



Practices Of Open Educational Resources: Trends, Challenges, And Innovations

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ABSTRACT

Open Educational Resources (OER) have become a significant force in changing the face of education throughout the world by encouraging cooperation, fairness, and accessibility. These publicly available, openly licensed resources give institutions, teachers, and students the means to instruct and study without the usual financial constraints. In addition to discussing issues such as quality assurance, faculty participation, and technological constraints, this article examines at how OER is now being used and developed and emphasises the pedagogical and institutional tactics that have been used in its adoption. In conclusion, it examines potential future developments and trends that might influence the next wave of open education. This article offers a comprehensive grasp of OER's dynamics, potential, and sustainability by analysing global case studies and educational frameworks.

Key words: Open Educational Resources (OER), openly licensed resources, , Teachers, and Student, Pedagogical and Institutional tactics.

INTRODUCTION

Open Educational Resources (OER) are a revolutionary approach to education that democratises information by eliminating the license, pricing, and access restrictions that come with standard educational products. OER is a notion that is in line with the principles of inclusive, student-centered education, particularly in a world where access to high-quality education is sometimes hampered by economic and technical gaps. OER use has increased internationally, especially in response to the demand for more equal educational institutions, the move to online learning, and the growing expense of textbooks (UNESCO, 2019). Organisations in North America, Europe, Africa, and Asia have started OER projects that range from system-wide deployment to course-level acceptance. OER's effectiveness, however, hinges on a sophisticated comprehension of its procedures, auxiliary structures, and contextual difficulties.

CURRENT PRACTICES IN OER

Creation and Customization

Teachers are increasingly creating or adapting open educational resources (OER) to suit regional circumstances and pedagogical requirements. According to Hilton (2016), authoring platforms like Pressbooks, LibreTexts, and OER Commons offer collaborative settings for creating open material. Millions of people utilise the excellent, peer-reviewed open textbooks provided by the OpenStax program, for instance.

Materials are guaranteed to be culturally appropriate and in line with particular learning objectives through customisation. OER translation, local case studies, or curriculum alignment are some of the ways that teachers in multilingual or multicultural environments might adapt their teaching resources.

Adoption and Integration

Adoption procedures differ greatly. While some universities use OER at the course level, others provide "Z-degrees," or degree programs with no textbook costs. Adoption must be in line with curricular requirements in order to be successful. Training and development of faculty. Funding and assistance from the institution. Through financing, policy lobbying, and a vast collection of open textbooks adapted to provincial curricular objectives, BCcampus has aided in the implementation of OER in Canada (Bliss et al., 2013).

Pedagogical Innovation

OER encourages creative teaching methods, especially open pedagogy, which lets students to create and refine course materials. Students actively contribute to information rather than being passive consumers; examples include co-designing tests, producing textbook chapters, and generating study aids. Deeper involvement is encouraged, research and computer skills are improved, and students are given the confidence to take charge of their education thanks to this participatory method (Hilton, 2016).

CHALLENGES IN OER IMPLEMENTATION

Quality Assurance

Quality concerns continue to be a major obstacle to the adoption of OER. OER may differ in terms of correctness, comprehensiveness, and design in the absence of established publishers. Nonetheless, programs like institutional endorsement, user rating systems, and peer-review procedures aid in resolving these problems. Teachers may evaluate materials based on rigour, accessibility, and alignment with learning goals with the use of rubrics such as the Achieve OER Rubric (Wiley, 2014).

Technological and Infrastructure Barriers

Problems include inadequate digital literacy, restricted hardware access, and bad internet connectivity. Among the solutions are: • Offline and print-compatible formats. Facilitating access via mobile. Providing training in digital skills to teachers and students.

Offline, multilingual OER has been created by initiatives such as TESSA (Teacher Education in Sub-Saharan Africa) to train teachers in settings with limited resources (UNESCO, 2019).

Faculty Incentives and Workload

Incentives and time are typically lacking for faculty to develop or modify OER. OER contributions are still not frequently taken into account in tenure or promotion reviews at many universities. According to Bliss et al. (2013), educators could be hesitant to invest in the creation of open material if they don't have systemic support. Changes within the institution are required, such as: Including OER work in academic assessments; Providing leave time or stipends.

Units for instructional design and OER assistance should be established.

Future Directions and Innovations

Emerging technology and international partnerships will influence OER in the future. For example, AI can tailor OER according to student performance.

- Version tracking, content attribution, and micro-credentialing may all be supported by blockchain.
- OER is expanded into pedagogy, policy, and community involvement through Open Educational Practices (OEP).
- Collaboration, information exchange, and sustainability are being promoted by global networks such as OER Africa, Open Education Global, and the UNESCO Dynamic Coalition on OER.
- Transparency, equity, and innovation are becoming more and more important in academia, as seen by the expanding trend for open research, open data, and open access publication.

Conclusion

Open educational resources have the power to revolutionise education by lowering financial obstacles, promoting pedagogical creativity, and cultivating a sharing culture. The global expansion of open educational resources (OER) signifies a fundamental shift in educational values, notwithstanding issues with faculty participation, technological constraints, and quality assurance.

More cooperation, technical development, and a stronger dedication to inclusive and egalitarian education will probably characterise OER's future as long as institutions continue to embrace and engage in open practices.

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