



Open Educational Resources in South African Universities: An Empirical Analysis

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Abstract

Open Educational Resources (OER) have gained traction as a means to enhance educational access and equity in South African universities. The analysis employs quantitative methods, including surveys of university faculty and students, supplemented by case studies from three major universities in South Africa. A significant proportion (75%) of surveyed faculty reported using OER in their teaching practices, with a notable theme emerging around the ease of access to high-quality educational materials. While OER show promise for improving educational resources in South African universities, there are identified gaps in institutional support and awareness. Universities should invest more in training faculty on effective use of OER and provide greater financial incentives for its adoption.

Keywords: *African, Open Educational Resources, Equity, Access, Methodology, Pedagogy, Quantitative Analysis*

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