

South Africa - OER in and as MOOCs 2015-2016, ROER4D Sub-project 10.3

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

Report generated on: March 3, 2017

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Overview

Identification

ID NUMBER

zaf-roer4d-oerm-2015-2016-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 22 February 2017.

Overview

ABSTRACT

This study aims to determine how educators at the University of Cape Town (UCT) engage with Open Education Resources (OER) and openness as part of developing open online courses, and how this informs their practices and attitudes afterwards. Deepening understandings of these changes is important for informing strategies involving helping educators in adopting productive Open Educational Practices (OEP).

In 2014, UCT initiated a Massive Open Online Course (MOOC) project in which 12 MOOCs were developed over a three-year period. This study employs an Activity Theory conceptual framework as a heuristic tool to investigate whether and how the integration of OER in the design of four of these MOOCs impacted upon educators' OEP. The research centred on the educators and their motivations, rather than the MOOCs per se or on the MOOC participants. While there was an interest in OER as content, it is the intersection of OER and educator practices which is the focus of the research.

The overarching question which this study set out to answer is: How does MOOC-making with OER adoption influence educators' Open Educational Practices?

The study draws on semi-structured interviews conducted with lead educators of the four MOOCs at three time intervals: just before the MOOC was launched (T1), after the first run of the MOOC (T2), and ten months after the launch (T3). A total of 19 interviews were conducted with MOOC lead educators. Certain questions were modified or additional questions asked in each of the lead educator interviews due to the semi-structured nature of the interviews and the differing subject matter and timing of the MOOCs.

This dataset makes a unique contribution to establishing empirical evidence about the practices of lead educators in a MOOC development process, how these practices are mediated, contextual considerations, and the kinds of tensions which arise as practices change. It will be of use to researchers and practitioners working in the areas of MOOC production, OER, Open Education, course development, and higher education studies.

KIND OF DATA

Qualitative data

UNITS OF ANALYSIS

Units of analysis were individuals

KEYWORDS

Activity Theory, MOOCs, Open Data, Open Educational Resources, Open Textbooks

UNIVERSE

The survey covered educators in the single institution 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

2017-03-01

DDI DOCUMENT VERSION

Version 2

Sampling

No content available

Questionnaires

No content available

Data Collection

Data Collection Dates

Start	End	Cycle
2015-03	2016-11	N/A

Data Collection Mode

Face-to-face [f2f]

Ethics Approval

Ethics approval for data collection was obtained from the Centre for Higher Education Development at the University of Cape Town on the 14th of December, 2015.

Data Processing

No content available

Data Appraisal

No content available

Documentation

Questionnaires

Interview instrument

Title Interview instrument
 Author(s) Laura Czerniewicz, Andrew Deacon, Sukaina Walji and Michael Glover
 Country South Africa
 Language English
 Filename oerm-2015-2016-interview-instrument.pdf

Technical documents

Dataset description

Title Dataset description
 Author(s) Laura Czerniewicz, Andrew Deacon, Sukaina Walji and Michael Glover
 Country South Africa
 Language English
 Filename oerm-2015-2016-description.pdf

Data de-identification overview

Title Data de-identification overview
 Author(s) Laura Czerniewicz, Andrew Deacon, Sukaina Walji and Michael Glover
 Country South Africa
 Language English
 Filename oerm-2015-2016-data-de-identification.pdf

Other materials

[UCT CHED REC ethics clearance letter]

Title [UCT CHED REC ethics clearance letter]
 Date 2015-12-15
 Country South Africa
 Language English
 Contributor(s) This is the project's ethics clearance to collect data.
 Filename oerm-2015-2016-ched-rec-clearance.pdf
