

Digital literacy in the humanities: what open practice can do for you



Centre for Languages, Linguistics and Area Studies
University of Southampton, November 7th, 2012

Image courtesy of wikimedia commons: <http://en.wikipedia.org/wiki/File:Unclesamwantyou.jpg>

LLAS

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Overview

- Introduction to the work of the HEA
- LLAS and Open practice – an overview
- Digital literacy – what does it mean?
- OERs – the landscape of use and reuse
- Creating and using open content in humanities
- Hands on practice
- Feedback and discussion

LLAS and Open practice: an overview

Alison Dickens and Kate Borthwick

Centre for Languages, Linguistics and Area Studies

University of Southampton

‘Digital literacy in the humanities: what open practice can do for you,’

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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 Authentic Voice and an Effective Narrative Understand what plagiarism is, the importance of avoiding it; how to find your own 'voice' in your writing, how paraphrasing, summarising and synthesising are

[Read more...](#)



mr richard galletly

Shared with: World



LLAS/Why study...? downloadable calendar - November 2012, Welsh

This calendar, for the month of November 2012, in Welsh, was produced by LLAS Centre for Languages, Linguistics and Area Studies. It was created with help from teachers working on the JISC-funded Community Cafe project. Look out for another language next month!

[Read more...](#)



Ms Kate Borthwick

Shared with: World



Moving from GCSE to AS level for the first time in a language

Moving from GCSE to AS level for the first time in a language - how to do it effectively and more enjoyably.

Languagebox Activities

Language Box is being used by participants in the Community Cafe project. This project was funded by the JISC and worked to create a collection of resources for use by community languages teachers across the UK. If you are a teacher of a community language, working in a supplementary school or Saturday school, please join the site and share your work!

LanguageBox and the FAVOR project

The JISC-funded FAVOR project has been working with part-time language tutors to publish and showcase their teaching resources. Tutors have been involved in creating new open educational resources around the topic of transition from language study at school to university. These materials give students a 'taste of the range of languages that can be studied in UK HE and the language learning activities that are part of academic study. Watch this space for some great new resources!

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



OpenLIVES Autonomous Learning

This is a new autonomous learning activity presented as part of the OpenLIVES JISC-funded project. It will be used in post-A Level Spanish Language at the University of Leeds from January

[Add to bookmarks](#)

[> Read more...](#)

Added By:



Mr Antonio Martínez-

Arboleda

Added On: 18 Oct 2012

15:53

Languages: English,



Working with oral history: epistemological,

This is a powerpoint presentation used in a class with Year 1 students in the module SPPO 1180 "Skills and Issues in Spanish Portuguese and Latin American Studies" at the School

[Add to bookmarks](#)

[> Read more...](#)

Added By:



Mr Antonio Martínez-

Arboleda

Added On: 18 Oct 2012

15:36

Languages: English



Learning about Spanish Society and History through

This is a powerpoint presentation with external links,

Added By:



Mr Antonio Martínez-

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 sllama@leeds.ac.uk and find out more about this OU SCORE-funded project.

Watch this video about the project.

HumBox findings

Academic practice enhanced through engagement with open working:

- Digital literacy
 - publishing work openly (copyright, formats etc)
 - online public profile for teaching
 - contact with new, unexpected audiences
 - adoption of new ideas/approaches from viewing work of others



Challenges:

- CBLTs work in isolation; out-of-hours; in informal situations
- Reliant on own materials
- Few opportunities to meet fellow teachers and share practice
- Lack of professional development or opportunities
- Low level use of digital resources in teaching

Impact:

- Practical aspects to the project had a greater impact (e.g. training)
- Teachers had no problem with the idea of ‘open’
- They use their new skills in teaching
- Increased willingness to reflect on teaching

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

FAVOR: findings

- Enhanced practice
 - new skills acquired

“I’ve learnt a lot. I say thank you very much for the project because for me it was great...now I’m so motivated to learn more.”

- enhanced confidence

“I know that now, I am more confident in creating my own resources, so I know...I can go and do it faster and more efficiently”

- improved practice through self-reflection
- improved digital literacy (OER-creation, copyright, use of technology for teaching)

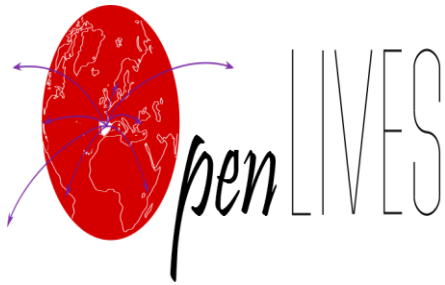
- Increased feeling of ‘belonging’ via public profile and association to institution

FAVOR: findings

- 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.”

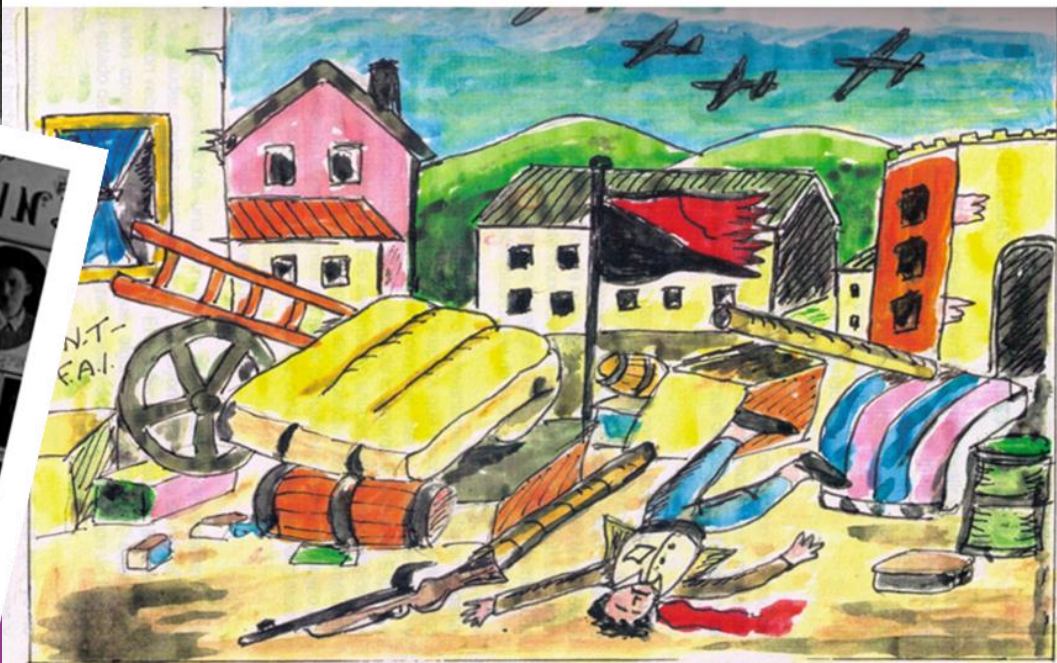
- Sustainability
 - use with students
 - long-lasting impact on teaching



The OpenLIVES project

- Learning Insights from the voices of Emigres (JISC)
- 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
- Collaboration: Universities of Southampton, Leeds and Portsmouth

OpenLIVES research data



OpenLIVES: Southampton

- Provided original research
- *“I was totally seduced by the concept”* - original researcher
- Dealt with permissions issues
- Digitising materials

The screenshot displays the OpenLIVES website interface. At the top, there is a navigation bar with links for Home, Browse, Forum, About, and Help, along with a search bar and a 'Hum Box' logo. Below the navigation bar, the page title is 'OpenLIVES Spanish emigre interviews - Germinal Luis Fernandez'. The main content area features a large photograph of an elderly man standing in front of a grand, ornate building. Below the photo, there is a file list with icons for 'IMAGE', 'AUDIO', and 'doc'. The file list includes 'openlives_germinal2012.jpg', 'germinal_1.mp3', and 'Germinal_Trascripci'. To the right of the main content, there is a 'Description' section with text about the collection of resources, an 'Associated Groups' section with 'OpenLIVES' logos, and a 'Resource details' section with 'Added By: Ms Kate Borthwick'.

OpenLIVES: Southampton

- Learning objects for research skills
- Student translations, subtitling, file-checking



Oral History: Type of questions for the interviewee.

by Irina Nelson

The value of oral history lies in: 1) Giving a voice to those that have traditionally been marginalised from official histories e.g. women, migrants, working classes, gay people, etc. 2) Providing insights not only on important events that happened in the past but on the way in which these...

[Open in new window](#)

Oral History: Type of questions for the interviewee.



Padmini Broomfield interviewing

Introduction

The value of oral history lies in:

- 1) Giving a voice to those that have traditionally been marginalised from official histories e.g. women, migrants, working classes, gay people, etc.
- 2) Providing insights not only on important events that happened in the past but on the ways in which these affected those who experienced them.


3) To encourage the interviewee to share their views, opinions and beliefs on the issues that affected them **it is important to ask the right kind of questions.**

Objectives

OpenLIVES: Leeds

- Final year module running this year: ‘Discovering Spanish Voices Abroad in a digital world’
 - interview and research skills
 - technical skills (video/audio software)
 - documentary production
- Producing autonomous learning activities based on OpenLIVES data

University of Leeds – School of Modern Languages and Cultures
SPPO3640 Discovering Spanish Voices Abroad in a Digital World (OpenLIVES)
Programme and Assessment







This is a professional skills and language in context module in which students will work with the OpenLIVES collection of interviews, featuring Spanish émigrés, will learn about Spanish Society and Economy, and will produce their own audio documentaries in Spanish using soundtracks from the OpenLIVES interviews as well as their own interviews.

Students will learn about editorial, ethical and legal issues in the context of their work in the course and will be encouraged and supported in publishing their short documentaries in the HumBox and in other Open Educational Resources Repositories after the end of the module.

Students will acquire the necessary skills and attributes to build their own professional digital profile, to become responsible digital scholars and make tangible contributions to the Global Learning Community.

OpenLIVES research participant Germinal Luis with OpenLIVES researcher Miguel Arrebola (University of Portsmouth) in Barcelona



Programme

Semester 1 (all sessions in Semester 1 are 1 hour long):

1. Introduction: The OpenLIVES collection
2. Lecture 1: Economic Migration from Spain during the Franco Regime

Semester 2

1. Feedback week
2. Oral presentations and project discussion (2 hours per week)
3. Oral presentations and project discussion (2 hours)

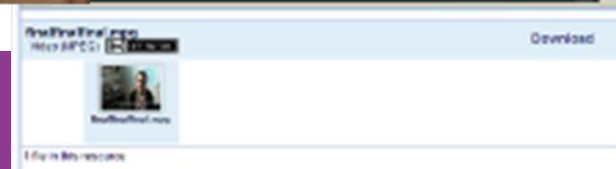
OpenLIVES: Portsmouth

- Immediate integration of material: *Languages for Professional Communication* (2nd and final year module)

- creation of interactive magazines
- Student videos describing experiences
- Video: Germinal Luis Fernandez



Student oral progress report: Project on evaccine children from the Spain



OpenLIVES

- Preserving and doing justice to research data
- Producing student-centred teaching resources
- Curriculum innovation and originality in teaching
- Beyond education
- Collegiality and trust

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/>