Developing an OER with an International Collaborative Team

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Group Introduction

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Group History
- White House Technology in English event
  - Collaboration for Facebook social media campaign
- Signature Pedagogies paper

State Department as Convener

- E-Teacher RFP
  - White House event
    - Hack-a-thon (social media project)
    - TESOL presentation 2017
      - Signature Pedagogies article
        - PAC members
        - TESOL 2018 presentation (referencing signature pedagogies)

- English Language Fellow program, English Language Specialist, Fulbright Specialist

Working Collaboratively

- 4 different time zones
- Connectivity issues
- Extremely busy schedules
  - Set aside time for periodic meetings
- Google docs
  - Version control during last edits
  - Assumed roles (evolved organically)
- Feedback from external reviewers
  - Very last minute
  - Final deadline
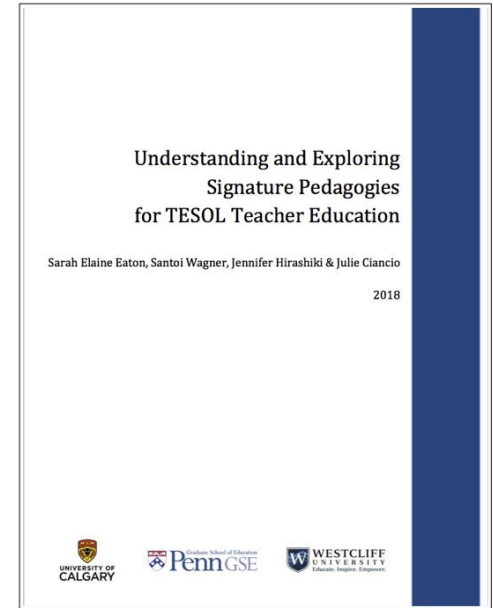 - Taking it in virtual reality direction

New Directions

- TESOL 2019 proposal for PCI practical workshop
- Other future publications
  - Forum article for different audience
- ISSOTL18 (International Society for the Scholarship of Teaching and Learning) conference proposal to present in Bergen, Norway in October 2018.

Understanding and Exploring Signature Pedagogies for TESOL Teacher Education

Purpose: The purpose of this report is to elevate the collective understanding of what it means to be and become a TESOL professional and what differentiates "TESOLers" from other teachers.

Methods: This report synthesizes literature relating to signature pedagogies, teacher training, and educational technology.

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Signature Pedagogies
for TESOL Teacher Education

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2018

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WESTCLIFF UNIVERSITY
Educate. Inspire. Empower.

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Understanding and Exploring Signature Pedagogies for TESOL Teacher Education

Results: We explore the surface, deep, and implicit structures of three signature pedagogies of TESOL teacher education: (a) developing the TESOL knowledge base; (b) cultivating reflective practice; (c) engaging in a TESOL practicum. We also situate TESOL within a technology, content, and pedagogical content (TPACK) framework as a means to further understand how and why TESOL teacher education can and should incorporate technology in a variety of ways.

Implications: TESOL is a relatively young discipline and has come of age during a time when technology has emerged as an essential element of teaching and learning. As such, TESOL teacher education programs must address technology as a key element of teacher preparation for the profession.

Sharing our Work as an Open Educational Resource (OER)

"Open Educational Resources are teaching and learning resources that reside in the public domain or have been released under an intellectual property license that permits their free use…" (The William and Flora Hewlett Foundation website).

Purpose: Offer a high quality and freely available resource that would be accessible to TESOL professionals anywhere in the world.

Decision: Sharing our work as an (OER) was deliberate. We wanted our work to be widely available, without cost or access posing a barrier to prospective readers.

Advocating for OERs

- Growing acceptance of alternative and non-traditional forms of scholarship
- Institutional digital repository for archiving high-quality, non-traditional forms of research and scholarship
- Institutional OER journal that encourages faculty and students to publish there
- Encouraging a collaborative spirit of sharing resources
- Immediacy for making content available

Encourage Use

In keeping with the intention and spirit of OER, we offer this report free of charge to educators, learners, and researchers everywhere under a Creative Commons Attribution- NonCommercial-NoDerivatives 4.0 International License. We invite you to use it, cite it, share it with others and share your feedback about the report with us. We welcome your feedback.

Ideas for use:
- Use for different kinds of PD workshops
- Create a sense of TESOL community
- Use as educational piece to promote TESOL as a profession
- Write a follow-up piece or response to continue the dialogue

Reusing & Repurposing

Considerations or Concerns with OERs

What is the initial purpose of the resource?

Does it give a feeling of recycling? Cheap?

Students want the feeling that certain types of content were produced specifically for that course (introductions, activity instructions, assignment instructions)

Advantages and Caveats

Advantages:
- Saves time, money, and effort

- Able to offer course for lower costs OR have a higher profit margin

- Ethical and legal (still need to give credit, but usable)

- Ease of accessibility to content and sharing

- Editable

Caveats
- When specific references don't line up (dates, course weeks, course content, page numbers, textbooks/reading references, teacher names, school references, inside jokes or references

- When changes are made, when do they begin to look pieced together? (different voices, color themes, layouts)

- When materials change, the content changes
- Length of content- short = easier to modify
- Loss of personalization/community/rapport?
- All OERs created equally?

Final Thoughts

Position Statement

We look forward to the continued dialogue today on the topic of OERs and forming a collaborative position statement

Questions or Comments?