OPEN EDUCATIONAL RESOURSES: THE VERSATILITY, FLEXIBILITY, AND ADAPTABILITY OF OER PodorozhiUA.com IN TEACHING AND LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

Alla Nedashkivska

University of Alberta
Department of Modern Languages and Cultura Studies
200 Arts, University of Alberta, Edmonton, AB, T6G2E6, Canada
e-mail: alla.nedashkivska@ualberta.ca
https://orcid.org/0000-0002-9415-3782

Olena Sivachenko

Carleton University
Engineering Practice Program
2010 Minto Centre, 1125 Colonel By Drive, Ottawa, ON, K1S 5B6, Canada
phone: 1 613 520 80 79
e-mail: olenasivachenko@cunet.carleton.ca
https://orcid.org/0009-0008-0072-6473

This article discusses the pedagogical potential of Open Educational Resources (OERs) for Ukrainian language instruction and other less commonly taught languages (LCTLs), using *PodorozhiUA.com* as a case study. OERs designed with research-informed principles address persistent challenges in LCTL contexts, including limited access to current materials, uneven institutional support, heavy instructor workload, and diverse learner profiles. The resource's blended-learning model demonstrates how integrating online and face-to-face components redistributes instructional functions in meaningful ways: online environments introduce content, support self-paced learning, and enable extended engagement with authentic materials, while classroom time focuses on collaborative, communicative tasks. Evidence from learner engagement research shows that such structures foster autonomy, reduce anxiety, and enhance confidence in interaction-rich settings. Instructor perspectives highlight OERs as both pedagogical and infrastructural support, reducing content development burdens and promoting consistency across levels and modalities – critical for Ukrainian programs that often operate with limited staffing and resources. The resource's adaptability proved essential during the COVID-19 pandemic and Russia's full-scale invasion of Ukraine, supporting rapid transitions to remote learning and responding to heightened global interest in Ukrainian. Global adaptations of the resource underscore essential design features – interpretability, modularity, technological openness, and pedagogical transparency – allowing flexible use across institutions, cultures, and delivery formats. This study argues that OERs strengthen educational resilience, foster innovation, and expand access for LCTLs. The authors advocate sustained investment in OER development as a strategy for long-term programmatic stability and instructional continuity across diverse and unpredictable contexts.

Key words: teaching and learning Ukrainian, Ukrainian as a foreign language, Ukrainian language pedagogy, Open Educational Resources (OER), blended learning, PodorozhiUA.com.

Over the past few decades, Ukrainian language education – **particularly in contexts outside Ukraine** – has been shaped by rapid technological change, evolving learner expectations, and the challenges inherent to teaching a Less Commonly Taught Language (LCTL). Programs have had to respond to shifting student demographics and to increasing demand for flexible, multimodal instructional environments. At the same time, the persistent scarcity of contemporary, research-informed teaching materials has continued

to constrain innovation in Ukrainian language pedagogy. Many programs rely heavily on traditional print-based textbooks, which are often unable to reflect pedagogical advances or to provide the digital infrastructure required for today's learning environments. These conditions have created a clear need for instructional models and materials that are both scalable and adaptable.

Open Educational Resources (OERs) have emerged internationally as one response to these pressures, offering accessible, flexible, and sustainable alternatives to commercial materials. For LCTLs in particular, OERs provide opportunities to overcome long-standing resource limitations through collaborative development, open access, and iterative refinement. The blended-learning resource *PodorozhiUA.com [19]*, developed at the University of Alberta beginning in 2014–2015, represents one such initiative. It was conceived not simply as a digital textbook but as an integrated OER designed to support a balanced distribution of instructional functions between online and face-to-face environments. This resource was developed in direct response to student feedback about the need for flexibility, technology-supported interaction, and opportunities for autonomous learning, and it intentionally aligns with broader principles of communicative pedagogy and learner-centered design [8].

The present article uses *PodorozhiUA [19]* as a case study through which to examine the broader value of OERs for Ukrainian language instruction. It synthesizes findings from nearly a decade of research on various aspects of the resource's development and use, including studies on student motivation [16], blended-learning implementation [8; 22], learner satisfaction and engagement [13; **14], instructor perspectives [17], and the re**source's role in remote learning contexts during the COVID-19 pandemic [18; 15]. Taken together, these studies illustrate how an OER can function as pedagogical infrastructure for an LCTL, supporting learners, aiding instructors, and enabling innovation in course design.

In highlighting how *PodorozhiUA [19]* has been implemented, adapted, and scaled across a range of instructional settings, the article demonstrates the potential for OERs to address systemic challenges in Ukrainian language education. Importantly, the analysis also considers how the resource performed during moments of crisis – most notably the COVID-19 pandemic and Russia's full-scale invasion of Ukraine – when the need for flexible, accessible, and rapidly deployable materials became especially pronounced. In this way, the article positions OERs not only as useful pedagogical tools, but as resilient educational frameworks capable of supporting continuity, adaptability, and programmatic stability in both routine and extraordinary circumstances.

From Motivation to Innovation: Why a New Model Was Needed. The origins of *PodorozhiUA [19]* lie in recurring insights from early research on student motivation and learner needs. Surveys conducted in 2014 revealed that learners valued the study of Ukrainian deeply – motivated by heritage connections, cultural interest, or academic goals – but felt that traditional instructional materials did not fully support communicative proficiency or reflect the contemporary realities of Ukraine [16]. Students consistently noted that they required more flexibility in how and when they engaged with course content, greater integration of digital tools, opportunities for autonomous work, and resources that mirrored the multimodal, interactive environments in which they engaged outside the classroom.

These findings echoed broader trends in language pedagogy, which emphasize that modern learners – frequently characterized as tech savvy – expect technologically enhanced environments where multimodality, interactivity, and flexible pacing are central features

[22]. The existing print-based materials for Ukrainian, however, were poorly aligned with these expectations. They limited the incorporation of authentic texts, constrained opportunities for interaction, and lacked mechanisms for regular, structured self-study.

It was precisely this mismatch between learner needs and existing resources that prompted the development of a resource incorporating a blended-learning model that combines three weekly face-to-face meetings with three online sessions. This approach offered the possibility of reducing lecture-style instruction in favor of communicative practice while simultaneously enhancing opportunities for independent, input-rich learning outside the classroom. The aim was not merely to digitize content, but to reconceptualize the learning experience in a way that foregrounded autonomy, flexibility, and meaningful engagement.

Blended Learning as Transformative Pedagogical Model. The shift toward a new pedagogical model required not only technological innovation but also a clear theoretical foundation. In our earlier work, we adopted widely accepted definitions of blended learning that conceptualize it as a purposeful, pedagogically grounded integration of face-to-face and online learning experiences into a single, coherent instructional design. As outlined in Nedashkivska [12], blended learning is not a simple combination of classroom instruction with digital tools. Rather, it constitutes a restructuring of learning environments in which the strengths of both modalities are leveraged to promote deeper engagement, better preparation, greater learner autonomy, and more meaningful communicative practice. Scholars such as Garrison and Kanuka [4] have argued that blended learning generates a 'transformative' pedagogical space, one that encourages reflection, interaction, and knowledge construction through the interplay of synchronous and asynchronous learning [1; 5; 6; 7; 11; 20]. This theoretical perspective guided the development of PodorozhiUA [19], informing decisions about the distribution of instructional functions, the sequencing of online and in-person tasks, and the design of a learning environment that would support both independent exploration and collaborative communicative practice.

Design Principles and Structure of PodorozhiUA.com. The pedagogical architecture of *PodorozhiUA.com* [19] is organized metaphorically as a journey, with each weekly unit – or "Trip / Подорож" – guiding learners through a sequence of structured engagements. Within every Trip, learners participate in face-to-face "Meetings / Зустрічі," complete online "Stations / Станції," and conclude with a "Transfer / Пересадка," which consolidates learning and transitions them toward the next module. This cyclical structure creates a predictable rhythm that helps learners develop habits of preparation, reflection, and self-regulation [14].

The face-to-face sessions foreground communicative activities. Here, learners work collaboratively to engage in pair-based dialogues, group tasks, role-plays, and other interactional activities designed to deepen communicative competence. Grammar, instead of being taught deductively in class, is introduced in the online sessions and then practiced communicatively in the Meetings, ensuring smoother integration between receptive and productive skills.

The online Stations serve as the primary site for introducing vocabulary, grammar, and receptive skills. They incorporate multimedia presentations, listening and reading activities, handwriting and typing practice, and various gamified tasks. They also include moderated forums that allow learners to practice writing asynchronously and to interact with peers beyond the classroom setting. These components not only diversify modes of input but also support learners in pacing their own study, reinforcing key principles of blended learning and cognitive scaffolding.

The weekly Transfer consolidates the content of each Trip, providing opportunities for short writing and speaking tasks that encourage synthesis of the material and prepare learners for the communicative demands of the following unit. This final step reinforces continuity, ensuring that learning is cumulative and interconnected [22].

Student Outcomes: Satisfaction, Engagement, and Confidence. Across multiple studies conducted between 2015 and 2021, student perceptions of the blended-learning model were consistently positive. Learners often commented on how the structure of *PodorozhiUA* [19] helped them recognize their own learning rhythms, provided multiple paths toward understanding, and enabled them to make significant progress within relatively short periods of time. Survey results from the early implementation stages demonstrated high levels of satisfaction, with a large majority of students reporting that they found the resource accessible, supportive of their development, and well-integrated with in-class instruction. Students frequently noted that the alternation between online and face-to-face modalities allowed them to arrive in class better prepared for communicative activities and more confident in their ability to participate meaningfully.

Learner engagement was examined at multiple levels – behavioral, emotional, cognitive, agentive, and, during the pandemic, social – drawing on frameworks developed in previous work [23]. Students reported sustained effort, strong participation, heightened interest, and reduced anxiety as they felt more in control of their learning. Many described taking initiative in class, asking questions proactively, and applying strategies learned through online Stations to their in-class activities. A recurrent theme was the importance of social connection: learners emphasized the value of collaborative work and interaction with peers, insights that later informed enhancements to the resource.

Confidence and autonomy emerged as central outcomes of the blended-learning model. Learners described how the online component enabled them to review content at their own pace, repeat materials when necessary, and monitor their progress in ways that traditional textbooks did not allow. They articulated a growing sense of ownership over their learning processes – an outcome that aligns with broader research on the benefits of blended learning and one that was also frequently observed by instructors.

Instructor Perspectives: Teaching with PodorozhiUA. The perspectives of instructors using *PodorozhiUA* [19] across institutions and countries [17] reveal that the blended model not only supports students but also transforms teaching practices. Many instructors noted a shift toward more student-centered and interaction-driven classroom environments, as the online Stations relieved them of the need to introduce grammatical structures and new vocabulary during class time. Instead, classroom sessions could be devoted primarily to communicative practice, cultural discussion, and collaborative activities.

Instructors also highlighted the reduced preparation time made possible by the comprehensive nature of the OER. With materials, activities, and multimedia resources already integrated into the platform, they could focus on responding to student needs rather than creating materials from scratch. Flexibility in adapting lessons, ease of managing varied learning contexts, and the seamless integration of authentic cultural content were all cited as major strengths. Challenges remained – particularly regarding ensuring consistent student completion of online tasks, updating certain components such as audio recordings, and thinking about long-term sustainability – but overall, instructors emphasized the pedagogical coherence and practicality of the resource.

The OER in Times of Crisis: Pandemic and War. The pedagogical value and

broader societal significance of *PodorozhiUA.com* [19] emerged with particular clarity during moments of profound global and geopolitical disruption. Although created initially to address pedagogical needs in Canadian higher education, the resource's digital architecture and blended-learning foundations positioned it unexpectedly well for the unprecedented challenges triggered first by the COVID-19 pandemic and later by Russia's full-scale invasion of Ukraine. These crises altered the landscape of language education worldwide, and, in doing so, provided powerful, unanticipated tests of the model's resilience and adaptability. What became evident across both periods was the capacity of *PodorozhiUA* [19] to respond to shifting instructional realities, support learners and instructors under destabilizing conditions, and broaden its reach far beyond the settings for which it was originally designed.

Pandemic-Driven Transformation: A Seamless Shift to Remote Instruction. The rapid onset of the COVID-19 pandemic in early 2020 forced educational institutions globally to transition to remote instruction with little warning. Many language instructors suddenly faced the challenge of converting traditional, textbook-based, in-person courses into online versions with almost no preparatory time. In this context, *PodorozhiUA* [19] proved uniquely suited to emergency remote teaching at the beginner level. Because the resource had been conceived from the outset as a blended-learning environment, its digital infrastructure was already in place, requiring no urgent redesign or repackaging for online delivery. The system of "Stations," "Meetings," and "Transfers" – all integrated into a coherent weekly rhythm – translated directly into a remote setting.

Findings from our research during this period [23; 18] demonstrate that beginner students perceived the transition not as a disruption but as a smooth continuation of an established routine. We attribute this positive outcome to the use of *PodorozhiUA* [19] in the beginner class. Students were already accustomed to interacting with online materials, completing independent tasks, and using digital tools to prepare for face-to-face sessions; replacing classroom meetings with synchronous Zoom sessions therefore felt intuitive rather than disorienting. By contrast, learners in intermediate and advanced courses, which still relied on traditional print textbooks, experienced significantly more frustration, anxiety, and feelings of disconnection. These differences underscored a key insight from the pandemic: digital readiness is not achieved simply by making materials available online, but by embedding digital pedagogy into the structure of the course from the start.

Students and instructors alike highlighted features of *PodorozhiUA* [19] that became particularly vital under lockdown conditions. The predictable organization of weekly modules provided a sense of stability at a time when daily routines were otherwise unsettled. The resource's accessibility across devices and locations allowed learners to engage with the course even when their living situations were unstable or inconsistent. Authentic cultural materials helped sustain an emotional connection to the Ukrainian-speaking world at a moment of social isolation. Just as importantly, instructors noted that the comprehensive nature of the OER dramatically reduced their cognitive load during the transition; because the course resources were already digital, they could devote their energy to supporting learners rather than attempting to rebuild their courses from scratch.

In these ways, the pandemic demonstrated that *PodorozhiUA* [19] functioned not merely as an online textbook, but as an integrated pedagogical ecosystem built upon principles – flexibility, multimodality, autonomy, and learner-centeredness – that are foundational not only to blended learning but to any instructional model resilient to crisis.

War-Induced Surge: The Globalization of Ukrainian Language Learning. The second critical test of *PodorozhiUA*'s [19] adaptability emerged in February 2022, when Russia launched its full-scale invasion of Ukraine. This event reshaped global perceptions of Ukrainian, rapidly expanding both the symbolic importance of the language and the practical need for accessible learning materials. Ukrainian language learning became simultaneously an expression of solidarity, a means of humanitarian support, and for many displaced Ukrainians, an instrument of cultural continuity and community rebuilding.

It was in this context that the open-access nature of *PodorozhiUA* [19] proved indispensable. The resource was increasingly used by private tutors working with people hosting newly arrived Ukrainian families, volunteers and NGOs assisting refugees, community groups offering introductory Ukrainian for local residents, instructors designing survival-level language courses for humanitarian workers, and military personnel preparing for cooperation with Ukrainian forces. Universities across Europe and North America launched new Ukrainian language initiatives, often incorporating *PodorozhiUA* [19] as their primary instructional material. Analytics and instructor reports reflected a sharp increase in global downloads and page visits, as well as a marked rise in requests for access to instructors' materials – clear evidence of the urgent pedagogical need created by the war.

The full-scale invasion also reshaped the landscape of Ukrainian language learning by rapidly increasing the number of individuals seeking at least a basic level of communicative competence in Ukrainian. As noted in earlier research on learners' attitudes toward studying Ukrainian as a foreign language [16], external circumstances often influence motivation, prompting new groups of learners to pursue language study for practical, educational, or situational reasons. Following the invasion, many international learners began studying Ukrainian to support personal, professional, or humanitarian engagement, or simply to better understand current events and the cultural context of the country. In this environment, the availability of a free, accessible, and pedagogically coherent OER gained particular importance. *PodorozhiUA* [19] offered a ready-to-use resource for learners and instructors who required structured, high-quality materials but often had limited time or institutional support to develop their own. The expansion of the user base thus reflected not only increased demand for Ukrainian language instruction, but also the resource's capacity to respond quickly and effectively to new educational needs during a time of crisis.

Global Adaptations: Versatility in Practice. One of the most compelling consequences of the wartime and post-pandemic expansion was the remarkable creativity with which instructors adapted the resource for settings that diverged from its original purpose. Insights gathered during a 2025 AATSEEL roundtable "Adapting PodorozhiUA.com for Diverse Teaching and Learning Environments" confirmed that *PodorozhiUA* [19] had evolved into a flexible instructional framework capable of supporting pedagogical experimentation across diverse environments.

In some universities in the USA, the resource served as the foundation for intensive summer programs, enabling students to complete substantial amounts of material within compressed timelines [24]. In Ukraine, it was used as the textbook for teaching Ukrainian as an additional language to international post-secondary students [10]. In the United Kingdom, it was reconfigured into short, practical courses for members of the public seeking to communicate with Ukrainian newcomers [9]. Heritage speakers and academic researchers used it for independent studies, relying on its online components to reactivate dormant language knowledge [3]. Instructors working with military personnel

in the USA adapted the content to create contexts relevant to field operations [2]. Particularly innovative was the use of Google Maps–based activities for volunteers preparing to work in Ukraine; these tasks combined geographic familiarity with linguistic preparation, enhancing learners' practical readiness [21]. Finally, a transnational collaboration between instructors in the United States and Ukraine led to the development of supplementary materials – including flashcards, short instructional videos, and role-play activities – demonstrating the resource's capacity to anchor international tandem projects [25].

Interpretability, Modularity, and OER Pedagogy. The adaptability demonstrated across these varied use cases illuminates several structural qualities that make *PodorozhiUA* [19] a particularly compelling model for OER-based pedagogy, especially within the context of a less commonly taught language. Its interpretability allows instructors from diverse backgrounds to repurpose the resource in ways that align with specific institutional or community needs, often going far beyond its original blended-learning orientation. Its modularity enables each unit to function independently or in combination with other pedagogical materials, making it equally effective for self-learners, small community groups, and formal academic programs. Its technological openness allows seamless integration with contemporary digital tools, expanding pedagogical possibilities and facilitating collaboration across distances. Finally, the transparency of its underlying pedagogical logic – visible in the structuring of tasks, the sequencing of activities, and the alignment of communicative objectives – makes it approachable even for instructors unfamiliar with blended or online modalities.

These qualities explain why *PodorozhiUA* [19] proved effective in crisis and war contexts and why it continues to succeed in many learning environments. Its success lies not only in the richness of its linguistic and cultural content but also in a design that focuses on openness, flexibility, and clear structure. As such, *PodorozhiUA* [19] offers an instructive model for the development of resources that are adaptable and reliable – resources that can support learners both in stable times and in moments of great uncertainty.

Discussion. This article highlights the broader pedagogical value of Open Educational Resources for Ukrainian language education and, by extension, for other less commonly taught languages. While *PodorozhiUA.com* [19] serves as the primary case through which this analysis is developed, the implications extend well beyond a single resource. OERs, when grounded in research-informed design principles, offer solutions to long-standing challenges that characterize LCTL contexts: limited availability of up-to-date materials, uneven institutional support, heavy instructor workload, and the need to respond to diverse learner profiles.

The design features documented in earlier sections illustrate how an OER can address these challenges in a sustained and systematic way. The blended-learning model at the core of the resource demonstrates that the integration of online and face-to-face components can redistribute instructional functions in pedagogically meaningful ways. Online environments introduce language content, support self-paced learning, and provide avenues for extended engagement with authentic materials; classroom time then becomes available for collaborative, communicative work. Research on learner satisfaction and engagement consistently shows that such structures foster autonomy, reduce anxiety, and enable learners to participate more confidently in interaction-rich environments. These outcomes are not the product of a single textbook, but rather evidence of what an OER can achieve when it is conceptualized as a learning ecosystem rather than a repository of materials.

Instructor perspectives similarly foreground the role of OERs as forms of pedago-gical and infrastructural support. A well-developed OER can reduce the burden of content creation, promote pedagogical consistency, and provide instructors with adaptable reso-urces that can be reconfigured across levels, modalities, or institutional settings. This is particularly important for Ukrainian, where instructional programs are often small, rely on limited staffing, and may not have the resources to develop or revise materials regularly. The *PodorozhiUA* [19] case illustrates how an OER can function as shared infrastructure, supporting sustained curricular development within and across institutions.

The emergence of the COVID-19 pandemic and the full-scale invasion of Ukraine further underscored the importance of OERs as reliable educational tools. These crises created abrupt shifts in learning environments, altered learner needs, and, in the case of the war, dramatically expanded interest in Ukrainian. They also exposed the limitations of traditional, print-based materials, which could not easily be adapted for remote instruction or emergent instructional contexts. The experience documented in this study demonstrates that OERs, especially those designed from the outset with digital and blended-learning principles in mind, can absorb sudden disruptions and provide continuity of instruction when educational structures are most vulnerable. The resource examined here enabled a rapid transition to remote learning during the pandemic and became a reliable, accessible foundation for educational initiatives that emerged in response to the war. These deve-lopments illustrate the capacity of OERs to function as stabilizing mechanisms in unstable conditions, supporting both learners and instructors.

Finally, the global adaptations of the resource highlight features that are essential to effective OER design more generally: interpretability, modularity, technological openness, and pedagogical transparency. These characteristics enable an OER to cross institutional, cultural, and geographic boundaries, supporting a broad range of instructional needs whi-le maintaining coherence. The evidence gathered from instructors in different countries demonstrates that these qualities allow for creative reconfigurations of the resource for in-tensive programs, community courses, self-study contexts, or professional training. Such adaptability is crucial for LCTLs, where learner populations are often heterogeneous and instructional conditions vary widely.

Taken together, this overview show that OERs can play a central role in strengthe-ning the pedagogical landscape for Ukrainian and other less commonly taught languages. They offer a sustainable approach to resource development, facilitate innovation in instru-ctional design, and provide educators with tools that remain effective across varying and unpredictable circumstances.

Conclusion. This article demonstrates the potential of Open Educational Resour-ces to transform the teaching and learning of Ukrainian as a foreign or even an additional or second language. Emerging from a specific pedagogical need – the scarcity of contem-porary, research-based materials for beginner instruction – the OER discussed here has evolved into a comprehensive, flexible, and widely adaptable instructional environment. Its development over nearly a decade offers insight into how OERs can be conceptualized, built, and sustained to support both learner success and programmatic stability.

The empirical evidence reviewed across this article shows that OERs grounded in blended-learning principles can enhance learner engagement, promote autonomy, and cre-ate conditions for meaningful communicative practice. They can also support instructors by providing coherent curricular structures, reducing preparation time, and offering ma-

terials that can be adapted for a range of teaching environments. These benefits are magnified in LCTL contexts, where instructors often work with limited institutional resources and where high-quality, contemporary materials are not readily available.

The events of recent years – the sudden shift to remote learning during the pandemic and the intensified global interest in Ukrainian following the full-scale invasion – underscore the broader significance of OERs for educational resilience. When designed with openness, modularity, and pedagogical transparency, OERs can respond rapidly to emergent needs, support instructional continuity under crisis conditions, and extend opportunities for learning to new audiences. The case of *PodorozhiUA* [19] demonstrates how an OER can function as shared infrastructure that connects institutions, communities, and learners across borders.

Looking ahead, the experience documented here points to the importance of continued investment in OER development for Ukrainian and other less commonly taught languages. Sustained collaboration among educators, regular updating of materials, and strategic planning for long-term digital maintenance are essential to ensuring that such resources remain relevant and accessible. Future work might explore comparative analyses of OERs across LCTL fields, examine long-term learner trajectories, or consider how new technologies – including AI-assisted learning environments – can further enhance the openness and adaptability of such resources.

In sum, OERs represent a powerful model for expanding access, promoting innovation, and supporting educational continuity in Ukrainian language teaching. The examples analyzed in this article illustrates what becomes possible when open educational principles are paired with research-driven design and long-term pedagogical commitment.

References

1. Anderson, H. *Blended basic language courses: Design, pedagogy, and implementation.* Routledge. 2018. 202. Rezhym dostupu : https://doi.org/10.4324/9780203702468

2. Baran, A. Teaching Ukrainian to Military Personnel via PodorozhiUA.com. 2025 AATSEEL Conference, virtual, United States.

3. Debenedette, L. Adapting PodorozhiUA.com for a 4-hour per week independent study. 2025. AATSEEL Conference, virtual, United States.

4. Garrison, D. R., Kanuka, H. Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education.* 2004. № 7(2). P. 95–105.

5. Gleason, J. Dilemmas of blended language learning: Learner and teacher experiences. *CALICO Journal.* 2013. № 30(3). P. 323–341.

6. Grgurović, M. An application of the diffusion of innovations theory to the investigation of blended language learning. *Innovation in Language Learning and Teaching.* 2014. № 8(2). P. 155–170.

7. Grgurović, M. Blended language learning: Research and practice. In S. Sauro & C. A. Chapelle (Eds.). *The handbook of technology and second language teaching and learning* (pp. 149–167). Wiley. 2017. Rezhym dostupu : https://doi.org/10.1002/9781118914069.ch11

8. Gutiérrez, X., Kost, C., Le, E., Nedashkivska, A. Adapting textbooks or creating open educational resources? Options for transforming language-learning programs into blended learning formats. *ALD Bulletin.* 2025. № 48(2). P. 58–70.

9. Kapas-Romaniuk, M. *Reconfiguring PodorozhiUA.com for Public Engagement with Ukrainian Newcomers in the UK.* 2025. AATSEEL Conference, virtual, United States.

10. Lynchak, I. *Advertising Texts in the PodorozhiUA.com Textbook as Linguodidactic Material for Teaching Ukrainian as an Additional Language in Ukraine.* 2025. AATSEEL Conference, virtual, United States.

11. Mizza, D., Rubio, F. *Creating effective blended language learning courses: A research-based guide from planning to evaluation*. Cambridge: Cambridge University Press, 2020. 228 p. Rezhym dostupu : https://doi.org/10.1017/9781108355285

12. Nedashkivska, A. Developing a blended-learning model in an L2 classroom. *Journal of Foreign Language Teaching and Applied Linguistics*. 2015. № 1(3). P. 22.

13. Nedashkivska, A. Student perceptions of progress and engagement in language learning: The blended-learning model (the case of Ukrainian). *Journal of the National Council of Less Commonly Taught Languages*. 2019. № 25. P. 21–66.

14. Nedashkivska, A. Student satisfaction and engagement in a beginners' Ukrainian blended-learning course: Debunking some fears of blending and lessons learned. In K. Nemchinova (Ed.), *Elementary-level foreign language instruction: From theory to practice*. Routledge, 2022. P. 167–185.

15. Nedashkivska, A. The blended learning model stands the test of time: Key takeaways from Ukrainian language learning and instruction. In S. Gratchev & L. Sheret (Eds.), *Virtual synchronous language teaching and learning: The new frontier in language acquisition*. Bloomsbury Academic Publishing. (Forthcoming).

16. Nedashkivska, A., Sivachenko, O. Shcho motyvuie studentiv vyvchaty ukraïns'ku movu iak inozemnu u Pivnichnii Amerytsi [What motivates students to study Ukrainian as a foreign language in North America]. *Teoriia i praktyka vykladannia ukraïns'koï iak inozemnoï*. 2016. Vyp. 12. P. 3–11.

17. Nedashkivska, A., Sivachenko, O. Digitally assisted blended teaching and learning of Ukrainian: What do instructors think? *DiSlaw: Distance / Digital Learning*. 2022. № 1(1). P. 46–56.

18. Nedashkivska, A., Sivachenko, O. Key takeaways from teaching and learning Ukrainian during the COVID-19 pandemic. *Slavic and East European Journal*. 2023. № 67(4). P. 470–474.

19. Nedashkivska, A., Sivachenko, O., with Perets, O. *PodorozhiUA*. Canadian Institute of Ukrainian Studies Press/E-publications. Forthcoming. Rezhym dostupu : https://podorozhiua.com/

20. Rubio, F. Blended learning and L2 proficiency. In F. Rubio & J. J. Thoms (Eds.), *Hybrid language teaching and learning: Exploring theoretical, pedagogical and curricular issues* (pp. 137–159). Heinle Cengage Learning, 2014. Rezhym dostupu : https://doi.org/10.1111/j.1540-4781.2014.12132.x

21. Sabliash, Y. *Using Interactive Activities from PodorozhiUA.com to Boost Student Engagement in Remote Learning*. 2025. AATSEEL Conference, virtual, United States.

22. Sivachenko, O., Nedashkivska, A. Technologically enhanced language learning and instruction: Подорожі.UA: Beginners' Ukrainian. *East/West: Journal of Ukrainian Studies*. 2017. № 4(1). P. 119–127. Rezhym dostupu : https://doi.org/10.21226/t2kg6q

23. Sivachenko, O., Nedashkivska, A. Student engagement in a remote language learning environment: The case of Ukrainian. *Russian Language Journal*. 2021. № 71(2). P. 57–72.

24. Sivachenko, O. *Adapting PodorozhiUA.com to Intensive Ukrainian Language Teaching and Learning Context*. 2025. AATSEEL Conference, virtual, United States.

25. Somoff, V., & Nazarevych, L. *Tandem Method of Teaching Ukrainian as a Foreign Language*. 2025. AATSEEL Conference, virtual, United States.

ВІДКРИТІ ОСВІТНІ РЕСУРСИ: УНІВЕРСАЛЬНІСТЬ, ГНУЧКІСТЬ ТА АДАПТИВНІСТЬ *PodorozhiUA.com* У ВИКЛАДАННІ ТА ВИВЧЕННІ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ

Алла Недашківська

*Університет Альберти
кафедра сучасних мов і культурології
200 Arts, Університет Альберти, Едмонтон, Альберта, T6G2E6, Канада
ел. пошта: alla.nedashkivska@ualberta.ca
https://orcid.org/0000-0002-9415-3782*

Олена Сіваченко

Карлтонський Університет
Engineering Practice Program
2010 Minto Centre, 1125 Colonel By Drive, Оттава, Онтаріо, K1S 5B6, Канада
тел.: 1 613 520 80 79
e-mail: olenasivachenko@cunet.carleton.ca
https://orcid.org/0009-0008-0072-6473

У статті розглянуто педагогічний потенціал відкритих освітніх ресурсів (Open Educational Resources, OER) для викладання української мови та інших рідковживаних мов (Less Commonly Taught Languages, LCTLs) на прикладі платформи *PodorozhiUA.com*. OER, створені на основі дослідницьких принципів, допомагають долати типові виклики у викладанні LCTL: обмежений доступ до сучасних матеріалів, нерівномірну інституційну підтримку, значне навантаження на викладачів та різноманітність профілів студентів. Модель змішаного навчання, закладена в ресурсі, демонструє, як інтеграція онлайн- та очних компонентів перерозподіляє навчальні функції у педагогічно значущий спосіб: онлайн-середовище забезпечує подання матеріалу, підтримує самостійне навчання та розширює доступ до автентичних ресурсів, тоді як аудиторний час використовується для колаборативних і комунікативних завдань. Дослідження залученості студентів підтверджує, що така структура сприяє автономії, знижує тривожність та підвищує впевненість у комунікативних ситуаціях. Погляди викладачів підкреслюють роль OER як педагогічної та інфраструктурної підтримки, що зменшує навантаження зі створення матеріалів і забезпечує узгодженість між рівнями та форматами навчання – особливо важливо для українських програм із обмеженими ресурсами. Адаптивність ресурсу виявилася критичною під час пандемії COVID-19 та повномасштабного вторгнення Росії в Україну, коли він забезпечив швидкий перехід до дистанційного навчання та задовольнив зростаючий глобальний інтерес до української мови. Глобальні адаптації ресурсу підкреслюють ключові принципи дизайну – інтерпретованість, модульність, технологічну відкритість та педагогічну прозорість – що дозволяють гнучке використання в різних інституційних, культурних та навчальних контекстах. Дослідження доводить, що OER зміцнюють освітню стійкість, сприяють інноваціям та розширюють доступ до LCTL. Автори закликають до сталих інвестицій у розробку OER як стратегії довготривалої стабільності програм та безперервності навчання в умовах різноманітних і непередбачуваних обставин.

Ключові слова: викладання та вивчення української мови, українська як іноземна, методика викладання української мови, відкриті освітні ресурси (OER), змішане навчання, PodorozhiUA.com.