

TEACHERS' ADOPTION OF OPEN EDUCATIONAL RESOURCES IN HIGHER EDUCATION

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BACKGROUND

Open Educational Resources (OER) are teaching, learning and research materials that use open licensing to permit users to use it for educational purposes (Orr, Rimini, & van Damme, 2015). Users may **Retain, Re-use, Revise, Remix and Redistribute** the resources, also known as the '5R characteristics' (Wiley, n.d.). OER have the potential to change teaching in Higher Education by providing access to a diverse collection of resources, information and practices. Nevertheless, the use of OER in Higher Education is low (Schuwer & Janssen, 2016) despite the growing amount of open resources accessible. Since teachers are the pivotal actors to adopt OER, more insights are needed into teachers' practices and their needs of support.

Cox & Trotter (2017) formulated the **OER Adoption Pyramid** (Figure 1) to visualize factors that influences OER adoption based on previous research. However, empirical research is needed to examine if this model is deemed appropriate in other contexts. Hence, this study used the OER Adoption Pyramid to analyse the current state of affairs of OER adoption and teachers' needs of support.

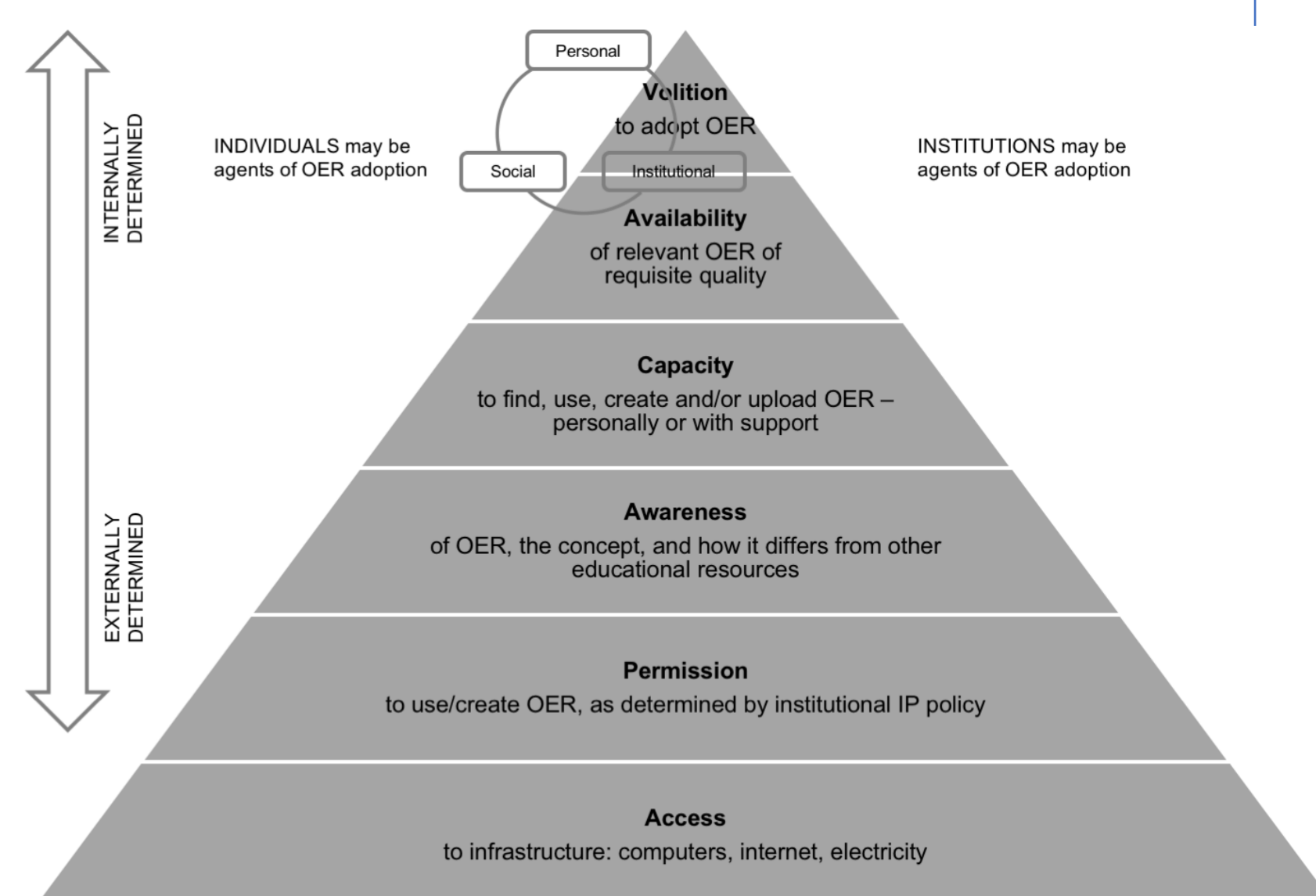


Figure 1. OER Adoption Pyramid (Cox & Trotter, 2017).

CONTEXT

This study took place in the context of:

- A University of Applied Sciences
- Without any OER policies or services
- With an ambition on OER adoption
- Data collection took place from October 2018 to January 2019



RESEARCH QUESTIONS

- 1) To what extent are teachers **aware** of OER and how do they perceive their **capacity** and the **availability** of OER?
- 2) What is the current state of affairs regarding teachers' **volition** and **adoption** of OER?
- 3) What kind of **support** do teachers need to foster adoption of OER?

METHOD

The mixed-method approach sequential explanatory design was used, but the main data source was qualitative in nature.

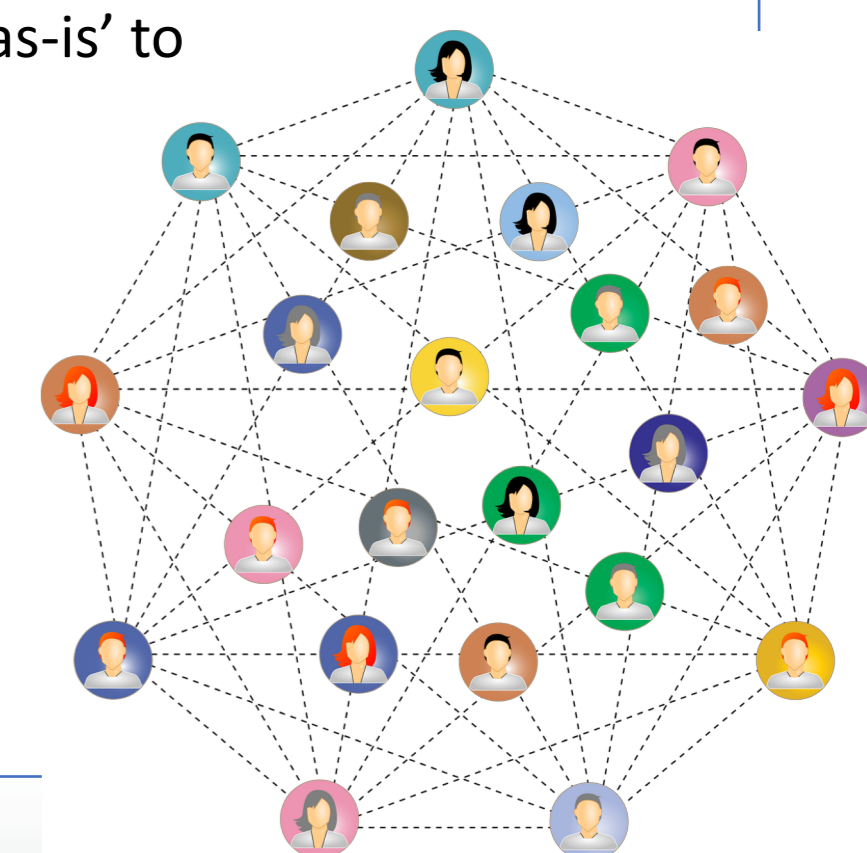
First, **143 teachers** responded to an online questionnaire. Afterwards, **11 teachers** with experience on OER were interviewed.

Deductive coding based on the interview guide of Schuwer & Janssen (2018) took place in Atlas.ti.

FINDINGS

The main findings show that within the context of this study:

- Sharing resources happens frequently, albeit it within teachers' personal networks.
- The use of OER in is more limited; if teachers use OER it is used 'as-is' to supplement existent curricula or for inspirational purposes.
- Our findings indicate that the OER Adoption Pyramid does not properly describe the importance of each layer within the context of this study. Availability is key.
- All teachers expressed a need of an **overview of (curated) OER** within their subject.
- Half of the teachers would like to join a **national community** in which they can share and find OER.



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