	CEMCA & BOU	

Final Report of Project on:

OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University

Md. Mizanoor Rahman & AKM Iftekhar Khalid

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Abstract:

Bangladesh Open University (BOU), only public mega Distance University in Bangladesh with 43 formal academic programsimplemented the above-mentioned project with the technological and financial assistanceof the Commonwealth Educational Media Centre for Asia (CEMCA), Delhi, India. The Project successfully trained 30 policy-level people, 60 academicians, and 37 officials of the university. In addition, through the project activities, BOU developed an OER Repository under Creative Commons (CC) licensingpolicy and also developed the courses of studies for one Higher Education – Master of Business Studies (MBS) – Programme within the stipulated project period from July 2016 – June 2017.

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Chapter 1: Introduction

1.1   Project Background

Quality Academic materials are scare and need huge initiatives for development of a copy of such quality product in the third countries like Bangladesh. In this perspective, Web2.0 technology in the recent decade has opened up the opportunity for the educators especially for the third countries like Bangladesh for exchanging ideas and sharing such academic resources – texts, video and audio - through online. In this way, learning portfolio has been diversified in higher education as well as in school education. Since inception of web2 technology, open educational resources (OER) in the delivery of educational programmes have been very useful mechanism for sharing resources across the academic and professional institutions. Open Distance Learning (ODL) system has also been relied on the adoption of OER academic materials as sometimes the timely delivery materials to the remote areas have been found a challenge and broadcast technology also becomes costly. Interest has grown steadily over the past decade in making education openly available to students around the South Asia.

Bangladesh Open University (BOU) is the only public university for offering distance learning in Bangladesh. This university has been established in Gazipur district, Bangladesh in 1992. This university has six schools, which offer 43 formal programs and the programs included certificates, undergraduate, graduate and post-graduate programs. This university has currently 4, 33,413 students (on 31 December 2016) enrolled for different academic programs. This university has recruited 26,625 affiliated tutors for its 1100 Study Centres and Bangladesh Open University has currently almost 1600 permanent staff for serving educational services through its Head Quarter in Gazipur, 12 Regional Centres and 80 Sub Regional Centres which are situated in divisional and district towns. This university has more than 403 academic quality materials for those formal academic programmes which needed to open up to support the widespread availability of OER is a goal.

Bangladesh Open University has embraced the OER goals through association with the Commonwealth of Learning's regional counterpart – CEMCA.Commonwealth Educational Media Centre for Asia (CEMCA), a leader in Asia for educational media established in 1998 under a host country agreement signed between Commonwealth of Learning (COL) and Government of India (GoI) has its headquarter in New Delhi. CEMCA has a vision to be the foremost agency in Commonwealth Asia that promotes media enabled learning for development and to assist government and institutions to expand the scale, efficiency and quality of learning by using multiple media in open, distance and technology-enhanced learning.

Both leaders, Bangladesh Open University and CEMCA resolved to implement a project on OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University.The project was a small-scale project to pilot OER activities and capacity enhancement programmes (CEP). The project emphasized on Capacity Enhancement taking BOU as a whole so that policy people who are related with formulated institutional policies and the policy people are Vice Chancellor, Pro-Vice Chancellor, Treasurer, Deans, Directors, Professors and these people represents the university at Academic Council, Board of Governors and these bodies are responsible to create and review policy. The academic are the main people who write, edit and review academic materials of the university and few of them also are members of School Committee and Curriculum Committee etc. The non-academic are theofficials who are Directors, Regional Directors, Joint Directors, Deputy Directors, Assistant Directors, Coordinating Officers and other official of the university and they are very much related with the implementation of the university policies. This project had targeted policy people, the academic and the non-academic people to get an orientation to implement OER policy at their institutional, official andindividual levels. In brief,the overall objective of the project was to

review the existing OER policyof Bangladesh Open University and to develop manpower through Capacity Enhancement Programmes.

Another objective of the project wastoenforce the OER policy for implementing a blended OER-enabled Higher Education (HE) programme, Master of Business Studies (MBS) at Open School, Bangladesh Open University (BOU) and include practical recommendations from implementation experience for other BOU programmes. Further,one of the specific objectives of the project is to prepare, develop, adopt and launch MBS Programme during this project period.

It is well-known that Open School, Bangladesh Open University has been offering Bachelor of Business Studies (BBS) since 2006. The Open School does not a Master program and so, the students of BBSdidn't have opportunity to join Master Programme after the completion of BBS programme. Through implementing OER, BOU is starting to offer MBS programme already approved by Academic Council and Board of Governors, which is a sustainable and visible output of the project. Along with that, another sustainable activity of the project is that through creating a repository in the university, there will be a regional language- Bengali language based OER basin in South Asia.

The main outputs of the project are:

- OER Action Plan prepared and approved by all relevant BOU authorities;
- Strengthening Capacity of Key BOU stakeholders (policy-makers, academics and officials);
- Networking and information exchange established within BOU schools and various departments;
- One OER-enabled Programme implemented at BOU.

The project is executed by the Open School and Training & Research Unitof Bangladesh Open University. Due to the nature of the project, the implementation of project activities is done by the Project Implementation Team. Overall management of the project is responsibility of Project Team consisting of 4 members:
- Professor Sufia Begum, Dean, School of Education - Member
- Ms. Sabina Yeamin, Dean and Associate Professor, Open School – Member
- Mr. Md. Mizanoor Rahman, Assistant Professor, Open School-Team Leader
- Mr. AKM Iftekhar Khalid, Deputy Director (Training), Training & Research Unit – MemberSecretary

Professor Dr. M A Mannan, Hon'ble Vice Chancellor, Bangladesh Open University as the Chief Patron of the project always directed, instructed and assisted towards managing the project activities and always kept an open door towards the project team for getting his advice towards implementing the project. From CEMCA, Delhi, Dr. Manas Ranjan Panigrahi, Program Officer (Education)provided also prompt supports to BOU Team for the successful management and implementation of the project activities on right time.

1.2 Methodology

The report has been prepared through a combination of processes including feedback from CEP participants, a desk study, document analysis and interviewingindividually CEP participants.The methodology for the report preparation covered the following areas:

- Desk study review of all relevant Project documents;
- Consultations with selectedDeans/Directors,
- Interviews with stakeholders;
- Feedback through structured questionnaire from the participants of Capacity Enhancement programmes;

- Officials of the BOU e-Learning Centre
- Web-Master, Programmers of the BOU Computer Department

The activities are specific and on request from the CEMCA, this document has been prepared by the following personnel who are already in the project management. The Team comprises of:

- Md. Mizanoor Rahman – Team Leader
- AKM Iftekhar Khalid – Member

Key areas

The report covers the following three main areas with:

- Project Delivery – Open Educational Resources created an extraordinary opportunity for sharing and developing learning materials for specially distance learning institutions and this Project has one year activities for OER to enlighten the staff of the university and to review and implement the OER policy by June 2017. The Project activities have been delivered with the stipulated time period.

- Project Implementation- The OER project has been successfully implemented and the visible output of the project is that BOU learning materials are now under Creative Commons license at http://www.ebookbou.edu.bd/.

- Project Finances: The project has been financed by Commonwealth Educational Media Centre for Asia and Bangladesh Open University has provided necessary infrastructure, venue, equipment, training support-materials and manpower to complete the project.

Chapter 2: Project Delivery

2.1   Project outputs

The project, OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University has five stated objectives presented in details in the following. An estimate of completion of each of these objectives was given by the Project profile. These estimates were considered by the Evaluation Team to be consistent with the other reports submitted to CEMCA/BOU.

2.1.1   Objective 1 – Policy issues

This was considered to be 100% completed. The policy made by Bangladesh Open University was needed to be re-addressed as the OER Policy had not been implemented by Bangladesh Open Universityalthough the policy was approved in 2014by the Academic Council and the Board of Governors at the university. Because of the Project, the Policy was revisited and enlivened and the OER Policy is now considered for the material development and the Policy is in the mainstream and consciousness of the university. The OER policy is now revolutionary one in the perspective of Bangladesh as the Policy has been first implemented in Bangladesh.

2.2.2   Objective 2 – Review of policy

The project had been gone through a critical review of the existing OER policy.The review of the OER policy has a direct impact on promoting the policy towardsthe implementation for the academic materials of the University. After the review, the policy-makers had a direction towards immediate implement of the OER policy in the university and if further edition is needed in future, they would look into the policy. Professor M A Mannan, Vice Chancellor, Bangladesh Open University and Mr. Md. Mizanoor Rahman, the Team Leader of the Project put special effort to review the OER Policy of the university.

Further, the Team Leader of the project and Dr. Manas Ranjan Panigrahi of CEMCA developed a paper titled 'Open Educational Resources (OER) Policy of Bangladesh Open University (BOU): an Evaluation' for conference presentation and which already been accepted in a conference.

2.2.3   Objective 3 – Policy-makers, Academic and Non-Academic staff Trained

The project involved the 28 policy level people to give an input or a comment on OER policy. The day-long capacity enhancement programme was conducted on 29 August 2016 at Bangladesh Open University Gazipur Campus, Gazipur, Bangladesh. The policy makers became aware and trained about the evaluation of distance education and the intricate relationship between the online learning, OER materials, Open Source materials, open society. In the new era of learning, the status of Bangladesh Open University is evaluated and how the university should go forwarded for the development and for OER policy implemented. Professor Mohan B Menon did the mammoth task of providing training and agreeing the policy-makers to accept and adopt the Open Educational Resources in the university.

Further, the Capacity Enhancement programmes for other staff had been completed in two phases. In the first phase, 30 academics were trained from 03-05 September 2016 as Master trainers who has the

responsibilities to train the other staff of the university. Along with that, in the first phase, 37 officials (non-academic) attended three days Capacity Enhancement programme from 30 August – 01 September 2016 at Gazipur Campus. In April 03-05, 2017, the group of master trainers conducted the Capacity Enhancement programme for the other 33 academics of the university. So, the project objective has been 100% achieved.

2.2.4 Objective 4 – OER Repository

The university has already development OER repository and the repository is available at www.ebookbou.edu.bd. For much improvement of the website, some aspects of this component are necessary to address and however, some are complete and operational although in need of continual maintenance. Dissemination of project information is on-going to general public, press and other stakeholders e.g. education ministry, primary education, other relevant ministries.Discussion with project staff and with stakeholders, the project is proceeding close to the original plan.

2.2.5 Objective 5 –a Master Programme delivery under OER Policy

One pilot project was brought forward to enable the outputs of these to be assessed whilst the BOU educational programmes passes different committees for approval. The start of development of the MBS Programme was delayed to enable more information to be available from the OER project. However, the following things for MBS programme have been completed:

- MBS regulation has been recommended by the respective Curriculum Committee;
- MBS curriculum has also recommended by the same Committee;
- To be placed in the next available Academic council; and
- Reportedly, Academic Council already permitted to launch the MBS programme;
- The School desires to provide learners with the 10 Lecture notes, 10 PPTs and 10 Video Lectures through OER repository for each course. One Course Lecturer would maintain the learning portfolio for respective course. According to the schedule, the Course Lecturer would upload the materials in the repository;

50% of this objective is achieved and by the end of June 2017, it is expected to reach towards a tangible output, launching the MBS programme.

2.2 Capacity Enhancement Programmes

The project organised 4 Capacity Enhancement Programmes (CEP) 1 for policy-makers, 1 for officials, 1 for academics (for master trainer) with Professor Mohan Menon and finally, 1 for academics witthe in-house master trainers).

2.2.1 CEP for policy-makers

One day-extended CEP was organised by the Project. Summary given bellow:

Capacity of participation	Persons
Facilitator	Prof. Mohan Menon
CEMCA representative	Dr.Shahid Rasool, Director, CEMCA
Chief Guest	Prof. Dr. M A Mannan, VC, BOU
Guest of honour	Prof. Khondoker Mokaddem Hossain, PVC, BOU

Participants (30)	Deans and Directors

BOU Media Division recorded the entire inaugural session and uploaded in the web at: https://www.youtube.com/watch?v=kKaLgHJfr0U

Full Report (see Attachment: 1)

2.2.2 CEP for BOU Officials

The Project organized 3 day extended CEP for BOU officials of different departments including field-level officials.

Capacity of participation	Persons
Facilitator	Prof. Mohan Menon
CEMCA representative	Dr.Manas Ranjan Panigrahi, CEMCA
Chief Guest	Prof. Sufia Begum, Dean, School of Education, BOU
Guest of honour	
Participants (37)	Officials of different department including Computer Department

Full Report (see Attachment: 2)

2.2.3 CEP for OER Master Trainers (Academics)

The Project organized 3 day extended CEP for BOU teachers for preparing them to train others on OER issues.

Capacity of participation	Persons
Facilitator	Prof. Mohan Menon
CEMCA representative	Dr.Manas Ranjan Panigrahi, CEMCA
Chief Guest	Prof. Sufia Begum, Dean, School of Education, BOU
Guest of honour	Dr. Sabina Yeasmin, Dean, Open School
Participants (37)	BOU Teachers

Full Report (see Annexure: 3)

2.2.4 CEP for BOU academics

The Project organized 3 day extended CEP for BOU teachers with the master trainers of the previous CEP.

Capacity of participation	Persons
Master Trainers	Kazi Sharmin Pamela Rumana Kader Mr. Abu Naser Md. Tofail Hossain
Facilitators	Dr.Manas Ranjan Panigrahi, CEMCA Md. Mizanoor Rahman

	AKM Iftekhar Khalid
CEMCA Representative	Dr.Manas Ranjan Panigrahi, CEMCA
Chief Guest	Prof. Sufia Begum, Dean, School of Education, BOU
Guest of honour	Dr. Sabina Yeasmin, Dean, Open School
Participants (37)	BOU Teachers

Full report (see Attachment: 4)

2.3   BOU OER repository

Under the project activity, BOU developed an OER Repository under CC licensing which is the part of BOU OER Policy 2014 implementation.

BOU OER Repository includes all print and video materials linked to: http://www.ebookbou.edu.bd/

2.4   Blended Higher Education – Master of Business Studies – Programme

Courses of studies already been developed.

Chapter 3: Project Implementation

3.1   Project Administration

- **Project Execution** – the project appeared as well planned and executed as the project activities had been completed on expected time-frames. Where changes to the programmes have been requested, the revised timescales have been adhered to.

- **Professionalism of the project staff** –It shall be noted that despite comprehensively small staff, they are also experts in their own fields. All interviewed stakeholders have also been agreed that the project management performance is excellent.

- **Project Administration** – Financial management of this project is controlled from the University Offices. All legal procedures for financial management appear to be in place as Accounts and Finance Division verifies each component of the expenditure of the project and forward for necessary approval to the University Authority. The BOU Authority is allocating necessary infrastructures for implementing the project objectives. Technical administration of the components is undertaken by the expert responsible in collaboration with the Project Committee.

- **Project Planning** – Planning for OER policy implementation and Capacity Development is reviewed on a regular basis by Project Committee in collaboration with CEMCA personnel specially Dr. Manas Ranjan Panigrahi. Thus, the project planning appears to be satisfactory.

3.2   Project outputs

- 100 BOU academicians and officials already been trained in OER issues;
- 10 academicians are capable of training other actors of OER;
- 1 OER repository already been developed;
- 1 course of studies already been developed;

Chapter 4: Project Finance

4.1 Financial Planning

The project is financed by CEMCA, Delhi. But there was a bridge finance applied when the money was in transit. BOU project committee members had to finance the CEP events. This created a temporary problem for the project personnel because they were using their ownmoney for completing the project activities at a right time.

4.2 Disbursements

Therewere significant cash disbursements from the project other than reimbursement of travel/accommodation for participants at Capacity Development workshops / seminars. The details are in cash flow statement at section 4.4.

4.3 Effectiveness of funding mechanisms

A number of issues regarding the operation of the CEMCA/BOU processes were highlighted. These have been brought to the attention of CEMCA/BOU by the project team before, however the key concerns raised during the discussions included:

- Considerable time is required to get budget approval;
- Significant problems have arisen from the introduction by CEMCA/BOU of new project management / financial management. The new system does not provide sufficient detail to manage the project. These problems have been acknowledged by CEMCA/BOU but there is no solution as yet.
- Payments from CEMCA/BOU are made to the project in USD but payments to sub-contractors have to be made in local currency - Taka. Exchange rate risk was acute. VAT regulation sometime found very crucial.

4.4   Fund flow statement

Financial Statement

Serial	Money Received from CEMCA	Amount in BDT
1st	Ist Installment (September 2016)	609500
2nd	2nd Installment (March 2017)	606172
	Total	**1215672**
Activity	**Money Spent through BOU**	
A-1	Review of Draft OER Policy and Capacity Enhancement Programme (CEP) for Policy Level People	296003
A-2	OER Capacity Enhancement Programme (CEP) for BOU Non-Academics	258346
A-3	OER Capacity Enhancement Programme for BOU Academic for Making Master Trainers (MTs)	198369
A-4	OER Capacity Enhancement Programme for BOU Academic	376181
	Total Spent on 15 June 2017	**1128899**
	Project Works Still To Be Paid	
A-5	OER Repository Payment	150000
A-6	OER Material Development Payment	175000
	Total Payable	325000
	Total Spendable	**1453899**
	Total Money Received from CEMCA	1215672
	Money Receivable from CEMCA	**238227**

A=Activity

Chapter 5: Conclusion

5.1   Sustainability and cross-cutting issues

Sustainability of project organization, which is executing the project, is an important aspect from the project financial point of view. BOU is a distance learning University which uses technology since its inception in 1992 and BOU has open accessed materials which have been operational before the CEMCA/BOU project though the materials were not under Creative Commons License. Therefore, acceptance of OER for the University is not the option only; it has been the important part of its technology use. Bangladesh Open University is also playing key-role for developing national OER policy in Bangladesh and the university is working with COL/CEMCA for support at different levels both institutional and national levels.   For sustainability and development in future, BOU shall provide its manpower and infrastructures for conducting the OER activities in Bangladesh and in addition, CEMCA shall draw its attention to support of the component. In this way, it gives the indication of mainstreaming which, in turn, says the sustainability of the project.

About 40% female participated in the CEP for Academics (Master Trainer)and5/4 academics have been identified as Master Trainers for the forthcoming CEP for BOU teachers.

The project supports the digital-Bangladesh promise VISION 2021 as well as the achieving the sustainable goals for ensuring quality for high education. From the interviews with the BOU staff, it is understood thatOER has been an inevitable part of BOU activities.

5.2   Key Observations from CEP participants/project team

- Most of the CEP participants are hopeful and supportive to implement the OER in Bangladesh Open University as well as in Bangladesh;
- Access to Web materials for all students is a concern ;
- Concern over the implementation of all programmes through OER;
- The Project has had significant impact with BOU academic/officials by providing support for workshops and training programmes;
- There is less communication between project team and CEP participants;
- Important that the OER policy developed is incorporated into operational plans by the Computer Department;
- The project team are very positive in assisting the press;
- The project promotes international co-operation;
- The project is viewed as having an impact at national, regional and international levels;
- There is a need to extend the duration of the project, if the legal procedure takes time;

Attachment 1

Report on

Capacity Enhancement Programme on Open Education Resources for BOU Policymakers

A joint inititive of
Bangladesh Open University and
Commonwealth Educational Media Centre for Asia *(*CEMCA*)*

29 August 2016

Prepared by:

Md. Mizanoor Rahman

AKM Iftekhar Khalid

1.   Introduction

Open educational resources (OER) has been the most important topic to support equal access to knowledge, information as well as educational opportunities because these resources are generally available free of charge and distributed freely over the Internet through a variety of distributors or repositories. The powerful reason for harnessing OER is 'that the world's knowledge is a public good and that technology in general and the World Wide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge' (Atkins, Brown, Hammond, 2007). The simple dominating idea is that openly licensed educational materials have tremendous potential to contribute to improving the quality and effectiveness of education. In line with this, the Bangladesh Open University adopted an OER policy; but still now, based on the policy, improvement has been very minimal. Therefore, the University aims to review the existing policy and to take OER initiatives, where necessary. As a part of this imitative, the University proposed *Commonwealth Educational Media Centre for Asia (CEMCA)* a series of capacity enhancement programmes (CEP) for necessary funding and finally, the CEMCA already allocated the budget. This CEP for Policy Makers of BOU aims to inform policy-makers how OER can be used in education specially in higher education.

2.   Objectives

Specific objectives of the CEP are:

i.   to enlighten policy-level people on the concepts of OER and present the current issues of OER for promoting the open and distance learning in Bangladesh;
ii.   to present the review report on OER policy adopted by Bangladesh Open University;
iii. to acquaint policy-makers with the international experiences of the OER repositories in general and OER in Asia in particular; and
iv.   To acquire some recommendation for implementing OER initiatives correctly for BOU.
v.

3.   Participants

School of Education
- Prof. Sufia Begum, Dean & Professor (Zoology), sufia@bou.edu.bd
- Prof. Dr. Sunil Kanti Dey, Professor (History), skantidey56@yahoo.com
- Prof. Dr. Md. Mohsin Uddin, Professor (Mathematics), mohsin_uddin@yahoo.com
- Prof. Dr. Soaib Ahmed, Professor (Bangla), School of Education, drsoaibg@yahoo.com
- Prof. Dr. A.S.M. Golam Mortuza, Professor (Economics), School of Education, mortuzag@yahoo.com

School of Social Science, Humanities and Language
- Prof. Dr. Mamtazuddin Patwari, Dean & Professor (History), patwari54@yahoo.com
- Prof. Dr. Md. Abdur Rashid, Professor (Political Science), rashid@bou.edu.bd

Open School

- Prof. Dr. Sadia Afroze Sultana, Dean & Professor (Physics), sadia_afroze@yahoo.com
- MS Sabina Yeasmin Associate Professor (Home Science), sabina_d@hotmail.com

School of Business

- Prof. Dr. Qazi Mohammad Galib Ahsan, Dean & Professor (Accounting), qgalib@bou.edu.bd
- Prof. Dr. M. Ekramul Hoque, Professor (Management), ekramdean@yahoo.com
- Prof. Dr. Md. Mayenul Islam, Professor (Management), islammayenul@yahoo.com
- MS Adiba Anis, Lecturer (Marketing), adiba10mkt@gmail.com

School of Agriculture and Rural Development

- Prof. Dr. Md. Farid Hossain, Dean, Professor (Agriculture), faridhossain04@yahoo.com
- Prof. Dr. Md. Abu Taleb, Professor (Agriculture), prof_taleb@yahoo.com
- Prof. Dr. Md. Shah Alam Sarker, Professor (Fisheries), sarkeralam@yahoo.com

School of Science and Technology

- Prof. Dr. K.M. Rezanur Rahman, Dean & Professor (Physics), drkmrezanur@yahoo.com

Heads of Divisions

- Prof. Dr. Abul Hossain Ahmed Bhuiyan , Registrar, Administration Division, regi@bou.edu.bd
- Abu Nasar Mahmud, System Manager/Director, Computer Division, nasar_mahmood@yahoo.com
- Engr. S.M. Keramat Ali, Director, Media Division, smka62@yahoo.com
- Dr. Md. Asaduzzaman Ukil, Controller of Examinations, Examination Division, controller@bou.edu.bd
- Md. Hemayet Miah, Director, Finance and Accounts Division, hemayet@bou.edu.bd
- Md. Mamun Hasan, Director (Admin) and Librarian (Addl-charge)   Library and Documentation Division, mhasan@bou.edu.bd, librarian@bou.edu.bd
- Prof. Mostafa Azad Kamal, Director and Team leader, E-learning center, mostafa_azad@yahoo.com , mazadk1968@gmail.com
- A.K.M Martuza Ahmed, Director (In-charge),Information and Public Relations Division, martuza@bou.edu.bd
- Md. Atiqur Rahman, Director (In-charge) Student Support Services Division, dirsss@bou.edu.bd
- Dr. Md. Shafiqul Alam, Director (In-charge), Planning & Development Division, shafiqul_bou@yahoo.com
- SNHM Shakhawat Hossain, Director (In-Charge), Publishing, Printing and Distribution Division, shamshir1962@yahoo.com
- Engr. S.M. Rezaul Islam, University Engineer (In-Charge), Engineering and Estate Division, engr.robinreaz@yahoo.com

4.   CEP Machinery

The one day CEP programme is divided into three sessions:

Opening session – this session mainly focused on the global OER issues in general and SAARC countries in particular. This session also emphasized on status of OER at Bangladesh Open University.

Working session – in this session the Resource Person (RP) oriented the BOU policy-makers towards practical aspects of OER implementation, benefits and future directions.

Plenary session – this session was actually the feedback session in presence of Hon'ble Vice Chancellor, Bangladesh Open University – Professor Dr. M A Mannan. A detailed activity for the day-long workshop has been discussed in the following sections:

5.   Opening session

On 29 August 2016, Commonwealth Educational Media Centre for Asia (CEMCA) and Bangladesh Open University (BOU) under their joint OER initiatives convened the one-day "Capacity Enhancement Programme (CEP) on Open Education Resources for BOU Policymakers" at BOU Campus, Gazipur Bangladesh. This activity is a part of implementation of Project entitled "OER Policy and Implementation of Blended Approach for teaching-learning at Bangladesh Open University (BOU)".

At 9:30am, the opening session was started and Hon'ble Vice Chancellor, Professor Dr. M A Mannan chaired the session. Opening session was started with a festive manner as BOU VC put on sash to CEMCA Director and at the very outset of the session; Md. Mizanoor Rahman, the Team Leader of the CEMCA-BOU OER Project stated the objectives of the CEP to the policy-makers. Mr. Rahman and Ms. Adiba Anis jointly anchored the session. Mr. AKM Iftekhar Khalid presented to the participants the bio-note of the Resource Person, Professor Dr. Mohan Menan (see attachment 1).

In the inaugural address Professor M A Mannan, Hon'ble Vice Chancellor, BOU mentioned that the

"Pedagogical transformation through open Educational resources at Bangladesh Open University is not an option, it has been imperative to incorporate in the BOU system. Open Educational Resources are valuable for BOU and students in terms of energizing teaching and learning at lowering costs and laying the groundwork for Higher Education (HE) programmes that meets employers' needs. The BOU is in a process to use OER, so CEMCA's initiatives will help BOU building a new dimension of our success agenda". Professor Mannan mentioned that Professor Menon was the instrumental to develop the Wawasan Open University (WOU) and BOU Policy Makers have many things to learn from him not only OER but also other techniques to overcome the challenges of open and distance learning institutions. Vice Chancellor also mentioned that the workshop aimed to enhance the capacities of policymakers (Deans, Professors and Directors) and practitioners on review of OER policy and effective implementation and Professor Menon was with them as a facilitator of the day-long session.

Dr. Shahid Rasool, Director, CEMCA, in his address appreciated BOU's willingness to make use of ICT-enabled learning for open and distance education. He also referred that the world leading conventional universities are now offering online courses all over the world using technology e.g. MOOCs. Therefore, because of the use of technology in education, there is a convergence between conventional and distance mode teaching. "Access to quality education today is a matter of great concern and Interactive TV together with ICT could be the supplement to the real classroom", he added. He stressed on the use of multiple media approaches e.g. video, audio, eLearning to make teaching and learning rewarding and engaging. Dr.Shahid was impressed to learn about BOU Tube and the digitization of BOU studios. He emphasized on web-based delivery of print as it is able to overcome the drawbacks of handling hardcopies of the print such as late delivery, cost effectiveness and less interactivity possibility etc.

The goals of the BOU-CEMCA OER Initiative are that students will complete their degrees at higher rates and at a less cost than those completing traditional degrees and BOU faculties will redesign curriculum and pedagogy to better match for students and employer's or industry need.

The opening remarks were presented by Asst. Professor Mizanoor Rahman of BOU who spoke on 'BOU OER Policy Review'. His address explored the BOU OER Policy 2014 to the Policy Makers. According to the policy, Creative Commons (CC) open licensing can be harnessed to design and implement creative, engaging learning environments for BOU students that will contribute meaningfully to developing the '21st century skills'.

Mr. Rahman observed, in his policy research, that there is evidence of growing interest in open licensing in Bangladesh and the establishment of supportive policy environments for open licensing. He noted that despite these tangible gains, there is still limited understanding of the concept of OER beyond its 'champions'. This inadequate understanding of the efficacy of 'open' pedagogies and systems continues to result in several institutional barriers to harnessing OER practices to support pedagogical conversion.

Professor Dr. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University, is the key resource person of the three CEPs at BOU. Professor Menon mentioned his long relationship with Vice Chancellor, Professor Mannan and observed that University does arrange training at the grassroot for academic and non-academic staff but not at the policy level and without the supports of policymakers, OER cannot be implemented in a right manner. Professor Menon believed that the use of ICT would be developed and implemented for ensuring quality higher education.

Professor Khondakar Mokaddem Hossain, Pro-Vice Chancellor, BOU one of key supporters, promoters of OER and one of the initiators of BOU OER Policy also attended the programme. He has been the best patron of BOU-CEMCA OER Initiative.

The one day workshop will be followed by two more Capacity Enhancement Workshops for Academic and Non Academic staff. This will lead to implementation of OER policy and practice at BOU as per the CEMCA model.

BOU Media Department recorded the entire programme and uploaded in the YouTube channel (https://www.youtube.com/watch?v=kKaLgHJfr0U). Its transcribed version can be seen in the attachment 2.

Opening session was concluded with a photo session:

6.   Working session

Professor Menon started the working session at 11:00 after the tea break and he invited Mr. Mizanoor Rahman presented a lecture on "Adoption of OER in Bangladesh: A research conducted by the Project Team". Mr. Rahman discussed the chronology of recent technological development e.g. telephone, radio, cinema, television and computer. All the technologies contributed towards Information and Communication Technology which offers now the newest technologies for education e.g. e-Learning, eBook or eContent which are the Future of Education.He explained OER to the participants and mentioned the different OER materials e.g. audio, video and print materials. He also presented the use of OER in Literature, Mathematics, Science and course based video materials and its importance and implementation.

He handed the participants a Bangla version handouts (see attachment -)

Then Professor Dr.Mohan Menon started his session on Current scenarios of COL-CEMCA OER initiatives in Commonwealth Asia and COL-CEMCA supports adoption and implementation of ICT/Open Educational Resources (OER) policies to improve quality of learning outcomes and fostering of innovation. Professor Menon also referred to the term, OER which was coined in 2002 at the Forum on the Impact of Open Courseware for Higher Education in Developing Countries organized by UNESCO, and in 2012 the Commonwealth of Learning (COL) and UNESCO organized the World OER congress, which resulted in the OER Paris declaration that government to release public funded teaching and learning materials to be released with an open license. In the line,

CEMCA continues its work with Commonwealth governments and institutions for OER policies and its implementation with an eye for improving the quality of systems while enhancing staff capacity in order to enhance quality learning opportunities.

Referring Vice Chancellor's speech and Mr. Rahman lecture, Professor Menon mentioned that BOU already has learning resources e.g. print, audio-video lectures and research articles; and the University has already made them available in the web as open accessed materials (OAM). Professor Menon discussed how BOU can declare make these materials as OER and join to mainstream OER. Professor defined OER that Open educational resources (OER) are educational materials (usually digital) that can be used, improved, redistributed and shared and explained that an educational resource that is free and online is not OER unless it has one of these open licenses attached. He discussed the concept of Open Content (OC), Open Courseware (OCW), eLearning and their difference with OER and their relationship between themselves. He also explained the Open Movement, Open Source Software in Open Movement, Open Licenses, Open Access, Open Society in the Open Movement. He discussed the Creative Commons and its licensing policy for OER, the use of OER in education and mentioned the global institutions and academics have rated OER highly for ensuring quality education in the universities. His presentation was participatory as the participants were also interactive during his session. Professor Mohan Menon for practical examples showed the courses of Wawasan Open University portal for academic materials and how the Open Educational policies have implemented in the academic courses and some participants also opened the website of Wawasan Open University (WOU) to see how WOU is using OER for their materials. He also referred the repository of WOU which can be used as a model OER repository for other university. The policy makers also tried to learn the implementation tips and techniques from the Resource Person for their own university. Professor Menon focused on the implementation of the OER policy of BOU as the University has already developed and approved by the relevant authorities.

7.   Plenary Session

This session was chaired by the BOU Vice Chancellor. The Vice Chancellor actually tried to find out the feedback of the day-long session. He raised the question, "Why have we made BOU OER policy?"

Vice Chancellor hoped that the participants had enough exposures from the working sessions of Prof. Menon, who addressed the theoretical issues of OER, different aspects of Open Contents and OER implementation policies. Professor Menon was the main implementer of OER at the Wawasan Open University and he showed examples for policy makers for OER to put into practice. He also referred the presentation of Mr. Mizanoor Rahman, who had delineated the steps of OER and the status of BOU in relation to OER policy implementation.

He expected that the policymakers should support their relevant schools and departments to implement the OER policy which the University already adopted. The participants were also referring to Professor Menon's academic portals at Wawasan Open University which were very helpful to understand how OER policy works in a practical situation.

8. Outcomes of the Day-long Workshop

Participants of this Capacity Enhancement Programme are the policy-level people from Bangladesh Open University who are Deans, Directors, and Professors. After the day-long workshop, the following mentionable outcomes are achieved:

- Involving all departments /faculty in the OER process;
- Creating an urge to get the eLearning Center Operational – development of infrastructure and support;
- Alleviating people's concerns about OER and copyright implications;
- Ensuring staff to attend OER workshops/training;
- Advocacy and sensitization - understanding what OER;
- Showing the case of WOU as an example for how others have implementing OER policy;
- Visiting OER enabled programme delivery institutes;
- Including issues of OER development, policy, remuneration system in the academic orientation for new staff
- developing resources is one of the requirements for academic/lecturers' responsibility (lecturers should be encouraged to create resources and update teaching and learning resources on a regular basis and should take into account (copyright issues) – PPT can be the first drive for addressing this issue);
- Ensuring that Department/Faculty heads or Deans includes budget for creating, updating and publishing of resources for sharing.
- Ensuring consistency, uniformity and continuity of OER material production and sharing.
- Committing the institution and faculty to produce and use OER material
- To ensure quality control and review – it sets the goals, limitations and serves as a reference. Factors contributing to gap between Policy on paper and Implementation
- Proper research must be conducted before preparing policy documents

9.   Attachment 1: Programme Schedule

Programme Schedule

Capacity Enhancement Programme (CEP) on Open Education Resources for BOU Policymakers
(August 29, 2016) Gazipur, Bangladesh

Day, Date & Time	Topic	Objectives	Strategy	Resources
Monday, Aug. 29, 2016				
Registration: 0900 - 1030 hrs.				
0930 - 1030 hrs.	Introductory-cum-Inaugural Session	To establish rapport and set the tone, clarify the objectives, negotiate the workshop structure	Reciting bio-note Felicitation Speeches	Address by: Prof. Dr. MA Mannan Prof. Dr. Mokaddem Hossain Dr.Shahid Rasool Prof. Dr. Mohan B. Menon Anchored by: Md. Mizanoor Rahman Adiba Anis
1100 - 1115 hrs. TEA BREAK				
1115 - 1145 hrs.	Adoption of OER in Bangladesh: A research conducted by the Project Team **Md. Mizanoor Rahman**	To describe and discuss the OER scenario in Bangladesh and in other countries, and the new trends vis-à-vis blended learning	Presentation with the help of LCD by R.P followed by discussion	Bangla handouts – **gy³ wkLbmvgwMÖ** COL: An Introduction to OER
1145 – 1215 hrs.	Understanding of OER with special reference to Online OER course by the COL Prof. Dr. Mohan B. Menon	To describe OER certification	Work on computer to get online certificate	http://tell.colvee.org/ Soft copy of the following: Understanding of OER TIPS Guidelines for creation of OER and OER quality
1300 - 1400 hrs. LUNCH BREAK				
1400 - 1500 hrs.	Current scenarios of COL-CEMCA	To explain various issues involved in	Presentation with the help of LCD	• COL Knowledge

	OER initiatives in Commonwealth Asia Prof. Dr. Mohan B. Menon	the development of OER	by R.P followed by discussion	Resource on OER • Handout of Menon (2016) I. OER Policy Assumptions II. OER Policy Components III. OER Policy Resources
1500 - 1515 hrs. TEA BREAK				
1515 - 1630 hrs.	Strategies for implementation of BOU OER Policy and Practice Prof. Dr. Mohan B. Menon Md. Mizanoor Rahman	To identify the characteristics and major features of OER at the BOU	Presentation by R.P followed by discussion, followed by one-to-one interaction for topic identification BOU VC to address the OER Policy	• OER Policy (Mizan, 2016) • OER Handbook • Activity : Identification of Course unit for OER

10. Attachment 2: Research on OER

Open Educational Resources (OER) Policy of Bangladesh Open University (BOU): an Evaluation

Md. Mizanoor Rahman (mizan2006@yahoo.com)
Bangladesh Open University

Dr.Manas Ranjan Panigrahi (mpanigrahi@col.org)
Commonwealth Educational Media Centre for Asia (CEMCA)

Abstract:

Bangladesh government implements textbook policy quoted in the National Education Policy 2010 that is the creation and distribution of school texts to the students at a free of cost. Due to influx of information and information technology (ICT) the policy has further been extended and that is to make the books available in the website as open accessed materials (OAM) – some people in Bangladesh viewed this as OER. Bangladesh Open University – a public university and only provider of distance education in the country – do support the government policy and in line with this, the University made all texts available as OAM. This article reviews the existing OAM policies of the county in general and BOU in particular. Finally, it evaluates critically the existing OER policy of the University and draws conclusion on OER issues. This article aims to put these OER policies in context, discussing their focus and scope and highlighting challenges and bottle necks. On the basis of the analysis of the current state of the art, one of main barriers to gaining the benefits of OER is that the state-owned publishing houses – namely National Curriculum & Textbook Board (NCTB) and BOU are less compliance of the copyright. The recent OER initiative is presented as a technique to overcome these barriers by dictating the existing materials.

Introduction

Use of technology at the Bangladesh Open University (BOU) is not the option but obligatory as the Section 5 of the BOU Act 1992 states as under:

> …….the purpose of the University shall be to spread multimedia instruction of every standard, and knowledge, both general and scientific, by means of any kind of communications technology, to raise the standard of education and to give the people educational opportunities by democratizing education and to create a class of competent people by raising the standard of education of the people generally [Section 5, BOU Act 1992] (MoE, 1992).

As per the provision of this section, BOU needs to cater to all levels of education and in order to do that it implements multimedia instructions using communication technologies assuring the quality. No organization can violate its objectives stated in the statute. In line with this, BOU uses multimedia for its programme delivery. They are – self-learning materials (SLMs) as print media using in-house style; radio-TV broadcasts (RTBs) as electronic media using national chunk and tutorial support services (TSSs) as human media using the infrastructure of the formal system (Rahman and Panda, 2015; Mannan, 2016). Therefore, technology has been the part of the BOU system and due to influx of computer technology – known as Information & Communication Technology (ICT) – BOU introduces learning management system (LMS), web2 technology, WebTV, web Radio, eBooks, mobile apps, interactive virtual class room (IVCR), ELT curriculum-linked videos (CLVs) and BOU Tube etc (BOU Showcase Report 2016). All texts have been made available in the web as open accessed materials (OAM) for free use which do not protect the copyright. In 2014, the University

adopted the OER Policy; but the implementation of the policy has been much slowed. Therefore, this desktop research reviews the existing OAM policies of the county in general and BOU in particular. Finally, it evaluates critically the existing OER policy and draws conclusion on OER issues.
Objectives

This desktop research achieves the following specific objectives:
  i.   to review the OAM policies of the country;
  ii.   to review the OAM polices of the BOU;
  iii. to review the OER policy of the BOU for ascertaining the foundations of implementing the OER repositories;
  iv.   to suggest, based on i – iii), for implementing OER at the BOU through CC licensing.

Methodology

The research tools for this study included desktop analysis, content analysis and document analysis. Desk research included the analysis of several research reports published in the context of OAM and OER over the years and websites of different international (such as UNESCO, OECD and COL) and Bangladeshi organizations (such as, BOU, MoE, and NCTB) have been analyzed. As a lot of technology deployments happened in the last couple of years at the BOU and accordingly, policy responses have been developed. Relevant literature relating to textbook and ICT which has been considered but not directly quoted in this paper. Another information source was the wikieducator, which is a compilation of responses from national and institutional frameworks, policies and other knowledge based evidence.

OER defined

At the very outset, UNESCO talked about the copyright issues because of huge emergence of technology just after the millennium and came out with the new idea open educational resources (OER) and, in 2002, it defined OER as:

> …teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution ([UNESCO, 2002].

Hylen, et al (2012 find that this definition does not refer OER as digital resources although the concept is usually restricted to ICT materials. Subsequently, UNESCO, in 2012, redefined the OER as:

> …OERs are teaching, learning or research materials that are in the public domain or released with an open license that allows for free use, adaptation, and distribution [UNESCO, 2012].

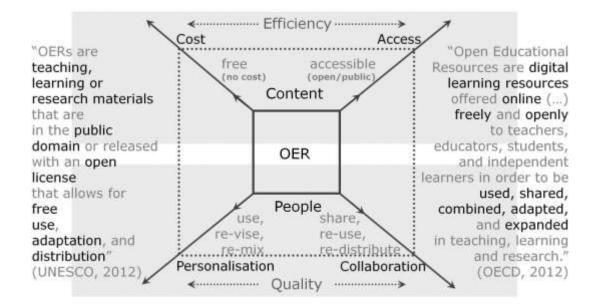In the same year, The Organization for Economic Co-operation and Development (OECD) defines OER as:

> …..digitized materials offered freely and openly for educators, students, and self-learners to use and reuse for teaching, learning, and research. OER includes learning content, software tools to develop, use, and distribute content, and implementation resources such as open licenses (OECD, 2012).

These two commonly-used definitions provides two domains, they are: content and people. These definitions also denote four different characteristic dimensions. Figure 1 illustrates them. OER are digital learning-teaching and research materials that are:

(1) free (as in "gratis");
(2) open (i.e. freely accessible, publicly licensed, in the public domain);
(3) they can be shared and re-distributed; and
(4) they can be freely (or liberally) re-used, adapted and mixed for individual learners' and teachers' purposes.

The first two dimensions concern the content domain of OER. The latter two dimensions, also referred to as the 4Rs of Open Content [2] (i.e. the right to reuse, revise, remix and redistribute content), point to the use of content through personalization and association. This is what we call the "people" domain of OER. It is imperative to bear in mind, however, that not all educational materials usually considered as OER actually satisfy all four conditions.

Source: Sabadie et al (2014)

Fig 1: The IPTS OER Square

By way of comparison, the Commonwealth of Learning has adopted the widest definition of Open Educational Resources (OER) as:

> ….materials offered freely and openly to use and adapt for teaching, learning, development and research (COL, 2014).

But, in Bangladesh, OER is meant as OAM which is emphasized on freely accessible and usable particularly the NCTB and BOU materials where copyright is not yet protected what open licensing platforms do.

Digital Bangladesh promise

Vision 2021 and the promise of establishing a digital Bangladesh drew immense support from the people and that created positive grounds for the realization of power of ICT to achieve the sustainable development. In line, the country has been implementing ICT establishment projects such as A2i (access to information) through the Ministry of ICT which created an environment to implement the OER repositories in Bangladesh.

Education Policy and BOU

Government implements the National Education Policy 2010 and this policy states that 'Bangladesh Open University will be built up as a true digital university enriched by facilities of IT'. Through the one sentence policy has conferred huge tasks on BOU and in line with this BOU has been deploying technologies in the delivery of the programme. In addition, the education policy also puts emphasis on operationalizing the libraries through ICT by phases and thus opens up ways to access global knowledge (SoE, 2016). The policy has clear direction on OER and can be explored from the following statement cited in the Policy:

> ….enriched libraries will be set up in every college and university. All research journals will be collected through electronic subscription. All libraries of the country will be connected through networking so that any student can have access to the resources of other libraries. By phases, digital edition of books and journals will be made available. Recognizing the importance of the institutions, the structural format of the national library and archives will be reorganized and they will be brought under the digital system (SoE, 2016, p, 15).

Therefore, OER has been imperative for BOU and as well for the nation.

Textbook policy

NCTB texts

The National Curriculum and Textbook Board (NCTB), in the light of the set objectives of the primary education, will prepare subject-based textbooks, supplementary text materials, exercise books and teaching aids (books with analyses, exercises and examples) with a view to meeting the marginal requirements of every subject and class (MoE, 2010; p.7). Free textbooks are being provided to primary and secondary schools. This system will continue. The existing policies of preparing,

printing, publication and free distribution of subject based textbooks at primary and secondary levels will continue. NCTB made all texts available as open accessed materials (see fig 2).
BOU texts

Textbook is the heart of the BOU course delivery. The text development at the BOU passes a process for assuring quality. In addition, the University has the textbook policy as under:
- texts to be structured using the in-house style (Jahan, et al, 2015);
- texts to be authored, edited and reviewed by the reputed teachers;
- texts to be written as self-learning materials;
- texts to be distributed among the students; and
- texts to be made available in the web for free use as open accessed materials;

Making BOU SLMs as OAM is the latest policy response and made all the materials are available in the web for free use (see fig 2). Initially, it was predicted that there will be least use of the OAMs by the learners.

Rahman& Panda (2015) find that BOU Open School learners are extensively using the OAM in the tutorial centres in the Smartphone and tabs rather carrying the hard copies of the SLMs.

NGO texts

NGOs in Bangladesh are very active in imparting literacy programme for disadvantaged people through face-to-face mode and after that they run CE (continuing education) programmes coupled with vocational courses under open and distance learning (ODL) mode using texts and animated learning CDs. In addition, DNFE (Directorate of Non-formal Education) also do the same programmes using the NGO model partnering with NGOs. NGO and DNFE have huge literacy and CE materials what is an important source of open educational resources which is now limited in hardcopy only.
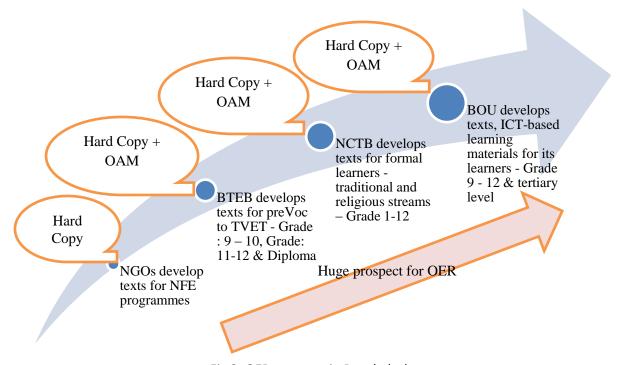

Fig 2: OER prospect in Bangladesh

BTEB texts

Bangladesh Technical Education Board (BTEB) runs TVET – preVoc, SSC Vocational (Grade: 9-10), HSC Vocational (Grade: 11-12); and Diploma Progammes in different trades. All programmes are supported by the texts books (see fig 2) of which some are already made available as open accessed materials.

Above publishing houses are of use in open accessed materials through their texts and that can be treated as huge potentials for open educational resources (OER) in Bangladesh.

BOU OER Policy challenges

Implementation of OER initiatives always has challenges and Sabadie et al (2014) find that in Europe although OER are high on the policy agenda and supported by many education and training actors, their use at schools, universities and adult education institutions has not reached a critical threshold. Likewise, Commonwealth of Learning (COL) initiated to implement OER at BOU and accordingly, the University drafted a 'BOU OER Policy' which, subsequently, Academic Council (AC) adopted on 2014 and no progress has been made on the policy agenda. Following bottlenecks have been identified:

Content

In Bangladesh, there are two big publishing houses. They are: National Curriculum and Textbook Board (NCTB) and Bangladesh Open University (BOU). As mentioned earlier that as per the education policy NCTB is responsible for producing and distributing primary and secondary (including the equivalent vocational and religious stream) textbooks free of charge. Every year, on January 1, the Board distributes 3.5 billion books and make them available in the web for downloading free of charges (NCTB, 2016). As a matter of fact, there is least use of this OAM as the students already have the hardcopies of the books. National Textbook Policy has been one of the bottlenecks to mainstream the OER. On the other hand, BOU develops SLMs for its learners and supplies hard copies to them. Sometimes, these have already been made available in the web to make up the delay, in some cases, in distributing the books. Therefore, supply policies towards OAM; not to be OER. In spite of that, there are some a number of educational resources and OER platforms on the Internet what are, actually, used by the students of English medium.

Language

Bangladesh is a uni-lingual country where about 99% people speak Bengali. Both NCTB and BOU develop texts in Bangla putting emphasis on local context where there are reflections of cultural richness. But, people in the diversified nation like India and EU countries do have different languages and there is a high demand for OER. Therefore, language has been one of the problems of not expanding the OER; at the same, time it can be a grace for OER.

Quality

In practice, quality assurance is the responsibility of each institution, teacher or learner who uses OER (Kanwar &Uvalic-Trumbi, 2011). Both the organizations are public entities where production of materials passes a process and there are quality audits in every step. Ministry of ICT has prepared a

repository using the NCTB books and fewer hits are found as they learners have the same hard copies with them.

Bangladesh has tremendous opportunities for open educational resources (OERs) as its contents are curriculum-linked and prepared in Bangla - language of majority people – and all the materials are of high quality as it passes through a comprehensive review and audit process (see fig 3).
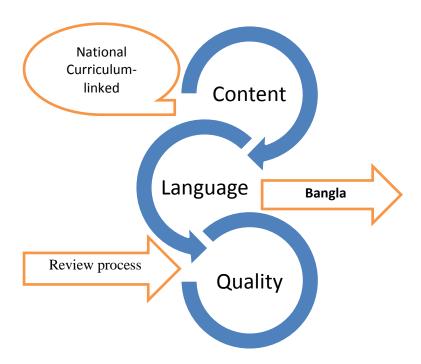
Fig 3: Quality of OER in Bangladesh

BOU OER Policy 2014

BOU OER Policy 2014 has been formulated in accordance with the provisions of the copyright act of the country what is the central to the open educational resources. Therefore, there will have no conflict in publication, use, reuse and distribution of the materials – print: self-instructional materials (SLMs) and radioTV broadcasts (RTBs): audio-video lectures. These materials are now being made available in the web as open accessed materials. Now question – does the copyright act allow to do that? If the answer is no, how the policy can protect BOU at the time of litigation, if happens? In addition to copyright act ethical issues in this regards have been crucial as the teachers, tutors and students are only allowed to use the materials. But because of making materials available in the web, anyone can use, reuse and distribute at a free of charge. In connection to these questions, BOU OER Policy 2014 clearly recommends as under:

……BOU supports the principles of open education and as a default position recommends that the created materials should be open to public for the benefit of the society. BOU Copyright Policy is aligned with the requirements of the Copyright Act 2000 (and periodic amendments) [BOU OER Policy 2014; p. 1].

The policy also very clear about the ethical consideration and states as under:

……Intellectual property (IP) refers to the exclusive rights including economic and moral rights arising from creative works developed to support teaching and learning [BOU OER Policy 2014; p. 1].

The policy customized the two well-known OER definitions given by UNESCO and OECD and the BOU definition is as under:

Open Educational Resources (OER) are resources and materials used to support education that may be freely accessed, reused, modified and shared by anyone under some specified provisions [BOU OER Policy 2014; p. 1].

BOU definitions did not refer any digital matters. Therefore, BOU's current drive towards shifting from traditional ODL to ICT-enabled ODL through learning management system (LMS), web2 technology, WebTV, webRadio, eBooks, mobile apps, interactive virtual class room (IVCR), and BOU Tube etc has been less emphasized in the Policy.

In relation to the actors of OER, the Policy only refers to Creative Commons (CC) licensing for implementing OER at the BOU. This maybe for the popularity of the CC; but in Bangladesh other actors also playing vital role in implementing OER. In connection to the referring CC, BOU policy also describes the CC's characteristics and recommended only two attributions - CC BY and CC BY-SA and in relation to compliances of the copyright act 2000, the Policy recommends attribution 4.0 (CC – BY) for default position (see fig 4).

CC BY

- This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

BOU

CC BY SA

- This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms.
- This license is often compared to "copyleft" free and open source software licenses. All new works based on yours will carry the same license, so any derivatives will also allow commercial use.

CC BY-ND

- This license allows for redistribution, commercial and non-commercial, as long as it is passed along unchanged and in whole, with credit to you.

CC BY-NC

- This license lets others remix, tweak, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

CC BY-NC-SA

- This license lets others remix, tweak, and build upon your work non-commercially, as long as they credit you and license their new creations under the identical terms.

CC BY-NC-ND

- This license is the most restrictive of our six main licenses, only allowing others to download your works and share them with others as long as they credit you, but they can't change them in any way or use them commercially.

Fig 4: BOU OER Policy Focus

One of the beauties of this policy is that it recommends publications students created works as well what is likely to have a positive impact on the student's learning through creating motivation in them.

The BOU OER Policy suggests thorough examinations of the copyright issues before implementation of the OER and recommended a Committee headed by the Vice Chancellor of the University consists of members of copyright experts including the policy level people.

Conclusions

In line with the implementation of the digital-Bangladesh, as BOU shifts to digital learning environments gradually teachers and tutors are leveraging digital instructional materials including open accessed materials (OAM) to provide more diversified and personalized instruction to improve teaching and learning. Adoption of OER Policy has been a dynamic drive towards implementation of OER at the BOU and as a part of the movement to digital learning; the implementation of open educational resources is climbing. Educational institutes are modifying their current policies for approving curricula to include OER materials, encouraging the use of OER at the private universities and in some cases providing OER materials. These trends provide faculties the opportunity to fully utilize digital instructional materials, including OER, to improve teaching and learning at the BOU. Policymakers needs to take appropriate actions for mainstreaming OER throughout the University and be champion in using, reusing and remixing learning materials for the students and for other users. In addition, Bangladesh also needs the National OER Policy.

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Report on

OER Capacity Enhanced Programme (CEP) for BOU Officials

A joint inititive of
Bangladesh Open University and
Commonwealth Educational Media Centre for Asia (*CEMCA)*

30 August – 01 September 2016

Prepared by:

Md. Mizanoor Rahman

AKM Iftekhar Khalid

1. Introduction

This Capacity Enhancement Programme (CEP) for officials was held on 30 August – 01 September 2016 which had been followed by the CEP for policy-makers within Bangladesh Open University (BOU). Officials are sometimes termed as support staff/non-academic staff in any distance education setting work in many important and often multiple roles particularly when it runs technology enabled programmes. Academics are relied on the technical and administrative supports rendered by the officials at the Bangladesh Open University. Officials who are responsible for the welfare of pupils during tutorials and other administrative supports needs to be trained in OER issues. At BOU, the most of the officials stay at the field and students always ask support from them and they provide valuable resources that support teaching and learning. Technical staff, say, ICT technicians and managers, and librarians have important roles in the delivery of distance education. In line with this, CEMCA funded for CEP for BOU officials and this document reports this CEP activities.

2. Objectives

Specific objectives of the CEP are:

   i.   to enlighten BOU officials on the basic concepts of OER and present the current issues of OER for promoting the open and distance learning in Bangladesh;
  ii.   Create an awareness about the practices related to OER and OER Policy within BOU context
 iii.   to present the review report on OER policy adopted by Bangladesh Open University;
 iv.   to train officials in such a way so that they can ensure students associated with the Division, School, Institute and Unit use ICT services in a manner consistent with the University's Acceptable Use of OER policy and related guidelines; and
  v.   Create an understanding on the support services to be provided by non-academic staff in OER Policy Implementation and its functional areas e.g. OER creation, copyright management, identification, classification and curation of existing materials/documents to be released as OER on different open licenses and formation of an OER repository.

3. Participants

The participants of the workshop were from the different Division of the university and this Capacity Building Workshop was very important as these participants are directly supporting the students and academics of the university. For registration and for certification, students are communicating with the non-academic or officers of the university. The following officials participated in the workshop:

Vice Chancellor's Office

Mohammad Habibuzzaman, Deputy Director and Assistant Private Secretary, habibuzzaman@yahoo.com

Pro-Vice Chancellor's Office

Alauddin Mahamud, Assistant Director, aumahamud1978@gmail.com

Treasurer's Office

Md. Rashedul Alam, Assistant Director, rashed.bou@gmail.com

Administration

Dr. Md. Shafiqul Alam, Joint Director (Training & Research) &Director (In-charge), Planning & Development Division shafiqul_bou@yahoo.com

Md. Abdullah-Al-Kafi, Deputy Director, General Administration, alkafiabdullah@yahoo.com
Md. Jamal Uddin Khan, Deputy Director, Council Section,md.jamaluk@yahoo.com
Sheikh Razaul Islam, Deputy Director, Personnel Section, sheikh_1971@live.com
Md. Aminul Haque, Deputy Director, animul_haque69@yahoo.com
MS Setara Begum, Assistant Director, shetu123j@yahoo.com

Computer Division

Abu Nasar Mahmud, Director / System Manager, nasar@bou.edu.bd, nasar_mahmud@yahoo.com
Md. Masum Billah, System Analyst, masbillah@yahoo.com
Md. Ahsanur Rahman, Web Master, ahsanur@gmail.com
MS Lipi Akter, Programmer, lipiakter@yahoo.com
Md. Moshiur Rahman Assistant Hardware Maintenance Engineer, moshiur@bou.edu.bd

Examination

A.S.M Noman Alam Joint Controller of Examinations, noman@bou.edu.bd
MS Nilofar Jahan, Joint Controller of Exams.nilofar@bou.edu.bd

Finance Division

Md. Malequzzaman   Joint Director,
MS Nargis Akhter, Deputy Director, nargis70@bou.edu.bd

Information

Md. Abul Kasem Shikder, Joint Director, k_shikder@yahoo.com
MS Taslima Khatun, Deputy Director, nargis@yahoo.com

Library
Mahmud Raphael, Deputy Director, mraphael05@yahoo.com

Media

Md. Nowjesur Rahman, Joint Director, nowjesurrahman@yahoo.com
Sharif Md. Shahabuddin Deputy Director, sociologyru@yahoo.com
Sohail Ahmed, Senior Video Specialist, sohail.raihan@gmail.com

Planning and Development

MS Nazneen Akhter Deputy Director, nazneem.bou.12@gmail.com

Printing, Publishing and Distribution

Mohammad Ali, Joint Director, malibou@dhaka.net
MS Sadeka Sultana Deputy Director, sadeka@bou.edu.bd
Md. Monirul Islam, Assistant Director, monir_bou@yahoo.com
Abdul Malek, Administrative Officer, dtpmgz@gmail.com

Student Support Services

Dr. A.H.M. Anisur Rahman Akhand, Joint Director, anisrahman.bou@gmail.com
MS Sangita Morshed, Deputy Director, sangitabangali@gmail.com
MS Salma Afroz, Assistant Regional Director, 01758732436
Ahmed Selim   Regional Director, Dhaka, rrcdhaka@bou.edu.bd
Kamolendu Barman, Regional Director, Rangpur,bou_rang@yahoo.com

Rana Hamidur Rahman, Deputy Director Rana Hamidur Rahman, Deputy Director
ranahamid66@gmail.com
Md. Ashraful Islam, Regional Director (In-charge) Mymensingh, katoashraf2010@yahoo.com

4. Workshop Facilitators:

- Resource Person: Professor Dr. Mohandas Balakrishnan Menon, Former Deputy Vice-Chancellor, Wawasan Open University, Malaysia and Former Chairman, NIOS, India
- Workshop Coordinator: Mr. Md. Mizanoor Rahman, Assistant Professor, Open School, BOU
- Workshop Secretary: AKM Iftekhar Khalid, DD (Training), BOU

5. Opening session

BOU hold a three-day-extended CEMCA sponsored workshop on OER Capacity Enhancement Programme (CEP) for BOU Officers from 30 August to 1 Sept 2015 at the BOU eLearning Center as a part activity of BOU-CEMCA Joint Initiative on 'OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University' aiming at orienting the desk officers of the BOU on Open Educational Resources (OER) issues. BOU officials from concerned departments were enthusiastically participated the sessions with Prof. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University – the key resource person of the project.

Professor Sufia Begum, Dean, School of Education, BOU said that CEMCA-BOU joint project document indicates that BOU going to launch Master of Business Studies (MBS) programme using the learning platform exclusively based on Open Educational Resources (OER). Its comprehensive application will allow teachers and learners to quickly and easily use trusted, high-quality materials that enhance their course curriculum and overall learning experience. This OER platform will integrate LMS.

BOU has already the OER Policy in 2014 with the support COL. BOU and CEMCA – regional actor of promoting ODL – have felt to implement the OER at the BOU as it has huge materials which have been used as hard copy and through the open accessed materials. Assistant Professor Md. Mizanoor Rahman, Team Leader, BOU-CEMCA joint project, in the inaugural session, said that using high-quality open educational resources, we can ensure that every learner has access to a texts, PPTs, and video that is linked to the curriculum, while saving BOU a significant amount of money for printing the hard copies of the self-learning materials and providing learners with the learning materials without making any delay.

6. Working session

The OER CEP held on 30 August to 1 Sept 2015 at the BOU was a step among other activities BOU has undertaken in the introduction of OER in the University. The CEP activities combined with its output clearly brought to the fore what is involved in the introduction and adoption of the OER. The CEP was well-attended by administrators from concerned departments of BOU. The facilitator was well regarded within the participants.

10.30-11.00 hrs after inaugural session, Professor Mohan Menon invited the participants to introduce themselves in the session titled "Introduction to the workshop Expectations from the Workshop Assessment of Attitude towards OER" and at the same time, they were asked to mention their expectation from the workshop. The officers wanted to know about the Open Educational Resources and some officers also wanted to know how they could contribute towards OER at Bangladesh Open University. Professor Menon asked about the OER policy of Bangladesh Open University and whether the officers were aware about the OER policy. The participants believed that they had roles at their respective division, unit or section to support towards the implementation of OER policy.

Professor Menon held a session on Open Education Movement and Open Educational Resources and he explained that Open educational resources (OER) are learning materials that are freely available for use, remixing and redistribution with varied levels of licensing. He proceeded giving examples about Open Content, OER and Open Courseware which are basically academic materials available on web and however, Professor Menon emphasized there are distinction among the materials and he illustrated one by one with examples from different sources. He also discussed the distinction between OER and eLearning and the relationship between the two. Keeping all the above issues in view, he addressed open society with the open movement. With joining the movement, it is really difficult to go along with the development of Open and Distance Learning (ODL) University.

Then he divided the workshop participants into six groups who were assigned to finish the FAQs on OER and related concepts and practices.

In the afternoon session, Professor Menon presented the OER policy of Bangladesh Open University. After the session, the participants were assigned group works to identify the component of OER and the possible issues for implementing OER policy at Bangladesh Open University.

In the first session of the second day at 09:30am on 31 August 2016, Professor Menon started with explaining different types of the creative commons licensing issues and the session was very lively as the academic materials of BOU has to be in OER as per the policy and there is a common concern of losing the copyright of academic materials. After the presentation, there was a small group activity for identifying online OER materials or OER web content to understand how to find the licensing components on web-based materials.

Towards the end of the day on 31 August 2016, three groups presented and in the first session of third day on 01 September 2016, the three other groups presented their works how they could contribute to the implementation. Among the groups, the administration specially focused on the completing the process of approving different academic materials as OER and the computer division who are responsible for publishing on the web wished to help the policy decision in communication with the different Schools of Bangladesh Open University. Different departments specially students support services (SSS) Division, Examination Division, Finance and Accounts Division were enthusiastic to support with information, fund and cooperation for implementing of OER policy in Bangladesh.

After the group presentations, Professor Menon presented Quality Assurance Guidelines for Open Educational Resources: TIPS Framework to discuss OER Quality Assurance. The facilitator expected that the participants would support professionally to develop a culture of quality within their own respective jurisdiction of practice for the development and use of OER.

In afternoon session, Professor Menon present standard operating procedures (SOP) for OER, explaining Standard Operating Procedures (SOP) is a process document that describes in detail the way that an operator should perform a given operation. In the case of BOU, the officers should use first the policy document as SOP while implementing OER at BOU.

Plenary session

Dr. Md. Shafiqul Alam, BOU Training Director, in the closing session, said that success of open and distance learning (ODL) depends solely on team work where both academics and administrators' joint effort is imperative. He appreciated CEMCA for drawing its attention to the team spirit and hoped that BOU officials would provide their best effort to come out successfully the CEMCA's OER initiative. Professor Sufia, Dean, School of Education, in the closing session, said that Prof. Menon has been able to take the participants through the knowledge of the essentials of the OER. Through the series of CEPs for policy-makers, officials, and academics, BOU-CEMCA joint project will be able to encourage participants to implement same by undertaking what is involved to develop course materials to the standard of OER. Professor Menon was happy to facilitate the three days sessions with BOU officials and expected that the OER policy implementation would be smooth and the participants would expedite the process of implementation at Bangladesh Open University.

Appendix 1

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES (Scale B - Pre)

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016
PRE-WORKSHOP RATING

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES

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**

S.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	☐	☐	☐	☐	☐

Activity Worksheet 1

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016

GROUP ACTIVITY WORKSHEET-1

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

Activity Worksheet 2

Academic Role Specification for different aspects of OER Implementation

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		

Activity Worksheet

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016

GROUP ACTIVITY WORKSHEET-3

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**

Activity Worksheet

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016
INDIVIDUAL ACTIVITY WORKSHEET-4
SEARCH & FIND OF OER

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.					

Appendix 6

Workshop Evaluation Form –ACADEMIC

CEMCA AND BOU
OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 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 academicor 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:

Workshop Schedule:

Date/Time	Activity	Resource Person and material support
Day-1: 03 September 2016		
09.00-09.45 hrs	Registration	
09.45-10.30 hrs	Opening Session (details to be decided by BOU and CEMCA)	
10.30-11.00 hrs	• Introduction to the workshop • Participants' Expectations from the Workshop • Assessment of Attitude Towards OER	MM (RP) Expectation format OER Attitude Scale (1-Pre)
11.00-11.15 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	• Introduction to OER- Raising issues for discussion • Activity-1: Identifying any new questions/issues on OER & open licence • Discussion on OER related concepts	MM (RP) PPTs on OER Draft FAQs on OER and OER Use
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	• Discussion on OER Policy • Discussion on what are the roles expected of Academics • Activity-2: Identify the OER related functional areas for formulating SOPs and identifying the departments/divisions involved in BOU	BOU staff (RP) OER Policy as handout (MM) Worksheet for the Activity
15.30-15.45 hrs	*Tea/Coffee Break*	
15.45-17.00 hrs	• Presentation on Policy Implementation • Identifying OER related Operational functions for academics • Activity-3: Formulating SOPs for the major functional areas	MM (RP) PPT Worksheet for preparing SOPs for the core functional Areas
17.00-17.30 hrs	Review of Day-1 and Planning for Day-2	
DAY-2: 04 September 2016		
09.00-09.30 hrs	Introduction to Day-2 and Planning the work for the day	
09.30-11.30 hrs	OER Quality Assurance-	MP & MM (RPs) PPT QA Guidelines TIPs Handout
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	Categorisation of available materials in BOU	MP (RP)

13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	OER repository template- Presentation and Discussion	MP (RP)
15.30-15.45 hrs	Tea/Coffee Break	
15.45-17.00 hrs	• OER Search, find and integration to develop new OER materials • Activity-4: OER Search and reuse to develop new materials –Hands on work • Group discussion	Worksheet for search, find and reuse/repurpose of OER materials
17.00-17.30 hrs	Review of Day-2 and planning for Day-3	
DAY-3: 05 September 2016		
09.00-09.30 hrs	Introduction to Day-3 and Planning the work for the day	
09.30-11.30 hrs	Reuse and Integration Activity-5: Work with a Unit of OER Integrated Course material	MM Work with computer
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-12.45 hrs	• Role Specifications of different admin and academic support departments • Discussion	Presentation and discussion
12.45-13.30 hrs	Discussion on the workshop Evaluation Assessment of Attitude Towards OER	MM Evaluation format Attitude Scale (2-Post)
13.30-14.30 hrs	*Lunch*	

Report on

OER Capacity Enhancement Programme (CEP) for BOU Academics for Master Trainers

A joint initiative of
Bangladesh Open University and
Commonwealth Educational Media Centre for Asia (*CEMCA)*

03 – 05 September 2016

Prepared by:

Md. MizanoorRahman

AdibaAnis

AKM Iftekhar Khalid

Contents

7. Introduction

This Capacity Enhancement Programme (CEP) for academics is followed by the CEP for policy-makers within Bangladesh Open University (BOU). CEMCA-BOU OER project organized CEP for BOU policy-makers on 29 August 2016 as complicated as it can be to reach a clear policy decision, whether in a legislative body or within BOU consistently warn that the effort to implement a new policy can be fraught with other difficulties. While the policy debate on responsibility in any educational activity has been vigorous in many institutes around the world. Certainly there are actors for implementing policy. BOU OER policy was declared in 2014 and it was the outcome of the CEMCA initiative; and still not yet implemented. In line with this, CEMCA funded another project to give a drive for implementation involving roundtable for policy-makers, for academics for making them master trainers and finally, for officials who are actually work at the field level. These three CEPs are very distinctive in nature as each one's role is different. It can be expected that policy will be translated into practice unevenly, interpreted differently in various settings, or fail to take hold in some units. In the best of circumstances, a tension must be managed between the "top-down" approaches offered by administrative officials and the "bottom-up" perspectives of academics who have more day-to-day experience with what instructional approaches are most promising and what problems are faced in actual practice. This document reports the CEP for academics for making them master trainers (MTs) at the BOU on OER issues.

8. Objectives

Specific objectives of the CEP are:

vi.   to enlighten BOU academics on the concepts of OER and present the current issues of OER for promoting the open and distance learning in Bangladesh;
vii.   to present the review report on OER policy adopted by Bangladesh Open University;
viii.   to train academics in such a way so that they can be the master trainers; and
ix.   to organize the OER training for other trainees with the help of MTs at BOU and/or other concerned institutes in Bangladesh.

9. Participants

School of Education

Md. Nazim Mahmud, Lecturer, n_m_mud@yahoo.com
Mohammad Rezaul Islam, Lecturer, rezaul85@gmail.com
Md. Arif-Uz-Zaman, Lecturer, arif2013dhaka@gmail.com
Mr. Abu Naser Md.TofailHossain, Lecturertofail_miah@yahoo.com
MS. Pragati Das, Lecturer, pragati.liberty@yahoo.com
Mr. Md. Meraz Ahmed, Lecturer, mwmerazmkt@gmail.com

School of Social Sciences, Humanities and Languages

MS Ayrin Ahmed, Lecturer, ayrinjeny@gmail.com
MS SanjidaMostafiz, Lecturer, sanjidamostafiz@yahoo.com
Mr. Md. ShahinAlam, Lecturersa_shahindu@yahoo.com
MS Suma Karmaker, Lecturer (sumakarmaker.jps@gmail)
MS AnikaRahman, Lecturer (annirahman@yahoo.com)

MS AzmiraBilkis, Lecturer, azmirabilkis@yahoo.com

MS SarminAkter, Lecturer, aktersarminsoc@yahoo.com

MS Kanis Fatima, Lecturer, kanizkonabd@gmail.com

Open School

Mr. Md. Abdus Sattar, Assistant Professor, sattardu85@gmail.com

MS Shahina Akter, Assistant Professor, shahi2490@yahoo.com

Mr. Mohd. Kutub Uddin, Lecturer, kutub_bou@yahoo.com

MS Runu Biswas, Lecturer, runu_biswas@yahoo.com

Sodip Roy, Lecturer ,sodip.roy@gmail.com

Mr. Masud Talukder, Lecturer, tamasud82@gmail.com

MS Kazi Sharmin Pamela, Lecturer, kazisharmin.du@gmail.com

Mr. Md. Mynuddin, Lecturer, mynu.du@gmail.com

School of Business

Mr. Md. Mahfuzur Rahman, Lecturer, masum2069@yahoo.com

MS Adiba Anis, Lecturer,adiba10mkt@gmail.com

MS Asma Akter Shelly, Lecturer, shellyasma26@gmail.com

MS Romana Kader, Lecturer, romana.hrm@gmail.com

School of Agriculture and Rural Development

Dr. Muhammad Abdus Sobahan, Assistant Professor, sobahan_74@yahoo.com

Dr. Md. Anowarul Haque, Assistant Professor, haquejp@gmail.com

Dr. Md. Abdul Hamid, Lecturer, hamidbku@hotmail.com

School of Science and Technology

Mr. Mohammad Mamunur Rashid, Assistant Professor, mamunbou@gmail.com

Mr. A.S.M. Mahmudul Hasan, Lecturer, mahmudul_hasan@bou.edu.bd

e-Learning Centre

Dr. Sharker Md. Numan, Associate Professor and Subject Matter Specialist & Instructional
Designer, sharkermd_numan@yahoo.com

MsRubaiaRahman, Lecturer & Content Developer, mahmudul_hasan@bou.edu.bd

10.   CEP Machinery

The one day CEP programme is divided into three sessions:

Opening Session – This session mainly focused on the global OER issues in general and SAARC countries in particular. It also emphasized on the status of OER at Bangladesh Open University.

Working Sessions – in this session the Resource Person (RP) oriented the BOU policy-makers towards practical aspects of OER implementation, benefits and future directions. One moderator has summarized the discussion of the RP. The session started with the rating of the prior knowledge of the participants and ended with the feedback which was compared with the objectives set for the CEP for MTs.

Plenary Session – the plenary session finishes with a short closing ceremony where the participants had passed their comments and finally, certificate awarding event.

11.   Workshop Facilitators:

- Resource Person: Professor Dr. Mohandas Balakrishnan Menon, Former Deputy Vice-Chancellor, Wawasan Open University, Malaysia and Former Chairman, NIOS, India
- Moderator: Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA.
- Workshop Coordinator: Dr. Md. Mizanoor Rahman, Assistant Professor, Open School, BOU
- Workshop Secretary & Coordinator: AKM Iftekhar Khalid, DD (Training), BOU
- Rapporteur: – Adiba Anis, Lecturer, School of Business, BOU

12.   Opening session

On 3rd September 2016, under its OER initiative, CEMCA in collaboration with Bangladesh Open University (BOU) convened a three day long workshop "**OER Capacity Enhancement Programme (CEP) for BOU Academics (Master Trainers)**" at BOU Gazipur Bangladesh. Faculties from six academic schools attended the CEP.

This activity is a part of implementation of Project entitled "**OER Policy and Implementation of Blended Approach for teaching-learning at Bangladesh Open University (BOU)**". In the inaugural address Professor Sufia Begum, Dean of the School of Education, said that the "it is high time that the academics should adapt OER and should understand the gravity of pedagogical transformation necessary for adult education through ODL.

The BOU is in a process to use OER for delivering Open Distance Learning for its learners. The university is presently emphasizes on academicians developing expertise on realizing how important OER is, how to develop and maintain such resources. In this regard the authority sought CEMCA's assistance. DAY 1: Inaugural session – Most of the participants arrived on-time (9.15am) at the training venue. The inauguration session was attended by Professor Sufia Begum, Dean, School of Education, BOU; Ms. Sabina Yeasmin, Associate Professor, Open School, BOU; Mr. Md. Mizanoor Rahman, Assistant Professor, Open School, BOU. With a brief introduction on the objectives and expectations from the workshop Mr. Md. Mizanoor Rahman added that this was a continuation of the Training of the Master Trainers aimed at further acceleration of the expertise of the Master Trainers.

Along with all the participants, Dr. Md. Shafiqul Alam and Mr. A K M Iftekhar Khalid from BOU Training and Research Unit were present in the opening session. After the brief inauguration ceremony (9:45-10:30am), the facilitators provided a brief idea of their activity plan for the next three days. This was followed by a brief tea/refreshment break.

At 11:00am, Professor Dr. Menon started his initial session. He inquired the participants of their expectations from the workshop and noted them on the slide (glass board). This worked much as an ice-breaker, accommodating the understanding of the participants towards OER and analyzing their attitude towards its implications. A number of paper-based as well as conversational modules were utilized during this day to understand the level of awareness, interest and adeptness regarding OER and arrive to an idea of their readiness in becoming OER Master Trainers.

At the end of the day the participants were all requested to complete Commonwealth of Learning's Understanding Open Educational Resources Using Technology-Enabled Learning Lounge (Online Course). Most of the participant completed the course within the next day. Among the issues of discussion were: Using and creating OER, open licenses, open repositories, OER search engines, describing and explaining features of moodle, hands-on exercises, etc.
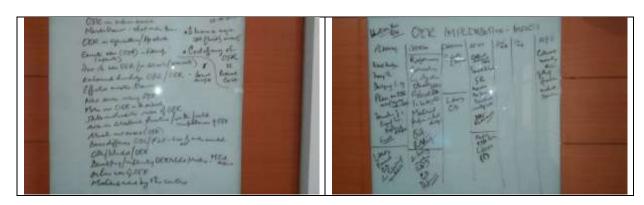
Prof. Mohan Menon, former Deputy Vice Chancellor, Wawasan Open University, is the key resource person of the three CEPs at BOU, observed that much is there to be achieved and the dynamic environment at BOU is very congenial and it depends much on the agility of the academics on how much they can achieve.

13.   Working session

Working session started with Key facilitator for the workshop, Dr. Manas Ranjan Panigrahi of CEMCA, in his address said he expects the participants and practitioners of ODL to understand OER and utilize this opportunity, place as many inquiries as possible and gain a concrete understanding of the process and become the Master Trainers. Dr. Panigrahi also helped to understand the OER certification process initiated by Commonwealth of Learning and the participants were interested to know the process as the participants (Master Trainers) wanted to earn a certificate from attending the Capacity Enhancement Programme.

"This workshop aims at equipping Master Trainers with adequate knowledge and understanding of OER, its challenges, opportunities and the possibilities and employ this know-how in constructing learning materials and constructing teaching/training techniques." said Assistant Professor Mizanoor Rahman, Team Leader, CEMCA-BOU OER Implementation Project.

This activity is part of CEMCA's continued efforts of promoting the application of ICTs to enhance the quality of and access to education, and access to open educational resources (OERs). This session was dominated with the OER initiatives participating in this study positively valued the libraries' and librarians' involvement. Most respondents considered the contributions made to be absolutely indispensable (36%) or very valuable (25%). However, a small, but significant percentage of projects felt that the involvement of libraries and librarians had no influence (11%) or that their impact had been insufficient (5%) to date.

Professor Dr. Mohan Menon started his session on defining OER as 'Open educational resources (OER) are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes'. Professor Menon briefed the importance of OER and he emphasized that OER is to improve quality of learning outcomes and fostering of innovation. Professor Menon also briefed about the history and mentioned that OER which was coined in 2002 at the Forum on the Impact of Open Courseware for Higher Education in Developing Countries organized by UNESCO, and in 2012 the Commonwealth of Learning (COL) and UNESCO organized the World OER congress, which resulted in the OER Paris declaration that government to release public funded teaching and learning materials to be released with an open license. Along with COL, CEMCA works with Commonwealth governments and institutions for developing and formulating OER policies and the implementation of the policies at the institutional and national level with an eye for improving the teaching and learning quality.

Professor Menon presented all the licensing Components/signs of Creative Commons for defining OER materials and the session was participatory because the licensing signs needed clarification and the participants were frequently asking questions regarding the combination of signs for making a license for an academic materials. Professor Menon mentioned that BOU already has open learning resources e.g. print audio-video lectures and research articles; and the University has already made them available in the web as open accessed materials (OAM). In 2014, BOU has already created OER policy for the materials but the OER policy was not implemented yet. Then, he discussed the Creative Commons and its licensing policy for OER, the use of OER in education and mentioned the global institutions and academics have rated OER highly for ensuring quality education in the universities. For practical examples, Professor Menon showed the courses of Wawasan Open University portal for academic materials and how the Open Educational policies have implemented in the academic courses and some participants also opened the website of Wawasan Open University (WOU) to see how WOU is using OER for their materials. He also referred the repository of WOU which can be used as a model OER repository for other university.

With examples of WOU, Professor Menon discussed how BOU can declare make these materials as OER and join to mainstream OER. He also discussed the concept of Open Content (OC), Open Courseware (OCW), eLearning and their difference with OER and their relationship between themselves. He also explained the Open Movement, Open Source Software in Open Movement, Open Licenses, Open Access, Open Society in the Open Movement. His presentation was participatory as the participants were also interactive during his session.

Photographs of the working sessions:

DAY 2: Although most of the trainees arrived on-time, the trainers were stuck in treacherous traffic congestion for more than 3 hours, thus the training began late and the initial session was cut short. The categorization of the available OER at BOU, the process of quality assurance and integration with other open access resources were discussed in this session. A brief meeting with the Honorable Vice-Chancellor of BOU Prof. Dr. M.A. Mannan was arranged for Mr. Panigrahi, which was also attended by Ms. Sabina Yeasmin, Associate Professor, Open School, BOU; Mr. Md. Mizanoor Rahman, Assistant Professor, Open School, BOU, Ms. Adiba Anis, Lecturer, School of Business, BOU, Dr. Md. Shafiqul Alam, A K M Iftekhar Khalid from BOU Training & Research Unit.

The day ended with another assessment worksheet that required the participants to work in groups for putting forward any questions related to OER, Open License and other related concepts & issues they felt important. They were also assigned to complete another activity worksheet on Academic Role Specification for different aspects of OER Implementation. Participants presented their views on how they anticipate the workshop will assist them in accessing, creating, developing, and managing Open Educational Resources.

14.   Plenary session

The third day of the workshop was organized in three separate sessions all of which ended before lunch. There were some presentations by the trainers and also by the participants demonstrating how the Open Educational Resources might be accessed, used, created, managed and maintained. The participants were presented with certificates for successfully completing the workshop followed by a brief closing ceremony. The Open Educational Resources (OER) movement has gradually receiving momentum in Bangladesh as Bangladesh Open University in collaboration with COL and CEMCA have taken initiatives to make the people aware of the potential impact of OER on higher education. The quality and standard of the resources should be maintained and it should be clearly defined where such resources would be kept. There should be clear cut Institutional policy on open educational resources to make the resources available to the public. Since there is no OER policy at the National level, the higher education institutions may develop their individual OER policies which would be "fit to their purpose". The OER policy may help the higher education institutes specially the ODL institutes who develop the course materials for their students. The policy may differ from one institute

to another according to their needs. Even a particular institute may use different types of licensing policy for different types of courses which may be decided by the respective faculty or dedicated OER Cell/Committee. The CEMCA, New Delhi is taking the leading role in developing Institutional OER policy in Commonwealth countries.

The CEP focused on the review and finalization of the steps to implement OER at BOU. The CEP came out with:

- a list of school-wise print materials to, subsequently, dictate for OER Repository through CC licensing as is mentioned in the BOU OER Policy 2014;
- 50% participants completed their OER Online Certificate run by The Commonwealth of Learning; rest shall do by in 15 days of time.
- a list of PPTs for the participants' respective subject using the in-house OER Template in order to prepare personal OER;

Towards the end of the session, the certificates were distributed among the participants of Capacity Enhancement Programmes for Master Trainers.

Appendix 1

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES (Scale B - Pre)

OER Capacity Enhanced Programme (CEP) for
BOU Academics for Master Trainers
03 – 05 September 2016
PRE-WORKSHOP RATING

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES

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	☐	☐	☐	☐	☐

Activity Worksheet 1

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016

GROUP ACTIVITY WORKSHEET-1

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

Activity Worksheet 2

Academic Role Specification for different aspects of OER Implementation

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		

Activity Worksheet 3

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016

GROUP ACTIVITY WORKSHEET-3

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

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

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

Activity Worksheet

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 September 2016
INDIVIDUAL ACTIVITY WORKSHEET-4
SEARCH & FIND OF OER

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 7. CC-BY 8. CC-BY-SA 9. CC-BY-NC 10. CC-BY-ND- 11. CC-BY- ND-SA 12. CC-BY-NC-ND	Type of material 4. Text: 5. Video 6. Audio	Format 5. PDF 6. WORD 7. HTML 8. ANY OTHER
1.					
2.					
3.					
4.					

Appendix 6

Workshop Evaluation Form –ACADEMIC

CEMCA AND BOU
OER Capacity Enhanced Programme (CEP) for BOU
Academics for Master Trainers
03 – 05 September 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 academicor 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:

Workshop Schedule:

Date/Time	Activity	Resource Person and material support
Day-1: 03 September 2016		
09.00-09.45 hrs	Registration	
09.45-10.30 hrs	Opening Session (details to be decided by BOU and CEMCA)	
10.30-11.00 hrs	• Introduction to the workshop • Participants' Expectations from the Workshop • Assessment of Attitude Towards OER	MM (RP) Expectation format OER Attitude Scale (1-Pre)
11.00-11.15 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	• Introduction to OER- Raising issues for discussion • Activity-1: Identifying any new questions/issues on OER & open licence • Discussion on OER related concepts	MM (RP) PPTs on OER Draft FAQs on OER and OER Use
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	• Discussion on OER Policy • Discussion on what are the roles expected of Academics • Activity-2: Identify the OER related functional areas for formulating SOPs and identifying the departments/divisions involved in BOU	BOU staff (RP) OER Policy as handout (MM) Worksheet for the Activity
15.30-15.45 hrs	*Tea/Coffee Break*	
15.45-17.00 hrs	• Presentation on Policy Implementation • Identifying OER related Operational functions for academics • Activity-3: Formulating SOPs for the major functional areas	MM (RP) PPT Worksheet for preparing SOPs for the core functional Areas
17.00-17.30 hrs	Review of Day-1 and Planning for Day-2	
DAY-2: 04 September 2016		
09.00-09.30 hrs	Introduction to Day-2 and Planning the work for the day	
09.30-11.30 hrs	OER Quality Assurance-	MP & MM (RPs) PPT QA Guidelines TIPs Handout
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	Categorisation of available materials in BOU	MP (RP)
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	OER repository template- Presentation and Discussion	MP (RP)

15.30-15.45 hrs	Tea/Coffee Break	
15.45-17.00 hrs	• OER Search, find and integration to develop new OER materials • Activity-4: OER Search and reuse to develop new materials –Hands on work • Group discussion	Worksheet for search, find and reuse/repurpose of OER materials
17.00-17.30 hrs	Review of Day-2 and planning for Day-3	
DAY-3: 05 September 2016		
09.00-09.30 hrs	Introduction to Day-3 and Planning the work for the day	
09.30-11.30 hrs	Reuse and Integration Activity-5: Work with a Unit of OER Integrated Course material	MM Work with computer
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-12.45 hrs	• Role Specifications of different admin and academic support departments • Discussion	Presentation and discussion
12.45-13.30 hrs	Discussion on the workshop Evaluation Assessment of Attitude Towards OER	MM Evaluation format Attitude Scale (2-Post)
13.30-14.30 hrs	*Lunch*	

Report on

OER Capacity Enhanced Programme (CEP) for BOU Academics

A joint inititive of

Bangladesh Open University and

Commonwealth Educational Media Centre for Asia (*CEMCA*)

03 – 05 April 2017

Prepared by:

Md. Mizanoor Rahman

Kazi Sharmin Pamela

AKM Iftekhar Khalid

Contents

Introduction

The project onOER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University has an objective to develop a group of Master Trainers who will be responsible for training the other academic staff of the university. The Open Educational Resources are new tool for licensing and liberating academic materials and the concept is adding with new phenomenon from around the globe. So, the capacity enhancement programme on OER is a very relevant aspect for distance learning university like Bangladesh Open University. With the objectives in view, this Capacity Enhancement Programme (CEP) for academics was held on 03 – 05 April 2017 and Commonwealth Educational Media Centre for Asia (CEMCA) had supported both technical and financially to Bangladesh Open University to arrange the CEP for the academic staff in which the master trainers were worked as facilitators and Dr. Manas Ranjan Panigrahi as a Mentor suggested, directed and assisted the master trainers to train BOU teachers.

15.   Objectives

This CEP achieves the following objectives:

- to enlighten academics on OER concepts and present the current issues in OER for promoting the open and distance learning in Bangladesh;

- to present the OER policy adopted by the Bangladesh Open University;

- to get feedback on the existing policy;

- to acquaint academics with the international experiences of the OER repositories in general and OER in Asia in particular; and

- Based on the above, recommend some OER initiatives for the BOU.

Participants

The participants of the workshop were the academics from the different schools of the university and technical team of e-Learning Centre. This workshop was beneficial to them as because the academics are developing the learning materials and technical team members of e-Learning Centre are supporting the academics. The participants are as follows:

School of Education

- Ms. Arifa Rahman Ruma, Assistant Professor (Education), arifa1977@yahoo.com
- Ms. Fahmida Haque, Assistant Professor (Sociology), fahmida.koli@yahoo.com
- Ms. Sakiba Ferdowsi, Assistant Professor (Education), sakibaferdowsi@yahoo.com
- Mr. Zahurul Islam, Assistant Professor (Education), zahirbss@yahoo.com
- Mr. Md.Nazim Mahmud, Lecturer (Education), n_m_mud@yahoo.com
- Mr. Md. Anwarul Islam, Associate Professor (Chemistry), anwarul2003islam@yahoo.com
- Dr. Lovely Akhter Dolly, Associate Professor (Philosophy), lovelyakterdolly@yahoo.com
- Ms. Merine Sultana, Lecturer (Education), merine_29@yahoo.com

School of Agriculture and Rural Development

- Dr.Md. Rokibur Rahman, Associate Professor (Poultry Science), rokibur76@yahoo.com
- Mr. AKM Ashraful Alam, Associate Professor (Horticulture), kazalashraf@gmail.com
- Dr.Md. Serazul Islam, Associate Professor (Agri Engineering), seraz_bou@yahoo.com
- Dr. Sukumar Devnath, Assistant Professor (Fisheries), sukumar_bau@yahoo.com

School of Business

- Mr. Mohammad Zahir Raihan, Associate Professor (Finance), raihan_bou@yahoo.com
- Dr. Md. Serazul Islam, Associate Professor (Accounting), Islamserazul@yahoo.com
- Mr. Md. Tarikul Islam, Assistant Professor (Marketing), tarikuldu05@yahoo.com
- Mr. Md. Kayes Bin Rahaman, Assistant Professor (Finance), kbrahaman@gmail.com

School of Science and Technology

- Dr. Md. Abdul Mojid Mondol, Associate Professor (Pharmacy), mondol_sst@yahoo.com
- Mr. Mohammad Mamunur Rashid, Assistant Professor, mamunbou@gmail.com
- Ms. Saria Islam, Lecturer (Computer Science & Engineering), saria_islam@bou.edu.bd
- Mr. A.S.M. Mahmudu lHasan, Lecturer, mahmudul_hasan@bou.edu.bd

Open School

- Mr. Md. Motaharul Islam, Associate Professor (Management), motaharul2002@yahoo.com
- Mr. Md. Jafaur Ahamed, Assistant Professor (Accounting), jafaur@yahoo.com
- Mr. Masud Mohammad Pervez, Assistant Professor (Marketing), pervezbgd@yahoo.com
- Dr. Iqbal Husain, Assistant Professor (Sociology), ihusain1979@gmail.com
- Ms. UmasreeDhar, Assistant Professor (Physics), umasree_cu@yahoo.com
- Mr. Md. Zakirul Islam, Assistant Professor (Geography) , zislam.geo.bou@gmail.com
- Most. Najnin Jahan, Assistant Professor (Philosophy), najraj_bou@yahoo.com
- Ms. Meherin Munjarin Ratna, Assistant Professor (Bangla), mehrin2010.bou@gmail.com
- Ms. RiditaTasmin, Assistant Professor (English), riditatasmin@gmail.com

e-Learning Center (Technical Participants)

- Mr. Md. Masum Billah, System Analyst & Team Leader, Technical and Operation Team, masbillahbou@gmail.com
- Mr. Utpal Kumar Gosh, Network & Software Specialist, Technical Team, asacomp@bou.edu.bd
- Mr. Md. Moshiur Rahman, Hardware Manager, Technical Team, moshi.cse408@gmail.com
- Mr. Saiful Islam, Content Manager, Technical Team, swapon.echo@gmail.com

16. Participants from Team Members

- Professor Sufia Begum, Dean, School of Education, BOU, sufia@bou.edu.bd
- Dr. Sabina Yeasmin, Dean & Associate Professor, Open School, Sabina_koly@gmail.com

Dr. Md. Shafiqul Alam, Joint Director (Training & Research) and Director in Charge (Planning & Development), shafiqul_bou@yahoo.com

17.   Master Trainers

- Mr. Abu Naser Md. TofailHossain, Lecturer, English, School of Education, BOU, tofail_miah@yahoo.com

- Ms. Romana Kader, Lecturer, Management, School of Business, BOU, romana.hrm@gmail.com

- Ms. KaziSharmin Pamela, Lecturer, Marketing, Open School, BOU,kazisharmin.du@gmail.com

18.   Workshop Facilitators:

- Moderator: Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA. Facilitators:
- Mr. Md. Mizanoor Rahman, Assistant Professor, Open School, BOU,
- Mr. AKM Iftekhar Khalid, Deputy Director (Training), BOU

19.   Opening session

BOU hold a three-day's workshop on OER Capacity Enhancement Programme (CEP) for BOU academic from April 03-05 2017 at eLearning Centre under the BOU-CEMCA Joint project on 'OER Policy and Implementation of Blended Approach through eLearning at Bangladesh Open University' with a goal to create an awareness that Open Educational Resources are learning tools like textbooks, lesson plans, and other media that are in the public domain or openly licensed and Bangladesh Open University is already a participating institution because the university has adopted and implemented the OER policy. BOU already has learning resources i.e. print, audio-video lectures and research articles and the University already make them available in the web as open accessed materials (OAM). Therefore, BOU can easily make these materials as OER through creating a 'BOU Repository'. This CEP is an instrument for the academic staff to work with a consciousness for Open Educational Resources.

Professor Sufia Begum, Dean, School of Education, BOU, Dr. Sabina Yeasmin, Dean and Associate Professor, Open School, Mr. Mizanoor Rahman, Assistant Professor, Open School and Dr. Manas Ranjan Panigrahi, Programme Officer, CEMCA were present at the inaugural ceremony. Dr. Yeasmin, Dean, Open School welcome the guests and the participants to the CEMCA-BOU joint project initiative and she believed this project activity, CEP would be a successful event and advised the participants to get themselves familiar with the OER arena so that they could contribute to the institutional development. Professor Sufia Begum upheld the idea that distance and online learning are mainstream learning systems and but, some sectors are conspiring against distance education. So, OER should be used as a quality enhancement tool for developing the distance and online learning.

Dr. Panigrahi reiterated that CEMCA has been assisting BOU to train its manpower for embracing the OER and this event was one of them. This time CEMCA had an expectation that BOU would be able to implement the OER Policy successfully and the trainee would assist to implement the policy for the OER at their own individual capacity and Dr. Panigrahi believed that they would not fail this time to work for OER development in the context of the University as well as in Bangladesh. Assistant Professor, Mr. Md. Mizanoor Rahman emphasized the role of academics are very important for the implementing of OER policy at the university.

20.   Working session

After the inauguration ceremony, Dr. Panigrahi as an ice-breaking session invited all the participants to make themselves introduced as the session was titled "Introduction to the workshop Expectations from the Workshop Assessment of Attitude towards OER" and Dr. Panigrahi asked the participants that they must express what were their expectation from the workshop. Dr. Panigrahi also requested the master trainers to introduce themselves.

In the discussion session of 'Participants' Expectations from the Workshop' facilitated by Dr. Panigrahi, the academics expected to know about the Open Educational Resources in details and how they can contribute to their individual development as well as how they could contribute towards OER for the university. Dr. Panigrahi asked about the OER and OER policy of Bangladesh Open University in the session. Dr. Panigrahi inquired whether the academics were well-aware about the OER policy and implementation system. Dr. Panigrahi believed that the participants will work at their respective schools to support towards the implementation of OER policy.
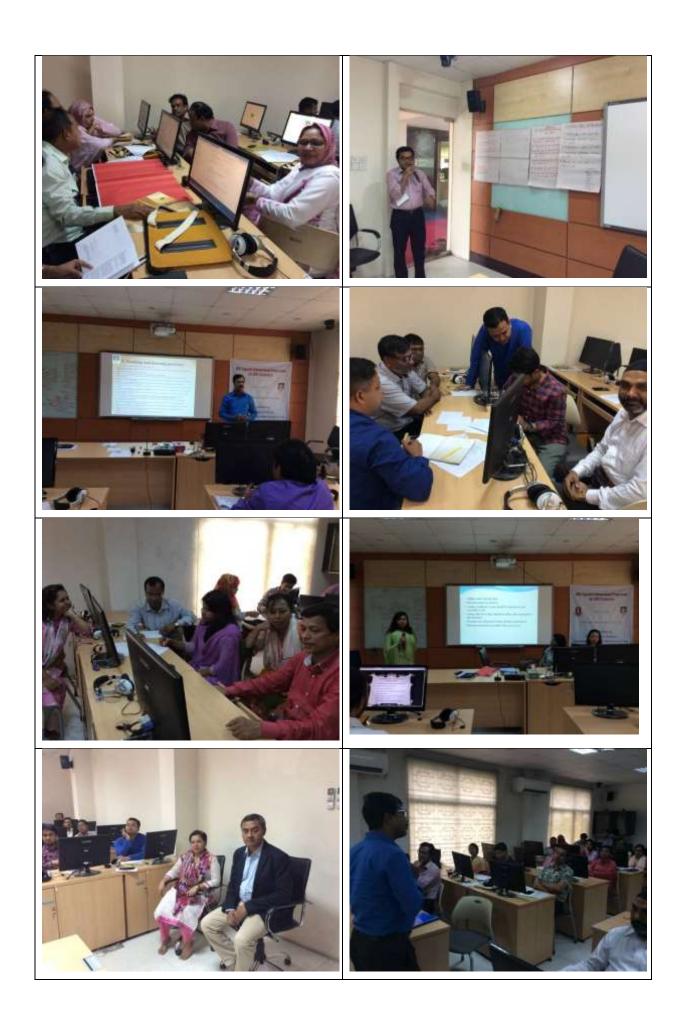
In the session, 'Introduction to OER- Raising Issues for Discussion', Ms. Romana Kader discussed the Open Education Movement and Open Educational Resources and she explained that Open educational resources (OER) are academic learning materials which are publicly available for use, remixing and redistribution with varied levels of licensing. She also explained Open Content, Open Society, OER and Open Courseware. She emphasized on the different between open source materials and OER materials to make the participants understand the importance of OER in the distance learning arena.

Ms. Kazi Sharmin Palema discussed the OER related concepts and she brought out the OER, eLearning, online learning and she defined each of the points and show the narrow and wide distinction among OER, Online learning and eLearning and their relationship. She also discussed the issues of open society and its movement. She emphasized it is tough to continue with adopting OER in the Open and Distance Learning (ODL) university.

In the afternoon session, Mr. Abu Naser Md. Tofail Hossain presented the OER policy to the participants and he discussed the scope and opportunity of the OER policy in the university. He also discussed the expected roles from the academics to implement OER policy in the university. Mr.Totail divided the workshop participants into seven groups and he assigned them to identify their roles and how they can contribute to the university from their respective positions.

In the first session of the second day, Dr. Pahigrahi demonstrated the Creative Commons (CC) licensing issues and the session was interactive and participatory. The participants were trying to find out the in which BOU has adopted and how the academic materials have been licensed and what are the implications of the policy. As stated in the earlier reports the academics have a common concern of losing their copyright by adopting the CC licensing.

After the presentation, the seven groups were given the activities for identifying online OER materials, Open content without licensing or OER web content to understand how to find the licensing components on web-based materials.

In the second session after the tea break, Dr. Panigrahi presented the importance and tools of OER Quality Assurance to the participants. Dr. Panigrahi discussed Quality Assurance Guidelines for Open Educational Resources: TIPS Framework and he also provided a soft copy of the material to the participants. He emphasized the need of developing a culture of quality assurance for the participants and there is a need of individual initiative to practice OER quality in own institution.

Mr. Md. Mizanoor Rahman presented the categories of academic materials available at Bangladesh Open University i.e. audio, video, print material with repositories and the OER repository of the university. The session helped the participants to identify the status of Bangladesh Open University in the context of OER. Mr. Rahman also presented the issue of standard operating procedures (SOP) for OER and illustrated Standard Operating Procedures (SOP) is a process document. The participants being academic have huge role to play for SOP.

After the lunch break, Ms. Kazi Sharmin Palema presented the issues of web search, find, use or reuse and integration to other OER materials for developing individual or new OER materials. The session was vibrant, questioning and interactive because the participants were also searching their relevant, permissible and suitable materials for developing their materials. Towards the end of the day, the participants were suggested to develop their OER materials as group and they would have to present the next day and the participants were given an assignment to complete the OER certification at night.

On 05 April 2017, Dr. Panigrahi and the trainers started working with the groups to understand how far the participants had understood the OER and tried them to assist them with what they had completed on the last two days and till the tea break, the group work continued. After the tea-break at 11:30am, the groups were invited to present the work and a representative of each group had presented the team work with a unit of OER integrated course material and from their presented, it was clearly identified that the participants became conversant with how the Open Educational Resources could be searched, found, accessed, used, created, managed and maintained for developing new OER materials.

After this session, Mr. AKM Iftekhar Khalid had queried the participants regarding overall performance of the three days workshop and distributed assessment paper for understanding the attitude towards OER. During the session, the participants provided their comments positively as they wanted to see the university truly distance university with online and OER enable facilities and they were also optimistic about the future of OER in Bangladesh as well.

Closing Session

Dr. Md. Shafiqul Alam, Joint Director (Training & Research) and Director in Charge (Planning & Development) thanked the CEMCA for their effort to develop manpower of Bangladesh Open University and the development of OER depends basically on academic members of the university and they are the representatives and they have an easy assess to the policy bodies of the university. He appreciated CEMCA for drawing its attention to the team spirit and hoped that BOU officials would provide their best effort to come out successfully the CEMCA's OER initiative.
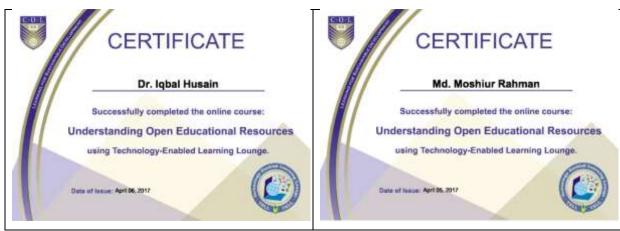
Professor Sufia, Dean, School of Education, in the closing session, said that Dr. Panigrahi had been an inevitable agent for the successful completion of the three-day's workshop and to implement the OER in Bangladesh Open University. Then, the certificates had been distributed to the participants.

8. Outcomes of the Day-long Workshop

Appendix 1

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES (Scale B - Pre)

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 April 2017
PRE-WORKSHOP RATING

ASSESSMENT of ATTITUDE TOWARDS OPEN EDUCATIONAL RESOURCES

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 an 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	☐	☐	☐	☐	☐

Activity Worksheet 1

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers

03 – 05 April 2017
GROUP ACTIVITY WORKSHEET-1

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

1.

2.

3.

4.

5.

6.

7.

8.

9.

Activity Worksheet 2

Academic Role Specification for different aspects of OER Implementation

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		90

Activity Worksheet 3

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 April 2017

GROUP ACTIVITY WORKSHEET-3

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

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

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

Activity Worksheet

OER Capacity Enhanced Programme (CEP) for BOU Academics for Master Trainers
03 – 05 April 2017
INDIVIDUAL ACTIVITY WORKSHEET-4
SEARCH & FIND OF OER

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 13. CC-BY 14. CC-BY-SA 15. CC-BY-NC 16. CC-BY-ND- 17. CC-BY- ND-SA 18. CC-BY-NC-ND	Type of material 7. Text: 8. Video 9. Audio	Format 9. PDF 10. WORD 11. HTML 12. ANY OTHER
1.					
2.					
3.					
4.					

Appendix 6

Workshop Evaluation Form –ACADEMIC

CEMCA AND BOU
OER Capacity Enhanced Programme (CEP) for BOU Academics
03 – 05 April 2017

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 academicor 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:

Workshop Schedule:

Date/Time	Activity	Resource Person
Day-1: 03 April 2017		
09.00-09.45hrs	**Registration**	
09.45-11.00 hrs	• **Opening Speech** • **Introduction to the workshop** • **Participants' Expectations from the Workshop** • **Assessment of Attitude Towards OER**	
11.00-11.15 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	• **Introduction to OER- Raising issues for discussion** • **Activity-1: Identifying any new questions/issues on OER & open licence** • **Discussion on OER related concepts**	
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	• **Discussion on OER Policy** • **Discussion on what are the roles expected of Academics** • **Activity-2: Identify the OER related functional areas for formulating SOPs and identifying the schools involved in BOU**	
15.30-15.45 hrs	*Tea/Coffee Break*	
15.45-17.00 hrs	• **Presentation on Policy Implementation** • **Identifying OER related Operational functions for academics** • **Activity-3: Formulating SOPs for the major functional areas** • **Worksheet for preparing SOPs for the core functional Areas**	

Date/Time	Activity	Resource Person
17.00-17.30 hrs	Review of Day-1 and Planning for Day-2	
DAY-2: 04 April 2017		
09.00-09.30 hrs	Introduction to Day-2 and Planning the work for the day	
09.30-11.30 hrs	OER Quality Assurance-	
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-13.00 hrs	Categorisation of available materials in BOU	
13.00-14.00 hrs	*Lunch*	
14.00-15.30 hrs	OER repository template- Presentation and Discussion	
15.30-15.45 hrs	Tea/Coffee Break	
15.45-17.00 hrs	• **OER Search, find and integration to develop new OER materials** • **Activity-4: OER Search and reuse to develop new materials –Hands on work** • **Group discussion** • **Worksheet for search, find and reuse/repurpose of OER materials**	
17.00-17.30 hrs	Review of Day-2 and planning for Day-3	
DAY-3: 05 April 2017		
09.00-09.30 hrs	Introduction to Day-3 and Planning the work for the day	

Date/Time	Activity	Resource Person
09.30-11.30 hrs	**Reuse and Integration** **Activity-5: Work with a Unit of OER Integrated Course material** **Work with computer**	
11.30-11.45 hrs	*Tea/Coffee Break*	
11.45-12.45hrs	• **Role Specifications of different admin and academic support departments** • **Discussion**	
12.45-13.30 hrs	**Discussion on the workshop** **Evaluation** **Assessment of Attitude Towards OER** **Evaluation format - Attitude Scale (2-Post)**	
13.30-14.30 hrs	*Lunch*	