



Teaching and Learning Enhancement Fund

TLEF Project – Final Report

Report Completion Date: (2019/05/31)

Building Digital Citizenship and Critical Digital Literacies in French Program Teacher Candidates through
Open Educational Repositories

Funding for period: May 1, 2018 – May 31, 2019

Principal Investigator:

Yvonne Dawydiak

Project GAA Coordinator:

Liza Navarro

Co-investigators:

Wendy Carr	Dean's Senior Advisor, Special Projects
Wendy Traas	Reference librarian, UBC Education Library
Henry Lee	Adjunct Professor & Doctoral student, FoE
Meike Wernicke	Assistant Professor, LLED



1.3. Project Summary

This project aimed to provide French teacher candidates with the necessary skills and resources to effectively create and share digital resources in alignment with the revised B.C. Curriculum and Digital Literacy Framework. The focus was on the creation of a set of OER (open educational resources) that are accessible and relevant to teacher candidates in the Core French and French immersion programs (elementary and secondary). Developing and sharing these resources involved collaboration on all fronts (instructors, teacher candidates and faculty advisors) and encouraged an exchange of ideas and a sense of community. We also worked in collaboration with the BC Teacher’s Federation in uploading exemplars and having students upload their own examples to the TeachBC Open Educational Repository. This project made itself visible within the UBC community and beyond, sharing our works among local, national and international conferences.

1.4. Team Members and Project Partners–

Name	Title/Affiliation	Responsibilities/Roles
Nicholas Bartlett	MA student – French Hispanic and Italian Studies	Graduate Research Assistant
Alex-Anne Bush	Med student – Language and Literacy Education	Graduate Research Assistant
Wendy Carr	Dean’s Advisor, Special Projects	Project Partner
Yvonne Dawydiak	Instructional Specialist, FoE	Project Manager/PI
Eric Lee	BA – Cognitive Systems Program	Technology Assistant
Henry Lee	Adjunct Professor & Grad Student	Project Partner
Liza Navarro	PhD student – LLED	Project Coordinator
Wendy Traas	Reference librarian, Educ Library	Project Partner
Meike Wernicke	Associate Professor	Project Partner

1.5. Courses Reached –

Course	Section	Academic Year	Term (Summer/Fall/Winter)
LLED 361	920	2017/2018	Summer
LLED 361	925	2017/2018	Summer
LLED 361	927	2017/2018	Summer
LLED 361	928	2017/2018	Summer
LLED 350	105	2018/2019	Winter
LLED 325 A	105	2018/2019	Winter
LLED 361	928	2018/2019	Winter
French Oral Class led by LLED	an optional course for TCs	2018/2019	Winter
LLED 353	105	2018/2019	Winter



LLED 361	929	2018/2019	Summer
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2. OUTPUTS AND/OR PRODUCTS

2.1.

Quantity	Product(s)/Achievement(s):	Location:
1	French language categorization and filtering of existing open educational resource repository	http://scarfedigitalsandbox.teach.educ.ubc.ca/sandbox-resources/
30	French online resources	http://scarfedigitalsandbox.teach.educ.ubc.ca/sandbox-resources/
5	Blog posts regarding French language learning	http://scarfedigitalsandbox.teach.educ.ubc.ca/category/blog-posts/
4	Instructional Videos in French regarding copyright, OER (REL en français), creative commons and the BC digital literacy framework (both English and French)	http://scarfedigitalsandbox.teach.educ.ubc.ca/les-droits-dauteur/ http://scarfedigitalsandbox.teach.educ.ubc.ca/creative-commons-search-cc-search-les-contenus-qui-peuvent-etre-partages-utilises-et-mixes/ http://scarfedigitalsandbox.teach.educ.ubc.ca/les-ressources-educatives-libres-rel/
20	Resources uploaded to TeachBC by French Teacher Candidates	https://teachbcdb.bctf.ca/

2.2. Item(s) Not Met – Please list intended project outputs and/or products that were not attained and the reason(s) for this.

Item(s) Not Met:	Reason:
n/a	

3. PROJECT IMPACT

3.1. Project Impact Areas – Please select all the areas where your project made an impact.

- Student learning and knowledge
- Student engagement and attitudes



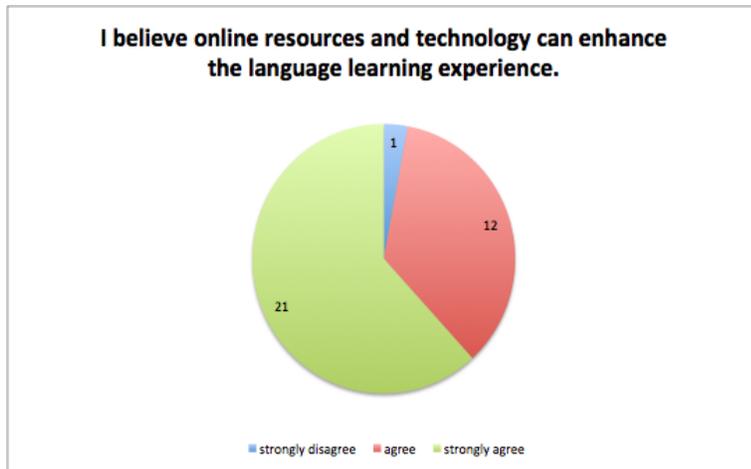
- Instructional team teaching practice and satisfaction**
- Student wellbeing, social inclusion
- Awareness and capacity around strategic areas (indigenous, equity and diversity)
- Unit operations and processes
- Other: awareness and capacity around Open Education and Digital Technology Integration**

3.2. What were you hoping to change or where were you hoping to see an impact with this project? –

We were hoping to support French teacher candidates in their Teacher Education program to develop digital literacies and introduce them to the various online resources available in French language education that can facilitate learning in their classrooms. We also intended to create and make available additional online resources to support digital technology integration in a language learning environment. In addition, we encouraged them to take a more active role in their educational community by contributing their works to open education repositories such as [Teach BC](#).

3.3. Were these changes/impacts achieved? How do you know they occurred? –

We conducted a pre-questionnaire at the beginning of the fall term with incoming French teacher candidates (TCs). We had over 50% of French TCs in the BEd program participate to share their understandings and impressions of technology, open education resources and digital literacy. Findings revealed that teacher candidates were interested in integrating technologies in the language classroom.



In addition TC responses demonstrate that technology adds value to the language classroom and it can be used to enhance the integration of culture in the language classroom:

As being connected on-line is a part of our everyday life, it makes the learning more student-centered and based in reality.

It makes francophone culture a lot more accessible and available to students. Students are already very comfortable with technology in their everyday lives so it



makes sense to use that as a resource to help learners be exposed to the francophone cultures.

I think it can help connect the students to francophone cultures around the world through music, images, videos, research, texts, etc.

Focus groups and a post questionnaire will be conducted in June to see how teacher candidates developed digital competencies and integrated technology throughout the program and during their long practicum. (This could not be conducted earlier due to TCs' being on practicum in late Spring)



Throughout the project, we worked on creating accessible resources online, which were shared with TCs and their instructors. We held workshops, co-taught in some of their courses and also offered one-on-one sessions to help TCs with any questions that emerged for them.

Focus groups conducted demonstrated that teacher candidates valued what they learned and put it into practice, making conscious and purposeful decisions when integrating technology in the classroom. Discussions with French BEd instructors revealed that 20 TCs (of 65 in the French program) have uploaded their works to TeachBC, an

on-line open repository of teacher created resources. In addition, those who had not yet shared their resources online expressed an interest in being a part of the Open Education community once they are practicing teachers in public schools. Looking back, we would have liked more opportunities to bring this work into the BEd classroom by connecting more closely with course objectives. Due to the nature of an 11-month intensive program, time was a barrier.

3.4. Dissemination –

The work of this project has been disseminated through team member social media, foyer sessions to share resources, workshops, in-class opportunities, gearing up for practicum learning design sessions for TCs and in several conference presentations conducted by Liza Navarro.

1. [WestCast](#) Western Canadian Association for Student Teaching (Calgary) – January 2019
2. [IOP](#) Investigating our Practices (UBC Vancouver) – May 2019
3. TLEF Showcase (UBC Vancouver) – May 2019
4. LLED Graduate Student Conference (UBC Vancouver) – May 2019
5. Congress: ACLA/CAAL (Vancouver) - June 2019
6. Interculturality in teacher education and training (Sweden) – accepted: June 2019
7. Open Education Conference – accepted: October 2019

Having been selected for the OER research fellowship administered by the OER group provided Liza Navarro an opportunity to informally share this project with the open education community at the fall 2018 conference and via the [Open Ed Group website](#). Due to the rising role of Open Education and the data this project has gathered,



Liza has been able to present various aspects of the project to audiences in Canada and abroad. Liza also received BREB approval for this project. As such, once data collection for this project is complete, Liza intends on analyzing findings to write articles for publication.

4. TEACHING PRACTICES –

Yes, our teaching practices have changed as a result of this project as well as that of our French instructors in the BED program and French teacher candidates. From the team’s perspective, this project has allowed us to recognize the lack of accessibility present in French teacher education across the digital terrain. For example, when discussing

the use of resources with teacher candidates, many addressed that French resources were scarce and difficult to find in a Canadian context. As a result, we have encouraged the use of technology and modeled technological integration in our teaching approaches and within the Scarfe Digital Sandbox. Thanks to this project, the Scarfe Sandbox now has a section dedicated to French language learning. In addition, we have been exposed to resources that support language learning, that are inclusive and that demonstrate the varied cultures of the francophone world. The French resources created and shared on the Scarfe Digital Sandbox allow for easy access to past, current and incoming teacher candidates and practicing teachers therefore ensuring sustainability.

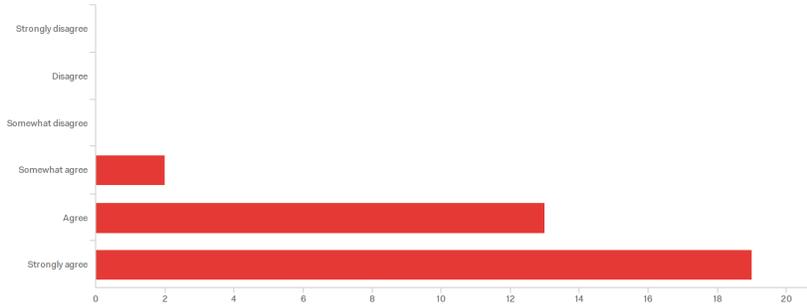
Graduate students hired as part of this project have also expressed great gratitude and pride in participating. Alix-Anne indicated that this project has informed her future career goals in French education.

French instructors in the BED program and French teacher candidates have also changed their teaching practices. With each workshop given, discussions showed their interest and appreciation for the use of technology and online resources in a meaningful way. Data collected from online questionnaires indicate that French teacher candidates intend to use online resources.

“Workshops were very useful in helping the French TC's understand the use of repositories like TeachBC. TC's enjoyed the hands-on approach to the workshops provided by Liza and Alix-anne. Instructors may want to consider asking TC's to share their work on repositories like TeachBC after they have completed their practicum, as the resources the TC's developed may have actually been used by TC's” Henry Lee, project partner and course instructor



Q2.6 - As a future French instructor, I will integrate technology to support learning in my classroom.



Data collected from focus groups also reveal that teacher candidates would like to share on OER repositories such as TeachBC. Furthermore, teacher candidates demonstrated that they will strive to be models of digital citizens in years to come. As a result, we believe these changes will be sustainable over time.

5. PROJECT SUSTAINMENT –

This project will be sustained thanks to the online resources developed on the Scarfe Digital Sandbox and the workshops and co-teaching conducted in the French teacher candidates classes. It is our hope that resources will continue to be uploaded to the French section of the Scarfe Digital Sandbox by teacher candidates with the encouragement of their instructors. In addition, we hope that French instructors impacted at UBC will continue to raise awareness of the potential of OERs more generally. Due to the limited time instructors have with French teacher candidates, some resistance may be seen in adopting technology into course syllabus without our presence. Although we managed to work with several course instructors during the project to demonstrate how this can be done, we had hoped for more opportunities for engagement.

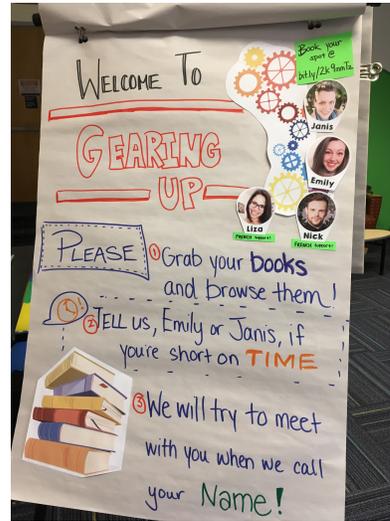
In addition, upon embarking on this project, Liza Navarro received UBC BREB approval to collect data. As a result, once data collection for this project is complete, she intends to share this project and findings to a wider audience through online journal publications. After her project experiences, she has become an advocate for Open Education and has decided to focus on publishing her works in Open Journals so that it is accessible to all.

Some Project Highlights

Cyber Café - Skype in the Classroom - November 2018



Gearing up for Practicum - January to March 2019



WestCast - January 2019



IOP Conference 2019 - May 2019





Workshop on Digital Literacy (la litt ratie num rique) - May 2019

Scarfe Sandbox Foyer Sessions (weekly resource sharing & support) June '18 – March '19



The University of British Columbia | Department of Professional Development and Community Engagement

Building Digital Citizenship and Critical Digital Literacies in French Program Teacher Candidates through Open Educational Repositories

Yvonne Dawydiak, Instructional Specialist: Faculty Wide Programs, Professional Development and Community Engagement
Liza Navarro, PhD student, Language and Literacy Education

Rationale + Objectives

The demand for French language education in British Columbia is on the rise, and enrollment in the French teacher education program at UBC is following suit. In order to equip French teacher candidates (TCs) with the necessary tools to deliver the revised BC curriculum, which recognizes the importance of digital literacy, this project has focused on developing TCs pedagogical approaches and digital competencies through the creation of digital artifacts and lesson plans on the Scarfe Digital Sandbox.

Through discussion with the British Columbia Teachers' Federation (BCTF) about the TeachBC Open Education Resource (OER) repository and through conversations with French educators, we recognize that there is a lack of current French language teaching and learning resources available to teachers in the field and, therefore, to TCs. In particular, resources that model digital age teaching and learning in French are needed.

By engaging in collaborative, hands-on experiential learning activities linked to course objectives and practicum preparation, TCs will co-construct an understanding of OERs and the issues involved in creating and sharing these resources. This will include the following discrete objectives:

- What are OERs?
- How do Creative Commons licenses work?
- How do I assess, evaluate and curate digital resources?
- How can I contribute to my learning and the teaching profession by creating and sharing OER resources?



Impact

Since the projects inception, we have created various opportunities for both elementary and secondary French TCs to partake in workshops and engage with digital resources in French including:

- Makerspace
- 9 guest lectures with Language and Literacy Education instructors
- 3 workshops
- Weekly *Gearing Up for Practicum* sessions alongside the Scarfe Digital Sandbox Team



This project is also continuously working on developing resources for French TCs and making them accessible on Scarfe Digital Sandbox. As a result of this project, Scarfe Digital Sandbox now has a section dedicated to resources in French. In addition, we have created resources addressing copyright and open education with accompanying videos in French. (scan QR code)

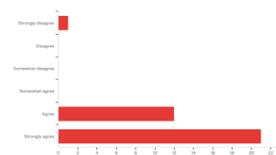


Through our efforts, we have encouraged TCs to participate in the sharing of resources on OERs, such as TeachBC, and to think critically about issues in education, including access and equity. Since the projects implementation, over 25% of French teacher candidates have shared their work on TeachBC!

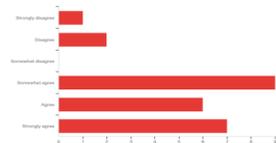
Interesting discoveries

In addition to scaffolding TCs learning, our team collected data to understand their perspectives and understandings towards digital literacy and open pedagogy. Data collected through a pre-questionnaire and focus groups reveal that TCs recognize the significance of online resources in the language classroom however, they need additional opportunities in their courses to play with technology and explore online resources before implementing it into their pedagogical practices.

I believe online resources and technology can enhance the language learning experience.



I believe Open Education Resources are useful.



Beyond UBC

As part of this project, project coordinator Liza Navarro had the opportunity to attend the Navaro had the opportunity to attend the Western Canadian Association for Student Teaching (WestCast) Conference in Calgary to discuss the project and share findings. She received positive feedback and suggestions for moving the project forward. In addition, Liza has received an Open Education Research fellowship, which has allowed her to share this project with scholars around the world.



Moving forward

In the remaining month of this project, we hope to provide additional workshops and develop more sustainable online resources to support TCs to better understand how they can use and contribute to OER and become active members in their B.C. communities.

Acknowledgement

We gratefully acknowledge the financial support for this project provided by UBC Vancouver via the Teaching and Learning Enhancement Fund.

In addition, we thank our project partners for their expertise and support throughout the project as well as our student research assistants:

Wendy Carr, Senior Advisor to the Dean, Special Projects
Wendy Trass, Education Librarian, Education Library
Henry Lee, Adjunct Professor, Language and Literacy Education
Melke Wernicke, Associate Professor, Language and Literacy Education

Nicholas Bartlett, MA student, French, Hispanic and Italian Studies
Alix-Anne Bush, MEd student, Language and Literacy Education
Eric Lee, BA student, Cognitive Systems Program

