MAINSTREAMING USE AND ADAPTATION OF OER IN INDIAN HE. A MODEL.

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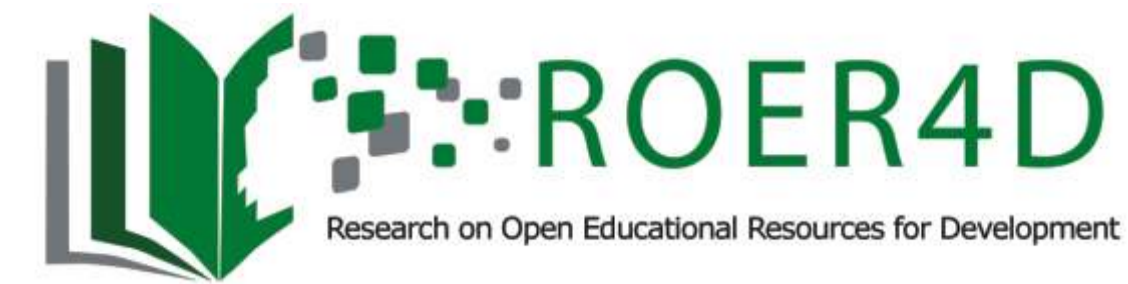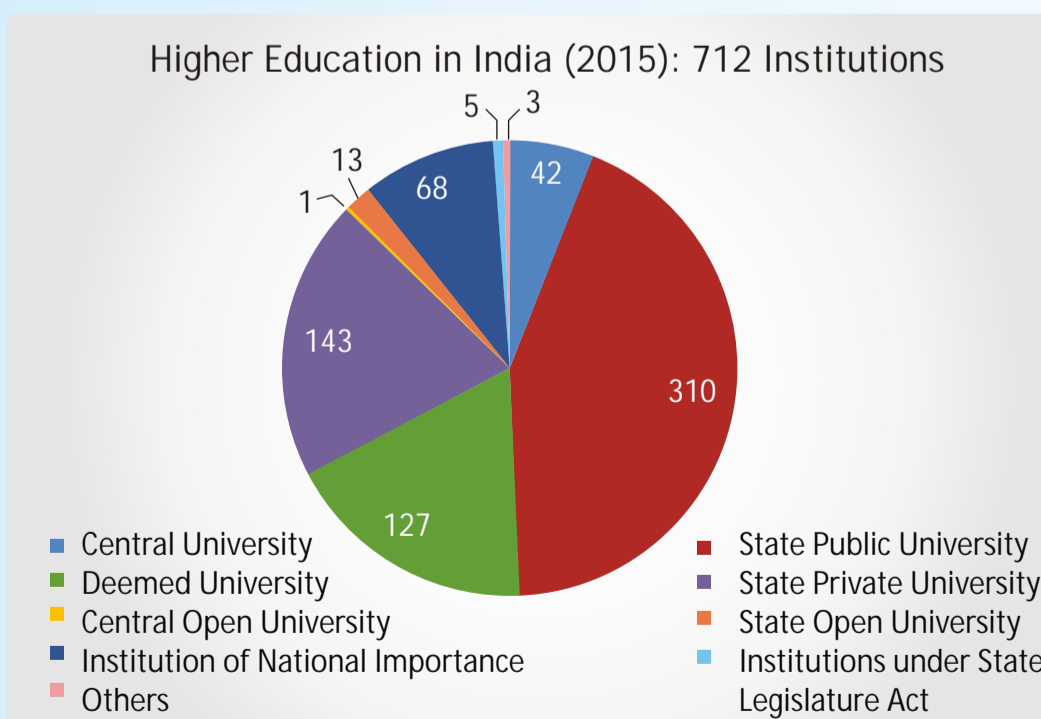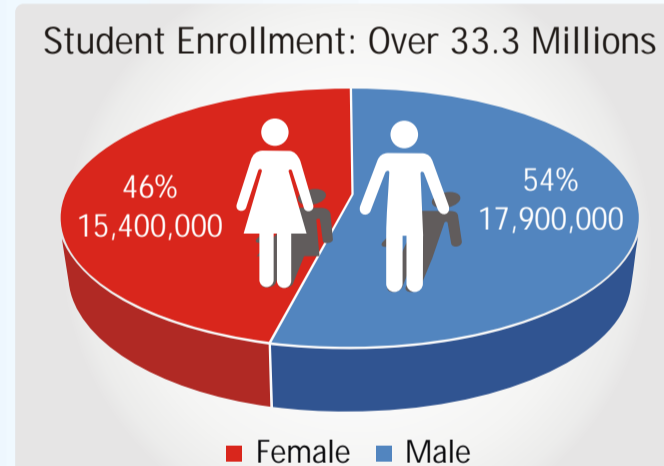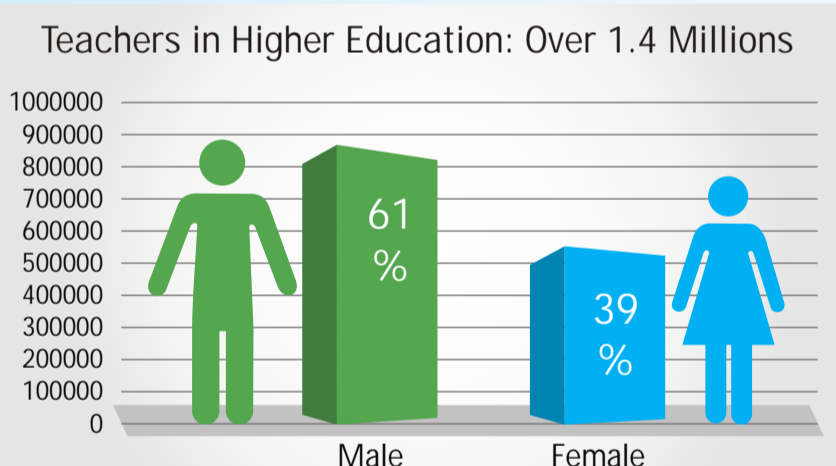# Mainstreaming Use and Adaptation of Open Educational Resources in Indian Higher Education: A Model

ROER4D Research on Open Educational Resources for Development

C·O·L CEMCA

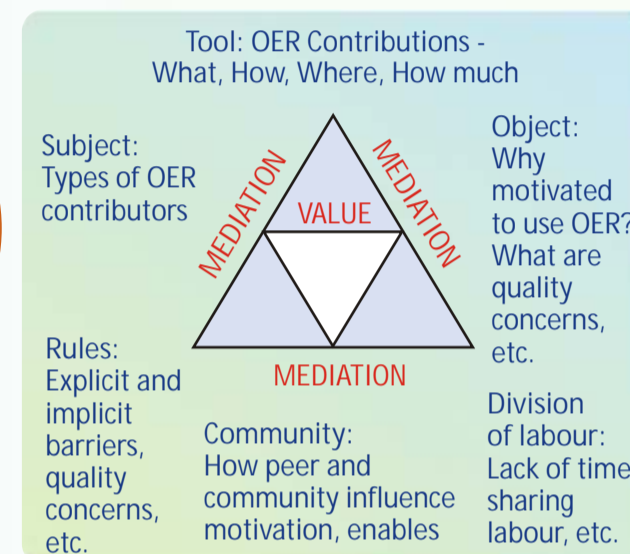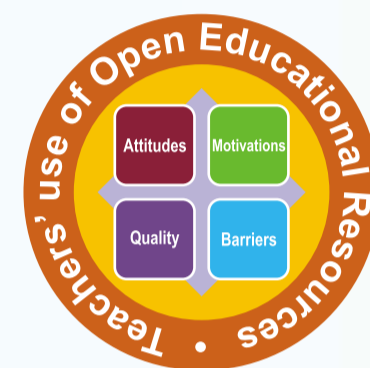## The Problem of OER Integration

Open Educational Resources (OER) have emerged as one of the most innovative teaching and learning practices. In India, there have been several sporadic attempts to promote the use of OER, directly or indirectly, by launching policies such as Digital India and ICT in Education. Nevertheless, a culture of contributing to OER and integrating the use of OER in educational transactions in both face-to-face instruction and distance education remains at an initial stage. Teachers are key stakeholders in use and adaption of OER, and hence a need to understand how teachers' predispositions and espoused views about pedagogical practices and innovations determine their OER practices.

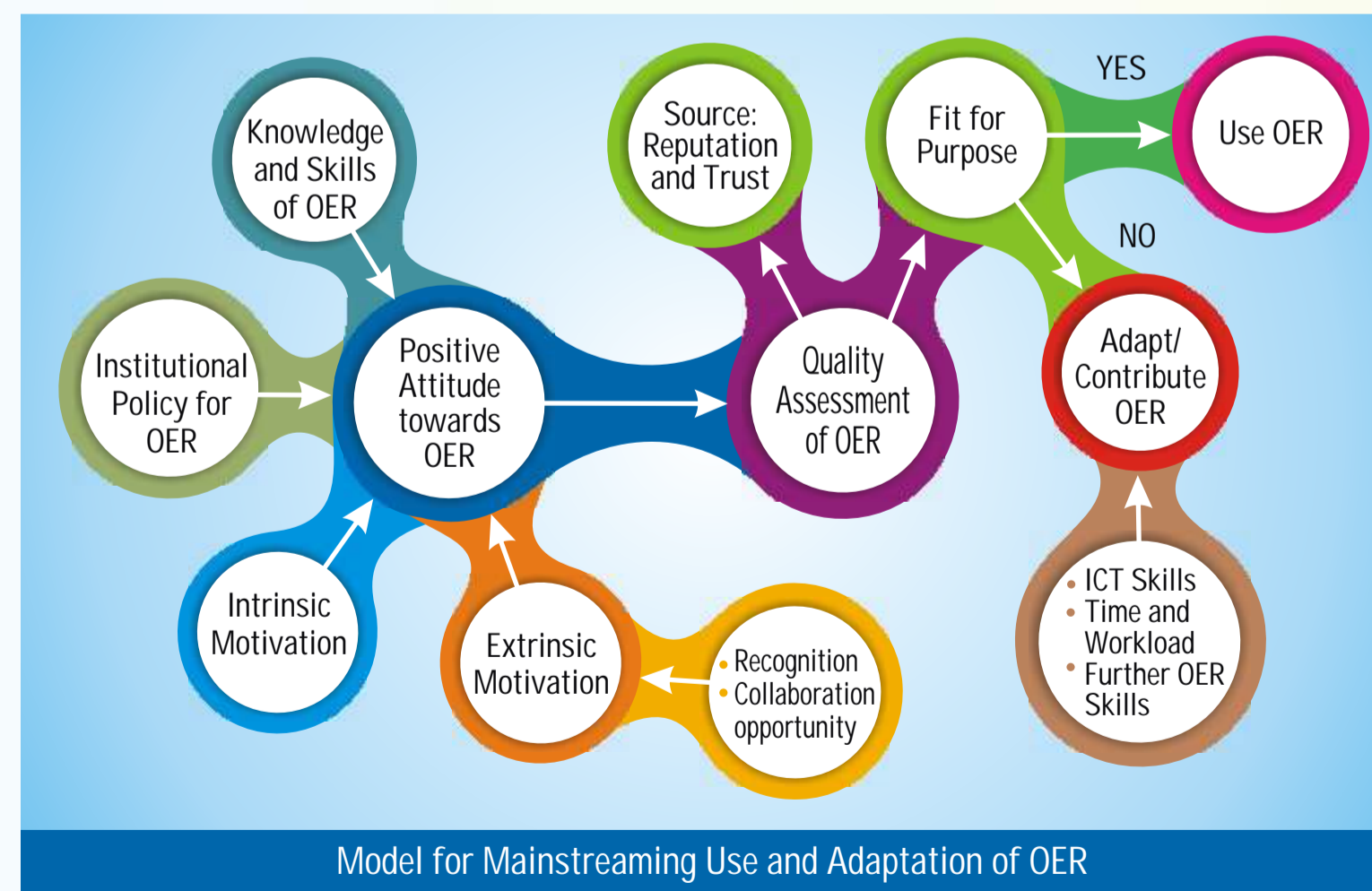## Indian Higher Education in Numbers

Teachers in Higher Education: Over 1.4 Millions

Male 61% — Female 39%

Student Enrollment: Over 33.3 Millions

- 46% 15,400,000 Female
- 54% 17,900,000 Male

Higher Education in India (2015): 712 Institutions

- 310 State Public University
- 143
- 127
- 68
- 42
- 13
- 5
- 3
- 1

Legend:
- Central University
- Deemed University
- Central Open University
- Institution of National Importance
- Others
- State Public University
- State Private University
- State Open University
- Institutions under State Legislature Act

Support for OER:
- Indira Gandhi National Open University
- Vardhaman Mahavir Open University
- KK Handiqui State Open University
- Uttarakhand Open University

Research Design

Teachers' use of Open Educational Resources — Attitudes, Motivations, Quality, Barriers

Tool: OER Contributions - What, How, Where, How much

- Subject: Types of OER contributors
- Object: Why motivated to use OER? What are quality concerns, etc.
- MEDIATION — VALUE — MEDIATION — MEDIATION
- Rules: Explicit and implicit barriers, quality concerns, etc.
- Community: How peer and community influence motivation, enables
- Division of labour: Lack of time, sharing labour, etc.

	Contributor	Non-contributor
Uses	One who uses OER and also contributes	One who only uses OER but not contribute them
Non-uses	One who only contributes OER but does not uses them	One who never uses or contributes OER

- Qualitative and Quantitative approach
- 17 items ATORE Scale (0.897 Cronbach's)
- ✓ 2 constructs: Sharing and Adaptation
- Interview based on Activity Theory
- 4 university locations and Online survey
- 4 workshops
- 117 respondents, 57.3% were male and 42.7% female

- Knowledge and Skills of OER
- Source: Reputation and Trust
- Fit for Purpose → YES → Use OER
- NO
- Institutional Policy for OER
- Positive Attitude towards OER
- Quality Assessment of OER
- Adapt/Contribute OER
- Intrinsic Motivation
- Extrinsic Motivation
- Recognition Collaboration opportunity
- ICT Skills Time and Workload Further OER Skills

Model for Mainstreaming Use and Adaptation of OER

Results

Teachers in Indian higher education have positive attitudes towards OER and are also highly motivated to use and adapt OER. They lack knowledge of and skills in creating/using/adapting OER, as well as understanding of copyright and licensing. Further, the lack of institutional policy is a barrier for them. While they are intrinsically motivated, they also think that receiving recognition for OER work would help them engage in it. They evaluate the quality of available OER based on trustworthy sources and fitness for purpose. We also found that they believe OER could improve pedagogical practices and quality of learning. Working in the field of OER would help them gain recognition and would increase their scope for collaborating with other experts. They also believe that the technologies used for OER are simple and easy to use, but they presently do not have sufficient ICT skills to do so. Generally, they are users of OER, but they would like to contribute, provided their current workload is reduced.

Recommendations

- ▶ **Advocacy and Awareness:** Make advocacy for and awareness of OER a top priority, with a particular focus on teachers and senior administrators.
- ▶ **Adopt Policies:** Develop and implement institutional OER policies to foster the use of OER and facilitate OER projects by teachers.
- ▶ **Provide Incentives and Release Time:** Provide teachers with incentives to engage in OER work, in the form of awards and/or recognition that counts towards promotion; in doing so, give OER work the same weight as research papers.
- ▶ **Create QA Mechanism:** Create mechanisms for assuring OER quality by adapting the available quality frameworks.
- ▶ **Continuous Professional Development:** Provide teachers with continuous professional development opportunities by regularly organising workshops and training sessions to enhance their ICT and OER skills.