Open Research Online

Teachers' practices through adaptation of open educational resources for online language teaching

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by

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ABSTRACT

One significant development that has recently come to disrupt teaching practices is the emergence of Open Educational Resources (OER). In the last 15-20 years, researchers have mainly focused on the creation, reuse and sharing of OER. However, little attention has been paid to what users do with the resources in their classroom and to date, there is scant evidence of OER reuse impacting on teaching practices. This study examines the process that a group of online synchronous language teachers undergo while adapting and repurposing digital resources. The research participants are part-time language teachers, with a range of experiences and cultural backgrounds, who teach online across a range of languages and levels at the Open University, a distance learning Higher Education institution in the UK. Data were collected and analysed within a constructivist grounded theory methodology. The experience of teachers' reuse of OER was explored via seventeen semi-structured interviews. Consistent with a grounded theory approach, conceptual categories for the analysis of data were allowed to emerge, rather than initially driven by a theoretical framework. The findings can be summarised as follows: 1) As previously found in OER reuse studies in language teaching, teachers select resources they can adapt to suit their teaching styles and students' needs; at the same time, teachers are reluctant to share their adapted resources publicly; 2) OER reuse promotes self-reflection and can play a significant role in teachers' development as online educators; however, findings also challenge the assumption that teachers develop open educational practices as a result of working with OER; and, 3) OER reuse supports teachers' development of technical online skills, but without necessarily resulting in changes in online teaching methodologies or beliefs. These findings therefore provide insights into the connection between OER reuse and reflections on practices, while raising questions with regard to the apparent normalisation of OER reuse and its promise to improve the quality of teaching.

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CONTENTS

LIST OF FIGURES AND TABLES

LIST OF APPENDICES

Appendix A   The Open University model of distance teaching and learning
Appendix B   A constructivist paradigm, adapted from Guba and Lincoln (1998)
Appendix C   The methodological choices
Appendix D   Email messages for the selection of interview participants
Appendix E   Online questionnaire
Appendix F   Interview schedule
Appendix G   A guide for interview questions following Charmaz's (2014) guidelines
Appendix H1   An example of initial transcript
Appendix H2   An example of amended transcript for coding
Appendix I1   Sample of manual coding
Appendix I2i   Initial codes grouped by research questions (1)
Appendix I2ii   Initial codes grouped by research questions (2)
Appendix I3   Focused coding
Appendix I4   Categorisation
Appendix J   An example of participant's profile
Appendix K   Words used to describe reuse activities by type of users
Appendix L   Types of and reasons for adaptations
Appendix M   Ethics committee documentation
Appendix N1   Examples of resources created by OER passive users
Appendix N2   Examples of resources created by OER innovative re-designers

GLOSSARY AND ACRONYMS

ALs	Associate Lecturers (part-time teachers at The Open University)
CC	Creative Commons
Connexions	Open repository of educational materials, Rice University (became Openstax CNX in 2014)
DoL	Department of Languages, The Open University
EdShare	The University of Southampton's repository of teaching and learning materials
Elluminate	The second OU audio-video conferencing system (2009-2012)
EMA	End-of-Module Assessment
ExplOERer	An Erasmus+ funded project to promote OER sustainability
FAVOR	Find a Voice through Open Resources (a JISC-funded project at the University of Southampton)
Global South	Area that includes: South America, Sub-Saharan Africa, and South and South-East Asia
HEIs	Higher Education Institutions
JISC	Joint Information Systems Committee (UK not-for-profit agency whose role is to support post-16 and higher education with the technology)
LORO	Languages Open Repository Online
LB160	*Professional Communication Skills for Business Studies*
L161	*Exploring languages and cultures* (key introductory level 1 module)
L120	*Ouverture* (Intermediate French)
L192	*Bon Départ* (Beginners French)
L195	*Andante* (Beginners Italian)
Lyceum	The first OU audio-graphic conferencing system (2002-2008)
MERLOT	Multimedia Educational Resource for Learning and Online Teaching
MIT	Massachusetts Institute of Technology
MOOCs	Massive Open Online Courses
OCW	Open CourseWare (MIT)
OECD	Organisation for Economic Cooperation and Development
OEP	Open Educational Practices
OER	Open Educational Resources
OLCOS	Open eLearning Content Observatory Services
OLnet	Open Learning Network
OPAL	Open Education Quality Initiative
OpenLearn	The Open University's web access point for its open and free online resources to support informal learners and OU students
OU	Open University (UK)
OULive	The third OU audio-video conferencing system (2012-2017), the system in use at the time of data collection for the present research
ROED4D	Research on Open Educational Resources for Development
Slides (or screens)	Visuals used in synchronous online tutorials
TESSA	Teacher Education in Sub-Saharan Africa
TESS-India	Teacher Education through School-Based Support in India
TMAs	Tutor-Marked-Assignments
UKOER	UK Open Educational Resources programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
Xpert	A distributed repository of e-learning resources developed by the University of Nottingham (UK)

CHAPTER 1 – INTRODUCTION

This research is undertaken in the context of an evolving language teaching and learning landscape in which OER, OER reuse, and synchronous online teaching are becoming vital components. While these new approaches pose certain challenges for teachers they also provide some advantages. These new approaches are not yet well understood, but appropriate research with teachers can help. I was particularly interested in conducting research to investigate teachers' choices and actions and their professional learning as they engage in teaching with those new resources and technologies and in reflection upon their teaching.

This study investigates the adoption of open educational resources (OER) for synchronous online language teaching in the context of distance and online learning, using Charmaz's (2014) constructivist grounded theory methodology. Charmaz's (2014) methodology was an attractive proposition as it offered flexible avenues to explore the meaning-making of the research participants. I adopted an 'interpretive' approach, which lies at the heart of constructivist grounded theory methodology, as I intended to construct an understanding of participants' experience of OER reuse. The 'interpretive' stance means one does not seek to arrive at the 'truth' or at a unique 'reality'. Indeed, human beings are multiple active meaning-makers, and the researcher learns how participants view their circumstances and therefore attends to the meanings they construct. Interpretivism rejects the idea that the truth can be discovered through minimising the effects of the researcher. Of utmost importance is that researchers should endeavour, as Charmaz (2014) advocates, to enter the worlds of their participants. It follows that interpretivism considers that different interpretations may be arrived at and that researchers may be thinking about the data in different ways. As such, transparency regarding the construction process and reflexivity concerning how the reseacher has interpreted the data are crucial.

As a constructivist grounded theory researcher, I had to make several decisions as I explored my data, using Charmaz's (2014) guidelines as a general orienting device, not a prescribed pathway. In line with the methodology, the in-depth literature review was completed after the 'grounded theory' had taken shape. This may seem like an unusual step in the research process, but it is due to the concern embedded in the methodology to arrive at data-driven concepts generated from empirical analysis rather than drawn from the literature and developed prior to the data collection and analysis.

The 'grounded theorisation' generated in this study is presented as a written narrative using headings which denote its constituent categories. The literature was not relied upon in the construction of the grounded theory categories. Instead, it was used as a reference in the discussion presented in Chapter 5.

In this first chapter, I present the fields of OER and OER reuse and I discuss their related issues. I also reflect on my personal motivations for the research, and introduce the research aims and research questions. Finally, I conclude with the structure of the thesis.

1.1 Scope of the study

OER have gained increased attention in the last two decades for what has been claimed to be their potential to transform education (Tuomi, 2013; Dinevski, 2008; Smith and Casserly, 2006). Among the potential benefits of OER is the claim that the quality of teaching and learning materials can improve when they are made available as OER (D'Antoni, 2009; Dinevski, 2008; OECD, 2007). Dinevski (2008) suggests that, as teachers understand the importance of continuous questioning and improvement of their resources and practices, they will share their experiences and lessons learnt. According to him, teachers should make suggestions on how to better foster the development of students' skills and competences as well as their own, and therefore the overall quality of teaching should improve. In addition, the current global economic climate necessitates more career changes and retraining than ever before and puts new demands on higher education and teachers in terms of accommodating the needs of older students and people changing careers (OECD, 2007). The OER movement is seen as an opportunity to promote lifelong learning (Tuomi, 2013; D'Antoni, 2009; Schaffert and Geser, 2008) because OER can enable learners and teachers to develop the competences and skills needed by a 'knowledge society' in which learning and knowledge creation are at the core of social and economic change (Dinevski, 2008).

The argument in favour of OER is also an economic one. OER have attracted interest because it has been argued that the sharing and development of materials in a community of users will not only improve the quality of courses but also reduce costs as course developers will make better use of resources and will not reinvent the wheel over time (Weller, 2014a; Hodgkinson-Williams, 2010). It has also been found that engagement in OER projects may enhance the public image of the institution and can function as a showcase to attract new students by helping them to find the right

programmes (Browne et al., 2010; Hodgkinson-Williams, 2010; Lane, 2009), therefore impacting on retention and income.

Thirdly, there is a social claim. From an educational perspective, the altruistic argument that sharing knowledge is a good thing to do is congruent with the academic tradition (Browne et al., 2010; OECD, 2007). According to OER Commons, UNESCO and other supporting organisations of the movement, resources created by educators should be open and shared with anyone for the benefit of all. Tuomi (2006) explains that OER and knowledge are 'non-rival' and 'public' goods, which means that when a user consumes a resource (knowledge), other users can keep on using the same resource. From this perspective, OER are meant to be accessible by all and therefore claim to foster social inclusion, reduce inequalities and support education across the world.

Organisations such as UNESCO, OECD and the European Commission as well as benefactors such as the William and Flora Hewlett Foundation in the US and bodies such as HEFCE, JISC or HEA in the UK have played a key role in driving the OER movement. Their principal aim was to support universities in developing educational resources, build repositories and digital content infrastructure; and, in fostering OER reuse as a tool, to address the challenges of lifelong learning and widening participation.

Open and distance learning institutions, which have a long tradition of creating learning resources designed to be studied by independent learners with competing demands on their time and diverse needs and experiences, have taken the funding opportunity to support the OER movement. In Europe, for example, the largest OER initiative OpenLearn was launched in October 2006 at the Open University, UK, to provide university teaching materials online free of charge. The initiative aimed at getting learners acquainted with higher education and helping them to gain experience that would improve their self-confidence and motivation to cross the threshold to formal higher education (McAndrew et al., 2009). In North America, the OER movement was born at the Massachusetts Institute of Technology (MIT) in the early 2000's with the OpenCourseWare (OCW), when the MIT decided to position themselves within the e-learning environment by putting all of their educational materials on the Web, free of charge to any user anywhere in the world. Many projects have since emerged as a consequence of the funding available and a number of repositories have been created to enable students and teachers to engage with OER, for example MERLOT (Multimedia Educational Resources for Learning and Online Teaching), launched in 2007, and Connexions at Rice University or EdShare and Xpert in the UK.

3

OER as the future of e-learning has been a topic of discussion by scholars for some time. While some agree on their potential to transform education (Tuomi, 2013; Kozinska et al., 2010; D'Antoni, 2009; Dinevski, 2008), others are more critical and raise doubts about OER's long-term sustainability or their impact on education (Almeida, 2017; Knox, 2013; Margaryan and Littlejohn, 2007). Furthermore, despite the promise of OER, research indicates that they present challenges and have not fulfilled expectations. Research on OER reuse shows that the evidence for significant repurposing of OER by teachers outside of the original development teams is limited (De Liddo, 2010; Lane, 2010; Duncan, 2009; Bond et al., 2008). Conole and De Cicco (2012) report that there is even more scant evidence of individuals repurposing materials among further education and informal adult learning practitioners.

However, the research has mainly focused on the creation and sharing of OER for teaching and learning, and open education scholars are now calling for more research into open practices rather than OER itself (Cronin, 2018; Mishra, 2017; Weller et al., 2017) in order to find evidence of OER reuse and evaluate its impact on practices. In addition, the methodologies employed for researching OER tend to focus on either large-scale quantitative attitudinal surveys testing pre-established hypotheses (Weller et al., 2016; Wild, 2012), or using various frameworks, typologies and mapping tools for OER research (Armellini and Nie, 2013; Bateman et al., 2012; Brent et al., 2012), or analysing data gathered through workshops using a pre-determined framework (Ossiannilsson and Creelman, 2012). As a result, the findings tend to be similar, and constrained within the frames used.

At the same time, the shift from real to virtual classrooms has presented challenges for training language teachers to deal with this new dynamic. Considerable work and research has been undertaken to develop training programmes for online language teaching, yet research shows that teachers do not have the skills required to help students to fully benefit from the paradigm shift (Hauck et al., 2016). As part of the ongoing shift from traditional to online teaching, teachers, particularly in the context of distance and online education, have also been confronted with the rise of OER, said to bring about fundamental changes in teaching and learning practices. Nonetheless, research indicates that, while a strong emphasis has been put on training teachers to create, use and share OER, scant research has been carried out on the potential for professional development through OER reuse.

4

1.2 Personal motivations for the research

The Open University (OU) is a distance learning university and the largest academic institution for undergraduate studies in the UK. Students are adult learners with a wide variety of backgrounds, academic experiences and aspirations. They study in their own homes or other suitable location of their choice, through a unique mode of blended methods that combine print materials, online content and activities carried out on VLEs with tutorials and other forms of personal support. Distance learners at the OU are supported by part-time teachers (Associate Lecturers) who provide individual feedback on assignments, face-to-face and online tutorials as well as asynchronous support via emails and different types of forum. These part-time teachers use materials authored by teams of academics based at the OU's central campus, designed specifically for delivery in the distance and online-teaching environment of the institution. For teaching languages at the OU, information and communication technologies have been used since 1995, in order to facilitate collaborative and flexible learning and to develop open sharing of teaching practices. The OU's Department of Languages was therefore ideally placed to capitalise on the JISC funding made available in the UK to develop OER initiatives (see section 3.2).

In my role as a course developer in the Department of Languages at the OU, I have written educational materials for distance language learning courses including digital resources for online language teaching. As one of the founders of the repository LORO (Languages Open Resources Online) and resource-creator for language teaching at the OU, I have long been interested in the OER movement. My reading and knowledge of open educational resources and practices developed as the repository was being built and populated with my own and my colleagues' teaching resources. As a member of a research team, I took part in several studies on users' engagement with LORO (Beaven et al., 2011; Comas-Quinn et al., 2011a; Beaven et al., 2010) and I trained teachers in creating their own resources. However, I became increasingly concerned with the pedagogical side of OER rather than the technical aspect. Following a small-scale study on OER reuse (Pulker and Calvi, 2013) and my participation in the ExplOERer project[1] (Littlejohn et al., 2016), I decided to pursue my goal of seeking evidence of OER reuse among practitioners through my doctoral studies.

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[1] ExplOERer 'Supporting OER reuse in learning ecosystems' (2014-2016) was an Erasmus+ funded project, which aim was to promote OER sustainability through OER adoption and through embeddedness in professional practice. The Open University, which was one of the project's partner, led the development of the open course 'Learning how to (re)use OER' http://www.exploerercourse.org, as part of the project.

My curiosity in studying how resources are adapted also derived from my previous experience as line manager of part-time language teachers at the OU. This role involved the recruitment, training and professional development of language teachers in the Department of Languages at the OU. I am interested to know how language teachers learn and develop into becoming online language teachers. That is the reason why I have decided to carry out an empirical study on OER reuse to understand its effects on online language teaching practices and professional development.

1.3 Research aims and research questions

My research aims to investigate the activities that teachers engage with when they reuse OER that have been produced by other teachers, with a view to providing evidence of reuse and understanding whether these activities have any effect on their online teaching practices and whether they can support their development as online teachers. One of the ways teachers learn and develop is through experience and interactions with peers. I am interested in exploring how teachers construct their own reality with regard to the needs of their students and learn from their personal experiences and encounters with peers through OER reuse.

To achieve these aims I planned to answer the following questions:

1. What activities do teachers engage with when they search for and adapt online resources?
2. How do online language teachers develop through reusing and adapting online resources?
3. Does reuse of online resources created by other practitioners lead to changes in teaching practices?

1.4 Structure of the thesis

The thesis is divided into six chapters, as follows:

Chapter 1 sets the scene, presents my personal motivations, the research aims and research questions, and outlines the structure of the thesis.

In Chapter 2, I define open educational resources through the different interpretations of openness and I suggest a definition of OER for the purpose of my research. I review the literature on OER reuse, presenting its challenges for teachers and researchers. I then cover the relationship between OER and teachers' professional development.

Chapter 3 describes the constructivist grounded theory methodology I employed to answer the research questions, including the philosophical grounding of the study, the tenets of the constructivist grounded theory methodology, and the methods of data collection and analysis, before concluding with the ethical considerations.

Chapter 4 presents the findings as they stand before they are confronted with the literature in the Discussion Chapter. It includes a description of the five categories that constitute the reuse process, and the three types of OER users as they emerge from the data analysis.

In Chapter 5, I discuss the five categories and each type of OER user, presenting a grounded theory of the OER reuse process in relation to the concepts presented in the literature.
Finally, in Chapter 6, I summarise the research findings addressing each of the above research questions, before discussing the contributions of my research to the fields of OER and OEP and the implications for my professional practice. I also reflect on the methodology and limitations of my research before concluding with suggestions for further research and some final thoughts.

1.5 Conclusion

This chapter has provided an overview of the study, presenting its context, the researcher's personal motivations, the research aims and research questions and the structure of the thesis.

The next chapter is an exploration into the literature on OER and OER reuse in relation to teachers and their professional development.

CHAPTER 2 – LITERATURE REVIEW

2.1 Introduction

Having first carried out a broad brush literature review that led me to the problem (that coincides with my practice) and the research questions, then, in line with my constructivist grounded theory methodology, I undertook a more in-depth literature review after analysing the findings to inform the discussion.

Since the focus of my study is on the reuse and adaptation of OER for synchronous online language teaching, in this chapter I explore the areas of the literature which are relevant to OER reuse by teachers.

The chapter is divided into six sections, as follows:

After setting out the structure of the literature review in the present section (2.1), I review, in section 2.2, how the concept of OER is defined and how open education is interpreted, before I conclude the section with a proposed definition of OER appropriate for the purpose of this thesis. In section 2.3, I focus on OER reuse by teachers, examining the types and levels of reuse as well as the factors that make a resource reusable, and I explore the possible reasons why OER have not met expectations and the barriers to OER reuse from the teacher's perspective. In section 2.4, I analyse the problems related to OER reuse by reviewing the findings of a number of studies (with particular emphasis on OER reuse for online language teaching) that claim that there is no evidence of reuse. In section 2.5, I explore the potential of OER for language teachers' professional development through reviewing studies that have found that OER reuse can foster collaboration and sharing within online communities of practice. By reviewing theories of teachers' professional development, I suggest that OER have been used more as a training tool for implementing change than a tool through which teachers can learn about their preconceptions, beliefs and theories about online teaching. Finally, I conclude the chapter with a summary of the literature and the research questions.

2.2 OER and open education

OER research has continually evolved to reflect the evolution of the OER movement, in turn reflecting trends in educational, political, social and economic contexts. Early research was

concerned with issues related to accessibility, discoverability and interoperability, copyright, sustainability and policy issues (D'Antoni, 2009; Downes, 2007; Wiley, 2007; McGreal, 2004) and OER as a new model of education (Dinevski, 2008). Gradually, the research focus shifted to conceptualisation (Tuomi, 2006; Littlejohn, 2003) and reusability of OER (Okada et al., 2012; Mason, 2006; Polsani, 2003; Rehak and Mason, 2003). Some scholars drew attention to issues related to learning design and pedagogy (Lane, 2010; Conole and Weller, 2008; Boyle and Cook, 2001) and the remixing of OER which are seen as the enablers to lifelong learning (Wild, 2012; Petrides et al., 2008). Most current research is concerned with OER adoption and reuse (Weller et al., 2017), open pedagogy (Cronin, 2018; De Rosa and Robinson, 2017; Wiley, 2017a; Hegarty, 2015; Wiley, 2013a) and the debate between costs and OER for social justice (De Rosa and Jhangiani, 2017; Blessinger and Bliss, 2016). In recent years, early developers and researchers on OER have focused more on the OER impact on teaching and learning and the educational aspects of OER (Littlejohn and Hood, 2017; Weller et al., 2017 and 2016; Wiley, 2017c) and at the same time, a critical literature on open education and openness has emerged (Cronin, 2018; De Rosa and Jhangiani, 2017; Mishra, 2017), highlighting the necessity to shift from open educational resources to open educational practices.

Although their overall aim is to improve access to and quality of education, OER initiatives vary considerably in scope and intention (Cronin, 2018). To give a sound base to this thesis, it is important to consider how the concept of OER is understood by the key organisations involved in the OER movement and how the rhetoric about open education and openness has evolved through the development of the movement. To do this, I consider successive definitions put forward since the inception of OER, and then I discuss a number of interpretations of open education, with particular emphasis on the two interpretations in which my study is situated.

2.2.1 Definitions of OER

The term was adopted in 2002 at the first Forum on Open Courseware organised by UNESCO, which defined OER as:

> *'technology-enabled, open provision of educational resources,*
> *for consultation, use and adaptation by a community of*
> *users for non-commercial purposes'* (UNESCO, 2002, online).

The Forum was organised by UNESCO in response to the growing number of institutions offering free and open courseware following the unprecedented move on the part of the Massachusetts Institute of Technology (MIT) which had announced the release of nearly all of its courses on the internet for

free access in 2001. At that time, the emphasis was to distribute and give free online content for users with no intention of commercialising the content.

Five years later, an international gathering of open education educators met in Cape Town to deepen and accelerate efforts to promote the use of OER, producing the 'Cape Town Open Education Declaration', where the William and Flora Hewlett Foundation defines 'resources' more precisely as 'teaching, learning and research resources' and specifies that OER is 'normally released under an intellectual property license' to allow for 'use or repurposing by others'. The definition also further clarifies what OER includes, for example courses, tools or techniques (Atkins et al., 2007, p.4). The Hewlett's definition introduces the need for creators to attribute a license to the resources they share in public domains to allow users to reuse and repurpose the resources (section 2.3.2b). At the same time, OER Commons expanded the concept by stressing that 'OER are all about sharing [as] a culture of sharing resources and practices will help facilitate change and innovation in education' (OER Commons, 2007, cited in Kozinska et al., 2010, p. 37).

Five years later, the 2012 World OER Congress established the Paris OER Declaration, which called on governments to openly license educational materials produced with public funds. UNESCO (2012) defines OER as:

> *'Teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work'* (UNESCO, 2012, p.1)

Likewise, for the Commonwealth of Learning, who provides the most recent definition, the concept of OER is very similar. It encompasses:

> *'any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by teachers and students, without an accompanying need to pay royalties or license fees'* (Butcher, 2015, p. 5).

As the definition evolves, the 'provision' is explained more and more specifically; and it is noteworthy that the emphasis shifts gradually from the free content to the licensing. The increasing importance that the licensing element is taking through the various definitions is perhaps indicative

of its growing significance as the OER movement develops. It is particularly relevant for one of the various interpretations of open education which are discussed in the following section.

2.2.2 Interpretations of open education

The OER initiatives vary considerably in scope and intention and there is much scholarly debate about what constitutes openness. Principally, four interpretations of openness emerge from the literature.

a. Open education as open access

For some advocates of open education, the right of access is fundamental as it removes the traditional barriers that people often face in obtaining knowledge and qualifications (Blessinger and Bliss, 2016). Historically, open education movements have aimed to widen access to education and advance equality and social inclusion. For example, when The Open University was founded in 1969, the emphasis was on open access through a flexible distance learning model with no prerequisites to study, to provide access to education for all (Weller, 2014a). Since then, many other open universities have been established to help facilitate educational opportunities and greater social justice by providing high quality university education to anyone who has a desire to learn and realise their potential (Blessinger and Bliss, 2016). The early 2000's open education movement, however, corresponds to the emergence of new digital technologies enabling new forms of delivery and access. At that time, the internet began to be seen as a way to democratise education at all levels and increase access to educational content for people across the world (Blessinger and Bliss, 2016).

b. Open education as free open content

For other scholars, a key principle of open education is to give knowledge for free (Downes, 2007; Geser, 2007). Many universities followed the MIT's example and began to share free educational content online. Funded initiatives to create and develop OER and repositories expanded the open courseware movement rapidly. For example, the Open University created OpenLearn[2] in 2006 to make free chunks of learning available to any learners; and Rice University created Connexions.[3]

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[2] OpenLearn is The Open University's web access point for its open and free online resources to support informal learners and OU students (https://www.open.edu/openlearn/).
[3] Connexions is an open repository of educational materials created by Rice University which became Openstax CNX in 2014 (https://cnx.org).

c. Open education as freedom to use

For other OER proponents, 'openness' is not merely a question of giving content for free but a question of freedom to use. McGreal (2012) is concerned with giving users the right to use content under licenses that favour access over proprietary limitations on any technological platform of the users' choice. He explains that users should have the right to receive a file that is not locked or crippled and subject to recall by the publisher. Tuomi (2006) stresses that 'open' explicitly gives users the 'freedom' to use, modify and redistribute resources. This idea has been further developed by Wiley (2007, 2009, 2010, 2013, 2014, 2017c) who advocates that 'open' is a matter of cost, copyright licensing and related permissions. Wiley (2013a) argues that limiting 'open' to 'free' misses the point of the OER movement. For him openness goes beyond distributing free content, instead it means free access combined with free permissions or rights. Wiley (2009, 2014) developed a framework to clarify the key rights that open content licenses grant users. Wiley's (http://opencontent.org/definition/) 5Rs framework includes five rights:

- Retain - the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)

- Reuse - the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)

- Revise - the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)

- Remix - the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)

- Redistribute - the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

In this framework, users are free to carry out these five activities without having to ask or pay for permissions. Content is 'open' to the extent that a license (usually a Creative Commons license) provides users with free permissions to exercise the five rights. Rights may be granted fully or with restrictions, but the more restrictions placed on the users, the less 'open' the content is. For example, a 'non-derivative' license is not open (Wiley, 2009).

Tuomi (2013) considers 'open' to be a matter of copyrights and permissions. She proposes a 'four types of OER' classification considering OER as a resource that can be (1) accessed and explored, (2) used, (3) modified and (4) redistributed. In these views, openness offers users the possibility to develop teaching and learning materials based on other people's work, thus contributing to create

new content. OER provide educators with free content and legal permissions to engage in continuous and incremental adaptation and new creations taking ownership of their materials in a manner not previously possible (Wiley and Green, 2012). Wiley (2017a) insists that free content combined with the five rights is the only way for teachers and learners to realise the OER potential. OER Commons supports this view as they consider that OER are about 'participation and co-creation' (https://www.oercommons.org/about). Such views also tie in with the term 'open pedagogy' which has emerged recently to describe the remixing of licensed teaching materials to create improved materials and new knowledge. With open pedagogy, teachers and learners are able to interact more easily, share their work, and collaborate in connected learning environments (Hegarty, 2015). Wiley's (2017d) attention remains on the 5R permissions and the ways that they can transform teaching and learning. By creating a new phrase, 'OER-enabled pedagogy', he encourages practitioners and researchers to talk about how the 5R activities facilitate new kinds of teaching and learning in general. He agrees with DeRosa and Jhangiani (2017) that this concept of open pedagogy shares common traits with other pedagogies, for example the constructivist pedagogy. He recognises that knowledge consumption and knowledge creation are not separate but parallel processes, as knowledge is co-constructed, contextualised, cumulative and iterative. In this sense, open licenses allow for the remixing and revision of OER, and also lead to a particular way of thinking about teaching and learning. Remixing and reversioning of resources enable teachers to make the shift from an instructional mindset, that of 'how am I going to teach this particular point?' to 'how do I create or modify instructional resources to serve my pedagogical goals?' (DeRosa and Jhangiani, 2017). This view of openness, whereby teachers and learners are free to use, adapt, and re-appropriate licensed materials created by others with the view to creating new resources to suit local needs, is a fundamental aspect of OER. It underpins this research, which is investigating the use and reuse of digital materials by language teachers for online and distance language teaching.

d. Open education as Open Educational Practices

Open Educational Practices (OEP) have emerged as a key area of development within open education. Open education practitioners and researchers describe OEP as moving the focus from resources to practices. Following on from the OPAL[4] initiative, Ehlers (2011) defines OEP as

> *'practices which support the (re)use and production of*
> *OER through institutional policies, promote innovative*
> *pedagogical models, and respect and empower*
> *learners as co-producers on their lifelong learning path' (p. 4).*

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[4] The Open Education Quality (OPAL) was initiated at the University of Leicester to focus on the provision of innovative OEP and the promotion of quality, innovation and transparency in higher and adult education.

The work undertaken as part of the OPAL initiative suggests that OEP is not limited to the use of OER. It builds on the results from the OLCOS[5] project which stipulated that OEP draws upon technologies that facilitate sharing of teaching practices and empowers teachers to benefit from the best ideas of their colleagues (Geser, 2007). It further develops the concept to include new approaches such as open pedagogy, characterised by a high level of learner input into course design and as co-producers of course content (Ehlers, 2011). OEP is further conceptualised with the UKOER project. In their briefing paper, Beetham et al. (2012) suggest six activities that can be considered as part of adopting open practices in education. They include: 1) the production, management, use and reuse of OER; 2) developing and applying open pedagogies in teaching practice; 3) open learning and access to open learning communities; 4) open scholarship and open research; 5) the open sharing of teaching ideas and knowledge; 5) the use of open technologies for education. Beetham et al. (2012) show that OEP can have different forms which do not necessarily occur together, and more specifically, that OEP can occur independently of OER.

2.2.3 Critical views of open education and OER

A significant critique of open education is its predominant focus on access, particularly in OER and MOOC initiatives (Cronin, 2018). This focus on access has led to an over-emphasis on removal of barriers and a failure to examine the practices of teaching and learning, the politics of technology use, and the associated relations of power (Gourlay, 2015; Knox, 2013). Knox (2013) contends that the focus on open access prevents scrutiny of ways in which open practices might affect or transform the learning process. This critical view of open education is further developed at the end of the current section.

Other scholars critique the inequality with regard to open access itself. Lane (2009), for example, recognises that open education has the potential to reach those in need of social inclusion; however, he stresses that in reality, some communities and individuals are still excluded from education for economic, social, cultural, technical or geographical reasons. He refers to the 'educational digital divide' to talk about communities with limited or no access to the internet and thus to open content. This inequality in terms of access to the technology is particularly acute in the countries of the Global South (Cox and Trotter, 2017; Wolfenden et al., 2012). However, the digital divide is only one aspect of the issues with regard to open education. Hatakka (2009) points to an imbalance between

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[5] The Open eLearning Content Observatory Services (OLCOS) project was co-funded under the European Union's eLearning Programme and aimed at promoting the concept, production, and usage of OER in Europe.

developed and developing countries, noting that the majority of OER is created in universities of the Western world, while several authors highlight the dominance of OER written in the English language and the necessity to adapt OER for local contexts (Almeida, 2017; Arinto et al., 2017; Nerantzi, 2017). The ROER4D project was undertaken to provide a better understanding of the uptake of OER and their impact on education in the Global South. Arinto et al. (2017) investigate whether and how OER, OEP and open education promote equitable access, participatory education and the empowerment of teachers and students to determine whether OER and OEP adoption helped to address the problems of increased demand, lack of resources and high costs that apply to the Global South. They believe that the OER promise will be achieved on condition that individuals and communities are empowered in future OER interventions. It follows that human factors play an important role in the decision to adopt OER and OEP.

A number of scholars argue that an overwhelming degree of attention has been devoted to the resources rather than the practices (Cox, 2016; Moe, 2015; Knox, 2013). The research that has focused on practices with OER, however, suggests two conclusions: 1) little may have changed in teaching practices as a result of the OER movement (Kortemeyer, 2013; Browne et al., 2010), and 2) OEP is multi-faceted and goes beyond the simple use of OER (Cronin, 2018; Ehlers, 2011). Ehlers (2011) points out that using a repository of OER in a traditional teaching and learning setting is not OEP. Instead, he explains that if OER are used to develop new resources or create resources which are more learner-centred, or in other words if teachers are moving from content-centred teaching to a more 'human resource'-based teaching, then OER might improve the learning process, and this would, in his view, qualify as open educational practices. Cronin (2018) explains that OEP is not a holistic approach but that the use of OEP is 'complex, personal, contextual and continually negotiated' (p. 158). In the same vein, Cox (2016) finds a number of factors related to structure, culture and agency that enable and constrain lecturers to adopt OEP in Higher Education Institutions (HEIs) in the Global South. Such findings indicate that research into teachers' and learners' practices with resources may be producing more insightful knowledge about whether the OER movement is truly impacting on education.

Critical approaches to openness highlight important issues such as inequality of access, dominance of Western approaches to education and too much focus on OER and not enough on OEP. These concerns were addressed at the 2nd World OER Congress that took place in Slovenia in September 2017. The Ministerial Statement reaffirms that 'OER support quality education that is equitable, inclusive, open and participatory' (UNESCO, 2017, para. 9) and the Ljubljana OER Action Plan 2017

emphasises the need for collaboration across countries and for recognition of diverse languages and cultures. Cronin (2018) calls for research into the various ways that open education challenges teaching and learning through qualitative and interpretive methods to investigate specific contexts and human experiences. In this thesis, my qualitative enquiry into the reuse of OER for online language teaching in the context of online and distance learning contributes to addressing this need.

After having defined and positioned the concept of OER within the broader area of open education, this section concludes with a definition of OER for the purpose of this thesis.

2.2.4 A definition of OER for this research

The view of 'open' as freedom to use, which means that teachers and learners can be empowered to use adapt and re-appropriate licensed materials created by others is a fundamental concept for my research. However, as Tuomi (2006) points out that: 'A definition of a concept depends on its use' (p.30). For OER, this means that the concept will be different whether the user is a learner, a teacher, a researcher or any other stakeholder. Different user groups have different interpretations of the term OER. Tuomi (2006) proposes to ground the conceptual meaning of OER on the use of the term. Having looked at a wide range of OER initiatives and projects, she identified five different viewpoints and developed definitions of OER from each viewpoint:

- The learners' view: 'freely accessible assets and services that support competence development and individual growth'.
- The teachers' view: 'freely and accessible assets and services that support teaching and professional development'.
- The institutional view: 'free services for learning'.
- The technical view: 'modifiable and interoperable systems for learning'.
- The economic view: 'non-rival and non-exclusive assets that generate services for learners and teachers' (p.33).

Tuomi's definition of OER from the teachers' point of view as 'freely and accessible assets and services that support teaching and professional development' is the point of reference for my own research.

In this thesis, OER are defined as:

> small items of teaching materials, containing explicit learning aims,
> that have been designed to support online synchronous language

teaching and language teachers' professional development, that are
freely accessible, open-licensed, and which can be used, adapted,
modified, repurposed, remixed and redistributed anywhere by any users.

Having defined the concept of OER, I now turn to exploring the concept of reuse.

2.3 OER reuse by teachers

Designing OER to allow many potential users to adapt them can help the transformation of educational practices (Littlejohn and Pegler, 2015). However, the reuse of OER by teachers is not without challenges. This section starts by exploring levels and types of reuse as well as types of users. It then continues by describing the factors that enable and prevent reuse. It concludes with a discussion on the possible reasons for the lack of evidence of reuse and it provides an alternative perspective for reuse, in which this study is situated.

2.3.1 Types and levels of reuse

Okada (2011) in Okada et al., (2012) identifies ways of reusing OER and designs a scale of reusability from reusing 'as is' (adopt same content) to recreating new content. Figure 2.1 illustrates Okada's levels of reusability.

Figure 2.1 – Levels of reusability and ways of reusing OER by Okada (2011) in Okada et al., (2012, p. 50)

LEVELS OF REUSABILITY　　　　**WAYS OF REUSING OER**

RECREATE CONTENT & CONTRIBUTE TO NEW PRODUCTIONS

Re-authoring: Transforming the content by adding your own interpretation, reflection, practice or knowledge.

Contextualizing: Changing content or adding new information in order to assign meaning, make sense through examples and scenarios.

Redesigning: Converting a content from one form to another, presenting pre-existing content into a different delivery format.

ADAPT PART OF THE CONTENT

Summarising: Reducing the content by selecting the essential ideas.

Repurposing: Reusing for a different purpose or alter to make more suited for a different learning goals or outcome.

Versioning: Implementing specific changes to update the resource or adapt it for different scenario.

ADOPT SAME CONTENT, BUT ADAPT STRUCTURE, FORMAT, INTERFACE OR LANGUAGE

Translating: Restating Content From One Language Into Another Language.

Personalising: Aggregating tools to match individual progress and performance.

Resequencing: Changing the order or sequence.

ADOPT SAME CONTENT (WHOLE, PART OR COMBINATION)

Decomposing: Separating content in different sections, break out content down into parts.

Remixing: Connecting the content with new media, interactive interfaces or different components.

Adopt same content (whole, part or combination)

Okada et al. (2012) define reusability as 'a process of adoption or adaptation. Adopting means selecting the material or part of the materials as it is. Adopting involves finding, accessing and making a resource available to be used. Adapting refers to small or significant changes in the content'. The process of reusing OER is described in numerous forms, which define and therefore clarify the many different ways in which content can be reused. Beaven's (2014) study of reuse of OER by language teachers from the LORO repository finds similar ways of adapting resources. The verbs, describing the different forms of reuse, identified by Okada (2011), and cited in Okada et al. (2012) are used to refer to activities undertaken by secondary users: in other words, users who modify, redesign, remix or localise an existing resource. In an attempt to clarify 'reuse', Lane and McAndrew (2010) distinguish between the primary users (creators and users of resources) and the secondary users (consumers and users of resources created by others).

Koper (2003) introduces the notion of 'levels' of reuse. He describes the first level as 'somebody reusing something they have created', at a second level, 'somebody reusing something created by someone else within the same community', and at a third level, 'somebody reusing something created by someone else from an external community'(p. 48). This idea of the provenance of the resource is important because it relates to the issue of trust and quality. Section 2.3.3d shows that teachers tend to trust their own resources or those of colleagues they know, and they mostly operate within their own communities of practice; therefore it would seem that Koper's third level is unlikely to be reached.

Koper's (2003) levels of use tie in with Wills and Pegler's (2016) 'zones of proximity'. Their longitudinal study across two institutions reveals that a high level of reuse could be associated with the close connection between users and sharers of resources. They note that users and sharers are the same people, or members of the same small team; and suggest that proximity, meaning the distance between users and sharers, may be a factor influencing reuse. They identify six 'proximity zones': 1) Creator (individual); 2) Module/Programme; 3) Department/Institution; 4) Community/Region; 5) National; and 6) International (p. 9). They propose that motivation to reuse or share could be anticipated to be strongest where the proximity is the highest, i.e. in the first zone of creator (individual). This is explained by the fact that the benefits of reuse are realised by practitioners who put efforts in creating and sharing resources, or by their close colleagues/community; and it could mean that decisions on what to share, and who to share it with are important in order to understand and evaluate reuse. Willis and Pegler (2016) include the 'share' dimension. In the literature, 'share' and 'redistribute' are often considered to be one of the 'reuse' activities. It is this amalgamation which causes confusion in terms of finding evidence of 'reuse' (section 2.4.2).

Okada's (2011) levels of reusability may also be compared with Wild's (2012) 'engagement ladder' (p. 4). Building on the OER impact study (Masterman and Wild, 2011; White and Manton, 2011), Wild (2012) developed a framework of lecturers' engagement with OER reuse to show how users progress from novice to expert levels. The framework captures 1) how engagement with OER manifests itself in users' behaviours and attitudes in various stages of progression from novice to expert users; and 2) what factors impinge on a user's engagement with OER. This framework has been used in several studies to assess the degree to which teachers engage with OER (for example, Comas-Quinn et al., 2013).

Weller et al. (2016) have identified three main categories of OER users: OER active, OER as facilitator, and OER consumer. The OER active users are not only aware but also advocates of OER. They use and recognise the benefits of OER. The OER as facilitator is less aware of OER and does not see supporting the OER movement as a priority. OER are relevant in that they can help to support and facilitate certain teaching objectives. The OER consumer is even less aware of OER, particularly open licenses; for this category, OER are not a priority. Instead, they are concerned with free use and reliability of OER as well as with their quality.

2.3.2 Reusability

The idea of reusing digital educational resources originated from the development of learning objects in computer science, which were described as learning artefacts that had potential for reuse (Moe, 2015). The inherent mismatch in the terminology, 'learning' and 'object', meant that learning objects were short-lived. To address this concern, some advocated using pedagogical principles by focusing on reuse and repurposing (McGreal, 2004; Littlejohn, 2003; Polsani, 2003). McGreal (2004) recommended that a learning object should be determined not by its nature but by its use, and he listed a number of 'reusabilities' (p.1), which are the factors that make a resource reusable. The key reusability factors are summarised as follows:

a. Granularity

The size and complexity of a resource, often referred to as granularity, is an important factor in terms of its reusability (Polsani, 2003). Weller (2010) uses 'big' and 'little' OER to distinguish between whole courses or units of learning, such as the MIT courses, for example; and smaller self-standing units of learnings, such as handouts, lecturer's notes, pictures or slides. These smaller resources are generally found in collaborative models of resource production repositories, populated and peer-reviewed by individual practitioners. McAndrew et al. (2009) suggest that teachers are less inclined to use well structured, substantial materials as they feel less able to re-appropriate them. In contrast, Armellini and Nie (2013) found that smaller items are more suited for reuse.

b. Permissions

Generally, OER are digital, and hypothetically, anything that can be obtained from the internet can be used as a resource for teaching and learning. However, OER are not in fact any online resources. The licensing attached to them is the signal that gives users permission to use, adapt, repurpose and redistribute them. Open licenses have emerged in an effort to protect authors' rights in digitised

environments where content can be easily copied and shared without permission. A legal framework was created by Creative Commons (CC) for clarifying permissions of reuse of resources to provide more flexibility than the automatic all-rights-reserved copyright laws that prevented adaptation of resources located in a public domain without the express permission of the creator. OER are part of this process. They allow for more flexibility in the use, reuse and adaptation of materials, for local contexts and learning environments, while allowing authors to have their work acknowledged (Butcher, 2015).

c. Clear learning objectives

Littlejohn (2003) recommends that resources should be designed based on clear and explicit learning objectives in a way that addresses the users' needs. She also argues that resources can be pedagogically effective for reuse when their content is simple to understand and makes sense. In the context of OER reuse for teaching, where resource-based teaching involves communication of learning objectives between creators and users through the use of instructionally designed resources for a multimodal learning environment, the question of who create the OER and for what purpose is particularly relevant because it touches on issues such as quality and pedagogy.

In theory, any resource can be given an educational purpose. However, Lane (2008) raises the question as to what makes a resource effective at educating or enabling someone to learn from it. In the case of OER, Lane (2008) contends that the content is a mediating object between the creator of the resource and its user and is not itself the repository of learning. Polsani (2003) contends that for users to learn from resources, they must be able to understand them. Kortemeyer (2013) goes further and asserts that for content to be reusable, it must be context-free. Therefore, from Kortemeyer's assertion, it can be concluded that if too much effort is required by the user to disentangle the content from its context, it is unlikely that the resource will be used.

d. Suitability and discoverability

Reusability relates also to the ability to find suitable resources. Richter and Ehlers (2010) found that teachers are primarily concerned with finding resources of suitable quality and relevant to their context. In order to make OER easy to be found by teachers, a considerable amount of work is usually devoted to developing systematic description to facilitate searching and administration (metadata). Littlejohn (2003) observes that reusable resources can be more helpful when users can contribute to the metadata, for example by tagging resources and cataloguing, using simple and understandable search terms.

21

e. Portability and interoperability

McGreal (2012) considers that a resource is reusable on the condition that users can use the resource on any technological platforms of their choice. He defines 'portability' as the right to convert files and resources in different formats for use on a variety of devices and computer platforms and in a variety of contexts. He further contends that OER are 'technologically neutral, transmittable on different platforms and when built using commonly accepted or open software conforming to international interoperability standards, can be transported with little effort or concern by the users' (p. 5).

2.3.3 Factors preventing teachers' reuse of OER

OER offers the potential not only to reuse materials, but also to share resources and ideas with peers within a community of practice. For this reason, institutions that have benefited from funding to launch OER initiatives have promoted the creation, use and sharing of OER by emphasising the benefits for teachers, summarised here from Hodgkinson-Williams (2010):

- First, creating and sharing your own resources could lead to personal satisfaction through knowing that the materials you have created can be of some use to colleagues in the world.
- Second, sharing materials can increase personal reputation of individuals within a community.
- Third, engaging in developing and improving online materials can help professional development and support individuals to become leaders in the field. Getting feedback on personal work and improving materials may lead to increased possibilities for future publications.
- Finally, there is little value in keeping the resources closed. This last argument is built on the idea that somebody's resources may be the building blocks of knowledge of a number of users and, in that sense, may carry a lot of value.

However, studies on teachers' engagement with OER (Comas-Quinn et al., 2013; Borthwick and Dickens, 2012; Wild, 2012; Nikoï et al., 2011; Pegler, 2011; White and Manton, 2011; Browne et al., 2010) have noted a number of inhibiting factors with regards to OER reuse by teachers that challenge the virtues highlighted by Hodgkinson-Williams. These issues are summarised in the following five sub-sections.

a. Lack of incentives and career rewards

Searching for suitable resources and presenting such resources to be used in a public domain are time-consuming tasks. Pegler (2011) shows that additional time and effort are required to learn the new skills and knowledge that enable teachers to search, evaluate, create, adapt, repurpose and share OER. Therefore, it would appear that, according to Pegler's study, using and repurposing OER is time-consuming rather than time-saving. At the same time, Lane and McAndrew (2010) note that there is a lack of policies and practices in place in higher education to support and reward innovative teaching practices. Yet, they also point out that the degree to which OER reflect the values of their institutional provider depends largely on the level of support amongst its academics. As the use and reuse of OER is time-consuming and needs to occur in addition of their normal teaching responsibilities, it seems that, unless HEIs cultivate, nurture and reward academic engagement with OER, the use, creation and sharing of OER by teachers is unlikely to grow further beyond the basic level on Wild's (2012) engagement ladder.

b. Poor understanding of CC licenses

Using and remixing resources for use in online environments requires teachers to change their practices with regard to materials' creation and development. The two studies discussed below reveal that teachers generally do not feel confident about copyright laws in online environments. Attitudes towards and lack of knowledge about CC licenses remain an inhibiting factor in the adoption of OER. Nikoï et al. (2011) found that many academics were in possession of materials intended for use in a face-to-face teaching context, which were unsuitable for sharing online, because they contained images, diagrams and other visuals that had been used without permissions. The study reveals that permissions from third-party copyright holders are generally not considered as necessary by resource creators. As these authors further note, quoting and referencing are established practices in the world of academia. However, they find that remixing work from others is different from quoting, and it can complicate the process of determining the final document attribution or license. The permissions that CC licenses allow can only work provided users have a full understanding of the license attached to the resources they want to use. Hatakka (2009) finds that when users have found suitable materials, they sometimes are reluctant to use them because of their poor understanding of online copyright laws. They find that it is too time-consuming for teachers to explore content in regards to what they can and cannot do with it. We may therefore conclude from these studies that, due to a poor understanding of CC licenses, users of repositories are not only hesitant to use, but also unsure about attributing the correct permissions to their own

resources, or the ones they have re-created from adapting others', and therefore, they do not upload their own content or redistribute the one they have modified.

c. Lack of understanding of the resources

Instructional theorists claim that the lack of reuse is due to a lack of understanding of the pedagogy underpinning the resource design, and therefore of how the resource can be used. Conole and De Cicco (2012), for example, report that the research conducted as part of the OLnet[6] inititative shows that practitioners found it difficult to understand the implicit design inherent in OER and found making choices about how to repurpose materials for their context challenging. Wiley et al. (2014) also agree that reuse can be extremely difficult because pedagogical and other design assumptions are rarely visible. Instructional theorists are therefore of the view that, in order for OER to realise their potential benefits, they must be designed using proven instructional design techniques (Conole, 2010; Dimitriadis et al., 2009; Conole and Weller, 2008; Oliver and McLoughlin, 2003; Wiley, 2002) so that resources are more reusable.

How to design courses effectively for online and distance learning has been the preoccupation of course developers and researchers for many years. Research on instructional design theories came back to the fore with the emergence of learning objects, the concern being to develop learning objects that are pedagogically effective to support and enhance reusability. Some believe that the 'teaching voice' needs to be an integral part of the resource (Nikoï et al, 2011; Rehak and Mason, 2003). This argument is supported by McGreal (2004), who recommends that 'proper sequencing methods should be used when assembling learning objects to form an instructional sequence and learning objects must be tagged properly' (p. 93).

More recent research on the educational aspects of OER has drawn attention to the necessity to use learning theories rather than instructional design for OER creation and development. Panke and Seufert (2013) found emerging concerns surrounding the educational efficacy of OER and propose that various theoretical approaches to learning and instruction be used in investigations of the educational impact of learning with OER. Dobozy and Dalziel (2017) observe that resources designed with instructions (behaviourist theory) are unlikely to be reused. Following the Learning Design

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[6] The Open Learning Network (OLnet) initiative aimed to bring researchers and educators together to share knowledge on the development of OER (http://www.olnet.org/content/resources).

Framework outlined in the Larnaca Declaration (Dalziel et al., 2016), Dobozy and Dalziel (2017) designed transdisciplinary pedagogical templates aligned to three different learning theories: behaviourism, cognitivism and socio-constructivism. They propose that OER developers use 'pedagogically neutral' templates based on these three theories of learning, which are easy to use and can be modified to suit specific learning situations. It could be argued that, although these templates may appear to have a clear potential for adaptive reuse, it remains to be seen whether OER developers will want to engage in the production of OER that necessitates writing three different versions per resource.

However, these studies are more concerned with OER for learners, and studies investigating OER reuse by teachers suggest that teachers' reuse of OER is not necessarily connected to the design of the resource. Pulker and Calvi (2013) found that teachers are primarily interested in finding resources that can be easily adapted, and observed that if teachers see resources corresponding to their teaching style, they will use and adapt them regardless of the original pedagogical intent. Beaven (2014) points out that teachers do have the skills to understand the pedagogical pattern hidden behind the resource, and they choose to use or reject a resource, depending on their local circumstances and students' needs. In terms of OER reuse for online language teaching, the debate concerning the role to be played by pedagogy in constructing the resource does not seem to be of particular importance to users. Overall, these findings indicate that what makes a resource reusable does not necessarily depend on the resource itself, but rather it depends on whether it fits users' educational needs and purposes.

d. Quality and trust

The issue of quality in open content is twofold. On the one hand, teachers remain suspicious about the quality of free resources (Wiley and Gurrell, 2009) and seek reassurance about how the materials have been peer-reviewed. In the LORO collaborative model of resource production, for example, the institution applies quality assurance to their own resources and leaves the responsibility for quality to individual contributors and peer-reviewers. In this model of production, in principle, OER can be produced by anyone; therefore, if there is no quality control in place for external contributions, this can be problematic for users. However, the desire for a formal peer-review system is not universally supported. Windle et al. (2010) point out that studies normally reveal that the individuals sharing the OER content will themselves act as an intrinsic quality control mechanism and will be unwilling to share or release materials whose content they are not completely confident about, as their reputation is at stake.

The other reason why quality of OER is problematic is that the creator and the user have many different views of what a resource should be and how it should be designed. As an OER creator and user, I have observed that some teachers will look for good quality visuals, others for materials they can easily use and adapt, and another group might consider quality to mean something that is directly relevant to their teaching objectives. Wiley and Gurrell (2009) reinforce the point that quality is only meaningful in a 'context-laden encounter' (p. 19) between a specific user and a specific resource, and does not have a meaning otherwise. Instead, they suggest that in order for the field to progress, users must overcome the traditional expectations related to the quality of resources and should refer to 'utility' of resources instead.

To overcome the problem of quality or rather, to indicate the degree of reusability, Wiley et al. (2014) point to systems that provide content-based recommendations that help users find the right OER. However, these conventional social networking features, like tagging, rating and commenting, which can be integrated into repositories, rely on the fact that users are willing to provide comments on the resources they have used, which research indicates is not an activity that teachers willingly engage with (de los Arcos et al., 2018). Besides, Wiley et al. (2014) point out that one-size-fits-all quality ratings fail to recognise that quality is not a property of the OER alone. In sum, the concept of quality and 'utility' is complex and context-bound, and one resource may be suitable for some and not others.

e. Technical challenges

Some scholars suggest that teachers have limited technical capacity to engage with OER as this type of capacity requires a much more advanced set of technical skills than general computer skills (Almeida, 2017; Cox and Trotter, 2017). Creators and users of OER need to understand what differentiates OER from other educational materials, for example, metadata and licenses, as well as the technical skills to adapt, revise, remix and share. While adapting and remixing is a condition *sine qua non* for the success of the OER movement (Wiley, 2017b), it does not necessarily mean that all users have sufficient digital and pedagogical competences or the confidence to adapt and remix resources, as Hatakka (2009) found. Kortemeyer (2013) also points out that in most cases repositories' administrators lack the know-how or infrastructure to do the cataloguing of resources correctly. Thus, it is generally reported that the catalogues are frequently incomplete, descriptions of resources are approximate, or sometimes wrong. Metadata then become inappropriate and therefore useless, because they are not recognised by search engines, which results in teachers not

being able to find the resources they are looking for, which in turn is likely to have an impact on reuse.

f. Teaching practices and traditions

In order to clarify which factors are essential or influential for OER adoption in an institution, Cox and Trotter (2017) developed the OER adoption pyramid (Figure 2.2), which presents six categories hierarchically: access, permission, awareness, capacity, availability and volition.

Figure 2.2 – The OER adoption pyramid (Cox and Trotter, 2017, p. 17)
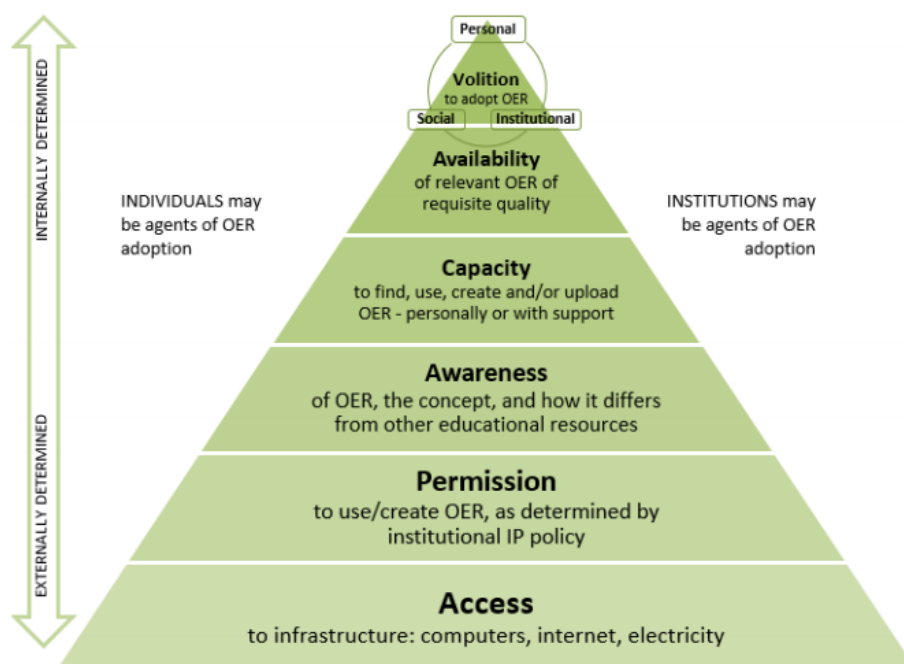
Going from bottom (access) to top (volition), these categories move from those factors that are largely externally defined to factors that are more personally determined. The pyramid shows that, ultimately, only teachers who go through all levels can engage in OER activity. The sixth factor 'volition' refers to teachers' motivation to adopt OER. Cox and Trotter (2017) explain that if the teacher enjoys the access, permission, awareness, capacity and availability necessary to adopt OER, then volition becomes the key factor that will determine whether they use OER or not. The decision is shaped by the teacher's individual values, social context and institutional culture. The teacher's individual values are all the personal beliefs and practices about teaching style, learning philosophy, self-confidence about own materials, level of concerns about misusing or misinterpreting their work and other variables such as fears, concerns or aspirations – arising from within the teachers themselves (Beetham et al., 2012).

Research on materials development for language teaching has long established that teachers want to have ownership of their materials (Tomlinson, 2011). Generally, teachers prefer to use materials they have created themselves, for several reasons. Firstly, it takes time to repurpose third party materials (section 2.3.3.a). Secondly, many teachers display the 'not invented here' syndrome, which is the hesitation to use somebody else's resources and the lack of trust in others' materials in general. Thirdly, Lane and McAndrew (2010) mention the strong academic values around concepts of 'plagiarism' (p.3). According to these authors, teachers feel uncomfortable about the idea that the materials they use in their classroom may have been seen somewhere else by their students. These reasons apply also to open educational online materials. Hatakka (2009) reports that teachers want to exercise their creativity and use their personal ideas to develop their materials. However, using and sharing online materials present other challenges for teachers. The potential of liberal access and modification on the basis that anybody can be a contributor and a user can be problematic. Given the reach of the internet, teachers sometimes feel a sense of loss of control of their resources to people they do not know and are unlikely to meet. Teachers are generally found to be reluctant to have their materials repurposed in ways they are unaware of (Comas-Quinn et al., 2011b). It takes time for an academic community to build a cooperative sense of trust and confidence.

Among the factors preventing teachers' engagement with OER that were highlighted above, some prevent adoption of resources (teaching practices, quality and trust), some prevent reuse (technical issues or lack of understanding of resources), and others prevent sharing (lack of incentives and career rewards, lack of understanding of CC licenses). A hypothesis is that Lane and McAndrew's (2010) distinction about primary and secondary users may be crucial as it brings to the fore the fact that it emerges from the literature that there is no clear distinction between creation, use and sharing by primary creators; and use, reuse and redistribution (sharing) by secondary users. The next section explores the lack of clarity with regard to the term 'reuse' and possible explanations for the lack of evidence of reuse due to its confusing terminology. In conclusion, it provides an alternative perspective on reuse applicable to this research.

2.4 Problems with OER reuse by teachers

2.4.1 Multiple meanings of 'reuse'

One of the difficulties concerning 'reuse' is the number of terms employed to describe it. In her thesis, Pegler (2011) identifies 13 different terms that are used to talk about 'reuse': reuse, adapting, reshaping, resizing, transnational repurposing, sectorial repurposing, level adaptation, framework repurposing, cross media re-design, generic adaptation, 'preversioning', sharing and localisation (pp.79-83). Yet Pegler's list is not exhaustive. For example, Nikoï et al. (2011) use the terms 'transformation' and 'scaffolding'; McAndrew et al. (2009) and Coughlan et al. (2013) use 'remixing' and 'reversioning'. Wiley's (2009) 5Rs include 'revise', meaning to modify, and 'redistribute', meaning to re-upload resources that have been adapted and repurposed. Nikoï et al. (2011) refer to 'transformation' to mean '… enhancing the pedagogical usability of existing teaching materials' (p.197). Coughlan et al. (2013) talk about 'remixing' for using existing materials in a new learning context. Bond et al. (2008) make the distinction between 'reuse', which they define as 'using the activity or resource again in another context but with the same content', and 'repurpose', which they define as 'modifying the content or learning design' (p.602). Okada et al. (2012) identified ways of reusing OER, including 'remixing' and 'repurposing', but they also mention 're-authoring', 'redesigning', 'resequencing', 'translating' and 'personalising' (p. 50). It is clear that the word 'reuse' can and does refer to different activities, depending on the nature or the scope of the OER project. The lack of clear definition of 'reuse' and the amalgamation between 'reuse' and 'share' may be the cause of confusion in terms of finding evidence of 'reuse'. This is discussed in the following section.

2.4.2 Lack of evidence of reuse – some contradictions

Research papers on OER have pointed to the need for further research to seek evidence of OER reuse and their impact on teaching practices. The OU OER Research Hub, for example, funded by the Hewlett Foundation, has been created to gather evidence of OER reuse across the world. However, the lack of evidence of OER reuse that emerges from the literature is contradictory. On the one hand, the numbers of downloads from repositories worldwide provided by Google Analytics and all the studies on OER reuse referenced below demonstrate the existence of reuse, i.e. secondary users find resources and probably engage in some sort of reuse activities with them. On the other hand, a large body of literature claims that OER reuse has not reached expectations, and section 2.3.3 gives reasons as to why this may be the case. White and Manton (2011) find that overall the use of OER to support teaching and learning is widespread in higher education in the UK and appears to be standard practice for the majority. Chen and Panda (2012), Cutrim Schmid and Whyte (2012), Nikoï

et al. (2011) and Pulker and Calvi (2013) show a number of users' behaviours; they found that when teachers reuse OER, they adapt them to gain ownership of their materials, or to suit their teaching styles, or to meet their students' needs. Beaven (2014) found that teachers who engage with OER for language teaching show confidence in judging the content of a resource and can repurpose learning activities effectively to fit the course they are teaching, rather than trying to adopt fixed resources that do not suit their teaching styles or goals.

However, the same studies and others (Comas-Quinn et al., 2013; Browne et al., 2010; Bond et al., 2008) show that only a small proportion of users evaluate resources or re-upload newly created resources after repurposing them. Lane and McAndrew (2010) conclude that 'the idealised cycle of adoption, reworking and recontribution has only limited success' (p.8). Wiley et al. (2014) observe that there is little empirical evidence that learners and teachers actually exercise the 4R permissions[7] granted by the CC licenses. Empirical studies of online repositories such as Connexions (Duncan, 2009) or LORO (Beaven, 2014; Comas-Quinn et al., 2013; Winchester, 2013) indicate that teachers rarely contribute their own resources or re-upload the resources they have used and modified. Beaven's (2014) investigation into reuse of OER located in LORO by language teachers finds that the OER life cycle (find, compose, adapt, use and share), developed by Gurell (2008) is rarely completed; instead teachers carry out the first four activities of the cycle, but do not share their reworked resources.

These findings therefore suggest that, overall, teachers do not tend to share in public places the resources they have either created themselves from scratch or those they have created based on other resources found in repositories. It seems therefore that there is reuse, but because the activities that are taking place as a consequence of reuse are not shared in public spaces, these reuse activities remain invisible.

A number of scholars have written about 'invisible' reuse. White and Manton (2011), for example, use the metaphor of an iceberg to explain that the majority of reuse takes place in contexts that are not publicly visible. The top of the iceberg represents the visible production and use of licensed resources by institutions. The hidden part of the iceberg represents the vast majority of teaching and learning activity that takes place at the level of individual practice, which is often not visible to those

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[7] Note that at the time Wiley et al's (2014) literature review was published, Wiley had not yet developed the full 5R framework referenced in section 2.2.2c.

outside the classrooms. Wiley (2009) talks about 'dark reuse' which is an analogy with 'dark matter', an astronomical phenomenon that cannot be observed directly but that has impact on what is going on in the atmosphere. For him, reuse of OER is an anticipated phenomenon, but because it is happening behind closed doors, it has not yet been observed directly. As the metaphor of the iceberg suggests, teachers' activities and materials are normally used in the privacy of their classrooms, and it could then be concluded that the activities of reuse and repurposing may also be taking place in the privacy of the classrooms. So, as teachers keep their resources closed, which means that they do not engage in the 'sharing' or 'redistributing' activities, it is difficult to evaluate how much reuse is taking place, and therefore this would explain why there is scant literature on evidence of reuse.

2.4.3 Issues with researching OER reuse

Contrary to findings on OER reuse, Weller et al.'s (2016) analysis uncovered a comparatively high level of reuse amongst all types of users. During the study, the research team noted that people adapt resources frequently but interpret reuse in a variety of ways. For some users, adaptation means finding some inspiration for creating their own materials. The freedom to use ideas is encouraged by the CC license attached to the resources and users feel free to reuse and adapt them. For others, adaptation is a more direct 'reversioning' of the original resource, assembling elements from different resources to create a more relevant one. And for a third group, adaptation may be taking an existing resource and placing it in a different context within a teacher's own material. The resource is not modified, but the manner in which it is used is altered. So why is there a discrepancy between Weller et al.'s (2016) findings and Okada's (2012) ways of reusing and the commonly reported lack of reuse? It could be argued that looking at how many resources are shared and redistributed is not a good way of judging how much reuse is happening. Perhaps the problem should be looked at in a different way, in other words, not whether reuse is visible or not, but what is happening during reuse.

In a blog post, entitled 'It's not reuse, it's adaptation' (https://blog.edtechie.net/oer/its-not-reuse-its-adaptation/), Weller (2014b) suggests that perhaps in searching for OER reuse, researchers may have been 'looking for the wrong thing', or 'calling it the wrong name'. He suggests that there is perhaps a continuum of adaptation in practice, ranging from adapting ideas for users' own materials to full 'reversioning' of content. Weller concludes that the lack of reuse that has been reported so far is less a case of the 'dark reuse' alluded by Wiley (2009), and more a case of varied adaptation. Pulker and Calvi (2013) come to similar conclusions in their study. They show that one hundred per

cent of their participants adapt the resources they borrow, even if the resources have been selected as one fitting teaching styles, teaching objectives and students' needs. The shift from 'reuse' to 'adaptation' provides a different perspective and gives a more concrete aspect to 'reuse'. Adaptation means that a number of actions are taking place and users are actively engaging with the resources. By considering 'reuse' to mean 'adaptation', researchers can look specifically into the actions of adaptation that take place during the reuse process and begin to provide evidence of reuse in specific contexts.

I would agree with Weller that researchers may have focused on the wrong aspect while researching OER reuse. As Bateman et al. (2012) note, a literature review on OER indicates that a substantial amount of research is descriptive and based on anecdotal rather than theoretically-based data. Like other scholars, I note that the existing research has tended to focus on OER production and policy – particularly in HEIs – rather than on the specific experiences and practices of OER creators, users and reusers.

OER reuse is discussed in the literature but seldom empirically grounded. Much of the OER research has been carried out by the OER supportive organisations which present their work in reports or working papers (Lockhart-Smith 2015; Masterman and Wild, 2011; D'Antoni, 2009). They invariably make the same recommendations, arguing that HE practitioners are willing to engage with OER, but that reuse is limited because of barriers. They advise that there is the need for IT skills to be developed and that systematic training to create, use and share OER is needed. They often conclude that the OER movement can only succeed on the condition that appropriately designed OER strategies as well as supportive policy environments are put in place.

The more empirically grounded studies on OER have tended to assign OER to a single category that is of primary importance to their area of interest. For example, educationalists tend to focus on the pedagogical considerations of the development and use of OER (Tosato and Bodi, 2011; Bond et al., 2008) while instructional designers tend to focus on the technical tools required to support OER (Dobozy and Dalziel, 2016; Conole and Weller, 2008). The advocates of OER for transforming education tend to focus on issues of policy, legal frameworks and licensing, business modelling, or philosophical perspectives on openness (De Rosa and Robison, 2017; Kozinska et al., 2010; D'Antoni, 2009). It is worth noting that the majority of papers appear in journals of educational technology and online learning whereas few papers are published in the fields of language teaching or teacher

education, which suggests that the emphasis has been on OER to foster technological developments and change in e-learning rather than OER as a tool for teachers' professional learning.

The studies on OER reuse are mainly attitudinal surveys concerned with teachers' perspectives and perceptions of OER (Cox and Trotter, 2017; de los Arcos et al., 2016; Amiel, 2013; Ossiannilsson and Creelman, 2012), and are often descriptive case-studies. Another common trait is that the studies are conducted, in the main, with creators and primary users who are often OER champions and advocates of OER; for example, Borthwick and Dickens (2013) worked with a group of participants, creators and primary users, who had been engaged with the OER movement for a while and were keen to push the movement forward.

2.4.4 An alternative perspective on reuse

In order to evaluate OER reuse and its impact on teaching practices, scholars are calling for qualitative study looking into how teachers reuse (Littlejohn and Hood, 2017). I would agree that

research should focus on what activities secondary users engage with while adapting OER, rather than on how many resources are downloaded from or redistributed back into repositories (sharing). Large-scale quantitative evidence about general use and reuse is unlikely to generate knowledge about how teachers engage with OER and what they learn from them. The types of reuse and most importantly the activities that secondary users engage with, are crucial for investigating the transformations that might happen in teaching practices. The research questions on OER reuse should shift from 'how much reuse there is', to 'what is reuse for' and 'what teaching practitioners gain from engaging in reuse'.

With this in mind, for the purpose of this research, the term reuse is defined as:

> any types of reworking activities that secondary users engage with when they work with resources that have been produced by primary creators, such as modifying, adapting, remixing, translating, repurposing, personalising or re-reversioning. It does not include redistribution and sharing as these activities are not a direct result of working with the resource itself.

2.5 OER and teachers' professional development

From a teacher's point of view, the OER movement is seen as a disruptive innovation that challenges teachers to change their practice in fundamental ways (Littlejohn and Pegler, 2014; Masterman and Wild, 2011). However, higher education institutions and organisations, if supporters of the OER movement, see them as a catalyst for teachers' professional development. A number of scholars have found that OER provide teaching and learning materials that foster collaboration, peer support and professional development among teachers. For example, Comas-Quinn et al. (2013), Ossiannilsson and Creelman (2012), Tosato and Bodi (2011), and Hodgkinson-Williams (2010), among others, show that OER can act as a catalyst for innovative educational practices based on collaborative creation and sharing of OER among e-learning communities of practice, shifting from a provider/user paradigm to a community model of provider/provider recommended by Downes (2007).

Ongoing research into teacher education has shown that teachers' interpretations of the activities they engage with, and most importantly the contexts within which they work are extremely influential in shaping how and why they operate the way they do (Johnson, 2006). Socio-cultural theorists contend that humans develop through participation in cultural communities and teachers' ways of knowing what they are doing are legitimate and can enrich research into teacher education because their ways of knowing what to do emerge from real life experiences. Teachers are deeply connected to the problems of practice and they are situated in the contexts in which such problems occur (Lave and Wenger, 1991). In other words, teachers develop through learning with peers in communities (social learning) and reflecting on their own experience (individual learning). The next sub-section examines how OER can support these theories of teachers' professional development.

2.5.1 Communities of practice (CoP) in the context of OER reuse

Professional learning is situated in a cultural and social context. How individuals learn is dependent not only on individual characteristics such as intelligence and motivation but also on the social and cultural context in which learning occurs. Thus, in socio-cultural approaches to research on learning the focus is not the individual but a social community (Lave and Wenger, 1991 and Wenger, 1998).

The concept of 'communities of practice' is based on the work of Lave and Wenger (1991) who developed the notion of 'legitimate peripheral participation' which describes how novices are socialised into the practices of a social community. At the very beginning novices work in peripheral, less critical, areas of practice, and gain more responsibility as their competences develop. Interacting

and working under the guidance of more competent workers, observing their ways of doing the job, and eventually participating in the community of practice are crucial steps in the learning process. Novices have opportunities to 'model' their more expert colleagues, known as 'teacher', 'facilitator' or 'coach' by practising and developing new behaviours in a supportive environment where feedback and encouragement from peers is available (Harris and Higgison, 2003). The notion of learning as participation was further elaborated by Wenger (1998) who developed the concept of 'communities of practice', which refers to the informal communities that people form as they pursue their everyday job. Through participation in these communities people share knowledge, negotiate meanings, form their identities, and develop their work practices.

Wenger's concept of CoPs has had a strong impact on many educationalists who are interested in online learning communities. It has been suggested that new technologies can support virtual CoPs, which can allow more contextualised teaching. In some cases, teachers take the opportunities afforded by being in a group and having communication technologies at hand to self-organise peer-to-peer interactions that they find useful for their development (Warnecke and Lominé, 2011). In other words, they are acting like a community of practice (Wenger, 1998), where learning the discipline is the principal practice.

While teachers may constitute an existing community of practice within and across institutions based on their disciplines, the closed and individualistic nature of the teaching process has meant that the collaborative or cooperative design, development and sharing of materials has not been a significant feature of such communities. The situation with OER and OEP is fundamentally different since the open licensing of OER encourages teachers not only to use them but also to consider how they might collaborate through adapting, modifying, remixing, reworking new resources and sharing them. Such open practices therefore have the potential to strengthen communities of practice and also social learning (Lave and Wenger, 1991).

Because OER provide digital accessible resources and spaces for online interaction, and also because the concept of 'resource' implicitly assumes productive use, Tuomi (2013) suggests that OER align well with socio-cultural and socio-constructivist models of learning, such as CoP. She identified four types of OER (Figure 2.3):

OER I – the first level is about access. There is no cost access to educational resources via a repository of OER, for example, LORO, EdShare or MERLOT. Users browse through resources made available.

OER II – the second level is about the right and capability to enjoy the services generated by the resource. It is about having the confidence that it is good practice to use OER, and being aware of the open licenses. At this level, users can use the resources available in repositories with confidence. Users become consumers of resources.

OER III – the third level is about the right and capability to modify and add value to the resources. At this level, users can remix, repurpose, contextualise and localise resources available in repositories (configurability). This level also enables users to transform resources for their personal needs (personalisation).

OER IV – the fourth level is about redistributing newly created resources back into the repositories. At this level, users become producers of new resources based on existing resources. This level allows users to interact through the resources and work collaboratively to create new knowledge.

Tuomi (2013) points out that 'OER also enables growing contextualisation and localisation of the production of knowledge and learning, allowing different communities to develop local systems of enculturation' (p. 69). An example of this is the TESSA initiative (see section 2.5.2). Furthermore, 'through its capacity to provide wide access to customisable and configurable learning resources, OER III will clearly have a major impact on possibilities for personal development' (p. 69). Tuomi also claims that 'as individual identities are essentially social constructs, OER IV enables learning that is strongly linked to identity formation and the expansion of personal expression' (p. 69). Two examples of this are the FAVOR project at the University of Southampton and a staff development programme to address the problem of teaching dyslexic students at the Open University (section 2.5.2).

Tuomi asserts that OER in general facilitates just-in-time personalised and self-directed learning and provides new possibilities for identity construction and expression in a wide variety of globally distributed communities. According to her, OER enable new forms of collaboration and material development, thus transforming social interactions, methods of production, and the possibilities for individual development and participation. She finally stresses that 'because of its capability to make learning socially visible and connect peripheral stakeholders to learning processes OER also facilitates learning models that connect learning to social change' (p. 69).

Figure 2.3 – Learning models and the four types of OER (Tuomi, 2013, p.67)
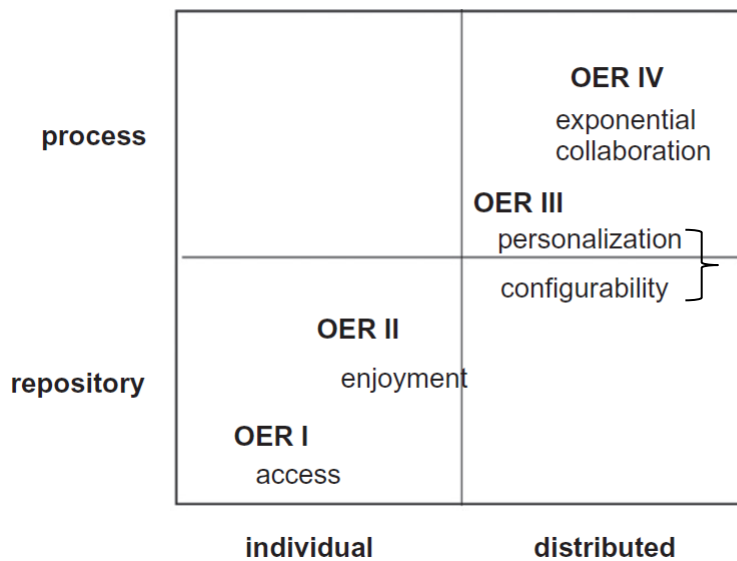
Tuomi's (2013) analysis of types of OER thus resonates with Lave and Wenger's (1991) notion of 'legitimate peripheral participation' which describes how novices are socialised into the practices of a social community.

In summary, CoPs help teachers to connect and therefore can be seen as a transformative way to approach both professional development and learning as a process. Secondly, browsing, evaluating, adapting and remixing OER reveals other teaching practices, approaches and techniques, and allows practitioners to learn from each other. Therefore, it can be concluded that CoPs provide a conducive, neutral environment for creating, using and sharing OER. The next sub-section presents some empirical studies which demonstrates the potential of OER for teachers' professional development within a CoP.

2.5.2 OER for language teachers' professional development.

This section presents examples of OER initiatives for language teachers' professional development which illustrate the potential of OER when they are used in the context of a community of practice.

A number of studies based on professional development initiatives encouraging the co-creation of resources and collaboration across languages have reported the perceived benefits of OER for language teachers' professional practice and development. Borthwick and Gallagher-Brett (2014) observed language teachers who took part in the JISC-funded FAVOR (Finding a Voice through Open Resources) project which encouraged part-time, hourly-paid language teachers to publish their

existing teaching resources as open content online, to create new OER and to reflect on resources collaboratively with other teachers. The most motivating aspect for the teachers was found to be the social and collaborative nature of open working. These findings reinforce earlier findings on the benefits of open practices and the value of community collaboration (Comas-Quinn et al., 2011b). Gallardo et al. (2015) reported that staff development projects with a strong emphasis on collaboration through OER creation and sharing relieve the sense of isolation among distance learning teachers and consolidate communities of practitioners with common pedagogical and subject-related interests.

TESSA (Teacher Education in Sub-Saharan Africa) and TESS-India (Teacher-Education through School-Based Support in India) are two projects created to promote OER to support access to education and improvement in teaching in Africa and India. These programmes intended to use OER in helping teacher education institutions to deliver quality teacher training, at scale and speed, to both new and existing teachers (Wolfenden, 2015). Through the TESSA workshops, it was noted that, even though participation in the community of practice of OER creators and users was limited or peripheral after the training programme, access to this community in the TESSA OER process has been sufficiently significant for participants to be able to discuss their practices in a meaningful way (Wolfenden et al., 2012).

2.5.3 Issues with using OER for teachers' professional development

Overall, there is evidence that OER can create collaborative environments, and foster creativity, reuse and sharing of OER in communities of practice for language teaching. However, the same studies also report that collaborative professional learning is not exempt from challenges. Many of these relate to managing conflict and disagreement within the group as well as to the positive and negative effect the sharing of ideas can have on individuals.

Wolfenden et al. (2012) note that greater attention needs to be paid to the processes of adaptation of the OERs - supporting colleagues in reflecting and modifying the selection of examples and tasks to ensure that they recognise the wider social and cultural context for learning and their learners' experiences and opportunities. Wolfenden (2015) also points out that OER in themselves are not an alternative construct for teacher professional learning, but that they provide the tools to enable such an approach to be enacted at scale and in a sustainable fashion contributing to transformation of classroom teaching and learning congruent with the policy vision.

Moreover, the studies that show OER can create collaborative environments and foster reuse and sharing of OER usually involve participants who have been acting as OER champions or had previously participated in other OER academic development initiatives, and therefore the results need to be interpreted with caution.

Generally, even if studies show that OER can act as a catalyst for professional development, it remains to be seen whether professional development through OER has an impact on professional learning and development because there is not enough evidence of what teachers actually do with the resources and how much they change their practices as a result of professional development with OER. It appears from the research reviewed that most teachers still do not share beyond the OER project they engage in. Further research is needed to assess whether this issue can be addressed through professional development, or whether it is more engrained in teachers' beliefs about teaching.

Despite a clear theoretical trend toward socio-cultural theories in training and development for online language teaching and use of OER (Comas-Quinn, 2016; Hampel and Stickler, 2015; Wang et al., 2010; Ernest and Hopkins, 2006; Johnson, 2006; Kern, 2006) many teachers still use the technology to fit their 'old' ways, adapting new tools to their traditional teaching methodologies rather than acquiring new skills to use the pedagogical possibilities afforded by the tools (Beetham et al. 2012; Cutrim Schmid and Whyte, 2012). In the domain of OER, for example, language teachers use OER but continue to share the newly created resources through formal channels and rarely publish their own resources online (Beaven, 2014). This behaviour is in line with Cutrim Schmid and Whyte's (2012) findings which reveal that teachers find ways to resist educational and pedagogical hegemonies that do not sit easily with their own personal experiences, beliefs and contexts. Similarly, Stickler et al. (2015), Li (2014), Blin and Munro (2008) and Ertmer (2005) suggest that the lack of technology use is due to barriers related to teachers' pedagogical beliefs. By examining the relationship between teachers' pedagogical beliefs and their usage of technology in the classroom, these authors show that teachers' beliefs are likely to impact teaching practices and make recommendations for professional development programmes to include: ongoing public conversations about teaching beliefs and how these can be supported by technology; small communities of practice; opportunities for peer-observation; gradual introduction of technology tools; ongoing technical and pedagogical support. Nissen and Tea (2012) and Comas-Quinn (2011) have reported teachers' limited success in understanding how to perform their teaching role through online tools. In particular, Comas-Quinn (2011) highlights the need for training to include

further opportunities for teachers to 'construct their own personal understanding of what online teaching [is]' (p. 229).

It is not clear yet that teachers have made the shift to embed open educational resources and practices. It appears that the reason for this slow change is embedded in strong pedagogical beliefs rather than a lack of formal professional development. In the next sub-section I explore another possible issue with formal professional development with OER.

2.5.4 Emphasis on training rather than learning with OER

Despite the apparent and encouraging signs indicating that OER can present a potential for professional development, Borthwick and Gallagher-Brett (2014) found significant issues which challenge teachers' likelihood of continuing with open educational practices beyond the life span of a project. They declare that significant engagement with OER creation and sharing is often the result of a training session or participation in a funded project, and once the training programme or the project is complete, the new practice is discontinued. They also note that teachers who take part in OER projects are self-selected, usually confident with the technology, OER advocates and prepared to act as OER champions. The positive findings that emerge from research in OER for language teaching (Comas-Quinn and Borthwick, 2015; Gallardo et al., 2015; Borthwick and Dickens, 2013; Duensing et al., 2013) might not be representative of the large majority of language teachers. Generally, OER have been used in language teaching to develop and improve synchronous online practices. The focus has been on training teachers to search, use, create and share resources rather than facilitating learning through the use of OER. Training programmes usually involve models of 'best practice' that support institutional goals with a view to introducing a change in teaching practices. Littlejohn (2003) observes that teachers are expected to offer high quality education to a large, more diverse and dispersed student population to enable institutions to deliver their own agenda of widening participation and accessibility. Teachers are being encouraged to share and reuse resources as they are led to believe that it is a potential solution to the growing educational demand. OER advocates claim that sharing and reusing enable teachers to develop teaching materials quickly and cheaply so as to offer the high quality education they are asked to provide. In addition, Margaryan and Littlejohn (2008) point out that a key problem of the repositories is that they are often designed to exploit the capabilities of technology rather than to meet the users' needs. Lane and McAndrew (2010) also find that the potential motivators for teachers outlined by Hodgkinson-Williams (2010) are for the primary creators of OER, not the secondary users of OER.

The principle that teachers make their learning materials freely available for others to use may sound simple at first. The thinking behind the creation of OER repositories was that if free resources were created and promoted, then learners would use them and teachers would repurpose them (Conole and De Cicco, 2012). However, this has not been borne out in practice, as the studies below show. Beyond the apparent reasons for a lack of evidence of OER reuse (section 2.4.2), it is important to consider the fact that because OER present the possibility of transformative change in education, that is a challenge in itself. Dron (2014) points out that change in teaching, especially when directed by external policy accompanied with the desire to 'change the culture' to meet external pressures outside of the normal core business of teaching, is difficult to implement. An element of training and development has been included in most OER projects that have emerged in the last twenty years but studies on OER reuse (Beaven, 2014; Borthwick and Gallagher-Brett, 2014; Chen and Panda, 2013) show that these training programmes mainly focus on the creation and development of OER to encourage teachers to use, create and share resources. So why have training programmes for OER reuse failed to encourage creation, sharing and reuse of OER beyond training and projects?

Despite the general acceptance that professional development is essential to improve teaching, research on teachers' professional development consistently points to the ineffectiveness of most teachers' training programmes. Guskey (2002) observes that teachers' professional development programmes aiming to bring about change in the classroom practices of teachers, their attitudes and beliefs, and in the learning outcomes of students are likely to fail. Guskey (1986) suggests that the majority of programmes are inappropriate because they do not take into account two crucial factors of teachers' professional development: 1) what motivates teachers to engage in professional development; and 2) the process by which change in teachers typically occurs. Although teachers are generally required to take part in professional development by contractual obligation, most of them report that they engage in these activities because they want to become better teachers and because they see professional development as the most readily available routes to improve their practices (Fullan, 1993, cited in Guskey, 2002). Educational researchers (Hargreaves and Fullan, 1992) have found that, for the vast majority of teachers, regardless of their teaching level, becoming a better teacher means enhancing students' learning experiences and sense of achievement rather than improving themselves. What attracts teachers to professional development therefore, according to these authors, is their belief that it will help them to become better teachers and therefore will benefit their students, rather than the belief that it will expand their knowledge and skills or contribute to their own growth and career advancement.

Another important factor that many training and development programmes fail to consider is the process of 'teacher change' (Guskey, 2002, p. 381). Professional development activities are designed to initiate change in teachers' attitudes, beliefs and perceptions about certain aspects of teaching. According to Guskey (2002), professional development based on the assumption that change in attitudes and beliefs comes first are typically designed to gain acceptance, commitment, and enthusiasm from teachers before the implementation of new practices and models. He believes that change programmes rarely change teachers' attitudes significantly or elicit their commitment to the new world. His work led him to propose a model of teachers' change that recognises that the three major outcomes of professional development must come in the following particular sequence: 1) professional development programme; 2) change in teachers' classroom practices; 3) change in students' learning outcomes; and, 4) change in teachers' attitudes and beliefs. This model assumes that significant change in teachers' attitudes and beliefs occurs primarily after they gain evidence of improvements in students' learning. Guskey (2002) explains that these improvements typically result from changes teachers have made in their classroom practices, for example, new teaching environments, new teaching materials or new technologies. If teachers see that changes work and have an impact on students' learning, they retain the new practices. If, on the other hand, they see no tangible evidence of students' success, the new practices are abandoned. Gaskey (2002) also points out that the important point in this model is that it is not the professional development programmes as such, but the experience of successful implementation that changes teachers' beliefs and attitudes. Teachers believe a new method or new material works because they have seen it work. It is experience, trial and error that shape their attitudes and beliefs. This model of teacher change is based on the assumption that educational change is primarily an experientially based learning process. Guskey's (2002) alternative model of teacher change implies that evidence of improvement or positive change in the learning outcomes of students generally precedes, or is a necessary condition for significant change in most teachers' attitudes and beliefs. Guskey's theory about teacher change ties in with Kolb's cyclical model of learning but one criticism that can be made of Guskey's model is that teachers are not always in a position to discard the new practices. For example, Hauck et al. (2016) show that teachers are not ready yet to shift from instructional models of teaching to models which foster knowledge co-construction and sharing in socially networked learning communities.

In order to evaluate the OER potential for transforming teaching practices it is worth considering more closely how teachers develop and change their practices.

2.5.5 Teachers' professional learning through reflection on experience

Teachers' knowledge (as teacher-learner and teacher self-developer) is largely gained from experience (Kolb, 1984). Kolb (1984) recognises the role reflection can play in effective learning. He describes this in a model widely used in professional development programmes to encourage reflective practice.

Figure 2.4 – The Kolb Experiential learning cycle (adapted from Kolb (1984), p.21)
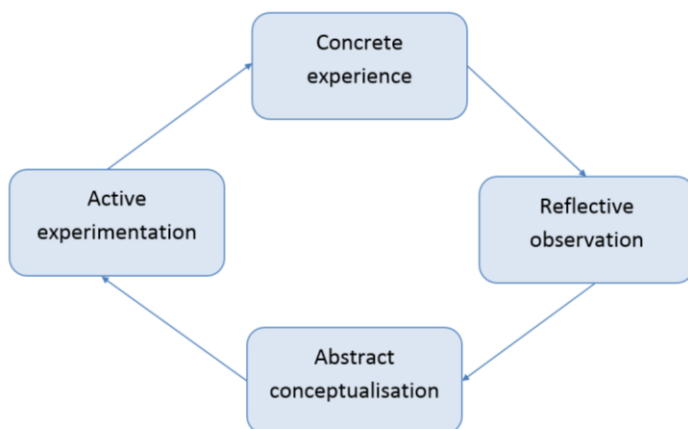
In this model, experience and reflection are seen as central to professional learning. The model sets out a cycle of activity to explain how experience is transformed through reflection in order to create new knowledge. Kolb maintains that working through each part of the cycle provides a framework for the 'conscious, systematic, and rigorous reflection' needed in order to develop as a reflective practitioner.

This theory derives largely from the work of Dewey (1938), who articulated the guiding principles for programmes of experiential learning and reflection in higher education. John Dewey's basic tenet is that experiential learning is the process that links education, work and personal development and he sees reflection as an active and deliberate cognitive process, involving sequences of interconnected ideas which take underlying beliefs and knowledge into account (Dewey, 1938). He considered reflection to be a special form of problem-solving, thinking to resolve an issue. In his view, reflective thinking generally addresses practical problems, allowing for doubts and perplexity before possible solutions are reached. Teaching is a complex encounter whereby professionals need to solve problems mostly instantly, and that is the reason why his theories have been widely applied to education.

Schön (1983) suggested ways in which teachers could become aware of their implicit knowledge and learn from their experiences. He believed that reflection begins in work practice, particularly where the teacher is confronted with unique and conflicting experiences. He argues that it is from these experiences that teachers develop their own connections between theory and practice. Schön (1983) proposes two types of reflection:

- *Reflection-on-action* is after-the-event thinking whereby the teacher reviews, describes, analyses and evaluates past practice with a view to gaining insight to improve future practice
- *Reflection-in-action* is while-doing thinking whereby the teacher examines their experiences and responses as they happen. It is about teachers having to think on their feet permanently, making judgements and decisions and taking actions accordingly.

Schön (1983) contends that professionals can bring together both experience and theoretical knowledge through reflection on practice. As such, reflective practice is a key to progressive development of professionals that enables them to become reflective practitioners.

Some promising research findings indicate that OER have the potential to foster reflection on action when engaging with others. The OER research Hub has been set up to investigate the impact of OER on teaching and learning. Drawing on this, Weller et al. (2015) formulated eleven hypotheses that represent some commonly stated beliefs and motivations regarding OER. The fifth hypothesis states that: [the] 'use of OER leads to critical reflection by educators, with evidence of improvement in their practice' (p. 352). Weller at al. (2015) suggest that exposure to OER tends to lead to educators incorporating a wider range of content which itself leads to reflection.

In Computer-Assisted Language Learning (CALL), teachers' professional development programmes often feature an element of reflection as it is seen as good practice for continuing education (Hampel and Stickler, 2015; Gallardo et al., 2011; Hubbard and Levy, 2006; Hatton and Smith, 1995). Reflection allows teachers to make connections not only between educational theories and teaching practices but also between self and colleagues (Cutrim Schmid and Hegelheimer, 2014; Chen and Panda, 2012). However, reflective activities such as 'what three elements would you consider most useful in an online community of practice' (Germain-Rutherford, 2015, p. 131) may not directly foster the deep reflection that is necessary in order to question taken-for-granted assumptions of teaching.

Similarly, reflective questions about OER reuse in training programmes generally focus on 'how are OER integrated into your teaching and how might you be integrating them in the future', or ask 'what are the challenges presented by OER and how can they be overcome'. Teachers are also often asked to reflect on the sorts of resources they are looking for and their attitudes towards sharing, rather than the questions that would address the reflection 'in' and 'on' action advocated by Schön. The focus of the questions should shift to 'What have you done with the resources? and to 'What have you changed in your teaching approach as a result of using somebody else's resource'? or, to 'How have the resources you have used inspired you, and if so, how?, with a view to investigating cognition in relation to practice.

2.6 Conclusion

OER and OER reuse have attracted much interest in the last two decades. However, the literature shows that OER research has focused on defining the concept of OER, and the factors that enable or inhibit the creation, use and sharing of OER. Furthermore, large attitudinal surveys have been conducted on the perceptions of OER and users' engagement with OER, using quantitative methods in most cases, rather than observing the many facets of adaptation and transformation of resources that occur in practice. As a result, there is little evidence of reuse and most importantly, scant evidence that OER have an impact on educational practices.

At the same time, despite the promised benefits of OER, there is little evidence of OER adoption by teachers. Beyond the factors that prevent teachers from reusing OER there is the important issue about reuse and the lack of clarity about what is understood by it. Although there is evidence of OER reuse through downloads from repositories and through teachers' engagement in OER projects, there is little evidence of remixing and redistribution of newly created resources by secondary users.

It is claimed that OER fit in with socio-cultural theories of learning such as the community of practice or the reflective models of learning. However, there is scant research on the sort of learning that occurs during the reflective stage of OER adaptation and how the learning or the change occurs in practice, if at all. Researchers in open education have started to call for evidence of reuse and impact on education. There is indication that OER reuse and adaptation can lead to the critical reflection that is necessary to change practice (Weller et al., 2015). However, common theoretical lenses to investigate OER reuse include: communities of practice (Comas-Quinn and Borthwick, 2015; Tuomi, 2013; Tosatao and Bodi, 2011; Harris and Higgison, 2003), activity theory (Wolfenden

et al. 2012), motivation and self-regulation theories (Borthwick and Gallagher-Brett, 2014) and learning through knowledge creation (Littlejohn and Hood, 2017). The reflective and experiential models of Kolb and Schön have not been used widely in this field. OER have been widely used for language teacher training but the potential of OER as a learning tool for professional development has not been explored in practice.

Training programmes by themselves are not enough for teachers to change and embed OER in their teaching or contribute their resources into repositories. These programmes have failed to consider teachers' resistance to pressure for change, for example online teaching. Such programmes have also failed to consider how teachers learn and change. The third research question in this thesis is an enquiry into whether OER reuse and adaptation can influence teacher practices. The scope of that enquiry thus falls short of extending to the ways and methods used by teachers to change their practices. Therefore the section of the literature review which addresses teacher change (section 2.5.5) focuses on studies of teachers' experiences and reflectivity.

Observing, investigating and reporting on the different forms of OER adaptation, the derivatives which arise from the original OER and the forms of interaction which occur between teachers through OER would provide sound evidence of reuse. Questioning teachers about the evidence gained would enable to see whether the adaptation teachers make has an impact on their teaching practices. More research is needed to see how OER can foster reflection on practices. This research aims to contribute to knowledge about this.

My literature review highlights the problems with reuse and suggests that OER researchers have focused on the creation, use and sharing of OER rather than the impact of reuse on teaching practices. It also draws attention to the fact that there is a need to explore how OER can foster teachers' professional learning rather than using OER as a training tool for teachers' development.

In order to address these issues, this study aims to seek evidence of reuse and its impact on teachers' professional learning and changes of practices through three research questions which are formulated at the start of the next chapter, presenting the methodology employed to address them.

CHAPTER 3 – METHODOLOGY

3.1 Introduction

My study aims to investigate the activities that language teachers engage with while selecting and adapting OER for synchronous online language tutorials, which they deliver via an audio-video conferencing system. It also seeks to explore what language teachers learn about their own practices and beliefs while they adapt materials that have been created by other language practitioners. Finally, the study seeks to establish whether language teachers change their online practices as a result of OER reuse. To address these aims I planned to answer three research questions:

1. What activities do teachers engage with when they search for and adapt online resources?
2. How do online language teachers develop through reusing and adapting online resources?
3. Does reuse of online resources created by other practitioners lead to changes in teaching practices?

This chapter presents the methodology employed to address the above questions and focuses on the processes behind the findings. Firstly, I present the context within which this research has been conducted. Secondly, I outline the philosophical foundations for the research and I describe and justify the methodological choices for data collection and analysis. I conclude with the ethical considerations that had to be taken into account, in particular the researcher's position vis-à-vis the research and its informants.

3.2 The research context

The Centre for Modern Languages at the Open University was set up in 1991 to respond to an overwhelming demand for distance language courses, with the first OU course offered in 1995 (Hurd, 2000). At the time of the present research, the languages programme within the Department of Languages comprises six languages (Chinese, English, French, German, Italian and Spanish) plus English for Academic and Business Purposes, with 282 part-time teachers (referred to as Associate Lecturers) supporting approximately 9,000 students in the UK and worldwide. Traditionally, OU

distance learning courses were based on printed and audiovisual materials, supported by face-to-face and telephone tuition. Due to rapid technological advances in the last 20 years, course materials and tutorial support have increasingly been developed and delivered through online media. An illustration of the existing OU model of distance teaching and learning is available in Appendix A.

Since the early 2000s, tutorials have been delivered via real-time audiographic conferencing tools, which allow for synchronous voice communication via the internet. Over the years, such tools have developed and their functionality and connectivity have improved: Lyceum was first introduced in 2002 and was replaced by Elluminate in 2009. At the time of data collection for the current research, synchronous online tutorials were delivered via a web-based video conferencing tool using the Blackboard Collaborate[8] platform (called OULive), the third conferencing tool at the OU. It includes a range of functionalities such as audio, video, participation window, breakout rooms, interactive whiteboard and text chat. Audiographic and video conferencing offers a way of overcoming the distance between students and giving them the opportunity to practise their oral skills and communicate easily with their tutor and with other learners in the target language (Hampel, 2003). Learners use online rooms to communicate orally, share content, and work collaboratively. Figure 3.2 shows the OULive interface.

As a result of the shift from face-to-face to multimodal teaching environments, the role of the OU language tutor has changed significantly (Lamy and Hampel, 2007; Hauck and Hampel, 2005; Vetter, 2004). Tutors have had to become more proficient with the technology (Comas-Quinn, 2011; Rosell-Aguilar, 2007) and training programmes have been designed to support ongoing professional development (Comas-Quinn, 2011; Hampel, 2009). Empirical research in languages at the OU led to the development of a pyramid of skills (Hampel and Stickler, 2005) as recognition that language teachers need to go through a gradual building of competences as they progress through the transition from face-to-face to online teaching. However, tutors continuously point out that, what is most needed to overcome the challenges presented by the new tools, is practice (Hauck et al., 2016; Hampel, 2003).

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[8] © 1997 - 2015 Blackboard Inc. All Rights Reserved

In 2009, while changing to its second conferencing tool (Elluminate), the Department of Languages benefited from JISC funding to create a repository of digital resources for synchronous online language teaching, LORO (Languages Open Resources Online). The main aim of the repository was to enable all OU language tutors to access online teaching resources developed by the Department of Languages academic teams, across all languages and all levels. The creation of ready-made resources accessible from one central place also aimed to support training and teaching with the new conferencing tool. Although primarily created for OU language tutors, the resources were made freely accessible worldwide, and contributions from all users were encouraged.

LORO resources consist of a variety of small items, for example, photos, drawings, PowerPoint presentations, grammar exercises, interactive activities and games, all to facilitate speaking practice online. Resources are designed addressing specific learning outcomes for language learning; they are licensed under the Creative Commons, and they can be accessed, adapted, reused, or redistributed by all users. Furthermore, LORO resources are designed on the principles of a communicative approach, an established collaborative teaching methodology for second language teaching, advocated by many in the computer-assisted language learning research community (for example, Kern, 2006; Mangenot and Nissen, 2006; Hampel et al., 2004). The repository is partly populated with peer-reviewed resources, created by the Department of Languages materials' course developers, and partly with resources created by its users. The two sets of resources are located separately, as Figure 3.1 illustrates. The peer-reviewed resources can be found under 'Find Resources for Open University Modules' and the resources created by the community of users are under 'Featured resources'. This principle aligns with the dual approach recommended by Downes (2007) that provides a measure of reputational credibility, marking a separation between a 'branding' approach and an approach exclusively focused on community sharing, where the resources can be regarded as useful without having to be exemplary.

Figure 3.1 – LORO homepage and Open University Modules resources page
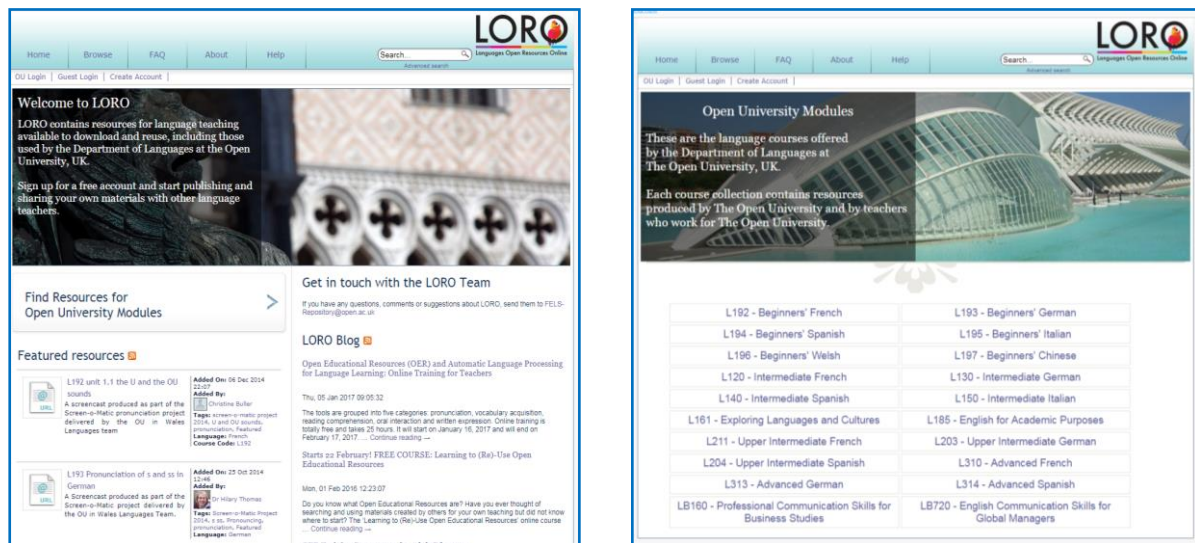
Training for the usage of the repository and reuse of ready-made resources was provided. LORO champions were recruited and trained to deliver staff development sessions and support during the implementation phase of the repository and the transfer to the new conferencing tool. Studies showed (Gallardo et al., 2015; Comas-Quinn et al., 2013; Duensing et al., 2013) that, despite some initial resistance, benefits of the repository were gradually perceived and reuse of resources increased in the three years following the creation of the repository. At the time, they also indicated that LORO fostered the development of a community of online language teachers enabling online novice teachers to learn from the more expert through downloading resources and using the new conferencing tool.

3.3 A constructivist paradigm

This study aims to explore and investigate what a group of distance and online language teachers do with OER and to understand whether the reuse of OER leads to transforming beliefs and improving practices about online teaching methodologies. In order to address the research questions stated above, it is necessary to explore the use and adaptation of resources for language teaching by language teachers. This inquiry places the researcher as an observer of the phenomenon studied in its natural setting, and is conducted in its empirical world. Scholars predominantly use the term 'qualitative' as an umbrella term to depict research conducted in a natural setting to investigate a social or human issue. However, Guba and Lincoln (1998) point out that 'qualitative' should not be used as an 'umbrella' term and should rather be reserved for a description of types of methods. Instead, to describe the overall research process, they prefer to use the word 'paradigm', which they define as:

> '*the basic belief system or worldview that guides the investigator,*
> *not only in choices of method but in ontologically and epistemologically*
> *fundamental ways*' (p.195).

This inquiry is rooted in a constructivist paradigm, based on Guba and Lincoln (1998), illustrated in Appendix B. The following sub-sections outline the different elements of this paradigm.

3.3.1 Ontology and epistemology

A researcher's viewpoint of the nature of existence (ontology) and of what constitutes knowledge (epistemology) has implications for the way research is conducted. Research is not simply a mechanical exercise, it is embedded in a particular theoretical perspective (Crotty, 1998). The premise of this inquiry is based on a constructivist ontology which, contrary to the positivist ontology, denies the existence of one single objective reality waiting somewhere 'out there' to be discovered. Instead, realities are social constructions of the mind, and truth comes into existence as a result of our engagement with the realities in our world (Lincoln and Guba, 1985). This relativist ontological position assumes that the world consists of multiple individual realities that are influenced by context. In such philosophy, different people may construct meanings in different ways, even in relation to the same phenomenon. The consequence of this ontology for educational research is that there must be multiple meaningful realities of teaching. In other words, different teachers depending on their culture, background, personal experiences and theories will address a specific teaching challenge differently because they see this challenge in different ways (Hammersley, 1997). This applies to materials adaptation as well. Literature shows that teachers adapt OER to suit their own teaching styles and preferences (section 2.4.2). It also shows that one of the reasons for lack of OER reuse is the quality issue, as users perceive quality in different ways (section 2.3.3.d). This implies that the reality of materials and resources have different meanings according to teachers' experiences, personal theories and contexts, with implications for their reuse.

'An epistemology is a way of understanding and explaining how we know what we know' (Crotty, 1998). Epistemologically, constructivism emphasises the subjective interrelationship between the researcher and the participant who emerge as partners in the construction of meaning to arrive at relative truths and facts, that is, knowledge (Crotty, 1998). It is opposite to a positivist epistemology which seeks objectivity and places the researcher at a distance from the research participants. A constructivist epistemology assumes that the researcher cannot (or should not) be neatly separated from the research participants in the activity of inquiry into constructions. Epistemologically, constructivism posits that the outcomes of the research are constructed interpretations between the researcher and the participants, and because of its ontological position constructivism implies

that there are no true or valid interpretations, instead they are useful interpretations (Crotty, 1998). Guba and Lincoln (1998) describe a constructivist epistemology as subjective whereby the investigator and the object of investigation are assumed to be interactively linked. And it follows that the research findings are suggestive rather than conclusive (Crotty 1998). According to Crotty, the research findings are plausible, perhaps even convincing, ways of seeing things but he stresses that they do not represent any 'one true way' of seeing things. Therefore, Crotty (1998) advises that researchers undertaking research with this approach, need to lay out the process they have engaged in for the scrutiny of the reader.

3.3.2 Theoretical perspective – Interpretivism

A constructivist ontology and epistemology aligns itself with an interpretivist theoretical perspective.

'The theoretical perspective is the philosophical stance informing the methodology and thus providing a context for the process and grounding its logic and criteria' (Crotty, 1998, p.3). Interpretivism developed as a critique of positivism in the social sciences. Broadly, interpretivism invites the researchers to *interpret* elements of their research in order to understand the studied phenomenon. Interpretivists assume that reality (or realities) are socially constructed through language, consciousness and shared meanings. Interpretivism locates the study of society in the context of human beings acting and interacting according to their interpretation of the meaning of their world. According to Crotty (1998), the interpretivist approach 'looks for culturally derived and historically situated interpretations of the social life-world' (p.67). Interpretivism is based on a relativist ontology: the intersubjective reality is based on meanings and understandings on social, experiential and subjectivist epistemology. In this perspective, people cannot be separated from their own knowledge. This tenet is of particular importance for this inquiry in which, I, the researcher and interviewer, have my own specific beliefs and knowledge of OER. Interpretivism is well suited for this inquiry because in my position as researcher I am also an OER developer and advocate as well as language teaching practitioner who, during the research, interacts with a specific group of OER users. Therefore, my position within the research is of particular importance and is discussed in section 3.5.2.

3.3.3 A grounded theory research method

The premise for this study is that individual constructions can be elicited and refined only through interactions between researcher and respondents. The study seeks to understand human action, with an emphasis on the importance of language in achieving that understanding. In seeking a

design that would provide an ontological and epistemological fit with my position, I was led to explore the concept of constructivist grounded theory developed by Charmaz (1990, 2000, 2008, 2014). Current findings about OER research are principally the outcome of deductive enquiries. I was concerned to use a methodology that would investigate OER reuse with a new research focus on actual actions during reuse, rather than perceptions of reuse.

Grounded theory is a term used in a variety of ways in qualitative research. Most of the research methods literature places it as a research design (Charmaz, 2014; Robson, 2011; Denzin and Lincoln, 2000; Crotty, 1998), some researchers refer to it as a method for data analysis (Barbour, 2014) and the classic grounded theorists claim it is a whole paradigm in itself (Walsh et al., 2015; Glaser, 2002). Generally, it is accepted to be a method and a way of thinking about and conceptualising the data; it is defined by Charmaz (2000) as follows:

> "*Grounded theory methods consist of systematic inductive guidelines for collecting and analysing data to build middle-range theoretical frameworks that explain the collected data*" (p.509)

In her constructivist understanding of grounded theory, Charmaz (2014) assumes that neither data nor theories are discovered. Instead they are constructed by the researcher and research participants being guided by three main principles: 1) Multiple realities of a phenomenon exist and there are multiple perspectives on those realities; 2) Theories are constructed by the researcher as a result of their interactions with the setting and its participants; and 3) The emergent nature of the method arises from the researcher's questions, choices and strategies.

Charmaz (2014) takes into account 'the researcher's position, privileges, perspective and interactions as an inherent part of the research reality' (p. 13); she also assumes that 'any theoretical rendering offers *interpretive* portrayal of the studied world, not an exact picture of it', making it clear that 'research participants' implicit meanings, experiential views – and researchers' finished grounded theories – are constructions of reality' (p.17).

During the phases of data collection and data analysis I constantly returned to data and re-examined them, or gathered more data to put new interpretations under rigorous empirical scrutiny. The methodological choices made during the research journey are discussed in the following section and are summarised in Appendix C.

3.4 The constructivist philosophy in use – Methodological choices

3.4.1 The research participants

a. Participants' selection procedure

Participants were selected by means of an online questionnaire and contacted by a series of email messages (Appendix D). Ethical considerations related to contacting research participants are detailed in section 3.5. The process for selecting and contacting participants is summarised as follows:

Email 1 – to invite all OU language teachers to complete a questionnaire online.

Email 2 – to thank teachers for completing the questionnaire and to note interest for volunteering to take part in an interview.

Email 3 – to invite for interview with a link to a Doodle poll with possible interview slots. Each participant was given a number to use in the Doodle poll for confidentiality purposes.

Email 4 – to propose an interview date after receipt of Doodle poll participation.

Email 5 – to confirm interview date and online location, to send information sheet and consent form.

Email 6 – to thank teachers for their participation in the interview.

The online questionnaire was sent to the 282 part-time teachers employed in the Department of Languages at the OU at the time of the study. The first email message was sent out with a two-week period to respond, and one email reminder after one week. After the final reminder to indicate closure of the survey, a total of 67 teachers responded, and 24 volunteered to be interviewed of whom 17 were selected. The online questionnaire (Appendix E) comprised five sections, including inviting participants to give their consent (Q1) in the introduction. The aims of the questionnaire were threefold:

1. To identify volunteers for interviews. Respondents to the questionnaire were able to identify themselves to participate in an interview in the last survey question (Q16), to which 24 participants responded. Among them, the 17 volunteers who had indicated an active use of LORO resources were chosen.

2. To collect data about the interview participants (Q2-Q10: demographics, background, teaching experience at the OU, language(s) and level(s) taught, proportion of face-to-face and online teaching, number of conference tools used at the OU, to be used as a guide for sampling. This is explained in more detail in section 3.4.4.c.

3. To gather data about interview participants' attitudes towards reuse of materials created by others (Q11-Q15). Q11 acted as a filter question to identify teachers who never reuse OER. It was important to identify participants who were secondary users of resources. Responses to questions on reuse of materials created by others, provided in the online questionnaire, guided the interview questions for each participant.

b. Participants' characteristics

The 17 participants in this research are a group of part-time language teachers who teach in the Department of Languages at the OU. They possess a range of experiences and come from diverse backgrounds. They are employed to deliver online and face-to-face tutorials and to support students with their distance learning materials and assessment across the UK, and worldwide. They teach French, German, Spanish, Italian, Chinese, Exploring Languages and Cultures and English for business or academic purposes across all undergraduate levels from beginners to level 3 (A1 to C1 levels of the Common European Framework of Reference for the language modules) via an audio-video conferencing tool to deliver the synchronous online tutorials. There is a mix of male and female teachers, aged from late-twenties to mid-sixties. Some are English native speakers and some are natives (and originate) from the countries of which they teach the language. The 17 participants' characteristics in terms of their experience at the OU are summarised in Table 3.1.

Although statistical analytics of LORO usage indicate that users are situated worldwide, only OU users were selected to participate in this study because the research is seeking to understand the phenomenon of reuse of OER in the specific context of distance and online synchronous language tutorials. Studying the wide range of LORO users would provide general data about OER reuse and not specific knowledge about this particular context.

Table 3.1 – Participants' characteristics in terms of their experience as online teachers at the OU

Participants	Number of years at the OU	Course(s) taught	First online teaching tool	Proportion of online/face-to-face teaching
1	11-15 years	Beginners French	Lyceum	80/20
2	6-10 years	Beginners Italian	Lyceum	50/50
3	11-15 years	Beginners French English for Business	Elluminate	70/30
4	6-10 years	Beginners Italian English for Business English for Academic Purposes Exploring Languages and Cultures	Lyceum	70/30
5	11-15 years	Beginners French	Lyceum	50/50
6	0-5 years	English for Business English for Academic Purposes	OULive	90/10
7	6-10 years	English for Business Exploring Languages and Cultures	Elluminate	90/10
8	6-10 years	Beginners German Intermediate German	Lyceum	50/50
9	11-15 years	Intermediate French Upper-intermediate French Exploring Languages and Cultures	Lyceum	50/50
10	6-10 years	English for Academic Purposes English for Business Exploring Languages and Cultures	Elluminate	80/20
11	11-15 years	Intermediate French	Lyceum	30/70
12	16-21 years	Beginners German Intermediate German Upper-intermediate German Exploring Languages and Cultures	Lyceum	70/30
13	11-15 years	Upper-intermediate French	Elluminate	60/40
14	16-21 years	Intermediate French	Lyceum	80/20
15	6-10 years	Beginners Chinese	Elluminate	80/20
16	11-15 years	Beginners German Intermediate German	Lyceum	90/10
17	11-15 years	Beginners French Intermediate French	Lyceum	60/40

3.4.2 Method for data collection

a. Interviews

The research seeks to understand how language teachers experience and interact with the content of resources they reuse from an institutional repository. It is looking at the types of activities teachers engage with when they reuse and adapt OER that have been produced by other language teachers. In line with an interpretive perspective, the researcher strives to understand the

perspective of the participants. For this reason interviews with participants, including examples of reused and adapted resources are the most appropriate method to gather the data that will address the research questions. Mishler (1986) in Gubrium and Holstein (2001) defines interviews as an 'interactional accomplishment' during which interview participants (researcher/interviewer and interviewees) engage simultaneously in each other's speech activities, i.e. in interactive discourse:

> '*The discourse of the interview is jointly constructed by interviewer and respondent… Both questions and responses are formulated in, developed through, and shaped by the discourse between interviewers and respondents… An adequate understanding of interviews depends on recognising how interviewers formulate questions and how respondents frame answers in terms of their reciprocal understanding as meanings emerge during the course of an interview*'. (p.17)

In an interpretive study, the researcher plays a central role as, through the interviews, he/she interacts with the respondents, constructing new knowledge between them. As Gubrium and Holstein (2001) point out, a reciprocal understanding is a determinant for the outcome of the interview. It is therefore important that the researcher has knowledge and understanding of the area under research. Building on previous studies (Beaven, 2014; Comas-Quinn et al., 2013; Pulker and Calvi 2013), interview questions draw on my understanding of the field and prior knowledge of OER.

I could have chosen to collect data through other methods, such as focus groups, field work observation, reflective narratives, personal diaries or the think aloud protocol. Although these methods have their respective advantages, I have not used them because they present a number of problems. One danger with focus groups is that they might not allow an understanding of individuals' perceptions about their own teaching practices and professional development, and they might give the views of a group of teachers, possibly those of a few dominant voices. Diaries or a record of all the resources used and modified by participants would be useful but because of the voluntary aspect of the participation, this method was nonetheless not felt appropriate due to the demand that gathering this form of data would put on the participants. The think aloud protocol (Bowles, 2010; Hurd, 2007) as a means of collecting examples and explanations about reuse of resources, would not enable the use of prompts by the researcher, who could be absent at the time of the think-aloud. Observing teachers in their classrooms would not help gather the data needed in order to answer the research questions as this research does not seek to investigate teachers in action in their classrooms but the activities they engage with while selecting and adapting resources to be used during online language tutorials.

b. Setting for the online interviews

At the time of the research, OU language teachers used the OULive audio-video conferencing system to prepare and deliver synchronous online tutorials. Each teacher had their own room with a gated access system for them and their group(s) of students with permission to access it given by the university. An identical OULive room was set up by the OU for the sole purpose of my research (see Figure 3.2). I was given permission to access the room throughout the study, whereas participants were given access only for the day of their interview.

Figure 3.2 – The interviews online room
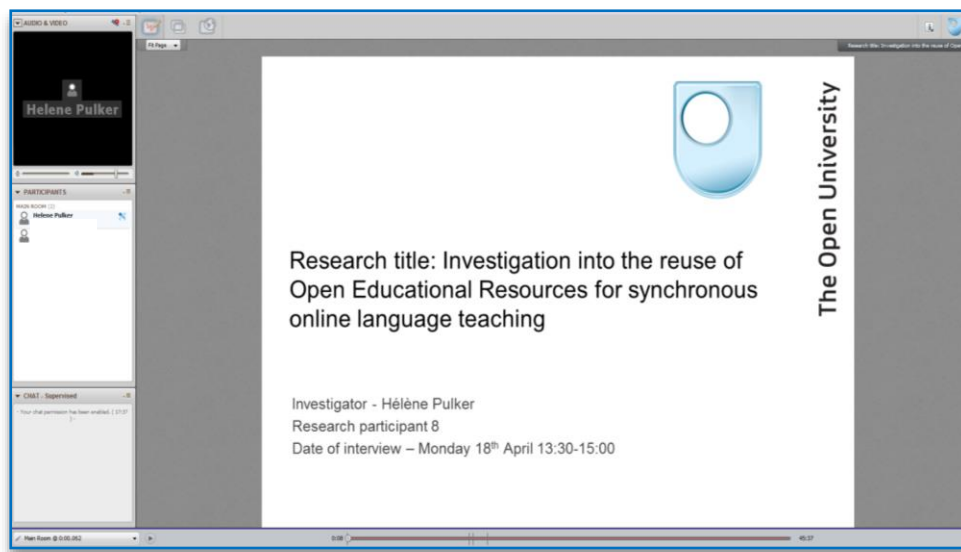
The names of the two people present in the room are displayed in the participants' window, on the left hand side. The researcher's name appears in bold, which means that this person has control over the tool's functionalities. A screen, prepared by the interviewer, containing information about the interview is displayed to welcome the interviewee and reassure them that they are in the right room. This welcome slide was used to make the participant feel as comfortable as possible, facilitating a welcome chat while proceeding with the sound checks. The research purpose was summarized, and the interview's loose structure outlined. Finally, the participant was also reminded that the research was not about any evaluation or judgement of the resources available in LORO but about understanding what users do with the resources. The participant was thanked for their time. Each interview lasted approximately one hour and was recorded, with the participant's consent. Participants displayed visuals to show examples of adaptation of resources (see Figure 3.3). All 17 interviews took place in the dedicated online room between 18th April and 17th May 2016.

Appendix F gives the complete interview schedule. Ethical considerations with regard to consent of recording and storage of data are addressed in section 3.5.1.

Figure 3.3 – An example of a resource shown during an interview
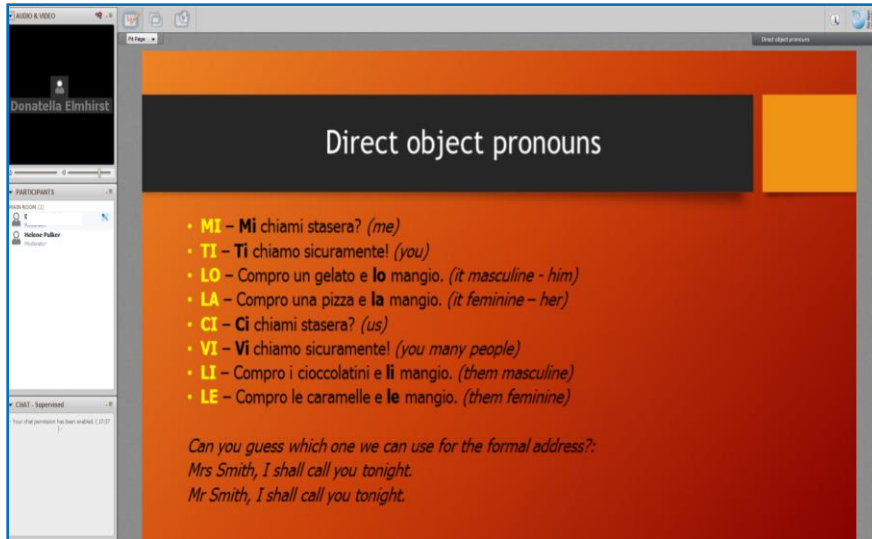
c. Conducting the online interviews

Charmaz's (2014) guidelines for interviewing (Appendix G) were used as a broad guide. However, for each semi-structured interviews, questions were tailored depending on data collected in previous interview(s) and were based on responses provided by interviewees in the online questionnaire. This ongoing iterative process of collecting and analysing data concurrently is at the heart of constructivist grounded theory methodology and is further described in the section on the constant comparative method in section 3.4.4.c. This process also allowed for the co-construction of meaning to emerge between the researcher/interviewer and the research participants, which forms the basic tenet of constructivist grounded theory method of data collection and analysis, described in section 3.3.3.

Each interview was organised in three phases:

Phase 1: General conversation on transition to online teaching and the introduction of the LORO repository (Stages 1 and 2 of Charmaz's guidelines).
The interviews began with open questions on the shift between face-to-face to online teaching and the introduction of LORO. In this phase, participants were encouraged to talk about their experiences of online teaching and how they had been trained through the OU's training

programmes to use the various online teaching tools including the repository. Participants were prompted by the interviewer to expand or clarify answers when necessary.

Phase 2: Examples of adapted resources and reflections on OER reuse and teaching methodologies (Stage 3 of Charmaz's guidelines).

The second phase of the interviews focused on the participants displaying examples of resources they had chosen from the repository, which they had been asked to bring to the interview via email. Participants showed a number of resources they had adapted for their own purposes and used in live online tutorials. This stimulated reflection phase of the interviews allowed participants to think about the reasons why they had chosen particular resources, what changes they had made and why, as well as reflecting on aspects of their teaching that had changed as a result of the adapting of the resources. In this second phase, the research participant's name appears in bold in the online room, which means that they were given control of the tool's functionalities. Participants were able to upload the resources they had selected to show during the interview. The interviewer remained silent during this phase, observing and making notes to ask questions at the end of the researcher participant's presentation of adapted resources.

Phase 3: Wrap-up and discussion about attitudes towards reuse of OER (Stages 4 and 5 of Charmaz's guidelines).

In the third phase, research participants were given the opportunity to reflect on their views and attitudes towards using and adapting colleagues' materials and the effect of reuse on their teaching approaches. In this phase, participants were also invited to ask questions and add further information they wished to provide.

3.4.3 Pilot study

A pilot study was conducted from November 2014 to January 2015 to test the instrument for selecting participants (online questionnaire) and the instrument for data collection (interview questions). Fifteen language teachers from the Department of Languages were approached via their line managers. A pilot questionnaire was sent to the 11 language teachers, who accepted to take part in the pilot study, and was completed by nine participants. One of the four who had volunteered to take part in an interview, via the questionnaire, was invited via email including an information sheet about the research, a consent form, and the purpose and structure of the interview. The interview took place in an OULive online room in November 2014. The interview was recorded and transcribed.

The participant was a French teacher, working as a consultant for the academic team of developers of French courses at the time of the pilot. I realised that too often during the interview I engaged in a conversation about online teaching rather than staying focused on the research questions. On reflection, for these reasons, I decided to run a second pilot interview. It took place in the same online room in January 2015. It was also recorded and transcribed.

The pilot study proved useful to refine the online questionnaire (to select the participants for interview), to test the interview process and questions, and to revise the research questions. The piloting of interviews was invaluable as it provided elements of reflection for the way to conduct an interview. At the same time, it informed the questions that needed exploring in the interviews for the main study. Two main contradictory ideas emerged from the analysis of the transcriptions. These two ideas played an important role in the framing of the questions for the interviews conducted during the main study, as is explained in section 3.4.4.c, the sub-section about the constant comparative method.

3.4.4 Methods for data analysis

Qualitative studies usually adopt discourse, content or thematic methods of analysis. These methods were considered, and I explain why they were discarded.

Rather than focusing on the behaviour of a group and its culture, discourse analysis concentrates on the language used. In online language teaching contexts, discourse analysis constitutes a possible form of inquiry. However, in my research the focus of the investigation is not on how participants articulate their ideas but on the actions they take during adaptation and remix of resources. Content analysis is often used in deductive inquiries when the researcher applies categories to the data using a theoretical framework, so this method is not appropriate to my inductive inquiry. Thematic analysis does not attend to exploring actions; rather it recognises patterns emerging from the data. Braun and Clarke (2006) describe thematic analysis as 'a method for identifying, analysing, and reporting patterns (themes) within data' (p. 79). So, the main aim of thematic analysis is to make sense of the data by looking for patterns in themes across the whole data set. The themes then inform how the data is presented.

Regardless of the chosen method, researchers in qualitative studies contend that there are no absolute rules, and no shared formula or recipe for attending to qualitative data analysis (Hammersley and Atkinson, 2007), nor any ways to replicate perfectly the researcher's analytical thought processes or straightforward tests for reliability or validity (Patton, 1990). However, there

are guidelines and suggestions (Barbour, 2014; Charmaz, 2014) to assist the researcher. Guidelines are not rules and therefore each qualitative researcher will have to find their own way through the data. As a result, each qualitative analysis is unique; it depends on the skills, trainings, insights and capabilities of the researcher who has to make judgements and exercise creativity and flair while applying the guidelines.

In grounded theory, the researcher tries to understand the participants' viewpoints and situations, from their perspectives, as well as their actions within the setting. The participants' perspectives usually assume much more than what is immediately apparent. Grounded theory is a tool that enables the researcher to define what constitutes the data and to make participants' implicit views, actions, and processes more explicit (Charmaz, 2014). I used Charmaz's (2014) analytic strategies for my data analysis because, as explained in section 3.3.3, she places the researcher at the heart of the inquiry and recognises that the researcher cannot be dissociated from the research.

Patton (1990) writes that ultimately the analysis depends on the analytical intellect and style of the researcher and the human factor is the great strength and the fundamental weakness of qualitative enquiry. In order to overcome this potential weakness, I describe, in the following sub-sections, the step-by-step method of my grounded theory analytical process.

a. Transcriptions

The first analytical step of the analysis concerns the way the interviews are rendered in writing. In general, qualitative studies refer to verbatim (i.e word-for-word) transcriptions. However, what constitutes a verbatim transcription differs among qualitative researchers. Barbour (2014) warns that verbatim transcriptions can be a luxury that the researcher cannot afford if the research is carried out within tight timescales. Instead she suggests that it is perfectly acceptable to rely on indexed recordings and notes provided that these have been systematically produced through thorough interrogation of the data. Robson (2011) points out that the necessity of a full verbatim account of all verbal utterances depends on the nature of the project. Silverman (2001) advises that the search for a 'perfect' transcript is illusory and rather suggests that the aim should be to arrive at a transcript that is adequate for the task at hand.

An adequate transcript for this research was a verbatim transcript as the researcher aims to understand the meaning of what is being said, so researcher's notes would not provide adequate data. As Hammersley (2010) points out, transcriptions involve the researcher or the transcriber's reconstruction of the conversations and therefore produce data that *appear* to be said. Notes would

involve another layer of reconstruction. In grounded theory, also, it is important that the researcher should attend closely to what the respondents are saying, and therefore it is important to work with a verbatim transcription of the interviews.

I transcribed the two interviews of the pilot study, but I employed two transcribers to transcribe the 17 interviews of the main study. Transcribers were instructed to render a verbatim transcription of the interviews. However, transcribers were instructed to leave out features such as pauses, silences and hesitations which are more pertinent to conversation analysis. And, although the interviews were a conversation between the researcher and the participants, they contained long monologues from the informants so turn taking, overlaps or inappropriate interventions through participants' speech did not occur. The occasional non-verbal elements of the conversation which appeared in the form of emoticons in the text chat during the interviews did not appear in the audio recording and therefore were not transcribed.

On reading the first transcript while listening to the recording, it became apparent that the recording had not been transcribed exactly word for word as some passages had been summarised and some of the non-English native speakers' inaccurate wordings or grammatical errors had been corrected (See Appendix H1 for an example of an initial transcript). I felt that the transcripts were not close enough to what had been said in the interviews. Consequently, I checked each transcript against their recording and amended them to produce a revised version, ready for coding (see Appendix H2 for an example of an amended transcript). Both Robson (2011) and Silverman (2001) agree that transcribing recorded data is one of the researcher's analytical activities, and although they recognise it is time-consuming they note that it is an excellent way for the researcher to familiarise themselves with the data. By the time I started coding the data, I had read each transcript, while listening to the interview, twice, and was therefore becoming acquainted with the data.

b. Coding

Coding is the process of taking the data apart, by defining and labelling small chunks of the data with a code, as the researcher sees it. In grounded theory, the aim is to develop new and context-specific theories; therefore the codes are created from the data rather than by applying preconceived theories to the data. Thus, the codes develop as the researcher interacts with the data. In this method, the coding process may take the researcher to unforeseen areas and new research questions, and this is explained further in the sub-section about the comparative method. Close attention to coding enables the researcher to dig into their data to interpret participants' tacit

meanings (Charmaz, 2014). My coding was done in three steps: 1) initial coding, 2) focused coding and 3) categorisation.

1) Initial coding

Initial coding is close to the data, the researcher tries to see actions in each segment, line or paragraph. Coding is done with words that reflect actions. As Charmaz (2014) points out, coding for actions lead the researcher to make conceptual leaps and to think theoretically before the analytical work begins. Coding with gerunds helps to detect actions and processes and stick to the data. Charmaz (2014) suggests that starting from the words and actions of respondents preserves the fluidity of their experience and also offers new ways of looking at the data. Coding with gerunds encourages the researcher to begin the analysis from the respondents' perspectives. Charmaz (2014) advises that if the researcher ignores participants' meanings and actions, the grounded theory will likely reflect an outsider's, rather than an insider's viewpoint (p. 121).

I started coding immediately after I revised the transcripts while respondents' answers were fresh in my mind. Each transcript was manually coded line by line or paragraph by paragraph, as illustrated in Appendix I1 which shows highlighted text on the left hand-side and codes on the right hand-side. The colours correspond to the research questions:

- RQ1: *What activities do teachers engage with when they search for and adapt online resources?* is addressed in data highlighted in yellow (different reuse activities) and blue (how users interact with the resources)
- RQ2: *How do online language teachers develop through reusing and adapting online resources?* is addressed in data highlighted in pink (reflection on teaching methodologies)
- RQ3: *Does reuse of online resources created by other practitioners lead to changes in teaching practices?* is addressed in data highlighted in green (changes in practices)

The initial codes were copied into a word document, grouped by research questions (Appendix I2i), and transferred onto sticky labels for ease of use (Appendix I2ii). At that point, initial codes were provisional, descriptive, grounded in and remained close to the data. The codes were provisional because I aimed to remain open to other analytical possibilities and create codes that best fitted the data, as I was progressing through the analysis. In Appendix I2i, the codes highlighted in each column denote the codes that appeared to become increasingly predominant, interview after interview. This is how data was gathered to explore and fill out the initial codes to lead to the focused coding. Additionally, I used my *a priori* ideas from practice to think about the data analytically. These ideas

led to focus coding and bringing concepts such as re-appropriation of resources, learning with peers and teaching through the resources into my study.

2) Focused coding

Focused coding is the process of forming categories. Focused coding requires decisions about which initial codes makes the most analytic sense in order to categorise the data completely. It can also involve coding the initial codes. Focused coding uses the most significant and/or most frequent initial codes. For my analysis, focused coding meant using certain initial codes that had more theoretical reach, direction, and centrality and treating them as the core of my emergent analysis. For example, I used 'looking for reusable resources' to describe a code focused on ideas related to searching for resources 'that made sense'. My focused coding is illustrated in Appendix I3. The focused codes appear to be prominent codes and are an intermediary stage between focused coding and the final categories.

3) Categorisation

A category is a group of codes which display similarities or differences. They can be descriptive or analytic if they interpret rather than simply label instances of the phenomenon. Focused coding and categorisation are different from content analysis, which makes use of categories that are defined before data analysis commences. Categorisation and the constant comparative method were carried out concurrently. The categories which form my grounded theory analysis can be found in Appendix I4 and are explained in the chapter on findings.

c. Constant comparative method

The relationship between data and ideas is at the heart of grounded theorising and was named 'comparative method' by Glaser and Strauss (1967). A constant move back and forth through the data allows for categories to emerge and a theoretical framework to develop. My constant comparative method started with the analysis of the interviews conducted during the pilot study and carried on through the main study, as Figure 3.4 illustrates.

Figure 3.4 – Continuum between data collection and data analysis (based on Hennebo, 2009)
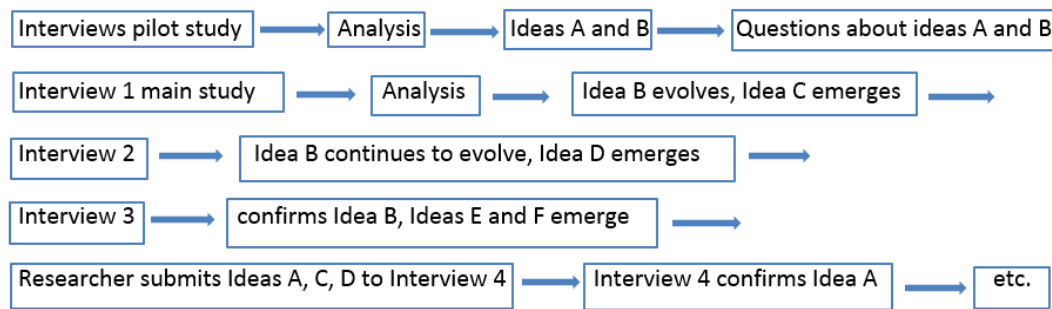
The two volunteers I interviewed for the pilot study had opposite views on sharing (Ideas A and B). The first one was creating and sharing as many resources as possible 'to give back to the community' (Idea A), whereas the second one claimed that sharing was time-consuming and as he was not paid for uploading and sharing his own resources, there was no reason for him to do it (Idea B). Participant 1 of the main study said that sharing was 'a good idea' but she was not keen to share her own resources because she was highly critical of her own work and thought it might not be good enough; while she also said that she was afraid of what colleagues might think of her resources, she was very 'proud' of her resources and would not want anybody to think they were not up to standard (Idea B evolves). Participant 2 also believed that sharing was a good idea, but said that she did not have the technical skills to upload her own resources, so she was not sharing (Idea B evolves from previous respondents). Participant 3 stressed that creating resources was not one of his strong points and, also, that he wanted to ensure that reciprocity would happen; and as in his experience it did not, he said he would rather not share his own resources (Idea B continues to evolve). Finally, Participant 4 said that she was very keen to share and she did create and share a lot of her own resources, but had not done so recently due to lack of time (which confirms Idea A but also touches on Idea B), and so on. The data collected from one interview were compared to the following one, and at times were referred back to the first interview. The process was iterative as the coding was done through theoretical sampling of interview transcripts, analysing one transcript after the other using participants' profile as a guide. Once each interview transcript had been fully coded, a profile was compiled for each participant (see an example in Appendix J). The profile includes general information about the participant, key data, with emphasis given to vocabulary, key expressions and *in-vivo* codes, and researcher's notes. The researcher's notes include what I saw as 'interesting' or 'striking' in the data as well as critical questions such as 'how do I know that the participant is genuine in his/her answers?' The participant's profile was created to inform theoretical sampling and to guide the constant comparison of data.

Glaser (2005) argues that, in grounded theory methodology, triangulation is not necessary as the constant comparative method ensures that information can be cross verified as grounded theory goes back and forth from data to data. I too carried out data-to-data triangulation through the constant comparative method in several ways. I firstly analysed participants' responses against the examples of adapted resources they showed during the interview. Secondly, I analysed the data against the type of users they belong to (section 4.7). Finally, I considered the semantics and the lexis of reuse throughout transcripts and cross verified these with codes. I looked closely at the *in-vivo* codes used by respondents as they are crucial in grounded theory for revealing meanings. They are often metaphoric expressions, or carry a specific meaning. For example, Participant 6 talked about a resource being 'a means to an end' and two other participants explained that, for them, reusing other people's materials was like being in a 'staff room'. I used notes from the participants' profile to examine the different ways participants talked about reuse (see Appendix K) to compare participants' use of language and the actions they described through examples of adapted resources.

Furthermore, I used the text analysis software TROPES to verify the most frequently used lexis in the transcripts. TROPES is able to carry out stylistic, syntactic and semantic analyses of texts and to present the results in graph and table form (https://www.semantic-knowledge.com/tropes.htm). It analyses how words are used in relation to each other. Looking at the relation between the words 'resources' and 'LORO', I discovered to my surprise that the most frequently used word through all transcripts was 'student', as Figure 3.5 illustrates.

Figure 3.5 – Graphic representation of words most frequently used in transcripts via TROPES software.
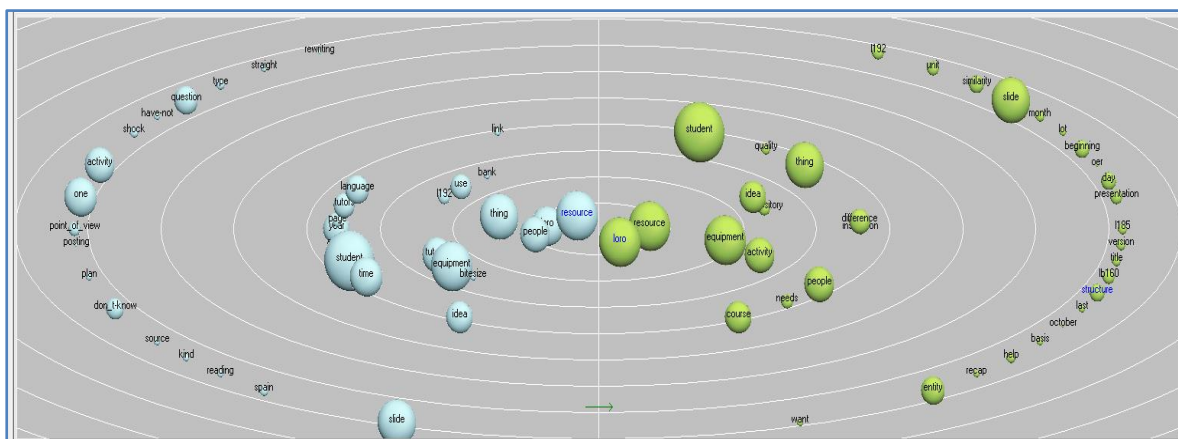
This led me to look at the data in a different way. As I was continuing to work on the analysis and emergence of categories in parallel I could see through the focused coding (Appendix I3) that the word 'student' was directly or indirectly linked to almost all the focused codes. At that point, I started to look closely at the student-related codes. For example, I noticed the code 'using feedback from students to rework resources' as a code that I had intended to discard, or rather amalgamate under a more important code. From then on, I started to change my analytical focus from resources to students, thinking that teachers were probably more concerned with students than resources. I went back to transcripts of interviews 3, 5, and 6 after which I had originally annotated as a first impression immediately after the interview 'this teacher is particularly student-focused'. I did not do anything with that note during the first stage of the analysis, but the finding from the software analysis led me to go back to it. I also then returned to the codes related to the changes made to the resources (actions) and I looked at the reasons for the changes and found that most reasons for changes were student-led (Appendix L).

This iterative process and the relationship between data and ideas are at the heart of grounded theory methodology. They are central to the grounded theory method of analysis advocated by Glaser and Strauss, in which theory is developed out of data analysis, and subsequent data collection is guided by the emergent theory. 'Grounded theorising' involves an iterative process in which ideas are used to make sense of data, and data are used to change our ideas. The researcher must be prepared to go beyond the data to develop ideas that will clarify them. The central injunction of grounded theory is that there should be constant interplay between data and ideas throughout the research process. Ideas are also emerging from the researcher's experience in the field, and from his or her preliminary analytical reflections on the data. As Hammersley and Atkinson (2007) point out, this commitment to a dialectical interaction between data collection and data analysis is not easy to sustain in practice.

To start with, no preconceived ideas or theoretical frameworks were applied to the data; but as the categories emerged, some theoretical ideas also emerged and were used to analyse further data. During the coding process and the constant comparative method of data-to-data, I was able to use my knowledge of the field of OER reuse and my inside knowledge of the respondents' world to link some of the ideas together.

The next sub-section presents the ethical aspects that were particularly important to take into considerations for this research.

3.5 Ethical considerations

3.5.1 Approvals from the Ethics Committee

An application to the Human Research Ethics Committee was submitted to and approved by the Open University for the pilot study and the main study. This procedure is a safeguard that guarantees the research does not cause any psychological or physical harm to the participants, damage their reputation in any way, infringe their privacy or break the law (Thomas, 2013). The process for obtaining ethical clearance by the Committee included an application form, an information sheet about the research and a consent form (see Appendices M1-4). The contacting of participants was the most important ethical aspect that had to be considered due to my position as an insider researcher. To overcome the possible difficulties arising from my position, I obtained approval from the gatekeeper of the teachers' database (the Head of the Department of Languages) to contact the participants. Secondly, I included a note in the information sheet to emphasise that any information any participants would provide through the questionnaire or during the interview would remain strictly confidential; and that it would be used for the sole purpose of this research and not shared for staff appraisal or performance management. Finally, I explained that I had required a private online room for interviewing with access limited to participants and for the duration of their interview only.

3.5.2 Researcher's position

In this research, I situate myself in the dual position of insider-outsider researcher. Merton (1972, cited in Hellawell, 2006) defines the insider as 'an individual who possesses *a priori* intimate knowledge of the community and its members'. Hellawell (2006) explains that the word 'community' is 'a much wider concept than just an organisation' and that 'possessing intimate knowledge of it

does not necessarily mean being a member of it.' (p.484). I am an insider-researcher in that I work with my research informants in the same Department of Languages. However, I do not belong to the Associate Lecturers (ALs) community. Instead, my role is to develop distance learning materials and to ensure the quality of marking and feedback.

Rossman and Rallis (2010) recognise that while the insider-researcher has some obvious advantages, there are ethical issues relating to roles and relationships between the researcher and the research participants that need to be taken into considerations. My role as course developer and quality assurance controller over the part-time staff marking and feedback means that it could be perceived

that there is a relation of power between the researcher and the research participants. I am an insider because I also have knowledge and experience of the ALs' work as I worked as an AL line manager and developer for three years before joining the languages academic team of course developers. I once line-managed two of the respondents and I was module team chair of the course on which five of the participants teach. I work closely with one participant who, although employed as an AL, does regular consultancy work for the French team of course developers.

The safeguarding of access to participants and ethical procedures were an important aspect to consider during the recruitment of participants. I recruited participants via a questionnaire so as to avoid personal contact. I also wanted to select my interview participants based on information provided in the questionnaire with regard to their engagement with OER. I needed to interview teachers who were actively engaged in the reuse of resources, rather than colleagues who might have wanted to 'do me a favour'. I did not want to approach individuals via an email either. I wanted them to come forward, via the questionnaire. I cannot rule out the fact that some might have come forward to 'do me a favour' or to send me some strong messages about the repository or some strong messages about the materials that were produced by the teams of course developers. I have to recognise that there is a possibility that some of the responses may be biased. This links to the effect that power relations between the insider research and the research participants might have on this research as a whole. It is a crucial part of the interpretive analysis where the researcher is constantly in search of 'unquestionable truths' in participants' responses.

In addition, I was led to reflect on my position as a course leader in the Department of Languages and therefore as a potential figure of authority. I had to address the issue of differential power relationships very carefully. I had to be aware that some participants may see me as a figure of authority in the Department and therefore feel uncomfortable, because their employment depends to some extent on the course leader's reports to the institution. In addition, because I was the creator of some of the resources that may have been used as examples in the interviews, I had to consider that some participants might have been biased in their answers, through a desire to please or critique. I had to be particularly aware of this potential issue with the teachers of Beginners French, the course I was leading at the time of the research.

Finally, the pilot study (section 3.4.3) prompted me to be particularly careful in keeping a research focus rather than engaging in conversation about teaching languages online. Following the interview I conducted with one of the Beginners' French teachers for the pilot study, I decided that the participant had provided honest and sometimes potentially contentious information. At that point, I

was confident that the data collected from the French teachers could be used because there was a rapport of trust between us. Therefore, I ruled out the possibility of discarding French teachers as participants in the interview.

3.6 Conclusion

In this chapter, the context within which the investigation was situated, has been presented. The methodology used to address my research questions is explained and positioned within a constructivist paradigm. The constructivist grounded theory methods employed for data collection and data analysis are also described and justified. The investigation was carried out through 17 interviews with online language teachers from the Open University, and the step-by-step method for data analysis is described by emphasising its inductive approach through a three-stage coding and constant comparative method. In addition, the ethical considerations that had to be taken into account for the study are explained including my own position vis-à-vis the research and the informants. My reflexivity as a researcher is demonstrated through the refinement of the research process based on experience derived from the pilot study, my position as insider-outsider researcher and my awareness of my own personal theories and knowledge of OER. The limitations of the methodology and the methods I have used, not only for data collection, but also for data analysis, are outlined in the final chapter.

In the next chapter, the findings from the grounded theory analysis, presented in five categories and three types of OER users are described. These findings provide deep insights into the participants' experience of reusing materials that have been created by colleagues.

CHAPTER 4 – FINDINGS

4.1 Introduction

This chapter presents the findings interpreted from the data collected via the interviews, as described in section 3.4.2.a. The discipline and rigour of qualitative analysis depend on presenting solid descriptive data, a method often referred to as 'thick description' in such a way that readers can understand and draw their own interpretations (Patton, 1990). Thick description is seen as a method well suited to analysing data collected within an interpretive study (Denzin and Lincoln, 1998).

In this chapter, I describe the five categories that have emerged from my data analysis following Charmaz's (2014) constructivist grounded theory method. In my description, I reflect not only on the data, but also on my knowledge of the participants, the context of the study and the OER reuse research. The five categories constitute an explanation of the OER reuse process as I have observed it during my study. Figures 4.1 to 4.5 illustrate the process of each category's formation. Each figure is to be read bottom-up. The white rectangles represent the initial codes (Appendix I2i) and the blue rectangles represent the focused codes (Appendix I3) that emerged from the three-step coding process and the comparative method described in section 3.4.4.b.

The five categories describe the actions occurring during use and adaptation of OER and form the 'grounded theorising' of my research, in conjunction with the three types of users: OER passive users, OER active adopters and OER innovative re-designers. In the next chapter, I discuss how each category specifically addresses the three research questions, in relation to the three types of OER users.

4.2 Category 1: 'Finding inspiration'

The first category, 'Finding inspiration', (Figure 4.1) is made up of four focused codes: 1) 'Searching when in need'; 2) 'Searching for new items'; 3) 'Looking for reusable resources', and 4) 'Browsing to see others' activities'. The focused codes emerge from a cluster of initial codes which are described under each focused code.

Figure 4.1 – Category 1: 'Finding inspiration'
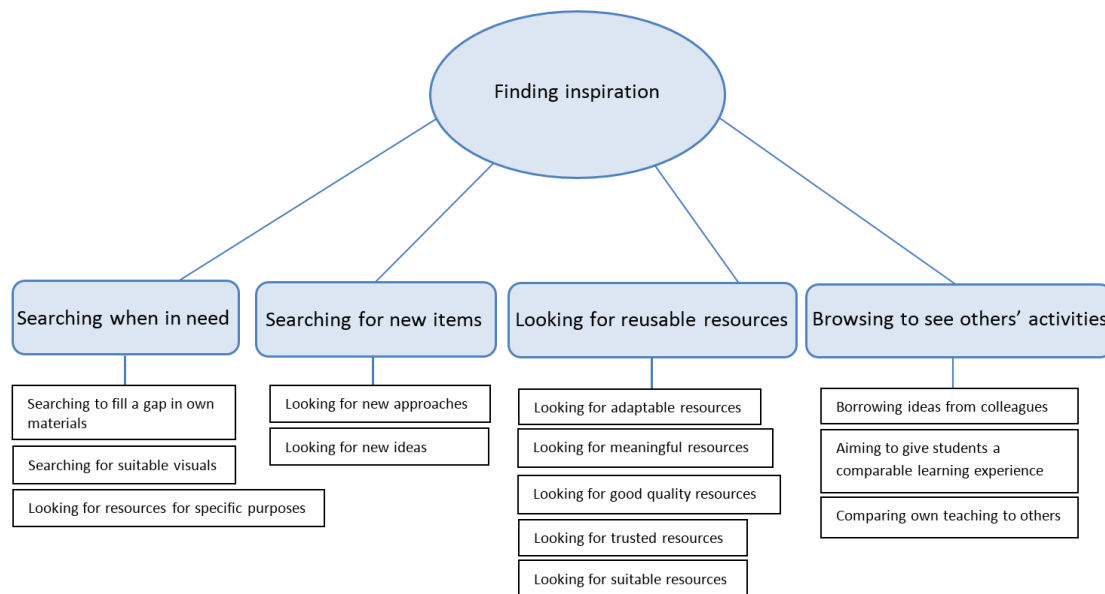
4.2.1 Searching when in need

The 'Searching when in need' focused code is made up of three initial codes, as described below.

a. Searching to fill a gap in own materials

All respondents said that they browsed through the repository of language teaching materials when they were in need of creating new materials. This may have occurred when respondents started to teach a new course, or look for resources to complement or update their existing bank of materials. For example, Participant 1 said:

> "[…] the first year is extremely time-consuming and looking at the resources I have been using, it was mainly the first year that I was using OULive that I actually accessed LORO to have more inspiration and also resources".

b. Searching for suitable visuals

As well as searching to update, complement or fill a gap in their own materials, respondents also often mentioned that finding good visuals and images could save them time. For Participant 9, browsing the repository achieved both.

> "Generally, I only look in LORO now if I feel that what I have got is either insufficient or didn't work very well, so it is to fill a gap in that sense, and also sometimes because I think that the visuals are either of a better quality than [that] of the materials I might create and it can also be very time-saving rather than browsing through google looking for a suitable visual stimulus or image".

c. Looking for resources for specific purposes

A few respondents said that they browsed through the repository when they were in need of resources for a specific purpose. Usually they said they needed resources to prepare for assessment, as Participant 17 pointed out:

> *"I have got more or less what I need but with L120, because the topics change for the TMAs or EMA, I might look for new vocab lists, for example."*

Participants 2 and 11 explained that they used ready-made materials to accommodate the needs of weaker students, and they declared that their own materials were usually aimed at the more able students. Here is what Participant 11 said about this:

> *"Sometimes when I have a weaker group I will go on LORO because I have got a lot of higher-end resources because it is stronger students who come to the tutorials online. And when I have the weaker students coming, that's when I need to look for resources, to find more practical, dryer resources. You don't want a bit of humour because they can't cope with it".*

4.2.2 Searching for new items

Some participants browsed the repository to search for new approaches and new ideas. For example, Participant 1 looked 'for a way to spice things up a bit', while Participant 5 searched for 'a different approach' and 'something a bit more exciting', whereas when explaining what she was searching for in other people's materials, Participant 4 referred to '*bright ideas*', '*some clever activity*', and '*something original*'.

Participant 8 said:

> *"I like to do my own screens, but I find that using somebody else's even if it is just as a springboard I can use their ideas. I can say 'yes', I like that part of it, but I don't think it's going to work like that, so I am going to change it, it saves me an incredible amount of time".*

4.2.3 Looking for reusable resources

What makes a resource reusable is described by participants in four different ways.

a. Looking for adaptable resources

Generally, respondents said that they looked for resources they could adapt easily, or 'do something with'. Participant 1, for example, said:

> *"I saw this image with 'Pour le petit déjeuner je voudrais…*
> *Et toi?' and I thought oh, I could use that and by just tweaking*
> *it, I could use it."*

And, later she added:

> *"I thought it was very relevant and I could see where I could*
> *also expand, you know, this activity where I could build on it.*
> *I could see straightaway how I could expand it"*.

b. Looking for meaningful resources

Very often, as Participant 1 explained (see the two previous quotes), users looked for resources they could adapt because they could 'see' how they could use them. For example, Participant 5 said:

> *"I am looking for a step-by-step procedure that will work, that*
> *will make sense and that I have never used before".*

Participant 11 declared that she found it difficult at times to reuse the ready-made resources that had been produced for her course, because she could not understand them. She said:

> *"[…] Oh, I have just remembered there were one or two*
> *activities I couldn't even understand what they were getting at.*
> *You could see perhaps something about the passé composé,*
> *but you didn't know how they were going to work it out. […]*
> *The instructions were a bit less than we get now, but even then,*
> *they were obscure."*

c. Looking for good quality resources

Participants were concerned with using good quality materials that they could trust. Participant 3, for example, said:

> *"I use other people's materials because they have been piloted*
> *and trialled, and also we know that if they have been uploaded*
> *to LORO they have a certain quality about them, they have*
> *been looked at and they have been deemed to be suitable*
> *for wider dissemination, and so it gives me confidence to know*
> *that the materials tick a certain sort of quality box".*

Participant 16 also looked for resources she could trust:

> *"I must say when I started with the beginners' course in German,*
> *I did have a look at some of the other beginners' courses because*
> *I knew a few colleagues from other workshops and I rated those*
> *colleagues as being well aware of language teaching, so I did have*
> *a look at a couple of their resources on LORO, and then I might*
> *have stolen the odd idea here and there and then I made the*
> *resources myself."*

d. Looking for suitable resources

For a few participants, looking for something that 'makes sense' meant looking for 'suitable resources' that matched their teaching styles and approaches. This is further described in section 4.3.5 which addresses re-appropriating materials.

4.2.4 Browsing to see others' activities

a. Borrowing ideas from colleagues

Respondents said they browsed through the repository because it allowed them to see what other colleagues did, or how they taught a particular language point. One respondent explained that teaching at a distance was quite an isolated experience and that peers lacked opportunities to discuss teaching ideas. She felt the repository offered the possibility to borrow ideas just as she would do if she were in a 'staff room':

> *"[…] Whether you use the resources or not, it is nice to know*
> *we are all striving towards the same goal and to think: 'yes,*
> *I have done something a bit like that'. […] It's no different*
> *really than a staff room but you don't talk to the person.*
> *Yes, it is a staff room cupboard!"* (Participant 11)

b. Aiming to give students a comparable learning experience

Participant 11's thought about 'striving towards the same goal' was picked up by two other respondents who felt that using ready-made materials was a way to ensure teaching was 'standardised'; in other words, some respondents were concerned that students were given the opportunity to receive a comparable learning experience. For example, Participant 3 declared:

> *"Also I feel it is good for my students to have access to the*
> *same sort of resources that other students have access to.*
> *So, it gives some sort of standardisation. I am not saying that*
> *everything should be standardised in tutorials so that everybody*
> *teaches the same things, but something evening out the*
> *quality is a good thing really".*

And Participant 15 said:

> *"I want to deliver a similar kind of standard across the country*
> *for the module. I don't want students to say [that] we cover this*
> *and students elsewhere cover that."*

c. Comparing own teaching to others'

For a few participants, looking at other colleagues' materials was a way of checking that what they taught was comparable to their colleagues' activities. One participant teaching on content modules

(for example, English for Academic Purposes or Exploring Languages and Cultures) commented that it was helpful to see what other colleagues did because:

> *"Using other people's materials is very helpful, especially if they have different ideas, so you can think about how something is used. People will often look at the course materials from a slightly different angle to you, I think they may have a strength and knowledge in an area that you may not have".* (Participant 10)

Participant 1 also stated:

> *"[…] And, also, for you as a tutor, it's very good to expand your knowledge and expand the resources you've got access to, just to see what other tutors are doing as well. It's not because you teach the preposition in a certain way and it works that it's the best way, and that's the only way. It's very nice to know how other people actually deliver the same topic."*

This section now moves on to describing the second emerging category: 'Re-appropriating'.

4.3 Category 2: 'Re-appropriating'

All respondents modified the resources they reused, in some way. This finding is not surprising since the participants were specifically chosen because they were secondary users of resources. I wanted to interview teachers who were actively using and adapting resources to investigate the nature and extent of reuse. I noticed that the nature of adaptations and modifications varied significantly. Adapting resources is something that respondents qualified as a 'personal thing', which meant that they needed to make the resources their own, to re-appropriate them. Participant 7 said:

> *"[…] I do like to feel very comfortable with my materials. It also means that it is my voice that's speaking and not somebody else's voice and I am teaching it in a way that I understand and I am not trying to teach it from somebody else's perspective and somebody else's understanding of the module materials […]."*

And Participant 13 declared:

> *"I thought I understood how [resources] were working, but when you arrive in front of students and there is always that stress of getting things right, and because I hadn't prepared them from scratch or hadn't readapted them, I kind of.. it didn't work as well. […] it doesn't work well for me. I don't feel as comfortable with teaching materials that have been completely designed and thoughts of by someone else".*

Participant 3 explained the rationale for adapting resources:

"I think it is being sensible about it, it is about how you present
things, what your personality is, what your strengths are and
[then how you] use those materials accordingly".

Regardless of the type of adaptations, participants said that they adapted resources to suit their teaching methodologies and to meet their students' needs'. Participant 1 summarised this as follows:

"[…] I did not do their activity. I used the picture and actually I
put a twist on it. So, it is time saving because you don't have to
research so much and it gives you the head start of an activity.
But then, you still have…. I like to modify, just tweaking the activity
to my style of teaching and also to the type of students I have."

The different types of adaptations and the reasons for them are listed in Appendix L, and they illustrate how research participants re-appropriate materials. I have grouped the different types of adaptations observed through the examples provided by respondents during the interviews into four focused codes: 1) 'Editing', 2) 'Adding text', 3) 'Changing the activity', and 4) 'Repurposing'.

Figure 4.2 – Category 2: 'Re-appropriating'
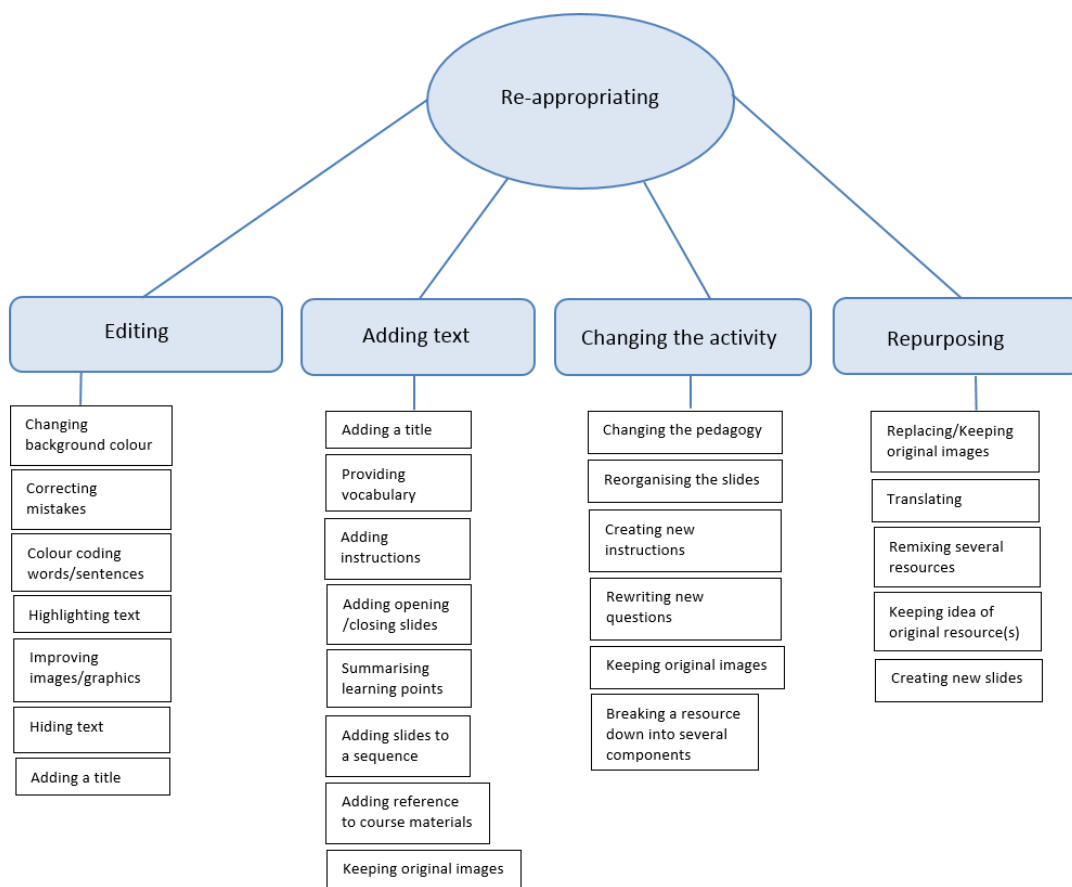
4.3.1 Editing

All respondents modified the look and/or the composition of resources they chose to use. Respondents did so in a number of ways. They may have changed the background colour of the slides, corrected mistakes, highlighted or colour-coded some words, improved graphics and images, added or replaced images, or added a title. Figures 4.2.1 and 4.2.2 illustrate examples of how two resources have been edited.

Figure 4.2.1 – Editing a resource for a French Beginners' online tutorial

Original resource 1   Adapted resource 1

In this tutorial activity, students are asked to talk about what they do in their free time. The Original resource 1 contains three questions in the target language in blue, three images of leisure activities (with green ticks and red crosses next to them) and six possible answers in red. In this example, the Adapted resource 1 includes the same images with the same ticks and crosses, the same questions in blue and the same six possible answers. However, some changes have been made: a title in black containing the grammar point that is practised in the tutorial and a reference to the module book have been added; the six possible answers have been colour-coded (the affirmative sentences in green and the negative sentences in red to match the colours of the ticks and crosses) and numbers 1-3 and letters A-C have been added next to the affirmative and negative possible answers. The author of this adaptation (Participant 5) explained that the Original resource 1 was fine but lacked in clarity for students, in particular those with learning difficulties. Therefore, she felt that she had to add a colour to the background to improve legibility for dyslexic students and to colour-code the affirmative and negative sentences to help students identify the patterns in those two types of

sentences. Finally, she said she added a reference to the companion textbook, on top of the screen, as she explained that it was often easy to assume that students knew exactly how to make a connection between the tutorials and the distance-learning materials. She pointed out that, in her experience, students mostly did not know how to make the link. In this example, the changes and additions clearly aimed to support students with producing simple spoken French. The additions were guiding students precisely to the appropriate structures to ensure that students with the greatest difficulties in spoken French could still participate. In appearance, the Adapted resource 1 looks different, but the activity seems to be the same. However, the minor edits may have a significant effect on the way the tutorial is conducted and on the students' participation. Figure 4.2.2 illustrates another example of adaptation as editing.

Figure 4.2.2 – Editing a resource for an Italian Beginners' online tutorial

Original resource 2

Adapted resource 2

In this tutorial activity, students are encouraged to practise expressions of past time in Italian. The Original resource 2 was a Powerpoint showing a title in English, seven images of Italian places and monuments with dates next to them, and a list of expressions of time in a box. This example illustrates some technical editing. The author of Adapted resource 2 (Participant 4) explained that she wanted to make the resource interactive, so she transformed the fixed list of expressions of past time into movable objects as she wanted students to be able to position the expression on the image of their choice before saying their sentence out-loud. In appearance, again, the resource or the activity does not seem to have changed much. However, the teaching approach is considerably different to what it would have been with the resource in its original form, in the way students were expected to interact and answer.

4.3.2 Adding text

All respondents made modifications to the text on the slides they borrowed from the repository. These modifications may have included: expanding or simplifying instructions, adding signposting, adding opening or closing slides or adding/removing text, vocabulary or instructions. Respondents explained that such modifications aimed to make the resources more approachable and clearer. In most cases, such modifications added scaffolding to the activities, their main purposes being: to support weaker students, to suit different learning styles or different cultural backgrounds and to be responsive to different language levels or some learning difficulties. In some instance, modifications were made to accommodate the group's size. Figure 4.2.3 illustrates this type of adaptation: adding text.

Figure 4.2.3 – Adding text to a resource for a German beginners' online tutorial

Original resource 3   Adapted resource 3

In this tutorial activity, students are asked to say what they like to eat in German. The Original resource 3 included a question in the target language and seven images representing food items. In this example, the Adapted resource 3 includes the same images and the original question has been kept. However, the colour of the text has been changed from green to black and a background colour and some text have been added. At the top of the screen, some additional structures in the target language can be seen, while at the bottom left of the screen the vocabulary for each food item has been provided. The creator of Adapted resource 3 (Participant 4) explained that she chose this resource in the first place because it fitted with her teaching objectives and she liked the images for their clarity and authenticity. She said that she did not have to modify the resource extensively to

make it reusable. She explained that she only had to make 'a few minor tweaks' such as: colouring the background to improve ease of reading for dyslexic students and adding grammatical structures and vocabulary to encourage students' active participation, particularly with weaker students. Figure 4.2.4 provides another example of added text.

Figure 4.2.4 – Adding text to a resource for a Chinese beginners' online tutorial

Original resource 4

Adapted resource 4a

Adapted resource 4a bis

In this activity, students are expected to recognise and read the time in Chinese. The Original resource 4 contained a title giving the instructions to the activity, three clocks indicating different times and three sentences in Chinese characters. In the original activity, students had to match the sentences to the correct clock, and read the time using the Chinese characters. The author of the

Adapted resource 4 (Participant 15) explained that she added a background colour and enlarged the font of the characters to make the slide more legible, and she added the session number to show students which book session the tutorial was based on. Then, she explained the purpose of the movable dark green rectangles: she wanted to give students both the characters and the text for students who were unable to recognise characters. However, she did not want to give the text straightaway, so she hid the text first and then revealed it (Adapted resource 4a bis). She added that at this stage in the course all students should have been able to recognise the characters (as the Original resource 4 assumed), but that she wanted to provide the additional support 'just in case'.

4.3.3 Changing the activity

A few respondents went further than editing the resource or adding text. A number of examples given during the interviews demonstrated that the adaptations led to changes in the pedagogical intent of the original resource. Figure 4.2.5 is an example of such changes.

Figure 4.2.5 – Changing the activity for an upper-intermediate French tutorial

Original resource 5

Original resource 6

Adapted resource 5a

Trois habitats

Que vous évoquent ces trois quartiers?

- Dans quel type de quartier se situe-t-on ?
- Quel type d'habitant y habite ?
- Quel type de logement y trouve-t-on ?
- Que pouvez-vous dire de l' architecture des bâtiments ?
- Quelles infrastructures sont-elles disponibles dans ces quartiers à votre avis?
- Avantages/Inconvénients?

Adapted resource 5b

Quels sont les problèmes de ce quartier (environnement, social, urbanisme)?

Proposez deux ou trois engagements que devrait prendre la municipalité pour essayer de résoudre ces problèmes.

Adapted resource 5c

Quels sont les problèmes de ce quartier (environnement, social, urbanisme)?

Proposez deux ou trois engagements que devrait prendre la municipalité pour essayer de résoudre ces problèmes.

Adapted resource 5d

Quels sont les problèmes de ce quartier (environnement, social, urbanisme)?

Proposez deux ou trois engagements que devrait prendre la municipalité pour essayer de résoudre ces problèmes.

In this example, the author of the adaptations (Participant 9) explained that the Original resources 5 and 6 were chosen as a stimulus for discussion in an upper-intermediate French class. He said that he 'wanted to do a little bit more with' the resources and used them in 'a more interactive and more communicative way'. He also wanted to 'try and develop more of a thread of continuity running through the session' as, in his view, the way the Original resources 5 and 6 were presented was disjointed. He thought that students were asked 'to do something a little bit abstract'. In his understanding of the resource, the students were being asked to look at three types of habitat, then without any transition 'to do something completely different'. He felt that if he asked his students who were all based in different locations and residential areas, not all would be familiar with the three habitats pictured on the visual stimulus. Finally, he added that he was not clear about the purpose of question 4 in the Original resource 6. Therefore, he said that he adapted the two Original

resources 5 and 6 to combine them into a two-step activity (step 1 – Adapted resource 5a, and step 2 – Adapted resources 5b, 5c and 5d). His aim was to 'make the discussion more concrete, more communicative, easier for students to participate in and to link together the idea of the development of a theme'. Adapted resource 5a contains the same images as the Original resource 5, to which the author added a list of questions for students to start the discussion on three types of French habitats. The participant explained that he used the Adapted resource 5a, firstly in a plenary session as an introductory activity to encourage students to start the conversation, and secondly, in small groups. He divided the students into three sub-groups who worked separately on a different image in three separate rooms. All students had the same questions. Students in sub-group one had to talk about a block of flats, students in sub-group two about a three-storey town building, and students in sub-group three talked about a small house in a village. The participant explained that students were encouraged to progress from the very general open questions (Adapted resource 5a) to much more focused questions, where the added questions were supposed to try to 'steer them into a much more concrete discussion' (Adapted resources 5b, 5c, and 5d). He explained that he started the tutorial with a set of concrete questions in a plenary session and then moved on with much more focused questions for students to discuss in small groups, and he called them back again in the main room for students to report back. He declared: 'For me, it was a case of adapting the materials to try and make them more approachable from the point of view of discussion, giving some focus for the discussion, having had a warm-up and working in small groups of about three rather than in plenary in order to then report back'. He said he adapted the first resource 'in terms of its appearance' and said there was 'not much change' but he thought it was 'an important change'. He did not think the Original resource 6 'worked terribly well' and felt it 'certainly did not link well with the previous activity' (Original resource 5). So he created three separate screens, using the same images but 'trying to make the task a little bit more practical'. He re-wrote one question asking students to discuss the kinds of problem that they might have in their given habitat and then another question asking them to propose two or three measures that the local council could take to resolve these problems (Adapted resources 5b, 5c, 5d). He used the text of the Original resource 6 for inspiration in creating a link between the two resources. He explained that students concentrated on working on one area throughout the tutorial, so he believed he provided a continuity that was lacking before. Students were split into the same sub-groups again and went to their separate rooms to discuss the problems and think about the measures which they reported back in plenary. The participant stated that there was 'not a massive change between what he was offering as a task and what was offered as a task on the original resources'. However, he felt the

change was 'much better from the point of view of being focused, of having continuity and allowing for small group work and then feeding back into plenary'.

This example delineates the thinking process that took place during adaptation of two resources. Each change is supported by the participant's clear teaching objectives and beliefs about what works online. He said that the original resources were not entirely working for him, and he clearly explained why. The changes described by the participant demonstrate that the pedagogical intent of the original sequence did not suit his teaching approaches or what he believed was appropriate for his group of students. Nevertheless, he stressed that finding a resource offering reusable images had saved him a lot of time.

4.3.4 Repurposing

A few participants explained that looking at other people's materials provided some sort of 'springboard' to create new materials for their own purpose. Examples provided during the interviews included remixing several resources, translating a resource, re-authoring resources from scratch, or creating new slides. Figure 4.2.6 provides an example of a resource that has been entirely repurposed based on an idea borrowed from a resource in a different language.

Figure 4.2.6 – Recreating new resources for a lower-intermediate German tutorial based on a Spanish resource

Original resource 7   Adapted resource 7a

Adapted resource 7b

Adapted resource 7c

Adapted resource 7d

In this example, the Original resource 7 was designed to foster communication about directions in town in Spanish. The creator of the newly created sequence of slides (Participant 12) explained that she liked the resource for its visuals and for its potential for interactivity. Moreover, she felt she 'didn't really need to do much more with it'. She specified that because of the gender difficulties in the German language she needed to have a 'pre-step' to give students the chance to revisit genders and vocabulary before working with the map itself. In order to achieve this, she created Adapted resource 7a and asked students to 'move things round' until all the words were matched to their corresponding symbols. Then, she created Adapted resource 7b, giving students the necessary structures for them to practise asking and giving directions, and finally she added Adapted resource 7c and 7d for the 'last step' of the activity. She said:

> "[…] *a little bit ambitious perhaps. I would unfold this and give clear instructions so that one is B* (Adapted resource 7c) *and*

one is A (Adapted resource 7d) *so by unfolding, students could go to A if they are allocated A and the other person could be B in a breakout room and in theory would be able to give each other directions to these places, so trying to stimulate a typical information gap activity that you could easily do face-to-face, but not so easily online, especially not in OULive or Elluminate where it is a little more difficult for students to move around."*

In this example, the participant explained the rationale for her changes throughout the different steps. She believed it was necessary to break the resource down into several steps to provide some scaffolding for students. The original idea she found in the Spanish resource gave her inspiration to develop materials for a three-step activity appropriate for her group of intermediate German students.

Overall, whatever the adaptations, re-appropriating resources means creating new ones. The newly created resources suit participants' styles of teaching better and match their particular group of students' needs more closely. The next category, 'Reflecting', describes how participants question and reflect on their practices while re-appropriating.

4.4 Category 3: 'Reflecting'

The third category, 'Reflecting' (Figure 4.3), is made up of three focused codes: 1) 'Reflecting on materials', 2) 'Reflecting on online pedagogies', and 3) 'Reflecting on students' needs'.

Figure 4.3 – Category 3: 'Reflecting'
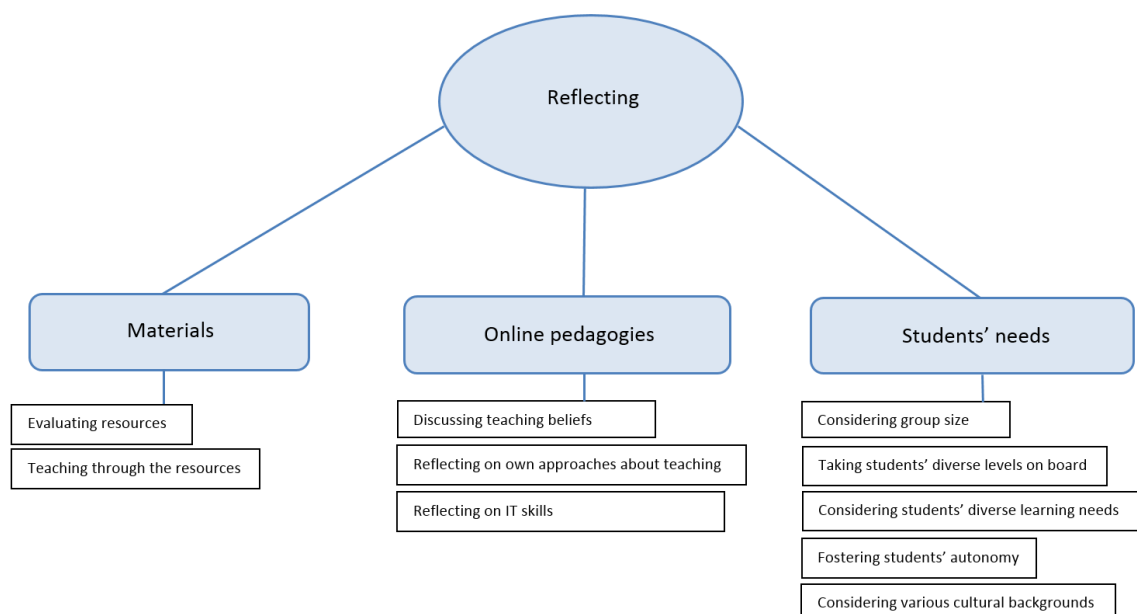
4.4.1 Reflecting on materials

a. Evaluating resources

Almost all participants talked about the quality of the materials that were made available to them in the LORO repository. Some were critical. It appeared that selecting materials constituted an important element of reflection in the tutorial preparation process. Participant 9 said:

> *"I did think they [the resources] were of variable quality and did think some of them were not particularly compatible either with my teaching methods or particularly useful in the context of what I would want to use a tutorial for, and so, I tended to select quite rigorously and that was the point when I began to think about how materials that had been provided could be adapted either in their form or in the purpose that they were going to be used for".*

b. Teaching through the resources

A number of participants insisted on the necessity for the resources to be clear. Some explained that the resources were 'mediating artefacts' between them and their students. Participants are teaching through those resources and because the teaching takes place in an online environment, participants felt that the resources were particularly important as they facilitated communication between teachers and students. A few respondents talked about the 'clarity of the resource'. Another idea that emerged was the fact that the resource in itself had little importance. Participant 6 explained that resources were 'a catalyst' and 'a means to an end'. He said:

> *"the slides themselves are a means to an end, they are enabling communication between myself and the students, but what I don't want students to do is feel that the slides, the words on the screen, are what is important. The words on the screen help them learn and that's how we use them, so the words on the screen can always be adapted. They can always be changed."*

4.4.2 Reflecting on online pedagogies

a. Discussing teaching beliefs

The respondents demonstrated through their choice of adapted examples that they had clear objectives for their tutorials. They also showed that they had strong teaching beliefs about teaching languages online and that these beliefs guided their choice of resources.

Participant 11 said:

> *"Overall, what do I want from my students? I want them to practise*

> *a grammar structure, I want them to talk because that's what a*
> *tutorial is about, it's not actually based on writing, as little reading*
> *as possible because I want them to be as autonomous as possible*
> *I don't want to tell them too much, so you want a resource to give*
> *you as little as possible so that you can extend it."*

Participant 4 explained that she knew exactly what she wanted to do with her students and her teaching beliefs guided her choice of resources, and not the other way round. She believed that it was crucial that students participated actively in class, and, so she said that, in general, she would adapt the resources to make them more interactive.

When asked about the teaching guidelines that often come with the resources, participants unanimously responded that they were useful to look at, but in most cases, they did not use them. Respondents said that they were looking for ideas, but once they had found an idea that they liked, they adapted it or designed a new activity based on that idea. Examples shown during the interviews indicate that the teachers almost always re-appropriate the materials, based on ideas they borrow, but their teaching beliefs and what they want to achieve in tutorials guide the adaptations they make to the resources they use. Thus, Participant 4 explained that teaching guidelines were extremely important when designing and sharing her own resources with colleagues. She insisted that it was crucial for her that users knew and understood what she intended to do with the resource when she created it:

> *"I don't really care what they [users] do with it but I think it's*
> *important that they know how I have envisaged using this*
> *activity, so they don't miss out on one of my ideas and then if*
> *they think it's no good or does not fit their context or environment*
> *then that is perfectly okay."*

From a resource-creator's view point, therefore, it seems that guidelines are necessary to explicitly communicate suggestions for reuse. Secondary users confirmed these guidelines were useful, yet the recommended suggestions were hardly followed since users knew what they envisaged to do with the resource as they selected it. One respondent, though, believed that, in the absence of guidelines, there was the possibility that secondary users could miss an opportunity.

b. Reflecting on own approaches about teaching

When participants explained how they modified resources, they showed that they reflected on their own teaching approaches as they adapted and repurposed resources. Participants said that looking at other teachers' ideas made them question their own approaches.
Participant 7 said:

> *"[Using other people's materials] did make me reflect on my own teaching and many of us teaching L161 have said this, not just a matter of using other people's materials, but sharing ideas on the tutor forum and looking at how other people are teaching things has made us reflect on how we teach and maybe how we voice opinions in our tutorials. Yes, looking at how other people teach it certainly does make me reflect [on] how I teach certain concepts."*

Participant 8 said:

> *"Reusing other people's materials has certainly made me aware of why I wouldn't be happy with something and usually the ones I have felt, um, I'm not 100% happy about this, they haven't in fact worked well, so yes, maybe it has made me think more about why I like to do what I like to do, but also sometimes to make me more adventurous and try something that I wouldn't have otherwise produced myself, so yes, I do think it has probably made me more reflective".*

c. Reflecting on IT skills

The majority of respondents declared that looking at and reusing colleagues' materials made them think about their own technical abilities to create and adapt digital resources.

Participant 9 admitted:

> *"We were provided with materials and again, because my IT skills at that time were not very good, I found that quite useful in that, the materials tended to be more visually attractive than most of my own produced materials which were still very much modelled on what might have been a PowerPoint or a whiteboard-type presentation."*

4.4.3 Students' needs

As they described the changes they made to resources, participants suggested that their most important concern, while preparing materials, was the students' learning. Appendix L shows that the student-led reasons are given most frequently. The reasons for the changes are varied, but participants constantly aim to improve the resources in their students' interest. The student-led reasons for changes are grouped into five initial codes, as described below:

a. Considering group size

Nearly all participants mentioned group size as being an important element to consider while preparing for a tutorial. Very often participants remarked that they had dismissed the idea of using resources because they thought they had been designed for a group of a different size to theirs. Some participants said that they looked for resources that could be modified easily during the online

tutorials in the event that more or fewer students than expected attended. Participant 10, for example, remarked that:

> *"[…] the material has got to work for you beyond what another person has written because they might have created that material for a larger group, for…, you know, their demographics may be different."*

b. Taking students' diverse levels on board

Most participants mentioned that they had mixed ability groups and that they needed to prepare their materials accordingly. Participants 2 and 11, particularly, referred to having to use other people's materials to meet weaker students' needs. Some participants explained that they sometimes had to create additional materials to accommodate the stronger students who needed extended activities and practice. Participant 2, for example, said:

> *"What I do is I prepare my PowerPoint presentation, then I see if I am following the curriculum that the online resources give me and then if I find some interesting activities, I adapt them to my group. One year I can have a less able group and another year I can have a more able group, so what I do, for example, is if there is an activity with pictures with the caption on each picture (the Italian name of what they are), if the group is a bit less able, I leave the resource like that; if they are however a bit more able, I remove the caption and I want them to produce their own language."*

c. Considering students' diverse learning needs

Perhaps the most striking emerging finding was the range of adaptations that were made to meet the wide range of students' learning needs. The changes varied from accommodating any learning disabilities or difficulties such as sight impairment or dyslexia to making the resources clearer and more approachable for students who might have had difficulties with studying online and at a distance. Respondents were concerned with students' understanding of the module materials, and with their needs for preparing for assessment, grammar reinforcement, guidance and study skills. Furthermore, they showed that they were primarily concerned with students' different learning styles and learning disabilities (if any). One teacher of English for Academic Purposes said that he was looking at Spanish resources to try to understand how the language worked as this was enabling him to create relevant and useful materials for his native Spanish-speaking students. Finally, some respondents also talked about how they prepared and designed their materials for students who could not attend tutorials. They stressed the importance of ensuring the clarity of the materials for those students who might have been studying in isolation.

d. Fostering students' autonomy

Most respondents were concerned with creating resources that would foster speaking skills. This came through in the need felt by a large number of respondents to develop resources into more interactive forms with which students could increase their participation and learning. Some participants were concerned with developing students' ability to take responsibility for their learning, and the changes that were made to the resources reflected this. For example, Participant 4 explained that her most frequent modification to a resource was to add steps and scaffolding to an activity, thereby encouraging students to work things out for themselves. She stated:

> *"I really like some clever activity where they talk about things,*
> *you know… they answer a question or they talk about something*
> *which allows them to get to an understanding of a concept for*
> *themselves, rather than me defining it and telling them. I don't want*
> *to lecture them. I want them to understand an activity, that, with*
> *my help, will lead them to understand an idea, a relationship, rather*
> *than being told: this is what happens".*

e. Considering various cultural backgrounds

Participants in general were well aware of cultural diversity. Two respondents mentioned the fact that it took time to repurpose a resource from other languages because very often the images had to be replaced. Participant 10 also considered multiculturalism within her own country. She believed that it could be 'detrimental' to use resources in their original form. She said:

> *"I think it could make you a bit lazy, you could use it as it stands,*
> *pinch something that might not suit you or the students in a way,*
> *so yes, I think sometimes doing it that way could be detrimental."*

When asked to explain further why reusing a resource in its original form could be 'detrimental', she answered:

> *"[…] What would work here in the North of England, I don't think*
> *would necessarily work in the South so much because culturally those*
> *people are quite different, so that's where I think it may be detrimental*
> *but you know if you go in without actually thinking a little bit about*
> *how things are going to function… for example in my L161 Yorkshire*
> *group last year I had quite a lot of students who had never really left*
> *the UK very much at all. It was a very young group, three or four single*
> *mums, so I couldn't have used for example some of the material*
> *the Italian tutors had posted on LORO because it would have been*
> *totally inappropriate if I hadn't sort of, maybe, tweaked it a little bit,*
> *so that contextually it was alright for them."*

The software TROPES revealed that the most frequently used concept in the 17 transcripts was 'student'. Other findings such as the reasons for changes made to the resources explained above

denote the important place students hold in participants' responses. This central role accorded to students is perhaps the most unexpected finding in this study, and will be discussed in the next chapter.

Data strongly suggest that reusing other colleagues' materials makes teachers think about their own materials, their own pedagogies and their students' needs. The data also indicate that professional learning and some changes in practice do occur as well as reflection. The next section describes professional learning through use and adaptation of colleagues' resources.

4.5 Category 4: 'Learning and developing'

The fourth category, 'Learning and developing' (Figure 4.4), is made up of a cluster of codes related to what happens as a consequence of the reflection that occurs during the use and adaptation of materials created by other teachers. Participants declared that, when they moved to a new territory, such as using materials from a repository, they tended to rely heavily on their own experiences, work done with peers and experimenting of the new practices with their students. The three focused codes which led to the category 'Learning and developing' are: 1) 'Learning from experience', 2) 'Interacting with colleagues', and 3) 'Changing practices'.

Figure 4.4 – Category 4: 'Learning and developing'
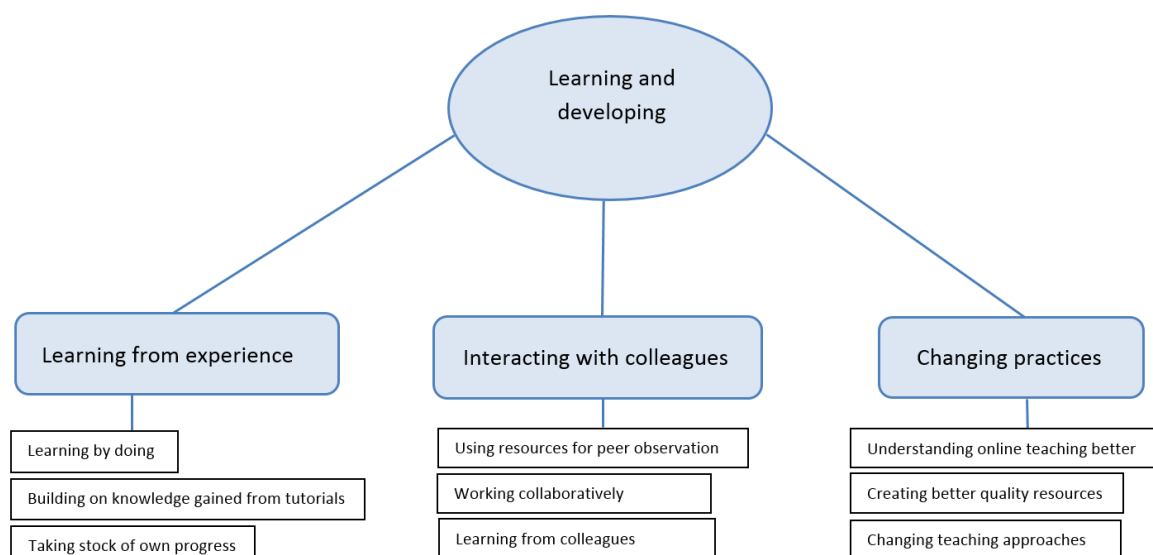
4.5.1 Learning from experience

a. Learning by doing

Participants often used the expression 'trial and error' in their responses. Respondents tended to put stress on the 'learning by doing' aspect when they described how they started to reuse ready-made materials from the repository. They pointed out that they generally knew which of their materials worked and which did not. Participant 8, for example, said:

> *"I just learnt by trial and error what worked well and learnt that things that worked really well face-to-face were not necessarily going to work online."*

b. Building on knowledge gained from tutorials

As participants were showing their examples of adapted resources during the interviews, they reflected on changes that had been made while preparing for tutorials. However, some participants also mentioned further changes that they made following tutorials. Some teachers explained how students' responses in tutorials sometimes led them to modify the materials again. Participant 6 also mentioned using some of his student-generated content in tutorial materials. One participant pointed out that she learned a lot about what materials worked well in a language tutorial by being a Beginners' Chinese student herself. She said that practising speaking with resources developed by the tutor had proved a valuable experience in terms of her self-development as a teacher and finding ideas for materials for online language teaching.

c. Taking stock of own progress

The majority of respondents declared that as the repository was introduced they tended to use the resources in their original form, and as they gained confidence they gradually began to adapt and repurpose them. Some clearly stated that they gradually realised that resources could be adapted. Respondents showed that they reflected on different modules' specificities and their impact on students' learning, and modified the resources accordingly. It seems that a good number of respondents thought that colleagues' resources were better than their own. Respondents showed that they were critical about their own materials.

4.5.2 Interacting with colleagues

a. Using resources for peer observation

Participants often referred to the fact that, through resources, they could 'enter in a dialogue' with their peers and could exchange ideas. Participant 11 explained this more specifically:

> *[…] So, for me, it is a joy to work with*
> *somebody, it is a bonus, but I can do without, but it is much*
> *quicker when you're bouncing ideas. It's bouncing ideas through*
> *the resources, you don't actually hear the other person."*

b. Working collaboratively

All respondents talked about finding inspiration through some sort of collaborative work. They often referred to one particular colleague they usually worked with, or, a group of people they regular met for staff development events, or they may have referred to some OER creation project they had been involved with. For example, Participant 11 said:

> *"There is one colleague with whom I share quite a bit, where*
> *we talk and we create things together. […] When we get together*
> *we are much faster."*

Participant 8 said:

> *"I feel quite happy about reusing other people's materials. […] I*
> *think collaboration is one of the most important things in education.*
> *We can all learn so much from each other, so, from that point of*
> *view, I am quite happy and it does save me time."*

c. Learning from colleagues

Generally, respondents felt that they learnt from colleagues through using their resources from the repository. Here is what Participant 3 said about this :

> *"[…] Also I think that sometimes language tutors have better*
> *ideas than I would have, so when I have to teach passé composé*
> *for instance, I might look at that slide and think well that's a*
> *better idea than the one I would have come up with, so I rather*
> *go with that one, so sometimes you learn from how other people*
> *do things. You realise that in a way we are all part of the team*
> *so it is good to share and it's good to draw on other people's*
> *expertise."*

Overall, respondents claim that they learn from experience and from their peers. The next section shows how some of their practices changed as a consequence of reflecting and learning through adapting materials.

4.5.3 Changing practices

Participants claimed that reusing materials created by other teachers helped them to understand a number of aspects of online language teaching.

a. Understanding online teaching better

Some respondents contended that, as a result of using and adapting other teachers' materials, they felt they understood the constraints of online language teaching better. Some implied that they realised students' needs were different when learning online. For example, some indicated that they appreciated some of the complexities of beginners' learning online by looking at how colleagues had developed their materials.

b. Creating better quality resources

Almost all remarked that they understood there was a need for high-quality materials online. Some participants clearly stated that looking at their colleagues' materials helped them develop resources that were more student-centred, or pitched at a more appropriate level. One said she was trying to create slides that were more interactive. Almost all respondents observed that their own materials had improved as a result of using others'.

c. Changing teaching approaches

Most respondents noted that they had learnt different ways of teaching. One respondent declared that she had altered her approach to teaching a specific grammar point as a result of reflecting on some ready-made materials for the teaching of the partitive articles in French. This is illustrated in the next example.

Figure 4.4.1 – Example of adaptation that demonstrates a change in teaching approach

Original resource 8   Adapted resource 8

In this example, students were asked to say what they would like to eat for breakfast, using the sentence in blue and items from the fridge from the Original resource 8. In the Adapted resource 8, the image has been kept, but the vocabulary for the food items shown has been provided. As the author of the Adapted resource 8 (Participant 1) explained, she had practised the vocabulary in a previous activity during the tutorial and she wanted to move on to practising how to say 'some' in French. Figure 4.4.1 shows an example of adaptation, where the image of the resource was used, but a different question was suggested and vocabulary prompts added. Through this example, the participant demonstrated that adapting a resource has led her to change her approach to teaching a particular learning objective in French. She explained that for years she had taught the partitive articles through gap-fill types of exercises and she would never have thought of using an image to encourage students to practise that grammar point orally. The example also shows that this respondent has become more aware of copyrights of online materials as she added the source of the original resource on her adapted version. But most importantly, the respondent explained that she tested the activity with a group of students and, following their responses to the resource, she decided to adopt the resource. The resource itself has not been changed much, but the respondent seems to have undertaken a number of reflective steps and considered several aspects of her teaching before she made the changes and before she chose to use the resource with further students. This example illustrates learning from a combination of reusing ready-made materials and learning from experience and feedback from students. Once the teacher found the evidence that the new teaching approach was working, then she adopted it. This example would seem to support Guskey's (2002) theory of teacher change and the order in which teachers proceed to change (section 2.5.5).

There is strong evidence in some of the respondents' words to conclude that some practices have changed as a result of adapting colleagues' materials. This is the case of Participant 3, who observed:

> "Yes, I am sure, it has [changed my practices]. I am sure the
> tutorials… My teaching online is different from what it would have
> been if I hadn't used colleagues' materials because, yes, I am using
> the kinds of screens that other people have thought out, so that
> is going to affect the content and the method of my teaching as
> well, definitely."

As other studies on OER reuse have found (Beaven, 2014; Comas-Quinn et al., 2013), this study shows that teachers do not share the resources they have transformed for their own purposes. The next section describes this finding.

4.6 Category 5: 'Sharing in closed spaces'

The category 'Sharing in closed spaces' (Figure 4.6) is made up of four focused codes: 1) 'Lacking confidence or skills', 2) 'Feeling resources are personal', 3) 'Opposing redistribution', and 4) 'Accepting selective sharing'.

Figure 4.5 – Category 5: 'Sharing in closed spaces'
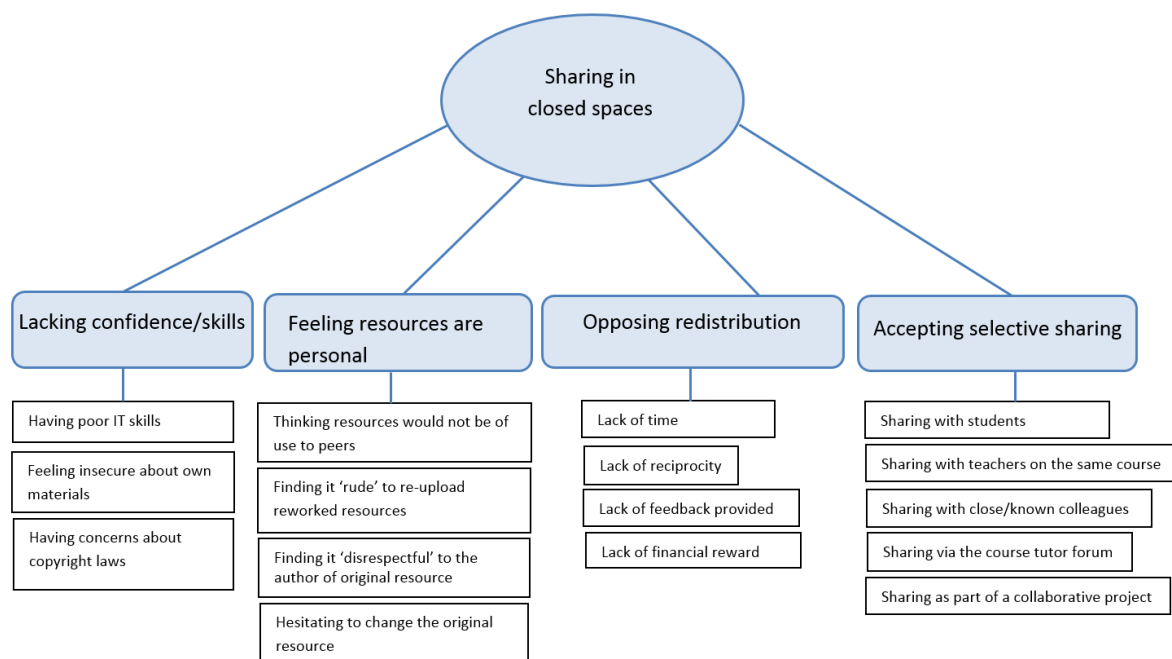
When I conducted the pilot study, one of the respondents said that she was creating and uploading her own resources onto LORO to 'give back to the community'. She explained that she felt she had to contribute as she had been so lucky to be able to use so many ready-made resources when she started to teach online and that it was her turn to contribute. Although sharing and contributing own resources was not the focus of my study initially, I decided to pursue this idea because the other participant I interviewed for the pilot study expressed opposite views on sharing (see section 3.4.3). He indicated clearly that he was not prepared to share his own resources onto LORO because he did not agree with the production model that was fostered by the university, and he was strongly opposed to creating materials for free. In the main study I asked the 17 participants what they thought about sharing and whether they contributed their own resources to the repository. The vast majority of respondents declared that they were in favour of sharing but that they were not contributing their own resources to the repository. They gave several reasons to explain why they

were not 'giving back to the community' which I have grouped in the focused codes: 'Lacking confidence or skills', and 'Opposing redistribution'.

4.6.1 Lacking confidence or skills

Some respondents contended that they did not want to share their resources because they felt insecure about what peers might think of their work. Generally, respondents felt their resources were not of high enough quality for online publication. Some replied that they were not uploading resources into the repository because they did not possess the technical skills required to do so. Participant 11 explained:

> "Well, actually last year I joined a project about creating slides on pronunciation and this was put on LORO, actually because I was doing it with a colleague who was so kind as to put my resources on LORO. Otherwise I wouldn't have a clue how to do it. Basically I am a shy person, so if you ask me to explain what I do, how I teach the grammar, I am very happy to talk to you or give you advice about language resources, text books or whatever, but to publish my resources, technically I have some problems with this – I don't know how to do it."

And, she continued:

> "I would find it rude in a way to re-upload, I have to say I have never uploaded anything. I will be very honest and I have talked about it in my professional development, when your survey came I thought, ok, that would be interesting because that was part of my target for my own development to get more involved in LORO. I'd love to, but I am very honest, I am petrified with it."

A few also mentioned that the barriers related to copyright laws were preventing them from redistributing their resources. Participant 8 admitted:

> "So, first, I redid the images. Sadly, I didn't check the copyright for any of them, I didn't actually learn how to do that until I did the screencast project, and I didn't have the heart to go and change them all".

4.6.2 Feeling resources are personal

The majority expressed in different ways that they thought resources were 'a personal thing'. Some felt that their personal resources would not be of interest or use to anybody else. Two respondents mentioned that re-uploading modified resources in a public space was 'rude' and 'disrespectful' towards the author of the original resource. Other respondents have said they 'didn't want to mess

about' or 'interfere' with the original resources. Some respondents declared they were sometimes hesitant about reusing other colleagues' materials because they were concerned about changing the original intent of the resource. Participant 6 said:

> "I am picking up someone else's ideas and I am adapting them, which means I don't have to start from scratch. The downside to it is that you might not approach something the same way as the author of the slides".

When asked to clarify what he meant by 'downside', he continued:

> "You are not inside the head of the other tutor, if that makes sense, so sometimes things get a little bit lost when we write things, we all write things that other people misunderstand and when we go back to them we sometimes misunderstand them and you end up saying 'what was I thinking of when I wrote that?' and trying to work out the point that you were making, and that I think is what I mean by downside".

4.6.3 Opposing redistribution

A good proportion of respondents declared that they were not redistributing their reworked resources because of time. They explained that producing resources for online publication was extremely time-consuming because the resource had to be clear, well structured, had to come with teaching guidelines and if they contained images they had to be sure that these did not infringe the copyright laws. Therefore, in the view of respondents, uploading their own resources demanded a large amount of work. Some respondents added that, generally, contributors received no feedback on their resources through the repository and that there was a lack of reciprocity, which means that not all users contributed equally. Some stated that they were against the voluntary production model of the repository and were resisting uploading their own resources or the ones they adapted for free.

Participant 5 summarised these views well:

> "I do think that if you want to have a vibrant online community of practice you need to have reciprocity and I feel that on the one hand, I am not doing my bit, and on the other hand, I've got other things to do, and all that. There is always the problem of the business model. […] Firstly, it's all very well to do everything for free, but my time is not free and I am trying to make a living, so why should I put out my resources, when you know, for my other job, nobody prepares my resources for me."

4.6.3 Accepting selective sharing

However, it would not be true to say that respondents kept for themselves all the resources they adapted or created. All participants said that they shared their adapted and newly created resources with their students. Respondents declared that the adapted and newly created resources were used in tutorials as a vehicle for trial and error. Teachers of the English modules (Exploring Languages and Cultures, for example) stated that they shared their materials with students as their 'personal stance on the course materials'. Respondents were also happy to share materials as what they believed to be the best way to teach whatever learning objectives students needed to achieve to pass the assessments and the course. Some respondents explained that they made their resources user-friendly for sharing with students who could not attend tutorials.

All respondents expressed willingness to share their materials with colleagues they knew personally, were close to geographically or with whom they taught on the same course. Thus, respondents stipulated that they willingly shared their resources on a course forum, (the online tool through which teachers delivering the same course can communicate). They revealed that they distributed their resources to colleagues of the same geographical area, whom they occasionally had the opportunity to meet face-to-face. Nevertheless, participants who had been contributing resources as part of an OU-based OER project were willing to share their resources online. They said that their involvement in OER creation and sharing projects gave them the necessary skills to upload their resources confidently. Therefore, it seems from this study that the majority of resources which have been adapted or created are not redistributed in the public repository. Participant 7 said:

> *"I do put them back on the tutor forum, after I reworked these slides I put them back on the forum and explain where these had originated from and so that everyone could see and then have a conversation with the colleague whose original materials these were. Yes, there was a discussion about it. Yes, I did re-share."*

Participant 5, who had raised concerns about sharing her own resources for free, also said:

> *"When I took part in a collaborative project, we were supposed to design LORO resources for dyslexic students, it was ok because we got loads of feedback, you know, it was a project, we were paid for it, we were working towards the same objectives, this is not the same when you upload your resources on LORO as a tutor."*

Having described the five categories that explain the OER reuse process, I now turn to present the three types of users which have emerged from the data. In the next chapter, I discuss the grounded theory formed by the five categories in relation to each type of OER users.

4.7 Types of OER users

By way of comparing data with data (see section 3.4.4.c), I proceeded to drawing a profile for each participant (Appendix J) and I established a list of characteristics for each participant. I then coded the characteristics and was able to identify three main types of users. Each user type is described in Table 4.1 (p.115-116). They are the OER passive user, the OER active adopter and the OER innovative re-designer. They display different attitudes towards the technology, reusing resources, adaptation and sharing. They have different practices with regard to online teaching and students' needs.

4.8 Conclusion

This chapter has described the findings that emerged from the analysis of the 17 interview transcripts collected during this study. The emergent grounded theory is composed of five categories: 1) Finding inspiration, 2) Re-appropriating, 3) Reflecting, 4) Learning and developing, and 5) Sharing in closed spaces. The comparative method as a way to triangulate the data enabled the emergence of further findings: three different types of OER users: passive users, active adopters and innovative re-designers. The data collected during this study explain the activities that teachers engage with when they use, adapt and repurpose resources created by colleagues. The next chapter discusses how each category addresses the research questions, whether users are OER passive users, OER active adopters or OER innovative re-designers.

Table 4.1 – Types of OER users

	OER passive user	OER active adopter	OER innovative re-designer
TECHNOLOGY			
	Feeling frustrated/unsure about the technical aspect	Feeling relatively at ease with the technology	Enjoying working with the technology
		Being pragmatic about the technology	IT-savvy
			Feeling confident with online tools
			Feeling confident about creating own materials
REUSING RESOURCES			
	Finding OER not flexible enough	Trusting the source	Looking for resources to save time
	Finding OER of poor quality generally	Being grateful for other people's materials	Finding metadata really important
	Having very strong teaching beliefs	Making materials their own	Understanding CC licenses
	Not wanting to interfere with other people's materials	Using reusable visuals saves a lot of time	
	Having poor/no knowledge of CC licenses	Aware of CC licenses to a degree	
ADAPTATION			
	Time-consuming	Means adding, changing, modifying	Identifying ideas from other people's materials that can be repurposed easily
	Adapting from materials used for face-to-face tutorials	Enhancing ready-made materials	Adapting to fit teaching style, not necessarily modifying original pedagogical intent
	Creating own materials from scratch mainly	Modifying own materials as a consequence of looking at others'	Adapting resources from other languages (translating)
SHARING			
	Not at ease with sharing because of lack of confidence in own materials, lack of IT skills or lack of time	Own resources are not useful to others	Sharing is good, but do not practise it for lack of time, especially for finding the right license
	Materials can be criticised or adapted inappropriately	Refusing to contribute own materials for free	

	OER passive user	**OER active adopter**	**OER innovative re-designer**
ONLINE TEACHING			
	Displaying static teaching methodologies	Teaching guidelines used initially	Making a clear difference between technical and pedagogical training
	Not using teaching guidelines much	Having clear teaching objectives for online tutorials	Having strong teaching beliefs
	Having strong teaching beliefs		Teaching guidelines are essential as a creator of resources, not really as a secondary user
			Defining own pedagogy while re-appropriating resources
STUDENTS' NEEDS			
	Getting students to do activities that teachers think are good for their learning	Taking students' needs into consideration	Reflecting on students' needs
			Getting students to work things out for themselves
PROFESSIONAL LEARNING			
	Preferring working with colleagues they know	Thinking that the value of a resource lies in the way it is used	Learning about their own teaching principles
	Saying they reflect and learn	Reflecting on own approaches through adapting resources	OER champions and OER project members
			Developing through working with peers online

CHAPTER 5 – DISCUSSION

5.1 Introduction

The current enquiry, in its use of grounded theory, seeks to illuminate the reuse phenomenon amongst a group of online language teachers using ready-made resources to prepare for synchronous online tutorials in a context of online and distance education. Chapter 4 presented the five emergent categories: **1. Finding inspiration**, **2. Re-appropriating**, **3. Reflecting**, **4. Learning and developing** and **5. Sharing in closed spaces**, and also three types of users: **OER passive users**, **OER active adopters** and **OER innovative re-designers**. In this chapter, I go on to discuss how the five categories answer the three research questions in relation to the types of users that have emerged from my research. In the second section, I present the overarching finding of the study, drawing conclusions from the findings and comparing my conclusions with results from similar studies in order to make recommendations for future research in the final chapter.

5.2 The five categories

In this section, I discuss how each category answers the research questions in relation to the type of users as described in section 4.7.

5.2.1 Finding inspiration

The **first research question** was to identify the activities that teachers engage with when they search for, use and adapt online resources. Firstly, I found that all participants searched for inspiration in browsing through their colleagues' materials. This finding is consistent with that of Weller et al. (2015) who also found that teachers use OER to draw inspiration. However, the current study indicates that some respondents were critical of resources located in a public domain and were selective in their choices. The OER passive users tended to find the resources not 'flexible enough' or of 'poor quality', and therefore they used resources sparingly. Furthermore, some of the passive users, long term OU teachers, indicated that they were reluctant to make the transfer from face-to-face to online teaching. The same participants, although users of resources, expressed, if not a negative, at least a more reserved attitude towards creating and using OER. Four out of the five OER passive users believed that nothing compared with traditional classroom for teaching and learning a foreign language. Here is what they said:

> 'When I started at the OU, teaching online was my
> big fear; I am not very keen… I am quite clumsy with

> *the technology, so I had quite a mental barrier about it.*
> *Teaching languages online sounded very weird to me*
> *because languages to me is about communication and*
> *for me communication is mainly face-to-face communication,*
> *except when using the telephone. So I started with*
> *Lyceum with some reluctance.'* (Participant 2)

> *'It is very difficult to insert a game online, it would take*
> *too long or it would have to take half the tutorial.'* (Participant 5)

> *'A lot of us teachers were not used to it at all and we*
> *had to be on board and we had to believe in it and I*
> *must say for most of us including me we did not believe*
> *in it, but bit by bit I guess you get used to it, you learn*
> *to adapt, you learn the tricks of the trade'.* (Participant 11)

> *'It's not about the pedagogy behind the material because*
> *there are some really good things - it was just the technological*
> *side of things, and also when you have been teaching with*
> *material... using some exercises that have worked really*
> *well you want to carry on doing that.'* (Participant 13)

Conversely, the OER active adopters tended to be 'grateful' for the ready-made resources, while the OER innovative re-designers used other people's materials primarily to save time and to find new inspiring ideas to recreate their own materials.

Generally, all users browsed to find new ideas or complement their existing materials, and to find out how and what their peers teach. However, motivation for looking at how colleagues teach was different according to user type. For example, three active adopters sought reassurance that their materials 'follow the curriculum'. They were concerned to offer a 'standardised' experience to their students. This finding related to standardised teaching is a new insight, as it has not been mentioned in previous work on OER reuse before, to my knowledge. It is likely to be related to the context of distance learning, where a pool of tutors teach groups of learners studying the same course across many localisations.

In sum, different types of users have different motives for browsing through materials created by colleagues. A striking point that distinguishes users' attitudes and behaviours towards OER reuse is their different views with regard to online teaching.

5.2.2 Re-appropriating

Concerning **the first research question**, I also found that teachers re-appropriated materials as they used and adapted them. Creators of OER produce generic materials that avoid taking into account all users' local needs and contexts, in order to make these materials as reusable as possible. It is what

Wiley (2013b) described as 'the reusability paradox' explaining that 'the more context a learning object has, the more a learner can learn from it. To make learning objects maximally reusable, learning objects should contain as little context as possible. Therefore, pedagogical effectiveness and potential for reuse are completely as odds with one another' (https://cnx.org/contents/2tQZVsKy@19/The-Reusability-Paradox). It is therefore not surprising that the more reuse there is, the more adaptation to suit local needs and contexts. However, the degree to which resources are re-appropriated depends on the type of users. OER passive users said that adapting resources took time, particularly if images needed replacing. OER innovative re-designers liked to use resources from 'trusted' colleagues, as they found that a ready-made activity that could easily be adapted and used was time-saving. This outcome is contradictory to other empirical studies such as Pegler's (2011) who found that all users considered OER reuse time-consuming. A possible explanation for this might be that teachers' opinions of time issues are dependent on their level of confidence in and attitude towards the technology. It is a requirement for OU part-time teachers to have appropriate IT skills since they have a contractual obligation to teach via a variety of online platforms. As a result, OU teachers are more likely to know how to use the technology, compared perhaps to other studies' participants. My study shows that the more IT-savvy OER users were, the more they found that adapting was time-saving (see section 4.7).

Through examples of adapted resources, OER passive users also showed that they preferred to adapt materials they had either used successfully in face-to-face contexts or been given by trusted colleagues, rather than digital materials from the repository. Appendices N1 and N2 show that a clear difference appears in the style of resources (and, one can assume, in the teaching style) between OER passive users and innovative re-designers. OER passive users' resources appear more traditional, structured and linear. Their resources contain more text and are less visual. OER active adopters and innovative re-designers preferred to appropriate the materials to make them more interactive and more student-centred, which often required technical adaptations.

Regardless of the types of adaptation, and consistent with Beaven (2014), Cutrim Schmid and Whyte (2012) and Nikoï et al., (2011), all users made changes to resources they downloaded from the repository to gain ownership of those resources. This also accords with Tomlinson (2011) who showed that teachers adapt materials to make them their own. It seems therefore that practices towards material adaptation, whether from textbooks or digital materials, do not differ. All teachers aim to gain ownership of their materials, whichever resources they use as a form of inspiration. This finding could potentially challenge the idea that OER reuse would save resources and costs in higher education (Downes, 2007). If teachers use OER for inspiration only, and not in their original form,

reuse does not fulfill the expectation that it will save educational institutions time and resources, and therefore costs.

All teachers who were interviewed aimed to re-appropriate OER; however, they re-appropriated the resources in a variety of ways, as other studies have also shown (for example, Okada et al., 2012). Some of the teachers made minor changes, while others adapted or re-designed new activities and new resources. Overall, this study shows that OER passive users do not use or adapt extensively, while OER active adopters frequently use and adapt materials produced by other colleagues. Active adopters might edit slides, add instructions or change activities. OER innovative re-designers take ideas from resources and recreate new ones, keeping the same model, making technical adjustments.

The variations in re-appropriation practices displayed through the different adapted resources shown in this study are also supported by the choice of words by participants, as summarised in Appendix K. Participants 2, 5, 11, 13 and 14 (OER passive users) choose words to suggest that they use resources in their original form, tweak or create from scratch. They employ few verbs describing adapting, remixing, or changing. On the other hand, Participants 1, 3, 6, 7, 9, 10, 15 and 17 (OER active adopters) use a wider range of verbs, implying that they adapt more and opt for more sophisticated forms of reuse. Similarly, Participants 4, 8, 12, and 16 (OER innovative re-designers) tend to 'change', 're-do', 're-write' and 're-create'.

The teachers re-appropriate materials in different ways and the level and degree of adaptations vary according to user type. If the resources are merely mediating artefacts, and teachers re-appropriate them anyway, how can OER transform teaching practices? The next two categories aim to address this question.

5.2.3 Reflecting

The second research question sought to determine how online language teachers develop through reusing and adapting online resources. The category 'reflecting' addresses this question.

The examples of adapted and reworked resources described in Chapter 4 demonstrate that all teachers interviewed in this study, regardless of their user type, engage in self-reflection about their materials, their teaching approaches online and more specifically their students' needs. The reflection happens at two different points in the reuse process, along the lines of Schön's (1983)

reflection 'in' and 'on' action. First, the teachers reflect during the browsing and choosing phase (Category 1: 'Finding inspiration'). During this phase, they reflect on previous tutorials and previous materials used, thinking through the activities that worked, and the ones that did not work. During this material evaluation phase, teachers often talk about 'understanding the resource' or looking for 'something that makes sense' (section 4.2.3). In most cases, regardless of their user type, the teachers reflect on the resources in relation to their own beliefs about teaching languages online (section 4.4.2), for example:

> *[…]I think people will always come to their own conclusions about the methodology that works for them and the kind of materials that will support that methodology. I think it is about putting methodology and pedagogy first and putting materials and technology second.* (Participant 3)

> *[…] I think that resources from LORO help me to keep my feet on the ground and help me to realise that I have to go through the basic explanations maybe even more than I would with face-to-face students. Yes OU resources help me to develop, and yes - I use them, not a lot but they definitely give me a different point of view'.* (Participant 2)

The second reflection phase happens during re-appropriation and creation of new materials (Category 2: 'Re-appropriating'). While reflecting during preparation for the tutorial phase, the teachers think about the need to present their materials clearly and effectively for oral communication online. Examples of re-appropriation and creation of new resources illustrate this; for example the added coloured background increasing legibility for students with learning difficulties (Adapted resources 1, 3 and 4), or the following comment:

> *'And, now that I think about it, I could do even better than that. If I wanted to break it into more activities, I could even separate the example and just get them to move things. Yes, I think I should do that.'* (Participant 4)

Reflective practice is key to progressive development of professionals that enables them to become reflective practitioners (Schön, 1983). Through providing examples of reuse, the teachers took the opportunity to reflect on their teaching practices and beliefs. The comments and reflections they provided while explaining the changes they had made to OER arose naturally without any prompt. The activities of selection and re-appropriation of materials generated natural self-reflection.

This study indicates therefore that when teachers are given time and opportunities to talk about practices, they enjoy reflecting on pedagogy and online teaching thoroughly. This study therefore

provides evidence supporting Weller et al.'s (2015) first part of their fifth hypothesis that 'use of OER leads to critical reflection by educators'. The second part of the hypothesis 'with evidence of improvement in their practice' is discussed under 'learning and developing'. Does critical reflection lead to changes in practices?

5.2.4 Learning and developing

The third research question set out to find out whether online resources created by other practitioners led to changes in teaching practices. The category 'Learning and developing' addresses this research question to an extent. All participants declared that they were learning through reuse and adaptation. They demonstrated that adapting resources led them to reflect on their materials and teaching approaches. It is difficult, however, to find strong evidence of changes in practices.

All respondents said that they learnt by using and adapting colleagues' resources. However, it is difficult to demonstrate evidence of learning and developing when relying on respondents' self-reporting only (this is further discussed in section 6.4). When asked whether reuse had helped them in changing their practices in any way, four participants answered:

> *'Yes, I think it does because every time you look at someone else's materials you think about how you could use it and it makes you think about how the students will react to something they put up and you think how are they going to like this, are they going to able to work with this, is it going to inspire them in some way. So yes, it has made me reflect on those kinds of things'.* (Participant 14)

> *'Definitely, for one thing by looking for resources I have found things that I would have never thought about, which has been really exciting and I have been happy to find something new to do. I have definitely gained massively from having other people put their outlook on teaching. It has given me a new way of seeing how these things can be taught, for which I am very grateful'.* (Participant 17)

> *'Yes, because initially when I first started to teach online I was quite green, it would have been more or less a series of PowerPoint materials, now I have become more experienced and I have looked at other people's materials for instance XX and XX on LB160 their tutorials are very interactive, they use the whiteboards and the students move things on the screen. If I hadn't possibly seen that, those sorts of materials as examples I wouldn't have developed in those other areas'.* (Participant 10)

> *'Yes, I am sure it has. I am sure the tutorials … my teaching*

111

> *online is different from what it would have been if I hadn't*
> *used colleagues' materials because yes, I am using the*
> *kinds of screens that other people have thought out, so that*
> *is going to affect the content and the method of teaching as*
> *well, definitely'.* (Participant 8)

Although it appears that these four participants clearly believed that looking at colleagues' materials had enabled them to think about different ways of teaching, none of them showed any obvious examples of reworked resources that demonstrated convincing changes in practice that might have enabled me to verify their declaration.

In some cases, there is stronger evidence of change. Examples of adapted resources show that using and adapting OER led to improved materials: most respondents mentioned that, as a result of adapting colleagues' materials, they have made their own more student-centred, more interactive, more visually attractive, clearer, and overall more suitable for online teaching (section 4.5.3). This was also found by Weller et al. (2015). Through his choice of words, Participant 3 suggested that changes in his practice had occurred:

> *'And so, **what I am increasingly doing** is just trying to*
> *put things into bite-sized chunks so the students can*
> *just look at and then revise; I think the slides that I have*
> *borrowed from LORO help me to improve my presentation*
> *and practice of particular language points. I think the*
> *slides help me to improve my teaching insofar as they*
> *provide resources that, probably if I were to do these myself,*
> *I perhaps could do them but it would take a very long time*
> *to develop something as professional-looking as that; **what***
> ***I tend to do more and more now is**…'*

Similarly, Participant 14 seemed to suggest changing practices in presenting materials as well:

> *'**I have learnt** that I need to make things very clear*
> *to students in an online situation because we don't*
> *have as much time as we did in face-to-face tutorials,*
> *where I am able to explain everything. […] **I think that's***
> ***what I have learnt. I have tried to use slides that are more***
> ***self-evident'**.*

There seems to be an overall feeling from participants that using colleagues' materials influences material design and teaching techniques. Strong evidence of this is only shown from Participants 3 and 14 who said that they had changed the ways their resources were presented and put to students in tutorials. However, even in those cases, can a critical reflection on material design lead to profound changes in their teaching approaches or beliefs?

112

As teachers described the changes they had made to the resources, they discussed their teaching beliefs at the same time and articulated effectively their reasons for the modifications (Appendix L). The respondents had precise ideas about what they wanted to achieve during their tutorials, and the changes were clearly linked to their teaching objectives and students' learning outcomes. It seems that the changes were led by their beliefs and ideas about language teaching. Teachers who preferred static resources, for example, tended to want to do grammar lessons, as they believed it was an important aspect of the language learning. They articulated clearly the reasons for the screens they used. Similarly, teachers who used interactive resources seemed to expect students to be active, revise the vocabulary and come up with the grammar rules by themselves. Teachers who practised such activities worked with students in the context of a task, which is symptomatic of teachers who see themselves as facilitators of learning, rather than teachers in the traditional sense (see for example, the quote from Participant 11 in section 4.4.2.a). Similarly, participants who provided scaffoldings and added prompts to original resources aimed to facilitate oral production (see Adapted resource 1 from Participant 5).

Based on these findings, my assumption is that the more teachers are attached to and engrained in their teaching approaches and beliefs, the less they are likely to change as a result of influence from colleagues through OER reuse. Only one, possibly two or three participants referred to changes in their teaching approaches or beliefs which I interpret as profound changes. Participant 1, for example, shows some changes (Adapted resource 8, section 4.5.3), which are supported by her choice of words in one of her answers towards the end of her interview:

> […] 'What I feel is that because you haven't created
> the resource yourself, you haven't had the thought
> process on how you are going to tackle it, so you can't
> just take a resource and copy and paste it into your work,
> you've actually got to obviously think about how you are
> going to deliver it. It (reuse) makes you think as a tutor.
> It just really opened my mind. It does change your approach.
> It just expands your view. It expands your knowledge of
> approaches, if you wish.'

Participant 2's statement in section 5.2.3 also indicates that transformations of her online teaching techniques are likely to have occurred as a result of reusing other colleagues' materials.

Learning and developing are individual matters. This study shows that, contrary to the previous three categories, the 'learning and developing' category varies according to individuals rather than user type. Most participants (Participants 4, 6, 7, 8, 10, 11, 12, 13, 15 and 17) declared that they

113

have learnt and changed practices following reuse, but they do not use words such as: 'what I do more of now is…', or 'what I have changed is…', despite being asked the specific question: 'what new approaches have you adopted as a result of using colleagues' materials?'. Only four participants showed through examples or language that some changes had occurred in their teaching practices (Participants 1, 2, 3 and 14). Indeed, some (Participants 5, 9 and 16) declared that OER reuse has not changed their teaching methodologies or practices at all. Participants 5, 9, and 16 all belong to different categories of users: Participant 5 is in the OER passive user type, Participant 8 is among the OER active adopters, and Participant 16 is an OER innovative re-designer. Therefore, it is safe to say that this attitude towards reuse is not characteristic of one specific user type but is probably related to how strong individuals' teaching methodologies and beliefs are.

Noteworthy is the fact that respondents who indicated or demonstrated the most signs of learning are OER passive users or OER active adopters. All OER innovative re-designers failed to demonstrate clear changes in their practices. For example, Participant 4 said that using a 'trusted' colleague's idea saved her time. She explained that she liked and used original resource 9 (Figure 5.1) because it corresponded to her teaching methodologies. She recreated a brand new resource (Adapted resource 9) for her context and needs, replicating a colleague's idea, because it suited her own teaching approach. In that sense, I would argue that her teaching methodologies have not altered as she kept her style of teaching and usual practices. Using somebody else's materials merely gave her a good idea for a tutorial activity. Conversely, Participant 2, who said that she realised she needed to have more approachable slides for weaker students, provides evidence that there has been a clear change in her thinking process about online teaching. She realised that she had to make a change in the content and presentation of her slides to accommodate weaker students better than she used to.

Figure 5.1 – Re-creating a resource following the same model as the original resource

Original resource 9   Adapted resource 9

As teachers look for resources that match their teaching beliefs (sections 4.2.3 and 4.4.2), it seems that OER users do not alter their teaching approaches drastically as a result of using other people's materials. The search for 'understanding resources' and 'good resources', and the fact that some resources suit some users and not others, indicate that the choice of resources depend on individuals' understanding of them. The understanding of one particular resource by one individual changes according to that individual's teaching beliefs, background and personal theories. Teachers look at the resources and form their own interpretations according to what they believe can 'work'. Adapted resource 9, for example, does not give evidence of changes in teaching practices; it merely shows a teacher recreating a resource that would allow her to use her own teaching approaches in her tutorial. Original resource 9 was chosen because the teacher saw an idea that she was able to replicate to suit her own context. Undoubtedly, in this case, inspiration is taking place, but it does not follow that new online pedagogies are used.

Another reason leading me to believe that teachers do not fundamentally change their teaching beliefs or methodologies is the fact that they seldom use the teaching notes attached to resources. They look for resources close to their teaching approaches, so despite the critical reflection about materials and pedagogies, I speculate that teaching practices may change only on the surface. The transformation of resources does not in itself guarantee transformation in teaching practices. The resource in itself is not important; rather, what is important is: what use teachers actually make of them (Mishra, 2017).

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[9] Note that Mary Baber has given permission for this acknowledgement to remain in the Adapted resource 9

Findings show that through open educational practices of OER reuse teachers continue to learn from experience and from each other. They all explained that they used ready-made resources when they started a new course and when they needed to refresh their materials, but as they became more confident with the online teaching environments and digital materials, they progressively created their own. OER adoption and adaptation allow teachers to learn through trial and error and to experiment through tutorials and students' feedback. Teachers continually aim to produce the best resources for their students.

The findings for 'Learning and developing' are significant in three respects: first, using and adapting lead clearly to critical reflection about own materials and teaching approaches and allow for trial and error as well as experimentation with students. Second, respondents declared that reuse of colleagues' resources lead to changes in material design and quality, and for some lead to changes in online teaching practices, although this is not supported by strong evidence in this study. Third, the adaptations are guided by teaching beliefs and methodologies. When teachers say that they have improved or changed their practice, they appear to imply that it is their materials and activities that have improved. For example, Participant 13 said:

> *"It has enriched me, I have opened my eyes on the*
> *different ways of thinking which is good because you*
> *know you can't always be doing the same things, so*
> *in the way of presenting things and also the types of*
> *activities I think it is enriching, enlightening […] colleagues*
> *are very good source of inspiration and often the materials*
> *are very, very good."*

However, there is little evidence in the examples displayed during the interviews or in the language they used to suggest that their deeply engrained teaching beliefs and methodologies have improved or changed as a result of being inspired by other teachers' ideas.

5.2.5 Sharing in closed spaces

The category 'Sharing in closed spaces' addresses **research question 3**, providing further insights into open practices, in general. This research shows that OER reuse reinforces the belief that teachers develop through finding inspiration from colleagues, re-appropriating materials, reflecting and learning by trial and error, while experimenting with students. It also shows that teachers retain the new resources they produce for reuse with students and sharing with close colleagues, supporting Willis and Pegler's (2016) theory of 'the zones of proximity' (section 2.3.1). This study suggests that teachers do not 'redistribute' their newly created resources in public spaces, corroborating the

findings of previous work, such as Beaven (2014), Comas-Quinn et al. (2013), Browne et al., (2010). Participants in the current study gave several reasons as to why they did not 'redistribute'. First, new content was often created with one purpose in mind: to suit a specific group of students. Teachers then believed that the tailored-made created content was of no use or value to others. This was also found by Beaven (2014). Second, some teachers retained their content because they generally opposed the production model currently practised at the OU: OER are created by a hybrid model consisting of a centralised team (paid) and a community of contributors, who create and share content through good will, for free. Third, teachers did not 'redistribute' in repositories because it required too much work, and therefore time, to present a resource for online publication. The lack of knowledge or understanding of CC licences and the lack of technological skills were additional barriers that prevented teachers from 'redistributing' in repositories, according to the current study. Finally, the lack of feedback and comments received on resources and the lack of reciprocity were also mentioned.

For Wiley (2014), open pedagogy and openness are realised on the condition that resources are retained, reused, revised, remixed, and redistributed. According to Wiley (2017d) the transformation of education can only take place providing the five rights (section 2.2.2.c) are exercised to allow for teachers to build on each other's knowledge and create new knowledge and recreate better quality resources. The examples provided in the current study demonstrate that improvement of resources occurs and learning about online pedagogies possibly occurs, and that new resources (new knowledge) are created for use in tutorials. Practitioners use and adapt ready-made materials for their quality and trusted source in the first place, so starting from quality-checked materials, they produced improved materials based on resources they had re-appropriated to suit their students' needs and particular requirements. Adapted and reworked resources aim to address students' particular difficulties and needs. We can conjecture that these reworked resources make good educational materials for specific groups of distance language learners, and that teachers are providing these students with a better learning experience. In these situations, OER have fostered better (if not open) practices for small groups of students, and are evidence that the OER movement has achieved its goal, even though the newly created materials have not been redistributed. It follows that the redistribution is not a necessary condition for improved educational practices.

5.3 The OER reuse process explained

My research, in its use of a constructivist grounded theory methodology, explains the reuse process (Figure 5.2) in the context of interactive online language teaching in a distance and online institution of higher education in the UK.

Figure 5.2 – The OER reuse process
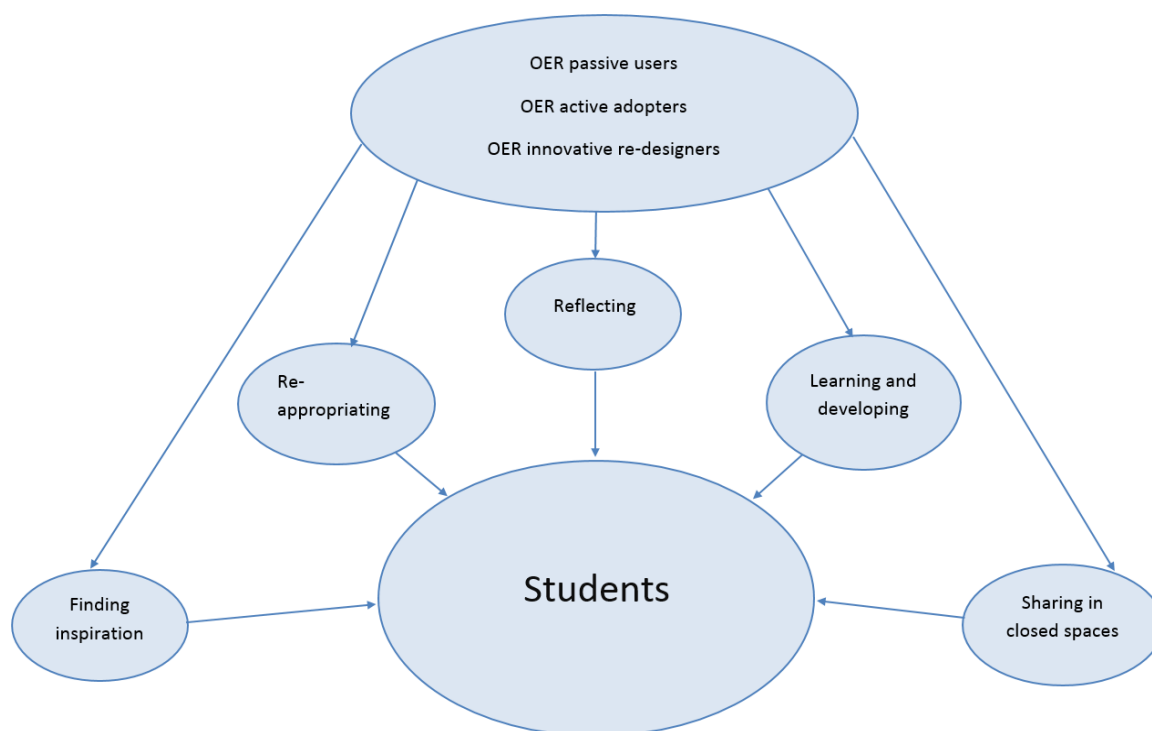
Three different types of users emerge from this study: OER passive users, OER active adopters and OER innovative re-designers (section 4.7). All types of users find inspiration from colleagues' resources, re-appropriate those resources, reflect on their practice, learn and develop through OER reuse and share their newly created resources with students and close peers in private spaces. All five thought processes that the teachers engage with during the reuse process converge towards their students.

The level and intensity of the five activities that occur as a result of reusing colleagues' materials vary according to user type, except for learning and developing which are more linked to individuals' choices and beliefs. Using colleagues' materials is time-saving for users who can find resources that suit their teaching styles and principles and who have the appropriate IT skills to modify original resources. However, it is time-consuming for users who search 'the perfect OER' or those who do not possess the necessary skills to adapt the originals. General attitudes towards and use of

materials that have been produced by others are often linked to users' attitude and disposition towards teaching through the technology. All users re-appropriate resources to gain ownership of their teaching materials, but the level of adaptation depends on technical skills and the changes made to original resources are mainly led by teaching beliefs and students' needs. All users reflect, learn and develop (to an extent) through OER reuse.

OER reuse supports self-reflection on materials and practices, learning from peers and from experience. However, there is little evidence that users collaborate in a community of practice through reuse. All the teachers use ready-made materials when they have a particular need, mostly when they are new to a course or have to teach with a new online platform, or when they need to complement their own materials. In a new teaching situation, OER are generally used more or less in their original form, and ready-made materials are appreciated by teachers. However, as teachers gradually become familiar with the new course or the new teaching tool, they become more confident in creating their own materials, while they continue to search for inspiration and new ideas through colleagues' resources, learning from each other. During the browsing (category 1: 'Finding inspiration') and the creation of new resources (category 2: 'Re-appropriating') stages, collaboration and exchange of ideas occur. However, the collaboration does not seem to follow through the whole reuse process. Collaboration reappears at the end of the reuse process, with the category 3: 'Sharing in closed spaces'. Teachers do not redistribute newly created resources back into the repository for several reasons, including lack of feedback on the usefulness of resources and lack of reciprocity. The 'dialogue' or the feeling of 'being in a staff room', that a few respondents referred to at the browsing stage, does not occur after resources have been re-appropriated and modified. Teachers do not leave comments in the repository or share through the repository either. The collaboration takes part independently of the environment and the resources, as the dialogues and exchanges occur in closed spaces through course forum and small-scale staff development sessions, not within the wider community of language teachers across the world, through the public repository. The re-creation of resources (new knowledge) happens at the individual level, and is not a result of a co-construction of knowledge during interactions. Collaboration on creation and sharing of resources occurs when teachers take part in a formal OER project, for which they get paid. Beyond the funded phase, redistribution in online places does not occur. The community of practice may appear to function at first, as teachers are novices, but it loses its dynamism as members of the community begin to create their own resources and do not participate actively in the repository's activities. Participants in this study said that they constantly needed to refresh their materials and teaching approaches. However, when asked for additional comments at the end of the interview, a

few respondents indicated that the institutional repository LORO was no longer fit for their purpose because they had exhausted its possibilities, and some had already decommitted from using it further. This raises the question: How can a decentralised model of OER production, based around a community of contributors, be sustained? Mishra (2017) imagines:

> *'a scenario in which we are not bothered by business models,*
> *and resources are created by teachers as part of their job and*
> *are shared freely without restrictions. The creation and sharing*
> *of OER need not be specially funded, although it would take a long*
> *time to reach such an ideal situation, where OER are mainstreamed*
> *in teaching and learning'* (p. 374).

So, how can Mishra's (2017) 'ideal situation' be realised? Figure 5.2 shows that, at each stage of the reuse process, the student is the focus of the reuse process. During the browsing phase, when teachers are searching for inspiration, they reflect on the success or failure of materials they have used, based on students' feedback and participation during the tutorials, as a guide. During the adapting and re-creating phase, teachers consider what would work best for their students. The reflection occurs in relation to students' needs and what type of materials would produce the best tutorials for online synchronous language teaching. The 'learning and developing' is driven by the desire to improve students' learning experience rather than to advance professional careers. Teachers learn through trial and error with students' feedback and reactions during tutorials. Finally, reworked resources are produced in the interest of the students to be used with the students. Teachers do not seem to have any intrinsic motivation to share in repositories, as Schuwer and Janssen (2018) also found: 'motivation for sharing and reuse of learning materials for educators and managers is directly related to the ambition to achieve better education for students' (p. 151).

My research aimed to address the issue of lack of evidence of reuse so often reported in the literature. This study shows that OER use and adaptation is common practice in the Department of Languages at the Open University, and that there is clear evidence of adaptation and repurposing of resources. However, this evidence is partly invisible because teachers do not share their newly created resources in the public domain. I concur with Mishra (2017), who advocates that: 'Rather than focusing on the cost savings accrued with OER, the emphasis should be on building a culture of using OER in local contexts', and that 'it is important that OER be created using open and accessible technologies' (p. 377). She continues: 'However, when the passion moves to compulsion, and the use of open formats becomes a mandatory requirement for an educational resource to be considered open, a closed quality is introduced to the situation, a view that only one way of doing things is correct' (p. 377). She suggests then that the requirements that need to be met to make a

resource 'open', meaning that the material is in the public domain and the material is available under an open licence, in effect create barriers to mainstreaming OER. I echo her proposition and I raise the question : Why do educators want teachers to redistribute their resources in the public domain, other than for the sustainability of the movement? I consider that the 'reflecting' and 'learning and sharing' thought processes that occur at local levels in closed spaces are valid and worthwhile for those who engage in these activities. My study suggests that reuse and adaptation have an impact on teaching practices at a specific, local level. In that sense, at this small scale, reuse of OER has lived up to its promise, and should be further promoted with this in mind, among teachers who have not yet taken the OER reuse opportunity. If teachers' main preoccupation and motives for reuse are their students and if teachers reflect and learn through OER reuse, then institutions should rethink professional development sessions, and perhaps also teaching duties, and consider incorporating time for reflection and adaptation of OER in contractual obligations. As Schuwer and Janssen (2018) suggest, institutions should: 'aim at supporting educators by providing them time to develop and allow for appreciation and visibility of good practices' (p. 161). This idea is further explored in the section on recommendations for professional development in Chapter 6.

5.4 Conclusion

In this chapter, I discussed how the five categories emerging from the grounded theory methods of analysis, namely 'finding inspiration', 're-appropriating', 'reflecting', 'learning and developing', and 'sharing in closed spaces', address the three research questions in relation to the types of users that have also emerged from the analysis: OER passive users, OER active adopters and OER innovative re-designers. In the second section, I presented the overarching finding of the study: the OER reuse process, drawing conclusions from the findings and comparing my conclusions with the results from similar studies.

In the final chapter, I summarise the study according to each of the three research questions in turn, I present the contributions that my study makes to theory and practice in the field of OER reuse, and I reflect on the methodology employed in this study and highlight its limitations, before concluding with suggested avenues for further research.

CHAPTER 6 – CONCLUSIONS

In this final chapter, I summarise my research and I consider its contributions to knowledge and practice. I then reflect on the methodology employed to address the research questions and describe the limitations of the study. Finally, I propose avenues to explore for further research before concluding with some recommendations for my own practice, and my final thoughts.

6.1 Summary of research

My research aimed to investigate OER reuse to address the issues identified in my practice, and reflected in the literature review, namely the lack of evidence of reuse and the lack of evidence OER have on teaching practices. The present study was also designed to provide a qualitative enquiry within the specific context of synchronous online language teaching for distance and online learners. These aims were important because they built on recent critical claims (Cronin, 2018; DeRosa and Robison, 2017; Mishra, 2017; Schuwer and Janssen, 2018) that researchers need to investigate the practices with OER rather than OER itself. To achieve these aims, three research questions were raised:

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1. What activities do teachers engage with when they search for and adapt online resources?
2. How do online language teachers develop through reusing and adapting online resources?
3. Does reuse of online resources created by other practitioners lead to changes in teaching practices?

A constructivist grounded theory methodology (Chapter 3) was designed to address the research questions. Data were collected via 17 online interviews with OU part-time language teachers and then analysed using Charmaz's (2014) guidelines, including a three-phase coding and the comparative method. The findings that emerged from the analysis are presented in Chapter 4, under five categories: 1. 'Finding inspiration', 2. 'Re-appropriating', 3. 'Reflecting', 4. 'Learning and developing', and 5. 'Sharing in closed spaces'; as well as three types of OER users: OER passive users, OER active adopters and OER innovative re-designers. The discussion (Chapter 5) is summarised below by research question. The terms 'users' and 'teachers' used in this chapter refer to the research participants.

1. What activities do teachers engage with when they search for and adapt online resources?

All types of OER users browse through materials produced by colleagues to find inspiration. Users look for reusable resources, which they may define as meaningful, adaptable, good quality or that can be trusted. All users search for resources that match their teaching methodologies and beliefs, as they 'see' straight away how these resources can be reused. However, even if the resources match teaching styles and approaches, they are adapted, modified and re-appropriated in order for users to gain ownership of teaching materials. Re-appropriation is not a homogenous activity; it takes a variety of forms. The technical level of adaptation often depends on the type of users. The OER passive users refrain from making technical changes as they are usually lacking in confidence and technical abilities. The pedagogical level of adaptation is usually linked to the teaching methodologies and beliefs. The resources are never perfectly suited to teaching styles, beliefs, local contexts or students' needs. OER users engage in a variety of changes: they may change the look of a resource, change images, add or delete text, modify activities, remix several resources or recreate new resources, all of which are intended to accommodate teaching needs.

2. How do online language teachers develop through reusing and adapting online resources?

All types of users reflect on their materials, online pedagogies and students' needs at two points in the reuse process. They reflect in the actions of browsing and of re-appropriating. Looking at materials created by other colleagues makes them evaluate the quality and the clarity of their own materials, and in some instances of their online pedagogies. The teachers also learn by trial and error as they reflect on their teaching as they consider success and failure with the materials they previously used. The teachers learn through adopting ready-made materials, especially when they are new to the profession, new to the teaching environment or to a particular course. As the teachers become more confident with their materials and skills, they gradually adapt and re-appropriate materials. The more experienced the teachers are, the more adapting and recreating take place. Learning through community of practice is effective for pre-service teachers and those teachers who need materials for a new course; however, participatory culture (Cronin, 2018) within community of practice is questioned by the findings of this study.

This study found that generally, the learning is personal and does not depend on user types, as described in section 4.7. However, users who are generally reluctant about teaching languages online, may be more hesitant towards using OER. For example, OER passive users tend to create their own resources based on what they prefer to do in face-to-face situations and may not be looking at online resources very much. Similarly, those users who hold strong beliefs about teaching methodologies and approaches online may adapt, but not necessarily with learning new ways of

teaching in mind. The teachers adapt to make the resources fit their own teaching methodologies more closely. For example, the OER innovative re-designers may recreate a new resource based on an idea from another resource that they would have designed themselves had they come up with that idea in the first place.

3. Does reuse of online resources created by other practitioners lead to changes in teaching practices?
Overall, it is difficult to confirm whether the teachers have radically changed their practices as a result of reusing colleagues' materials, as Kortemeyer (2013) and Browne et al., (2010) also concluded. However, this study identifies early signs of potential transformations in teaching practices. There is some evidence that the teachers have changed the way they present their online materials, which could potentially result in better online tutorials. There is also some evidence that a few participants in this study might have begun to think about online teaching differently as a consequence of using other colleagues' materials. However, this cannot be verified as resources in themselves are not evidence of learning, and thus further research is needed (see section 6.5).

According to this study, OER reuse can transform the way teaching materials are prepared and presented online, and it gives a few ideas to novice teachers about how to tackle online language teaching; but ultimately teachers have to try and test materials with their own students to verify whether these materials are appropriate for their context or not. Until OER users have had the time and space to experiment, it is challenging to be able to confirm that OER can transform teaching practices. Furthermore, this study shows that, in an environment conducive to fostering open practices, the teachers have started to use repositories and have started to try new ways of designing materials. Therefore, some success with OER must be acknowledged; there is strong evidence of reuse and its effects among the small group of people under study in this present research. However, it is not possible to confirm whether their teaching online practices and beliefs have altered dramatically.

Furthermore, one of the most significant findings to emerge from this study is that the teachers use, adapt and remix resources for students' learning benefits. They do not show any strong desire to share their materials back with the community. This finding (see section 5.2.5) is similar to previous studies on OER reuse. It seems that because teachers' motivation to change practices lies in their interest in students' achievement, and because there is no connection between students' achievement and teachers redistributing resources, it is unlikely that the teachers will change and start sharing their resources online. This research indicates that, as they currently see it, the activity of redistributing resources back into an open repository has no impact on their students' learning,

and therefore there is no personal motivation to engage in this new practice. Besides, in the absence of significant incentives for the teachers to upload their resources online, it is understandable that redistribution does not occur.

6.2 Contributions to knowledge and recommendations for practice

The originality of this research lies in its research questions and methodology. Few research papers on OER have investigated open educational practices through the relationship between the resources and the teachers. No research on OER reuse, to my knowledge, uses constructivist grounded theory methodology, except that of Cronin (2018). My research findings will contribute to the field of educational research in several ways, as explained in the following sub-sections.

6.2.1 Knowledge about OER reuse and OEP

Firstly, the three types of OER users emerging from this study provide evidence to support previous frameworks of users' engagement with OER: Cox and Trotter's (2017) OER adoption pyramid, Weller et al.'s (2016) categorisation of users and Wild's (2012) engagement ladder. This study proposes that different types of OER users go through the process of reuse in a variety of ways, depending on their needs and understandings. Overall, this study strengthens the idea developed by Schuwer and Janssen (2018), Cronin (2018) and Weller (2014) that open education has many facets, and while open practices are a commendable objective worldwide, they cannot be imposed at the level of individuals. The findings of this research extend insights into the body of critical literature on open education which contends that OEP 'is complex, personal, contextual, and continually negotiated' (Cronin, 2018, p. 158) and that OER advocates must accept that OER users situate themselves within the continuum from 'less' to 'more' open (Cronin, 2018 p. 164). This study confirms what Cronin (2018) has already suggested, which is that individuals accept, understand, embrace, adopt and adapt or benefit from OER reuse in many different ways. Although OER reuse is mostly invisible, because the teachers do not populate repositories with their adapted and reworked resources, this study illustrates that reuse of OER occurs, and indicates that reuse has an impact on teaching materials and possibly on teaching practices for online language learning. Finally, this study provides a better understanding of the 'reusability' factors that promote the use and adaptation of OER and, in this way, could serve as a guide for resource developers.

6.2.2 Knowledge about teachers' learning and professional development

Secondly, this study provides further evidence that teachers learn through reflection, experience and feedback from students. This finding confirms Guskey's (2002) theory that significant change in teachers' attitudes and beliefs occurs primarily after teachers gain evidence of improvements in students' learning. Newly created resources, tried and tested with students, will be retained for further reuse with students. Teachers have begun to change their practices and use their colleagues' ideas to develop new materials, and will continue to do so as they note that reuse has a positive outcome on their students' progress. It is unlikely that OER become mainstream only as a result of a series of formal professional development sessions on creation, use and sharing of OER. This study also suggests that community of practice may work for novice teachers, but fails to resolve the contradictions between the personal aspect of teachers' professional development and learning and collaboration. Learning occurs at a personal level as teachers practice and experiment with OER. The empirical findings in this study provide a new understanding of the OER potential as a tool for professional self-development.

6.2.3 Recommendations for online language teaching practices and teacher training

The present study is one of the first attempts to thoroughly examine the reuse process. It has shown that the teachers engage in deep reflection about their teaching while they search, adapt and recreate resources. This finding should be a priority for the designers of teachers' professional development for online teaching and use of online repositories. All participants found their participation in this study to be a useful and rare opportunity to reflect on their practices, and some even suggested that such dialogues around the reuse and repurposing of resources should be instigated more frequently. Almost all respondents related reuse of digital resources to online language teaching pedagogies, showing that this area of research is close to their heart and meaningful for their practice. Some teachers raised concerns about the role that sharing resources could play in team-teaching in the context of the new group tuition strategy at the Open University.[10]

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[10] At the time of the study, the OU is changing its tuition policy for tutorials to be delivered by a group of tutors to multiple groups of students.

Therefore, training and development of teachers, users of repositories, should be refocused, from offering training sessions on creating and sharing OER to providing time and space for teachers to adapt and experiment with OER (Schuwer and Janssen, 2018). Professional development sessions in which OER active adopters and OER innovative re-designers could display some of their reworked resources and explain how these directly meet the OU students' learning needs, showing how reuse can benefit students, would make reuse 'visible' at a local context level.

It is crucial that good practices taking place as a result of adapting other people's materials are made visible within the online language teaching community, as models of open pedagogy that serve teachers and learners. As Weller (2014a) argues, the intention 'is not to set out a rigorous orthodoxy as to what constitutes being open, or to expose open to frauds, but to encourage engagement with open practices by academics and institutions' (p. 29).

From my current position as a creator of OER for synchronous language teaching, this research has enabled me to gain a better understanding of 'reusability' and development of materials for synchronous online language teaching. From a teacher-trainer perspective, I would also recommend that primary and secondary users be empowered to lead the development of the second phase of LORO to create a repository that would re-boost usage and foster redistribution.

6.2.4 Implications for the sustainability of the OER movement

This research on the reuse of OER was undertaken at a time when researchers had started a more critical movement by raising some issues related to OER and OEP (DeRosa and Robison, 2017; Schuwer and Janssen, 2018; Cronin, 2018; Nerantzi, 2017). Based on my findings, which suggest that teachers are not interested or willing to share back their reworked resources in public spaces, I would argue that it is now timely and critical to raise the question: why are OER advocates so insistent that teachers create and, perhaps more significantly, share OER?

One of the drivers to encourage the new practice of using and sharing OER is to showcase one's own work and be recognised in the community of open practitioners. However, teachers' reasons for changing practices are personal and they aim to improve students' learning experience, not to enhance teachers' individual progression. In that sense, most teachers are unlikely to share their resources. Does it therefore follow that repositories must be kept dynamic by institutions designing new content continuously to prevent repositories from dying out?

I argue that three possible scenarios may be envisaged:

- Institutions accept that only a minority of OER users are, in return, producers: OER creation and sharing is not mainstream and the decentralised production model based on a community of contributors is unlikely to exist, ever. Institutions continue to fund the production of OER;

- Institutions recognise that there is enough activity of learning and developing in closed spaces and, in that sense, accept the status-quo and consider the movement to be a success, without redistribution of resources in open spaces. Institutions continue to fund the production of OER;

- Institutions provide time and space for all OER users to become producers, by fostering a culture of sharing and collaboration through peer-led professional development sessions for a growing number of teachers to understand the benefits of reuse for teaching and learning, for their students and for themselves.

6.3 Reflections on the methodology

In the spirit of grounded theory, I started my research with an open mind and tried to refrain from imposing preconceived ideas during data collection and analysis. However, given my background in open education, I did not begin my enquiry with a blank sheet. I entered the research field with my experience as materials developer for online and distance learning and teaching as well as my previous research on the usage of the LORO repository. Nonetheless, throughout my data collection and analysis, I employed the guiding principles of grounded theory. I continuously analysed and questioned data through coding, re-coding, comparing codes, and finding sub-categories to arrive at the final five categories. This process allowed me to look for the emergence of unexpected trends and to make connections between the codes. As I observed and questioned the data, it became clear that participants were experiencing OER reuse in different ways. I could identify some similarities across a number of participants and was able to identify three different types of OER users, each having different characteristics. From that point onwards, I was able to explain the categories by comparing data from each type of user's point of view and I arrived at a more comprehensive analysis of the reuse process that emerged from my study. The robustness of the data analysis lies in the cross comparison of categories and types of user, as I now explain.

In accordance with Charmaz (2014), I followed the principle that units of data (word, sentence, paragraph) do not necessarily correspond to an objective meaning. Due to this lack of neutrality, the codes developed in the analysis were largely provisional and were subject to much change. It

seemed a particular piece of data could be viewed from multiple angles and could be connected to different parts of data in different ways. Furthermore, the analysis of data using the principles of interpretative coding made me realise that coding was not as straightforward a procedure as I had originally imagined. Coding for meaning is nebulous and has posed its own particular challenges in the present study. The gradual formation of codes and categories was, in my analysis, rather a tentative process whereby I could see that putting different 'pieces' together would yield different meanings. Thus, my experience was often one of going round and round the data, viewing it from different angles and experimenting with various possibilities for the name of each code.

A further contributory factor to the difficulty in deciding on the label for a code was the absence of an overarching framework for looking at the data. In other words, I did not have an overarching view of which concepts might be included in the schema. Charmaz (2014) does seem to pre-empt this, to an extent, by stating that the analyst should work quickly through a transcript when conducting initial coding, the idea being that one's intuition would automatically provide some cohesion or a 'slant' on the data. However, this did not always happen in my case. I was concerned through the coding and focused coding stages (section 3.4.4.b) that codes were remaining too close to the data and too descriptive.

The 'slant' only started to become clear later on in the analysis. The grouping of codes by research question represented my way of achieving an understanding of the schema that I was constructing (see Appendices I2ii and I3). At this point, I was occupied with devising a schema which worked best for accommodating all the codes generated through initial coding. However, in retrospect, it might have been preferable to have cut out some of the data and been quite selective. I had initially felt I had attempted to encompass all the possible actions and thoughts collected through the interviews. Indeed, the rationale for interviewing one person and using understanding from this to form the basis of questions posed in the interview with the next person (section 3.4.4.c) was to aid comparing and discerning similarities, or to identify possible contrasting views. However, removing some of the early data would have been contrary to the grounded theory philosophy, as the analyst does not necessarily know in early stages which data is relevant or not. The lack of linearity or moving 'upwards' through the 'levels' of abstraction can potentially confuse the analyst, particularly as it involves amending earlier codes and categories. My colour-coded visual tracking of the data shown in Appendices I1, I2i, I2ii and I3, and later in the Figures 4.1 to 4.5 in Chapter 4, represented my way of keeping a personal audit trail. However, the idea of moving back and forth through the data contributes to the impression of going round in circles, feeling at times I was that 'researcher-

bricoleur (euse)' that many qualitative methods researchers have written about. The visuals, as well as writing my thoughts after each interview, and later in my participants' profiles (Appendix J), did help to address this issue and to create order. The researcher's analytical thoughts form the backbone of the analysis as they communicate the grounded theorising – in this case, the reuse process – to the reader. They are instrumental in helping the reader to decipher how the researcher moved from the data to their interpretations. The argument presented in the narrative which constitutes the final grounded theorising is supported by the inclusion of codes and data into the discussion. This contributes to the researcher presenting an argument to the reader that their interpretation is plausible. However, moving from paying close attention to each line in a transcript to creating analytical memos which integrated larger chunks of data presented certain challenges. It was only further into the analysis and the 'discovery' of the three types of users that I started to gain confidence in taking the time to consider the ideas I wished to present.

It is relatively clear then to see how the iterative aspects of forming codes and categories might account for Charmaz's (2014) rejection of qualitative analysis software packages based merely on a code-and-retrieve system. Indeed, the process of splitting and merging, so central to the formation of categories, is largely a case of interpretation. It was not immediately apparent how a computer software could have achieved merging and categorisation similar to mine, and that is the reason why I also rejected the computer packages for qualitative data analysis.

I interpreted Charmaz's guidelines to mean that one does not use specific concepts from literature in order to create codes and categories. As a result, the categories I arrived at did seem tainted with a degree of naivety and simplicity as I was forming them. Furthermore, it seemed to me that the categories were trite, and that I was failing to capture abstract qualities that might have made them more useful to the research. There was a point in my analysis when I thought I had not found much more about OER reuse than what had already been claimed. This was particularly the case for the first two categories: 'Finding inspiration' and 're-appropriating'.

6.4 Limitations of the study

While I find my explanation of the OER reuse process, discussed in Chapter 5, to be relatively cohesive, in retrospect I regret not having drawn on the existing literature on reflective practice and informal learning at an earlier stage in my research journey. This would have provided me with a conceptual framework that I could have used as a lens through which to view my data. When the category 'reflecting' stood out, I realised I had missed an opportunity to explore the idea that OER

can provide a tool for reflection, a relatively new finding in the field of OER reuse. This would, however, have meant that my research would have taken a different shape.

Another limitation to my study concerns the instrument for data collection (the interviews), particularly in relation to research questions two and three on the learning, developing and changing of practices. I can see three possible issues related to interviews as a method for data collection. First, it has been challenging to find strong evidence of learning and changing practices because participants may not have been fully aware of the informal learning that was taking place when reusing OER. Schugurensky (2007) also found that open questions did not lead his participants to provide rich data on informal learning and tacit knowledge. He explains that informal learning is mostly the result of an unconscious process. In other words, respondents cannot easily articulate gains from informal learning acquired during day-to-day activities as they do not think about it, essentially due to the absence of structured activities, set learning objectives, support or assessment that may be included in formal learning programmes.

Secondly, interviews rely on respondents' self-reporting, which has some pitfalls. Schugurensky (2007) stresses that self-reported learning may not correspond to the actual learning. There was always the danger that respondents in this study might provide 'politically correct' (Schugurensky, 2007) answers due to the power relation between myself and the participants (section 3.5.2), particularly with the questions on changing practices. Schugurensky (2007) also warns that a respondent may report learning that may have happened as a consequence of an activity other than OER reuse. For example, respondents could have declared that they have learnt about online pedagogies by looking at colleagues' resources, whereas in fact, it may be that their newly acquired tacit knowledge about teaching online stemmed from practising and experimenting with different techniques with students, or from other professional development activities. Finally, some participants in this study started to use LORO resources nearly ten years ago and may not remember how their practices changed.

The examples of reworked resources shown during the interviews help to counteract the possible pitfalls of self-reporting to an extent, as participants were able to support their statements with visual illustrations, even if, as discussed in Chapter 5, examples demonstrating learning and change were rare.

Thirdly, interviewing is a technique that requires a number of skills. My experience confirms that it is a difficult research procedure, as is often addressed in the body of methodological literature that

deals with interview skills. The pilot study proved valuable for practising interview techniques, and helped me to be better prepared for the main study. I was vigilant to avoid asking leading questions. However, in conversation this risk is always present. That is the reason why I had to take declarations on changing practices with caution when the statements were not supported with visual evidence of changes in practices in the adapted resources.

6.5 Further research

There is a need for further research to develop and build upon the findings of this study.

Firstly, an investigation into the reuse of OER in other disciplines and other educational settings might make it possible to verify whether the findings of this study are limited to language teachers in an institution of higher education in distance and online learning, or whether the insights gained through this study can be generalised to a wider spectrum of teachers. The findings of my study could be tested through a larger-scale survey using the same instruments for data collection with research participants from various disciplines and various institutions in the UK and internationally where the reuse of OER is common practice.

Secondly, further research is needed on teacher change to evaluate whether OER reuse can influence practices, with the view to fully address research question 3, which has only been answered partly in this study, due to its limitations described in section 6.4. Examining teachers' beliefs about OER in relation to online teaching should help clarify how teachers changed (if they did) their approaches to teaching and learning online over time. A longitudinal study including students' performance and teachers' reflections on teaching beliefs and methodologies based on Merizow's (1997) transformative learning theory would have the potential to establish whether OER reuse can influence and change practices.

Thirdly, my findings suggest that research is needed to investigate the reasons why OER advocates are so insistent that teachers create and, perhaps more significantly, share OER. My findings are important because they show that in a certain context, conducive to OER reuse and sharing, redistribution is not in fact common practice. Qualitative research is needed into teachers' attitudes and motivations about participatory culture (Cronin, 2018) and the participation divide (Hargittai and Walejko, 2008) between those individuals who post their content on the web and those who do not, to fully understand the reasons why teachers do not share their resources online. Such

knowledge would give insightful directions to institutions and OER advocates in their pursuit of promoting OER reuse among teachers.

6.6 Final thoughts

My findings relating to OER reuse might not apply to all users of OER. The purpose of this study was to illuminate issues related to reuse of OER for online language teaching in the context of online and distance higher education. Therefore, my findings cannot be generalised to OER users of all academic disciplines or all sectors of education or countries, nor can the findings be generalised to all teachers in the community in this study because of the small number of participants. However, this study provides critical insight into the OER reuse phenomenon and suggests crucial areas for future professional development programmes. Specifically, more emphasis needs to be placed on teachers' self-reflection with OER, rather than just the creation of OER.

Open educational practices have many facets. This study highlights the importance of the offline dimension of OER reuse, which is often ignored or under-researched. It also highlights the fact that language teachers at the OU re-appropriate OER as they aim to make their teaching materials more inclusive, more diverse and more relevant, which is a form of open pedagogy. In itself, making materials more inclusive, more diverse and more relevant is the essence of open education as it was conceived before OER existed. If OER reuse is nurturing this essence of open education, even though the transformations are made and kept offline and therefore elude online scrutiny, it has, in that sense at least, achieved its goal.

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APPENDICES

Appendix A – The Open University model of distance teaching and learning

Course developers

(academic teams, media producers, editors)

Distance learning materials

(books, online activities, online resources, assessment, audio resources, etc.)

Distance teaching materials

(briefings, staff development, online teaching resources, marking notes, etc.)

Students

Part-time teachers (Associate Lecturers)

Distance learning support

(synchronous face-to-face and online tutorials, asynchronous support via forums, emails, learners' community, assessment marking and feedback)

Appendix B – A constructivist paradigm, adapted from Guba and Lincoln (1998)

1. Inquiry Aim: Exploring OER reuse.

⇩

2. Ontology: Reality is relative and multiple.

⇩

3. Epistemology: Knowledge is constructed during social interactions.

⇩

4. Theoretical perspective: interpretivism – the researcher cannot be dissociated from the research.

⇩

5. Method: Constructivist grounded theory – inductive, qualitative inquiry, grounded in data.

⇩

6. Instruments for data collection: Questionnaire for sampling and in-depth interviews.

⇩

7. Methods for data analysis: Coding, focused coding, categorisation, constant comparison between codes and categories. Iterative data analysis. Verification with TROPES software.

⇩

8. Criteria for evaluation: Credibility, originality, resonance, usefulness (Charmaz, 2014).

Appendix C – The methodological choices (marked in blue)

| Step 1: Deciding on the participants | → | LORO users worldwide |
| | → | Open University users only |

Step 2: Deciding on the methods	→	Questionnaires to all OU language tutors	→	Yes, to select participants for interviews, to collect data about participants and to inform interview questions
	→	Interviews	→	Yes, to collect participants' experience of reuse of OER
	→	Focus groups	→	No, as the need is to investigate individuals' experiences and reflections on reuse of OER

Step 3: Deciding on the method for data analysis	→	Mixed methods	→	No, questionnaire not for methods triangulation
	→	Discourse analysis	→	No, no analysis of how respondents recount experiences
	→	Thematic analysis	→	No, analysis of actions using gerunds, not themes
	→	Constructivist grounded theory	→	Yes, following Charmaz's (2014) guidelines

Appendix C – The methodological choices (marked in blue)

Appendix D – Email messages for the selection of interview participants

Email 1 – Text message to Languages ALs
Message title: Questionnaire on reuse of OER

Research project title: Investigation into the reuse of Open Educational Resources for interactive synchronous online language teaching

Dear Associate Lecturers,

I am the Head of French and Lecturer in the Department of Languages at the Open University and I am currently conducting some research on the use and reuse of Open Educational Resources (OER) for online language teaching for an EdD. I am interested in discovering whether the reuse of teaching materials created by others has any impact on your approaches to teaching languages online. I would be very grateful if you could take a few minutes of your time to complete a questionnaire via SurveyMonkey following this link [insert link]. I attach an information sheet about data collection for my research for your information. Please indicate that you have read this information sheet before you start completing the online questionnaire by answering 'yes' to the statement (first question in the questionnaire at the end of the introduction). It should take you no longer than 15 minutes to complete the questionnaire.

If you are interested in taking part in a semi-structured interview as well, please indicate so by answering the very last question of the questionnaire.

I am very grateful for your time and I thank you in advance for your participation.

Regards,

Hélène Pulker

Appendix D – Email messages for the selection of interview participants

Email 2 – Email acknowledgement to respondents to questionnaire who volunteered to take part in an interview

Dear xxx,

Thank you very much for completing the online questionnaire as part of my research in the reuse of Open Educational Resources for language teaching and for putting your name down to take part in an interview.

I will keep a record of your details and, should you be selected for interview, I will contact you in the next two weeks or so to organise a date and time via a Doodle invitation. Interviews should take place between mid-April and end of May 2016 in OULive.

Thank you again. Your participation is truly appreciated.

Kind regards,

Hélène Pulker

Email 3 – Invite to an interview and link to Doodle poll for availabilities
Message title: Invite to take part in an interview on OER reuse

Research project title: Investigation into the reuse of Open Educational Resources for interactive synchronous online language teaching

Dear X,

You recently completed an online survey about your reuse of teaching materials created by others and available from the LORO repository. At the end of the survey you indicated your willingness to volunteer for an interview. You have been selected for interview and I am now contacting you to give you further information and make arrangements to conduct the interview.

The research study is focused on the way online language teachers adapt and re-appropriate teaching materials that have been created by others and on the relevance reuse has on teaching approaches and professional learning and development. The interview will explore this, and you will be asked to show one example of your choice of some material you have re-appropriated for a specific purpose or situation in the context of preparing for a synchronous online language tutorial.

Interviews will be conducted in English and should not last more than one hour. Interviews will take place in OULive. They will be recorded and translated verbatim. The information you provide will be anonymised before anything is written in the final thesis or used in any publication. The interview recording and transcript will not be disclosed to anyone beyond the researcher and supervisors working on and assessing this study. The information you provide will not be linked to your employment records or used in any performance management processes.

Please use this Doodle link http://doodle.com/poll/nr6tcgian3vhisq5 to indicate your availabilities for interview. **Please use 'Participant X' as your name in the Doodle poll for confidentiality reasons**. You will receive confirmation of date and time as well as a link to the online interview room a week

Appendix D – Email messages for the selection of interview participants

before the interview. Please contact me if the proposed date or time of the interview appointment is not suitable.

If you wish to withdraw from the study, you can do this at any time with no adverse consequences. Please contact me, and you will have the opportunity to request that data you have supplied be destroyed at any time in the course of my EdD studies, which are due for completion in October 2017.

Looking forward to receiving your availabilities through Doodle and speaking to you soon,

Regards,

Hélène Pulker

Email 4 – Proposed interview date

Dear X,

Thank you for volunteering to take part in a semi-structured interview for my EdD research on the reuse of OER for online language teaching and for sending me your availabilities so quickly.

This is to let you know that I have allocated your interview slot on [insert date].

A formal email with link to the online room and interview details will follow. In the meantime, if this slot is no longer suitable for you, please do let me know.

Many thanks,

Hélène

Email 5 – Confirmation of interview date to research participants in semi-structured interviews

Message title: Confirmation of interview and consent form
Attached: information sheet + consent form

Dear X,

Thank you for volunteering to take part in a semi-structured interview for my EdD research on the reuse of OER for online language teaching.

I confirm the interview will take place on [insert date] at [insert time slot] in my research private online room at [insert link]. The interview itself will last no longer than one hour, but I have allocated a one and a half hour slot to allow for sound checks and for you to upload the resource(s) you wish to show me during the interview. However, we won't need all that time.

Appendix D – Email messages for the selection of interview participants

The questions for the semi-structured interview will focus on your experience of reusing materials that have been created by others and your example(s) of adaptation. For the latter, I will ask you to explain why you have chosen to reuse that particular resource, which tutorial if was for, what changes you have made to the original resource and why.

The interview, comprising my questions, your answers and all the visuals that you will use will be recorded and transcribed verbatim. The information you provide will be anonymised as far as possible. The interview recording and transcript will not be disclosed to anyone beyond the researcher and supervisors working on and assessing this study. The information you provide will not be linked to your employment records or used in any performance management processes.

I would be grateful if you could read the attached information sheet that outlines the research project and its terms and conditions and sign and return the attached consent form to me by email, prior to the interview, if possible.

If you wish to withdraw from the study, you can do this at any time with no adverse consequences. Please contact me and you will have the opportunity to request that data you have supplied be destroyed at any time in the course of my EdD studies, which are due for completion in October 2017.

Looking forward to speaking to you soon.

Kind regards,

Hélène Pulker

Email 6 – Thank you for attending interview and request for a possible second interview
Message title: Thank you

Dear X,

This email is to thank you very much for agreeing to answer my questions during your interview of [insert date] 2016. Our conversation on the reuse of OER for language teaching and the examples you showed me will be extremely useful indeed for my study.

I hope my research will be useful for language teaching online and I will share my findings with anybody who is interested in reading them as soon as they are publishable.

In the meantime, thank you for giving me your time so freely. Your contribution is truly appreciated.

Kind regards,

Hélène Pulker

Appendix E – Online Questionnaire

This questionnaire is part of an EdD investigation into the reuse and repurposing of the online teaching resources created for synchronous online tutorials accessible from the LORO repository. The study seeks to investigate how language teachers experience the reuse and adaptation of materials that have been produced by others. This questionnaire is not designed to do an evaluation of the materials made available for online tutorials. All information provided in this questionnaire is anonymous and will remain strictly confidential. Data will be used for the sole purpose of this research.
If you have any questions, please contact Hélène Pulker at: helene.pulker@open.ac.uk
Thank you for your participation.

1. I have read the information sheet attached to the email inviting me to take part in this questionnaire and I agree with the terms and conditions of this research project.

○ Yes

○ No

Appendix E – Online Questionnaire

Demographics

2. Are you male or female?

- ○ Male
- ○ Female
- ○ Prefer not to say

3. What is your age?

- ○ 21 to 30
- ○ 31 to 40
- ○ 41 to 50
- ○ 51 to 60
- ○ over 60

4. Where did you go to secondary school?

- ○ UK (not Scotland)
- ○ Scotland
- ○ North America
- ○ South/Central America
- ○ Asia
- ○ Australia
- ○ Africa
- ○ Europe, other than UK. Please specify:

Appendix E – Online Questionnaire

5. In which of these locations have you spent the majority of your teaching life so far?

○ UK (not Scotland)

○ Scotland

○ Europe, other than UK

○ North America

○ South/Central America

○ Asia

○ Australia

○ Africa

○ Other (please specify)

Appendix E – Online Questionnaire

Your experience at the OU

6. In which region/nation are you based for your OU work?

☐ R01 - The Open University in London

☐ R02 - The Open University in the South

☐ R03 - The Open University in the South Wales

☐ R04 - The Open University in the West Midlands

☐ R05 - The Open University in the East Midlands

☐ R06 - The Open University in the East

☐ R07 - The Open University in Yorkshire

☐ R08 - The Open University in the North West

☐ R09 - The Open University in the North

☐ The Open University in Wales

☐ The Open University in Scotland

☐ The Open University in Northern Ireland

7. For how long have you been working for the Department of Languages at the OU?

○ 0 to 5 years

○ 6 to 10 years

○ 11 to 15 years

○ 16 to 20 years

○ over 20 years

8. When did you start using an online synchronous conferencing system to teach languages at the OU?

○ Between 2005 and 2008 with Lyceum

○ Between 2009 and 2012 with Elluminate

○ Between 2013 and 2016 with OULive

Appendix E – Online Questionnaire

9. Which module(s) in the Department of Languages do you currently teach? Tick all that apply.

☐ L192

☐ L193

☐ L194

☐ L195

☐ L197

☐ L185

☐ LB160

☐ L161

☐ L120

☐ L130

☐ L140

☐ L150

☐ L211

☐ L203

☐ L204

☐ L310

☐ L313

☐ L314

10. On average, what is the proportion of your synchronous online teaching as it appears on your timetable?

○ 10% online - 90% face-to-face

○ 20% online - 80% face-to-face

○ 30% online - 70% face-to-face

○ 40% online - 60% face-to-face

○ 50% online - 50% face-to-face

○ 60% online - 40% face-to-face

○ 70% online - 30% face-to-face

○ 80% online - 20% face-to-face

○ 90% online - 10% face-to-face

Use and reuse of online materials created by others

11. Please select the statement which most accurately describes the use you make of online materials created by others for your synchronous online tutorials

○ I never use any third party online materials, I always compose my own online materials from scratch

○ I used online materials created by others when I first started to teach online at the OU but now I have all my materials for my module(s) and I don't need to browse for any new ones

○ I look for and use online materials created by others occasionally when I need to fill a gap in my own materials

○ I use online materials from others all the time as I look for new resources to update my own online teaching materials regularly

12. How often if at all do you do the following with online materials created by others?

	Always	Frequently	Occasionally	Never	Not applicable
I reuse them **'as is'**, without any modification or alteration whatsoever	○	○	○	○	○
I adapt them for **technical** reasons (change the format, for example ppt in pdf)	○	○	○	○	○
I adapt them for **linguistic** reasons (translate from another language, for example)	○	○	○	○	○
I adapt them for **cultural** reasons (replace some texts or images or update content)	○	○	○	○	○
I adapt them for **pedagogical** reasons (add some text for additional support for example, change the suggested activities, etc.)	○	○	○	○	○
I **change the look** of the resources (change an image, change text colour, font, add colour background, etc.)	○	○	○	○	○

Appendix E – Online Questionnaire

| Any additional comments | 165 |

13. In your own practice, what is your motivation for reusing materials created by others?

14. Are there any benefits to your online language teaching practice in reusing and adapting online materials created by others. What are they?

15. What do you think about sharing your own online materials in open repository or sharing the materials you have adapted from others?

16. If you would be willing to take part in an interview to give more in-depth responses, please indicate your name and email address in the comment box. Thank you.

Appendix F – Interview schedule

Interview number	Dates	Time	Status	Thank you email sent
1	Monday 18th April 2016	09:30-11:00	Completed	25/04/2016
2	Monday 18th April 2016	13:30-15:00	Completed	25/04/2016
3	Thursday 21st April 2016	09:30-11:00	Completed	25/04/2016
4	Monday 25th April 2016	09:30-11:00	Completed	25/04/2016
5	Friday 29th April 2016	09:30-11:00	Completed	09/05/2016
6	Friday 29th April 2016	13:30-15:00	Completed	09/05/2016
7	Monday 9th May 2016	09:30-11:00	Completed	09/05/2016
8	Monday 9th May 2016	13:30-15:00	Completed	09/05/2016
9	Monday 9th May 2016	16:30-18:00	Completed	09/05/2016
10	Thursday 12th May 2016	09:30-11:00	Completed	13/05/2016
11	Thursday 12th May 2016	14:30-16:00	Completed	13/05/2016
12	Thursday 12th May 2016	16:30-18:00	Completed	13/05/2016
13	Friday 13th May 2016	09:30-11:00	Completed	13/05/2016
14	Friday 13th May 2016	13:30-15:00	Completed	13/05/2016
15	Monday 16th May 2016	09:30-11:00	Completed	26/05/2016
16	Monday 16th May 2016	13:30-15:00	Completed	26/05/2016
17	Tuesday 17th May 2016	13:30-15:00	Completed	26/05/2016

Appendix G – A guide for interview questions following Charmaz's (2014) guidelines

Stage 1: short face-sheet questions (set the tone for the interview)

1. From the questionnaire you have completed, I can see you currently teach XX? And have you been at the OU for XX? And you started teaching online with XX tool?

Stage 2: informational (chronology, events, degree of awareness)

2. Could you then take me back to when you transferred from teaching face-to-face to online?

3. How did you train to teach online? How did you acquire your skills, knowledge and expertise?

4. When did you start using LORO? When did you become aware of OER? What is an OER?

5. Why and how do you use the repository?

Stage 3: reflective questions (direct issues)

6. Can you take me through the process you follow while preparing for an online tutorial?

7. Can you show me an example of an OER you have reused? What have you done to it? Why have you chosen it? Why have you made these particular modifications? What have they done to the resource, and to your teaching?

8. What have you learned about your teaching while repurposing the resource?

Stage 4: feeling (minimal framing by the researcher)

9. How did you feel about the introduction of LORO in DoL? How do you feel now?

10. How do you feel about reusing materials created by others?

11. How do you feel about contributing your materials to LORO?

12. How do you feel about the social networking/gamification aspect of the repository?

Stage 5: ending (complete interview on positive note)

13. How has the use of LORO/reuse of resources changed your practices of teaching languages online?

14. Is there anything you would like to add or ask me, about reuse of materials?

Appendix H1 – An example of initial transcript

L192, I have been teaching on L192 since 2004.

To start with it was just exclusive face to face for a couple, three years I think and then lyceum was introduced and then obviously that wasn't really user friendly and I did some extra courses to deliver learning online and using ?as a teaching method with the college I was working with at the time and then we went to OU, illuminated, OU Life, so I had to alter my teaching style, all my teaching resources and I did do some courses on teaching online as well just to make sure I was giving the students the most I could really as far as the new teaching methods were concerned.

Yes, only because it was available at the time, the college I used to work for, South Kent College, which no longer exists unfortunately, but they were really promoting online learning and they were providing some free training courses for lecturers who were willing to participate and I didn't feel that I had to, but I felt it could only enrich my teaching skills, that's why I took this course as well, but otherwise everything, all the resources provided by the OU, the training courses, yes the training courses were fantastic for the OU.

It was, um, I actually stopped teaching in face, in a physical institution about 9 years ago, I actually changed vocations, but I did teach, I kept the OU work because I actually enjoy it and at the time it was really developing online resources, so it wasn't a synchronous teaching it was a synchronous, it was mainly creating VEROLISE activities for students and, um, so that my evening students could actually log on, there was a learning platform they could have access to all of the lesson plans, all the resources and extra exercises that had been created.

Yes, that is correct, quizzes, forms, videos that's right. It was mainly reviewing exercises as well.

Extremely useful because it was I had the experience of teaching face to face and then you've got to take a totally different approach and consider somethings that you wouldn't think of if you were delivering a session face to face. For example I had to consider the clarity of the instruction. All of the resources, the images I had to display I would have to make sure I had to write the source, you know the copyright issues and also the timescales because I didn't want to just, because I still had to prepare the lessons I also had to travel and not spend too much time creating online practical activities, so I had to learn how to manage my time, so that I still, I had my main teaching tool if you wish that was face to face that was just a plus, the verolise was a plus I was offering my students, so I couldn't just concentrate on that because some of them didn't want to do, some of them wanted to do online activities, but people of more advanced age didn't want to do anything on the computer.

On the training because of all the activities I was creating for example I would take photos from the internet or resources from books so I had to make sure I had references them. Obviously you have some free resources online, but you still have to quote where you got the, where you got the item from the picture or the exercise etc I can't, I couldn't just claim yes I have created this picture, I have created this exercise when I actually didn't when I was including somebody else's work in my work.

Um, it is a bit of both really, because with the, for some of the, I am going to show you today some of them I have not modified at all, but some of them and most of them I inspire myself from those, especially the screen that is on at the moment I did not do their activity, I used a picture and actually I put a twist on it, so it is time- saving because you don't have to research so much and it's just gives you the head start of an activity, but then you still have, I like modify, just tweaking the activity to my style of teaching and also to the type of students I have, but the first time I taught the, exclusively with OU Life the first year is extremely time-consuming and looking at the resources I have been using it was mainly the first year that I was using OU Life that I actually accessed ?Lawrow? 8.05 to have more inspiration and also resources.

Appendix H1 – An example of initial transcript

Yes of course, I mean, sometimes this is a prime example, um, for years I had taught the particular article using gramma exercises, grammatical approach there was not a visual aspect and I was looking for a way to, so instead of just using gramma books and just written, written past I was just looking for a way to spice things up a bit and make it more interesting and varying the approach and I logged onto Lawrow and I saw this image with ???????? 9.22 french article name….. and I thought oh I could use that and by tweaking it I could use it and it saves me a lot of time and looking at this picture the first time it was quite funny because for this particular activity, because I have got two groups, the first group was my guinea pig if you wish, so I tweaked this activity and then for the second group, which was the following day I was like oh I even expanded the activity even more, because I thought of something else I could do as well and that was only for the first year and the second year I used this exactly the same resources I just went straight ahead to do the two activities with the same resources from Lawrow.

Right, so this resource I got from Lawrow, it, the course starts in October to do with you need 2.4 and in the L192 course, so I use it in my second online resources, online tutorial in November, so that is the resource as it is on Lawrow and the aim of the session was to practice the particular article and, um, because we had in the session we had already talked about what people were having for breakfast as they were speaking, er, no they weren't actually, later on I had a speaking, I already had a speaking activity later on where people had to ask each other what they were having for breakfast or for lunch or for dinner. That is why I didn't want to use the French article name, so that's how I did it. And then I encouraged people to say 12.19 and to list all the ingredients that I have got in the fridge. So that was the first activity and then the second activity that same to me after the first one I used that session it was using again, so what I would do is I would copy and paste the list that has been done with French article name and then I ask them to say how much orange juice? How much mustard have I got? So going again to the quantities, but more to expand their skill by saying ???????FRENCH????12.56 so that is how, that is the first activity I have borrowed from Lawrow and I have tweaked and I am still using it to this day. I think I have used it for 3 or 4 years now and it is quite a successful activity because it is relevant and it doesn't put people on the spot by a role play because that comes always later on. Speaking in my tutorials speaking practice is always the second half hour of the tutorial.

The changes were a problem really because if we go back to that it was full of ??French?? 14.06, I didn't want it to be repetitive, I was very grateful for this resource and I was, oh, I had never thought of putting the contents of a fridge as a picture on the screen and as I said I had already tutored to prepare about where people would be in breakout rooms and asking each other what are you having for breakfast? What are you having for lunch? I didn't want them to be repetitive, I had already something prepared for that, I was like ok just practice with the gramma first and not the fighting the gramma. We will do this activity, but just tweaking it instead of, it was more people taking part instead of um, it was also giving confidence to the students as well, instead of putting them straightaway into breakout rooms where they would have to talk to one or two other people they were just raising their hand or I would just ask people, for example, ok Christian what do you have in the fridge? And then I would be pointing with this or French text 15.22 and people would say it is ??. It is masculine or feminine and I would just draw people in instead of throwing them in a breakout room with people that don't necessarily know because it's at the beginning of the year as well.

That was the one that I modified, um, yes that was one I actually modified the other two, there were three examples I had, two that I didn't modify and one that I actually inspired myself from, but that's the one that I tweaked, that's the only example I have.

Ok, so the next one is, um, oh no that's not the one, um, I thought this one was absolutely brilliant because you had, you had to fill in the gramma, you had the proposition according to the worder

that was displayed on the board, so that was the starting point to work on the, I think it was in February that I did that, so people were on, um, illuminator, that is a PowerPoint presentation on illuminate, sorry on OU Life or and er just move about the screen and obviously these are, you can actually drag them and drop them in the correct space and so that was the start um, when I asked people to take about their holidays, so I used this resources, er resource to first of all just sort of check that people knew it was French text 17.24 then I would just check that they knew all the other seasons and that they knew it was ??French rather than ??French 17.33 and after, when I was happy that they knew that I asked them to write a sentence or prepare a sentence on this rough bit of paper, I didn't want them to put them onto the chat just yet and to write a sentence that on their holiday pattern, so they would have to use a season, month and ??French 18.04 I did ask them say ??French and using?? & ?? again and then I would ask them to write them in the chat, so I knew the spelling was correct, but most importantly I wanted them to I actually wanted them to say them out loud.

It really, there's two things, I probably created not as pretty image I think, I really liked that image because it tells you the different seasons and it's very colourful it stimulates visually I think the learning as well. I think I would have done possibly to teach or possibly like a timetable, I would have displayed like the planning for a week and say so when are you at work? when are you on leave? I possibly wouldn't have gone with the holidays, but it possibly would have been Jeudie or Vendredi, but it just very, very nice with all the seasons, um and with the Eiffel Tower. I think it was very relevant and I could where I could also expand, you know, this activity I could have built on it. I could see straightaway where, how I could expand it.

1.25

I think so, I, can I just, um, so you just exactly, um, I modified one of the resources. I think very much it's the visual aspect because we, with online tutoring they don't necessarily the lecturer's say it's very much auditory and it's got to be quite strong. They are staring at the screen, I think it's very important to have images, colourful images and also relevant to bring some culture in the teaching. Some of the resources that I saw online and on Lawrow, I thought that's very good, but that's what I actually inspired myself from and I did this one. There was Canadian people French people, Australian, so they had to describe, they had to describe people they knew, so for this example, they had to, I pushed them further because they had to describe the person, but they also had to include the job titles and the nationality and I think to include some French acts it did bring a bit of cultural awareness as well. Many people knew ??French name?? 22.16. They knew him or had heard of him, but they couldn't say the name or anything, or couldn't really place him so I think it's visual. All of the resources need to be visually attractive and visually stimulating for the student to learn because at the end of the day they are staring at the screen for an hour for a tutorial.

Yes, I mean to start with I felt a bit uncomfortable despite taking, not taking but using other resources for two things because it is not my course and I have got to teach it as if it were mine, but not saying it was mine, but it is not something I have done. To start with it was a bit, I was pinching somebody's work, but also I took the approach well actually they have put it on Lawrow, so they happy as long as we acknowledge that, who the author is or the source that they are happy to share their resources and so it, for me it, if people are happy to put it on their and share then I shouldn't have any qualms about just using the resources. What I found is when I, when I, for example when I used this one I did have a look at the layout of the, um, page, of the resources. Also the script that went with the resource because there were some leaning objectives, this one was from, yes it was from the L1, well it was from Lawrow as well. I can't remember where actually, but there was, it was

part of a whole tutorial on work pattern there was some examples going with it and you've got, what I feel is because you have not created the resources yourself you haven't had a thought process on how you are going to tackle it, so although you can't just check a resource and copy and paste it into your work and boof that's it, you've got to actually think about, um, how you want to deliver it, but how you could actually expand on it and, you know, what are the possible problems, possible questions you are going to have, you are going to be asked by your student, so it is not, I think it is very good to have a repository because it uses, it varies the teaching style as well. It makes you think as a tutor, 'oh yes I could do that, that's a very good idea', but also you've got to be prepared to answer questions you hadn't thought of, if that makes sense.

Yes, um, yes, sometimes it's both actually, well, when I look at Lawrow or the repositories sometimes I look for inspiration, because, um, especially with teaching, um, because I have been teaching for more than, well about 15 years now the time that I was looking at Lawrow I wanted to change L2, I wanted to bring some more, to review my past teaching because obviously there was the online aspect that I had been doing for a couple, 3 years, um, I just, I didn't want to alter my teaching style or resources to become plain or repetitive and I just wanted to be a bit, to refresh all my resources. So, because, although I know all the L192 course quite well now I know how to tackle subjects, I know What works well and what doesn't work so well, but it's nice sometimes just to question yourself, as a tutor and question your resources. Can I do this better, can I do this and ask for, that's why the, oh I turn to Lawrow just to see what other people are doing as well, so I wouldn't say I'm using Lawrow, as quite I need to know or to teach that or approach that subject, I'm just going to list some resources and just do a tutorial on it. Um, er, I think it would be, if I were actually stuck one day that's what I would do, but I was actually looking for more inspiration when I was looking at Lawrow.

Yes, because for example I have been looking back at the, well for this it just really opened my mind, oh we could have, instead of displaying a very boring calendar for example they are including seasons as well and pictures, it does, it does change your approach and expands your approach on how, it expands your, the knowledge of approaches if you wish. Um, because sometimes you are stuck, ok I'm used to teaching the proposition, this way I'm not going to change. There's one, ok you could say that over the years it becomes repetitive and you are missing some other opportunities and depending on the students you have as well you can't just reuse the same resources over and over again, you do have to tweak it sometimes. If you know the need, if you know the need of your students you've got to tweak it a bit. Also, you as a tutor it's very good to expand your knowledge and expand the resources you've got access too, just to see what the other tutors are doing as well. It's not because you teach the proposition a certain way and that's the only way it's very nice to know how other people actually deliver the same topic.

I must admit that I only stuck to French resources, but obviously it has never sprung to my mind that I could go to either Spanish or Italian ones. It hasn't actually.

Well, that's actually funny, I would like to share my resources, but I'm very self-critical and looking at the resources that are on the open repository I sometimes feel that I can't do that because my resources are not good enough, so I'm just going to look silly if I put something on there and that's the only reason why I don't do it, because I put my resources afterwards on the forum, the Tutor Group Forum I don't know where the resources go afterwards. They could be transferred by another tutor, I do send some resources specifically for day schools for tutorials to my colleagues in Region 13, but it's the fact it's there for everyone to see, I am quite proud of my resources, I am happy with my resources, I would be, um, afraid people would feel it's a bit silly or simple or wrong, that's why I don't put any there.

Appendix H1 – An example of initial transcript

On the, you could, you could consider that, but I think they are very geared, with the reference they've got they are really geared to the Open University's material, as I said I only looked at the L192 resources and it's very linear and very geared towards the content of the book, but I suppose if you were teaching on the, within the normal college, school or university you could actually, yes, you could use these resources as well face to face or online. Yes, you could actually.

Yes, sometimes if I, if I wanted to ask more questions I would look at some other exercises online and I've actually stopped doing that because I find somebody or something that is actually suitable for an OU Life Tutorial with the L192 students too basic, too complicated or just irrelevant, so I tend not to use anything outside from Lawrow because it's not, I can't use it actually it's not relevant, it's not suitable to L192.

It's mainly activities, different type of activities. For me resources are something I can give to my students to deliver or give to my students as an exercise or an activity, so it could be, it could be pictures, it could be a drag and drop exercise, um, that sort of thing. Actually, I have just remembered I do use or I have used the site called Que Ya???.com 36.16 that has got lots of resources and that's the only thing that you could, you could use and also something called Word Searcher where you can do a crossword and a wordsearch and you create everything, you input the resource to give to student, but it's still a resource on the web, because you do that, it's a little software you um, well you create your own resources using somebody else's resources on the web.

Well, every time I have used Lawrow, Lawrow's resources they did some with ??French name 37.30 and I did read them, so I would read the ????French?? and tweak it or build on it, so I wouldn't just lift or take a resource and use it, I would read the reason behind it and I think yes it is very valuable to have ??? French?? Just in case you see a picture and think oh how to use it, but then you are missing something that could be valuable for your students, so it is very useful to have them.

It has widened my views or my skills because it was oh, to start with the Illuminate and the OU Life I never really used to use that exercise as in the one on the screen, it would be, my activity would be very static, some of them would be very interactive where you had to draw lines from A to B or where to, where you had ???French 39.00, where you had to put a line between ??French ?? masculine, feminine, so there was a bit of a, it was interactive, but accessing Lawrow and also doing a, some online training recently I had to, I think it was back in February there was a training with I can't remember her name, um, it was to do with OU Life, teaching with OU Life and it really shows you all the, all the possibilities you have with the, with OU Life or with teaching online, so like I said for this exercise it showed me how I could actually use drag and drop exercise, or gap filling exercises and also the good thing on Lawrow is you had two versions, you had the picture version, but you also had the web, the whiteboard, sorry the whiteboard format of it, so you didn't have, you don't have to type once you have the format of it on the whiteboard you don't have to tidy the little square again to type the big squares to drag and drop, so I think it's very, very useful, so it has opened my mind to or indeed the possibilities of online learning and he different activities.

Um, no I can't think of anything Helene.

Well, no, the description of the research you are doing was very complete you know that's quite an interesting topic to study and so, yes it would be interesting to see the results, when you have the results when the results are published it would be good to have access to your findings really.

Appendix H2 – An example of amended transcript for coding

Final Transcript Interview 1 – Checked 06/12/2016

Yes, that's correct, I have got two groups and I have been teaching L192 since 2004.

Interviewer – Can you describe your experience when starting online teaching?

To start with it was just exclusively face-to-face for a couple, three years I think and Lyceum was introduced and then obviously that wasn't really user-friendly and I did some extra courses to deliver learning online and using VLEs as a teaching method with the college I was working with at the time and then we went to Elluminate, and OU Live, so I had to obviously alter my teaching style, all my teaching resources and I did do some courses on teaching online as well just to make sure that I was giving the students the most I could really, as far as the new teaching methods were concerned.

Interviewer – Additional training to the OU one?

Yes, only because it was available at the time, the college I used to work for, South Kent College, which no longer exists unfortunately, but they were really promoting online learning and they were providing some free training courses for lecturers who were willing to participate and I didn't feel that I had to, but I just thought it could only enrich my teaching skills, that's why I took this course as well, but otherwise everything, all the resources provided by the OU, the training courses, yes the training courses were fantastic for the OU.

Interviewer – Online synchronously as well at other institutions?

It was, um, I actually stopped teaching in face, in a physical institution about 9 years ago, I actually changed vocations, but I did teach, I kept the OU work because I actually enjoy it and at the time it was really developing online resources, so it wasn't a synchronous teaching it was asynchronous, it was mainly creating VLEs interactive activities for students and, um, so that my evening class students could actually log on, there was a learning platform they could have access to the lesson plans, all the resources and extra exercises that had been created.

Interviewer – Resources for VLEs for students to work with, right?

Yes, that is correct, quizzes, forums, wikis, videos and… It was mainly revision exercises as well.

Interviewer – How useful was the training?

Extremely useful because obviously … I had the experience of teaching face-to-face but then you've got to take a totally different approach and consider somethings that you wouldn't think of if you were delivering a session face-to-face. For example I had to consider the clarity of the instruction. Also, all of the resources, the images I would display I had to make sure I had the source, you know the copyright issues and also the timescales because I didn't want to just, because I still had to prepare some face-to-face lessons I also had to juggle and not spend too much time creating online activities, so I had to learn how to manage my time, so that I still, I had my main teaching tool if you wish was face-to-face that was just a plus, the VLE was a plus I was offering my students, so I couldn't just concentrate on that because some of them didn't want to do, some of them wanted to do online activities, but people of more advanced age didn't want to do anything on a computer.

Interviewer – Would you like to expand on the copyright issues?

Appendix H2 – An example of amended transcript for coding

On the training, obviously, because of all the activities I was creating, for example I would take photos from the internet or resources from books so I had to make sure I had references for them. Obviously you have some free resources online, but you still have to quote where you got the…, where you got the item from the picture or the exercise etc I can't, I couldn't just claim yes I have created this picture, I have created this exercise when I actually didn't when I was taking some… some… when I was including somebody else's work in my work.

Interviewer – timing, in your opinion using others' stuff is it time-saving or time-consuming?

Um, it is a bit of both really, because for the activities I am going to show you today, some of them I have not modified at all, but some of them and most of them I inspire myself from those, especially the screen that is on at the moment [Pour le petit déjeuner screen showing the fridge] I did not do their activity, I used the picture and actually I put a twist on it, so it is time-saving because you don't have to research so much and it gives you the head start of an activity, but then you still have, I like modifying, just tweaking the activity to my style of teaching and also to the type of students I have, but the first time I taught exclusively with OULive the first year is extremely time-consuming and looking at the resources I have been using it was mainly the first year that I was using OULive that I actually accessed LORO to have more inspiration and also resources.

Interviewer – reuse of resources: Q11, 'occasionally when I need to fill a gap in my own materials' - would you like to expand?

Yes of course, I mean, sometimes this is a prime example, um, for years I had taught the partitive article using grammar exercises, grammatical approach there was not a visual aspect and I was looking for a way to,… instead of just using grammar books and just written, written past I was just looking for a way to spice things up a bit and make it more interesting and varying the approach and I logged onto LORO and I saw this image with Pour le petit déjeuner, je voudrais … Et toi? and I thought, oh, I could use that and by just tweaking it, I could use it and it saves me a lot of time and then looking at this picture the first time it was quite funny because for this particular activity, because I have got two groups, the first group was my guinea pig if you wish, so I tweaked this activity and then for the second group, which was the following day I was like oh I even expanded the activity even more, because I thought of something else I could do as well and that was only for the first year and the second year I used this exactly the same resources I just went straight ahead to do the two activities with the same resources from LORO.

Interviewer – would you like to take me through your examples? What were you looking for? What tutorial was it for? What have you changed, and why?

Right, so this resource I got from LORO [Pour le petit déjeuner, je voudrais…] , it, the course starts in October it's to do with Unit 2.4 and in the L192 course, so I use it in my second online tutorial in November, so that is the resource as it is on LORO and the aim of the session was to practice the partitive article and, um, because we had in the session we had already talked about what people were having for breakfast as a speaking activity, I already had a speaking activity later on where people had to ask each other what they were having for breakfast or for lunch or for dinner, that is why I didn't want to use [Pour le petit déjeuner, je voudrais… Et toi?], so that's how I did it: I said: ['dans mon frigo, il y a'] And then I encouraged people just to say, to use obviously 'du/des/de la/etc.' and listing all the ingredients that I'd got in the fridge. So that was the first activity and then the second activity that came to me after the first time I used that session, it was using again, so what I would do is that I copy and paste the list that has been done with *du jus d'orange, de la moutarde, du lait, etc.* [Show: Dans mon frigo with the list on the side screen] and then I asked them to say how much orange juice? How much mustard have I got? And, so going again to the

quantities, but more to expand their skills by saying un litre de jus d'orange, un pot de moutarde, une brique de lait, etc. so that is how, that is the first activity I have borrowed from LORO and I have tweaked and I am still using it to this day. I think I have used it for 3 or 4 years now and it is quite a successful activity because it is relevant and it doesn't put people on the spot by going straight away into a role play because that comes always later on, and speaking in my tutorials speaking practice is always the second half hour of the tutorial.

Interviewer – what have the changes you made to the original resource allowed you to do? What were they for?

The changes were a problem really because if we go back to 'Pour le petit déjeuner, je voudrais', I didn't want it to be repetitive, obviously I was very grateful for this resource and I was, oh, I have never thought of putting the contents of a fridge as a picture on the screen and as I said because I had already prepared an activity about food where people would be in breakout rooms and asking each other 'What are you having for breakfast?'... 'What are you having for lunch?'. I didn't want to be repetitive, I had already something prepared for that, so I was like ok just to practise with the grammar first and not fighting the grammar, we will do this activity, but just tweaking it instead of having…, it was more people taking part instead of,… um, it was also to give confidence to the students as well, instead of putting them straightaway into breakout rooms where they have to talk to one or two other people they were either raising their hand or I would just ask people, for example,'Ok Christine what do you have in the fridge?'. And then I would be pointing with this or 'qu'est-ce que c'est ça? and people would say 'oh, yes, it's les'. It is masculine or feminine and I would just draw people in instead of just throwing them in a breakout room with people that don't necessarily know because it's at the beginning of the year as well.

Interviewer – do you have any other examples?

That was the one that I modified, um, yes that was one I actually modified the other two, the other three examples I have is, two that I didn't modify and one that I actually inspired myself from, but as far as the one that I tweaked, that's the only example I have.

Interviewer – can you show me one you did not modify?

Ok, so the next one is, um, oh no that's not the one, um, I thought this one [Show: D'habitude, quand est-ce que tu prends tes congés?] was absolutely brilliant because you had, you had to fill in the grammar, you had the proposition according to the word that was displayed on the board, so that was the starting point to work on, I think it was in February that I did that, so people were on, um, Elluminate, that is a PowerPoint presentation on Elluminate, sorry on OULive and 'du/au/en' just move about the screen obviously these are, you can actually drag them and put them in the correct space [show the same screen with the pointer] and so that was the start of, … um, when I asked people to talk about their holidays, so I used this resources, um, this resource to first of all just check that people knew it was 'en hiver', 'au mois de février', 'du 20 au 27 février' then I would just check that they knew all the other seasons and that they knew it was 'au printemps' and not 'en printemps' and then after, when I was happy that they knew that I asked them to write a sentence or prepare a sentence on a rough bit of paper, I didn't want them to put them in the chat just yet and to write a sentence about their holiday pattern, so they would have to use a season, month and 'je vais en vacances'. I did ask them to use 'je pars en vacances' or 'je vais en vacances' and then use 'du' and 'au' again and then I would ask them to write them in the chat, so that I knew that the spelling was correct, but most importantly I wanted them to actually say them out loud.

Interviewer – from these examples, can you tell me how these changes influenced your teaching?

Appendix H2 – An example of amended transcript for coding

It… really, there's two things, I would have probably created not as a pretty image I think, I really liked that image because it shows Paris, it tells you about the different seasons and it's very colourful, it stimulates visually the learning as well. I think I would have done possibly to teach 'du/au' possibly like a timetable, I would have displayed the planning for a week and say 'So when are you at work?', and 'When are you on leave? I possibly wouldn't have gone with the holidays, but it possibly would have been du lundi au vendredi, but I just found this really, very nice with all the seasons, um, and with the Eiffel Tower. I thought it was very relevant and I could see where I could also expand, you know, this activity where I could build on it. I could see straightaway how I could expand it.

Interviewer – the 2 examples you showed me both include authentic images, cultural stuff, so is it what you are looking for online?

I think so, I, can I just show you exactly, um, how I modified one of the resources. I think very much it's the visual aspect because we, with online tutoring they don't necessarily see the teacher's face so it's very much auditory and it's got to be quite striking. They are staring at the screen, I think it's very important to have images, colourful images and also relevant and also bring some culture in the teaching. That's another resource that I saw online [show: photos of people – describing people practice screen] and on LORO, and I thought, oh that's very good, but that's one I actually inspired myself from and I did this one [show the 'qui est-ce' screen with smaller photos] where there was Canadian people French people, Australian, so they had to describe, they had to describe people that they knew, so for this example, they had to, I pushed the example even further because they had to describe the person, but they also had to include the job titles and the nationality and I think by including some French actors it did bring a bit of cultural awareness as well. Many people knew Gerard Depardieu, but Jean Reno, they knew him or had heard of him, but they couldn't say the name or anything, or couldn't really place him, so I think the visual... All of the resources need to be visually attractive and visually stimulating for the student to learn because at the end of the day they are staring at the screen for about an hour for a tutorial.

Interviewer – now, moving to your thoughts about materials created by others, how do you feel about reusing those?

Yes, I mean to start with I felt a bit uncomfortable just by taking, not taking but using other people's resources for two things because it is not my course and I have got to teach it as if it were mine, but not saying it was mine, but it is not something I have done. To start with it was a bit, it felt as I was pinching somebody's work, but also I took the approach well actually they have put it on LORO, so they are happy as long as we acknowledge that, who the author is or the source that they are happy to share their resources and so it, for me, if people are happy to share and put it on the repository then I shouldn't have any qualms about just using their resources. What I found is when I, when I, for example when I used this one [Show the season: d'habitude… screen] I did have a look at the layout of the, um, page, of the resource. Also the script that went with the resource because there were some learning objectives, this one was from, yes it was from LORO as well. I can't remember where actually, but there was, it was part of a whole tutorial on leave patterns and work patterns and there was some instructions going with it and you've got, because what I feel is because you have not created the resources yourself you haven't had a thought process on how you are going to tackle it, so although you can't just take a resource and copy and paste it into your work and 'bof' that's it, you've got actually to think about, um, how, obviously you know how you are going to deliver it, but how you could actually expand on it and, you know, what are the possible problems, possible questions you are going to have, you are going to be asked by your student, so it is not, I think it is very good to have a repository because it uses, it varies the teaching style as well. It makes you think

as a tutor, 'oh yes I could do that, that's a very good idea', but also you've got to be prepared to answer questions you hadn't thought of, if that makes sense.

Interviewer – do you know what you want to teach and you look for something to match this, or do you know what you want to teach and you are looking for something to inspire you?

Yes, um, yes, sometimes it's both actually, because, well, when I look at LORO or the repositories sometimes I look for inspiration, because, um, especially with teaching, um, because I have been teaching for more than, well about 15 years now at the time when I was looking at LORO I wanted to change…, I wanted to bring something new, I wanted to review my style of teaching because obviously there was the online aspect that I had been doing for a couple, 3 years, um, I just, I didn't want my teaching style or my teaching resources to become stale and to become repetitive and I just wanted to be a bit, just to refresh all my resources. So, … although because I know the L192 course quite well now I know how to tackle subjects, I know what works well and what doesn't work so well, but it's nice sometimes just to question yourself, as a tutor and question your resources. Can I do them better, can I do this? - and that's why I turn to LORO just to see what other people are doing as well, so I wouldn't say I'm using LORO, as quite as I don't know how to teach that or to approach that subject, I'm just going to lift some resources and just do a tutorial on it. Um, er, I think if I were absolutely stuck one day that's what I would do, but I was more looking for more inspiration mainly when I was looking at LORO.

Interviewer – on occasions, do you think using stuff from others changes your approach in your teaching, perhaps?

Yes, because for example I have been looking back at the, well for this it just really opened my mind, oh we could have, instead of displaying a very boring calendar, for example, they are including seasons and… pictures as well, it does, it does change your approach, it just expands your view on how, it expands your knowledge of approaches if you wish. Um, because sometimes you are stuck, ok I'm used to teaching the prepositions this way for example, I'm not going to change. There's one…, ok you could say that but then over the years it becomes repetitive and you are just missing some other opportunities and depending on the students you have as well you can't just reuse the same resources over and over again, you do have to tweak it sometimes. If you know the need, if you know the needs of your students you've got to tweak it a bit. And, also, you as a tutor it's very good to expand your knowledge and expand the resources you've got access to, just to see what other tutors are doing as well. It's not because you teach the prepositions in a certain way and it works that it's the best way, and that's the only way. It's very nice to know how other people actually deliver the same topic.

Interviewer – do you browse for resources for teaching French only, or do you look at what resources are available for other beginners' languages, for example?

I must admit that I've only stuck to French resources, but obviously it has never sprung to my mind that I could go to either Spanish or Italian ones. I haven't actually.

Interviewer – how do you feel about contributing your own materials in open repositories? Are you happy to share your own?

Well, that's actually funny, because I would like to share my resources, but I'm very self-critical and looking at the resources that are on the open repository I sometimes feel that I can't do that because my resources are not good enough, so I'm just going to look silly if I put something on there and that's the only reason why I don't do it, because I put my resources afterwards on the forum,

Appendix H2 – An example of amended transcript for coding

the Tutor Group Forum and I don't know where my resources go afterwards. They could be transferred to another tutor, I do send sometimes some resources specifically for day schools for other tutorials to my colleagues in Region 13, but it's just the fact that it's there open for everyone to see, because I am quite proud of my resources, I am happy with my resources, I would be, um, a bit afraid that people thought that it was a bit silly or a bit simple or wrong, or…that's why I don't put any there.

Interviewer – we are quite happy sharing with students but not so sure sharing with colleagues. OER – do you regard the materials in LORO as OER?

On the, you could, you could consider that, but I think they are very geared, with the reference they've got they are very geared just for to the Open University's material, as I said I only looked at the L192 resources and it's very linear and very geared towards the content of the book, but I suppose if you were teaching on the, within the normal college, school or university you could actually, yes, you could use these resources as well face-to-face or online. Yes, you could actually.

Interviewer – what is a resource for you? Do you look for things elsewhere?

Yes, sometimes if I, if I wanted to ask more questions I would look at some other exercises online and I've actually stopped doing that because I have never found somebody or something that is actually suitable for an OU Live Tutorial with the L192 students it's either too basic, too complicated or just irrelevant, so I tend not to use anything outside from LORO because it's not… I can't use it really… it's not relevant, it's not suitable to L192.

Interviewer – what do you mean by resources?

It's mainly activities, different types of activities. For me resources are something I use to deliver a topic or I can give to my students as an exercise or an activity, so it could be, it could be pictures, it could be a drag and drop exercise, um, that sort of thing. Actually, I have just remembered I do use or I have used the site called QUIA that has got lots of resources and that's the only thing that you could, you could use and also something called Word Searcher where you can do a crossword and a word search and you input everything, you create the resource to give to student, but it's still a resource on the web, because you do that, it's a little software you, um, well you create your own resources using somebody else's resources on the web.

Interviewer – I was thinking about the teaching guidelines, how often do you use those?

Well, every time I have used LORO's resources they did come with *fiches pédagogiques* and I would just read them, so I would read the *fiches pédagogiques* and tweak it or build on it, or… I wouldn't just lift or take a resource and use it, I would just read the reason behind it, why it was created and I think, yes it is very valuable to have a *fiches pédagogiques* just in case you know you see a picture and think, oh I know how to use it, but then you are missing something that could be valuable for your students, so it is very useful to have them.

Interviewer – in summary, how do you think using others' stuff has helped you develop your online teaching skills?

It has widened my views or my skills because it was, oh, to start with Elluminate and OULive I never really used to use that sort of exercise as in the one on the screen, [Show: D'habitude… screen] it would be, my activity would be very static, some of them could be very interactive where you had to draw lines from A to B or from one word to… you know if you had 'français/française', where you

had to put a line between français or masculine, feminine, so there was a bit of a, it was interactive, but accessing LORO and also doing some online training (back in February, I think there was a training session with… I can't remember her name, um, it was to do with OULive, teaching with OULive and it really shows you all the, all the possibilities you have with the, with OULive or with teaching online, so like I said for this exercise it showed me how I could actually use drag and drop exercise, or gap filling exercises and also the good thing on LORO is you had two versions, you had the picture version, but you also had the web, the whiteboard, sorry the whiteboard format of it, so you didn't have, you don't have to type once you have put it on your whiteboard you don't have to tidy the little square again to create the little squares to drag and drop, so I think it's very, very useful, and it has opened my mind about all the possibilities of online learning and the different activities.

Interviewer – anything you want to add?

Um, no I can't think of anything, Hélène.

Interviewer – anything you want to ask about the research?

Well, no, the description of the research you are doing was very complete… you know that's quite an interesting topic to study and so, yes it would be interesting to see the results, when you have the results when the results are published it would be good to have access to your findings really.

Interviewer – yes, yes of course, I am hoping to publish the results. Ok, that completes the interview, thank you very much.

Appendix I1 – Sample of manual coding

DATA	CODES
never tutored, in which case I would really like to have a look at what other people have produced, so, to make sure I am going in the right direction, you know, I'm not completely off the mark, but you know I have been tutoring L192 since – yes – 2005, so I have loads of resources and resources that I have upgraded for OU Live, so it's not like I need, I need new ideas or I need new pictures or new activities that much as if I were tutoring a range of courses, but I think it's typical of my situation where you only tutor one course and you have been tutoring it for a long time.	Looking for peers' ideas Comparing with peers
Interviewer – So, if you borrow materials available for other languages, what kind of adaptations do you make to the resources? What are you looking for?	
Well, I'm looking for a different approach. I am looking for a step-by-step procedure that will work, that will make sense that I have never used before. You know, I really miss playing games and last year for the day school we played games to prepare students for their EMA and I adapted these games from, actually, the online workshop, an online workshop that XXX and XXX had delivered and they also put their resources online, so I was adapting for a face-to-face day school what I had seen online and I had, you know, unfortunately online you only have one-hour tutorials, so it is very difficult to insert a game, especially a game that would revise, you know most of the course materials for the EMA… it would take too long or it would have to take half the tutorial. That's the kind of things that I am still doing, looking for something a bit more exciting, one I would come up with.	Looking for new ideasLooking for something suitable Adapting for a different context Reflecting on online teaching constraints Looking for something that suits teaching style
Interviewer – Now, moving on to your examples, can you show me resources you have taken and adapted and show the changes you made from the originals, and what the tutorial objectives were when using those particular resources?	
Yes, so I am going to have to do a bit of fiddling because I will have to make sure I can find the original, the original resource, which are on my computer but may not be where the tutorial slides were, so this is, this is tutorial, tutorial 8 for L192 [show screen: Travaux dirigés 08 slide] and this is actually all the tutorial slides, so it shows the way I approach the reuse of OERs because I've got my own slides, I've got slides adapted from LORO, from other people, and … in a combination to make up an online tutorial, so I've got the agenda, which is my own slide and then I've got an adapted slide from LORO [show 'Les activités sportives – L2 p.81-85' slide] and what I have done in terms of adaptation is that I have added background, I have changed the font size, I can have a look if I find a resource, but once again I would have to shut up….Ok, I found the resource I hope I am going to be able to download it, right, I'll try that. Right so this is the resource [show: Qu'est-ce que tu fais comme sport slide] and as you can see it has	Changing the look

Appendix I1 – Sample of manual coding

a blank background, <mark>which is not good for people with a visual impairment or dyslexia.</mark> Also, the pictures are not numbered, so if you don't want to give too many verbal instructions because the communication is not good because you don't want to overload students you just want to go to the activity where <mark>you either number or letter the pictures,</mark> and I don't know if you can see the difference?	Adapting resource to suit students' needs Adding text to the resource to guide students

Appendix I2i – Initial codes grouped by research questions (1)

	How do teachers adapt resources and why? (RQ1)	How much do teachers reflect? (RQ2)	How do teachers interact with the resources? (RQ1)	How much changes in their practices? (RQ3)
Interview 1				
	Modifying activities	Willing to develop teaching skills	Having to consider the clarity of resources	Having to retrain
	Adapting resources to suit teaching style	Recognising differences between face-to-face and online teaching	Getting inspiration from OER	Having to alter teaching methods
	Adapting resources to suit group of students	Being aware of copyrights issues	Using resources	Adjusting to the new teaching environment
		Having clear teaching objectives	Creating online activities	Adjusting to the use of OER
		Reflecting on teaching approach	Saving time	Changing teaching practice
		Being critical about own resources/not sharing	Using OER intensively when starting to teach a new course/at first	Describing how reuse has changed own teaching approach
		Feeling afraid of what other people would think of own resources	Searching for new ideas	Recognising teaching approach can change over time
		Feeling proud of own resources	Searching for new approaches	Understanding online teaching better
		Taking stock of own progress	Finding new ideas	
			Looking for adaptable resources	
			Being grateful for the resources	

			Feeling uncomfortable about reusing other people's resources	
			Thinking about students' learning	
			Recognising that borrowing is ok	
			Browsing to refresh own teaching not to learn how to teach	
			Browsing to see what other people are doing	
			Sharing resources with students	
			Looking for suitable/relevant resources	
			Defining OER as activities	
			Understanding a resource	
Interview 2				
	Finding it difficult to adapt resources technically	Expressing fear about the technology	Recognising usefulness of using other people's resources	Learning from colleagues
		Stating teaching preferences	Designing own materials before browsing the OU repository	Realising that students' needs are different online
		Expressing teaching beliefs	Giving up with reusing and sharing	Gaining confidence in teaching online
		Realising degree of difficulty of own materials	Using repository as a last resort	
		Evaluating OU resources	Checking curriculum against resources in OU repository	

Appendix I2i – Initial codes grouped by research questions (1)

			Using resources to complement own materials	
			Defining OER as 'raw' materials	
			Getting confused about the definition of OER	
Interview 3				
	Adding slides to your own set of materials	Finding the move to online teaching relatively easy	Browsing to get new ideas	Changing approach according to attenders
	Making modifications to accommodate students' different learning styles	Learning through training	Looking out for resources in other languages	Changing practice to focus on feedback or to round things up
	Making modifications to accommodate students' learning difficulties	Relying on experience	Using OU produced resources when starting a new course	Realising complexity of learning a language at beginners' level online
	Adapting tutorial materials to students' needs	Knowing which materials to use	Trusting the source	Realising challenges of second language acquisition
		Noting the difference between modules	Appreciating some sort of standardisation	Realising what it takes to create materials for online
		Taking students' needs into consideration when selecting resources	Finding better ideas	
		Being more creative with experience	Responding to students' needs	
		Demonstrating communicative teaching approach	Defining a resource as a series of slides	
		Reflecting on teaching approach through resources	Articulating rationale for reuse	
		Linking tutorial preparation with assessment	Finding teaching notes useful when you start	

Appendix I2i – Initial codes grouped by research questions (1)

		Questioning own teaching	Using teaching notes as a guide not as instructions	
			Recognising teaching notes as regulator of standards	
Interview 4				
	Changing activities to add more interactivity	Liking the technology	Creating materials for others	Learning by doing
	Changing activities to add more step by step approach	Doing formal training	Using others' resources first	
	Enjoying creating online activities	Having experience with the technology	Developing own resources gradually	
	Creating materials from scratch in interactive format	Learning through formal technical training	Uploading materials for others	
	Changing the organisation of the elements in a resource	Training others	Looking at existing resources for ideas	
	Repurposing an idea for another context	Developing through training peers/talking to peers	Uploading own resources if time available	
	Expanding an activity	Reflecting on teaching objectives before choosing the resources	Looking for resources to save time	
	Simplifying an activity	Being very clear about own teaching style	Look for ideas to develop own materials	
	Making some technical changes	Re-iterating teaching preferences	Looking for materials for assessment	
		Knowing the students well	Looking for clever activities	
		Reflecting on teaching approaches during the interview	Identifying workable resources	
			Happy to reuse other people's materials	
			Providing feedback	
			Sharing takes time	

Appendix I2i – Initial codes grouped by research questions (1)

			Providing guidelines is necessary	
Interview 5				
	Adapting online materials for face-to-face day school	Feeling frustrated about online teaching tools	Not looking for new ideas	Learning from students
	Tweaking slides to make them more readable	Feeling insecure about online teaching	Browsing for new images	
	Adding sign-postings to support students' study skills	Reflecting negatively on the initial OU online training	Browsing for new activities	
	Adding recap tables	Working collaboratively	Looking for something that makes sense	
	Adding titles	Comparing online and face-to-face teaching	Looking for something a bit more exciting	
	Adding background colours	Lacking confidence in creating materials	Feeling bad about using other people's materials if produced voluntarily	
	Adding colour coding	Not liking the materials available too much	Feeling ashamed for no reciprocity	
		Identifying a gap in materials available	Resisting putting out own resources for free	
		Reflecting on DL students' needs (study skills)	Not uploading for lack of IT skills	
		Finding online teaching a steep learning curve	Not uploading for lack of feedback	
		Recognising peer support		
		Being critical of OU materials		
Interview 6				
	Adding tutorial date	Training online technically	Browsing for resources (to explain how other languages	

		work) to meet students' needs	
	Adding tutor's name	Training with mentor	Considering resources as a means to an end	
	Cutting material out	Training through induction	Using materials as comfort blankets	
	Changing the wording	Reflecting neutrally on the initial OU online training	Trusting the source	
	Replacing the title	Liking unstructured training	Resources are mediating artefacts between teacher and students	
	Adding questions	Recognising that students learn differently	Feeling grateful for others' materials	
	Correcting mistakes/editing text	Seeing students' learning difficulties clearly	Feeling apprehensive about changing the pedagogical intent of the original resource	
	Highlighting text		Finding it useful to have accompanying guidelines but not using them very much	
	Introducing new materials during tutorials		Lacking confidence to upload own resources	
	Inserting slides		Feeling own resources not useful to others	
Interview 7				
	Adapting slides	Reflecting on materials	Using and sharing resources for a new course	
	Changing colours	Acknowledging materials from module teams	Sharing own resources at start of new course	

		Editing text (correcting mistakes)	Understanding materials can be adapted	Sharing in tutor forum not in LORO	
		Adapting an activity for pedagogic reasons	Understanding materials were produced for a certain purpose	Saving time	
		Adapting screens to suit learning disabilities	Acting as material reviewer	Looking at what others do	
		Cutting out slides	Reflecting on pedagogy	Creating own materials when confident	
		Adding slides relevant to specific tutorials	Learning by experience	Looking for new ideas	
			Learning with others	Sharing to engage in a dialogue	
			Learning through training	Interacting with book materials	
			Having clear beliefs about online teaching	Interacting with colleagues	
			Teaching through the resources	Interacting with online resources	
			Explaining teaching method	Interacting with experiences from students	
			Having clear teaching objectives	Producing materials for students	
			Consider students' needs	Teaching through the resources	
			Consider non-attenders at tutorials	Explaining that resources are mediating artefacts	
			Building on experience from students	Being aware of copyrights issues	
				Interacting with colleagues through materials	

			Share materials with students	
			Wanting to interact with own community only	
			Wanting work to be acknowledged	
			Looking for reusable materials	
			Using adaptable materials	
			Looking at what others do	
			Feeling uncomfortable about using others' materials	
			Wanting to teach through own voice	
			Interacting with resources	
			Understanding resources	
			Finding sharing time-consuming	
			Sharing own resources in tutor forum	
Interview 8				
	Improving graphics	Being thrown in at the deep end	Reusing and creating at the same time	Learning from others
	Adding structures	Having to learn online quickly	Using ready-made materials at start	Learning on the go
	Adding background colour	Realising differences between face-to-face and online teaching	Adapting from colleagues' resources	Learning while practising
	Not clearing copyrights on images	Reflecting on quality of own resources	Modifying a resource after trying it out with students	Learning by trial and error

Appendix I2i – Initial codes grouped by research questions (1)

	Adding grammar slides before practice activities		Adapting to cater for a wide range of needs	Learning from colleagues
			Disregarding teaching guidelines accompanying resources	
			Finding it easier to create resources from something reusable/a great idea	
			Saving time	
			Finding it's taking time to upload re-worked resources	
			Supporting sharing	
			Willing to work collaboratively	
Interview 9				
	Adapting activities	Reflecting positively on the initial OU online training	Browsing to fill a gap	Learning while practising
	Reworking resources from others' materials	Reflecting critically on the advanced OU online training	Evaluating the materials	Designing nicer resources
			Adapting materials to suit own teaching style	Being able to design own materials
			Being pragmatic about the technology	Progressing online teaching techniques
			Experimenting with the tool	
			Having strong teaching beliefs	Realising that pedagogy and methodology remain the same online
			Using LORO as tool for peer observation	
			Using pedagogy as a guide to interact with the resources	

			Having concerns about the OER production model	
Interview 10				
	Adapting to fit timetables	Learning as a language student	Working collaboratively with peers	Moving from creating static to interactive materials
	Adapting to give students more guidance	Reflecting on different modules needs	Bringing materials into other courses	Breaking down activities more when teaching online
	Changing the layout	Recognising areas of difficulties for students	Interacting with other tutors	Being aware of different teaching practices
	Changing the font style	Being aware of students' needs	Making the materials your own	Being aware of own weaknesses
	Breaking text down into bullet points to make the points more noticeable and resource easier to read	Building on knowledge gained from previous teaching	Sharing via tutor group forum	
	Adapting to make a particular group's needs	Recognising particular constraints of module	Sharing takes time	
	Adapting to suit diverse students with different cultural backgrounds		Defining the meaning of 'resource'	
Interview 11				
	Adapting prompt to expand activity	Reflecting on adapting to online teaching	Re-appropriating resources	Finding different ways to do things as a result of borrowing other people's materials
	Adapting for students' needs	Having strong beliefs about online language teaching	Learning by practising	Changing practices over the time (used them 'as is' to start with, then modifying them, then rewriting them completely)
	Adapting resources to fit teaching objectives	Having strong beliefs about students' learning behaviour in distance learning	Looking for reusable resources/ the best resources	Learning that own materials are geared at the stronger students

	Tailoring resources to specific groups of students		Looking for resources that match her teaching beliefs	
			Looking for good quality images	
			Browsing when in need of changing own resources	
			Finding the resource is just a catalyst	
			Borrowing from a repository like you would in a staff room	
			Working collaboratively to create resources	
			Borrowing resources when teaching weaker students	
			Bouncing ideas through the resources	
			Finding it 'rude' to re-upload reworked resources	
			Lacking skills/confidence to upload own resources	
			Finding reworked resources is a personal thing	
			Believing reworked resources are of no interest to anyone	
			Time-consuming to upload resources	
			Browsing for resources only in language taught (unlike INT3)	

			Feeling self-conscious and exposed about uploading own resources	
Interview 12				
	Translating the resource	Defining own pedagogy as adapting the resource	Using ready-made materials 'as is' initially	Learning with peers
	Expanding the activity	Reflecting on own practice	Progressively modifying and creating new resources	
	Adding a warm-up activity/in between steps		Looking for good visuals	Learning from experience
	Changing the title		Browsing when looking for a fresh idea	Adapting to create the most appropriate activities for online teaching
			Browsing when looking for inspiration	Changing practice in the creation of resources (improvement of technical skills)
			Finding brand new ideas	
			Highlighting issues related to the use of the repository	
Interview 13				
		Feeling frustrated with the technical side of things	Using ideas from face-to-face tutorials and adapting for the online environment	Incorporating content from past students into resources
		Feeling not confident about the technology at first	Adapting to a new teaching environment	
		Realising some of the online environment constraints	Working with a colleague	
			Realising the complexities of online teaching	

			Making a clear difference between the technological and the pedagogical training	
			Needing to have ownership of the materials	
Interview 14				
		Experimenting with ready-made resources	Using LORO materials 'as is'	Learning with practice
			Creating own slides to complement LORO materials	Reflecting on the value of resources
			Redesigning the exact same resource for students to see clearer	Realising qualities resources must have online
			Keeping original slides 'as is' not interfering with them	Improving interactivity in own resources as a result of reuse
			Highlighting bad practice in LORO	Reusing makes you reflect on your teaching
Interview 15				
	Enlarging the font	Reflecting positively on online training	Adapting gradually to suit own teaching style and students' needs	Learning from others
	Changing the background colour	Learning formally through training	Adapting when necessary	Learning is constant
	Avoiding red	Feeling lack of confidence in more advanced functionalities	Using ready-made materials initially	Reusing makes teaching more interactive
	Adding instructions		Finding some slides confusing	Thinking about the logical sequence of a tutorial
	Adding a title		Using ready-made materials for consistency in teaching	Reaching a point of feeling confident with online teaching skills

Appendix I2i – Initial codes grouped by research questions (1)

	Adding a session number		Reusing the materials that encourage students to speak	Creating more student-centred materials
	Adding welcome slides/instructions slides		Supporting sharing	Believing teaching style has changed
	Hiding part of the text		Finding inspiration	
	Adding warm-up activities		Displaying lack of confidence to share own materials	
	Adding own slides		Having concerns about copyrights	
	Adding slides to set objectives		Feeling insecure to upload own resources	
	Moving things round		Willing to contribute own resources as part of a project	
	Adding activities to consolidate learning		Feeling uploading reworked resources is disrespectful to original author	
	Adding closing slide to give information		Willing to share own materials in principle but feeling insecure about what other people may think of resources	
	Adding pictures to introduce cultural element			
Interview 16				
	Wishing to take ownership of materials	Starting to teach online at the OU	Feeling confident with the tool	No change in practices
	Recreating using OER from other languages	Delivering some training sessions	Starting creating own materials very soon	

Appendix I2i – Initial codes grouped by research questions (1)

		Getting involved in all sorts of resource creation funded projects	Using ready-made materials at first and rapidly moving on to creating own stuff	
			Being quite critical about the interactive whiteboards format	
			Feeling highly confident about creating own materials	
			Being quite critical about LORO being out of date	
			Looking for resources that can be trusted	
Interview 17				
	Tweaking a resource to make it relevant to adult learning		Looking at how others work	
	Adapting a resource to do many different activities with it (different tenses)		Not willing to re-share	

Appendix I3 – Focused coding

Appendix J – An example of participant's profile

General information

Number of years at OU	11-15 years
First conferencing system used	Lyceum
Course(s)	L192, French Beginners
% teaching online/face-to-face	80/20
Schooling	France
Teaching experience	UK
Researcher-Participant relationship	The researcher was the L192 module team chair at the time of interview

Key points from interview

Online language teaching vocabulary	L192 course, LORO, Face-to-face, online, VLE, deliver, OULive, Elluminate, Lyceum, asynchronous, learning platform, quizzes, wikis, forums, videos, resources, sessions, teaching tool, online activities, computer, training, internet, activities, online tutorial, to practise, speaking activities, role-play, breakout rooms, grammar, raise their hands, talk, board, PowerPoint, drag and drop, to teach, online tutoring, screen, visual aspect, images, auditory, culture, teaching, cultural awareness, to learn, students, repository, learning objectives, tutor, knowledge, topic, tutor group forum, exercise, word search, software, the web, crosswords, *fiches pédagogiques*, skills, interactive, static, online training, training session, teaching online, gap fill exercise, whiteboard, online learning day schools, colleagues, Region 13.
Key expressions (direct quotes)	I tweaked this activity; I was looking for a way to spice things up a bit; I could see straight away how I could expand it; what I feel is that, because you haven't created the resource yourself, you haven't had the thought process on how you are going to tackle it, so you can't just take a resource and copy and paste it into your work, you've actually got to obviously think about how you are going to deliver it; it (reuse) makes you think as a tutor; it just really opened my mind; it does change your approach, it just expands your view, it expands your knowledge of approaches if you wish; but then you are missing something that could be valuable for your students, so it's very useful to have them (the *fiches pédagogiques*)
Vocabulary of OER reuse	Modify, inspire myself, use, tweak, look at, copy and paste, borrow, change, copyrights issues, author, share, resources, look for (in repository), turn to (repository), lift/take some resources (from repository), build on,

Appendix J – An example of participant's profile

Reflective vocabulary	I had to learn how to manage my time; you've got to take a totally different approach and consider some things that you wouldn't think of if you were delivering a session face-to-face; I had to consider the clarity of the instruction; I had to make sure that…; I didn't feel I had to, I just thought it could only enrich my teaching skills; I couldn't just claim 'yes, I have created this exercise'; what I feel is that because you haven't created the resource yourself, you haven't had the thought process on how you are going to tackle it, so you can't just take a resource and copy and paste it into your work, you've actually got to obviously think about how you are going to deliver it; it (reuse) makes you think as a tutor; it just really opened my mind; it does change your approach, it just expands your view, it expands your knowledge of approaches if you wish;
Attitude towards OER	Awareness of copyright issues; awareness of repository; active user/browser of repository; feeling uncomfortable about reusing other people's resources at first but realised that if people place their work on a public repository, it's ok to use; gives the impression to have changed practice/broaden views about teaching online as a consequence of reuse of resources; OER source of inspiration; Attitude towards reuse in neither like Interview A (wanting to give back to the community) nor Interview B (opposed to sharing as it takes time and it is not paid) – willing to share more, but too self-critical and afraid of colleagues' views of her own resources
Striking examples of reuse/examples illustrating reflective teaching or demonstrating participant's views	Screen 'Pour le petit déjeuner' demonstrates possible change/improvement in teaching practice p.6 explains how reuse of this screen has changed approach
Researcher's notes	• Extensive vocabulary of OER reuse → does it mean more reuse? Number of examples of adapted screens and answers provided during interview seems to suggest yes • Extensive expressions describing reflections on teaching practice while reusing • Mentions attending training sessions – does formal training with the tools make a difference in terms of reuse later on? • No mention of technology, does not seem to be a barrier • What has this participant learnt through reuse? Reuse of other people's materials has opened her mind, maybe helped her see new approaches to online teaching? • Interviewee likes the resources and considers them fit for purpose and of good quality (relationship between interviewee and researcher to be born in mind here) • Sharing: a new perspective on reasons for not sharing own resources

Appendix K – Words used to describe reuse activities by type of users

| OER passive users |
| OER active adopters |
| OER innovative re-designers |

Participant	Verbs used to describe adaptation activities
1	'modify, inspire myself, use, tweak, look at, copy and paste, borrow, change, share, resources, look for (in repository), turn to (repository), lift/take some resources (from repository), build on'
2	'adapt, browse (the repository), take (from LORO), use (LORO), reusing'
3	'adapt, change around, look out for, add, look at, use, develop, follow, reuse, share, draw on other people's expertise, follow on from, borrow, adaptation, selecting and ordering slides, developing, creating'
4	'don't change the font; what I change is how things are organised on the screen; I could re-use this; I kept the same activity; I took the idea but changed the content; I have created materials for others'
5	'I need much more padding; adapted slide; added background; changed font size, add numbers or letters to pictures; adding an activity, reused, rejigged, tweaked version, adding recap tables'
6	'adapt, reword terms, cut out slides, delete words, replace words, shift the title, insert slides, create new slides, edit text, add a question, replace a question, adapt slightly'
7	'What attracted me to these slides was…, re-share, reworked, share, put back, design my own, cut out, introduced new slides, made my own changes, made some changes, changed, added, didn't use, adapted, corrected'
8	'adapted, improved, changed, used, added, redid, put in additional help, scrapped, start from scratch'
9	'use, adapt, change (slightly)', 'it really is quite useful to have this sort of material available as something that you can select, reject, adapt, mould to your own beliefs and your own practices'
10	'stuck to, used, picked and chose, have stolen, borrowed, begged from other tutors, to rejig, to change, taking an idea and adapting it, added an extra step, expanded on it'
11	'expand the resource, removed some questions, added a question, I have put colours, I have changed the font, I adapt, I don't use, I transform, editing and producing, I never use foreign language things, re-adapting, I used them directly, I would modify, I would rewrite them completely, I am rewriting, I am re-appropriating, I design a resource, it's editing and publishing, I am tailoring'
12	'I had to change the title (from Spanish to German); I did a little bit more; I needed those in-between steps; I put the question; I extended; I turned that into; then taking that a little bit further; I produced; I wanted to exploit; I cut the image; I copied and pasted, got rid of other bits and pieces'
13	're-tweaking; reusing; adapting; I have taken it as it was; I have changed this one; I have adapted, I have slightly changed'
14	'I did try to re-write it; I decided not to use it again; I created a totally different new slide; I didn't use the original again'
15	'enlarged the font, changed the background colour, hid part of the text, added instructions, added new welcome and closing slides; created own materials; added warm up activity; added activity to stretch the better students; moved things around; added session number; added rectangles; covered some text;

Appendix K – Words used to describe reuse activities by type of users

	designed new slides; re-arranged things; adapted; added pictures; borrow, recycle resources'
16	'I did change; I did look at LORO; I might have used; I always feel the need to make things a bit prettier; I just adapt them to; I just don't like using things as I find them; I always like to have at least one extra card; I have created; I have changed; add something; try and adapt the materials; try and transform; might have stolen the general principle; work my own material out; adapting; create something; get rid of the photos; re-write; take an idea and make that my own'
17	'slightly tweaking, adapt, take things out, add things'

Appendix L – Types of and reasons for adaptations

Types of adaptations (data)	Reasons for adaptations (data)	Purpose (researcher)
Modifying an activity	To suit teaching style To exploit the resource to its full potential	Teacher-led
Expanding/simplifying an activity	To suit group size/level of students	Student-led
Adding slides/text - Warm-up activity - Welcome slide - Recap slide - Summary slide - Grammar slide - Instructions - Sign-postings - Titles - Photos - Scaffoldings - Closing slide - Content from students	To suit learning styles To accommodate learning difficulties To clarify resources To make resources easier to follow To add more interactivity To support students' study skills To tailor specific groups of students To encourage participation To develop speaking skills To introduce cultural aspects To consolidate learning To give additional information To fit with timetables changes To fit with new assessment	Student-led Institution-led Institution-led
Reorganising the resource/the activity	To suit different teaching context To suit teaching objectives	Teacher-led
Making technical changes	To accommodate learning difficulties To suit different cultural backgrounds	Student-led
Editing - Colour background - Mistakes - Text - Colour coding words/ sentences - Highlighting text - Improving graphics - Hiding part of the text	To make it relevant to adult learning To foster communication To develop students' autonomy	Student-led
Creating new slides	To make tutorials more engaging/challenging To develop speaking skills	Teacher-led
Translating resources	To suit different teaching context	Student-led

Appendix M – Ethics committee documentation: 1. Application to ethics committee

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Appendix M – Ethics committee documentation: 2. Information sheet

INFORMATION SHEET

Title of the project : Investigation into the reuse of Open Educational Resources for interactive synchronous online language teaching

Aims of the project

- To investigate the forms of reuse of teaching materials borrowed from LORO

- To establish whether the reuse of teaching materials created by others has any impact on teaching practices and professional learning

Instruments for data collection

- An online questionnaire in SurveyMonkey to collect general information about participants and their reuse of teaching materials. It should take 10-15 minutes to complete the questionnaire.

- Semi-structured interviews in OULive. Respondents to the questionnaire who will have indicated that they are willing to take part in a semi-structured interview in OULive will be contacted via the email address they will provide in the questionnaire. Interviews will last a maximum of one hour.

Confidentiality and data protection

- All data collected will be anonymised. Responses in SurveyMonkey are anonymous and responses provided during the interviews in OULive will be anonymised as far as possible.

- All data will remain strictly confidential and will be used for the sole purpose of this research. Data will be deleted at the end of the EdD studies (due October 2017).

- Participants will be able to withdraw from the study at any time with no adverse consequences and participants will have the opportunity to request that data they have supplied be destroyed at any time during the researcher's EdD studies.

Risks
The researcher on this project is unaware of any potential risk associated with the research. The researcher guarantees that all data will be anonymised as far as possible and that it will not be linked to employment records of participants or used in any performance management processes.

Contact
For any questions, the researcher of this project can be contacted at helene.pulker@open.ac.uk

Dissemination
Assuming ratification of the EdD in the course of 2018, the thesis will be deposited in the OU Library thesis collection by the end of that year. Main findings will be shared with participants via tutor forums and it is expected that articles based on the thesis will be published. Dissemination of findings will also be presented at relevant OU and national/international conferences.

Hélène Pulker
18/03/2016

CONSENT FORM

Project title:

Investigation into the use and reuse of Open Educational Resources for interactive synchronous online language teaching

Agreement to Participate:

I, …………………………………………… agree to take part in this research project.

I have had the purposes of the research project explained to me by email.

I have been informed that I may refuse to participate at any point by simply saying so.

I have been assured that my confidentiality will be protected as specified in the information sheet.

I agree that the information that I will provide during the online interview [insert date and time] will be recorded. I understand that the recording will not be accessible as the online room is only accessible by the researcher and that other research participants can access the interview online room at the time of their agreed interview only.

I agree that the information that I will provide (including samples of teaching materials) will be anonymised as far as possible and can be used for educational or research purposes, including publication.

I understand that if I have any concerns or difficulties or wish to withdraw from this research project, I can contact the researcher Hélène Pulker at: helene.pulker@open.ac.uk

I assign the copyright for my contribution to the Faculty for use in education, research and publication.
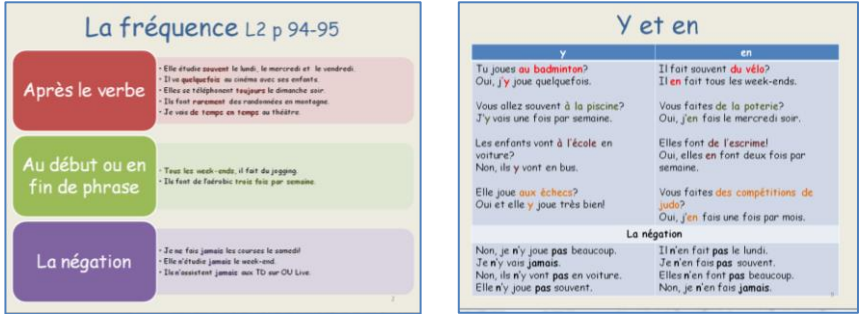
Signed: …………………………………………..

Date: ……………………………………………

Appendix M – Ethics committee documentation: 4. Approval letter from ethics committee

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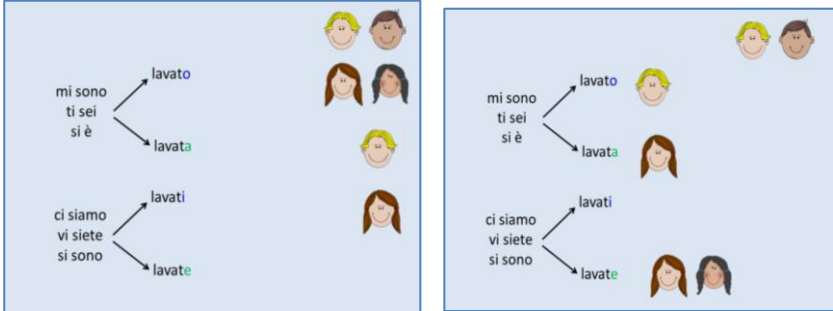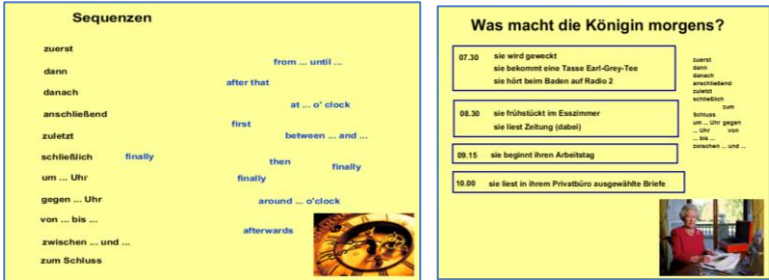
Appendix N1 – Examples of resources created by OER passive users

Participants	Teaching aims	Resources used
2	Using direct object pronouns in Italian	Grammar slides
5	Expressing frequency in French	Grammar recap slides
11	Using the conditional tense in French	Finish sentences slide

Appendix N1 – Examples of resources created by OER passive users

13	Using the imperative form in French	Grammar slides
14	Using the 'pronoms toniques' in French	Grammar slides

Appendix N2 – Examples of resources created by OER innovative re-designers

Participants	Teaching aims	Resources used
4	Using pronominal verbs in Italian	Interactive slides
8	Expressing sequencing in German	Interactive slides
12	Using prepositions of location in German	Image

Appendix N2 – Examples of resources created by OER innovative re-designers

16	Revising dates of common festivals in German	Interactive slides