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

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Contents

1.   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 round-table 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.

2.   Objectives

Specific objectives of the CEP are:

i.   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;
ii.   to present the review report on OER policy adopted by Bangladesh Open University;
iii.   to train academics in such a way so that they can be the master trainers; and
iv.   to organize the OER training for other trainees with the help of MTs at BOU and/or other concerned institutes in Bangladesh.

3.   Participants

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4.   CEP Machinery

The one day CEP programme is divided into three sessions:

Opening Session – This session is 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.

5.   Workshop Facilitators:
- Resource Person: Professor Dr. Mohandas BalakrishnanMenon, Former Deputy Vice-Chancellor, Wawasan Open University, Malaysia and Former Chairman, NIOS, India
- Moderator: Dr. ManasRanjanPanigrahi, Programme Officer, CEMCA.
- Workshop Coordinator: Dr. Md. MizanoorRahman, Assistant Professor, Open School, BOU
- Workshop Secretary& Coordinator: AKM Iftekhar Khalid, DD (Training), BOU
- Rapporteur: – AdibaAnis, Lecturer, School of Business, BOU

6.   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. MizanoorRahman, Assistant Professor, Open School, BOU. With a brief introduction on the objectives and expectations from the workshop Mr. Md. MizanoorRahman 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. ShafiqulAlam 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.

7.   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 MizanoorRahman, Team Leader, CEMCA-BOU OER Implementation Project.
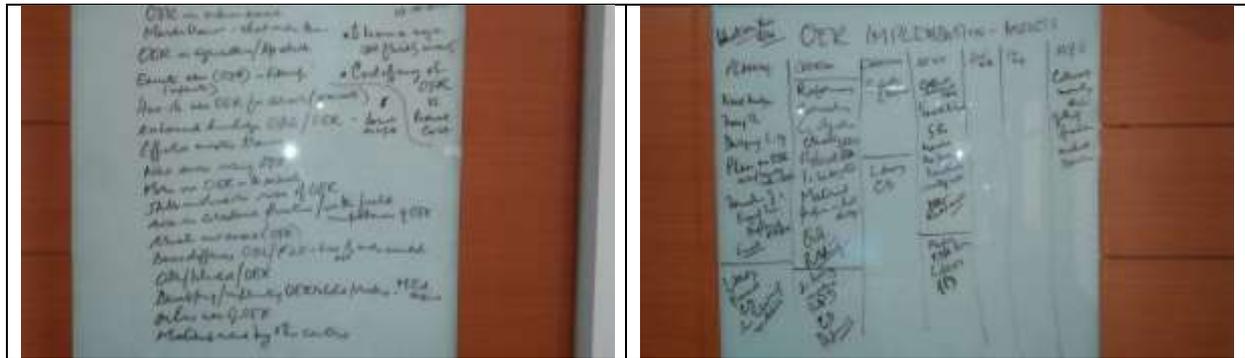
This activity is part of CEMCA's continued efforts of promoting the application of ICTs to enhance the quality of and access to education, and access to open educational resources (OERs). This session was dominated with the OER initiatives participating in this study positively valued the libraries' 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, and 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. MizanoorRahman, Assistant Professor, Open School, BOU, Ms. AdibaAnis, Lecturer, School of Business, BOU, Dr. Md. ShafiqulAlam, 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.

8. 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.

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

OER Capacity Enhanced Programme (CEP) for
BOU Academics for Master Trainers
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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
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<u>GROUP ACTIVITY WORKSHEET-1</u>

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
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<u>GROUP ACTIVITY WORKSHEET-3</u>

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
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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
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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	5	4	3	2	1

my academic or personal life.

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

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

7.   Additional Comments or suggestions:

Appendix 7

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*	