Dalila Coelho

The use of Open Educational Resources in Higher Education Institutions: a study in Portugal and Mozambique

Project proposal
Doctoral Programme in Education (Supervision & Evaluation)
Supervisors: Ana Balula & Fernando Ramos

University of Aveiro
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Ljubljana, 21-22 April 2014
Roadmap

* Research question and aims
* Rationale
* Methodology
* Phases - Chronogram
* Phases - Tasks
* Expected results
* Bibliography

ACRONYMS

**OER**: Open Educational Resources  **HE**: Higher Education  **CM-OER**: Collaboration model OER
Research question & aims (1/2)

How are OER being used in Portuguese and Mozambican Higher Education institutions and what collaborative model(s) can be adequate to its promotion and adoption, at the institutional level and teaching practice?

1. How is the use of OER characterized?
2. Which factors are relevant for intra/interinstitutional collaboration for the sustainable use of OER?
3. Which collaborative model(s) can be created with institutional actors for a sustainable use of OER?

→ **use:** awareness, adoption ((re)use, sharing, ...) & creation/production

→ **collaboration:** intra & interinstitutional

→ **levels:** institutional adoption & teaching practice
<table>
<thead>
<tr>
<th>Research question &amp; aims (2/2)</th>
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<tbody>
<tr>
<td>1. Contribute for the knowledge about OER use in HE in Portuguese and Mozambican institutions, at institutional level and teaching practice</td>
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<tr>
<td>Characterize Portuguese and Mozambican HE institutions regarding the use of OER</td>
</tr>
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<td>Identify relevant conditions, constraints, potentials and needs for the use of OER in Portuguese and Mozambican HE institutions</td>
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<td>2. Understand collaborative practices relevant for OER use in HE in Portuguese and Mozambican institutions, at institutional level and teaching practice</td>
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<td>Identify factors that promote and/or difficult the dinamization of intra and interinstitutional collaborative practices for OER use</td>
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<td>Analyze intra and interinstitutional collaborative practices for OER use</td>
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<td>3. Conceive a model for the promotion of OER use, at institutional and teaching practice levels, in Portuguese and Mozambican HE institutions</td>
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<tr>
<td>Develop jointly with Portuguese and Mozambican HE actors a collaborative model for the promotion of OER use, based on the optimization of intra and interinstitutional collaborative processes</td>
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<tr>
<td>Submit the model to theoretical validation by Portuguese and Mozambican HE actors</td>
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~ Exponential growth of resources and initiatives (McGreal et al., 2013; D’Antoni, 2013)


Rationale (1/2)

* Strengthen collaborative networks
* Provide stakeholders with training & support
* In-depth knowledge of such processes

* Expand OER use

(McGreal et al, 2013; Glennie et al., 2012; Harley, 2008; Murphy, 2013)
Approaches for institutionally-based OER adoption
(Santos, 2012; Kursun et al., 2010; Nikoi et al., 2011; Pegler, 2011; Wolfenden & Buckler, 2012)

* Contextualized & comprehensive (COL/UNESCO, 2011; McGreal, 2013; OPAL, 2011)

* Non-dominant realities (Kanwar, Kodhandaraman & Umar, 2010; OECD, 2007; SAIDE, 2012)

* Collaboration: key & challenging factor (D’Antoni & Savage, 2009; Luo, Ng’ambi, Hanss, 2010; Murphy, 2013)

HE Portugal
(Batista, 2011; COL/UNESCO, 2012; Hylén, 2012; OPAL, 2011; Projeto POERUP)

HE Mozambique
(COL/UNESCO, 2012; Kanwar, Kodhandaraman & Umar, 2010; Projeto POERUP)

Growing demand of OER in Portuguese language (OECD, 2007)
Methodology (1/2)

Research Type

* Qualitative, exploratory, descriptive & interpretative

* Multiple study case, with ethnographic observation components

(Berg, 2001; Bogdan & Biklen, 1994; Given, 2008; Stake, 2012; Yin, 2010)

Context

University of Aveiro (Portugal)

University Eduardo Mondlane (Mozambique)

Stakeholders

* Institutional leaders

* Teachers

* Other key-actors (ICT, ODL, training, library)

* External experts
DATA COLLECTION

Context
Observation & document collection

Experts
Inquiry by interview

Institutional Leaders
Inquiry by interview

OER use
Intra & interinstitutional collaboration

Key-Actors
Focus-group

Teachers
Inquiry by questionnaire

2 Training Cycles

Context

(Berg, 2001; Bogdan & Biklen, 1994; Coutinho, 2013; Given, 2008; Stake, 2012; Yin, 2010)
### Phases – Chronogram

<table>
<thead>
<tr>
<th>Phd Year (Thesis)</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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<tbody>
<tr>
<td><strong>Year</strong></td>
<td>2013</td>
<td>2014</td>
<td>2015</td>
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<th>Phases</th>
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| **F1. Literature review** | [6m] | | |
|---------------------------|------|-----|
|                           | october-march | |

<table>
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<tr>
<th><strong>F2. Creation &amp; validation of data collection instruments</strong></th>
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|                                                             | 6m | apr|-
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| **F3. Data collection & analysis** | [8m] | | |
|-----------------------------------|------|-----|
|                                  | october-may | |

| **F4. Creation of the collaborative model (CM-OER)** | | [8m] |
|---------------------------------------------------|-----|
|                                                   | june-january |

| **F5. Thesis writing and conclusion of the study** | [36 m] | | |
|---------------------------------------------------|------|-----|

**Phases – Chronogram 9/15**
Phases – Tasks

F1. Literature review
- Theoretical framework
- State-of-art of OER use and collaboration in Portuguese/Mozambican HE

F2. Creation & validation of data collection instruments
- Methodological framework
- Data collection instruments

F3. Data collection and analysis
- Planning field work
- Data collection
- 1st training cycle
- Data analysis: profiles & trends on OER & collaborative practices

F4. Creation of the collaborative model (CM-OER)
- CM-OER Team
- 2nd training cycle
- Creation, theoretical validation & evaluation of CM-OER

F5. Thesis writing and conclusion of the study
- Updating and consolidating theoretical/methodological options
- Organizing complementary documentation
So far

* Non-structured search
* Literature review strategy
* Comparative matrix about approaches for institutionally-based OER adoption (provisional)
* Possible risks and contingency measures
* Expected results/products per phase
* Expected content per data collection instrument/actor
* Thesis overall structure (provisional)
* Dissemination and publication of project’s main features (Coelho, Balula & Ramos, 2014)
Expected results

CM-OER

Comprehensive tool for promoting and supporting the use of OER, created by HE agents, based on intra/interinstitutional collaboration, considering:

- Awareness, use & creation of OER
- Thematic domains & support tools
- Institutional actors & sectors
- Planning, Evaluation, Training, Supervision, ....
- Context particularities

Potentially transferable


Glennie, J. et al. (eds) (2012). Perspectives on Open and Distance Learning: Open Educational Resources and Change in Higher Education: Reflections from Practice. Commonwealth of Learning/UNESCO.


**Bibliography (2/2)**


