

# Newsletter



## Adapting For an Open World Fall 2017

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# COERLL Newsletter

Fall 2017:

Adapting for an Open World

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

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## Mission

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

## From the Director

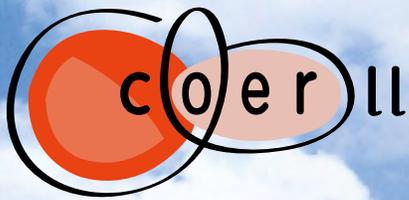
We have had a busy summer and fall at COERLL! Let me give you a few highlights. The website for our online K'iche' course, a language spoken by 1 million people in the highlands of Guatemala, was finished this summer and now is in use at several American and Mexican universities. The Czech project edited and archived 200 pedagogical videos of native speakers shot on location in the Czech Republic. We are also pleased to announce that Español abierto ([www.espanolabierto.org](http://www.espanolabierto.org)), a curated collection of high quality Spanish language OER, is now available to the Internet public. And finally, in October, COERLL published *Recorridos-Don Quijote*, a wonderful resource for the study of Cervantes' masterpiece. Written primarily for AP Spanish classes, the *Recorridos* series aims to help students and teachers explore important literary works from the Spanish-speaking world. If you are interested in discovering more details about our newest OER, we invite you to read COERLL Project News (p. 4-5).

In this newsletter, we focus on the many ways that teachers can adapt OER to make them more suitable for their students. Commercially-produced textbooks are written for the largest market share possible making them generic by nature. In contrast, OER are free of the traditional copyright restrictions, so teachers are free to adapt the content to their classrooms. In our first feature (p. 6-7), you can read a summary of research studies that show how OER, thanks to their open licenses, promote creative adaptation. Research also shows that the level of adaptation varies widely—from slight to partial to complete adaptation. Our second feature (p. 8-9) outlines the many reasons teachers give for wanting to adapt pedagogical materials such as updating old information or adding media to turn a print-based activity into a multimodal activity.

Scan the code to the right with a scanner (barcode reader) application to explore COERLL.



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



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As a concrete example of how a single OER can give rise to multiple adaptations, we took a web-based activity about Independence Day in India from our last newsletter and asked three graduate student instructors to adapt it to three different foreign language courses. The three resulting OER are as varied as they are impressive: a lesson on the Chinese spring festival, a lesson on Carnaval in France and a lesson on Il Palio di Siena, a horse race held twice each year on the cobblestones of an Italian town square. The new lessons demonstrate OER adaptation in two ways. First, the new lessons are based on a lesson template written for a completely different language, demonstrating that a good lesson idea in one language can easily be adapted to another. Second, the lessons themselves are based on a web search activity that yields new results every time the activity is taught. As such, the same lesson can be easily updated to meet changing interests.

As usual, the newsletter ends with a roundup of our past events and a schedule of our upcoming events. We are very pleased that our summer events continue to attract teachers from across the region and the country. This past summer, COERLL hosted three different workshops. The TELL Collab 3.0 gathered more than 80 secondary world language teachers from across the US for two days of brainstorming and sharing. The participants earned more than 100 digital badges for the creation of their own language learning OER. The FLLITE workshop showed collegiate foreign language instructors how to develop lessons based on authentic texts and a multiliteracies pedagogy. Participants created lessons in English, Portuguese, German, Persian and Spanish that will be accessible for download on the project's homepage ([fllite.org](http://fllite.org)). And finally, the invited speakers at the Heritage Spanish workshop demonstrated how to create and adapt OER that target the special needs of heritage speakers. The dates for our 2018 workshops have been set and we are currently developing the agendas. Please check the COERLL website for updates and details.

For an open world,  
*Carl Blyth, Director of COERLL*



Dr. Carl Blyth, Director of COERLL

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



# COERLL Project News

## New OER NOW AVAILABLE

### Recorridos (Spanish)

COERLL has partnered with Rose Potter and Betsy Arnold to publish Recorridos-Don Quijote, a pair of openly-licensed books for the study of Cervantes' Don Quijote in upper level Spanish courses, including AP. The student workbook, accessible online for free, deepens students' understanding of the text through reading, pre-reading, and post-reading activities and glosses. The companion teacher support facilitates the teaching of Don Quijote through student-centered strategies and activities, historical and cultural information, quizzes, exams and more.

OER link: <http://www.espanolabierto.org/recorridos/>

Coordinators: Betsy Arnold, Rose Potter (UT Austin)

## Updated OER

### Foreign Languages and the Literary in the Everyday (FLLITE)

#### (Multilingual)

New literacy lessons in German and Spanish are available on the FLLITE website, and graduate students are writing more lessons for Portuguese, German, Persian, and Spanish. The project directors are eager to help more teachers create lessons that emphasize language play to develop students' language awareness and communicative abilities. To this end, they led two workshops this summer (see project website for videos), and are in the process of writing a FLLITE teacher's

guide. In the meantime, they welcome lesson submissions for any language!

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

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

### User-Generated Materials for Heritage Spanish

#### (Spanish Heritage Language)

Insightful workshop leaders and engaged teachers came together in July for the most successful of the project's yearly workshops. The project team continues to update the website with new events and materials, including workshop videos. To encourage involvement in COERLL's SHL community, we will send a certificate of professional recognition to supervisors of teachers who submit materials to be published on the website. Anyone who teaches Spanish heritage students may register to post questions or ideas to the community discussion board. We want to hear from you!

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

Coordinators: Dr. Jose Esteban Hernández (UT Rio Grande Valley), Yanina Hernández (UT Rio Grande Valley)

### eComma: An Upgrade for L2 Social Reading Tool

#### (Multilingual)

We're excited about digital social reading and hope you will try it with your class, whether or not you use our tool eComma. It's a way for students to read and react to a text together, learning from and building upon classmates' comments. We've published a guide on how to plan a social reading lesson, and case studies for lessons in Hebrew and German. We continue to make updates to the eComma

app, which is accessible through LMS like Canvas and Blackboard. Do you practice social reading with your students? Let us know!

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

Coordinator: Dr. Carl Blyth (UT Austin)

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

Dr. Orlando Kelm and his team have published 144 Portuguese learning podcasts. Some more Portuguese-intensive intermediate episodes are on the way this fall. Learn about making small talk, signing up for the gym, and going to the doctor in upcoming episodes. Let us know what topics you would like to learn about, and we'll tailor a podcast lesson for you!

OER link: <https://linguadagente.coerll.utexas.edu/>

Coordinator: Dr. Orlando Kelm (UT Austin)

## Español abierto (Spanish)

Español abierto is a portal to quality Spanish materials with open licenses, and we've recently added more content from the University of Texas and beyond. Be on the lookout for even more new open Spanish content over the next year!

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

## OER in Development

### Chqe'tamaj le qach'ab'al! (Let's Learn K'iche') (K'iche')

The K'iche' team has been piloting their 42 multimedia K'iche' lessons with various groups of students, and making updates throughout that process. Learners studying K'iche' for a wide range of purposes

have viewed the videos thousands of times on YouTube. Discover this language spoken by 1 million people in Guatemala and the United States.

OER link: <http://tzij.coerll.utexas.edu/>

Coordinator: Dr. Sergio Romero (UT Austin)

## Reality Czech (Czech)

Dr. Christian Hilchey has been hard at work creating over 200 videos of Czech native speaker interviews and cultural tours of Prague. These videos will be available on the project website sometime during the Fall semester. Stay tuned for an activity book and other ancillary materials for beginning Czech.

OER link: <http://www.realityczech.org/>

Coordinators: Dr. Mary Neuburger (UT Austin), Dr. Christian Hilchey (UT Austin)

## Open Digital Badges for K-12 Professional Development (Multilingual)

Former Project Director Thymai Dong started off Fall 2016 by mentoring a small group of teachers in using digital badges that align to the Teacher Effectiveness for Language Learning (TELL) Framework. These teachers, or "COERLL Collaborators", wrote up their experiences. Get inspired by their professional growth!

OER link: <https://goo.gl/MJLfsG>

## OER/OEP survey

Dr. Joshua Thoms and his team have been analyzing data from a country-wide survey of attitudes about OER in the language education community and are hoping to publish results soon.

Coordinator: Dr. Joshua Thoms (Utah State University)

**Need more information about our projects?**

Visit <http://coerll.utexas.edu>

or contact us at

[info@coerll.utexas.edu](mailto:info@coerll.utexas.edu).



**If you are interested in working on a project with COERLL**, you can learn about the proposal process here <https://goo.gl/9Sd4mP>



# What the Research Says about Adapting OER

According to the OER Hub's Evidence Report, a meta-analysis of the latest scientific studies on Open Education, OER are used differently than print resources and other online resources. For example, numerous studies clearly show that an OER's open license promotes creativity and adaptation. And according to the Evidence Report, there is a high level of adaptation amongst all types of OER users--educators, formal learners or informal learners.

That said, OER usage patterns vary widely. How someone uses an OER depends largely on why they turn to OER in the first place. For some teachers it means using the resources as inspiration for creating their own material, as this quote illustrates:

**“ What I do is I look at a lot of free resources but I don't usually give them directly to my students because I usually don't like them as much as something I would create, so what I do is I get a lot of ideas.**

Getting inspiration from OER results from online availability rather than an open license per se. However, an open license does lead to different forms of adaptations. For some users, adaptation means taking an existing resource and trimming it down to meet local needs:

**“ I will maybe look and find an instructional video that's maybe 2 or 3 minutes long that gets to the point better than I could,**

**and I would use it, or I will look for lessons and if they are for Grade 5 or Grade 3, I don't use all of it, I just adapt it, I take out what I don't want and rearrange it.**

For other users, adaptation means completely re-editing or 'reversioning' the original by blending elements from multiple sources to create a new derivative. Thus, research shows that adaptation can range from a superficial tweak to a total rewrite of an OER.

Survey data suggest that openness is correlated with a continuum of adaptation. Only 12.4% (n=80) of educators (N=644) create resources and publish them with a Creative Commons license (<https://creativecommons.org/licenses/>). This particular finding may seem somewhat counter-intuitive given the fact that a majority of educators (67.5%, n=216) who consider open licensing important are also familiar with the Creative Commons logo (55.7%, n=182). However, this is consistent with the fact that only 26.8% (n=215) of educators are concerned with not knowing whether they have permission to use or change a resource. There is a similar disparity between consumption and sharing practice, for instance 66% (n=201) of Saylor users reported having adapted OER and 24% (n=73) having created their own, but only 8% have published them. Similarly, for Flipped Learning educators, 82.5% (n=90) say that they adapt OER, 43.3% (n=42) create resources and share them publicly online, but only 5.1% (n=5) publish them under an open license.

OER research studies also demonstrate that openly licensed content promotes experimentation and innovation. The freedom to experiment is possibly one of the most significant aspects of OER for edu-

cators. For instance, high percentages of both OpenStax College (64.4%) and Siyavula (78%) educators reported that using OER increased learners' experimentation with new ways of learning. A majority of OpenStax respondents (80%) reported that they were more likely to discuss using OER with college administrators. There is some evidence for the 'openness as virus' hypothesis: the idea

that once users have been 'exposed' to open resources they seek them out elsewhere. For example, high numbers of both OpenStax College educators and Siyavula educators report being "more likely" to use other OER for their teaching as a result of using resources from OpenStax (79.5%, n=58) and Siyavula (90.2%, n=55).

The following quotes indicate an increased sense of community around the use, creation and sharing of OER:

**“ I tend to share my materials more freely than before. I like for people to use my materials since I benefit so much from other people's free sharing**

**“ Makes me more conscious of my ability to contribute and participate**

**“ It's given me the desire to share more openly**

**“ I am more likely to share educational resources openly**

[This article has been adapted from de los Arcos, B., Farrow, R., Perryman, L.-A., Pitt, R. & Weller, M. (2014). OER Evidence Report 2013-2014. OER Research Hub. CC-BY.] <https://oerresearchhub.files.wordpress.com/2014/11/oerrh-evidence-report-2014.pdf>

## Continuum of Adaptation

### Slight Adaptation

replacing advanced vocabulary items with simpler words

### Partial Adaptation

rearranging or eliminating sections in a textbook

### Complete Adaptation

combining two different OER to create a brand new mashup

# Putting Your Own Spin on It: Adapting Open Activities

**Open Education is not only about low-cost resources, but a way of thinking about education as a creative and collaborative process. Creativity doesn't have to be about making something completely new; it can be about optimizing what you already have. If you are a teacher you probably do this on a regular basis, adapting something as small as an activity or as large as a textbook to respond to your students' specific needs.**

At COERLL's recent workshop "Adapting OER activities for your heritage Spanish classroom", Maria Carreira led participants through a brainstorm of all the ways an activity could be modified for different levels of students. This exercise illuminates the possibilities for altering any given educational resource.

In the original activity (part of a unit on sociolinguistics by Claudia Holguín Mendoza<sup>1</sup>), students watch a two and a half minute advertisement by the Real Academia Española about stopping the use of loan words in Spanish, and then debate the purpose and the potential (or lack thereof) of the ad campaign.

Understanding the video and engaging in debate require an advanced level of language, but there are many ways to revise it for students with a lower level of proficiency:

- Provide students with fixed expressions or other vocabulary they can use to state their opinion about the video
- Provide a glossary or lead students to a resource for looking up words
- Allow students to respond to the video in English
- Do a cloze test
- Show only a portion of the video
- Ask students to write a summary of the video or to condense the video transcript
- Make a statement about the video. Ask the students to say whether it's true or false and support their statement with quotes.

In creating storybooks with students, Eduardo Viana da Silva shows that there are even more ways of providing structure to make an activity level appropriate.



In lower levels, I tend to give more structure in the organization of the stories, for instance, all students start writing their narrative from the same picture frame. I also end up pre-teaching more vocabulary and providing templates of similar short stories. As the levels advance, the [...] book becomes more of an open-topic and the required number of words is higher [...] Students are able to create more with the language and the vocabulary varies.

Adaptation can even make a lesson work in a different discipline. For example, Austin Independent School District English Language Arts teachers have helped train world language colleagues on the Talk Read Talk Write method. Tania Shebaro found that the first time she adapted this for her classes, "students were involved: incorporating the three modes, participating, and speaking the target language for a vast majority of the class [...] I liked it so much and felt that the students got so much out of it, that I did some variations for other levels [...] several times throughout the year."

A common thread in all of these adaptations is a teacher with the foresight to consider their students' abilities, have an objective in mind, think about how an

<sup>1</sup> "La sociolingüística" unit by Claudia Holguín Mendoza at the University of Oregon carries a CC BY-NC-SA license and is available here:

<https://goo.gl/szvzwa>

existing activity does or doesn't fit the objective, and change what doesn't fit.

If you recognize yourself in any of these teachers' stories, congratulations, you are an open educator! At least we hope you'll be inspired to dust off an activity you've always wanted to try, and see if you can customize it for your students.

## 14 REASONS TO ADAPT AN

### OPEN ACTIVITY<sup>2</sup>

- |   |  |    |  |
|---|--|----|--|
| 1 | Address a particular <b>teaching or learning style</b>                             | 10 | Add material <b>contributed or suggested by students</b> |
| 2 | Adjust for a different <b>proficiency level</b>                                    | 11 | <b>Translate</b> the activity into another language      |
| 3 | Adapt for a different <b>discipline</b>  | 12 | <b>Correct errors</b> or inaccuracies                    |
| 4 | Accommodate a different <b>learning environment</b>                                | 13 | <b>Update</b> the activity with current information      |
| 5 | Address <b>diversity needs</b>   | 14 | <b>Add</b> more <b>media</b> or links to other resources |
| 6 | Meet a <b>cultural preference</b>  |    |  |
| 7 | Meet a <b>regional or national preference</b>                                      |    |  |
| 8 | <b>Address</b> a school, district, or institution's <b>standardized curriculum</b> |    |  |
| 9 | <b>Make</b> the activity more <b>accessible</b> for people with disabilities       |    |  |

**If you adapt an activity written by someone else, please make sure you have permission and you give the author credit on your new version of their work. Creative Commons licenses make it easier for teachers and other creators to share work with each other legally.**

<sup>2</sup> This list is adapted from three CC BY licensed resources: the B.C. Open Textbook Adaptation Guide by Lauri Aesoph of BCcampus, "Adapt" in WikiEducator's OER Handbook for Educators, and "Why Remix Open Educational Resources?" created by Liam Green-Hughes.

# ADAPTED OER TASK

(Original OER task can be found in the COERLL Fall 2016 Newsletter: <https://goo.gl/9u1tDF>)

## CHINESE SPRING FESTIVAL 春节

Students will explore their own perspectives on Spring Festival 春节 (Chinese New Year) as well as how the New Year is celebrated in the United States. They will use Chinese vocabulary to express cultural identity and link this to Chinese history and traditions.

**TARGET LEVEL:** Beginning college (second semester of first year)

**LANGUAGE:** Chinese

**ACTFL PROF. LEVEL:** Novice mid to novice high

1. To begin, the teacher will conduct a brainstorming session to generate ideas and questions regarding different aspects of the celebration of Spring Festival because this project will be done around that time. This will be done to elicit students' previous knowledge. The teacher can also show a video, link 8 below for example, to give the students an overview of the festival. During the discussion, the teacher will create a concept map to depict how students' ideas and questions relate to subtopics. See example: <https://mm.tt/858738835?t=SMbssorCdl>
2. After this concept map is created, the instructor will demonstrate how to search using Google for open educational resources related to the topic of Spring Festival.
3. After narrowing the list of subtopics, students will select one of most interest to them. Along with one or two other students for homework, they will conduct their own search for open educational resources on their subtopic, and create a digital presentation of their findings, including links to all of the open images, audio, video, and text documents they used. The instructor will provide a rubric with different aspects the students will need to include in their presentation.
4. One week after the assignment is introduced in class (the first day of Spring Festival), students will present their group findings to the rest of the class. They will also bring in something to share with the class, such as mandarin oranges or red envelopes, to help celebrate. After all of the presentations, students will write a short response paper explaining what they learned.

### LEARNING OBJECTIVES

- Students will develop an awareness of how Spring Festival is celebrated in China.
- Students will reflect on cultural similarities and differences between Chinese and American New Year celebrations.
- Students will develop an awareness of an aspect of Spring Festival that interests them and develop the skills to navigate different resources to learn more about an aspect that interests them.
- Students will be able to use the aspect particle 了 (le) to describe completed actions and “not anymore” as well as the present time frame and comparison phrases in a variety of reading, writing, and listening activities.

### RESOURCES

- <https://webenglish.se/chinese-new-year/> (background, songs, Chinese zodiac, and more)
- <http://www.esolcourses.com/topics/chinese-new-year.html> (Spring Festival vocabulary activities)
- <https://nahu.wikispaces.com/Chinese+New+Year> (Videos about Spring Festival - CC BY-SA)
- [https://resources.allsetlearning.com/chinese/grammar/Expressing\\_completion\\_with\\_%22le%22](https://resources.allsetlearning.com/chinese/grammar/Expressing_completion_with_%22le%22)  
[https://resources.allsetlearning.com/chinese/grammar/Expressing\\_%22not\\_anymore%22\\_with\\_%22le%22](https://resources.allsetlearning.com/chinese/grammar/Expressing_%22not_anymore%22_with_%22le%22) (grammar explanations on the use of particle 了 - CC BY-SA)
- <https://www.youtube.com/watch?v=sf0btvROwXQ> (Chinese New Year song - CC BY-SA)
- [https://www.youtube.com/watch?v=PXOS99vWL\\_o](https://www.youtube.com/watch?v=PXOS99vWL_o) (Story of Chinese New Year - CC BY-SA)
- <https://www.youtube.com/watch?v=ow-8JTvx5mA> (Chinese dragon dance video - CC BY-SA)

Adapted by



**Andrea Blatz**

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(studied 8 years Chinese &  
worked 1 year in China)



## CARNAVAL IN FRANCE

Students will explore their own perspectives on Carnival in France and how it relates to Americans. They will use French vocabulary to express cultural identity and link this to French history, sociology, and anthropology. This task will be carried out right before Carnival is celebrated (which is to say, late February), so that the class might eventually have a small Carnival celebration of their own in which they share what they've learned.

**TARGET LEVEL:** Advanced high school or Intermediate college  
**LANGUAGE:** French  
**ACTFL PROF. LEVEL:** Intermediate low to intermediate mid

1. Students will participate in the teacher's session in French on how people across France celebrate Carnival. During the presentation, the instructor will also demonstrate how to search Google for open educational resources related to the topic of Carnival celebration in France
2. Before the students start their own search, the teacher will conduct an initial brainstorming activity to generate ideas and questions concerning Carnival. During the discussion the teacher will create a concept map to depict how students' ideas and questions translate to subtopics. See map: <https://mm.tt/853858731?t=K87kfEiG5Q>
3. After narrowing the list of subtopics, students, in pairs or small groups of three, will select those of most interest to them, conduct their own search for open educational resources on their subtopics, and create a digital presentation of their findings, including links to all of the open images, audio, video, and text documents they used.

### LEARNING OBJECTIVES

- Students will explore different cultural aspects of the Carnival celebration in France.
- Students will gain an awareness of the social, historical, and/or religious traditions related to this celebration.
- Students will reflect on cultural similarities and differences between French and American celebrations of Carnival (for example, the Nice Carnival in France and the New Orleans Carnival in the US).
- Students will develop their own interest in Carnival, and develop a deeper understanding of the particular aspect of interest to them.
- Students will be able to use the present and past time frames in a variety of reading, writing, and listening activities.
- Students will be able to navigate different resources, particularly on the web, that allow them to research Carnival and its traditions.

### RESOURCES

- <http://lewebpedagogique.com/ressources-fle/files/2011/03/Fiche-de-vocabulaire.pdf> (Party vocabulary - CC BY)
- <http://www.nicecarnaval.com/en/carnaval/presentation/theme.php> (Carnaval de Nice: Presentation, history, traditions, and customs - Copyrighted)
- <https://www.nice.fr/fr/le-carnaval> (Similar to previous link but in French - license: see above)
- <http://mashable.com/2015/02/06/nice-carnival-photos/#pL3RNvSnDsqq> (Nice Carnival decorations - Copyrighted)
- [https://www.youtube.com/watch?v=ujWRyn\\_OjI0](https://www.youtube.com/watch?v=ujWRyn_OjI0) (Carnaval video of Carnaval de Nice - Copyrighted)
- <https://www.thegoodlifefrance.com/french-style-venetian-carnival-costumes-in-france/> (Costumes for le Carnaval - Copyrighted)
- <http://www.nicetourisme.com/newsletter/carnaval/2016/GB.html> (Announcement for Carnaval de Nice - No license assigned)
- <https://frenchmoments.eu/mardi-gras-in-france-le-carnaval/> (Carnaval comparison with Mardi Gras in New Orleans - Copyrighted)
- <http://www.cnn.com/2014/02/18/travel/most-colorful-carnivals/> (Brief description of Carnival around the world - Copyrighted)

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## IL PALIO DI SIENA

Students will explore their own perspectives about "il Palio di Siena" and how the Palio relates to the cultural identity of a specific town, geography of Siena, history and animal symbology. Targets can be modified according to the proficiency level of the students. We suggest dividing this activity between two or three classes.

**TARGET LEVEL:** Beginning college (end of first semester/second semester), advanced high school  
**LANGUAGE:** Italian  
**ACTFL PROF. LEVEL:** Novice high to intermediate low

### 1. PREPARE FOR THE ACTIVITY

Engaging the class: the teacher will show a video of the Palio di Siena to the class (Vogue Video: <https://www.youtube.com/watch?v=ID0kiaLaGLQ>), engaging the students in a conversation about what they have just seen and explaining, through the answers of the students, what the Palio is. Then the teacher will give instructions on how the activity "Il Palio di Siena" will be conducted in class. The class will be divided into small groups of 2-3 students, which will research one of the 17 *contrade* (neighborhoods). The aim of this activity is to produce a powerpoint containing the information found by each group that will give a brief presentation. It is recommended that each student talk for 2-3 minutes.

Students will need to research on the internet about their *contrada*, focusing on history, location on a map, rivalries with another *contrada*, flag, color, and symbol. *The task can be easily adjusted to the level of the students.* For instance, beginners can focus on the location on the map of the *contrada*, and give a tour of the streets to the class, thanks to Google maps, and check how each *contrada* is an autonomous entity, with its pharmacy, grocery store and church. Intermediate students will be able to research on the symbolism of the animal or plant that represents the *contrada*.

The instructor will demonstrate how to search using Google for open educational resources related to the topic. The instructor must stress the importance of researching first in the Target Language. During class, the instructor can show, helped by the students, how to research on a *contrada* of his/her choice. [https://it.wikipedia.org/wiki/Contrada\\_di\\_Siena](https://it.wikipedia.org/wiki/Contrada_di_Siena) The instructor can ask the students what is important to know, only by looking at the wikipedia index of the page of the *contrada*. *"Che cosa è importante? Quali sono i titoli dei capitoli?"*

### 2. PRESENTATIONS

Instructors will dedicate a class (or two half classes) to students' presentations. A question that we suggest to ask the students is *"perché il palio è importante per la tua contrada?"* (why is the Palio important for the neighborhood?) Instructor will show in class parts of the video "Il Testimone--Il Palio di Siena" <https://www.youtube.com/watch?v=dpqd6qhCJmU>. Students' comments are welcome since this video does not add new information but offers a good summary of the elements of the Palio lived from the inside.

### 3. RECAP

Instructor will project in class a video of the latest palio, we chose the one of August 2016. The video can be stopped, so that students can have the time to recognize the horse of the *contrada* by looking at colors and symbols. Instructor can ask question such as: *"Chi è la contrada rivale della lupa?"* (who is the rival of the Lupa?) Special question about the horse and how they are safeguarded after their retirement.

<http://www.comune.siena.it/La-Citta/Palio/Tutela-del-Cavallo>  
<http://www.ctps.it/wp-content/uploads/2013/10/sportweeks.pdf>

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## LEARNING OBJECTIVES

- Students will explore different cultural aspects of the city of Siena and its tradition.
- Students will gain awareness in the social, historical, ethical, and religious aspects of the Palio.
- Students will acquire a good knowledge of the geography of the city of Siena.
- Students will improve their skills, talking in Italian and researching in Italian.
- Students will learn how to navigate in Italian websites and how to search using the target language.

## RESOURCES

- [https://it.wikipedia.org/wiki/Contrada\\_di\\_Siena](https://it.wikipedia.org/wiki/Contrada_di_Siena), CC BY-SA (Description of Contrade)
- <https://www.youtube.com/watch?v=ID0klaLaGLQ>, Copyrighted (Vogue video with English subtitles)
- <https://www.youtube.com/watch?v=dpqd6qhCJmU>, Copyrighted (Palio di Siena Agosto 2016)
- <https://www.youtube.com/watch?v=4fJLkwyUM>, Copyrighted (Il testimone, Il Palio di Siena, MTV program)
- [https://it.wikipedia.org/wiki/Palio\\_di\\_Siena](https://it.wikipedia.org/wiki/Palio_di_Siena), CC BY-SA (Description of Palio di Siena)
- <http://www.ilpalio.org>, CC BY-NC (Official Website of the Palio)
- <http://www.comune.siena.it/La-Citta/Palio/Tutela-del-Cavallo>, Copyrighted (Horses retirement, Town Hall of Siena's website)
- <http://www.ctps.it/wp-content/uploads/2013/10/sportweeks.pdf>, No license assigned (Online newspaper about horses retired from the Palio)

Photo credit: "Palio di Siena - Assunta 2011 - Torre #2" by Janus Kinase published under a CC BY-SA license  
<https://www.flickr.com/photos/14041111@N07/6049580299>



# Events Report

## **Engage, Explore and Discover! Integrate STEM Learning Concepts into Your Lesson Plans and Make Connections**

**February 18, 2017**

**Facilitators:** Rose Potter (UT Austin), Katy Cooper, Ben Fisher, Lameese Ahmad, and Niki García Holmes

Rose Potter and four recent graduates from UT Austin's UTeach Liberal Arts program presented the 5Es (Engage, Explore, Explain, Elaborate, Evaluate), a five step inquiry-based lesson plan format that any language teacher can easily incorporate into their curriculum to shift the focus from teacher to student.

**Link:** <https://goo.gl/cc6k77>

## **Webinar: Going Open in the Language Classroom**

**March 29, 2017**

**Facilitators:** Megan Schacht (Parkway School District); Sonia Balasch, Alexia Vikis, Lisa Rabin, and Colleen Sweet (George Mason University)

To celebrate Open Education Week, presenters from secondary and higher education shared how they have been opting out of using a textbook in favor of creating their own openly licensed materials to meet their students' pedagogical and financial needs.

**Link:** <https://goo.gl/niUmB2>

## **TELL Collab Austin 3.0**

**July 24-26, 2017**

**Facilitator:** Thomas Sauer (TELL Project)

Teachers assemble annually at the TELL Collab to assess their teaching based on the Teacher Effectiveness for Language Learning (TELL) framework and share techniques for language teaching based on their own classroom experiences. This year, participants earned 106 digital badges!

**Link:** <https://goo.gl/3EaWKZ>

## **Adapting OER Activities for Your Heritage Spanish Classroom**

**July 27-28, 2017**

**Facilitators:** María M. Carreira (CSU Long Beach), Claudia Holguín Mendoza, (University of Oregon), Jose E. Hernandez and Yanina Hernandez (UT Rio Grande Valley)

Presenters shared units they had written on sociolinguistics and critical awareness, and guided participants from K-12 and higher ed in developing ideas for adapting portions of those units for their students' specific needs and proficiency levels.

**Link:** <https://goo.gl/fzKyNX>

## **Building on the Promise of CLT: Learning to Author and Publish FLLITE Lessons**

**August 3-4, 2017**

**Facilitators:** Joanna Luks (Cornell), Carl Blyth (UT Austin)

Faculty and graduate students wrote lessons that integrate speaking, reading, listening, and writing tasks around authentic texts that demonstrate the creative moments of everyday language use.

**Link:** <https://goo.gl/TEuyr5>

# Upcoming Events in 2018

## Digital Social Reading (DSR) Webinar

March 7, 2018, Online

Facilitator: Joanna Luks (Cornell)

Digital social reading allows students and teachers to read and react to a text together in the same online space. There are a variety of tools for social reading, and many ways to use the tools. Learn some methods at this free webinar, which will take place during Open Education Week.

Link: <http://www.coerll.utexas.edu/coerll/events/>

## TELL Collab Austin 4.0

Summer 2018, Date - TBD, The University of Texas at Austin

Facilitator: Thomas Sauer (TELL Project)

The TELL Collab brings together world language educators to explore, model, and share effective language learning practices identified by the Teacher Effectiveness for Language Learning (TELL) Framework. Collaborate, listen, and create alongside your colleagues!

Link: <https://www.tellcollab.org/>

## Heritage Spanish Workshop 4.0

June 7-8, 2018, The University of Texas at Austin

Facilitators: Flavia Belpoliti (Texas A&M), Jose Esteban Hernández (UT Rio Grande Valley), Yanina Hernández (UT Rio Grande Valley), Gabriela Zapata (Texas A&M)

This year's focus will be on how to assess a student population's needs in order to start or grow a heritage Spanish program, as well as practical ideas for activities to do in the classroom. It will be a very informative and hands-on workshop with some great opportunities to collaborate with colleagues. Stay tuned for more details!

Link: <http://heritagespanish.coerll.utexas.edu/>

## Teaching by Design: Reimagining Foreign Language Curricula with Literacy-based OER

August 2-3, 2018, The University of Texas at Austin

Facilitators: Chantelle Warner (University of Arizona), Joanna Luks (Cornell), Carl Blyth (UT Austin)

Language program directors, graduate students, and faculty will work together to create open resources for teaching literacy using authentic texts that demonstrate playful and creative uses of language.

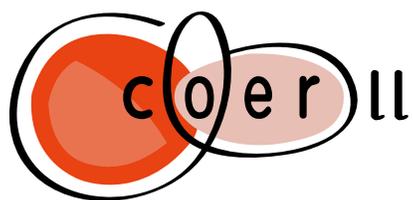
Link: <http://www.fllite.org/>

Get more information about these events at

<http://coerll.utexas.edu/coerll/events>

<http://goo.gl/oHZiLZ>





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