

WORKSHOP
ON
OPEN EDUCATIONAL RESOURCES
FOR DEVELOPMENT



7-10 March, 2015

Centurion University of Technology and Management
Bhubaneswar



Organized by
Commonwealth Educational Media Centre for Asia
In Association With
Centurion University of Technology and Management



Blank

Table of Contents

Background.....	5
Objectives of the Workshop.....	5
Inaugural Session	6
DAY 1: 7 th March 2015.....	6
First Session: Introduction	6
Second Session: Just a Minute	7
Third Session: Demonstration of OER Projects and Searching.....	7
DAY 2: 8 th March 2015.....	8
Fourth Session: Copyrights and Open License.....	8
Fifth Session: Exercise on Open License.....	8
Sixth Session: Motivation for OER - Interactive Questions and Answers Session..	8
Seventh Session: Group Discussion on Barriers to OER.....	9
DAY 3: 9 th March 2015.....	10
Eighth Session: Creating OER (Using Technology).....	10
Ninth Session: Panel Discussion on Quality of OER.....	10
Session Ten: Filling of the Survey Questionnaire.....	11
Valedictory Session	11
DAY 4: 10 th March 2015	12
Interviews with Selected Participants	12
Annexure 1: List of Participants	13
Annexure II: Programme Schedule.....	15

Blank

Background

The Commonwealth Educational Media Centre for Asia (CEMCA) organised the workshop on “Open Educational Resources for Development (OER)” as part of the research entitled “Teachers’ Attitudes, Motivations and conceptions of Quality and Barriers to Open Educational Resources in India” supported by the International Development Research Centre (IDRC), Canada to strengthen south-south cooperation on development and use of OER. This was last and fourth workshop to provide orientation to teachers about OER and to collect data for research study in both qualitative and quantitative manner. Hence, nature of this research workshop was participative and focused on assessing constructs of the research apart from providing basic introduction to OER. The four day workshop was planned for university teachers to assist them to understand history and development of OER and enable them to relate the need of OER in their work setting.

The development of Open Educational Resources is increasingly being felt as a necessity in the emerging knowledge scenario at both global and local level. Teachers are the experts and the content creators/ managers for OER. Thus, ascertaining and assessing attitude and motivation of the teaching community toward OER are pre-requisites for development of OERs.

CEMCA research team conducted the fourth workshop (In the series of four workshops) from 7th to 10th March, 2015 at Bhubaneswar in collaboration with Centurion University of Management and Technology. The workshop was attended by 33 participants including 25 males and 8 females, all from different departments and campuses of Centurion University of Technology and Management (CUTM). These participants were requested to complete a survey, but only selected teachers were interviewed for collecting in-depth qualitative data on the issues related to the research. List of participants of the workshop is given at Annexure 1.

Objectives of the Workshop

The main objective of the workshop was to facilitate research and collect both qualitative and quantitative data to examine teachers’ attitudes, their motivations and barriers related to creation and use of Open Educational Resources (OER) and to analyse their perception of quality to OER. However, other objectives of the workshop were to:

- Assist the participants to understand history and development of OER; and
- Enable the participants to relate the need of OER in their work environment and facilitate appreciation of the importance of open license in educational materials.

Hence, as a research and development workshop, it was designed to provide basic understanding of OER to all participants and explain different parameters concerning OER through different sessions based on activities related to attitude, motivation, barriers and quality to collect the data. The programme schedule of workshop is given at Annexure II.

Inaugural Session

The inaugural session commenced by formal welcome note by Prof. Chandrabhanu Pattanayak, Director, Institute of Knowledge Societies, CUTM followed by lighting of the lamp.

Prof. (Dr.) Mukti Kanta Mishra, President, CUTM, was the Chief Guest at the inaugural Session. Prof. Mishra began his keynote address by discussing the common issues regarding sharing knowledge, producing thought leaders and action leaders, and rendering services to the society which is quantifiable, sustainable and replicable. He also focused on how the educational system can produce thoughtful leaders who could handle the major challenges of present scenario that is "learn to unlearn".



He stated that the research must focus on Open Educational Resources, which requires thoughtful leadership and social responsibility to educate the masses. He emphasised on action oriented and bottom-up approach to strengthen our education system.

Dr. Ramesh Sharma, Director, CEMCA, explained the objectives of the research workshop in his opening remarks. Dr. Sanjaya Mishra, Education Specialist (eLearning), Commonwealth of Learning, Canada, provided an overview of the four days programme, explained the methodology for the research workshop and the way different sessions were organised. He informed that while the workshop is for four days, the sessions will be organised for three days, and the last day will be used for in-depth interviews with selected volunteer participants after informed consent.

Later, all the participants introduced themselves along with communicating their knowledge and level of awareness of OER in informal way. Majority of the participants expressed that they are attending similar workshop for the first time which will enhance their knowledge and will support their teaching-learning effectively.

The inaugural ceremony ended up with a vote of thanks by Dr. Prajna Pani, Associate Professor in English, School of Management from Centurion University of Technology and Management.

DAY 1: 7th March 2015

First Session: Introduction

Dr. Sanjaya Mishra, the lead Resource Person for the workshop, facilitated the session. He initiated the session by discussing the role of teachers in disseminating knowledge. He explained the meaning of 'Open' in OER and other related concepts such as Open Access, Open Content, Open CourseWare, Open

Source Software, Open Education etc. He then discussed the meaning and definition of OERs and other related terminology. Further, he discussed about the brief history of OER movement. He explained to all participants that OER movement begun with the concept of open content propounded by David Wiley in 1998. In the same year, MIT announced its Open Course Ware. In 2002, UNESCO organised the Forum on Impact of Open Courseware in Higher Education in the Developing Countries. He mentioned that OER content is open for all, and explained the five R's of OER-- Reuse, Revise, Remix, Redistribute, and Retain. Further, He discussed the recommendations for government, institutions and teachers according to OER Paris Declaration 2012.

Participants interacted with the resource person through comments and questions during this session.

Second Session: Just a Minute

The afternoon session of day one was **Just a Minute (JAM)** session to understand teacher's positive and negative attitude towards OER. This session was designed to get an immediate response about OER from teachers within a minute. All the participants were asked to respond to the statement "I am positive/negative about OER because...". Most of the participants expressed positive views towards OER. According to them, OER is useful in enhancing teaching-learning experiences. Furthermore, it is accessible, affordable, time saving, user friendly, useful in developing research and sharing knowledge. It provides package of easily accessed knowledge and information and bridges the gap between learner and resources. It is easier to access all types of materials including online and offline with equal opportunities to learn on OER platform. It is useful to customise the content by analysing and revising the available materials.

A few others expressed that OER is a democratic symbol, helps in live learning, classroom teaching, develop communication skills, upgrade and enhance knowledge, increase quality of education, improves collaboration and gives motivation to share and publish materials globally.

However, a few of the participants conveyed their discomfort and concerns to use OER. They pointed out some negative points related to content authenticity, quality and affordability. For some of them OER don't give opportunity for human interaction between teacher and learners, have language and cultural barriers, less reach especially in rural areas and create wide gap between haves and haves not. One participant mentioned the difficulty in content development due of lack of technological awareness.

Third Session: Demonstration of OER Projects and Searching

Demonstration of OER projects and searching for OER content from various websites were presented by Dr. Ramesh Sharma. He presented various types of OERs, OER repositories and the ways to find/ search OER. Some of the OER initiatives demonstrated were – OER Africa, Darakht-e Danesh of OER Afghanistan, Policies for OER Uptake (POERUP), OER Indonesia, Japan Open

Courseware Consortium, OER Thailand, Open Courseware Virtual University of Pakistan, and OER Sri Lanka. Furthermore, various OER repositories and initiatives of India such as National Knowledge Commission, Indian Institute of Technology Bombay, NPTEL, NIOS etc were also demonstrated.

DAY 2: 8th March 2015

Fourth Session: Copyrights and Open License

Dr. Sanjaya Mishra presented this session on copyrights and open license. He began his presentation with the concepts like public domain, copyright, fair use of resources etc. He further explained that Creative Commons license is based on three layers - Legal code, Commons code and Digital code. Concepts of Attribution (BY), Share Alike (SA), Non-Commercial (NC), Non-Derivative (ND) were discussed in detail as four components of CC license. He discussed the six types of licenses that are combination of the four components. These licenses are: CC-BY; CC-BY-SA; CC-BY-NC; CC-BY-ND; CC-BY-NC-SA and CC-BY-NC-ND. Dr. Mishra emphasised that Creative Commons license is based on fair use policy and license conditions in copyright law. He also explained the meaning of copyright as a collection of exclusive rights given by law to the author/creator of a work. A flow chart on selecting Creative Commons licenses was also distributed to all the participants.

Fifth Session: Exercise on Open License

To recall the basic concepts related to copyright, an objective type quiz was organised and the teachers participated actively. After the discussion on each of the items of the quiz, two case studies were given to the participants to discuss and decide on remix based on the license conditions. The six license types were further discussed with the help of two case studies in an interactive manner to explain the licenses to be assigned to the derivative in the case studies.

Sixth Session: Motivation for OER - Interactive

Questions and Answers Session

To understand the motivation of teachers for using OER, an interactive questions and answers session was conducted. In response to first question -- why knowledge of OER is essential for teachers, some of the participants replied that knowledge of OER improves the teaching learning process and make it more effective. It helps the teachers to practice innovative approaches in teaching to become new age teacher. Further, the knowledge about OER provide the opportunity to teach and share resources according to the level of students.

In response to the second question related to the types of educational resources that would be useful in teaching, the participants responded with number of resources such as audio-videos, quizzes, animations, case-studies, self-learning exercises, power-point presentations, worksheets etc. The participants emphasised on activity based practical resources with hands on experiences.

In response to the question, what are the benefits of OER in classroom teaching, the participants indicated that OER is helpful in engaging students by making the

teaching more effective and interesting. It saves time and gives opportunity to share content globally.

The next question was based on motivation to opt for or participate in OER activities. Most of the participants emphasised that OER is more accessible for sharing material, it is time saving and useful for upgrading knowledge. One of the participants discussed the intrinsic as well as extrinsic motivation, which is related to contributing knowledge to society and getting more recognition by citation and feedback. When Dr. Mishra asked about the demotivating factors, most of the participants showed quality concern related to authenticity and reliability of materials, information overload, lack of incentives, limited internet access, and lack of interesting resources from user point of you.

Finally, participants were asked about what you will do to keep yourself motivated to share and create resources. Most of them indicated that some sort of incentive is necessary such as recognition, reward, money, or award. However, it was also indicated that social responsibility of a teacher is to contribute and share knowledge for society. Most of the participants were highly motivated.

Seventh Session: Group Discussion on Barriers to OER

This session was designed using snow-balling technique for identifying barriers to use and create OER. All the participants were instructed to make groups of 6-7 members each. Further, they were told to think and write down individually their perceived barriers to use and create OER within ten minutes. Afterwards each of the members discussed their ideas with neighboring one member for the next ten minutes, and subsequently with the entire team for further next ten minutes. Each group recorded their consensus findings about the barriers and presented in the plenary.

Group 1: Barriers to OERs

- *Technical Barriers:* Fear of usage of technology, availability of Internet facility, lack of synchronisation by the developers, choices around content packaging and version control
- *Psychological Barriers:* closed mind (people are not open to change), lack of self-motivation, conservative approach (lack of flexibility), mindset, negative organisational attitude – organisation restrict the usage of materials to others.
- *Physical Barriers:* Time (More time to explore), Competency and skills, inability to contextualise the content, language barrier (poor communication and writing skills)

Group 2: Barriers to OERs

- *Quality issues:* Expert reviews + user feedback, prescribed content development frameworks
- Technological limitation
- User's awareness on licensing
- User friendly platform and cost

Group 3: Barriers to OER

- Quality and quantity issues
- Accessibility of data (online/offline)
- Time consumption

- Not focusing on interaction between author and user

Group 4: Barriers to OERs

- Quality issues
- Mostly web based
- Lack of Awareness
- Digital awareness
- Negative attitude
- Abundance of choices

Group 5: Barriers to OERs

- Language barrier
- Quality issues
- Lack of internet availability at remote locations
- ICT – Lack of smart phones, laptops, computers, tablets
- Limited reach of OER in rural/underdeveloped areas (including offline resources)
- Limited awareness about OER
- Lack of motivation
- Criticism and negative feedback

DAY 3: 9th March 2015

Eighth Session: Creating OER (Using Technology)

In this session entitled 'Creating OER using technology' Dr. R.C. Sharma presented and demonstrated some technologies and platforms for creating OERs. WikiEducator and OER Commons platforms were introduced to the participants. He gave step-by-step instructions on how register/ add/ edit in both the platforms, which was followed by the participants to work on these.

Ninth Session: Panel Discussion on Quality of OER

To assess the perception of teachers towards quality of OER, a panel discussion was organised. A panel of four members including two males and two females from the participants were identified to share their views about quality of OER. This session was moderated by Dr. Sanjaya Mishra. Each panelist was asked a set of questions and their responses were discussed by the other



participants. In this session, concerns related with definition of quality; indicators of quality OERs; need for quality in OERs and who should ensure quality in OERs were discussed by the panelists.

One of the panelists discussed that quality is subjective and contextually dependent. The responsibility for assuring the quality of OER used in teaching and learning environments will reside with the institution, course coordinators and individual educators responsible for delivery of education. Furthermore, it was discussed that the quality of OER depends on which resources they choose to use, how they choose to adapt them to make them contextually relevant, and how they integrate them into teaching and learning activities of different kinds.

Some of the participants opined that in OER environment, quality assurance will be assisted by the development of repository, which will provide at least first levels of quality assurance. Some also said that Quality is an elusive concept as it can be defined differently by all who measure it and it is affected by the context in which the measurement takes place. The real measure of a quality course is whether it helps learners achieve the stated outcomes and help them have a better understanding. The primary responsibility for finding the right materials to use and for using them to support effective education resides with the institutions and educators offering the education.

Session Ten: Filling of the Survey Questionnaire

To collect the quantitative data, every participant was given a survey form to be filled and returned to the research team.

Valedictory Session

The third day of the workshop ended with a formal Valedictory Session. Padmashree D. P. Pattanayak was the Chief Guest, who also distributed the certificates to the participants. Dr. Sanjaya Mishra summed up the workshop proceedings and stated that OER brings transparency to educational processes, facilitates collaborations between educators and students at different institutions, and brings in a new cost model for procuring and publishing learning materials.

He further emphasised that sharing materials that others can adapt and use recognises the value inherent in team work. He said OER gives exposure to different educational resources, provides a good idea how to benchmark your own work; teaches how to release your work under an open license and how you can improve quality.

Padmashree D.P. Pattanayak expressed satisfaction that CEMCA/COL organised the workshop in Odisha. As a Linguist and researcher, he personally thanked for the opportunity to be part of the event and said that with OER, there is hope to increase access to education in local languages and dialects. It requires lot of efforts. The principle of "openness" adopted well for public funded works would help the disadvantages.



Dr. Ramesh C. Sharma, Director, CEMCA thanked the senior management of CUTM for hosting the workshop successfully. He said, the potential of OER is best achieved through a collaborative partnership of people working in communities of practice. OER have the potential of reduce the cost of accessing educational materials, and can provide opportunities for learners to adapt materials and thus become more active participants in educational processes.

Some of the participants shared their views and experiences about the workshop. At the end Prof. Chandrabhanu Pattanayak expressed thanks to CEMCA and the workshop facilitators for choosing CUTM for the workshop, and said that the university would promote OER through its Institute of Knowledge Societies.

DAY 4: 10th March 2015

Interviews with Selected Participants

On the last day of the workshop, selected eight participants were invited based on their informed consent for interview to collect the qualitative data for the research study. The interview used a set of questions within the framework of third generation Activity Theory.

Annexure 1: List of Participants

T V S DIVAKAR

Assistant Professor, ECE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: tvsdibakar(at)cutm(dot)ac(dot)in

AMBIKA SANKAR MISHRA

Assistant professor, Media & Communication
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: ambikasankar(at)cutm(dot)ac(dot)in

ABINASH GAYA

Assistant Professor, ECE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: abinashgaya(at)cutm(dot)ac(dot)in

B. SUDARSAN

Assistant Professor, Mech Engg.
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: bsudarshan(at)cutm(dot)ac(dot)in

BHABANI SHANKAR PANDA

Assistant Professor, CSE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: bhavanipanda(at)cutm(dot)ac(dot)in

DEBENDRA KUMAR

Training Officer, SOVET
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: sibasis(dot)singh(at)cutm(dot)ac(dot)in

Dr. KHITISH KUMAR KHUNTIA

Assistant Professor, MBA
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: kshitish(dot)khuntia(at)cutm(dot)ac(dot)in

Dr. PRAJNA PANI

Assistant professor, English
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: prajna(dot)pani(at)cutm(dot)ac(dot)in

K. HARIKRISHNA

Assistant Professor, ECE
Centurion University of Technology and Management

Paralakhemundi Campus,

Gajapati, Odisha – 761211

Email: kharikrishna(at)cutm(dot)ac(dot)in

JAI KISHEN DORA

Assistant Professor, Mech. Engg.
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: jay(dot)krishan(at)cutm(dot)ac(dot)in

M. SRIRAMULU

Assistant Professor, EEE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: msriramulu(at)cutm(dot)ac(dot)in

Mr. ANIL KUMAR MOHANTY

Assistant Professor, CIVIL
Centurion University of Technology
and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: anilkumar(dot)mohanty(at)cutm(dot)ac(dot)in

Mr. MAHENDRA KUMAR RATH

Assistant Professor, MECH ENGG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: mkrath(at)cutm(dot)ac(dot)in

Mr. MANOJ KUMAR BEHERA

Assistant Professor, CSE
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: manojbehera(at)cutm(dot)ac(dot)in

Mr. NIMAY CHANDRA GIRI

Lecturer, ECE
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: nimay(dot)giri(at)cutm(dot)ac(dot)in

Mr. RADHARAMAN DALAI

Assistant Professor, MECH ENGG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: radharaman(at)cutm(dot)ac(dot)in

RASHMI RANJAN PARIDA

Assistant Professor, Management
Centurion University of Technology and Management
Paralakhemundi Campus,

Gajapati, Odisha – 761211
Email: rashmiparida(at)cutm(dot)ac(dot)in

Mr. ALOK KUMAR NAYAK
Lecturer, Chemistry
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: alokkumar(dot)nayak(at)cutm(dot)ac(dot)in

Ms. MINATI MOHANTY
Lecturer, CIVIL
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: minati(dot)mohanty(at)cutm(dot)ac(dot)in

SUNAY MISHRA
Lead, Learning & Development, GRAMTARANG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: sunay(dot)mishra(at)gramtarang(dot)in

Ms. N. JEEVARATNAM
Assistant Professor, ECE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: jeevaratnam(at)cutm(dot)ac(dot)in

Ms. ANNANYA DUTTA
Lecturer, Physics
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: anannyadutta(at)cutm(dot)ac(dot)in

CHANDAN ROUT
Training Manager, GRAMTARANG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: chandanrout(at)gramtarang(dot)in

Ms. SIKHA NAYAK
Lecturer, English
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: sikha(dot)nayak(at)cutm(dot)ac(dot)in

SASHI BHUSAN MOHARANA
Assistant Professor, CSE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: sbmoharana(at)cutm(dot)ac(dot)in

SATISH K. RAMOJI
Assistant Professor, EEE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: Satish(dot)ramoji(at)cutm(dot)ac(dot)in

SHREEJAYA SATAPATHY
Trainer and operation executive, GRAMTARANG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: shree(at)gramtarang(dot)in

SIBASIS PANDA
Assistant Professor, EEE
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: sibasispanda(at)cutm(dot)ac(dot)in

SIBASIS SINGH SAMANTHA
Training Officer, SOVET
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: royalsatya08(at)gmail(dot)com

SONALI MOHAPATRA
Pace program head, GRAMTARANG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: sonali(at)gramtarang(dot)in

SUKANTA NAYAK
Assistant Professor, MECH ENGG
Centurion University of Technology and Management
Paralakhemundi Campus,
Gajapati, Odisha – 761211
Email: sukantanayak(at)cutm(dot)ac(dot)in

SHIV SANKAR DAS
Lecturer-cum-research officer, MBA
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: Shiv(dot)sankar(at)cutm(dot)ac(dot)in

TANYIYA MUKHERJEE
Senior project manager, GRAMTARANG
Centurion University of Technology and Management
Jatni, Bhubaneswar,
Khurda, Odisha - 752050
Email: Taniya(dot)mukherjee(at)gramtarang(dot)in

Annexure II: Programme Schedule

Timing	Day 1 (07/10/2014)	Day 2 (08/10/2014)	Day 3 (09/10/2014)	Day 4 (10/10/2014)
10:00-10:30	Registration	Recap of Previous Day	Recap of Previous Day	Interviews (6X30 Min)
10:30-11:30	Inauguration of the workshop	Session 4: Copyrights and Open license	Session 8: Creating OER (using technology)	
11:30-12:00	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break	
12:00-13:15	Session 1: Introduction to OER	Session 5: Exercise on Open license	Session 9: Debate on Quality	
13:15-14:30	Lunch	Lunch	Lunch	Lunch
14:30-15:30	Session 2: Just a Minute (JAM) on Attitude towards OER	Session 6: Motivation for OER (Interactive Questions and Answers Session)	Session 10: Filling of the survey questionnaire	
15:30-16:00	Tea/Coffee break	Tea/Coffee break	Tea/Coffee break	
16:00-17:00	Session 3: Demonstration of OER projects and searching	Session 7: Group Discussion on Barriers to OER	Valedictory session	