OER IN 2023: AWARENESS, ADOPTION, AND OTHER CURRICULA ADOPTION TRENDS

OLC ACCELERATE 2023

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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 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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STATE OF HIGHER EDUCATION
Trend back to in-person, but growing digital-only group of faculty

Most faculty teach just one modality

New group of digital-only faculty:
- 12% only teach fully online
- 12% teach blended or blended and fully online
RETURN TO THE CLASSROOM Lingers BEHIND PRE-PANDEMIC LEVELS

Faculty: Currently Teaching Course Modality (Select All) by Year

- **Face-to-Face**
  - 14% (2018-19)
  - 29% (2019-20)
  - 30% (2020-21)
  - 26% (2021-22)
  - 14% (2022-23)
  - 58% (2023-24)

- **Blended**
  - 29% (2018-19)
  - 30% (2019-20)
  - 33% (2020-21)
  - 26% (2021-22)
  - 34% (2022-23)
  - 72% (2023-24)

- **Online**
  - 39% (2018-19)
  - 39% (2019-20)
  - 49% (2020-21)
  - 49% (2021-22)
  - 49% (2022-23)
  - 71% (2023-24)

**Similiar to pre-pandemic levels**

**24% Gap remains to pre-pandemic levels**

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Faculty use many different curricula materials regularly in their courses.

### Common Student Materials
- Textbook (77%)
- Lecture Slides (68%)
- Discussion Questions (54%)
- Quizzes and Tests (49%)
- Online Homework (56%)

### Common Instructor Materials
- Syllabus (52%)
- Grading Tools (47%)
- Test Banks (36%)

Faculty responded considering their largest enrollment course.
GROWTH IN OPTIONS FOR TEXTBOOKS

- Textbooks are the most commonly used curricula material (77%)
- Faculty most likely to offer both print and digital formats - 88% offer a digital textbook

Faculty responded considering their largest enrollment course
**Slow Shift to Faculty Preferences for Digital**

- The rise of digital material use has not corresponded to a similar acceptance of digital materials.

**Digital Pros**
- Flexibility
- Accessible from anywhere
- Easily updated

**Digital Cons**
- Hard to find high quality
- Accessibility without internet
- Distracting screens

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Faculty: "Students learn better from print materials than they do from digital" by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Strongly Agree</th>
<th>Agree</th>
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<tbody>
<tr>
<td>2018-19</td>
<td>19%</td>
<td>25%</td>
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<tr>
<td>2019-20</td>
<td>8%</td>
<td>35%</td>
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<td>2021-22</td>
<td>11%</td>
<td>22%</td>
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<tr>
<td>2022-23</td>
<td>15%</td>
<td>26%</td>
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</table>
In-person instruction is returning, but…

There is a small and growing number of online-only instructors

There is an increasing use in digital textbooks, but…

Faculty do not prefer these tools for teaching

Digital tools are gaining adoption in courses, but…

These tools are digital replacements for physical options, not novel implementations
INCLUSIVE ACCESS
INCLUSIVE ACCESS PROGRAMS

Under these programs, **commercial publishers** provide digital access to textbooks and other classroom curricula to every student in a course, on a subscription basis.

Inclusive access programs exist under a variety of names:
- Day one access programs
- Automatic purchase programs
- Unlimited access programs
- Digital direct
- Immediate access
- Course material affordability program

There has been massive growth of inclusive access, especially through the pandemic:

According to [2022 research](#) from Student Watch, 39% of students acquired materials through Inclusive Access models, up from 15% in 2019.
There is no single inclusive access product, or even commonly used names across publishers. New digital courseware products (or new names) are released every year.

Measuring inclusive access awareness and use is not straightforward.
Over half of faculty are unaware, and only a quarter say it is used at their institution.

Awareness rates have decreased, though reported use remains the same as prior year.
OER AWARENESS, OER USE, AND OPENSTAX
Over our reports, similar questions were 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 repurposing 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 (CC):** 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.
How aware are you of 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.

- I am not aware of OER
- I have heard of OER, but don’t know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom
How TO Measure OER Awareness?

How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or are released under an intellectual property license that permit use and re-purposing by others without restriction, or under terms that permit the creation and dissemination of derivative works."

1. I am not aware of OER.
2. I have heard of OER, but do not know about them.
3. I am somewhat aware of OER, but do not know how they can be used.
4. I am aware of OER and have used some before.
5. I am very aware of OER and know how they can be used in the classroom.

But can we trust faculty answers about OER?
WE NEED A BETTER MEASURE OF OER AWARENESS

Creative Commons Awareness + OER Awareness = “Strict” OER Awareness

This measure removes the number stating they are aware of OER but not aware of CC. We have high confidence in the remaining OER aware respondents are really aware of OER.
2 in 3 Faculty are Aware of OER

Faculty: OER Awareness (Strict)

- 29%: I am very aware of OER and know how they can be used in the classroom
- 26%: I am aware of OER and some of their use cases
- 10%: I am somewhat aware of OER but I am not sure how they can be used
- 10%: I have heard of OER, but don't know much about them
- 25%: I am not aware of OER
HIGHEST AND Deepest Awareness Measured

Faculty: OER Awareness (Strict) by Year

- **2014-15**: 5% Very Aware, 12% Aware, 10% Somewhat Aware
- **2015-16**: 6% Very Aware, 16% Aware, 12% Somewhat Aware
- **2016-17**: 8% Very Aware, 17% Aware, 12% Somewhat Aware
- **2017-18**: 12% Very Aware, 16% Aware, 11% Somewhat Aware
- **2018-19**: 14% Very Aware, 17% Aware, 13% Somewhat Aware
- **2019-20**: 16% Very Aware, 21% Aware, 13% Somewhat Aware
- **2021-22**: 23% Very Aware, 23% Aware, 11% Somewhat Aware
- **2022-23**: 29% Very Aware, 25% Aware, 10% Somewhat Aware

- **Very Aware**
- **Aware**
- **Somewhat Aware**
Half of All Faculty Use OER

- Similar level of use as required (29%) and supplemental material (32%)
OER USE HAS GROWN WITH AWARENESS

Faculty: Use of Required OER Materials by Year

- 2015-16: 5%
- 2016-17: 6%
- 2017-18: 13%
- 2018-19: 14%
- 2019-20: 15%
- 2021-22: 22%
- 2022-23: 29%
Required use level tracks with “Very Aware” proportion

Faculty: Use of Required OER Materials by Year

- 2015-16: 5%
- 2016-17: 6%
- 2017-18: 13%
- 2018-19: 14%
- 2019-20: 15%
- 2021-22: 22%
- 2022-23: 29%

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OER IS THE 4\textsuperscript{TH} MOST COMMONLY USED TEXTBOOK

- OER publishers made up 9.2% - combined would be 4\textsuperscript{th} most popular group after “Big Three”
- OpenStax is 5\textsuperscript{th} top publisher after Big Three and Norton; its share has more than doubled since 2018

Faculty responded considering their largest enrollment course
CONCLUSIONS
OER AWARENESS IN US EDUCATION

Awareness increases with classroom grade level

OER Awareness (Strict) by School Type - 2023

Elementary School
- I am very aware of OER and know how they can be used in the classroom: 2%
- I am aware of OER and some of their use cases: 7%
- I am somewhat aware of OER but I am not sure how they can be used: 8%

High School
- I am very aware of OER and know how they can be used in the classroom: 10%
- I am aware of OER and some of their use cases: 15%
- I am somewhat aware of OER but I am not sure how they can be used: 10%

Higher Education
- I am very aware of OER and know how they can be used in the classroom: 29%
- I am aware of OER and some of their use cases: 25%
- I am somewhat aware of OER but I am not sure how they can be used: 10%

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What is the Future of OER?

Higher Education

• Can OER Awareness continue to grow?
• How will increasing OER use change how faculty teach?
• What will commercial publishers do to combat the rise of OER?
QUESTIONS?

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