

A Report
on
Institutional Capacity Building
Workshop
for
OER-based E-Learning



January 29 – February 1, 2013

**Venue: Wawasan Open University, Penang,
Malaysia**

Introduction

The Commonwealth Educational Media Centre for Asia (CEMCA) has been in the forefront in providing support to various institutions for developing capacity of its faculty on issues relating to Open Distance Learning (ODL). In the recent past the focus and emphasis has been on Open Educational Resources (OER), as many ODL institutions have realised the importance of developing OER based courses to enrich the quality of course materials and also to reduce the course development cost. In this direction the Wawasan Open University (WoU) has taken the initiative in having an OER policy, orienting its faculty in developing OER materials, and launching two pilot programmes (courses) based on OER. The OER Asia, located in WoU and its activities has provided sufficient opportunities to WoU faculty to realise the importance of OER and improve understanding of issues relating to OER. Taking these OER initiative further CEMCA and WoU had continuous interaction in planning a capacity building workshop for the faculty of ODL institutions in developing OER- based e-learning course.

Objectives of the workshop

The objective of the capacity building workshop was to provide opportunities to the faculty members in understanding the concept and issues concerning Open Educational Resources (OER), developing skills in creating OER based eLearning materials and plan for creating a course on OER for faculty members working in the area of higher education. The major objectives of the workshop were to:

- 1) Build capacity on the adoption and use of OER and e-learning in academics of Open University /Open & Distance Learning institutions of Commonwealth Asia.
- 2) Develop learning outcomes for a course on OER-based eLearning which will serve as a professional development opportunity for teachers.
- 3) Design curriculum for the OER based eLearning course.
- 4) Identify open education resources for the identified curriculum content.
- 5) Develop sample of activities and assessment strategies for the contents of the OER course.

Profile of the Participants

Total twenty seven persons participated in the four day workshop. Among them 17 were women and 10 were men. The institution / country wise representation was: Malaysia -21 (19 from WoU, one each from Open University of Malaysia, Asia e -University), 3 from India (one each from Indira Gandhi National Open University, National Institute of Open Schooling, KK Handique State Open University, Assam), 2 from Pakistan

(Allama Iqbal Open University) and one from Open University of Sri Lanka (**Annexure I**).

All the participants were from ODL institutions and had experience of developing course materials. All most all the participants had some basic exposure to OER, but most of them never used their knowledge in developing the OER based course materials. About 50% of the participants had some knowledge of constructivist approach for developing materials.

All the participants expressed desire to learn and develop skills for developing OER integrated materials during the workshop.

Inaugural session and Signing of Memorandum of Understanding

The workshop was inaugurated by Tan Sri Dato' Emeritus Professor Dr. Gajaraj Dhanarajan, Chairman, Board of Governors, Wawasan Open University. In his address he highlighted the importance and significance of OER in the context of growing demand for cost effective higher education. In his brief remarks Professor Dato' Dr. Ho Sinn Chye, Vice Chancellor, Wawasan Open University, explained the efforts made by the university in the area of OER movement. After his remarks, *the Memorandum of Understanding was signed between CEMCA and WOU*. The purpose of MoU is specifically to establish a formal basis of cooperation between the two institutions for a collaborative effort to develop a course on OER-based eLearning that may be used by WOU to launch a certificate course, and also enable other institutions in the region to use the material to promote the use of OER by teachers through appropriate capacity building programmes. The MoU was signed by Dr. Sanjaya Mishra, Director, CEMCA and Professor Dato' Dr. Ho Sinn Chye, Vice Chancellor, Wawasan Open University. Introduction and expectations from the workshop was explained by Professor Mohan Menon and Dr. Sanjaya Mishra.

Workshop/Training Inputs

In the four day workshop, each day focussed on a particular theme/ issue. The day one focussed on: Open Scholarship, OER and Design Principles, Day 2: Engines for Education (OER-Based Learning Experience Design), Day 3: Promoting Open Scholarship (Integrating OER in Course Design) and Day 4: OER Course and Curriculum Design.

In all 14 sessions of about 75 to 90 minutes each was scheduled for the training workshop. The workshop covered key issues relating to OER design, integrating OER and developing curriculum design and developing materials for OER course. Out of 14 sessions scheduled, 5 sessions were earmarked for presentation by the facilitators and 9 for group work and

report presentations (**Annexure II**). The issues discussed in each of the sessions are detailed below:

Session 1: Open Learning, Open Scholarship, MOOCs, Creative Commons, OER, Open Badges.

In this session the issues discussed included a) Promoting open scholarship b) What are they and their value principles? c) Paris OER declaration: Key recommendations with a focus on the key OER competencies and curriculum

Session 2: Designing, Learning & Teaching for an OER-Based learning environment

In this session the guidelines for integrating OER into Learning & Teaching and OER in the context of Course Development was discussed. Design principles for an OER based learning and teaching environment was also discussed.

Session 3: Assessment tasks and activities

In this session designing of the assessment tasks and activities, developing assessment criteria and feedback strategies were discussed.

Session 4: Promoting open scholarship

Reusing, revising, remixing and redistributing, Peer review, tagging, meta-tagging was discussed in this session.

Session 5: OER course design

Defining the curriculum for an OER based course was discussed.

Group Work

Five groups were formed to work in groups. While grouping, care was taken to ensure each group had at least one non - WoU participant and not less than 5 in a group. Each group selected one leader to facilitate the group work and develop a consolidated report for the presentation.

The facilitators assisted the groups as and when required and requested by the group to ensure that they are in the right direction.

The group work revolved around certain questions and issues mentioned below: -

- What are your commitments to students?
- What are the expectations of the profession?
- The learning outcomes for your students
- Revising students' learning experience.

- Designing the student learning experience and activities based on the commitments and expectations, and principles and guidelines explored in the earlier sessions
- Finding, mapping, matching, evaluating OER, Integrating OER in course development
- Formulating the curriculum for an OER based course and deciding inputs for 5 modules
- Working out a plan including distribution of sub topics among members of the group for developing the modules.

As mentioned earlier at the end of each stage, an opportunity was given to the groups to make presentations to the whole group and get the feedback before finalising the output of the group activity. Each group made three presentations, each focussing on the outcome. The focus of each presentation were Learning outcomes, Curriculum outlines, Pedagogical design plans, Sample of a course design, activity and assessment strategy.

Resources

All the presentation slides and reference materials were collected and loaded on a flash drive (**Annexure III**). Each of the participants was supplied with a flash drive containing the materials at the time of registration. Following are the list of the materials used during the workshop:-

- John Daniel: <http://sirjohn.ca/wordpress/wp-content/uploads/2012/08/120925MOOCspaper2.pdf>
- <http://blog.mozilla.org/blog/2011/09/15/openbadges/>
- <http://net.educause.edu/ir/library/pdf/ELI7085.pdf>
- <http://efquel.org/open-learning-recognition-taking-open-educational-resources-a-step-further/>
- Som's and Background readings and PPTs slides re: Engines for Education: Integrating Open Education for Teaching and Training, Open Learning, Open Educational Resources and Open Scholarship, Promoting Open scholarship
- Principles and guidelines and the steps proposed in the Viable Systems Model
- Naidu (eLearning Guidebook: Chapter 5)
http://dspace.col.org/bitstream/123456789/138/1/e-learning_guidebook.pdf
- Find OER: <http://open4us.org/find-oer/>
- JISC infoNet
(<https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs>)
- Paris OER declaration: Key recommendations

Workshop Outcomes

After having gone through capacity building activity (understanding the concept and issues relating to OER and hands on experience in planning and developing OER based materials) the participants came out with a list of learning outcomes (**Annexure IV**) that could be used for developing five modules for the course on OER. Further, groups worked out the content structure (**Annexure V**) for each of the five modules keeping in view the learning outcomes that they had enlisted. The group also worked out a draft learning Scenario, learning and assessment activities for one of the sub themes of each of five modules.

The group also worked out a time frame, strategy and plan for developing the modules with significant contributions from each of the group members.

Evaluation and feedback

One questionnaire was developed to get the information on the back ground information of participants (**Annexure VI**) and their current competencies and another questionnaire for workshop evaluation (**Annexure VII**). The information on the background of participants and competencies was collected few days earlier to the workshop. The workshop evaluation was carried out during the last session of the workshop. The feedback was obtained from the groups and also individually from 27 participants. The groups were asked to list three most important things they could learn in the workshop. The group response is listed below: -

Group 1

- Open Scholarship and OER
- Scenario Based Learning
- How to assess the Learning Process

Group 2

- Relationships among the concepts ; OER-CC, Scenario Based Learning, Case Study
- OER characteristics
- Integration of OER into Teaching- Learning Process

Group 3

- Concept of Open Learning, Open Scholarship, , OER based Learning
- Application of L-T models in OER-based Learning
- Designing of learning experiences for an OER- based e-learning environment

Group 4

- Concept clarification of open scholarship, open badges, and copy right issues

- Enhanced our skills in designing scenario based learning course
- Share the practices of OER and course development of our different institutions.

Group 5

- Learnt the significance of utilising OER
- Learnt to integrate OER in Learning and Teaching
- Learnt the types of Licensing

The individual responses are consolidated and given in the **Annexure VIII**. From the individual responses one could see the actual learning that has taken place and their capacity building by way of their readiness to organise/ support their institutions in orienting the faculty on OER and related issues and their willingness to contribute to the development of OER –eLearning based course based on the curriculum framework which has been worked in the workshop.

Conclusion

From the outcomes and feedback analysis the following can be concluded:

- The training programme was well received.
- The participants were satisfied with the inputs, facilitator and the training methodology adopted.
- The participants felt they could learn most of the issues transacted and had the experience of developing a sample of scenario based activity for a given section of the module
- From comparing the concept map developed prior to the workshop and after the workshop, one could see better clarity about the OER concepts and participants could see more connections between the related concepts such as Open Learning, Open Scholarship, MOOCs, Creative Commons, Open Badges, OER-Based Learning and Teaching and course design.
- The groups could come out with a list of learning outcomes for each of the five modules
- The group worked out a curriculum for OER course and listed sections and subsections
- Most of the participants felt they will be able to organise or support their respective institutions in orienting/training their faculty on OER and related issues.
- Most of the participants expressed their desire to contribute to the development of materials for the OER course.

In the next step, the participants will work on the five modules as groups to develop the content in a scenario-based approach using available OER on the topic and also by creating new materials wherever needed. There will be another workshop at WOU in June 2013 to review and finalize the content developed by the participants. Some of the participants were also

asked to develop case study on the use of OER for teaching and learning, and were given a set of guidelines (**Annexure IX**) for the same. Overall, the OER-based eLearning will have five modules and case studies. These will be offered through a Learning Management System (LMS) for both face-to face and online professional development course to train teachers at institutions. CEMCA will also create an online course to be used by any institution in the region.

CEMCA-WOU- Institutional Capacity Building Workshop

List of Participants and Facilitators

Serial Number	Participants Name	Institution
1	Ms.Jasmine Emmanuel	School of Foundation Studies, WoU
2	Ms.Irmadura Ramli	
3	Dr Ooi Chia-Yi	
4	Mr. Prakash Arumugam	School of Business & Administration, WoU
5	Dr. Tung Lai Cheng	
6	Dr. Oei Hong Lim	
7	Ms. Lilian Yap Li Lian	
8	Ms. Deehbanjli Lakshmayya	
9	Ms. Lum Li Sean	
10	Ms. Loo Saw Khuan	
11	Mr. Lee Kian Tek	
12	Ravindran Raman	
13	Lalitha Ramasamy	
14	Ms Suma P.	
15	Mr. S. Vighnarajah	
16	Ms.Ong Theng Theng	
17	Patricia Toh Swet Ting	Educational Technology & Publishing, WoU
18	Khoo Chiew Keen	
19	Dr.Chan Yuan Eng	School of Science & Technology, WoU
20	Ms. Mythili	Indira Gandhi National Open University, India
21	Dr.Ankuran Dutta	Krishna Kanta Handique State Open University Guwahati, Assam India
22	Dr. Shironica Priyanthi Karunanayaka	The Open University of Sri Lanka Nawala, Nugegoda Sri Lanka
23	Ms. Safiah Binti Md. Yusof	Open University of Malaysia Jalan Tun Ismail Kuala Lumpur Malaysia
24	Ms. Naveed Sultana	Allama Iqbal Open University Islamabad, Pakistan
25	Dr. Mohammad Daud	Allama Iqbal Open University Islamabad, Pakistan
26	Mr.S. K. Prasad	National Institute of Open Schooling, India
27	Dr. Sanjaya Mishra	Director, CEMCA (COL) India
28	Dr.Som Naidu	Charles Sturt University, Bathurst, NSW, Australia
29	Dr.Mohan Menon	WoU, Penang, Malaysia
30	Dr.B.Phalachandra	WoU , Penang, Malaysia

Workshop Schedule

Institutional Capacity Building Workshop for OER-based E-Learning Wawasan Open University (January 29–February 1, 2013)			
Duration			
8.45-9.00	Registration		
9.00-10.15	Day 1 : Opening Ceremony		
	<ul style="list-style-type: none"> • Welcome address: Professor Dr. Mohan Menon, Assistant Vice Chancellor, Wawasan Open University. • Inaugural Address: Tan Sri Dato' Emeritus Professor Dr. Gajaraj Dhanarajan, Chairman, Board of Governors, Wawasan Open University. • Chairperson's Remarks: Professor Dato' Dr. Ho Sinn Chye, Vice Chancellor, Wawasan Open University. • Closing remarks: Dr. Sanjaya Mishra, Director, CEMCA (COL), New Delhi, India. <p style="text-align: center;">Signing MoU: Dato' Professor Dr. Ho Sinn Chye, Vice Chancellor, Wawasan Open University Dr. Sanjaya Mishra, Director, CEMCA (COL)</p> <p>Group Photo</p> <p>Tea</p>		
	Day 1: Open Scholarship, OER and Design Principles		
Duration	Topic/Focus	Activities/Plans/Processes	Resources
10.15-11.00	Session 1: Naidu Open Learning, Open Scholarship, MOOCs, Creative Commons, OER, Open Badges	<ul style="list-style-type: none"> • Promoting open scholarship • What are they and their value principles? • Paris OER declaration: Key recommendations. • Key Competencies in OER (centered around the OER competencies and curriculum) 	<ul style="list-style-type: none"> • John Daniel: http://sirjohn.ca/wordpress/wp-content/uploads/2012/08/120925MOOCs_paper2.pdf • http://blog.mozilla.org/blog/2011/09/15/openbadges/ • http://net.educause.edu/ir/library/pdf/ELI7085.pdf • http://efquel.org/open-learning-recognition-taking-open-educational-resources-a-step-further/
11.00-12.30	Session 2: Naidu Designing L&T for an OER-Based learning environment	<ul style="list-style-type: none"> • Guidelines for integrating OER into L&T. • OER in the context of Course Development. • Design principles for an OER based learning and teaching environment. • 	<ul style="list-style-type: none"> • See Som's PPTs slides and Background readings and resources in your folder • Especially the nine principles of L&T and steps in scenario-building
12.30-1.00	Group formation	<ul style="list-style-type: none"> • Organize participants in groups 	<ul style="list-style-type: none"> • Identify a course you will be working on

Lunch Break: 1.00-2.00			
2.00-3.15	Group Work Participants work in groups to define...	<ul style="list-style-type: none"> • What are your commitments to students? • What are the expectations of the profession? • The learning outcomes for your students. 	<ul style="list-style-type: none"> • Your course profiles and documentation
Afternoon Break: 3.15-3.30			
3.30-5.00	Group Report: <i>Participants present their learning outcomes to the whole group for feedback</i>		
Day 2: Engines for Education (OER-Based Learning Experience Design)			
8.45-10.30	Group Work Participants work in groups to...	<ul style="list-style-type: none"> • Design the student learning experience and activities based on your commitments and expectations, and principles and guidelines explored earlier. 	<ul style="list-style-type: none"> • Nine principles of L&T and steps in scenario-building • Principles and guidelines and the steps proposed in the Viable Systems Model to guide your work. • Background readings/resources in your folders
Morning Break: 10.30-11.00			
11.00-1.00	Group Report: <i>Participants present their pedagogical design plans to the whole group for feedback</i>		
Lunch Break: 1.00-2.00			
2.00-3.15	Group Work	<ul style="list-style-type: none"> • Revise your student learning experience. 	<ul style="list-style-type: none"> • Based on feedback received
Afternoon Break: 3.15-3.30			
3.30-5.00	Session 3: Naidu Assessment tasks and activities.	<ul style="list-style-type: none"> • Design the assessment tasks and activities. • Develop assessment criteria and feedback strategies. 	<ul style="list-style-type: none"> • See examples and models of assessment tasks
Day 3: Promoting Open Scholarship (Integrating OER in Course Design)			
8.45-10.30	Session 4: Naidu Promoting open scholarship	<ul style="list-style-type: none"> • Reusing, revising, remixing and redistributing • Peer review (crowd sourcing), tagging, meta-tagging 	<ul style="list-style-type: none"> • Naidu (eLearning Guidebook: Chapter 5) http://dspace.col.org/bitstream/123456789/138/1/e-learning_guidebook.pdf
Morning Break: 10.30-11.00			
11.00-1.00	Group Work (Continue to work in their groups...)	<ul style="list-style-type: none"> • Finding, mapping, matching, evaluating OER • Integrating OER in course development 	<ul style="list-style-type: none"> • Find OER: http://open4us.org/find-oer/ • JISC infoNet (https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs)

Lunch Break: 1.00-2.00			
2.00-3.15	Group Work (Continue to work in their groups...)	<ul style="list-style-type: none"> • Finding, mapping, matching, evaluating OER • Integrating OER in course development 	<ul style="list-style-type: none"> • Find OER: http://open4us.org/find-oer/ • JISC infoNet (https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs)
Afternoon Break: 3.15-3.30			
3.30-5.00	Group Report: <i>Participants review progress and seek feedback from the group</i>		
Day 4: OER Course and Curriculum Design			
8.45-10.30	Session 5: Mishra OER course design	<ul style="list-style-type: none"> • Define the curriculum for an OER based course 	<ul style="list-style-type: none"> • Paris OER declaration: Key recommendations. • Key Competencies in OER (centered around the OER competencies and curriculum)
Morning Break: 10.30-11.00			
11.00-1.00	Group Work (Continue to work in their groups to...)	<ul style="list-style-type: none"> • Define the curriculum for an OER based course 	<ul style="list-style-type: none"> • Paris OER declaration: Key recommendations. • Key Competencies in OER (centered around the OER competencies and curriculum)
Lunch Break: 1.00-2.00			
2.00-3.00	<i>Planning Next Steps</i>		

Annexure III

List of Reference materials provided to the participants on Flash Drive

- 2012 Paris OER Declaration.pdf
- A report on reuse and adaptation of OER (Ishan).pdf
- COL A Basic Guide to OER.pdf
- COL e-learning_guidebook.pdf
- COL Guidelines for OER in Higher Education.pdf
- Everything you need to know about OER.pdf
- Introduction to OER (Judy Baker).pdf
- Naidu_Designs for optimising DL.doc
- Naidu_DevProfKnowwithSBL.pdf
- Naidu_Engines for Education_Session 2.ppt
- Naidu_Open LearningScholarship_Session 1.ppt
- Naidu_Promoting Open Scholarship_Session 4.ppt
- Naidu_Revised Bloom's Taxonomy.doc
- Naidu_Sample Assesment Task.doc
- Overview of Gagné's instructional theory.jpg
- OER An Asian Perspective.pdf
- OER and change in higher education reflections from practice.pdf
- OER Copyright and Licensing Toolkit_WEB.pdf
- Open Learning Recognition.pdf
- OpenBadges-Working-Paper_012312.pdf
- Survey_On_Government_OER_Policies.pdf
- Things you should know about Badges.pdf
- Creating OER and Combining Licenses - Full - YouTube.flv
- Creative Commons licences explained - YouTube.flv
- Turning a Resource into an OER – YouTube

Annexure IV

OER-based Education/Course Learning Outcomes: At the end of the course, the participants should be able to:

Input from all the groups
<ol style="list-style-type: none"> 1. Explain the historical background of OER. 2. Define the concept of OER and its significance. 3. Explain the concept of OERs in relation to teaching and learning. 4. Explain what is OER 5. To define and explain OER 6. Describe the fundamental concepts of Open Educational Resource (OER) 7. Identify different types of OER material 8. Explain openness in education 9. Identify various types of OER
<ol style="list-style-type: none"> 10. Select the appropriate license for using and developing course materials as per Creative Commons. 11. Differentiate between OER and non-OER in terms of copyrights and licensing 12. To identify different types of OER licenses 13. Differentiate various types of Open Licensing
<ol style="list-style-type: none"> 14. Evaluate the currency, validity and reliability of OER materials. 15. Evaluate OER
<ol style="list-style-type: none"> 16. Reuse, remix and redistribute the OER materials. 17. To remix and reuse OER relevant to content area 18. Customize OER material to meet curriculum needs
<ol style="list-style-type: none"> 19. Design learning context based on OER 20. To design learning activities based on the principles of OER 21. Describe principles of designing OER 22. Discuss the concept and process of designing course of OER
<ol style="list-style-type: none"> 23. Use of open source technologies for development of OER 24. Use technologies for OER development 25. To use appropriate OER tools (i.e. Open courseware such as WikiEducator, GIMP) in teaching and learning activities 26. Apply various technologies for OER development
<ol style="list-style-type: none"> 27. Use and Integrate OER in the learning and teaching process 28. Use OER resources effectively by attuning them to the demands of the course and the learners. 29. Discuss the utilization of OERs in the teaching and learning process. 30. Apply OER material in curriculum/course development 31. Able to deploy OER for learning
<ol style="list-style-type: none"> 32. Appraise the various sources of OER. 33. Identify OERs for teaching and learning purposes. 34. Identify different sources of OER 35. To search and select appropriate OER materials related to their fields 36. Select appropriate OER material based on specific criteria 37. Select appropriate models of course development for OER
<ol style="list-style-type: none"> 38. Build assessment based on OER 39. To select appropriate assessment methods 40. To develop appropriate course evaluation tools
<ol style="list-style-type: none"> 41. Develop interpersonal competence in communicating and collaborating with other OER practitioners

Content Structure of OER Course Modules

1. **Concepts and Practices in Open Education:** (Covering what, why and history of the OER movement, including open learning, open access, open content, open scholarships; reflections on openness in education; how OER is being used world over, and what are the biggest initiatives; identify the similarities and differences amongst these; why is it important in the context of eLearning; etc.)
2. **Principles of eLearning Experience Design:** (Covering the engine that Som has provided as the reference point, this module should focus on how integration of OER is important from the point of view of course development models that are more appropriate to OER, and also consider the learners and learning outcomes)
3. **Types of OER:** (covering the options available and how to make decisions about the appropriate technologies; identifying the strengths and weaknesses of available tool for OER development; how technology affects openness, Technologies for OER development etc.) Evaluating and Selecting OER
4. **Open Content Licensing** (different ways of licensing, clarifying copyrights and licensing, discussing the implications of various CC licenses, etc.)
5. **Integrating OER in eLearning** (Covering using different ways to use OER for facilitating teaching and learning through LMS; taking advantages of the features of LMS; and designing learning vs. designing materials, facilitating collaborative learning, etc.)

Workshop on Institutional Capacity Building for OER based eLearning

Background and Current Competencies

Name.....

Position.....

Institution.....

.....

1. Nature of work presently being carried out in the Institution.

2. Have you developed any course materials for ODL programmes? If yes please provide details (nature of material, your contribution etc.,)

3. Have you attended any workshop relating to OER on earlier occasions? If yes what has been the focus of the workshop you attended?

4. Are you familiar with OER? If yes what aspects of OER you are familiar with :
(Please put a X mark at appropriate places)
 - a) Creative Commons Licensing
 - b) Searching OER materials (text and a/v) in relation to a given topic
 - c) Designing ODL courses based on OER
 - d) Using and integrating OER in the course materials (to enrich content, case studies, activities etc)

5. Are you familiar with constructivist based approaches to learning?
 Yes. No

If yes have you got any experience of developing such activities?

Yes.

No

6. Does your institution have any proposal to use and integrate OER in the programmes/Courses? If yes please provide some details.

7. Are you bringing any material/write up from your institution (in case you are a non WoU participants) to develop a case study on using OER in different institutions. If yes please provide some details about the nature of materials you are bringing.

8. Keeping in view of the objectives of the proposed workshop (Please refer to invitation letter you received from CEMCA), what are your expectations from the workshop?

9. On a clean sheet of paper show the relationships between these (following) concepts in the form of a concept map:

Open Learning, Open Scholarship, MOOCs, Creative Commons, OER, Open Badges, Open scholarship, OER-Based Learning and Teaching, Course Design

Workshop on Institutional Capacity Building for OER based eLearning

Workshop Evaluation Questionnaire

Name:

Important: We are interested in your impressions of this workshop. The information you provide here will be used solely for the purposes of making changes for the second workshop. So please respond to all the questions in the spaces provided.

1. What aspect (sessions/issues) of this workshop did you find most helpful?

2. What aspects of this workshop would you have liked more of?

3. Keeping in view the inputs you received and competency acquired in the workshop, what contribution(s) you could make toward your institutional support (please elaborate the nature of your contribution).
 - a. Develop a **Case Study** for use as OER in e-learning

 - b. Develop the curriculum for a OER course

 - c. Organising orientation and capacity building activities (in your institution)

 - d. Assist in developing a model OER programme.

 - e. Developing OER based courses.

 - f. Any other (please specify)

4. Any action plan can you think of, for taking up the above (respond mentioning the reference such as a, b, c-----)

5. In view of the above (3) what additional support you expect from

a. CEMCA-WoU:

b. Your Institution:

6. Having gone through the workshop and understood the process, you may show the relationships between the concepts (listed below) in the form of a concept map:

Open Learning, Open Scholarship, MOOCs, Creative Commons, OER, Open Badges, Open scholarship, OER-Based Learning and Teaching, Course Design

7. Please attach a copy of your Learning Journal, one that you developed at the start of the workshop and one that you developed at the end of this workshop.

8. Will you be able to attend the **second** workshop to be held from 10-14 June, 2013 in WOU?

Yes

No

9. Will you be able to spare time in next couple of months for developing the modules as discussed in the workshop?

Yes

No

10. Please mention the module title on which you would like to work for next 3 to 4 months.

11. Will you be able to develop a case study based on your institution's work relating to OER (Applies to non WoU participants)

Yes

No

Consolidated Individual Feedback

Most useful sessions:

- Promoting Open scholarship and applying it to Teaching and Learning Models
- Developing a course using a OER materials
- Locating OER materials
- Licensing and applying for a license
- Identifying OER materials for a course development
- Engines for Education
- OER based learning experience design
- Open Learning, open scholarship Open badges and SBL
- Viable system model and SBL approach to design assessment
- Understanding the over all of what OER is?
- OER based e – learning
- How to use SBL in creating an assessment items
- Concept of OER and its significance
- Scenario based learning, designing scenario based learning
- Integration of OER
- Concept mapping
- OER based education

Contribution to Institutions:

- Develop a case on SBL,
- Develop a curriculum based on OER
- Participation in orientation and capacity building activities of the institute
- Developing OER based courses
- Develop a case
- Develop a case study, small case study
- Develop a OER based curriculum
- Will conduct a small workshop for the faculty of my Institute on my return
- Conduct training workshops
- Assist my institute in conducting capacity building activity in OER
- Able to redesign a course based on OER

Guidelines for Writing Case Study on use of Open Educational Resources in Asian Institutions

While the recently released book entitled “Open Educational Resources: Asian Perspectives” gives several case studies from Asian institutions, the case studies that will form part of the additional resource to the OER-based eLearning Course being developed at Wawasan Open University will follow the following guidelines:

1. That the case studies will focus on how OER has been integrated in teaching learning practices in their respective organization in specific courses/programmes.
2. The structure of the case study will be as follows:
 - 2.1 Introduction (giving the background to the case study and situate the case in context, and provide basic information about the institution, its programmes, learners, etc.
 - 2.2 Programme/Course specific information (to give context to the discussion on how why the programme was planned in the way it is now)
 - 2.3 Instructional Strategy (including the way the course it taught – learning environment (eLearning/distance learning), technologies adopted, and instructional strategies used to assist learners to learn effectively. Is there anything that is specific to OER use? If so, what and why?)
 - 2.4 Course Development Processes (discuss how the course was developed, including finding appropriate resources, and its quality assurance)
 - 2.5 Challenges faced (in designing and delivering the course/programme)
 - 2.6 Reflection on OER integration (how the course/programme follows an integration model; and help identify best practices.)
 - 2.7 Reflections on Practices (reflect on the practice that you have followed, think of what strategy helped, and what not; what you may like to change, and why)
 - 2.8 Feedback from Students and Tutors (discuss here, if you have formally carried out any survey/feedback from students and tutors)
 - 2.9 Identify a set of discussion questions that you would like readers to think after reading the case.
3. The length of the case study may be of about 3000-4000 words.
4. The references used shall be as per 6th edition of APA style manual.
5. The outline mentioned here is only suggestive in nature, and you may follow any other suitable headings for presenting the case.
6. Last date of submission the case study to Prof. Mohan B. Menon, with copy to Dr. Sanjaya Mishra is 30 May 2013.