Crowdsourcing open corpus-based resources for EAP

http://www.flickr.com/photos/spindexr/5584821686/

Alannah Fitzgerald BALEAP Biennial Conference 2013
The Janus moment in EAP: Revisiting the past and building the future
Overview

- Crowdsourcing open corpus-based resources for EAP
- FLAX Learning Collocations and BAWE collections
- DIY podcast corpora with Oxford OER
- Data-Driven Learning for the masses?
- MOOCs (Massive Open Online Courses)
- Open doors for EAP
Crowdsourcing defined

Definition of CROWDSOURCING: the practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people and especially from the online community rather than from traditional employees or suppliers (Merriam Webster online dictionary, 2013)

http://www.merriam-webster.com/dictionary/crowdsourcing
Crowdsourcing open corpus-based resources for EAP
Radio Ga Ga: corpus-based resources, you’ve yet to have your finest hour

These past few months I’ve been tuning into a lot of different practitioner events and discussions across a range of educational communities which I feel are of relevance to English language education where uses for corpus-based resources are concerned. There’s something very distinct about the way these different communities are coming together and in the way they are sharing their ideas and outputs. In this post, I will liken their behaviour to different types of radio station broadcast, highlighting differences in communication style and the types of audience each broadcast attracts.

— Radio Ga Ga album cover by Queen via Wikipedia

http://www.alannahfitzgerald.org/394/
“Using this kind of corpus data, it is possible to find out about features such as word frequency, collocation, and phraseology and to investigate the ways in which words combine with one another in different contexts... However, most language teachers have not started to use this kind of resource in their own teaching, and I have prepared this questionnaire to try to find out more about who is using corpus data, who is not - and why.” (Tribble, 2012)
What about corpora for..?

• Online learning?
• Informal learning?
• MOOCs using open-source platforms?
• Across different modes of education
  o f2f and online?
Cutting out the middleman in DDL

... the attempt to cut out the middleman as far as possible and to give the learner direct access to the data (Johns, 1991)

• Access to corpus-based resources in mainstream language education
  o Design and usability of interfaces
  o Openness of corpus-based resources
Cutting out the middleman in DDL

http://meaganobrien.com/frontbad/
FLAX Learning Collocations and BAWE collections
Love is a stranger in an open car to tempt you in and drive you far away...toward OEP

Happy Valentine’s Day!

This post is about how I came to be seduced by open educational practices (OEP).

TOETOE International blog series

After a period of radio silence, I have prepared a new series of blog posts on OEP in ELT based on my TOETOE International project with the University of Oxford, the UK Higher Education Academy (HEA) and the Joint Information Systems Committee (JISC). They will be released weekly from today leading up to my presentation at the OEP13 Conference in...
Training Videos for FLAX on YouTube

http://www.youtube.com/watch?v=63Ox6RCVWy0
solving mathematical conundrums to finding the way to a particular destination. It is of no surprise then, that the mechanisms of reasoning are of such interest to psychologists.

mathematical conundrums

The process by which we use our knowledge to make these inferences is known as reasoning. We use reasoning in nearly everything - from solving mathematical conundrums to finding the way to a particular destination. It is of no surprise then, that the mechanisms of reasoning are of such interest to psychologists.

mathematical function

is a right handed lady indicating that her dominant hemisphere (i.e. that which controls language and mathematical function) is on the left. From the history it appears that is suffering from a type of dysphasia.

number of mathematical tricks

The data collected during this process then undergoes post-processing such that the maximal amount of information of this processing can vary and there are a number of mathematical tricks that can sharpen resolution, eliminating correction. However at its most basic the processing involves performing a Fourier transform on the location of this the structure of the crystal and be inferred and thus the shape of the molecule.

mathematical tricks

http://www.youtube.com/watch?v=26i_Y146G0s
UEfAP & Writing for a Purpose: Can we crowdsource this approach to EAP materials development?

http://www.uefap.com/index.htm
DIY podcast corpora with Oxford OER
FLAX Do-It-Yourself Podcast Corpora with Oxford OER

http://www.youtube.com/watch?v=Si24d3Z-8nQ
Build YouTube into your FLAX collections

Ian Goldin: Navigating our global future

The future, as we know it, is very unpredictable. The best minds in the best institutions generally get it wrong. This is in technology. This is in the area of politics, where pundits, the CIA, MI6 always get it wrong. And it's clearly in the area of finance. With institutions established to think about the future, the IMF, the BIS, the Financial Stability Forum, couldn't see what was coming. Over 20,000 economists whose job it is, competitive entry to get there, couldn't see what was happening.

Globalization is getting more complex. And this change is getting more rapid. The future will be more unpredictable. Urbanization, integration, coming together, leads to a new renaissance. It did this a thousand years ago. The last 40 years have been extraordinary times. Life expectancy has gone up by about 25 years. It took from the Stone Age to achieve that. Income has gone up for a majority of the world's population, despite the population going up by about two billion people over this period. And illiteracy has gone down, from a half to about a quarter of the people on Earth. A huge opportunity, unleashing of new potential for innovation, for development.

But there is an underbelly. There are two Achilles' heels of globalization. There is the Achilles' heel of growing inequality -- those that are left out, those that feel angry, those that are not participating. Globalization has not been inclusive. The second Achilles' heel is complexity -- a growing fragility, a growing brittleness. What happens in one place very quickly affects everything else. This is a systemic risk, systemic shock. We've seen it in the financial crisis. We've seen it in the pandemic flu. It will become virulent and it's something we have to build resilience against.
FLAX Do-It-Yourself Podcast Corpora 2: Building interactivity into your collections

http://www.youtube.com/watch?v=fysDzYjbhh0
Open Dissemination Channels for ELT
Russell Stannard - Teacher Training Videos

ELT/ESL TRAINING VIDEOS
Just click on any of the topics on the left hand side. All the videos deal with ELT/ESL and provide loads of great sites and tips on how to use them.

THE TEN MOST POPULAR SITES

Website of the month
A Brilliant collection of easy and fun sites to get you started in 2011. Something here for everyone in ELT.

10 great ELT sites to start 2011

Screen Capture using JING Two sets of videos. One shows you how to use Screen Capture and one shows you some ideas for using it.

How to use JING
Ways of using JING

MailVu and Vocaroo Really simple way of getting your students talking.

How to use MailVu and Vocaroo

Audio Book Brilliant podcasting tool and so easy to use.

How to use Audoboo

iTunes This set of videos shows you how to download podcasts, how to use iTunes you and how to apps too. An amazing tool.

Getting content from iTunes

Learning to use Twitter Videos shows you all you need to get started in Twitter. The 2nd and 3rd set shows you how to you Tweet Deck.

Learning to use Twitter
Learning to use Tweet Deck

http://www.teachertrainingvideos.com
licetne Anglice loqui?

Posted on March 23, 2013 by Melissa Highton

Warning: this post include an above average number of three letter acronyms (TLA)

One of the best things about Oxford’s OER collections is that they are free to be reused in many different ways. One of the best things about Oxford University Press* aka OUP is that they lead the world in support for English language teaching (ELT). One of the best things about doing learning technology research is that we can explore the new ways in which these areas overlap (LAP)

This year we have hosted an ELT researcher to include Oxford’s OER in her work as she travels the world to work with English language teachers to promote re-use of open materials. The Oxford OER collections include Oxford-managed corpora; the British National Corpus (BNC) and the British Academic Written English corpus (BAWE) and Oxford-created OER (podcast lectures and seminars in spoken English, images, essays, ebooks).

Alannah Fitzgerald is an open education practitioner and researcher working in the area of technology-
Data-Driven Learning for the masses?
MOOCs and the Massive Potential for EAP Resources Development

Join Next Week’s MOOC of MOOCs at Hybrid Pedagogy

August 7, 2012, 8:00 am
By Jason B. Jones

There can be no doubt that this has been the summer of MOOCs: Massive Open Online Courses have seized the attention of faculty, journalists, and, more infamously, administrators.

Naturally, the sclerotic, tweedy, Ivory Tower will take no notice of MOOCs until all courses that can move online will have done so, right?

Wrong! Next week, starting on Monday, we’ll have hybrid MOOCs.

“The future looks like this: Access to college-level education will be free for everyone; the residential college campus will become largely obsolete; tens of thousands of professors will lose their jobs; the bachelor’s degree will become increasingly irrelevant; and ten years from now Harvard will enroll ten million students.” (Harden, 2013)
From Gutenberg to Zuckerberg: What you really need to know about the Internet

“We’re in the midst of a major upheaval in our information environment, and none of us has any real idea of where it will end up. So we need to put it into perspective. As it happens, Johannes Gutenberg triggered a comparable revolution five and a half centuries ago when he introduced printing by moveable type. His invention shaped the world into which we the Internet was born. What can we learn from that experience?” (Naughton, 2011)
MOOC meltdowns

‘Charles Severance ran into the language barrier in week two of his seven-week course. After 45,000 people signed up, 23,000 actually logged in when the course began in June. By the end of the first week and the first quiz, 11,000 had stuck around. Not the kind of retention rate Severance was accustomed to at Michigan, but par for the course in a MOOC.

That’s when Severance made what was, in retrospect, a tactical error. “I wanted to try the peer assessment as fast as possible,” he says. So he assigned a short essay -- 400 words or so...that’s when things started to go awry.

“Probably a third of the students do not have English as a primary language,” says Severance. “A problem I have never had before is … suddenly I’ve got people in 15 languages. I’m trying to be subtle and draw out some insight, [and] they want something they can really translate and understand.”

After that assignment, the active enrollment in his course dropped to 6,000.’ (Kolowich, 2012)

Open doors for EAP
Crowdsourcing opportunities for EAP?

- High quality OER for research-driven resources development and teaching at your fingertips
- Open Access publications released under creative commons licences for use in OER derivatives
- Open source software for DIY corpora at your disposal
- Open channels for resource dissemination (MOOCs, YouTube, TTV, open repositories)
- Flexible OER for EAP across alternative modes of delivery (f2f and online)
- Brokers in online peer and language learning support?
There will also be future implications for embedding OER practice by using OER/OCW as a channel for promoting institutional research outputs. The promotion of institutional research, in the light of the Finch (2012) report ‘Accessibility, sustainability, excellence: how to expand access to research publications’ as part of the new UK government research funding mechanism and the changes to research outputs being more open from 2014 should be a driver for expansion of OER.” (HEA, 2013)
Open Educational Resources (OER)

The aim of the HEA/JISC Open Educational Resources programme is to make a wide range of high quality higher education resources freely available, easily discovered online and routinely re-used and repurposed by both educators and learners worldwide.

- Open Educational Resources
- Jorum

Other resources

We provide a range of other resources, including for those interested in Higher Education in Further Education (He in FE) and an archive of resources from National Teaching Fellowship Scheme (NTFS) Projects.

- Student Engagement
- Higher Education in Further Education
- NTFS Projects
- Higher Education Achievement Report

http://www.heacademy.ac.uk/resources
About the OER infoKit | Higher Education Academy/JISC Programme
References


Email: fitzgerald@education.concordia.ca; shaoqun@waikato.ac.nz

FLAX Language: flax.nzdl.org; Twitter: @AlannahFitz

Slideshare: http://www.slideshare.net/AlannahOpenEd/

Blog: Technology for Open English – Toying with Open E-resources

www.alannahfitzgerald.org