

ECEL 2022

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Mini Track on Integrating OERs in Course Design for Blended and e-Learning

Mini Track Chair: Dr Adrian A. Adascalitei, Gh. Asachi University and Al. I. Cuza University, Iasi, Romania



UNESCO first coined the term “Open Educational Resources (OER)” at an international meeting in Paris in 2002: “OERs are 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.”

OER provide a strategic opportunity to improve the quality of education and to facilitate policy dialogue, knowledge sharing, and capacity building. OERs are available resources/tools that have the potential to enrich any learning environment and enhance student thinking and comprehension. One of the fundamental concepts of OER is the ability to freely adapt, adopt and repurpose existing content, and holds the promise of a more cost-effective and personalized learning model. OER movement has challenged the traditional value chain by employing new methods to deliver high-quality educational content.

When OERs are used in course design, it can be seen as a collection of these resources aggregated in a manner that resembles a traditional courseware taking many shapes and forms. When teachers set up blended courses, it takes a great deal of pre-class organization. Unlike the traditional classroom setting, they must transform the content they teach to fit the hybrid medium. Teachers need to generate creative ways to teach, re-purpose OER and convert the material from one medium to another for students to engage in meaningful online learning. This increases preparation time for teachers. Teachers often lack the digital skills to use available tools and technology. Free digital versions of the learning paths can be made available to other users as new OER. The mini track is aimed to show case best practices/successful models in OER adoption and to critically analyse the approaches that have not worked well and why.

Suggested topics will include (but not limited) to:

- Use of Linked OER Data in course design
- Benefits/challenges to adopting OER for hybrid learning environments
- Successful strategies in integrating quality OER in courseware
- Barriers that faculty face in the adoption of OER (cultural/language barriers; difficulty of finding, selecting appropriate OER; time and effort to evaluate, re-mix, adapt, and integrate OER into the curriculum)
- Showcasing good practices in OER-based effective teaching methods



Dr Adrian A. Adascalitei is Professor at Technical “Gh. Asachi” University and at “Al. I. Cuza” University, Iasi, Romania. His specialist area is Blended STEM Teaching and Learning. He is a certified student teachers’ trainer, reviewer in international journals and conference proceedings and member of scientific associations. He has authored and co-authored various papers in International and European conferences and journals. His research focuses on blended learning, use of virtual laboratories in STEM Education. In 2007 he authored a manual entitled “Computer-Aided Instruction. E-Pedagogy” (in Romanian: Instruire Asistată de Calculator. Pedagogie Informatică), Polirom Publishing House, Iasi, Romania.

Submission details

In the first instance a 300 word abstract is required, to be received by the **6th April 2022**. Please read the guidelines at <http://www.academic-conferences.org/policies/abstract-guidelines-for-papers/>

Submissions must be made using the online submission form at:

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If you have any questions about this track please contact the mini track chair: adrian.adascalitei@yahoo.com

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