



Ethically Using Open Educational Resources: A Study on Prospective Teacher's Perception

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This quantitative investigation scrutinized ethically using open educational resources perception of prospective teachers among 158 at College of education, Alagappa University. Employing Independent sample t'test, and one-way Anova were used for analysis, the study discerned substantive disparities in ethically using open educational resources on Prospective teachers' perception upon variables such as gender, and using devices. Finally, the investigator concluded that using open educational resources and materials with digital ethics follows in learning and teaching by prospective teachers. So, in fostering ways it should be used through digital ethics rules.

Keywords: *Open Educational Resources (OER), Digital Ethics, Prospective Teachers, Perception, Gender Differences, Device Usage.*



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1. INTRODUCTION

Open educational resources do not involve face-to-face interactions; instead, they utilize various media, including printed materials as well as audio, video, computer/Internet resources, and broadcasts via radio and television. The term "open" indicates that there are no limitations regarding age, year of graduation, study duration, registration timelines, or examination frequency. The only requirement is that students must be proficient in using digital devices. The essence of

distance learning lies in the separation between students and teachers, which requires students to develop the ability to study independently. Open educational resources (OER) offer a variety of learning materials, presented in both printed and non-printed formats. Today, students engage with printed materials and utilize multimedia resources available on the internet. Learning support materials are provided through various means such as computer-assisted instruction (CAI), video, audio, and broadcasts via television and radio.

Open educational resources also offer learning support services online, including online tutorials, self-exercises, and web-based enrichment materials. An online tutorial is a type of e-learning resource within OER that focuses on specific subjects.

This study was conducted at Alagappa University. The aim of the research is to explore using open educational resources materials with digital ethics in learning and teaching by prospective teachers. The results are expected to provide valuable insights that will inform policies regarding the ethically using open educational resources perception of prospective teachers.

2. OPEN EDUCATIONAL RESOURCES

Open Educational Resources (OER) are defined as technology-enabled, open provision of educational resources for consultation, use, and adaptation by a community of users for non-commercial purposes (Harsasi, 2015). These resources are typically made freely available over the web or the internet. While their primary use is by teachers and educational institutions to support course development, students can also use them directly. OER includes a variety of learning materials, such as lecture notes, reference materials, readings, simulations, experiments, and demonstrations, as well as syllabi, curricula, and teachers' guides (Ehlers, 2017).

Open Educational Resources (OER) are global efforts to equalize access to education and knowledge. Defined by (Bissell, 2009), OER includes resources in the public domain or under licenses that permit free use and customization. These digitized materials are available for educators, students, and self-learners to utilize for teaching, learning, and research. OER consists of learning content, software tools for content development and distribution, and implementation resources like open licenses. They extend learning access to all individuals, including non-traditional and disadvantaged students, thereby increasing participation in higher education. Additionally, OER fosters lifelong learning and bridges the gap between informal and formal education.

Furthermore, they can enhance education in developing countries by revolutionizing knowledge sharing, leading to economic success for individuals, communities, companies, and nations. A major barrier to the expansion of Open

Educational Resources (OER) is the risk of losing intellectual property rights. To address these concerns, institutions and individuals often utilize Creative Commons licenses and the Open Courseware Consortium (McDowell, 2010).

3. ADVANTAGES

OER is a valuable resource for students and instructors, offering several key advantages for learners.

Open Educational Resources (OER) provide free access to high-quality learning materials for learners worldwide. They enable individuals to explore topics of interest and promote lifelong learning by eliminating barriers like cost and location. The easy online access of OER ensures that education remains inclusive and meets diverse needs (Arendt & Shelton, 2009). Open Educational Resources (OER) benefit various audiences by providing a sustainable framework centered on reusability, which supports long-term educational development. They offer teachers and students access to diverse subjects, allowing flexibility in topic selection and resource reuse. OER promote ongoing improvements, foster learning communities, and enhance the overall learning experience (Geser, 2007).

4. CHALLENGES

According to D'Antoni, (2009) there are several challenges to using Open Educational Resources (OER).

Open Educational Resources (OER) face several challenges, including limited broadband access, insufficient funding for software and hardware, and a lack of digital literacy, which hinder their usability and accessibility. Legal matters include the time and expense required to obtain permission for using third-party copyrighted materials or for their removal from content. Open educational resources can face various barriers categorized as technical, economic, social, and legal. Technical barriers include insufficient internet access and lack of necessary resources. Economic barriers involve limited funding for hardware, software, and developmental costs. Social barriers relate to inadequate skills, context-specific resources, and social norms that affect engagement. Legal barriers encompass copyright restrictions and unclear policies (Hylén & Schuller, 2007).

5. ETHICAL CONSIDERATIONS IN DIGITAL EDUCATION

Digital education has revolutionized the way knowledge is disseminated and acquired, offering unparalleled accessibility and flexibility (Spector et al., 2014). However, the rapid expansion of digital platforms in education brings forth a myriad of ethical challenges. As educators and learners increasingly rely on digital tools and platforms, it becomes imperative to navigate these challenges to ensure responsible and ethical practices. This article delves into the complexities surrounding digital ethics in digital education and discusses the challenges educators and institutions face in upholding ethical standards.

6. OBJECTIVE OF THE STUDY

To test if any difference in prospective teachers' perception of Ethically Using Open Educational Resources with respect to Gender, Using devices.

6.1 Hypotheses of the study

The following hypotheses have been tested

- **H0- 1** : There is no significant difference among prospective teachers' perception of Ethically Using Open Educational Resources owing to Gender owing to difference in gender.
- **H0- 2** : There is no significant difference among prospective teachers' perception of Ethically Using Open Educational Resources owing to using devices.

6.2 Research method

Descriptive survey method has been employed in this study.

6.3 Tools used for the study

The following tool has been used to collect data for the present study.

Prospective teachers' perception of ethically using open educational resources questionnaires were formulated based on the research work of (Arendt & Shelton, 2009; Harsasi, 2015) by the first and second authors. The prospective teachers' perception of ethically using open educational resources scales was included by the Researcher with the guidance of the Research Supervisor.

6.4 Selection of the sample

The sample for the study was selected by employing random sampling technique. The sample consisted of 158 prospective students drawn from alagappa university college of education in Karaikudi in Sivaganga, Tamil Nadu.

6.5 Statistical techniques

The critical ratio was computed to test the difference in prospective teachers' perception of ethically using open educational resources with respect to Gender, Using devices.

7. DATA ANALYSIS AND INTERPRETATION

The data were subjected to appropriate statistical tests for testing the hypothesis.

H0- 1 : There is no significant difference among prospective teachers' perception of ethically using open educational resources owing to Gender owing to difference in gender.

Table-1 : Significance of difference between the mean scores among prospective teachers' perception of ethically using open educational resources owing to Gender owing to difference in gender.

Teachers' perception						
Demograph ic variable	Sources of variation	No	Mean	Standard deviation	Calculated 't' value	Level of Significance
Gender	Male	67	52.94	3.11	0.65	0.65<1.96
	Female	91	52.90	3.22		NS

(At a 5% level of significance table value of 't' is 1.96)

H0- 2 : There is no significant difference among prospective teachers' perception of ethically using

open educational resources owing to using devices.

Table-2 : Significance of difference between the mean scores among prospective teachers' perception of ethically using open educational resources owing to difference in using device.

Demographic variable		SS	df	MS	f	Level of significance
Using device	Between groups	121.62	3	40.54	4.28	4.28 > 2.99
	Within groups	1458.31	154	9.47		S

(At a 5% level of significance table value of 'f' is 2.99)

8. FINDINGS

From the table-1, the t-test analysis result of the demographic variable of gender shows that 52.94 the mean score of male prospective teachers' perception of Ethically Using Open Educational Resources is significantly greater than 52.90 the mean score of female prospective teachers' perception of Ethically Using Open Educational Resources. This may be due to males' extraordinary knowledge of digital ethical rules. So, male prospective teachers' perception of ethically using open educational resources is more than female prospective teachers' perception of ethically using open educational resources. Accordingly, ± 3.11 the standard deviation of male prospective teachers' perception of ethically using open educational resources is significantly less than ± 3.22 the standard deviation of prospective teachers' perception of ethically using open educational resources. Since the calculated 't' value (0.65) is less than the table value (1.96), the hypothesis, 'There is no significant difference among prospective teachers' perception of ethically using open educational resources owing to difference in Gender' is accepted and the male and female prospective teachers' perception do not differ significantly in ethically using open educational resources.

ANOVA test analysis of table-2 shows that the calculated 'f' value of 4.28 is greater than the 'f' table value of 2.99. The hypothesis is assumed that there is significant difference among prospective

teachers' perception of ethically using open educational resources owing to difference in using device. Hence, we infer that there is a significant difference in prospective teachers' perception of ethically using open educational resources due to the difference in using device.

9. DISCUSSION

This study aims to explore prospective teachers' perceptions of the ethically Using Open Educational Resources. The findings indicate that the prospective teachers expressed intentions regarding the ethically using of OER, focusing on technical, educational, and instructional aspects. They gained the simplicity and convenience of using open educational resources as additional learning media. Already, Prospective teachers known that through open educational resources, learners can easily and quickly transfer links to learning materials. The teacher's guidance helps the learning process through open educational resources using ethics. According to [Canh, \(2016\)](#), in daily activities, the students are instructed to compose writing in three steps: pre-writing activity, writing activity, and post-writing activity. So, open educational resources act as a new and convenient tool for learning activities. As proposed in the Introduction, participation in today's digital society requires the development of digital ethics. According to [\(Graesser et al., 2022\)](#), to achieve these outcomes, digital resources must be used in formats that facilitate student-centered teaching

through dialogical situations involving multiple voices, acknowledging a diversity of viewpoints, and using multiple codes and languages. However, the results presented show that students use ICT in classrooms. As this study has shown, students used digital resources predominantly to send information or content to their colleagues, mainly in audio-visual format and via text files. Social media platforms were also used more to transmit information or work instructions in a unidirectional way (generally from the teacher to the students) than to generate spaces for dialogue and interaction. Educational software was hardly used, with its scarce use mainly focused on repetitive assessments through games such as Kahoot and escape-room. The use of simulations that allow interaction with environments inaccessible from the classroom was practically non-existent (Aslan & Zhu, 2018).

10. CONCLUSION

Using open educational resources in academics is improving interactivity between users and content providers. As a result, ethically using technological advancements, learners can acquire tailor-made and personalised learning materials but can give them towards studying them life-wide learners who can contribute meaningfully to the educational community (Sharma & Specified, 2012). The National ICT policies guide the utilisation of ICTs with digital ethics in all sectors including distance education. Many countries, including Botswana, Kenya, Malawi, Mozambique, Nigeria, Senegal, South Africa, Zimbabwe and India have met digital ethical challenges in open educational resources and distance learning but nowadays digital ethical challenges are common. Finally, the investigator concluded that using open educational resources and materials with digital ethics in learning and teaching by prospective teachers. However, OER is a wide area. So, in fostering ways it should be used through digital ethics rules. It has highlighted several key areas of repurpose, and dissemination of OER with ethics. Taking to heart the nature of openness, we recommend as a consequence that the limitations of ethically using open educational resources among prospective teachers' perceptions discussed here be seriously considered by institutions, government, and funding bodies and clearly stated for the end user.

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