



**Open Education for a Multicultural World:
A report from the
Research on Open Educational Resources for
Development (ROER4D) project
in the Global South**

Cheryl Hodgkinson-Williams & Patricia Arinto
OCWC 2014 Conference, Ljubljana, Slovenia
25 April 2014



Key challenges facing education in the Global South

**Growing numbers of students
in the education sector**

**Education institutions under
financial pressure**

**Limited teaching and learning
resources**

Employability of graduates



http://commons.wikimedia.org/wiki/File%3APCoE_students_at_AICTE_Regional_Office_in_Mumbai.jpg

OER for developing countries / emerging economies / low income countries / Global South



The screenshot shows the eLearning Africa News website. The header includes the logo for eLearning Africa (a map of Africa made of dots) and the word 'News' in large blue letters. Below the header is a navigation bar with links: HOME, CONFERENCE SNEAK PREVIEW, FIELD STORIES, OPINIONS, TRENDS, JOBS. The article title 'Finding the sweet spot: open educational resources in the developing world' is prominently displayed in orange. Below the title is the date 'on December 17, 2012'. The article text discusses the benefits and future of MOOCs and OERs, particularly in developing countries. It mentions that OERs offer a potential tool for impacting education in developing countries and fast-growing economies, but also notes that there is a fear that educational resources created in highly developed countries will be of little use to those in developing countries because of cultural and economic differences. The article is attributed to UNESCO and mentions other organizations like Coursera, Udacity, and edX.

eLearning Africa News Perspectives on ICT, Education and Development in Africa

HOME CONFERENCE SNEAK PREVIEW FIELD STORIES OPINIONS TRENDS JOBS »

Tweet 5 Like 2

TRENDS

Finding the sweet spot: open educational resources in the developing world

on December 17, 2012

With debate about the benefits and future of the MOOC dominating the educational blogosphere in the last year, discussions about the open sharing of educational resources are becoming more prevalent. Open Educational Resources, or OERs, offer a potential tool for impacting education in developing countries and fast growing economies, particularly in the emerging technology hubs of Africa. These open, freely available educational resources can provide top education for people who don't have access to universities or education in developing countries, but there is fear that educational resources created in highly developed countries will be of little use to those in developing countries because of cultural and economic differences.

Open Educational Resources are described by UNESCO (<http://www.unesco.org/new/en/>) as being teaching, learning or research materials that are free to distribute or adapt. The MOOC is a great example of an OER, and organisations like Coursera (<https://www.coursera.org/>), Udacity (<http://www.udacity.com/>) and edX (<https://www.edx.org/>) are working in

Claims made about potential of Open Educational Resources to address key challenges in **developing countries** to:

- increase **access** to higher education
- contain or **reduce costs**
- enhance **quality**, currency & relevance

BUT, most of the research or OER adoption and on impact has been undertaken in the “Global North”

Research on Open Educational Resources (OER) for Development

- *In what ways, and under what circumstances can the **adoption of OER** address the increasing demand for accessible, relevant, high-quality and affordable education and what is its impact in the Global South?*

in the Global South

ROER4D following in the footsteps of OER Asia

[Home](#) [About Us](#) [Projects & Initiatives](#) [OER Community](#) [OER Resources](#) [Contact Us](#)





Perspectives on Open and Distance Education Resources: An Asian Perspective

by Gajaraj Dhanarajan (Editor), David Porter
Contributors: Ishan Sudeera Abeywardena, Arinto, Venkataraman Balaji, Tian Belawati, Gajaraj Dhanarajan, Minh Do, Sreedhar Gajjala, Harishankar, Uma Kanjilal, Asha Kanwar, Y. Kusmawan, Li Yawan, Li Ying, Choo-Khai L. V. Serrano, Alex Jean-wah Wong, Tsuneo
Publishers: COL, OER Asia (January 2013)
Categories: [Monographs](#)
ISBN: 9781894975612
Format: Acrobat Reader

[Order a physical copy](#)

[Download \(4,397 KB\)](#)

Prof Raj Dhanarajan from the [OER Asia](#) project, was asked by the Canadian research funding agency, the [International Development Research Centre \(IDRC\)](#) to assemble a group to plan a OER research project in South America, Sub-Saharan Africa and South and South East Asia

Project Proposal

Call

- July 2012: Proposals solicited by Planning Group who met in Thailand in May 2012

1st round

- Oct 2012: Proposals submitted and evaluated by the Planning Group

2nd round

- Jan 2013: Proposers invited to present at F-2-F meeting in Jakarta, Indonesia

Proposal

- May 2013: Submitted proposal to IDRC

Grant

- Aug 2013: IDRC awarded grant with additional funding from OSF

Impact proposal

- Jan 2013: Additional proposal submitted to IDRC for OER impact studies

Further grant

- Apr 2014: IDRC awarded additional funds from DFID for impact studies



Funding: International Development Research Centre, Open Society Foundation & UK's Department for International Development

IDRC

OSF

DFID

- 3 year project (27 Aug 2013 - 27 Aug 2016 with an extension to Feb 2017)

- CAD 2.4 million

- 3 Regions

- South America

- Sub-Saharan Africa

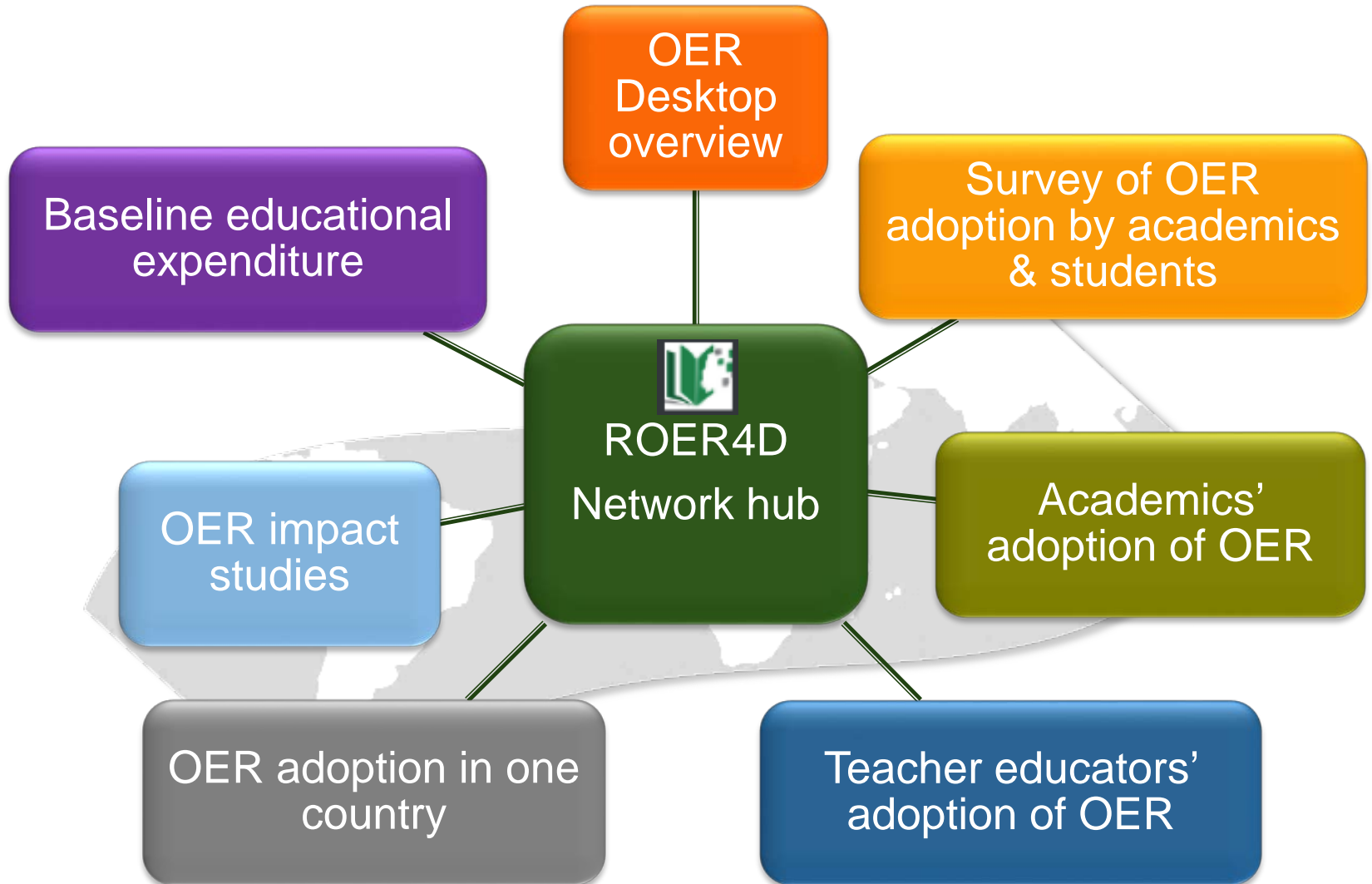
- South East Asia

- 12 projects in 7 clusters



Overview of the ROER4D projects

7 Project Clusters



Sub-Project 1: OER Desktop Review - progress

AG = Advisory Group

PI = Principal Investigator

DPI = Deputy Investigator

Inspired by



Mariana Eguren
(Lima, Peru)

Chile, Colombia, Peru



Jenny Louw
(Johannesburg, South Africa)

Ghana, Kenya, South Africa



Prof Patricia Arinto
(Manila, Philippines)
DPI, Mentor, AG



Prof Raj Dhanarajan
(Penang, Malaysia)

India, Indonesia, Malaysia



Sub-Project 2: OER Survey

Dr George Sciadas
(Ottawa, Canada)
Statistician

Prof Stavros Xanthopoulos
(FGV, Rio, Brazil)
Mentor, AG

Prof Jose Dutra
(Sao Paulo, Brazil)
** 3 countries,
* 12 institutions*



GO-GN


Judith Pete
(Nairobi, Kenya & PhD
student in GO-GN)
** 3 countries,
* 12 institutions*



Prof Daryono
(Jakarta, Indonesia)
** 3 countries,
* 12 institutions*



Sub-Project 2: OER Survey – progress – still contracting



ROER4D
Research on Open Educational Resources for Development

OER differentiation refers to the inequalities in the use of OER by some members of the society

search...

Home >> OER Survey

Main Menu

- Home
- OER Differentiation Proposal
 - OERDNews
 - ROER4D Project
- OER Sites
- OER Survey
- Public Reports
- Africa News
- Asia News
- Latin America News
- Calendar

Latest News








- Indian food
- Indonesian food
- [Free online courses news - The Guardian \(England\)](#)
- South Africa's typical dish
- Interview with Brazil's local vice-coordinator - Ricardo Bueno

Popular


- Welcome message
- Malaysia
- Brazil
- South Africa
- Agenda for the meeting

OER Survey

Display # 20 ▼




#	Web Link	Hits
1	 UNESCO/Commonwealth of Learning Survey on Governments' OER Policies	83
2	 CERI/OECD OER Follow-Up Survey	81
3	 JISC OER Impact Study survey	76
4	 OPAL survey on the use of Open Educational Resources (OER)	87
5	 ORIOLE Survey 2011	83
6	 SESAME Project Baseline Tutor Survey	79
7	 OER Asia Survey	81

GTranslate



Select Language ▼

Social Network



Sub-Projects 3 & 4: Academics' adoption of OER - progress

Prof Cheryl Hodgkinson-Williams

(Cape Town, South Africa)

PI, Mentor, AG



GO-GN

**Glenda Cox
& Henry Trotter**

(Cape Town, South Africa)

*University of Cape Town,
University of Fort Hare, UNISA*

Prof Sanjaya Mishra &

Dr Atul Thakur & Meenu Sharma

(New Delhi, India)

*4 institutions in the process of
being selected*



Sub-Project 3: Academics' adoption of OER - progress



The screenshot shows the homepage of the ROER4D website. The header features the ROER4D logo on the left, a navigation menu with links like 'About Us', 'Project Overview', 'Research Tools', 'OER Workshops', 'Process & Result', 'Open Educational Resources', 'Media Centre', and 'Contact Us' in the center, and the C-O-L logo on the right. The main banner displays the 'ROER4D' acronym in large, colorful letters, with the full name 'Research on Open Educational Resources for Development' below it. A search bar is located below the banner. The footer contains four sections: 'CALENDER OF EVENTS' with a calendar for April 2014, 'FEATURED VIDEOS' with a video player, 'SHARE YOUR INTEREST' with a registration form, and 'BLOGS' and 'NEWS' sections with text links.

ROER4D
Research on Open Educational Resources for Development

Navigation links: About Us, Project Overview, Research Tools, OER Workshops, Process & Result, Open Educational Resources, Media Centre, Contact Us

ROER4D
Research on Open Educational Resources for Development

Search bar: ROER4D Web SEARCH

CALENDER OF EVENTS
April 2014

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FEATURED VIDEOS
Turning a Resource into an Open Educational Resource

SHARE YOUR INTEREST
NAME: *
E-MAIL: *
G^tB^y5
WHAT COURSE IS THIS ABOUT? *
SUBMIT

BLOGS
Sharing Behavior: Teacher's Attitude for Open Educational Resources

NEWS
Open Call for Expressions of Interest to conduct studies on the Impact of Open Educational Resources on Education and Training in Asia and Sub-Saharan Africa

<http://roer.cemca.org.in/>

Sub-Projects 5, 6 & 7: Teacher educators' adoption of OER

**Pilar Saenz &
Dr Ulises Hernandez**
(Bogota, Colombia)

**Guru Kasinathan &
Ranjani Ranganathan**
(Bangalore, India)

Dr Savithri Singh
(New Delhi, India)
Mentor, AG

**Prof Mohan
Menon**
(Penang,
Malaysia)



Sub-Project 6: Collaborative co-creation of OER by teachers & teachers educators in south western Colombia - progress

Advances:

- ✓ Developed [Project Website](#)
- ✓ 8 groups of teachers selected in schools that will create OER
- ✓ [Project Logo](#) created collaboratively with teachers
- ✓ First virtual meeting with teachers: [April 11/2014](#)
- ✓ Lecture on OER and co-KREA Project in [Education Freedom Day in Popayán](#)
- ✓ Socialization with other teachers' communities through Social Networks

<http://karisma.org.co/cokrea/>

COKREA



First videoconference with teachers. Ulises Hernandez. By CC.



Sub-Project 8: OER adoption in one country



Dr David Porter
(BCampus, Canada)
Mentor

**Batbold Zagdragchaa &
Baasansuren Burmaa**
(Ulaanbaatar, Mongolia)



Sub-Projects 9 & 10: OER Impact Studies

Prof Fred Mulder
(Netherlands)
Mentor, AG

Werner Westermann
& Víctor Barragán
(Santiago, Chile)
GO-GN
** 1 country*

Funded by
IDRC  **CRDI**

Prof Raj
Dhanarajan &
SuanChoo Khoo
(Penang, Malaysia)

Funded by



Maria Ng
PI – OER Impact &
Vivien Chiam
(Singapore)

+/- 10 projects

Wawasan Open University
(Call for proposals)



Call for proposals: Impact studies

- Asia and Sub-Saharan Africa
- **CAD 50 000 each**
- 18 months
- **South-North partnerships**



Pre Announcement

PRE-ANNOUNCEMENT

Open Call for Expressions of Interest
to conduct studies on the
***Impact of Open Educational Resources on Education and Training
in Asia and Sub-Saharan Africa***

The Coordinators of the [Research on Open Educational Resources for Development](http://www.roer4d.net) (ROER4D) programme will be calling for research proposals for funding, on the theme of Impact of OER in the developing regions of Asia and Sub-Saharan Africa.

This is a Pre-Announcement to invite you to submit your expression of interest. Your expression of interest will serve to assist us in gauging the range of research interests within the thematic of OER Impact Studies in Asia and Sub-Saharan Africa, as well as the budget level needed for carrying out OER impact research. This Pre-Announcement is also to maximize the lead time for you to prepare your full impact study proposal for submission when the actual Call for Grant Applications is launched.

Guidelines for Submitting Your Expression of Interest

www.oer-impact.net

Sub-Projects 11 & 12: Educational Expenditure

Carolina Rossini
(Brazil/USA)
Mentor, AG

Funded by
**Open Society
Foundations**

**Carolina Botero &
Amalia Toledo**
(Bogota, Colombia)

SAIDE
(Johannesburg, South Africa)

Funded by
IDRC  **CRDI**



Network Hub



Network Project Team

hosted by

Centre for Innovation in Learning & Teaching (CILT) at UCT

Prof Cheryl Hodgkinson-Williams

Principal Investigator

Dr Patricia Arinto

Deputy Principal Investigator
(Manila, Philippines)

Tess Cartmill

Full-time Project Manager

Henry Trotter

Part-time Researcher

Thomas King

Part-time Research Administrator

Rondine Carstens

Contract Graphic Artist

Tinashe Makwande

Contract Videographer



Centre for
Innovation in
Learning and
Teaching

OER Impact Project Team

hosted by

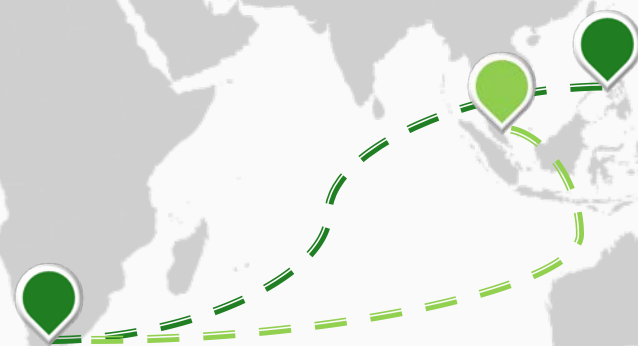
Wawasan Open University

Prof Raj Dhanarajan & Maria Ng

Principal Investigators – OER Impact

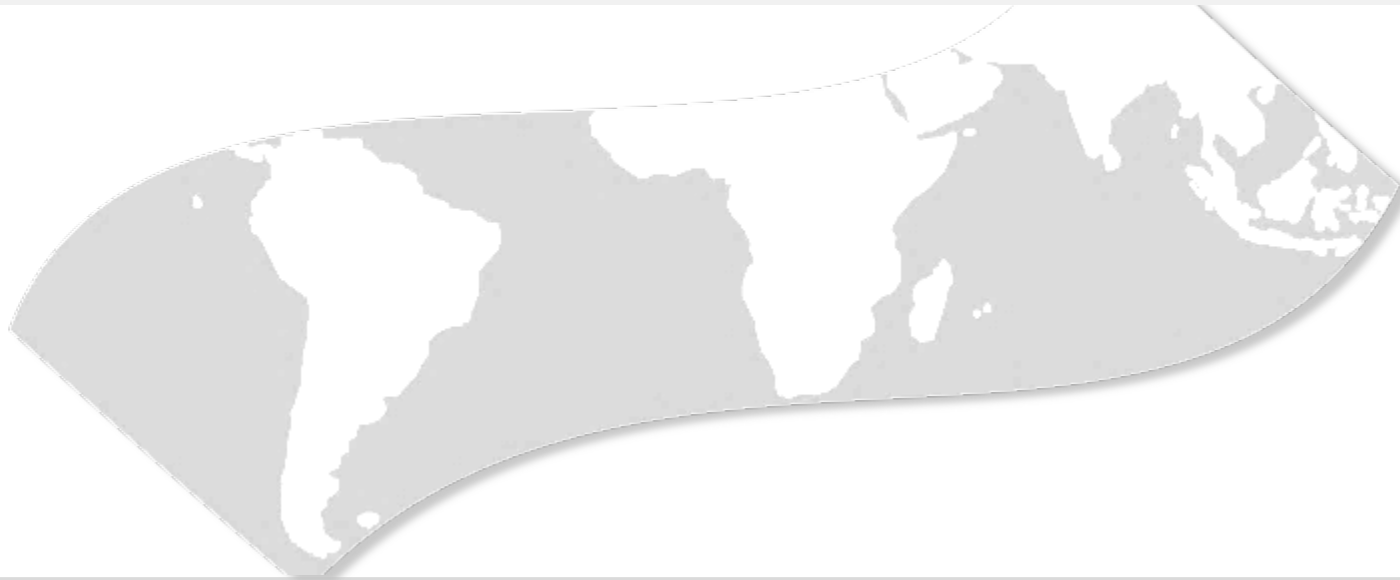
SuanChoo Khoo & Vivien Chiam

Administrative Officers



ROER4D Objectives

1. Build an **empirical knowledge base** on the use and impact of OER in education



Open Research – ROER4D intentions to share



ROER4D Objectives

1. Build an **empirical knowledge base** on the use and impact of OER in education

2. Develop the **capacity** of OER researchers

- Face-to-face research workshops
- Virtual research working sessions
- Support from mentors



Research capacitation through question harmonisation

4 goals:

- Harmonise our research questions, where possible, with that of other OER studies such as OER Research Hub, OER Asia
- Harmonise our research questions, where possible, across our 12 projects
- Use this QH process to build the research capacity of our sub-project researchers and research associates
- Provide a model of best practices for other research for development projects concerning QH

1. Consulted 9 major OER surveys to help develop our own questions



4 of 25

Role in Institution	Is there a relationship between the educators' role(s) within the Institution and their adoption of OER?	Educators' role(s) within the Institution influence their adoption of OER	<p>Function in (Institution)</p> <p>OR</p> <p>What role(s) do you have within the University? (You can tick more than one box if needed.)</p> <p>##Teaching undergraduate students</p> <p>##Teaching postgraduate students (Master's, PG Dip, PG Cert but not PGCE)</p> <p>##Supervising research students (PhD, DPhil)</p> <p>##Professional development of trainee teachers or early-career lecturers (e.g. PGCE or PG Certificate in HE)</p> <p>##Professional development of experienced lecturers</p> <p>##Directing a degree programme or a subdivision of it (e.g. a module)</p> <p>##Approval and/or quality assurance of programmes or their subdivisions</p> <p>##Learning technologist: advising staff in the use of IT in their teaching and/or developing e-learning materials</p> <p>##General administration</p> <p>##Other (please specify)</p> <p>OR</p> <p>What is your job title? (Please state)</p> <p>OR</p> <p>Please indicate the type of education activity you are involved with. Select any that apply.</p> <p>##Face to face teaching</p> <p>##Distance/Online teaching</p> <p>##Blended (Face to face and Distance/Online) teaching</p> <p>##Management</p> <p>##Support</p> <p>##Other (please specify)</p>	<p>Study 1 – UNESCO</p> <p>Study 3 – JISCOER – Teaching Staff</p> <p>Study 5 – Rights and rewards</p> <p>Study 7 – Oriole 2013</p> <p>McKerrell, Ives & McGreal (2013)</p>
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2. Consulted other OER studies and compared numerous proposed questions



Role in institution	Is there a relationship between the educators' role within the inst and their adopt of OER?

ROER4D Question Harmonization Surveys Consulted (Thus Far)

1. [UNESCO/COL Survey on Governments' OER Policies](#) – which resulted in [this report](#).
2. [CERI/OECD OER Follow-Up Survey](#) – OER use by educators and researchers in tertiary education.
3. [JISC OER Impact Study survey](#) – on OER use and sharing by educators (pp 69-79).
4. [OPAL survey on the use of OER and OEP in HE and AL Institutions](#) – (pp 171-186).
5. [Rights and Rewards Project survey](#) – focused on academics' use of repositories and sharing (pp. 171-180).
6. [ORIOLE Survey 2011](#) – HE professionals' use, reuse and sourcing of learning resources.
7. [ORIOLE Survey 2013](#) – an updated, internationalised version of ORIOLE 2011, also in Spanish.
8. [SESAME Project Baseline Tutor Survey](#) – focusing on OER use by tutors in the AL & CE sectors.
9. [OER Asia Survey](#) – OER use in Asia.
10. UCT MED minor dissertation study [available from Cheryl]
11. ~~McKerlich, Ives & McGreal~~ (2013) [Measuring Use and Creation of Open Educational Resources in Higher Education](#)
12. [OCWC User Feedback Survey](#)
13. ~~Bossu, Brown & Bull~~ (2011) [Adoption, use and management of Open Educational Resources to enhance teaching and learning in Australia](#).
14. Falconer (2012) – [OER4Adults Short Poll](#)
15. ~~Gunness, S~~ (2012) – [Learner-Centred Education through OER](#)
16. [OER Research Hub Survey](#)
17. Rolfe, V (2012) – [Open educational resources: staff attitudes and awareness](#)
18. Reed, P (2012) – [Awareness, attitudes and participation of teaching staff towards the opencontent movement in one university](#)
19. CERI/OECD Survey – [Giving Knowledge for Free: The Emergence of OER](#) (pp.131-138)
20. Murphy, A (2012) [Benchmarking OER Use and Assessment in Higher Education](#)

3. Discussed question options, chose the best & recorded the rationale for our decision



Role in institution	Is there a relationship between the educators' role within the inst and their adop of OER?
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ROER4D Q

1. [UNESCO/OER](#)
2. [CERI/OECD](#)
3. [JISC OER Inv](#)
4. [QPAL survey](#)
5. [Rights and R](#) 171-180).
6. [ORIOLE Surv](#)
7. [ORIOLE Surv](#)
8. [SESAME Pro](#)
9. [OER Asia Sur](#)
10. UCT MED mi
11. [Mickelich, H](#) Higher Educ
12. [OCWC User](#)
13. [Bossu, Brown](#) enhance tea
14. Falconer (201
15. [Gunnell, S](#) (
16. [OER Research](#)
17. Rolfe, V (201
18. Reed, P (201
19. [CERI/OECD](#)
20. Murphy, A (2

DEMOGRAPHICS

1 of 13

#	Factor / Concept	Research question	ORIGINAL question	UPDATED question	Rationale for change
1	Name of respondent	(For initial identification only – to be anonymised in the questionnaire responses and interview transcripts)	Name of respondent	Name of respondent ## First name ## Surname (if applicable)	Because some people only have one name, we added the words "if applicable" after the surname
2	Gender	Is there a relationship between students and educators' gender and OER adoption?	Please tick: Male Female	Please tick: ## Female ## Male ## Transgender/Other	We added Transgender/Other to the male and female choices so as to cater to any respondents who feel that their gender exists outside the two usual categories.
3	Age	Is there a relationship between students and educators' age and OER adoption?	Please tick age category: <19, 20-29, 30-39, 40-49, 50-59, 60-69, >70 In which age category would you fit? What is your age? **24 or under **25 to 34 **35 to 44 **45 to 54 **55 to 64 **65 or over	Please tick age category: ## <20 ## 21-25 ## 26-35 ## 36-45 ## 46-55 ## 56-65 ## 66+	We are still deciding how to phrase this, as 5-year options as listed to the left, or through a drop-down menu with birth years, if we use birth years, then we can code the data ourselves after the fact, free of the artificial 5-year or 10-year categorizations that are common in other studies.
4	Disability	Is there a relationship between disability, and/or disability types, and OER adoption?	[Nothing]	Do you consider yourself to have a disability? ## Yes ## No	After consulting the OER Research Hub Survey, we decided to add this as well. It makes sense that

4. Shared Qs with researchers, also showing how they would appear in survey form



Role in institution	Is there a relationship between education within the institution and their role of OER?
---------------------	---

ROER4D Sample Survey: Demographics Section

5.	In which country do you work?	[choose from drop-down list]
6.	What institution do you work in?	(Write out) _____
7.	In which area do you work?	(Tick one) <input type="checkbox"/> Agriculture and Veterinary <input type="checkbox"/> Business and administration <input type="checkbox"/> Education <input type="checkbox"/> Engineering, Manufacturing and Construction <input type="checkbox"/> Health and Welfare <input type="checkbox"/> Humanities and Arts <input type="checkbox"/> Science, Mathematics and Computing <input type="checkbox"/> Services <input type="checkbox"/> Social Sciences and Law <input type="checkbox"/> Other (please specify) _____
8.	What role(s) do you have within the University?	(Tick all that apply) <input type="checkbox"/> Teaching undergraduate students <input type="checkbox"/> Teaching postgraduate students <input type="checkbox"/> Supervising research students <input type="checkbox"/> Professional development of trainee teachers or early-career lecturers <input type="checkbox"/> Professional development of experienced lecturers <input type="checkbox"/> Other (please specify) _____
9.	Please indicate the type of education activity you are involved with:	(Tick all that apply) <input type="checkbox"/> Face-to-face <input type="checkbox"/> Distance/Online <input type="checkbox"/> Blended/Hybrid (Face-to-face and Distance/Online) <input type="checkbox"/> Work-based training <input type="checkbox"/> Other (please specify) _____

5. Connect with researchers online to discuss and finalise Q harmonisation

The screenshot shows a web browser window titled "ROER4D Meetings_0" with the URL "meeting.UCT.AC.ZA/p61u5vcrnk/?launcher=false&fcsContent=true&pbMode=normal". The interface is divided into several sections:















- Events Index:** Includes a search bar, "Filter Events", "Chat Messages", "Camera", and "Sharing [0:00:00]".
- Attendee List (4):**
 - Hosts (1): Solaine Walji
 - Presenters (4): Dal Brodhead, Julius, Matthew, Ricardo Ramirez
 - Participants (1): Henry
- Camera and Voice:** Displays a grid of video feeds for Solaine, Ricardo, Dal Br., and Math.
- Chat (Everyone):**
 - Matthew: i do :)
 - Dal Brodhead: i muted my mic
 - Henry: The sound is great now
 - Matthew: thanks dal :)
 - Dal Brodhead: i blame julius
- deci-2_pres_dec121.pdf:** A presentation slide titled "Evaluation & Communication in Practice" with a landscape image. The slide content includes:
 - About DEC1-2**
 - Developed in 2008 as a communication in practice (CIP) framework for DEC1-2 (Developing Evaluation & Communication) training in Africa through leading researchers in life science research projects. This step involves the selection of two partner sites to develop the training framework capacity in 2010/11. The second step is CIP training in 2011.
 - DEC1-2 is intended to deliver and deliver:
 - DEC1-2 provides capacity development in life sciences research centers for DEC1-2 research projects in the field of DEC1-2 research projects (DEC1-2).
 - DEC1-2 offers training in Evaluation-Research Evaluation - an approach to evaluation that focuses on producing evidence that can directly inform the research process. DEC1-2 offers training in Research Communication - an approach to communication that focuses on producing evidence that can directly inform the research process.
 - DEC1-2 is a research project aimed at developing capacity development in research centers. We anticipate that the resulting effect of life and research communication will enhance the impact, training, and capacity of research centers and will provide evidence to focus attention on the communication capacity in research centers and use of research evidence.
 - Key Research Questions**
 - To what extent can the evaluation and CIP and Research Communication framework be implemented successfully?

On the right side of the presentation slide, there are two yellow arrows pointing to the text:

- LIFE curriculum several versions
- DEC1-2 Case Studies

The bottom of the browser window shows a media player control bar with a play button, a progress bar, and a timestamp of 0:14:28/0:59:46.

6. Continue discussion off-line via Discussion Forum and/or email

- Home 
- Announcements 
- Resources 
- Research Process** 
- Forums 
- Chat Room 
- Wiki 
- Email Archive 
- Participants 
- Search 
- Site Setup 
- Site Stats 
- Lectures 
- Help 

Research Process > Question Harmonisation

[Add Text](#)[Add Multimedia](#)[Add Resource](#)[Add Subpage](#)[Add Question](#)[Add Assignment](#)[Add Quiz](#)[More Tools](#)

[Edit](#) Question Harmonisation


This space supports the Question Harmonisation Adobe Connect sessions. You are invited to review and comment on draft other researchers. You can also listen to a recording of the Adobe Connect session.

The purpose and key activities of the question harmonisation process is designed to:

- 1) Define the key "concepts" in which we are interested in the ROER4D research studies - there will be some that are shared
- 2) Surface the the underlying assumptions/hypothesis that these questions suggest to make sure we know WHY we think
- 3) Optimise opportunities for comparison across the regions, countries, institutions, educators and students - so that we can
- 4) Reduce the number of questions to make the research data gathering and analysis process manageable
- 5) Make sure we can all answer our intended research questions!
- 6) Reduce the effort of the individual researchers.

[Edit](#) Topic 1: Demographic questions

[Edit](#)  [View DRAFT demographic questions](#)

[Edit](#)  [Listen to the Adobe Connect session on DRAFT demographic questions](#)

[Edit](#)  [Discuss ROER4D DRAFT demographic questions](#)

[Edit](#) Topic 2: Access questions

[Edit](#)  [View DRAFT access questions](#)

[Edit](#)  [Listen to the Adobe Connect Session on DRAFT Access and Creation questions](#)

[Edit](#)  [Discuss ROER4D DRAFT access questions](#)

[Edit](#) Topic 3. Creation questions

[Edit](#)  [View DRAFT creation questions](#)

[Edit](#)  [Discuss ROER4D DRAFT creation questions](#)


[Edit](#)  [Listen to the Adobe Connect Session on Access and Creation questions \(same recording as Topic 2\)](#)

ROER4D Objectives

1. Build an **empirical knowledge base** on the use and impact of OER in education
2. Develop the capacity of OER researchers
3. Build a **network** of OER scholars



The Global OER Graduate Network (GO-GN)



Home News Experts PhD candidates Join Past events Sitemap Knowledge cloud About

Next appointment. 2nd GO-GN Seminar

April 21 – 25 in Ljubljana, Slovenia

In conjunction with OCWC Global Conference



Visit the 2nd GO-GN Seminar portal clicking [here](#).

Visit the OCWC Global Conference clicking [here](#).

The first GO-GN seminar finished with success



3 ROER4D researchers & 2 Advisory Group members are part of GO-GN

OER Research Hub

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Welcome. We research the impact of open resources (OER). Through collaboration with organisations and institutions around the world, we aim to provide a fuller picture of the difference OER make to our understanding of open education.

Recent Work: [Take our worldwide OER survey](#) / [Webinar](#) / [10 videos](#) / [Reports](#) / [Flipped Learning Infographic](#) / [Webinars](#)

Draft agenda for conversation with OER Research Hub

Online meeting on 18th March at 4pm SA time/ 2pm GMT

URL for meeting: <http://meeting.uct.ac.za/roer4d/>

(You can log in as a Guest. We will be in the meeting room on Adobe Connect an hour before the meeting so that you can check your audio.)

Agenda

Host: Sukaina Walji, ROER4D Communications

1. Introductions: Brief overview from ROER4D (Cheryl Hodgkinson-Williams)
2. Introductions: Brief overview from OER Research Hub (Martin Weller)
3. Focus area for ROER4D and possible area for collaboration: Research question harmonisation across projects (Cheryl Hodgkinson-Williams)

ROER4D Objectives

1. Build an **empirical knowledge base** on the use and impact of OER in education
2. Develop the capacity of OER researchers
3. Build a network of OER scholars
- 4. Curate and communicate research** to inform education policy and practice



ROER4D Website

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ROER4D

Research on Open Educational Resources for Development

/ˈɒːfə,diː/ - ROAR-for-DEE



FOLLOW:

ROER4D OVERVIEW

MORE

SUB PROJECTS

- OER Desktop review
- Survey on OER use
- Academics' views on sharing OER in India
- Academics' views on sharing OER in South Africa
- Co-creation of OER by teachers and teacher educators in India
- Co-creation of OER by teachers and teacher educators in



Map Satellite

EVENTS CALENDAR

April 2014						
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

<http://roer4d.org/>

ROER4D Network Team

Funding Partners

Dr Matthew Smith

IDRC

Ed Barney

UK Aid – DFID

Melissa Hagemann

OSF

UCT Support

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Deputy Vice- Chancellor

Project signatory for UCT

Keval Harie

Contracts Lawyer

Dr Cheryl Brown

CET Acting Director

Shirley Rix & Leigh Wentzel

Finance administrators

Evaluation & Communication

Mthunzi Nxawe

Sukaina Walji

Network Project Team

Prof Cheryl Hodgkinson-

Williams

Principal Investigator

Prof Patricia Arinto

Deputy Principal Investigator

Tess Cartmill

Full-time Project Manager

Henry Trotter

Part-time Researcher

Thomas King

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Rondine Carstens

Contract Graphic Artist

Tinashe Makwande

Contract Videographer

OER Impact Project Team

Prof Raj Dhanarajan & Maria Ng

Principal Investigators – OER Impact

SuanChoo Khoo & Vivien Chiam

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