Awareness of Open Educational Resources: A Malaysian Case

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Introduction

- OER started in 2002: Forum on Open Courseware
- 2012 Paris Declaration
- UNESCO’s definition:
  “Any teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost of access, use, adaptation and redistribution by others with no or limited restrictions”.

Paris Declaration 2012
(i) foster awareness on the use of OER,
(ii) reinforce the development of strategies and policies on OER,
(iii) encourage the development and adaptation of OER in a variety of language and cultural contexts,
(iv) encourage research on OER, and
(iv) facilitate finding, retrieving and sharing of OER
OER in Malaysia

Institution-initiated OER which includes
- Wawasan Open University–OER Asia,
- OUM OER,
- UTM Open CourseWare,
- IMU Webinar Learning Series
Individual and SIG initiatives

- Web 2.0 OER,
- Just-in-time Training 2U (JiT2U),
- ZaidLearn,
- Learning Innovation Circle (LIC) and
- Learning Innovation Talks (LIT).
In a local study it was found that the use of digital resources in Malaysian Higher Educational Institutions (HEIs) was confined to digital readers (e.g., Adobe Acrobat reader), online class discussions, images or visual materials (drawings, photographs, art, posters, etc.) and news or other media sources. Digital facsimiles of ancient or historical manuscripts, personal online diaries (e.g., blogs) and maps were the least used.
Methodology

- Survey questionnaire is used to collect data on demography, status of awareness, use and intention to use OER; and
- the perceptions on the constructs (perceived ease of use, perceived usefulness, subjective norm, attitude and intention to use) related to the research framework.
TAM Model

- Subjective Norm on OER
- Perceived Usefulness of OER
- Perceived Ease of Use of OER
- Attitude towards OER
- Behavioral Intention to Use OER
Research Questions

- What is the level of awareness on OER among Malaysian teachers?
- What is the level of adoption of OER among Malaysian teachers?
- What is the level of contribution of OER among Malaysian teachers?
- What is the level of intention to use OER in future among Malaysian teachers?
- What are the perceived benefits and barriers on the use of OER among Malaysian teachers?
- What are the popular types of OERs used by Malaysian teachers?
- What are the relationships between the various constructs according to TAM?
## Results

**The Respondents’ Profile: Age Group**

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<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
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<td>41-50</td>
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<td>&gt;50</td>
<td>26</td>
<td>18.8</td>
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Contribution, Usage, Awareness and Intention to Use OERs

- Contribution to OERs: 14.5%
- Usage of OERs: 31.9%
- Awareness on OER: 38.4%
- Intention to use OER in future: 70.3%
Barriers to Adoption of OERs

- Lack of reward: 15.9%
- Lack of support: 27.5%
- Copyright infringement: 28.3%
- Reliability and validity: 35.5%
- Difficult to locate OER: 48.6%
- Time consuming: 71.0%
Perceived Benefits of OERs

- Reduce development time: 31.2%
- Reduce development cost: 31.9%
- Develop communities and build connections: 36.2%
- Enhance current practice: 37.7%
- Share best practice: 49.3%
- Enhance users' knowledge: 65.9%
Types of OERs Used by Teachers

- Podcasts: 4.3%
- Recorded Lectures: 13.8%
- Reading List: 15.2%
- Handbook: 24.6%
- Interactive Learning Object: 34.8%
- Animations: 38.4%
- Lecture Notes: 44.9%
- Summative Assessment: 48.6%
- Formative Assessment: 50.0%
- Images: 51.4%
- Powerpoint Slide: 60.9%
## Correlation

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<th>PU</th>
<th>A</th>
<th>SN</th>
<th>BI</th>
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<td>.742**</td>
<td>.732**</td>
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Findings

- Teachers’ perception on intention to use OER in future is high although the awareness and usage of OER now are still low.
- The main barriers of using OER are that it is time-consuming to find the appropriate OER for teaching mainly because they are not easy to locate them. Moreover, teachers also question the reliability and validity of OERs’ that are available.
On the other hand it is encouraging to note that teachers were not looking for reward when they used OER

They believed gaining extra knowledge and sharing it with others were the important benefits of using OER. Surprisingly, on the other hand, the results showed that they did not consider using OER can reduce development cost and development time.
The results also reviewed the common OERs used by Malaysian teachers; for examples PowerPoint slides, images, formative and summative assessment, lecture notes, animations and interactive learning objects. PowerPoint slides and images are the two most popular OERs used. The least used OER is podcast. Podcast is not popular in Malaysia
Recommendations

- recommend for more awareness campaign or road show to be held in schools so that teachers are aware of the potential benefits of using OER in their lessons.
- making a directory of related OER to be used in schools
- implementation and development of OER in future could look into each of these constructs carefully during planning stage
Thank you

Q and A