OER in higher education:

Improving OER initiatives through international research collaborations

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Overview

- Broad trends related to OER in Canada and the USA
- Implications
- Discussion

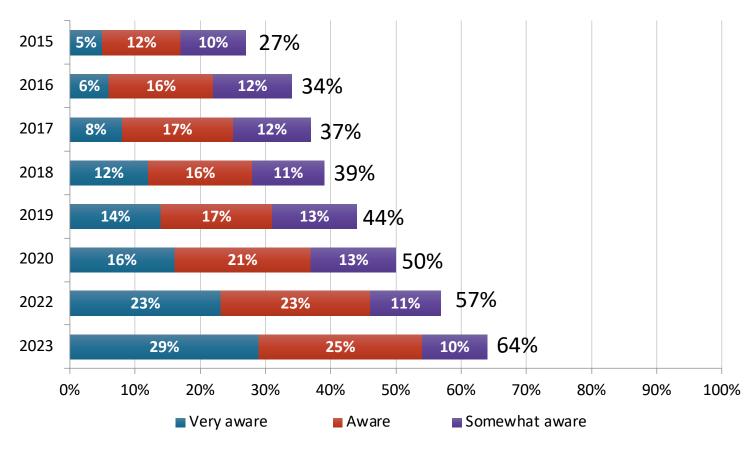
Defining OER

We base our definition of OER on the definition put forth by the Hewlett Foundation:

OER are 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. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

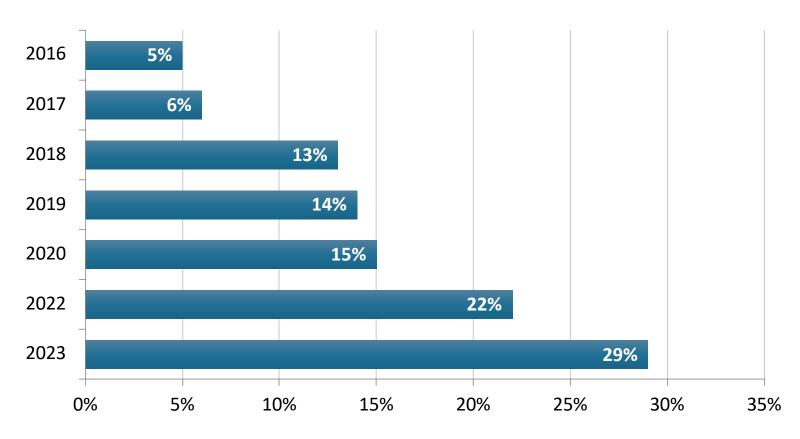
Longitudinal Findings: USA (Bay View Analytics)





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US Faculty: Use of OER as required course materials



Key Findings: Canada (CDLRA)

2023 preliminary findings:

- Roughly 2/3 of survey respondents are aware of OER and how they can be used
- Increasing support and encouragement for OER use
- Some key deterrents to OER adoption are lack of time to make the change, not enough content-specific resources, and difficulty finding what is needed

Implications

- As awareness of OER increases, it impacts the efficacy of different types of outreach programs to encourage adoption.
- The ease with which OER can be located and incorporated into a course may impact adoption.

Discussion

- Are these findings consistent with what you are seeing in practice?
- What macro-level data on OER would be most valuable to us (as researchers and practitioners)?

Thank you!

Please feel free to contact our team with any questions or comments. We are eager to hear from you!

Bay View Analytics (USA)

Full Reports available at <u>www.bayviewanalytics.com/OER</u>

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*Bay View Analytics and the CDLRA are working in collaboration to conduct longitudinal research that investigates multi-country trends related to OER awareness, adoption, and use. We invite others to join us in this work.