L$_2$O – Sharing Language Learning Objects

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www.elanguages.ac.uk/sharing

5th June 2006 @ London

Sharing

- Who?
- Why?
- What?
- How?

Who?

- Sharing online learning resources between institutions? Across sectors?
- Language learning = lifelong learning
  - Partners in HE (Portsmouth/Reading/Southampton/Surrey
  - HE Academy Subject Centre for Languages, Linguistics & Area Studies
  - FE/6th form/SE Region Comenius Centre

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Why?

- Access to peer-reviewed, quality-assured, 'engaging' learning materials that encourage independent learning and can be used to support flexible learning in class, labs or at a distance
- In-house teams can be lacking in skills
  - Instructional design & knowledge of accessibility issues
  - Access to examples of 'good practice'
  - Resource description

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Why?

- To be able to be shared, materials need to be 'attractive' to the end-user
  - 'Asset' description – assisting in resource discovery
    - Learning object
    - Pedagogical asset
    - Technical asset
  - In terms of their context
  - Ease of re-use or ability to be re-purposed

Resource discovery

CLARe

| Home | About | Browse | Search | Register | User Area | Help |

Pancho talks about his family.(LO)

Item Type:	Learning Object
Description:	Text in Spanish: a Mexican young man introduces himself and describes his family.
Keywords:	Personal-information, family

📦 55 Kb
Portsmouth-LO4.zip

📄 62 Kb
index.htm

Completion time:	15 Minutes
Level of Task Difficulty:	Beginner
Level:	Breakthrough 1- 3
Native Language:	es-ES
Language of Task Instructions:	en-GB

Pedagogic Type:	Activity-based
Task Purpose:	Reading comprehension; vocabulary expansion; writing skills (numbers)
Subject or Skill Area(s):	Spanish Language: reading comprehension / writing
Associated Scaffolding:	Self-correcting exercise
Description for	You will practise your reading comprehension skills in relation to: saying who you

Learning object description

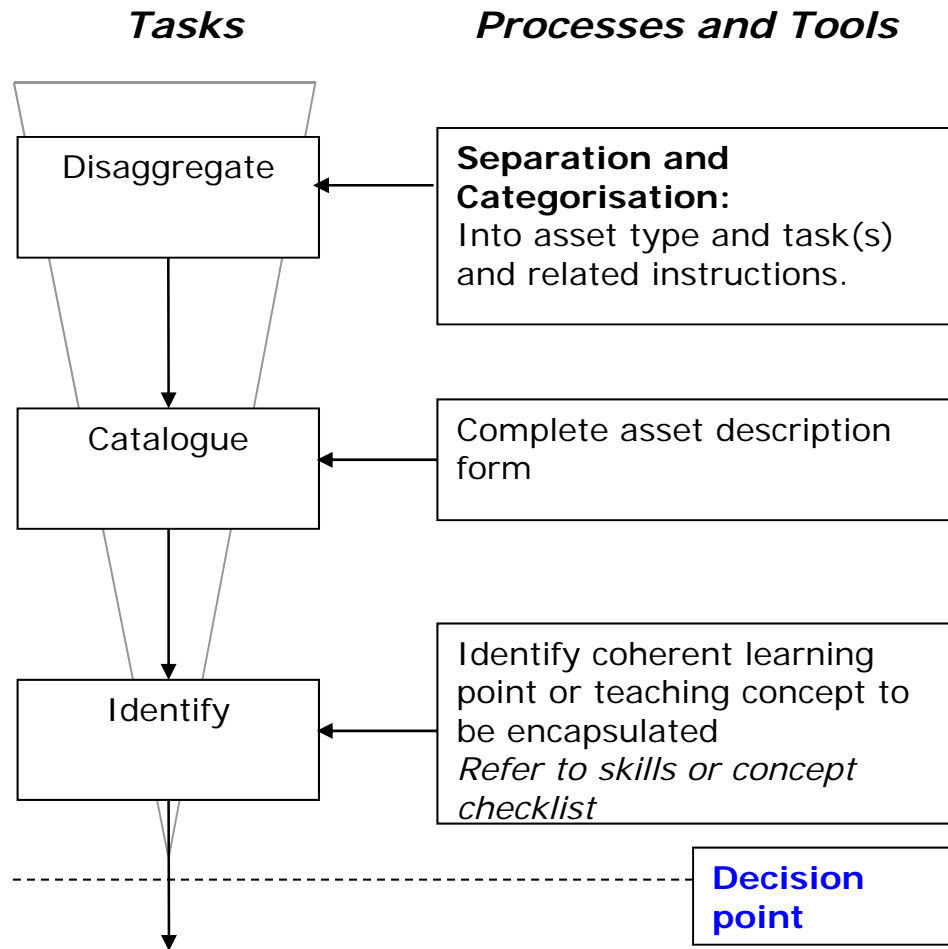|			
1.2 ☼	Title of learning object	**Getting the most out of dictionaries**	This is the only title field. This is not a description of the resource.
1.3 ☼	Educational Language	**English**	This is the native language of the resource.
1.4 ☼	Description	**This resource allows users to evaluate the benefits of different types of dictionary for language learning purposes and listen to 3 language learners talking about the dictionaries they use with associated exercises**	This should be a concise intensive description of the resource. There is a word limit of 50 words for this field.
1.5 ☼	Keywords	**Dictionary/use/ language/ learning/**	This should be a maximum of 10 keywords that accurately describe the resource
1.6	Topic	**Using monolingual, bilingual and specialist monolingual dictionaries to support language learning**	This should indicate the general coverage of the Learning Object (LO)
2.3.x ☼	Author/Contributor	**J.Watson**	This is the name of any authors/contributors and academic institutions
5.2	Pedagogic type ▲	**Activity-based**	Choose from: presentation-based/activity-based/case study-based/enquiry-based problem-based/collaboration-based, communication-based
5.9	Time needed to complete task (approx)	**45 mins**	This is the approx learning time, format: HH:MM:SS
5.10	Main task purpose ▲	**To explore the use of different types of dictionary as language learning support tools**	This should outline the main purpose of the tasks involved within the LO
5.15	Description for learner (e.g. main & subsidiary learning outcome(s), skill(s) being practised)	**In these activities you are going to explore the benefits of using different kinds of dictionary. You will also consider how useful your own dictionary is and listen to some language learners talking about the dictionaries they use.**	Self explanatory *5th June 2006 @ London*
5.21	Language of Task instructions	**English**	Please indicate the language the task instructions are presented in.
5.22	Subject or skill area(s)	**Language learning skills**	Self explanatory

What?
Pedagogically-driven 'process' model

Tasks   **Processes and Tools**

| Disaggregate | **Separation and Categorisation:** Into asset type and task(s) and related instructions. |

| Catalogue | Complete asset description form |

| Identify | Identify coherent learning point or teaching concept to be encapsulated *Refer to skills or concept checklist* |

Decision point

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Decision point

Re-use Re-purpose Re-model	←	Map onto template and enhance/ add to (e.g. add scaffolding / lead-in.) *Refer to style guide or checklist*
Catalogue	←	Complete the Learning Object descriptor form
Review	←	Submit for peer review or student pilot. Make any necessary revisions
Deposit	←	Submit to repository for indexing.
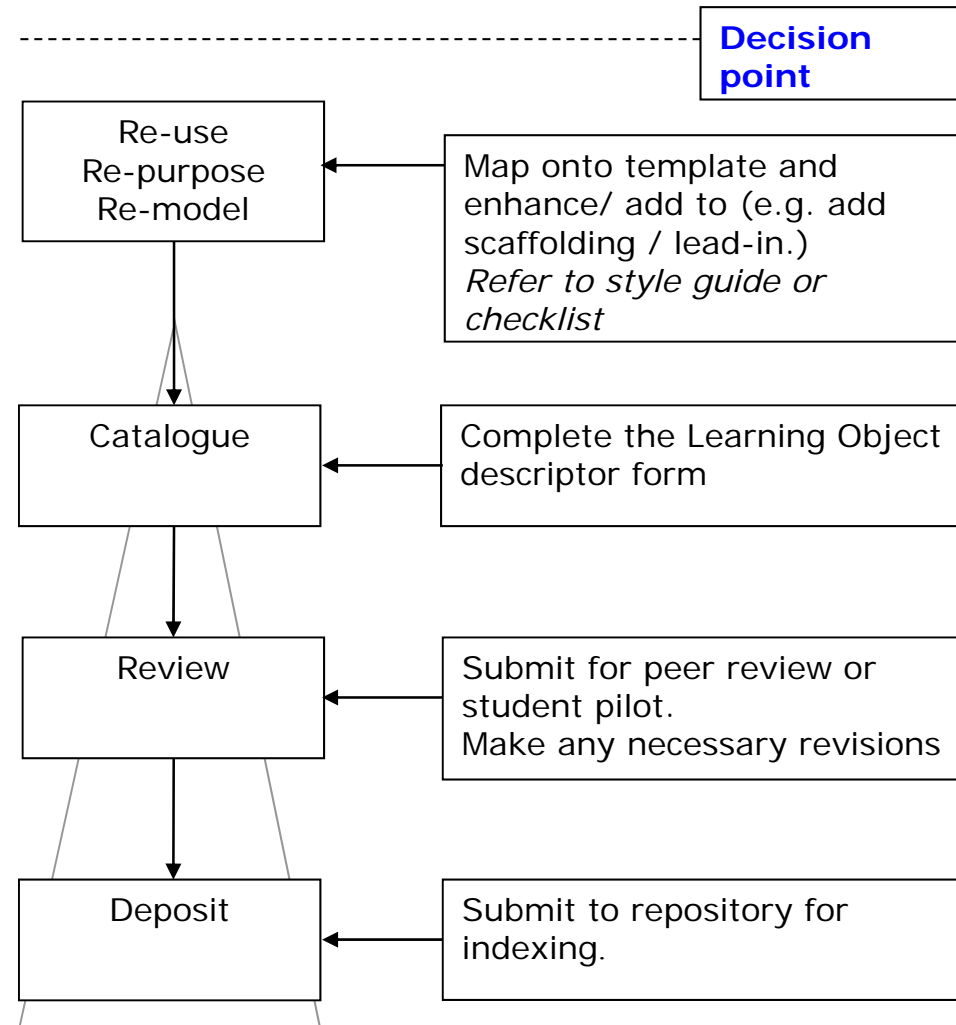
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Current technological scenario
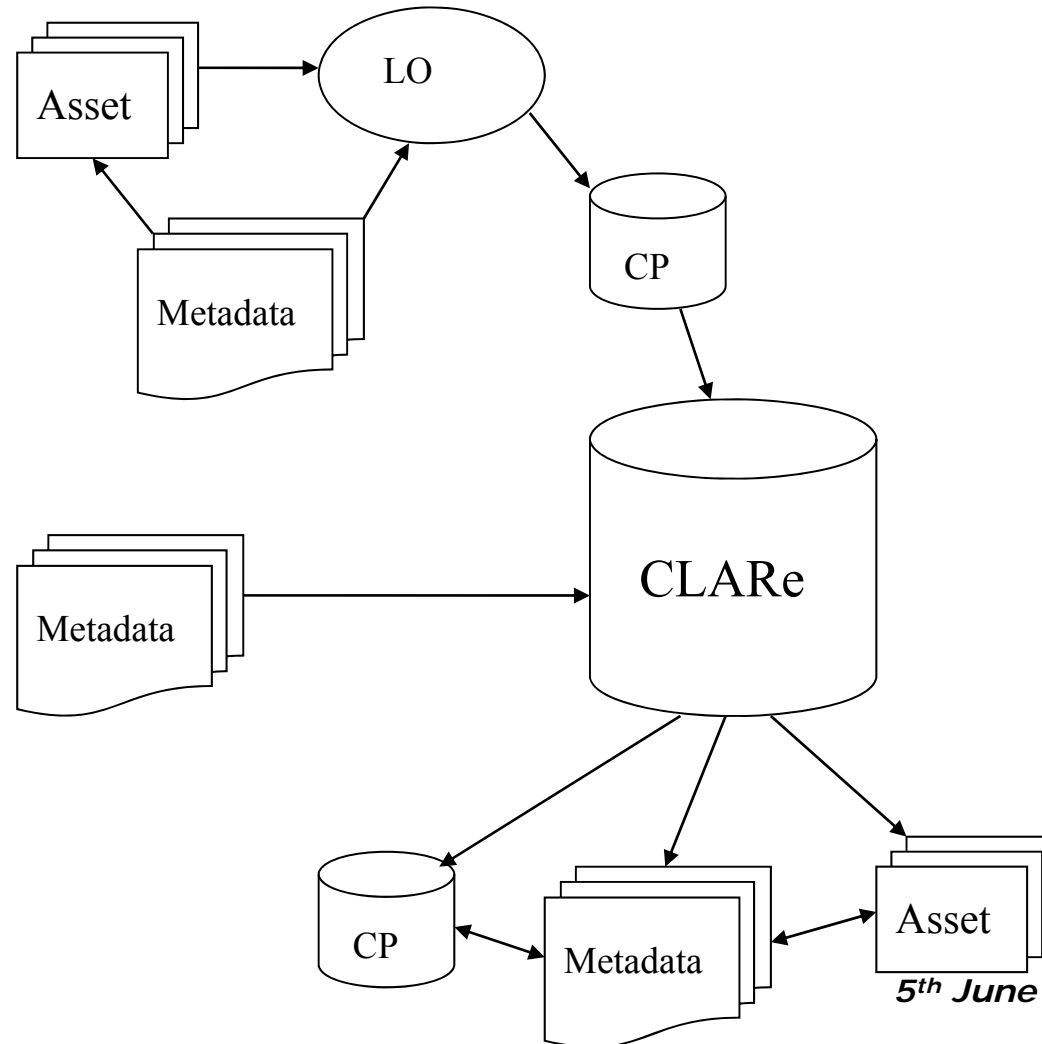
How?
Community of Practice

"The development of a regionally-based cross-sector **community of practice** which focuses on moving towards a shared culture of use, re-use and re-purposing of online resources"

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