Trends in Open Educational Resources (OER) Awareness and Adoption

Results from 2023-24 National Survey of Higher Education Faculty

6 December 2024

ASCC Friday Forum

Jeff Seaman, Julia Seaman

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PRESENTATION DETAILS

1. Research background
2. Higher Education Results and Trends
3. California Results
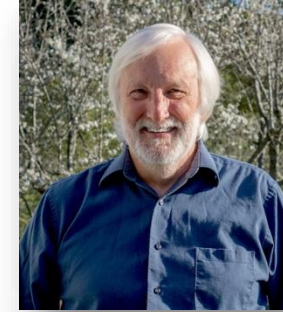4. Discussion Questions
5. Q&A

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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.
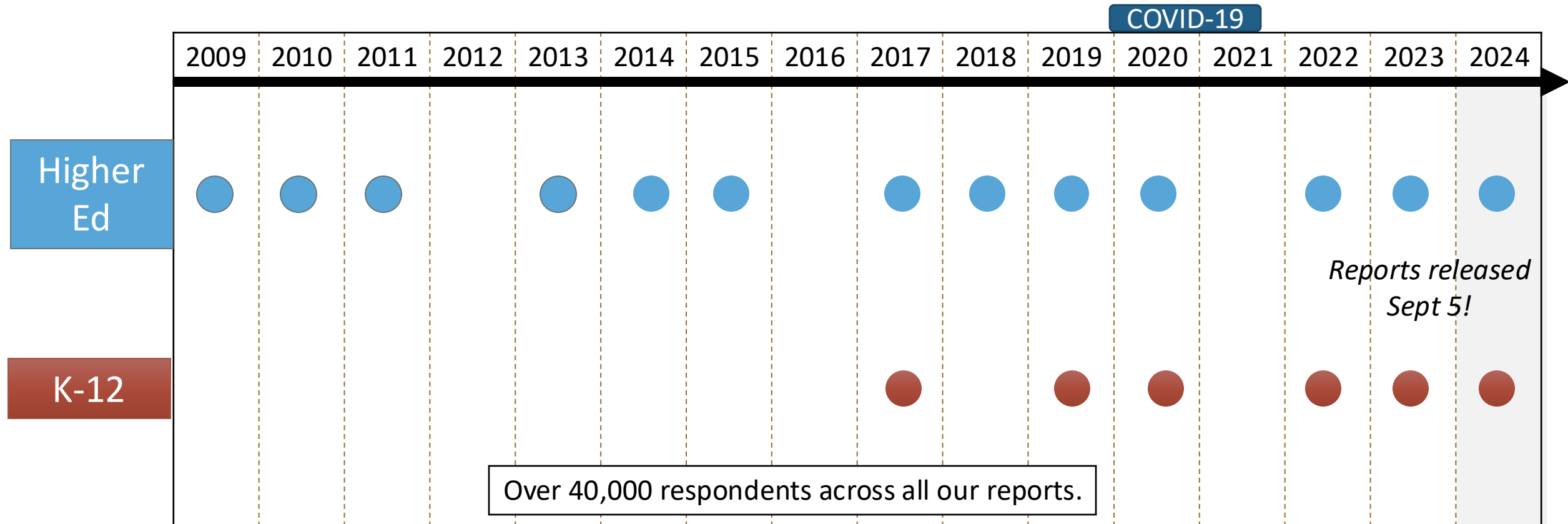
Jeff Seaman, Ph.D.
Director

Julia Seaman, Ph.D.
Director of Research

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OVER A DECADE OF RESEARCH ON OER AWARENESS

COVID-19

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

Higher Ed

K-12

Reports released Sept 5!

Over 40,000 respondents across all our reports.

Project supported by WILLIAM + FLORA Hewlett Foundation   OLC ONLINE LEARNING CONSORTIUM   Pearson   ALFRED P. SLOAN FOUNDATION   KAPLAN UNIVERSITY

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All Reports available at BayViewAnalytics.com/OER

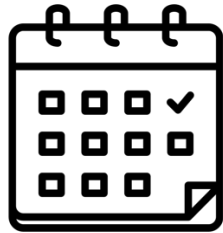# SURVEYS AIM TO UNDERSTAND THE ROLE OF OER

Goals of Surveys

- To understand the role of OER in Higher Education and K-12
- To quantify perceptions and adoption of digital course materials

Respondents

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

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Survey Details

Higher Ed

April 2024

3,421 Faculty

50 States + DC and VI

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SURVEY QUESTIONS & TOPICS

The 2023-24 survey included a combination of previous and new questions for faculty.

Topics asked in survey on Teaching Practices

- *Classroom modality*
- *Formats required and used for regularly used student materials*
- *OER awareness and use*

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.*
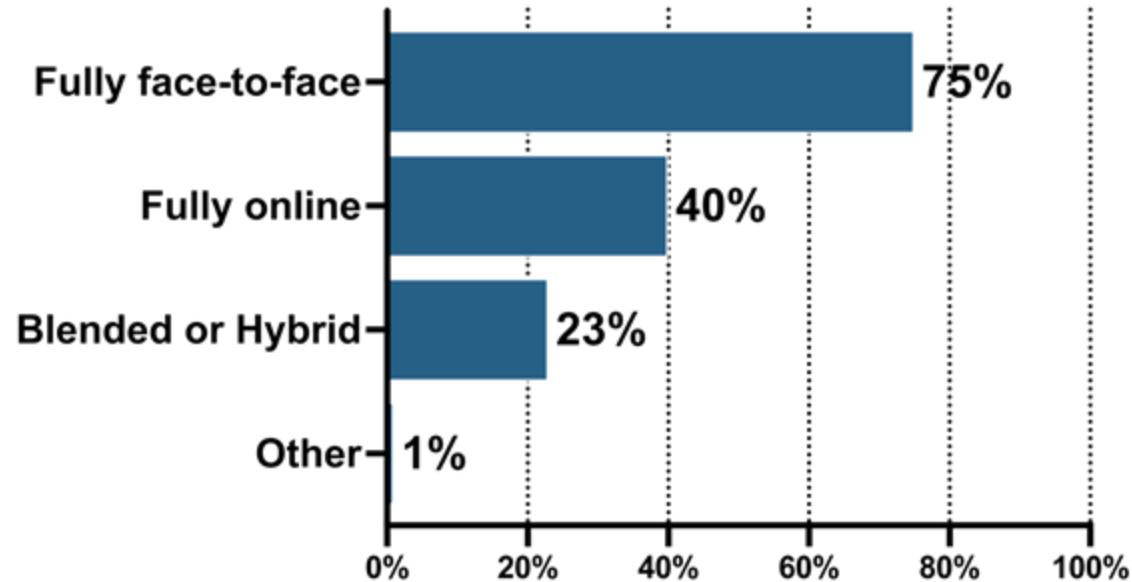
DIGITAL CLASSROOM IN 2023-24

TEACHING MODALITY

2023-24 Faculty: Current Teaching Modality (Select All)

- Fully face-to-face: 75%
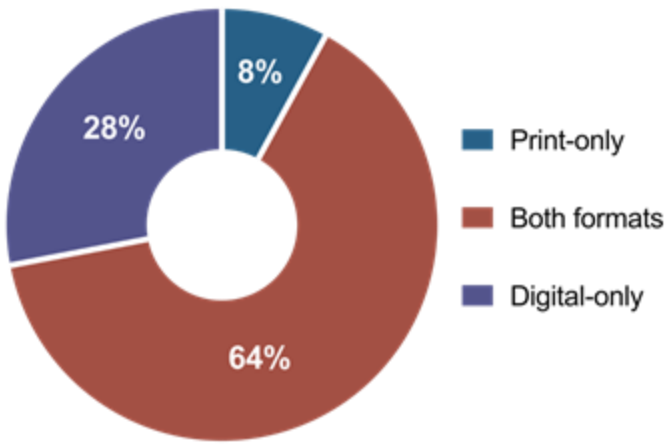- Fully online: 40%
- Blended or Hybrid: 23%
- Other: 1%

> Nationally, 2-year schools are much more likely to fully online courses and similar rates of face-to-face; suggests more faculty teach in both modalities.
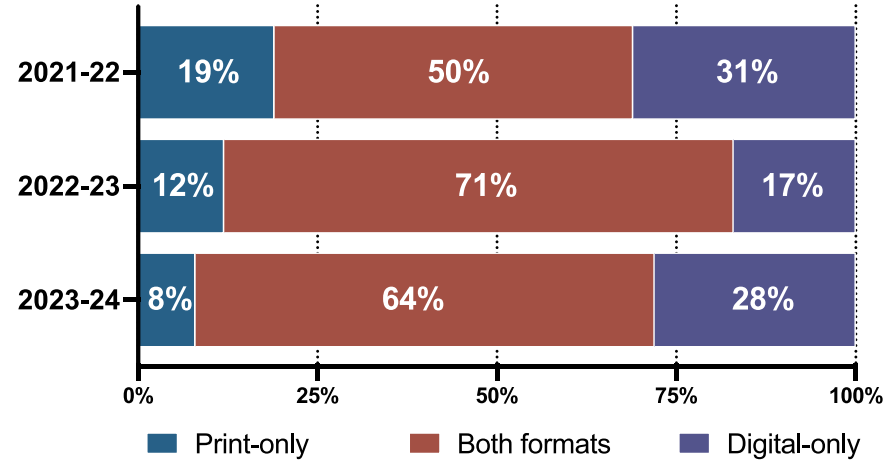
Courses in higher education are offered fully online or in blended formats and at a higher than pre-pandemic rate.

REQUIRED TEXTBOOK FORMAT

2023-24 Faculty: Required Textbook Format

- Print-only: 8%
- Both formats: 64%
- Digital-only: 28%

Faculty: Required Textbook Format by Year

Year	Print-only	Both formats	Digital-only
2021-22	19%	50%	31%
2022-23	12%	71%	17%
2023-24	8%	64%	28%

Digital formats of textbooks are almost as commonly available in Higher Education with year over year decreases in print-only option.

BEYOND THE TEXTBOOK, DIGITAL FORMAT DOMINATES

Regular Use of Print and/or Digital

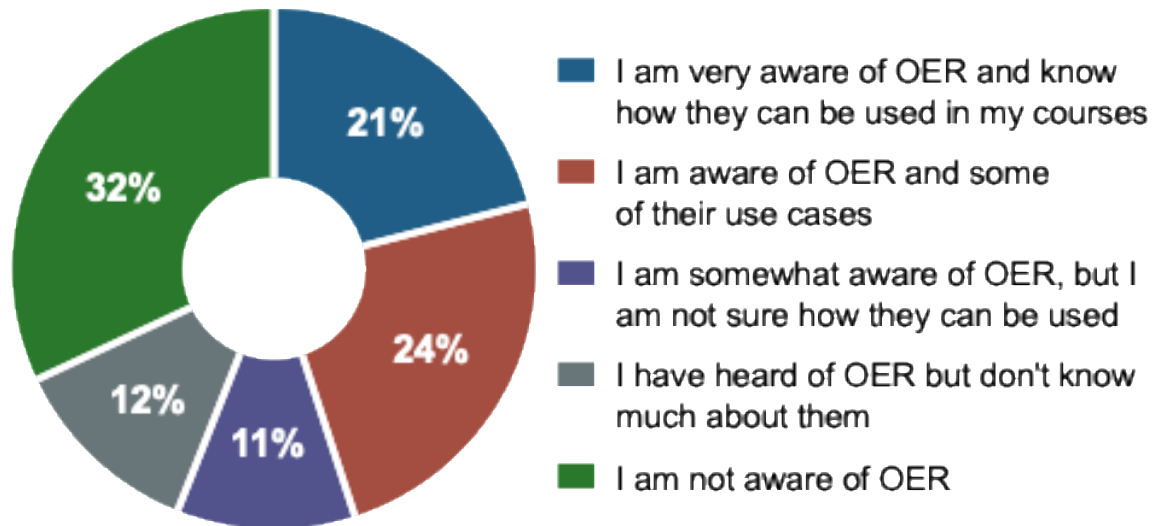|	Print	Both	Digital
Homework	13%	18%	70%
Quizzes and Tests	27%	18%	55%
Textbook	19%	34%	48%
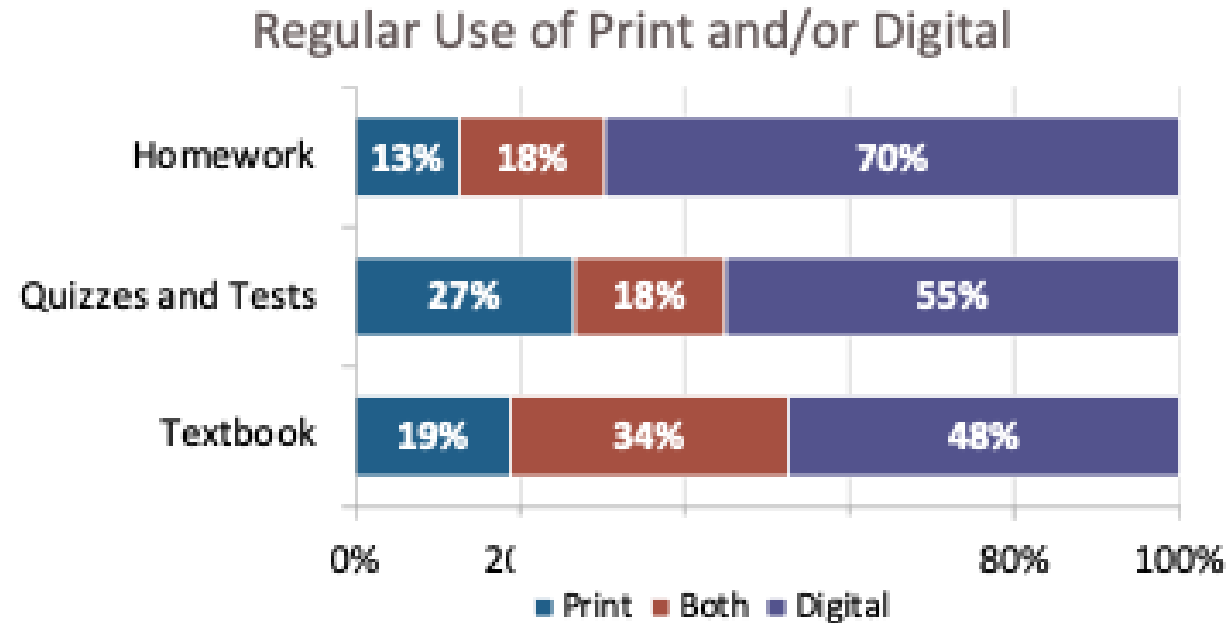
Majority of faculty use digital formats for non-textbook materials for students, at much higher rates than textbooks

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Faculty OER Awareness

Over half of faculty are aware of OER

2023-24 Faculty: OER Awareness

- 21% — I am very aware of OER and know how they can be used in my courses
- 24% — I am aware of OER and some of their use cases
- 11% — I am somewhat aware of OER, but I am not sure how they can be used
- 12% — I have heard of OER but don't know much about them
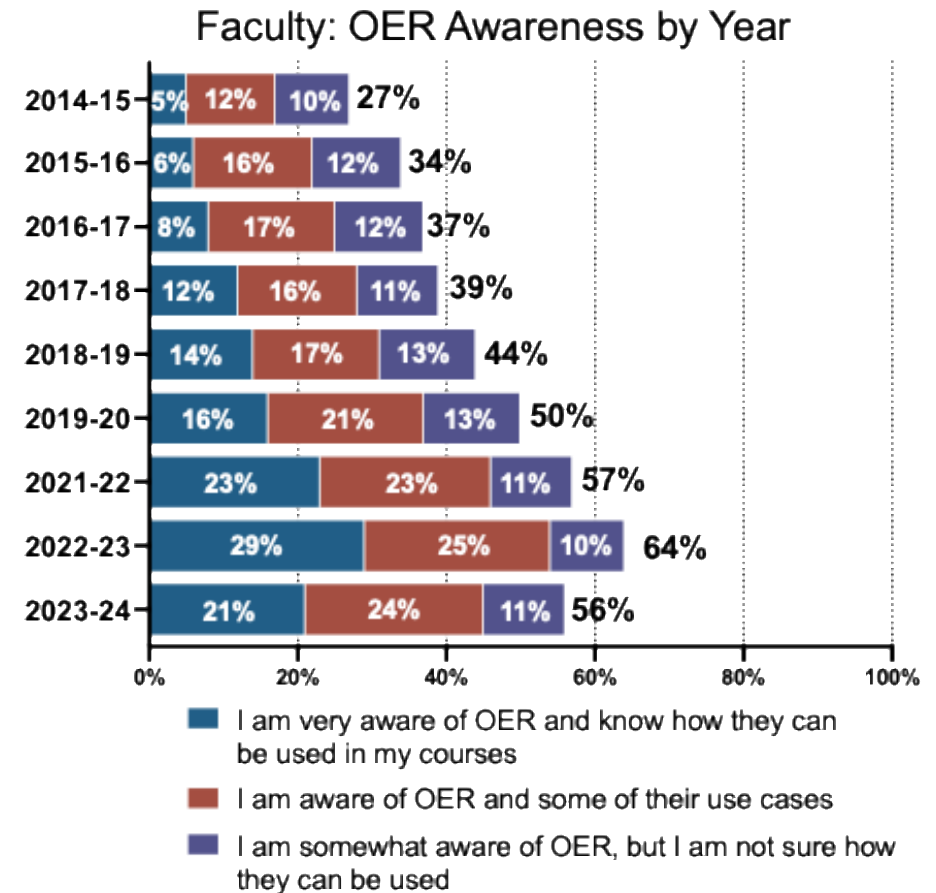- 32% — I am not aware of OER

- One third of faculty are unaware of OER, even name recognition
- Remaining faculty are split in their level of awareness
  - 56% are "somewhat" to "very aware" of OER

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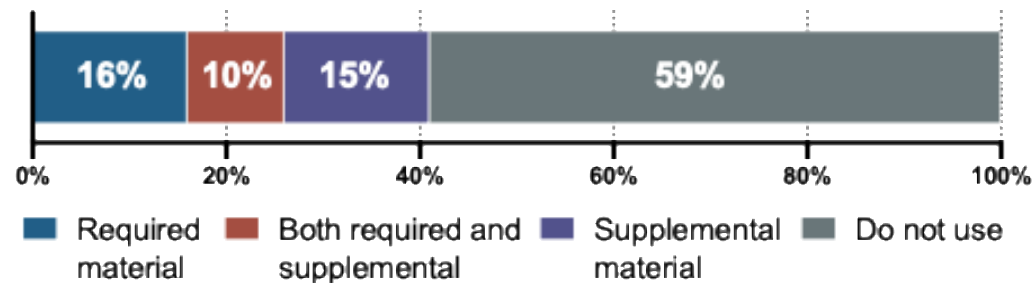# OER Awareness remains above 50% but did not gain

- OER awareness has dropped for the first time for our reports to the prior year's level

- 8% decrease from the peak level of awareness during the 2022-23 academic year (64%)

- Change of awareness was seen across all faculty and institutional demographics

Faculty: OER Awareness by Year

Year	Very aware	Aware	Somewhat aware	Total
2014-15	5%	12%	10%	27%
2015-16	6%	16%	12%	34%
2016-17	8%	17%	12%	37%
2017-18	12%	16%	11%	39%
2018-19	14%	17%	13%	44%
2019-20	16%	21%	13%	50%
2021-22	23%	23%	11%	57%
2022-23	29%	25%	10%	64%
2023-24	21%	24%	11%	56%

- I am very aware of OER and know how they can be used in my courses
- 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
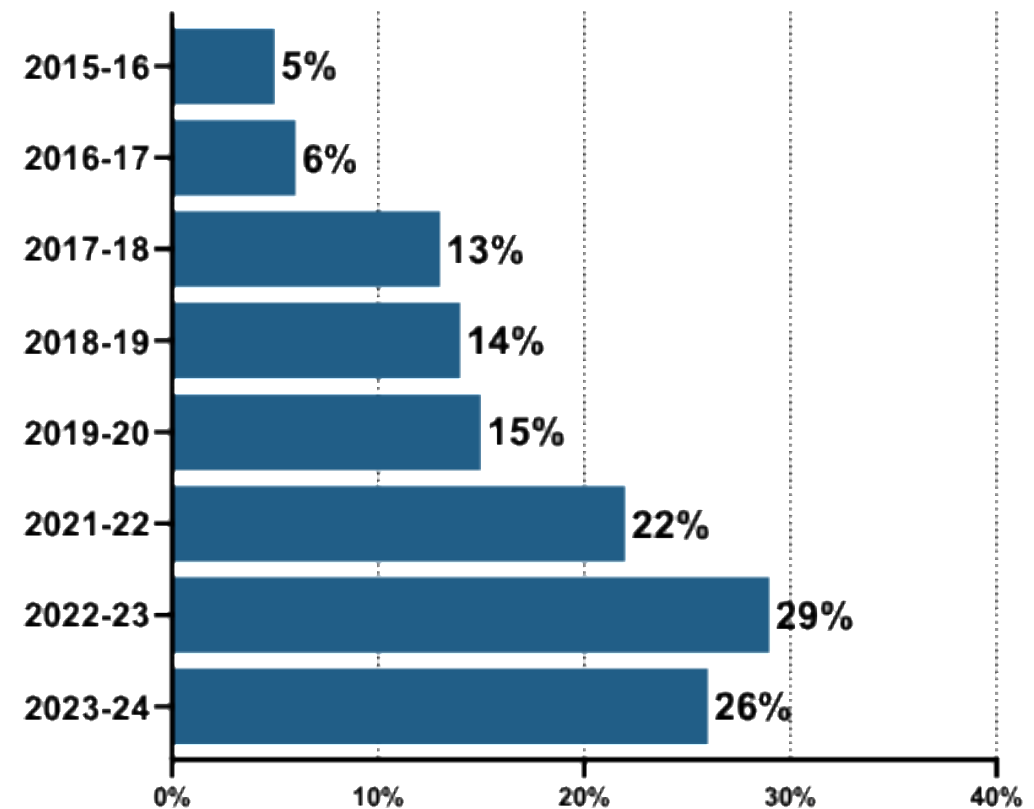
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OER USE DROPS SLIGHTLY AS WELL

- 41% of faculty respondents report using OER materials as either required or supplemental course materials, or both in at least one course
    - Small decrease from last year

- These OER materials can be any type of resource — they aren't limited to textbooks.

2023-24 Faculty: OER Use

| 16% | 10% | 15% | 59% |

Legend:
- Required material
- Both required and supplemental
- Supplemental material
- Do not use

Faculty: Use of Required OER by Year

Year	Percent
2015-16	5%
2016-17	6%
2017-18	13%
2018-19	14%
2019-20	15%
2021-22	22%
2022-23	29%
2023-24	26%

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Note: 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.

FACULTY THOUGHTS ON OER USE

- Faculty are more likely to report using OER in courses with an online component and for introductory course levels
- Faculty sentiment around OER use largely mirrors perspectives on digital versus print with similar numbers reporting material quality as either a positive or negative attribute
  - OER adopters stated that **finding materials** that meet their needs is cited as a challenge
  - Respondents who haven't adopted OER, or refuse to, primarily listed the **lack of quality of OER options** as the chief reason for their opposition

"I fully support OER materials. Knowledge should not be kept behind a paywall."
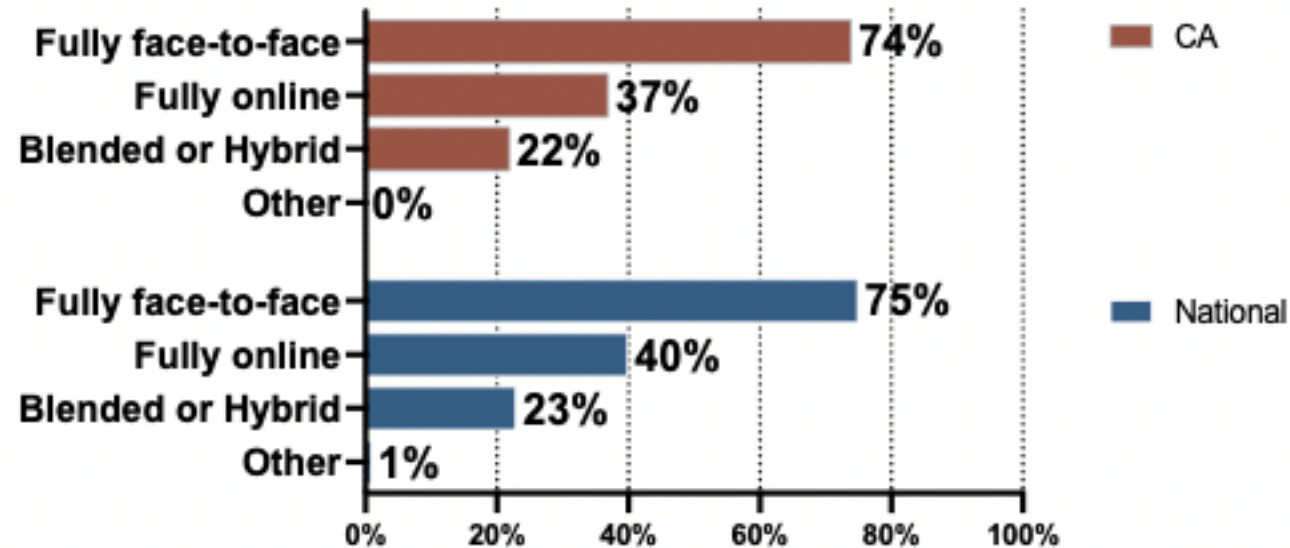**- Introductory Linguistics / Languages Faculty**

"In my experience, the use of an OER textbook imposes a burden on the teacher since the book does not come with any teaching resources typically provided by commercial textbook publishers. Institutions should find a way to support the production of supplemental resources to faculty who decide to adopt an OER textbook."
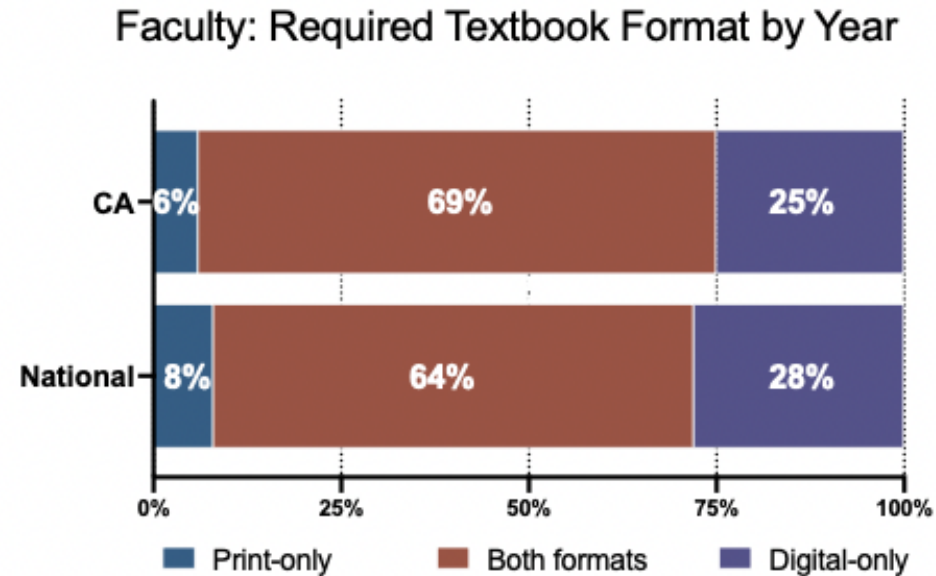
- Intermediate Business Faculty

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CALIFORNIA ANALYSIS

Teaching Modality

2023-24 Faculty: Current Teaching Modality (Select All)

CA:
- Fully face-to-face: 74%
- Fully online: 37%
- Blended or Hybrid: 22%
- Other: 0%

National:
- Fully face-to-face: 75%
- Fully online: 40%
- Blended or Hybrid: 23%
- Other: 1%

CA faculty overall follow the same trends in teaching modalities

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REQUIRED TEXTBOOK FORMAT

Faculty: Required Textbook Format by Year

CA — Print-only 6%, Both formats 69%, Digital-only 25%

National — Print-only 8%, Both formats 64%, Digital-only 28%

Legend: Print-only | Both formats | Digital-only
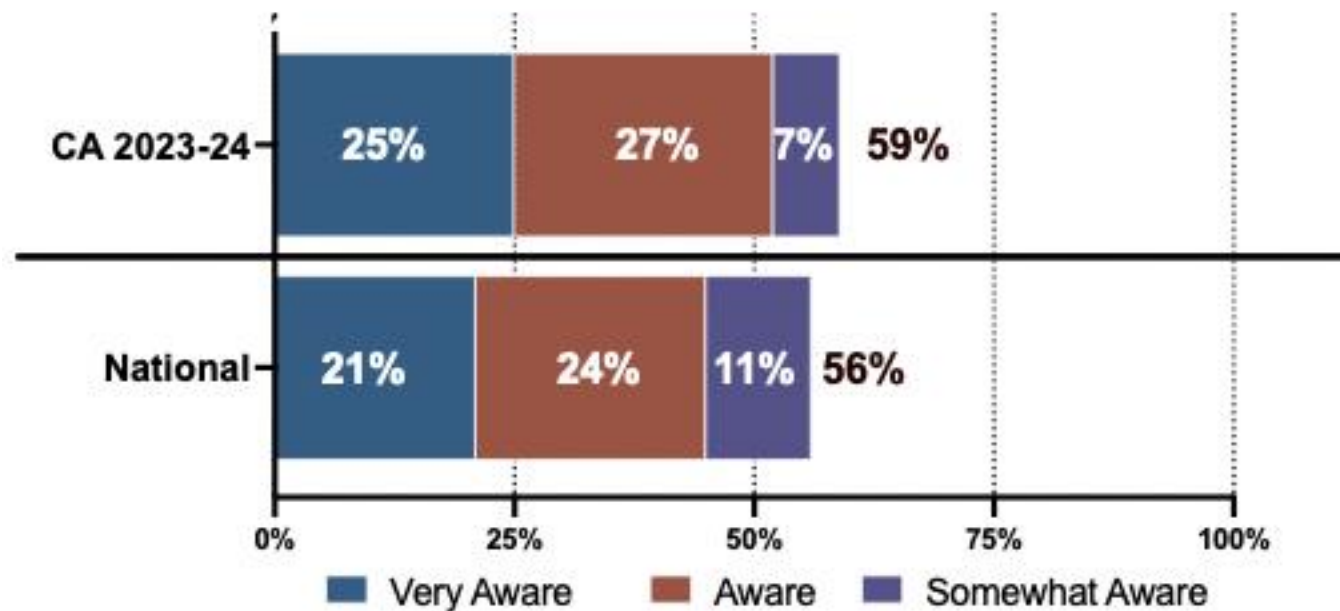
CA faculty are slightly more likely to have required textbooks available as digital formats, mostly in an option for both

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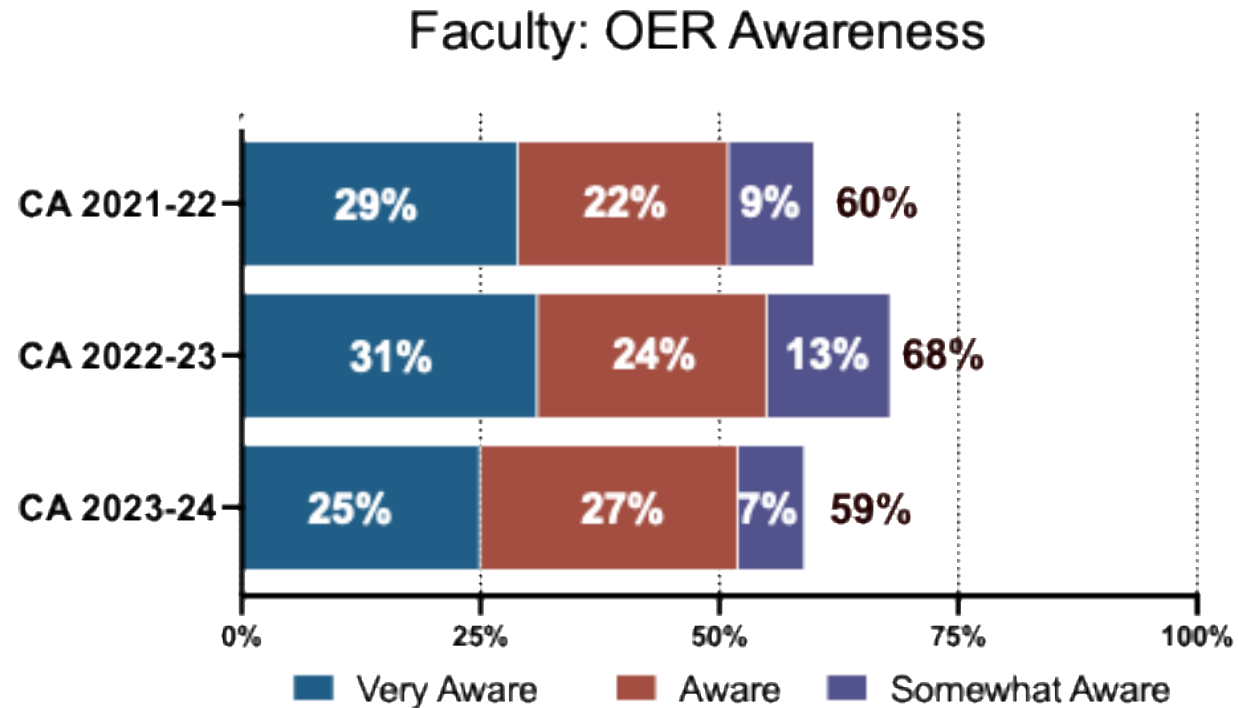# OER Awareness

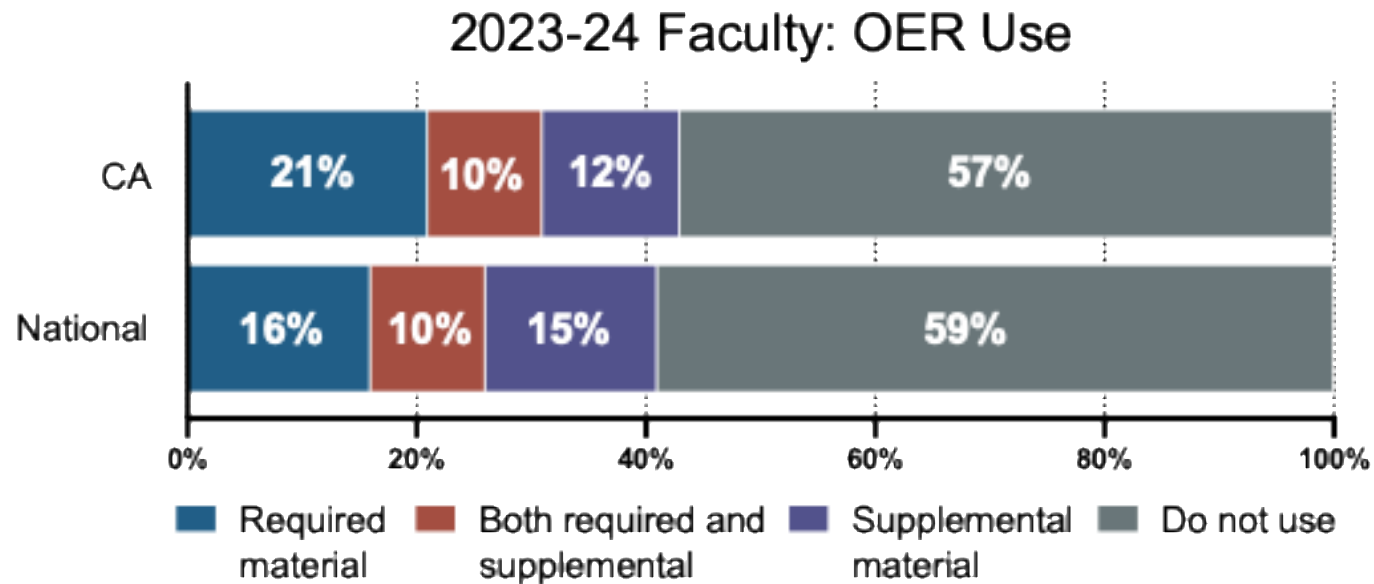2023-24 Faculty: OER Awareness

	Very Aware	Aware	Somewhat Aware	Total
CA 2023-24	25%	27%	7%	59%
National	21%	24%	11%	56%

CA faculty are slightly more aware of OER, especially at the highest category

CA OER Awareness

Faculty: OER Awareness

	Very Aware	Aware	Somewhat Aware	Total
CA 2021-22	29%	22%	9%	60%
CA 2022-23	31%	24%	13%	68%
CA 2023-24	25%	27%	7%	59%

But still saw a decrease in awareness this year

OER Use

2023-24 Faculty: OER Use

|	Required material	Both required and supplemental	Supplemental material	Do not use
CA	21%	10%	12%	57%
National	16%	10%	15%	59%

CA faculty are more likely to use OER as required materials; this is the highest proportion across all states

COURSE MARKING - GENERAL

Does your institution designate or label courses with no cost or zero cost for students?

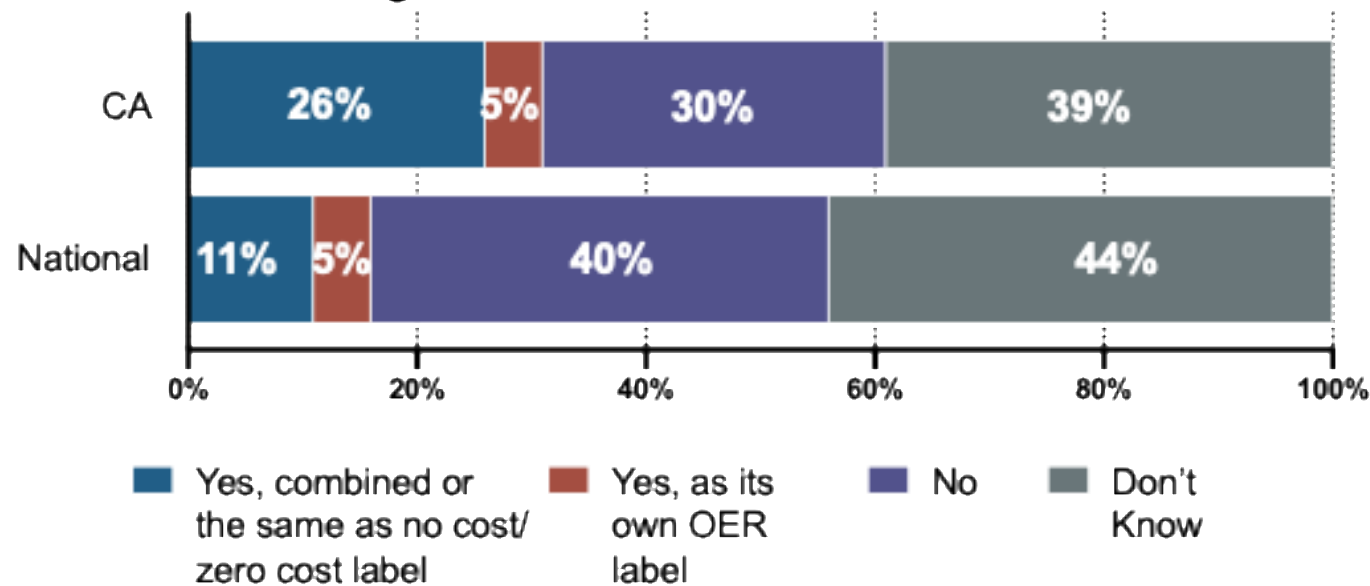|	Yes	No	Don't Know
CA	48%	26%	26%
National	22%	41%	37%
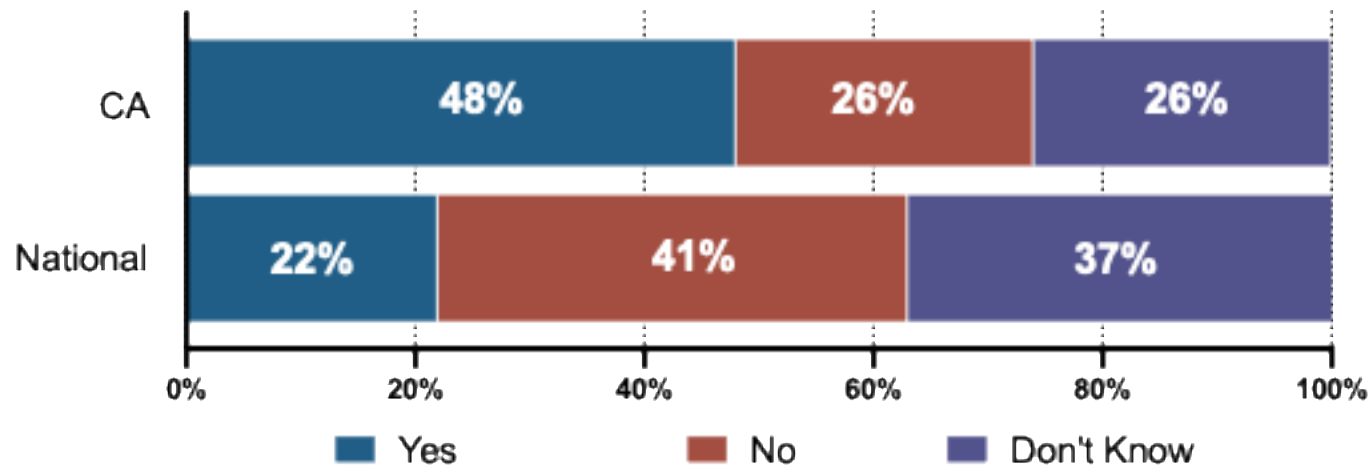
CA leads the nation in course marking awareness by faculty, with twice as many faculty reporting it is used and much fewer unaware of it in general.

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Course Marking - OER

Does your institution designate or label courses in the course catalog that use OER materials for students?

	Yes, combined or the same as no cost/zero cost label	Yes, as its own OER label	No	Don't Know
CA	26%	5%	30%	39%
National	11%	5%	40%	44%

If used, most course markings combine OER and free/zero cost; CA has much higher rates of marking than national

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Conclusions

2023-24 Higher Education OER Updates

- Digital formats are commonly offered for textbook and many other student course materials

  - Homework and assessments are 2-3x more likely to not have a physical option than are textbooks

- Faculty OER awareness remains high – 1 in 2 faculty are aware – but the level declined for the first time since measurements started in 2015

California – Same but different?

- General trends in digital use for higher education in California mirror national levels
  - This was not as true a few years ago – the other states have caught up to California

- CA faculty are more aware and do use OER more than national level (slightly)

- CA leads the nation in course marking for students, though does not often explicitly differentiate OER from zero cost

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MORE INFORMATION

Presentation data are available on our website and a PDF download:
bayviewanalytics.com/OER
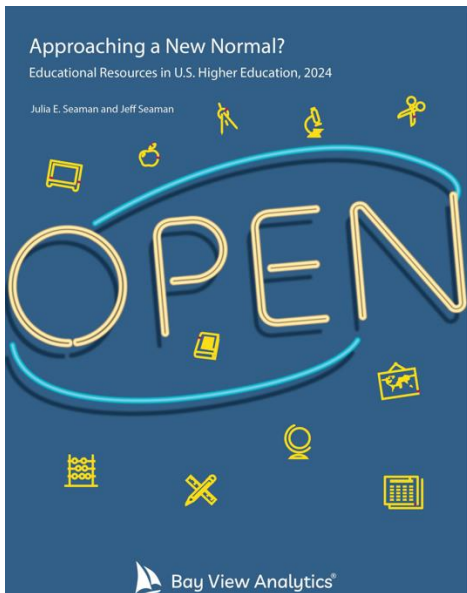
Additional short reports and findings:

bayviewanalytics.com/ResearchBrief

- Student Readiness for Higher Education
- OER & Cost Savings Initiatives
- Faculty Demographics of OER Users
- [Soon!] Inclusive Access Billing Preferences
- [Future!] AI Perceptions and Use

Sign up for our mailing list or to provide feedback:

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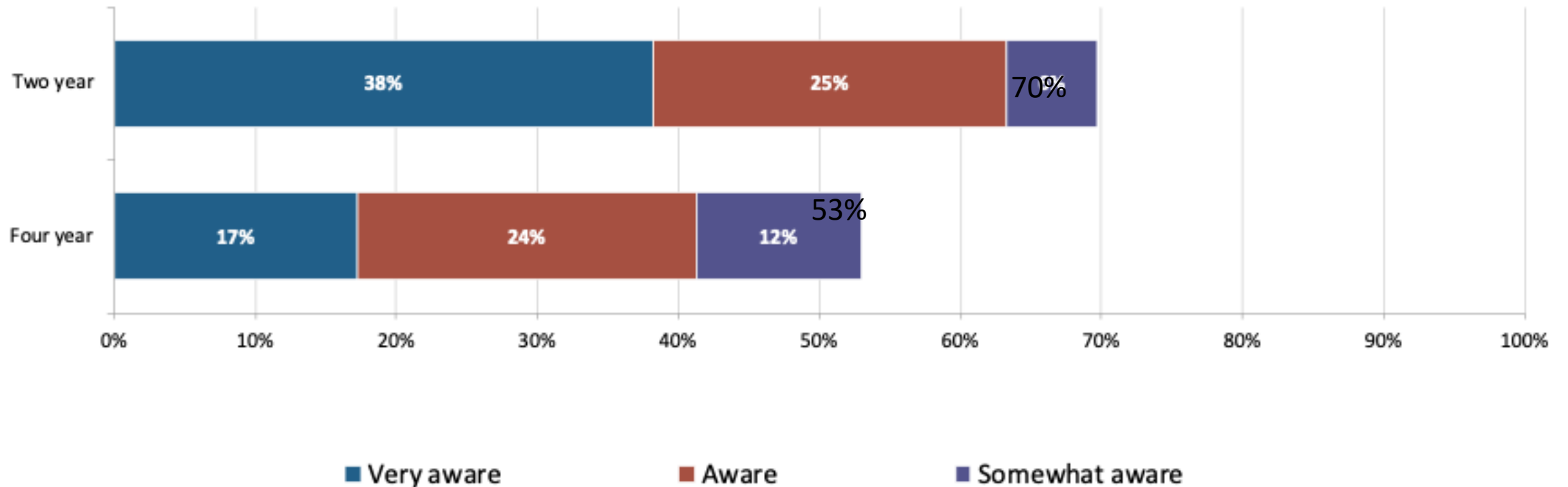bay View Analytics®

QUESTIONS?

THANK YOU

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OER Awareness remains higher in 2-year schools

How aware are you of Open Educational Resources (OER)?

	Very aware	Aware	Somewhat aware	
Two year	38%	25%		70%
Four year	17%	24%	12%	53%

■ Very aware   ■ Aware   ■ Somewhat aware

2-YEAR SCHOOLS ALSO USE OER MORE

Are you currently using Open Educational Resources (OER)?

Required course materials — Two year: 35%, Four year: 24%

Supplemental course materials — Two year: 28%, Four year: 24%

■ Two year   ■ Four year