2018

Faculty Awareness, Attitudes, and Use of Open Educational Resources (OER) at the University of Northern Colorado survey questions

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Jen Mayer, Head of Library Research Services, University of Northern Colorado Libraries, 2018

OER Survey cover sheet

Dear UNC faculty member:

I am asking for your participation in a study; the purpose of the study is to investigate UNC faculty awareness of Open Educational Resources (OER), attitudes toward OER, and current use of OER. The data generated from this project are intended to help inform a planning process for future campus OER initiatives.

This survey is voluntary and participation will be considered as consent. No personally identifying questions will be asked within the survey. You may choose not to participate, and you may withdraw at any time. In addition, you may choose not to answer any questions with which you are not comfortable. There are no known risks nor any direct benefits for participation, and there is no penalty for choosing not to complete the survey. Anonymous results are expected to be disseminated professionally and publicly in the form of presentations, a report, and a peer-reviewed journal article.

Your participation should take approximately 15 minutes.

Follow the link to the survey here: url

All data collected will be handled ethically and the survey has Institutional Review Board approval by the University of Northern Colorado. If you have any questions or concerns regarding this study, please contact jennifer.mayer@unco.edu

Thank you for your time,

Jen Mayer, MLIS, MA, Head of Library Research Services, UNC Libraries

Faculty OER survey questions

Definitions:

Open Educational Resources (OER): OER are 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 materials, these resources are available for "open" use, which means users can edit, modify, customize and share them. This means that all students in a class have access to no- or low-cost learning materials on the first day of class. (https://www.hewlett.org/strategy/open-educational-resources/)

Open Textbooks: Open Textbooks are textbooks that are freely available with non-restrictive licenses. Covering a wide range of disciplines, Open Textbooks are available to download and print in various file formats from several websites and OER repositories. This means that all students in a class have access to no- or low-cost textbooks on the first day of class. (https://open.umn.edu/opentextbooks/)

Creative Commons Licenses: These are licenses that allow various types of reproduction, distribution and re-mixing (sometimes with specific exclusions) without fee or restriction (https://creativecommons.org/licenses/)

Public Domain Resources: The term "public domain" refers to creative materials that are not protected by intellectual property laws such as copyright, trademark, or patent laws. The public owns these works, not an individual author or artist. Anyone can use a public domain work without obtaining permission, but no one can ever own it. (https://fairuse.stanford.edu/overview/public-domain/welcome/)

Q1 Who makes the decision to create a new course/modify a course/select new required course materials? Select all that apply

A1 The decision is made by individual faculty members; the decision is made by groups of faculty; the decision is made at the department level; the decision is made at the college level; the decision is made at the institutional level; Depends on the course/Other (please explain)

Q2 Generally, how aware are you of Open Educational Resources (OER)?

A2 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 am not sure how they can be used; I am aware of OER and how they are used; I am very aware of OER and their use in courses

Q3 Generally, how aware are you of each of the following mechanisms for licensing academic content?

A3 Public domain; copyright; creative commons (Very aware, aware, somewhat aware, unaware)

Q4 Please think of the class you teach with the highest enrollment. What types of course materials are required and/or recommended for this class? (Required items are those listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee. Recommended items are those that are NOT required of students, but are listed on the syllabus as recommended). Select all that apply

A4 Textbook(s), Articles/case studies, Calculator, Clicker (Classroom response system), data sets, software, supplies (laboratory, art, etc), video/film, other please describe (required, recommended, not required or recommended)

Q5 What types of learning materials do you require for the courses you teach (not just the course with the highest enrollment)?

A5 Printed textbooks, Digital textbooks, printed material other than textbooks, digital material other than textbooks, open educational resources

Q6 How are the required textbook(s) for your course with the highest enrollment licensed? Select all that apply.

A6 Textbook(s) print version copyrighted, public domain, creative commons, other, N/A/don't know--Textbook(s) digital version Copyrighted, Public Domain, Creative Commons, Other, N/A don't know

Q7 How satisfied are you with the required textbook(s) you are currently using for the course you teach with the highest enrollment?

A7 Extremely satisfied, Moderately satisfied, Slightly satisfied, Neither satisfied nor dissatisfied, Slightly dissatisfied, Moderately dissatisfied, Extremely dissatisfied

Q8 What proportion of your students do you believe purchase ALL of the required materials for your course?

A8 Slider bar 0-100% required textbooks; 0-100% non-textbook required materials;

Q9 When selecting required course materials for any course you teach, how important are the following factors in your selection?

A9 Adaptable/editable; Available in print format; Available in digital format; Cost to the student; Comprehensive content; easy to find, includes supplemental materials (homework, quizzes, etc)., recommended by other faculty members, works with Canvas LMS, Other please describe (very important, important, somewhat important, not important)

Q10 Are you currently using any of these examples in your curriculum? (please select all that apply)

A10 Open textbook, open educational resources, library resources, public domain resources, materials I created, materials I adopted/revised, materials I adapted without changes, None of the above; Other (please describe)

Q11 From the following list, please rank the top five resources you would find most helpful when creating or adopting OER with 1 being the highest and 5 being the lowest

A11 Help identifying sources; Help modifying sources; Help with instructional design; help evaluating quality of sources; Help developing OER; support for technical or legal understanding of OER; More time to integrate OER into course curriculum; formal recognition for OER usage by Promotion and tenure committee and student evaluations; Financial incentives/grants; I am not interested in creating or adopting OER; Other (please describe).

Q12 What are the challenges and barriers to increasing adoption of Open Education Resources and/or Open Textbooks?

A12 Difficult to find what I need; Lack of resources for my subject; Concern about updates; Not high quality; Questions on permission to use or change; Lack of track record, No good print options; Lack of associated materials, Not used by other faculty, Not current, up to date; Other please describe

Q13 Please share any stories and weblinks you may have about OER and/or Open Textbooks at UNC.

A13 Text box

Q14 What advice would you give the UNC OER workgroup on the topic of OER and Open Textbooks?

A14 Text box

Q15 What is your rank?

A15 Lecturer; Senior Lecturer; Instructor; Assistant Professor; Associate Professor; Full Professor; Other, please describe

Q16 What is your tenure status?

A16 Tenured; Tenure-track, not tenured; Non-tenure track; Other, please describe

Q17 How many years have you been teaching at the university level?

A17 Drop down menu: Less than 1; 1 to 3; 4 to 5; 6 to 9; 10 to 15; 16 to 20; more than 20

Q18 With which UNC college are you affiliated?

A18 Education and Behavioral Sciences; Humanities and Social Sciences; Monfort College of Business; Natural and Health Sciences, University Libraries; Visual and Performing Arts

Q19 Do you think you will use Open Educational Resources (OER) in your teaching in the next three years?

A19 Yes, I will definitely; Yes, will consider; Might consider; Not interested; I am already using OER, No opinion/don't know

Q20 Please fill out this short form if you are willing to be contacted with follow up questions or are interested in serving on the UNC OER Workgroup. Replies to this question are not tied to survey responses.

A20 Leads to separate survey form to provide contact info.

Survey questions adopted and adapted from:

Seaman, Julia E. and Jeff (2017). Babson Survey Research Group Opening the Textbook: Educational Resources in U.S. Higher Education

Spilovoy, T. (2017). WCET Open Educational Resources in Colorado