RESEARCHING OER ADOPTION AND IMPACT IN THE GLOBAL SOUTH – AN OVERVIEW OF THE RESEARCH ON OPEN EDUCATIONAL RESOURCES FOR DEVELOPMENT (ROER4D) PROJECT

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**DEFINITION AND PREMISE OF OER**

Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use and re-purposing by others (adapted from Smith & Casserly, 2006, p. 8). They are purported to:

- Improve affordability of education through reducing textbook and course development costs.
- Improve quality of learning materials through adaptation and localisation.
- Increase visibility of academics’ work through sharing of materials.
- Enable pedagogical innovation and student-centred learning.

However, empirical research is required to establish whether and how the adoption of OER impacts on the increasing demand for accessible, high-quality and affordable education in developing countries.

**ROER4D RESEARCH PRACTISES**

**WHY OPEN RESEARCH?**

- Building research capacity through collaboration
- Engaging with potential stakeholders
- Extending range of research outputs
- Raising the visibility of research
- Improving quality of research

**OPERATIONALISING OPEN RESEARCH**

Sharing the process of undertaking research resources, ROER4D research outputs (documents and data) to be published as Open Educational Resources (OER) are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property licence that permits their free use and re-purposing by others (adapted from Smith & Casserly, 2006, p. 8). They are purported to:

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**INITIAL FINDINGS**

OER not understood under the terms typically used in the literature: Sub-project 2’s large survey of OER use among students and teachers indicates that the concept of OER is not understood under the terms typically used in the OER literature (i.e. reuse, revise, remix and redistribute). This is even more problematic in languages other than English, such as Indonesian, Portuguese and Spanish.

Assumption that all digital resources are OER: Findings from Sub-project 6 indicate that teachers introduced to alternative licensing also share this knowledge with students, allowing students to have a more active role in creating content.

Granular OER more difficult to integrate into course materials: Findings from Sub-project 7 indicate that granular OER is more time-consuming and difficult to integrate into course materials than more comprehensive sets of OER.

For updates and latest information www.roer4d.org

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**GENERAL OBJECTIVE**

The general objective of this research programme is to improve educational policy, practice and research in developing countries by better understanding the use and impact of OER in secondary and post-secondary education.

**MAIN RESEARCH QUESTION**

In what ways, and under what circumstances, can the adoption of OER impact upon the increasing demand for accessible, relevant, high-quality, and affordable education in the Global South?

**Principal Investigator:** Prof Cheryl Hodgkinson-Williams, University of Cape Town

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**ROER4D RESEARCH BIBLIOGRAPHY**

500+ bibliographic references openly available to researchers worldwide, showcasing Southern and Northern OER research

http://tinyurl.com/ROER4D-Bibliography

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