

Development and analysis of the usage of OERs to support online lecture at Hokkaido University

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Summary

- In response to the spread of COVID-19 across the country, Hokkaido University has developed Open Educational Resources (OERs) to support the implementation of online lectures for faculty, staff, and students
- These OERs are CC-BY-NC licensed and available on the website called "Hokkaido University Online Learning Guide."
- This poster will provide an overview of the OERs and the analysis of the usage.

Background

- For the spread of COVID-19, Hokkaido University has delayed the start of classes by a month and is now offering all courses online.
- In response to this situation, the Center for Open Education (OEC), which continuously support ICT-based education and the improvement of teaching and learning utilizing OERs on campus started the university-wide project to support the implementation of online lecture since the end of March.
- To support the introduction of online classes, OEC developed OERs for this purpose and made it open to the public.

Purpose of the OERs

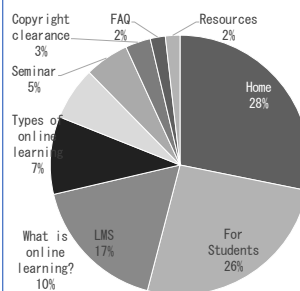
- Provide the basic knowledge for conducting and participating online lectures and provide a "common language" to be used by faculty, staff, and students who are implementing online lectures.
- The knowledge items of OERs include the definition of the forms of online lecture - synchronous and asynchronous - and to present the advantages and disadvantages of these two types of classes.
- The OERs provide an overview of the tools for implementing online courses and pedagogical strategies, including teaching strategies and learning assessment.
- It includes the guidance and functions of the LMS, handling of copyrighted materials.
- The OERs were published in April 2020 on the website called "Online Classroom Implementation Guide" by both Japanese and English. The English version is created for the international faculty and students.

List or the topics of the OERs

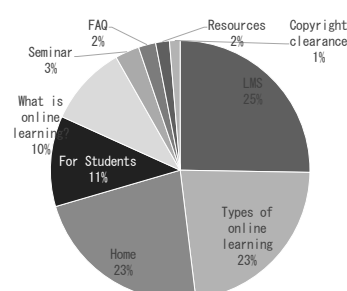
- What is online learning?
- Types of online learning (Sync · Async)
- For students (Student Participation Guide)
- LMS (How to use LMS?)
- Copyright clearance of learning materials
- Resources

Usage analysis

- We surveyed OERs usage by the analysis of the access log of the website.
- Approximately 148,000 pages are viewed as of June 20, and the pageviews of the site were nearly 120,000.
- We found that the tendency of access has changed before and after the beginning of the semester.



Before



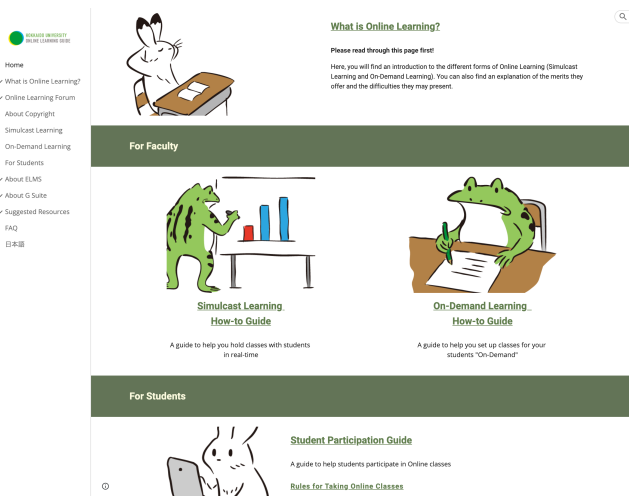
After

Usage analysis of The OERs: Comparison before and after the beginning of the semester

- Before the class started, the page for students was the most accessed, followed by the page about LMS.
- The students probably visited to obtain information on the environment for online lessons and how to take classes before starting the courses.
- The users probably visited to obtain information on the distribution of teaching materials and test creation using LMS.
- After the class started, the number of accesses to the page about LMS and the page about online classes' types was high.
- Since the access to LMS increased rapidly after the start of online classes, and the service of the LMS became unstable. For this, the website shares information about the status update of LMS. Faculty members and students probably visited to obtain this information.
- Faculty members and students probably obtained information on how to conduct synchronous and asynchronous lessons on demand.

Voices from our faculty

- Thank you very much for always providing the information. I am very grateful.
- With the spread of COVID-19 infection, I had no choice but to start preparing for online classes. It looked like this website lighthouse during this spring's panic, which was very helpful.



Online Learning Guide

<https://sites.google.com/huoec.jp/onlinelecture-en/>