



The culture and its impact on individuals contributing to open educational resources

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Abstract:

In the last few years, there is an expansion in the use of open content educational resources (OCER). These are incorporated in many courses. They also help self-learners to meet their learning aspirations. Motivation for contributing to OCER can be intrinsic (enjoyment and/or curiosity) or extrinsic (rewards and/or sense of responsibility). However, the review of literature shows that reasons for contributing to OCER vary as individuals vary; and one of the most important factor, in shaping patterns of motivation and behavior, is the culture of each contributor. The poster presents the theoretical model that is developed as a basis to examine similarities and differences in motivation for contributing to OCER, and why others are amotivated for not contributing to OCER. The quantitative and qualitative methods, presented in the poster, are used to explore the individual and cultural differences in engagement in open content spaces. These methods include website content analysis, online questionnaire, face-to-face questionnaire, and online interviews. Results of analysed data collected by each method, has explored a dark side of the total picture. Findings show that individualist cultures were found to be more motivated by intrinsic self-oriented reasons for contribution (integrated value of learning) while collectivist cultures were found to be motivated by extrinsic others-oriented reasons (obligation toward the community). Implications of the results included the importance of providing individualists a variety of learning options in open content educational activities (OCEA), while for collectivists the design of OCEA should consider different scenarios for their social problems.

The culture and its impact on individuals contributing to Open Educational Resources

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Open Content Learning Activities (OCLA) should accommodate cultural differences

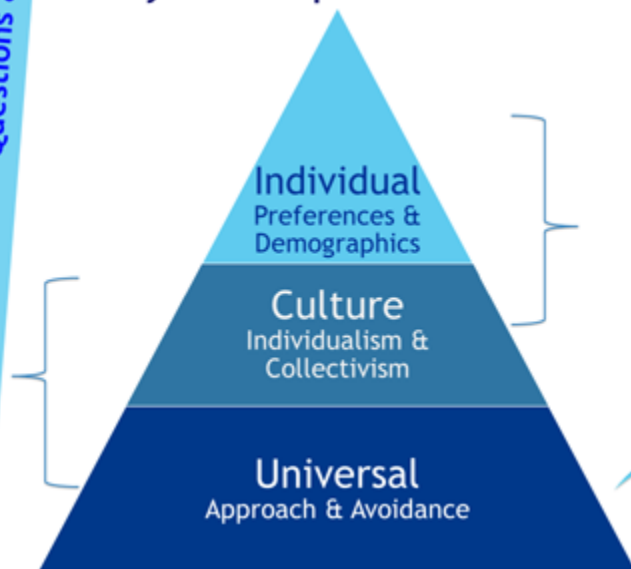
Introduction & Research Problem

While there are some people, from some cultures, motivated enough to contribute to Open Content Educational Resources (OCER), others are not motivated. This resulted in gaps in contribution to different language versions of OCER.

Research Question:

How can OER motivations be examined across cultures?

Multilayered Comparison Framework



Developing OER Motivational Model

A) Approach Motivations

- a) Intrinsic Motivations
 - ❖ Enjoyment
 - ❖ Internalised values
- b) Extrinsic Motivations
 - ❖ Introjected regulations
 - ❖ External regulations

B) Avoidance Motivations

- a) Inability
 - ❖ Lack of knowledge/skills
 - ❖ Lack of time/access
- b) Negative beliefs
 - ❖ Lack of confidence
 - ❖ Devalue of contributions

Website Content Analysis

13 OER Websites analysed in order to determine the study sample: *Wikibooks* website users are from different cultures. Participants were targeted by emails and published website notices.

Online Questionnaires

Analysed 262 responses demonstrate:
Individualists → medium approach & low avoidance
Collectivists → high approach & low avoidance

Face-to-Face Questionnaires

Analysed 64 responses demonstrate:
 Self-oriented reasons are more powerful than Others-oriented reasons.
Individualists → more self-orientated
Collectivists → more others-orientated

Online Interviews

Analysed 23 responses demonstrate:
Individualists → more intrinsically motivated by enjoyment and integrated values
Collectivists → more extrinsically motivated by obligation and problem-solving
 Lack of skills and confidence hinder individualists and collectivists from OER participation.

Research Findings

Approach & Avoidance Motivations, and Self-oriented & Others-oriented Reasons add two new layers to Self-Determination Theory (SDT). The OER Motivations Model (including this new layer) enables systematic examination of motivations across individualist and collectivist cultures.

Open Content Learning Activities should focus on: playfulness & usefulness → individualists
 co-identity & community problems → collectivists

Immediate support and video tutorials are powerful to deal with lack of confidence, and that enhance participation and engagement.