

India - Perceptions of OER in India 2014-2015

Research on Open Educational Resources for Development (ROER4D)

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Overview

Identification

ID NUMBER

ind-roer4d-poeri-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 data

UNITS OF ANALYSIS

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.

KEYWORDS

open education, research, oer

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

2020-04-11

DDI DOCUMENT VERSION

Version 4

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 0

Variable(s) 105

Structure Type:
Keys: ()

Version

Producer

Missing Data

Variables

ID	NAME	LABEL	TYPE	FORMAT	QUESTION
V1	Respondent_code	Respondent code	contin	numeric	
V2	ResearchSite	Research 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
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
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	barrier1	Lack of understanding of IP licenses, Copyrights and Creative Commons licenses	discrete	numeric
V69	barrier1_rank	Rank of barrier1	discrete	numeric
V70	barrier2	Lack of knowledge for using OER in my teaching and learning process	discrete	numeric
V71	barrier2_rank	Rank of barrier2	discrete	numeric
V72	barrier3	Lack of recognition and rewards system for developing OER	discrete	numeric
V73	barrier3_rank	Rank of barrier3	discrete	numeric
V74	barrier4	Lack of financial resources by institution to invest in OER	discrete	numeric
V75	barrier4_rank	Rank of barrier4	discrete	numeric
V76	barrier5	Lack of technological support to resolve my problems	discrete	numeric
V77	barrier5_rank	Rank of barrier5	discrete	numeric
V78	barrier6	In-ability to find existing OER on topics of my interest	discrete	numeric
V79	barrier6_rank	Rank of barrier6	discrete	numeric
V80	barrier7	Lack of confidence about the quality of my work	discrete	numeric
V81	barrier7_rank	Rank of barrier7	discrete	numeric
V82	barrier8	Incompatibility of OER to my university Learning Management System (LMS)	discrete	numeric
V83	barrier8_rank	Rank of barrier8	discrete	numeric
V84	barrier9	Difficulty to remix OER for specific users	discrete	numeric
V85	barrier9_rank	Rank of barrier9	discrete	numeric
V86	barrier10	Unavailability of OER in native language	discrete	numeric
V87	barrier10_rank	Rank of barrier10	discrete	numeric
V88	barrier11	Lack of ICT skills required to create OER	discrete	numeric
V89	barrier11_rank	Rank of barrier11	discrete	numeric
V90	barrier12	Lack of Institutional policy on OER	discrete	numeric

V91	barrier12_rank	Rank of barrier12	discrete	numeric
V92	barrier13	Non-user friendly OER platforms	discrete	numeric
V93	barrier13_rank	Rank of barrier13	discrete	numeric
V94	barrier14	Poor technical infrastructure	discrete	numeric
V95	barrier14_rank	Rank of barrier14	discrete	numeric
V96	barrier15	Difficulty in collaboration	discrete	numeric
V97	barrier15_rank	Rank of barrier15	discrete	numeric
V98	barrier16	Inadequate bandwidth	discrete	numeric
V99	barrier16_rank	Rank of barrier16	discrete	numeric
V100	barrier17	Current workload	discrete	numeric
V101	barrier17_rank	Rank of barrier17	discrete	numeric
V102	barrier18	Lack of time	discrete	numeric
V103	barrier18_rank	Rank of barrier18	discrete	numeric
V104	barrier19	Any other	discrete	numeric
V105	barrier19_rank	Rank of barrier19	discrete	numeric

Respondent code (Respondent_code)

File: fpoi-2014-2015-v1

Overview

Type: Continuous
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-32

Valid cases: 0
 Invalid: 0

Research site (ResearchSite)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Gender (Gender)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 0
 Invalid: 0

Age (Age)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-9

Valid cases: 0
 Invalid: 0

Designation (Designation)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 18
 Decimals: 0
 Range: 1-4

Valid cases: 0
 Invalid: 0

Discipline (Discipline)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 48
Decimals: 0
Range: 1-7

Valid cases: 0
Invalid: 0

Highest educational qualification (Highest_qualification)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 16
Decimals: 0
Range: 0-3

Valid cases: 0
Invalid: 0

Teaching experience (Teaching_Experience)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 21
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

Nature of job (Nature_of_job)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 52
Decimals: 0
Range: 1-7

Valid cases: 0
Invalid: 0

Common language 1 (Language_1)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 13
Decimals: 0
Range: 1-23

Valid cases: 0
Invalid: 0

Common language 2 (Language_2)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1-23

Valid cases: 0
 Invalid: 0

Common language 3 (Language_3)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 13
 Decimals: 0
 Range: 1-23

Valid cases: 0
 Invalid: 0

Institution (Institution)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 10
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Status of institution (Status_of_institution)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 14
 Decimals: 0
 Range: 1-2

Valid cases: 0
 Invalid: 0

Nature of institution (Nature_of_Institution)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 24
 Decimals: 0
 Range: 1-3

Valid cases: 0
 Invalid: 0

No of students (No_of_students)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 1-3

Valid cases: 0
 Invalid: 0

Used OER previously (Previous_OER_use)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 0
 Invalid: 0

Contributed OER previously (Previous_OER_contribution)

File: fpoi-2014-2015-v1

Overview

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

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Sharing educational resources improves my professional respect (ATOER7)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

Sharing helps me to get feedback (ATOER9)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

Sharing enhances my personal and organizational reputation (ATOER10)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

OER increases my network and sphere of influence (ATOER12)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
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: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
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: 20
Decimals: 0
Range: 1-5

Valid cases: 0
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: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER helps to disseminate my ideas (ATOER19)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER promotes collaboration and consortia (ATOER23)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Through OER, I can reach disadvantaged communities (Motivation4)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

Sharing knowledge is a basic academic value (Motivation6)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

OER gives me opportunities to learn new things (Motivation8)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

OER saves my time (Motivation9)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

OER is less expensive (Motivation10)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER provides access to best materials and teachers (Motivation11)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER increases my self-confidence (Motivation12)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Involvement in OER will give me recognition (Motivation13)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER improves professional image (Motivation14)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

OER provides us opportunities for establishing new partnerships (Motivation17)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

Technology associated with OER is easy (Motivation18)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 20
Decimals: 0
Range: 1-5

Valid cases: 0
Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER saves time of the teachers (Quality1)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OERs brings down the cost of learning materials (Quality2)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OERs are free resources available in open license (Quality3)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

If OERs are appropriate in their content I prefer to use them (Quality6)
 File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

I prefer to use OER from trustworthy sources (Quality7)
 File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Open license of OER enables continuous quality improvement
 (Quality8)
 File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

I use trustworthy OER from reputed institutions (Quality9)
 File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 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: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

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

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Quality of OER is questionable (Quality12)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

OER needs localization (Quality13)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 20
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of understanding of IP licenses, Copyrights and Creative
 Commons licenses (barrier1)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier1 (barrier1_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of knowledge for using OER in my teaching and learning process (barrier2)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier2 (barrier2_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of recognition and rewards system for developing OER (barrier3)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier3 (barrier3_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of financial resources by institution to invest in OER (barrier4)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier4 (barrier4_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of technological support to resolve my problems (barrier5)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier5 (barrier5_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

In-ability to find existing OER on topics of my interest (barrier6)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier6 (barrier6_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of confidence about the quality of my work (barrier7)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier7 (barrier7_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Incompatibility of OER to my university Learning Management System (LMS) (barrier8)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier8 (barrier8_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Difficulty to remix OER for specific users (barrier9)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier9 (barrier9_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-5	

Unavailability of OER in native language (barrier10)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier10 (barrier10_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-5	

Lack of ICT skills required to create OER (barrier11)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier11 (barrier11_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of Institutional policy on OER (barrier12)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier12 (barrier12_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Non-user friendly OER platforms (barrier13)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier13 (barrier13_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Poor technical infrastructure (barrier14)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier14 (barrier14_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-5	

Difficulty in collaboration (barrier15)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier15 (barrier15_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 9	
Decimals: 0	
Range: 1-5	

Inadequate bandwidth (barrier16)

File: fpoi-2014-2015-v1

Overview

Type: Discrete	Valid cases: 0
Format: numeric	Invalid: 0
Width: 15	
Decimals: 0	
Range: 0-1	

Rank of barrier16 (barrier16_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Current workload (barrier17)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier17 (barrier17_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Lack of time (barrier18)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 15
 Decimals: 0
 Range: 0-1

Valid cases: 0
 Invalid: 0

Rank of barrier18 (barrier18_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
 Format: numeric
 Width: 9
 Decimals: 0
 Range: 1-5

Valid cases: 0
 Invalid: 0

Any other (barrier19)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 15
Decimals: 0
Range: 0-1

Valid cases: 0
Invalid: 0

Rank of barrier19 (barrier19_rank)

File: fpoi-2014-2015-v1

Overview

Type: Discrete
Format: numeric
Width: 9
Decimals: 0
Range: 2-5

Valid cases: 0
Invalid: 0

Documentation

Questionnaires

Faculty perceptions of OER in India - interview

Title Faculty perceptions of OER in India - interview
 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 - survey

Title Faculty perceptions of OER in India - survey
 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

Title Data de-identification overview
 Author(s) Sanjaya Mishra and Alka Singh
 Date 2016-01-01
 Country India
 Language English
 Filename fpoi-2014-2015-de-identification-overview.pdf
