RESEARCHING OER ADOPTION AND IMPACT IN THE GLOBAL SOUTH – AN OVERVIEW OF THE RESEARCH ON OPEN EDUCATIONAL RESOURCES FOR DEVELOPMENT (ROER4D) PROJECT

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Researching OER adoption and impact in the Global South – an overview of the Research on Open Educational Resources for Development (ROER4D) project

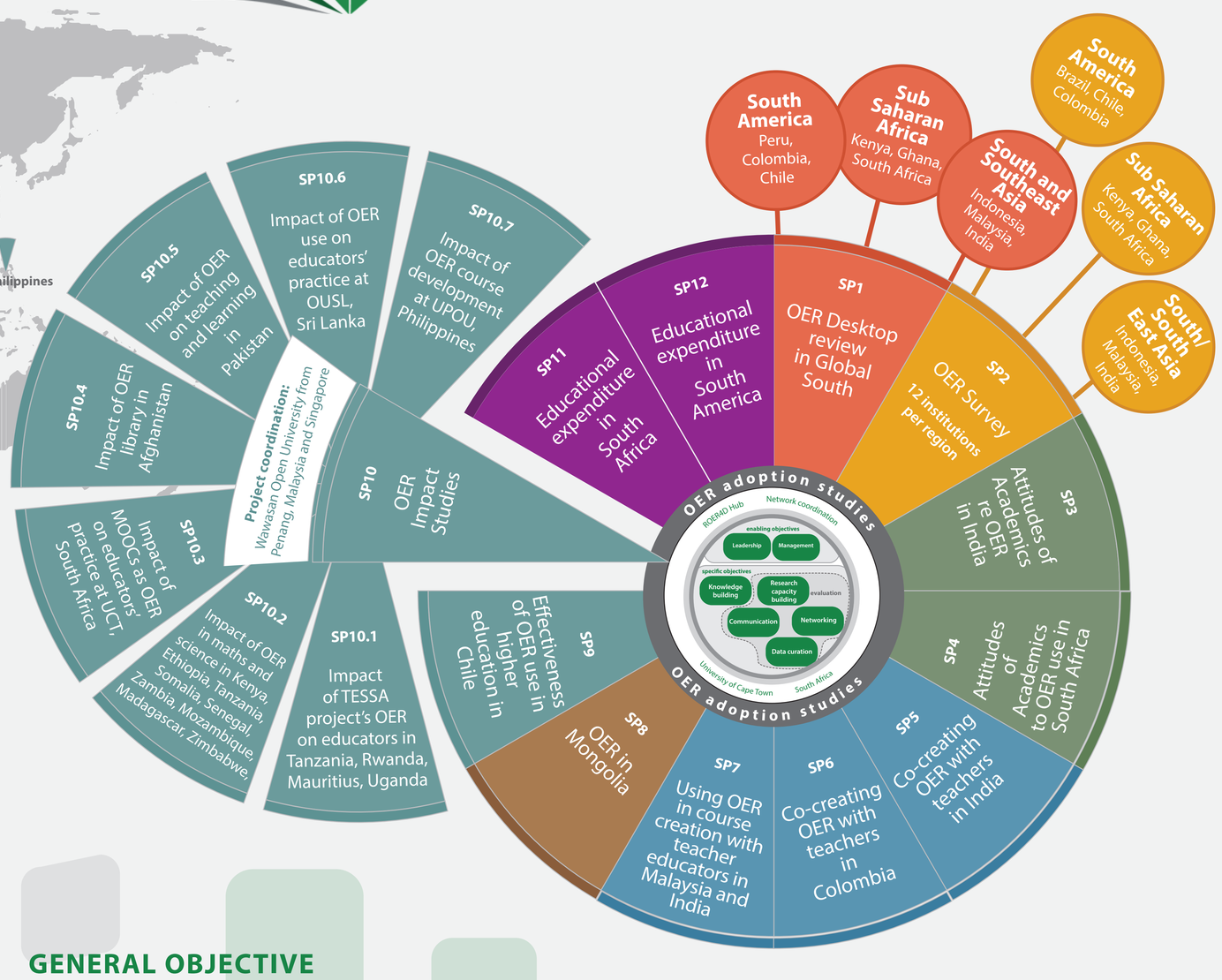
ROER4D

AUGUST 2013 - FEBRUARY 2017

PROJECT CLUSTERS

- OER Desktop Review
- OER Survey
- Academics' adoption of OER
- Teacher educators' adoption of OER
- OER adoption in one country
- OER impact studies
- Baseline educational expenditure

18 sub-projects (SPs)
86 researchers & associates
26 countries
16 time zones



DEFINITION AND PREMISE OF OER

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use and re-purposing by others (adapted from Smith & Casserly, 2006, p. 8). They are purported to:

- Improve **affordability** of education through reducing textbook and course development costs.
- Improve **quality** of learning materials through adaptation and localisation.
- Increase **visibility** of academics' work through sharing of materials.
- Enable **pedagogical innovation** and student-centred learning.

However, empirical research is required to establish whether and how the adoption of OER impacts on the increasing demand for accessible, high-quality and affordable education in developing countries.

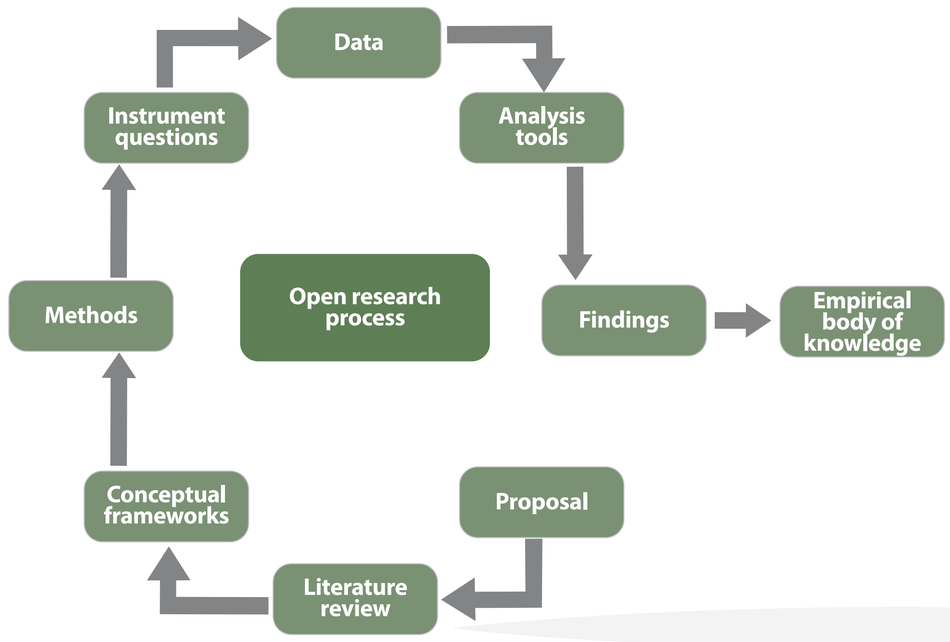
ROER4D RESEARCH PRACTISES

WHY OPEN RESEARCH?

- Building research capacity through collaboration
- Engaging with potential stakeholders
- Extending range of research outputs
- Raising the visibility of research
- Improving quality of research

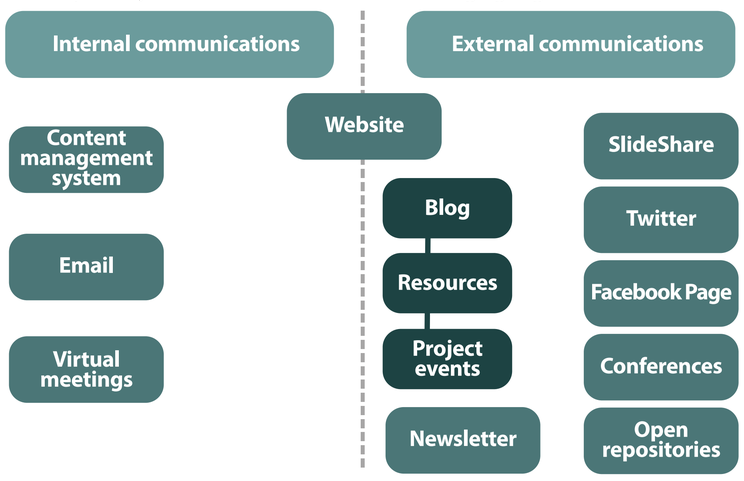
OPERATIONALISING OPEN RESEARCH

Sharing the process of undertaking research resources.
ROER4D research outputs (documents and data) to be published as legally shareable resources under Creative Commons licences.



ROER4D COMMUNICATION

Participatory communication means engaging with stakeholders early.



GENERAL OBJECTIVE

The general objective of this research programme is to improve educational policy, practice and research in developing countries by better understanding the use and impact of OER in secondary and post-secondary education.

MAIN RESEARCH QUESTION

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

Principal Investigator: *Prof Cheryl Hodgkinson-Williams, University of Cape Town*

ROER4D RESEARCH BIBLIOGRAPHY

500+ bibliographic references openly available to researchers worldwide, showcasing Southern and Northern OER research

http://tinyurl.com/ROER4D-Bibliography

	Year	Full citation	Link	Language of publication	Region
AAU (2010)	2010	AAU (2010). Progress report for Project 20 (MRCI 329): Development of a Framework for the Sharing of R&D Resources on the internationalization of Higher Education in Africa http://www.aau.org/sites/default/files/mrci/PROJECT%2020_MRCI%20329.pdf retrieved on 7th March 2014	http://www.aau.org/sites/default/files/mrci/PROJECT%2020_MRCI%20329.pdf	English	Africa
Abelson	2008	Abelson, H. (2008). The Creation of OpenCourseWare at MIT. Journal of Science Education and Technology, 17(2),164-174.	http://link.springer.com/article/10.1007/s10956-007-9060-8#page-1	English	USA
Abeywardena (2013)	2013	Abeywardena, Ishan Sudeera [2013] Perspectives on open and distance learning: Open Educational Resources: an Asian perspective Development of OER-based undergraduate technology course material: "TCC242/05 Web Database Application" delivered using ODL at Wawasan Open University		English	Asia
Abeywardena, Chan &Tham (2013)	2013	Abeywardena, I. S., Chan, C. S., & Tham, C. Y. (2013, September 30). OERScout technology framework: A novel approach to open educational resources search. The International Review of Research in Open and Distance Learning. Retrieved April 08, 2014, from http://www.irrodl.org/index.php/irrodl/article/view/1505/2647	http://www.irrodl.org/index.php/irrodl/article/view/1505/2647	English	Asia

INITIAL FINDINGS

OER not understood under the terms typically used in the literature: Sub-project 2's large survey of OER use among students and teachers indicates that the concept of OER is not understood under the terms typically used in the OER literature (i.e. reuse, revise, remix and redistribute). This is even more problematic in languages other than English, such as Indonesian, Portuguese and Spanish.

Assumption that all digital resources are OER: Findings from Sub-project 5 indicate that while teachers are often willing to share, they often don't understand or use open licensing. Many assume all digital resources are OER.

Teachers' understanding of alternative licensing gives students more active role in creating content: Findings from Sub-project 6 indicate that teachers introduced to alternative licensing also share this knowledge with students, allowing students to have a more active role in creating content.

Granular OER more difficult to integrate into course materials: Findings from Sub-project 7 indicate that granular OER is more time-consuming and difficult to integrate into course materials than more comprehensive sets of OER.

For updates and latest information **www.roer4d.org**

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