



# Report on OER Capacity Enhanced Programme (CEP) for BOU Officials

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

30 August – 01 September 2016

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## 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](mailto:habibuzzaman@yahoo.com)

### **Pro-Vice Chancellor's Office**

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### **Treasurer's Office**

Md. Rashedul Alam, Assistant Director, [rashed.bou@gmail.com](mailto:rashed.bou@gmail.com)

## **Administration**

Dr. Md. Shafiqul Alam, Joint Director (Training & Research) & Director (In-charge), Planning & Development Division [shafiqul\\_bou@yahoo.com](mailto:shafiqul_bou@yahoo.com)

Md. Abdullah-Al-Kafi, Deputy Director, General Administration, [alkafiabdullah@yahoo.com](mailto:alkafiabdullah@yahoo.com)

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## **Computer Division**

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Md. Ashraful Islam, Regional Director (In-charge) Mymensingh, [katoashraf2010@yahoo.com](mailto: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**

Sl.No (New)	Statement	SA	A	UD	D	SD
1	It gives me pleasure if someone adopts/adapts my educational resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	OER enhances professional networking and sphere of influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	As a teacher, it is my responsibility to share all educational resources that I have created	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	OER promotes independent learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I believe that sharing educational materials as OER will encourage others to do so as well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	OER materials help to cater to the learning needs of differentially abled children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	OER materials can be adapted for a given requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	My own competencies and knowledge of OER helps me to participate in contributing or adopting OER.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	OER material is available for any given content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	OER material can be customized to the needs of the learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I am sure in the near future there will be enough OER appropriate for any given content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Contents of OER materials are expected to be accurate and error free.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	It is difficult to integrate multiple channels/sources of OER materials in a learning package	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Students will learn more effectively through OER as compared to a textbook.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

## Appendix 2

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.



### Appendix 3

#### Activity Worksheet 2

## Academic Role Specification for different aspects of OER Implementation

### ACTIVITY WORKSHEET-1 & 2

<b>OER Aspects</b>	<b>Specific Roles of Academics</b>	<b>Supporting Departments</b>
<b>OER Strategic Plan and Action Plan</b>		
<b>OER CREATION</b>		
<b>OER CURATION</b>		
<b>Aspect</b>	<b>Specific Roles of Academics</b>	<b>Supporting Department</b>
<b>OER REUSE</b>		
<b>OER Hardware Support</b>		
<b>OER Software Support</b>		
<b>OER Monitoring &amp; Evaluation</b>		

## **Appendix 4**

### **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**

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

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

## Appendix 5

### 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:

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

## 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 academic or 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
<b>Day-1: 03 September 2016</b>		
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	<ul style="list-style-type: none"> <li>Introduction to the workshop</li> <li>Participants' Expectations from the Workshop</li> <li>Assessment of Attitude Towards OER</li> </ul>	MM (RP) Expectation format  OER Attitude Scale (1-Pre)
11.00-11.15 hrs	<i>Tea/Coffee Break</i>	
11.45-13.00 hrs	<ul style="list-style-type: none"> <li>Introduction to OER- Raising issues for discussion</li> <li>Activity-1: Identifying any new questions/issues on OER &amp; open licence</li> <li>Discussion on OER related concepts</li> </ul>	MM (RP) PPTs on OER  Draft FAQs on OER and OER Use
13.00-14.00 hrs	<i>Lunch</i>	
14.00-15.30 hrs	<ul style="list-style-type: none"> <li>Discussion on OER Policy</li> <li>Discussion on what are the roles expected of Academics</li> <li>Activity-2: Identify the OER related functional areas for formulating SOPs and identifying the departments/divisions involved in BOU</li> </ul>	BOU staff (RP) OER Policy as handout  (MM) Worksheet for the Activity
15.30-15.45 hrs	<i>Tea/Coffee Break</i>	
15.45-17.00 hrs	<ul style="list-style-type: none"> <li>Presentation on Policy Implementation</li> <li>Identifying OER related Operational functions for academics</li> <li>Activity-3: Formulating SOPs for the major functional areas</li> </ul>	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	
<b>DAY-2: 04 September 2016</b>		
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	<i>Tea/Coffee Break</i>	



<b>11.45-13.00 hrs</b>	Categorisation of available materials in BOU	MP (RP)
<b>13.00-14.00 hrs</b>	<i>Lunch</i>	
<b>14.00-15.30 hrs</b>	OER repository template- Presentation and Discussion	MP (RP)
<b>15.30-15.45 hrs</b>	Tea/Coffee Break	
<b>15.45-17.00 hrs</b>	<ul style="list-style-type: none"> <li>• OER Search, find and integration to develop new OER materials</li> <li>• Activity-4: OER Search and reuse to develop new materials –Hands on work</li> <li>• Group discussion</li> </ul>	Worksheet for search, find and reuse/repurpose of OER materials
<b>17.00-17.30 hrs</b>	Review of Day-2 and planning for Day-3	
<b>DAY-3: 05 September 2016</b>		
<b>09.00-09.30 hrs</b>	Introduction to Day-3 and Planning the work for the day	
<b>09.30-11.30 hrs</b>	Reuse and Integration  Activity-5: Work with a Unit of OER Integrated Course material	MM  Work with computer
<b>11.30-11.45 hrs</b>	<i>Tea/Coffee Break</i>	
<b>11.45-12.45 hrs</b>	<ul style="list-style-type: none"> <li>• Role Specifications of different admin and academic support departments</li> <li>• Discussion</li> </ul>	Presentation and discussion
<b>12.45-13.30 hrs</b>	Discussion on the workshop Evaluation Assessment of Attitude Towards OER	MM Evaluation format Attitude Scale (2-Post)
<b>13.30-14.30 hrs</b>	<i>Lunch</i>	