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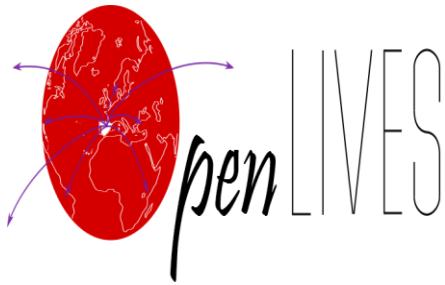
Open academic practice in action: research to teaching and back again in the OpenLIVES project

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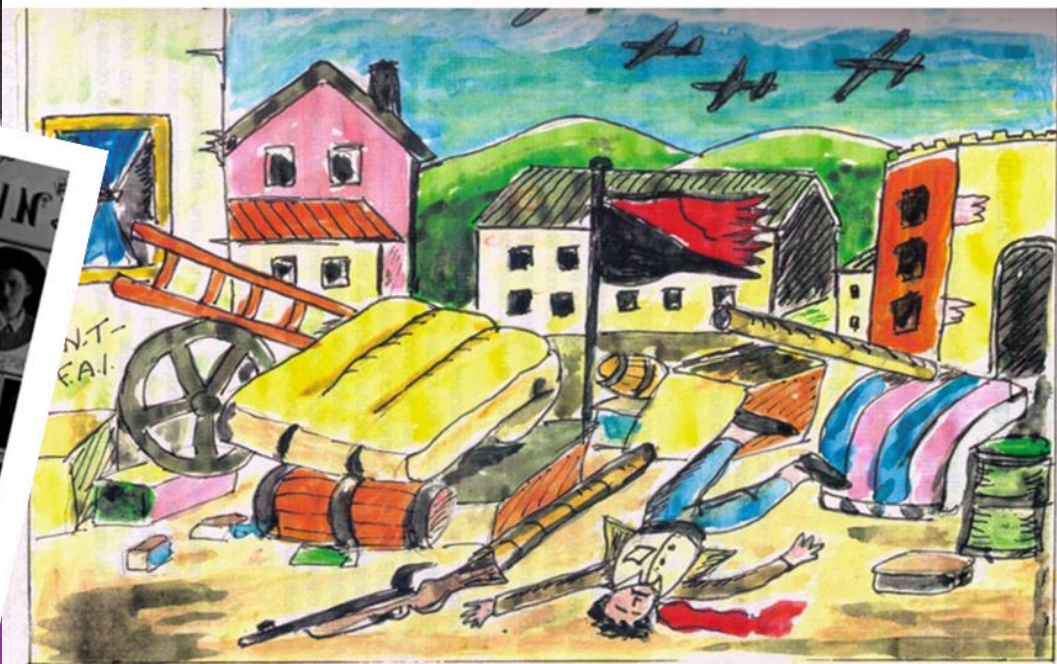
@Kborthwick @LLASCentre @elearnLLAS



The OpenLIVES project

- Learning Insights from the voices of Emigres (JISC)
- Digitisation and open publication of research data
- Creation of open educational resources based on the material
- Embedding of the material, OERs and open practice in ongoing teaching
- Collaboration: Universities of Southampton, Leeds and Portsmouth

OpenLIVES research data



OpenLIVES: digitisation/publication

- Provided original research
“I was totally seduced by the concept” - original researcher
- Dealt with permissions issues
- Digitising materials



The screenshot displays the HumBox website interface. At the top, there is a navigation bar with links for Home, Browse, Forum, About, and Help, along with a search bar and a 'HumBox' logo featuring a hummingbird. Below the navigation bar, the page title reads 'OpenLIVES Spanish emigre interviews - Germinal Luis Fernandez'. The main content area features a large photograph of an elderly man, Germinal Luis Fernandez, standing in front of a large, ornate building. Below the photo, there is a file list with icons for 'IMAGE', 'AUDIO', and 'doc'. The file list includes 'openlives_germinal2012.jpg', 'germinal_1.mp3', and 'Germinal_Trascripci'. To the right of the main content, there is a 'Description' section with text about the collection of resources, an 'Associated Groups' section with 'OpenLIVES' logos, and a 'Resource details' section with the text 'Added By: Ms Kate Borthwick'.

Oral history: how to focus and structure a life hist

OER creation

Oral History: how to focus and structure a life history interview I



Drawing by G. L. Fernandez: The Spanish Civil War

and collecting rich life history narratives.

Introduction

We can look at life history interviews as individual biographical accounts, which will help us to understand the impact of events in the life of an individual and how these events influenced and shaped the individual's identity and participation in society.

Life history interviews normally cover the familial and social background of the interviewee and explore the key influences that have marked the interviewee's life, with detailed accounts of life-changing events. Life history interviews should not consist of a random collection of facts but of rounded accounts of the persons whole life story and trajectory.

Objectives

These activities will consider some guidelines to ensure an effective approach to exploring

Activity 1: The focus of life history interviews

The main objective when conducting a life history interview is to collect the interviewee's overall personal insights which have been gained through their whole life experiences, and are recalled through their memories.

Sometimes interviewees may have a fixed idea about what they should be talking about. For example, they may assume that researchers are interested on a specific topic only, e.g. the closure of a mine they worked at, or their participation in a war evacuation expedition. This may lead them to neglect other equally interesting aspects of their life histories and conclude their accounts once they have finished talking about these particular events. This may present some challenges to the interviewer who wants to gain a wider insight into the interviewee's life.

Instruction

Listen to the following sound extract recorded during an oral history training session. It captures the type of scenario described above. Tick the box to identify the course of action taken by the interviewer to redirect the interviewee back to giving the kind of fuller life history exploration that the researcher wishes to capture.

Audio 1 Padmini Broomfield

- Forced the interviewee to talk about what she wanted to hear.
- Recorded only what the interviewee was interested in talking about and then finished the interview there.
- Allowed the interviewee to speak freely about what he thought it was important to talk about and then later continued asking simple questions about his life.



OpenLIVES Autonomous Learning

Autonomous Learning Points: 35 per student

Spanish Language Autonomous Learning Activity
 Writing an introduction for an OpenLIVES interview to a specific readership/audience
 University of Leeds – School of Modern Languages and Cultures

Task instructions and procedure



Imagine that you are members of a web editorial team. You have to prepare, as a team, a written presentation of an audio clip of an OpenLIVES interview in Spanish in the www.humbox.ac.uk repository.

Your presentation is meant to appear in a text box of a web page alongside the link to the audio clip. The maximum length of the text is 500 words. There is an additional 150 words for a learning reflection that must be completed.

The HumBox (2012) OpenLIVES. An open collection of research data and teaching materials relating to Spanish migrant stories. JISC www.jisc.ac.uk

Phase 1 (Team work – preparation work not to be included in the worksheet):

Meet with 3 or 4 students in SPPO 1010 and choose 1 audio clip interview from the OpenLIVES collection that you would all like to work on. www.humbox.ac.uk/

OpenLIVES Autonomous Learning Activity_Y1.pdf

Download



Student oral progress report: Project on evacuee children from the Spanish Civil War



Lucy Mills
 2nd year student (BA in Combined Modern Languages)
 School of Languages and Area Studies
 University of Portsmouth

It is very interesting to see what happened to him in France because I study French.

Description

Progress report video extracts of 2nd year students at the School of Languages and Area Studies, University of Portsmouth. Students report on their progress, challenges and perceived benefits of taking part in the production of OERs for content and language integrated learning using research data documenting the experience of Luis Germinal.

Associated Groups



finalfinalfinal.mpg
 Video (MPEG) [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/)

Download

This is presented funded pre Spanish L from Janu but student repurpose students' work: web History, M Social Sci not been the student clip interv is meant OpenLIVE transcripts other oral the main introduces and stude feature is reflection, skills. Th students that come in genera team wo possibility accordanc the work a to introduc



OpenLIVES Spanish Émigré interviews – Germinal Luis Fernández

PART ONE

Interviewee:	Germinal Luis <u>Fernández</u>
Interviewer:	Alicia Pozo-Gutierrez and Inmaculada <u>Colomina</u>
Interview date:	21 st August 2008
Location:	Madrid <u>Autónoma</u> University
Duration:	2:20:00
Countries of migration:	United States, Venezuela, Argentina

Synopsis:

[00.00 – 10:00] A family history

He was born in Barcelona on 31st July 1930 – he shares his birthday with Harry Potter. He thinks he was born on Provenza street but he can't be sure because his mother moved six months. His maternal grandmother was Andalusian, from Motril near Granada, but lived Sans, which is where they lived for a long time too. They then moved when his father opened a bookbinding shop in Tenza. About a year before the interview took place Germinal went to visit it but it isn't there anymore. He finds it funny that his father was an anarchist but now there is a church where the shop used to be. He thinks they used to live close to Tenza in a place called Rocafort. Even though he worked, his father was still really involved in politics and had been before Germinal's birth. The police were after him, and his mother told him that when she was pregnant with Germinal the Civil Guard held a gun to her stomach. It was all to do with Primo de Rivera. But mostly the family were fine, they had a little bookbinding shop and they always worked hard.

There were two sides to the family: the Luis Simón family and the Fernández Gómez families. Their surnames reflect the Castilian and Andalusian backgrounds of the family. The families came from Toro and from Motril respectively, in search for work.

They were both family orientated, although the Castilian side not as much. His paternal grandfather was labelled 'uncle feedlot' because he made his money from the wheat mill he owned. His grandfather did well for the family, and they were comfortable, but he had a lot of business with Germany, so when the First World War happened and German

TRANSCRIPTION OF THE INTERVIEW WITH GERMINAL LUIS FERNÁNDEZ (BY ALICIA POZO-GUTIERREZ AND INMACULADA COLOMINA)

(PART I: 02:19 / PART II: 23:59)

Transcription by Pedro García-Guirao, University of Southampton



OpenLIVES LLAS Centre, University of Southampton

NOTE: sections in red, or marked 'XXXX,' indicate areas where the recording is unclear, a language other than Spanish is used, or identifying information has been removed.

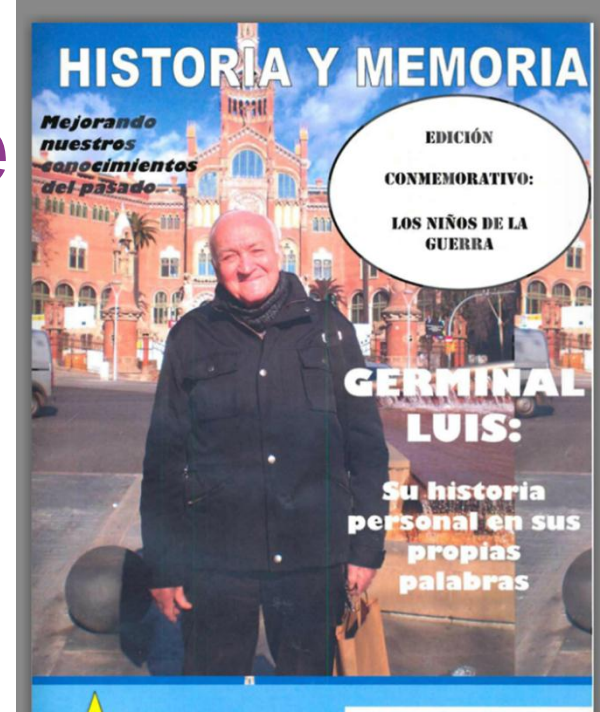
PART I

Alicia Pozo: Estamos aquí reunidos Germinal Luis, Inmaculada Colomina y Alicia Pozo Gutiérrez, estamos en la Universidad Autónoma y es el 21 de agosto de 2008. Vamos a comenzar ya nuestra entrevista. Dónde nació, en qué año y dónde, en qué lugar nació.

Germinal Luis: Nací en Barcelona el 31 de julio de 1930. Por cierto, es el cumpleaños de Harry Potter, el 31 de julio [risas]. Bueno. Creo que fue en la calle Provenza. No sé dónde porque mi madre cambiaba de piso cada seis meses. Y bueno, vivimos mucho tiempo en Sans, la parte de Sans, donde estaba mi abuela materna, era andaluza, era de Granada (de

Embedding into practice

- Southampton: research skills
- Portsmouth: Languages for professional communication
 - creation of interactive magazines
 - relationship with Germinal
- Final year module running this year: 'Discovering Spanish Voices Abroad in a digital world'
 - research, interview, technical skills
 - creation of video documentaries



University of Leeds – School of Modern Languages and Cultures
SPPO3640 Discovering Spanish Voices Abroad in a Digital World (OpenLIVES)
Programme and Assessment



OpenLIVES research participant Germinal Luis with OpenLIVES researcher Miguel Arrebola (University of Portsmouth) in Barcelona

This is a professional skills and language in context module in which students will work with the OpenLIVES collection of interviews, featuring Spanish émigrés, will learn about Spanish Society and Economy, and will produce their own audio documentaries in Spanish using soundtracks from the OpenLIVES interviews as well as their own interviews.

Students will learn about editorial, ethical and legal issues in the context of their work in the course and will be encouraged and supported in publishing their short documentaries in the HumBox and in other Open Educational Resources Repositories after the end of the module.

Students will acquire the necessary skills and attributes to build their own professional digital profile, to become responsible digital scholars and make tangible contributions to the Global Learning Community.



Programme

Semester 1 (all sessions in Semester 1 are 1 hour long):

1. Introduction: The OpenLIVES collection
2. Lecture 1: Economic Migration from Spain during the Franco Regime

Semester 2

1. Feedback week
2. Oral presentations and project discussion (2 hours per week)
3. Oral presentations and project discussion (2 hours)



Student comments

“I would like to thank you for letting me work on this project. XXX's story is incredible and the last few weeks have been a little surreal - I feel like I have been sitting in his front room and also travelling in time!” - *final-year undergraduate, Leeds*

“We were a little bit of everything at the same time: transcribers, translators, proof readers and editors. We are really proud of the result!” – *students at Southampton, who worked on the subtitling project*

“I have really enjoyed the OpenLIVES module as it has given us, the students, an opportunity to do our own primary research and genuinely engage with the issues we are studying. Having more academic and creative control over our own education is extremely stimulating and motivating.” – *final-year undergraduate at Leeds*

OpenLIVES: summary

- Preserving and doing justice to research data
 - Producing student-centred teaching resources
 - Curriculum innovation and originality in teaching
 - Beyond education
 - Collegiality and trust
-
- Join the OpenLIVES group and use the resources at:
<http://humbox.ac.uk/group/2>
 - See a video about the impact of the project at:
<http://www.youtube.com/watch?v=qeocSbDIfKE>

Thank you!

Thanks to JISC, the interviewees, our students and all who helped make OpenLIVES possible.

All materials at:



www.humbox.ac.uk



The OpenLIVES team:

Miguel Arrebola-Sanchez; Kate Borthwick; Alison Dickens; Pedro Garcia-Guirao; Antonio Martinez-Arboleda; Irina Nelson; Alicia Pozo-Gutierrez



Photo of Angel Villar, 2008. All use and versions of this material should be attributed. Please cite this work as: OpenLIVES project (2012). An open collection of research data and teaching materials relating to Spanish migrant stories. JISC.