# The Integration and Impact of Open Educational Resources in Zambian University Curricula: A National Survey Study

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## Abstract

Open Educational Resources (OER) have gained traction in global educational settings as a means to enhance accessibility and affordability of learning materials. In Zambia's context, where resource constraints are common, integrating OER into university curricula could serve as a viable strategy for pedagogical innovation. A national survey design was employed, involving a stratified random sample of university faculties across Zambia's major academic sectors. Data were collected through structured questionnaires administered online, targeting both quantitative (faculty perceptions) and qualitative (student feedback) perspectives. The analysis revealed that approximately two-thirds of participating faculties have integrated at least one OER into their courses, primarily focusing on content in STEM subjects. However, challenges such as copyright concerns and technical support barriers persist, limiting wider adoption. While initial integration efforts show promise, further policy support is needed to overcome current obstacles. Encouraging a culture of sharing and collaboration among faculty could facilitate broader OER utilization. Zambian universities should prioritise developing robust copyright policies and enhancing technological infrastructure to foster greater OER usage. Faculty development programmes focusing on pedagogical approaches that leverage OER are also recommended.

**Keywords:** *African, Geographic, Pedagogy, Methodology, Quantitative, Qualitative, Resource Management*

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