Advocacy, Capacity, Sensitisation of OER adaptation and policy implementation in BOU and OSOU: Consultancy Report submitted by Professor Mohan B. Menon

Introduction

Within the overarching objective of Learning for Sustainable Development, and the Six-Year Plan (2015-21) of the Commonwealth of Learning (COL), the Commonwealth Educational Media Centre for Asia (CEMCA) has been engaged in assisting Higher Education Institutions to adopt Open Educational Resources (OER) through the development and implementation of institutional OER policy. With COL support Bangladesh Open University (BOU) drafted an OER policy for the university and OSOU developed its OER policy with the support of CEMCA. As follow-up the same CEMCA signed contributory agreement with Bangladesh Open University (BOU), and Odisha State Open University (OSOU) to implement OER policy and practice. In order to appropriate adaption of OER in this three Open Universities, CEMCA sought to engage the present consultant to provide support on Advocacy, Capacity, Sensitisation of OER adaptation and policy implementation in BOU and OSOU.

Tasks completed by the Consultant:

Based on the TOR and expected deliverables given in the Contract (Annexure-1) the following tasks were completed by the consultant

1. Conducted an advocacy programme for Policy level leaders of BOU to enhance capacity on OER Policy and its implementation;
2. Prepared training materials for all training workshops prior to the workshops and shared with participants for their further reference.
3. Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Non-academics;
4. Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Academic for Master Trainers on 03 – 05 September 2016;
5. Assured the Master Trainers list out the available existing learning materials (Text, Audio, Video) and assigning creative common lenience as per the provision of OER policy adapted by BOU;
6. Design and Conduct a 3day OER practice and implementation capacity building and sensitization programme for ODL professionals of OSOU;
7. Provided continuous online (email, skype meeting, through google group, WhatsApp group etc.) support on CEMCAs OER policy implementation project to BOU and OSOU;
8. Submitted to CEMCA all training materials and PPTs prepared for the CEMCAs website.
9. Prepared and submitted to CEMCA a comprehensive report on the activities performed including the workshop reports of BOU & OSOU and the covering the outcomes of the training sessions dealt by you.

Brief description of all Workshops

Srl No.	Workshop Title *	Target Group	Duration & Dates	Output/s	Expected outcome
1.	Capacity Enhancement Programme (CEP) on Open	BOU Policymakers	1 day; August 29, 2016	Enhanced capacity on OER Policy	Positive policy environment in the University for the

				and its implementation	implementation of OER related practices
2.	OER Capacity Enhanced Programme (CEP)	BOU officers (non-academic staff)	2 days, 31 August - 1 September 2016	Enhanced capacity in providing support for OER creation and curation	
3.	OER Capacity Enhanced Programme (CEP)	BOU Academics for Master Trainers	3 days; 03 – 05 September 2016	Advanced level capacity in OER creation, curation and reuse	
4.	Workshop on "Create and Repurpose of OER for Learning"	All academic and non-academic staff of OSOU	3 days; 25– 27 October, 2016	Enhanced capacity in OER creation, curation and reuse	

*Detailed Workshop reports are submitted by the host institutions Viz. Bangladesh Open Universities and Odisha State Open University

Workshop theme and training materials

1.   BOU OER Policy (prepared by BOU)

2.   Understanding of OER (Power-point prepared by consultant)

3.   Understanding of Open Licences (Power-point prepared by consultant)

4.   Quality Assurance Guidelines for OER: TIIPS Framework (CEMCA's TIPS booklet)

5.   A Draft (in progress) set of FAQs with respect to institutional OER policy adoption (implementation-draft prepared by Mohan Menon for COL, 2016)

6.   Rating Scale on Attitude Towards OER (Mohan Menon et.al.2016)

7.   Rating Scale OER Quality (Mohan Menon, et.al., 2016)

8.   Different Worksheets and Log Formats for different sessions (prepared by the consultant)

9.   Workshop Evaluation Form (prepared by the consultant)

Evaluation

All workshops were evaluated by a specially prepared evaluation format including both items for rating as well as open questions scale (Annexure-). Additionally a a focus group discussion was conducted after each workshop. The findings of this evaluation are summarised below:

Srl No.	Workshop	Average rating on a five point scale with values 1-5	Main observations emerged from the open ended questions and focus group discussions
1.	Capacity Enhancement Programme (CEP) on Open Education Resources	3.9	• Should have been for a longer duration • More time for interaction needed • More activities could have been included • Did get a good awareness of OER and its policy and implementation
2.	OER Capacity Enhanced Programme (CEP) - Officers	4.2	• More time needed for OER curation related activities. •
3.	OER Capacity Enhanced Programme (CEP)- Master Trainers	4.4	• Very comprehensive including very relevant concepts and practice related to OER and OEP • It requires more practice for developing capacity for reuse of OER for new course development
4.	Workshop on "Create and Repurpose of OER for Learning"	3.8	• Too much content for a 3 day programme • Hands on experience not possible as internet access was limited. • More practice oriented workshop experience needed special for academics in OER creation and Reuse..

Conclusion

The training workshops organised three of them for the Bangladesh Open University and one for the Odisha State Open University were designed for building the required awareness and capacity among policy makers, senior administrative staff and the academic staff of an open university. It was evident from the observations during the workshops and the evaluation results that this objective has been achieved to a great extent. However, for effective implementation of Open Educational Practices in the universities there would be more advanced and focussed workshops required specially for the Academic and Academic support staff.

Appendix-1

Sections on Statement of Work and Deliverables & Timeframe according to contract (Ref: CEMCA/Higher Education/06-01-023/ August 11, 2016)

1.0   Statement of Work

1.1.   The Consultant shall be responsible to:

   1.1.1.   Conduct an advocacy programme for Policy level leaders of BOU to enhance capacity on OER Policy and its implementation on 29 August 2016;

   1.1.2.   Prepare training materials for 1.1.3, 1.1.4 and 1.1.6 training activities and share with participants for their further reference.

   1.1.3.   Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Non-academics on 30 August to 01 September 2016;

   1.1.4.   Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Academic for Master Trainers on 03 – 05 September 2016;

   1.1.5.   Assure during 1.1.3 programme Master Trainers list out the available existing learning materials (Text, Audio, Video) and assigning creative common lenience as per the provision of OER policy adapted by BOU;

   1.1.6.   Design and Conduct a 3day OER practice and implementation capacity building and sensitization programme for ODL professionals of OSOU in the month of September/October 2016;

   1.1.7.   Provide continuous online (email, skype meeting, through google group, WhatsApp group etc.) support on CEMCAs OER policy implementation project to BOU and OSOU;

   1.1.8.   Submit to CEMCA all training materials and PPTs prepared by you for the CEMCAs website.

   1.1.9.   Prepare and submit to CEMCA a comprehensive report on the activities performed including the workshop reports of BOU & OSOU and the covering the outcomes of the training sessions dealt by you.

2.0   Deliverables and Timeframe

2.1.   The Consultant shall begin the consultancy by 20/08/2016 and complete the work by 30/11/2016, including 13full-time equivalent (FTE) days (10days for workshop, 3days for workshop design, training material preparation, and online support to BOU and OSOU), with the following specific deliverables and timeline:

   2.1.1.   Conduct an advocacy programme for Policy level leaders of BOU to enhance capacity on OER Policy and its implementation on ***29 August 2016***;

   2.1.2.   Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Non-academics on ***30 August to 01 September 2016***;

   2.1.3.   Design and offer a OER Capacity Enhanced Programme (CEP) for BOU Academic for Master Trainers on ***03 – 05 September 2016***;

   2.1.4.   Design and Conduct a 3day OER practice and implementation capacity building and sensitization programme for ODL professionals of OSOU in the month of ***September/October 2016***;

2.1.5. Submit to CEMCA all training materials and PPTs prepared by you for the CEMCAs website by *15 November 2016*.

2.1.6. Prepare and submit to CEMCA a comprehensive report on the activities performed including the workshop reports of BOU & OSOU and the covering the outcomes of the training sessions dealt by you by *15 November 2016*.

Annexure-2.

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES
(Menon & Phalachandra, 2016)

Name of the School/Faculty:

Gender **M/F**

This scale is designed to understand your Attitude towards Open Educational Resources. Please indicate your level of agreement or disagreement by putting a ✓ mark in the appropriate column in the space next to each statement. **SA = Strongly Agree, A =Agree, UD = Un-decided, D = Disagree and SD = Strongly Disagree**

Sl.No (New)	Statement	SA	A	UD	D	SD
1	It gives me pleasure if someone adopts/adapts my educational resources	□	□	□	□	□
2	OER enhances professional networking and sphere of influence	□	□	□	□	□
3	As a teacher, it is my responsibility to share all educational resources that I have created	□	□	□	□	□
4	OER promotes independent learning.	□	□	□	□	□
5	I believe that sharing educational materials as OER will encourage others to do so as well	□	□	□	□	□
6	OER materials help to cater to the learning needs of differentially abled children	□	□	□	□	□
7	OER materials can be adapted for a given requirement	□	□	□	□	□
8	My own competencies and knowledge of OER helps me to participate in contributing or adopting OER.	□	□	□	□	□
9	OER material is available for any given content.	□	□	□	□	□
10	OER material can be customized to the needs of the learners.	□	□	□	□	□
11	I am sure in the near future there will be enough OER appropriate for any given content.	□	□	□	□	□

12	Contents of OER materials are expected to be accurate and error free.	☐	☐	☐	☐	☐
13	It is difficult to integrate multiple channels/sources of OER materials in a learning package	☐	☐	☐	☐	☐
14	Students will learn more effectively through OER as compared to a textbook.	☐	☐	☐	☐	☐
15	OER resources can help teachers to perform better in classroom transactions.	☐	☐	☐	☐	☐
16	It is difficult to transact the content of higher education using OER.	☐	☐	☐	☐	☐
17	It is difficult to locate OER materials for developing a learning package	☐	☐	☐	☐	☐
18	OER helps to disseminate my ideas	☐	☐	☐	☐	☐
19	It is desirable to teach any course in higher education through OER.	☐	☐	☐	☐	☐
20	I feel it is obligatory for an expert to contribute to a OER repository as his/her social responsibility.	☐	☐	☐	☐	☐
21	OER material provides opportunities for multi channels for learning.	☐	☐	☐	☐	☐
22	Learning through OER material helps learners to retain the content for a longer time.	☐	☐	☐	☐	☐
23	The level of learning while using OER does not commensurate with the efforts taken for their preparation	☐	☐	☐	☐	☐
24	OER helps me to reach out to more students	☐	☐	☐	☐	☐
25	OER material caters to different learning styles of students.	☐	☐	☐	☐	☐
26	Sharing OER enhances my confidence as I see myself as a part of a larger community	☐	☐	☐	☐	☐
28	OER encourages proper management of learning time.	☐	☐	☐	☐	☐
29	I prefer to use OER as they are available for free	☐	☐	☐	☐	☐
30	OER materials can be appropriately used in different learning situations	☐	☐	☐	☐	☐

GROUP ACTIVITY WORKSHEET-1 (Mohan Menon, 2016)

PLEASE WRITE BELOW ANY QUESTIONS RELATED to OER, OEPEN LICENCE AND OTHER RELATED CONCEPTS & ISSUES.

1.

2.

3.

4.

5.

6.

7.

8.

9.

Annexure-4

Academic Role Specification for different aspects of OER Implementation (Mohan Menon, 2016)

ACTIVITY WORKSHEET-1 & 2

OER Aspects	Specific Roles of Academics	Supporting Departments
OER Strategic Plan and Action Plan		
OER CREATION		
OER CURATION		
Aspect	**Specific Roles of Academics**	**Supporting Department**
OER REUSE		
OER Hardware Support		
OER Software Support		
OER Monitoring & Evaluation		

GROUP ACTIVITY WORKSHEET-3
(Mohan Menon, 2016)

PLEASE WRITE BELOW THE OPERATIONAL STEPS INVOLVED IN THE TWO CORE ASPECTS OF OERS ADOPTION

1. **CREATION OF OER- List the sequence of main actions/operations**

2. **REUSE OFOER- - List the sequence of main actions/operations**

INDIVIDUAL ACTIVITY WORKSHEET-4 SEARCH & FIND OF OER (Mohan Menon, 2016)

Main Topic:

Sub-topic/ Concept Key words	Type of Search 1. Google Search 2. Google Advanced: 3. Through a website:	Ref/Links found and downloaded	Type of Open License 1. CC-BY 2. CC-BY-SA 3. CC-BY-NC 4. CC-BY-ND- 5. CC-BY- ND-SA 6. CC-BY-NC-ND	Type of material 1. Text: 2. Video 3. Audio	Format 1. PDF 2. WORD 3. HTML 4. ANY OTHER
1.					
2.					
3.					
4.					

Annexure- 7.

OER Quality Assessment Scale (OER-QAS) (Menon, et al., 20016)

This scale is designed to get your feedback on the quality of the materials with respect to content, pedagogy, style of presentation, interactivity etc. Please indicate your level of agreement or disagreement by putting an **X** mark in the appropriate column in the space next to each statement. SA = Strongly Agree, A = Agree, UD = Undecided, DA = Disagree and SDA = Strongly Disagree.

Before responding to the items, please fill in the following

Name: **Gender: F / M**   **Age:**

Qualification: **Position:**   **Today's Date:**

	STATEMENT	SA	A	UD	DA	SDA
1	The material gives me some orientation about OER and their integration/reuse in new contexts.					
2	Material helps in assessing my own progress during the course of study.					
3	Examples given to illustrate concepts are drawn from variety of educational situations.					
4	The content is clear and comprehendible.					
5	The learning activities stimulate learning.					
6	The material ensures that various learning experiences are in-built.					
7	The given activities in the material encourage learner-learner interaction.					
8	The examples given in the material are related to daily life experiences.					
9	The material fosters the skills of learning to learn.					
10	Many assessment questions in the study material are application oriented.					
11	The material encourages my autonomy in self-study.					
12	The guidelines given are adequate to know how to learn through the material.					
13	The learning activities encourage reflective thinking.					
14	The content is organised logically.					

15	Clear references provided helped me in locating various kinds of OERs related to the activities.					
16	Variety of activities is presented to take care of differential learning needs of learners.					
17	The given content is related to my work/life experience.					
18	The material has interesting multimedia inputs which are relevant to my learning.					
19	The open resources provided helps in strengthening my learning.					
20	Most of the resources provided for learning are not difficult to learn on my own.					
21	The given multimedia materials act as trigger facilitating interactivity.					
22	A variety of resources help learners with different learning styles.					
23	The format of material presentation is user friendly.					
24	The activities encourage collaborative reflective thinking.					
25	Activities given in the material encourage dialogue with others.					
26	The hyperlinks given are active and accessible.					
27	Various assessment items in the materials do take care of all levels of learning.					
28	Resources are mostly with open licenses allowing easy reuse.					
29	The course material is user-friendly with conversational style.					
30	Self-assessment/feedback is an in-built feature of the material.					
31	The given content is in line with my previous knowledge.					
32	The activities and other learning inputs in the material are relevant to my context and environment.					
33	A variety of resources are provided for different learner needs.					
34	Assessment activities are useful for mastering various concepts.					

35	Textual materials are well supported by graphic.					
36	The material has provision for using navigation aids.				13	
37	The material encourages seeking feedback from peers.					
38	Provision provided in the material for dialogue with tutors/instructors is useful.					

Annexure-8

EVALUATION FORM (Mohan Menon, 2016)

Date: _____

School/Faculty:_____ *Gender M/F*

Please rate the following items on a scale from 5 to 1 by circling the appropriate number: 5=Strongly Agree (SA); 4= Agree (A); 3 = Not Sure (NS); 2 = Disagree (D); 1= Strongly Disagree(SD).

	SA	A	NS	D	SD
1. I felt that the workshop was well organized and the main points were well covered and clarified.	5	4	3	2	1
2. I felt that the facilitator demonstrated comprehensive knowledge of the subject matter.	5	4	3	2	1
3. The facilitator helped me to understand how the workshop material related to my own academic or personal life.	5	4	3	2	1
4. I felt that the facilitator conveyed ideas effectively and clearly and the material was informative and easy to understand.	5	4	3	2	1
5. I gained usable skills and will be able to apply them to my academic/ personal life.	5	4	3	2	1

6. What was the most valuable aspect of the workshop?

7. What could have been done to improve the workshop?

8. Additional Comments or suggestions: