

HARMONISING RESEARCH BETWEEN SOUTH AND NORTH: RESULTS FROM ROER4D'S QUESTION HARMONISATION EXPERIMENT

Trotter, H.;

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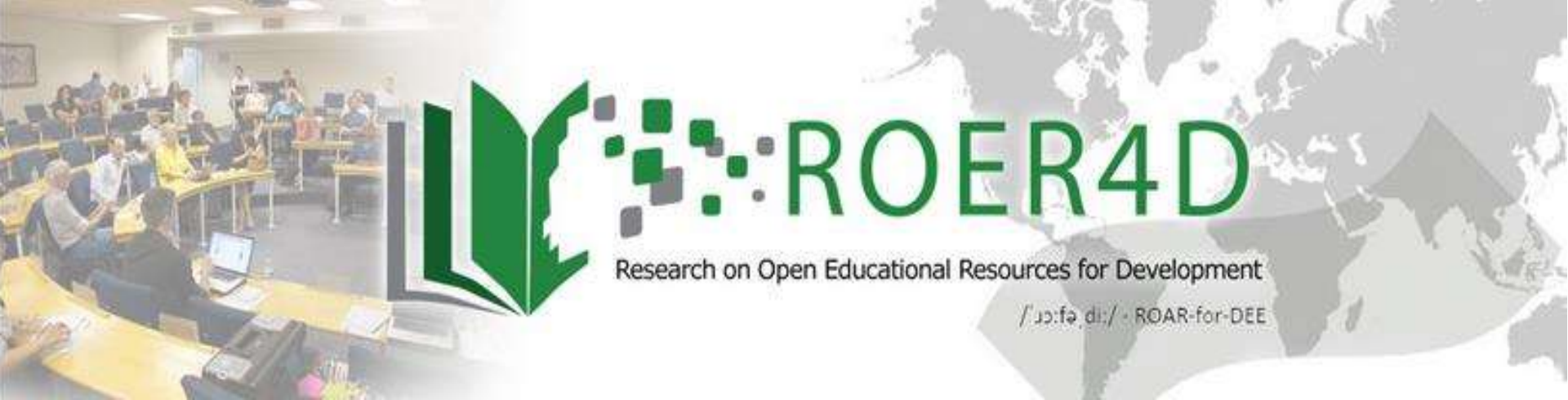
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IDRC Grant/ Subvention du CRDI: 107311-001-Research into Open Educational Resources for Development



Harmonising Research between South and North:

Results from ROER4D's Question Harmonisation Experiment

Henry Trotter

Open Education Global Conference 2015 : 22 April 2015



OER Research Hub: OER Projects Map



<http://oermap.org/home/1900-2/>

OER Research Hub: OER Evidence Map



<http://oermap.org/oer-evidence-map/>

ROER4D: Comprised of multiple sub-projects in Global South

GENERAL OBJECTIVE:

IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries
by better understanding the use and impact of OER

August 2013 - February 2017

PROJECT CLUSTERS

OER
Desktop Review

OER Survey

Academics'
adoption of OER

Teacher educators'
adoption of OER

OER
adoption in one
country

OER impact
studies

Baseline
educational
expenditure



roer4d.org

[facebook.com/
ResearchOERforDevelopment](https://facebook.com/ResearchOERforDevelopment)
twitter.com/roer4d



ROER4D

Research on Open Educational Resources for Development
/ˈrɒfə.di.ə/ - ROAR-for-DEE



created by Rondine Carstens and the ROER4D team

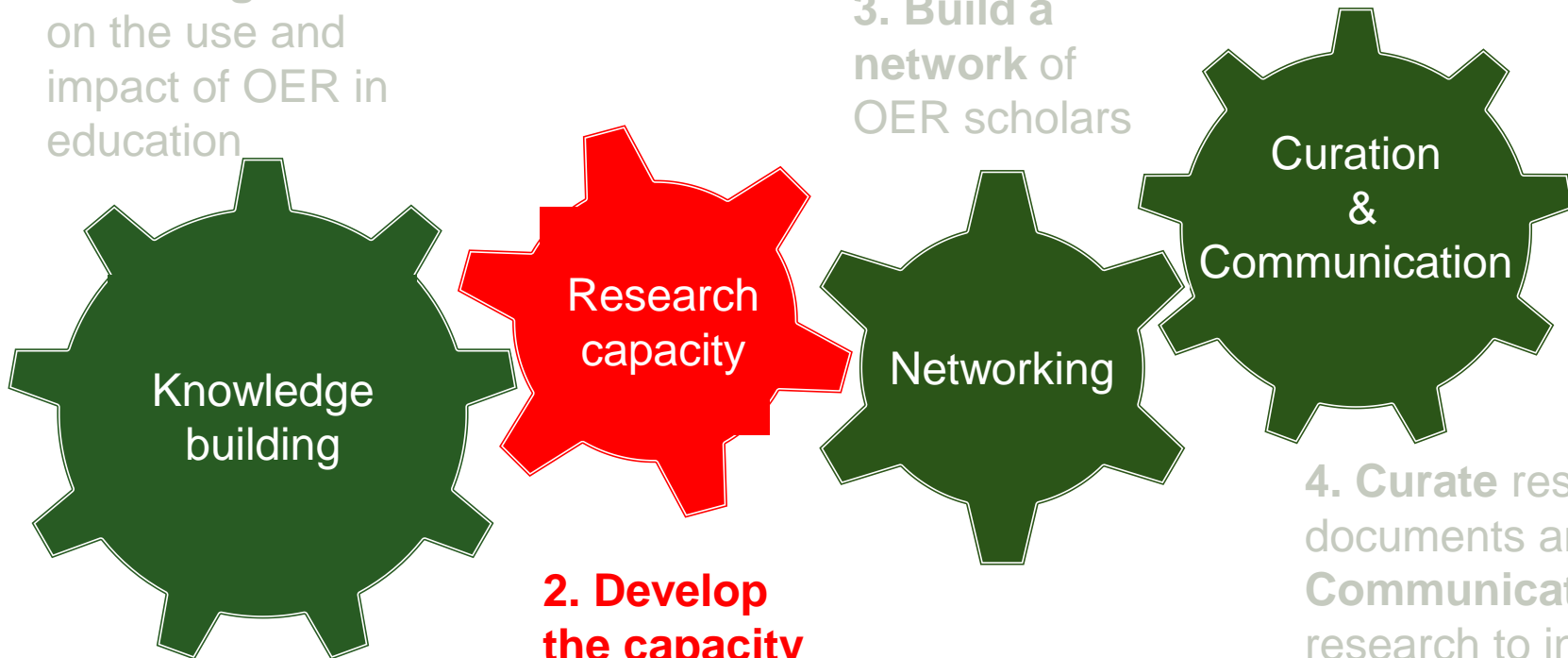
ROER4D Objectives

1. Build an **empirical knowledge base** on the use and impact of OER in education

3. Build a **network of OER scholars**

2. **Develop the capacity of OER researchers**

4. **Curate** research documents and **Communicate** research to inform education policy and practice



Research capacitation through Question Harmonisation



“What?” by Véronique Debord-Lazaro – Taken on August 12, 2010 - CC-BY-SA 2.0 - <https://www.flickr.com/photos/debord/4932655275/>

4 goals:

- Harmonise our research questions, where possible, with that of other OER studies such as OER Research Hub, OER Asia, JISCOER, etc.

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- Harmonise our research questions, where possible, across our 12 projects
- Use this QH process to build the research capacity of our sub-project researchers and research associates
- Provide a model of best practices for other research for development projects concerning QH

1. Consulted 9 major OER surveys to develop a bank of potential questions...



4 of 25

Role in Institution	Is there a relationship between the educators' role(s) within the institution and their adoption of OER?	Educators' role(s) within the institution influence their adoption of OER	<p>Function in (institution)</p> <p>OR</p> <p>What role(s) do you have within the University? (You can tick more than one box if needed.)</p> <p>##Teaching undergraduate students</p> <p>##Teaching postgraduate students (Master's, PG Dip, PG Cert but not PGCE)</p> <p>##Supervising research students (PhD, DPhil)</p> <p>##Professional development of trainee teachers or early-career lecturers (e.g. PGCE or PG Certificate in HE)</p> <p>##Professional development of experienced lecturers</p> <p>##Directing a degree programme or a subdivision of it (e.g. a module)</p> <p>##Approval and/or quality assurance of programmes or their subdivisions</p> <p>##Learning technologist: advising staff in the use of IT in their teaching and/or developing e-learning materials</p> <p>##General administration</p> <p>##Other (please specify)</p> <p>OR</p> <p>What is your job title? (Please state)</p> <p>OR</p> <p>Please indicate the type of education activity you are involved with. Select any that apply.</p> <p>##Face to face teaching</p> <p>##Distance/Online teaching</p> <p>##Blended (Face to face and Distance/Online) teaching</p> <p>##Management</p> <p>##Support</p> <p>##Other (please specify)</p>	<p>Study 1 – UNESCO</p> <p>Study 3 – JISCOER - Teaching Staff</p> <p>Study 5 - Rights and rewards</p> <p>Study 7 - Orsle 2013</p> <p>Mckelich, Ives & McGreal (2013)</p>
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...and multiple OER studies to compare those questions



Role in Institution	Is there a relationship between the educators' role(s) within the institution and their adoption of OER?	Educators' role(s) within the institution influence their adoption of OER

ROER4D Question Harmonization Surveys Consulted (Thus Far)

1. [UNESCO/COL Survey on Governments' OER Policies](#) – which resulted in [this report](#).
2. [CERI/OECD OER Follow-Up Survey](#) – OER use by educators and researchers in tertiary education.
3. [JISC OER Impact Study survey](#) – on OER use and sharing by educators (pp 69-79).
4. [OPAL survey on the use of OER and OEP in HE and AL Institutions](#) – (pp 171-186).
5. [Rights and Rewards Project survey](#) – focused on academics' use of repositories and sharing (pp. 171-180).
6. [ORIOLE Survey 2011](#) – HE professionals' use, reuse and sourcing of learning resources.
7. [ORIOLE Survey 2013](#) – an updated, internationalised version of ORIOLE 2011, also in Spanish.
8. [SESAME Project Baseline Tutor Survey](#) – focusing on OER use by tutors in the AL & CE sectors.
9. [OER Asia Survey](#) – OER use in Asia.
10. UCT MED minor dissertation study [available from Cheryl]
11. ~~McKerlich~~, Ives & ~~McGreal~~ (2013) [Measuring Use and Creation of Open Educational Resources in Higher Education](#)
12. [OCWC User Feedback Survey](#)
13. ~~Bossu~~, Brown & Bull (2011) [Adoption, use and management of Open Educational Resources to enhance teaching and learning in Australia](#).
14. Falconer (2012) – [OER4Adults Short Poll](#)
15. ~~Guinness~~, S (2012) – [Learner-Centred Education through OER](#)
16. [OER Research Hub Survey](#)
17. Rolfe, V (2012) – [Open educational resources: staff attitudes and awareness](#)
18. Reed, P (2012) – [Awareness, attitudes and participation of teaching staff towards the opencontent movement in one university](#)
19. CERI/OECD Survey – [Giving Knowledge for Free: The Emergence of OER](#) (pp.131-138)
20. Murphy, A (2012) [Benchmarking OER Use and Assessment in Higher Education](#)

2. Discussed question options, chose the best & recorded rationale for decision

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DEMOGRAPHICS

#	Factor / Concept	Research question	ORIGINAL question	UPDATED question	Rationale for change
1	Name of respondent	(For initial identification only – to be anonymised in the questionnaire responses and interview transcripts)	Name of respondent	Name of respondent ## First name ## Surname (if applicable)	Because some people only have one name, we added the words "if applicable" after the surname
2	Gender	Is there a relationship between students and educators' gender and OER adoption?	Please tick: Male Female	Please tick: ## Female ## Male ## Transgender/Other	We added Transgender/Other to the male and female choices so as to cater to any respondents who feel that their gender exists outside the two usual categories.
3	Age	Is there a relationship between students and educators' age and OER adoption?	Please tick age category: <19, 20-29, 30-39, 40-49, 50-59, 60-69, >70 In which age category would you fit? What is your age? **24 or under **25 to 34 **35 to 44 **45 to 54 **55 to 64 **65 or over	Please tick age category: ## <20 ## 21-25 ## 26-35 ## 36-45 ## 46-55 ## 56-65 ## 66+	We are still deciding how to phrase this, as 5-year options as listed to the left, or through a drop-down menu with birth years. If we use birth years, then we can code the data ourselves after the fact, free of the artificial 5-year or 10-year categorizations that are common in other studies.
4	Disability	Is there a relationship between disability, and/or disability types, and OER adoption?	[Nothing]	Do you consider yourself to have a disability? ## Yes ## No	After consulting the OER Research Hub Survey, we decided to add this as well. It makes sense that

3. Shared Qs with researchers, showing how they would appear in survey form

ROER4D Sample Survey: Demographics Section

5.	In which country do you work?	[choose from drop-down list]
6.	What institution do you work in?	(Write out) _____
7.	In which area do you work?	(Tick one) <input type="checkbox"/> Agriculture and Veterinary <input type="checkbox"/> Business and administration <input type="checkbox"/> Education <input type="checkbox"/> Engineering, Manufacturing and Construction <input type="checkbox"/> Health and Welfare <input type="checkbox"/> Humanities and Arts <input type="checkbox"/> Science, Mathematics and Computing <input type="checkbox"/> Services <input type="checkbox"/> Social Sciences and Law <input type="checkbox"/> Other (please specify) _____
8.	What role(s) do you have within the University?	(Tick all that apply) <input type="checkbox"/> Teaching undergraduate students <input type="checkbox"/> Teaching postgraduate students <input type="checkbox"/> Supervising research students <input type="checkbox"/> Professional development of trainee teachers or early-career lecturers <input type="checkbox"/> Professional development of experienced lecturers <input type="checkbox"/> Other (please specify) _____
9.	Please indicate the type of education activity you are involved with:	(Tick all that apply) <input type="checkbox"/> Face-to-face <input type="checkbox"/> Distance/Online <input type="checkbox"/> Blended/Hybrid (Face-to-face and Distance/Online) <input type="checkbox"/> Work-based training <input type="checkbox"/> Other (please specify) _____

3. Shared Qs with researchers, showing how they would appear in survey form

ROER4D Sample Survey: Demographics Section

5.	In which country do you work?	[choose from drop-down list]
6.	What inst	
7.	In which	
8.	What role Universit	
9.	Please in activity y	

Q #	ACCESS questions	Answers																																																						
1	Do you have access to the Internet?	(Tick one) <input type="checkbox"/> Yes <input type="checkbox"/> No																																																						
2	[If YES to q1] Where do you access the Internet?	(Tick all that apply) <input type="checkbox"/> home <input type="checkbox"/> school/university <input type="checkbox"/> public library <input type="checkbox"/> work <input type="checkbox"/> internet cafe (e.g. cyber cafe/Lan house/internet shop, etc.) <input type="checkbox"/> WiFi hotspot (e.g. cafe, restaurant, mall, etc.) <input type="checkbox"/> family member's or friend's home <input type="checkbox"/> other: _____																																																						
3	[If YES to q1] What devices do you use to access the internet?	(Tick all that apply) <input type="checkbox"/> laptop computer <input type="checkbox"/> desktop computer <input type="checkbox"/> tablet <input type="checkbox"/> mobile phone <input type="checkbox"/> other: _____																																																						
4	[If YES to q1] Who owns the technology that you use to access the internet?	<table border="1"> <thead> <tr> <th>(Tick all that apply)</th> <th>Laptop computer</th> <th>Desktop computer</th> <th>Tablet</th> <th>Mobile phone</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>me</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>school/university</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>public library</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>internet cafe</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>WiFi hotspot</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>family member</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>friend</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>other: _____</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	(Tick all that apply)	Laptop computer	Desktop computer	Tablet	Mobile phone	Other	me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	school/university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	public library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	internet cafe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	WiFi hotspot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																			
other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>																																																			



Ulises Hernandez...
10:45 AM Apr 5, 2014

Resolved

This question has to Question 2 and Question 3. Just add a column that says: Do not I connect from this site.

4. Engaged with researchers online via Adobe Connect to harmonise questions

Attendee List (7)

Cheryl Hodgkinson-Williams, S...

▼ Hosts (4)

Cheryl Hodgkinson-Wil...

Henry Trotter

Roger Brown

Sukaina Walji

▼ Presenters (3)

Batbold

MarcelaHernandez

Savithri Singh

► Participants (0)

Chat (Everyone)

Henry Trotter: Any luck with the audio, Dutra?

Dutra (Brazil): No.

Cheryl Hodgkinson-Williams: oh dear

Savithri Singh: Hi

Sukaina Walji: Dutra - do you want to leave and re-enter the room? Is the green speaker and microphone on at top?

MarcelaHernandez: yes, I'm hear you


MarcelaHernandez: ok

Savithri Singh: I can hear - am fine

Dutra (Brazil): I will do that. Go ahead . You can start the meeting.

Sukaina Walji: Dutra, you might need to go through Audio. Setp up wizard when you come back in.


ROER4D Question Harmonisation 6 - Concepts.pptx



Research on Open Educational Resources for Development


Question Harmonisation: Session 6


Concept clarification






28 May 2014



Cheryl Hodgkinson-Williams
Henry Trotter













Cheryl Hodgkinson-Williams

Savithri Singh

15 synchronous sessions over 9 month period

0:07:31/1:05:31



...but to do so, we had to work out everyone's time zones & best meeting time



ROER4D Participants' Time Zones for 2014

Key: DST = daylight savings time / GMT = Greenwich Mean Time (same as UTC) / SA = South Africa's time
green cells = (potential) work time / grey cells = non-work time / red border = optimal project collaboration time
www.roer4d.org

Valid until 8 March 2014. [Chile already on DST]

Place	GMT +/-	SA +/-	Time Comparisons																
Canada (BC)	-8	-10	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Canada (ON)	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chile	-5	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Brazil	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30	1:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	4

9 March 2014 – 29 March 2014. [Canada goes on DST]

Place	GMT +/-	SA +/-	Time Comparisons																
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Canada (ON)	-4	-6	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Brazil	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30	1:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	4

30 March 2014 – 26 April 2014 [Europe goes on DST]

Place	GMT +/-	SA +/-	Time Comparisons																
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Canada (ON)	-4	-6	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Brazil	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30	1:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3	4

<http://roer4d.org/wp-content/uploads/2014/03/ROER4D-Participants-Time-Zones-for-2014.pdf>

...but to do so, we had to work out everyone's time zones & best meeting time



ROER4D Participants' Time Zones for 2014



ROER4D Participants' Time Zones for 2014

Key: DST = daylight savings time / GMT = Greenwich Mean Time (same as UTC) / SA = South Africa's time
green cells = (potential) work time / grey cells = non-work time / red border = optimal project collaboration time
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Valid until

Place

Canada (BC)

Colombia, Peru

Canada (ON)

Chile

Brazil

Netherlands

South Africa

Kenya

India

Indonesia

Malaysia, Mon

9 March 2

Place

Canada (BC)

Colombia, Peru

Canada (ON)

Chile

Brazil

Netherlands

South Africa

Kenya

India

Indonesia

Malaysia, Mon

30 March

Place

Canada (BC)

Colombia, Peru

Canada (ON)

Chile

Brazil

Netherlands

South Africa

Kenya

India

Indonesia

Malaysia, Mon

27 April 2014 – 6 September 2014 [Chile goes off DST]

Place	GMT +/-	SA +/-	Time Comparisons															
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
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Netherlands	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3

7 September 2014 – 18 October 2014 [Chile goes on DST]

Place	GMT +/-	SA +/-	Time Comparisons															
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Canada (ON)	-4	-6	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Brazil	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Netherlands	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3

19 October 2014 – 25 October 2014 [Brazil goes on DST]

Place	GMT +/-	SA +/-	Time Comparisons															
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Canada (ON)	-4	-6	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Brazil	-2	-4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3

...but to do so, we had to work out everyone's time zones & best meeting time



ROER4D Participants' Time Zones for 2014

ROER4D Participants' Time Zones for 2014

Key: DST = daylight savings time / GMT = Greenwich Mean Time (same as UTC) / SA = South Africa's time
green cells = (potential) work time / grey cells = non-work time / red border = optimal project collaboration time
www.roer4d.org



ROER4D Participants' Time Zones for 2014

Key: DST = daylight savings time / GMT = Greenwich Mean Time (same as UTC) / SA = South Africa's time
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Valid until

Place
Canada (BC)
Colombia, Peru
Canada (ON)
Chile
Brazil
Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon

27 April 20

Place
Canada (BC)
Colombia, Peru
Canada (ON)
Chile
Brazil
Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon

9 March 2

Place
Canada (BC)
Colombia, Peru
Canada (ON)
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Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon

7 Septemb

Place
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Canada (ON)
Chile
Brazil
Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon

30 March

Place
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Colombia, Peru
Canada (ON)
Chile
Brazil
Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon

19 October

Place
Canada (BC)
Colombia, Peru
Canada (ON)
Chile
Brazil
Netherlands
South Africa
Kenya
India
Indonesia
Malaysia, Mon















26 October 2014 – 1 November 2014 [Europe goes off DST]

Place	GMT +/-	SA +/-	Time Comparisons															
Canada (BC)	-7	-9	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11	12
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Canada (ON)	-4	-6	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Brazil	-2	-4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30
Indonesia	+7	+5	11	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2
Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3

2 November 2014 – end of 2014 [Canada goes off DST]

Place	GMT +/-	SA +/-	Time Comparisons															
Canada (BC)	-8	-10	20	21	22	23	24	1	2	3	4	5	6	7	8	9	10	11
Colombia, Peru	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Canada (ON)	-5	-7	23	24	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Chile	-3	-5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Brazil	-2	-4	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Netherlands	+1	-1	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
South Africa	+2	---	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Kenya	+3	+1	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
India	+5.5	+3.5	9:30	10:30	11:30	12:30	13:30	14:30	15:30	16:30	17:30	18:30	19:30	20:30	21:30	22:30	23:30	0:30
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Malaysia, Mongolia, Phil, Sing	+8	+6	12	13	14	15	16	17	18	19	20	21	22	23	24	1	2	3

5. Continued discussion off-line via discussion forum and/or email

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[Research Process](#) > **Question Harmonisation**

[Add Text](#) [Add Multimedia](#) [Add Resource](#) [Add Subpage](#) [Add Question](#) [Add Assignment](#) [Add Quiz](#) [More Tools](#)


[Edit](#) **Question Harmonisation**


This space supports the Question Harmonisation Adobe Connect sessions. You are invited to review and comment on draft questions from other researchers. You can also listen to a recording of the Adobe Connect session.


The purpose and key activities of the question harmonisation process is designed to:

- 1) Define the key "concepts" in which we are interested in the ROER4D research studies - there will be some that are shared across studies
- 2) Surface the underlying assumptions/hypothesis that these questions suggest to make sure we know WHY we think these questions are important
- 3) Optimise opportunities for comparison across the regions, countries, institutions, educators and students - so that we can make the most of the data
- 4) Reduce the number of questions to make the research data gathering and analysis process manageable
- 5) Make sure we can all answer our intended research questions!
- 6) Reduce the effort of the individual researchers.


[Edit](#) **Topic 1: Demographic questions**


[Edit](#)  [View DRAFT demographic questions](#)


[Edit](#)  [Listen to the Adobe Connect session on DRAFT demographic questions](#)

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[Edit](#) **Topic 2: Access questions**


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[Edit](#)  [Discuss ROER4D DRAFT access questions](#)

[Edit](#) **Topic 3. Creation questions**

[Edit](#)  [View DRAFT creation questions](#)

[Edit](#)  [Discuss ROER4D DRAFT creation questions](#)

[Edit](#)  [Listen to the Adobe Connect Session on Access and Creation questions \(same recording as Topic 2\)](#)

6. Harmonised *concepts* as part of process (via Adobe Connect & Google Docs)



ROER4D Research Concepts - DRAFT under construction

Updated by Cheryl Hodgkinson-Williams and Henry Trotter on 12 October 2014

To make sure we all have a shared understanding of the concepts that we use in the ROER4D study, herewith are the initial descriptions. Please feel free to comment and Henry and I will synthesize the comments!

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Open Educational Resources

OER have been variously defined by international agencies, philanthropic organizations, institutions providing and using OER and researchers. According to the Hewlett Foundation, OER are "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others" [1]. Wikipedia defines OER as being "freely accessible, openly formatted and openly licensed documents and media that are useful for teaching, learning, education, assessment and research purposes". A more extensive definition is provided by Wiley, Green and Soares who conceive of OER as:

"educational materials—textbooks, research articles, videos, assessments, simulations—that are either licensed under an open copyright license—for example, [Creative Commons](#)—or in the public domain. In both cases you have free (no-cost) access to the OER and free (no-cost) permission to engage in the "4R" activities when using them, including:

- *Revise*: adapt and improve OER so they better meet your needs

- *Reuse*: use the original or your new version of OER in a wide range of contexts
- *Remix*: combine or "mashup" OER with other OER to produce new materials
- *Redistribute*: make copies and share the original OER or your new version with others (Wiley, Green & Soares 2012:2).

6. Harmonised concepts as part of process (via Adobe Connect & Google Docs)



ROER4D Research Concepts - DRAFT construction

Updated by Cheryl Hodgkinson-Williams and Henry Trotter on 1

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- *Redistribute*: make copies and share the original OER or your new version with others (Wiley, Green & Soares 2012:2).

An even more extended version of this OER definition is provided by EDUCAUSE:

"Open Educational Resources are teaching, learning, and research resources released under an open license that permits their free use and repurposing by others. OERs can be full courses, course materials, lesson plans, open textbooks, learning objects, videos, games, tests, software, or any other tool, material, or technique that supports access to knowledge. Open Educational Resources are broadly considered to meet the "5Rs Framework," meaning that users are free to:

- *Retain*: Users have the right to make, archive, and "own" copies of the content;
- *Reuse*: Content can be reused in its unaltered form;
- *Revise*: Content can be adapted, adjusted, modified or altered;
- *Remix*: The original or revised content can be combined with other content to create something new;
- *Redistribute*: Copies of the content can be shared with others in its original, revised or remixed form".

Although the term OER was coined during a UNESCO meeting in 2002 (UNESCO 2002), the concept is similar to other terms that preceded UNESCO's attempt to standardise the term to optimise information sharing. These terms include "open content" (1995), "learning objects" (Wiley 2000), and "digital learning resources" (Murgaryan & Littlejohn 2008) and "reusable digital learning resources" (Leacock & Nesbitt 2007).

For this project OER will be defined as follows:

Based on our previous definition - "OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others" - Dutra has updated it to reflect the diverse levels of openness that various OER actually have: "OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits activities enabled by different degrees of openness." Examples of OER include full courses, course materials, modules, open textbooks, streaming videos, tests, software, massive open online courses (MOOCs) and any other tools, materials, or techniques used to support access to knowledge (adapted from Smith & Casenry, 2006: 5).

(x) <http://www.newlett.org/programs/education-program/open-educational-resources>

Educational materials

Any teaching or learning materials that are not expressly "open" such as in-class materials prepared by the teacher or externally published materials, such as textbooks. In-class materials have often been shared informally between educators, but this does not make them OER. They CAN be made "open" by the inclusion of a Creative Commons licence, but as they stand they are, by default, copyrighted materials.

<http://www.stern.ac.uk/leap/leap/leap/>



Piller Soens
5:48 PM, Jun 11

OER are teaching, learning, and research resources that reside in the public domain or have been

[Show more](#)



Henry Trotter
10:08 PM, Jun 12

Thanks Dutra and Piller!

6. Harmonised *concepts* as part of process (via Adobe Connect & Google Docs)

ROER4D Research Concepts - DRAFT
construction

Updated by Cheryl Hodgkinson-Williams and Henry Trotter on 1

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Adoption

When describing how much traction OER has gained in post-secondary education the Global South, authors are still grappling with the seminal construct that describes OER practices including awareness of, access to, use of and various types of reuse such as revise, remix, redistribute, as well as OER policy development and implementation. Some studies have opted for "adoption" (Abejwardena, Dhanarajan & Chan 2012, Ngimwa & Wilson 2012), "adoption and use" (Barrett, Grover, Janowski, van Lauren, Ojo & Schmitt 2009) and "diffusion and adoption" (Lane & van Dorp 2011). In the ROER4D project it is proposed that the term "adoption" be used as the overarching construct to denote the wide range of OER practices and policy development. This includes creation, use/re-use, revising, re-mixing, redistributing.

Access

The term "access" is used very broadly in the OER literature, but refers mostly to the availability of infrastructure and services to the internet and by implication to a 'right of use' rather than a 'right of entry or admission'. A 'right of use' refers to an opportunity to read and/or download materials from the internet, while a 'right of admittance' refers to an opportunity to gain entry into an educational institution and/or programme.

In the ROER4D project it is proposed that the term "access" refers to the availability of technological infrastructure (hardware, software, connectivity, IT services), repositories (global and/or institutional portals and repositories) and mechanisms (computers, tablets, mobile phones etc.) which enable 'physical access' (Czerniewicz & Brown 2006) or 'material access' (van Dijk 2005) to OER.

Create/Creation

While much of OER to-date has emanated from the Global North, the ROER4D study will endeavour to establish to what extent and what types of OER are being created by lecturers and/or students in the Global South and identify the constraints and enablers that either impede or facilitate the development of OER "from scratch" (Ornollo, Rahman & Yebuah 2012). The term "contribution" to "open education goods" (Iyoshi & Kumar 2008) is sometimes used synonymously with "creation" as is the word "production" (See [CERIOECD Report 2007](#)) in the ROER4D project. It is proposed that the term "creation" of OER be referred to as the production or development of digital teaching and learning resources that are intended from the beginning to be shared openly and under some type of licence that allows reuse – more colloquially, teaching and learning resources that are 'born open'. The creation of OER could be undertaken by individual educators and/or students or collaboratively. Three important issues in relation to creation of OER are alternative licensing, duration or digital storage with appropriate metadata (e.g. author, licence, version) and distribution.

Awareness

In order for OER to fulfil its potential (ICDE 2013), students and educators need in the first instance to be aware of OER. A small-scale study at De Montfort University, Leicester in the UK found that only 18% of lecturers were aware of OER (Boile 2012) and a recent survey of academic leaders in

<https://docs.google.com/document/d/1lz1kVC4CYLFJBtZNm2o5ziFJKW96SjtNjhWHfTKKkbl/edit>

7. Piloted survey based on harmonised questions with ROER4D members and other OER colleagues (version 1)

30. Which types of resources have you shared, and how frequently? (Tick all that apply)

	Never	Rarely	Sometimes	Often	Always
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MOOCs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elements of a course (e.g. a module/unit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio podcasts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Infographics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture notes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data sets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning tools, instruments & plugins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

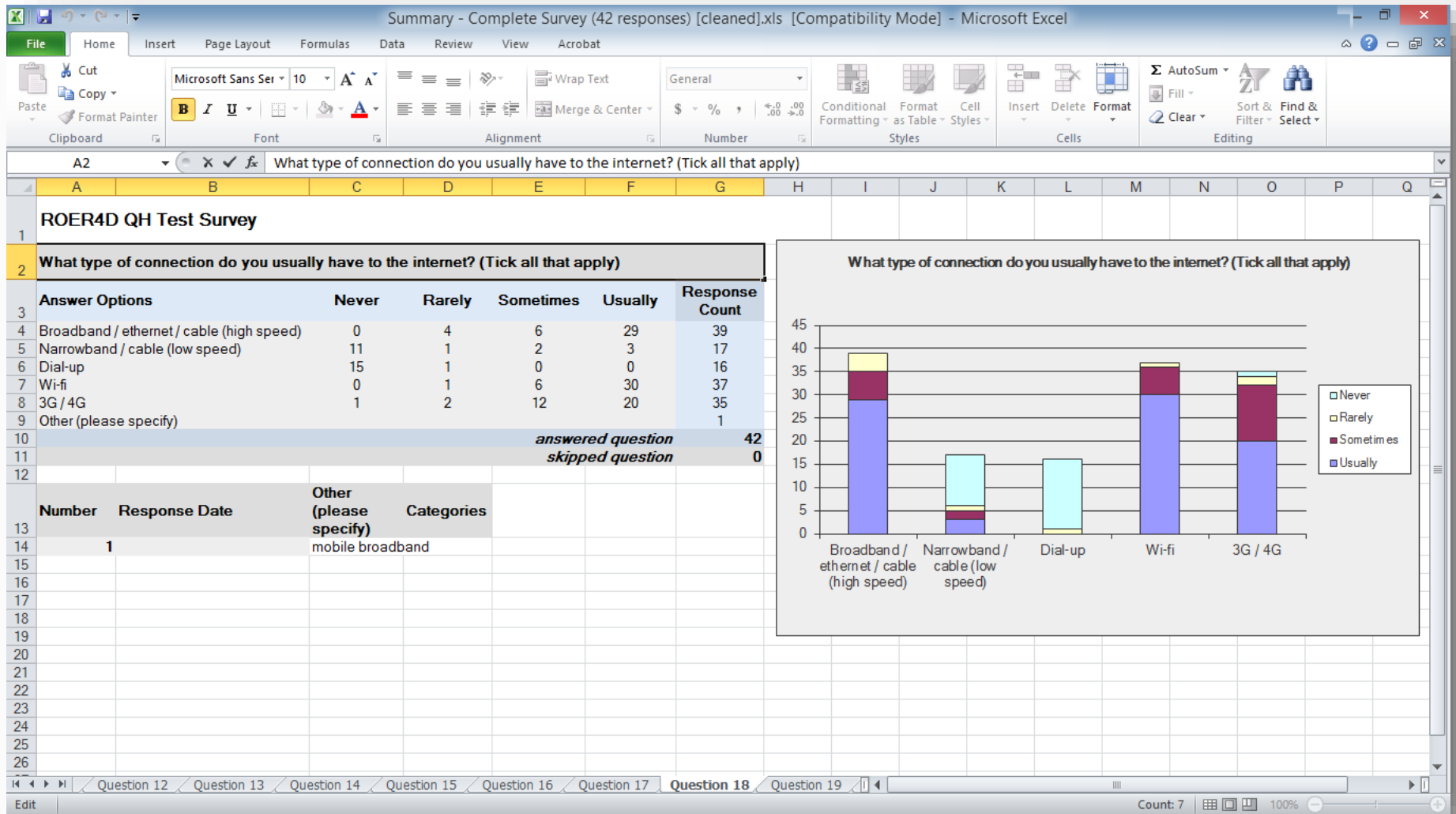
Other (please specify)

31. How do you share the OER you have created? (Tick all that apply)

- ☐ Personal website or blog
- ☐ Departmental website
- ☐ Institutional learning management system
- ☐ Institutional repository
- ☐ Regional repository (e.g. OER Africa)
- ☐ International repository (e.g. MERLOT)
- ☐ Image/video-based services (e.g. Flickr, SlideShare, YouTube)
- ☐ Cloud-based storage (e.g. Google Drive)

Other (please specify)

8. Assessed results and gave feedback to researchers on pilot survey



9. Revised the questions and shared them with network (version 2) ...

Q#	USE (of OER)	Answers
45.	Do you ever use Open Educational Resources (OER) in your teaching? (i.e. materials that are free, openly licensed and allow for reuse)	<input type="checkbox"/> Never <input type="checkbox"/> Rarely (less than 5%) <input type="checkbox"/> Sometimes (5%–20%) <input type="checkbox"/> Often (20%–50%) <input type="checkbox"/> Frequently (more than 50%)
46.	[if NEVER to q45] Why have you never used OER in your teaching?	(Tick all that apply) <input type="checkbox"/> I am not aware of OER <input type="checkbox"/> I do not have access to OER <input type="checkbox"/> I do not know where to find OER <input type="checkbox"/> I prefer to use my own materials <input type="checkbox"/> It has never occurred to me to use it in my teaching <input type="checkbox"/> It is not common practice in my disciplines / institution / etc. <input type="checkbox"/> I worry about the quality of OER <input type="checkbox"/> I have not yet found any OER that is relevant for my teaching <input type="checkbox"/> Incorporating OER would be too time-consuming <input type="checkbox"/> I do not teach Other (please specify) _____
47.	[if POSITIVE to q45] Where do you download the OER that you use?	(Tick all that apply) <input type="checkbox"/> Personal websites or blogs <input type="checkbox"/> Departmental websites <input type="checkbox"/> Institutional learning management systems <input type="checkbox"/> Institutional repositories <input type="checkbox"/> Regional repositories (e.g. OER Africa) <input type="checkbox"/> Image/video-based services (e.g. Flickr, SlideShare, YouTube) <input type="checkbox"/> Cloud-based storages (e.g. Google Drive, Dropbox) <input type="checkbox"/> Google Scholar Other (please specify) _____

...providing access to all QH session videos & docs that went into the process

Table 1: Overview of ROERAD Question Harmonisation Processes and Products

Date	Question Harmonisation Processes	Question Harmonisation Products
Dec 2013	ROERAD Research Workshop 1	ROERAD Question Bank (public) ROERAD Research Concepts (public)
12 March 2014	ROERAD Webinar 1 - Question Harmonisation 1: Demographics	QH1: Google doc Draft Demographic questions (public) QH1: PowerPoint presentation (public) https://vls.uct.ac.za/v00009h QH1: Adobe Connect session (ROERAD only) http://meeting.uct.ac.za/join/209w/ presentation QH1: Adobe Connect Chat session https://vls.uct.ac.za/v0002h/
26 March 2014	ROERAD Webinar 2 - Question Harmonisation 2: Access and Citation	QH2: Google Docs Draft Access questions & Draft Citation questions (public) QH2: PowerPoint presentation (public) https://vls.uct.ac.za/v0001h/ QH2: Adobe Connect session http://meeting.uct.ac.za/join/209w/ QH2: Adobe Connect Chat session https://vls.uct.ac.za/v0008h/

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9 April 2014	ROERAD Webinar 3 - Question Harmonisation 3: Creation and Awareness	QH3: Google Docs Draft Creation questions & Draft Awareness questions (public) QH3: PowerPoint presentation (public) https://vls.uct.ac.za/v0009h/ QH3: Adobe Connect session http://meeting.uct.ac.za/join/209w/ and http://meeting.uct.ac.za/join/209w/ QH3: Adobe Connect Chat session https://vls.uct.ac.za/v0007h/
30 April 2014	ROERAD Webinar 4 - Question Harmonisation 4: Awareness and Use	QH4: Google Docs Draft Awareness questions & Draft Use questions (public) QH4: PowerPoint presentation (public) https://vls.uct.ac.za/v0001h/ QH4: Adobe Connect session http://meeting.uct.ac.za/join/209w/ QH4: Adobe Connect Chat session https://vls.uct.ac.za/v0008h/
14 May 2014	ROERAD Webinar 5 - Question Harmonisation 5: Use	QH5: Google Docs Draft Use questions (public) QH5: PowerPoint presentation (public) https://vls.uct.ac.za/v0001h/ QH5: Adobe Connect session http://meeting.uct.ac.za/join/209w/ QH5: Adobe Connect Chat session https://vls.uct.ac.za/v0008h/
26 May 2014	ROERAD Webinar 6 - Question Harmonisation 6: Concepts 1.1	QH6: Google Docs Draft Identification of concepts (public) QH6: PowerPoint presentation (public)

10. Enjoined researchers to share their adaptations of the harmonised survey for their own sub-projects via webinar sessions...

The screenshot displays a webinar interface with the following components:

- Attendee List (9):**
 - Hosts (4): Dutra Brazil, Cheryl Hodgkinson-Williams, Henry Trotter, Roger Brown, Sukaina Walji.
 - Presenters (3): Dutra 2 - Brazil, Dutra Brazil, Ranjani_ITFC.
 - Participants (2): Tabisa, Tess Cartmill.
- Chat (Everyone):**

Ranjani_ITFC: is it the browser
Cheryl Hodgkinson-Williams: If it is Chrome then we can start again!
Roger Brown: the browser may require you to "allow" the use of the mic
Ranjani_ITFC: I did
Ranjani_ITFC: allow the browser
Sukaina Walji: @Ranjani - are your speaker and microphone icons green
Ranjani_ITFC: the mic is green
Sukaina Walji: your mic is not showing up here.
Henry Trotter: right-click on your name, choose "settings", then set up your mic there
Sukaina Walji: Ranjani has gone
Cheryl Hodgkinson-Williams: Dutra can you speak?
Ranjani_ITFC: Back
- ROER4D Question Harmonisation 10 - SP5 Questions.pdf**

SP5: Guru and Ranjani (India)

Collaborative co-creation of OER
by teacher educators and teachers in India:
A participatory action research study



Logos: wawasan open UNIVERSITY, ROER4D, IDRC, CRDI, and a university crest.
- Camera and Voice (1):**

Video feed of Cheryl Hodgkinson-Williams.
- Progress Bar:** 0:11:57/1:07:29

...and recruited some of them to share their research knowledge experience with us next year during the bi-weekly Adobe Connect sessions

Evaluation Question:

What research skills could YOU contribute to the research capacity building?

Formulating research instrument questions (5)

- PI (research questionnaire development)
- Research Assistant (developing research instruments)
- Researcher (Scale development)
- Researcher (development of research tools)
- Researcher (instrument development)

Analysing qualitative data (2)

- PI
- Hub team (using NVivo)

Developing a conceptual framework (2)

- PI
- Research Assistant

Report writing (2)

- Hub team
- Research assistant

Writing a research question (1)

- PI

Presenting research work (1)

- Hub team

Analysing quantitative data (1)

- Mentor

Outcomes (positive)



Outcomes (positive)

1. Through extensive collaboration, deliberation and testing, we developed a set of questions that were:

- well-**harmonised** with other large OER surveys
- sensitive to and **adapted** for the Southern context
- successful at **obtaining useful data** on academics' creation and use of OER

.

Outcomes (positive)

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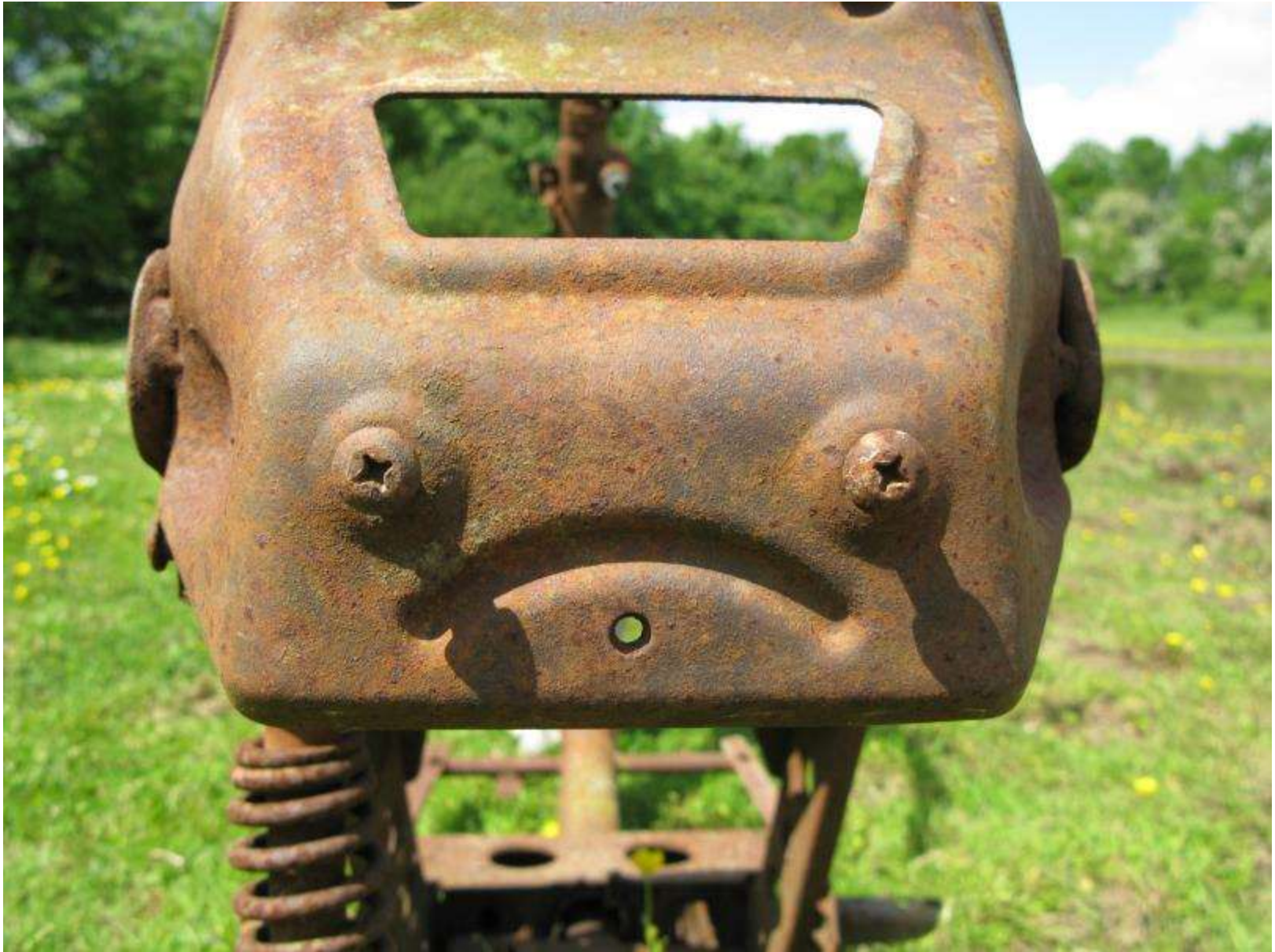
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4. **Increased the research capacity** of many of the scholars that participated, which was the broader objective of this question harmonisation effort.
5. **Some researchers incorporated the questions** into their surveys or interviews.

Outcomes (negative)



Outcomes (negative)

1. Research capacitation was uneven

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2. Technology problems

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Outcomes (negative)

1. Research capacitation was uneven
2. Technology problems
3. Too long
4. Harmonisation buy-in incomplete

Lessons learned

What worked?



"Golden Gate Bridge SF CA North View" by Bill Ebbesen - Transferred from en.wikipedia. Licensed under CC BY 2.5 via Wikimedia Commons - http://commons.wikimedia.org/wiki/File:Golden_Gate_Bridge_SF_CA_North_View.jpg#/media/File:Golden_Gate_Bridge_SF_CA_North_View.jpg

What didn't work?



"Tacoma-narrows-bridge-collapse". Licensed under Public Domain via Wikimedia Commons - <http://commons.wikimedia.org/wiki/File:Tacoma-narrows-bridge-collapse.jpg#/media/File:Tacoma-narrows-bridge-collapse.jpg>

What worked?

1. Having regular sessions

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2. Inviting researchers to share their own work

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What didn't work?

1. The “voluntary” model

What worked?

1. Having regular sessions
2. Inviting researchers to share their own work
3. Working collaboratively and “openly” (within the project)

What didn't work?

1. The “voluntary” model
2. Initiating the process after other key issues had already been decided

Going Forward: Capacity Development beyond Question Harmonisation



“Question Mark Garden” by Dennis Brekke – CC-BY 2.0 - <https://www.flickr.com/photos/dbrekke/181939582/>

From CD1 to CD2

ITAD (Information Training and Agricultural Development)
Learning Network on Capacity Development (LenCD)

From CD1 to CD2

ITAD (Information Training and Agricultural Development)
Learning Network on Capacity Development (LenCD)

CD1

“A CD1 approach typically focuses on building the skills needed to produce an output that meets today’s requirements.”

From CD1 to CD2

ITAD (Information Training and Agricultural Development)
Learning Network on Capacity Development (LenCD)

CD1

“A CD1 approach typically focuses on building the skills needed to produce an output that meets today’s requirements.”

CD2

“A CD2 approach aims to build skills but also support new attitudes and behaviours, shift institutional relationships to sustain compliance, and support new, locally-driven policies and practices around the issues into the future.”

See: <http://itad.com/capacity-development-how-should-we-reframe-it-for-the-digital-age/>

Capacity Development 2.0 (according to ITAD)

- 1. Systems perspectives** – see CD through lens of systems & complexity concepts.
- 2. Four dimensions of change** – *personal; relationships; collective patterns of thinking and action; and, systems and structures.*
- 3. Behavioural competencies** – skills training can be seen as a typical activity of a CD1 approach, but it becomes a CD2 activity when it responds to the behaviours needed to connect individual, organisational and network levels of capacity development. For example, how to collaborate within and between teams and organisational boundaries.
- 4. Elements of an enabling environment** – *legitimacy* (acquired or located in a position or structure); *space* to operate, interact, collaborate etc.; *boundary spanners* and brokers; *skills* to carry out technical delivery and mandated tasks effectively.
- 5. Digital competencies** – being able to navigate through the range of tools and activities which could be linked to a CD2 framework.

See: <http://itad.com/capacity-development-how-should-we-reframe-it-for-the-digital-age/>

CD2 – Are we there yet?



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Thank you

Creator: Henry Trotter – henry.trotter@uct.ac.za



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