
Open Educational Resources in School Education and Role of Teachers

Dr. Subhasish Karak

Librarian, Panchmura Mahavidyalaya, Bankura, WB 722156

subhasish.karak@gmail.com

Abstract: Open Educational resources are gaining momentum. Teachers, librarians and students are finding feasible to access these resources for ease of use and free to copy, adopt and share. Librarians and the teachers are the facilitators of school students where students get the motivation and guidance to adopt new kind of resources. This study described school teachers' perspectives on Open Educational Resources and its various aspects like their acquaintances, likes, dislikes usability, plan and program. This study observed that teachers are more and increasingly using the Open educational Resources. They are not only downloading the E-Books but also using it. Findings of this study will be useful for policy and decision makers, researchers and the open educational content developers.

Key Words: Open Educational Resources; OER; Teachers; school library; school education; e-books

1. Introduction

UNESCO has defined Open Educational Resources as - *Open Educational Resources (OERs) are educational materials that are licensed in ways that allow us to copy legally and freely and to use, adapt and re-share them. OERs include courses, textbooks, assignments, tests, projects, software, audio, video and animation.*

Open Educational Resources allow access to various types of resources. It is for the academic benefit of people. They may belong from various backgrounds of community.

OERs have the ability to provide barrier free access to resources for all. It has the capability of adaptation as required by high school students and educators. The biggest facility is free and universal access to standard resources. [1]

Teachers are active creators of educational contents for their classroom transactions. Teachers are creating OERs and participating in to the growth of the Open Educational Resources (OER) movement. Creation and sharing of Open Educational Resources are giving special status to them. The recognition of creativity and sharing making educators more involved in the OER movements.

The support for open education is increasingly important because of the high cost of textbooks these days. The prospect of teachers creating their own materials is becoming more and more convenient. Teachers are ready and willing to create and share educational materials as OER. They are to be supported with ICT and its tools. They need free access to computers, open source publication software, printer and a binding machine. These resources can be produced in small quantities even for one class at a time which would help teachers to have tailor specific learning materials to the needs of the class.

These creators of OERs i.e. the educators become a source of inspiration to the students to create the OERs by students.

What is more, OER facilitate the new form of interaction between teachers, learners and knowledge. Nowadays the division for users and creators in OER movement diminished, as internet access and usages are enormous.

OER are typically responsive to three stakeholder groups: creators, users, and financing institutions. Teachers in one side create and other side use OER also. They develop original materials. Then they share, and also

incorporate others' OER in their own curriculum. In this way, openness and OER helps promote not only personal creativity, but also a willingness to use and incorporate openly licensed materials produced by other teachers.[2]

A survey was conducted at the Kendriya Vidyalayas situated at the state of West Bengal among the librarians, teachers and students. The part of the teacher's survey is presented in this paper. The very purpose of the study was to explore the area of Open Educational Resources on School Education in India, Govt. Policy on OER, Copy Right for Open Educational Resources, benefits of Open Educational Resources and to know which are beneficial- traditional resources or Open Educational Resources or both.

1.1. Open Educational Resources on School Education in India

National Institute of Open Schooling has taken an early attempt to create OER text books for its learners in English and Hindi version. These OER text books are meant for students of class X and XII on various subjects. Latter NIOS has extended OER text books to Telugu, Bangla, Odia, Gujrati etc. medium. Besides these lots of OER books on subjects based on vocational subjects, life skill, life enrichment, open basic etc. are also published. [3]

NCERT is the largest publishers of curriculum based text books publisher. It has hosted all of its textbooks publications in the web domain. 124 E-Textbooks are hosted in its website in the name of e -pathshala for free access, download and are in OER mood with Creative Common copy right attributions [4]

CBSE is another government agency which also provided its publication in OER online access mood for free access and download. [5]

National Repository of Open Educational Resources (NROER), OLABs also have this facility. OLABs hosts experiments or the practical portions in Physics, Chemistry and Biosciences for the classes IX-XII online by the aegis of Amrita Vishwa Vidyapeetham in partnership with CDAC, Mumbai. [6]

At the time of initial period of the research and pilot study this researcher found that many OERs for school children are scatter in the web. To bring these resources the researcher hosted a website www.schooloer.blogspot.in to promote OERs at one place and help the community. [7]

1.2. Govt. Policy on OER

National Knowledge Commission 2007 recommended Development of a web-based repository of high quality educational resources as OER through a collaborative process. National Programme on Technology Enhanced Learning (NPTEL) initiated for development of OER after this recommendation for the area of Engineering, Science. It publishes OER in CC-BY-NC-SA license of Creative Common. National Mission on Education through Information and Communication Technology (NMEICT) has framed basic principles of Open Resources for government institutes resources and recommended Open license standard of Creative Commons to be followed and all educational materials shall be released with CC-BY-SA. [8]

1.3. Copy Right for Open Educational Resources

CC license has four basic elements. These are BY, NC, ND, SA. These four elements can form six CC licences like CC BY (Attribution), CC BY-SA (Attribution-Share-Alike), CC BY-ND (No Derivatives), CC BY-NC (Non Commercial), CC BY-NC-SA (Non Commercial-Share Alike) , CC BY-NC-ND (Non Commercial-Share Alike-No Derivatives), CC0 (No rights reserved).

2. Review of Literatures

Review of literature is conducted to get a bird's eye view about the specific field of study. It is done to know the earlier similar study and result. Is there any research gap and scope of further study or any repetition of study. It is the guide to the researchers.

Shaik Irshad (2006) "A role of Kendriya Vidyalaya's librarian in inculcating reading habits among the students". It is the only research document found for earlier research done on Kendriya Vidyalayas. This will be the important guiding reference to this current research. Information services, user study etc found that the role of librarian is immense. This research was done in 2006 where many aspects of KV library and its user were studied. Whereas all the services and aspects were the then only traditional services confined to print media only. Huge changes occurred at KV in the recent past like automation, OER, multimedia collections etc. [9]

Argyle (2012) Teachers and Librarians Collaborating on Inquiry-based Science Instruction: A Longitudinal Study. This paper analyzes the correlation between the type of training received by librarians, their leadership efficacy and their involvement in the life of the school, and patterns of teacher-librarian collaboration (TLC) in Israel. It provides information on correlation between the type of training received by librarians, their leadership efficacy and their involvement in the life of the school, and patterns of teacher-librarian collaboration. [10]

Melisha (2012) The changing information landscape and the highly technological environment of 21st century schools require that teacher librarians evolve as leaders in integrating technology to address the needs of a new generation of learners. This paper emphasizes on the technology integration in school by the librarians to address the needs of a new generation of learners. [11]

Rodriguez (2014) "The impact of open educational resources in teacher activities: A perception survey". This paper addresses the usage and usability of open educational resources from teachers' perceptions. For this, we utilized the Open Discovery Space portal, a socially-powered and multilingual open educational resources' repository intended to support teachers, students and parents to intuitively identify, share, reuse and revise digital learning resources. [12]

3. Methodology

The survey is focused on the Learning Resource Centres of Kendriya Vidyalayas situated at West Bengal. All the KVs are taken and divided into five zones. The older most five KVs of each zone is selected for study. All the Post Graduate Teachers of that KVs are selected as samples.

The current study is based on the some extent historical and mostly empirical. There are many data which are available in the official websites, official publications like Annual Reports, School Magazines, school directory, compendium of circulars, library policy etc. of the schools meant for survey and published by schools and its head office. Historical aspects like number of schools, year of establishment, number of teachers etc. are analyzed through desk research with the help of the above sources.

To supplement the theoretical understanding, empirical study had taken up. This study needs huge collection of data from its respondents. It relies on the experience or observation. Conclusions are capable of being verified by observation or experiments.

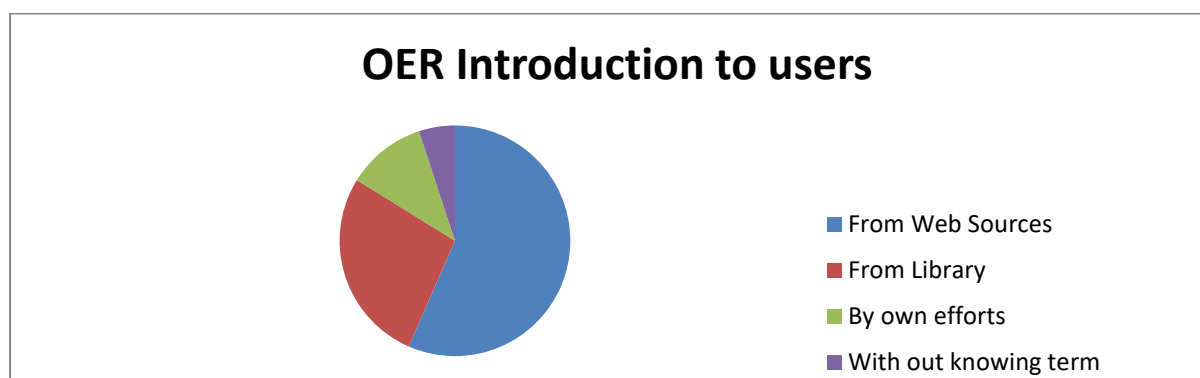
The primary data has been collected through sample survey of the study. Besides, formal and informal discussions were carried out with the Teachers, Librarians and Students of the Kendriya Vidyalayas located at West Bengal.

The method of research utilized in this study is mainly based on the survey of teachers, librarians and students.

4. Results and discussion

The population size of the study is 240. All the 240 postgraduate teachers including contractual teachers in the schools are considered as sample. Out of the sample size, 75% responded to the online and printed questionnaires distributed among Post Graduate Teachers of selected Kendriya Vidyalayas of West Bengal. Data was processed and the following results are tabulated. The interpreted data are as follows.

Respondents of 56% told that they were introduced to Open Educational Resources from the web sources; whereas 28% said they got information about it from school library. Remaining 11% learnt about it from own efforts and remaining 5% used it without knowing the term.

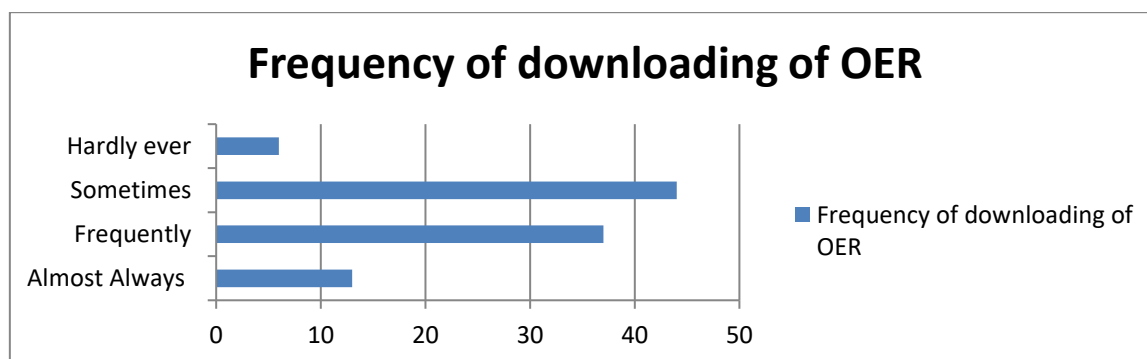


Respondents of 98% told Traditional library resources and OER both are beneficial to them.

Teachers 78% responded that they had prescribed Open Educational Resources to the students. While remaining never told about it.

Teachers 98% expressed it is good to promote Open Educational Resources as these are free to use, adopt and distribute.

Teachers of 37% said frequently, 44% sometimes, 13% almost always they download any open educational resources. Whereas only 6% responded that they had hardly ever download open educational resources.



It was found that 87% teachers of the sample wanted vernacular Open Educational Resources.

On the quality check of OER, 24% teachers termed Open Educational Resources as 'Excellent' and 54% rated 'Good' on the parameter of helpfulness for project works.

Respondents 98% expressed school library should have more PC with internet connection for E-Book reading. While only 2% did not agree.

Respondents 70% teachers responded that needy students are to be given free tablets for accessing E-Books.

5. Concluding remarks and policy implications:

It is derived from the above study that Open Educational Resources are gaining momentum in Kendriya Vidyalaya schooling system. Teachers are taken it as a tool for transaction of education. They are not only using e-Books but also motivating students to do so. They never said that traditional learning resources are not helpful but they concluded that both are essential. Vernacular Open Educational resources are not available as required. Most of the learning resource centers have 2 pc connected with internet. To promote OER more PC are required. Interestingly, free tablet scheme for the needy students are required to enable them access OER.

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