

India - Faculty perceptions of OER in India, ROER4D Sub-project 3

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

Report generated on: September 1, 2016

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Overview

Identification

ID NUMBER

zaf-roer4d-fpoi-2014-2015-v1

Version

VERSION DESCRIPTION

v1: Edited, anonymised dataset for public distribution

PRODUCTION DATE

2016

NOTES

Version 1 of the dataset was deposited with DataFirst on 23 August 2016.

Overview

ABSTRACT

The study aims to map the current preconceptions and behavioural determinants that influence academics' engagement with Open Educational Resources (OER) in India. The key objectives of this research were to examine teachers' attitudes towards OER in selected Indian universities, establish teacher perspectives on OER use in order to establish the uptake of OER in India, identify barriers to the creation and use of OER in India, identify the factors motivating teachers' uptake of OER in India, analyse teachers' perceptions of quality of OER in India, and investigate relationships amongst teachers' attitudes, motivation, perceptions of quality and barriers to the use of OER. The project utilised a mixed methods approach consisting of a survey and unstructured interviews conducted with academics from four Indian universities. The resultant dataset includes a qualitative component (interview transcripts) and a quantitative component (survey data).

KIND OF DATA

Focus group and survey interview data

UNITS OF ANALYSIS

Units of analysis were individuals

Scope

NOTES

Topics covered are teachers' attitudes towards OER, teachers' perceptions of quality of OER, and barriers to the use of OER amongst teachers in India.

Coverage

GEOGRAPHIC COVERAGE

The interviews and survey were conducted at four institutions in India and are not representative of the country as a whole.

GEOGRAPHIC UNIT

The data covers selected universities in India and not the country as a whole.

UNIVERSE

The study engaged academics in the four institutions in India involved in the study.

Producers and Sponsors

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

METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
DataFirst		University of Cape Town	Metadata producer

DATE OF METADATA PRODUCTION

2016-08-26

DDI DOCUMENT VERSION

Version 1

Sampling

No content available

Questionnaires

No content available

Data Collection

Data Collection Dates

Start	End	Cycle
2014-10	2015-04	N/A

Data Collection Mode

Face-to-face [f2f]

Data Collection Notes

The interviews were conducted with 27 instructors, and comprised between 49-55 questions. The survey component consisted of a survey created with an online tool and distributed via email and during workshop sessions. The survey gathered 117 usable responses.

Data Processing

No content available

Data Appraisal

No content available

File Description

Variable List

fpoi-2014-2015-v1

Content
 Cases 117
 Variable(s) 72
 Structure Type:
 Keys: ()
 Version
 Producer
 Missing Data

Variables

ID	Name	Label	Type	Format	Question
V1	Respondant_code	Respondant code	contin	numeric	
V2	ReseachSite	Reseach site	discrete	numeric	
V3	Gender	Gender	discrete	numeric	
V4	Age	Age	discrete	numeric	
V5	Designation	Designation	discrete	numeric	
V6	Discipline	Discipline	discrete	numeric	
V7	Highest_qualification	Highest educational qualification	discrete	numeric	
V8	Teaching_Experience	Teaching experience	discrete	numeric	
V9	Nature_of_job	Nature of job	discrete	numeric	
V10	Language_1	Common language 1	discrete	numeric	
V11	Language_2	Common language 2	discrete	numeric	
V12	Language_3	Common language 3	discrete	numeric	
V13	Institution	Institution	discrete	numeric	
V14	Status_of_institution	Status of institution	discrete	numeric	
V15	Nature_of_Institution	Nature of institution	discrete	numeric	
V16	No_of_students	No of students	discrete	numeric	
V17	Previous_OER_use	Used OER previously	discrete	numeric	
V18	Previous_OER_contribution	Contributed OER previously	discrete	numeric	
V19	ATOER6	Have knowledge of Intellectual Property Rights to understand OER	discrete	numeric	
V20	ATOER7	Sharing educational resources improves my professional respect	discrete	numeric	
V21	ATOER8	It gives pleasure if someone adopts/adapts my educational resources	discrete	numeric	
V22	ATOER9	Sharing helps me to get feedback	discrete	numeric	
V23	ATOER10	Sharing enhances my personal and organizational reputation	discrete	numeric	
V24	ATOER11	Sharing of educational resources increases my profile amongst peers	discrete	numeric	
V25	ATOER12	OER increases my network and sphere of influence	discrete	numeric	
V26	ATOER13	It is my responsibility to share all educational resources created by me	discrete	numeric	
V27	ATOER15	OER improves my chance of recognition at a global level	discrete	numeric	

ID	Name	Label	Type	Format	Question
V28	ATOER16	Sharing educational materials as OER will encourage others to do so well	discrete	numeric	
V29	ATOER17	Sharing enhances my confidence as I see myself in part of larger community	discrete	numeric	
V30	ATOER18	When others use my OER, it improves my sense of achievement	discrete	numeric	
V31	ATOER19	OER helps to disseminate my ideas	discrete	numeric	
V32	ATOER23	OER promotes collaboration and consortia	discrete	numeric	
V33	ATOER24	I am efficient in ICT skilld to adopt and use OER	discrete	numeric	
V34	ATOER25	I adopt OER for my teaching as they fullfil academic requirements of my students	discrete	numeric	
V35	ATOER26	My own competencies and knowledge towards OER help me to participate or adopt OE	discrete	numeric	
V36	Motivation1	I believe that OER are good for people as it improves their learning.	discrete	numeric	
V37	Motivation2	I try to contribute to OER to give back to society	discrete	numeric	
V38	Motivation3	I like to be involved in peer production of OER	discrete	numeric	
V39	Motivation4	Through OER, I can reach disadvantaged communities	discrete	numeric	
V40	Motivation5	OER will help developing countries increase access to education	discrete	numeric	
V41	Motivation6	Sharing knowledge is a basic academic value	discrete	numeric	
V42	Motivation7	OER caters to innate desire to learn, improve and progress	discrete	numeric	
V43	Motivation8	OER gives me opportunities to learn new things	discrete	numeric	
V44	Motivation9	OER saves my time	discrete	numeric	
V45	Motivation10	OER is less expensive	discrete	numeric	
V46	Motivation11	OER provides access to best materials and teachers	discrete	numeric	
V47	Motivation12	OER increases my self-confidence	discrete	numeric	
V48	Motivation13	Involvement in OER will give me recognition	discrete	numeric	
V49	Motivation14	OER improves professional image	discrete	numeric	
V50	Motivation15	Receiving appropriate credit (such as API scores) will help me uptake OER	discrete	numeric	
V51	Motivation16	I like receiving comments and feedbacks from experts and seniors on OER created	discrete	numeric	
V52	Motivation17	OER provides us opportunities for establishing new partnerships	discrete	numeric	
V53	Motivation18	Technology associated with OER is easy	discrete	numeric	
V54	Motivation19	I know about my Intellectual Property Rights under Creative Commons licenses	discrete	numeric	
V55	Quality1	OER saves time of the teachers	discrete	numeric	
V56	Quality2	OERs brings down the cost of learning materials	discrete	numeric	
V57	Quality3	OERs are free resources available in open license	discrete	numeric	
V58	Quality4	I do not need permission to re-use OER	discrete	numeric	
V59	Quality5	I often use OER which fulfill the pedagogical need of teaching	discrete	numeric	
V60	Quality6	If OERs are appropriate in their content I prefer to use them	discrete	numeric	
V61	Quality7	I prefer to use OER from trustworthy sources	discrete	numeric	
V62	Quality8	Open license of OER enables continuous quality improvement	discrete	numeric	

ID	Name	Label	Type	Format	Question
V63	Quality9	I use trustworthy OER from reputed institutions	discrete	numeric	
V64	Quality10	Lack of peer review of OERs make them susceptible to poor quality	discrete	numeric	
V65	Quality11	OERs assist the developing countries to have quality materials	discrete	numeric	
V66	Quality12	Quality of OER is questionable	discrete	numeric	
V67	Quality13	OER needs localization	discrete	numeric	
V68	Barriers1	First most important barrier	discrete	numeric	
V69	Barriers2	Second most important barrier	discrete	numeric	
V70	Barriers3	Third most important barrier	discrete	numeric	
V71	Barriers4	Fourth most important barrier	discrete	numeric	
V72	Barriers5	Fifth most important barrier	discrete	numeric	

Respondant code (Respondant_code)

File: fpoi-2014-2015-v1

Overview

Type: Continuous	Valid cases: 117
Format: numeric	Invalid: 0
Width: 2	Minimum: 1
Decimals: 0	Maximum: 32
Range: 1-32	Mean: 15.1
	Standard deviation: 8.7

Reseach site (ReseachSite)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Gender (Gender)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-2	

Age (Age)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-9	

Designation (Designation)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-4	

Discipline (Discipline)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-7	

Highest educational qualification (Highest_qualification)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 0-3	

Teaching experience (Teaching_Experience)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Nature of job (Nature_of_job)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 97
Format: numeric	Invalid: 20
Width: 1	
Decimals: 0	
Range: 1-7	

Common language 1 (Language_1)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 2	
Decimals: 0	
Range: 1-23	

Common language 2 (Language_2)

File: fpoi-2014-2015-v1

Common language 2 (Language_2)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-23

Valid cases: 108
 Invalid: 9

Common language 3 (Language_3)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 2
 Decimals: 0
 Range: 1-23

Valid cases: 67
 Invalid: 50

Institution (Institution)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
 Invalid: 1

Status of institution (Status_of_institution)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
 Invalid: 0

Nature of institution (Nature_of_Institution)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
 Invalid: 1

No of students (No_of_students)

File: fpoi-2014-2015-v1

No of students (No_of_students)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
 Invalid: 1

Used OER previously (Previous_OER_use)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
 Invalid: 1

Contributed OER previously (Previous_OER_contribution)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 114
 Invalid: 3

Have knowledge of Intellectual Property Rights to understand OER (ATOER6)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
 Invalid: 0

Sharing educational resources improves my professional respect (ATOER7)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
 Invalid: 0

It gives pleasure if someone adopts/adapts my educational resources (ATOER8)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing helps me to get feedback (ATOER9)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing enhances my personal and organizational reputation (ATOER10)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing of educational resources increases my profile amongst peers (ATOER11)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER increases my network and sphere of influence (ATOER12)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

It is my responsibility to share all educational resources created by me (ATOER13)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER improves my chance of recognition at a global level (ATOER15)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing educational materials as OER will encourage others to do so well (ATOER16)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing enhances my confidence as I see myself in part of larger community (ATOER17)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

When others use my OER, it improves my sense of achievement (ATOER18)

File: fpoi-2014-2015-v1

Overview

When others use my OER, it improves my sense of achievement (ATOER18)

File: fpoi-2014-2015-v1

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

Valid cases: 117
Invalid: 0

OER helps to disseminate my ideas (ATOER19)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER promotes collaboration and consortia (ATOER23)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I am efficient in ICT skilld to adopt and use OER (ATOER24)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I adopt OER for my teaching as they fullfil academic requirements of my students (ATOER25)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

My own competencies and knowledge towards OER help me to participate or adopt OE (ATOER26)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I believe that OER are good for people as it improves their learning. (Motivation1)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I try to contribute to OER to give back to society (Motivation2)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I like to be involved in peer production of OER (Motivation3)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 115
Invalid: 2

Through OER, I can reach disadvantaged communities (Motivation4)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 115
Invalid: 2

OER will help developing countries increase access to education (Motivation5)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Sharing knowledge is a basic academic value (Motivation6)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER caters to innate desire to learn, improve and progress (Motivation7)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER gives me opportunities to learn new things (Motivation8)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER saves my time (Motivation9)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
Invalid: 1

OER is less expensive (Motivation10)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 116
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-5	

OER provides access to best materials and teachers (Motivation11)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

OER increases my self-confidence (Motivation12)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

Involvement in OER will give me recognition (Motivation13)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 117
Format: numeric	Invalid: 0
Width: 1	
Decimals: 0	
Range: 1-5	

OER improves professional image (Motivation14)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 116
Format: numeric	Invalid: 1
Width: 1	
Decimals: 0	
Range: 1-5	

Receiving appropriate credit (such as API scores) will help me uptake OER (Motivation15)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
Invalid: 1

I like receiving comments and feedbacks from experts and seniors on OER created (Motivation16)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER provides us opportunities for establishing new partnerships (Motivation17)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Technology associated with OER is easy (Motivation18)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 115
Invalid: 2

I know about my Intellectual Property Rights under Creative Commons licenses (Motivation19)

File: fpoi-2014-2015-v1

Overview

I know about my Intellectual Property Rights under Creative Commons licenses (Motivation19)

File: fpoi-2014-2015-v1

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

Valid cases: 116
Invalid: 1

OER saves time of the teachers (Quality1)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OERs brings down the cost of learning materials (Quality2)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
Invalid: 1

OERs are free resources available in open license (Quality3)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I do not need permission to re-use OER (Quality4)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I often use OER which fulfill the pedagogical need of teaching (Quality5)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
Invalid: 1

If OERs are appropriate in their content I prefer to use them (Quality6)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I prefer to use OER from trustworthy sources (Quality7)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 116
Invalid: 1

Open license of OER enables continuous quality improvement (Quality8)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

I use trustworthy OER from reputed institutions (Quality9)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Lack of peer review of OERs make them susceptible to poor quality (Quality10)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OERs assist the developing countries to have quality materials (Quality11)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

Quality of OER is questionable (Quality12)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

OER needs localization (Quality13)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 117
Invalid: 0

First most important barrier (Barriers1)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 2
Decimals: 0
Range: 1-19

Valid cases: 109
Invalid: 8

Second most important barrier (Barriers2)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 109
Format: numeric	Invalid: 8
Width: 2	
Decimals: 0	
Range: 1-19	

Third most important barrier (Barriers3)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 104
Format: numeric	Invalid: 13
Width: 2	
Decimals: 0	
Range: 1-19	

Fourth most important barrier (Barriers4)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 104
Format: numeric	Invalid: 13
Width: 2	
Decimals: 0	
Range: 1-19	

Fifth most important barrier (Barriers5)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 98
Format: numeric	Invalid: 19
Width: 2	
Decimals: 0	
Range: 1-19	

Documentation

Questionnaires

Faculty perceptions of OER in India

Title Faculty perceptions of OER in India
 subtitle Interview schedule
 Country India
 Language English
 Contributor(s) This is the interview schedule for the interviews.
 Filename fpoi-2014-2015-interview-instrument.pdf

Faculty perceptions of OER in India

Title Faculty perceptions of OER in India
 subtitle Survey questionnaire
 Country India
 Language English
 Contributor(s) This is the questionnaire for the survey which was part of the study.
 Filename q-fpoi-2014-2015.pdf

Technical documents

Dataset description

Title Dataset description
 Author(s) Sanjaya Mishra and Alka Singh
 Date 2016-01-01
 Country India
 Language English
 Contributor(s) This is the technical report from the study
 Filename fpoi-2014-2015-dataset-description.pdf

Data de-identification overview

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