Expertise Support to HELP University, Malaysia for Development of Institutional OER Policy

REF: 21-ED1-262
Commonwealth Educational Media Centre for Asia (CEMCA)

Final Report

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30th September 2020

CC BY SA

ACKNOWLEDGEMENTS

- Professor Datuk Dr Paul Chan, Vice-Chancellor and President of HELP University
- Prof. Dr. Andy Liew, HELP University
- Dr. Madhu Parhar, Director/CEMCA
- Dr. Manas R. Panigrahi, Senior Programme Officer/ CEMCA
- All Administrative and Academic Participants of HELP University
- Administrative and Support staff of CEMCA

Abbreviations & Acronyms

OER -	Open Educational Resources
CC Licenses -	Creative Commons Licenses
5Rs -	Retain, Reuse, Revise, Remix and Re-distribute

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1.0 INTRODUCTION

1.1 Background

The emergence of the concept of Open Educational Resources (OER) plays a major role in expanding equal opportunities to access quality education by all, especially in the higher education systems. OER are, 'teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions' (UNESCO, 2012). The purpose of an OER policy is to provide direction in the use of OER to increase access to and support quality teaching and learning in the educational systems. An Institutional OER Policy will provide guidance and strengthen commitment to OER by all concerned stakeholders.

HELP University is a conventional formal university in Malaysia, established in 1986, with the Mission, 'to help people succeed in life and to live a life of significance through education' (see https://university.help.edu.my/about-help/). HELP University is rapidly moving towards an online blended teaching-learning approach. Having identified the significance of adopting OER at the institutional level, a programme has been initiated by HELP University with the support of Commonwealth Educational Media Centre for Asia (CEMCA), on Design, Development and Implementation of an Institutional OER policy. I was invited and engaged by CEMCA, to facilitate and provide support on the design and development process of the Institutional OER policy for HELP University (Appendix 1). This final report is submitted after completion of the tasks as scheduled.

1.2 Key Objective and Expected Outcomes

The key objective of the activity was to conduct an online programme which will lead to the design and development of an Institutional OER policy to HELP University, Malaysia, in order to provide direction in the use of OER to increase access to and support quality teaching and learning in their education system.

The expected outcomes of the programme were to:

- build awareness among key stakeholders at HELP University, Malaysia on the concept and impact of an OER Policy;
- prepare draft OER policy framework which caters to the requirements of the HELP University, Malaysia; (using COL-CEMCA Institutional OER Policy Template);
- initiate the process of drafting an OER policy for HELP University, Malaysia;
- provide ongoing online support/follow-up leading up to a final draft policy for HELP University, Malaysia

2.0 METHODOLOGY

2.1 Planned Tasks

The specific tasks planned and scheduled were as follows:

- Conduct of an Online workshop (synchronous and asynchronous) for drafting OER policy for HELP University, Malaysia (using COL-CEMCA Institutional OER Policy Template available at: http://oasis.col.org/handle/11599/2361.)
- Facilitating the participants including Senior faculties, Deans, Departmental Heads, IT Head, Directors, PVCs, etc. of HELP University, in drafting an Institutional OER policy
- Providing synchronous support via conduct of an online workshop on 23rd and 24th September 2020 from 11.30 A.M. till 02.00 P.M. (Sri Lanka and India Standard Time. Malaysia Time will be 02:00 P.M. till 04.30 P.M), to develop the Draft OER policy for HELP University, Malaysia.
- Providing asynchronous support through online strategies to HELP University for finalisation of the OER policy.
- Submission of a Final Draft of Institutional OER Policy for Help University, Malaysia

2.2 Preparatory Activities

As an initial step of the process, the relevant background information was studied by me, including vision and mission of the HELP University and its scope (see https://university.help.edu.my/about-help/>, few institutional OER policies adopted by the higher education institutions in Commonwealth Asia, and the COL-CEMCA Institutional OER Policy Template available at: http://oasis.col.org/handle/11599/2361. (Appendix 4).

Next, a Programme Schedule for the two-day online synchronous workshop and an Action Plan for the remaining activities were prepared by me, and shared with CEMCA and HELP University (Appendices 2 & 3). I also prepared a list of resource materials to be used at the online workshop, including two PowerPoint presentations (Appendices 5 & 6). Having reviewed the relevant literature and studying the COL-CEMCA Institutional OER Policy Template and existing OER Policies, I prepared an initial draft OER Policy Framework, in Google Docs (Appendix 7). All these were shared with CEMCA and HELP University, prior to the conduct of the synchronous online workshop.

3.0 SYNCHRONOUS ONLINE WORKSHOP

A two-day online workshop was conducted on 23rd and 24th September 2020 from 11.30 A.M. till 02.00 P.M. (Sri Lanka and India Standard Time. Malaysia Time- 02:00 P.M. till 04.30 P.M), via ZOOM, to provide synchronous support to develop the Draft Institutional OER policy for HELP University. A total number of 59 members of the staff from HELP University had registered as participants for this activity in three categories: Corporate- HU (09); Academic HoDs and Senior Managers (40) of HU; Academic HoDs HELP Academy (07), with a gender breakdown of 31(F):28(M) (Appendix 8).

3.1 Day 1 of the Workshop

Day 1 of the online workshop was held on 23rd September 2020 from 11.30 A.M. till 02.00 P.M. (Sri Lanka and India Standard Time. Malaysia Time was 02:00 P.M. till 04.30 P.M).

It commenced with a Welcome Address by Prof. Madhu Parhar, Director/CEMCA, who welcomed all participants and introduced the facilitator to the participanta. In her address she also explained about the background to this initiative. Next, Prof. Datuk Dr. Chan, Vice-Chancellor of the HELP University addressed the participants, explaining the significance of this initiative to HELP University. An introduction to the Workshop was made by me as the workshop facilitator, describing the scheduled work plan of the two-day workshop, and indicating the expected outcomes and outputs of this activity.

After the Welcome Session, the workshop continued as scheduled, with the following activities:

(a) Introductory Session

The purpose of the Introductory Session was to raise awareness and initiate a discussion among the participants on the following:
- The concepts of OER and an OER Policy
- Necessity and benefits of an Institutional OER Policy for a Higher Education Institution
- Key issues to be considered in an Institutional OER Policy development

Initially, I made a brief presentation, re-visiting the concept of OER (as the participants had already participated in a three-day capacity building workshop on OER, conducted previously by CEMCA), with an emphasis on the underlying value principles in relation to openness in education, free and open access to knowledge, and sharing of knowledge. Referring to UNESCO definitions on OER (2002; 2019), Cape Town Open Education Declaration (2007), Paris OER Declaration (2012), UNESCO Recommendations on OER (2019), and Creative Commons Licenses, an active discussion was conducted with the participants, outlining the significance of having an Institutional OER Policy. Links to all the relevant resources were added to the Google Doc.

(b) Brainstorming Session

The next session was an interactive brainstorming session, where the participants were requested to come up with their own ideas in relation to the following aspects:

- Concept of OER and its significance
- Need for an Institutional OER Policy
- Benefits of an Institutional OER Policy
- Key issues to be considered
- Suggestions

Table 1 indicates a summary of key ideas emerged out of this brainstorming session.

Afterwards, the participants were also requested to do a SWOT Analysis in order to analyze their institutional context, thinking about the Strengths, Weaknesses, Opportunities and Threats, and fill-up a table provided in the Google Doc.

Table 1: Key ideas emerged in the brainstorming session

Aspect	Ideas
Concept of OER and its significance	• Willingly sharing materials • Intellectual Property Rights (IPR) - Cannot challenge that. • What can be taken or given? • Enhance teachers and many stakeholders • Enhances quality • Promotes self-regulated learning (SRL) • I totally agree with the importance of sharing, quality will be enhanced continuously • OER as a resource repository not only for teaching & learning but also for self-regulated learning
Need for an Institutional OER Policy Benefits of an Institutional OER Policy	• Protect the ownership • How do we change people? - To share resources freely. • Education sector - knowledge should be shared • Ethical use of OER • Provide guidelines • Provide authentic materials • Not to encroach ownership • Responsibilities of individuals • Opportunities provided to improve access • Adoption and Adaptation process • Under-privileged people • Moral obligations • Allowing people to use your material 'openly', rather than keeping them 'closed' • To ensure OER materials are used ethically • we need to come up with common guidelines so we don't cross lines • we must not encroach into Intellectual property • intellectual property is worth a lot of money • better to create OER with expired IP
Key issues to be considered	• Changing mindsets • Concern about the 'Quality' of FREE materials • Key issues are critical success factors such as organizational culture, teaching capacity etc. • Quality assurance of OER materials/content
Suggestions	• Highlight the positive actions and examples • Show examples of benefits • Giving back to the community • Wipe-out mis-conceptions about Copyrights • Encourage communication and collaboration

Based on the discussion in relation to the above activity, all participants agreed with the fact that development of an Institutional Policy on OER would help in making teachers, learners and the greater community more sensitized to the availability and free-usage of openly licensed educational materials in a productive and an ethical manner.

(c) OER Policy Framework

The next session concentrated on introducing the COL-CEMCA Institutional OER Policy Template to the participants. It was highlighted that templates and supportive resources have been designed and made available to help governments to review and develop key policy issues for implementing effective OER policy at national level as well as to support educational institutions draft OER policies.

A presentation was made demonstrating the different aspects to be considered, and key components to be included in the Institutional OER Policy, based on the COL-CEMCA Institutional OER Policy Template. These were as follows:

- Policy Declaration
- Policy Statements
- Policy Objectives
- Scope and Applicability
- Copyrights and Licenses
- Quality Assurance and Review System
- Liability
- Institutional Arrangements

A follow-up group discussion was held, on the significance of each of these components.

(d) Summary Session of Day 1

Day 1 concluded with summarizing the key aspects discussed and providing direction to the participants on preparation for the specific activities scheduled for Day 2 of the workshop. They were requested to form sub-groups and distribute work among each other by mutual consent. It was also informed, that a DRAFT OER Policy Template has been created in Google Doc., and that the facilitator expected inputs on this, by the participants in relevant sub-groups.

3.2 Day 2 of the Workshop

Day 2 of the online workshop was held on 24th September 2020 from 11.30 A.M. till 02.00 P.M. (Sri Lanka and India Standard Time. Malaysia Time was 02:00 P.M. till 04.30 P.M).

(a) Introductory Session

After the welcoming remarks from Dr. Madhu Parhar, and some introductory remarks from Dr. Manas Panigrahi, a brief session on the self-introductions of the participants was held.

Then the workshop continued, focusing on the drafting of an Institutional OER Policy. I had already created a DRAFT Institutional OER Policy Template in the Google Doc, based on the COL-CEMCA OER Policy Template, and had shared with all participants. However, it was essentially required to discuss among the participants and mutually agree upon the components and content to be included in the Institutional OER Policy, as relevant and agreeable to their own institution – HELP University.

(b) An Interactive Session on Drafting of the Institutional OER Policy Framework

According to the original workshop schedule, I had planned to have three sub-groups working on separate components of the OER Policy document on the Google Doc., and discuss on the content to be included in the relevant sections under different aspects, and to make short group presentations reporting on their work, and later to revise and improve each section based on peer and facilitator feedback. However, this was practically not feasible, due to the small number of participants in Day 2. Hence, it was decided to change the plan, and instead conduct a whole-group interactive session with all participants, working on each of the components together, and move towards creating an initial draft of the Institutional OER Policy Framework.

Accordingly, the participants were requested to open the OER Policy Template in Google Doc. in their own computers, so that all could work collaboratively along with the facilitator. Each of the following components of the template were discussed and inputs were made by the participants.

1. Preamble
2. Definitions
3. Policy
3.1. Policy Declaration
3.2. Policy Statements
3.3. Policy Objectives
3.4. Scope and Applicability
3.5. Copyrights and Licenses
3.6. Quality Assurance and Review System
3.7. Liability
3.8. Institutional Arrangements

Each statement in each of these sections were carefully reviewed and discussed with the participants. It was emphasized that the COL-CEMCA Template provides only a guideline, and that the HELP University could revise any statement and adapt according to the contextual requirements.

(c) Concluding Session

At the concluding session of the workshop, after discussion, there was a mutual agreement on the continuation of providing asynchronous online support by the facilitator via email, and through the Google doc. It was informed to the participants that this shared Google doc. to be considered as a working document, where anyone could contribute their ideas. All participants were encouraged to make their inputs either using the “suggesting mode” or by inserting comments in the Google doc. It was decided to keep the Google doc open for editing by participants only until 2nd September 2020, and after that I could fine-tune and complete the Final Draft of the Institutional Policy to be submitted to CEMCA. Further, it was informed that the video recordings of the two workshop days will be shared with all staff, who could not participate. The workshop concluded with a vote of thanks by Dr. Madhu Parhar, Director/CEMCA.

Web Links to the Video Recordings of the Workshop:

Workshop Day 1- https://youtu.be/GfirHhwDZRo

Workshop Day 2- https://youtu.be/DFkZxUlp-E4

4.0 ASYNCHRONOUS ONLINE SUPPORT

I have shared the PowerPoint Presentations and other weblinks to resources, as well as the soft copy of the DRAFT Template of the Institutional OER Policy in the Google doc. and have sent them via email too. I check the Google doc. each day to see any inputs to provide responses. As agreed, I shall review all inputs after 2nd September 2020, and fine-tune and complete the Final Draft of the Institutional Policy to be submitted to CEMCA, by 4th September 2020.

5.0 OUTCOMES & OUTPUTS

This initiative of developing an Institutional OER Policy for HELP University had resulted in several outcomes as follows:

- Enhanced awareness among the participants about OER, 5Rs, Creative Commons Licenses, and OER Policies
- Generation of productive ideas in relation to components of an Institutional OER Policy
- Awareness raised among the participants on COL-CEMCA Institutional OER Policy Template and its components
- Activation of collaborative work towards designing and developing an Institutional OER Policy

The key output of this initiative would be an Institutional OER Policy for HELP University.

6.0 REFLECTION

The opportunity to engage in facilitating and providing support on the design and development process of an Institutional OER policy for HELP University was a pleasant experience. I believe the significance of development of an institutional OER Policy to help making teachers, learners and the greater community more sensitized about and encouraged to make productive use of openly licensed educational materials has been realized and accepted in a positive manner by the stakeholders. Especially, the two-day synchronous workshop was very interactive and productive with active participation of the staff who attended. The number of participants in the online workshop was quite less, in comparable to the actual number of participants who had signed up for the workshops. However, I was informed that the video recordings of the workshops were viewed by them and appreciated. The asynchronous communication via the working document in the Google doc. has also not been quite active as expected. Despite various challenges, I hope the output of this important initiative would be productively utilized and implemented in the near future.
Thank you!

RESOURCES

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APPENDIX 1

Consultant's TOR

1.0 **Statement of Work**

1.1. The Consultant shall be responsible to:

1.1.1. Understand the HELP University, Malaysia and its scope including vision and mission for drafting OER policy.

1.1.2. Study few institutional OER policies adopted by the higher education institutions in Commonwealth Asia.

1.1.3. Use COL-CEMCA Institutional OER Policy Templet available at: http://oasis.col.org/handle/11599/2361 to develop the OER policy for HELP University, Malaysia.

1.1.4. Design an Online workshop (synchronous and asynchronous) for drafting OER policy for HELP University, Malaysia using COL-CEMCA templet. Prepare a Programme Schedule and share with CEMCA and HELP University by 15 September 2020

1.1.5. Conduct two-day online workshop (synchronous) engaging senior faculties, Deans, Departmental Heads, IT head, Directors, PVCs, etc. on 23rd and 24th September 2020 from 11.30 A.M. till 02 P.M. (Sri Lanka and India Standard Time. Malaysia Time will be 02:00 P.M. till 04.30 P.M)

1.1.6. Provide online support (asynchronous) to the HELP University, Malaysia for finalisation of the OER policy.

1.1.7. Submit a comprehensive report to CEMCA describing the entire process of OER policy development (with draft policy) for HELP University, Malaysia.

4.0 **Deliverables and Timeframe**

4.1. The Consultant shall begin the consultancy by 07/09/2020 and complete the work by 10/10/2020. The work is quantified as 07 full-time equivalent (FTE) days (Workshop design and Report Writing 4 days, Workshop and Asynchronous support 3 days), with the following specific deliverables and timeline:

4.1.1. Design an Online workshop (synchronous and asynchronous) for drafting OER policy for HELP University, Malaysia using COL-CEMCA templet. Prepare a Programme Schedule and share with CEMCA and HELP University by 15 September 2020.

4.1.2. Conduct two-day online workshop (synchronous) engaging senior faculties, deans, department heads, IT head, directors, PVCs, etc. on 23rd and 24th September 2020 from 11.30 A.M till 02:00 P.M (Sri Lanka and Indian Standard Time. Malaysia Time will be 02:00 P.M till 04.30 P.M).

4.1.3. Provide online support (asynchronous) to the HELP University, Malaysia for finalisation of the OER policy.

4.1.4. Submit a Final Draft of Institutional OER Policy for Help University, Malaysia by 30th September 2020.

4.1.5. Submit a comprehensive report to CEMCA describing the entire process of OER policy development (with draft policy) for HELP University, Malaysia by 30th September 2020.

APPENDIX 2

Online Workshop Programme Schedule

Adoption of Open Educational Resources (OER) in HELP University: Policy Development

Organised by

Commonwealth Educational Media Centre for Asia (CEMCA), New Delhi

and

HELP University, Kuala Lumpur, Malaysia

Facilitated by Prof. Shironica P. Karunanayaka

Programme Schedule

Objectives and Expected Outcomes

The objective of the activity is to conduct an online programme which will lead to the Design and Development of an Institutional OER policy to HELP University, Malaysia, in order to provide direction in the use of OER to increase access to and support quality teaching and learning in their education system.

The expected outcomes of the programme are to:

- build awareness among key stakeholders at HELP University, Malaysia on the concept and impact of an OER Policy;
- prepare draft OER policy framework which caters to the requirements of the HELP University, Malaysia; (using COL-CEMCA Institutional OER Policy Template);
- initiate the process of drafting an OER policy for HELP University, Malaysia;
- provide ongoing online support/follow-up leading up to a final draft policy for HELP University, Malaysia

Activities:

- Online workshop (synchronous and asynchronous) for drafting OER policy for HELP University, Malaysia - Using COL-CEMCA Institutional OER Policy Template available at: http://oasis.col.org/handle/11599/2361.
- Participants: Senior faculties, Deans, Departmental Heads, IT head, Directors, PVCs, etc.
- Dates: 23rd and 24th September 2020
- Synchronous Support: from 11.30 A.M. till 02 P.M. (Sri Lanka and India Standard Time. Malaysia Time will be 02:00 P.M. till 04.30 P.M), to develop the Draft OER policy for HELP University, Malaysia.
- Asynchronous support: through Online to HELP University, Malaysia for finalisation of the OER policy.

Programme Schedule Online Workshop for Drafting OER Policy for HELP University, Malaysia 23 – 24 September 2020 Commonwealth Educational Media Centre for Asia			
Date	**Time**	**Activities**	**Details**
DAY 1 23.09.2020 (Wednesday)	11:30 -11.45 (14 :00- 14 :15)	**Welcome** • Welcome Address by Prof. Madhu Parhar • Address by Prof. Datuk Dr. Chan, HELP University • Introduction to the Workshop – by Prof. Shironica P. Karunanayaka	Welcome Background to the Workshop Significance of the Workshop Expected Outcomes/Outputs
	11:45 -12:30 (14 :15- 15 :00)	**Introduction** • Presentation - Introduction to Design and Development of an OER Policy • A follow-up group discussion on the need for an Institutional OER Policy, and issues to be considered • Brainstorm ideas and summarize key points	Raise awareness and initiate a discussion among the participants on the following: - The concept of an OER Policy - Necessity and benefits of an Institutional OER Policy for a Higher Education Institution - Key issues to be considered in an Institutional OER Policy development
	12:30 -13:30 (15 :00- 16 :00)	**OER Policy Framework** • Presentation - Introducing the COL-CEMCA Institutional OER Policy Template • Key components of an OER Policy, with some Global Examples • A follow-up group discussion on different aspects to be considered in the Institutional OER Policy	- COL-CEMCA Institutional OER Policy Template - Key components to be included • Policy Declaration • Policy Statements • Policy Objectives • Scope and Applicability • Copyrights and Licenses • Quality Assurance and Review System • Liability • Institutional Arrangements

	13:30 -14:00 (16 :00- 16 :30)	• Distribution of work among the participants • Guidance on preparation for the specific activities in Day 2.	- Work distribution by mutual consent (sub-groups) - Creation of a DRAFT Template in Google Docs for inputs by the participants in relevant sub-groups
DAY 2 24.09.2020 (Thursday)	11:30 -11.45 (14 :00- 14 :15)	**Workshop Continues – Drafting of an Institutional OER Policy** Introduction to Day 2 Discussions and agreement on the key components and content to be included in the Institutional OER Policy	Presentation of Ideas and suggestions for inclusions/revisions on key components and content to be included of the Institutional OER Policy, based on Institutional requirements Mutual agreements and decisions to be made.
	11:45 -12:30 (14:15- 15 :00)	**Group Discussions** • Small group discussions (three sub-groups) – about the content to be included in the relevant sections under different aspects (upon mutual agreement)	Sub group 1 - Policy Declaration; Policy Statements; Policy Objectives Sub group 2 – Scope and Applicability; Copyrights and Licenses; Quality Assurance and Review System Sub group 3 - Liability; Institutional Arrangements; Any others Discussions; Sharing of ideas; Feedback; Suggestions; Revisions; Improvements to be made on the DRAFT Institutional OER Policy
	12:30 -13:30 (15 :00- 16 :00)	**Presentations** • Short Presentations (reports from each sub-group) • Peer feedback; Facilitator feedback • Revisions based on feedback	
	13:30 -14:00 (16 :00- 16 :30)	• Guidance on preparation for the specific activities to continue, with asynchronous online support by the facilitator, to finalise the Institutional OER Policy	- Work plan to be prepared by mutual agreement (a time-line with targets) - Use of the Template in Google Docs for inputs by the participants in relevant sub-groups

APPENDIX 3

Schedule of Activities and Action Plan

- **23-24 September 2020 -** Online Workshop conducted for drafting OER Policy for HELP University.
- **25-30 September 2020 -** Participants contribute in drafting the OER Policy in the working document created in Google Doc., with online facilitation by the Resource Person
- ***(Please request the participants to use the SUGGESTING MODE in the Google DOC. when making any changes, and to ADD COMMENTS where necessary)**
- **1-2 October 2020 -** Further editing of the DRAFT OER Policy by the participants, in the working document created in Google Doc.
- ***(EDITING WOULD BE POSSIBLE BY THE PARTICIPANTS, ONLY UNTIL 2nd OCTOBER 2020)**
- **2-3 October 2020 -** Fine-tuning of the DRAFT OER Policy by the Resource Person
- **4 October 2020 -** Submission of the FINAL DRAFT of the Institutional OER Policy for HELP University, to CEMCA, by the Resource Person

APPENDIX 4

COMMONWEALTH of LEARNING

Institutional OER Policy

-Template-

This document provides a ready to use template for drafting an Open Educational Resources (OER) policy for an ODL, e-Learning or face-to-face institution.

The Commonwealth of Learning (COL) is an intergovernmental organisation created by Commonwealth Heads of Government to promote the development and sharing of open learning and distance education knowledge, resources and technologies.

Commonwealth of Learning, 2016

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This version of the Institutional OER Policy Template is based on the following sources:

- Institutional OER policy template prepared by COL's regional office -- Commonwealth Educational Media Centre for Asia (CEMCA) 7/8, Sarv Priya Vihar, New Delhi, and available at http://cemca.org.in/ckfinder/userfiles/files/DRAFT%20OER%20POLICY%20template_revised.odt
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- Wawasan Open University. (2012). Open Educational Resources (OER) Policy. Retrieved from http://eprint.wou.edu.my/policies.html

Published by
COMMONWEALTH OF LEARNING
4710 Kingsway
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Acknowledgement
The first draft of this document was derived from existing sources by Dr. Mohan B. Menon, Independent Consultant, India (mohanbmenon@gmail.com) and Dr. Manas Ranjan Panigrahi, Programme Officer (Education), Commonwealth Educational Media Centre for Asia (CEMCA), India (mpanigrahi@col.org) as part of a project on *Institutional OER Policy Development*. The final version was edited by Dr. Ishan Abeywardena, Adviser: Open Educational Resources (iabeywardena@col.org) and Dr. Sanajaya Mishara, Education Specialist, eLearning (smishra@col.org) of the Commonwealth of Learning, Canada.

This project is funded as part of the Grant #2015-2585 generously made by The William and Flora Hewlett Foundation, USA.

INSTITUTIONAL OER POLICY

-Template-

1. Preamble

[This section should provide a detailed description of your institution's vision and mission, and describe the rationale behind the adoption of an Open Educational Resources (OER) policy.]

2. Definitions

2.1. *Open Educational Resources (OER):* Based on the 2012 Paris OER Declaration (UNESCO, 2012, p.1)[1], [name of the institution] interprets OER as teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.

2.2. *OER Creation:* The development/production and online sharing of quality assured OER.

2.3. *OER Adoption:* A practice of adopting existing OER for use in a course without any change.

2.4. *OER Integration:* This is viewed as a logical and systematic approach to the "five Rs" (Hilton, Wiley, Stein & Johnson, 2010) [2]of reusing, revising, remixing, redistributing and retaining of OER.

2.5. *OER Sharing: Making OER freely accessible, especially online.*

2.6. *Content Developer:* Any person (typically author) engaged in the development of teaching and learning materials used by the institution.

2.7. *Copyrights:* Laws that regulate the use of the work of a creator, such as an artist or author. This includes copying, distributing, altering and displaying creative, literary and other types of work as per copyright law of [country]. Unless otherwise stated in a contract, the author or creator of a work retains the copyright. The author(s) retains the moral rights to assign the rights to any other person or legal entity, and share the materials with others in any other conditions he/she may desire.

2.8. *Open License:* "A license that specifies what can and cannot be done with a work (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license is one which grants permission to access, re-use and redistribute a work with few or no restrictions".[3]

2.9. ***Institutional Repository:*** a set of services offered by an institution "to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution"[4].

2.10. *Any other definition:* [to be added or deleted as needed]

---

[1] UNESCO. (2012). *2012 Paris OER Declaration.* Retrieved from http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/WPFD2009/English_Declaration.html

[2] Hilton, J., Wiley, D., Stein, J., & Johnson, A. (2010). The four R's of openness and ALMS Analysis: Frameworks for open educational resources. *Open Learning: The Journal of Open and Distance Learning, 25*(1), 37-44.

[3] http://opendefinition.org/guide/

[4] Lynch, C.A. (2003). Institutional Repositories: Infrastructure for Scholarship in the Digital Age, ARL 226, Retrieved from http://www.arl.org/storage/documents/publications/arl-br-226.pdf

3. *Policy*

3.1. **Policy Declaration**

The [name of the institution] will promote and implement the creation, reuse, revision, remixing, redistribution and retention of Open Educational Resources (OER) within an Open Licensing framework.

3.2. **Policy Statements**

3.2.1. The management will promote, foster and reward all efforts towards the adoption, integration and sharing of OER in course design, development, quality assurance and delivery.

3.2.2. [name of the institution], as publisher and copyrights owner, will decide on the content to be published as OER in consultation with the relevant Faculty/Department/Division.

3.2.3. Academic and academic support staff will be committed to the philosophy of OER in building capacity and positive attitudes for effective creation, adoption and integration of OER in the development and delivery of courses as well as other professional engagements.

3.2.4. Academic and academic support staff will plan and implement suitable academic activities involving the creation, adoption, adaptation and integration of OER to offer courses and programmes for the learners to enable them acquire appropriate competencies for desired qualifications.

3.3. **Policy Objectives**

The objectives of the policy are to:

3.3.1. Formulate the necessary strategic inputs, outputs, tasks and performance indicators to achieve OER creation, adoption, adaptation and integration in the development/delivery of courses;

3.3.2. Develop awareness about the concept and practices related to OER among all staff;

3.3.3. Build capacity among academic and academic support staff to use OER appropriately in their professional engagements;

3.3.4. Prepare institutional guidelines and manuals for OER creation, adoption, adaptation and integration;

3.3.5. Establish an institutional repository to distribute OER;

3.3.6. Continuously monitor and ensure that the policy is implemented effectively;

3.3.7. Develop and incorporate an effective feedback mechanism that will facilitate informed decisions for any mid-term corrections during OER implementation; and

3.3.8. Consider and incorporate changes to the process based on new developments in the field of OER and the circumstances of the institution.

3.4. **Scope and Applicability**

Unless notified by [name of the institution] as special exclusion, this OER policy is applicable to:

3.4.1. All academic and academic support departments of the [name of the institution];

3.4.2. All content developers within the institution and those engaged by the institution on temporary/contract basis;

3.4.3. All types of learning materials released in physical or electronic format;

3.4.4. In cases where the material is developed in collaboration/partnership with other institutions, the guidelines governing the collaboration/partnership as indicated in the MOU/MOA will prevail. However, any such agreement should duly consider this OER Policy before any deviation is agreed upon and approved by the competent authority of the institution.

3.5. **Copyrights and Licences**

3.5.1. [name of institution] is the absolute owner of the copyright of any content created by it;

3.5.2. Unless otherwise specified, the institution supports free and open access to all educational content it owns or co-owns and will make them available through the OER repository under a Creative Commons (CC) license[5].

3.5.3. The institution may make exceptions to the sharing of intellectual property it owns on a case by case basis.

3.5.4. Access to intellectual property of the institution that it considers to be commercially sensitive may also be restricted.

3.5.5. The choice of license will be decided by the Faculty/Department/Division who has developed the material and will be vetted by the internal OER Quality Review Board.

{alternatively choose the following}

All materials developed by the institution will comply with and be released under a Creative Commons [specify the Creative Commons license to be used]. For derivatives and reproductions of other CC licensed materials, the institution will respect the CC provisions and the licenses therein.

3.5.6. It is the responsibility of the author(s) of the content to comply with 3.5.5 when revising or remixing existing OER.

3.5.7. The license declaration on the OER will be in the following format:

> © 20XX [name of the institution]. Except where otherwise noted, this work is licensed under the terms of the Creative Commons [specify the Creative Commons license to be used]. To view a copy of this license, visit [provide a link to the license on creativecommons.org]

3.5.8. [Name of the institution] reserves the copyright of the institutional logo used in all of its materials, and does not permit use of its logo without written permission for derivatives of its works.

3.6. **Quality Assurance and Review System**

3.6.1. The OER repository will strives to provide quality assured resources.

3.6.2. Learning resources developed by the institution through peer reviewing and strict quality assurance mechanism inbuilt in the course development process will not require further review prior to uploading on to the OER repository. All other contributions will be peer reviewed within the department before uploading on the OER Repository.

3.6.3. An OER Quality Review Board (OER-QRB) will be notified to review policy as well as the production, delivery and access of OER.

3.6.4. The OER-QRB will constitute the following members: [e.g. Chair of the Internal Quality Assurance Cell, Registrar, Academic Dean/s, Head of the departments, and selected 2/3 OER experts from the staff on rotation basis]

3.6.5. The OER-QRB will adopt a set of quality assurance (QA) guidelines and indicators to help teachers focus on the quality of OER.

3.6.6. The OER-QRB will have a three year term, and will report annually to the [e.g. Senate/Academic Board] through the President/Vice Chancellor.

3.7. **Liability**

3.7.1. All OER materials in the institutional repository will carry a disclaimer indicating that the material is for educational purposes only and that the [name of the institution] absolves itself of any practical misuse of the OER materials or their content. OER materials authored and published by staff of the [name of the institution] do not necessarily reflect the opinion of the [name of the institution].

3.7.2. An additional caveat will indicate that derivatives of this work are not authorized to use the institution's logo without prior written authorisation from the institution.

[5] https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples/

3.7.3. The disclaimer will have the following format:

> The publication is released for educational purposes, and all information provided are in 'as is' basis. Although the author and publisher have made every effort to ensure that the information in this publication was correct at press time, the author and publisher do not assume and hereby disclaim any liability to any party for any loss, damage, or disruption caused by errors or omissions, whether such errors or omissions result from negligence, accident, or any other cause. Any Views expressed in the publication are that of the author, and do not necessarily reflect the views of [name of the institution]. All products and services mentioned are owned by their respective copyrights holders, and mere presentation in the publication does not mean endorsement by [name of the institution]. Derivatives of this work are not authorised to use logo of [name of the institution].

3.8. **Institutional Arrangements**

3.8.1. The OER produced by the [name of the institution] will be hosted in an online institutional repository.

3.8.2. The [give name of the department responsible, e.g. IT department and library] will be responsible for providing access, maintaining the repository and providing technical support.

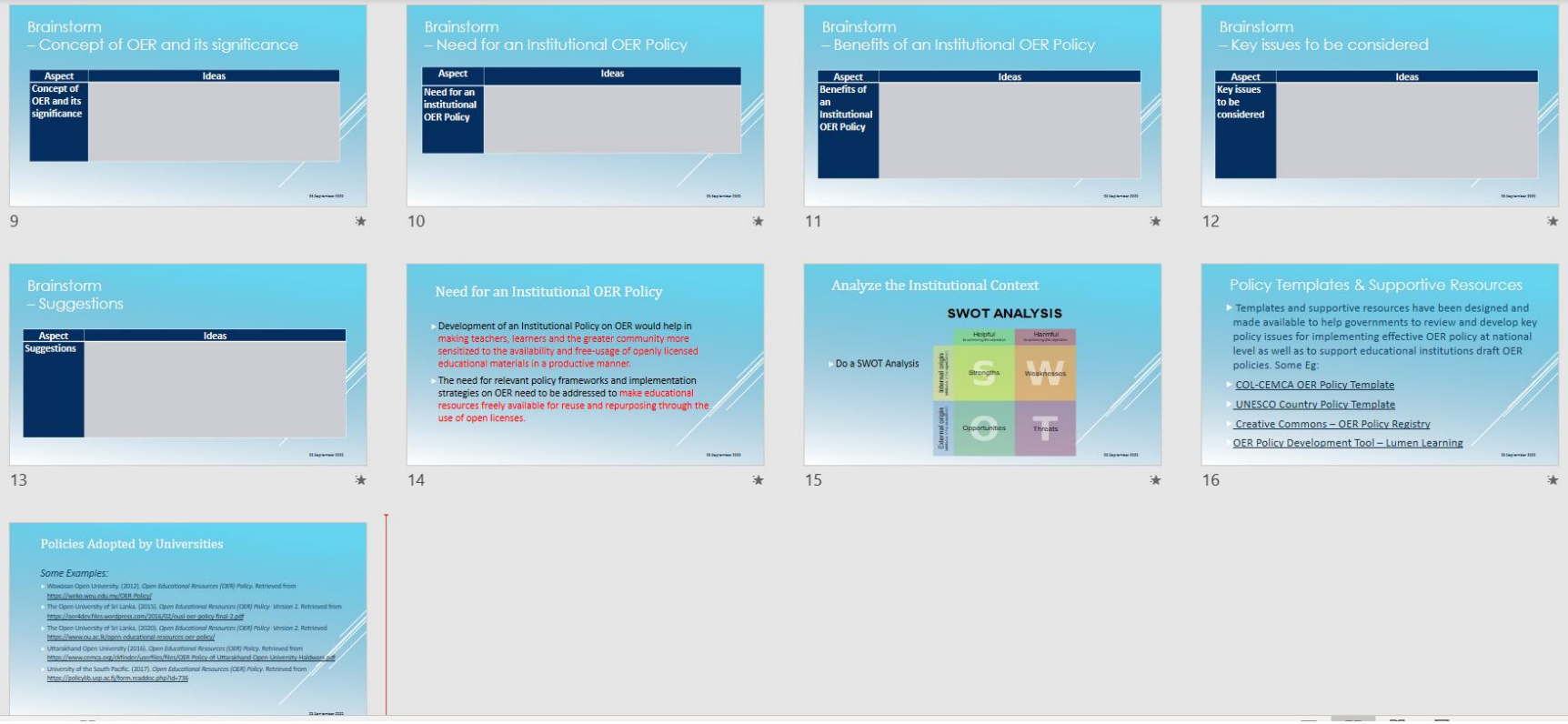
3.8.3. Capacity building will be conducted for stakeholders engaged in OER creation, adoption, adaptation and integration.

3.8.4. Regular updates/training on new developments in the field of OER will be provided by the staff training unit.

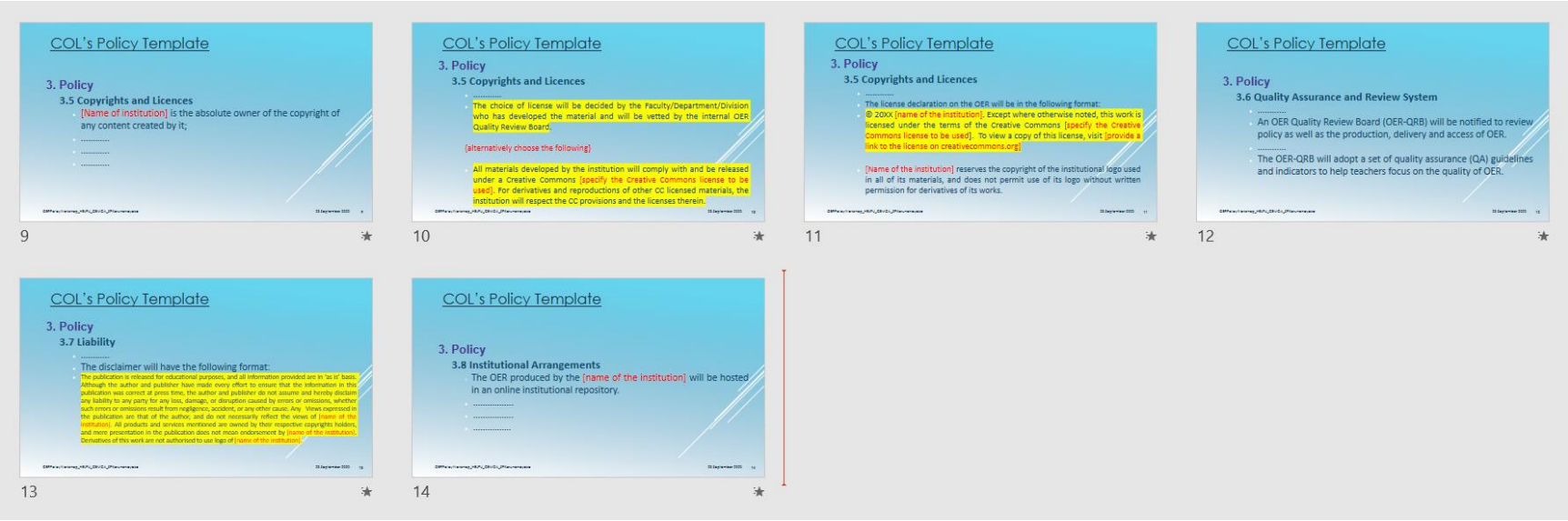
APPENDIX 5

Presentation Slides and Workshop Video Recordings

Presentation 1 -


Brainstorm
– Concept of OER and its significance
Aspect
Ideas
Concept of OER and its significance
9
Brainstorm
– Need for an Institutional OER Policy
Aspect
Ideas
Need for an institutional OER Policy
10
Brainstorm
– Benefits of an Institutional OER Policy
Aspect
Ideas
Benefits of an Institutional OER Policy
11
Brainstorm
– Key issues to be considered
Aspect
Ideas
Key issues to be considered
12
Brainstorm
– Suggestions
Aspect
Ideas
Suggestions
13
Need for an Institutional OER Policy
Development of an Institutional Policy on OER would help in making teachers, learners and the greater community more sensitized to the availability and free-usage of openly licensed educational materials in a productive manner.
The need for relevant policy frameworks and implementation strategies on OER need to be addressed to make educational resources freely available for reuse and repurposing through the use of open licenses.
14
Analyze the Institutional Context
Do a SWOT Analysis
SWOT ANALYSIS
Helpful
Harmful
Internal origin
Strengths
Weaknesses
External origin
Opportunities
Threats
15
Policy Templates & Supportive Resources
Templates and supportive resources have been designed and made available to help governments to review and develop key policy issues for implementing effective OER policy at national level as well as to support educational institutions draft OER policies. Some Eg:
COL-CEMCA OER Policy Template
UNESCO Country Policy Template
Creative Commons – OER Policy Registry
OER Policy Development Tool – Lumen Learning
16
Policies Adopted by Universities
Some Examples:
Wawasan Open University. (2012). Open Educational Resources (OER) Policy. Retrieved from https://oerkb.wou.edu.my/OER Policy/
The Open University of Sri Lanka. (2015). Open Educational Resources (OER) Policy Version 1. Retrieved from https://oer4dpvfiles.wordpress.com/2016/02/ousl oer policy final 2.pdf
The Open University of Sri Lanka. (2020). Open Educational Resources (OER) Policy Version 2. Retrieved https://www.ou.ac.lk/open educational resources oer policy/
Uttarakhand Open University (2016). Open Educational Resources (OER) Policy. Retrieved from https://www.comca.org/Uinfodev/userfiles/files/OER Policy of Uttarakhand Open University Haldwani.pdf
University of the South Pacific. (2017). Open Educational Resources (OER) Policy. Retrieved from https://policylib.usp.ac.fj/form.readdoc.php?id=736

Presentation 2 -



Video Recordings –

Web Links to the Video Recordings of the Workshop:

Workshop Day 1- https://youtu.be/GfirHhwDZRo

Workshop Day 2- https://youtu.be/DFkZxUlp-E4

APPENDIX 6

List of Resources

Abeywardena, I.S. (2017). An empirical framework for mainstreaming OER in an academic institution. Asian Association of Open Universities Journal. 12(2).230-242. Retrieved from https://doi.org/10.1108/AAOUJ-11-2017-0036

Commonwealth of Learning (2019). *Guidelines on the Development of Open Educational Resources Policies*. Retrieved from http://oasis.col.org/handle/11599/3455

Commonwealth of Learning (2016). *Institutional OER Policy -Template*. Retrieved from http://oasis.col.org/handle/11599/2361

Commonwealth of Learning. (2012). *Survey on Governments' Open Educational Resources (OER) Policies*. Retrieved from http://oasis.col.org/bitstream/handle/11599/291/Survey_On_Government_OER_Policies.pdf?sequence=1&isAllowed=y

Commonwealth of Learning. (2011). *Guidelines for Open Educational Resources (OER) in Higher Education*. Retrieved from http://oasis.col.org/bitstream/handle/11599/60/pub_Guidelines_OER_HE.pdf?sequence=1&isAllowed=y

Fiji Higher Education Commission. (2016). *National Policy on Open Educational Resources (OER)*. Retrieved from http://www.education.gov.fj/images/2016/OER_National_Policy_Final.pdf

OER World Map (ND). *The OER Policy Registry.* Retrieved from https://oerworldmap.org/oerpolicies

South African Institute for Distance Education (2012). *OER Policy Review and Development Toolkit*. Retrieved from https://www.oerafrica.org/resource/oer-policy-review-and-development-toolkit

The Open University of Sri Lanka. (2015). *Open Educational Resources (OER) Policy-Version 1*. Retrieved from https://oer4dev.files.wordpress.com/2016/02/ousl-oer-policy-final-2.pdf

The Open University of Sri Lanka. (2020). *Open Educational Resources (OER) Policy-Version 2*. Retrieved https://www.ou.ac.lk/open-educational-resources-oer-policy/

University of the South Pacific. (2017). *Open Educational Resources (OER) Policy*. Retrieved from https://policylib.usp.ac.fj/form.readdoc.php?id=736

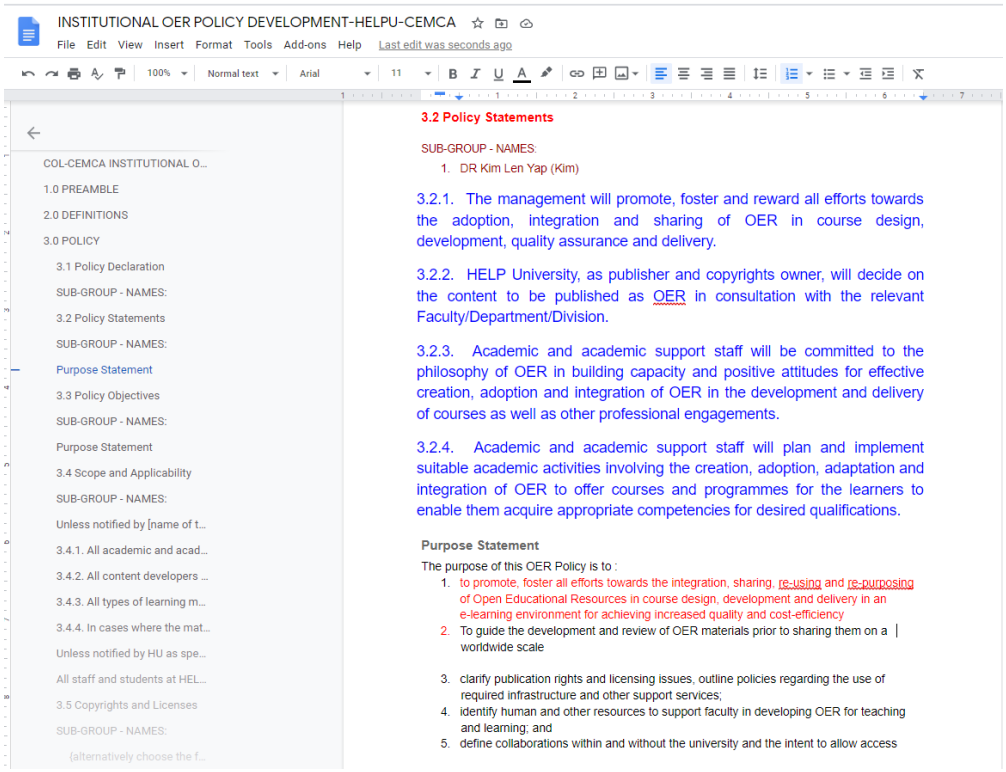
Uttarakhand Open University (2016). *Open Educational Resources (OER) Policy*. Retrieved from https://www.cemca.org/ckfinder/userfiles/files/OER-Policy-of-Uttarakhand-Open-University-Haldwani.pdf

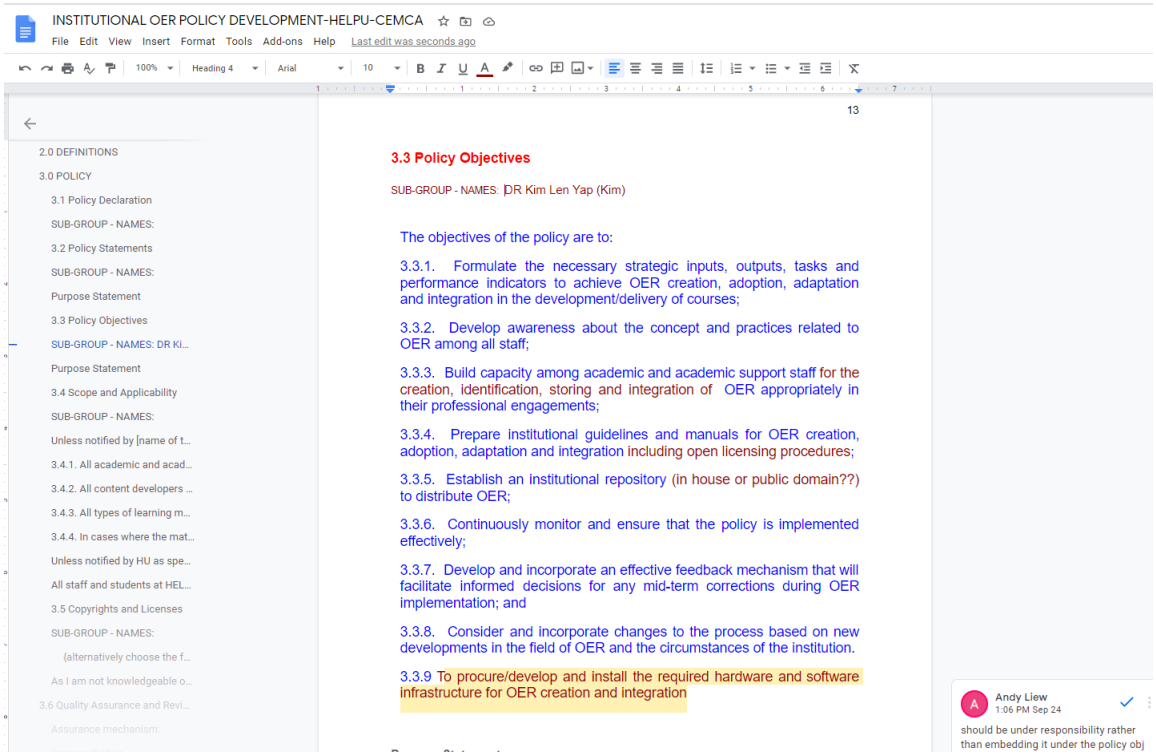
Wawasan Open University. (2012). *Open Educational Resources (OER) Policy*. Retrieved from https://weko.wou.edu.my/OER-Policy/

Wawasan Open University. (2012). *Policy on Open Licence*. Retrieved from http://weko.wou.edu.my/Open-Licence-Policy/?action=common_download_main&upload_id=75

APPENDIX 7

GOOGLE DOC Template for Draft OER Policy Development - Screen Captures





APPENDIX 8

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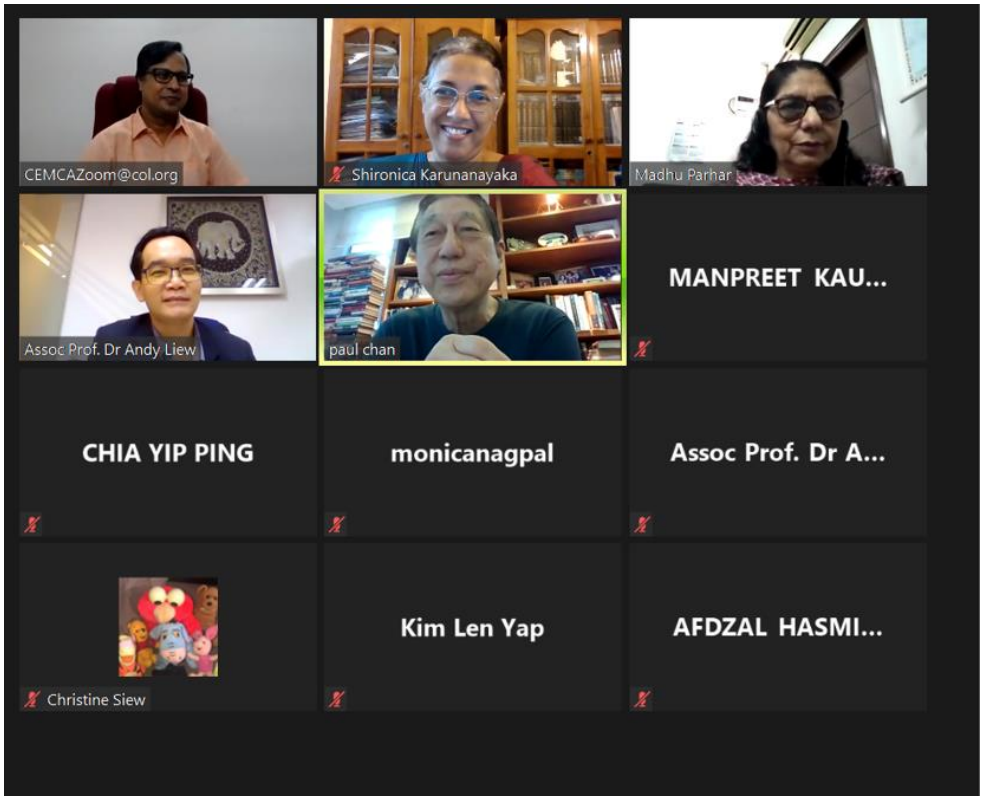
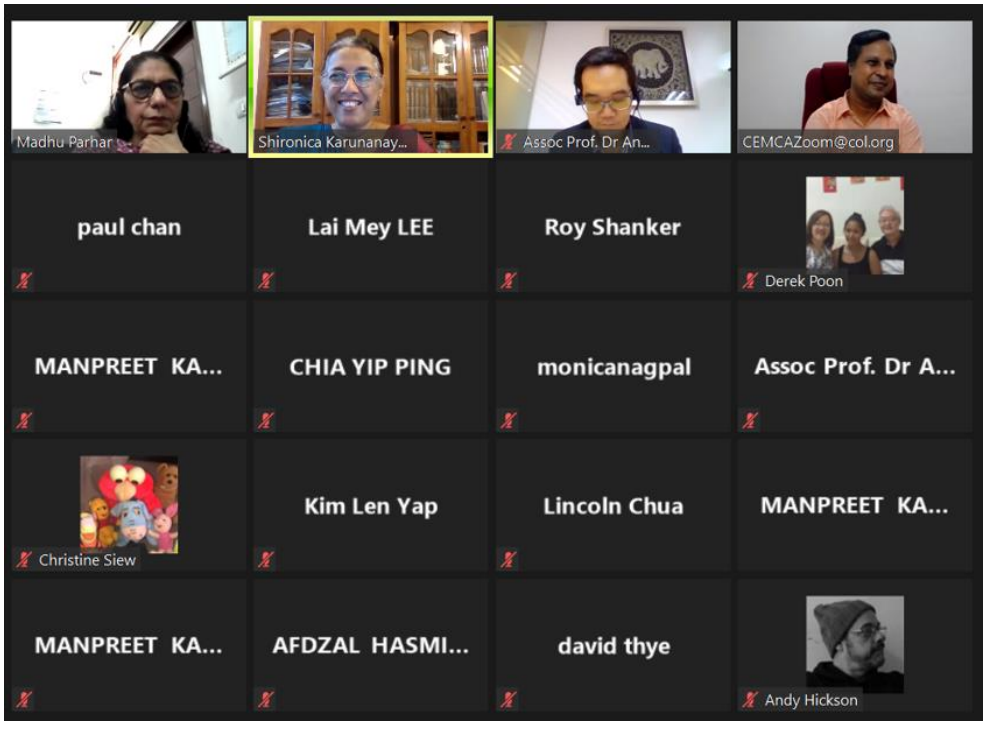
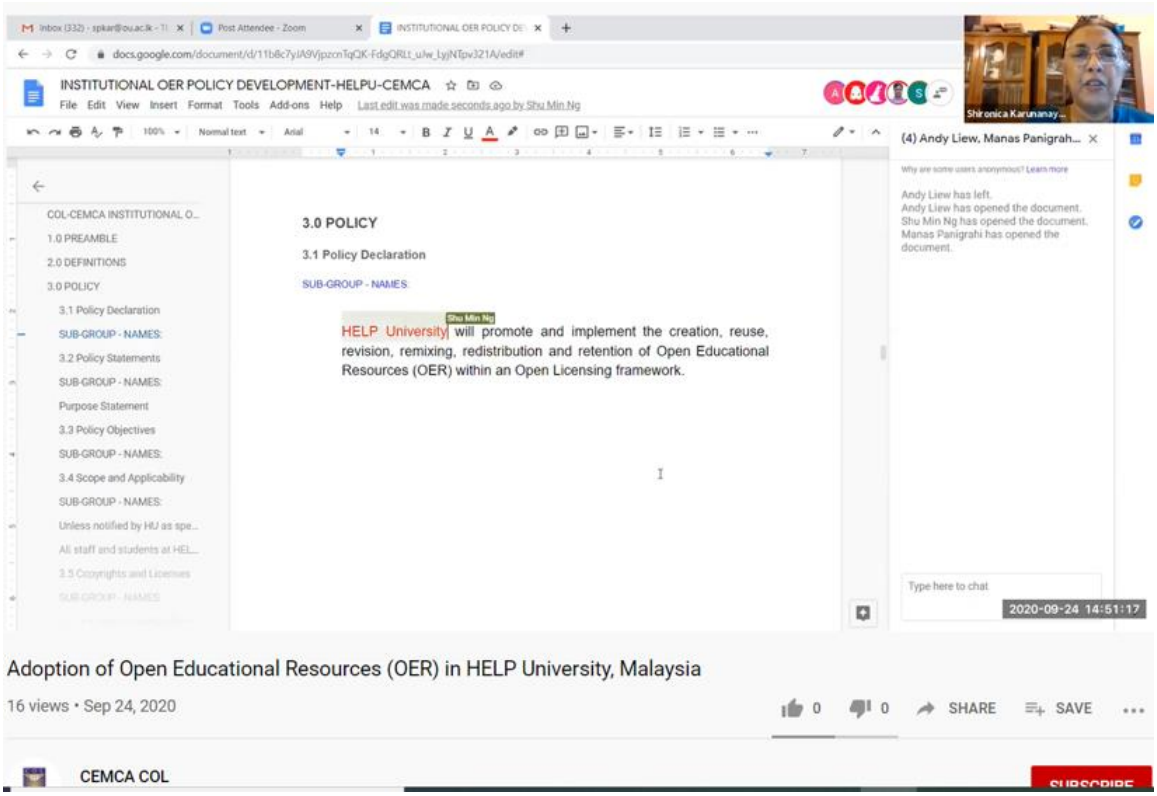
APPENDIX 8

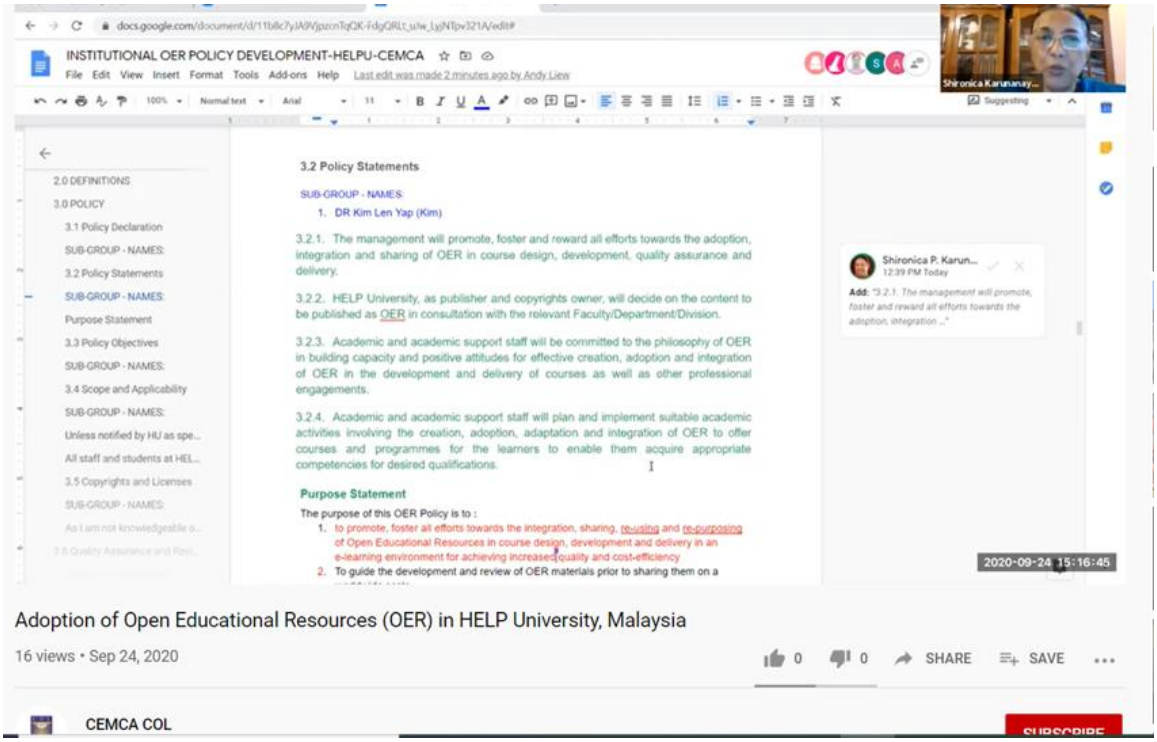
Workshop Photographs – Day 1





Workshop Photographs – Day 2





APPENDIX 10

Final Draft of Institutional OER Policy for HELP University

INSTITUTIONAL OER POLICY

HELP University

Malaysia

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INSTITUTIONAL OER POLICY – HELP UNIVERSITY

4. Preamble

The Mission of HELP University is,

- To help people succeed in life and to live a life of significance through education

The Vision of HELP University is,

- To be a university with a strong culture of quality and leadership that focuses on sound academic standards, continuous improvements, and the talent development of students and staff.
- To be a university that offers a learning experience that enhances career development, lifetime values and personal fulfilment.
- To be a university with a strong research focus in our key areas of excellence.
- To be a university that shares our success with the stakeholders and communities we serve.

The drives HELP University vision are its values which are based on "Pride of Achievement, Sharing Success, The Courage to Be, To be Compassionate, and To be Significant".

The purpose of this Open Educational Policy (OER) Policy is to promote, foster all efforts towards the integration, sharing, re-using and re-purposing of OER in course design, development and delivery in an e-learning environment for achieving increased quality and cost-efficiency at HELP University.

In the journey of knowledge acquisition, the University shall fully leverage on the use of OER to improve student access, success, and completion; addressing education affordability, promoting innovation in teaching and learning, transforming the academic culture to a culture of openness; improving quality assurance of instructional resources; providing students with more cost effective options and stewardship of the academics.

This policy outlines HELP University's position on OER and provides guidelines for practice the adoption of OER in learning and teaching, in order to enhance the quality of the student experience, the provision of learning opportunities for all, and improve teaching practices. It also recognizes that use, creation, and publication of OER are consistent with the University's reputation, values and mission which is "to help people succeed in life and to live a life of significance through education".

5. Definitions

5.1. ***Content Developer:***

Any person (typically author) engaged in the development of teaching and learning materials used by the institution.

5.2. ***Copyrights:***

Laws that regulate the use of the work of a creator, such as an artist or author. This includes copying, distributing, altering and displaying creative, literary and other types of work as per copyright law of [country]. Unless otherwise stated in a contract, the author or creator of a work retains the copyright. The author(s) retains the moral rights to assign the rights to any other person or legal entity, and share the materials with others in any other conditions he/she may desire.

5.3. ***Creative Commons Licenses (Appendix A):***

Creative Commons provides free, easy-to-use copyright licenses to make a simple and standardized way to give the public permission to share and use your creative work–on conditions of your choice (https://creativecommons.org)

5.4. ***Institutional Repository:***

A set of services offered by an institution to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution (Lynch, 2003).

5.5. ***Knowledge Society:***

This is viewed as a community or formal association of people who acknowledges the strength of knowledge creation and are committed to make effective use of networking of people with similar interests and in this process, contribute to this knowledge.

5.6. ***Licensing:***

The process of choosing and assigning a license to an open educational resource by the original creator of that resource. OER creators can choose from several licenses offered by organizations such as Creative Commons—with the license typically stipulating the conditions under which that resource can be used, shared, adapted, or distributed by other users.

5.7. ***No Derivatives (ND):***

Creative Commons license condition that lets others copy, distribute, display and perform only verbatim copies of a creative work, not derivative works based on it.

5.8. ***Non-commercial (NC)***

Creative Commons license condition that allows others to copy, distribute, display and perform a creative work – and derivative works based on it – but for non-commercial purposes only.

5.9. ***Public Domain:***

A work of authorship is in the “public domain” if it is no longer under copyright protection or if it failed to meet the requirements for copyright protection. Works in the public domain may be used freely without the permission of the former copyright owner.

5.10. ***Open Educational Resources (OER):***

- OER are, "learning, teaching and research material in any format and medium that reside in the Public Domain or are under the copyright that has been released under an open license that permits no-cost access, reuse, repurpose, adaptation and redistribution by others"
  (UNESCO, 2019). <https://en.unesco.org/news/intergovernmental-expert-meeting-adopts-revised-draft-recommendation-open-educational-resources>
- OER are, "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work" (UNESCO, 2012, p.1) <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/WPFD2009/English_Declaration.html>

5.11. ***OER Adoption:***

This is viewed as using OER by applying the "five Rs" - Reusing, Revising, Remixing, Redistributing and Retaining; and/or Creation of OER.

5.12. ***OER Creation:***

The development/production and online sharing of quality assured OER.

5.13. ***OER* Integration:**

This is viewed as a logical and systematic approach to the "five Rs" of Reusing, Revising, Remixing, Redistributing and Retaining of OER (Hilton, Wiley, Stein and Johnson, 2010).

5.14. ***OER Sharing:***

Making OER freely accessible, especially online.

5.15. ***Open License:*** Open license refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt, and redistribute educational materials (https://www.icde.org/icde-blog/oerwebinar)

Share Alike (SA):

5.16. ***The Five 'R's:***

Retain – the right to make, own, and control copies of the content
Reuse – the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
Revise – the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
Remix – the right to combine the original or revised content with other open content to create something new (e.g., incorporate the content into a mashup)
Redistribute – the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend) – (Wiley, 2014)

6. Policy

6.1. Policy Declaration

HELP University will promote and implement the creation, reuse, revision, remixing, redistribution and retention of Open Educational Resources (OER) within an open licensing framework.

6.2. Policy Statements

6.2.1. The management of HELP University will promote, foster and reward all efforts towards the adoption, integration and sharing of OER in course design, development, quality assurance and delivery.

6.2.2. HELP University, as publisher and copyrights owner, will decide on the content to be published as OER in consultation with the relevant Faculty/Department/Division.

6.2.3. Academic and academic support staff of HELP University will be committed to the philosophy of OER.

6.2.4. HELP University will take measures in building capacity and positive attitudes of staff for effective creation, adoption and integration of OER in the development and delivery of courses as well as other professional engagements.

6.2.5. Academic and academic support staff of HELP University will plan and implement suitable academic activities involving the creation, adoption, adaptation and integration of OER to offer courses and programmes for the learners, to enable them acquire appropriate competencies for desired qualifications.

6.2.6. HELP University will ensure the adherence of quality standards of the OER created.

6.2.7. HELP University will ensure that the OER Policy is implemented effectively through continuous monitoring

6.2.8. HELP University will periodically review and amend the OER Policy considering the new developments in the field of OER and communicate to relevant stakeholders for effective implementation.

6.3. Policy Objectives

The objectives of the policy are to:

6.3.1. Formulate the necessary strategic inputs, outputs, tasks and performance indicators to achieve OER creation, adoption, adaptation and integration in the development and delivery of courses;

6.3.2. Develop awareness about the concept and practices related to OER among all staff;

6.3.3. Build capacity among academic and academic support staff to use, create, adapt, adopt and integrate OER appropriately in their professional engagements;

6.3.4. Prepare institutional guidelines and manuals for OER creation, adoption, adaptation and integration including open licensing procedures;

6.3.5. Establish an institutional repository to distribute OER;

6.3.6. Continuously monitor and ensure that the policy is implemented effectively;

6.3.7. Develop and incorporate an effective feedback mechanism that will facilitate informed decisions for any mid-term corrections during OER implementation; and

6.3.8. Consider and incorporate changes to the process based on new developments in the field of OER and the circumstances of the institution.

6.4. **Scope and Applicability**

Unless notified by HELP University as special exclusion, this OER policy is applicable to:

6.4.1. All academic and academic support departments, and other organizational entities of the HELP University;

6.4.2. All content developers within the institution and those engaged by the institution on temporary/contract basis;

6.4.3. All staff and students at HELP University who use, create and publish OER to enhance the quality of the student experience, provided those resources are fit-for-purpose and relevant;

6.4.4. All collaborators/partners of HELP University;

6.4.5. All types of learning material (course material, audio, video, multimedia, online learning objects etc.) which are created or transformed as OER and released in physical or electronic format;

6.4.6. The OER created and/or used by faculty or staff should be in a technical format that allows for the greatest flexibility for training, reusing, remixing, or redistributing content.

6.4.7. In cases where the material is developed in collaboration/partnership with other institutions, the guidelines governing the collaboration/partnership as indicated in the MOU/MOA will prevail. However, any such agreement should duly consider this OER Policy before any deviation is agreed upon and approved by the competent authority of the institution.

6.5. **Copyrights and Licences**

6.5.1. HELP University is the absolute owner of the copyright of any content created by it;

6.5.2. Unless otherwise specified, the institution supports free and open access to all educational content it owns or co-owns and will make them available through the OER repository under a Creative Commons (CC) license[6].

6.5.3. The institution may make exceptions to the sharing of intellectual property it owns on a case by case basis.

6.5.4. Access to intellectual property of the institution that it considers to be commercially sensitive may also be restricted.

6.5.5. The choice of license will be decided by the Faculty/Academic Department who has developed the material and will be vetted by the internal OER Quality Review Board.

6.5.6. It is the responsibility of the author(s) of the content to comply with 3.5.5 when revising or remixing existing OER.

6.5.7. The license declaration on the OER will be in the following format:

> *© 20XX HELP University. Except where otherwise noted, this work is licensed under the terms of the Creative Commons [specify the Creative Commons license to be used]. To view a copy of this license, visit [provide a link to the license on*

[6] https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples/

creativecommons.org]

6.5.8. HELP University reserves the copyright of the institutional logo used in all of its materials, and does not permit use of its logo without written permission for derivatives of its works.

6.6. **Management of OER**

6.6.1. OER creation and integration in HELP University is viewed as a shared responsibility executed in a centralised and decentralised manner. While the Vice-Chancellor and the senior management staff play a major role in driving and promoting the University's OER integration initiative, all members of the University community are expected to recognise and support OER practices.

6.6.2. Heads of Departments who provide academic support and Deans of Faculties/Academic Departments are responsible for ensuring that policy requirements are fulfilled among their own staff.

6.6.3. Academic staff and academic support staff will receive intensive training followed by regular ongoing expert support to become competent in OER creation and integration in HELP University's courses.

6.7. **Quality Assurance and Review System**

6.7.1. The day to day operations under OER creation and integration initiative will be monitored and managed by the Office of the XXX.

6.7.2. The OER repository will strive to provide quality assured resources.

6.7.3. Learning resources developed by the institution through peer reviewing and strict quality assurance mechanism inbuilt in the course development process will not require further review prior to uploading on to the OER repository. All other contributions will be peer reviewed within the department before uploading on the OER Repository.

6.7.4. An **OER Quality Review Board** (OER-QRB) will be notified to review policy as well as the production, delivery and access of OER.

6.7.5. The OER-QRB will constitute the following members: [e.g. Centre for Quality Assurance, Dean(s)/ Head of the academic departments, Head of Learning Resource Centre and Management Information System Centre and selected 2/3 OER experts from the staff]

6.7.6. The OER-QRB will adopt a set of quality assurance (QA) guidelines and indicators to help lecturers focus on the quality of OER.

6.7.7. The OER-QRB will have a three year term, and will report annually to the Senate through the Vice Chancellor.

6.8. **Liability**

6.8.1. All OER materials in the institutional repository will carry a disclaimer indicating that the material is for educational purposes only and that the HELP University absolves itself of any practical misuse of the OER materials or their content. OER materials authored and published by staff of the HELP University do not necessarily reflect the opinion of the HELP University.

6.8.2. An additional caveat will indicate that derivatives of this work are not authorized to use the institution's logo without prior written authorisation from the institution.

6.8.3. The disclaimer will have the following format:

> *The publication is released for educational purposes, and all information provided are in 'as is' basis. Although the author and publisher have made every effort to ensure that the information in this publication was correct at press time, the author and publisher do not assume and hereby disclaim any liability to any party for any loss, damage, or disruption caused by errors or omissions, whether such errors or omissions result from negligence, accident, or any other cause. Any Views expressed in the publication are that of the author, and do not necessarily reflect the views of HELP University. All products and services mentioned are owned by their respective copyrights holders, and mere presentation in the publication does not mean endorsement by HELP University. Derivatives of this work are not authorised to use logo of HELP University.*

6.9. **Institutional Arrangements**

6.9.1. The OER produced by the HELP University will be hosted in an online institutional repository.

6.9.2. The Library of HELP University will be responsible for providing access, maintaining the repository and providing technical support.

6.9.3. Capacity building will be conducted for stakeholders engaged in OER creation, adoption, adaptation and integration.

6.9.4. Regular updates/training on new developments in the field of OER will be provided by the Centre for Learning and Teaching.

References and Attributions

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APPENDIX A

Creative Commons (CC) Licences

Condition	Symbol	Explanation
Attribution		All CC licences require that others who use your work in any way must attribute it – i.e. must reference the work, giving you credit for it – the way you request, but not in a way that suggests you endorse them or their use of the work. If they want to use your work without giving you credit or for endorsement purposes, they must get your permission first.
Non-Commercial		You let others copy, distribute, display, perform and (unless you have chosen No Derivatives) modify and use your work for any purpose other than commercially. If they want to use your work commercially, they must get your permission first.
No Derivative Works		You let others copy, distribute, display and perform only original copies of your work. If they want to modify your work, they must get your permission first.
Share Alike		You let others copy, distribute, display, perform and modify your work, as long as they distribute any modified work on the same terms. If they want to distribute modified works under other terms, they must get your permission first.

Based on your choices, you will get a licence that clearly indicates how other people may use your creative work.	
	Attribution CC BY
	Attribution Share Alike CC BY-SA
	Attribution No Derivatives CC BY-ND
	Attribution Non-Commercial CC BY-NC
	Attribution Non-commercial Share Alike CC BY-NC-SA
	Attribution Non-commercial No Derivatives CC BY-NC-ND