

WORKSHOP
ON
OPEN EDUCATIONAL RESOURCES
FOR DEVELOPMENT



02-05 March, 2015
Krishna University, Machilipatnam



Organized by
Commonwealth Educational Media Centre for Asia
In Association With
Krishna University, Machilipatnam, Andhra Pradesh



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Background

The Commonwealth Educational Media Centre for Asia (CEMCA) organised the workshop on “Open Educational Resources (OER) for Development” as part of the research entitled “Teachers’ Attitudes, Motivations and conceptions of Quality and Barriers to Open Educational Resources in India” supported by the International Development Research Centre (IDRC), Canada to strengthen south-south cooperation on development and use of Open Educational Resources. This was one of the four workshops to provide orientation to teachers about OER and to collect data for research study in both qualitative and quantitative manner. Hence, nature of this research workshop was participative and focused on assessing constructs of the research apart from providing basic introduction to OER. The four day workshop was planned for university teachers to assist them to understand history and development of OER and enable them to relate the need of OER in their work setting.

The development of Open Educational Resources is increasingly being felt as a necessity in the emerging knowledge scenario at both global and local level. Teachers are the experts and the content creators/ managers for OER. Thus, ascertaining and assessing attitude and motivation of the teaching community toward OER are pre-requisites for development of OERs.

CEMCA research team conducted the third workshop (In the series of four workshops) from 2th to 5th March, 2015 at Machilipatnam in collaboration with Krishna University. The workshop was attended by 30 participants, all from different departments of Krishna University and various other institutions of Andhra Pradesh. One participants was from the newly established Telangana state. These participants were requested to complete a survey, but only selected teachers were interviewed for collecting in-depth qualitative data on the issues related to the research. List of participants of the workshop is given at Annexure 1.

Objectives of the Workshop

The main objective of the workshop was to facilitate research and collect both qualitative and quantitative data to examine teachers’ attitudes, their motivations and barriers related to creation and use of Open Educational Resources (OER) and to analyze their perception of quality of OER. However, other objectives of the workshop were to:

- Assist the participants to understand history and development of OER;
- Enable the participants to relate the need of OERs in their work environment; and
- Facilitate appreciation of the importance of open license in educational materials.

Hence, as a research and development workshop, it was designed to provide basic understanding of OER to all participants and explain different salient parameters through different sessions based on activities related to attitude, motivation, barriers and quality to collect the data. The programme schedule of workshop is given at Annexure II.

Inaugural Session

The inaugural session commenced by formal welcome note by Prof. Suryachandra Rao, Registrar, Krishna University, followed by prayer and lighting of the lamp. Prof. V. Venkaiah, Vice Chancellor, while presiding over the inaugural session, outlined the importance of OER in higher education. He narrated briefly the genesis and the growth of OER starting from the UNESCO's initiative in 2002 to the present day wide spread use of OER by teachers, researchers and students. He stressed the role of UNESCO and Commonwealth of Learning in carrying forward the OER movement and opined that the availability of OER and other digital learning resources is a great source of knowledge to teachers and learners and the utilisation of these resources will go a long way in making higher education accessible and affordable.

Prof. V. S. Prasad, former Director of NAAC, Bangalore and former Pro Vice Chancellor of IGNOU was the Chief Guest at the inaugural Session. Prof. Prasad began his keynote address on 'OER for enrichment of learning life of campuses' with a personal note informing the participants his long association with open/distance learning and OER. He gave a brief introduction to OERs and highlighted the opportunities and challenges of OER. He emphasised that the OERs have potential to increase accessibility and are very useful if one wants to equip oneself with the latest developments in one's area. The challenges of OERs that he mentioned are that people might take credit of the others' work without acknowledging which threatens the self-identity of the author. Furthermore, the other challenge discussed by him is related to the identification of the relevant material from the plenty of resources freely and openly available as OERs. He also addressed these challenges by emphasising the need for collective efforts in teaching-learning process rather than individuals working as lone-ranger. According to him, the job of the teachers in this scenario is to contextualise the materials and interpret them and supplement them with the examples drawn from their own context. He concluded that we should overcome these challenges of OERs by using the opportunities to enrich the campus learning life.

Dr. Ramesh Sharma, Director, CEMCA, explained the objectives of the research workshops in his opening remarks. Dr. Sanjaya Mishra, Education Specialist (eLearning), Commonwealth of Learning, Canada, provided an overview of the four days programme, explained the methodology for the research workshop and the way different sessions were organised. He informed that while the workshop is for four days, the sessions will be organised for three days, and the last day will be used for in-depth interviews with selected volunteer participants after informed consent.

Later, all the participants introduced themselves along with communicating their knowledge and level of awareness of OER in informal way. Majority of the



participants expressed that they are attending similar workshop for the first time which will enhance their knowledge and support their teaching-learning effectively.

The inaugural session came to an end with a formal vote of thanks by Dr. Usha N, Associate Professor, English, from Krishna University.

DAY 1: 2nd March 2015

First Session: Introduction

Dr. Sanjaya Mishra, the lead Resource Person for the workshop facilitated the session. He initiated the session by discussing the role of teachers in disseminating knowledge. He explained the meaning of 'Open' in OER and related concepts such as Open Access, Open Content, Open CourseWare, Open Source Software, Open Education etc. Further, he discussed about the brief history of OER movement. He explained to all participants that OER movement begun with the concept of open content propounded by David Wiley in 1998. In the same year, MIT announced its Open Course Ware. In 2002, UNESCO organised the Forum on Impact of Open Courseware in Higher Education in the Developing Countries, where Prof. V.S. Prasad our Chief Guest for the workshop was an expert participant. He mentioned that OER content is open for all, and explained the five R's of OER-- Reuse, Revise, Remix, Redistribute, and Retain. Further, He discussed the recommendations for government, institutions and teachers according to OER Paris Declaration 2012.

Participants interacted with the resource person through comments and questions during this session.

Second Session: Just a Minute

The afternoon session of day one was **Just a Minute (JAM)** session to understand teacher's positive and negative attitude towards OER. This session was designed to get an immediate response from the participants about OER from teachers within a minute. All the participants were asked to respond to the statement "I am positive/negative about OER because...". Most of the participants expressed positive views towards OER. According to them, OERs ensures self-learning and gives open access to the world of knowledge. It is cost effective, saves time and easily accessible to everyone. OERs are useful resources for effective teaching and in sharing knowledge.

A few others expressed that OER don't restrict the learners with basic eligibility criteria and age limit, so anyone can continue to learn who missed the opportunities. OER helps in enriching the knowledge and skills, analytical and interpretive abilities, and quality of teaching-learning. Some of them highlighted that OER helps in life-long learning, collaborative learning, develop professional and research competency, and are useful for society and provide a platform to share and get the knowledge globally from experts.

However, a few of the participants conveyed their discomfort and concerns in using OER. They pointed out issues related to content validity and reliability. For some of them OER can't be used by all sections of the society as it is not

affordable (being largely digital) to disadvantaged sections. Another challenging aspect, according to them, is the language barrier as the resources are not available in local languages. One participant mentioned that the students may totally depend on OERs and not attend the physical classes limiting the interaction between students and teachers.

Third Session: Demonstration of OER Projects and Searching

Demonstration of OER projects and searching for OER content from various websites were presented by Dr. Ramesh Sharma in this session. Dr. Sharma demonstrated various types of OER, OER repositories and the way to search/resources. Some of the OER initiatives demonstrated were – OER Africa, Darakht-e Danesh of OER Afghanistan, Policies for OER Uptake (POERUP), OER Indonesia, Japan Open courseware Consortium, OER Thailand, Open Courseware Virtual University of Pakistan, OER Sri Lanka. Furthermore, various OER repositories and initiatives in India were presented. Some of these include: National Knowledge Commission, Indian Institute of Technology Bombay, NPTEL, NIOS etc. In the end of the day one, a brief discussion on OER accessibility was held to understand participant's feedback based on this lecture.

DAY 2: 3th March 2015

Fourth Session: Copyrights and Open License

Dr. Sanjaya Mishra presented this session on copyrights and open license. He began his presentation with the concepts like public domain, copyright, fair use of resources etc. He further explained that Creative Commons license is based on three layers of licensing- Legal code, Commons code and Digital code. The four components of CC license that in combinations make the six types of CC license was also discussed. These are Attribution (BY), Share Alike (SA), Non-Commercial (NC), Non-Derivative (ND). He also described six CC licenses: CC-BY; CC-BY-SA; CC-BY-NC; CC-BY-ND; CC-BY-NC-SA and CC-BY-NC-ND. Dr. Mishra emphasized that both Creative Commons licensing is based on fair use policy and licensing mechanism available in copyright law. He also explained the meaning of copyright as a collection of exclusive rights given by law to the author/creator of a work. A flow chart on selecting creative common licenses was also distributed to all the participants.

Fifth Session: Exercise on Open License

To recall the basic concepts related to copyright, an objective type quiz was organised in which the teachers participated actively. Further, to understand Creative Commons licenses better and CC licenses for derivatives, participants were exposed to two case studies. They worked in groups to solve the case studies and discuss to find the license that would be applicable to the derivatives in the cases. Participants discussed and debated their solutions in the plenary.

Sixth Session: Motivation for OER - Interactive Questions and Answers Session

To understand the motivations of teachers for using OER, interactive questions and answers session was conducted. The session started by asking the general concept of motivation. Questions related with their motivation to participate in OER, and its benefits at individual and institutional level were also asked. In response to first question what are the benefits of OER in teaching, some of the participants replied that OER can help in simplifying the teachers' preparation and they can get content and extra information from eminent experts. They can enhance their teaching practice by using animations, audio-visual materials, and up-to-date knowledge.

In response to the second question why knowledge of OER is essential for teachers, the participants gave diverse views. Some of the participants highlighted that they need to update themselves as teachers of 21st century and to update their students as well. Similarly, another participant answered that OER can be contextualised with the subjects to be taught and update students and teachers knowledge. Other responses included: interesting teaching-learning process, student centric approach, and enable accessibility of relevant materials to the students etc.

The next question was based on motivation to opt for or participate in OER activities. Most participants expressed that they are motivated to participate in OER movement as it is useful in sharing knowledge, updating knowledge and skills, enrich and improve teaching – learning process, time saving and cost effective. One participant indicated that OER can be used as a platform for getting feedback on research or teaching material in order to improve and modify. Other participants observed that OER helps in getting different perspective to refine knowledge, it further helps acknowledge, modify, improve and reproduce resources in global context.

In response to the question, what should you or your institution do to motivate to use and contribute OER, the responses varied covering both individual and institutional motivation. Most responses were related to institutional initiative to create a web portal platform/repository to share teaching learning and research resources by the faculty members. Others suggested about need for institutional policy and indicated that they are self-motivated.

Seventh Session: Group Discussion on Barriers to OER

This session was designed using snow-balling technique for identifying barriers to use and create OER. All the participants were instructed to make teams of 4-5 members each. Further, they were told to think and write down individually their perceived barriers to use and create OER within ten minutes. Afterwards each member was directed to discuss their ideas with neighboring one member for the next ten minutes, and subsequently with the entire team for the next ten minutes. Each group recorded their consensus findings about the barriers and presented in the plenary.

Group 1: Barriers to OERs

- Lack of technical knowledge
- Lack of infrastructure and affordability in developing and underdeveloped countries
- Lack of quality control
- Reluctant to change/negative attitude
- Language barrier
- Lack of relevance of material

Group 2: Barriers to OERs

- *Technical barriers:* lack of software tools, transmission speed, lack of ICT skills
- *Personal/Psychological Skills:* lack of interest, lack of time, lack of professional incentives, lack of materials for all subjects, fear of losing self-identity, confusion with too much of information, Dilemma regarding reliability and authenticity of available information
- *Communication Barriers (cultural):* Lack of availability of materials in local languages, problem in interpretation, cultural differences
- *Legal barriers:* Lack of awareness about copyright laws, IPR laws are different for different countries
- *Physical/Infrastructural barriers:* Lack of computers and internet connectivity, power cut problems, sudden breakdown of systems due to disasters (Ex: Viruses, lightening and thunders etc.)

Group 3: Barriers to OER

- Ethical issues pertaining to copyright infringement – lack of understanding of mis-use & fair use,
- Technology savvy – several impediments (Know How concept)
- Perception issue - critical thinking, critics, misinterpretation of OER Concept
- Long term process – time bound study
- Lack of motivation among seniors and juniors to use OER
- Quality concern - false information/mistakes in the OER text may lead to confusions in the subject

Group 4: Barriers to OERs

- Poor awareness about the benefits/use
- Limited infrastructure support facilities
- Information validity/content quality related barriers
- Language barrier
- Lack of knowledge on copyright and licensing
- Inclined to conventional teaching
- No learner-centric approach in content preparation
- Individual barriers – information inertia, 'what if I do' attitude
- Disruption of electrical supply

Group 5: Barriers to OERs

- Technical barriers – lack of technological skills
- Economic barriers – high institutional cost
- Social barriers
- Political, legal and regulatory issues
- Lack of proven expertise
- Insufficient stimuli

- Time and space barriers

Group 6: Barriers to OERs

- Lack of infrastructural facilities
- Technology deficiencies
- Funding
- Insufficient rewards and incentives
- Language (user-specific) insufficiency
- No clear organisational/institutional policies
- No zeal for experimentation and pedagogy
- Non integration to teaching learning process

DAY 3: 4th March 2015

Eighth Session: Creating OER (Using Technology)

In this session entitled 'Creating OER using technology' Dr. R.C. Sharma presented and demonstrated some technologies and platforms for creating OERs. Some of the platforms introduced were WikiEducator, OER Commons, etc. Few activities related with how to register/ add/ edit in these platforms were conducted and the participants worked to learn how to use the platforms.

Ninth Session: Panel Discussion on Quality of OER

To assess the perception of teachers about quality of OER, a panel discussion was organised. A panel of four members including two males and two females from the participants were identified to share their views on the quality of OER. This session was moderated by Dr. Sanjaya Mishra. Each panelist was asked a set of questions and their responses were discussed by the other participants. In this session, concern related with definition of quality; indicators of quality OERs; need for quality in OERs and who should ensure quality in OERs were major issues discussed by the panelists.

The panelists discussed the role of teachers as facilitator in selecting and recommending quality resources to their students. Further they should have positive ethical attitude towards knowledge creation.

Quality assurance process and the indicators of quality were debated among the panelists. It was discussed at both levels i.e. quality as product and quality as process. Along with self-assessment, institutions should have some guidelines to assess the quality. Individual efforts including self-critical evaluation, community participation, peer review and institutional quality assurance policy can positively ensure the quality of OER. It was further discussed that the process is more important than product. They further pointed out that OER should be learner-



centric and created according to the student level and their context as well. Review from the subject experts may also be useful for ensuring quality. It was pointed out that standards implementation, monitoring, reorientation, process and criterion oriented approach and more innovative approach is needed for quality assurance.

Session Ten: Filling of the Survey Questionnaire

To collect the quantitative data, every participant was given a survey form to be filled and returned to the research team.

Valedictory Session

The third day of the workshop ended with a formal Valedictory Session. Prof. Suryachandra Rao, the registrar of Krishna University presided over the function. Prof. Rao in his address thanked CEMCA for choosing their university for conducting this workshop and expressed the hope that it would continue to collaborate with Krishna University in future as well. Dr. Sharma and Dr. Mishra also addressed the participants. While Dr. Sharma spoke about the project and the various activities that took place in the last three days as part of the workshop, Dr. Mishra spoke about CEMCA, COL and the nature of their projects and workshops, the OER movement and thanked Krishna University for hosting the workshop. He also thanked the heads of the various colleges for deputing their teachers to participate in this workshop. Some of the participants also gave their views about how the workshop benefitted them and were grateful to CEMCA, COL and Krishna University for the wonderful opportunity. They expressed their desire to contribute to OER in future.

DAY 4: 5th March 2015

Interviews with Selected Participants

On the last day of the workshop, selected eight participants including 4 males and 4 females were invited based on their informed consent for interview to collect the qualitative data for the research study. The interview used a set of questions within the framework of third generation Activity Theory.

Annexure I: List of Participants

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Annexure II: Programme Schedule

Timing	Day 1 (02/03/2015)	Day 2 (03/03/2015)	Day 3 (04/03/2015)	Day 4 (05/03/2015)
10:00-10:30	Registration	Recap of Previous Day	Recap of Previous Day	Interviews (6X30 Min)
10:30-11:30	Inauguration of the workshop	Session 4: Copyrights and Open license	Session 8: Creating OER (using technology)	
11:30-12:00	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break	
12:00-13:15	Session 1: Introduction to OER	Session 5: Exercise on Open license	Session 9: Debate on Quality	
13:15-14:30	Lunch	Lunch	Lunch	
14:30-15:30	Session 2: Just a Minute (JAM) on Attitude towards OER	Session 6: Motivation for OER (Interactive Questions and Answers Session)	Session 10: Filling of the survey questionnaire	
15:30-16:00	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break	
16:00-17:00	Session 3: Demonstration of OER projects and searching	Session 7: Group Discussion on Barriers to OER	Valedictory session	