

# Towards an Open Repository of Teaching Resources

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# A Tale of 3 Repositories...

...and how the *Evolution* of a  
Repository of Learning Objects  
turned into a *Revolution* by  
mistake.

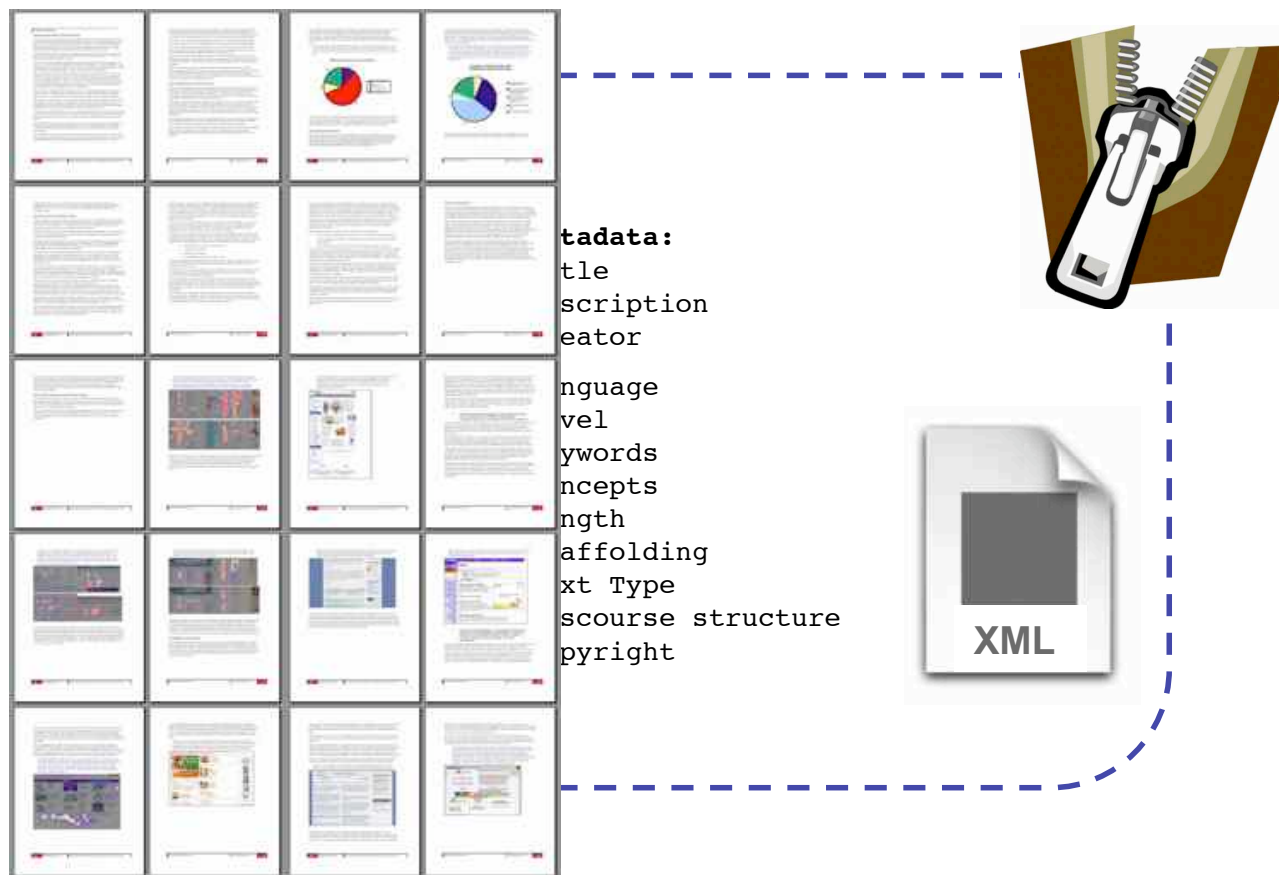


# (1) CLARE: A Learning Object Repository

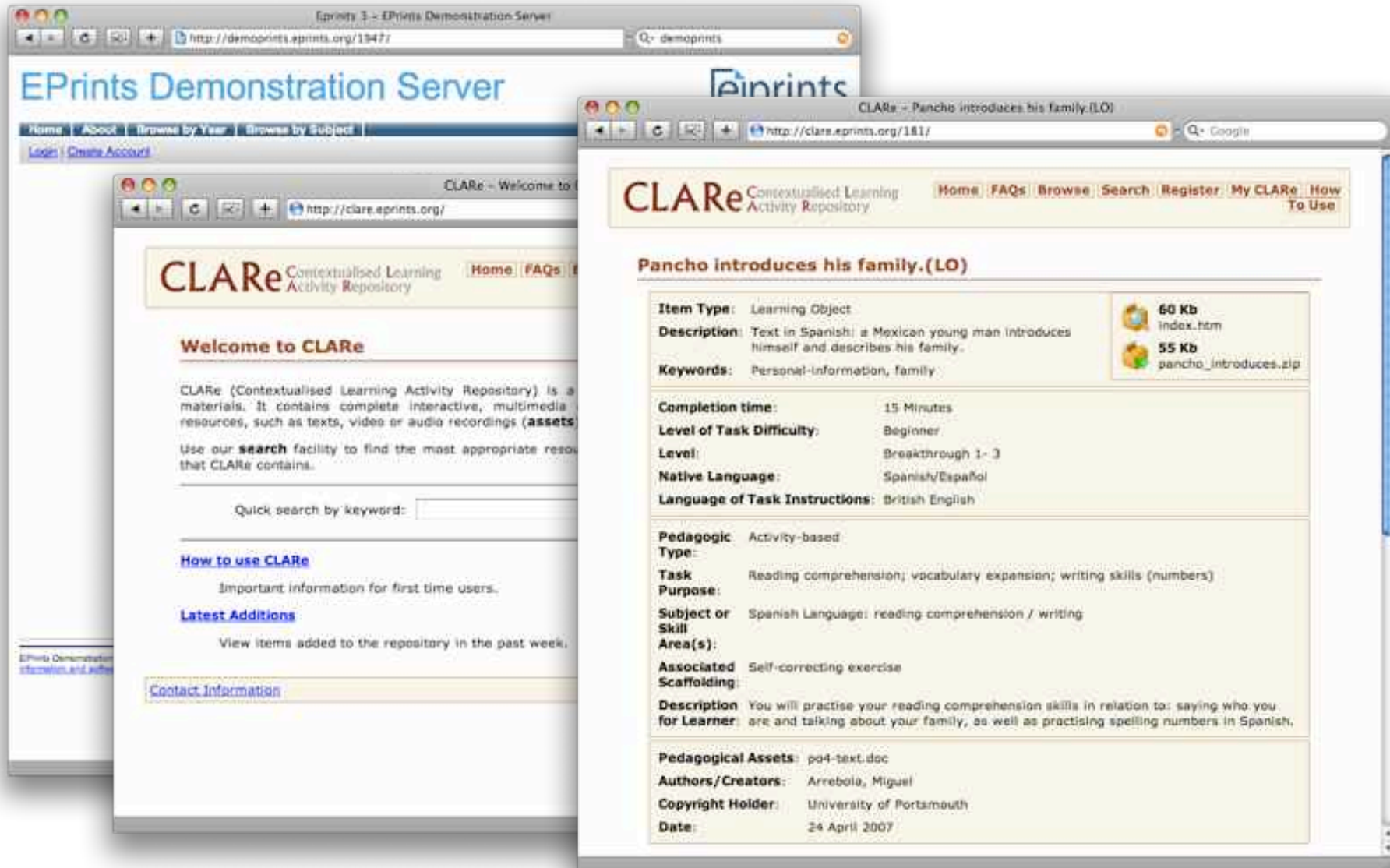
"Whenever you are asked if you can do a job, tell 'em, 'Certainly I can !' Then get busy and find out how to do it."

- *Theodore Roosevelt*

# Learning Objects



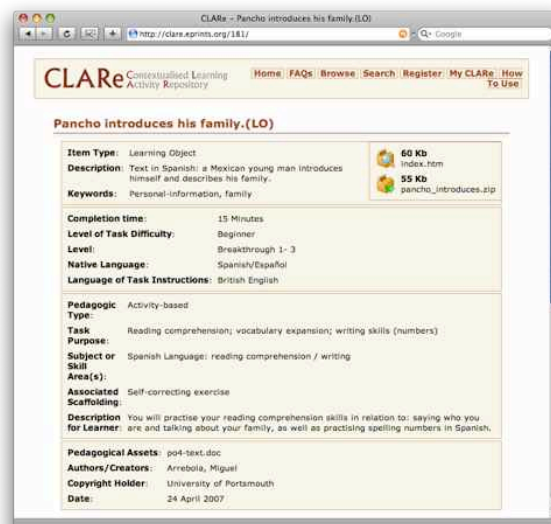
# Building a Repository



The image displays three overlapping browser windows. The top window shows the 'EPrints Demonstration Server' homepage with a navigation bar (Home, About, Browse by Year, Browse by Subject) and links (Login, Create Account). The middle window shows the 'CLARe - Welcome to' page, which includes a 'Welcome to CLARe' section, a description of the repository, a search bar, and links for 'How to use CLARe', 'Latest Additions', and 'Contact Information'. The bottom window shows a detailed view of a learning object titled 'Pancho introduces his family.(LO)'. This view includes a table of metadata and a description for the learner.

| CLARe Contextualised Learning Activity Repository |  |
|---|--|
| <b>Item Type:</b>                                 | Learning Object  |
| <b>Description:</b>                               | Text in Spanish: a Mexican young man introduces himself and describes his family.  |
| <b>Keywords:</b>                                  | Personal-information, family   |
| <b>Completion time:</b>                           | 15 Minutes   |
| <b>Level of Task Difficulty:</b>                  | Beginner   |
| <b>Level:</b>                                     | Breakthrough 1- 3  |
| <b>Native Language:</b>                           | Spanish/Español  |
| <b>Language of Task Instructions:</b>             | British English  |
| <b>Pedagogic Type:</b>                            | Activity-based   |
| <b>Task Purpose:</b>                              | Reading comprehension; vocabulary expansion; writing skills (numbers)  |
| <b>Subject or Skill Area(s):</b>                  | Spanish Language: reading comprehension / writing  |
| <b>Associated Scaffolding:</b>                    | Self-correcting exercise   |
| <b>Description for Learner:</b>                   | You will practise your reading comprehension skills in relation to: saying who you are and talking about your family, as well as practising spelling numbers in Spanish. |
| <b>Pedagogical Assets:</b>                        | pg4-text.doc   |
| <b>Authors/Creators:</b>                          | Arreola, Miguel  |
| <b>Copyright Holder:</b>                          | University of Portsmouth   |
| <b>Date:</b>                                      | 24 April 2007  |

# The Repositories



CLARE

# The Impact of Web 2.0



Expectations *Have* Changed

## (2) CLARE 3: Repository + Web 2.0

“When people are free to do as they please, they usually imitate each other.”

*Eric Hoffer (1902-1983) American philosopher and author.*



# Workshops: Scenarios and Personas



**Tom**

***Secondary School French Teacher, consuming resources***

*'Tom is a teacher of French in a secondary school. He recently has taken on the responsibility of subject leader. He wants to locate new materials to blend with his classroom teaching to stimulate and motivate. He is planning to set-up a French learners' website and to populate it with online resources. Particularly those that will be provide fun as well as learning for his students.'*



**Louise**

***Learner (final year student on a degree course)***

*'Louise is studying advanced-level Italian and German at a UK university. She has just started her final year, and is aware that her German is considerably weaker than her Italian. She wants to do some independent study to boost the level of her German. She is particularly worried about her vocabulary, and her familiarity with modern German culture.'*

# What the Teachers Said



*“It seems very flat, there doesn’t seem to be any depth.”*

*“It’s hard to see the most important information, because it’s mixed in with so much detail.”*

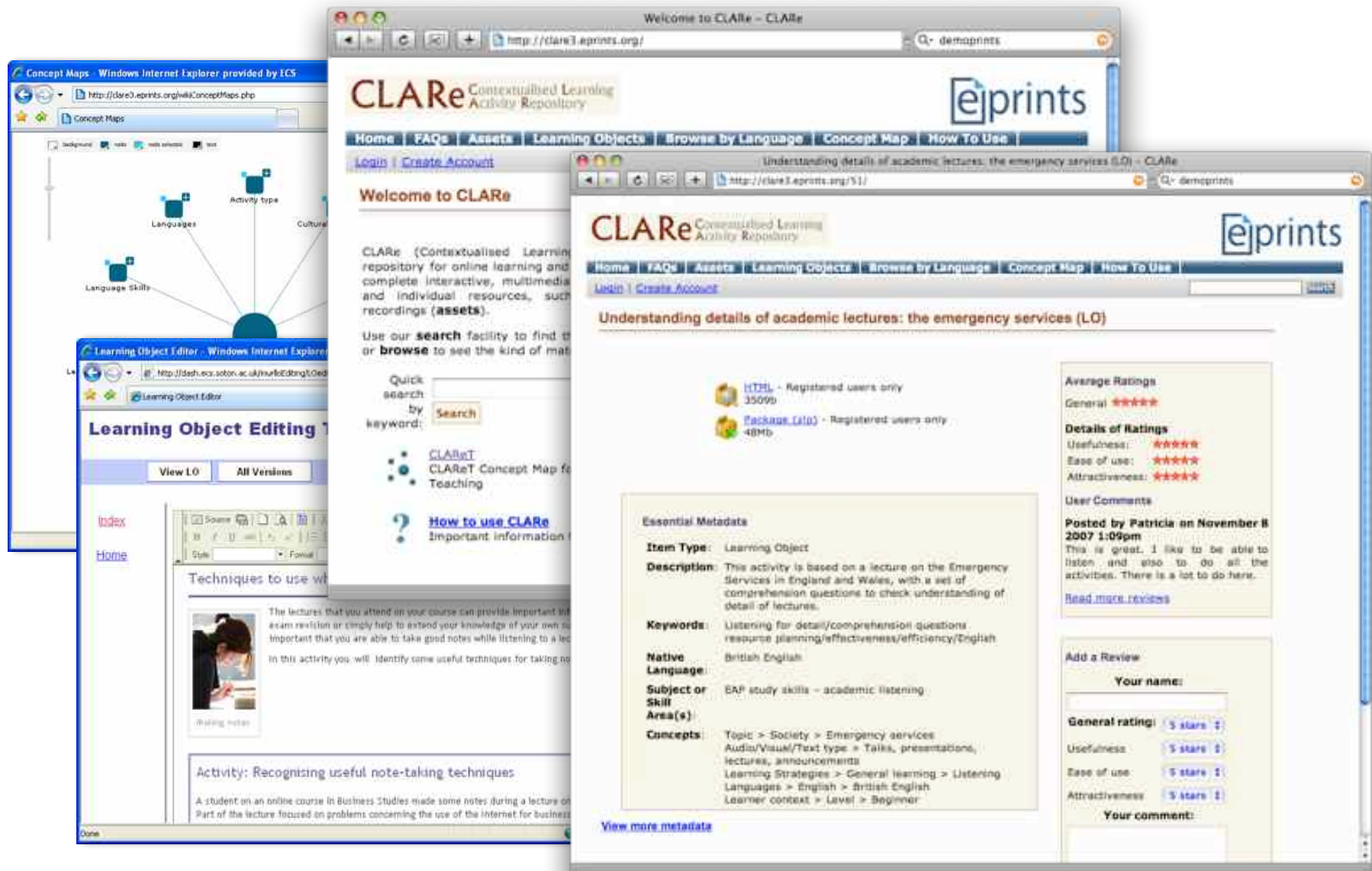


*“I can’t click on anything, the navigation could be better.”*

*“There’s no place to record how other people have used the Learning Object”*



# Web 2.0 Usability Tools



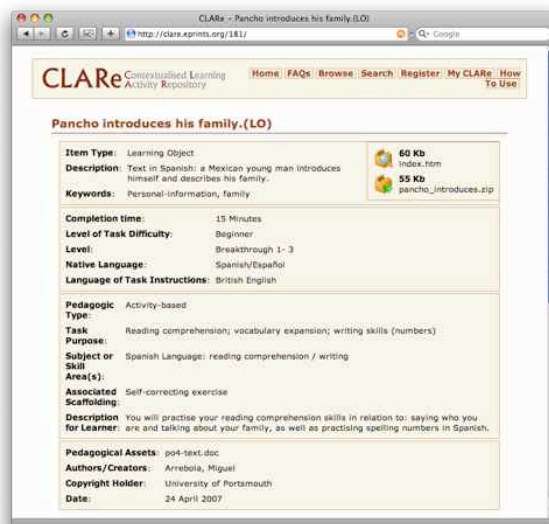
The image displays three overlapping screenshots of the CLARe (Contextualised Learning Activity Repository) website interface, illustrating its usability features.

**Top Screenshot (Welcome to CLARe):** Shows the main homepage with navigation links (Home, FAQs, Assets, Learning Objects, Browse by Language, Concept Map, How To Use), a search bar, and a description of CLARe as a repository for online learning resources. It includes a "Quick search by keyword" field and links to "CLAReT Concept Map for Teaching" and "How to use CLARe".

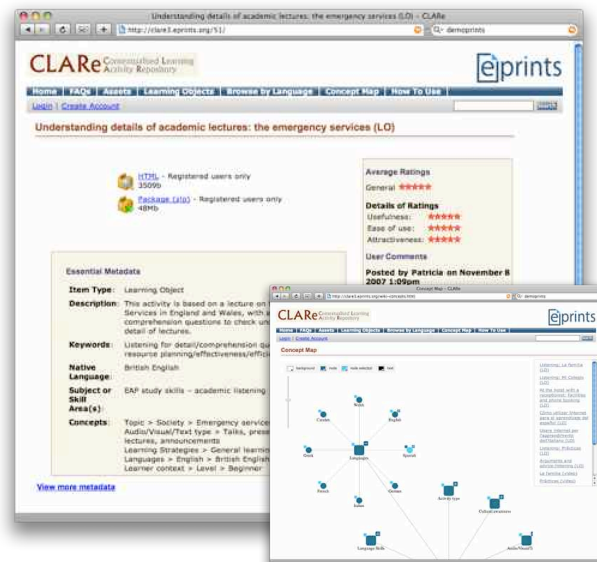
**Bottom Left Screenshot (Learning Object Editor):** Displays the "Learning Object Editing" interface, featuring a "View LO" button, "All Versions" link, and a sidebar with "Index" and "Home" links. The main content area shows "Techniques to use when listening" and an "Activity: Recognizing useful note-taking techniques".

**Bottom Right Screenshot (Learning Object Details):** Shows the details for a specific Learning Object titled "Understanding details of academic lectures: the emergency services (LO)". It includes metadata such as "Item Type: Learning Object", "Description", "Keywords", "Native Language: British English", "Subject or Skill Area(s): BAP study skills - academic listening", and "Concepts". It also displays "Average Ratings" (General: 5 stars) and "Details of Ratings" (Usefulness: 5 stars, Ease of use: 5 stars, Attractiveness: 5 stars). A "User Comments" section shows a comment posted by Patricia on November 8, 2007, and a "Read more reviews" link. A "Add a Review" section is also visible.

# The Repositories

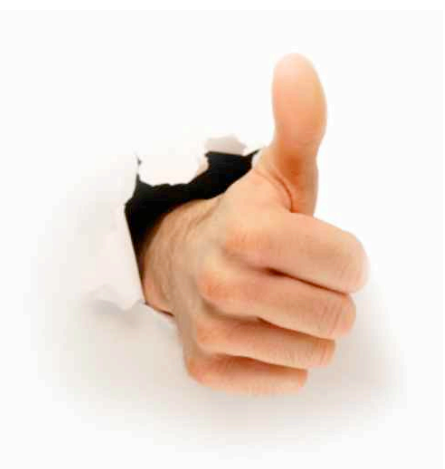
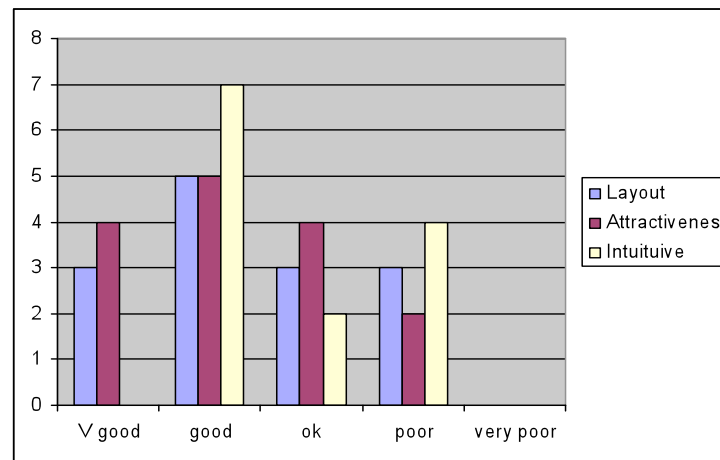
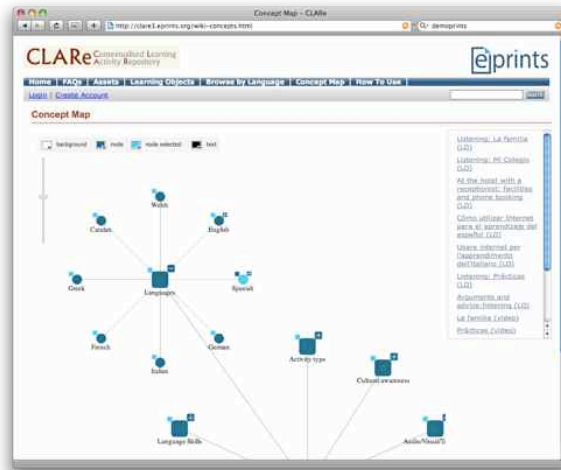
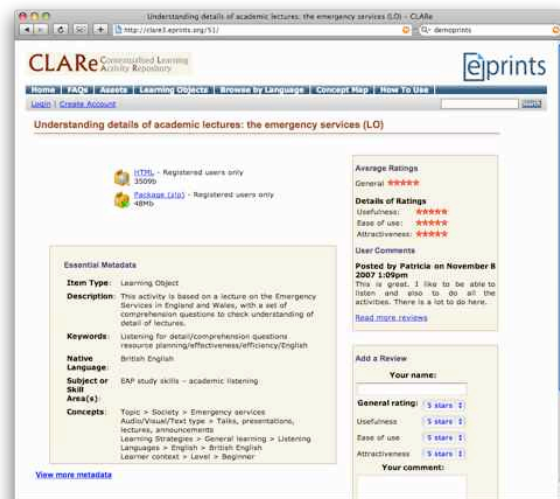


CLARE

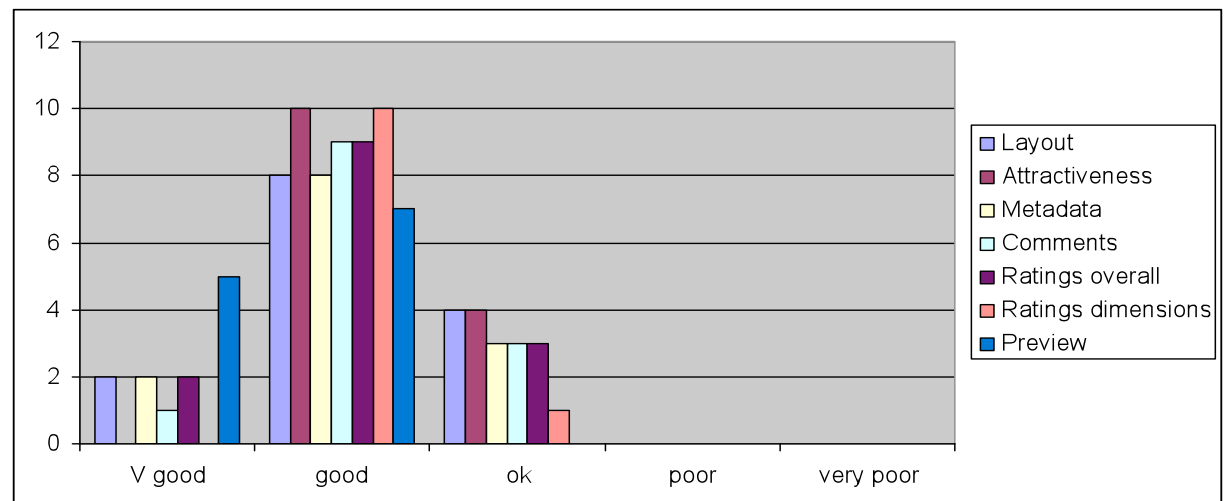


CLARE 3

# Evaluation of CLARE 3

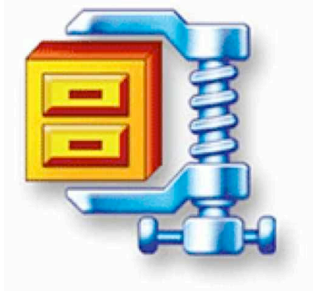



The screenshot shows the 'Understanding details of academic lectures: the emergency services (LO)' page. It includes a sidebar with 'Essential Metadata' such as 'Item Type', 'Description', 'Keywords', 'Native Language', 'Subject or Skill', and 'Area(s)'. The main content area displays the 'Average Ratings' for the learning object, including 'General', 'Usefulness', 'Ease of use', and 'Attractiveness', each with a star rating. There is also a section for 'User Comments' and a form to 'Add a Review'.



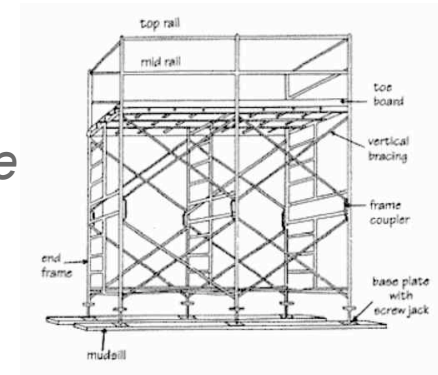


# What the Teachers Said



*"I recognise the zip file, but when I open it up I don't know what to run to make it work."*

*"I don't know what half of these terms mean."*



*"I don't have digital resources to share. I print out my handouts and if I need them again I photocopy them or type them in again."*

## (3) PuffinShare: An Everyday ~~Repository~~ Share

“Life is really simple, but we insist on making it complicated.”

- Confucius

# Requirements for Simplicity



Ability to preview online

Simple atomic resources  
(no content packages)

An open look and feel as well as  
an open policy

A minimum set of *manual metadata*  
A maximum set of *automatic metadata*

No need to download (can use from a URL)

Targeted comments

Interlinked metadata

A promiscuous search system



# Digital Island Hopping



UNIVERSITY OF  
Southampton  
School of Electronics  
and Computer Science

JISC

## Observation 1

The community is eager to share their resources and wants a *lightweight* repository that they can incorporate into their *everyday practice*.

They are keen that the repository should have a user interface that follows the best-practice *principles of Web 2.0* sites (social, interlinked, evolving and flexible).


## Observation 2

Practitioners are enthusiastic about sharing *learning assets*: simple resources such as videos, audio files and presentations.

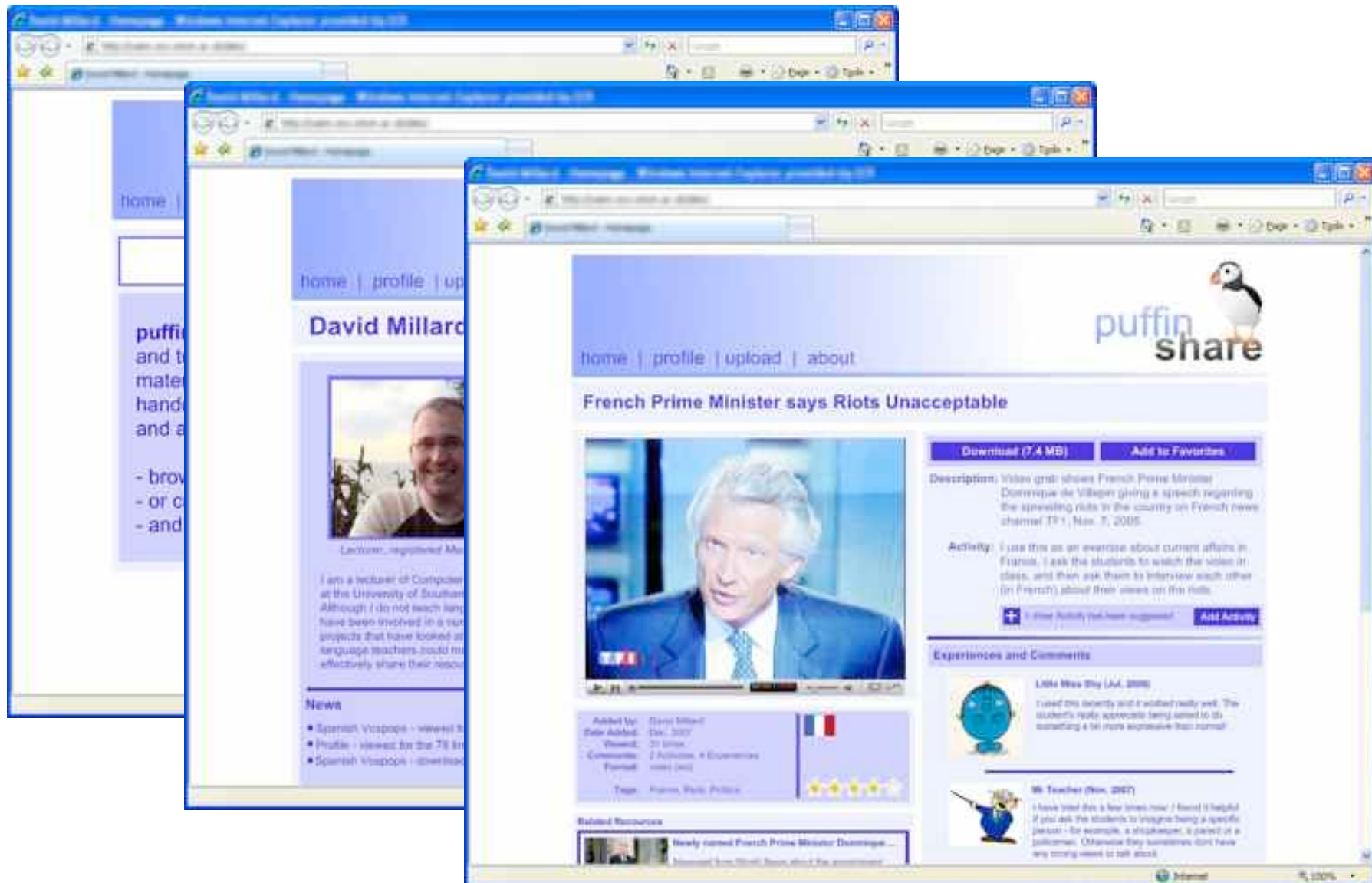
This is because of the simplicity of producing and reusing them (for example, there is *no overhead* of content packaging, or complex metadata authoring).

## Faroes' Aims

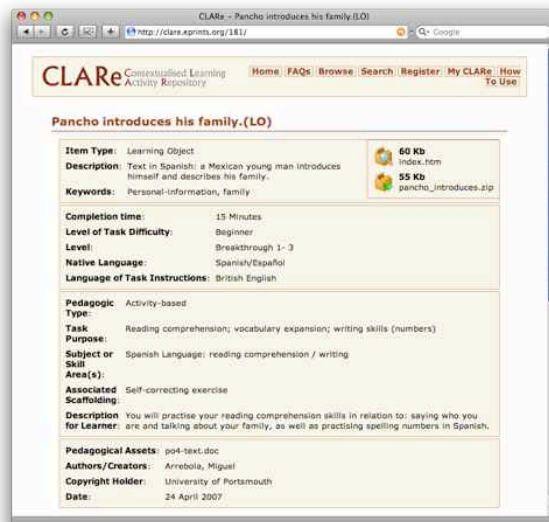
- Deploy an archipelago of lightweight repositories
- Explore issues that until now have been abstract
  - policies of social ownership and provenance
  - notions of trust and authority.
- Enabling Web 2.0 functions
  - Tagging, Virtual Collections, etc.
- Encourage the sharing of learning assets
  - Provide a number of bootstrap activities to support the community identify, upload and describe their assets



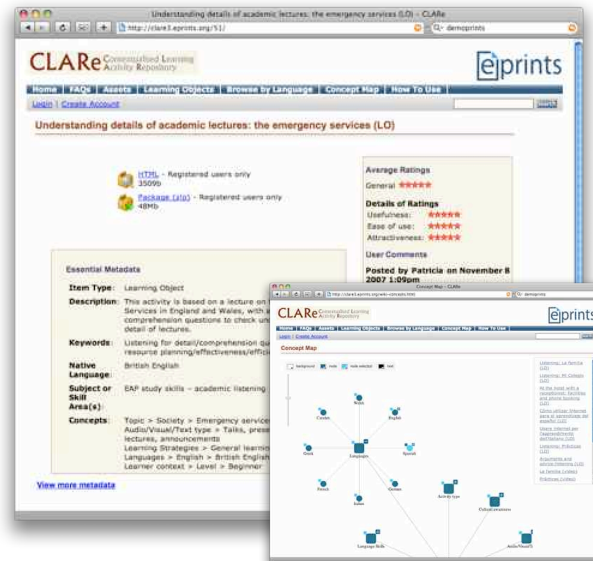
# PuffinShare Storyboards



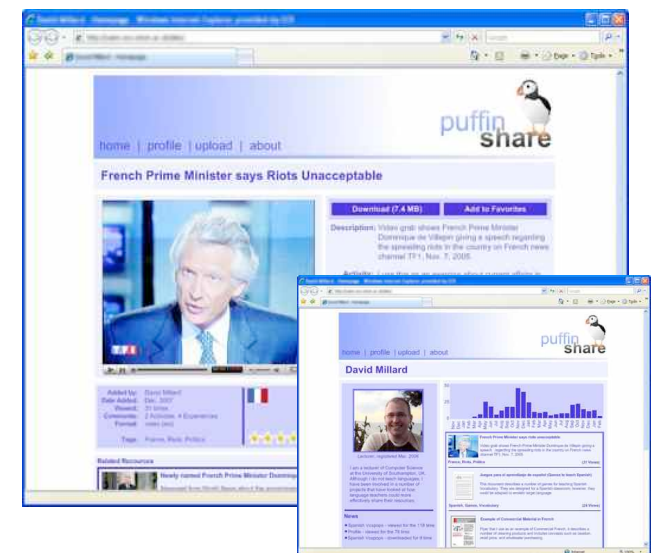
# The Repositories



CLARE



CLARE 3



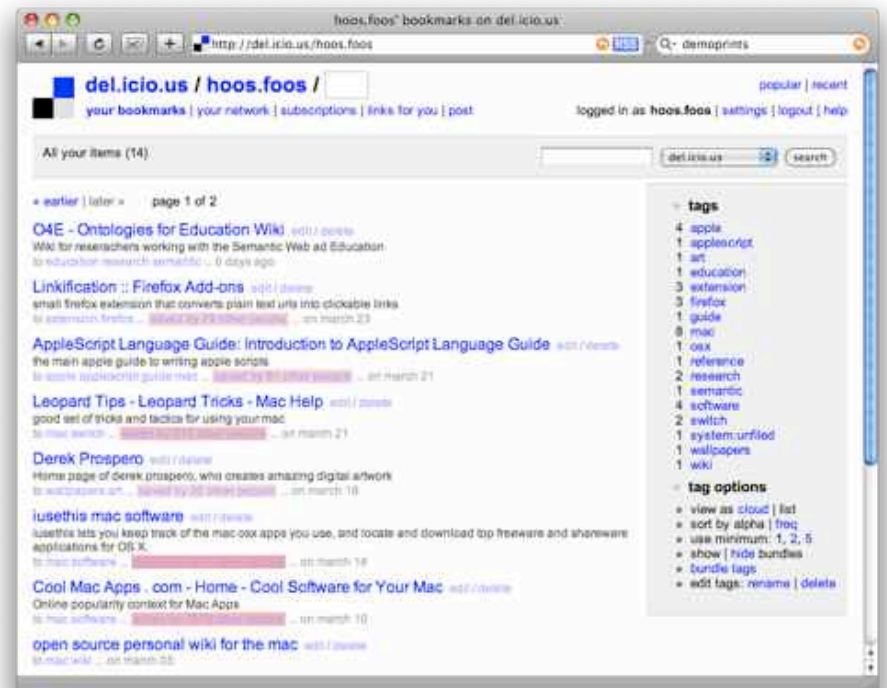
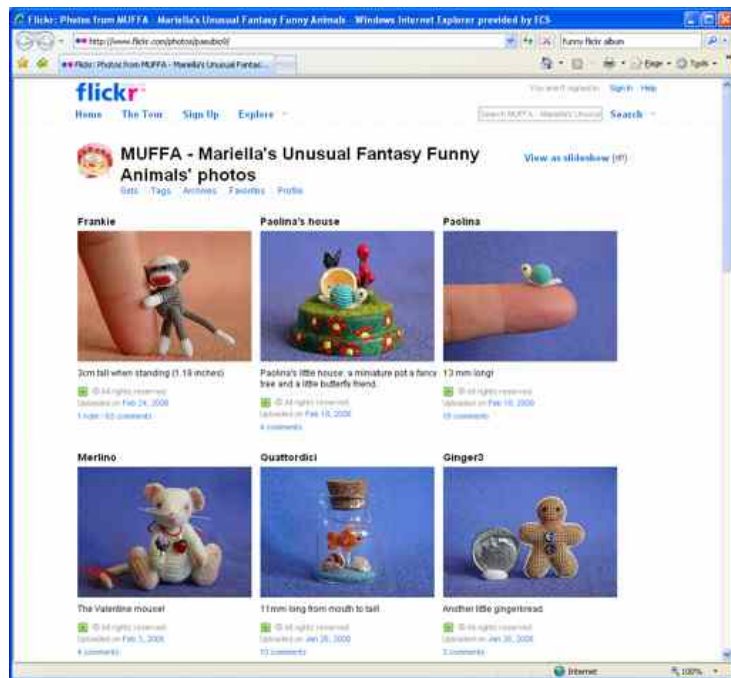
PuffinShare

# Evolution or Revolution?

The first duty of a revolutionary is to get away with it.

*- John Dickinson*





# Future Work

- We are currently working on a first version of *PuffinShare*
  - Hope to have a **public beta by the Summer**
- We will **visit interested (potential) users**
  - Help identify (and upload) digital resources
  - Gather feedback



## Our Added Value?

- A place to collect and group your own resources
- Easy to distribute to students
- A way to develop Learning Objects from the ground up?

# Questions/Comments

Thank you for listening

