PROMOTING USE AND CONTRIBUTION OF OPEN EDUCATIONAL RESOURCES

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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development

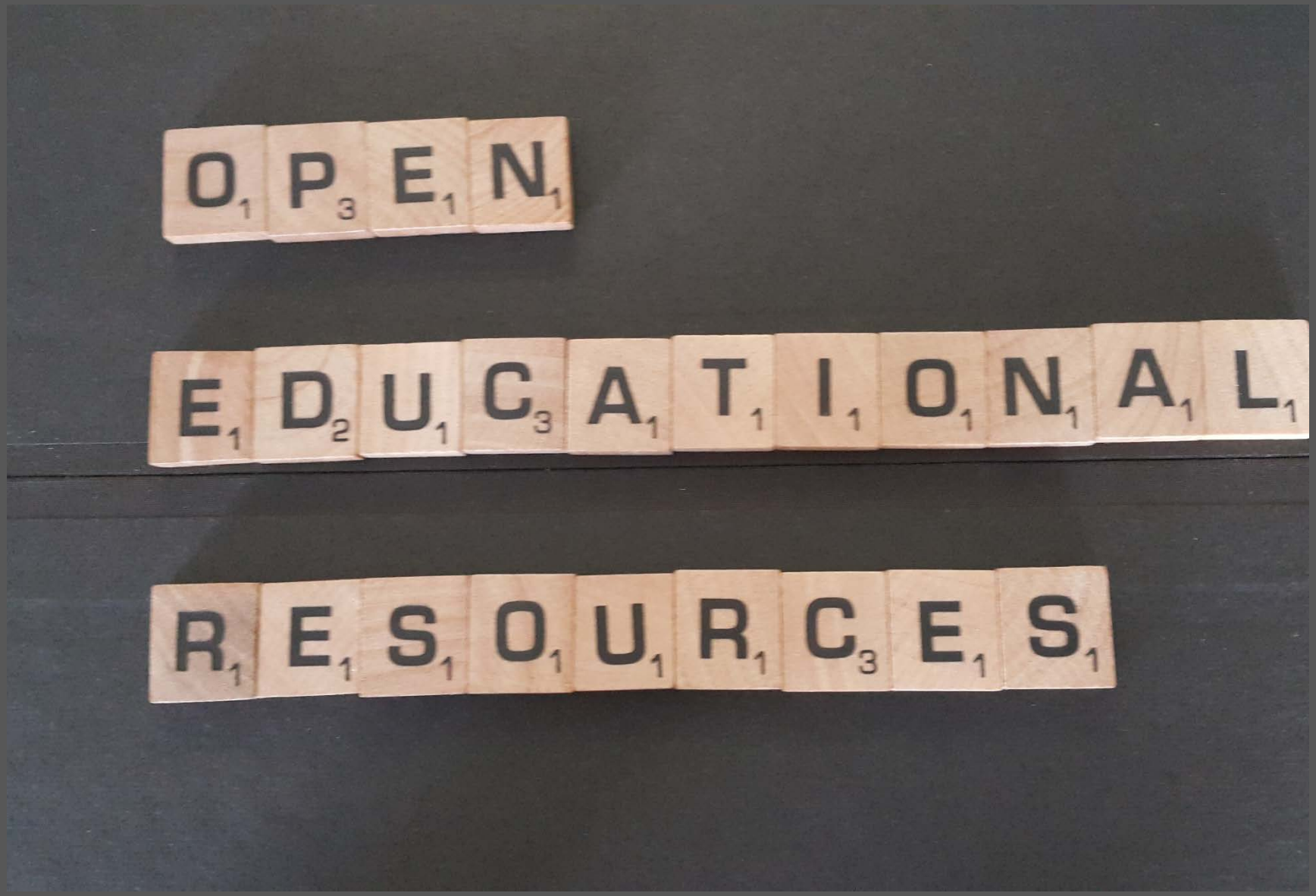
Promoting Use and Contribution of Open Educational Resources

COMMONWEALTH of LEARNING

Sanjaya Mishra, Education Specialist, eLearning

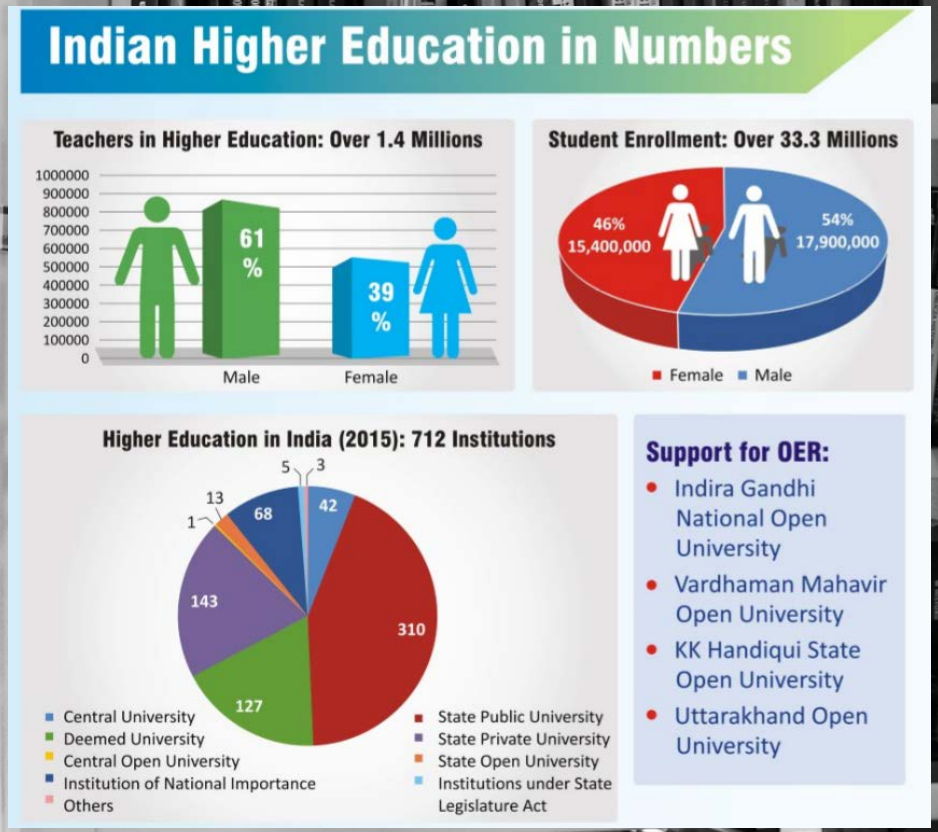
E-Learn 2017, Pre-Conference Symposium, Vancouver, Canada – October 17, 2017

Sharing is a basic human value


OPEN
EDUCATIONAL
RESOURCES

1.2
BILLION
CREATIVE COMMONS LICENSED WORKS
2016
1,2
2015
1,1
2014
8
2010
4
2006
1

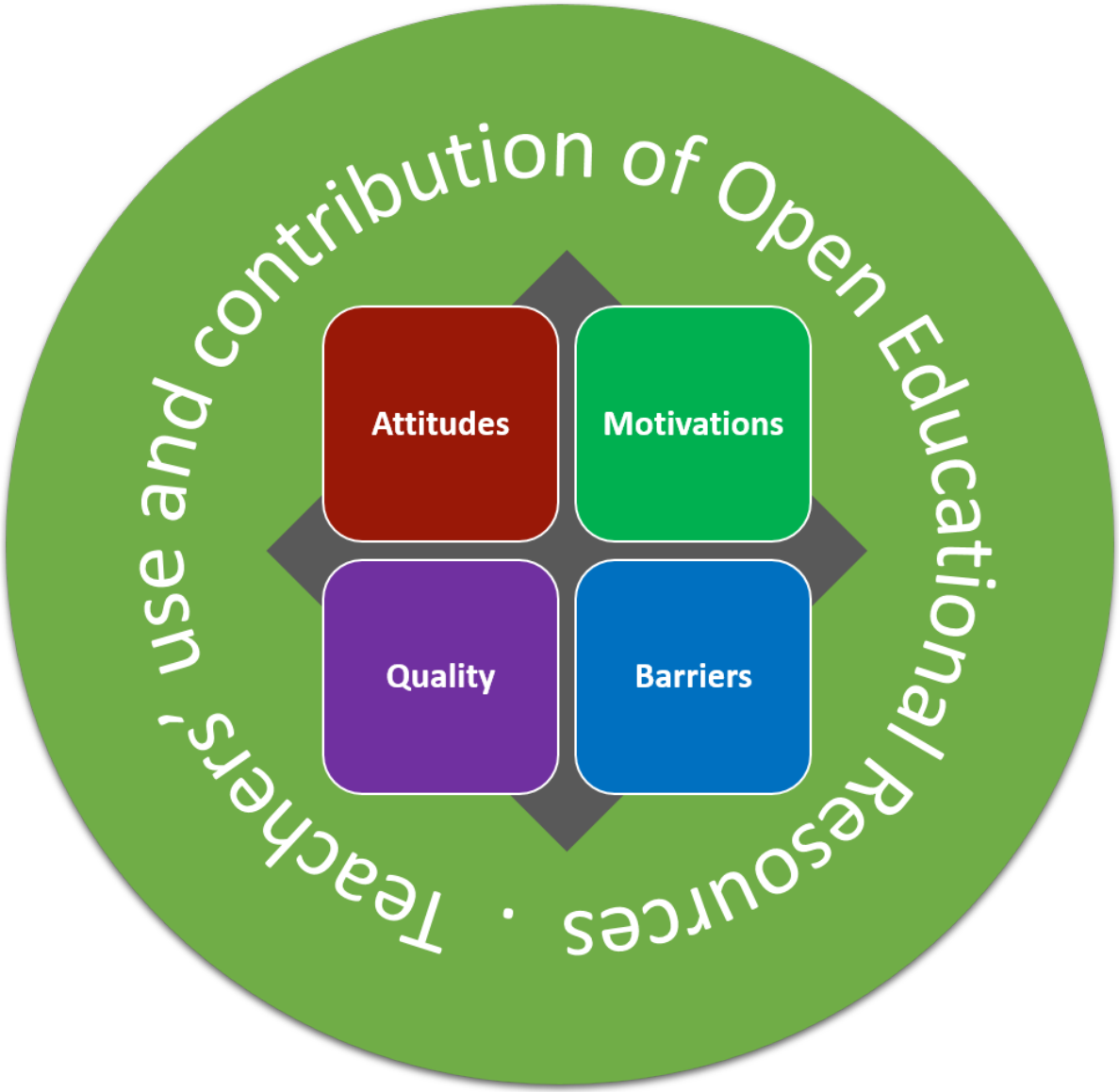
How open are our educational institutions?



ROER4D

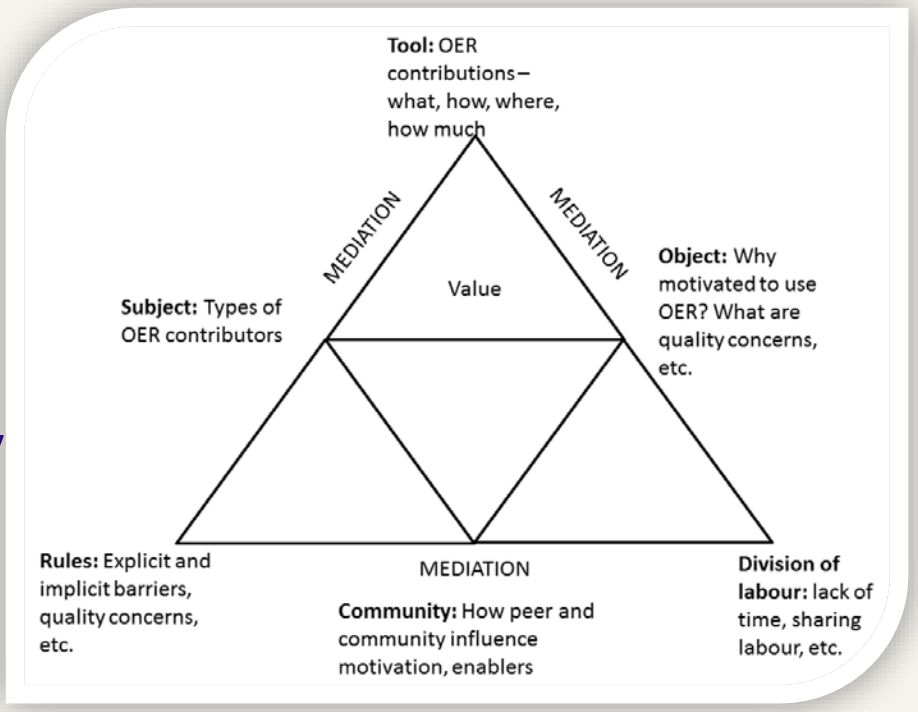
Research on Open Educational Resources for Development

/ˈɹɔːfəˌdiː/ - ROAR-for-DEE


Teachers' use and contribution of Open Educational Resources
Attitudes
Motivations
Quality
Barriers

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



Open Praxis, vol. 8 issue 1, January–March 2016, pp. 55–69 (ISSN 2304-070X)

OPEN PRAXIS

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

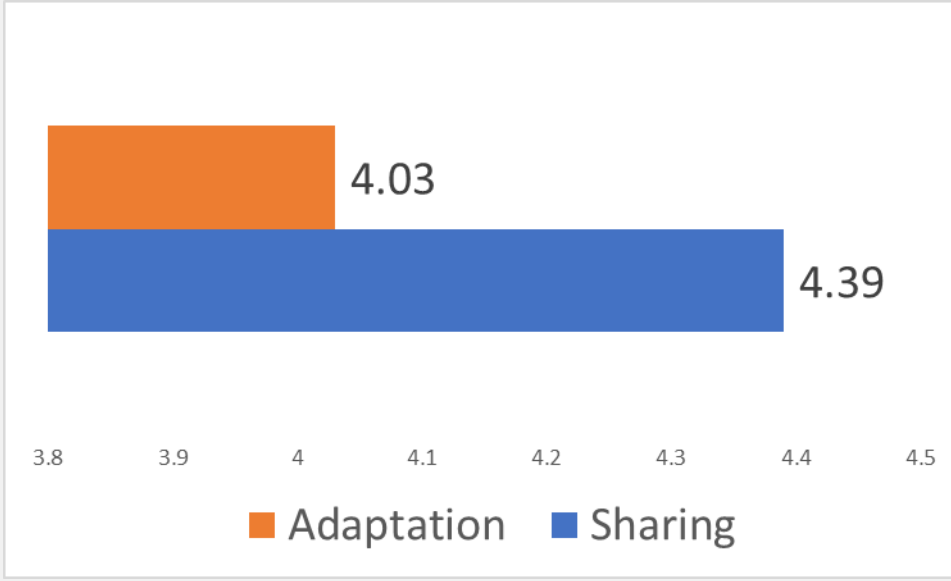
Development of a Scale to Measure Faculty Attitude towards Open Educational Resources

INSTITUTE OF KNOWLEDGE SOCIETIES
mmonwealth Educational Media Centre for A
orkshop on Open Educational Resources for Developm
March 7 to 10, 2015
Supported By: International Development Research Centre, Canad
Venue:Hotel New M n , Bhubaneswar

Findings

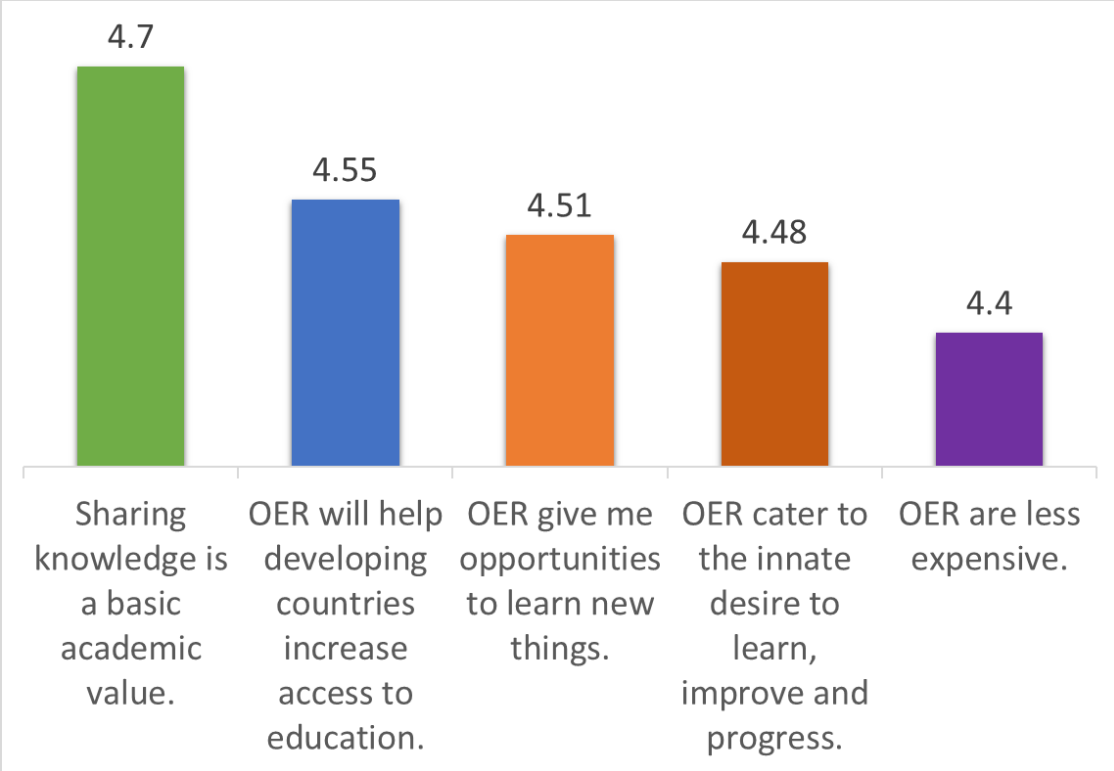
Key Findings on Attitudes

- Teachers had positive attitudes towards OER, and their attitudes did not differ significantly across demographic variables
- Attitude towards **sharing** was stronger than towards **adapting** materials developed by others



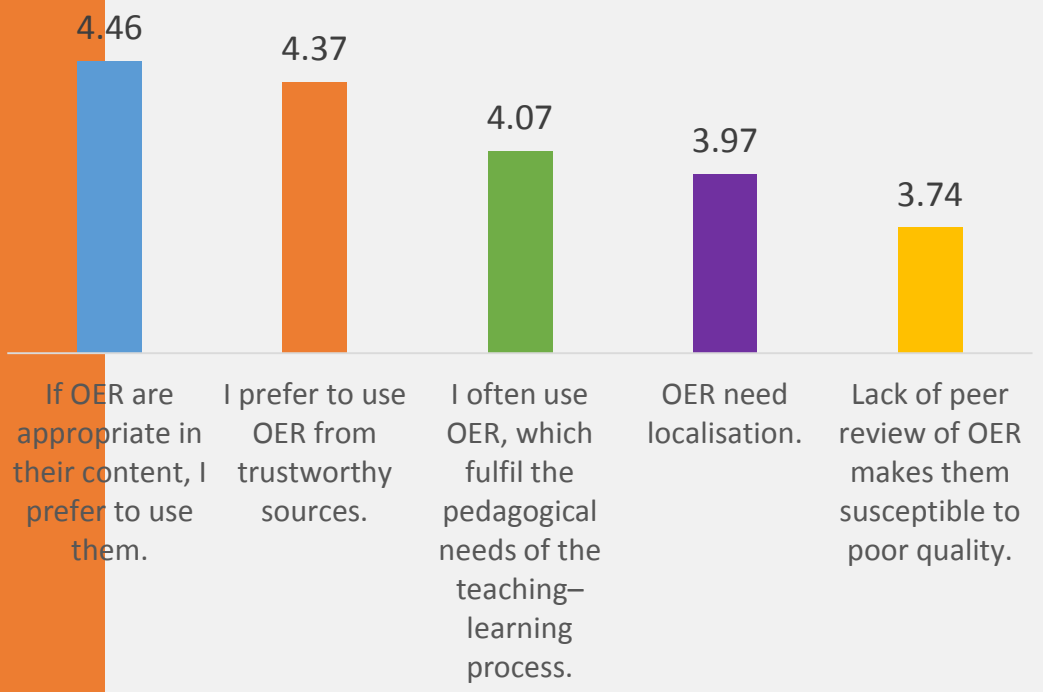
Key Findings on Motivation

- Largely motivated to use and share for altruistic reasons
- Motivated to use OER due to the learning opportunities offered by OER, and the possibility of saving money and time
- Motivations not significantly different across different groups of variables, except for age and highest qualification.



Key Findings on Quality

- Appropriateness to measure OER quality
- Trustworthiness of OER sources and reputation
- OER should support the pedagogical needs
- 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



Copyright and Creative Commons licences (47%)

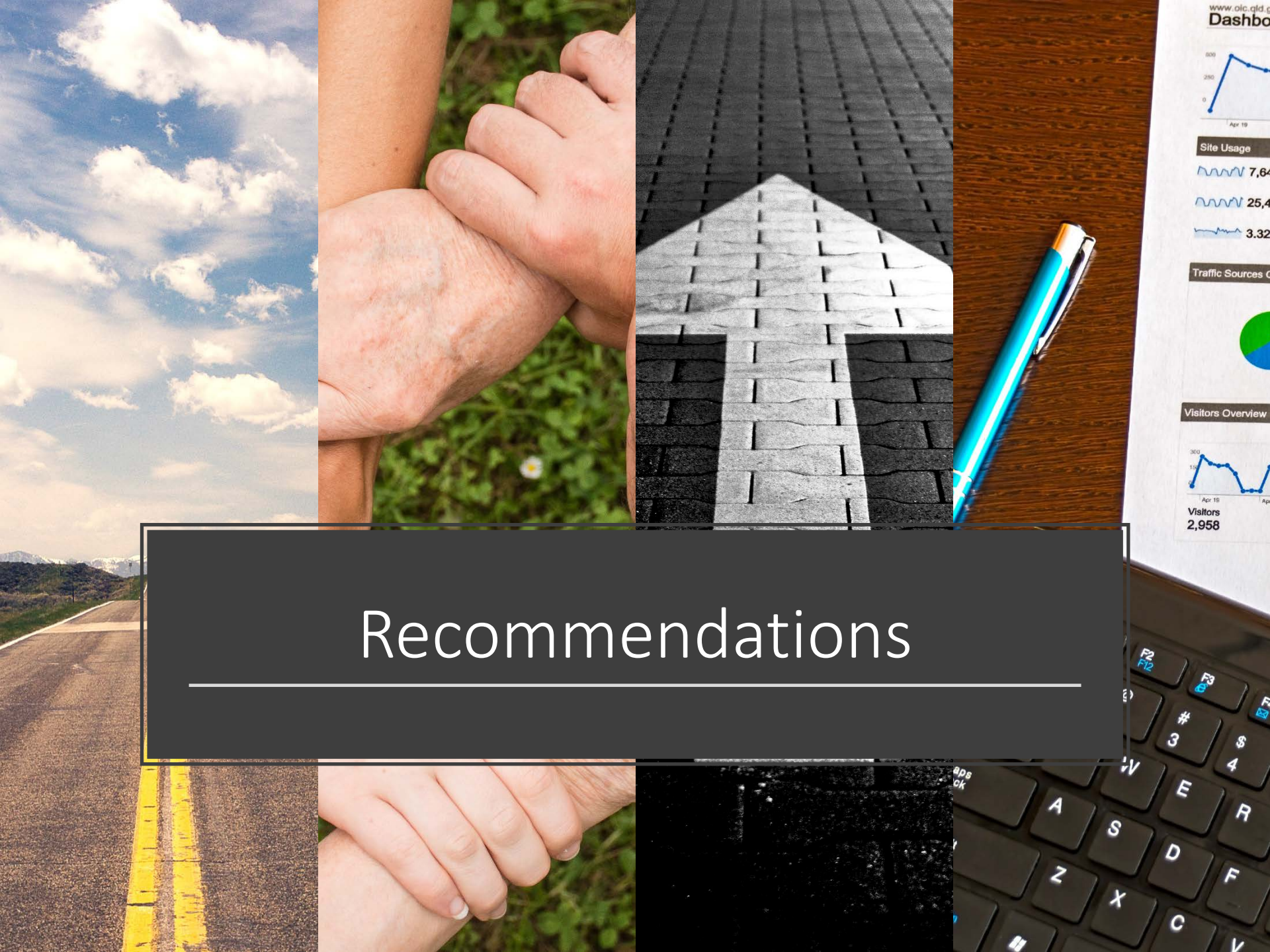
Workload (43.59%)

Recognition and rewards system (40.17%)

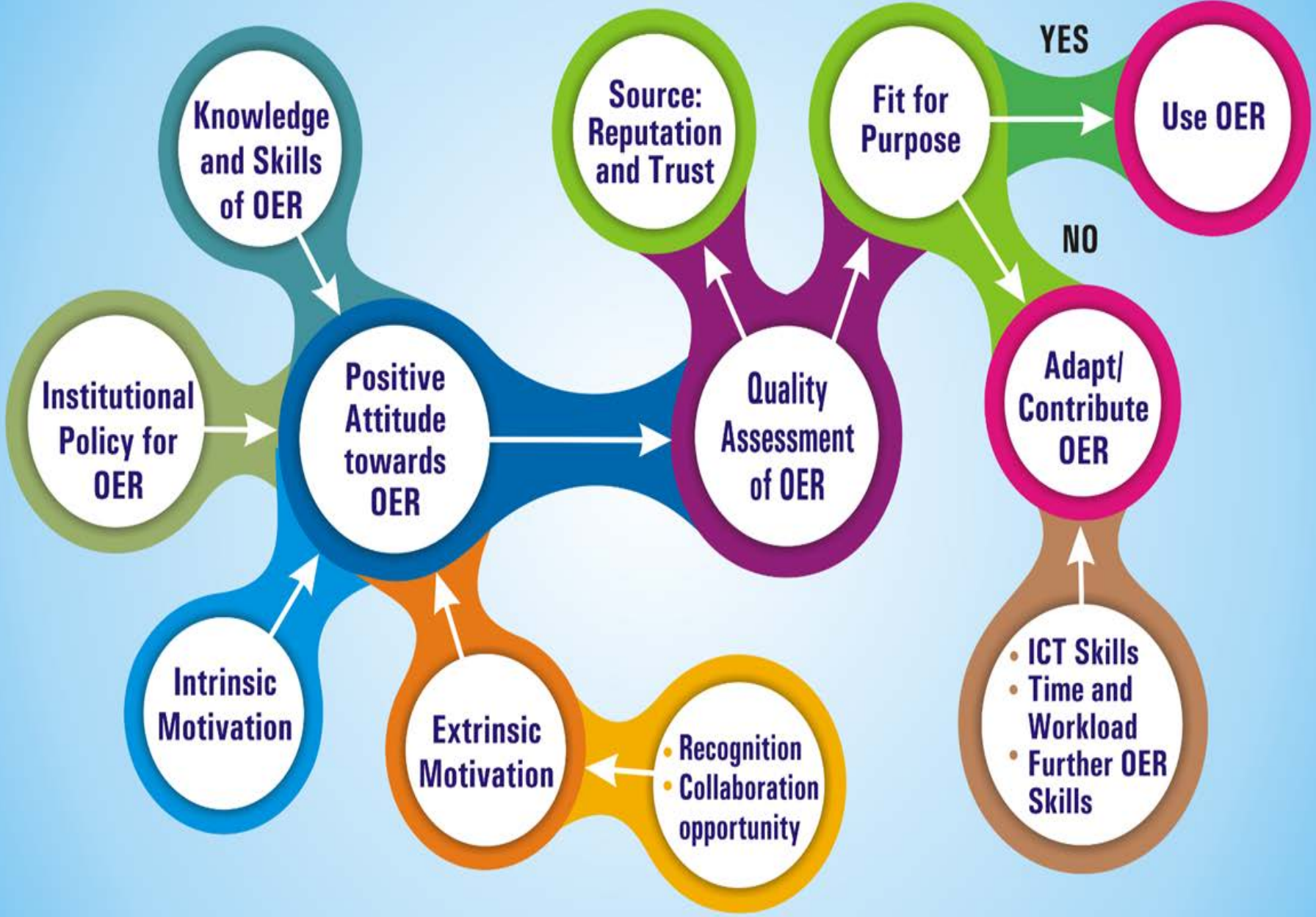
Technological support (32.48%)

Financial resources (29.91%)

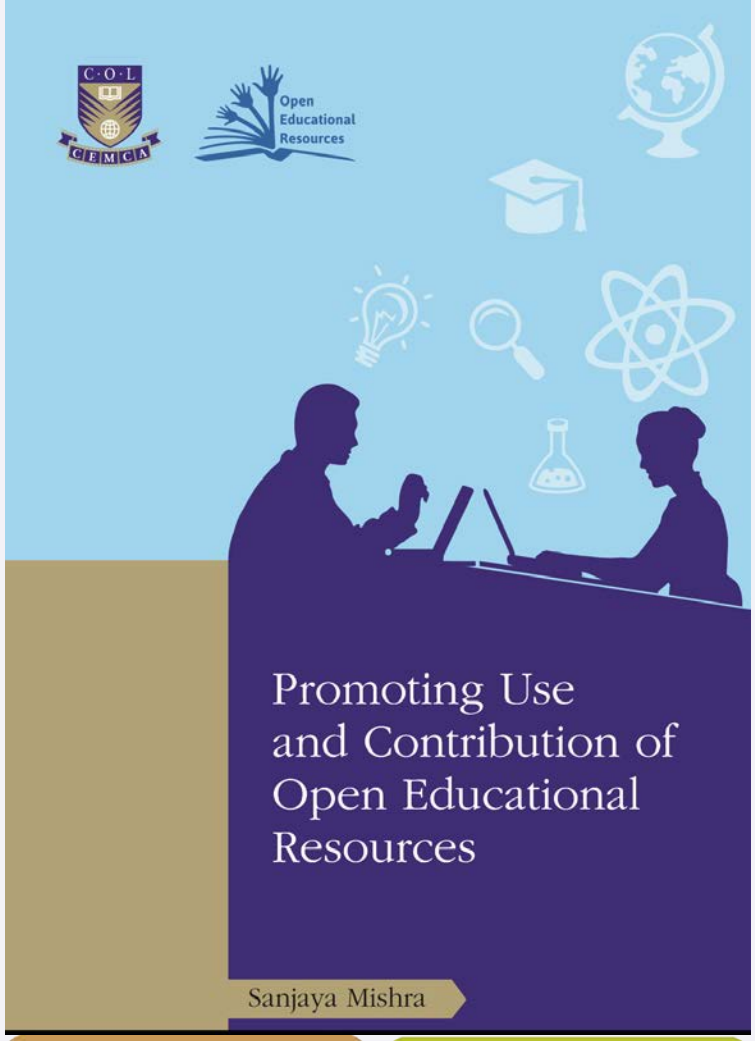
Top Barriers



Recommendations



Model for Mainstreaming Use and Adaptation of OER



Strategies

- Advocacy and awareness
- Adopt policies
- Provide incentives and release time
- Create QA mechanism
- Provide continuous professional development

Advocacy

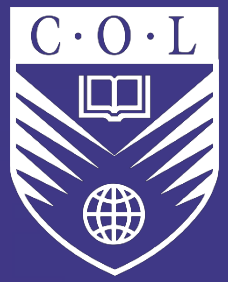
Quality Assurance

Capacity

Policies

Incentives

Thank you



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