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Using open educational resources (OERs) in teaching a module in a nursing program: A reflection**Annali Botha**

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Background: In a distance teaching institution in South Africa, lecturers had to do away with prescribed textbooks to save money. OERs had to be used. The problem was that there was no information available that could guide the process of selecting appropriate OERs in the institution.

Purpose: The purpose of this study was to explore a lecturer's experience of using OERs in teaching a module that formed part of a nursing program. The lecturer aimed to understand the situation better so that future actions could be informed.

Methodology: The methodology that was used was based on Johns' model of reflection. According to Horton-Deutsch and Sherwood: Reflection is a systematic way of thinking about our actions and responses that contribute to a transformed perspective or the reframing of a given situation or problem and it determines future actions and responses. The five cue questions that Johns' model is based on, guided the steps in the research and findings are listed in that order as well (in diagram).

Description of the experience (what were significant factors?): Purchasing textbooks were no longer allowed. Student unrest increased because of the pressure of the cost of higher education.

Reflection (what was I trying to achieve and what were the consequences?): The researcher adhered to the new policy but had concerns with implementation.

Influencing factors (what things affected my decision making): Factors included time-pressure, no available examples of similar selections, limited knowledge about OERs and factors influencing students.

Could I have dealt with it better: The researcher critically analyzed the situation and concluded that the situation could have been dealt with better.

Learning: The researcher gained knowledge prescribing OERs and it have value for future practice.

Biography

Annali Botha has a teaching experience from three South African universities for more than 25 years in different subject areas, including intensive care nursing on master's level public health and community health nursing and nursing pharmacology. She is currently teaching at UNISA, in the Department of Health Studies. Her work includes teaching an environmental health module and supervision of masters and doctoral students in South Africa and the African continent.

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