COERLL Title VI Grant
External Evaluation: Year 1, November 2019
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This report details the activities of the Center for Open Educational Resources and Language Learning (COERLL) from August 15, 2018 to August 14, 2019 the first year of a four-year, U.S. Department of Education grant cycle. Dr. Michael Hirsch is the external evaluator of the program and the author of this report. The report examines data provided by COERLL staff and includes an examination on COERLL's progress on four goals: 1) Consult on, develop, publish, and collect feedback on new openly licensed instructional materials for teaching and learning less commonly taught languages (LCTLs) in secondary school and higher education; 2) Consult on, develop, publish, and collect feedback on original open educational resources for teaching and learning Spanish in secondary and higher education; 3) Provide professional development on effective teaching strategies and using new technologies for in-service teachers, and; 4) Conduct outreach and dissemination on new open educational resources and improved methods for teaching foreign languages including the use of advanced educational technology and open educational practices.

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Introduction

COERLL has a legacy of working to improve the teaching of foreign languages in the United States. Currently COERLL staff maintain 27 legacy websites from previous Title VI grants. These websites attract 2,994,070 unique users per year. The most popular include Tex's French Grammar, Français interactif, Spanish Grammar in Context, and the Foreign Language Teaching Methods site. Websites for less commonly taught languages include Aswaat Arabiyaa and Tadriis for Arabic teachers; Tà Falado, Brazilpod, Conversa Brasileira, and Portuguese Communication Exercises for Portuguese; Pitch Perfect Pinyin and Chinese Word Order exercises for Chinese, *Chqe'tamaj le qach'ab'al K'iche'!* for K'iche', and *Yorùbá Yé Mi* for Yoruba (2018 legacy site usage is summarized in Appendix A). The current grant fits within the larger context of the Title VI Grant work undertaken by COERLL.

This report will examine progress on each of the four goals. It will use review progress on each the performance measures for each goal utilizing the data indicators associated with each of the performance measures. The report will close with a summary assessment of the work accomplished during the first year of the grant.

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

Three performance measures were put forward to meeting this goal: 1) Develop five coursewares for teaching four LCTLs; 2) Consult on at least two projects for developing teaching and learning materials for at least nine LCTLs, and 3) Capture feedback on LCTL coursewares from at least 2,000 users over four years.

- **Performance Measure 1: Develop five coursewares for teaching four LCTLs – 100% Exceeded**

Table 1 summarizes the three activities and five data indicators used to evaluate COERLL's performance in meeting project Goal 1. COERLL exceeded all of its targets by between 200 and 500%. And while there was no Year 1 target set for the creation of LCTL quizzes, 15 quizzes were created during Project Year 1.

Table 1*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Create multi-media language learning lessons.	Number of LCTL coursewares	1	5	500%
	Number of LCTL lessons created	10	27	270%
	Number of LCTLs	1	4	400%
Create quizzes to test student performance at intervals of coursework use.	Number of LCTL quizzes created	0	15	
Create guides or templates to aid teachers in using courseware.	Number of LCTL teaching guides/templates created	1	2	200%

*All data is for this table is drawn from COERLL's website.

- **Performance Measure 2: Consult on at least two projects for developing teaching and learning materials for at least nine less commonly taught languages – 100% Exceeded**

Table 2 summarizes one activity and three data indicators used to evaluate COERLL's performance in meeting project Goal 1. COERLL exceeded all of its targets by between 117 and 700%.

Table 2*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Correspond and meet with language teachers developing lessons for teaching LCTLs.	Number of LCTLs	1	6	600%
	Number of LCTL authors/contributors consulted with	1	7	700%
	Number of LCTL lessons created under consultation	12	14	117%

*All data is for this table is drawn from project director correspondence.

- **Performance Measure 3: Capture feedback measures on LCTL courses from at least 2,000 users over 4 years – 100% Exceeded**

Table 3 summarizes one activity and three data indicators used to evaluate COERLL's performance in meeting project Goal 1. COERLL exceeded all of its targets by between 105 and 2,495%.

Table 3*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Assess LCTL courseware and materials usage through website analytics, evaluations, and spontaneous user comments and queries.	Number of visitors to LCTL coursewares websites	750	18,710	2,495%
	Percentage of users who would recommend the resource to a colleague	80%	81%	105%
	Number of spontaneous user comments and queries	5	36	720%

*Data for this table is drawn from web analytics, Qualtrics survey software, and email, social media and phone communication.

Summary Goal 1 – 100% Exceeded

All data indicators support the assertion that COERLL has exceeded its expectations for meeting Goal 1 in Project Year 1. COERLL put forth three performance measures, supported by five activities with 11 data indicators as a means to examine its Project Year 1 progress for Goal 1. In 10 of the 11 data indicators COERLL outperformed its Year 1 Targets by between 105 and 2,495%. In the one activity that set no Year 1 target (Number of LCTL quizzes created), COERLL exceeded the 0 Year 1 target through the creation of 15 quizzes.

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

Three performance measures were put forward to meeting this goal: 1) Develop three coursewares for teaching Spanish for heritage and L2 learners; 2) Consult on at least two projects for developing teaching and learning materials Spanish, and 3) Capture feedback on

Spanish coursewares from at least 800 users over four years (see Appendices F and J for summary tables and individual feedback on these materials).

- **Performance Measure 1: Develop three coursewares for teaching Spanish for heritage and L2 learners – 80% Exceeded, 20% Met**

Table 4 summarizes three activities and five data indicators used to evaluate COERLL's performance in meeting project Goal 2. COERLL met or exceeded all of its targets by between 125 and 200%. And while there was no Year 1 target set for the creation of Spanish quizzes, 95 were created during Project Year 1.

Table 4*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Create Spanish multimedia language learning lessons.	Number of Spanish coursewares	2	4	200%
	Number of Spanish lessons	18	18	100%
	Number of lessons for Spanish as a heritage language	12	15	125%
Create quizzes to test student performance at intervals of Spanish courseware use.	Number of Spanish quizzes created	0	95	
Create guides and templates for teachers on how to use Spanish lessons.	Number of Spanish teaching guides/templates created	1	2	200%

*All data is for this table is drawn from COERLL's website.

- **Performance Measure 2: Consult on at least two projects for developing teaching and learning materials for Spanish – 50% Met, 50% Exceeded**

Table 5 summarizes one activity and two data indicators used to evaluate COERLL's performance in meeting project Goal 2. COERLL met or exceeded its targets by 400%.

Table 5*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Correspond and meet with language teachers developing lessons for Spanish.	Number of authors/contributors consulted with	1	1	100%
	Number of Spanish lessons created under consultation	1	4	400%

*Data for this table is drawn from COERLL staff correspondence.

- **Performance Measure 3: Capture feedback measures on Spanish coursewares from at least 800 users over 4 years – 100% Exceeded**

Table 6 summarizes one activity and three data indicators used to evaluate COERLL's performance in meeting project Goal 2. COERLL exceeded its targets by between 125 and 13,401%.

Table 6*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Assess Spanish courseware and materials usage through website analytics, evaluations, and spontaneous user comments and queries.	Number of visitors to Spanish coursewares websites	100	13,401	13,401%
	Percentage of users who would recommend the resource to a colleague	80%	100%	125%
	Number of spontaneous user comments and queries	5	74	1,480%

*Data for this table is drawn from analytic software, Qualtrics survey software, and email, social media and phone communication.

Summary Goal 2 – 80% Exceeded, 20% Met

All data indicators support the assertion that COERLL has met or exceeded its expectations for meeting Goal 2 in Project Year 1. COERLL put forth three performance measures, supported by five activities with 10 data indicators as a means to examine its Project Year 1 progress for Goal 2. In seven of the 10 data indicators COERLL outperformed its Year 1 Targets by between 125 and 13,401%. In the one activity that is set no Year 1 target (Number of Spanish quizzes created), COERLL exceeded the zero Year 1 target through the creation of 95 quizzes. COERLL met its Year 1 targets with the final two indicators.

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

Two performance measures were put forward to meeting this goal: 1) Over four years, organize at least ten teacher training events (e.g., workshops, round tables, webinars) to train teachers in effective teaching strategies; and 2) Grow by ten people each year a network of peer reviewers and teacher-authors to create and review pedagogical materials based on the training they receive from COERLL (see Appendices B, C, D, and E for summary tables and individual feedback on these events).

- **Performance Measure 1: Over four years, organize at least ten teacher training events (e.g., workshops, round tables, webinars) to train teachers in effective teaching strategies – 87.5% Exceeded, 12.5% Not Met.**

Table 7 summarizes three activities and eight data indicators used to evaluate COERLL's performance in meeting project Goal 3. COERLL exceeded its targets for seven of the eight indicators by a range of 121-1,200%. It fell short of meeting its expectations for one indicator reaching only 45% of its target.

Table 7*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Organize workshops, round tables, and webinars for teacher training.	Number of teacher training events organized	3	9	300%
	Number of teachers attending training events	100	240	240%
	Number of events with representatives from an MSI or Community College	1	6	600%
Assess teacher training event needs and outcomes.	Number of teachers surveyed about training needs	20	9	45%
	Percentage of participating teachers who would recommend the event to colleagues	80%	100%	125%
Use event content to publish videos or written guidelines that teachers can use for self-guided professional development.	Number of professional development videos produced	3	4	133%
	Number of professional development guidelines documents written	1	12	1,200%
	Number of users of professional development videos and/or guidelines	75	91	121%

*Data for this table is drawn from program records, workshop/webinar sign-in, workshop registration form, Qualtrics survey software, COERLL's website.

- **Performance Measure 2: Grow by ten people each year a network of peer reviewers and teacher-authors to create and review pedagogical materials based on the training they receive from COERLL – 50% Not Met, 37.5%% Met, 12.5% Exceeded**

Table 8 summarizes three activities and eight data indicators used to evaluate COERLL's performance in meeting project Goal 3. COERLL fell short of its targets for four of the eight indicators by a range of 0-80%. It exceeded expectations for one of the eight measures achieving 104% of its target. Three of the eight performance indicators had no Year 1 target.

Table 8*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Oversee peer review of teacher-authored case studies and lessons.	Number of peer reviewers of teacher-authored case studies/lessons	5	4	80%
	Number of peer reviews of teacher-authored case studies and lessons	5	4	80%
Publish case studies written by teachers on their use of new technologies, including games, in the language classroom.	Number of case study authors	0	0	
	Number of teacher-authored case studies published	0	0	
	Number of users of teacher-authored case studies	0	0	
Publish teacher-authored lessons that use a multi-literacies approach.	Number of teacher-authored lessons published	7	0	0%
	Number of lessons authored	7	3	43%
	Number of users of teacher-authored lessons	50	52	104%

*Data for this table is drawn from project director correspondence, COERLL's website, and web analytics.

Summary Goal 3 – 50% Exceeded, 31.25% Not Met, 18.75% Met

COERLL put forth two performance measures, supported by six activities with 16 data indicators as a means to examine its Project Year 1 progress for Goal 3. In eight of the 16 (50%) data indicators COERLL exceeded its Year 1 Targets by 104 to 1,200%. COERLL has fallen short in five of the 16 indicators (31.25%) by 0 – 80%. In three Year 1 activities (18.75%), there are zero targets and zero actuals. Goals have been met in these instances.

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

Three performance measures were put forward to meeting this goal: 1) Publish yearly about using advanced educational technology or open educational resources for language learning; 2) Conduct yearly informational presentations about COERLL's mission of promoting language learning and creating and using OER and; 3) Bring attention to educators who use, create, or promote open educational resources for the language classroom by publicizing the work of at least thirty people annually.

- **Performance Measure 1: Publish yearly about using advanced educational technology or open educational resources for language learning – 80% Exceeded, 20% Met.**

Table 9 summarizes three activities and five data indicators used to evaluate COERLL's performance in meeting project Goal 4. COERLL exceeded its targets for three indicators by a range of 140-4,059%. Two indicators had no Year 1 targets, one of these had a Year 1 Actual of one.

Table 9*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Publish Articles by faculty and teachers using technology or open educational resources for language learning.	Number of articles about FL teaching	15	21	140%
	Number of article readers	1,000	40,598	4,059%
Publish book chapters and/or case studies by faculty and teachers using open educational resources for language learning.	Number of book chapters and case studies	0	1	
	Number of book chapter/case study readers	0	0	
Disseminate new letters, blog posts, and other online content about new resources and techniques for teaching language.	Number of educators reached	2,605	16,547	635%

*Data for this table is drawn from Language, Learning and Technology website, web analytics, Multilingual Matters website and email marketing software, social media platforms, blog, etc.

- **Performance Measure 2: Conduct yearly information presentations about COERLL's mission of promoting language learning and creating and using OER – 50% Exceeded. 50% Met,**

Table 10 summarizes two activities and four data indicators used to evaluate COERLL's performance in meeting project Goal 4. COERLL exceeded its targets for two indicators by a range of 133-204%. Two indicators had no Year 1 targets.

Table 10*

Activities	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Co-host events to promote language learning at UT Austin.	Number of language promotion events conducted	0	0	
	Number of people attending language promotion events	0	0	
Give presentations about open educational resources to teachers.	Number of informational OER presentations conducted	3	4	133%
	Number of participants across informational OER presentations	45	92	204%

*Data for this table is drawn from program records and project director surveys.

- **Performance Measure 3: Bring attention to educators who use, create, or promote open educational resources for the language classroom by publicizing the work of at least thirty people annually – 66% Met, 33% Not Met.**

Table 11 summarizes one activity and three data indicators used to evaluate COERLL's performance in meeting project Goal 4. COERLL exceeded its targets for two indicators by a range of 157-350%. One indicator hit 97% of its target.

Table 11*

Activity	Data Indicators	Year 1 Target	Year 1 Actuals	Percentage of goal achieved
Award digital badges to instructors, staff and students who have used, created, or promoted open educational resources.	Number of educators who earned badges for OER	30	29	97%
	Number of OER badged educators from a MSI or Community College	4	14	350%
	Number of OER badged educators who teach a LCTL	7	11	157%

*Data for this table is drawn from the LOERN website.

Summary Goal 4 – 66.7% Exceeded, 25% Met, 8.3% Unmet

COERLL put forth three performance measures, supported by six activities with 12 data indicators as a means to examine its Project Year 1 progress for Goal 4. In eight of the 12 (66.6%) data indicators COERLL exceeded their Year 1 targets by 133 to 4,059% (in one instance, zero Year 1 target was exceeded). In three instances (25%), there are zero Year 1 targets and zero actuals (goals met). COERLL has fell short in one of 12 indicators (8.3%) by hitting 97% of its targets.

Project Summary

COERLL set forth four project goals governing their current four-year project. Twenty-two activities with 49 data indicators are articulated for the four goals. Year 1 targets were set for 40 of the 49 data indicators. COERLL exceeded 100% of its Year 1 targets for Goal 1, exceeded 80% and met 20% of its targets for Goal 2, exceeded 50%, fell short of 31.25% and met 18.75% of targets for Goal 3, and exceeded 66.7%, met 25% and fell short of 8.3% of targets for Goal 4.

Overall COERLL exceeded 71.4% of it targets, met 16.3% of it targets, and fell short on 12.3% of its targets. Targets were exceeded by a range of 104 – 13,401% or missed by a range of 3-100%. Taken together 87.7% of all targets were exceeded or met. Twenty of the 35 exceed targets were exceeded by 200% or more.

Project Year 1 should be viewed as a success. The targets exceeded far outweigh those that have been missed with a much greater magnitude of success than failure. This work fits well within the larger context COERLL Title VI language projects. COERLL continues to show itself as a responsible, dynamic and innovate partner in the creation and distribution of state of the art language teaching pedagogy. Appendix K provides visual documentation of some COERLL's creative engagement with language teaching professionals.

Appendix A – COERLL Legacy Site Usage 2018

Site	Users (Jan 1, 2018 - Dec 23, 2018)
Aswaat	22,625
Brazilpod	4,419
Conversa Brasileira	4,164
Portuguese Communication Exercises	3,866
Tà Falado	19,283
Chinese Word Order	1,487
Conversations mises à jour	2,425
Deutsch im Blick	42,313
eComma	1,274
Français interactif	606,017
GFOL	3,561
Grimm Grammar	168,916
K'iche'	5,610
LESCANT	2,115
Foreign Language Teaching Methods	207,573
Oral Proficiency Levels	10,520
Pitch Perfect Pinyin	8,385
Spanish Grammar Exercises	3,107
Spanish Grammar in Context	551,519
SpinTX corpus	896
SpinTX wordpress	5,257
Spanish Proficiency Exercises	202,141
SPT	1,177
SpinTX archive	32,165
Tadriis	11,872
Tex's French Grammar	1,067,792
Yoruba Ye Mi	3,591
	2,994,070

Default Report

Event survey: COERLL OER Webinar for Project Teams
October 22nd 2019, 2:33 pm CDT

Q13 - I am satisfied with the webinar.
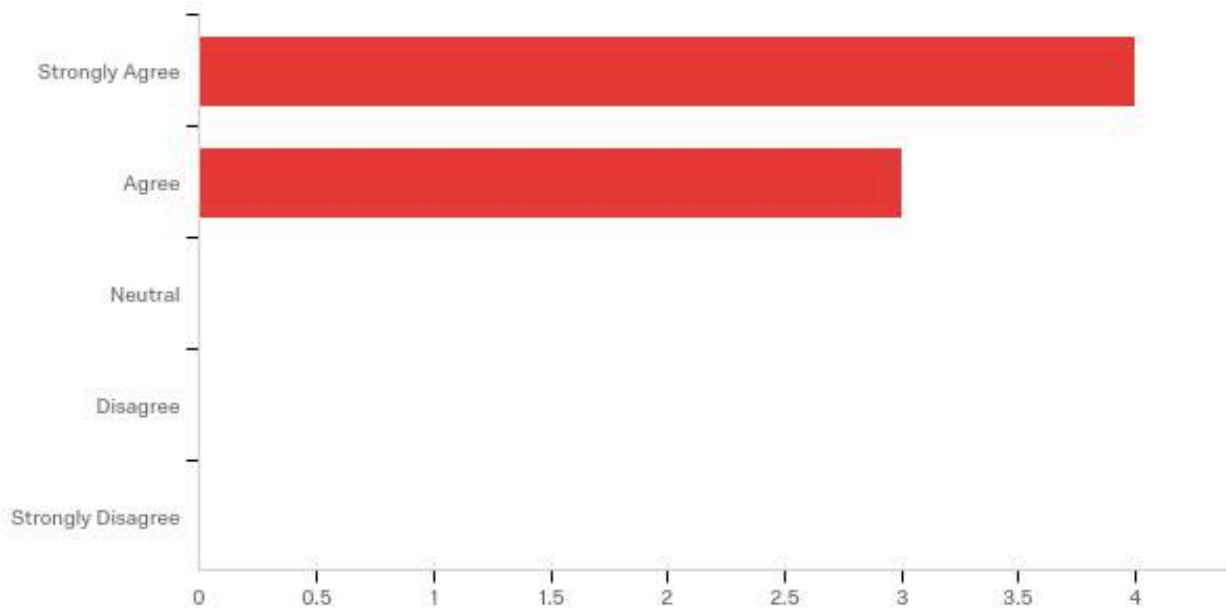
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the webinar.	1.00	2.00	1.43	0.49	0.24	7

#	Answer	%	Count
1	Strongly Agree	57.14%	4
2	Agree	42.86%	3
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	7

Q15 - I am satisfied with the relevance of the webinar to my learning, teaching, or research.
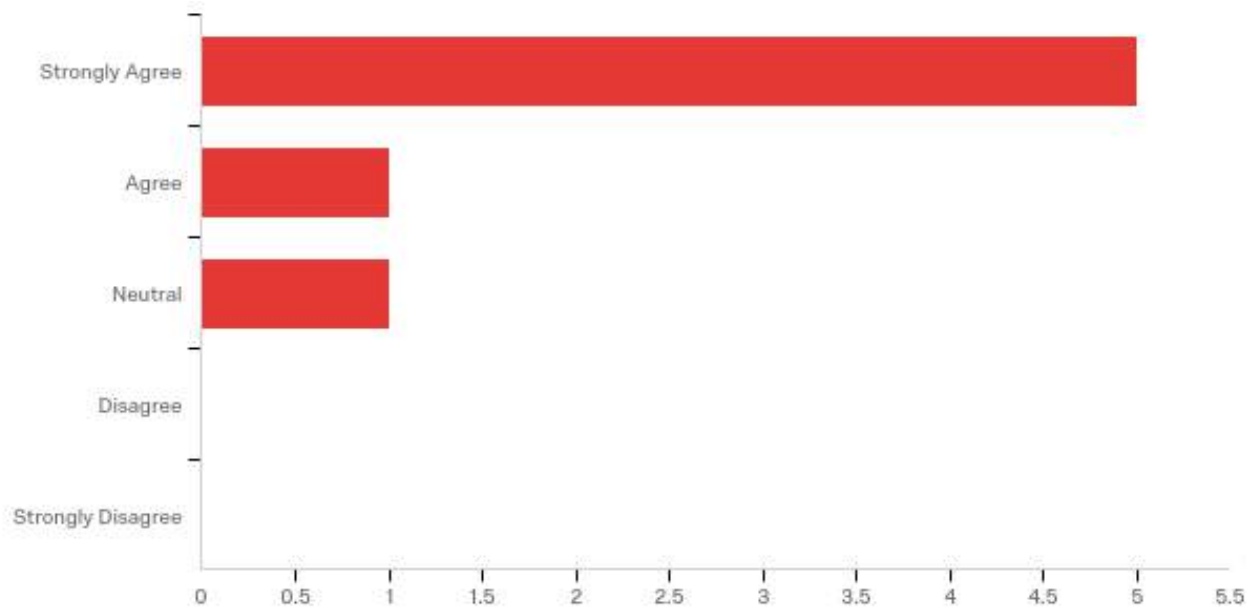
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of the webinar to my learning, teaching, or research.	1.00	3.00	1.43	0.73	0.53	7

#	Answer	%	Count
1	Strongly Agree	71.43%	5
2	Agree	14.29%	1
3	Neutral	14.29%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	7

Q17 - I am satisfied with the quality of the webinar.
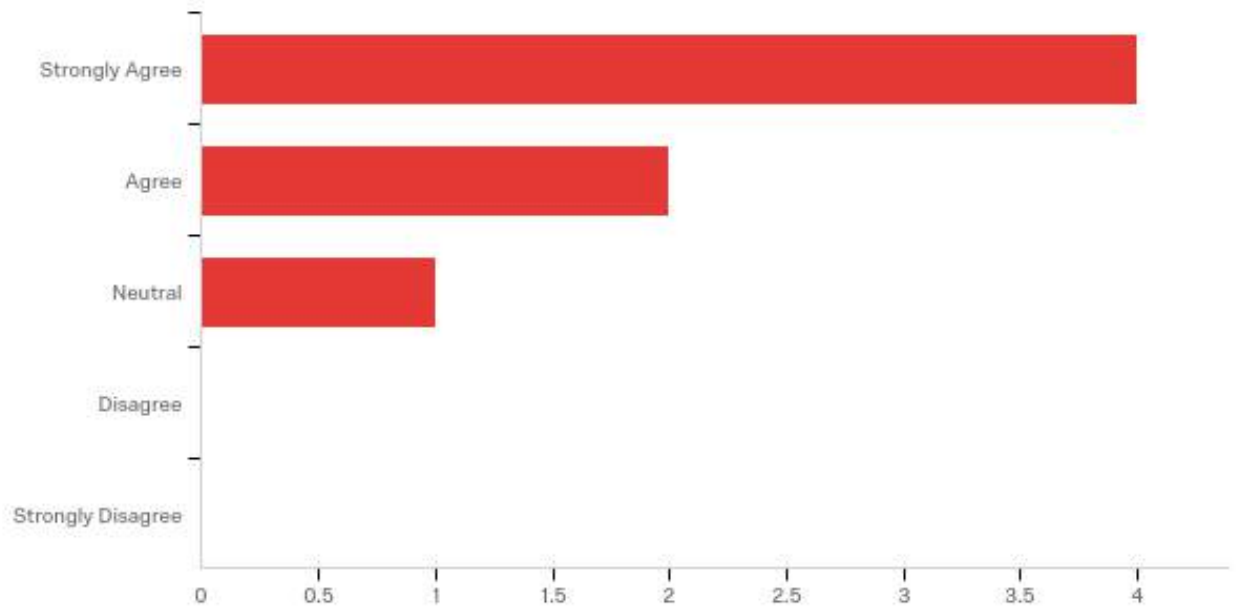
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of the webinar.	1.00	3.00	1.57	0.73	0.53	7

#	Answer	%	Count
1	Strongly Agree	57.14%	4
2	Agree	28.57%	2
3	Neutral	14.29%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	7

Q19 - I am likely to use or apply the information I learned at the webinar to my current teaching.
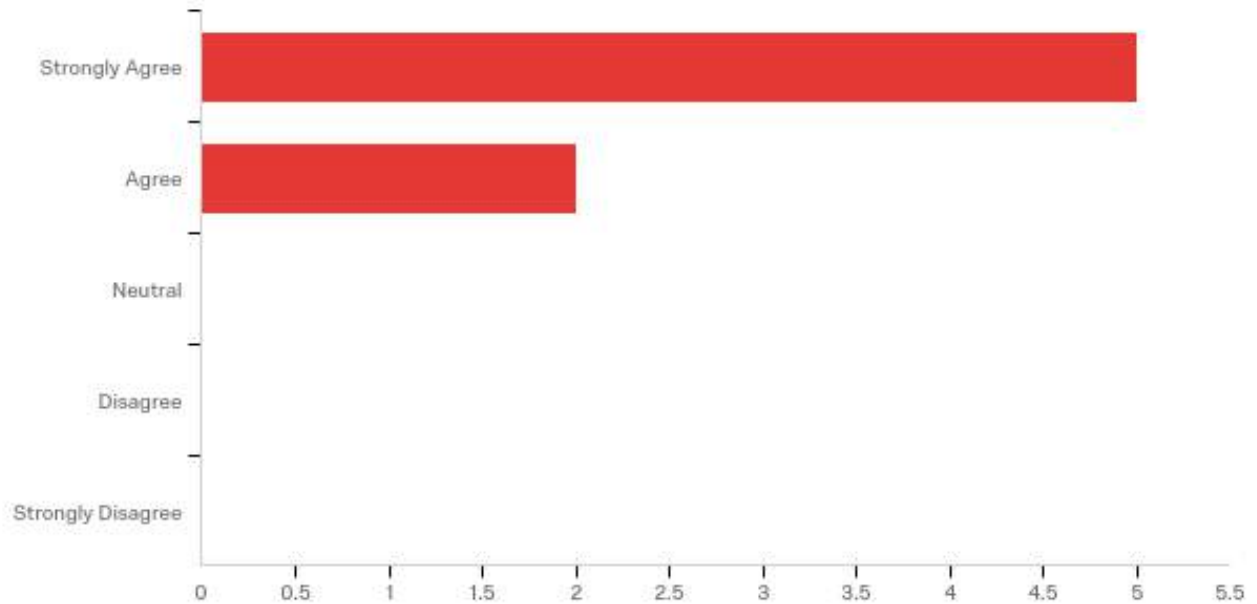
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use or apply the information I learned at the webinar to my current teaching.	1.00	2.00	1.29	0.45	0.20	7

#	Answer	%	Count
1	Strongly Agree	71.43%	5
2	Agree	28.57%	2
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	7

Q4 - Please list any suggestions for improving the webinar.

Please list any suggestions for improving the webinar.

I should have read the entire OER Canvas course first and downloaded Zoom before the meeting! I will do both now.

A little more technical help about Zoom app vs. browser in advance, please.

It was great! Just enough information, and not too much. It was very nice to see the other contributors and hear about their projects too. Thank you for providing copies of the slides. I will use them :)

Q9 - Are there any areas of OER development that you'd like more information on?

Are there any areas of OER development that you'd like more information on?

I'm sure that most of the info. I'll need is in the Canvas course, but if I have questions after reading it, I'll contact you. Thanks!

Initial Report

Event Survey: COERLL OER Hangout - April 2019
October 22nd 2019, 2:31 pm CDT

Q1 - Why did you decide to register for the Hangout?

Why did you decide to register for the Hangout?
I have looked at OER for a while but am now finally ready to look seriously at developing a course using it. This seemed to be a good intro step.
I got the e-mail today and was actually available for the first time.
Got a reminder this morning that it was coming up. Glad I could join it!
I'm interested in learning more about Open Education and how to deal with it.
We are currently involved in a curriculum and materials development project in which we are using OER
I wanted to learn more about OER in the language classroom.
I am a Spanish Teacher but currently I am not employed. I need the CPE credit and at the same time I like to keep updated on all the resources I could use as a Teacher.
We are considering using our own materials rather than a textbook.
I live so far and internet is a way to be uptodate with new methodology, material, resources and mainly new ideas.
because I am working on an all OER course for my Spanish heritage learners

Q2 - Did the structure of the hour-long session meet your professional learning needs?

Did the structure of the hour-long session meet your professional learning needs?
Yes.
Yes, it's just the right amount of time. I really enjoyed the opportunity to do a "hands-on" activity during the webinar.
Yes. Good to make us practice some things. Even when you're really committed to OER, it's hard to really be disciplined.
Yes.

I would like a longer workshop-style workshop. Thank you for the link to your instructional modules- those will help!

Yes, it seems to offer an introduction for novices. I had a little bit of experience before.

Yes, Found very useful information.

I am new to this field, and I also had difficulty logging in at the beginning so I missed the intro.

yES. of course we need more time to search and make well the tasks proposed here.

I would have preferred larger groups. we just had two in our group.

Q3 - Please list any suggestions for improving the OER Hangout.

Please list any suggestions for improving the OER Hangout.

It was great. Could have been a little longer to allow for more Q&A

I feel like I didn't really get the info the other groups were working on.

Not at the moment.

Maybe divide it into two days (for novices and for folks who are somewhat familiar with OER).

Could be longer or have a continuation part. I feel there is more information we could learn from.

Maybe a course only for beginners?

more time

Maybe a part one with information and homework to do and then a part two where we share our homework

Q4 - Would you recommend the OER Hangout to a friend and why?

Would you recommend the OER Hangout to a friend and why?

Yes. It was a good overview and, more than that, the resources provided will serve as great reference materials as I start working.

You bet! It was very much like being there, and I was very impressed with everyone's responsiveness.

YES. I hope to get our teachers to do it.

Yes. It has a collaborative spirit to it where everybody can share their experience.

Yes- especially instructors who are new at this kind of project, and unfamiliar with OER

Yes. I will share the learning module with my whole department.

Yes, because there is a lot of useful resources already created for the specific proficiency level.

It seemed liked those in attendance already had plenty of experience, unlike myself, although the slides were basic enough for a novice like myself to follow along, once I was able to log in.

sure!

Yes, the links that you included were so helpful for getting started.

Q8 - I am satisfied with this resource.
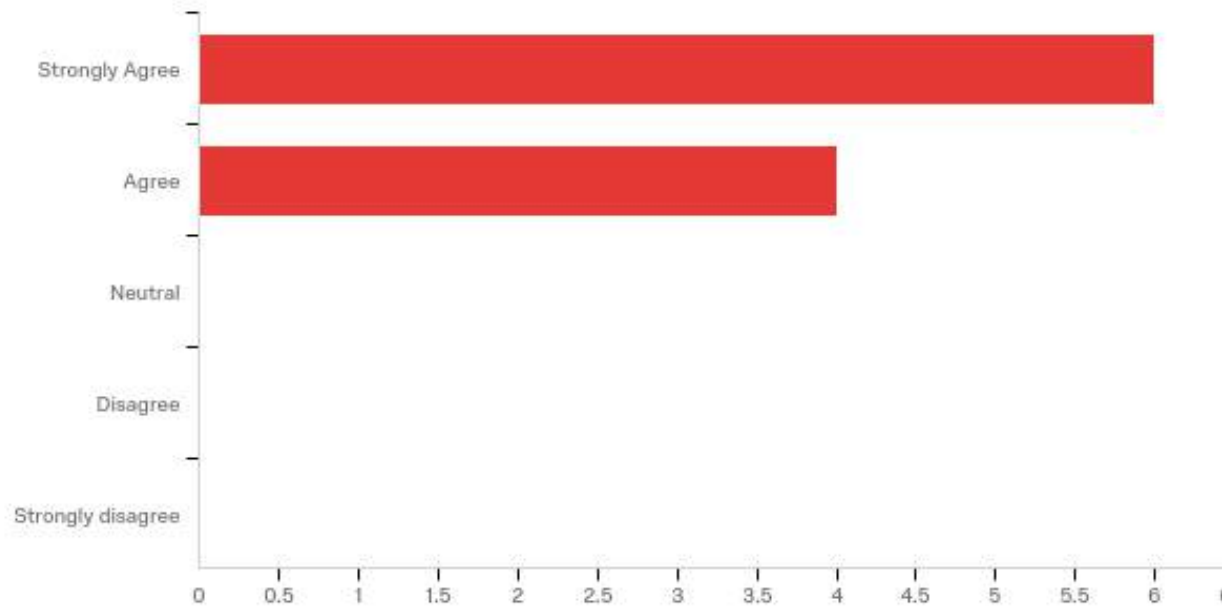
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	1.00	2.00	1.40	0.49	0.24	10

#	Answer	%	Count
1	Strongly Agree	60.00%	6
2	Agree	40.00%	4
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	10

Q9 - I am satisfied with the relevance of this resource to my learning, teaching, or research.
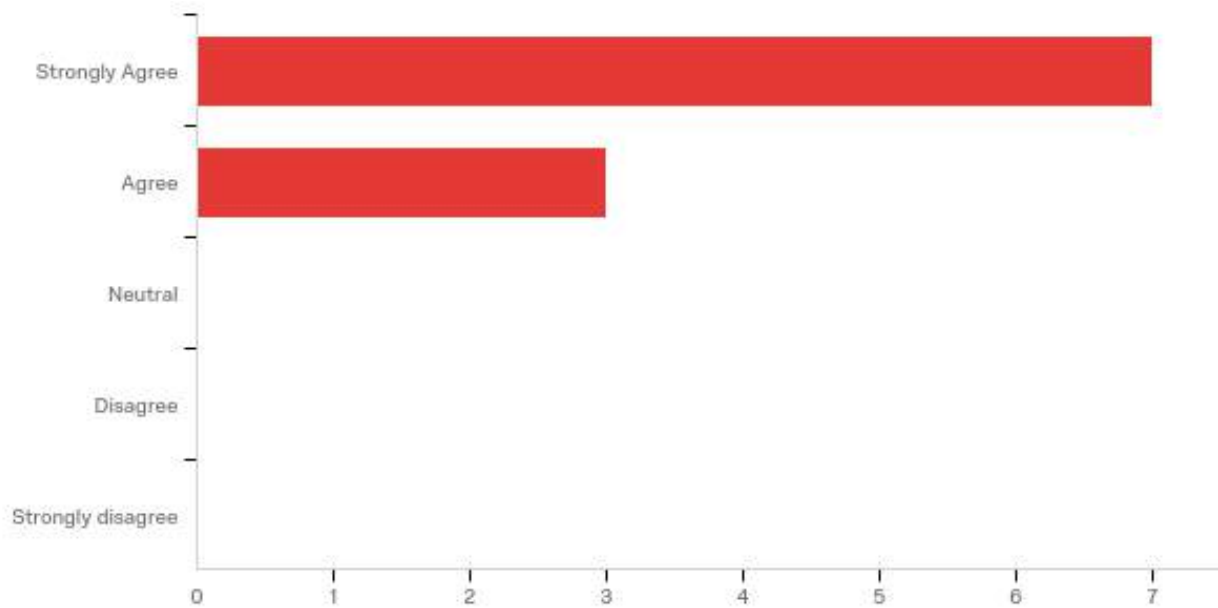
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of this resource to my learning, teaching, or research.	1.00	2.00	1.30	0.46	0.21	10

#	Answer	%	Count
1	Strongly Agree	70.00%	7
2	Agree	30.00%	3
5	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	10

Q10 - I am satisfied with the quality of this resource.
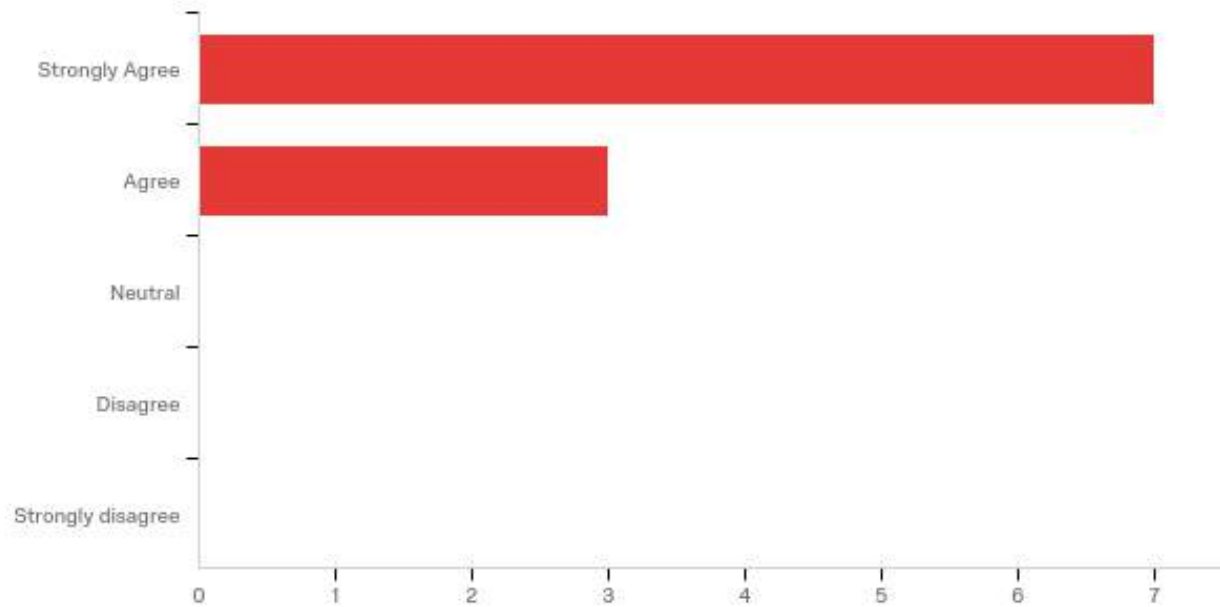
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of this resource.	1.00	2.00	1.30	0.46	0.21	10

#	Answer	%	Count
1	Strongly Agree	70.00%	7
2	Agree	30.00%	3
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	10

Q11 - I am likely to use this resource for learning, teaching, or research.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use this resource for learning, teaching, or research.	1.00	2.00	1.30	0.46	0.21	10

#	Answer	%	Count
1	Strongly Agree	70.00%	7
2	Agree	30.00%	3
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	10

Q12 - I would recommend this resource to others.
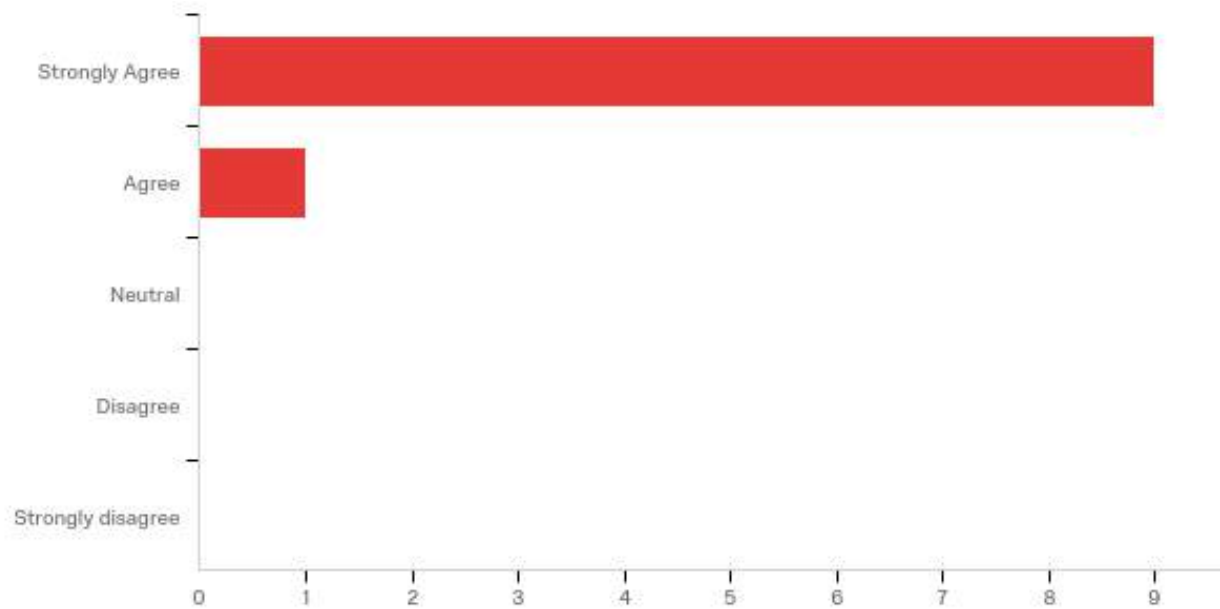
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would recommend this resource to others.	1.00	2.00	1.10	0.30	0.09	10

#	Answer	%	Count
1	Strongly Agree	90.00%	9
2	Agree	10.00%	1
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	10

Q7 - Where did you find out about the OER Hangout?

Where did you find out about the OER Hangout?

COERLL emails
E-mail
COERLL newsletter (I think)
Email from COERLL.
COERLL email
COERELL Newsletter
ONline
Email shared by colleague
coerll newsletter
from the COERLL website Heritage Café

Initial Report

Event Survey: COERLL OER Hangout - June 2019
October 22nd 2019, 2:35 pm CDT

Q1 - Why did you decide to register for the Hangout?

Why did you decide to register for the Hangout?
To interact and meet with other OER teachers and advocates
COERL is the right and great place to continue improve my teaching. Therefore, I cannot miss this new COERL hangout.
Have some OER but share them as and when colleagues ask for the. So was curious on how other colleagues use them. Also curious about their experiences using OER. Also, now in summer I have the time to "hangout" and no class conflicts :-)
I want to see what other instructors have created and how they use OER
Interest in learning from colleagues' experiences with OER.
To find out more about instructors using OER
I write a lot of my own material for my courses and wanted to hear more about open sources.
I am interested in learning more about OER projects.
I´m working on a OER course
to hear my colleagues from the University of Arizona
I love OER and want to know more about OEP.

Q2 - Did the structure of the hour-long session meet your professional learning needs?

Did the structure of the hour-long session meet your professional learning needs?
Yes, very well.
Yes, the time and guiding questions were perfect.
Absolutely. Was perfect!
Yes
Yes! The brief presentations by colleagues followed by ample time devoted to taking questions from the audience was brilliant!

Yes

Yes. Not too long but long enough to get the information I needed.

Yes

for the most part, yes

yes

YES.

Q3 - Please list any suggestions for improving the OER Hangout.

Please list any suggestions for improving the OER Hangout.

Probably I'd suggest offering a post-session written summary of the main ideas discussed in the hangout. I think this would be helpful for future reference and for all the colleagues who were no able to "attend" the event.

None that come to mind right now. It was very well organized.

can't think of anything

None. Great format!

Just hoping that there will be a follow up email with the information in the comments, etc.

It worked well. I think as the topic develops, you can have more specific ideas later.

I like the conversational tone and offering as much time for Q/A as possible.

walk through one example

way to share links from chat

n/a

Q4 - Would you recommend the OER Hangout to a friend and why?

Would you recommend the OER Hangout to a friend and why?

Yes, it was informative and uplifting

Absolutely!

Yes, as it was informative.

Yes, it is a good place to see what other faculty around the country are doing and be able to hear how they got started and how they develop course material. I got lots of good ideas.

Yes, please see comments above for reasons to recommend.

Yes. The atmosphere is such that it allows questions to be answered and discussions to happen.

I would to those who write their own material for class to get more ideas on how to make their work available to everyone.

Yes, for those interested in OER and building a network of colleagues engaged in OER for language instruction.

it´s very useful

yes - helpful tips and good networking opportunities

YES. It was a friendly space and very informative.

Q8 - I am satisfied with this resource.
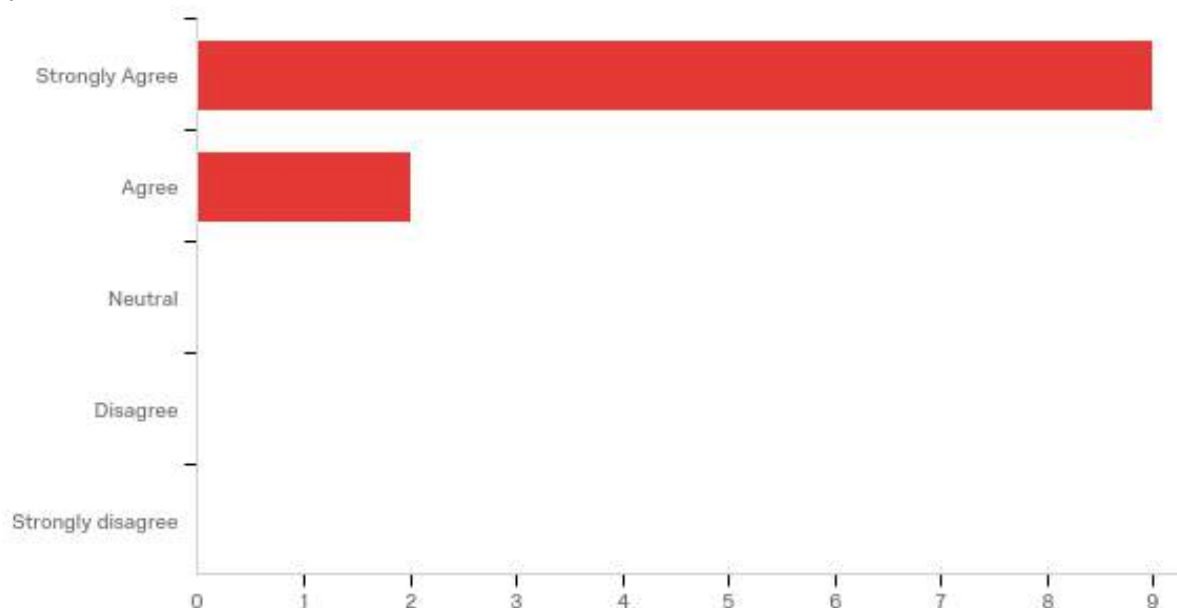
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Strongly Agree	81.82%	9
2	Agree	18.18%	2
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	11

Q9 - I am satisfied with the relevance of this resource to my learning, teaching, or research.
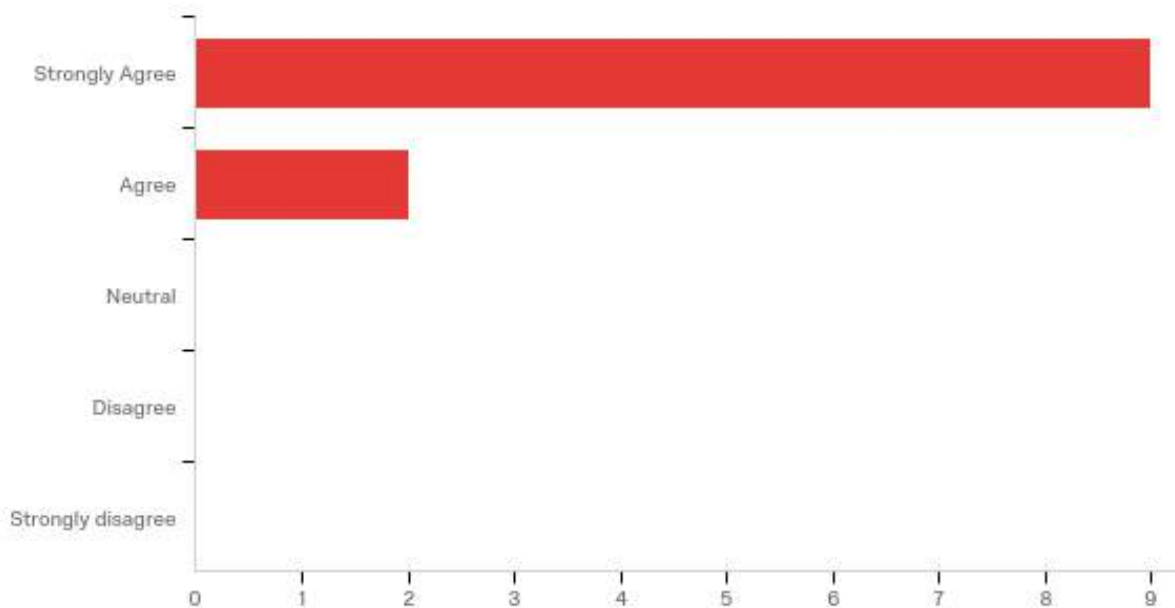
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of this resource to my learning, teaching, or research.	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Strongly Agree	81.82%	9
2	Agree	18.18%	2
5	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	11

Q10 - I am satisfied with the quality of this resource.
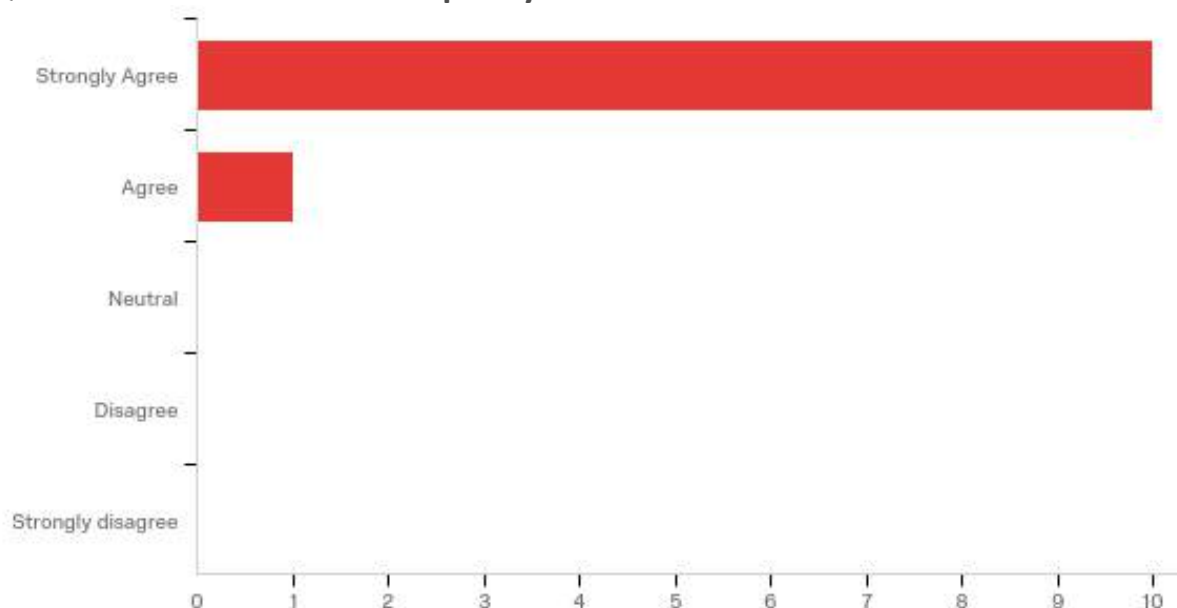
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of this resource.	1.00	2.00	1.09	0.29	0.08	11

#	Answer	%	Count
1	Strongly Agree	90.91%	10
2	Agree	9.09%	1
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	11

Q11 - I am likely to use this resource for learning, teaching, or research.
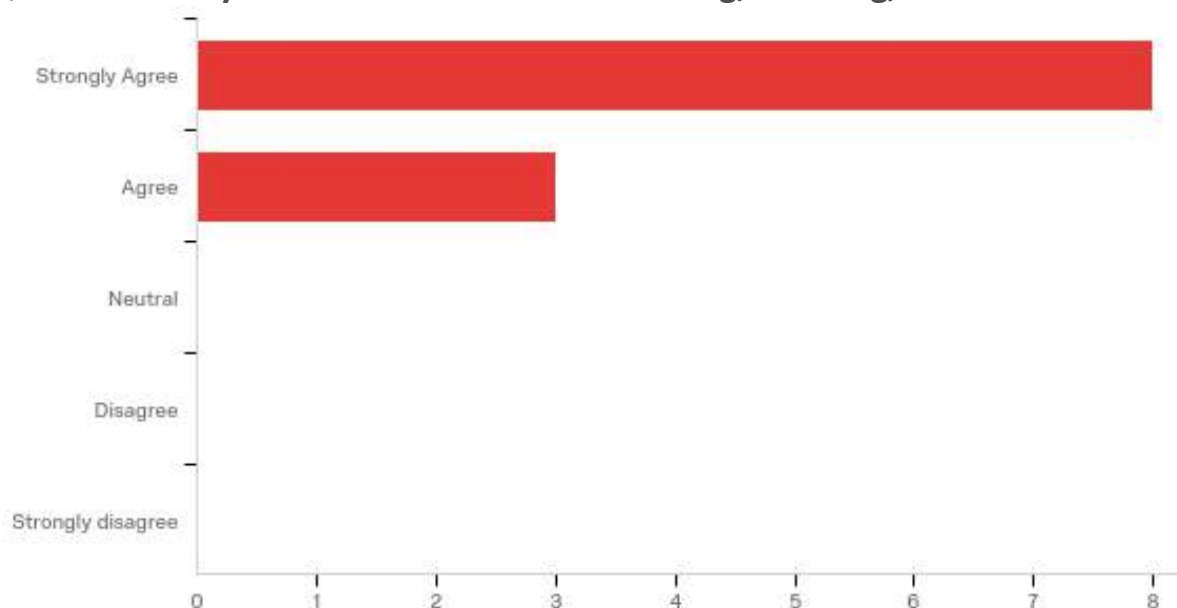
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use this resource for learning, teaching, or research.	1.00	2.00	1.27	0.45	0.20	11

#	Answer	%	Count
1	Strongly Agree	72.73%	8
2	Agree	27.27%	3
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	11

Q12 - I would recommend this resource to others.
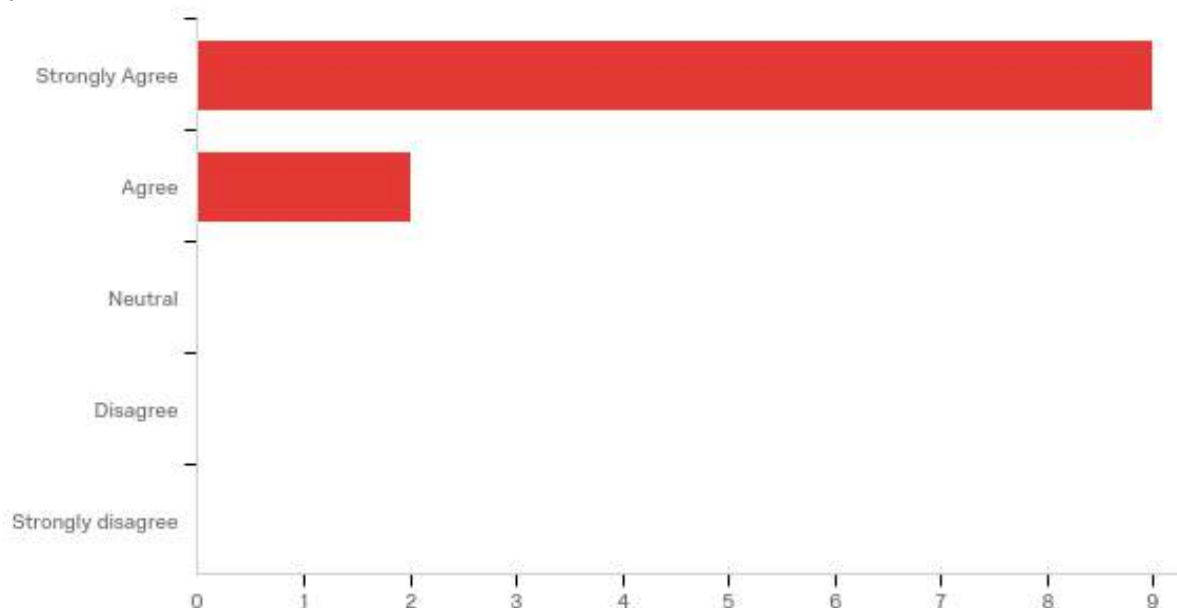
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would recommend this resource to others.	1.00	2.00	1.18	0.39	0.15	11

#	Answer	%	Count
1	Strongly Agree	81.82%	9
2	Agree	18.18%	2
3	Neutral	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	11

Q7 - Where did you find out about the OER Hangout?

Where did you find out about the OER Hangout?

SPARC* OER ListServ

Thanks to wonder Sarah I new about the event.

COERLL emails

from an email from Sarah

Email from COERLL Listserv

email blast

I get a COERLL newletter

COERLL website; invitation

my institution

email

Twitter

Q14 - What other topics would you like to see covered in a COERLL "OER hangout" webinar? Please list them here.

What other topics would you like to see covered in a COERLL "OER hangout" webinar? Please list them here.

Librarians' role in OER advocacy, library materials as a companion to OERs in campus initiatives, OERs in time-sensitive disciplines like nursing where all of their resources have to be current, and student feedback on using OERs in the classroom and at home - what invisible barriers are we missing?

There are very interesting OER projects covering mathematics for middle and high school. For example, "Open Up Resources," an open access middle school curriculum that promotes classroom discourse, and is aligned to Common Core standards. Currently, Open Up Resources has materials in English and will have them in Spanish, starting this fall 2019.

How they navigate use of copyright. I have a lot of materials I have developed using film clips and songs and so sharing it one on one works, but if i want the wider community I am not quite sure how to go about it. So addressing issues of what length of a film clip can be justified as covered by education purposes copyright law, etc. would be most useful. This has probably already been covered in previous OER hangouts which I could not join due to semester duties and class conflicts.

More on how to license when you use a mix of materials and also develop your own all in one unit.

Advice on finding copyright free material to use as the basis of a reading or listening OER

OER repositories. How to build OER learning communities. How to track the evolution and adaptation of OER materials.

na

Resources for finding, customizing, and publishing OER

OEP and projects beyond having students write/remix textbooks... if they exist. Perhaps what other institutions have done to get people on board. How institutions have trained others.

Default Report

Event survey: Spanish Heritage Language Workshop 2019
October 22nd 2019, 2:39 pm CDT

Q2 - Why did you decide to register for the Spanish heritage language workshop?

Why did you decide to register for the Spanish heritage language workshop?
I learned a lot from the OER modules from past conferences on the website.
I teach heritage speakers at UTEP
Porqué adquiero nuevos conocimientos!! ¡Actualizo nuevas técnicas de Enseñanza Aprendizaje
I am from Mexico City, my husband is from the United States and our children were born here in the United States. Two of my sons are trilingual and the other is bilingual, just like my husband and me. As you can see, languages are a very important part of our bicultural family.   When I heard about your workshop, I realized that it was going to be a great opportunity for my professional development. As a teacher, my responsibility is to cater to the needs of our students, and by learning from the expertise of others, I have a greater opportunity to better my teaching strategies and approach. I want my students to have the same opportunities, just like my own children.
I have many students who are of Hispanic descent and have varying levels of fluency.
I came last summer and I learned so much!
I will be teaching a new Spanish heritage course starting in the Fall and making curriculum for the district in the summer. I have taught heritage learners before in mixed classrooms, but never as a class.
I have a strong desire to network with other teachers of heritage Spanish, especially those who are in different parts of the country. I also believe deeply in the power of sharing resources and ideas which can only improve the quality of our instruction and benefit our students.
I heard about it through a colleague who is part of a Facebook group of Heritage Teachers and who were discussing workshops around the country that were a good option for professional development during the summer.
Because COERLL is providing access to new resources and valuable information for foreign language teachers.
We will be offering the first "Heritage Speakers' Course" at the high school I teach, but really we have a whole track of Heritage Speakers' classes from 9th-12th. I was the only faculty from the Spanish department that could make it.

Because there is not a lot of training for heritage language learners and I needed to find resources for my classes.

This is my second year teaching and was my first year teaching heritage learners.

I wanted to collaborate and learn from my colleagues in heritage language teaching.

I decided to register for this workshop because I will be teaching a heritage Spanish class for the first time next semester.

I am gonna start teaching HS this year and I thought of this workshop as a way to prepare me for the future challenges

The bulk of the participants in my dissertation research (as well as many of my students) are heritage language speakers of Spanish.

It is our first year teaching a heritage speaker class in our district

We are going to be offering a Spanish Heritage class for the first time in our district and campus, and this provided me with a great basis for how to approach teaching the class.

It was part of my course, but if I had known about the workshop I would have registered much earlier.

Because I always need resources for my heritage speakers screen

I am starting a Heritage Program at my high school this year and needed guidance.

Because I'll start teaching SHL soon.

I teach Middle School Spanish and the majority of my students are heritage speakers. I am always looking for new ways to meet their needs as some of the more traditional methods that I am used to have been unsuccessful in the past.

test

test

Q3 - Did the workshop's structure meet your professional learning needs?

Did the workshop's structure meet your professional learning needs?

Yes, the only segment that was not as helpful was the website-making presentation that focused on study abroad examples.

It will help a lot

Excelente estructura con la enseñanza del Español

It was even better than I imagined. I can't wait to (attempt to!) teach my own students everything I learned in just two days of workshop. ¡Muchísimas gracias!

Yes, it was well structured. although the first day was rather long.

YES!!

Yes! I feel much better versed in how to approach unit topics and how to imbed grammar and metalinguistics as well as technology-based projects.

Resoundingly, yes! I am full of amazing ideas for the coming year, as well as increased confidence in what I have been doing. Sharing so many great ideas serves to affirm and inspire all of us present.

Yes

Yes

Yes! I loved getting some of the theory about metalinguistics, the concrete resources, and hearing about the variety of things that are done at all levels of education

Yes

Yes

Yes. I learned a great deal about open source resources and new perspectives.

Yes it did. I learned a lot from every presenter.

Absolutely

Yes, it absolutely did.

Yes

Yes it did

It most definitely did!

Yes, absolutely

YES!! It has given me a lot of ideas and a starting point. I am very grateful for the opportunity.

Yes, very practical and informative.

Yes. This workshop was very informative and I am leaving with a lot of ideas to use this upcoming school year.

test

test

Q4 - Please list any suggestions for improving the workshop.

Please list any suggestions for improving the workshop.

The times were a bit challenging (8:30 to 6:00 session was too long) and then the 8:30 to noon session was too short. I understand that most teachers were local, but considering my 9 hour commute, I wish the first day was shorter and the second longer.   I liked the student panels, but maybe asking them more pointed questions would have offered more helpful feedback. For example, what skills have you found most useful in your

employment? What do you wish you would have learned? How would you encourage other students to join a Heritage Language Program?   I wish all of the presentations would be longer and we had enough time to develop the practice activities.

I do not have an opinion at this point

Qué se desarrolle con más horas-clases

I loved the way each one of the presentators explained the bottom up approach for making a visualization, of how to reach out to our students. It opened my eyes to a new way of doing things.   I am sorry, but I can't think of any suggestions for improving the workshop.

Make the workshop two days but end early like at 3 p.m. the second day

Can't think of anything.

Perhaps having some presentations by high school heritage teachers. I did benefit from all of the presenters this year and I would also love to hear from other high school teachers from other states and teaching situations that relate more closely to mine

It would be great to have a directory of all the participants and where they are from and their e-mail addresses to stay connected after the conference (of course it could be a question as part of the registration process that participants could check if they would give permission to share their contact information).

It was great, maybe more time to create examples

It was a really long first day!! Is it possible to make it more even between the two days?

Extend the workshop to two full days to hear more from the presenters

I would like to have had all the presentations upload on the drive so we could add our own notes.

Have more time for each workshop because some needed extra time. I don't mind staying longer because all of it is very interesting. Also, having less, but more workshops would be great.

I really enjoyed the workshop and got a lot out of it, but the sound was not great. I had a really hard time hearing the presenters, so my only suggestion would be more powerful microphones/better sound.

Have more feedback (bring students to the workshop) from university students and high school students who took a heritage speaker class and what worked for them

None at this time

I would like to help creating a more fluid and connected set of Google Drive resources possibly organized in the order in which they are presented. There are multiple options for this, but I would recommend having a Document with hyperlinks to all current resources or creating a website that live-feeds these resources.

More activities I can use in my classroom

I really liked both days. I loved hearing about all of the experiences of veteran Heritage teachers. Also, on the second day the practical advice for projects and assignments.

That the presentations to be more research based, as some of them were.

I wish we had more time to work on how to implement some of the ideas in our classroom and/or work with others who are teaching similar courses at the same level.

test

test

Q5 - Would you recommend the workshop to a friend?
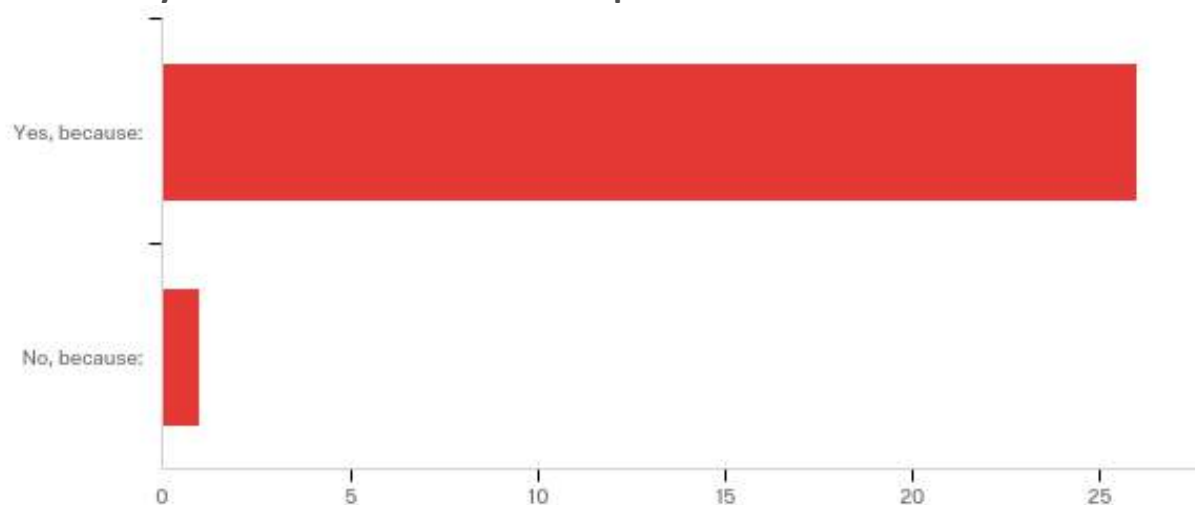
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend the workshop to a friend? - Selected Choice	1.00	2.00	1.04	0.19	0.04	27

#	Answer	%	Count
1	Yes, because:	96.30%	26
2	No, because:	3.70%	1
	Total	100%	27

Q5_1_TEXT - Yes, because:

Yes, because: - Text

It offered excellent tools for Heritage Language Learning.

because we have to update our information about teaching heritage speakers

Porqué es Excelente entrenamiento

It's full of important ideas and resources that he/she could use in his/her classes.

I got to see what others are doing in the classroom.

wonderful way to see what other teachers are doing

You! you will learn so much and gather new ideas to make teaching more creative and better serve students.

it is so focused on what we do and there are so few resources available.

A wonderful opportunity to brainstorm ideas and have a forum with other educators of Spanish Heritage class across the nation. Also I enjoyed that the majority was conducted in the target language of Spanish

the content was meaningful

it's very eye-opening and a great space to learn from others and share resources.

there are experts in the area of heritage language learning.

It was very informative and helpful

Yes because it was very informative

Yes because the amount of learning is incredible.

Yes, I loved every presentation

of the all of fresh perspectives, ideas, resources to help enrich our heritage language classrooms.

it was very informative

it has incredible information and materials

It was helpful, but we need to be conscious of whether or not everyone speaks Spanish. I believe some of my colleagues did not catch the Spanish talk.

Yes, very useful

It was very informative and helpful. I would return for a second round.

Because it is great for networking and new ideas.

every minute was full of information. I did not feel that my time was wasted. All of the presenters were very informative and helpful.

Q5_2_TEXT - No, because:

No, because: - Text

test

Q10 - I am satisfied with the workshop.
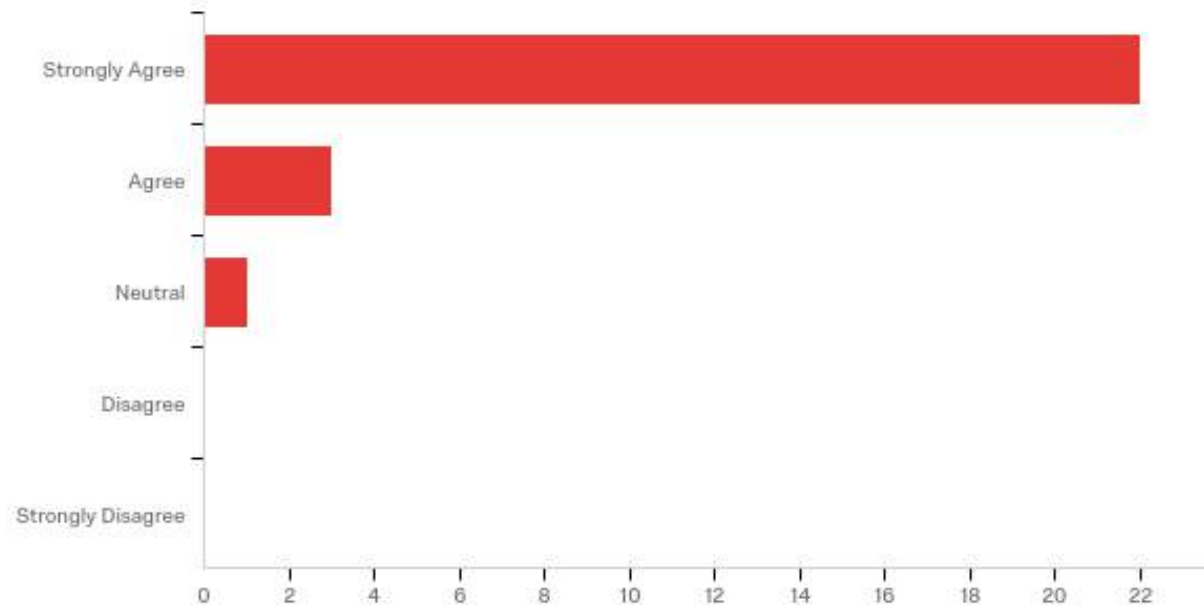
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the workshop.	1.00	3.00	1.19	0.48	0.23	26

#	Answer	%	Count
1	Strongly Agree	84.62%	22
2	Agree	11.54%	3
3	Neutral	3.85%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	26

Q11 - I am satisfied with the relevance of the workshop to my teaching.
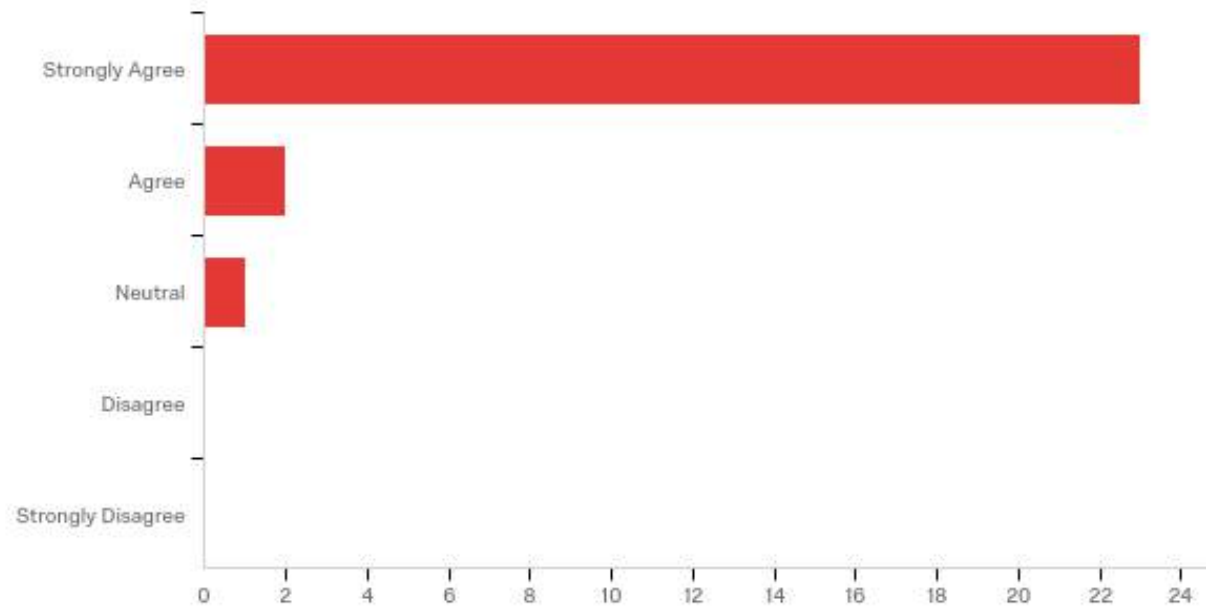
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of the workshop to my teaching.	1.00	3.00	1.15	0.46	0.21	26

#	Answer	%	Count
1	Strongly Agree	88.46%	23
2	Agree	7.69%	2
3	Neutral	3.85%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	26

Q12 - I am satisfied with the quality of the workshop.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of the workshop.	1.00	3.00	1.19	0.48	0.23	26

#	Answer	%	Count
1	Strongly Agree	84.62%	22
2	Agree	11.54%	3
3	Neutral	3.85%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	26

Q13 - I am likely to use or apply the information I learned at the workshop to my current teaching.
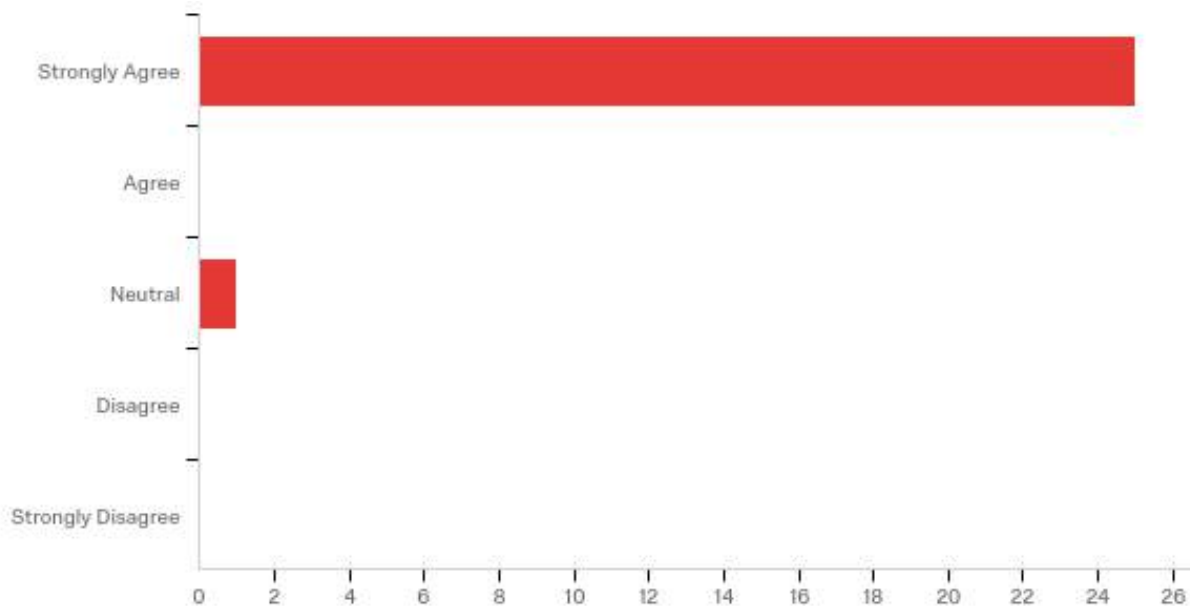
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use or apply the information I learned at the workshop to my current teaching.	1.00	3.00	1.08	0.38	0.15	26

#	Answer	%	Count
1	Strongly Agree	96.15%	25
2	Agree	0.00%	0
3	Neutral	3.85%	1
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	26

Q8 - Where did you find out about the workshop?

Where did you find out about the workshop?
The Heritage Language e newsletter from COErLl
Soy miembro de Coerll
From another co-worker
COERLL
from Jocelly in McAllen
COERLL site
Facebook group - Teachers of Spanish Heritage Speakers
From a colleague
COERLL website
from a colleague
website
Thorough my
Website
online
Through my former boss, Flavia Belpoliti
Dr. Jocelly Meiners
District coordinator
through my district
Foreign Language Learner course in Summer 2019
The website
Online
From a professor in my university
From another teacher in my school. I also attended in the past.
test
test

Q9 - Do you have suggestions for future workshop topics?

Do you have suggestions for future workshop topics?
A workshop on assessments, a workshop on placement.
No
Dinámicas de grupo para trabajar en equipo a través de experiencias prácticas.
Project Based Learning
no
Differentiation and vertical planning of courses
Amplifying student voice through YPAR
It would be great to have a presenter who is currently teaching Heritage classes at the High School level.
not at the moment
Specific ways of structuring reading for instruction (class time/across the school year)
Developing assessments and activities
No
No.
no
It's possible this was covered in a session I missed, so if so, disregard, but perhaps something on capitalization conventions in Spanish? This is SO difficult for students since such conventions vary so considerably between Spanish and English.
None at this time.
Take both macro and micro views of technology so that those of us attending don't automatically subscribe to particular resources and understand better the flexibility of these resources
More activities to use in my classroom
More time, more (specific) activities
test
Test

Default Report

Event survey: Games2Teach 2019
October 22nd 2019, 2:41 pm CDT

Q2 - Why did you decide to register for the Games2Teach workshop?

Why did you decide to register for the Games2Teach workshop?

I wanted to learn further theory behind using games in the FL classroom, in addition to how to construct my own games to use as a teacher.
I was interested in this workshop as a teacher, as researcher, and as a gamer. As a teacher, I was looking forward to learning innovative way to fully engage my students. As a researcher working on Digital Game-Based Learning, I was eager to discover research, data, and constructs that could help me progress in my own work and offer me new perspective on the field. As a gamer, I wanted to play, and develop the games I would want to play, thus getting a better understanding of efficient (and fun) game mechanics.
I was interested in learning more about using games and technology in language education. As a language instructor, I thought this would be a great opportunity to then develop some materials for my own courses and to share online with other educators. I enjoyed collaborating with like-minded people in the development of a language game.
Because I had a terrific experience at the literary in the everyday workshop and thought this would be a good way to complement that experience.
-I found out that adjunct faculty could apply for funding- which is huge. I have never gotten the opportunity to travel before, and it often feels like because I don't have a PhD, my ideas and teaching aren't valid. This workshop made no distinction between who teaches what at what level-it was incredible -I love games, but find myself getting caught in the same patterns and using the same stale materials -I have always wanted to experience the UT Language Center, and already work with OER, LinguaFolio, etc. materials.
I have been to coerll workshops before and they have been interesting and relevant. This workshop was of particular interest because I didn't know much about the topic and how it relates to language teaching.
The topic is very interesting and it seemed more practical than other workshops related to teaching languages through games. Our current students are the digital natives and especially in Japanese courses we get students they play games all the time. This mode would be very attractive to the students, and they are so familiar with.
A couple years ago I taught a games-centered, 1-credit conversation course, and the students responded very well. When I saw the announcement for the workshop, I was excited for the opportunity to learn more about adopting games in the classroom, discovering new ideas and approaches, and meeting others interested in using gaming in the classroom.
I was excited at the prospect of including gameplay and innovative techniques in the classroom. As a current graduate student, the curriculum can feel limiting at times, and I want to learn about the ways that I can expand what I do in the classroom while also making

it more enjoyable for students. It also seemed like concepts that provide opportunities for the students to take control of their own learning.

I recognize that students require more to absorb a language than a textbook.

To help in my class. To enhance learning

I saw the need to incorporate games in the classroom to encourage more active student participation and collaboration.

found the topic very interesting

To learn innovative teaching techniques.

I want to include games in my lessons and have wanted to learn more about this for a few years. Living in Alabama, it is difficult for us to get useful workshops like this to come close to us.

I wanted to learn more about using game-based pedagogical approaches.

I was looking for development opportunities for foreign language teachers that would help me engage students in my classroom.

Actually a friend who registered couldn't come and offered me her registration because she knows this is an interest of mine.

I wanted to get more information on Game-Based Language Learning. Also, I read the research by our presenters and was intrigued.

I believe that students learn better when they are actively engaged and I think game is a great tool.

Q3 - Did the workshop's structure meet your professional learning needs?

Did the workshop's structure meet your professional learning needs?

Absolutely.

Yes! It surpassed my expectations! Sure, I had a lot of fun, but I feel I really learned to create and use things that I will actually implement in my own teaching and research.

The workshop's structure met my professional learning needs. I learned a lot and I am ready to put what I learned to practice. As a researcher, I think it would have been great to receive a list of empirical studies that prove the "effectiveness" of game-based learning. I feel as I missed this piece from the workshop. I understand that some educators might not be interested in empirical research, so that is why a list of studies could be a great option.

It did. I loved playing different games, but it would have been better to know what kinds of games were those.

Yes, it was incredible. My brain is stuffed with research, ideas from my colleagues, motivation to completely change the way I approach language teaching and learning. I might even want to get my PhD now?!

Yes. Excellent idea to start the workshop off campus in a game situation.

Yes, there were many practical examples and just like what the workshop taught me, we learned it in our own experiences.

Yes, I thought it was organized in a logical way.

Yes it did. It was more tiring than I expected but it is a 2 day intensive workshop for a reason.

Absolutely! They provided ample examples as well as time within the workshop to create our own games to use.

Definitely.

Yes, I think starting off with the escape room was a good way to introduce us to the concepts presented afterward. I

Yes

Yes

Yes, it was a great structure and gave me a lot of great ideas and connections to others.

Yes. The workshop was very eye opening.

Yes

Yes! Tons of immediately useful info

Yes

Yes. Great activities well planned out

yes

Q4 - Please list any suggestions for improving the workshop.

Please list any suggestions for improving the workshop.

Not sure.

I don't have any, this was really outstanding... maybe address issue of designing accessible games (for students with disabilities for instance)

To improve the workshop, it would be great to provide an example of a game in the target language that we could all test. The game from CALICO and IALLT was presented to use, however since it was based in Montreal I did not see the classroom applicability. I think it would be good to also think about teachers who are "constrained" by the classroom environment and cannot have students walk outside.

I would have liked to understand better all the different kinds of puzzles :)

-I think it could be three days. My group would've loved to come in and work on our creation for another full day -I think an operationalized list of definitions/relevant terms for the field would be wonderful. Could even be presented in puzzle form before the conference, telling participants to research different ciphers, games already being used in the field, etc.

I understand that the technology is still new, but it would have helped to have an app and Augmented Reality app that allowed us to finalize some of the work.

Maybe if it was longer, that would have given us more time to work on a prototype with other people in the group, and to share with other groups.

I would consider replacing the Cavendish (McCavendish?) Montreal ghost story example with something else--or perhaps scaffold it.

I think maybe providing small opportunities to start thinking of how to create on the first day would be nice, since at the beginning of the second day it felt like getting thrown into the fire with creating a quest of our own.

I can't imagine anything else. This has been the best workshop I've been to.

Parking fees are crazy. It is in the summer so we are not taking students spots

I wish we had more hands-on time using the quest app because that way one could learn whether or not something works once uploaded.

More

A little more time to develop a lesson.

None

More time to work on the practice, the game itself. I will continue to work on it from home.

The workshop was well organized and had a good amount of information without overloading.

The workshop is one of the best I've done. Great materials, strong presentation.

Q5 - Would you recommend the workshop to a friend?
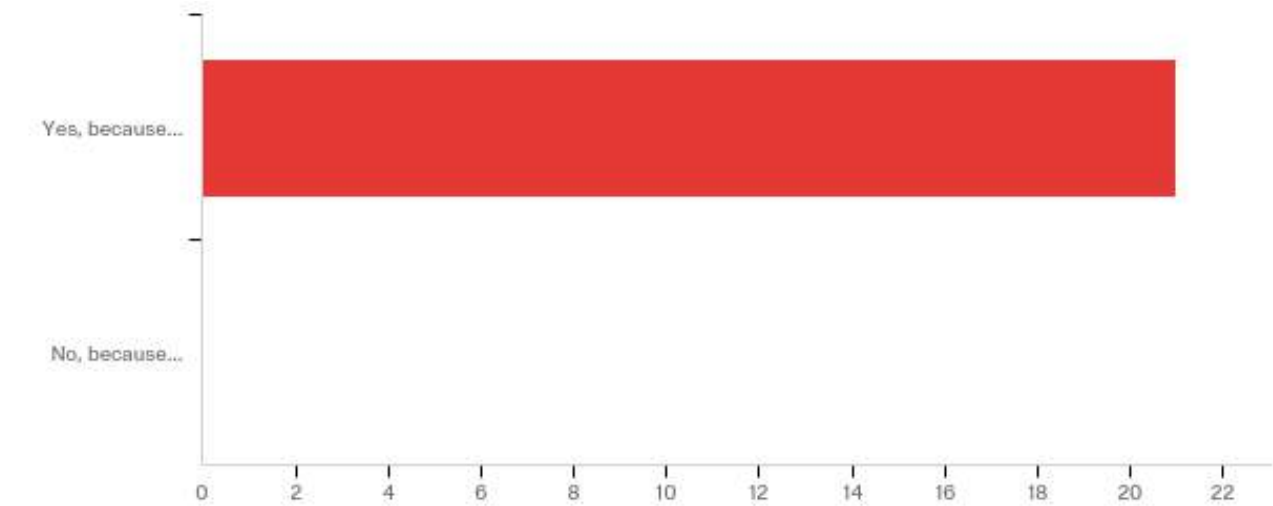
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you recommend the workshop to a friend? - Selected Choice	1.00	1.00	1.00	0.00	0.00	21

#	Answer	%	Count
1	Yes, because...	100.00%	21
2	No, because...	0.00%	0
	Total	100%	21

Q5_1_TEXT - Yes, because...

Yes, because... - Text

The facilitators were fantastic and I learned a lot of valuable information. Also had a lot of fun!

There is so much in it to make anyone a better language teacher

Games should be integrated more in language learning.

I learn new innovative ways to guide my students through learning experiences

Yes, because Julie and Stephanie are incredible, UT and COERLL was an amazing venue, and the other participants inspired and motivated me so much.

Great co connect with other language teachers. Convenient location on UT campus.

It was very practical and the facilitators were so knowledgeable and helpful and more than anything so encouraging!!!

by the end I had many new ideas that I'm eager to implement in my courses (a bit at a time, of course).

it was an incredible introduction of new techniques being used in the language classroom. Also, they did a good job of making the links between what students get from gameplay and how it relates to the classroom and learning.

You are given the resources, examples and time to be successful.

They are always well done and pertinent

I think instructors need to change their way of organizing class activities to encourage more teamwork and collaboration.

it gave very relevant information

There is so much to learn about this topic.

It was very useful and it has given me some concrete ways to incorporate games into my lessons.

it was very informative, fun, interactive

it was a great way to connect and reach students.

I learned a lot and enjoyed it

more language teachers should be aware of the game-based language learning approach

This is awesome

practical, motivating

Q10 - I am satisfied with the workshop.
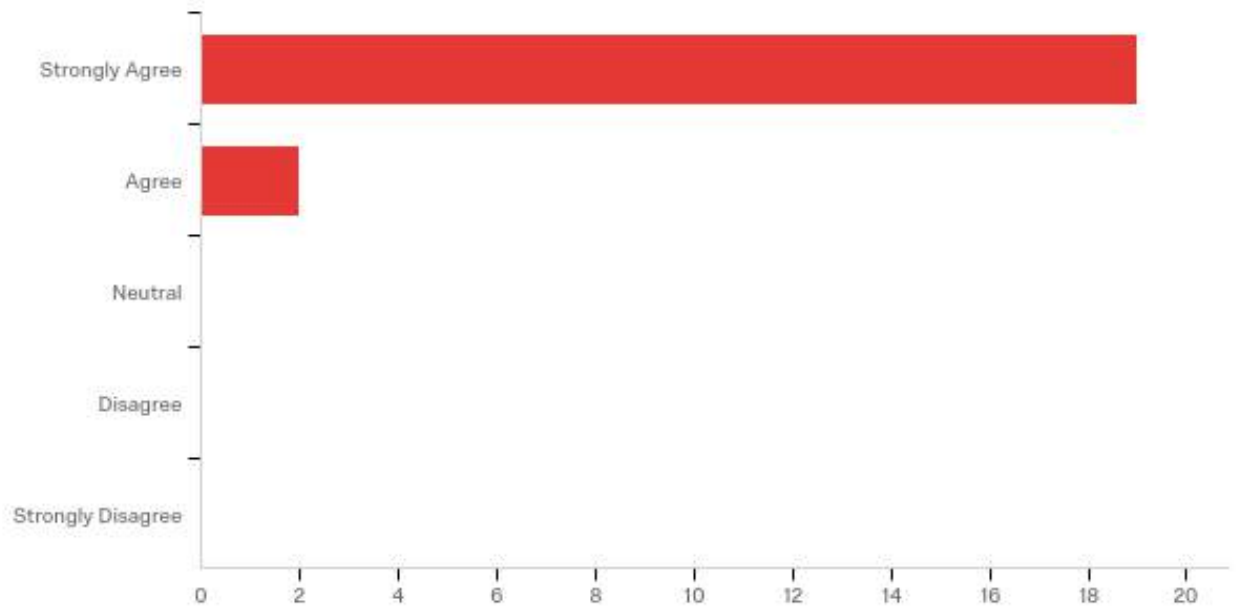
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the workshop.	1.00	2.00	1.10	0.29	0.09	21

#	Answer	%	Count
1	Strongly Agree	90.48%	19
2	Agree	9.52%	2
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	21

Q11 - I am satisfied with the relevance of the workshop to my teaching.
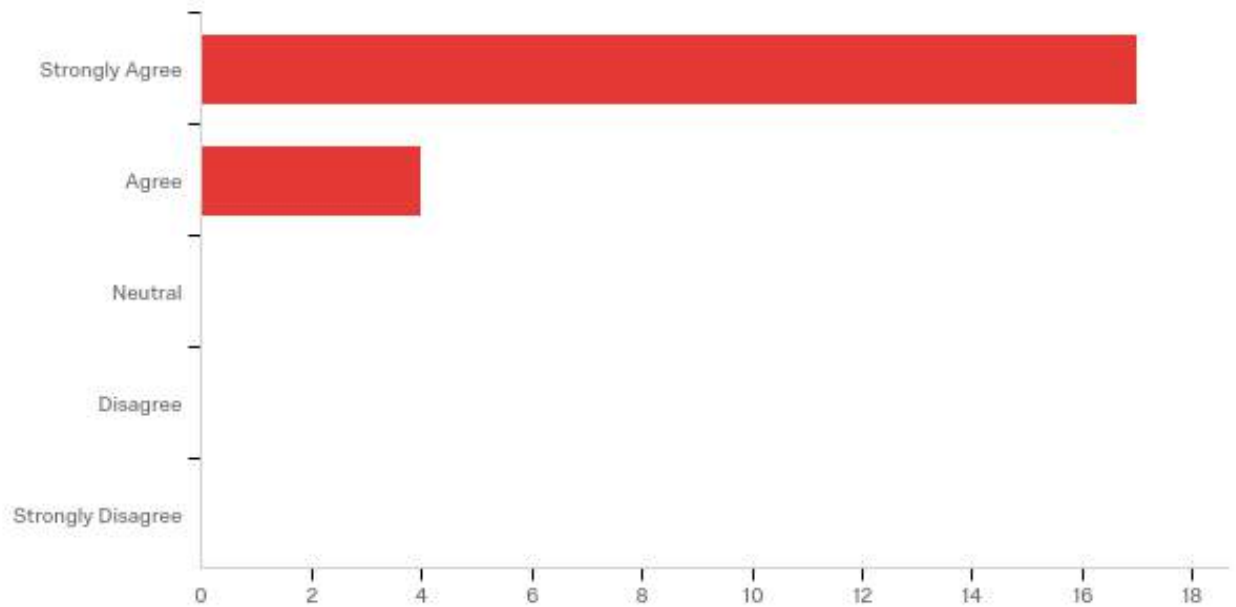
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of the workshop to my teaching.	1.00	2.00	1.19	0.39	0.15	21

#	Answer	%	Count
1	Strongly Agree	80.95%	17
2	Agree	19.05%	4
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	21

Q12 - I am satisfied with the quality of the workshop.
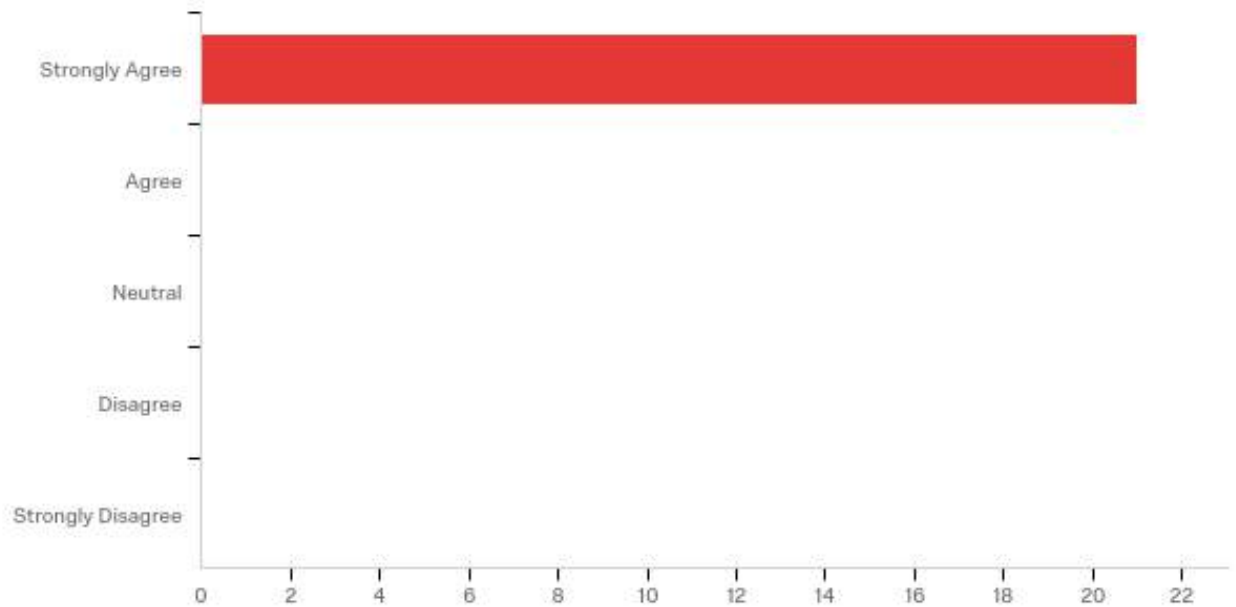
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of the workshop.	1.00	1.00	1.00	0.00	0.00	21

#	Answer	%	Count
1	Strongly Agree	100.00%	21
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	21

Q13 - I am likely to use or apply the information I learned at the workshop to my current teaching.
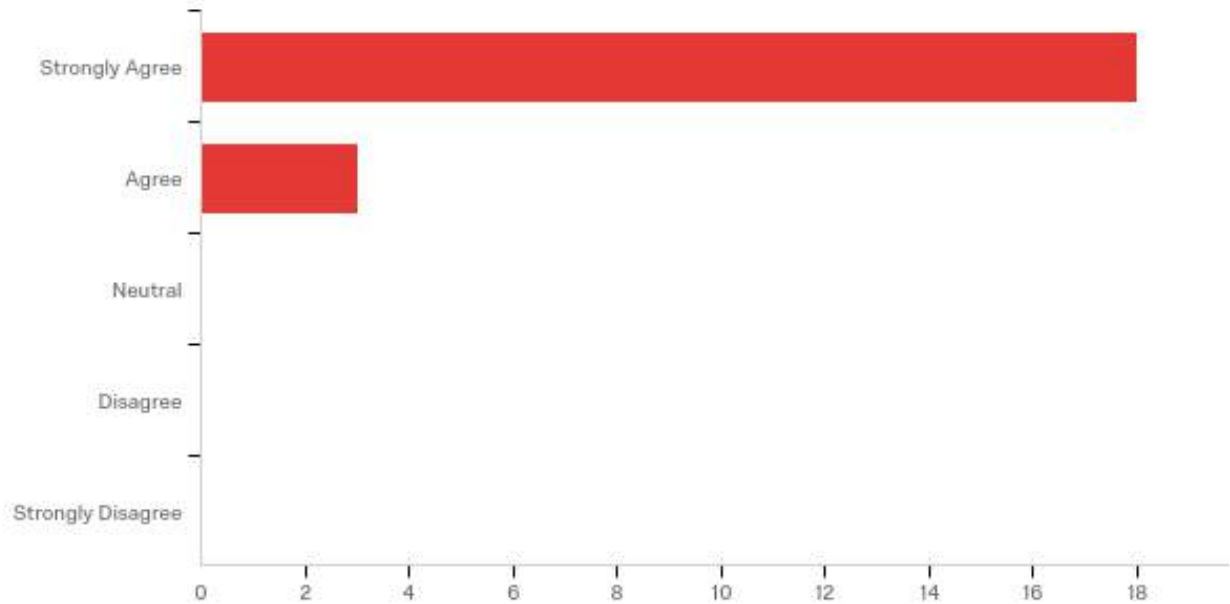
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use or apply the information I learned at the workshop to my current teaching.	1.00	2.00	1.14	0.35	0.12	21

#	Answer	%	Count
1	Strongly Agree	85.71%	18
2	Agree	14.29%	3
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	21

Q8 - Where did you find out about the workshop?

Where did you find out about the workshop?

A listserv

Campus promotion

Via email.

Email

My boss sent me info that adjunct faculty could get funding, which is such a huge deal!

email communication

TLC e-newsletter

COERLL email announcement

From Dr. Carl Blyth during one of our classes with him.

A forwarded email from JTAT.

Coerll email

COERLL email

UT coerll email list

Coerll website and emails

Email list from COERLL

Email

UT website

From a colleague

A colleague

My school language center

Q9 - Do you have suggestions for future workshop topics?

Do you have suggestions for future workshop topics?

Interculturality

Digital breakout rooms/escape rooms.

Technology in classrooms, cellphones, or whatnot

Host more, I'll be a repeat customer

Keep it up!

Another one of this workshop. Refresher workshop would be great!

Perhaps a workshop focused on developing activities for L2 courses focused on professional/business language

None.

Perhaps more language specific workshops, although that might also have lower turnout.

VR, augmented reality, more technical tools to teach

Workshop on designing actual games

No

More thing related to game-based pedagogy. More practice

Virtual Reality in the Language Classroom

Project based language learning

Default Report

User Survey: Trayectos (2018-2022)
October 22nd 2019, 2:58 pm CDT

Q11 - I am satisfied with this resource.
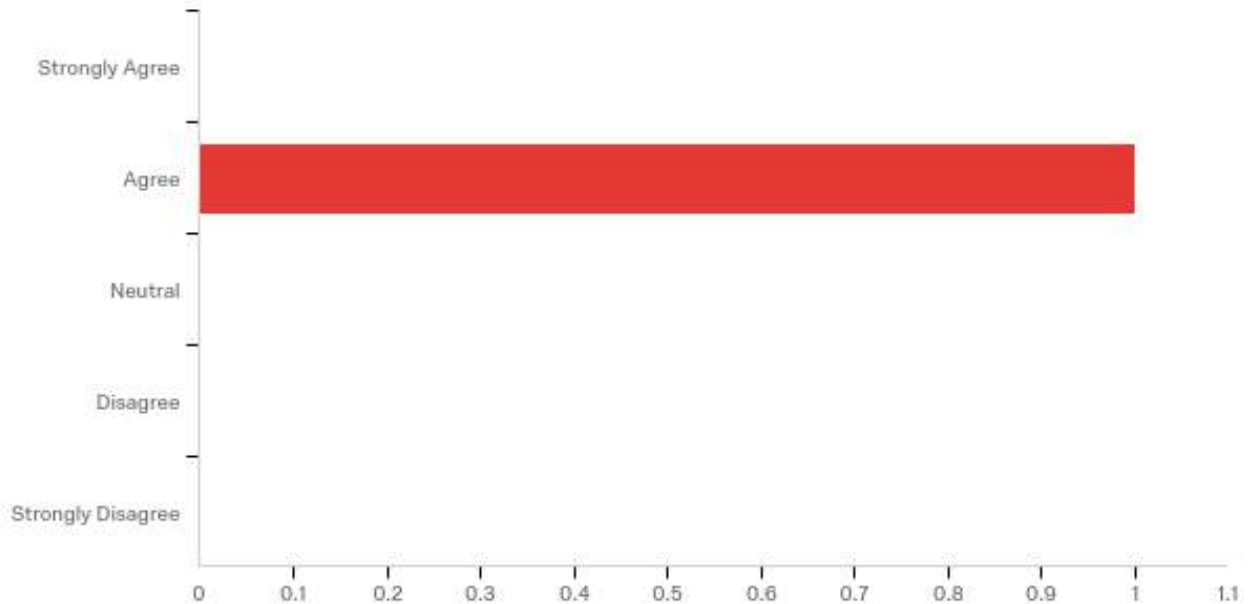
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	2.00	2.00	2.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	0.00%	0
2	Agree	100.00%	1
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q13 - I am satisfied with the relevance of this resource to my learning, teaching, or research.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of this resource to my learning, teaching, or research.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q15 - I am satisfied with the quality of this resource.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of this resource.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1
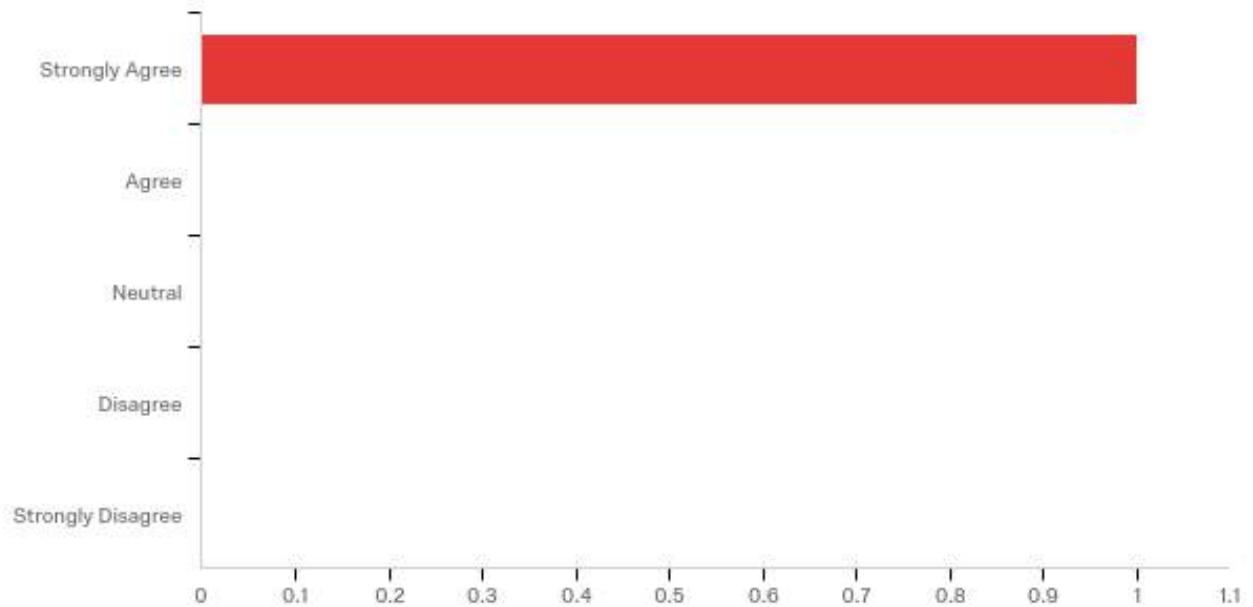
Q17 - I am likely to use this resource for learning, teaching, or research.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use this resource for learning, teaching, or research.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q19 - I would recommend this resource to others.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would recommend this resource to others.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q3 - Please describe how you used this resource.

Please describe how you used this resource.

I plan on using another OER resource, which I am adapting for my classrooms. However, I find much of this resource Trayectos to be excellent; so , I will be directing my students to this resource as a support in their learning.

Q4 - Please list any suggestions for improvements to the resource.

Please list any suggestions for improvements to the resource.

I look forward to seeing how Trayectos is completed. I think that I would put the unit on house, chores and commands after the unit on free time and going places. Also, a search box (glossary) would be a great tool for students to look up a certain verb or concept.   The grammar headings in the menu button are not really clear on what will be reviewed in that lesson.

Q7 - Which kind of COERLL resources are you interested in? (Check all that apply.)
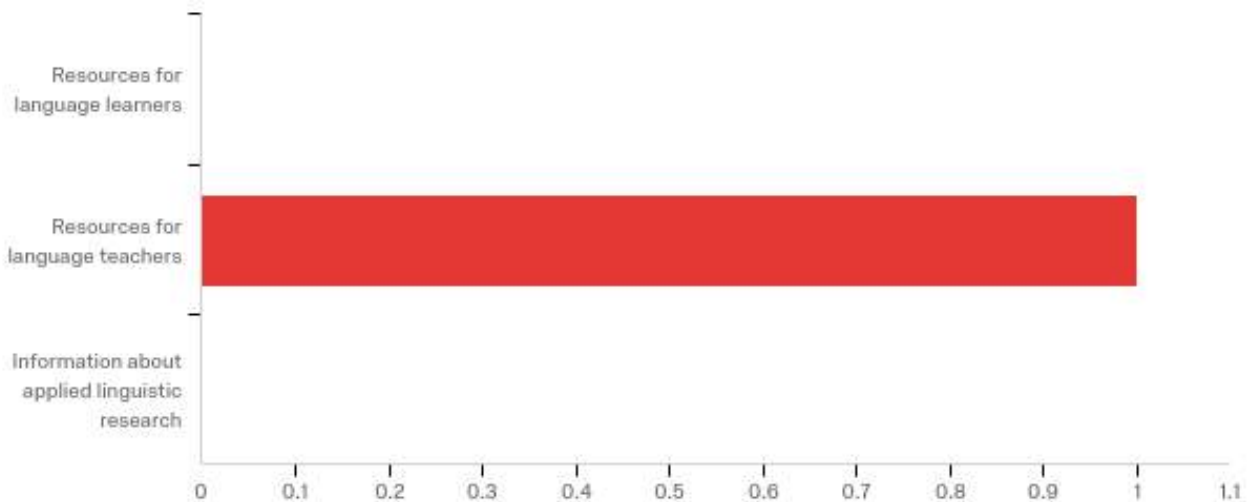
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which kind of COERLL resources are you interested in? (Check all that apply.)	2.00	2.00	2.00	0.00	0.00	1

#	Answer	%	Count
1	Resources for language learners	0.00%	0
2	Resources for language teachers	100.00%	1
3	Information about applied linguistic research	0.00%	0
	Total	100%	1

Default Report

User Survey: Reality Czech (2018-2022)
October 22nd 2019, 2:56 pm CDT

Q2 - Please indicate if you agree or disagree with the following statements:
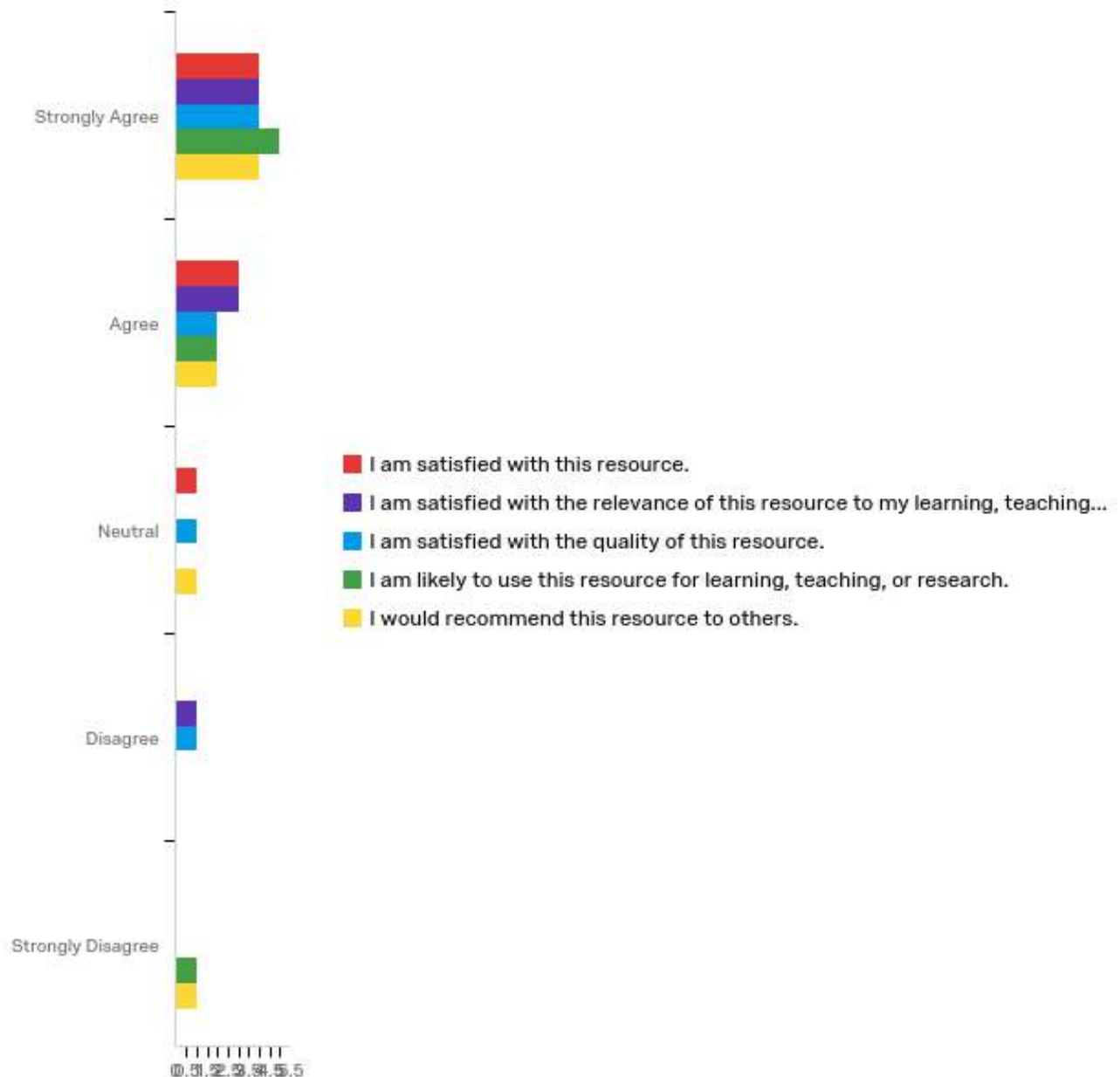
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	30.00	32.00	30.63	0.70	0.48	8
2	I am satisfied with the relevance of this resource to my learning, teaching, or research.	30.00	33.00	30.75	0.97	0.94	8
3	I am satisfied with the quality of this resource.	30.00	33.00	30.88	1.05	1.11	8
4	I am likely to use this resource for learning, teaching, or research.	30.00	34.00	30.75	1.30	1.69	8
5	I would recommend this resource to others.	30.00	34.00	31.00	1.32	1.75	8

#	Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
30	I am satisfied with this resource.	50.00%	4	37.50%	3	12.50%	1	0.00%	0	0.00%	0	8
31	I am satisfied with the relevance of this resource to my learning, teaching, or research.	50.00%	4	37.50%	3	0.00%	0	12.50%	1	0.00%	0	8
32	I am satisfied with the quality of this resource.	50.00%	4	25.00%	2	12.50%	1	12.50%	1	0.00%	0	8
33	I am likely to use this resource for learning,	62.50%	5	25.00%	2	0.00%	0	0.00%	0	12.50%	1	8

	teaching, or research.										
34	I would recommend this resource to others.	50.00%	4	25.00%	2	12.50%	1	0.00%	0	12.50%	1	8

Q3 - Please describe how you used this resource.

Please describe how you used this resource.

I used this resource to learn czech. Very useful and pedagogic.

I am traveling to Czech Republic and learning Czech because of dear friend of mine.

I use this resource in my Czech class at University of Michigan, Ann Arbor. We have weekly assignments related to Reality Czech.

I Use for the propose of PhD Research ......!!!

Test

Q4 - Please list any suggestions for improvements to the resource.

Please list any suggestions for improvements to the resource.

Finish it, please.

I think the resource is very complete as it is now.

Nothing...!!

test

Q6 - Would you like to be added to our email list?
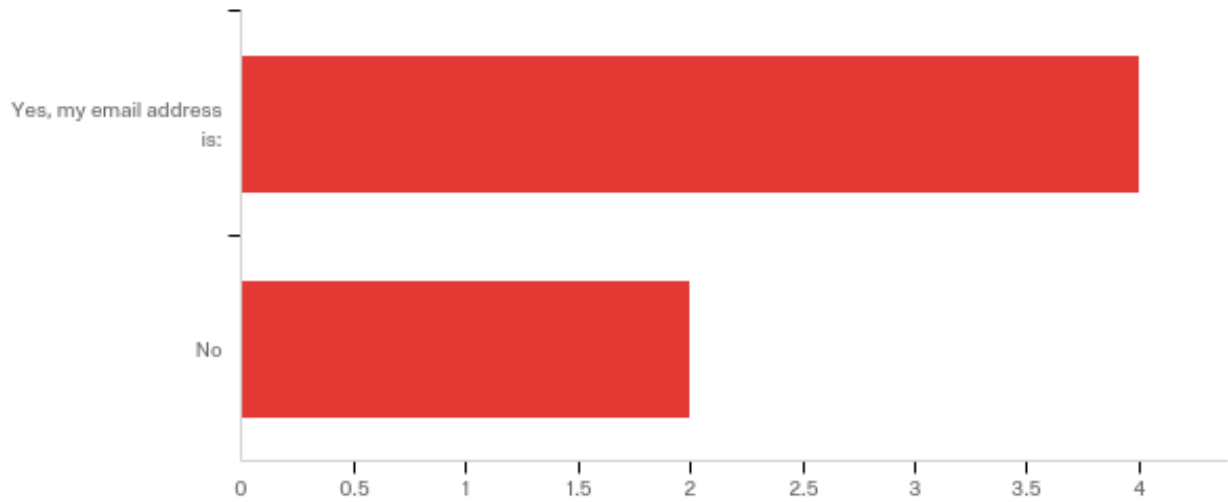
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would you like to be added to our email list? - Selected Choice	1.00	2.00	1.33	0.47	0.22	6

#	Answer	%	Count
1	Yes, my email address is:	66.67%	4
2	No	33.33%	2
	Total	100%	6

Q7 - Which kind of COERLL resources are you interested in? (Check all that apply.)
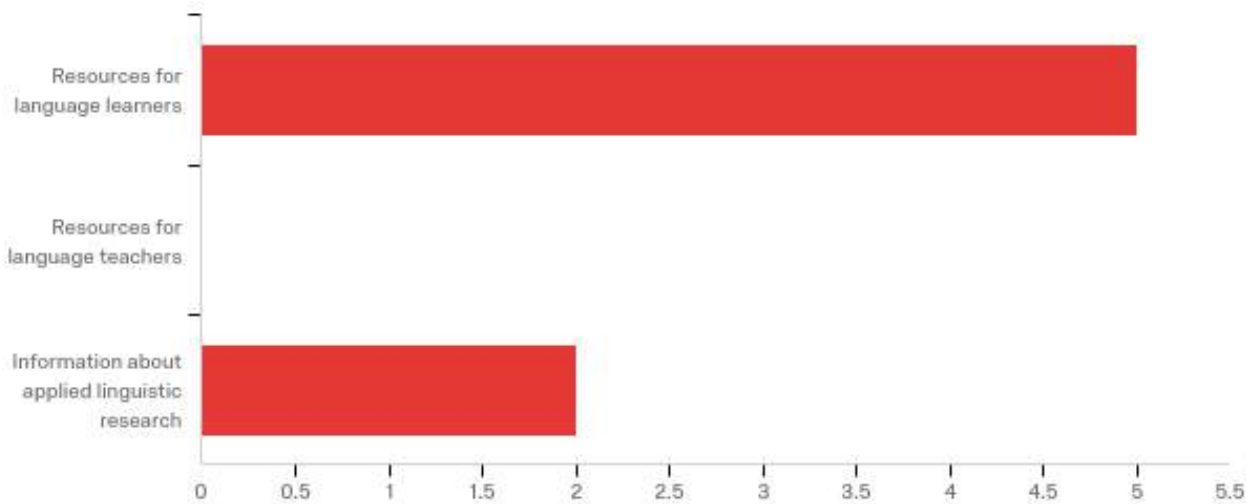
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which kind of COERLL resources are you interested in? (Check all that apply.)	1.00	3.00	1.57	0.90	0.82	7

#	Answer	%	Count
1	Resources for language learners	71.43%	5
2	Resources for language teachers	0.00%	0
3	Information about applied linguistic research	28.57%	2
	Total	100%	7

Default Report

User Survey: Brazilpod (2018-2022)
October 22nd 2019, 2:48 pm CDT

Q2 - Please indicate if you agree or disagree with the following statements:
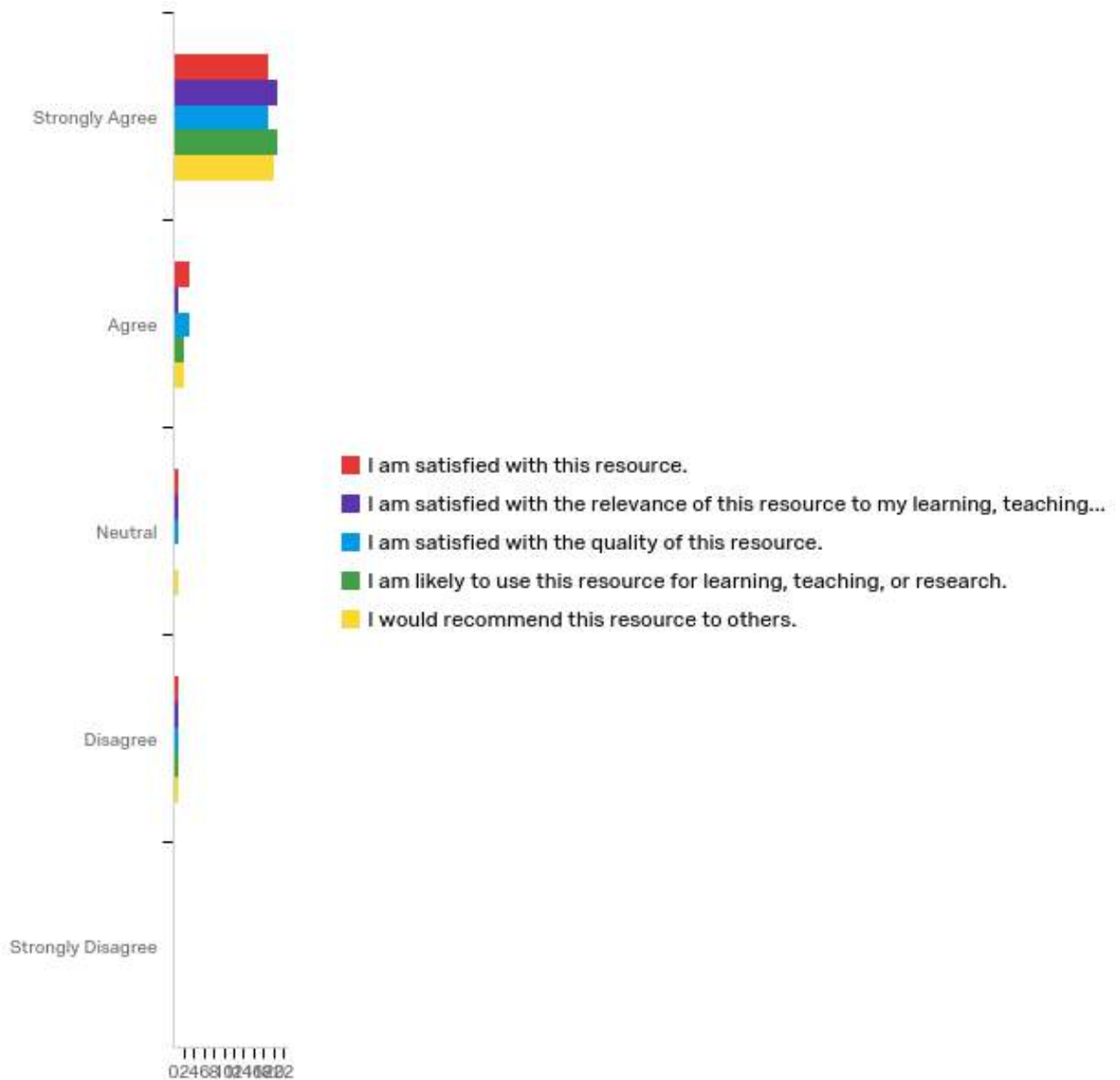
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	30.00	33.00	30.33	0.75	0.56	24
2	I am satisfied with the relevance of this resource to my learning, teaching, or research.	30.00	33.00	30.25	0.72	0.52	24
3	I am satisfied with the quality of this resource.	30.00	33.00	30.33	0.75	0.56	24
4	I am likely to use this resource for learning, teaching, or research.	30.00	33.00	30.21	0.64	0.41	24
5	I would recommend this resource to others.	30.00	33.00	30.29	0.73	0.54	24

#	Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
30	I am satisfied with this resource.	79.17%	19	12.50%	3	4.17%	1	4.17%	1	0.00%	0	24
31	I am satisfied with the relevance of this resource to my learning, teaching, or research.	87.50%	21	4.17%	1	4.17%	1	4.17%	1	0.00%	0	24
32	I am satisfied with the quality of this resource.	79.17%	19	12.50%	3	4.17%	1	4.17%	1	0.00%	0	24
33	I am likely to use this	87.50%	21	8.33%	2	0.00%	0	4.17%	1	0.00%	0	24

	resource for learning, teaching, or research.										
3 4	I would recommen d this resource to others.	83.33%	2 0	8.33%	2	4.17%	1	4.17%	1	0.00%	0	24

Q3 - Please describe how you used this resource.

Please describe how you used this resource.

Very useful and complete

I have been gaining familiarity with spoken Portuguese.

To hear Portuguese from native speakers in structured dialog via Conversa Brasileira and Ta Falando

I listen to the podcast to learn Brazilian Portuguese

I use Lingua da Gente to learn Portuguese.

Daily practice

Mainly to reinforce my understanding of everyday, spoken Portuguese.

To learn portuguese along with a class. I already recommended to a friend the Spanish lessons. Excellent resource.

I'm studying portuguese. I wanted it to be brazilian. And this is one if the best resource I found online. I would have liked to find a french 'brazilian' podcast because I'm Belgian and frenchspeakink but this is soo good material and it makes me practice my english as well. I'm a volunteer in a very big folklore festival here in Belgium (Saint Ghislain) and I was asked to take care of a groupe of musicians and dancers coming from Mato Grosso Cuaiba in june and july this year so I thought it would be great to be able to speak and practice with them.

Learning Portuguese during my commute. Listening until the dialog became clear. Reciting. Transcribing. Adding new vocabulary to my memo cards

I've been hearing the Ta Falado podcast.

Mainly in the car commute to work

Whenever I get a chance I listen to then try to repeat. In addition to other things I do it allows me to immerse myself in the language!!! I wish I knew of it sooner. Thank you so very much!!

Reading is one part of the learning process, listening is another part, but listening, reading and then having explained why to use these words, that grammar and the pronunciation helps me getting a better understanding of the language without any boring blanks to fill in. I listen to this after work in the train and on the weekends and I feel my knowledge is continually improving.

I am using it to improve my listening skills and learn colloquial Portuguese. Thank you for providing such an amazing resource.

Love, love this! Trying to learn Portuguese prior to trip to Brazil. Have reasonable Spanish and also took French/Latin 35 years ago in school. Absolutely wish they had dialogues like this for Spanish and French to keep up my language skills. Just a great format (love Orlando and Andrea chatting easily in both English and Portuguese) and really helps a lot more than

vocabulary and grammar in a dry format. Super great at helping with pronunciation and understanding normal spoken Brazilian Portuguese.

I have been recommending this to others. What a great resource.

I listen to the dialogues, without looking at the text and then I write down all the things I know/picked up. Then I listen to Andrea repeating the dialogue and check if what I wrote down was correct. Then I correct myself. Only then I check I examine the transcripts to see if I made any mistakes.

I am using it every day to develop my brasilian Portuguese language skills. I listen to the dialogues and lessons and read the transcripts.

Q4 - Please list any suggestions for improvements to the resource.

Please list any suggestions for improvements to the resource.

I love the interaction between Orlando and Adriana. Especially how their dialog explains the subtleties of Brazilian Portuguese

The site is almost perfect. I suggest to add some interactive exercises to imprint newly gained learning. Also, it would help to have a section where the learner will repeat phrases or sentences in the dialogue and there's auditory feedback so the learner would know how well he/she was able to pronounce words correctly.

Can't think of any. It's excellent.

I really don't see anything I would change to this podcast. I know it doesn't help much☺I already used Austin's excellent podcast ' radio arlecchino ' when I was learning italian. Really great material. I loved it.   I think I'm going to come and visit your university one if these days. I would love to. Myriam

I would love to use the extra features that are sometimes mentioned in the podcasts. I would also love to see new episodes of Lingua da Gente and all the other Brazilpod resources.

This is unparalleled in the world of free resources, to help one improve their learned language. In a perfect world (because it's hard to improve on this great resource). I would like to see more intermediate and advanced conversational Portuguese included in Lingua da Gente. Also, for CORELL, it would be nice to see 'longer' audio with Portuguese dictation and translation; say for example, someone reading or telling 10-20 minute stories in the target language (Portuguese for me) with the dictation and English translation. This would help someone who wants to get more contextual fluency in larger chunks.

Perhaps longer dialogues because I enjoy it so much!

Default Report

Q9 - I am satisfied with this resource.
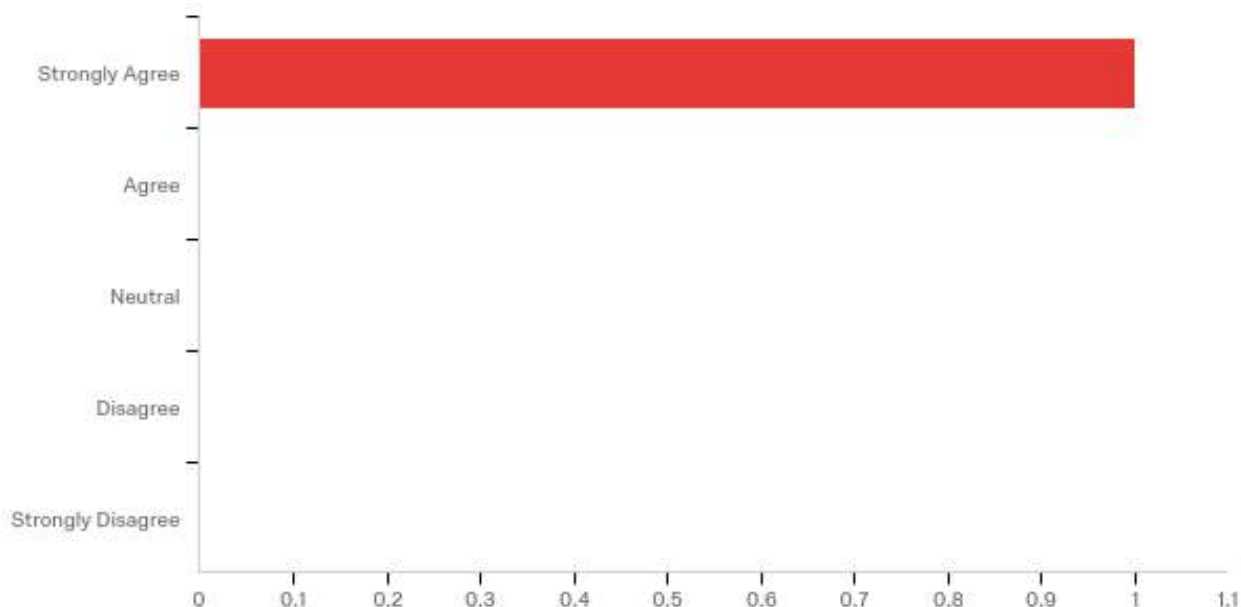
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q11 - I am satisfied with the relevance of this resource to my learning, teaching, or research.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the relevance of this resource to my learning, teaching, or research.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q13 - I am satisfied with the quality of this resource.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the quality of this resource.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q15 - I am likely to use this resource for learning, teaching, or research.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am likely to use this resource for learning, teaching, or research.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q17 - I would recommend this resource to others.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would recommend this resource to others.	1.00	1.00	1.00	0.00	0.00	1

#	Answer	%	Count
1	Strongly Agree	100.00%	1
2	Agree	0.00%	0
3	Neutral	0.00%	0
4	Disagree	0.00%	0
5	Strongly Disagree	0.00%	0
	Total	100%	1

Q3 - Please describe how you used this resource.

Please describe how you used this resource.

I'm from Brasil and I'm going to cite this resource as an example of quality OER content to guide OER practices in my thesis. Thanks indeed.

Q4 - Please list any suggestions for improvements to the resource.

Please list any suggestions for improvements to the resource.

Q7 - Which kind of COERLL resources are you interested in? (Check all that apply.)
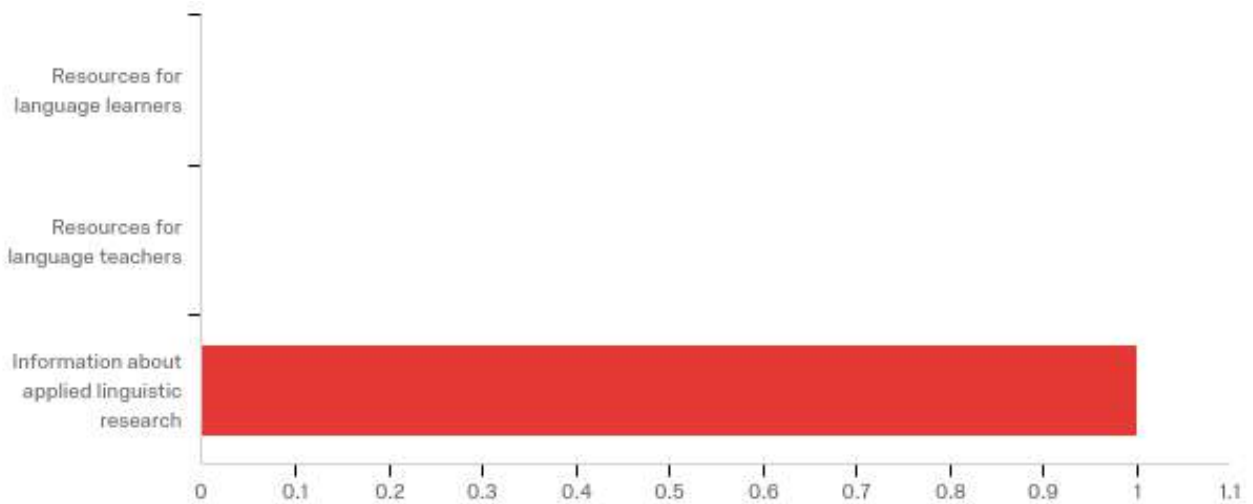
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which kind of COERLL resources are you interested in? (Check all that apply.)	3.00	3.00	3.00	0.00	0.00	1

#	Answer	%	Count
1	Resources for language learners	0.00%	0
2	Resources for language teachers	0.00%	0
3	Information about applied linguistic research	100.00%	1
	Total	100%	1

Q7 - Which kind of COERLL resources are you interested in? (Check all that apply.)
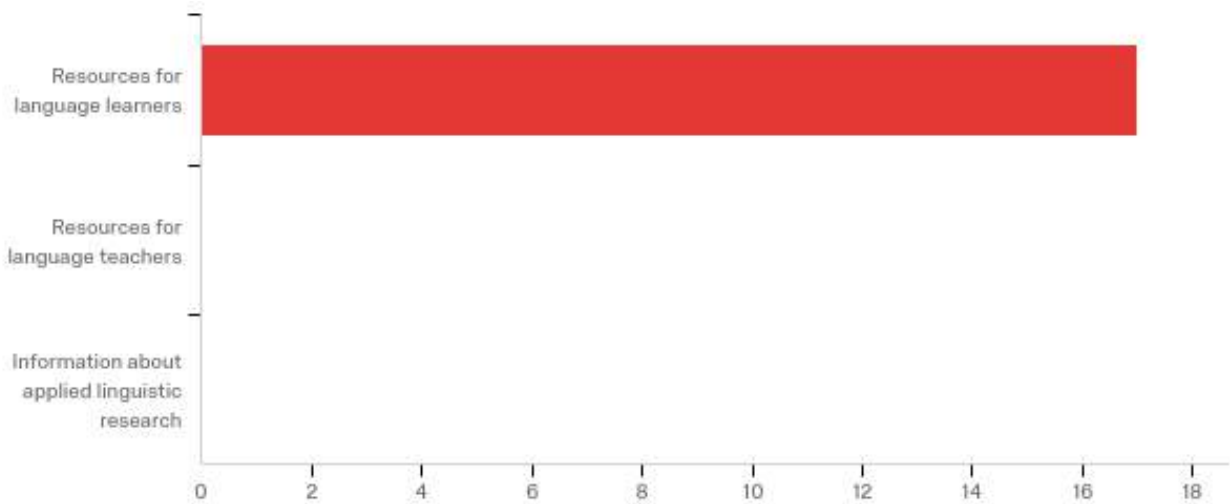
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which kind of COERLL resources are you interested in? (Check all that apply.)	1.00	1.00	1.00	0.00	0.00	17

#	Answer	%	Count
1	Resources for language learners	100.00%	17
2	Resources for language teachers	0.00%	0
3	Information about applied linguistic research	0.00%	0
	Total	100%	17

Default Report
User Survey: Heritage Spanish (2018-2022)
October 22nd 2019, 2:54 pm CDT

Q2 - Please indicate if you agree or disagree with the following statements:
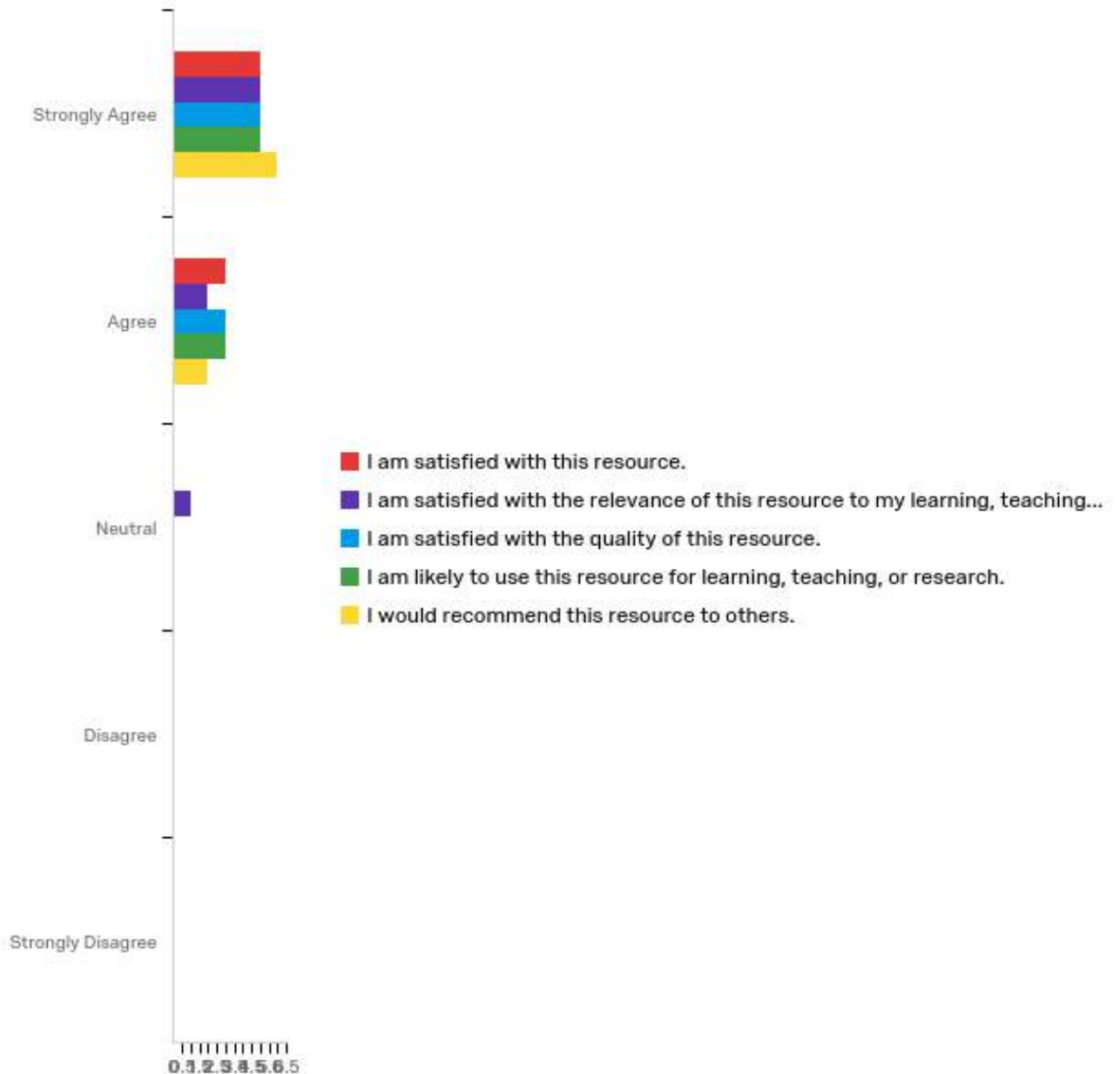
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with this resource.	30.00	31.00	30.38	0.48	0.23	8
2	I am satisfied with the relevance of this resource to my learning, teaching, or research.	30.00	32.00	30.50	0.71	0.50	8
3	I am satisfied with the quality of this resource.	30.00	31.00	30.38	0.48	0.23	8
4	I am likely to use this resource for learning, teaching, or research.	30.00	31.00	30.38	0.48	0.23	8
5	I would recommend this resource to others.	30.00	31.00	30.25	0.43	0.19	8

#	Question	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree		Total
30	I am satisfied with this resource.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	0.00%	0	8
31	I am satisfied with the relevance of this resource to my learning, teaching, or research.	62.50%	5	25.00%	2	12.50%	1	0.00%	0	0.00%	0	8
32	I am satisfied with the quality of this resource.	62.50%	5	37.50%	3	0.00%	0	0.00%	0	0.00%	0	8
33	I am likely to use this resource for learning,	62.50%	5	37.50%	3	0.00%	0	0.00%	0	0.00%	0	8

34	teaching, or research. I would recommend this resource to others.	75.00%	6	25.00%	2	0.00%	0	0.00%	0	0.00%	0	8

Q3 - Please describe how you used this resource.

Please describe how you used this resource.

It informs me of the current improvements and resources in the area of teaching heritage learners of Spanish.

I attended the TFLA conference in October and went to the session Dr. Merideth Clark presented for heritage speakers. I loved her (and her co-presenters) idea for the clusters. I have found a wealth of resources specifically for a class that is so unique and doesn't really have any formal resources available. I was able to create my own set of clusters using the resources I found on this site, it cut my time drastically for planning.

I have used the Spanish proficiency exercises to expose my students to different accents and spur discussion about identity, Hispanic heritage, family and other topics. I subscribe to the Spanish café, too, which is an invaluable resource, especially since I have limited experience teaching heritage classes.

I desire quality, effective, level-appropriate resources and projects for my high school Heritage Spanish learners.

To look for ideas and resources for the development of our language programs.

I use it in my Spanish courses. The students love it!

I have recently began using it and I find it very helpful, but I need to spend more time exploring the site to be sure before claiming that I "strongly agree" to any if the questions above.

Q4 - Please list any suggestions for improvements to the resource.

Please list any suggestions for improvements to the resource.

I wish there were a site similar to this in Virginia, which would capture different Spanish and heritage speakers in our state...

The inclusion of heritage language courses in various states and districts opens an opportunity to create a site that provides resources to all and not only concentrate in programs in Texas. The question (Which kind of COERLL resources are you interested in? (Check all that apply.) does not allow to select multiple options, but I am interested in all resources available.

N/A

I noticed that the section on pedagogy is not available (https://heritagespanish.coerll.utexas.edu/resources/heritage-spanish-pedagogy/). It would be great to be able to have access to this type of information.

Q7 - Which kind of COERLL resources are you interested in? (Check all that apply.)
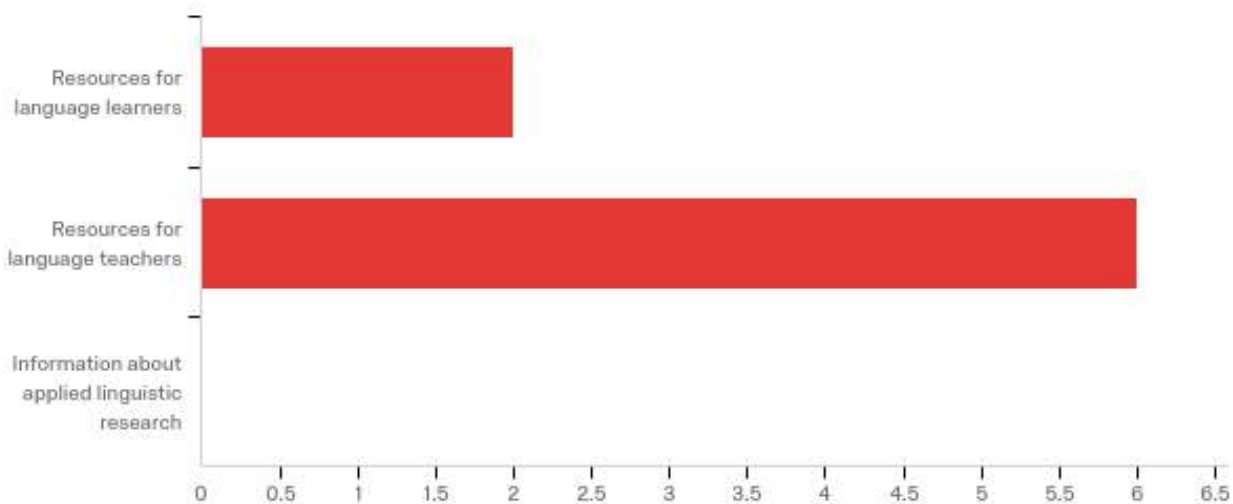
#	Answer	%	Count
1	Resources for language learners	25.00%	2
2	Resources for language teachers	75.00%	6
3	Information about applied linguistic research	0.00%	0
	Total	100%	8

Appendix K – Screen Shot Catalogue

Teachers interacted often at the Games2Teach workshop (August 1, 2019)

The table of contents of COERLL's OER modules for language teachers

An example of COERLL's bi-monthly heritage Spanish language newsletter

Open Up
Conversations on Open Education for
Language Learning

HOME   ABOUT   ARCHIVE   COERLL WEBSITE ⌝   DONATE TO COERLL ⌝   SUBMISSIONS   CONTACT US

Inclusive Pedagogy and the Language-Learning Classroom

November 4, 2018 | 2 Comments

Editor's Note: The following is a guest post from Sarah Le Pichon, an Assistant French Instructor at the University of Texas at Austin, on the topic of inclusive pedagogies. Students, administrators, and faculty here at UT are developing inclusive policies and practices. If your institution is considering the same changes, we hope the following information will help.

We also saw a clear link to open educational resources in Sarah's advice: inclusive teaching requires adapting or adding on to your curriculum to address your students' varying identities, and these changes are easier with a curriculum composed of openly licensed materials that can be adapted based on individual needs.

Language pedagogy most often focuses on linguistic theory and the most successful modes of language learning. Discussions of inclusivity, however, are crucial to successful language pedagogy; in fact, language learning and teaching are largely about coming in contact with different populations and broadening our world view. More importantly, instructors must remember that students cannot leave their identities at the door when they enter our classrooms, and we must therefore adopt pedagogical practices that acknowledge and welcome all populations and identities. Inclusive pedagogies aim to outline implementable practices that encourage open and welcoming learning environments for all populations and identities.

Remember: These techniques work differently depending on where you are in your career, as well as on the teaching context and your own teaching ethos or style. Use techniques you feel comfortable with; hold off on ones you don't.

Welcoming Trans- & Gender Non-Conforming Students into our Language Classrooms

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Enter Keywords

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> COERLL updates
> Finding OER
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> OER initiatives
> OER Research
> Open education philosophy
> Publishing OER
> Remixing OER
> Spanish
> Teacher Development
> Technology-based language learning

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> BOLDD: At the Speed of Language
> Re-Mixxer: Using French and German OER in The Mixxer
> "We're Committed to Openness in Content Creation"
> Emerging Leader Creates Language Learning OER

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An example of one of COERLL's monthly enewsletters from July 2019

The COERLL textbook ClicaBrasil is available to buy on Amazon.com
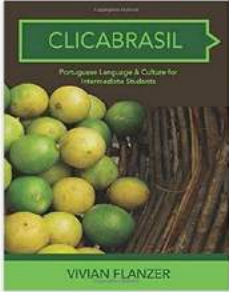
CLICABRASIL: Portuguese Language and Culture for Intermediate Students (Portuguese Edition) (Portuguese)
by Vivian Flanzer (Author)

ISBN-13: 978-1937963163
ISBN-10: 1937963160
Why is ISBN important?

ClicaBrasil was developed for intermediate level Portuguese language courses at UT-Austin. People all ove the world are now using it for different purposes: self-study, classroom instruction, tutoring, or as a pastime. The lessons in ClicaBrasil integrate reading, writing, listening and reading comprehension, grammar, vocabulary, oral communication, and cultural activities. Numerous video clips (157, to be precise!) that show different Brazilians speaking about their lives, their culture, and their country support and enhance these activities.

Teachers on Facebook were excited to see that COERLL released a new edition of the textbook *Français interactif*

Français interactif

Français interactif
Published by Sarah Sweeney Coerll [?] · August 22 · 🌐

Nous venons de publier une nouvelle édition du livre "Français interactif". Vous pouvez accéder aux PDFs gratuitement sur notre site, ou acheter un exemplaire sur Amazon ou Lulu http://www.laits.utexas.edu/fi/textbook

We just published a new edition of the book "French interactive". you can access the pdf for free on our website, or buy a copy on Amazon or lulu http://www.laits.utexas.edu/fi/textbook

⚙ · Hide original · Rate this translation

19,479 — People Reached
1,024 — Engagements
Boost Post

👍❤ 144   20 Comments 37 Shares

👍 Like   💬 Comment   ↪ Share

Most Relevant ▾

Write a comment...

Caroline Grenier Michaela Bailey tes amis Tex & Tammy 😉
Like · Reply · Message · See Translation · 10w   👍 2
↳ 1 Reply

Patrick Jacquelin ... immense merci pour ce site que je connais depuis une dizaine d'années, qui fourmille de mille explications avec un ton léger... Un enseignement large, riche, détaillé, d'une grande qualité.... Pour moi une référence de ce qu'Internet permet de mieux...Félicitations reconnaissantes...
Like · Reply · Message · See Translation · 10w   👍 1

Français interactif Merci à vous 🙏
Like · Reply · Commented on by Sarah Sweeney Coerll [?] · See Translation · 10w

Lisa Algazi Marcus Pourriez-vous nous dire ce qui a changé ?
Like · Reply · Message · See Translation · 10w

Most Relevant is selected, so some replies may have been filtered out.

Français interactif Je n'ai pas la liste complète de changements mais on a changé quelques références démodés et on a enlevé des parties

Community — See All
Nathalie Steinfeld likes this
Invite Friends
👍 303,380 people like this
🔊 302,178 people follow this

About — See All
Send Message
http://www.laits.ut...   **Promote Website**
Website
Suggest Edits

Page Transparency — See More
Facebook is showing information to help you better understand the purpose of a Page. See actions taken by the people who manage and post content.
Page created – May 3, 2011

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100

The Portuguese podcast Língua da Gente is available and highly rated on iTunes

COERLL's Heritage Spanish website is a place for teachers to converse and share ideas
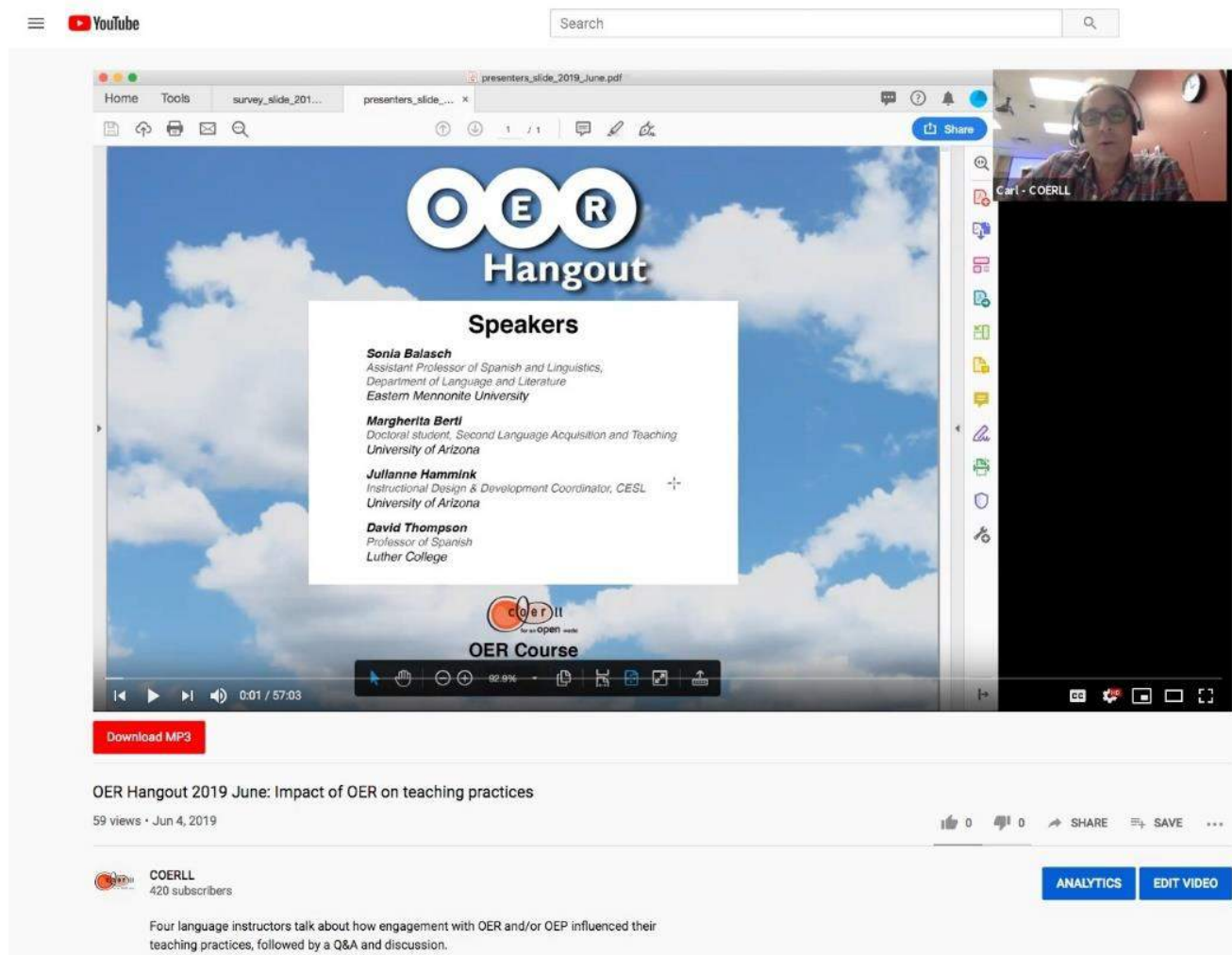
The homepage of the Trayectos project, a collaboration between COERLL and a team at Texas A&M

COERLL's "OER hangout" webinars are available on YouTube and receive many views