THE UNIVERSITY OF TEXAS AT AUSTIN

Center for Open Educational Resources and Language Learning

Newsletter

Research
For an Open World

Spring 2014

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COERLL Newsletter

Spring 2014:
Research for an Open World

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

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To find a scanner application, Google "QR Reader" and the model of your phone or the operating system of your computer.

Mission

The Center for Open Educational Resources & Language Learning (COERLL) is one of 15 national foreign language resource centers funded by the U.S. Department of Education (Title VI of the 1990 Higher Education Act). COERLL's mission is to produce Open Educational Resources (OERs) for the Internet public. In addition, COERLL aims to reframe foreign language education in terms of bilingualism and/or multilingualism.

From the Director

As our 2010-2014 Title VI grant comes to an end, it is time to take stock of what we have accomplished. When COERLL began four years ago, few foreign language educators had heard about open education and fewer still had actually used open educational resources in their classrooms. As a consequence, we decided to focus our efforts during our first grant cycle on producing and disseminating high quality, open educational resources for foreign language learners and teachers: textbooks, corpora, lesson plans, and so forth. But recent events have convinced us that we need a greater emphasis on applied linguistic research.

In October, COERLL gave two presentations at the Open Education Conference in Park City, Utah where we learned about the newly launched OER Research Hub, a collaboration between the UK's Open University and other open educational organizations such as Open Course Library, OpenStax (Rice University), and the Flipped Classroom Network. (See our interview with a member of the OER Research Hub team on p. 10.) The OER Research Hub is an online space where open educators can share their findings about what works and what doesn't. In addition, the OER Research Hub encourages researchers to open up their own research practices, that is, to share their methods and data with each other. COERLL intends to contribute information about the impact of foreign language materials to this important international research effort. And we've shared some of our data with you on p. 4 of this newsletter.

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In November, COERLL partnered with ACTFL to develop and pilot the Convention Networker badge for participants of the ACTFL Convention in Orlando. The Convention Networker badge was awarded to more that 600 convention attendees who shared their interests with the ACTFL community and their wider professional networks during the convention. (See p. 15 for our Report from ACTFL 2013.) Going forward, COERLL is planning research studies on the efficacy of open badges as a means for teachers and administrators to meet their professional development needs.

In December, Elaine Tarone, director of CARLA (University of Minnesota, Twin Cities), asked me to contribute an opinion piece for an upcoming Perspectives column in the Modern Language Journal on the impact of OER on foreign language classrooms. In particular, she asked me to frame my remarks in terms of Guerrettaz and Johnston (2013), a case study published in the Modern Language Journal that demonstrated the profound impact of a print textbook on central aspects of a classroom's ecology: curricula, discourse, and learning. Elaine wondered whether the shift from print materials to OER would change the classroom dynamic documented by Guerrettaz and Johnston (2013). Currently, there is no published research on foreign language OER, but we intend to change that. So stay tuned to see what COERLL will accomplish in the next grant cycle!

For an open world,
Carl Blyth, Director of COERLL

Dr. Carl Blyth, Director of COERLL

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Open Research, Analytics, and the Future of OER

A recent New York Times article entitled "Give the Data to the People" reported that Johnson & Johnson will release clinical trial data to scientists and the public. A group of medical specialists and open educators from Yale University, called the Yale Open Data Access Project (YODA), will be responsible for overseeing the data release. So what does this have to do with open education? YODA's partnership with Johnson & Johnson illustrates how open education is "opening up" fundamental research practices in higher education and industry and creating something new—open research.

> **"Advocates of open research are challenging others to share their data as well as their methodology via the Internet so that the public can actively participate in the construction of knowledge."**

Taking inspiration from the open source software movement that sought to make source code publicly available, open researchers strive to make research practices more transparent and accessible to the general public. Advocates of open research are challenging others to share their data as well as their methodology via the Internet so that the public can actively participate in the construction of knowledge. In essence, open research is a collaboration between scholars and the public, who can participate in different ways, for example, by gathering and analyzing data or disseminating findings.

Open research has grown more rapidly in medicine and the hard sciences than in the social sciences and the humanities. However, that is beginning to change with the recent launch of the OER Research Hub, an initiative of the UK's Open University. The OER Research Hub seeks to create a clearinghouse where OER researchers from different fields can share their data and methods with one another. This collaborative research effort is guided by eleven hypotheses about the impact of OER on educational systems—from economic effects to policy and classroom changes.

Sharing Analytics Data

At COERLL, we are just beginning to explore the impact of the open educational resources we have created and shared with the public. While we have yet to conduct empirical studies of the impact of OER on foreign language learning, we have been turning to analytics to make sense of our OER usage data. Analytics is a multi-dimensional discipline that combines descriptive statistics and predictive models to understand data patterns. Analytics can be used in many different ways, including:

- to track the path of learners through a lesson,
- to determine the geographic reach of an OER, or
- to discover the most popular content on a website as measured by "hits."

Français interactif Facebook Usage Stats

We recently analyzed Facebook usage data for one of our flagship OERs, *Français interactif*, or Fi. The Fi facebook page recently hit 25,000 "likes." The following is a sampling of what we have discovered about our Fi Facebook users based on the data.

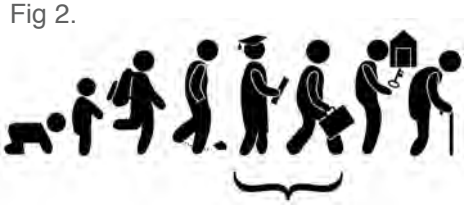
Gender and Age

We have learned that the majority of fans that Fi has on Facebook are women (63%) (Fig. 1). We also know that the majority of all of these fans (68%) are between the ages of 18 – 34 (Fig. 2).

Fig 1.

37% 63%

Fig 2.



68%

Location

Perhaps without surprise, the majority of Fi fans are from the USA (2,967). But to our amazement, we discovered that our largest fan base is spread across North Africa: Algeria (2,180), Morocco (1,443), Egypt (1,121) and Tunisia (1,199). Even more interesting is the opportunity we have to see that the largest concentrations of fans reside in the urban centers of Cairo (596), Tunis (442), Algiers (309) and Casablanca (292) (Fig .3). The largest concentration in the United States is here in Austin (262), which is just about as many fans as we have in Mexico City (271), Tehran (266), Paris (279), and Sao Paulo (275). Knowing this sort of information reveals that our audience is not entirely who we thought it to be and prompts new questions about how we effectively engage with our fans in these places, while also ensuring the type of content we post remains relevant.

Fig 3.

Reach

While location is a very straightforward metric, reach data from Facebook enables us to understand who has seen the content we post on the Fi Facebook wall. In the past month, for example, we know our posts have reached a majority of viewers in the USA (6,047), but the global audience makes up the majority of viewership, with readers in Tunisia (2,515), Brazil (2,498), Algeria (1,898), Morocco (1,758), France (1,710), Mexico (1,292), Spain (948), Canada (935), and Italy (916) (Fig. 4). Also, one particularly interesting revelation from the Facebook data is that a significant number of posts have been viewed by more than twice as many non-fans as fans—demonstrating the viral nature of some of the posts and a significant reach beyond the Fi fan base.

Fig 4.

Engagement

Engagement is one of the most meaningful categories, as it captures the number of unique users who will actually click on, like, comment on, or share the posts. While the USA led this past month with engagement (730), that has not always been the case in previous months or with previous posts. This month, for example, we have started to see a steady increase in participation from users in North Africa: Algeria (392), Morocco (325), Tunisia (284) and Egypt (121). Brazil (301) and Mexico (189) remain quite active, followed by a slightly lower rate of participation from European countries like France (199), Spain (113) and Italy (112). What has caused such an uptake here and, perhaps, a decrease in engagement from other areas?

Français interactif Website – Google Analytics

In addition to Facebook analytics, another useful analytics tool that COERLL regularly employs to gather OER usage data is Google Analytics. This service allows us to use

demographic data to better understand user behavior on the website. Where do users click on the website? Which lessons are most frequented in the past two weeks or two years? Which resources do we have on the page that consistently receive less attention? Monitoring these data and determining parameters allow us to make small adjustments to the resource and also think about developing future versions of the resource.

In looking at the *Français interactif* (Fi) website usage data through Google Analytics, we discover that over the past month, 87% of the users have visited the website using a personal computer, 7% using a tablet, and 6% using a mobile device. Why would COERLL care about such information? We can assess this information to make more informed decisions about which medium we should use to reach users and how to focus on reaching our target audience of teachers and learners.

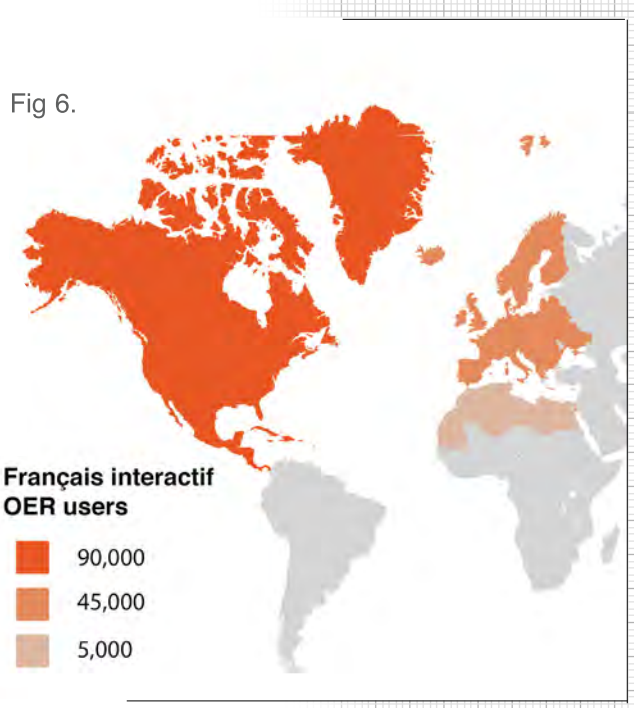
Here we share more of our findings about Fi website users.

Location

Google analytics tells us that the *Français interactif* (Fi) website, as an open educational resource, is predominantly used by North Americans. In the past month, we have had around 170,000 visits to the site (Fig. 5), with more than 90,000 visits from North America. European countries make up the next greatest slice of visitors with around 45,000. Interestingly, the North African demographic, while active on Facebook, makes up only about 5,000 of the Fi users (Fig. 6). What we know from these and other findings is that *Français interactif* (Fi) comprises two rather different communities—a website used primarily by North American and European students learning French and a Facebook site which sees a much higher level of engagement from francophones from around the world.

Fig 5.

Fig 6.



User Behavior - Time on Site

One particularly interesting insight offered by Google Analytics is the ability to determine how long visitors spend on the Fi site. In line with the general location data, we discovered that the US visitors average around 8:30 minutes; Canadian visitors around 6:20; French visitors, 3:30; Spanish visitors, 3:30; etc. In the past month, however, we have learned

that the longest interaction with the resource actually comes from individuals from some rather unexpected places: Saint Martin at nearly 38 minutes, Afghanistan at 32 minutes, the Congo at 25 minutes, and Anguilla at 24 minutes (Fig. 7 and 8). We are beginning to ask: why do anomalies like these occur? Do we really have dedicated users in these unexpected places or is there something else at play? If people from the northeast Caribbean, Afghanistan, or the Congo truly are some of our most engaged users, is there potential to make an even greater impact by focusing efforts on these users?

Fig 7.

1.	Sint Maarten	00:37:32
2.	Afghanistan	00:32:57
3.	Congo (Republic)	00:25:44
4.	Anguilla	00:24:22
5.	Saint Pierre and Miquelon	00:15:07
6.	Macedonia (FYROM)	00:14:05
7.	Ukraine	00:12:25
8.	Barbados	00:10:50
9.	Isle of Man	00:10:29
10.	Armenia	00:09:56

Fig 8.

User Behavior – Content Use

Concerning Fi content use, we have been curious about two factors: what parts of the OER people actually use and, furthermore, how these individuals learn. Google Analytics helps to provide some insight into these questions. A feature called In-Page Analytics gives us the ability to see where users click when they land on a page (Fig. 9) and even which subpages users go to next (Fig. 10). For example, over the past month, we have discovered that after landing on the homepage, a large percentage of users then visit Chapter 1—not entirely uncommon for the beginning of a school semester. From Chapter 1, a large number of people select a particular video resource in the chapter and then end up visiting the quiz page before returning to Chapter 1.

It is fascinating to have these resources and data at our disposal to discover the difference between actual use versus intended use. Of course, this behavior changes month to month (based on how users progress through the material in formal settings or depending on school schedules), but we are left to wonder so much: what could comparing these discoveries each month lead to? What could we do differently to better help users progress

in the ways that the creators of the OER intended? If a significant number of people consistently disregard the intended direction and create their own particular pathway through it, what does this tell us about how we might want to build a future resource?

Fig 9. Google In-Page Analytics shows us where users click on a page...

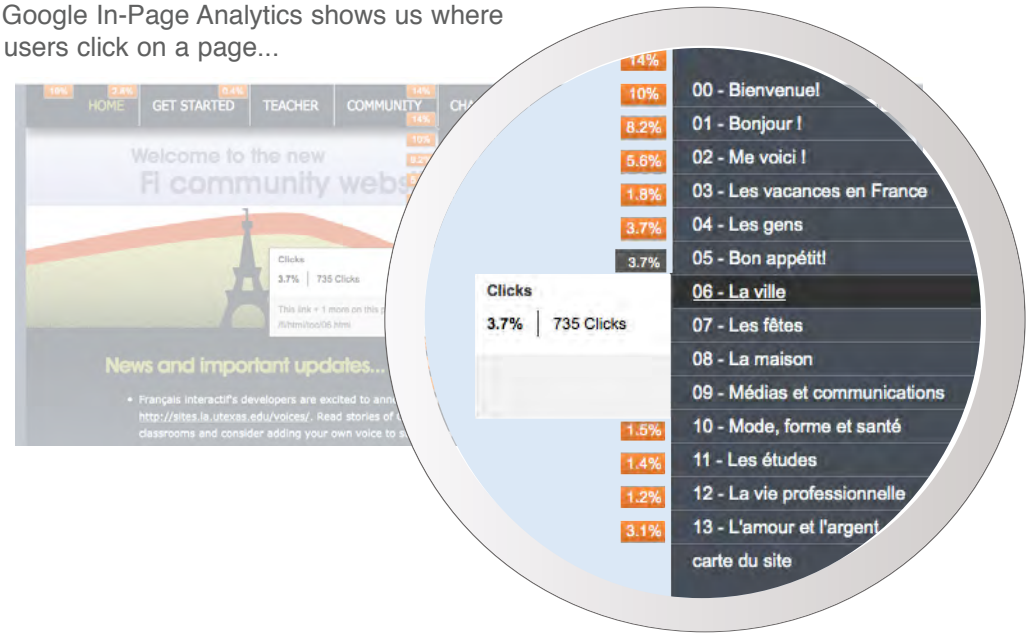
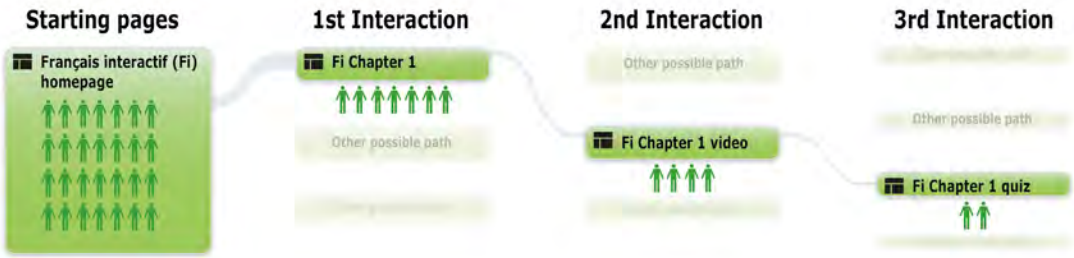


Fig 10. ... and where they go after that.



Our Takeaways

These data clearly show that *Français interactif* (Fi) is in heavy use throughout the world. While this provides us a certain level of satisfaction and confirms that this OER is recognized and used by hundreds of thousands of people each month, analytics give us the opportunity to ask more meaningful questions, for example, how are these materials being used? And how are we impacting the foreign language community with these materials?

We are currently using Google Analytics to gather data on all of COERLL's online OER. And thanks to analytics, we can gather and sort massive amounts of data in a relatively short amount of time. As such, we are beginning a new phase of rigorous self-assessment based on a mix of research methods—analytics, classroom observations, and controlled studies. Our goal is simple: to determine the impact of OER on language learning in order to improve the work we do to serve the public. We look forward to sharing our findings with you and we welcome your insight and feedback.

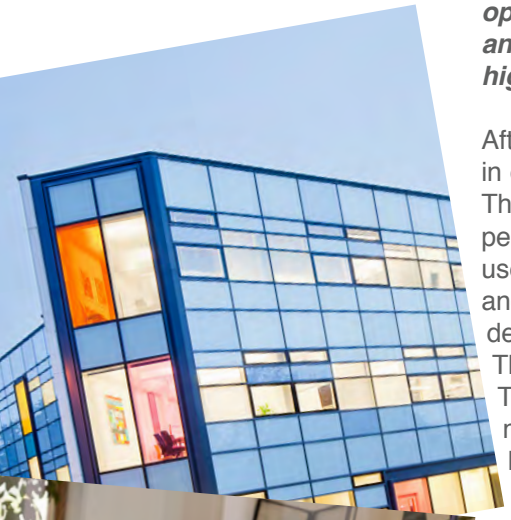
Contact us at
info@coerll.utexas.edu
to give us some feedback.

An Interview with Rob Farrow of the OER Research Hub

We recently had an exchange with Dr. Rob Farrow, a member of the OER Research Hub team, and asked him to share a bit more detail about their work.

Part of your research mission is to gather evidence for the impact that open education is having on teaching and learning. What are some of the highlights of your findings?

After one year of the project, we're now in our main phase of data analysis. There is evidence that factors related to performance are improved through OER use, such as confidence, satisfaction and enthusiasm, but less concrete evidence that performance itself improves. The exception to this relates to Open Textbooks, where some students move from a position of no textbook—because of price—to having a textbook and this understandably makes a big difference to their learning.



The OER Research Hub building at The Open University (United Kingdom)

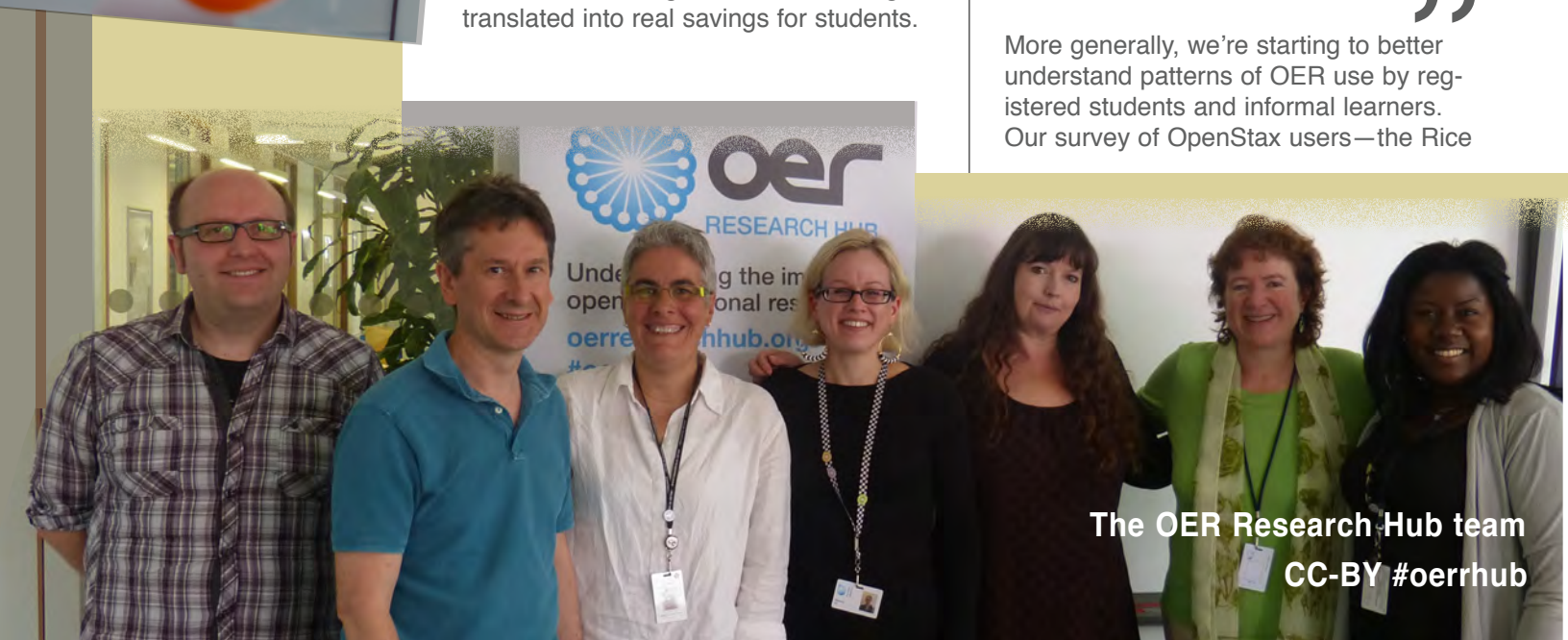
Educators tend to express the belief that OER improve student performance and satisfaction; learners less so. There is quite strong evidence that exposure to, or the use of, OER in teaching does cause educators to reflect on their own teaching practice. However, this may be a result of foregrounding teaching in a project, rather than an explicit characteristic of OER themselves. In any case, there is strong evidence that the potential financial savings of OER are being translated into real savings for students.

Do your findings suggest that open education is having more impact in particular subjects or disciplines than another?

We're not far enough into the data yet to be able to look at isolating data sets by subject, though it is something we will be able to do because we have asked all teachers surveyed about their subject area specialty. Lots of teachers from different subject areas—and teaching at different levels—have expressed support for the idea that OER are really helping students, particularly those who might need extra help with the course they are studying. It also seems that learners who make use of OER are improving their sense of autonomy, and so becoming more confident and more engaged learners. Our survey of Saylor.org users suggested that 41% were more likely to complete a course of study because of use of OER.

"Lots of teachers from different subject areas—and teaching at different levels—have expressed support for the idea that OER are really helping students, particularly those who might need extra help with the course they are studying."

More generally, we're starting to better understand patterns of OER use by registered students and informal learners. Our survey of OpenStax users—the Rice



The OER Research Hub team

CC-BY #oerrhub

University open textbook project—provisionally shows 20% of respondents reported that OER use influenced their decision to register for their current course of study. Just over 30% of students reported studying their subject via OER before joining their course.

Who is your desired target audience for the research findings? And, what impact do you anticipate these findings will have for the individuals, institutions, and organizations involved in the creation or use of OER?

Historically, the rhetoric of open education has tended to somewhat exceed the evidence available. This is more reflective of the innovative—some would say radical—nature of OER. While a lot of the bolder claims, especially about MOOCs, have been ameliorated in recent years, education systems remain in a state of transition and with uncertainty about future funding.

We aren't focusing so much on evaluating OER, individual teaching practices or trying to offer direct guidance to people who are thinking about moving to OER. We're trying to provide an evidence base that open education advocates can make use of in their discussions with colleagues, management, and policymakers. Conceivably this could include research funders and government, too. Of course, to ensure that our contributions are valid we still need a solid research base with journal papers and traditional forms of dissemination. So, the academic and educational technology research communities remain important to us, as well.

How can individuals or institutions in the foreign language teaching and learning community assist the OER Research Hub in its work?

The best thing anyone can do for us—irrespective of the role they play—is to help us to incorporate their local knowledge into the global picture we are building. The OER Impact Map (http://chaos.open.ac.uk) is designed to help users quickly identify the evidence relevant to them geographically, by hypothesis or educational sector. But we're also keen for everyone to share their experiences and evidence, so we can map them and record what is happening.

We're interested in things that have worked as well as issues that have been encountered. To help people to structure these into a form that we can compare with others, we've developed a pack comprised of the research instruments we have used on the project (surveys, interview questions, talking points, etc.). These are all openly licensed and can be used and edited freely, but we are hoping that people will be inclined to share their results back with us openly and so contribute to a more robust evidence base for all.

WHAT IS THE OER RESEARCH HUB?

The OER Research Hub (oerresearchhub.org) provides a focus for international research activities around Open Educational Resources (OER). These resources – texts, lessons plans, curricula, multimedia, and so on – are licensed to permit re-use and re-mixing. The OER Research Hub offers perspective on the impact of OER on learning and teaching practices, identifying the particular influence of open licensing and associated practices. The initiative is located at The Institute of Educational Technology (IET) at The Open University UK and is funded by The William and Flora Hewlett Foundation.

The project draws on the general strengths of the university as a provider, user and, developer of OER and combines

- a schedule of targeted collaboration with existing OER projects;
- an international fellowship program;
- networking, participation, and advocacy in the OER world; and
- a hub for research data and OER practice.

Measuring the Impact of OER

The OER Research Hub collaborates with a range of OER projects worldwide. The work is organized around a set of research hypotheses, which focuses in on the key claims that are being made about open education, including that OER

- improve access to education,
- increase student retention,
- offer financial benefits,
- promote teacher reflection, and
- improve student performance.

Because it is hard to research what happens openly and/or informally, the Research Hub is using mixed methods (metrics, interviews, focus groups, surveys) to gather data and being quite open to a plurality of evidence.

COERLL Project News

Need more information about our projects?
Visit **http://coerll.utexas.edu** or contact us at **info@coerll.utexas.edu.**

New OER NOW AVAILABLE

Digital Badges for Foreign Language Education

Website / Open Source Web Application (Multilingual)

The purpose of this website is to provide foreign language educators with the latest information and practices surrounding the open digital badges movement. Within the field of language education, digital badge systems are being developed for professional development as well as for use within the language learning classroom. The website provides descriptions of relevant badging initiatives along with stories from educators currently using digital badges. It also serves as a resource for language educators who want to get started earning or creating digital badges.

OER link: http://openbadges.coerll.utexas.edu

Updated OER

eComma

Open Source Web Application (Multilingual)

eComma is a free software module that plugs into Drupal, a popular open source content management system. 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.

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

Project Directors: Carl Blyth (Department of French and Italian), Sam Baker (Department of English)

OER in Development

Spanish Proficiency Training (SPT) Workbook

Open Access Workbook (Spanish, Teaching Methods)

The SPT website user's workbook, designed by Dr. Judith Liskin-Gasparro of the University of Iowa, will be completed in Summer 2014. The workbook serves to introduce language proficiency and the concept of levels and includes a useful guide and activities on proficiency evaluation, suggestions on how to maximize the website content, and ideas for future work on the basis of the website.

Project Directors: Dale Koike (Department of Spanish and Portuguese), Judith Liskin-Gasparro (University of Iowa)

Spanish in Texas – Grammar

Website (Spanish, Teaching Methods)

The Spanish in Texas project is developing a new online pedagogical grammar resource. Grammar explanations will be supported with authentic video examples pulled from the SpinTX video archive (http://www.spintx.org).

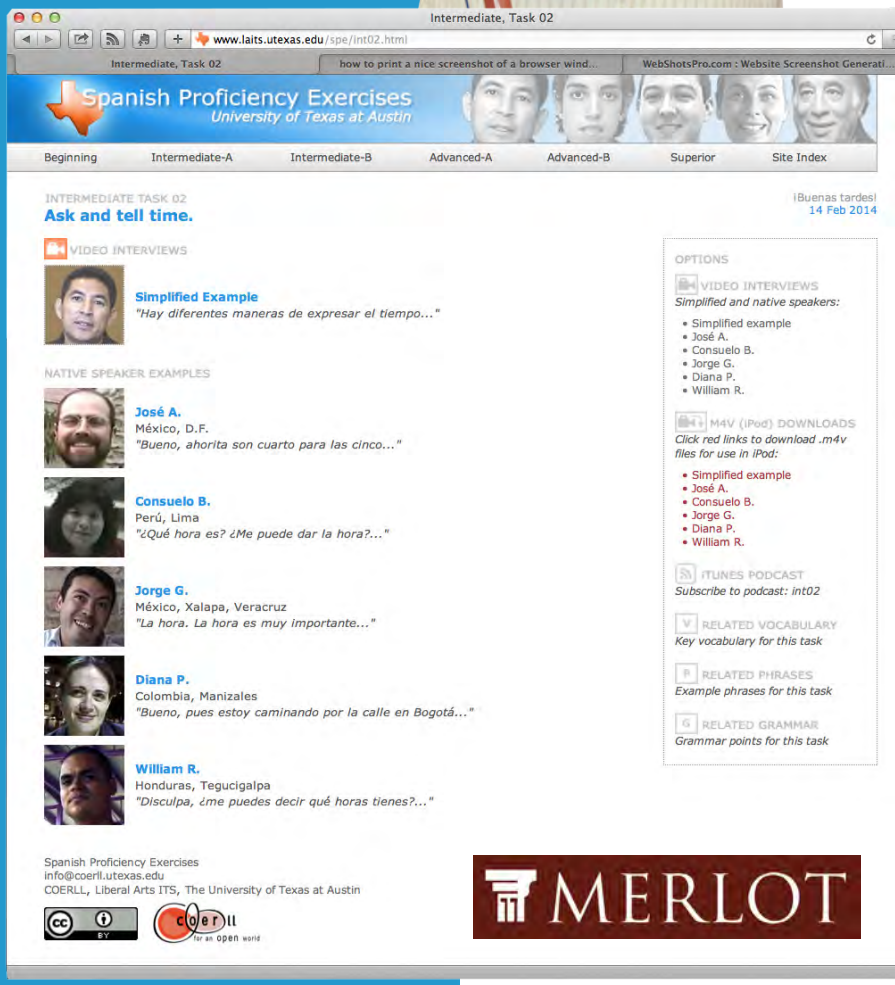
Project Director: Barbara E. Bullock (Department of French and Italian), Almeida Jacqueline Toribio (Department of Spanish and Portuguese)

SPANISH OER WINS
MERLOT CLASSICS AWARD

Spanish Proficiency Exercises, an OER currently maintained by COERLL, has been selected by the MERLOT World Languages Editorial Board as a winner of the MERLOT Award for Exemplary Online Learning Resources – MERLOT Classics 2014. The site was created by Dr. Orlando Kelm, Associate Professor in the Department of Spanish and Portuguese at the University of Texas at Austin. Dr. Kelm is also the creator of COERLL's Brazilpod online resources for learning Portuguese.

The Spanish Proficiency Exercises website includes hundreds of brief video clips in which native speakers of Spanish from locations throughout Latin America and Spain demonstrate various language tasks. This provides Spanish learners with the necessary support to be able to talk about the same topics in Spanish. Visit the resource at http://www.laits.utexas.edu/spe .

As the recipient of the MERLOT Classics Award, Dr. Kelm has been invited to give a special presentation at the 7th Annual Symposium on Emerging Technologies in Online Education in Fort Worth on April 11, 2014.
See http://goo.gl/5P263D for details .



Upcoming Events

COERLL Summer Webinar Series on Digital Badges

June 2014

Each webinar is free of charge and will offer CPE credits.

This summer, COERLL will build on the popularity and success of last summer's webinars by hosting another special three-part webinar series on Digital Badges. The new series will provide participants with a solid understanding of how digital badges work and explore the progress of digital badging initiatives in educational settings throughout the country. Participants will be introduced to new tools and platforms designed for educators to create and issue badges and learn how to develop and implement robust badge systems for their classrooms or professional development plans.

Participants can earn one hour of CPE credit for each webinar. We will open registration for the webinar in late spring, so be sure to mark your calendars and stay tuned for more information on our COERLL homepage, blog, and social media outlets.

Part 1
June 11th - Introduction to Digital Badges

Part 2
June 18th - How to Create and Issue Digital Badges

Part 3
June 25th - Designing Digital Badge Systems for the Language Learning Classroom

Visit COERLL's website at http://www.coerll.utexas.edu/coerll/ for more information.

More than 120 participants joined our Summer 2013 Webinar Series.

Attendees receive information including URLs to related materials.

Webinar slides and related files are available for download during a session and linked later on the COERLL website under the events.

Report from ACTFL 2013

Results of the "Convention Networker" Digital Badge Pilot at ACTFL 2013

In November 2013, COERLL partnered with the American Council on the Teaching of Foreign Languages (ACTFL) to introduce an open digital badge system to their annual convention. More than 6,000 language educators attend this convention each year. The 2013 "Convention Networker" badge was awarded to attendees who engaged and shared their interests with the ACTFL community and their wider networks before, during, and after the convention. Participants can look forward to more badge-earning opportunities at this year's convention in November.

Why introduce digital badges at this event? As stated on the ACTFL Digital Badges website (http://actflbadges.org), "ACTFL sees digital badges as an innovative way to foster collaboration and recognize the diverse skills and accomplishments of language educators. It is ACTFL's hope that digital badges will become a universally accepted means of professional credentialing."

Here's how it worked at the 2013 Convention. Participants were asked to fill out a simple form with some basic info about themselves and their professional interests. Profiles of the participants were shared on the "2013 Network" page (actflbadges.org/network/2013) so that networkers could find other attendees who shared their interests. Participants were then asked to post to social media or other online networks about the ACTFL 2013 Convention and the topics that matter to them. During the convention, participants wore a Convention Networker button. After the convention, participants claimed their digital badges and added them to a Mozilla Open Badge Backpack.

A total of 613, or roughly 10% of ACTFL 2013 attendees participated and were awarded the Convention Networker digital badge. The networkers came from 47 different states and listed 46 different languages of interest. A wide range of professional interests and social media communities were represented, as shown in the charts below.

We want to hear what you think about the Digital Badges initiative introduced at ACTFL 2013. If you participated, how would you rate your experience with our first badge offering? What professional development experiences would you like to see offered as badge-earning opportunities in the future?

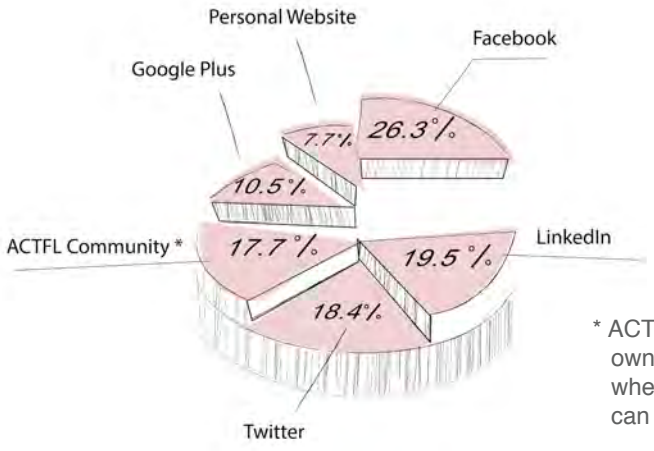
- Visit -

http://actflbadges.org/contact
to let us know!

Top 10 Interests of ACTFL Convention Networkers

1. Immersion
2. Technology and language learning
3. Assessment
4. 21st Century Skills in World Languages
5. Bilingualism
6. Study abroad
7. Open education
8. Intercultural competence
9. Blended / hybrid learning
10. Curriculum development

ACTFL Convention Networkers preferred contact platforms



* ACTFL has its own community site where members can connect.

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