



Open Educational Resources in African Universities: A Qualitative Study from Kenya's Context,

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Abstract

Open Educational Resources (OER) have gained traction as a cost-effective solution for enhancing educational access and quality in Africa's higher education sector. Qualitative research methods were employed, involving semi-structured interviews with educators and students from selected Kenyan universities. A notable finding was that while some faculties embraced OER for their flexibility and cost-effectiveness, others faced challenges in integrating them into traditional teaching practices. Despite initial resistance, there is potential for a more widespread adoption of OER if supported by institutional policies and pedagogical reforms. Universities should prioritise training programmes to enhance faculty's understanding and skills related to OER integration. Government support in formulating guidelines and incentives would also be beneficial.

Keywords: *African, Qualitative, Open Educational Resources (OER), Pedagogy, Contextualization, Methodology, Discourse Analysis*

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