Postgraduate student involvement as co-developers of sustainable OER

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# Development Process

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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
Summary

OER Co-development

Critical Reflection (Research Methodology)

Drafting of the Questionnaire (Framed by the Critical Reflection Model)

Piloting

Distribution of the Questionnaire to Six Participants

Deductive Data Analysis

Member Checking

Invitation to Students

Information Session on Microsoft Teams

Drafting the OER

Review (Peer Review; External Review; Final Review by Lecturers)

Language Editing and Instructional Design

Completion and Submission
Concluding Remarks

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