HIGHER EDUCATION FACULTY PERCEPTIONS OF QUALITY OF OPEN EDUCATIONAL RESOURCES IN INDIA

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COMMONWEALTH of LEARNING

Commonwealth Educational
Media Centre for Asia

Higher Education Faculty Perceptions of Quality of Open Educational Resources in India

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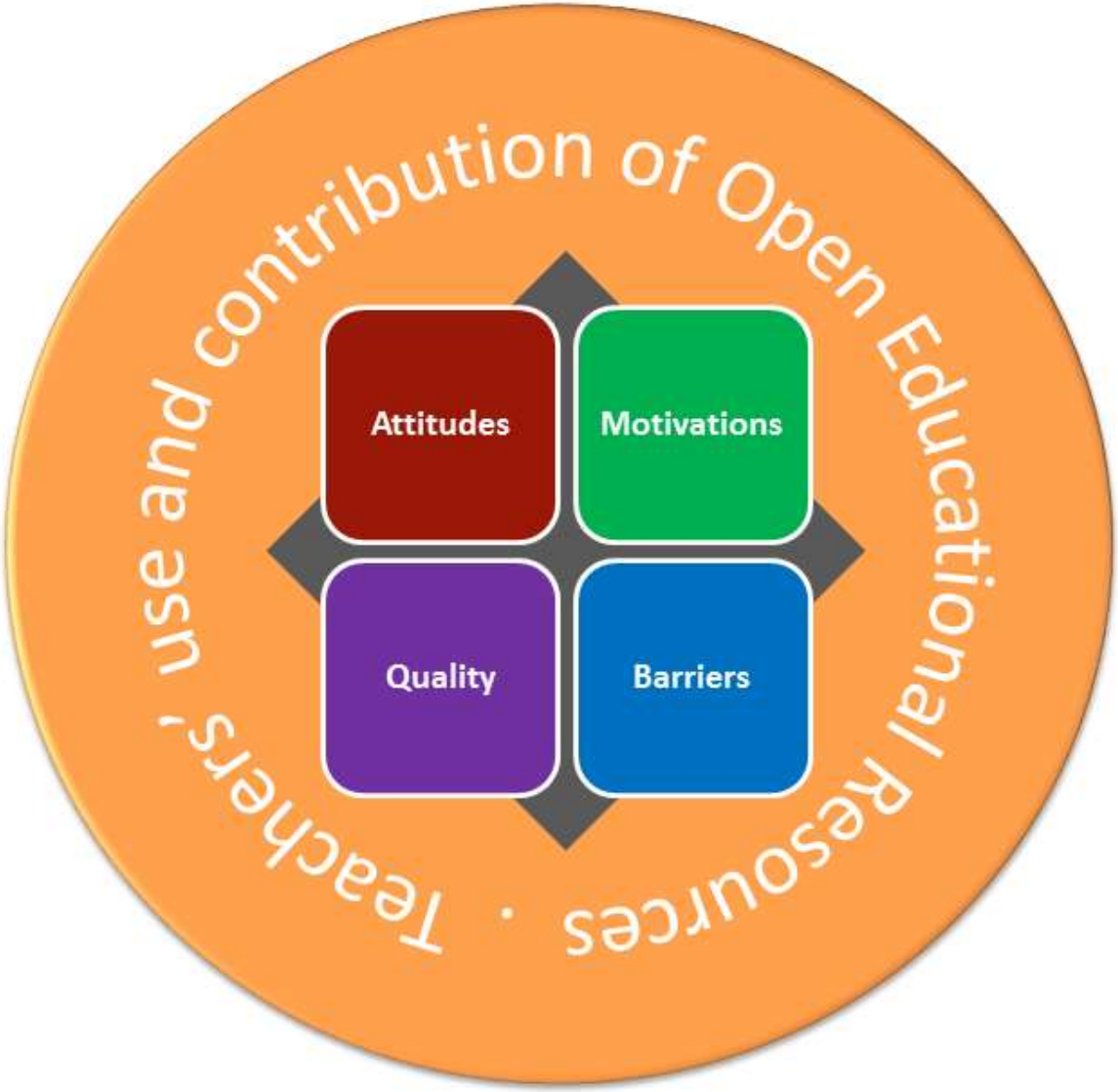
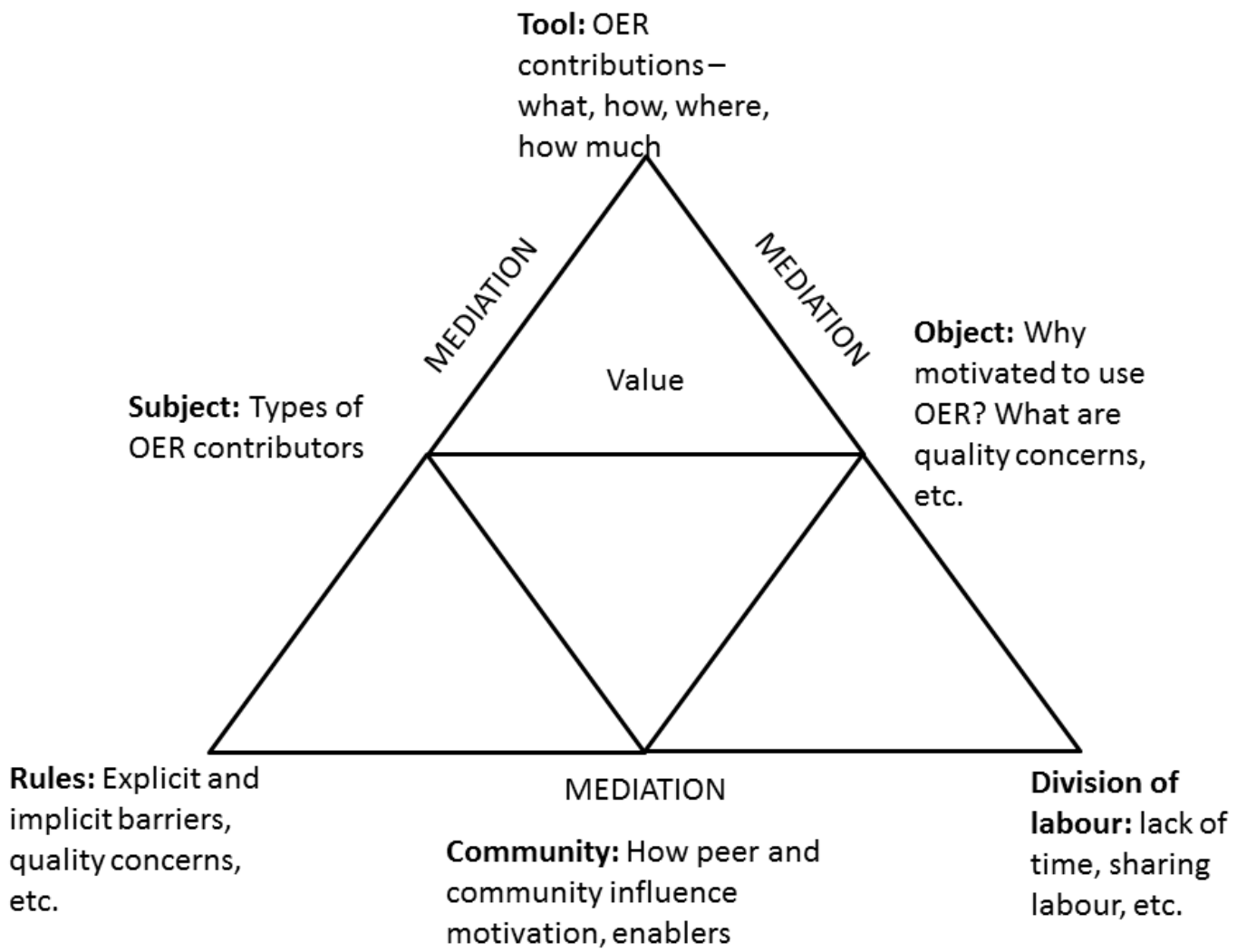
Background

- Access to quality educational materials
- Prohibitive costs of textbooks
- Slow adoption of OER
- Teachers as producers of educational materials
- Why many teachers do not share with others?

Conceptual Framework



Activity Theory



Research Questions

1. How are teachers' attitudes towards OER situated in the context of teaching and learning?
2. Is there any difference in attitude towards OER between teachers according to different demographic variables?
3. What are teachers' motivations for using OER and sharing their work as OER?
4. Is there any difference in motivations between groups of teachers?
5. What barriers to using OER do teachers perceive?
6. How do teachers perceive the quality of OER?
7. Are there relationships between teachers' attitudes, motivations and perceptions of quality when it comes to them using and adapting OER?

Methods, Instruments and Data Sources

- Qualitative and quantitative
- Survey, interviews and workshops
- Questionnaire
- ATOER Scale (0.897 reliability coefficient Cronbach's α)
- Interview schedule (Activity theory based)
- WikiEducator India group and participants in 4 workshops

Workshop at Institutions

- Dual-mode University
- Single-mode Open University
- University in rural setting
- Private, multi-campus University

Workshop Objectives

- Assist the participants to understand history and development of OER;
- Enable them to relate the need of OER in their work environment;
- Facilitate appreciation of the importance of open license in educational materials; and
- Collect data on the research.

Workshop strategies

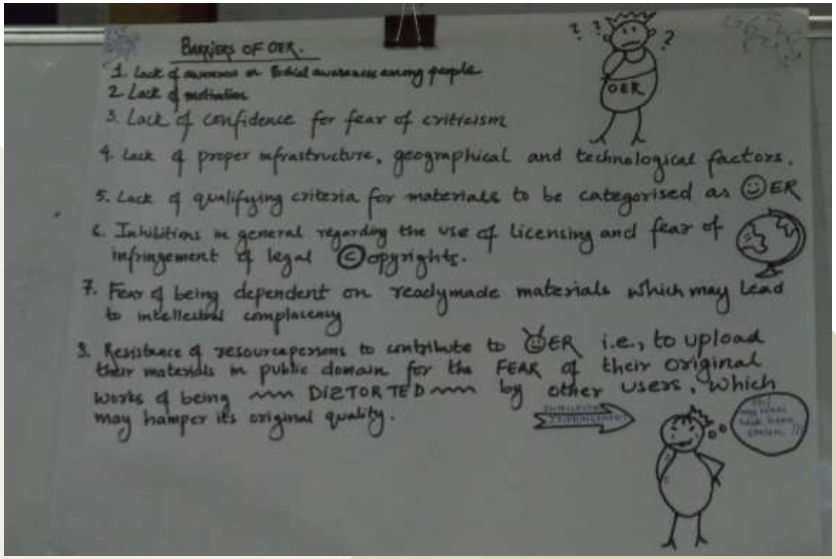
- Just a minute (JAM) Session

Workshop strategies

- Interactive Q & A session on Motivations

Workshop strategies

- Group Discussion on Barriers to OER



Workshop strategies

- Debate on Quality
- Audio recording of views of participants

Data Sample

- 28 Participant interviews recorded post workshop
- Survey of 227 teachers including 107 WikiEducator India members; with 117 usable responses
- 42.7% were female respondents and 57.2% male

Literature Review

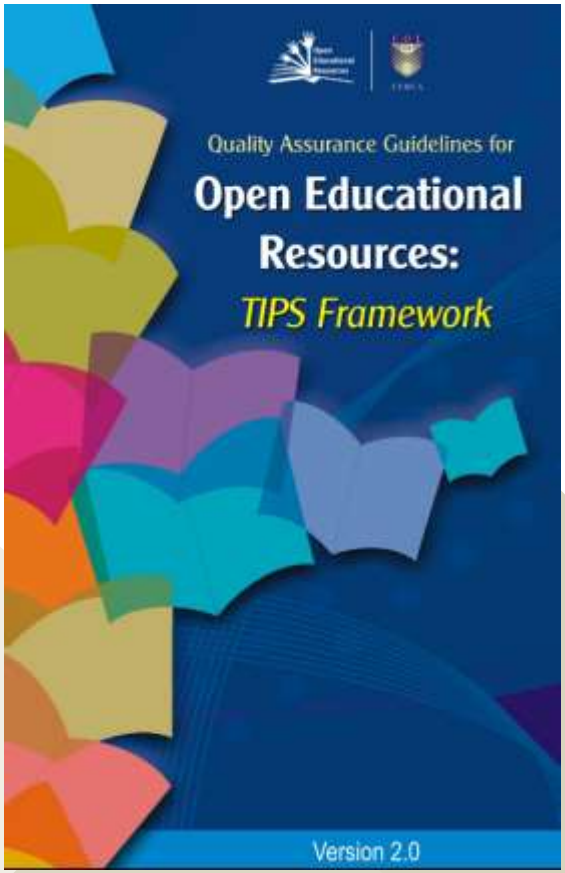
- Quality is an important concept in education
- There are many models of assuring quality
- Quality is the result of a deliberate, transparent, participatory negotiation process
- OER useful for improving teaching quality in areas such as providing illustrations, teaching difficult subjects, and supporting student progression
- Sharing teaching materials that are incomplete makes the faculty vulnerable to criticism

Some Key Issues

- OER to be accurate and authentic
- Appropriate to learning objectives
- Up-to-date
- Trust of the source
- Reusable
- Retaining integrity

Quality Guidelines for Open Educational Resources

- Teaching and learning processes
- Information and material contents
- Presentation, products and formats
- System, technical and technology



http://oasis.col.org/handle/11599/562

OER TIPS Framework

- Teaching and learning processes
  - Pedagogical issues, including student learning, assessment and support
- Information and material contents
  - Content accuracy, relevance and content load
- Presentation, products and formats
  - Openness, multimedia, design issues and open formats
- System, technical and technology
  - Discoverability, support localization and people with disability

ANALYSES AND RESULTS

How do teachers perceive OER quality?

Perceptions of Quality OER

Statements	Mean
If OER are **appropriate** in their content, I prefer to use them.	4.46
I prefer to use OER from **trustworthy** sources.	4.37
Open licensing of OER enables **continuous quality improvements**.	4.17
I use trustworthy OER from **reputed institutions**.	4.09
I often use OER, which **fulfil the pedagogical needs** of the teaching-learning process.	4.07
OER **need localisation**.	3.97
Lack of **peer review** of OER makes them susceptible to poor quality.	3.74

Perceptions of Quality OER

Statements	Mean
OER are free resources available through open licences.	4.41
OER bring down the cost of learning materials.	4.37
OER saves teachers' time.	4.23
OER help developing countries obtain quality materials.	4.05
I don't need permission to reuse OER.	3.76
The quality of OER is questionable.	3.49

Contributors vs. Non-contributors

Previous OER contribution and Quality of OER						
			MEAN QUALITY			Total
			Undecided	Agree	Strongly Agree	
Previous OER contribution	No	Count	1	57	24	82
		% within Previous OER contribution	1.2%	69.5%	29.3%	100.0%
	Yes	Count	3	13	16	32
		% within Previous OER contribution	9.4%	40.6%	50.0%	100.0%
Total		Count	4	70	40	114
		%	3.5%	61.4%	35.1%	100.0%
Chi-Square = 10.31, df = 2, N = 114, p = 0.006						

Significant difference in perceptions of quality between contributors and non-contributors

Panel Discussion on OER Quality

"...some materials are not that well designed, not well structured,... we must be concerned about content ...let it be unstructured but if content is good then fine".

Panel Discussion on OER Quality

"...it's only the quality issue, which bothers sometimes. If I am going to a very reputed forum, there is information which is not from a very trustworthy source, I may not quote it. I will search for something, on which nobody will question. Because if somebody questions than your credibility depends on that"

Credibility; Trustworthiness

Panel Discussion on OER Quality

"Quality is necessary. First of all we should be satisfied about what we have written. Does it fulfill the needs and expectations of the learners? There should be an authenticity. Nothing should be wrong in the Self Learning Materials which we prepare. Secondly I think there should be an editor or board of editors who check it seriously all the text [contents] not only the language. So it should be checked on the both levels -- individual as well as institutional"

- **Role of the institution**
- **Peer Review of OER**

Panel Discussion on OER Quality

"...collaboration will help building good content and also different thinking... By collaboration these materials can be well designed and better prepared..."

Course Team to Develop OER

Key Findings on OER Quality

- Personal criteria of appropriateness to measure OER quality
- Trustworthiness of OER sources and reputation of the source are important consideration when deciding about quality
- To be considered quality materials, OER should support the pedagogical needs of the teaching and learning processes
- An open licence is itself an indicator of quality, as it provides the opportunity for continuous improvement of the resource

Key Findings on OER Quality

- OER need to be localised and adapted to specific contexts to be fit for purpose
- OER should undergo the rigour of peer review to be considered quality materials
- Quality assurance of OER should be the responsibility of those who prepare the materials, and institutions should create mechanisms to assure quality

Other Related Resources

- ATOER Scale
- *Open Praxis* Paper
- Presentation at OE Global 2015
- Monograph: *Promoting Use and Contribution of Open Educational Resources*
- Poster Presentation at PCF8, 2016
- Presentation at Dissemination workshop

THANK YOU

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