



The Adoption and Impact of Open Educational Resources in Egyptian Universities: A Qualitative Exploration

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Abstract

Open Educational Resources (OER) have gained traction as a cost-effective alternative to traditional educational materials in many contexts, including African universities. In Egypt, despite government initiatives promoting OER adoption, there is limited empirical research on its actual impact and usage patterns. The research employed a qualitative approach involving purposive sampling of educators from various disciplines in Egyptian universities. Semi-structured interviews were conducted to gather detailed insights on the adoption process and perceived impact of OER. A key finding is that while there is significant interest in adopting OER, challenges such as lack of institutional support and outdated infrastructure hinder widespread use. Students generally appreciate the flexibility and accessibility provided by OER but express concerns about its integration into formal assessments. The study underscores the potential for OER to transform educational practices in Egyptian universities if supported with appropriate resources and policies. Universities should prioritise developing robust institutional strategies that facilitate OER adoption, while educators need training on effective integration of these materials. Additionally, policy makers must advocate for sustained investment in digital infrastructure. Open Educational Resources (OER), Egyptian Universities, Adoption, Impact, Qualitative Study

Keywords: African, Qualitative, Methodology, Pedagogy, E-learning, Contextualization, Discourse Analysis

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