Chapter 2
Awareness and Use of Open Education Resources (OER) Among PG Students:
A Study of Alagappa University

K. R. Arunkumar

Department of Library and Information Science, Alagappa University, India

P. Kannan

Central University of Punjab, India

ABSTRACT

This chapter aims to present a brief overview of awareness and use of open education resources in PG students in Alagappa University. Analysis the areas for open education resources. The sample of the respondents had been drafted from the Alagappa University. A total of 200 questionnaires were distributed to the users from different categories and 144 were responded which amounts to 72% rate frequency of using of OER, it found that 51 (35.42%) respondents open educational resource daily, 69 (47.92%) respondents open educational resource weekly, 11 (7.64%) respondents open educational resource twice in a week, 13 (9.03%) respondents open educational resource monthly. This chapter presents the definition, challenges of open educational resource, advantages of open educational resource, awareness, and use of open education resources.

INTRODUCTION

Open Educational Resources (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 or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

DEFINITIONS OF OERS

The term open educational resources (OER) first came into use at a conference hosted by UNESCO in 2002, defined as "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes" (John Stone, 2005). The definition of OER now most often used is: "open educational resources are digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research".

- **Learning Content:** Full courses, courseware, content modules, learning objects, collections and journals.
- **Tools:** Software to support the development, use, reuse and delivery of learning content, including searching and organization of content, content and learning management systems, content development tools, and online learning communities.

Challenges of Open Educational Resource (OER)

- Prohibition to use copyrighted material without consent.
- Lack of awareness among academics regarding copyright issues.
- Absence of technical skills.
- Unwillingness to share or give away intellectual property.
- Assuring quality in open content.
- Lack of resources to invest in broadband, hardware & software.

Advantages of Open Educational Resource (OER):

Aside from cost savings for students, benefits of using OER include:

- Expanded access to learning OER can be accessed anywhere at any time.
- Ability to modify course materials OERs can be modified to provide coverage only of topics relevant to a course.
- Enhancement of course material text can be supplemented by multimedia content (e.g., videos, simulations) to support multiple learning styles.

Related Content

Technostress: Effects and Measures Among Librarians in University Libraries in Nigeria
Owajeme Justice Ofuaand Tiemo Aghwotu Pereware (2011). *International Journal of Digital Library Systems (pp. 24-33).*
www.irma-international.org/article/technostress-effects-measures-among-librarians/63648

Intellectual Property Rights
Jaideep Sharma (2010). *Developing Sustainable Digital Libraries: Socio-Technical Perspectives (pp. 223-234).*
www.irma-international.org/chapter/intellectual-property-rights/42745

Personal Knowledge Management in Outreach and Instruction
Mary Axfordand Crystal Renfro (2015). *International Journal of Digital Library Systems (pp. 16-30).*
www.irma-international.org/article/personal-knowledge-management-in-outreach-and-instruction/142056

Analysis the Typhoon Eyes of Megi from MTSAT Satellite Cloud Images with 3-D Profile Reconstruction
Yueh-Jyun Lee, Ji-Chyun Liu, Shih-Wen Liu, Yuh-Fong Linand Lung-Chun Chang (2011). *International Journal of Digital Library Systems (pp. 39-48).*
www.irma-international.org/article/analysis-typhoon-eyes-megi-mtsat/59887

The Audiovisual Works as Digital Library Content: Storage and Exploitation
Charis Tsigou (2011). *E-Publishing and Digital Libraries: Legal and Organizational Issues (pp. 382-411).*
www.irma-international.org/chapter/audiovisual-works-digital-library-content/47484