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A strategic planning model for developing open educational resources

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ชู-เซียง เฉิน : โมเดลการวางแผนเชิงกลยุทธ์เพื่อพัฒนาแหล่งการเรียนรู้แบบเปิด (A strategic planning model for developing open educational resources) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: รศ. ดร. ใจทิพย์ ณ สงขลา, อ.ที่ปรึกษาวิทยานิพนธ์ร่วม: เจ แอนนา โดนัลชัน, 369 หน้า.

วิวัฒนาการของอินเทอร์เน็ต เอื้ออำนวยการเรียนรู้ที่เปิดกว้าง ส่งเสริมกระบวนทัศน์ของเรียนรู้ในเชิงสร้างสรรค์ ด้วยการสื่อสารและการร่วมมือ ทรัพยากรการศึกษาแบบเปิด (Open Education Resources--OERs) เป็นแนวทางของนวัตกรรมทางการศึกษา เนื่องจากเป็นการเปิดโอกาสให้มีการสร้างสรร แลกเปลี่ยนแบ่งปัน และเป็นกลไกปฏิบัติการเชิงจริยธรรม ที่ให้สิทธิ์การจัดการใช้งานของกลุ่มผู้เรียนรู้จากทั่วโลกร่วมกัน แนวโน้มของทรัพยากรการศึกษาแบบเปิด เป็นที่โดดเด่นและชัดเจนในเส้นทางของการพัฒนาคุณภาพการศึกษา

ทรัพยากรการศึกษาแบบเปิดมิได้มีมิติของความยั่งยืน จึงมีความจำเป็นต้องบูรณาการแนวคิดสหวิชาการ เพื่อสร้างพัฒนาการที่ยั่งยืนให้เกิดขึ้น กลยุทธ์ วิสัยทัศน์ และกระบวนการพัฒนาแผนกลยุทธ์อย่างเป็นระบบ ในการพัฒนาทรัพยากรการศึกษาแบบเปิด จึงเป็นแนวปฏิบัติเพื่ออนาคต และการพัฒนาแผนเชิงกลยุทธ์ของตนเองนี้ ยังเป็นเครื่องมือให้กับสถาบันอุดมศึกษาทุกระดับ ที่จะค้นพบประโยชน์อันเป็นจุดเด่นเฉพาะตน

จุดประสงค์ของการวิจัยนี้ (1) เพื่อพัฒนาต้นแบบกระบวนการวางแผนเชิงกลยุทธ์ในการพัฒนาทรัพยากรการศึกษาแบบเปิด (2) เพื่อทดสอบต้นแบบกระบวนการวางแผนเชิงกลยุทธ์ฯ ร่างกระบวนการวางแผนเชิงกลยุทธ์ ได้มาจากการศึกษาทบทวนวรรณกรรม การสำรวจ และการสัมภาษณ์การสนทนากลุ่ม และการตรวจสอบจากผู้เชี่ยวชาญ ผลลัพธ์แสดงว่าต้นแบบกระบวนการวางแผนเชิงกลยุทธ์ฯ และผลลัพธ์จากการใช้ต้นแบบแผนเชิงกลยุทธ์สำหรับทรัพยากรการศึกษาแบบเปิด (OERs) เป็นแบบอย่างที่ดี

ต้นแบบกระบวนการวางแผนเชิงกลยุทธ์ฯ ทดลองใช้ในภาคสนามกับมหาวิทยาลัยในภาคกลางที่มีแนวนโยบายความรับผิดชอบต่อสังคม ที่มีความพร้อมในด้านโครงสร้างเทคโนโลยีสื่อสารโทรคมนาคม ผลของการจัดทำแผนเชิงกลยุทธ์ของแหล่งการเรียนรู้แบบเปิด พบว่า มหาวิทยาลัยกลุ่มตัวอย่าง ได้สร้างแผนเชิงกลยุทธ์ของทรัพยากรการศึกษาแบบเปิด ได้แก่ วิสัยทัศน์ พันธกิจ ค่านิยม เป้าหมาย กลยุทธ์ และแผนการปฏิบัติการเพื่อการพัฒนาทรัพยากรการศึกษาแบบเปิด ที่สอดคล้องกับตัวชี้วัดผลการปฏิบัติงานของมหาวิทยาลัย กล่าวคือ (1) ฟูมฟักให้เกิดการสร้างและพัฒนาทรัพยากรการศึกษาแบบเปิด (2) พัฒนาระบบบริหารจัดการเรียนรู้ส่วนกลางเพื่อสนับสนุน คณาจารย์ และนักศึกษาให้ง่ายในการเข้าถึง ใช้ซ้ำ สาระความรู้ตามแนวทางลิขสิทธิ์แบบเปิด (3) สร้างความตระหนักในการแลกเปลี่ยน แบ่งปัน สาระความรู้ (4) เอื้อให้เกิดความเข้าใจแนวคิดสาระความรู้แบบเปิด

ต้นแบบกระบวนการวางแผนเชิงกลยุทธ์ฯ ช่วยให้ผู้นำของมหาวิทยาลัยสร้างวิสัยทัศน์ร่วม ด้านทรัพยากรการศึกษาแบบเปิด และต่อเนื่องถึงการนำแผนกลยุทธ์ไปใช้ จึงนับได้ว่าเป็นการขับเคลื่อนจากแนวคิดไปสู่การปฏิบัติ

ภาควิชา หลักสูตรและการสอน	ลายมือชื่อนิสิต	....
สาขาวิชา เทคโนโลยีและสื่อสารการศึกษา	ลายมือชื่อ อ.ที่ปรึกษาหลัก	....
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5484267927 : MAJOR EDUCATIONAL TECHNOLOGY AND COMMUNICATIONS
KEYWORDS: OPEN EDUCATIONAL RESOURCES, UNIVERSITY SOCIAL RESPONSIBILITY, STRATEGIC PLANNING, STRATEGIC PLANNING PROCESS MODEL

SHU-HSIANG CHEN: A strategic planning model for developing open educational resources. ADVISOR: ASSOC. PROF. JAITIP NA-SONGKHLA, Ph.D., CO-ADVISOR: ASSOC. PROF. J. ANA DONALDSON, Ph.D., 369 pp.

The Internet evolution has facilitated the concept of openness now more than ever. A number of current technologies support the paradigm of modern education in terms of creation, communication, and collaboration. Open educational resources (OERs) is an innovative approach to educational technology because it opens up opportunities to create, share, and facilitate learning and ethical practice by creating, using, and managing by offering a wider array of educational resources among a greater diversity of global learners. Its trends and movements have become more prominent as not only a phenomenon but as a way of improving the quality of education.

OERs alone are not sustainable on their own dimension. There is a need of combining concepts from different inter-disciplinary areas for sustainable development. Strategic visionary and planning processes are a way to systematically plan the development of open education resources and practices for the future. Strategic planning processes are considered to be a tool and guideline for helping all levels of HEIs developing their strategic plan, and to find their competitive advantage and place within their environment. Thus, developing the strategic planning process model becomes an essential starting point.

The research objectives of this study were (1) to develop a strategic planning process model for developing open educational resources (OERs) based on a concept of university of social responsibility (USR), and (2) to try out the proposed strategic planning process model at selected university at the department level. A drafted strategic planning process (SPP) model was verified from subject matter experts, survey, and focus group interviews. The results indicated that the purposed SPP model is exemplary and the output of OER strategic plan is exemplary as well.

The proposed SPP model served as a toolkit for a sampling university formulating an OER strategic plan in the try out phase. As a result, the sampling university was chosen because of the indication of their current USR policy and educational technology practices. The field-test in the sampling university in the central part of Thailand was successfully formulated an OER strategic plan including OER vision, mission, values, goals, preliminary strategies, and an action plan to foster OER development that align with their current university key performance indicator (KPI) and also predicted some influential outcome as USR impacts in the future including: (1) educational impact in stakeholder awareness in values and in an understanding of the society that they are part of, (2) sub-social impact in faculty and staff training, and (3) ethic impact in code of ethic. The preliminary strategies include: (1) fostering open content usages and development, (2) developing a central management system for OERs with easy access to student, faculty, and academic staff, (3) creating open content sharing awareness, and (4) facilitating appropriate usage of open license.

In addition, the SPP model enables university leaders to share the OER vision and belief with others in its continual concern with application and strategic plan implementation. The approach of envisioning the future is one way of creating a future that moves from vision to action and to reality.

ACKNOWLEDGEMENTS

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Chapter I

Introduction

Rational

"Education is the most powerful weapon which you can use to change the world" ~ Nelson Mandela

Education has been perceived as a basic and powerful tool that links economic, societal, and environmental concerns together under a sustainable development strategy and serves to move nations, communities, and households towards a more sustainable future. The point of education is to create a feeling of global responsibility. People are the center of education for whatever platform, environment, or society humanity is trying to establish. Education can be seen as a driver, a vehicle, a trigger, a core value, or a key factor in human development. For example, the United Nations Educational, Scientific and Cultural Organization (UNSECO) has long maintained that education is a key to social, economic, and environment development, and integral in the creation of learning societies for achieving a sustainable future (UNESCO, 2007). Higher education institutions (HEIs) have been perceived as a bridge that connects local setting to a larger international field of knowledge.

Education has been recognized as one of the important drivers as a means to economic growth and as an impact to innovation and competitiveness for Asia. However, early development of higher education institutions (HEIs) agenda was to

increase the capacity of HEIs by expanding the numbers of institutions, student enrollments, and impressive competency achievement. The current focus of Asian HEIs has shifted their focus to ensuring sustainability of education development for future generation (Marginson, Kaur, & Sawir, 2011).

However, there are many challenges to sustainability. For example issues such as "age of globalization, the turnaround society, the era of compassionate capitalism, the new era of creativity and growth, the era of entrepreneurial society and the era of co-creation" (Ellis, 2010, p. xvi) are all challenges that HEIs are currently facing. Many areas of human life, such as the culture, education system, information technology and pedagogy have been influenced by a number of advantages and opportunities as a result of these challenges. Zhao (2012) asserts that globalization that has influenced a new paradigm of education and has brought a number of opportunities including (1) facilitating the building of partnerships with other countries and institutions, (2) enabling easier interactions with people from other cultures, and (3) allowing people to share their culture, local knowledge, and skills. This has also affected the landscape of many HEIs. For instance, many HEIs have modified their strategic plan to have uniform requirements for professional certification (McGinn, 1997); others have incorporated international, intercultural, and openness aspects in their teaching, learning, research, and academic services (Ratanaukul, 2009). Thus, in a multidimensional aspect of human development,

globalization has become a trigger in every nation globally to make adjustments and seriously consider how to become more adaptive in the future global market.

The Information Communications and Technology (ICT) revolution is also creating a ubiquitous network for a knowledge-based society and knowledge-based economy (KBE) not only in the Western countries but also in the Asia development discourse. According to the Asia Development Bank (ADB, 2007), the four critical pillars of KBE include: (1) Education and a skilled workforce – new teaching and learning strategies and skills are required in a KBE, (2) National innovation systems – the roles of governments in the sharing of research and development are changed, (3) Building Networks – the benefits of ICT and ubiquitous networks and other elements needed to build for ICT, and (4) Setting the policy and regulatory environments – the policy, planning, infrastructure and programs needed. Thus, to fully participate in the KBE, some of the Asian countries have implemented ICT policies and strategies to meet the need of education. For example, Thailand's IT2010 Master Plan aims to foster the use of ICT to improve overall national economic and social development; South Korea's e-Korea Vision 2006 focuses on qualitative accomplishments throughout society, and Japan's e-Japan strategy aims to create a knowledge-emergent society.

Statement of Problem

Unequal access to HEIs on the basis of gender, economic and social status, location of residences and inadequate prior schooling all continue to challenge many Asian nations. Besides balancing the continued expansion of access with greater attention to equity, HEIs in Asia are also challenged by other concerns including (1) maintaining and improving education quality despite sometimes serious financial constraints; (2) increasing the relevance of curriculum and instruction at a time of rapid change in labor market needs; (3) increasing and better utilizing the financial resources available to Asian HEIs; and (4) balancing the continued expansion of access to Asian HEIs with greater attention to equitable access and inclusiveness of the higher education system to support inclusive economic growth (ADB, 2007). Hence, HEIs play a major role in supporting the continued sustainable development for Asia because it requires a system that supports life-long learning and education that transforms values. The purpose of establishing a sustainable development model for education is "to meet the needs of the current generation without compromising the ability of future generation to meet their needs" (United Nations, 1987, p. 1). The sustainable development model has provided the essential elements for the future innovative pedagogical practices in HEIs' systems, which will help guide the current evolution of HEIs according to their research performance and practice area (United Nations, 1987).

The Internet evolution has facilitated the concept of openness now more than ever. A number of current technologies support the paradigm of modern education in terms of creation, communication, and collaboration. In addition, technology has created many opportunities and opened people's minds in terms of sharing their knowledge (Zhao, 2012). The concept of openness plays an important role in driving educational innovation and transformation in a number of articles. The results of openness that are relevant to the current education movements were summarized by Weller (2012, p. 2) as follows:

1. Open Sources: much of the open source software movement had its foundations in higher education, and universities both develop and deploy open source solutions.

2. Open Educational Resources (OERs): the term OER was coined in 2002 to describe the application of open source principles to the release of educational content, initiated by MIT's Open Courseware project.

3. Open Courses: as well as releasing content as OERs, a number of educators have begun exploring the content of open courses, which are delivered online, with various models for payment (or entirely free).

4. Open Research: researchers are using a number of approaches to perform research practices in the open, including crowd-sourcing, open online conferences, open proposals etc.

5. Open Data: as well as sharing data openly (e.g. RealClimae.Org) there has also been a move to develop standards such as Linked Data, to connect and expose [share] the vast quantities of data that are now available.

6. Open APIs: the recent web 2.0 approaches saw an increase in the use of open Application Program Interfaces (APIs).

Openness has been perceived as a catalyst for educational reformation and transformation (Wiley, 2006a, 2006b), and has allowed HEIs to implement the fundamental values of university-based education, and shift the focus from traditional lecturing to a more learner-centered approach (Wiley, 2006a, 2006b, 2010a, 2010b; Wiley & Hilton, 2009). Wiley and Hilton (2009) proposed six ways that are critical for higher education institutions (HEIs) to recognize and understand the significance of openness. The six ways are (1) from analog to digital, (2) from tethered to mobile, (3) from isolated to connected, (4) from generic to personal, (5) from consumers to creators, (6) from closed to open. The authors further argued that HEIs should focus on their supersystem in four areas: (1) connectedness, (2) personalization, (3) participation, and (4) openness. Among these four areas, openness is the most pressing priority for HEIs because the culture of openness is a prerequisite to affordable, large-scale progress in the other three areas. Openness will manifest itself differently in different HEIs until it becomes part of the core organizational culture.

Previous studies have interpreted the meaning of openness in the relation to OER. The meanings of open and openness consists of rich and multidimensional approaches, and have been implemented in many ways that have affected every aspect of the creation of OER. For example, Foote (2005) relates openness to four freedoms: (1) freedom to copy, (2) freedom to modify, (3) freedom to distribute, and (4) freedom to redistribute modified versions, whereas, Walker (2005) describes openness as being convenient, effective, affordable, sustainable, and available to every learner and educators worldwide. Daniel, D'Antoni, and Uvalic-Trumbic (2006) further states 4As: accessible, appropriate, accredited, and affordable as the meaning of open, while Wiley (2007, 2009, 2010a, 2010b, 2014a, 2014b) and Hilton III, Wiley, Stein, and Johnson (2010) propose a 5Rs openness framework: retain, reuse, revise, remix, and redistribute as a new way to promote learning and sharing. Moreover, Yuan and Powell (2013) describe the concept of openness as offering opportunities for sharing ideas, connecting and collaborating among institutions, educators, and learners locally and internationally, and facilitating more meaningful engagement in teaching and learning. Accordingly, the impact of openness will require a new educational paradigm and new learning skills in the future. Yuan and Powell (2013) describe the concept as openness offering opportunities for sharing ideas, connecting and collaborating among institutions, educators, and learners locally and internationally, and facilitating more meaningful engagement in teaching and

learning. Accordingly, the impact of openness will require a new educational paradigm and new learning skills in the future.

OER has a strong association with the concept of educational technology, defined as "the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources" (Januszewski & Molenda, 2008, p. 1). OER is one example of an innovative approach to educational technology because it opens up opportunities to create, share, and facilitate learning and ethical practice by creating, using, and managing a wider array of educational resources among a greater diversity of global learners. Its trends and movements have become more prominent as not only a phenomenon but as a way of improving the quality of education. In terms of ethical practice and facilitating studying and learning, OERs have made the possibility of global education into a potential reality for the first time in the decades since the Universal Declaration of Human Rights declared "everyone has the rights to education … education shall be directed to the full development of the human personality and to the lengthening of respect for human rights and fundamental freedoms" (United Nations, 1987 Article 26). Furthermore, if "free and open access to opportunity is a basic human right… if educational materials can bring people out of poverty" (Caswell, Henson, Jensen, & Wiley, 2008, p. 10), then it is the right thing and an obligatory responsibility for individuals and institutions to open their minds and policies to share educational materials and information around the world.

OER aligns with the requirements for ethical practice in the field of educational technology. The Code of Professional Ethics practice in the field of educational technology as defined by the Association of Educational Communications and Technology (AECT) advocates for a (1) commitment to the individual, such as the protection of rights of access to materials and efforts to protect the health and safety of professionals, (2) commitment to society, such as truthful public statement regarding educational matters or fair and equitable practices with those rendering service to the profession, and (3) commitment to the profession, such as improving professional knowledge and skill and giving accurate credit to work and ideas published (Januszewski & Molenda, 2008, p. 3). When aligning the OERs with the Code of Professional Ethics practice, OERs can fulfill the management practice of educational technology. The AECT also further established AECT Standards (Appendix A) for worldwide educational technology programs to align and implement these standards in order to foster every candidate to be able to perform and demonstrate this knowledge and skills (Donaldson, Smaldino, & Pearson, 2008). In order to manage, direct, align, and inspire the practice of OERs in HEIs, a role of change agent and principle of ethic and responsibility will need to be considered when embracing OERs into HEIs.

OERs alone will not be sustainable in their own dimension. It has to combine concepts from different inter-disciplinary areas such as education for sustainable development and business perspectives. Therefore, it is important to link together

the culture of sharing of the educational materials to the idea and role in leadership

policy as university social responsibility. In order to leverage and to shape the future

of educational technology, embedding OERs within other disciplinary areas are keys

to fostering OER's transparency to the educational learning process, fulfill the

university's social responsibility mission, and help establish a new sustainable

development model for education.

Currently, many of OERs initiatives have made the effort to push for adoption

as a next step. Policy and strategy regarding the promotion and sustainability of OERs

have been discussed in many of reports. For example, UNESCO (2012a) expressed in

the Paris OER Declaration (Appendix B) a desire to move OERs development into a

global scale. However, the support from global institutions regarding OERs policy and

strategy development is still limited. Many of the questions and concerns regarding

OERs development for the next decade still remain to be solved. These issues

require serious consideration not only for individuals, but also for HEIs with respect

to all human beings, their rights, and the roles they play within their personal and

professional practices. Ideally, OERs will become another public social service and

practice that every HEI will provide to society. The implications and

recommendations can be looked at from different angles of the growing OER

movement for individual, institutional, and country contributions. It is important to

also look at the policy and strategic plan for promoting further growth in the use,

reuse, and production of OERs in order to meet the needs of the global market and

challenges of social-cultural and economic changes in the longer scope of sustainability (OECD, 2007).

To date, very little research has been conducted on the policy development and strategic planning to support and foster OER development. As such, a good starting point for HEIs is to consider developing a clear policy and strategic plan that is aligned with their current university practices in addition to creating services that can truly extend the use and development of OERs in HEIs.

Therefore, by examining existing literature and from a social dimension perspective, this study views open educational resources (OERs) as being a social practice driving the development of education, university social responsibility (USR) as being a philosophy for social movement, social entrepreneurship (SE) as being an action for a university to take as an agent of social change, and strategic planning (SP) as being a process and tool to follow for effective social practice in HEIs.

Accordingly, the purpose of this study was to propose a strategic planning process (SPP) model for Asian HEIs for incorporating OER and USR into its current strategic plan and making it sustainable for education. The developed SPP Model serves as a toolkit for mapping out a strategic plan along with activities for aligning the concept of USR to the outcome and creating an OER strategic plan as output, which together can connect strategic planning to universities' sustainable effectiveness and success in the long term.

Research Questions

What components are needed for the strategic planning process model for developing open educational resources strategies based on the concept of university social responsibility in order to help Asian Higher Educations Institutions move toward an openness knowledge-based economy, and to what extend can the concept of university social responsibility can be facilitated with respect an openness vision, mission, values, goals and strategies for OER development and practice?

Research Objectives

1. To develop a strategic planning process (SPP) model based on the concept of university social responsibility for developing open educational resources.

2. To try out the proposed strategic planning process (SPP) model at a selected target sampling university in a department level.

Scope of the Study

The scope of the study is limited to Asian HEIs who have defined university social responsibility (USR) as part of their university mission or strategic plan. This study is limited to the departmental level in subject areas focusing on Information Systems, Educational Technology and Communication departments. The departments included, have already started use of OERs whether it is in content development, open media modification or development, open software tool

implementation, or OERs implementation platforms. The tryout of the proposed strategic planning process model focuses on the strategy formulation.

Conceptual Framework

Open educational resources (OERs), are a driver and motivator to fostering the social practices and educational processes that view OERs as reinforcing the idea that "world's knowledge is a public [social] good and that technology provides an extraordinary opportunity for everyone to share, use, and re-use knowledge" (Atkins, Brown, & Hammond, 2007, p. 5). OERs provide a strategic opportunity for HEIs to improve the quality of education, and to connect knowledge sharing and capability building in both human capital and social capital for the global community (Arnold, 2012; Geser, 2007; OECD, 2007; UNESCO, 2012a). Accordingly, this study defines OERs as any type of educational resources in either print or digital format (including course materials, websites, textbooks, audio materials, podcast, video, multimedia applications, visual materials, archived discussions, simulations or animations, maps, ancient or historical manuscripts, software, and any other tool or technique used to allow access to knowledge) that reside in the public domain and have released under an intellectual property license or open license such as Creative Commons that permits users with 5Rs Openness framework: retain, reuse, revise, remix, and/or redistribute to support knowledge building, sharing, and learning to the worldwide community.

University social responsibility (USR), is a philosophy or principle for social movement, which can be perceived as a philosophy of a university to use an ethical approach to develop and engage with the local and global community in order to sustain the social, ecological, environmental, technical, and economic development. USR acts as a key player for social changes, as USR implies having a policy of ethical quality for governing the performance of the university community. This is done via the responsible management of the educational cognitive, labor, and environmental impact from the university, in an interactive dialogue with society and its communities, in order to promote sustainable human development through education (transforming knowledge), provision of service, research, teaching, and scholarship. All of these underline an ethical collaboration not only with the university community but also with the business community in terms of stakeholder involvement (Esfijani & Chang, 2012a, 2012b; Esfijani, Hussain, & Chang, 2012; Reiser, 2007; Vallaeys, 2013).

Social entrepreneurship (SE), as an action and as an actor, focuses on the social dimension for HEIs to take with respect to social change purpose that intend to make a great difference and contributions to human and societal development. SE is a hybrid formed from the private, non-profit, and public sectors, and is a process through which entrepreneurs can make both a great difference and significant contributions to the next century of human and societal development (Alvord, Brown, & Letts, 2004; Roper & Cheney, 2005). SE aims to provide innovative

solutions to manage complex social problems toward a further social change (Chand & Misra, 2009), and SE is based on the concept of business and intends to increase the social impact and social movement of human society.

Strategic planning (SP) is a process and a tool for HEIs to plan and follow for social practices. SP is a comprehensive process for determining what HEIs should become, what the current gaps of HEIs are, and how it can be best achieved throughout the strategic planning process. SP offers a systematic process to ask and answer the most critical questions confronting a management team and explicitly links the objectives to the actions, and to the resources required to achieve them. SP is future facing and is based on the analysis of foreseen or predicted trends and scenarios, and is flexible and oriented towards making vision a reality (Hinton, 2012; Kotler & Murphy, 1981; Lerner, 1999; Oztemel, Kubat, & Taskin, 2009; Paris, 2003; Pisel, 2001).

Significance of Study

This study provides valuable insight into the importance of contributions by Open Educational Resources (OER) and university social responsibility (USR) for universities in terms of strategic planning for higher education institutions. The proposed SPP model in this study can help Asian HEIs to envision their process, mission, values, goals, and strategies for fostering OER development and practice based on aligning concept to USR. This study can also help create an OER ecosystem

that embeds the concept of university social responsibility into a sustainable development model for HEIs consisting of setting up a sustainable network, converging open technologies and services, and consideration of issues from social and cultural dimensions. In relation to learners and stakeholder, this study provides rich and diverse resources that can be utilized in teaching and learning. In relation to an institution and community at large, it opens up the awareness of OERs as making and sharing knowledge publicly accessible as part of responsible practice for both individuals and institutions.

Definition of Terms

- OER (Open Educational Resources) is the simple and powerful idea that the world's knowledge [and education are] public good [or social goods] and that technology in general and the World Wide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge (Atkins, Brown, & Hammond, 2007, p. 5; The William & Flora Hewlett Foundation, 2005).

- USR (University Social Responsibility), is university engagement and that university partnership with its communities is achieved through education (ethical transferring of knowledge), provision of services, research, teaching, and scholarship (Esfijani et al., 2012, p. 3).

- SE (Social Entrepreneurship), is a process for creating innovative solutions for immediate social problems and mobilizing their ideas, capacities, resources and social arrangement for sustainable social transformation (Alvord et al., 2004, p. 262).

- SP (Strategic planning) is a "deliberative, disciplined effort to produce fundamental decisions that shape and guide what an organization (or other entity) is, what it does, and why – all with focus on the future" (Bryson, 2011, p. 7).

- OCW (OpenCourseWare), is based on the "philosophical view of knowledge as a collective social product that provide free access to all human-beings" (Downes, 2007, p. 1).

- MOOC (Massive Open Online Course), a free, self-directed, and large-scale interactive online course with the option of free and open registration, publicly-shared curriculum, and open-ended outcome assessment... that integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study (McAuley, Stewart, & Cornier, 2010, p. 10).

Organization of the Study

Chapter one introduces the background of the study, statement of the problem, research questions and research objectives, scope of study, conceptual

framework, and expected outcomes of the study. Chapter two reviews the relevant literature including open educational resources (OER), university social responsibility (USR), and strategic planning (SP). The theoretical framework and implications from previous research findings are also discussed in chapter two. Chapter three presents the discussion of research design, development of the instrument, and procedure of data collection and analysis. Chapter four presents the results and discussion. Chapter five concludes the summary of findings, recommendations, and implications for both theoretical and practical application.

Chapter II

Literature Review

This review of literature is divided into two parts: the first section reviews the Thai higher education institutions system, and the second then examines the link between open educational resources (OER), university social responsibility (USR), social entrepreneurship (SE), and strategic planning (SP). The overall aims of the reviews are to provide a foundation for the study and identify gaps in the existing research findings.

Overview of Thai Higher Education Institutions System

In Thailand, the Office of the Higher Education Commission (OHEC) is tasked with overseeing the country's system of higher education. According to OHEC, there are 171 recognized Thai Higher Education Institutions. Thai HEIs consist of the following: 13 Limited Admission Public University, 2 Open Admission Public University, 15 Autonomous Universities, 49 Private Universities and Institutions, 40 Rajabhat Universities, 9 Rajamangala Universities of Technology, 1 Pathumwan Institute of Technology, 22 private Colleges, and 20 Community Colleges. OHEC has provided Thai HEIs distribution by region as illustrated in Figure 11 (OHEC, 2013).
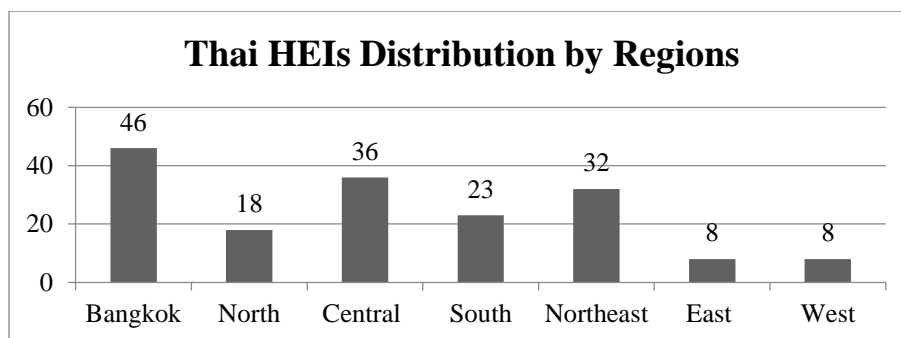
Figure 1 Number of Thai HEIs Distribution by Regions

In order to fulfill diverse needs, focus, and level of academic development to different target group, OHEC has classified Thai HEIs into four groups

1. Universities System both public and private with concentration on postgraduate research to enhance the country's competitiveness,

2. Rajabhat Universities System as is originally formed as the teachers' college system as four-year teaching universities with concentration on liberal arts for undergraduate studies, with a well-known of hub of local wisdom and experience.

3. Rajamangala Universities of Technology with the field of specialization to produced skills graduates for the support of manufacturing and real sectors, and

4. Community College with flexibly study programmes at lower than degree level to compensate for rural and community development.

Under the regulations of OHEC, Thai HEIs have to follow four main functions of university responsibility and practice including (1) teaching, (2) research, (3) providing academic services, and (4) preserving and promoting arts and culture.

In terms of learning outcomes for Thai student, Thai Qualifications Framework (TQF) for HEIs include (1) knowledge, (2) numerical analysis, communication, and IT skills, (3) interpersonal skills and responsibility, (4) cognitive skills, and (5) ethics and moral issues, which are explained in the following.

1. Knowledge: the ability to recall, understand, and present information, including knowledge of specific facts, knowledge of concepts, principles and theories, and knowledge of procedures.

2. Numerical analysis, communication, and IT skills: the ability to communicate effectively in oral and written form, to use information and communications technology, and to use basic mathematical and statistical techniques.

3. Interpersonal skills and responsibility: the ability to take responsibility for their own learning and continuing personal and professional development, to work effectively in groups and to exercise leadership when appropriate.

4. Cognitive skills: the ability to apply conceptual understanding of concepts, principles, and theories and apply procedures involved in critical thinking and creative problem solving, both when asked to do so and when faced with unanticipated new situations.

5. Ethics and moral: the ability to act ethically and consistently with high moral standards in personal and public forums and to act responsibly in personal and professional relationships.

ICT Development in Thailand

Thailand ICT policy and master plans have been initiated since 1992 when the Thai government established the National IT Committee (NITC). The first National IT Policy, called IT 2000, was intended for the country to utilize ICT to achieve economic prosperity and social equity.

The IT2010 was the second ICT policy that focused on enhancing the economy and quality of life for Thai people and lead Thailand towards to a "Knowledge-Based Society and Economy". There were five main flagships (5 e's strategy) aimed at achieving the goals of IT2010, as summarized by Laohajaratsang (2010), which has set the long-term policy direction at the macro level.

1. e-Society: covering issues such as digital divide, quality-of-life, culture, health, public participation

2. e-Government: including public service via electronic service delivery, employment, legal infrastructure

3. e-Commerce: with a special focus on e-service including not only finance, tourism and IT services, but also other industries

4. e-Industry: focusing on e-manufacturing and IT-related industries, plus issues such as standardization

5. e-Education: including issues of life-long learning, computer literacy, human resource development, virtual education, creation of useful information, contents and knowledge acquisition etc.

Currently, Thailand has moved to its third ICT development phase called ICT2020 or Smart Thailand 2020 (Figure 2).
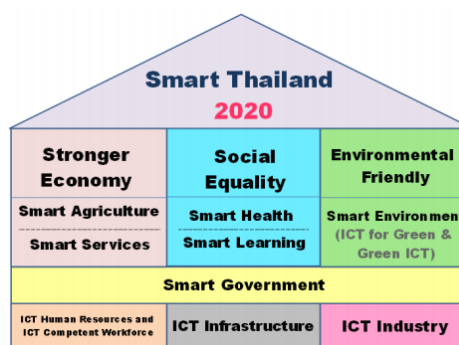
Image adopted from www.mict.go.th

Figure 2 ICT 2020 Framework

The *ICT2020* or *Smart Thailand 2020* is focused on moving Thailand from "Knowledge-Based Society and Economy" to "Knowledge and Wisdom-Based Economy and Society." The vision of Smart Thailand states: "ICT is a key driving force in leading Thai people towards knowledge and wisdom and leading society toward equality and sustainable economy"(NECTC, NSTDA, & MST, 2011) . The development strategies to achieve Smart Thailand 2020 include as follows

1. Universal and secure ICT and broadband infrastructure

2. ICT human resources and ICT competent workforce

3. ICT industry competitiveness and ASEAN integration

4. Smart government: ICT for government service innovation and good governance

5. ICT for Thailand competitiveness and vibrant economy

6. ICT to enhance social equality

7. ICT and environment: the Green ICT

These development strategies will help the government, public, and private sector to examine and anticipate the needs of the future technological changes for individuals, the economy, industry, and social transformations in the country. The Smart Thailand 2020 has considered both quantity and quality issues of development along with social justice in the directions of ICT development including: (1) regional economic integration, (2) demographic change, (3) energy, food security and environmental crisis, (4) administrative decentralization, (5) employment and the labor market in the future, (6) the second decade of educational reform, and (7) values and conflicts in society in order to ensure sustainable and stable development for the country.

eLearning and Distance Education Development in Thailand

In the early 80s, a number of Thai educators adopted the Computer-Based Training as part of the early stages of eLearning practice. After the Thai government implemented IT2000, Thai educators started integrating new medium into their daily teaching and learning. In order to solve the barriers and challenges for Thai

educators and higher education institutions, the Thai government has launched many projects such as SchoolNet, UniNet, TambonNet and Distance Learning Foundation to bridge the digital divide. According to an online newsletter, The Nation (2012), 67 distance-education programs at nine institutions have been reviewed by the OHEC. These include 28 programmes for bachelor's degrees, 28 programmes for master's degrees, 8 programmes for doctoral degrees, and 3 programmes for graduate diplomas. Assumption University was the first international university offering an international e-learning program, while Rangsit University was the first university offering Thai e-learning programmes in Thailand.

Open Educational Resources (OER)

> Open Educational Resources (OER) is the simple and powerful idea that the world's knowledge [and education are] public good [or social goods] and that technology in general and the World Wide Web in particular provide an extraordinary opportunity for everyone to share, use, and reuse knowledge. OER are the parts of that knowledge that comprise the fundamental components of education – content and tools for teaching, learning, and research (Atkins et al., 2007; The William & Flora Hewlett Foundation, 2005).

In this vision, OER is perceived as an important means to align with the "goal of developing together a universal educational resource available for the whole of humanity … hope that this open resource [support] for the future mobilizes the whole of the worldwide community of educators"(UNESCO, 2002, p. 1). The universal access to high quality education and materials is a key to sustain education development. OER is a powerful driver and strong idea for innovation in education

because it provides a strategic opportunity for HEIs to improve the quality of education and to connect knowledge sharing and capability building in both human capital and social capital for the global citizen (Arnold, 2012; Geser, 2007; OECD, 2007; UNESCO, 2012a), and as a way to "leverage education and lifelong learning for the knowledge economy and society" (Geser, 2007). The following section will provide an overview of OER development in the past decade; strategies and policies, barriers and success factors, components and dimensions, and business models and sustainability related to OER development.

Overview of OER

A brief overview of the OER was first presented by Wiley (Wiley, 2006a, 2006b) at the Expert Meeting on Open Education Resources in Barcelona Spain 2006. The major movements of OER (Figure 3) produced and popularized different terms and concepts that are discussed in details in the following section.

1994	• **Learning Object (Wayne Hodgins)**
1998	• **Open Content (David Wiley)**
2001	• **Creative Commons (Larry Lessig)**
2001	• **MIT Open Course Ware**
2002	• **Open Educatinal Resources (OER) (UNESCO)**
2008	• **Massive Open Online Course (MOOC) (Dave Cormier)**
2008	• **Open Education (Cape Town Open Education Declaration)**

Figure 3 OER Movement

1. Learning Object – Wayne Hodgins (1994) coined the term 'learning object', and it was quickly adopted by educators and instructional designers due to the popular idea of digital materials that can be used and reused in a variety of pedagogical situations (Wiley, 2006a).

2. Open Content – David Wiley (1998) coined the term 'open content' in the educational community with a focus on learning object creators. The role of open content has influenced the idea of open source and free software and the creation of the open publication license (Wiley, 2006a)..

3. Creative Commons – Larry Lessig (2001) founded the Creative Commons aimed at increasing credibility and confidence, and provide a flexible set of licenses to the open content community (Wiley, 2006a).

4. MIT OpenCourseWare – MIT (2001) announced its OpenCourseWare (OCW) initiative project, which publishes MIT's university courses with free public access for noncommercial use. MIT's action represents an example of OER commitment at the institutional level.

   Note: The OpenCourseWare (OCW) concept is based on the "philosophical view of knowledge as a collective social product that provide free access to all human-beings" (Downes, 2007, p. 1).

5. Open Educational Resources (OER) – The term of OER was first adopted at UNESCO 2002's Forum on the Impact of Open Courseware for Higher Education in Developing Countries under the sponsorship of the William and Flora Hewlett Foundation. Several years later, the concept of MOOC and Open Education were defined as the following.

6. Massive Open Online Course (MOOC) – Dave Cormier (2008) coined the term MOOC, which aimed to provide open online courses through the web with unlimited participation.

7. Open Education – the concept of the open education movement was declared in 2008 in the following statement:

Open education movement combines the established tradition of sharing good ideas with fellow educators and collaborative, interactive culture of the Internet. It is built on the belief that everyone should have the freedom to use, customize, improve and redistribute educational resources without constraint. Educators, learners and others who share this belief are gathering together as part of a worldwide effort to make education both more assessable and more effective... Open education is not limited just OER. It also draws upon open technologies that facilitate collaborative, flexible learning, and the open sharing of teaching practices that empower educators to benefit from the best ideas of their colleagues. It may also grow to include new approaches to assessment, accreditation and collaborative learning ("Cape Town Open Education Declaration," 2008).

In the sense of defining what OER is, an OER conceptual map was developed by (Margulies, 2005; OECD, 2007), which lists the attributions of OER as follows:

1. Learning Content – Materials published for learning or reference such as full courses, courseware, content modules, learning objects, collections and journal.

2. Tools – Open source software to support the development use, reuse, and delivery of resources or learning content. For example, tool for searching and organizing of content, content and learning management systems, content development tools, and online learning communities.

3. Implementation Resources – including intellectual property license to promote open publishing or materials, such as Creative Commons, and design principles of best practice and localize content.

Learning Content	Tools	Implementation Resources
Learning Resources - e.g., Courseware, Consortium, MOOCs	Contnet Management Systems (CMS)	Licensing Tools - e.g., Creative Commons, GNU Free Documentation License
Learning Objects - e.g., MERLOT, Connexions, ARIADNE	Social Software - e.g., Wikis, H20, OSLO research	Interoperability - e.g., IMS, SCORM, OKI
Reference Collection - e.g., Internet archive, Google Scholar, Library of Congress, Wikis	Development Tools - e.g., Connexions	Best Practice - e.g., CMU design principles
	Learning Management Systems - e.g., Moodle, Sakai	

Figure 4 OER Conceptual Map (Margulies, 2005)

OER was first used to refer to "the open provision of educational resources enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes" (UNESCO, 2002, p. 26). The concept of OER was further simply stated as follows

> Open Educational Resources is defined as technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes. They are typically made freely available over the Web or the Internet. Their principles use is by teachers and educational institutions to support course development, but they can also be used directly by students. Open Educational Resources include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as syllabuses, curricula, and teachers' guides (Wiley, 2006a) (Wiley, 2006b, p. 2).

Following this concept, several definitions of OER have been defined in the previous researches publications. For example, OECD (2007) defines OER as "OER is digitized materials offered freely and openly for educators, students, and self-learning to use and reuse for teaching, learning and research ... including learning content, software tools to develop, use and distribute content, and implementation resources such as open licenses" (p. 10). Butcher (2011) states that OER is "any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching & learning" (p.5). Moreover, Arnold (2012) refers to OER as "all educational materials, like learning resources, technologies and structures that are easily accessible, with low or no barriers in terms of costs, technology or license fees

and royalties" (p. 2). Based on the above definitions, the present study defines OERs as any type of educational resources either print or digital format (including course materials and websites, textbooks, audio materials, podcast, video, multimedia applications, images or visual materials, archived discussions, simulations or animations, maps, ancient or historical manuscripts, software, and any other tools or technical used to support access knowledge) that reside in the public domain and have been released under an intellectual property license or open license such as Creative Commons that permits users with 5Rs Openness framework: retain, reuse, revise, remix, and/or redistribute (Wiley, 2006b, 2010a, 2010b, 2014b) to support knowledge building, sharing, and learning to the worldwide community. Accordingly, the term of OER can be concluded as including textbooks, course readings, and other learning content; simulations, games, and other learning applications; syllabi, quizzes, and assessment tools; and virtually any other material that can be used for educational purposes. OER can originate from colleges and universities, libraries, archival organizations, governmental agencies, public organizations (i.e. publishers, or faculty) or other individuals who develop educational resources that they are willing to share (Nasongkhla & Chen, 2013; Nasongkhla et al., 2014), which may incorporate the concept of the 5R openness framework of retain, reuse, revise, remix, and redistribute (Wiley, 2014a, 2014b).

The term of OER is sometimes used interchangeably with OpenCourseWare (OCW) and Massive Open Online Courses (MOOC); however, OCW and MOOC are not

synonymous with OER. OCWs and MOOCs are types of OER learning content or course lessons that may be created by universities or organizations that offer for free access via the Internet. OCW is defined as

> A free and open digital publication of university-level educational materials. These materials are organized as courses, and often include course planning materials and evaluation tools as well as thematic content. OCW are free and openly licensed, accessible to anyone, anytime via the Internet (OCW Consortium), it is not a course, it's only the materials (Redecker & Muñoz, 2013, p. 7).

Whereas, the term Massive Open Online Courses (MOOC) is also sometimes used interchangeably with OER, but MOOC is not synonymous to OER. MOOC can be defined as

> A free, self-directed, and large-scale interactive online course with the option of free and open registration, publicly-shared curriculum, and open-ended outcome assessment… that integrate social networking, accessible online resources, and are facilitated by leading practitioners in the field of study (McAuley et al., 2010, p. 10), or

> Are free courses without enrolment restrictions delivered over the web to potentially a huge number of students at a time… it is a course included interaction, feedback, and assessment (Redecker & Muñoz, 2013, p. 7).

The early MOOC development focused on community and connections, which departed from formats that relied on posted resources in either learning management systems or social networking site that mix with more open web resources. MOOCs initially embed the connectivisit design principles including (1) Aggregate – read, watch, and play with various resources, (2) Remix – keep track of it

all, offline or better online, using various web technologies of one's choice, (3) Repurpose – constructing personal accounts, composing own thoughts, creating understanding of the course subject, and (4) Feed forward – share the learning with others. This design principle leads the early MOOC to be called cMOOCs in order to distinguish from the current movement of xMOOCs. The current movements of xMOOCs focus on scalability that has become one of the hottest topics in education as reported by Time magazine (2012). A comparison of cMOOCs and xMOOCs is listed on Table 2. The common characteristics of cMOOCs and xMOOCs are open content, free of charge, affordable, and open enrollment and registration.

Table 1 cMOOCs and xMOOCs Comparison

MOOCs	Characteristics	Major Platforms
cMOOCs	Focus on connection and build up the community. Based on connectivist design principles include: aggregation, remixing, re-purposing, and feeding forward.	Relied on posted resource, learning management system, and social networking site.
xMOOCs	Focus on content, standardize assessment. Nothing different than a traditional online course	Coursera, edX, Udacity, Udemy, P2PU

When perceiving OER as a big picture in the landscape of HEIs, OER is a powerful driver to embed into a university's vision. A vision where various stakeholders (students, faculty members, administrators, staff, or outside experts) who come together within the openness movement and common learning space to start sharing and disseminating their ideas, knowledge, or materials that they have produced in an effort ultimately to ensure all the materials are available to other

people and without cost (Butcher, 2010, 2011). OER has been developed through many initiatives and projects over the last decade. This has involved institutional based and individual efforts. However, it has also been argued that there is a need for change so that the focus of OER development in not only on material creation, but also on other further towards open educational resources and practices. This can shift the viewpoint to focus from resources to a deeper level of practice such as policy and strategy, educational learning design, quality assurance, or a pedagogical model in order to mainstream OER to foster innovation in education with OER.

The Open Educational Quality Initiative (OPAL) has purposed to restate OER to Open Educational Resources Practice (OEP) as "practices which support the (re)use and production of OER through institutional policies, promote innovative pedagogical models, and respect and empower learners as co-producer on their lifelong learning path" (OPAL, 2011, p. 12). This point of view has engaged the learner as a producer not a customer, and teacher is no longer alone as a producer, rather becomes an empowerment for their engagement, facilitation, and creation to meet the learners' needs and lifelong learning.

A set of dimension for open educational resources practices was purposed by OPAL including (1) strategies and policies, (2) quality assurance models, (3) partnership models, (4) tools and tool practices, (5) barriers and success factors, (6)

innovations, (7) skills development and support, and (8) business models / sustainability (G. Conole, 2013; OPAL, 2011)

Strategies and Policies related to OER

A need for strategies and policies development related to OER is discussed in a number of various studies as one of the top priority issues to be solved. The worldwide policy makers implement OER through key white paper, inclusion in strategy documents, or based on the results of the OER initiative. Generally, OER policies are laws, rules, and a course of action that facilitate the creation, use or improvement of OER. Based on an overview and opportunities of OERs and public policy, there are four primary categories: (1) licensing policies – insert open licensing requirements into existing systems that create educational resources, (2) resource-based policies – allocate resources directly to support OER, (3) inducement policies – call for or incentivize actions to support OER, and (4) framework policies – create pathways or remove barriers for action to support OER (Allen & Shockey, 2014).

Hoosen and Butcher (2012) presented a report to the World OER Congress of world's government OER policies. This report shows that a continuing campaign of advocacy, information, and capacity building is still required since there appears to be some confusion regarding an understanding of the concept and potential of OER. By examining the strategies and policies related to OER development from this report, several Asian countries have incorporated OER into national policies or strategic plans. For example, Thailand has made references to OER in their

educational policy, Indonesia has its National Education Development Strategy 2010 – 2014, China has several documents related to OER that are available on the MOE website, and the Republic of Korea (SK) has its KOCW Information Strategy Plan.

Another study conducted by (Gráinne. Conole, 2012; G. Conole, 2013) describes that strategies related to OER development include (1) involving national-level engagement or support, (2) adopting a national-level initiative to pool expertise, gaining critical mass and developing a vibrant community, and (3) providing a coherent national focus through a repository and associated events, conferences, workshops that support OER mechanisms and dissemination. The author further discusses the most evident dimension at the policy level were strategies and policies. The variety statement or while paper from different countries and the three main strategies that have emerged at the organizational level and include (1) the extent to which initiatives are bottom up versus top down within institutions, (2) lightweight / user-driven versus institutional structured workflow and (3) the degree to which students are actively involved.

Pawlowski and Hoel (2012) proposed some implications and actions in their white paper for policy makers to consider when trying aligning their OER development with the OER Paris Declaration. Each item in the OER Paris Declaration was addressed and implications and action items were proposed for policy makers. This white paper provides a good starting point for government to develop and

prioritize their OER actions and will help to create greater synergies for access, collaborations, and quality of teaching.

When examining strategy and policy at the macro level, Arnold (2012) suggests several focus areas to push forward the OER movement into national OER strategies and policies including (1) increasing conviction of knowledge as a public good, (2) better leveraging public funding, (3) reducing the cost of content development, (4) being able to reach new target groups, (5) fostering networking and collaboration with other institutions and amongst lectures, and (6) establishing internal quality assurance and faculty development. When considering OER at the micro level, higher education institutions should motivate instructors and students to engage as a producer for OER development and practice whether it is in content creation or a MOOC development in order to enhance professional development and lifelong learning. These efforts in the long term can help HEIs gain a wider international audience and enhance the institutional reputation and images.

Due to lack of understanding for the existing OER strategies and policies from different countries, Creative Common has established a webpage called OER Policy Registry (2013) that provides a database of 90 current and proposed open educational policies from around the world. This site allows anyone to easily share, update, and browse the current OER related policies at different levels – global, national, state, institutional, or system wide.

Farrow and Bristow (2014) presented their study that put together a global of OER policy and the OER policy map to help individuals understand the current landscape of OER policy development at the global scale. According to their study, the current OER policy map includes (1) local / institutional policies, (2) regional policies, (3) national policies, and (4) international policies. The most well-known international OER policies are: (1) Budapest Open Access Initiative (2002), (2) UNESCO Forum on open courseware (2002), (3) UNESCO international institute for educational planning (IIEP) & global community (2005), (4) Cape town open education declaration (2007), (5) Dakar declaration on OER (2009), (6) Commonwealth of learning / UNESCO guidelines on OER in HE (2011), and (7) 2012 OER Paris Declaration.

The national OER policies have been developed in Europe, North America, South American, Asia, and the rest of the world. There are two Asian OER policies: (1) Chinese Quality Open Course Project (2011) and (2) Indonesia Higher Education Law that have mentioned in this study. Due to the issues related to strategy and policy development for OER, many organizations, institutions, countries are trying to find a way to foster the OER development within their context. Several examples from the existing organizations are provided in the following.

OER Foundation

OER Foundation was established with the intent to collaborate with the international open education movement and aims to support the development,

remix, and reuse of open content resources in support of all national curricula by 2015. This foundation is trying to achieve the OER development in a large scale.

OER University

Another example is the OER University as a collaboration of post-secondary educational institutions, which foster social inclusion through OER and aims to provide opportunities to learn from OER, and gain credit while offering lower costs than traditional degrees. Examples are a current strategic plan related to OER from different organization. OERu is focused on a logical model and plan for action.

William and Flora Hewlett Foundation

The William and Flora Hewlett Foundation also have their education program strategic plan. OER is one of the components in their strategic plan, which aims to equalize student and teacher access to high-quality, openly licensed educational materials that offer opportunity for people everywhere to share, use, and reuse knowledge, with a combination of the other two components deeper learning and California education, which focus on providing all students with access to rigorous, relevant, and innovative educational opportunities.

University of South Africa

Another example is from University of South Africa (2014)'s OER strategy 2014 – 2016. This document provides the reason for the University of South Africa to engage with OER and establish the strategic priorities, which can be elaborated into key actions as an operational plan for the University of South Africa.

The examples above are all dedicated to establishing a strategies movement and hopes to push and foster OER development further for the digital age and for the future of education. These are effective examples for HEIs who want to engage and foster OER development in their own context. However, lack ingof details in providing a strategic planning process for OER means there needs to be provided better direction and suggestions whether perceiving strategic planning as a toolkit or as a facilitating guide.

Regarding the issues of strategies and policy to foster OER development and practice, a clear OER vision, mission, value, goals and strategies have to be elaborated in order to reach each specific cultural context. This vision requires a complex process of planning and analyzing such as functional strategic planning and needs to blend different concepts to fulfill the existing gap. Therefore, a clear vision, mission, values, goals, and strategies are all the essential elements to develop when getting involved in OER development (Arnold, 2012). Based on the examination of existing literature, this study will examine three more dimensions from a different perspective and propose the detailed strategic planning process model to help HEIs determine their strategic plan to follow up the proposed process.

Barriers and Success Factors related to OER

There are numerous challenges facing OER. Scholars have listed awareness and promotion, communities and networking, capacity development, copyright issues, quality assurance, and sustainability as major barriers for the development of

OER (D'Antoni, 2009; Hylén, 2006, 2008). Likewise, Atkins et al. (2007) describe that sustainability, curation and preservation of access, object granularity and format diversity, intellectual property issues, content quality assessment and enhancement, computing and communication infrastructure, and scale-up of its impact in developing countries are major challenges for the development of OER.

Furthermore, Wiley, Bliss, and McEwen (2014) describe a number of unresolved challenges remaining open for future researchers to solve. These include (1) discovery problem – making OER easier for people to find, (2) sustainability problem – making OER programs financially self-sustaining, (3) the quality problem – dealing with the pervasive perception regarding level of quality, (4) the localization – making OER more useful in a wide range of context, and (5) remix problem – making OER for people under the revise and remix permissions in OER.

A number of case studies (Daryono & Belawati, 2013; Dhanarajan & Abeywardena, 2013; Do, 2013; Kim, 2013; Yamada, 2013; Yawan & Ying, 2013) have examined the factors related to barriers in producing, utilizing, and sharing of OER, and policy matters associated with OER development. Research reveals that there is support and dissemination of OER in HEIs where collaboration without boundaries and open doors and breach boundaries for global learners, staff, faculty members, is becoming common. However, sustainability of OER still remains a major challenge for OER development.

When examining success factors related to OER, it is important to also consider the benefits of OER. OERs have been perceived as having many benefits to HIEs, educators, and lifelong global learners. Many of the articles reviewed discussed the benefits that OER can bring to current educational practice. This includes (1) bringing transparency to educational processes; (2) facilitating collaborations between educators and students at different institutions; (3) establishing a new economic model for producing and publishing learning materials; (4) helping educators to manage their work more effectively; (5) increasing availability of high quality, relevant learning materials; (6) allowing adaptation of new materials among students and educators; and (7) building capacity by providing institutions and educators access (Butcher, 2011, p. 13).

The personal reasons, pedagogical benefits, and factors related to accessing, utilizing, and sharing with OER have been examined in a number of articles (Daryono & Belawati, 2013; Dhanarajan & Abeywardena, 2013; Do, 2013; Kim, 2013; Yamada, 2013; Yawan & Ying, 2013). Major perceived benefits from these studies include seeking OER to improve teaching, enhancing students' learning, and hoping the reusable OER materials could save time from creating the learning materials from scratch. When understanding how people perceived the benefits of accessing, utilizing, and sharing with OER, it can help to examine what are the success factors leading to further steps of OER development and practice.

University Social Responsibility (USR)

> Social responsibility is a responsibility not a requirement, of an organization for the impacts of its decisions and activities on society and the environment, through transparent and ethical behavior that contributes to sustainable development, health and the welfare of society; which takes into account the expectations of stakeholders, is in compliance with applicable law and consistent with international norms of behavior, and is integrated throughout the organization and practiced in its relationship. This includes products, services, and processes (DRAFT ISO 26000 WD4.2. Duckworth & Rosemond, 2010, p. 2).

ISO 26000 addresses seven core subject of social responsibility (SR) promoting sustainability in (1) organizational governance; (2) human rights; (3) labor practices; (4) the environment; (5) fair operating practices; (6) consumer issues; and (7) community involvement and development. With an additional seven key principles in: (1) accountability; (2) transparency; (3) ethical behavior; (4) respect for stakeholder interests; (5) respect for the rule of law; (6) respect for international norms of behavior; and (7) respect for human rights.

Accordingly, the concept of ethics and SR need to be introduced everywhere in the teaching and learning process as the *Think Globally, Act Locally* approach. By promoting sustainable development practices in the management at higher education institutions, universities can demonstrate their commitment to social responsibility practices. It should be embedded as part of the university's philosophy

as a way of being, operating, and practicing. SR should be embedded into the core value and functions of universities' practices at every level.

Vallaeys (2013) has indicated the importance of SR and has identified the key features of SR that a university should be aware, as follows:

1. Social responsibility is a responsibility of institutions' action and behavior for the impact they have influenced and caused to society.

2. Social responsibility requires a management practice that seeks to make society sustainable by eliminating unsustainable negative impacts and promoting sustainable forms of development.

3. Social responsibility is not beyond or outside the law; it works in coordination with legal obligations.

4. Social responsibility requires coordination between the stakeholders who are about to act on the negative impacts diagnosed.

The term of university social responsibility (USR) can be defined as "a policy of ethical quality in the activities of the university community (students, lectures, administrative staff), through responsible management of the educational, cognitive, labour and environmental impacts of the university, in a participative dialogue with society to promote sustainable human development in four steps: (1) commitment, (2) self-diagnosis, (3) compliance, and (4) accountability" (Vallaeys, 2013), or can be described as "university engagement and that university partnership with its communities is achieved through education (transferring knowledge), provision of

services, research, teaching, and scholarship (Esfijani et al., 2012, p. 3). USR can be perceived as a philosophy of a university as an ethical approach to develop and engage with the local and global community in order to sustain social, ecological, environmental, technical, and economic development.

USR, underlines an ethical collaboration not only with the university community, but also with ecology as a significant of stakeholder involvement (Esfijani & Chang, 2012a, 2012b; Esfijani et al., 2012). The university needs to adopt a social responsibility strategy just like other businesses organization with a social responsibility usually refers to the concept of corporate social responsibility (CSR), in order to meet the expectations of the stakeholders (students, employers of graduates, funding agencies, and society) as well as internal stakeholders such as (administrator, faculty, and staff) in higher education institutions. USR covers social, environmental, and economic issues that should not be separated from a university's strategic planning and operation, which is an important aspect of how universities interact with their internal and external stakeholders, and the society. The concept of USR was also discussed at the 2nd Asia-Europe Education Workshop Austria with an emphasis on the theme of Knowledge Societies: Universities and their Social Responsibilities. During workshop discussion, there was a clear consensus that a social dimension should be integrated into both policy and strategic planning in higher education institutions. In addition, the dimension of networking,

accountability, and ethics should also be integrated as guiding principles for the role of universities in society.

USR was reviewed in previous studies from a different perspective. For example, J. Ahmad (2012) conducted a study on students' awareness and behaviors in terms of contributing social responsibility practice in the context of Malaysian universities. The results showed that most respondents were aware of the need to preserve the environment but lacked exposure to actual activities. This study adapted the concept of CSR and intended to make significant contributions to the development of CSR practices at the university level. Another study conducted by Dima, Vasilache, Ghinea, and Agoston (2013) proposed a model of social responsibility with a focus on six main dimensions including (1) alumni-oriented projects; (2) inter-university cooperation; (3) university – high schools / other institutions cooperation; (4) community-oriented university – business environment cooperation; (5) community – oriented international cooperation; and (6) socio-cultural and ecological projects examined at Romanian universities. The results showed that alumni-oriented projects, international cooperation, and socio-cultural and ecological projects had a major significant influence on the academic social responsibility practices. Moreover, Karimi (2013) conducted a study to examine the correlation between university public relations and external factors including (1) financial resources, (2) environment, (3) management challenges, (4) perceptual and attitude challenges, (5) technological change, and (6) individual experiences as an

independent variables and social responsibility as the dependent variable in order to identify the role of Islamic Azad University (IAU) and its responsibility. The results of this study showed that there was a strong significance shown by the IAU public relation in its social responsibility practices.

Furthermore, Nejati, Shafaei, Salamzadeh, and Daraei (2011) state that the top ten world leading universities have all taken social responsibility seriously in line with common CSR practices on their websites including the following areas: (1) organizational governance (accountability, transparency, providing facts and figures); (2) human right (diversity); (3) labor practices (employment benefits and compensation, leaning and development, providing healthy work and life balance); (4) the environment (preserving the environment and offering specific academic program); (5) fair operating practices (responsible involvement with the public and promoting social responsibility); (6) student issues (providing sufficient information for current and prospective students); and (7) community involvement and development (providing grants for community projects, and providing funding and support to generate and preserve affordable housing). The findings of this study provide sufficient information on the common core areas of CSR practices from the studies of the top 10 universities.

Another research study conducted by Tetrevova and Sabolova (2010) found that the following levels of university social responsibility practices should be considered as the key components of the USR practices: (1) Economic Level, (2)

Ethical Level, (3) Sub-social Level, (4) Philanthropic Level, and (5) Environmental Level. The results of this paper conclude that (1) ICTs are not being used effectively to enable the interaction needed to inform stakeholders in terms of the element of accountability, (2) environmental information is not easy to find on university websites nor in annual SR reports, (3) have little awareness of the importance of SR among participants and stakeholders, and (4) university SR initiatives focus more on the legitimacy and public image rather than on the needs, expectations, and demands of the society in which they operate. However, the key question remains whether analysis of the online disclosure of SR information by universities offers useful units of analysis for the study of predictors of activism overall, and the diffusion of adoption of certain tactics or discourses, that could help to improve managerial commitment to USR.

The practice of university social responsibility has also caught attention in the Asian regions. The Association of Southeast Asian Nations (ASEAN) University Network (AUN, 2012) proposed an AUN University Social Responsibility and Sustainability conceptual framework with the following major components: (1) teaching and learning, research and academic services, (2) university's governance and administration, (3) community involvement, and (4) campus life in order to promote USR practice and address the social, economic, and environmental challenges faced in the ASEAN Community. Moreover, USR was founded in 2008 in Thailand to address from heart to heart perspective with sincerity and friendship in order to fulfill

the following: (1) bridging with heart, (2) goodwill commitment, and (3) sharing beyond borders (Pookyaporn, 2011). She has explained the common problems in Thai context for USR practice including environment, sufficient living conditions, respect, covert actions, integrity, gratitude, and true companionship.

Moreover, there is a history of interest in USR and its relevance to the concept of MOOCs in Thailand (Nasongkhla, 2014; Nasongkhla & Chen, 2013; Nasongkhla et al., 2014). This ongoing interest relates to aligning USR in Thailand directly with social change via MOOCs. This approach is intended to bring a level of social awareness to Higher Education Institutions within the country. Chulalongkorn University, recognized as the top research institute in Thailand, is paving a direction of sustainable development. The knowledge base of information has been accumulated for almost a hundred years and more than a thousand items of content are being offered for publication in the form of open educational resources (OER) (Nasongkhla & Chen, 2013).

In alignment with a current triple bottom line for sustainable development, this research has extended the framework to more dimensions based on the synthesis components of existing literature reviewed. Based on the review above, this study has synthesized the components of USR as illustrated on Table 2. The USR components include social, sub-social, cognitive, organizational, philanthropic, economic, ethic, environmental, and educational (SCOPE).

Table 2 Synthesis of USR Components (SCOPE)

Components	Area	Supporting Literature
Social		Vallaeys (2013); Esfijani et al. (2012); Dima et al. (2013); Pookyaporn (2011)
	Human right	ISO 26000 ; Nejati et al. (2011) ; Tetrevova and Sabolova (2010)
	Sustainable human development	AUN (2012)
Sub-Social		Tetrevova and Sabolova (2010)
	Employment policies	Nejati et al. (2011) ; Tetrevova and Sabolova (2010)
	Faculty & Staff training	Tetrevova and Sabolova (2010)
	Work-life balance	Nejati et al. (2011) ;Tetrevova and Sabolova (2010)
	Equality opportunities in the workplace	Vallaeys (2013) ;Tetrevova and Sabolova (2010)
Cognitive		Tetrevova and Sabolova (2010)
	Ethnicity	Tetrevova and Sabolova (2010)
	Gender	Tetrevova and Sabolova (2010)
	Poverty	Tetrevova and Sabolova (2010); Pookyaporn (2011)
	Disability	Tetrevova and Sabolova (2010)
Organizational		Vallaeys (2013) ;Dima et al. (2013) ;Karimi (2013)
	Management ethics	Karimi (2013)
	Work culture	Karimi (2013)
	Aforementioned aspects	Karimi (2013)

Table 2 Synthesis of USR Components (SCOPE) (continue)

Components	Area	Supporting Literature
Philanthropic		Tetrevova and Sabolova (2010)
	University volunteering	Esfijani et al. (2012) ;Nejati et al. (2011) ;Tetrevova and Sabolova (2010)
	University charity	Tetrevova and Sabolova (2010)
Economic		Esfijani et al. (2012) ; Karimi (2013) ; Nejati et al. (2011)
	Transparency	ISO 26000 ; Tetrevova and Sabolova (2010)
	Corporate governance principles	ISO 26000 ; Tetrevova and Sabolova (2010) ;AUN (2012)
	Quality and safety of the provide products & services	Tetrevova and Sabolova (2010)
Ethic		ISO 26000
	Code of ethics	ISO 26000 ; Tetrevova and Sabolova (2010)
	Intellectual property protection	Tetrevova and Sabolova (2010)
	Copyright protection	Tetrevova and Sabolova (2010)

Table 2 Synthesis of USR Components (SCOPE) (continue)

Components	Area	Supporting Literature
Environmental		Vallaeys (2013) ;Esfijani et al. (2012) ;J. Ahmad (2012);Karimi (2013) ;Nejati et al. (2011) ;Tetrevova and Sabolova (2010); Pookyaporn (2011)
	Environmental organizational structure (cycling, energy saving, etc)	Tetrevova and Sabolova (2010)
	Natural sources protection	Tetrevova and Sabolova (2010)
	Investments into environmental technologies	Tetrevova and Sabolova (2010)
	Environmental products & services	Tetrevova and Sabolova (2010)
Educational		Vallaeys (2013);Esfijani et al. (2012);Dima et al. (2013); AUN (2012)
	Arises student	Tetrevova and Sabolova (2010)
	Stakeholder awareness in values & in an understanding of the society that they are part of	Tetrevova and Sabolova (2010);AUN (2012)
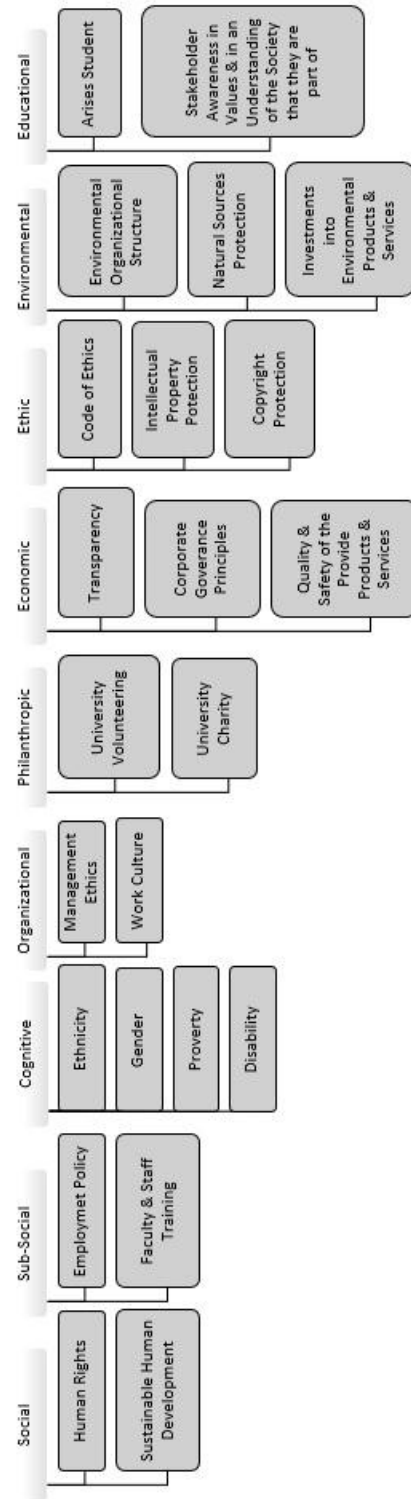
Figure 5 USR SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Environmental, Educational) Impacts

Social Entrepreneurship (SE)

Entrepreneurship is a process and action of innovation and new-venture creation through four major dimensions – individual, organizational, environmental, and process – that is aided by collaborative networks in government, education, and institutions for an entrepreneur to establish his/her enterprise. An entrepreneur is a person and an actor who carries out the entrepreneurial process for purposeful searching, careful planning, and sound judgment in order to foster economic, environmental, or social changes by starting an enterprise or organization. An enterprise can be described as a profit or not-for-profit organization that is formed to provide goods and services and is the outcome of the actor and action (Kuratko & Hodgetts, 2007). All of the macro and micro positions of entrepreneurial thought must be considered while recognizing and seizing opportunities that can be converted into marketable ideas capable of competing for implementation into today's society.

Due to the movement of the changing world and the openness in higher education institutions, the emerging needs for entrepreneurs was discussed in the World Economic Forum as follows:

> Entrepreneurship has never been as important as it is today when the world is confronted with big challenges that extend well beyond the global economy [and society]. Entrepreneurship is a tremendous force that can have a big impact in growth, recovery, and societal progress by fueling innovation,

employment generation and social empowerment [and social impact] (World Economic Forum, 2012 as cited in Zhao, 2012, p. 66).

Entrepreneurs come in different shapes and forms. They can be from the business sector such as solo business owners, freelancing writers, or technological innovators. They can also be from leaders, students, or educators of social institutions, organizations of social movements, or even employees from the government sector. Hence, the entrepreneurial spirit especially for the social movement and social impact in this context with the common qualities shared by entrepreneurs as mentioned in Martin and Osberg (2007) "inspiration, creativity, direct action, courage, and fortitude" should be embedded into the future of education" (p. 32). The different forms of entrepreneurs are classified into four types by Zhao (2012) including (1) business-oriented entrepreneurs: owning a business to pursue profit; (2) social entrepreneurs: aims to create values that benefit society, rather than financial values; (3) intrapreneurs: "a person within a large corporation who takes direct responsibility for turning an idea into a profitable finished product through assertive risk-taking and innovation" (p.78); and (4) policy entrepreneurs: "people who seek to initiate dynamic policy change" (p.80). Bonanni, Lepineux, and Roloff (2012) identify four special types of entrepreneurship that are described below:

1. Ecopeneurs: solving environmental problems, providing green, ecologically friendly services, goods and technologies while making a profit.

2. Social Entrepreneurship: creating innovative solutions for immediate social problems and mobilizing their ideas, capacities, resources and social arrangement for sustainable social transformation (Alvord et al., 2004, p. 262).

3. Institutional Entrepreneurship: focusing their actions on changing regulations and institutions.

4. Sustainable Entrepreneurship: are business entrepreneurs who identify opportunities to develop economic goods that bring about economic and noneconomic gains for individuals, the economy, and society.

Social entrepreneurship (SE) is a hybrid form from the private, non-profit, and public sectors, and is a process through which entrepreneurs can make a great difference and contribution in the next century of human and societal development (Alvord et al., 2004; Roper & Cheney, 2005). SE is focused on a social dimension that aims to provide innovative solutions to manage complex social problems toward a further social change. This can be extended to areas like the public sector, university management and ecologically oriented enterprises (Chand & Amin-Choudhury, 2006; Chand & Misra, 2009). Alvord et al. (2004) conducted a comparative analysis of seven cases of social entrepreneurship practices. The form and factors of building social transformation included (1) building local capacity, (2) disseminating a package, and (3) building a movement. The gap from this study was how a SE can make differences to the emergence of successful social innovation.

The movements of social entrepreneurship practice first emerged from individuals who would like to achieve significant social impact by making a significant change. The practices of the social entrepreneurship later on shifted to organizational practice and relied heavily on the business sector to achieve their sustainable development. The current social entrepreneurship movement focuses on the global scale of practice. Bornstein and Davis (2012, p. 3) summarized the social entrepreneurship revolution (Table 3) that provides us a guideline for better understanding and further practices.

Table 3 Social Entrepreneurship Revolution

SE Movement	Definition
SE 1.0	Involved a concerted effort to (1) systematically identify people with innovative ideas and practical models for achieving major societal impact, (2) describe their function in society and shine a spotlight on their work, and (3) develop support systems to help them achieve significant social impact.
SE 2.0	Shifted into the terrain of organizational excellence. It drew heavily on insights from business strategy, finance, and management and was primarily concerned with helping social entrepreneurs build sustainable, high impact organizations or enterprise. Many people with expertise in the business sector were attracted to the field during this phase as they discovered new avenues to apply their talents.
SE 3.0	Looks beyond individual founders and institutions to the change-making potential of all people and their interactions. It recognizes that social entrepreneurship is contagious. Every person who starts a social change organization emboldens others to pursue their ideas and solutions, whether by building institutions or by strengthening existing solutions through their investing philanthropy, managing advocacy, research, teaching, policy, making, computer programming, purchasing, writing, and so forth. Is concerned with building platforms that enable more people at every age to think and behave like change markers and to help them work together powerfully in teams and in teams of teams. It looks to forge stronger linkages across cultural and disciplinary boundaries, particularly with business and government, and facilitate the rapid circulation and sharing of solutions at the global level.

Considering the description above, this study focused on the movement of social entrepreneurship 3.0, which is building platforms that enable people to work and interact together at the global level.

Characteristics of Social Entrepreneurs

Social entrepreneurs are action researchers. They learn primarily through experimentation and practice, not just by relying on theory. They boldly approach the area and problems they would like to solve. They educate young people to think outside of the box and help them to acquire knowledge. They present the educational challenges in the light of exposing the limitations of standardized testing (Bornstein & Davis, 2012). One of the studies by Grafiman and Legg (2008) documented that building an open sustainability network (OSN) that links relevant practice with incorporating the concept of SE can develop sustainable development through the course, program, and projects. In addition, the concept of SE has been perceived parallel to sustainability because it is equally open to broad interpretation and examination for further development (Roper & Cheney, 2005).

The characteristics of social entrepreneurs are provided from previous literature and are summarized in Table 4.

Table 4 Characteristics of Social Entrepreneurs

Authors	Year	Characteristics
Thompson	2002	Individual who create social or artistic capital rather than financial capital, with social capital referring to that which is valuable to communities, and follow by (1) F: represents Focus, the key ability to deliver and achieve, (2) A: is advantage, the ability to spot real opportunities which are more than ideas, (3) C: creativity that underpins advantage and starts the process-off, (4) E: Ego is the temperament that drives everything, (5) T: team element that is central to growth and development, (6) S: Social characteristics that helps determine the direction the person will take (p. 158)
Peredo & McLan	2005	(1) Aims at creating social value, either exclusively or at least in some prominent way, (2) shows a capacity to recognize and take advantage of opportunities to create that value (envision), (3) employs innovation, ranging from outright invention to adapting someone else's novelty, in creating/distributing social value, (4) is willing to accept an above-average degree of risk in creating and disseminating social value, and (5) is unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture
Grafman & Legg,	2008	Utilizes entrepreneurial principles to organize, create, and manage a venture to solve social problems

Table 4 Characteristics of Social Entrepreneurs (continue)

Authors	Year	Characteristics
Chand & Misra	2009	Create social value, recognize opportunities, define organizational domains, develop the require social capital, focus on networks development / establishment whether for resource mobilization or creating a supportive community (p.221)
London & Morfopoulos	2010	(1)Willingness to self-correct when a strategy is not working, (2) willingness to share credit, (3) willingness to break free of established organizational structures, (4) willingness to cross disciplinary boundaries to create social compounds of people with different ideas, backgrounds, and skills, (5) willingness to work quietly, spending considerable time (even years) to advance their ideas and develop a network of committed people and groups, and (6) strong ethical impetus – motivated not by profit but by belief (p.38)
Trivedi	2010	(1) Possess ethical fibre, (2) a high degree of social focus, (3) ambitiousness, (4) the ability for continuous adaptation, (5) creativity, (6) resourcefulness, (7) resilience, (8) be visionary leaders (p. 66)

According to the above summary, social entrepreneur plays the role of a change agent in the social sector in the following ways:

- Being able to adopt a desired vision and mission and create sustained social values

- Being able to recognize and relentlessly pursuing new opportunities to serve the desired vision, mission, and value

- Being able to engage in the process of continuous learning, changing, innovation, and adaptation

- Being able to act or take action without being limited by existing resources

- Being able to increase the sense of accountability that can serve for the desire outcomes

Social entrepreneurship is based on the concept of business and intends to increase the social impact and social movement. Chand and Misra (2009) suggested that students, teachers, and administrators can play a significant role as social entrepreneurs. They can go beyond teaching and learning in order to achieve the educational goals they have envisioned. The SE has emerged as a conceptual framework in Asian regions as well. Many of the non-profit programs/organizations or NGOs are trying to create the sustainability and to contribute their ideas to regional and national level practices such as supporting the community development of local people. Dacanay (2009) argues that SE will undoubtedly continue to capture the

hearts and minds of development efforts in Asia. In this context, the challenge for academics to foster SE practices and capacity building is to strive to be relevant in serving the needs of learners and society because building a critical mass based on the SE approach can help higher education institutions transform and work toward equitable and sustainable development for education.

Over the past decade, social entrepreneurship has found a foothold in academia as well. A number of universities including Columbia University, Stanford University, the University of Michigan in USA, University of Navarra, Spain, and the University of Geneva in Switzerland, have all established partnerships with groups such as Ashoka, Echoing Green, and New Profit Inc, etc for social entrepreneurship practices. These partnerships bring students, staff and faculty members, and social entrepreneurs to work together in helping strengthen social entrepreneurship in teaching and researching, building networks for collaborative problem solving, and integrating and disseminating social innovations for sustainable development.

Bornstein and Davis (2012) suggested that higher education institutions should consider taking the lead in assembling the knowledge related to social entrepreneurship and integrating it more broadly into their institutional policies, strategic plans, and interdisciplinary curricula. In order to develop social entrepreneurs more systematically, higher education institutions could establish innovation funds, incubators, and laboratories to encourage students, staff and faculty members' entrepreneurial spirits and to stimulate collaborations with leading

social organizations for social problem solving. By incorporating the social entrepreneurial spirit, the higher education intuitions can envision an innovative and open knowledge-based society for the future of education.

SE cannot be reasonably expected to solve social problems on a large scale. It needs collaboration with the other dimensions such as a triple dimension of sustainable development and establishing a sense of a socially inclusive society as a means to social inclusion. In order to do so, London and Morfopoulos (2010, p. 89) suggest five steps and strategies for social entrepreneurs to take as part of their process development:

1. Envisioning	2. Formulating	3. Take Action	4. Evaluating	5. Sustaining
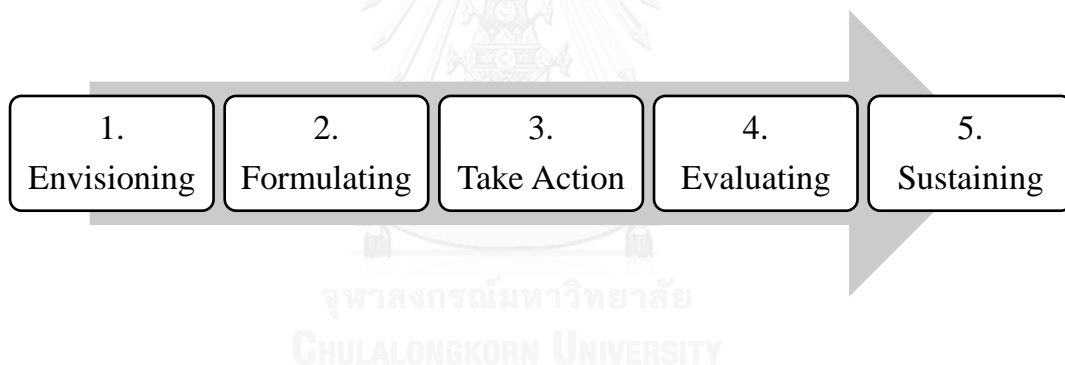
Figure 6 Steps and Strategies for Social Entrepreneurship

1. Envisioning:
   a. Identify the problem(s) and need(s)
   b. Recognize situational conditions
2. Formulating:
   a. Demonstrate personal characteristics that motivate advocacy
   b. Acquiring partner and financial resources

    c. Set mission and goals

    d. Formulate strategies

3. Taking action

    a. Focus on decisions and tasks

4. Evaluating

    a. Learn from outcomes

5. Sustaining

    a. Develop advocacy and leadership skills

    b. Maintain organizational roles, transactions, and methods

    c. Adapt as needed.

The steps and strategies for social entrepreneurship provided above would be integrated to be part of the strategic planning process model in this study. In order for higher education institutions to work together toward a sustainable future and solve current challenges, HEIs should take actions as social entrepreneurs on a large scale; envisioning the future of HEIs through embracing social entrepreneurship as the appropriate process with ethical behaviour and a mind-set toward the philosophy of university social responsibility by creating and sharing of OER. This vision includes the idea of sustainability for future education through consideration of economic, environmental, and social-cultural dimensions. This will foster the transformative movement toward an open knowledge-based society and provide tomorrow's leaders with motivation to build a better future together.

In alignment with the current status of OER and the changing landscape of higher education institutions, it should be noted that higher education institutions have an important responsibility to provide quality teaching and learning as a core mission in order to contribute to social and economic development. In addition, HEIs have an important role to act as a social entrepreneur in term of social change agent at university. OECD (2007) has proposed three major common missions that higher education institutions should consider: (1) developing human capital (primarily through teaching), (2) building and creating knowledge (primarily through research and knowledge development), and (3) maintaining knowledge (inter-generational storage and transmission of knowledge (Glennie, Harley, Butcher, & van Wyk, 2012, p. 15). Thus, to achieve these common missions, HEIs have to expand their vision, mission, goals, objectives, and strategies beyond the current practices in order to fulfill new functions to assure sustainable development in education. A major requirement drawn from the previous studies is to take into account and move forward in determining the most relevant paths for worldwide higher education institutions to engage in and to initiate their USR practices through OER because USR could become a global philosophy that could be perceived as a key player for sustainable development for education.

Strategic Planning (SP)

Hope for the best, plan for the worst ~ George Friedman

"Strategy without process is a little more than a wish list" ~ Robert Filek

Strategic planning is one of the key elements of successful management in higher education institutions (Oztemel et al., 2009) and is a "means of establishing major directions for the university, college/school or department" (Paris, 2003, p. 1). The strategic planning process relies on the theoretical framework of the business management theory as the management theorist Henri Fayol described that planning as "examining the future, deciding what needs to be done, and developing a plan of action" (Fayol, Taylor, & Drucker, 2006, p. 98) due to planning is one of the fundamentals and essential step in every decision.

According to Bryson (2011), strategic planning can be defined as a "deliberative, disciplined effort to produce fundamental decisions that shape and guide what an organization (or other entity) is, what it does, and why – all with focus on the future" (p. 7). Kotler and Murphy (1981); (Lerner, 1999) defined strategic planning as "the process of developing and maintaining a strategic fit between the organization and its changing marketing opportunities" (p. 471). When using strategic planning wisely, strategic planning can serve as a powerful tool to help all levels of higher educational institutions as a formal practice to find its competitive advantage and place within the environment (Dooris, Kelly, & Trainer, 2002; Lerner, 1999).

Strategic planning is an organizational management activity that is used to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes / results, and assess and adjust the organization's direction. It is a disciplined effort that produces fundamental decisions and actions that shape and guide what an organization is, who it serves, what it does, and why it does it, with a focus on the future (Strategy Management Group, 2014).

The history of strategic planning begins in the military and most of the strategy as applied in management has been transformed to achieve a competitive advantage. Taking its name and concept from military models and business models, higher education institutions have to respond to the emerging challenges and engage in strategic planning as a means to "make beneficial, strategic changes … to adapt to the rapidly shifting environment" (Rowley, Lujan, & Dolence, 1997 as cited in Lerner 1999, p. 10) or to facilitate the "institution to manage change in response to environmental conditions and internal pressures for quality, efficiency, and other priorities" (Chabotar, 2006, p. 125). Thus, strategic planning is one of the major steps that HEIs take to address current and future challenges. In alignment with the three major dimensions economic, environmental, and social- cultural of sustainable development for education, strategic planning become a key tool as a systematic approach to bringing about the necessary changes for future direction and daily operations.

Strategic planning involves a structure or framework, a set of procedures (both formal and informal), and content. Beyond these basic elements, the underlying assumptions about strategic planning are: the future can be anticipated, forecasted, managed, or even controlled, and that the best way to do so is to have a formal and integrated plan about it in place. A more sophisticated response is required, especially if strategic planning is to be justified in the context of professional organizations like universities. Strategic planning found its origins and its fullest expression in the top-down, bureaucratic, centralized, and standardized organizations that readily lend themselves to control. Lerner (1999, p. 20) has defined the attributions of strategic planning as follows:

- SP is oriented towards the future.

- SP is based on thorough analysis of foreseen or predicted trends and scenarios of the possible alternative futures, as well as the analysis of internal and external data.

- SP is flexible and oriented towards the big picture.

- SP creates a framework for achieving competitive advantage by thoroughly analyzing the organization, its internal and external environment, and its potential.

- SP is a qualitative, idea driven process.

- SP allows organizations to focus.

- SP is an ongoing, continuous learning process.

- SP helps to make the vision a reality.

The benefits of strategic planning for HEIs include (1) creating a framework for determining the direction a university should take to achieve its desired future, (2) providing a framework for achieving a competitive advantage, (3) allowing all university constituencies to participate and work together towards accomplishing goals, (4) allowing the dialogue between the participants for improving understanding of the organization's vision, and fostering a sense of ownership of the strategic plan, and belonging to the organization, (5) aiming to align the university with its environment, and (6) allowing the university to set priorities (Lerner, 1999). The importance and the need for more effective strategic planning in higher education institutions were mentioned in previous research (Hinton, 2012; Kotler & Murphy, 1981; Lerner, 1999). A HEI can shape its future within the scope of its strategic plan throughout the strategic planning process. When HEIs take more proactive and systematic approaches toward its changing world, it helps to shape its own destiny through a program of ongoing, continuous strategic planning. The strategic planning in higher education has provided a framework to facilitate vision, mission, values, goals, and strategies (Ahmad, Farley, & Naidoo, 2012). The strategic planning process can also help HEIs leaders including board members, major administrators, and faculty representatives to think, learn, and act strategically and systematically as an

outcome of a strategic plan. A strategic plan is a document used to communicate within the university/organization the university goals, strategies, and actions needed in order to achieve those goals and all of the other critical elements developed during the strategic planning exercise. Strategic plan can often be uses as a guide for retrenchment and reallocation (Paris, 2003). The key components of a strategic plan generally include vision, mission, values, goals, and strategies. Hence, it is important for HEIs to implement the strategic plan and its appropriate steps in order to meet the needs of the institution and face the future challenges.

The general purpose of strategic planning is to combine the energy of an organization's functional areas into one focused effort to achieve superior performance. It is usually done through the many steps of the process. There are four goals that drive strategic planning, they include: (1) providing guidance and direction, (2) assisting with prioritization and resource management, (3) helping stakeholders understand and support the vision and mission, and (4) allowing the board to hold management accountable for successfully managing the organization (The Research Foundation, 2008).

In general, the basic strategic planning process consists of following components: (1) initial assessment, (2) situational analysis, (3) strategy formulation, (4) strategy implementation, and (5) strategy monitoring (Jurevicius, 2013). These basic strategic planning process components are similar to the Strategy Management Group (2014) description. They describes the strategic planning process model in

general usually through some variation on some basic phases including (1) analysis or assessment, (2) strategy formulation, (3) strategy execution, and (4) evaluation or sustainment. As compare to Jurevicous's study, these basic phases are similar to the Jurevicious's study only with different wording. Thus, this study adopted Jurevicious's approach (Figure 5) and used it to examine the selected SPP Model from existing literature.

| Initial Assessment | Situational Analysis | Strategy Formuation | Strategy Implementation | Strategy Monitoring |
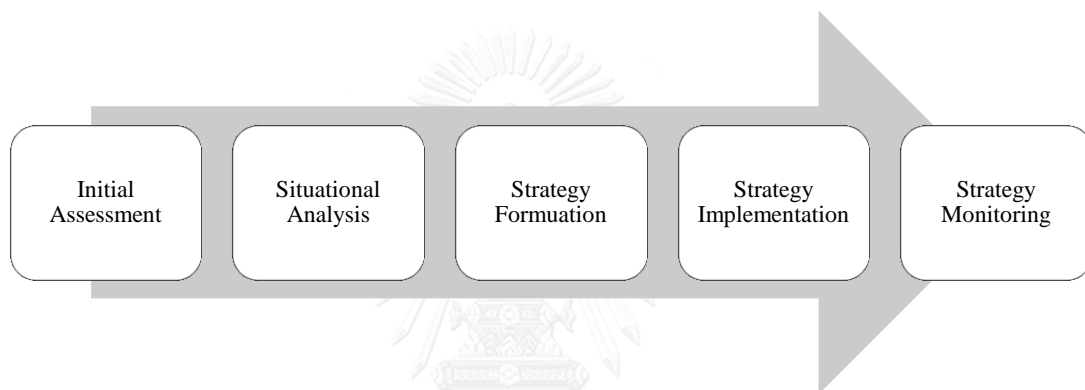
Figure 7 Basic Strategic Planning Process - Adopted from Ovidijus Jurevicius (2013)

Initial Assessment

According to Jurevicius (2013), the first stage of the strategic planning process starts with the initial assessment. This may include examining or identifying an organization's vision, mission, and values. Vision is a statement of what an organization wants to become. When identifying the vision statement, it helps planners or administrators to envision and answer what exactly an organization wants to become in the future. Without visualizing and envisioning the future, planners and administrators would not know what they want to or have to achieve. Thus, the vision statement is the ultimate goal and the direction for its stakeholders

or employees at a university. The mission statement is what an organization is doing. A mission statement describes its products, services, target audiences, and concern for its public image. A mission statement acts as the wider guideline for planners and administrators. The mission is an organization's identity, it is a definition of whom and what they are and often mission statements include core goals and values of the organization. Values are beliefs that are shared among the stakeholders of an organization that often relate to the organizational culture. Values are an essential part to provide a guideline for management staff and administrators.

Situation Analysis

Situation analysis is used to examine the internal and external environment. The common tools use to conduct this analysis include: (1) PEST (Political, economic, social, and technological), (2) SWOT (strengths, weaknesses, opportunities, and threats) analysis, (3) core competencies, (4) critical success factor, (5) Porter's 5 forces, (6) competitor profile matrix, (7) internal and external factor evaluation matrix, (8) benchmarking, (9) scenarios forecasting, and (10) market segmentation. Trainer (2004) reviewed the top ten strategic planning tools that included: (1) SWOT (strengths, weaknesses, opportunities, and threats) analysis, (2) TOWS (Turning Opportunities and Weakness into Strengths) analysis, (3) Nominal group technique, (4) Affinity diagrams, (5) SMART (specific, measurable, achievable or attainable, results-oriented, and time-bound) language, (6) Responsibility matrix, (7) Flowcharting, (8) Cause-and-Effect diagrams, (9) Presentation of quantitative data, and (10) Goal

attainment teams. These tools are useful and provide instruments and activities for institutional planners or administrators in the strategic planning process to identify the strengths, weakness, and competition.

Strategy Formulation

The components of strategy formulation are goals, objectives, and targeting level selection. A successful situation analysis is followed by the creation of long-term goal and objectives. The goals and objectives need to follow the SMART (Specific, measurable, assignable, realistic, time-related) criteria. Goals are broad based strategies needed to achieve the organization's mission. Objectives are specific, measurable, action oriented, realistic, and time bound strategies that achieve the organization's goals and vision (Jurevicius, 2013).

Strategy Implementation

The components in strategy implementation include task, implementation strategy, and accountability. Tasks are specific actionable events that are assigned to individual / departments to achieve. The tasks also need to follow the SMART criteria. The implementation strategy pulls all the plan pieces together to ensure collectively there are no missing pieces and that the plan is feasible. Accountability is put in place to ensure implementation takes place as part of the implementation strategy (Jurevicius, 2013).

Strategic Monitoring

To be successful during the overall process of strategic planning, strategic monitoring must be considered. During implementation of a strategic plan, it is a critical to monitor the strategic plan, the success and challenges of plantings, assumptions, and initiatives. When evaluating the successes of a plan, planners and administrators must look objectively at the measurement criteria defined in the goals and objectives. It may be necessary to retool the plan and its assumptions if elements of the plan are off track. Thus, in the following section, this study reviews the existing strategic planning process models for higher education and uses the basic steps of Jurevicius (2013)'s study to examine each of selected SPP models.

Review of Strategic Planning Process Models

Strategic visionary and planning processes are a way to systematically plan the development of open education resources development and practices for the future. Strategic planning processes (SPP) are considered to be a powerful tool and guideline for helping all levels of higher educational institutions (HEIs) to develop their strategic plan and to find their competitive advantage and place within their environment. Although every strategic planning process model in the existing literature is uniquely designed to fit the specific needs of a particular higher education institution or organization, there are common components from each strategic planning process model. A review of selected strategic planning process models is discussed in the following section. Strategic planning process models have been proposed in a variety of contexts including corporation, not-for- profits, and for

higher education. To limit the scope of the study and to meet the purpose, this study reviewed the existing SPP models that have been proposed for a higher education context.

Tromp and Ruben (2004) identified the general steps in strategic planning process to include: (1) identifying and involving stakeholders, (2) scanning the environment, (3) creating a mission, vision, and set of stated values, (4) writing goals, (5) writing strategies and action plans, (6) compiling the planning document, (7) implementing the plan, and (8) measuring outcomes and achievements.

McNamara (2007) provides a strategic planning model that is based on a different approach including (1) basic, (2) issues-based (goal-based), (3) alignment, (4) scenario, and (5) organic (self-organizing). The steps for each different types of strategic planning model is illustrated on Table 5, which could help planners or administrators to consider different approaches to take in the envisioning and situational analysis stages.

Table 5 Strategic Planning Process Models and its Steps

Strategic Planning Model	Steps
Basic	1. Identify your purpose (mission statement)
	2. Select the goal your organization must reach if it is to accomplish your mission
	3. Identify specific approaches or strategies that must be implemented to reach each goal
	4. Identify specific action plans to implement each strategy
	5. Monitor and update the plan
Issue-Based (Goal-based)	1. External / internal assessment to identify "SWOT"
	2. Strategic analysis to identify and prioritize major issues / goals
	3. Design major strategies (or programs) to address issues / goals
	4. Design / update vision, mission and values (some organizations may do this first in planning)
	5. Establish action plans (objectives, resources needs, roles and responsibilities for implementation)
	6. Record issues, goals, strategies / programs, updated mission and vision, and action plans in a strategic plan document, and attach SWOT
	7. Develop the yearly operating plan document (from year one of the multi-year strategic plan)
	8. Develop and authorize budget for year one (allocation of funds needed to fund year one)
	9. Conduct the organization's year-one operations
	10. Monitor / review / evaluate / update strategic plan document
Alignment Model	1. The planning group outlines the organization's mission, programs, resources, and needed support
	2. Identify what is working well and what needs adjustment
	3. Identify how these adjustments should be made
	4. Include the adjustments as strategies in the strategic plan

Table 5 Strategic Planning Process Models and its Steps (continue)

Strategic Planning Model	Steps
Scenario Planning	1. Select several external forces and imagine related changes which might influence the organization
	2. For each change in a force, discuss three different future organizational scenarios (e.g., best case, worst case, & reasonable case), which might arise with the organization as a result of each change
	3. Suggest what the organization might do, or potential strategies, in each of three scenarios to respond to each change
	4. Planners soon detect common considerations or strategies that must be addressed to respond to possible external changes
	5. Select the most likely external changes to effect the organization
Organic (Self-Organizing) Planning	1. Clarify and articulate the organization's cultural values. Use dialogue and story-boarding techniques
	2. Articulate the group's vision for the organization. Use dialogue and story-boarding techniques
	3. On an ongoing basis, dialogue about what processes are needed to arrive at the vision and what the group is going to do now about those processes
	4. Continually remind yourself and others that this type of naturalistic planning is never really "over with" and that, rather the group needs to learn to conduct its own values clarification dialogue/reflection, and process updates
	5. Be very patient
	6. Focus on learning and less on method
	7. Ask the group to reflect on how the organization will portray its strategic plans to stakeholders

Source Adopted from McNamara (2007) at http://managementhelp.org

After reviewing the existing SPP models, there are six SPP models selected to be further examine in this study as follows.

Kotler & Murphy (1981) SPP Model

Kotler and Murphy (1981) proposed a strategic planning process model that suggests a college or university carefully examine its environment, review its major resources, and formulate new and appropriate goals followed by strategy development in the most cost effective way. They further suggested the SPP model should be completed at each major institutional level and should formulate strategic plans that impact the future of that college or university. In their study, they used Beloit College as an example that followed along their purposed SPP model. The major components in the Kotler and Murphy model include: (1) environmental analysis, (2) resource analysis, (3) goal formulation, (4) strategy formulation, (5) organization design, and (6) systems design. Each component has sub-components to help users / readers to further explore based on their context. They suggested that higher education institutions should first examine the environmental and resources factors, second formulate the goals and follow by strategy development for reaching the goals, and third design the organizational structure and systems. This model seems to be generalized enough and able to apply to different contexts in college or university settings. However, the implementation of this process was not explicitly addressed.
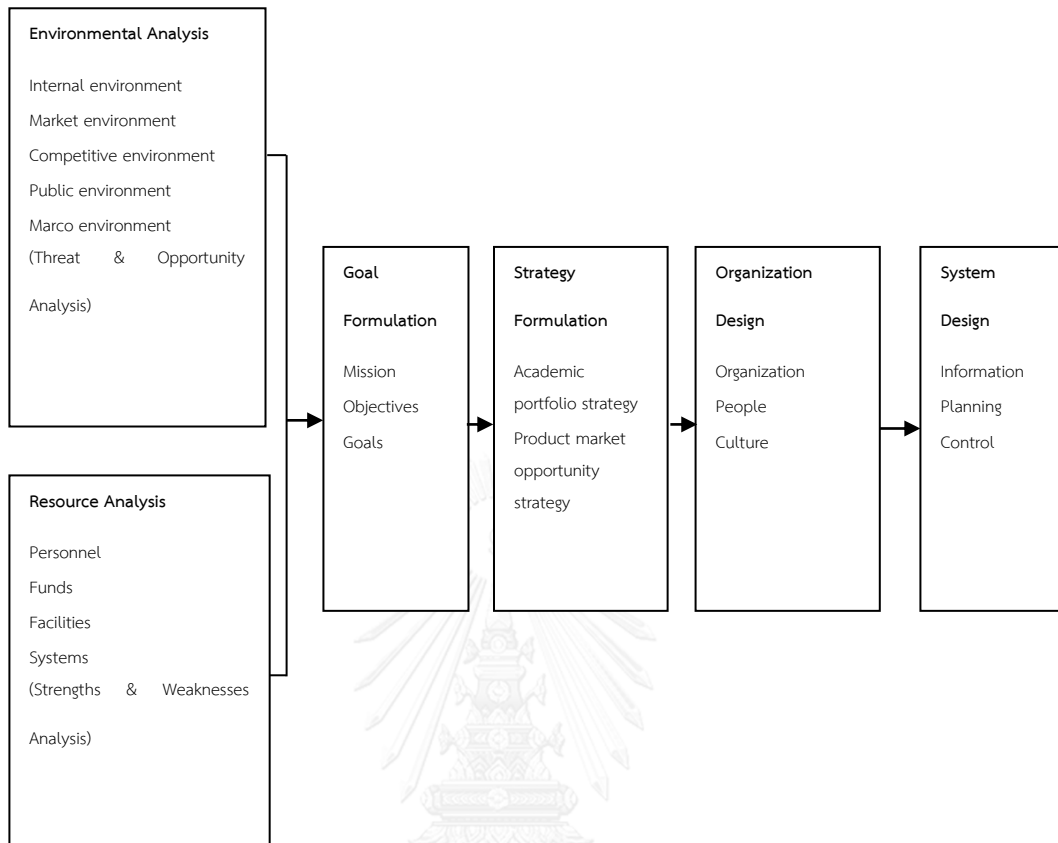
Figure 8 Strategic Planning Process Model (Kotler & Murphy, 1981, p. 472)

The Research Foundation (2008) SPP Model

The Research Foundation (2008) at the State University of New York developed a guideline to give the Research Foundation (RF) leaders a strategic planning methodology and provided terms and steps that should be conducted during the strategic planning process. This SPP Model (Figure 9) aims to provide terminology, guidance, and direction to complete continuous strategic planning at the RF at the State University of New York. There are seven steps that were developed including: (1) gather and analyze information (external, internal, and market); (2) identify critical issues facing the organization; (3) develop a strategic vision statement; (4) review the mission; (5) develop strategic goals; (6) formulate strategic for each; and (7) develop annual objectives based on the strategic plan.
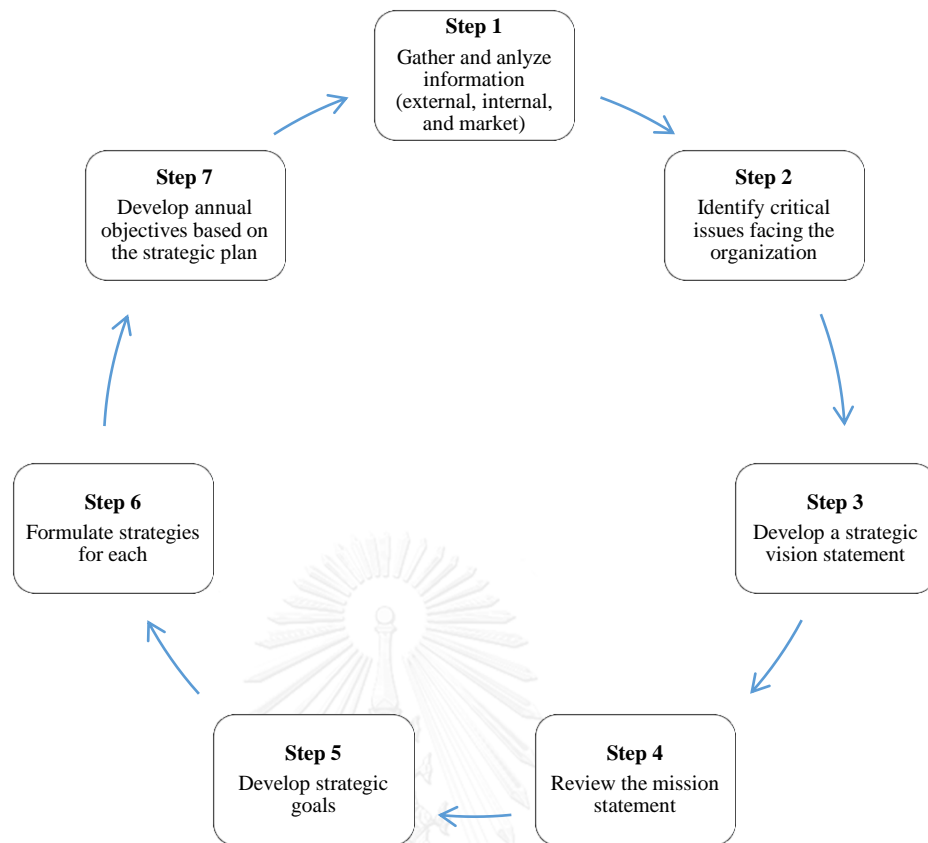
Figure 9 Strategic Planning Process (The Research Foundation, 2008)

Lerner (1999) Strategic Planning Process Model

Lerner (1999) provided an overview of the strategic planning process that intends to help understand the concept of strategic planning and its process. The author explained the challenges facing California Higher Education and the importance of examining the strategic planning process. Although every SPP model is uniquely designed to fit the specific needs for a particular university, the SPP model that Lerner proposed includes the most of steps from the previous SPP models. The components in Lerner's model (Figure 10) are (1) mission / vision, (2) strategic issues – gaps analysis, benchmarking, environmental scan and SWOT, (3) deliberate / intended strategies – emergent strategies, (4) ongoing strategic programming, and (5) strategic learning and strategic thinking. This SPP model was developed to meet the needs of the California State University (CSU). By following along this SPP model, CSU aimed to preserve the shared governance, support individual campuses with unique needs, and protect and regenerate superior faculty. This SPP model was generalized enough for CSU to follow along. However, the implementation and strategic plan monitoring were not explicitly addressed.

Strategic Planning Process Model

MISSION / VISION
defined within the framework
of organization's philosophy

Gap analysis

STRATEGIC ISSUES

Environmental
Scan and SWOT

Benchmarking

**DELIBERATE / INTENDED
STRATEGIES**

**EMERGENT
STRATEGIES**
unintended strategies
due to a learned
pattern of behavior or
unforeseen events

**ONGOING
STRATEGIC PROGRAMMING**
Strategic Goals
Action Plans
Tactics

STRATEGIC LEARNING
and
STRATEGIC THINKING

Figure 10 Strategic Planning Process Model (Lerner, 1999, p. 13)

Paris (2003) Strategic Planning Model

The SPP model in Figure 11 reflects the strategic planning process that was used at the University of Wisconsin – Madison. The components of this SPP model include (1) mission, (2) operating principles, (3) vision, (4) situational analysis, (5) strategic priorities, (6) one year action planning, budgeting, and process improvement, and (7) periodic checks. Each component provides useful questions that help planners or administrators to frame a final outcome for the strategic plan. The internal and external analyses were critical steps in this SPP model for UW-Madison to meet the needs and expectations from the stakeholders and also to examine the requirement as the foundation for planning.
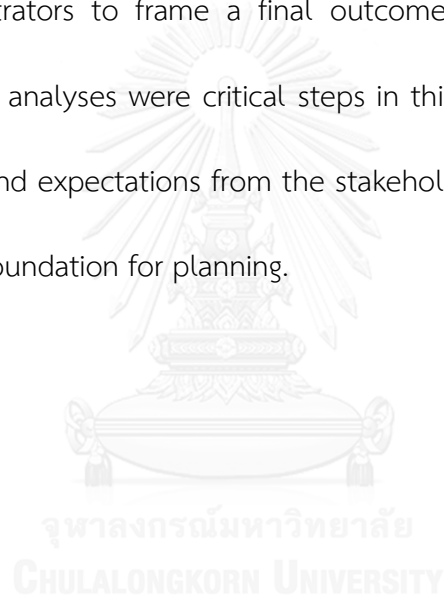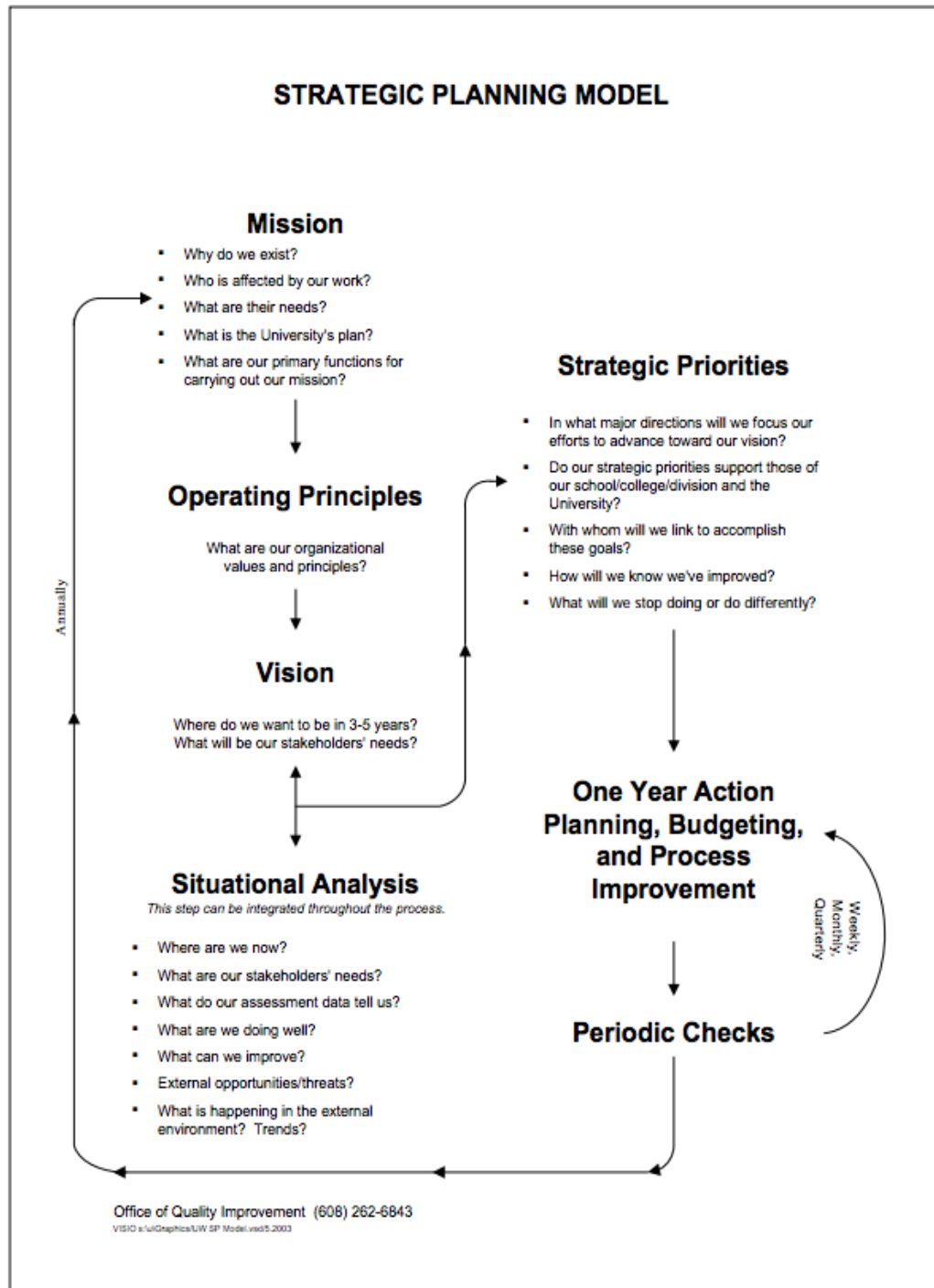
Figure 11 Strategic Planning Model (Paris, 2003, p. 3)

Pisel (2001) SPP Model for Distance Education

Pisel (2001, 2008) and Pisel and Ritz (2005) conducted research on the strategic planning process model for distance learning in higher education. After refining and validating the initial proposed model, Pisel (2001, 2008) proposed a finalized SPP model (Figure 12) that consists of a 10-phases including: (1) planning initiation, (2) planning guidance and scheduling, (3) analyses, (4) mission refinement, (5) assumptions, (6) strategy development and course of action, (7) functional analyses, (8) implementation, (9) assessment, and (10) periodic review. This SPP model provides a comprehensive collection of ongoing activities and processes that individuals should be aware of during the SPP model implementation. The course of action (COA) was proposed as a key driver for the institution to fill the gaps by taking action. This is a good example to consider for how a SPP model can be developed to meet the context of OER and USR for this study.

Strategic Planning Process Model

1a. Task Assignment
1b. Asset Identification
1c. Planning Organization

Planning Initiation — I

2a. Leadership Intent
2b. Planning Schedule

Planning Guidance/Schedule — II

III

3a. SWOTs analysis

Analyses

IV

Mission

3b. Needs/Gap analysis

4a. Vision Statement
4b. Mission Statement
4c. Organizational Values & Culture
4d. Objectives

5a. Logical
5b. Realistic
5c. Essential for planning to continue

V

Assumptions

6a. Integrate SWOTs analysis
6b. Develop tentative COAs
6c. Strategic Alignment
6d. Refine and expand tentative COAs

VI

Strategy Development/COAs

7a. Functional Staff Analysis
7b. Review elements
  • Adequacy
  • Feasibility
  • Acceptability
  • Policy
  • Variety
  • Completeness
7c. Decision

VII

Functional Analyses

VIII

Implementation

8a. Allocate assets
8b. Detailed plans
8c. Timetable
8d. Assign tasks

IX

Assessment

9a. Formative Assessment
9b. Summative Assessment

Feedback Loop

10a. Internal changes
10b. External changes
10c. Assumptions
10d. Mission and goals
10e. Implementation lessons

X

Periodic Review

Figure 2.

(Pisel, 2001)

Figure 12 Strategic Planning Process Model for Distance Education (Pisel, 2008, p. 4)

Strategic Planning Workbook (2006)

Oztemel et al. (2009) adopted the *Strategic Planning Workbook* (2006) (Figure 13) as a road map to develop a series of pre-planned activities and the strategy for implementation with the assessment of organizational values, mission, vision, and strategy at Sakarya University in Turkey.
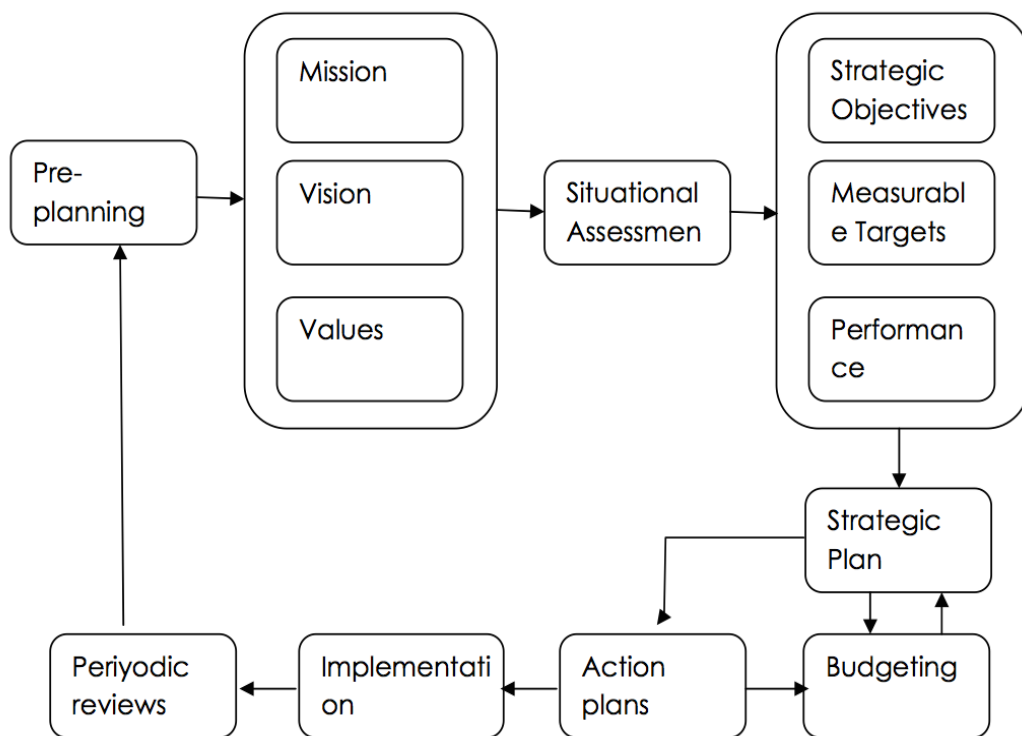
Figure 13 Strategic Process Model (Strategic Planning Workbook, 2006)

A common characteristic of reviewed SPP models is examined and discussed in the following (Table 6). The benefits and drawbacks were analyzed based on the Jurevicius (2013) guidelines.

Table 6 Analysis of selected SPP Model

Model	Explanation	Stages	Benefits	Drawbacks
Kotler & Murphy (1981)	This SPP model was proposed and used at Beloit College as an example to follow along the purposed SPP model process. This model seems to be generalized enough and to be able to apply to different contexts in college or university settings.	Situational analysis, strategy formulation	Generalized enough to apply to different contexts in college or university settings.	The strategy implementation was not explicitly addressed.
Research Foundation (RF) (2008)	This SPP Model was developed by the research foundation at the State University of New York to provide terminology, guidance, and direction to complete continuous strategic planning at the RF.	Situational analysis, initial assessment, strategy formulation,	Generalized enough to apply to different content in general contexts.	The strategy implementation was not explicitly addressed.
Lerner (1999)	This SPP model was developed to meet the needs of the California State University (CSU). By following along this SPP model, CSU aims to preserve the shared governance, support individual campuses with unique needs, and protect and regenerate superior faculty. This SPP model was generalized enough for CSU to follow along. However, the implementation and strategic plan monitoring were not explicitly addressed.	Strategy envision and formulation, strategy issues analysis	Generalized enough to apply to different contexts and periodic checks at the end for better improvement.	The strategy implementation strategy was not explicitly addressed.

Table 6 Analysis of selected SPP Model (continue)

Model	Explanation	Stages	Benefits	Drawbacks
Strategic Planning Workbook (2006)	This SPP model was adopted by Oztemel et al (2009) as a road map for creating a strategic plan. The proposed strategy was later implemented at Sakarya University and produced a very good and implementable strategic plan.	Initial planning and assessment, situational analysis, strategy formulation, strategy implementation, and strategy monitoring.	Clear and generalized enough to apply to different contexts as a road map.	Each component may take time to execute especially the one involved with budgeting.
Paris (2003)	This SPP Model was developed from the office of quality improvement and has been used in a variety of department, offices, and colleges on the UW-Madison campus. The internal and external analyses were critical steps in this SPP model for UW-Madison to meet the needs and expectations from the stakeholders and also to examine the requirement as the foundation for planning.	Strategy envision and formulation, situational analysis.	Generalized enough to apply to different contexts and the details of examining the strategic issues from different perspectives.	The strategy implementation was not explicitly addressed although strategic learning and thinking was reflected back to strategic issues.
Pisel (2001)	This SPP model was developed and conducted for distance learning in higher education. This SPP model provides a comprehensive collection of ongoing activities and processes that individuals should be aware of during the SPP model implementation. The course of action (COA) was proposed as a key driver for institutions to fill the gaps by taking action. This is a good example to consider how SPP model can be developed to meet the context of OER and USR for this study.	Initial planning and assessment, situational analysis, strategic envision and formulation, strategy implementation, and strategy assessment	Covered the comprehensive collection of ongoing activities, processes, implementation, and periodic review.	Details provided, but may be difficult to execute in reality or may need to make adjustments based on the applying context.

Table 7 Synthesis of SPP Model

London and Morfopoulos (2010)	Kotler & Murphy (1981)	Research Foundation (RF) (2008)	Lerner (1999)	Paris (2003)	Pisel (2001)	Strategic Planning Workbook (2006)	Proposal SPP Model
1.Envisioning Identify the problems & needs Recognize situational conditions	3.Goal formulation	3.Develop a strategic vision statement 4. Review the mission statement	1. Mission & vision (defined within the framework of organization's philosophy)	1. Mission (why do we exist? Who is affected by our work? What are their needs? What is the university's plan? What are our primary functions for carrying out our mission?) 2. Operating principles (what are our organizational values & principles?) 3.Vision (where do we want to be in 3-5 years? What will be our stakeholders' needs?)	1.Planning initiation (task assignment, asset identification, planning organization) 2. Planning guidance /schedule (leadership internet, planning schedule) 4.Mission (visions, mission statement, organizational values & culture, objectives) 5.Assumptions (logical, realistic, essential for planning to continue)	1.Pre-planning 2.Mission, vision, values	1. Envisioning – identify the desired vision, mission, and values in relation to OER and USR
2.Formulating Demonstrate personal characteristics that motivate advocacy Acquiring partners and financial resources Set mission & goals Formulate strategies	1.Environmental analysis 2.Resource analysis	1.Gather & analyze information (external, internal, & market) 2. Identify critical issues facing the organization	2.Strategic issues (gap analysis, benchmarking, environmental scan & SWOT)	Situational analysis (where are we now? what are our stakeholder's need? What do our assessment data tell us? What are we doing well? What can we improve? External opportunities / threats? What is happening in the external environment? Trends?	3.Analysis (SWOTs analysis) 7.Functional analyses (staff analysis, review elements – adequacy, feasibility, acceptability, policy, variety, completeness), decision	3.situational assessment	2. Social Situational Analysis – Examine the needs, gaps, and recognize the condition toward the desire OER & USR

Table 7 Synthesis of SPP Model (continue)

London and Morfopoulos (2010)	Kotler & Murphy (1981)	Research Foundation (RF) (2008)	Lerner (1999)	Paris (2003)	Pisel (2001)	Strategic Planning Workbook (2006)	Proposal SPP Model
3.Taking action Focus on the decisions and task	4.Strategic formulation (academic portfolio strategy, product market opportunity strategy) 5. Organization design (organization, people, culture) 6. System Design (information, planning, control)	5.Develop strategic goals 6. Formulate strategies for each	3Deliberate / intended strategies	Strategic priorities (in what major directions will we focus our efforts to advance toward our vision? Do our strategic priorities support those of our school/college/division and the university? With whom will we link to accomplish these goals? How will we know we've improved? What will we stop doing or do differently?	6.Strategy development / cost of actions (integrate SWOTs analysis, develop tentative COAs, strategic alignment, refine and expand tentative COAs)	4.Strateic objectives, measurable targets, performance	3. Strategic Formulation – Develop measurable goals, objectives, and implementation strategies / initiatives
		7. Develop annual objectives based on the strategic plan	4.Ongoing strategic programming (strategic goals, action plans, tactics)	One year action planning, budgeting, and process improvement	8.Implementation (allocate assets, detailed plans, timetable, assign tasks)	5.Strategic plan 6.budgeting 7.Actions plans 8. Implementation	4. Taking Action – focus on decisions, tasks, and resources
4.Evaulating Learn from outcomes			5.Strategic learning & strategic thinking		9.Assessment (formative & summative) 10 feedback loop		5. Evaluating – Learn & evaluate from outcome
5.Sustaining Develop advocacy & leadership skills Maintain organizational roles, transactions, and methods Adapt				Periodic checks	11.Periodic review	9. Periodic review	6. Sustaining – develop advocacy & periodic review

According to this study, evidence was cited from previous studied that OER

strategy and policy plans are now required to foster development and adaptation for

a global context. Therefore, based on these existing research findings, there is a need

for additional support to develop an effective strategic planning process for developing OER inclusion based on the concept of the university social responsibility. This section first presents the concepts of strategic planning in higher education in general and synthesizes the necessary components to develop a conceptualized strategic planning process (SPP) model. The proposed SPP model is drawn from the results of previous studies based on the concept of strategic planning, social entrepreneurship, university social responsibility, and open educational resources. This SPP model document would enable people to understand where they are now (i.e., what exists), to imagine where they want to be, and to understand how the OER and USR function should be considered.

Based on the review and synthesis of the strategic planning process model (Table 7) above, a conceptualized strategic planning process model was developed. The proposed SPP Model (Figure 14) consists of six stages including (1) envisioning, (2) social situational analysis, (3) strategy formulation, (4) taking action, (5) evaluating, and (6) sustaining.
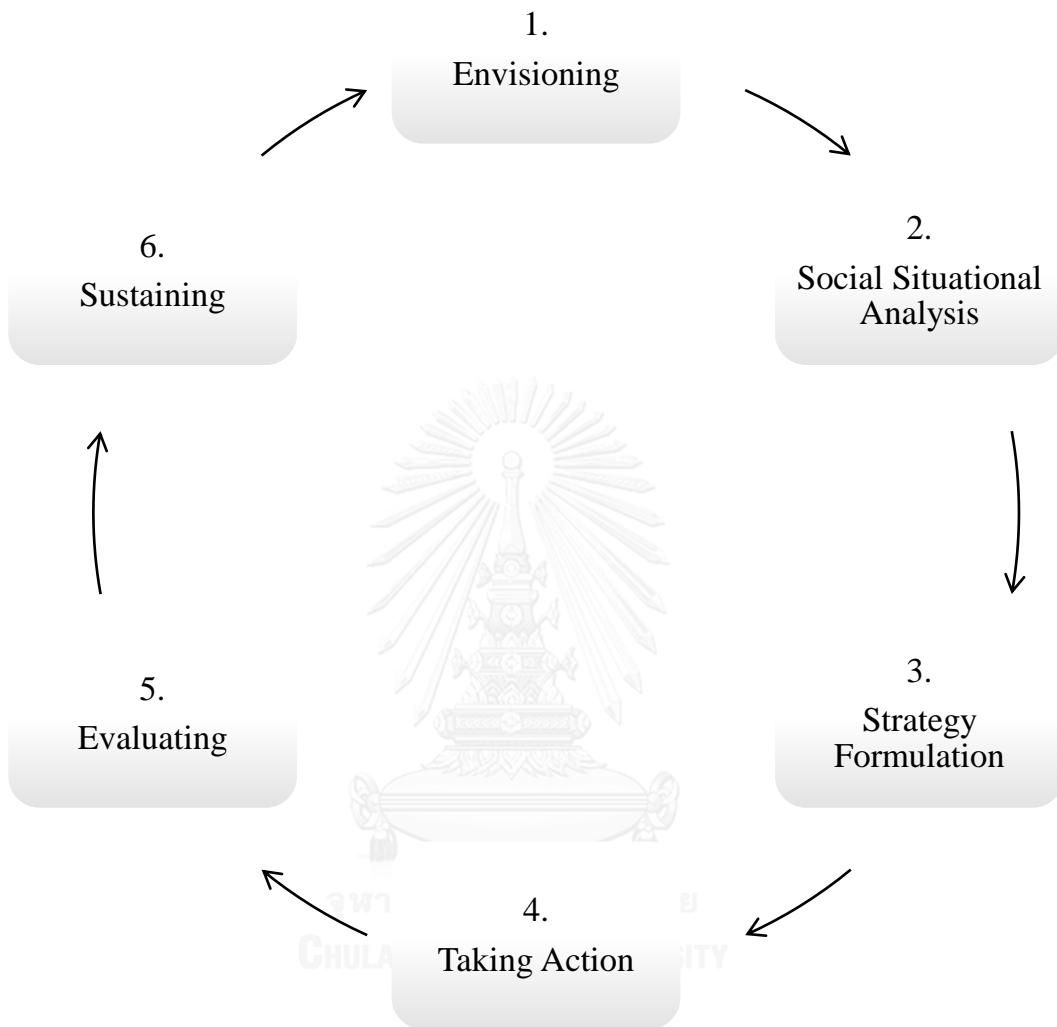
Figure 14 A Conceptualized Strategic Planning Process Model

1. Envisioning – A case study was conducted in the HEIs in the Netherlands that determined there existed a lack of the institution's own vision for OER development. The lack of this alignment may result in the educational strategy being at risk of being too out-dated to meet the needs of the surrounding environment (Janssen, Jelgerhuis, & Schuwer, 2014). Thus, envisioning and developing the vision, mission and values for OER and USR must take both a bottom-up and a top-down approach. During the envisioning stage, the importance of OER and USR should be described and aligned with the core vision, mission, and values of the institution. This stage is perhaps the most challenging phase; because institutional planners or administrators may spend lots of time to considering where they should go rather than the requirement to actually get there. Thus, in the envisioning stage, identification of the desired vision, mission, and values in relation to OER and USR is an important step to consider.

    a. Identify the desired vision, mission, and values in relation to OER and USR

    b. Review the elements of OER including (1) current OER strategies and policies, (2) OER barriers and success factors that have a direct influenced in the current context, (3) what tools and practices of OER will be considered for use, and (4) what are the anticipate needed skills development.

    c. Review the elements of USR including economic level, ethical level, sub-social level, philanthropic level, and environmental level.

d. Questions to consider – where should we go? What functions will be provided in relation to OER and USR? What are the values and principles in relation to OER and USR?

e. Output – vision, mission, values

2. Social Situational Analysis – The main guiding question to consider in this stage is where an HEI is now by examining their needs and gaps, and recognizing the sustainable conditions required for the desired OER and USR vision, mission, and values that were defined in the first stage. The internal and external analysis, gaps analysis, and OER and USR readiness assessment will need to be conducted at this stage. A variety of strategic planning process tools were reviewed in Trainer (2004)'s study including (1) SWOT (strengths, weaknesses, opportunities, and threats) analysis, (2) TOWS (Turning Opportunities and Weakness into Strengths) analysis, (3) Nominal group technique, (4) Affinity diagrams, (5) SMART (specific, measurable, achievable or attainable, results-oriented, and time-bound) language, (6) Responsibility matrix, (7) Flowcharting, (8) Cause-and-Effect diagrams, (9) Presentation of quantitative data, and (10) Goal attainment teams. These tools are useful in assisting institutional planners or administrators with the strategic planning process to identify, examine, collect, analyse, and deliver the information about the current conditions, issues, gaps, strengths, weaknesses, opportunities, challenges, and competitiveness. By utilizing a number of tools, the planners and administrator will be able to identify what the

needs are and what should be addressed to meet the desired vision and mission from the sustainable situational analysis.

a. Examine the needs, gaps, and recognize the condition toward the desire OER and USR.

b. Review the elements of OER including (1) current OER strategies and policies, (2) OER barriers and success factors that have a direct influence in the current context, (3) what tools and practices of OER will be considered to use, and (4) what are the anticipate needed skills development.

c. Review the elements of USR including economic level, ethical level, sub-social level, philanthropic level, and environmental level.

d. Questions to consider – where are we now? What are the gaps toward the desired OER and USR vision and mission? What are the stakeholders' needs from analysis?

e. Output – OER and USR internal & external analysis, gaps analysis, OER and USR readiness assessment

3. Strategy Formulation – in order to answer the main question of how to achieve the goals from the strategy formulation stage, institutional planners or administrators have to develop measurable goals, objectives, and implementation strategies and initiatives based on the results of the sustainable situational analysis. The goals and

objectives have to follow the SMART (specific, measurable, achievable or attainable, results-oriented, and time-bound) language approach.

    a. Develop measurable goals, objectives, and implementation strategies / initiatives

    b. Questions to consider – how do we get there? How can you improve based on the result of analysis? How do you generate the goals and objectives based on the SMARTER (Specific, measureable, acceptable, realistic, timeframe, extending, rewarding) approach?

    c. Output – Goals, objectives, implementation strategies / initiatives

4. Taking Action – in this stage, institutional planners or administrators have to focus on decisions and tasks. This stage will create opportunities and actual action plans to address the social gaps and needs that have been identified in stage two – social situational analysis. They act as social entrepreneurs and require actions to promote the social awareness and foster OER and USR development and practice in Asian HEIs. Thus, tasks, timelines, resources, accountability, and communication should be addressed in this stage.

    a. Focus on decisions, tasks, and resources

    b. Questions to consider – how do we get there? What decision and action to take to create opportunity to address social gaps, and promote social awareness for empowerment of OER and USR?

    c. Output – Action, tasks, timelines, and resources.

5. Evaluating – this stage includes learning from and evaluating the outcomes. A number of questions to help institutional planners and administrators to self-evaluate the SPP model is provided in the Paris (2003) model. By evaluating the results of previous steps to see if the vision and mission have been stated concisely, and receiving feedback from evaluating the outcomes of the SPP model, the institutional planners and administrators can learn much more from the results and outcomes in order to create required improvements.

a. Learn and evaluate from outcomes

b. Questions to consider – sustainability, what is the evidence that the vision and mission state consistency?

c. Output – Feedback and evaluation

6. Sustaining – to truly sustain the SPP model, developing advocacy and a periodic review will enable the institution to adapt to short-term volatility while maintaining their long-term strategic vision. Thus, periodic review and advocacy are important elements for sustaining the SPP model.

a. Develop advocacy and periodic review

b. Questions to consider – are there any changes or improvements needed to ensure sustainability?

c. Output – advocacy, periodic check

The proposed SPP model will serve as a guide for mapping out a strategic plan and activities for aligning and implementing OER, which can bind strategic

planning to a university's effectiveness and success in sustainability for the long term. The SPP model can also help HEIs to guide their vision, mission, value, goals, and strategies to foster OER development and practices. The single factor is that institutions are truly serious about implementing OER and USR for teaching and learning on campus. This vision statement needs to be put on paper, disseminated to the entire institution, and readily available. Complementing this vision statement is a planning process that is strategic in nature. It acknowledges the opportunities and challenges inherent in technological change. The most effective institutions will not only have a strategic plan worthy of the name, but the actual planning process will be fully operational down to the details of how that institutions functions. This proposed model not only permits HEIs clarity but also conserves workload by focusing attention on the most important planning activities and processes. The proposed SPP model will serve as a guide for mapping out a strategic plan and activities for aligning and implementing OER, which can bind strategic planning to a university's effectiveness and success in sustainability for the long term. The SPP model can also help HEIs to guide their vision, mission, value, goals, and strategies to foster OER development and practices.

Chapter III

Research Methodology

This chapter presents the qualitative methodology with its inductive approach that focuses on specific situations or people and with an emphasis on words rather than numbers. This chapter also describes the research design in detail, addresses the target population, sampling method, sample size, research setting, and describes the recruitment strategies employed in the study. The purpose of this study was to propose a strategic planning process (SPP) model for developing Open Educational Resources (OERs) for Asian Higher Educational Institutions to embed it within its current strategic planning in order to create the sustainable development for education. The proposed SPP Model served as a guide for mapping out an OER strategic plan and activities for aligning and implementing OER as part of preliminary strategies or initiative, which could connect strategic planning to universities' sustainable effectiveness and success in the long term. The data set was qualitative for the data collection process, coding of the responses identified patterns and relationship to be used as data blocks for the content analysis. This approach helped to link executive administrators' in HEIs in their respective universities

Research Questions

What components are needed for developing a strategic planning process model that can help Asian higher education institutions (HEIs) move toward an open

knowledge-based economy and society in the context of facilitating the concept of university social responsibility with respect to open educational resources (OERs) strategic plan?

Research Objectives

1. To develop a strategic planning process model based on the concept of open educational resources, university social responsibility, and strategic planning.

2. To try out the proposed SPP model at selected target sampling in a department or division level

Research Design and Rationale

This study used a qualitative methodology. The nature of a qualitative study allows for collection and analysis of open-ended data, providing insights into the interpretations people have of specific problems or situations (Creswell, 2009). According to Fink (2000), the process of qualitative research involves seven stages: (1) thematising, (2) designing, (3) interviewing, (4) transcribing, (5) analyzing, (6) verifying, and (7) reporting to follow along for researchers. Therefore, a qualitative study is suitable for investigating and understanding the appropriated procedures to be considered in terms of a strategic planning process for developing OER and USR. This study has not a quantitative purpose; rather it intends to contribute to the existing framework in both theoretical and practical ways in the areas of fostering OER and

USR development and practice through the strategic planning in HEIs. Thus, opinions from subject matter experts, survey data from university executive administrators, and focus group interviews were used to evaluate and improve the SPP model in the development phase. In addition, a case study was conducted to try out the proposed SPP model in the second phase.

Target Population & Sample

The target population is Thai HEIs who have initiated their university social responsibility concept or practice either by it appearing on their website or in some official document. The purposive sampling technique was employed to Thai HEIs who have offered curriculum in educational technology or information technology.

Research Procedure

The research procedure in this study was in two phases. The first phase focused on the development of a strategic planning process model. The second phase focused on the trying out of the purposed strategic planning process in one selected Thai University at department / division level as a single case study design. The details for each phase are identified on Table 8.

Table 8 Research Design and Procedure

RO	Research Procedure	Step	Purpose	Instrument	Output
1	Phase 1 – Develop - ment	1	To conceptualize existing literature in open educational resources, university social responsibility, social entrepreneurship, and strategic planning to draft a conceptual strategic planning process (SPP) Model for Asian Higher Education Institutions.	Systematic Literature Review	Conceptual SPP Model
		2	To conduct a qualitative opinion interview and document review with SMEs regarding the conceptual SPP model	Subject Matter Experts	Interview and document analysis results
		3	To integrate finding from step 2 in order to draw 1st Draft SPP model		1st SPP Model
		4	To examine Thai HEI's executive administrator's ground opinion toward OER & USR	Survey	Survey data
		5	To discuss and confirm the components of 1st SPP model and survey results with focus group experts	Focus Group	Focus group data
		6	To integrate findings from step 5 in order to finalize the components of the 2nd SPP Model		2nd SPP Model
		7	To review and validate a possibility of implementing SPP model and its components with experts	IOC	Final SPP Model
2	Phase 2 – Try Out	1	Try Out SPP Model	SPP Model	OER Strategy Plan
		2	To evaluate the OER strategy plan	Executive Evaluation	Table 45 & 46

RO 1: To develop a strategic planning process model based on the concept of open educational resources, university social responsibility, and strategic planning.

RO 2: To try out the proposed SPP model at selected target sampling in a department or division level

Phase 1

1. Systematic literature review

n = 88

Conceptual SPP

2. Interview & document review

Subject matter experts

n = 9

3. 1st SPP model

4. Survey

Executive administrators

n = 44

5. Focus group

Experts

n = 5

6. 2st SPP model

7. Item-objective congruence (IOC)

Experts

n = 5

Final SPP model

Phase 2

1. Try out

The Central Part of Thailand Rajabhat University

OER strategy plan

2. Evaluate

Executive

n = 4

Result of evaluation
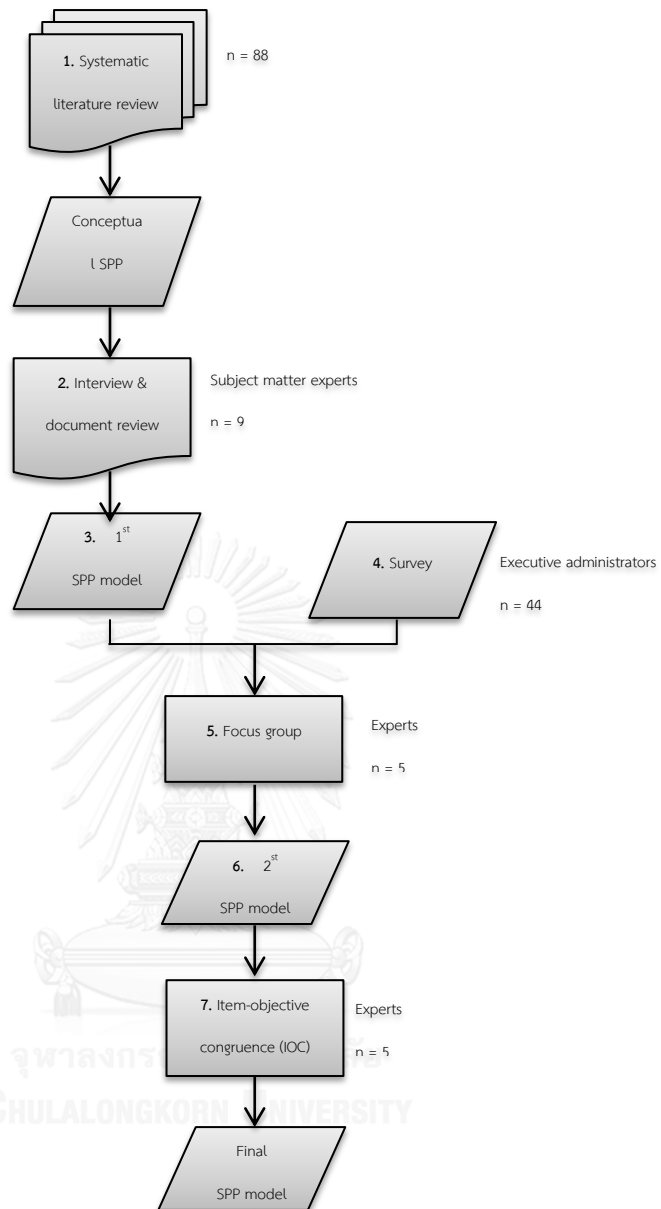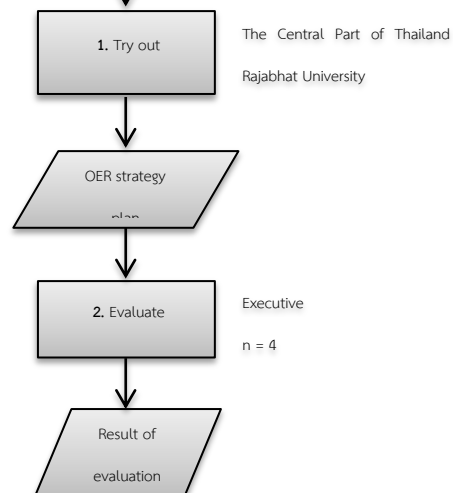
Phase 1 – Development

1. Systematic Literature Review

The purpose of this step was to develop an initial SPP model based on a systematic literature review. The researcher first described, analyzed, and explained strategic planning in higher education and its general strategy process so that these concepts were better understood from a variety of aspects.

Data Sources

To assemble a bibliographic database of systematic reviews and articles that might provide definitive primary data, various online databases including ProQuest, JSTOR, IEEEXplorer, Scopus, Google Scholar, and Springer, were used to find related scholarly articles. The inclusion criteria included full-length articles published in international conference proceedings, peer review academic journals, or book chapters in English only from 1987 to 2015.

Search Terms and Strategy

A variety of keyword descriptors were used in searching within these online databases. The keywords descriptions searched included: *open educational resources*, *university social responsibility*, *social entrepreneurship*, *strategic planning for higher education*, and *strategic planning process model for higher education* in the title, article keywords, and abstracts summaries. In searching for applicable articles, the search engines were limited to searching peer-reviewed journals, peer-reviewed conference proceedings, and books during the time period from 1987 to

2015. In addition, the basic Boolean search operator *And* was used with a subset of keywords to narrow down the search results.

Data Extraction

The initial resource count from OER was 255, USR was 37, SE was 24, and SP was 50. After examining the quality of the content and the relevance to the topic, the final resources included in this study numbered 88. This systematic literature review helped linking together the areas of OER, USR, SE, and SP in order to create the SPP model proposed in this study.

Conceptualized SPP Model

After conceptualizing and synthesizing the existing literature, the conceptualized SPP model was purposed in this step.

2. *Opinion of Conceptualize Model - Subjective Matter Experts Opinions and Interview*

    2.1. Purpose: to verify and improve the purposed SPP model from subject matter experts' (SME) opinion reviews and interviews. The value of SME's opinions provided a context of better understanding on the proposed SPP model as well as challenges and opportunities surrounding Thai HEIs to foster OERs and USR development.

    2.2. Sampling: the invited subject matter experts were from the areas of educational technology, educational policy and administration, educational management and administration, open educational resources, university

social responsibility, and/or strategic planning in Thai higher education institutions.

2.3. Qualification of SMEs: have doctoral degree in the field of educational technology, educational leadership, or business management, and have work experience related to the areas of educational technology management, open educational resources, or strategic planning in their current position.

2.4. Research Instrument: a document opinion evaluation form was created as part of the research instrument that was used along with the proposed SPP model.

2.5. Data Collection: The data collection process included four steps (1) before interview, (2) a day before interview, (3) during day of interview, and (4) after interview, which is listed in detail as follows.

(1) Before Interview: Before the interview, the researcher contacted the qualified experts to determine the willingness to participate in the research, and scheduled the tentative time and date, and submitted the review document prior to the interview date along with the document opinion evaluation form (Appendix F). In addition, the researcher obtained a permission letter (See Appendix C) from her university. A permission letter was included along with review documents.

(2) A Day Before Interview: researcher sent out a confirmation email to confirm the interview and obtained the preference for interview places. Some of the experts preferred to meet at their office and some experts preferred to meet at a quiet café shop.

(3) During the Day of Interview: researcher arrived to the interview place early and prepared audio recorder. In the beginning, researcher presented the overview and objectives of this research and agenda for the interview. The document review process followed step by step from the purposed SPP model. After finishing the document review, the researcher asked for final confirmation and clarification of the feedback for further modification. After finishing the reviewing and interviewing, the researcher thanked the experts' for their time and feedback, and asking experts to fill out the evaluation form and presented gifts and pictures for were taken.

(4) After Interview: researcher sent out a follow-up thank you letter in appreciation of the experts' time and feedback. After finishing all experts' reviews and interviews, researcher began the interview note and audio record transcription and modified the draft of the proposed SPP model as suggested. The Thai language translations and verification of the interviews were confirmed by one Thai citizen. She has many years of experiences in translation between Thai and English.

3. Revise SPP model

The results from subject matter experts' comments and feedback from step two were integrated in this step in order to draft the 1st version of SPP model.

4. Survey – Thai Higher Education Institution Executive Administrator

4.1. Purpose: to gather the executive administrator's attitude, opinion, and perception toward open educational resources and university social responsibility for university management particularly for university policy and strategic planning from Asian HEIs.

4.2. Population: Executive administrators in Asian higher education institutions (HEIs). This population included executive institutional planners, administrators, educational policy makers, or educational technology directors for institutional planning or management.

4.3. Sampling: A purposive sampling was employed. This sampling included university presidents, vice presidents, deans of faculty, deputy deans, associate deans, assistants to the deans, heads of department, heads of division, or representatives who had been involved with university strategic planning.

4.4. Research Instrument: a research instrument was developed based on the literature reviewed. The open-ended questions were designed to meet the need of strategic planning process model development. See Appendix E for the items of the survey.

4.5. Structure of Survey: survey questions were based on the previous literature and questions were modified based on the needs of this study. The objectives of each session and supporting literature were listed below.

Objectives	Supporting Literature
To gather ground opinion of current OERs practices	(Hoosen & Butcher, 2012; UNESCO, 2012b; UNESCO & COL, 2012; Wiley, 2007, 2010a, 2010b, 2014a)
To gather ground opinion of current USR practices	(AUN, 2012; Dima et al., 2013; Esfijani & Chang, 2012a, 2012b; Esfijani et al., 2012; ISO 26000; Karimi, 2013; Pookyaporn, 2011; Tetrevova & Sabolova, 2010; Vallaeys, 2013)
To provide additional opinion and attitude toward OER & USR	(A. R. Ahmad et al., 2012; Dooris et al., 2002; Hinton, 2012; Lerner, 1999; OECD, 2007; Paris, 2003; Tetrevova & Sabolova, 2010; Trainer, 2004)

4.6. Content Validity: The content validity was carried out by a number of experts to verify the wording of the survey questions throughout the Index of Item-Objective Congruence (IOC) (Turner & Carlson, 2003) approach. These experts were asked to provide comments and an evaluation of each

item in order to enhance the clarity, readability, understandability, and content adequacy. The results of the survey content validity can be retrieved from Appendix I.

4.7. Data Collection: a paper-based survey along with university letter and memorandum (See Appendix E) was sent out to participants. In addition, the web-based survey was provided as an option for participants who wanted to answer online.

4.8. Ethical Procedures: in order to address ethical issues for this study, the researcher obtained approval from the Chulalongkorn University to issue the letter (See Appendix D) to conduct this study. The consent form (See Appendix E) information was provided to participants in the introduction page, which stated the title, purpose, duration of study, and researcher and university contact information concerning participant rights.

5. *Opinion of Revise SPP Model from Focus group*

A focus group interview is a small-group discussion guided by researcher or trained leader. It is useful to learn more about opinions on a design topic as a guide for future action (Kruenger, 2002). Therefore, the focus group interview in this step was considered to be appropriate for this study. A focus group agenda was created and can be retrieved from Appendix F.

Kruenger (2002) provided a guideline for designing and conducting focus group interviews. He further suggested the importance for researchers: (1) to

welcome and introduce the moderator and assistant, (2) to explain the scope and the purpose of topic, and (3) to begin the conversation by asking the questions the researcher has designed. There are nine steps to successfully conducing a focus group interviews based upon the Kruenger (2002) guidelines:

1. Define objectives – the objective of this step was to discuss the results of the survey and confirm the proposed SPP model.

2. Identify specific information needs – a set of open-ended questions (Appendix F) for the focus group interview was created. The items in Appendix G were modified to meet the requirement of this study.

3. Determine number, composition and location of groups - The desired sample size for conducting focus group interview is 5 to 10 people per group, but 6 to 8 is a preferred number as suggested by Krueger's study (2002). The field notes and audiotape were used during the interviews. A total of five qualified participants were part of the focus group.

4. Qualification of participants - a selected purposive sampling of invited SMEs and university stakeholders from the subject areas of educational management and administration, open educational resources, educational technology, university social responsibility, and strategic planning were included. The participants needed to have at least three years of experience working at university level, in a role in management and policy and strategy

planning. The selections of the participants were from the list of the provided nominations of the experts.

5. Select and manage the field services – the researcher scheduled facility rental, and ordered equipment and food was needed during the focus interviews.

6. Develop discussion guide – the recommended pattern for introducing the group discussion included: (1) welcome, (2) overview of the topic, (3) ground rules, and (4) first question. The researcher (1) used open-ended questions, (2) avoided dichotomous questions such as the questions that can be answered with a yes or no, (3) used think back questions, (4) used different types of questions such as opening questions, introductory questions, transition questions, key questions, and ending questions, and (5) used questions that got participants involved (Kruenger, 2002).

7. Moderate groups – an invited moderator/facilitator facilitated the focus group interviews. The suggested role of moderator/facilitator includes: (1) keep participants focused, engaged, attentive, and interested, (2) monitor time and use limited time effectively, (3) use prompts and probes to stimulate discussion, (4) use the focus group guide effectively to ensure all topics are covered, (5) politely and diplomatically enforce ground rules such as making sure everyone participates and at a level that is comfortable; limit side conversations; encourage one person to speak at a time, (6) be prepared to

explain or restate questions, and (7) diffuse and pre-empt arguments. In addition, field note taking is a primary responsibility of the assistant moderator/facilitator that should contain different types of information. The field notes contain different types of information such as quotes, key points and themes for each question, follow-up questions that could be asked, big ideas, hunches, or thoughts of the recorder, and other factors (Kruenger, 2002).

8. De-brief viewers – moderator and researcher discussed observations with participants immediately after interviews.

9. Analyze results and prepare written summary – the steps of systemic analysis process include: (1) start while still in the group discussion, (2) immediately after the focus group, (3) soon after the focus group-within hours analyze individual focus group, (4) later – within days analyze the series of focus group, and (5) prepare the report. When analyzing focus group data, the words, context, internal consistency, frequency or extensiveness, intensity, specificity, and finding big ideas should be considered. The researcher needed to first clean up transcripts by stripping off nonessential words. Each participate focus group member's comments/quotes were entered into an Excel database. Within each spreadsheet, the labels for three columns on each sheet for coding, the participant ID#, the questions, and the responses.

After all the comments were entered, the researchers identified category, sub-category, themes, and summarized that found in this step.

6. *2nd SPP Model*

The results of the focus group were integrated in order to draw the 2nd SPP model.

7. *IOC of Finalize SPP Model*

In this step, the researcher presented the results to participants who have participated in the focus group interviews and gathered a final consensus of the strategic planning process model. An IOC evaluation approach was used in this step to confirm the proposed SPP model. The finalized proposed SPP model was completed in this step.

Phase 2 – Try out of Strategic Planning Process Model

The purpose of this phase was to try out the proposed SPP model and to carry out the in-depth result for the case study. According to Yin (2009):

> A case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident. The case study inquiry copes with the technically distinctive situation in which there will be many more variables of interest than data points ... (p. 18)

Therefore, a case study was appropriated in this phase. A selected purposive sampling in an Asian HEI at that department level in subject areas focusing on educational technology or educational leadership who have started the initiative of

OERs development was contacted for the willingness to participant the tryout of the proposed SPP model.

Role of Researcher

The role of the researcher in this step was to try out the finalized SPP model. As the sole researcher, I was responsible for selecting the research site and potential participants for this study.

Participant Selection

The participant selection for this step was first examined the university has stated the university social responsibility concept whether appear in their university strategic plan, official document, or website. After the first examination, academic social services were considered to be part of USR components in Thai institution systems. After gathering the willingness of research participation, Rajabhat University system in the central part of Thailand was selected to be the try out university.

Data Collection Process

Since the purpose of this phase was to try out the purposed strategic planning process model, the researcher was first introduced the concept of OER and USR, and explained each stages of the purposed SPP model. Participants were asked to follow along each purposed stage and worked as group for developing the OER strategic plan. After participating in a two-day workshop, participants were asked to evaluate the quality of the workshop, strategic planning process, and researcher's preparation. In addition, executives' evaluation reviews for the final output in OER

strategic plan and purposed strategic planning process model were conducted for the further feedback and improvement. The evaluation form can be retrieved from Appendix K.

Ethical Procedures

The ethical issue to address in this phase was to obtain approval from the Chulalongkorn University to issue the letter (See Appendix J) to try out the proposed SPP model that states the purpose, procedure, duration, the importance of this study, and why the research site was selected.

CHAPTER IV

RESULTS AND DISCUSSION

Phase 1 – Development

1. Systematic Literature Review

A systematic literature review was conducted to determine the components of the strategic planning process model. The explanation of the conceptualized SPP model was included in Chapter two.

2. Opinion of Draft Model - SME Opinions & Interview

The purpose of this step was to conduct a qualitative opinion interview and document review with Subject Matter Experts (SMEs) who have experience and have completed research on OERs and educational management. There were nine SMEs participating in this study.

2.1. Demographic Profit of SMEs

The demographic profile of SMEs (Table 9) included four female (44.44%) and five males (55.56%). Six out nine SMEs were from Bangkok regions; followed by one from Central (11.11%), one in North (11.11%), and one in South Thailand (11.11%).

Table 9 Demographic Profit of SMEs

	Frequency (n = 9)	Percent (%)
Gender		
Female	4	44.44
Male	5	55.56
Region		
Bangkok	6	66.67
Central	1	11.11
North	1	11.11
South	1	11.11

After providing opinions, comments, and suggestions on the documents, SMEs were asked to provide an overall evaluation of the developed SPP model.

2.2. Summary of Experts' Opinion

The majority of the SMEs strongly agreed (Table 10) that purposed SPP model was logical and understandable (4.67 on a Likert scale from 1 to 5) and strongly agreed that the SPP model would have a positive impact on higher education institutions (4.67). They also strongly agreed to the amount of the sufficient time recommended for each section of the planning process (4.22).

Table 10 SPP Model Overall Evaluation from SMEs

	Question	Mean (n = 9)	Standard Deviation
1	The strategic planning process model was logical and understandable.	4.67	0.47
2	The strategic planning process model will have a positive impact on higher education institutions (HEIs)	4.67	0.47
3	There was sufficient time for each section of the planning process	4.22	0.63

1.00-1.80=Strongly disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, and 4.21-5.00=Strongly Agree.

2.3. Comments & Feedback from Experts

There were three questions that were used to interview SMEs' for comments, feedback, and suggestions regarding the provided SPP Model and supporting documents. These three questions were analyzed as follows. The text analysis was

used to calculate the frequency that occurred from participants based on the theme.

1. *Based on the provided SPP model, are there any additional elements or steps needed to add?*

In this question, three (33.33%) out of nine SMEs commented that there are no any additional elements needed to add to the provided SPP model. Three (33.33%) out nine SMEs suggested adding an introduction page such as identifying the target group of this document, objectives, and expected outcomes. In addition, two (22.22%) out nine SMEs recommended adding more descriptions of OER and USR and perhaps placing that in the beginning of document. Moreover, six (66.67%) out of nine SMEs suggested revising the wording of stage 4 from "Taking action" to "Moving from OER vision to OER Action Planning"

Theme	Frequency (n=9)	Percent %
No Comments	3	33.33
Introduction Page	3	33.33
Add description of OER & USR	2	22.22
Revise wording of Stage 4	6	66.67

2. *What is your opinion on the proposed SPP Model?*

The researcher further examined the SME's opinion on the proposed SPP model. A total of 77.78% of SMEs perceived the proposed SPP model is a useful and meaningful process toward the meaningful outcome for developing OER. 77.78% of SMEs think the proposed SPP model will be a suitable model for a university that

would like to plan their OER development strategically and also serve a good generic model for strategic planning. There were 22.22% of SMEs suggesting to be aware of using too many technical words as some participants may not be able to understand, and 88.89% of SMEs recommended being aware of the different levels of awareness and understanding toward OER and USR when implementing or trying out the proposed SPP model.

Theme	Frequency (n=9)	Percent %
Useful & meaningful process toward to the meaningful outcome for developing OER in Thai HEis	7	77.78
Suitable model for a university that would like to plan their OER development strategically	7	77.78
Good generic model for strategic planning	7	77.78
Be aware of using too many technical words	2	22.22
Be aware of the different level of awareness & understanding toward OER & USR when implementing or trying out the proposed SPP model	3	33.33

3. Comments, feedback, improvement, suggestions?

During the interviews and document review, researcher asked SMEs if there were any additional comments, feedback, improvement, or suggestions they would kindly provide to improve the purposed SPP model. A total of 77.78% SMEs suggested linking the proposed SPP model to four functions of practices such as teaching, research, social services, and culture in Thailand. 66.67% of SMEs recommended awareness of the research site selection, making sure to establish a strong contact with the key person from the research site, and being well prepared for the implementation of the strategic planning process model.

Theme	Frequency (n=9)	Percent %
No comments	3	33.33
Try to link SPP model to 4 function practices (teaching, researching, social service, & culture) in Thailand	7	77.78
Be aware of the selection of research site	6	66.67
Be well prepared for the implementation	6	66.67
Make sure to establish a strong contact to the key person from the research site	6	66.67

After integrating the findings from steps 2, the researcher revised the SPP model as explained in the following.

3. Revise model

The purpose of this step was to integrate finding from step 2 in order to revise and create the 1st draft SPP model. The revise strategic planning process model (Figure 15) consists of six stages including (1) envisioning the future for open educational resources, (2) conducting social situational analysis for open educational resources, (3) formulating the open educational resources (OERs) strategies, (4) moving from open educational resources vision to open educational resources action planning, (5) evaluating the open educational resources strategic plan and its processes, and (6) sustaining the open educational strategic plan, which is discussed in the following paragraphs.

Stage 1: Envisioning the Future for Open Educational Resources (OERs)

Envisioning the future and developing the desire vision, mission and values is an important stage to ensure the overall success of a strategic plan. In this stage, participants provide their opinions and identify the importance of using, creating, and

sharing open educational resources in order to develop their desired future. Their opinion leads to identifying the desired vision, mission, and values statement of OER in their context.

Stage 2: Conducing Social Situational Analysis for Open Educational Resources (OERs)

Assessing and analyzing the social situation is a very important stage for a successful strategic plan. This involves examining the needs and gaps of the department, reviewing the elements of OERs and USR, and conducting analysis of department internal assessments such as strengths, weaknesses, opportunities, and threats. Participants also need to understand the external environment such as political and demographic change, social needs and impact, environmental trends, and technology trends. This information would be collected through various activities and other analytical techniques. The outcome for this stage is to help participants to recognize the sustainable condition in order to meet the desired vision, mission, and values statement of OERs.

Stage 3: Formulating the Open Educational Resources (OERs) Strategies

In order to answer the main question of how to achieve the goals of using, creating, and sharing open educational resources, developing a set of measurable goals, objectives, and preliminary strategy / initiatives would identify the significant critical future issues.

Stage 4: Moving from OER vision to OER Action Planning

In order to move from the OER vision to OER action, it is important to move down to specific steps that will achieve the strategic goal and objectives. The steps in this stage to accomplish are: (1) to recap the vision, mission, and values statement from stage 1, (2) to confirm the goals, objectives and preliminary strategies / initiatives from stage 2, and (3) to develop an action plan towards operations, procedures, and processes.

Stage 5: Evaluating the OER Strategic Plan and its Process

In this stage, it is very important to conduct an evaluation that helps participants to assess and evaluate the results from previous stages to see if the vision and mission have stayed consistent.

Stage 6: Sustaining the OER Strategic Plan

To truly sustain the strategic planning process, developing advocacy and periodic reviews will enable the participants to adapt to short-term strategies while maintaining their long-term strategic vision.

1ˢᵗ version of Strategic Planning Process Model based on the results of Subject Matter Experts
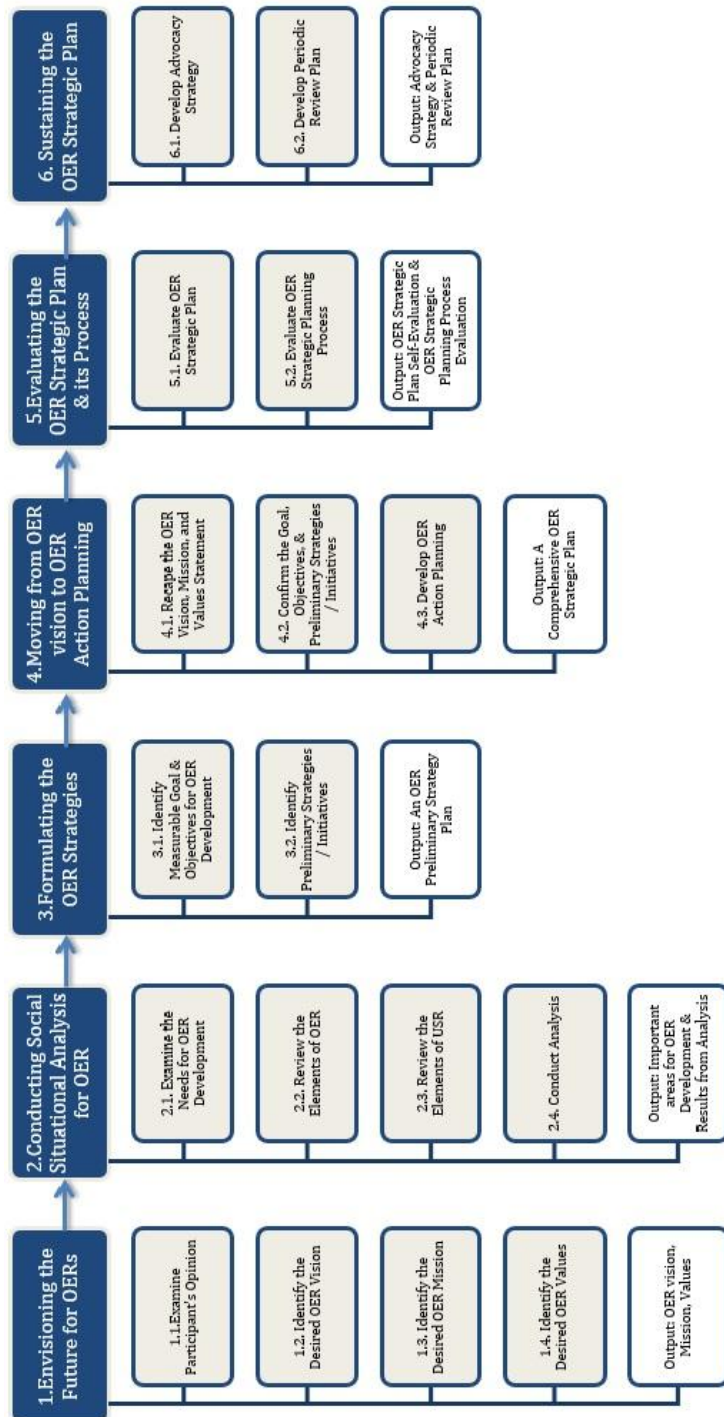
Figure 15 1ˢᵗ Version of Strategic Planning Process Model

4. Survey - Executive Administrator's Opinion

The results of this survey fulfilled the research objectives 1 of this study. The survey was distributed and collected from Thai HEIs based on types of institutions including Universities System, Rajapbhat University System, and Rajamangala University of Technology System. Purposive sampling technique was employed based on their curriculum that offers degrees in educational technology or information technology.

A total of 44 out 60 respondents (73.33%) answered the survey. They expressed opinions on the current status of OER and USR and their perceptions and attitudes toward OER and USR. These comments focusing on selected topic were analyzed using the content analysis tool – Text analysis for Surveys, The number of distribution for survey sampling and respondent rate by type of universities is illustrated on Table 11.

Table 11 Survey Sampling and Respondent Profile

University			Rajabhat			Rajamangala		
S	R	%	S	R	%	S	R	%
30	22	73.33	21	15	71.43	9	7	77.78

S = Sample, R = Response, % = Respondent Rate

The number of respondents based on the category of their positions were organized accordingly: (1) Others (professor, associate professor, assistant professor) (20.45%), Associate Dean (15.91%), Assist to President (11.36%), Vice President

(11.36%), Acting President (9.09), Center Director (9.09%), President (6.82%), Deputy Dean (6.82%), Head of Department (4.55%), and Dean (2.27%).

The results of the survey were interpreted based on three sections: (1) overview of current status and practice of open educational resources, (2) overview of current status and practice of university social responsibility, and (3) opinions toward OER & USR as follows.

4.1. Overview of current status and practice of OER

4.1.1. OER Strategy and Policy

The survey first examined the current status and practice of OER according to each respondent's context (Table 12). There are 68.18% of Universities, 53.33 of Rajabhat Universities System, and 28.57% of Rajamangala Universities System indicating their institutions currently have a strategy or policy on OERs. When examining more details from each type of institutions according to their current OER policy and strategy practice, each type of institutions remarked differently.

The respondents from Universities System identified providing eLearning and online course, sharing open content among faculty members, and using open content or resources from OERs sites or MOOCs as part of a knowledge management strategy. For example, respondents specified the details accordingly that "OER utilization as part of e-Learning KPI across campus;" "STOU is an open-university with 10 Regional Distance Education Center and Educational Service Center in every

provinces to serve the students and local people;" "public broadcasted learning media to distribute to rural community is a main core of the country." However, there is still no such a clear "policy or strategy plan from strategic planning division yet."

The respondents from Rajabhat Universities System described that there are university strategies in (1) educational quality development and (2) developing people in every age being supported by lifelong learning. Thus, creating e-learning materials such as multimedia projects or video clips in each subject, using learning management system, developing a database by IT network, or eLearning by distance learning TV (eDLTV) projects are their current strategies as perceived to be part of an OER strategy.

The respondent from Rajamangala Universities System described the use of pictures, multimedia, video, or database, and that they have a main website for lecturers in order to share materials. These approaches are perceived to be part of an OER strategy.

Table 12 OER Strategy or Policy

Does your institution currently have a strategy or policy on Open Educational Resources?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	15	**68.18**	8	**53.33**	2	28.57
No	7	31.82	7	46.67	5	**71.43**

When further examining their personal experiences with any official OERs document (Table 13) that they are currently involved with, 72.73% of Universities

System, 66.67% of Rajabhat Universities System, and 85.71% of Rajamangala Universities System indicated they are not involved with any reference to OER in any government, state, or regional educational strategy, planning or similar documents.

Table 13 Personal involvement with OERs documents

Is there any reference to OER in any government or state / regional educational strategy, planning or similar documents with which you are involved?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	6	27.27	5	33.33	1	14.29
No	16	**72.73**	10	**66.67**	6	**85.71**

4.1.2. OER Movement

The survey further inquired about participants' opinion to identify the areas of OER movement that is currently active in their institution (Table 14). Respondents from Universities System indicated increased efficiency and quality of learning resources (86.36%) is their first focus areas followed by open and flexible learning opportunities (59.09%), cost-efficiency of OER (50%), the innovative potential of OER (45.45%), and other (4.55%) as focused on access to world-class content are the areas of current activity in the OER movement.

The respondents from Rajabhat Universities System revealed increased efficiency and quality of leaning resources (73.33%) followed by cost-efficiency of OER (60%), open and flexible leaning opportunities (46.67%), and the innovative potential of OER (33.33%), which are the areas of current activity in OER movement.

The respondents from Rajamangala Universities System implied the open and flexible learning opportunities (85.71%) were their first focus area for OER movement.

For the rest of the focus areas such as increased efficiency and quality of learning resources, cost-efficiency of OER, and the innovative potential of OER there existed a fairly distributed selection (42.86%) from respondents.

Table 14 Areas of Currently Active in OER Movement

What areas in your institution currently active in regarding the OER movement?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Open and flexible learning opportunities	13	59.09	7	46.67	6	**85.71**
Increased efficiency and quality of learning resources	19	**86.36**	11	**73.33**	3	42.86
Cost-efficiency of OER	11	50.00	9	60.00	3	42.86
The innovative potential of OER	10	45.45	5	33.33	3	42.86
Other	1	4.55	0	0.00	3	42.86

When further examining the main reasons that participants' institutions are actively in the OER movement (Table 15), quality was indicated in both Universities System (72.73%) and Rajabhat Universities System (66.67%), whereas language and cultural diversity was indicated in Rajamanagala Universities System (71.43%).

According to proportions of each main reason, the Universities System described quality (72.73%), connectivity (63.64%), Copyright and publishers (40.91%), sustainability (36.36%), language and cultural diversity (31.82%), and other reasons (4.55%) were identified as providing usefulness for learners according to different lesson revisions. In addition, Rajabhat Universities System defined that quality (66.67%), connectivity, copyright and publishers, and sustainability (40%), language

and cultural diversity (20%), and other reasons (13.33%) as supporting the lifelong learning policy and strategy. Moreover, Rajamangala Universities System specified that language and cultural diversity (71.43%), quality (57.14%), copyright and publishers and sustainability (42.86%), and other reasons (14.29%) as the indicators in the university key performance evaluation.

Table 15 Main reason active in OER movement

Please provide the main reason that your institution is active in the OER Movement?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Language and cultural diversity	7	31.82	3	20.00	5	**71.43**
Connectivity	14	**63.64**	6	40.00	0	0.00
Quality	16	**72.73**	10	**66.67**	4	57.14
Copyright & publishers	9	40.91	6	40.00	3	42.86
Sustainability	8	36.36	6	40.00	3	42.86
Other reasons	1	4.55	2	13.33	1	14.29

The survey also asked participants to indicate whether or not their institution provides guideline for creating, sharing, collaborating, and using OER and staff and faculty training for OER development and adoption (Table 16).

The 50% of respondents from Universities System indicated that their institution provides guideline for creating, sharing, collaborating, and using OER, and 90.91% that their institutions provides staff and faculty training for OER development and adoption. The respondents further specified the guideline including the utilization of learning management system, YouTube, Library, e-Book, information broadcast are part of eLaerning for an open approach and open class within school

for creating, sharing, collaborating, and using OER. In addition, the staff and faculty training sessions are usually provided by specialized help desk, trainer, or librarian or invited subject matter experts speaker as part of a training workshop.

For Rajabhat Universities System, 53.33% indicated that there are guidelines provided by the university for creating, sharing, collaborating, and using OER and indicated 100% that their institutions provides staff and faculty training for OER development and adoption mostly from supporting to attendance at seminars or conferences. In addition, one of the respondents from Rajabhat Universities System described that "the university has policy to support and provide knowledge training for professors to develop the educational learning resources."

For Rajamangala Universities System, 85.71% of respondents indicated that the university does not provide guidelines for creating, sharing, collaborating, and using OER, and indicated there is only 42.86% of respondent's university providing staff and faculty training for OER development and adoption. The respondents from Rajamangala Universities System suggested that there "should be a setup of a pioneer group to provide and coordinate network among universities in OER development," in corresponding to "arrange a staff and faculty training session with invitation letter." This way may foster the OER development and adoption at Rajamangala Universities System.

Table 16 Staff & Faculty Training Development for OER

Does your university provide guideline for creating, sharing, collaborating, and using OER?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	11	50.00	7	46.67	1	14.29
No	11	50.00	8	53.33	6	85.71
Does your institution provide staff / faculty training for OER development and adoption						
Yes	20	90.91	15	100.00	3	42.86
No	2	9.09	0	0.00	4	57.14

At this point, most of the respondents from each type of institutions (Universities, Rajabhat, and Rajamangala) have positive attitudes toward the OER development whether it is focused on the main area, main reason, or staff and faculty development. The survey further examined the further OER movement (Table 17) from respondents as to whether or not their institution will become active in developing and/or using OER in the near future. Both Universities System (90.91%) and Rajabhat Universities System (100%) have indicated for future OER involvement.

The respondents from Universities System perceived OER as an important element for national educational development and have provided some reasons why their institutions will actively support OER development. Those reasons are included in the following such as: "to support the long distance education and learning efficiency development," "to enhance content quality," "to expand the knowledge that provide to public," "to enhance efficiency of teaching and learning development," "to align the regional integration of AEC," and "to save time and cost throughout development of reusable open content."

However, for Rajamangala Universities System, there is only 42.86% of willingness to actively develop and/or use OER in the future. The majority of the respondents suggested that the current Rajamangala Universities System "need to adjust the university strategy to be equivalent to the competitors and integrate OER to be one of strategy that should be used" in order to support the educational plan and training. By supporting this change and adjustment, students may develop and necessary skills and knowledge and language, communication, and IT throughout the creation of OERs.

Table 17 Future OER Movement

Will your institution become active in developing and/or using OER in the near future?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	20	**90.91**	15	**100.00**	3	42.86
No	2	9.09	0	0.00	4	**57.14**

The respondents further indicated the infrastructure (Table 18) that each university may need to put in place in terms of developing stronger culture of sharing, learning, and teaching resources on an open basis. These are included in a university repository, university presence on open website, incentives, IT technical assistance, staff and faculty development, and other suggestions.

For Universities System, respondents indicated that IT technical assistance (81.82%) is the main infrastructure, followed by staff and faculty development (68.18%), a university repository only open to students and staff (68.18%), a university presence on an open website such as iTuneU, YouTube Edu, Google Edu,

and others (63.64%), and incentives for those who develop resources (45.45%) that their universities should focus on in terms of developing more of a culture of sharing, learning, and teaching resources on an open basis.

For Rajabhat Universities System, staff and faculty development is the main support (80%), followed by IT Technical assistance (73.33%), A university presence on an open website such as iTuneU, YouTube Edu, Google Edu, and others (63.64%), a university repository only open to students and staff (46.67%), and incentives for those who develop resources (40%).

For Rajamangala Universities System, incentives for those who develop resources (42.86%) is the main support, followed by a fairly distributed proportion of a university repository only open to student and staff (28.57%), a university presence on an open website such as iTuneU, YouTube Edu, Google Edu, and others (28.57%), IT technical assistance (28.57%), and staff and faculty development (28.57%).

Table 18 Infrastructure, support or incentives of developing culture of sharing

In your opinion, what infrastructure, support, and incentives would the university need to put in place to develop more of a culture of sharing, learning, and teaching resources on an open basis?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
A university repository only open to students & Staff	15	68.18	7	46.67	2	28.57
A university presence on an open website such as iTuneU, YouTube Edu, Google Edu, etc	14	63.64	9	60.00	2	28.57
Incentives for those who develop resources	10	45.45	6	40.00	3	**42.86**
IT/Technical assistance	18	**81.82**	11	73.33	2	28.57
Staff & Faculty development	15	68.18	12	**80.00**	2	28.57
Other suggestions	0	0.00	0	0.00	0	0.00

4.2. Overview of Current Status and Practice of USR from Respondents

This section examines the participants' opinions regarding the current USR status and practice based on respondents' context.

4.2.1. Current Status of USR Strategy and Policy

The respondents from Universities System indicated 68.18% that their institutions have a strategy or policy for university social responsibility. Some of the respondents have stated social engagement and physical, environmental, and facility impacts are part of the USR strategy in their universities. In addition, conducting research that has direct or indirect benefits to the society under the category of academic service is part of a USR strategy practice in Universities System.

In addition, 73.33% of Rajabhat Universities System respondents indicated that their institutions have a strategy or policy for university social responsibility. Most of the respondents have stated that there is a policy for moral and social responsibility in research and development as part of academic service research to solve the problems and develop a better quality of living for the local community and society for Rajabhat Universities System.

Moreover, there is only 42.86% from Rajamangala Universities System who indicated their institutions have a strategy for university social responsibility. This USR strategy is indicated in the Rajamangala Universities System's strategy plan as "provide academic services to promote creation of job and competitive potential."

Table 19 USR Strategy & Policy

Does your institution currently have a strategy or policy for university social responsibility (USR)?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	15	**68.18**	11	**73.33**	3	42.86
No	7	31.82	4	26.67	4	**57.14**

When further examining respondents' personal experience on whether or not they have been involved with any official USR documents (Table 20), 63.64% of respondents from Universities System and 80% of respondents from Rajabhat Universities System have indicated they have been involved with any USR reference. However, 71.43% of respondents from Rajamangala Universities University indicated they do not involve themselves with any of USR document.

Table 20 Personal involvement with USR documents

Is there any reference to USR in any government or state / regional educational strategy, planning or similar documents with which you are involved?	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Yes	14	**63.64**	12	**80.00**	2	28.57
No	8	36.36	3	20.00	5	**71.43**

4.2.2. Current USR practice according to each category

The current USR practice vary according to each category including economic, ethic, organizational, environmental, educational, cognitive, social, sub-social, and philanthropic impacts that were examined and described in the following.

For the economic impact, transparency was indicated from respondents in both Universities System (81.82%) and Rajamangala Universities System (85.71%), whereas quality and safety of the provided products and services was indicated from respondent in Rajabhat Universities System as their most current focused practice in terms of economic impact.

Table 21 USR - Economic Impact

Economic Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Transparency	18	**81.82**	7	46.67	6	**85.71**
Corporate governance principles	11	50.00	4	26.67	1	14.29
Quality and safety of the provide products & services	7	31.82	9	**60.00**	0	0.00
Other	1	4.55	0	0.00	1	14.29

For the ethic impact, a code of ethics was indicated from respondents in both Rajabhat Universities System (80%) and Rajamangala Universities System (71.43%), whereas copyright protection from respondents in Universities System (63.64%) were their most current focuses practice in terms of ethical impact.

Table 22 USR – Ethic Impact

Ethic Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Code of ethics	13	59.09	12	**80.00**	5	**71.43**
Intellectual property protection	8	36.36	4	26.67	2	28.57
Copyright protection	14	**63.64**	6	40.00	1	14.29
Other	1	4.55	0	0.00	0	0.00

For the organizational impact, management ethics was indicated from respondents in both Rajabhat Universities System (80%) and Rajamangala Universities System (71.43%), whereas aforementioned aspects (management ethics and work culture) was indicated from respondent in Universities System (63.64%) were their most current practice focused in terms of organizational impact.

Table 23 USR – Organizational Impact

Organizational Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Management ethics	13	59.09	12	**80.00**	5	**71.43**
Work culture	8	36.36	4	26.67	2	28.57
Aforementioned aspects	14	**63.64**	6	40.00	1	14.29
Other	1	4.55	0	0.00	0	0.00

For the environmental impact, Universities System is focused more on environmental organizational structure (86.36%) such as recycling, emerging saving, and others, following by natural sources protection (40.91%), investments into environmental technologies (31.82%) and environmental products and services (27.27%), and others (4.55%).

Rajabhat Universities System is focused more on Natural sources protection (80%), following by environmental organizational structure (40%) such as recycling, emerging saving, etc., investments into environmental technologies (20%), and environmental products and services (20%).

Rajamangala Universities System is focused more on both Environmental organizational structure (28.57%) such as recycling, emerging saving, etc and natural sources protection (28.57%), followed by investments into environmental technologies (14.29%), environmental products and services (14.29%), and others (14.29%).

Table 24 USR – Environmental Impact

Environmental Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Environmental organizational structure (recycling, energy saving, other)	19	**86.36**	6	40.00	2	**28.57**
Natural sources protection	9	40.91	12	**80.00**	2	**28.57**
Investments into environmental technologies	7	31.82	3	20.00	1	14.29
Environmental products & services	6	27.27	3	20.00	1	14.29
Other	1	4.55	0	0.00	1	14.29

For the educational impact, stakeholder awareness in values and in an understanding of the society that they are part of was indicated from respondents in both Rajabhat Universities System (80%) and Rajamangala Universities System (85.71%), whereas arise student was indicated from respondents in Universities System (86.36%) were their most current focused practice in terms of educational impact.

Table 25 USR – Educational Impact

Educational Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Arises student	19	**86.36**	7	46.67	1	14.29
Stakeholder awareness in values & in an understanding of the society that they are part of	12	54.55	12	**80.00**	6	**85.71**
Other	1	4.55	0	0.00	1	14.29

For the cognitive impact, poverty was indicated from respondents in both Rajabhat Universities System (80%) and Rajamangala Universities System (42.86%), whereas ethnicity was indicated from respondents in Universities System (59.09%) were their most current focused practice in terms of cognitive impact.

Table 26 USR – Cognitive Impact

Cognitive Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Ethnicity	13	**59.09**	5	33.33	2	28.57
Gender	5	22.73	5	33.33	0	0.00
Poverty	10	45.45	12	**80.00**	3	**42.86**
Disability	8	36.36	5	33.33	2	28.57
Other	3	13.64	0	0.00	0	0.00

For the social impact, sustainable human development was indicated from respondents in both Rajabhat Universities System (86.67%) and Rajamangala Universities System (85.71%), whereas human right (72.73%) and sustainable human development (72.73%) were indicated from respondents in Universities System were their most current focused practice in terms of social impact.

Table 27 USR – Social Impact

Social Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Human right	16	**72.73**	5	33.33	0	0.00
Sustainable human development	16	**72.73**	13	**86.67**	6	**85.71**
Other	2	9.09	0	0.00	1	14.29

For the sub-social impact, the Universities System is focused more on work-life balance (72.73%), following by faculty and staff development (50%), equal opportunities in the workplace (36.36%), employment policy (18.18%), and others (18.18%).

Rajabhat Universities System is focused more on work-life balance (72.73%), following by faculty and staff training (46.67%), employment policy (33.33%), and equal opportunities in the workplace (26.67%).

Rajamangala Universities System is focused more on both faculty and staff training (28.57%) and work-life balance (28.57%), following by employment policy (14.29%), equal opportunities in the workplace (14.29%), and other (14.29%).

Table 28 USR – Sub-Social Impact

Sub-social Impact	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
Employment policy	4	18.18	5	33.33	1	14.29
Faculty & staff training	11	50.00	7	46.67	2	**28.57**
Work-life balance	16	**72.73**	12	**80.00**	2	**28.57**
Equal opportunities in the workplace	8	36.36	4	26.67	1	14.29
Other	4	18.18	0	0.00	1	14.29

For the philanthropic aspect, university volunteering is the main focused practice for Universities System (72.27%), Rajabhat University System (80%), Rajamangala University System (100%).

Table 29 USR – Philanthropic

Philanthropic	Universities		Rajabhat		Rajamangala	
	F	%	F	%	F	%
University volunteering	17	**77.27**	12	**80.00**	7	100.00
University charity	12	54.55	5	33.33	0	0.00
Other	3	13.64	2	13.33	0	0.00

Table 30 Summary of Major USR SCOPE Impacts Practices

		Universities	%	Rajabhat	%	Rajamangala	%
S	Social	Human right	72.73	Sustainable human development	86.67	Sustainable human development	85.71
		Sustainable human development	72.73				
	Sub-Social	Work-life balance	72.73	Work-life balance	80.00	Work-life balance	28.57
						Faculty & staff training	28.57
C	Cognitive	Ethnicity	59.09	Poverty	80.00	Poverty	42.86
O	Organizational	Aforementioned aspects (management ethics & work culture)	63.64	Management ethics	80.00	Management ethics	71.43
P	Philanthropic	University Volunteering	77.27	University Volunteering	80.00	University Volunteering	100.00
E	Economic	Transparency	81.82	Quality and safety of the provide product & service	60.00	Transparency	85.71
	Ethic	Copyright protection	63.64	Code of ethics	80.00	Code of ethics	71.43
	Environmental	Environmental organizational structure (cycling, energy saving, etc)	86.36	Natural sources protection	80.00	Environmental organizational structure (cycling, energy saving, etc)	28.57
						Natural sources protection	28.57
	Educational	Arises student	86.36	Stakeholder awareness in values & in an understanding of the society that they are part of	80.00	Stakeholder awareness in values & in an understanding of the society that they are part of	85.71

4.3. Opinion, perception, and attitude toward OERs & USR

This section interprets respondents' opinion toward OERs and USR in their context. Respondents provided feedback on the current effect of OERs for the learning environment and university administration management and offered some suggestions to integrate both OERs and USR for university management.

Q1: In your opinion, how OERs have affected the learning environment at your institution?

Universities System

15 out of 22 respondents have positive attitude toward OERs for example some respondents indicated the OER may potentially support teaching and learning for faculty members, staff at university, and students because OERs help broaden an information search, and enables learning opportunities to be at any time and any place. One of the respondent mentioned that OERs would be integrated to be part of the university eLearning ecology at all levels that perceive OER as a supplementary, complimentary, and replacement. However, increasing awareness and attitudes toward OERs for both teachers and students are needed to be considered for Thai HEIs.

Rajabhat Universities System

10 out 15 respondents have positive attitude that the OERs have a positive impact on the learning environment. For example, one of the respondents indicated the OERs help learners to have more options to access to learning resources, and

helps create a learning atmosphere of make an effort persistently. Another respondent perceived OERs help the learning process to be more efficient for a student for creating various learning resources. OERs allow learners to exchange knowledge and resources, apply the knowledge to solve the problems in the future, and make better understanding for student when exchanging opinion between nations. When using OERs as part of a database system or repository, every level of a university can be reached adaptable in many situations by using OER to improve the learning improve and working in the university. Therefore, increasing the benefit of the OER learning process needs to start at every level of a university to make everyone realize and participate, and open the vision of people at every level of university.

Rajamangala Universities System

5 out 7 respondents mentioned about the impact of OER in the university learning environment. For example, one respondent indicated "having more OERs, make students and personnel to be able to access the useful knowledge, which would help create self, social, and nation development." In addition, OERs can "support for continuous learning development because when the learning resource is reused, the better quality will improvement," and also will help to create a better knowledge management learning process in the university.

Q2: How OERs have affected the university administration management at your institution?

Universities System

Respondents indicated that OERs have "revolutionize the way we manage online education", and "help university to have obvious mechanism in knowledge manage and to consider the additional dimension of managing new technology" that may "create various opportunity in education. Thus, some respondents suggested that the university should "set up a project that supports the knowledge expansion to be OERs" that have a positive impact to help students access various learning resources" and allocate resource for indirect alignment to lifelong education even though there is "need for managing more resources, budget, time, and privilege."

Rajabhat Universities System

Respondents indicate OERs have affected university administration management plans for example "in the subject of new strategy plan for university and faculties". OERs have also affected the "university knowledge and resource management for using OER as part of resources in order for university to improve efficiency of learning resource management". This has been perceived as a positive effect in Rajabhat Universities system as OERs "may increase responsibility of university to prepare, create, and budgeting of OER". Thus, respondents suggested the clear policy or strategy to develop the quality of OER for education at the university.

Rajamangala Universities System

One respondent in Rajamangala University System indicated that OER "should have no impact to my university administration management". Others mentioned that "OERs is a good learning resources that provides unlimited information sharing and improve existing resources to be more efficient for student and staff to be able to reuse," and OERs also create good image and lead paths to allocate the suitable personnel to the suitable work and resources. OERs may not "require economic results" thus university cannot efficiently create the value from the knowledge" even though OERs is worthily used and reused.

Q3: In your opinion, what benefits of OERs have you perceived in your experience?

Universities System

Majority of respondents have perceived positive benefits from OERs. Some of them indicated that OERs provide an advantage of "teaching and learning management for learners who live in the distance and unable to travel to study in normal educational plan", some indicated the "learning materials and tools make useful for learners and teachers to access learning unlimited in order to support the cooperation and develop the useful learning resource together", which would "enhance both theoretical and practical practice in content knowledge management". OERs also increase "more channels for self-development", which "can be part of promotion or evidence for faculty members as a demonstration of their knowledge and ability of OER development and it can be considered as part of

social practice fulfillment" such benefits include: "(1) provide service more to the target group, (2) makes the academic service for community has a target and be able to service various group of people, and (3) make the use of resources being more useful in a different context" in order to save time and cost and improve the quality of content that can be easier for adoption.

Rajabhat Universities System

Respondents perceived the benefits of OERs include: "(1) support the continuous learning at any time, (2) easy to set up learning activity for learner, (3) encourage learner to create their own learning resources that enhance their knowledge, (4) access the information easier, (5) can be used as resource to compare and benchmark data and criterion, (6) save time and cost, and (7) make us accept the modern information in order to learn and expand the knowledge as a new vision of self-learning."

Rajamangala Universities System

Respondents perceived the benefits of OERs as "useful information resource, and apply this knowledge for self-development for teaching, learning, and research. OERs also help learners to gain needed knowledge without additional cost. Thus, it creates another university image and can lead to the other form of learning in the future".

Q4: In your opinion, what barriers, challenges, and issues of OERs have you faced at your institution?

Universities System

The respondents indicated that clear guidelines of OERs and its needed recognition have to establish a level of understanding of OERs usage that are perceived different.ly In addition, most of the existing contents are in English and have copyright protection. It makes it more difficult to have wider adoption in a Thai context to create a culture of sharing information.

Rajabhat Universities System

The respondents indicated there is a need to establish a clear policy and strategic plan in working on OERs for each university. In addition, the lack of understanding of OERs as a new way of technology innovation usually have some resistant to change at the university level. Thus, faculty and staff training and support must be provided to develop a new way of digital technology usage. And this should be an ongoing process for each university to continue to be supported by the budget.

Rajamangala Universities System

Respondents indicated there is no policy mandates about OERs. In additional of related to the lack of resources to support OERs development such as tools, staff and faculty training and development, there are misconception of OERs that make challenges to expanding the information access for the economic interest.

Q5: In your opinion, how do you perceive that relation of OER and USR?

Universities System

Respondents perceived OER as one of the components of USR and should integrate part of the process of USR that will help to promote and support USR development. OER plays a role of responsibility to education that will serve the community and applies the advantage of resource to the university to be most useful to the target group. Thus OER and USR are bound together by sharing without boundaries, which society can learn through OER and can be developed to create a knowledge-based society from a USR concept.

Rajabhat Universities System

Respondents explained "OER is important resource that provide knowledge and when related USR bring forward OER for driving economic and social movement, it will help people in the society to learn more things through the development of OER and understanding the diversity of cultures. Both OER and USR should be integrated in strategic plan for university for sustainability and moving to AEC (ASEAN Economic Community) regional integration".

Rajamangala Universities System

Respondents indicated OER can be used to promote the university and increase social responsibility of the university in addition to transferring the learning process from a traditional approach to addressing the concerns that effect society, culture, morality in the university and local society."

Q6: In your opinion, what responsibility practices your institution should focus to

have social impact?

Universities System

Respondents suggested that HEIs should create connections with the local community, provide opportunities in education to society such as educational needs for southern-border provinces, and create knowledge resources and reference for academic support for community and society. In addition, prompting Thai culture, producing quality of graduates who bring an impact of research on the public practices corresponding to the public needs for university responsibility practice in terms of creating a positive social impact.

Rajabhat Universities System

Respondents suggested that HEIs need to seriously consider and support people in society to have truly learning in order to apply the knowledge in useful ways to develop community and society with moral and social development. Thus, a good model to support social, cultural, and society will need to create a positive social impact.

Rajamangala Universities System

Respondents suggested HEIs need to provide useful knowledge and produce conductive graduates who are helpful and useful for the needs of society. Thus, applying the knowledge of science and technology that can lessen expenses, and

gain the income, and create a safe to society is one of the social responsibility practices to have a social impact.

Q7: In your opinion, what strategies related to OER and USR development do you think should include in the university administration management?

Universities System

Respondents suggested to "integrate OER and USR to join the main responsibility of the university, for example establish some strategies, which applying OER and USR to provide academic service for community, or strategies to support faculty members to produce and use more of OER." One of the respondents recommended establishing a Thai MOOC / Library as a multi channels development that links to national, governmental, and worldwide resources. This, as a result, can create and provide knowledge and achieve a lifelong learning strategy that is supporting for community development. As a result, universities can create a good image for their administration management."

Rajabhat Universities System

Respondents suggested HEIs need to establish a social service strategic plan that provides strategies to support and use of USR throughout creating of OER materials that are easy to use and reuse for community development and academic service. This can help for continuous quality materials creation and improvement, and meet educational needs while supporting the future trend of ASEAN / AEC regional integration.

Rajamangala Universities System

Respondents suggested first needing to create a clear understanding about the advantages of OER, incentives for faculty and staff to develop OER, and possibly set up OERs regulation or policy in the future.

Q8: In your opinion, what suggestions would you provide to develop USR practice along with OER development in your institution?

Universities System

Respondents suggested there is a need for a public announcement and policy adjustment that indicates supporting USR and OERs development. An example is a strategy to support lifelong learning of community development throughout the creation of open content or e-learning courses that focus on common interest. This would provide knowledge and open people's minds. Thus, the executive administrators at HEIs must have a clear systematic management path that fulfills the needs of stakeholders and to support the development of OER, and a proper indication of copyright guidelines at the university.

Rajabhat Universities System

Respondents suggested fostering OERs development at HEIs, there is a need to provide an example of a successful case, and provide more information for creating OERs system that can support social and local development. Thus, it needs to integrate OERs across different subject areas such as research and development, teaching and learning, and social services at HEIs in order to achieve USR practice.

Rajamangala Universities System

Respondents suggested setting up a pioneer group at HEIs to create OERs, invite expert speakers to pass on knowledge to faculty and staff members in university, and support the technology to local community.

Q9: In your opinion, what are your suggestions for incorporating both OER and USR into strategic planning in your institution?

Universities System

Respondents suggested that there is a need to set up a main strategy for incorporating both USR and OER at the university level, and apply the up-to-date IT management and technology that helps the community and society. One of constraints indicated from one of respondent was "at present, the strategy of incorporating OER and USR at university is still unclear and unstable due to unclear policy and regulation." Thus, the possible solution may start with student's academic activities first that have direct link the both practice of OER and USR.

Rajabhat Universities System

Respondents suggested HEIs should "manage and integrate strategic plan by focusing on social responsibility through OER learning process that focus on the achievement of supporting environment and social impact, for example, set up an incubator to develop the quality content for university and community, support OERs creation with an easy and uncomplicated system set up, set up strategic planning that may bring OER project to local and community." Thus, there should be

an improvement on designing and conforming on incorporating OER and USR in educational management in Thailand to foster such a plan to work.

Rajamangala Universities System

Respondents suggested there is a need to create clear an understanding of the importance for incorporating OER and USR among executive administrators at HEIs because they are the leaders that foster strategic plan implementation. Thus, the usage of OERs must be set in the university plan at both university and faculty level, because if there is no such a supportive regulation or official document from the university, the university will not be able to develop OERs in order to reach a suitable level of USR practice.

5. Opinion of Revise Model – Focus group

The purpose of this step was to discuss and confirm the components of the 1st SPP model and survey results with focus group experts. Focus group interviews and discussion was conducted on April 8[th,] Wednesday, 2015 at Department of Educational Technology and Communication, Faculty of Education Chulalongkorn University. The focus group interviews agenda can be retrieved from Appendix G. Six key questions were discussed during the focus group session. These key questions and results included:

1. *Q1: Based on the provided Strategic Planning Model, are there any additional elements steps needed to add?*

There are several themes that occurred for this question. At the conclusion from the these five experts, they suggested changing the name of this this toolkit from strategic planning model for developing OER to "strategic planning model for developing OER based on the concept of university social responsibility. In addition, change the model layout as "input, process, output, outcome" that will provide target sampling a clearer picture. Moreover, there were some additional components to under each section. For example, under "input section", experts suggested adding internal assessment including, assess the university strategic plan, assess University KPI, assess university policy and strategy in relation to USR and OER, and examine current USR and OER practice. In addition, move all the six stages that have been purposed before under "Process" section. Moreover, include "TOWS matrix" as one of tool to facilitate the stage 2 – Social situational analysis for OER and USR.

2. *Q2: What is your opinion on the proposed strategic planning model?*

Regarding the experts' opinion on the proposed strategic planning model, **Expert 1** suggested "OERs need to push further to institution level as part of planning strategic. Thus, a top-down approach such as a creation of university policy may need in the future if want to make proposed strategic planning model have fully implementation in Thai HEIs." **Expert 2** indicated "the purposed strategic planning model may be useful to structure as a training workshop session for target sampling especially for the time to try out this model. In addition, there may be some supplemental materials that need to provide to participant such as example or

current cast study." **Expert 3 and 4** articulated "target sampling may have limited knowledge to understand the whole strategic planning model. Thus, agree with Expert 2 to structure the try out as a training workshop session." Moreover, **Expert 5** recommended "including research center or resources center to be one of the possible target sampling group, and may consider to translate worksheet in Thai for implementation."

3. *Q3: Based on the proposed strategic planning model, what suggestions will you provide to foster and develop OER practice in your department?*

In order to foster the development of OER in a Thai context, all five experts suggested to link OER development to the relation of social service because many Thai HEIs have indicated social service as part of the university mission in order to contribute to Thai society. They perceived social service is part of a USR impact. In addition, a broader awareness and knowledge distribution regarding the OER development should be constantly provided by a university, faculty, or department whether it is an online platform or face to face workshop training session. This approach will increase level of awareness and motivation of OER development and create linkage of social service impact for faculty member and university administration management. As a result, this can be used as part of university quality assurance.

4. *Q4: Based on the proposed strategic planning model, what suggestion will you provide to foster university social responsibility practice along with Open educational resources development in your department?*

In order to foster university social responsibility practice along with open educational resources development, experts suggested "adding more specific components of USR practices in university strategic planning. In addition, follow along with the answer of question 3, this may foster the level of understand and development in both USR and OER for Thai HEIs because if the practice is based on creating impacts for Thai society, executive administrators at Thai HEIs tend to have more motivation to do so".

5. *Q5: In your opinion, what strategies related to using, creating, and sharing open educational resources / content should include in university administration management?*

In order to increase the culture of using, creating, and sharing open education resources / content in Thai HEIs, experts suggested university administration management to include "(1) incentive reward in creating, using, and sharing of OER. In addition, (2) providing a clear guideline in different level of openness and proper use of copyright or open license based on university's aspect, (3) increase awareness and benefit of using, creating, and sharing of OER with students and faculty, and (4) provide some best examples or practices not only from worldwide universities, but

also a success case from Thai HEIs". In addition, setting up a policy and strategy from university level may encourage the movement.

6. *Q6: In your opinion, what practices of using, creating, and sharing of open educational resources / content that your department should focus to have social impact?*

In order to focus on the creation of a social impact, experts suggested "aligning with existing USR impacts such as social, sub-social, cognitive, organizational, educational, environmental, economic, ethical aspects as part of OER objectives is one approach to conduct because if any OER development that may affect to the society, may be successful as a result in the Thai context.

6. 2nd version of SPP Model

The purpose of this step was to integrate the finding from step five in order to draft the 2nd SPP model. The 2nd version SPP model is illustrated in the Figure 16.

2nd Version of Strategic Planning Process Model based on the results of Focus Group
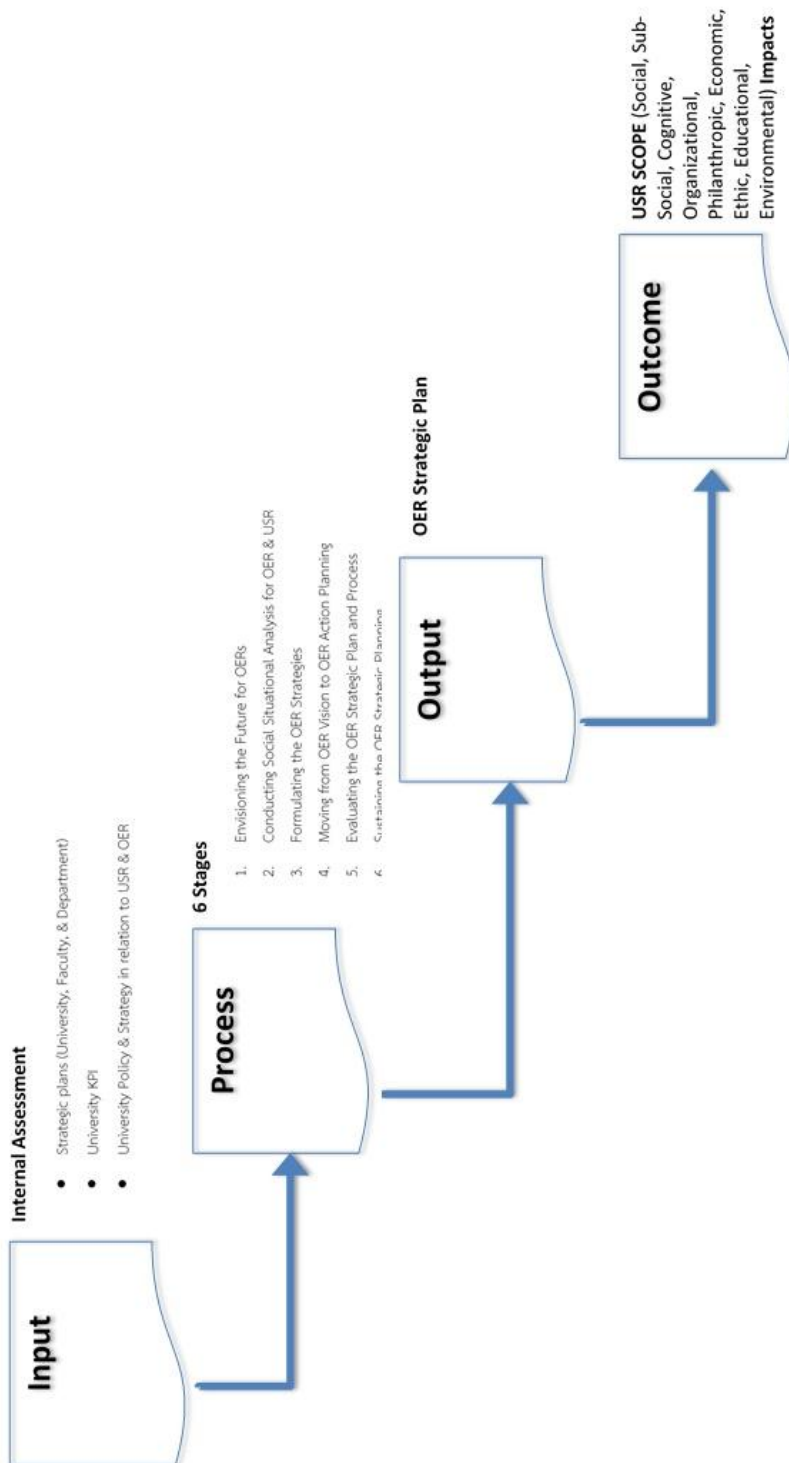
Figure 16 2nd Version of SPP Model

7. Confirming 2nd Draft Model from IOC approach

The purpose of this step was to confirm the 2nd draft of SPP Model with experts who had attended the focus group interview in step 5 and provide the final consensus of the SPP model. The majority of experts who attended the focus group were accepting and approved the final strategic planning model (Table 31) with only a minor wording revision.

Table 31 SPP Model IOC Evaluation

Objective	Item	Experts					IOC Mean Score	Interpret
		1	2	3	4	5		
1. To evaluate the purposed component Input – Internal Assessment	Assess Strategic Plans (University, Faculty, and Department)	+1	+1	+1	+1	-1	0.6	Accepted
	Assess University KPI	+1	+1	+1	+1	+1	1	Accepted
	Examine University Policy and Strategy in relation to USR and OER	+1	+1	+1	+1	+1	1	Accepted
	Examine Current USR and OER practices	+1	+1	+1	+1	+1	1	Accepted
2. To evaluate the purposed components – 6 Stages of process	1. Envisioning the Future for OERs	+1	+1	+1	+1	-1	0.6	Accepted
	2. Conducting Social Situational Analysis for OER & USR	+1	0	+1	+1	+1	0.8	Accepted
	3. Formulating the OER Strategies	+1	+1	0	+1	+1	0.8	Accepted
	4. Moving from OER Vision to OER Action Planning	+1	+1	+1	+1	-1	0.6	Accepted
	5. Evaluating the OER Strategic Plan and the Process	+1	+1	+1	+1	-1	0.6	Accepted
	6. 6. Sustaining the OER Strategic Plan	+1	+1	0	+1	+1	0.8	Accepted
3. To evaluate the purposed components – Output OER Strategic Plan	OER Strategic Plan	+1	+1	+1	+1	+1	1	Accepted
4. To evaluate the purposed components – Outcome USR SCOPE Impacts	USR Outcomes	+1	+1	+1	+1	+1	1	Accepted

Mean score below 0.5 = Unaccepted, above 0.5 = Accepted (Turner & Carlson, 2003).

8. **Finalize Proposed Strategic Process Planning Model**

After gathering the results of IOC evaluation for the SPP model, the researcher proposed the final SPP model that was ready to try out for the second phase.

Final Strategic Planning Process Model

Internal Assessment

- Strategic plans (University, Faculty, & Department)
- University Key Performance Indicators (KPI)
- University Policy & Strategy in relation to USR & OER

6 Stages (sequential process)

1. Envisioning the Future for OERs
2. Conducting Social Situational Analysis for OER & USR
3. Formulating the OER Strategies
4. Moving from OER Vision to OER Action Planning
5. Evaluating the OER Strategic Plan and Process
6. Sustaining the OER Strategic Planning

Input

Process

Output

OER Strategic Plan (Vision, Mission, Values, Goal, Objectives, Preliminary Strategies, Action)

Outcome

USR SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Educational, Environmental) **Impacts**

Phase 2 – Case Study

The purpose of this phase was to try out the proposed strategic planning model in order to create an expected output as an OER strategic plan. The research site selection criteria for the university strategic plan indicated their strategic plan in related to university social responsibility. For example, Thai Rajabhat universities have indicated academic services as part of their university strategy and practice. After the first criteria examination, the selection narrowed down the university department or division that have offered educational technology in their curriculum.

After finding all these possible research site, researcher started to inquire if there is any key person as a contact with and may it be possible to try out the purposed SPP model and to develop an OER strategic plan as output for their department or division. After the contacting several possible research sites, Rajabhat university system in the central part of Thailand responded with willingness to try out the proposed strategic planning process model and was expected to develop OER strategic plan that was expected to develop OER strategic plan for their division strategic plan.

The two-day workshop of strategic planning process model was conducted on May 20th and May 22nd at Rajabhat university system in the central part of Thailand as a single case study.

Background of Rajabhat University System in the Central part of Thailand

Rajabhat university system in the central part of Thailand was established in 1942 to expand the capacity to meet the local needs by offering a teacher education-training program in order to promote education and improve the province need. The teacher education-training program is aimed at improving the organization's network in a place, building improvement, and allocating the teaching materials that can be beneficial for an educational purpose.

In 1975, the Act of Teacher's College Announcement provided a Bachelor's Degree of Education and divided the administration into departments. The Educational Technology and Innovation Department was one of the departments in the Faculty of Education. In 1999, there was a change in the internal management system of the faculty from Department to Program Educational Management. During the first period, the Faculty of Education had 7 programs and 1 field which were Pre-school Educational Program, Elementary Educational Program, Psychology and Guidance Program, Educational Management Program, Technology and Innovation Educational Program, Physical Education and Recreation Program, Business Program and a Test and Research Field.

In 2002, the Institute had a policy for all educational fields to be under the Faculty of Education, therefore, there were additional 6 programs for a total of 13 programs and 1 field as follow;

- Pre-school Educational Program

- Elementary Educational Program

- Psychology and Guidance Program

- Educational Management Program

- Technology and Innovation Educational Program

- Physical Education and Recreation Program

- Business Program

- English Language Program

- Thai Language Program

- Social Studies Program

- Mathematic Program

- General Science Program

- Computer Education Program

- Test and Research Program

     In 2004, the Teachers Curriculum was improved to be the Educational Fundamental Curriculum, Bachelor's Degree of Education (5 years curriculum), which conformed to the National Education Act (1999) and Teachers and Educational Personnel Council Act (2003). In 2004, His Majesty the King Royal to please giving an Act of Rajabhat University (2004) which made the Faculty of Education one of the faculties of Rajabhat Rajangarindra University since 15th June 2004 henceforth. In 2007, the University had a policy to change the Educational Technology Program to be the Educational Technology Field instead.

In 2004 (2547), the Royal Act officially announced and renamed Rajabhat university system in the central part of Thailand. Currently, there are six faculties that aim to support various students' needs.

1. Faculty of Education

2. Faculty of Industrial Technology

3. Faculty of Humanities and Social Sciences

4. Faculty of Science and Technology

5. Faculty of Management Science

6. Graduate School

Result of Internal Assessment

The internal assessment was conducted prior to the day of conducting the strategic planning process workshop. The strategic planning included university strategy plan, faculty of education strategy plan, and division of educational technology and communications strategy plan were assessed. In addition, faculty's opinions regarding open educational resources and university social responsibility was examined in order to gain a better understanding of its current practices. First the University Strategy Plan and Faculty of Education Strategy Plan in the Rajabhat university system in the central part of Thailand was translated and assessed as follows:

Central Part of Thailand Rajabhat University Strategy Plan

The Central Part of Thailand Rajabhat University has set up the philosophy, vision, organization value, identity, obligation, management and development policy, university development direction, and strategy issue as follow;

Philosophy

The Central Part of Thailand Rajabhat University is an institute of education that offers educational opportunity and research for local development.

Vision

The Central Part of Thailand Rajabhat University is a leading university in the Eastern Region with achievement, outstanding and meets the standard in 2016.

Organization Value

The Central Part of Thailand Rajabhat University applies the Philosophy of Sufficient Economy for university management.

"Hospitality, Keep Seeking Knowledge, Hard Working"

Identity

The Central Part of Thailand Rajabhat University is an institute for Local Development in Eastern Region with an emphasis on 2 issues, which are the passing on the Royal Project, or, Community or Local Development Projects and Teacher Profession and Educational Personnel Development.

Obligation

To achieve the vision by applying Mission Frame Section 8 of Rajabhat University Act (2004), and, National Economic and Social Development Plan version 11.

The Central Part of Thailand Rajabhat University has set up 5 obligations as follow;

1. Produce graduates with knowledge and morality, aware of Thainess, Have love and are bound to locality, also, support lifelong learning in the community in order to help local people to be wisely aware of the change.

2. Create the strength of Teacher Profession, produce and develop teachers and educational personnel to have suitable quality and high professional standards.

3. Study, research, support sustainable local resource management and pass on the royal project for cooperation and help among universities, communities, local administrative and domestic and international organizations.

4. Support the community to have knowledge and understanding in values, democratic realization, morality, and, pride in art, culture and local and national wisdom.

5. University sets up the management system according to good governance with standards and self-dependence.

Development Strategies of the Central Part of Thailand Rajabhat University

1. To develop the university accordingly to obligation and rush of the policy, therefore, the university development strategy was set up on 7 subjects as follows:

2. Educational management with standard to produce graduate with morality and expertize in profession

3. Teachers Profession and Educational Personnel Development

4. Raise the capability of teachers and personnel

5. Create research and innovation that responds to the local needs

6. Support and develop the art, culture and local wisdom

7. Educational service to locality to create the Knowledge-based Society and pass on the royal projects

8. University management according to Good Governance for management with quality and international standards

Faculty of Education Strategy / Action Plan

University KPI and objectives according to action plan of year 2015 for Faculty of Education in the Central Part of Thailand Rajabhat University was examined as part of input assessment.

Strategy / Action Plan © Copyright of Faculty of Education, the Central Part of

Thailand Rajabhat University

Strategy 1. Producing graduate to have knowledge with morality and specialize in specific field
KPI
1. Numbers of curriculum according to the needs of local and country.
2. Achievement level of system and development and management mechanism of curriculum.
3. Achievement level of system and teaching and learning management mechanism
4. Achievement level of system, and learning achievement development mechanism according to characteristics of graduates
5. Numbers of academic networks or educational quality guarantee in both domestic and international.
6. Percentage of undergraduates with career or freelance work within one year.
7. Percentage of undergraduates, graduates, and Ph.Ds. with qualification according to Qualification Framework for Higher Education.
8. Percentage of Satisfaction of students toward institution of education.
9. Percentage of Satisfaction of graduate users.
10. Percentage of projects that support graduate with qualification identified according to all student development projects.
11. Percentage of students who pass the foreign language knowledge test.
14. Achievement level of moral support for students.
1. Achievement level of system and information and advice mechanism.
2. Achievement level of system and student supportive activity mechanism.
18. Percentage of new applied students.
Strategy 2. Potential development of professors and personnel in order to increase the efficiency of the responsibility
KPI
1. Percentage of professors with Ph.D. or equivalent to professors of the university
2. Percentage of numbers of professors with academic positions to professor of the university
3. Numbers of personnel who received awards or decoration of honor at national and international level.
4. Achievement level of supportive professors and personnel development system.
5. Achievement level of institute development to learning institute.
6. Academic work with guarantee.
Strategy 3. Development of research and creative work to be accepted in the society and nations
KPI
1. Achievement level of system and research or creative work development mechanism.
2. Achievement level of system and knowledge management from research and creative work mechanism.
3. Amount of support budget for research and creative work from inside and outside of the institute to

professors and researchers of the university.
4. Percentage of research or creative work with publishing or broadcasting in national or international level according to the standard criteria to professors and researchers of the university.
5. Percentage of research or creative work that is obviously useful to professors and researchers of the university.
Strategy 4. Teacher professional and academic personnel development
KPI
1. Numbers of training project supporting the strength of teacher profession, teacher and academic personnel development.
2. Have academic networks in both domestic and international in developing capacity and experience of teacher.
Strategy 5. Academic service to local for the strength of the community and carry on the Royal development project
KPI
1. Achievement of system and academic service to society mechanism.
2. Achievement level of academic process for social advantage.
3. Percentage of social academic service / project / activity, used for teaching and learning and research development to numbers of all academic service projects.
4. Learning outcomes and support of the strength of community or external organization.
Strategy 6. The support of art and cultural maintenance and develop intelligence of locality to provide in international level
KPI
1. Achievement level of system and art and cultural mechanism
2. Numbers of art and cultural projects and intelligence of locality that integrates with teaching and learning and activity of students.
3. Achievement level of art and cultural support.
4. Achievement level of aesthetics development in art and cultural dimensions.
Strategy 7. University management according to good governance
KPI
2. Achievement of level of risk management system
3. Result of internal education quality guarantee at a good level
4. Result of external education quality guarantee
5. Achievement level of financial and budget system
6. Achievement level of plan development process
7. Achievement level of development results according to identity of the institution.
8. Achievement level of institute management results to create identity
10. Achievement level of action according to responsibility of institute council and executives
11. Result of follow up, verify, and evaluate of the Dean and Director
Strategy 8. University development for AEC

KPI
1. Numbers of activity to gain potential in order to join AEC for central regional provinces academic
5. Numbers of academic networks with ASEAN countries + 3.
6. Numbers of curriculum in teaching and learning management to support AEC
7. Numbers of student preparedness project to support AEC
8. Percentage of faculty of teachers and personnel who have development of knowledge, capability and potential in foreign language.

Accordingly, strategy 5 and its KPI have directly indicated the university's academic service to fulfill the local needs as part of university social responsibility although USR is not directly used in the strategy plan. After discussion with all faculty members at the Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University, they think it would be more meaningful to align the OER strategy plan with faculty and university existing strategy and indicate the fulfillment of KPI when the OER strategic plan is executed.

The current practice of OER and USR was examined among faculty members in the division of Educational Technology and Communications. The results are illustrated as follows. The researcher first examined a faculty member's opinion about the current areas that the Central Part of Thailand Rajabhat University is currently active in regarding the OER movement. Most of faculty members consider that open and flexible learning opportunities (100%) and increased efficiency and quality of learning resources (100%) are main areas that the Central Part of Thailand Rajabhat University is currently focused on.

Table 32 Areas of Currently Active in OER Movement

What areas in your institution are currently active in regarding the OER movement?	F	%
Open and flexible learning opportunities	4	100.00
Increased efficiency and quality of learning resources	4	100.00
Cost-efficiency of OER	2	50.00
The innovative potential of OER	2	50.00
Other	0	0.00

When examined further, the main reason for the Central Part of Thailand Rajabhat University to support active engaging OER movement, quality (100&) was the first main reason, following by connectivity (75%) and copyright and publishers (75%), language and cultural diversity (50%), and sustainability (25%).

Table 33 Main reason active in OER movement

Please provide the main reason that your institution is active in the OER Movement?	F	%
Quality	4	100.00
Connectivity	3	75.00
Copyright & publishers	3	75.00
Language and cultural diversity	2	50.00
Sustainability	1	25.00
Other reasons	0	0.00

When asking faculty members to consider what infrastructure, support, or incentive that the Central Part of Thailand Rajabhat University should focus on more

in order to create more of a culture of sharing open content, IT Technical assistance (75%) was considered to be the first identified by faculty members, followed by incentives for those who develop resources (50%) and staff and faculty development (50%). In addition, a university repository only open to students and staff and a university presence on an open website such as iTuneU, YouTube Edu, or Google Edu was considered (25%) to support more of a culture of sharing.

Table 34 Infrastructure, support or incentives of developing culture of sharing

In your opinion, what infrastructure, support, and incentives would the university need to put in place to develop more of a culture of sharing, learning, and teaching resources on an open basis?	F	%
IT/Technical assistance	3	75.00
Incentives for those who develop resources	2	50.00
Staff & Faculty development	2	50.00
A university repository only open to students & Staff	1	25.00
A university presence on an open website such as iTuneU, YouTube Edu, Google Edu, etc	1	25.00
Other suggestions	0	0.00

In summary, open and flexible learning opportunities and increased efficiency and quality of learning resources were the main focus areas and quality was the main reason for The Central Part of Thailand Rajabhat University to be actively involved with the OER movement. In addition, IT technical assistance was considered to be a main infrastructure support to the university.

Current Practice of USR

After examining the current OER movement, the researcher further examine the current practices of university social responsibility based on each components the researcher summarized from previous studies. The USR Impact components are purposed to be SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Environmental, and Educational) Impacts.

When examining the current practice of USR from the Central Part of Thailand Rajabhat University in social impact, sustainable human development (75%) was considered to be the main focus, followed by human rights (50%) in order to create a social impact from the university aspect.

Table 35 USR – Social Impact

Social Impact		
	F	%
Sustainable human development	3	75.00
Human right	2	50.00
Others	0	0.00

When examining sub-social impact, faculty members considered both faculty and staff training (75%) and equal opportunities in the workplace (75%) were main practice of RRU, followed by employment policies (25%) and work-life balance (25%).

Table 36 USR – Sub-Social Impact

Sub-social Impact		
	F	%
Faculty & Staff training	3	75.00
Equal opportunities in the workplace	3	75.00
Employment policy	1	25.00
Work-life balance	1	25.00
Other	0	0.00

In terms of creating a cognitive impact, poverty (100%) was the main focus for the Central Part of Thailand Rajabhat University. Ethnicity, gender, and disability were (25%) distributed proportionally.

Table 37 USR – Cognitive Impact

Cognitive Impact		
	F	%
Poverty	4	100.00
Ethnicity	1	25.00
Gender	1	25.00
Disability	1	25.00
Other	0	0.00

When considering organizational impact, work culture (75%) was considered to be the main practice and management ethics (50%) was the second focus.

Table 38 USR – Organizational Impact

Organizational Impact

	F	%
Work culture	**3**	**75.00**
Management ethics	2	50.00
Aforementioned aspects	0	0.00
Other	0	0.00

University volunteering (75%) was considered to be a main practice for philanthropic impact, whereas university charity was only considered as being 25% practice.

Table 39 USR – Philanthropic

Philanthropic

	F	%
University volunteering	**3**	**75.00**
University charity	1	25.00
Other	0	0.00

Transparency (75%) was the main focus in terms of the economic impact. Followed by quality and safety of the provided products and services (50%) and corporate governance principles (25%).

Table 40 USR - Economic Impact

Economic Impact

	F	%
Transparency	3	75.00
Quality and safety of the provide products & services	2	50.00
Corporate governance principles	1	25.00
Other	0	0.00

In terms of the ethic impact, copyright protection (75%) was the main consideration, followed by a code of ethics (50%), and intellectual property protection (25%).

Table 41 USR – Ethic Impact

Ethic Impact

	F	%
Copyright protection	3	75.00
Code of ethics	2	50.00
Intellectual property protection	1	25.00
Other	0	0.00

Natural sources protection (50%) was considered to be the main focus for an environmental impact. Environmental organizational structure, investments into environmental technologies, and environmental products and services have an equal percentage (25%) of practice.

Table 42 USR – Environmental Impact

Environmental Impact

	F	%
Natural sources protection	2	50.00
Environmental organizational structure (recycling, energy saving, etc)	1	25.00
Investments into environmental technologies	1	25.00
Environmental products & services	1	25.00
Other	0	0.00

Arises student (100%) was considered to be the main focus for educational impact.

Table 43 USR – Educational Impact

Educational Impact

	F	%
Arises student	4	100.00
Stakeholder awareness in values & in an understanding of the society that they are part of	0	0.00
Other	0	0.00

Table 44 illustrates a summary of current USR impact based on the SCOPE components. According, the Central Part of Thailand Rajabhat University focused more on the sustainable human development (75%) in a social dimension, faculty and staff training and equal opportunities in the workplace (75%) in sub-social dimensions, poverty (100%) in the cognitive dimension, work culture (75%) in organizational dimension, university volunteering (75%) in philanthropic dimension, transparency (75%) in economic dimension, copyright protection (50%) in ethic

dimension, natural sources protection (75%) in environmental dimension, and arises

student (100%) in educational dimension.

Table 44 USR SCOPE Impacts

	USR Components	Sub-Components	%
S	Social	Sustainable human development	75.00
	Sub-Social	Faculty & staff training and equal opportunities in the workplace	75.00
C	Cognitive	Poverty	100.00
O	Organizational	Work culture	75.00
P	Philanthropic	University volunteering	75.00
E	Economic	Transparency	75.00
	Ethic	Copyright protection	50.00
	Environmental	Natural sources protection	75.00
	Educational	Arises student	100.00

Based on the internal assessment, the researcher further conducted a workshop on the purposed strategic planning model. There were three faculty members at the Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University attended the workshop. The output of the workshop was the development of the open educational resources (OERs) strategic plan as follows. The final documentation can also be retrieved from Appendix M.

Result of OER Strategic Plan

Vision Statement

To foster and support the development of open media production and research for sustainable development

Mission Statement

To develop and support usage of open educational resources (OERs) and production for students, faculty, and academic staff members in university teaching and learning community

Values Statement

- **Quality -** Producing high quality of open media for educational strength

- **Impact -** Focus on social impact and benefit of open media production through the connection of local community and society

- **Leadership -** Commitment to academic services for teaching open media research and for providing open media as an open warehouse center for the local community and society

Goal, Preliminary Strategies / Initiatives, & Action Plan

Goal 1 To create an open educational resources (OERs) project plan that aligns division academic services to practice

Preliminary Strategies Initiatives	KPI	USR Impact
1.1. To foster open content usages and development through project planning	☑ 5.1. ☑ 5.2 ☑ 5.3.	☑ Educational – Create stakeholder awareness ☑ Social – Sustainable Human Development

Action Plan	Priority	Timeframes	Resources	Responsibility	Performance Indicator
1.1.1. OER Project Plan	H	3 months	Budget, Equipment, Location, People, data	Head of Division	OER Project Plan
1.1.2. OER Project Implementation Plan	M	6 Month	Budget, Equipment, Location, People, data	All faculty members	Approve OER Project Plan
1.1.3. OER Project Plan Annual Evaluation	L	1 Year	Evaluation Form	All faculty members	Project and evaluation summarize

Goal 1 To create open educational resources (OERs) project plan that aligns division

academic services to practice (continue)

Preliminary Strategies Initiatives	KPI	USR Impact
1.2. To choose / develop a single management system of open educational resources with easy access to anywhere and anytime for students, faculty members, and academic staff	☑ 5.2.	☑ Educational – Stakeholder awareness in values & in an understanding of the society that they are part of

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
1.2.1. Select assess existing management system for OER	H	3 months	System, budget, content	All faculty members	Number of existing adoptable system
1.2.2. Propose a OER management system	M	6 months	System, budget, content	All faculty members	Number of purpose system

Goal 2. To foster open content sharing culture for sustainable development

Preliminary Strategies Initiatives	KPI	USR Impact
2.1. To create open content sharing awareness	☑ 5.3.	☑ Social – Sustainable Human Development ☑ Sub-Social – Faculty & Staff Training

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
2.1.1. Training workshop for open content creation	H	1 Year	Content, Teacher, Budget	All Faculty members	Number of open content available for sharing
2.1.2. Broadcast channel			Content, Teacher, Budget	All Faculty members	Number of broadcast channel to access

Preliminary Strategies Initiatives	KPI	USR Impact
2.2. To introduce the OER development Process	☑ 5.2.	☑ Sub-Social – Faculty & Staff Training

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
2.2.1. Workshop about OER development process	H	6 Month	OER PPT, online tutorial	All faculty members	Number of workshop for OER development Process
2.2.2. Broadcast of the best practice OER product	M	3 Month	OER online video	All faculty members	Number of broadcast for best practice of OER

Goal 3. To ensure the ethical and moral behavior for usage of open educational

resources

Preliminary Strategies Initiatives	KPI	USR Impact
3.1. To facilitate appropriate usage of open license	☑ 5.1.	☑ Ethic – Code of Ethic

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
3.1.1. To introduce availability of different types of open licenses through workshop	H	3 Month	Open license framework	All faculty members	Number of workshop for ethical and moral behavior
3.1.2. To provide best practice of open license usage through workshop	H	3 Month	Open license framework & best practices	All faculty members	Number of best practice of open license usage

Periodic Review Plan

Time Table for Periodic Review

Action	2015 / 2558					2016 / 2559							
	08	09	10	11	12	01	02	03	04	05	06	07	08
Meeting & Discussion the current progress	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨	▨
Goal 1	▨		▨		▨		▨		▨		▨		
Goal 2	▨				▨		▨		▨		▨		
Goal 3	▨				▨		▨		▨		▨		
OER Mission Review												▨	▨
SWOT Analysis												▨	▨
PEST Analysis												▨	▨
OER Strategy Plan Revision												▨	▨

Evaluation of Strategic Planning Process Workshop

The summative evaluation was conducted after the two-day workshop in three areas: (1) workshop evaluation, (2) strategic planning model evaluation, and (3) instructor evaluation. First, the workshop evaluation focused on the information presentation, material organization, helpfulness of the workshop, overall impression, and recommendations to others.

For the workshop evaluation, participants rated the information presented in the workshop good (3.33), materials organization and presentation was good (3.33), and had perceived the helpfulness from the workshop as excellent rating (3.67). In addition, overall impression from participants was excellent (3.33) and they would recommend this workshop to other departments or university (4.00) to consider the purposed strategic planning process model for developing open educational resources (3.33).

	Questions	Mean	Standard Deviation
1	How would you rate the information presented in this workshop?	3.33	0.58
2	How well were the materials organized and presented?	3.33	0.58
3	How helpful was this workshop for you?	3.67	0.58
4	How would you describe this workshop to others?	3.33	0.58
5	What is your overall impression with the workshop?	3.33	0.58
6	How would you recommend this workshop to other department / university / others?	4.00	0.00

1-1.75=Poor, 1.76-2.5=Fair, 2.51-3.25=Good, and 3.26-4=Excellent.

Second, participants evaluated the purposed strategic planning model. The majority of participants strongly agreed that the strategic planning process was logical and understandable (4.33) and there was sufficient time for each step of the planning (4.33). They also strongly agree the strategic planning model would have a positive impact on their department (4.67).

	Questions	Mean	Standard Deviation
1	The strategic planning process was logical and understandable.	4.33	0.58
2	There was sufficient time for each step of the planning process.	4.33	0.58
3	The strategic planning model will have a positive impact on my department.	4.67	0.58

1.00-1.80=Strongly disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, and 4.21-5.00=Strongly Agree.

Third, participants evaluated the researcher's performance. The majority of participants perceived strongly agreed that the researcher was prepared for class (5.00) and had provided necessary aids for creating open educational research strategic plan.

	Questions	Mean	Standard Deviation
1	The instructor was prepared for class.	5.00	0.00
2	The instructor of the workshop provides necessary aids of creating out OER strategic plan.	5.00	0.00

1.00-1.80=Strongly disagree, 1.81-2.60=Disagree, 2.61-3.40=Neutral, 3.41-4.20=Agree, and 4.21-5.00=Strongly Agree.

Final Evaluation for the Final Output

The final subject matter experts' (SMEs) evaluation based on the creation of criteria was conducted in order to gather the feedback of the final products: OER strategic plan (Table 45) and SPP Model (Table 46). The evaluation form for the strategic plan and SPP model can be retrieved from Appendix K. The feedbacks from the SMEs were integrated into the final output of this study and can be retrieved from Appendix L and M.

The evaluation was divided into two-parts: (1) OER strategic plan and (2) strategic planning process model. There were four SMEs participating in the evaluation process. The result of the evaluation is illustrated on Table 45. The result has indicted the OER strategic plan is exemplary for each evaluation dimensions including (1) internal assessment (2.75), (2) OER vision statement (3), (3) OER mission (3), (4) OER value statement (3), (5) SWOT analysis (2.75), (6) PEST analysis (2.75), (7) stakeholder analysis (2.75), (8) OER goals (3), (9) OER preliminary strategies / initiatives (3), (10) OER action plan (3), and (11) period review plan (3).

One of the SME from Rajabhat Universities System had suggested adding academic services as one of components in internal assessment since academic service is one of obligation and mission for Rajabhat Universities System. In addition, he has suggested including the concept of "local learning enrichment network" and "professional learning community" into OER mission statement so the target group

would be addressed more specifically. He further suggested the participant university who developed the strategic plan to consider the needs of additional stakeholder under the stakeholder analysis section. These additional stakeholders may include: (1) Office of the Basic Education Commission (OBEC), (2) primary Educational Service Area (PESA), and (3) Secondary Education Service Area (SESA) because these additional stakeholders might have an indirect influence to OER strategic plan. Moreover, the SME also provided the comments that the unclear policy in both USR and OER may affect the implementation of OER strategic plan.

Table 45 Final Output – OER Strategic Plan Evaluation

Evaluation Dimensions	Experts				Performance	Interpret
	1	2	3	4	Rating Score	
Internal Assessment	2	3	3	3	2.75	Exemplary
OER Vision Statement	3	3	3	3	3	Exemplary
OER Mission Statement	3	3	3	3	3	Exemplary
OER Value Statement	3	3	3	3	3	Exemplary
SWOT Analysis	2	3	3	3	2.75	Exemplary
PEST Analysis	3	3	3	2	2.75	Exemplary
Stakeholder Analysis	2	3	3	3	2.75	Exemplary
OER Goals	3	3	3	3	3	Exemplary
OER Preliminary Strategies / Initiatives	3	3	3	3	3	Exemplary
OER Action Plan	3	3	3	3	3	Exemplary
Period Review Plan	3	3	3	3	3	Exemplary

1.00 – 1.66 =Need Improvement, 1.67 – 2.33 = Acceptable, 2.34 – 3.00 = Exemplary

In terms of evaluation of the final output of the strategic planning process model, most of the experts considered the model as logical (3), has sufficient time for each step (2.75), and would create possible impact to higher education institutions (3). Moreover, one of the SMEs from Rajabhat Universities System commented that each step of the planning process might break down to longer periods of time to conduct, such as one or two semester time period depends on the future target group who have adopted this SPP model. As a result, this strategic planning process is exemplary by the experts' opinions.

Table 46 Final Output – Strategic Planning Process Model Evaluation

Evaluation Dimensions	Experts				Performance	Interpret
	1	2	3	4	Rating Score	
Logical	3	3	3	3	3	Exemplary
Sufficient Time	2	3	3	3	2.75	Exemplary
Possible Impact	3	3	3	3	3	Exemplary

1.00 – 1.66 =Need Improvement, 1.67 – 2.33 = Acceptable, 2.34 – 3.00 = Exemplary

By creating an OER strategic plan, the Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University has recognized the importance of considering the OER elements into their annual project planning and aligns with the concept of university social responsibility impact. This OER strategic plan is a key to its future success. However, the challenge will be to keep the ongoing period review and ensure the continuous changes and improvement. Thus, period reviews and revisions of the strategic planning document

and strategic plan including vision, mission, and strategic goal and preliminary strategy is a vital component of the strategic planning process. Policy makers and university administrator need to continue the dialogues rapid changes in terms of social situational analysis in order to ensure they meet the needs and concerns of stakeholders was being addressed. In addition, as a new preliminary strategy / initiative was implemented in response to addressing the USR impact, new challenges may happen at a rapid pace. Therefore, this plan aims to be comprehensive by addressing both practical needs at the local and division level. As a result, it is essential that the leadership commitment exhibited provides and guidance to bring this plan to fruition.

This plan should be viewed as the first step for OER movement in a long-term process. The development of an OER project that embeds a formal strategic planning system would allow for systematic, periodic review of the plan, and the collection of stakeholder feedback. Thus it is necessary to ensure continued effective and responsible management of the strategic planning model. Such an ongoing commitment will provide positive USR impacts in a various area.

Chapter V

Discussion, Conclusions, and Recommendations

This chapter presents the discussion, conclusions and recommendations of this study. Based on the analysis presented in Chapter four, several conclusions are drawn and presented as follows. In addition, the contributions of this study toward theoretical and practical are addressed as well.

Summary of the Findings

The summary of findings is concluded according to research objectives. The objective one in this study was to develop a strategic planning process (SPP) model based on the concept of university social responsibility for developing open educational resources. A variety of data such as a systematic literature review, opinion and document review from subject matter experts, ground opinion from Thai HEIs executive administrator, and feedback from focus group interviews were gathered in order to improve and validate the proposed SPP model.

A conceptual strategic planning process (SPP) model was drawn based on the systematic literature review. After examining the quality of the content and the relevance to the topic from the area of open educational resources, university social responsibility, social entrepreneurship, and strategic planning, 88 articles were selected for conceptualizing the strategic planning model. Thus, the conceptual SPP

model consisted of six stages: (1) envisioning, (2) social situational analysis, (3) strategy formulation, (4) taking action, (5) evaluating, and (6) sustaining.

In order to deduct a qualitative opinion, the opinion and document review and interview from subject matter experts (SMEs) were further examined as the second step. There were nine SMEs (five males (55.56%) and four females (44.44%)) who are working in the field of educational technology or educational leadership in Thai higher education institutions, have experience in a role in educational management and policy and strategy planning. The overall SPP model evaluation from SMEs mostly fall into agree level that the purposed SPP model was logical and understandable (4.67), the purposed SPP model would have a positive impact on higher education institution (HEIs) (4.67), and there was sufficient time for each section of the planning process (4.22). There were some additional elements that were suggested by SMEs to add to the proposed SPP model including an introduction page, description of OER and USR, and revised wording of stage 4. The SMEs further provided their opinions of the proposed SPP model. 77.78% of SMEs had positive opinion that the proposed SPP model would be a useful and meaningful process toward the meaningful outcome for development OER in Thailand, and have perceived this would be a suitable model for Thai universities who would like to plan their OER development strategically. In addition, SMEs had provided some suggestions and improvements such as: (1) be aware of using too

many technical words (22.22%), (2) be aware of the different levels of awareness and understanding toward OER and USR when implementing or trying out the proposed SPP model (33.33%), (3) consider the possibility of linking the SPP model to 4 function practices (teaching, researching, academic service, and culture) in Thailand (77.78%), (4) be aware of the research site selection such as well contact to the key person from the research site (66.67%). As a result, the SMEs' opinions, feedback, suggestions, and improvements were integrated into the revised SPP model. The revised SPP model consisted of six stages including: (1) envisioning the future for open educational resources, (2) conducting social situational analysis for open educational resources, (3) formulating the open educational resources (OERs) strategies, (4) moving from open educational resources vision to open educational resources action planning, (5) evaluating the open educational resources strategic plan and its process, and (6) sustaining the open educational strategic plan. The explanations of each stage were discussed in chapter four.

Moreover, Thai HEIs executive administrator's ground opinions regarding current OER and USR status and practices and their attitude, opinion, and suggestions toward fostering OER and USR development were examined. The paper-based survey was distributed to different types of Thai higher education institutions. A purposive sampling technique to different types of Thai HEIs was employed. The criteria were: (1) institutions have some initiative with university social responsibility practice

whether it is in their official website or document, and (2) the institutions have curriculum offered in either educational technology or information technology. The paper-based survey with university research participation request letter was distributed to 60 different types of Thai HEIs including (1) Universities system (30), (2) Rajabhat Universities System (21), and (3) Rajamangala Universities of Technology System (9). 44 out of 60 respondents (73.33%) had provided their opinion to the survey with a variety of executive academic position including (1) Others (professor, associate professor, assistant professor) (20.45%), Associate Dean (15.91%), Assist to President (11.36%), Vice President (11.36%), Acting President (9.09), Center Director (9/09%), President (6.82%), Deputy Dean (6.82%), Head of Department (4.55%), and Dean (2.27%). The results were interpreted based on different types of Thai HEIs. 68.18% of Universities System and 53.33% of Rajabhat Universities System had indicated their institution currently has a strategy or policy on OER. When examining further details, the indications of OER strategy or policy were mostly from an eLearning aspect. As a result, there is still a lack of a clear OER strategy or policy at Thai HEIs.

The researcher further examined the areas of those currently active in the OER movement, main reason that Thai HEIs are active in OER movement, future OER movement, and infrastructure, support, or incentives of developing culture of sharing based on their opinions. Universities System have indicated that increased efficiency

and quality of learning resources (86.36%) in their areas of currently active in OER movement, and quality (72.73%) is their main reason that their institutions are actively involved in OER movement, and with the positive response of 90.91% that their institutions would become active in developing and/or using OER in the near future. The respondents from Universities System perceived IT technical assistant (81.82%) would be the main infrastructure that needs to be established in order to develop more of a culture of sharing, learning, and teaching resources on an open basis.

Likewise, Rajabhat Universities had specified increased efficiency and quality of learning resources (73.33%) as their main areas of currently activity in OER movement and quality (66.67%) is their main reason that their institutions are actively involved in OER movement, and with the positive response of 100% that their institutions would become active in developing and/or using OER in the near future. The respondents from Rajabhat Universities had indicated that staff and faculty development would be the main support that Rajabhat Universities needed to put in place in order to develop more of a culture of sharing, learning, and teaching resources on an open basis.

Furthermore, Rajamangala Universities of Technology System have identified open and flexible learning opportunities (85.71%) as their main area of currently active in OER movement and language and cultural diversity (71.43%) as their main

reason that their institutions are actively involved in the OER movement. However, the respondents had indicated only 42.86% that their institutions would become active in developing and/or using OER in the near future. The respondents state that there is a need to readjust the current university policy and strategy in Rajamangala Universities of Technology System so more motivations and changes may occur in supporting and integrating OER with incentive for those who develop resources (42.86%) as main support from the institution in order to create on an open basis of more of a culture of sharing, learning, and teaching resources.

When further examining the USR status in the current Thai HEIs system, 68.18% of Universities System and 73.33% of Rajabhat Universities System had indicated their institutions have strategy or policy related to a university social responsibility practice. For example, the respondents described social engagement and physical, environmental and facility impact are part of USR strategy in their universities or conducting researches that have direct or indirect benefit to the society under category of academic service is part of USR strategy practice in Universities System. In addition, Rajabhat Universities System explained there is a policy for moral and social responsibility research and development as part of the academic service research to solve the problem and develop a better quality of living for the local community and society for Rajabhat Universities System. Additionally, only 42.86% of respondents have indicated their institutions have

strategy or policy for university social responsibility with an explanation that providing academic service to promote creation of jobs and competitiveness is perceived to be an USR strategy in Rajamangala Universities of Technology System. Accordingly, there is still a need to well established and conceptualized the deeper meaning and practice for university social responsibility practice in Thai HEIs.

When breaking down to the current USR practice according to each category as a final proposed USR SCOPE (Social, sub-social, cognitive, organizational, Philanthropic, Economic, Ethic, Environmental, and Educational) Impacts, the summary of USR SCOPE Impacts was provided in Chapter 4.

Universities System focused more on Human right (72.73%), sustainable human development (72.73%) in social dimension, work-life balance (72.73%) in sub-social dimension, ethnicity (59.09%) in cognitive dimension, aforementioned aspects including management ethics and work culture (management ethics and work culture) (63.64%) in organizational dimension, university volunteering (77.27%) in philanthropic dimension, transparency (81.82%) in economic dimension, copyright protection (63.64%) in ethic dimension, environmental organizational structure such as cycling and energy saving (86.36%) in environmental dimension, and arises student (86.36%) in educational dimension.

Moreover, the respondents from Rajabhat Universities had indicated slightly different aspects as compared to Universities System. According to SCOPE impacts,

sustainable human development (86.67%) in social dimension, work-life balance (80%) in sub-social dimension, poverty (80%) in cognitive dimension, (management ethics (80%) in organizational dimension, university volunteering (80%) in philanthropic dimension, quality and safety of the provide product and service (60%) in economic dimension, code of ethics (80%) in ethic dimension, natural sources protection (80%) in environmental dimension, and stakeholder awareness in values and in an understanding of the society that they are part of (80%) educational dimension.

Furthermore, the respondents from Rajamangala Universities of Technology System had showed some similarly USR practices as compared to Rajabhat Universities System. For example, in social (sustainable human development, 85.71%), cognitive (poverty, 42.86%), organizational (management ethics, 71.43%), philanthropic (university volunteering, 100%), ethic (code of ethics, 71.43%), and educational (stakeholder awareness in values and in an understanding of the society that they are part of, 85.71%) dimensions, respondents had indicated the same aspect as Rajabhat Universities System. In addition, a slightly different aspect such as work-life balance (28.57%) and faculty and staff training (28.57%) in sub-social dimension, transparency (85.71%) in economic dimension, environmental organizational structure such as recycling and energy saving (28.57%) and natural sources protection (28.57%) in environmental dimension.

The open-ended questions were further examined on how OERs have affected (1) learning environment in HEIs, (2) university administration management, (3) benefits, (4) barriers and challenge, (5) relation of OER and USR, (6) responsibility practices focused for social impact, (7) strategies related to OER and USR for university administration management, (8) suggestions to develop USR practice along with OER, and (9) suggestions for incorporating both OER and USR into strategic planning in Thai HEIs. The findings of open-ended questions are summarized in the following.

First, majority of respondents from Universities System, Rajabhat Universities System, and Rajamangala Universities of Technology System were to have a positive attitude toward OERs and have perceived that OER have a positive impact on the learning environment. For example, the respondents from Universities System described the potential support of open content for teaching and learning and suggested that OER should be integrated to be part of university eLearning system and in the meantime increasing the OER awareness of OER in different levels of the universities. In addition, respondents from Rajabhat Universities System have perceived a positive impact of OER in terms of helping faculty members and learners to have more opportunities in creating, using, and sharing of learning resources in an open basis. Thus, increasing the level of knowledge and resources exchanged in terms of openness that can improve teaching and learning in Rajabhat Universities

System. Furthermore, the respondents from Rajamangala Universities of Technology System have indicated the positive impact of OER in university learning environment such as increasing opportunities for students, faculty members, and staff to be able to access useful knowledge that could support not only current teaching and learning, but also the development of lifelong learning.

Second, some of the respondents had perceived positive effects of OERs in the university administration management. For instance, the respondents from Universities System had indicated that there is a need for a university to establish a new framework that can allocate learning resources in a proper way to strategically manage mechanisms in knowledge, learning resources, and technology that could enable students, faculty members, and staff to access to a variety of learning content in the an open basis and creating the impact of lifelong learning. Moreover, respondents from Rajabhat Universities System have indicated the OERs influenced in the university administration management plan and had suggested a new strategy plan to develop the quality of OER for education in university need to establish OERs as part of the university learning resources management plan especially for Rajabhat Universities System in order to improve the efficiency of learning resources management and to increase the responsibility of the university. On the other hand, the majority of respondents from Rajamangala Universities of Technology System have perceived that OERs have positively influenced university administration

management that OERs are a good learning resources that could provide unlimited information sharing and improving existing resources and may create a positive public image for universities even though there is a respondent indicated the OERs do not create such an impact in university administration management.

Third, there were many benefits of OERs that respondents have indicated from Universities System, Rajabhat Universities, and Rajamangala Universities of Technology System in this study. For example, self-development and continuous learning at any time anywhere in terms of creating opportunities for lifelong learning, ability and knowledge demonstration from faculty members and leaners in terms of creating, using, and sharing of OER, positive images creation for universities, and providing OER academic services not only for students but also to the local community as part of a social practice fulfillment.

Fourth, there were some barriers, challenges, and issues according to respondents' experience. For example, there is not a clear OER guideline that has been established yet, levels of understanding of OER usage, different levels of copyright protection, open license usage, and lack of faculty and staff training. In addition, policy and strategy plan are the major issues and challenge to foster OER development.

Fifth, in terms of perceiving the relation of OER and USR, the majority of respondents from Universities System, Rajabhat Universities System, and Rajamangala

Universities of Technology System have indicated OER is one of components that should integrate into the USR framework because OERs have been perceived as important resources for knowledge creation, which can drive economic and social development from a university social responsibility aspect. In addition, OERs play a role as educational responsibility for universities that OER and USR should align together for sharing without boundaries that help people including students, faculty members, staff, and residences of local community to share and transform the knowledge throughout open content creation. Thus, both OER and USR should be integrated into university strategic plan.

Sixth, in terms of a responsibility practice focus that can create a social impact for Thai HEIs, respondents from Universities System suggested to create a connection with local community and provide educational opportunity that can fulfill social needs especially for the southern-border provinces. In addition, creating open knowledge, reference, and learning resources that support academic, community, and society, promoting Thai culture as Thainess, and producing a quality of graduates who bring an impact to teaching learning and researching would corresponding to create a social impact from the Universities System aspect. Moreover, the respondents from Rajabhat Universities System have recommended developing a good model to support social, cultural, and societal in useful ways of applying knowledge with moral and social development. Furthermore, the

respondents from Rajamangala Universities of Technology System have suggested that producing a quality graduates who meets the needs and demand of society would create a social impact. Thus, providing useful and meaningful, creating safety to society, and helping graduated to gain necessary income or jobs would need to be established in Thai HEIs.

Seventh, the strategies related to OER and USR development for university administration management had indicated from respondents from different types of Thai HEIs that included establishing a multi-channel for OERs creation and distribution, developing a social service strategic plan that provides strategies to support and use of USR throughout creation of open content or materials, and clear understanding and framework about OERs and staff and faculty development for applying concepts of USR throughout OER development would be a necessary strategic to consider. In addition, the consideration of open quality learning materials in order to meet the educational needs and supporting the future trend of Association of Southeast Asian Nations (ASEAN) regional integration would need to be taken into account as well.

Eighth, further suggestions were provided from the respondents on developing USR practice along with OER development. The respondents from Universities System indicated that there is a need for public announcements and policy and strategic plan adjustments that particularly states the support from

national and institutional support in order to increase the awareness of OER and USR national wide and open up people's mindsets that the creation of OER would provide social impact to society and would support lifelong learning in the long term. In addition, respondents from Rajabhat Universities System suggested providing more successful cases of how to align OER practice based on the concept of USR and providing guideline how OERs could be integrated into interdisciplinary that could support social and local development as social services practices. Moreover, respondents from Rajamangala Universities of Technology System have considered there is a need to set up a pioneer group of HEIs to create OERs and invite subject matter experts across different field to pass on open knowledge creation and practices to students, faculty members, and staff in universities in order to support the local community development.

Ninth, in terms of integrating the concept of OER and USR into strategic planning in Thai HEIs, the majority of respondents stated there is a need for a university to create a clear strategy plan that focuses on creating a social responsibility impact from Thai HEIs aspect throughout OER learning processes. Thus, an up-to-dated IT management and technology plan, a quality content development for university and community for supporting OER creation for common interests, an easy common system that fulfills the current needs of stakeholders, and proper

indications of copyright or open license would need to be considered on what conducting a strategic planning in Thai HEIs.

After gathering the results from Thai HEIs executive administrators, these results were brought forward to be further discussed in the focus group interview. There were five experts invited to the focus group interview session. All of them have doctoral degrees in educational technology and have experienced in instructional and media design and development and have experience involved with eLearning, open educational resources projects, and strategic planning in their current position.

The researcher had structured six key questions to discuss in order to fulfill the purpose of this step, which was to discuss and finalize the components of proposed SPP model. As a result, there were some changes and improvements that were suggested by the experts. After the discussion among experts, they have suggested changing the components that were structured as input, process, output, and outcomes. In addition to foster development of OER practices especially in Thai HEIs, all five experts suggested to link OER development to the relation of social services because many Thai HEIs have indicated social services service is part of university and have been measured as part of the university KPI. In terms of recommending USR practices along with OER development, experts have suggested to add more specific components for USR practices that would provide a better

picture to Thai HEIs to perceived OER development could achieve certain levels of USR outcomes as perceived to have potential impacts to society. Experts also suggested some strategies related to using, creating, and sharing OER in Thai HEIs administration management. These strategies include: (1) providing incentive rewards for students, faculty members, and staff in creating, using, and sharing OER, (2) establishing a clear guideline for different levels of openness and proper use of copyright or open licenses based on different types of institutions aspect, (3) increasing awareness and benefits of using, creating, and sharing OER, (4) providing best practices of OER not only from worldwide university but also from local and regional, and (5) setting up a OER and USR policy and strategy from the university in order to foster the movement at every level at the university. Furthermore, for the specific practices that OER may create a social impacts, experts suggested to align OER practices with the USR impact components that the researcher has proposed from survey findings including social, sub-social, cognitive, organizational, philanthropic, economic, ethic, environmental, and educational impacts. This would provide a better picture for executive administrators to see what might be the potential impact of each OER development.

After confirming and validating the purposed strategic planning process model from subject matter experts, survey data, and focus group interviews, the proposed SPP model served as a toolkit for formulating an OER strategic plan in the second

phase – try out. As a result, the sampling university at central part of Thailand was successfully formulated an OER strategic plan including OER vision, mission, values, goals, preliminary strategies, and action plan to foster OER development that align with their current university KPI and also predicted some influential outcome as USR impacts in the future including: (1) educational impact in stakeholder awareness in values and in an understanding of the society that they are part of, (2) sub-social in faculty and staff training, and (3) ethic impact in code of ethic. There were also four subject matter experts that evaluated the final outputs including OER strategic plan and strategic planning process model of this study in order to provide the quality of OER strategic plans and recommendations for the possibility strategic plan implementation.

Discussion of the Findings

The findings for this study are interpreted in relation to the literature review from Chapter 2, which included related research literature to purpose a strategic planning process for developing open educational resources based on the concept of university social responsibility, social entrepreneurship, and strategic planning. The guiding research question was what components are needed for a strategic planning model for developing open educational resources strategies based on the concept of university social responsibility in order to help Asian HEIs move toward an openness knowledge-based economy, and to what extend the concept of university of social

responsibility be facilitated with respect to the open educational resources vision, mission, values, and strategies.

The major components of strategic planning process include: (1) *Input*: internal assessment including university policy and strategic plan in relationship to OER and USR practice, Faculty and University KPI, and current status of OER and USR practice; (2) *Process*: including (a) envisioning the future for OERs, (b) conducting social situational analysis for OER, (c) formulating the OER strategies, (d) moving from OER vision to OER action planning, (e) evaluating the OER strategic plan & its process, and (f) sustaining the OER strategic plan; (3) *Output*: Open educational resources strategic plan, and (4) *Outcome*: USR SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Environmental, Educational) Impacts. By following along the strategic planning process model, Thai HEIs could plan their vision, mission, values, and strategies that could move them toward the openness knowledge-based economy. This could fulfill the current needs for strategies and policies related to OER that have been addressed from the previous research (Allen & Shockey, 2014; Arnold, 2012; G. Conole, 2013; Farrow & Bristow, 2014).

In addition, the finding of this study has facilitated the concept of university social responsibility in the creation of OER vision, mission, goals, and strategies. The previous research (AUN, 2012; Esfijani et al., 2012; Reiser, 2007; Tetrevova & Sabolova, 2010; Vallaeys, 2013; Vasilescu, Barna, Epure, & Baicu, 2010) in the area of USR

components has taken into consideration when conducting a strategic planning. By considering a variety of USR practices in each component, Thai HEIs could really fulfill their social movement and could present their evidence of commitment to stakeholder and community throughout the openness of knowledge creation and transformation. This approach has supported the existing literature (Vallaeys, 2013) in the area of the key feature of social responsibility for university to follow. In addition, this brings to further level of innovation to sustain future educational framework.

The results might also support the lack of clear theoretical definition and framework for USR as discussed in previous studies (Dima et al., 2013; Esfijani et al., 2012; Reiser, 2007; Tetrevova & Sabolova, 2010; Vallaeys, 2013). The findings of this study may also lead to existing effect contributions to the academic knowledge in the field of educational policy, management, and implementation. This study could also provide benefits to scholars and government policy makers to seriously consider developing a clear framework of university social responsibility practices especially through the creation of open educational resources.

Moreover, the findings of this study provide benefits to scholars in the field of educational technology or university policy and administration regardless of supporting existing educational strategy planning and perhaps moving further to the educational policy development. In addition, other scholar may use this model as a toolkit to plan their OER strategic plan based on the concept of university social

responsibility according to their own context. This study might be able to raise awareness of linking USR and OER practices for different types of universities toward the establishment of social responsible universities that move toward building the nations open knowledge-based society. In the specific case, the university policy maker may focus on the development of each component of USR and with the proper funding supports for the country moving toward an open knowledge-based society.

In the beginning of the this study, researcher defined OERs as being a social practice driving the development of education, USR as being a philosophy for the social movement, SE as being an action for a university to take as an agent of social change, and SP as being a process and tool to follow for effective social practice in HEIs. Thus, the final output of the OER strategic plan gives a better picture of how the proposed strategic planning process model could assist HEIs to create their desire OER future as their social practice (Arnold, 2012; Geser, 2007; OECD, 2007; UNESCO, 2012a) for not only to produce open educational materials and strategy, but also guide them to think how each OER strategy and actions can create a potential USR impact for the future as part of social movement (Reiser, 2007; Vallaeys, 2013) and taking action in the role as a social change agent that focuses on social dimensions toward a further social change (Chand & Misra, 2009).

This can also achieve the sustainability of OER (Wiley, 2007) and the sustainable development for education (UNESCO, 2007). In addition, the SPP model enables university leaders to share an OER vision and belief with others in its continual concern with applications and strategic plan implementation.

The researcher in this study believes the proposed SPP model could provide a roadmap and toolkit for university executive administrators who are seriously considering of embedding OERs development based on the concept of USR. When adding up the components of USR at university administration management, the OER development could be fostering into deeper level of understanding and could create impacts in order to fulfill the sustainable educational framework. This could provide the evidence that how university is able to contribute themselves to their stakeholder and local community. Although policy and strategy planning for OER is less considering at current research, the researcher in this study believes further study should be examined to fulfill the existing gaps. Thus, the proposed SPP model and the approach of envisioning the future is one way of creating future that helps university moves from vision to action and to reality.

Limitations

Several limitations were faced in this study as follows. First, the language barrier was the first limitation because the researcher cannot read and write the local language (Thai) although her speaking and listening was acceptable at the

conversation level, some of the important documents still need to rely on the translation.

Second, the research site selection was another challenged for asking their willingness to participate. In addition, by selecting only Rajabhat Universities System for the try out, the generalization of the research finding to other type of universities will not be compromised due to other types of university systems might not have equally the same focus and practice for the USR impacts and contributions.

Third, given the nature of the relationship involved and diverse nature of the types of higher education institutional systems in Thailand, it is difficult to have a generalized strategic planning model to accommodate all kinds of settings as different types of universities system have different aims. Therefore, this study was limited to the nature of data and its process of conducting strategic planning to foster OER and USR development.

Implications

Theoretical Implication

There are a number of implications that need to be taken care of in future research. First, most of Thai HEIs have indicated having an OER strategy plan. However, when examining further details, more of strategy plans are still addressing in the areas of existing eLearning practice. Hence, more research projects and budget need to plans ahead for university administration management support. More in-

depth studies should be carried out that offers some practical experience when conducting strategic planning especially from the open educational resources planning and university social responsibility aspects in order to create social impact to society and sustain the education framework development. The challenge here is how to make a an open educational resources strategic planning based on the concept of university social responsibility happen, then execute the OER strategic plan, and connecting the strategic plan to existing university research to practice. Creating an OER strategic plan based on the purposed strategic planning model could help guide Thai HEIs to take action as a leading change agent. When Thai HEIs create an OER strategic plan, they now have a specific set of steps to follow in order to take their plan successful and align with creating university social responsibility impacts and practices.

Second, although respondents have indicated addressing the issues of university social responsibility, most practices and strategy plans were focused on achieving academic service. Thus, further investigation on the components of USR, practices, and how exactly to create such a USR impact should be examining in the future.

Third, existing investigations are difficult to compare due to their differences in terms of universities types. The major challenge is with the lack of appreciation and process with respect to OER strategic planning based on aligning the concept of

USR, and it does not reflect the level of commitment to contributing to the creation and the impact to university and society. Thus, a strategic planning process is benefit to guide decisions and activities. However, without sufficient funds to support strategic objectives, ambition and the passion for leading changes are in effect overpowering reality. In addition, engaging in a strategic planning process can help faculty members and stakeholders give perspective on the responsibility and daily academic services activity.

Practical Implication for Social Change

This study contributes to current research in a practical way. This brings a new perspective to the research conducted on OER and USR in a Thai context. This may force a Thai university to expand its roles and services with a managerial emphasis and take their role as a social entrepreneur and move to further levels of achievement and responsibility with both individuals and institutions in order to fulfill social practice, social movement, and social changes throughout the open educational resources creation and practices.

Recommendations

Recommendation to HEIs Executive Administrators

In a position of executive administrator, it is important to determine how to play a role as a change agent and have a mindset as a social entrepreneur that could embed the current changes and maximize the opportunities to the university

strengths throughout the process of strategic planning in such a way that enhance institutional effectiveness. Therefore, the researcher has recommended executive administrators especially in the strategic planning sector or divisions to take into consideration to linking OER as part of a university strategic plan output and USR as a university strategic plan outcome.

Strategic planning is a complex and time-intensive process. It is a process that does and should allow access for stakeholders from all levels of the higher education system. The potential of strategic planning will not be realized until there is a strong and realistic strategic plan for the future. Such a plan must focus strongly on the details of how reform can and will be implemented, how does this along with such of the creating an USR impact for not only university, but also community and society.

However, strategic planning still remains a critical element of managing a university direction. The process of strategic planning allows Thai HEIs executive administrators to analyze the internal and external factors as well as strategies to fulfill the OER development but still align with the USR impact that can be used as part of an indicator or university KPI assessment. Therefore, an OER strategic plan provides a good starting point in the process of formalization as it allows faculty members and executive administrator to look at different aspects of their goal and action strategies that will result in creating such a social impact. In addition, the OER

strategic plan may further require another tools and techniques to use and therefore improve the decision making process during the strategic plan implementation.

Moreover, since this study based on the concept of openness and open educational resources, the HEIs executive administrators may consider opening the students' thesis and dissertations for the open license instead of copyright as part of university intellectual property.

Recommendation for Policy Makers and Planners

The findings from this study should raise awareness for the policy makers in the field of education, science, and technology at national and institutional levels to develop a clear policy and guidelines of aligning USR through the creation of OER development for different types of higher education institutions systems in Thailand.

Recommendation for Future Research

Case studies of proposed SPP model from the various types of institutions in Thailand would provide a better insight into the processes being used. In addition, random samples or stratified random sample for future research would allow for a more even distribution of fulfilling different types of institutions in Thailand in the study. Perhaps more input from faculty members' perspectives toward the embedding the concept of OER and USR into their annual strategic planning, and students' opinions toward fulfilling the need of OER development, what is their expectation, and the expectation from local community residents particularly

focused on the USR impacts that can link with the development of OER either as part of open content, open media production, or open classroom that offers free enrollment for both students and the local community. In addition, the implementation of OER strategic plan should follow up for future research. Moreover, further examination of OERs learning process such as how faculty members and students are choosing, creating, assessing, retaining, reusing, remixing, redistributing, ethical consideration, sharing, sustaining (CARES) in their teaching and learning should be considered as part of university strategy formulation process.

Conclusion

This study applied a qualitative approach to develop a strategic planning model for developing open educational resources. The interdisciplinary areas such as university social responsibility, social entrepreneurship and strategic planning have been integrated into this study in the development phases. Under the qualitative approached: survey, opinion of subject experts, and focus group interview were employed to confirm and validate the component of the strategic planning process model that proposed in this study. Based on the finding from chapter 4, the unclear policy and strategic planning for open educational resources and university social responsibility will need to address in the future research. In addition, a clear framework of OER in the aspect of creating, assessing, 5 Rs: retaining, reusing, revising, remixing, redistributing (Wiley, 2006a, 2006b, 2010a, 2010b, 2014b), ethic, sharing, and

sustaining as OER learning process will need to be provided particularly in the Thai context. Moreover, the university social responsibility components as potential impacts to society will need to be further investigated as well. The strategic planning process model in this study serves as a toolkit for higher education institutions to develop an OER strategic plan that align the USR concept as the potential outcome impact. Furthermore, the result of OER strategic plans provides a better understanding of the output of the strategic planning process model in this study.

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APPENDIX

Appendix A – AECT Standards [1]

AECT Standard 1 - Content Knowledge

AECT Standard 1 (Content Knowledge): Candidates demonstrate the knowledge necessary to create, use, assess, and manage theoretical and practical applications of educational technologies and processes.

Indicators:

- **Creating** - Candidates demonstrate the ability to create instructional materials and learning environments using a variety of systems approaches. (p. 81)

- **Using** - Candidates demonstrate the ability to select and use technological resources and processes to support student learning and to enhance their pedagogy. (p. 141)

- **Assessing/Evaluating** - Candidates demonstrate the ability to assess and evaluate the effective integration of appropriate technologies and instructional materials.

- **Managing** - Candidates demonstrate the ability to effectively manage people, processes, physical infrastructures, and financial resources to achieve predetermined goals. (p. 178)

- **Ethics** - Candidates demonstrate the contemporary professional ethics of the field as defined and developed by the Association for Educational Communications and Technology. (p. 284)

AECT Standard 2 - Content Pedagogy

AECT Standard 2 (Content Pedagogy): Candidates develop as reflective practitioners able to demonstrate effective implementation of educational technologies and processes based on contemporary content and pedagogy.

Indicators:

- **Creating -** Candidates apply content pedagogy to create appropriate applications of processes and technologies to improve learning and performance outcomes. (p. 1)

- **Using** - Candidates implement appropriate educational technologies and processes based on appropriate content pedagogy. (p. 141)

- **Assessing/Evaluating** - Candidates demonstrate an inquiry process that assesses the adequacy of learning and evaluates the instruction and implementation of educational technologies and processes (p. 116-117) grounded in reflective practice.

- **Managing** - Candidates manage appropriate technological processes and resources to provide supportive learning communities, create flexible and diverse learning environments, and develop and demonstrate appropriate content pedagogy. (p. 175-193)

- **Ethics** - Candidates design and select media, technology, and processes that emphasize the diversity of our society as a multicultural community. (p. 296)

AECT Standard 3 - Learning Environments

AECT Standard 3 (Learning Environments): Candidates facilitate learning (p. 41) by creating, using, evaluating, and managing effective learning environments. (p. 1)
Indicators:

- **Creating** - Candidates create instructional design products based on learning principles and research-based best practices. (pp. 8, 243-245, 246)

- **Using** - Candidates make professionally sound decisions in selecting appropriate processes and resources to provide optimal conditions for learning

(pp. 122, 169) based on principles, theories, and effective practices. (pp. 8-9, 168-169, 246)

- **Assessing/Evaluating** - Candidates use multiple assessment strategies (p. 53) to collect data for informing decisions to improve instructional practice, learner outcomes, and the learning environment. (pp. 5-6)

- **Managing** - Candidates establish mechanisms (p. 190) for maintaining the technology infrastructure (p. 234) to improve learning and performance. (p. 238)

- **Ethics** - Candidates foster a learning environment in which ethics guide practice that promotes health, safety, best practice (p. 246), and respect for copyright, Fair Use, and appropriate open access to resources. (p. 3)

- **Diversity of Learners** - Candidates foster a learning community that empowers learners with diverse backgrounds, characteristics, and abilities. (p. 10)

AECT Standard 4 - Professional Knowledge and Skills

AECT Standard 4 (Professional Knowledge and Skills): Candidates design, develop, implement, and evaluate technology-rich learning environments within a supportive community of practice.

Indicators:

- **Collaborative Practice** - Candidates collaborate with their peers and subject matter experts to analyze learners, develop and design instruction, and evaluate its impact on learners.

- **Leadership** - Candidates lead their peers in designing and implementing technology-supported learning.

- **Reflection on Practice** - Candidates analyze and interpret data and artifacts and reflect on the effectiveness of the design, development and implementation of technology-supported instruction and learning to enhance their professional growth.

- **Assessing/Evaluating** - Candidates design and implement assessment and evaluation plans that align with learning goals and instructional activities.

- **Ethics** - Candidates demonstrate ethical behavior within the applicable cultural context during all aspects of their work and with respect for the diversity of learners in each setting.

AECT Standard 5 - Research

AECT Standard 5 (Research): Candidates explore, evaluate, synthesize, and apply methods of inquiry to enhance learning (p. 4) and improve performance (pp. 6-7).

Indicators:

- **Theoretical Foundations** - Candidates demonstrate foundational knowledge of the contribution of research to the past and current theory of educational communications and technology. (p. 242)

- **Method** - Candidates apply research methodologies to solve problems and enhance practice. (p. 243)

- **Assessing/Evaluating** - Candidates apply formal inquiry strategies in assessing and evaluating processes and resources for learning and performance. (p. 203)

- **Ethics** - Candidates conduct research and practice using accepted professional (p. 296) and institutional (p. 297) guidelines and procedures.

NOTE: Parenthetical page references are to *Educational Technology: A Definition with Commentary* (2008, A. Januszewski & M. Molenda, Eds., Lawrence Erlbaum Assoc.)

This matrix is a second way to think of how the *Indicators* cut across the Standards:

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating	X	X	X		
Using	X	X	X		
Assessing/Evaluating	X	X	X		X
Managing	X	X	X	X	
Ethics	X	X	X	X	X
Diversity of Learners			X		
Collaborative Practice				X	
Leadership				X	
Reflection on Practice				X	
Theoretical Foundations					X
Method					X

Appendix B – 2012 Paris OER Declaration

2012 World Open Educational Resources (OER) Congress

UNESCO, Paris, June 20-22, 2012

2012 PARIS OER DECLARATION

<u>Preamble</u>
The World OER Congress held at UNESCO, Paris on 20-22 June 2012, *Mindful of relevant international statements including:*

> The Universal Declaration of Human Rights (Article 26.1), which states that: "Everyone has the right to education";
> The International Covenant on Economic, Social and Cultural Rights (Article 13.1), which recognizes "the right of everyone to education";
> The 1971 Berne Convention for the Protection of Literary and Artistic Works and the 1996 WIPO Copyright Treaty;
> The Millennium Declaration and the 2000 Dakar Framework for Action, which made global commitments to provide quality basic education for all children, youth and adults;
> The 2003 World Summit on the Information Society, Declaration of Principles, committing "to build a people- centred, inclusive and development-oriented Information Society where everyone can create, access, utilize and share information and knowledge";
> The 2003 UNESCO Recommendation concerning the Promotion and Use of Multilingualism and Universal Access to Cyberspace;
> The 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expression, which states that: "Equitable access to a rich and diversified range of cultural expressions from all over the world and access of cultures to the means of expressions and dissemination constitute important elements for enhancing cultural diversity and encouraging mutual understanding";
> The 2006 Convention on the Rights of People with Disabilities (Article 24), which recognises the rights of persons with disabilities to education;
> The declarations of the six International Conference on Adult Education (CONFINTEA) Conferences emphasising the fundamental role of Adult Learning and Education.

Emphasizing that the term Open Educational Resources (OER) was coined at UNESCO's 2002 Forum on Open Courseware and designates "teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work";

Recalling existing Declarations and Guidelines on Open Educational Resources such as the 2007 Cape Town Open Education Declaration, the 2009 Dakar Declaration on Open Educational Resources and the 2011 Commonwealth of Learning and UNESCO Guidelines on Open Educational Resources in Higher Education;

Noting that Open Educational Resources (OER) promote the aims of the international statements quoted above;

Recommends that States, within their capacities and authority:
a. *Foster awareness and use of OER.*
b. Promote and use OER to widen access to education at all levels, both formal and non-formal, in a perspective of lifelong learning, thus contributing to social inclusion, gender equity and special needs education. Improve both cost-efficiency and quality of teaching and learning outcomes through greater use of OER.
c. *Facilitate enabling environments for use of Information and Communications Technologies (ICT).*

d. Bridge the digital divide by developing adequate infrastructure, in particular, affordable broadband connectivity,

e. 1widespread mobile technology and reliable electrical power supply. Improve media and information literacy and encourage the development and use of OER in open standard digital formats.

f. *Reinforce the development of strategies and policies on OER.*

g. Promote the development of specific policies for the production and use of OER within wider strategies for advancing education.

h. *Promote the understanding and use of open licensing frameworks.*

i. Facilitate the re-use, revision, remixing and redistribution of educational materials across the world through open licensing, which refers to a range of frameworks that allow different kinds of uses, while respecting the rights of any copyright holder.

j. *Support capacity building for the sustainable development of quality learning materials.*

k. Support institutions, train and motivate teachers and other personnel to produce and share high-quality, accessible educational resources, taking into account local needs and the full diversity of learners. Promote quality assurance and peer review of OER. Encourage the development of mechanisms for the assessment and certification of learning outcomes achieved through OER.

l. *Foster strategic alliances for OER.*

m. Take advantage of evolving technology to create opportunities for sharing materials which have been released under an open license in diverse media and ensure sustainability through new strategic partnerships within and among the education, industry, library, media and telecommunications sectors.

n. *Encourage the development and adaptation of OER in a variety of languages and cultural contexts.*

o. Favour the production and use of OER in local languages and diverse cultural contexts to ensure their relevance and accessibility. Intergovernmental organisations should encourage the sharing of OER across languages and cultures, respecting indigenous knowledge and rights.

p. *Encourage research on OER.*

q. Foster research on the development, use, evaluation and re-contextualisation of OER as well as on the opportunities and challenges they present, and their impact on the quality and cost-efficiency of teaching and learning in order to strengthen the evidence base for public investment in OER.

r. *Facilitate finding, retrieving and sharing of OER.*

s. Encourage the development of user-friendly tools to locate and retrieve OER that are specific and relevant to particular needs. Adopt appropriate open standards to ensure interoperability and to facilitate the use of OER in diverse media.

t. *Encourage the open licensing of educational materials produced with public funds.*

u. Governments/competent authorities can create substantial benefits for their citizens by ensuring that educational materials developed with public funds be made available under open licenses (with any restrictions they deem necessary) in order to maximize the impact of the investment.

2012-06-22 [2]

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[2] 2012 Paris OER Declaration

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/WPFD2009/English_Declaration.html

Appendix C – Subject Matter Expert Invitation Letter

ที่ ศธ 0512.6(2791.10)/58-   คณะครุศาสตร์   จุฬาลงกรณ์
มหาวิทยาลัย

ถนนพญาไท กรุงเทพมหานคร 10330

3 มีนาคม2558

เรื่อง   ขอความร่วมมือในการเก็บข้อมูลวิจัย

เรียน   อาจารย์ ดร. บุญชู บุญลิขิตศิริ

สิ่งที่ส่งมาด้วย   เครื่องมือที่ใช้ในการวิจัย

        ด้วย นางสาวชู -เชียง เฉิน นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีการศึกษา ภาควิชาเทคโนโลยีและสื่อสารการศึกษา อยู่ในระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "โมเดลการวางแผนเชิงกลยุทธ์เพื่อพัฒนาแหล่งการเรียนรู้แบบเปิด" โดยมี รองศาสตราจารย์ ดร.ใจทิพย์ ณ สงขลา และDonaldson Associate Professor Dr.J.Ana เป็นอาจารย์ที่ปรึกษา ในการนี้นิสิตมีความจำเป็นต้องเก็บข้อมูลด้วยแบบสัมภาษณ์ กับอาจารย์ ดร. บุญชู บุญลิขิตศิริ ทั้งนี้นิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

        จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

<div align="center">

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดรเนาวนิตย์ สงคราม.)
รองคณบดี
ปฏิบัติการแทนคณบดี

</div>

งานหลักสูตรและการจัดการเรียนการสอน ฝ่ายวิชาการ
โทร. 0-2218-2681-82 ต่อ 612

Appendix D – Survey Invitation Letter

ที่ ศธ 0512.6(2791.10)**/58-**

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ถนนพญาไท กรุงเทพมหานคร 10330

มีนาคม 2558

เรื่อง   ขออนุญาตเก็บข้อมูลวิจัยกับบุคลากรในสังกัด

เรียน   คณบดีบัณฑิตวิทยาลัยคณะศึกษาศาสตร์ มหาวิทยาลัยอัสสัมชัญ

สิ่งที่ส่งมาด้วย   เครื่องมือที่ใช้ในการวิจัย

            ด้วย นางสาว ชู-เซียง เฉิน นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีการศึกษา
ภาควิชาเทคโนโลยีและสื่อสารการศึกษา อยู่ในระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง
"โมเดลการวางแผนเชิงกลยุทธ์เพื่อพัฒนาแหล่งการเรียนรู้แบบเปิด" โดยมี รองศาสตราจารย์ ดร.ใจทิพย์
ณ สงขลา และ Associate Professor Dr.J.Ana Donaldson เป็นอาจารย์ที่ปรึกษา
ในการนี้นิสิตมีความจำเป็นต้องเก็บข้อมูลด้วยแบบสอบถามกับคณบดี รองคณบดี ผู้ช่วยคณบดี
และหัวหน้าภาควิชา ในบัณฑิตวิทยาลัยคณะศึกษาศาสตร์ มหาวิทยาลัยอัสสัมชัญ
เกี่ยวกับความคิดเห็นต่อแหล่งการเรียนรู้
แบบเปิดกับความรับผิดชอบต่อสังคมที่เกี่ยวข้องกับการวางแผนเชิงกลยุทธ์ของสถาบัน ทั้งนี้นิสิตผู้วิจัย
จะประสานงานในรายละเอียดต่อไป

            จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดอนุญาตให้บุคลากรในสังกัดให้ข้อมูลวิจัย
เพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.เนาวนิตย์ สงคราม)
รองคณบดี
ปฏิบัติการแทนคณบดี

งานหลักสูตรและการจัดการเรียนการสอน ฝ่ายวิชาการ
โทร. 0-2218-2681-82 ต่อ 612
เบอร์โทรติดต่อนิสิตผู้วิจัย : 0-89838-6321 Email : ava1019@gmail.com

MEMORANDUM

To   President, Vice President, Dean of Faculty, Deputy Dean, Associate Dean, Assistant Dean, Department Head

Subject   Research Participation Request

Dear Sir/Madam,

My name is Shu-Hsiang (Ava) Chen. I am currently doctoral student in the Department of Educational Technology & Communications at Faculty of Education, Chulalongkorn University, working on my dissertation entitled "**A Strategic Planning Model for Developing Open Educational Resources**". The first phase of this research is to gather from Thailand higher education institution executive administrator's attitude, opinion and perception toward open educational resources and university social responsibility in order to shape the purposed strategic planning model for university management. The details of this research participation is described in the following,

Purpose
To gather executive administrator's attitude, opinion, and perception toward open educational resources and university social responsibility for university management particularly for university policy and strategic planning.

Participants
Deans of Faculty, Deputy Dean, Associate Dean, Assistant Dean, executive administrators, or representative who have involved with university strategic planning.

Data Collection Process
    (1) A paper-based questionnaire as enclosed or

    (2) A web-based questionnaire survey https://www.surveymonkey.com/s/OERUSR

Duration for Research Participation - Approximately 20 minutes

After complete the paper-based questionnaire, please return enclosed questionnaire with provided return envelope within **March 30ᵗʰ 2015**. Your participation of this research is very important for Thai higher education especially for the strategic planning and development of open educational resources and university social responsibility. If you have any questions or concerns regarding this questionnaire or study, please feel free to contact Miss Shu-Hsiang (Ava) Chen at +66-89-838-6321 or email ava1019@hotmail.com. Thank you very much for your time. I truly appreciate your participation.

Sincerely,

Shu-Hsiang Chen

Miss Shu-Hsiang Chen
Department of Educational Technology & Communications
Faculty of Education, Chulalongkorn University

Appendix E – Research Consent and Survey

Dear Participant (เรียน ท่านผู้ตอบแบบสอบถาม)

You are invited to participate in a web-based online survey on "A Strategic Planning Model for Developing Open Educational Resources". This is a research project being conducted by Miss Shu-Hsiang (Ava) Chen, a doctoral student in the Department of Educational Technology and Communications at Faculty of Education, Chulalongkorn University. It should take approximately 20 minutes to complete.

ขอเชิญท่านเข้าร่วมการตอบแบบสอบถามออนไลน์ผ่านเว็บ เรื่อง "รูปแบบของแผนกลยุทธ์เพื่อการพัฒนา แหล่ง ทรัพยากรด้านการศึกษาแบบเปิด" ซึ่งเป็นส่วนหนึ่งในการวิจัยของ นางสาว Shu-Hsiang (Ava) Chen นิสิตระดับ ดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีและสื่อสารการศึกษา คณะครุศาสตร์ จุฬาลงกรณ์ มหาวิทยาลัย ซึ่งอาจใช้เวลา ในการทำแบบสอบถามประมาณ 20 นาที

PARTICIPATION (การมีส่วนร่วม)

Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

การมีส่วนร่วมของท่านในครั้งนี้เป็นไปตามความสมัครใจ ท่านสามารถปฏิเสธที่จะมีส่วนร่วม ในการวิจัยหรือ ออกจาก การสำรวจได้ตลอดเวลาโดยไม่มีการลงโทษใดๆ ท่านมีอิสระในการปฏิเสธที่จะ ตอบคำถามใดๆ ที่ ไม่ ต้องการไม่ว่าจะ ด้วยเหตุผลใดก็ตาม

BENEFITS (ประโยชน์)

You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about open educational resources and university social

responsibility in Asian higher education institutions and may help us shape the proposed strategic planning process model for developing open educational resources.

ท่านอาจไม่ได้รับประโยชน์โดยตรงจากการมีส่วนร่วมในการวิจัยครั้งนี้ อย่างไรก็ตาม ความเห็นของท่านอาจ ช่วย ให้ผู้วิจัยได้เรียนรู้เพิ่มเติมเกี่ยวกับแหล่งทรัพยากรการศึกษาแบบเปิดและความรับผิดชอบต่อสังคมของ มหาวิทยาลัย ในอาเซียนและอาจช่วยให้ผู้วิจัยสามารถร่างรูปแบบกระบวนการวางแผนเชิงกลยุทธ์ เพื่อการ พัฒนาแหล่งทรัพยากร ทางการศึกษาแบบเปิดให้สมบูรณ์

RISKS (ความเสี่ยง)

There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

ไม่มีความเสี่ยงที่มีผลต่อการใช้ชีวิตประจำวันในการเข้าร่วมการศึกษาในครั้งนี้

CONFIDENTIALITY (การรักษาความลับ)

Your survey answers will be sent to a link at SurveyMonkey.com where data will be stored in a password protected electronic format. If you are interested in participating in an additional interview by phone, in person, or email, you may choose to provide your contact information such as phone number or email address. You survey responses may no longer be anonymous to the researcher. However, no names or identifying information would be included in any publications or presentations based on these data, and your responses to this survey will remain confidential.

(คำตอบของท่านจะถูกส่งไปที่ SurveyMonkey.com โดยข้อมูลจะถูกเก็บไว้และได้รับการป้องกันด้วย รหัสผ่าน ในรูปแบบอิเล็กทรอนิกส์ หากท่านสนใจที่จะเข้าร่วมในการให้สัมภาษณ์เพิ่มเติมทางโทรศัพท์ แบบ ส่วนตัวหรือทาง อีเมล ท่านสามารถให้ข้อมูลในการติดต่อ เช่น หมายเลขโทรศัพท์ หรืออีเมลทั้งนี้ความ

คิดเห็นของท่านจะได้รับ การรายงานเป็นภาพรวม โดยไม่ระบุชื่อของท่านเป็นรายบุคคล อย่างไรก็ตามจะไม่ปรากฏชื่อและข้อมูลของผู้ตอบ แบบสอบถามในการตีพิมพ์หรือการนำเสนอ ข้อมูลจากการตอบแบบสอบถามนี้จะยังคงถูกเก็บไว้เป็นความลับ)

CONTACT (การติดต่อ)

If you have questions at any time about the study or the procedures, you may contact Miss Shu-Hsiang (Ava) Chen via phone at +66-898386321 or via email at ava1019@hotmail.com, or my dissertation advisor, Associate Professor Dr. Jaitip Nasongkhla via email at jaitip.n@chula.ac.th.

(หากท่านมีคำถามเกี่ยวกับการศึกษาหรือขั้นตอนใดๆ สามารถติดต่อได้ที่ นางสาว Shu-Hsiang (Ava) Chen โทร. +66-898386321 หรืออีเมล์ ava1019@hotmail.com หรือ อาจารย์ที่ปรึกษาวิทยานิพนธ์ รศ.ดร. ใจทิพย์ ณ สงขลา ผ่านทางอีเมล์ jaitip.n@chula.ac.th.)

Clicking on the "agree" button below indicates that: คลิกเลือกที่ปุ่ม "เห็นด้วย" ด้านล่าง เมื่อ:

• you have ready the above information คุณมีข้อมูลพร้อม
• you voluntarily agree to participate คุณสมัครใจที่จะมีส่วนร่วม

If you do not wish to participate in the research study, please decline participation by clicking on the "disagree" button. หากคุณไม่ต้องการที่จะมีส่วนร่วมในการศึกษาวิจัยกรุณาปฏิเสธการมีส่วนร่วมโดยการคลิกที่ปุ่ม "ไม่เห็นด้วย"

ELECTRONIC CONSENT: Please select your choice below. ความยินยอมทางอิเล็กทรอนิกส์ : กรุณาเลือกจากตัวเลือกด้านล่างนี้

☐ Agree (เห็นด้วย)

☐ Disagree (ไม่เห็นด้วย)

แบบสอบถามเพื่อการวิจัย

Background Information (ข้อมูลเบื้องต้นของผู้ตอบแบบสอบถาม)

1   Name (ชื่อ)..

2   Title of your current position (ตำแหน่ง) ....

3   Name of Institution (มหาวิทยาลัยองค์กร/สถาบัน/) ....

4   Email(อีเมล) ....

5   Phone (for later on follow up purpose) หมายเลขโทรศัพท์ (เพื่อการติดตามผลในภายหลัง)
    ....

Open Educational Resources: OERs (แหล่งทรัพยากรทางการศึกษาแบบเปิด)

Open Educational Resources (OERs) are any type of educational resources in either print or digital format (including course materials, websites, textbooks, audio materials, podcast, video, multimedia applications, visual materials, archived discussions, simulations or animations, maps, ancient or historical manuscripts, software, and any other tool or technique used to allow access to knowledge) that reside in the public domain and have released under an intellectual property license or open license such as Creative Commons that permits users with 5Rs Openness framework: Retain, Reuse, Revise, Remix, and/or Redistribute to support knowledge building, sharing, and learning to the worldwide community. According to this description, please provide your opinions in the following.

OER   เป็นแหล่งการเรียนรู้ทางการศึกษาประเภทหนึ่งซึ่งประกอบด้วยข้อมูลประเภทดิจิทัลและเอกสาร (ได้แก่ เอกสาร ประกอบรายวิชา (Course materials) เว็บไซต์ (Website) เอกสารประกอบการเรียน (Textbooks) ข้อมูลประเภท เสียง (Audio materials) พอดคาสท์ (Podcast) วีดิทัศน์ (Video) การประยุกต์ใช้งานมัลติมีเดีย (Multimedia application) สื่อประเภทภาพ (Visual materials) การอภิปราย (Archived discussions) การจำลองหรือ แอนิเมชัน (Simulations or animations) แผนที่ (Maps) เอกสารทางประวัติศาสตร์ (Ancient or historical manuscripts) ซอฟต์แวร์ (Software) และเครื่องมือ หรือเทคนิคอื่นๆ ที่ใช้เพื่อเข้าถึงข้อมูลความรู้ต่างๆ) ซึ่งปรากฏ อยู่ทั่วไปและเป็นทรัพย์สินทางปัญญาหรือ เป็นลิขสิทธิ์แบบเปิด อาทิ Creative Commons ซึ่งอนุญาตให้ผู้ใช้นำ ข้อมูลไปใช้ได้ในขอบเขต 5Rs ได้แก่

สามารถเก็บไว้ได้ (Retain) นำกลับมาใช้ใหม่ (Reuse) นำมาปรับปรุง (Revise) นำมาเรียบเรียงใหม่ (Remix) นำมาจัดวาง/จัดสรรใหม่ (Redistribute) ทั้งนี้เพื่อส่งเสริมการสร้างองค์ความรู้ การแลกเปลี่ยน และการเรียนรู้ในสังคม

จากรายละเอียดดังกล่าว กรุณาแสดงความคิดเห็นในประเด็นต่างๆ ดังนี้

1 **Does your institution currently have a strategy or a policy on Open Educational Resources (OER)?**
   สถาบัน/องค์กรของท่านมีกลยุทธ์หรือนโยบายด้านแหล่งทรัพยากรทางการศึกษาแบบเปิด (OERs) หรือไม่?

   ☐ No (ไม่(

   ☐ Yes (please give details) มี (กรุณาระบุรายละเอียด) ---------------------------------

2 **Is there any reference to OER in any government or state/regional educational strategy, planning or similar documents with which you are involved?**
   ท่านได้รับรู้แหล่งทรัพยากรทางการศึกษาแบบเปิด ในด้านกลยุทธ์ทางการศึกษา การวางแผน หรือเอกสารอื่นๆ จากภาครัฐที่เกี่ยวข้องหรือไม่?

   ☐ No (ไม่(

   ☐ Yes (please specify) มี (กรุณาระบุรายละเอียด) ---------------------------------

3 **What areas is your institution currently active in regarding the OER movement?**
   สถาบัน/องค์กรของท่านให้ความสำคัญแหล่งทรัพยากรทางการศึกษาแบบเปิดด้านใด? (เลือก ได้มากกว่า 1 ข้อ(

   ☐ Open and flexible learning opportunities (โอกาสในการเรียนรู้แบบเปิดและยืดหยุ่น)

   ☐ Increased efficiency and quality of learning resources (คุณภาพและประสิทธิภาพ ของ แหล่งเรียนรู้ที่เพิ่มขึ้น)

   ☐ Cost-efficiency of OER (ความคุ้มค่าของการใช้แหล่งทรัพยากรทางการศึกษาแบบเปิด)

   ☐ The innovative potential of OER (ศักยภาพเชิงนวัตกรรมของแหล่งทรัพยากรทาง การศึกษา แบบเปิด)

   ☐ Other (please specify) อื่นๆ (โปรดระบุ)---------------------------------

4 How does your institution perceived 5 Rs openness framework: Retain,
   Reuse, Revise, Remix, and/or Redistribute in regarding the OER movement?
   สถานศึกษาของท่านคิดอย่างไรเกี่ยวกับกรอบแนวคิดการเปิดกว้างของ 5Rs : การเก็บ, การ
   ใช้ซ้ำ, การแก้ไข, การเรียบเรียง และ/หรือการเผยแพร่ใหม่ เกี่ยวกับทรัพยากรทางการศึกษา
   แบบเปิด?

   ....

5 Please provide the main reason that your institution is active in the OER
   movement?
   กรุณาระบุเหตุผลหลักที่สถาบัน/องค์กรของท่านให้ความสำคัญในการขับเคลื่อน OER? (เลือก
   ได้มากกว่า 1 ข้อ(

   ☐ Language and cultural diversity(ความหลากหลายทางภาษาและวัฒนธรรม)

   ☐ Connectivity(การเชื่อมโยงกับนักวิชาการที่หลากหลาย)

   ☐ Quality(คุณภาพ))

   ☐ Copyright and publishers (ลิขสิทธิ์และผู้จัดทำผู้จัดพิมพ์/)

   ☐ Sustainability(ความยั่งยืน))

   ☐ Other reason(s) (เหตุผลอื่น(...

6 Will your institution become active in developing and/or using OER in the
   near future?
   สถาบัน/องค์กรของท่านจะให้ความสนใจในการพัฒนาและ/หรือการใช้ OER ในอนาคตอัน
   ใกล้หรือไม่?

   ☐ No (ไม่) (เพราะเหตุใดสถาบัน/องค์กรของท่านไม่ต้องการพัฒนาและ/หรือใช้ OER)

   ☐ Yes (please specify) (ใช่)

   Would you please provide the reason? (กรุณาระบุเหตุผลของท่าน).........................

7 Does your university provide guideline for creating, sharing, collaborating,
   and using OER?
   สถาบัน/องค์กรของท่านมีแนวปฏิบัติในการสร้างสรรค์ แลกเปลี่ยน สร้างความร่วมมือ และใช้
   OER หรือไม่?

   ☐ No (ไม่)

   ☐ Yes please specify (ใช่ กรุณาระบุ)..

8 **Does your institution provide staff / faculty training for OER development and adoption?**
สถาบัน/องค์กรของท่านจัดการฝึกอบรมแก่บุคลากร/อาจารย์ เพื่อพัฒนาและยอมรับ OER **หรือไม่?**

☐ No (ไม่)

☐ Yes please specify (ใช่ กรุณาระบุ)..

University Social Responsibility (USR) is a philosophy or principle for social movement, which can be perceived as a philosophy of a university to use an ethical approach to develop and engage with the local and global community in order to sustain the social, ecological, environmental, technical, and economic development. USR acts as a key player for social changes, as USR implies having a policy of ethical quality, governing the performance of the university community. According to this description, please provide your opinions in the following.

USR คือ ปรัชญาหรือหลักในการขับเคลื่อนทางสังคมซึ่งนำมาใช้ในกระบวนการทางจริยธรรมเพื่อพัฒนาและ ยกระดับ สังคมในระดับท้องถิ่นและสากล เพื่อรักษาไว้ซึ่งสังคม ระบบนิเวศน์ สิ่งแวดล้อม เทคนิค และการ พัฒนาทางเศรษฐกิจ โดย USR จะมีบทบาทหลักในการเปลี่ยนแปลงสังคม และนำเสนอนโยบายในด้าน จริยธรรม การบริหารจัดการสังคม มหาวิทยาลัยให้มีประสิทธิภาพ

จากรายละเอียดดังกล่าว กรุณาแสดงความคิดเห็นในประเด็นต่างๆ ดังนี้

1   **Does your institution currently have a strategic plan or policy for university social responsibility (USR)?**
สถาบัน/องค์กรของท่านมีกลยุทธ์หรือนโยบายด้านความรับผิดชอบต่อสังคมของมหาวิทยาลัยหรือไม่?

☐ No (ไม่)

☐ Yes please specify (ใช่ กรุณาระบุ)------------------------------------

2   **Is there any reference to USR in any government or state/regional educational strategy, planning or similar documents in your country / institution?**
สถาบันของท่านให้ความสำคัญกับความรับผิดชอบต่อสังคมของมหาวิทยาลัย (USR) **ที่อิงกับกลยุทธ์ แผนของรัฐบาล แผน นโยบาย หรือเอกสารที่เป็นทางการของสถาบันของท่านหรือไม่**?

☐ No (ไม่)

☐ Yes please specify (ใช่ กรุณาระบุ)------------------------------------

3   According to each category in the following section, what your institution focus the most for the current practice?
สถาบัน/องค์กรท่านมุ่งเน้นส่วนใดมากที่สุด ตามหมวดหมู่ต่อไปนี้?

3.1   **Economic Impact (ผลกระทบด้านเศรษฐกิจ). Please select all that apply.**

☐ Transparency (ธรรมาภิบาล)

☐ Corporate governance principles (หลักการกำกับดูแลกิจการที่ดี)

☐ Quality and safety of the provide products and services (คุณภาพและความปลอดภัยของผลผลิตและ การบริการ)

☐ Other (please specify) อื่น โปรดระบุ ----------------------------

3.2   **Ethic Impact (ผลกระทบด้านจรรยาบรรณ). Please select all that apply.**

☐ Code of ethics (**ประมวลจรรยาบรรณ**)

☐ Intellectual property protection (**การปกป้องทรัพย์สินทางปัญญา**)

☐ Copyright protection (**การรักษา/ปกป้องลิขสิทธิ์**)

☐ Other (please specify) อื่น โปรดระบุ ----------------------------

3.3   **Organizational Impact (ผลกระทบเกี่ยวกับองค์กร/ระบบ). Please select all that apply.**

☐ Management ethics (**การจัดการด้านจริยธรรม**)

☐ Work culture (**วัฒนธรรมการทำงาน**)

☐ Aforementioned aspects (**มุมมองที่กล่าวมาแล้วข้างต้น**)

☐ Other (please specify) **อื่น โปรดระบุ** ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

3.4   **Environmental Impact (ผลกระทบด้านสิ่งแวดล้อม). Please select all that apply.**

☐ Environmental organizational structure (recycling, energy saving, etc) (**โครงสร้างองค์กรด้านสิ่งแวดล้อม (การนำกลับมาใช้ใหม่ การประหยัดพลังงาน และอื่นๆ)**)

☐ Natural sources protection (**การรักษาทรัพยากรธรรมชาติ**)

☐ Investments into environmental technologies (**การลงทุนในเทคโนโลยีเพื่อสิ่งแวดล้อม**)

☐ Environmental products and services (**ผลิตภัณฑ์และบริการเพื่อสิ่งแวดล้อม**)

☐ Other (please specify) **อื่น โปรดระบุ** ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

3.5   **Educational Impact (ผลกระทบด้านการศึกษา). Please select all that apply.**

☐ Arises student (**ผู้เรียนที่ตื่นรู้**)

☐ Stakeholder awareness in values and in an understanding of the society that they are part of (**การตระหนักรู้ของผู้ที่เกี่ยวข้องในด้านคุณค่าและความเข้าใจในการเป็นส่วนหนึ่งของสังคม**)

☐ Other (please specify) **อื่น โปรดระบุ** ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

3.6   **Cognitive impact (ผลกระทบเกี่ยวกับกระบวนการคิด). Please select all that apply.**

☐ Ethnicity (**เชื้อชาติ**)

☐ Gender (**เพศ**)

☐ Poverty (**สถานะทางสังคม/ความยากจน**)

☐ Disability (**ความบกพร่อง/ความพิการ**)

☐ Other (please specify) **อื่น โปรดระบุ** ....

3.7   **Social Impact (ผลกระทบทางสังคม). Please select all that apply.**

        ☐ Human right (**สิทธิมนุษยชน**)

        ☐ Sustainable human development (**การพัฒนามนุษย์อย่างยั่งยืน**)

        ☐ Other (please specify) **อื่น โปรดระบุ** ....

3.8   **Sub-Social Impact (ผลกระทบทางสังคมที่ไม่มีโครงสร้างที่แน่นอน). Please select all that apply.**

        ☐ Employment policy (**นโยบายการจ้างงาน**)

        ☐ Faculty & Staff training (**การฝึกอบรมคนในองค์กร**)

        ☐ Work-life balance (**การสร้างความสมดุลในชีวิตการทำงาน**)

        ☐ Equal opportunities in the workplace (**โอกาสที่เท่าเทียมกันในที่ทำงาน**)

        ☐ Other (please specify) **อื่น โปรดระบุ** ....

3.9   **Philanthropic (ผลกระทบจากการให้ความช่วยเหลือ). Please select all that apply.**

        ☐ University volunteering (**การทำงานอาสาในมหาวิทยาลัย**)

        ☐ University charity (**การทำงานเพื่อการกุศล**)

        ☐ Other (please specify) **อื่น โปรดระบุ** ....

Based on your personal opinion, perception, and attitude toward open educational resources (OERs) and university social responsibility (USR), please provides your answer, feedback, and comments for the following questions. จากความคิดเห็น การรับรู้ และทัศนคติของท่านต่อทรัพยากรทางการศึกษาแบบเปิด (OER) และความรับผิดชอบ ต่อสังคม (USR) กรุณาตอบคำถามและให้ข้อเสนอแนะในข้อคำถามต่อไปนี้

1   **In your opinion, how OERs have affected the learning environment at your institution?**
     ตามความคิดเห็นของท่าน OERs **มีผลต่อสภาพแวดล้อมทางการเรียนรู้ในสถาบัน/องค์กรของท่านอย่างไร**?

....

2   In your opinion, how OERs have affected the university administration management at your institution?

ตามความคิดเห็นของท่าน OERs มีผลกระทบต่อการบริหารจัดการมหาวิทยาลัยของท่าน อย่างไร?

----

3   In your opinion, what benefits of OERs have you perceived in your experience?

ตามความคิดเห็นและประสบการณ์ของท่าน OERs ให้ประโยชน์อะไรกับท่านบ้าง?

----

4   In your opinion, what barriers, challenges, and issues of OERs have you faced at your institution?

ตามความคิดเห็นของท่าน ท่านเผชิญกับปัญหา อุปสรรค หรือสิ่งท้าทายใดบ้างเกี่ยวกับ OERs ในสถาบัน/องค์กรของท่าน?

----

5   In your opinion, how do you perceive the relation of OER and USR?

ตามความคิดเห็นของท่าน ท่านเข้าใจว่า OER สัมพันธ์กับ USR อย่างไรบ้าง?

----

6   In your opinion, what infrastructure, support, and incentives would the university need to put in place to develop more of a culture of sharing, learning, and teaching resources on an open basis?

ตามความคิดเห็นของท่าน โครงสร้างพื้นฐาน ส่วนสนับสนุน และสิ่งอำนวยความสะดวกใดบ้าง ที่มหาวิทยาลัยจำเป็นต้องใช้ เพื่อพัฒนาหรือส่งเสริมวัฒนธรรมการแลกเปลี่ยน การเรียนรู้ และ การสอนในแหล่งการเรียนรู้แบบเปิดที่มีอยู่?

☐ A university repository only open to students and staff (คลัง ของ OERs มหาวิทยาลัยที่เปิดให้นิสิตนักศึกษาและเจ้าหน้าที่/เท่านั้น)

☐ A university presence on an open web site such as iTuneU, YouTube Edu, Google Edu, etc. (การมีส่วนร่วมในเว็บไซต์แบบเปิด อาทิ iTuneU, YouTube Edu, Google Edu เป็นต้น)

☐ Incentives for those who develop resources (สนับสนุนอำนวยความสะดวกส่งเสริม/ ให้ผู้ที่สนใจพัฒนา แหล่งการเรียนรู้)

☐ IT/Technical assistance (การสนับสนุนทางเทคนิคหรือด้าน IT)

☐ Staff & Faculty development (การพัฒนาเจ้าหน้าที่และคนในองค์กร)

☐ Other suggestions ข้อเสนอแนะอื่นๆ โปรดระบุ (please specify) ....

7   In your opinion, what responsibility practices your institution should focus to have social impact?
ตามความคิดเห็นของท่าน ความรับผิดชอบใดที่สถาบันของท่านควรให้ความสนใจเพื่อให้เกิดผลทางสังคม?

    ....

8   In your opinion, what strategies related to OER and USR development do you think should include in the university administration management?
ตามความคิดเห็นของท่าน กลยุทธ์ใดที่เกี่ยวข้องกับการพัฒนา OER และ USR ที่ท่านคิดว่าควรเพิ่มเติมในการบริหาร จัดการมหาวิทยาลัย?

    ....

9   In your opinion, what suggestions would you provide to develop USR practice along with OER development in your institution?
ตามความคิดเห็นของท่าน ข้อเสนอแนะใดที่ท่านต้องการเสนอ เพื่อพัฒนาการดำเนินการด้าน USR พร้อมกับการพัฒนา OERs ในสถาบันของท่าน?

    ....

10 In your opinion, what are your suggestions for incorporating both OER and USR into strategic planning in your institution?
ตามความคิดเห็นของท่าน ท่านมีข้อเสนอแนะใดเพื่อรวม OER และ USR เข้ากับการวางแผนเชิงกลยุทธ์ในสถาบัน ของท่าน?

    ....

11 Additional Comments and feedback? ข้อเสนอแนะเพิ่มเติม

    ....

ขอบพระคุณท่านที่สละเวลาให้ข้อมูลที่เป็นประโยชน์ในครั้งนี้ ดิฉันจะนำข้อมูลและข้อเสนอแนะต่างๆ ที่ได้รับไปใช้ให้เป็นประโยชน์เพื่อการดำเนินการวิจัยต่อไป

* * * * * * * * * * * * * * *

Appendix F – Subject Matter Experts Opinion Review Form

Strategic Planning Model Review Form by Subject Matter Experts

Background

1 Name …………………………………………………………………………………

2 Title of your current position …………………………………………………

3 Name of Institution / Organization ……………………………………………

4 Email …………………………………………………………………………

5 Phone (for later on follow up purpose) ………………………………………

Opinion / Feedback

1	The strategic planning process model was logical and understandable.	**1**	**2**	**3**	**4**	**5**
2	The strategic planning process model will have a positive impact on HEIs	**1**	**2**	**3**	**4**	**5**
3	There was sufficient time for each section of the planning process	**1**	**2**	**3**	**4**	**5**

1 = Strongly disagree, 2 = Disagree, 3 = Not sure, 4 = Agree, 5 = Strongly Agree

4 Based on the provided SPP model, are there any additional elements steps needed to add?

…………………………………………………………………………………………

5 What is your opinion on the proposed SPP Model

…………………………………………………………………………………………

6 Commons, feedback, improvement, suggestions?

…………………………………………………………………………………………

Appendix G – Focus Group Interview & Discussion Agenda

Focus Group Interview & Discussion

April 8th 13:00pm – 17:00pm

Building 4, Level 4 Room 406

Department of Educational Technology & Communication

Faculty of Education, Chulalongkorn University

…………………..…………………..…………………..…………………..…

Rational

The author has proposed a strategic planning process model (SPP) model as a toolkit to assist higher education institutions (HEIs) at department level to develop their open educational resources strategic plan. This toolkit provides university executive administrators a new way to deepen understanding of creating, using, and sharing all kinds of learning materials in their professional practice.

Objective

1. To discuss the proposed strategic planning model for developing open educational resources

2. To finalize the components of propose strategic planning model for developing open educational resources

Expected Outcome

1. Finalized purposed strategic planning process model based on university social responsibility concept for developing open educational resources

Agenda

I. Introduction

1. Introduce focus group interview agenda

2. Quick overview for the concept of open educational resources and university social responsibility.

3. Overview of the purposed strategic planning process model

II. Key Questions Discussion

1. Based on the provided strategic planning model, are there any additional elements steps needed to add?

2. What is your opinion on the proposed strategic planning model?

3. Based on the proposed strategic planning model, what suggestions will you provide to foster and develop OER practice?

4. Based on the proposed strategic planning model, what suggestion will you provide to foster university social responsibility practice along with open educational resources development?

5. In your opinion, what strategies related to using, creating, and sharing open educational resources / content should include in university administration management?

6. In your opinion, what practices of using, creating, and sharing of open educational resources / content that your department or institution should focus to have social impact?

III. Conclusion

1. Have we missed anything out?

2. Is there anything we should have talked about but have not addressed it yet?

3. Is there any additional examples that you would like to share about your experience in using, creating, and sharing, open educational resources especially for the cast of university management practice

4. Comments, feedback, improvement, suggestions?

5. Summarize all the comments, feedback, improvement, and suggestions.

IV. Closing

1. Thank you for all the participants attending

2. Presenting the gift to all the participants & picture taking

Appendix H – Focus Group Interview Coding Sample

Questions	Member 1	Member 2	Member 3	Member 4	Member 5
Q1 Based on the provided strategic planning model, are there any additional elements steps needed to add?	Planning strategy is output, and OER is outcome.	Agree with member 1	Have to delete the line box and can make in the circle	Agree with member 1 & 3	The users may not know the activities in each stage.
Theme	**Components**				
Category					
Summary					

Appendix I – Index of Item-Objective Congruence (IOC)

1. Survey

Please evaluate the following statement by mark the box. (-1 = Definite feeling that an item is not a measure of an objective, 0 = Undecided about whether the item is a measure of an objective, + 1 = Definite feeling that an item is a measure of an objective). Mean score below 0.5 = Unaccepted, above 0.5 = Accepted (Turner & Carlson, 2003)

Objective	Item	Experts			IOC Mean Score	Interpret
		1	2	3		
1. To gather participant's background information	1. Name (ชื่อ)	+1	+1	+1	1	Accepted
	2. Title of your current position (ตำแหน่ง)	+1	+1	+1	1	Accepted
	3. Name of Institution (มหาวิทยาลัยองค์กร/สถาบัน/)	+1	+1	+1	1	Accepted
	4. Email(อีเมล)	+1	+1	+1	1	Accepted
	5. Phone (for later on follow up purpose) หมายเลขโทรศัพท์ (เพื่อการติดตามผลในภายหลัง)	+1	+1	+1	1	Accepted
2. To gather ground opinion of current OERs practice	1. Does your institution currently have a strategy or a policy on Open Educational Resources (OER)? สถาบัน/องค์กรของท่านมีกลยุทธ์หรือนโยบายด้านแหล่งทรัพยากรทางการศึกษาแบบเปิด (OERs) หรือไม่? ☐ No (ไม่(☐ Yes (please give details) มี (กรุณาระบุรายละเอียด)	+1	+1	+1	1	Accepted
	2. Is there any reference to OER in any government or state/regional educational strategy, planning or similar documents with which you are involved? ท่านได้รับรู้แหล่งทรัพยากรทางการศึกษาแบบเปิด ในด้านกลยุทธ์ทางการศึกษา การวางแผน หรือเอกสารอื่นๆ จากภาครัฐที่เกี่ยวข้องหรือไม่? ☐ No (ไม่(☐ Yes (please specify) มี (กรุณาระบุรายละเอียด)	+1	0	+1	0.67	Accepted
	3. What areas is your institution currently active in regarding the OER movement? สถาบัน/องค์กรของท่านให้ความสำคัญแหล่งทรัพยากรทางการศึกษาแบบเปิดด้านใด? (เลือกได้มากกว่า 1 ข้อ(☐ Open and flexible learning opportunities (โอกาสในการเรียนรู้แบบเปิดและยืดหยุ่น) ☐ Increased efficiency and quality of learning resources (คุณภาพและประสิทธิภาพของ แหล่งเรียนรู้ที่เพิ่มขึ้น) ☐ Cost-efficiency of OER (ความคุ้มค่าของการใช้แหล่งทรัพยากรทางการศึกษาแบบเปิด) ☐ The innovative potential of OER (ศักยภาพเชิงนวัตกรรมของแหล่งทรัพยากรทางการศึกษา แบบเปิด) ☐ Other (please specify) อื่นๆ (โปรดระบุ)	+1	+1	0	0.67	Accepted

	4. How does your institution perceived 5 Rs openness framework: Retain, Reuse, Revise, Remix, and/or Redistribute in regarding the OER movement? สถานศึกษาของท่านคิดอย่างไรเกี่ยวกับกรอบแนวคิดการเปิดกว้างของ 5Rs : การเก็บ, การใช้ซ้ำ, การแก้ไข, การเรียบเรียง และ/หรือการเผยแพร่ ใหม่ เกี่ยวกับทรัพยากรทางการศึกษาแบบเปิด?	+1	0	+1	0.67	Accepted
	5. Please provide the main reason that your institution is active in the OER movement? กรุณาระบุเหตุผลหลักที่สถาบัน/องค์กรของท่านให้ความสำคัญในการ ขับเคลื่อน OER? (เลือกได้มากกว่า 1 ข้อ(☐ Language and cultural diversityความหลากหลายทางภาษาและ) (วัฒนธรรม ☐ Connectivity(การเชื่อมโยงกับนักวิชาการที่หลากหลาย) ☐ Qualityคุณภาพ)) ☐ Copyright and publishers (ลิขสิทธิ์และผู้จัดทำผู้จัดพิมพ์/) ☐ Sustainabilityความยั่งยืน)) ☐ Other reason(s) (เหตุผลอื่น(					Accepted
	6. Will your institution become active in developing and/or using OER in the near future? สถาบัน/องค์กรของท่านจะให้ความสนใจในการพัฒนาและ/หรือการใช้ OER ในอนาคตอันใกล้หรือไม่? ☐ No (ไม่) (เพราะเหตุใดสถาบัน/องค์กรของท่านไม่ต้องการพัฒนาและ/หรือ ใช้ OER) ☐ Yes (please specify) (ใช่) Would you please provide the reason? (กรุณาระบุเหตุผลของท่าน)	+1	0	+1	0.67	Accepted
	7. Does your university provide guideline for creating, sharing, collaborating, and using OER? สถาบัน/องค์กรของท่านมีแนวปฏิบัติในการสร้างสรรค์ แลกเปลี่ยน สร้าง ความร่วมมือ และใช้ OER หรือไม่? ☐ No (ไม่) ☐ Yes please specify (ใช่ กรุณาระบุ)	+1	+1	+1	1	Accepted
	8. Does your institution provide staff / faculty training for OER development and adoption? สถาบัน/องค์กรของท่านจัดการฝึกอบรมแก่บุคลากร/อาจารย์ เพื่อพัฒนา และยอมรับ OER หรือไม่? ☐ No (ไม่) ☐ Yes please specify (ใช่ กรุณาระบุ)	+1	+1	+1	1	Accepted
3. To gather ground opinion of current USR practice	1. Does your institution currently have a strategic plan or policy for university social responsibility (USR)? สถาบัน/องค์กรของท่านมีกลยุทธ์หรือนโยบายด้านความรับผิดชอบต่อสังคม ของมหาวิทยาลัยหรือไม่? ☐ No (ไม่) ☐ Yes please specify (ใช่ กรุณาระบุ)	+1	+1	+1	1	Accepted

2. Is there any reference to USR in any government or state/regional educational strategy, planning or similar documents in your country / institution? สถาบันของท่านให้ความสำคัญกับความรับผิดชอบต่อสังคมของมหาวิทยาลัย (USR) ที่อิงกับกลยุทธ์ แผนของรัฐบาล แผน นโยบาย หรือเอกสารที่เป็นทางการของสถาบันของท่านหรือไม่? ☐ No (ไม่) ☐ Yes please specify (ใช่ กรุณาระบุ)	+1	+1	+1	1	Accepted
3. According to each category in the following section, what your institution focus the most for the current practice? สถาบัน/องค์กรท่านมุ่งเน้นส่วนใดมากที่สุด ตามหมวดหมู่ต่อไปนี้?					
3.1. Economic Impact (ผลกระทบด้านเศรษฐกิจ). Please select all that apply. ☐ Transparency (ธรรมาภิบาล) ☐ Corporate governance principles (หลักการกำกับดูแลกิจการที่ดี) ☐ Quality and safety of the provide products and services (คุณภาพและความปลอดภัยของผลผลิตและ การบริการ) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
3.2. Ethic Impact (ผลกระทบด้านจรรยาบรรณ). Please select all that apply. ☐ Code of ethics (ประมวลจรรยาบรรณ) ☐ Intellectual property protection (การปกป้องทรัพย์สินทางปัญญา) ☐ Copyright protection (การรักษา/ปกป้องลิขสิทธิ์) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
3.3. Organizational Impact (ผลกระทบเกี่ยวกับองค์กร/ระบบ). Please select all that apply. ☐ Management ethics (การจัดการด้านจริยธรรม) ☐ Work culture (วัฒนธรรมการทำงาน) ☐ Aforementioned aspects (มุมมองที่กล่าวมาแล้วข้างต้น) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
3.4. Environmental Impact (ผลกระทบด้านสิ่งแวดล้อม). Please select all that apply. ☐ Environmental organizational structure (recycling, energy saving, etc) (โครงสร้างองค์กรด้านสิ่งแวดล้อม (การนำกลับมาใช้ใหม่ การประหยัดพลังงาน และอื่นๆ)) ☐ Natural sources protection (การรักษาทรัพยากรธรรมชาติ) ☐ Investments into environmental technologies (การลงทุนในเทคโนโลยีเพื่อสิ่งแวดล้อม) ☐ Environmental products and services (ผลิตภัณฑ์และบริการเพื่อสิ่งแวดล้อม) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
3.5. Educational Impact (ผลกระทบด้านการศึกษา). Please select all that apply.	+1	+1	+1	1	Accepted

	☐ Arises student (ผู้เรียนที่ตื่นรู้) ☐ Stakeholder awareness in values and in an understanding of the society that they are part of (การตระหนักรู้ของผู้ที่เกี่ยวข้องในด้านคุณค่าและความเข้าใจในการเป็นส่วนหนึ่งของสังคม) ☐ Other (please specify) อื่น โปรดระบุ					
	3.6. Cognitive impact (ผลกระทบเกี่ยวกับกระบวนการคิด). Please select all that apply. ☐ Ethnicity (เชื้อชาติ) ☐ Gender (เพศ) ☐ Poverty (สถานะทางสังคม/ความยากจน) ☐ Disability (ความบกพร่อง/ความพิการ) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
	3.7. Social Impact (ผลกระทบทางสังคม). Please select all that apply. ☐ Human right (สิทธิมนุษยชน) ☐ Sustainable human development (การพัฒนามนุษย์อย่างยั่งยืน) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
	3.8. Sub-Social Impact (ผลกระทบทางสังคมที่ไม่มีโครงสร้างที่แน่นอน). Please select all that apply. ☐ Employment policy (นโยบายการจ้างงาน) ☐ Faculty & Staff training (การฝึกอบรมคนในองค์กร) ☐ Work-life balance (การสร้างความสมดุลในชีวิตการทำงาน) ☐ Equal opportunities in the workplace (โอกาสที่เท่าเทียมกันในที่ทำงาน) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
	3.9. Philanthropic (ผลกระทบจากการให้ความช่วยเหลือ). Please select all that apply. ☐ University volunteering (การทำงานอาสาในมหาวิทยาลัย) ☐ University charity (การทำงานเพื่อการกุศล) ☐ Other (please specify) อื่น โปรดระบุ	+1	+1	+1	1	Accepted
4. To provide additional opinion and attitude toward OER & USR	1. In your opinion, how OERs have affected the learning environment at your institution? ตามความคิดเห็นของท่าน OERs มีผลต่อสภาพแวดล้อมทางการเรียนรู้ในสถาบัน/องค์กรของท่านอย่างไร?	+1	+1	+1	1	Accepted
	2. In your opinion, how OERs have affected the university administration management at your institution? ตามความคิดเห็นของท่าน OERs มีผลกระทบต่อการบริหารจัดการมหาวิทยาลัยของท่านอย่างไร?	+1	+1	+1	1	Accepted
	3. In your opinion, what benefits of OERs have you perceived in your experience? ตามความคิดเห็นและประสบการณ์ของท่าน OERs ให้ประโยชน์อะไรกับท่านบ้าง?	+1	+1	+1	1	Accepted
	4. In your opinion, what barriers, challenges, and issues of OERs have you faced at your institution?	+1	+1	+1	1	Accepted

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2. Purposed Strategic Planning Model for Developing OER based on the Concept of USR

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.		
Name: (First/Last)	………….…………..…………..………	Signature	…………..…………..…
Position	………….…………..…………..………	Date	…………..…………..…
University / Organization	………….…………..…………..………		

Please evaluate the following statement by mark the box. (-1 = Definite feeling that an item is not a measure of an objective, 0 = Undecided about whether the item is a measure of an objective, + 1 = Definite feeling that an item is a measure of an objective).

Objective	Item	Evaluation			Comments
		-1	0	1	
1. To evaluate the purposed component – Internal Assessment of input	Assess Strategic Plans (University, Faculty, and Department)				
	Assess University KPI				
	Examine University Policy and Strategy in relation to USR and OER				
	Examine Current USR and OER practices				
2. To evaluate the purposed components – 6	1. Envisioning the Future for OERs				

Stages of process	2. Conducting Social Situational Analysis for OER & USR				
	3. Formulating the OER Strategies				
	4. Moving from OER Vision to OER Action Planning				
2. To evaluate the purposed components – 6 Stages of process	5. Evaluating the OER Strategic Plan and the Process				
	6. Sustaining the OER Strategic Plan				
3. To evaluate the purposed components – OER Strategic Plan of output	OER Strategic Plan				
4. To evaluate the purposed components – USR SCOPE Impacts of outcome	USR Outcomes				

Additional Comments or Feedback

Appendix J – Letter for 2nd Phase – Try Out

ที่ ศธ 0512.6(2791.10)/58-มหาวิทยาลัย

คณะครุศาสตร์   จุฬาลงกรณ์

ถนนพญาไท กรุงเทพมหานคร 10330

พฤษภาคม 2558

เรื่อง   ขอความร่วมมือในการเก็บข้อมูลวิจัยและทดลองใช้เครื่องมือ

เรียน   ประธานสาขาเทคโนโลยีการศึกษา คณะครุศาสตร์ มหาวิทยาลัยราชภัฏราชนครินทร์

สิ่งที่ส่งมาด้วย   เครื่องมือที่ใช้ในการวิจัย

          ด้วย นางสาวชู เซียง- เฉิน นิสิตหลักสูตรครุศาสตรดุษฎีบัณฑิต สาขาวิชาเทคโนโลยีและสื่อสารการศึกษา ภาควิชาสาขาวิชาเทคโนโลยีและสื่อสารการศึกษา อยู่ระหว่างการดำเนินงานวิจัยวิทยานิพนธ์เรื่อง "โมเดลการวางแผนเชิงกลยุทธ์เพื่อพัฒนาแหล่งการเรียนรู้แบบเปิด"   โดยมี รองศาสตราจารย์ ดร.ใจทิพย์ ณ สงขลา และ Associate Professor Dr. J. Anna Donaldson เป็นอาจารย์ที่ปรึกษา ในการนี้นิสิตมีความจำเป็นต้องเก็บรวบรวมข้อมูลและทดลองใช้เครื่องมือ   คือ   โมเดลการวางแผนเชิงกลยุทธ์เพื่อพัฒนาแหล่งการเรียนรู้แบบเปิด กับคณาจารย์สาขาวิชาเทคโนโลยีการศึกษา ทั้งนิสิตผู้วิจัยจะได้ประสานงานในรายละเอียดต่อไป

          จึงเรียนมาเพื่อขอความอนุเคราะห์จากท่านโปรดเป็นผู้ทรงคุณวุฒิดังกล่าวเพื่อประโยชน์ทางวิชาการต่อไป และขอขอบคุณมาในโอกาสนี้

ขอแสดงความนับถือ

(รองศาสตราจารย์ ดร.เนาวนิตย์ สงคราม.)
รองคณบดี
ปฏิบัติการแทนคณบดี

งานหลักสูตรและการจัดการเรียนการสอน ฝ่ายวิชาการ
โทร. 0-2218-2681-82 ต่อ 612

Appendix K – Evaluation Form for Final Output

Strategic Plan & Strategic Planning Model Evaluation

Reviewed by

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.		
Name: (First/Last)	…………..…………..……………	**Signature**	…………..…………..…
Position	…………..…………..……………	**Date**	…………..…………..…
University	…………..…………..……………		

I. Please evaluate the following statement based on the provided OER strategic plan.

Evaluation Dimensions	Performance Rating			Score
	Need Improvement 1	**Acceptable 2**	**Exemplary 3**	
Internal Assessment	The internal assessment does not provide the result of current university strategy plan, university KPI, and current OER and USR status.	The internal assessment provide a general idea of the result of current university strategy plan, university KPI, and but missing a few consideration of current OER and USR status.	The internal assessment has clearly presented the result of current university strategy plan, university KPI, and current OER and USR status.	
	Comments:			
OER Vision Statement	OER vision statement does not present a clear picture of idea OER future	OER vision statement provide a big idea of what to achieve but, missing a few consistent with faculty and university vision station.	OER vision statement presents a clear picture of idea OER future and is aligned and consistent with faculty and university vision statement.	
	Comments:			
OER Mission Statement	OER mission statement does not present a clear idea and is not reflects the work and unique character of department.	OER mission statement provides a satisfactory statement and is easy to understand, but missing the unique character of department.	OER mission statement is clear and easy to understand and reflects the work and unique character of department.	
	Comments:			
OER Value Statement	OER values statement does not reflect a clear idea of what department stands for, and how department will behave during the process.	OER values statement provides a satisfactory statement that reflects what department stands for, but missing the elements how department will behave during the process.	OER values statement is clearly reflect the idea of what department stands for, and how department will behave during the process.	
	Comments:			
SWOT Analysis	SWOT analysis is not provided, is inadequate, or is incomplete in significant respects.	SWOT describes major characteristics of elements, but is limited or missing a few elements, or analysis is less appropriately developed.	Provides a thorough analysis of strengths, weakness, opportunities, and threats, and clear presents significant competitive advantage and effectively analyzes their impacts on OER success.	
	Comments:			

PEST Analysis	PEST analysis is not provided, is inadequate, or is incomplete in significant respects.	PEST analysis describes major characteristics of elements, but is limited or missing a few elements, or analysis is less appropriately developed.	Provides a thorough PEST analysis and clear presents significant competitive advantage and effectively analyzes their impacts on OER success.	
	Comments:			
Stakeholder Analysis	Stakeholder analysis is not provided, is inadequate, or is incomplete in significant respects.	Stakeholder analysis describes major characters of elements, but is limited or missing a few elements, or analysis is less appropriately developed.	Stakeholder analysis is fully described and identified its interests, expectations, and potential; clearly presents significant results of stakeholder needs.	
	Comments:			
OER Goals	OER goals are general and not clearly tied to an important standard and aspect of achieving OER vision and mission.	OER goals are specific and included a target outcome, but are not applies to target stakeholders.	OER goals are specific, essential, and have clear outcome in terms of achieving OER vision and mission.	
	Comments:			
OER Preliminary Strategies / Initiatives	OER preliminary strategies are general and not clearly tied to USR impact and university KPI, and not align with OER goals.	OER preliminary strategies are specific identified and align with OER goals, but not clearly tied to USR impact and university KPI.	OER preliminary strategies are specific identified and clearly tied to USR impact and university KPI, and align with OER goals.	
	Comments:			
OER Action Plan	OER action plan is not provided, or is inadequate, not fully developed, or incomplete in significant respects.	OER action plan is outlined, but less than fully described, a few details are not described, but plan meets expectations.	OER action plan outlines, develops, and fully describes plan for justifies the actions.	
	Comments:			
Period Review Plan	Period Review Plan is not provided, or is inadequate, or incomplete in significant respects.	Period review plan is provided, missing some details, but period review plan is adequately established.	Period review plan is fully describes the time period of each task and will provide management support.	
	Comments:			

II. Please evaluate the following statement based on the provided Strategic Planning Model for developing Open Educational Resources (OERs) based on concept of University Social Responsibility (USR).

Evaluation Dimensions	Performance Rating			
	Need Improvement 1	Acceptable 2	Exemplary 3	Score
Logical	The purposed Strategic Planning model for developing OERs is not logic and not understandable.	The purposed strategic planning model for developing OERs based on the concept of USR is somehow logic and understandable.	The purposed strategic planning model for developing OERs based on the concept of USR is clearly presented, logic and understandable.	
Sufficient time	The steps of the purposed Strategic Planning model for developing OERs does not provide sufficient time for each step of the planning process.	The steps of the purposed Strategic Planning model for developing OERs somehow provide sufficient time for each step of the planning process.	The steps of the purposed Strategic Planning model for developing OERs provide sufficient time for each step of the planning process.	
Possible impact	The purposed strategic planning model for developing OERs based on the concept of USR does not provide a positive impact for Thai higher education institutions.	The purposed strategic planning model for developing OERs based on the concept of USR has provided somehow acceptable positive impact for Thai higher education institutions.	The purposed strategic planning model for developing OERs based on the concept of USR has provided a positive impact for Thai higher education institutions.	

Comments

………………….…………………….……………………….……………………….………….

Appendix L – Strategic Planning Process Model Documentation

A Strategic Planning Process Model for Developing Open Educational Resources (OERs) based on the Concept of University of Social Responsibility (USR) - A Toolkit

Abstract

This strategic planning process model toolkit is to assist higher education institutions (HEIs) at department or division level to develop their open educational resources (OERs) strategic plan based on the concept of university social responsibility (USR). This toolkit provides executive administrators a new way to deepen understanding of creating, using, and sharing all kinds of learning materials in their professional practice that can link to USR practice. This strategic planning process model toolkit aims for people who perceive OER as part of rapidly changing for social practice and perceive USR as part of social movement in their current university management system.

Prepared by Ava (Shu-Hsiang) Chen

Preface

This strategic planning process model toolkit is part of output of researcher Shu-Hsiang (Ava) Chen's doctoral dissertation. All content in strategic planning process model toolkit is licensed under a Creative Commons Attribution 4.0 International License.

Introduction

Target Sampling of using this Strategic Planning Model

University department, research center, or innovative center who has initiated the movement of open educational resources such as using, creating, and sharing open content, open textbook, open courseware, open curriculum, or open technology.

Objectives of this Strategic Planning Model

1. To foster the open educational resources development from management aspect

2. To integrate the concept of university social responsibility into using, creating, and sharing of open educational resources

3. To facilitate university administrators for developing open educational resources strategic plan

Target Participants

- Heads of department, administrators, or faculty members whom have their job responsibility to involve with university strategic planning

Target duration of this Strategic Planning

- 2 Days workshop or depends on participants' preference.

Expected Output

- A comprehensive Open Educational Resources Strategic Plan based on the concept of University Social Responsibility

EXECUTIVE SUMMARY

Input

The input in this section is to conduct an internal assessment. This includes reviewing participant's current strategic plans: university, faculty, and department strategic plan, university key performance indicators, university policy and strategy in relation to USR, and review the current USR, OER, and academic services practice.

Process

This strategic planning process model consist of six stages that help executive administrators in higher education institution (HEI) particularly in department level to develop open educational resources strategic plan based on the concept of University Social Responsibility. The objective in this section is to conduct strategic planning process in six stages: (1) Envisioning the future of OERs, (2) Conducting social situational analysis for OER & USR, (3) Formulating the OER strategies, (4) Moving from OER visions to OER action planning, (5) Evaluating OER strategic plan and process, (6) Sustaining the OER strategic planning.

Output

- The output in this section is to produce a comprehensive OER Strategic plan

Outcome

- The expected outcome in this section is the influential outcome after implementing the comprehensive OER strategic plan that may possible fulfills the USR SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Educational, Environmental) Impacts.

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Strategic Planning Process Model

Input

Internal Assessment

- Strategic plans (University, Faculty, & Department)
- University Key Performance Indicators (KPI)
- University Policy & Strategy in relation to USR & OER

Process

6 Stages (sequential process)

1. Envisioning the Future for OERs
2. Conducting Social Situational Analysis for OER & USR
3. Formulating the OER Strategies
4. Moving from OER Vision to OER Action Planning
5. Evaluating the OER Strategic Plan and Process
6. Sustaining the OER Strategic Planning

Output

OER Strategic Plan (Vision, Mission, Values, Goal, Objectives, Preliminary Strategies, Action)

Outcome

USR SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Educational, Environmental) **Impacts**
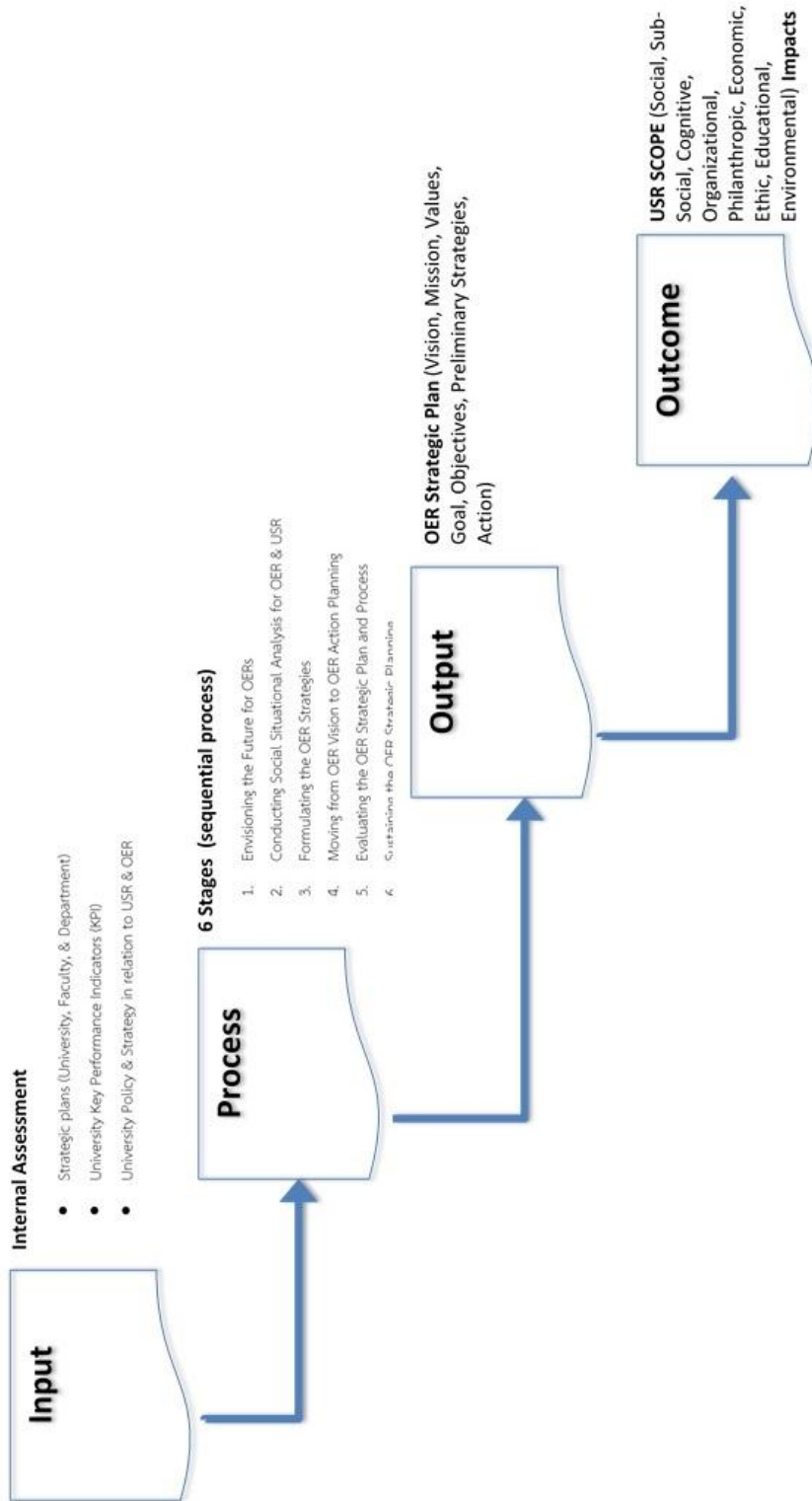
STRATEGIC PLANNING PROCESSES DESCRIPTION

This strategic planning process consist of six stages that help executive administrators in higher education institution (HEI) particularly in department level to develop open educational resources strategic plan based on the concept of University Social Responsibility.

Stage 1: Envisioning the Future for Open Educational Resources (OERs)

Envisioning the future and developing the desire vision, mission and values is important stage to ensure the overall success of strategic plan. In this stage, participants will provide their opinions and the importance of using, creating, and sharing open educational resources in order to develop their desire future. Their opinion will lead to identifying the desire vision, mission, and values statement of OER in their context.

Stage 2: Conducing Social Situational Analysis for Open Educational Resources (OERs)

Assessing and analyzing the social situation is very important stage for a success strategic plan. This will involve examining the needs and gaps of the department, reviewing the elements of OERs and USR, and conducting analysis of department internal assessment such as strengths, weaknesses, opportunities, and threats. Participants also need to understand the external environment such as political and demographic change, social needs and impact, environmental trends, and technology trends. This information will be collected through various activities and other analytical techniques. The outcome for this stage is to help participants to recognize the sustainable condition in order to meet the desire vision, mission, and values statement of OERs.

Stage 3: Formulating the Open Educational Resources (OERs) Strategies

In order to answer the main question of how do achieve the goals of using, creating, and sharing open educational resources, developing a set of measurable goals, objectives, and preliminary strategy / initiatives will address the significant critical issues of future.

Stage 4: Moving from OER vision to OER Action Planning

In order to move from OER vision to OER action, it is important to move down to specific steps that will achieve the strategic goal and objectives. The steps in this stage to accomplish are (1) to recap the vision, mission, and values statement from stage 1, (2) to confirm the goals, objectives and preliminary strategies / initiatives from stage 2, and (3) to develop action plan towards operations, procedures, and processes.

Stage 5: Evaluating the OER Strategic Plan and its Process

In this stage, it is very important to conduct an evaluation that help participants to assess and evaluate the results from previous stages to see if the vision and mission have stated consistency.

Stage 6: Sustaining the OER Strategic Plan

To truly sustain the strategic planning process, developing advocacy and periodic review will enable the participant to adapt to short-term strategies while maintaining their long-term strategic vision.

STAGE 1 – ENVISIONING THE FUTURE FOR OPEN EDUCATIONAL RESOURCES (OERS)

Envisioning the future and developing the desire vision, mission and values is important stage to ensure the overall success of strategic plan. In this stage, participants will provide their opinions and the importance of using, creating, and sharing open educational resources in order to develop their desire future.

The objectives of this stage are:

1. To identify the desire vision, mission, and values in relation to open educational resources

2. To create OER vision, mission and values statement that is aligned with the core vision, mission, and values of institutions.

The expected outputs of stage 1 are

1. OER vision statement

2. OER Mission statement

3. OER values statement

1.1. Examine Participant's Opinion

In this step, participants will be asked to provide their background and opinion toward their perception, and opinion in terms of using, creating, sharing, and implementing of open content, open learning materials, or open educational resources (OERs) according to their experiences.

1.1.1. Background & Opinion Toward OERs

1	Name
	Position
	Email
	Phone

2	What functions of OER do you currently use for your teaching and learning? (e.g., open content, open courseware, open textbook, etc.)

3	How do you share your teaching content with others?

4	What benefits do you personal believe from using, creating, and sharing of open content or learning materials?

5	What social impact do you perceive when you using, creating, and sharing open content or learning materials with others?

6	What challenge have you perceived when using, creating, and sharing open content or learning materials for your teaching?

1.1.2. Opinion about Impact of OER

1	Name
	Position
	Email
	Phone
2	In your opinion, consider what your department should be focused on the open content development that your faculty member would be willing to contribute their idea?
3	In your opinion, consider where your department should go for open content development that will help strength the relationship with students?
4	In your opinion, what functions should your department provide in terms of establishing of using, creating, and sharing cultural of open content?
5	In your opinion, what functions of open content development should your department establish in terms of feeling senses of creating impact to society?
6	In your opinion, do you think your department has a clear vision for open content design, development, utilization, and adaption?
	☐ Yes (please specify)
	☐ No (please provide your suggestion)
7	In your opinion, do you think your department has a clear mission for open content design, development, utilization, and adaption?
	☐ Yes (please specify)
	☐ No (please provide your suggestion)

1.2. Identify the Desired OER Vision

In this step, participants will be asked to identify and create the vision of desire Open Educational Resources for the future that will meet the needs of the stakeholder. Vision statement captures how the department wants to be perceived in the future and reach for significant and inspires a compelling OER future development.

1.2.1. Creating Vision Statement

Purpose

- To create a vision of desire OER future for the department and stakeholder that is based on the current concept of university social responsibility practice.

Time

- 45 Minutes

Resources

- A4 Paper and Projector

Steps

1. Introduce the current existing example of OER vision
2. Distribute the Worksheet 1 – Vision Statement
3. Describe the following components: (1) what the your department / institution will be? (2) what your department / institution will do / achieve? (3) who are your department / institution will work with (the target group)
4. Facilitate participants to draft a one to two sentence statement, which describes the vision of the organization.
5. Introduce Vision Statement Checklist and facilitate participate to fill out the vision statement checklist form.

Vision Statement Checklist Form (Please check the following items as checkbox)

Item	Yes	No
Does the vision statement provide a clear picture of your department's ideal OER future?	☐	☐
Is the vision statement clear?	☐	☐
Is the vision statement challenging?	☐	☐
Is the vision statement brief enough to be remembered?	☐	☐
Do I believe this vision can be realized?	☐	☐
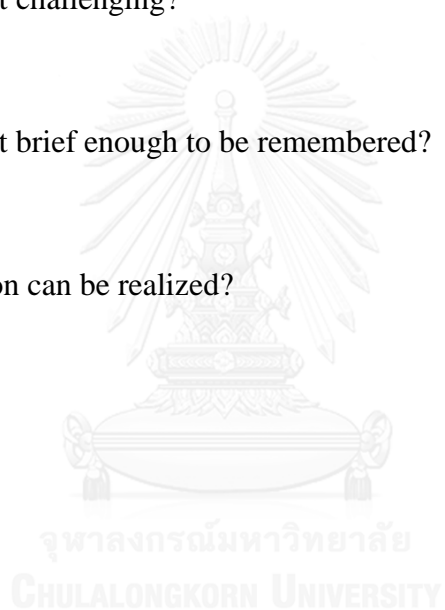
1.3. Identify the Desired OER Mission

In this step, participants will be asked to identify and create the mission of desire OER that will meet the needs of the stakeholder. Mission statement captures the essence of why the department exists and express who they are and what they do for the OER development and practice. The mission statement also explains the basic needs that department will fulfill.

1.3.1. Creating Mission Statement

Purpose

- To create a comprehensive mission statement of what department is doing and why exist in terms of OER development

Time

- 45 Minutes

Resources

- A4 Paper and Projector

Steps

1. Introduce the current existing example of OER mission
2. Discuss if there is any direct impact from local learning enrichment network (LLEN) or professional learning community
3. Distribute the Worksheet 2 – Mission Statement
4. Describe the following components: (1) what the department is, (2) what the department does / achieves, and (3) who the work is aimed at (the target group).
5. Facilitate participants to draft a one to two sentence statement, which describes the mission of the organization should be.
6. Introduce Mission Statement Checklist and facilitate participate to fill out the mission statement checklist form.

Mission Statement Checklist Form (Please check the following items as checkbox)

Item	Yes	No
Does the mission statement reflect the work and unique character of your department / institution?	☐	☐
Is it easy to understand?	☐	☐
Can you easily remember it?	☐	☐
Will achievement of the mission help make the vision a reality?	☐	☐
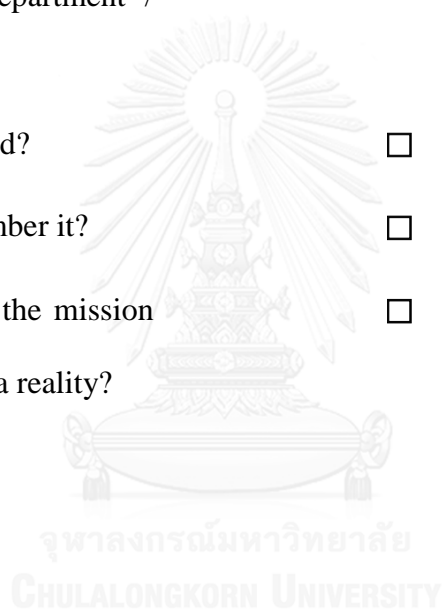
1.4. Identify the Desired OER Values

In this step, participants will be asked to identify and create the values of desire OER that will meet the department principles and beliefs. This value will provide an underlying framework for making decision and for certain management practices.

1.4.1. Creating OER Values

Purpose

- To create OER values that your department will carry out the OER mission

Time

- 45 Minutes

Resources

- A4 Paper and Projector

Steps

1. Introduce the current existing example of OER values
2. Distribute the Worksheet 3 – Value Statement
3. Describe the importance of a value statement, which is a commitment for the department to behave a certain way.
4. Facilitate participants to list some values statements that describe how the department should behave and interact.
5. Introduce Values Statement Checklist

Value Statement Checklist Form (Please check the following items as checkbox)

Item	Yes	No
Does the value statement reflect what our department stands for?	☐	☐
Is it easy to understand?	☐	☐
Is it supporting the beliefs of OER vision and mission?	☐	☐

STAGE 2 – CONDUCING SOCIAL SITUATIONAL ANALYSIS FOR OPEN EDUCATIONAL RESOURCES (OERS) AND UNIVERSITY SOCIAL RESPONSIBILITY (USR)

Assessing and analyzing the social situation is very important stage for a success strategic plan. This will involve examining the needs and gaps of the department, reviewing the elements of OERs and USR, and conducting analysis of department internal assessment such as strengths, weaknesses, opportunities, and threats. Participants also need to understand the external environment such as political and demographic change, social needs and impact, environmental trends, and technology trends. This information will be collected through various activities and other analytical techniques. The outcome for this stage is to help participants to recognize the sustainable condition in order to meet the desire vision, mission, and values statement of OER Development.

The objectives of this stage are:

1. To review the elements of current University Social Responsibility practice

2. To conduct social situational analysis

The expected outputs of stage 1 are

1. Important areas for OER development

2. Results from Analysis

2.1. Review the Elements of Current USR Practices

In this step, participants will review the elements of USR as provide in the following

and discuss the result of the current USR practice according to their context.

Overview of USR

University Social Responsibility (USR) is a philosophy or principle for social

movement, which can be perceived as a philosophy of a university to use an ethical

approach to develop and engage with the local and global community in order to

sustain the social, ecological, environmental, technical, and economic development.

USR acts as a key player for social changes, as USR implies having a policy of

ethical quality, governing the performance of the university community. According to

each category in the following section, please provide information that your

institution / department focuses the most for the current practice.

Economic Impact. Please select all that apply.
☐ Transparency
☐ Corporate governance principles
☐ Quality and safety of the provide products and services
☐ Other (please specify) _____

Ethic Impact. Please select all that apply.
☐ Code of ethics
☐ Intellectual property protection
☐ Copyright protection
☐ Other (please specify) _____

Organizational Impact. Please select all that apply.
☐ Management ethics
☐ Work culture
☐ Aforementioned aspects
☐ Other (please specify) _____

Educational Impact. Please select all that apply.
☐ Arises student
☐ Stakeholder awareness in values and in an understanding of the society

that they are part of
☐ Other (please specify) _____

Environmental Impact. Please select all that apply.
☐ Environmental organizational structure (recycling, energy saving, etc)
☐ Natural sources protection
☐ Investments into environmental technologies
☐ Environmental products and services
☐ Other (please specify) _____

Cognitive impact. Please select all that apply.
☐ Ethnicity
☐ Gender
☐ Poverty
☐ Disability
☐ Other (please specify) _____

Social Impact. Please select all that apply.
☐ Human right
☐ Sustainable human development
☐ Other (please specify) _____

Sub-Social Impact. Please select all that apply.
☐ Employment policy
☐ Faculty & Staff training
☐ Work-life balance
☐ Equal opportunities in the workplace
☐ Other (please specify) _____

Philanthropic. Please select all that apply.
☐ University volunteering
☐ University charity
☐ Other (please specify) _____

2.2. Conduct Analysis

In this step, participants will be involved in conducting social situation analysis.

2.2.1. Participant's Opinion

1	Name
2	Role in your department / institution
3	In your opinion, what are the open content strengths that your department has?
4	In your opinion, what improvement in open content development and practice that your department could do to make it better?
5	In your opinion, what has happened in the past three years regarding the open content development and social responsibility practice that have affected in your department?
6	In your opinion, what opportunities are exist for your department in the changing open content and educational technology trends?
7	In your opinion, what threats are currently facing for your department in the changing open content and educational technology trends?
8	In your opinion, what are key success factors that enable your department in the practices of open content?
9	In your opinion, what are key success factors that enable your department in the practices of university social responsibility?
10	In your opinion, what is most important outcome that your department should achieve for open content development in order to create such impacts in the areas of code of ethics, stakeholder awareness of OERs, human right for basic access to knowledge, or sustainable development for education?

2.2.2. Conducting SWOT Analysis

Purpose

- To analyze the department's current situation in terms of strength, weakness, opportunities, and threats (SWOT)

Time

- 1 Hour

Resources

- A4 Papers and projector

Steps

1. Distribute the Worksheet 4 – SWOT Analysis

2. Describe the importance of SWOT analysis.

3. Facilitate participants to analyze the organization's performance and list the strengths, weaknesses, opportunities, and threats (SWOT) in the worksheet.

2.2.3. Conducting PEST Analysis

Purpose

- To consider external political, economic, social and technological (PEST) forces and trends currently affecting your department / institution, or which may affect your department / institution in the future. This allows to understand the context of your department / institution and its services

Time

- 1 Hour

Resources

- A4 Papers and projector

Steps

1. Distribute the Worksheet 5 – PEST Analysis

2. Describe the importance of PEST analysis.

3. Facilitate participants to analyze and sort the factors into categories of political, economic, social or technological.

4. Fill out all the factors in the worksheet.

2.2.4. Conducting Stakeholder Analysis

Purpose

- To identify the department's key stakeholder

- To analyze the stakeholder core expectations of, interests in, and potential to contribute to the department.

Time

- 30 Minutes

Resources

- A4 Papers and projector

Steps

1. Distribute the Worksheet 6 – Stakeholder Analysis

2. Describe the importance of Stakeholder analysis

3. Facilitate participants to brainstorm a list of internal and external stakeholders

4. List each stakeholder's interest in the department

5. List each stakeholder's expectations and how could they potentially contribute to the department

6. e.g., Considering the potential impact from the following organizations: Office of the Basic Education Commission (OBEC), Primary Educational Service Area (PESA), Secondary Educational Service Area (SESA), or university network.

STAGE 3 – FORMULATING THE OPEN EDUCATIONAL RESOURCES (OERS) STRATEGIES

In order to answer the main question of how do achieve the goals of using, creating, and sharing open educational resources, developing a set of measurable goals, objectives, and preliminary strategy / initiatives will address the significant critical issues of future.

Objectives

1. To develop a measurable goals and objectives based on the result of stage 2

2. To develop a set of preliminary strategy / initiative that will align the goal and objectives of OERs

Output

1. An Open Educational Resources Preliminary Strategy Plan

3.1. Developing Goal and Objectives for OER

3.1.1. Identify Measurable Goal and Objectives

Purpose

- To identify specific statements that describe what will be accomplished in relation to each goals

Time

- 1 Hour

Resources

- A4 Papers and projector

Steps

1. Distribute the Worksheet 8 – Goal and Objectives

2. Review the results of SWOT and PEST analysis from TOWS Matrix

3. Develop a specific objectives in relation to goals which does the following capitalize on the strengths, improve on the weakness, take advantage of the opportunities, and minimize threats.

4. Facilitate participants to draft a one-sentence objective for each goal.

3.2. Developing Preliminary Strategies / Initiatives

3.2.1. Identify Preliminary Strategies / Initiatives

Purpose

- To draft preliminary strategies that describing how the objectives will be achieved.

Time

- 1 Hour

Resources

- A4 Papers and projector

Steps

1. Distribute the Worksheet 9 – Goal, Objectives, and Preliminary Strategies / Initiatives

2. Facilitate participants to brainstorm possible strategies that the organization can achieve according to each objective.

3. Facilitate participants to draft three sentence strategies to achieve the objective.

3.3. Recap the Vision, Mission, and Values Statement

Purpose

- To confirm the goals, objectives, and preliminary strategies

Time

- 30 Minutes

Resources

- A4 Papers and projector

Steps

1. Review the vision, mission, and values statement from previous stage

2. Confirm, change, or add to the goals and objectives

3. Ensure the listed of strategies will enable achievement of objectives and toward achievement of the vision and mission.
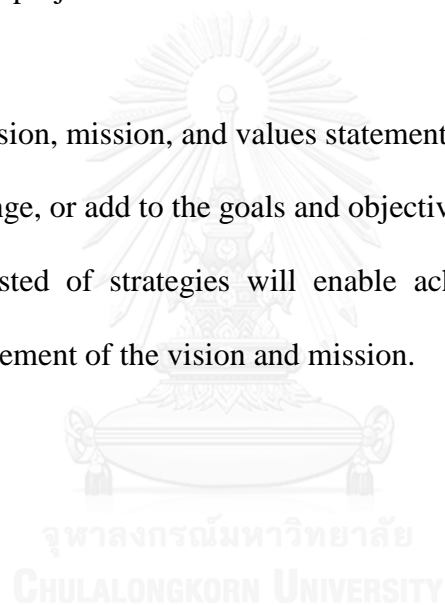
Goal, Objectives, & Strategies Checklist Form (Please check the following items as checkbox)

Item	Yes	No
Will these goals and objectives move us toward our vision?	☐	☐
Does the goal support the mission and vision?	☐	☐
Does the goal deal with just one issue?	☐	☐
Does the goal represent a desired result that can be measured?	☐	☐
Does the objectives translate the goals into specific units of effort as SMART rule (**S**pecific, **M**easurable, **A**ctionable, aggressive and attainable, **R**ealistic and results oriented, **T**ime-Bound)	☐	☐
Does the strategies enable achievement of objectives and toward achievement of the mission and vision?	☐	☐

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STAGE 4 – MOVING FROM OER VISION TO OER ACTION PLANNING

In order to move vision to action, it is important to move down to specific steps that will achieve the strategic goal and objectives. The steps in this stage to accomplish are (1) to recap the vision, mission, and values statement from stage 1, (2) to confirm the goals, objectives and preliminary strategies / initiatives from stage 2, and (3) to develop action plan towards operations, procedures, and processes.

Objectives

1. To move from OER vision and mission to action planning
2. To create OER action planning

Output

1. A Comprehensive Open Educational Resources Strategic Plan
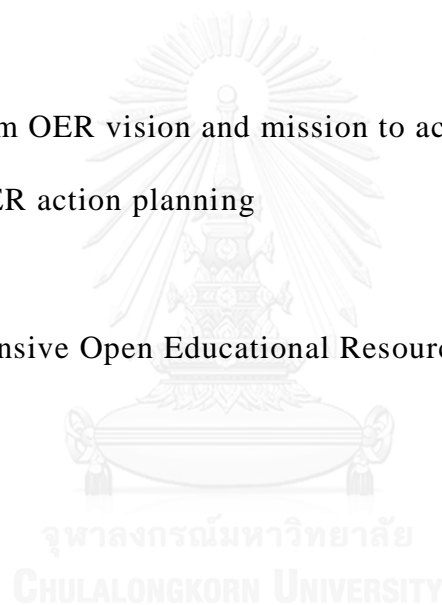
4.1. Develop OER Action Planning

This step is to confirm the strategies that your department will take as action and will implement in order to achieve the objectives. The purpose of this step is to details the actions that the department will undertake in implementing the OER and USR strategies. The sub-elements of action planning include (1) actions (how), (2) priorities (L/M/H), (2) timeframes (when), (4) Resources (what), (5) responsibility (who), and (6) performance indicator (measurement).

4.1.1. Action Planning – Actions / How

Purpose

- To list all the actions that will undertake to achieve the preliminary strategies

Time

- 1 Hour

Resources

- Planning Grid

Steps

1. Brainstorm actions that need to be undertake to implement for each strategy (more than one action may require to achieve each strategy)
2. Add confirmed actions to the planning grid
3. Ensure each action is SMART (specific, measurable, achievable, reviewable, and time-bound).

4.1.2. Action Planning – Priorities

Purpose

- To identify a priority rating to each particular action in either low, medium, or high giving an indication of which actions should be completed earlier or later in the plan.

Time

- 25 Minutes

Resources

- Planning Grid

Steps

1. Determine which actions require other actions to be complete first to be viable.
2. Prescribe a priority rating to each action. Low 0-4, Medium 5-7, High 8-10

4.1.3. Action Planning – Time Frames

Purpose

- To describe the due date for completion of each action

Time

- 25 Minutes

Resources

- Planning Grid

Steps

1. Allocate a timeframe to each action

4.1.4. Action Planning – Resources

Purpose

- To determine the resource implications

Time

- 25 Minutes

Resources

- Planning Grid

Steps

1. Determine what resources are required for each action to be achieved.

4.1.5. Action Planning – Responsibility

Purpose

- To allocate who is responsible for completing / overseeing the action

Time

- 25 Minutes

Resources

- Planning Grid

Steps

1. Determine who in the organization is responsible for each action

4.1.6. Action Planning – Performance Indicators

Purpose

- To ensure the performance indicators equates to complete of the action

Time

- 25 Minutes

Resources

- Planning Grid

Steps

1. Ensure each performance indicators is SMART (Specific, Measureable, Acceptable, Realistic, Timeframe)

2. Consider what will be different if each action is completed, what will exist that did not exist before or what will have changed.

Performance Measure Checklist Form (Please check the following items as checkbox)

Item	Yes	No
Does the performance measure relate to the objective it represents?	☐	☐
Does it measure what you want it to measure (is it valid?)	☐	☐

STAGE 5 – EVALUATING THE OER STRATEGIC PLAN AND ITS PROCESS

In this stage, it is very important to conduct an evaluation that help participants to assess and evaluate the results from previous stages to see if the vision and mission have stated consistency.

Objective

1. To evaluate the final OER strategy plan

2. To evaluate the strategic planning process in this toolkit

Output

1. OER Strategic Plan Evaluation

2. OER Strategic Planning Process Evaluation
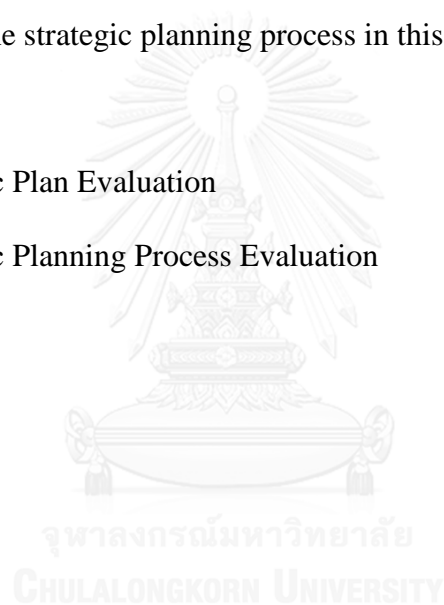
Step 1 – OER Strategic Plan Evaluation

Evaluation Items

1	Does the OER Strategic plan include clearly articulated vision, mission, and value statement?	Yes	No
2	Does the OER Strategic plan provide details about how the strategies will be achieved: actions, priority, timeframe, resources, responsibility, and performance indicators?	Yes	No
3	Is the OER Strategic plan easy to read?	Yes	No

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Step 2- Strategic Planning Process Evaluation

Please complete the quick evaluation form below to allow the facilitator to improve their facilitation skills and to improve the content of the planning presentations.

Questionnaire

1	The strategic planning process was logical and understandable.	1	2	3	4	5
2	The strategic planning process will have a positive impact on my department.	1	2	3	4	5
3	There was sufficient time for each section of the planning process.	1	2	3	4	5
4	The facilitators aided the process of creating our strategic plan.	1	2	3	4	5

Note: 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree, 5 = Strongly Agree.

STAGE 6 – SUSTAINING THE OER STRATEGIC PLAN

To truly sustain the OER strategy plan its strategic planning process, developing advocacy and periodic review will enable the participant to adapt to short-term strategies while maintaining their long-term strategic vision.

Objectives

1. To discuss advocacy strategy

2. To develop a periodic review plan

Output

1. Periodic Review Plan

Resource

*   Worksheet 11 – Timescale for Periodic Review Process.
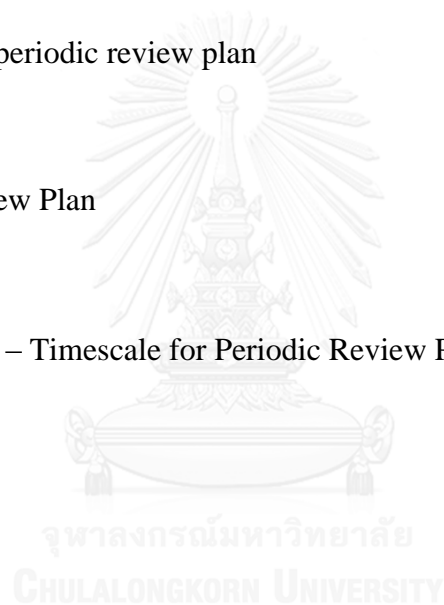
APPENDIXES – WORKSHEETS

Worksheet 1 – Vision Statement

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: Draft a one or two sentence vision statement in the box provided.

Note: a vision statement will include the following components: (1) what the your department / institution will be? (2) What your department / institution will do / achieve? (3) Who are your department / institution will work with (the target group)

Keywords may consider using: modern, successful, strong, high-profile, well-managed, professional, active, motivational, stable, pro-active, and inclusive.

Worksheet 2 – Mission Statement

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: Draft a one or two sentence mission statement in the box provided.

Note: a mission statement should include: what the department is, what the department does / achieves, and who the work is aimed at (the target group).

Keywords may consider using: Provide, protect, cater, grow, promote, include, create, service, champion, offer, save, represent, build, train, and encourage.

Worksheet 3 – Values Statement

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: please list some value statements that describe how your department should behave and interact in the box provided.

Note: a value statement is a commitment for the department to behave a certain way.

Keywords may consider using: Act, deliver, passion, share, right, embrace, partnership, excellence, diverse, healthy, learning, fun, respect, and achieve.

Worksheet 4 – SWOT Analysis

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: List all the items in the box provided.

Strengths (List anything you think that makes your department amazing in using, creating, and sharing open content)	**Weaknesses** (List anything you think that is missing from your department in using, creating, and sharing open content)
Opportunities (List anything you think that is potential for your department to move / push forward in using, creating, and sharing open content)	**Threats** (List anything you think that may affect your department of achieving in using, creating, and sharing open content)
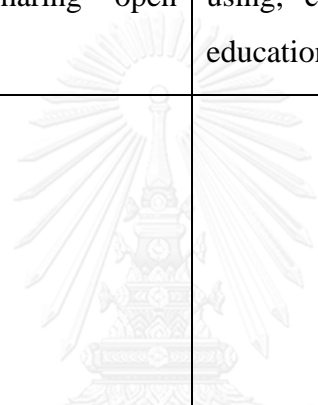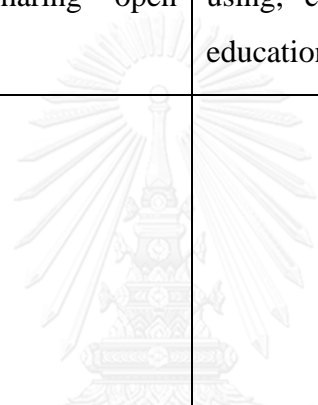
Worksheet 5 – PEST Analysis

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Political (List all the legal issues and government regulation that may affect using, creating, and sharing open educational resources)	**Economic** (List all the economic aspects to determine the effect of using, creating, and sharing open educational resources)
Social (List all the social, cultural, and demographic aspects to determine the effect of using, creating, and sharing open educational resources)	**Technological** (List all the available technology that may affect using, creating, and sharing open educational resources)

Worksheet 6 – Stakeholder Analysis

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..…………….....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Stakeholder	Interests What is their interest in the department?	Expectations What do they expect from their relationship with the department?	Potential What contribution could they make to the department?

Worksheet 7 – TOWS Matrix

	External Opportunities (O)	**External Threats (T)**
Internal Strengths (S)	**SO: Maxi – Maxi**	**ST: Maxi-Mini**
Internal Weakness (W)	**WO: Mini-Maxi**	**WT: Mini-Mini**

Worksheet 8 – Goal & Objectives

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..…………….....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: Draft a one-sentence objective for your goal in the box provided.

Goal
Objective

Note: an objective will do the following: capitalize on the strengths, improve on the weaknesses, take advantage of the opportunities, and minimize threats.

Worksheet 9 – Goal, Objectives, and Preliminary Strategies / Initiatives

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..…………….....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Instruction: Draft three sentence strategies to achieve the objective in the box provided below.

Goal
Objective
Preliminary Strategies / Initiatives

Note: a strategy will do the following: (1) describe a course of action, (2) enable achievement of the objective, (3) actively contribute towards the vision of the organization.

Key words may consider

Foster, develop, provide, prepare, produce, organize, perform, nurture, support, explore, promote, build, introduce, deliver, adopt, sustain, and build.

Worksheet 10 – Planning Grid

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	…………..……………....
Position	…………..…………….	University	…………..………………
Date	…………..…………….	Email	…………..………………

Goal

Objectives

Preliminary Strategies / Initiatives (What)

Actions (How)	Priority (L/M/H)	Timeframes (When)	Resources (What)	Responsibility (Who)	Performance Indicator (Measurement)

Worksheet 11 – Timescale for Periodic Review Process

Background

Title	☐Mr. ☐Mrs. ☐Miss. ☐Dr.	Name (First/Last)	………..…………....
Position	………..………….	University	………..………………
Date	………..………….	Email	………..………………

Instruction: Please identify the actions and timescale that need for period review

Timescale	Action	By

Workshop Agenda

       This is the sample of the Workshop Agenda. Target participants may rearrange their timeframe according to their needs such as four months or 8 months period of time.

Day One

Time	Activity	Worksheet	Facilitator
09:00 – 09:30	Overview of Today's Agenda Introduction of OER and USR		Ava Chen
09:30 – 10:15	Conducting Vision Statement	Worksheet 1	
10:15 – 10:45	Conducting Mission Statement	Worksheet 2	
10:45 – 11:00	Coffee Break		
11:00 – 12:00	Conducting Values Statement Review Vision, Mission, and Values	Worksheet 3	
12:00 – 13:00	Lunch Break		
13:00 – 14:00	Conducting SWOT Analysis	Worksheet 4	
14:00 – 15:00	Conducting PEST Analysis	Worksheet 5	
15:00 – 15: 30	Coffee Break		
15:30 – 16:00	Stakeholder Analysis	Worksheet 6	
16:00 – 16:30	Conclusion of Day 1		

Day Two

Time	Activity	Worksheet	Facilitator
09:00 – 09:30	Present the results of Day 1's Results	Worksheet 7	Ava Chen
09:30 – 10:15	Developing Goal and Objectives	Worksheet 8	
10:15 – 10:30	Coffee Break		
10:30 – 11:15	Developing Preliminary Strategies / Initiatives	Worksheet 9	
11:15 – 12:00	Recap the Vision, Mission, Values, Goal, Objectives, and Preliminary Strategies		
12:00 – 13:00	Lunch Break		
13:00 – 14:00	Introduce Planning Grid Develop OER Action Planning – Action	Worksheet 10	
14:00 – 15:15	Develop OER Action Planning – Priorities, Time Frames, Responsibility, and Performance Indicators	Worksheet 10	
15:15 – 15: 30	Coffee Break		
15:30 – 16:00	Review A Comprehensive OER Strategic Plan		
16:00 – 16:30	Discuss Advocacy Strategy & Periodic Review Plan		
16:30 – 17:00	Conclusion of Day 2 and Closing		

Appendix M – Final Output Open Educational Resources Strategic Plan & Documentation

Open Educational Resources Strategic Plan

for Division of Educational Technology and Communications

Faculty of Education, the Central Part of Thailand Rajabhat University

for Period

August 2015 to August 2016
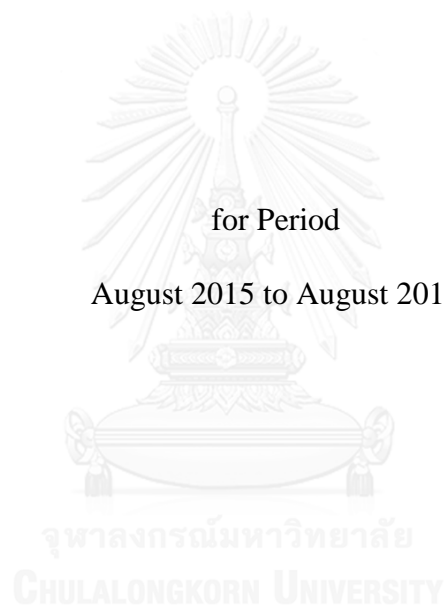
Prepared by

All Faculty Members of Division of Educational Technology and Communications

And

Miss Shu-Hsiang (Ava) Chen

Preface

This Open Educational Resources (OERs) strategic plan is part of output of researcher Shu-Hsiang (Ava) Chen's doctoral dissertation. Some of content is under copyright of Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University although some part of content is licensed under a Creative Commons Attribution 4.0 International License.

Acknowledgement

Thank you for all the faculty members' support and feedback at Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University to try out the purposed strategic planning model for developing Open Educational Resources based on the Concept of University Social Responsibility (USR) in order to create a OER Strategic Plan as part of output and indicate the USR impact along with the OER strategic plan. This work will not be able to complete without faculty members' collaboration.

Background

In 1975, the Act of Teacher's College Announcement provided Bachelor's Degree of Education and divided the administration into departments. Educational Technology and Innovation department was one of the departments in the Faculty of Education. In 1999, there was a change in the internal management system of the faculty from Department to Program Educational Management. During the first period, the Faculty of Education had 7 programs and 1 field which were Pre-school Educational Program, Elementary Educational Program, Psychology and Guidance Program, Educational Management Program, Technology and Innovation Educational Program, Physical Education and Recreation Program, Business Program and Test and Research Field.

In 2002, the Institute had a policy for all educational fields to be under the Faculty of Education, therefore, there were additional 6 programs in total of 13 programs and 1 field as follow;

3. Pre-school Educational Program
4. Elementary Educational Program
5. Psychology and Guidance Program
6. Educational Management Program
7. Technology and Innovation Educational Program
8. Physical Education and Recreation Program
9. Business Program
10. English Language Program
11. Thai Language Program
12. Social Studies Program
13. Mathematic Program
14. General Science Program
15. Computer Education Program
16. Test and Research Program

In 2004, the Teachers Curriculum was improved to be Educational Fundamental Curriculum, Bachelor's Degree of Education (5 years curriculum),

which conformed to National Education Act (1999) and Teachers and Educational Personnel Council Act (2003). In 2004, His Majesty the King Royal to please giving an Act of Rajabhat University (2004) which made the Faculty of Education one of the faculties of the Central Part of Thailand Rajabhat University since 15th June 2004 henceforth, and, in 2007, the University had a policy to change the Educational Technology Program to be Educational Technology Field instead.

Internal Assessment

The internal assessment was conducted prior to the day of conducting strategic planning process. The strategic plans include university strategy plan, faculty of education strategy plan, and division of educational technology and communications strategy plan were assessed. In addition, faculty's opinion in open educational resources and university social responsibility was examined in order to gain a better understanding of its current practices.

Central Part of Thailand Rajabhat University University Strategy Plan

Central Part of Thailand Rajabhat University has set up the philosophy, vision, organization value, identity, obligation, management and development policy, university development direction, and strategy issue as follow;

Philosophy

Central Part of Thailand Rajabhat University is an institute of education that offers educational opportunity and research for local development.

Vision

Central Part of Thailand Rajabhat University is a leading university in the Eastern Region with achievement, outstanding and meets the standard in 2016.

Organization Value

Central Part of Thailand Rajabhat University applies the Philosophy of Sufficient Economy for university management.

"Hospitality, Keep Seeking Knowledge, Hard Working"

Identity

Central Part of Thailand Rajabhat University is an institute for Local Development in Eastern Region emphasis on 2 issues, which are the passing on the Royal Project, or, Community or Local Development Projects and Teacher Profession and Educational Personnel Development.

Obligation

To achieve the vision by applying Mission Frame Section 8 of Rajabhat University Act (2004), and, National Economic and Social Development Plan version 11.

The Central Part of Thailand Rajabhat University sets up 5 obligations as follow;

1. Produce graduates with knowledge and morality, aware of Thainess, Have love and are bound to locality, also, support lifelong learning in the community in order to help local people to be wisely aware of the change.

2. Create the strength of Teacher Profession, Produce and develop teachers and educational personnel to have suitable quality and standard of being high profession.

3. Study, research, support sustainable local resource management and pass on the royal project for cooperation and help among universities, communities, local administrative and domestic and international organizations.

4. Support the community to have knowledge and understanding in value, democratic realization, morality, and, pride in art, culture and local and national wisdom.

5. University sets up the management system according to good governance with standard and self-dependence.

Development Strategies of the Central Part of Thailand Rajabhat University

To develop the university accordingly to obligation and rush of the policy, therefore, the university development strategy was set up on 7 subjects as follow;

1. Educational management with standard to produce graduate with morality and expert in profession
2. Teachers Profession and Educational Personnel Development
3. Raise the capability of teachers and personnel
4. Create research and innovation that respond to the local needs
5. Support and develop the art, culture and local wisdom
6. Educational service to locality to create the Knowledge-based Society and pass on the royal projects
7. University management according to Good Governance for management with quality and international standard

Faculty of Education Strategy / Action Plan

University KPI and objectives according to action plan of year 2015 for Faculty of Education, Central Part of Thailand Rajabhat University was examined as part of input assessment.

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Strategy 1. Producing graduate to have knowledge with morality and specialize in specific field
KPI
1. Numbers of curriculum according to the needs of local and country. 2. Achievement level of system and development and management mechanism of curriculum. 3. Achievement level of system and teaching and learning management mechanism 4. Achievement level of system, and learning achievement development mechanism according to characteristics of graduate 5. Numbers of academic networks or educational quality guarantee in both domestic and international.

6. Percentage of undergraduate with career or freelance work within one year.
7. Percentage of undergraduate, graduate, and Ph.D. with qualification according to Qualification Framework for Higher Education.
8. Percentage of Satisfaction of students toward institution of education.
9. Percentage of Satisfaction of graduate users.
10. Percentage of project that support graduate with qualification of identify according to all student development projects.
11. Percentage of students who pass the foreign language knowledge test.
12. Achievement level of moral support for students.
13. Achievement level of system and information and advice mechanism.
14. Achievement level of system and student supportive activity mechanism.
15. Percentage of new applied students.

Strategy 2. Potential development of professors and personnel in order to increase the efficiency of the responsibility

KPI

1. Percentage of professors with Ph.D. or equivalent to professors of the university
2. Percentage of numbers of professors with academic position to professor of the university
3. Numbers of personnel who received awards or decoration of honor in national and international level.
4. Achievement level of supportive professor and personnel development system.
5. Achievement level of institute development to learning institute.
6. Academic work with guarantee.

Strategy 3. Development of research and creative work to be accepted in the society and nations

KPI

1. Achievement level of system and research or creative work development mechanism.
2. Achievement level of system and knowledge management from research and creative work mechanism.
3. Amount of support budget for research and creative work from inside and outside of the institute to professors and researchers of the university.
4. Percentage of research or creative work with publishing or broadcasting in national or international level according to the standard criteria to professors and researchers of the university.
5. Percentage of research or creative work that is obviously useful to professors and researchers of the university.

Strategy 4. Teacher professional and academic personnel development

KPI

1. Numbers of training project supporting the strength of teacher profession, teacher and academic personnel development.
2. Have academic networks in both domestic and international in developing capacity and experience of teacher.

Strategy 5. Academic service to local for the strength of the community and carry on the Royal development project

KPI

1. Achievement of system and academic service to society mechanism. 2. Achievement level of academic process for social advantage. 3. Percentage of social academic service / project / activity, used for teaching and learning and research development to numbers of all academic service projects. 4. Learning outcomes and support the strength of community or external organization.

Strategy 6. The support of art and cultural maintenance and develop intelligence of locality to provide in international level

KPI

1. Achievement level of system and art and cultural mechanism 2. Numbers of art and cultural project and intelligence of locality that integrates with teaching and learning and activity of students. 3. Achievement level of art and cultural support. 4. Achievement level of aesthetics development in art and cultural dimension.

Strategy 7. University management according to good governance

KPI

1. Achievement level of risk management system 2. Result of internal education quality guarantee in a good level 3. Result of external education quality guarantee 4. Achievement level of financial and budget system 5. Achievement level of plan development process 6. Achievement level of development result according to identity of the institute. 7. Achievement level of institute management result to create identity 8. Achievement level of action according to responsibility of institute council and executives 9. Result of follow up, verify, and evaluate of the Dean and Director

Strategy 8. University development for AEC

KPI

1. Numbers of activity to gain potential in order to join AEC for central regional provinces academic 2. Numbers of academic networks with ASEAN countries + 3. 3. Numbers of curriculum in teaching and learning management to support AEC 4. Numbers of student preparedness project to support AEC 5. Percentage of faculty of teachers and personnel who have development of knowledge, capability and potential in foreign language.

Current Practice of OER and USR

The current practice of OER and USR was examined among faculty members in the division of Educational Technology and Communications. The results are illustrated as follows. Researcher first examined faculty member's opinion about the current areas that the Central Part of Thailand Rajabhat University is currently active in regarding the OER movement. Most of faculty members considering open and flexible learning opportunities (100%) and increased efficiency and quality of learning resources (100%) are main areas that Central Part of Thailand Rajabhat University is currently focused on.

Areas of Currently Active in OER Movement

What areas in your institution currently active in regarding the OER movement?	F	%
Open and flexible learning opportunities	**4**	**100.00**
Increased efficiency and quality of learning resources	**4**	**100.00**
Cost-efficiency of OER	2	50.00
The innovative potential of OER	2	50.00
Other	0	0.00

When examined further main reason for the Central Part of Thailand Rajabhat University to active engaging OER movement, quality (100&) was the first main reason, following by connectivity (75%) and copyright and publishers (75%), language and cultural diversity (50%), and sustainability (25%).

Main reason active in OER movement

Please provide the main reason that your institution is active in the OER Movement?	F	%
Quality	**4**	**100.00**
Connectivity	3	75.00
Copyright & publishers	3	75.00
Language and cultural diversity	2	50.00
Sustainability	1	25.00
Other reasons	0	0.00

When asking faculty members to consider what infrastructure, support, or incentive that the Central Part of Thailand Rajabhat University should focus more in order to create more of culture of sharing open content, IT Technical assistance (75%) was considered to be the first focused by faculty members, following by incentives for those who develop resources (50%) and staff and faculty development (50%). In addition, A university repository only open to students and staff and A university presence on an open website such as iTuneU, YouTube Edu, or Google Edu was only considered (25%) to put in place to support more of culture of sharing.

Infrastructure, support or incentives of developing culture of sharing

In your opinion, what infrastructure, support, and incentives would the university need to put in place to develop more of a culture of sharing, learning, and teaching resources on an open basis?	F	%
IT/Technical assistance	**3**	**75.00**
Incentives for those who develop resources	2	50.00
Staff & Faculty development	2	50.00
A university repository only open to students & Staff	1	25.00
A university presence on an open website such as iTuneU, YouTube Edu, Google Edu, etc	1	25.00
Other suggestions	0	0.00

Current Practice of USR

After examining the current OER movement, researcher further examine the current practice of university social responsibility based on each components that researcher summarized from previous studies. The USR Impact components are purposed to be SCOPE (Social, Sub-Social, Cognitive, Organizational, Philanthropic, Economic, Ethic, Environmental, and Educational) Impacts.

When examine the current RRU practice of USR in social impact, sustainable human development (75%) was considered to be the main focus, following by human right (50%) in order to create social impact from the Central Part of Thailand Rajabhat University aspect.

USR – Social Impact

Social Impact	F	%
Sustainable human development	**3**	**75.00**
Human right	2	50.00
Others	0	0.00

When examining sub-social impact, faculty members consider both faculty and staff training (75%) and equal opportunities in the workplace (75%) are main practice of the Central Part of Thailand Rajabhat University, following by employment policy (25%) and work-life balance (25%).

USR – Sub-Social Impact

Sub-social Impact	F	%
Faculty & Staff training	**3**	**75.00**
Equal opportunities in the workplace	**3**	**75.00**
Employment policy	1	25.00
Work-life balance	1	25.00
Other	0	0.00

In terms of creating cognitive impact, poverty (100%) was the main focus for the Central Part of Thailand Rajabhat University. Ethnicity, gender, and disability are (25%) distributed proportionally.

USR – Cognitive Impact

Cognitive Impact	F	%
Poverty	**4**	**100.00**
Ethnicity	1	25.00
Gender	1	25.00
Disability	1	25.00
Other	0	0.00

When considering organizational impact, work culture (75%) was considered to be the main practice and management ethics (50%) was the second focus.

USR – Organizational Impact

Organizational Impact	F	%
Work culture	**3**	**75.00**
Management ethics	2	50.00
Aforementioned aspects	0	0.00
Other	0	0.00

University volunteering (75%) was considered to be main practice for philanthropic impact, whereas university charity was only consider being 25% practice.

USR – Philanthropic

Philanthropic	F	%
University volunteering	**3**	**75.00**
University charity	1	25.00
Other	0	0.00

Transparency (75%) was the main focus in terms of economic impact. Following by quality and safety of the provide products and services (50%) and corporate governance principles (25%).

USR - Economic Impact

Economic Impact	F	%
Transparency	3	75.00
Quality and safety of the provide products & services	2	50.00
Corporate governance principles	1	25.00
Other	0	0.00

In terms of ethic impact, copyright protection (75%) was the main consideration, following by code of ethics (50%), and intellectual property protection (25%).

USR – Ethic Impact

Ethic Impact	F	%
Copyright protection	3	75.00
Code of ethics	2	50.00
Intellectual property protection	1	25.00
Other	0	0.00

Natural sources protection (50%) was considered to be the main focus for environmental impact. Environmental organizational structure, investments into environmental technologies, and environmental products and services have equal percentage (25%) practice.

USR – Environmental Impact

Environmental Impact

	F	%
Natural sources protection	**2**	**50.00**
Environmental organizational structure (recycling, energy saving, etc)	1	25.00
Investments into environmental technologies	1	25.00
Environmental products & services	1	25.00
Other	0	0.00

Arises student (100%) was considered to be the main focus for educational impact.

USR – Educational Impact

Educational Impact

	F	%
Arises student	**4**	**100.00**
Stakeholder awareness in values & in an understanding of the society that they are part of	0	0.00
Other	0	0.00

In summary, open and flexible learning opportunities and increased efficiency and quality of learning resources were the main focus areas and quality was the main reason for the Central Part of Thailand Rajabhat University to be active involved with OER movement. In addition, IT technical assistance was considered to be main infrastructure support to university. Table 13 illustrates summary of current the Central Part of Thailand Rajabhat University USR impact based on the SCOPE components.

USR SCOPE Impacts

	USR Components	Sub-Components	%
S	**Social**	Sustainable human development	75.00
	Sub-Social	Faculty & Staff training and Equal opportunities in the workplace	75.00
C	**Cognitive**	Poverty	100.00
O	**Organizational**	Work culture	75.00
P	**Philanthropic**	University volunteering	75.00
E	**Economic**	Transparency	75.00
	Ethic	Copyright protection	50.00
	Environmental	Natural sources protection	75.00
	Educational	Arises student	100.00

Based on the internal assessment, researcher further conducted a workshop on the purposed strategic planning model. There were three faculty members at Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University attended the workshop. The output of the workshop was the development of the open educational resources (OERs) strategic plan as follows.

OER Strategic Plan

Vision Statement

To foster and support the development of open media production and research for sustainable development

Mission Statement

To develop and support usage of open educational resources (OERs) and production for students, faculty, and academic staff members in the Central Part of Thailand Rajabhat University teaching and learning community

Values Statement

Quality - Producing high quality of open media for educational strength

Impact - Focus on social impact and benefit of open media production through the connection of local community and society

Leadership - Commitment to academic services for teaching open media research and for providing open media as an open warehouse center for local community and society

Goal, Preliminary Strategies / Initiatives, & Action Plan

Goal 1 To create open educational resources (OERs) project plan that align division academic services practice

Preliminary Strategies Initiatives	KPI	USR Impact
1.1. To foster open content usages and development through project planning	☑ 5.1. ☑ 5.2 ☑ 5.3.	☑ Educational – Create stakeholder awareness ☑ Social – Sustainable Human Development

Action Plan	Priority	Timeframes	Resources	Responsibility	Performance Indicator
1.1.1. OER Project Plan	H	3 months	Budget, Equipment, Location, People, data	Head of Division	OER Project Plan
1.1.2. OER Project Implementation Plan	M	6 Month	Budget, Equipment, Location, People, data	All faculty members	Approve OER Project Plan
1.1.3. OER Project Plan Annual Evaluation	L	1 Year	Evaluation Form	All faculty members	Project and evaluation summarize

Goal 1 To create open educational resources (OERs) project plan that align division academic services practice (continue)

Preliminary Strategies Initiatives	KPI	USR Impact
1.2. To choose / develop a single management system of open educational resources with easy access to anywhere and anytime for students, faculty members, and academic staff	☑ 5.2.	☑ Educational – Stakeholder awareness in values & in an understanding of the society that they are part of

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
1.2.1. Select assess existing management system for OER	H	3 months	System, budget, content	All faculty members	Number of existing adoptable system
1.2.2. Propose a OER management system	M	6 months	System, budget, content	All faculty members	Number of purpose system

Goal 2. To foster open content sharing culture for sustainable development

Preliminary Strategies Initiatives			KPI	USR Impact	
2.1. To create open content sharing awareness			☑ 5.3.	☑ Social – Sustainable Human Development ☐ Sub-Social – Faculty & Staff Training	

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
2.1.1. Training workshop for open content creation	H	1 Year	Content, Teacher, Budget	All Faculty members	Number of open content available for sharing
2.1.2. Broadcast channel			Content, Teacher, Budget	All Faculty members	Number of broadcast channel to access

Preliminary Strategies Initiatives			KPI	USR Impact	
2.2. To introduce the OER development Process			☑ 5.2.	☑ Sub-Social – Faculty & Staff Training	

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
2.2.1. Workshop about OER development process	**H**	6 Month	OER PPT, online tutorial	All faculty members	Number of workshop for OER development Process
2.2.2. Broadcast of the best practice OER product	**M**	3 Month	OER online video	All faculty members	Number of broadcast for best practice of OER

Goal 3. To ensure the ethical and moral behavior for usage of open educational resources

Preliminary Strategies Initiatives	KPI	USR Impact
3.1. To facilitate appropriate usage of open license	☑ 5.1.	☑ Ethic – Code of Ethic

Action	Priority	Timeframes	Resources	Responsibility	Performance Indicator
3.1.1. To introduce available of different types of open licenses through workshop	H	3 Month	Open license framework	All faculty members	Number of workshop for ethical and moral behavior
3.1.2. To provide best practice of open license usage through workshop	H	3 Month	Open license framework & best practices	All faculty members	Number of best practice of open license usage

Periodic Review Plan

Time Table for Periodic Review

Action	2015 / 2558					2016 / 2559							
	08	09	10	11	12	01	02	03	04	05	06	07	08
Meeting & Discussion the current progress													
Goal 1													
Goal 2													
Goal 3													
OER Mission Review													
SWOT Analysis													
PEST Analysis													
OER Strategy Plan Revision													

By creating an OER strategic plan, the Division of Educational Technology and Communications, Faculty of Education, the Central Part of Thailand Rajabhat University has recognized the importance of considering the OER elements into their annual project planning and aligns with the concept of university social responsibility impact. This OER strategic plan is a key to its future success. However, the challenge will be to keep the ongoing period review and ensure the continuous changes and improvement. Thus, period reviews and revisions of the strategic planning document and strategic plan including vision, mission, and strategic goal and preliminary strategy is a vital component of the strategic planning process. Policy makers and university administrator need to continue the dialogues rapid changes in terms of social situational analysis in order to ensure they meet the needs and concerns of stakeholders was being addressed. In addition, as a new preliminary strategy / initiative was implemented in response to addressing the USR impact, new challenges may happen at a rapid pace. Therefore, this plan aims to be comprehensive by addressing both practical needs at the local and division level. As a result, it is essential that the leadership commitment exhibited provides and guidance to bring this plan to fruition.

This plan should be viewed as the first step for OER movement in a long-term process. The development of an OER project that embed a formal strategic planning system would allow for systematic, periodic review of the plan, and the collection of stakeholder feedback. Thus it is necessary to ensure continued effective and responsible management of the strategic planning model. Such an ongoing commitment will provide positive USR impacts in a various area.

Appendix – Analysis

SWOT Analysis

The Division of Educational Technology and Communication, Faculty of Education,

Rajabhat Rajanagarindra University (RRU) has identified their strengths, weaknesses,

opportunities, and threats.

Strenghts	Weaknesses
1. Faculty members have direct experience in media production and hospitality club	1. Insufficient productive tool 2. Lack of budget and support system
Opportunities	**Threats**
1. Have opportunity in doing research 2. Have opportunity in self-development from outer organization, other people can easily reach the resource	1. The final open media is easily been copied and no reference 2. Technology keeps changing 3. Low quality resources

PEST Analysis

Political	Economic
1. No clear policy or regulation for OER **2.** No clear policy for USR	1. Insufficient Research budget
Social	**Technological**
1. Other people can easily reach the resource 2. Have opportunity from outer organization	1. Technology keeps changing

Stakeholder Analysis

(1) Student

Interests	Expectations	Potential
Teaching media, Knowledge in Teaching Media	Gain Knowledge, Have Ability in Teaching Media Production, Gain Experience	Broadcast

(2) Teacher and Personnel

Interests	Expectations	Potential
Teaching media, Media Research, Academic Work	Knowledge, Profession Progression, Research achievement	Cooperate in many ways such as being invited as adviser, guest speaker

VITA

Dr. Ava (Shu-Hsiang) Chen is an educator, researcher, and global learner originally from Taiwan. She holds undergraduate degrees in Management Information Systems and a master's degree in Instructional Technology with emphasis on Performance Training and Technology from the University of Northern Iowa, USA. She had completed her doctoral degrees in Tourism Development from School of Tourism Development at Maejo University, in Chiang Mai Thailand and in Educational Technology from Department of Educational Technology & Communications, Faculty of Education at Chulalongkorn University, in Bangkok Thailand.

Her current research is focused in the following areas: (1) Open Educational Resources (OER) strategic planning for Higher Education Institutions (HEI), (2) Open curriculum design and development for HEI, (3) Instructional strategies and technology integration for teaching and learning, and (4) Professional code of ethic practice in the open access platform.

While studying for her doctoral degrees in Thailand, she has been working for several companies and conducting research projects including social media marketing, social media tools for teaching and learning, curriculum design and development, online engagement, academic integrity, tablet training for teacher education, as well as pedagogical approaches for open educational resources.

Her professional career took her from providing basic instructional design and development in both the private and the public sector to teaching professional development in the academic area. The experiences she has learned have provided practical experience and meaningful knowledge for her future professional career.