

# TEACHERS' PERCEPTION OF OPEN EDUCATIONAL RESOURCES: DATA COLLECTION THROUGH WORKSHOPS

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# Teachers' Perception of Open Educational Resources: Data Collection through Workshops

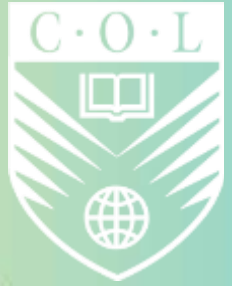
*Sanjaya Mishra & Ramesh Sharma*

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*Open Education Global Conference 2015*

*Banff, Calgary, Alberta, Canada*





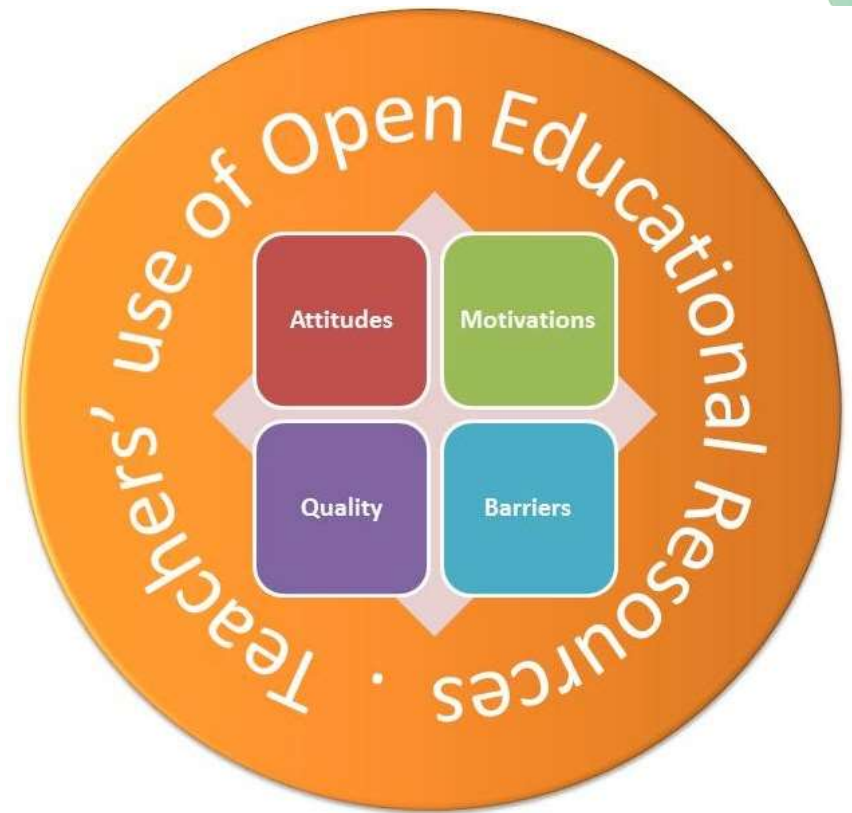
# Background

- Access to quality educational materials
- Prohibitive costs of text books
- Adoption of OER
- Teachers as producers of educational materials
- Why many do not share with others?



# Research

- Create greater understanding about why some teachers share and others do not
- Help create appropriate enabling environment to sharing of educational resources
- Engage with teachers to understand their contexts and individual conceptions and dispositions



# Research Instruments

- **Attitude towards OER (ATOER) Scale**
- **Interview Schedule (with in framework of Activity Theory)**
- **Workshop Based Methodology**



# Social Learning Theory

- Prime Factors:
  - Teacher's Social Environment
  - Perceptions



# Workshop as a method of data collection

- To collect qualitative and quantitative data
- To examine:
  - Attitudes
  - Motivations
  - Barriers
  - Quality
- **Participative**
- **Focused on assessing constructs of research**



# Institutions ... Four types



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



# Venue for workshop

- Teacher participants were taken out of their University campus to another location
- Teachers can concentrate fully on workshop



# Objectives of the Workshop (for the Participants)

*For participant buy-in to join the workshop, we promoted the workshops within the institutions through their academic leaders with the following 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.

# Workshop Structure ...

- Just a minute (JAM) Session



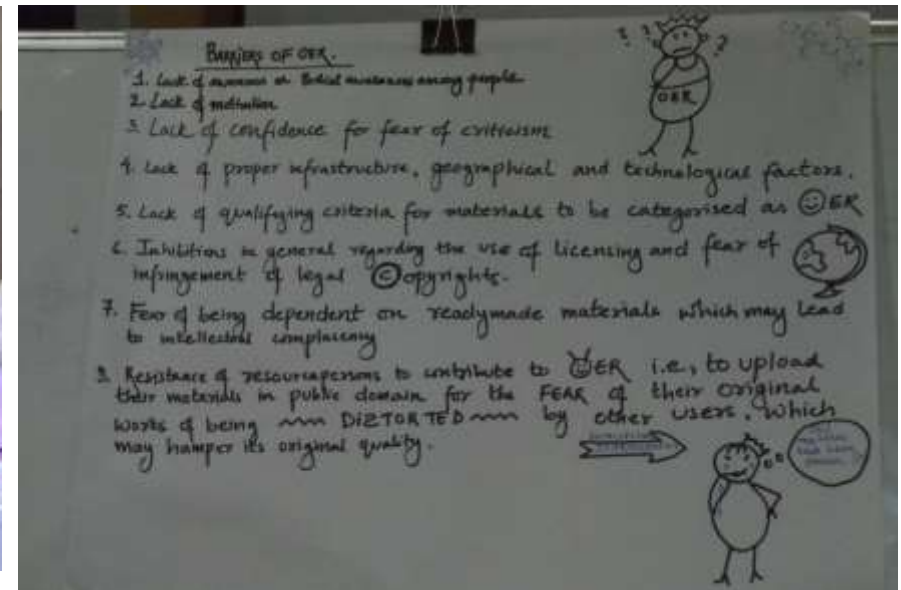
# Workshop Structure ...

- Interactive Q & A session on Motivations





# Workshop Structure ...



## Group Discussion on Barriers to OER

# Workshop Structure ...



- Debate on Quality
- Audio recording of views of participants
- ✓ Standards in Industry (Agmark of Agriculture): but not for education
- ✓ Fit of Purpose
- ✓ User to decide Quality

## ABCD Model of Quality of OER

- Accuracy
- Brevity
- Clarity
- Discoverability



# Preliminary Findings

*Some Quotes from the Respondents*

# Attitudes

- *“...Using OER will help me to learn from various experts of different fields and different perspectives”.*
- *“...with the availability of the educational resources in public domain people would tend to copy instead of applying their own thought process in their different educational fields”.*
- *“...the content which is uploaded and that is available as open educational resources ... Its validity is questionable, though it is relevant but reliability is doubtful and for higher education purpose, the information, the knowledge available in OER sources may not be authentic and relevant”.*

# Barriers

- *“Yes since I am not very aware on OER ... will it give us any kind of incentive or recognition or acknowledgement ... I would always feel that writing a paper and publishing in a journal or preparing materials in form of textbook would bring some kind recognition...I do not know if OER give that kind of ratification ...”*
- *“If I’ll have sufficient time, I can use OER. At the present moment, most of my time is being consumed for administrative and teaching loads. If I have little bit extra time I think we can do it”.*

# Quality

- *“we are discussing about educational resources so I think learning outcome is most important for quality... how much we learn from a particular OER ...I think is the best quality what we must learn from that particular OER”*
- *“Quality is questionable! Yes! While copying something or getting something from OER, there’ll be a suspicion... what if it is wrong, if it contains only partial truth or partial information...”.*

# Motivation

- *“Using OER while I am teaching in a classroom will be beneficial because it will be cost effective and time saving ... like there may be many approaches to a particular solution which may not be possible for me to cover within the limited time of the classroom... I can make my teaching more interactive and more interesting to the students so these are the two benefits in my opinion”*
- *“I want to say that innovative use of OER can stimulate the interest of learners and breakdown regular monotonous learning”.*

# Work in Progress

- Transcription and Coding of about 40 hours of recordings
- Finalising the Attitude towards OER scale
- Analysis the data gathered through the workshops and questionnaires (online and offline)
- Reporting results and dissemination



Thank you!

