

POSTER DETAILS

TITLE	The learning course as a collaborative OER platform: A hands-on perspective on quality issues
ABSTRACT	<p>The project to be presented is a multi-semester online-course on academic writing, which functions as a combination of knowledge transfer solution and knowledge management platform. While students of different semesters, subjects and study programmes access the customizable course content, teachers use the course to adapt and provide their own or existing material. The course has several objects that are of interest to a quality perspective and in terms of digital learning in university continuing education.</p> <p>The online-course on academic writing is composed within the learning management system “moodle”. It is open to students of all years and makes use of an interdisciplinary approach. The course content consists of multimedia open educational resources (OER), like text pages, videos, graphics, exercises, trainings and links to further literature and information. Its scope is adjustable, depending on the target group by using group management settings.</p> <p>The course itself is, first of all, designed as a full online-course, but can be adapted for blended-learning settings. Thus, it can fulfil the needs and meet the habits of students from the university’s continuing education programmes by activating specific activities and tasks for pure online-settings (especially for distance learning students) and by offering additional services regarding the course’s tutoring.</p> <p>The online course is not only used for knowledge transfer, but also for knowledge management. Accordingly, the course meets two purposes: First, it is a course that has been developed for learning. The target group consists of students who want to expand their knowledge and skills. On the other hand, the course is aimed at teachers and lecturers who deal with the topic and who have an interest in the collaborative creation, exchange and distribution of their own and foreign educational resources. All materials in the online course are stored in open standards and formats in the course structure. Accessibility, transformation, change and redistribution of resources no longer depend on certain people. Rather, the availability of and working with educational artefacts becomes an open educational practice.</p> <p>This approach adds to the quality assurance of the course. Quality in digital learning is always connected with open education. An expert community that checks, modifies and re-uses educational resources which are collected and provided in a common digital educational space, increases the quality of existing and enhanced material. Furthermore, the course benefits from the prosumers’ experiences with different and diverse target groups which, thus, increases the chance for teachers to find specific material without having the troubles to reinvent the wheel. In fact, teachers are able to spend their time in checking and modifying their findings.</p>
KEY WORDS	OER, knowledge management, collaboration, quality, digital learning