



# PERCEPTION OF HIGHER EDUCATION TEACHERS TOWARDS THE AVAILABILITY AND USE OF OPEN EDUCATIONAL RESOURCES (OERs)

<sup>1</sup>Mr. Sameer Nayak, <sup>2</sup>Miss. Priyanka Choudhury

<sup>1</sup>Assistant Professor of Teacher Education in Educational Studies, <sup>2</sup>Assistant Teacher (TGT Arts)

<sup>1</sup>Department of Teacher Education,

<sup>1</sup>Rajdhani College, Bhubaneswar, Odisha, India

**Abstract:** Demand for higher education increases day by day and the enrolment of students in higher education becomes top priority in this modern era. NPE 2020 has also given priority to quality higher education. Mainly higher education focuses on quality research and better education. Due to limited books and materials many students are facing problem to access better education. Keeping in view this problem, Open Educational Resources (OER) was introduced. This OER reduces so many problems of students like high tuition costs, high price of books etc. This study was conducted on the perception of Teachers of Higher Education Institutions towards OERs. The objective of this study is perception of higher education teachers towards availability and use of OER in teaching learning processes. This study employed descriptive survey design under quantitative method and the investigator selected a random sampling technique to collect samples using questionnaire through online Google form. Data analysis made through the percentage method. The findings of this study reveals around 80% of higher education teachers strongly agree with being aware of OERs and they are able to use it in their classes and also they are agreed of the importance of OERs in present classroom situations to improve the quality of education. Out of the total teachers 35% have disagreed on the facilities and scope provided by their institute to use OERs in teaching learning system.

**Index Terms** - Open Educational Resources, Perception, Copyright, Creative Commons, Technology, ICT.

## I. INTRODUCTION

In the era of Science and Technology, every person is directly or indirectly inclined towards Technology. The 21<sup>st</sup> century has grown up with technology and new innovations. Technology is anything that makes our life easier and comfortable. The invention of Information and Communication Technology (ICT) is a boon for the learning system around the globe. ICT helps both the instructors and learners in the learning process. ICT creates, stores and shares information to the mass learners through different media.

For learning, we seek learning resources which are easily available on the internet and free of cost. One such resource is known as Open Educational Resources (OERs). These are the open resources, meaning it is open to access of every person irrespective of anything. Educational resources mean it is helpful in teaching-learning practices. Teachers are the backbone of the society and learning system. If the teachers adopt a unique and advanced approach to teach the child, then learners will get maximum benefit from the classes. Thus, use of OERs is desperately needed in current times. Every Institution should adopt OERs to be used in the learning system to make it more effective and interactive.

## MEANING OF OER:

The term OER was first introduced at a conference hosted by UNESCO on Open Courseware for Higher Education in Developing Countries in 2000 and was promoted at the time specifically to ensure global access to educational resources. The Organization for Economic Cooperation and Development (OECD) defines OER as “digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research.”

Open Educational Resources are widely used by every learner and teacher directly or indirectly. But, many of them are unaware about their licensing and often face copyright issues. Copyright is an Intellectual Property Right (IPR) which gives the original author the right to reserve the right to copy, distribute, adapt and reuse. To share and use a material, the concept of Creative Commons was introduced.

Creative Commons (CC) is an internationally active non-profit organization that provides free licenses for creators to use when making their work available to the public. These licenses help the creator to give permission for others to use the work in advance under certain conditions. It provides free licenses under certain conditions which can be used and distributed to others with proper credit to the author as per the norms of Creative Commons. It contains images, text files, illustrations, graphs, articles, reports and presentations etc.

## TYPES OF CREATIVE COMMON LICENSES:



**Attribute:** Anyone can copy, distribute and use with proper credit to the author/creator.



**Non-Commercial:** Anyone can use freely until it is not used for commercial purpose.



**Non-Derivatives:** One can adopt the original work of the author without making any change.



**Share Alike:** One can use freely as long as he shares with the original license.

**FIGURE-1: TYPES OF CREATIVE COMMONS LICENSES**

## REVIEW OF RELATED LITERATURE:

**Islim, O.F (2016)** conducted a Case study on the impact of OER on Instructional Effectiveness using descriptive study method and the data were collected through a printed 18 questions survey. The objective was to find out the impact of OER on teaching-learning effectiveness. He found that half of the students were aware of the OER and other half students were being informed to use it.

**Ivins, T. (2011)** conducted a study on Strategies of Himalayan Knowledge workers for localization of OER in Nepal. The purpose of the study was to understand localization strategies used by Himalayan Knowledge Workers in order to make contents relevant to those they teach. It was a qualitative study and employed interviews, FGDs, Observations etc. Its findings states, localization could be improved in order to reach OER for efficacious learning gains for rural people.

**Rizvi, S.M.A. (2022)** has conducted a case study on Awareness and Usage of OERs in Jamia Millia Islamia University, New Delhi. The study aimed at finding out the level of awareness and usage in the University with reference to many points laid down in the tool developed by the author. In its finding, 78% of the total sample nodded with the use of OERs helps them in their teaching-learning. Only 43% of them agree with the fact that OERs can be legally copied, distributed or reused.

## RATIONALE OF THE STUDY:

The access to technology and internet has grown to a greater level over the last two decades. Very few people among the total population who access online learning materials are aware of Open Educational Resources (OERs). Out of the aware people many of them are not aware of Copyrights and Creative Common Licenses. The need for online learning has increased to a greater level now-a-days so do the responsibility to use it ethically. The interest and skill of using OERs in the classroom is a key to active and fruitful learning of the learners. This study is considered appropriate to know about the Perception of Higher Education Teachers towards the availability and use of Open Educational Resources (OERs) in teaching-learning processes’.

## STATEMENT OF THE PROBLEM:

This study is intended to survey the “**Perception of Higher Education Teachers towards the availability and use of Open Educational Resources (OERs) in teaching-learning processes**”.

## OBJECTIVES OF THE STUDY

1. To study the Perception of Higher Education Teachers towards the availability of Open Educational Resources (OERs) in teaching-learning processes.
2. To study the Perception of Higher Education Teachers towards the use of Open Educational Resources (OERs) in teaching-learning processes.

## DELIMITATIONS OF THE STUDY:

The present study is delimited to:

- i. Teachers of Higher Education Institutions of Odisha state only.
- ii. Perception of Teachers towards the Availability and Use of OERs in Higher Educational Institutes of Odisha only.

## II. RESEARCH METHODOLOGY

### DESIGN OF THE STUDY:

This study employed descriptive survey design. In a survey research, the researcher collects data with the help of standardized/self-developed questionnaires, Scales or interviews which is administered on a sample of respondents from a population. The method of survey research is one of the techniques of applied social science research which can be helpful in collection of data both through direct and indirect observation. The investigator conducted this study in online mode through the use of Google forms.

### POPULATION OF THE STUDY:

The target population for this study was all the Teachers of Higher Educational Institutions of Odisha. The population of the study targets all the teachers of higher education such as: Assistant Professors, Lecturers, Contractual Faculties and Guest Faculties as well.

### SAMPLING TECHNIQUE:

The investigator had selected Random Sampling Technique to acquire the samples out of the total population. Random sampling selection is a scientific and systematic process in which each population element has a known equal chance or probability of being selected as the sample.

### SAMPLES OF THE STUDY:

The investigator had selected Random Sampling Technique to acquire the samples out of the total population. The investigator had selected 50 teachers from different Higher Education Institutes as sample. The samples were taken from Ravenshaw University, Shailabala Women's Autonomous College, Rama Devi Women's University, Rajdhani College, B.J.B Autonomous College, Kalinga Institute of Social Sciences, Maharshi College of Natural Law, Tulasi Women's College Kendrapada, SVM Autonomous College Jagatsinghur, Nilamani Mahavidyalaya Balasore, Govt. Women's College Sundargarh, Govt. Autonomous College Rourkela, Burla NAC College, Rajsunakhala College Nayagarh, Model Degree College Boudh, V.N Autonomous College Jajpur, Dhenkanal Mahila Mahavidyala, Rimuli College Keonjhar, A.E.S College Sonepur, Binayak College Bhawanipatna.

**TOOL FOR DATA COLLECTION:**

The study aimed at surveying the perception of Teachers of Higher Educational Institutions towards the availability and use of OERs. Thus, a self-developed Perception Scale was used in the study. The questionnaire was divided into two parts as Availability of OERs and Uses of OERs. Each part contained 15 items and in total there were 30 items in the questionnaire. Then, the scale was converted into a Google form and was sent to the Teachers of different Higher Education Institutions.

**SCORING PROCEDURE:**

The scoring procedure of Perception Scale for Teachers of Higher Education Institutions towards the availability and use of OERs is to find the no. of respondents per item and their percentage.

**PROCEDURE OF DATA COLLECTION:**

The investigator conducted this study in online mode by preparing a Google form of the self-made Perception Scale and sent it to the Teachers of different Higher Education Institutions (HEIs). The responses were then collected through the same Google form and the further proceedings were done.

**III. RESULTS AND FINDINGS:****TABLE-1: KNOWLEDGE AND ACCESS OF OPEN EDUCATIONAL RESOURCES:**

Sl. No.	Statement	SA	A	UD	D	SD
1	I am aware about Open Educational Resources (OERs)	34 (68%)	16 (32%)	0 (0%)	0 (0%)	0 (0%)
2	I usually access OERs through different search Engines like: Google, Yahoo, Bing etc.	33 (66%)	15 (30%)	02 (4%)	0 (0%)	0 (0%)
3	I use OER platforms such as: ePGpathshala, eGyankosh, SWAYAM for self-learning	24 (48%)	22 (44%)	02 (4%)	01 (2%)	01 (2%)
4	It gives me opportunities to be in tune with new things	28 (56%)	22 (44%)	0 (0%)	0 (0%)	0 (0%)
5	I am aware about the difference between C and CC in Online Educational Resources	15 (30%)	20 (40%)	09 (18%)	03 (6%)	03 (6%)
6	I am able to use and share OERs with proper ethics	18 (36%)	24 (48%)	06 (12%)	0 (0%)	02 (4%)
7	OER helps me in obtaining quality materials	24 (48%)	22 (44%)	04 (8%)	0 (0%)	0 (0%)
8	I am efficient in Information and Communication Technology (ICT) skills to adopt and use OER	27 (54%)	21 (42%)	02 (4%)	0 (0%)	0 (0%)
9	I believe OER are better than traditional learning materials	18 (36%)	21 (42%)	09 (18%)	02 (4%)	0 (0%)
10	OER saves my time and cost of learning	21 (42%)	29 (58%)	0 (0%)	0 (0%)	0 (0%)
11	I know about intellectual Property Rights under Creative Common license	20 (40%)	22 (44%)	04 (8%)	04 (8%)	0 (0%)
12	Innovative use of OER can arouse interest among learners	28 (56%)	20 (40%)	02 (4%)	0 (0%)	0 (0%)
13	OERs are very much useful in present era of Science and Technology as a source of learning both for teachers and learners	36 (72%)	13 (26%)	01 (2%)	0 (0%)	0 (0%)
14	I am associated in creating OERs/digital resources for learning	14 (28%)	16 (32%)	11 (22%)	05 (10%)	04 (8%)
15	I have an active internet connection in my locality and adequate resources to access and adapt OERs	19 (38%)	21 (42%)	06 (12%)	03 (6%)	01 (2%)

From the above Table-1 it is found that, in the knowledge and access segment almost 80% of Teachers of Higher Education Institutes have either strongly agreed or agreed of being aware of OERs and they are able to use it in their classes. They have also agreed on their ability to use and operate OERs in their learning and teaching. Around 75% of the teachers are aware of OERs with Copyrights and Creative Commons. They are well versed with the ethical use of OERs.

**TABLE-2: USES OF OPEN EDUCATIONAL RESOURCES:**

Sl. No.	Statement	SA	A	UD	D	SD
1	I am competent to teach my students through OERs	26 (52%)	18 (36%)	06 (12%)	0 (0%)	0 (0%)
2	Students find it interesting to learn through OERs than the traditional method of teaching	24 (48%)	22 (44%)	04 (8%)	0 (0%)	0 (0%)
3	Teachers should gain knowledge regarding OERs and use them in their classes for better learning of students	30 (60%)	20 (40%)	0 (0%)	0 (0%)	0 (0%)
4	Students can also access OERs simply on their phones	28 (56%)	18 (36%)	04 (8%)	0 (0%)	0 (0%)
5	OERs can be used in every classroom and for every learner	23 (46%)	14 (28%)	11 (22%)	02 (4%)	0 (0%)
6	OERs are useful in making the class more engaging and entertaining	25 (50%)	25 (50%)	0 (0%)	0 (0%)	0 (0%)
7	I can also use my work available to others through OERs	21 (42%)	25 (50%)	04 (8%)	0 (0%)	0 (0%)
8	Using appropriate OERs in classroom is an easy task	15 (30%)	22 (44%)	07 (14%)	06 (12%)	0 (0%)
9	I am conducting different activities among students through OERs	11 (22%)	26 (52%)	08 (16%)	05 (10%)	0 (0%)
10	Difficult topics can be taught and illustrated in an easy way through the use of OERs	22 (44%)	26 (52%)	01 (2%)	01 (2%)	0 (0%)
11	I encourage learning through OERs among my students	24 (48%)	22 (44%)	02 (4%)	02 (4%)	0 (0%)
12	I try to share my knowledge of OERs with the students for their better learning	22 (44%)	24 (48%)	03 (6%)	01 (2%)	0 (0%)
13	My institution provides me ample time and scope for the use of OERs in my class	11 (22%)	17 (34%)	12 (24%)	08 (16%)	02 (4%)
14	My institution provides adequate facilities to teach through OERs such as: Laptop, Broadband, Projector etc.	11 (22%)	17 (34%)	08 (16%)	08 (16%)	06 (12%)
15	OERs are the alternatives of Bookish Knowledge	11 (22%)	18 (36%)	06 (12%)	11 (22%)	04 (8%)

From the above Table-2 it is found that, almost 85% of Teachers of Higher Education Institutes have either strongly agreed or agreed on the importance of OERs in present classroom situations to improve the quality of education. But, nearly 35% of Teachers of Higher Education Institutes have disagreed or strongly disagreed with the institution providing ample facilities and scope for using OERs in the classroom teaching-learning process.

### CONCLUSION:

Open Educational Resources (OERs) is the need of the hour especially in the modern education system where every learner and teacher needs to be in tune with technology, innovation and creativity. The study has been conducted using a survey method on the perception of teachers of higher education institutions towards the availability and uses of OERs in the Higher Educational Institutions specifically in Odisha. The study has revealed that almost 80% of teachers are well aware of technology uses and OERs. They are comfortable in using OERs in their classroom. In contrast, nearly 35% of the teachers disagree that their institution doesn't provide adequate facilities and scope for the use of OERs in the teaching-learning process. It will definitely

be a great endeavor on the part of the Higher Education Institutions to adopt OERs to make their teaching-learning process more enriched and fruitful.

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