



Dear Dr. Hilton,

I wish to submit an original research article titled “How Korean/Language Arts Teachers Adopt and Adapt Open Educational Resources: A Study of Teachers’ and Students’ Perspectives” for consideration by *The International Review of Research in Open and Distributed Learning (IRRODL)*. I hereby confirm that this work is original and has not been published elsewhere, nor is it currently under consideration for publication elsewhere.

In this paper, I argued that there is significant value to using OER in the formal educational curriculum, but that a lack of knowledge of how to adapt OER restricts how their potential is realized in practice. This is significant because OER will not be effective as we could expect without knowledge of how to use. In particular, without a knowledge of OER, teachers would choose whatever OER with no reflection on their choice. The problem is, without reflection, OER would remain just one of many marginal educational resources. Three teachers’ classrooms were explored to identify how teachers adopt and adapt OER for their 12<sup>th</sup> grade, the final year of secondary school, Korean language arts classes. For the purpose of analysis, research was conducted not only on their classroom observations but also interviews and questionnaires to more fully grasp the participants’ views toward an OER-integrated curriculum.

This research revealed that nearly 92% of the students perceived OER as beneficial to their studies and that teachers were spurred on to orchestrate differentiated instructional plans by OER. Furthermore, this study has capacity towards enhancing our understanding of the opportunities and limitations of OER in K-12 education. The findings of this investigation complement those of recent studies published by *IRRODL* (e.g., Kimmons, 2015; Pitt, 2015; Tonks, Weston, Wiley, & Barbour, 2013). These findings should be of great interest to both literacy scholars and educators as they have important implications for the use of OER in different contexts. I believe that this manuscript is appropriate for publication by *IRRODL* because it explores the adoption and adaptation of OER in the context of K-12 education.

I have no conflicts of interest to disclose.  
Thank you for your consideration of this manuscript.

Yours sincerely,

SuBeom Kwak