

Workshop on Design and Development of the Project on
**“Impacting Education and Open schooling through OER-
Making a Difference among the Learners”**

23 – 26 April 2018
Seminar Hall, Bangladesh Open University, Gazipur

Consultant Report
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A joint initiative of

Commonwealth Educational Media Centre for Asia, New Delhi
&
Bangladesh Open University, Dhaka

Backdrop

The Commonwealth Educational Media Centre for Asia (CEMCA)/ Commonwealth of Learning (COL) has been actively engaged in supporting development and use of OERs, development of skills and employability, inclusive education, and results/outcome-based education and training at schooling and higher education levels in the Asian region. Towards this end, it has been supporting various institutions in the Asian region. In Bangladesh, CEMCA has a significant presence supporting various institutions, including the BOU. Toward taking BOU to the next phase of OER-based and technology-enabled open and distance education, CEMCA has entered into agreement with the open university to implement a 3-year project entitled “*Impacting Education and Open Schooling through OER – Making a Difference among the Learners*” during 2018-21. Following conduct of research studies on SWOT for open schooling and teacher education, VET policy, and teacher perception of VET, CEMCA planned a 4-day workshop at BOU to develop the 3-year Project Proposal with the help of the BOU faculty members and study centre functionaries, facilitated by CEMCA consultant Prof Santosh Panda.

Bangladesh Open University (BOU) proposes to implement the project on ‘Impacting Education and Open Schooling through OER- Making a Difference among the Learner’s from July 2018 under the technical and financial assistance from Commonwealth Educational Media Centre for Asia (CEMCA). CEMCA entered into a contribution agreement with BOU for a preparatory phase between February and June 2018 to assess the strength and weaknesses and to identify the strategies which should be converted into an outcome oriented full-fledged proposal with results-based management (RBM) framework by June 2018 for implementing the project from July 2018 for three years. As a part of this preparatory phase, BOU identified certain capacity building programmes and project development procedures. The output of this phase was visualized to be capacity building of the participating faculty and finalizing the proposal. This workshop was organized to specifically build the capacity of the faculties of the concerned schools of studies on issues relating to OER and VET, and finally come out with a framework of the OER-based vocational education and training (VET) programs, e-MEd, and teacher education for VET instructors.

The workshop was facilitated by the following:

- Dr Manas Ranjan Panigrahi, Programme Officer, CEMCA/ COL, New Delhi.
- Prof Santosh Panda, Indira Gandhi National Open University, New Delhi.
- Prof Sufia Begum, Project Director & Dean SoE, BOU, Dhaka.
- Md Mizanoor Rahman, Project Coordinator & Assistant Professor, Open School, BOU, Dhaka.

Specific support was provided by Dr Sabina Yeasmin (Dean, Open School) and A. K. M. Iftekar Khalid, Deputy Director (Training) and project member secretary, BOU.

Pre-Workshop Research

Before the workshop was conducted during April 23-26, 2018, the BOU project team, in consultation with CEMCA and the consultant, had completed four research studies—SWOT for Open School, SWOT for School of Education, VET Policy, Teacher Piloting on VET—which provided the foundation to the Workshop on Project Design. The reports have been separately submitted to CEMCA, and the main findings were presented in the workshop by Md Mizanoor Rahman, OS.

Workshop Terms of Reference

CEMCA had engaged Prof Santosh Panda, IGNOU as the consultant for the workshop with the following terms of reference (ToR):

- 1.1.1. Prepare a project framework on the title “Impacting Education and Open schooling through OER- Making a difference among the learners by BOU”.
- 1.1.2. Design and conduct a four-day workshop on Design and Development of the Project relating to the project framework on the above title, engaging the selected BOU faculties on 23-26 April 2018;
- 1.1.3. Coordinate and facilitate with BOU project team to finalise the Project and its implementation strategies including Monitoring and Evaluation.
- 1.1.4. Submit to CEMCA all workshop materials and PPTs prepared by you for the CEMCAs website.
- 1.1.5. Submit to CEMCA the final project proposal developed for BOU for implementation.
- 1.1.6. Prepare and submit to CEMCA a comprehensive report on the activities performed including the workshop reports of BOU and the covering the outcomes of the training sessions dealt by you.

In response to the above, the following have been achieved:

- Pre-workshop support and consultation was provided to the BOU team to finalise the four research studies, and design the workshop to be able to develop a draft project proposal for the above project.
- Made available workshop resources for distribution among the participants.
- The four-day workshop was conducted during April 23-26, 2018, the report of which has been submitted to CEMCA. The workshop was based on the result-based/ outcome-oriented framework developed by CEMCA, in this context of developing, implementing and ascertaining the impacts of OER-based open schooling, teacher education, and VET at senior secondary level. These reports have been submitted to CEMCA.
- The Workshop Report and the Consultant Report have been prepared, and the drafts have been submitted to CEMCA.
- The Project Proposal (draft) has been prepared and is being submitted, which includes strategies to implement the project. This has been developed in consultation with the BOU Project Team. Further, the workshop materials, including the proposals prepared by BOU Team in the workshop on OS-Arts, OS-Science, OS-Business Studies, OS-VET, and SoE-eMED have been appended to the Workshop Report. These also include feasibility of gender-sensitiveness, inclusivity, employability, and sustainability.
- The facilitative mechanisms will further depend on, besides others, tasks related to Staff Development, OER Development/Use, Training Handbooks Development, MOOCs

development, development of Google Groups, development of MOODLE- LMS, and OER Repository development.

Analysis and Recommendations

- The BOU team, especially the project director and the project coordinator have worked hard to ensure smooth development and finalization of the 3-year Project Proposal.
- It is recommended further that it will be more effective if some senior-level faculty are also involved the project implementation. This was communicated to the VC in a personal meeting, and VC has assured to look into this, but with a note that the younger colleagues will put in more hard work and in the process will also learn OER-based curriculum/ course design and implementation. The VC also appreciated the efforts made by CEMCA, the consultant and the workshop team, and expressed satisfaction in its progress; as also expressed full commitment to the 3-year project implementation, including OER-based eMED which could form part of the Project Proposal. Specific mention was made to the consultant to further help develop and implement the eMED internationally.
- The PVC, who made an intervention on April 23 afternoon, underlined that BOU has to be more practical in its approach; employability has be kept in view; we need to come forward for more VET and OER; and since the national Technical Board has limitations to address the need for OER and VET, BOU needs to reflect (vis-à-vis the current 3-year project) and take appropriate actions to implement this for the benefit of the entire country. He expressed satisfaction that the piloting will lead to innovations in technology-enabled learning at BOU with revised OER-based and technology-enabled open school, VET and teacher education programmes in the university.
- For the implementation of VET courses, which is a new area of study, efforts need to be made to combine theory-practicum-internship; new teaching-learning resources need to be developed; study centres and counselors need to be identified; and the impact studies should include: institutional policy changes, institutional and student costing, ascertaining outcomes, effective uses including quality and employability.
- All the programmes/ courses need to consider built-in gender sensitivity, inclusive curricula, searching-identifying-adoption/adapting-creation of need-based OERs; development of OER-based blended learning (teaching-learning and assessment), and studying impact on teachers, students (including student satisfaction and performance), and counselors.
- The online resource repository need to be developed as fast as possible, so also the online MOODLE LMS. While more faculty need to be trained on going for TEL and MOOCs, there is a felt need to develop project-based, OER-oriented Faculty Training Handbook and Counsellor Training Handbook for effective implementation of the Project.
- More faculty should be enrolled in the CEMCA-supported MOOC on Skill Development (already exposed by Dr Panigrahi in the workshop). Further, more faculty should enroll in the CEMCA courses and be certified too.

- There is a need to specifically focus on the revised design-development-implementation of OER-based eMED which will be another milestone in the innovation basket of BOU.
- Continuous monitoring and impact studies need to be conducted and fed back to programme/course design/development/implementation; and these need to be published in refereed journals/books.
- Besides F2F support, online web support should be built into the project process.
- The TIPS Framework should be strictly adhered to by all those involved in the implementation of this OER-based open schooling, teacher education and VET programmes.

Further Research and Impact

- Based on the pre-workshop research studies conducted under this Project, a paper entitled “SWOT Analysis of Teacher Education for Vocational Education and Training (VET) through Blended Learning in Bangladesh”, authored by Mizanoor Rahman, Sufia Begum, Santosh Panda and Manas Ranjan Panigrahi has already been submitted to the OOFHEC2018 Conference (“Blended and Online Learning: Changing the Educational Landscape”) of October 10-12, 2018, Aarhus University, Denmark.
- A Questionnaire on OER attitude, motivation, quality and constraints had already been administered to the workshop participants and other faculty members of BOU during the April workshop, the results of which are being analysed to be published in any international journal, preferably in the COL journal ‘*Journal of Learning for Development*’. A copy of the questionnaire is given in Appendix 1.



Appendix 1



Bangladesh Open University & Commonwealth Educational Media Centre for Asia

OER Questionnaire/Scale

1.	Your Name:				
2.	Name of your Institute	Designation	Mobile	Email	
3.	Age:	25-35	36-45	46 and above	
4.	Gender	Male	Female		
5.	Teaching/Training Experience	1-5 years	6-10 years	11-15 years	16 years and above
6.	Have you used OER previously?	Yes	No		
7.	Have you contributed to OER previously?	Yes	No		

Please √ (tick) mark at SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree) or SD (Strongly Disagree) as you like

Attitude

Sl.	Statements	SA	A	N	D	SD
1	All institutions should declare their teaching-learning resources as OER					
2	Each institution should have policy on OER					
3	Each faculty member should investigate OER in his/her discipline/online teaching					
4	It is a waste of time to search and use OER in teaching-learning. Rather, one should always develop learning resources.					
5	OER use improves quality of education.					
6	Use of OER increases student enrolment.					

7	It is the responsibility of every teacher to share all educational resources					
8	OER promotes more institutional networking and individual collaboration.					
9	Use of OER gives impression to students and general public that BOU and its faculty are shirking responsibility of developing their own resources.					
10	Use of OER will facilitate technology-enabled education which is required today					

Motivation

Sl.	Statements	SA	A	N	D	SD
1	OER should be used because it enhances student learning.					
2	OER should be used in teaching learning since it enhances the prestige of a teacher.					
3	Use of OER increases access to education.					
4	Use of OER serves time and cost					
5	Use of OER provides students better learning materials that what I/we can develop ourselves.					
6	Institutional and faculty use of OER leads to new collaboration and partnerships.					
7	Search and use of OER give me opportunities to learn new things.					
8	Use of OER leads to pedagogic changes and enhances quality of teaching – learning					
9	Use of OER leads to more activity- based learning by students					
10	I like to use more OER because it reduces my burden of developing learning resources					
11	Sharing of I resources for free (under proper licensing) will enhance my reputation and prestige					
12	Sharing of I resources for free will increase the prestige of BOU / any					

academic institution						
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Quality and Innovation

Sl.	Statements	SA	A	N	D	SD
1.	More use of OER will lead to further professional development of BOU teachers and tutors.					
2.	More use of OER will increase the quality of student learning.					
3.	More use of OER will lead to more of Open Educational Practices and Innovations in teaching-learning.					
4.	I think, lack of peer review of OER makes them susceptible to poor quality					
5.	Use of OER will fulfill the pedagogic needs of teaching-learning in a flexible manner (which a teacher cannot do in short time without the use of OER)					

Barriers

If you agree to the following barriers to use of OER by faculty, then give a rank to each barrier as 1 (most important barrier), 2 (next most important barrier), 3, 4, 5 and so on

1.	Lack of time to locate OERs.	Rank
2.	Lack of ability to access and integrate OER in my/our courses	
3.	Lack of internet connectivity by teachers and /or students	
4.	Lack of quality of OER	
5.	Lack of OER in mother tongue/Bangla	
6.	I do not believe that OER will increase quality of student learning	
7.	Lack of incentive/ reward /recognition to faculty who use OER in teaching- learning	
8.	Lack of interest in pedagogic innovation by faculty.	
9.	Any other	

Any other comments you would like to give:

1. What types of OER you would like to use in your course?
2. In what ways (strategies) you would like to integrate OER in your teaching-learning?
3. What you expect BOU to do further to facilitate your use of OER (and use of OER at BOU)?
4. Any other: