

Dignity and privacy of all individuals involved in the project as subjects of research shall be protected, and data gathering shall be carried out following best practices in 'informed consent'.

Research Locations

The research will be conducted in four universities, where faculty members will also be trained on OER through workshops. These locations are currently being identified. As part of the project at least 120 teachers will be trained on use and development of OER.

Project Duration

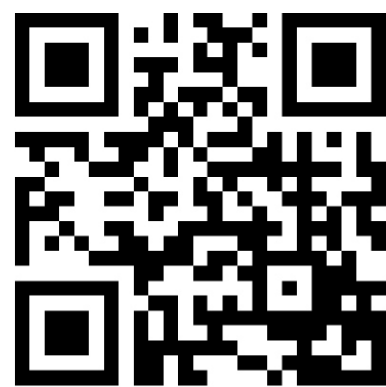
January 2014 to December 2015

Project Funding

The project is funded by International Development Research Centre, Ottawa, Canada through a principal agreement with the University of Cape Town, South Africa under the title "Research into Open Educational Resources for Development"(ROER4D). The project covering eleven sub-projects intends to improve educational policy, practice and research developing countries by better understanding the use and impact of open educational resources (OER).

Dissemination of Results

All research findings in the form of reports, journal articles, etc. shall be shared in Open Access under CC-BY-SA. Preliminary findings shall also be shared at national and international conferences.



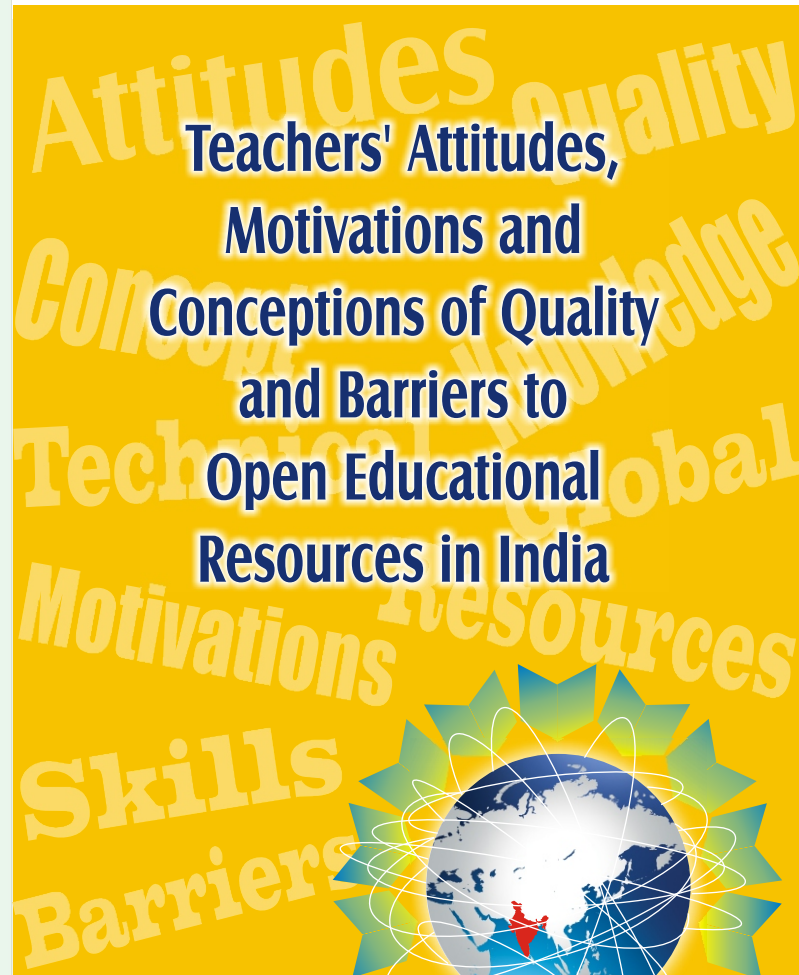
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Teachers' Attitudes, Motivations and Conceptions of Quality and Barriers to Open Educational Resources in India





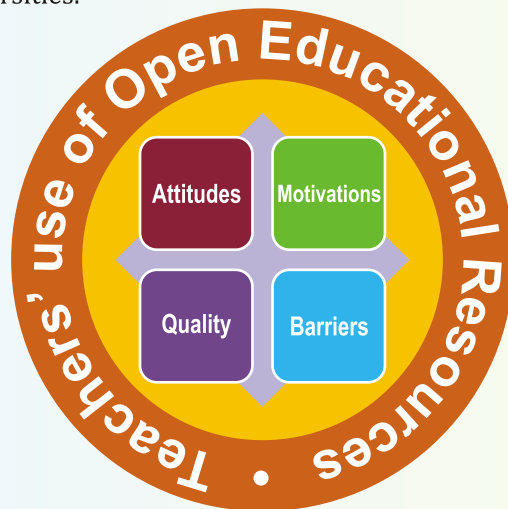
Open Educational Resource (OER for both singular and plural use of the phrase) has emerged as one of the most innovative teaching and learning practices as well as a cost-effective mechanism to improve the quality of educational offerings by optimizing the use of available resources. While OER can be used by any university, universities depending upon packaged learning materials can use OER to improve their cost-efficiency. OER can be used to reduce the time to develop courses and programmes, facilitate sharing of knowledge, preserve and disseminate indigenous knowledge, and improve educational quality at all levels. To teachers and students, OER provide access to global content that can be localized without restrictions, have more choice on learning resources, and create inclusive learning communities. Teachers are in the centre of the production and use of OER. However, in order to take full advantage of OER and help students learn, teachers need the technical skills to effectively integrate OER into their course. This research project attempts to understand teachers' psychological and behavioural determinants that may influence better use of OER. We are trying to investigate why some teachers share their works and some others don't. We are interested to analyse how teachers' pre-disposition and their espoused views about pedagogical practices and innovations determine their OER practices.



- Is there any difference in motivation to use OER amongst different groups (based on demographic variables) of teachers?
- What are the barriers to use OER as perceived by teachers?
- How do teachers perceive quality of OER?
- Are there relationships amongst teachers' attitudes, motivation, perceptions of quality and barriers to use OER?

Conceptual Framework

The research would be grounded on attitudes, motivations, barriers and quality of OER as determinants of the use of OER by teachers in Indian universities.



Research Questions

- How do teachers' attitudes towards OER are placed in the context of teaching and learning?
- Is there any difference in attitude towards OER amongst teachers according to different demographic variables?
- What are teachers' motivations to use OER and share their work as OER?

Methodological Dimensions

From the methodological perspective the research shall focus on users and non-users of OER.

	Contributor	Non-contributor
Users	One who uses OER and also contributor	One who only uses OER
Non-users	One who only contributor OER and not uses (a giver)	One who never uses contributes OER

Apart from investigating into the psychological aspects, we will use third generation Activity Theory to qualitatively analyse the research contexts covering the subject, object, tools, division of labour, community, and rules.

