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## Open Educational Practice and Public Engagement: a case study from a less commonly taught language

### Student Dissertation

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## MON: Open Educational Practice and Public Engagement: a case study from a less commonly taught language (Ulrich Tiedau)

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5 February 2014

### Abstract

The project presented here investigates “the potential of new forms of public engagement enabled by new technology” (Scanlon, 2013: 3), using an example from a UK less-widely-taught language community (‘VirtualDutch’) that has been engaged in Open Educational Practices for quite some time (Verbaan, 2008; Tiedau, 2013). It does so with the objective of developing, in close interaction with the historically interested public, a set of Dutch (and Flemish) Walks through London, highlighting the manifold connections between the Capital and the Low Countries. The Walks will be released as Open Educational Resources in the form of leaflets, podcasts and an interactive iOS/Android app. Their development takes place in close dialogue with historically interested communities who will not only be able to follow the walks but also to contribute user-generated content which, it is expected, will unearth even more of the hidden Dutch and Flemish histories of London. This in turn, we hope, will allow staff at UCL and other institutions to include these sites as resources in their research and teaching (‘London as part of our campus’). The presentation will conclude with some preliminary findings on how Open Educational Practices can be integrated with Public Engagement.

### References

Scanlon, E. (2013), ‘Scholarship in the digital age: Open educational resources, publication and public engagement’, *British Journal of Educational Technology* (2013), pp. 1–10.

Tiedau, U. (2013), ‘Open Educational Practices in a Lesser-Taught Language Community’, *Journal of e-Learning and Knowledge Society*, vol. 9, no. 1, pp. 47–57.

Verbaan, E. (2008), ‘The Multicultural Society in the Netherlands: Technology-supported Inquiry-based Learning in an Inter-Institutional Context’, *Teaching in Higher Education*, 13, 437–447.

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### Presentation

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[Jonathan Vernon](#)

10:41pm 11 February 2014 [Permalink](#)

As part of my own research into mobile learning platforms I did some of the 'City Walks' that you download and then follow. Bizarely I ended up standing in the square around from Great Ormond Street Hospital on a plaque that marked where, ominously, the first bomb was dropped on London, by a Zeplin floating overhead. There will be a transition from eBook like guides that have no interaction or connectedness to more elaborate responses - personally I'd be happier with an earpiece and a fabulous ausio tour with oertinent nuggets triggered by near field codes as I approach something of imterest.



[Avril sweeney](#)

11:32am 12 February 2014 [Permalink](#)

Hi Ulrich,

I read your abstract and viewed your conference poster. I also added your presentation as a favourite. I'm interested in public engagement using new technology. It sounds very interesting using OER and a real bonus for the community and the public to get involved . It will be good to see what is happening out in the field in terms of UK less-widely-taught language community ('VirtualDutch'). thanks Avril



[Dr Simon Ball](#)

9:20pm 18 February 2014 [Permalink](#)

Following the live presentations, we asked each speaker to respond to questions posed by

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audience members. In the short time available, it was not possible to put all of the questions submitted to the speaker for a response. We asked all speakers if they would respond to the unanswered questions here on Cloudworks. Here are all of the questions asked during the session:

- ▶ Really like the link he makes to public engagement. This is something that is very much emphasised in impact of research and Uni activity generally.
- ▶ As part of my own research into mobile learning platforms I did some of the 'City Walks' that you download and then follow. Bizarely I ended up standing in the square around from Great Ormond Street Hospital on a plaque that marked where, ominously, the first bomb was dropped on London, by a Zeplin floating overhead. There will be a transition from eBook like guides that have no interaction or connectedness to more elaborate responses - personally I'd be happier with an earpiece and a fabulous audio tour with pertinent nuggets triggered by near field codes as I approach something of interest.
- ▶ Can this model be used for other less taught languages?
- ▶ Do you think this would be easily transferable to other locations? - there is a Dutch/Flemish influence in my town.
- ▶ How did Virtual Dutch find groups to link and collaborate

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