OPEN LANGUAGE LEARNING

Curso 2016/2017

(Código: 24409297)

1.PRESENTACIÓN

PRESENTATION

In the past decades there have been several initiatives to broaden access to the learning traditionally offered through formal education systems. The boundaries between formal and non-formal education are becoming more and more blurred and there are ever-growing open practices and a wider range of Open Educational Resources (OERs) which aim for 'opening up' education to anyone, anywhere. In this course we will look at the open provision of educational resources and practices for language learning, which have been enabled by information and communication technologies.

2.CONTEXTUALIZACIÓN

CONTEXTUALIZATION

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.

3.REQUISITOS PREVIOS RECOMENDABLES

PREVIOUS REQUIREMENTS

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.

4.RESULTADOS DE APRENDIZAJE

LEARNING OUTCOMES

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.

5.CONTENIDOS DE LA ASIGNATURA

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

6.EQUIPO DOCENTE

- ELENA MARIA MARTIN MONJE
- ESTEBAN VAZQUEZ CANO
- MARIA DOLORES CASTRILLO DE LARRETA-AZELAIN

7.METODOLOGÍA

METHODOLOGY

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.

8.BIBLIOGRAFÍA BÁSICA

Comentarios y anexos:

BASIC BIBLIOGRAPHY

All the necessary learning resources will be provided in the online platform. Besides, 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

9.BIBLIOGRAFÍA COMPLEMENTARIA

Comentarios y anexos:

COMPLEMENTARY BIBLIOGRAPHY

- Daniel, J. (2012). Making sense of MOOCs: Musings in a maze of myth, paradox and possibility. *Journal of Interactive Media in Education*, 2012(3), Art-18. DOI: http://dx.doi.org/10.5334/2012-18
- Downes, S. (2012, January 6). *Creating the Connectivist Course*. [Blog post]. Retrieved from http://halfanhour.blogspot.com.es/2012/01/creating-connectivist-course.html
- Godwin-Jones, R. (2012). Emerging Technologies: Challenging hegemonies in online learning. *Language Learning & Technology, 16*(2), 4-13. Retrieved from http://llt.msu.edu/issues/june2012/emerging.pdf
- Littlefield, J. (2015). The Dark Side of the MOOCs: Big Problems with Massively [sic] Open Online Courses. Retrieved from: http://distancelearn.about.com/od/isitforyou/a/The-Dark-Side-Of-The-Moocs-Big-Problems-With-Massively-Open-Online-Courses.htm
- Martinez, M. (2001). Key design considerations for personalized learning on the web. *Educational Technology & Society, 4*(1), 26-40.
- Steels, L. (2003) Social language learning. In M. Tokoro & L. Steels (eds.). *The Future of Learning.* Amsterdam: IOS Press, 133-162.
- Ã Â• Vázquez-Cano, E. & Martín-Monje, E. (2014). *Nuevas tendencias para la elaboración y edición de materiales audiovisuales en la enseñanza de lenguas*. Madrid: McGraw-Hill-Interamericana.
- Vázquez-Cano, E., López-Meneses, E. & Sarasola, J.L. (2013). *La expansión del conocimiento en abierto: Los MOOCs*.Barcelona: Octaedro.

10.RECURSOS DE APOYO AL ESTUDIO

SUPPPORT MATERIALS

This subject has a virtual course with different tools for communication between students and teacher. The Internet is used as a source of information related to all areas covered in the course. Communication among students through the virtual course allows collaborative learning and the achievement of common goals shared among students.

11.TUTORIZACIÓN Y SEGUIMIENTO

Elena Martín Monje

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Office hours:

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Office hours:

Wednesday 16:00-20:00

12.EVALUACIÓN DE LOS APRENDIZAJES

ASSESSMENT

There will be various forms of assessment throughout the course:

- Formative assessment monitoring student's progress
- Formative assessment through task submission
- Assessment of collaborative work
- Assessment of online interaction (both synchronous and asynchronous)
- Overall assessment of learning process and acquisition of contents and competences

13.COLABORADORES DOCENTES

Véase equipo docente.