Presentation Details

1. Research background
2. Survey Details
3. Higher Education Results and Trends
4. K-12 Results and Trends
5. Conclusions & Q&A
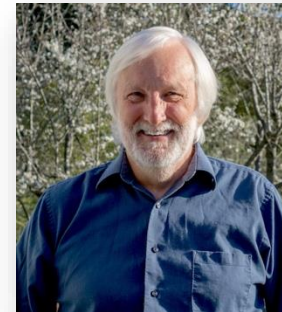
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RESEARCH BACKGROUND

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.
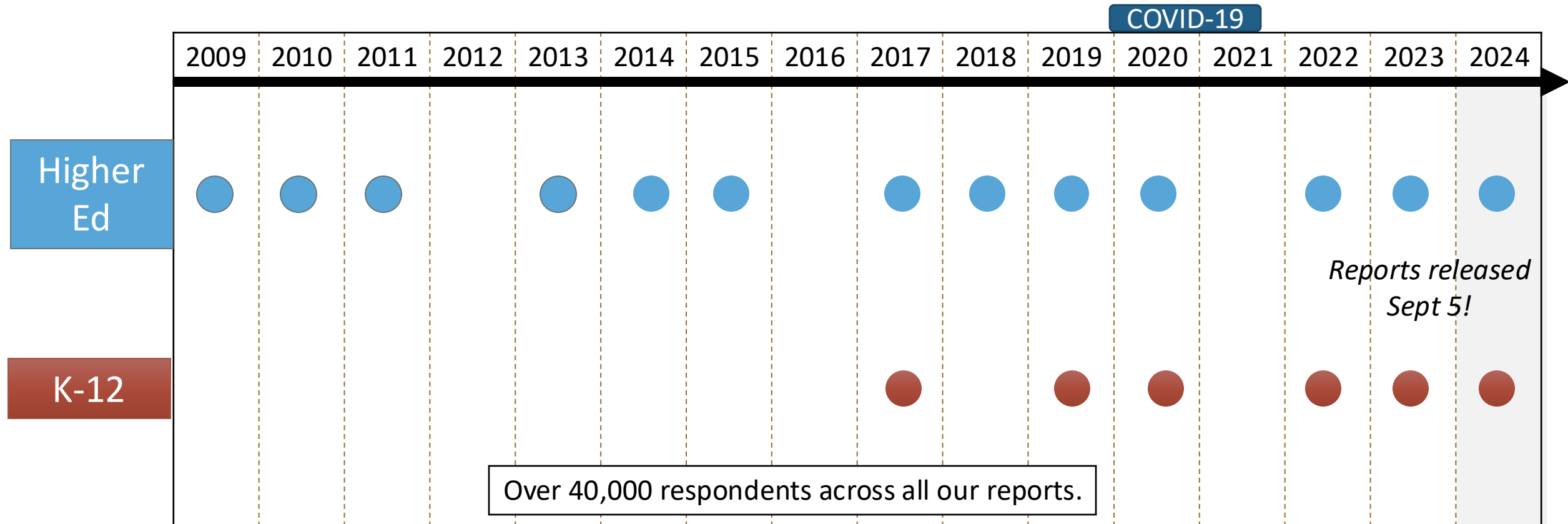

Julia Seaman, Ph.D.
Director of Research

Jeff Seaman, Ph.D.
Director

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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

Reports released Sept 5!

K-12

Over 40,000 respondents across all our reports.

Project supported by   WILLIAM + FLORA Hewlett Foundation   OLC ONLINE LEARNING CONSORTIUM   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 awareness of OER including its open licensing (e.g., Creative Commons)

Respondents

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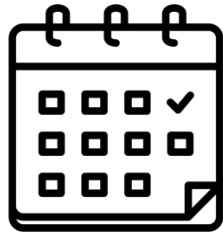- Nationally representative for geography and type of school

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SURVEY DETAILS

SURVEY DETAILS

Higher Ed

K-12

April 2024

3,421 Faculty

1,377 Teachers

50 States + DC and VI

48 States + DC

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SURVEY QUESTIONS & DEFINITIONS

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 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.*

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 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 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

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How to Measure OER Awareness?

But can we trust faculty answers about OER?

WE NEED A BETTER MEASURE OF OER AWARENESS

CC

Creative Commons Awareness

+

Open Educational Resources

OER Awareness

=
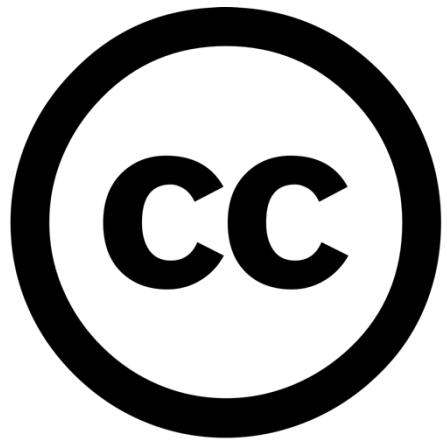
"Measured" OER Awareness

We have high confidence in the that these respondents are really aware of OER.

DIGITAL CLASSROOM BACKGROUND

TEACHING MODALITY

K-12

Higher Ed

2023-24 K-12 Teachers: Teaching Modality

- 11% Some remote, hybrid or not in-person instruction
- 89% All instruction in-person

Legend:
- All instruction in-person
- Some remote, hybrid or not in-person instruction
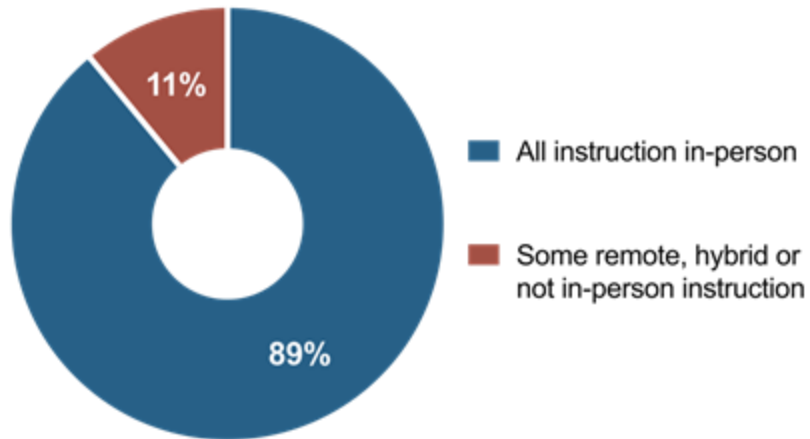
2023-24 Faculty: Current Teaching Modality (Select All)

- Fully face-to-face — 75%
- Fully online — 40%
- Blended or Hybrid — 23%
- Other — 1%
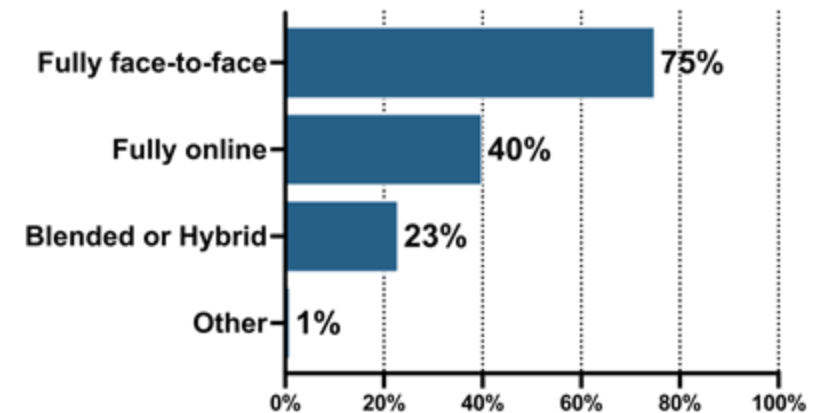
Almost all K-12 instruction is face-to-face and consistent post-pandemic; many higher education courses are offered fully online or in blended formats and at a higher than pre-pandemic rate.

MATERIALS FORMAT

K-12

Higher Ed

2023-24 K-12 Teachers: Required Textbook Format

- 19% Print-only
- 60% Both formats
- 21% Digital-only
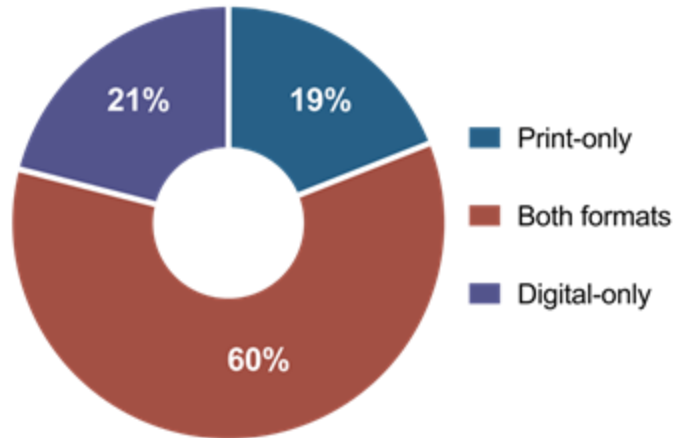
2023-24 Faculty: Required Textbook Format

- 8% Print-only
- 64% Both formats
- 28% Digital-only
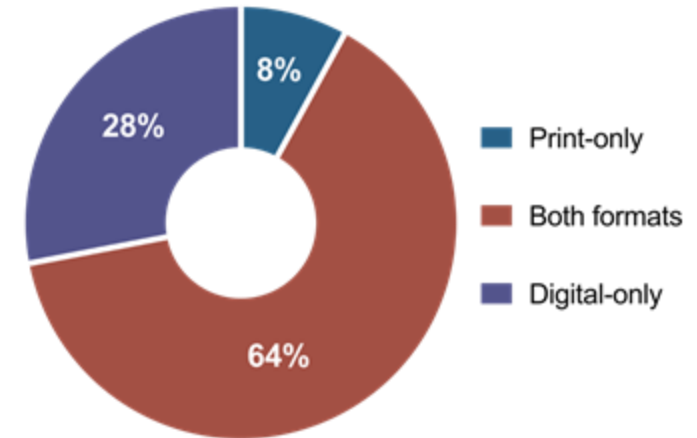
Digital formats of textbooks are almost as commonly available in K-12 as Higher Education; both show year over year decreases in print-only option.

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HIGHER EDUCATION

MAJORITY OF FACULTY AWARE AT SOME LEVEL FOR ALL THREE LICENSE TYPES

2023-24 Faculty: Licensing Awareness

	Very aware	Aware	Somewhat aware	Unaware
Copyright	37%	43%	16%	4%
Public Domain	29%	39%	22%	10%
Creative Commons	22%	31%	23%	24%
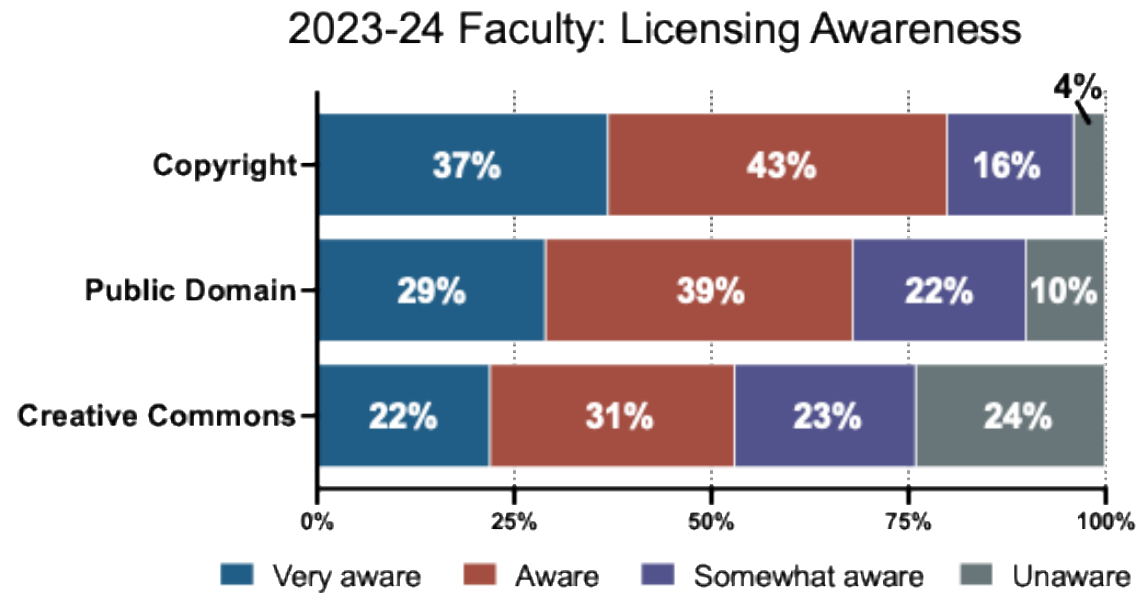
- Creative Commons awareness trails Copyright and Public Domain

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OVER HALF OF FACULTY ARE AWARE OF OER

2023-24 Faculty: OER Awareness

Legend:
- **I am very aware of OER and know how they can be used in my courses** — 21%
- **I am aware of OER and some of their use cases** — 24%
- **I am somewhat aware of OER, but I am not sure how they can be used** — 11%
- **I have heard of OER but don't know much about them** — 12%
- **I am not aware of OER** — 32%
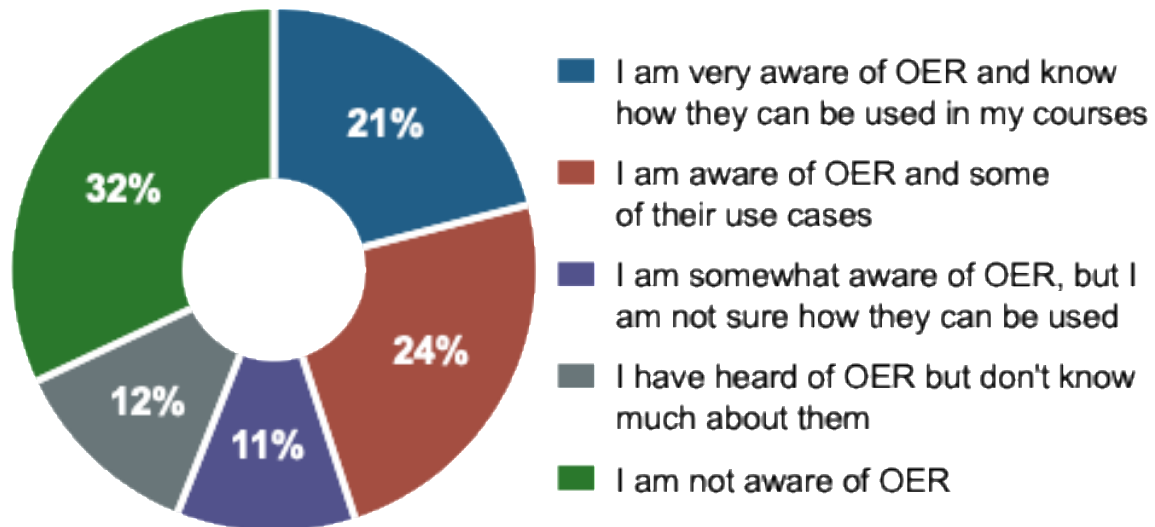
- One third of faculty are unaware of OER, even name recognition
- Remaining faculty are split in their level of awareness
  - 56% are "somewhat" to "very aware" of OER

OER Awareness remains above 50% but did not gain

Faculty: OER Awareness by Year

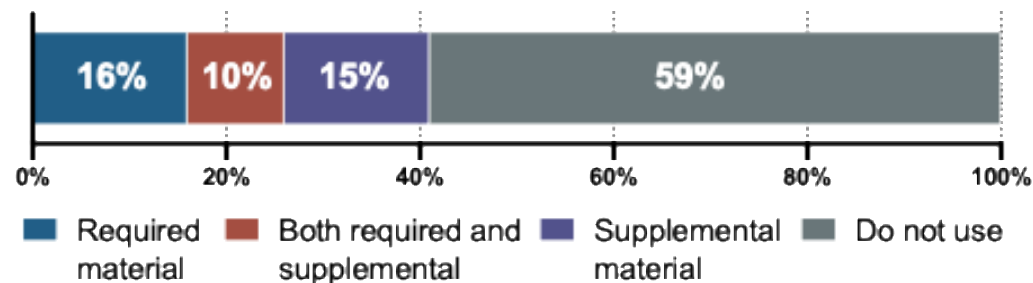| Year	I am very aware of OER and know how they can be used in my courses	I am aware of OER and some of their use cases	I am somewhat aware of OER, but I am not sure how they can be used	Total
2014-15	5%	12%	10%	27%
2015-16	6%	16%	12%	34%
2016-17	8%	17%	12%	37%
2017-18	12%	16%	11%	39%
2018-19	14%	17%	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%
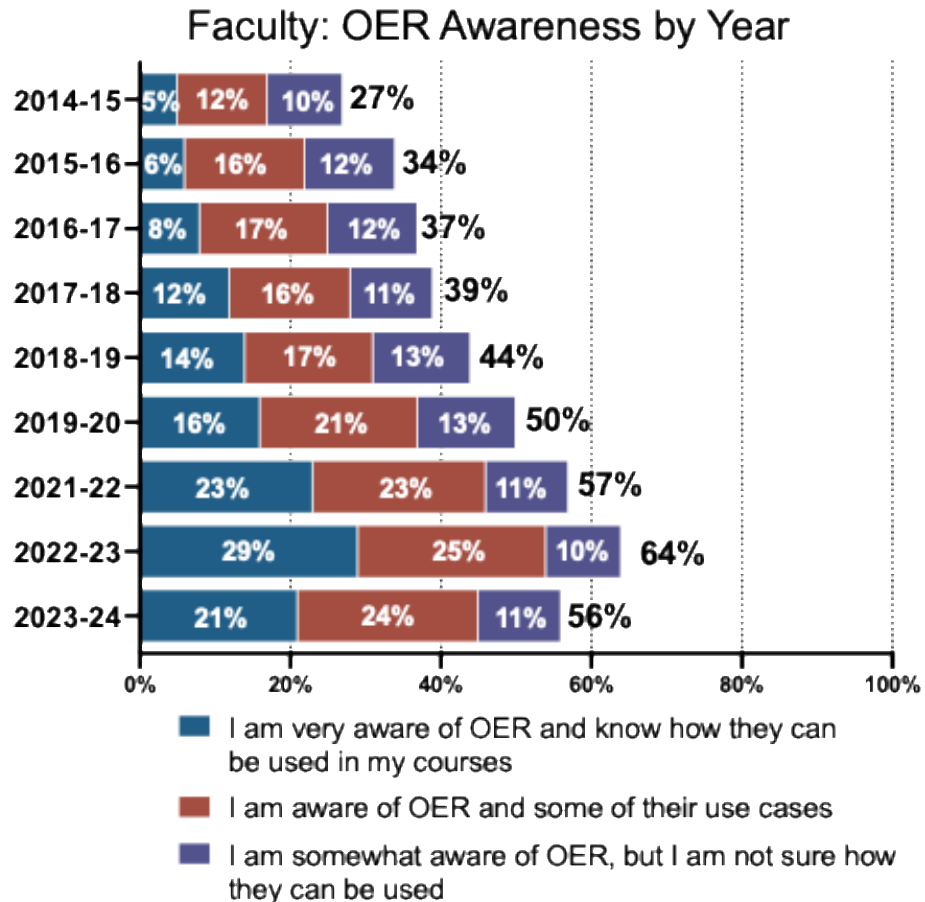
- OER awareness has dropped for the first time for our reports to the prior year's level
- 8% decrease from the peak level of awareness during the 2022-23 academic year (64%)
- Change of awareness was even across faculty and institutional demographics
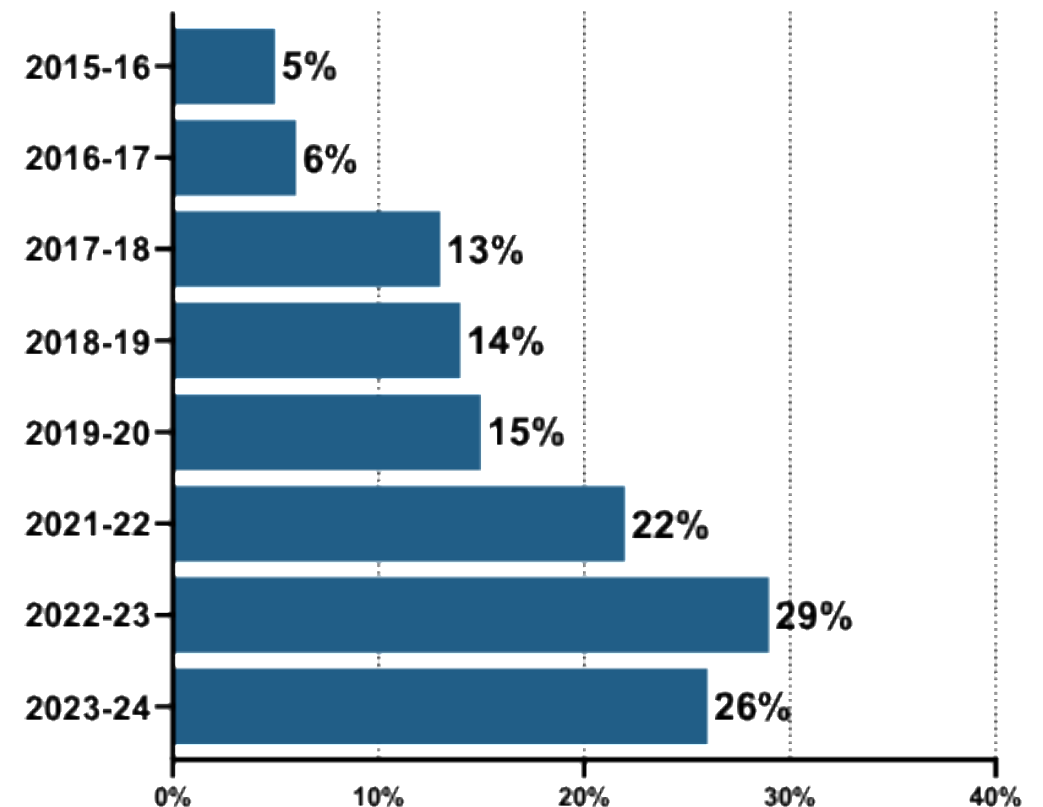
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OER USE DROPS SLIGHTLY AS WELL

- 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 (blue), Both required and supplemental (red), Supplemental material (purple), Do not use (gray)

Faculty: Use of Required OER by Year

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

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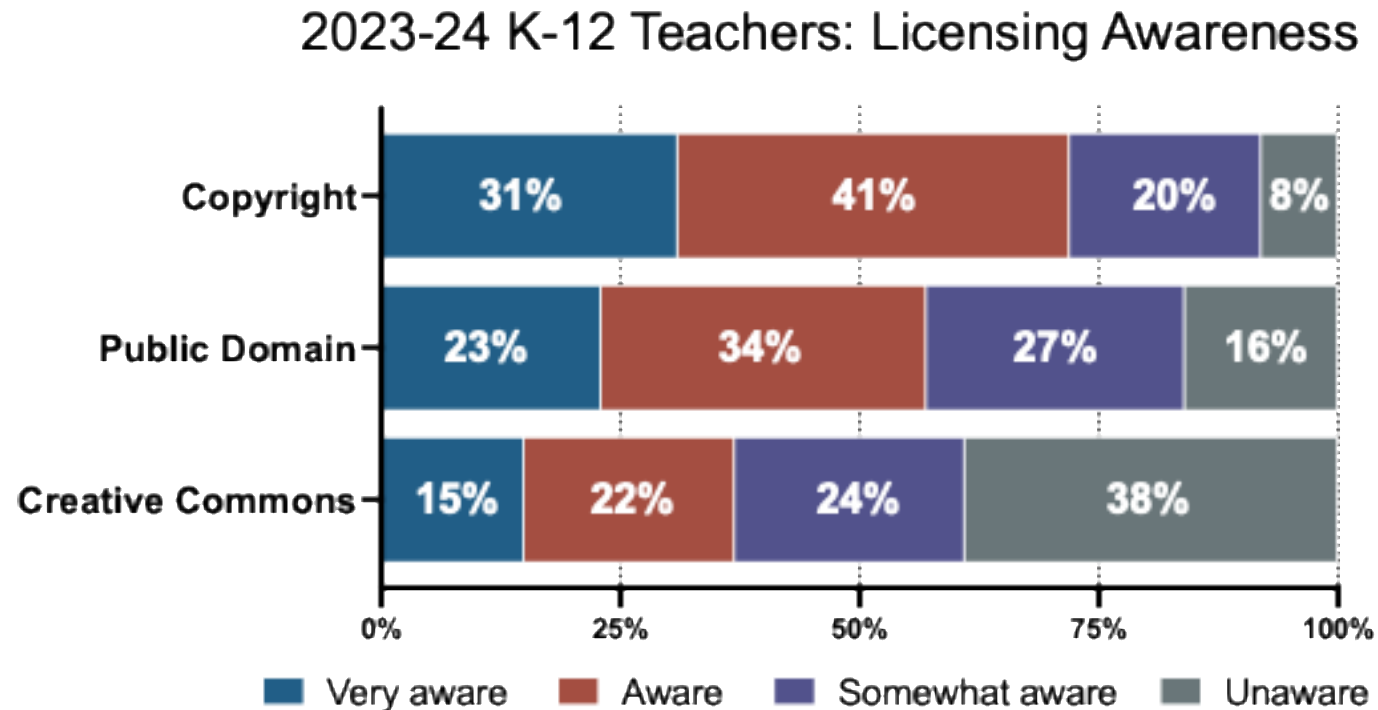
"I fully support OER materials. Knowledge should not be kept behind a paywall."
- Introductory Linguistics / Languages Faculty

"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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K-12

LICENSING AWARENESS VARIES BY TYPE

2023-24 K-12 Teachers: Licensing Awareness

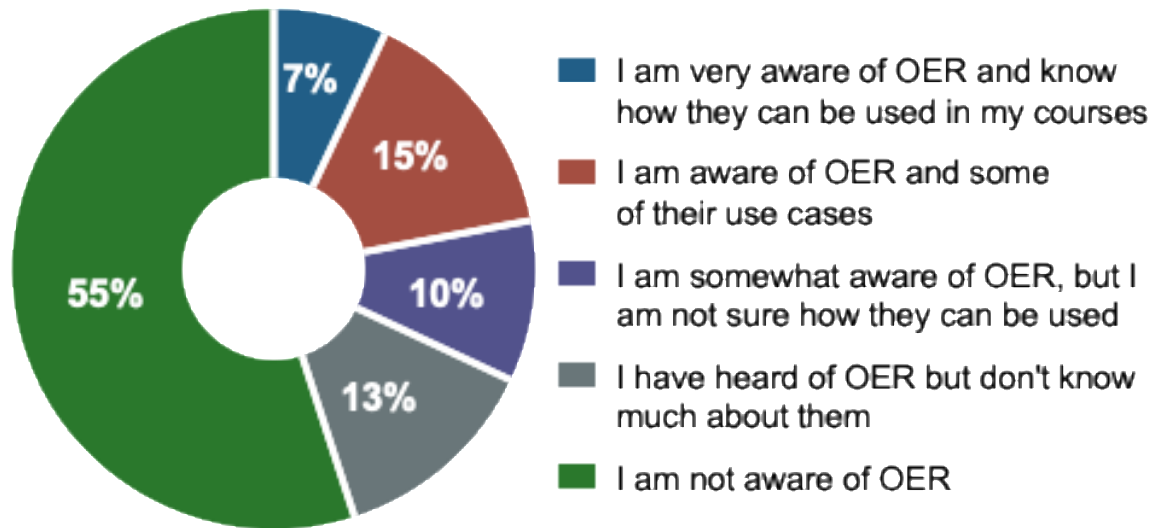|	Very aware	Aware	Somewhat aware	Unaware
Copyright	31%	41%	20%	8%
Public Domain	23%	34%	27%	16%
Creative Commons	15%	22%	24%	38%

- Creative Commons awareness above 50% but over a third of teachers are unaware

OVER HALF OF ALL TEACHERS REMAIN UNAWARE OF OER

2023-24 K-12 Teachers: OER Awareness

- 7% ■ I am very aware of OER and know how they can be used in my courses
- 15% ■ 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
- 13% ■ I have heard of OER but don't know much about them
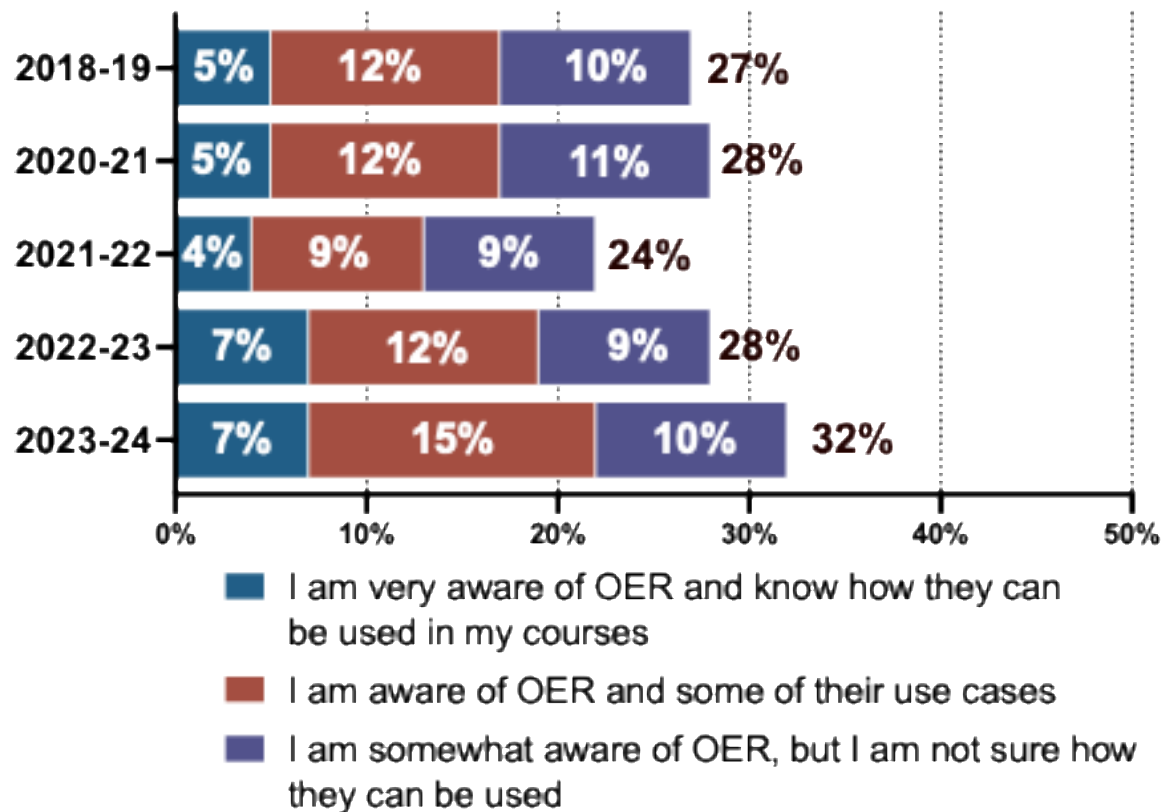- 55% ■ I am not aware of OER

- One third of teachers are "somewhat" to "very aware" of OER
  - Largest group is "aware"
- Additional 13% have heard of OER

K-12 OER AWARENESS IS HIGHEST LEVEL MEASURED

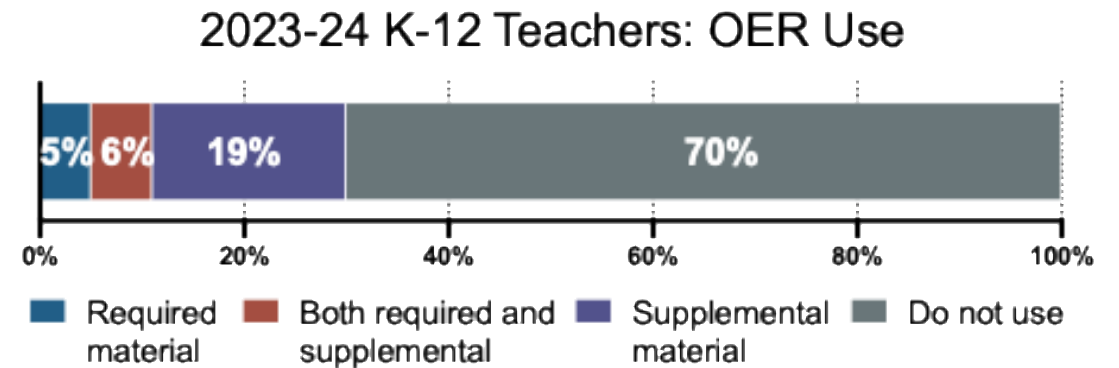K-12 Teachers: OER Awareness by Year

Year	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	Total
2018-19	5%	12%	10%	27%
2020-21	5%	12%	11%	28%
2021-22	4%	9%	9%	24%
2022-23	7%	12%	9%	28%
2023-24	7%	15%	10%	32%

- OER awareness increased over last year and is highest level seen over last 6 years
- Largest growth was to teachers who are "aware"
- However, minimal changes year over year indicates no big impacts from external campaigns or initiatives

1 in 3 teachers use OER in 2023-24

- Most of OER use is for supplemental materials in K-12

- Level of use is similar to level of awareness

2023-24 K-12 Teachers: OER Use

5%	6%	19%	70%

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

Note: Responses are by individual teacher, and not by classroom.

TEACHER THOUGHTS ON OER USE

- Teachers commonly reported using OER as supplemental material to "**enhance**" their existing materials
  - Many cited bringing in supplemental OER materials because of their specific content or formats (digital, videos, texts)

- OER materials helped the teachers **personalize** and create different content for individual students and groups, both for providing content in areas where students are struggling and fleshing out more advanced topics

"Sometimes I provide [OER] as supplemental materials, or exchange material from the curriculum the district uses to something that I think will support the majority of my students better."
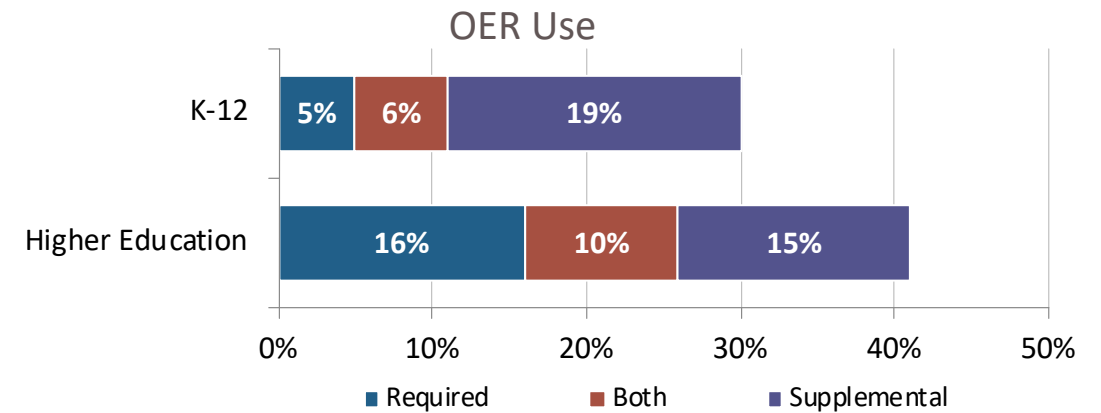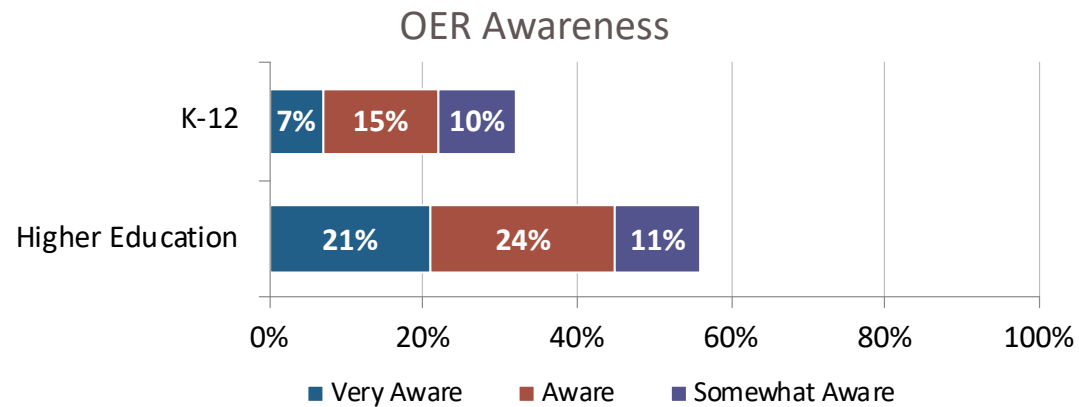**- Natural Sciences, Grades 6-8**

"If a student is struggling with a skill from previous years that the text book does not have [OER] allows me to supplement the students need"
- Mathematics, Grades 6-8

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CONCLUSIONS

OER in US Education

OER Awareness

K-12	Very Aware 7%	Aware 15%	Somewhat Aware 10%
Higher Education	Very Aware 21%	Aware 24%	Somewhat Aware 11%

(0% — 20% — 40% — 60% — 80% — 100%)

■ Very Aware ■ Aware ■ Somewhat Aware

OER Use

K-12	Required 5%	Both 6%	Supplemental 19%
Higher Education	Required 16%	Both 10%	Supplemental 15%

(0% — 10% — 20% — 30% — 40% — 50%)

■ Required ■ Both ■ Supplemental

- OER awareness is almost double in higher education than K-12

- However, there are more similar levels of current OER use by teacher or faculty, though the pattern of use as a supplemental or required material varies

WHAT IS THE FUTURE OF OER?

Higher Education

- Can OER awareness continue to grow?

- Can OER initiatives benefit from new tactics?

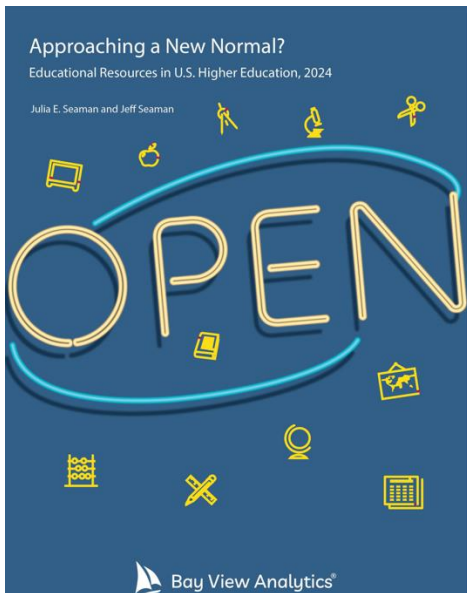- How will commercial options compete with OER?

K-12

- Can OER awareness grow in K-12?

- How can teachers help prepare students for OER and digital courseware in college?

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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
- Inclusive Access Billing Preferences
- [Future!] AI Perceptions and Use

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