Postgraduate student involvement as co-developers of sustainable OER

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Introduction and Background

- Our Context
- Call from SADiLAR, ESCALATOR and the UNESCO Chair on Multimodal Learning and OER at NWU
- Participation in the Digital Humanities OER Champions Initiative
- The problem we addressed
- The purpose of the OER
- Co-development with our MEd in ODL Students
- Student Selection

Development Process

- 🎗 Invitation to Students
- 👥 Information session on Microsoft Teams
- ✏️ Drafting of the OER
- 🖥 Review (Peer Review, External review)
- 🖼 Final review by Lecturers
- 🖼 Language Editing and Instructional Design
- ✓ Completion and submission

Our OER

https://online.fliphtml5.com/hyzdn/vuny/
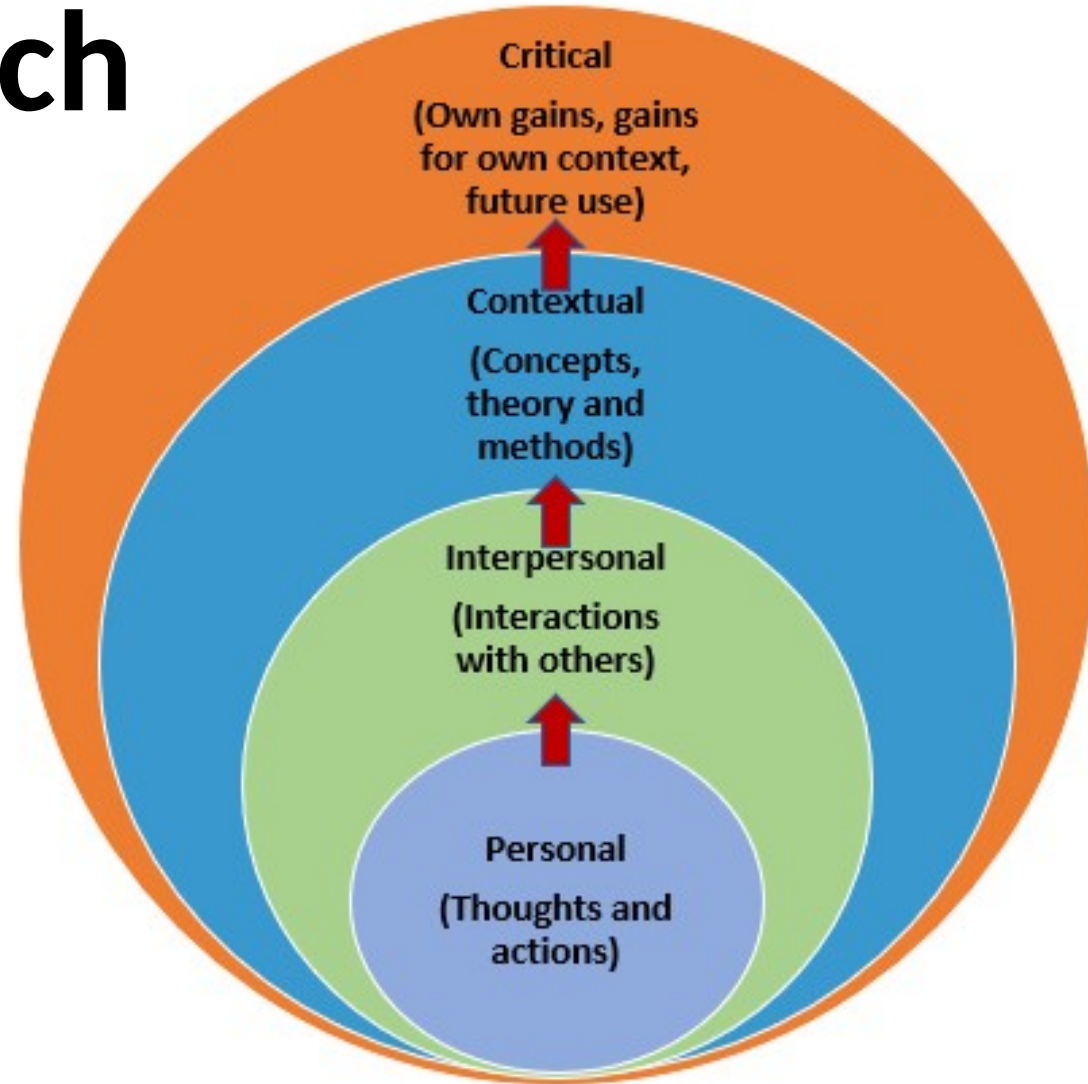
Empirical Research

- Questionnaire with open-ended questions
- Critical Reflection

Critical reflection model to foreground student learning (adapted from the model of Smith, 2011)

Findings and Implications

Findings

- **Personal-reflection**

  I want to develop as a researcher and share the knowledge acquired in the ODL space. And work closely with experienced mentors and colleagues.

- **Interpersonal reflection**

  I read through other co-developers work and gave suggestions to add more literature and also suggested sub-sections that could be included in the particular topic.

- **Contextual reflection**

  Some of the information I used for the content was practical information I learned while participating in strategic planning at my place of employment.

- **Critical reflection and Impact**

  All students in my university, as it is a dual mode [institution], but those in the distance education mode will be the greatest beneficiaries.
  Mostly my students and colleagues, but anyone who would like to know more about ODL theory and practice will benefit.

Implications

- Benefits lecturers, students, and HEIs
- Future practices of OER development
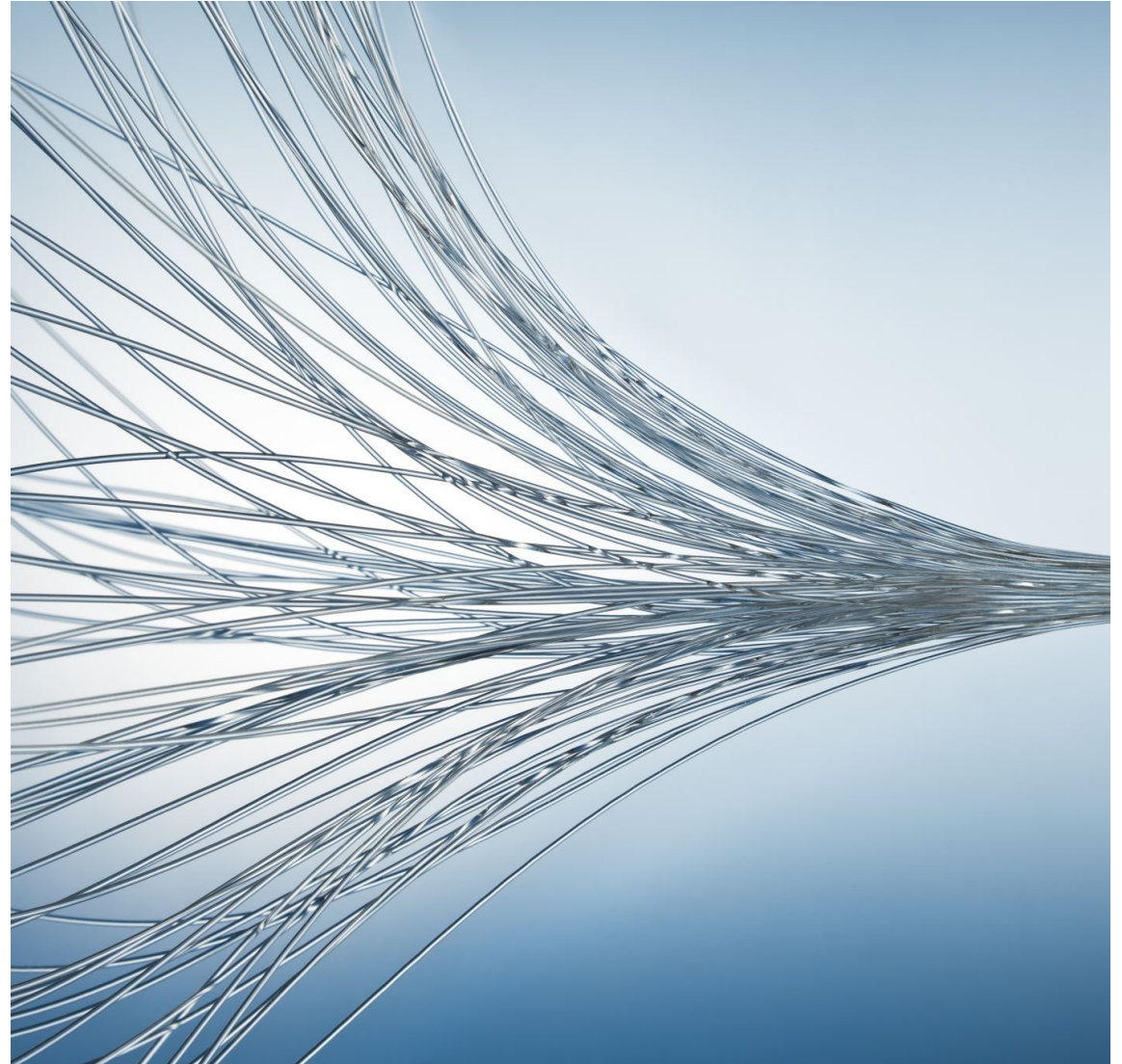
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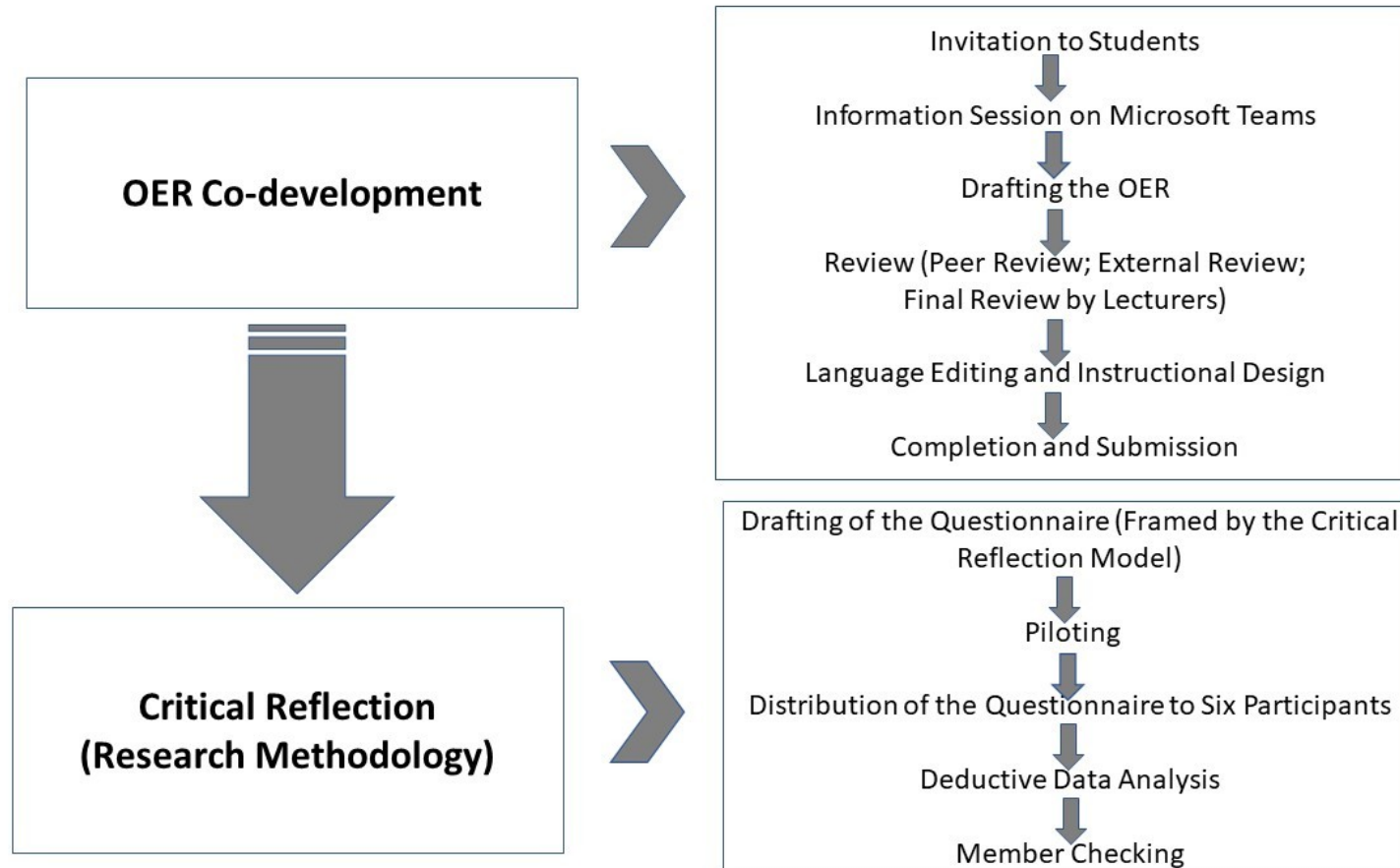
Concluding Remarks

- The current status of our article
- Students as co-creators and co-researchers
- The way forward