Open Educational Resources and School Educators in India: Awareness to Implementation

Presenter:

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Presenter's Profile

- ## Dr Babita Parashar

- M.Sc. (Biosciences), M.Ed (Gold Medallist), Ph.D (Education), Special Educator.

- An OER developer, Science Pedagogue and a Teacher Educator with over 15 years of teaching experience.

- Presently working as Dean-Faculty of Education and Humanities, Manav Rachna University, Faridabad, India.

Research Question

- Achieving UNSDG 4 (Quality Education) through empowering pre-service teachers on Open Educational Resources.

Universal Declaration of Human Rights states that "Everyone has the Right to Education"

Dr Babita Parashar presented at OE Global Connect 2020

Right to Education (RTE Act 2009)

- A landmark in the history of Indian Education System.

- Education being acknowledged as a Fundamental Right.

- Free and Compulsory Education for children in the age group of 6-14 years.

Teacher Education in India

- Secondary School plus a Diploma in Teacher Education.

- Graduate/Postgraduate plus a Degree in Teacher Education

- Four year Integrated Teacher Education Program

Teacher Education Curriculum

- "Towards preparing professional and humane teachers" NCFTE 2009

- Guidelines for Teacher Education Curriculum (2015) identifies Enhanced Professional Capacities 3 as "Understanding ICT and its Application."

Objective of the study:

- To maximise awareness about potential of OER among pre-service teachers.

UNESCO and COL (2012)

- Open Educational Resources are teaching, learning and research materials in any medium, digital or otherwise, that resides in the public domain or has been released under an open license that permits no cost access, use, adaptation and redistribution by others with no or limited restrictions.

Design of the study:
Experimental Design has been followed for the study

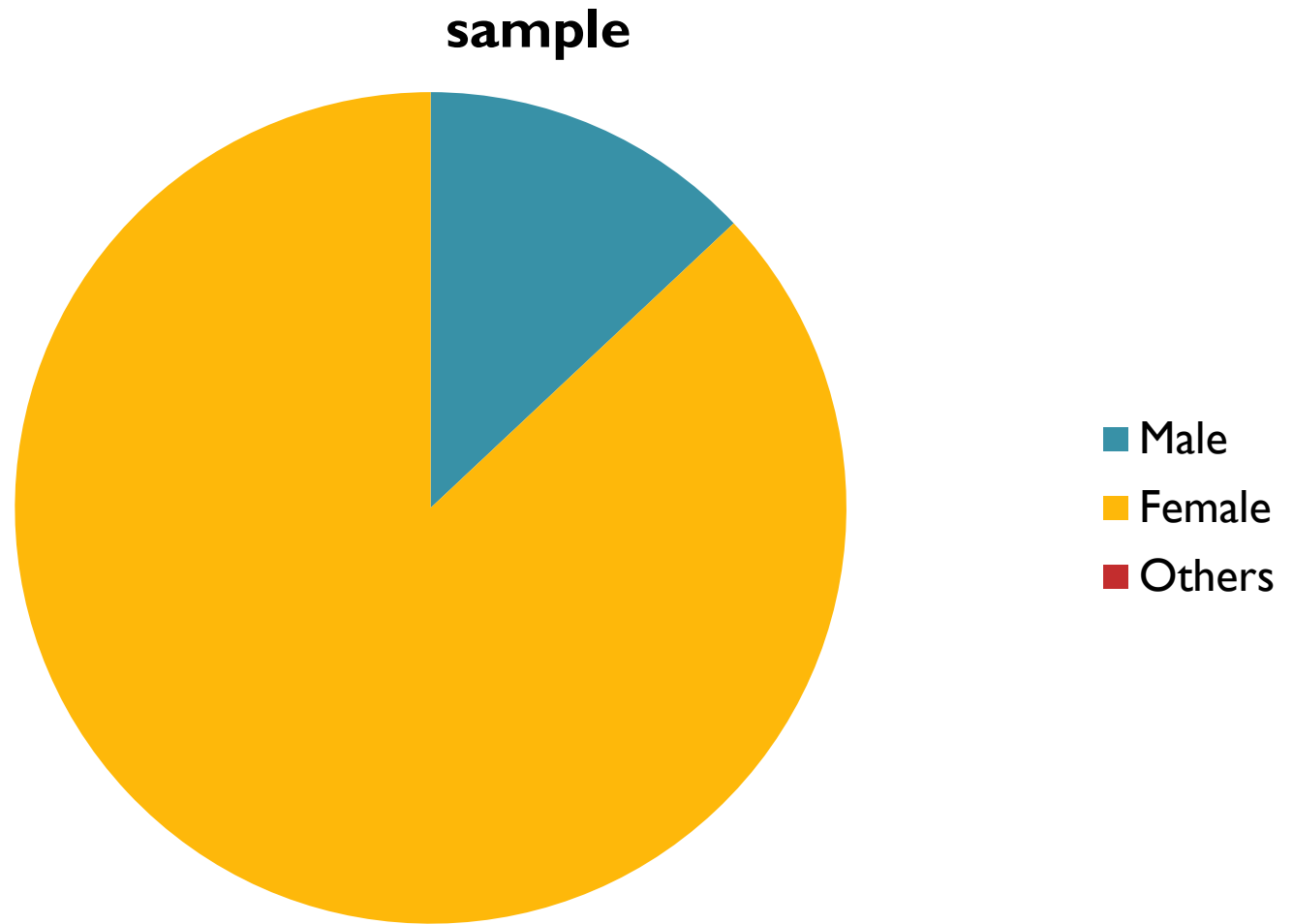Dr Babita Parashar presented at OE Global Connect 2020

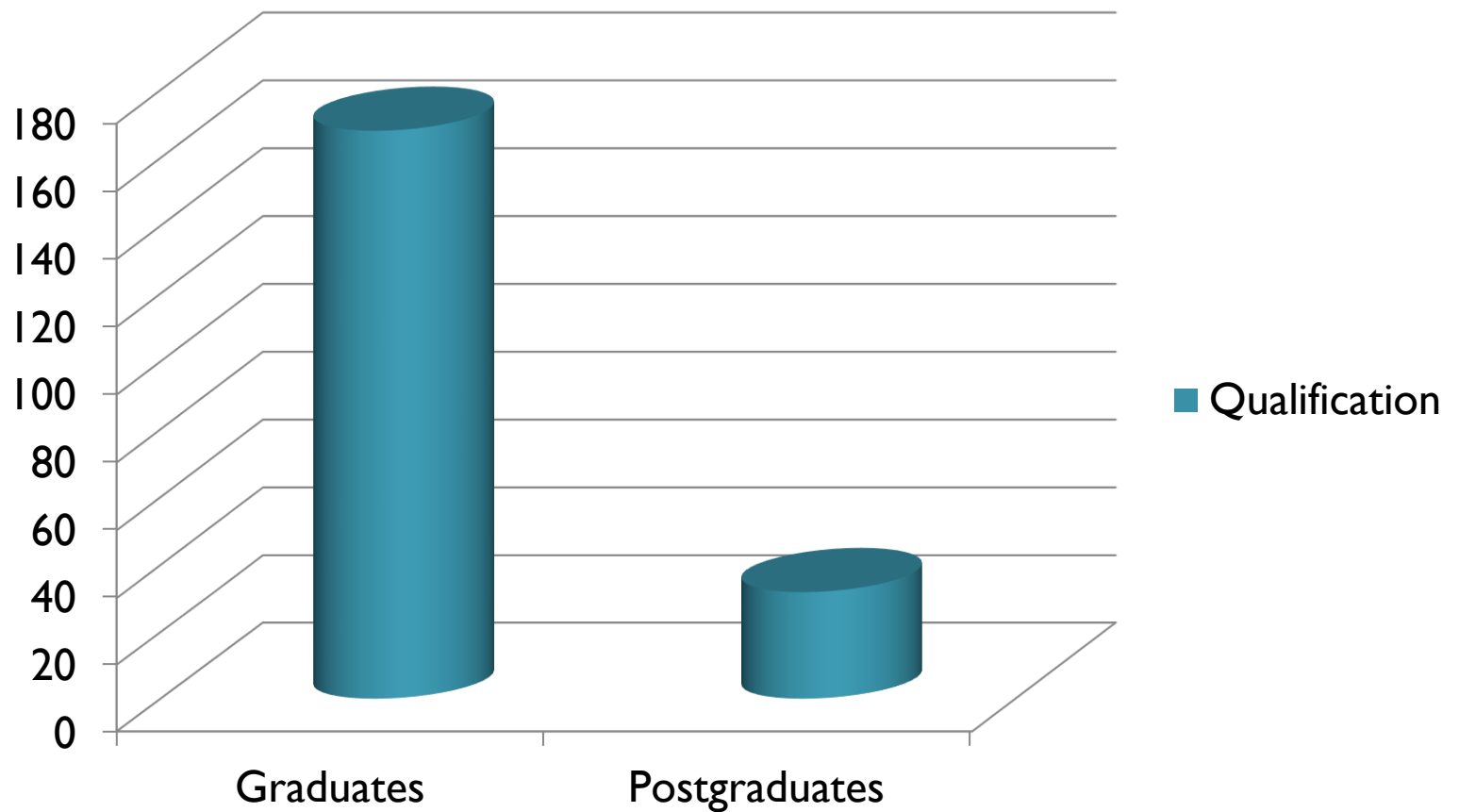# Population of the study

- Pre-service teachers

Sample of the Study:

200 Pre-service teachers enrolled in 2 year regular teacher education program in Haryana State, India.

Sample Demographics

sample

Legend:
- Male
- Female
- Others

Qualification

Stage :1 Curriculum analysis

- Open Educational Resources – Meaning and Importance, Various OER initiatives,

- Above content was included in curriculum of Teacher Education Program offered by most universities in India

It was encouraging to note that..

Source: https://ncert.nic.in/pdf/syllabus/Syllabus_BEd.pdf

https://education.sgtuniversity.ac.in/syllabus-b-ed-epc-3-understanding-ict-and-its-applications/

Stage: 2 Online Questionnaire

- A google form was created with 15 items to assess the awareness of pre-service teachers about OER.

- Items were designed on parameters like
  - heard about OER
  - Free Vs Open
  - Digital resource is same as OER
  - OER licences
  - Ethics in using OER

Quantitative analysis of data received at Stage: 2

- 55% respondents affirmed that they have heard of the term OER.

- Majority of the participants (76%) were of the view that digital content and OER are same.

- Only 23% have noticed the Creative Commons symbol on the etextbooks that they freely download.

- No respondent was a member of any OER community.

Stage: 3

- Enrolment and Completion of COL course titled "Understanding Open Educational Resources".

- Objective was to give an in depth understanding about OER and various important aspects like licences.

- https://learnoer.col.org/home

Findings from Stage: 3

- 160 participants out of a sample of 200 completed the MOOC by COL.

- A focused group discussion with the successful 160 participants was motivating as they were equipped with basics of OER.

- They also shared that now they make an effort to notice licences like creative commons, sharealike on the content that they download.

Stage:4 Introduction to Repositories

- Based on findings from Stage: 1, participants were introduced to various repositories like NROER (National Repository of open Educational Resources).

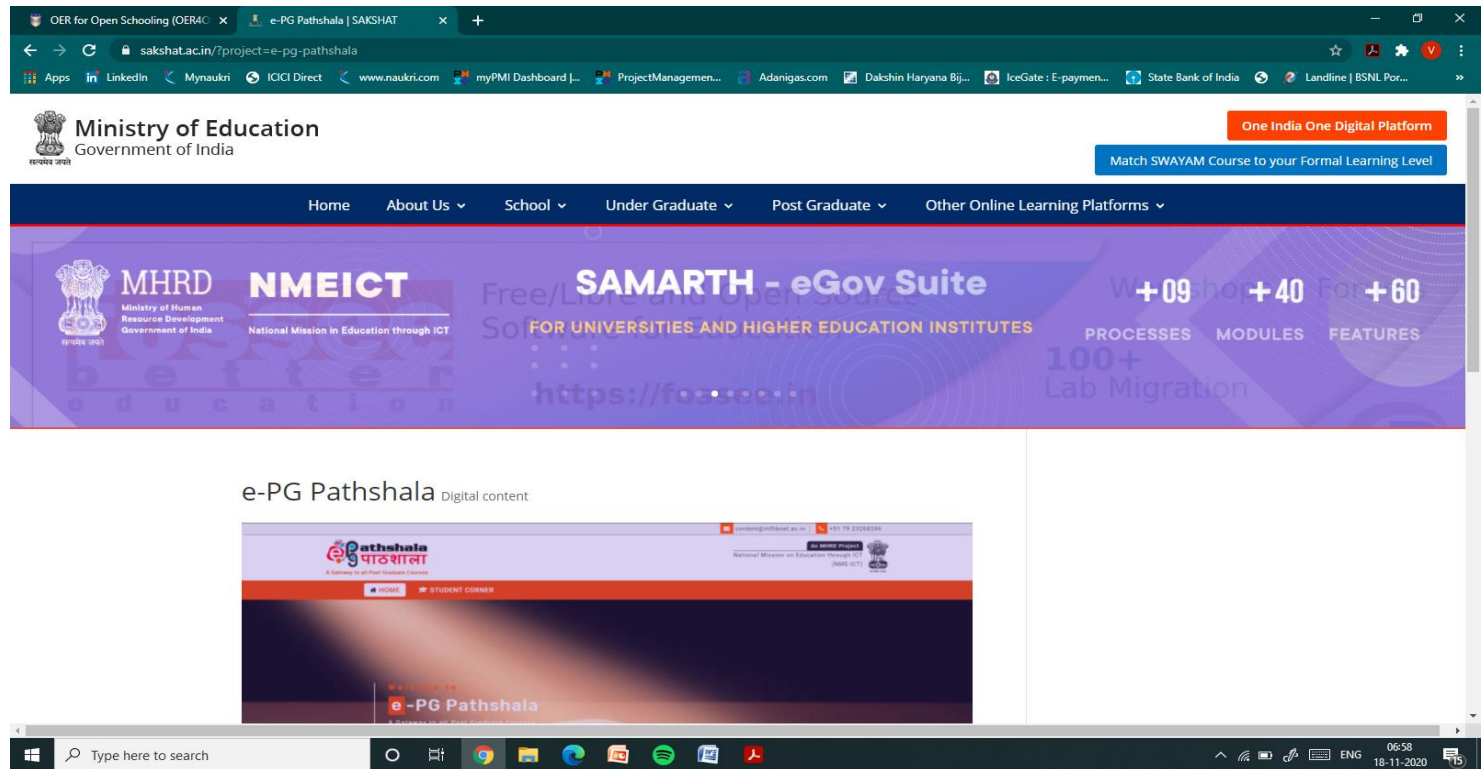- A guided navigation explaining the plethora of resources available was facilitated.

- https://nroer.gov.in/welcome
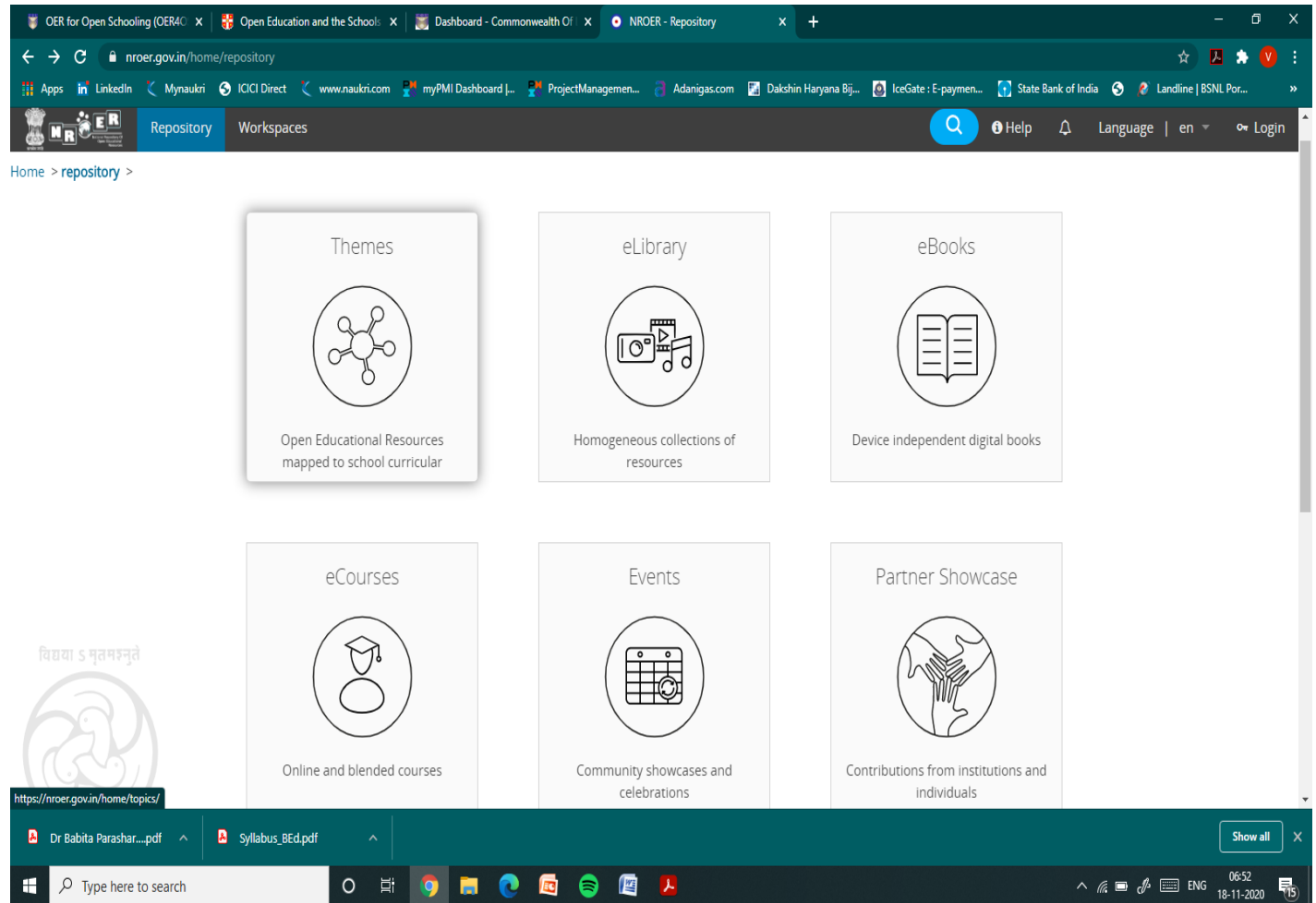
NROER

It was heartening to notice that a country with millions of in-service and pre-service teachers had only thousands of registered users at NROER.
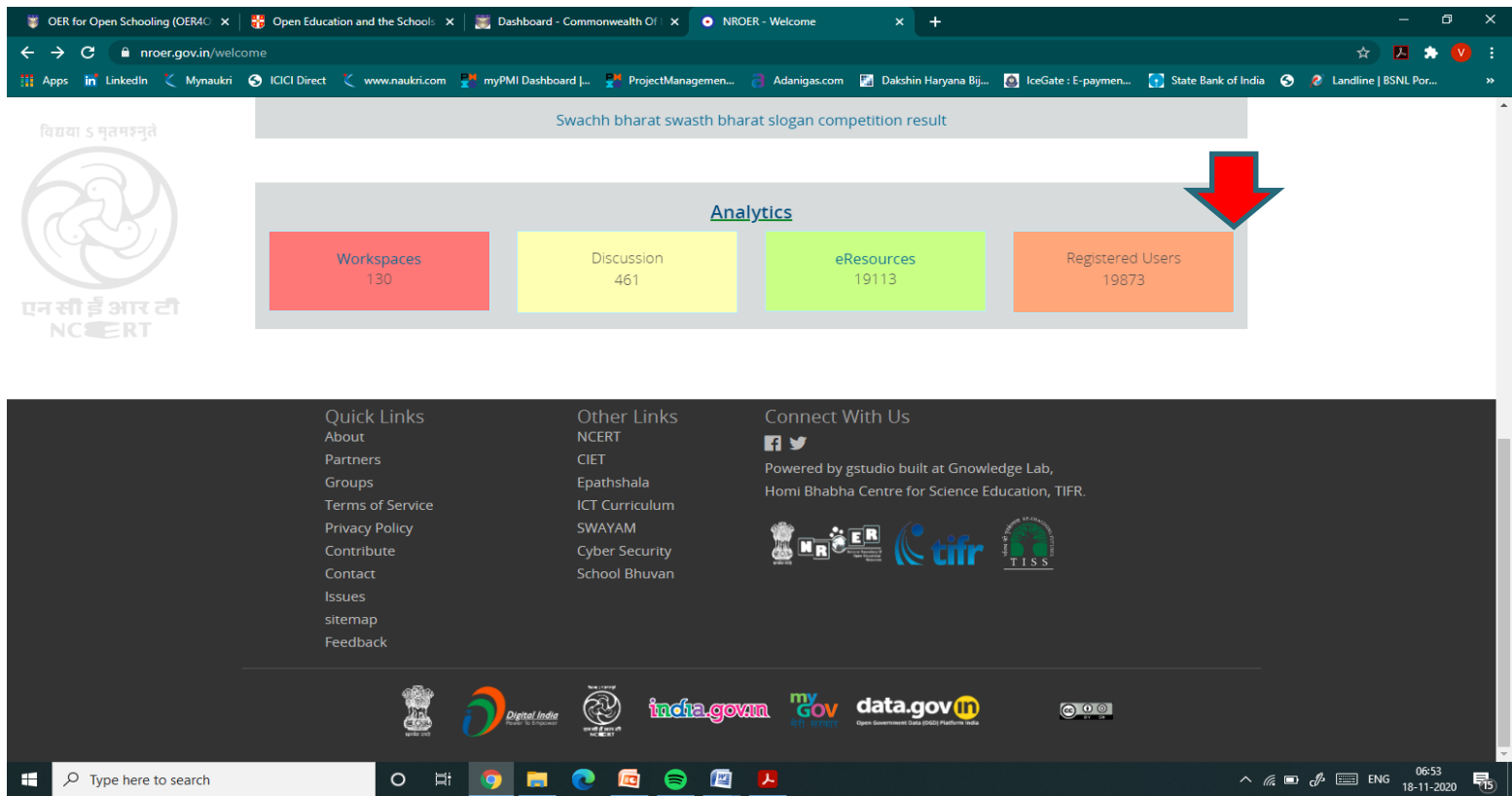
e PG Pathshala: was also navigated

https://sakshat.ac.in/?project=e-pg-pathshala

Conclusion

- Need for massive awareness drives at pre-service teacher education programs level.

- Inclusion of repositories and basic certification about OER as a core component of curriculum.

- Promoting effective use of OER during school internship programs.

Further Studies

- Scaling up of the study design at national level.

Thank You

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