

# Is open online language learning appropriate for refugees and migrants?

(lessons learnt from the MOONLITE project)

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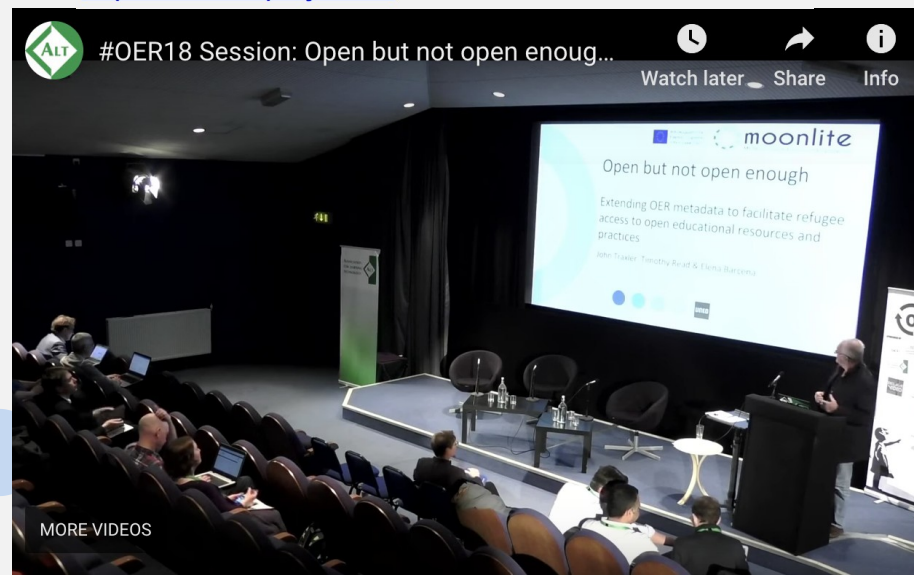


## MOONLITE project (2016 – 19)

(Massive Open Online courses eNhancing Linguistic and TransvErsal skills for social inclusion and employability)

(Ref.: 2016-1-ES01-KA203-025731)

<http://moonliteproject.eu>



Is open online language learning  
appropriate for refugees and  
migrants?

The answer to the question is...

- “Yes”, if we are careful with:
  - What we mean by “refugees and migrants”
  - The 3Ds of OLL

# An answer based upon:

- Close collaboration with RSGs
- 3Ds of two inclusive LMOOCs + Meta-MOOC
- Research instruments:
  - Observation
  - Questionnaires (RSG, refugees)
  - Interviews (RSG, refugees)
  - Quantitative & qualitative course data
  - Textual analysis

# Beyond a definition of “refugee”

- Specific, temporal, complex, fluid circumstances
- Very heterogeneous social collective:
  1. Varied digital literacy and competences
  2. Socio-cultural norms
  3. Psycho-historical situation
- Value of educational proxies

# Open Language Learning 4 Refugees

- 2017 THES article online HE for refugees
- Perceived value + FUD:
  - Vanilla OERP intended for a Western audience
  - Educational proxies
  - Recognition & certification

# Open Language Learning 4 Refugees



- Refugees as participants
- Multimodal materials
- Piloting course modules in existing classes
  - F2F and blended trials



Puertas Abiertas  
Español para  
necesidades inmediatas I

# Open Doors: Spanish Course for Immediate Needs I & II

- A1 - A2+ (6 weeks each)
- Teaching teams mix RSGs and UNED
- First course content:
  - Module 1: Administration and bureaucracy
  - Module 2: Routines and daily life
  - Module 3: Travel and moving around
  - Module 4: Going to the doctor
- Second course content:
  - Module 1: Integration and socialisation
  - Module 2: Looking for housing
  - Module 3: Training and employment
  - Module 4: Defending rights



# The UNED Open edX MOOC Platform

The screenshot shows the desktop interface of the UNED Open edX MOOC platform. At the top, the course title is "UNED: MOONLITE\_I\_001 Puertas Abiertas: Curso de español para necesidades inmediatas (I)". The user is identified as Timothy Read. The course is viewed as "Staff". The navigation menu includes Home, Course, Vocabulario, Textos de los vídeos, Discussion, Progress, Recursos, and Instructor. The main content area is titled "Módulo 1: ¡Hola! Aquí estamos > Foro Módulo 1 > Empadronamiento en mi país". It features a "Previous" and "Next" navigation bar, a "Bookmark this page" link, and a "VIEW UNIT IN STUDIO" button. The main text prompts the user to "Escribe en el foro:" and lists several discussion topics: "¿En tu país existe el 'empadronamiento'?", "¿En qué consiste?", "¿Qué papeles son necesarios?", and "¿Qué datos te preguntan?". A note states: "(Intenta responder en español, pero puedes responder en tu lengua o en otra). Para escribir nuestra respuesta vamos al mensaje 'Empadronamiento en mi país' y hacemos clic en 'Mostrar debate' y en 'Añadir una respuesta' o 'Responder', no en 'Añadir un mensaje'. Podemos ver cómo participar en los foros" en el vídeo 8 de [¿Cómo hacemos este curso?](#)". There are "STAFF DEBUG INFO" buttons and "Show Discussion" links for the topics.

The screenshot shows a mobile app interface for a questionnaire titled "Cuestionario inicial 'Puertas Abiertas: Curso de español para necesidades inmediatas (I)'". The user is logged in as iedra.uned.es. The questionnaire asks for "Edad", "Género", and "Nacionalidad". The "Género" options are Masculino, Femenino, and Otro. The "Nacionalidad" is a dropdown menu. A question asks "¿Estás en España?". The interface includes a "Required" label and a "STAFF DEBUG INFO" button.

The screenshot shows a mobile app interface for a video player. The video title is "Vídeo 1: En la oficina de empadronamiento I". The user is logged in as iedra.uned.es. The video player includes a "Bookmark this page" link, a "VIEW UNIT IN STUDIO" button, and a "STAFF DEBUG INFO" button. The video content shows a man and a woman sitting at a desk in an office setting. The video player includes a "YouTube" logo and a "STAFF DEBUG INFO" button. Below the video, there is a question: "1. ¿Qué quiere hacer Kotaiba?".

# Scaffolding 2<sup>nd</sup> Language Learning

- Course content from a joint design thinking process
- Linguistic support:
  - Multimodal materials with transcriptions
  - All four second language competences
- Sub-language of the contexts of everyday life
- Implicit and explicit social inclusion

# A “taster” of the Open Doors data

- Over 95% of students from outside EU/US
  - (E.g., Syria, Cameroon, Venezuela)
- Approx. 2200 registered students, > 30% completion
  - Most LMOOCs between 7-15%
- 98% activity completion rates
- Continued forum use throughout course
- Progression in the target language:
  - Longer, more elaborate, and more inclusive, positive cognitive gain, etc.

# To find out more

- MOONLITE “Meta MOOC” as an OER
- <http://moonliteproject.eu>
- Publications
- Search for us



UNED UNED Abierta SEARCH COURSES WHAT YOU WANT TO ASK US

imooCi

The value of developing and using MOOCs for refugees and migrants in the European context UNED

YOU ARE ENROLLED IN THIS COURSE VIEW CONTENT

[VIEW ABOUT PAGE IN STUDIO](#)

**This course will be left permanently open as an open educational resource to be consulted but the forum will not be attended since the course is not live.**

## ABOUT THIS COURSE

This course is about the application of MOOCs for displaced people (refugees and migrants) with a view to their social inclusion, employment, and access to higher education. The contents of this MOOC have theoretical, pedagogical and practical aspects, and present case studies of different MOOC application scenarios in four European countries (Germany, Spain, Sweden, and the UK).

The course deals with the different aspects of this process so that anyone working with refugees and migrants, or considering doing so, can understand the benefits and difficulties of using MOOCs and acquire relevant knowledge and best practices.

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[The value of developing and using MOOCs for refugees and migrants ...](https://iedra.uned.es/courses/course-v1:UNED+CC101+2018_T1/about)

About This Course. This course is about the application of MOOCs for displaced people (refugees and migrants) with a view to their social inclusion, employment ...



## Final thoughts of an Open Doors student (clean translation):

“I just want to say thank you... Hello, I want to say thank you for the excellent course, you are angels.

I want to carry on studying this language, because

I like Spanish very much. Thank you for the pieces

of advice at the end of the course, I want to look them up and try to do other courses. My dream is