

Digital Education, Innovation, and Bridging the Gaps

THE FRENCH DIGITAL LIBRARY PROJECT



University of
St Andrews

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Who are we?

- Dr Aisling Crean, University of St Andrews
- Dr Pauline Souleau, Lecturer in French, School of Modern Languages
- Interests and collaboration on digital education, language learning, sustainability and accessibility.

Today's workshop



Internet: a useful resource?
Interactive activities



The French Digital Library:
why and what?

Scenario 1

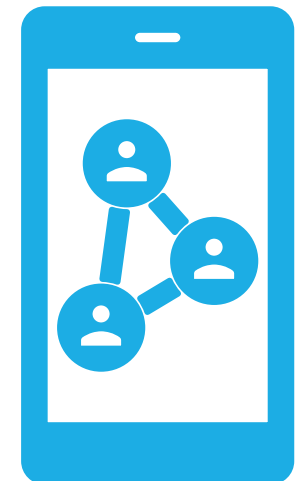
- A Higher pupil would like extra grammar resources focused on the imperfect.
- How do you help?
- Are there useful online grammar resources you usually recommend to pupils (including some specifically focused on the imperfect)? Are they free?

Scenario 2

- A 1st-year university student would like to consolidate their French over the summer. They would like to listen to more French and really like cartoons and animation.
- How do you help?
- Do you know relevant online resources to support the student's self-access learning over the summer? Are they free?



Discuss both scenarios in your group. Record and add some of the online resources discussed (and links if you have them) to the [Padlet](#) or on an old-school piece of paper (they are good too!).





Debrief



Follow-up discussion, scenario 1 & 2

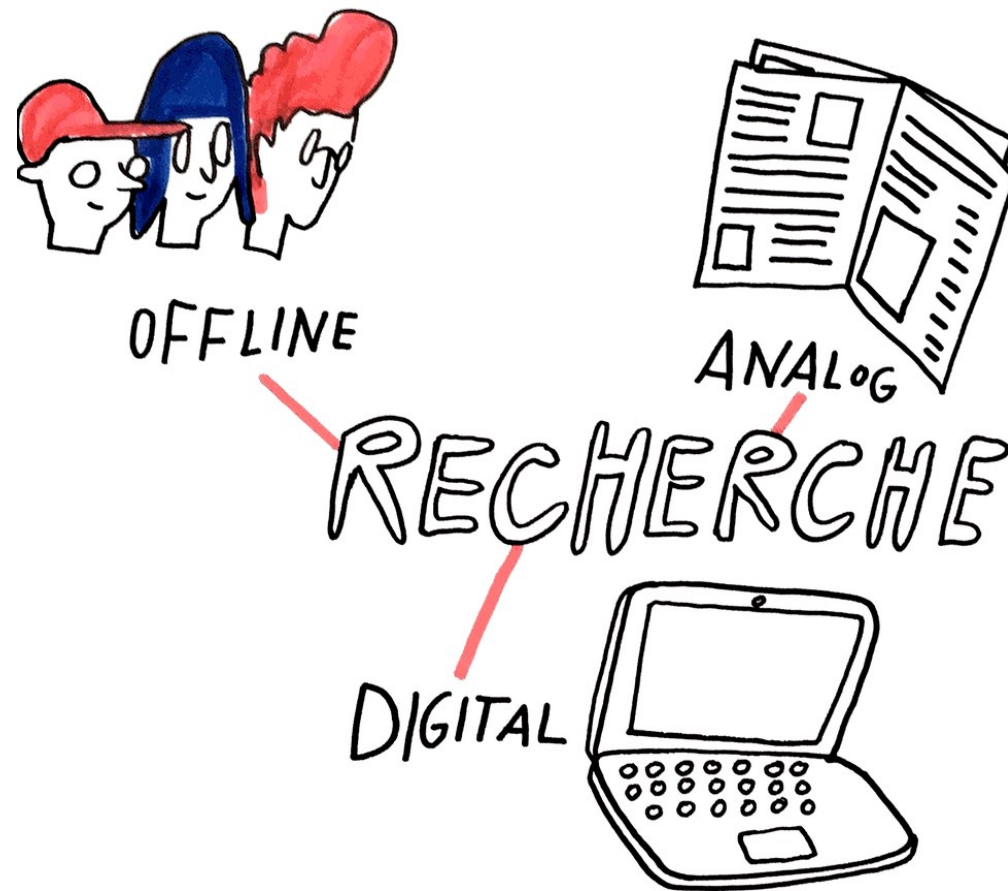
- Now that we have a list of resources, how would you tag/label them for 1) themes (grammar, imperfect, culture, cartoon...); 2) types of resources (textual, video, audio...); 3) level (beginner, intermediate, advanced, A1, A2...); 4) accessibility (resource explained in English or in French? Are there captions? In English or in French? Etc.).
- *Discuss this in your group. You can add your suggested tags/labels for each resource discussed as comments on the [Padlet](#).*





Debrief





Ideation for the French Digital Library:
(French) resources and the World Wide Web...



Observations

- Undergraduate students and school pupils often come to us for advice on suitable resources to consolidate their French and language learning during independent study.
- Social mobility has been greatly impeded in the past few years (Brexit, COVID-19, cost of living crisis...) and linguistic immersion through time abroad isn't available to everyone.
- Language is becoming an endangered subject at school and university and more freely available resources are needed to support Higher, Advanced Higher, HE curricula.
- The internet is a vast platform, not always easy to navigate, even for students 'born in a digital age'.



Main motivations for DE projects in language learning

- **Digital & language equality:** To support pupils and students from less advantaged backgrounds and institutions with guided self-learning of French to consolidate linguistic skills and cultural knowledge of the French-speaking world.
- **Digital linguistic immersion:** To support 'passive immersive' learning experiences of French even in contexts where mobility is challenging (e.g. due to Covid-19, Brexit, or financial difficulty with travelling to France).
- **Digital resilience:** To support the resilience of educators by saving them much needed time hunting for (language) resources thereby also supporting their wellbeing.
- **Digital francophonie:** To support a broader picture of the French-speaking world than currently exists in schools with more diversification of francophone resources



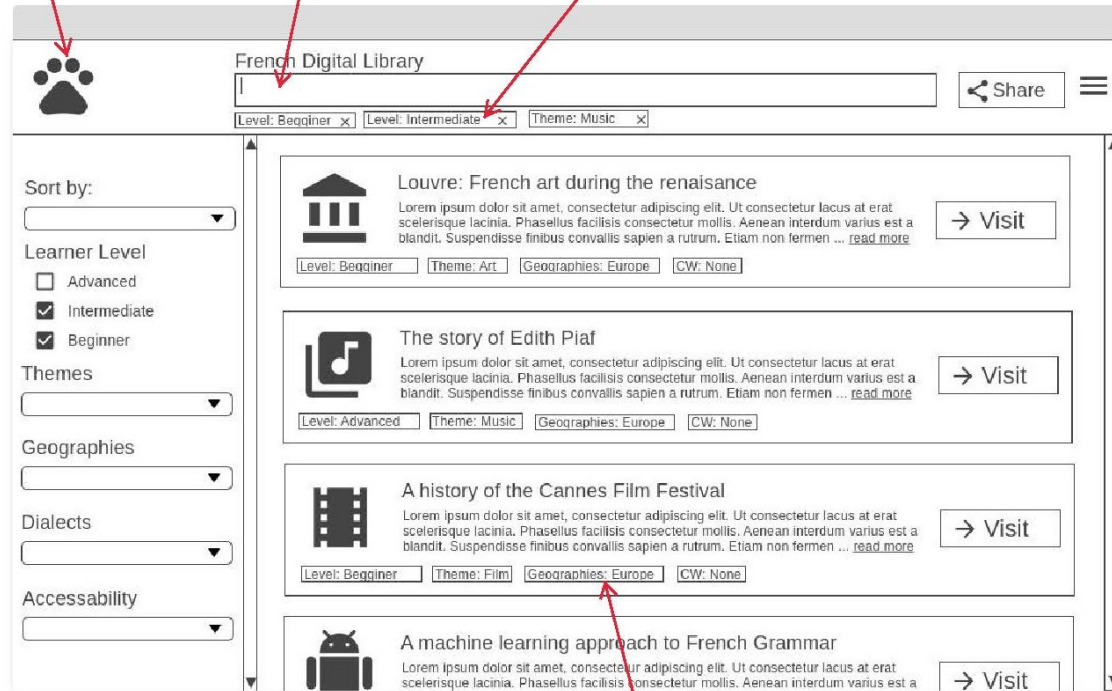
Further motivations

- **Sustainability in education:** supporting a more environmentally sustainable way of learning French for schools to higher education.
- **Digital personalisation of learning:** To support the curation of resources that can be adapted by a teacher or by the learner themselves to a learner's aims, interests, and kinds and levels of competence.
- **Digital natives:** Challenging the harmful misconception that students and pupils are 'digital natives' who are 'born digital' with an innate understanding of how to use digital tools and find and curate appropriate resources.

Logo: Will be updated
(links back to home-page)

Search bar

Filter tags: provide an easy way to adjust search results



Resource tags

The FDL: presentation

- The platform (in a nutshell): a curated, modular, accessible online depository of existing digital resources (podcasts, videos, music, websites, YouTube channels, etc.)
- Primary users: UG students and school pupils
- Secondary users: educators and all French learners
- The FDL: a collaborative digital education project
 - Dr Aisling Crean & Dr Pauline Souleau
 - Computer Science: Kenneth Boyd & Dr Kirsty Ross
 - Entrepreneurship Centre/St Andrews Innovation: Innovation & Impact
 - SCILT: Sheena Bell
 - UG & PG students
 - Schools
- UCFL seed funding > [rough prototype](#)/MVP (design and development: Tim McCurrach)


```
for object to mirror...
mirror_mod.mirror_object

operation == "MIRROR_X":
    mirror_mod.use_x = True
    mirror_mod.use_y = False
    mirror_mod.use_z = False
operation == "MIRROR_Y":
    mirror_mod.use_x = False
    mirror_mod.use_y = True
    mirror_mod.use_z = False
operation == "MIRROR_Z":
    mirror_mod.use_x = False
    mirror_mod.use_y = False
    mirror_mod.use_z = True

selection at the end -add
mirror_ob.select= 1
modifier_ob.select=1
context.scene.objects.active
("Selected" + str(modifier_ob
mirror_ob.select = 0
= bpy.context.selected_object
data.objects[one.name].select

print("please select exactly

-- OPERATOR CLASSES -----

types.Operator):
    X mirror to the selected
    object.mirror_mirror_x"
    mirror X"
```

The demo

<https://french-digital-library.herokuapp.com/>



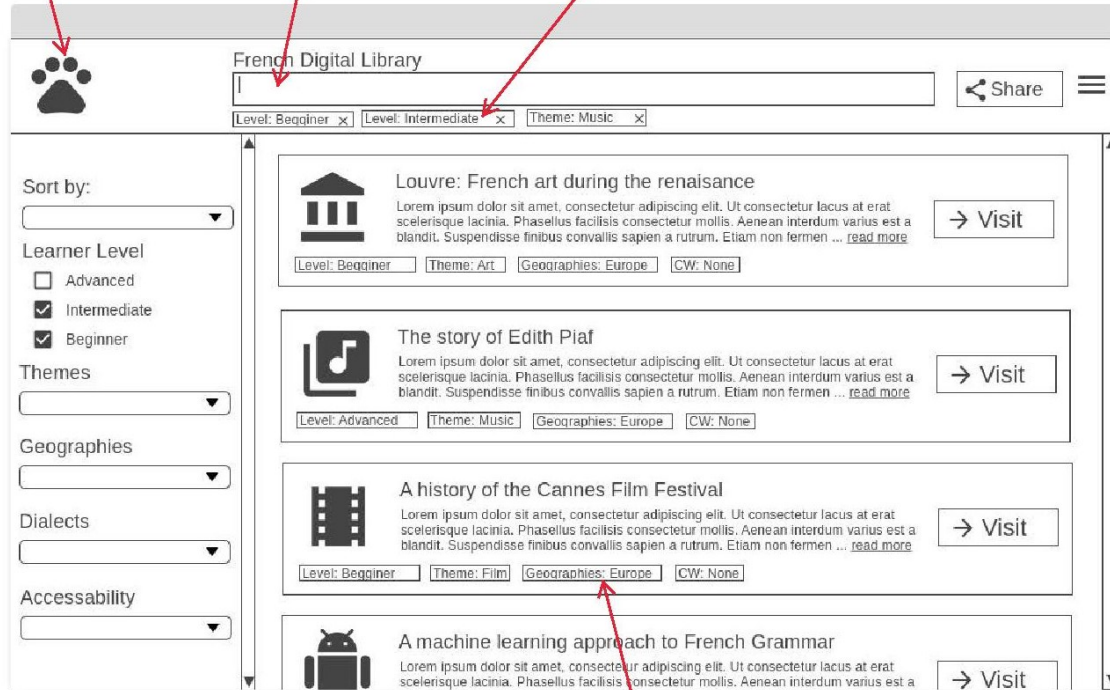
Questions and Discussion



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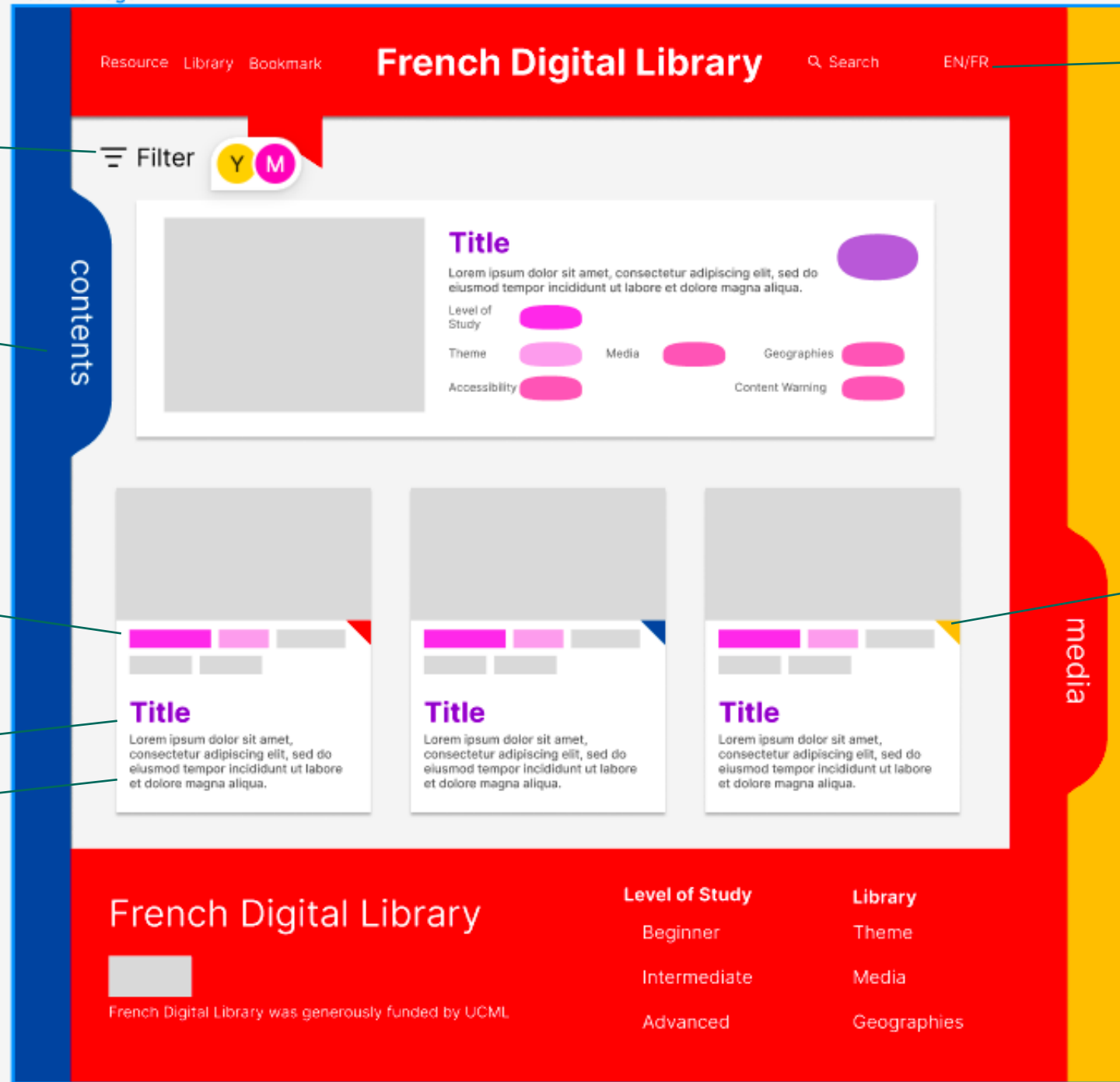
Resource tags

The FDL: testing, re-design and development of the prototype

- Rough prototype/MVP
- User-testing and user-research: UG, PG, & Schools
 - Summer 2023: [STEP](#) teams
 - S2 2024: CS5042 (User-Centred Interaction Design)
- Aims of testing and re-designs:
 - A user-friendly platform that tackles learning needs in an engaging way
 - A diverse and sustainable platform: more diverse resources; for students & by students
 - An accessible code and platform:
 - free to use
 - applications beyond French
- Development: [StARIS internship](#) (Mary Olaleye, 2023-24)

New design models





filter
dropdown
menu
navigation
tabs

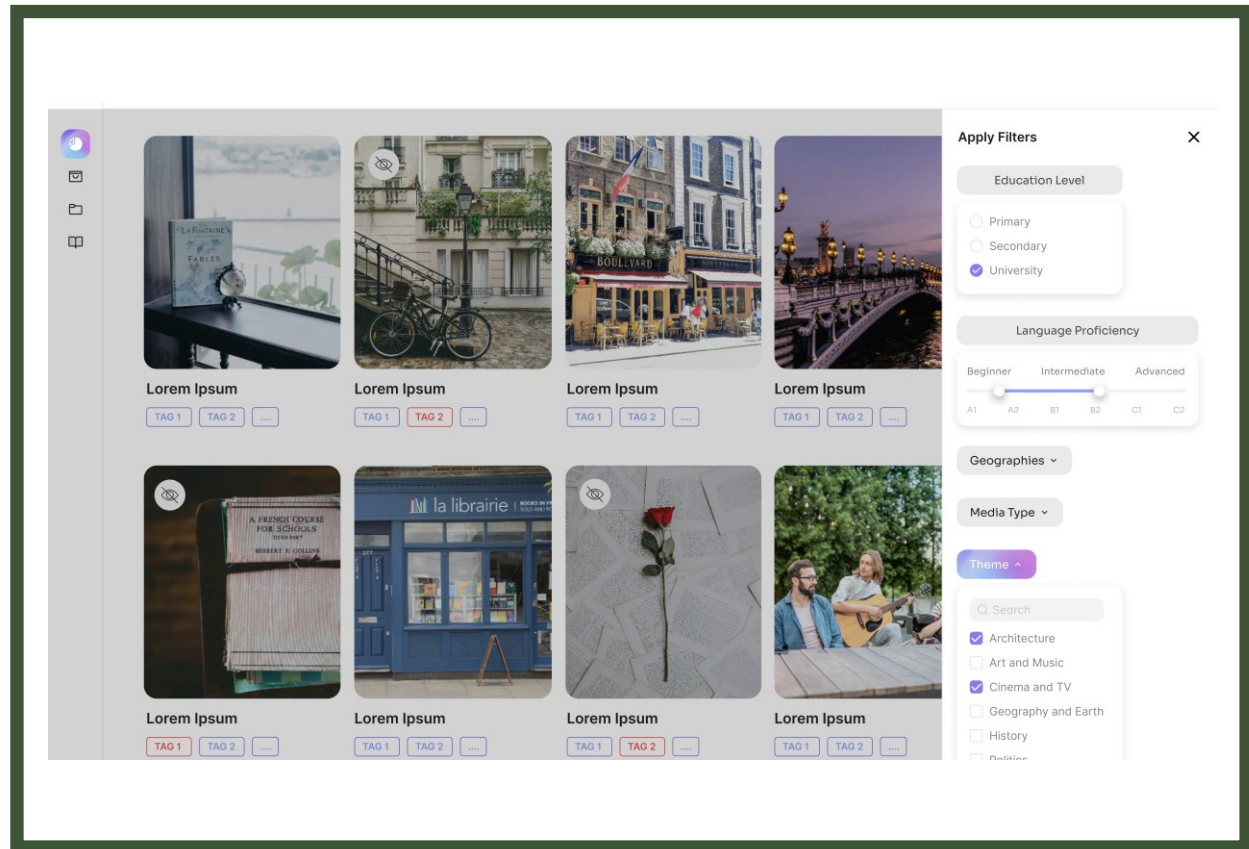
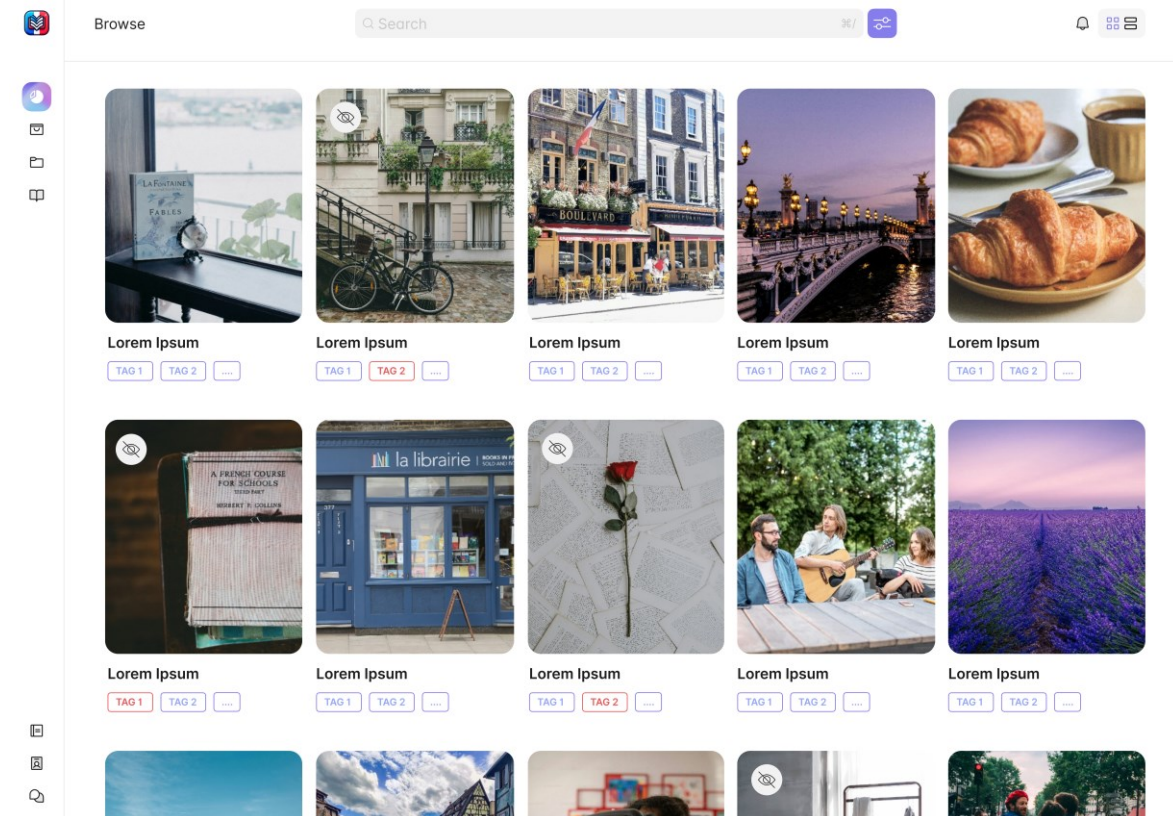
language

tags

difficulty

site name
description

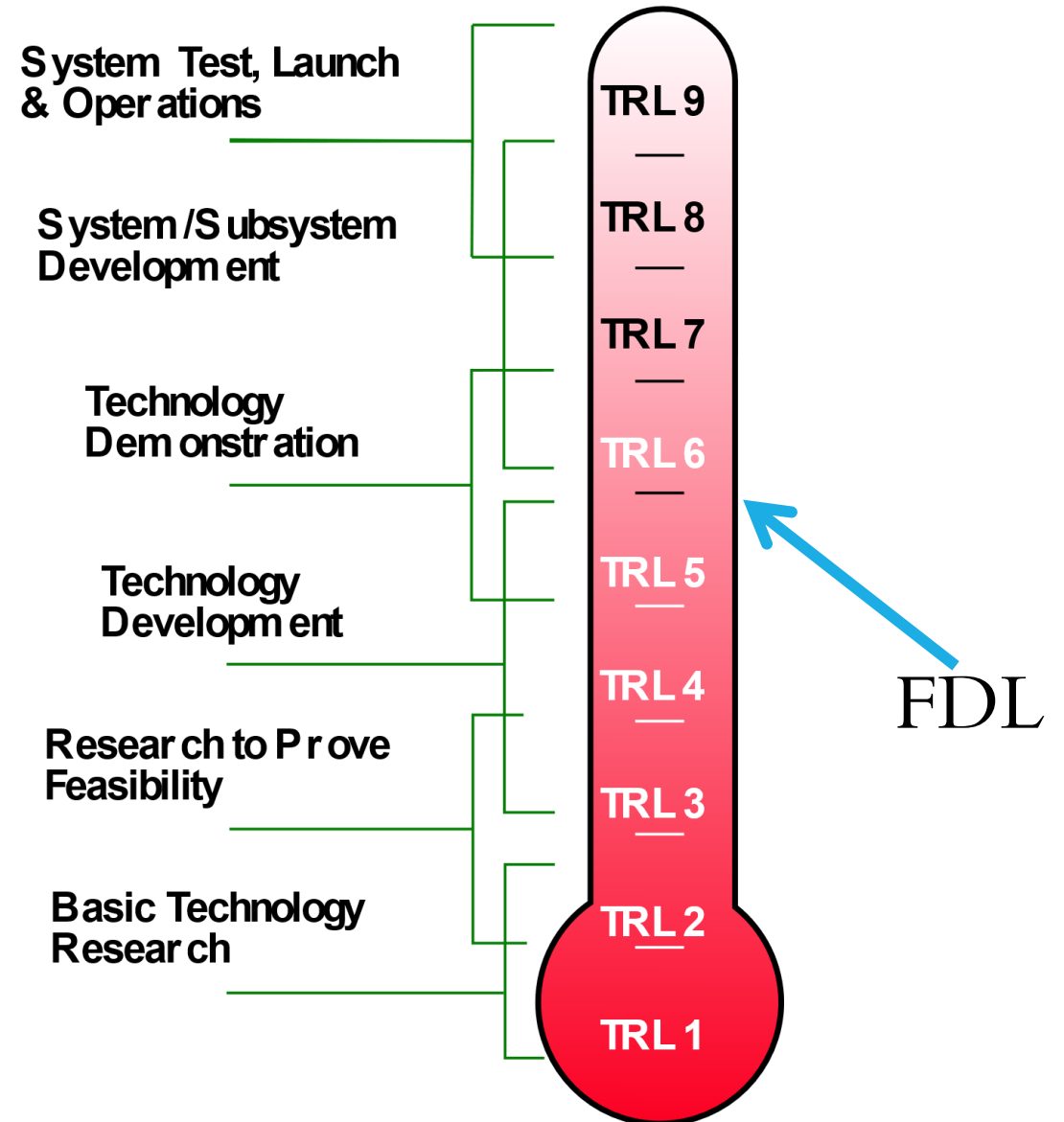
Design & slide:
Kitty Cao & Yuxin Zhang



Design:
Soumya Arora, Amy Boyce,
Samarth Manjunatha Bedre, Ling Wang

TLR: technology readiness levels

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Turning point and the next steps: implementation and launch

- Design & Development: implement re-design models
- Curation: oversee curation process (student internships/modules: [STEP](#); [StARIS](#); [VIP](#))
- Pedagogy & Scholarship: research map in Digital Education, Language Learning, Access and Participation, Sustainable Education
- Shift to University of St Andrews website
- Next round of testing (UG and Schools)
- Innovation & Impact grants / Innovation Fellowships / Educational Development Leave (ideally 2025-26)
- Wider dissemination & launch (2026)



Future of the platform

- Sustainability and maintenance (design, development, and curation)
- Getting students involved: for students, by students.
 - Digital education should support and be embedded in the language curriculum;
 - Outreach/education experience should be embedded in the curriculum (our current undergraduate students = teachers of tomorrow).
- Other applications: beyond French and beyond languages.



The background of the slide features a dark, textured surface with various mechanical and symbolic elements. On the left, a large, reddish-brown gear is partially visible. Below it, a green gear is partially shown. In the center, there are several interlocking puzzle pieces, some of which are white and others are dark. A dashed line forms a rectangular shape on the right side. At the bottom left, there is a small, dark, circular object that looks like a cup or a container. The overall theme suggests a process of assembly, investigation, or learning.

Thank you!

If you would like to get involved (testing / using the platform, suggesting resources):

tfdl@st-andrews.ac.uk

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