Title: **Technology enhanced teacher education: lessons from technology for classroom language teaching in higher education?**

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Session Learning Outcomes

By the end of this session, delegates will:

*   have been introduced to a transferable approach to OER (Open Educational Resource) design and creation
*   have become familiar with the pedagogy underpinning this approach to online resource design
*   have considered research showing how technology training could influence teachers in their classroom-based pedagogic practice
*   have considered the suitability of this approach to OER design and creation for use within their own institutions

Session Outline

Key issues to be addressed are:

The drive towards the creation of open content in education has led to choice on an unprecedented scale for teachers searching for OER (Open Educational Resources) to support their students both inside and outside the classroom. Teachers participating in OER development projects are among those standing to gain through creating and sharing their own OER and encountering those of other teachers. However, a further gain from OER initiatives, is that afforded by introducing teachers to new technologies, particularly to authoring tools and the concept (implicit or explicit) of pedagogic design for learning. This will be a key issue addressed in the session.

The FAVOR Project (OER3 initiative), involved part-time language teachers in higher education in the production of digital teaching and learning resources, and sharing these through LanguageBox, an open content repository for teachers and learners.   Teachers drew on and adapted their existing teaching resources, then designed and created new OER, learning to use a Learning Object authoring tool - LOC (Learning Object Creator). A second issue to be addressed is teachers' post-project gains.

Interviews, conducted three months after the project's conclusion, sought to measure project impact on teachers' longer term practice. An interesting finding was the way in which the project had supported teacher development, reflecting that OER project benefits do not have

to be understood only in terms of the digital outputs (Beaven, 2013). Teachers reported technological gain through engagement with new tools for resource creation, and pedagogical gain through exposure to and reuse of design patterns implicit in the OER of others, and through the explicit learning design built into the LOC authoring tool and LOC planning template. There was evidence that the pedagogic principles embedded in the LOC planning template had had an impact on teachers' classroom-based pedagogic practice.

Session Activities and Approximate Timings

This discussion paper will begin with an overview of the FAVOR (Find a Voice through Open Resources) Project – a JISC-funded project to engage part-time university teachers in creating and sharing OER for language teaching and learning. It will then focus on the findings of post-project research drawing on teachers' reflections about what they subsequently took away from the project and implemented in their face-to-face teaching (25 minutes)
There will then be 20 minutes for discussion focussing on:
- OER deliverables and teacher learning as outcomes of OER projects
- The extent to which pedagogy can be reflected in OER
- Creation and storage tools, OER discoverability and transferability

References

Beaven, T. (2013) Use and Reuse of OER: professional conversations with language teachers. Journal of e-Learning and Knowledge Society (Je-LKS) Vol 9, No 1. Retrieved from http://www.jelks.org/ojs/index.php/Je-LKS_EN/article/view/802

Borthwick, K. (2013) The FAVOR Project Final Report. Retrieved from http://www.llas.ac.uk/sites/default/files/nodes/6505/FAVOR-Final-report.pdf

LanguageBox (2013) The LanguageBox Repository for Open Educational Resources. Retrieved from http://languagebox.ac.uk

LOC (2013) The Learning Object Creator Authoring Tool. Retrieved from http://www.llas.ac.uk/projects/2770

Watson, J. (2013) 'FAVORing the part-time language teacher: the experience and impact of sharing open educational resources through a community-based repository'. In Case Studies of Openness in the Language Classroom. (E book) *Forthcoming*.