



***Open European Languages and
Cultures Network***

*IO7 - Development of the
OPENLang MOOC
Report*

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Abstract

This document reports the overall outcomes of I07 - *Development of the OPENlang Development of the OPENlang MOOC*. The content of this report is structured as follows. First, we introduce the rationale behind the design, planning and organisation of the training MOOC. We then describe the steps for the development of the MOOC. We examined and established criteria for the selection of a suitable platform to use for the development of the MOOC. Based on these criteria, we selected Moodle as the platform that has been used for the creation of the MOOC, as well as the rationale behind this selection. We then present the process followed in order to adjust and integrate the OPENLang OERs E-Toolkit into the OPENLang MOOC, as well as the methodology adopted in order to efficiently upload the MOOC content on Moodle.

Next, we present in detail the course content for each of the 4 weeks modules as well as the e-platform services that participants were invited to use during the operation of the OPENLang MOOC. The OPENLang MOOC will remain available and open for at least years after the end of the project. Finally, we present the evaluation of the MOOC by partners, the dissemination activities done for its promotion, related scientific publications produced and we conclude this report.

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Introduction

As outlined in the project proposal document, IO7 focused on the development of the OPENlang Network MOOC, a 4 weeks' Massive Open Online Course aiming at the discovery, (re) use, creation, and sharing of multilingual and interactive Language Open Educational Resources (OER). The design of the MOOC entitled "Exploring how to (re)use Language Open Educational Resources (OER)" is addressed to language teachers, trainers, and learners who wish to learn where to find quality language OERs, but also wish to create and share their own language resources to a wider audience of language teachers and learners. This MOOC is one of the 6 main services of the OPENLang Network e-platform and it is offered to all registered members. Even though the platform and its services are developed in order to address the linguistic and cultural awareness needs of Erasmus+ KA1 mobility users before, during and after their mobility experience, practically all these services are openly accessible to all language teachers and learners across the world. All platform's services are interconnected and the users either can enroll in this MOOC in order to acquire the knowledge and skills for the efficient use of language OERs or they can practice their knowledge by using services which are dedicated to the discovery, evaluation, using, creation, and sharing of language OERs. The educational role of this MOOC is really valuable as it offers a set of modules that can orientate and help language educators in the use of language OERs and as research has shown there is lack of training language teachers in this specific topic and a big need towards this kind of professional development especially nowadays in covid19 era with a growing need for openly accessible and free educational material.

In the following sections we will briefly present the design and development of the MOOC, which comprises three main phases a) *Design/ Preparatory Phase*; b) *Development Phase* and c) *Evaluation Phase*. These phases include information about the rationale behind the selection of the MOOC platform, the process of organising, controlling and uploading the content, as well as the evaluation of the MOOC by all

partners. This is a core output of the project, as it offers a valuable knowledge on language OERs and their efficient use to all members of the Open European Languages and Cultures Network for EU Mobility KA2 participants.

Design and development of the MOOC: Process and Methodology

In this first introductory part, we briefly describe the process adopted for the design and development of the OPENLang training MOOC on Language OERs that is addressed to language teachers, trainers and learners.

The whole process includes 3 main phases and specific steps (Figure 1):

- i. **Design/ Preparatory Phase:** MOOC Basic design, planning and platform selection.
- ii. **Development Phase:** MOOC Content development, web design and content upload.
- iii. **Evaluation Phase:** MOOC Evaluation and readjustments.

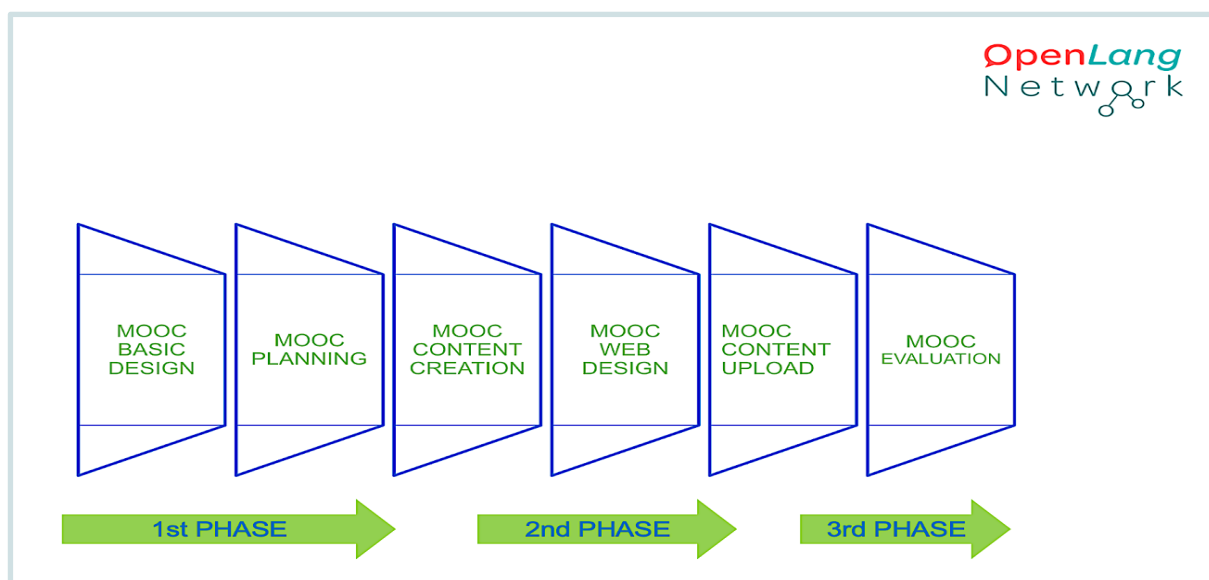


Figure 1. The OPENLang MOOC design, development and evaluation process.

In the following sections we present each one of the three phases of the MOOC design and development analysing each step made with examples.

Phase I a: MOOC Basic design, planning, and platform selection

In this section, we describe the first phase of the design of the OPENLang MOOC. More concretely, we outline the rationale behind the design of the MOOC and we describe the steps that were followed for its design. Moreover, we analyse the reasons for the selection of the specific MOOC platform.

Theoretical Rationale and MOOC design components

The theoretical rationale behind the design of the MOOC is strictly connected to the rationale behind the design of the OPENLang Network platform which is based on the *OPENLang Network's Pedagogical Framework*. MOOC is one of the basic services of the OPENLang Network platform and envisages to offer a highly interactive and collaborative open language learning environment where learners will be placed at the centre of the learning process and they will be free to choose their learning path. They can study at their own pace and any time they wish either autonomously or in collaboration.

As it was extensively described in the Intellectual Output 2 the philosophy behind the design of the *OPENLang Network's Pedagogical Framework* was inspired by a learner-centred and social-constructivist & connectivism pedagogical paradigm blending a variety of pedagogical approaches and instructional strategies derived from the areas of CALL, e-learning, SLA and FLL. It is also worth mentioning that the creation of the *OPENLang Network Design Framework* has been strongly inspired by the Theory-Based Design Framework (Dubag, 2005), the Framework for Sociability and Usability (Preece, 2001) and the *Massive Open Interactive Language Learning Environment* (MOILLE) Framework (Perifanou, 2016a).

As regards to the design of the MOOC on Language OERs, the MOILLE framework offers useful guidance for its design. More specifically, the MOILLE framework proposes a set of six (6) different design dimensions a) that should be considered carefully one by one before the design of an online learning environment of massive scale: *a) Content; b) Assessment; c) Pedagogy; d) Community; e) Technical; f) Infrastructure; g) Financial issues*. Even though this framework was created in order to guide instructional designers, language teachers or developers who have interest in designing or evaluating a successful online Language Learning environment that has a massive character, it has also inspired the design of the training MOOC for language OERs (Figure 1).

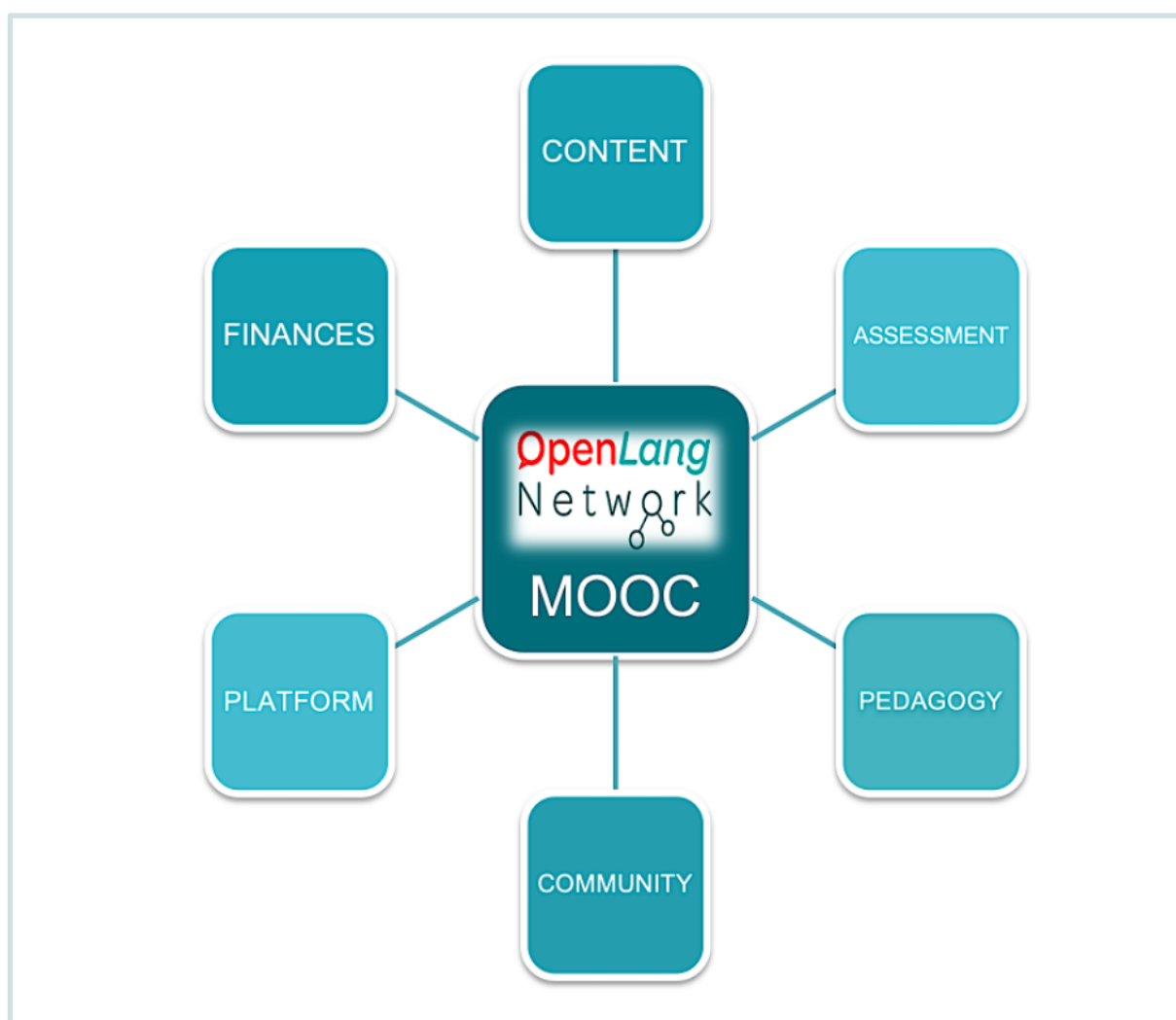


Figure 2: The OPENLang MOOC design components based on MOILLE framework (Perifanou, 2016)

More concretely, we have considered the following components:

- a) *Content:* The content of the MOOC is collected carefully and is a result of a thorough literature review and desk top research. The main thematic topics are in line with those presented in the OPENLang OER e-toolkit for language teachers and trainers but the main content is widely enriched with supplementary content such as online articles, handbooks, videos, infographics, images, games (quiz-*kahoot*) and more. It also offers many more practical examples, and many more hands-on and self-reflection activities, self-evaluation quizzes and other activities which are open to peer feedback. In many activities learners are invited to share their work in the MOOC's discussion forum, but also in the language OER database of the OPENLang Network's which are open for evaluation by all members of the OPENLang Network's community either language teachers or learners. The content has been carefully selected in order to have good quality and nice design, to be recent and easily comprehensible by every user, as well as interactive. What is unique in the content of this course is the focus on language OERs. Our research has shown that there is no other MOOC that focuses on Language OERs and for that reason this task was also very challenging. Most related MOOCs focus mostly on the basic steps needed in order to create an OER but not a language OER. This is why we have included in our MOOC useful resources for the discovery, use, creation and sharing of language OERs. The content produced is openly accessible, can be downloaded as an ebook and can be used freely as an OER. A detailed overview of the content will be presented in one of the following sections.
- b) *Assessment:* The assessment of the MOOC participants includes a blend of assessment modes that include self-evaluation and peer to peer evaluation. According to literature (Falchikov & Goldfinch, 2000), self-evaluation and peer-assessment can help learners develop their ability to make judgements about their own performance. That means that learners become autonomous, independent and self-regulated learners and are more responsible when they are involved in their own learning. Self and peer assessment can improve the quality of learning because they can help learners to critically analyse their own

work or the work done by others rather than simply see a mark and can provide them an opportunity to gain a wider range of feedback. Learners can also develop transferable skills, such as communication, analysis and argument (Brown, S & Glasner, A (eds), 2000; Ross, J, 2006). More specifically, in the context of our training MOOC on Language OERs, each participant is invited to take a final quiz at the end of each week that provides him/her instant feedback. In the OPENLang MOOC, other activities that also promote self-evaluation are the self-reflection activities, while the “forum activities” promote peer assessment.

Furthermore, the use of badges was included in the evaluation process because according to literature their use has also been investigated as an efficient way to motivate learners’ participation especially in MOOCs. In fact, gamification of learning and generally gaming features can be highly motivational in the learning process and are common in web 2.0 communities. In our case each MOOC participant could earn a badge when reaching certain milestones, e.g., when finishing a week of the MOOC, or when uploading a language OER that is also one of the recommended MOOC activities. Data mining and Learning Analytics tools that could monitor the learning process were included also in the MOOC in order to evaluate learners’ participation and help us improve the design of the MOOC and/or its content in order learners to advance their learning progress.

- c) *Pedagogy*: The design and implementation of the language teacher’s professional development MOOC on language OERs was largely in line with the pedagogical philosophy of the development of the OPENLang Network design framework which is based on a learner-centred and social-constructivist & connectivism pedagogical paradigm blending a variety of pedagogical approaches. Active communication and continuous interaction between all the participants (peer-peer, student-teacher, open community) are promoted as well as collaboration (social constructivism), networking and collective intelligence (connectivism). Additionally, autonomous, self-paced, self-regulated learning and self-reflection are also highly promoted. Lastly, a

gamified learning process has been also emphasised. As aforementioned, a gamification approach has been adopted and users of the platform's services can be awarded badges when they reach certain milestones, e.g., when they finish a week of the MOOC, or when they upload a language OER that is also one of the recommended MOOC activities.

In total, we could say that this MOOC combines features of cMOOCs and xMOOCs that promote teachers' learning through active engagement, peer interaction, mutual support, autonomous learning, creation and sharing of artefacts as well as "drill and practice" exercises. According to literature, Siemens (2012) states that "cMOOC model emphasises creation, creativity, autonomy and social networking learning" and "focus on knowledge creation and generation" whereas the xMOOC model emphasises "a more traditional learning approach through video presentations and short quizzes and testing and focus on knowledge duplication". xMOOCs have another educational philosophy that focuses more on the transmission of knowledge and what educators might term "drill and practice" (Hollands, & Tirthali 2014). They are based on the cognitive-behaviourist pedagogy and support a tutor-centric model that establishes one-to-many relationship to reach massive numbers category (Bárcena, et.al, 2014).

- d) *Community*: One of the major design aspects of this MOOC is that it is hosted on a Moodle platform that supports networking and the creation of a community of practice, because it offers a big variety of tools/services that could widely promote community building (discussion forum, announcement forum, participants searchable database, private messages, personal blog posts, community forum)
- e) *Technical Infrastructure-Platform*: Moodle platform maintained by the Open University of UK.
- f) *Financial issues*: Free for users, platform's maintenance costs.

MOOC Planning

The following table is supplementary and it briefly presents the basic info of the planning of the OPENLang Training MOOC .

| MOOC planning | |
|---------------------------------------|---|
| Title | “OpenLang MOOC: Exploring how to (re)use Language Open Educational Resources (OERs)” |
| Main Topic | Discovery, (re) use, creation, sharing and of multilingual and interactive Language Open Educational Resources (OER). |
| Additional Learning Objectives | Practice/ development of Language skills, digital skills, collaborative skills, Exploring and understanding the open education movement/philosophy |
| Proficiency Level | Basic |
| Target group | Language teachers, language learners, anyone that has interest in exploring the use of Language OERs. |
| Duration | 4 weeks |
| Mode of delivery | Online |
| Technical Infrastructure | Moodle platform |
| Type of MOOC | Combination of cMOOC & xMOOC |
| Type of content | Interactive multimedia: quizzes, ebooks, animated infographics, video, etc.) |
| Type of Activities | Multiple choice, game based (Kahoot), self-reflection, task-based activities |
| Number of Activities | Maximum 10 |

| | |
|-----------------------------|---|
| Content Structure | 6 Modules (2+2+1+1 per week) |
| Workload | 6-8 hours per week |
| Type of Assessment | Self-assessment, peer-to-peer assessment; Formative: self-reflection activities, game quizzes (Kahoot) Summative: Final weekly quiz with automated feedback (up to 5 times to complete it). |
| Awards/Certification | Weekly badges and Certificate of participation. |

Table 1: The OPENLang MOOC design planning.

Selection of the OPENLang MOOC platform

In the following paragraphs, we outline the criteria we have established for the selection of a suitable platform that has formed the basis for the development of the project's E-Platform as well as MOOC which is a basic service of the E-Platform. These criteria are driven from both *the OPENLang Network Pedagogical and Design Framework* IO2 (Perifanou & Economides 2021) which focus on the creation of a highly interactive and collaborative learning environment that promotes community building, networking, peer feedback, collaboration, as well as autonomous learning, self-evaluation and self-reflection. The user-friendly interface, and the appealing presentation of the content are also important. To that end, we have done research exploring, selecting and finally evaluating various open-source platforms such as Moodle,¹ Sakai,² Canvas,³ Blackboard,⁴ and more using specific criteria. Findings have shown that there are several LMS options which are available, both proprietary and free ones, but we have selected Moodle as it fulfils the following criteria that are basic features for the OPENLang platform and the MOOC:

¹ <https://moodle.org/>

² <https://www.sakailms.org/>

³ <https://www.canvaslms.com/>

⁴ <https://www.blackboard.com>

- *Openness*: Moodle is completely free and open source.
- *Customisation*: Moodle supports custom plugins to extend its codebase.
- *Interoperability*: Moodle supports the most widely used standard specifications for educational data, including SCORM and xAPI.
- *Mobile interface*: Moodle offers a dedicated app for mobile devices and supports the development of responsive interfaces.
- *Community support*: Moodle has a vast community supporting it, currently consisting of more than 800 developers.⁵
- *Monitoring*: Moodle allows students to monitor their progress when studying a course. Moodle also offers detailed reports to teachers about the progress of their students.
- *Storytelling*: Moodle supports storytelling via its tools for course authoring and via third-party plugins.
- *Interactivity*: Moodle offers various tools for facilitating interactivity, such as discussion forums, private messaging, live chats, and more.
- *Gamification*: Moodle supports gamification via tools such as badges and also via third-party plugins.

Our research findings also confirmed the literature that supports that Moodle is a very good and low-cost platform for the creation and delivery of MOOCs or Language MOOCs (Mackness, et al. 2013; Cooch, et al. 2014; Perifanou, 2016b; Perifanou, 2020). For that reason, the Moodle platform is very popular and its success is growing rapidly. Currently, there are more than 178,000 Moodle sites offering 40,000,000 courses to 308,000,000 users in 273 countries worldwide making it the world's most widely used learning platform⁶.

⁵ <https://moodle.org/plugins/>

⁶ <https://stats.moodle.org/>

Phase I b: MOOC Content Development

In this section, we outline the thematic topics of the MOOC, we analyse how we collected resources and developed the final content for the MOOC as well as how we have organised it and structured it in modules.

MOOC Modules

As it was aforementioned the OPENLang MOOC is entitled: “Exploring how to (re)use Language Open Educational Resources (OERs)” and it is addressed to Language teachers, trainers, and learners who wish to explore the (re) use, creation, and sharing of Language OER. The MOOC content is organised in 6 modules to be delivered in the course of 4 weeks and the expected study time per week is estimated at 6-8 study hours. The thematic topics that the MOOC covers are the same with those in the OPENLang Toolkit for Language OER. More specifically, the 6 MOOC thematic Modules and their contents are the following (Table 2):

| OPENLang MOOC on Language OERs MODULES | |
|---|--|
| Week 1 | |
| Module 1: Introduction to OER and OEP | |
| 1.1 | Defining OER |
| 1.2 | Defining OEP |
| 1.3 | Categories and Characteristics of OERs |
| 1.4 | Benefits of using Language OERs |
| 1.5 | Challenges in using Language OERs |

| |
|---|
| <p>Module 2: An Overview of Existing OER Guidelines</p> <p>Week 1 Quiz: Test your knowledge</p> |
| <p>Week 2</p> |
| <p>Module 3: Discovering a Language OER</p> <p>3.1 Search Tips</p> <p>3.2 Language OER Repositories</p> |
| <p>Module 4: Evaluating a Language OER</p> <p>4.1 Why is it Important to evaluate a Language OER?</p> <p>4.2 How can I evaluate a Language OER?</p> <p>4.3 Extra OER Evaluation Tools</p> <p>Week 2 Quiz: Test your knowledge</p> |
| <p>Week 3</p> |
| <p>Module 5: Using, Creating and Sharing A Language OER</p> <p>5.1 Using a Language OER</p> <p>5.2 Creating an OER for Language Learning</p> <p>5.3 Sharing your OER for Language Learning</p> <p>Week 3 Quiz: Test your knowledge</p> |
| <p>Week 4</p> |
| <p>Module 6: Copyright and Open Licensing</p> <p>6.1 What is Copyright?</p> <p>6.2 What is a Creative Commons License?</p> <p>6.3 Choosing a License</p> <p>Week 4 Quiz: Test your knowledge</p> |

Table 2: The OPENLang MOOC on Language OERs Modules.

By enrolling in this MOOC, participants have the opportunity to learn about the main characteristics and benefits of using language OERs as well as the main

challenges of introducing OERs in language education. The course also introduces efficient approaches for searching, discovering and evaluating a language OER. What is highly interesting is that participants learn how to build upon an openly licensed digital material and share its updated version. Last but not least, by the end of this course participants understand the importance of Copyright and Open Licensing and learn what CC licences are, how to use them correctly and how Open Attribution tools can automatically generate CC licences for the OER that participants create or wish to use and attribute its owner.

The material of the MOOC as mentioned in a previous section was enriched with more authentic content and interactive content multimedia like videos, games, more resources and more activities of various types like quizzes, self reflection activities, task-based activities, forum activities, and more. Furthermore, we tried to use copyright open educational materials, copyright-free images & YouTube Creative Commons videos. In many cases we created our own images.

The MOOC content has been collected and edited on the Google Cloud Platform (docs, excel and ppts, drive) as it was easier for the content creator to edit the material and collaborate more efficiently with the rest of the team that contributed in this intellectual output with the creation of the videos, the search and editing of images and the upload of the content on the platform.

Additionally, the content of the MOOC has been published as an OER, a free eBook of 150 pages, available to download from the platform in the EPUB and PDF formats. The contents of the eBook are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Licence. The eBook can be cited as follows:

Perifanou, M., Kosmas, P., Parmaxi, A., Economides, A. A. & Mikroyannidis (2021). *Exploring how to (re)use Language Open Educational Resources (OERs)*. OPENLang Network project. Available at:

https://openlang-network.kmi.open.ac.uk/ebook/openlang_MOOC_eBook.pdf

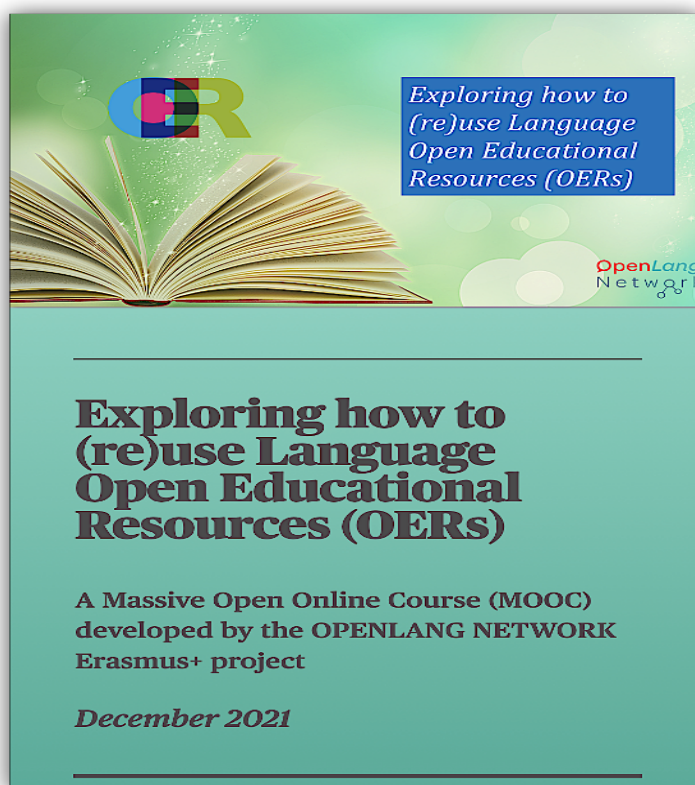


Figure: 1. Screenshot of the e-book OPENLang MOOC on Language OERs

Content organisation and Type of content

The MOOC content was organised carefully and the different types of content (images, videos, text, online resources) were collected in different Google drive folders. The effort to collect all the information needed took a lot of time because we searched for open and updated content of high quality. We have also produced our own introductory videos and created our own images using open content. For the creation of the content, we have used as a base the content of the *OPENLang Toolkit on Language OERs* which offers a complete step by step guideline containing all the core elements for the discovery, use, creation and sharing of quality multilingual and interactive OERs for Language education. We have also selected and edited a number of images/logos that could facilitate our work to organise the content, but also to help learners in understanding the type of information in the MOOC during their learning process (Fig.2).





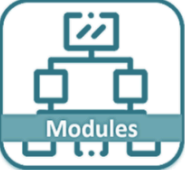




| | | | | |
|---|---|---|--|---|
|  |  |  |  |  |
| ADDITIONAL RESOURCES | LEARNING ACTIVITY | REFERENCES | TEST YOUR KNOWLEDGE | HELPFUL TIPS |
|  |  |  |  |  |
| MODULES | SUPPORT | TIME/DURATION | FORUM | Important |

Figure 2. Screenshot of images/logos used for the organisation and explanation of the OPENLang MOOC content.

All the material has been collected in Google drive folders and organised in Google docs. The MOOC content for the MOOC intro page and for each module was organised and also controlled in Google drive using the format that is presented in the following templates (Table 3 & 4). Figures 3-9 show the MOOC content created and organised by UOM to be uploaded on the MOOC platform by the colleague of the Open University of UK, who was in charge of the development and technical support of the platform.

| |
|--|
| <ul style="list-style-type: none"> • MOOC TITLE |
| <ul style="list-style-type: none"> • COURSE DESCRIPTION Course Main Learning Outcomes |
| <ul style="list-style-type: none"> • INTRO IMAGE |
| <ul style="list-style-type: none"> • LIST OF CONTENTS |

Table 3. Template to organise the content for the Introductory page of the OPENLang MOOC.

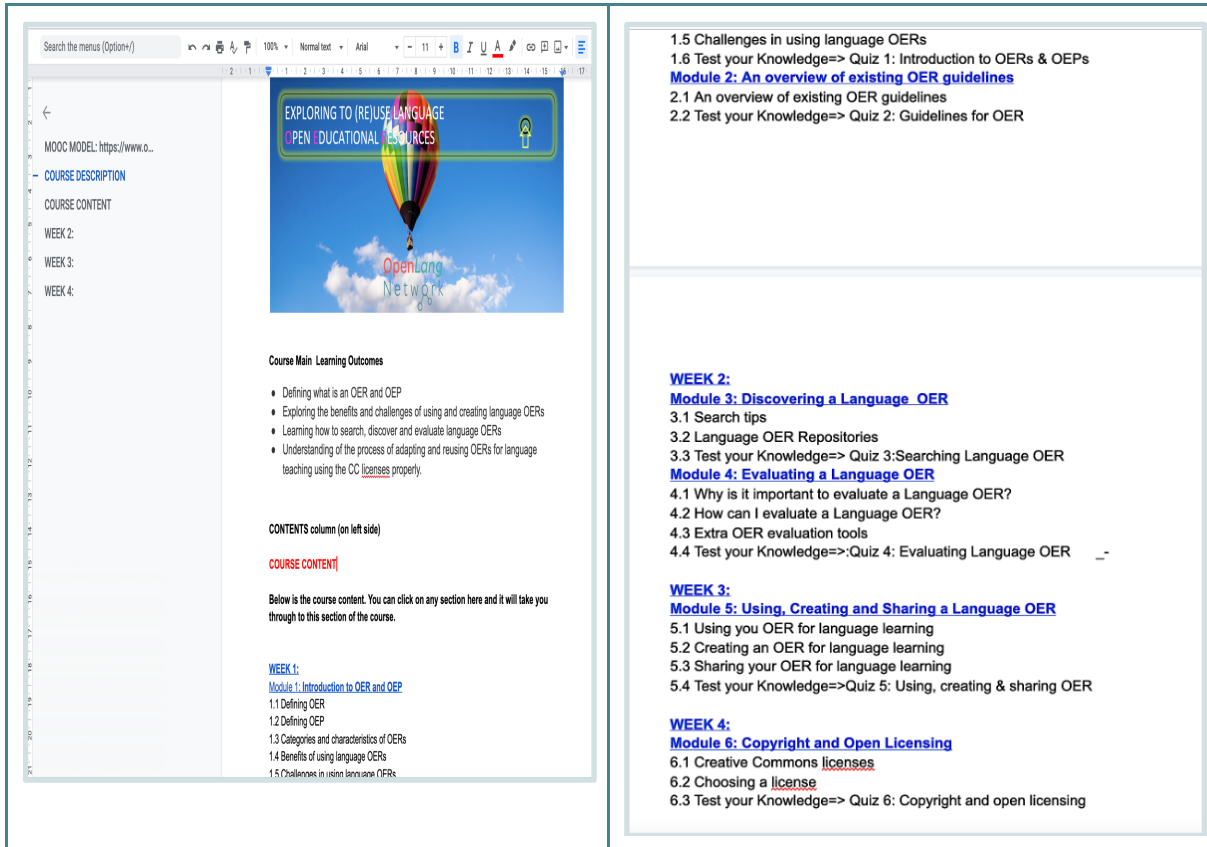
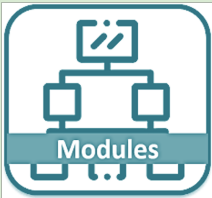


Figure 3. Screenshots of the gdrive docs created for the organisation of the OPENLang MOOC Introductory page content.

|  | MOOC MODULE_(n) |
|--|-----------------|
| <ul style="list-style-type: none"> MODULE Title: | |
| <ul style="list-style-type: none"> INTRO Image (open-source images or created by the OPENLang team as OER) | |
| <ul style="list-style-type: none"> MODULE DESCRIPTION (Course Main Learning Outcomes) | |
| <ul style="list-style-type: none"> INTRO Video (Video created by the OPENLang team to present Course Main Learning Outcomes) | |
| <ul style="list-style-type: none"> MAIN CONTENT (text, video, infographics, images, etc. + max 7 activities + 1 Open Forum activity with max 3 tasks + Useful Tips) | |
| <ul style="list-style-type: none"> ADDITIONAL RESOURCES (video, ppt, pdfs, links, ets) | |

| |
|--------------|
| ● REFERENCES |
| ● FINAL QUIZ |

Table: 4. Template to organise and control the OPENLang MOOC Module content.

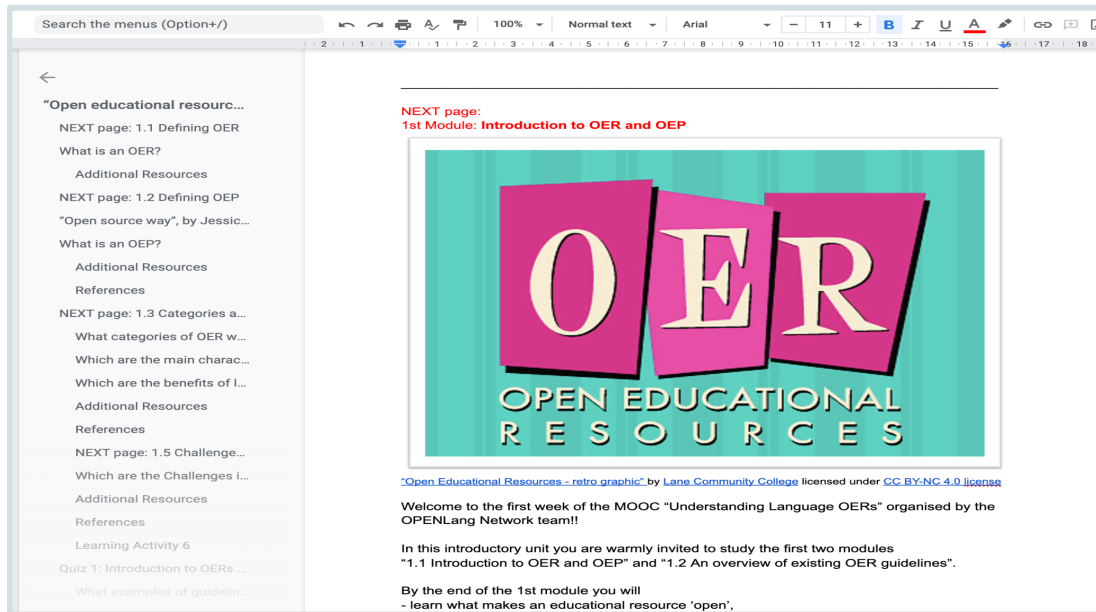


Figure: 5. Screenshot of the gdrive docs created for the organisation of the OPENLang MOOC Module content.

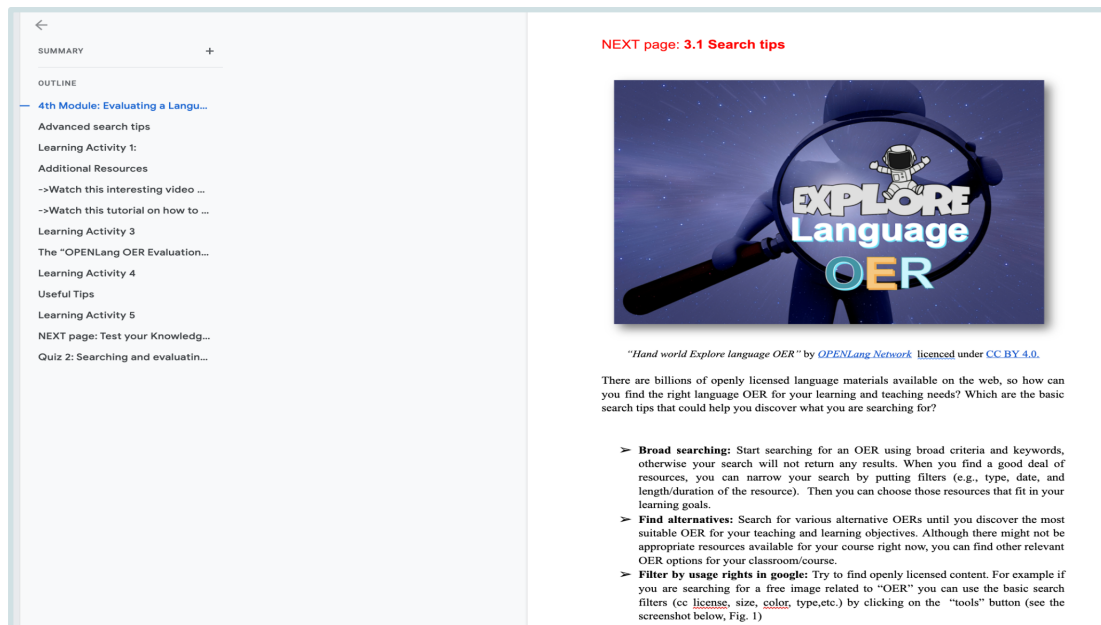


Figure: 6. Screenshot of the gdrive docs created for the organisation of the OPENLang MOOC Module content.

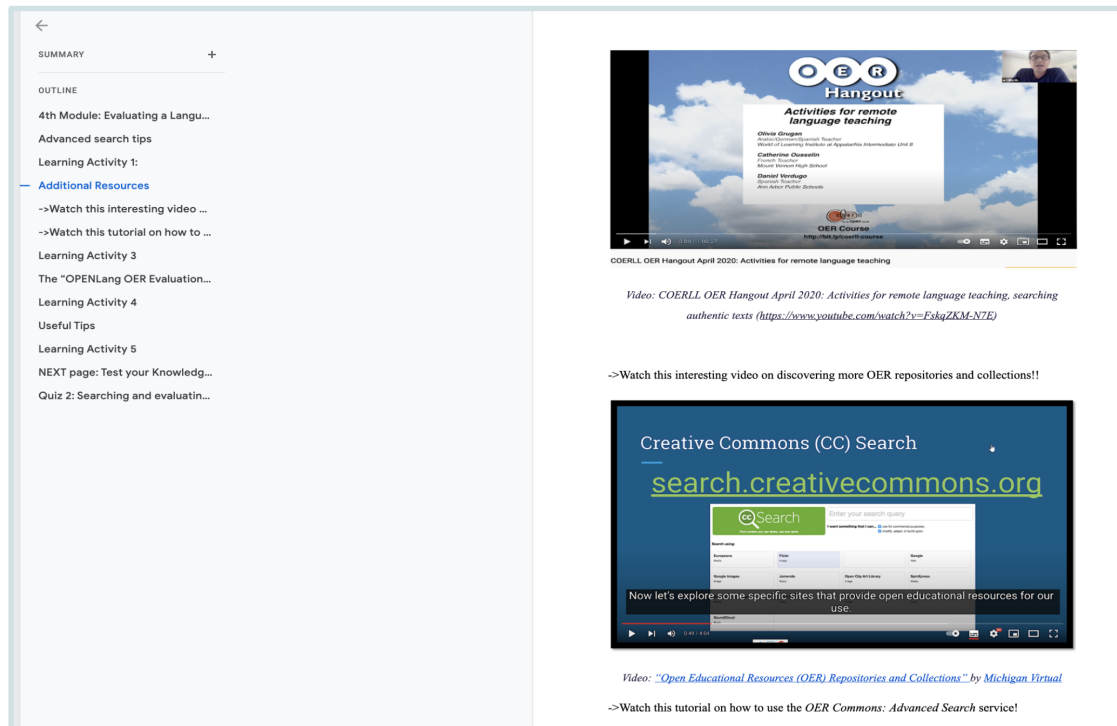


Figure 7. Screenshot of the gdrive docs created for the organisation of the OPENLang MOOC Module content.

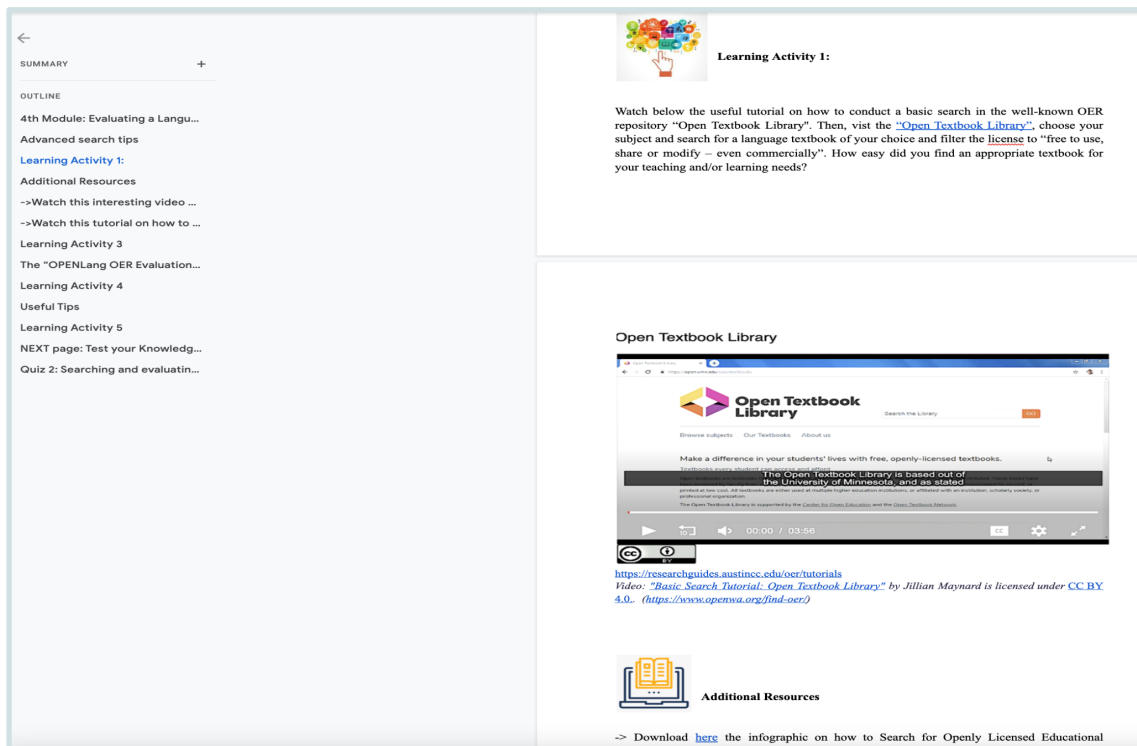


Figure 8. Screenshot of the gdrive docs created for the organisation of the OPENLang MOOC Module content.

The screenshot shows a Google Drive document titled "Learning Activity 6". On the left is a navigation sidebar with a list of resources including "Open educational resources ...", "NEXT page: 1.1 Defining OER", "What is an OER?", "Additional Resources", "NEXT page: 1.2 Defining OEP", "Open source way", "What is an OEP?", "Additional Resources", "References", "NEXT page: 1.3 Categories and ...", "What categories of OER web...", "Which are the main character...", "Which are the benefits of lan...", "Additional Resources", "References", "NEXT page: 1.5 Challenges in...", "Which are the Challenges in ...", "Additional Resources", "References", "Learning Activity 6", "Quiz 1: Introduction to OERs & ...", "What examples of guidelines ...", "Learning Activity 6:", and "Quiz 2: Guidelines for OER".

The main content area is titled "Learning Activity 6" and includes:

- A "FORUM" icon and a text block for the "1st WEEK_ DISCUSSION FORUM" with instructions to post in the Discussion Forum and interact with the community.
- A "TEST YOUR KNOWLEDGE" section featuring a "QUIZ TIME" graphic on a television screen.
- A "Quiz 1: Introduction to OERs & OEPs" section with instructions to answer multiple-choice questions.
- Two question boxes:
 - Question 1: The concept and the term of OER was coined by:**
 - A. Paris Declaration in 2012
 - B. UNESCO in 2004
 - C. Ljubljana OER Action in 2017
 - D. Bill Gates in 2005
 - Question 2: According to Ehlers (2010) the most important aim of an OEP is:**

Figure: 9. Screenshot of the gdrive docs created for the organisation of the OPENLang MOOC Module content.

As far as the multimedia material is concerned, we have initially collected all our videos in Google drive and at a later stage we have created a *YouTube* channel for the project on which we have uploaded all our videos and organised them in different playlists based on their content. We have created the *YouTube* playlist “OPENLang MOOC for Language OER_6 Intro Module videos” in which we have uploaded the 6 introductory videos, one for each Module. We have also created another *YouTube* playlist including the teaser video that we have created in order to disseminate the launch of our MOOC.

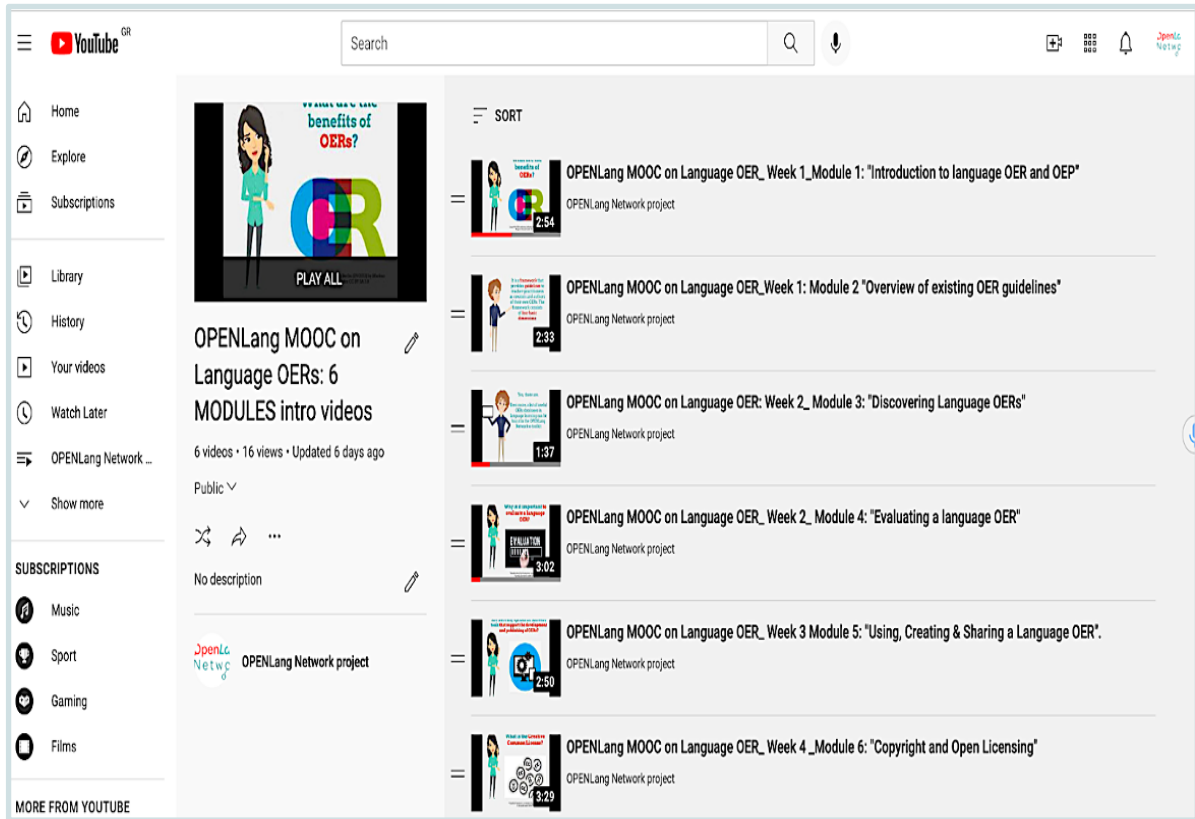


Figure 10. Screenshot of the YouTube playlist “OPENLang MOOC for Language OER_6 Intro Module videos”

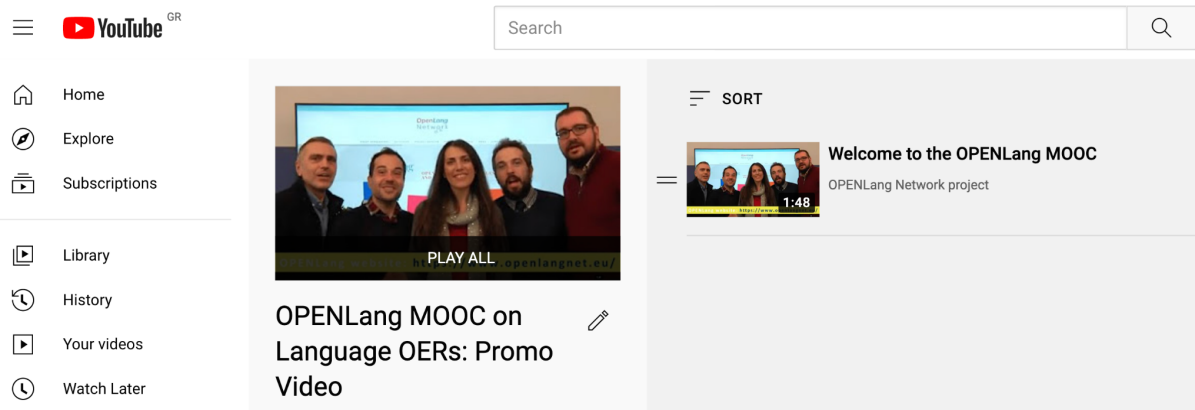


Figure 11. Screenshot of the YouTube playlist “OPENLang MOOC for Language OER_Promo video”

Phase II: Web design and content upload on the MOOC platform

In this section we will describe the design of the MOOC platform and how the content was uploaded from Google Drive to the MOOC platform.

As it was aforementioned, the OPENLang MOOC is a 4 weeks' Massive Open Online Course hosted in the OPENLang platform which is supported by the open source LMS platform Moodle. The MOOC is entitled "Exploring how to (re)use Language Open Educational Resources (OERs)" and is addressed to language teachers, trainers, and learners who wish to explore the discovery, (re)use, creation, and sharing of Language OER.

Each of the 4 weeks of this MOOC consists of a set of modules and a final quiz. The content was uploaded directly from Google Drive to the platform. Figure 12 shows a snapshot from the home page of the MOOC and its introductory materials, featuring a promotional video, a short description of the MOOC, as well as links to the *Announcements and Discussion forums* of the MOOC. In the same webpage it is also included the content that can be easily navigated using the sidebar on the right.

The screenshot displays the OpenLang Network Platform interface for the MOOC "Exploring how to (re)use Language Open Educational Resources (OERs)". The page layout includes a top navigation bar with "Home" and "Dashboard" links, and a settings icon. The main content area is titled "OpenLang MOOC: Exploring how to (re)use Language Open Educational Resources (OERs)".

On the left, the "News & Forum" section features a video player with the title "Welcome to the OpenLang MOOC" and a URL "https://www.openlangnet.eu/". Below the video, a text block states: "Welcome to the OPENLang MOOC, a 4 weeks' Massive Open Online Course produced in the framework of the OPENLang Network European project. The OPENLang MOOC aims at the creation, the sharing and the use of multilingual and interactive Language Open Educational Resources (OER). This MOOC is addressed to language teachers, trainers, and learners who wish to explore the (re) use, creation, and sharing of Language OER." It also mentions that participants will earn a "free certificate of participation" and lists the MOOC designer and technical support.

On the right, the "My favourites" section lists the course and dashboard. The "Navigation" menu includes links for Home, Dashboard, Site pages, My courses, and a detailed list for the OpenLang MOOC, including Participants, Badges, Competencies, Grades, News & Forum, Introduction, Week 1-4, Feedback & Certificate, and eBook.

Figure 12: Snapshot from the introductory materials of the OPENLang MOOC.

The six modules are distributed accordingly in each week based on their thematic topics and their quantity. During the first week participants are invited to study Module 1 and 2 (Fig. 13, 14), while in the second week the study material includes again two modules, Module 3 and 4 (Fig. 15, 16). In the course of the third and fourth week participants focus on the study of only one module, Module 5 and 6 (Fig. 17, 18) accordingly.

Week 1

Study hours: 6-8

- Module 1: Introduction to OER and OEP
 - 1.1 Defining OER
 - 1.2 Defining OEP
 - 1.3 Categories and characteristics of OERs
 - 1.4 Benefits of using language OERs
 - 1.5 Challenges in using language OERs
- Module 2: An overview of existing OER guidelines
- Week 1 Quiz: Test your Knowledge

Figure 13: Snapshot from the first week's materials of the OPENLang MOOC.

Week 2

Study hours: 6-8

- Module 3: Discovering a Language OER
 - 3.1 Search tips
 - 3.2 Language OER Repositories
- Module 4: Evaluating a Language OER
 - 4.1 Why is it important to evaluate a Language OER?
 - 4.2 How can I evaluate a Language OER?
 - 4.3 Extra OER evaluation tools
- Week 2 Quiz: Test your Knowledge

Figure 14: Snapshot from the second week's materials of the OPENLang MOOC.

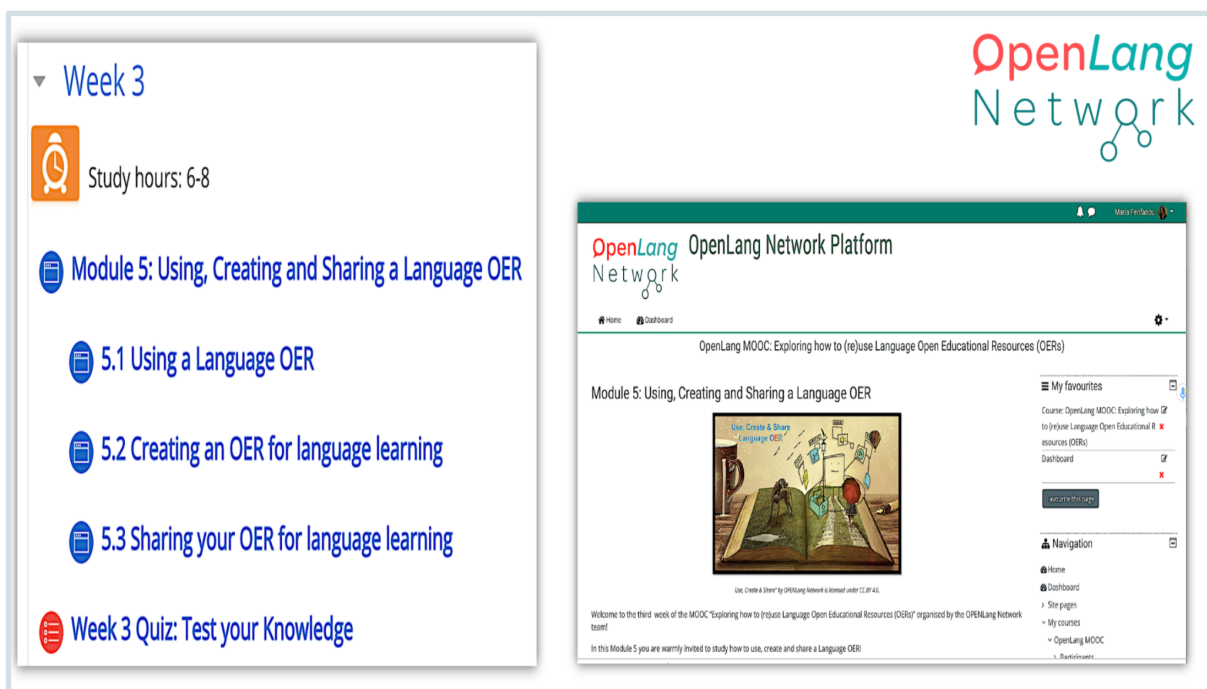


Figure 15: Snapshot from the third week's materials of the OPENLang MOOC.

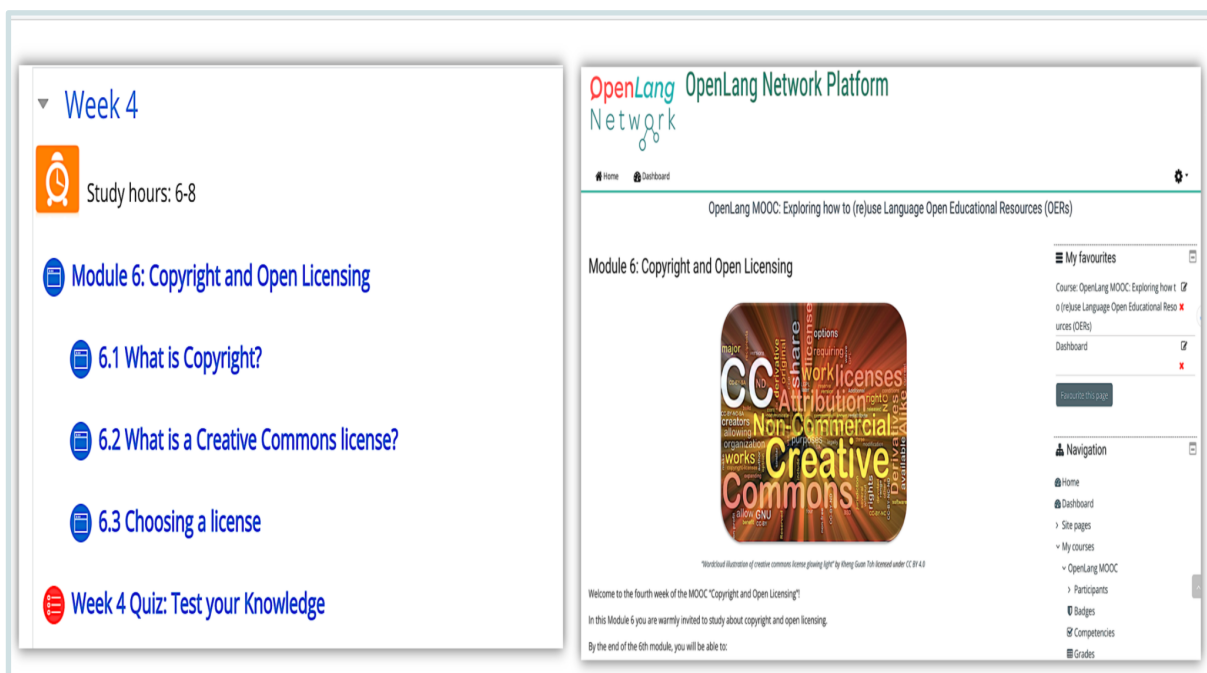


Figure 16: Snapshot from the fourth week's materials of the OPENLang MOOC.

The MOOC features an Announcements forum (Fig. 17) and a Discussion forum (Fig. 18), where announcements about the MOOC are made and discussions about the MOOC activities and the various topics take place between learners. It should be noted that several learning activities within the modules of the MOOC invite the learners to use the other e-services of the OPENLang Network platform. For example MOOC participants are invited to create, evaluate and share language OER using the

“Suggest & Share a language OER” service (Fig. 19), explore the language OERs proposed at the “Recommended Language OERs” section and post useful educational material or useful info at the “Community platform” (Fig. 20).

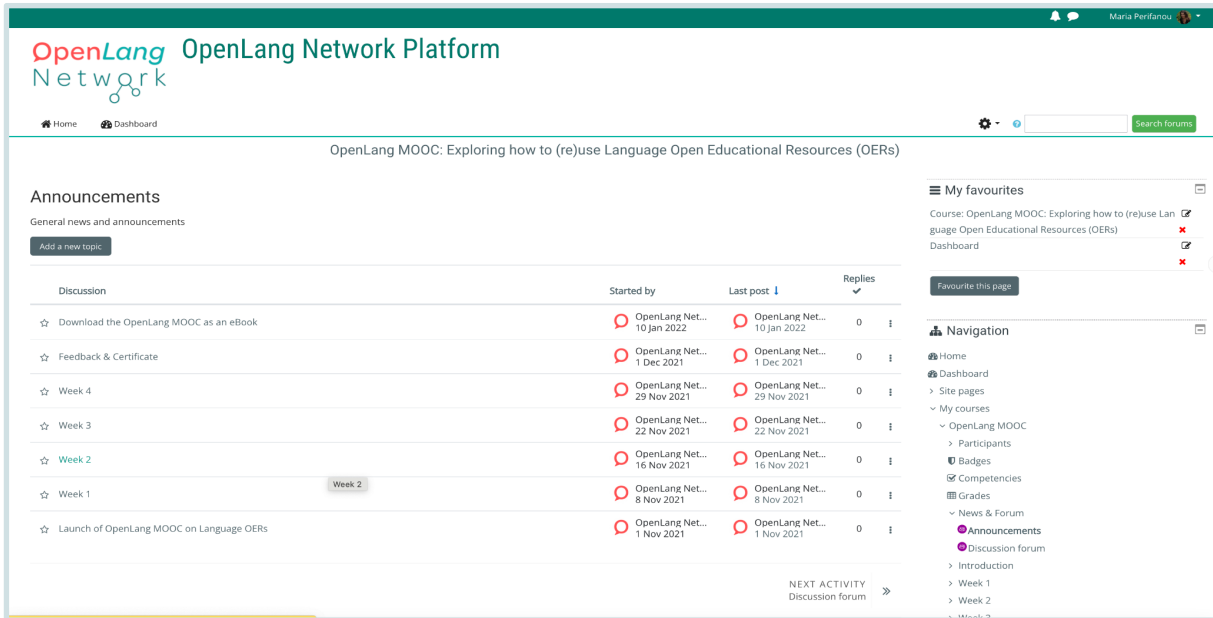


Figure 17: Snapshot from the announcements board of the OPENLang MOOC.

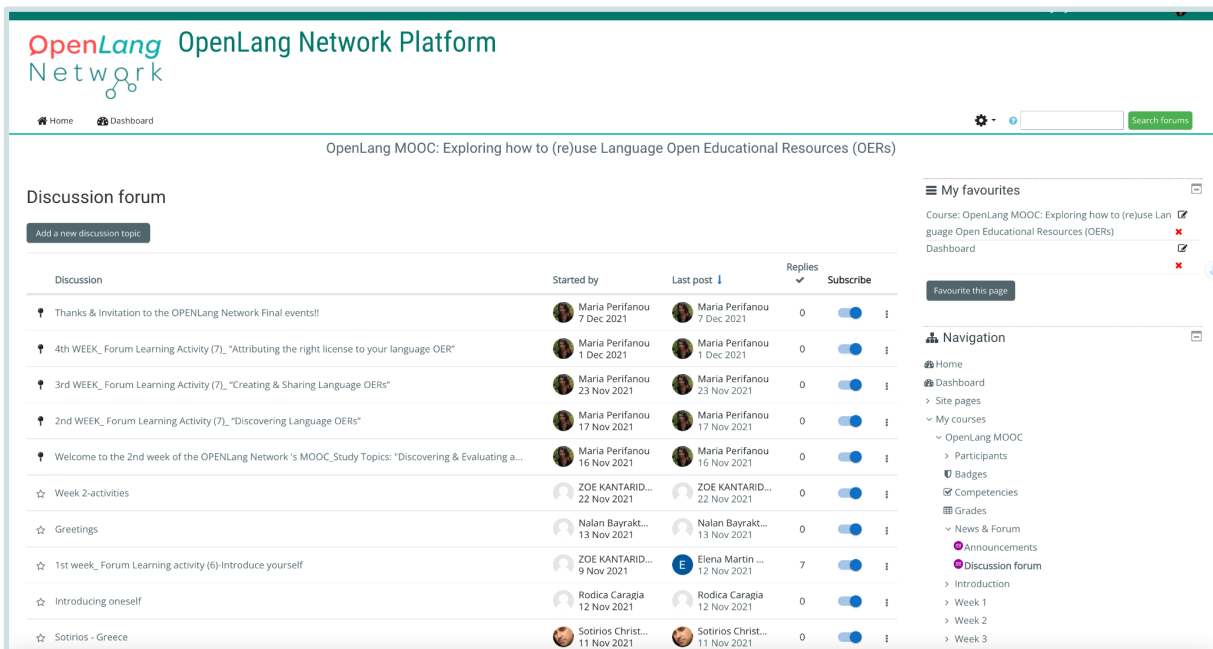


Figure 18: Snapshot from the OPENLang MOOC Discussion Forum.

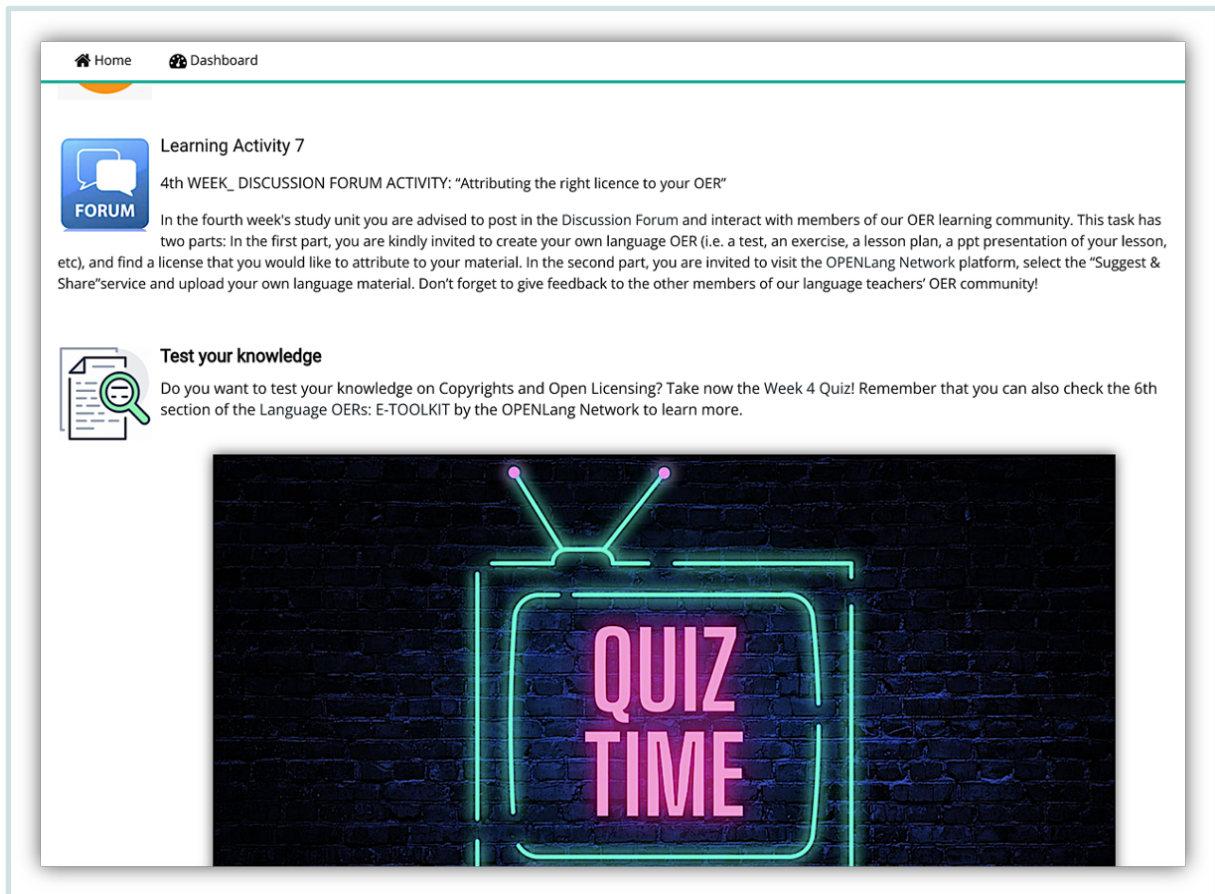


Figure 19: Snapshot from the 4's week OPENLang MOOC. Open Forum activity at the Discussion Forum and the invitation to the final quiz.

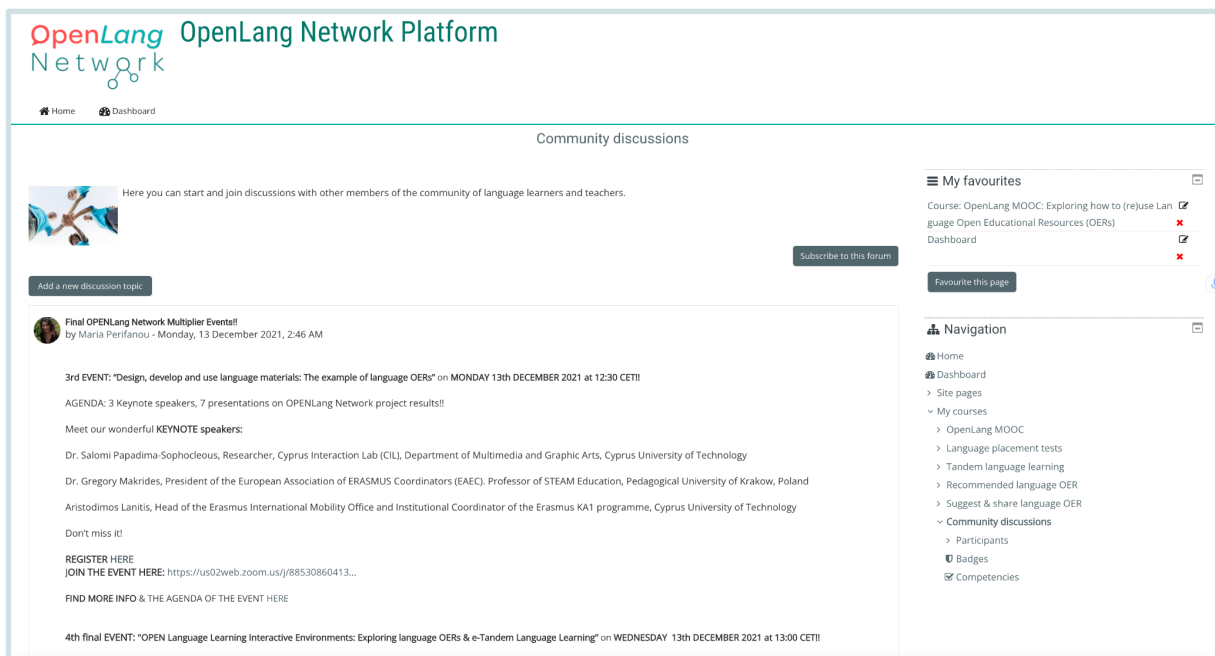


Figure 19: Snapshot from the Community Discussions service of the OPENLang Network platform

As aforementioned the MOOC offers many community features that really promote community building and networking. Besides the forums, learners can post their thoughts using their personal blog (Fig. 20) or add comments to any other MOOC learner’s blog. Learners can also use the database of MOOC participants to find other members to add as friends and contact or chat with them if they wish. Many of these community features are used for the MOOC activities.

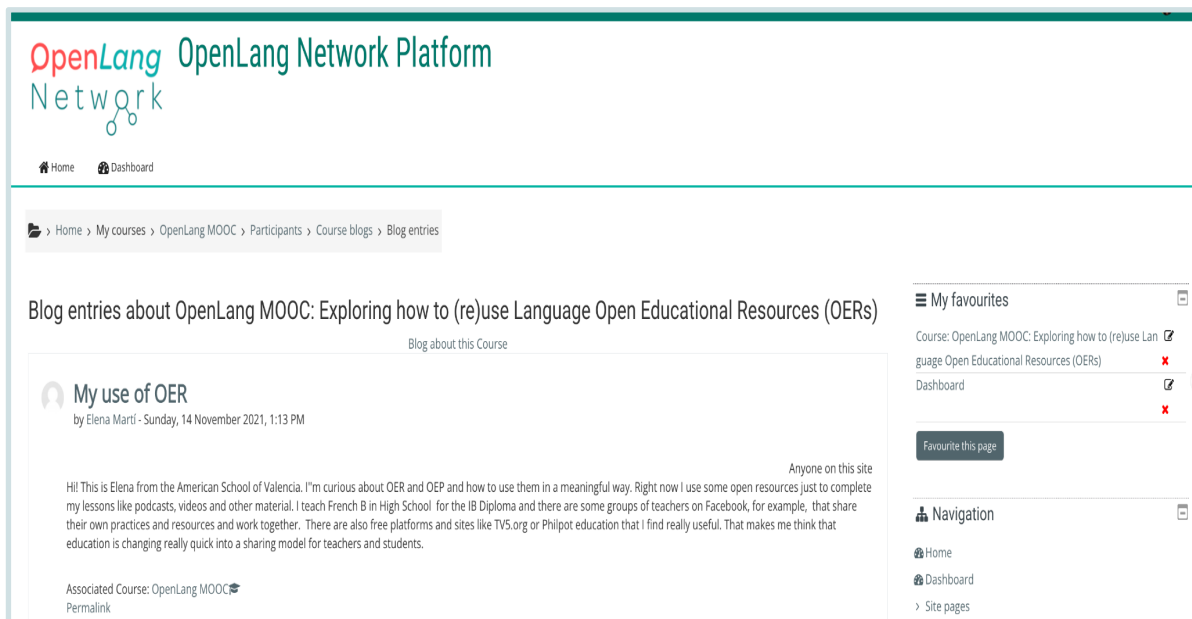


Figure 20: Snapshot from the Community Discussions service of the OPENLang Network platform

After learners study the modules of each week and pass the quiz, they are awarded a badge. Figure 21 shows the 4 badges corresponding to the completion of the 4 weeks of the MOOC, while figure 22 shows extra badges that learners can earn by using other services such as by sharing their language OER to the OPENLang Network OER database which is one of the MOOC activities.



Figure 21: The badges awarded to the learners of the OPENLang MOOC.

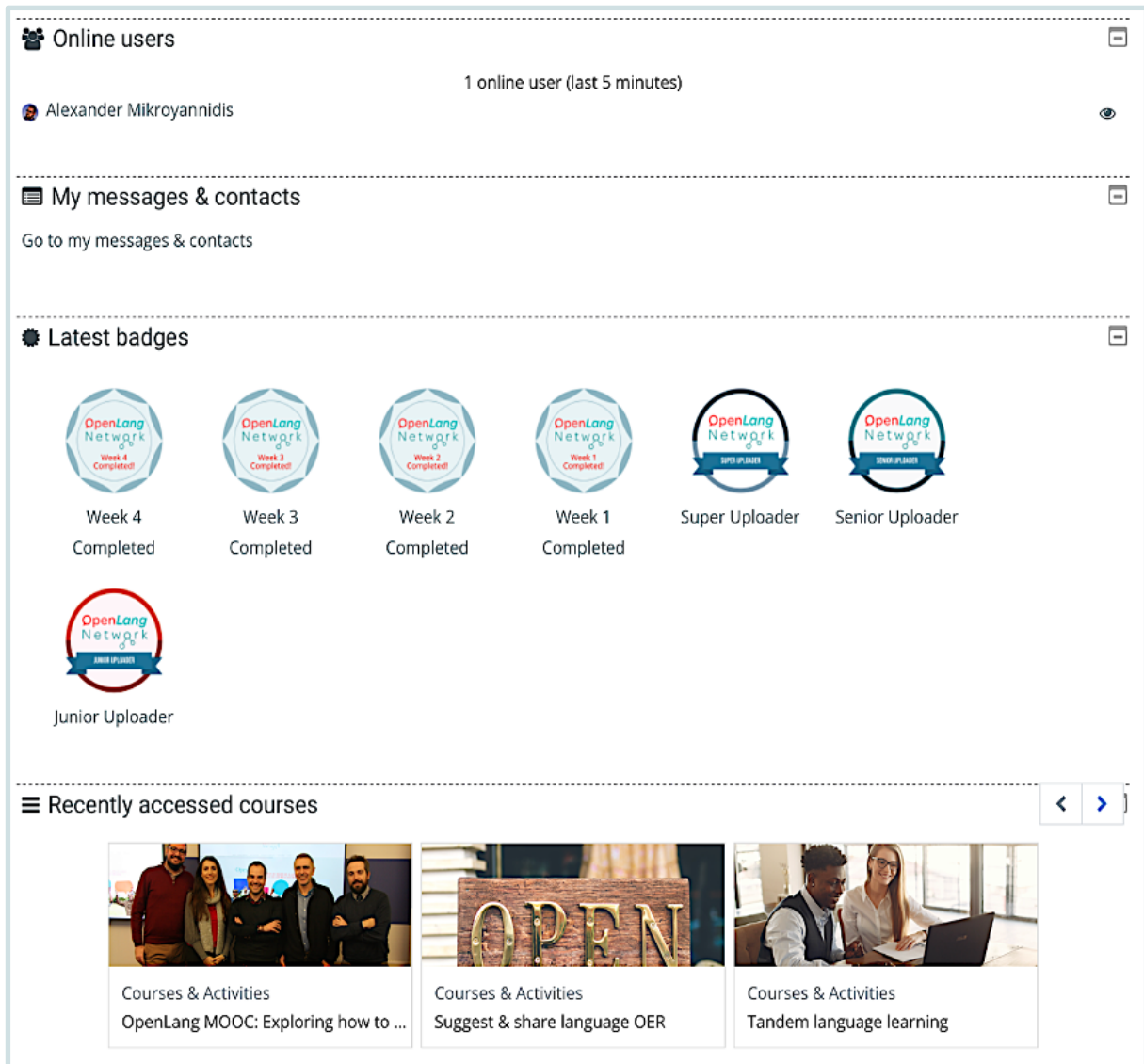


Figure 22: The badges awarded to the learners of the OPENLang MOOC.

After learners complete the whole MOOC, they earn a free certificate of participation. The certificate of participation includes a QR code, which can be scanned to verify the validity of the certificate. Figure 23 shows an example certificate of participation.



Figure 22: Example certificate of participation in the OPENLang MOOC.

Phase III: Evaluation of the MOOC

After the first version of the OPENLang MOOC, project's partners and staff members from their universities tested the OPENLang MOOC with respect to pedagogical and design parameters. They followed all the content, page-by-page, module-by-module, viewed the videos, took the quizzes, explored the suggested OERs, and more. They checked the ease of navigation, the workload per module and per week, the level of difficulty and details, the colours, the size of fonts, pictures, tables, and more.

Then, they made suggestions to the Designer and Tutor of the OPENLang MOOC. After discussions and reflections, the OPENLang MOOC was ready for the Pilots. After the end of the MOOC Pilot, project partners as well as the participants evaluated the MOOC by completing a questionnaire with closed and open-ended questions. These evaluation results are described in IO9 - "OPENLang PILOTS and Usage- Final Report".

MOOC dissemination

Publications

The development of the MOOC 's content has led to the publication of several articles in conferences and Journals.

Perifanou, M., & Economides, A.A. (2022b). The OPENLang Network quality assurance framework for language OER. In: Proceedings of the 16th annual International Technology, Education and Development Conference (INTED) 2022, 7-8 March. IATED.

Perifanou, M., & Economides, A. A. (2021b). Discoverability of OER: The case of Language OER. In: Proceedings of the 6th International Conference on Smart Learning Ecosystems and Regional Development (SLERD), 24-25 June, 2021. Smart Innovation, Systems and Technologies, Vol. 249, Óscar Mealha et al. (Eds): Ludic, Co-design and Tools Supporting Smart Learning Ecosystems and Smart Education, 978-981-16-3929-6, 511796_1_En, (Chapter 5). DOI: 10.1007/978-981-16-3930-2_5

Perifanou, M., & Economides, A. A. (2021a). Challenges for finding Language OER: Suggestions to Repositories' Administrators. In: Proceedings of EUNIS 2021- A New Era of Digital Transformation: Challenges for Higher Education. European University Information Systems organization, 9-11 June, 2021. https://www.eunis.org/eunis2021/wp-content/uploads/sites/18/2021/05/EUNIS_2021_paper_59.pdf

Perifanou, M. & Economides, A. A. (2021). Designing teachers' training on adopting OERs in their teaching. n: Carmo, M. (ed.) Proceedings of the International

Conference on Education and New Developments (END Conference) 2021, pp. 8-12, 26-28 June, in Science Press. DOI: 10.36315/2021end002

Kosmas, P., Parmaxi, A., Perifanou, M., & Economides, A.A. (2021). Open Educational Resources for language education: Towards the development of an e-toolkit. In: Zaphiris P., Ioannou A. (eds) Learning and Collaboration Technologies: New Challenges and Learning Experiences. 23rd International Conference on Human-Computer Interaction (HCII) 2021, 24-29 July, Washington DC. Lecture Notes in Computer Science, vol 12784. Springer, Cham. DOI: 10.1007/978-3-030-77889-7_5 Outputs 5, 7

The latest article entitled “OPENLang MOOC for Language teachers: Exploring how to (re)use Language Open Educational Resources (OERs)” has been submitted for review to the 13th annual OER 2022 conference for Open Education research, practice and policy taking place in London, UK that is organised by the Association for Learning Technology in partnership with GO-GN. Resources and recordings from the event will be made available openly to all post-conference.

Conferences/Events

The launch of the MOOC was widely disseminated via the OPENLang Network website with News Posts and events, Social Media but also via the webinars, the Multiplier events and our participation in several events and conferences.

Perifanou, M., Mikroyannides, A. & Economides, A. A. (2021). “Exploring how to (re)use Language Open Educational Resources (OERs) in Moodle”. In: *MoodleMoot Greece 2021*, 27 & 28 November 2021. <https://pretalx.ellak.gr/mootgr21/talk/GM97QS/>

moodle moot
26 & 27 November 2021
GREECE

login

Exploring how to (re)use Language Open Educational Resources (OERs) in Moodle

2021-11-26, 17:10–17:30, Room 1

The OPENLang Network platform is an open and collaborative Moodle-based environment for networking between language learners and teachers across Europe. This platform has been developed in the context of the OPENLang Network Erasmus+ project (<https://www.openlangnet.eu/>) that is coordinated by the University of Macedonia, Greece. In this session, we will present the OPENLang Network platform and the Massive Open Online Course (MOOC) that we have recently launched on this platform, entitled: "Exploring how to (re)use Language Open Educational Resources (OERs)". This 4-week MOOC aims at guiding participants through the discovery, use, and reuse of OER for teaching purposes in language education. The MOOC participants explore what is an OER and what is an Open Educational Practice (OEP). Additionally, the MOOC presents the main characteristics and benefits of using language OERs, as well as the main challenges of introducing OERs in language education. The OPENLang Network platform and the MOOC are available at: <https://openlang-network.kmi.open.ac.uk/>.

See also: [Presentation SLIDES](#)

Dr. Maria Perifanou

Dr. Maria Perifanou is an adjunct lecturer at the Faculty of Italian Language & Literature at the Aristotle University of Thessaloniki, an adjunct academic staff at Hellenic Open University at TESOL Master's Programme, and an adjunct Italian lecturer at the University of Macedonia (GR). She works also as senior researcher at the Smart and Mobile Learning Environments (SMILE) Lab of the University of Macedonia (GR) in the field of CALL and TEL.

She holds a Master's degree in ICT and Foreign Language education from Ca' Foscari, University of Venice, (IT), and a PhD from the University of Athens, (GR), in the field of Applied Linguistics.

Over the last ten years, she has collaborated with various European research institutions on more than 35 EU funded research projects in the field of Technology-Enhanced Learning, notably "Language learning and social media – 6 Key dialogues", LangMOOC, Evolution of reading in the age of digitization (E-READ).

Furthermore, she worked for 3 years as a TEL consultant and project coordinator at the Open Education Europa portal for the Commission's Directorate-General for Education and Culture (DG EAC). Currently, she works for 7 EU projects: PASTILLE, DETEL, FeSTEM, TRInE, CARAT, including the DC4LT and the OPENLangNET Erasmus+ projects in which she holds the roles of projects' initiator, scientific manager, and senior researcher.

She is the author of over 80 articles that have been published in peer-reviewed journals, conferences, and books. She is also a member of different European TEL research networks and communities and has also been awarded several international and national scholarships and fellowships for her research (by STELLAR, UNESCO, EATEL, GRnet).

Alexander Mikroyannidis

Dr. Alexander Mikroyannidis is a Research Fellow in the Knowledge Media Institute of The Open University. He holds a Ph.D. in Informatics from Manchester Business School, an M.Phil. in Computation from the University of Manchester Institute of Science and Technology (UMIST), and a B.Eng. in Electrical and Computer Engineering from the University of Patras, Greece. He has more than 10 years of research experience in the field of Technology-Enhanced Learning and specifically in personalised learning, self-regulated learning, lifelong learning, open educational resources and rich interactive learning materials, as well as applications of blockchain technology in education. He is the author of over 100 articles that have been published in peer-reviewed journals, conferences and books. He has been awarded and worked on a wide range of European and nationally funded research projects, notably QualiChain, DEL4ALL, OpenLang Network, Open Networking Lab, Institute of Coding, SlideWiki, EDSA, HUB4NGI, FORGE, weSPOT, EUCLID, ROLE, OpenScout, CASPAR, and PARMENIDES.

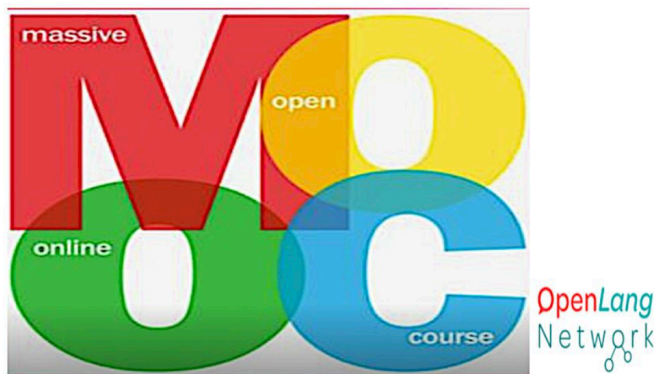
Anastasios A. Economides

Professor Anastasios A. Economides is the Director of SMILE (Smart & Mobile Interactive Learning Environments, <https://smile.uom.gr>) lab at the University of Macedonia (UoM, <https://www.uom.gr>), Thessaloniki, Greece. He has a M.Sc. and a Ph.D. degree in Computer Engineering, University of Southern California, Los Angeles. His research interests include mobile, adaptive, personalized, collaborative learning & assessment, as well as user experience & acceptance of smart IoT systems & services. He has published two (2) books, more than one hundred (100+) peer-reviewed journal papers, one hundred fifty (150+) peer-reviewed conference papers, and twenty (20+) peer-reviewed chapter books. He ranks #50 among the top Computer Science Scientists in Greece. He has received over 7000 citations, h-index = 43, i10-index = 126, (2021): <https://scholar.google.com/citations?user=1AAOD6YAAAAJ&hl=en>

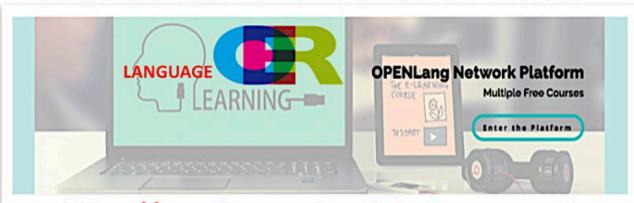
Figure 17: Snapshot from the MoodleMoot conference programme webpage.



ABOUT OPENLANG NETWORK ACTIVITIES PROJECT RESULTS PARTNERS EVENTS NEWS CONTACT



Launch on 8 November of 2021



<https://openlang-network.kmi.open.ac.uk>

The Erasmus+. OPENLang Network team is pleased to announce the launch of the 4-week Massive Open Online Course (MOOC) on language Open Educational Resources (OER) on Monday, **November 8th of 2021!!**

This open course is addressed to language teachers, trainers, and learners who wish to explore the (re) use, creation, and sharing of Language Open Educational Resources (OER)!!

You are all welcome to join us!!

RECENT POSTS

Multiplier Event – December 15, 2021 “OPEN Language Learning Interactive Environments: Exploring language OERs & e-Tandem Language Learning”

Multiplier Event – December 13, 2021 “Design, develop and use language materials: The example of language OERs”

Multiplier Event – December 10, 2021 “Open Educational Resources and Practices in Language Learning and Teaching”

OPENLang MOOC on Language OERs. Duration: 4 weeks #Freecourse

Erasmusdays 2021!

RECENT TWEETS



Don't miss our final celebrating #OPENLangNetwork ONLINE & FREE event with the top experts in the field of #CALL @ch_appel Prof Christine Appel & the field of #OER @jatenas Dr. Javiera Atenas!!



massive
open
online
course

OpenLang
Network

Launch on 8 November of 2021



LANGUAGE LEARNING

OPENLang Network Platform
Multiple Free Courses

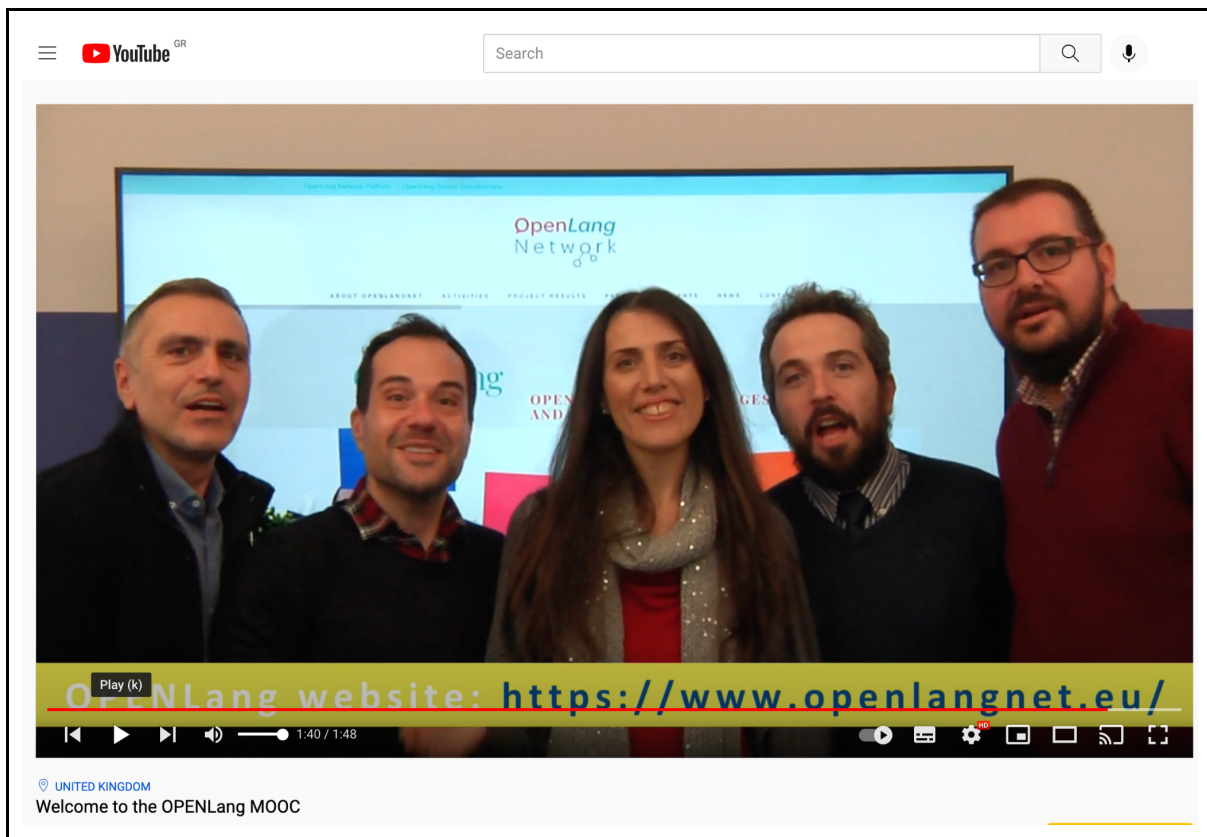
Enter the Platform

<https://openlang-network.kmi.open.ac.uk>

Promotional multimedia material

1. Promotional Video for the OPENLang MOOC:

<https://youtube.com/playlist?list=PLk8ORVzo0IG-HM0sxzT5LB5FkbrkGJPi9>



2. Video with all OPENLang Network platform e-services including MOOC:
TUTORIAL

<https://www.youtube.com/watch?v=i9srIFttZHU&list=PLk8ORVzo0IG-TG5i-GMKRBLA53fl1--VR&index=1>

OPENLang Network Platform:TUTORIAL

3. Six (6) Videos with all OPENLang MOOC. YouTube playlist “OPENLang MOOC on Language OERs: 6 MODULES intro videos”:

https://www.youtube.com/playlist?list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy

Week 1_ Module 1: "Introduction to language OER and OEP";

https://www.youtube.com/watch?v=4cjJ2Tdkafg&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=1&t=79s

Week 1_ Module 2: "Overview of existing OER guidelines";

https://www.youtube.com/watch?v=18eF8932rlA&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=2

Week 2_ Module 3: "Discovering Language OERs";

https://www.youtube.com/watch?v=18eF8932rlA&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=3

Week 2_ Module 4: "Evaluating a language OER"

https://www.youtube.com/watch?v=dRlCQQKF2g&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=4

Week 3_Module 5: "Using, Creating & Sharing a Language OER";

https://www.youtube.com/watch?v=dIR1CQQKF2g&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=5

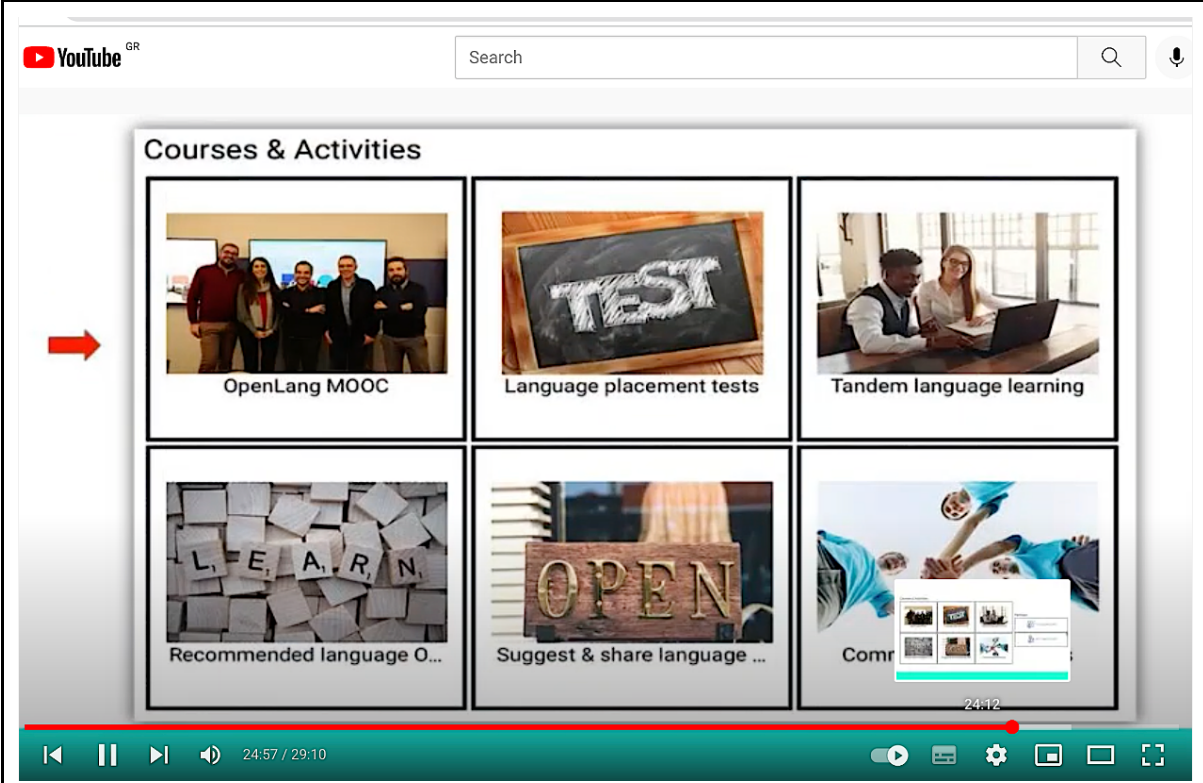
Week 4_Module 6: "Copyright and Open Licensing"

https://www.youtube.com/watch?v=DXYE3zytiTU&list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy&index=6

The screenshot shows a YouTube playlist interface. On the left, there is a navigation menu with options like Home, Explore, Subscriptions, Library, History, Your videos, Watch Later, and the current playlist 'OPENLang MOOC on...'. The main content area displays the playlist title 'OPENLang MOOC on Language OERs: 6 MODULES intro videos' and a list of six videos. Each video entry includes a thumbnail, a title, and a duration. The videos are: 'Introduction to language OER and OEP' (2:54), 'Overview of existing OER guidelines' (2:33), 'Discovering Language OERs' (1:37), 'Evaluating a language OER' (3:02), 'Using, Creating & Sharing a Language OER' (2:50), and 'Copyright and Open Licensing' (3:29). The channel name 'OPENLang Network project' is visible at the bottom of the video list.

4. Video with the OPENLang NETWORK main projects results

<https://www.youtube.com/playlist?list=PLk8ORVzo0IG8WMWWfK6hfR3u-R-GPFcu8>



The image shows a YouTube video player interface. At the top left is the YouTube logo with a 'GR' superscript. A search bar is located at the top right. The main content area is titled 'Courses & Activities' and contains a 2x3 grid of video thumbnails. A red arrow points to the first thumbnail, 'OpenLang MOOC'. The other thumbnails are 'Language placement tests', 'Tandem language learning', 'Recommended language O...', 'Suggest & share language ...', and 'Comr'. The video player controls at the bottom show a progress bar at 24:57 / 29:10 and various playback icons.

YouTube^{GR} Search

Courses & Activities

- OpenLang MOOC
- Language placement tests
- Tandem language learning
- Recommended language O...
- Suggest & share language ...
- Comr

24:57 / 29:10

5. Infographic for the OPENLang Network platform's services

6 Services offered by the OPENLang Network Platform

- 01** Massive Open Online Course to learn about language OERs
- 02** Language Placement Tests to determine your level of proficiency
- 03** Tandem Learning to improve your language skills
- 04** Recommended Language OERs to start your learning pathway
- 05** Suggest & share language OERs to create a community
- 06** Community Discussion to join discussions with other members

OpenLang Network

1. Visit the OPENLang Network website at: <https://www.openlangnet.eu/>
2. Access the OPENLang Network platform at: <https://openlang-network.kmi.open.ac.uk/>
3. Create your free account
4. Enter the platform and start your learning experience

Erasmus+

“OPEN Lang TOOLKIT on Language OER” infographic I & 2

LANGUAGE Open Educational Resources E-TOOLKIT FOR LANGUAGE TEACHERS and TRAINERS

OpenLang
Network

The main purpose of this guide/e-toolkit is to get language teachers and trainers involved in the adoption, evaluation, creation, use, and sharing of OERs for language learning and teaching. More specifically, this e-toolkit will help language teachers to find, evaluate, use, create, and share quality multilingual and interactive OERs for language learning in their teaching practices.



FIND

Discover within the available repositories for Language Learning the appropriate Language OERs and the best OEPs to help teachers and trainers.

EVALUATE

Assess Language OERs degree of quality, effectiveness, accessibility and alignment with states, colleges and users' career-ready standards.



USE

Enrich your teaching style with the latest pedagogy approaches, create novel forms of learning, & provide learning experiences that stimulate personal development and success.

CREATE

Leverage on open-source software which is easy to use, and cross-platform, and remix your own material with existing Language OERs in a way that is connected with your purpose.



ONLINE



CROSS-PLATFORM

SHARE

Assign a Creative Commons license to Language OERs and publish them in open repositories, or via social networks to instantly expand the reach and visibility of your materials to potential users.

OpenLang Network
<https://www.openlangnet.eu/>

Download the E-Toolkit for Language Teachers and Trainers
<https://openlang-network.kmi.open.ac.uk/>



This project has been funded with support from the European Commission. This publication reflects the views only of the author. The Commission and the National Agency cannot be held responsible for any use which may be made of the information therein.



Erasmus+

OPENLang E-Toolkit on language OERs for Language Teachers/Trainers

Section 1
Introduction to
OER and OEP

Section 2
An overview of
existing OERs
guidelines

Section 3
Discovering
language
OERs

Section 4
Evaluating
language
OERs



Section 5
Using, creating,
sharing
language OERs

Section 6
Copyright and
Open Licensing

Visit our website <https://www.openlangnet.eu/>



Conclusions

This report has presented the overall outcomes of IO7 - Development of the OPENLang E-PLATFORM. In particular, we have presented the design and development of the OPENLang MOOC. Initially, a platform was selected to host the MOOC. Based on specific quality criteria, we have selected Moodle as the platform that will host the MOOC and its services. Then we described the design and planning of the MOOC which was fully operational and supported by tutors for four weeks. In order to develop the content of the MOOC we adjusted content from the OPENLang e-Toolkit and added extra content (e.g., images, videos, links, activities, quizzes) as well as e-services (e.g., Announcements and Discussion forums). We tried to make the MOOC as interactive as possible, engage the learners and prompt them to participate, interact, and collaborate. The OPENLang MOOC will remain available and open to learners and teachers to use for free for their learning and teaching purposes for at least five years after the end of the project. Information about the Pilots of the OPENLang MOOC on Language OERs can be found at the IO9.

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Appendix I: Dissemination Activities Overview

| Dissemination Type | Event | Links |
|------------------------|--|---|
| Multiplier Events (ME) | 1 st ME by PIXEL | https://www.openlangnet.eu/2021/06/23/free-online-event-in-partnership-with-the-international-conference-the-future-of-education/ https://www.openlangnet.eu/2021/06/30/meet-our-keynote-speakers/ https://www.pixel-online.net/news.php?id=759&page=1 https://www.youtube.com/watch?v=eXcFvNMZ13g https://www.youtube.com/watch?v=dj7zxYuzHrc in partnership with the International Conference "The Future of Education" (https://conference.pixel-online.net/FOE/) |
| Multiplier Events (ME) | 2 nd ME by OU | https://www.openlangnet.eu/2021/12/06/multiplier-event-december-10-2021-open-educational-resources-and-practices-in-language-learning-and-teaching/ https://www.youtube.com/watch?v=_qshjDDzs-A |
| Multiplier Events (ME) | 3 rd ME by CUT | https://www.openlangnet.eu/2021/12/10/multiplier-event-december-13-2021-by-cyprus-university-of-technology-and-openlang-network/ https://www.youtube.com/watch?v=SwtwjfMkvwU |
| Multiplier Events (ME) | 4 th ME by UOM | https://www.openlangnet.eu/2021/12/11/multiplier-event-december-15-2021-open-language-learning-interactive-environments-exploring-language-oers-e-tandem-language-learning/ https://www.youtube.com/watch?v=2GQTIimgaD-E |
| Website | OPENLang Network website Intellectual Outputs page | https://www.openlangnet.eu/outputs/ |
| Platform | OPENLang Network Platform | https://openlang-network.kmi.open.ac.uk/ |
| OPENLang Webinar#1 | Erasmus Days 2020 | https://www.openlangnet.eu/2020/10/18/erasmus-days-actions/ |

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| | | https://www.openlangnet.eu/2020/10/10/openlang-network-webinar-online-friday-october-16-2020-1300-1400-cet/ https://www.youtube.com/watch?v=cqrG0ci_D2I |
| OPENLang Webinar #2 | Online Workshop 1 (Testing Tandem Language Learning service & other platform services) | https://www.youtube.com/watch?v=i6IiBDhiecc&list=PLk8ORVzo0IG_YGMyPANIILc6vstHsP6lf&index=3&t=1471s |
| OPENLang Webinar #3 | Online Workshop 2 (Testing Tandem Language Learning service & other platform services) | https://www.youtube.com/watch?v=TMQNXECSK3Y&list=PLk8ORVzo0IG_YGMyPANIILc6vstHsP6lf&index=2 |
| Erasmus dissemination activity | Erasmus Days 2021- Presentation of the platform | https://www.openlangnet.eu/2021/10/14/erasmusdays-2021/ https://www.erasmusdays.eu/event/the-openlang-network-platform-building-a-european-community-of-language-learners-and-teachers/ |
| Conference Presentation | MoodleMoot 2020 | https://pretalx.ellak.gr/moodlemoot2020/talk/MMU88K/ https://pretalx.ellak.gr/moodlemoot2020/schedule/ https://www.openlangnet.eu/2020/ |
| Conference Presentation | MoodleMoot 2021 | https://pretalx.ellak.gr/mootgr21/talk/GM97QS/ https://pretalx.ellak.gr/mootgr21/schedule/ |
| Conference Presentation & Publication | <i>Proceedings of the 16th annual International Technology, Education and Development Conference (INTED) 2022</i> | Perifanou, M., & Economides, A.A. (2022b). The OPENLang Network quality assurance framework for language OER. In: Proceedings of the 16th annual International Technology, Education and Development Conference (INTED) 2022, 7-8 March. IATED. |
| Conference Presentation & Publication | <i>Proceedings of the 6th International Conference on Smart Learning Ecosystems and Regional Development (SLERD), 24-25 June, 2021.</i> | Perifanou, M., & Economides, A. A. (2021b). Discoverability of OER: The case of Language OER. In: <i>Proceedings of the 6th International Conference on Smart Learning Ecosystems and Regional Development (SLERD)</i> , 24-25 June, 2021. Smart Innovation, Systems and Technologies, Vol. 249, Óscar Mealha et al. (Eds): Ludic, Co-design and Tools Supporting Smart Learning Ecosystems and Smart Education, 978-981-16-3929-6, 511796_1_En, (Chapter 5). DOI: 10.1007/978-981-16-3930-2_5 |
| Conference Presentation & Publication | <i>Proceedings of EUNIS 2021- A New Era of Digital Transformation:</i> | Perifanou, M., & Economides, A. A. (2021a). Challenges for finding Language OER: Suggestions to Repositories' Administrators. In: <i>Proceedings of EUNIS 2021- A New Era of Digital Transformation:</i> |

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| | <i>Challenges for Higher Education.</i> | <i>Challenges for Higher Education.</i> European University Information Systems organization, 9-11 June, 2021. https://www.eunis.org/eunis2021/wp-content/uploads/sites/18/2021/05/EUNIS_2021_paper_59.pdf |
| Conference Presentation & Publication | <i>Proceedings of the International Conference on Education and New Developments (END Conference) 2021</i> | Perifanou, M. & Economides, A. A. (2021). Designing teachers' training on adopting OERs in their teaching. n: Carmo, M. (ed.) <i>Proceedings of the International Conference on Education and New Developments (END Conference) 2021</i> , pp. 8-12, 26-28 June, in Science Press. DOI: 10.36315/2021end002 |
| Conference Presentation & Publication | <i>Human-Computer Interaction (HCII) 2021.</i> | Kosmas, P., Parmaxi, A., Perifanou, M., & Economides, A.A. (2021). Open Educational Resources for language education: Towards the development of an e-toolkit. In: Zaphiris P., Ioannou A. (eds) <i>Learning and Collaboration Technologies: New Challenges and Learning Experiences</i> . 23rd International Conference on Human-Computer Interaction (HCII) 2021, 24-29 July, Washington DC. Lecture Notes in Computer Science, vol 12784. Springer, Cham. DOI: 10.1007/978-3-030-77889-7_5 Outputs 5, 7 |
| Publication | E-Book: OPENLang MOOC content | https://www.openlangnet.eu/2020/10/17/new-publications/ |
| Publication | E-Book: Open Language Teaching Scenarios | https://www.openlangnet.eu/2020/10/17/new-publications/ |
| Promotional YouTube video | 1 MOOC/Platform promo video | https://www.youtube.com/watch?v=i9srIFttZHU |
| Promotional YouTube video | 1 OPENLang Project results promo video | https://www.youtube.com/watch?v=ExAgQVksrKg&list=PLk8ORVzo0IG8WMWWfK6hfR3u-R-GPFcu8 |
| YouTube Video Tutorials/ Educational Material | Total: 7 Videos 1 Tutorial for the OPENLang platform services including MOOC 6 MOOC Module videos | https://www.youtube.com/watch?v=i9srIFttZHU&list=PLk8ORVzo0IG-TG5i-GMKRBLA53fl1--VR&index=1&t=16s https://www.youtube.com/playlist?list=PLk8ORVzo0IG_Y5fYuUwNRU9SySsKMKhBy |
| Websites | Project partners' websites | (please, see the Dissemination Report) |
| Other Events | Dissemination of the platform in other events in which partners participated/organised | (please, see the Dissemination Report) |

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|------------------------|---|--|
| Press | Dissemination of the platform in the press (local papers, etc.) | (please, see the Dissemination Report) |
| Newsletter | Dissemination of the platform in the press (local papers, etc.) | (please, see the Dissemination Report) |
| Social Media | Official project's Facebook page | https://www.facebook.com/openlangnetwork Numerous posts (please, see the Dissemination Report) |
| Social Media | Official project's Twitter channel | Numerous posts (please, see the Dissemination Report) |
| Social Media | Official project's LinkedIn group | Numerous posts (please, see the Dissemination Report) |
| Dissemination Material | Infographic I, (e-Services of the platform) | (please, see the Dissemination Report) |
| Dissemination Material | Infographics II II , e-Toolkit content | (please, see the Dissemination Report) |
| Dissemination Material | Promotional Leaflet/Flyer | (please, see the Dissemination Report) |



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