Promoting Use and Contribution of Open Educational Resources

Sanjaya Mishra, Education Specialist, eLearning

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

Sharing is a basic human value

How open are our educational institutions?
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

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

Top Barriers

<table>
<thead>
<tr>
<th>Copyright and Creative Commons licences (47%)</th>
<th>Workload (43.59%)</th>
<th>Recognition and rewards system (40.17%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technological support (32.48%)</td>
<td>Financial resources (29.91%)</td>
<td></td>
</tr>
</tbody>
</table>

Recommendations

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

Thanks for your attention!