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University of Iceland

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University of Victoria
British Columbia

Teaching Icelandic Online: Free and Open Language Courses



Stofnun
VIGDÍSAR FINNBOGADÓTTUR
í erlendum tungumálum





Overview

- Language Online
 - www.icelandiconline.is
 - Pedagogy
 - Usage
- A Multiplatform System
 - Mobile Devices
- The Course Editor
 - Less Commonly Taught Languages
- The IOL Tracking System and MOOCs
- Future Projects



Stofnun
FINNBOGAD
dum tungum



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www.Icelandiconline.com

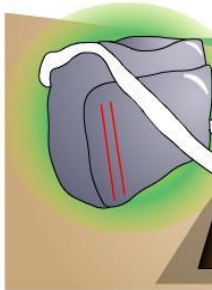




www.Icelandiconline.is

Microsoft Internet Explorer window showing the website interface. The address bar shows <http://www.IcelandicOnline.is/courseest.php>. The page content includes a sidebar with navigation links (1. Heiti, 2. Beiti mitt, 3. Emh, hvar og hvar, 4. Tala þú íslensku?, 5. Í stuttu máli, 6. Svartafel), a main area with a cartoon character and the text "Þetta er hatturinn minn", and a section titled "Bákur 1/6 MENNING" and "ÞRÁÐUR 2/5 - Eittívað Spurningar og svör".

Nei, þetta er ekki bók.



Website interface showing a "Persónuforöfn" (Personality test) section. It features five cartoon characters with names: Peter, Susan, Þóra og Gísli, Gísli og Peter, and Susan og Þóra. Below this is a section for "Hann og hún" (He and she) with a video player and a list of Icelandic pronouns: þeir, hann, þær, hún, þau.

Website interface showing a video player for "Veðrið" (The weather). The video shows a street scene with people walking. The interface includes navigation buttons like "Til baka" and "Áfram", and a "Hraðval" (Speed) dropdown menu.

Website interface showing a video player for "Jólabókaflóðið" (The Christmas book flood). The video shows a person in a bookstore. The interface includes a search bar for "lesta-ensk orðabók" and a "Kennari" (Teacher) dropdown menu.

á þessum tíma og það eru allavega útgáfur af eko ... það getur hver það er gaman. Ef þú hefur þórt fyrir það að tjá þig að þá geturðu gert það, óna út hjó stóru forlagi eða bara sjálfur.

riþjunum og það er nú kannski svona ... við erum ... þetta héra er svona ó erum búin að vera með skáldsögum hérna ... sem að eru nú ... fólk er í að nú erum við í svo lítilli búa að við þurfum að hugsa hvernig komum við og hvernig dreifum við mannskapnum. Og það sem að við erum að gera erum búin að færa skáldsögum hinumegin.



Website interface showing a "Kerfihandbók" (Grammar book) section. It includes a list of items: 1. Inngangur, 2. Umsýskertí, 3. Greining notkunar, 4. Kerfiseiningar, 5. SmartEit, 6. Verkefni framundan.

Website interface showing a search bar and a "Kennari" dropdown menu. The search bar contains the text "Lekt".

Website interface showing a "Kerfihandbók" section with a list of items: 1. Inngangur, 2. Umsýskertí, 3. Greining notkunar, 4. Kerfiseiningar, 5. SmartEit, 6. Verkefni framundan.

www.Icelandiconline.com

The collage displays several screenshots from the Icelandic Online website, illustrating its user interface and content:

- Top Screenshot:** Shows the login area with fields for "Email" and "Password", and a "LOG IN" button. Below it, a navigation bar includes "Bjargir" (a green button), "UNIT 1", "LESSON 1", and "1-1".
- Second Screenshot:** Features a video player with a woman waving. The text "Hæ, halló, góðan daginn..." is visible. Below the video are two profile cards: one for Ewa (Poland) and one for Daniel (Palestine).
- Third Screenshot:** Shows a lesson titled "Hvaðan er/eru þau?" with a video of a man and a woman talking. A list of names (DANIE, EWA, DANIE, EWA, DANIE) is on the left. Below the video are images of a smartphone and a laptop, each with a label "Þetta er sími." and "Þetta er []".
- Fourth Screenshot:** Displays a lesson titled "Hvað er þetta?" with a video of a pen. Below the video is an image of a bookshelf with the label "Þetta er []".
- Fifth Screenshot:** Shows a lesson titled "Hvað er þetta?" with a video of a man. Below the video are five blue buttons with numbers: 13, 7, 14, 15, and 3.
- Sixth Screenshot:** Shows a lesson titled "Hvað er þetta?" with a video of a man. Below the video are five buttons with Icelandic words: "sjö", "fimmtán", "fjórtán", "þrettán", and "þrjú".

Funding and Development



icelandiconline.com



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HÁSKÓLI ÍSLANDS

Description

- Specific pedagogy
- 3500 learning objects
- 5 proficiency levels
- Open and free
- Aligned and scaffolded dictionary and grammar
- Immediate feedback

Target Group

- Adults interested in Icelandic language and culture
- University students
- Icelandic as a heritage language
- New Icelanders
- 170.000 visits
 - Over 50.000 active learners

Characteristics of the Target Group

Adults

- Benefit from instruction
 - need accuracy practice
- Have experience learning foreign languages
 - learning styles
- Motivation is important



CALL and Morphologically Complex Languages

CALL is good for Accuracy:

- Grammar
- Vocabulary
- Listening
- Reading

CALL is not yet good for Fluency:

- Pronunciation
- Speaking
- Writing



CALL and Grammar

<http://icelandiconline.is/menning.php?412>

Table 6.8 Icelandic adjectival inflection

	Strong inflection			Weak inflection		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
Singular						
Nom.	gul-ur	gul	gul-t	gul-i	gul-a	gul-a
Acc.	gul-an	gul-a	gul-t	gul-a	gul-u	gul-a
Dat.	gul-um	gul-ri	gul-u	gul-a	gul-u	gul-a
Gen.	gul-s	gul-rar	gul-s	gul-a	gul-u	gul-a
Plural						
Nom.	gul-ir	gul-ar	gul	gul-u	gul-u	gul-u
Acc.	gul-a	gul-ar	gul	gul-u	gul-u	gul-u
Dat.	gul-um	gul-um	gul-um	gul-u	gul-u	gul-u
Gen.	gul-ra	gul-ra	gul-ra	gul-u	gul-u	gul-u

Table 6.9 Comparison of adjectives

	Strong inflection			Weak inflection		
	Masculine	Feminine	Neuter	Masculine	Feminine	Neuter
1 The regular (default) pattern						
Positive	gul-ur	gul	gul-t	gul-i	gul-a	gul-a
Comparative	gulast-ur	gulast	gulast	gulast-i	gulast-a	gulast-a
Superlative	gulast-ur	gulast	gulast	gulast-i	gulast-a	gulast-a
2 The i-umlaut pattern						
Positive	ung-ur	ung	ung-t	ung-i	ung-a	ung-a
Comparative	yngr-ur	yngr	yngr-t	yngr-i	yngr-a	yngr-a
Superlative	yngst-ur	yngst	yngst	yngst-i	yngst-a	yngst-a

menning.php?412

ISLEX BIN

Rétt eða rangt? 1. Sætt / Sætt (02) 1

Xavier er á Spáni. RÉTT RANGT

Sandurinn er blár.

Hollur lífsstíll er jákvæður.

Hamborgari er hollur.

Útivist er góð fyrir fólk.

Fallbeyging - eintala 1. FLAÐA (03) 1

Hvítur sandur.

▶ Ég sé sand.

▶ Ég gleymi sandi.

Hvít- strönd.

▶ Ég sé strönd. hvít

▶ Ég gleymi strönd. hvít

Hvít hjól.

▶ Ég sé hjól. hvítt

▶ Ég gleymi hjóli. hvítt

Fallbeyging 1. Fyllifylling (04) 1

gul-ur (sandur) >> Ég sé sand. Ég gleymi sandi.

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Information

Requirements
About Icelandic Online
Acknowledgements
The PLUS programme

Kennari

Leit


Notendur
PLUS-umynda

Costó námsaðferðir

Námsáætlun
Málfræðikarlar
Yfirlit mynda
Námsáætlun
Kvikmyndaskýrsla
MPP-skýrsla
Stíkkvæðing

Kortlagning

1. Inngangur
2. Umskiptu
3. Örnýng notkunar
4. **Perfæðing**
- 4.1 Dagratölur
- 4.2 Fyll og klösur
- 4.3 Seftubreytur og dísur
- 4.4 Köstendur
- 4.5 Mjörur
5. SmarEdi

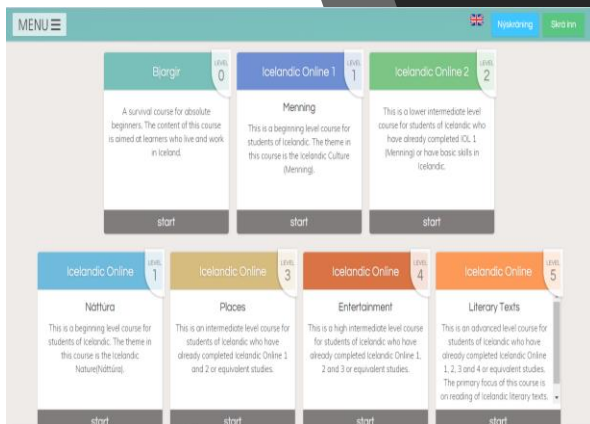


Pedagogy Informed by Theory

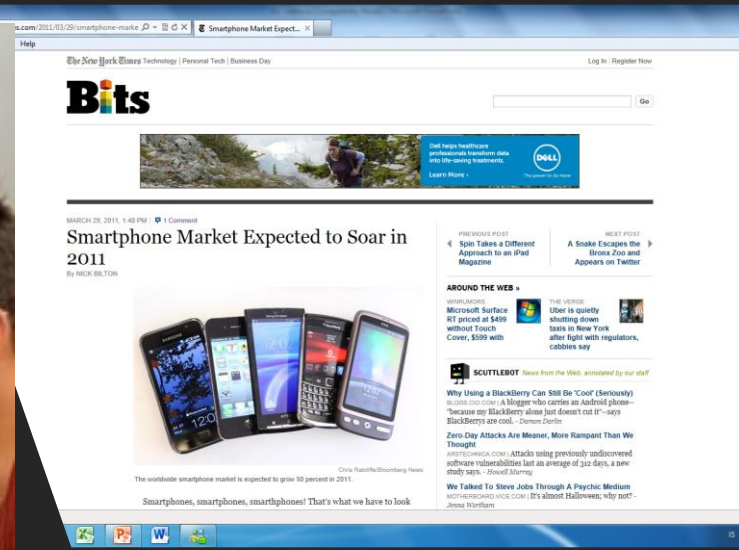
- Sociocultural Theory
 - Scaffolding (Vygotski)
- Dual System of Morphology (Pinker & Prince)
 - Learning of rules
 - Explicit teaching of rules
 - Rote learning
 - Guideposts
- Noticing (Schmidt, Doughty & Williams)
 - Focus on form
- Learning styles (Oxford)
 - Visuals
 - Interactive learning objects.

Pedagogy and European Benchmarks

- IOL Survival (A1)
 - Pragmatics
- IOL 1 og 2 (A1 - A2)
Presentation – Practice - Production
- IOL 3 og 4 (B1 - B2)
 - Pre-teaching
 - Input: verbal and written texts
 - Production
- IOL 5 (C1)
 - Literature



Multiplatform System



HÁSKÓLI ÍSLANDS

Útskrá

Mín síða
Bjargir
Náttúra
Menning
IOL 2
IOL 3
IOL 4

Tilkynningar
Mín skráning

Mynstur	Menning	Náttúra	IOL 2	IOL 3	IOL 4	Bjargir	Prufusvæði	Samtals
Eyðufylling	158	107	110	112	19	66	0	572
Felligluggar	35	34	8	7	1	6	0	91
Krossapróf	32	24	16	9	2	13	0	96
Krossapróf, opið	1	1	0	0	0	0	0	2
Krossgáta	16	15	4	0	0	3	0	38
Mikilvæg orð	11	10	0	1	0	0	0	22
Opin spurning	0	0	1	0	0	0	0	1
Para saman	69	63	38	43	14	33	0	260
Satt / ósatt	21	18	21	17	10	8	0	95
Skrafl	1	1	0	0	0	0	0	2

Mynstur	Menning	Náttúra	IOL 2	IOL 3	IOL 4	Bjargir	Prufusvæði	Samtals
Minnispil	0	0	0	0	0	5	0	5
PLÚS Skilaverkefni	0	0	0	0	0	0	0	0

the ISLENSK-ENSK oroadok

Information

Requirements
The **PLUS** programme
About Icelandic Online

Kennari

Leit:

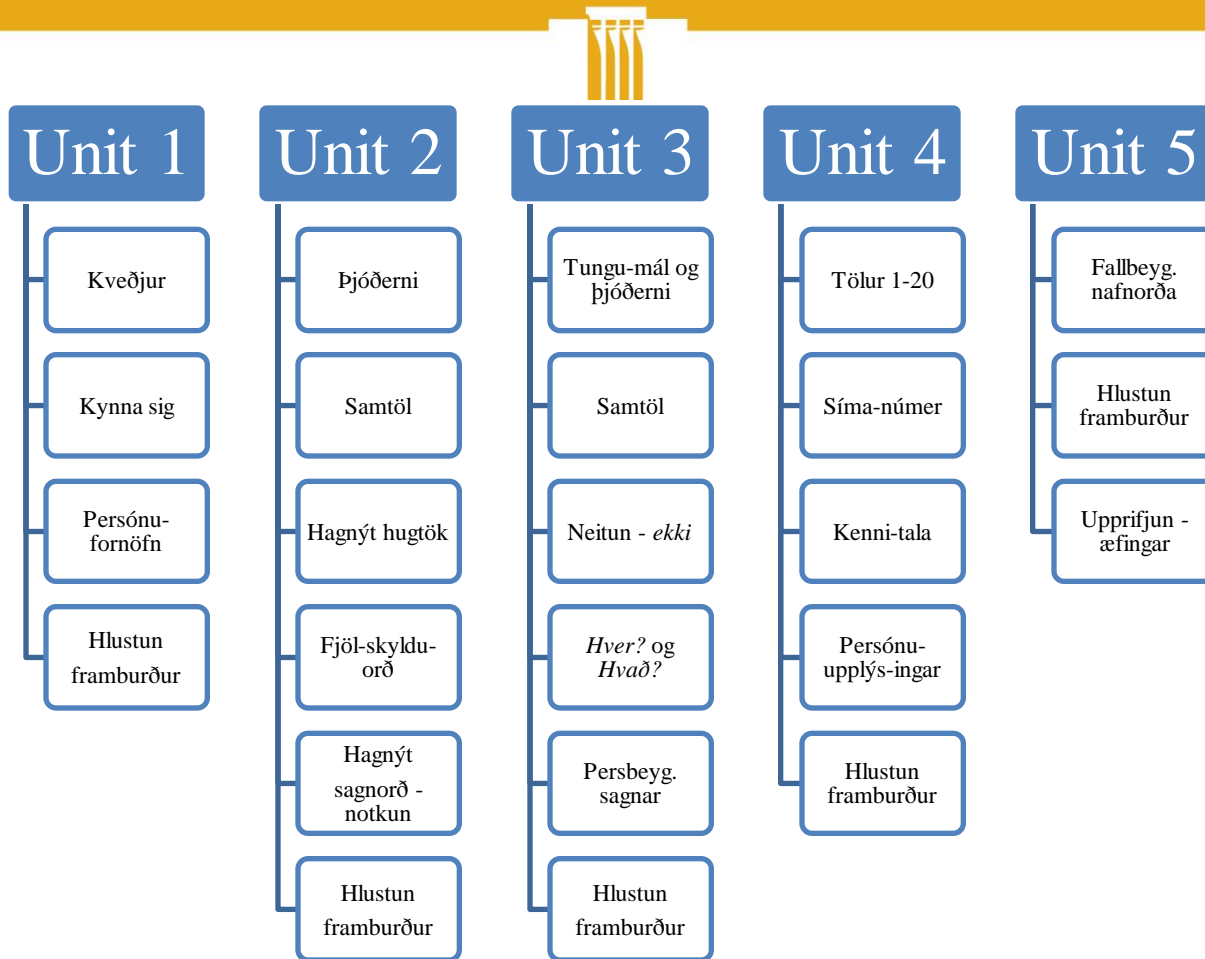
Notendur
PLÚS-umsýsla

Gerð námsefnis

Námsviðföng
Málfræðikaflar
Yfirlit mynstra
Myndaskýrsla
Kvikmyndaskýrsla
MP3-skýrsla
Stikluskýrsla

Internet | Protected Mode: On





Unit 1: Lexicon

- Maður
- Kona
- Stelpa
- Strákur
- Fjölskylda
- Krakkar
- Sími
- Penni

- Klukka
- Bók
- Taska
- Hilla
- Tölva
- Lykill
- Bolli
- Stóll




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B1: Ég

1 Kveðjur

<p>VIDEO:</p> <p>111</p>	<p>Daniel: Góðan daginn. Daniel, Ewa aftast í röð á skrifstofu Ewa: Góðan daginn. Daniel: Ég heiti Daniel. Hvað heitir þú? Ewa: Ég heiti Ewa Daniel: Hvað segirðu gott? Ewa: Allt gott.</p>	<p>Glósa: beyging á SO að heita og gott</p>
<p>111</p>	<p>Tengja saman: Góðan daginn Hvað segirðu gott? Hvað heitir þú?</p>	<p>Ég heiti Anna Allt gott Góðan daginn</p>
<p>111</p>	<p>Breyting. Video með alls konar fólki að heilsa Hljóðdæmi: Góðan daginn</p>	<p>Hljóðdæmi: Gott kvöld Hljóðdæmi: Góða nótt</p>
<p>Hlusta 112</p>	<p>Halló! Ég heiti Daniel Góðan dag, ég heiti Ewa Hæ, ég heiti Anna</p> 	<p>Góðan daginn, ég heiti Jón</p> <p>Aukaflipi m.</p>

Detailed Manuscripts



Icelandic ONLINE

HÁSKÓLI ÍSLANDS

Min síða ↑ Bjargir ↑ Náttúra ↑ Menning ↑ ICL.2 ↑ ICL.3 ↑ ICL.4 ↑ ICL.5 ↑

Bákur: 1 2 3 4 5 6 Práður: 1 2 3 4 5 Síða: 1 2 3 Áfram →

Hraðval: 1-1-1

Bákur 1
Framvinda þín:
Práður 1
Práður 2
Práður 3
Práður 4
Práður 5

Icelandic ONLINE PLUS
Tutor-supported study
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Leit: ✓
Notendur
PLUS-umsjsla

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Yfirlit mynstra
Myndaskýrsla
Kvikmyndaskýrsla
MP3-skýrsla
Stikluskýrsla

Kerfishandbók
1. Inngangur
2. Umsýsluferli
3. Greining notkunar
4. **Kerfiseiningar**
- 4.1 Gagnatöfur
- 4.2 Föll og klásar
- 4.3 Setlætur og dúsur
- 4.4 Kóðaskrár
- 4.5 Móppur
5. SmartEdit ©

- <https://icelandiconline.com/course/Bjargir>

On the Internet



Icelandic Online: End Users

- Open Online Courses
- Blended Learning
 - ✓ Used to support regular course work at UI
- Distance Learning
 - ✓ IOL Plus (with tutor)
- Used by Lecturers of Icelandic Abroad, Secondary Schools, Immigrants, Heritage Speakers etc.
- 170.000 Visits – 50.000 Active Users
 - ✓ Tracking learners since 2006

Enrollment Demographics

- Active vs. Non-Active Learners
 - ✓ 31% active – 69% non-active
- Gender
 - ✓ 49% male – 51% female
- Age
 - ✓ 69% under the age of 31 years
- Education
 - ✓ 78% University students
- Origin
 - ✓ 63% come from 10 countries

Tracking Students in MOOCs



- Need for diverse data on learner behavior in CALL (Fischer 2007, 2012; Stockwell 2012; Colpaert 2012)
- Retention and Efficacy of MOOCs
 - Inconclusive Results
 - Student Intent?
(Golonka et al 2014; Koller et al 2013; Reich 2014)
- Retention and Modes of Delivery
(Harker et al 2005)



Examine Student Retention

- Students' Progression through Online Courses
- Mode of Delivery
- Content Factors

Computer Based Tracking System/Data Mining:

- Tracking 140.000 Students since 2006
- Position of User Logged in Each Course
- Data Stored in a Database
- Analysis through SPSS

Research Focus



Results: Completion Rates

	Survival course	IOL1 Nature	IOL1 Culture	IOL2	IOL3	IOL4	IOL5
Completion %	5.3%	2.4%	3.3%	5.1%	4.9%	18.2%	3.5%
N / total	2016/38167	281/11519	229/6954	195/3805	117/2386	440/2417	41/1185



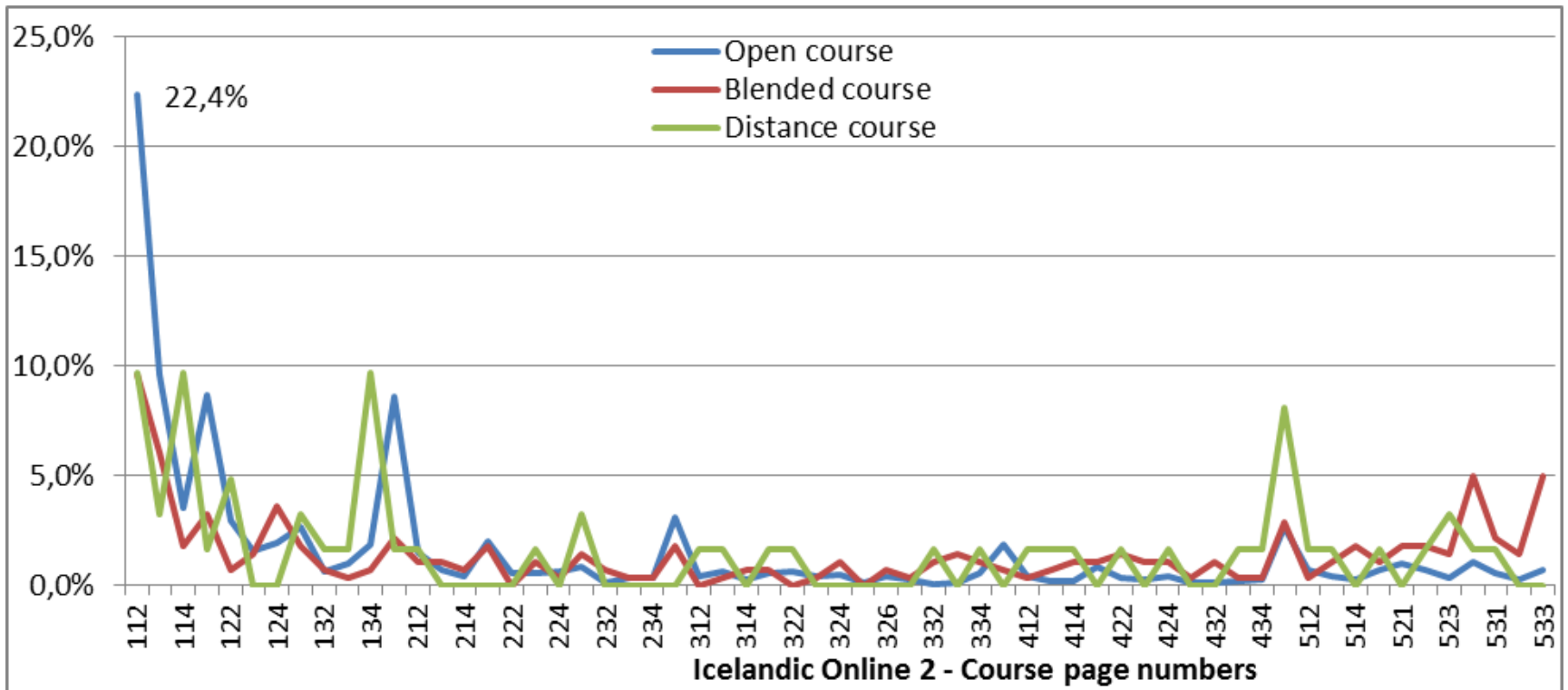
Mode of Delivery and Student Retention

	Open Course – IOL1	Distance Course – IOL1	Blended Course – IOL1
Completion %	2.9%	4%	8.3%
N / total	189/6419	4/101	36/434

	Open Course – IOL2	Distance Course – IOL2	Blended Course – IOL2
Completion %	4.4%	4.8%	14.2%
N / total	152/3462	3/62	40/281

✓ Mode of Delivery affects retention

Retention – IOL2



Retention vs. Drop-out Bundles

Course Related Factors

Course Related Factors which affect retention/drop-out	Retention	Drop-out
<i>Course Organization</i> – Unit, Lessons, Sub-lessons	X	
<i>Course Content</i> – Theme, “Storyline”	X	
<i>Learning Objectives</i> – Focus on Form (Grammar/Vocabulary)	--	--
<i>Learning Objects</i> – Pattern/Types	--	--
<i>Assignment Submission</i>	X	X



Mode of Delivery

- Learners in blended programs are most likely to complete

Course Related Factors

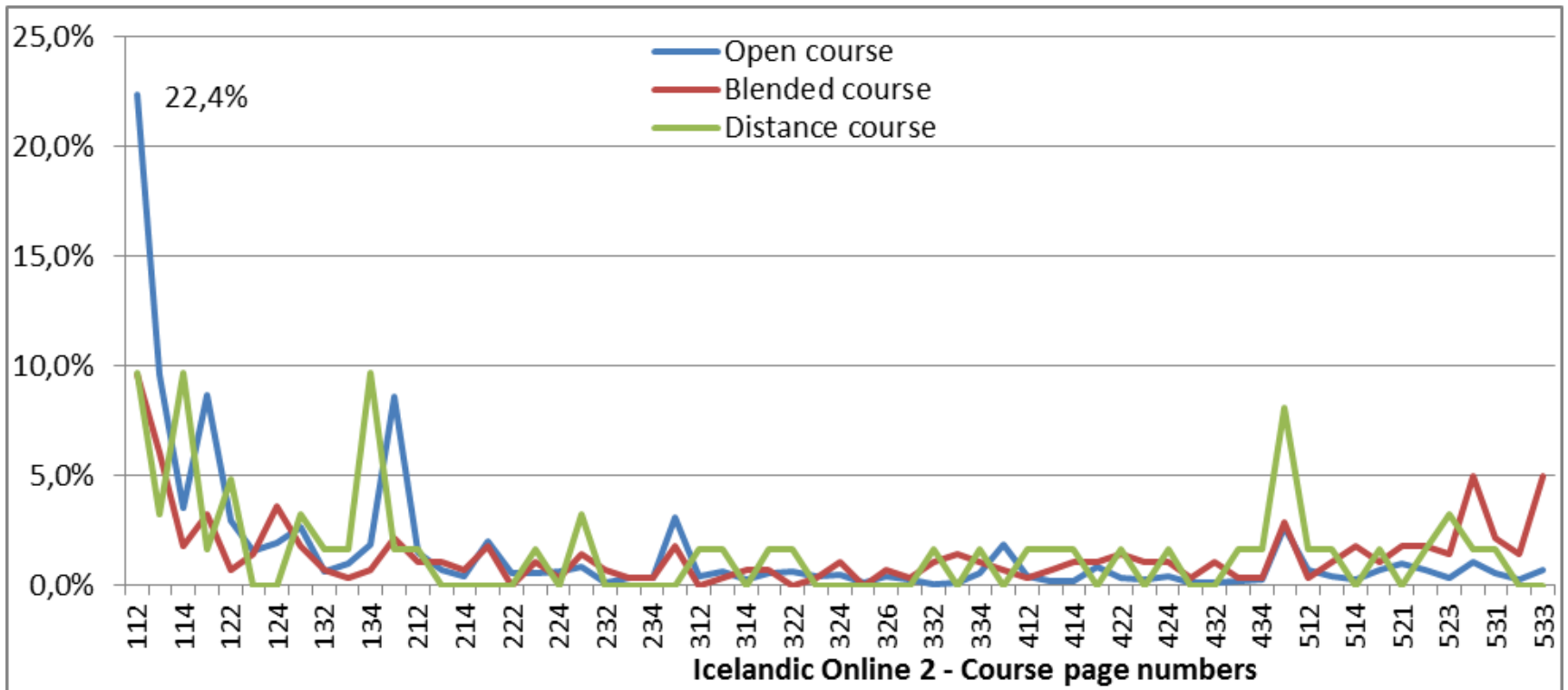
- Theme/Storyline
- Assignment Submission

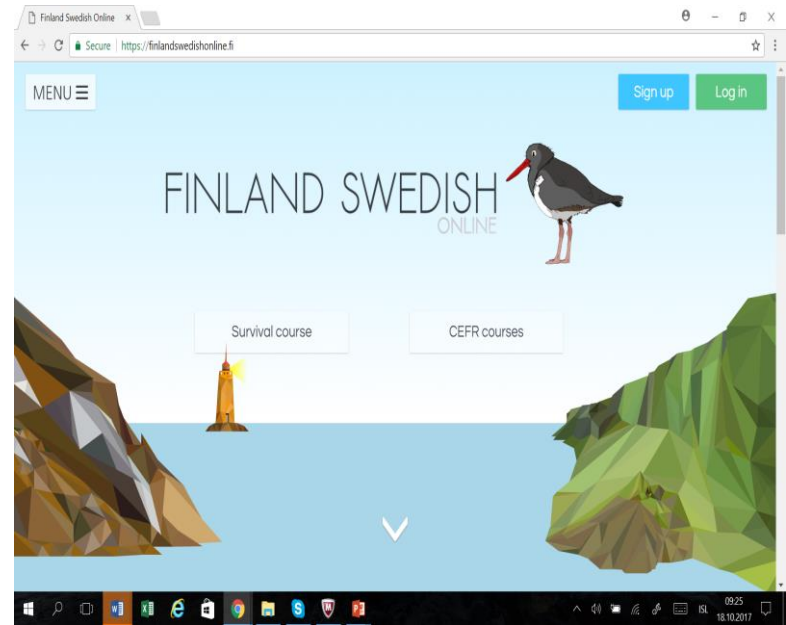
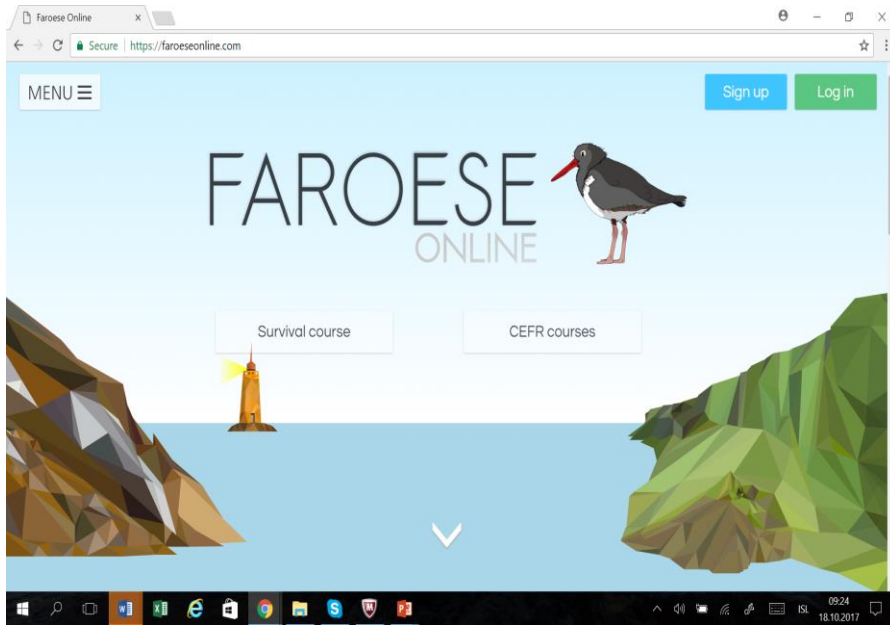
**Determining Factors in Retention
Preliminary Results**

Asking the right questions?

- Student intent?
- When does a student begin a course?
- When does a student complete a course?
- Adjusting the measurement parameters in MOOCs changes retention rates dramatically

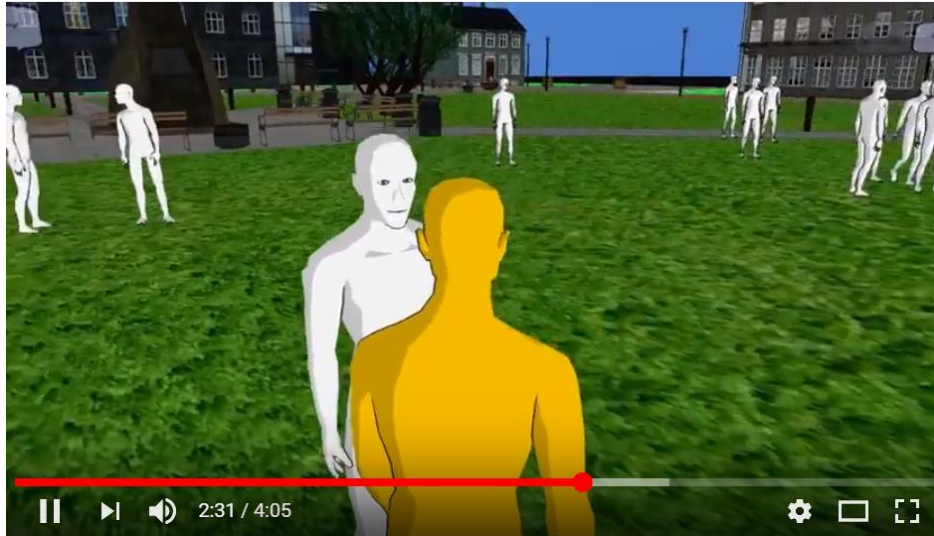
Retention vs. Attrition – IOL2





Other Languages





Virtual Reykjavik Demo

154 views

👍 9 💬 0 ➦ SHARE ≡+ ⋮

- <https://www.youtube.com/watch?v=D8gyiuQlvJo>

Starts at 2.00

VR



The Sky is the Limit!

Arnar Baldvinsson-Adventurepatrol.is



[www.icelandic
online.com](http://www.icelandiconline.com)

TAKK FYRIR!



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Multiplatform system for course development: Demo

- <https://youtu.be/HbOUgQbxxOg>



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