Overview

• Growing Tertiary Writing Networks
• Demonstrating Open Data-Driven Learning
• Building Open Text Collections
• Licensing with Creative Commons
• Sharing and Re-using Tertiary Writing Resources
• Planning for How to Share
Tweeting About Tertiary Writing
The TEFL/TESL world does this better...
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 these different types are catering for.

Radio Ga Ga album cover by Queen via Wikipedia

http://www.alannahfitzgerald.org/394/
The EAP Blogosphere

Teaching EAP

Polemical. Questioning, debating and exploring issues in EAP

EAP and publishers: the dangers of Teaching EAP for No Obvious Reason

Posted: November 10, 2012 | Author: Alex | Filed under: Uncategorized | Tags: publishers | 14 Comments »

This post is by our guest Andy Gillett. Andy is well-known in the world of EAP. He was chair of BALEAP, treasurer and PIMS coordinator. He is also very well known for his EAP site http://www.uefap.com/index.htm. Andy worked at University of Hertfordshire from 1995 to 2009 and more recently has been writing vocational English teacher training material for British Council, writing ESAP English for Telecommunications for Garnet, as well as working with Hiliq: Nazi and Sheena Cardner on materials to support their recent

http://www.youtube.com/user/AntlabJPN#p/u/1/_z9wwX7eR-Y
Scoop.it! Curating EAP Resources
Steve Kirk

http://www.scoop.it/t/the-eap-practitioner
Welcome to EULEAP, a professional social network for European lecturers engaged in teaching English for academic purposes.

Should we screen new members to stop spam, or continue to allow everyone to enter?

Started by Anne Hodgson in Meetings and agenda. Last reply by Anne Hodgson on Friday.

I've posted a poll to ask members whether we should screen new members to avoid spam. What do you think? http://ning.it/Nfh8Ru

Continue

Language support for those teaching in English

Started by Martin Bradbeer in Discussions. Last reply by Leo Fabris Oct 28.

A key part of my work involves providing English language support to lecturers who either already teach in English or plan to do in the near future.

http://euleap.ning.com/
Which networks are you plugging into for resources and for sharing your expertise?
SCORE Academic Practice & Accreditation
Data-Driven Learning for the Masses?

The University of Waikato FLAX Project

The UK Higher Education Academy OER International Case Study for Re-use of Oxford University-Managed Corpora
What is a Digital Library?

The digital library concept is applied to a collection of digital resources including but not restricted to those selected by the teacher.
flax.nzdl.org
Learning Collocations collection in FLAX

FLAX team collections building:
Shaoqun Wu, Ian Witten, Margaret Franken, Xiaofeng Yu – Waikato University

**used as a noun**

Research grant  
in research  
social research  
research aims to  
piece of research  
undertake research  
engaged in research

**related collocations**

- research  
- hypothesis  
- scientific  
- empirical  
- method  
- prediction  
- academic  
- hourglass  
- quantitative  
- journal  
- knowledge  
- matter  
- observe  
- electronic  
- data  
- necessary  
- guideline  
- analysis  
- accurate

**definitions**

Research can be defined as the search for knowledge, or as any systematic investigation, with an open mind, to establish novel facts, solve new or existing problems, prove new ideas, or develop new theories, usually using a scientific method.

[Extended definitions from Wiktionary]

**related topics in Wikipedia**

- Social sciences  
- Research and development

http://tinyurl.com/73zcgac
The BAWE Collections in FLAX


![Thromboembolic Event](http://tinyurl.com/cpwyefb)
Mr was referred to the accident and emergency department after presenting at an NHS walk-in clinic.

History

PC:
Mr presented with acute care of patients who present without prior appointment, either by their own means or by ambulance.

HPC:
Mr awoke from sleep you sharp, constant stabbing abdominal pain every day. There was no history of claudication. No recent

Related topics in Wikipedia
- Blood pressure
- Obesity
- Tachycardia
- Headache
- Cardiovascular disease

An Emergency Department (ED), also known as Accident & Emergency (A&E), Emergency Room (ER), Emergency Ward (EW), or Casualty Department is a medical treatment facility, specialising in acute care of patients who present without prior appointment, either by their own means or by ambulance.

http://tinyurl.com/cpwyefb
How could you use the FLAX collections in your teaching and learning?
What collections could you build in FLAX?
Academic Vocabulary Lists
WordandPhrase Corpus of Contemporary American English

http://www.wordandphrase.info/academic/analyzeText.asp
# Academic vocabulary lists

110-million words from COCA academic sub-corpus (2011)

<table>
<thead>
<tr>
<th>Freq Range</th>
<th>1-500</th>
<th>501-3000</th>
</tr>
</thead>
<tbody>
<tr>
<td>409 Words</td>
<td>10%</td>
<td>4%</td>
</tr>
</tbody>
</table>

- **court**: clerk's office, anyone would have a huge I've-heard-it-all file. But that didn't stop Florence...
- **litigants**: and the fast-growing numbers of litigants who do not have lawyers.
- **information**: on the courts from her, " says Prus..." It has become very clear to me that the public doesn't have a clue about what we do or why we...
- **equity**: than they do about a filing deadline or documentation, but th...

Academic sub-corpora & resources
Academic genres (disciplines)

<table>
<thead>
<tr>
<th>GENRE</th>
<th>CONCORDANCE LINES</th>
<th>SORT</th>
<th>SORT</th>
<th>SORT</th>
<th>CLICK WORD TO: SEARCH AS COLLOCATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW</td>
<td>majority in Virginia Pharmacy were horrified by the prospect of</td>
<td>lawyers</td>
<td>advertising</td>
<td>their</td>
<td>services</td>
</tr>
<tr>
<td>LAW</td>
<td>this apparent contradiction in public opinion on the issue of</td>
<td>lawyer</td>
<td>advertising</td>
<td>focus</td>
<td>groups were conducted. The research</td>
</tr>
<tr>
<td>LAW</td>
<td>by businesses. # As the tax season heats up,</td>
<td>lawyers</td>
<td>advising</td>
<td>clients</td>
<td>on tax issues and related matters can expect to</td>
</tr>
<tr>
<td>LAW</td>
<td>or imposed in comparable cases. Plaintiffs and defense</td>
<td>lawyers</td>
<td>agree</td>
<td>that</td>
<td>juries</td>
</tr>
<tr>
<td>LAW</td>
<td>, transactions and contractual matters. Johnon's in-house</td>
<td>lawyers</td>
<td>also</td>
<td>serve</td>
<td>as</td>
</tr>
<tr>
<td>LAW</td>
<td>potential benefits: First panelists, being experienced, trace</td>
<td>lawyers</td>
<td>and</td>
<td>academics</td>
<td></td>
</tr>
<tr>
<td>LAW</td>
<td>more difficult, complex and controversial challenges facing</td>
<td>lawyers</td>
<td>and</td>
<td>courts</td>
<td>handling</td>
</tr>
<tr>
<td>LAW</td>
<td>Section: LITIGATION # Facing high-powered plaintiffs</td>
<td>lawyers</td>
<td>and</td>
<td>damaging</td>
<td>revelations</td>
</tr>
<tr>
<td>BUS</td>
<td>&quot;It is the earnings of managers, sales representatives,</td>
<td>lawyers</td>
<td>and</td>
<td>doctors</td>
<td>that</td>
</tr>
<tr>
<td>BUS</td>
<td>, the cigarette makers and to a lesser extent the trial</td>
<td>lawyers</td>
<td>and</td>
<td>even</td>
<td>the</td>
</tr>
</tbody>
</table>
Linked resources = super resources

http://www.flickr.com/photos/aka_kath/185679814/
Build Your Own Corpus with AntConc


http://www.youtube.com/user/AntlabJPN#p/u/1/_z9wwX7eR-Y
AntConc video tutorials

Video Tutorials
Here are some video tutorials to help you learn how to use AntConc.

Getting Started

Tutorial 1: Concordance Tool - Basic Features

Tutorial 2: Concordance Tool - Advanced Features

Tutorial 3: Concordance Plot Tool - Basic Features

http://www.antlab.sci.waseda.ac.jp/antconc_index.html
Open Training Resources for Wider Participation
Training Videos for FLAX on YouTube

http://www.youtube.com/watch?v=dyDG29aQo8Y
Training Videos for FLAX on YouKu

http://www.youku.com/playlist_show/id_18115224.html
Beyond Audience Boundaries
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 AudioBook

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.

http://www.teachertrainingvideos.com
Widening Audience Participation

http://en.crtvu.edu.cn/
OERu – Open and Distance Learning

http://wikieducator.org/OER_university/Planning/OERu_2012_Prototype
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,
Creative Commons Content and Licensing
http://www.slideshare.net/tbirdcymru/itunes-u-corporate-channel-of-free-educational-resources
Learn anything, anytime, anywhere.

iTunes U — a powerful distribution system for everything from lectures to language lessons, films to labs, audiobooks to tours — is an innovative way to get educational content into the hands of students.

Learn how to access iTunes U on your iPhone or iPod touch.

Watch the video ➤

It’s all in the downloads

<table>
<thead>
<tr>
<th>University</th>
<th>Downloads</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open University, UK</td>
<td>Over 34 million since June 2008</td>
</tr>
<tr>
<td>University of Oxford</td>
<td>Over 9 million since June 2008</td>
</tr>
<tr>
<td>Coventry University</td>
<td>2.5 million in 2010 alone</td>
</tr>
<tr>
<td>University of Warwick</td>
<td>1 million Jan ‘09 – June ‘10</td>
</tr>
</tbody>
</table>

http://www.slideshare.net/tbirdcymru/itunes-u-corporate-channel-of-free-educational-resources
What is Creative Commons?

• Derived from free and open source software licensing
• Founded in 2001 by Prof Lawrence Lessig at the University of Stanford
• Designed to push back against increased enclosure of ‘intellectual commons’
• Six ‘general’, regionalised licences for easy sharing of rights in content
• A suite of machine-, human- and lawyer-readable licences
• Some cool icons
What are the conditions?

Attribution

• Author must be acknowledged on all copies and adaptations of the work, including a link to the original version of the work.
What are the conditions?

Non-commercial

• The work can only be used for non-commercial purposes
What are the conditions?

No Derivatives

• The work can only be distributed in its original form; no adaptations or translations can be made
What are the conditions?

Sharealike

• The work can be modified and adapted, but the entire resulting work (including new material added by the adaptor) must be distributed under the same sharealike licence.
What are the six licences?
What could you do with the Oxford Creative Commons podcast content?
Linking open tools and open pods

This is an example of how a podcast series can be combined with other freely available resources to enhance the user experience and offer additional support to non-native speakers and those from other subject areas. The resource offers links to the audio of eight conversations and transcriptions of these, as well as material to support the learning and understanding of the vocabulary involved.

All the material is being made available under the Creative Commons BY-NC-SA licence.

The Credit Crunch and Global Recession

About the series: A podcast series (eight talks) about the credit crunch and global recession featuring Oxford academics. This series will examine how the current crisis developed, analyse market and government responses to it, and look at what might happen next.

Participants:

- Dr. Linda Yueh, Fellow in Economics, University of Oxford.
- Prof. Jonathan Michie, Professor of Innovation and Knowledge Exchange, Director of the Department for Continuing Education, University of Oxford.
- Martin Slater, Fellow and Tutor in Economics, St Edmund Hall, University of Oxford.
- Dr. Ouli Aamio, College Lecturer in Economics, Lincoln College and St. Edmund Hall, University of Oxford.

http://http://openspires.oucs.ox.ac.uk/crunch/
Open podcast corpus development for spoken collections in FLAX
Podcast Playlists – combining CC content for language learning

http://www.ted.com/playlists
Teachers as OER developers, users, publishers
Why make educational resources open?

A growing momentum behind OER worldwide

- Commitment to social justice and widening participation
- Helps build markets and reputation
- Bridges the divide between formal and informal learning
- A test bed for new e-learning developments and an opportunity to research and evaluate them
- A way of drawing in materials from other organisations
- A means for attracting the attention of publishers
- Provides the basis for world-wide collaboration
Sharing the fruits of your labour

There’s so much I could share...

...but they’re my babies.

And there’s more on the way.

GOOD MORNING!

But where are yours?

I’ve filed them away...

until I might need them.

Steve Davies
for ORIOLE (orioleproject.blogspot.co.uk)
Chris's Reusable Card Game

Chris Pegler
Instructions

• The **blue cards** are on a general theme of **MOTIVATION** – what leads to or discourages reuse.

• The **olive cards** are on a theme of **TECHNOLOGY** – how this may affect reuse.

• The **pink cards** are on a theme of **QUALITY** – how this affects (re)use decisions.
Extended Licensing Scenario

The following scenario is intended to promote discussion around the areas of creative commons licensing, the collaborations involved, and any other issues the discussion may highlight.

http://www.flickr.com/photos/peterleth/
Open licensing scenarios with Creative Commons
Lichôdmapwa v. Théâtre de Spa
Court of First Instance Nivelles
(Tribunal de Première Instance Nivelles)
26 October 2010

A Belgian band uploaded some songs on a freely accessible website under a non-commercial and no derivatives Creative Commons license. A Belgian theatre used one of the songs to create an advertisement for the next theatrical season, which was broadcasted on several national radios channels. The Court found that the theatre did not respect the license and consequently granted indemnities to the band.

Licensing Scenarios

Group work:
Read and discuss the following licensing scenarios as they would apply to language teaching and materials development practice.

(Adapted from copyright resources created by Bernie Atwell at the OU; adapted for language resource developers)
I’ve found an open access pre-publication article by Diane Nation on the web and this would be brilliant to use in my EAP class. I intend to develop a language learning resource with these materials and then to upload it into an open repository. I’ve tried to contact Ms Nation twice and have been in touch with the web master of the site to see if s/he can help but have had no response so far. I’ve amended the article, as I didn’t agree with some of the points she was making. I think I’ve improved the work actually and I’ve obviously left her acknowledged as the author. As I’ve had no response I’m just going to use it anyway. Everyone’s always talking about risk so I’ll take one. Is this OK?
CC licensing worldwide

My institution has an online open learning resource and is based in the UK. We have selected an England and Wales UK licence for the use of our content. However, a user in China has asked us if the CC licence still applies? Does the CC licence refer to where the content is being used or where it is hosted?
Open software licenses

I have some software I would like to make available under a CC licence – would that be OK?
Logo protection

My institution is making some of its content available under a CC licence. How do we ensure that our trademarks/logos are protected?
Extended Licensing Scenario

The following scenario is intended to promote discussion around the areas of creative commons licensing for resources you may already be dealing with or would like to use more, the collaborations involved, and any other issues the discussion may highlight.
Your educational institution is going to be working in collaboration with at least two other educational institutions in Australasia.

You are going to create an innovative joint MA TESOL resource for home and international students studying and researching in the area of English for Academic Purposes. This facility will also act as a provider of online resources. All institutions will provide some of their own existing materials that contain third party content (journal articles, images, extracts from books, and website content) as well as student-generated texts from across your institutions which you would like to develop corpus-based research and teaching resources from.

The collaboration would like to make the content openly available whilst ensuring that their intellectual property rights are not compromised.
Consider the following questions for discussion:

- How would you license this content to users?
- Would you consider using a Creative Commons licence, if so which one?
- Would you need to consider more than one type of licence?
- What would you need to take care of contractually in relation to the content?
- How would you ensure that the integrity of third party content is maintained?
PHWOER!

OER Recommender

Open Educational Resources infoKit

UNESCO OER Toolkit/Finding and Using Open Educational Resources

Support WikiEducator

OER Handbook for Educators 1.0
Thank you

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