



# The OpenLIVES project: Pedagogical Developments @ Leeds

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OpenLIVES HEA Workshop

# OpenLIVES module @ Leeds

The screenshot shows a web browser window with the URL <http://humbox.ac.uk/3662/>. The page title is "Discovering Spanish Voices Abroad in a Digital World (SPPO3640)". The main content area is titled "University of Leeds – School of Modern Languages and Cultures SPPO3640 Discovering Spanish Voices Abroad in a Digital World (OpenLIVES) Programme and Assessment".

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

 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.

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

**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)

**Description**

This is the module outline of a new course that will be taught at the School of Modern Languages and Cultures of the University of Leeds from September 2012. This course is aimed at Final Year students of all our Spanish BA's. It has been designed as part of the University of Leeds' contribution to the JISC-funded OpenLIVES Project, in collaboration with the University of Southampton and the University of Portsmouth. You can also find a blog entry discussing the rationale for methodologies chosen. The module combines research-based learning and professional/life skills and allows students to be real producers of cultural critical knowledge.

**Associated Groups**



The browser's taskbar at the bottom shows various application icons and the system clock displaying 21:26 on 03/07/2012.

# OpenLIVES Autonomous Learning

http://humbox.ac.uk/3660/

Contextualising and introdu... x Londres plantea cerrar sus fron...

File Edit View Favorites Tools Help

Google Search More >>

antonio\_...

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## Contextualising and introducing an oral history interview: OpenLIVES Autonomous Learning Activity

- Phase 3 can be done through discussion boards.

### Task for students

Imagine that you are members of an editorial team. You have to prepare, as a team, a written introduction to the audio clip below, in Spanish or in English.

The written introduction is meant to appear in a website alongside the link to the clip or in a separate text file attached to it.

The maximum length of the text is 400 words. 80 words for summary or abstract and 420 words for the main text, which can be accessed by those who want to read more about it by clicking the "read full introduction" link under the abstract.

### Description

This is the advanced draft of a new autonomous learning activity presented as part of the OpenLIVES JISC-funded project. It will be used in the 23rd of may 2012 HEA OpenLIVES workshop at the University of Southampton. The activity can be repurposed and modified according to your students' needs. It can work well for undergraduate students of History, Modern Languages and Cultures or Social Sciences. The link to the audio clip has not been included in the sheet, as it is up to the tutor to decide which audio clip interview students will work on. This activity is meant to be used for audio clips of the OpenLIVES collection, but can also be used with any other oral history podcasts. One of the main features

21:45 03/07/2012

# OpenLIVES Organic Pedagogy

**Social,  
Meaningful,  
Integral,  
Trans-academic,  
Collaborative,  
Ethical,  
and Personalised Learning**



-Chris Willis , Flickr CC BY

# OpenLIVES Organic Pedagogy

1. Socially and personally relevant student outputs: Digital profile, socially and personally meaningful, engaging. From pupil student to researcher, producer (Mike Neary) and public author.

2. *Full-cycle* complex student production process  
From the fields to the table

3. *Trans-academic life skills*

Academic Skills transferred to professional/life contexts within an educational environment – transferring skills

‘Transferring skills’: higher order skills that enable the person ‘to select, adapt, adjust and apply [his or her] other skills to different situations, across different social contexts and perhaps similarly across different cognitive domains’ (Bridges, 1993, p.50).

# OpenLIVES Organic Pedagogy

4. Socially constructed knowledge

5. Research-based graded learning

M. Healey + RSD of the University of  
Adelaide

7 Ethically produced knowledge

8. Flexible and personalised learning



Alaska\_Dude, Flickr, CC BY

# External references of work mentioned today

Student as Producer: <http://studentasproducer.lincoln.ac.uk/> (Mike Neary) (last accessed 5 July 2012)

Jenkins A, Healey M and Zetter R, Linking teaching and research in departments and disciplines York: The Higher Education Academy 2007  
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