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Open educational resources development model for an inquiring cultural skill of higher education students

Ophat Kaosaiyaporn^{a*}, Jaitip Na-Songkhla^{b*}, Lalida Boonthong^c

^{a,c}Department of Educational Technology, Faculty of Education, Prince of Songkla University, Thailand

^bDepartment of Educational Technology and Communications, Faculty of Education, Chulalongkorn University, Thailand

Abstract

This study is aimed to develop Open Educational Resources (OER) model for an Inquiring cultural skill of higher education students. The findings revealed as follows: The model consisted of four components: 1) A scope of a knowledge domain 2) Content development: media design and development, including and evaluation of the media effectiveness 3) Implementation: publish with Creative Common (CC) license and 4) Quality assurance: by learners' vote and the outcome of learners' inquiring cultural skill

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1. Introduction

Open system theory education, especially interacting with culture, shall start once Thailand enters ASEAN Community of immense and colorful cultural diversity in 2015 under the ASEAN Charter which shared commitment and collective responsibility in enhancing regional peace, sharing and caring community, security and prosperity exceptionally cultural identity. The Vision of an ASEAN Socio-Cultural Community embedded goal of a community of cohesive, equitable and harmonious societies, and bound together in solidarity for deeper understanding of the richness of ASEAN's history, languages, culture and common values. One of the key features in regional education

* Corresponding author.

E-mail address: ophat.k@psu.ac.th and jaitipn@gmail.com

cooperation is integrating their respective programs and activities in a complementary manner among ASEAN scholars and academicians in the region.

The diversity of ASEAN culture is the environment that encourages the exchanges of energy, matter, and information in education which appropriate to new world technology and communication. The communication of Society Convention establishes the goal of study from learners' cooperation and contentment, which leads to characteristic of inquiry based learning. The learners shall be a knowledge builder with the inquiry capacity in capable of creative and innovative solution to become thoughtful and motivated. Inquiry means the value of perception in today's world. The innovative learners will be capable in engaging in their own inquiries, hypothesis presenting, data and information accumulating, analyzing, summarizing, classifying or result specifying, and ability to implement in different contexts. This could be evaluated by inquiry self assessment form that used a scoring rubric to perform.

Inquiry in general implies "eager to know" premises and applicable of useful knowledge. There are indications of inquiry such as; creating questions of their own, expressing one's opinion, and reading to collect the evidence. The learners engage in learning processes include; inquiring attitudes, listening, questioning, evaluating, writing, observing, and operating.

This study is to apply an open educational resources development model for an inquiring cultural skill of higher education students to develop their skills and knowledge they need to function in ASEAN culture awareness. Beside, the use of resources and strength in open education would be great supportive role in learning ability, society, norm, culture diversity, and ASEAN's heritage. The learners are invited to learn the experience of other cultures and religions as a key feature, in fact, of collaboration among scholars and academicians. These are to improve the knowledge progress and strengthen our role before entering ASEAN in 2015.

2. Purposes of the study

This study is aimed to develop open educational resources (OER) for an inquiring cultural skill of higher education students in Thailand.

3. Research methodology

Phase I – Analyzing and synthesizing related literature and documents of an Open educational resources and process of learning with open educational resources for an inquiring cultural skill of higher education students. It included four stages

1. Researching and analyzing general information upon the basic element and process of open education resources for an inquiring cultural skill of higher education students in Thailand. Researching covers a range of approaches to learning and teaching, including:

- 1.1 Open Educational Resources and the elements supported
- 1.2 Contributing teaching and learning activities based on OER
- 1.3 Cultural learning that encourages inquiry skills and cultural competence.

2. Establishing OER for an inquiring cultural skill of higher education students.

3. Submitting Establishing OER for an inquiring cultural skill of higher education students to 5 experts' opinions.

Phase II – The development of open educational resources for an inquiring cultural skill of higher education students

1. Developing the open educational resources for an inquiring cultural skill of higher education students. The processes include:

- 1.1 There are 3 levels to develop OER in accordance with teaching plan: (1) Designing OER (2) Creating teaching and learning tools and (3) Creating the learners' interaction part.

- 1.2 Developing cultural contents and tools, the process has included:

- 1.2.1 Analyzing contents that are useful for developing into OER and the contents should be associated with region's culture or affected social spirit on; food, tradition, history, legend, and belief that impact on spirit rising, appreciation, admiration, and pride of that community.

- 1.2.2 Developing contents according to analyzed pattern.

1.2.3 Presenting contents to 2 experts for the reviews.

1.3 There are 3 tools or medias that used in developing OER; (1) Website, (2) Picture, and (3) Video. The distribution of OER shall be under Creative Commons Licenses.

4. Research findings and Conclusion:

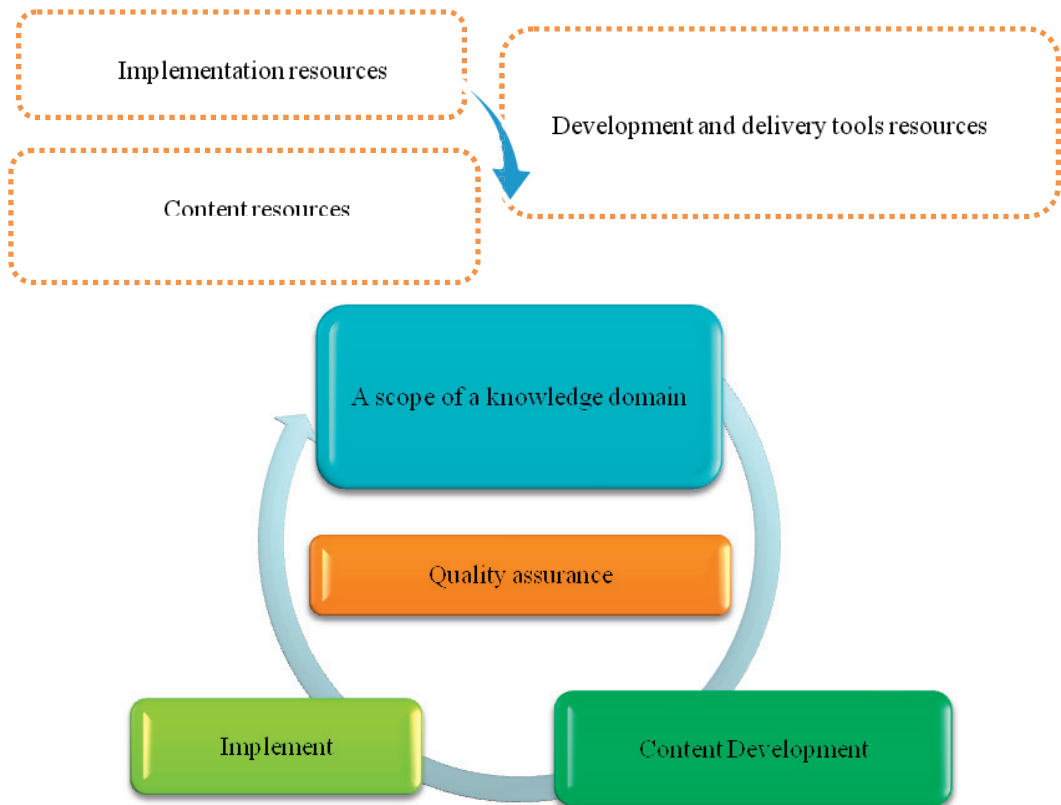


Fig. 1. open educational resources for an inquiring cultural skill of higher education students model.

The OER model identified 3 characters below; (1) Content resources, (2) Development and delivery tools resources, and (3) Implementation resources- are of 4 processes in effective to implement in student learning include; (1) Scope of content, (2) Content Development, (3) Implementation, and (4) Quality assurance.

1. A scope of a knowledge domain embarked on process detail below:

1.1 Content assignment in open educational resources for an inquiring cultural skill of higher education students revealed as follow:

1.1.1 Interconnection boundary between food, culture or tradition in the region.

1.1.2 Basic element of association between food, culture or tradition in the region

1.1.3 Value of social upon food, culture, tradition, history, legend, and/or belief affected to enhance social spirit rising, appreciation, admiration, and pride.

1.2 The confinement and presentation model of content and activities present character of Open Courseware; Obtaining and accumulating diversified tools for the learners to independently gain knowledge but

under the restriction of the content copyright, the reference work has to be mentioned properly and the author should allow to share as Open licenses.

1.3 Interconnection boundary between culture and local tradition, the content must be associated between these two subjects and bring people to clearly recognize their regional identity and relatedness.

1.4 The authorship, OER content can either belong to a lone authorship or multi-authorship and it shall be properly clarified.

1.5 The Granularity, a scope of information and content shall be limited each time by database operational system; word processing, Portable Document Format-PDF etc.

1.6 The tools used in developing medias of OER, will be develop in a public and collaborative manner including providing the rights to study, change and distribute the software to anyone and for any purpose (Open source Software). The tools and media is consisting of; (1) Website, (2) Picture, and (3) Video

2. Content Development is identified in detail below;

2.1 Population and sample is the undergraduate student. Learning capacity of each age group is not equivalent, population and sample setting is necessary to proceed in medias and tools development to serve the right group.

2.2 Specification on level of difficulty is required in relation to the learner's grade

2.3 The observation on an association between food and culture/tradition is aimed to analyze the interconnection among regional food and culture to be guidance on OER development in term of usage, demand, necessity, and tool selection.

2.4 Open Licenses: Open Licenses or Creative Commons License is enable the free distribution of an otherwise copyright work and used when an author wants to give people the right to share for non-commercial uses in OER as long as they abide by the conditions that are specified in the license by which the author distributes the work.

2.5 Process of content and tools development can be classified below;

2.5.1 Content can be developed from analyzing process.

2.5.2 A review and evaluation will be performed by 3 content experts to verify the precision and completion before developing into OER

2.5.3 Media and tool could be developed in accordance with the indicator thus the learners would engage themselves towards inquiry attitudes, appreciation, and greater awareness of heritage of ASEAN region.

2.5.4 Also media and tool efficiency will be review by 3 experts to verify precision before trial.

3. Implement

3.1 The distribution of this OER will be done through internet due to convenience and speed.

3.2 Inquiry capacity evaluation shall be done by measurement model of open education system function in cultural awareness on the higher education learner in term of inquiry skill building.

4. Quality assurance: by learners' vote and the outcome of learners' inquiring cultural skill.

5. Recommendations

1. Recommendations on a research implementation

This OER could be adjustable and modified according to the situation, circumstance, learner's characteristic, and subject to achieve the learner's objective.

2. Recommendation on a next research

OER development should be allied with other skills, for example; creativity, analytical thinking, and ethics in academic work.

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