THE UNIVERSITY OF TEXAS AT AUSTIN

Center for Open Educational Resources and Language Learning

Newsletter

Digital Pedagogies
For an Open World

Spring 2016

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COERLL Newsletter

Spring 2016:
Digital Pedagogies for an Open World

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

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Mission

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

From the Director

Dear Readers,

As we arrive at the midpoint of our four-year grant, it is natural that we take stock of our progress. Are our projects on track? Have we made the necessary mid-course corrections to assure success? What new content are we most excited about? In response to these questions, we begin this newsletter with a brief but informative progress report ("COERLL Project News" on pages 4 and 5). This spring we launched several new websites and are busy populating those sites with original media. For example, all four of our LCTL projects—K'iche', Mandarin, Czech and Portuguese—have recently completed new pedagogical content. In addition, we are pleased to announce that *eComma*, COERLL's tool for textual annotation, is now available as an LTI plug-in for most Learning Management Systems (LMS) such as Blackboard and Canvas. Finally, we have just finished *Español Abierto*, a portal for COERLL's most popular Spanish materials.

The theme of our newsletter is Digital Pedagogies, an important topic for the future of Open Education. Our infographic on pages 8 and 9 captures the parameters along which digital pedagogies may vary such as synchronicity and levels of participation. While all of our project directors are developing digital materials, they intend to use their materials in very different ways. In other words, there is no one way to enhance language teaching and learning with digital technology as demonstrated by our feature articles that focus on different language programs: Latin, French and K'iche,' an indigenous language of Guatemala spoken by just over a million people. On page 6 and 7, you will find an interview with Dr. Sergio Romero, sociolinguist and director of our K'iche' project ("Developing OER for a Less Commonly Taught Language: The K'iche' Project"). Given the dearth of commer-

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cially produced pedagogical materials for indigenous languages, Dr. Romero foresees a transformative impact of the K'iche' Project. He also explains how his team is creating an ethnographic teaching approach that construes the K'iche' language as social practice.

In the second feature, "Digital Language Pedagogy: Do You Want Modern or Classical With That?" on pages 10-13, the developers of online Latin and French courses at UT-Austin describe how they are implementing technology in different ways to enhance their teaching. Classical languages have traditionally been taught via grammar translation and textual analysis. And in keeping with such a textual emphasis, the online Latin courses are exploring new technology-assisted ways of reading. In contrast, the French online course employs a suite of communication tools offered by Canvas to increase the levels of student interactivity and engagement.

The newsletter ends with a roundup of our recent past events as well as our summer workshops. On June 10-11, COERLL will host the TELL Collab, a popular "unconference" during which world language teachers explore, model and share effective language learning practices. But be forewarned: there are no attendees at an unconference, only participants! Then, in July, we will hold two workshops, one focused on designing activities to foster a multiliteracies approach to foreign language learning (July 15-16) and the other focused on developing digital materials for Heritage Spanish programs (July 24-25). We hope you will consider joining us this summer!

For an open world,
Carl Blyth, Director of COERLL

Dr. Carl Blyth, Director of COERLL

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

COERLL Project News

New OER NOW AVAILABLE

The Literary in the Everyday: Crowdsourcing L2 Literacy Materials

(Multilingual)

The project directors have been busy spreading the methodology behind this multiliteracies-based project to language instructors through presentations, on-campus sessions, and a recent webinar. Instructors are starting to build classroom activities that demonstrate the plasticity of language using authentic FL resources. You can get involved in the community by attending FLLITE webinars or the summer workshop (see events list on page 15), applying to be part of the COERLL Collaborator mentorship program, or simply by using FLLITE activities and lessons as we begin to publish them!

OER link: http://www.fllite.org/

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

User-Generated Materials for Heritage Spanish

(Spanish Heritage Language)

Dr. Jose Esteban Hernández and Yanina Hernández have been working with their teaching assistants to develop new activities for the Spanish Heritage Language classroom, with a focus on activities using COERLL's SpinTX videos. They presented their experience at the University of Oregon's National Symposium on Spanish as a Heritage Language and will be at COERLL's summer workshop in Austin, Texas to guide other teachers in developing activities. In the meantime, if you are a teacher of heritage students, we encourage you to submit tips and resources on the project website!

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

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

Español Abierto

(Spanish)

We're excited to announce the launch of a new Spanish portal website, *Español Abierto*, where you can access all of COERLL's Spanish materials. Be on the lookout for updates soon, including a site search and filter to help you find the right activities for your class, and some new materials!

OER link: http://www.espanolabierto.org/

Updated OER

eComma: An Upgrade for L2 Social Reading Tool (Multilingual)

Now that the social reading tool eComma is available to be added to any Learning Management System (LMS) as an LTI (Learning Tools Interoperability) app, it is easier to integrate into your classroom materials as part of an in-class or homework assignment. Language instructors have begun using the tool in different ways to dig deep into texts with their students, and their experiences will eventually be available as a set of case studies. If you are using or would like to use eComma, we'd love to hear about your experiences.

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

Coordinator: Dr. Carl Blyth (UT Austin)

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

Dr. Orlando Kelm has produced 90 podcast episode lessons for three levels of learners thus far. Users can access full lessons for free on the project website, or can pay for a subscription on OpenLanguage.com, which includes games, exercises, grammatical data on over 8,000 words, and cultural annotations. Be on the lookout for some Olympics-themed materials this summer!

OER link: https://linguadagente.coerll.utexas.edu/
Other materials: http://openlanguage.com/library/learn-portuguese/24/latest/
Coordinator: Dr. Orlando Kelm (UT Austin)

Gateway to Chinese

(Chinese)

COERLL has published some Pinyin exercises in Canvas Commons so that Chinese teachers using Canvas in their classes, or anyone with a free Canvas account, can import them into their course materials, and even modify them if necessary. (When logged in to Canvas, search "Gateway to Chinese: Pinyin Exercises" in Canvas Commons.)

OER link: http://sites.la.utexas.edu/chinese/
Coordinator: Dr. Wen-Hua Teng (UT Austin)

OER in Development

Chqeta'maj le qach'ab'al K'iche'! (Let's Learn K'iche')

(K'iche')

The K'iche' website launched recently, and the team is busy creating lessons for English and Spanish speakers. A native speaker based in Guatemala is recording audio and writing an ongoing narrative for the lessons while the rest of the team at the University of Texas is preparing the lessons for publication and adding multimedia. They will gather more cultural materials and start testing lessons during the K'iche' language summer program in Nahualá, Guatemala.

OER link: http://tzij.coerll.utexas.edu/
Coordinator: Dr. Sergio Romero (UT Austin)

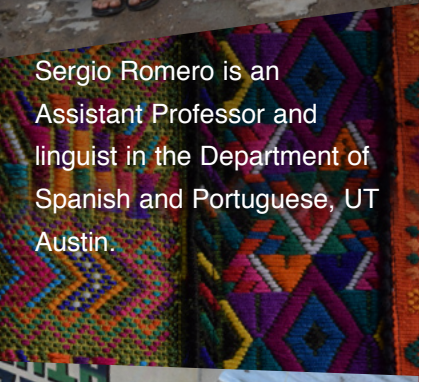
Reality Czech

(Czech)

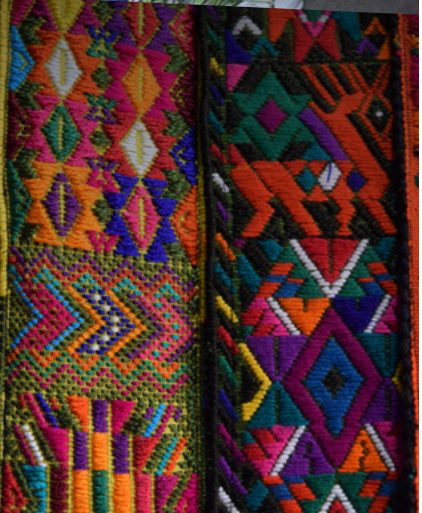
The first semester 5-unit Czech course is complete in Canvas. The project director, Dr. Christian Hilchey, is currently working on the second set of 5 units, which will constitute the second semester course. Over the next years of the project, the Czech team will build an activity book, test the materials with students, and collaborate with other members of the Czech teaching community on content, before finally opening up the course for anyone to use. Czech enthusiasts can look at sample materials and read more about the project on the recently launched website!

OER link: http://www.realityczech.org/
Coordinators: Dr. Mary Neuburger (UT Austin), Dr. Christian Hilchey (UT Austin)

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



Sergio Romero is an Assistant Professor and linguist in the Department of Spanish and Portuguese, UT Austin.



DEVELOPING OER FOR A LESS COMMONLY TAUGHT LANGUAGE: THE K'ICHE' PROJECT

Less commonly taught languages (LCTLs) present many challenges. For example, LCTLs often struggle with small enrollments and limited resources. At some colleges and universities, LCTL programs may not even have a departmental home. Such challenges, however, pale in comparison to the lack of high quality pedagogical resources. To make matters worse, LCTL instructors are typically specialists in literary and cultural studies with a limited background in language technology. As such, they are rarely trained to produce high-quality pedagogical materials. Consequently, LCTL programs are often underserved in terms of digital pedagogy. For these reasons, COERLL is developing open educational resources (OER) for four LCTLs: Czech, Portuguese, Mandarin and K'iche' Maya, a language spoken in the western highlands of Guatemala. In 2014, COERLL and the Teresa Lozano Long Institute of Latin American Studies (LLILAS) began the K'iche' project headed by Dr. Sergio Romero, a sociolinguist who studies the indigenous languages of Central America. One of the main goals of the project is the production of authoritative K'iche' materials. Another goal is the development and implementation of a digital pedagogy for the teaching of K'iche' and other indigenous languages. Recently, COERLL Director, Carl Blyth, caught up with Dr. Romero to ask him his thoughts about the project.

What will be the impact of the K'iche' project?

Today there are few commercially available materials geared toward K'iche' instruction. Several reference grammars and dictionaries are excellent resources but only students with some linguistic training are able to use them profitably. Our project promises to be transformative in scope and pedagogical design. Not only do we address the major elements of K'iche' grammar and discourse, but we seek to develop communicative competence in our students. We are determined to impart as much cultural information as possible to contextualize K'iche' as a cultural practice. We focus on the dialect spoken in the township of Nahualá, but we also seek to instill in our students the ability to accommodate and engage speakers of other regional varieties. Standard K'iche' is rarely used in conversation and local variation plays an important role as an ethnic and stylistic marker. Making our course freely available online guarantees access to interested students, especially in Guatemala, where Internet connections are increasingly common. The K'iche' lessons will be available in English and Spanish versions.

What is the status of K'iche'? Is it an endangered language?

K'iche' is a marginalized language but it is definitely not endangered at the moment. Spoken by more than one million people, it is the Mayan language with the highest number of speakers. Although it is not recognized as a national language, it is the primary language of many K'iche' communities through the highlands of Guatemala. It can also be heard among Guatemalan migrant communities in New York, Providence, Los Angeles, Houston and even Austin, Texas! K'iche' language activists have been seeking with mixed success the introduction of K'iche' into universities, schools, government offices and health services. Bilingual education programs are currently available but

woefully underfunded. Bilingual teachers, with exceptions, are poorly trained. Few quality teaching materials and books are published in K'iche'. Nevertheless, the best-known Maya poet today, Humberto Akabal, has published scores of volumes of his K'iche' poetry, which has been translated into more than seven languages.

What are the differences between teaching K'iche' and an international language like Spanish or English?

First, the K'iche' grammar and sound inventory are very different from those of Standard Average European Languages. This is not necessarily a problem as my experience teaching K'iche' proves that any speaker of Spanish or English with practice and discipline can learn K'iche'. Second, as with many marginalized languages, few quality pedagogical materials and courses are available for interested students. Third, K'iche's substantial dialectal variation is often discouraging for non-native students used to learning standardized varieties of international languages such as English or Spanish. Standard K'iche' is not widely used. Furthermore, before orthographic unification in 1987, publications appeared in different orthographies, a further difficulty for most students. Fourth, many K'iche' are also Spanish speakers and are not used to speaking their language with non-natives. Unless students are persistent, it is easy to fall back to Spanish after a few polite phrases.

What do you hope to gain from the project?

We intend to transform the project into a methodological template to develop online instruction materials for indigenous languages, both Mayan and non-Mayan. We need to increase our technical acumen and our understanding of digital tools and the Internet as a teaching resource. Our long-term goal is to develop this methodology in cooperation with indigenous communities and to service their needs as well as those of non-native students. Our next course will probably be Nahuatl. Eventually we would like to work with a native language of North America such as Cherokee as well.

How does the project relate to your other scholarly interests in sociolinguistics and linguistic anthropology?

It is a practical application of what I have learnt both as a linguist and as an ethnographer of the K'iche'. On the one hand Mayanist linguists tend to have a somewhat narrow understanding of language, focusing almost exclusively on grammar and genetic relations among languages; on the other, ethnographers sometimes ignore the technical details of grammar and discourse structure. This project brings the best intuitions and tools of both fields to bear on a practical course in which language is construed as social practice.

This summer will mark the mid-point of this project. How are things going?

We are on track. We expect to finish the first twenty-five lessons by the end of the summer. We will also be testing them during an intensive course that I will be teaching at the Universidad Autónoma de México this summer as well as during our intensive summer K'iche' program, which my colleagues Rusty Barrett and Mareike Sattler will be directing in Nahualá, Guatemala. By the end of the project, we will have finished about fifty lessons from beginners to intermediate-advanced levels. Perhaps, the biggest challenge for me but also the most rewarding experience has been to coordinate the efforts of our magnificent team: native speaker collaborators in Nahualá, our graduate student coordinator in Austin, José Ignacio Carvajal, and colleagues in Vanderbilt University and UT-Austin.

José Ignacio Carvajal is a graduate student in the Department of Spanish and Portuguese, UT Austin.

Why?

((((EMBRACE))))

Digital Language Pedagogies

Facts

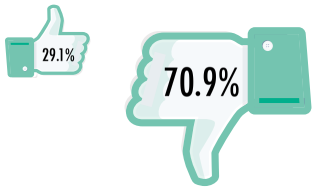
25% (5.8 M)

OF COLLEGE STUDENTS ENROLLED IN AN ONLINE COURSE IN 2014

but only 29.1%

OF COLLEGE ADMINISTRATORS SAY THAT THEIR FACULTY ACCEPT THE "value and legitimacy of online education"

ACCEPTANCE IS HIGHER (60%) IN INSTITUTIONS WHERE ONLINE COURSES ARE OFFERED



63.3%

COLLEGE ADMINISTRATORS SAY THAT ONLINE EDUCATION IS THE SAME AS OR BETTER THAN FACE-TO-FACE CLASSES

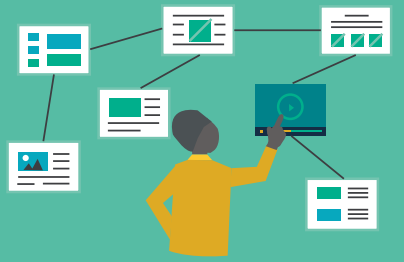
Many pedagogical possibilities

Benefits for language learners

ACTIVE

LEARNERS TAKE RESPONSIBILITY FOR THEIR OWN LEARNING

PERSONALIZED



LEARNERS PROCESS INDIVIDUALIZED INSTRUCTION THAT FITS THEIR NEEDS

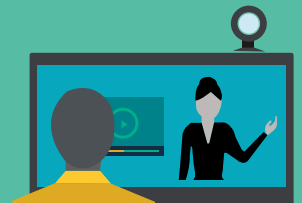
COLLABORATIVE

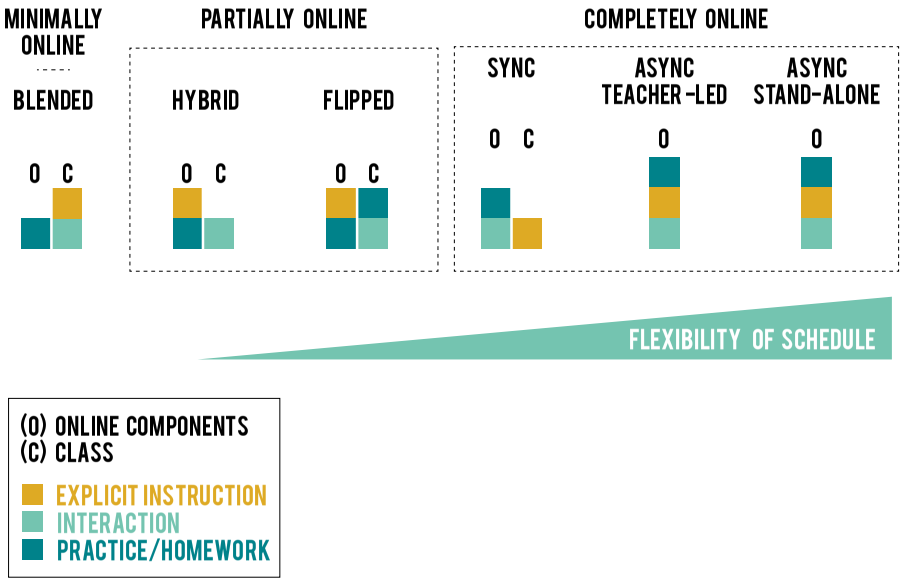
LEARNERS CONNECT WITH THEIR LEARNING COMMUNITY

EXTENSIVE

LEARNERS CONDUCT ONLINE RESEARCH THAT TAKES THEM BEYOND THE CLASSROOM

ACCESSIBLE



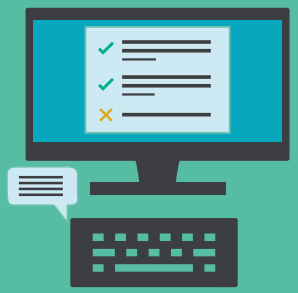


LEARNERS ACCESS INSTRUCTION ANYTIME THEY WANT

UNLIMITED

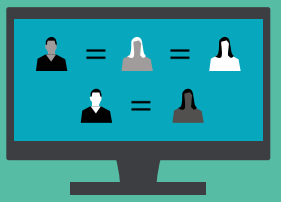
LEARNERS PRACTICE AS MUCH AS THEY WANT TO REINFORCE LEARNING

IMMEDIATE



LEARNERS OBTAIN INSTANT FEEDBACK THAT FOSTERS DEEP LEARNING

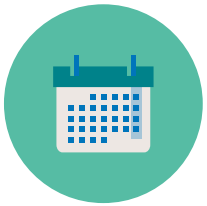
EGALITARIAN



LEARNERS GET FAIR AND IMPARTIAL TREATMENT

Advantages for all

FLEXIBLE SCHEDULES



TEACH AND LEARN ANYTIME, ANYWHERE

COST SAVINGS

FEWER CLASSROOMS, FEWER TEXTBOOKS, LOWER COSTS

ENVIRONMENTAL CONSERVATION

COMPUTE MORE, COMMUTE LESS, PRINT LESS

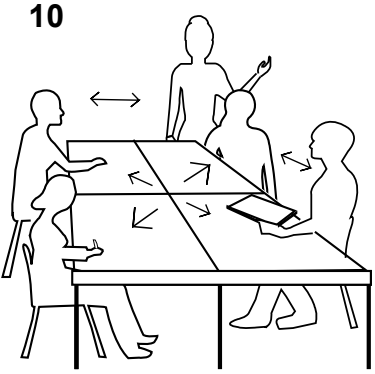
21ST CENTURY TRAINING

SMART TECHNOLOGIES, GLOBAL PERSPECTIVES

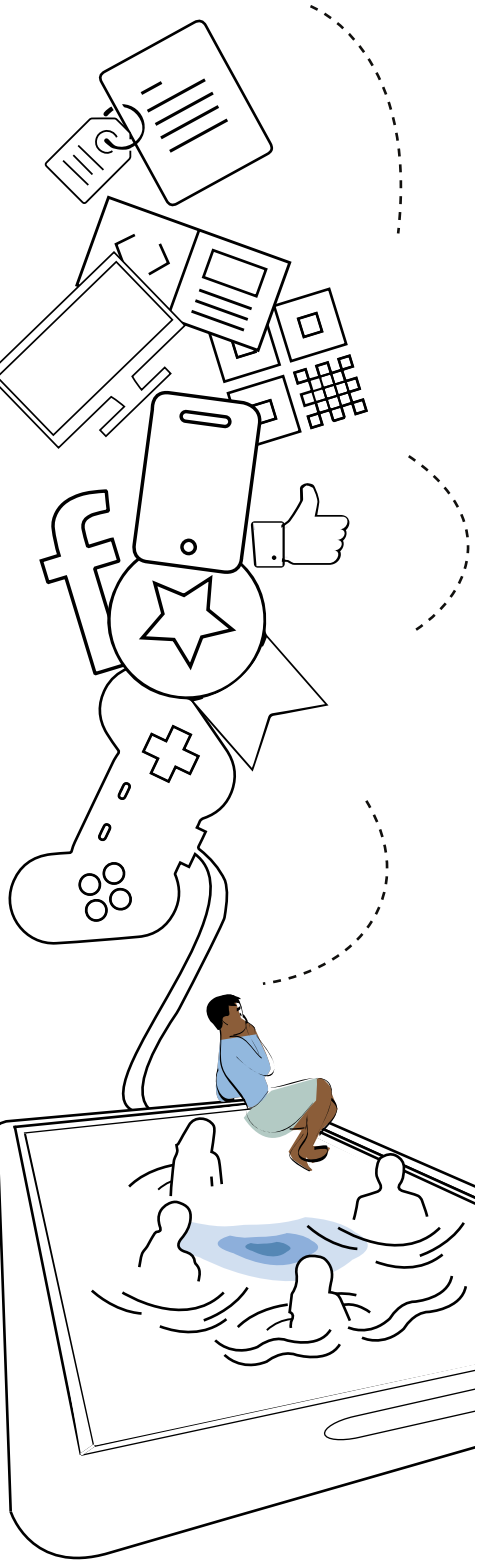
CC BY

Source: 2015 Online Learning Consortium survey
http://onlinelearningconsortium.org/read/online-report-card-tracking-online-education-united-states-2015/

coerll for an open world



DIGITAL LANGUAGE PEDAGOGY: DO YOU WANT MODERN OR CLASSICAL WITH THAT?



Do your language students learn offline or online, interact on the ground or in the cloud, chat in a classroom or on a discussion board, take pencil-and-paper tests or perform virtual learning assessments? As teachers, we plan how best to combine all of the available pedagogical assets to reach every language learner, and when we do that, we are practicing digital language pedagogy. The instructional options are virtually unlimited with fully face-to-face teaching, the most traditional, at one end of the spectrum, and fully online teaching, the most non-traditional, at the other. All approaches in between represent some degree of fusion. Additionally, online language learning may be synchronous or asynchronous, teacher-led or teacher-less, scheduled or self-paced, at-a-distance or on-campus, with a class or independent. So, how can you go about deciding which combination works best for your learners? Read on to find out how online course designers who are working with two different languages, one classical (Latin) and one modern (French), explain how they are shaping digital language pedagogy to fit students' needs.

Steve Lundy, *Latin Instructor, UT Austin*

What are your thoughts about digital language pedagogy applied to Latin?

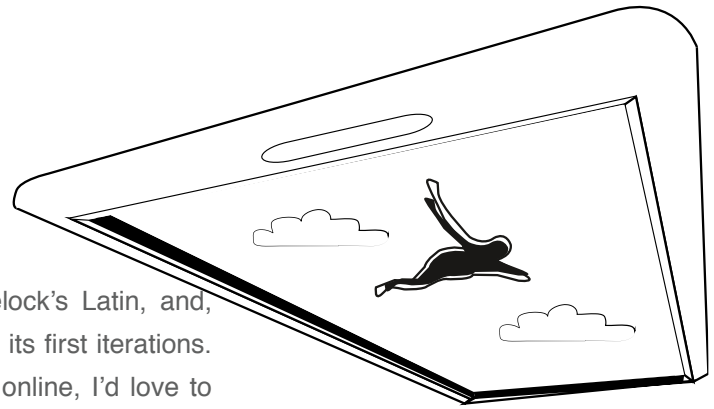
I think one of the most obvious and already visible impacts of digital pedagogy is that it is reframing our pedagogical approaches across the board, in what will hopefully be more productive for students and reflective of contemporary language usage. To give one example, I can foresee Latin pedagogy becoming much more amenable to incorporating plural and technology-assisted modes of reading (as described by N. Katherine Hayles, for instance) as desirable objectives. Because of the contributions digital pedagogies offer, it is an extraordinarily exciting time to be developing courses like these.

Please describe the digital language program you are creating.

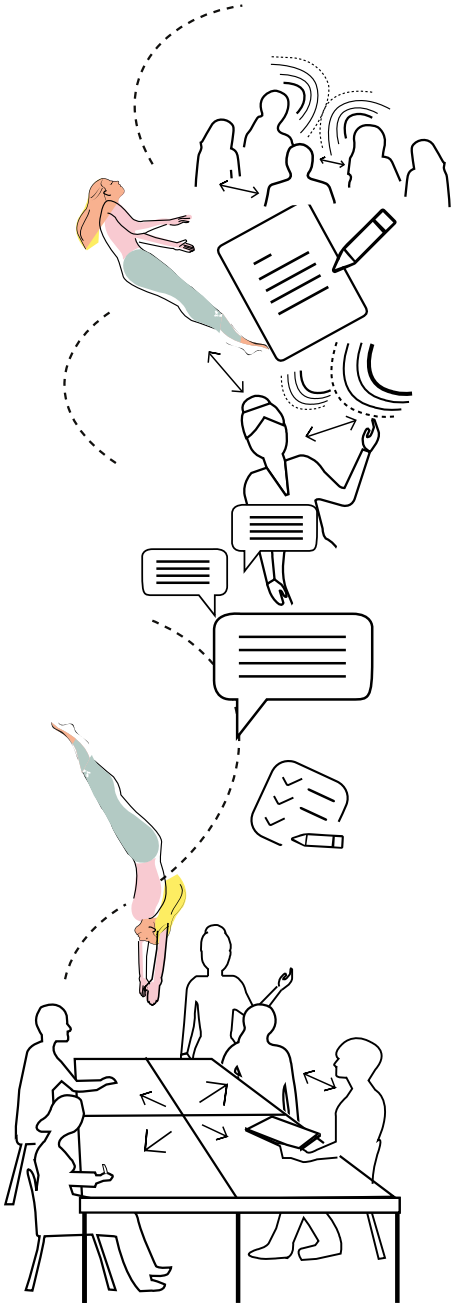
It is a fully online version of the Classics department's one-year beginning Latin sequence. The first course, First-Year Latin I, will be released in Fall 2016, while the next course in the sequence, First-Year Latin II, together with intensive versions of the first-year sequence, will follow soon after.

How do you approach decisions about digital language pedagogy for designing your Latin courses?

The course will at first resemble most closely the grammar-translation method, which many US college-level Latin courses continue to favor. At UT, face-to-face instructors



use a long-time standard Latin grammar-translation text, Wheelock's Latin, and, for practical reasons, the online course will also use Wheelock in its first iterations. Once we have a better idea of how students are learning Latin online, I'd love to start developing an open-resource online Latin textbook, particularly one that does not require instructors and students to follow the linear progression of a conventional textbook. I've been impressed by online tools like USC's Scalar which allow users to have a non-linear, anti-hierarchical experience, and can therefore allow for multiple pedagogical and organizational approaches to what are effectively the same course materials.

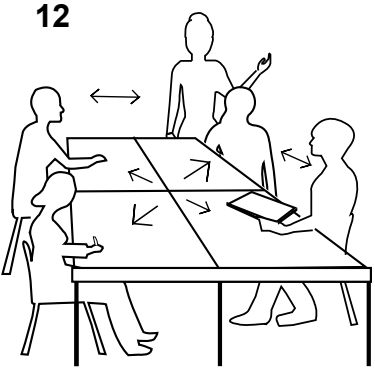


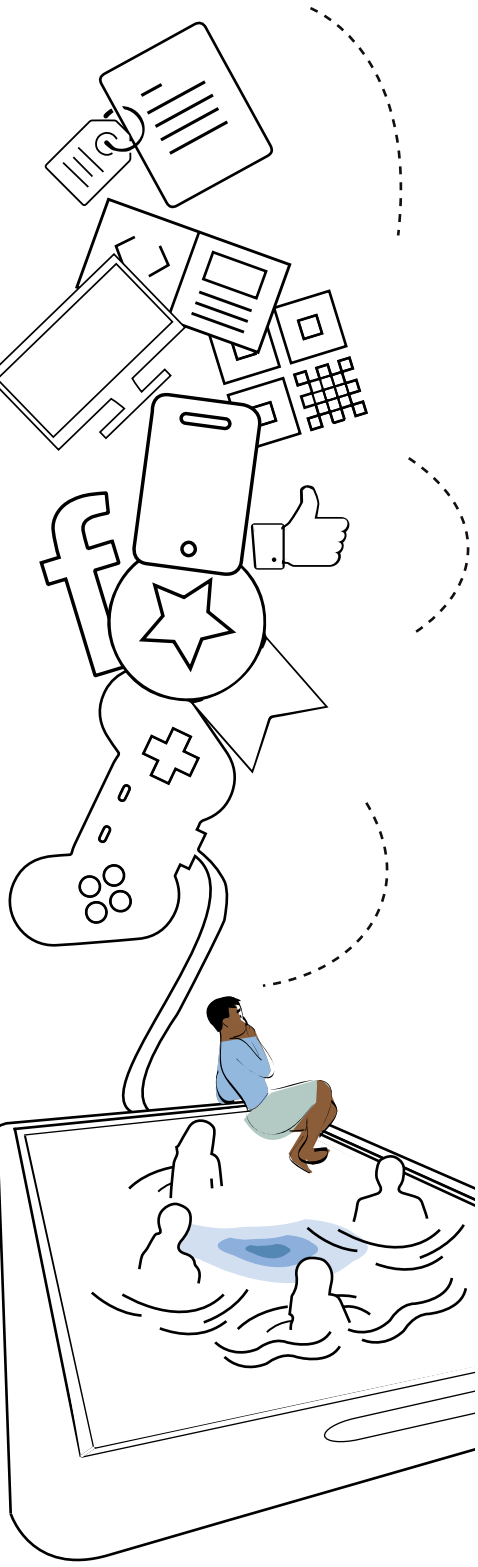
What are the biggest obstacles you have faced so far in your development of online Latin I?

That has to do with design of the web-based version of Latin I. It has been influenced by the strong example of online learning set by Classics' first fully online course, Introduction to Ancient Rome-Online, developed by Jennifer Ebbeler, and introduced in Fall 2014. As in that course, learning in Latin I will be semi-asynchronous and self-paced. Students will work largely independently through online Canvas-based modules stressing self-regulated formative and summative assessment, but with synchronous objectives (such as module completion deadlines, group assignments, and scheduled mid-terms). Within the modular structure, students will be able to retake assignments as many times as they need. Instructors will be available to help learners with comprehension and to provide feedback on assignments, but that will be only one of several elements in the student's learning experience (alongside, for example, self-assessment and peer collaboration).

What would you predict about how language learning and teaching will change in the future?

Given the nature of the study of ancient languages, reading comprehension applied to ancient texts has generally been understood as the main objective of learning Latin at the undergraduate level. Even within this more narrowly defined (and arguably outdated) learning outcome, there exists a range of competencies that are not usually as clearly articulated within traditional grammar-translation approaches. As a result, where the sometimes overly mechanistic style of grammar-translation falls short, development of communicative competence, understanding of linguistic, rhetorical, and cultural contexts, and interactions within the learning community have usually been creatively cultivated by individual Latin teachers and among our undergraduates.





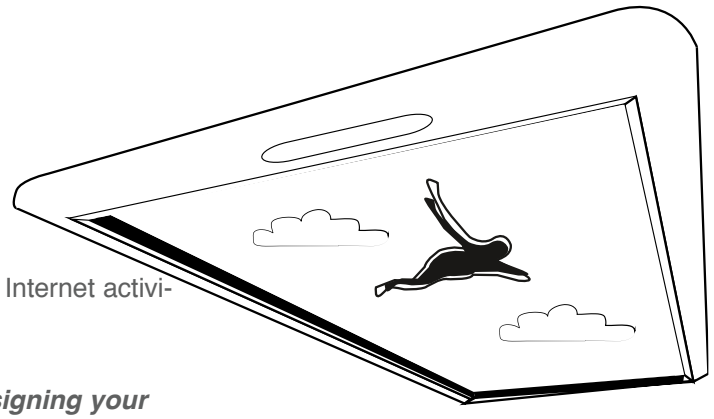
How do you think language learning will advance as a result of your current efforts at digital language pedagogy?

To my mind, the question for developing a digital pedagogy that can incorporate a similar range of developmental learning objectives is whether or not it is possible (or even desirable) to directly reproduce these communicative, contextual, and communal aspects of face-to-face language learning in the online environment. On the one hand, as far as I can tell, there is no substitute for this kind of work, and the development of key competencies will likely suffer if students do not have access to resources that can provide experiences analogous to those in the face-to-face classroom. On the other, it is not productive to measure the success of digital pedagogy according to the same criteria or expectations as traditional face-to-face pedagogy. Thoughtfully applied, digital tools and practices -- like word study and translation apps, gamification tools, web annotation, and other collaborative platforms -- can facilitate student learning by inviting creative problem-solving and proliferating the number of ways that students interact with each other. Even if the asynchronous and independent character of online work does not fully capture the spontaneity and fluidity of classroom discussion, the advance of technology-assisted language work, in other words, makes it possible to envision an online language classroom in which language immersion is not only possible, but takes on wholly different, dynamic aspects.

Karen Kelton, *French Instructor, UT Austin*
Nancy Guilloteau, *French Instructor, UT Austin*

Please describe the digital language program you are creating.

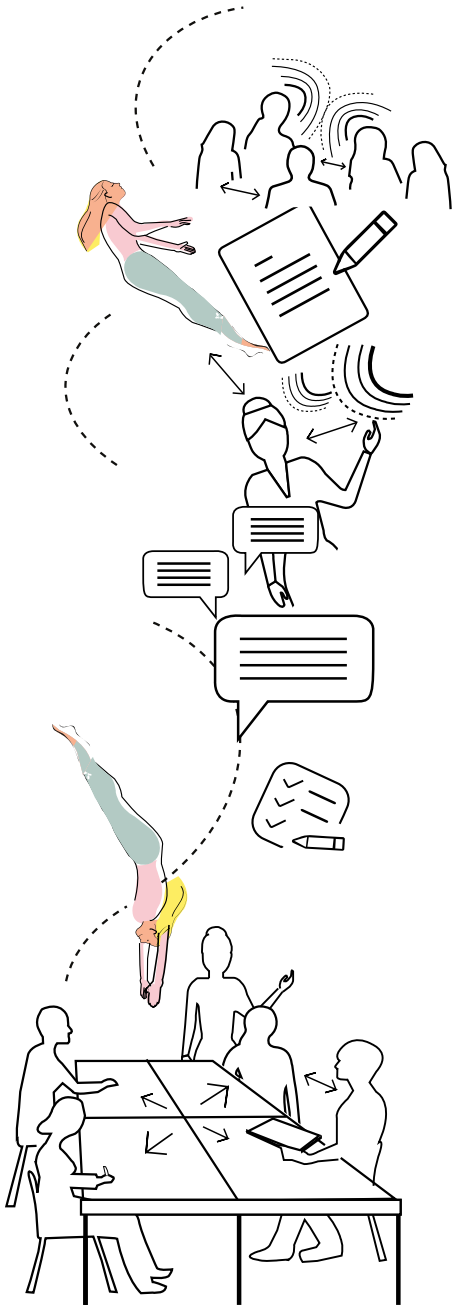
We have created a three-semester fully online sequence of French courses. Learning is asynchronous, but follows the dates of the UT semesters. It includes online peer interactions, both synchronous and asynchronous, that students schedule according to their availability. These interactions include Canvas Conferences, which allow students to connect in real time and record their conversations, and VoiceThreads, where students post and react asynchronously. The online courses are based on an intensive twelve-hour proficiency-based curriculum, *Français interactif*, used as the beginning and intermediate French curriculum at UT since 2000, and an existing pedagogical grammar, *Tex's French Grammar*. Over the course of 3 semesters, students cover 13 chapters, each of which is broken down into 9 modules or lessons. As much as possible, students get immediate individualized feedback, a feature that is not possible in a face-to-face classroom. Approximately one-third of activities are open-ended (paragraphs, reactions to cultural materials, video and oral assessments) and require instructor feedback and grading. As in the regular face-to-face classroom curriculum, learners progress from input to output in the target language. Learners get recycled vocabulary throughout the entire curriculum, grammar activities that focus on meaning



as well as on form, and a wealth of cultural input from songs, videos, Internet activities, readings, and cultural notes.

How did you approach decisions about digital pedagogy for designing your French courses?

We chose Canvas as the platform, as it is the Learning Management System of UT and has the capability to manage large quantities of audio and video files. It also allows students to produce, capture, and record audio and video. We kept the course design as simple as possible for ease of navigation using solely Canvas. We have tried to make it as asynchronous as possible in order to maximize user-friendliness for students. We built in as much interaction as possible, always with the goal of giving students immediate feedback. We also had the help of the designers and colleagues who had already developed and taught online language courses.



What are the biggest obstacles you have faced so far in your development of online French courses?

It took us a while to learn all of the intricacies of Canvas. We also struggled with how to convert our existing classroom activities into meaningful online exercises and with how to ensure that students have ample language learning support. Since we have not yet taught the online classes, we cannot predict how these materials will work without the group dynamic and communicative environment that the classroom naturally provides, which is often fun, playful, and motivating. Still, we have attempted to create a strong social and teaching presence throughout. We continue to brainstorm about how to develop exams that focus on form and meaning and about how to do this without using an online proctor tool. We are also considering how we will go about comparing learning outcomes and performance to those of the to face-to-face classroom.

What would you predict about how language learning and teaching will change in the future?

We think digital language pedagogy is only going to become more important and relevant as the number of online language courses grows. That growth will be motivated not only by continuing budget issues and technology advancements, but also by how well we as course developers are able to take advantage of the capabilities of electronic media to enhance language learners' success.

To keep up with these and all COERLL events, please go to our website and add your contact information to our mailing list at

http://www.coerll.utexas.edu/coerll/

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Events Report

Symposium: Foreign Languages and the Digital Humanities

February 6, 2016

Presenters: Carl Blyth (UT Austin), Pramit Chaudhuri (Dartmouth), Kurt Fendt and Ellen Crocker (MIT), Dilworth Parkinson (BYU), Guy Raffa (UT Austin), Matthew Russell (UT Austin)

Seven educators from across the United States came together to talk about their various approaches to the digital humanities as applied to a number of different languages. Sessions focused on diverse approaches to digital humanities ranging from discussion of tools for intertextuality and computation for Latin to exploration of Dante's work based on the DanteWorlds website in Italian, social reading in French with eComma, hypermedia documentary in German in *Berliner Sehen*, corpus searches for Arabic texts, and learning as curation, a project based on English that included some German language use. To access the recordings of the sessions, go to **https://fldh.coerll.utexas.edu/sessions/**.

Webinar: Occupied Paris: Creating a Virtual Learning Experience

February 22, 2016

Presenter: Terri Nelson (University of California-San Bernardino)

Terri Nelson described the role-playing video game (RPG) she created based on historic French documents and WWII artifacts to teach her advanced-level French students what it was like to live in Paris during Nazi occupation. Students used critical thinking skills to analyze diverse situations that were authentic to the period and made ethical decisions that affected their own survival as well as the survival of others.

Webinar: Foreign Languages and the Literary in the Everyday (FLLITE)

February 23, 2016

Presenter: Joanna Luks (Cornell University)

Joanna Luks reviewed the theoretical underpinnings of her project, *Foreign Languages and the Literary in the Everyday* (FLLITE) based on her open educational textbook for French, *Le littéraire dans le quotidien*. She explained the notion of "language play," which is at the heart of the FLLITE approach, and showed examples of various forms from selected open texts.

Open Education Week Discussion Forum: Open Education Practices

March 10, 2016

Facilitators: Christian Hilchey (Dept. of Slavic and Eurasian Studies, UT Austin) and James Henson (Dept. of Government and Director of the Texas Politics Project, UT Austin)

In celebration of Open Education Week, two UT professors described how they use open practices in their classes in order to engage students and increase accessibility and affordability of materials. Christian Hilchey explained the process of creating openly licensed online multimedia materials for his introductory Czech language classes while James Henson discussed his experience with teaching a MOOC (Massive Open Online Course) about Texas politics and government.

Upcoming Events

Webinars:

Building Activities for the Foreign Languages and the Literary in the Everyday (FLLITE) Project

Tuesday, April 26, 2016 at 2 pm CDT

Presenter: Chantelle Warner, Co-director of CERCLL (University of Arizona)

As a follow up to Joanna Luks's February webinar on the FLLITE approach, Chantelle Warner will offer a second FLLITE webinar on how to create open FLLITE activities and lessons.

Formative and Summative Assessment Tools for the FLLITE Approach

Wednesday, September 14, 2016 at 2 pm CDT

Presenter: Joanna Luks (Cornell) and Chantelle Warner, Co-director of CERCLL (University of Arizona)

Joanna Luks and Chantelle Warner will demonstrate how to use formative and summative assessment tools to measure student learning using the FLLITE approach.

Publishing Open Lessons for the FLLITE Project

Wednesday, November 9, 2016 at 2 pm CST

Presenter: Carl Blyth, Director of COERLL (UT Austin)

Participants will learn how to edit, license, and share open FLLITE activities and lessons.

Summer Workshops:

Adapting and Creating Activities for Heritage Learners of Spanish

June 10-11, 2016

Presenters: Maria Carreira (California State University-Long Beach), Esteban Hernández (UT Rio Grande Valley), Yanina Hernandez (Texas State Technical College), and Claudia Holguin (University of Oregon)

Presenters will offer a variety of strategies for Spanish teachers to use in adapting, creating, and sharing learning activities for their heritage Spanish classes using textbooks, videos, and digital stories. **Link: http://heritagespanish.coerll.utexas.edu/**

The TELL Collab 2.0

June 24-25, 2016

Facilitators: Thomas Sauer (AdvanceLearning) and Alyssa Villarreal (Advance Learning and Shelby County Schools, Memphis, TN)

This year's TELL Collab will again bring together WL educators to explore, model, and share effective language learning practices identified by the TELL framework. The two-day professional learning experience will include collaborative sessions and opportunities to share ideas and resources for both teachers and administrators. Teachers will receive help identifying their own professional learning goals and find out strategies for meeting those goals. **Link: http://www.tellcollab.org/registration/**

The FLLITE Approach: Activity Design, Assessment, and Publication

July 15-16, 2016,

Facilitators: Carl Blyth, Director of COERLL (UT Austin), Joanna Luks (Cornell) and Chantelle Warner, Co-director of CERCLL (University of Arizona)

Presenters will explain the concept of the literary in everyday life and identify the principles underlying the FLLITE approach as they facilitate participants' development of FLLITE activities and lessons. Participants will search for open educational resources (OER) to find appropriate target language documents (texts, images, videos, audio) and work together to design FLLITE activities and lessons based on those documents.

Link: http://coerll.utexas.edu/coerll/event/fllite-approach-activity-design-assessment-and-publication/

Get more information about these events at

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