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

Project proposal
Doctoral Programme in Education (Supervision & Evaluation)
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University of Aveiro

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Roadmap

* Research question and aims

* Rationale

* Methodology

* Phases - Chronogram
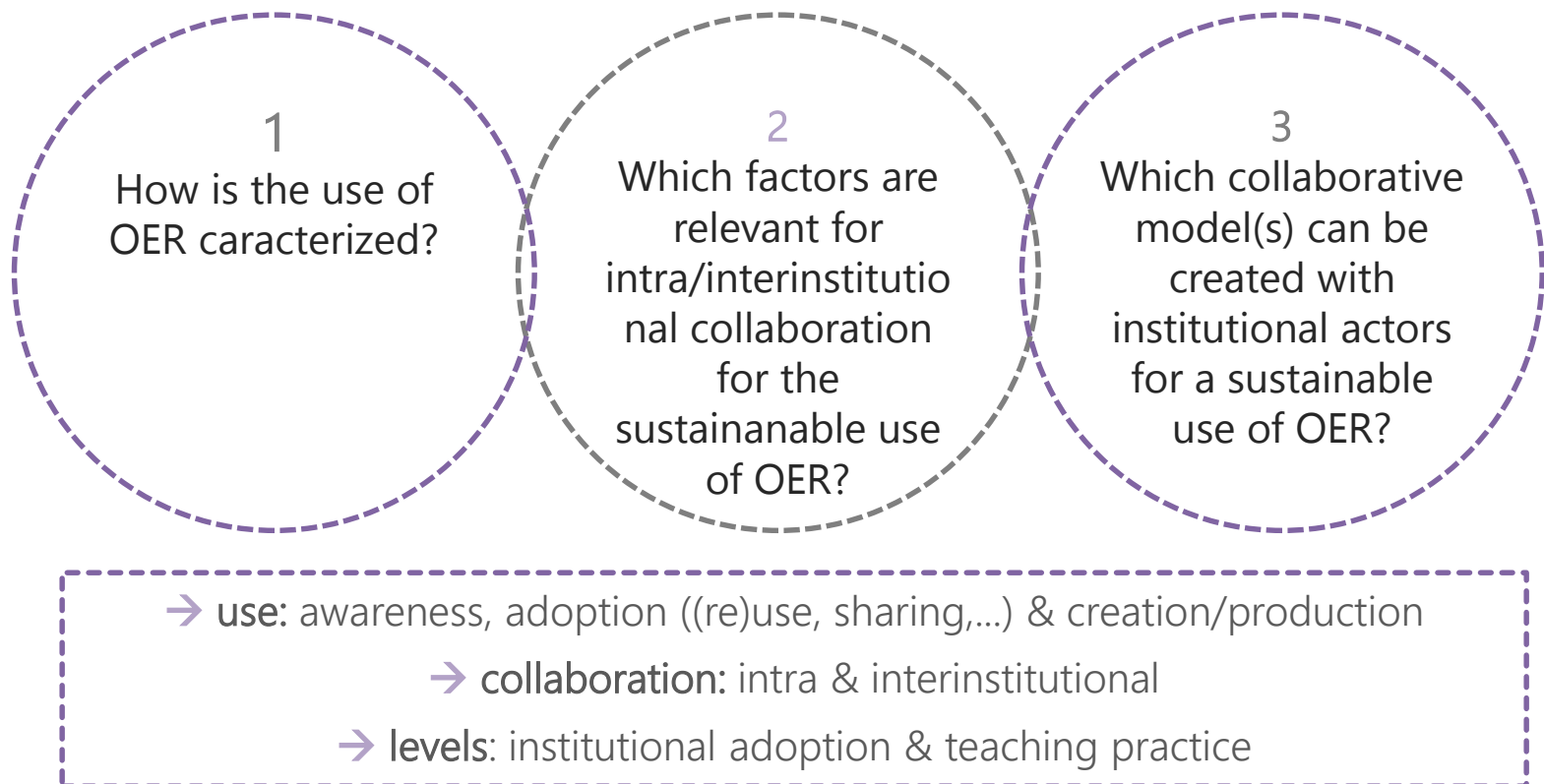
* Phases - Tasks

* Expected results

* Bibliography

ACRONYMS

OER: Open Educational Resources **HE:** Higher Education **CM-OER:** Collaboration model OER

~ *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 caracterized?

2
Which factors are relevant for intra/interinstitutional collaboration for the sustainanable 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

1	**Contribute for the knowledge about OER use in HE in Portuguese and Mozambican institutions, at institutional level and teaching practice**

Characterize Portuguese and Mozambican HE institutions regarding the use of OER

Identify relevant conditions, constraints, potentials and needs for the use of OER in Portuguese and Mozambican HE institutions

2	**Understand collaborative practices relevant for OER use in HE in Portuguese and Mozambican institutions, at institutional level and teaching practice**

Identify factors that promote and/or difficult the dinamization of intra and interinstitutional collaborative practices for OER use

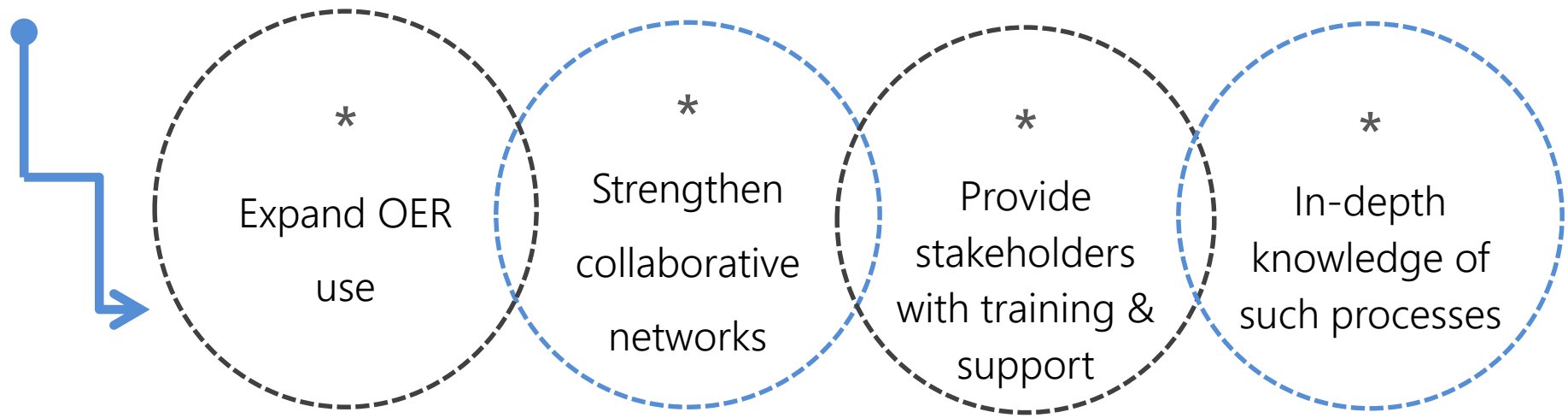Analyze intra and interinstitutional collaborative practices for OER use

3	**Conceive a model for the promotion of OER use, at institutional and teaching practice levels, in Portuguese and Mozambican HE institutions**

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

Submit the model to theoretical validation by Portuguese and Mozambican HE actors

Rationale (1/2)

~ Worldwide attention on OER (Horizon Report, 2013; COL/UNESCO, 2012; European Commission, 2012; Hylén, 2012)

~ Exponential growth of resources and initiatives (McGreal et al., 2013; D'Antoni, 2013)

~ Potential & challenge (Kanwar, Kodhandaraman & Umar, 2010; Luo, Ng'ambi & Hanss, 2010; UNESCO/COL, 2011, 2012; Declaração de Paris, 2012; Hylén, 2012; Wiley & Green, 2012)

* Expand OER use

* Strengthen collaborative networks

* Provide stakeholders with training & support

* In-depth knowledge of such processes

(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)

* Open access
* Consortia
* Reported evidence
* In-depth research
* Specific approaches
* Collaboration/cooperation

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

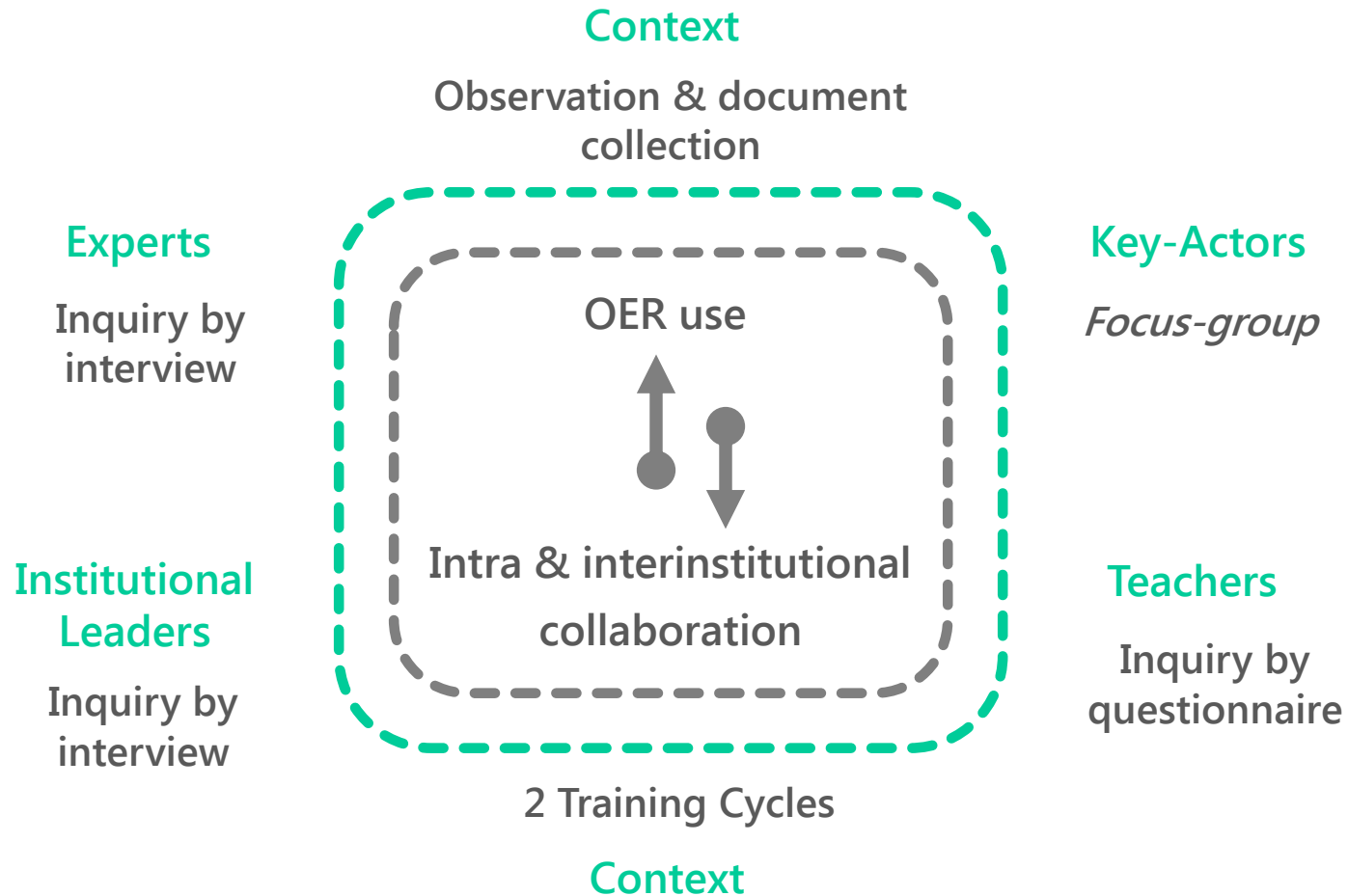University of Aveiro (Portugal)

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

Key-Actors

Focus-group

OER use

Intra & interinstitutional collaboration

Institutional Leaders

Inquiry by interview

Teachers

Inquiry by questionnaire

2 Training Cycles

Context

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

Phases – Chronogram

Phd Year (Thesis)	1st				2nd				3rd			
Year	2013	2014				2015				2016		
Phases	4T	1T	2T	3T	4T	1T	2T	3T	4T	1T	2T	3T
F1. Literature review	[6m] october-march											
F2. Creation & validation of data collection instruments			[6m] april-september									
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]											

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
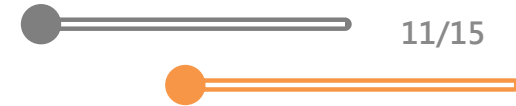
* Non-structured search

* 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)

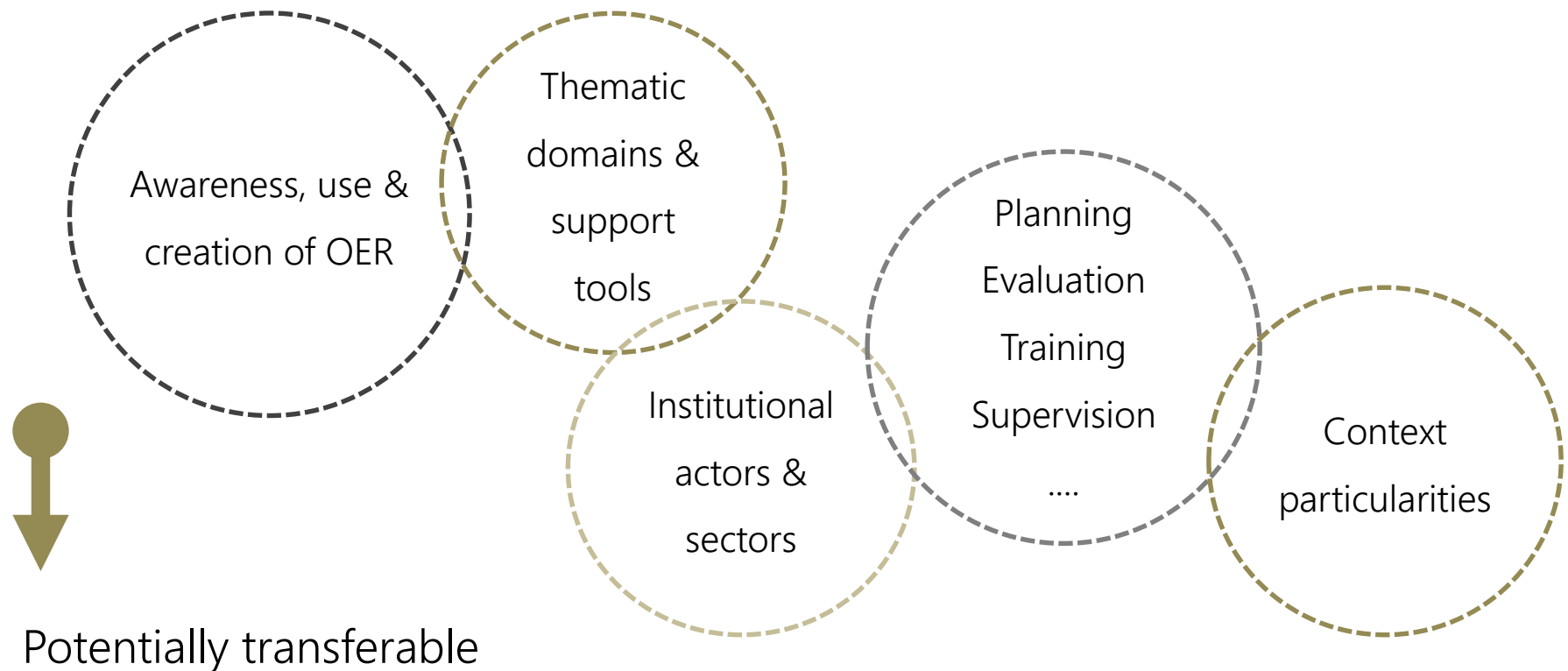* Dissemination and publication of project's main features (Coelho, Balula & Ramos, 2014)
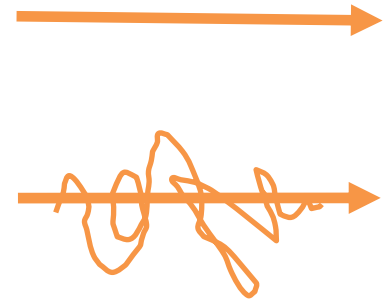
Expected results

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

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