

2021 Foreign Language OER Conference Program

Saturday, March 6, 2021

Welcome to the first annual Foreign Language OER Conference!

The conference will be held in two parallel Zoom rooms. Information on accessing those rooms is provided in the schedule provided below. Please remember that all times for the conference are **Central Standard Time (CST)**.

You will enter the room with your camera turned off and your microphone muted. While it might be helpful for the presenter to see some subset of the audience to get a sense that they are not talking into a void, we may need to start turning off cameras if the number starts to create bandwidth issues. We ask that you not turn on your microphone unless specifically invited to do so by the presenter(s) or the moderator. We will mute microphones that are turned on accidentally.

If you do have questions during the presentation, those can be entered into the Chat window accessible at the bottom of the Zoom screen. You might also consider opening up your Participant window as a way to give feedback and to answer simple questions that the presenter might pose to the audience.

Time limits for the presentations will be strictly enforced, especially for the lightning talks where we need to cover two presentations within a 30-minute session. Keep in mind that the lightning-talk format is intended as a short “elevator pitch” that encourages the audience to explore further; there will not be a large amount of time for Q&A, but the program does provide links to most of the resources where you can find contact information for the authors. You are encouraged to attend a wide variety of lightning talks to get some sense of the format and approach that projects might be taking. The best model for your own future OER project may come from a language which you do not teach.

We will have automatic captioning enabled in both rooms but expect that some of the foreign language content will be difficult for the platform to handle. **We will also be recording the presentations and will make those recordings publicly available with corrected captioning.**

If you have concerns about a room where you are an audience member, please address them to the technical lead through the Chat window, preferably as a private message. If you are having problems getting into a room, please contact Katie Ashley in the OLRC at (785) 864-7349 or at olrc@ku.edu.

This conference strives to provide a welcoming space for the exchange of ideas and is guided by the values of diversity, equity and inclusion. Participants who are disruptive or who exhibit harassing or discriminatory behavior will be removed from the conference.

As this is a new conference, we would greatly appreciate your feedback. An online evaluation is available at https://kusurvey.ca1.qualtrics.com/jfe/form/SV_1Y8lScCwcwhFArA.

For those of you interested in sharing your email with all presenters and participants, please feel free to post your information in this Google Sheet:

https://docs.google.com/spreadsheets/d/1i_gS_yq5R3kVvW1m0wpeRmSMpuRMax4ccl4XFnPO1zU/edit#gid=0. This is not mandatory, and the public has editing rights. We will lock down the document once the conference ends.

Conference Schedule

	ROOM A	ROOM B
Session 1 9:00 – 9:50 AM CST	Welcome; Keynote: Fixing the Broken Textbook Market	–
Session 2 10:00 – 10:30 AM CST	Open Educational Practices – Empowering Students to Share Their Voice and Knowledge Beyond the Classroom	<i>Grenzenlos Deutsch</i> : An OER Curriculum for First-Year German
		<i>Le retamaxik le ch'ab'al k'iche'</i> : Digital Resources for K'iche' Learning and Instruction
Session 3 10:40 – 11:10 AM CST	Open L2 Textbooks: Opportunities for Diversity, Equity, and Inclusion	<i>Ingresos</i> : a Multiliteracies Approach to Intermediate Business Spanish
		OER in Spanish for Specific Professions
Session 4 11:20 – 11:50 AM CST	Formalizing Teacher Training and Professional Development for OERs – A Case Study	A New Complete OER for First-Year Italian
		<i>Tutt* a tavola</i> : An OER Elementary Italian Textbook
Session 5 12:00 – 12:30 PM CST	Fourth-Semester French: French Language Competency for the Global Workforce	Introducing Open Language Learning as an Optional Course in a Master's Program
	<i>Le pont</i> : Bridging the Transition from Intermediate to Advanced French	<i>Propias Palabras</i> : An OER for Cultural Surveys of the Spanish-speaking World
12:30 – 1:00 PM CST	Lunch Break : Both rooms will remain open during the lunch break for conference participants to chat freely with colleagues. French instructors are encouraged to join Room A; Spanish instructors, Room B.	

Conference Schedule (continued)

	ROOM A kansas.zoom.us/j/98077267440 Passcode: 202136	ROOM B us02web.zoom.us/j/89298980320 Passcode: 939675
Session 6 1:00 – 2:00 PM CST	Keynote: Best Practices in Fair Use for Open Educational Resources	–
Session 7 2:10 – 2:40 PM CST	The Value of Teams: A Tried and True Model for OER-enabled Pedagogy that Elevates Student Voices	First-Year Korean OER Project – <i>You Speak Korean 1 and 2</i>
		<i>Hujambo!</i> A Standards-Based Approach to Introductory Kiswahili
Session 8 2:50 – 3:20 PM CST	A Virginia Collaboratory for the Design and Development of Student-Driven, Interactive OER E-Textbooks	OER Beginning Spanish Curriculum Featuring Authenticity, Flexibility, Social Justice and More
		<i>¡Chévere!</i> Spanish I and II OER Textbook
Session 9 3:30 – 4:00 PM CST	Supporting Spanish Heritage Language Instructors with OER: Online Modules for Professional Development at TeCHS	NOVA STARTALK eTower: An Effective OER to Promote Chinese Language Proficiency, Cultural Competence and Learner Autonomy
		Dobra forma: An Open-Education Web-Based Resource on Ukrainian Grammar
Session 10 4:10 – 4:40 PM CST	<i>Feliz en la comunidad</i> : An OER Community Service Initiative during COVID 19.	Writing a Turkish Language Textbook — The Case of <i>Konuşan Paragraflar</i>
		Using <i>Her Şey Bir Merhaba ile Başlar</i> to Teach Turkish Language and Culture
4:50 – 5:00 PM CST	Wrap-Up	–

Conference Abstracts

Session 1

Room A
9:00 – 9:50 AM CST

Keynote: Fixing the Broken Textbook Market

Cailyn Nagle, U.S. Public Interest Research Group

It is an understatement to say that the pandemic has been hard on college students. From spikes in youth unemployment to an unexpected move to distance learning, new barriers to higher education have been added and existing barriers have only gotten higher. US PIRG's third edition of "Fixing the Broken Textbook Market" dives into the impact of the pandemic on the affordability of course materials. The report surveys over 5,000 students across over 80 institutions. The findings show a strong correlation between students impacted by the pandemic and those struggling to afford course materials. Open educational resources have the potential to chip away at these barriers to higher education, making it more inclusive, affordable, and participatory. Using examples from student leaders, research, and personal experience, this talk will contextualize the PIRG report's findings within the broader OER movement.

Session 2

Room A
10:00 – 10:30 AM CST

Open Educational Practices – Empowering Students to Share Their Voice and Knowledge Beyond the Classroom

Dr. Alegria Ribadeneira, Colorado State University - Pueblo

In his essay "What is Open Pedagogy?" David Willey poses a magnificent question: "What if we changed [...] "disposable assignments" into activities which actually added value to the world?"* Disposable assignments are those that students spend hours creating, teachers spend hours grading and then end up in the trash. With a considerable amount of cognitive capital invested, these assignments are of no value beyond a grade. This presentation will feature two OERs created by students at Colorado State University-Pueblo. These public products, which were created by following best practices in Project-Based Learning, demonstrate the benefits of empowering students to share their voice and knowledge through the creation of resources for others to use. The two OERs featured will be the book [Música y Sociedad](#) and the website [Comida y Sociedad](#), which are the result of project-based courses led by the presenter in which students were both the creators and consumers of the course content. The presenter will showcase the OERs and then share some of the challenges and triumphs of this approach to language teaching. While the main goal of the courses was centered in building language proficiency, the added value of this open educational approach is immeasurable when it comes to student agency, empowerment, and development of 21st century skills. (Additional resources from Dr. Ribadeneira: www.withalegria.net)

Room B
10:00 – 10:15 AM CST

Grenzenlos Deutsch: An OER Curriculum for First-Year German

Brigetta (Britt) Abel, Macalester College
Amy Young, Central College

[*Grenzenlos Deutsch*](#) is a full-year German-language curriculum intended as a no-cost alternative to more traditional textbooks in the field. It mixes materials rooted in real-world, contemporary communication scenarios, multimedia content, and online learning activities. The Grenzenlos Deutsch curriculum ensures that the topics of discussion in the language classroom are relevant to and reflect today's world. The curriculum was developed around four major goals: 1) to employ more diverse voices and real-world contemporary perspectives in the curriculum. 2) to address the skyrocketing cost of language textbooks and the lack of interactivity with traditional print texts. This online format provides these materials at no cost and builds interactivity into the web-delivered curriculum. 3) to explore new technological tools that make it possible to develop an interactive, student-centered learning environment. 4) to address the lack of language-learner appropriate content that is publicly available. All of the digital content that was collected and created for the project is available for instructors and students who wish to use it to develop their own activities. The presentation will provide a brief overview of the curriculum and creation process and how both were structured to meet these goals.

Room B
10:15 – 10:30 AM CST

Le retamaxik le ch'ab'al k'iche': Digital Resources for K'iche' Learning and Instruction

Ignacio Carvajal, University of Kansas
Nela Tahay Tzaj, University of Kansas

This presentation showcases [*Chqe'tamaj le qach'ab'al k'iche'*](#), a set of bilingual K'iche' lessons collected and published with the help of COERLL and a team of instructors and K'iche' speakers from Nahualá, Sololá. Additionally, two instructors who have used these materials for teaching provide short reflections on the lessons and future OER projects. We will describe *Pa k'u'x*, a digital story-telling and language and culture resource that aims to provide relevant open access resources not only for K'iche' language learning but also for the study of literature, language and culture from Iximulew and the rest of Central America. In its initial stages, *Pa k'u'x* centers around the experiences of K'iche' instructor Nela Tahay and provides a set of lessons for beginner level K'iche' learners. The aim of this lightning session is to present some of the materials we have and are continuing to create and reflect on their uses within the university and with stakeholders in Iximulew, Guatemala.

Session 3

Room A
10:40 – 11:10 AM CST

Open L2 textbooks: Opportunities for Diversity, Equity, And Inclusion

Gabriela C. Zapata, Texas A&M University

The objective of this presentation is to explore the opportunities that open second language (L2) textbooks can offer for diversity, equity, and inclusion both in terms of content and the materials development process. The presentation will focus on [*Trayectos*](#), the OER textbook initiative for L2 beginning Spanish. We will first show how reliance on authentic, multimodal resources resulted in inclusive materials that avoided the pitfalls of culture representations found in commercial textbooks reported in the existing literature (e.g., Canale, 2016; Fabbian, Valfredini, & Zanotti Carney, 2019;

Kubota, 2003). Our discussion will include samples and suggestions for best practices. The second part of the presentation will center on the benefits that this type of project can have for students from minoritized groups based on the experiences of nine first-generation Latinx undergraduate students who were part of the content development team. Data for this section are based on the results from an open-ended questionnaire and semi-structured interviews. Reported benefits included the legitimization of the students' bicultural/bilingual identity and of the Latinx communities to which they belonged; a newly-found personal connection with the authentic resources used and the topics addressed; and a renewed awareness of the strengths of their US Spanish variety. An unexpected positive outcome of these students' involvement in the project was their advocacy for open education at the university of which they were part and even beyond graduation.

Room B

10:40 – 10:55 AM CST

Ingresos: A Multiliteracies Approach to Intermediate Business Spanish

Anne Hoffman-González, University of Minnesota, Twin Cities

Michael Arnold, University of Minnesota, Twin Cities

In this presentation we will discuss the creation of the OER text [*Ingresos: a Multiliteracies Approach to Intermediate Business Spanish*](#). The presentation will include an overview of the text and the melding of Spanish for the professions, our department's intermediate language goals, and multiliteracies. The multiliteracies process begins with searching for an authentic text (written by native speakers, for native speakers) and we hyperlink that text with the book. We then pull vocabulary, grammar, and cultural content from the text and build the unit. *Ingresos* is based on the following themes with Spain as the geographic focus: economic sectors via the production of jamón ibérico, Manchego cheese and Rioja wine; marketing via Zara and the fast fashion industry; and finance via Mondragón, the world's largest worker-owned co-op. Each unit has a cultural focus related to the business theme and we draw from a variety of artistic genres and eras, from flamenco, punk, and carnivalesque street performance to Picasso, Miró, and the idea of art as advertising or advertising as art. By focusing on a single country, Spain, we are able to ground the learning in authentic texts and give students a deeper understanding of Spanish culture and business language. *Ingresos* contains reading, listening, writing and speaking activities and is ready for use in other university programs.

Room B

10:55 – 11:10 AM CST

OER in Spanish for Specific Professions

Kelsey Harper, Butler Community College

Community colleges are leaders in world language courses for specific professions, e.g. construction, hospitality, nursing. However, instructors of these courses have few options when choosing appropriate curriculum. Existing textbooks are often irrelevant, teach language in isolation, or are not affordable, while OER options are often not comprehensive and require supplementary materials, making them difficult for institutions to adopt. In response, Butler Community College's Department of Foreign Languages has developed OER curricula for Spanish for the Professions, beginning with *Spanish for Restaurant and Hospitality Staff* which is the course that will be showcased in this presentation.

Session 4

Room A
11:20 – 11:50 AM CST

Formalizing Teacher Training and Professional Development for OERs - A Case Study

Mark Lewis, Boston University
Svitlana Malykhina, Boston University

The Geddes Language Center at Boston University serves as a clearinghouse for innovation and technology integration among the university's 28 language programs. The creation of OERs by subject matter experts partnering with our educational technology and instructional support staff has seen an increase in the past five years. Our presentation will highlight important teacher training and faculty development efforts centering on OERs and their creation across our language programs. The first presenter will explain reasons for recent expansion, providing a rationale for resource allocation, as well as challenges. Platform decisions and grant opportunities will be discussed. The second presenter is a faculty member in one of our programs who developed an OER entitled [BU Russian Poetry Online](#). She will describe the coaching and tech support provided by Geddes and Ed Tech staff at key intervals in the development of this project, and how this new resource fits into the broader schema of online materials that support learners of Russian language, literature, and culture. Its aim is to introduce learners to the treasures of Russian poetry in the original, starting with the poets of the Silver Age in the twentieth century and moving chronologically into the twenty-first century. It is a ground-breaking digital humanities resource, containing curated sections of biographies, poems, commentaries, graphics, a special section with learning tools and exercises, and links to other resources. The project is one of the first to utilize BU Learning Blocks (BULB) as an innovative way for instructors to create open and iterative educational resources within WordPress using the Gutenberg editor.

Room B
11:20 – 11:35 AM CST

A New Complete OER for First-Year Italian

Lorraine Denman, University of Pittsburgh
Chiara Montera, University of Pittsburgh

In this presentation, we will introduce a new OER for students and teachers of elementary Italian that was published on Canvas Commons in summer 2020 and piloted at the University of Pittsburgh in Fall 2020. The OER is targeted towards students in higher educational settings but could easily be adapted for high school students as well. The OER is comprised of a two-semester elementary language sequence (based on a 15-week term) and consists of lexico-grammatical and cultural content. Each OER encompasses all of the necessary and useful features that a traditional foreign language textbook offers in a convenient online format, and all of the material is new and original, created by Italian faculty at the University of Pittsburgh. The [first course](#) features weekly communicative, task-based, and cultural competence objectives and is centered on everyday themes in US and Italian society. The [second course](#) features these objectives and also biweekly subject areas that allow students to learn more about contemporary Italian culture and can be adapted by instructors to include content-based instructional methods. Both courses feature lexical fields illustrated with photos, audio pronunciation guides, and grammar-focused online exercises that can provide students with immediate feedback.

Tutt a tavola: An OER Elementary Italian Textbook*

Stacy Giufre, University of Massachusetts at Amherst

Melina Masterson, University of Massachusetts at Amherst

This past year, we wrote a new open educational resource for Elementary Italian (Italian 110 and 120, over two semesters) at UMass Amherst. Our goal was to author our own textbook that is comprehensive, user-friendly, inclusive, and cost-effective. The title *Tutt* a tavola* reflects our desire to be inclusive and to go beyond the traditional binary gender system that dominates grammar in Romance Languages. Our book is divided into two parts, one for each course, with six chapters in each. We wrote the book entirely from scratch with regard to grammar explanations and exercises. While our choice of topics and structure of the textbook is informed by our experience with past textbooks, the content and materials are our own. Generally speaking, each chapter addresses three to four grammatical topics and includes a vocabulary section related to a cultural theme. The vocabulary is also incorporated into the grammatical presentations and exercises. There is also a short reading in each chapter regarding different aspects of culture and language, to address those questions of diversity and inclusion that are often missing from the textbooks we have used in the past. To include more culture, we also included multimedia: each chapter begins with a song that is used as a starting point for the inductive presentation of the chapter's content, and ends with a video (a film clip, an interview, social media) that summarizes the ideas covered. In addition to the textbook, we are also in the process of creating a workbook for students to practice the materials. Currently, the workbook exercises exist as google docs and pdfs, but we hope to create a website in the near future. The book is currently set to private as we are still editing the material, but we will open it up to the general public by Fall 2021.

Session 5

Fourth-Semester French: French Language Competency for the Global Workforce

Marion Crackower, Louisiana State University at Baton Rouge

In a 2019 report, the American Council on the Teaching of Foreign Languages affirmed: “Nine out of ten U.S. employers report a reliance on U.S.-based employees with language skills other than English, with one-third (32 percent) reporting a high dependency.” The marketplace is searching for employees skilled in languages, but seems to have difficulty finding them. Given Louisiana's commercial ties with the Francophone world, we developed a curriculum adapted to these market demands that would endow students with skills crucial to today's global economy. By creating [French Language Competency for the Global Work Force](#), we transformed a curriculum based on the systematic study of structures to a more communicative program which provides students with the tools necessary to engage successfully in the workplace. This new curriculum includes a review of the first three semesters and introduces students to professional French. The new curriculum is composed of three units: 1) Everyday French (to apply content knowledge to daily situations through dialogue creation, and contextual writing); 2) Francophone Literature (to underline the diversity of the Francophone world); and Professional French (to master the specific professional language used in tourism, business, finance, law...). This curriculum aims at helping students develop functional proficiency in French. It serves as a conclusion to everything

that was learned at the elementary and beginning intermediate levels, and as an introduction to French as a tool for communication. In order to reduce the costs of material for the students, the Department put together a booklet that now replaces textbooks used in the classroom.

Room B
12:00 – 12:15 PM CST

Introducing Open Language Learning as an Optional Course in a Master's Program

Elena Martín-Monje, Universidad Nacional de Educación a Distancia (UNED)

The Universidad Nacional de Educación a Distancia (UNED) is the biggest university in Spain, with over 200,000 students, and follows a blended learning methodology, with online courses and face-to-face tutorials. The course [Open Language Learning](#) was introduced in academic year 2016-17 as an optional subject in the Master's degree on the Use of Technology for Language Teaching and Processing, responding to the growing interest of our post-graduate students in OER (Open Educational Resources) and open practices. It is made up of 5 units: 1) Open Educational Resources for Foreign Languages; 2) Content curation on the web; 3) Personal Learning Environments; 4) Massive Open Online Courses; and 5) Development of materials and resources for Open Language Learning. It aims at making students aware of the different degrees of engagement and integration of OER within the teaching practice, ranging from fully embracing open pedagogies and encouraging students to participate in course design, to simply creating and sharing content through social networks and open repositories. As part of their learning outcomes students have to create an e-portfolio which contains a digital OER for language teaching and learning, and an academic essay supporting the Language OER included in the e-portfolio. The course has already become a regular option for the master's students, attracting participants from foreign universities, which proves the relevance of Open Language Learning in the educational landscape.

Room A
12:15 – 12:30 PM CST

Le pont: Bridging the Transition from Intermediate to Advanced French

Gillian Weatherley, University of Kansas

While resources abound for students working to achieve an intermediate level of proficiency in French, many students struggle with the transition to the more broadly focused classes at the advanced level. [Le pont](#) is intended to bridge this gap while promoting cultural understanding of the varied groups of people who share French as a common language. It requires students to analyze target structures within context and make their own observations about when and how those structures are used. Providing students with this preview of the target structures will allow learning through a flipped model, freeing up class time to work on more open-ended communicative activities that explore the Francophone world. The textbook and workbook for the first four chapters of the curriculum, which are sufficient for a semester at the college level, are available for free download with print-on-demand versions available for fall 2021. Four additional chapters will be released in a serialized fashion by the summer of 2022.

Room B
12:15 – 12:30 PM CST

Palabras propias: An OER for Cultural Surveys of the Spanish-speaking World

Sean Gullickson, University of Kansas

[Palabras propias](#) seeks to provide high-quality primary source documents to undergraduate cultural survey courses. The text is divided into modules that focus on primary texts from the Spanish-speaking world, each with an introduction that establishes historical, social, and cultural context as well as a range of activities that can be used both inside and outside of the classroom. Topics range from the Siete partidas of medieval Spain to indigenous film in Central America, from the writing of Columbus to the #NiUnaMenos movement. All modules seek to ask questions of who is represented in history and focus on critical themes like race, migration and the process of creating histories. The goal of the project is to allow instructors to adopt modules a la carte in designing survey courses to fit their particular curricular needs of their campus. By the time of the conference, we will have approximately fifteen modules published via Press Books. The idea of “completion” is complicated with this project as we hope to find additional collaborators to help expand the project. In addition to presenting our materials, I would be happy to discuss the process of creating these documents. As the original grant writer, it was important to me that we use this opportunity to help fund our graduate students, who have been the primary authors of this work.

Session 6

Room A
1:00 – 2:00 PM CST

Keynote: Best Practices in Fair Use for Open Educational Resources

Meredith Jacob, American University

Peter Jaszi, American University

Will Cross, North Carolina State University

Open education has tremendous potential to build tailored resources that reflect the diverse experiences of students and empower a set of transformative open practices in the teaching of foreign languages. Like any tool, however, open education can only achieve these ends when resources are intentionally developed by educators empowered to draw on the most current and relevant materials, even when those materials are protected by copyright. Reliance on copyright exceptions such as fair use and fair dealing is critical for creating the most effective and inclusive materials. In order to meet these needs we have developed a [Code of Best Practices in Fair Use for Open Educational Resources](#). Building on interviews and focus groups with creators, publishers, and legal experts in the open education community, we have developed a resource that explains how fair use can empower educators and publishers to live up to our aspirations and build open foreign language resources based on good pedagogy and inclusivity, unencumbered by legal uncertainty and anxiety. This session introduces the Code and invites participants to explore the opportunities and challenges it creates. We will lead an interactive discussion about the Code and walk through strategies for applying it to a variety of situations in creating and using OER.

Session 7

Room A
2:10 – 2:40 PM CST

The Value Of Teams: A Tried And True Model for OER-enabled Pedagogy that Elevates Student Voices

Kelly Arispe, Boise State University

Amber Hoyer, Boise State University

[The Pathways Project](#) uses an OER-enabled pedagogy framework (Wiley, et.al, 2017) and comprises a community of K-16 world language instructors, staff and an interdisciplinary mix of university students who create ancillary, classroom-ready materials that are performance-based and target interpersonal speaking and interpretive listening. The Pathways Project is now in its third year and we have over 600 materials in our database. In this presentation, we will explain our model and, specifically, how we recruit and supervise student involvement as well as encourage faculty engagement. We will discuss the barriers we've encountered and how, after four cycles of supervising student-faculty lead teams, we've developed a system that elevates diversity, interdisciplinarity, teacher autonomy, and efficiency. A consistent concern amongst language faculty is maintaining a high level of quality and accuracy in materials created by language students. We'll discuss our approach to addressing those concerns through our model that allows language majors, pre-service language teachers and even language minors to participate in a meaningful way. We will conclude our presentation by sharing our next steps to focus on and augment redistribution (a well-documented challenge in OER-enabled pedagogy) so that K-16 language teachers are empowered to grow in their teaching autonomy and the database continues to grow in order to reflect the diversity of its users.

Room B
2:10 – 2:25 PM CST

First-Year Korean OER Project – *You Speak Korean 1 & 2*

Haewon Cho, University of Pennsylvania

Emily Curtis, Western Washington University

Mijeong Kim, Washington University in St. Louis

Angela Lee-Smith, Yale University

Open Education Resources (OER) have received growing attention in academia, as they can be useful for instructors in finding and disseminating quality instructional materials and beneficial for students who need affordable materials for coursework. This accessibility has become even more critical since the outbreak of COVID-19. In our presentation, we will introduce a collaborative project to develop an open-source Korean language textbook and relevant materials for a two-year language program, or up to 4th level. The *You Speak Korean* series, first published in book form in 2003, is being updated to reflect ACTFL's new Can-Do statements and proficiency guidelines. The materials for Book 1 (12 chapters) have been completed and field-tested at two universities (one private university and one public university), receiving extremely positive feedback from students. Book 2 materials (12 chapters) are currently in development and are scheduled to be field-tested and completed by the end of 2021. A website to include textbook chapters, workbook materials, synchronous and asynchronous tasks (Integrated Performance Assessment), and audio files, is currently under construction on Pressbooks. Upon completion, this open-source platform will be open to students and educators who need materials for the effective teaching and learning of the Korean language.

Room B
2:25 – 2:40 PM CST

Hujambo! A Standards-Based Approach to Introductory Kiswahili

Brenda Wawire, University of Kansas

John Muchira, University of Kansas

Purity Wawire, University of Illinois at Urbana-Champaign

[*Hujambo!*](#) is a complete curriculum for introductory Swahili that chronicles the adventures of two American students studying abroad in Tanzania for an academic year. Learners follow them from their arrival at the airport until they depart home, providing an opportunity to learn about their host families, academic pursuits, and free time with friends. Conversations with members of the local community, as well as emails and texts they send to one another, provide meaningful insight about their encounters with a new culture and how it shapes their view of the larger world. The first four chapters of the curriculum will be available for free download later this spring with a print-on-demand version of the first five chapters (sufficient for a semester at the college level) available for fall 2021. Five additional chapters will be released in a serialized fashion by the summer of 2022.

Session 8

Room A
2:50 – 3:20 PM CST

A Virginia Collaboratory for the Design and Development of Student-Driven, Interactive OER E-Textbooks

Kathryn Murphy-Judy, Virginia Commonwealth University
Laura Middlebrooks, Virginia Commonwealth University
Marcel Rotter, University of Mary Washington
Bettina Hoeningner, University of Mary Washington

Three VIVA Grant funded teams (Spanish-VCU & RCC), German (UMW) and French (VCU) demonstrate how student researchers/developers work with faculty to co-create multimedia units within a proficiency-framed, communicative, and highly interactive format on the Pressbooks platform. Units include Can-do statement frames, task-based curations and tandem language exchanges, as well as scaffolding to support integrated performances in all three modes of communication: interpretive, interpersonal and presentational. Various kinds of interactions are embedded using H5P, embedded forms, and linked-in resources. The French group is working on an integrated app to afford learners more mobility and a more game-like interface. The Spanish group is experimenting with online forums in which students share about the healthy habits they want to develop as well as statistics about their improved wellbeing. The German group is creating an entire second year OER e-textbook. Each team will show their work and explain the involvement of the student workers, many of whom are funded by Federal Work Study and/or are Undergraduate Research Opportunity Program (UROP) scholarship winners. The three institutions collaborate at the faculty and student levels, sharing what they produce and are learning through this process.

Room B
2:50 – 3:05 PM CST

OER Beginning Spanish Curriculum Featuring Authenticity, Flexibility, Social Justice and More

Jenny Ceciliano, Portland State University
Lisa Notman, Portland State University

What would your language program look like if you could design it from the ground up? What are the common program shortfalls that we have accepted as necessary evils? What is left out because there is no time? Traditional textbooks are too expensive and feature themes that are irrelevant to our students. With multiple sections – many taught by Graduate Teaching Assistants with little-to-no experience – a Program Coordinator faces pressure to select a one-size-fits-all, plug-and-play program. In such an

environment, instructors rush to cover the prescribed material, and do not have the freedom to respond to their students' unique interests and goals. In this presentation, we share one solution to these challenges. At Portland State, we have been simultaneously developing and implementing an OER textbook to fulfill the wish list that we believe many language educators share. Informed by adult learning theory and social-justice pedagogy, this new OER program focuses on authentic communicative content that is meaningful to students. Its structure supports the needs of inexperienced teaching assistants while also providing flexibility for more experienced instructors. Students are coached about language acquisition, with explicit focus on Interpretive, Interpersonal, and Presentational communication skills. Culture is omnipresent, with OER resources that have been selected with great attention to whose voices are being heard. Representation and inclusion are guiding principles, and tokenism is rejected. We will share our experiences in its creation and implementation, discuss the items we have remaining on our wish list, and share the version we have ready. The complete curriculum will be released by Fall 2021 on [PDXOPEN](#) with access now available through GoogleDocs for schools interested in adoption.

Room B
3:05 – 3:20 PM CST

¡Chévere! Introductory Spanish I and II OER Textbook

Elizabeth Small, State University of New York, College at Oneonta

Alejandra Escudero, State University of New York, College at Oneonta

Maria Cristina Montoya, State University of New York, College at Oneonta

Ed Beck, State University of New York, College at Oneonta

A team of faculty and instructional technologists worked together to implement Open Educational Resources (OER) in high-enrollment, general education Spanish language courses. This initiative, supported by institutional and state funds, allowed the Foreign Languages and Literatures department to partner with an online educational organization to design language learning modules that significantly lower the cost of the printed textbook and offer free access to an interactive website to students in introductory Spanish. [¡Chévere!](#) is based on a communicative approach aligned with technology and engages students by fostering diverse literacies, intercultural understanding, and proficiency-oriented language instruction. Content includes culturally authentic narratives, many written by students, exploring various aspects of life and culture in the Spanish-speaking world in contact with the U.S.

Session 9

Room A
3:30 – 4:00 CST CST

Supporting Spanish Heritage Language Instructors with OER: Online Modules for Professional Development at TeCHS

Flavia Belpoliti, Texas A&M Commerce

Jocelly Meiners, University of Texas at Austin

Since its inception in 2016, the Texas Coalition for Heritage Spanish (TeCHS) has embraced COERLL's mission of supporting the creation, dissemination, and access to OER for teaching and learning Spanish as a Heritage Language (SHL). Among its core projects, TeCHS has created a set of professional development modules, which allow pre-and in-service teachers, curriculum designers, and administrators to better understand the realities of SHL learners and provide flexible implementations to enhance language programs at all levels. These [Heritage Spanish](#) modules feature the integration of

diverse perspectives from researchers in the field, that are then elaborated through comprehension questions, discussion of key concepts, guided activities, supporting readings, and short assessments. Multimedia components in each module facilitate integration of content and serve to better engage participants. The available modules cover a broad range of topics, including SHL learner characteristics, contexts of SHL teaching and learning, sociolinguistic approaches, and Spanish orthography for the SHL classroom. The next modules under design include topics that include language assessment, curricular design, implementing authentic materials, multimodal approaches, and new technologies for SHL. In this presentation we will describe the rationale guiding the modules' design, the collaboration process, and the integration of OER best practices. We will also showcase a module, inviting participants to navigate and discuss its main features, while broadening the conversation on the relevance of OER as a fundamental resource for educational equity, fairness, and opportunity for all.

Room B
3:30 – 3:45 CST

NOVA STARTALK eTower: An Effective OER to Promote Chinese Language Proficiency, Cultural Competence and Learner Autonomy

Dali Tan, Northern Virginia Community College

Lei Wu, Millennium 6-12 Collegiate Academy

Zhen Wang, Diamond Canyon School

Rui Huang, Diamond Canyon School

The recent and unexpected move to remote K-20 instruction due to the COVID-19 pandemic has highlighted the vital importance of promoting language proficiency and cultural competency with increased efficiency and effectiveness while nurturing more autonomous learners. It is our responsibility as educators to help learners develop a deeper understanding of both the content and the process of learning. We need to make the often invisible learning processes more visible to our learners so that they can maximize the learning opportunities in which we engage them. [*NOVA STARTALK eTower*](#) includes interactive Chinese lessons that weave together an authentic culture and standards-based curriculum with best practices for both face-to-face and fully online teaching and learning. Because *STARTALK eTower* is designed and built using World-Readiness Standards for Learning Languages and STARTALK Principles for Effective Teaching and Learning, and is accessible on both computers and via android devices, it can be adapted readily for different instructional delivery models. Four frontline teachers from different instructional settings will introduce and analyze *eTower* and share their experience, tips, and suggestions in using its lessons for both face-to-face and online remote instruction.

Room B
3:45 – 4:00 CST

Dobra forma: An Open-Education Web-Based Resource on Ukrainian Grammar Oleksandra Wallo, University of Kansas

[*Dobra forma*](#) (Good Form) provides a web-based overview of Ukrainian grammar with contextualized machine-graded activities that enable students to internalize correct grammatical forms as they focus on the communication of meaning. This approach recognizes that students need to see, hear, and process a target structure in context multiple times before they can reliably produce it themselves. The modules begin with activities that encourage students to comprehend what is said or written before they focus on how the target structure encodes that meaning; and only after these crucial, initial steps will the students proceed to activities in which they produce the target structures themselves. Known in Second Language Studies as structured input and structured output, these activities will enable students to gain

both implicit (and often explicit) knowledge of grammar that will increase their ability to interpret new structures. Modules in this project are being released in a serialized fashion with the sections on nouns, pronouns, adjectives and ordinal numerals already complete and the remaining sections on verbs and adverbs to be completed by the end of summer 2021.

Session 10

Room A
4:10 – 4:40 CST

Feliz en la comunidad: An OER Community Service Initiative during COVID 19

Maria Mercedes Fages Agudo, University of Southern California

Jamie Fudacz, University of Southern California

The COVID-19 pandemic has caused students and teachers to abandon their physical classrooms and implement distance learning. In this new setting, community service programs have been severely affected. This presentation will explore how OERs can be utilized to adapt service learning to the pandemic environment, focusing on a University student-driven community outreach program implemented during COVID 19. An intermediate-level Spanish initiative, [*Feliz en la comunidad*](#) is designed to inspire and motivate students to use the language in authentic settings while engaging in and learning more about their community. Details about successful OER practices, challenges and outcomes within the service-learning arena will be discussed. Attendees will also examine how to establish relationships and collaboration with their communities while enhancing the intercultural competences of their students during this challenging time.

Writing a Turkish Language Textbook— The Case of Konuşan Paragraflar

Esra Predolac, University of Kansas

Saadet Ebru Ergul, Stanford University

[Konuşan Paragraflar](#) (Talking Paragraphs) takes a process-oriented and student-centered approach geared specifically for Anglophone learners of Turkish trying to move them from the intermediate to the advanced level. Activities are guided by the three modes of communication (interpersonal, interpretive, and presentational) and the exploration of authentic materials is structured to encourage cross-cultural comparisons. Learning outcomes are clearly provided at the beginning of each unit with grammar and vocabulary introduced in a carefully controlled manner and with a wide variety of activity types that increase in complexity over the course of the unit. Each unit has an authentic text to introduce the theme(s) of the unit, which comes with warm-up activities and reading comprehension questions that require the learner to work on and with the texts to complete a variety of exercises, progressing from controlled exercises to more open-ended, interactive language use. Each unit contains a “Spotlight on Culture” section that examines a cultural practice, product, and/or perspective that is relevant to the theme of the text as well as to the unit. Each unit also includes explanatory sections on grammar and vocabulary and concludes with an extended writing assignment that activates schemata for vocabulary, syntax, and cultural content while exploring a variety of different text types including personal writing, public writing, social writing, creative writing, and institutional writing. The first four chapters of this project will be available for download later this spring with additional chapters to be released in a serialized fashion through the summer of 2022.

Using *Her Şey Bir Merhaba ile Başlar* to Teach Turkish Language and Culture

Jeannette Okur, University of Texas at Austin

[Her Şey Bir Merhaba ile Başlar](#) is a media-rich open educational resource (OER) designed to teach Turkish language and culture to intermediate language learners in both classroom settings or semi-autonomous learning situations. The textbook and public Canvas course comprise an openly licensed curriculum focused on developing Intercultural Communicative Competence. The four units invite learners to engage with culturally rich print, audio and video texts and to use the target language to investigate, explain and reflect upon the relationship between contemporary Turks’ socio-cultural practices, products and perspectives. Each unit contains contextualized grammar lessons, videos of Turks speaking about their lives and their country, and activities that hone language skills while raising awareness about contemporary Turkish society. The accompanying Canvas course, to be launched in late spring 2021, houses interactive, auto-correcting exercises that facilitate learners’ acquisition of vocabulary and syntax structures. In this presentation, the author will highlight the features of the multi-platform OER and explain the pedagogical design.

Pre-Recorded Presentation to Be Released After the Conference

Eradicating Racial Invisibility in the FL Classroom Through OER: Understanding and Avoiding the Legacy of Racism in FL Textbooks through a Case Study on the Spanish Classroom

Sumor Ziva Sheppard, Prairie View A & M University

A brief survey of the most commonly used textbooks in Spanish classrooms over the past 40 years shows a glaring and steadfast repetition of invisibility and outright denial of the existence of foundational and significant populations-- especially Afrodescendants. Cordoned off usually as some sort of anomaly of the Caribbean, students are fed the same blanqueamiento rhetoric that first produced a whitened vision of the Hispanic world. This narrative is corrosive to students and robs them of a complete cultural and historical understanding of the target culture. It also ignores current and past scholarship that continues to counter this narrative. In producing OER, Hispanists and FL developers in general, should hold as an imperative the elimination of this practice. OER places in the hands of the professors the ability to ensure a holistic education of the target cultures we teach. It gives the ability to circumvent the personal bias or educational gaps of FL previous textbook authors to introduce in a comprehensive and non-stereotypical manner the truly multicultural and multiracial populations of the Spanish-speaking world. This presentation aims to take the audience on a journey of realization of the work that needs to be done in this area using the Spanish FL classroom as a case study and focusing specifically on Afrodescendants as well as to a lesser degree diaspora populations (Chinese and Jewish) and Indigenous representation in the OER in an effort to avoid racism communicated through invisibility in OER production.

