 Knowledge and training activities/consultations
    - eComma: L2 Social Reading Tool, 6 participants total
      - o Consultation with Alex Lorenz (UT Austin), 1/14/16, 1 participant
      - o Consultation with Harrison Lawrence (Boston University), 1/6/16, 1 participant
      - o Consultation with Karen Kelton (UT), 3/29/2016, 1 participant
      - o Consultation with Mark Lewis (Boston University), 5/5/2016, 1 participant
      - o Consultation with Mira Angrist (Boston University), 3/31/2016, 1 participant
      - o Consultation with Natalya Watson (Northeastern University), 7/22/2016
    - Gateway to Chinese: Interactive Exercises for Mandarin Chinese: Teaching Chinese as a Foreign Language in the U.S., 8/2/16, 48 participants, K-12 and higher ed
    - Advised Jeanette Okur on creating open Turkish textbook, 6/1/16 and 6/29/16, 1 participant, Higher ed
    - Monthly course developer meeting: Assessment, 11/13/2015, 8 participants, Higher ed
    - Monthly course developer meeting: Cool Tech Tools for the Language Classroom, 2/12/2016, 8 participants, Higher ed
    - Data gathering training for graduate student in UT Spanish and Portuguese Department, 4/7/2016, 1 participant
    - Discussing online materials with UT Austin Spanish coordinator, 10/13/2015, 1 participant
    - Helped faculty (Dale Koike) with technical aspect of presentation, 4/22/2016, 1 participant, Higher ed
    - Monthly course developer meeting: Introduction, 9/18/2015, 10 participants, Higher ed
    - Languaculture: From Language-And-Culture to Language-As-Culture, 110 participants total
      - o 10/14/2015, 20 participants, Higher ed (UT Austin)
      - o 10/29/2015, 35 participants, Higher ed (Yale)
      - o 10/30/2015, 55 participants ,Higher ed (Columbia)
    - OER panel at the Texas Education Agency, 11/17/2015, 75 participants, Higher ed
    - Monthly course developer meeting: Proctoring/Grading/Feedback, 1/15/2016, 8 participants, Higher ed
    - Monthly course developer meeting: Schema, 10/9/2015, 8 participants, Higher ed
    - Monthly course developer meeting: The New Media Consortium Horizon Report, 4/15/2016, 5 participants, K-12 and Higher ed
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials: FLLITE discussion with UT Austin German department, 1/15/2016, 15 participants
    - User-Generated Materials for Heritage Spanish: Meeting with the heritage Spanish team from the University of Oregon about creating OER, 11/9/2015, 6 participants
    - TELL Badges: Open Digital Badges for K-12 Professional Development: AISD badges, monthly mentoring, 3 participants
    - Literary in the Everyday: Crowdsourcing L2 Literacy Materials, monthly mentoring, 3 participants

- 45 Informational presentations
  - Exhibitions (2)
    - eComma: L2 Social Reading Tool: eComma for Social Reading, 1/7/2016, 73 participants
    - COERLL Booth, 350 total
      - 11/20/2015, 100 participants
      - 4/8/2016, 60 participants
      - 5/12/2016, 75 participants
      - 7/3/2016, 40 participants
  - Newsletters (2)
    - Fall 2015 Newsletter: Sharing Materials for an Open World, 11/9/2015, 576
    - Spring 2016 Newsletter: Digital Pedagogies for an Open World, 4/8/2016, 472
  - Presentations – Conference (14)
    - A National OER/OEP Survey: How Open is Foreign Language Education in the United States? 22 participants total
      - Round table: "An international OER/OEP initiative: How open is foreign language education in the United States and Europe?", 4/11/2016, 2 participants
      - Using open educational resources in k-12 and post-secondary contexts, 11/21/2015, 20 participants
    - Open Czech Curriculum: Reality Czech: Developing an Open Source Online Czech Language Course, 1/10/2016, 6 participants
    - Free Standards-Based Language Teaching Resources from the LRC'S, 11/20/2015, 100 participants
    - Learner Self-Awareness and Intercultural Communication: A Metapragmatic Approach, 2/11/2016, 50 participants
    - On Preparing Language Teachers to Succeed in Digital Environments, 5/12/2016, 30 participants
    - Open Educational Resources and Practices for Language Learning, 7/3/2016, 20 participants
    - Open Educational Resources and Practices for Language Learning, 5/12/2016, 60 participants
    - TELL Badges: Open Digital Badges for K-12 Professional Development, 130 participants total
      - Badges for PD, 6/24/2016, 75 participants
      - How I Lead Teachers, 11/19/2015, 55 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, 50 participants total
      - Das Literarische in dem Alltag: Texte im Deutschunterricht (The Literary in the Everyday: Texts in the German Classroom), 2/20/2016, 15 participants
      - The Literary in the Everyday: Teaching Language as Meaning, 11/22/2015, 35 participants
    - User-Generated Materials for Heritage Spanish Project: Locally Produced, Locally Consumed, 2/16/2016, 35 participants
  - Presentations - Non-conference (8)
    - Cultural Surveys and the Luso-Brazilian World, 9/1/2015, 5 participants
    - From Hybrid French to Online French: a New Platform for Français interactif: Input and a Focus on Meaning in Online Beginning Language Instruction, 5/9/2016, 17 participants
    - Open Czech Curriculum: Reality Czech: Opening the Textbook: Cultivating a Suite of Tools for the Reality Czech Curriculum, 4/13/2016, 10 participants
    - Open Education Week Panel, 3/10/2016, 8 participants
    - Open Educational Resources and Practices for Language Learning, 3/1/2016, 16 participants
    - Open Learning Materials for Exploring Spanish Language Diversity, 3/1/2016, 39 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials
      - Foreign Language Literacy as Design and Play, 11/2/2015, 25 participants

- - - Symbolic Struggles in L2 Genres, 5/6/2016, 50 participants
  - Publications – Edited (1)
    - The TELL Collab: A New Model for In-Service Training, The Language Educator, 8/16/2016
  - Publications - Non-refereed (2)
    - Beginning K'ichee' Maya: OER for Indigenous Language Instruction, Bill Gates Speaks K'iche', 3/1/2016
    - Open Up (COERLL blog), monthly posts, 6457 participants
  - Webinars (3)
    - A National OER/OEP Survey: How Open is Foreign Language Education in the United States?: Insights into the US landscape II An OER/OEP Survey: How Open is Foreign Language Education in the United States?, 9/15/2015, 20 participants
    - Língua da Gente: Mobile Language Learning for Portuguese: UT's BrazilPod. How to Add These Free Online Materials for Portuguese Language Instruction, 2/4/2015, 20 participants
    - Occupied Paris: Creating a Virtual Learning Experience, 2/22/2016, 158 participants
  - Workshops (11)
    - Beginning K'iche' Maya: OER for Indigenous Language Instruction: Modern K'iche' Today, 5/16/2016, 20 participants
    - Língua da Gente: Mobile Language Learning for Portuguese: Foreign Language Learning: There's an app for that, 6/9/2016, 15 participants
    - Technology Innovation Center Third Design Thinking Event, 3/17/2016, 50 participants
    - Digital Humanities and Foreign Languages symposium, 2/6/2016, 50 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, 142 total participants
      - "Literarische Texte im DaF-Unterricht (Literary Texts in the German Classroom)", 12/4/2015, 20 participants
      - Creating materials for the FLLITE project, 9/3/2015, 100 participants
      - "Understanding the FLLITE Lesson, Creating FLLITE Lessons, Formative and Summative Assessment in FLLITE, Steps to publication: Reviewing, Licensing, and Submitting FLLITE Lessons", 7/15/2016, 22 participants
    - The TELL Collab: A New Model for In-Service Training, 140 total participants
      - TELL Collab, 6/24/2016, 75 participants
      - TELL Collab Nashville, 4/8/2016, 65 participants
    - User-Generated Materials for Heritage Spanish: Teaching Spanish Heritage Language Learners: Essential principles and strategies, Integrating Video-Based Activities to the SHL Classroom, Creating and Assessing Digital Projects in the SHL Classroom, Editing, Licensing, and Sharing Open SHL resources, 6/10/2016, 60 participants

- **YEAR 3: 53 OER AND OEP CONSULTATIONS**
  - 13 Knowledge and training activities/consultations
    - eComma: L2 Social Reading Tool (1)
      - eComma user support. 12 participants.
    - TELL Badges: Open Digital Badges for K-12 Professional Development (1)
      - COERLL Collaborators program. 3 participants.
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials (1)
      - COERLL Collaborators. 6 participants.
    - From Hybrid French to Online French: a New Platform for Français interactif (2)
      - 9/7/2016. Consultation on using Français interactif with Danielle Flores of Creston High School. 1 participant.

- o 5/2/2017. Creating an open web site for beginning French discussion with Darcy Ebert from Lansing Community College. 1 participant.
- • Other (8)
  - o 10/12/2016, Consultation on using COERLL materials in lesson planning with UTL640 class, 5 participants
  - o 11/10/2016, Lesson planning consultation, 10 participants.
  - o 12/19/2016, Consulted Spanish teachers at George Mason University (Sonia Balasch, Alexia Vikis, Colleen Sweet, Lisa Rabin) on creating OER, 4 participants.
  - o 2/14/2017, Consultation with Ashley Morrison from the School of Information about why people adopt OER, 1 participant.
  - o 2/15/2017, Discussion about getting grad students to learn about teaching online and using OER with Molly Hatcher from the Faculty Innovation Center at UT Austin, 1 participant.
  - o 4/25/2017, Advised representatives from Texas A&M Department of Hispanic Studies (Gabriela Zapata, Irene Moyna) on Creating OER, 2 participants.
  - o 4/27/2017, Adapting COERLL materials - discussion with University of Texas at Arlington librarian (Michelle Reed) and French faculty (Alicia Soueid), 2 participants.
  - o 4/28/2017, Open licensing consultation with Mary Vogl from Colorado State University, 1 participant.
- o 36 Informational presentations
  - o Exhibitions (4)
    - • Other
      - o 10/14/2016, COERLL Booth at TFLA (Texas Foreign Language Association) Conference, 11 participants.
      - o 11/18/2016, COERLL Booth at American Council on the Teaching of Foreign Languages (ACTFL) Conference, 28 participants.
      - o 5/18/2017, COERLL Booth at the Computer Assisted Language Instruction Consortium (CALICO) Conference, 10 participants.
    - • User-Generated Materials for Heritage Spanish
      - o 7/5/2017, COERLL Booth at the American Association of Teachers of Spanish and Portuguese (AATSP) Conference, 10 participants.
  - o Media interviews (1)
    - • The TELL Collab: A New Model for In-Service Training
      - o 7/25/2017, "Language open education brings teachers around the country to UT" article in The Daily Texan, 15000 participants.
  - o Newsletters (2)
    - • Other
      - o 5/31/2017, Improving the nation's foreign language capacity through Open Education, 50 participants.
      - o 10/31/2017, Fall 2016 Newsletter: Searching for FL Content for an Open World, 507 participants.
  - o Presentations – Conference (12)
    - • A National OER/OEP Survey: How Open is Foreign Language Education in the United States?
      - o 11/3/2016, "Investigating foreign language open education in the US" presentation at the 13th Annual Open Education Conference, 25 participants.
    - • From Hybrid French to Online French: a New Platform for Français interactif
      - o 2/3/2017, "Open Educational Resources, Language, and Technology" presentation at the Tenth International Conference on Language Teacher Education, 30 participants.
    - • Língua da Gente: Mobile Language Learning for Portuguese

- o 8/20/2016, "Língua da gente: How to use open educational resources for language learning" at the Encontro Mundial sobre o Ensino de Portugês, American Organization of Teachers of Portuguese meeting, 40 participants.
  - o 5/22/2017, "The Seven Keys To Intercultural Communication: Brazil" presentation at the 9th Tri-Continental Conference on Global Advances In Business and Communication, 30 participants.
- Open Czech Curriculum: Reality Czech
  - o 2/3/2017, "Finding, Adapting, and Creating Open Content: Videos for the Reality Czech Curriculum" presentation at the American Association of Teachers of Slavic and East European Languages Conference, 10 participants.
  - o 2/3/2017, "Presenting the Reality Czech curriculum - A complete course for beginners" presentation at the AATSEEL Conference, 25 participants.
- Other
  - o 11/18/2016, "Free Standards-Based Resources from the LRCs" presentation at the ACTFL Conference, 25 participants.
  - o 11/21/2016, "Free Innovative Technology Tools from the LRCs" presentation at the ACTFL Conference, 25 participants.
  - o 2/4/2017, "Priming Language Teachers for Success in Digital Learning Environments" presentation at the Tenth International Conference on Language Teacher Education, 20 participants.
  - o 5/18/2017, "Open Educational Resources for Language Learning" presentation at the Computer Assisted Language Instruction Consortium (CALICO) Conference, 30 participants.
  - o 5/19/2017, "Collaborative Authoring: The Carnegie Mellon-University of Texas French Project" at the CALICO Conference, 34 participants.
- The Literary in the Everyday: Crowdsourcing L2 Literacy Materials
  - o 11/19/2016, "FLLITE for Language Programs" presentation at the Annual Meeting of the American Association of University Supervisors, Coordinators, and Directors of Language Programs (AAUSC), 15 participants.
- o Presentations - Non-conference (4)
  - From Hybrid French to Online French: a New Platform for Français interactif
    - o 12/6/2016, Still Avant-Garde: Lower-Division French at UT Austin, 35 participants.
  - Other
    - o 2/10/2017, Mediating Languaculture Through L2 Concept-Based Pragmatics Instruction, 10 participants.
  - TELL Badges: Open Digital Badges for K-12 Professional Development
    - o 7/19/2017, Digital Badging brown bag event co-hosted by University of Texas Libraries, 44 participants.
  - User-Generated Materials for Heritage Spanish
    - o 4/13/2017, "Language and identity in a dual immersion school" presentation at the University of Texas at Austin, 45 participants.
- o Pulications: Book chapters (1)
  - Língua da Gente: Mobile Language Learning for Portuguese
    - o 1/1/2017. "Language Learning in a Digital World" chapter in the "Handbook for Portuguese Instructors" edited by Margo Milleret and Mary Risner and published by Boavista Press.
- o Publications - Non-refereed (1)
  - Other
    - o COERLL's blog "Open Up", 7211 participants.

- o Publications – Refereed (2)
  - From Hybrid French to Online French: a New Platform for Français interactif
    - o 9/12/2016, "Translingualism as an Open Educational Language Practice: Raising Critical Language Awareness on Facebook", Alsic [online], Vol. 19, n° 1, 2016. URL: http://alsic.revues.org/2962
  - Other
    - o 1/1/2017, "Open Educational Resources (OER) for Language Learning" in Language and Technology, Encyclopedia of Language and Education, Springer Publishing, edited by Stephen May.
- o Teaching cases (1)
  - TELL Badges: Open Digital Badges for K-12 Professional Development
    - o 8/14/2017, 2016-2017 COERLL Collaborators Professional Development report, 3 participants.
- o Video (3)
  - Other
    - o 4/7/2017, "Open Up Your Classroom with OER" video, 568 participants.
    - o 5/19/2017, "OER is Flexible" video, 64 participants.
    - o 8/8/2017, "OER is Empowering" video, 41 participants.
- o Workshops (5)
  - Língua da Gente: Mobile Language Learning for Portuguese
    - o 5/27/2017, "Educators: It's Online & There's An App For That" workshop at the National Institute for Staff and Organizational Development (NISOD), International Conference on Teaching and Leadership Excellence, 15 participants.
  - Other
    - o 2/18/2017, "Engage, Explore and Discover! Integrate STEM Learning Concepts into Your Lesson Plans and Make Connections", 353 participants.
  - TELL Badges: Open Digital Badges for K-12 Professional Development
    - o 10/26/2016, TELL and Digital Badges - Learning Experience, 21 participants.
  - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials
    - o 12/2/2016, "Language Awareness and Design: Literarizität in dem Deutschunterricht" workshop at the annual DAAD-Workshop "DaF in den USA: Grundzüge und Perspektiven", 20 participants.
    - o 6/6/2017, Foreign Languages and the Literary in the Everyday: Teaching in the L2 Classroom, 10 participants.