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

Begincompetenties

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.

Eindcompetenties

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.

Creditcontractvoorwaarde

Dit opleidingsonderdeel kan niet via creditcontract gevolgd worden

Examencontractvoorwaarde

Dit opleidingsonderdeel kan niet via examencontract gevolgd worden

Didactische werkvormen

Toelichtingen bij de didactische werkvormen

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.

Leermateriaal

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

Referenties

Some good reference materials are:

- OER Handbook for Educators 1.0 http://goo.gl/o7xu3H

Vakinhoudelijke studiebegeleiding

Possibility to contact lecturers via e-mail.

Evaluatiemomenten

- niet-periodegebonde evaluatie

Evaluatievormen bij periodegebonde evaluatie in de eerste examenperiode

Evaluatievormen bij periodegebonde evaluatie in de tweede examenperiode

Evaluatievormen bij niet-periodegebonde evaluatie

Tweede examenkans in geval van niet-periodegebonde evaluatie

Examen in de tweede examenperiode is mogelijk

Toelichtingen bij de evaluatievormen

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.

Eindscoreberekening

(Ontwerp -- let op, dit is een werkdocument)