

DOES LOCATION MATTER FOR OER? REGIONAL AND INSTITUTIONAL DIFFERENCES IN HIGHER EDUCATION OER AWARENESS AND ADOPTION

13 APRIL 2024

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PRESENTATION DETAILS

- Research background
- Survey Details
- Conclusions & Q&A



RESEARCH BACKGROUND

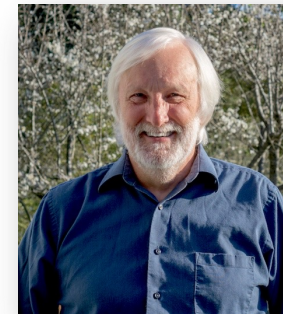


INTRODUCTION TO BAY VIEW ANALYTICS

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 and survey design, sampling, and statistical analysis expertise.



Julia Seaman, Ph.D.
Director of Research

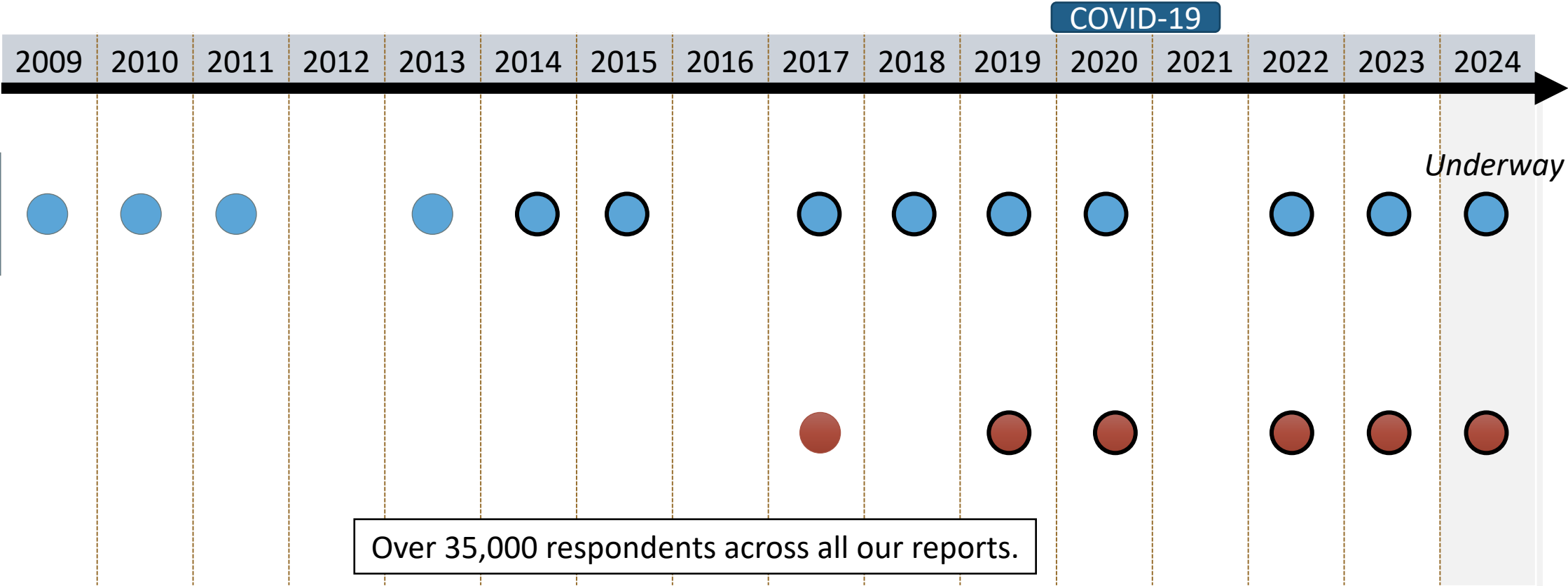


Jeff Seaman, Ph.D.
Director



OVER A DECADE OF RESEARCH ON OER AWARENESS

○ Survey asked about OER awareness



Over 35,000 respondents across all our reports.

SURVEYS AIM TO UNDERSTAND THE ROLE OF OER

Goals of Surveys

- To understand the role of OER in Higher Education and K-12
- To quantify perceptions and awareness of OER including its open licensing (e.g., Creative Commons)

Respondents

- Admins, Faculty, Teachers, and Chief Academic Officers
- Nationally representative for geography and type of institution

Project supported by



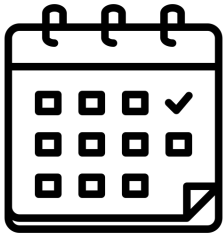
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SURVEY DETAILS

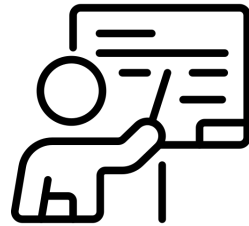


SURVEY DETAILS

April 2023



2,483 Faculty



50 States + DC



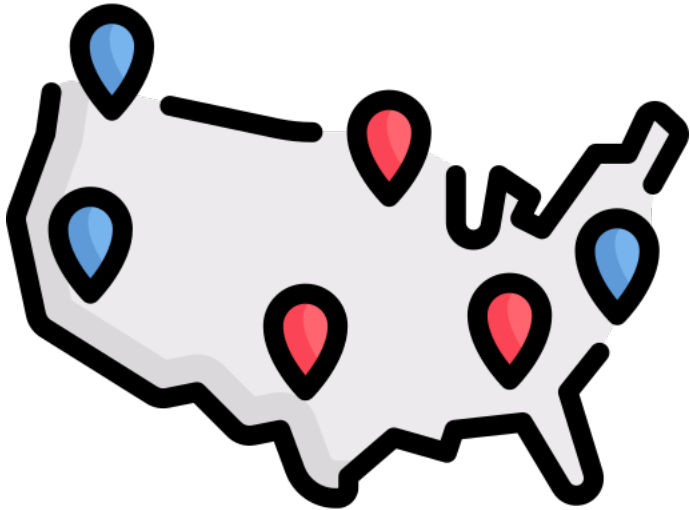
GENERAL FINDINGS IN HIGHER EDUCATION

- The **return to classroom** and in-person instruction post pandemic continues, though a small group of faculty report they only teach blended or online courses.
- Faculty regularly incorporate a number student- and instructor-focused tools in their teaching. **Every course is different** however, as only textbooks, lecture slides, and online homework systems are used by more than half of faculty.
- There was a **slight decline** in belief amongst faculty that digital materials are as good of a learning option for students as print materials, and a **strong belief that digital offers more flexibility; concerns about the cost of education for students remain high** for both faculty and administrators.
- **OER awareness and use grew to the highest levels ever reported**, continuing the trend: in 2022-23, 2 in 3 faculty were aware of OER, and 1 in 3 faculty required OER materials in at least one course.



TRENDS AND DIFFERENCES WITHIN FACULTY

How do different type of faculty think about and use OER?



Region



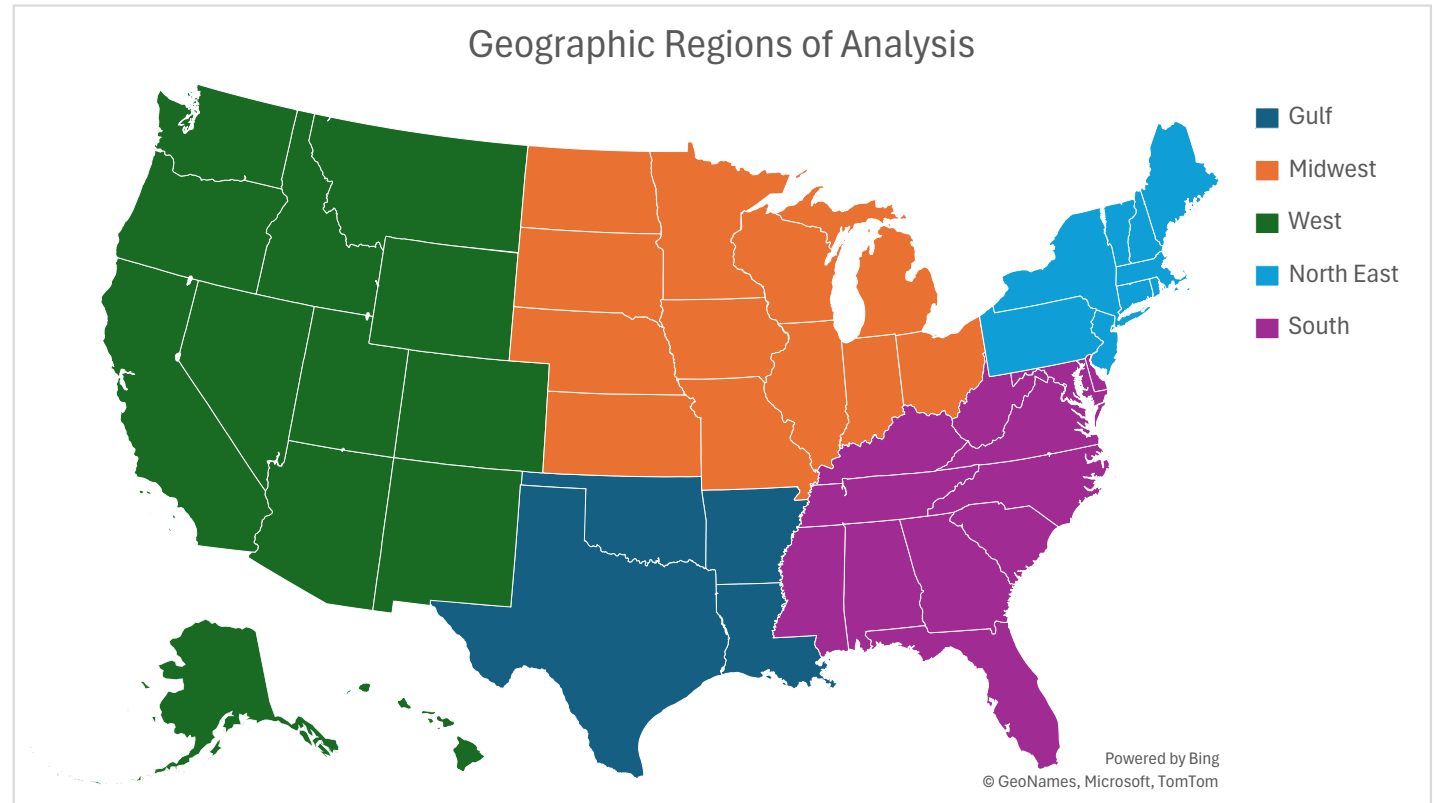
Institution

REGIONS

5 Regions

- Based on census defined regions

Region	Respondents
Gulf	301
North East	385
Midwest	429
South	538
West	622



INSTITUTIONS

Enrollment Size

- Under 1,000
- 1,000 - 4,999
- 5,000 - 9,999
- 10,000 - 19,999
- 20,000 and above

Type

- 2 – 4 years
- 4 or more years

Control

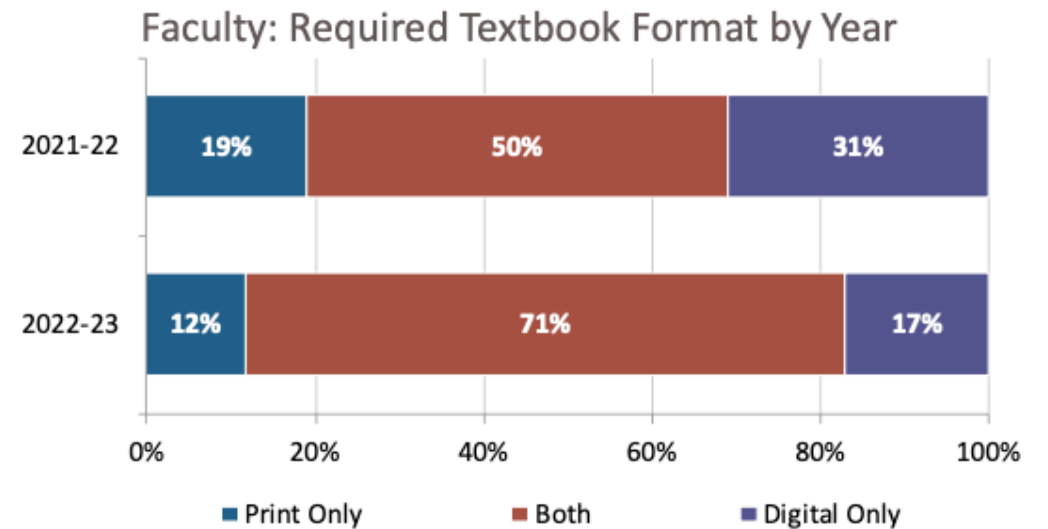
- Public
- Private, not for profit

DIGITAL USE

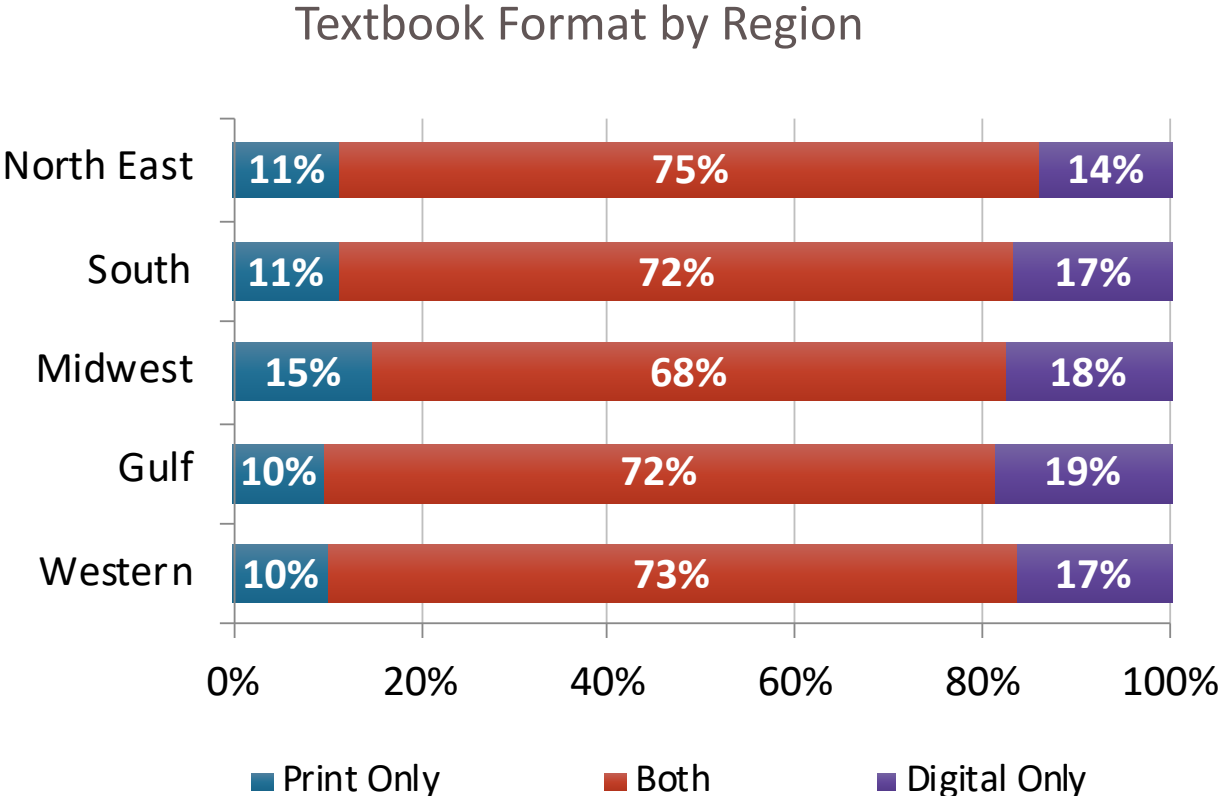


TEXTBOOKS ARE PRIMARILY DIGITAL

- 9 out of 10 courses that require textbooks make them available in a digital format
- Majority of courses (71%) offer the textbook in both print and digital formats



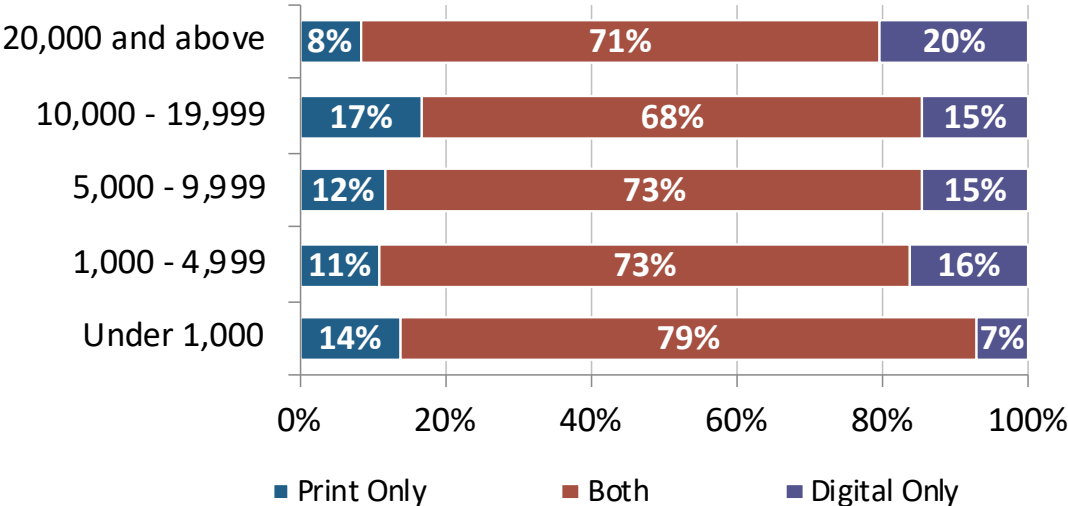
NO REGIONAL DIFFERENCES IN TEXTBOOK FORMATS



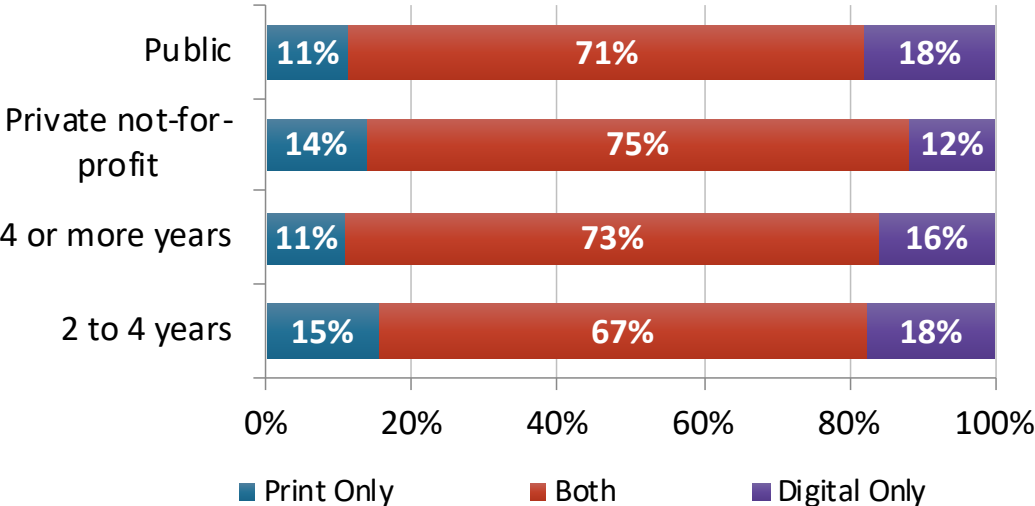
Western schools are least likely to have required textbooks (28%)

USE OF DIGITAL TEXTBOOKS IS UNIVERSAL ACROSS INSTITUTIONS, SLIGHTLY MORE LIKELY AT LARGER ONES

Textbook Format by Institution Size



Textbook Format by Institution Control and Type



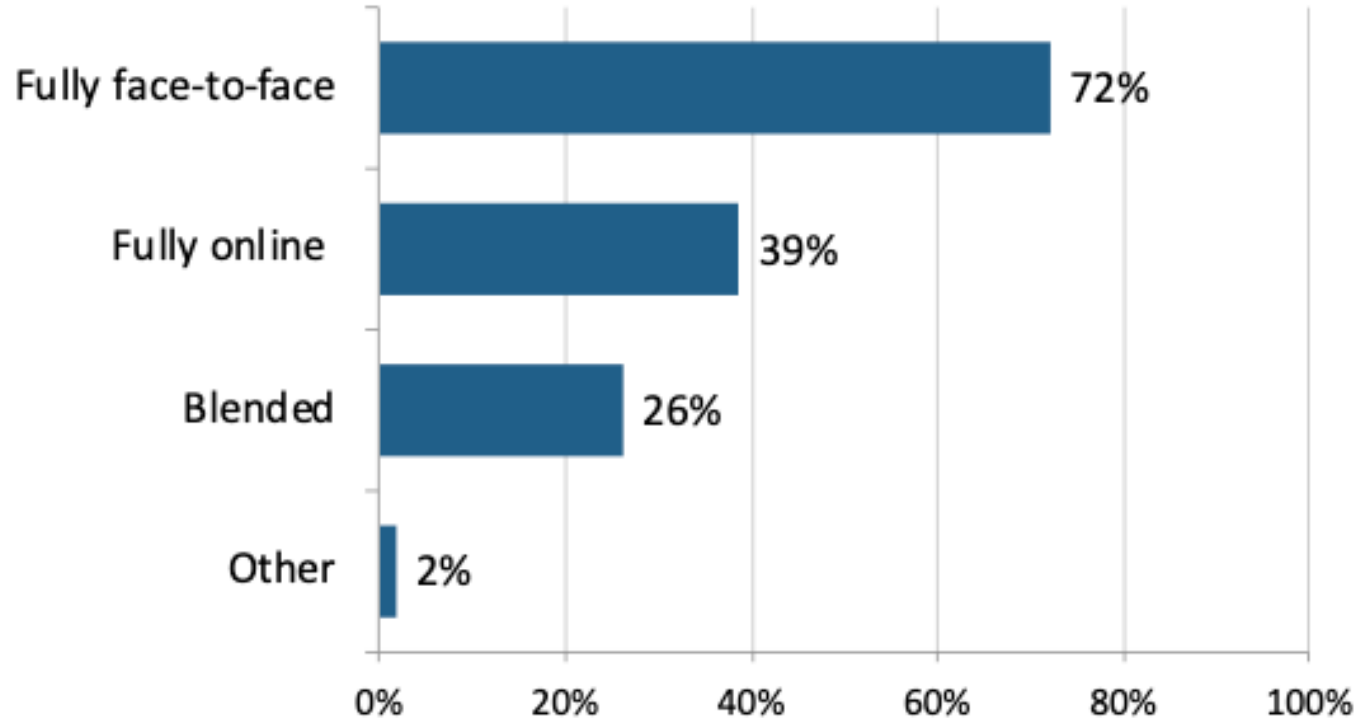
20,000+ schools are least likely to have required textbooks (30%)

COURSE MODALITY



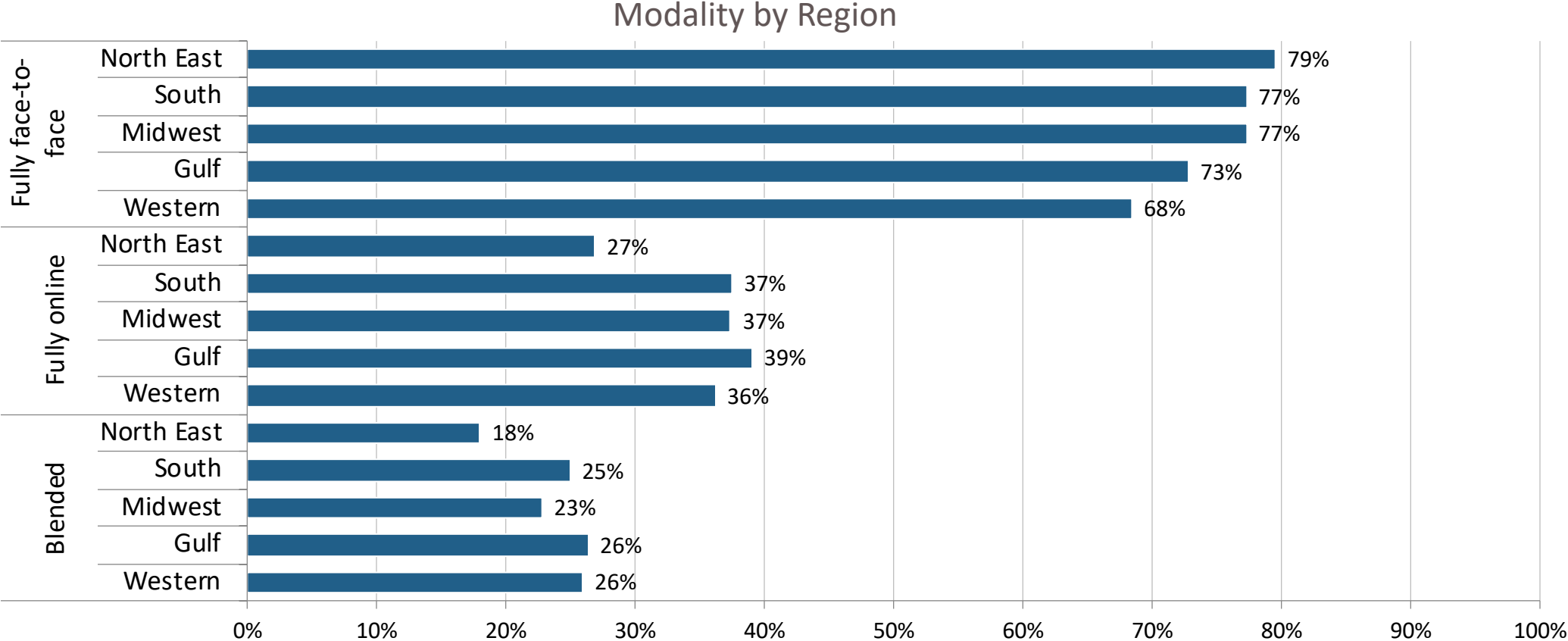
MOST COURSES ARE IN PERSON BUT SIZABLE NUMBER OF FACULTY TEACHING ONLINE

Faculty: Currently Teaching Course Modality
(Select All)



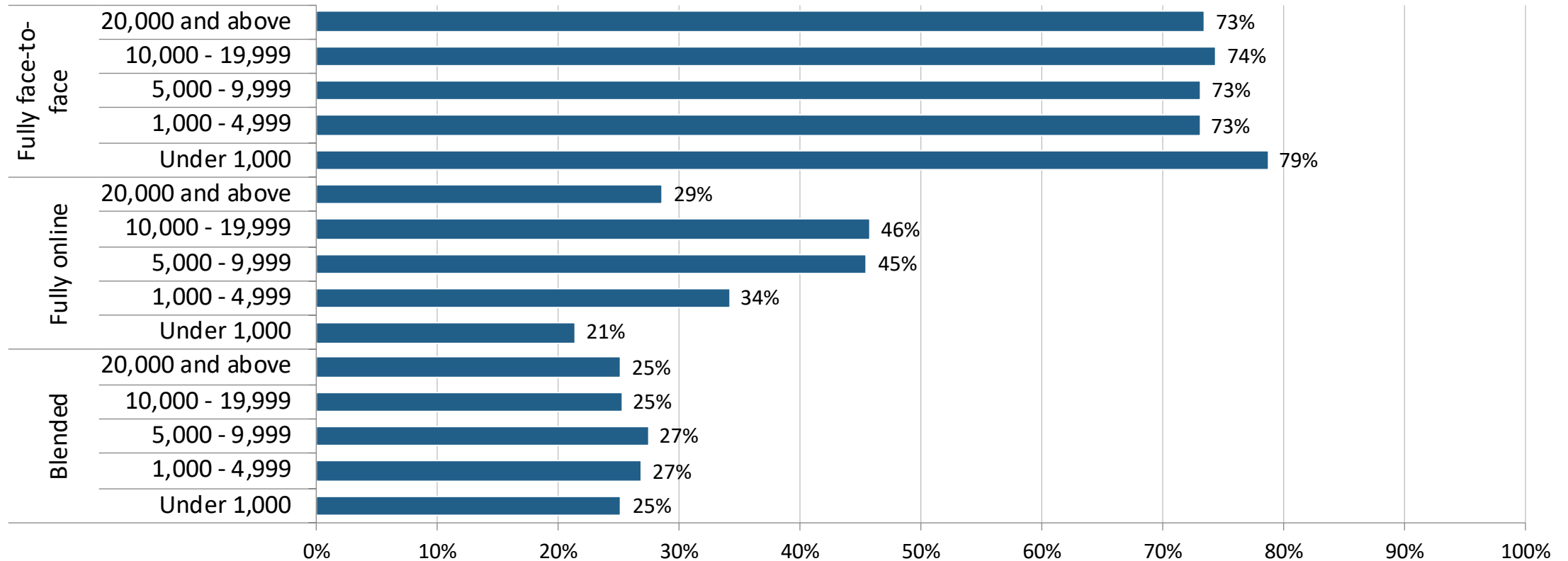
- The majority of faculty (72%) teach at least one course that is entirely in person
- Overall, 72% of faculty report teaching in only one modality
- The proportion of face-to-face courses remains lower than pre-pandemic levels

NORTH EAST LOWEST ONLINE; WESTERN HAS LOWEST IN-PERSON



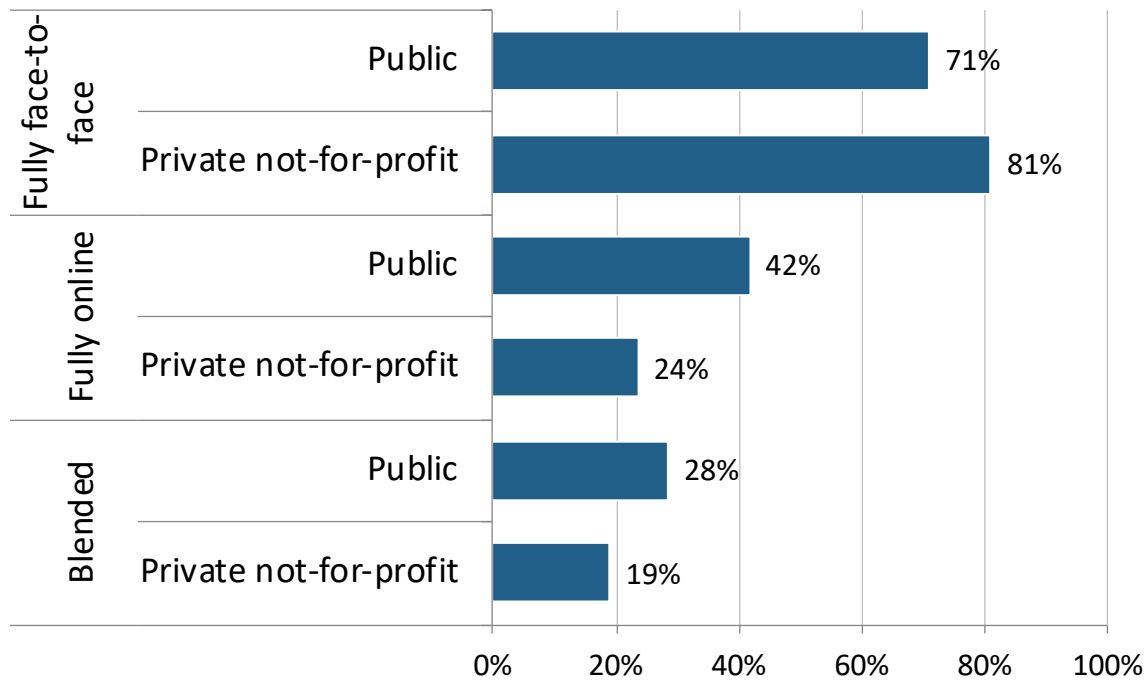
SMALLER SCHOOLS FOCUS ON IN PERSON, MID SIZED SCHOOLS CONTINUE TO OFFER FULLY ONLINE

Modality by Enrollment Size

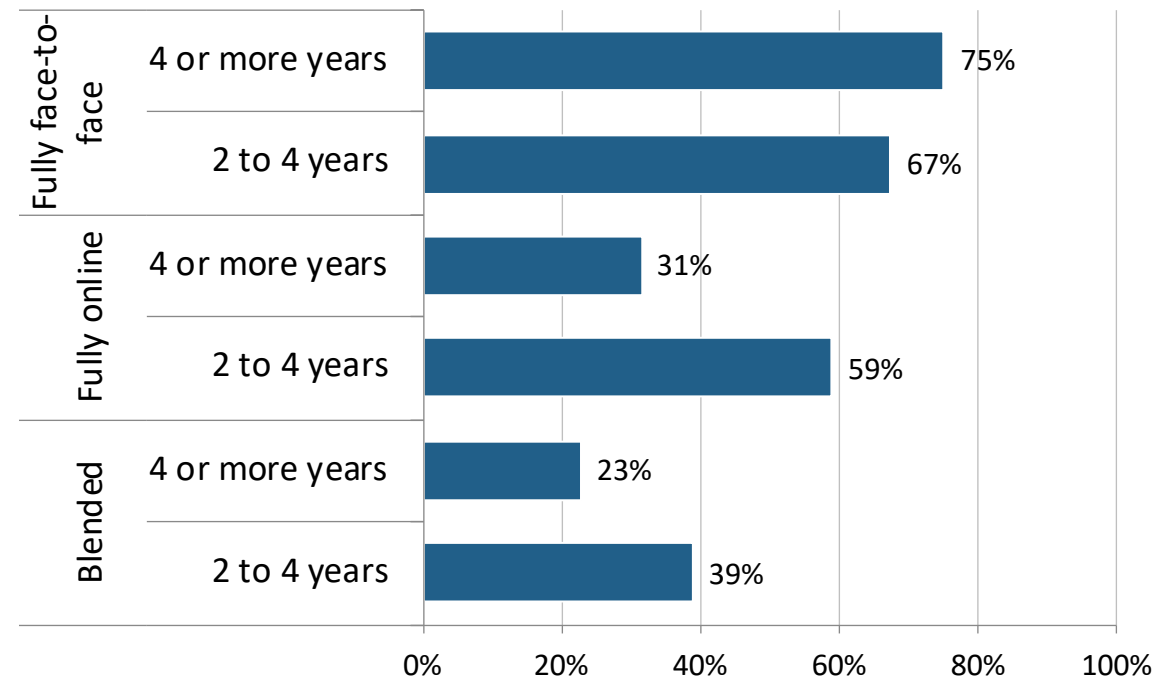


FULLY ONLINE COURSES MUCH MORE LIKELY FROM FACULTY AT PUBLIC OR 2-YEAR SCHOOLS

Modality by Control



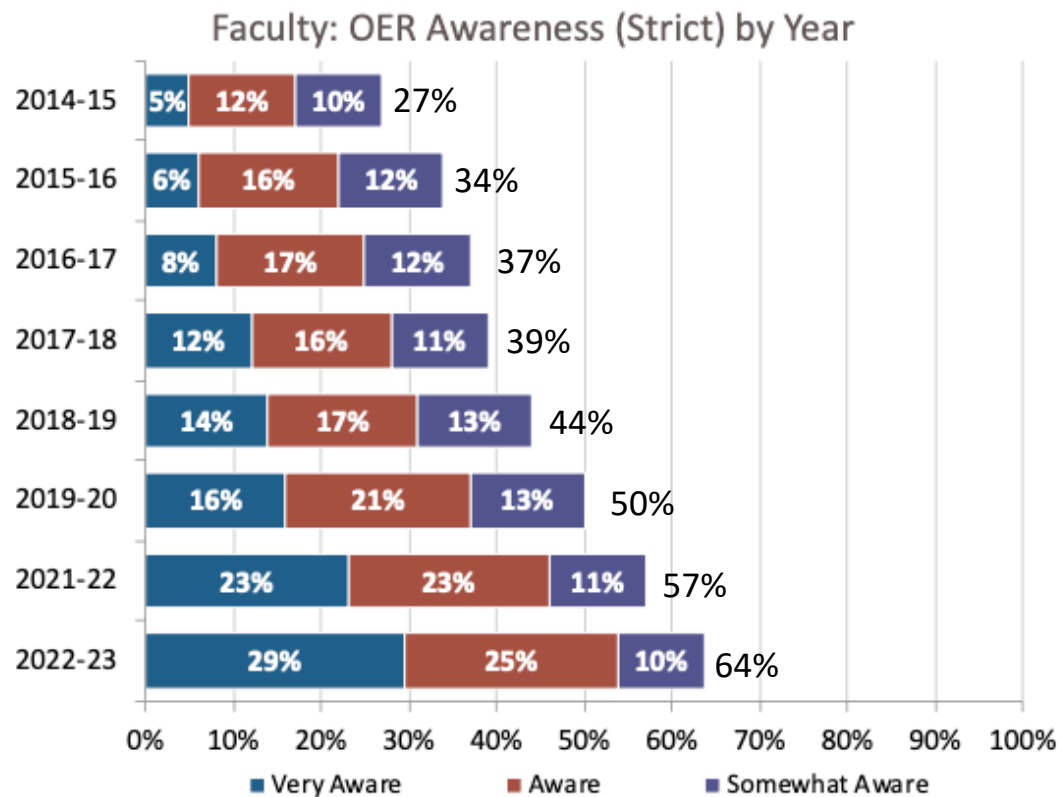
Modality by Type



OER AWARENESS



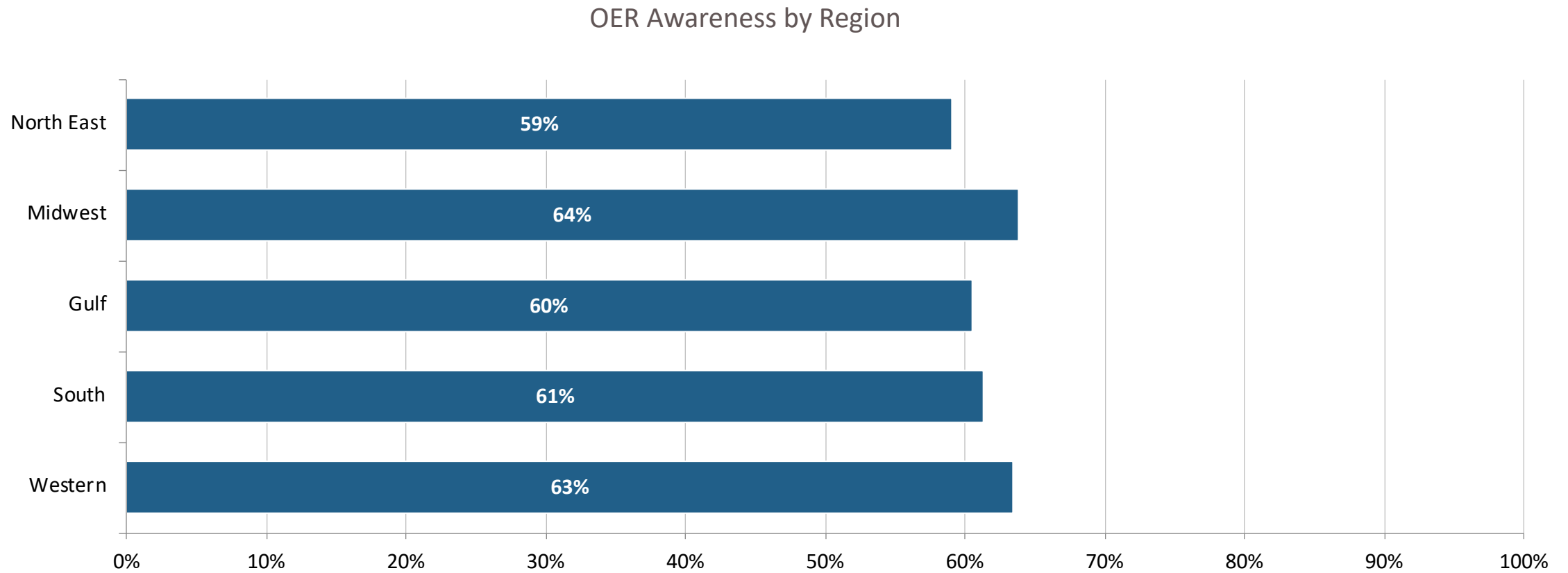
OER AWARENESS AT HIGHEST LEVEL FOR FACULTY



- OER awareness continues to grow year-over-year
- 7% increase during the 2022-23 academic year, reaching the highest level of OER awareness (64%) seen in the data
- For 2022-23, more faculty are aware of OER, and those that are aware are more confident in their awareness, than any earlier year

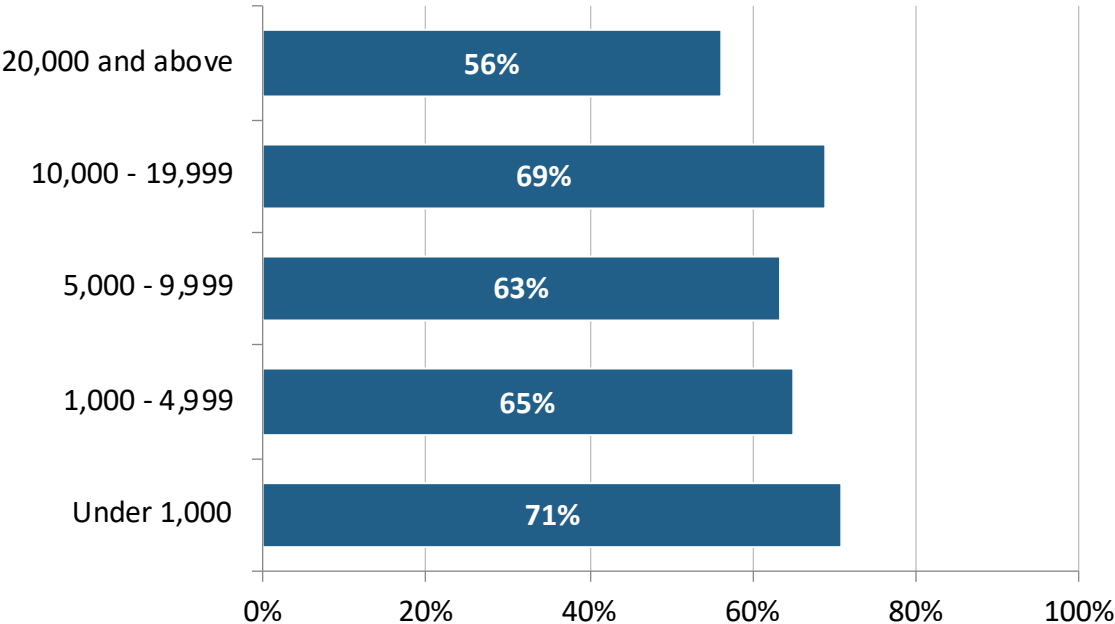


ALMOST NO DIFFERENCE IN OER AWARENESS BY REGION

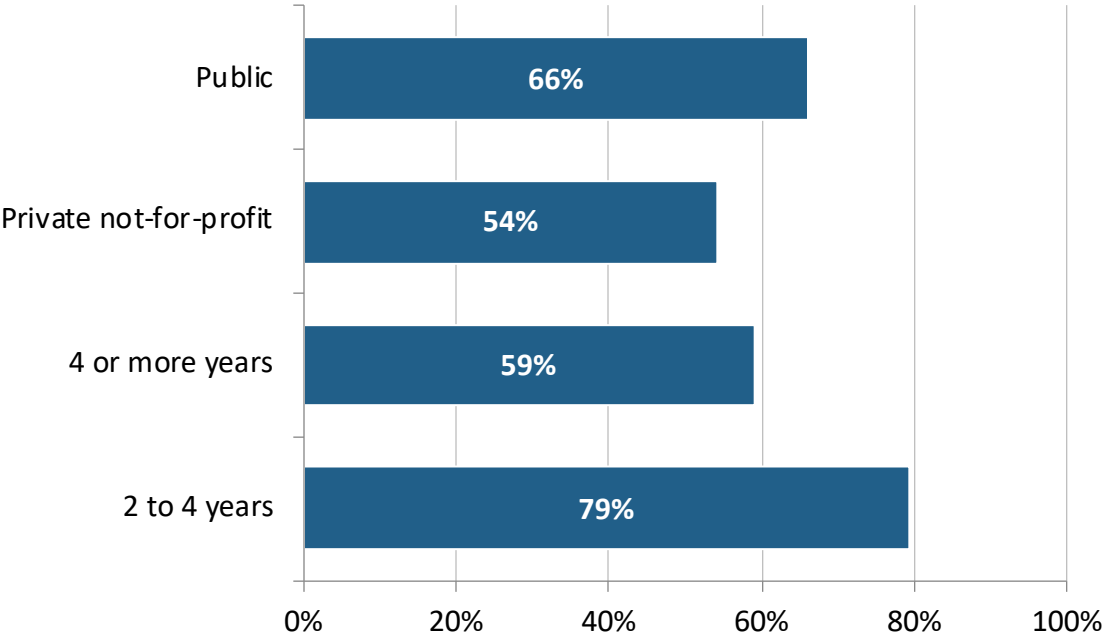


BUT THERE ARE DIFFERENCES BY TYPE AND CONTROL

OER Awareness by Institution Size



OER Awareness by Institution Type and Control

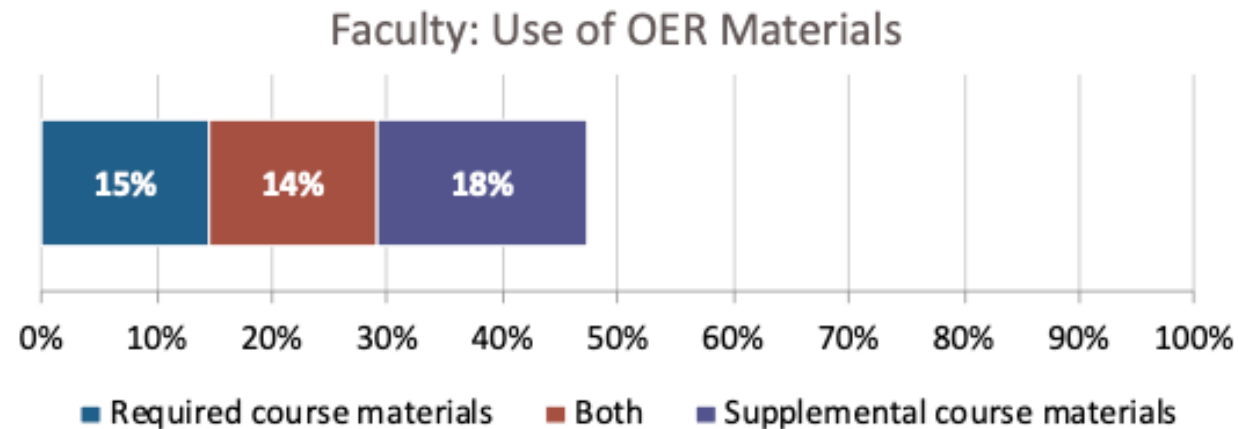


OER USE

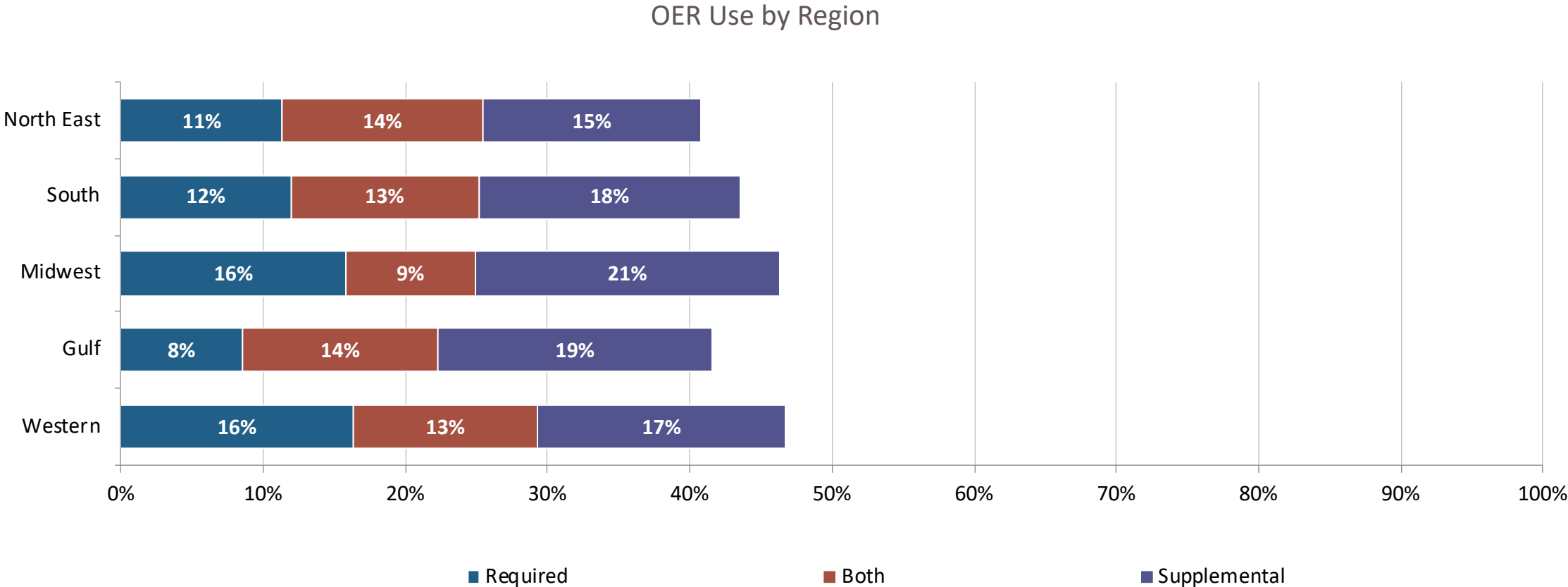


ALMOST HALF OF ALL FACULTY USE OER IN SOME WAY

- 47% of faculty respondents report using OER materials as either required or supplemental course materials, or both
- These OER materials can be any type of resource — they aren't limited to textbooks.
- It is important to note that these responses are by individual faculty, and not by course: faculty can teach multiple courses and use OER in only one or across all for this question.

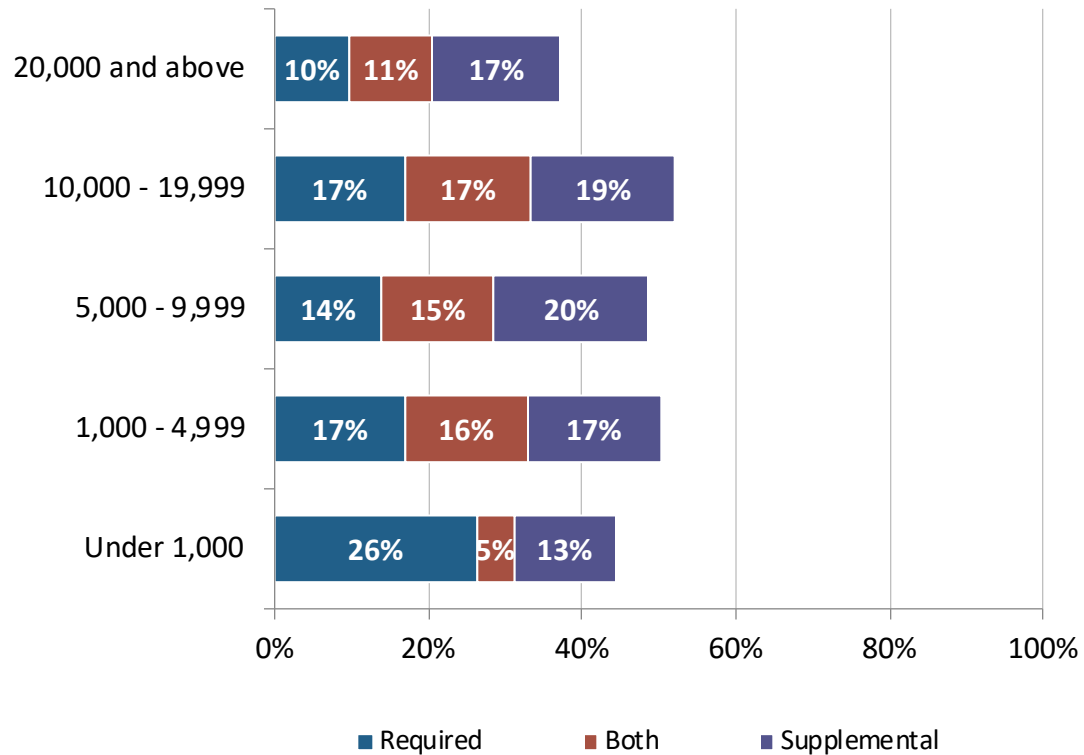


MINIMAL DIFFERENCES IN OER USE BY REGION

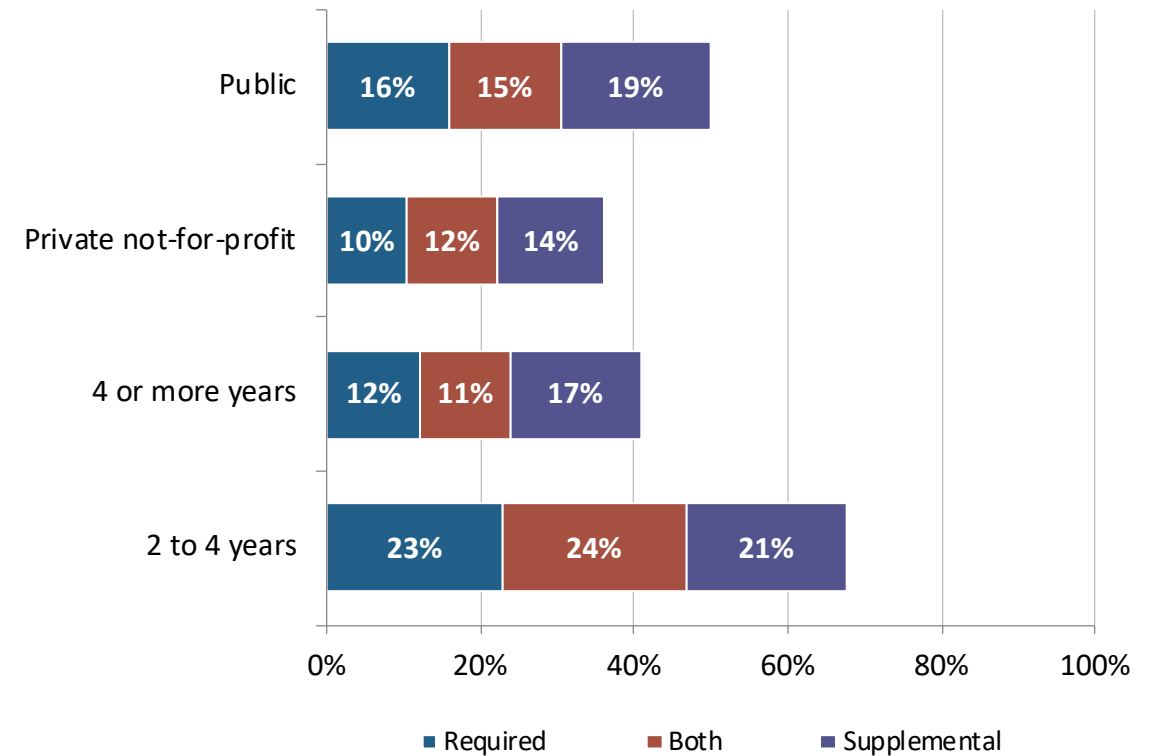


SIMILAR TO AWARENESS, OER USE IS HIGHEST FOR PUBLIC AND 2 YEAR SCHOOLS

OER Use by Institution Size



OER Use by Institution Type and Control



CONCLUSIONS



INSTITUTION IS MORE IMPORTANT THAN REGION

- Overall, the institutional characteristics are more influential on digital and OER use than region
 - Interesting, since there are some concerted state and regional efforts to promote OER that are not particularly evident in our data
- Why?
 - OER awareness (OpenStax) and digital use are already quite high as baseline, so only small differences by region
 - Institution characteristics tend to be related to student population (small liberal arts vs. large community college), and likely similar across regions

