

PhD Pilot Findings Presentation

Judith Adhiambo Pete
TANGAZA UNIVERSITY COLLEGE
Nairobi, Kenya

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PhD Motivation

- In 1994-completed my Primary education & stayed home for 1 year due to lack of fees
- 1999-completed Secondary School Edu & stayed home for 2years due to lack of financial support to post-secondary edu.
- 2001-joined University through scholarship & wondered how education can be made accessible & affordable to all (orphans etc)
- Very few books in library for compulsory courses



Cont...

- Got a degree but 'Hakuna Kazi'! No Jobs!
- Learnt how to use computers and liked it
- Wondered how technology can be used to promote access to edu. for pupils in the village (girls) who have no idea of how to proceed with their edu.
- 2007, MA thesis on the use of ICT as strategy by MFIs in Kenya
- 2008-accessed through the web and learnt a lot about OER & realized it can be a path to achieve education for all



Cont....

- The more I found out about OER the more it struck me; noticed OER can offer a great potential for Africa; but if nothing is done, OER might also widen the gap between Africa & the North
- Thru OER that I noticed that I needed an education that is:
 - Open to learners needs: i.e. **affordable, do-able, good quality, interesting & beneficial**
 - Open to employability & capability development: i.e. **suit the changing society & labor market, influence of globalization, scope for new skills & personal growth** (Mulder, F., 2013)



Topic Focus: OER Awareness, Use, Re-use & Creation

❖ Role of Open Educational Resources (OER) in increasing Entry to University Education among the Marginalized Communities in Kenya.

❖ Marginalized: *Nomadic Community, Housewives, Prisoners, Village Families, Disabled*

Research Questions

1. What extent do Lecturers and students have access to and are able to use digital devices connected to the internet?
2. Under what circumstances do Lectures and students have access to OER?
3. How proficient are the educators in creating and or using OER?
4. What are students and educators perceptions of the value of OER?



Basic Assumptions:

- OER can offer a great potential for Kenya & Africa at large:

Since it provides an education that is:

- Open to learners needs: i.e. affordable, do-able, good quality, interesting & beneficial
- Open to employability & capability development: i.e. suit the changing society & labor market, influence of globalization, scope for new skills & personal growth (Mulder, F., 2013)



How?

- OERs have the potential to:
 - reduce costs
 - improve quality, and
 - increase access to educational opportunities for all (marginalized).
- THEREFORE, OER development and deployment is one path that could contribute to achieving education for all and as well increase access to Uni.Edu

Cost Reduction

- A vast number of existing OERs can be accessed, adapted, and used by one or millions of learners, thereby minimizing the costs associated with the acquisition and development of educational resources
- If existing OERs are used, funds allocated for resource acquisition and development can be reduced
- The availability of OERs in the form of textbooks allows institutions and learners to divert funds from the purchase of copyrighted textbooks

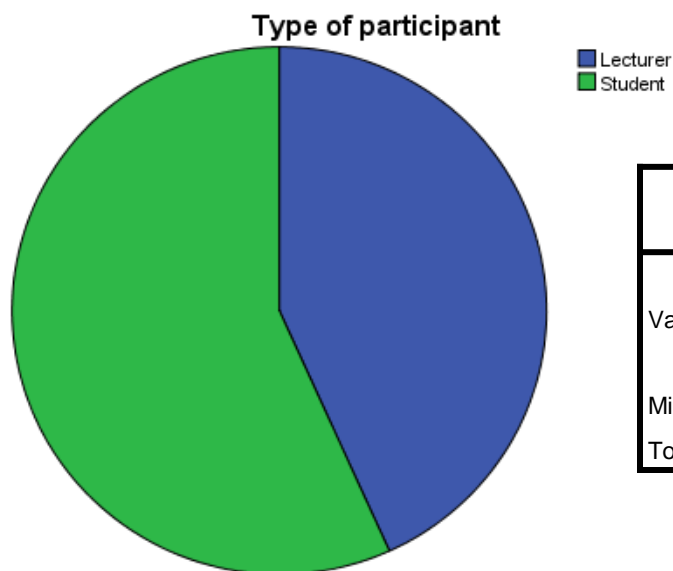
Improving Quality

- The quality of education improves when OERs are developed and used because instructors and learners then have access to resources that they were unable to access previously as these resources were copyright protected and/or costly to obtain before.
- have access to up-to-date, quality materials and no longer have to rely on decades-old books
- OERs can be used by anyone (irrespective of gender, age)
- OERs are often developed in a collaborative manner and peer reviewed by international experts
- promote educational excellence

Increasing Access

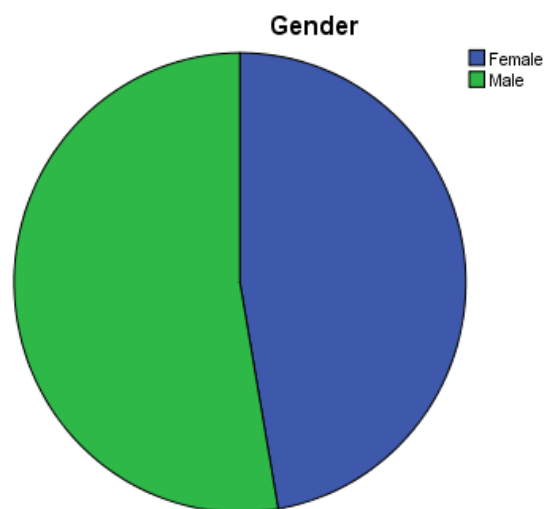
- OERs are based on the premise that knowledge is created by society and should be shared for the benefit of society.
- OERs can be used by anyone, at any age and at any time.
- OERs can serve those who may be geographically or financially disadvantaged
- I wouldn't have wasted 3 years if OER was in use/ practice

Awareness of ICT Resources and Use



Type of participant

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Lecturer	32	41.6	43.2	43.2
Valid Student	42	54.5	56.8	100.0
Total	74	96.1	100.0	
Missing System	3	3.9		
Total	77	100.0		



Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Female	35	45.5	47.3	47.3
Valid Male	39	50.6	52.7	100.0
Total	74	96.1	100.0	
Missing System	3	3.9		
Total	77	100.0		

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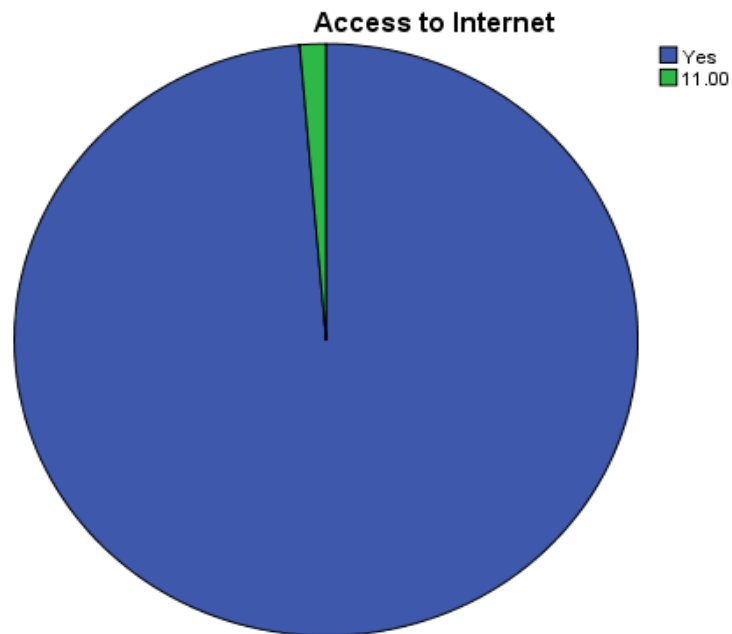
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✓ that nearly 98% of the respondents have access to internet in Kenya. (53% students & 45% Lecturers).



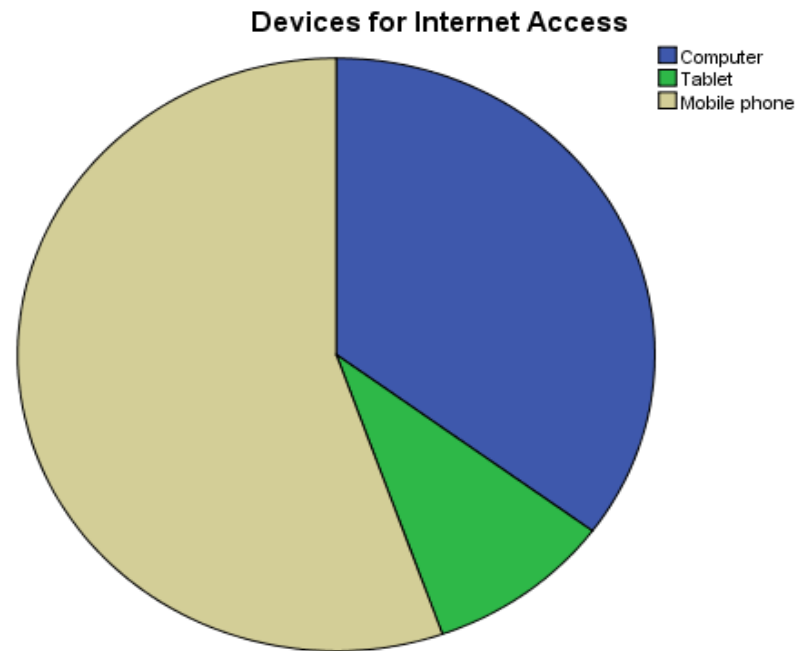
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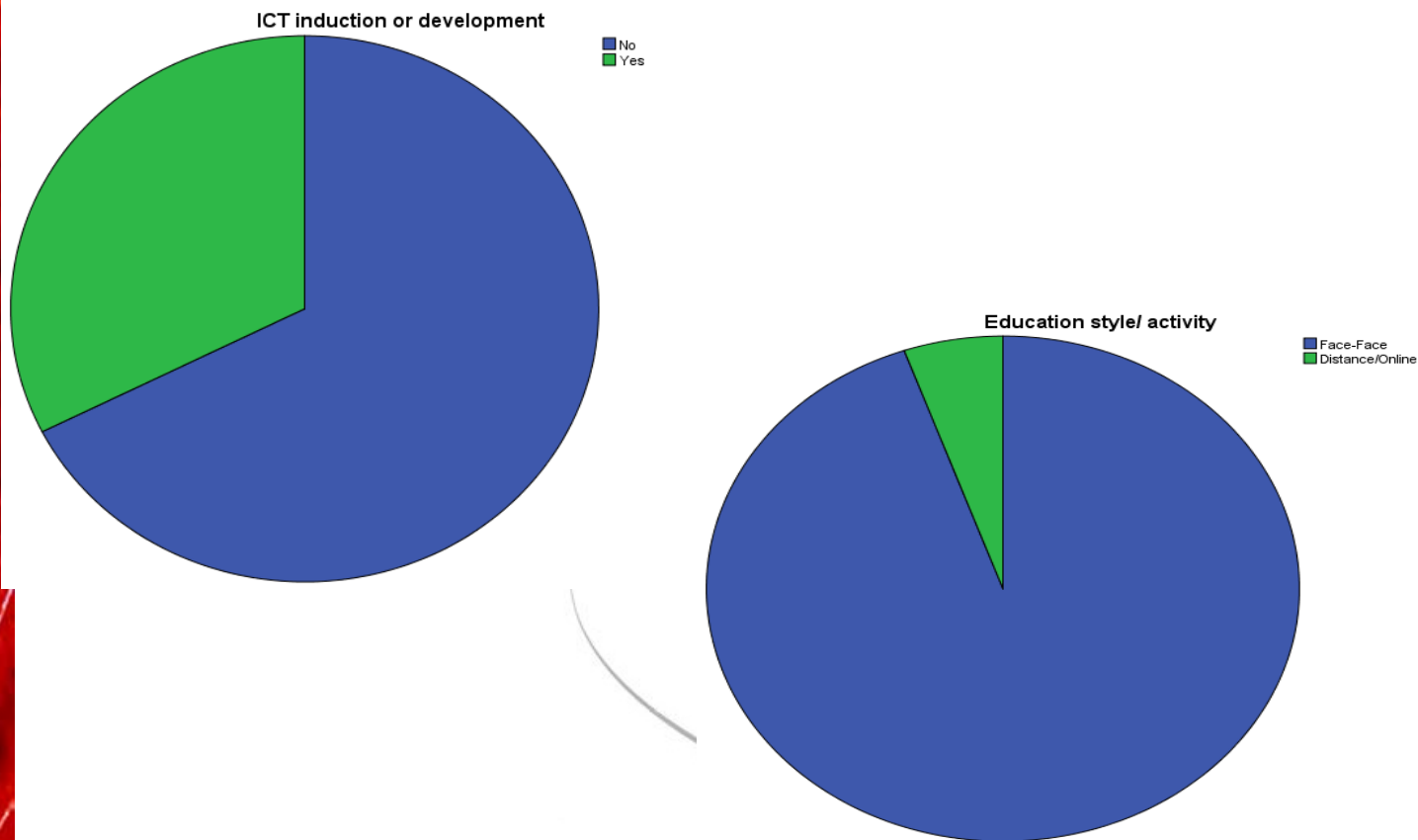


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- Thus about 55% of the respondents accesses internet through mobile phones, 35% uses Computers whereas only 10% uses tablet to access internet.

• Familiarity with digital resources



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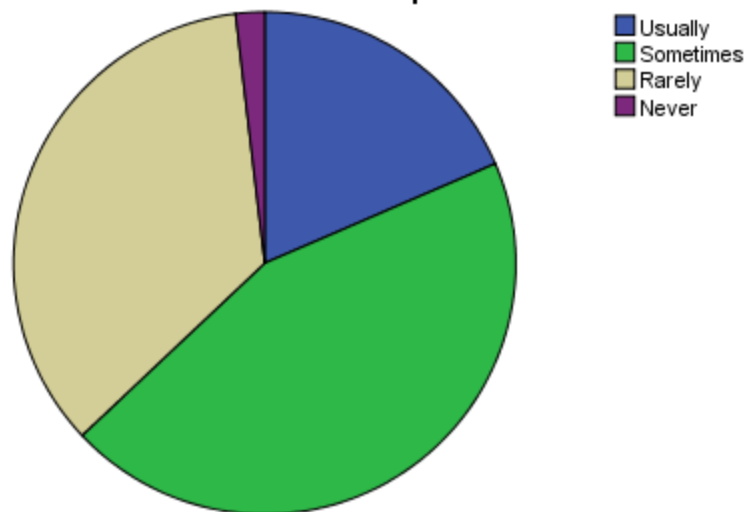


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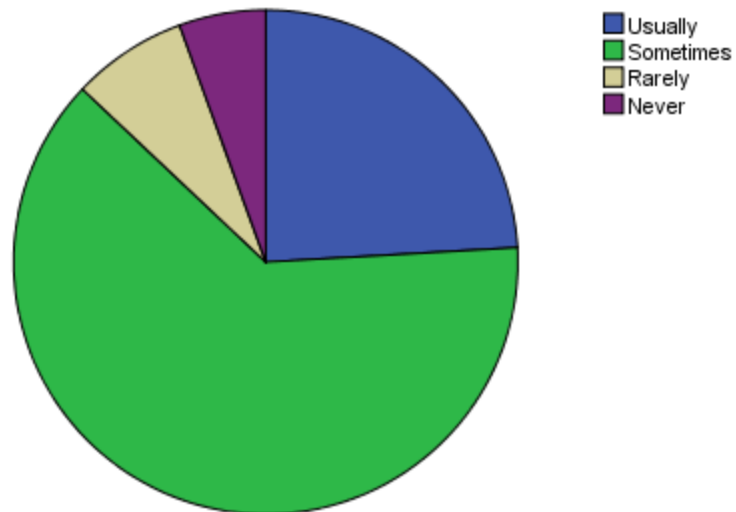
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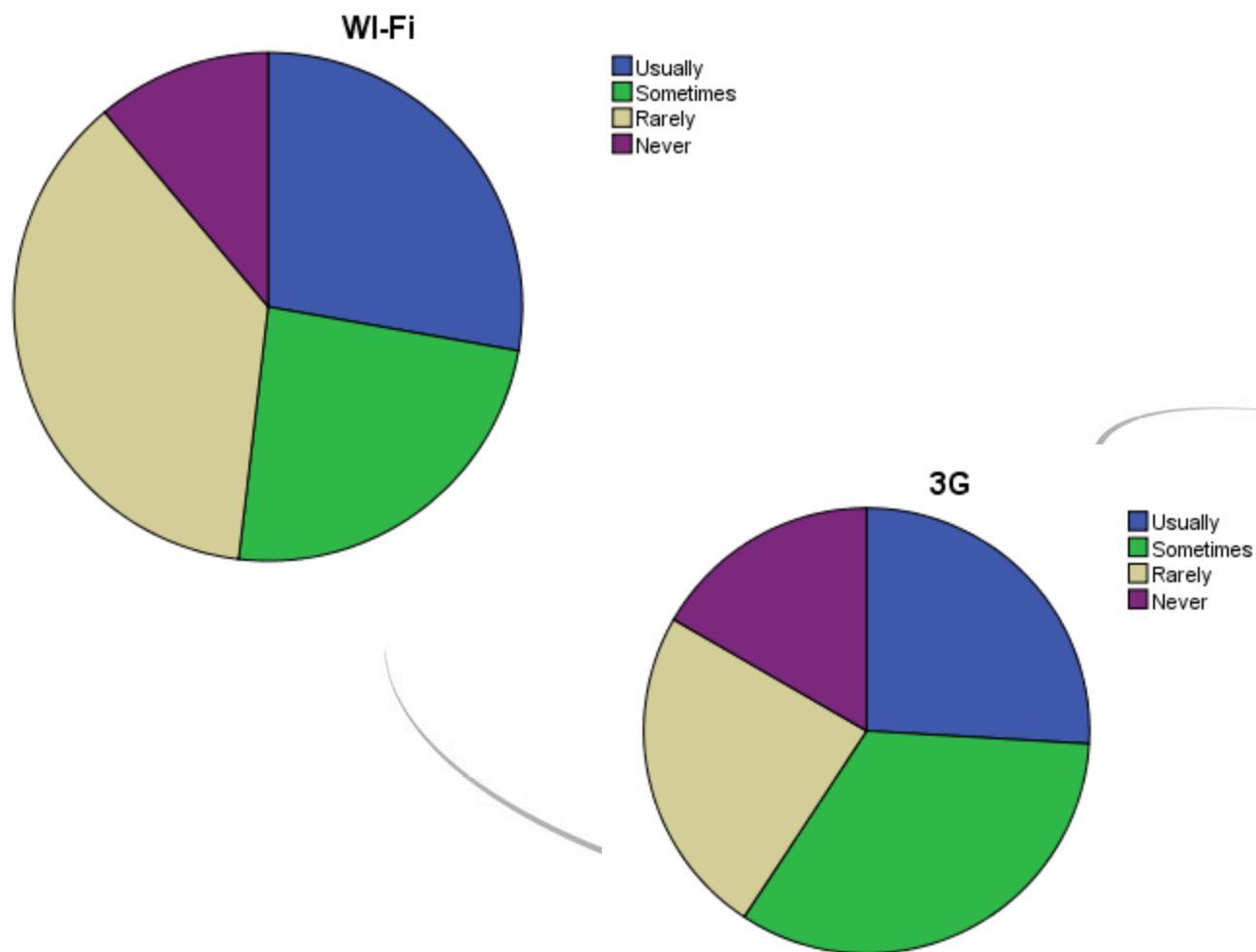


Dial-up



Broadband/Ethernet/Cable



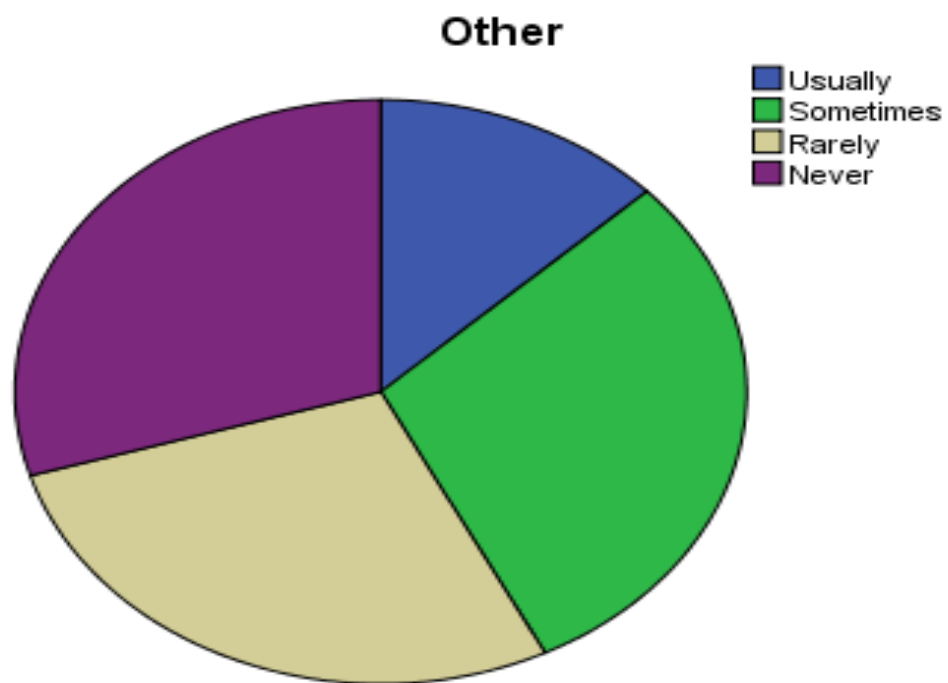


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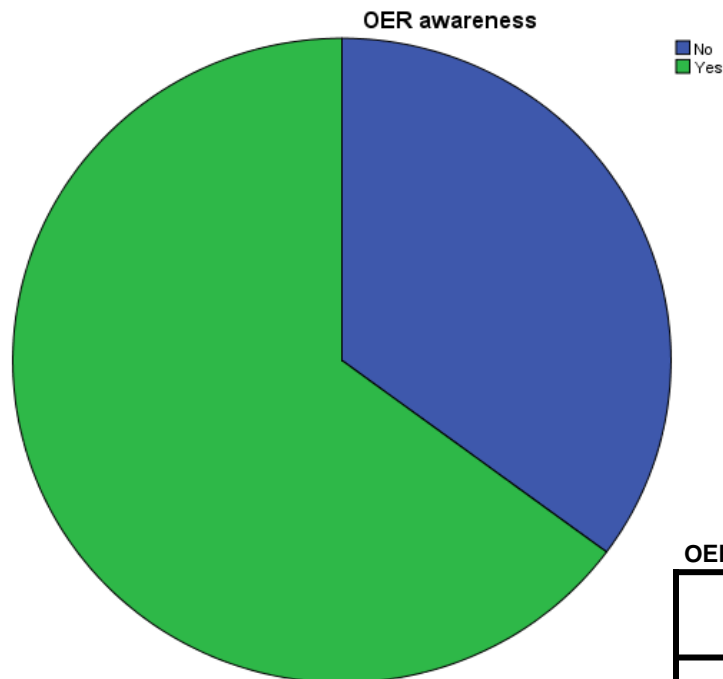
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- NB. We can deduce that majority of the respondents are familiar with most of the ICT devices with Dial up and 3G being the most known devices.
- Hence people are aware of and use ICT devices; which means they have access too.



- Use, Re-use and Creation of OER



OER awareness

	Frequency	Percent	Valid Percent	Cumulative Percent
No	26	35.1	35.1	35.1
Valid Yes	48	64.9	64.9	100.0
Total	74	100.0	100.0	



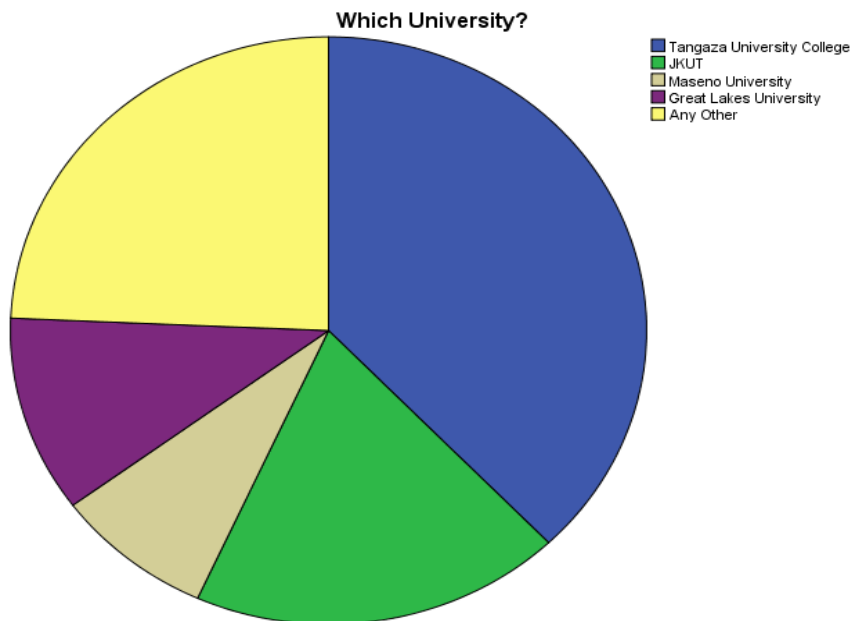
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Which University?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Tangaza University College	28	37.8	37.8	37.8
JKUT	14	18.9	18.9	56.8
Maseno University	6	8.1	8.1	64.9
Great Lakes University	8	10.8	10.8	75.7
Any Other	18	24.3	24.3	100.0
Total	74	100.0	100.0	



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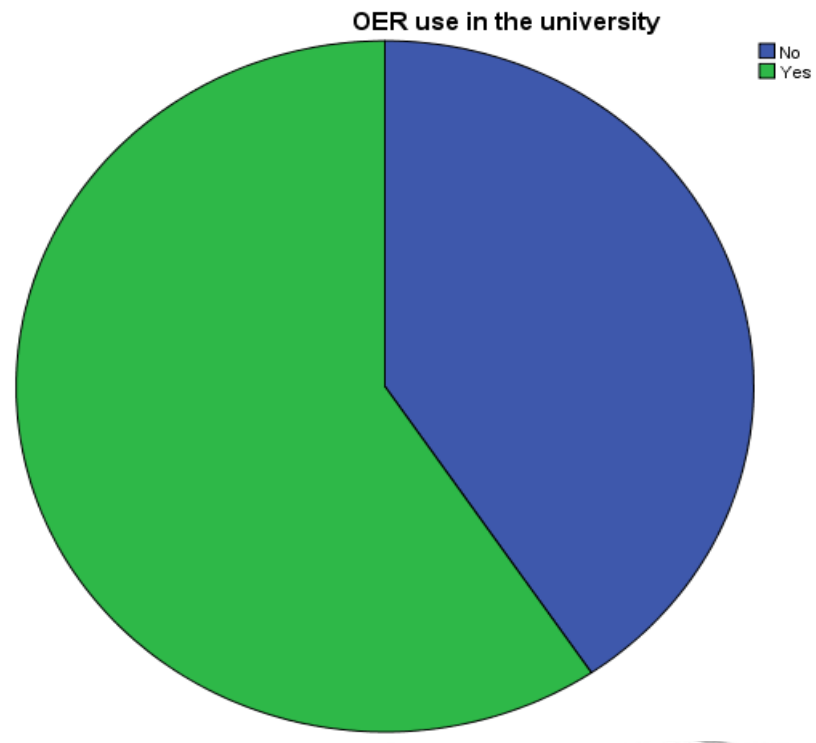
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Use cont.....



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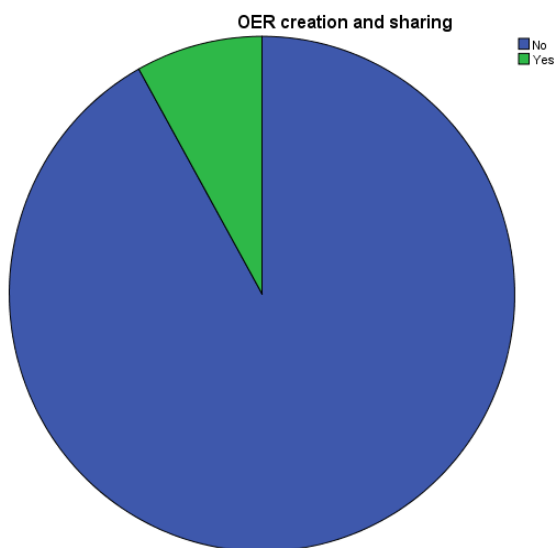


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OER creation and sharing

	Frequency	Percent	Valid Percent	Cumulative Percent
No	68	91.9	91.9	91.9
Valid Yes	6	8.1	8.1	100.0
Total	74	100.0	100.0	



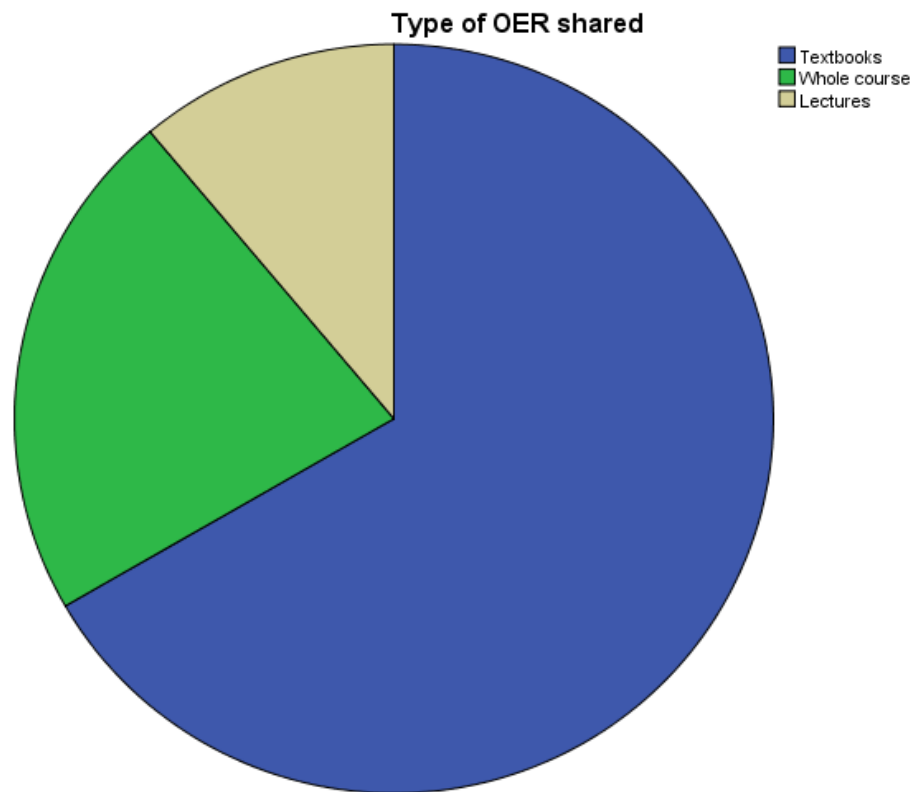
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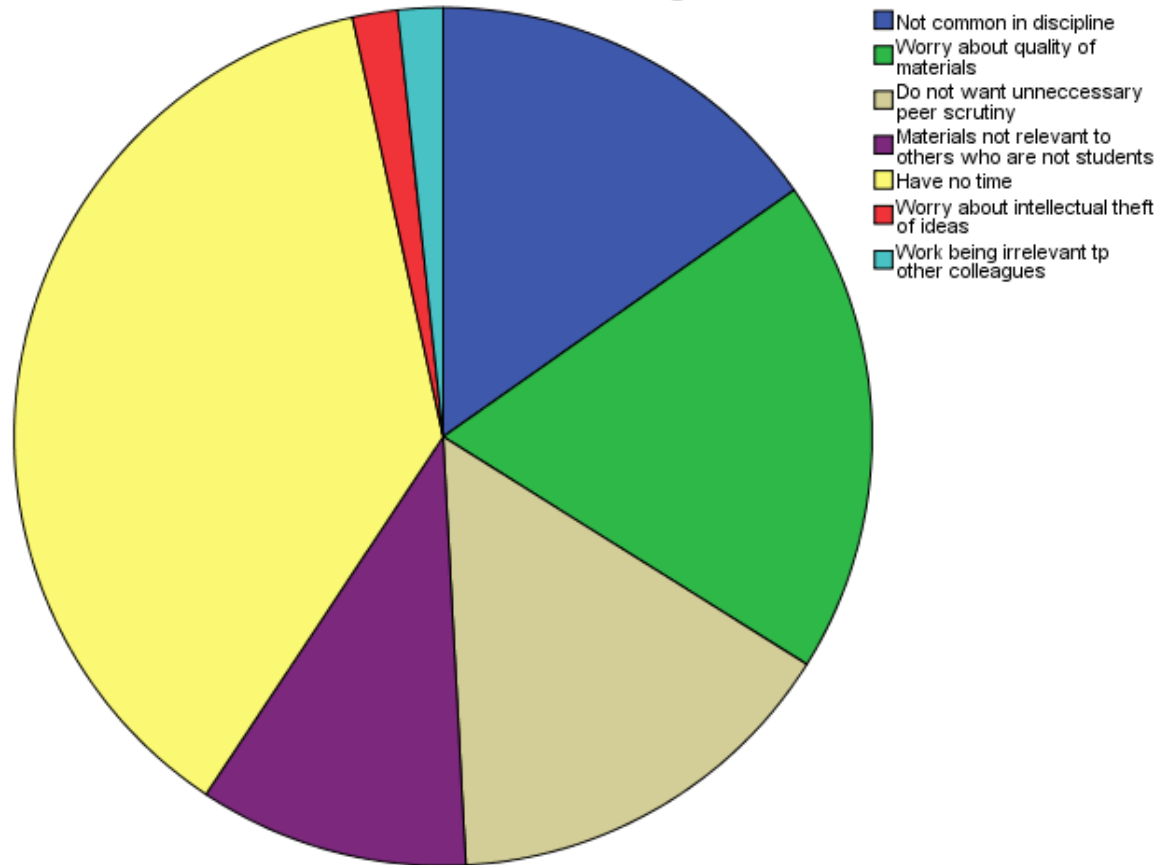
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Reasons for not sharing materials



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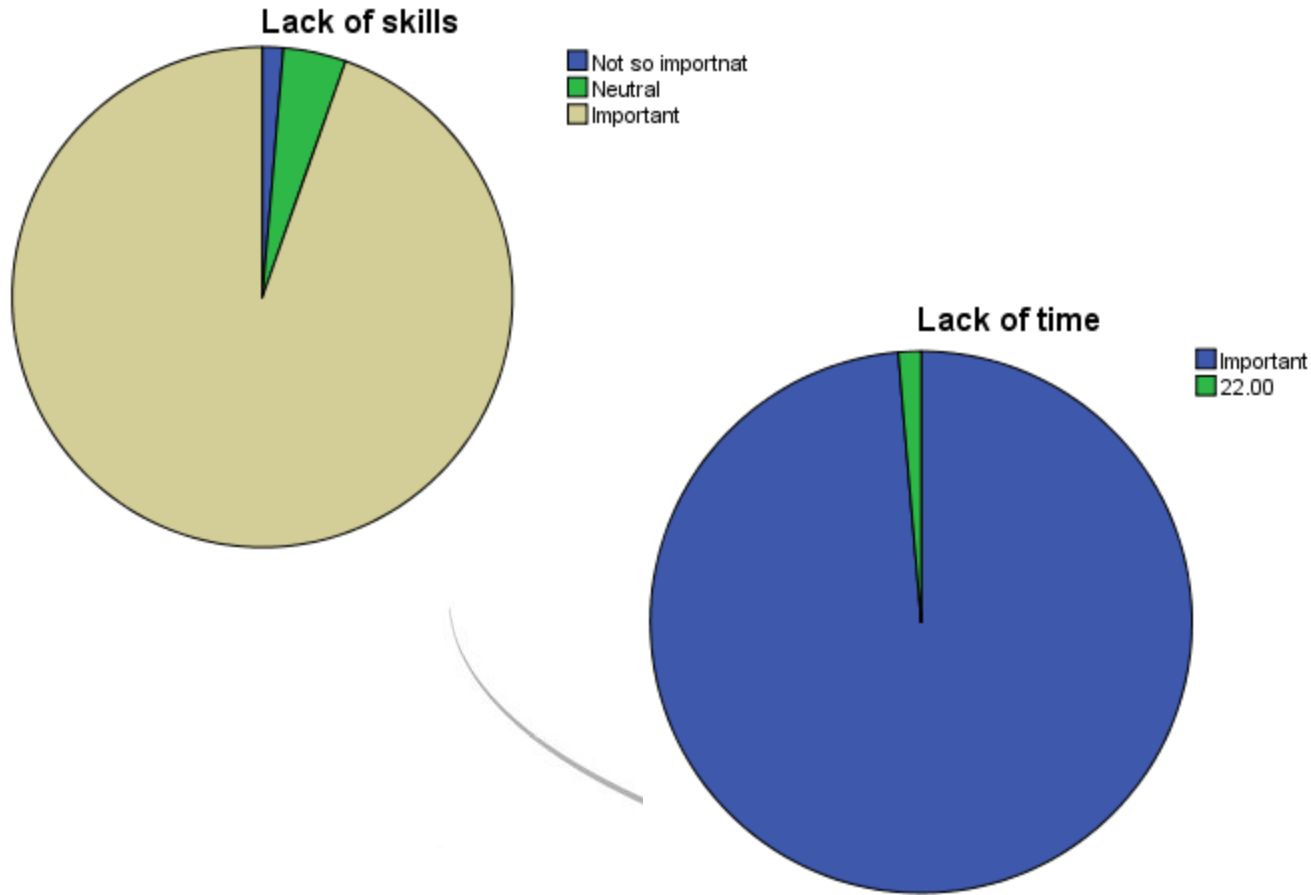


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What are the most important Barriers for you in creating OER?



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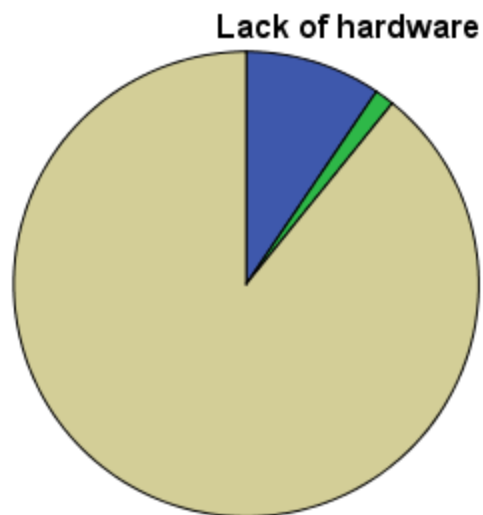


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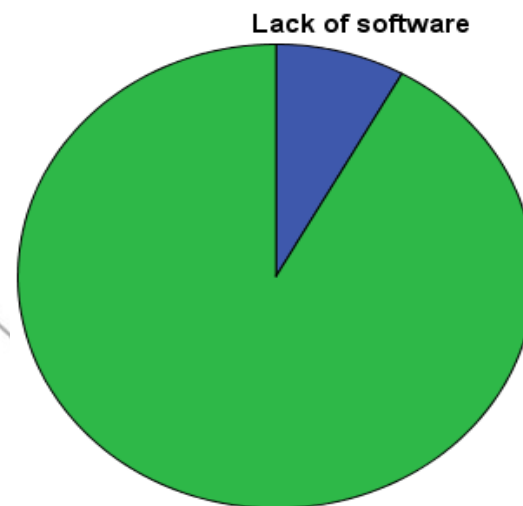
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Cont...



■ Not so important
■ Neutral
■ Important



■ Not so important
■ Neutral
■ Important



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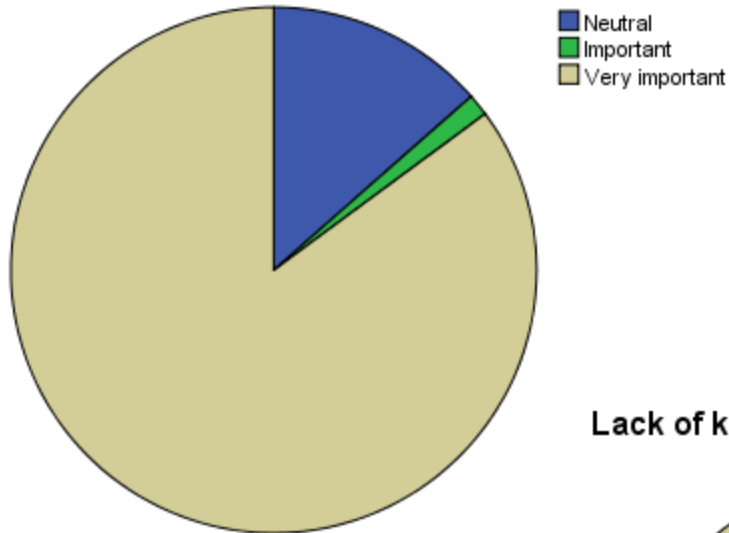
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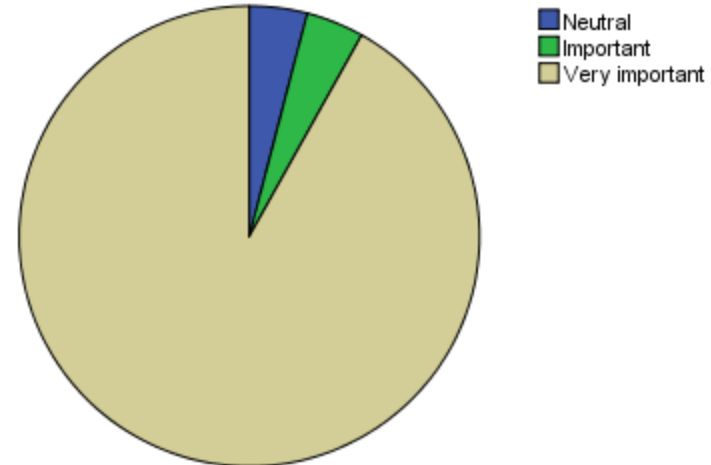
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Lack of access to internet



Lack of knowledge about alternative intellectual property i.e. CC



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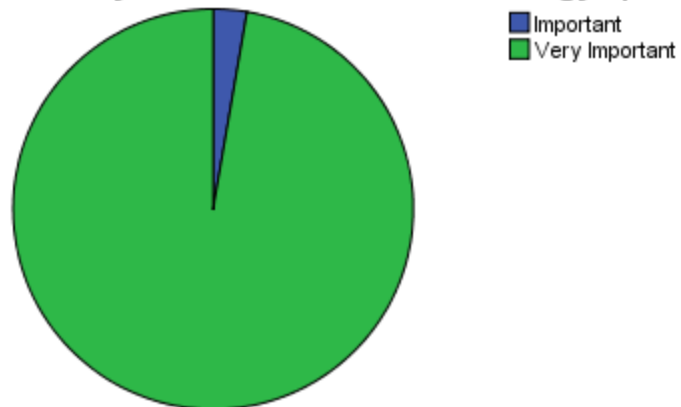
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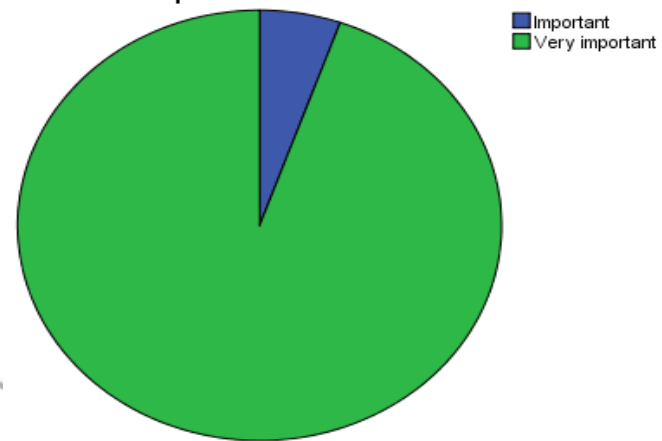
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No reward system for staff on time & energy spent



No compensation for use of the resource



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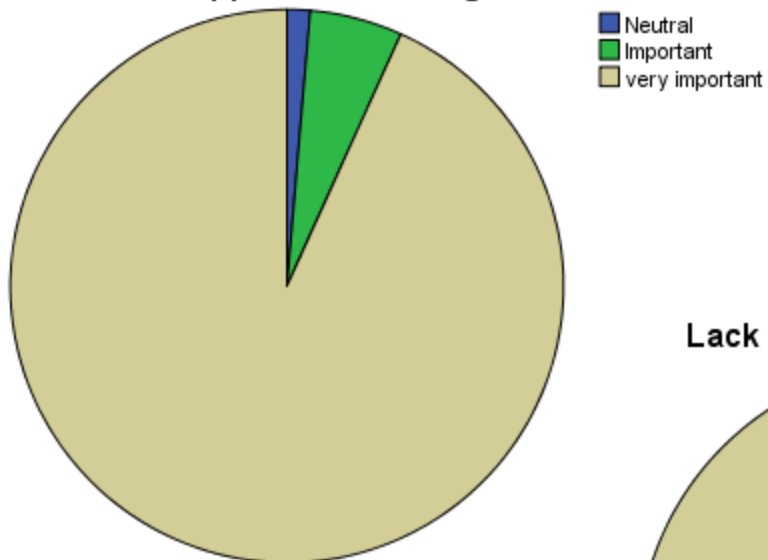
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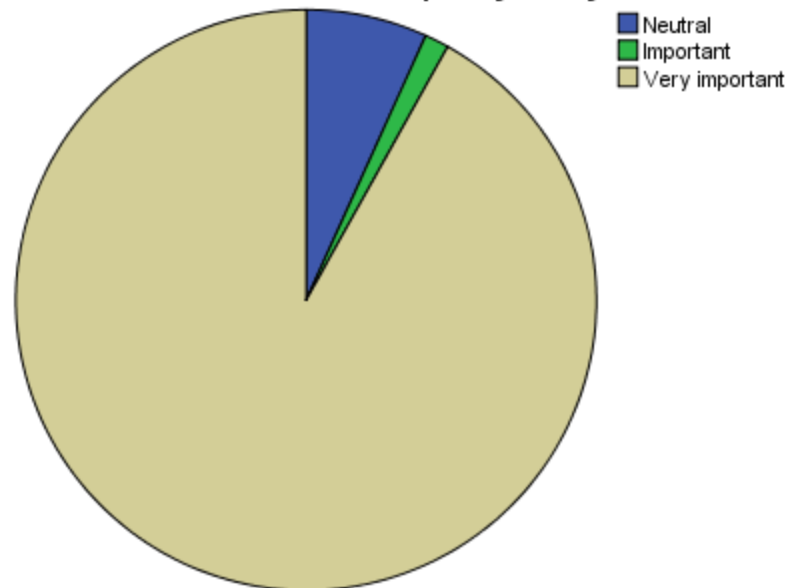


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No support from management level



Lack of confidence on quality of my materials



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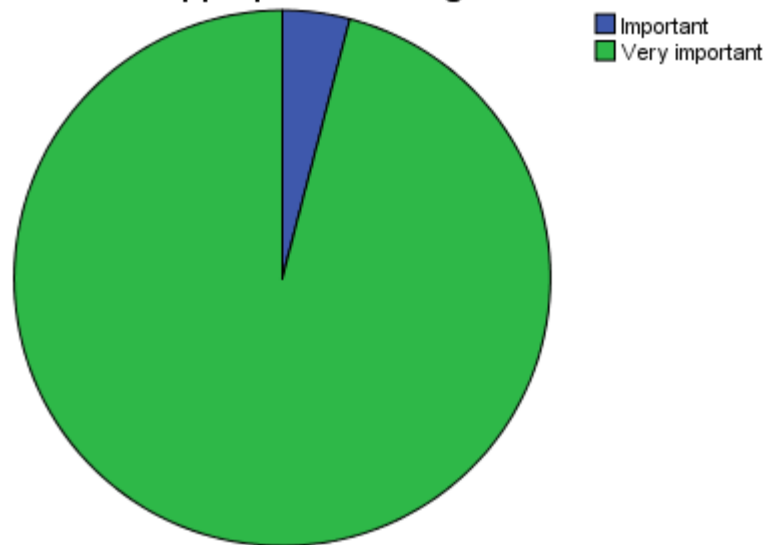
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Cont...

Lack of appropriate training on OER creation



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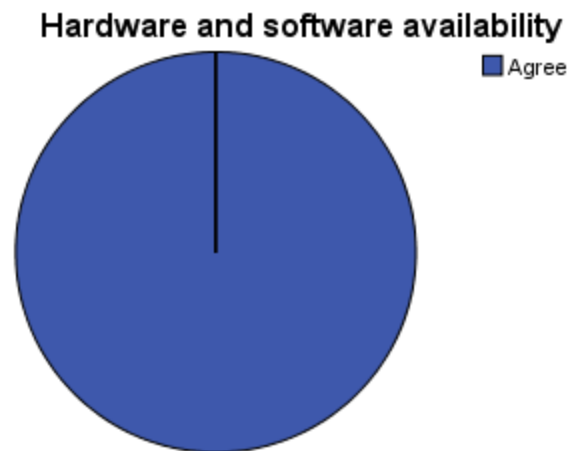
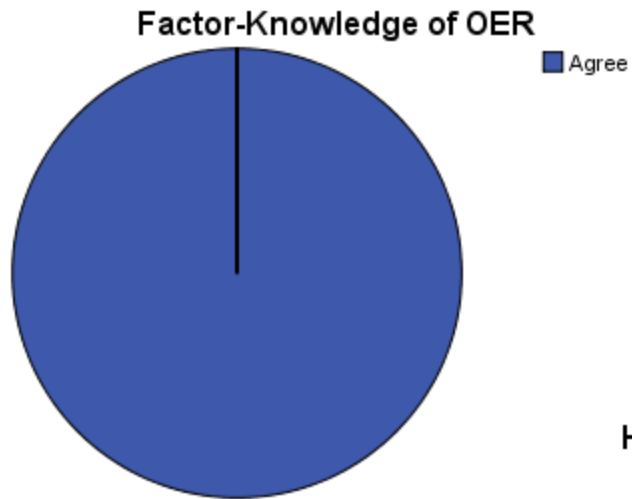


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What factors would increase your OER creation?



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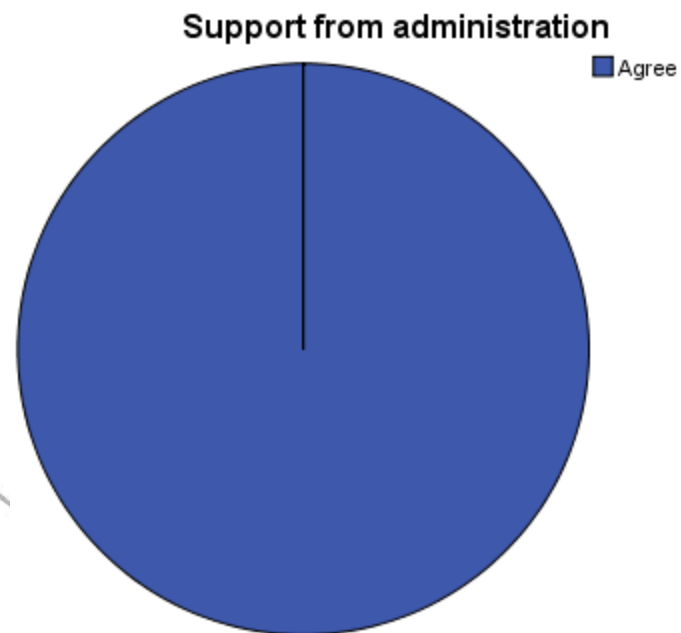
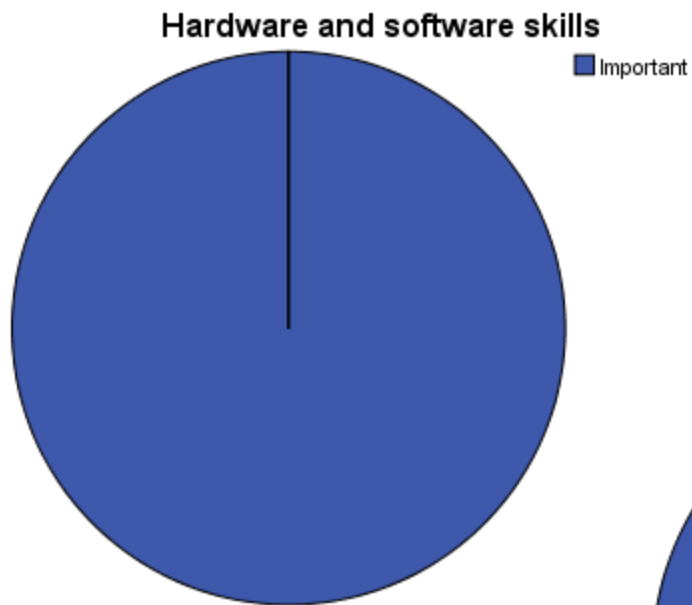


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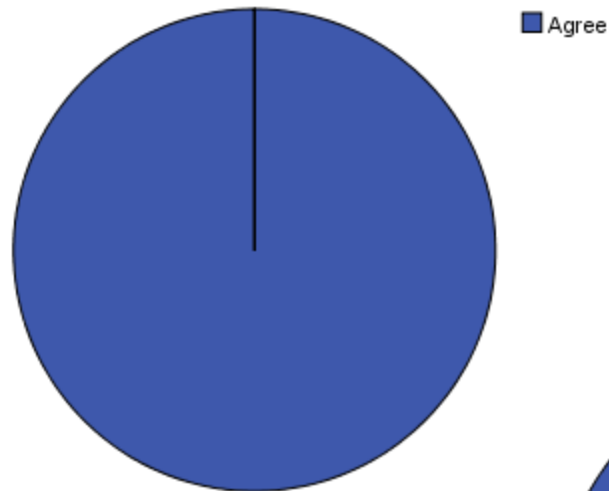
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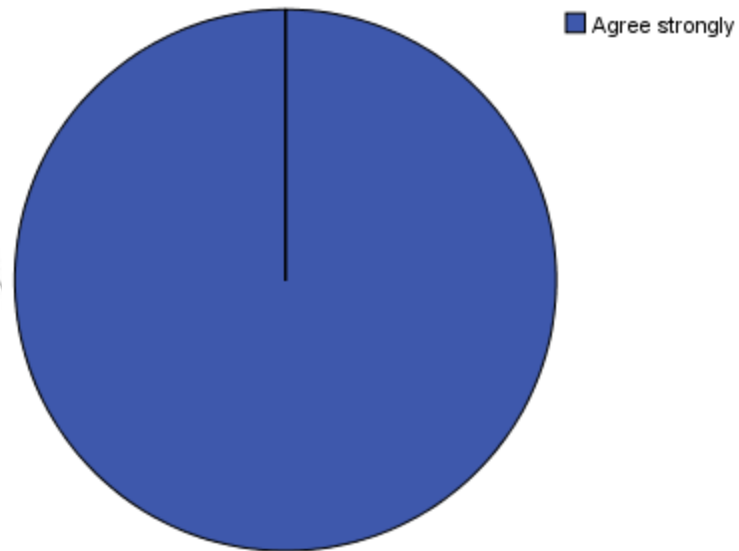


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Be personally rewarded for review time or
select materials



The desire to reduce costs to students



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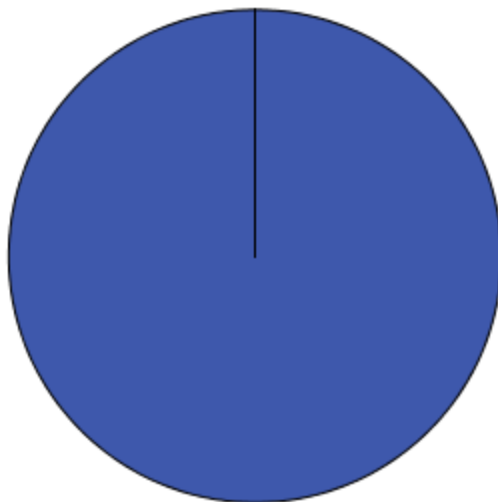
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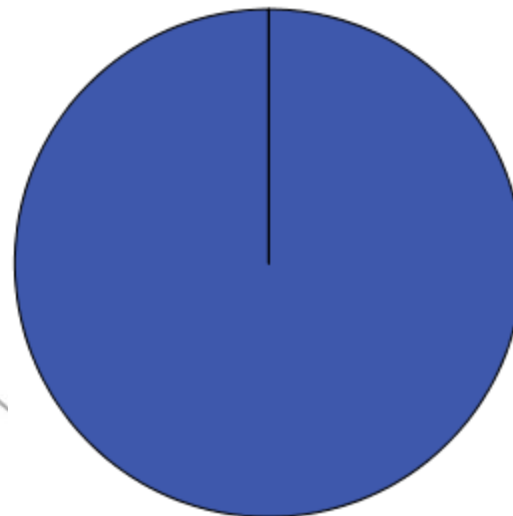
The desire to improve teaching materials

■ Agree strongly



Saves time and resources

■ Agree strongly



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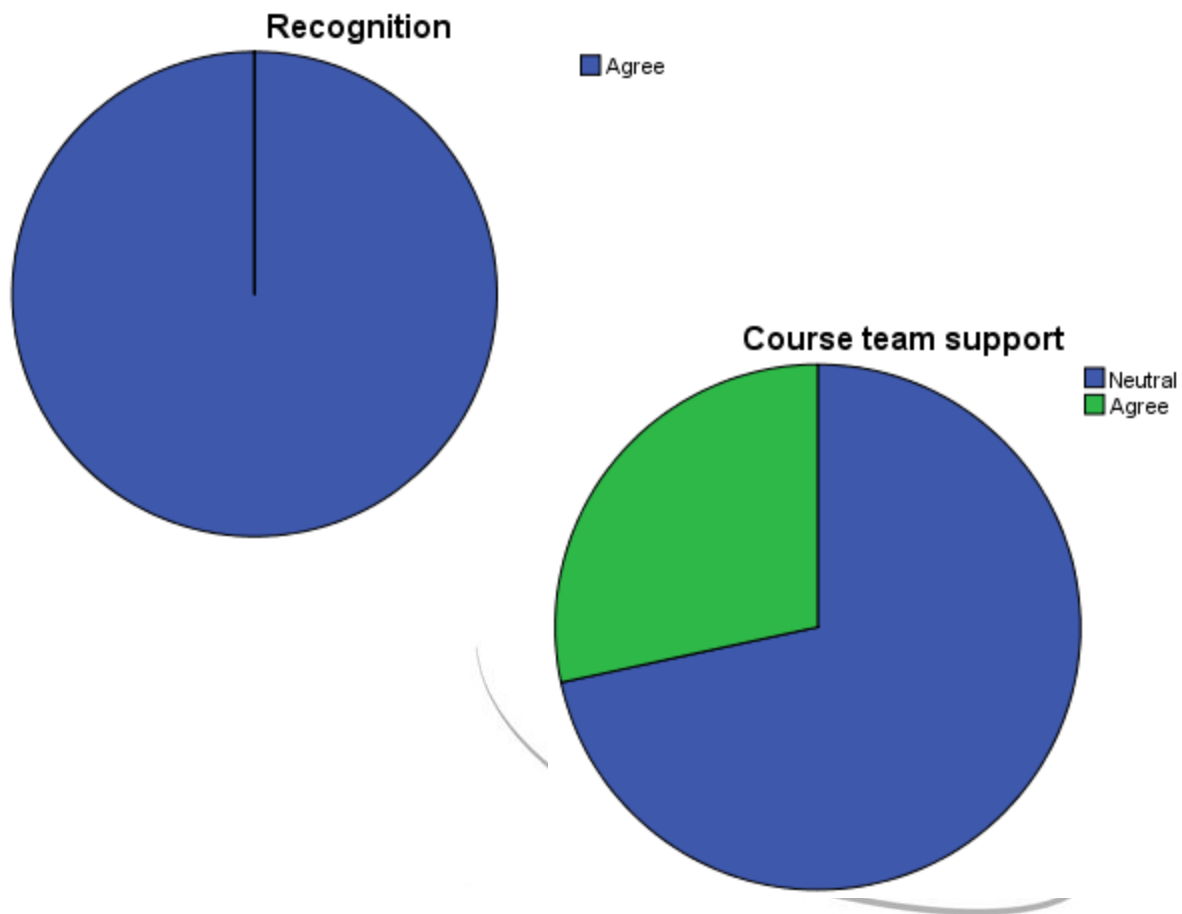


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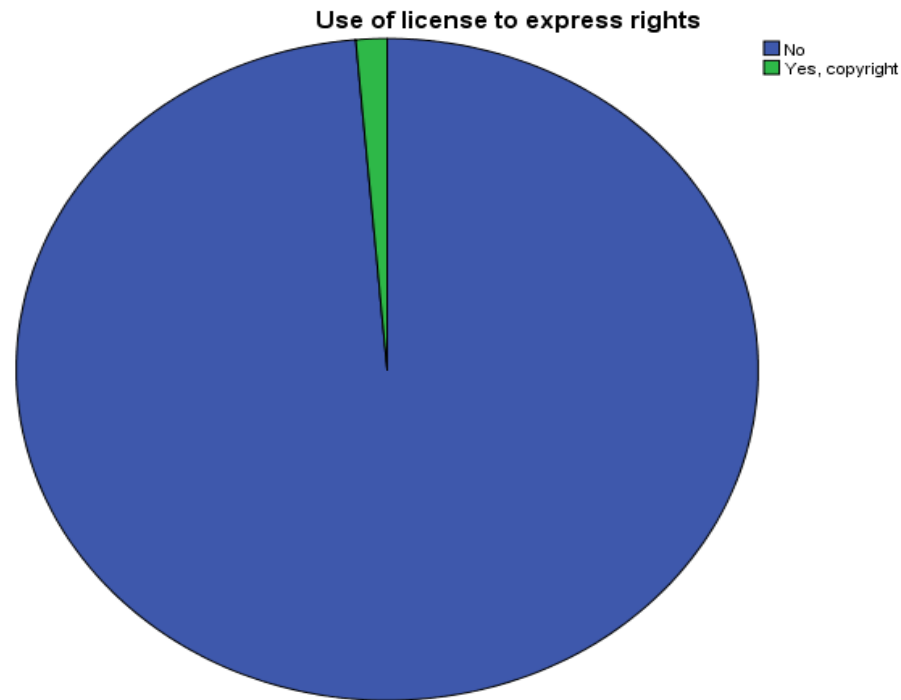


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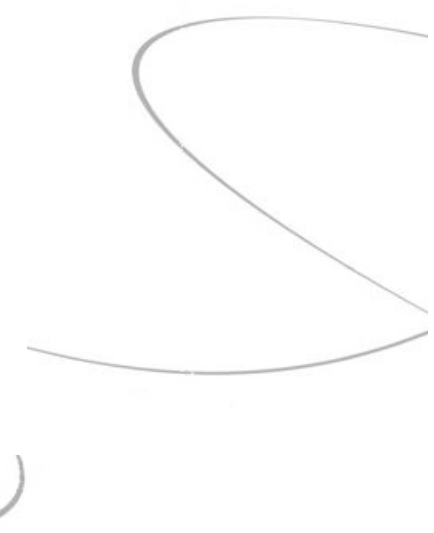
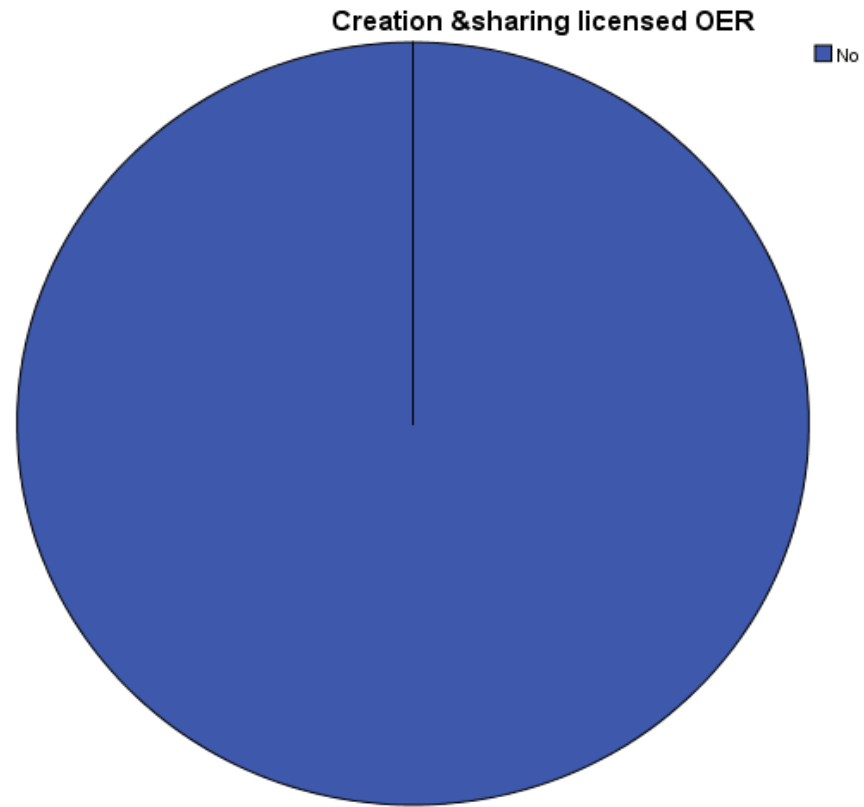
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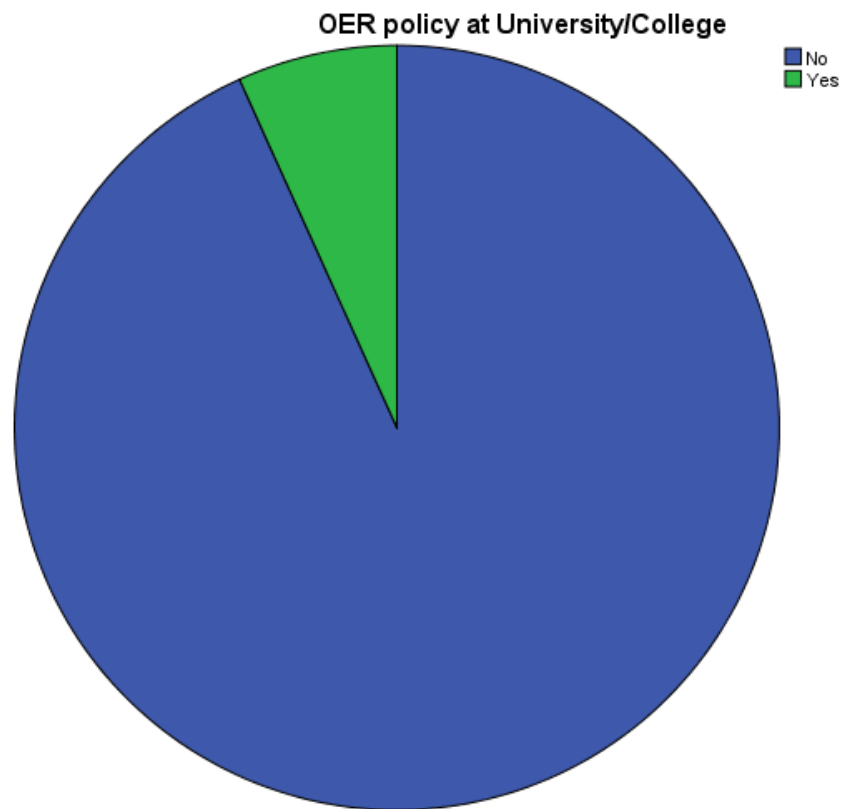
Policy, legal and license issues related to OER



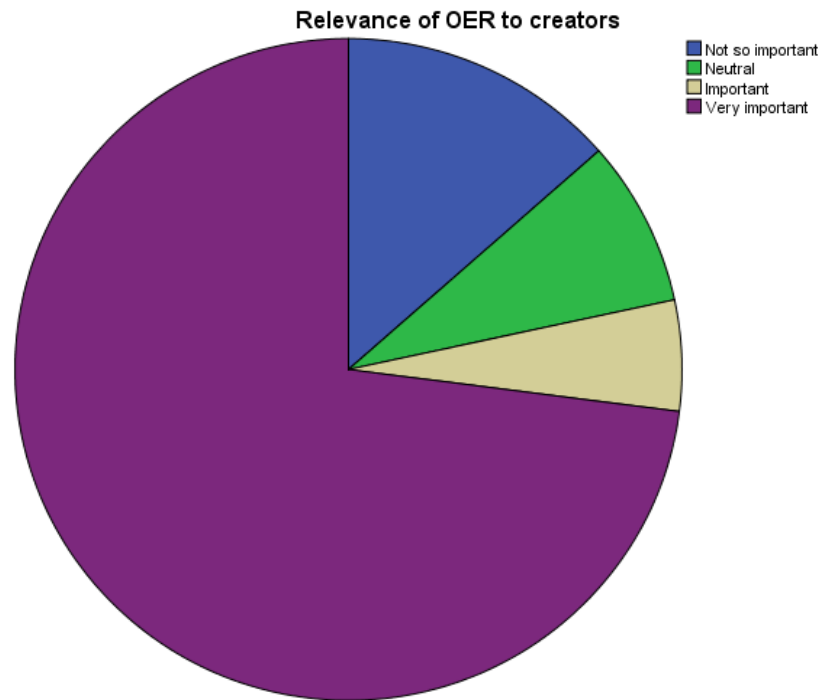
Policy, license...



Policy, license...



Relevance of OER



Conclusion

- The survey sample consisted of 74 respondents, which constitutes a 20% of my target sample group.
- From the analysis, we can deduce that lecturers and students are aware of ICT resources and OER. They also use them as a result of internet connection.
- Online discussions involving lecturers and students are not known to take place in significant ways, even though people are aware of OER and uses it.



Cont...

- Use, re-use and creation of OER

Even though creation seems impractical at the moment, we can deduce from the responses that there is nascent beginnings of possible pedagogical frameworks for the use of OER in Kenya. We also noticed that lecturers are not only using digital resources to make their job easier but they seem to realize the tangible benefits to the learners.

- Policy, legal and license issues related to OER

Lack of knowledge on licensing and sharing of OER materials prohibits the motivation to creating these materials. If OER policy could be incorporated in the education curriculum, then there would be more possibility of creating and sharing OER materials in Kenya .



Con...

- That the focus of the survey in terms of responses is use of digital devices as opposed to OER, which was the target focus of the survey. this is quite evident due to the results from the ICT awareness and use but not on OER awareness, use and creation.
- There is a high instance of using digital devices and OER only as classroom tools and techniques
- To a large extent, there is lack of awareness regarding copyright regulations
- That individual and institutional creation of OER is directly linked to a variety of factors namely lack of motivation, lack of time, lack of career incentives, lack of knowledge on licensing and not wanting peer scrutiny of one's work.

Cont...

- That conventional modes still remain the major source of OER and digital materials
- There is positive attitude towards incorporating Policy in OER and ICT in the educational curriculum. This is evident on the responses regarding the relevance of OER today.



Way Forward

- That there is need for ICT and OER policy in institutions for higher learning. This is seen to call on the government to come up with policy decision that are suitable to both public and private institutions hence boosting career incentives to those implementing OER.
- Need to build the capacity of individuals and more emphasis towards awareness raising on the importance of OER in increasing access to university education
- There is need for pedagogical parameters for using and creating OER being crystallized
- Promotion of collaborative creation and sharing of OER among individual institutions and at inter-institutional levels should kick off to help curb the myth of OERs are foreign ideology and therefore does not respond to local needs in Africa.



Finally..

- These insights supports the hypothesis of research that any new phenomenon needs to be pervasive in its reach. Further, the percolation of a new phenomenon amongst individuals and institutions must be symbiotic.
- More importantly, OER cannot succeed in Kenya as an indicator of social responsibility alone. There has to be a viable model that can demonstrate individual & institutional benefits for synchronization of knowledge, attitudes & practice.



Thank You for Listening

Judith Pete:

Email: judiambu@gmail.com

Tel: +254 721 680 456

Twitter: @judyphalet

