My life on the OER ladder: a personal history of language teachers and openness

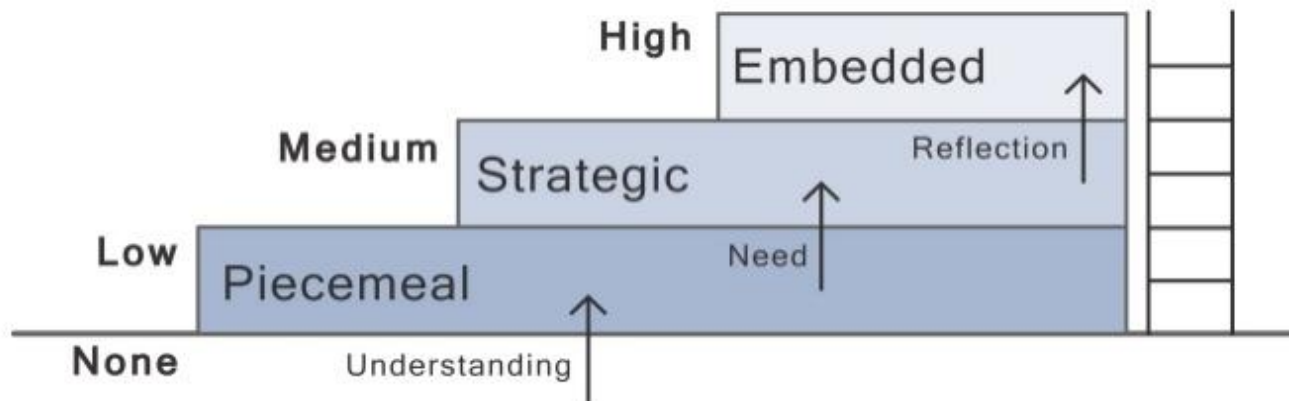## Kate Borthwick

Centre for Languages, Linguistics and Area Studies

University of Southampton

University of Bristol, 20th September, 2013

LLAS
Centre for Languages, Linguistics and Area Studies
University of Southampton
Southampton, SO17 1BJ
+44 (0) 23 8059 6860 | @LLASCentre | www.llas.ac.uk

The Ladder

The OER Engagement Ladder

High — Embedded
Medium — Strategic
Low — Piecemeal
None — Understanding

Reflection
Need
Understanding

The OER Engagement Ladder. ©2012 Joanna Wild, University of Oxford, CC BY
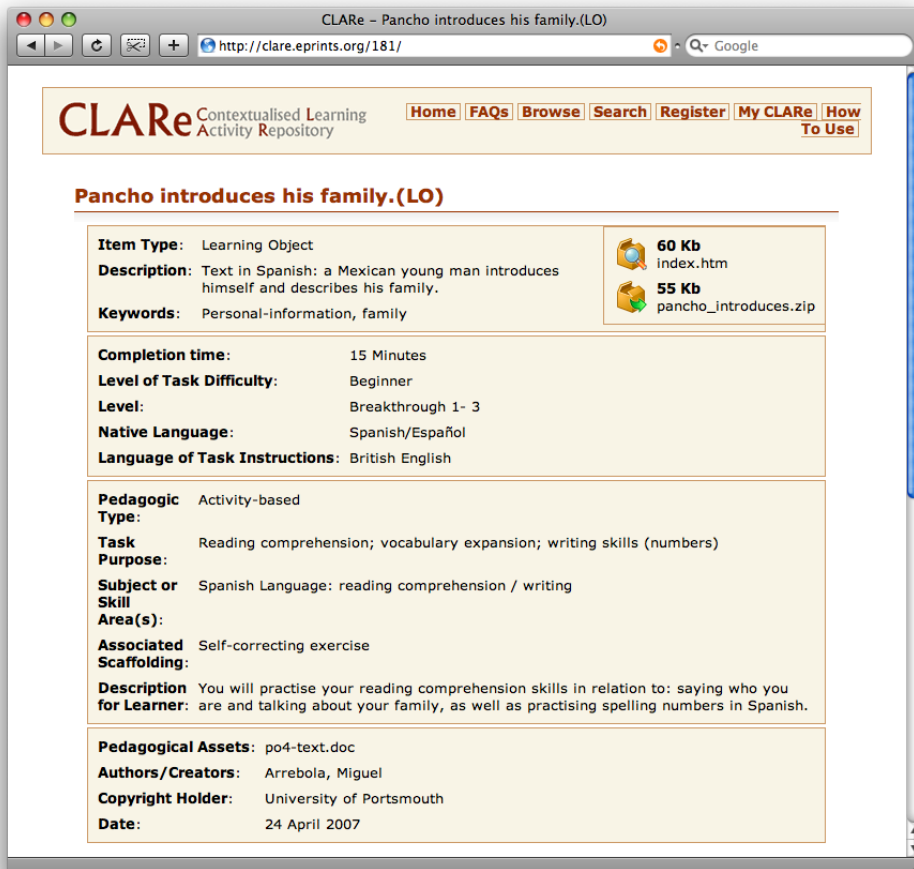
Questions for the day:

Where are you on the ladder?

Where do you want to be?

Where do you feel happy to be?

The first rung: how?

Technical considerations, e.g.

- Interoperability
- Formats
- SCORM compliance, content packaging
- Metadata

'Sharing' required time and devotion just to get started.

Language Box

Language Box

Home   Browse   Forum   About   Help   Search... [Go]
Advanced search

Login | Create Account |

Welcome to Language Box

The Language Box is a new way of storing, managing and publishing your Language teaching resources on the web. Share handouts, exercises, podcasts, videos and anything else you can imagine!

Sign up for a free account, or take a look at what's already inside.

Recently uploaded resources

Using Literature in your Writing
1 - Using Literature in Your Writing: Avoid Plagiarism by using your Aut Effective Narrative Understand what plagiarism is, the importance of av your own 'voice' in your writing, how paraphrasing, summarising an

mr richard galletly   Shared with: World

LLAS/Why study...? downloadable calendar - November 20
This calendar, for the month of November 2012, in Welsh, was produce Languages, Linguistics and Area Studies. It was created with help fro on the JISC-funded Community Cafe project. Look out for another la

Ms Kate Borthwick   Shared with: World

Moving from GCSE to AS level for the first time in a langu
Moving from GCSE to AS level for the first time in a language - how to more enjoyably.

LORO — Languages Open Resources Online

Home   Browse   FAQ   About   Help   Search... [magnifier]
Advanced search

OU Login | Guest Login | Create Account |

Welcome to LORO

LORO contains resources for language teaching available to download and reuse, including those used by the Department of Languages at the Open University, UK.

Sign up for a free account and start publishing and sharing your own materials with other language teachers.

Find Resources for Open University Modules   >

Get in touch with the LORO Team

If you have any questions, comments or suggestions about LORO, send them to FELS-Repository@open.ac.uk

LORO Blog

FREE BOOK: Case Studies of Openness in the Language Classroom

Mon, 16 Sep 2013 11:03:37

We are delighted to announce the publication of this volume, first conceived during the conference "Learning through Sharing: Open Resources, Open Practices, Open Communication", organised by the EUROCALL Teacher Education and Computer Mediated Communication (CMC) Special Interest Groups at the University ... Continue reading →

Featured resources

LORO Newsletter - May 2013
News and updates from the world of OER

Added On: 31 May 2013 12:35
Added By:
Open University Languages
Tags: LORO, conferences, OER, Open Resources,

LLAS | CENTRE FOR LANGUAGES LINGUISTICS & AREA STUDIES

Why create and share OERs?

Early fears:

- Copyright fears

- ownership of materials

- loss of face/public embarrassment

Met by positives:

- pleasure in sharing

- feedback from colleagues

- new audiences

- reaffirmed confidence in teaching work

- learnt new skills and enhanced pedagogical knowledge

Need:
- Lack of CPD training
- Lack of resources and reliant on own materials
- Few opportunities to share practice; isolated working

Impact:
- Open to 'open'
- increased willingness to reflect on teaching
- new skills

Learning: engaging in OEP can enhance pedagogical knowledge

FAVOR project

- part-time, hourly-paid staff

- particular challenges: fewer CPD opportunities; reduced sense of belonging; working across several institutions; limited working space onsite

- 5 universities, c.30 language tutors representing 17 languages

- publishing existing work and creating new OERs

FAVOR: findings

OEP has the potential to enhance practice:

-New skills acquired; enhanced confidence; improved digital literacy; improved practice through self-reflection
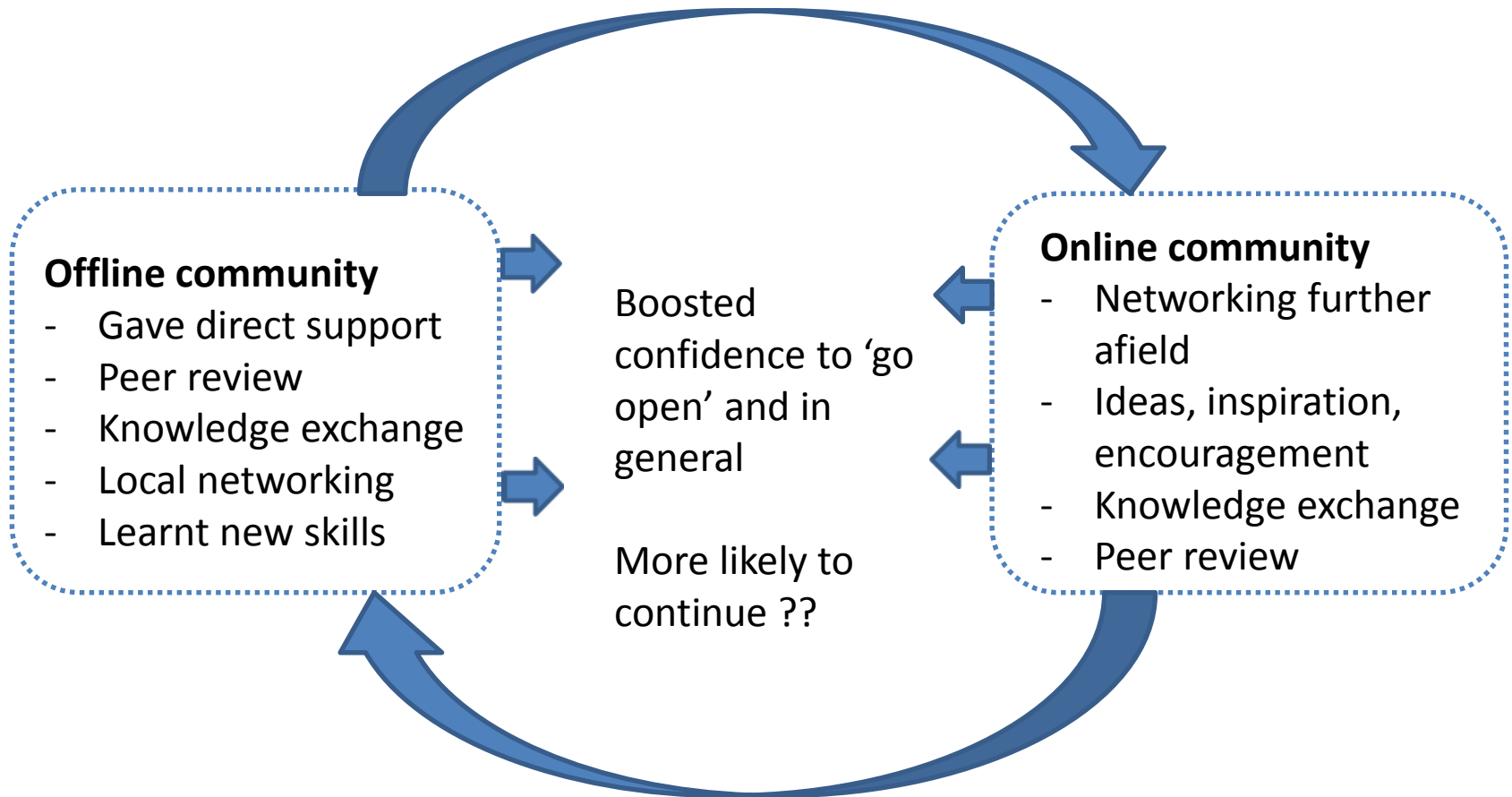
Also change of practice:

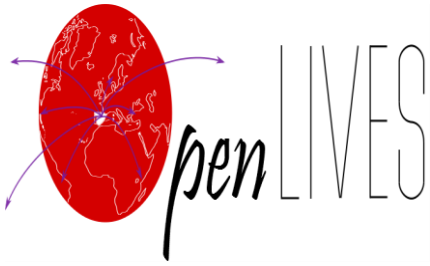- New approaches and skills adopted
- Motivation to try out new methods

"…open practice is a way to work as a teacher, sharing not only resources but ideas, opinions with other teachers and learn from each other." – FAVOR tutor

The importance of community

- Community of Practice gives context to sharing

- trust in the offline community is extended online

- focus on the activity of sharing

- supported and encouraged

- sense of individual contribution to a wider group

- blended communities of open practice

Blended cycle of support

Offline community
- Gave direct support
- Peer review
- Knowledge exchange
- Local networking
- Learnt new skills

Boosted confidence to 'go open' and in general

More likely to continue ??

Online community
- Networking further afield
- Ideas, inspiration, encouragement
- Knowledge exchange
- Peer review

OEP and students

OpenLIVES project:

- Digitisation and open publication of research data
- Creation of open educational resources based on the material
- Embedding of the material, OERs and open practice in ongoing teaching across 3 universities

By the close of the project:

- a new module; student research; student-created language OERs

Students' views

"It has given us...an opportunity to do our own primary research and genuinely engage with the issues we are studying. Having more academic and creative control over our own education is extremely stimulating and motivating..." – *student participant*

"We are really proud [of our work on the project]." – *student participant*

OpenLIVES findings

- Open collaboration enables cross-institutional working

- a response to increasingly competitive environment of HE

- "It has made me realise that students can really be partners in research..." – tutor, Portsmouth University

- "I feel more confident as a practitioner; I think I can offer better education and better learning and teaching to my students." – Tutor, Leeds University

- rebuts the notion that using OERs will lead to homogeneity of student experience

Where do you want to be on the OER ladder?

…keep the glorious tradition of language teachers and OER alive!

LLAS | **CENTRE FOR LANGUAGES LINGUISTICS & AREA STUDIES**

UNIVERSITY OF Southampton

Useful links

MOOCs: The Maturing of the MOOC (published 18 September, 2013) http://www.obhe.ac.uk/documents/view_details?id=933

Case Studies of openness in the language classroom: http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/

COERLL (US language OERs): http://coerll.utexas.edu/coerll/

Watch out for an upcoming special issue on OERs of the journal Computer Assisted Language Learning http://www.tandfonline.com/toc/ncal20/current

LLAS elearning symposium: tell us about your work! Call for papers live: https://www.llas.ac.uk/events/6747

Useful links for info and advice (OERs)

- OER Infokit: **http://bit.ly/oerinfokit**
- The JISC (OER projects): www.jisc.ac.uk and synthesis and evaluation reports https://oersynth.pbworks.com/w/page/29595671/OER%20Synthesis%20and%20Evaluation%20Project
- JISC Impact Study: http://www.jisc.ac.uk/whatwedo/programmes/elearning/oer2/oerimpact.aspx
- Engagement Ladder: http://www.open.ac.uk/score/oer-engagement-study-promoting-oer-reuse-among-academics

Some repositories:

- Jorum: www.jorum.ac.uk
- HumBox: www.humbox.ac.uk
- LanguageBox: http://languagebox.ac.uk
- LORO (Language Open Resources Online): http://loro.open.ac.uk/