



NEAR EAST UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
TOURISM MANAGEMENT PROGRAM

**OPEN EDUCATION RESOURCES A GATEWAY FOR ACCESSING
HOSPITALITY AND TOURISM LEARNING MATERIALS**

ISIYA SALIHU SHINKAFI

MASTER'S THESIS

NICOSIA
2021

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THESIS SUPERVISOR

PROF. DR. TULEN SANER

NICOSIA
2021

ACCEPTANCE / APPROVAL

2021

We as the jury members certify the “Open Education Resources a gateway for accessing Hospitality and Tourism learning materials” prepared by ISIYA SALIHU SHINKAFI defended on 02/09/2020 has been found satisfactory for the award of Degree of Masters

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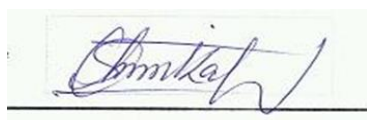
DECLARATION

I Isiya Salihu Shinkafi, hereby declare that this dissertation titled 'Open Education Resources a gateway for accessing Hospitality and Tourism Learning materials' has been prepared by myself under the guidance and supervision of 'Prof. Dr. Tulen SANER' in partial fulfillment of the Near East University, Institute of Graduate Studies regulations and does not to the best of my knowledge breach and Law of Copyrights and has been tested for plagiarism and a copy of the result can be found in the Thesis.

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Signature

A handwritten signature in blue ink, appearing to read 'Isiya Salihu Shinkafi', is written over a horizontal line. The signature is enclosed in a light green rectangular box.

Name Surname: **Isiya Salihu Shinkafi**

DEDICATION

I dedicated this research to my parents who believed in education as a pillar of every development

ACKNOWLEDGEMENT

My deep and sincere gratitude goes first to ALLAH who grant me the opportunity and good health to reach this level and to my supervisor Prof. Dr. Tulen SANER, who expertly guided me through my thesis with her valuable and constructive suggestions and always being there and supporting me when I need a help. In addition, I would like to thank my Academic advisor Hatice SAFA, Assoc. Prof. Dr. Nesrin M. BAHÇELERLİ and Asst. Prof. Dr. Dr. Salim Akyürek for their keen concern about my success throughout the period of my program in the University.

I also wish to express my appreciation to the Federal Republic of Nigeria under TetFund for sponsoring me to study this program, and all the Academic and non-Academic staff in the Faculty of Tourism, Department of Tourism and Hotel Management at Near East University. Thank you for all the assistance that you have provided me during my education and thesis process.

I also owe a deep sense of gratitude to my late parents Mal. Yusuf Mahmud Dan Inna and Sa'adatu Haliru Tudu for their moral support and their wishes for me to be an educated person in life.

Lastly, my sincere love goes to my wife Sadiya Bara'u, my brothers and sisters, my children, friends, university colleagues and other relatives too numerous to mention, who stood by me and praying throughout the period of the research. May God bless you all!

ABSTRACT

OPEN EDUCATION RESOURCES A GATEWAY FOR ACCESSING HOSPITALITY AND TOURISM LEARNING MATERIALS

Open education resources (OER) are open learning materials in different formats, course content and context to support learning globally. In this thesis, I investigated the level of awareness of Hospitality and Tourism OER among students in the Department of Tourism and Hotel Management in a University. Specifically, I investigated students' awareness, use and accessibility of OER in learning. The research design method used was quantitative approach, using online questionnaire. The thesis research shows that, respondents frequently use OER but with little knowledge of the materials content and context. Most of the respondents' have little knowledge about the concept even though they use it. Information and communication technologies are tools for information gathering, social networking and knowledge sharing and transfer. OER are open education materials accessible online such as curriculum, maps, course materials, and videos that users create, adapt, reuse for learning and research. Few of the respondents that used OER in learning faced some challenges such as high cost of data, poor connectivity and lack of proper guidance. The results suggest lack of awareness of OER among students in the faculty of tourism and the need for support from the teachers in the utilization of OER. The thesis also reveals that, some of the international students are accessing internet as beginners in their studies which require guidance. The research however recommends that further studies should be conducted to other faculties.

Keywords: Open Education Resources, Information and Communication Technologies, Open Knowledge, Open Courseware, Open licenses, Creative Commons

Özet

Açık Eğitim Kaynakları Turizm ve Konaklama öğrenim materyallerine Geçiş

Açık Eğitim Kaynakları dünya çapında eğitimi destekleyen farklı formatlardan ve farklı kurs içeriklerinden oluşmuş açık öğrenim materyalleridir. Tezimde üniversitemizdeki Turizm ve Otel işletmeciliği öğrencilerinin Turizm ve Konaklama ile ilgili açık eğitim kaynaklarına yönelik farkındalığını inceledim. Özel olarak öğrencilerin açık eğitim kaynaklarına yönelik farkındalığının yanında bunun kullanımına ve ulaşılabilirliğine yönelik incelemelerde bulundum. Kullandığım araştırma metodu verileri sayısal bazda ele alan ve değerlendiren online anket yöntemidir. Tez araştırması gösteriyor ki anketi cevaplayanlardan çok az bir kısmı Açık eğitim kaynaklarını kullanır ve kullananlarda bunun materyallerine ve içeriği hakkında çok az bilgiye sahipler. Bilgi ve iletim teknolojileri bilgi toplama, sosyal at, bilgi paylaşımı ve aktarımı araçlarıdır. Açık eğitim Kaynakları online ulaşılabilen eğitim materyalleri, ders programları ve eğitim müfredatı, haritalar, kurs materyalleri, kullanıcıların hazırladığı ve uyguladığı videoların öğrenme ve araştırmaya yönelik tekrar kullanılabilceği bir ortamdır. Kullanıcıların çok az bir kısmı yüksek maliyetli veri, zayıf internet bağlantısı ve yetersiz yönlendirme bilgilendirme gibi sorunlarla karşılaşmıştır. Sonuç itibarı ile turizm fakültesindeki öğrencilerin Açık eğitim kaynaklarına yönelik çok az farkındalığı ve ilgisi var. Bu farkındalığın oluşturulması ve geliştirilmesi için akademisyenlerin öğrencileri bu konuda desteklemesi ve yönlendirmesi ve aynı zamanda açık eğitim kaynaklarından yararlanılması konusunda öğrencilerin akademisyenler tarafından daha çok bilgilendirilmelerinin gerekli olduğu kanaatindeyim. Tezi hazırlarken yaptığım araştırmalar aynı zamanda ortaya çıkarmıştı ki uluslararası öğrencilerin bir kısmı eğitim amaçlı internet kullanımında henüz yeterli düzeyde değildirler ve bu konuda yönlendirilmeleri ve öğrencilere yönelik eğitici aktivitelerin yapılması gerekir. Tezin hazırlanması sürecinde yaptığım çalışmalar neticesinde diğer fakültelere yönelik daha çok çalışmalar yapılması gerektiği ve diğer fakültelerle ortak çalışmalar yapılması gerektiği kanaatindeyim.

Anahtar kelimeler: Açık Eğitim Kaynakları, Bilgi ve İletişim Teknolojileri, Açık bilgi ve Açık Eğitim Yazılımı, Açık lisanslar ve Müşterek Kreatif

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LIST OF ABBREVIATIONS

A	: Agree
CP	: Cumulative Percent
D	: Disagree
F	: Frequency
LIS	: Library and Information Science
MIT	: Massachusetts Institute of Technology
MOOC	: Massive Open Online Courses
N	: Neutral
OCW	: Open Courseware
OCW	: Open Courseware
OECD	: Organization for Economic Co-operation and Development
OECD	: The Organization of Economic Cooperation and Development
OER	: Open Education Resources
OER	: Open Educational Resources
OSI	: Open Society Institute
P	: Percent
PCA	: Principal Component Analysis
SA	: Strongly Agree
SAIDE	: South African Institute for Distance Education
SD	: Strongly Disagree
SSA	: Sub-Saharan Africa
UGC	: User-Generated Content
UNESCO	: United Nations Educational, Scientific and Cultural Organization

INTRODUCTION

Information and communication technologies are the core tools for information gathering, social networking and knowledge transfer, which lead to changes in the higher education system. Internet is the most effective means of communication and studies by the global community today (D. Wiley, Bliss, & McEwen, 2014). In the contemporary world, internet is the main tool utilized by civilized societies in higher education research and learning; technological trends are reshaping the pattern of learning and how the education system operates (D. A. Wiley, 2006).

OERs are emerging as a new development in the education sector. The program was first adopted at a forum of open courseware (OCW) for higher education in developing countries (Miao, Mishra, & McGreal, 2016). OERs refers to any education material such as curriculum maps, course materials that has been designed for use in teaching and learning and openly available for use by educators and learners without any payment for their usage, royalties, passwords or license fees (Butcher & Moore, 2015). OERs usage and accessibility on internet is free without any technical, monetary or legal barriers. Users can learn from, create, adapt, reuse by acknowledging the original creator and by not adapting the resources for profit (Belikov & Bodily, 2016).

Users can also freely produce print version of the resources such as learning modules, journals, learning objectives and collections. OERs are increasingly being used in higher education due to their openness and the capacity to remove demographic, economic, and geographic educational boundaries and the promotion of access to learning materials globally (Yuan et al., 2008).

OER has some limitations despite the numerous advantages in their adoption in learning; this is because, they are new discoveries to most of educators and

learners. (Kurelovic, 2016). The call for research to identify the factors leading to the slow or lack of awareness and utilization of OERs has shown the need to create awareness in order to reach the desired target and the education community (Mireles Torres, 2013). OERs has influenced and brought positive changes into higher education in China, even though there are limited literatures on OER utilization from learners in higher education (Hu, Li, Li, & Huang, 2015).

Awareness is one of the factors that can influence the use of any resources and without the knowledge of the existence of the OERs, learners might not be able to use them for learning. Access and availability of internet facility with low cost of connectivity is a key to accessibility of OERs and the readiness of learners to use OERs becomes only possible if they are aware of its existence and have the capabilities and skills in information and communication technologies; learners are expected to be oriented and trained on accessibility, choice of qualitative OERs, and how to find the resources on the internet. One of the required capabilities for learners to use OERs is the availability of computers, skills acquisition and resources (Mays, 2017).

Low cost of education, qualitative learning materials and motivating learners are the priorities of every education system; learners do encounter a lot of academic difficulties as a result of cost of learning materials, but with the emergence of internet facilities and information communication technologies, the education system is experiencing some changes globally (UNESCO, 2015).

In a research conducted in Canada, it was established that, textbooks are very expensive and unaffordable to learners, which led to learners shifting to digital learning resources that are accessible at no cost (Miao et al., 2016).

Research indicates that utilization of OERs encourage innovation, creativity and improve learner's performance, utilization of OERs enable learners the opportunity to explore internet facilities and support innovation (Butcher & Moore, 2015). Change is a process that requires effective communication, ability to adapt, commitment, support and team work policymakers in Canada are becoming aware

of the supportive potentials of OERs in reducing cost of education (McGreal, Anderson, & Conrad, 2015a).

CHAPTER 1

1. BACK GROUND OF THE RESEARCH

This chapter discusses the aims, contributions and structure of the thesis. In addition to this, the chapter provides overview of the theories, research questions, significance of the study and research hypothesis employed in this thesis.

1.1 Statement of the Research Problem

Globally, the tourism sector lacks qualified professionals and one of the reasons for unqualified personnel is lack of access to learning materials by students due to cost and poor internet facilities. OER provide the support and access to free learning materials at any given period of time from any location globally. Most students from foreign countries are not aware of OER and this prevent them from having access to relevant learning materials

1.2 Objective of the Research

To identify the relevance of open education resources to students in the faculty of tourism

To find out whether students from foreign countries know open education resources as a free access to learning materials

To encourage students in utilization of the open education resources for convenience in their learning

To identify the types and challenges of open education resources

1.3 Significance of the Research

The research is design to highlight the relevance of open education resources and create awareness of ways of Utilizing and accessing free learning materials. The fact that hospitality and tourism books are costly and scarce; open education resources allow for free access to learning materials for students most especially from developing countries who are financially handicapped to buy relevant books for learning.

1.4 Research Hypothesis

The research aims at testing the validity of the following hypothesis:

H1: Awareness of OER eases learning for students

H2: Utilization of OER promotes learning opportunities for students

H3: Students' access to OER leads to academic improvement

1.5 Scope of the Research

The research is restricted to International students in the faculty of tourism in a University

CHAPTER 2

2. LITERATURE REVIEW

This section addresses the idea of the growth of foreign direct investment, international trade and the banking sector development. The chapter consists of three sections; section one dealt with the definition of literature. Section two Empirical literature analysis and section three emphasizes the theoretical context.

2.1 Introduction

The research investigates issues relating to students' awareness, utilization and access of OER in a University. Reviewed literature covers works from different areas of research. The concept crosses several disciplines, particularly those of education, information science, and knowledge management. The concept comprises both informational and ideological components. OER are mostly studied as educational tools (a set of resources that support the transmission of knowledge) as well as the means for the advancement of the ideological notion of opening and freeing up knowledge and information resources for all users. Thus, OER are both information resources and an offshoot of the ideology and practice of open knowledge. Therefore, OER are information resources, the finding and using of OER is related to information behavior. This review covers areas: awareness, access and open knowledge, a term that includes OER and other open notions.

2.2 Open Education Resources

Refers to any open learning resources that can be utilized for learning, teaching or research. These resources include course reading, textbooks and other contents such as games, videos, applications, syllabi, quizzes and other assessment tools or material which can be used for learning and teaching. OERs are electronic

materials which include multimedia formats, which are pasted under a creative commons or other licenses that are open or fairly accessible. OERs are produced by higher education institutions, libraries, organizations, government agencies and other bodies that support and promote knowledge sharing.

Reviewed related literature identified current OERs movement to initial sharing digital resources through internet(Hodgkinson-Williams et al., 2014), sharing resources such as Open Courseware (OCW) initiative, educators were encouraged to adopt OERs and giving them the opportunity their course materials to learners and institutions. OERs contributed in the formation of creative common organization which allow and encouraged easy expression of copyright and open licenses to shift “all rights reserved” standard to “some rights reserved”. Communication and internet connectivity opportunities made access and use of OERs possible among learners in all programs(Hodgkinson-Williams et al., 2014), at a UNESCO conference in 2002 contextual literature with different perspectives of OERs use and practice were presented(Allen & Seaman, 2014; Butcher & Moore, 2015).

“Open education resources are digitally stored, open available content materials that are explicitly openly licensed, creators/authors grant permission and help ensure discoverability and ease of use for download, storage, adoption and resharing of these resources as part of learning experiences(Olakulehin& Singh, 2013).

These OERs content include videos, audio, text, textbooks, images, illustrations, animation and simulations that are editable and easily accessible. There are textbooks shared with creative commons and made available in different file format or print reading which allow learners to access and ease learning and research, this has reduced the cost of education and solved book storage problems most especially in the developing countries where learners cannot afford buying printed books, OpenStax reported in 2018 that 2.2 million students are using open

textbooks which helped in saving cost of education to the tune of 117 million USD(Pitt, 2015).

The shift in the replacement of published materials with open textbooks in Florida virtual campus in 2016 established that 66% of learners under research were using open textbooks for their courses, this research consist of all state university and community college learners in Florida state and the findings revealed that 53% of learners spent 301USD on printed textbooks and 18% spent more than 500 USD, this has shown the importance of low-cost alternatives and opportunities provided by OERs(Miao et al., 2016).

Open textbooks provide opportunities for less-privileged learners and an important support for learners, and by nature of cost-saving support of open textbooks and related materials, it has provided an alternative for quality in educational value and contributed to many studies focusing on open learning materials(Colvard& Watson, 2018). Even with the cost saving nature of OERs there is a continuous problem for increase in usage and utilization which is the issue of lack of awareness (Kumar & Raja, 2019).

2.3 Awareness and Usage of Open Education Resources

OER are technological digital resources which focus online learning materials; these materials are used under licenses that allow its utilization. Some OER can be modified while others are only used in their original format; they are found in repositories and could be from an institution or a collection of materials from departments of different institutions. Learners and researchers can download these materials and utilize them in formal or informal learning situations and activities, thus, OER are easy to manipulate with the trends in technology in different academic perspectives and approaches. Educators, learners and institutions are still on early stage of awareness and adoption of OER (Allen & Seaman, 2014); In 2016 studies established that, among educators 66% heard of OERs with little knowledge about using it, 34% are not aware of OERs and 5% had little knowledge

of OER, the research revealed that many educators were using OERs out of knowledge of the concept (Allen & Seaman, 2014).

Among the factors that contributed to lack of awareness, utilization and adoption of OER by educators and learners include:

The non-sharing culture and traditional conventional approach among educators that discourage use of OER (Rolfe, 2012)

Lack of effective policy and capacity development related to creating awareness and use of OER, monopolizing the content materials (McGreal et al., 2015a).

Ineffective and insufficient research-based models such as technological acceptance, adoption to changes, planned behavior to evaluate educator intent to use OER (Perkins, 2011).

Studies established that lack of awareness as a average cost of printed learning materials and fees per annum was 1,200 USD in 2014 challenge in the increase of utilization and usage of OER which require educator motivation in support of increase use of OER. The motivating factor for use and utilization of OER are the opportunities it provides in cost reduction on education for learners (Butcher & Moore, 2015). Studies in Florida virtual campus 2016 established that -2015 which creates disparity in learning and creating inequality in educators and a barrier for learners with low socioeconomic abilities (D. Wiley et al., 2014). Use of OERS is an important approach for institutions, educators and learners with concerns of cost-based access and equality in education (T. J. Bliss & Smith, 2017).

Using and utilizing OER as identified in reviewed literature is the internet-driven shift in access to information technology, which was not realistic before the internet connectivity (Levi, Iii, Robinson, Wiley, & Ackerman, n.d.).

The capacity of content stored and transmitted through internet connectivity is a fundamental factor which changed how people communicate, share knowledge and learn in the twenty first century, this connectivity and transmission possibilities influence how educators and institutions are changing their approach of learner access to information and learning materials (Coleman, 2013).

Educators and learner's ability to download, print, adopt, remix and redistribute learning resources become a factor in motivation to use OER for teaching and learning (D. Wiley, 2010). The approaches for motivating use of OER were feasible due to internet-enabled content dissemination using open licensing which supports academic learning activities and creation of accessible knowledge environment (Avila Garzon, 2018).

2.4 Producers of Open Education Resources

Open Course Ware project which began in 2012 was the beginning and initiation of OERs from MIT. These initiatives have been adopted by higher education institutions globally which allow course materials to be accessible to learners and researchers and they can take advantage to adopt these materials for their learning and research, this gave way for learner and researchers to improve and excel through OER. Usage and research of OER was in practice for over 15 years with different initiatives and approaches that encouraged speedy expansion of OER adoption. Initiatives like MIT's open courseware project, the open university UK's open learn initiative, Rice university Conexion's and OpenStax development and repository, and Utah state university's Centre for open and sustainable learning; these initiatives stage rapid development and adoption of OER (Atkins, 2007). These initiatives were funded annually to improve public awareness on the benefits of these resources in cost reduction in education globally, the funded organization in the promotion of the initiatives are described as open education consortium (Mijares, Bustamante, Ayo, Anacio, & Jotic, 2017). Educational institutions are members of the organization which provide a link of open education research and resources and the collaboration with higher institutions in creating and promoting awareness of OER. The research experiment used 5,000 learners from 15 different courses which proved positive outcome on learner's achievement, the research also indicates cost-saving support of OER on education for learners (Lemos, Fischer, & Souza, 2012).

A research at the university of Georgia between 2013-2016 analyzed 11,681 learners using traditional printed textbooks with 10,141 learners using OER in some courses with focus on course performance among students using open textbooks from OpenStax for easy adoption, it was established with significant benefits of improvements in students' performance using OER and added value in improved success and performance for marginalized students (Colvard & Watson, 2018).

2.5 Students' Perception of OER

Cost of textbooks for learners and research related to cost of education are numerous yet with limited research on investigating learners' awareness about OER for the promotion of open learning materials as a solution to cost of education globally. A research of 14,000 students in Florida virtual campus in 2012 identified 26% of students are aware of open learning materials and 6% used open learning materials. A qualitative survey of 58 educators and 490 students on open learning materials established 10% of the respondents in the survey had technical challenges and other stressing experiences in using OER. Most of the students that uses open learning materials expressed good performance and support in quality than printed textbooks; students' expressed ease of usage and inclusiveness in digital learning activities and numerous benefits of OER in their studies (Bliss & Smith, 2017).

2.6 Teachers' Perception of OER

Teachers' and students' conception of use of OER on quality and usage are almost the same as established in a research at Florida virtual campus in 2012, that open learning materials are better in quality and up to date than published textbooks due to the digital update of the open learning materials. In a research on a small mixed-method for educators who adopted open learning materials expressed better quality than published learning materials, the research established 85% of students benefit with less cost in education using open learning materials as a result of it

supportive to learning for students in various perspectives in independent learning skills, the research identified the need for time commitment in transition to use OER, even though there could be some difficulties in the shift from conventional practice to the digital format. Most educators lack adequate experience and problem of adoption and the mainstreaming to trying new type of learning resources in teaching and the risks of managing some technical skills required to adopt in using OER (Pitt, 2015).

2.7 Significance of Open Education Resources

OER are open and free to all and can be assessed and improved by the education community globally, it has the potentials to encourage creativity and innovation in the education community globally, giving way to development of alternatives to improvement and effective learning situations. OER support learners and researchers in different context and in different perspectives in learning and research with low or no cost. Information and communication technologies are the main tools that promote the spread of OER into different formats and different channels of distribution.

The main role of OER is to support learning in the dissemination of information and knowledge, and it has played a vital role in many areas in learning through giving access to learning materials as an important means of knowledge promotion and the flexibility of accessing digital learning materials creates opportunities and possibilities for learners to be reached globally and also facilitate access to qualitative education and reduction of cost in education. The cost saving nature of OER resulted due to time saved when educators repurpose and reuse it for teaching rather than creating new learning materials, students also reduce cost of education when directed to use digital learning materials that are open and free (Levi et al., n.d.).

OER also provides easy means with lesser cost of sharing knowledge globally with digital convenience; this has supported educators and learners in different concepts (Hylén, Damme, Mulder, & Antoni, 2012). Universities and faculty

members were involved in the development and dissemination of OER programs in sharing knowledge in conformity with academic traditions and the availability of qualitative teaching materials to institutions and cost reduction by using open resources.

Educators benefited for using and being involved in OER development through gaining publicity and reputation within the open community. Institutions and faculties benefit in sharing of educational resources in the promotion of teaching profession through evolution of education, techniques and content that allows peer review which ensure quality of available open learning materials(D. Wiley, 2007).

2.8 Challenges of Open Education Resources

Credibility and reliability of OER depends on their sources, some can be evaluated through feedback channels while, others cannot be evaluated and this affects the quality of the materials. Educational materials are subject to reviews and update and most of the OER are not updated to the new trends, even the institutions that produce the materials are not held to the same standard of quality.

Early OER initiatives in the success of using and adopting OER yet with numerous barriers such as lack of awareness as a fundamental barrier (Allen & Seaman, 2014); other barriers are the act of searching for qualitative open learning materials, lack of organization, discipline-specific resources, lack of institutional expertise, clarification around copyright and license rule to adoption (T. Bliss, Robinson, Hilton, & Wiley, 2013). Absence of evidence on effectiveness of open learning materials in different areas of research as a common concern and on educators considering mainstreaming require evidence of OER results on students' performance, another barrier is the convenience for educators to research resources, develop and redesign courses (Kelly, 2014)

At individual and institutional levels, there are challenges in the use of open learning materials in the development and dissemination of sustainable OER initiatives. One of the main challenges is lack of interest and support among some

stakeholders in OER development and use. (McGreal, Anderson, & Conrad, 2015b) identified strategies for successfully addressing these challenges like the need for OER stakeholders to engage institutional leadership in the planning stages to the overall strategic goal of the institutions. The program should identify how the initiatives would support students' learning and reduce cost of education. Another challenge is the technological issues which require computer literacy skills and some technological background in the ability to search digital information and the operability and cross-platform application of the resources (Deimann& Farrow, 2013). Scholars also raised concern on connectivity such as inadequate bandwidth and limited access to internet for many potential OERs users (Bechet, 2008)

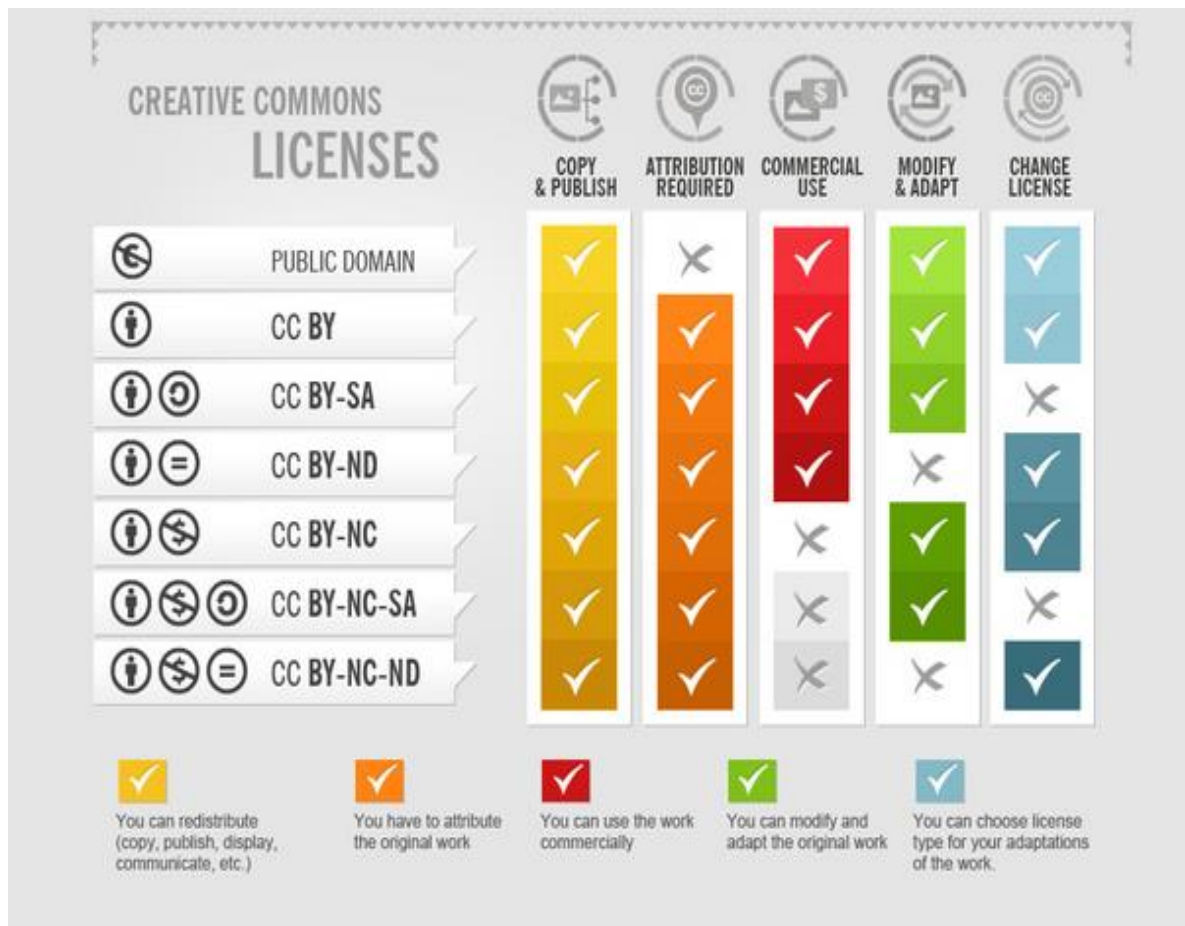
Inappropriate technologies are also a barrier to OER development and power supply interruption by many educators in learning and teaching(Hu et al., 2015). Studies with focus on students' use of open learning materials examined "Chinese college students' usage of OER and the expected barriers limiting the diffusion of open materials", issues such as students' experience of OER, nature of the open learning materials, and the availability of technological platforms for accessing the resources (Rolfe, 2012).

Studies established that students rated OER with regards to currency and originality of the author and also ease of use; other factors that contribute to students' perception of the open learning resources are course discipline, age, gender and mode of delivery of the resources (Pitt, 2015). Lack of adequate knowledge about OER was established in 2012 on a research conducted by Okonkwo, which assess the willingness, readiness and need of open distance learning professionals from different universities to deploy OER support teaching and learning. 20 academic staff were under research from different universities, which reveals that, the major challenge of developing OER initiatives in some institutions was lack of appropriate skills on the educators to use the digital resources, the researcher identified the need to train educators on how to use digital resources and also the problem of lack of support for the initiatives among

key stakeholders, appropriate technologies in OER creation and ineffective policies to support the initiative(Wiley, 2010).

2.9 Licensing Resources for open use

The most widely used model for open licensing of resources has been created by the Creative Commons organization. The Creative Commons licensing model allows creators of open learning materials to keep their ownership yet at the same time defining under which conditions their learning materials can be openly used in different context. The figure below provides a good overview of the various CC licenses and the possibilities of combining them for use



Source: *How to Attribute Creative Commons Photos* by Foter, CC BY 3.0

Copyright owners can choose from among the following optional license conditions in using OER:

- **Non-commercial (NC):** others are permitted to copy, distribute, display and perform the copyright work – and any derivative works based upon it – but for non-commercial purposes only;
- **No derivative works (ND):** others are permitted to copy, distribute, display and perform exact copies of the work only and cannot make derivative works based upon it; **Share alike (SA):** others may distribute derivative works only under a license identical to that covering the original work.

By mixing and matching these elements, copyright owners can choose between the following six core licenses:

- **Attribution (BY) –** This is the most accommodating of the licenses offered, in terms of what others can do with your work. It lets others copy, distribute, re-use and build upon your work, even commercially, as long as they credit you for the original creation.
- **Attribution-Non-commercial (BY-NC) –** This license lets others copy, distribute, re-use and build upon your work, as long as it is not for commercial purposes and they credit you as the original author.
- **Attribution-Share alike (BY-SA) –** This license lets others re-use and build upon your work even for commercial purposes, as long as they credit you and license any derivative works under identical terms.
- **Attribution-Non-commercial-Share alike (BY-NC-SA) –** This license lets others re-use and build upon your work, as long as it is for non-commercial purposes, they credit you and they license their new creations under identical terms.
- **Attribution-No derivatives (BY-ND) –** This license allows use of a work in its current form for both commercial and non-commercial purposes, as long as it is not changed in any way or used to make derivative works, and credit is given to the original author.

- **Attribution-Non-commercial-No derivatives (BY-NC-ND)** – This is the most restrictive of the six core licenses. It is often called the “advertising” license because it only allows a work to be copied and shared with others in its original form, and only for non-commercial purposes and where credit is provided to the original author. This license does not allow the creation of derivative works or the use of the work for commercial purposes.

Each Creative Commons license is expressed in three ways:

1. The **Commons Deed**, that is, a simple, plain-English summary of the license, together with the relevant icon/s that indicates the scope of permitted use;
2. The **Legal Code**, that is the dense legal “fine print” license document; and
3. The **Digital Code**, that is, metadata that highlights what license is attached to the content.

Creative Commons Licenses are also being ported or translated to meet the legal requirements of national laws globally. This has happened in 34 countries with another working on this aspect. The following are notable examples of how the CC licenses are being used across the world:

- The Public Library of Science and BioMed Central license their publications under CC licenses.
- Online Opinion, a leading Australian news and opinion website is using CC licenses.
- The Australian Creative Resource Online (ACRO) website contains a range of materials (such as audio tracks and still images) which are licensed for use under CC licenses.
- The OYEZ Project, founded in 1989 by Jerry Goldman, a Professor of Political Science at Northwestern University is an archive of recorded oral arguments and bench statements in the Supreme Court of the USA. In June 2003 the OYEZ Project released hundreds of hours of MP3 versions of their archived audio files under a CC license

- Online digital music hosting services GarageBand.com, Dmusic.com and Soundclick.com and alternative record label Opsound.org offer CC licenses as an optional tag for all songs uploaded to their websites. As a result, a large portion of the music content hosted on these sites is licensed under CC licenses.
- In their November 2004 issue, Wired magazine gave away a CD which features 16 songs released under CC licenses by artists such as the Beastie Boys, Talking Heads front man David Byrne and Brazilian artist Gilberto Gil.
- Flickr is an online photo library with millions of photos licensed under CC Licenses.
- The National Library of Australia utilises flickr to enable members of the public to contribute their photographs to the Picture Australia Project, and encourages CC licensing.
- Four Docs is an archive and forum for four minute documentaries established by Channel 4 in the United Kingdom and uses CC licenses.²³
- The British Broadcasting Corporation (BBC) has adapted the CC licensing model for use by the BBC Creative Archive, which will allow people to download clips of BBC programmes for non-commercial use.

Types of Licenses

OPEN- free to share; adapt or modify

FREE- free to access; not necessarily allowed to share, adapt or modify

FAIR USE- permits limited use of material for educational purposes without acquiring permission from the copyright holder

PUBLIC DOMAIN- works that are publicly available because intellectual property rights have expired or have been forfeited

PAY- faculty adopts a book from a traditional publisher; students pay for textbooks (physical or eBook)

2.10 Implications of OER for teaching and learning

OER movement will lead to having all components of education to be available online in the near future for learners and researchers and this will later affect the standards of “degree certification” as a result of the growing open content, many sub-standard learning centers will emerge to replace the traditional education system. In another perspective OER will increase the access to learning materials to students and other non-traditional learners. OER are solutions to the rising costs of education globally and they have the potentials to bring changes in learning and teaching, giving way to institutions and learners the ability to choose from available materials they want to use and assemble in different perspectives.(Wilson, 2008).

The main problem in using OER for teaching support at institutions of higher education in developing countries is the little or no consideration of the contextual and cultural specifications of the difference in culture and environment, studies indicate that most of the OER produced are foreign, created in English language, which is a linguistic problem due to most end users of the resources are not very good in understanding the concepts and do not have English as their first language. Even when many digital resources are translated into other languages, the fact remains that, the original work was not designed for the audience and majority of the end users results in inadequate usability of the materials (Wilson, 2008).

Studies identified and recommend the need to localize the digital resources to suite different audience to leverage the educational value of the materials through inclusion of local improvements and adaptation which will help reduce barriers in understanding the context for non-native English speakers using OER. Localization of the digital resources will promote diversity and promote the voice of the locals in information development which will support learning styles and approaches of many audiences without the need to create new original resources in each learning situations. Localization will make open materials relevant to cultural context heritage of each locality(Olakulehin& Singh, 2013).

2.11 Universities and Colleges offering OER

University of California - California University (US), UC Irvine, Open Courseware - OCW offerings directed at working adults seeking continuing education with option to enroll in related instructor-led, for-credit courses: collections, courses, materials, lectures. California University (US), webcast. Berkeley - central service for online video & audio for students and learners around the globe. California University (US), Podcasts – courses.

Cape Town University - web portal for accessing open teaching and learning content, showcase teaching efforts and encourage publication of open resources: Centre for Higher Education Development, Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law, Science.

City University of New York (US), Podcast Lectures - English, Anthropology, Cultural Diversity, Philosophy, Psychology, Sociology, Speech, Writing Carnegie Mellon University Open Learning Initiative - Multiple subjects. Anyone can use the courses without registering, but work will not be saved. Lessons include quizzes. There are materials for students and faculty. Accessing material is free and instructors can set up a course for their students which will include metrics to track their progress.

Delft University of Technology (TU Delft) (NL), Open Courseware (OCW) - course materials free to everyone with online access: Water management, Microelectronics, Offshore Engineering, Nanoscience, Biomedical engineering, Sustainable Development, Transportation and Planning, Media and Knowledge Engineering, Engineering and Policy Analysis, Product Design, Bachelor Industrial Design Engineering, Marine Technology, Geomatics European Graduate School (EGS) (HB) - Videos and video clips of lectures, sessions and interviews vFalmouth, University College (UK), open Space - platform for making teaching materials free to learners all over the world through Creative Commons, 'how to'

guidance, courses: MA Professional Writing, IPR For Educational Environments Foothill College (US), Sofia Open Content Initiative - open content initiative, promotes faculty & institutional sharing of online content: Project Overview, Course Gallery, News& Articles.

Harvard University (US), Open Learning Initiative - selection of noncredit online courses featuring faculty to the public for free.

Knowledge Network- The Open University of Hong Kong flexible learning, Open Learning platform to give free access to educational resources, access anytime and anywhere: Business & Management, Education, Finance & Investment, Health, History & Culture, Language & Literature, Science & Technology, Learning Resources, Free Courseware, Jobs & Career.

Johns Hopkins Bloomberg School (US), Open Courseware Project - access to most popular courses, open access to info & knowledge about obstacles to public's health & potential solutions: content by topic, image library.

Michigan University (US), Open. Michigan - Education - collection of openly licensed educational resources (OER), Ranging from course materials to videos to software tools to student work, ready for downloading and remixing: literature, science and the arts, architecture + urban planning, dentistry, education, engineering, information, medical, nursing, pharmacy, public health, public policy, social work.

Middle East Technical University (TR), Open Courseware - open educational resource: Aerospace, Architecture, Chemistry, Engineering (civil, computer, electrical, environmental, industrial, mechanical, materials, mining), Cognitive, Instructional Technology, English, Education, Language, Geodetic and Geographic, Informatics, math, Philosophy, Physics, Psychology, Statistics

MIT Open Courseware - In 1999, MIT Faculty considered how to use the Internet in pursuit of MIT's mission—to advance knowledge and educate students—and in 2000 proposed OCW. MIT published the first proof-of-concept site in 2002, containing 50 courses. By November 2007, MIT completed the initial publication of virtually the entire curriculum, over 1,800 courses in 33 academic disciplines. Going forward, the OCW team is updating existing courses and adding new content and services to the site.

Monterey Institute for Technology and Education (US), National Repository of Online Courses (NROC) - growing library of online courses for students and faculty in higher education, high school and Advanced Placement: College Course Foundations (American Government, Psychology, Religions of the World, Statistics for Social Sciences, US History, Non-Majors Biology, Environmental Science, Physics, Algebra.

Nagoya University (JP), Open Courseware - notes and materials from lectures in liberal arts and science, contents ranging from natural science to sociology.

National Chiao Tung University (TW) - courses on basic sciences, compulsory and general courses: Science, Engineering, Management, Biological Science and Technology, Humanities and Social Science, General Education, Chinese Language, Electrical.

New South Wales University (AU), eLearning Channel - Watch lectures for UNSW courses, view course content, related material and group activities: uploads, favorites, playlists Northern Virginia Community College's Extended Learning Institute - Northern Virginia Community College's Extended Learning Institute encourages the development, adoption and use of high-quality free Open Educational Resources (OER) and other reliable low-cost course materials.

Nottingham University (UK) - collection of open educational materials openly licensed, from complete modules to smaller-scale learning objectives: Arts, Engineering, Medicine and Health Sciences, Science, Social Sciences Open. Michigan: Multiple subjects, with some offering lectures for download. Not all courses offer everything listed below. Each course notes what Creative Commons license is in use (if any). Teachers can submit their courses for review and publication on Open Michigan.

Oxford University (UK), Podcasts - audio, video, also on iTunes: Divisions (Humanities, Mathematical Physical and Life Sciences, Medical Sciences, Social Sciences), Continuing Education.

ParisTech (FR), Graduate School - teaching resources (mostly in French): Mathematics and Applications, Information and Communication Sciences and Technologies, Physics, Optics, Materials Science, Mechanics and Mechanical Engineering, Fluid Mechanics and Energy, Chemistry, Physical Chemistry, Chemical Engineering, Life Sciences and Engineering, Earth Sciences and Environmental Engineering, Sciences of Economy, Management and Society.

Pennsylvania State University (US), OER Courseware Modules - substantial portions of the resources provided to students, resources are available for reuse by teachers and learners worldwide: Energy and Mineral Engineering, Geography, Geosciences, Materials, Science and Engineering, Meteorology, Earth and Environmental Systems, Outreach Resources

Seoul National University (KR), SNU Open courseware - open-ended educational content including syllabi and lecture notes, available on the Internet to support higher education: course list, search, news & notice.

Stanford University (US), Stanford Engineering Everywhere (SEE) - popular engineering classes free of charge for students and educators around the world,

lecture videos, reading lists and handouts, quizzes and tests, communicate with other students: Courses.

Tokyo University, Open courseware (JP) - free & open educational resource for faculty, students & self-learners around world: course list (science, engineering, medicine, math, frontier Sciences, information studies, Global Focus on Knowledge, economics, Law and Politics, Public Policy, Arts and Science) Tufts Open Courseware: Multiple subjects with lecture notes, suggested reading lists, assignments, and quizzes.

UC Berkeley: - Multiple subjects as webcasts available through either YouTube or iTunes University. Utah State Open Courseware – Utah State Open Courseware is a collection of educational material used in our formal campus courses, and seeks to provide people around the world with an opportunity to access high quality learning opportunities.

United Nations University, Open Courseware - showcases training and educational programs implemented in a wide range of areas relevant to the work of the UN, open access to materials used in a variety of courses: Software Technology, Water, Environment and Health, Maastricht Economic and social Research and training Centre on Innovation and Technology.

Utah State University (US), Open Courseware - collection of educational material used in formal campus courses, provides people around world with opportunity to access learning opportunities: available departments, courses.

Virtual University of Pakistan (PK) - Course lectures from Virtual University [YouTube videos].

Waseda University, Open Courseware (JP) - linked to electronic lecture information search system where information on the syllabus for the current courses is available, Course materials published by faculty members who agree with the

concept of OCW through the system webcast. Berkeley – Every semester, UC Berkeley webcasts select courses and events for on-demand viewing via the Internet. Webcast. Berkeley course lectures are provided as a study resource for both students and the public.

Washington University (US), OpenUW - series of free courses (American Civil War, Energy, Diet and Weight, Greek Mythology, Gulliver's Travels, Hamlet, HTML Basics, History of Jazz, American Revolution, Shakespeare's Comedies, Heroic Fantasy, World War II) .

Western Cape University (ZA), Free Courseware Project - making course materials available through an open content license: Departments (Biodiversity & Conservation Biology, Law, School of Public Health, Information Systems, Nursing).

Yale University (US), Open Yale Courses - lectures and other materials from selected Yale College courses, span full range of liberal arts disciplines, including humanities, social sciences, and physical and biological sciences.

2.12 OER Search Engines

OER search engines are top repositories giving access to numerous learning open materials for educators and learners creating a global education community and platforms, some among the search platforms are:

- EdTech post - OER Dynamic Search Engine directs your search to content from a host of top OER repositories.
- Federal Resources for Educational Excellence: FREE (abbreviation for Federal Resources for Educational Excellence) allows educators, students, administrators to easily find digital teaching and learning resources created and maintained by the Federal Government and public and private organizations. It's a search engine because it won't store or mandate particular

curricula or lesson plans, it only contains links to learning resources created by many organizations and initiatives. You can browse either by subject or by standard.

- Google Custom Search - University Learning = OCW+OER = Free a meta-search engine incorporating many different OER repositories (uses Google Custom Search)
- OER Commons is a Creative Commons search engine devoted to open-license educational resources on the web. Use the site just as you would a typical search engine.
- Open Professional Education Network This site will help you find openly licensed media elements to use within your courses.
- Temoa: Open Educational Resources (OER) Portal is a knowledge hub that eases a public and multilingual catalog of Open Educational Resources (OER) which aims to support the education community to find those resources and materials that meet their needs for teaching and learning through a specialized and collaborative search system and social tools. It contains selected educational resources, described and evaluated by an academic community. Resources categorized by area of knowledge, educational level and language, among others. Provides a friendly search engine through intuitive filters. Allows the creation of communities around educational resources
- University Learning = OCW+OER = Free University Learning = OCW+OER = Free custom search engine - a meta-search engine incorporating many different OER repositories (uses Google Custom Search)
- Xpert Learners and educators can use XPERT to search a growing database of open learning resources suitable for students at all levels of study in a wide range of different subjects.

The following timeline, which has been remixed and adapted further from David Kernohan and Wikipedia, illustrates some of the milestones in the growth of the open education movement and OER in particular.

January 1999	University of Tübingen (Germany) publishes lecture series on the Internet, considered the first instance of open educational resources
2001	MIT Open Courseware announced in The New York Times.
JULY 2002	UNESCO Forum on the Impact of Open Courseware for Higher Education in Developing Countries coins the term “open education resources,” or OER.

2.13 Summary

Literature on OER provides evidence-based ideas about the benefits and challenges of using OER for both educators and students. A clear definition of OER has been established to help guide professionals and other possible stakeholders to increase awareness of OER. Initiatives and interventions that have been successful in higher institutions were examined for keys to success, and relevant learner and educator perceptions of OER were examined. One of the most valuable elements within the literature for this research was the series of challenges to adopting OER as described by educators and learners. Knowledge of these challenges provided an opportunity to form strategies to overcome them.

The literature-identified challenges to increased use of OER were set in the action research design for this research. As described in more details in the Methods section, this research included creating awareness, access and use of OERs. This research is conducted to increase awareness, access and use of OER among learners in the Faculty of Tourism and identify the barriers to accessing these learning materials.

CHAPTER 3

3. METHODOLOGY

Research methodology is a common term for the organized process of conducting research. There are numerous different methodologies used in various types of research and the term is usually measured to include research design, data gathering and data analysis. Research methodology aims to inform: Why a research has been embarked, how the research problem has been determined, in what way and why the hypothesis has been developed, what data have been gathered and what particular method has been followed, why particular skill of analyzing data has been used and a number of similar other questions are usually answered when we talk of research methodology concerning a research problem or research. However, this chapter of the research presents the design of the research and its procedures, therefore, it discusses about the participants and sampling, data collection procedures, materials and data analysis procedures.

In this thesis, through the application of quantitative methods research design, I examined key issues relating to the use of OER among students at Faculty of Tourism in a University. The current chapter describes the research design. Specifically, the chapter discusses the decisions with regard to the techniques and tools for data collection and analysis, as well as the theoretical premise upon which such decisions were made.

Finally, this chapter also presents information with regard to the ethical consideration of the research.

3.1 Research design and procedure

The research design for this work is a quantitative technique. The survey method of data collection was implemented by using a structured questionnaire.(Lawrence

Neuman, 2014) explains the quantitative techniques as a way a researcher can access the data from participants without the exploit or control the condition to accommodate the particular guidance of the analysis or research.

Since the specific objective of the research is to determine the relevance of open education resources to students in the faculty of tourism and whether students from foreign countries know open education resources as a free access to hospitality and tourism learning materials.

3.2 Participants and Sampling

According to Sekaran, Sampling is a process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for a researcher to generalize such properties or characteristics to the population elements. The characteristics of the population such as the population mean, the population standard deviation, and the population variance are referred to as its parameters. As such, all conclusions drawn about the sample under study are generalized to the population. In other words, the sample statistics that is the sample mean, standard deviation, and the variation in the sample are used as an estimate of the population parameters. Sample is a subset of the population which consists of some members selected from it, or, some, but not all, elements of the population would form the sample. A sample is thus a subgroup or subset of the population. By studying the sample, the researcher should be able to draw conclusions that would be generalizable to the population of interest.(Sekaran, 2003)

This research was conducted at Faculty of Tourism, at a University in Northern Cyprus, which consist of International students of both graduate and undergraduate students with a population size of five hundred and fourteen (514) undergraduate and post graduate students for fall semester 2019/2020 enrolment and 119 participated as the sample population which guided the researcher to

draw conclusion and generalized the findings to the population on interest.(Sekaran, 2003)

3.3 Data Collection

As described data collection is any activity that collects information in an organized and systematic manner about characteristics of interest from some or all units of a population using well-defined concepts, methods, and procedures, and compiles such data into a useful summary form. The survey method was used to collect data about students' awareness, use and access of OER. The items in the survey instrument were designed to determine students' awareness, use and access for using the resources. In the social sciences, surveys are one of the most commonly used data collection approach. Essentially, surveys are research techniques whereby data are collected from individuals with regard to their experience of certain phenomena through the use of questionnaires. The survey instrument are contained in Appendix C. Participants were asked to select the most appropriate answer on a Likert-type scale ranging from 1 = "Strongly Disagree" to 5 = "Strongly Agree" to indicate their level of awareness, use and access of OER. There was a total of 20 items designed to measure awareness, use and access to OER. (Sekaran, 2003)

3.4 Questionnaire

A questionnaire is a research instrument consisting of a series of questions for the purpose of gathering information from respondents. Questionnaires can be thought of as a kind of written interview. They can be carried out face to face, by telephone, computer or post. Questionnaires provide a relatively cheap, quick and efficient way of obtaining large amounts of information from a large sample of people.

Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical. However, a problem with questionnaires is that respondents may lie due to social desirability. Most people

want to present a positive image of them and so may lie or bend the truth to look good.

Questionnaires can be an effective means of measuring the behavior, attitudes, preferences, opinions and, intentions of relatively large numbers of subjects more cheaply and quickly than other methods. An important distinction is between open-ended and closed questions. Often a questionnaire uses both open and closed questions to collect data. This is beneficial as it means both quantitative and qualitative data can be obtained

This research applied online questionnaire (generated using Google forms) aimed to provide generalized data about the participants' perceptions (Allen & Seaman, 2014). The questionnaire was sent online to all of the participants (safety reasons as a result of COVID-19) designed and adopted based on the format of (Hayman, 2018; Onaifo, 2016). See Appendix C.

The research questions applied in gathering the data include:

RQ1. Are students aware of Open Education Resources?

RQ2. Do they use open education materials?

RQ3. How do students' access OER?

Research question one (RQ 1) measures students' awareness about OER (Q1-5), research question two (RQ 2) measures students' use of OER in their studies (Q-6-10) and research question three (RQ 3) measures how students access OER (Q11-20). See Appendix C

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.365	.460	25

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
86.2966	108.228	10.40325	25

3.5 Ethical Considerations

There are three moral deliberations within the research theme. The first issue is privacy, it was vital or significant to the survey participant to be pleasant to sharing confidence and feeling about the research theme, with this motive or argument the examined responses were unacknowledged and the student participant be informed that their character will not be discovered. The next ethical consequence or outcome has two sides voluntary participant and authorization for the participant, it is great to ensure that acceptance from the participant is highly needed before setting out on the research. This research theme had been presented to the understudies; they were additionally mindful that the member was willful. They were additionally mindful that their choice would have no impact on their academic standard at their department.

The survey was introduced in a statement design and asked the students to rate their level of agreement on a Likert scale ranging from the strong agreement and strong disagreement.

The ethical approval form was filled in and sent via email for ethical clearance to the Graduate School of Social Sciences and approval given before starting to collect the data for the research (see Appendix E). Most importantly, this research was employed in accordance with the publication guide of the American Psychological Association's (APA) 2010 6th edition, on account of the prevention of plagiarism. Therefore, all the information regarding the data and materials, that were used and / or indicated in this research, were reported considering the APA (2010) 6th edition guide.

3.6 Quantitative research design

Qualitative approaches to research provide enormous usefulness in the investigation of social phenomena, quantitative approaches proffer significant value in understanding certain aspects of social issues. Quantitative research is a process of "explaining phenomena by collecting numerical data that are analyzed

using mathematically based methods. By this definition, three key steps are apparent in the quantitative research process, the first is the process of explaining a phenomenon or the answering of a social research questions.

In this research, a quantitative method was used to address the motivation behind the use of OER; Reviewed literature revealed that a range of factors inspires the adoption and use of OER. Quantitative methodological tools were applied to investigate and determine the key motivational factors for students' use of the open education resources. The second step is the collection of numeric data. Data about the rationale or the motivation for students' use of OER were collected through the application of self-administered surveys. The Likert-type scale survey questionnaires were converted into numerical data to allow for the third step of the process: data analysis, with a mathematically based technique.

CHAPTER 4

4. FINDINGS AND RESULTS

This research investigates issues relating to international students' awareness, utilization and access to OER in the Faculty of Tourism. This chapter will present and discuss the results relating to participants' awareness of OER (RQ1), utilization of OER (RQ2), access to OER (RQ 3) and barriers to accessing and using OER (RQ4).

The survey instrument contained 25 questions pertaining to participants' Nationality, age, gender, marital status, and education level; it also measures awareness, utilization, access and challenges faced by students under research.

4.1 RESULTS

Table 4.1 and figure 1 indicates that 50.4% of the respondents comes from Nigeria which has the highest number of participants, then followed by Zimbabwe with 18.5%, followed by Rwanda with 5%, followed by Pakistan with 4.2%, followed by Turkey with 3.4%, Cameroun and India has 2.5%; Kenya, and Morocco has 1.7% each, while the remaining countries has 0.8% each

Table 4.1 Frequency distribution according to Nationalities of the Participants

COUNTRY	F	P	VP	CP
Azerbaijan	1	.8	.8	.8
Kurdish	1	.8	.8	1.7
Kyrgyz	1	.8	.8	2.5
Malawi	1	.8	.8	3.4
Morocco	2	1.7	1.7	5.0
Nigeria	60	50.4	50.4	55.5

Pakistan	5	4.2	4.2	59.7
Turkish	4	3.4	3.4	63.0
Rwanda	6	5.0	5.0	68.1
Somalia	1	.8	.8	68.9
Syria	1	.8	.8	69.7
Cameroon	3	2.5	2.5	72.3
Tanzania	1	.8	.8	73.1
Zimbabwe	22	18.5	18.5	91.6
Cyprus	1	.8	.8	92.4
Guinea	1	.8	.8	93.3
India	3	2.5	2.5	95.8
Iran	1	.8	.8	96.6
Iraq	1	.8	.8	97.5
Jordan	1	.8	.8	98.3
Kenya	2	1.7	1.7	100
Total	119	100	100	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

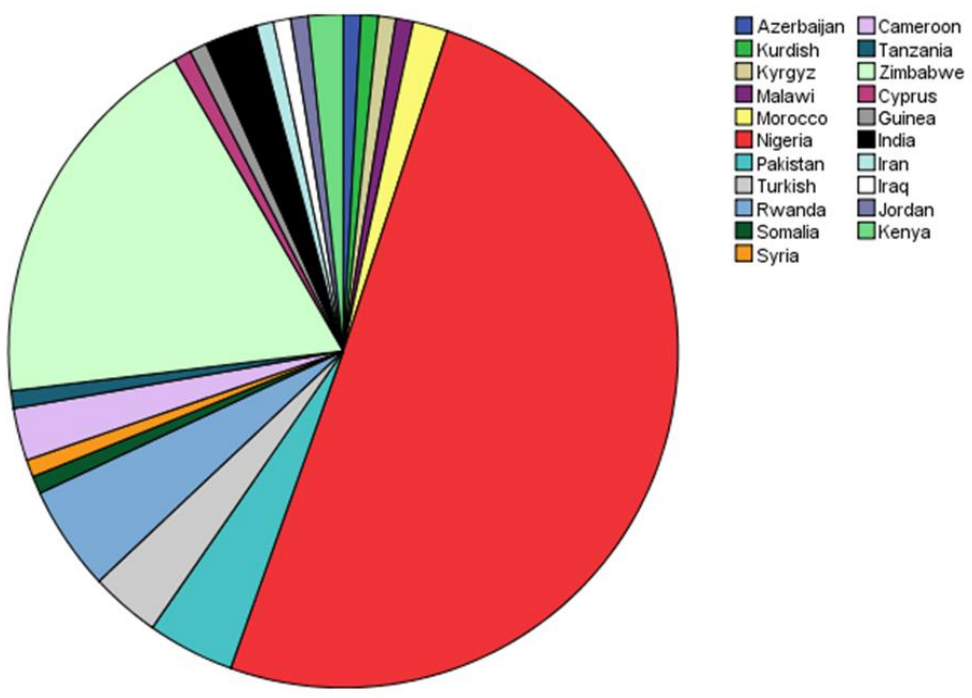


Figure 1

Nationalities of the Participants

Table 4.2 and figure 2 indicates that 23-28 age group has 34.5% of the respondents in the survey, followed by 17-22 years with 26.1%, followed by above

40 years with 15.1%, followed by 29-34 years with 14.3% followed by 29-34 age group with 14.3% and lastly 35-40 years with 10.1%.

Table 4.2 Frequency distribution according to Age Group

AGE	F	P	V P	CP
17-22	31	26.1%	26.1%	26.1%
23-28	41	34.5%	34.5%	60.5
29-34	17	14.3%	14.3%	74.8
35-40	12	10.1%	10.1%	84.9
40 ABOVE	18	15.1%	15.1%	100
TOTAL	119	100		

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

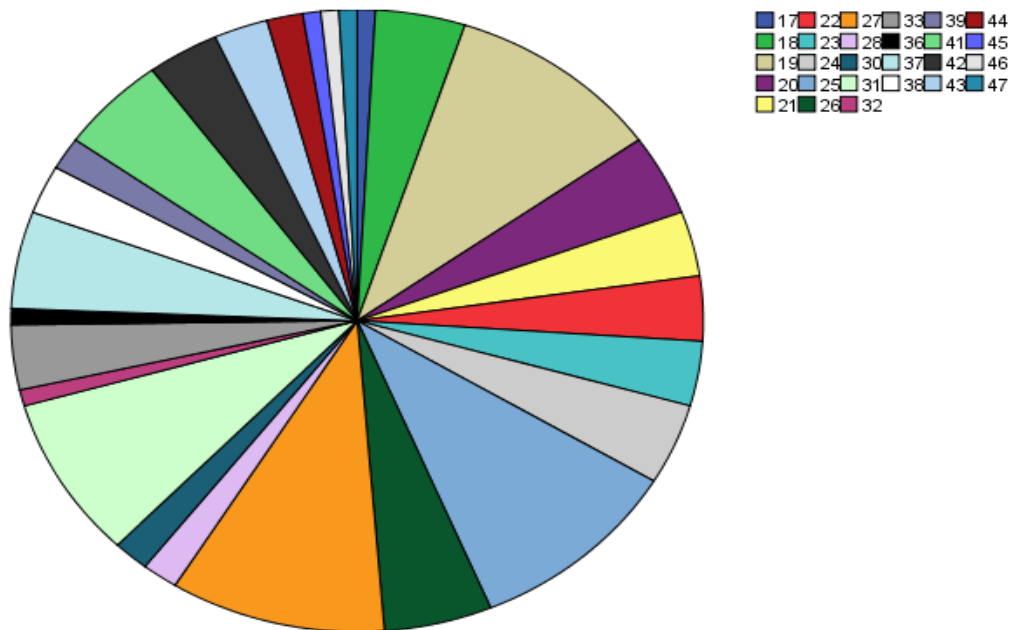


Figure 2 Age

As indicated in table 4.3 and figure 3, 71.4% are male, and 28.6% are female, which indicates male students participated more than the female counter part.

Table 4.3 Frequency distribution according to Gender

GENDER	F	P	VP	CP
FEMALE	34	28.6	28.6	28.6
MALE	85	71.4	71.4	100
TOTAL	119	100	100	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

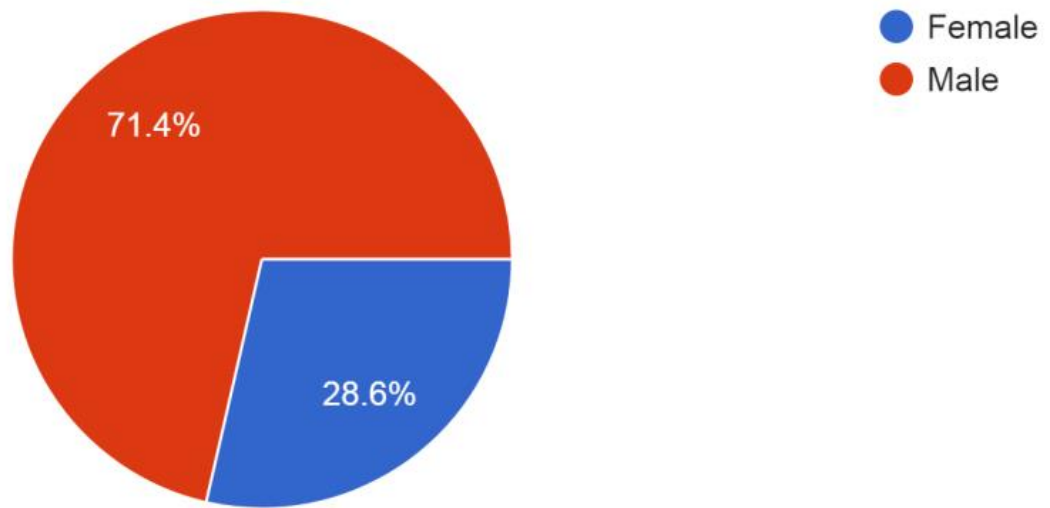


Figure 3 Gender

Table 4.4 and figure 4 indicates that 24.4% of the respondents are married whereas 75.6% are single

Table 4.4 Frequency distribution according to Marital Status

STATUS	F	P	VP	CP
MARRIED	29	24.4	24.4	24.4
SINGLE	90	75.6	75.6	100
TOTAL	119	100	100	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

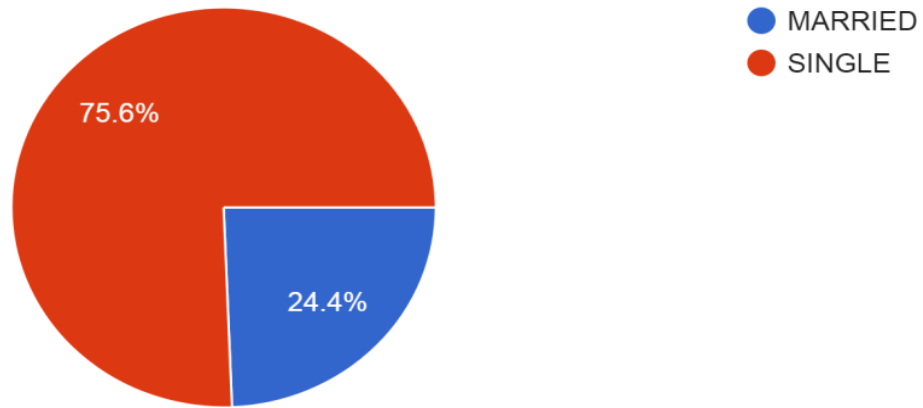


Figure 4 Marital status

Table 4.5 and figure 5 indicates that 66.4% of the respondents are undergraduate while, 33.6% are postgraduate students

Table 4.5 Frequency distribution according to Educational level

	F	P	VP	CP
MASTERS	38	31.9	31.9	31.9
PhD	2	1.7	1.7	33.6
UNDERGRADUATE	79	66.4	66.4	100
TOTAL	119	100	100	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

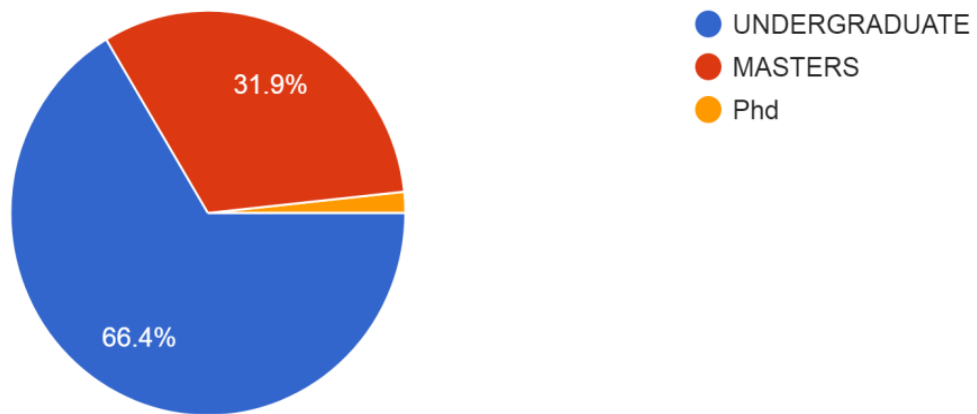


Figure 5 Education level

Table 4.6 and figure 6 indicates that 58%are aware of OER and 26.9% of the respondents are not aware of OER while 15.1% of 18 respondents are not sure.

Table 4.6Frequency distribution according to awareness of OER

	F	P	VP	CP
MAYBE	18	15.1	15.1	15.1
NO	32	26.9	26.9	42.0
YES	69	58.0	58.0	100
TOTAL	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

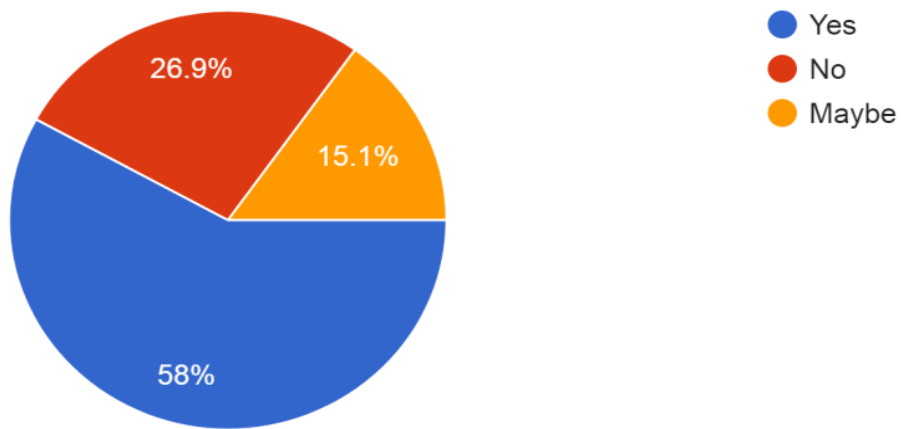


Figure 6 Students' Awareness about OER

Findings in Table 4.7and figure 7 indicates that 74.8% of the respondents are not aware of the different licenses attached to OER, while 25.2% are aware of the different licenses.

Table 4.7 Frequency distribution according to understanding the OER licenses

	F	P	VP	CP
FALSE	30	25.2	25.2	25.2
TRUE	89	74.8	74.8	100.0
TOTAL	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

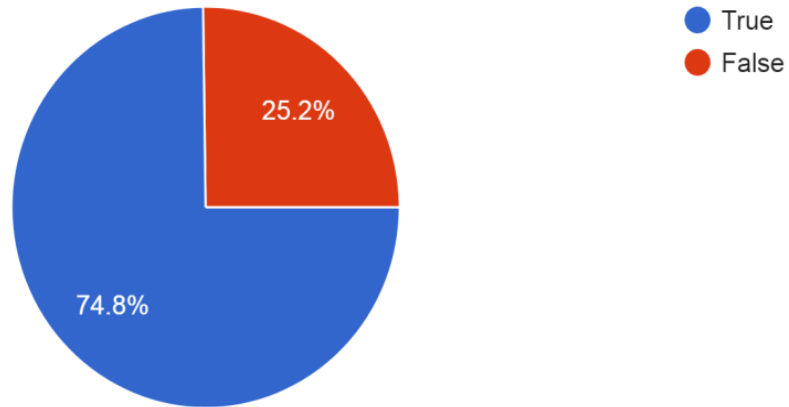


Figure 7 Types of OER Licenses

Table 4.8 and figure 8 indicate that 39.5% of the respondents have background knowledge and interest about OER, while 60.5% do not.

Table 4.8 Frequency distribution according to Interest to use OER

	F	P	VP	CP
FALSE	72	60.5	60.5	60.5
TRUE	47	39.5	39.5	100.0
TOTAL	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

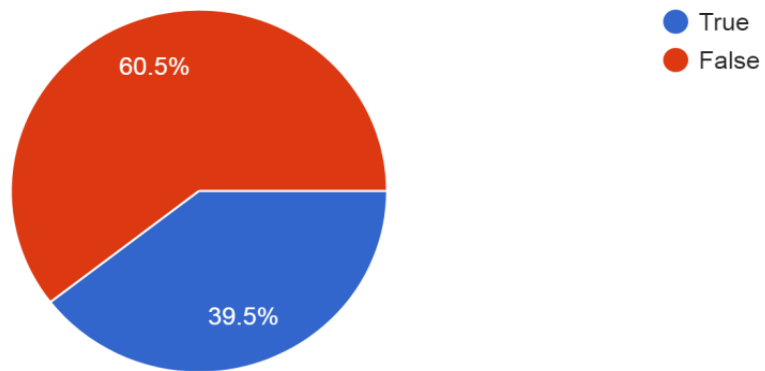


Figure 8 Interest to use OER

As indicated in Table 4.9 and figure 9 on knowledge about OER, 29.4% of the respondents knew little about OER, while 70.6% are hearing about OER for the first time

Table 4.9 Frequency distribution according to Knowledge about OER

	F	P	VP	CP
FALSE	84	70.6	70.6	70.6
TRUE	35	29.4	29.4	100.0
TOTAL	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

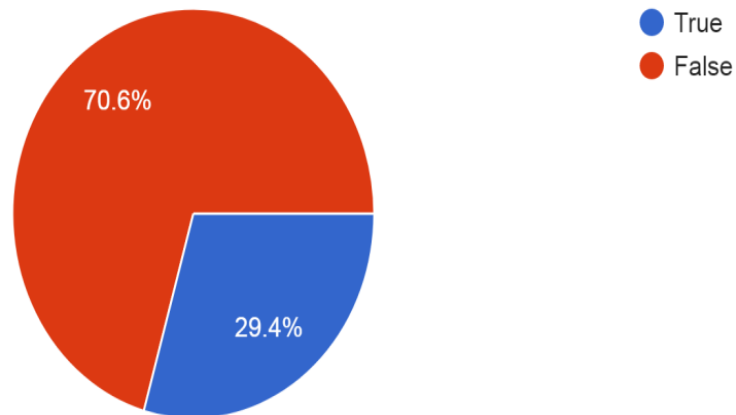


Figure 9 knowledge of OER

Table 4.10 shows that 51.3% of 61 respondents consciously or unconsciously use OER for their studies, while 48.7% of 58 respondents do not.

Table 4.10 Frequency distribution according to students using OER

	F	P	VP	CP
FALSE	58	48.7	48.7	48.7
TRUE	61	51.3	51.3	100.0
TOTAL	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

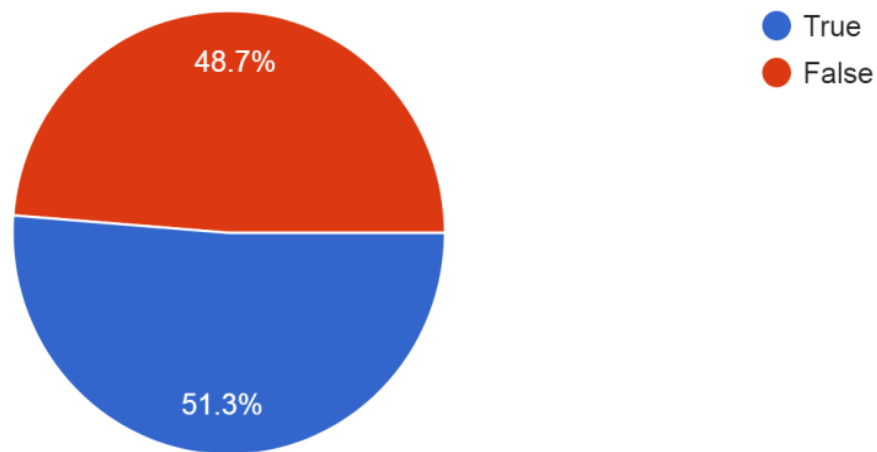


Figure 10 Use of OER

Table 4.11 and figure 11 indicate that 18.5% of the respondents strongly disagreed and 30.3% disagreed with the statement that teachers encourage the use of OER in their studies, while 19.3% of the respondents agreed while 10.9% strongly agreed with the statement with 21% that remain neutral.

Table 4.3 Frequency distribution according to teachers' motivating use of OER

	F	P	VP	CP
Agree	23	19.3	19.3	19.3
Disagree	36	30.3	30.3	49.6
Neutral	25	21.0	21.0	70.6
Strongly agree	13	10.9	10.9	81.5
Strongly disagree	22	18.5	18.5	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

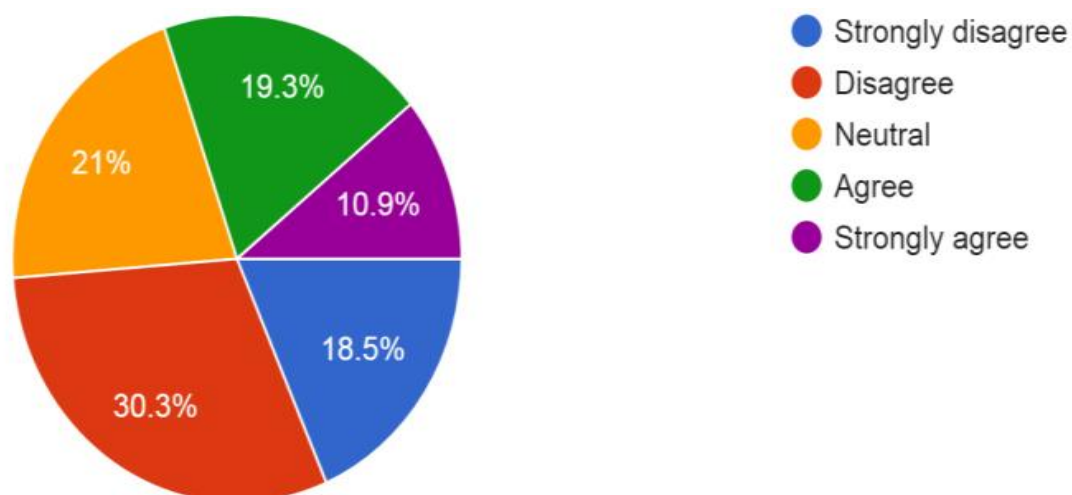


Figure 11 teachers' Motivation to use OER

Findings in Table 4.12 and figure 12 shows that 32.8% of the respondents agreed and 14.3% strongly agreed with the statement that some teachers use OER to replace lecture notes while 15.1% of the respondents disagreed with the statement, while 37.8% remain neutral.

Table 4.4 Frequency distribution according to Teachers using OER

	F	P	VP	CP
Agree	39	32.8	32.8	32.8
Disagree	18	15.1	15.1	47.9
Neutral	45	37.8	37.8	85.7
Strongly agree	17	14.3	14.3	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

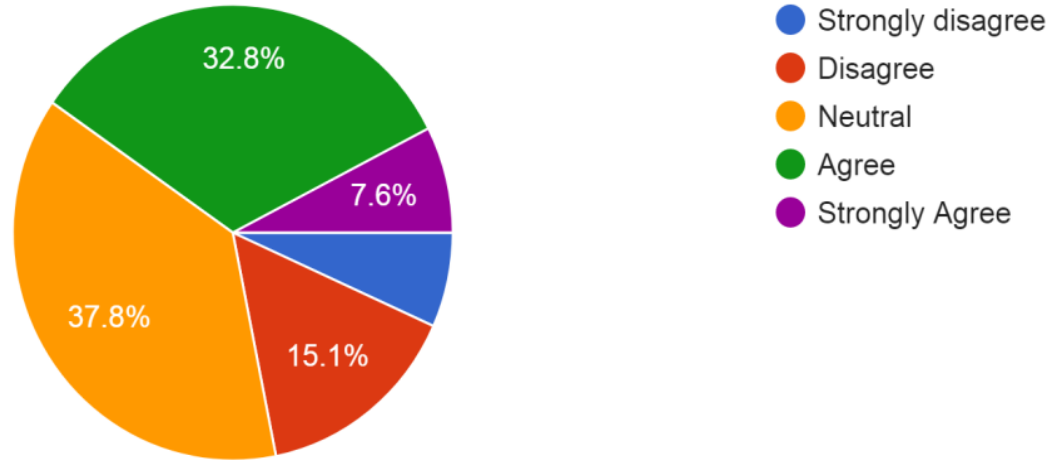


Figure 12 Utilization of OER

Table 4.13 and figure 13 indicates that 42.9% of the respondents agreed and 20.2% strongly agreed that OER help them to meet learning objectives specified by the teacher, while 9.2% of the respondents disagreed and 0.8% strongly disagree with the statement while 26.9% remain neutral.

Table 4.5 Frequency distribution according to OER helping learning objectives

	F	P	VP	CP
Agree	51	42.9	42.9	42.9
Disagree	11	9.2	9.2	52.1
Neutral	32	26.9	26.9	79.0
Strongly agree	24	20.2	20.2	99.2
Strongly disagreed	1	.8	.8	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

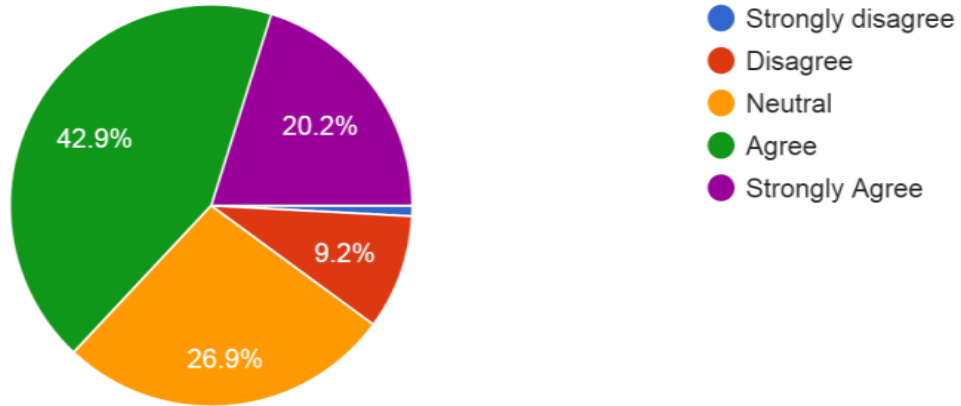


Figure 13 OER helping learning objectives

Findings in Table 4.14 and figure 14 indicates that 26.1% of the respondents agreed and 13.4% strongly agreed with the statement that students learn using the methods laid down in the OER with little or no guidance from the teacher, while 17.6% of the respondents disagreed with the statement, while 42.9% remain neutral.

Table 4.6 Frequency distribution according to Ease of using OER

	F	P	VP	CP
Agree	31	26.1	26.1	26.1
Disagree	21	17.6	17.6	43.7
Neutral	51	42.9	42.9	86.6
Strongly agree	16	13.4	13.4	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

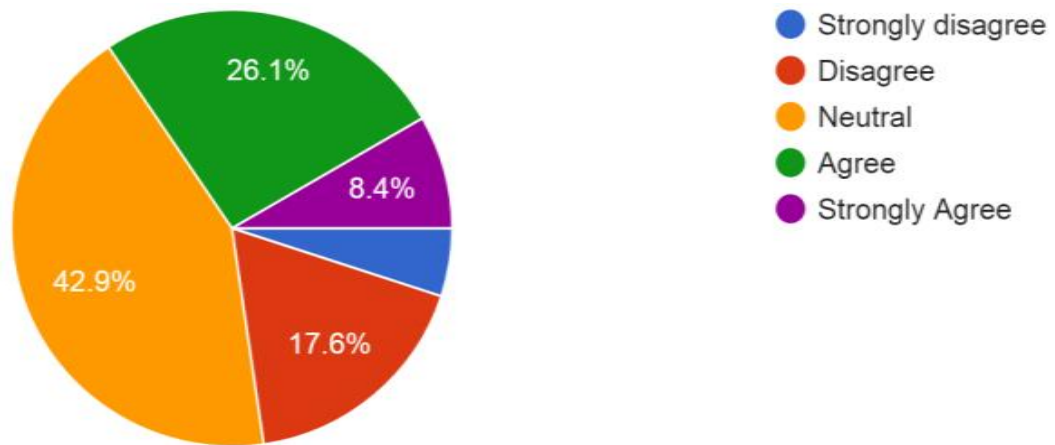


Figure 14 Methods in using OER

Table 4.15 and figure 15 indicates that 20.2% of the respondents strongly disagreed and 32.8% disagreed with the statement that some teachers discourage students from using OER, while 11.8% of the respondents agreed and 2.5% strongly agreed with the statement, and 32.8% remain neutral.

Table 4.7 Frequency distribution according to teachers discouraging using OER

	F	P	VP	CP
Agree	14	11.8	11.8	11.8
Disagree	39	32.8	32.8	44.5
Neutral	39	32.8	32.8	77.3
Strongly agree	3	2.5	2.5	79.8
Strongly disagree	24	20.2	20.2	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

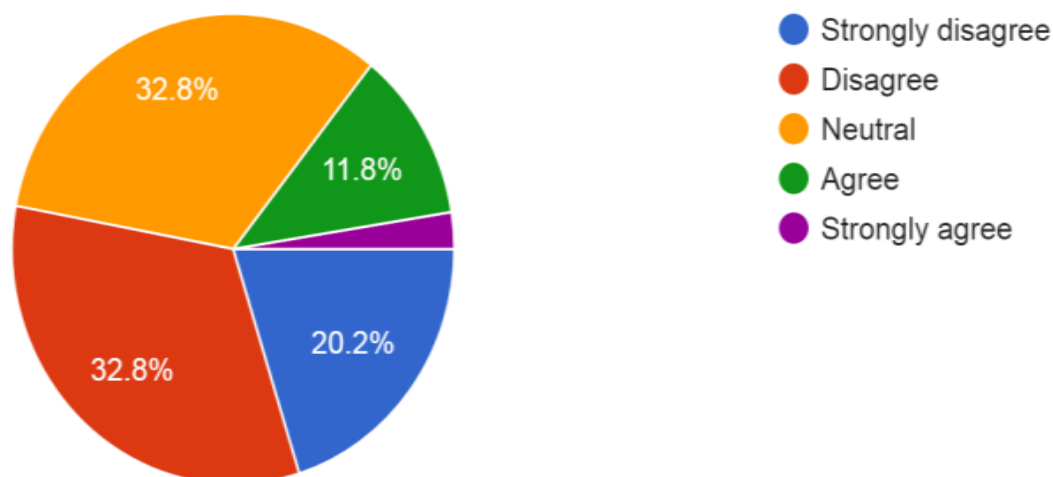


Figure 15 Teachers Motivation in using OER

Table 4.16 and figure 16 shows that 39.5% of the respondents agreed and 12.6% strongly agreed with the statement that teaching and learning strategies used in teaching favor the use of OER, while 0.8% strongly disagreed and 16.8% disagreed with the statement and 30.3% remain neutral.

Table 4.8 Frequency distribution according to teaching and learning strategies favoring the use of OER

	F	P	VP	CP
Agree	47	39.5	39.5	39.5
Disagree	20	16.8	16.8	56.3
Neutral	36	30.3	30.3	86.6
Strongly agree	16	12.6	13.4	85.8
Strongly disagree	1	.8	.8*	100.0
Total	119	100.0	100.0	

Key: *F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent*

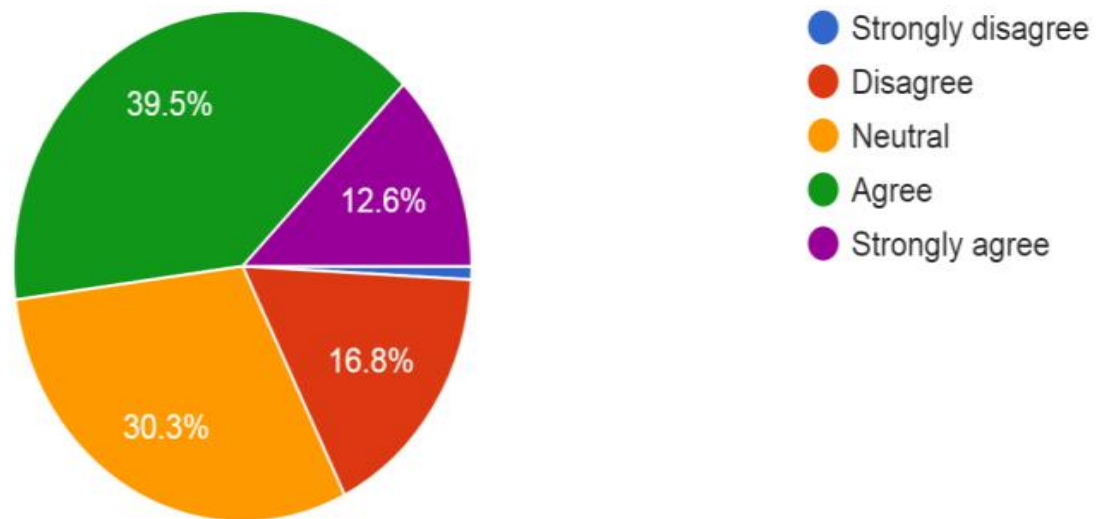


Figure 16 Learning strategies

Findings in Table 4.17 and figure 17 indicates that 10.1% of the respondents strongly disagreed and 21% disagreed with the statement that there is efficient and stable electricity provision while 22.7% agreed and 17.6% strongly agreed with the statement, while 28.6% of the respondents remain neutral.

Table 4.17 Frequency distribution according to efficient (stable) electricity provisi

	F	P	VP	CP
Agree	27	22.7	22.7	22.7
Disagree	25	21.0	21.0	43.7
Neutral	34	28.6	28.6	72.3
Strongly agree	21	17.6	17.6	89.9
Strongly disagree	12	10.1	10.1	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

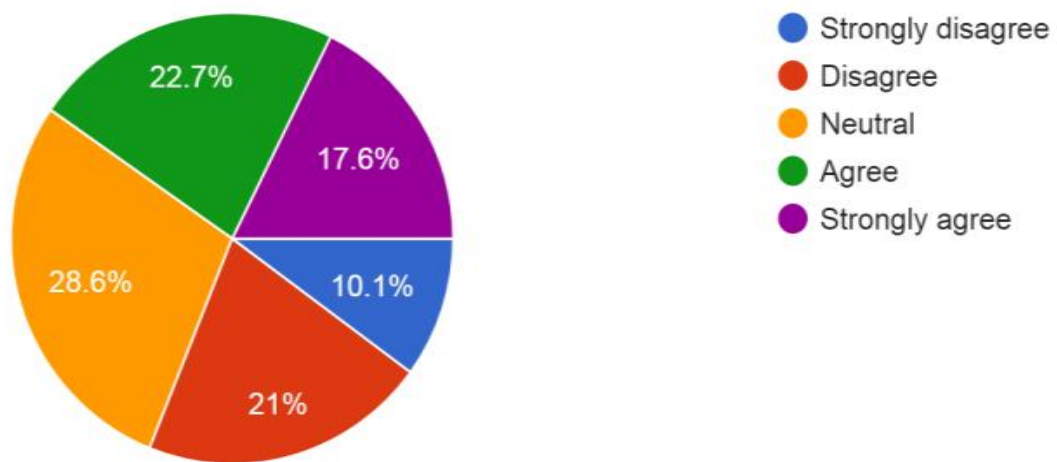


Figure 17 Stability of electricity

Table 4.18 and figure 18 indicates that 10.9% of the respondents strongly disagreed and 24.4% disagreed with the statement that there is efficient (stable) internet connectivity, while 27.7% of the respondents agreed and 10.9% strongly agreed with the statement and 26.1% remain neutral.

Table 4.18 Frequency distribution according to efficient internet connectivity

	F	P	VP	CP
Agree	33	27.7	27.7	27.7
Disagree	29	24.4	24.4	52.1
Neutral	31	26.1	26.1	78.2
Strongly agree	13	10.9	10.9	89.1
Strongly disagreed	13	10.9	10.9	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

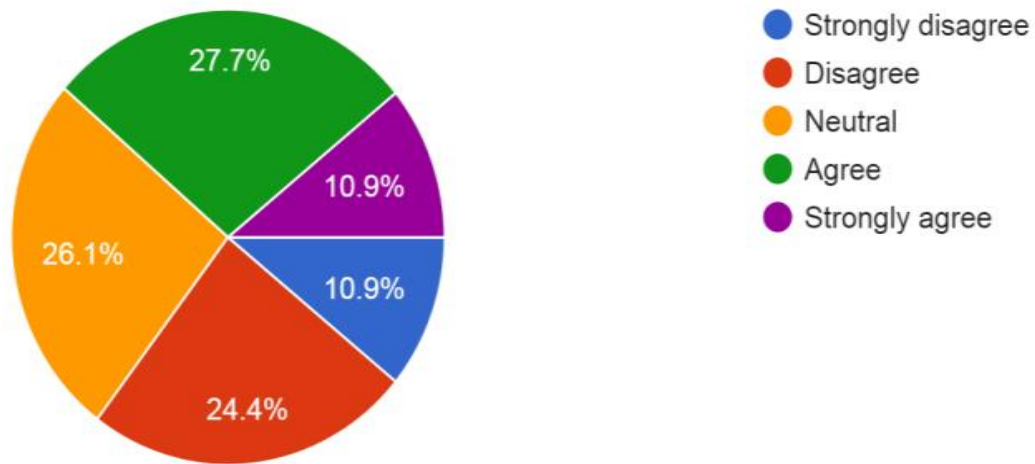


Figure 18 Internet connectivity

Table 4.19 and figure 19 shows that 18.5% of the respondents disagreed and 5% strongly disagreed with the statement that available ICT infrastructure supports engagement with OER, while 30.3% of the respondents agreed and 14.3% strongly agreed with the statement and 31.9% remain neutral.

Table 4.19 Frequency distribution according to available ICT infrastructure that supports engagement with OER

	F	P	VP	CP
Agree	36	30.3	30.3	30.3
Disagree	22	18.5	18.5	48.7
Neutral	38	31.9	31.9	80.7
Strongly agree	17	14.3	14.3	95.0
Strongly disagreed	6	5.0	5.0	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

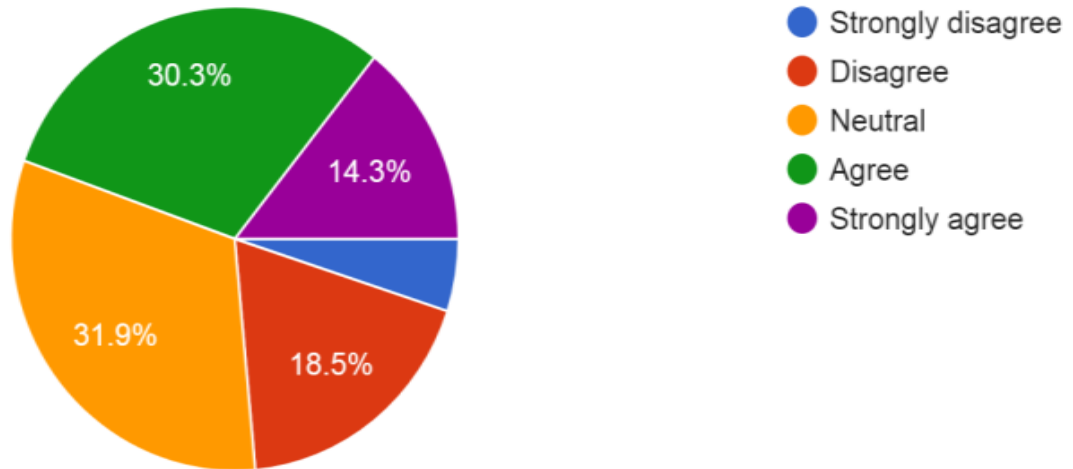


Figure 19 ICT Infrastructure to support use of OER

Table 4.20 and figure 20 shows that 31.9% of the respondents agreed and 10.9% strongly agreed with the statement that there are technical and library staff to assist students who find difficulties using technology to access and use OER, while 16.8% of the respondents disagreed and 7.6% strongly disagreed with the statement and 32.8% remain neutral.

Table 4.20 Frequency distribution according to technical assistance to students who find difficulties using technology to access and use OER

	F	P	VP	CP
Agree	38	31.9	31.9	31.9
Disagree	20	16.8	16.8	48.7
Neutral	39	32.8	32.8	81.5
Strongly agree	22	18.5	18.5	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

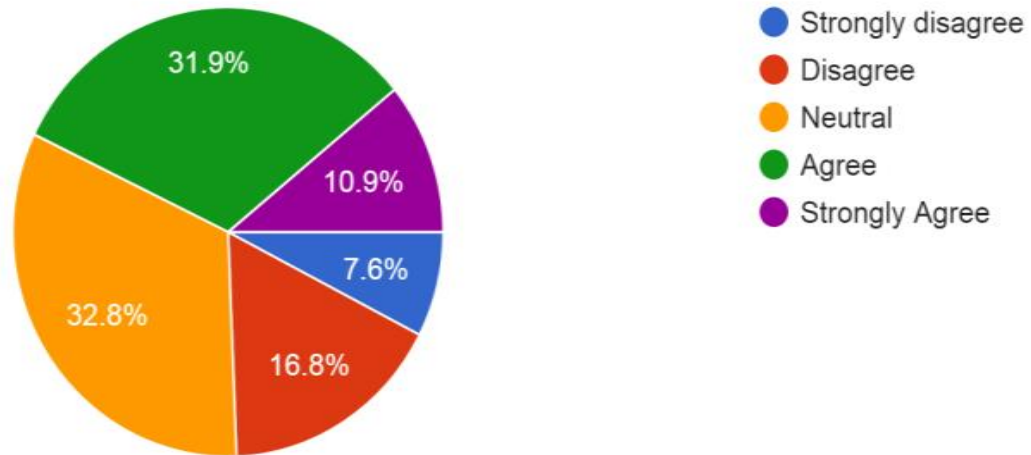


Figure 20 Technical support in using OER

Table 4.21 and figure 21 indicate that 34.5% of the respondents agreed and 9.2% strongly agreed with the statement that high cost of research materials has forced the students to use OER, while 5.9% of the respondents strongly disagreed and 19.3% of the respondents disagreed with the statement, while 31.1% remain neutral.

Table 4.21 Frequency distribution according to cost of learning materials forcing students to use OER

	F	P	VP	CP
Agree	41	34.5	34.5	34.5
Disagree	23	19.3	19.3	53.8
Neutral	37	31.1	31.1	84.9
Strongly agree	18	9.2	9.2	100.0
Strongly disagree		5.9	5.9	
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

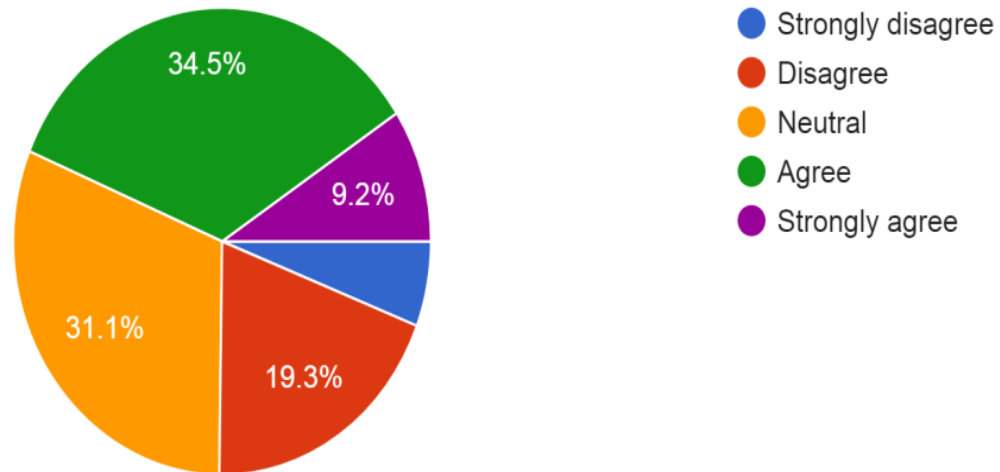


Figure 21 Barriers to utilization of OER

Table 4.22 and figure 22 indicates that 16.8% of the respondents agreed and 4.2% strongly agreed with the statement that doubt about the quality of OER affect students' participation while 4.2% of the respondents strongly disagreed and 42.9% disagreed with the statement and 31.9% of the respondents remain neutral.

Table 4.22 Frequency distribution according to reliability of OER quality affecting students' usage

	F	P	VP	CP
Agree	20	16.8	16.8	16.8
Disagree	51	42.9	42.9	59.7
Neutral	38	31.9	31.9	91.6
Strongly agree	5	4.2	4.2	95.8
Strongly disagreed	5	4.2	4.2	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

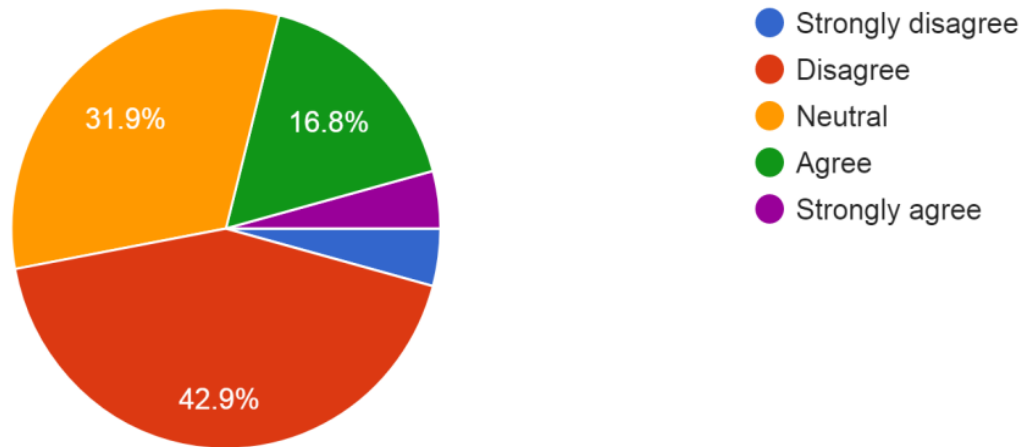


Figure 22 Quality of OER

Findings in Table 4.23 and figure 23 indicates that 17.6% of the respondents agreed and 5.9% strongly agreed with the statement that the nature of assessment used in the university affects the use of OER, while 36.1% of the respondents disagreed with the statement and 40.3% remain neutral.

Table 4.23 Frequency distribution according assessment used in my university as it affects my use of OER

	F	P	VP	CP
Agree	21	17.6	17.6	17.6
Disagree	43	36.1	36.1	53.8
Neutral	48	40.3	40.3	94.1
Strongly agree	7	5.9	5.9	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

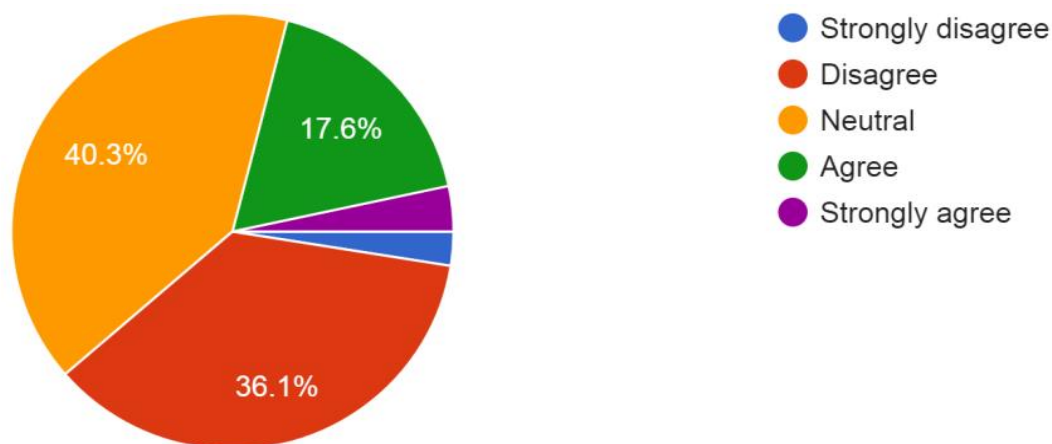


Figure 23 Assessment tools affecting use of OER

Table 4.24 and figure 24 indicates that 8.4% of the respondents strongly disagreed and 47.1% disagreed with the statement that attitude of fellow students to OER affects use of the materials, while 16% of the respondents agreed and 1.7% strongly agreed with the statement and 26.9% remain neutral.

Table 4.9 Frequency distribution according to the attitude of students to OER

	F	P	VP	CP
Agree	19	16.0	16.0	16.0
Disagree	56	47.1	47.1	63.0
Neutral	32	26.9	26.9	89.9
Strongly agree	2	1.7	1.7	91.6
Strongly disagreed	10	8.4	8.4	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

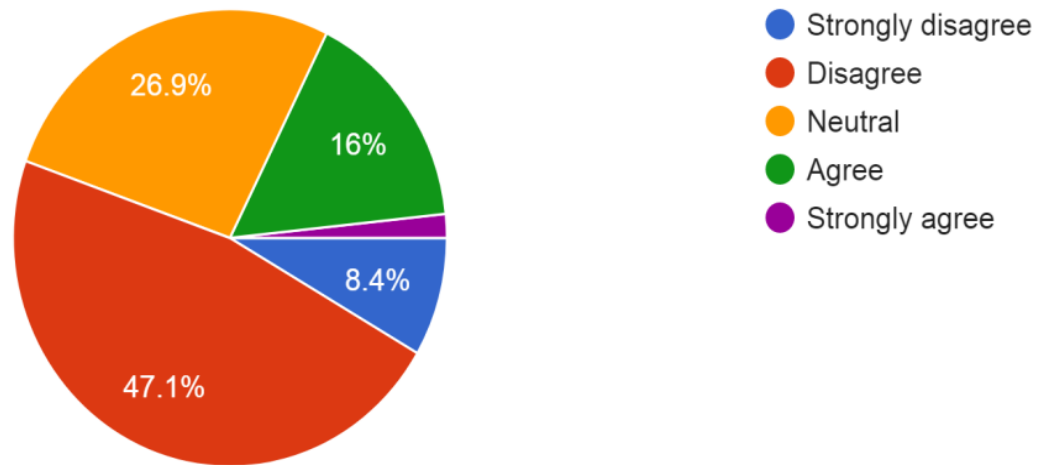


Figure 24 Attitudes of students on OER

Table 4.25 and figure 25 indicates that 14.3% of the respondents agreed and 6.7% strongly agreed with the statement that attitude of teachers to OER affects its usage by students while 10.9% of the respondents strongly disagreed and 35.3% disagreed with the statement and 32.8% remain neutral.

Table 4.10 Frequency distribution according to the attitude of teachers to OER

	F	P	VP	CP
Agree	17	14.3	14.3	14.3
Disagree	42	35.3	35.3	49.6
Neutral	39	32.8	32.8	82.4
Strongly agree	8	6.7	6.7	89.1
Strongly disagree	13	10.9	10.9	100.0
Total	119	100.0	100.0	

Key: F: Frequency P: Percent VP: Valid percent CP: Cumulative Percent

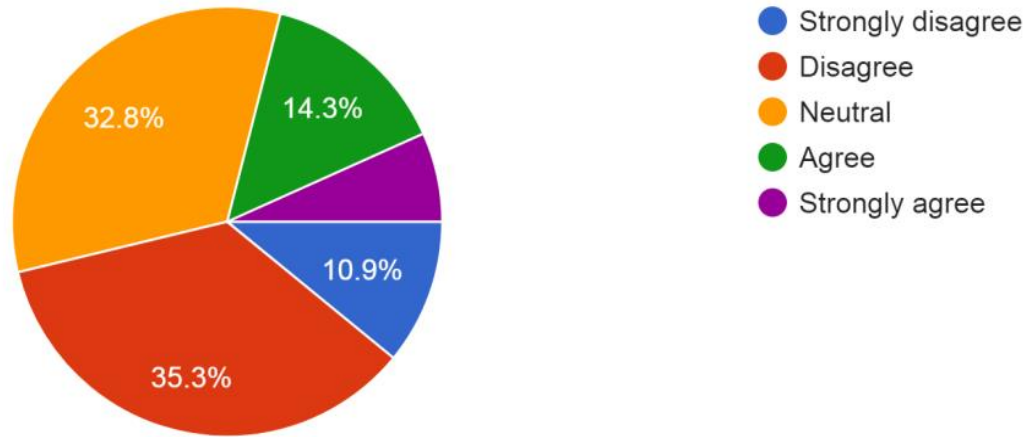


Figure 25 Attitudes of teachers on OER

4.2 Test of Hypothesis

H1 There is a significant relationship between OER awareness and ease of learning

Table 4.26 is the descriptive statistic of parametric and non-parametric test of normality. When the condition warrant or fulfill the normality, the descriptive statistics will be mean plus or minus standard deviation but when the condition did not fulfill for parametric, descriptive statistics for non-parametric should be used and they are frequency, median, minimum and maximum.

Based on the normality result, the data did not fulfill the condition for performing parametric test for Anova. And the descriptive statistics used median, minimum, maximum. For YES 38.00 (20-47). For NO 26 (17-46).and for MAYBE 25.00 (18-45)

For YES - N=25, median=38.00, minimum=20 and maximum=47; for NO - N=76, Median=26.00, minimum=17, maximum=46. And MAYBE - N=18, median=25.00, minimum=18, maximum=45

Table 4.11 Descriptive Statistics of Anova on awareness of OER ease learning

	Mean \pmSD	N	Median	Minimum	Maximum
Yes	31.80 \pm 7.826	25	38.00	20	47
No	27.98 \pm 8.019	76	26.00	17	46
Maybe	27.11 \pm 8.309	18	25.00	18	45

Table 4.27 did not prove for performing parametric statistics of one-way ANOVA the alternative used was non parametric statistics of Kruskal Wallis. Based on the above table, P-value (0.027) is less than the Alpha-value (0.005). The null hypothesis is rejected and the alternative hypothesis is accepted, at least one of the awareness of OER is different, this revealed that there is statistically significant difference and it requires for further analysis of Mann-Whitney to get the difference. Further analysis gave the following mean as Yes=31.80. No=27.96 and Maybe 27.11. This shows that there is awareness of OER by the students based on those that answer YES.

Table 4.12 P-Value of Anova for awareness of OER ease learning`

P-value	Alpha
0.027	0.005

H2: There is significant relationship between Utilization of OER and learning opportunities for students

Based on the normality result from table 4.28, the data did not fulfill the condition for performing parametric test for Anova. And the descriptive statistics used median, minimum, maximum. For Disagree and Agree tally 27.00 (20-37), and Agree 27.00(18-46) while the least was revealed from strongly disagree 25.00(19-34).

Table 4.13 Descriptive Statistics of Anova for utilization of OER

	Mean \pmSD	N	Median	Minimum	Maximum
SD	15.52 \pm 3.085	1	25.00	19	34
D	26.55 \pm 4.987	11	27.00	20	37
N	28.22 \pm 8.691	32	26.00	18	47
A	29.33 \pm 8.470	51	27.00	18	46
SA	28.92 \pm 8.086	24	26.50	17	43

Table 4.29 did not prove for performing parametric statistics of one-way ANOVA the alternative used was non parametric statistics of Kruskal Wallis. Based on the above table, P-value (0.897) is greater than the Alpha-value (0.005). The null hypothesis is accepted; revealing utilization of OER promotes and engages learning is equal, this shows that utilization of OER by students engages and promotes learning.

Table 4.14 P-Value of Anova for utilization of OER

P-value	Alpha
0.897	0.005

H3. There is significant relationship between Students' access to OER and academic improvement

Table 4.30 shows that the data refused to agree with the parametric test for Anova. Then we applied the next alternative of Kruskal Wallis test of non-parametric and the descriptive statistics for the median, minimum, maximum are as follows: strongly disagree gave 31.50 (19-44), and the least was seen from strongly disagree 25.00(18-43).

Table 4.15 Descriptive Statistics for ANOVA for access to OER and academic improvement

	Mean \pmSD	N	Median	Minimum	Maximum
SD	31.50 \pm 10.747	6	31.50	19	44
D	28.45 \pm 7.482	22	27.00	18	47
N	27.79 \pm 7.840	38	26.00	18	44
A	29.25 \pm 8.223	36	27.00	17	46
SA	28.47 \pm 9.042	17	25.00	18	43

Table 4.31 did not accept for executing one way, Kruskal Wallis test was used as the next alternative. And the P-value (0.899) is greater than Alpha-value (0.005).

We fail to reject the null hypothesis; revealing that Access to OER does not leads to academic improvement in relation to the responses.

Table 4.16 P-value of Anova for access to OER

P-value	Alpha
0.899	0.005

CHAPTER 5

5. CONCLUSIONS AND RECOMMENDATIONS

This chapter includes the final remarks about this research. First the major findings of the research presented as related to other literatures will be summarized, and then implications and recommendations related to the research will be provided. Finally, the conclusions of the research will be stated.

The use of open education resources is not known among faculty of tourism students and I believe this research findings has achieved something, because some of the students are knowing about OER for the first time and also coming to know about the different categories of these open learning materials. Many of the respondents are more committed to using OER in their studies as a result of this research.

Findings related to the research questions which aimed to find out whether students are aware of OER shows that 51% of 50 respondents are not aware of what open education resources is all about and only 74.8% of 89 respondents do not know the different types of licenses attached to OER. This result is equally in line with that of (Siminyu, 2017).who posits the need for more research to identify the factors leading to slow or lack of awareness and utilization of OER and also the need to create more awareness in order to reach the desired education community. Similarly,(McGreal, 2017) in a study conducted at Florida campus on educators established that 66% of the participants heard about OER with little knowledge about using it, while 34% are not aware of OER and 5% had little knowledge of OER; the research revealed that many educators are using OER out of knowledge of the concept.

Findings related to utilization of OER by students' shows that 48.8% of 68 respondents disagreed with teachers' encouragement to use OER, 21% of 25 respondents remain neutral and 30.2% of 36 respondents agreed with the statement. This has indicated a level of discouragement from the teachers in utilization of OER. This is in line with (Komineas&Tassopoulou, 2016) that "change is a process that requires effective communication, ability to adapt, commitment, support and team work".

Findings also shows that 63.1% of 75 respondents agreed that OER help students to meet learning objectives against 29.4% of 35 respondents that disagreed and 26.9% Of 32 respondents remain neutral. This indicated that OER do support students in meeting the learning objectives. This is also in line with(Grimaldi, BasuMallick, Waters, &Baraniuk, 2019) that a learner that utilizes OER save cost and get more impact on their learning outcomes.

This research showed that 34.5% of 41 respondents agreed and 9.2% of 11 respondents strongly agreed with the statement that high cost of study materials has forced the students to use OER, while 5.9% of 7 respondents strongly disagreed and 19.3% of 23 respondents disagreed with the statement while, 31.1% of 37 respondents remain neutral. This result is however similar to that of(Grimaldi et al., 2019)of the benefit of students' use of OER in the reduction of the overall cost of education and learning. OER provide students with free or less expensive alternatives to expensive textbooks and other learning materials. One of the most important reasons, presumably, for using freely accessible digital learning materials is the need to reduce the overall cost of education and learning, as they established that textbooks represent a significant portion of the overall cost of higher education.

Findings on this research shows that 31.9% of 38 respondents agreed and 18.5% of 22 respondents strongly agreed with the statement that there are technical and library staff to assist students who find difficulties using technology to access and use OER, while 16.8% of 20 respondents disagreed with the statement and 32.8% of 39 respondents remain neutral. This conclusion is supported by the work of

(Grimaldi et al., 2019)acknowledging that ubiquitous learning relies on the availability of open and accessible materials; On the whole, anytime and anywhere learning possibilities are extendable with open resources because they are amenable to dissemination within (and of course beyond) the network of student learners.

5.1 CONCLUSION

In conclusion, the results in this research discusses the insights and contributions on the issues relating to students' awareness, utilization and access to OER by International students in the faculty and some of the major challenges of lack of awareness to these learning materials especially students coming from developing countries

5.2 RECOMMENDATIONS FOR FURTHER RESEARCH

Based on this research, opportunities for further research on OER in relation to educators, learners and producers of open learning materials include:

Ethically designed research is needed in other faculties to determine the level of awareness and utilization of OER in relation to course content; the role of OER in online classes most especially during post covid-19 pandemic as the global system is reshaping global activities technologically. Also another area for research isthe challenges educators faced in using OER in teaching. There is also need for research on Departmental OER model development in universities and Curriculum development to align with OER.

Another area of significance in research include Indicators of reliability on OER materials and the Restructuring of OER to support online assessment; identification of key performing indicators in the production of OER by universities and the need for collaboration in the production of OER between universities and Ministry of Education for standardization of the open materials; Determinants of standard in the production of OER among universities and grants allocation for the production of standard and reliable OER among universities.

The university administrators need to adopt and encourage the production of open learning materials in different subjects and programs in order to identify range of barriers and enablers in the promotion of OER. They need to also train and support the academic community to openly release their content in an effort in raising awareness to both staff and students. They need to also provide the funding and support through grants and effective infrastructure.

5.3 LIMITATIONS

Some of the limitations in this research which may have impacted on the relevance of the findings include; size of the participants was small in comparison with the students' enrolment in the faculty. This research was not generalized and did not demonstrate an accurate sample size of the population in the faculty.

The limited time for data collection leads to my inability to get as much data as possible.

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APPENDICES

APPENDIX A

Informed consent form

Open Education Resources a gateway for accessing Hospitality and Tourism learning materials

Participant Information and Informed Consent Form

Dear Participant,

This research is aimed at determining the accessibility of hospitality and tourism learning materials through open education resources by students. We also seek to investigate the level of awareness, challenges and utilisation of open education resources by students. By completing the survey below, you agree to participate in the survey.

Participation in this research is entirely voluntary. Your credentials will not be shared with anyone other than the research team. The data collected during this research will be used for academic research purposes only and will be presented only in national / international academic meetings and / or publications. You can withdraw from the work at any time by contacting us. If you withdraw from the research, all data collected from you will be deleted from our database and the data related to you will not be used in the research. If you have any questions or concerns regarding this issue, please contact us at the following contact information.

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APPENDIX B



Faculty of Tourism Management

Dear Respondent,

RE: RESEARCH QUESTIONNAIRE

I am a Master Student of the faculty of Tourism Management, Near East University, Northern Cyprus; I am conducting a research titled "OPEN EDUCATION RESOURCES A GATEWAY FOR ACCESSING HOSPITALITY AND TOURISM LEARNING MATERIALS". The attached questionnaire is a survey designed to determine the level of awareness accessibility and utilisation of Hospitality and Tourism learning materials through open education resources; we also seek to find out the challenges and benefits of utilising open education resources by hospitality and tourism students. May you please answer all the questions carefully? All information you provide will be strictly confidential and used for academic purposes only.

Thanks for your time and response,

Isiya Salihu Shinkafi

APPENDIX C

SURVEY INSTRUMENT:

OPEN EDUCATION RESOURCES A GATEWAY FOR ACCESSING HOSPITALITY AND TOURISM LEARNING MATERIALS

Dear respondent,

As part of my Master's research thesis at Near East University, I am conducting a survey that investigates open education resources as a gateway for accessing hospitality and tourism learning materials. I will appreciate it if you complete the online questionnaire. Any information obtained in connection with this research that can be identified with you will remain confidential.

OPEN EDUCATIONAL RESOURCE:-Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video, and animation.

The objective of this research is:

This research is aimed at measuring the level of awareness, access, and utilisation of open education resources according to nationality, age, gender, marital status and education level of the participants, with focus on hospitality and tourism learning materials

* Required

NATIONALITY *

Your answer

AGE *

17-22

23-28

29-34

35-40

ABOVE 40

Required

GENDER *

Female

Male

MARITAL STATUS *

MARRIED

SINGLE

EDUCATION LEVEL *

UNDERGRADUATE

MASTERS

Phd

AWARENESS OF OER

Which of these statements apply to you? (Tick () "True" or "False")

1. Are you aware of OER? *

Yes

No

Maybe

2. I understand the different types of licenses attached to OER. *

True

False

3. I knew little about OER but never taken interest in it. *

True

False

4. I know nothing about OER *

True

False

5. I sometimes use the OER materials for my studies *

True

False

UTILISATION OF OER

By ticking () the appropriate box, indicate how much you agree or disagree with the following statements (1=strongly disagree, 2=disagree, 3=Neutral, 4=agree, and 5=strongly agree):

6. As far as I can recall, none of my teachers has ever encouraged me to use OER in my studies. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

7. Some of my teachers use OER to replace lecture notes. *

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

8. The OER helps the students to meet learning objectives specified by the teacher. *

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

9. The students learn using the methods laid down in the OER with little or no guidance from the teacher *

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

10. Some of my teachers discourage students from using OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

ACCESSIBILITY TO OER

By ticking () the appropriate box, indicate how much you agree or disagree with the following statements (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5=strongly agree):

11. The teaching and learning strategies favour the use of OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

12. There is efficient (stable) electricity provision *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

13. There is efficient (stable) internet connectivity *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

14. Available ICT infrastructure supports engagement with OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

15. There are technical and library staff to assist students who find difficulties using technology to access and use OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly Agree

What drives or hinders students utilisation of OER

By ticking () the appropriate box, indicate how much you agree or disagree

16. The high cost of research materials has forced me to use OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

17. My doubts about the quality of OER affect my participation. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

18. The nature of assessment used in my university affects my use of OER. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

19. The attitude of my fellow students to OER affects my use of them. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

20. The attitude of my teachers to OER affects my use of them. *

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Submit

APPENDIX D

PLAGIARISM REPORT

OPEN EDUCATION RESOURCES A GATEWAY FOR
ACCESSING HOSPITALITY AND TOURISM LEARNING
MATERIALS

ORIGINALITY REPORT

17% SIMILARITY INDEX **15%** INTERNET SOURCES **6%** PUBLICATIONS % STUDENT PAPERS

PRIMARY SOURCES

1	ir.lib.uwo.ca Internet Source	7%
2	ente Internet Source	2%
3	Wisam Chaleila, Iman Garra-Alloush. "The Most Frequent Errors in Academic Writing: A Case of EFL Undergraduate Arab Students in Israel", English Language Teaching, 2019 Publication	2%
4	www.ijern.com Internet Source	1%
5	www.researchgate.net Internet Source	1%
6	media.proquest.com Internet Source	1%
7	creativecommons.org Internet Source	<1%

APPENDIX E

ETHICS COMMITTEE REPORT



BİLİMSEL ARAŞTIRMALAR ETİK KURULU

27.07.2020

Dear Salihu Shinkafi

Your application titled “**Open Education Resources a gate way for accessing Hospitality and Tourism learning materials: a case research of Northern Cyprus**” with the application number YDÜ/SB/2020/695 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.