



Received: 02-02-2024
Accepted: 11-03-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Status of Open Educational Resources in Universities

Le Ngoc Thu

University of Labour and Social Affairs, Hanoi, Vietnam

Corresponding Author: Le Ngoc Thu

Abstract

Universities in Vietnam are developing following the trend of financial autonomy and international integration. Access to knowledge and information sources is becoming increasingly urgent, and interest in how to find, use, knowledge, create and disseminate knowledge is increasing. With support from the Internet and open source software, sharing information resources and exchanging knowledge has become much more convenient and is gradually becoming a mainstream trend in today's education system.

In Vietnam, open educational resources are still new information for universities. Currently, no university has officially introduced open educational resources into official training and teaching. Schools are having to spend high costs to buy foreign materials without actually using open educational resources. Therefore, this article aims to understand the awareness of relevant subjects, including lecturers and students, regarding the application of open educational resources at universities in Vietnam.

Keywords: Open Educational Resources, University, Awareness

1. Introduction

Universities in Vietnam are developing following the trend of financial autonomy and international integration. However, in the process of implementing financial autonomy and international integration, Vietnamese higher education faces many challenges from many sides, including from state management agencies and from the universities themselves, and from the perspective of learners when they are not ready to innovate. Furthermore, access to knowledge and information sources is becoming increasingly urgent, and interest in how to find, use, knowledge, create and disseminate knowledge is increasing. In universities, knowledge and information resources in the form of educational materials are necessary to improve the quality of education. Therefore, universities always value educational resources to support teaching and learning. Many universities have chosen open educational resources to reduce costs while still ensuring educational quality. And this is also the solution that UNESCO recommends that many universities in many countries choose. Under the support of technology, provides open educational resources, to be consulted, used and adapted by the user community for non-commercial purposes.

In Vietnam, open educational resources are still new information for universities. Currently, no university has officially introduced open educational resources into official training and teaching. Thus, schools are having to spend high costs to buy foreign materials without actually using open educational resources. Besides, the application of interactive and open access methods (Open Access) is also an essential part to help the teaching and learning process achieve high efficiency. With support from the Internet and open source software, sharing information resources and exchanging knowledge has become much more convenient and is gradually becoming a mainstream trend in today's education system. Therefore, this article aims to understand the awareness of relevant subjects, including lecturers and students, regarding the application of open educational resources at universities in Vietnam.

2. Literature Review

According to UNESCO (2002) ^[4], open educational resources are teaching, learning and research materials in any digital or other medium that are in the public domain or have been released under an open license, does not restrict others from accessing, using, modifying and distributing freely. According to Huang (2015) ^[3], open educational resources include tools, content and implementation resources. Tools are open source software for creating, using and distributing resources. Content is materials for learning and research. Implementation resources are technology standards and implementation licenses. According to the Hewlett Foundation, open educational resources are resources for teaching, learning and research that exist in

the public domain/public domain (public use) or are circulated under an intellectual property license that allows use free and repurposed by others. Open educational resources include all the science, learning materials, modules, textbooks, tests, software and other tools, documents and technologies used to support education access to knowledge. Open licensing is built within the framework of applicable intellectual property rights as defined by appropriate international conventions and respects the authorship of the work. At the same time, UNESCO calls on governments around the world to publicly license educational materials and publicly sponsor them for public use. This declaration is considered a historical turning point in the movement to develop open educational resources.

The capacity of open educational resources is determined in five aspects: The capacity to become familiar with open educational resources, the capacity to search for open educational resources, the capacity to use open educational resources, and the capacity to share open educational resources. According to Bliss and Smith (2017) ^[1], a document classified as an open educational resource must meet all 5 rights: Retain (allowed to retain for use, without restriction on digital management rights), Reuse (this is the most basic principle and openness. Everyone can use the document for different purposes), Revise (is allowed to customize, modify, change), Remix (allowed to mix two or more resources into a new resource), Redistribution (allowed to share documents with everyone). The term Open Educational Resources is not synonymous with online learning (E-Learning) or flexible learning (mobile learning). Open educational resources can be shared digitally or can be as printed documents.

Open educational resources were born and developed thanks to technology and depend on technology, especially the Internet - a tool that highlights the advantages and well conveys the value of OER, which is knowledge for everyone people and can easily be shared and exploited. Technology helps create, store and share the content of open educational resources. However, this is open source technology so the community can contribute and develop. An open educational resource document must be in an open format so that it can be modified and updated to create derivative versions, as well as be able to be used on different technology platforms. Creating open technology standards for open educational resources is necessary so that these learning resources can reach users with different conditions and technologies. The technological factor is considered to have an average influence with 40.7% of respondents affirming its importance. In fact, among the two elements of OER, content and technology, content is the most difficult problem.

According to Col (2011) ^[2], open educational resources in universities include the benefits of sharing and cooperation between organizations, between countries and creating new educational models. When using open educational resources in universities, universities are required to have an information system for managing open educational resources. The open educational resource management information system in universities should be considered an educational information system channel, existing in an

integrated relationship with other information technology application systems in various fields areas of organization, management and technology. Many universities are incorporating information and communication technology into their management and operations to serve students learning more effectively, reduce costs and to prepare them for work in the workplace. However, in many developing countries, investment in information technology such as hardware, software and Internet connection to access open educational resources is still a challenge. Therefore, it is urgent to readjust pedagogical methods in the field of teaching and learning materials to suit the open environment while still ensuring high quality training and appropriate educational opportunities.

3. Research Method

Research on the implementation of open educational resources at universities in Vietnam is carried out through the following 3 steps:

Step 1: We build a questionnaire on Google Forms, send it to students and lecturers at universities in Vietnam via email using a convenient sampling method, and send it to friends, relatives, and partners. ...

Step 2: The number of survey questionnaires distributed was 240, sent to 240 survey subjects, and the number of votes collected was 220. All receipts met the required information requirements.

Step 3: We analyze the data on SPSS 22 software with the following tools: Frequency statistics, average statistics.

The questions in the survey apply Apply the 5-point Likert scale: 1- Strongly disagree; 2 - Disagree, 3 - Normal, 4 - Agree, 5- Strongly Agree.

4. Results

Awareness of open educational resources for lecturers

First, the author conducted a survey to assess lecturers' awareness of open education. Instructors' perceptions of open educational resources, including lack of awareness of open educational resources, fear of copyright infringement, doubts about the usefulness of open educational resources, have a negative impact on reputation of the creator of open educational resources, encouragement to share open educational resources, lack of support, reward, evaluation and recognition mechanism of the school, school policy on developing educational resources open education, comments/reviews from users, lack of necessary technological and technical skills to build open educational resources, lack of time, and lack of technological equipment. Among them, the factors that lecturers consider the most important when implementing open educational resources in universities are lack of awareness about open educational resources (mean is 3.93), fear of copyright infringement (mean is 3.85), and lack of technological equipment (mean is 3.85). The factors that the teaching staff consider to have the least impact on the implementation of open educational resources in universities are the negative impact on the reputation of the creator of open educational resources (mean is 3.05), the policy of the school on developing open educational resources (mean is 3.25), and comments/ratings from users (mean is 3.30).

Table 1: Instructor's perception

Instructor's perception	Mean
Lack of awareness about open educational resources	3.93
Fear of copyright infringement	3.85
Doubts about the usefulness of open educational resources	3.75
Has a negative impact on the reputation of open educational resource creators	3.05
Encourage sharing of open educational resources	3.55
Lack of support, reward, evaluation and recognition mechanisms from the school	3.54
School policy on developing open educational resources	3.25
Comments/reviews from users	3.30
Lack of necessary technology and technical skills to build open educational resources	3.70
Lack of time	3.45
Lack of technological equipment	3.85

Students' awareness of open educational resources

Survey respondents were also asked to indicate factors that affect the implementation of open educational resources at universities from the students' side. The survey questions also use a 5-point Likert scale from strongly disagree to strongly agree. Table 2 shows the factors that affect the implementation of open educational resources at universities from the students' side, including poor foreign language skills making it difficult to find and use foreign documents, lack of knowledge and computer skills to research information sources, lack of guidance and support in searching for documents, and lack of finances. Survey results show that lack of finance and lack of knowledge and computer skills to research information sources are the factors that most influence students' use of open educational resources (with mean respectively 4.32 and 4.02).

Table 2: Student awareness

Student awareness	Mean
Poor foreign language skills make it difficult to find and use foreign documents	3.65
Lack of computer knowledge and skills to research information sources	3.77
Lack of guidance and support in searching documents	3.52
Lack of finances	3.79

Challenges when deploying open educational resources

Table 3 shows the challenges when implementing open educational resources at universities. The results show that the biggest challenge is that universities are not aware of the true benefits of open educational resources (mean 3.75), followed by a lack of general government policy and direction (mean 3.45), and finally, there is a lack of school policy on open educational resources (mean 3.35). Universities have a basic understanding of open educational resources, but implementation at schools has not been taken seriously and the level of trust in the benefits and value of open educational resources is not high. Many schools still doubt whether the quality of open educational resources is really good and whether this resource can change the way of accessing knowledge as well as support improving the quality of training.

Table 3: Challenges when deploying open educational resources

Challenges	Mean
Universities have not yet realized the real benefits of open educational resources	3.75
Lack of general state policy and direction	3.45
Lack of school policy on open educational resources	3.35

5. Conclusion

Open educational resources play an important role in the development of learning resources to serve the training development of universities. Open educational resources have a profound impact on the quality of teaching, learning and research in universities. In 2005, Vietnam became an official member of the global Open Course Ware (OCW)/OER movement. Vietnam's open educational resources program has helped educational institutions, teaching staff and learners have more opportunities to freely access open learning resources at home and abroad, contributing to treasure trove of Vietnamese open educational resources by using appropriate software tools. However, traditional teaching habits, indifferent attitudes, and lack of sharing are significant challenges in widely using open educational resources in Vietnam. Lecturers and students have considered digital learning resources as a convenient and effective information exploitation channel. This can be considered "digital culture" - favorable conditions for developing open educational resources. However, the use of open educational resources in universities is not yet common. Most only exploit free information sources online, very few universities deploy open educational resources in their units, most lecturers only stop at introducing free learning resources, are not aware of creating and sharing open educational resources.

From the survey data above, to enhance the effective implementation of open educational resources at universities, it is necessary to focus on the following issues: The Ministry of Education and Training needs to develop a policy on resources Open education is the basis for universities to implement; It is necessary to create an open educational resource ecosystem for universities such as development and use communities, open content sources, open educational resource products/services, and information distribution channels. Universities need to promote raising awareness of open educational resources for lecturers and students through training classes as well as how to properly use open educational resources. In addition, university libraries need to strengthen guidance for students to use open educational resources in forms such as free classes and instructions on how to use educational resources in the library.

6. References

- Bliss TJ, Smith M. A brief history of open educational resources. Open: The philosophy and practices that are revolutionizing education and science, 2017, 9-27.
- Col UNESCO. Guidelines for open educational resources (oer) in higher education. Publishing company Vancouver, 2011.
- Hu E, Li Y, Li J, Huang WH. Open educational resources (OER) usage and barriers: A study from Zhejiang University, China. Educational Technology Research and Development. 2015; 63:957-974.
- UNESCO. Open Educational Resources, 2002. <https://en.unesco.org/themes/building-knowledge-societies/oer>