INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

CONFERENCE PROCEEDINGS

ICDE VIRTUAL GLOBAL CONFERENCE WEEK 2021

Editor: Torunn Gjelsvik, ICDE

TABLE OF CONTENTS

INTERNATIONAL
COUNCIL FOR OPEN AND
DISTANCE EDUCATION

UPSKILLING AND UPSCALING
FOR QUALITY OPEN, FLEXIBLE AND DISTANCE LEARNING

25 - 29 OCTOBER 2021

INTRODUCTION

During the week of 25 – 29 October 2021, ICDE hosted its first fully virtual global academic conference in history. 136 delegates from 53 different countries convened through a flexible conference schedule adapted to various time zones to explore and discuss the main conference theme: *Upskilling and Upscaling for Quality Open, Flexible and Distance Learning*.

A range of presenters, panelists, moderators, and chairs from the ICDE global community contributed to the program, developed, and led by the Program Committee and Scientific Committee for the conference.

All sessions were recorded and subsequently published in a digital conference video library, accessible to all conference delegates. Direct links to the different session recordings are included in the programme overview below. Furthermore, these proceedings include abstracts and summaries from the various panels, workshops and other sessions that took place. For all academic papers, the extended abstracts are published in the proceedings, and 6 of the papers are also being published as full academic papers in the final 2021 issue of Open Praxis, ICDEs open scholarly journal.

Programme themes

The programme themes for the 2021 ICDE Virtual Global Conference Week were drawn from the ICDE Strategic Plan's three prioritized areas of Quality, OER and innovation in education:

- Upskilling and upscaling for Quality OFDL: Flexibility, Accessibility, Scalability and Innovation in Quality Assurance

- Upskilling and upscaling for Open Education and OER: Evolutions for Open Education and Open Learning Ecosystems

- Upskilling and upscaling for innovation in education through new technologies and practices

Keynote speakers

The following four distinguished keynote speakers were invited to elaborate on the selected sub themes for the conference:

Anne-Marie Scott, Deputy Provost at Athabasca University, Canada, on the theme Upskilling and Upscaling for Quality Open Flexible and Distance Learning, with the title: "Post-pandemic challenges for quality education".

Professor Asha Singh Kanwar, President and CEO of the Commonwealth of Learning, on the theme Upskilling and Upscaling for Open Education and OER, with the title: "Open Education: an emerging ecosystem".

Dr. Mansoor Al Awar, Chancellor of Hamdan Bin Mohammed Smart University, United Arab Emirates, on the theme: Upskilling and Upscaling for innovation in education through new technologies and practices, with the title: "Innovation in Higher Education".

Professor Donald Clark, EdTech Entrepreneur and CEO of Wildfire, with the special keynote on Artificial Intelligence titled: "AI Changes everything".

Programme categories

In the open call for proposals for the programme, sessions were divided into the following categories:

- Digital Poster Lightning Talks (5 minutes pitch on emerging projects and research)

- Concise Impact Talks (15 minutes presentation on completed projects and research)

- Workshop / Panel Discussions on problem statements (up to 1,5 hours sessions)

- Lab Workshop for Responsive Action (ICDE Members only)

- Academic Papers (20 minutes presentation and full academic papers submission)

Programme Committee

The Programme Committee, consisting of the following members, were responsible for the overall programme development for the ICDE Virtual Global Conference Week:

- Torunn Gjelsvik, ICDE Secretary General (Chair)
- Neil Fassina, ICDE President
- Ansary Ahmed, ICDE Board member (until 31 December 2021)
- Souma Aljah Ali, Hamdan Bin Mohammed Smart University, Special Adviser to the ICDE Board
- Marilena Cabral, Special Adviser to the ICDE Board
- Ravi Srinivasan, Botho University, Special Adviser to the ICDE Board

Scientific Committee

The Scientific Committee, consisting of the following members, were responsible for selection and peer review of academic papers for the ICDE Virtual Global Conference Week:

- Inés Gil Jaurena, UNED, Editor of Open Praxis (Chair)
- Jane-Frances Obiageli Agbu, National Open University of Nigeria
- Cengiz Hakan Aydin, Anadolu University, Turkey
- Rosa Leonor Ulloa Cazarez, Guadalajara University, Mexico
- Cristine Gusmão, Federal University of Pernambuco, Brazil
- Mpine Makoe, The University of South Africa (UNISA), South Africa
- Carlos Alberto P. De Oliveira, State University of Rio de Janeiro, Brazil
- Ebba Ossiannilsson, Swedish Association of Distance Education, Sweden
- Xiangyang Zhang, Open University of Jiangsu, China

Acknowledgements

Oslo, April 2022

Torunn Gjelsvik

Secretary General, ICDE

PROGRAMME (CEST Time Zone)

Monday, 25th of October 2021

1:00pm - 2:00pm	**Side Event:** ENCORE+ Circle Event Quality
5:00pm - 5:15pm	**Opening Session:** Welcome to the ICDE Virtual Global Conference Week
5:15pm - 5:50pm	**Keynote: Anne-Marie Scott:** Upskilling and upscaling for Quality OFDL: Flexibility, Accessibility, Scalability and Innovation in Quality Assurance
6:30pm - 7:30pm	**Concise Impact Talks:** Upskilling and upscaling for Open Education and OER: Evolutions for Open Education and Open Learning Ecosystems - LibreTexts: The adventures of a community OER platform in a year of troubles, *Joshua Halpern* - Supporting a K12 Teacher to Design an OER-Based Online Course *Cengiz Hakan AYDIN* - Impact of the COVID-19 pandemic on OER awareness and adoption in US K-12 and higher education *Julia Seaman, Jeff Seaman*

Tuesday, 26th of October 2021

12:00am - 1:30am	**Concise Impact Talks:** Upskilling and upscaling for Quality OFDL: Flexibility, Accessibility, Scalability, and Innovation in Quality Assurance - Effective Pedagogical Practices that are Easy to Implement and Have Big Impact *Kristin Palmer* - Evolutions for China's Online Education in the Post-epidemic Era: Dilemmas, Challenges and Countermeasures - A Literature Analysis based on CNKI Core Journals *XUE BAI, NAIPENG CUI* - Upscaling Student Support for Quality ODFL *Lynnette Patricia Brice, Alan Cadwallader*
8:00am - 8:40am	**Keynote: Dr. Mansoor Al Awar:** Upskilling and upscaling for innovation in education through new technologies and practices
9:00am - 10:30am	**Workshop: OER Reuse and Remix**: Case Study on Francophone-Anglophone Collaboration
12:00pm - 1:00pm	**Social Networking**
2:30pm - 3:30pm	**Digital Poster Lightning Talks:** Upskilling and upscaling for innovation in education through new technologies and practices - Getting Into the Practice of Critically Analyzing Corporate Discourse in Educational Technology *Bruna Damiana Heinsfeld, Vittorio Marone* - The Effectiveness of Constructivist Learning Environment on Academic Self-Efficacy on Online Learning *Chengcheng Li* - Key Strategies for the Integration of Education and Information Technology for the Elderly in the Post-Epidemic Era *Qian Gao*

	- Online assessment in higher education: the experience in a distance education university *Inés Gil-Jaurena, Daniel Domínguez Figaredo*
4:00pm - 5:30pm	**Panel Discussion:** Innovation in Quality for Open, Flexible, and Distance Learning (Americas/ Europe/ Africa)

Wednesday, 27th of October 2021

9:00am - 10:30am	(ICDE Members only) **Lab Workshop for Responsive Action** – Launch of ICDE Global Advocacy Campaign for quality OFDL (Europe/ Africa/Middle East /Central Asia)
11:00am - 12:30pm	**Panel Discussion:** Innovation in Quality for Open, Flexible, and Distance Learning (Middle East/ Asia/ Oceania)
1:30pm - 2:10pm	**Keynote: Donald Clark:** AI Changes Everything
3:00pm - 4:30pm	**Workshop:** Open Lab on Open Science and Open Education Resources (OER)
5:00pm - 6:00pm	**Digital Poster Lightning Talks:** Upskilling and upscaling for Open Education and OER: Evolutions for Open Education and Open Learning Ecosystems - Enacting Open Pedagogy and Co-mentorship Practices with Graduate Students: A Collaborative Interpretive Autoethnographic Study *Pamela Anne Walsh, Beth Anne Mahler Perry, Cindy Anne Ives* - Generating synergies between Open Education and Open Science – Open Education Austria Advanced on the digital transformation in the Austrian Higher Education Area regarding OER *Claudia Hackl, Raman Ganguly*
9:30pm - 11:00pm	**Panel Discussion:** Bridging skilling gaps faced in primary education: an overview of competences

Thursday, 28th of October 2021

8:00am - 9:30am	**Academic Papers Session:** Upskilling and upscaling for Open Education and OER: Evolutions for Open Education and Open Learning Ecosystems - Promoting digital education practices among teachers and students in Sri Lankan secondary schools *Shironica P. Karunanayaka, W.M.S. Weerakoon, N.M.R.K. Nawarathna, P. Ramathass, M.D.B.P. Weerasinghe, H.D. Wijesekera* - Equipping the Unequipped: Integrating OER into Accounting Distance Education *Kerry Lynn de Hart* - How to promote the use of Open Educational Resources (OER) in Higher Education. A Parley with OER Experienced Teachers *Daniel Otto* - Upscaling Open Education in India through OER Micro-credentials *Indira Koneru*
10:00am - 11:00am	**Panel Discussion:** Upscaling Quality Assurance Systems Through Benchmarking Online and Open Higher Education Institutions
1:00pm - 2:30pm	**Concise Impact Talks:** Upskilling and upscaling for innovation in education through new technologies and practices

	- Education's EdTech-Enabled Post-Pandemic Transformation *Philip Uys, Mike Douse* - Using MOOCs and WhatsApp in Africa to Create Lasting Economic Impact and Promote Gender Equity *Kristin Palmer* - Kinect camera sensor-based pointing motion recognition and magnification function to stimulate and maintain the concentration among children during remote classes *Von Ralph Dane Herbuela, Yeonkyung Eom, Tomonori Karita, Yoshinori Wada, Satoru Shibata, Shenglin Mu* - Hemispheric digital credentials to succeed in the modern world *Gabriela Gerón-Piñón* - Engage: Promoting Learner Motivation and Engagement via a Student-Facing Discussion Leaderboard *Hong Shaddy*
3:30pm - 5:00pm	**Academic Paper Session:** Upskilling and upscaling for innovation in education through new technologies and practices - Innovative Application & Enrolment Processes for More Informed Students: Reflections on the benefits of this innovative process through the analytical lens of Behavioural Science *Gerard Peter Creaner, Sinead Patricia Creaner, Colm Fiachra Creaner* - Bridging skilling gaps faced in primary education: an overview of competences *Cristine Martins Gomes de Gusmão, Carlos Alberto Pereira de Oliveira* - Developing Student Behaviours that Support Academic Integrity in Distance Learning *Linda Amrane-Cooper, Stylianos Hatzipanagos, Alan Tait* - Integrating Metaliteracy into the Design of a COIL Course in Digital Storytelling *Dr. Thomas Patrick Mackey, Dr Sheila Marie Aird* - Designing of online formative assessments and its impact on students' learning *Prasad Senadheera, Geetha Udayangani Kulasekara*
6:00pm - 7:00pm	**Keynote: Professor Asha Singh Kanwar:** Upskilling and upscaling for Open Education and OER: Evolutions for Open Education and Open Learning Ecosystems
7:30pm - 8:30pm	**Social Networking**
9:00pm - 10:30pm	(ICDE Members Only) **Lab Workshop for Responsive Action** – Launch of ICDE Global Advocacy Campaign for quality OFDL – (North America/South America/Oceania/South-East Asia)
	Friday, 29th of October 2021
6:00am - 7:00am	**Closing Session:** Closing Remarks, Awards and Announcements
9:30am - 11:00am	**Side Event:** ENCORE+ Circle - OER Technology Circle

DIGITAL POSTER LIGHTNING TALKS

The Digital Poster Lightning Talks option allowed delegates to present emerging projects and ideas in a rapid and engaging short format.

Getting into the Practice of Critically Analyzing Corporate Discourse in Educational Technology

Bruna Damiana Heinsfeld, Vittorio Marone

University of Texas at San Antonio, United States of America

Short abstract

Corporations active in the field of educational technology play a vital role in shaping needs, perceptions, attitudes, expectations, and values related to technology use in education. Corporate discourse also supports creating, maintaining, and disseminating corporate identity and image. Thus, the practice of critically analyzing the communication of corporations and brands involved in the open and distance education field can be a pathway to better understand how these corporations frame the role of technology for teaching, learning, and organizing education. An approach based on discourse analysis can help investigate these processes, including how concepts such as education, technology, and even knowledge and academic achievement vary according to different vendors and contexts. In addition, through a discourse analysis approach, it is possible to better understand the influence of corporations on public perceptions of the role of technology and how they may become accepted as common values. By critically approaching and analyzing corporate discourses, students, teachers, and other stakeholders can develop an informed outlook that pierces through corporate marketing strategies, which can support decision-making processes and everyday expectations related to the role of technology in education and society.

Enacting Open Pedagogy and Co-mentorship Practices with Graduate Students: A Collaborative Interpretive Autoethnographic Study

Pamela Anne Walsh, Beth Anne Mahler Perry, Cindy Anne Ives

Athabasca University, Canada

Short abstract

As distance educators who work at an online university, we embrace a philosophy of openness and draw upon open pedagogical approaches to facilitate collaborative and flexible learning.

We conceptualize our virtual learning environments as spaces where reciprocal learning takes place between learners and mentors in a form of co-mentorship. We envision open pedagogies (OP) as shared practices that promote and enable alternative forms of learning and assessment, engaging and empowering us and our students as co-producers and co-creators of knowledge. We see OP as a non-hierarchical approach to building competencies (upskilling).

Currently we are in the early stages of a collaborative autoethnographic (CAE) study addressing two research questions: "What OP strategies and co-mentorship practices do we use with graduate students?" and "What are the outcomes for students and ourselves?". Consistent with CAE, we will collect and analyze self-reflective and dialogic data, and artefacts from our co-mentorship and other pedagogical practices. Our aim is analysis that generates a deeper understanding of the learning potential of OP. Simultaneously we will experience the power of CAE as a research method that moves beyond traditional discourse leading to personal and professional growth.

The Effectiveness of Constructivist Learning Environment on Academic Self-Efficacy on Online Learning

Chengcheng Li

The Open University of China, People's Republic of China

Short abstract

Academic self-efficacy, which means students' beliefs in their abilities to regulate their own learning, may determine their motivation and achievement. Thus, academic self-efficacy is especially important in the online learning process for part-time adult learners who usually have various obligations in life (e.g., family responsibilities, work requirements, etc.). This study aims to examine how the innovative course design based on the constructivist theory influences part-time adults' academic self-efficacy in their online learning. The participants are part-time adult undergraduates who are from the Open University in China and will enroll in the critical writing online course in Fall 2021. Exploratory Factor Analysis (EFA) and Confirmative Factor Analysis (CFA) will be conducted to validate the instruments of the constructivist learning environment and academic self-efficacy. Then Structural Equation Modeling (SEM) will be conducted to investigate the effectiveness of the constructivist learning environment on part-time adult learners' academic self-efficacy. Implications on online learning policies and practices for adult learners will be provided.

Generating synergies between Open Education and Open Science – Open Education Austria Advanced on the digital transformation in the Austrian Higher Education Area regarding OER

Claudia Hackl, Raman Ganguly

University of Vienna, Austria

Short abstract

The contribution provides an overview of current OER activities in Austria. The focus of this contribution lies on „Open Education Austria Advanced" (OEAA), a current project of several Austrian universities, exploiting the potential of a unique cooperation among e-learning

centres, central IT services and libraries in the field of digital innovation of teaching in higher education by developing a national infrastructure for Open Educational Resources (OER). Objectives of OEAA are the so-called OERhub, offering access to OER from the Austrian higher education area as well as the development of local institutional OER repositories and a national OER certification.

The team around OEAA generates synergies between Open Education and Open Science for the establishment of open practices and fulfil a national bridging function as Austrian higher education institutions are consulting the team of OEAA on how to start the onboarding process and proceed in upskilling for engaging in the national infrastructure for OER. Interested universities are also counselled on the institutional establishment of OER and corresponding services such as OER repositories or the development of OER strategies and the OER certification.

Within this contribution, the objectives, developments, successes, and potentials for cooperation, as well as lessons learned from the project, will be shared.

Key Strategies for the Integration of Education and Information Technology for the Elderly in the Post-Epidemic Era

Qian Gao

Beijing Normal University, China, People's Republic of; Beijing Open University, China, People's Republic

Short abstract

The integration of information technology into various fields of education, including the education of the elderly, breaks the original educational ecosystem and brings revolutionary changes from the main body of education, the form and way of education realization, and the content of education. Using information technology to promote the transformation and development of education for the aged is to meet the needs of the modernization of education for the aged. Through the investigation of colleges and universities for the aged in several provinces and cities in China, this presentation sorts out the basic application status of education information for the aged in infrastructure, teaching management, digital resources and other aspects. Combined with the current situation, in the post-epidemic era, to effectively promote the integration of information technology and education for the elderly, we need to focus on four aspects: designing learning resources suitable for the needs of elderly learners, improving the information ability of teachers in elderly education, strengthening online teaching management, and forming a top-down system design.

Online assessment in higher education: the experience in a distance education university

Inés Gil-Jaurena, Daniel Domínguez Figaredo

UNED - National Distance Education University of Spain, Spain

Short abstract

One of the changes faced by universities due to the COVID-19 crisis was the adoption of online final assessment of student learning, which replaced face-to-face exams. It is our interest to analyze how this change has been implemented and how it impacts on the academic performance of students, as well as how students and faculty perceive and value online assessment methods. We have explored the case of UNED, the national distance education university of Spain, that implemented an in-house online assessment software in June 2020 to guarantee that more than 125000 undergraduate students could complete their final exams. We will present our findings regarding the increase in academic performance indicators when the online final exams were implemented since May 2020, and the results of a survey of students about their experience with the online assessment. We intend to continue with the study and collaborate with other universities facing similar challenges.

CONCISE IMPACT TALKS

The Concise Impact Talk option allowed presentations of already completed projects and research. Authors of Concise Impact Talk abstracts had 15 minutes to present the main findings of the project and/or research during the conference.

Using MOOCs and WhatsApp in Africa to Create Lasting Economic Impact and Promote Gender Equity

Kristin Palmer

University of Virginia, United States of America

Short abstract

The University of Virginia in partnership with Distance Education for Africa has granted over 32,000 scholarships to learners in every country in Africa over the last six years. This program is based on the Community of Inquiry framework and is designed for college students and professionals. Participants take free online business courses hosted on Coursera (cognitive presence). They are supported by regional mentors (teaching presence) and connected through a vibrant WhatsApp community (social presence). The focus of 2021 is on entrepreneurship with new online courses every month.

This program has transformed lives with participants creating new businesses on the continent. The team is currently publishing a five-volume set of business cases written by participants examining regional business and using common tools (SWOT analysis, Porter's Five Forces, Environmental Analysis, etc.) to evaluate these businesses. Half of the business cases have been written by women in the cohort. There are also dedicated women entrepreneur study groups. This program is promoting gender equity and creating lasting economic impact through education.

Effective Pedagogical Practices that are Easy to Implement and Have Big Impact

Kristin Palmer

University of Virginia, United States of America

Short abstract

In March 2020, there were over 4,000 courses that were moved to an online format at the University of Virginia (UVA). Practically this meant that faculty posted their course materials in the learning management system (LMS) and then used Zoom or Microsoft Teams to host synchronous class sessions. A working group at UVA surveyed faculty for teaching practices that were easy to implement with large benefits for students. This presentation outlines small changes faculty made that had a big impact on teaching and learning. Techniques presented include inviting guest speakers, hosting virtual office hours, using tech tools to make grading consistent and valuable, and building community. Practices that are discussed during this talk are hosted on the http://cte.virginia.edu/small-changes-big-impact website. Faculty use short videos to explain the techniques they used and why they recommend them to others. While this presentation is not on open educational resources, it does provide best practices for online education.

Education's EdTech-Enabled Post-Pandemic Transformation

Philip Uys, Mike Douse

Swinburne University of Technology, Australia; Senior International Consultant

Short abstract

This impact talk takes forward recent analyses of more than 200 documents of planned responses to COVID-19 across education sectors globally (Douse, 2021), within the context of the ongoing and fundamental transformation of education worldwide made "necessary and possible by contemporary technology" (Douse and Uys, 2020). The paramount recommendation of that investigation is that the learner should lead - supported by a dominant digital and hybrid educational approach. We address in turn each of the six stated specific implications of that general proposal, assessing how educational technology and digitisation might best contribute to its achievement. The six implications explored are:

1. Primary Education

2. Education as Socialisation

3. Self-Directed Learning

4. Teachers Supporting Learners

5. Feedback: Yes! Selection: No!

6. A World of Education

Let the Learners Lead should characterise education's forthcoming, fundamental (and COVID-19 hastened) transformation. The thoughtful integration of educational technology and digitisation may enable this to occur in an optimum manner.

REFERENCES

Douse, M. & Uys, P.M. (2020) One World One School – Education's forthcoming fundamental transformation, published as a paperback in March 2020: ISBN: 9798626785883; ASIN: B0861B163X; available at: https://www.amazon.com/dp/B0861B163X

Douse, M. (2021) Let the Learners Lead (the Worldwide Transition into post-Digital Age, post-Pandemic Education), Educational Planning

Impact of the COVID-19 pandemic on OER awareness and adoption in US K-12 and higher education

Julia Seaman, Jeff Seaman

Bay View Analytics, United States of America

<u>Short abstract</u>

Over the last decade, the use of distance learning has grown among U.S. colleges, universities, and K-12 education. OER awareness and adoption in U.S. education has grown over the same period. The global COVID-19 pandemic forced most U.S. educational schools — including those with no previous online offerings — to move to online, remote, or hybrid models to continue providing courses to students while adhering to local, state, and federal health guidelines. This presentation examines how this involuntary shift impacted OER awareness and adoption, through annual national surveys of U.S. K-12 and higher education administrators and teachers over the last nine years. The 2020 survey results show growth for OER, though the rates varied between K-12 and higher education and by type of institution. Initial results from the 2021 survey will also be presented.

Kinect camera sensor-based pointing motion recognition and magnification function to stimulate and maintain the concentration among children during remote classes

Von Ralph Dane Herbuela, Yeonkyung Eom, Tomonori Karita, Yoshinori Wada, Satoru Shibata, Shenglin Mu

Ehime University, Japan; Hiroshima University, Japan

Short abstract

The sudden shift of schools to distance learning due to the COVID-19 pandemic has also impacted those hospitalized children with severe medical, physical, or neurological conditions. We developed a robot-and-camera-based system that enables children to attend classes virtually. However, due to inability of the existing cameras to automatically magnify pivotal information that teachers present to stimulate and maintain children's concentration has become a challenge. Thus, we developed a camera-sensor-based system that automatically recognizes pointing motions and magnifies the view around it. We extracted and identified which common pointing action of teachers in class (speaking, calling a student, and pointing near the blackboard) was recognized by the system using controlled conditions. Different combinations of parameters (magnification, change-of-position-tracking, and reset-position rates) were also evaluated to achieve system stability. Two-stage cross-sectional experiments among randomly selected subjects were conducted to extract the pointing motions based on controlled conditions (n = 16) and identify the recommended combinations of parameters to achieve system stability (n = 22) using a video-based three-factor 5-point semantic differential (SD) scale analysis. Our study demonstrated the feasibility of an innovative and novel approach in stimulating and maintaining the concentration of children during remote classes using a camera-based pointing recognition and magnification system.

Hemispheric digital credentials to succeed in the modern world

Gabriela Gerón-Piñón

University of Miami, United States of America

Short abstract

The world is becoming increasingly globalized. Businesses now often have offices in several countries and their colleagues and clients come from around the world. COVID-19 has only enhanced this, with many employees now working from home. In many companies, this is something that looks set to continue for the foreseeable future. As a result, it is now more vital than ever that graduates have the correct skills to succeed in these international environments. Building intercultural competence is one way to do that.

The Hemispheric University Consortium is an association of 14 top tier universities across Latin America, the Caribbean, Canada, and the United States facilitates problem-based collaborations in education, research, and innovation to generate the knowledge and solutions necessary to confronting the key challenges facing not only the hemispheric but also the globe. Different initiatives have been achieved during last year to develop intercultural competences of students, faculty, researchers, and staff. Based on recommendations from "The Present and Future of Alternative Digital Credentials" report from the ICDE Working Group, a successful implementation of these digital badges and credentials has increased the engagement of different stakeholders providing them evidence of the competences from learning accomplishments.

LibreTexts: The adventures of a community OER platform in a year of troubles

Joshua Halpern

LibreTexts, United States of America

Short abstract

LibreTexts is a large (primarily English) OER platform built by faculty to support OFDL. With more that 650m pageviews and 300K pages LibreTexts is perhaps the most used OER globally. This talk will describe how LibreTexts met the challenge of the plague year, growing its community, offerings and technology. Community members met the challenge of switching to distance learning using LibreTexts' wiki-based libraries, remixing, editing and creating

custom courses. Collaborative text creation exploded. Key improvements were made in ancillary technologies including homework, annotation, computation and learning analytics. The common platform allowed rapid introduction of new features. Ease of use by everyone, everywhere became the basic accessibility issue. That applies to making it as easy as possible for faculty to create and for students to reach and use materials that serve their training and needs. LibreTexts helped faculty by incorporating new OER texts, remixing custom texts and training. It was especially important to provide multiple channels for learner access. LibreTexts is available online, via printed books, ebooks, embeddable into LMSs and can be mailed on an SD card as well housed in as a Raspberry Pi with a hotspot. It has been an intense and interesting year.

Engage: Promoting Learner Motivation and Engagement via a Student-Facing Discussion Leaderboard

Hong Shaddy

Johns Hopkins University, United States of America

Short abstract

Asynchronous discussion is widely used for developing reciprocity and cooperation among students in online learning, a foundational practice in education. However, it can be difficult to make discussion forums a venue for meaningful learning. A recent review of literature points to low student participation and engagement as a top challenge. Various strategies have been recommended to address the challenge by improving the discussion prompt, facilitation, and communication. Other strategies focus on fostering critical thinking to promote deeper learning and broader participation. This project turns to learning analytics for an intervention. Learning analytics abound but are usually behind the scenes. This project brings student activity data to the front end to impact learner motivation and behavior changes. A student-facing discussion leaderboard was piloted in an online graduate engineering course. Preliminary results (learning analytics, student survey, course evaluation) indicate that the leaderboard contributes to stimulating and sustaining learner motivation and engagement.

Supporting a K-12 Teacher to Design an OER-Based Online Course

Cengiz Hakan AYDIN

Anadolu University, Turkey

Short abstract

This presentation intended to reveal the experiences of an OER expert consulting a middle school teacher during designing one of her courses based on OERs. It proposes insight about problems and solutions encountered during designing an OER-based online course by a teacher with no prior experience in OER. A self-study research approach was used to examine the process of supporting this teacher. Zeynep was an English as a Second Language (ESL) teacher in a private school, interested in using cost effective quality resources for her students who did perform lower than the average of the class and needed extra-curricular activities to catch up their peers. She asked my help to design this course. We first started to explore what kinds of resources can be considered as OER and the creative common licensing. Later moved to locating and evaluating the resources. During this process, lack of awareness about OER, Creative Commons licenses and other copyright related issues, shortage of learning design background have been observed as the major problems we had to cope with. I used an exploratory consulting approach to help her overcome these problems.

Evolutions for China's Online Education in the Post-epidemic Era: Dilemmas, Challenges and Countermeasures — A Literature Analysis based on CNKI Core Journals

XUE BAI, NAIPENG CUI

School of Economics and Management, The Open University of China; General Office of the Party and Administration, The Open University of China

Short abstract

In the post-epidemic era, students' open learning habits develop continuously with the online education market growing mature. However, many problems have been exposed in practice, which makes the development of online education get into a difficult position. This study

uses the methods of knowledge mapping, quantitative analysis and content analysis to find out the characteristics, difficulties and future trends of online education development in China, and to bring effective suggestions on this basis. The 878 related papers were selected from CNKI since 2020 with the keywords of "COVID-19 epidemic" and "online education". The 64 papers were further extracted from the top ten core journals. We first present four marked features of current online education development which can be summarized as rapid expansion, huge dimension, numerous participation and cross-border collaboration. Second, four problems in the aspects of interaction, restriction, personalization, and attraction are disclosed. Third, this study analyzes the main causes of foresaid problems from four perspectives: teachers, students, schools and technical support. Last, six countermeasures are raised facing the four emerging trends. These countermeasures will provide decision-making references for the sustainable, steady and high-quality development of online education in the post-epidemic era.

Upscaling Student Support for Quality ODFL

Lynnette Patricia Brice, Alan Cadwallader

The Open Polytechnic of New Zealand Ltd, New Zealand

Short abstract

This concise impact talk describes the design and development of a tiered and scalable model of learner support for Open, Distant and Flexible Learning created by the Open Polytechnic of New Zealand.

The Open Polytechnic is New Zealand's leading tertiary distance learning organisation with over 30,000 learners enrolled in a range of programmes and courses from Foundation Level 1 through to degree level 7. In 2016, the organisation underwent a transformation that aimed to ensure a learner driven future oriented learning experience. The vision described a model of tiered learning support, which we later renamed Learner Engagement and Success Services.

Most learner support models and much of the background research are based upon on-campus and, increasingly, blended modes of delivery. All Open Polytechnic learners study from a distance, which limits the use of traditional face-to-face support strategies and requires innovative and often untested solutions. Three problem questions are the focus of this talk: how do we recognise those that need additional engagement? how do we reach them? and how do we retain them?

WORKSHOPS / PANEL DISCUSSIONS

The themes of the workshops/ panel discussions were connected to the themes of the conference and targeted towards problem statements.

Panel discussion: Innovation in Quality for Open, Flexible, and Distance Learning

Hosted by the ICDE Quality Network

Chair: Alan William Tait; *Professor Emeritus, Open University UK*

Summary

The last 18 months of the COVID-19 pandemic have seen a range of challenges as well as opportunities for learners, teachers, and educational managers in the rapid development of online and blended approaches to learning and teaching necessitated by the closure of schools and campuses. Of core concern has been consideration of what makes up quality in the learning and teaching experience, with negative as well as positive experiences in the online world for many learners.

The ICDE Quality Network reported in two sessions from various world regions on new ideas and innovations in the field of quality in the recent period, and in particular on how the understanding of quality in educational institutions with deep experience of online and flexible learning can support campus-based programmes as they plan for the future.

The panelists furthermore discussed the acceleration and upscaling now and after the pandemic towards more flexible and digitally supported programmes of study, and the implications for the development of innovative approaches to quality to support this.

Central questions which the ICDE Quality Network panel discussed include:

- What are the most recent developments in different regions in the understanding and practice of Quality for online and flexible programmes?

- How can the expertise held by educational institutions specialising in online and distance learning be developed in partnership with campus-based institutions that want to enhance the quality of their blended and online programmes in the future?

- Which innovative approaches to quality enhancement are emerging from the acceleration and upscaling of online/distance and hybrid study concepts?

Panelists:

- **Yaping Gao**, Quality Matters (US)

- **Dr. Santiago Acosta Aide**, UTPL/Caled (Ecuador)

- **George Ubachs**, EADTU, Netherlands

- **Prof. Moustafa Hassan**, HBMSU, United Arab Emirates

- **Prof. Ojat Darojat**, Universitas Terbuka, Indonesia

- **Dr. Rajni Chand**, USP, Fiji

Insights from the Panel Discussion are also included in the latest report from the ICDE Quality Network: Global Quality Perspectives on Open, Flexible and Distance Learning 2021.

More information about the ICDE Quality Network

Workshop: Open Lab on Open Science and Open Education Resources (OER)

Hosted by the ICDE OER Advocacy Committee

Chair: Prof. Dr. Ebba Ossiannilsson, *Vice President of Swedish Association for Distance Education*

Summary

Open Science is a relatively new approach to the scientific process based on collaborative work and new ways of disseminating knowledge using digital technologies and new collaborative tools. The open movement is evolving beyond content, i.e. Open Educational Resources (OER), Massive Open Online Courses (MOOCs) and open access, including research, collaboration, recognition, pedagogy, quality, leadership, technology, and strategy. However, over time, many other pillars were added, such as access, technology, and data (Foster, 2017). This combination of pillars became what is now referred to as Open Science. A milestone in the Open Science movement is the adoption of the UNESCO Recommendation on Open Science (2021), aligning with the UNESCO Recommendation on OER from 2019.

The main focus of this workshop was how Open Science can support the design, implementation, and validation of formal, non-formal and informal learning environments in innovative ways (e.g., under the term Open Innovation). In answering this question, we are moving from an academy-based approach to an integrated stakeholder-based approach that is multi-faceted (appealing to different types of users), multi-channel (using multiple communication channels), and multi-sourced (accessed simultaneously from many sources of information).

In line with current trends on Open Science, this collective work that took place during the Open Lab, will lead to a publication that will serve as a guide and/or framework that can be further implemented at an individual and/or institutional level.

Central questions which the ICDE OER Advocacy Committee and Ambassadors discussed include:

- How can Open Science support the design, implementation, and validation of formal, non-formal and informal learning environments in innovative ways?

- What are the main pillars of a proposed common framework for Open Science?

- What are the possible barriers to supporting Open Science and a proposed common framework?

Speakers:

- **Daniel Burgos**, Universidad Internacional de La Rioja (UNIR), Spain

- **Xiangyang Zhang,** Jiangsu Open University (JOU), China

- **Cristine Gusmão**, Federal University of Pernambuco (UFPE), Brazil

- **Constance Blomgren**, Athabasca University (AU), Canada

All OERAC Ambassadors are co-authors for the submission of this workshop.

More information about the ICDE OER Advocacy Committee

Panel discussion: OER Reuse and Remix: Case Study on Francophone-Anglophone Collaboration

Chair: Claire GOODE, Principal Lecturer, *Otago Polytechnic*

Summary

The geographic distribution of the French language includes Europe, the Americas, Asia, Australasia, and most significantly, Africa. However, while French is the second most taught language after English, it lags behind English and Mandarin in the number of Open Educational Resources (OERs) created and used. This impacts dramatically on higher education and professional training in francophone Africa, where public universities can only accommodate 10% of potential learners. Addressing this shortfall would require the development of private universities, open education, or both.

The *LiDA103fr* project focuses on building competencies needed to foster the creation of OERs, by addressing licensing issues. Drawing on the award-winning OERu course, *'Open education, copyright, and open licensing in a digital world'*, multiple teams collaborated across France, Norway, and New Zealand to translate learning materials, and add them to the OERu's digital ecosystem, while addressing linguistic, cultural, and legal considerations, and solving technical issues, ready for the first workshop within the ICDE Francophone OER Project, held earlier this year.

In this panel discussion, some of the participants in this collaboration discussed how working on the OERu's first non-English course demonstrates the potential for further multi-lingual versions of learning materials, and the application and sustainability of Open Education at its best.

Central questions which the panel discussed:

- How can we upskill educators in digital skills for the 21st century?

- Can a suitable course be adapted into different languages, or is it better to start from scratch?

- Are there technical challenges of adapting a course in this way?

- What can we learn from this experience to help us in the future?

Speakers:

- **Jacques Dang**, Secretary of the Board, French Digital University, France

- **Dave Lane**, Open Source Technologist, OER Foundation (OERF), New Zealand

- **Wayne Mackintosh**, Founding Director, OER Foundation (OERF), New Zealand

- **Carole Schorlé-Stefan**, Project Manager, French Digital University, France

Panel discussion: Bridging skilling gaps faced in primary education: an overview of competences

Chaired by:

Cristine Martins Gomes de Gusmão, *ICDE Ambassador for OER, Federal University of Pernambuco, Brazil,* and

Carlos Alberto Pereira de Oliveira, *ICDE Board member, State University of Rio de Janeiro, Brazil*

Summary

Open, flexible and distance learning has special attention in the digital age. The open movement and new approaches to meeting the needs of face-to-face (F2F) learning are now a reality. Pedagogical innovations increasingly reflect the concern with active and applied learning (Camosun College, 2018). Educators and apprentices need to revisit and train skills, especially digital, for good performance and goals achievement. Providing quality education is the Sustainable Development Goal 4 which relates to the need to train people with skills and competences for decent work. According to Agenda 2030 (United Nations, 2019), a substantial increase in the number of young people and adults with relevant skills is encouraged, including technical and professional competences, including those that matter for good performance in the digital age.

The COVID-19 pandemic has accentuated the importance of ensuring diversified and flexible learning opportunities focused on the acquisition and re-qualification of specific professional skills, for example problem solving, critical thinking, creativity, teamwork in communication skills and conflict resolution and negotiation. This panel addressed issues related to professional development and the competences required for the digital inclusion of education professionals and school pedagogical teams.

Speakers:

- **Andreia Inamorato dos Santos,** Scientific Officer, European Commission, Joint Research Centre (JRC)

- **Renan Ferreirinha,** Rio de Janeiro State Deputy, Secretary of Education - City of Rio de Janeiro, Brazil

- **Marta Mena,** Director, Virtual Training Program for Researchers, National Technological University (UTN), Argentina

- **Julia Ribeiro,** Education Officer, UNICEF, Brazil

Panel Discussion: Upscaling quality assurance systems through benchmarking online and open higher education institutions

Hosted by: the Consortium for Benchmarking Framework for Online, Open, Smart and Technology-Enhanced Higher Education

Chair: **Elena Tarasova**, *Hamdan Bin Mohammed Smart University, United Arab Emirates*

Summary

The session was organised by the Consortium for Benchmarking Framework for Online, Open, Smart, and Technology-Enhanced Higher Education to discuss the developed quality assurance framework, present results of its pilot implementation and identify the way forward. The panel examined opportunities and challenges on the way to establishing and upscaling robust quality assurance systems and mechanisms for benchmarking online higher education.

Many quality assurance systems have been developed to evaluate higher education institutions. However, these systems use methodologies that are suitable for conventional institutions rather than technology-enhanced education. With the current accelerated move to online modes of delivery and new technological solutions for flexible and distant learning, there is a need to adopt innovative mechanisms for quality assurance. In this context, the Benchmarking Framework for Online, Open, Smart, and Technology-Enhanced Higher Education has been developed with a two-fold focus: to provide for quality assurance from the global perspective; and make the data available for everyone interested in benchmarking their educational institutions against the landscape of online education.

Central questions which the panel discussed:

- How the Benchmarking Framework for Online, Open, Smart, and Technology-Enhanced Higher Education was developed to provide for quality assurance from the global perspective. What are the lessons learnt during the development phase?

- What are the main benefits and challenges to adopt the Benchmarking Framework?

- What is the future of the Benchmarking Framework and how will it contribute to assuring higher levels of quality in online and open higher education?

Speakers:

- **Prof. Moustafa Hassan,** Vice-Chancellor for International Cooperation, Hamdan Bin Mohammed Smart University (HBMSU), United Arab Emirates

- **Dr. Alessandro Caforio**, Head of Research and Innovation, International Telematic University (UNINETTUNO), Italy

- **Dr. Souma Alhaj Ali,** Director of Excellence and Governance, Hamdan Bin Mohammed Smart University (HBMSU), United Arab Emirates

- **Dr. Maria Rowena Raymundo,** Vice Chancellor of Academic Affairs, University of the Philippines Open University (UPOU), Philippines

- **Prof. Lim Cher Ping**, Visiting Professor at UNESCO-ICHEI and Chair Professor of Learning Technologies and Innovation, Education University of Hong Kong (EdUHK), Hong Kong

More information about the Benchmarking Framework

ICDE Lab Workshop for Responsive Action: Launch of a Global Advocacy Campaign for Quality Open, Flexible and Distance Learning

Chaired by:

- **Torunn Gjelsvik,** *ICDE Secretary General* (Lab 1)

- **Dr. Neil Fassina**, *ICDE President* (Lab 2)

Summary

ICDE invited ICDE Presidents, Chancellors, Vice-Chancellors and Rectors among ICDE members to participate in the first ICDE-organised Lab Workshop for Responsive Action on the ICDE Global Advocacy Campaign for quality OFDL. This was a special session for ICDE members only.

The work of ICDE members to push for global advocacy of quality OFDL was initiated in April 2021 at the ICDE Presidents' Forum. We invited ICDE members to participate and take ownership in the next phase of solidifying a framework for ICDEs global advocacy campaign for quality OFDL through participating in an ICDE Lab Workshop for Responsive Action.

The lab was hosted virtually in two different time zones.

ICDE members who voiced interest in taking a leading role in helping to realize the delivery of the ICDE Global Advocacy Campaign within their region was invited to pitch their ideas for how they envision the role and establishment of a local/regional Task Force, and the steps needed to be taken to deliver an effective pilot of the campaign. Delegates also had the opportunity to review the consolidated advocacy messages and reflect on the supporting materials that will be required by the Task Force to aid in the delivery of a successful campaign.

Speakers:

- **Prof. Dato Ansary Ahmed**, President, Asia eUniversity (Lab 1)

- **Ms. Lucy Howe López**, Deputy Executive Director, Globethics.net (Lab 1)

- **Dr. Rajni Chand**, Director, Center for Flexible Learning, University of the South Pacific, Fiji (Lab 2)

- **Prof. Alexandre M. dos Anjos,** President of UniRede (Lab 2)

- **Dr. Daniela da Costa Britto Pereira Lima,** Universidade Federal de Goiás, Brazil (Lab 2)

More about the Global Advocacy Campaign

ACADEMIC PAPER SESSIONS

Academic Paper Sessions were organized in two separate tracks: Innovation and Open Educational Resources (OER).

INNOVATION

Designing of online formative assessments and its impact on students' learning

Prasad Senadheera & Geetha Udayangani Kulasekara

The Open University of Sri Lanka (Sri Lanka)

Abstract

Due to the COVID19 pandemic, The Open University of Sri Lanka decided to conduct its academic activities and assessments online without deferment. The Plant Physiology undergraduate course too re-designed its paper-based formative assessments, into online assessments to be delivered through the Moodle Learning Management System. In order to achieve a meaningful teaching-learning experience, designing of assessments were carried out focusing on constructive alignment (Biggs, 2003). For which, an Open Book Test (OBT) was conducted in three parts: OBT1 – problem based learning assignment, providing feedback using a rubric; OBT2 –multiple choice, matching and missing word questions with immediate feedback; OBT3 – analysing research results with MCQs and short answer questions with immediate feedback. The aim of this research is to explore the impact of redesigned online formative assessments on students' learning. Hence, this study employed a mixed approach of convergent parallel design method to collect and interpret quantitative and qualitative data (Creswell & Clark, 2011), gathered through two questionnaires and interviews. Findings indicated students' engagement in self-determined learning, by exploring, connecting, and self-reflecting their own experiences of learning in solving a real-world problem, while self-assessing their performance through feedback. However, geographically varied technological challenges need to be addressed in conducting successful online assessments.

Developing Student Behaviours that Support Academic Integrity in Distance Learning

Linda Amrane-Cooper, Stylianos Hatzipanagos & Alan Tait

University of London Centre for Distance Education (United Kingdom)

Abstract

The shift to online assessment has generated debates on academic integrity, also highlighting good practice. Academic integrity is commitment to six fundamental values: honesty, trust, fairness, respect, responsibility, and courage and academic misconduct refers to practices that are not in keeping with these values and this commitment. There seem to be two dominant threads in such debates: one involves promoting creative design of authentic assessment and guidelines to students about institutional expectations concerning academic offences such as plagiarism; the other provides technological and practical safeguards to protect academic integrity. In this paper, we report on the outcomes of a project that evaluated the pivot to online assessment and our focus is academic integrity in distance learning environments by exploring the key themes of student and staff perceptions, and related pedagogical issues. We propose a set of measures that can enhance students' perception of academic integrity and institutional approaches to mitigate against academic offences.

Bridging skilling gaps faced in primary education: an overview of competences

Cristine Martins Gomes de Gusmão, *Federal University of Pernambuco (Brazil)*

Carlos Alberto Pereira de Oliveira, *State University of Rio de Janeiro (Brazil)*

Abstract

Open, flexible and distance learning has special attention in the digital age. The open movement and new approaches to meeting the needs of face-to-face learning are now a reality. Pedagogical innovations increasingly reflect the concern with active and applied learning. Educators and apprentices need to revisit and train skills, especially digital, for good performance and goals achievement. Providing quality education is the Sustainable Development Goal 4 which relates to the need to train people with skills and competences for decent work. According to Agenda 2030 a substantial increase in the number of young

people and adults with relevant skills is encouraged, including technical and professional competences, including those that matter for good performance in the digital age. With the coronavirus pandemic, this number was greatly impacted. With this the importance of ensuring diversified and flexible learning opportunities, focused on the acquisition and requalification of specific professional skills, for example problem solving, critical thinking, creativity, teamwork in communication skills and conflict resolution and negotiation. In line with current trends in the use of open, online, and flexible environments, this work served as a case study of upskilling in basic education that can be further analysed at the institutional level.

Innovative Application & Enrolment Processes for More Informed Students: Reflections on the benefits of this innovative process through the analytical lens of Behavioural Science

Gerard Peter Creaner, Sinead Patricia Creaner & Colm Fiachra Creaner

GetReskilled (Ireland)

Abstract

This paper examines the practical experience and research background of one private training provider with over 10 years' experience reskilling and upskilling mid-career workers with academic qualifications for employment in a growing technical and highly regulated pharmaceutical manufacturing industry.

This paper offers insights into how to maximize the efficiency and effectiveness of the admissions, enrollment, induction and orientation process for adult learners looking to commence studies on university accredited continuous professional development (CPD) courses. This process is based and analysed through the lens of Behavioural Science, while also building upon the work of Dirksen, Colvin Clark, Stolovitch, and Keeps. The data set has been gathered during 2020, from 212 adult learners applicants, coming from a variety of educational and employment backgrounds, with 5 to 25 years of work experience.

Integrating Metaliteracy into the Design of a COIL Course in Digital Storytelling

Thomas Patrick Mackey & Sheila Marie Aird

SUNY Empire State College (United States of America)

Abstract

This paper explores the design of a Collaborative Online International Learning (COIL) course in Digital Storytelling that integrates metaliteracy. Students from the United States and Prague, Czech Republic are active participants in this fully online global course as they learn to produce digital stories. The metaliteracy framework encourages metacognitive reflection and the active participation in social information environments. A collaborative teaching team from the United States and Europe designed this course to integrate metaliteracy into the learning activities and self-assessments. As students learn to become digital storytellers, they identify with specific metaliterate learner roles (producer, collaborator, researcher, etc.), assess their learning through four domains of metaliterate learning (affective, behavioural, cognitive, and metacognitive), and reflect on their work in the course through the metaliteracy characteristics (collaborative, open, reflective, civic-minded, etc.). The internationalization of education in this COIL course is enhanced by the novel combination of metaliteracy and digital storytelling. While this research is currently limited to the observation of the instructors at this initial stage, this paper defines a foundation for the future study of these innovative best practices.

OPEN EDUCATIONAL RESOURCES (OER)

Upscaling Open Education in India through Teacher Professional Development Micro-Credentials on OER

Indira Koneru

Icfai Business School (India)

Abstract

COVID-19 educational disruption has fueled interest in adopting Open Educational Resources (OER) for providing affordable, accessible and alternative teaching-learning solutions. The adoption of OER in India is relatively low due to lack of advocacy and capacity building initiatives. In order to mainstreaming and upscaling open education in India, it is necessary to build capacity among the various stakeholders through designing, developing and offering micro-credentials on OER to Indian Teachers.

Designing, developing and implementing micro-credentials on OER for teachers necessitate the development of the competency framework. A competency framework groups / clusters and defines the competencies (knowledge, skills and attributes) needed to effectively perform a job. Instead of reconstructing the competency framework, this paper proposes adapting the "OER Competency Framework", developed by the International Organisation of La Francophonie (IOF), in partnership with UNESCO. The framework serves as a vital capacity building tool to ensure that teachers acquire the OER competencies – finding, using, creating / co-creating, sharing and promoting openly licensed resources and making OER an integral part of their curriculum and professional practice. This paper stresses upon the need for designing, developing and offering micro-credentials on OER to Indian teachers in order to upscale the OER-integrated teaching, learning and assessment. It also outlines the various non-technical and technical design considerations useful for developing and implementing stackable micro-credentials and creating professional development pathways for career progression.

Promoting digital education practices among teachers and students in Sri Lankan secondary schools

Shironica P. Karunanayaka; W.M.S. Weerakoon; N.M.R.K. Nawarathna; P. Ramathass; M.D.B.P. Weerasinghe, & H.D. Wijesekera

The Open University of Sri Lanka (Sri Lanka)

Abstract

Commonwealth Digital Education Leadership Training in Action (C-DELTA) is an open and free online programme of the Commonwealth of Learning which provides a framework to foster digital learning. The Open University of Sri Lanka implemented a project during 2020-2021, to promote the adoption of C-DELTA by teachers and students in Sri Lankan secondary schools. It comprised the implementation of an intervention on the adoption of C-DELTA in selected schools addressing the following research questions: How did C-DELTA support in enhancing digital education practices among teachers and students? What challenges were faced by teachers and students in adopting C-DELTA? and, What are the effects of the C-DELTA experience on teachers and students? While the adoption of C-DELTA has been slow due to various challenges faced during the COVID-19 pandemic, the pandemic itself has made the participants realize the significance of improving digital literacy skills. Participants' experiences were captured through questionnaire surveys, concept mapping, focus group interviews, and reflective stories. The findings revealed that the C-DELTA intervention has supported teachers to enhance their digital education leadership skills, and students to improve their digital learning skills. We envisage that the adoption of C-DELTA will be continued fostering digital learning environments in these schools.

Equipping the Unequipped: Integrating OER into Accounting Distance Education

Kerry de Hart

University of South Africa (South Africa)

Abstract

Accounting academics are often appointed to higher education institutions based on their professional accounting qualifications and their research capacity, rather than their teaching qualifications or skills. This results in a discrepancy between content expertise on the one hand, and teaching abilities on the other. This problem is particularly pronounced in distance

education where study materials are often pre-produced and require specialized instructional design skills. Over and above this the integration of open educational resources have their own challenges. Consequently, accounting academics require assistance with the integration of open educational resources into distance education study materials. This integration needs to be carried out in a systematic and structured manner, and as part of an instructional design framework. A preliminary literature review revealed no guidelines to assist academics in this regard. This study uses educational design research to develop and evaluate an open educational resource integration process to guide accounting academics when developing distance education study materials.

How to promote the use of Open Educational Resources (OER) in Higher Education. A Parley with OER Experienced Teachers

Daniel Otto

University of Duisburg-Essen (Germany)

Abstract

The idea of Open Educational Resources (OER) is nowadays widespread in higher education. However, notwithstanding their supposed benefits, the actual adoption of OER in teaching remains low. Due to this absence, various studies have primarily focused on (the lack of) OER awareness among teachers and identified barriers to their use. This article argues that the current debate could benefit from insights from those who are already using OER in their teaching practices. Examining their perspectives can disclose measures that promote the adoption of OER. A mixed-method approach was applied that comprised an expert survey among OER experienced teachers which results were then subject to a focus group discussion to validate and differentiate the results. Overall, the results reveal that teachers prefer measures comprising incentives and support rather than obligations. Exemplarily, a commitment to publish all materials as OER was rejected. Instead, a more fundamental transformation was requested from closed to open practices. Therefore, it can be stated that the teachers' underlying path is guided by a desire for a shift towards openness in higher education. The measures favored by the teachers can thus be understood as essential puzzle pieces that contribute to the bigger picture of openness.

INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION