

THE ROLE OF OPEN EDUCATIONAL RESOURCES (OERS) AND WEB 2.0 IN TRANSFORMING PEDAGOGY IN HIGHER EDUCATION – IMPLICATIONS TO PRACTICE

Teresita S. Mijares, Rosemarievic A. Bustamante, Eliza B. Ayo, Marcial L. Anacio, Rommel N. Jotic

ABSTRACT

Integrating web 2.0 tools and open educational resources pose a great potential for the enhancement and improvement of course delivery for pre-service teachers. The purpose of this study was to examine the theoretical and /or practical contributions of web 2.0 and OERs in transforming pedagogy in higher education. Specifically, it identified the role of web 2.0 and OERs in transforming pedagogy in higher education and the implications of this transformation to educational theory and practice. Furthermore, it assessed the level of proficiency and frequency of the use of the web 2.0 technologies. This paper also described the factors that will influence the use and eventually adopt the technologies in the teaching and learning practice. A descriptive method was used in assessing the levels of proficiency, utilization and factors that influenced the respondents' use of Web 2.0 and OERs. The multiple regression was used to predict the adoption factors of Web 2.0 and OERs in the future teaching and learning process of pre-service teachers of Centro Escolar University. The results showed that the pre-service teachers are very much proficient in the use of social networking and may find ways to integrate in their future teaching and learning processes. Also, the results showed that peer influence, facilitating condition – resources and perceived behavioral control, can be used to predict the pre-service teachers' intention to use Web 2.0 and OERs in their future teaching practices.

Keywords: Web 2.0, Open Educational Resources, Higher Education, Pedagogy.