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# University teacher skills and attitudes to create and use OER

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# Open Educational Resources (OER) use barriers

- OERs are not a new phenomenon, however, it is still indolently used in higher education curriculum.
- Research (Allen, & Seaman, 2014; Guo, Zhang, Bonk, & Li, 2015) shows that the **main obstacles for OER creation and use** are *teachers' lack of time, skills, incentives and their attitudes*.
- 5 groups of OER development and usage barriers, stressed by university teachers from China (Guo, Zhang, Bonk & Li, 2015): (1) content, (2) experience, (3) institutional, (4) interface, and (5) habit (of online learning).

# The focus of our research

- What is the **attitude** of university teachers towards OER, their use and creation?
- What are the **skills** of university teachers to create and use OER?
- How OER **transform** higher education curriculum?

# Research methodology

- Data collection:
  - Semi-structured expert interview
  - Design based research (**including state of art survey, OER creation, teacher focus group discussions, student surveys, and teacher interviews**)
- Data Analysis:
  - Thematic analysis
  - Survey data analysis and comparison (using MsExcell, *to be followed by statistical data analysis using SPSS*)

# Research methodology.

## Semi-structured expert interviews

- Experts in the field of open online learning, open educational resources;
- Having at least 10-year expertise;
- Implementing open and online learning in higher education;
- Ranging from policy level experts up to practical application teachers and researchers in universities and companies.



7 women



7 men

aged 25-60



8 countries

# Research methodology (*so far implemented*).

## Design-based research

- State of art survey, based on ATOER scale\*, for **assessing the initial attitude** of Lithuanian **teachers** towards OER;
- OER development (using SlideWiki tool) and integration into curriculum by Lithuanian teachers;
- The second survey, based on ATOER scale\*, of Lithuanian teachers **assessing the attitude** towards OER after its creation
- *\*developed, tested, and validated by Mishra, Sharma, Sharma, Singh, & Thakur (2016)*

# Research methodology (*so far implemented*)

## Attitude assessing surveys

- 30 Lithuanian teachers (15 university and 15 VET)
- Survey including ATOER scale was used **twice**:
  - Before OER development (in April, 2018), with teachers having little experience in creating OER,
  - After OER development (in September, 2018) with the same teachers after they've used SlideWiki tool for OER creation.

# Research findings

## Semi-structured expert interviews

- The need for change is evident:
- Universities are changing and they need to change: – *“universities have to adopt to processes like accreditation”* (I7), and recognition of open content:
  - *“from educational perspective we need to be open to the source of changes that are going on”* (I8);  
*“universities are not organized around the needs of students”* (I9).
- **teachers** and the **curriculum** they deliver need to **change** to adopt to learner **needs** and other processes, driven by technologies and openness (I5, I9, I11, I12, I13).



# Research findings

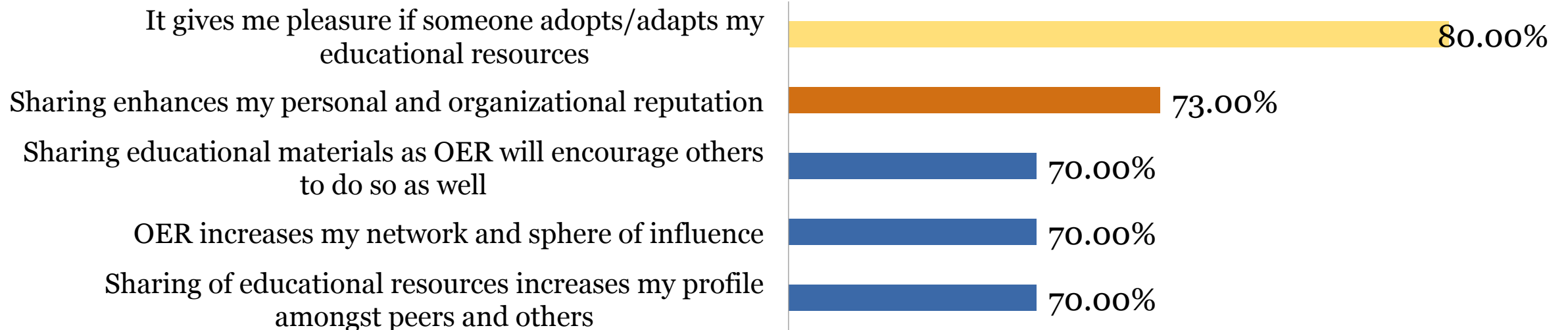
## Semi-structured expert interviews

- *Expert insights:*
- OER impact was noted to be **important** (I3, I4, I7, I8, I11), but **still not sufficient** (I3, I4, I5, I9, I11, I12), or “*even very very little*” (I9) – “*OER is slowly arriving*” (I5).
- *Expert suggestions:*
- Raising teacher awareness on OER (I10);
- Transforming teacher “way of thinking” (I11);
- Teacher guidance and student involvement in open communities of practices (I8).

# Research findings

## Teacher attitude towards OER

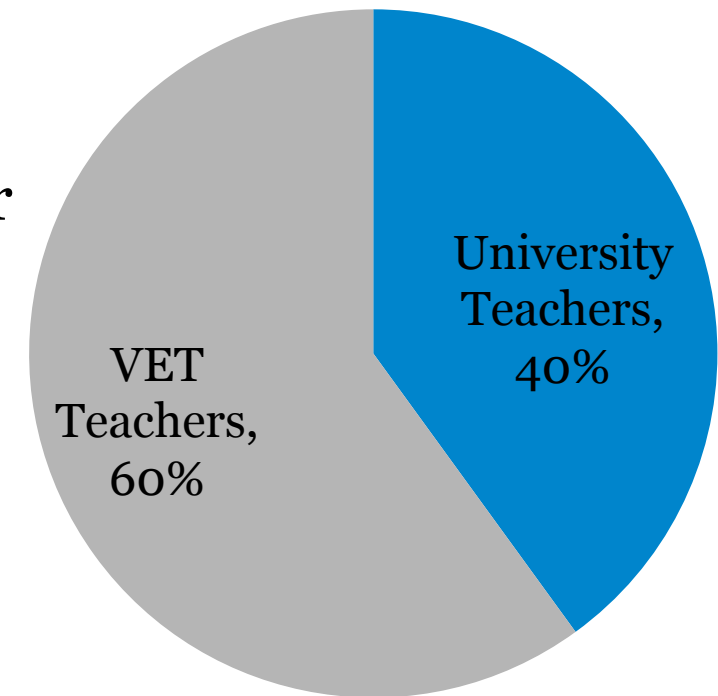
- positive attitude towards OER and sharing
- *VET teachers attitude was more positive than university teachers*



# Research findings

## Teacher attitude towards OER (HE vs VET)

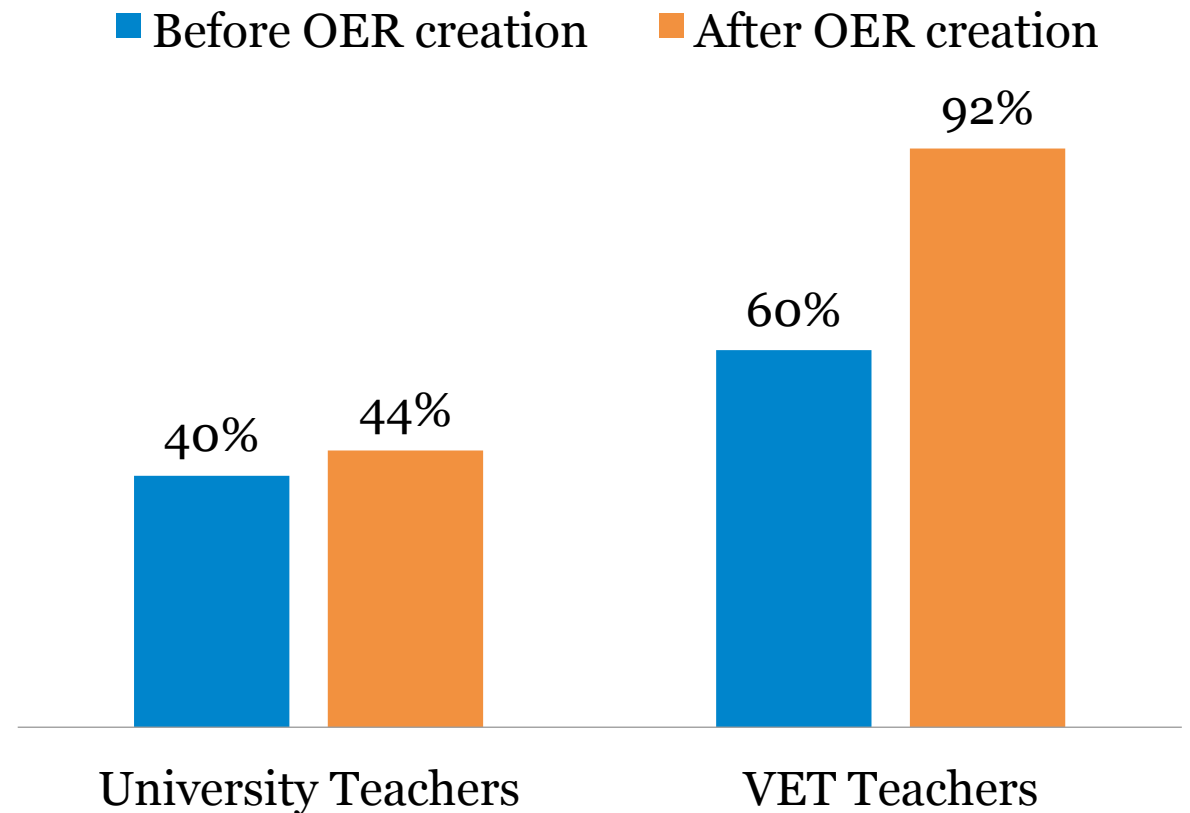
- controversially assessed (by university and VET teachers) a responsibility of a teacher to share all their created educational resources.
- Making separate analysis of university and VET teacher responses it was found that more of university teachers disagreed (47%) in sharing all their created resources than agreed (40%);
- While 60% of VET teachers were tend to agree (and only 13% to disagree) that it was their responsibility to share all created educational resources.





# Research findings

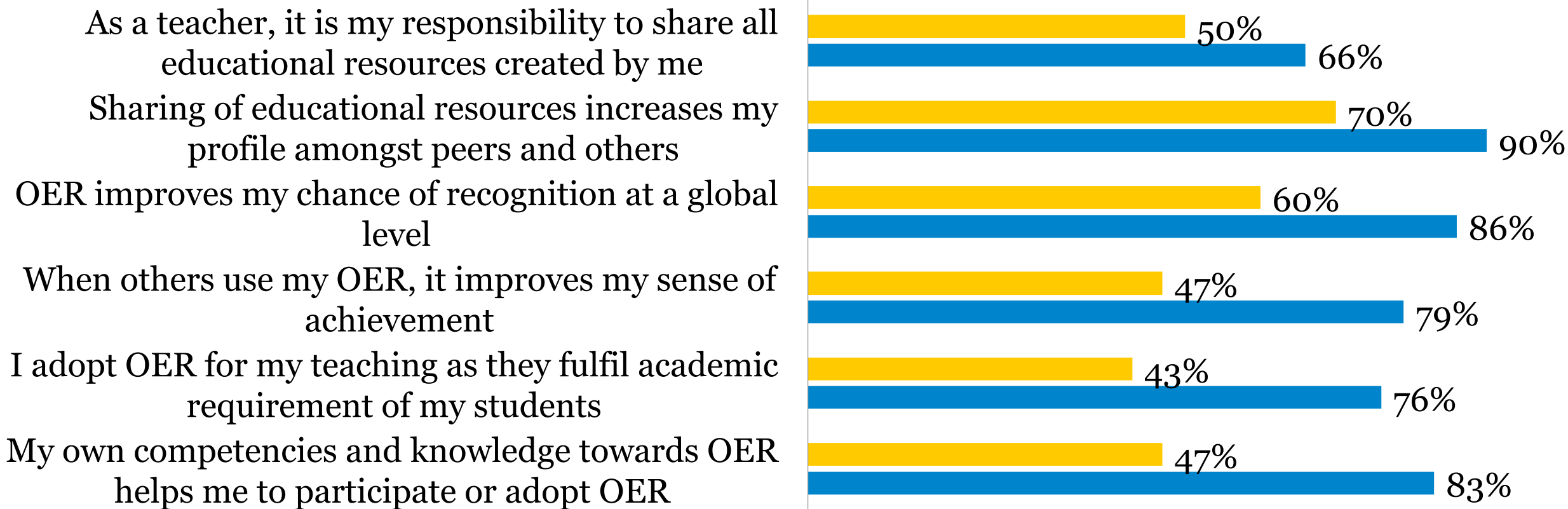
## Teacher attitude towards OER (HE vs VET)



# Research findings

## Teacher attitude towards OER (change)

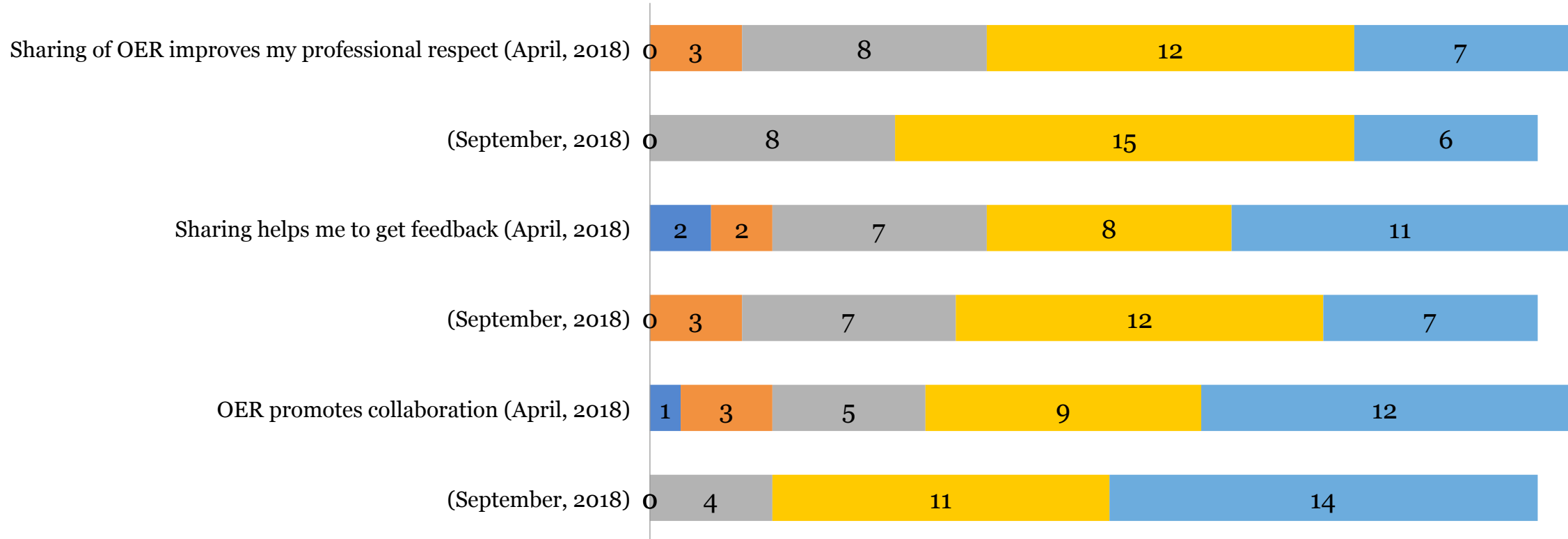
■ April, 2018 ■ September, 2018



# Research findings

## Teacher attitude towards OER

■ Strongly Disagree. ■ Disagree ■ Un-decided ■ Agree ■ Strongly Agree



# Further research

- The theoretical considerations of the paper and further empirical research will be complemented in the further stages of a four-year research project “Open Online Learning for Digital and Networked Society (3.3-LMT-K-712-01-0189)”.
- Project is funded by the European Social Fund according to the activity “Improvement of researchers” qualification by implementing world-class R&D projects’ of Measure No. 09.3.3-LMT-K-712.



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Open and Online Learning for Digitalised and Networked Society

(No. 09.3.3-LMT-K-712-01-0189)



# Thank you.

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