WORKSHOP

ON

OPEN EDUCATIONAL RESOURCES FOR DEVELOPMENT

7-10 October, 2014 at Golkonda Hotel, Hyderabad

Organized by

Commonwealth Educational Media Centre for Asia

In Association With

Maulana Azad National Urdu University

BACKGROUND

The Commonwealth Educational Media Centre for Asia (CEMCA) organized the workshop on "Open Educational Resources for Development (OER)" 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 OER. 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 designed to be 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 OERs Thus, ascertaining and assessing attitude and motivation of the teaching community toward OERs is the pre-requisite for development of OERs.

CEMCA research team conducted the first workshop from 7th to 10th October, 2014 at Hyderabad. Hosted by the Maulana Azad National Urdu University (MANUU), Hyderabad – an institution engaged both in face-to-face and distance mode of teaching; the workshop was attended by 28 teachers from three universities. While 24 participants were from MANUU, there were two participants each from Dr. B.R. Ambedkar Open University and University of Hyderabad. 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 the above mentioned research and collect both qualitative and quantitative data to examine teacher's attitudes, their motivations and barriers related to creation and use of Open Educational Resources (OER) and to analyze their perception of quality towards OER. However, other objectives of the workshop were to:

- Assist the participants to understand history and development of OER; and
- Enable the participants to relate the need of OER 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 along with comprised other 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. K.R. Iqbal Ahmed, Director, Directorate of Distance Education, Maulana Azad National Urdu University (MANUU). Prof. V.S. Prasad, former Vice Chancellor of BRAOU and former Director of National Assessment and Accreditation Council (NAAC), currently Advisor at MANUU was the Chief Guest at the inaugural Session. During the inaugural address, Prof. Prasad emphasized on redefining the scope of open and distance learning (ODL) and the relevance and appropriateness of OERs in facilitating ODL. He insisted on a vigilant approach to the changing needs and continual relook in context of grassroots realities of educational system specifically focusing on higher education.

Dr. Sanjaya Mishra, Director, CEMCA provided a brief about the workshop to all the participants. He introduced the background of the research study and its objectives. He also explained the difference between other workshops and this development workshop. This workshop is significant for creating awareness among teachers and also to collect the data for research study. He informed that while the workshop is for four days, the sessions will be organized for three days, and the last day will be used for in-depth interviews with selected volunteer participants after informed consent.

Afterwards, he introduced the team: Dr. R.C. Sharma, the Chief Resource Person; Dr. Atul Thakur and Ms. Meenu Sharma (Research Associates). He also introduced Ms. Glenda Cox and Mr. Henry Trotter, researchers from South Africa, working on a similar project funded by IDRC at Univeristy of Cape Town. 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 not involved in creation of OERs and they are attending similar workshop for the first time.

PROCEEDINGS

DAY 1: 7th October 2014

FIRST SESSION: INTRODUCTION

Dr. Ramesh Sharma, the lead Resource Person for the workshop facilitated the session. He

initiated the discussion by explaining the meaning and definition of OERs and other related terminology. He explained the meaning of 'Open' in OER, Open Access, Open Content, Open Course Ware, Open Source Software, Open Education/e-learning. He then discussed the issues of extent of Openness, Open access- unrestricted use,

courseware, and open source software.

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 organized the Forum on Impact of Open Courseware in Higher Education in the Developing Countries. He presented a detailed overview of the history and developments of OER leading to the World OER Congress 2012.

Further, he discussed factors that have helped in the growth of OER and explained the benefits of OER. He mentioned that OER content is open for all, and explained the five R's of OER-- Reuse, Revise, Remix, Redistribute, and Retain.

Participants interacted with the resource person through comments and questions during this session. Most of these questions related to the concepts around OER, and Dr. Sharma and Dr. Mishra provided further clarifications.

SECOND SESSION: JUST A MINUTE

The afternoon session of day one was based on **Just a Minute (JAM)** session to understand teacher's positive and negative attitude towards OER. This session was designed to get an immediate response about positive/negative views about OER from teachers within a minute. All the participants were given one minute to write down for the statement "I am positive/negative about OER because..." Most of the participants expressed positive views towards OER. According to them, spread of knowledge becomes boundless due to OER. It gives an open access to the world of knowledge. It saves time and money as they are easily accessible. OERs are useful resources for effective teaching and in sharing knowledge.

Few others expressed that OER helps in preserving and disseminating of indigenous knowledge for formal and non-formal learning; for different domains including cognitive and non-cognitive; for authentic articles; for convergent knowledge; for access from within the confines of one's office; for gaining knowledge without visiting to libraries. It also helps in

improving the quality of education at all level. Some of them highlighted that OER could help us to reach Educational for All, Millennium Development Goals as it is accessible to all and brings equality to society. It reaches the unreached through technology.

However, there was no single response towards negative attitude about OER, but few of them conveyed their discomfort in using OER. They pointed out issues related to authenticity and quality. For some of them OER can't be used by all sections of the society. This is the challenging aspect for educating marginalized groups who are learning through Urdu. One participant mentioned that thinking and reflecting ability also get limited because of easy availability of OER.

THIRD SESSION: DEMONSTRATION OF OER PROJECTS AND SEARCHING

Demonstration of OER projects and searching for OER content from various websites were presented in this session. Some of the websites demonstrated were - nroer.gov.in, nptel.ac.in, nios.ac.in, OER commons, OER 4s, OER research hub, Orbit Cambridge, NROER, NPTEL, NIOS, NMEICT, BASE, Open Learning Networks, Sakshat.ac.in, WikiEducator etc. Few video on OERs were also shown to the participants. 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: 8th October 2014

FOURTH SESSION: COPYRIGHTS AND OPEN LICENSE

Dr. R.C. Sharma presented this session on copyrights and open license, where a video, by Prof. Madhulika Kaushik was shown to help the participants to understand the open licensing policy and the different conditions of CC licenses. A quiz was conducted to estimate the practical application of copyright in a class room/ institutional situation and to understand open license. Attribution (BY), Share Alike (SA), Non-Commercial (NC), Non-Derivative (ND) and details description of six CC licenses: CC-BY; CC-BY-ND; CC-BY-NC; CC-NC-ND and CC-BY-NC-SA were discussed in brief in this session. Dr. Sharma further explained

that Creative Commons Licensing policy is based on three layers of licensing- Legal code, Commons code and Digital code. He explained that both copyright and creative commons licensing is based on fair use policy. He also explained the meaning of copyright as a collection of exclusive rights given by law to the author/creator of a work.

FIFTH SESSION: EXERCISE ON OPEN LICENSE

To understand why do we need Creative Commons and what are the different codes of it, an exercise on open license was conducted to help the participants understand Creative Commons for remix. The six license types were further discussed with the help of two case studies in an interactive manner, where the participants worked on the cases in groups and presented their results for discussion 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. Questions related with their motivation to participate in OER, and its benefits at individual and institutional level were asked. In response to first question why knowledge of OER is essential for teachers, some of the participants replied that knowledge of OER increases horizon of existing knowledge which could help in guiding diverse students and understanding their educational needs. Teachers can adapt /adopt and modify resources accordingly, which also save their time and energy without duplication and production of new materials to teach students. If teachers are not aware of OER, they cannot help their student with this approach.

In response to the second question related with the benefits of using OER in teaching, the participants gave diverse views. One of the participants highlighted that OER can help English language competence of below average students. Similarly, another participant answered that; OER can be customized for different levels of the students. Other responses included: time saving, improving approaches to teaching, and gaining knowledge from multi-disciplinary field.

The next question was based on what types of resources are useful in teaching. Participants indicated preference for video, presentations, Wikipedia articles, etc. Teachers who are involved in research indicated that they downloaded materials from website of different organizations such as NIOS, NCERT, Planning Commission, and MHRD. They also indicated use of Google and YouTube for search of information.

In respond to the question, what would you do to encourage yourself to share and create resources. Most of them indicated that they will develop programmes using OER. One of the participants who teach sociology stated he would motivate himself by further developing localized resources for needy students.

After this, Dr. Sanajya Mishra asked what should your institution do, that would further motivate you to use and contribute OER to understand each participant's motivation. Varied responses based on individual and institutional motivation were shared by all the participants. One common response was: credits in Academic Performance Index (for promotion), however, overall the responses were related to appreciation, recognition (local and global level), and rewards. Some participants also indicated about infrastructure improvement, good (digital) library, online and technical support, web-based materials, good planning and management on how to introduce OER, administrative support for allowing meeting experts, etc.

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 one team out of different groups including at least 4-5 members. 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

- Stereotype thinking –non awareness of OER, Possessiveness, lack of role model
- Lack of technical support & knowledge
- Lack of institutional approach
- Lack of OER in Urdu language & translation issue
- Non-inclusion in API (UGC)
- Policy level decisions- political, academic, bureaucratic
- Poor infrastructure in work place
- Lack of knowledge of copy right issues
- Time constraints
- Lack of training and capacity building
- Lack of clarity of quality assessment indicators
- Lack of general awareness for using OER
- Attitude of staff holders, staff creations
- Lack of understanding of Social and natural sciences to apply OER
- Policy problems such as no HRD equivalent degrees
- Financial burden

Group 2: Barriers to OERs

- *Personal barriers:* lack of interest, motivation, traditional mindset, attitudinal problems, lack of technical knowledge, traditional method of teaching
- *Institutional barriers:* administrative, financial and infrastructure (lack of broadband internet, computers server)
- *Legal barriers:* lack of knowledge about types of copyrights
- *Quality concern:* non- availability of regularity body/ board/ commission
- Lack of awareness of quality indicators and lack of standard formats.

Group 3: Barriers to OER

- Lack of motivation to use OER

- Lack of technical knowledge and skills to use OER
- Busy schedule of the teachers
- OER may be a time consuming activity
- Lack of infrastructural and technical facilities
- No support from traditional administrators
- OER may divert our attention
- Teachers may get nervous and disappointment if they find some other on OER showing 'excellence performance"
- Lethargic teachers may become more passive
- Language may become a barriers
- Lack of social awareness
- May be difficult to use in rural areas
- Copyright issues
- Selfish approach
- Lack of training

Group 4: Barriers to OERs

- Lack of motivation
- Lack of infrastructure at institutional level and the user's level
- Unhealthy competition at the institutional level
- Phobia of using technology at individual level and no proper training for e-content preparation
- Vernacular language: no much support at technology front.

Group 5: Barriers to OERs

Contributor point of view

- Lack of administrative support
- Lack of awareness on the part of the teachers
- Lack of professional/ technical skills on the part of teachers

- Lack of collaboration
- Work load pressure on teaching staff
- Licensing restrictions
- Lack of quality indicators
- Authenticity of OER
- Unwillingness to share/ use OER resources
- Lack of research on how to use of OER
- Language is barriers
- Commercial nature of OER
- Problem of continuous assessment

  User's point of view

- Geographical barriers (lack of internet facility in rural areas)
- Lack of awareness
- Poor guidance
- Affordability

DAY 3: 9th October 2014

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 to such website also demonstrated to the participants.

NINTH SESSION: PANEL DISCUSSION ON QUALITY OF OPEN EDUCATIONAL RESOURCES

To assess the perception of teachers towards quality of OER, a panel discussion was organized. A panel of five members from the participants were identified and selected based

on an assessment on their knowledge and interest towards OERs. Researchers from South Africa were also participated in this session as panel member. This session was moderated by Dr. R.C. Sharma. 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.

One participant panelist indicated that quality of any material depends on reputed publisher. Some other issues related to quality that came out during discussion relates to 'fitness of purpose' of OER, sense of belongingness and pride associated in sharing OERs, 'Pride of Authorship', etc.

Possible indicators of quality were also debated from user and non-user point of views. From user perspective, accuracy and knowledge of technology determines quality indicator. Peer reviews, judgments by large group for designing and for preparing it for better use are the major indicators of quality indicators for users of OER.

Issues related to availability of quality indicators to assess OER were also raised by some panelists and participants. However, it was also pointed out those individuals as creator of OER need to take some responsibility to ensure quality. Similarly, institutions need to take leadership for quality assurance of OERs. It could be done by review through collaboration.

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 valedictory session was chaired by Dr. Sanjaya Mishra. He highlighted the key points discussed during the workshops. Dr. Sanjaya Mishra welcomed the Vice-Chancellor of MANUU, Prof. Mohammad Miyan. Prof. Miyan emphasized the need for updating knowledge and for collaborative learning for cognitive growth of an individual. He also extended full support to

CEMCA for their future projects. He praised Dr.Mishra for his visionary leadership and thanked him for conducting this workshop. Afterwards, Prof. Mohammad Miyan released a book based on the proceedings of the IDEA Conference organized by DDE, MANUU. At end of the day, Prof. K.R. Iqbal Ahmed proposed vote of thanks on behalf of the organizers and expressed the need for further support in OERs. Dr. Mishra expressed his satisfaction with the workshop and appreciated the active participation of the participants while summing up the workshop.

DAY 4: 10th October 2014

INTERVIEWS WITH SELECTED PARTICIPANTS

On the last day of the workshop, selected eight participants 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 and agreed with the research team of South Africa.

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Annexure II

PROGRAMME SCHEDULE

Timing	**Day 1** (07/10/2014)	**Day 2** (08/10/2014)	**Day 3** (09/10/2014)	**Day 4** (10/10/2014)
10:00-10:30	Registration	Recap of Previous Day	Recap of Previous Day	
10:30-11:30	Inauguration of the workshop	**Session 4: Copyrights and Open license**	**Session 8: Creating OER (using technology)**	Interviews (6X30 Min)
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	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	