

# THE THREE PROJECTED FUTURES FOR OPEN EDUCATIONAL RESOURCES



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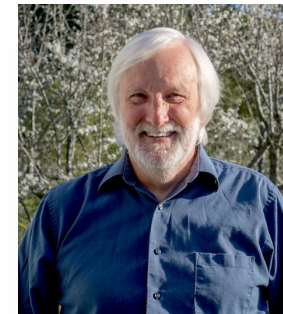


# INTRODUCTION TO BAY VIEW ANALYTICS

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.



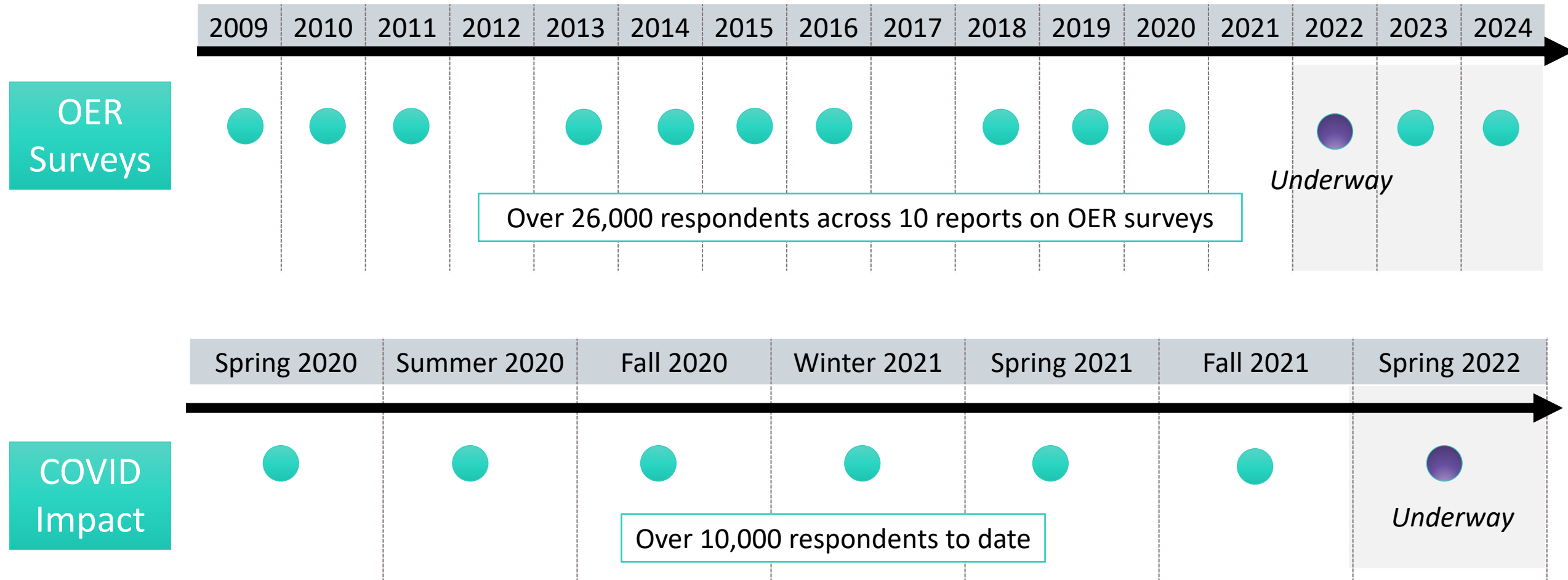
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*Director of Research*



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*Director*



# WE HAVE CONDUCTED HIGHER EDUCATION SURVEYS FOR OVER A DECADE WITH MORE PLANNED



# SURVEY QUESTIONS & DEFINITIONS

Similar questions are asked year to year to allow trends to be examined.

## Definitions used in surveys

**Open Educational Resources (OER):** *OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.*

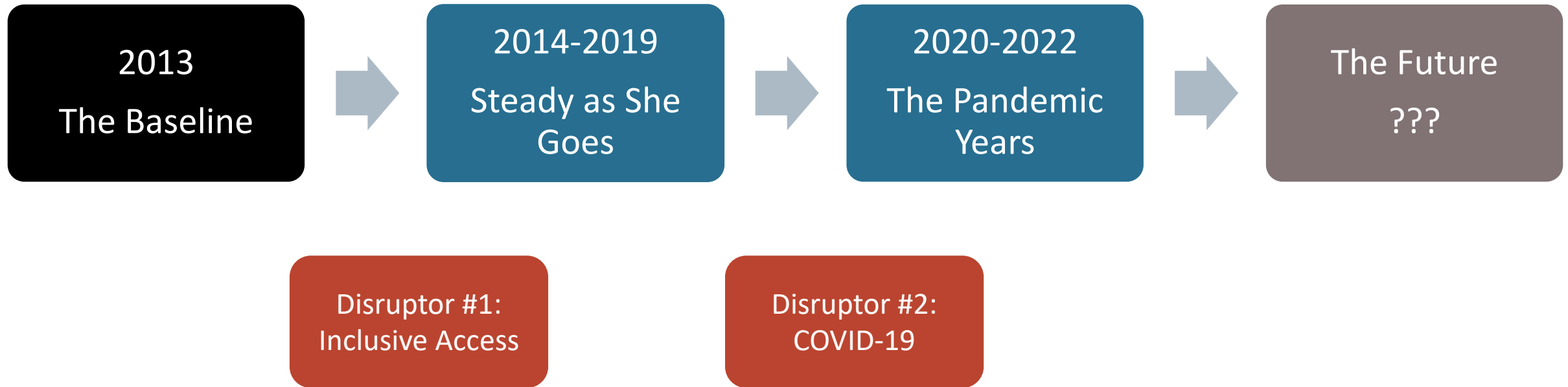
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# THE OER TIMELINE



# 2013: THE BASELINE



# 2013 SURVEY GIVES BASELINE FOR COURSE MATERIAL ADOPTION PRACTICES AND OER AWARENESS

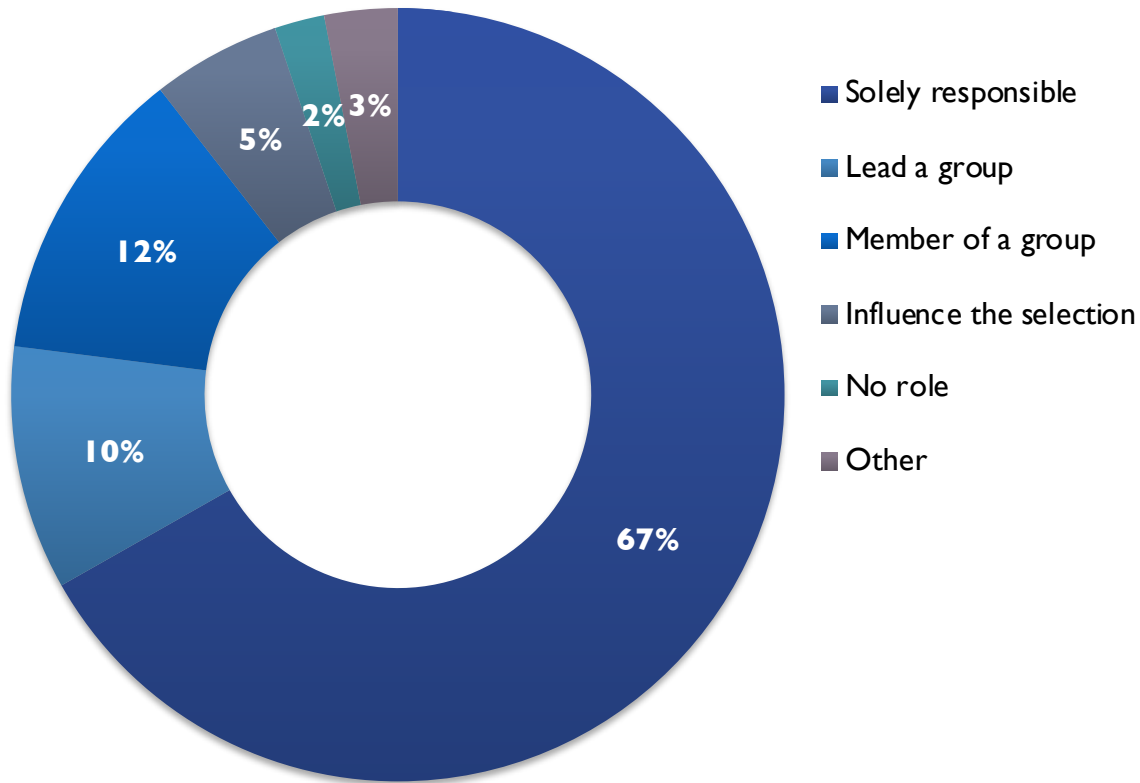
Survey found that:

- Faculty are the decision makers for required courseware adoption
- Decisions were primarily made on "quality" of the textbook
- ~75% of faculty were Unaware of OER

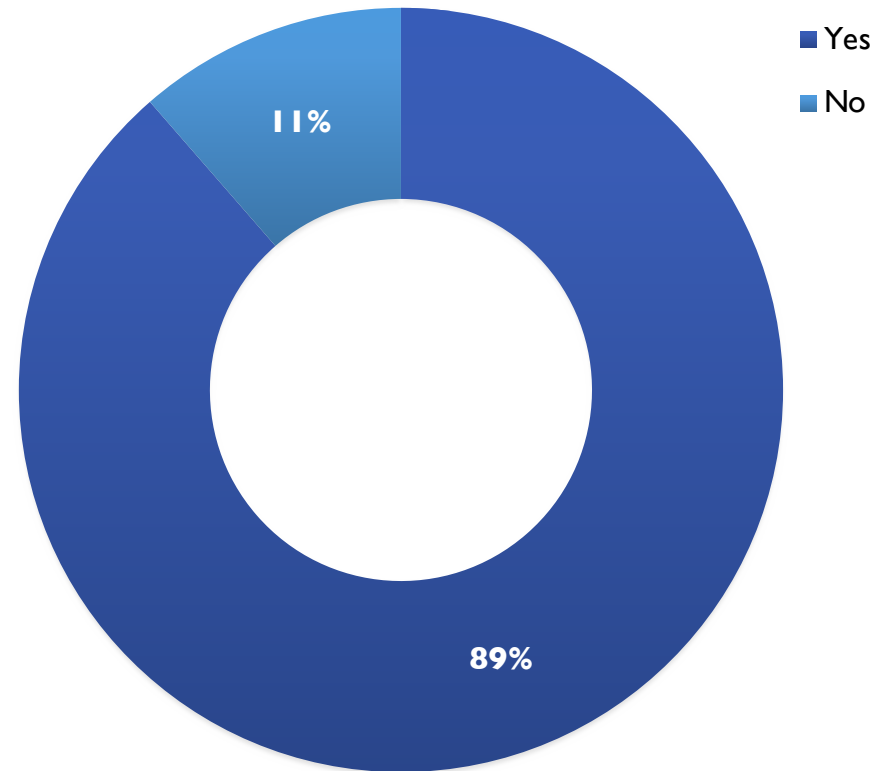


# FACULTY ARE THE DECISION-MAKERS FOR REQUIRED COURSE MATERIALS

FACULTY ROLE IN DECISION OF REQUIRED COURSE MATERIALS



PROPORTION OF FACULTY SELECTING REQUIRED COURSE MATERIALS





# 2013 DECISION CRITERIA

## **Only one: The “Quality” of textbook**

Faculty assessment of (in order):

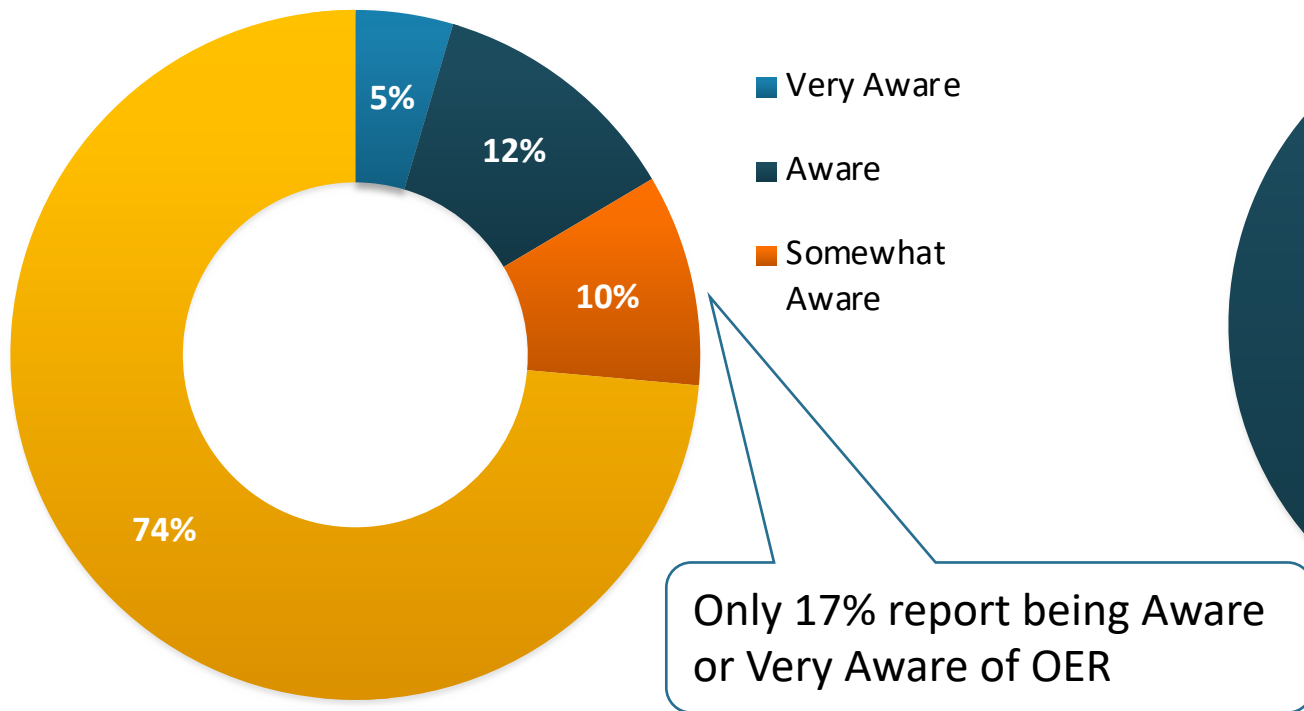
1. Proven Efficacy
2. Trusted Quality
3. Scope of Coverage
4. Integration with LMS
5. Wide Adoption
6. Ease of Use

Barely any consideration of cost, licensing, digital alternatives, “open”, etc.

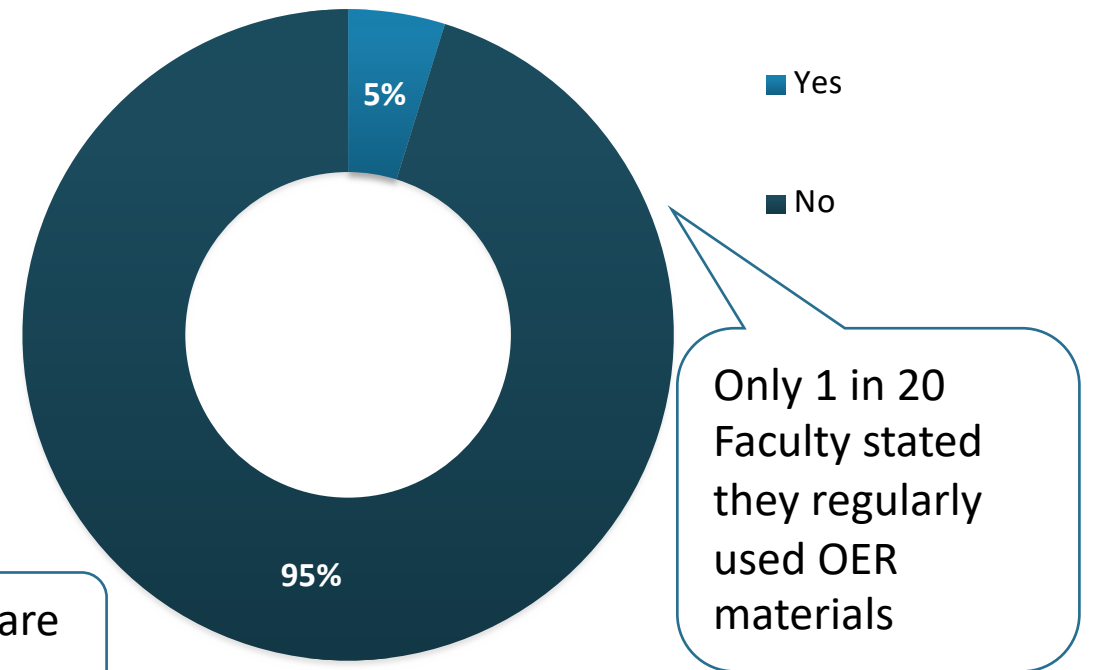


# ALMOST 75% OF FACULTY UNAWARE OF OER AND LESS THAN 5% USED AS PRIMARY COURSE MATERIAL

## AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS



## REGULARLY USE OPEN EDUCATIONAL RESOURCES AS PRIMARY COURSE MATERIAL



# STEADY AS SHE GOES

2014 - 2019



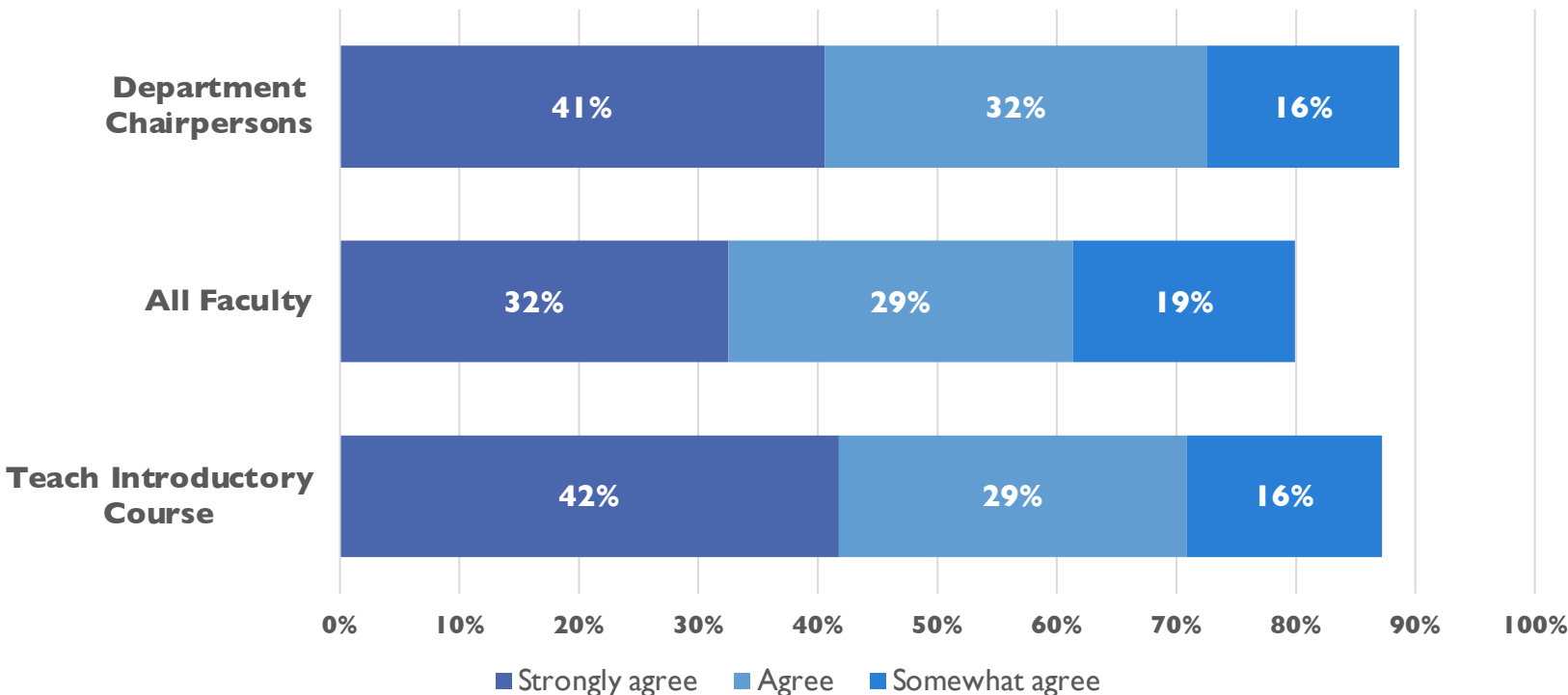
# THE NEXT FEW YEARS SHOWED GRADUAL CHANGES

During this time surveys found that:

- Faculty become more concerned about cost and access
- OER Awareness grows each year to 37% aware
- Increase in OER adoption as course materials
- Despite key licensing differences, faculty use OER and copyright materials the same way

# NEW CRITERIA: COST/ACCESS

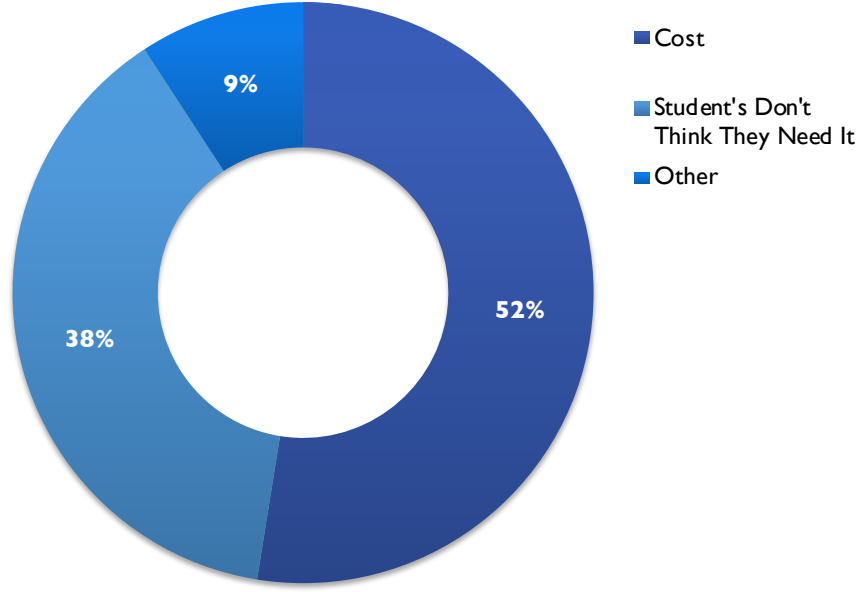
## THE COST OF COURSE MATERIALS IS A SERIOUS PROBLEM FOR MY STUDENTS



80% of faculty agree that cost is a serious issue for their students

A majority of faculty believe cost is the main reason for lack of access

## PRIMARY REASON STUDENTS DO NOT HAVE ACCESS TO TEXTBOOK



# FACULTY VOICES REVEAL PUBLISHER RESENTMENT

*"The old model of a new edition of a Chemistry, etc., text every year for \$200 is ridiculous — Intro Chemistry does not change from year to year."*

**Part-time Natural Sciences Faculty**

*Publishers need to stop making new editions of textbooks all the time. They are not substantially improving or updating the content, they are simply trying to make more money off of cash strapped students and I'm fed up.*

**Full-time Natural Sciences Faculty**

*Constant unnecessary and unproductive updates to editions for the purpose of selling more books limit students' ability to take advantage of much cheaper used editions.*

**Part-time Business Administration Faculty**

*"The textbook industry is a scam."*

**Full-time Business Administration Faculty**

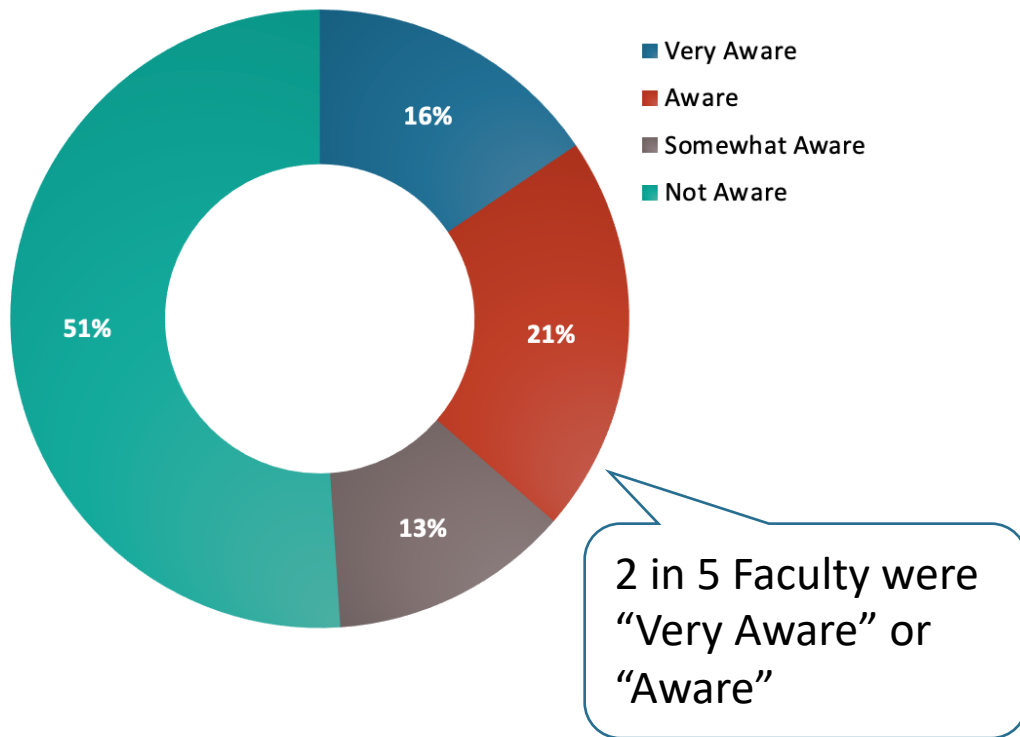
*"The greed of publishers and text authors, whereby commonly used texts go through 6-9 editions for the sole purpose of killing the used book market exacerbated the problem of book cost."*

**Full-time Engineering Faculty**

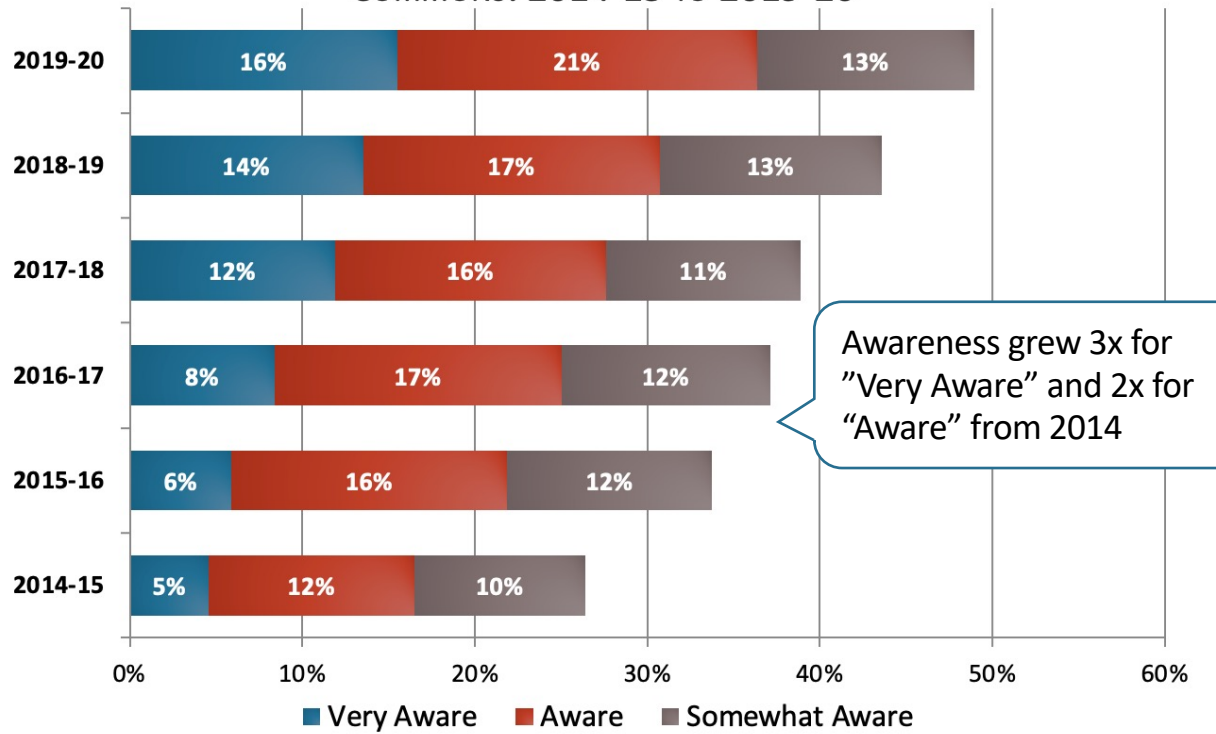


# AWARENESS GROWS, BUT STILL A MINORITY

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS 2019-20

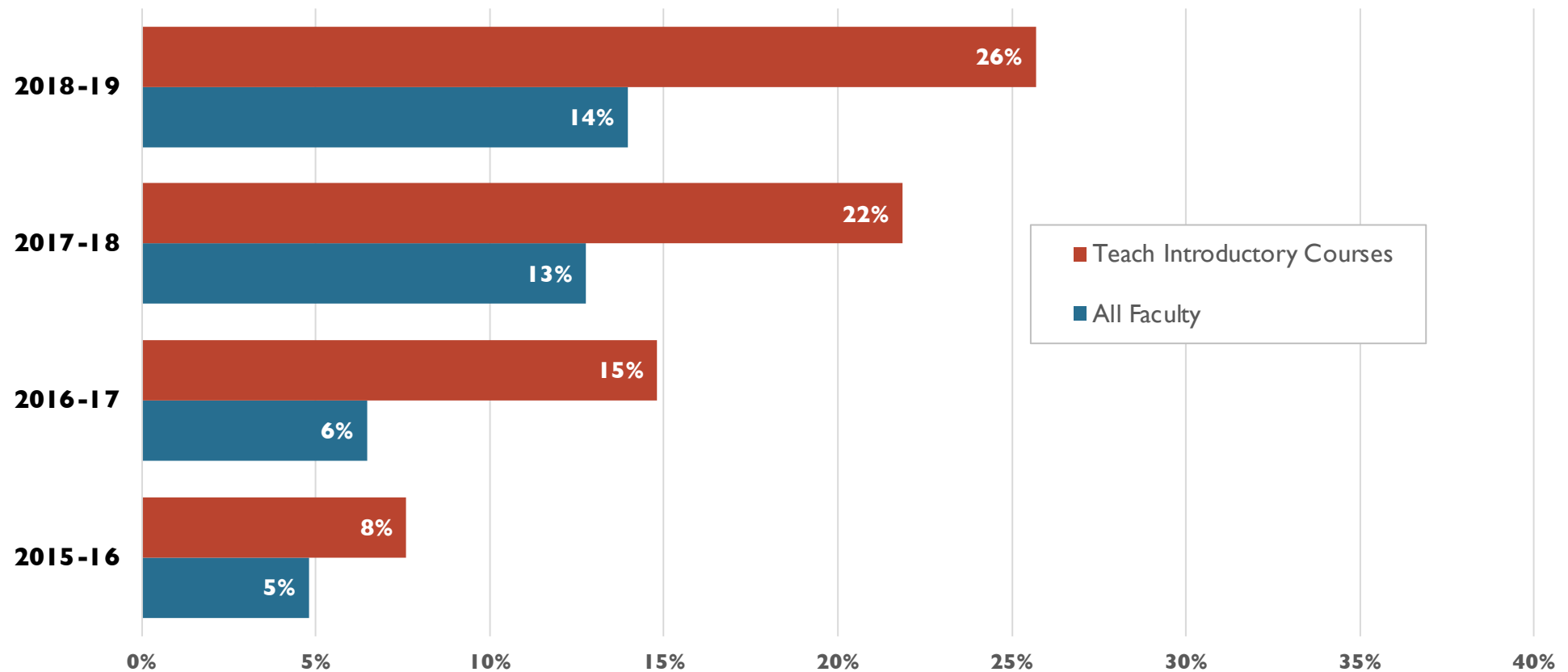


AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS: 2014-15 TO 2019-20



# STEADY INCREASE IN OER ADOPTION

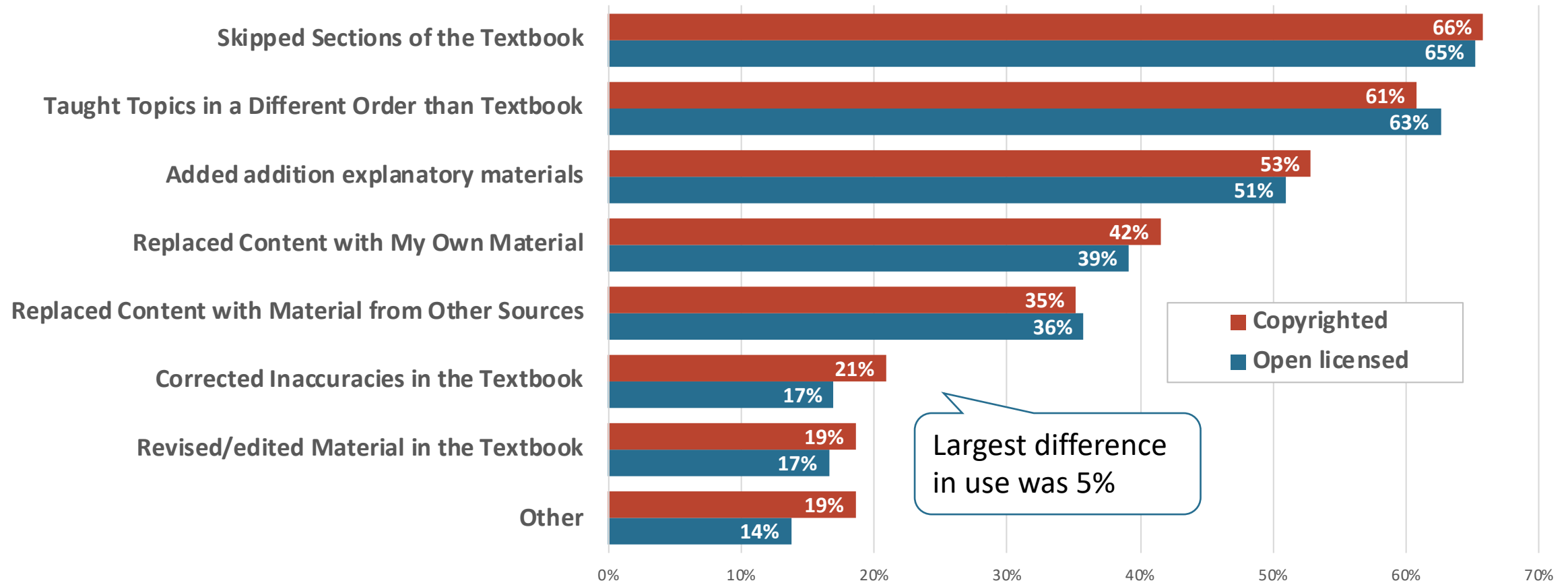
USED OER IN ANY COURSE AS REQUIRED MATERIAL: 2015-16 TO 2017-18





# MINIMAL DIFFERENCES IN THE FACULTY USE OF TEXTBOOKS WITH OPEN OR COPYRIGHT LICENSED MATERIAL

US HIGHER EDUCATION PATTERNS OF TEXTBOOK USE — BY TEXTBOOK LICENSING



# STATUS AS OF 2019

- OER has come from nowhere to a niche player
  - But OpenStax is the ONLY visible OER provider
- Cost, cost, cost
  - Or is it access, access, access?
- Digital has moved from minority to viable alternative
- Considerable faculty resentment to commercial publishing models (frequency unnecessary updates, high prices, etc.)
- Emerging publishing models (e.g., Inclusive Access)



# DISRUPTOR #1

INCLUSIVE ACCESS



# THE ADVENT OF “INCLUSIVE ACCESS”

- Commercial publishers’ strategies emphasized quickly moving to digital-first or digital-only distribution.
- Market dynamics suggest an accelerated conversion from print to digital is feasible.
- Subscription arrangements have potential to greatly increase market share across campuses.

## **Inclusive Access**

Subscription-based marketing where students pay a fee (usually included in tuition or fees) for access to a suite of online digital resources.

Net impact is the potential for commercial publisher to block competitors like OER on campuses.



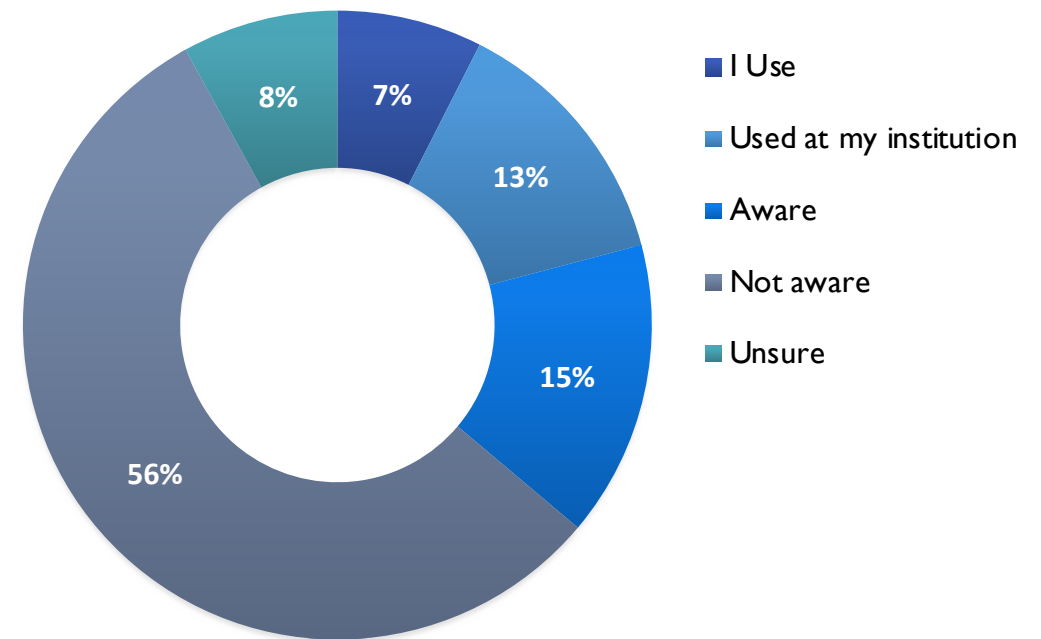
# INCLUSIVE ACCESS AWARENESS INCREASED MUCH FASTER THAN OER

In only a few years, Inclusive Access reached the level of faculty awareness that took OER 15+/- years.

Inclusive access addresses critical faculty issues:

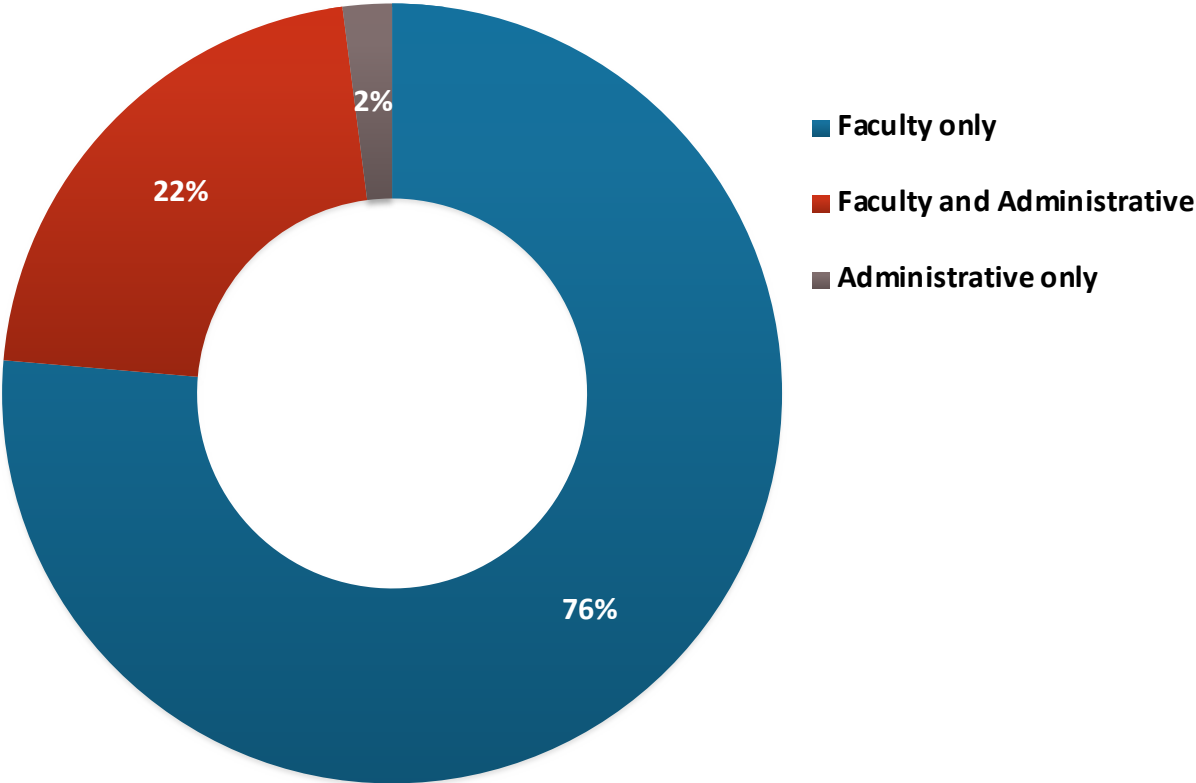
- Cost and Access
- “Students don’t think they need it”
- Publisher resentment

AWARENESS OF INCLUSIVE ACCESS

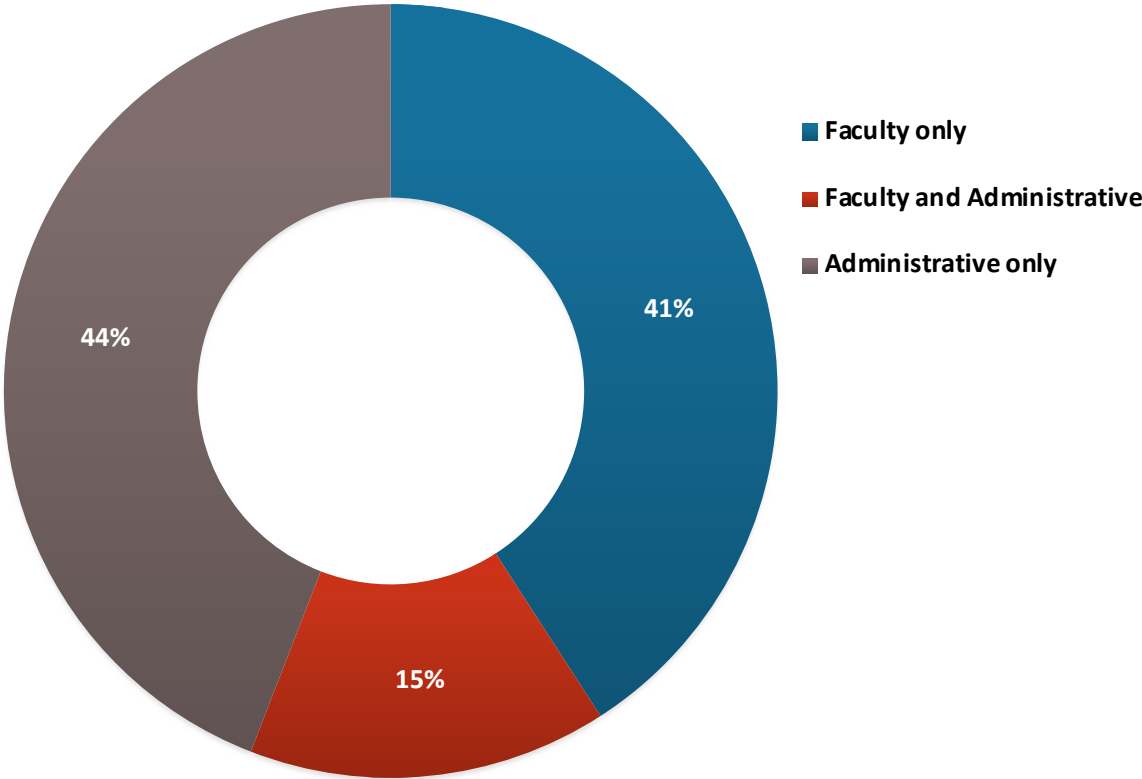


# INCLUSIVE ACCESS ADOPTION ACCOMPANIES A CHANGE IN DECISION LOCUS FOR COURSE MATERIALS TO ADMIN

WHO MAKES DECISION ABOUT TEXTBOOK



WHO MAKES DECISION ABOUT INCLUSIVE ACCESS



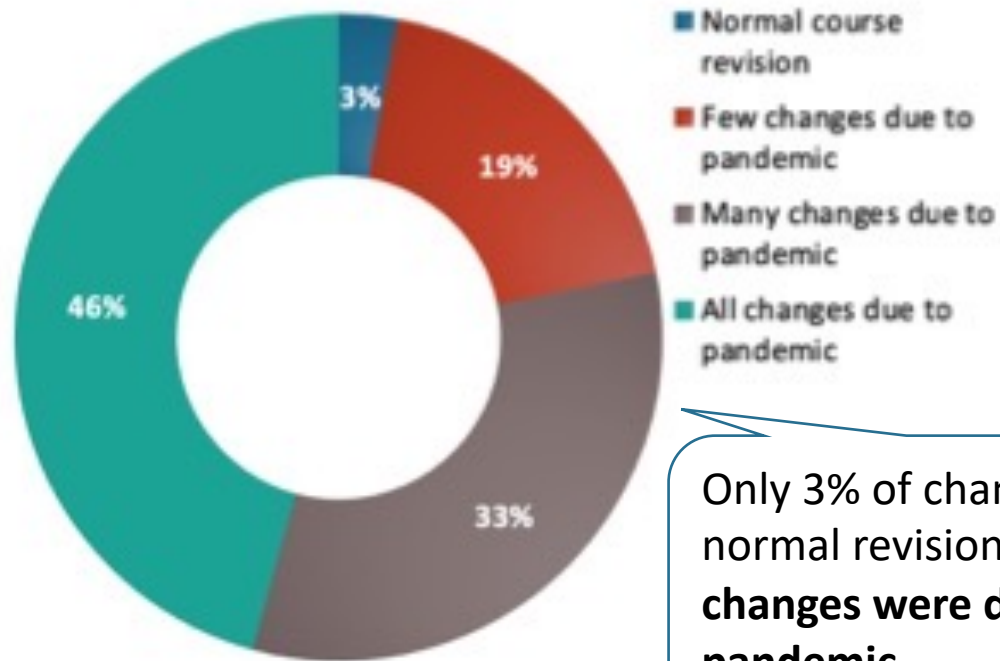
# DISRUPTOR #2

COVID-19



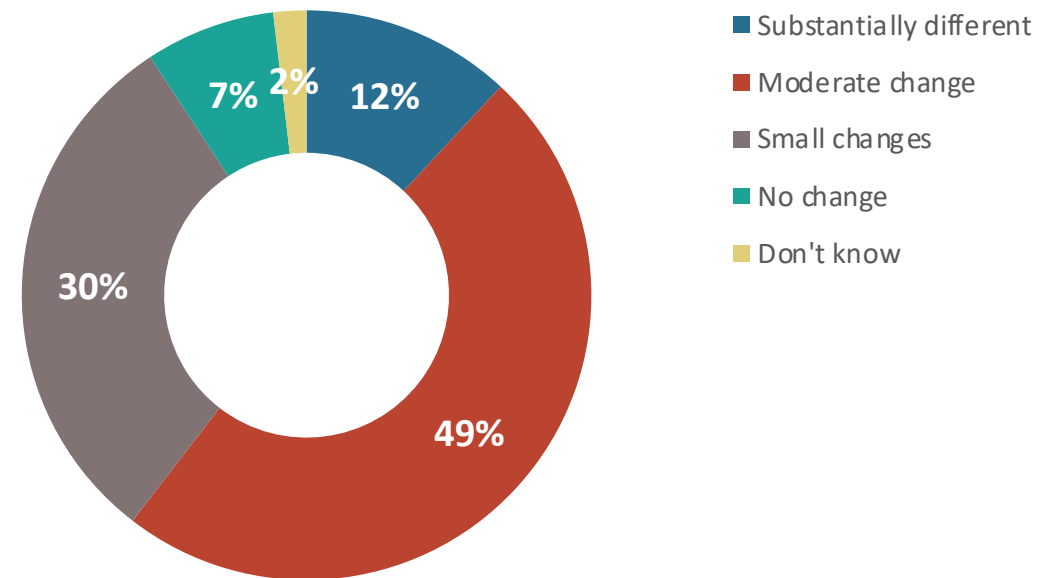
# TEACHING CHANGED; THE CHANGES WILL CONTINUE

WHAT IS THE REASON FOR THE CHANGES TO THE COURSE?



Only 3% of changes were normal revisions – **97% of changes were due to the pandemic.**

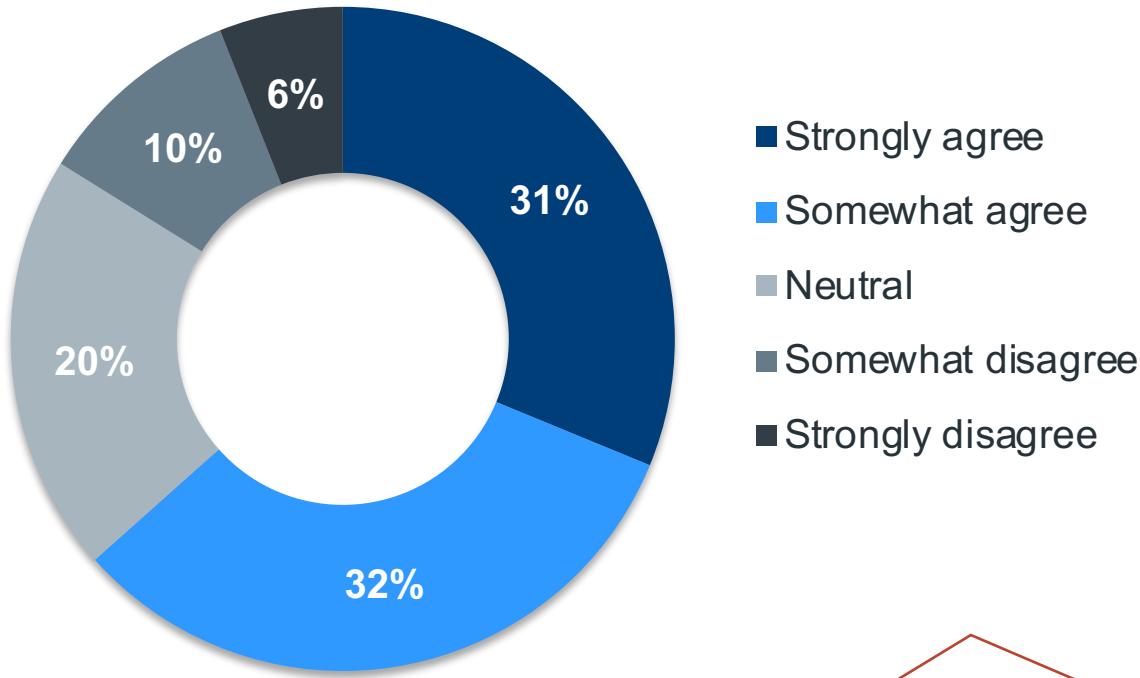
Will your future teaching techniques change as a result of your teaching experiences during the pandemic?



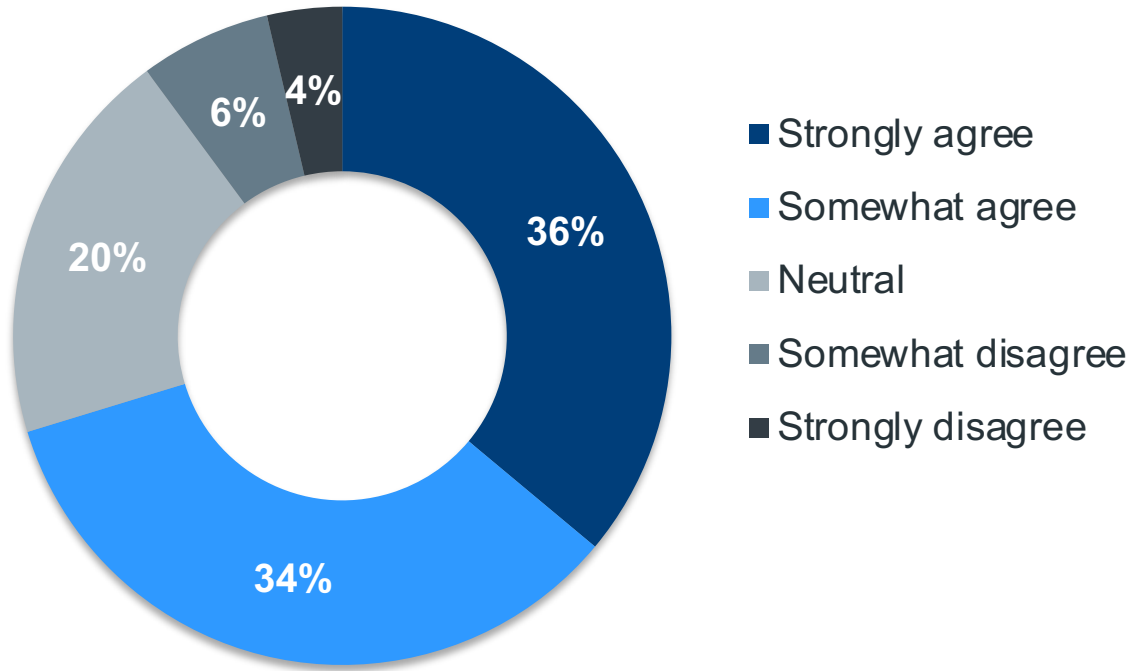


# DIGITAL IS HERE TO STAY

STUDENTS: I PREFER TO HAVE MORE DIGITAL MATERIALS AND DIGITAL RESOURCES IN MY COURSES



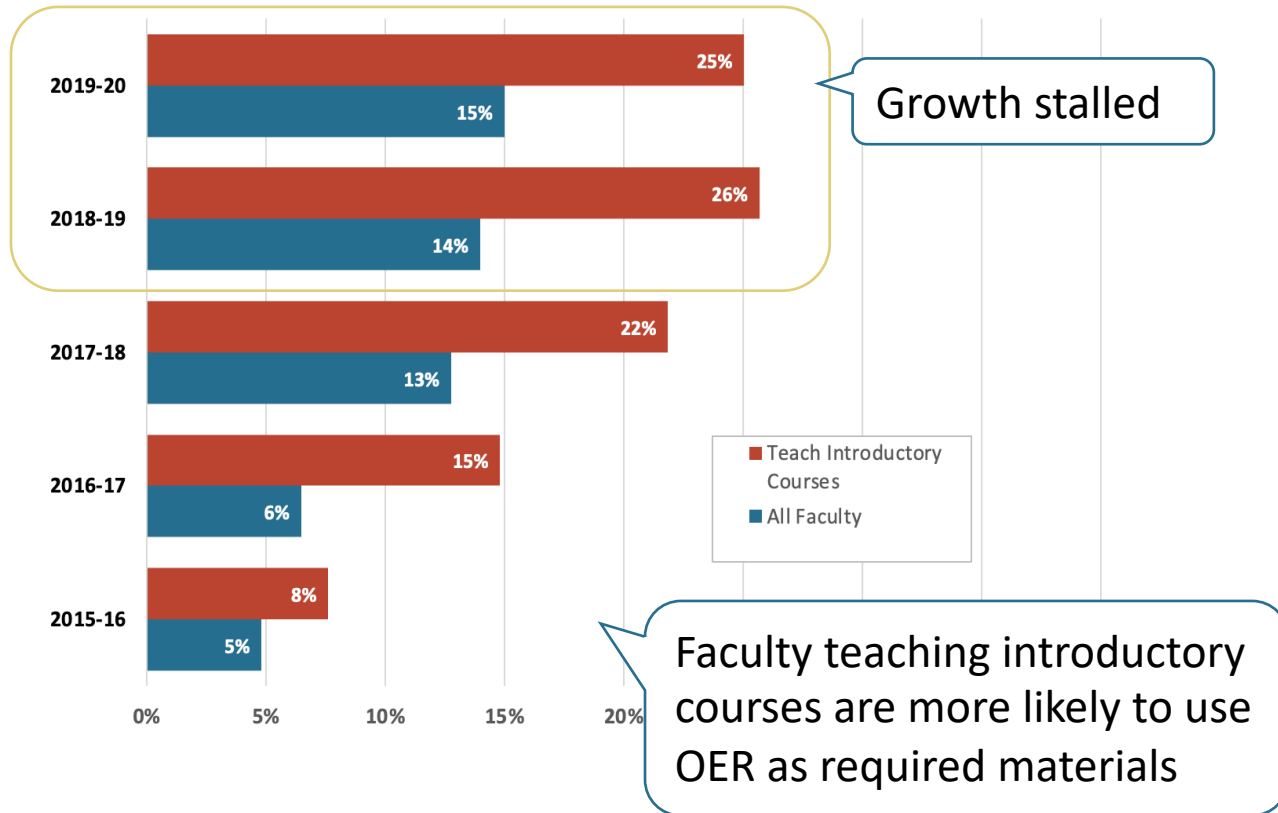
FACULTY: I PREFER TO INCLUDE MORE DIGITAL MATERIALS AND DIGITAL RESOURCES IN MY COURSES



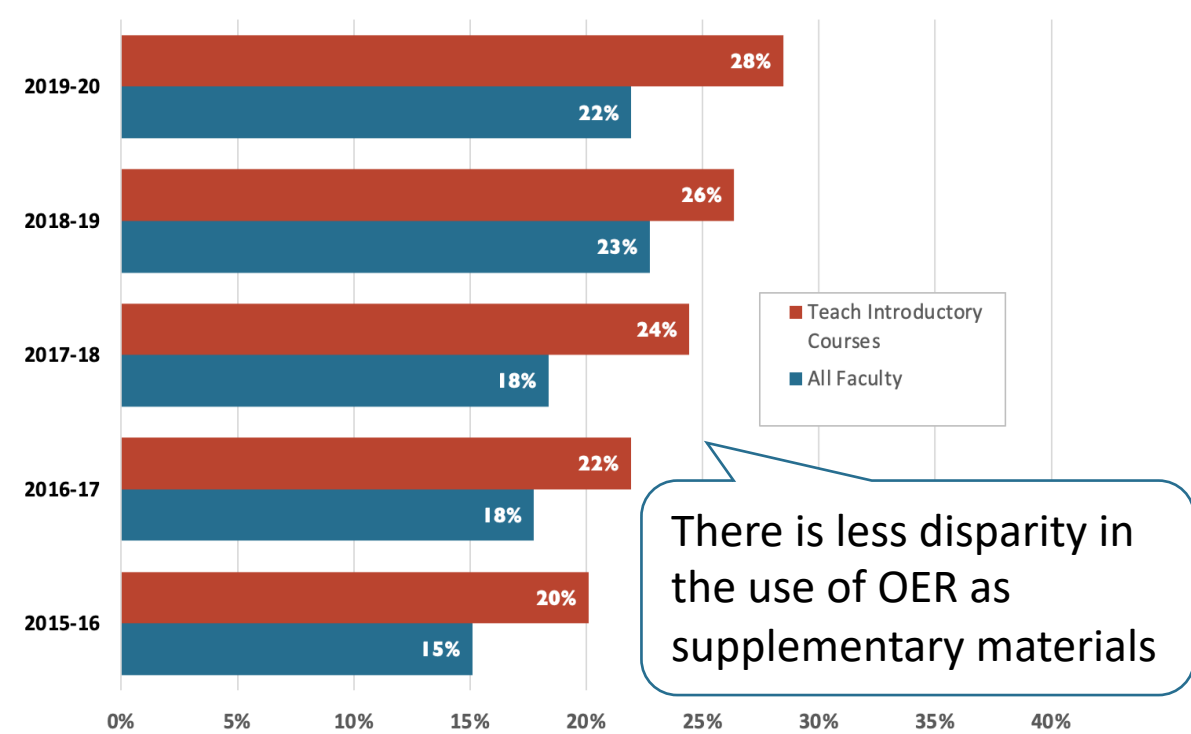
Both students and faculty prefer digital materials.

# OER ADOPTION STALLED DURING PANDEMIC

USED OER IN ANY COURSE AS REQUIRED MATERIAL:  
2015-16 TO 2019-20



USED OER IN ANY COURSE AS SUPPLEMENTAL MATERIAL:  
2015-16 TO 2019-20



# TEACHING (AND INSTITUTIONS) CHANGED

- Rapidly switching to remote instruction forced most faculty to adopt more digital resources.
- Faculty used new teaching techniques; many will continue post-pandemic.
- Needed to move quickly, so regular curriculum decisions put on hold.
- Institutions worked with commercial publishers on bundles of digital materials.
- Institutions introduced faculty to OER, but the efforts were nowhere near as extensive as those with commercial publishers.

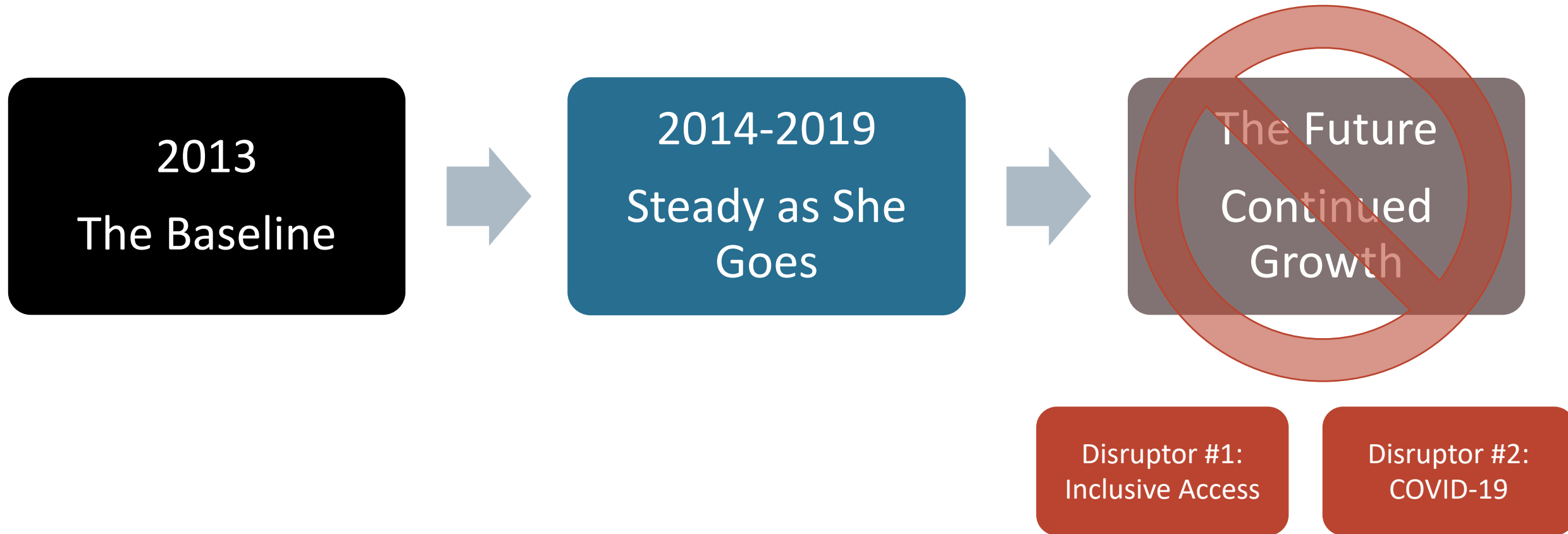


# WHAT IT ALL MEANS

LOOKING FORWARD



# FUTURE ONE: STEADY AS SHE GOES



# FUTURE TWO: 2019 PREDICTIONS (PRE-COVID)

## **Mostly digital**

- Print remains, but as a niche product
- Growing faculty acceptance of digital
- Publishers pushing it

## **Inclusive Access rules**

- Addresses critical faculty concerns
- Is the only viable long-term model for publishers
- Does not (yet) come with the negative connotations of the current publishing models

## **OER a niche-only presence**

- Only one viable provider (OpenStax)
- Faculty remain largely unaware and unconvinced
- Possible decline in use

*Unless...*



# UNLESS...

- Initiatives – Incentives rolled out
  - Faculty who are aware of an OER initiative are 3x to 4x more likely to adopt
- Richer OER developed
  - Faculty want more than just the textbook
  - Faculty desiring the richest set curriculum materials are least likely to adopt OER
- Resentment grows towards Inclusive Access models
  - Little evidence of this so far

# WHAT FACTORS IMPACT AND DRIVE OER ADOPTION?

## Factors associated with OER adoption

Faculty with online teaching experience were more likely to adopt OER

Faculty with experience using digital materials were more likely to adopt OER

Faculty making changes to their courses and willing to try new approaches were more likely to adopt OER

Faculty with the luxury of time searching for and evaluating OER were more likely to adopt

Faculty who do not value supplemental resources (test banks, online homework, etc.) were more likely to adopt OER

Cost has always been the driving force for faculty OER adoption





# FUTURE THREE: CURRENT PREDICTIONS

## **Overwhelmingly digital**

- Strong faculty and student preference
- Publishers going digital-only or digital-first
- Print remains, among some disciplines (e.g., literature)

## **Inclusive Access is the new norm**

- Strong foothold
- Best long-term model for publishers
- Institutional level decision

## **OER continues its slow growth**

- Still only one viable provider (OpenStax)
- Most faculty remain unaware

*Unless...*



# UNLESS...

- Initiatives continued and expanded
  - Considerable efforts being directed towards OER initiatives
- Improved OER marketing
  - Increase awareness for richer OER availability
  - “Like Inclusive Access, only better”
- Resentment towards Inclusive Access models increases
  - Faculty push-back on centralized curricula decisions

# Q&A THANK YOU!

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