



CENTRE FOR
LANGUAGES
LINGUISTICS &
AREA STUDIES

Engaging language educators: OER and staff development

Kate Borthwick

Centre for Languages, Linguistics and Area Studies
University of Southampton

‘Open Educational Resources in Languages,’ 1st June, 2012, UCLAN

Overview

- LLAS practitioner projects
- Identified reasons for engaging with open practice
- The FAVOR project – hourly paid tutors
- Conclusion: engaging with open practice leads to a range of professional development opportunities

Welcome to HumBox

The HumBox is a new way of storing, managing and publishing your Humanities 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



Gernika Tree plaque, Sir Harold Hillier Gardens,

Inscription reads: "From the Tree of Gerinka". Presented to Hampshire County Council by the County Council of Bizkaia to mark the cooperation agreement signed between the two

[> Read more...](#)**Added By:**

Dr John Canning

Added On: 28 May 2012 09:49**Languages:** English

eLogic Gallery_05 2012 enlarged

Panorama and Pantheon of LOGIC. Great minds from Aristotle to Buridan to Leibniz to Frege to Godel: What,Who,Where,When..

[> Read more...](#)**Added By:**

David Marans

Added On: 26 May 2012 23:23**Languages:** English

Student oral progress report: Project on evacuee

Progress report video extracts of 2nd year students at the School of Languages and Area Studies, University of Portsmouth. Students report on their progress, challenges and

[> Read more...](#)**Added By:**

Mr Miguel Arrebola

Added On: 22 May 2012 18:01**Languages:** Spanish, English**Tags:** OER, student

Original In-class interview with Benita Mendiola Part 2

Unspecified

Added By:

Irina Nelson

Calling all HumBox users!

If you have used a HumBox resource in your teaching, we would love to know more about how you used it! What did your students think of it? How did you adapt it? Please tell us more about how you use HumBox by dropping us an email!

Review of HumBox Resources by Employers

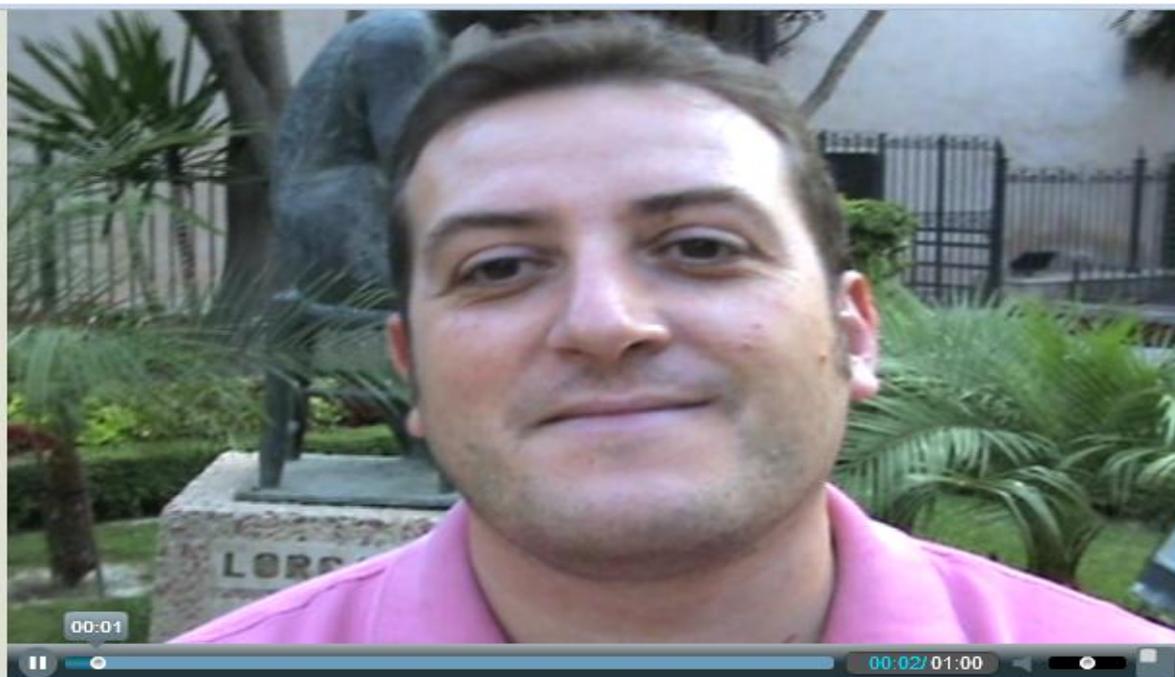
Have you shared your resources in HumBox? Would you consider having some of your resources reviewed or endorsed by employers? If so, please contact Antonio Martinez-Arboleda sillama@leeds.ac.uk and find out more about this OU SCORE-funded project.

Watch this video about the project.

OpenLIVES project uses HumBox

The JISC-funded OpenLIVES project will use the HumBox to publish research data documenting the experiences of Spanish migrants to the UK. A team comprising Spanish

11. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 11 - Summary of Methodology - Transcripts in English and Spanish.



Description

Participant 11 responds to the question "How would you feel if the regional parliament and the regional government of the Autonomous Community of Murcia were to disappear tomorrow and all the decisions taken at regional level were to be taken instead at national level? Why?". This video response is part of the collection of learning resources for the students of the Year 2 undergraduate module SPPO 2370/2371 ("Spain: Political Decentralisation and Integration in Europe"). School of Modern Languages and Cultures, University of Leeds.

Resource details

Added By:



Mr Antonio Martínez-Arboleda

Added On:

14 Sep 2009 00:36

Creators:

Antonio Martínez-Arboleda

Tags:

Ukoer, Oerllas, Political, Decentralisation, Regional, Autonomy, Spain, Lorca, Murcia, Federal, Politics, Regions

Languages:

Dialecto Murciano, English, Spanish

Permissions:

World

Link:

<http://humbox.ac.uk/570/>

Downloads:



20090708185429.mpg

Video (MPEG) 

[Download](#)



20090708185429.mpg



20090708185538.mpg



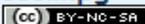
Summary_of_Methodology

3 files in this resource

[Comments & Notes](#)

20090708071556.mpg

Video (MPEG)



Download



20090708071556.mpg



20090708071740.mpg



Video_1_and_Follow



Summary_of_Method

4 files in this resource

Comments & Notes

Comments

Notes

Empty text area for adding comments or notes.

Add Comment



Dr Matt Phillpott 29 Jan 2010 14:43

Edit | Delete

This review is for all videos in this collection spread over 11 resources. The collection is highly useful to be used together or individually in class or for students to do at home. The resources are useful for regional studies, Spanish language and culture and various other topics. Eleven out of seventeen interviews have been uploaded to HumBox along with background information on the project and an exercise for students to undertake. The videos are in mpeg format and should work on most computer systems. I have found that loading the video on Firefox does not work. The file needs to be saved to the hard drive and then played on media player or similar software.



Mr Antonio Martínez-Arboleda 18 Jan 2010 05:36

Edit | Delete



Mr Billy Brick 14 Sep 2009 14:40

Edit | Delete

Excellent resource. Part of a larger collection of videoed responses. Excellent possibilities for re-use in language classes; and re-use of methodology/concept.



Mr Emmanuel Godin 14 Sep 2009 16:54

Edit | Delete

The group thinks this is useful as a complete package of teaching resources - useful in a variety of disciplines (not just language). Thoroughly prepared - transcripts with translations. Flexible in use - bite-size units. Links to other resources would be possible; also the academic background to this module. Seems user friendly.

Tags:

Ukoer, Oerllas, Political, Decentralisation, Regional, Autonomy, Spain, Lorca, Murcia, Federal, Politics, Regions

Languages:

Spanish, English, Dialecto Murciano

Permissions: World

Link:

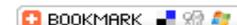
http://humbox.ac.uk/233/

Downloads:



Toolbox

- Edit item
- Bookmark this item
- Download as zip
- Email the uploader



Collection(s)

Warwick workshop
Attitudes Towards Regional Autonomy in Spain: The Case of Lorca (Región de Murcia).
17 videos, Methodology and Transcripts.

Mr Antonio Martínez-Arboleda

Principal Teaching Fellow

University of Leeds



Interests:

Autonomous Learning, OERs, Student Motivation, Employability, e-learning, Role-plays, Poetry Translation and Performance, Spanish Politics, Spanish for Business and Spanish Language.

Biography:

I currently teach my specialist modules on Spanish Politics and Spanish in an Economic and Business Context. I am Programme Manager for our BAs in Spanish, Senior Language Co-ordinator, in charge of the whole Spanish Language Programme, and Instituto Cervantes Liaison Officer. I have been actively involved in the Humbox as an institutional partner representing the University of Leeds and I have been awarded a SCORE Fellowship (Support Centre for Open Resources in Education, based at the Open University) for the project "Review and Endorsement of Open Educational Resources by Graduate-Recruiting Employers".

Homepage:

http://www.leeds.ac.uk/arts/people/20059/spanish_portuguese_and_latin_american_studies/person/1009/antonio_martinez_arboleda

Affiliated Groups:

JISC OpenLIVES,  Unnamed Group 5

[Embed](#)

Latest Additions

1. Simulations and Collaborative Learning in Spanish Language and Culture: a Way Forward for the Enhancement of Employability in Arts Subjects?
2. Review and Endorsement of OERs by Graduate-Recruiting Employers
3. Employability and Life-long Learning Skills in Modern Languages and Cultures, History and Politics
4. Autonomous Learning Portfolio in Spanish Language
5. Los miserables
6. Professional Reported Speech in Spanish in a Political Context - C1-C2 Level
7. Juan Ramón Barat - Selection of Poems Translated into English
8. Enhancing Modern Languages Teaching: Student Participation and Motivation
9. Introduction to the Spanish Political Transition and the Reform of the Political System
10. Motivating students and personalising their learning experience

Most Downloaded Items

- | | |
|---|-----|
| 1. Regional and National Diversity and the Spanish Political System | 564 |
| 2. Terrorism and Political Violence in Spain | 288 |
| 3. Motivating students and personalising their learning experience | 177 |
| 4. 1. Attitudes towards Regional Autonomy in Spain: The Case of 152 Lorca (Region of Murcia). Video 1 and Follow-up Video - Transcripts in English and Spanish - Summary of Methodology | 152 |
| 5. Professional Reported Speech in Spanish in a Political Context - C1-C2 Level | 141 |

Benefits of sharing for professional development

Mr Antonio Martínez-Arboleda

Principal Teaching Fellow
University of Leeds



Interests:

Autonomous Learning, OERs, Student Motivation, Employability, e-learning, Role-plays, Poetry Translation and Performance, Spanish Politics, Spanish for Business and Spanish Language.

Biography:

I currently teach my specialist modules on Spanish Politics and Spanish in an Economic and Business Context. I am Programme Manager for our BAs in Spanish, Senior Language Co-ordinator, in charge of the whole Spanish Language Programme, and Instituto Cervantes Liaison Officer. I have been actively involved in the Humbox as an institutional partner representing the University of Leeds and I have been awarded a SCORE Fellowship (Support Centre for Open Resources in Education, based at the Open University) for the project "Review and Endorsement of Open Educational Resources by Graduate-Recruiting Employers".

Homepage:

http://www.leeds.ac.uk/arts/people/20059/spanish_portuguese_and_latin_american_studies/person/1009/antonio_martinez_arboleda

Affiliated Groups:

JISC OpenLIVES,  Unnamed Group 5

[Embed](#)

Latest Additions

1. Simulations and Collaborative Learning in Spanish Language and Culture: a Way Forward for the Enhancement of Employability in Arts Subjects?
2. Review and Endorsement of OERs by Graduate-Recruiting Employers
3. Employability and Life-long Learning Skills in Modern Languages and Cultures, History and Politics
4. Autonomous Learning Portfolio in Spanish Language
5. Los miserables
6. Professional Reported Speech in Spanish in a Political Context - C1-C2 Level
7. Juan Ramón Barat - Selection of Poems Translated into English
8. Enhancing Modern Languages Teaching: Student Participation and Motivation
9. Introduction to the Spanish Political Transition and the Reform of the Political System
10. Motivating students and personalising their learning experience

Most Downloaded Items

- | | |
|---|-----|
| 1. Regional and National Diversity and the Spanish Political System | 564 |
| 2. Terrorism and Political Violence in Spain | 288 |
| 3. Motivating students and personalising their learning experience | 177 |
| 4. 1. Attitudes towards Regional Autonomy in Spain: The Case of 152 Lorca (Region of Murcia). Video 1 and Follow-up Video - Transcripts in English and Spanish - Summary of Methodology | |
| 5. Professional Reported Speech in Spanish in a Political Context - C1-C2 Level | 141 |

Way of showing impact:-

- for non-research active staff
- demonstrating excellence in teaching
- raising your public professional profile
- linking research and teaching
- demonstrating excellence in content, technology or pedagogy

Practice: -

- a way of making connections in discipline community
- improves digital literacy
- a way of making contact with other audiences for your work
- encourages collaborative working

Why do people use the site?

- see what other practitioners/institutions are doing
- to share practice and get reviews
- can find useful resources to adapt
- helps to reflect on own practice
- provides good ideas to improve/enhance practice
- good way to keep up with developments in the discipline
- early career researchers can showcase work and teaching experience
- can see perspectives from other hums disciplines
- enables teaching to have a public dimension

The FAVOR project

- Finding A Voice through Open Resources (JISC)
- Part-time, hourly-paid language tutors
- Sharing existing resources
- Creating new transition resources for prospective university applicants: ‘taste of’ new languages; language study at HE
- Collaboration: Southampton, SOAS, UCL SSEES, Aston, Newcastle

Issues for hourly-paid tutors

- Often unrecognised and undervalued
- Employed in ‘Language Centres’ separate from academic depts
- Teaching-only contracts (Coleman, J, 2004)
- “...*could be forgiven for feeling like second-class citizens,*” Klapper, J. (2006)
- Intensive teaching schedules
- Lack of opportunity to engage with academic life and professional development opportunities

Benefits of open practice

- Can demonstrate impact to institution as well as beyond
- Colleagues who work cross-sector, cross-institution can bring work together under one online profile
- Facilitates networking locally and beyond
- Creating new, high quality OERs will raise profiles of creators
- Enhances digital literacy and professional practice

Concluding remarks

- Open practice is potentially a good vehicle for professional development in a range of ways, from profile-raising; encouraging reflection on current practice, to enhancing digital literacy
- Enhanced usefulness if part of a community of collegiate 'sharers'
- Benefits for full engagement (sharing your work and downloading) and for partial (browsing, downloading others' work)

Useful links for info and advice (OERs)

- OER Infokit: <http://bit.ly/oerinfokit>
- The JISC (funding, OER projects): www.jisc.ac.uk
- Open Courseware Consortium: www.ocwconsortium.org

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/>

Useful links: landscape for languages

- Coleman, J. 2004, Modern Languages in British universities: past and present, *Arts and Humanities in Higher Education*, 3(2), 147–162.
- Klapper, J. 2006, *Understanding and Developing Good Practice: Language Teaching in Higher Education*. London: CILT.
- Howarth, P. 2011, *Language Centres and Academic Departments*. Available online:
<http://www.ucml.ac.uk/shapingthefuture/identity>
- Review of Modern Foreign Languages provision in higher education in England, HEFCE, by M. Worton:
http://www.hefce.ac.uk/pubs/hefce/2009/09_41/

Thank you, questions, discussion!

- Do you think new academic/teaching staff should be actively encouraged to engage with open practice?
- What other things do we need to do to engage more staff with open practice?
- Do you think that engagement with open practice should be made part of the REF/promotion pathways?