GENERAL OBJECTIVE:
IMPROVE EDUCATIONAL POLICY, PRACTICE and RESEARCH in developing countries by better understanding the use and impact of OER.

August 2013 - February 2017

PROJECT CLUSTERS

OER Desktop Review
OER Survey
Academics’ adoption of OER
Teacher educators’ adoption of OER
OER adoption in one country
OER impact studies
Baseline educational expenditure

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created by Rondine Carstens and the ROER4D team
18 sub-projects (SPs)
86 researchers & associates
26 countries
16 time zones

SP10.1 Impact of TESSA project's OER on educators in Tanzania, Rwanda, Mauritius, Uganda
SP10.2 Impact of TESSA project's OER on educators in Tanzania, Rwanda, Mauritius, Uganda
SP10.3 Impact of MOOCs as OER on educators' practice at UCT, South Africa
SP10.4 Impact of OER use on educators' practice at UOSL, Sri Lanka
SP10.5 Impact of OER use on educators' practice at UOSL, Sri Lanka
SP10.6 Impact of OER use on educators' practice at UTOU, Philippines
SP10.7 Impact of OER use on educators' practice at UOSL, Sri Lanka

SP1 OER Desktop review in Global South
SP2 OER Survey
SP3 OER in South/South East Asia
SP4 OER in South America
SP5 Co-creating OER with teachers in Sub-Saharan Africa
SP6 Co-creating OER with teachers in South America
SP7 Using OER in course creation with teacher educators in Malaysia and India
SP8 Using OER in course creation with teacher educators in Malaysia and India
SP9 Using OER in course creation with teacher educators in Malaysia and India
SP10 Impact of OER adoption studies
SP11 Impact of OER adoption studies
SP12 Impact of OER adoption studies

SP13 Impact of OER adoption studies
SP14 Impact of OER adoption studies
SP15 Impact of OER adoption studies
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SP29 Impact of OER adoption studies
SP30 Impact of OER adoption studies

ROER4D Hub
Network coordination

University of Cape Town, South Africa

Leadership, Management
Knowledge building, Research capacity building, Evaluation
Communication, Networking, Data curation

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