



# Theoretical Foundations for Adopting Open Educational Resources in Nigerian Universities

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## Abstract

Open Educational Resources (OER) have gained traction in global education contexts, particularly within the realm of STEM teaching and learning. However, their adoption remains underexplored in African universities, with a particular focus on Nigerian institutions. A systematic review of existing literature, including academic articles, conference proceedings, and grey literature related to OER adoption in African higher education contexts. The findings highlight the need for a collaborative approach involving stakeholders from both academic institutions and government bodies to overcome current barriers and support sustainable OER adoption in Nigerian universities. Universities should develop tailored strategies incorporating existing policies, while policymakers must prioritise investment in digital infrastructure and professional development programmes for educators. Community engagement is also essential to build trust and foster a culture of openness and sharing among faculty members.

**Keywords:** *African, Pedagogy, E-learning, Virtual, Community Engagement, Access, Equity*

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