Project on Implementation of the Professional Development Online Course on OER-based e-Learning at the Open University of Sri Lanka

In Collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA)

Final Report

Compiled by
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1.0 Introduction

The Faculty of Education of the Open University of Sri Lanka (OUSL), with the support from Commonwealth Educational Media Centre for Asia (CEMCA), initiated a project to enhance the integration of Open Educational Resources (OER), through the implementation of a fully online professional development course on OER-based e-Learning for teachers of higher education in Sri Lanka. This was within the overarching objective of learning for development, and the Three Year Plan (2012-15) of CEMCA to assist higher education institutions adopt OER-based e-Learning to improve quality of education, and train teachers in higher education institutions in training of trainers mode to develop OER-based online courses.

This project entailed adapt and adopt the OER-based e-Learning online course of CEMCA, develop it as a professional development course by the Faculty of Education at the OUSL, and offer it for educators during 2014-15. This report presents a detailed account of the activities conducted and the outcomes of the project that was conducted during a period of nine months from September 2014 to June 2015.

2.0 Objectives

1. To review and revise the five modules of the OER-based e-Learning course (of CEMCA) in order to adapt and adopt by OUSL as a professional development course.
   (i) Concept and Practices of Open Education
   (ii) Designing Learning Experiences for OER-based e-Learning
   (iii) Search and Evaluation of OER materials
   (iv) Licensing and Copyrights
   (v) Integrating OER in e-Learning

2. To develop the revised OER-based e-Learning online course in the Moodle Learning Management System (LMS) to run in the OUSL server.

3. To conduct orientation workshops to introduce the OER-based e-Learning online course for relevant stakeholders
4. To implement the OER-based e-Learning online course, as a professional development course for University academics.

5. To conduct research on professional development of OER-based e-Learning

3.0 Expected Outputs & Outcomes

Outputs:
1. Reviewed and revised five modules of the OER-based e-Learning course
2. The online course on “OER-based e-Learning” developed in Moodle LMS in OUSL server
3. A program of activities to orient and introduce the OER-based e-Learning online course
4. A professional development course on “OER-based e-Learning” for University staff
5. Research outputs on professional development of OER-based e-Learning

Outcomes:
1. Awareness raised on OER-based e-Learning among relevant stakeholders
2. Academic staff’s capacity on OER-based e-Learning developed
3. Research activities on OER-based e-Learning enhanced

4.0 Activities Planned

The following specific activities were planned to be conducted during the Project.

1. Review and revise the five modules of the OER-based e-Learning course in order to adapt and adopt by OUSL as a professional development course
2. Develop the revised OER-based e-Learning online course in Moodle LMS to run in the OUSL server
3. Conduct of Orientation Workshops to introduce the OER-based e-Learning online course for relevant stakeholders - With support from Local & International Experts
4. Implement the OER-based e-Learning online course, as a professional development course
5. Conduct research on professional development of OER-based e-Learning
5.0 Reporting on Different Activities

5.1 Review and revise the five modules of the OER-based e-Learning course in order to adapt and adopt by OUSL as a professional development course

A three-member course team (Prof. Shironica Karunanayaka, Prof. J.C.N. Rajendra and Dr. Uditha Ratnayake) collaboratively engaged in the task of reviewing and revising the existing five modules on OER-based e-Learning Course of CEMCA. This happened during five workshops, and a summary of tasks completed are presented below.

1. Module coordinators/writers were identified as follows:

- Module 1: Concept and Practices of OER - Prof. Shironica Karunanayaka
- Module 2: Search and Evaluation of OER Materials - Prof. J.C.N. Rajendra
- Module 3: Licensing and Copyrights - Dr. Uditha Ratnayake
- Module 4: Designing Learning Experiences for OER-based e-Learning - Prof. Shironica Karunanayaka
- Module 5: Integrating OER in e-Learning - Dr. Uditha Ratnayake & Prof. Shironica Karunanayaka

2. The in-depth reviewing and discussions of the Course Team resulted in identifying different aspects of the existing course that required changes. The key decisions made for adaptation and adoption of the existing course by OUSL are indicated in Table 1.

3. A common Work Schedule was prepared for the duration of the full course of 06 months (24 weeks).

(Annex. 1)

4. All 05 Modules were re-visited and arranged according to an agreed common format.

(Annex. 2)

5. Study Schedules for each module were prepared, aligning the Learning Outcomes, Learning Activities and the Assessment Tasks, indicating the time frames.
<table>
<thead>
<tr>
<th>Aspect</th>
<th>Existing</th>
<th>New (Changes)</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Course Duration &amp; Work Schedule</td>
<td>03 ½ Months (14 Weeks)</td>
<td>06 months (24 Weeks)</td>
<td>Course Orientation&lt;br&gt;- 01 Week&lt;br&gt;- Offering 5 Modules&lt;br&gt;- 19 Weeks&lt;br&gt;Mid- Course Evaluation&lt;br&gt;- Assessment Completion&lt;br&gt;- 02 Weeks&lt;br&gt;End of Course Evaluation</td>
</tr>
<tr>
<td></td>
<td>Identified as inadequate to complete all five modules by potential learners.</td>
<td>*(see Annex. 1 for details)</td>
<td></td>
</tr>
<tr>
<td>Order of the five Modules to be offered</td>
<td>Module 1: Concept and Practices of OER&lt;br&gt;Module 2: Designing Learning Experiences for OER-based e-Learning&lt;br&gt;Module 3: Search and Evaluation of OER Materials&lt;br&gt;Module 4: Licensing and Copyrights&lt;br&gt;Module 5: Integrating OER in e-Learning</td>
<td>Module 1: Concept and Practices of OER&lt;br&gt;Module 2: Search and Evaluation of OER Materials&lt;br&gt;Module 3: Licensing and Copyrights&lt;br&gt;Module 4: Designing Learning Experiences for OER-based e-Learning&lt;br&gt;Module 5: Integrating OER in e-Learning</td>
<td>Changing the order of the modules in this manner will make it a more meaningful flow and make it easy for the learners to follow the course.</td>
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<tr>
<td>Common Format of the Module Presentation in Moodle</td>
<td>Format is common in the Introductory Section.&lt;br&gt;Yet the presentation of Content Sections (Subtopics) differ from Module to Module</td>
<td>To adopt a common format in presentation of content in different sections as follows:&lt;br&gt;Introductory Section: Content Sections: (Subtopics)&lt;br&gt;Course Evaluation Section *(see Annex. 2 for details)</td>
<td>Adopting a common simple format in all modules is desirable to maintain consistency, clarity, and reduce the workload of the learners.</td>
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<tr>
<td>Assessment Format</td>
<td>Differs from Module to Module</td>
<td>Assessments to be in parts (maximum 3) including online discussions, and reflections. Assessment Rubrics to be prepared.</td>
<td>To have consistency in marking and grading.</td>
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</table>

Table 1: Decisions made for adaptation and adoption of the existing course by OUSL
6. Module content was re-organized and presented under identified Sub-Topics.

7. Learning Scenarios, Learning Activities, Learning Resources and Assessment Tasks were re-visited and revised accordingly, wherever required.

8. Learning Activities under each sub-topic were organized as follows:
   (i) An Individual Activity based on the Learning Scenario (supported with OER)
   (ii) A Group Activity via a Discussion Forum (supported with OER)
   (iii) A Self-Reflection on the Process

9. Learning Resources (mainly OER) were categorized as follows:
   (i) Essential Resources and
   (ii) Additional Resources.

   These could be either Readings provided as Written Sessions, PowerPoint Presentations, Audio clips, Video clips, or Web links to non-OER materials. These were also sub-categorized under different sub-topics, where relevant.

10. Where web links are given as Learning Resources, URL to be provided with the links, and specific sections to be referenced should be mentioned (eg. Page no.s...etc); All web links were checked and resources updated for this purpose.

11. Assignments were re-designed to consist of maximum 3 parts, where each part will be assessed on three aspects –
   (i) Specific Task Submission (Individual);
   (ii) Participation in the Group Discussion Forum; and
   (iii) A Self-Reflection on the learning process

12. Assessment Rubrics were prepared in relation to assignments of all 5 Modules. Each Rubric included five Sections as follows, and each Section having specific criteria indicated:
   • 3 sections on the Specific Task Submission (Criteria-Assignment-specific)
   • Participation in the Group Discussion forum (Criteria-Common to all)
   • Self-Reflection (Criteria-Common to all)
5.2 Develop the revised OER-based e-Learning online course in Moodle LMS to run in the OUSL server

After completion of the reviewing and revising process of the five modules on OER-based e-Learning Course, the three-member course team engaged in developing the course site in Moodle LMS, and planning for the launch of the course and orientation workshops to be held in December, 2014.

A summary of tasks completed during this period is presented below.

1. Developing the Course Site in Moodle LMS

The online tutors/facilitators for the revised five modules were agreed upon as follows:

Module 1: Concept and Practices of OER - Prof. Shironica Karunanayaka
Module 2: Search and Evaluation of OER Materials - Prof. J.C.N. Rajendra
Module 3: Licensing and Copyrights - Dr. Uditha Ratnayake
Module 4: Designing Learning Experiences for OER-based e-Learning - Prof. Shironica Karunanayaka
Module 5: Integrating OER in e-Learning - Dr. Uditha Ratnayake & Prof. Shironica Karunanayaka

The course team engaged in the development of 5 modules online, with the support from a Project Assistant who was employed to assist in the course development in Moodle LMS.

First, the original “OER-based e-Learning” course hosted in the CEMCA Moodle server was transferred to the OUSL’s NODES (National Online Distance Education Services) Moodle server, amidst various technical issues, yet with the great technical support provided from respective staff at both ends. Then the course was customized to suit OUSL requirements, and the revised five modules were successfully uploaded in the OUSL NODES Moodle Server.

(Annex. 3 – Screen captures of the OUSL’s “OER-based e-Learning” course)
2. Planning for the Implementation of the Course

After discussion with the Vice-Chancellor/OUSL, and upon his advise, it was decided to initially offer this professional development course on “OER-based e-Learning”, initially for academic staff members of the OUSL itself, since it was considered a timely and an essential requirement of the institution.

A Work Schedule for the implementation of the course was prepared indicating timeframes for each module and related activities.

(Annex. 4 – Work Schedule)

A Brochure was prepared to publicize the OER-based e-Learning course at OUSL.

(Annex. 5 – Images of the Brochure)

A letter calling for nominations/applications to enroll in this PD course, was sent through the Vice-Chancellor to Deans/Heads of all Faculties/Departments/Divisions at OUSL together with the Brochure.

(Annex. 6 – Letter calling for Applications)

A news item appeared in the OUSL website, announcing the launch of the OER-based e-Learning course.

(Annex. 7 – News Item in OUSL Web)

Forty (40) applications were received representing the four Faculties of OUSL- Education, Engineering, Humanities & Social Sciences, and Natural Sciences; the Library; and the Centre for Educational Technology and Media (CETMe).

These individuals were uploaded as participants in the online course, and given access to it. They were also invited for an Orientation Workshop scheduled to introduce the course.
5.3 Conduct of Orientation Workshops to introduce the OER-based e-Learning online course for relevant stakeholders

The following activities took place during a 02-day Orientation Workshop conducted:

- Launching of the OER-based e-Learning course (Revised/Adapted), as a Professional Development Course at OUSL, developed in collaboration with CEMCA
- Raising awareness on OER and its significance in education
- Introducing the OER-based e-Learning course, learning outcomes, content, and mode of delivery
- Making participants familiar with the pedagogical approach adopted in the course
- Motivating and training participants to function efficiently in their expected roles as online learners in this course

1. Launch of the OER-based e-Learning Course

On 17th December, 2014, the fully online Professional Development course on “OER-based e-Learning” was launched at the Faculty of Education at the Open University of Sri Lanka (OUSL).

Dr. Vijitha Nanayakkara, Vice-Chancellor of OUSL, who was the Chief Guest of the Ceremony, officially launched the online course. Emeritus Prof. Chandra Gunawardena, former UNESCO/ COL Chair and founder Dean of the Faculty of Education, OUSL, and Dr. Upali Sedere, renowned Education Sector Specialist and a Council member of OUSL were present as Guests of Honor at this occasion. Prof. Som Naidu of Monash University, Australia, facilitator for the OER integration project, was also present as a special guest.

(Annex. 8: Photographs of the Launching Ceremony)

2. Orientation Workshops in relation to the OER-based e-Learning Course

Two workshops in relation to the OER-based e-Learning Course, with the facilitation of Prof. Som Naidu, were organized to be held as follows:

- Workshop for Course Moderators (16th & 19th December, 2014) (Annex. 9-a)
- Workshop for Course Participants (17th & 18th December, 2014) (Annex. 9-b)
On 16th December 2014, Day-1 of the Workshop for Course Moderators, the following aspects in relation to the implementation of the course, and the Orientation Workshop were discussed in detail with the workshop facilitator, Prof. Som Naidu.

- Learning Outcomes, Learning Activities and Learning Resources of the five modules in the adapted OER-based e-Learning Course by OUSL
- Assessment tasks across the five modules and Assessment Rubrics
- Workload and time commitment across the five modules (weeks, number of hours etc.)
- Design of the online learning experience, getting the mixture right between guidance, structure, and learner control and flexibility
- E-Moderation (Workload issues around moderation of the online learning experience)
- Strategies for moderation of the online learning experience
- Orientation Workshop for Participants – Objectives, Activities, Plans
- Roles of facilitators of the workshop

The Workshop for Course Participants commenced soon after the official launch of the course by the Vice-Chancellor, OUSL, on 17th December, 2014.

After the Introductory Session by the Course Team Leader, Prof. Shironica Karunanayaka, an Overview of the OER-Based e-Learning course, focusing on the learning outcomes of the five modules were presented by the three moderators - Prof. Shironica Karunanayaka, Prof. J.C.N. Rajendra and Dr. Uditha Ratnayake.

Next, Prof. Som Naidu introduced the pedagogical design adopted in the course- Scenario-based Learning approach, and examined its application across the five modules in detail, ending in an open discussion with the participants.

In the afternoon of Day 1, participants engaged in gaining hands-on experience in Moodle LMS, and getting familiarized with the learning environment of the course, through Module 1, with the facilitation of Workshop facilitator, and the three moderators.
Day 2 of the Orientation Workshop held on 18th of December focused on Assessment criteria and Marking Rubrics. The scope and focus of assessment tasks across the five modules were examined by Prof. Som Naidu, with a discussion on the expected work load and time commitments across the five modules.

Next, the participants engaged in hands-on experience in 5 groups, during which they were required to critically study the assessment criteria for selected assessment activities from Module 1 in the OER-Based e-Learning course. A very productive discussion was held on the Assessment Rubrics, during which the already prepared rubrics were further refined and improved with the participants’ input.

The afternoon session of Day 2 was devoted to Reflective Practice, where the importance of reflective thinking, reflective writing and reflective practice for educators was discussed at length. The participants also initiated their reflective journals in Moodle, and gained hands-on experience in maintaining the reflective journal.

Day 2 concluded with an open discussion with the course participants about facing challenges and overcoming any issues while engaging in the course activities.

Finally, workshop feedback was obtained through their reflections. Following are some excerpts from reflections of participants.

...It is a great opportunity to participate in the OER-based e-learning course...I think it was really good that we had introductory lectures, group discussions and sessions on hands-on experience as it guided me on how I should continue my online learning on OER...

...At the start of the course, I wasn't aware about the OER-based e-learning. Even though I knew something about the OER, the use of it in e-learning is a new thing to me...

...At the very first day when I was participating in the workshop on "OER" I heard lots of new terms related to OER. For me OER was a new concept...

... After two days of learning at workshop on OER, I think I gathered adequate knowledge about Openness in Education and the role of OER in ODL...

...I found that the course is well organized that makes me really engaged in learning...
Day-2 of the Workshop for Course Moderators was held on 19th December, 2014, during which the following were discussed:

- Implementation strategies and challenges
- Issues around online assessments
- Planning research activities - designing data collection/analysis strategies
- Time targets, roles and responsibilities

(Annex. 10: Orientation Workshop Photographs)

5.4 Implement the OER-based e-Learning online course, as a professional development course

The OER-based e-Learning course was launched and commenced implementation successfully with 35 participants as described above in Section 5.3.

1. Module implementation

The five modules of the course were implemented during the six-month period as scheduled, commencing from 17th December 2015, amidst various challenges faced by both groups – participants as well as facilitators. These included mainly technical issues and time constraints.

The participants of the project initially consisted of 35 academic staff members, 17 males (49%) and 18 females (51%), including professors, senior lecturers and junior lecturers, from various Academic Departments at the OUSL. While 13 (37%) were PhD holders, 12 (35%) had Masters Degrees, and 10 (28%) had a postgraduate diploma or a first degree as their highest qualification. By mid-course, out of 35 registered, only 14 participants (40%) were actively engaged in the course. By end-course, only 10 participants (29%) successfully completed the full course, by successfully completing all assessments in all five modules. The successful participants consisted of 03 males and 07 females, including 01 Professor, 08 Senior Lecturers; and 01 Junior Lecturer.

A summary of participation, challenges and reflections in relation to each module implementation during this period is presented in Table 2.
Module Participation Challenges & Reflections

<table>
<thead>
<tr>
<th>Module</th>
<th>Participation</th>
<th>Challenges &amp; Reflections</th>
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<tbody>
<tr>
<td>Module 1: Concept and Practices of OER</td>
<td>Assignment 1 – 22 Assignment 2 – 18 Assignment 3 – 14 Badges Awarded- 14 M – 04; F – 10</td>
<td>Out of 35 participants who commenced the course, only 22 had submitted Assignment 1, and only 14 were successful in the completion of all three assessments and receiving the Mozilla Badge. Many were unable to cope-up with completing the required learning activities and assessments by stipulated deadlines. Accordingly, being flexible with the deadlines was needed.</td>
</tr>
<tr>
<td>Module 2: Search and Evaluation of OER Materials</td>
<td>Assignment 1 – 15 Assignment 2 – 12 Assignment 3 – 13 Badges Awarded- 12 M – 03; F – 09</td>
<td>The number of active participants was reduced to 15, and only 12 were successful in the completion of all assessments and receiving the Mozilla Badge. While some could not complete all assessment tasks, some others could not achieve the expected standard to be “successful” in assessments.</td>
</tr>
<tr>
<td>Module 3: Licensing and Copyrights</td>
<td>Assignment 1 – 12 Assignment 2 – 11 Assignment 3 – 11 Badges Awarded- 10 M – 03; F – 07</td>
<td>The number of active participants reduced to 12, and only 10 were successful in the completion of all assessments and receiving the Mozilla Badge. While some could not complete all assessment tasks, some others’ could not achieve the expected standard to be “successful” in assessments.</td>
</tr>
<tr>
<td>Module 4: Designing Learning Experiences for OER-based e-Learning</td>
<td>Assignment 1 – 11 Assignment 2 – 11 Assignment 3 – 11 Badges Awarded- 10 M – 03; F – 07</td>
<td>The number of active participants reduced to 11, and only 10 were successful in the completion of all assessments and receiving the Mozilla Badge, while one did not achieve the expected standard to be “successful” in assessments.</td>
</tr>
<tr>
<td>Module 5: Integrating OER in e-Learning</td>
<td>Assignment 1 – 11 Assignment 2 – 11 Badges Awarded- 10 M – 03; F – 07</td>
<td>The number of active participants remained at 11, yet only 10 were successful in the completion of all assessments and receiving the Mozilla Badge, while one did not achieve the expected standard to be “successful” in assessments.</td>
</tr>
</tbody>
</table>

Table 2: Participation, challenges and reflections on module implementation
2. Evaluation of Course

Evaluations were conducted throughout the course, by administering an online questionnaire survey at the end of each module, to receive specific feedback of participants on each module. In addition, additional feedback was obtained via questionnaires and focus group interviews, during the Pre-Course, Mid-Course and End-of-Course Evaluation workshops. The Mid-Course Evaluation Workshop was conducted on 13th March 2015 and an End-of-Course Evaluation workshop was conducted on 5th June 2015, where participants’ feedback on the course was obtained through various methods such as questionnaires, concept maps and focus group interviews.

(Annex. 11 – Preliminary Questionnaire
Annex. 12 – Learning Experience Survey at the end of each Module;
Annex. 13 - Mid-Course Evaluation Questionnaire;
Annex. 14 – Mid-Course Focus Group Schedule;
Annex. 15 – End-Course Evaluation Questionnaire;
Annex. 16 – End-Course Focus Group Schedule)

3. Certificate Awards Ceremony

Certificates were awarded to ten participants who successfully completed the OER-based e-Learning course, at the Certificate Awards Ceremony conducted on 11th June 2015, with the participation of Dr. Vijitha Nanayakkara, the Vice Chancellor/OUSL as the Chief Guest. The following academic staff members received their certificates at this occasion:

1. Prof. S. A. Ariadurai (Dean/Faculty of Engineering Technology)
2. Dr. Bandunee C. L. Athapattu (Senior Lecturer, Faculty of Engineering Technology)
3. Mr. C. J. Basnayakege (Senior Lecturer, Faculty of Engineering Technology)
4. Dr. S. R. Hettiarachchi (Senior Lecturer, Faculty of Natural Sciences)
5. Dr. B. G. Jayatilleke (Senior Lecturer, Centre for Educational Technology & Media)
6. Ms. Geetha Kulasekara (Senior Lecturer, Centre for Educational Technology & Media)
7. Mr. I. A. Premaratne (Lecturer, Faculty of Engineering Technology)
8. Ms. J. C. N. Pullenayegem (Senior Lecturer, Faculty of Humanities & Social Sciences)
9. Dr. D. D. Menaka Ranasinghe (Senior Lecturer, Faculty of Engineering Technology)
10. Ms. M. N. K. de Zoysa (Senior Lecturer, Faculty of Natural Sciences)
Following are some excerpts from the speeches made during the Certificate Awards Ceremony.

“...It really has been a very challenging, but also an extremely inspirational experience for us...I believe, together, as Co-Learners, we - the facilitators and the participants, were able to engage in a very constructive series of activities related to our functions as OUSL academics. A very good example of one outcome is that we could actively and constructively contribute towards the OER Policy being developed at OUSL. We look forward to future initiatives, as an empowered and motivated group of academics in OER-based e-Learning, which should ultimately have a significant impact on OUSL taking the leadership in Sri Lanka, in this novel arena....”

(- Welcome Speech by Prof. Shironica Karunanayaka, Team Leader)

“...This is a great venture of the Open University of Sri Lanka taken in collaboration with CEMCA, to enhance OER-based e-Learning within the ODL system...I am very pleased to see ten academics who participated in this training program successfully completing it ...I appreciate your commitment in taking up this challenge that will be helpful for further development of the Open University of Sri Lanka...On behalf of the Open University of Sri Lanka I extend my special thanks to CEMCA for this important initiative taken and for the support given in the training programme...I hope this group of academics will definitely take the leadership in promoting an OER-based e-Learning culture in OUSL as well as in Sri Lanka...”

(-Address by the Chief Guest - Dr. Vijitha Nanayakkara, Vice-Chancellor/OUSL)

“...As the participants of the Professional Development Programme on OER-based eLearning, one of the biggest challenges we had was allocating time to study a structured course for over a period of nearly six months, meeting all the deadlines imposed on us, with all of the other official and personal responsibilities. However, it has been a very pleasant and exhilarating experience of learning with a group of enthusiastic and dynamic learners who actively interacted and motivated each other to keep all of us going, resulting in ten of us successfully completing the programme......Though many of us did have a rough idea about Open Educational Resources or OER, this programme provided us with deeper insights on the concepts of OER and how OER could be integrated into developing study programmes for eLearning. In fact most of us had to relearn and change our perceptions, opinions and understandings about OER based eLearning...”

(- Reflections from a Participant - Prof. S. A. Ariadurai,Dean/Faculty of Engineering)
5.5 Conduct research on professional development of OER-based e-Learning

Based on the analysis of data collected throughout the project, research papers are being developed to be presented at Conferences – Eg: 26th ICDE World Conference and the 29th AAOU Annual Conference.

6.0 Summary, Conclusion & Future Action

It was revealed that the intended outcomes of the Project have been achieved as described below.

Outcome (i) - Awareness raised on OER-based e-Learning among relevant stakeholders.

Data collected through various means throughout the process such as questionnaires, concept mapping, focus group interviews and individual reflections of participants revealed that their views on OER and related concepts such as open learning, open access, open licensing, open scholarship, open badges, MOOCs, Open Educational Practices, and OER-based e-Learning have significantly changed from their original perceptions.

The concept maps produced by participants at different stages (pre, mid and end-course) illustrated the changes in participants’ development of understanding around key concepts on OER and their relationships. These were supported by the feedback received through questionnaires, focus group interviews and self-reflections.

Outcome (ii) - Academic staff’s capacity on OER-based e-Learning developed.

Course evaluation data indicated that the participants were very satisfied with the development of their knowledge, skills and attitudes in relation to OER-based e-Learning. Results show that in addition to the enhancement of conceptual knowledge and skills related to searching, identifying, evaluating and integrating OER, participants developed competencies in designing, developing and implementation of an OER-based e-Learning course. The participants claimed that the experience gained through the engagement in this OER-based e-Learning course has been very effective in building their capacity as university educators.
Outcome (iii) - Research activities on OER-based e-Learning enhanced

The research focus that continued throughout the Project enhanced conduct of research activities on OER-based e-Learning. Two research abstracts in relation to this Project have already been prepared and submitted to be presented, at two International Conferences. i.e. At the 26th ICDE World Conference to be held in October, 2015, in Sun City, South Africa, and at the 29th AAOU Conference to be held in December, 2015, in Kuala Lumpur, Malaysia.

Following are the titles of the two research papers, and some of the key findings:

Professional development of educators in OER-based e-Learning at the Open University of Sri Lanka

- The experience of participating in the OER-based e-Learning course has significantly impacted on the professional development of educators, through a considerable enhancement in their knowledge, skills and attitudes in relation to OER-based e-Learning.

- In addition to the capacity development in conceptual knowledge and skills related to searching, identifying, evaluating and integrating OER, participants developed competencies in designing, developing and implementation of an OER-based e-Learning course.

- The key facilitative factors were identified as the scenario-based learning design, learning activities, learning resources, peer discussions, study schedule, assessment rubric, constructive feedback, flexibility with deadlines, self-motivation and award of badges, while severe time constraints and technical issues were identified as the main hindering factors.

Peer-facilitated discussions to enhance OER-based e-Learning

- Peer-facilitated discussion forum activities were found to be the most productive component in the OER-based e-Learning course, that facilitated participants to understand the content more effectively, helped them to assess each others’ work as well as self-assess their work, further improve, and helped completing the assessment tasks successfully.

- The careful design of the activities with specific tutor guidance and constructive peer feedback supported the forum discussions in enhancing OER-based e-Learning cooperatively and collaboratively, as a team, creating a “learning community”.
• The time frame of one week allocated per forum discussion was inadequate as many could not contribute on due time, which hindered the peer-facilitated discussions. Both the participants and facilitators were severely challenged with time constraints.

Conclusion

Engagement in this Project on OER-based e-Learning has been a very challenging, but also an extremely inspirational experience for the course facilitators as well as the course participants. As evident from the evaluations, both parties were able to engage in a very constructive series of activities related to our roles, responsibilities and functions as OUSL academics.

All intended outcomes were achieved quite successfully, together with some unintended outcomes too. A very good example of one unintended outcome was that we could actively contribute towards reviewing and making constructive suggestions on the OER Policy being developed at OUSL, based on the experience gained during this course.

A common issue faced by the course participants as full-time academics, was facing difficulties in completing all the learning and assessment activities within the specified timeframes. Due to this, many participants dropped out during the course, and the completion rate of the full course by successfully completing all 5 modules was only 29%. Suggestions were made to allocate more time to complete the learning activities and assessment tasks, giving a less number of tasks per week and providing very specific learning resources relevant to the activities.

Future Action

During the end-of course evaluation workshop, the team of facilitators and successful participants had a discussion on the future plans of action in relation to this experience, and continuation of this course. As revealed by the module and course evaluations, the OER-based e-Learning course had much strength as a professional development online course, yet there were certain limitations too which need to be addressed in future actions.

It was unanimously agreed by all participants the need for the continuation of the course, extending it beyond OUSL to other Universities and higher educational institutions, since this is a current need in the country. All ten successful participants are very motivated and willing to support the three
facilitators in future course of action in relation to course delivery. However, the approach to be taken was widely discussed, based on the current experience by both parties.

A strong view supported by all was that this course to be revised and re-purposed as a Professional Development Massive Open Online Course (PD-MOOC) on “OER-Integrated Online Teaching and Learning”, that could be the first PD-MOOC to be implemented by OUSL as well as in Sri Lanka!

At a time where online teaching and learning is becoming more and more popular within the higher education system in Sri Lanka, and with the growing need for raising awareness on the potentials of OER among educators, we believe this would be a timely venture, which should ultimately have a significant impact on OUSL taking the leadership in Sri Lanka, in this novel arena.

As an empowered and motivated group of academics in OER-based e-Learning at OUSL, we are confident in proceeding with the next challenging endeavor of extending and repurposing of the current PD online course to a PD-MOOC, with the blessing of our newly appointed Vice-Chancellor, who was the first participant to register in the OER-based e-Learning PD online course and successfully complete it..!

On behalf of all, I take this opportunity to sincerely thank CEMCA for all the support extended to us during this Project, and look forward to future collaborative initiatives too!

Report Compiled and Submitted by: Prof. Shironica P. Karunanayaka
Project Team Leader/OER-based e-Learning Course
Professor in Educational Technology
Faculty of Education, The Open University of Sri Lanka
Nawala, Nugegoda, Sri Lanka

27.06.2015
### Annex. 1

**Work Schedule - OER-based e-Learning Course (OUSL/CEMCA)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 Dec. – 20 Dec. 2014</td>
<td>-</td>
<td>Orientation to the Course – Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Facilitators – 02 days</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Participants – 02 days</td>
</tr>
<tr>
<td>2 – 5</td>
<td>21 Dec. – 17 Jan. 2015</td>
<td>1</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>6 – 9</td>
<td>18 Jan. – 14 Feb. 2015</td>
<td>2</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>10 - 13</td>
<td>15 Feb. – 14 Mar.2015</td>
<td>3</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>14</td>
<td>15 Mar. – 21 Mar.2015</td>
<td></td>
<td>Completion of Assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mid Course Evaluation – 1-day Workshop</td>
</tr>
<tr>
<td>15 - 18</td>
<td>22 Mar. – 18 Apr. 2015</td>
<td>4</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>19 - 21</td>
<td>19 Apr. – 09 May 2015</td>
<td>5</td>
<td>02 Activities + 02 Assignments</td>
</tr>
<tr>
<td>22</td>
<td>10 May – 16 May 2015</td>
<td></td>
<td>Completion of Assignments</td>
</tr>
<tr>
<td>23-24</td>
<td>17 May – 30 May 2015</td>
<td></td>
<td>Completion of Final Evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>End of Course Evaluation – 1-day Workshop</td>
</tr>
</tbody>
</table>
Annex. 2

Common Format to be adopted in the Module Presentation of the 
OER-based e-Learning Course (OUSL/CEMCA), in OUSL Moodle

Introductory Section:
- Announcements
- Self-Introductions/Peer Interactions
- Introduction to the Module
- Learning Outcomes
- Study Schedule
- Guidelines to write Self-Reflections
- Assessment Rubric
- Q/A Forum

Content Sections: (Sub-topics)
- Learning Scenario
- Learning Activity – 1.1
- Learning Resources
  - Essential Resources (Selected few – Readings in .pdf/OER/Web links...etc)
  - Additional Resources (List of Web links)
- Dialogue begins (Group Discussion Forum)
- Assignment – Part 1
- Upload Assignment – Part 1
  (this same format to be used in all sub-topics)

Course Evaluation Section
- Mid-Course Evaluation Feedback Form
- End of Course Evaluation Feedback form
Annex 3: Screen captures of OER-based e-Learning Course
Annex. 4: Work Schedule to Implement the OER-based e-Learning Course

OER-based e-Learning Course (OUSL)

Work Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Module</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15 Dec. – 20 Dec. 2014</td>
<td>-</td>
<td>Orientation to the Course – Workshop, Moderators – 02 days (16\textsuperscript{th} &amp; 19\textsuperscript{th} December), Participants – 02 days (17\textsuperscript{th} &amp; 18\textsuperscript{th} December)</td>
</tr>
<tr>
<td>2 – 5</td>
<td>21 Dec. – 17 Jan. 2015</td>
<td>1</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>6 – 9</td>
<td>18 Jan. – 14 Feb. 2015</td>
<td>2</td>
<td>03 Activities + 03 Assignments</td>
</tr>
<tr>
<td>10 – 13</td>
<td>15 Feb. – 14 Mar. 2015</td>
<td>3</td>
<td>03 Activities + 03 Assignments</td>
</tr>
</tbody>
</table>
| 14   | 15 Mar. – 21 Mar. 2015  |        | Completion of Assignments  
Mid Course Evaluation – 1-day Workshop |
| 15 – 18| 22 Mar. – 18 Apr. 2015    | 4      | 03 Activities + 03 Assignments                                           |
| 19 – 21| 19 Apr. – 09 May 2015     | 5      | 02 Activities + 02 Assignments                                           |
| 22   | 10 May – 16 May 2015     |        | Completion of Assignments                                               |
| 23-24| 17 May – 30 May 2015 |        | Completion of Final Evaluations, End of Course Evaluation – 1-day Workshop|
Annex. 5 – Images of the Brochure
Annex. 6 – Letter calling for applications for the OER-based e-Learning Course

Faculty of Education
OUSL
10.11.2014

Through Vice-Chancellor, OUSL

...............................................................

OER-Based e-Learning Online Course

Open Educational Resources (OER) have emerged as one of the most innovative teaching and learning tools as well as a cost-effective mechanism to improve the quality of educational offerings by optimizing the use of available resources. Realizing the need for professional development of educators on the use of OER, the Commonwealth Educational Media Centre for Asia (CEMCA), of the Commonwealth of Learning (COL), has developed an online professional development programme on OER-based e-Learning to promote the use of OER in educational institutions, with the contribution of several academics from institutions in Asia, including the Open University of Sri Lanka (OUSL).

As part of the OER-based e-Learning Project of the Faculty of Education, supported by CEMCA, the original OER-based e-Learning programme has been adapted and will be offered as a professional development short online course on OER-based e-Learning for educators in Sri Lanka and elsewhere. This course will be launched on 17\textsuperscript{th} December 2014, and initially it will be offered to 40 academics of the OUSL, on a first come-first served basis. We would like you to nominate academic staff members from your Department/Faculty to be participants of this course.

This will be a fully online course of a six months’ duration, commencing from 17\textsuperscript{th} December. An orientation to the course and a professional training workshop on the OER-based e-Learning Online course is scheduled to be conducted, facilitated by Prof. Som Naidu, Monash University, Australia for the participants of the course, on 17\textsuperscript{th} and 18\textsuperscript{th} of December 2014, from 9.00 am to 4.00 pm.

Please nominate interested academics using the attached form, and return them by 28\textsuperscript{th} November, 2014.

Thank you.

Yours sincerely

Dr. S.P. Karunanayaka
Team Leader/OER-based e-Learning Course
Dean/Education
Annex. 7: News Item at OUSL Web Site

Launch of the Professional Development Online Course “OER-based e-Learning” at the Open University of Sri Lanka

On 17th December, 2014, the Faculty of Education at OUSL will launch the first professional development course for educators on “OER-based e-Learning”. This is a fully online course adapted and developed in collaboration with Commonwealth Educational Media Centre for Asia (CEMCA). In relation to this, a 4-day workshop for capacity building of educators on OER-based e-Learning, will be held from 16th to 19th December, 2014, at the main campus of OUSL that will be facilitated by Prof. Som Naidu, Monash University Affiliate, Melbourne, Australia.

OER-based e-Learning - Professional Development Online Course for Educators

Open Educational Resources (OER) have emerged as one of the most innovative teaching and learning tools as well as a cost-effective mechanism to improve the quality of educational offerings by optimizing the use of available resources. While OER can be used by any student to learn on his/her own, universities (especially Open Universities) that depend on printed distance learning materials can now use the OER to offer their courses and programmes and thereby reduce the development time of courses and programmes, and also reduce the cost of launching new programmes. However, not many institutions are in a position to actually develop OER that can be used effectively for teaching and learning in the digital environment.

The Commonwealth Educational Media Centre for Asia (CEMCA), realising the need for professional development of teachers, has developed the online professional development programme on OER-based e-Learning to promote the use of OER in educational institutions. Faculty members of Wawasan Open University (WOU), and several other institutions in Asia, including the Open University of Sri Lanka (OUSL) have contributed to the development of the contents.

The Open University of Sri Lanka (OUSL) has adapted the original programme, and developed it as a professional development course on OER-based e-Learning for educators in Sri Lanka and elsewhere.
Annex 8: Photographs of the Launching Ceremony
### Annex. 9a: Workshop Schedule for Course Moderators

**OER-Based e-Learning Course – Workshop for Course Moderators**  
The Open University of Sri Lanka (December 16 & 19, 2014)

#### Day 1 (16.12.14) : OER-based e-Learning Course Implementation

<table>
<thead>
<tr>
<th>Duration</th>
<th>Session focus</th>
<th>Activities/Plans/Processes</th>
<th>Resources/Persons</th>
</tr>
</thead>
</table>
| 9.00-10.30     | Session 1: Introduction (Adapted) OER-based e-learning course | - Introduction of facilitators and their roles  
- Discussion on the adapted OER-based e-Learning Course by OUSL  
- Learning outcomes. Learning Activities and Learning Resources of the five modules | - Electronic or printed copies of the five modules.  
- Prof. Som Naidu  
- Course Moderators |
|                | Morning Break: 10.30-11.00                         |                                                                                         |                                                        |
| 11.00-12.30    | Session 2: Assessment tasks across the five modules and Assessment Rubrics | - Assessment tasks across the five modules and Assessment Rubrics  
- Workload and time commitment across the five modules (weeks, number of hours etc.) | - Electronic or printed copies of the five modules.  
- Prof. Som Naidu  
- Course Moderators |
|                | Lunch Break: 12.30-1.30                           |                                                                                         |                                                        |
| 1.30-3.30      | Session 3: Design of the online learning experience, getting the mixture right between guidance, structure, and learner control and flexibility. | - Design of the online learning experience, getting the mixture right between guidance, structure, and learner control and flexibility.  
- E-Moderation (Workload issues around moderation of the online learning experience)  
- Strategies for moderation of the online learning experience. | - Electronic or printed copies of the modules.  
- Som’s PPTs  
- Prof. Som Naidu  
- Course Moderators |
| 3.30-4.00      | Session 4: Workshop for Participants – Objectives, Activities, Plans | - Workshop for Participants – Objectives, Activities, Plans  
- Roles of facilitators of the workshop | - Workshop Schedule  
- Som’s PPTs  
- Prof. Som Naidu  
- Course Moderators |
|                | Afternoon Break: 4.00-4.30                         |                                                                                         |                                                        |
### Day 2 (19.12.14) : OER-based e-Learning Course Implementation

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Topic</th>
<th>Facilitators</th>
</tr>
</thead>
</table>
| 9.00-10.30 | Session 1: OER-based e-learning course | • Implementation strategies and challenges  
• Issues around online assessment (assessment type, feedback and plagiarism). | Prof. Som Naidu  
Course Moderators |
|          | Morning Break: 10.30-11.00 |                                                                  |                           |
| 11.00-1.00 | Session 2: Researching the OER-based e-learning course experience | • Planning research activities  
• Designing data collection/analysis strategies  
• Time targets, roles and responsibilities | Prof. Som Naidu  
Course Moderators |
|          | Lunch Break: 1.00-2.00         |                                                                  |                           |
| 2.00-3.00 | Session 3: Planning future work | • Discussion on future activities – Course implementation & Research  
• Sum up | Prof. Som Naidu  
Course Moderators |
|          | Afternoon Break: 3.00-3.30      |                                                                  |                           |
Annex. 9b: Workshop Schedule for Course Participants

### Workshop Schedule

**OER-Based e-Learning Course Orientation Workshop for Participants**

*The Open University of Sri Lanka (December 17-18, 2014)*

#### Day 1 (17.12.14) : OER-based e-Learning Course Orientation

<table>
<thead>
<tr>
<th>Duration</th>
<th>Session focus</th>
<th>Activities/Plans/Processes</th>
<th>Resources/Persons</th>
</tr>
</thead>
</table>
| 9.00-10.30 | Inauguration                           | • Lighting of the Traditional Oil Lamp  
• Welcome Address by Head/Secondary & Tertiary Education  
• Address by Vice Chancellor, OUSL  
• Address by Former COL/UNESCO Chair, OUSL  
• Address by Workshop Facilitator  
• Vote of Thanks by Dean/Education | Mr. L.R. Gonsalkorala- Head/STE  
Dr. Vijitha Nanayakkara- VC/OUSL  
Prof. Chandra Gunawardena-  
Prof. Som Naidu - Workshop Facilitator  
Dr. Shironica Karunanayaka- Dean, Faculty of Education |

**Morning Break: 10.30-11.00**

| 11.30-11.45 | Introduction                          | • Introduction to Workshop  
• Introduction of Facilitators and Participants | Workshop schedule |
| 11.45-12.45 | Session 1: OER-based e-learning course| • Overview of the OER-Based e-Learning course (coverage)  
• Learning outcomes of the five modules (overview and focus)  
• Pedagogical design (examine application across the five modules) | Electronic copies of the five modules; PPTs  
Workshop facilitators  
(Prof. Som Naidu, Dr. Shironica Karunanayaka, Prof. JCN Rajendra, Dr. Uditha Ratnayake) |
| 12.45-1.00  | Session 2: Discussion                 | • Open Discussion                                                                 | Workshop facilitators |

**Lunch Break: 1.00-2.00**

<p>| 2.00-3.30   | Session 3: The online learning environment | • Hands-on experience in Moodle LMS | Moodle LMS |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Activities</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.30-4.00</td>
<td>Session 4: Discussion</td>
<td>• Getting familiarized with the learning environment (Module 1)</td>
<td>Workshop facilitators</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Engaging in a discussion forum (Module 1)</td>
<td></td>
</tr>
<tr>
<td>3.30-4.00</td>
<td>Open Discussion</td>
<td></td>
<td>Workshop facilitators</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day 2: Assessment Criteria and Marking Rubrics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.00-10.30</td>
<td>Session 1: Assessment criteria and marking rubrics</td>
<td>• Assessment tasks across the five modules (scope and focus)</td>
<td>Electronic copies of the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workload and time commitment across the five modules (weeks, number of hours etc.).</td>
<td>five modules; Som’s PPTs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Examples of assessment tasks, assessment criteria and marking and feedback rubrics</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Workshop facilitators</td>
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<tr>
<td>Morning</td>
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<tr>
<td>Break:</td>
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<tr>
<td>10.30-11.00</td>
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<tr>
<td>11.00-1.00</td>
<td>Session 2: Group work</td>
<td>• Hands-on experience: In 5-6 groups participants will be required to study assessment criteria for selected assessment activities from Module 1 in the OER-Based e-Learning course.</td>
<td>Examples of assessment tasks, assessment criteria and marking and feedback rubrics</td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td>Workshop facilitators</td>
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<tr>
<td>Break:</td>
<td></td>
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<td>1.00-2.00</td>
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<tr>
<td>2.00-3.30</td>
<td>Session 3: Reflective Practice</td>
<td>• Reflective thinking, reflective writing and reflective practice</td>
<td>PPTs on Reflective Learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Maintaining the reflective journal in Moodle – Hands-on experience</td>
<td>Workshop facilitators</td>
</tr>
<tr>
<td>3.30-4.00</td>
<td>Session 4: Discussion &amp; Feedback</td>
<td>• Group discussion of overcoming any issues and challenges</td>
<td>Workshop facilitators</td>
</tr>
<tr>
<td>Afternoon</td>
<td></td>
<td>• Workshop feedback</td>
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<tr>
<td>Break:</td>
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<tr>
<td>4.00-4.30</td>
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</tbody>
</table>
Annex. 10: Orientation Workshop Photographs
Annex. 11 – Preliminary Questionnaire

OER-based e-Learning – Professional Development Course for Educators
Preliminary Questionnaire for Participants

Part I - Background Information

1. Gender:
   - Male
   - Female

2. Highest Qualification:
   - PhD
   - MPhil
   - MEd/MA/MSc
   - Postgraduate Diploma
   - Bachelors Degree
   - Other (Please mention)

3. Current designation:
   - Senior Professor
   - Professor
   - Senior Lecturer
   - Lecturer (Confirmed)
   - Lecturer (Probationary)
   - Other (Please Mention)

4. Professional Experience as an Educator (In Higher Education Sector)
   - ≤ 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - > 20 years

5. Subject Specialization: (Please mention)
   - ...............................................................

6. Proficiency in using the Moodle learning environment
   (On a scale of Excellent (E)/Average (A)/Poor (P))
   - E
   - A
   - P
Part II – Initial Perceptions on Open Educational Resources (OER) & Related Concepts

Indicate your genuine responses according to the following scale where relevant:

| (5) – To a great extent; (4) To some extent; (3) Moderately (2) Just a little (1) Not at all |

<table>
<thead>
<tr>
<th>Concept</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To what extent are you familiar with the following concepts:</td>
<td>---</td>
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</tr>
<tr>
<td>1.1 Open Access</td>
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<td>1.2 Open Learning</td>
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<td>1.3 Open Scholarship</td>
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<td>1.4 Open Licensing</td>
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<td>1.5 Open Educational Resources</td>
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<td>1.6 Open Educational Practices</td>
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<td>1.7 MOOCs</td>
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<td>1.8 Open Badges</td>
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<td>1.9 OER-based e-Learning</td>
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<tr>
<td>1.10 Course Design for OER-based e-Learning</td>
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<tr>
<td>2. How relevant are OER in your teaching and learning?</td>
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<tr>
<td>3. How prepared are you to integrate OER in your teaching and learning?</td>
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<tr>
<td>4. To what extent do you think technology is important in OER-integrated teaching and learning?</td>
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<tr>
<td>5. To what extent do you think pedagogy is important in OER-integrated teaching and learning?</td>
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</tr>
<tr>
<td>6. As you believe, what are the implications of OER in teaching and learning? (Please state)</td>
<td></td>
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<tr>
<td>7. As you believe, what are the implications of technology in OER-based teaching and learning? (Please state)</td>
<td></td>
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</tr>
<tr>
<td>8. As you believe, what are the implications of pedagogy in OER-based teaching and learning? (Please state)</td>
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<tr>
<td>9. What are your concerns (if any) in integrating OER in teaching and learning? (Please state)</td>
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<td>10. What are the challenges you may face (if any) in integrating OER in your teaching-learning process? (Please state)</td>
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</tbody>
</table>
Annex. 12 – Learning Experience Survey at the end of each Module

Learning Experience Survey (OER-Based e-Learning Course)

This survey seeks to capture your learning experience in this module.
Please respond to all the items in this survey as accurately as you can, and note that your responses here are anonymous.

<table>
<thead>
<tr>
<th>Survey Items</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The learning outcomes of this module were made clear to me.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>2. This learning resources in this module incorporated study of current and up-to-date content.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a large extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>3. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) extended my knowledge of the topic.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>4. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) helped me to learn effectively.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>5. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) created opportunities for me to learn from my peers.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>6. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) enabled me to judge the quality of my own work.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>7. The learning activities in this module (e.g., recommended readings, forum discussions and other learning tasks) prepared me to complete my assessment tasks.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
<td>To a very small extent</td>
</tr>
<tr>
<td>8. The learning experience in this module (e.g., use of scenarios, recommended readings, forum discussions and other learning tasks) engaged me with authentic issues and problems.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
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<td></td>
<td></td>
<td>Always</td>
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<td>9.</td>
<td>The goals of the assessment tasks in this module were made clear to me.</td>
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<td>10.</td>
<td>The assessment tasks in this module helped me to learn effectively.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
</tr>
<tr>
<td>11.</td>
<td>Feedback I received on assessment tasks in this module was timely.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>12.</td>
<td>Feedback I received throughout this module helped me to learn effectively.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
</tr>
<tr>
<td>13.</td>
<td>There was a clear connection between the learning outcomes, learning activities and the assessment tasks in this module.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
</tr>
<tr>
<td>14.</td>
<td>The use of MOODLE tools (e.g., discussion forums, messaging, news posts etc.) in this module helped me to learn effectively.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
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<tr>
<td>15.</td>
<td>It was possible to complete all the learning and assessment activities in this module within the specified timeframes.</td>
<td>Always</td>
<td>Often</td>
<td>Sometimes</td>
<td>Rarely</td>
</tr>
<tr>
<td>16.</td>
<td>The learning experience in this module (including the design of the learning experience and learner support etc.) enabled me to achieve the learning outcomes of this module.</td>
<td>To a very large extent</td>
<td>To a large extent</td>
<td>Somewhat</td>
<td>To a small extent</td>
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</table>

**Open-ended questions**

1. Which features of this module were **most helpful** in my learning?

2. Which features of this module were **least helpful** in my learning?

3. What can be done to improve the learning experience in this module?
### Annex. 13 - Mid-Course Evaluation Questionnaire

**OER-based e-Learning – Professional Development Course for Educators**  
**Mid-Course Evaluation Questionnaire for Participants**

**Part I - Background Information**

1. **Gender:**
   - [ ] Male  
   - [ ] Female

2. **Highest Qualification:**
   - [ ] PhD  
   - [ ] MPhil  
   - [ ] MEd/MA/MSc  
   - [ ] Postgraduate Diploma  
   - [ ] Bachelors Degree  
   - [ ] Other (Please mention)

3. **Current designation:**
   - [ ] Senior Professor  
   - [ ] Professor  
   - [ ] Senior Lecturer  
   - [ ] Lecturer (Confirmed)  
   - [ ] Lecturer (Probationary)  
   - [ ] Other (Please Mention)

4. **Professional Experience as an Educator**  
   (In Higher Education Sector)
   
   - [ ] ≤ 5 years  
   - [ ] 6 – 10 years  
   - [ ] 11 – 15 years  
   - [ ] 16 – 20 years  
   - [ ] > 20 years

5. **Subject Specialization:** (Please mention)
   
   ……………………………………………………

6. **Proficiency in using the Moodle learning environment**  
   (On a scale of Excellent (E)/Average (A)/Poor (P))
   
   E | A | P
---|---|---
Part II – Your Current Perceptions on Open Educational Resources (OER) & Related Concepts

1. What are your current views on the following concepts?

Indicate your genuine responses according to the following scale where relevant:

(5) – To a great extent; (4) To some extent; (3) Moderately (2) Just a little (1) Not at all

<table>
<thead>
<tr>
<th>Concept</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<td>1.3 Open Access</td>
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<td>1.4 Open Licensing</td>
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<td>1.6 Open Educational Practices</td>
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<td>1.7 MOOCs</td>
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<td>1.9 OER-based e-Learning</td>
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<tr>
<td>1.10 Course Design for OER-based e-Learning</td>
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</tbody>
</table>

2. To what extent have your views about the above concepts and the relationships among them, changed from your original perceptions at the beginning of this course (before three months)?

| My views about the above concepts and the relationships among them have changed from my original perceptions |
|---------------------------------------------------------------------------------------------------------|---|---|---|---|---|

3. Show how your current perceptions on the above concepts and the relationships among them, in a single-page concept map. (Please upload as an attachment)

4. What factors facilitated your thinking process (if any) around the above concepts?

5. What factors hindered your thinking process (if any) around the above concepts?

6. What is the relevance of OER-based e-Learning in your teaching and learning?

7. What are your concerns (if any) about integrating OER-based e-Learning in your teaching and learning?

8. How prepared are you to integrate OER-based e-Learning in your teaching-learning process?

9. Provide a short reflection on your experiences up to now, on **OER-based e-Learning** process you are currently engaged in.

   - Your feelings - enjoyments, frustrations, motivations, concerns...etc
   - Process – challenges, strengths, limitations, supports, hindrances...etc
   - Progress – achieving targets, overcoming barriers, managing issues...etc.
   - Impacts – capacity building, development of knowledge/skills/attitudes/mindset...etc
   - Overall

10. Any other comments/suggestions:

    Thank you!
Annex. 14 – Mid-Course Focus Group Schedule

OER-based e-Learning – Professional Development Course for Educators

Mid-Course - Focus Group Discussion Schedule - for Participants

1. What was your expectations when joining this OEReL course?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

2. What motivated you in continuing with the course?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

3. To what extent have your expectations have been met by now?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

4. What are the key challenges faced by you?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

5. What are the strategies you adopted to meet those challenges?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

6. Have you applied the knowledge/skills/attitudes/ developed so far, in your current practices? And if so, how?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

7. Do you think integration of OER would support your leaning designs, and how?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

8. How prepared are you to integrate OER in your teaching-learning process, and in what ways?
   • ..................................................................................................................................................
   • ..................................................................................................................................................

9. Any other comments / suggestions?
   • ..................................................................................................................................................
Annex. 15 – End-of-Course Evaluation Questionnaire

OER-based e-Learning – Professional Development Course for Educators
End of Course Evaluation Questionnaire for Participants

Part I - Background Information

1. Gender:
   - Male
   - Female

2. Highest Qualification:
   - PhD
   - MPhil
   - ME/MAPA/MSc
   - Postgraduate Diploma
   - Bachelor's Degree
   - Other (Please mention)

3. Current designation:
   - Senior Professor
   - Professor
   - Senior Lecturer
   - Lecturer (Confirmed)
   - Lecturer (Probationary)
   - Other (Please Mention)

4. Professional Experience as an Educator (In Higher Education Sector)
   - ≤ 5 years
   - 6 – 10 years
   - 11 – 15 years
   - 16 – 20 years
   - > 20 years

5. Subject Specialization: (Please mention) 

6. Proficiency in using the Moodle learning environment 
   (On a scale of Excellent (E)/Average (A)/Poor (P))
   - E
   - A
   - P
Part II – Your Current Perceptions on Open Educational Resources (OER) & Related Concepts

11. To what extent are you familiar with the following concepts?

Indicate your genuine responses according to the following scale where relevant:

(5) – Extremely; (4) To a great extent; (3) Moderately (2) Just a little (1) Not at all

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<thead>
<tr>
<th>Concept</th>
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<td>1.10 Course Design for OER-based e-Learning</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

12. To what extent have your views about the above concepts and the relationships among them, changed from your original perceptions at the beginning of this course (before three months)?

<table>
<thead>
<tr>
<th>My views about the above concepts and the relationships among them have changed from my original perceptions</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

13. Show how your current perceptions have changed on the above concepts and the relationships among them, in a single-page concept map.

14. What factors facilitated your thinking process (if any) around the above concepts?

15. What factors hindered your thinking process (if any) around the above concepts?

16. What is the relevance of OER-based e-Learning in your teaching and learning?

17. What are your concerns (if any) about integrating OER-based e-Learning in your teaching and learning?

18. How prepared are you to integrate OER-based e-Learning in your teaching-learning process?

19. Provide a short reflection on your experiences, on the OER-based e-Learning process you were engaged in during this course.

- Your feelings - enjoyments, frustrations, motivations, concerns...etc
- Process – challenges, strengths, limitations, supports, hindrances...etc
- Progress – achieving targets, overcoming barriers, managing issues...etc.
- Impacts – capacity building, development of knowledge/skills/attitudes/mindset...etc
- Overall

20. Any other comments/suggestions?

Thank you!
Annex. 16 – End-Course Focus Group Schedule

OER-based e-Learning – Professional Development Course for Educators
End of Course - Focus Group Discussion Schedule - for Participants

1. To what extent have your expectations in enrolling in this course were met & how?
   • .........................................................................................................................................................
   • .........................................................................................................................................................
   • .........................................................................................................................................................

2. What were the key challenges you faced, to what extent those were met & how?
   • .........................................................................................................................................................
   • .........................................................................................................................................................
   • .........................................................................................................................................................

3. Have you applied / Are you planning to apply, the experience gained through this course in your professional practices and how?
   • .........................................................................................................................................................
   • .........................................................................................................................................................
   • .........................................................................................................................................................

4. What were the strengths (if any) you have identified in the course design, and why?
   • .........................................................................................................................................................
   • .........................................................................................................................................................
   • .........................................................................................................................................................

5. What were the limitations (if any) you have identified in the course design, and why?
   • .........................................................................................................................................................
   • .........................................................................................................................................................
   • .........................................................................................................................................................
6. What changes (if any) would you like to be made in this course, for the future, in the following aspects?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Suggested Changes (If any) and Why?</th>
</tr>
</thead>
</table>
| A      | The Overall Learning Design – Scenario-based Learning Approach  
- Situated in a learning scenario; Facing Challenges; Individual Activities leading to Group Discussion; leading to the Assessment Tasks; supported with Learning Resources |
| B      | Learning Activities  
Individual contributions; Group discussion – peer feedback; facilitator moderation |
| C      | Learning Resources  
Essential Resources; Additional Resources; OER; Non-OER weblinks |
| D      | Assessments & Feedback  
Assessment tasks – Individual submissions, Discussion Forum, Reflections; Assessment Rubrics |
| E      | Any others? (Please mention) |

7. Do you think this course / part of this course can be offered as a MOOC? Please give reasons/suggestions.

- ........................................................................................................................................
- ........................................................................................................................................

Thank you!
Annex. 17 – Invitation & Programme of Certificate Awards Ceremony

You are cordially invited to the Certificate Awards Ceremony of the Professional Development Online Course in OER-based e-Learning implemented by the Faculty of Education, The Open University of Sri Lanka in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA)

Date: Thursday, 11th June 2015
Time: from 9.30 am to 10.30 am
Venue: Seminar Room, Faculty of Education

Chief Guest
Dr. Vijitha Nanayakkara
Vice Chancellor, The Open University of Sri Lanka

Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9.30- 9.45 am</td>
<td>Welcome Address</td>
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<tr>
<td></td>
<td>- Prof. Shironica Karunanayaka, Team Leader/OER-based e-Learning Project</td>
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<tr>
<td>9.45-10.00 am</td>
<td>“Reflections through Experience” from a Participant</td>
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<td>- Prof. S.A Ariadurai, Dean/Faculty of Engineering Technology</td>
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<tr>
<td>10.00-10.15 am</td>
<td>Address by the Chief Guest</td>
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<tr>
<td></td>
<td>- Dr. Vijitha Nanayakkara, Vice Chancellor/The Open University of Sri Lanka</td>
</tr>
<tr>
<td>10.15-10.25 am</td>
<td>Award of Certificates</td>
</tr>
<tr>
<td>10.25-10.30 am</td>
<td>Vote of Thanks</td>
</tr>
<tr>
<td></td>
<td>- Dr. T.D.T.L Dhanapala, Head Dept. of SNE/Faculty of Education</td>
</tr>
<tr>
<td>10.30 am</td>
<td>Group Photo</td>
</tr>
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<td></td>
<td>Refreshments</td>
</tr>
</tbody>
</table>
Annex. 18 – Sample Certificate

Certificate of Completion

This is to certify that

..............................................................

has successfully completed the

Professional Development Online Course in OER-based e-Learning

conducted from December 2014 to May 2015

implemented by The Open University of Sri Lanka (OUSL)

in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA)

Dr. Nirmala Sharma
Director
Commonwealth Educational Media Centre for Asia

Dr. Vijitha Nandasena
Vice Chancellor
The Open University of Sri Lanka
Annex. 19– Photographs of the Certificate Awards Ceremony
Annex. 20 – News Item in OUSL Web

Latest News

- Professional Development Online Course on "OER-based e-Learning" - Certificate Awards Ceremony
- OUSL Extends its Agreement with SLAACOM
- Ceremonial Opening of the new Administration Building & Examination Hall at the Kandy RC
- General Convocation 2014
- ACU Centenary Award at The Open University of Sri Lanka
- International Training Program at Sukhothai Thammathirat Open University, Thailand
- Workshop on Educational App (Android) Development Toolkit for Teachers and Learners
- Exploratory Meeting with Kristianstad University of Sweden on Joint Degree in Nursing
- Distinguished Lecture #5: Making the University Relevant
- Distinguished Lecture #5: Learner Support: Reflections on Paradigms,

Professional Development Online Course on "OER-based e-Learning" - Certificate Awards Ceremony

The Certificate Awards Ceremony of the Professional Development Online Course, "OER-based e-Learning" was held on 11th June, 2011, at the Faculty of Education, OUSL. Dr. Vithula Hapuarachchi, Vice-Chancellor of OUSL, attended as the Chief Guest of the Ceremony. The academic staff members of OUSL who successfully completed all five modules of this fully online course of six months duration received "Certificates of Completion" this occasion.

The OER-based e-Learning online course was adapted and developed by OUSL in collaboration with the Commonwealth Educational Media Centre for Asia (CEMCA), aiming at professional development of educators in integrating Open Educational Resources (OER) in teaching and learning. It was facilitated by Prof. Shironica Karunanayaka, Prof. J.C.N. Rajapaksa and Dr. Uditha Ratnayake at OUSL, guided by Prof. Som Haris of Monash University, Australia.