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研究課題名(和文) A Comparative Case Study: Pedagogical, Practical, and Policy Impacts of OER on Higher Education

研究課題名(英文) A Comparative Case Study: Pedagogical, Practical, and Policy Impacts of OER on Higher Education

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研究成果の概要(和文)：2016年から2018年の3年間に行った研究において、MOOCs (Massive Open Online Courses)の利用が学生の知識・態度・スキル・意欲(KASA = knowledge, attitudes, skills, and aspirations)に与える影響について調べると同時に、異文化の観点から大学教員のOER(open educational resources)利用がどのような教育的・政策的影響をもたらすかについて、日本、韓国、およびアメリカを対象に調査を行った。

研究成果の学術的意義や社会的意義

これら3年間の研究成果として、4本の論文を執筆することができた。1点目の論文は、OER採用の文献レビューに関するものであり、2点目の論文はMOOCが大学生の知識・態度・スキル・意欲(KASA)に与える影響に関するものであり、そして3点目の論文は大学教員のOER採用と教育政策への示唆に関するものであり、これら2つの論文は国際的なジャーナルでの掲載論文としてすでに採択されており、2019年度中に出版される予定である。最後の4点目の論文は、日本人大学教員のOER利用実態、および教育的・政策的示唆に関するものであり、日本の教育メディア系の研究誌によって査読が進められている。

研究成果の概要(英文)：The 3yr (from 2016 to 2018) research was to investigate impacts of uses of Massive Open Online Courses (MOOCs) on knowledge, attitudes, skills and aspirations (KASA) in students; and to identify practical and policy impacts of open educational resources (OER) use with university educators, from a cross-cultural perspective involving Japan, Korea and the USA.

研究分野：教育工学

キーワード：OER OERの影響 高等教育 MOOC MOOCの影響

1 . 研究開始当初の背景

Open Educational Resources Widely Developed and Distributed: Since 2000, open educational resources (OER), defined as *teaching, learning, and research resources with an intellectual property license that permits them to be reused, reworked, remixed, and redistributed* (D'Antoni, 2009), have gained educators' attention because they are believed to benefit many individual learners, educators, and educational institutions, mainly by (1) improving the quality of conventional and online education by offering multimedia resources and choices at little or no cost, and (2) offering the potential to enable educational institutions to reach persons who are geographically, socially, economically or for some other reasons excluded from traditional education (Butcher, 2011; McGreal, 2013). For these reasons, various institutional, national, or international OER repositories such as the Open Education Consortium, MIT OpenCourseWare, Japan OpenCourseWare Consortium, Commonwealth Connects Portal, and Directory of OER repositories, and more recently Massive Open Online Courses (MOOCs) have been developed.

Usage Increased, but Impacts Not Fully Investigated: Making OER freely available on the Internet has led to their being used more by individuals and institutions. Several reports published recently show increased uses of OER in higher education and other sectors (e.g., Dhanarajan & Abeywardena, 2013; JISC OER case studies; Kishida & Fukuhara, 2014). However, as indicated in Farrow (2014), there is a urgent need for investigating OER impacts which can support effective evidence-based pedagogical improvement, practice, and policy making.

Previous OER Impact Studies: Compared with a large number of OER adoption studies in higher education, only a few OER impact studies have been reported. Masterman and Wild (2011) conducted a large scale study to investigate OER impacts on UK higher education. Their study identified general benefits of OER and factors affecting effective OER uses. Unfortunately it *gathered data mainly from educators, excluding learners and policy makers*, and also it *did not consider different types, practices and policies of OER in measuring OER impacts*. Farrow (2014) discussed the UK Open University's OER Research Hub project, funded by William and Flora Hewlett Foundation, which has created the OER Impact Map. The OER Impact Map shows evidences and data on OER impacts collected from different countries visually. While most studies shown in the Map highlighted positive impacts of OER use, they *mainly adopted one-time surveys or descriptive case reports without solid evidences collected from in-depth studies*. Most of previous studies carried out their analysis *without any theoretical framework*.

2 . 研究の目的

- Purpose 1: To investigate impacts of different types of OER on knowledge, attitudes, skills, and aspirations (KASA) in learners and educators.
- Purpose 2: To investigate impacts of OER practices on 4 R (Reuse, Revise, Remix, and Redistribute) activities of OER users
- Purpose 3: To investigate impacts of current OER policies on increased and better learning

opportunities and reduced costs and workloads

3 . 研究の方法

The research adopted an in-depth comparative case study approach that is regarded as the most suitable means of studying the complex socio-cultural phenomena with many variables of interest and multiple sources of evidence that are likely to emerge. As a theoretical framework of data collection and analysis, the last three components of Bennett's hierarchy of outcome/impact evaluation were used for the research: 1) Changes in knowledge, attitudes, skills and aspirations (KASA) in the learners & the educators (see Purpose 1); 2) Practices adopted as a consequence of participation in education programs (see Purpose 2); 3) The ultimate effects of the programs (see Purpose 3).

4 . 研究成果

The research was to investigate impacts of uses of Massive Open Online Courses (MOOCs) on knowledge, attitudes, skills and aspirations (KASA) in students; and to identify practical and policy impacts of open educational resources (OER) use with university educators, from a cross-cultural perspective involving Japan, Korea and the USA. In 2018, we examined factors affecting influencing OER use by university educators from Japan, Korea and the USA and identified practical and policy implications for universities in three different cultures, based on surveys and interviews with university educators from Japan, Korea and the USA. As results of this 3 yr research, six papers were written: 1) one paper titled *MOOCs: What have we learned so far?* was published in an international journal as an invited paper, 2) another paper on MOOC adoption was published in an international journal, 3) a paper on game rating was published in a domestic journal, 4-5) two papers (one on impacts of MOOCs on students' KASA; another on OER acceptance by university educators and policy implications) were accepted by the international journals and expected to be published between 2019 - 2020; and 6) one paper (OER use by Japanese educators and pedagogical and policy suggestions) is under review of a Japanese journal.

5 . 主な発表論文等

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〔図書〕(計 件)

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〔その他〕

ホームページ等

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