Creating OER for use in Business Schools in Africa: What have we learnt so far?

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Outline of Presentation

- Introduction
- OER Projects
- Benefits/Impact
- Challenges
- The Way Forward
- Acknowledgements

Introduction

- At the beginning… the ABLE Ghana initiative – OUBS + five leading Ghanaian Business Schools
- Focus: employability + entrepreneurship
- Strategy: residential meetings, telephone/on-line conferencing & employer engagements
- Then… the OER project… *the assignment*

OER Projects

NAME	OER 1	OER 2
Dr. Bernard Obeng	Marketing of Products and Services in the Informal Sector	Introduction to Computer and Information System
Mr. George Tackie	Learning Double Entry Bookkeeping using Spreadsheets	Computer Based Assessment for Management Accounting
Mr. Ibrahim Bedi	Tools for Assessing the Progress of Teaching and Learning of Auditing at the Undergraduate Level	Searching for Relevant Literature using e-Books and e-Journals
Mr. Gordon N. Asamoah	Online Resources for Financial Markets Students	-
Mr. Fred Kofi de Heer-Menlah	e-Governance Models for Public Administration	-

OER 1

Marketing of Products and Services in the Informal Sector

Project Focus

This OER project focuses on curriculum development using problem-based approach to management learning.

The Purpose of the OER Project

- To provide guidelines to facilitators and trainers of small business owner-managers in the informal sector on the use of problem-based approach to management learning methodology.
- Specifically, the main objectives of this OER project are categorized under two main headings:
  - Instructors
  - Learners

OER Objectives - Instructors

- develop curriculum using OER resources
- learn new teaching methodologies such as the problem-based approach to management learning
- know the various sources of teaching materials available through OER
- learn how to adapt OER resources to any given teaching or learning situation
- assess learners' performance using OER
- learn how to use OER to create class activities online.

OER Objectives: Learners

- Improve learners participation in classroom activities
- Provide learners with online access to instructors' teaching materials through OER websites such as Labspace.
- Provide learners with access to other teaching resources through OER databases.
- Assess learners' performance through case study discussion, quizzes, and other class exercises by the use of OER such as LabSpace.

OER Adapted

- Open Learn LapSpace was used to search, collect, and organised OER teaching materials.
- LabSpace (IndieSpace) was used as a sharing platform for the project.
- OER Databases and other resources such as teaching videos, course syllabi from other universities, case studies.
- Specifically, OER teaching materials were drawn from the following:
  - http://www.oerrecommender.org/visits/64084
  - http://ecorner.stanford.edu/?downloadURL=true&loId=343978BC-B701-45A6-B013-301FB861D706
  - http://labspace.open.ac.uk/
  - http://www.oercommons.org/courses/15-835-entrepreneurial-marketing-spring-2002

How the OER elements were used

- OER elements were used to develop a curriculum for a course on marketing of products and services for small business in the informal sector which can be found in this link:
- http://labspace.open.ac.uk/course/view.php?id=6422&edit=0&sesskey=lgxBtChXvj

OER 2

Introduction to computer and information system

- http://labspace.open.ac.uk/course/view.php?id=6444&edit=0&sesskey=BbKvOb94qx

OER Projects

- OER 1 – Learning Double Entry Bookkeeping using Spreadsheets
- OER 2 – Computer Marked Assessment for Management Accounting

OER 1

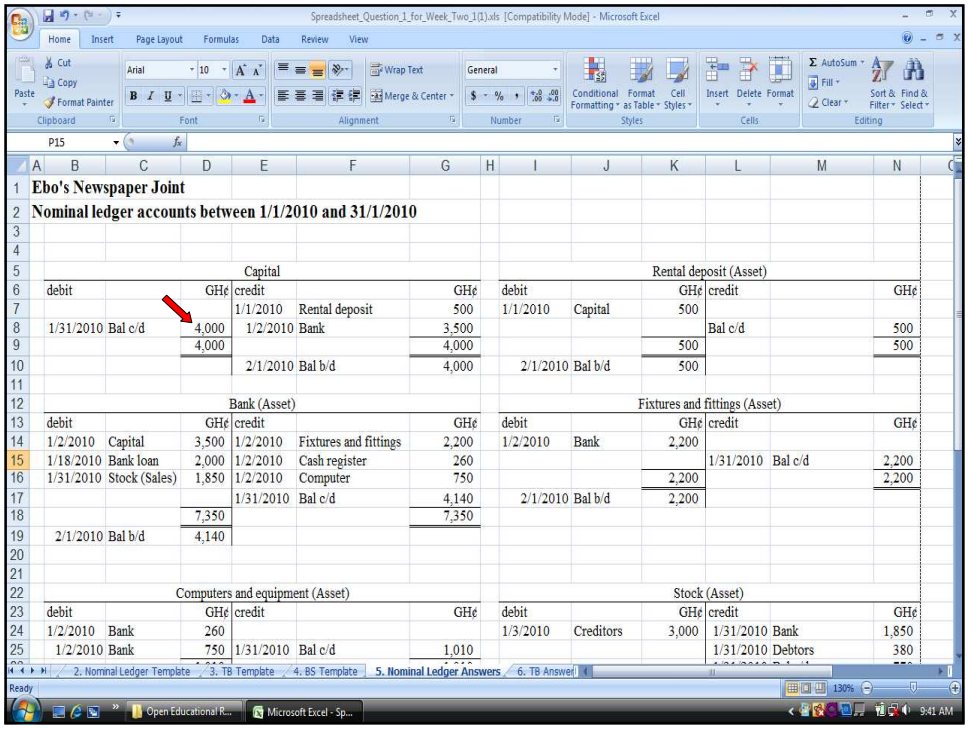
- Title: Learning Double Entry Bookkeeping Using spreadsheet
- Study Guide:
  - 3 hr study session
  - to expose students to the techniques of using spreadsheets to learn basic double entry bookkeeping.
  - moving from manual accounting to computerised accounting

OER 1 (cont'd)

- Study Guide (cont'd):
  - pre-requisite: a thorough understanding of basic double entry bookkeeping and practical knowledge in the use of spreadsheets
  - a functional computer system with spreadsheet application software is also required.

OER 1 (cont'd)

- Study Guide (cont'd):
  - Key Resources/Elements:
    - » Study Book
    - » Learning Activities
    - » Spreadsheet Exercises
    - » End of Course Assessment
- link:
- http://labspace.open.ac.uk/course/view.php?id=6418



Ebo's Newspaper Joint

Nominal ledger accounts between 1/1/2010 and 31/1/2010

Capital

debit		GH¢	credit		GH¢
			1/1/2010	Rental deposit	500
1/31/2010	Bal c/d	4,000	1/2/2010	Bank	3,500
		4,000			4,000
			2/1/2010	Bal b/d	4,000

Rental deposit (Asset)

debit		GH¢	credit		GH¢
1/1/2010	Capital	500			
			Bal c/d		500
		500			500
2/1/2010	Bal b/d	500			

Bank (Asset)

debit		GH¢	credit		GH¢
1/2/2010	Capital	3,500	1/2/2010	Fixtures and fittings	2,200
1/18/2010	Bank loan	2,000	1/2/2010	Cash register	260
1/31/2010	Stock (Sales)	1,850	1/2/2010	Computer	750
			1/31/2010	Bal c/d	4,140
		7,350			7,350
2/1/2010	Bal b/d	4,140			

Fixtures and fittings (Asset)

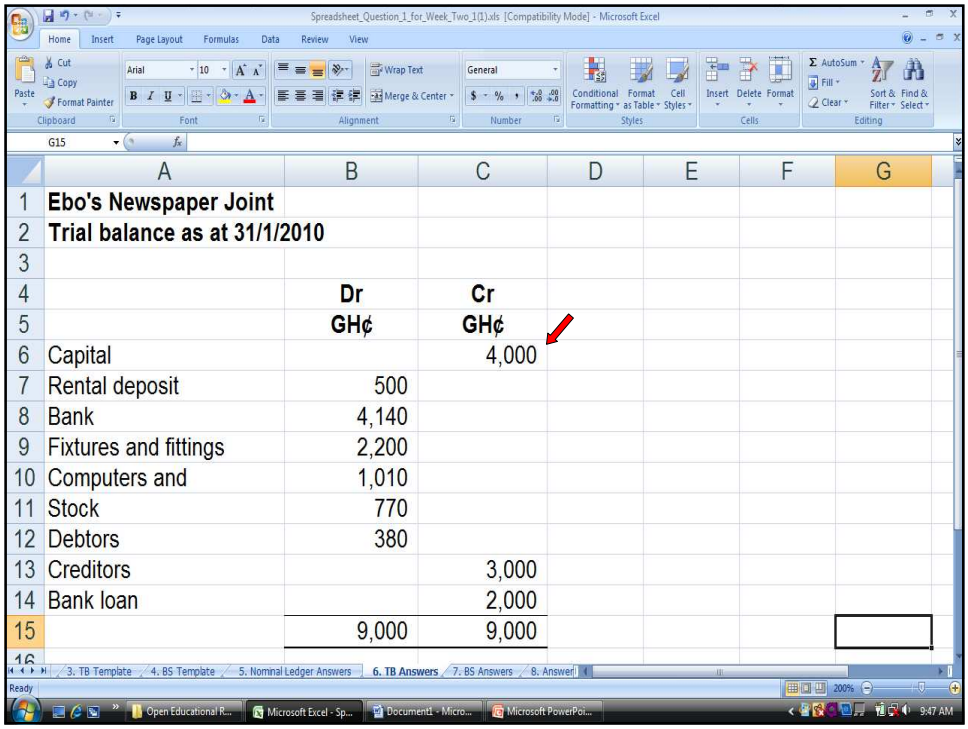
debit		GH¢	credit		GH¢
1/2/2010	Bank	2,200			
			1/31/2010	Bal c/d	2,200
		2,200			2,200
2/1/2010	Bal b/d	2,200			

Computers and equipment (Asset)

debit		GH¢	credit		GH¢
1/2/2010	Bank	260			
1/2/2010	Bank	750	1/31/2010	Bal c/d	1,010

Stock (Asset)

debit		GH¢	credit		GH¢
1/3/2010	Creditors	3,000	1/31/2010	Bank	1,850
			1/31/2010	Debtors	380



Ebo's Newspaper Joint

Trial balance as at 31/1/2010

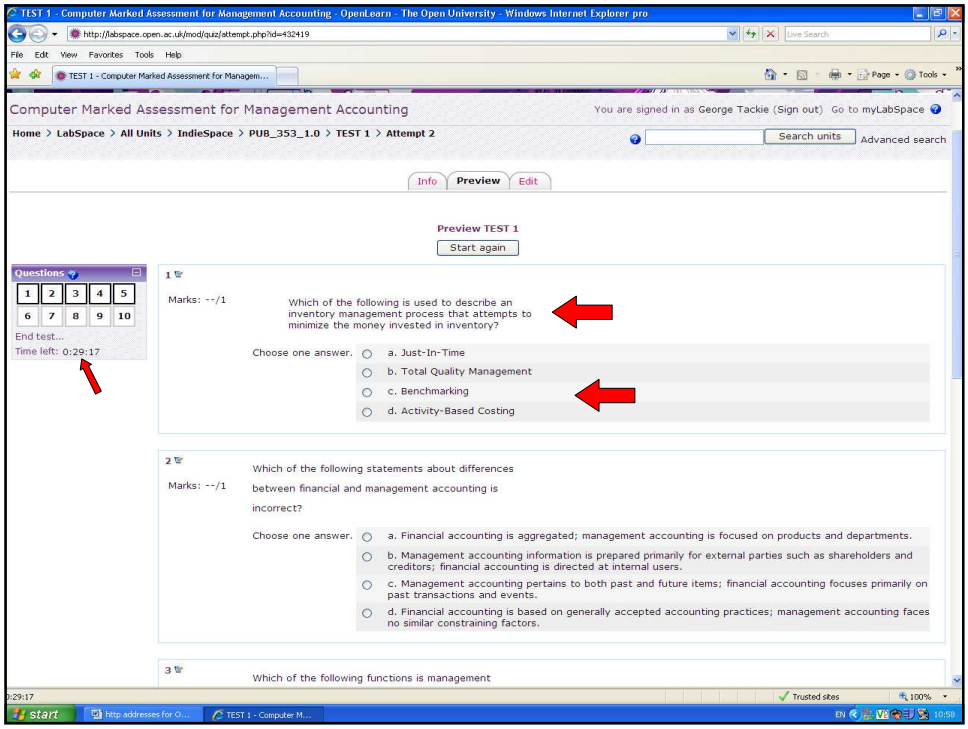
	Dr	Cr
	GH¢	GH¢
Capital		4,000
Rental deposit	500	
Bank	4,140	
Fixtures and fittings	2,200	
Computers and	1,010	
Stock	770	
Debtors	380	
Creditors		3,000
Bank loan		2,000
	9,000	9,000

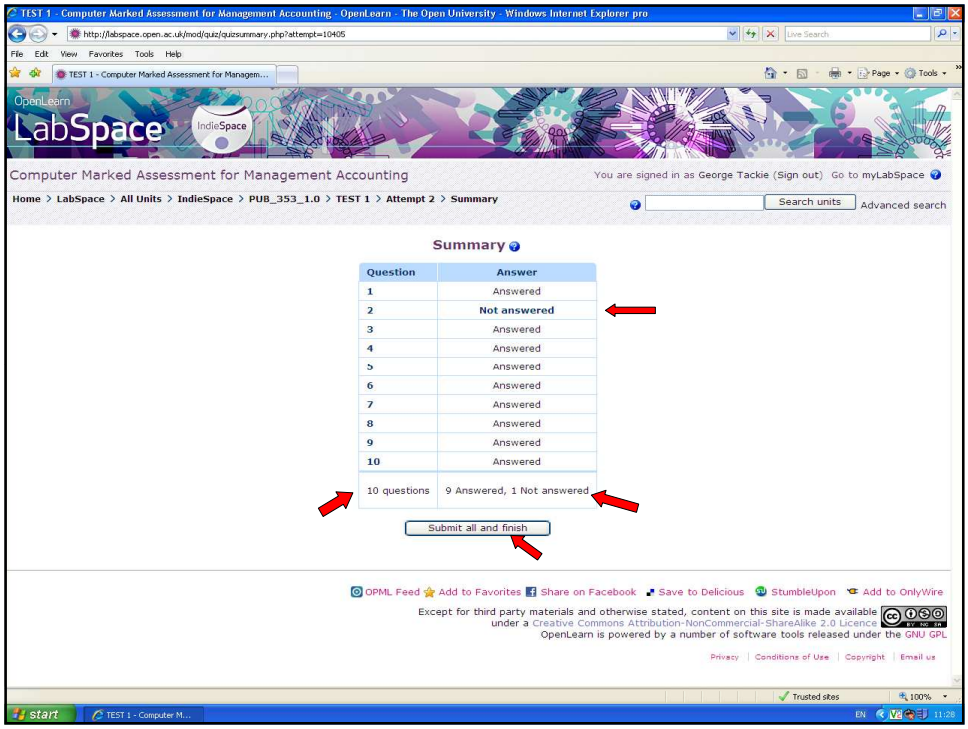
OER 2

- Title: Computer Marked Assessment for Management Accounting
- Study Guide:
  - 30 mins assessment test
  - using MCQ to test students undertaking a course in management accounting
  - the MCQ were developed using the computer
  - the OU labspace (indiespace) was used

OER 2 (cont'd)

- Study Guide (cont'd):
  - the MCQ are shuffled between questions and within options by the computer
  - the computer assesses the student's responses and provides prompt feedback
  - makes assessment easier, more objective and faster
  - can be used to assess large cohorts of students
  - requires practical knowledge of use of basic computing, apt use of MCQ, functional computer system and reliable internet connectivity


TEST 1 - Computer Marked Assessment for Management Accounting - OpenLearn - The Open University - Windows Internet Explorer pro
Computer Marked Assessment for Management Accounting
You are signed in as George Tackie (Sign out) Go to myLabSpace
Home > LabSpace > All Units > IndieSpace > PUB_353_1.0 > TEST 1 > Attempt 2
Search units
Advanced search
Info
Preview
Edit
Preview TEST 1
Start again
Questions
1 2 3 4 5 6 7 8 9 10
End test...
Time left: 0:29:17
1
Marks: --/1
Which of the following is used to describe an inventory management process that attempts to minimize the money invested in inventory?
Choose one answer.
a. Just-In-Time
b. Total Quality Management
c. Benchmarking
d. Activity-Based Costing
2
Marks: --/1
Which of the following statements about differences between financial and management accounting is incorrect?
Choose one answer.
a. Financial accounting is aggregated; management accounting is focused on products and departments.
b. Management accounting information is prepared primarily for external parties such as shareholders and creditors; financial accounting is directed at internal users.
c. Management accounting pertains to both past and future items; financial accounting focuses primarily on past transactions and events.
d. Financial accounting is based on generally accepted accounting practices; management accounting faces no similar constraining factors.
3
Which of the following functions is management


TEST 1 - Computer Marked Assessment for Management Accounting - OpenLearn - The Open University - Windows Internet Explorer pro
OpenLearn
LabSpace
IndieSpace
Computer Marked Assessment for Management Accounting
You are signed in as George Tackie (Sign out) Go to myLabSpace
Home > LabSpace > All Units > IndieSpace > PUB_353_1.0 > TEST 1 > Attempt 2 > Summary
Search units
Advanced search
Summary
Question | Answer
1 Answered
2 Not answered
3 Answered
4 Answered
5 Answered
6 Answered
7 Answered
8 Answered
9 Answered
10 Answered
10 questions | 9 Answered, 1 Not answered
Submit all and finish
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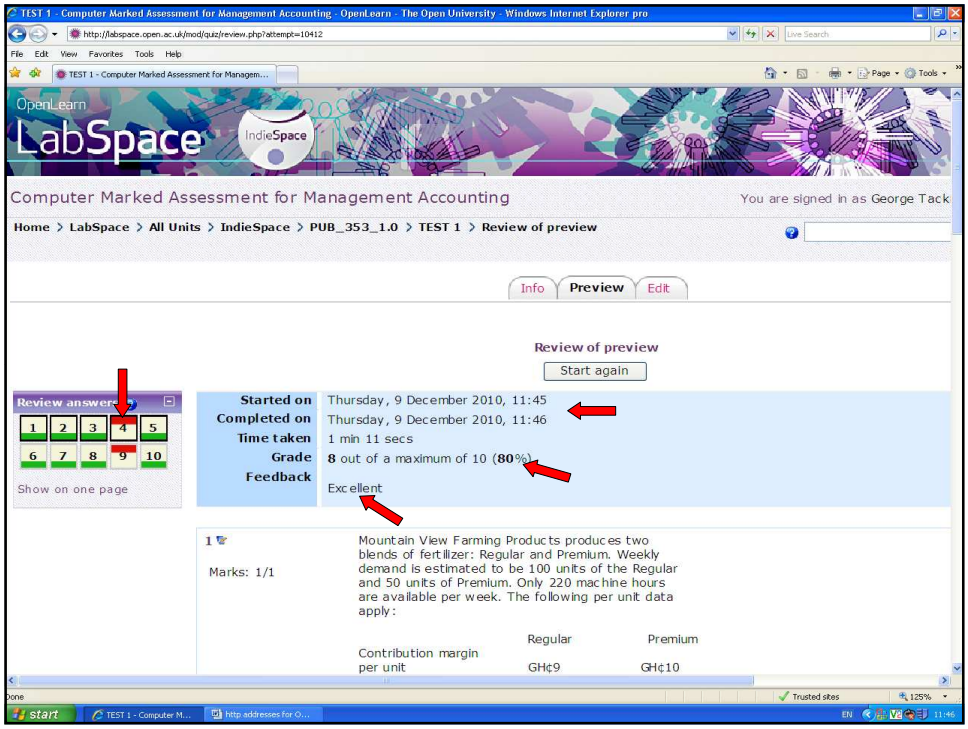

OER 2 (cont'd)

- OER 2 link:
- http://labspace.open.ac.uk/course/view.php?id=6438

Tools for Assessing the Progress of Teaching and Learning of Auditing at the Undergraduate Level

Purpose of OER

This OER is designed to provide regular assessment tools for the teaching and learning of auditing at the undergraduate level.

OER Adapted

- Means of Assessment
  - Tutor-Marked Assessments (TMA)
  - Computer-Marked Assessments (CMA)
  - End-of-Course Assessment (ECM)
- Statement of Objective of Questions
- Use of the Indiespace to assess students
- Use of the Indiespace to receive students' feedback

Use of OER Adapted

- Use of multiple assessment approaches
  - Teaching Assistant-Marked Assessments (TAMA)
  - Computer-Marked Assessments (CMA)
  - Lecturer-Marked Assessments (LMA)
  - End-of-Semester Examinations (ESE)
- Statement of objective(s) of questions
- Online provision of students' feedback at the end of each topic/lesson

- OER 1 link:
- http://labspace.open.ac.uk/course/view.php?id=6400

OER 2

Searching for Relevant Literature using e-Books and e-Journals

- OER 2 link:
- http://labspace.open.ac.uk/course/view.php?id=6446

ONLINE RESOURCE FOR FINANCIAL MARKETS STUDENTS

Mr Gordon N. Asamoah
Kwame Nkrumah University of Science and Technology
School of Business

Background Description

- Large student numbers
- Employability issues
- Students' inaccessibility to:
  - relevant and current literature
  - the full text of literature
  - ICT facilities

Purpose of OER

- To provide online learning materials to students.
- To direct them to where they can find more resources.

- OER link:
- http://labspace.open.ac.uk/course/view.php?id=6416

e-Governance for Public Administration

- OER link:
- http://labspace.open.ac.uk/course/view.php?id=6440

Benefits/Impacts of OER Project

- Access to OER
- Multiple ways of assessment
- Creates a platform for sharing and learning
- Makes teaching, learning and assessment a lot more easier, faster and effective e.g. use of the labspace

Challenges of OER Project

OER:

- Information overload
- Inadequate training
- Issues relating to copyright.
- Inaccessibility

Challenges

Ghana:

- Inadequate infrastructural support – limited no. of computers, unreliable internet connectivity
- Varied understanding of modern ways of improving teaching, learning and assessment by policy makers
- Training issues
- Different learning environment and situations

The Way Forward

- Training for Ghanaian Academics
- Infrastructural Support
- Education to encourage the creation of OER for use in Ghanaian Business Schools
- More collaboration spearheaded from Ghana

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- *Professor Camel McMahon, Associate Dean International, OUBS*
- *Professor Rob Paton, OU & Chair of the ABLE Ghana Collaboration*
- *Mrs Lyn Singer, OUBS*

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- *The OUBS Staff at the Cafeteria, MYB*
- *And to all and sundry who made our OER study visit successful and who continue to support the ABLE Ghana initiative. We say 'ye da mu ase'.*

Thank you

Next: Discussions & Responses!

ABLE Ghana website:
http://labspace.open.ac.uk/course/view.php?id=6045