

# South Africa - Research into Social and Cultural Acceptability of Open Educational Resources in South Africa, ROER4D Sub-project 4

**Research on Open Educational Resources for Development (ROER4D) - University of Cape Town**

Report generated on: November 24, 2015

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## Overview

### Identification

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**ID NUMBER**

zaf-roer4d-rscaoersa-2015-v1.1

### Version

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**VERSION DESCRIPTION**

v1.1: Edited, anonymised dataset for public distribution

**PRODUCTION DATE**

2015

**NOTES**

Version 1 of the dataset was deposited with DataFirst on 16 September 2015. Version 1.1 has been anonymised further.

### Overview

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**ABSTRACT**

The Research on Open Educational Resources for Development (ROER4D) project is based at the Centre for Innovation in Learning and Teaching, University of Cape Town, South Africa. Glenda Cox and Henry Trotter of the Centre for Innovation in Learning and Teaching at the University of Cape Town undertook Sub-project 4 of ROER4D. The project, Research into the Social and Cultural Acceptability of Open Educational Resources in South Africa, aims to describe and explain the barriers to and enablers of Open Educational Resources (OER) contribution at institutions in South Africa. The key objective of the research was to understand why scholars contribute or refuse to contribute their teaching materials as OER. The project utilised a mixed methods approach. Surveys of and interviews with academics at three South African institutions were conducted in March 2015 to understand the conditions under which the contribution and/or use of OER would be considered socially and culturally acceptable. Focusing on academics' teaching practices at the University of Cape Town (UCT) (urban, contact), the University of South Africa (UNISA) (distance, online/ correspondence), and University of Fort Hare University (rural, contact). The resultant dataset includes the survey (quantitative) and interview (qualitative) data.

**KIND OF DATA**

Sample survey data [ssd]

**UNITS OF ANALYSIS**

Units of analysis were individuals

### Scope

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**NOTES**

The research collected data on why academics contribute or refuse to contribute their teaching materials as Open Educational Resources.

**KEYWORDS**

Open Access, Open Data, Open Educational Resources, Open Scholarship

### Coverage

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**GEOGRAPHIC COVERAGE**

The surveys were conducted at three universities in South Africa and the data is not representative of South Africa as a whole.

**GEOGRAPHIC UNIT**

The lowest level of geographic aggregation of the data is individual university.

**UNIVERSE**

The survey covered academic and support staff at the three universities in the study.

## Producers and Sponsors

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**PRIMARY INVESTIGATOR(S)**

Name	Affiliation
Research on Open Educational Resources for Development (ROER4D)	University of Cape Town

**OTHER PRODUCER(S)**

Name	Affiliation	Role

**FUNDING**

Name	Abbreviation	Role
International Development Research Centre	IDRC	Funder

## Metadata Production

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**METADATA PRODUCED BY**

Name	Abbreviation	Affiliation	Role
DataFirst		University of Cape Town	Metadata producer

**DATE OF METADATA PRODUCTION**

2015-10-08

**DDI DOCUMENT VERSION**

Version 2

## **Sampling**

No content available

## **Questionnaires**

No content available

## Data Collection

### Data Collection Dates

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
2015-03	2015-03	N/A

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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The interviews were conducted with 18 people (6 per university), and comprised 50-56 questions and lasted between 30 minutes and 1 hour. The online survey collected quantitative data while open-ended interviews were undertaken at the workshops.

## **Data Processing**

No content available

## **Data Appraisal**

### Other forms of Data Appraisal

Age data was collected for age groups. However, there was an overlap between age groups 56-60 and 60-65 in the survey instrument. Respondents for these groups were therefore combined into a 56-65 age group.

## **File Description**

## **Variable List**

**rscaoersa-2015-v1.1**

Content  
Cases 32  
Variable(s) 109  
Structure Type:  
Keys: ()  
Version  
Producer  
Missing Data

**Variables**

ID	Name	Label	Type	Format	Question
V1	resp_id	Respondent identifier	discrete	character	
V2	q1_insti	Institution	discrete	numeric	
V3	q2_gender	Gender	discrete	numeric	
V4	q3_age	Age	discrete	numeric	
V5	q4_desig	Designation	discrete	numeric	
V6	q4_desig_o	Designation - other	discrete	numeric	
V7	q5_discip	Major discipline	discrete	numeric	
V8	q6_educ	Highest educational qualification	discrete	numeric	
V9	q7_yrsteach	Years of teaching experience	discrete	numeric	
V10	q8_jobface	Nature of your job includes - face-to-face teaching	discrete	numeric	
V11	q8_jobdist	Nature of your job includes - distance education	discrete	numeric	
V12	q8_jobonline	Nature of your job includes - online teaching/facilitation	discrete	numeric	
V13	q8_jobblend	Nature of your job includes - blended/hybrid (face-to-face and distance/online)	discrete	numeric	
V14	q8_jobworkbased	Nature of your job includes - work-based training	discrete	numeric	
V15	q8_jobresearch	Nature of your job includes - research	discrete	numeric	
V16	q8_jobmanage	Nature of your job includes - management	discrete	numeric	
V17	q8_jobother	Nature of your job includes - other	discrete	numeric	
V18	q9_lang1	Most common language used in teaching	discrete	numeric	
V19	q9_lang2	Most common language used in teaching	discrete	numeric	
V20	q9_lang3	Most common language used in teaching	discrete	numeric	
V21	q10_used	Used OER previously	discrete	numeric	
V22	q11_contr	Contributed OER previously	discrete	numeric	
V23	qb_attit1	Sharing of educational resources improves my professional respect	discrete	numeric	
V24	qb_attit2	It gives me pleasure if someone adopts/adapts my educational resources	discrete	numeric	
V25	qb_attit3	Sharing helps me to get feedback	discrete	numeric	
V26	qb_attit4	Sharing enhances my personal and organizational reputation	discrete	numeric	
V27	qb_attit5	Sharing of educational resources increases my profile amongst peers and others	discrete	numeric	

ID	Name	Label	Type	Format	Question
V28	qb_attit6	OER increases my network and sphere of influence	discrete	numeric	
V29	qb_attit7	As a teacher, it is my responsibility to share all educational resources create	discrete	numeric	
V30	qb_attit8	OER improves my chance of recognition at a global level	discrete	numeric	
V31	qb_attit9	I believe that sharing educational materials as OER will encourage others to do	discrete	numeric	
V32	qb_attit10	Sharing enhances my confidence as I see myself in part of larger community	discrete	numeric	
V33	qb_attit11	When others use my OER, it improves my sense of achievement	discrete	numeric	
V34	qb_attit12	OER helps to disseminate my ideas	discrete	numeric	
V35	qb_attit13	OER promotes collaboration and consortia	discrete	numeric	
V36	qb_attit14	I have knowledge of Intellectual Property Rights to understand OER	discrete	numeric	
V37	qb_attit15	I am efficient in Information Communication Technology (ICT) skills to adopt and	discrete	numeric	
V38	qb_attit16	I adopt OER for my teaching as they fulfill academic requirement of my students	discrete	numeric	
V39	qb_attit17	My own competencies and knowledge towards OER help me to participate or adopt OE	discrete	numeric	
V40	qc_good	I believe that OER are "good" for people as it improves their learning.	discrete	numeric	
V41	qc_give	I try to contribute to OER to give back to society	discrete	numeric	
V42	qc_involved	I like to be involved in peer production of OER	discrete	numeric	
V43	qc_reach	Through OER, I can reach disadvantaged communities	discrete	numeric	
V44	qc_access	OER will help developing countries increase access to education	discrete	numeric	
V45	qc_basic	Sharing knowledge is a basic academic value	discrete	numeric	
V46	qc_innate	OER caters to innate desire to learn, improve and progress	discrete	numeric	
V47	qc_opportunities	OER gives me opportunities to learn new things	discrete	numeric	
V48	qc_saves	OER saves my time	discrete	numeric	
V49	qc_lessexp	OER is less expensive	discrete	numeric	
V50	qc_bestmaterial	OER provides access to best materials and teachers	discrete	numeric	
V51	qc_selfconf	OER increases my self-confidence	discrete	numeric	
V52	qc_recognition	Involvement in OER will give me recognition	discrete	numeric	
V53	qc_image	OER improves professional image	discrete	numeric	
V54	qc_credit	Receiving appropriate credit will help me uptake OER	discrete	numeric	
V55	qc_feedback	I like receiving comments and feedbacks from experts and seniors on OER created	discrete	numeric	
V56	qc_partnerships	OER provides us opportunities for establishing new partnerships	discrete	numeric	
V57	qc_easy	Technology associated with OER is easy	discrete	numeric	
V58	qc_ipr	I know about my Intellectual Property Rights under Creative Commons licenses	discrete	numeric	
V59	qd_saves	OER saves time of the teachers	discrete	numeric	
V60	qd_cost	OERs brings down the cost of learning materials	discrete	numeric	
V61	qd_free	OERs are free resources available in open license	discrete	numeric	
V62	qd_permission	I do not need permission to re-use OER	discrete	numeric	

ID	Name	Label	Type	Format	Question
V63	qd_fulfil	I often use OER which fulfill the pedagogical need of teaching€“learning proc	discrete	numeric	
V64	qd_appropriate	If OERs are appropriate in their content I prefer to use them	discrete	numeric	
V65	qd_trustworthy	I prefer to use OER from trustworthy sources	discrete	numeric	
V66	qd_quality	Open license of OER enables continuous quality improvement	discrete	numeric	
V67	qd_reputed	I use trustworthy OER from reputed institutions	discrete	numeric	
V68	qd_peer	Lack of peer review of OERs make them susceptible to poor quality	discrete	numeric	
V69	qd_assist	OERs assist the developing countries to have quality materials	discrete	numeric	
V70	qd_questionable	Quality of OER is questionable	discrete	numeric	
V71	qd_localization	OER needs localization	discrete	numeric	
V72	qe_barrier_ipr	Lack of understanding of Intellectual Property licenses, Copyrights and Creative	discrete	numeric	
V73	qe_rank_ipr	Lack of understanding of Intellectual Property licenses, Copyrights and Creative	discrete	numeric	
V74	qe_barrier_knowledge	Lack of knowledge for using OER in my teaching and learning process - Select	discrete	numeric	
V75	qe_rank_knowledge	Lack of knowledge for using OER in my teaching and learning process - Rank	discrete	numeric	
V76	qe_barrier_recogn	Lack of recognition and rewards system for developing OER - Select	discrete	numeric	
V77	qe_rank_recogn	Lack of recognition and rewards system for developing OER - Rank	discrete	numeric	
V78	qe_barrier_financ	Lack of financial resources by institution to invest in OER - Select	discrete	numeric	
V79	qe_rank_financ	Lack of financial resources by institution to invest in OER - Rank	discrete	numeric	
V80	qe_barrier_support	Lack of technological support to resolve my problems - Select	discrete	numeric	
V81	qe_rank_support	Lack of technological support to resolve my problems - Rank	discrete	numeric	
V82	qe_barrier_ability	In-ability to find existing OER on topics of my interest - Select	discrete	numeric	
V83	qe_rank_ability	In-ability to find existing OER on topics of my interest - Rank	discrete	numeric	
V84	qe_barrier_confid	Lack of confidence about the quality of my work - Select	discrete	numeric	
V85	qe_rank_confid	Lack of confidence about the quality of my work - Rank	discrete	numeric	
V86	qe_barrier_incompat	Incompatibility of OER to my university Learning Management System (LMS) - Selec	discrete	numeric	
V87	qe_rank_incompat	Incompatibility of OER to my university Learning Management System (LMS) - Rank	discrete	numeric	
V88	qe_barrier_diff	Difficulty to remix OER for specific users - Select	discrete	numeric	
V89	qe_rank_diff	Difficulty to remix OER for specific users - Rank	discrete	numeric	
V90	qe_barrier_availa	Unavailability of OER in native language - Select	discrete	numeric	
V91	qe_rank_availa	Unavailability of OER in native language - Rank	discrete	numeric	
V92	qe_barrier_skills	Lack of ICT skills required to create OER - Select	discrete	numeric	
V93	qe_rank_skills	Lack of ICT skills required to create OER - Rank	discrete	numeric	
V94	qe_barrier_policy	Lack of Institutional policy on OER - Select	discrete	numeric	
V95	qe_rank_policy	Lack of Institutional policy on OER - Rank	discrete	numeric	
V96	qe_barrier_platform	Non-user friendly OER platforms - Select	discrete	numeric	
V97	qe_rank_platform	Non-user friendly OER platforms - Rank	discrete	numeric	
V98	qe_barrier_infras	Poor technical infrastructure - Select	discrete	numeric	

<b>ID</b>	<b>Name</b>	<b>Label</b>	<b>Type</b>	<b>Format</b>	<b>Question</b>
V99	qe_rank_infras	Poor technical infrastructure - Rank	discrete	numeric	
V100	qe_barrier_colla	Difficulty in collaboration - Select	discrete	numeric	
V101	qe_rank_coll	Difficulty in collaboration - Rank	discrete	numeric	
V102	qe_barrier_bandw	Inadequate bandwidth - Select	discrete	numeric	
V103	qe_rank_bandw	Inadequate bandwidth - Rank	discrete	numeric	
V104	qe_barrier_workl	Current workload - Select	discrete	numeric	
V105	qe_rank_workl	Current workload - Rank	discrete	numeric	
V106	qe_barrier_time	Lack of time - Select	discrete	numeric	
V107	qe_rank_time	Lack of time - Rank	discrete	numeric	
V108	qe_barrier_o	Other barriers	discrete	character	
V109	other	Other notes	discrete	character	



## Respondent identifier (resp\_id)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: character  
Width: 4

Valid cases: 32  
Invalid: 0

## Institution (q1\_insti)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-3

Valid cases: 32  
Invalid: 0

## Gender (q2\_gender)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## Age (q3\_age)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-10

Valid cases: 32  
Invalid: 0

## Designation (q4\_desig)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 27  
Invalid: 5

## Designation - other (q4\_desig\_o)

File: rscaoersa-2015-v1.1

### Overview

## Designation - other (q4\_desig\_o)

File: rscaoersa-2015-v1.1

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-1

Valid cases: 5  
 Invalid: 27

## Major discipline (q5\_discip)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-8

Valid cases: 32  
 Invalid: 0

## Highest educational qualification (q6\_educ)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 30  
 Invalid: 2

## Years of teaching experience (q7\_yrsteach)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 28  
 Invalid: 4

## Nature of your job includes - face-to-face teaching (q8\_jobface)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 17  
 Invalid: 15

## Nature of your job includes - distance education (q8\_jobdist)

File: rscaoersa-2015-v1.1

### Overview

## **Nature of your job includes - distance education (q8\_jobdist)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-1

Valid cases: 8  
Invalid: 24

## **Nature of your job includes - online teaching/facilitation (q8\_jobonline)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-1

Valid cases: 2  
Invalid: 30

## **Nature of your job includes - blended/hybrid (face-to-face and distance/online) (q8\_jobblend)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-1

Valid cases: 6  
Invalid: 26

## **Nature of your job includes - work-based training (q8\_jobworkbased)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-1

Valid cases: 3  
Invalid: 29

## **Nature of your job includes - research (q8\_jobresearch)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-1

Valid cases: 10  
Invalid: 22

## Nature of your job includes - management (q8\_jobmanage)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 28
Width: 1	
Decimals: 0	
Range: 1-1	

## Nature of your job includes - other (q8\_jobother)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 2
Format: numeric	Invalid: 30
Width: 1	
Decimals: 0	
Range: 1-2	

## Most common language used in teaching (q9\_lang1)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 29
Format: numeric	Invalid: 3
Width: 1	
Decimals: 0	
Range: 1-6	

## Most common language used in teaching (q9\_lang2)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 10
Format: numeric	Invalid: 22
Width: 1	
Decimals: 0	
Range: 1-6	

## Most common language used in teaching (q9\_lang3)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 29
Width: 1	
Decimals: 0	
Range: 1-6	

## Used OER previously (q10\_used)

File: rscaoersa-2015-v1.1

## Used OER previously (q10\_used)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 32
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## Contributed OER previously (q11\_contr)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 32
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## Sharing of educational resources improves my professional respect (qb\_attit1)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 32
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## It gives me pleasure if someone adopts/adapts my educational resources (qb\_attit2)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 32
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## Sharing helps me to get feedback (qb\_attit3)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 32
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-99	

## **Sharing enhances my personal and organizational reputation (qb\_attit4)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Sharing of educational resources increases my profile amongst peers and others (qb\_attit5)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER increases my network and sphere of influence (qb\_attit6)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **As a teacher, it is my responsibility to share all educational resources create (qb\_attit7)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER improves my chance of recognition at a global level (qb\_attit8)**

File: rscaoersa-2015-v1.1

### **Overview**

## **OER improves my chance of recognition at a global level (qb\_attit8)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I believe that sharing educational materials as OER will encourage others to do (qb\_attit9)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Sharing enhances my confidence as I see myself in part of larger community (qb\_attit10)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **When others use my OER, it improves my sense of achievement (qb\_attit11)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER helps to disseminate my ideas (qb\_attit12)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER promotes collaboration and consortia (qb\_attit13)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I have knowledge of Intellectual Property Rights to understand OER (qb\_attit14)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I am efficient in Information Communication Technology (ICT) skills to adopt and (qb\_attit15)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I adopt OER for my teaching as they fulfill academic requirement of my students (qb\_attit16)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **My own competencies and knowledge towards OER help me to participate or adopt OE (qb\_attit17)**

File: rscaoersa-2015-v1.1

### **Overview**

## **My own competencies and knowledge towards OER help me to participate or adopt OE (qb\_attit17)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I believe that OER are €~good€™ for people as it improves their learning. (qc\_good)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I try to contribute to OER to give back to society (qc\_give)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I like to be involved in peer production of OER (qc\_involved)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Through OER, I can reach disadvantaged communities (qc\_reach)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER will help developing countries increase access to education (qc\_access)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Sharing knowledge is a basic academic value (qc\_basic)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER caters to innate desire to learn, improve and progress (qc\_innate)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER gives me opportunities to learn new things (qc\_opportunities)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER saves my time (qc\_saves)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER is less expensive (qc\_lessexp)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER provides access to best materials and teachers (qc\_bestmaterial)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER increases my self-confidence (qc\_selfconf)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Involvement in OER will give me recognition (qc\_recognition)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER improves professional image (qc\_image)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Receiving appropriate credit will help me uptake OER (qc\_credit)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I like receiving comments and feedbacks from experts and seniors on OER created (qc\_feedback)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER provides us opportunities for establishing new partnerships (qc\_partnerships)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Technology associated with OER is easy (qc\_easy)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I know about my Intellectual Property Rights under Creative Commons licenses (qc\_ipr)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER saves time of the teachers (qd\_saves)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OERs brings down the cost of learning materials (qd\_cost)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OERs are free resources available in open license (qd\_free)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I do not need permission to re-use OER (qd\_permission)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I often use OER which fulfill the pedagogical need of teaching€learning proc (qd\_fulfil)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **If OERs are appropriate in their content I prefer to use them (qd\_appropriate)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I prefer to use OER from trustworthy sources (qd\_trustworthy)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Open license of OER enables continuous quality improvement (qd\_quality)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **I use trustworthy OER from reputed institutions (qd\_reputed)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Lack of peer review of OERs make them susceptible to poor quality (qd\_peer)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OERs assist the developing countries to have quality materials (qd\_assist)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Quality of OER is questionable (qd\_questionable)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **OER needs localization (qd\_localization)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 32  
Invalid: 0

## **Lack of understanding of Intellectual Property licenses, Copyrights and Creative (qe\_barrier\_ipr)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 14  
Invalid: 18

## **Lack of understanding of Intellectual Property licenses, Copyrights and Creative (qe\_rank\_ipr)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 14  
Invalid: 18

## **Lack of knowledge for using OER in my teaching and learning process - Select (qe\_barrier\_knowledge)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 10  
Invalid: 22

## **Lack of knowledge for using OER in my teaching and learning process - Rank (qe\_rank\_knowledge)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 10  
Invalid: 22

## **Lack of recognition and rewards system for developing OER - Select (qe\_barrier\_recogn)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 10  
Invalid: 22

## **Lack of recognition and rewards system for developing OER - Rank (qe\_rank\_recogn)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 9  
Invalid: 23

## **Lack of financial resources by institution to invest in OER - Select (qe\_barrier\_financ)**

File: rscaoersa-2015-v1.1

### **Overview**

## **Lack of financial resources by institution to invest in OER - Select (qe\_barrier\_financ)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 7  
Invalid: 25

## **Lack of financial resources by institution to invest in OER - Rank (qe\_rank\_financ)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 7  
Invalid: 25

## **Lack of technological support to resolve my problems - Select (qe\_barrier\_support)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 8  
Invalid: 24

## **Lack of technological support to resolve my problems - Rank (qe\_rank\_support)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 8  
Invalid: 24

## **In-ability to find existing OER on topics of my interest - Select (qe\_barrier\_ability)**

File: rscaoersa-2015-v1.1

### **Overview**

## **In-ability to find existing OER on topics of my interest - Select (qe\_barrier\_ability)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 14  
Invalid: 18

## **In-ability to find existing OER on topics of my interest - Rank (qe\_rank\_ability)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 14  
Invalid: 18

## **Lack of confidence about the quality of my work - Select (qe\_barrier\_conf)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5  
Invalid: 27

## **Lack of confidence about the quality of my work - Rank (qe\_rank\_conf)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 5  
Invalid: 27

## **Incompatibility of OER to my university Learning Management System (LMS) - Selec (qe\_barrier\_incompat)**

File: rscaoersa-2015-v1.1

### **Overview**

## **Incompatibility of OER to my university Learning Management System (LMS) - Selec (qe\_barrier\_incompat)**

File: rscaoersa-2015-v1.1

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 3  
Invalid: 29

## **Incompatibility of OER to my university Learning Management System (LMS) - Rank (qe\_rank\_incompat)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-4

Valid cases: 3  
Invalid: 29

## **Difficulty to remix OER for specific users - Select (qe\_barrier\_diff)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 5  
Invalid: 27

## **Difficulty to remix OER for specific users - Rank (qe\_rank\_diff)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 2-5

Valid cases: 5  
Invalid: 27

## **Unavailability of OER in native language - Select (qe\_barrier\_availa)**

File: rscaoersa-2015-v1.1

### **Overview**

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 3  
Invalid: 29

## Unavailability of OER in native language - Rank (qe\_rank\_availa)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 29
Width: 1	
Decimals: 0	
Range: 2-5	

## Lack of ICT skills required to create OER - Select (qe\_barrier\_skills)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 25
Width: 2	
Decimals: 0	
Range: 1-99	

## Lack of ICT skills required to create OER - Rank (qe\_rank\_skills)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 7
Format: numeric	Invalid: 25
Width: 1	
Decimals: 0	
Range: 1-5	

## Lack of Institutional policy on OER - Select (qe\_barrier\_policy)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 27
Width: 2	
Decimals: 0	
Range: 1-99	

## Lack of Institutional policy on OER - Rank (qe\_rank\_policy)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 4
Format: numeric	Invalid: 28
Width: 1	
Decimals: 0	
Range: 2-5	

## Non-user friendly OER platforms - Select (qe\_barrier\_platform)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 4  
 Invalid: 28

## Non-user friendly OER platforms - Rank (qe\_rank\_platform)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 2-5

Valid cases: 3  
 Invalid: 29

## Poor technical infrastructure - Select (qe\_barrier\_infras)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 8  
 Invalid: 24

## Poor technical infrastructure - Rank (qe\_rank\_infras)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 1  
 Decimals: 0  
 Range: 1-4

Valid cases: 7  
 Invalid: 25

## Difficulty in collaboration - Select (qe\_barrier\_colla)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
 Format: numeric  
 Width: 2  
 Decimals: 0  
 Range: 1-99

Valid cases: 3  
 Invalid: 29

## Difficulty in collaboration - Rank (qe\_rank\_coll)

File: rscaoersa-2015-v1.1

## Difficulty in collaboration - Rank (qe\_rank\_coll)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 3
Format: numeric	Invalid: 29
Width: 1	
Decimals: 0	
Range: 1-4	

## Inadequate bandwidth - Select (qe\_barrier\_bandw)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 6
Format: numeric	Invalid: 26
Width: 2	
Decimals: 0	
Range: 1-99	

## Inadequate bandwidth - Rank (qe\_rank\_bandw)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 5
Format: numeric	Invalid: 27
Width: 1	
Decimals: 0	
Range: 1-4	

## Current workload - Select (qe\_barrier\_workl)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 18
Format: numeric	Invalid: 14
Width: 2	
Decimals: 0	
Range: 1-99	

## Current workload - Rank (qe\_rank\_workl)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete	Valid cases: 18
Format: numeric	Invalid: 14
Width: 1	
Decimals: 0	
Range: 1-5	

## Lack of time - Select (qe\_barrier\_time)

File: rscaoersa-2015-v1.1

## Lack of time - Select (qe\_barrier\_time)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 2  
Decimals: 0  
Range: 1-99

Valid cases: 16  
Invalid: 16

## Lack of time - Rank (qe\_rank\_time)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: numeric  
Width: 1  
Decimals: 0  
Range: 1-5

Valid cases: 16  
Invalid: 16

## Other barriers (qe\_barrier\_o)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: character  
Width: 35

Valid cases: 1  
Invalid: 0

## Other notes (other)

File: rscaoersa-2015-v1.1

### Overview

Type: Discrete  
Format: character  
Width: 244

Valid cases: 7

## Documentation

### Questionnaires

#### ROER4D [SP4] survey instrument

---

Title ROER4D [SP4] survey instrument  
Author(s) Glenda Cox and Henry Trotter  
Date 2015-01-01  
Country South Africa  
Language English  
Contributor(s) This is the questionnaire used to collect the data.  
Filename q-rscaoersa-2015-survey-instrument.pdf

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#### ROER4D [SP4] interview schedule

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Title ROER4D [SP4] interview schedule  
Author(s) Glenda Cox and Henry Trotter  
Date 2015-01-01  
Country South Africa  
Language English  
Contributor(s) This is the interview schedule to collect data during interviews with respondents at the workshop  
Filename rscaoersa-2015-interview-schedule.pdf

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### Technical documents

#### ROER4D [SP4] dataset description

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Title ROER4D [SP4] dataset description  
Author(s) Glenda Cox and Henry Trotter  
Date 2015-01-01  
Country South Africa  
Language English  
Contributor(s) This is the technical report on the study  
Filename rscaoersa-2015-description.pdf

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