COERLL Title VI Grant External Evaluation: Years 1 & 2

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This report details the activities of the Center for Open Educational Resources and Language Learning (COERLL) from August 2014 to August 2016, the first two years of its four year grant cycle under Title VI funding from the US Department of Education. Dr. Jessica Hartos worked as an external evaluator to compile this report based on data furnished by COERLL staff, and evaluated the center's progress as it works towards three different goals: developing new pedagogical materials and platforms, providing teacher training opportunities, and conducting research and consultations in the language teaching community.

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

SUMMARY

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

NEW MATERIALS AND PLATFORMS

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

- ***Platforms.*** During the first year of the grant, COERLL worked on **31 platform projects**, which included 29 websites, with **5 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including newsletters and portals, and accessed by **2,124,351 users**. User feedback for platforms was overwhelmingly positive. During the second year of the grant, COERLL worked on **42 platform projects**, which included 38 websites, with **12 partners**, including **2 MSIs**. Information about the platforms was **disseminated** through multiple methods, including exhibitions and social media, and accessed by **2,835,638 users**. User feedback for platforms was overwhelmingly positive.

TEACHER TRAINING

- ***Teacher training events.*** During the first year of the grant, COERLL conducted **4 teacher training events** with **6 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists, social media, and websites, and training events had **201 participants**. Participant feedback for training events was positive. During the second year of the grant, COERLL conducted **5 teacher training events** with **7 partners**, including 2 MSIs. Information about the training events was **disseminated** through multiple methods, including email lists and social media, and training events had **784 participants**. Participant feedback for training events was overwhelmingly positive.

- ***Self-paced teacher training***. During the first year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**, with **56 materials**. Information about the training modules was **disseminated** through newsletters, email, and social media, and training materials had **34 users**. During the second year of the grant, COERLL developed **2 teacher training modules**, including **1 for a priority language**, with **94 materials**. Information about the training modules was **disseminated** through multiple methods, including social media, and training materials had **2660 users**.

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

RESEARCH AND CONSULTATION

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

- ***Consultation activities.*** During the first year of the grant, COERLL conducted **24 consultation** activities, including 1**0 informational presentations** for **369 participants**. During the second year of the grant, COERLL conducted **71 consultation** activities, including **45 informational presentations** for **6561 participants**.

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

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

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

Presentation	3	11			
Publication	0	1			
Social media	1	17			
Training	0	3			
Webinar	0	3			
Website	1	9			
Workshop	0	3			

Digital Coursewares

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

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

- **YEAR 1: 7 COURSEWARES**
  - Beginning K'ichee' Maya - OER for Indigenous Language Instruction, Ki'che': Chqe'tamaj le qach'ab'al! seeks to develop a beginner to advanced level online course for K'iche', beginning with a set of forty lessons, including grammar, vocabulary and drills, which will be enhanced by audiovisual materials. Partners with UT LLILAS Benson; in development.
  - Cultural Surveys and the Luso-Brazilian World, Portuguese: An approach to Luso-Brazilian culture through the use of native speaker surveys combined with consciousness-raising activities about second or third culture perspectives and practices. In development.
  - From Hybrid French to Online French - a New Platform for Français interactif, French: This is the textbook Français interactif in a new format, an online course implemented via the Canvas Learning Management System, a more interactive platform than the current static website. The new version of Français interactif will be made available to all universities in the UT System (Arlington, Brownsville, Dallas, El Paso, Pan American and Permian Basin); in production – ongoing.
  - Gateway to Chinese - Interactive Exercises for Mandarin Chinese, Mandarin Chinese: A collection of interactive language learning resources for beginning Mandarin Chinese. Students can practice pronunciation, vocabulary, grammar, listening, and reading skills at their own pace. In production – ongoing; 741 YouTube Views.
  - Língua da Gente - Mobile Language Learning for Portuguese, Portuguese: A podcast for learning everyday Portuguese at the Beginning, Elementary, and Intermediate levels. It provides practical lessons that demonstrate how people really speak. Each podcast includes a brief slice-of-life dialog about an everyday situation, an English translation, and analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson, as well as a discussion blog. In production - ongoing, 7262 podcast hits.
  - Open Czech Curriculum for the European LCTL Consortium, Czech; Open-access digital materials which introduce a more contemporary, interactive, and personalized curriculum. Materials include a classroom communicative rehearsal activity book, grammar explanations, Interactive grammar exercises with instant feedback, vocabulary presentation, rehearsal, and index, audio recordings and listening tasks, video interviews, Czech cultural videos, and web-Czech activities. Partners with UT CES and UT CREEES; in development.
  - The Literary in the Everyday - Crowdsourcing L2 Literacy Materials, French and German: The project website is the repository for all language materials created as part of this project. In it, teachers tag their content to be found easily and can share how they used the materials in the classroom. Partners with CERCLL; in production – ongoing.
  - *Overall*
    - 6 Languages
      - Priority: Mandarin Chinese, Portuguese
      - LCTL: Czech, K'iche'

        - Other: French, German
    - 4 Partners
        - Other LRCs: CERCLL
        - NRCs: UT CES, UT CREEES, UT LLILAS Benson

- **YEAR 2: 9 COURSEWARES**
    - Beginning K'ichee' Maya - OER for Indigenous Language Instruction, Ki'che': Chqe'tamaj le qach'ab'al! seeks to develop a beginner to advanced level online course for K'iche', beginning with a set of forty lessons, including grammar, vocabulary and drills, which will be enhanced by audiovisual materials. Partners with UT LLILAS Benson; in production – ongoing.
    - Cultural Surveys, **LCTL**; A website which walks teachers through the steps of teaching culture through the use of native speaker surveys combined with consciousness-raising activities about second or third culture perspectives and practices. No partners; in development.
    - From Hybrid French to Online French: a New Platform for Français interactif, French: This is the textbook Français interactif in a new format, an online course implemented via the Canvas Learning Management System, a more interactive platform than the current static website. The new version of Français interactif will eventually be made available to French teachers outside of UT Austin. Partners with Department of French and Italian at the University of Texas at Austin; in development.
    - Gateway to Chinese: Interactive Exercises for Mandarin Chinese, Mandarin Chinese: A collection of language learning resources for beginning Mandarin Chinese. Videos explain grammar in simple easy-to-understand language. No partners; in production – ongoing.
    - Gateway to Chinese: Interactive Canvas Exercises for Mandarin Chinese, Mandarin Chinese: Gateway to Chinese offers interactive exercises, now more easily accessible through multiple platforms. COERLL posted some pinyin exercises to Canvas Commons for Chinese teachers to access and add to their classes. No partners; completed.
    - Língua da Gente - Mobile Language Learning for Portuguese, Portuguese: A podcast for learning everyday Portuguese at the Beginning, Elementary, and Intermediate levels. It provides practical lessons that demonstrate how people really speak. Each podcast includes a brief slice-of-life dialog about an everyday situation, an English translation, and analysis of the pronunciation, vocabulary, grammar, and cultural content in the lesson, as well as a discussion blog. No partners; in production – ongoing.
    - Open Czech Curriculum: Reality Czech, Czech: Open-access digital materials which introduce a more contemporary, interactive, and personalized curriculum. Materials include a classroom communicative rehearsal activity book, grammar explanations, Interactive grammar exercises with instant feedback, vocabulary presentation, rehearsal, and index, audio recordings and listening tasks, video interviews, Czech cultural videos, and web-Czech activities. Partners with UT CES, UT CREEES; in development.
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials: This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy materials for the L2 classroom. The materials will refine and extend the pedagogical principles found in COERLL's French OER Le littéraire dans le quotidien or "The Literary in the Everyday". Partners with CERCLL; in development.
    - User-Generated Materials for Heritage Spanish: The Heritage Spanish Project Directors are creating activities focused around videos created for the COERLL SpinTX project, and are testing them at two MSIs in Texas. Partners with Texas State Technical College, UT Rio Grande Valley; in production – ongoing.
    - *Overall*
        - 5 Languages
            - Priority: Mandarin Chinese, Portuguese
            - LCTL: Czech, K'iche'
            - Other: French
        - 6 Partners
            - NRCs: UT CES, UT CREEES, UT LLILAS Benson
            - Other UT Department: UT Department of French and Italian
            - MSIs: Texas State Technical College, UT Rio Grande Valley

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

Platforms	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of platform projects	**31**	**42**			
Total number of users across platform projects	**2,124,563**	**2,851,327**			
Total number of websites developed	**29**	**38**			
In development	3	3			
In production – ongoing	6	7			
Completed	23	28			
Total number of users across websites	**2,124,351**	**2,835,638**			
Total number of web apps and portals developed	**2**	**4**			
Web application	1	3			
Portal	1	2			
In development	3	1			
In production – ongoing	8	3			
Total number of users across web apps/portals	**13049**	**15,689**			
Total number of platform projects for language learning	**3**	**12**			
Number of languages across platforms	6	10			
Priority languages	5	5			
LCTL languages	0	2			
Other languages	1	3			
Total number of platform projects intended for specific groups	**27**	**35**			
Students	6	13			
Instructors	11	19			
Reference	11	9			
Elementary and secondary education	4	16			
Higher education	7	17			
General public	2	8			
Total number of partners across platform projects	**5**	**12**			
Independent School District	1	1			
MSIs	2	2			
Other LRCs	1	3			
UT NRCs	0	3			
UT departments	0	1			
Other	1	2			
Total number of dissemination methods used across platform projects	**5**	15			
Consultation	0	5			
Digital Repository	0	4			
Email list	2	15			
Exhibition	2	51			
Newsletter	8	12			
Portal	3	15			
Presentation	0	12			
Publication	0	1			
Report	0	1			
Social media	2	43			
Symposium	0	3			
Training	0	4			
Webinars	0	3			
Website	0	36			
Workshops	0	3			
Total number of users giving feedback across	**27**	**142**			

platforms					
Satisfied with quality of resource	96%	94%			
Satisfied with relevance to my teaching/learning/research	93%	90%			
Likely use this resource	93%	92%			
Recommend this resource to others	93%	92%			

Platforms

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

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

- **YEAR 1: 31 PLATFORM PROJECTS**
  - COERLL legacy websites, Arabic, Chinese, Portuguese, German, Spanish, Hindi, Yoruba: COERLL still spends time maintaining websites from its previous projects. No partners; 23 websites completed; 2044690 users.
    - ☑ Aswaat Arabiyya
    - ☑ BrazilPod Umbrella Site
    - ☑ Conversa Brasileira
    - ☑ Conversations mises à jour
    - ☑ DiB
    - ☑ Digital badges
    - ☑ GFOL
    - ☑ Grimm Grammar
    - ☑ Lescant
    - ☑ Oral Proficiency Levels (Spanish)
    - ☑ Pitch Perfect Pinyin
    - ☑ Portuguese Communication Exercises
    - ☑ Spanish Grammar Exercises (Spanish)
    - ☑ Spanish Grammar in Context
    - ☑ Spanish Proficiency Exercises (SPE)
    - ☑ Spanish Proficiency Training (SPT)
    - ☑ SpinTX archive
    - ☑ SpinTX Corpus
    - ☑ SpinTX Wordpress
    - ☑ Ta Falado
    - ☑ Teaching Methods
    - ☑ Tex's French Grammar
    - ☑ Yorùbá Yé Mi
  - eComma: L2 Social Reading Tool. In production – ongoing; 150 tool users; 2010 website visits
  - Gateway to Chinese: Interactive Exercises for Mandarin Chinese. In production – ongoing; 62 YouTube subscribers
  - Língua da Gente: Mobile Language Learning for Portuguese. In production – ongoing; 3887 website visits
  - Badge Website: Familiarize the Foreign language teaching community with the concept of badges as a tool for professional development. In production – ongoing; 7962 website visits
  - COERLL's official website. In production – ongoing; 48342 website visits
  - LRC Portal: 16 national Language Resource Centers. In production – ongoing; 12899 website visits
  - Tadriis: Arabic Teaching Methods. In development.

- TELL Badges: Open Digital Badges for K-12 Professional Development. Partners with Austin ISD and AdvanceLearning; in development.
- The Literary in the Everyday: Crowdsourcing L2 Literacy Materials: This project aims to create an educational community of practice whose teacher-members will generate crowdsourced literacy materials for the L2 classroom. The materials will refine and extend the pedagogical principles found in COERLL's French OER Le littéraire dans le quotidien or "The Literary in the Everyday". Partners with CERCLL; in production – ongoing; 919 website visits
- The TELL Collab: A New Model for In-Service Training. Partners with AdvanceLearning; in production – ongoing; 3642 website visits
- User-Generated Materials for Heritage Spanish. Partners with Texas State Technical College and UT Rio Grande Valley; in development.

- *Overall*
  - 6 Languages
    - Priority: Mandarin Chinese, Portuguese, Arabic, Hindi, Yoruba
    - Other: Spanish
  - 5 Partners
    - ISDs: Austin ISD
    - MSIs: Texas State Technical College, UT Rio Grande Valley
    - Other LRCs: CERCLL
    - Others: AdvanceLearning

- **YEAR 2: 39 PLATFORM PROJECTS**
  - COERLL legacy websites, Arabic, Chinese, Portuguese, German, Spanish, Hindi, Yoruba: COERLL still spends time maintaining websites from its previous projects. No partners; 23 websites completed; 2263568 users.
    - ☑ Aswaat Arabiyya
    - ☑ BrazilPod Umbrella Site
    - ☑ Conversa Brasileira
    - ☑ Conversations mises à jour
    - ☑ DiB
    - ☑ Digital badges
    - ☑ GFOL
    - ☑ Grimm Grammar
    - ☑ Lescant
    - ☑ Oral Proficiency Levels (Spanish)
    - ☑ Pitch Perfect Pinyin
    - ☑ Portuguese Communication Exercises
    - ☑ Spanish Grammar Exercises (Spanish)
    - ☑ Spanish Grammar in Context
    - ☑ Spanish Proficiency Exercises (SPE)
    - ☑ Spanish Proficiency Training (SPT)
    - ☑ SpinTX archive
    - ☑ SpinTX Corpus
    - ☑ SpinTX Wordpress
    - ☑ Ta Falado
    - ☑ Teaching Methods
    - ☑ Tex's French Grammar
    - ☑ Yorùbá Yé Mi
  - AISD badges (b) badge issuing website: The badge issuing website is where teachers track their professional development progress. Partners with Austin Independent School District, AdvanceLearning. In development; 29 users.
  - COERLL website: COERLL's official website which explains the Center's mission, provides access to all available materials, and previews upcoming projects. In production – ongoing; 46618 users.

- eComma (a) social reading tool: eComma is a free software module that plugs into Drupal and is also available as an app through learning management systems for easier integration into classroom activities. eComma allows a group of users to annotate the same text together and to share their annotations with each other. Collaborative online annotation offers a new kind of reading experience: instead of making notes in the margin of a book, readers can now share their reactions instantaneously & build a body of commentary about a text together. In production – ongoing; 31 users.
- eComma (b) project website: The eComma website explains what social reading is and offers different ideas for how to use the tool. COERLL will disseminate more information and research to teachers about ways to use eComma. In production – ongoing; 2114 users.
- FLLITE (b) website: The project website is where teachers can learn about the theory behind FLLITE, view and download lessons, and also submit their own lessons for the project. Partners with CERCLL; in development; 2254 users.
- Français interactif (a) website, French: While Français interactif is being updated in Canvas, many teachers still use the original materials in various formats. The textbook has recently been published in several different repositories for Open Educational Resources. Partners with Department of French and Italian at the University of Texas at Austin; completed; 277307 users.
- Français interactif (c) Facebook page, French: The Français interactif Facebook page is an active community of French speakers and learners. Partners with Department of French and Italian at the University of Texas at Austin; in production – ongoing; 255162 users.
- Gateway to Chinese (a) Website, Mandarin Chinese: A collection of interactive language learning resources for beginning Mandarin Chinese. Students can practice pronunciation, vocabulary, grammar, listening, and reading skills at their own pace. Completed; 6805 users.
- Gateway to Chinese (c) YouTube Channel, Mandarin Chinese: Chinese grammar videos are easily accessed through the YouTube channel. In production – ongoing; 257 users.
- Heritage Spanish (a) website, Spanish: The Heritage Spanish website is at the center of the Heritage Spanish project, which is building a community space for teachers of Spanish as a heritage language to discuss ideas and share resources. Partners with Texas State Technical College, UT Rio Grande Valley; in production – ongoing; 2199 users.
- K'iche' (b) website: CHQETA'MAJ LE QACH'AB'AL K'ICHE'!, K'iche', Spanish; The lessons developed for Chqe'tamaj le qach'ab'al! are added to the project website, tzij.coerll.utexas.edu as they are ready. Partners with LLILAS Benson (Teresa Lozano Long Institute of Latin American Studies); in production – ongoing; 784 users.
- Língua da Gente (2) website, Portuguese: The Língua da Gente website makes it easy to sort podcasts by level and by topic, and also allows users to ask questions and discuss the podcast episodes. In production – ongoing; 5489 users.
- Lingua da Gente (3) Open Language page, Portuguese: Lingua da Gente podcasts, besides being available on COERLL's site, are also available through a third party app with extended content (for a fee) on the site OpenLanguage. Partners with OpenLanguage; in production – ongoing; 3 users.
- LRC portal: The portal for the 16 national Language Resource Centers, where users can search all available resources by language, and sort by format and purpose. Events from all centers are also compiled here. Partners with CLEAR, CASLS; in production – ongoing; 13677 users.
- Reality Czech (b) Website, Czech: The website is an alternative way of accessing the Czech course materials outside of Canvas. Partners with CES (Center for European Studies), CREEES (Center for Russian, East European and Eurasian Studies); in production – ongoing; 925 users.
- Tadriis (b) website. Arabic: Tadriis' online modules are accessible through a website developed by COERLL. In development; 2012 users.
- Tadriis (c) YouTube site, Arabic: Arabic teacher training videos are also accessible on YouTube. Completed, 835 users.
- TELL Collab (b) website: The public face of the TELL Collab event, where teachers learn about the purpose of the event, attendees can assign and apply for badges, and participants and the public can view notes and videos from sessions. Partners with AdvanceLearning; in production – ongoing; 1182 users.

- *Overall*
  - 10 Languages
    - Priority: Mandarin Chinese, Portuguese, Arabic, Hindi, Yoruba

    - LCTL: Czech, Ki'che'
    - Other: French, Spanish, German
  - 12 Partners
    - ISDs: Austin ISD
    - MSIs: Texas State Technical College, UT Rio Grande Valley
    - Other LRCs: CERCLL, CLEAR, CASLS
    - UT NRCs: CES, CREEES, LLILAS
    - Other UT departments: Department of French and Italian at the University of Texas at Austin
    - Others: AdvanceLearning, OpenLanguage

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

PERFORMANCE MEASURE 2A: Conduct teacher training events

Teacher Training Events	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of training events	**4**	**5**			
Total number of participants across training events	**201**	**784**			
Total number of training workshops	**4**	**3**			
Total number of training workshops with partners	**4**	**3**			
Total number of partners across training workshops	**6**	**7**			
MSIs	2	2			
Other LRCs	1	2			
UT NRCs	1	2			
Other UT departments	2	2			
Other	0	1			
Total number of participants across training workshops	**201**	**394**			
Total number of training webinars	**0**	**2**			
Total number of training webinars with partners	0	2			
Total number of partners across training webinars	**0**	**2**			
Other LRCs	0	1			
Other UT departments	0	1			
Total number of participants across training webinars	**0**	**390**			
Total number of training events for language learning	**2**	**2**			
Number of languages	2	6			
LCTL languages	0	2			
Other languages	2	4			
Total number of training events intended for specific groups	**4**	**6**			
Students	2	1			
Instructors	4	6			
Reference	2	1			
Elementary and secondary education	3	2			
Higher education	3	5			
Total number of partners across training events	**5**	**6**			
Independent School District	1	0			
MSIs	2	2			
Other LRCs	1	2			
UT NRCs	0	2			
Other	1	2			
Total number of dissemination methods used across training events	**6**	**13**			
Consultation	0	1			
Email list	3	15			
Exhibition	1	8			
Newsletter	4	6			
Portal	1	6			

Presentation	0	1			
Publication	0	1			
Social media	1	17			
Symposium	0	1			
Training	0	6			
Webinar	0	4			
Website	3	10			
Workshop	0	3			
Total number of users giving feedback across training events	**88**	**146**			
Satisfied with quality of training event	85%	94%			
Satisfied with relevance to my teaching/learning/research	85%	92%			
Likely use this resource	88%	88%			
Recommend this resource to others	92%	99%			

Teacher Training Events

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

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

- **YEAR 1: 4 TEACHER TRAINING EVENTS**
  - The Literary in the Everyday - Crowdsourcing L2 Literacy Materials (FLLITE), 7/31/15: As part of the Foreign Language and the Literary in the Everyday project, COERLL hosted a workshop to introduce the concept of the literary in the everyday and show instructors how to create OER. This event was the beginning of a community that will be able to share and collaborate on learning materials. Partners with CERCLL and UT CES, 33 participants
  - The TELL Collab - A New Model for In-Service Training, 6-26/2015-6/27/2015: A professional development conference which incorporates the TELL Framework ("Teacher Effectiveness for Language Learning") into a badge system to reward teachers on contributing to professional growth for themselves and others. Partners with AdvanceLearning; 81 participants.
  - From Hybrid French to Online French: a New Platform for Français interactif - "Online French Course Review, 12/08/14, French: Given at the Institute for Transformational Learning (UT-System), Partners with UT System; 54 participants
  - User-Generated Materials for Heritage Spanish, 7/30/2015, Spanish: A workshop about creating Spanish language materials for speakers of Spanish as a heritage language. Partners with Texas State Technical College and UT Pan-American, 33 participants.
  - *Overall*
    - 2 Languages
      - Other: Spanish, French
    - 6 Partners
      - MSIs: Texas State Technical College, UT Pan-American
      - Other LRCs: CERCLL
      - NRCs: UT CES
      - Others: UT System, Advance Learning

- **YEAR 2: 5 TEACHER TRAINING EVENTS**

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

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

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

Self-paced Teacher Training Modules	Grant Year				Total to Date
	Year 1 (2014-15)	Year 2 (2015-16)	Year 3 (2016-17)	Year 4 (2017-18)	
Total number of training modules	**2**	**2**			
Complete	1	0			
In development	1	2			
Total number of modules for language learning	**1**	**1**			
Number of languages across training modules	1	1			
Priority languages	1	1			
Total number of materials developed across training modules	**56**	**94**			
Lessons	25	14			
Activities	0	15			
Classroom videos	31	0			
Sample materials	0	3			
Assessment materials	0	1			
Instructional video	0	15			
Teachers' guides	0	46			
Total number of users across training modules	**34**	**2660**			
Total number of training modules intended for specific groups	**2**	**2**			
Students	1	0			
Instructors	2	2			
Reference	1	2			
Elementary and secondary education	2	2			
Higher education	2	2			
Total number of dissemination methods used across training modules	**2**	**6**			
Email list	1	1			
Exhibition	0	1			
Newsletter	1	1			
Portal	0	1			
Social media	0	2			
Website	0	1			

Self-paced Teacher Training Modules

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

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

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

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

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

  - 1 Language
    - Priority: Arabic

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

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

Digital Badge Systems

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

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

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

- **YEAR 2: 2 DIGITAL BADGE SYSTEMS**
  - TELL Badges - Open Digital Badges for K-12 Professional Development: 4 badges developed. AISD teachers will acquire badges upon completion of established stages of professional growth within each TELL ("Teacher Effectiveness for Language Learning") domain. Teachers will be able to work on specific

domains each of the project's four years and can document their growth by curating their badges in virtual backpacks and via social and professional networks. Partners with Austin ISD and AdvanceLearning. In development: 4 badges developed.

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

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

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

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

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

Needs Assessments

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

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

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

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

- Other University: Utah State University

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

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

OER and OEP Consultations

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

During the second year of the grant, COERLL conducted **71 consultation** activities, including **45 informational presentations** for **6561 participants**.

- **YEAR 1 OER AND OEP CONSULTATIONS**
  - 12 Knowledge and training activities
    - eComma: L2 Social Reading Tool: eComma is a free software module that plugs into Drupal. eComma allows a group of users to annotate the same text together and to share their annotations with each other. Collaborative online annotation offers a new kind of reading experience: instead of making notes in the margin of a book, readers can now share their reactions instantaneously and build a body of commentary about a text together. 33 participants from 7 programs. Department of Arabic - The University of Texas at Austin; Utah State University; Center for Educational Resources in Culture, Language, and Literacy (CERCLL); Department of French – Cornell University; Department of German – The University of Texas at Austin; University of Iowa; Bryant University
    - Consultations about the use of open educational resources, teaching language and culture as inseparable from each other ("languaculture"), and writing lessons that teach students about the creative use of language.
      - Linguistics Research Center at UT Austin (Hans Boas)
      - Texas Language Center at UT Austin
      - Iowa State
      - UC Davis
      - Yale
      - Columbia
      - Cornell
      - AAUSC (American Association of University Supervisors and Coordinators)
      - Hawaii NFLRC Language Flagship
      - University of Oregon Spanish department
      - Texas Education Association
  - 12 Informational presentations

- Conferences (11)
  - "eComma: L2 Social Reading Tool - The Promise of Social Reading for Foreign Language Learning," 11/22/14: Presentation at ACTFL, 50 participants
  - "From Hybrid French to Online French: a New Platform for Français interactif - UT French Mooving Online," 04/24/15: Presentation at the South Central Association for Language Learning Technology (SOCALLT) Conference, 24 participants
  - "Cultural Surveys and the Luso-Brazilian World – Cultural Questionnaires for the Luso-Brazilian World," 11/22/14: Presentation at ACTFL, 50 participants
  - "Cultural Surveys and the Luso-Brazilian World – Expectativas culturais e questionarios para uma competencia intercultural ," 12/01/14: Presentation at Universidade Estadual de Campinas (UNICAMP), Campinas, SP, Brazil, 20 participants
  - "Open Czech Curriculum for the European LCTL Consortium - Czech Online Language Materials," 1/17/2015: Presentation at the Annual Czech Educational Foundation of Texas Meeting, 35 participants
  - "Open Czech Curriculum for the European LCTL Consortium - Online Czech Language Materials," 4/11/2015: Presentation at the Centennial of Czech at the University of Texas, 100 participants
  - "Free Standards-Based Language Teaching Resources from the LRC's," 11/21/14. Presentation at ACTFL 2014, 50 participants
  - "Open Educational Resources for Language Learning," 03/03/15: Presentation given at Region 13 LOTE Institute 2015, 20 participants
  - "Open Design for Foreign Language Teaching and Learning: Understanding COERLL's OER," 05/28/15: Presentation at the Computer-Assisted Language Instruction Consortium (CALICO) Conference, 60 participants
  - "User-Generated Materials for Heritage Spanish - Spanish in Texas: Open learning tools for exploring language diversity," 11/22/14: Presentation at ACTFL 2014, 50 participants
  - "User-Generated Materials for Heritage Spanish - Online Learning Materials for Exploring Spanish Language Diversity," 03/03/15: Presentation at Region 13 LOTE Institute 2015, 40 participants
- Newsletters (1)
  - Emerging Practices for an Open World: COERLL Newsletter, Spring, 2015.

- **YEAR 2 OER AND OEP CONSULTATIONS**
  - 26 Knowledge and training activities/consultations
    - eComma: L2 Social Reading Tool, 6 participants total
      - Consultation with Alex Lorenz (UT Austin), 1/14/16, 1 participant
      - Consultation with Harrison Lawrence (Boston University), 1/6/16, 1 participant
      - Consultation with Karen Kelton (UT), 3/29/2016, 1 participant
      - Consultation with Mark Lewis (Boston University), 5/5/2016, 1 participant
      - Consultation with Mira Angrist (Boston University), 3/31/2016, 1 participant
      - Consultation with Natalya Watson (Northeastern University), 7/22/2016
    - Gateway to Chinese: Interactive Exercises for Mandarin Chinese: Teaching Chinese as a Foreign Language in the U.S., 8/2/16, 48 participants, K-12 and higher ed
    - Advised Jeanette Okur on creating open Turkish textbook, 6/1/16 and 6/29/16, 1 participant, Higher ed
    - Monthly course developer meeting: Assessment, 11/13/2015, 8 participants, Higher ed
    - Monthly course developer meeting: Cool Tech Tools for the Language Classroom, 2/12/2016, 8 participants, Higher ed
    - Data gathering training for graduate student in UT Spanish and Portuguese Department, 4/7/2016, 1 participant
    - Discussing online materials with UT Austin Spanish coordinator, 10/13/2015, 1 participant
    - Helped faculty (Dale Koike) with technical aspect of presentation, 4/22/2016, 1 participant, Higher ed
    - Monthly course developer meeting: Introduction, 9/18/2015, 10 participants, Higher ed
    - Languaculture: From Language-And-Culture to Language-As-Culture, 110 participants total

    - 10/14/2015, 20 participants, Higher ed (UT Austin)
    - 10/29/2015, 35 participants, Higher ed (Yale)
    - 10/30/2015, 55 participants ,Higher ed (Columbia)
  - OER panel at the Texas Education Agency, 11/17/2015, 75 participants, Higher ed
  - Monthly course developer meeting: Proctoring/Grading/Feedback, 1/15/2016, 8 participants, Higher ed
  - Monthly course developer meeting: Schema, 10/9/2015, 8 participants, Higher ed
  - Monthly course developer meeting: The New Media Consortium Horizon Report, 4/15/2016, 5 participants, K-12 and Higher ed
  - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials: FLLITE discussion with UT Austin German department, 1/15/2016, 15 participants
  - User-Generated Materials for Heritage Spanish: Meeting with the heritage Spanish team from the University of Oregon about creating OER, 11/9/2015, 6 participants
  - TELL Badges: Open Digital Badges for K-12 Professional Development: AISD badges, monthly mentoring, 3 participants
  - Literary in the Everyday: Crowdsourcing L2 Literacy Materials, monthly mentoring, 3 participants

- 45 Informational presentations
  - Exhibitions (2)
    - eComma: L2 Social Reading Tool: eComma for Social Reading, 1/7/2016, 73 participants
    - COERLL Booth, 350 total
      - 11/20/2015, 100 participants
      - 4/8/2016, 60 participants
      - 5/12/2016, 75 participants
      - 7/3/2016, 40 participants
  - Newsletters (2)
    - Fall 2015 Newsletter: Sharing Materials for an Open World, 11/9/2015, 576
    - Spring 2016 Newsletter: Digital Pedagogies for an Open World, 4/8/2016, 472
  - Presentations – Conference (14)
    - A National OER/OEP Survey: How Open is Foreign Language Education in the United States? 22 participants total
      - Round table: "An international OER/OEP initiative: How open is foreign language education in the United States and Europe?", 4/11/2016, 2 participants
      - Using open educational resources in k-12 and post-secondary contexts, 11/21/2015, 20 participants
    - Open Czech Curriculum: Reality Czech: Developing an Open Source Online Czech Language Course, 1/10/2016, 6 participants
    - Free Standards-Based Language Teaching Resources from the LRC'S, 11/20/2015, 100 participants
    - Learner Self-Awareness and Intercultural Communication: A Metapragmatic Approach, 2/11/2016, 50 participants
    - On Preparing Language Teachers to Succeed in Digital Environments, 5/12/2016, 30 participants
    - Open Educational Resources and Practices for Language Learning, 7/3/2016, 20 participants
    - Open Educational Resources and Practices for Language Learning, 5/12/2016, 60 participants
    - TELL Badges: Open Digital Badges for K-12 Professional Development, 130 participants total
      - Badges for PD, 6/24/2016, 75 participants
      - How I Lead Teachers, 11/19/2015, 55 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, 50 participants total

        - Das Literarische in dem Alltag: Texte im Deutschunterricht (The Literary in the Everyday: Texts in the German Classroom), 2/20/2016, 15 participants
        - The Literary in the Everyday: Teaching Language as Meaning, 11/22/2015, 35 participants
    - User-Generated Materials for Heritage Spanish Project: Locally Produced, Locally Consumed, 2/16/2016, 35 participants
- Presentations - Non-conference (8)
    - Cultural Surveys and the Luso-Brazilian World, 9/1/2015, 5 participants
    - From Hybrid French to Online French: a New Platform for Français interactif: Input and a Focus on Meaning in Online Beginning Language Instruction, 5/9/2016, 17 participants
    - Open Czech Curriculum: Reality Czech: Opening the Textbook: Cultivating a Suite of Tools for the Reality Czech Curriculum, 4/13/2016, 10 participants
    - Open Education Week Panel, 3/10/2016, 8 participants
    - Open Educational Resources and Practices for Language Learning, 3/1/2016, 16 participants
    - Open Learning Materials for Exploring Spanish Language Diversity, 3/1/2016, 39 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials
        - Foreign Language Literacy as Design and Play, 11/2/2015, 25 participants
        - Symbolic Struggles in L2 Genres, 5/6/2016, 50 participants
- Publications – Edited (1)
    - The TELL Collab: A New Model for In-Service Training, The Language Educator, 8/16/2016
- Publications - Non-refereed (2)
    - Beginning K'ichee' Maya: OER for Indigenous Language Instruction, Bill Gates Speaks K'iche', 3/1/2016
    - Open Up (COERLL blog), monthly posts, 6457 participants
- Webinars (3)
    - A National OER/OEP Survey: How Open is Foreign Language Education in the United States?: Insights into the US landscape II An OER/OEP Survey: How Open is Foreign Language Education in the United States?, 9/15/2015, 20 participants
    - Língua da Gente: Mobile Language Learning for Portuguese: UT's BrazilPod. How to Add These Free Online Materials for Portuguese Language Instruction, 2/4/2015, 20 participants
    - Occupied Paris: Creating a Virtual Learning Experience, 2/22/2016, 158 participants
- Workshops (11)
    - Beginning K'iche' Maya: OER for Indigenous Language Instruction: Modern K'iche' Today, 5/16/2016, 20 participants
    - Língua da Gente: Mobile Language Learning for Portuguese: Foreign Language Learning: There's an app for that, 6/9/2016, 15 participants
    - Technology Innovation Center Third Design Thinking Event, 3/17/2016, 50 participants
    - Digital Humanities and Foreign Languages symposium, 2/6/2016, 50 participants
    - The Literary in the Everyday: Crowdsourcing L2 Literacy Materials, 142 total participants
        - "Literarische Texte im DaF-Unterricht (Literary Texts in the German Classroom)", 12/4/2015, 20 participants
        - Creating materials for the FLLITE project, 9/3/2015, 100 participants
        - "Understanding the FLLITE Lesson, Creating FLLITE Lessons, Formative and Summative Assessment in FLLITE, Steps to publication: Reviewing, Licensing, and Submitting FLLITE Lessons", 7/15/2016, 22 participants
    - The TELL Collab: A New Model for In-Service Training, 140 total participants
        - TELL Collab, 6/24/2016, 75 participants
        - TELL Collab Nashville, 4/8/2016, 65 participants

- User-Generated Materials for Heritage Spanish: Teaching Spanish Heritage Language Learners: Essential principles and strategies, Integrating Video-Based Activities to the SHL Classroom, Creating and Assessing Digital Projects in the SHL Classroom, Editing, Licensing, and Sharing Open SHL resources, 6/10/2016, 60 participants