

UNDERSTANDING LECTURERS' ADOPTION OF OER: A MULTI-FACTORIAL APPROACH

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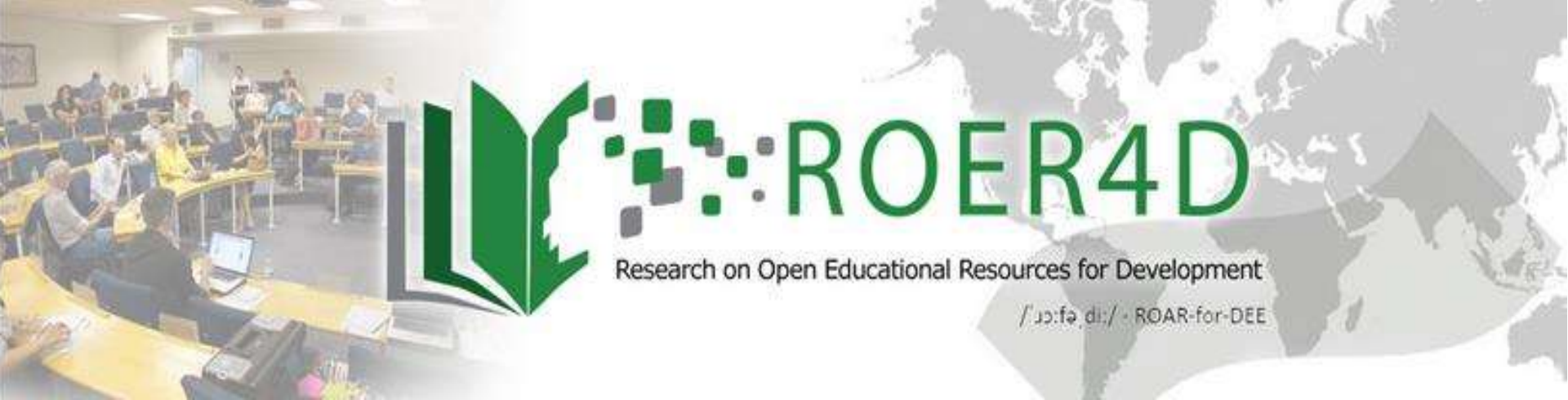
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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development



Understanding lecturers' adoption of OER: a multi-factorial approach

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www.slideshare.net/ROER4D

OE Global Conference 2017
Cape Town : 8 March 2017



GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries
by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS

OER
Desktop Review

OER Survey

Academics'
adoption of OER

Teacher educators'
adoption of OER

OER
adoption in one
country

OER impact
studies

Baseline
educational
expenditure



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created by Rondine Carstens and the ROER4D team

Our sub-project research questions

- Why do South African lecturers adopt – or do not adopt – OER? [*adopt* = use and/or create]
- Which factors shape lecturers' OER adoption decisions?
- How does an institution's culture shape lecturers' adoption of OER?

Research Context

<u>University Profiles</u>	UCT	UFH	UNISA
Student access	Residential	Residential	Distance
Student numbers	26 000	11 000	400 000+
Location	Urban	Rural	Dispersed
Approach	Traditional	Traditional	Comprehensive
Institutional culture	Collegial	Bureaucratic	Managerial
Copyright owner of teaching materials	Lecturers	Institution	Institution



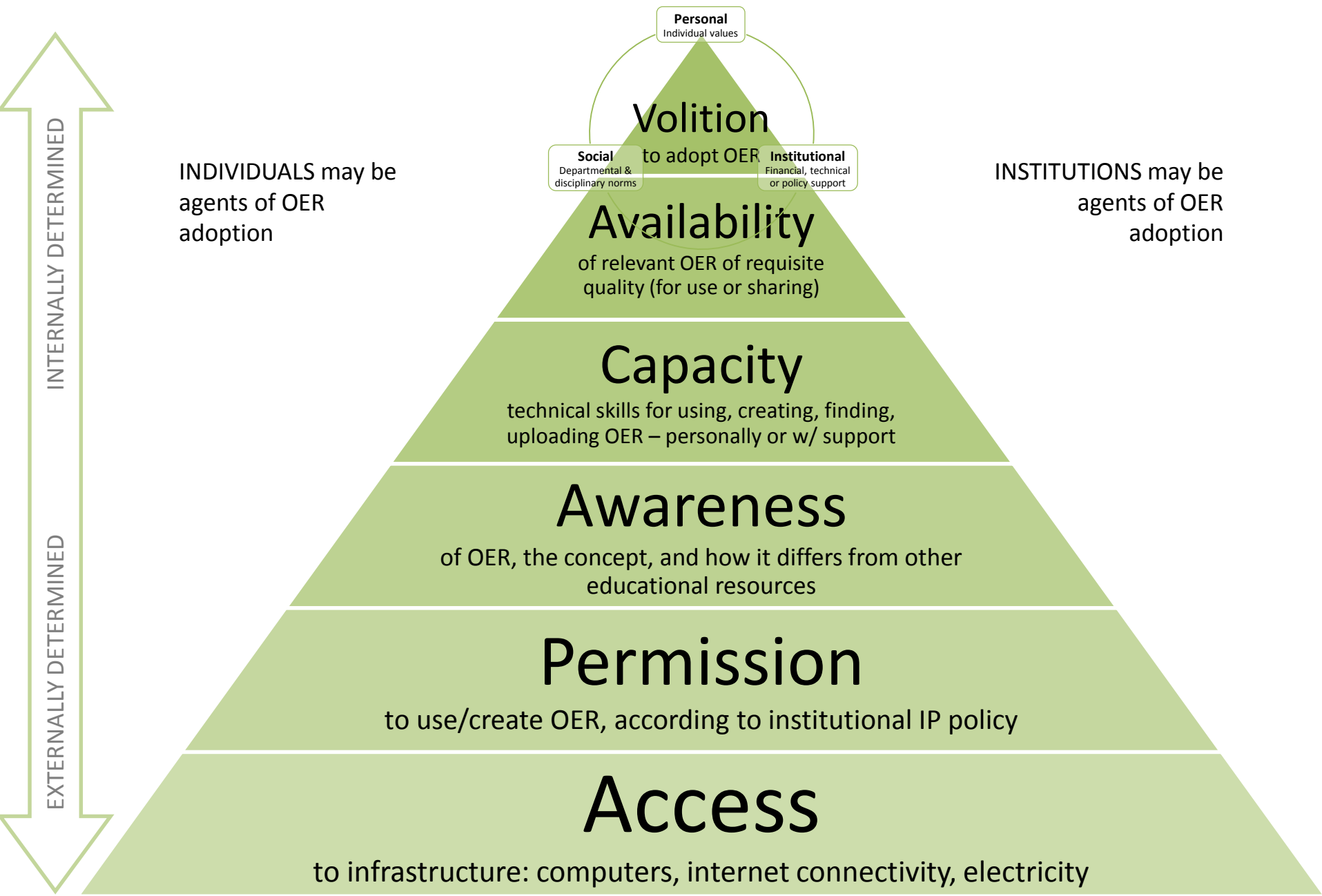
Research Methodology

Interviews (N=18)

- Introduction to OER and Creative commons workshops
- 6 interviewees per university
- Structured, One-on-one
- 30 minutes–1 hour interviews
- 50-56 questions
- Covering multiple elements of teaching and OER activity

OER Adoption Pyramid

The OER Adoption Pyramid



OER Readiness Questions

The six *essential* OER adoption factors

Questions for potential OER users

Questions for potential OER creators

VOLITION <p>The 6th factor refers to an agent’s motivation to adopt OER. If the agent (lecturer or institution) enjoys the access, permission, awareness, capacity and availability necessary to adopt OER, then volition becomes the key factor in whether they will do so. This outcome is shaped by the agent’s pedagogical values, social context and institutional culture.</p>	VOLITION <p>Do you have any desire to use OER?</p>	VOLITION <p>Do you have any desire to create and share your teaching materials as OER?</p>
AVAILABILITY <p>The 5th factor refers to the availability of OER for an agent to use or contribute. For users, this is determined by an OER’s <i>relevance</i> (content, scope, tone, level, language, format), <i>utility</i> for a specific anticipated use, and <i>quality</i> as judged by the user. For creators, it is determined by whether they feel their educational materials are relevant and of the requisite quality (based on one’s pedagogical self-confidence).</p>	AVAILABILITY <p>Have you found OER online – of acceptable relevance, utility and quality – that you can use?</p>	AVAILABILITY <p>Do you hold copyright over teaching materials – of necessary relevance and quality – that you could license and share as OER?</p>
CAPACITY <p>The 4th factor refers to the technical and semantic skills necessary for adopting OER. This capacity can be held by the educator or found through institutional support. It implies an educator or institution enjoys the technical fluency to search for, identify, use, and/or create (license and upload) OER, or has access to people with those skills who do.</p>	CAPACITY <p>Do you know how and where to search for and identify OER? Do you know how the different CC licenses impact the ways in which you can use an OER?</p>	CAPACITY <p>Do you know how to license your teaching materials so that they can be shared as OER? Do you know where (on which platforms) you can upload your materials as OER?</p>
AWARENESS <p>The 3rd factor refers to the fact that a potential OER adopter must have been exposed to the concept of OER and grasped how it differs from other types of (usually copyrighted) educational materials. Educators may inadvertently use OER, of course, but this does not comprise OER adoption per se, which requires a level of OER awareness.</p>	AWARENESS <p>Do you have any knowledge of or experience with OER? Do you understand how Creative Commons (CC) licenses differentiate OER from traditionally copyrighted materials?</p>	AWARENESS <p>Do you have any knowledge of or experience with OER? Do you understand how Creative Commons (CC) licenses differentiate OER from traditionally copyrighted materials?</p>
PERMISSION <p>The 2nd factor refers to an agent’s legal right to use or create OER. For users, the OER license determines permission parameters. For creators, institutional IP policies usually determine whether educators or institutions hold copyright over teaching materials produced at the institution that can be shared as OER. Only copyright holders can be creators.</p>	PERMISSION <p>Do you have permission (from your curriculum committee, etc.) to use OER for teaching? Does the desired OER allow you use it in your specific context (e.g. no CC-ND licenses on items that will be sold as course material)?</p>	PERMISSION <p>Do you possess copyright over teaching materials that have been developed at your institution?</p>
ACCESS <p>The 1st factor refers to the need for agents to have access to the appropriate physical hardware and infrastructure – such as electricity, internet connectivity and computer devices –for engaging with digitally mediated OER.</p>	ACCESS <p>Do you have (stable) electricity provision? Do you have (stable) internet connectivity? Do you have the necessary computer hardware for OER adoption?</p>	ACCESS <p>Do you have (stable) electricity provision? Do you have (stable) internet connectivity? Do you have the necessary computer hardware for OER adoption?</p>

OER Readiness Tables

OER Readiness: <u>academics as <i>users</i></u>	UCT	UFH	UNISA		
Volition					
Availability					
Capacity					
Awareness					
Permission					
Access					
Level of OER readiness	Very low	Low	Medium	High	Very high

OER Readiness: <u>academics as <i>creators</i></u>	UCT	UFH	UNISA		
Volition					
Availability					
Capacity					
Awareness					
Permission					
Access					
Level of OER readiness	Very low	Low	Medium	High	Very high

OER Readiness: <u>institutions as <i>creators</i></u>	UCT		UFH		UNISA	
Volition						
Availability						
Capacity						
Awareness						
Permission						
Access						
Level of OER readiness	Very low	Low	Medium	High	Very high	

So which institution is OER ready?

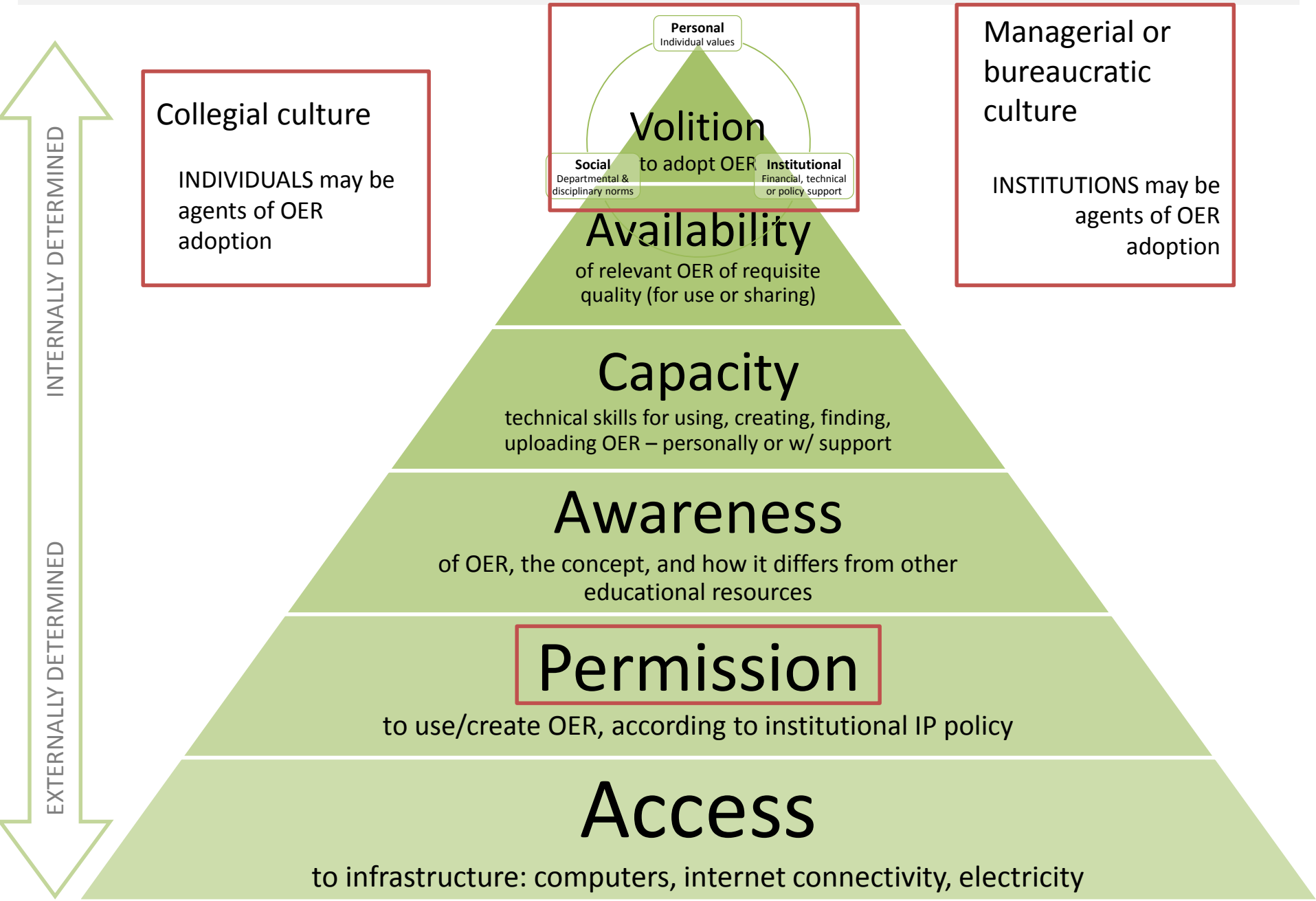
- UCT is OER ready if the individual academic is viewed as the agent of activity :
personal volition is the key
- UNISA is OER ready if the institution is viewed as the agent of activity :
institutional volition is the key
- UFH is not OER ready for either OER use or creation because: both the institution and academics lack awareness; academics lack permission to create

Institutional Culture

The relative importance of Structure, Culture and Agency on motivating OER activities according to Institutional Culture context

Institutional Culture type	<u>Structure</u> institutional policies	<u>Culture</u> social/ disciplinary norms	<u>Agency</u> personal motivation
Collegial (UCT)	low	medium	high
Bureaucratic (UFH)	medium	high	low
Managerial (UNISA)	high	medium	low

The OER Adoption Pyramid and Institutional culture



Related materials

Journal Articles

Cox, G. & Trotter, H. (2016). Institutional Culture and OER Policy: How Structure, Culture, and Agency Mediate OER Policy Potential in South African Universities. *IRRODL*, 17(5). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/2523>

Article in *Open Praxis* based on this presentation (TBD)

Book Chapter

Cox, G. & Trotter, H. (in press). Factors Shaping Lecturers' Adoption of OER at Three South African Universities. In C.A. Hodgkinson-Williams & P.B. Arinto (Eds) *Adoption and Impact of OER in the Global South*.

Research Data

Cox, G. & Trotter, H. (2015). *Research into the Social and Cultural Acceptability of Open Educational Resources in South Africa*. (ROER4D Sub-project 4) [dataset]. Version 1.1. Cape Town: ROER4D [producer], 2015. Cape Town: DataFirst [distributor]. Available at: https://www.datafirst.uct.ac.za/dataportal/index.php/catalog/555/related_materials.

Poster Presentation

Trotter, H. & Cox, G. (2016). *The OER Adoption Pyramid*. Presentation at Open Education Global 2016. 12-14 April 2016: Krakow, Poland. Retrieved from <http://open.uct.ac.za/handle/11427/18936>

Blog Posts

Trotter, H. (1 June 2016). How Intellectual Property (IP) Policies affect OER Creation at South African Universities. Retrieved from <http://roer4d.org/2298>

Trotter, H. (1 June 2016). The OER Adoption Pyramid. Retrieved from <http://roer4d.org/2290>

Thank you

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