THE CHANGING FUTURE FOR OPEN EDUCATIONAL RESOURCES

OCTOBER 18, 2022

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open education conference
OCT 17-20, 2022 | VIRTUAL
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
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.
We have conducted higher education surveys for over a decade with more planned.

Over 26,000 respondents across 10 reports on OER surveys.

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

Research Brief:
Open Educational Resources: Becoming Mainstream

All Reports available at BayViewAnalytics.com
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 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:** 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.
The OER Timeline

- **2013**: First Survey
- **2014-2019**: Steady as She Goes
- **2020-2022**: The Pandemic Years
- **The Future**: ???

**Disruptors**:
- **Disruptor #1**: Inclusive Access
- **Disruptor #2**: COVID-19

COVID-19 Pandemic
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:** 5%
- **Aware:** 12%
- **Somewhat Aware:** 10%
- **74%**

**Only 17% report being Aware or Very Aware of OER**

**Regularly Use Open Educational Resources as Primary Course Material**
- **Yes:** 95%
- **No:** 5%

**Only 1 in 20 Faculty stated they regularly used OER materials**
THROUGH 2019, OER AWARENESS GROWS BUT STILL A MINORITY

2 in 5 Faculty were “Very Aware” or “Aware”
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**

- **2018-19**: Teach Introductory Courses 26%, All Faculty 14%
- **2017-18**: Teach Introductory Courses 22%, All Faculty 13%
- **2016-17**: Teach Introductory Courses 15%, All Faculty 6%
- **2015-16**: Teach Introductory Courses 8%, All Faculty 5%
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 (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 Chart]

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

Bay View Analytics®
A lot happened very quickly.

- **2020**
  - Dec: First cluster of patients for unknown disease identified in China
  - Jan: First U.S. cases identified; travel restrictions for China
  - Feb: First COVID tests approved; more cases and travel restrictions
  - Mar: Lockdowns start in CA, NY; schools shut down; vaccine trials start

- **2021**
  - Dec: Vaccines approved and start distribution
  - Apr: Travel begins to open
  - May: Vaccines approved for 12+ year olds
  - 2020: State-led Vaccine distribution to adults
  - Sep: Boosters start

- **2022**
  - Jan: Government offers free at-home COVID tests via USPS
  - Summer: Final mask mandates lifting (or not)

- **Today**

**Pandemic Timeline**

**AND THEN...THE COVID-19 PANDEMIC**
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%.
**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.
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: 12%
- Moderate change: 49%
- Small changes: 30%
- No change: 7%
- Don’t know: 2%

91% of teachers believe
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.

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23%</td>
<td>33%</td>
<td>16%</td>
<td>16%</td>
<td>12%</td>
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I want the option to teach some of my courses in a **fully online format**.

<table>
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<th>Disagree</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>31%</td>
<td>26%</td>
<td>19%</td>
<td>13%</td>
<td>11%</td>
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Majority of faculty want to teach a course combination or
Faculty: Agreement with the statement "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>
</tr>
<tr>
<td>2019-20</td>
<td>8%</td>
<td>35%</td>
</tr>
<tr>
<td>2021-22</td>
<td>11%</td>
<td>22%</td>
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Faculty belief that physical materials are better for learning than digital is declining.
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.
**However, OER Adoption Stalled During Pandemic...**

Faculty teaching introductory courses are more likely to use OER as required materials.
...But picked up the following year

1 in 5 faculty require OER materials for their largest enrollment course, up from 1 in 20 in 2015-16
## What factors impact and drive OER adoption?

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