

Approach and Avoidance of Contribution to Open Educational Resources

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Although online learning resources have been incorporated in many courses, open content educational resources are at best in their infancy both in practice and research. More specifically, these open learning resources require students, educators & lecturers and self-learners to be motivated to adopt, interact with and contribute to these open educational resources (OER). A theoretical model was developed, including intrinsic and extrinsic motivational factors as well as amotivational factors, to help assess motivational similarities and differences across Anglo and Arabic cultures.

A triangulation of mixed methods was adopted to investigate individual and cultural differences in motivation for contribution to open educational resources. A content analysis was conducted to evaluate different open educational resources websites in choosing a case study that met with certain criteria, including nature of educational resources, languages supported, technology used to run the website, and targeted users. The investigation revealed that *Wikibooks*, among other 12 OER projects, provides open content educational texts, users & text modules are fairly large, and *Wikibooks* has an email list for its registered users.

In the second stage, emails were sent to subscribed *Wikibooks* users as well as a published notice on *Wikibooks*' homepage inviting users to participate in a web-based survey to assess their reasons for contribution and non-contribution through closed and open-ended questions. The analysis of 262 responses revealed that those *Wikibooks* users may be intrinsically and/or extrinsically motivated to write to open textbooks; lack of confidence and lack of wiki skills are considered significant barriers towards contribution.

In the third stage, which involved administering a face-to-face questionnaire, a study was conducted to assess whether the motivational reasons given by respondents in stage 2 are regarded, by an unrelated group of respondents, as self-oriented or/and others/community orientated. Results of 64 responses reveal that self-oriented reasons were more powerful to motivate users to contribute to *Wikibooks*, which may imply that a cost-benefit analysis for contribution was performed by those contributors.

In the final stage, text-based online interviews were conducted with interested *Wikibooks* users. Qualitative analyses of 23 scripts revealed that while there are individual differences in motivation, greater similarities in motivations were found among participants from the same culture.

Findings supported that intrinsic and extrinsic motivations (approach) as well as amotivational factors (avoidance) co-exist, reflecting the complexity of cost-benefit analysis in *Wikibooks* user minds; and such analysis consider both personal and group/cultural values. Discussion of the findings included, creating awareness of benefits and promises of OER, developing skilled teachers, and designing cultural-specific learning activities within curriculum which would help to maximise interaction with and contribution to OER, and personalised learning activities consistent with a learner's culture.



the Approach and Avoidance of *Wikibookians*

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A new theoretical model has been proposed, combining
Self-Determination Theory (SDT) and Goal-Valence Theory (GVT)

Motivation

Motivation					
Amotivation		Extrinsic Motivation		Intrinsic Motivation	
Negative beliefs	Inability	Reward and Punishment	Ego-enhancement and Guilt reduction	Endorsed values	Enjoyment