UNDERSTANDING THE NATURE OF OEP FOR OER ADOPTION IN GLOBAL SOUTH CONTEXTS: EMERGING LESSONS FROM THE ROER4D PROJECT

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Understanding the nature of OEP for OER adoption in Global South contexts:
Emerging lessons from the ROER4D project
Presentation at OER17 London 5-6 April 2017

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ROER4D Phases 1 & 2

ROER4D Phase 1: Adoption Studies

ROER4D Phase 2: Adoption & Impact Studies

18 independent sub-projects - **100** researchers & research assistants - **16** time zones - **Aug 2013- Dec 2017**

Hosted by the University of Cape Town, South Africa and Wawasan Open University, Malaysia

Funded by the IDRC & DFID

ROER4D research rationale

Internationally, education institutions are under pressure to provide students with **access to affordable, quality education in economically constrained environments** from primary, secondary and tertiary phases to what is termed lifelong learning.

The need for equity of access to affordable, locally relevant educational materials is felt acutely in Global South countries facing **growing student numbers, decreasing government funding, increasing Textbooks costs, and educational materials which are not always suitable for the local context**.

#FeesMustFall Protests at UCT Picture courtesy Discott CC-BY-SA; Wikimedia Commons

Research question

Whether, how, for whom and under what circumstances can engagement with **open educational practices and resources** provide equitable access to relevant, high quality, affordable and sustainable education in the Global South?

For this presentation we are interested in:

What can we learn about the nature of OEP that is emerging from some of the ROER4D projects?

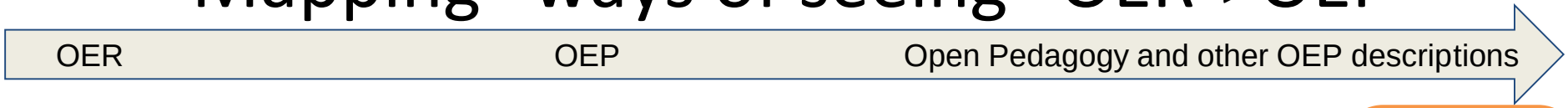
OEP and OER - perspectives from literature

- Since at least 2007, researchers have included “practices” as a constituent aspect of the OER movement (Andrade et al. 2010)
- “OEP is a broad descriptor that includes the creation, use and reuse of OER, open pedagogies, and open sharing of teaching practices” (Cronin, 2017)
- Although much of the conceptualisation and research on OEP and OER has taken place in the Global North (Andrade et al., 2010; Ehlers, 2011; Porter, 2013), a growing number of studies in the Global South is surfacing the shift from OER to OEP (Czerniewicz, Glover, Deacon & Walji, 2016; Perryman & Seal, 2016).

Varied approaches to defining OEP

Masterman (2016) argues that developing an OEP conceptual framework “**involves disparate sources**” for OEP as there is a lack of a “**holistic repertoire of practices currently observable in the field**”.

Mapping “ways of seeing” OER->OEP



5 “R”s framework where permissions inherent in OER when activated lead to optimal educational outcomes

Shift to promoting practices to enable optimal use of OER

OER as a catalyst for OEP

OEP enables optimising of current pedagogy

Open Pedagogy as a subset of OEP

Broader & critical definitions of OEP:
-networked participation
-open teaching
-critical digital pedagogy

Strategic selection of OEP to meet pedagogical goals

OEP can lead to OER awareness

OPAL (2011)

Beetham (2012)

Wiley & 5Rs (2007 -)

Ehlers (2011)

Wiley (2014)

Hegarty (2015)

Cronin (2017)

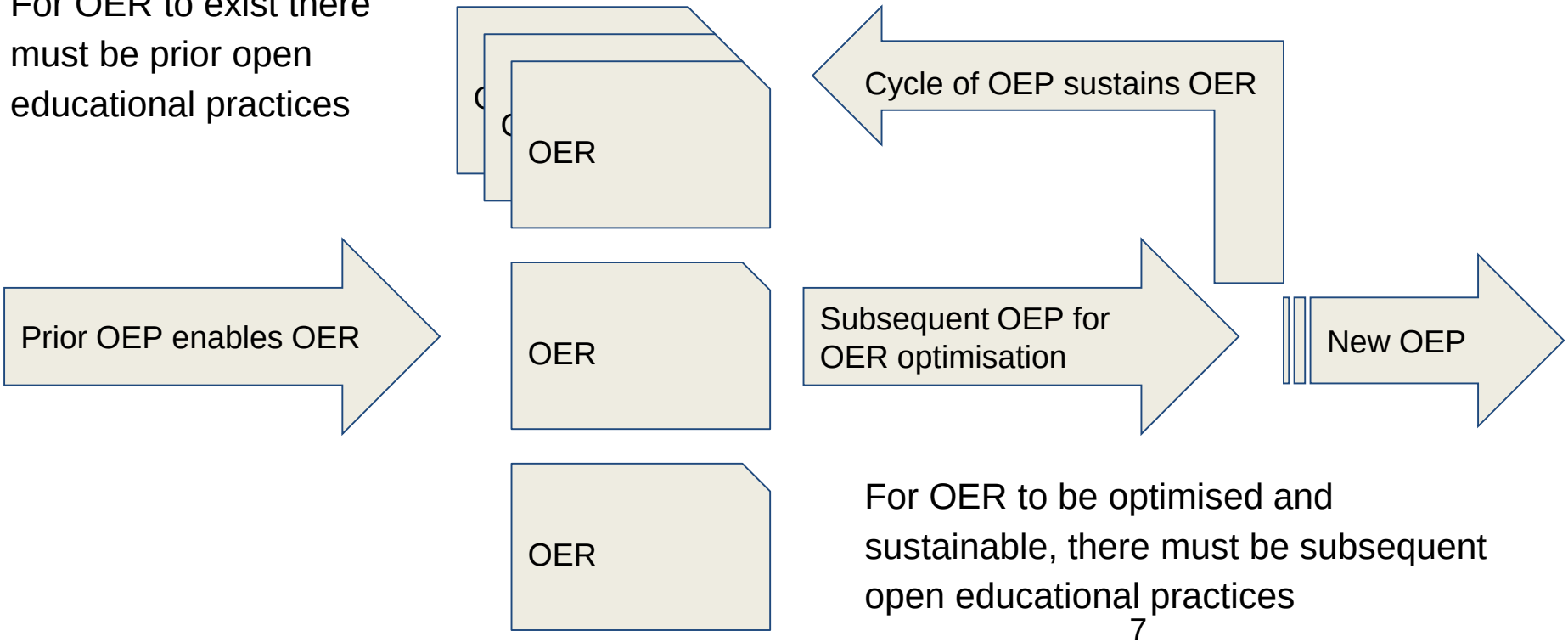
Hodgkinson-Williams (2014)

Karunanayaka (2015)

Masterman (2016)

“Ways of seeing” OER-OEP in ROER4D

For OER to exist there must be prior open educational practices

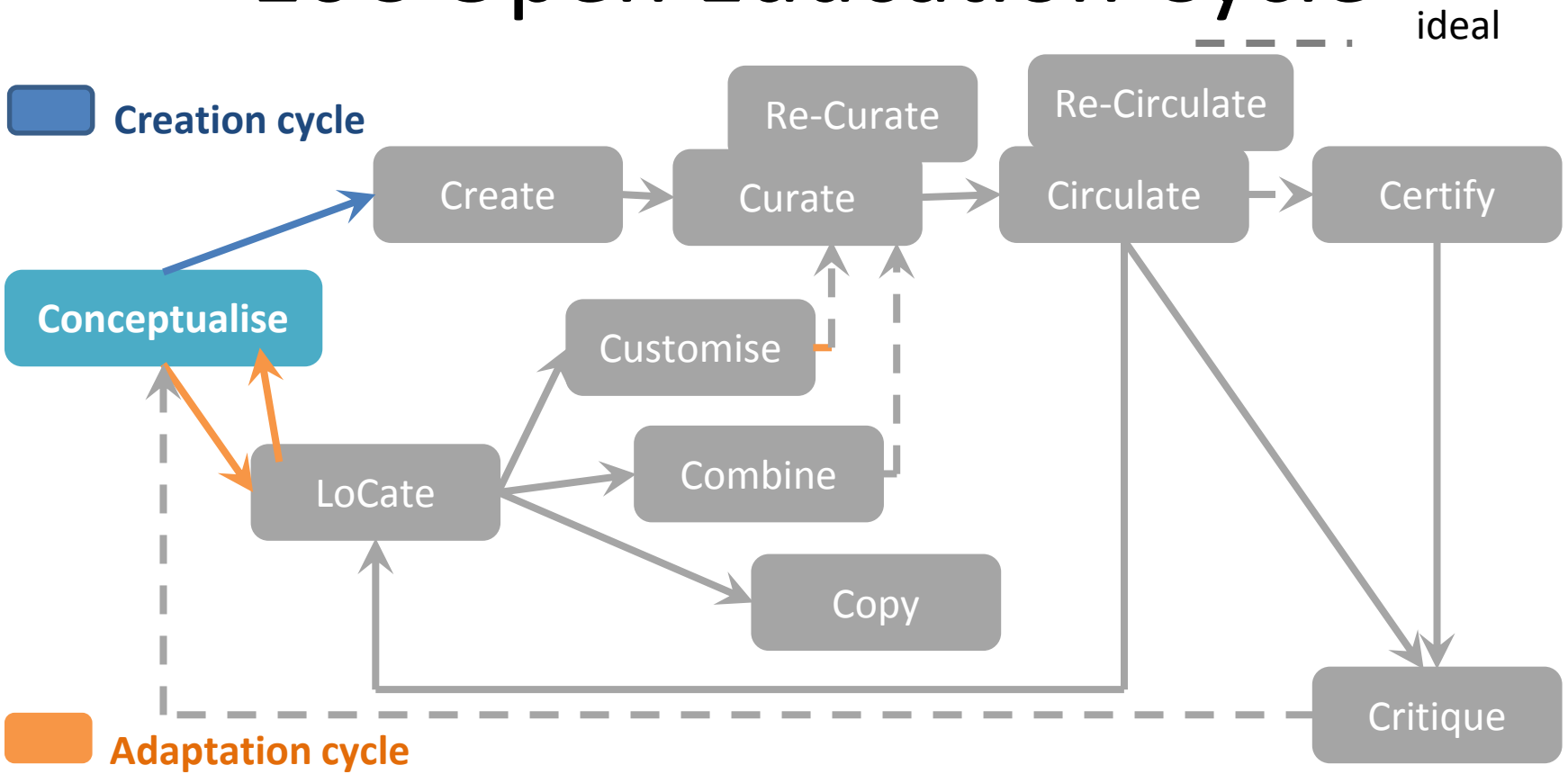


For OER to be optimised and sustainable, there must be subsequent open educational practices

10C Open Education Cycle (Hodgkinson-Williams, 2014)

Process	OLnet 2010	Wiley (2014)	White & Manton (2011)	Okada (2012)
Conceptualise (plan, propose, imagine)			deciding	
Create (develop, produce, make)	design			
Curate		Retain - make, own, and control copies of the content		
Circulate (host on public platform/s)		Redistribute - share copies of the original content, your revisions, or your remixes with others	delivering	
LoCate (find, choose)	select		discovering, discerning	
Customise (edit, translate, localise)	(design)	Revise - adapt, adjust, modify, or alter the content itself	designing	re-authoring, contextualising, re-designing, summarising, repurposing, translating, personalising, re-sequencing
Combine (mix, group, mash-up)		Remix -combine the original or revised content with other open content to create something new		decomposing, re-mixing and/or assembling
Certify (award, accredit)				
Critique (reflect, judge)	evaluate			

10C Open Education Cycle



Cheryl Hodgkinson-Williams 2014

10C Open Education Cycle

Creation cycle

Conceptualise

The conceptualisation phase includes the curriculum planning of what exactly is needed for whom as well as an awareness of OER

In the study at Wawasan Open University of course developers' deliberate use of OER to create a formal 5-credit distance learning course, an official curriculum committee conceptualised the structure of the course prior to the identification of existing OER (Menon et al., in press)

Adaptation cycle

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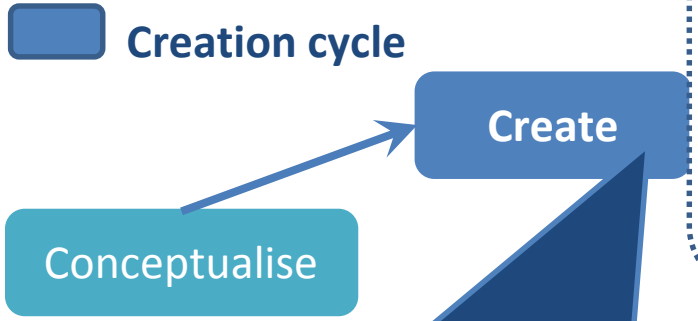

In Colombia 22 teachers from six schools created 16 OER of which 10 were created individually and six collaboratively; the latter being a **new practice for school teachers who do not usually create materials or do so collaboratively**

A study of 117 lecturers in four universities in India found that **lecturers were more likely to create materials rather than customise** or combine existing OER.

The creation phase refers to the development of original materials by an individual or institution and includes materials developed with the express intent to share freely and openly from the outset ("born open OER") or re-created from "closed" materials by the original author

Although some studies provided opportunities for co-creation with students (Westermann, et al, in press), **not many students** took this up.

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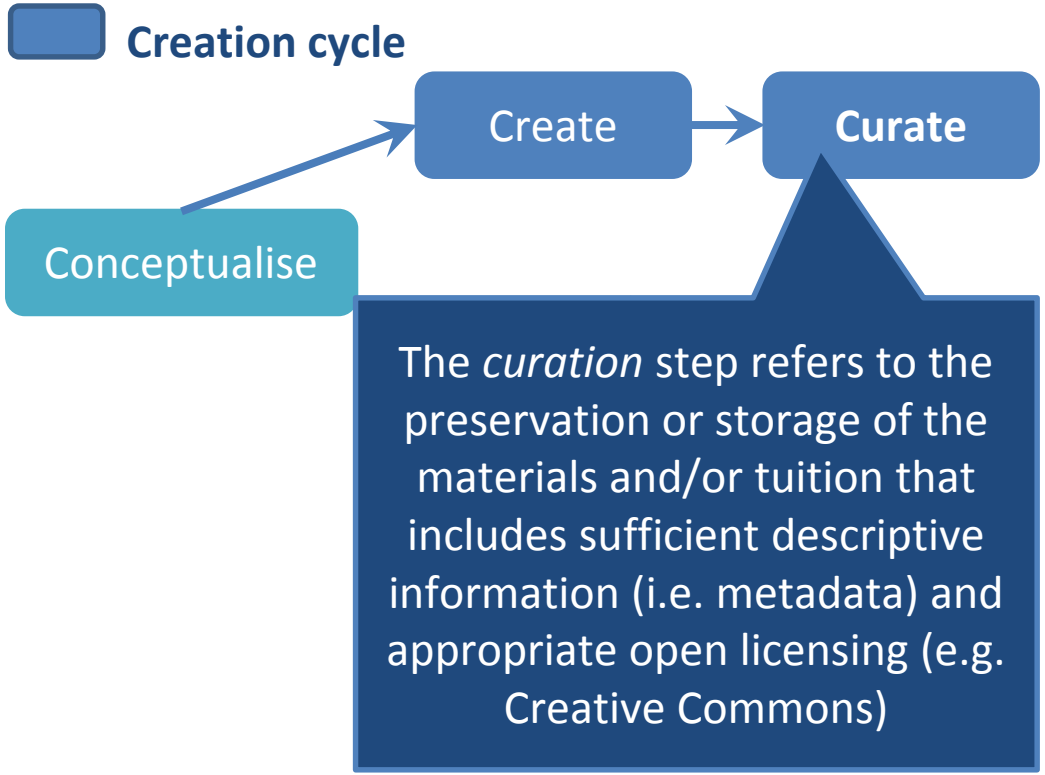

In some ROER4D studies **OER are formally tagged and openly licenced** (Kasinathan & Ranganathan, in press).

A **more common practice was for educators to retain copies of newly created OER on their devices** or in password protected learning management systems (Karunanayaka & Naidu, in press) and therefore curation practices were difficult to identify.

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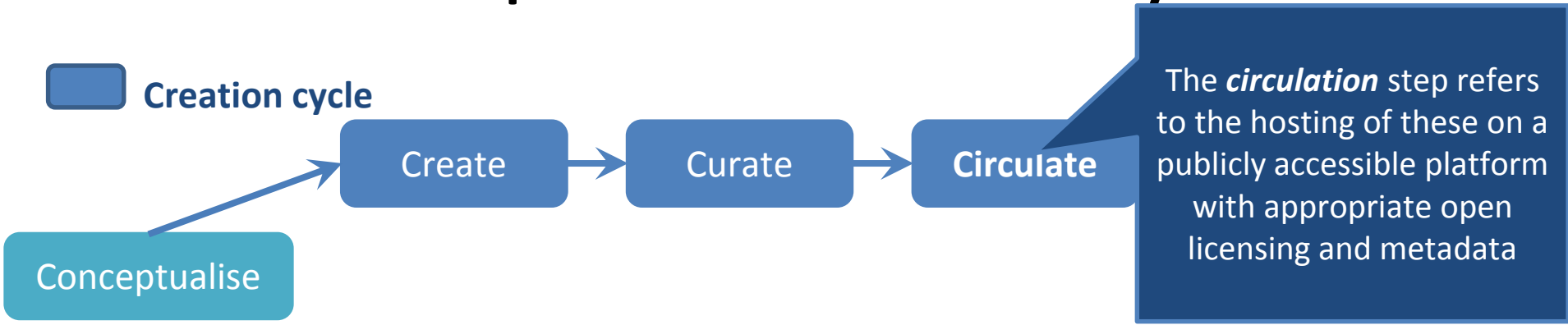

OER was hosted on public platforms (e.g. Karnataka Open Educational Resources (KOER) in India (Kasinathan & Ranganathan, in press), Darakht-e Danesh Library in Afghanistan (Oates et al., in press), the Co-KREA website in Colombia (Sanez et al, in press) and on the Wikibooks platform for a teacher-generated open textbook developed for students at a higher education institution in Chile (Westermann, in press)

Not all materials intended as OER were available publicly. At the Open University of Sri Lanka local LMS was used as a password protected platform for sharing materials among student teachers (Karunanayaka & Naidu, in press). In India teachers preferred to share materials informally via a mailing list (Kasinathan & Ranganathan, in press), Some OER on MOOC platforms (Czerniewicz et al, in press).

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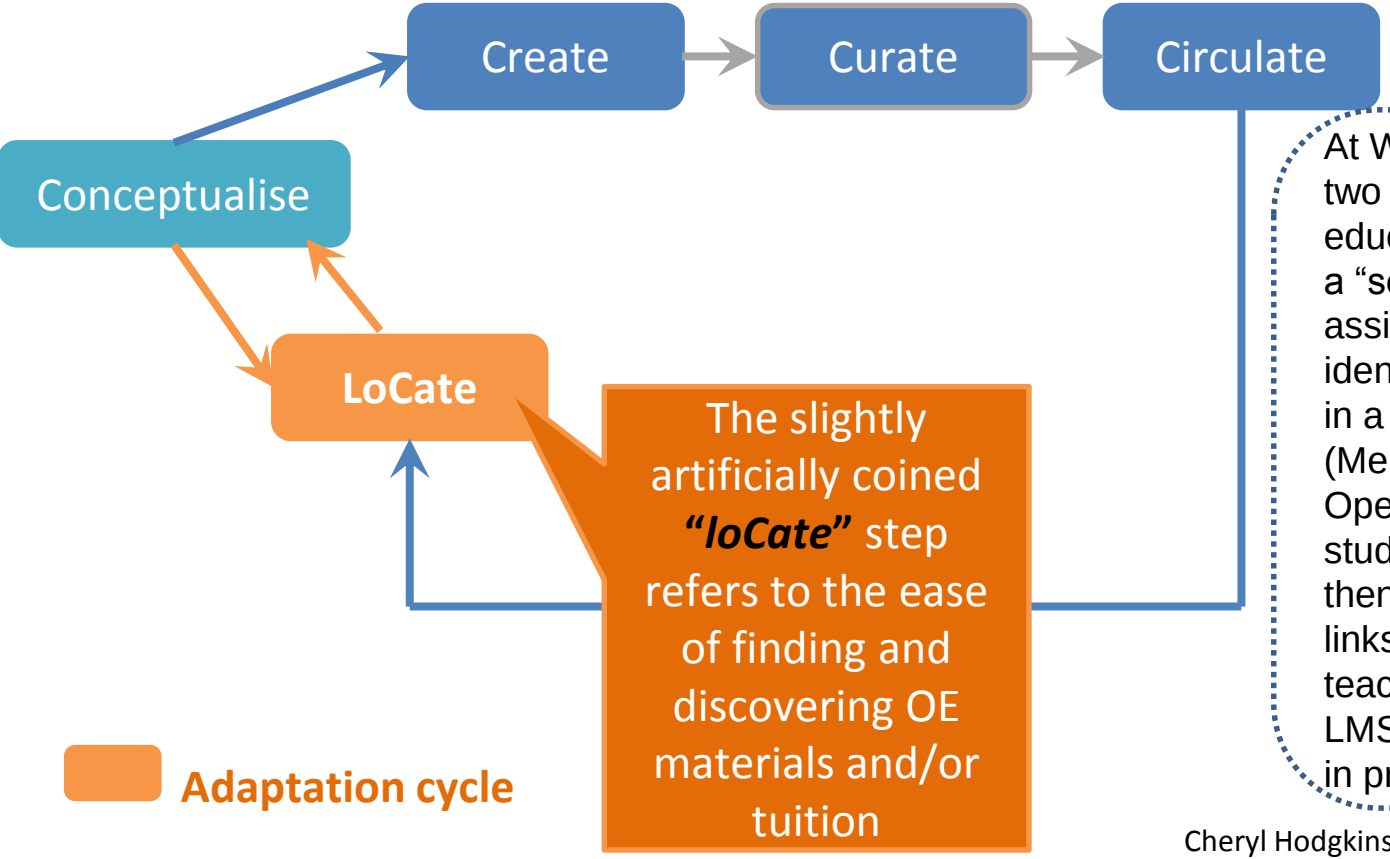

At Wawasan Open University two librarians and an educational technologist formed a "search group" to find OER to assist course developers to identify possible OER for reuse in a formal 5-credit course (Menon et al., in press). At the Open University of Sri Lanka student teachers found and then documented and shared links to OER with other teachers via the institutional LMS (Karunanayaka & Naidu, in press).

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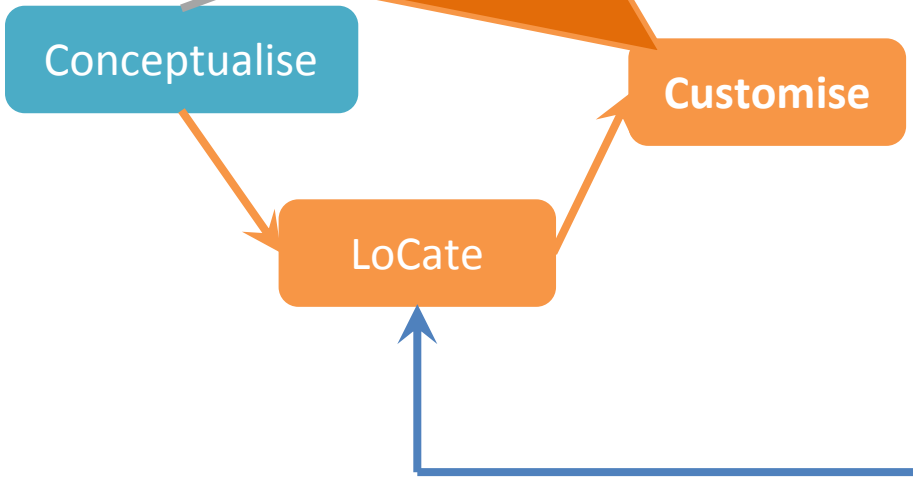
The ***customise*** step refers to the localising or adapting of the materials and/or tuition



In a study in Malaysia, India and Sri Lanka of course developers' deliberate use of OER to create a 5-credit course, it was found that customising (localising/contextualising) "large chunks of OER" was easier and less time consuming than customising more granular "reusable learning objects". Customising also required creating new linking materials (Menon, et al., in press) or what we refer to as "instructional glue"

Adaptation cycle

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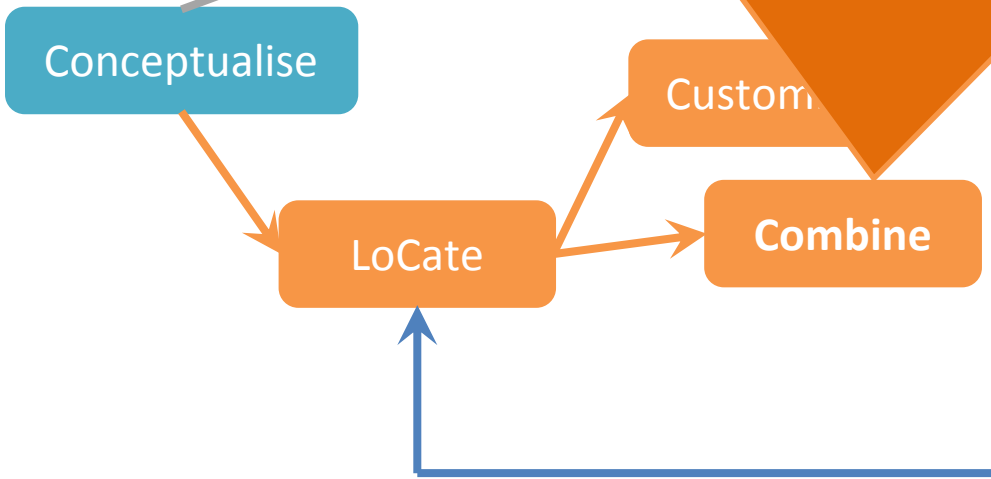
The ***combine*** step refers to the decomposing, re-mixing and re-assembling of materials and/or tuition in accordance with the open licence that the original author or institution selected



Only one study distinguished between combining (remixing) and customising (revising) (Menon, et al. in press), while most other studies reported more general adaptation practices.

Adaptation cycle

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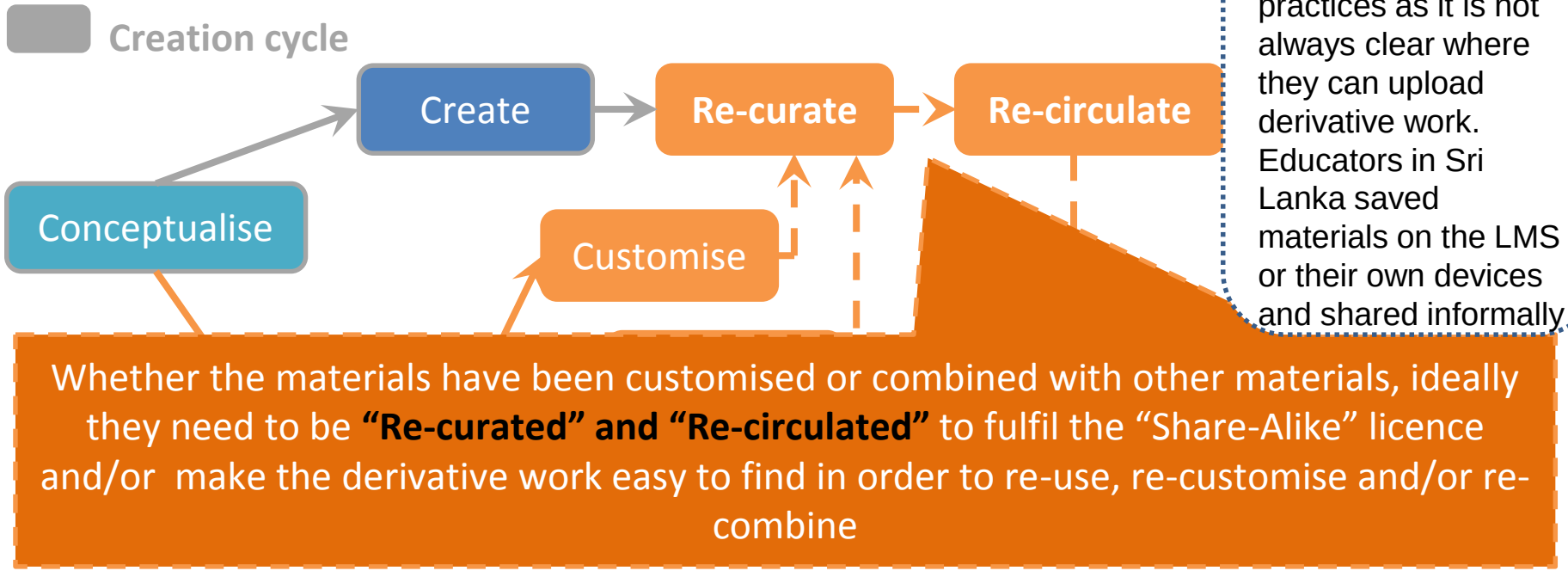

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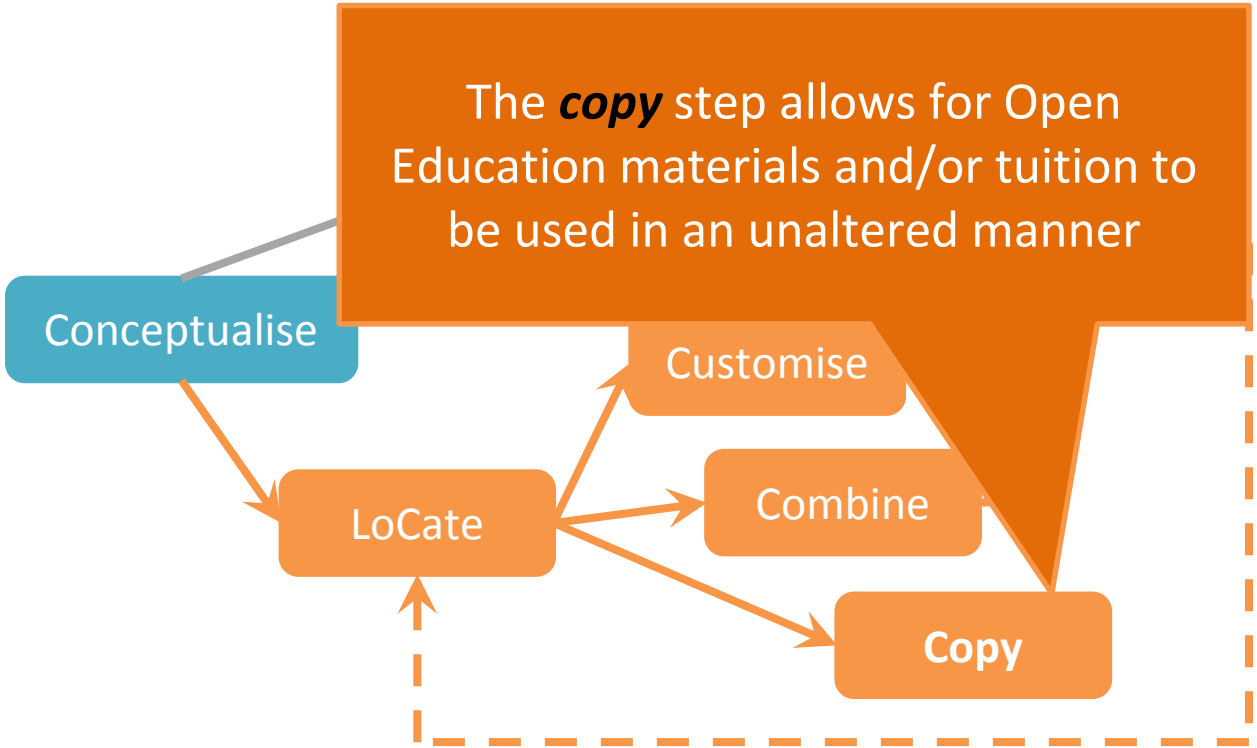

In the ROER4D studies copying was the most common practice, especially for videos, diagrams, and photographs. While a "dead-end", it is still valuable to users for materials that are technically complex or time consuming to make.

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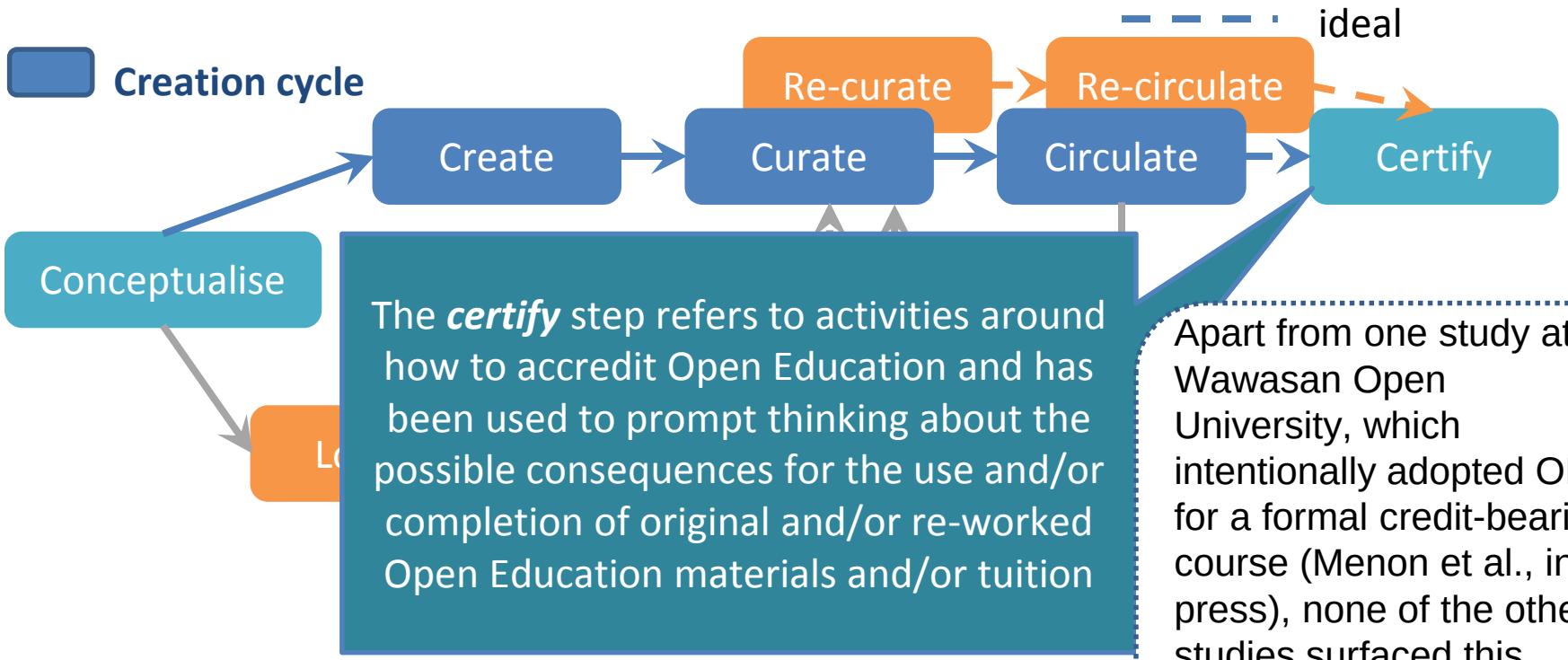

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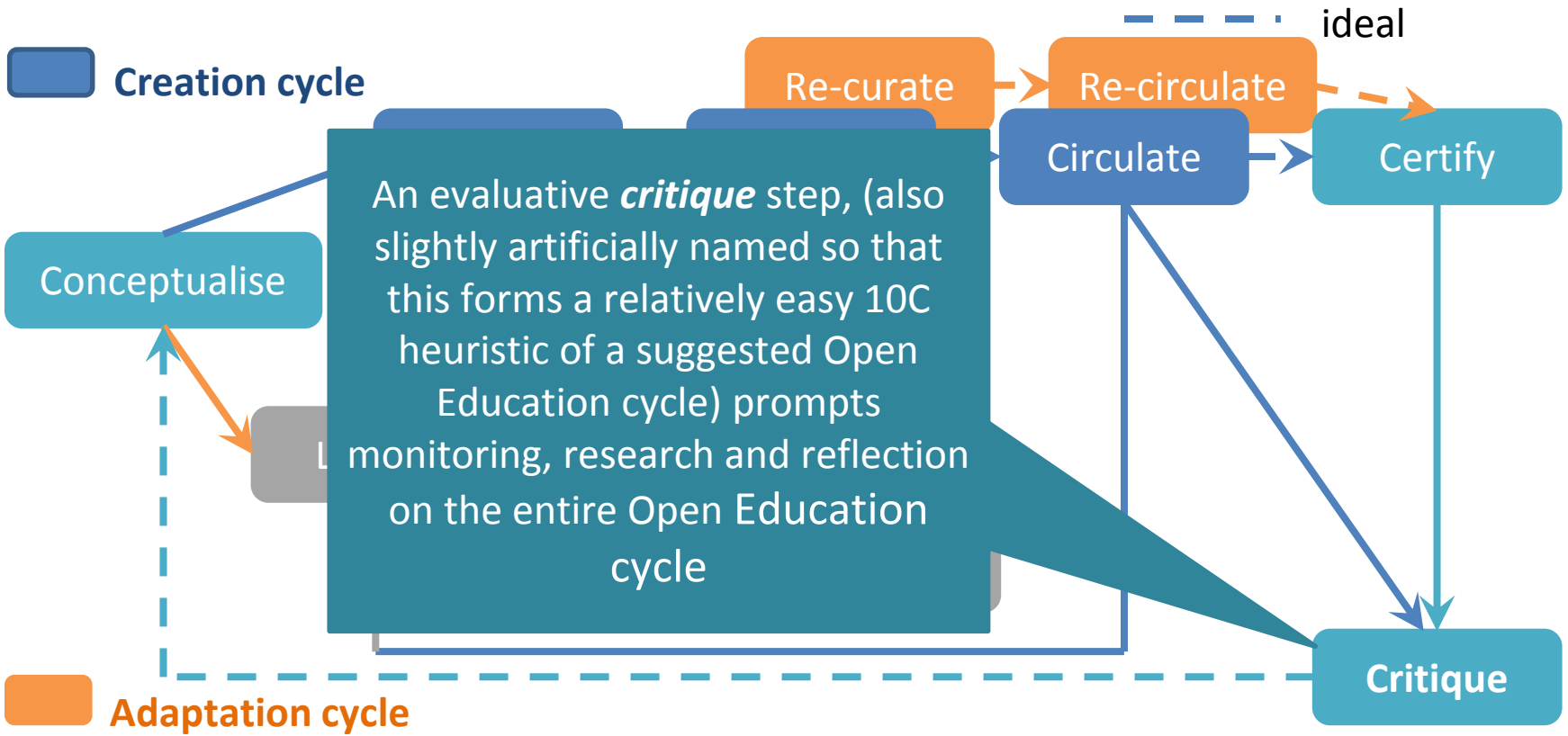

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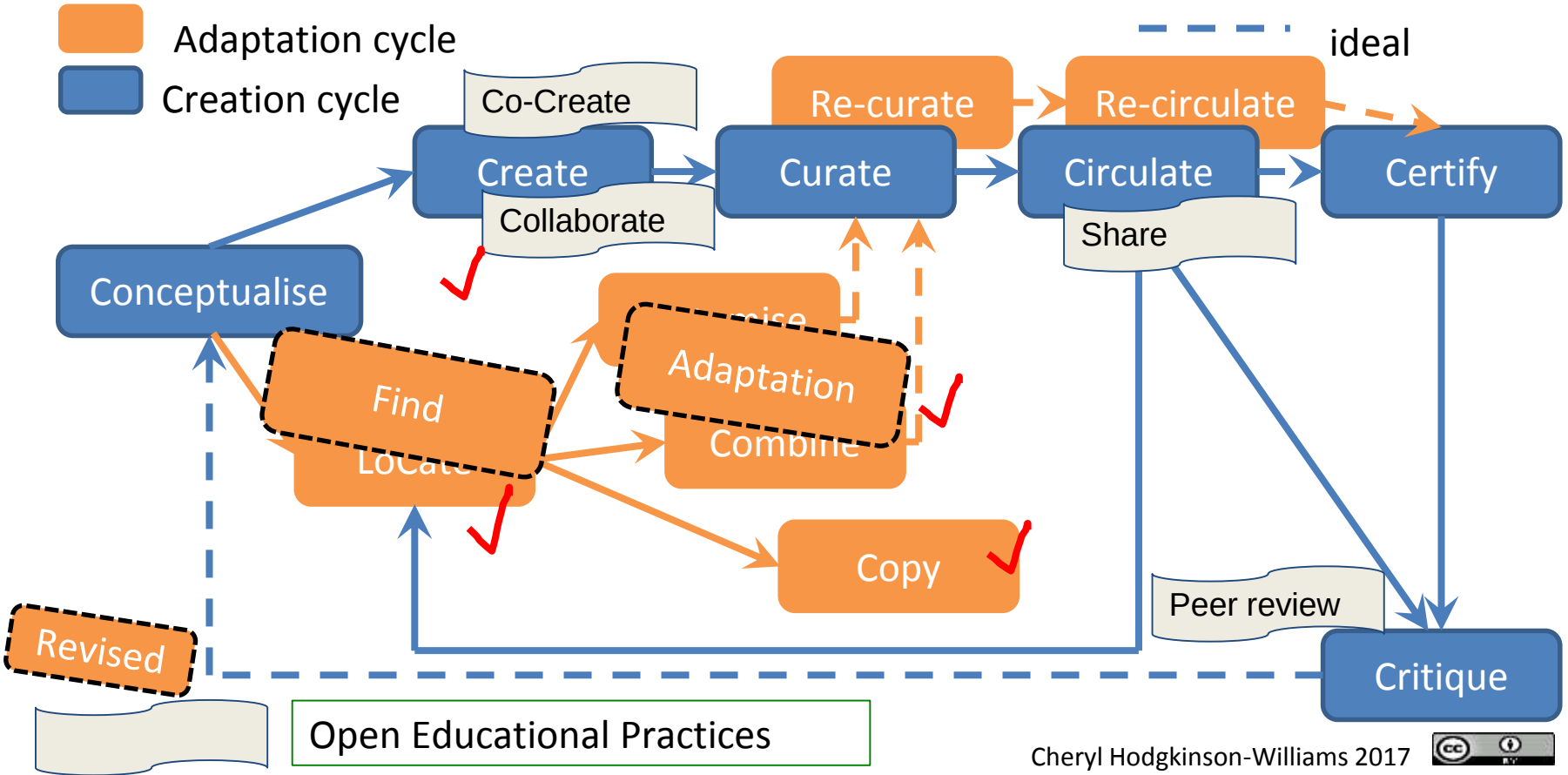
10C Open Education Cycle - seeing OEP



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