

Open Educational Resources in Asia

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Acknowledgement

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Talking Points

- Overview of the OERAsia survey
- Asia and Digital Resources
- OER and the Current Situation
- Are Institutions Ready for OER?
- Recommendations
- Acknowledgments

The OERAsia Survey

- Aimed to identify the current state of play in the Asian Region with respect to OER practice.
- The survey mainly concentrated on, but not limited to, the current situation in Malaysia, Vietnam, Indonesia, India, Philippines, Japan, China, Hong Kong, South Korea.
- Duration: 27 months

Scope of the Survey

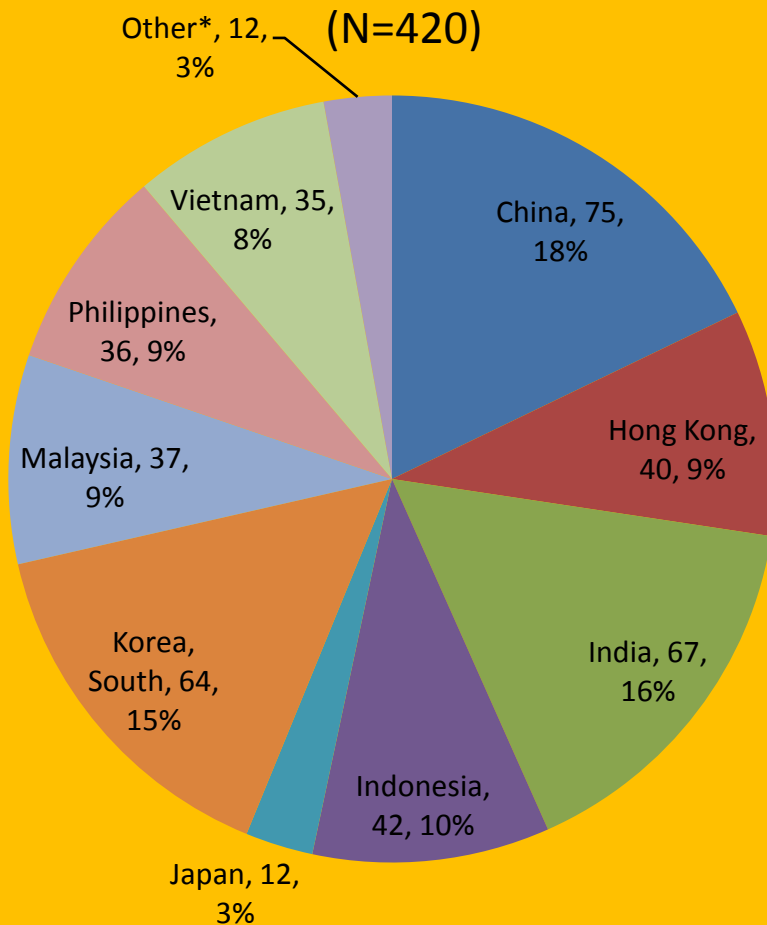
- **Learning Content:** Full courses, courseware, content modules, learning objects, collections and journals.
- **Tools:** Software to support the development, use, re-use and delivery of learning content including searching and organization of content, content and learning management systems, content development tools and online learning communities.
- **Implementation Resources:** Intellectual property licenses to promote open publishing of materials, design principles of best practice and localization of content.

Objectives

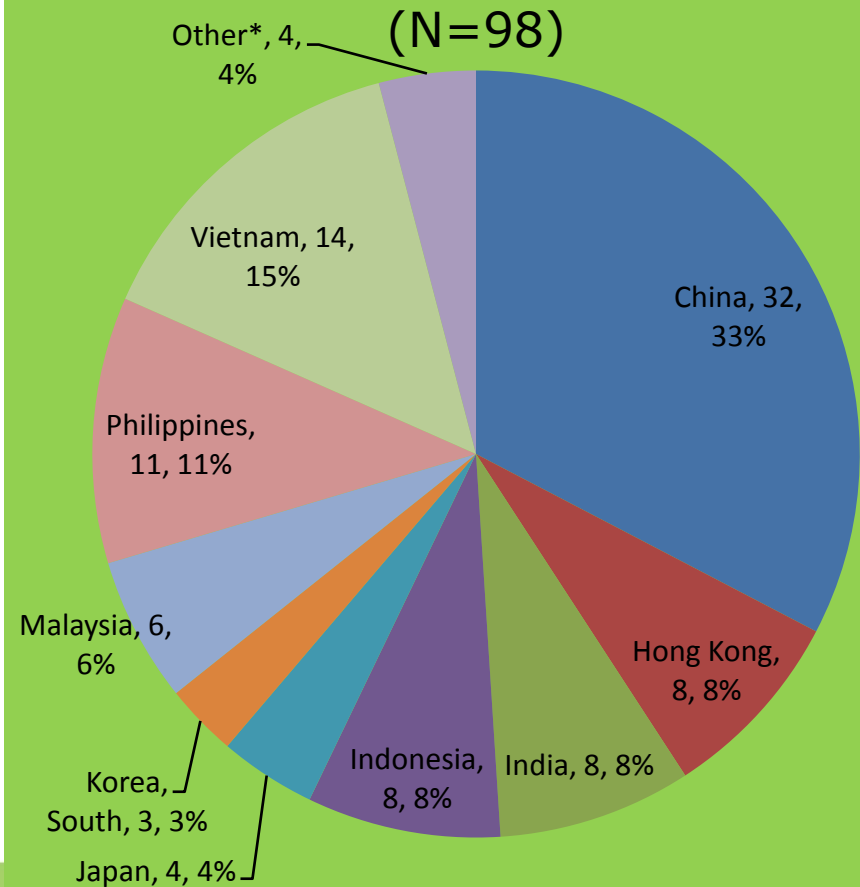
- To determine the **demand for OER**;
- To establish the **regional capabilities to develop and/or use OER**;
- To determine, list and describe **the range of OER activities in the region**;
- To list and describe the **methods adopted for the creation of OERs**;
- To identify the **policy, legal and technological issues relating to the use of OERs**;
- To identify / determine **requirements of quality and their relevance in the OER environment**;
- To undertake and **economic analysis of the OER development and use**;

Survey Response

Individual



Institutional



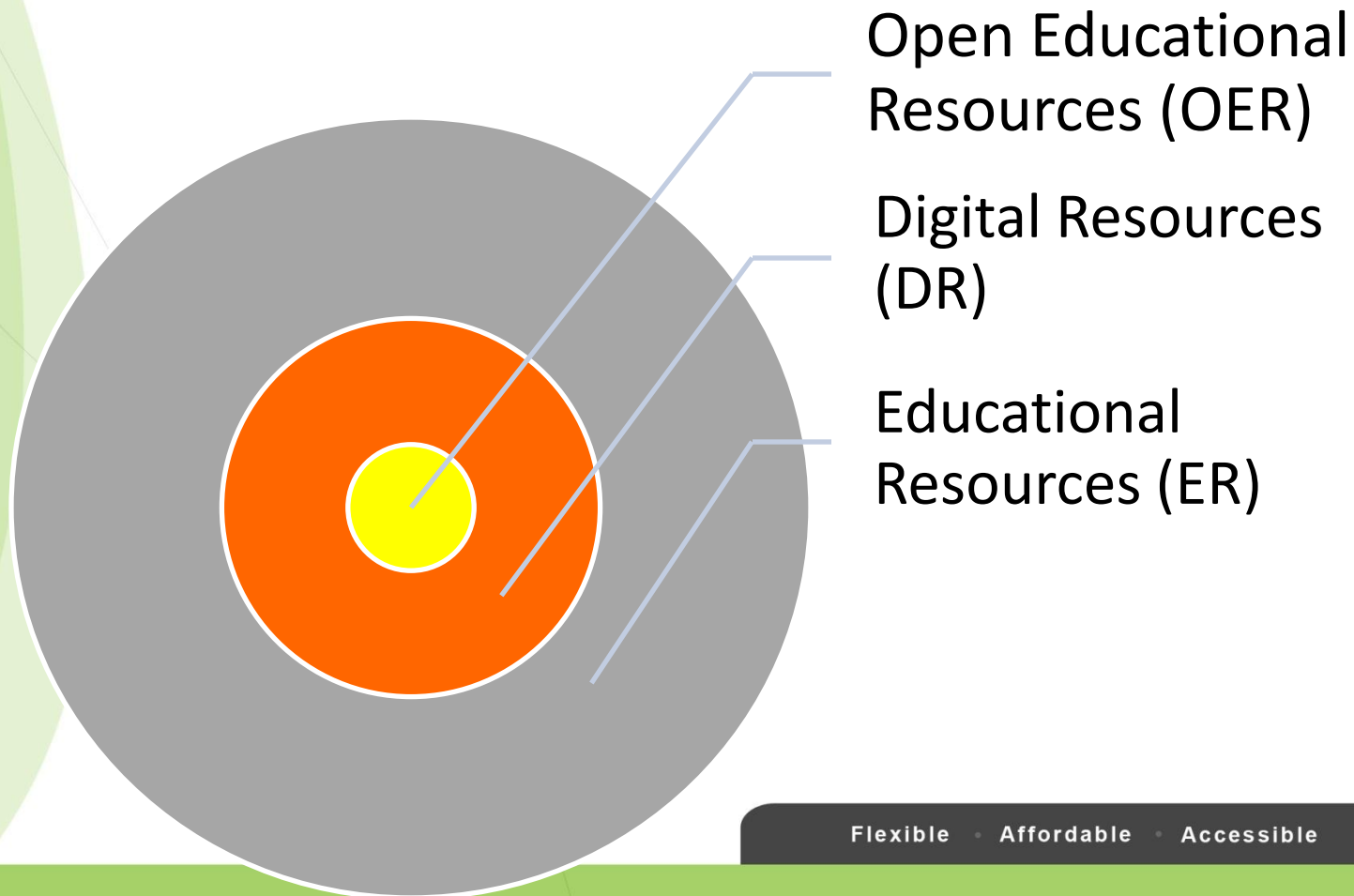
Respondent Profile

<i>Participant Title</i>	<i>Institution Status</i>			Total
	Public	Private not-for-profit	Private for-profit	
Prof.	20 80.00%	2 8.00%	3 12.00%	25 100.00%
Dr.	77 75.50%	15 14.70%	10 9.80%	102 100.00%
Mr.	168 75.70%	32 14.40%	22 9.90%	222 100.00%
Ms.	47 66.20%	14 19.70%	10 14.10%	71 100.00%
Total	312 74.30%	63 15.00%	45 10.70%	420 100.00%

Teaching Profile

<i>Participant Title</i>	<i>Levels of Teaching</i>		
	Undergraduate	Postgraduate	High School
Prof.	14	15	-
Dr.	76	63	-
Mr.	132	46	19
Ms.	51	19	4
Total	273	143	23

Digital Resources viz. OER



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Digital Resources

Definition

Our definition of digital resources is intentionally broad.
Digital resources...

- may include audio, photos, maps, text, manuscripts, graphs, slides, charts, video, curricular support materials, or primary source materials.
- may be either your own or others' online resources.
- may be from library and museum collections.
- may be from your own personal collection.
- may be material you, colleagues, or others have made available in an online format.

Digital Resources

Use



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	Digital Resource	Use	N
1	Images or visual materials (drawings, photographs, art, posters, etc.)	✓	400
2	Digital film or video	50/50	395
3	Online or digitized documents (including translations)	✓	398
4	News or other media sources and archives	50/50	393
5	Online reference resources (e.g., dictionaries)	✓	396
6	Digital readers (e.g. Adobe Acrobat reader)	✓	395

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Digital Resources

Use



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	Digital Resource	Use	N
1	Maps	✗	395
2	Simulations or animations	✗	391
3	Audio materials (speeches, interviews, music, oral histories, etc.)	✗	395
4	Digital facsimiles of ancient or historical manuscripts	✗	394
5	Government documents in digital format	✗	393
6	Data archives (numeric databases; e.g., census data)	✗	393
7	Personal online diaries (e.g., blogs)	✗	392
8	Online class discussions (including archived discussions)	✗	391
9	Curricular materials and websites that are created by other faculty and/or other institutions (e.g., MIT OpenCourseWare, World Lecture Hall, Merlot)	✗	398
10	Coursepacks	✗	388
11	E-Book readers (e.g. Kindle)	✗	368

Digital Resources

Sources

	Digital Resource	Use	N
1	Search engines/directories (e.g., Google, Yahoo)	✓	388
2	My own personal collection of digital materials	✓	389
3	Public (free) online image databases	✓	356
4	Commercial image databases (e.g., Saskia, AMICO)	✗	385
5	Campus image databases from my own institution (e.g., departmental digital slide library)	✗	387
6	“Portals” that provide links or URL’s relevant to particular disciplinary topics	✗	391
7	Online exhibits (e.g., from museums)	✗	383
8	Library collections (digital)	✗	396
9	Online journals (e.g., JSTOR)	50/50	392
10	Media sites (e.g., NPR, New York Times, CNN, PBS)	✗	383

Digital Resources

Support

- Finding digital resources.
- Assessing the credibility of digital resources.
- Evaluating the appropriateness of resources for my teaching goals.
- Interpreting copyright laws and/or securing copyright permission.
- Importing resources into a course website or a database.
- Learning how to use a learning management system (e.g., Moodle, Sakai').
- Integrating resources into a learning management system (e.g. Moodle, Sakai').
- Digitizing existing resources.
- Gathering, organizing, and maintaining digital materials.
- Training students to find or evaluate digital resources.
- Obtaining or setting up technical infrastructure (servers, computers, smart classrooms, etc.).

Digital Resources

Why?



	Reason	Agreement %
1	Provide students a context for a topic.	96.42
2	It improves my students learning.	94.06
3	Get students excited about a topic.	93.38
4	Let students know the most up-to-date (or most current) development of the subject	92.27
5	Integrate primary source material into the course.	90.18
6	It allows my students to be more creative.	88.86
7	It provides access to resources that we don't have at our college.	85.23
8	It allows me to do things in the classroom that I could never do otherwise.	83.64
9	Integrate my research interests into my course.	83.46
10	It is more convenient for my students and their schedules.	83.03
11	Because I like or feel very comfortable with the new technologies.	78.7
12	Teach information literacy (i.e., evaluating the online materials themselves).	77.84

Digital Resources

Why?



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	Reason	Agreement %
13	It saves me time.	76.62
14	Teach critical thinking skills.	76.03
15	Because I enjoy having my teaching practices and course materials available to anyone in the world who would like to use them.	72.68
16	Provide students with both good and bad examples of different kinds of scholarship.	72.49
17	It allows me to stay up-to-date with my colleagues.	71.61
18	Because my students expect or ask for more technology.	71.32
19	It creates a sense of community for students enrolled in my course.	69.53
20	Provide students a preview of the course before they register.	68.67
21	Because the administration (deans, chairs, provost) encourages me to use digital resources more.	53.65
22	It may help me get promoted or get tenure.	35.77

Digital Resources

Barriers (50/50)

- Available software is unsuitable for viewing/displaying digital images and integrating audio or video into my course.
- My students don't have reliable access to computers.
- My students don't have a high-speed connection.

Open Educational Resources (OER) are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.

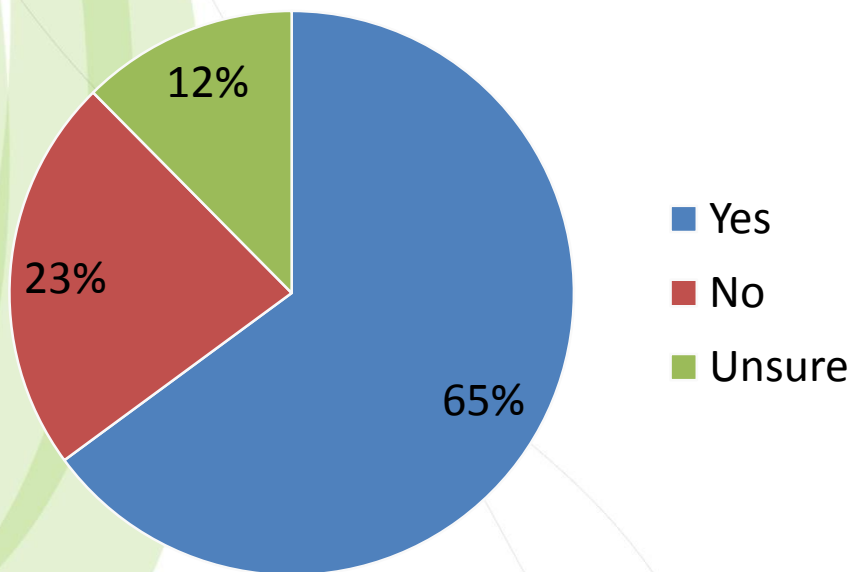
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Source: http://en.wikipedia.org/wiki/Open_educational_resources

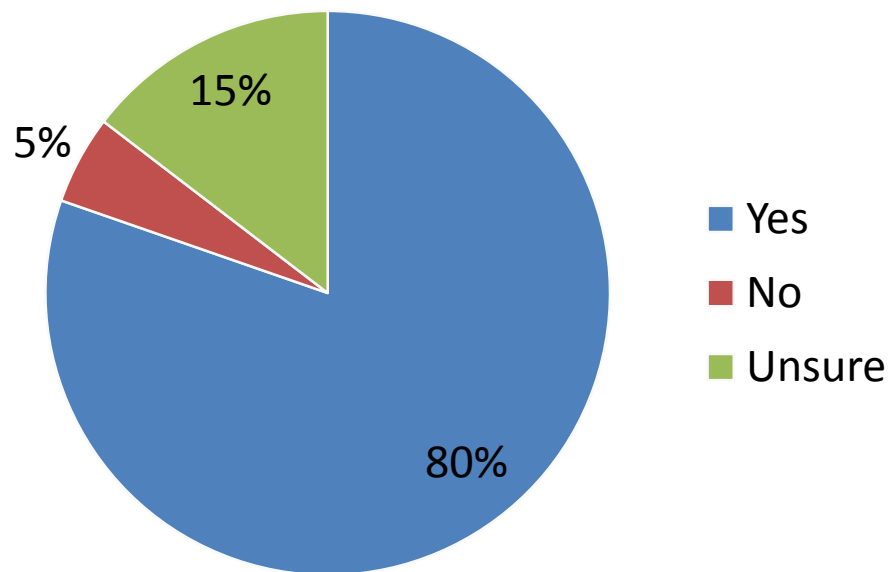
OER

Academic Use

I have used

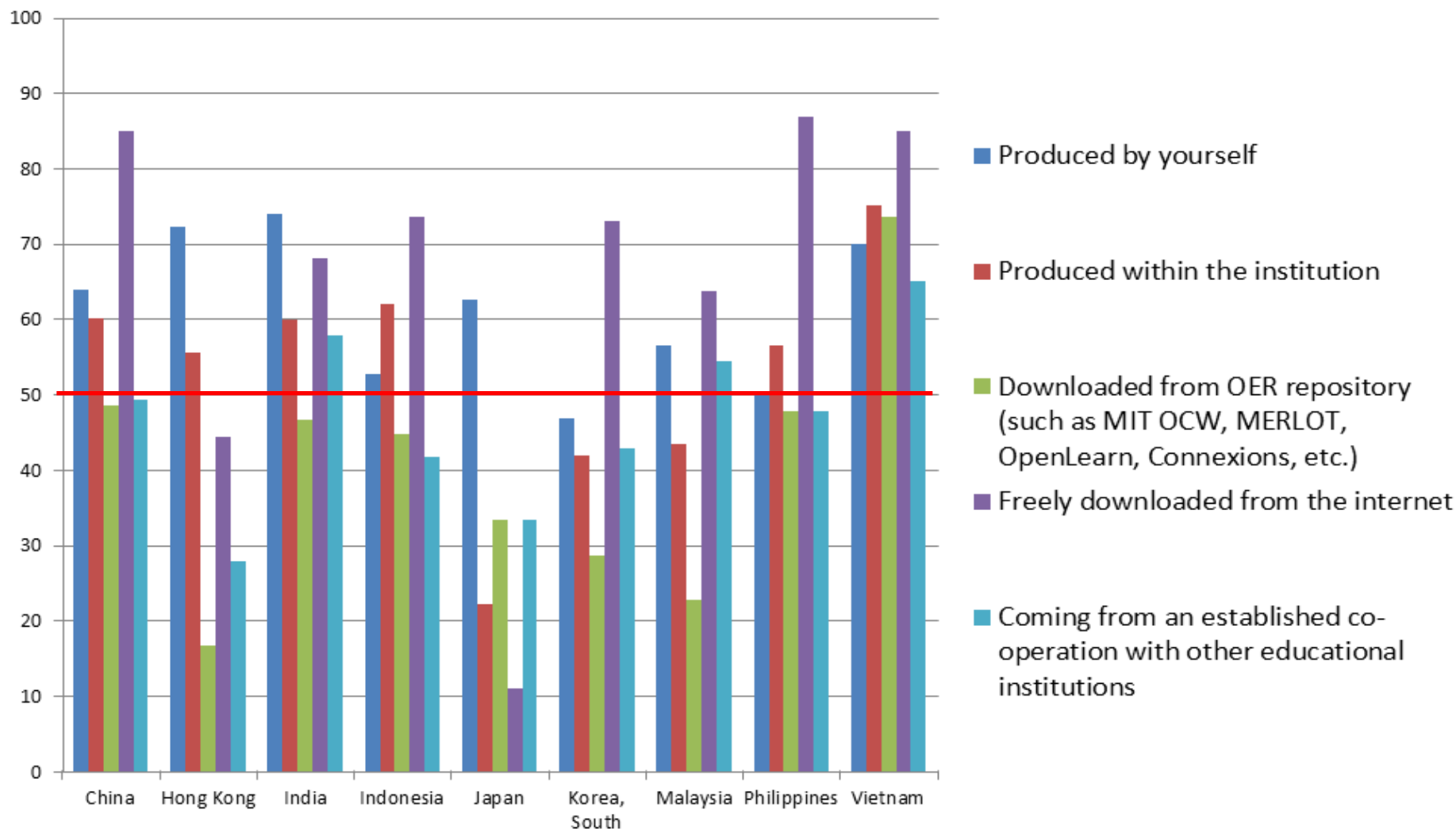


I will use



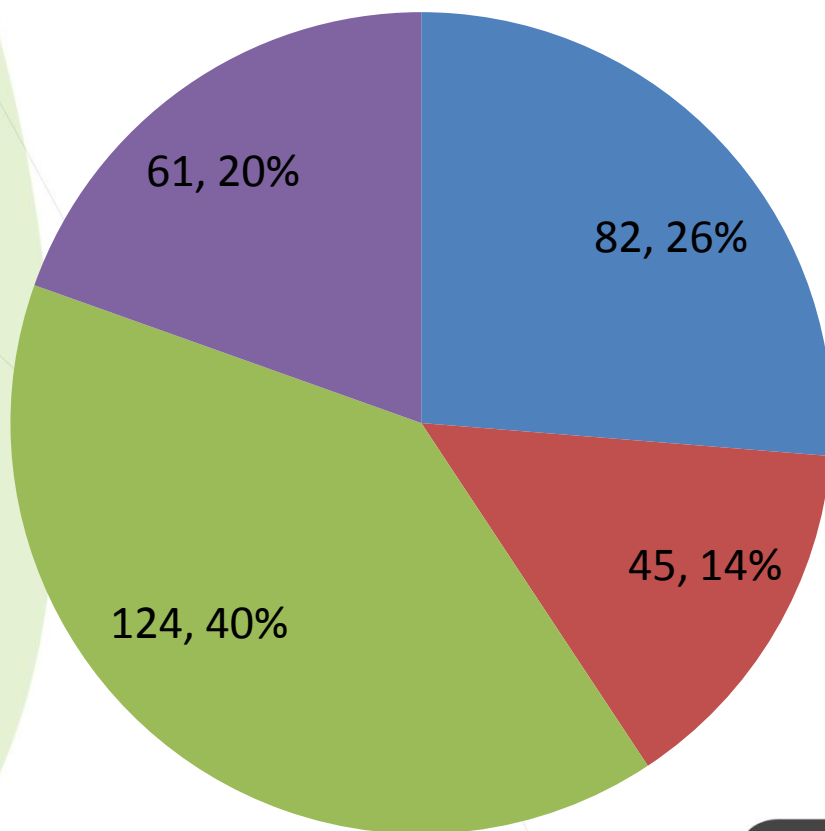
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OER Sources



OER

Production



- We currently do not produce open educational content
- As full courses / programmes
- As parts of courses / programmes
- As learning objects

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OER

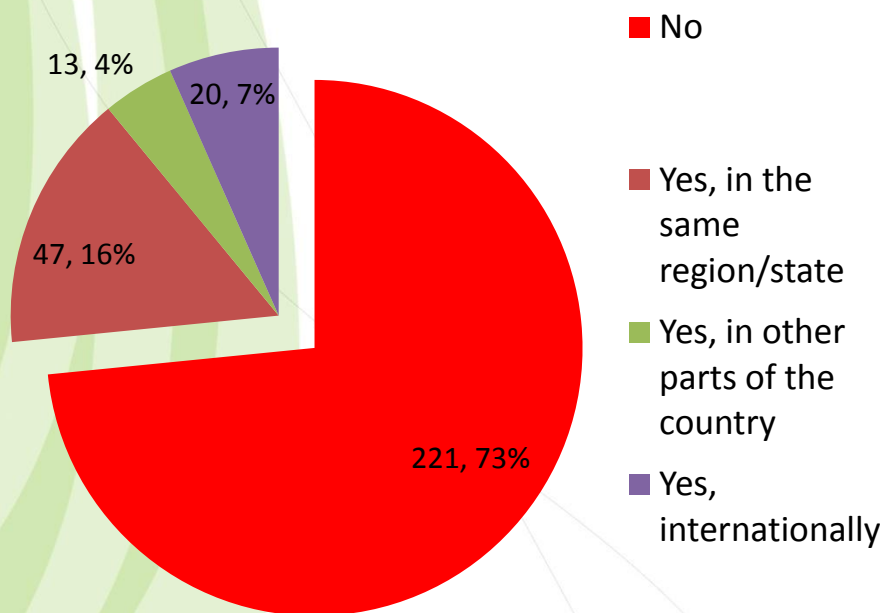
Co-operation with other institutions

The true cost savings for an institution would be visible only when more and more OER based course materials are developed and shared freely amongst peer institutions through a “*Partnerships and Exchanges*” model (Downes, 2007) reducing the need for re-development of common modules.

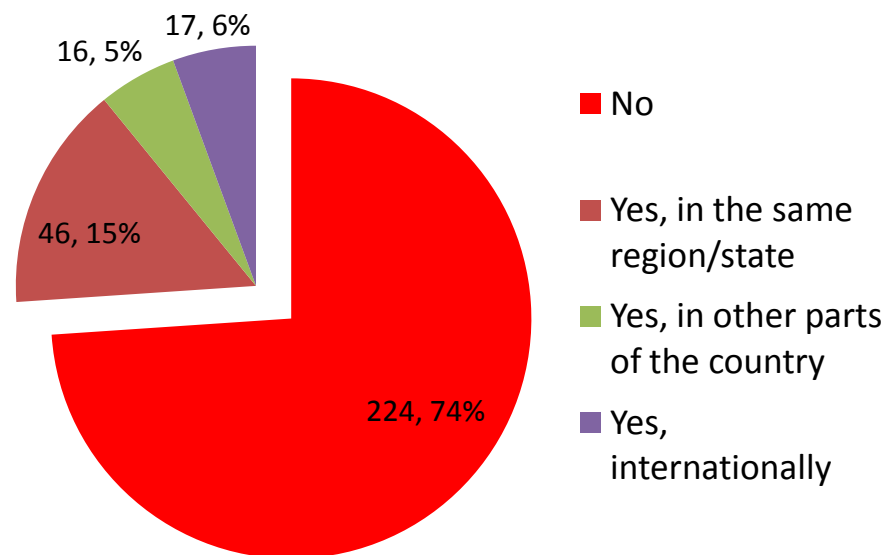
OER

Co-operation with other institutions

Producing



Exchanging



OER

Barriers



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		Barrier?
1	Lack of awareness	Yes
2	Lack of skills	Yes
3	Lack of time	Yes
4	Lack of hardware	No
5	Lack of software	No
6	Lack of access to computers	No
7	Lack of ability to locate specific and relevant OER for my teaching	Yes
8	Lack of ability to locate quality OER for my teaching	Yes
9	No reward system for staff members devoting time and energy	Yes
10	Lack of interest in pedagogical innovation among staff members	Yes
11	Lack of support from management level	Yes

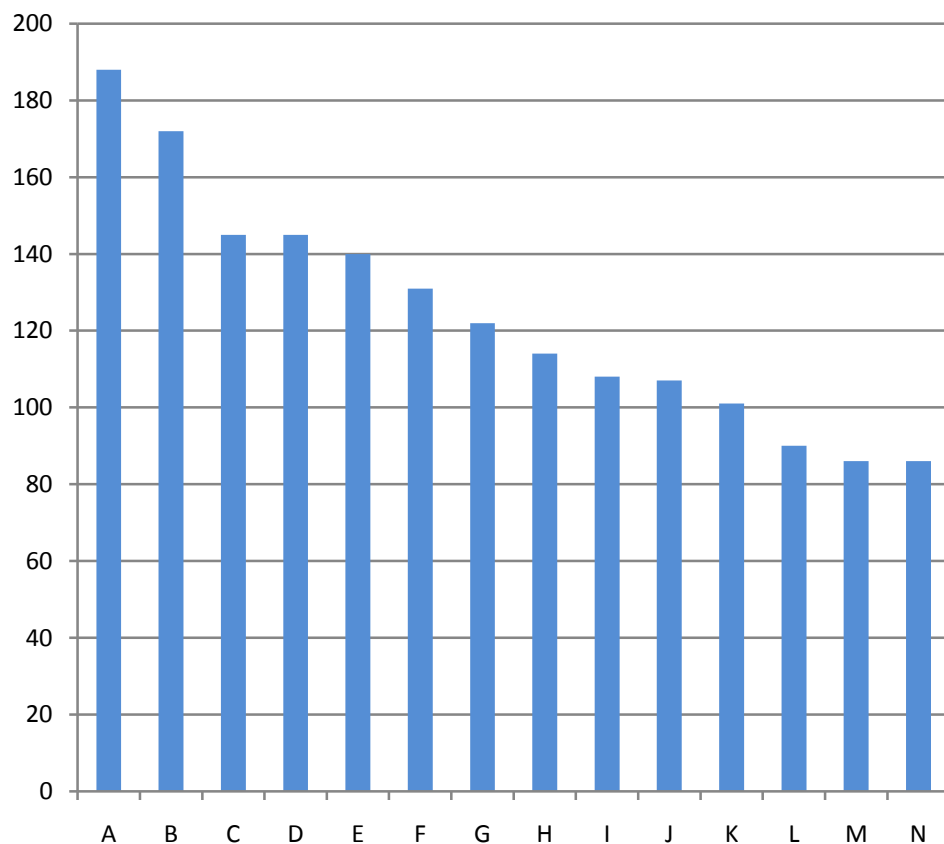
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OER

Concerns on use



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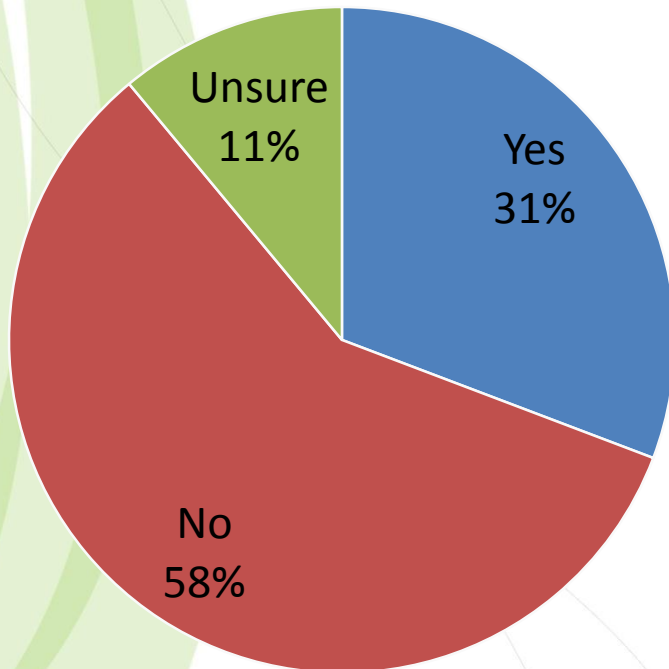
- A Fear over copyright infringement
- B Ownership and legal barriers (other than copyright)
- C Awareness of the university OER repository and other OER repositories
- D Skepticism over usefulness
- E Lack of reward and recognition
- F Lack of time
- G Lack of support
- H Relevancy of materials available
- I School/institution policy
- J Possible negative impact on reputation
- K Criticism from colleagues
- L Lack of feedback from users
- M Impact on career progression
- N Criticism from students

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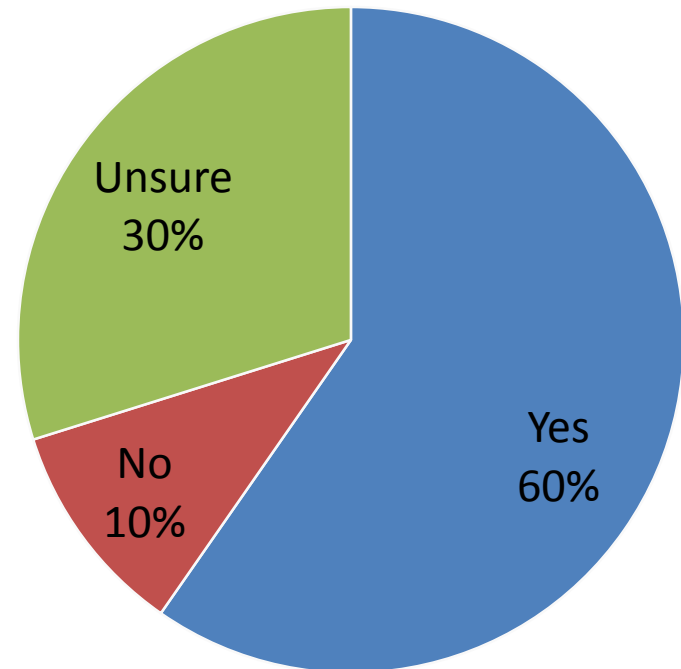
OER

Attitudes towards publication

Have Published



Will Publish



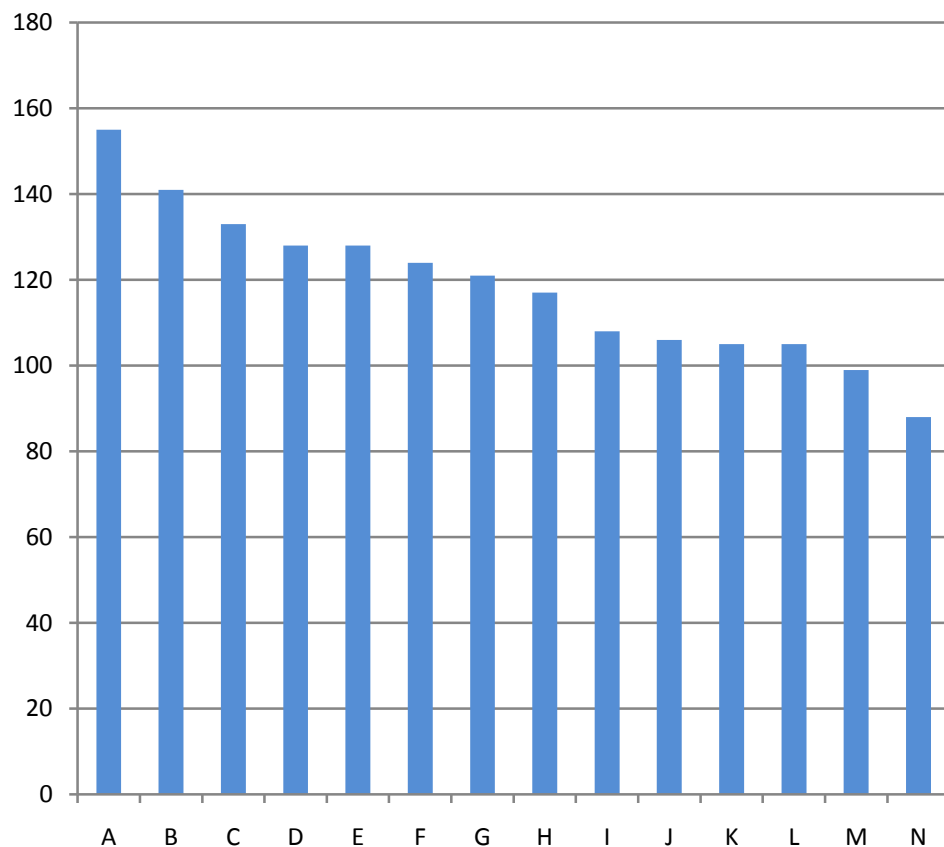
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OER

Concerns on publishing



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- A Fear over copyright infringement
- B Ownership and legal barriers (other than copyright)
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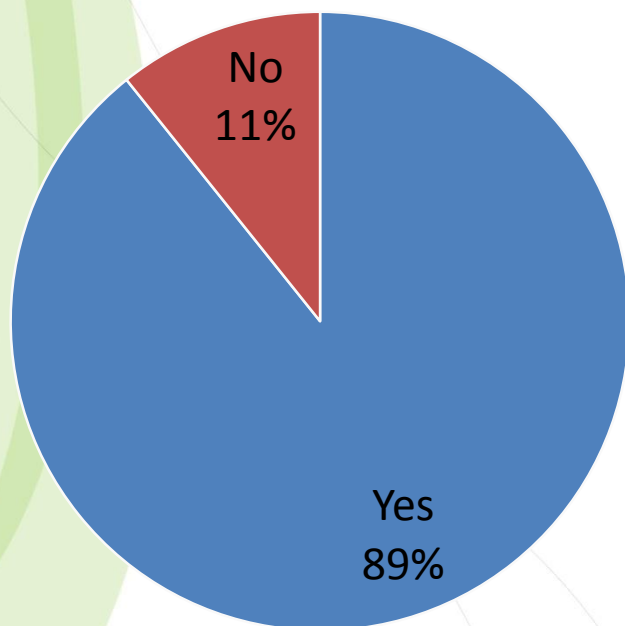
OER

Copyright awareness

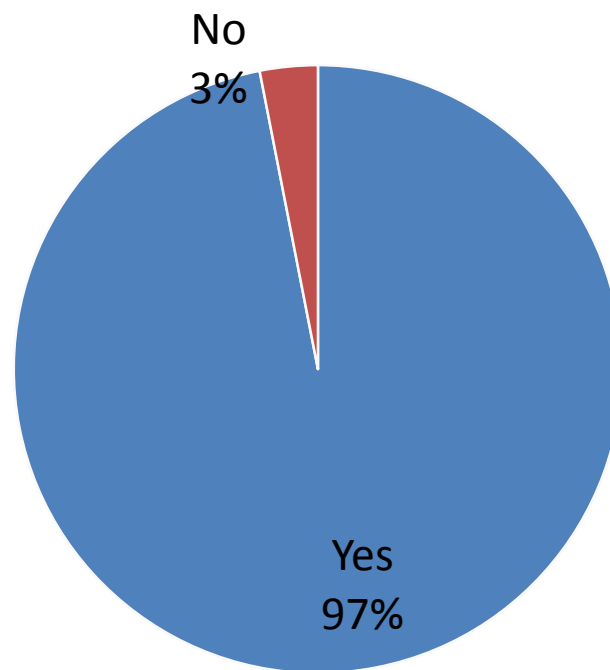


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Individual



Institutional

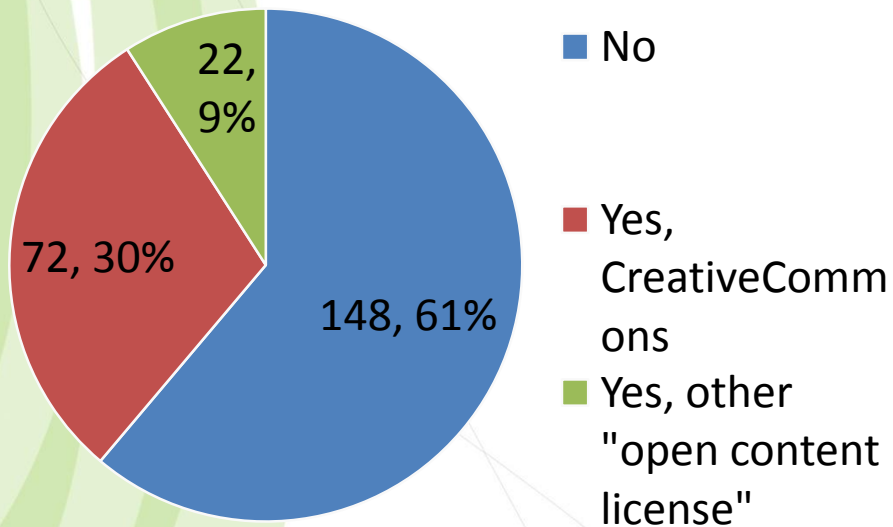


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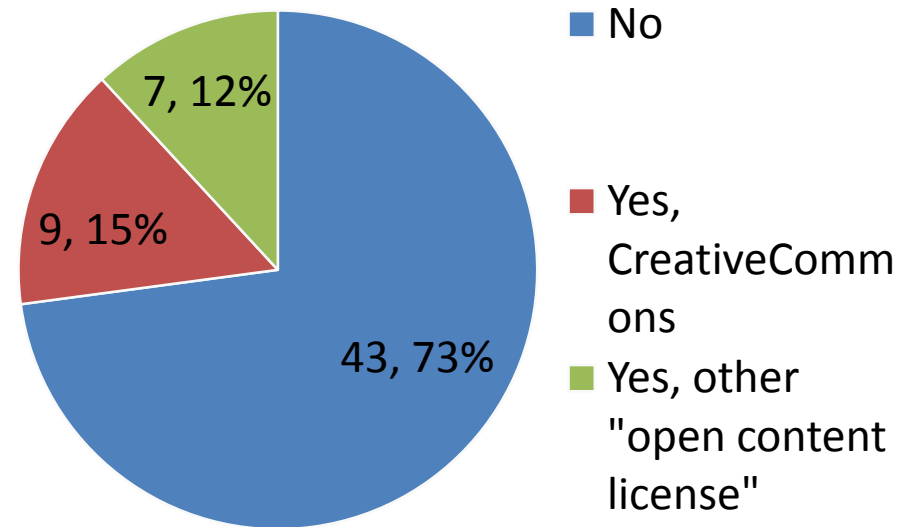
OER

Use of copyright licenses

Individual



Institutional



OER

Copyright concerns

- Remixing different resources legally;
- Incorporates unlicensed third party content;
- Discovering materials can be legally used;
- Publishing material created.

OER

Benefits of OER in teaching

- Gaining access to the best possible resources
- Promote scientific research and education as publicly open activities
- **Bringing down costs for students**
- **Bringing down costs for course development for institution**
- Outreach to disadvantaged communities
- Assisting developing countries
- Becoming independent of publishers (~50/50)
- Creating more flexible materials
- Conducting research and development
- Building sustainable partnerships

Recommendations

- Further support is needed especially at institutional level to facilitate capacity building in the use of digital resources and OER;
- A culture of collaboration between institutions needs to be established to harness the full potential of open content;
- More capacity building is needed at an institutional as well as national level to familiarise users with the benefits and limitations of open content licensing;
- Institutions need to establish set policies encouraging the wider use and re-use of open content.

Acknowledgements



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OERAsia on Facebook

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OER Community Forum

Projects & Initiatives

OER Training Toolkit

OER Asia Survey

OER Asia - Open Educational Resource Community in Asia

OER Asia is an Asian Forum to share information, views and opinion, research studies and knowledge resources in addition to guidelines and toolkits on good practices on and about Open Education Resources in the Asian Region. The creation of this site was inspired by a research project sponsored by the International Development and Research Centre of Canada [www.idrc.org] as part of a study on Openness and Quality in Asian Distance Education, that had its genesis in "PANDora, a PAN Asia Networking Distance and Open Resource Access" involving collaborative studies on Open Distance Education in Bhutan, Cambodia, China, Indonesia, Laos, Mongolia, Pakistan, the Philippines, Sri Lanka, Thailand, and Vietnam.

About OER Asia

Latest News

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<http://oer.ouhk.edu.hk/programme.html>

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OER Asia Meeting: 16-17 April 2012



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