Design Brief: The FSL Hub/Pôle FLS

v.1

1. Introduction

1.1. General Background

The **Glendon Accelerator for Innovation and Best Practices in French Teaching[1]** invites prototypes for a proposed new FSL Hub/Pôle FLS.
The mission of the new FSL Hub/Pôle FLS is twofold:
1) to provide an interactive, inclusive, collaborative, and non-competitive space where knowledge is mobilized and amplified and the voice and experience of all FSL stakeholders are honoured, and
2) to engage a community of practice in the co-creation of meaningful, openly accessible resources that support bilingual lifelong learning, inclusion and retention.

1.2. EECS 3461 F20 Contextualization

A larger version of this design brief will be issued via a forthcoming "Call for Proposals" under York University's procurement process. This is the process followed by research teams who wish to hire external third party developers to complete York-related work, as per Senate Policy[2]. An abbreviated form of the design brief is being provided to the students in EECS 3461 F20 so that they may gain hands on experience in UI design for an actual client (as opposed to a made-up fictional design exercise).
This design brief concerns item #1 above. The other items are included to provide background but are not included in the scope of this design brief.
The design work entailed to respond to this brief has been fitted to the parameters of graded course activities. The course activities have been tailored to match the course's Course Learning Objectives and the time and resource constraints. Thus, the course activities may reflect certain simplifying assumptions. Students retain copyright of their intellectual work. Students should know that their work on the course assignments is not 'free labour' for the client but rather an experiential educational learning opportunity.

2. About the Client

The **Glendon Accelerator for Innovation and Best Practices in French Teaching** project is co-led by York Associate Professor Muriel Peguret, Associate Professor Dominique Scheffel-Dunand and researcher Mirela Cherciov. The accelerator hub has received funding from the Department of Canadian Heritage, as part of their $31 million investment to recruit more immersion and French-as-a–second-language teachers[3].
The project team includes a diverse variety of people involved in education, such as teacher candidates, current teachers, postsecondary course instructors and university professors. There are a number of York graduate and undergraduate students who are working on the project in the capacity of Research Assistants.

3. Target Users

A diverse range of users of the FSL Hub/Pôle FLS are expected: Students (Learners), Parents/Families, Teachers, Educational Program Administrators, Community Organizations that advocate for FSL education.
See the 'Appendix I: FSL Stakeholders – Summary Table.pdf' document.

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[1] **York University's Glendon Campus stepping up to help address shortage of FSL teachers**
https://yfile.news.yorku.ca/2020/10/20/york-universitys-glendon-campus-stepping-up-to-help-address-shortage-of-fsl-teachers/
[2] **Procurement of Goods and Services (Policy),** York Secretariat
https://secretariat-policies.info.yorku.ca/policies/procurement-of-goods-and-services-policy/. High value Call for Proposals are made openly, and appear on public-facing sites, such as https://www.merx.com/public/solicitations/open?keywords=York+university

[3] https://www.canada.ca/en/canadian-heritage/services/official-languages-bilingualism/official-languages-action-plan/2018-2023.html#a11d

4. The FSL Hub/Pôle FLS Activities and Objectives

The FSL Hub/Pôle FLS is a component of a broader project, which aims to support the growing demand of FSL Teachers in Ontario. The project has been commissioned by Heritage Canada with the purpose of seeking to identify the impact and value of FSL teacher recruitment and retention, and to contribute to building the community of FSL as a whole. As part of this agenda, the current project will:

1. Mount an FSL Accelerator, a hub for open knowledge, educational resources and a social network to support the   FSL community in Ontario and Canada;
2. Work to create a community that engages different stakeholders as active users, contributors, and evaluators of the shared knowledge and best practices;
3. Engage, lead, and mentor the largest number of actors possible, while fostering inclusion of these diverse stakeholders, and ensuring accessibility to all;
4. Address the structural issues that pose barriers to FSL teachers' recruitment and retention.

The FSL Hub/Pôle FLS will consist of a repository of OER content. The repository will be accessible via any compliant web-browser and will be available in both English and French. The OER items may be in either English or French (and will not be translated). Each OER content item will be accompanied by bilingual metadata.

The repository will offer a browsing option that will list its content in gallery and/or list views. The repository will offer basic and advanced filter and search options.

The repository will afford interaction to both anonymous users and known users. The OER content can be shared via social media and through LMS systems, including Google classroom.

Users become 'known' via an account profile and account login credentials. Known users can provide feedback and reviews of the content. Known users can favourite and save content in their own personal viewing portal. Known users will be able to upload and download content. Additional metadata can be added by known users. The FSL Hub/Pôle FLS will support a Community of Practice[4]. The FSL Hub/Pôle FLS will allow users to find and speak with other users in forums and chat rooms. It will allow them to collaborate and create content that then can be used/remixed and shared by others.

The FSL Hub/Pôle FLS will offer a credentialing feature that allows users to get certified.

In terms of back-end, the following details are known: the repository content is to be stored in a database. The FSL Hub/Pôle FLS will be new platform and has no previous infrastructure. The infrastructure is to be built on a cloud-based system using best practices (e.g. Docker and Kubernetes).

5. Hub Structure

The website will contain the following navigation structure

- Home - Gallery View of the FSL Hub/Pôle FLS
- About
    - o Mission and vision
    - o History
    - o FAQ
    - o Governance
- My Account
    - o Personalized Dashboard
- Community of Practice
    - o Community
    - o Create an OER
    - o Credentialing
- Contact us

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[4] https://en.wikipedia.org/wiki/Community_of_practice

6. Hub Features

6.1. Initial Population of Content

In the steady state, the FSL Hub/Pôle FLS will reflect the uploaded content from the community at large. To begin, the repository will be populated with the OER items from the following:

- https://transformingfsl.ca/en/ (includes resources stakeholders who aren't just teachers)
- http://www.learnalberta.ca/ (FSL ones only)
- http://www.frenchlrc.ca/en/quicklinks/Pages/default.aspx#/=
- https://guides.lib.montana.edu/c.php?g=890929&p=6406041 (only the items under the 'French' section)
- https://libguides.humboldt.edu/openedu/fren

These sources contain a wide variety of OER types (textbooks, videos, activities). Some of the items are links to other websites, which themselves contain OERs among the content.

6.2. Metadata Structure

An extensible metadata structure for each OER item is needed. The metadata will consist of a number of fields. Each field is to be associated with a value. All values will also be understood to be tags. The metadata structure will allow an open tag set (i.e., OER item contributors are able to create new tags), and the FSL Hub/Pôle FLS administrators may need to perform tag wrangling (depending of the tagging practises demonstrated by the contributors).

The fields will correspond to the facets (dimensions) on the faceted navigation feature (see below). The fields will comprehensively describe the OER item.

The set of metadata fields is still under development; fields include:

- the metadata field '**category**' refers to the type of OER (possible values/tags: textbook, video, test instrument, worksheet, lesson plan, report)
- the metadata field '**learner age**' refers to the grade level of the learner who is the anticipated user of the OER, using Ontario nomenclature for FSL learner level (kindergarten, grade 1-3, grade 4-6, grade 7-9, grade 10-12)
- the metadata field '**learner level**' refers to the grade level of the learner who is the anticipated user of the OER, using CEFR nomenclature for FSL learner level (A1, A2, B1, B2, C1, C2)
- the metadata field '**resource format**' refers to the type of resource format (PDF, Word doc, Excel doc, PowerPoint, Video formats, etc.)
- the metadata field '**curriculum/learner outcomes**' refers to the learning objectives addressed by the OER as aligned with the curriculum (Vocabulary and expressions, Language structure and conventions (grammar and syntax), Appropriate use of language structure and conventions in different contexts (Sociolinguistic), Pronunciation, Oral language, Learning strategies)

6.3. 'Known' Users & Personalized Dashboard

The FSL Hub/Pôle FLS should be welcoming to any users, whether known or not. Users, if desired, will have the option to create an account. Accounts will be protected via login credentials. Having a account will allow users access to a broader set of features. One feature is Personalized Dashboard. The content of the Personalized Dashboard will be explained via the features below.

See 'Appendix II: Functionality Overview: Personalized Dashboard'

6.4. Download

The download feature allows users to select one or more OER items, and, for the selected item(s): (i) users can choose to save the item to their Personalized Dashboard (if they have accounts; if they do not, the option to create an account should be offered), and/or (ii) they can choose retain a copy outside of the repository (at a destinate of their choosing, such as local drive or other cloud storage).

See 'Appendix II: Functionality Overview: Download'

6.5.   Upload

The upload feature allows users to add an OER item to the repository.
See 'Appendix II: Functionality Overview: Upload'

6.6.   Gallery View

6.6.1. Initial View (on Home Page)

Users of the FSL Hub/Pôle FLS will be greeted with a gallery view of the repository content. The initial gallery view will offer both Filters and Faceted Navigation (see below).
See 'Appendix II: Functionality Overview: Initial Gallery View'

6.6.2. OER Item View

When the user selects a particular item from the gallery view, they should be presented with an OER Item View. The view will present the metadata information in a user friendly manner, as well as the items connected with the Activities and Objectives listed in section 4 above.

6.7.   Faceted Navigation

Every gallery view shall offer faceted navigation.
There will be a textbox that will allow the user to type one or more 'keywords'. Completion will be offered for keyword prefixes that correspond to tags that occur in existing metadata (e.g., for the prefix 'gra', the possible completions offered will include 'grade 1' 'grade 2', etc). If more than one keyword is provided, this is treated as a conjunction (e.g., the two keywords 'grade 1' 'textbook' means 'grade 1' AND 'textbook', not 'grade 1' OR 'textbook'). The current gallery view will then be updated to eliminate any that do not match the criteria. Additionally, a 'refine this search by' panel will be presented. The dimensions for refinement will correspond to all or a subset of the metadata fields.
See 'Appendix II: Functionality Overview: Faceted Navigation'

7. Competitor Hubs

https://transformingfsl.ca/en/ (includes resources stakeholders who aren't just teachers)
http://www.learnalberta.ca/ (FSL ones only)
https://www.ecampusontario.ca/
https://www.idello.org/en
https://www.oercommons.org

8. Design

The design should be clean and uncluttered. We would like to feature a mixture of graphics and text-based content.

9. Other Requirements

None at this time.