LEARNING THROUGH SHARING :
OPEN RESOURCES, OPEN PRACTICES, OPEN COMMUNICATION

The SpeakApps teacher training programme:
a meta-design model for using open educational resources

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Abstract

The SpeakApps project* (http://www.speakapps.eu) has created three innovative online tools for spoken interaction and production (Langblog, Videoconferencing Tool, and the Tandem Tool). These tools and pedagogical task scenarios demonstrating their use will be made available to the community as open educational resources for practicing oral skills online. One of the objectives of the project is to create a teacher training module that will prepare future users for using the tools in tasks and activities informed by contemporary pedagogical frameworks and methodologies.

Despite major undertakings to promote pedagogical use of ICTs in education, training programs for in-service teachers have often failed to develop sustainable pedagogical practice. It is perhaps evident by now, that ICT training without a relevant link to teachers' pedagogical understandings fall short. For sustainable development, teachers need to be offered opportunities to explore the role of technology in relation to their concept of language and learning.

This presentation will build on the experience gathered in teacher training in Finland, on the UOC online language teacher training model, and the Training for trainers model (Rickard, Blin & Appel 2006). In doing so, it develops a meta-design model for teacher training that aims

- to train teachers to use the technologies which are open source,
- to put them in the place of the student and gain firsthand experience in their first approach to these tools,
- to make them familiar with guides and training materials which will be freely available to use or adapt to other specific contexts,
- to reflect on pedagogical practices with these tools by exposure to best practice examples,
- to learn basic concepts on task design and develop open resources for the platform,
- to learn basic concepts on open educational resources and open communication.

The approach places the teacher into central focus and emphasizes the (professional) learning aspect. Moreover, it aims to engage teachers in a learning process in which they explore the affordances of the new tools in relation to their pedagogical needs and current designs.

Rickard,A., Blin, F. & Appel, M.C., 2006: "The challenges and outcomes of in-service training in Ireland: from the primary to the university sectors". In Levy, M. & Hubbard, P. (Eds): *CALL Teacher Education*. John Benjamins.