

Collaborating across borders: OER use and open educational practices within the Virtual University for Small States of the Commonwealth

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COMMONWEALTH of LEARNING



Intro to VUSSC

Antigua & Barbuda		Kiribati		St. Kitts & Nevis	
Barbados		Lesotho		St. Lucia	
Belize		Maldives		St. Vincent and the Grenadines	
Botswana		Malta		Swaziland	
Brunei Darussalam		Mauritius		The Bahamas	
Cyprus		Namibia		The Gambia	
Dominica		Papua New Guinea		Tonga	
Fiji		Samoa		Trinidad & Tobago	
Grenada		Seychelles (The Republic of)		Tuvalu	
Guyana		Sierra Leone		Vanuatu	
Jamaica		Solomon Islands			

- **Network of 32 small developing states committed to collaboratively developing OER**
- **Co-ordinated by Commonwealth of Learning**

Intro to VUSSC



<https://youtu.be/XHT297ZU4uE>

Methods

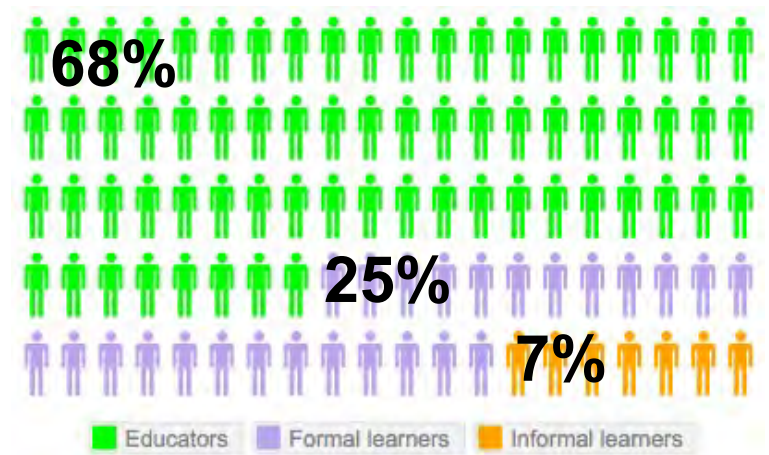
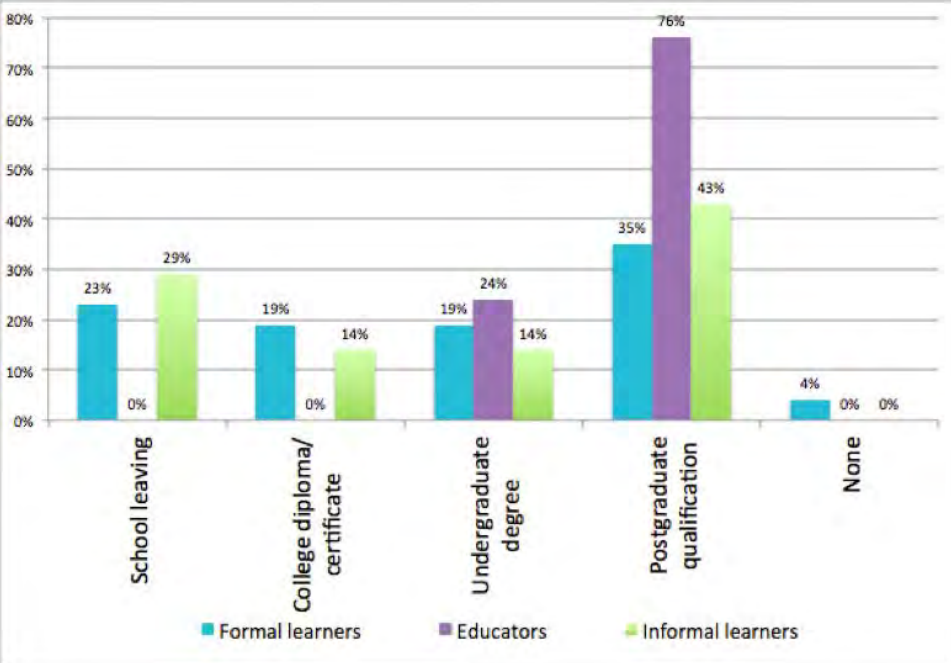


- Use of OERRH questions
- Comparison with OERRH global dataset
- 20 follow-up Skype interviews

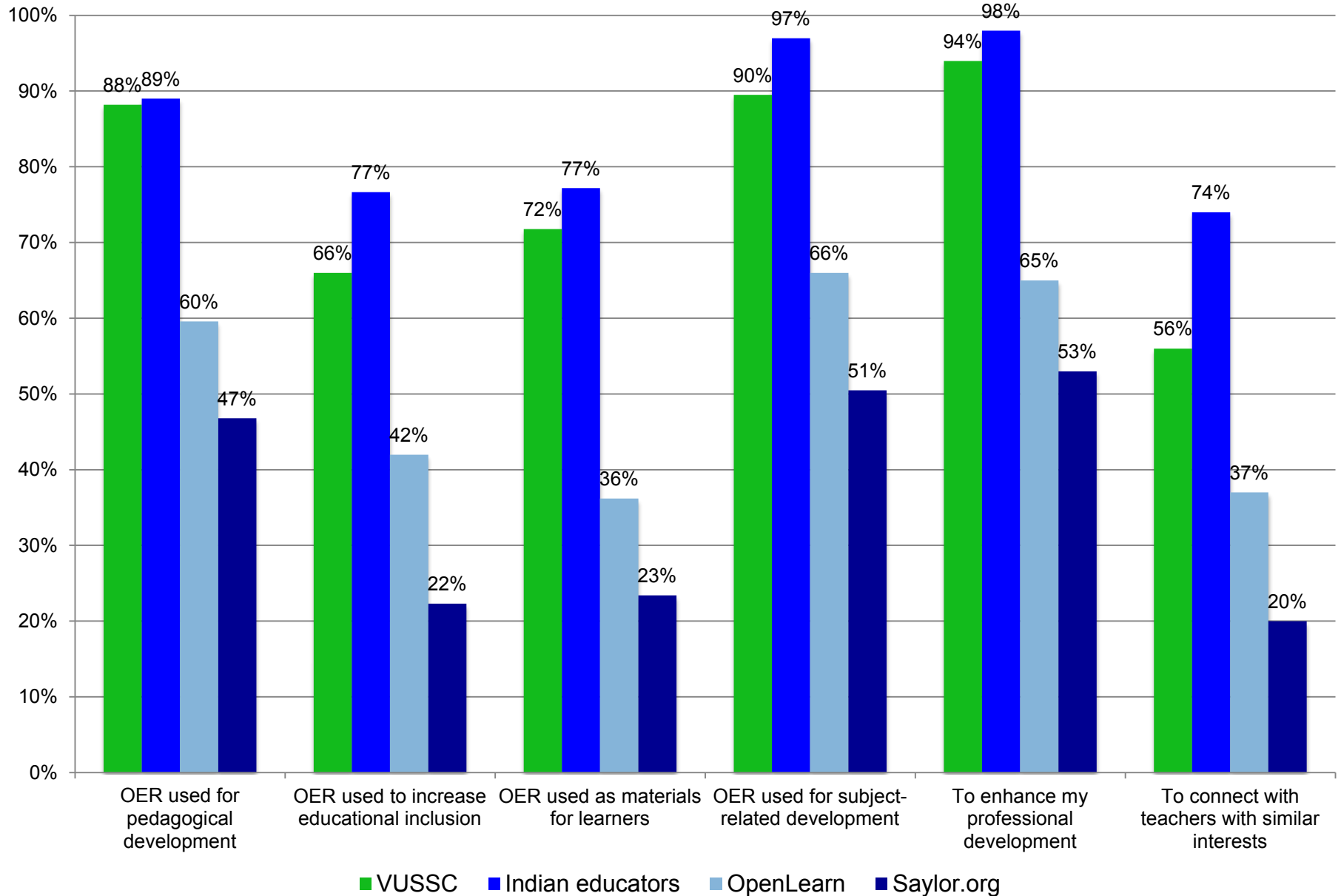


The sample

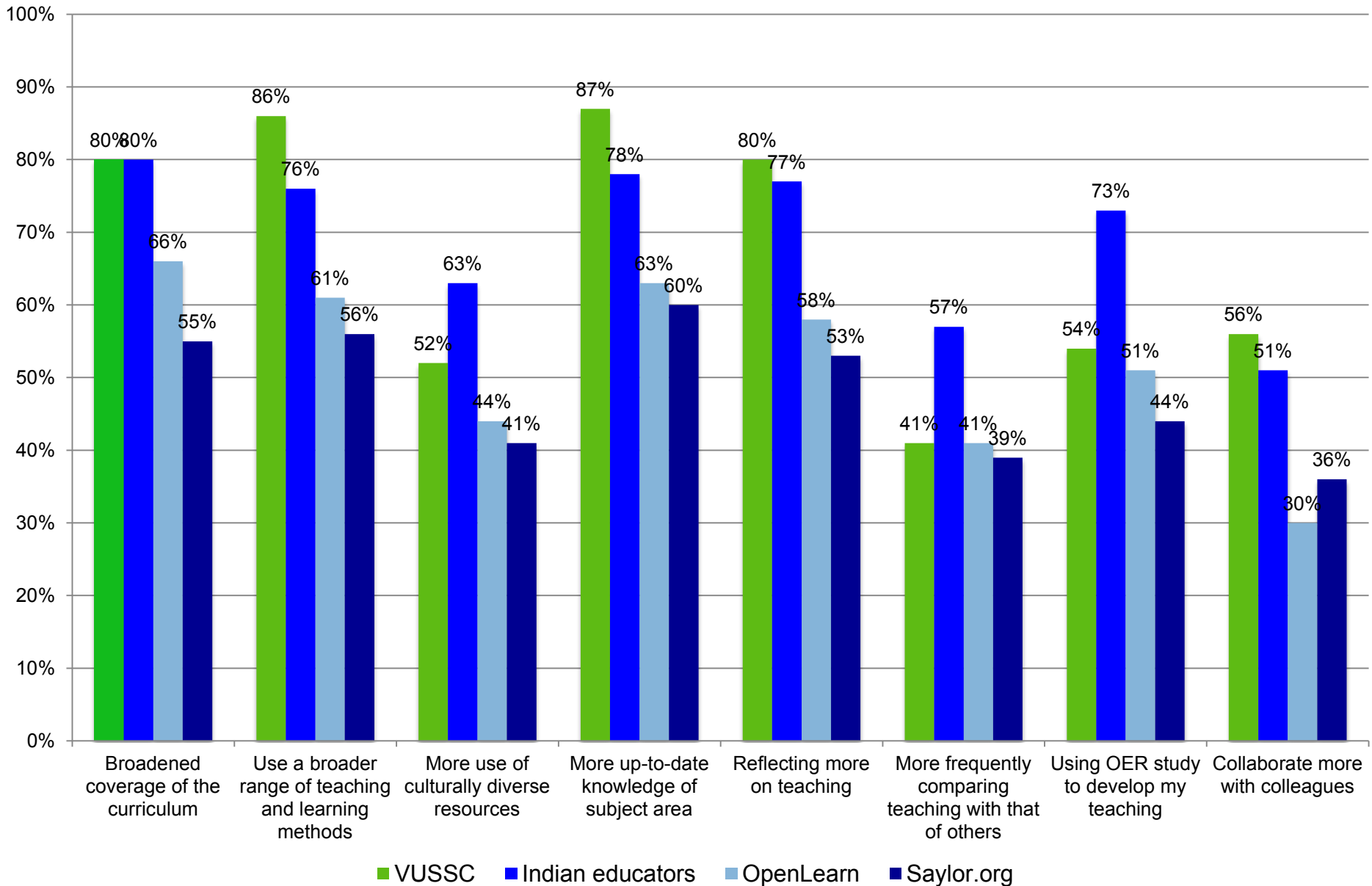
72% of respondents identified English as their first spoken language



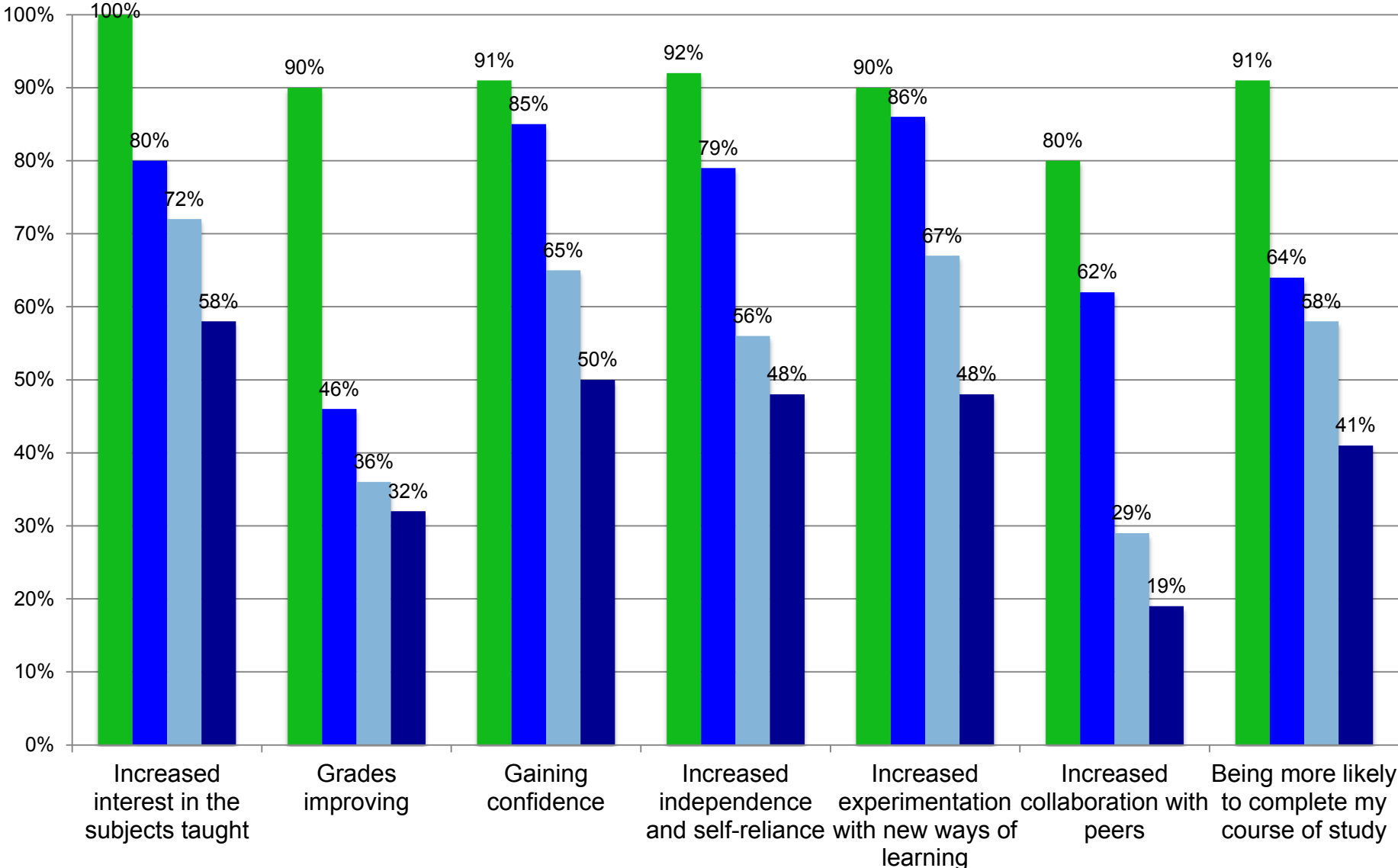
Educators' use of OER (1)



Educators' use of OER (2)



Impact of OER on formal learners



■ VUSSC formal learners ■ Indian formal learners ■ OpenLearn-using formal learners ■ Saylor.org-using formal learners

The BOCODOL Case Study



<https://youtu.be/p4-w5EQjB9A>

Challenges to OER use

	Educators	Formal learners
Finding OER relevant to my context	87%	80%
Knowing where to find OER	77%	82%
Finding OER in my subject area	76%	82%
Technical problems	71%	80%
Insufficient time to find OER	73%	67%
Finding quality OER	70%	82%
No connections with OER-using peers	62%	57%
Finding up-to-date OER	56%	73%

What next?

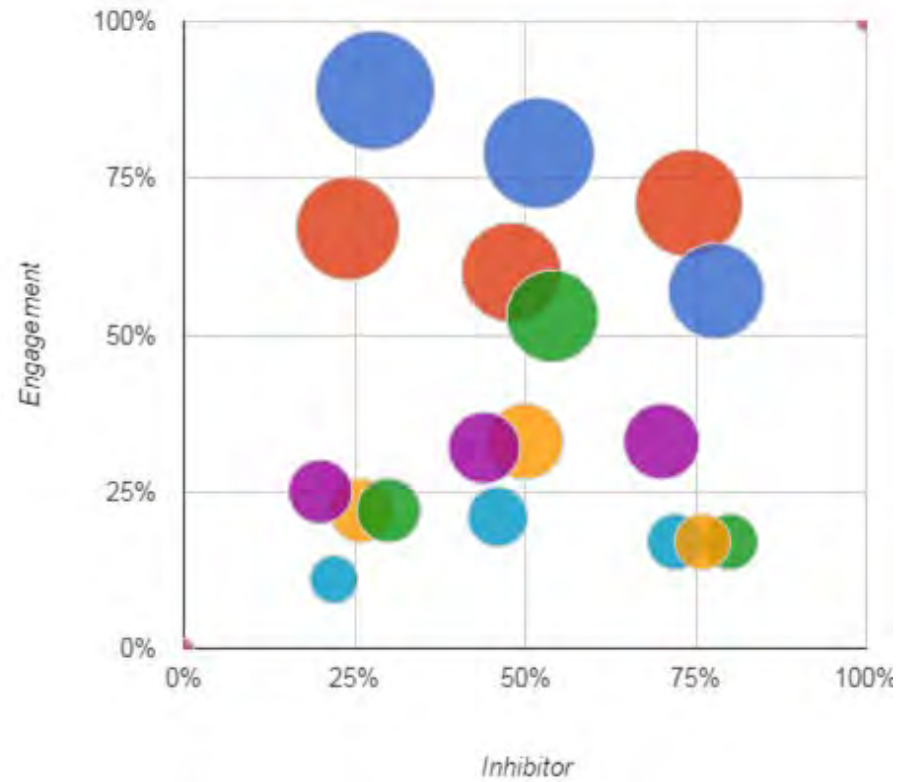
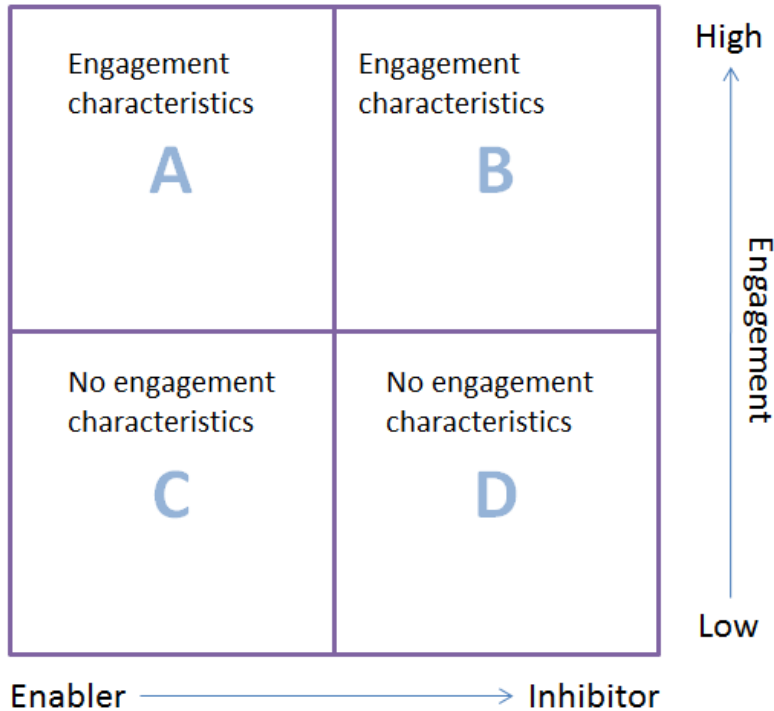
- Future development of VUSSC



https://youtu.be/nK_UpiOCxlo

- Future research: case studies; more analysis against new model (Perryman & Seal, 2015)

A new model of OER engagement in development contexts



Thank you for listening

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