



# OER and Academic Recognition

## Key messages from the HumBox Community

Kate Borthwick and Alison Dickens,  
LLAS Subject Centre



[www.humbox.ac.uk](http://www.humbox.ac.uk)

## The Humbox Project

HumBox was a project in the JISC and Higher Education Academy's Open Educational Resources (OER) [Programme](#)\* funded by HEFCE.

HumBox created a community of sharers from across the humanities who worked together to populate the HumBox repository.



JISC



# Who was involved?

4 Subject Centres



10 institutional partners



## The story so far...

- 1280+ resources deposited
- bespoke operational repository
- wide range of media represented
- 290+ registered users
- 13,800+ unique site visitors since August 09 from 147 countries

A fledgling community of humanities lecturers who are actively involved in publishing learning resources.

- peer review process initiated and ongoing
- active community-building continuing
- awareness raised about OERs




So, we've made rapid progress in a short time – the project started not even a year ago. How do we account for our rapid progress?

4 HEA Subject Centres is a lot of weight – a lot of connections with a large and diverse community. This community was telling us that they wanted to share their teaching and learning resources – and we felt that there was the capacity of cross-disciplinary sharing but little going on. The HumBox project could go some way to facilitating this.

Lucky to have a home ready – created by ECS at Southampton, which we could tweak according to our requirements – and this is a process that is still happening and will continue to happen. This meant that our focus did not need to be a technical one – we could concentrate on community-building and sharing and reviewing resources.

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Logged in as **Ms Kate Borthwick** (Logout)


### Welcome to HumBox

The HumBox is a new way of storing, managing and publishing your Humanities teaching resources on the web. Share handouts, exercises, podcasts, videos and anything else you can imagine!

Sign up for a free account, or take a look at what's already inside.



#### Recently uploaded resources

	<b>Centenary of the French presence in Algeria 1930</b> The centenary of the French presence in Algeria 1930 was commemorated in France through a variety of	<b>Added On:</b> 13 Jul 2010 06:38 <b>Added By:</b> Mr Emmanuel Godin <b>Tags:</b> Ukoer, Oerlas, France, Algeria Communist Party, Anti-colonialism, Colonialism, Commemoration <b>Languages:</b> English
<a href="#">Read More...</a>		

#### Tell us what you think!

If you have used a HumBox resource in your teaching, we would love to know more about how you used it! What did your students think of it? How did you adapt it? Tell us by using the contact button at the bottom of the page.


#### HumBox survey

Also...The HumBox team are conducting an online survey on attitudes to sharing and repurposing of open educational resources.

Our HumBox community was very active – Basecamp – promoting the site, promoting their materials to colleagues and to a broader audience at subject conferences, and it wasn't long before these activities began to bear fruit. They began to be contacted by others outside their institution/ the UK about their work, they began to see that their resources were being downloaded or viewed – and they began to feel that sharing resources online could be a way of getting academic recognition in a way they hadn't previously suspected.

HumBox was designed with social networking sites in mind – with the aim to build communities and encourage collaboration and networking, and showing off! What features help you do this???

# Identities: profile page



**Mr Antonio Martínez-Arboleda**

**Senior Teaching Fellow in Spanish**  
University of Leeds

I currently teach "Spain: Political Decentralisation (El Estado de las Autonomías) and Integration into Europe", "Spanish in a Business and Economic Context" and "Introducción al Mundo Hispano". I also contribute to team-taught modules including Spanish Language at Advanced and Higher Levels. I am Departmental Senior Language Co-ordinator, in charge of the whole Spanish Language Programme, and Director of Undergraduate Studies. Recently published: "Using new technologies on content modules in modern languages", *Lesson*, July 2009, 29-31. Available from <http://www.llas.ac.uk/news/newsletter.html>

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**Profile Details**

**Name** Mr. Antonio Martínez-Arboleda  
**Institution** University of Leeds  
**Occupation** Senior Teaching Fellow in Spanish  
 Student motivation and participation, e-assessment, role-plays and simulations, poetry translation and poetry performance, Political decentralisation, Spanish Language.  
**Interests**  
**Homepage** [www.leeds.ac.uk/span](http://www.leeds.ac.uk/span)

**Published Items**

Introduction to the Spanish Political Transition and the Reform of the Political System  
 Motivating students and personalising their learning experience  
 The learning synergies of poetry  
 Ayer no quise volar muy bajo by Encarna Navarro  
 Encarna Navarro's Poetry Videos Presentation  
 Encarna Navarro's Interview  
 Attitudes Towards Regional Autonomy in Spain: The Case of Lorca (Region de Murcia). 17 videos, Methodology and Transcripts.  
 Los Cuatro Mujeres - Spanish Popular Poetry in García Lorca's work  
 Se equivocó la paloma, by Rafael Alberti  
 13. Attitudes towards Regional Autonomy in

- customisable
- see most viewed/downloaded
- see when someone else downloads, remixes or comments on your resources
- manage your own resources
- see bookmarked items



**Hum Box**  
[www.humbox.ac.uk](http://www.humbox.ac.uk)

Most Viewed Items	
Item title	Views
1. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 1 and Follow-up Video - Transcripts in English and Spanish - Summary of Methodology	2481
2. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 2 - Transcripts in English and Spanish - Summary of Methodology	1722
3. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 11 - Summary of Methodology - Transcripts in English and Spanish.	1662
4. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 10 - Summary of Methodology - Transcripts in English and Spanish.	1640
5. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 4 - Transcripts in English and Spanish - Summary of Methodology	1629
6. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 3 - Transcripts in English and Spanish - Summary of Methodology	1628
7. Attitudes towards Regional Autonomy in Spain: The Case of Lorca. Video 6 -	1554

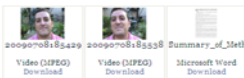
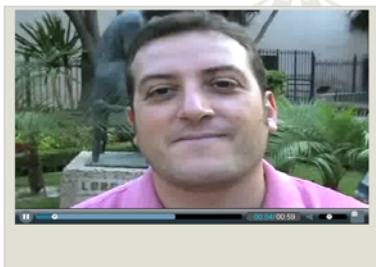
The hub of the HumBox site is the profile page. Once registered for an account and logged in, users have their own work area. This enables them to include personal details – relating to their institution, teaching and research interests. This is Antonio, one of the original HB project partners from Leeds who very quickly and enthusiastically saw the potential of this page for academic recognition. You can see his photo, some advice on his job role and some information about his professional life. There is a link to his webpage at his university.

You can see his recently published items...LIST this page is customisable – users can choose which elements to see or to put to the fore; see most viewed/downloaded; there is a user feed which indicates when someone comments on a resource, or downloads/remixes it; it also displays bookmarked items. The system also allows for the management of uploaded resources which can be arranged into collections on a theme or for a particular audience i.e. students.

In terms of Academic Recognition then this is the page that provides a shop window for an individual's resources and a way of presenting a public profile for colleagues, students and the wider world. It is a place where academics can present your professional life from a teaching point of view – perhaps in a way that can complement a more established research profile. It is also a chance to demonstrate how teaching materials are having an impact beyond the institution (through the downloaded stats and commenting).

## Community-building: resource page...

11. Attitudes towards Regional Autonomy in Spain: The Case of Lorca (Region of Murcia). Video 11 - Summary of Methodology - Transcripts in English and Spanish.



**Description**

Participant 11 responds to the question "How would you feel if the regional parliament and the regional government of the Autonomous Community of Murcia were to disappear tomorrow and all the decisions taken at regional level were to be taken instead at national level? Why?". This video response is part of the collection of learning resources for the students of the Year 2 undergraduate module SPPO 2370 2271 ("Spain: Political Decentralisation and Integration in Europe"), School of Modern Languages and Cultures, University of Leeds.

**Resource Metadata**

**From** Mr Antonio Martinez-Arboleda  
**Added** 14 Sep 2009 00:36  
**Keywords/Tags** User, Online, Political, Decentralisation, Regional, Autonomy, Spain, Lorca, Murcia, Federal, Politics, Regions  
**Languages** Dialecto Murciano, English, Spanish  
**Attribution/Acknowledgements** Antonio Martinez-Arboleda  
**Downloads** 11  
**Copyright**

**Toolbox**

- Make another Resource based on this one
- Download this Resource as a zip
- Bookmark this Item
- Edit Item
- View Resource History

- preview screen
- description
- keywords/tags
- date of deposit
- depositor
- languages
- attribution
- number of downloads
- CC licence



Once a resource has been uploaded much this is the way in which it is presented. It can be previewed and much of the information, including the author/uploader is displayed alongside the resource.

Some key information such as the number of downloads (more robust data than that on the profile page incidentally) immediately displays information about how many other people have shown and interest, or at least found a resource. All contributing to profile raising. Another key aspect of HB is the licencing arrangements for resources. The repository uses CC licences which are non-commercial (to protect IPR in respect of preventing anyone from making money from a resource) but giving permission for reuse and/or remixing. Again academics can have anxieties in this respect but an increasing culture of using CC licences which do require attribution can support the sharing of good ideas through re-use and remixing of shared resources – if others find a resource interesting enough to reuse or remix then the reputation of the originator can only be enhanced. Any damaging reuse can be covered by HB's take-down policy (if it is visible through HB) and as the repository is build on a sense of academic community and trust, cynical misusers will soon acquire a reputation (but this time a bad one). Finally there is an option to email the uploader (who is likely to be the author) of a resource to ask questions, challenge, request additional permissions etc. which all contributes to the spirit of collegiality and academic integrity that HB aims to foster.

There are two licence choices on HumBox: Creative commons share alike and no derivatives. This is consciously limited so that we can aim for the maximum amount

# And...

**Toolbox**

- ⇒ Make another Resource based on this one
- ⇒ Download this Resource as a zip
- ⇒ Bookmark this Item
- ⇒ Email the uploader
- ⇒ Export this Resource as RSS

**Comments & Notes**

Comments
Notes

Comment


Dr Matt Phillipott 29 Jan 2010 14:44

This review is for all videos in this collection spread over 11 resources. The collection is highly useful to be used together or individually in class or for students to do at home. The resources are useful for regional studies, Spanish language and culture and various other topics. Eleven out of seventeen interviews have been uploaded to HumBox along with background information on the project and an exercise for students to undertake. The videos are in mpeg format and should work on most computer systems. I have found that loading the video on Firefox does not work. The file needs to be saved to the hard drive and then played on media player or similar software.

- Comments and notes
- File download

**Toolbox:**

- Download as zip
- bookmark
- edit
- remix



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Another way in which HB can assist in the raising of an academic profile is through the commenting facility. During the project there was considerable work done on the topic of peer review, quality and the purpose of the comments box (you can find out more by looking for peer review resources in HB). Fundamentally we agreed that the comments box was not necessarily a way of rating or criticising individual resources – if a resource is not considered good then it will not be used and won't be commented. Rather it was to enhance the resource by commenting on how it has or could be used by others. We decided that a resource might contain useful content, a replicable or transferable teaching idea, or offer technically innovative ways of teaching. Experience in using the comments box for this purpose showed that this addressed concerns that resources were not 'good enough' in terms of presentation or that they might be criticised by colleagues. Rather through the comments a resource can be enhanced and with it the reputation of both the resource owner and the commenter – who might offer additional insights in the pedagogic potential of a resource (e.g. Emmanuel's resource).

So..at every stage, we hope HumBox offers a chance to engage with the resources in it in a dynamic way – and we hope this fosters a sense of being part of something, part of a wider humanities community sharing ideas and materials.

## HumBox and Academic Recognition

What the HumBox Community says...

- Peer review and quality
- Research-informed teaching
- Showcasing teaching ideas
- Professional networking/personal profile
- Subject recognition
- Innovation/use of IT in teaching and research
- Engaging with the OER movement



We put these functions in place – and this was the feedback.

Feedback from the HUmbbox user community showed that engaging with OERs could make a difference to professional impact and recognition locally, nationally and internationally in these ways:

- If the areas of peer review and quality were directly addressed in engaging with OERs.
- OERs could demo research-informed teaching
- Teaching ideas and innovative concepts or ways of doing things could be showcased or even experimented with
- Publishing OERs was a way of networking and highlighting personal achievement
- Less widely taught subjects could be given wider recognition
- Way of demonstrating innovative use of IT
- Engaging with OER movement and current trends / ideas

## Peer review and quality

*Emmanuel Godin (Portsmouth)*

“I think the 'individual' touch is important to ensure that others know the credentials of the learning materials provided...”

“...Using this sort of vocabulary is very important, I think, to give a professional outlook to this activity of sharing [so it] becomes part of a professional culture: peer review, sharing your ideas engaging with other people for feedback in exactly what is happening with your research.”



Explain what peer review entails on Humbox: why important  
- What we mean by peer review.

[Add Comment](#)

Dr Matthew Sauvage - 24 Feb 2010 18:07 [Edit](#) | [Delete](#)

An attractively presented and usefully interactive short reading activity on the link between the individual, culture and perception. This resource makes use of readily available and relatively straightforward technology to enliven the activity of reading and improve learning through obliging the reader to engage fully with the ideas expressed there and presenting useful further comments in the form of feedback. This resource serves a twofold purpose for the HumBox participant: its content could be used as it stands in the format presented or the technology and pedagogy employed to present that material could be repurposed for any other content.

Dr Matt Phillpott - 22 Jan 2010 13:10 [Edit](#) | [Delete](#)

The resource is useful as an introduction to the study of 'culture' and cultural terminology by enabling students to highlight for themselves the important elements of that study. The 'feedback' option allows students to try and work out answers for themselves before they are supplied with the correct information. At first I was unable to get this feature to work though my own error. It is important to properly extract the files from the zip folder and to make sure that your browser does not block some of the content.

Mr Antonio Martínez-Arboleda - 18 Jan 2010 05:22 [Edit](#) | [Delete](#)

This resource provides useful theoretical foundations for the understanding of discourse approaches in cultural studies.

The activities are engaging, informative and well organised, which renders the content fairly accessible to undergraduates. Direct use of this resource can be made outside the classroom without the support of a tutor.

This resource is highly repurposable as the methodology employed can be applied to many other teaching materials in Arts and Humanities aimed at the introduction of concepts and theories.

*Last Modified: 12 Feb 2010 13:40*

Dr Will Baker - 04 Jan 2010 10:13 [Edit](#) | [Delete](#)

To enable the html files to work properly as an interactive activity you will need to make sure you extract the downloaded files (they will not work properly if files are left in the zip folder).

*Last Modified: 04 Jan 2010 10:13*

Dr Will Baker - 04 Jan 2010 10:09 [Edit](#) | [Delete](#)

You will also need to check that your browser is not blocking some of the content (usually feedback). If you check at the top of the screen you should be given the option of allowing the blocked content.  
Hope that helps,

Will

*Last Modified: 04 Jan 2010 10:14*

Dr Matt Phillpott - 24 Nov 2009 13:24 [Edit](#) | [Delete](#)

The resource is useful as an introduction to the study of 'culture' by enabling students to highlight for themselves the important elements of that study. The 'feedback' option unfortunately does not work.

For example:

## Research-informed teaching

***Emmanuel Godin (Portsmouth)***

“Researchers at Portsmouth have seen that HumBox is a fantastic way to share their research, and to build an impact”

***Antonio Martinez-Arboleda (Leeds)***

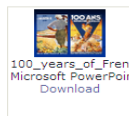
HumBox “enables colleagues who are engaged in research to open their research-led materials to the wider community.”



Showcase and publicise what you do in a different way from the usual methods and reach an audience that may not be accessible through conventional ways (conferences, journals).

- Internet stats.

## Centenary of the French presence in Algeria 1930



### Description

The centenary of the French presence in Algeria 1930 was commemorated in France through a variety of events and the production of posters glorifying France civilising mission in Algeria, notably the modernisation of the agricultural sector. On the other hand, the French Communist Party (PCF) and its affiliated union (CGTU) following the III International's anti-colonialism, insisted on colonial and capitalist exploitation of Algeria. The two posters included here allow to visualise such contrasting arguments

### Resource Metadata

<b>From</b>	Mr Emmanuel Godin
<b>Added</b>	13 Jul 2010 06:38
<b>Keywords/Tags</b>	Ukoer, Oerllas, France, Algeria Communist Party, Anti-colonialism, Colonialism, Commemoration English
<b>Languages</b>	English
<b>Attribution/Acknowledgements</b>	Emmanuel Godin
<b>Downloads</b>	0
<b>Copyright</b>	

### Toolbox

- ⇒ Make another Resource based on this one
- ⇒ Download this Resource as a zip
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- ⇒ Edit Item
- ⇒ Manage Item

## Showcasing teaching ideas

***Antonio Martinez-Arboleda (Leeds)***

“HumBox reflects the variety of approaches to learning and teaching that coexist in UK HE and I believe this is one of the strengths of the HumBox”

***Matthew Savage (Winchester)***

“I had someone get in touch with me from a university in the Emirates asking about some of the resources we had put [into HumBox].”



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# Showcasing teaching ideas

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## Galdos student film 01: El Abuelo

At Level 3 (final year), in 2003 Rhian Davies embarked with Claire Allam (a Producer from the Learning and Teaching Services department of the University of Sheffield) upon the formidable challenge of getting students to select sequences from two of Galdós's works

[► Read More...](#)**Added On:** 03 Aug 2009 16:26**Added By:** Dr Matt Phillpott  
**Tags:** Ukoer, Oerhist, Galdos, Brunuel, Languages**Languages:** Spanish

## Galdos student film 02: Realidad

At Level 3 (final year), in 2003 Rhian Davies embarked with Claire Allam (a Producer from the Learning and Teaching Services department of the University of Sheffield) upon the formidable challenge of getting students to select sequences from two of Galdós's works

[► Read More...](#)**Added On:** 17 Aug 2009 10:26**Added By:** Dr Matt Phillpott  
**Tags:** Ukoer, Oerhist, Galdos, Brunuel, Realidad, Languages**Languages:** Spanish

## Galdos student film 03: Noticias Realidad

At Level 3 (final year), in 2003 Rhian Davies embarked with Claire Allam (a Producer from the Learning and Teaching Services department of the University of

**Added On:** 17 Aug 2009 10:31**Added By:** Dr Matt Phillpott  
**Tags:** Ukoer, Oerhist, Galdos, Brunuel, Realidad, Languages

## Professional networking/personal profile

***Margaret Tejerizo (Glasgow):***

“...it’s all too sad in today’s academic world...academics are often very isolated working alone in their offices. For us [at CRCEES], HumBox has been a breath of fresh air....it’s really brought people together and brought for us a tremendous spirit of enjoying what we do.”

***Emmanuel Godin (Portsmouth):***

“It’s very pleasant to be able to exchange ideas with people you’ve never met before [in your subject area]”

***Partners at Southampton:***

“It’s a good opportunity to put your academic profile out to a wider audience.”



[www.humbox.ac.uk](http://www.humbox.ac.uk)

# Professional networking/personal profile

## Comments & Notes

### Comments

### Notes

Mr Emmanuel Godin 18 Feb 2010 07:22

This is one of the first resources that I integrated into the Study Skills unit with first year undergraduate students. Students thought that the video was useful to understand what plagiarism is and, crucially, how it can be detected. It triggered a good discussion about why and how we expect students to use and present their sources.

Mr Billy Brick 12 Feb 2010 12:59

This resource is a well produced video which explains to students how Turnitin works and how students can avoid plagiarising. The resource is suitable for students at all levels but in particular for level 1 undergraduates.

Mr Billy Brick 12 Feb 2010 12:47

Mrs Lisa Lavender 22 Jan 2010 12:05

This resource is up-to-date in both content and format, with a creative, innovative and clear use of technology. It is a clear discussion of a current, cross-disciplinary issue, with no specific core academic subject, and can be (re)used as is, no enhancements needed.

The resources description could state the fact that it is suitable for a variety of disciplines dealing with essays.

Additional, relevant tags are required.

Possible enhancements or repurposing: provide examples from other disciplines; include additional tasks to show how the system would work with a book review or bibliography.

It works well as an interactive video: the optimum format is being used.

Mr Robert O'Toole 14 Sep 2009 13:18

Thanks for the feedback. I have given it a more meaningful title, keywords and description.

## Subject recognition

***Margaret Tejerizo (Glasgow):***

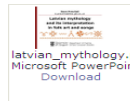
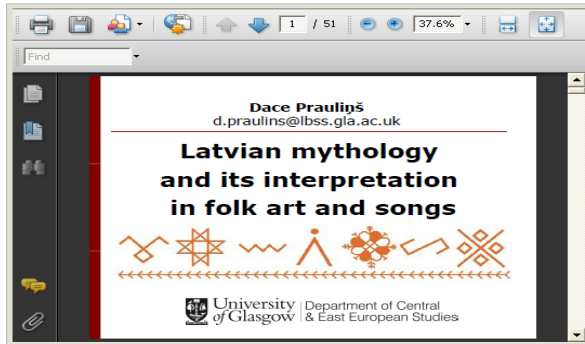
“...we have highlighted resources from the Baltic States...we have unique material from Polish Studies...and again from Hungarian...material on Hungarian culture, Hungarian history, Hungarian politics so we hope that this will be something that will be of interest to a great number of academics throughout Britain and abroad.”



[www.humbox.ac.uk](http://www.humbox.ac.uk)

# Subject recognition

## Latvian mythology and its interpretation in folk art and song



### Description

A powerpoint presentation - A description of Latvian pagan deities, their symbols in folk art and folk songs, with English translations, in which these deities are mentioned. This presentation is the basis of a tutorial on Latvian mythology. We discuss the deities, look at examples of folk art and translate the folk songs into English.

### Resource Metadata

**From** Ms Claire Monaghan  
**Added** 22 Feb 2010 20:01  
**Keywords/Tags** Ukoer, Latvian, Folk Art, Folk Song, Music, Art, Latvia, East European, Culture, Latvian Pagan Deities, Symbols English, Latvian  
**Languages**  
**Attribution/Acknowledgements** Dace Praulins  
**Downloads** 0  
**Copyright** 

### Toolbox

- ⇒ Make another Resource based on this one
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- ⇒ Export this Resource as RSS

This has been noted as important for our philosophy and religious studies partners.

## Innovation/use of IT

***Billy Brick (Coventry):***

“I’ve integrated it into my teaching already. I’ve done some sessions on Web 2.0 and open educational resources, so my knowledge has been passed on both at undergraduate and Masters level in my teaching.”

***Michael Jardine, Winchester:***

“HumBox has been really important in my institution in paving the way forward for OER and e-learning more broadly and changing attitudes to L & T more broadly.”



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Show that you are engaged with new ideas and innovative use of IT

And engagement with OER in general can be a way of showing engagement with prevailing trends in higher education, and a way of becoming an expert in something for your discipline where others may not be.

## Innovation/use of IT



### e-Arabic Tandem Network : Face-to-Face & Online Arabic <-> English Language Exchange Partnership

The e-Arabic Tandem Network is an initiative to support Arabic language learners to find partners from the Arabic-speaking world who are interested to support you with your Arabic language study. This is a mutual language partnership of two or more learners, where all involved

► Read More...

**Added On:** 17 Feb 2010 21:08  
**Added By:** Mr Mourad Disari  
**Tags:** Ukoer, Arabic Language, English Language, E-learning, Tandem  
**Languages:** Arabic, English

[Add to bookmarks](#)



### Inspiring Lecturers: Sharing e-learning practice through european case studies

A presentation about a research paper on gathering european e-learning case studies

[Add to bookmarks](#)

**Added On:** 05 Feb 2010 05:08  
**Added By:** Mrs Sarah Hayes  
**Tags:** Ukoer, Oerilas, Eunis, Case Studies, E-learning, European  
**Languages:** English



### Learning Through Objective Question Activities

The set of resources in this collection comprise item banks for the creation of objective question learning activities. Each resource contains items from different Year 1 undergraduate modules, including a study skills unit. The file formats are compatible with Moodle and can be

► Read More...

[Add to bookmarks](#)

**Added On:** 24 Aug 2009 12:31  
**Added By:** Dr Matthew Sauvage  
**Tags:** Ukoer, Oereng, E-learning, Objective Assessment  
**Languages:** Unspecified

Show that you are engaged with new ideas and innovative use of IT – Billy now has integrated teaching about it onto his MA course.

And engagement with OER in general can be a way of showing engagement with prevailing trends in higher education, and a way of becoming an expert in something for your discipline where others may not be.

## A final word...

*Sarah Hayes (Aston):*

“I think we’ve proved as a group that OER sharing is possible – and I’m delighted with that”

And in the words of HumBox-ers:

<http://humbox.ac.uk/2403/>



A final comment from Sarah at Aston, who happily announced that:

- The site continues to be used – with increased members and ever more resources uploaded each day – so our humanities community seems to like the idea of the site and using it to share – and ideas of impact and recognition as an academic are central to that usage and that success.

Hum  
Box



Come share  
with us!

[www.humbox.ac.uk](http://www.humbox.ac.uk)

