Course Specifications

Valid as from the academic year 2018-2019

Open Language Learning (A704034)

Course size   (nominal values; actual values may depend on programme)

Credits 5.0   Study time 150 h   Contact hrs   45.0 h

Course offerings in academic year 2018-2019

A (semester 2)   English

Lecturers in academic year 2018-2019

Macken, Lieve	LW22	lecturer-in-charge
Goethals, Patrick	LW22	co-lecturer

Offered in the following programmes in 2018-2019	crdts	offering
Postgraduate Certificate Computer-Assisted Language Mediation	5	A

Teaching languages

English

Keywords

Open educational resources, foreign languages, MOOCs, Open learning

Position of the course

The Web 2.0 philosophy has transformed the digital environment into a space for online creation and collaboration, changing the way in which learning is undertaken. Since the appearance of the Open Course Ware (OCW) initiative at Massachusetts Institute of Technology (MIT) in 2002, there has been a significant increase in projects related to open educational resources (OER), open educational practices (OEP) and open education in general. This has given teachers a unique opportunity to share, use and reuse materials and tools, and has naturally led to alternative approaches to language instruction, which blur the distinction between formal, non-formal and informal education, and encourage new models of content delivery, tuition, assessment and accreditation.

It is in this context that Personal Learning Environments (PLEs) come into the picture. They are a natural evolution from the widely used virtual learning environments (Moodle, Blackboard, aLF at UNED) and provide a more creative, adaptive learning environment, since they allow students to customise their set of resources and learning materials.

All these initiatives recognise that that learning is ongoing and seek to provide tools to support that learning. This course provides an overview of the current situation in Foreign Language learning, in which there has never been a wider range of methodologies, practices and resources that encourage a culture of sharing and yet all these new initiatives do not seem to have fully materialized yet.

Contents

1 Open Educational Resources for Foreign Languages
2 Content curation on the web
3 Personal Learning Environments (PLEs)
4 Massive Open Online Courses (MOOCs)
5 Development of materials and resources for Open Language Learning

Initial competences

An adequate knowledge of the English Language is required (B2 or more) and a strong commitment to use, produce and share free learning resources and research outcomes.

Final competences

This subject contributes to develop the following learning outcomes:
1. To understand the issues of Open Educational Practices applied to Language Learning. Students should adopt a producer role as active participants in the learning process.
2. To encourage students to publish work as Open Educational Resources for Language Learning. Students can make a significant contribution to increasing the use of OER by publishing their work under an open license.
3. To take an active role in assuring the quality of Open Educational Resources for Language Learning, so that they play an active role in assuring the quality of content by adding comments on what content they are finding useful and why.
4. To participate in activities to support Open Educational Resources for Language Learning development. To support the use of Open Educational Resources for Language Learning for the purposes of self-directed study and, at a more advanced level, by being able to create their own curriculum/courses of study.

Conditions for credit contract

This course unit cannot be taken via a credit contract

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Extra information on the teaching methods

The main methodological principles in this subject are:
- Distributed Cognition and Connectivism to emphasize the ontological nature of knowledge as "in-between" people, artifacts and different environments.
- Activity Theory to offer a "design in use" perspective on open language learning, with a focus on the learners' goals that direct their actions.
- Social Constructivism and Communities of Practice to highlight the structures and processes that scaffold learning in formal and informal environments.
- Student-Centered Learning and Personalized Learning to give students opportunities to lead learning activities, participate more actively in discussions, design their own learning projects, explore topics that interest them, and generally contribute to the design of their own course of study.

These principles will be applied in different activities based on the creation and/or adaptation of Open Educational Resources for Language Learning.

Learning materials and price

All learning materials will be available online (UNED online platform).

References

Some good reference materials are:
- Beaven,A., Comas-Quinn,A. & Sawhill, B.(Eds.) (2013) *Case Studies of Openness in the Language Classroom* http://research-publishing.net/publications/2013-beaven-comas-quinn-sawhill/
- Martín-Monje, E. & Bárcena, E. (Eds.) *Language MOOCs: Providing Learning, Transcending Boundaries*. Warsaw/Berlin: De Gruyter: http://www.degruyter.com/viewbooktoc/product/455678
- OER Handbook for Educators 1.0 http://goo.gl/o7xu3H

Course content-related study coaching

Possibility to contact lecturers via e-mail.
Lecturers in the academic year 2017-2018:
- Elena Martín Monje (UNED)
- M. Dolores Castrillo (UNED)
- Esteban Vázquez Cano (UNED)

Evaluation methods

continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Examination methods in case of periodic evaluation during the second examination period

Examination methods in case of permanent evaluation

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

One final task (100%), consisting of the following:

- A digital OER (Open Educational Resource) for language teaching and learning.
- A written document (or a video) which supports the Language OER created and justifies the theoretical background on which the digital material has been designed.

Calculation of the examination mark

One final task (100%)