

Introduction

In today's rapidly changing economy, the rising costs of traditional textbooks and issues of affordability by students are a primary concern for the library, faculty, and students (Miller & Homol, 2016). Open Educational Resources (OERs) remove restrictions around copying resources & reduces the cost of accessing educational materials (Butcher, Kanwar, & Uvalic-Trumbic, 2011). It was the need of the hour to introduce OERs into our academic teaching culture. OERs are learning, teaching, and research materials in any format and medium that reside in the public domain or are under the copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others (UNESCO, 2019).

Objectives

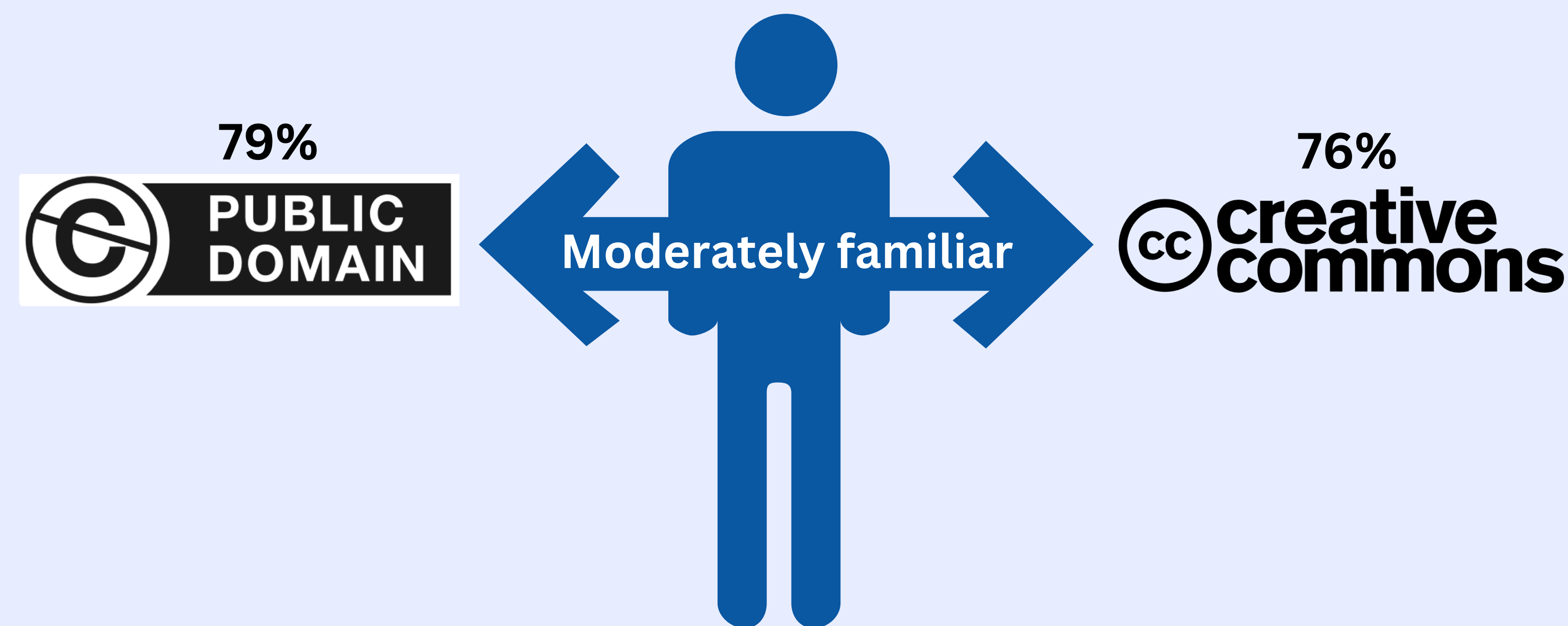
1. Current practices of faculty in developing course materials for teaching
2. Faculty's awareness regarding OERs
3. Faculty's readiness (preparedness) regarding OERs

Methodology

To assess the awareness & preparedness of the FCCU faculty for adopting OERs, a structured questionnaire was adapted using two surveys, one from Foley Library, Gonzaga University & other from American University of Beirut.

- Population: 315 faculty members
- Sample size: 183 (with 95% confidence level & 5% margin of error)
- Data was gathered from 6 disciplines; Computer & Math Sciences, Humanities, Natural Sciences, Social Sciences, School of Education and School of Management
- Close ended responses were statistically analyzed using SPSS and MS Excel
- Open ended responses were analyzed using thematic analysis

Familiarity with Aspects of Copyrights and Licensing

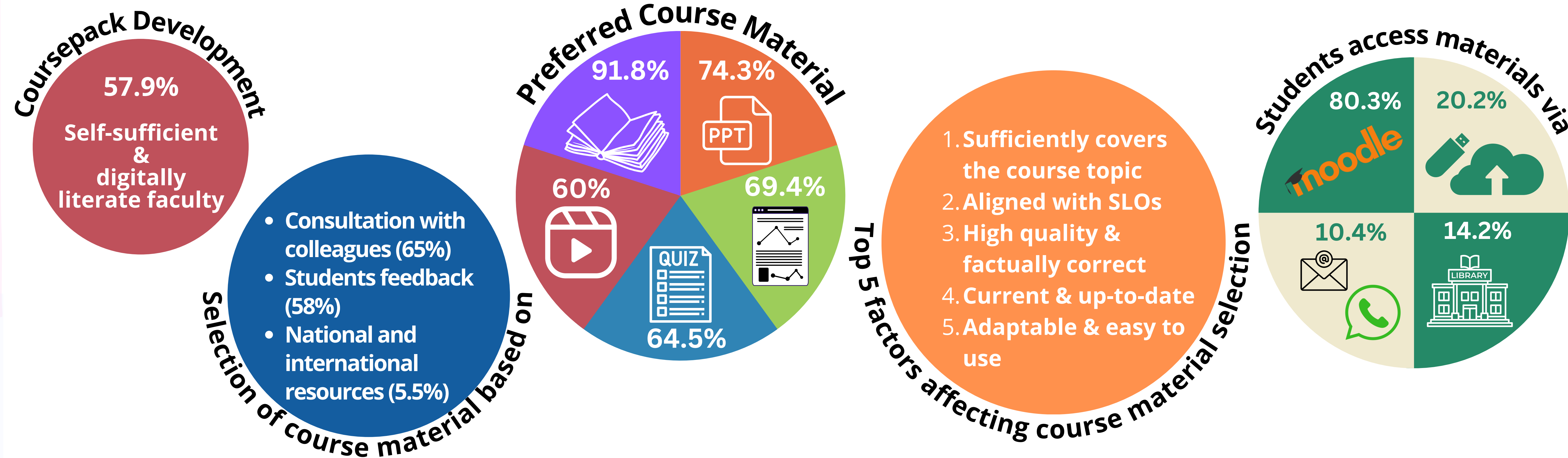


Misconceptions about OER platforms

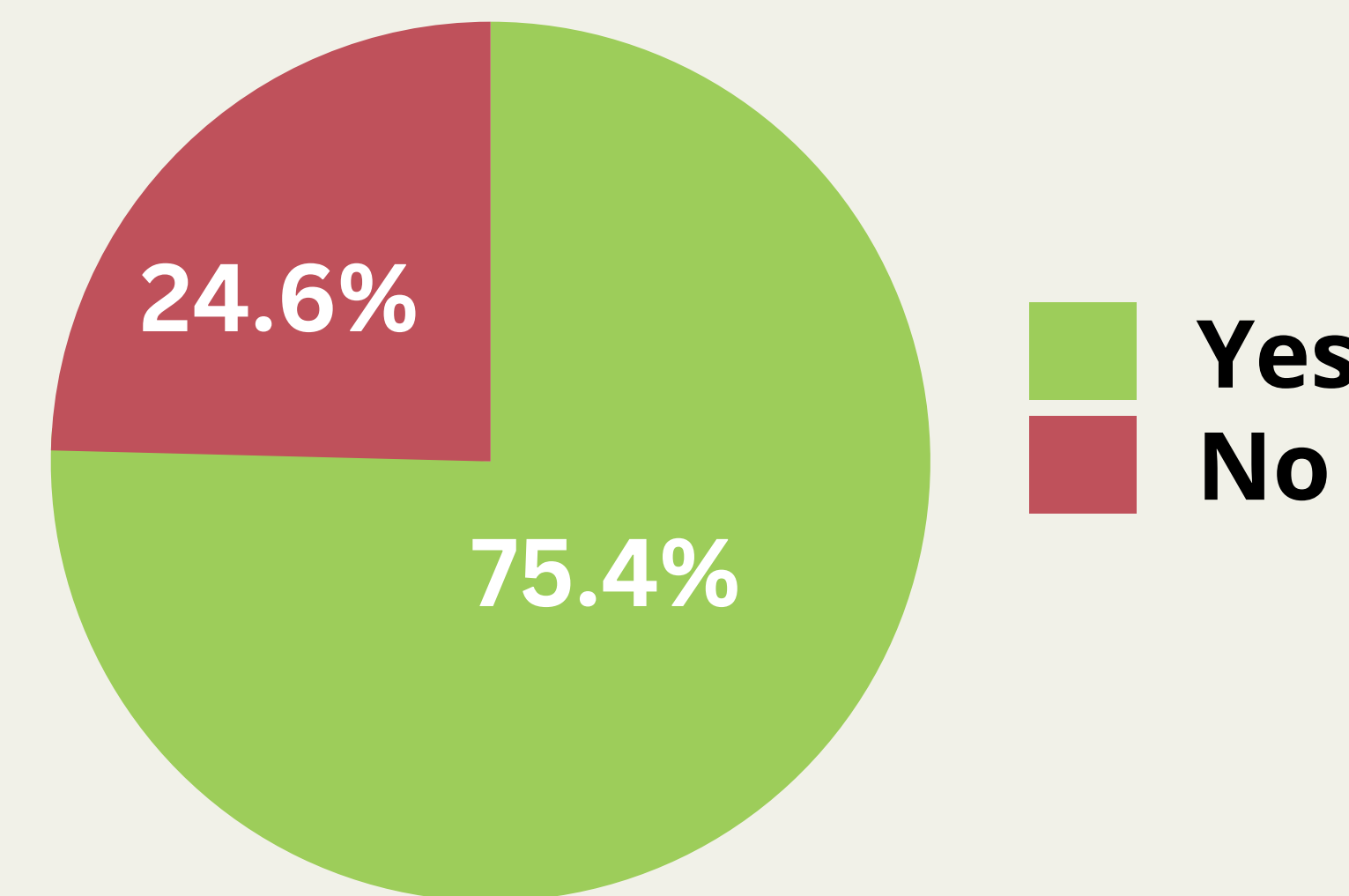


References:
 1. Butcher, N., Kanwar, A., & Uvalic-Trumbic, S. (2011). *A basic guide to open educational resources (OER)*
 2. Miller, R., & Homol, L. (2016). Building an online curriculum based on OERs: the library's role. *Journal of Library & Information Services in Distance Learning*, 10(3-4), 349-359.
 3. UNESCO. (2019, 20th April 2023). UNESCO's mandate in OER. Retrieved from <https://www.unesco.org/en/open-educational-resources/mandate#:~:text=OER%20are%20defined%20in%20this,adaptation%20and%20redistribution%20by%20others.>

Current practices of the faculty regarding the usage of OERs



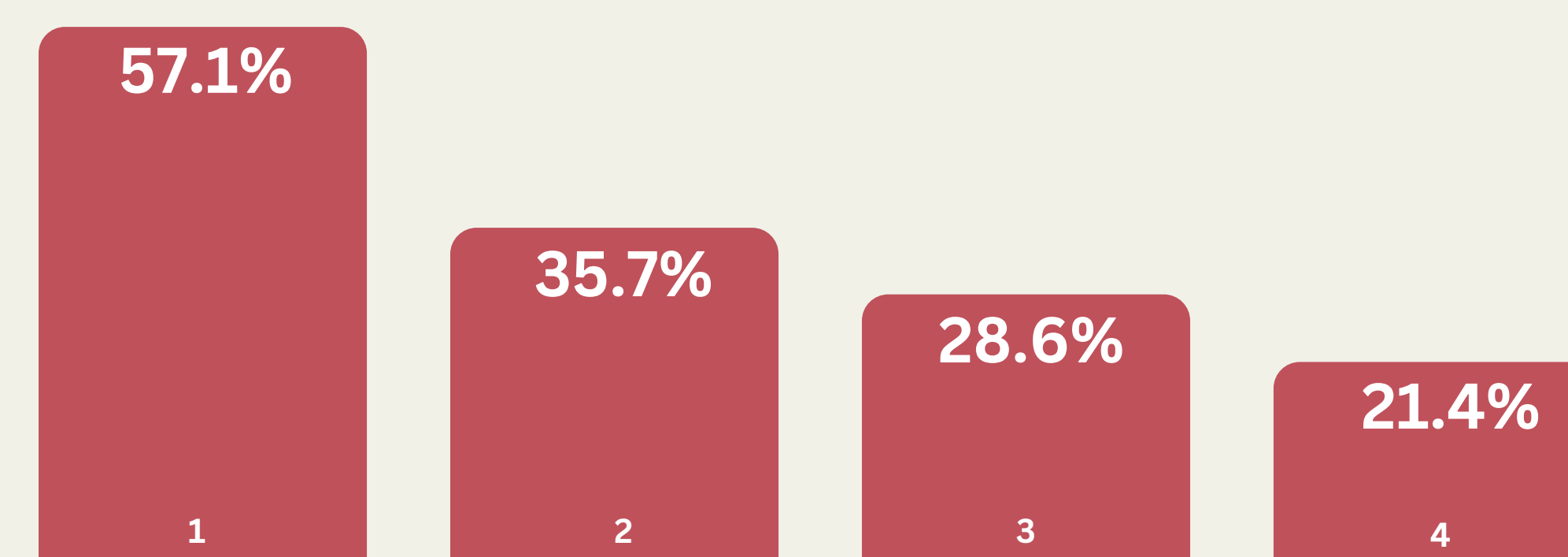
Faculty awareness regarding Open Education Resources (OERs)



Extent of awareness regarding OERs

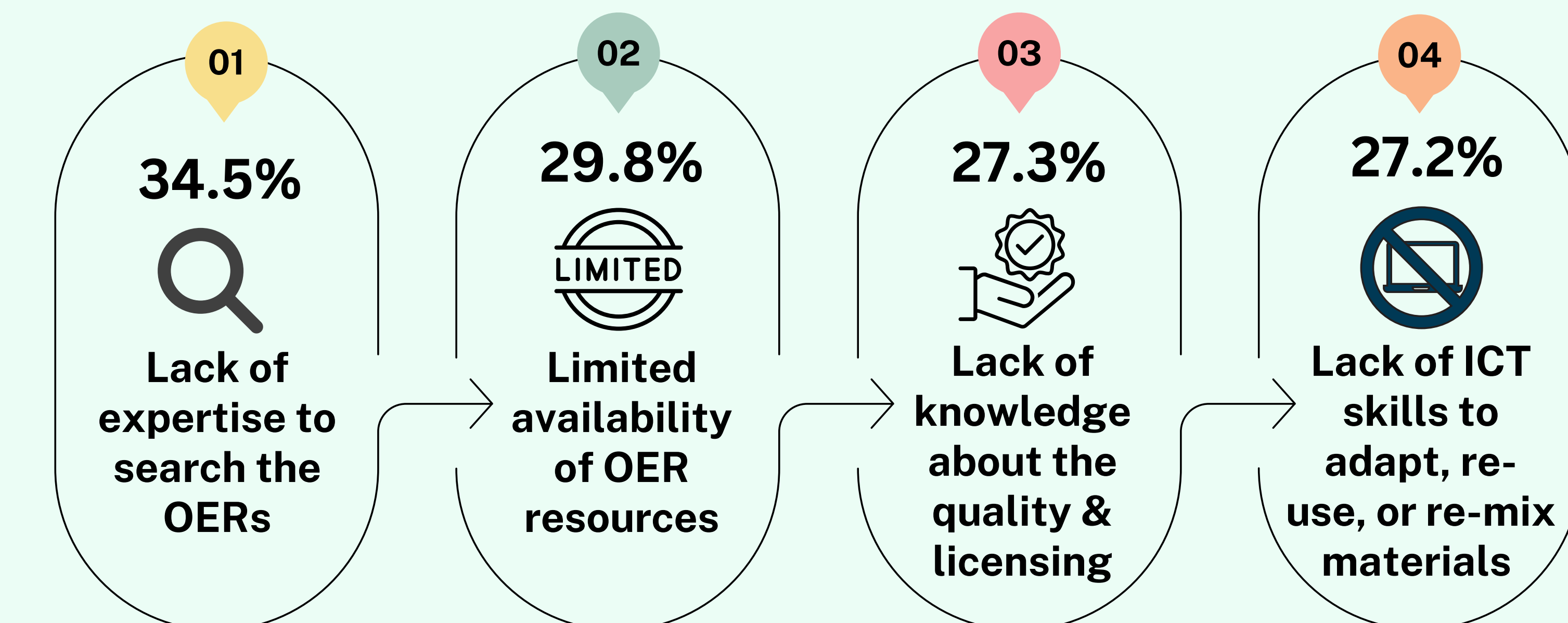
- Out of 75.4%
- 52.2% are aware and are considering using OERs
 - 23.9% have been using OERs in their course(s) for the past 3 - 5 years as they are i) easy to use, ii) adapt and/or modify, iii) easy to access due to its openness and iv) cost-effective
 - Surprisingly, 15.9% of the faculty found out about OERs just through this survey
 - 8% have been aware about OERs but are not interested in using them

Reasons for not considering OERs

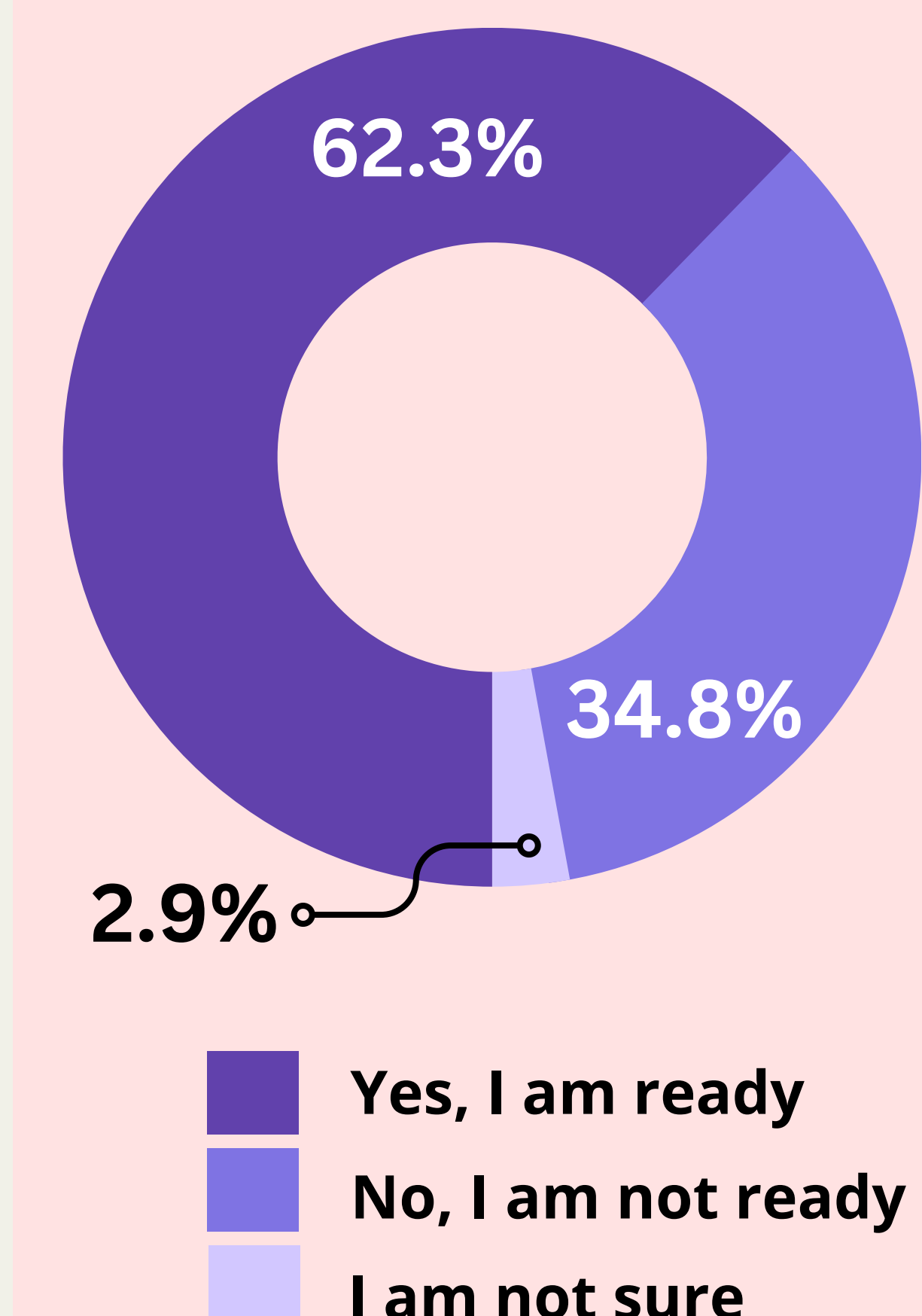


- Out of 24.6%
1. Not sure if they will suit the course requirements
 2. Satisfied with current course materials
 3. Not sure how challenging & reliable
 4. Not sure how to locate resources

Challenges in using OERs



Faculty's readiness regarding OERs



Moving Forward...

- Library support:
- Developing OER tools and resources for the faculty
 - Individual support in developing the OER coursepack
- CLT support:
- Facilitating awareness sessions, information sessions and workshops
 - Certificates of participation in the above OER-related CLT activities
 - Appreciation awards for faculty using OERs
- Institutional support:
- Appropriate policies to support the usage of OERs
 - Networking support (e.g. internet bandwidth)