EXPLORING THE CULTURAL AND HISTORICAL FACTORS THAT INFLUENCE OER ADOPTION AND USE IN MONGOLIA'S HIGHER EDUCATION SECTOR

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Exploring the cultural historical factors that influence OER adoption and use in Mongolia’s higher education sector

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I. OER environment in Mongolia

II. Research project
I. OER environment in Mongolia
Mongolia is a rapidly developing economy.

With a small population (3 M) divided almost equally between the Ulaanbaatar-capital city and rural centres across the vast countryside. One of the least densely populated countries in the world.

Official language - Mongolian
* Since 1990s, rationalization and decentralization of education system

* Relaxation of state control over curriculum with efforts at diversification based on local community needs

* Shift from a teacher-centered curriculum to a more student-centered curriculum

* Changes in the Mongolian education system
* OER awareness raising and building infrastructure - IDRC.ca support since 2010
* CC Mongolia established in 2013
  http://www.creativecommons.mn/
* OER pilot projects 2011-2013
  http://www.davalgaa.mn/
* OER policy - National OER program for 2014-2024 approved by the Parliament. Funds provided from the State budget: https://mn.khanacademy.org/
* Open Education and Knowledge Foundation established in 2014  http://www.one.mn/

* Achievements in 2010-2015
Exploring the cultural historical factors that influence OER adoption and use in Mongolia’s higher education sector

http://roer4d.org/sp-8-oer-adoption-and-use-in-mongolia

II. Research project
* What key factors, conditions and models of practice that would be considered as an acceptable path forward for OER adoption, adaptation, development and distribution in Mongolian higher education?

* At the macro level what are the cultural-historical influences in Mongolia that might enable or pose barriers to higher education institutions that seek to collaborate, use, reuse or redistribute OER?

* At the practice level, what cultural-historical factors exist to empower or impede teachers and learners to contribute to and benefit from a pool of OER developed or localized for Mongolia?
*Surveys, interviews and artifact analysis with key stakeholders, including education department staff, educational administrators and teachers*

Ministry of Education and Science of Mongolia  
National University of Mongolia  
Mongolian University of Science and Technology  
Mongolian State University of Education
Activity-theory (AT) framework for the analysis of human interactions with technologies, systems, rules and practices.
<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Associated Activity Theory Constructs</th>
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<tbody>
<tr>
<td>What understandings of “open” practices and open educational resources (OER) do you currently hold? Where were you first introduced to OER? Workshops, presentations, colleagues?</td>
<td>SUBJECT</td>
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<td>Open concepts and practices</td>
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<td>How do you see OER benefitting the Mongolian educational system, your institution or students? What issues of organizational culture are associated with collaboration and sharing of OER among educators?</td>
<td>OBJECT</td>
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<td>Open educational resources</td>
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<td>What quality assurance processes and issues affect the adoption and use of open resources?</td>
<td>OUTCOME</td>
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<td></td>
<td>Open and sustainable OER practices and/or policies</td>
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<td>What important practices and issues are entailed in the adaptation of open curriculum materials (OER) or use in specific localized contexts in post secondary institutional settings and programs?</td>
<td>COMMUNITY</td>
</tr>
<tr>
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<td>Academic culture</td>
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<tr>
<td>What key instructional design and development practices and issues are associated with OER development and implementation?</td>
<td>RULES AND COMMUNITY</td>
</tr>
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<td>Quality assurance</td>
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<td>To what degree does established technical infrastructure and related practices affect the potential for OER reuse in institutional settings?</td>
<td>RULES</td>
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<td>Institutional contexts</td>
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<td>Copyright policies</td>
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<td>What business rules and organizational policies have been shown to directly affect OER opportunities?</td>
<td>RULES</td>
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<td>Institutional policies</td>
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<td>Funding support</td>
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* Interview Questions Matrix and Associated Activity Theory Constructs*
* Sample size - response rate
* Online based or/and paper based
* Question harmonization process
* Timing

* Survey questionnaire
* Incentives for creating, adapting and using OER for educators and students
* Open textbooks
* Language divide: Translate or learn English
* Institution-level OER policy
* Needs for awareness-raising and capacity-building

* Findings and issues
Thank you