



IS IT TIME TO SAY GOODBYE TO BOUND TEXTBOOKS?

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THE GROWING ACCEPTANCE FOR DIGITAL

We will cover:

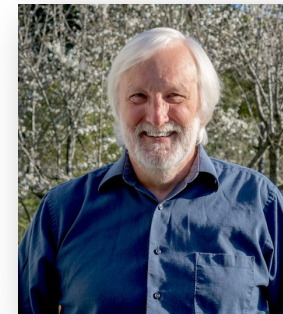
- The pandemic influence on digital preferences
- Current faculty and student preferences
- Drivers behind increasing digital acceptance
- The impact on course materials
- Digital is the future

INTRODUCTION TO BAY VIEW ANALYTICS

Bay View Analytics offers a comprehensive suite of consulting services in survey design and statistical research. Our services build on nearly two decades of research design, sampling, survey design, and statistical analysis expertise.

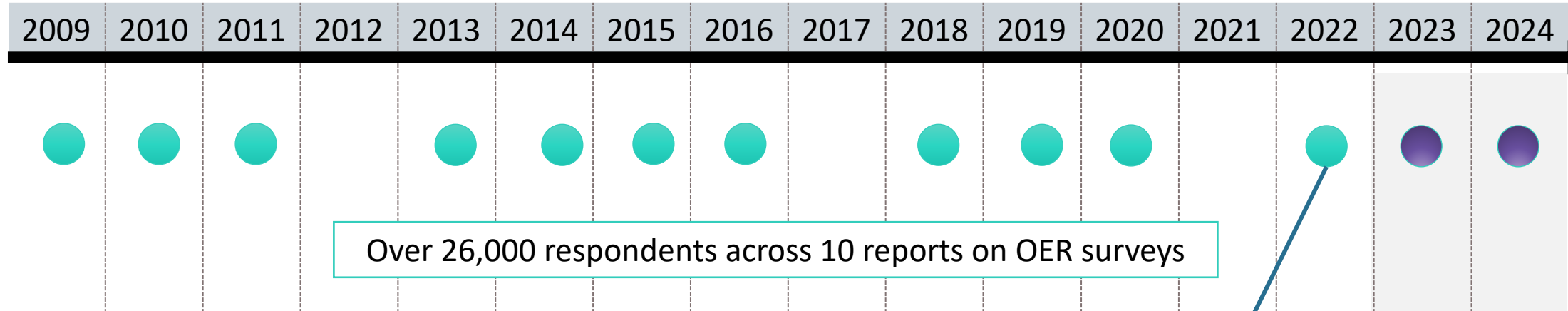


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Director of Research



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Director

OER SURVEYS: OVER A DECADE OF RESEARCH



Over 26,000 respondents across 10 reports on OER surveys

2021-22 Report published June 2022 with a research brief on OER trends across all surveys

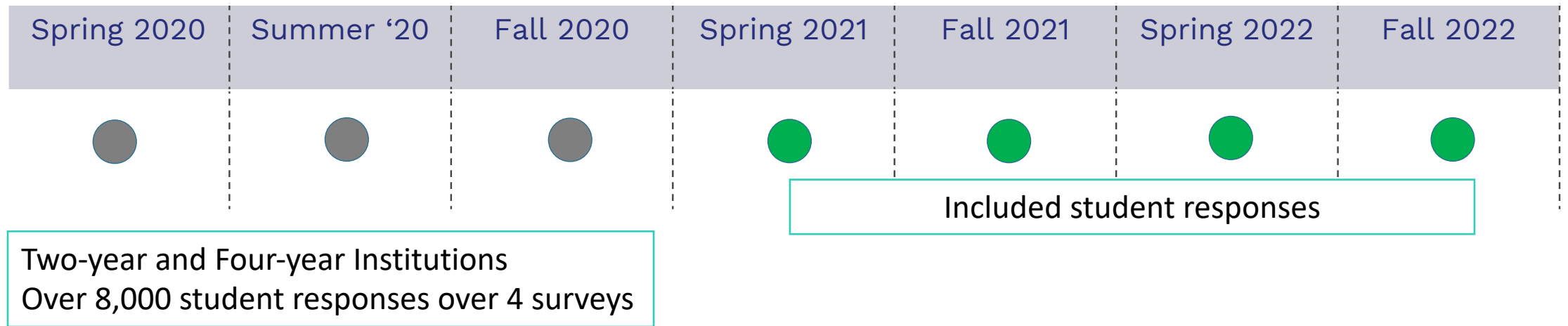


Research Brief:

Open Educational Resources:
Becoming Mainstream



DIGITAL LEARNING PULSE SURVEY: FACULTY AND STUDENT VOICES FOLLOWING THE PANDEMIC



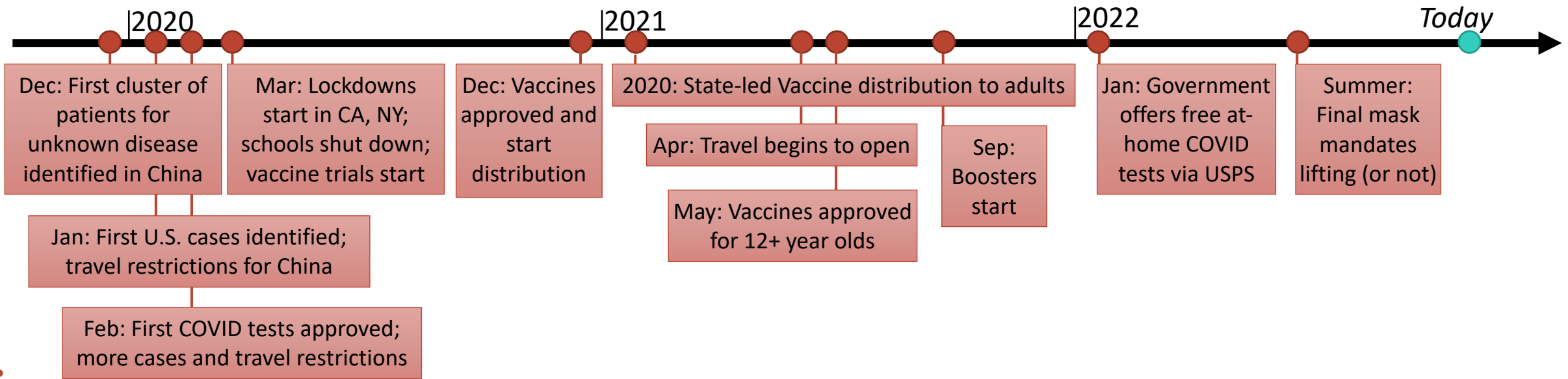
PANDEMIC INFLUENCE



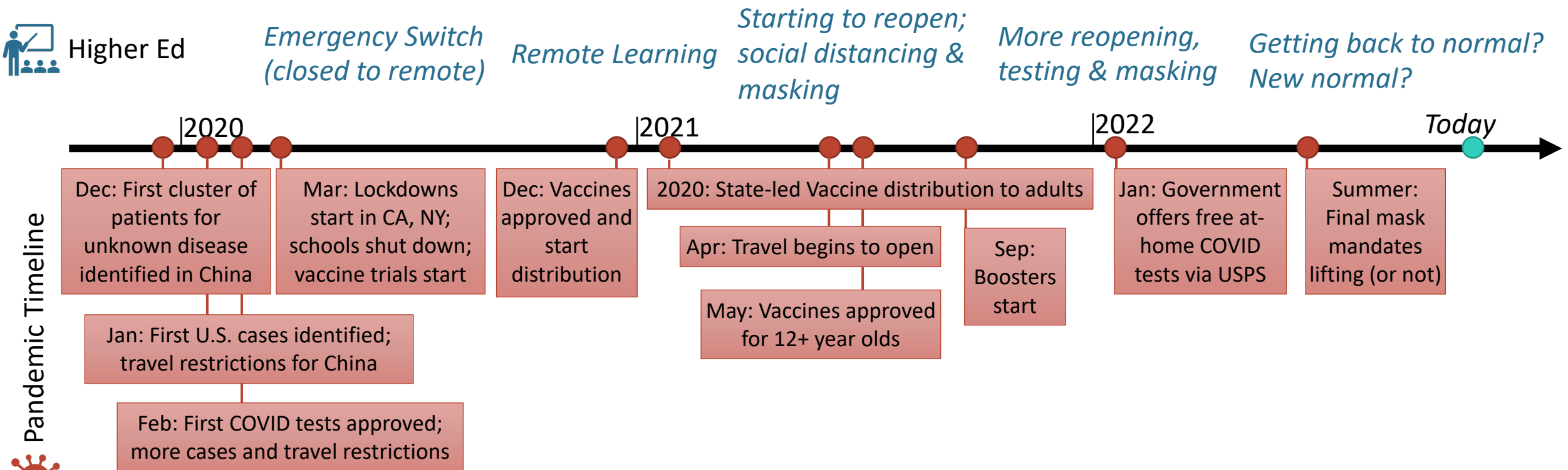
THE COVID-19 PANDEMIC



A lot happened very quickly.



THE COVID-19 PANDEMIC



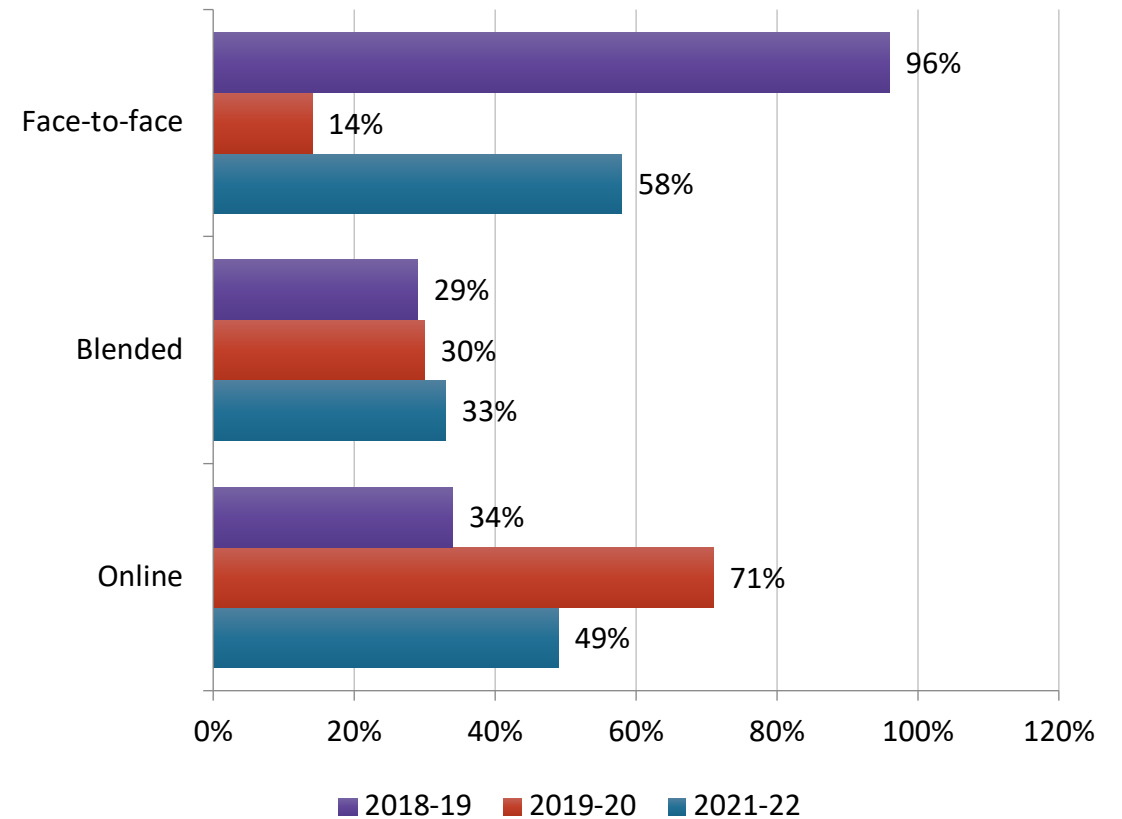
According to UNESCO, on 1 April 2020, schools and higher education institutions were closed in 185 countries, affecting 1.5 billion learners, which constitute ~90% of total enrolled learners

From fall of 2019 and the fall of 2020, the number of students enrolled in U.S. higher education decreased by 600,000 or 3%.

TEACHING MODALITIES DRASTICALLY CHANGED

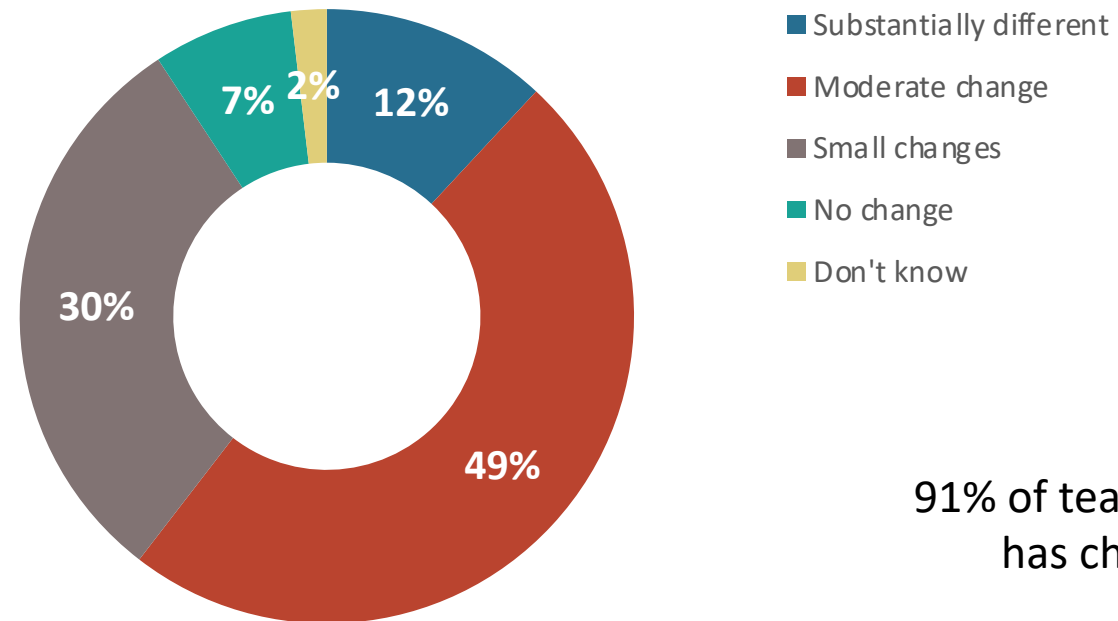
- Nationally, there was a large return to face-to-face teaching, and away from online.
- Face-to-face is still far below pre-pandemic levels

Faculty: Course Teaching Modality by Year



COVID-19 HAS ALTERED HOW FACULTY TEACH

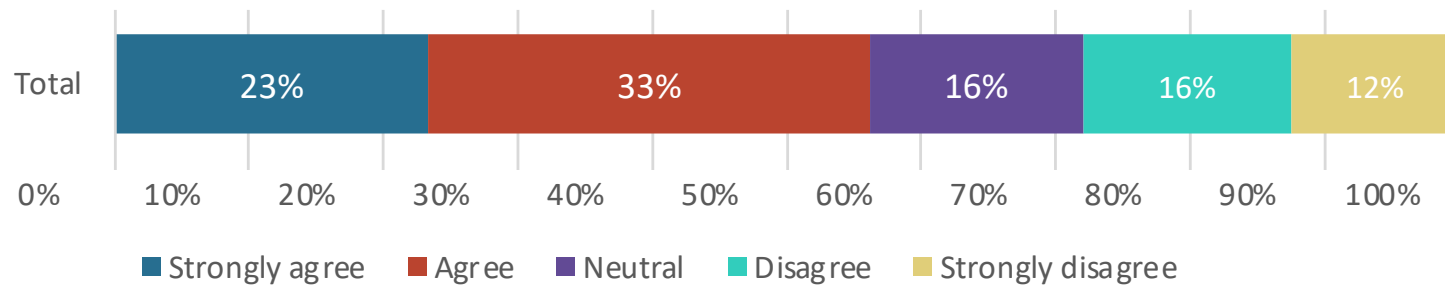
Will your future teaching techniques change as a result of your teaching experiences during the pandemic?



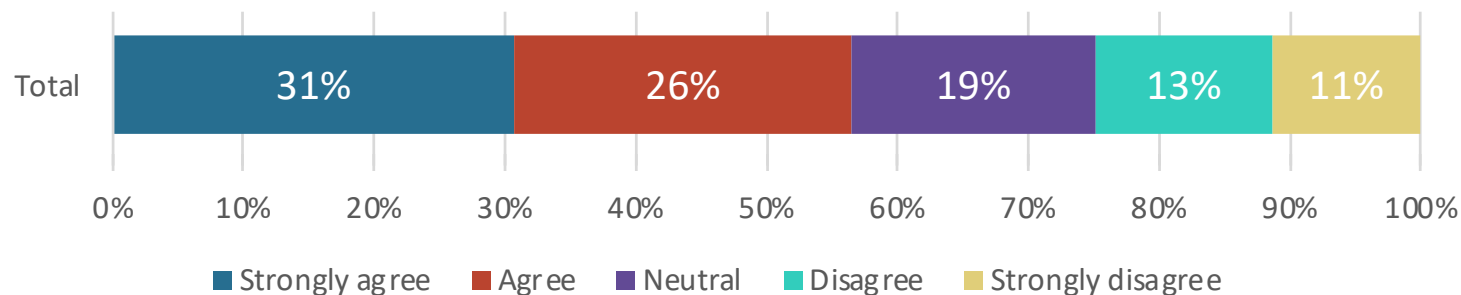
91% of teachers believe that their teaching has changed due to the pandemic

AND ALTERED HOW THEY WANT TO TEACH

I would like to teach some of my courses as a **combination of in-person and online instruction.**



I want the option to teach some of my courses in a **fully online format.**



Majority of faculty want to teach a course fully online or as a combination of in-person and online

FACULTY AND STUDENT PREFERENCES



FACULTY AND ADMINISTRATOR VOICES

*What I observed during the pandemic is that **faculty who had taught online... AND who used a variety of features in their LMS were better positioned** to adapt to the pandemic... This speaks to the need to stay up-to-date with faculty development.*

— **Administrator**

***Online classes turn faculty into content providers.** In person classes allow us to be the educators we are. As teachers we know how to read a room, which is an essential part of the learning experience for our students — and an essential part of teaching. You can't do that with a bunch of rectangles on a screen.*

— **Advanced
History/Government Faculty**

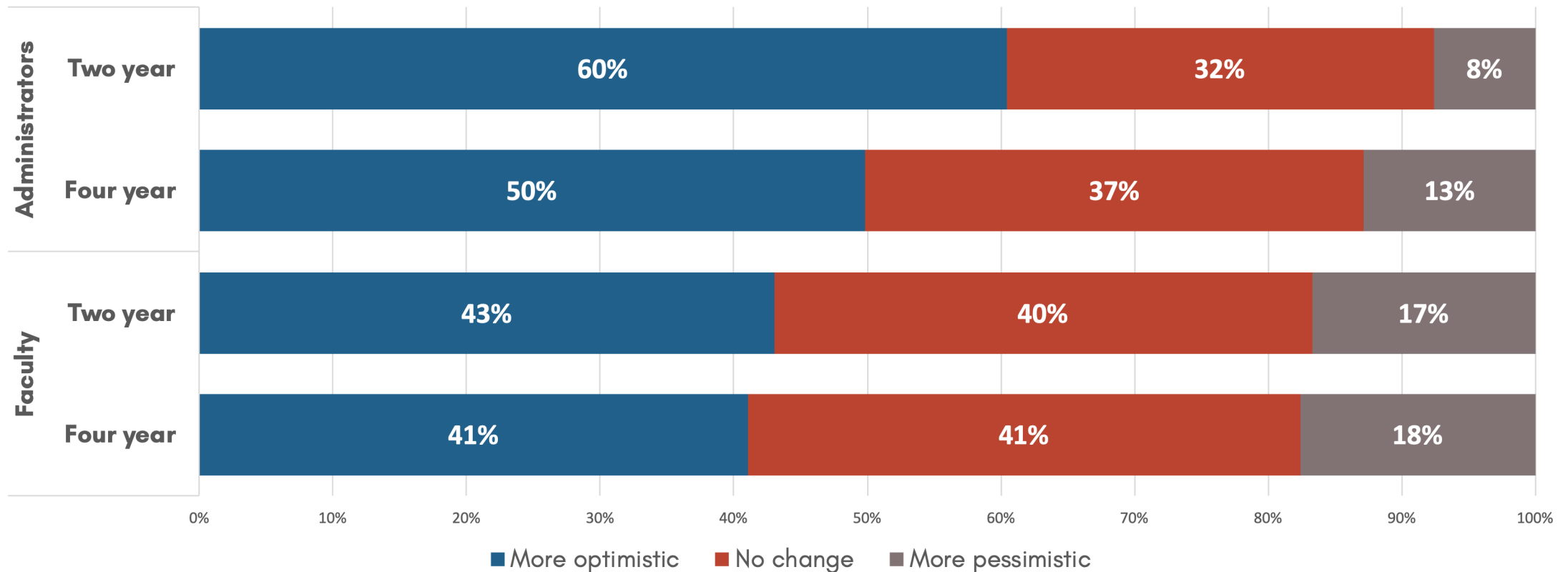
*The pandemic forced faculty to engage (sometimes unwillingly) with digital course materials and online learning. **What could have taken many years occurred in a very short time frame.***

— **Intermediate Humanities
Faculty**



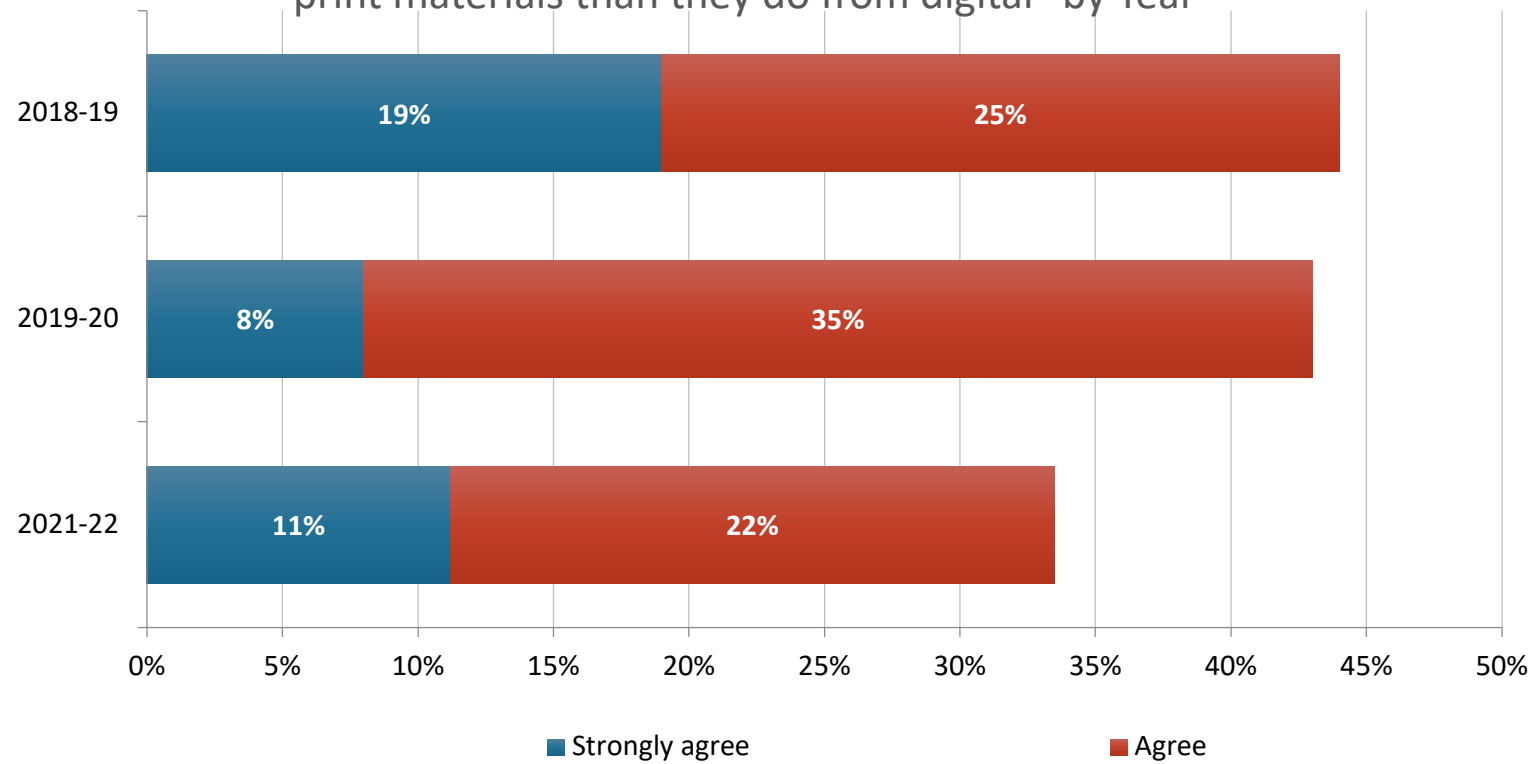
FACULTY AND ADMINISTRATORS ARE MORE OPTIMISTIC TOWARDS ONLINE LEARNING

Faculty and Administrators: Attitudes towards online learning changed over the past year?



PERSPECTIVES ON DIGITAL VERSUS PRINT: GROWING ACCEPTANCE OF DIGITAL AS LEARNING MATERIALS

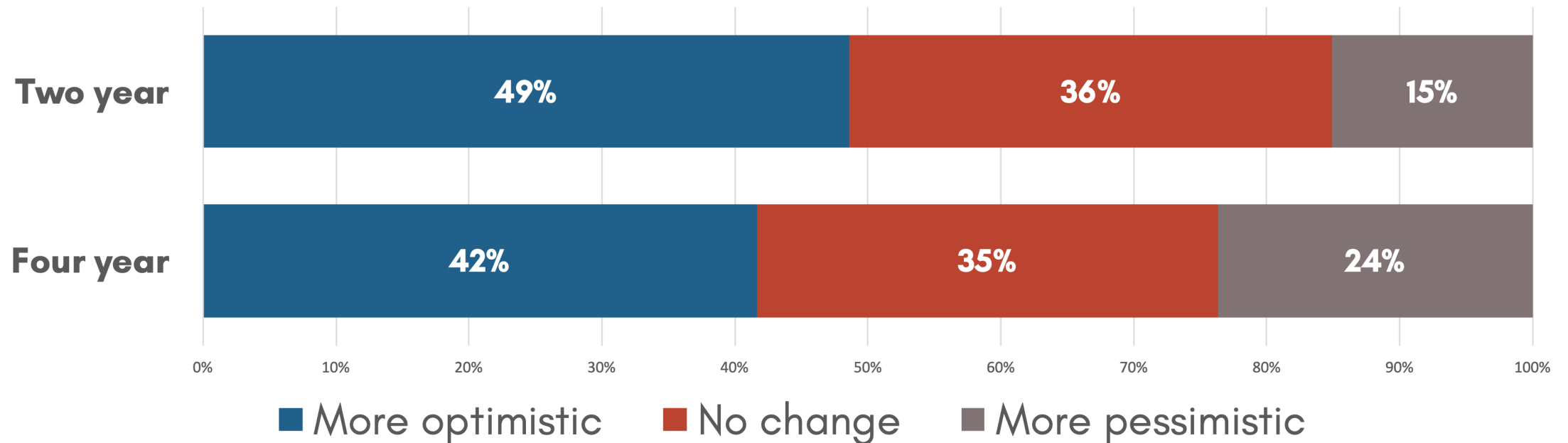
Faculty: Agreement with the statement "Students learn better from print materials than they do from digital" by Year



Faculty belief that physical materials are better for learning than digital is declining

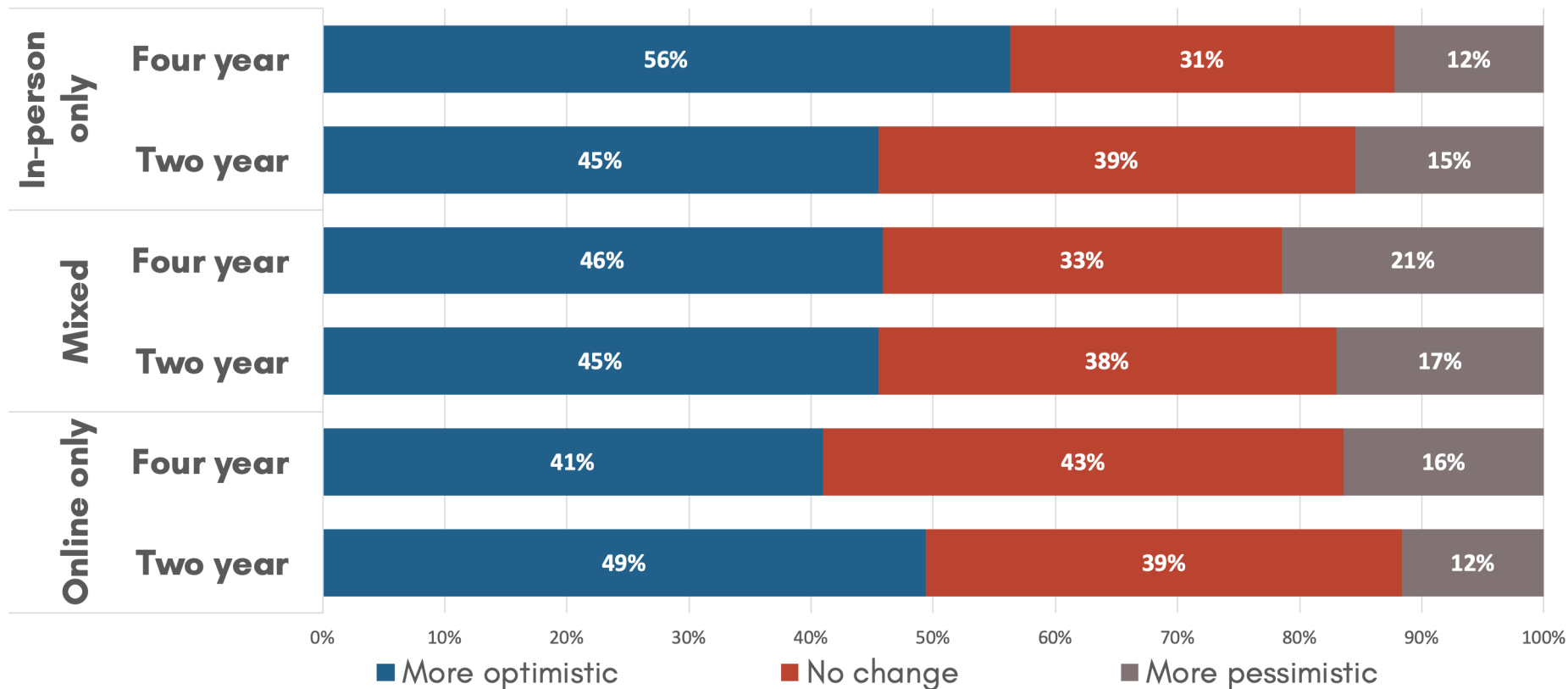
STUDENTS ARE MORE OPTIMISTIC TOWARDS ONLINE LEARNING

Have your attitudes towards online learning changed over the past year?



IT IS NOT JUST ONLINE STUDENTS WHO ARE MORE POSITIVE ABOUT DIGITAL MATERIALS

Change In attitudes towards digital materials over the past year: mode of course



DIGITAL DRIVERS



DIGITAL CONTENT WAS ALREADY AVAILABLE

Inclusive Access

- Publisher provided all-in-one purchase
- Generally
 - Subscription based for department and/or institution
 - Paid through student fees
 - Loss of access without subscription
- Integrates with LMS and includes additional courseware materials

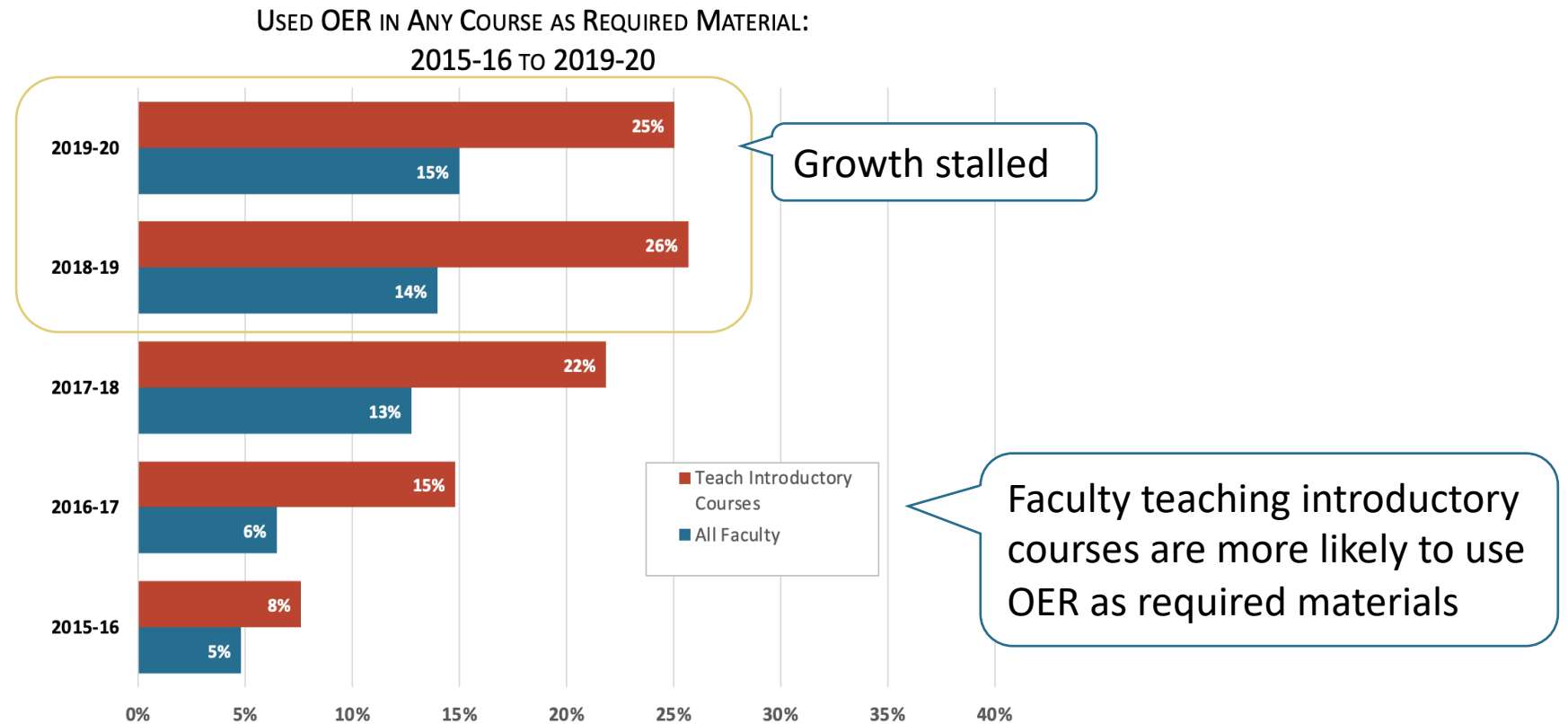
OER



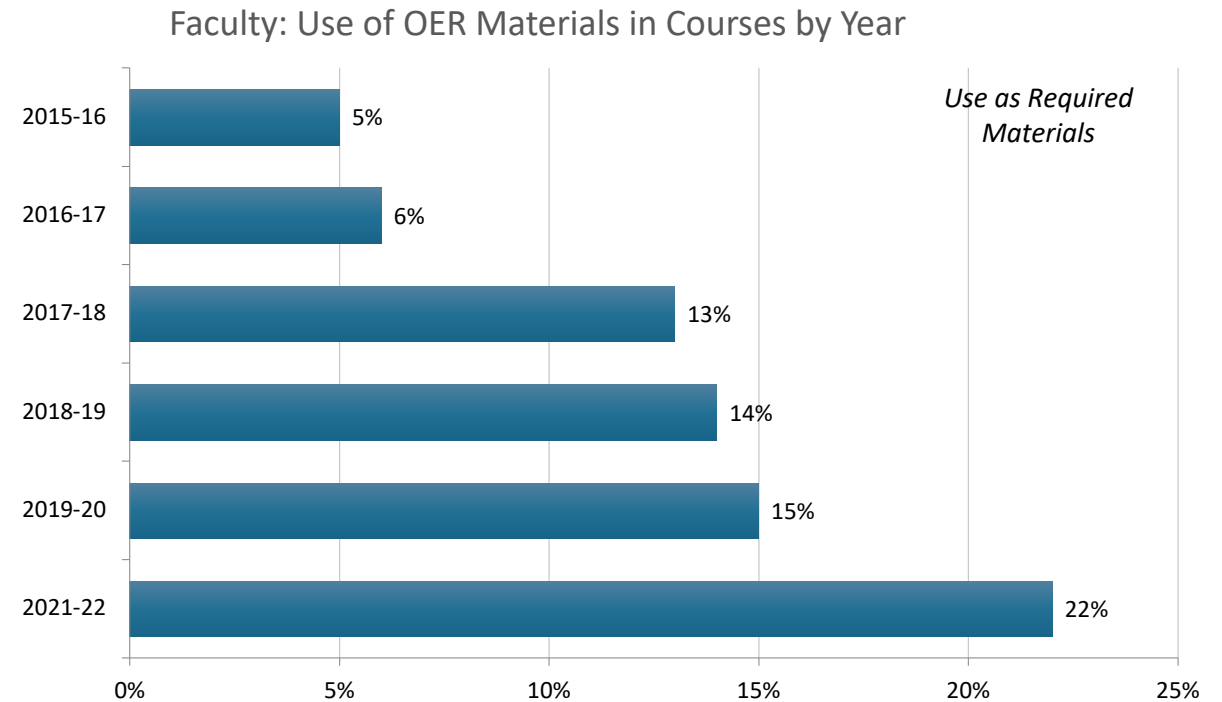
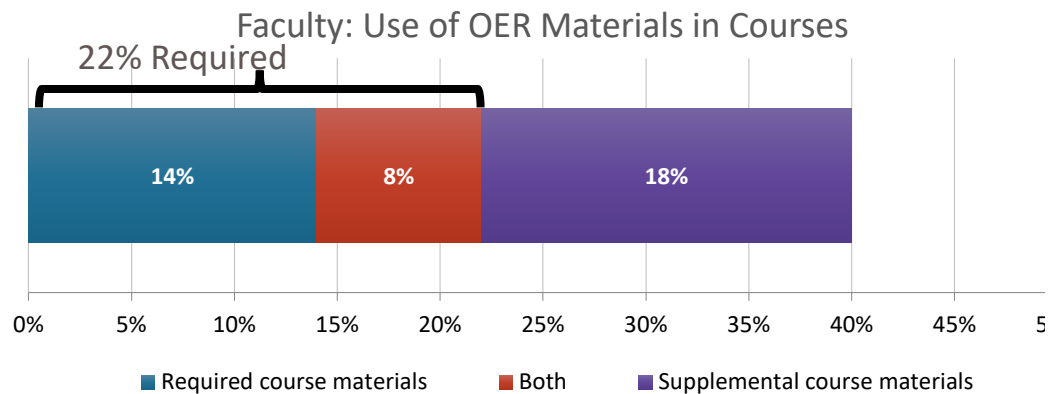
- Open Educational Resources
- Generally
 - Free and open-sourced
 - Self-published or non-commercial publishing
 - Highly Customizable
- Can include additional courseware materials



OER ADOPTION STALLED DURING PANDEMIC...



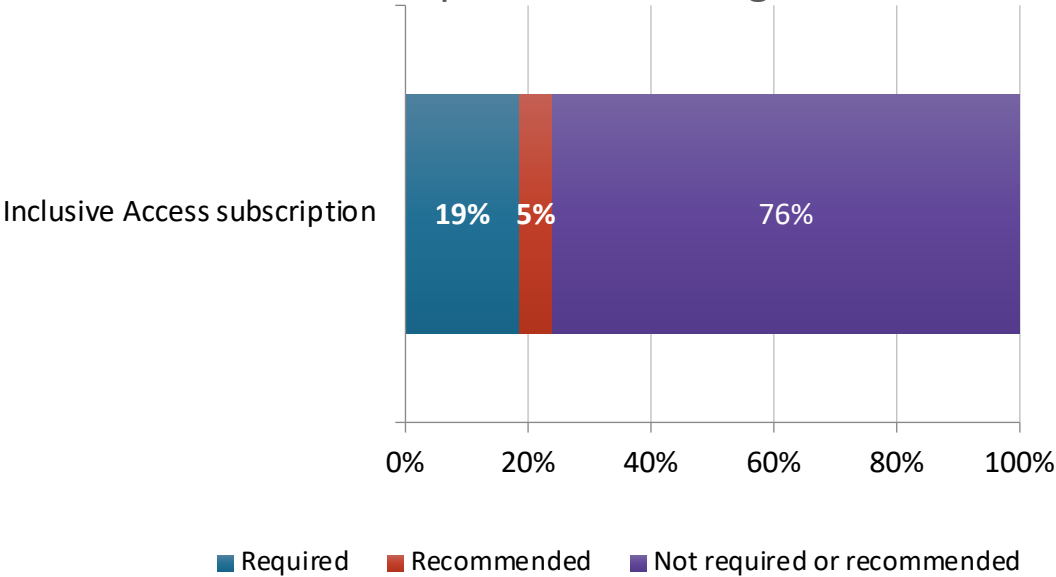
...BUT PICKED UP THE FOLLOWING YEAR



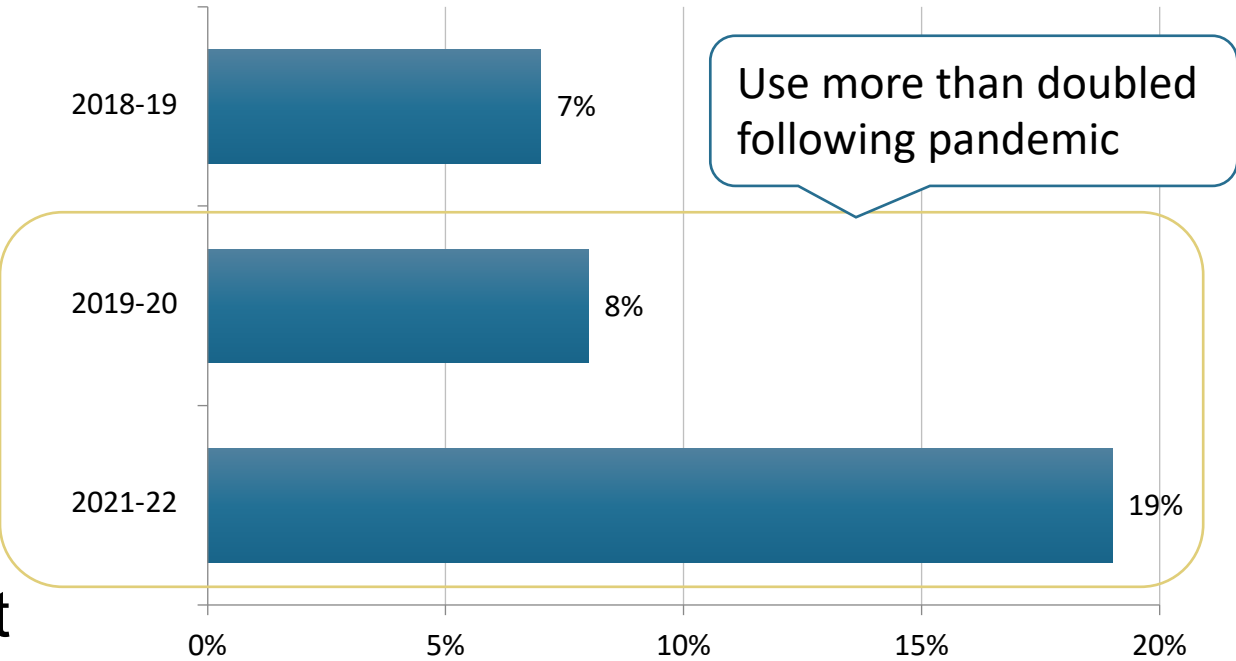
1 in 5 faculty require OER materials for their largest enrollment course, up from 1 in 20 in 2015-16

INCLUSIVE ACCESS INCREASED FOLLOWING PANDEMIC

Faculty: Use of Inclusive Access Subscription in Teaching



Faculty: Required Inclusive Access Subscription in Teaching by Year



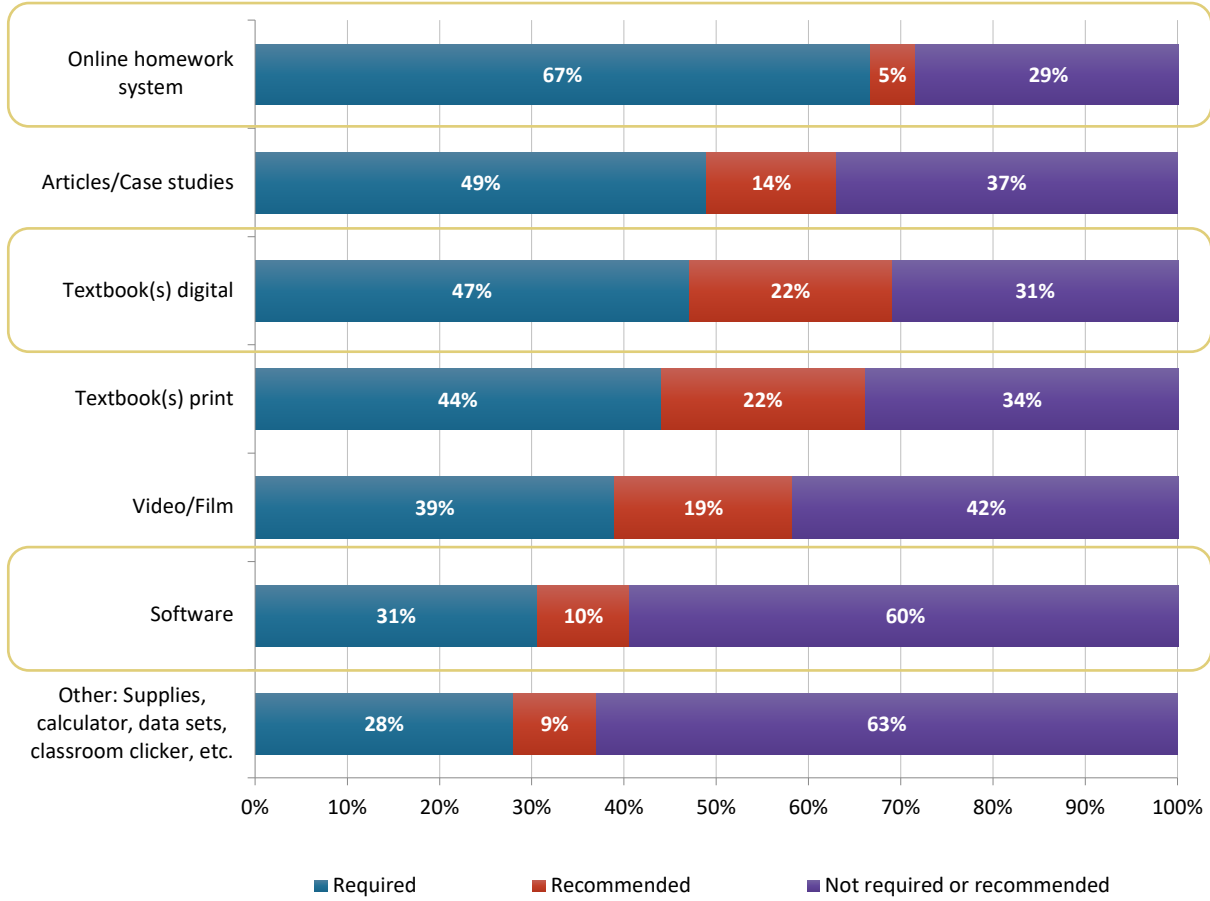
1 in 5 faculty require IA for their largest enrollment class

IMPACT ON COURSE MATERIALS



MOST FACULTY NOW REQUIRE DIGITAL MATERIALS

Faculty: Curriculum Materials Used in Teaching



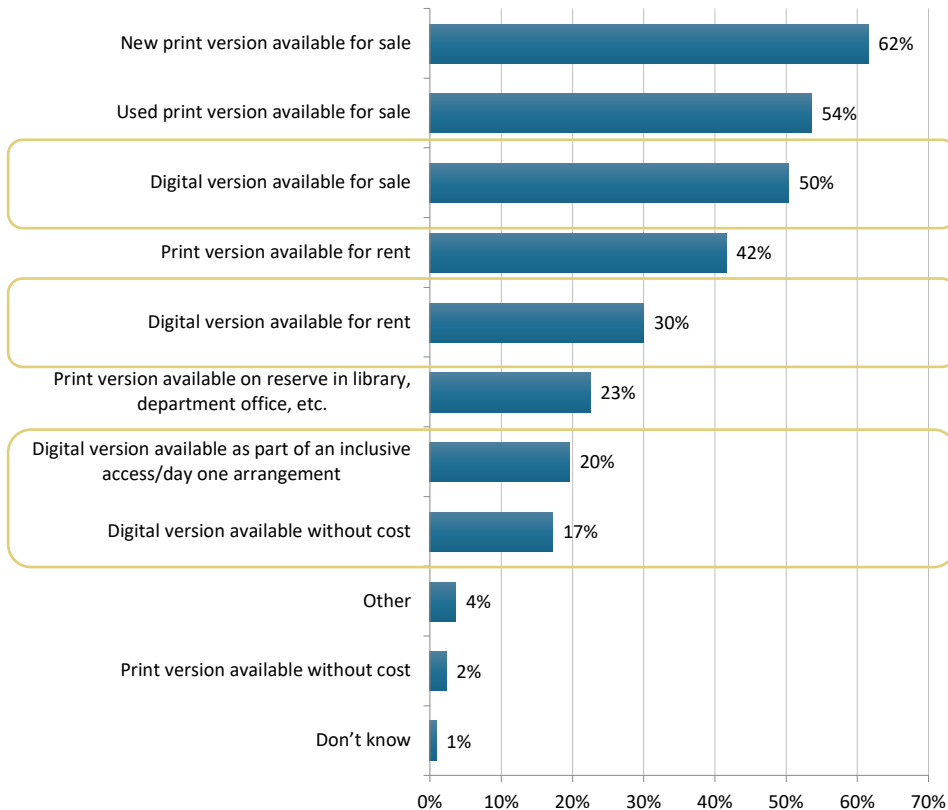
2 in 3 faculty require an online homework system

1 in 2 faculty require a digital textbook

1 in 3 faculty require software

TEXTBOOKS ARE AVAILABLE IN MULTIPLE FORMATS

Faculty: Primary Textbook Student Availability (select all)

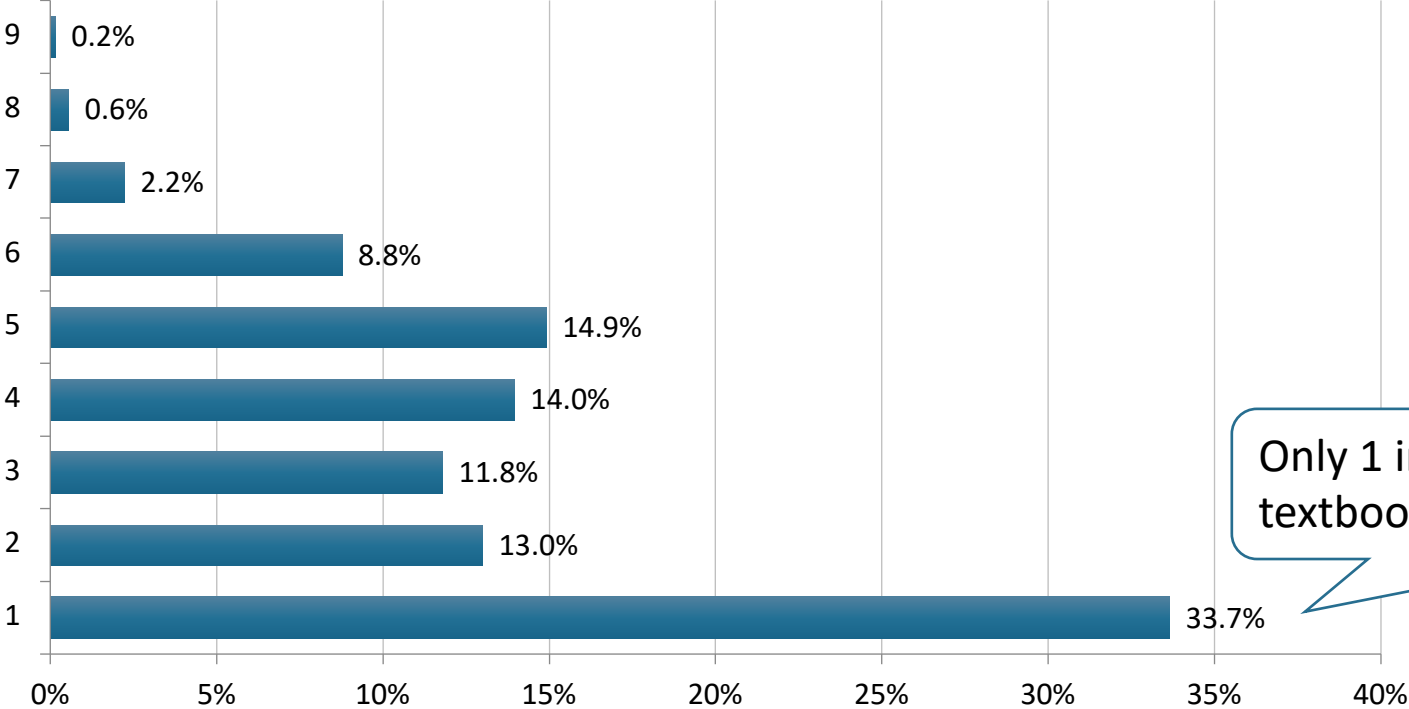


Print textbooks are still the most commonly required format for classes that require textbooks

Digital versions for sale is third most common format, offered by half of all faculty.

MOST FACULTY OFFER REQUIRED TEXTBOOKS IN MULTIPLE FORMAT OPTIONS

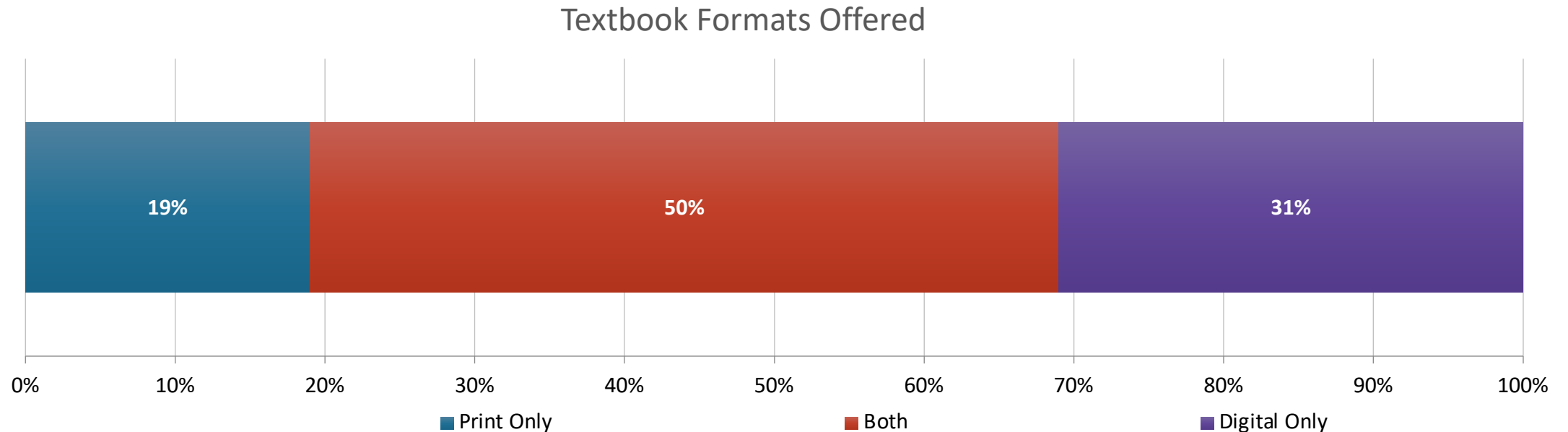
Amount of Textbook Formats Offered



Format options vary between print vs. digital and type of access (purchase, rent, borrow, etc.). Does not mean every option is available for every student.

Only 1 in 3 faculty offers the required textbook in a single format option

MOST TEXTBOOKS OFFERED ARE DIGITAL



Half of all faculty offer both a print and digital textbook format for their largest enrollment course. Slightly more faculty offer digital textbooks (81%) than print textbooks (69%).

DIGITAL IS THE FUTURE



FACULTY AND ADMINISTRATOR VOICES

*As we are very rural and high poverty, **access to the Internet at home is a real barrier** for our students. Therefore, I never use a digital homework system, since students may not have access when they need it. Also, I won't use a digital textbook with supplements that require always-on Internet access.*

— Advanced Arts & Literature Faculty

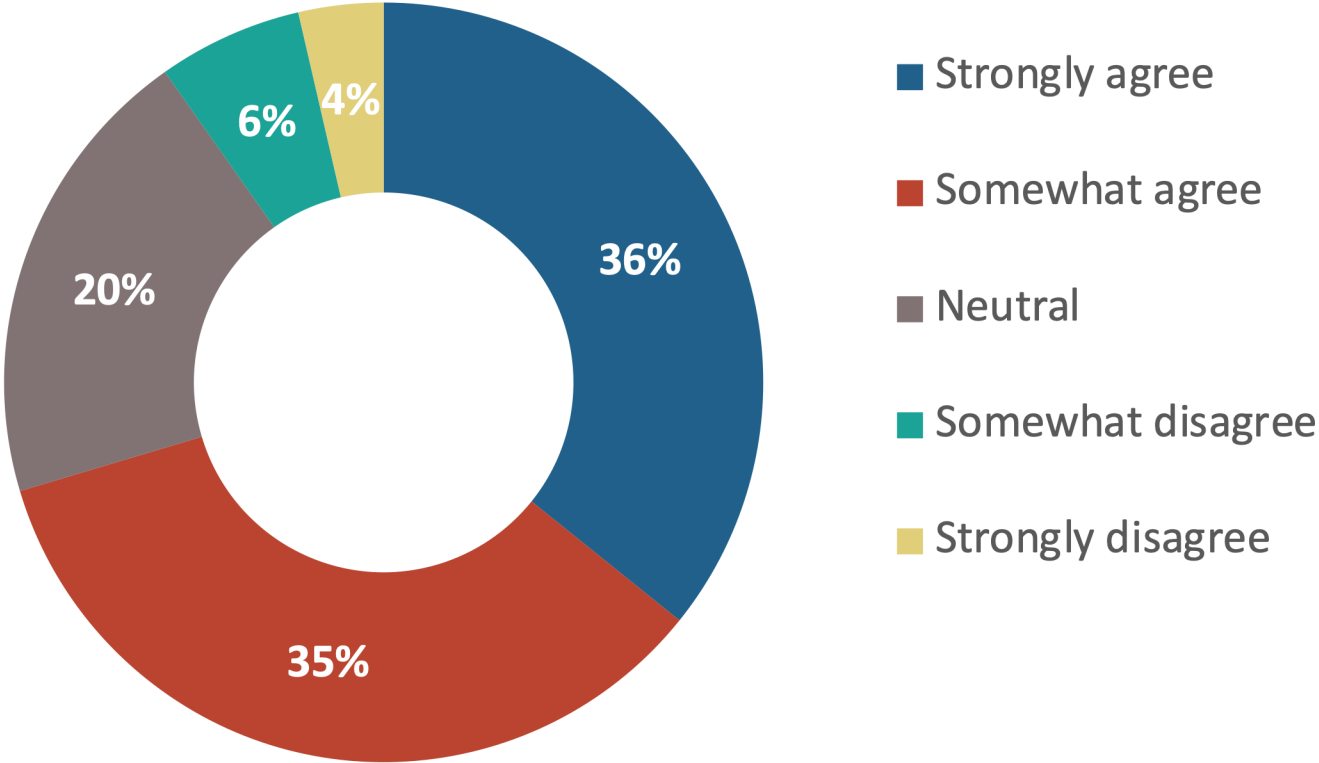
*The pandemic taught us that many classes or parts of classes can be taught digitally. Students are so tied to their phones and computers, that **not using digital media is a disservice to them**. Faculty is not changing rapidly enough to digital media to keep up with their students.*

— Intermediate Humanities Faculty



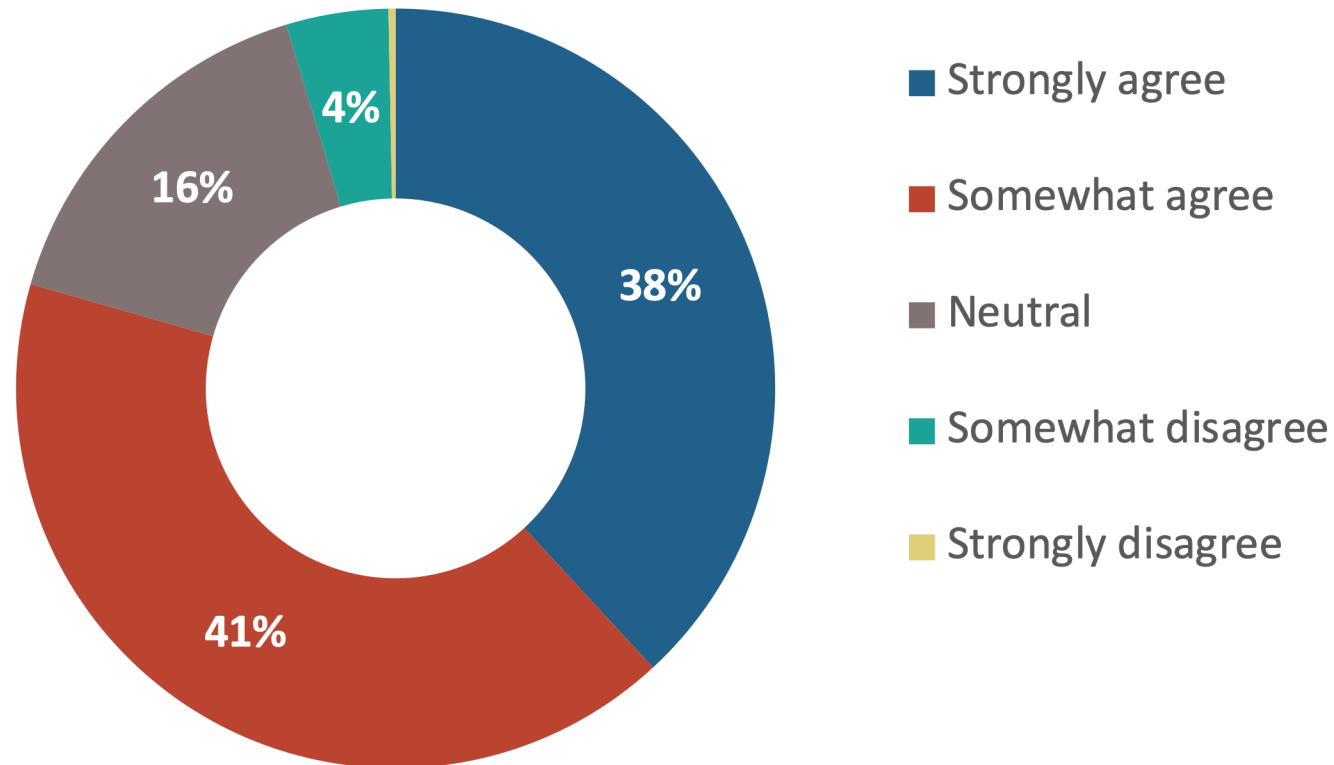
FACULTY PLAN TO USE EVEN MORE DIGITAL MATERIALS

Faculty: I prefer to include more digital materials and digital resources in my courses.



ADMINISTRATORS AGREE – MORE DIGITAL MATERIALS

Administrators: We will include more digital materials and digital resources in our courses.



DIGITAL MATERIALS OFFER MULTIPLE BENEFITS

- Multiple access methods
- Quicker to update
- Adaptable and customizable
- Built-in multimedia
- Integration with LMS and testing methods



STILL SOME ISSUES



- Cost
- Access – internet/apps/logins
- Access – ownership/longevity
- Access – special needs
- Preferences

IS IT TIME TO SAY GOODBYE TO PHYSICAL TEXTBOOKS?

We expect a large decline in physical textbooks, but not the extinction yet.

- COVID-19 gave digital course materials a major jumpstart – forced adoption overcame many prior issues preventing use
- Digital preferences for both faculty and students are growing (or print preferences declining)
- Students are expecting increasingly more digital experiences
- There are a growing number of alternative options to textbooks available as both digital and physical



Q&A THANK YOU!

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