The Changing Future for Open Educational Resources

Bay View Analytics®

October 18, 2022

Dr. Julia Seaman

Dr. Jeff Seaman

open education conference

OCT 17-20, 2022 | VIRTUAL

THE CHANGING FUTURE FOR OER

We will cover:

- Trends in OER awareness in U.S. higher education

- How the COVID-19 pandemic has altered the factors driving awareness and adoption of OER

- How the changes brought about by the pandemic have altered the future, both good and bad, for OER

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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.
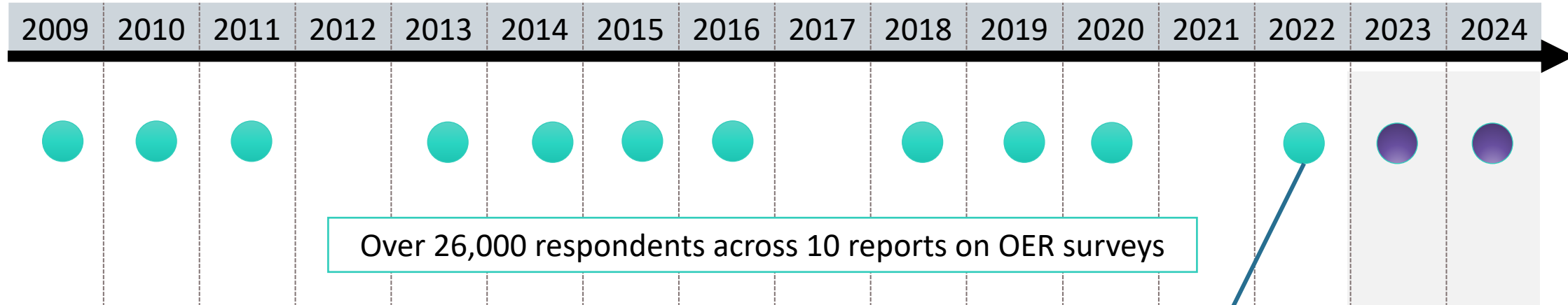

Julia Seaman, Ph.D.
Director of Research
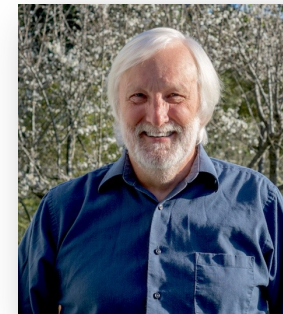
Jeff Seaman, Ph.D.
Director

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

| 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |

OER Surveys

Over 26,000 respondents across 10 reports on OER surveys

Turning Point for Digital Curricula:
Educational Resources in U.S. Higher Education, 2022

Julia E. Seaman and Jeff Seaman

OPEN

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

Research Brief:

Open Educational Resources:
Becoming Mainstream

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All Reports available at BayViewAnalytics.com

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.*
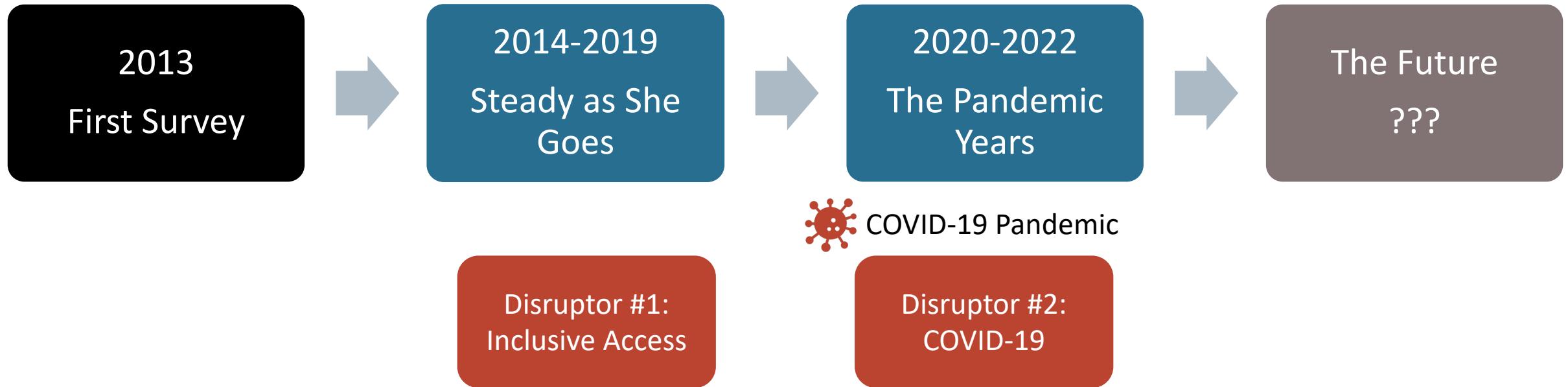
Licensing Types

Public Domain: *A designation for content that is not protected by any copyright law or other restriction and may be freely copied, shared, altered, and republished by anyone.*

Creative Commons: *Open license that gives everyone from individual authors to governments and institutions a simple, standardized way to grant copyright permissions to their creative work, provided by Creative Commons.*
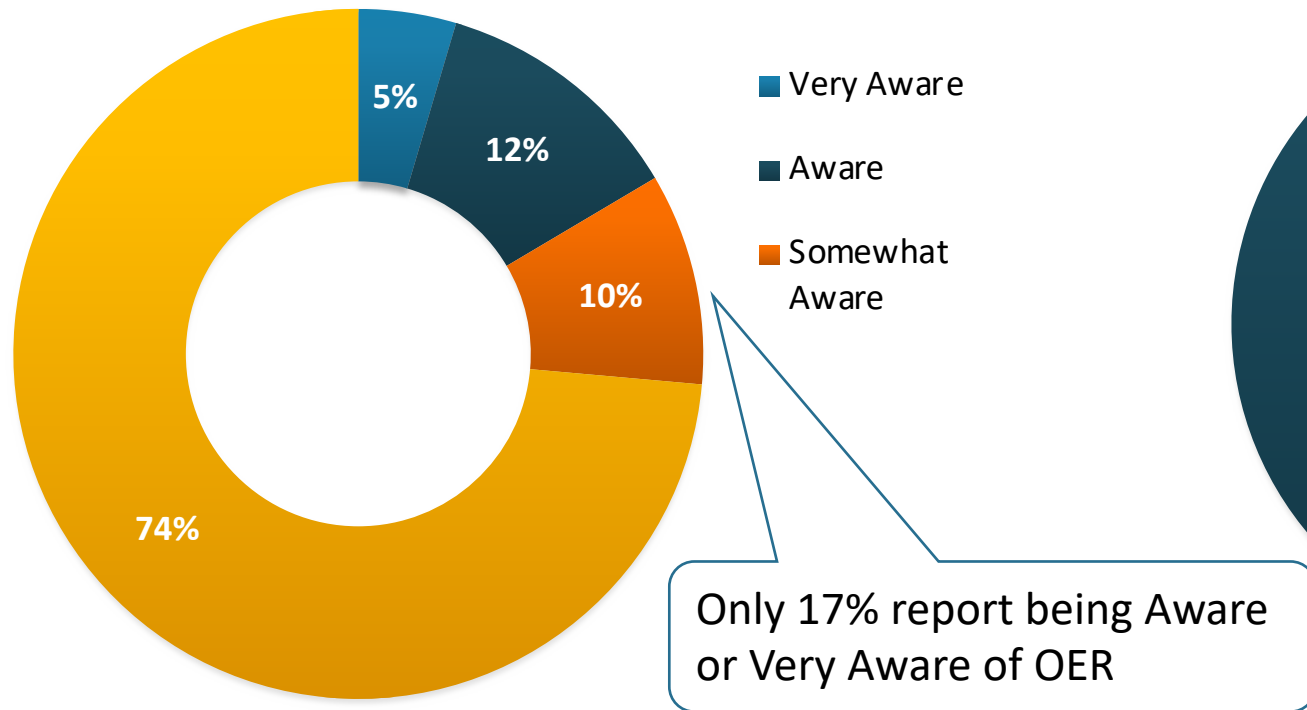
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THE OER TIMELINE

2013
First Survey

2014-2019
Steady as She Goes

2020-2022
The Pandemic Years

The Future
???

COVID-19 Pandemic

Disruptor #1:
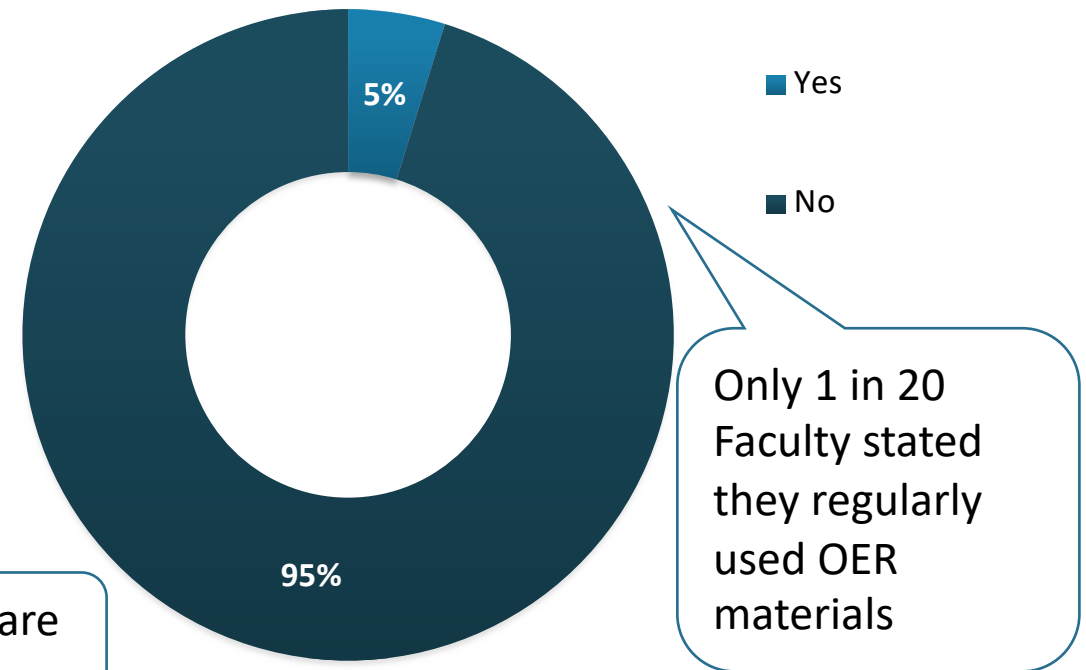Inclusive Access

Disruptor #2:
COVID-19

IN 2013, ALMOST 75% OF FACULTY UNAWARE OF OER AND LESS THAN 5% USED AS PRIMARY COURSE MATERIAL

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS

- Very Aware
- Aware
- Somewhat Aware
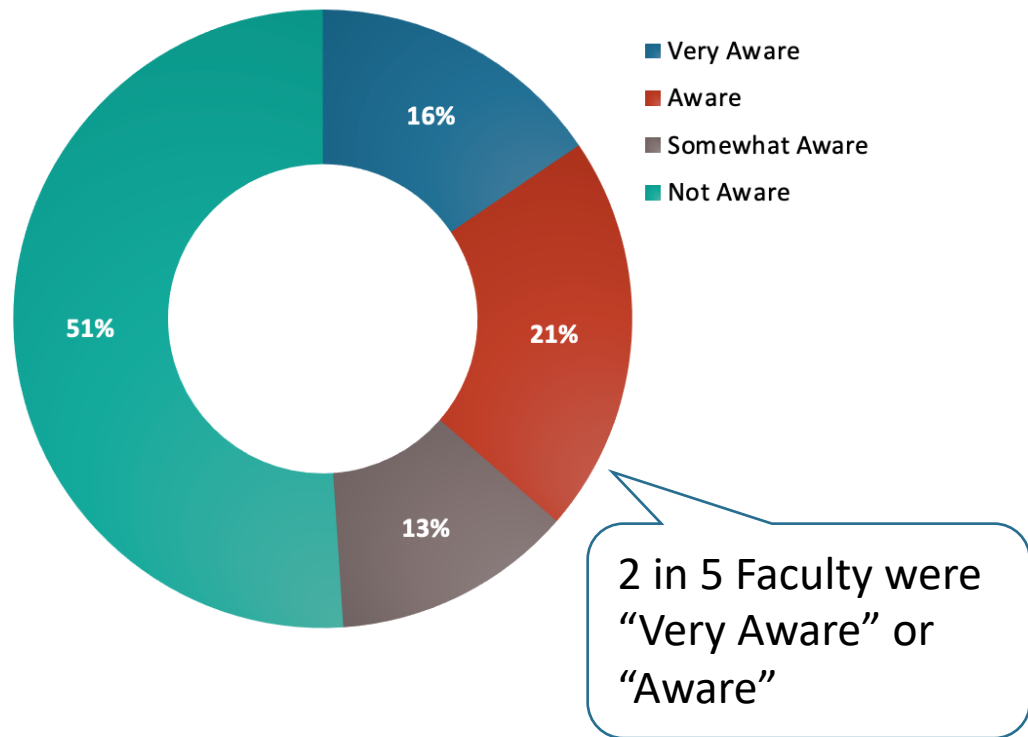
5%
12%
10%
74%

Only 17% report being Aware or Very Aware of OER

REGULARLY USE OPEN EDUCATIONAL RESOURCES AS PRIMARY COURSE MATERIAL

- Yes
- No

5%
95%

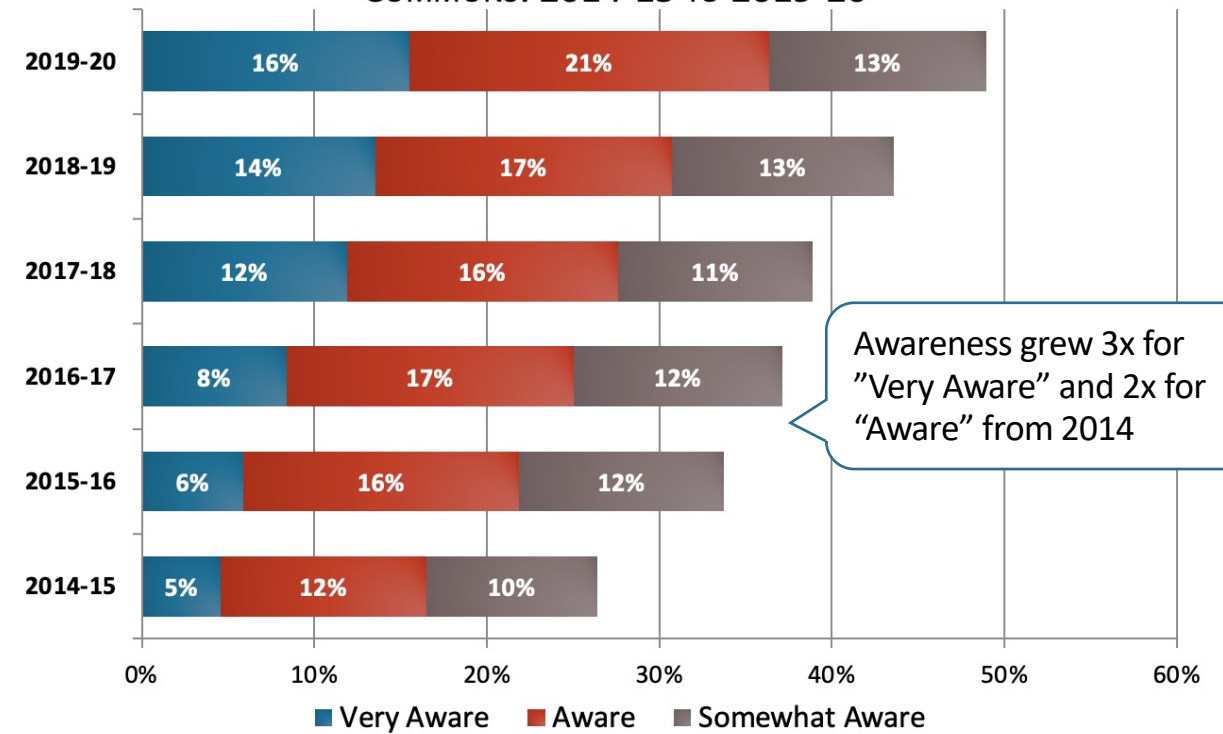Only 1 in 20 Faculty stated they regularly used OER materials

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Through 2019, OER Awareness Grows But Still A Minority

AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CREATIVE COMMONS 2019-20

- Very Aware — 16%
- Aware — 21%
- Somewhat Aware — 13%
- Not Aware — 51%

2 in 5 Faculty were "Very Aware" or "Aware"

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

Year	Very Aware	Aware	Somewhat Aware
2019-20	16%	21%	13%
2018-19	14%	17%	13%
2017-18	12%	16%	11%
2016-17	8%	17%	12%
2015-16	6%	16%	12%
2014-15	5%	12%	10%

Awareness grew 3x for "Very Aware" and 2x for "Aware" from 2014

AWARENESS GROWTH MATCHED BY A LOWER BUT STEADY INCREASE IN OER ADOPTION

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

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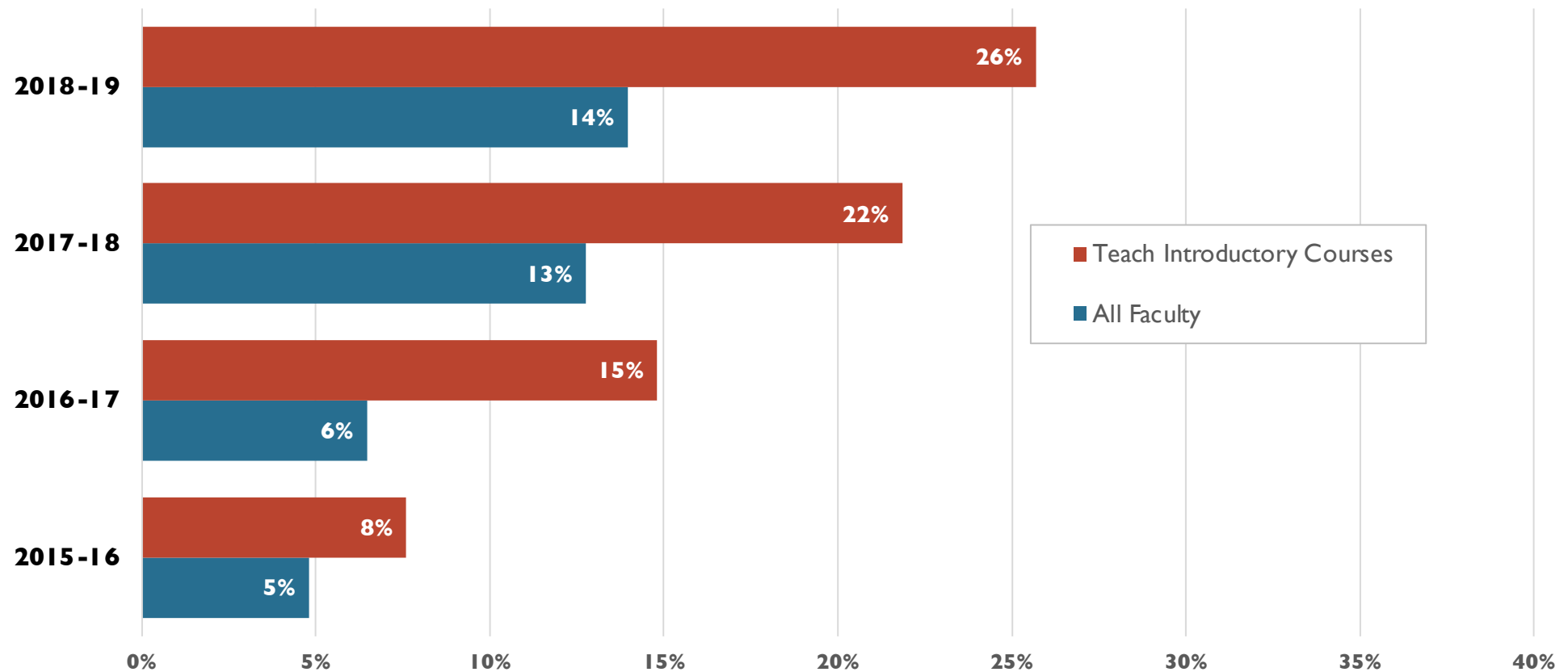
THE ADVENT OF "INCLUSIVE ACCESS"

- 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.

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Inclusive Access Awareness Increased Much Faster than OER

In only a few years (by 2019), 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"
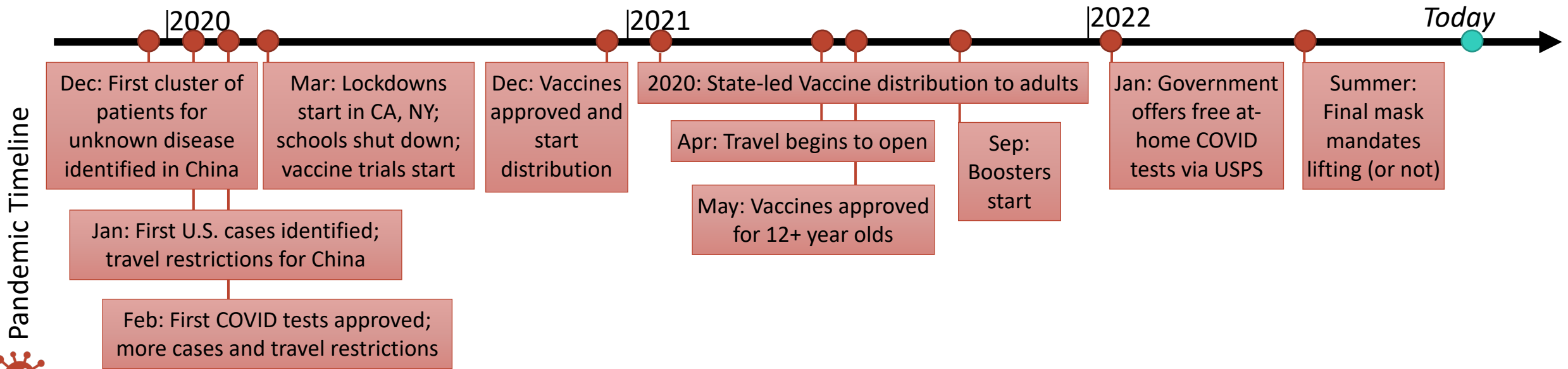- Publisher resentment

Awareness of Inclusive Access

Legend:
- I Use — 7%
- Used at my institution — 13%
- Aware — 15%
- Not aware — 56%
- Unsure — 8%

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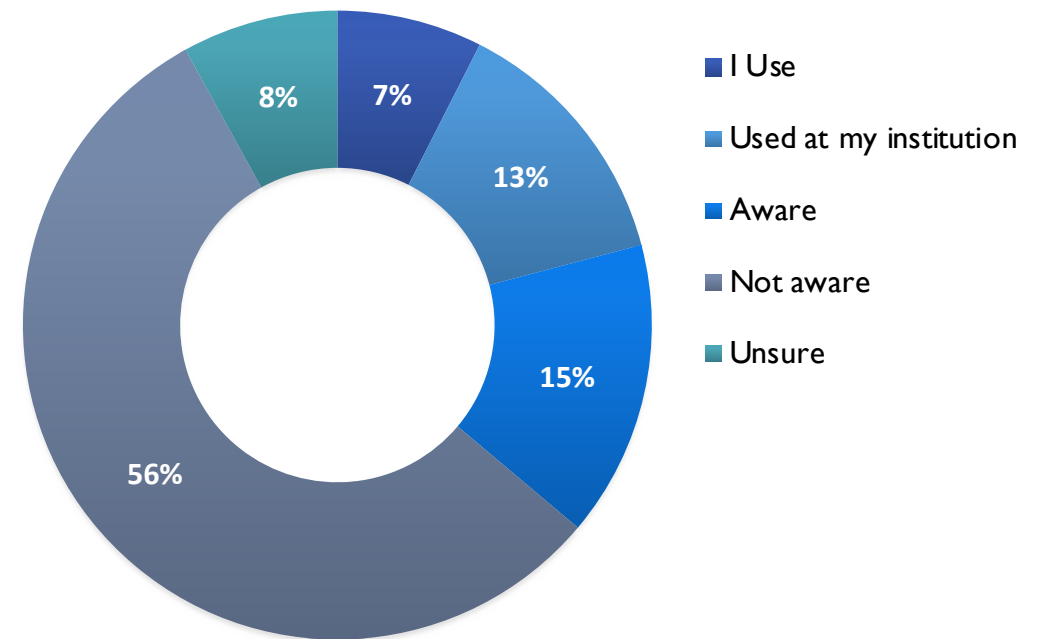
AND THEN…THE COVID-19 PANDEMIC

A lot happened very quickly.

Pandemic Timeline

|2020 |2021 |2022   *Today*

Dec: First cluster of patients for unknown disease identified in China

Mar: Lockdowns start in CA, NY; schools shut down; vaccine trials start

Dec: Vaccines approved and start distribution

2020: State-led Vaccine distribution to adults

Apr: Travel begins to open

Sep: Boosters start

Jan: Government offers free at-home COVID tests via USPS

Summer: Final mask mandates lifting (or not)

Jan: First U.S. cases identified; travel restrictions for China

May: Vaccines approved for 12+ year olds

Feb: First COVID tests approved; more cases and travel restrictions

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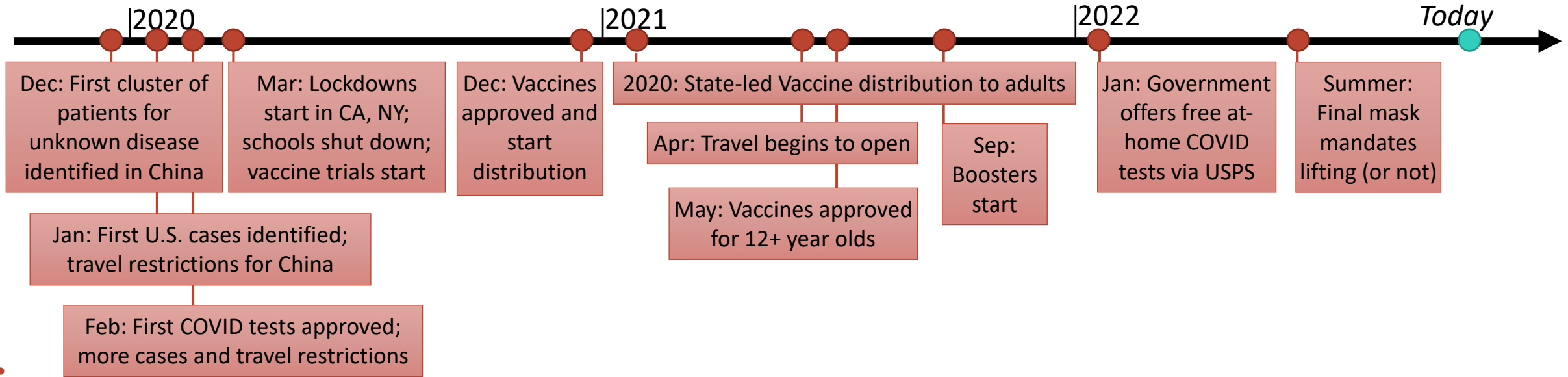# AND THEN…THE COVID-19 PANDEMIC

Higher Ed

Emergency Switch (closed to remote)

Remote Learning

Starting to reopen; social distancing & masking

More reopening, testing & masking

Getting back to normal?

|2020 |2021 |2022   *Today*

Pandemic Timeline

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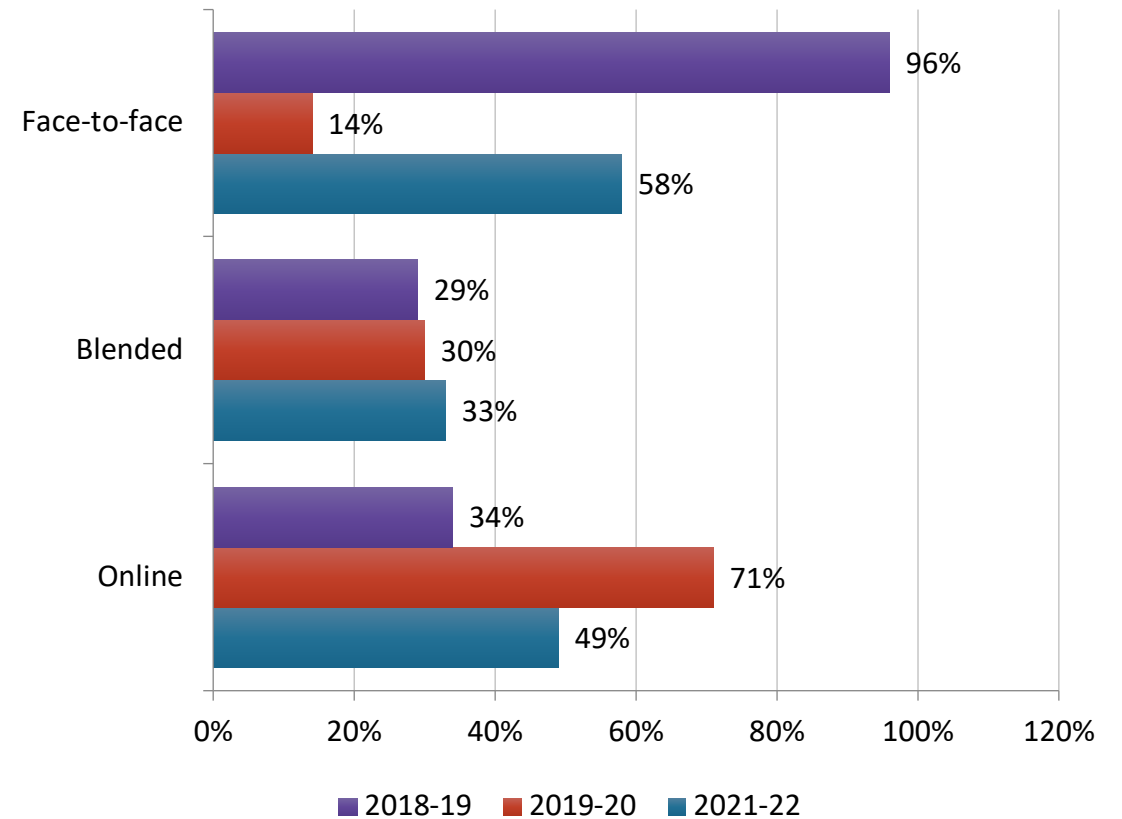
From fall of 2019 and the fall of 2020, the number of students enrolled in U.S. higher education decreased by 600,000 or 3%.

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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

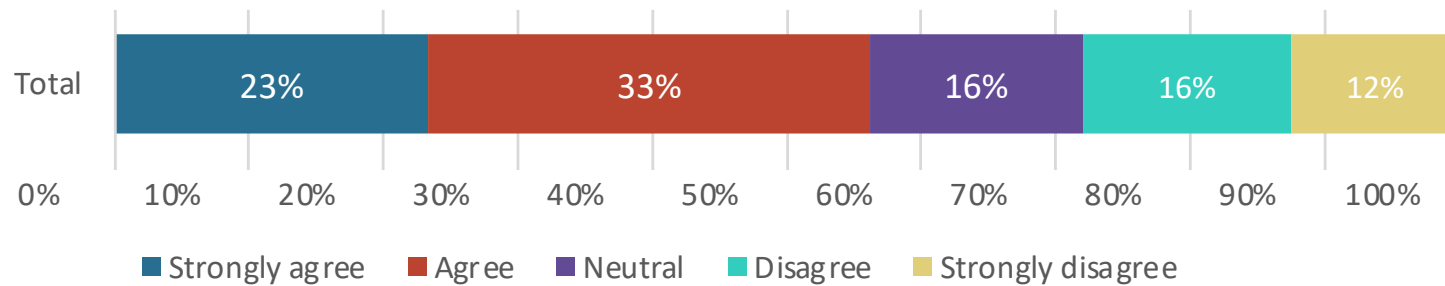| Modality	2018-19	2019-20	2021-22
Face-to-face	96%	14%	58%
Blended	29%	30%	33%
Online	34%	71%	49%

2018-19   2019-20   2021-22

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COVID-19 HAS ALTERED HOW FACULTY TEACH

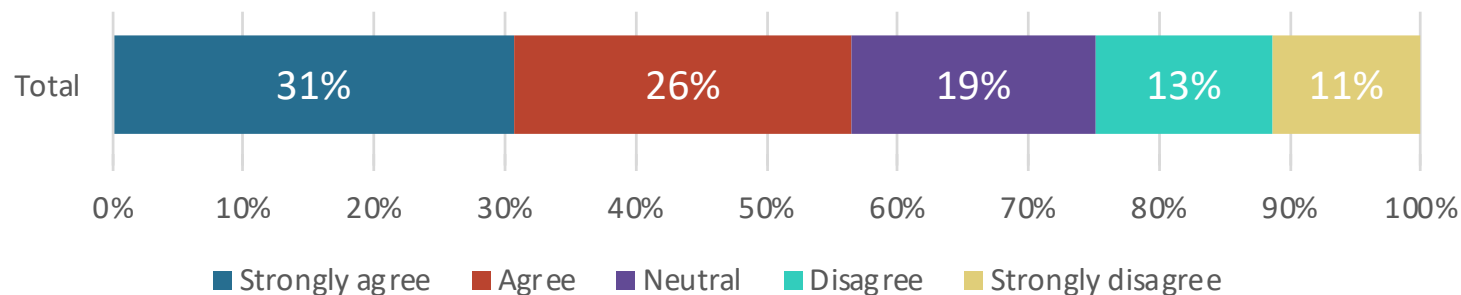Will your future teaching techniques change as a result of your teaching experiences during the pandemic?

- Substantially different
- Moderate change
- Small changes
- No change
- Don't know
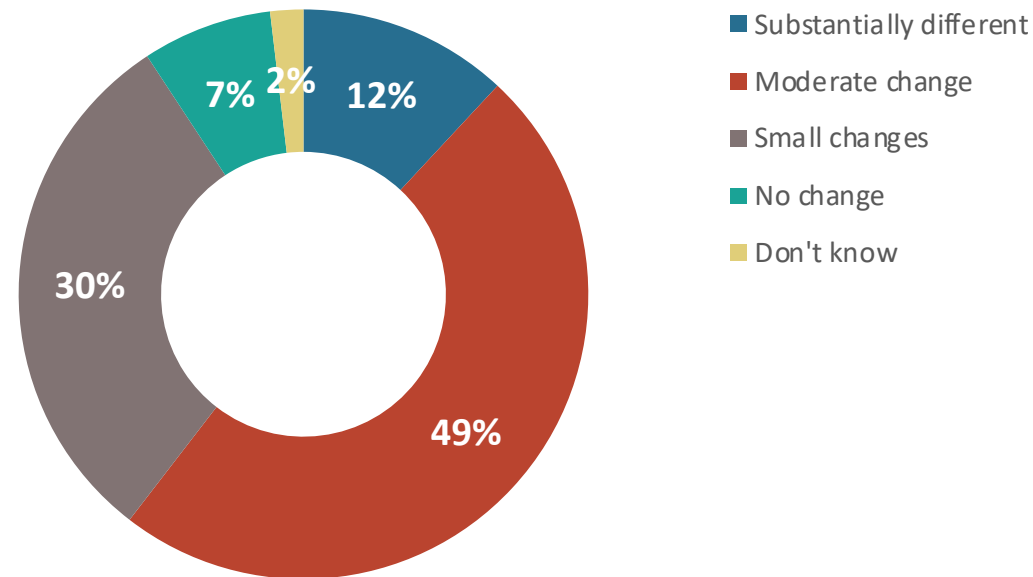
91% of teachers believe

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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**.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Total	23%	33%	16%	16%	12%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

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

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Total	31%	26%	19%	13%	11%

■ Strongly agree ■ Agree ■ Neutral ■ Disagree ■ Strongly disagree

Majority of faculty want to teach a course combination or

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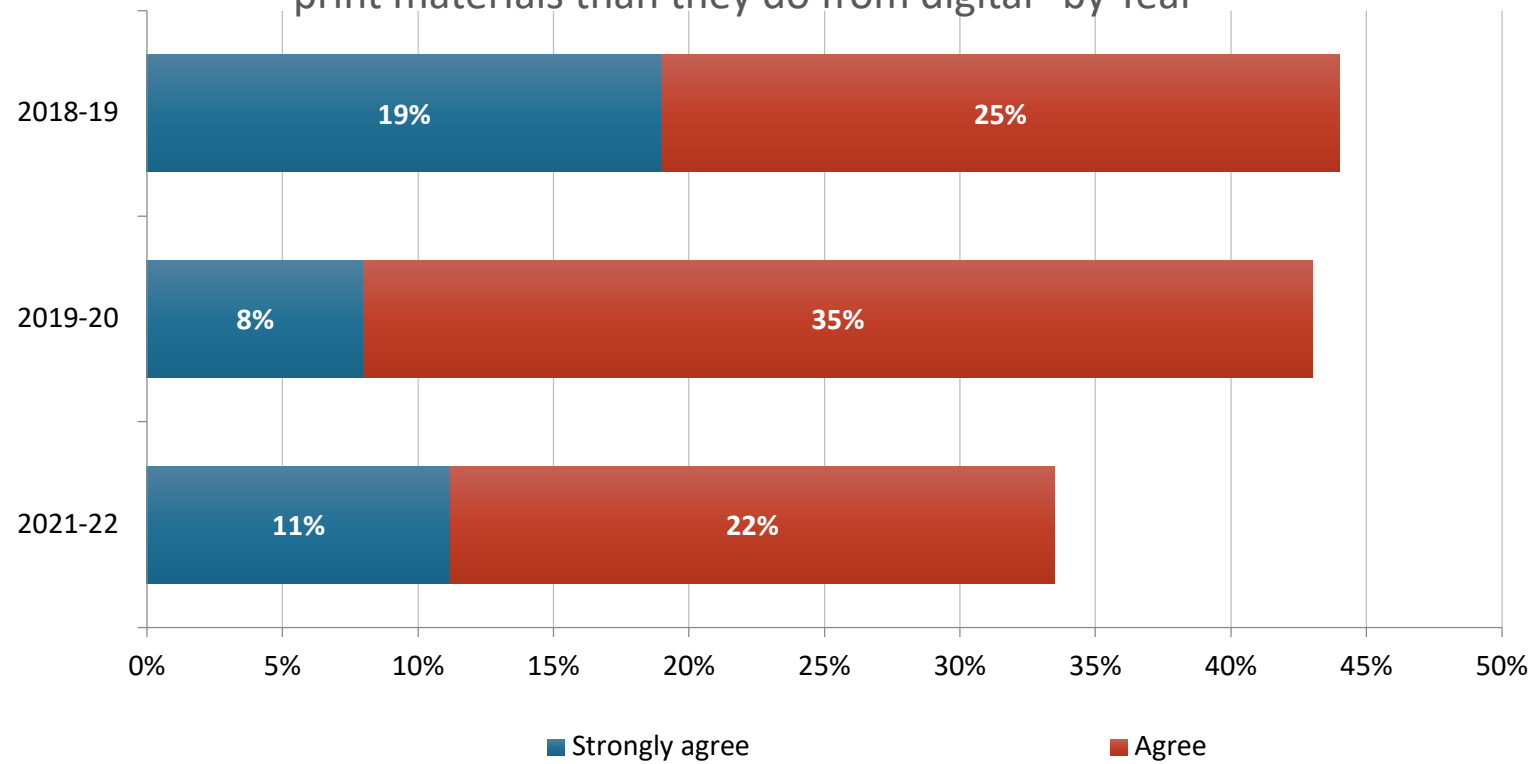
OER Awareness: Growing Year over Year

Faculty: OER Awareness (Strict) by Year

Year	Very aware	Aware	Somewhat aware
2014-15	5%	12%	10%
2015-16	6%	16%	12%
2016-17	8%	17%	12%
2017-18	12%	16%	11%
2018-19	14%	17%	13%
2019-20	16%	21%	13%
2021-22	23%	23%	11%

COVID-19 Pandemic

- I am very aware of OER and know how they can be used in the classroom
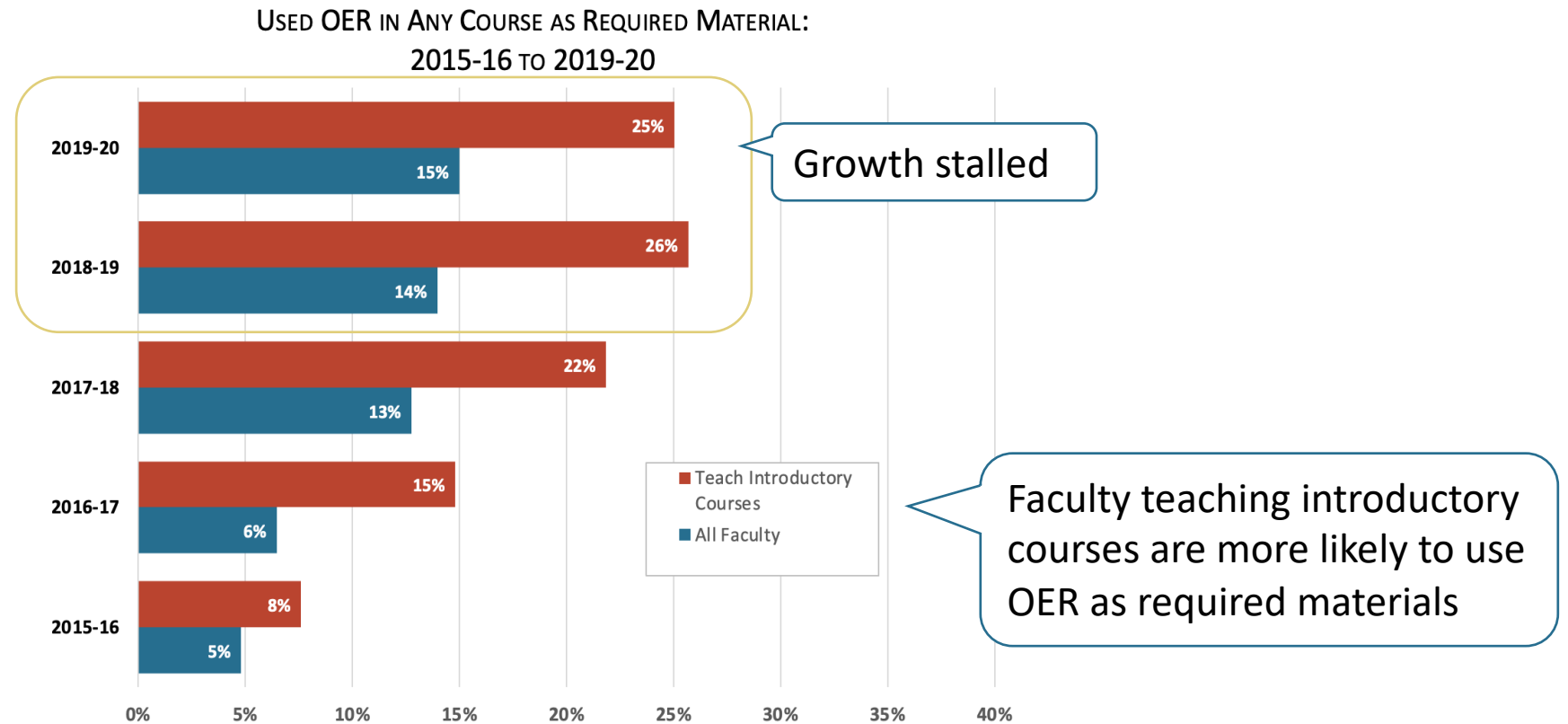- I am aware of OER and some of their use cases
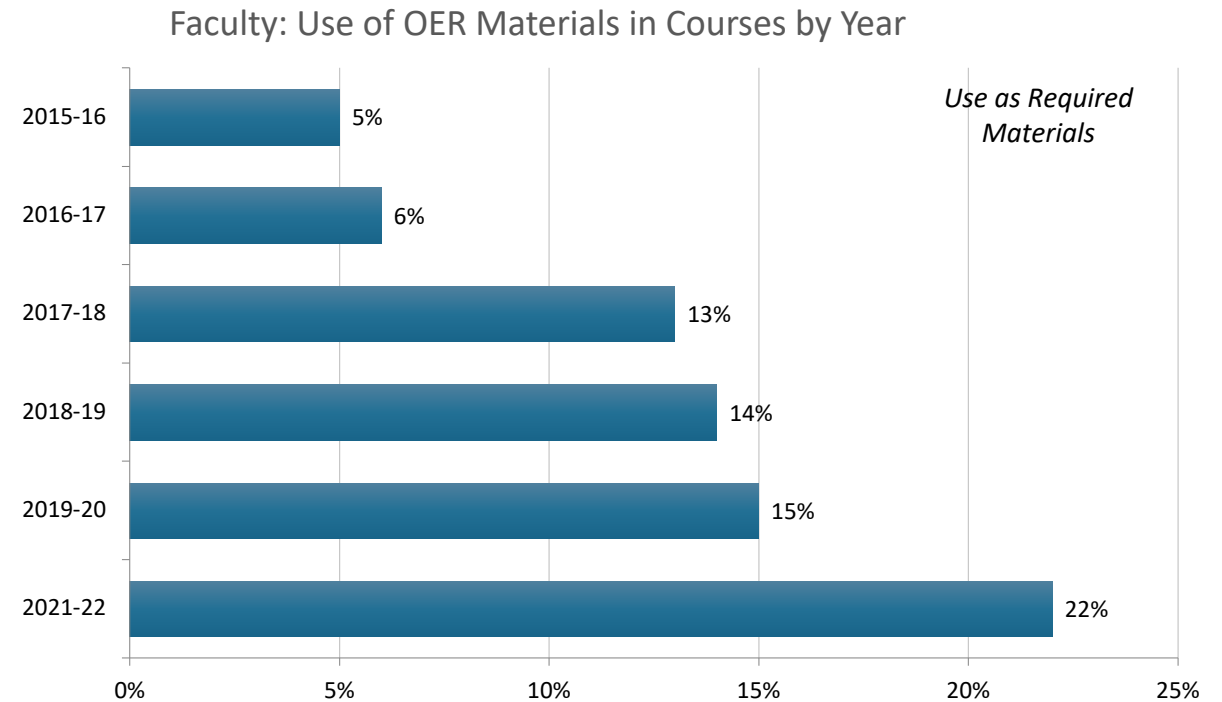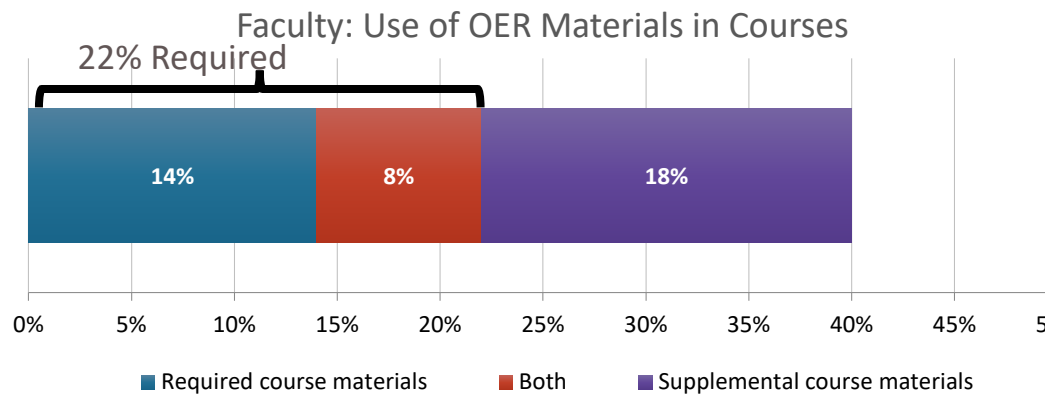- I am somewhat aware of OER but I am not sure how they can be used
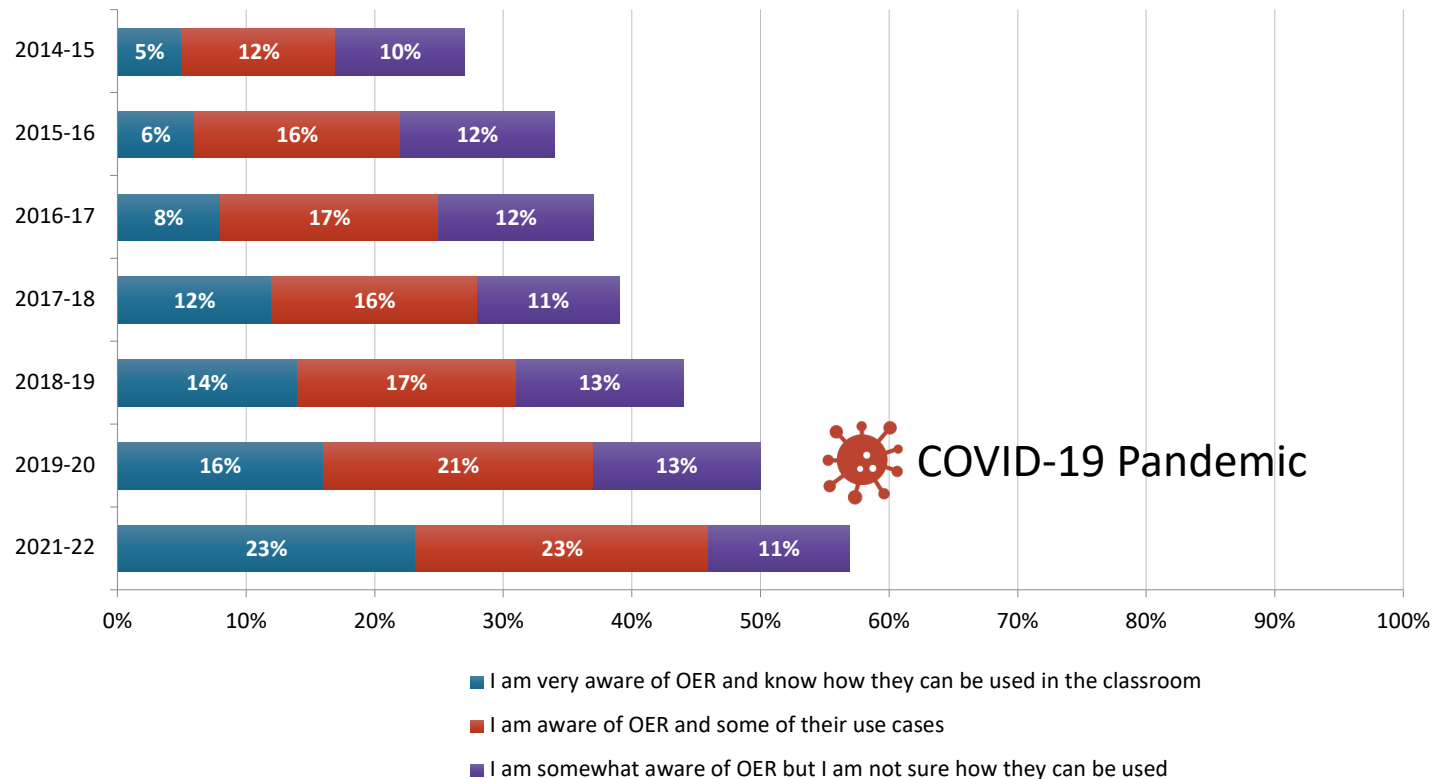
- For the first time in our surveys, **over half of all faculty have some level of awareness of OER**.

- OER awareness has grown by 7% since 2020.

- Since 2014-15, OER awareness has **more than doubled**.

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However, OER Adoption Stalled During Pandemic…

Used OER in Any Course as Required Material:
2015-16 to 2019-20

- 2019-20: 25% (Teach Introductory Courses), 15% (All Faculty)
- 2018-19: 26% (Teach Introductory Courses), 14% (All Faculty)
- 2017-18: 22% (Teach Introductory Courses), 13% (All Faculty)
- 2016-17: 15% (Teach Introductory Courses), 6% (All Faculty)
- 2015-16: 8% (Teach Introductory Courses), 5% (All Faculty)

Legend:
- Teach Introductory Courses
- All Faculty

Growth stalled

Faculty teaching introductory courses are more likely to use OER as required materials

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…BUT PICKED UP THE FOLLOWING YEAR

Faculty: Use of OER Materials in Courses

22% Required

14%	8%	18%

■ Required course materials ■ Both ■ Supplemental course materials

Faculty: Use of OER Materials in Courses by Year

Use as Required Materials

- 2015-16: 5%
- 2016-17: 6%
- 2017-18: 13%
- 2018-19: 14%
- 2019-20: 15%
- 2021-22: 22%

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

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WHAT FACTORS IMPACT AND DRIVE OER ADOPTION?

Factors associated with OER adoption
Faculty with <u>online teaching experience</u> were more likely to adopt OER
Faculty with <u>experience using digital materials</u> were more likely to adopt OER
Faculty <u>making changes</u> to their courses and <u>willing to try new approaches</u> were more likely to adopt OER
Faculty with the <u>luxury of time</u> searching for and evaluating OER were more likely to adopt
Faculty who <u>do not value supplemental resources</u> (test banks, online homework, etc.) were more likely to adopt OER
<u>Cost</u> has always been the driving force for faculty OER adoption

CURRENT PREDICTIONS FOR OER ADOPTION

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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