

# OER & University of Hawaii Assessment Survey

UH OER Team  
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## Background

The Open Educational Resources (OER) movement was initiated in 2001 through a joint venture of the Hewlett Foundation and the Andrew W. Mellon Foundation to provide funding to MIT's OpenCourseWare project. Since that time a great number of initiatives have sprung up to address the need for OER. These initiatives are part of a global effort to provide access to knowledge and make it available to everyone.

Open educational resources (OER) are materials used to support education that can be reused, modified, and made available for free to all. They can include entire courses, textbooks, tests, modules to name a few.

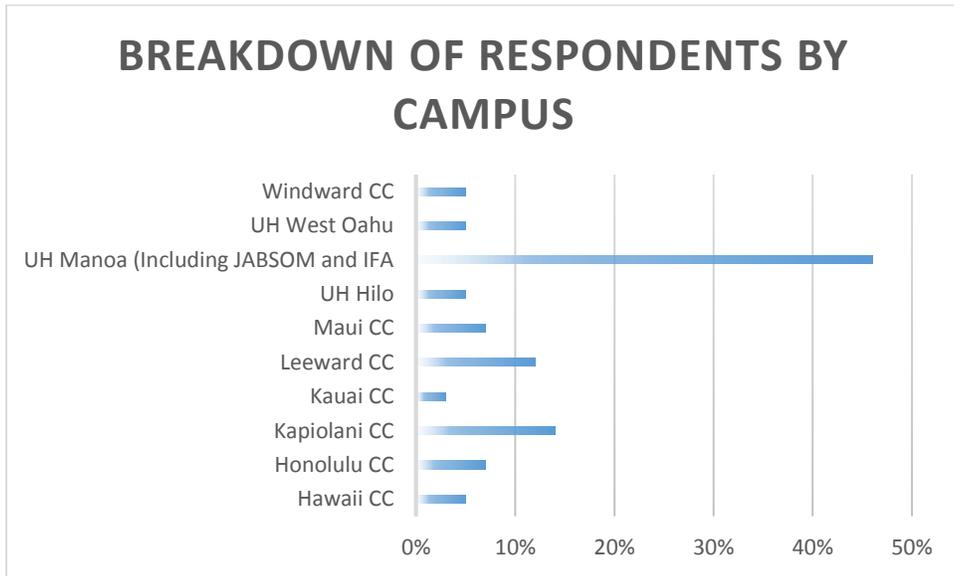
The benefits of OER can include lowering the costs of course materials for students, positively affecting budgets for school systems, broadening alternatives to textbooks, and fostering pedagogical innovation.

Beginning in the spring of 2014, the University of Hawaii (UH) Outreach College and the Information Technology Services joined efforts to promote the use, selection, and creation of OER across the UH System. Because the use of OER is still in the early stages, the University of Hawaii Open Educational Resources Team felt it was important to learn how and why instructional faculty and staff across the UH System wanted to interact with OER. A survey was created and distributed during the spring of 2015, and the results follow.

## Demographics

A total of 354 responses were recorded. This represents approximately a 3.8% response rate if you consider that there are over 4000 instructional faculty and lecturers at the UH system level. (See the Institutional Research & Analysis Office Fall 2014 FACSTAFF table at <https://www.hawaii.edu/institutionalresearch/facstaffReport.action?reportId=FAC01> .) Sixty-five percent of the respondents were instructional faculty followed by 23% lecturers and 9% non-instructional faculty.

As indicated by the chart below, the UH Manoa campus had the highest number of respondents, followed by Kapionlani Community College, Leeward Community College, and Maui Community College.



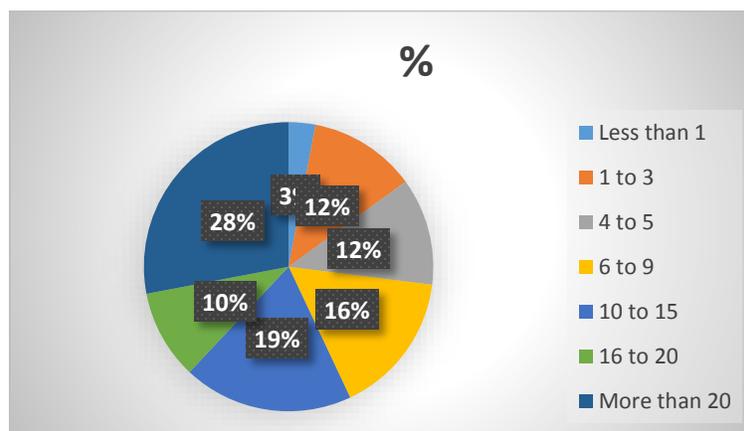
The table below reflects respondents’ affiliation in terms of areas of study. The specific areas of study were selected with input from representatives for each campus across the System. The area of study with the highest response was Language Arts at 18%, followed by Humanities and Social Sciences each at 14%. Science and Mathematics had a response rate of 12% and Education of 10%.

Area of Study	%
Architecture	0%
Business	6%
Career and Technical Education	3%
Culinary Arts	0%
Digital and Creative Media	1%
Education	10%
Engineering	1%
Hawaiian Studies	3%
Health Sciences, Nursing, & Dental Hygiene	7%
Humanities	14%

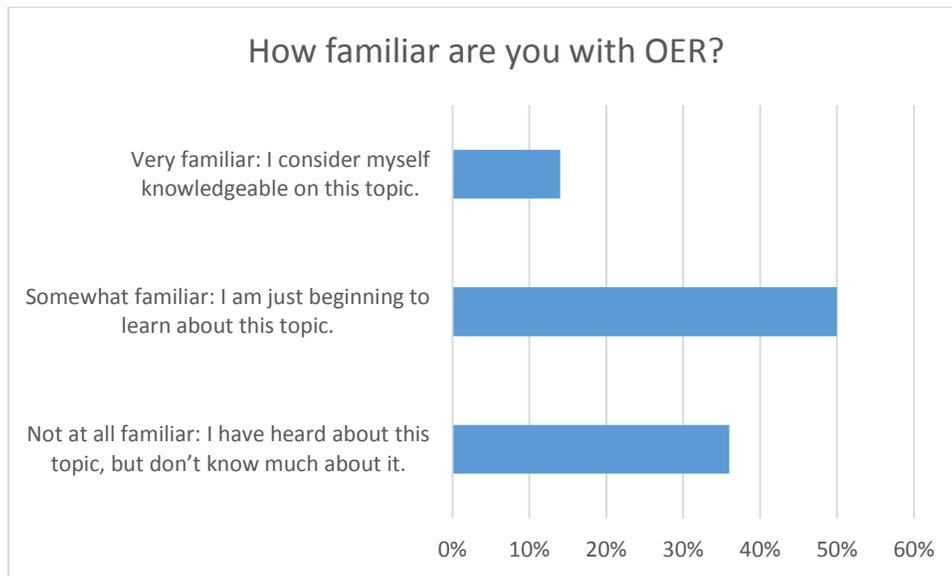
Information and Computer Science & Library Science	5%
Language Arts	18%
Law	1%
Medicine	2%
Ocean & Earth Science & Technology	3%
Pacific & Asian Studies	3%
Pharmacy	1%
Science & Mathematics	12%
Social Sciences	14%
Social Work	2%
Travel Industry Management	1%
Tropical Agriculture & Human Resources	3%
Visual & Performing Arts	3%
Other	8%

When asked to select the levels at which the respondents teach, it was indicated that 88% teach at the undergraduate level and 38% at the graduate level.

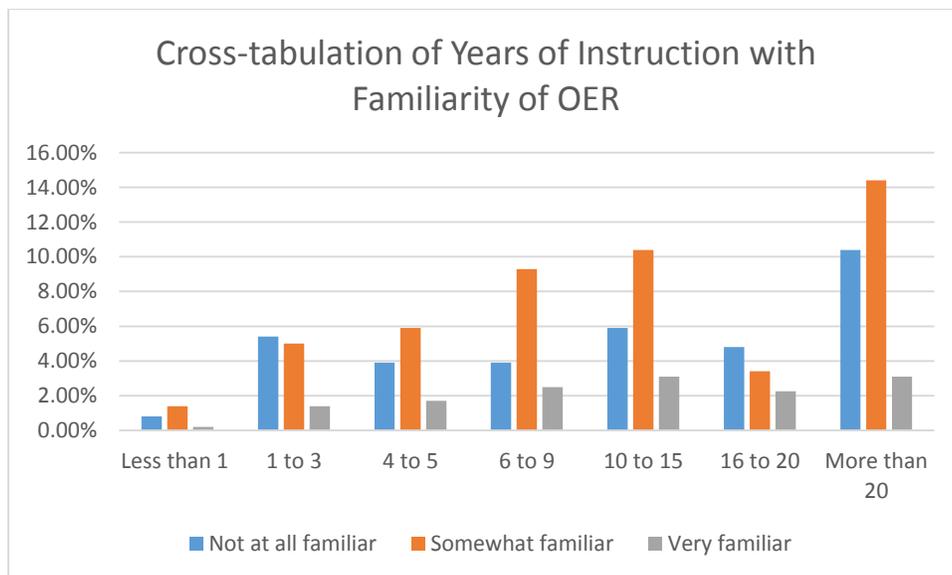
When asked to provide the number of years respondents have been involved with instruction, 28% have been teaching more than 20 years as indicated in the chart below. More than half of the respondents (57%) have taught for ten or more years.



Respondents were asked to indicate their level of familiarity with OER. As seen from the chart below, 50% indicated that they were somewhat familiar, while 36% were not at all familiar with OER.



A cross tabulation of instructional years with familiarity of Open Education Resources is depicted in the following chart. Please note the numbers indicate percentages of total responses.



When asked who selects resources for courses, the majority of respondents indicated that the course professor does so, followed in almost equal amounts by the department curriculum committee, the discipline coordinator, and “other”.

Question #7 asked about the familiarity of the respondents with OER. Exactly half of the respondents indicated that they were “somewhat familiar” with OER, that they were just beginning to learn about the topic. Thirty-six percent indicated that, though they might have heard about the topic, they were not at all familiar with OER. The remaining 14% of respondents indicated that they were very familiar with OER.

Though 50% of respondents reported being somewhat familiar with OER, only 35% had actually used OER in their courses as shown in Question #8. A full 65% had not.

When searching for OER materials, it appears that many people are not aware of resources such as MERLOT, OpenStax, Open Course Library, etc. Respondents indicated that they predominately relied on faculty colleagues, general search tools like Google, and to a lesser degree library research guides like LibGuides when looking for OER.

Only 22% of the respondents indicated that they were in the process of replacing a publisher’s textbook with an open zero cost text. Of those respondents who are using OER, question #11 revealed that the number of respondents who encountered difficulty in searching for OER was just slightly less than the number who did not have difficulty in searching for OER for their courses (55% indicated that they had no difficulty.) This would indicate a need to disseminate good resource guides and guidelines for the selection of high-quality OER.

Question #12 asked for an opinion about the quality of the materials, when generally comparing OER with resources that are purchased. Sixty-one percent responded that they thought OER were similar in quality to resources that are purchased, while 34% thought that OER are of lower quality. Only 5% thought OER were of higher quality.

Following is a breakdown of the kinds of materials that have been created or are in the process of being created. A majority of respondents have not or are not creating materials.

Answer	Response	%
Textbooks	32	10%
Group of lessons	69	21%
Software program	12	4%
Game	16	5%
Quiz	32	10%
Audio	22	7%
Video	49	15%
Animation	9	3%

Images	31	10%
Case Studies	32	10%
Tutorials	42	13%
Maps	10	3%
I have not/am not creating materials.	189	58%
Other	24	7%

As shown in the comparative table below, in question #14 respondents were asked to consider their own classes and to think about how likely they are to use OER. The following results indicate that most respondents (59%) are *somewhat likely, likely, or very likely* to consider OER for their courses. Those *somewhat unlikely, unlikely, or very unlikely* to consider using OER comprised 17% of the responses. Approximately 24% were undecided. Once again, this appears to be an opportunity to offer workshops and information sessions to encourage support for use and development of OER.

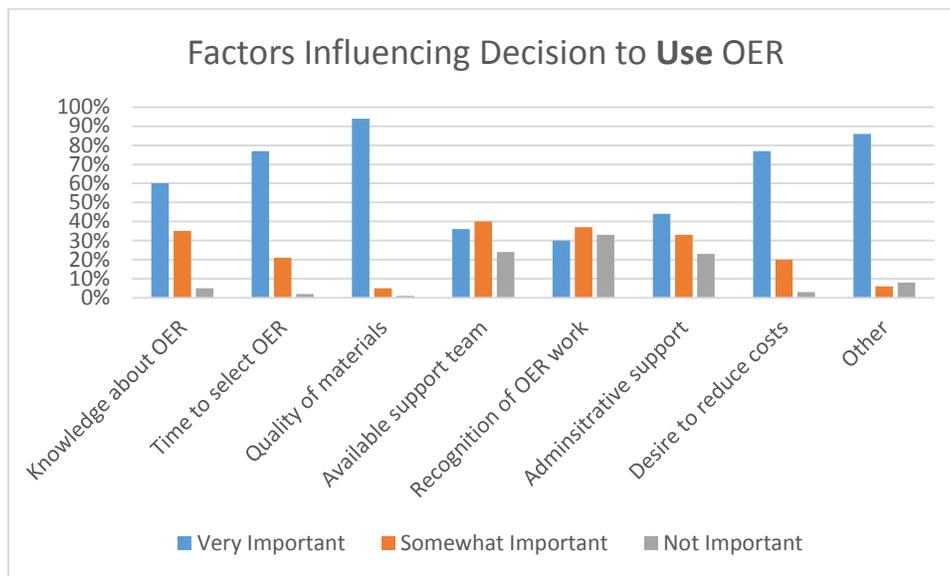
However, when asked about how likely respondents were to create OER for their classes, the table below indicates that there was a percentage shift from the *likely* and *very likely* categories to the *unlikely* and *very unlikely* categories.

Answer	% Considering Using OER	% Considering Creating OER
Very Unlikely	10%	12%
Unlikely	3%	11%
Somewhat Unlikely	4%	9%
Undecided	24%	25%
Somewhat Likely	18%	18%
Likely	21%	15%
Very Likely	20%	10%

Question #16 asked about how important various factors are in influencing the respondents' decision to use OER. The table below indicates that some of the very important factors are the

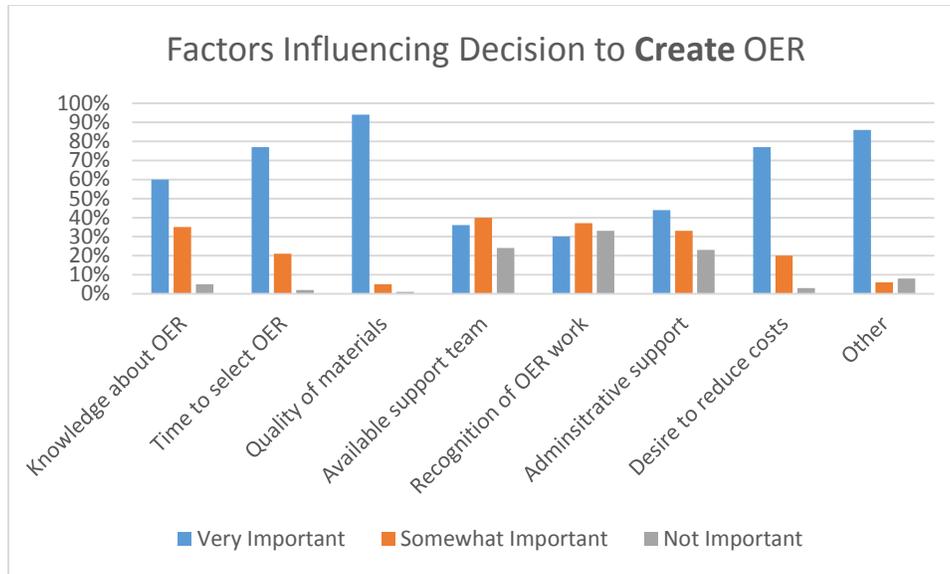
time it takes to find, review, and select OER; the academic quality of the OER materials; and the desire to reduce costs to students.

Some of the reasons listed under the “Other” category were ease of use, user friendly materials, because it’s the “right” thing to do, and specific content in the OER. Several respondents said they would not use OER because they were not compensated for their time, presumably to select appropriate materials.



Question #17 asked how the same factors influence a decision to actually create OER. With regards to the creation of the materials, respondents felt it was very important to have knowledge about OER, to have the time to find materials, to be able to select academic materials of quality, to have the support from administration, as well as the desire to reduce costs to students.

Some of the reasons given in the “Other” category for creating OER are once again it is the right thing to do, covering key concepts in a particular class, creating specific desired materials, and applicability of materials. A few of the reasons given for not creating OER were the time it takes to create materials and not being fairly compensated.



Question #18 presented a variety of options for faculty and instructional staff to learn more about adopting, adapting, and creating OER. The table displays the responses and indicates that generally respondents prefer to learn this new information if presented on a website or via Lulima, the Learning Management System used at UH.

Question	Information				
	F-2-F Workshop	Information via email	via a Website or Lulima	Online OER Mini-course	OER Webinar
Guidelines to find and select OER	19.70%	18%	36.40%	14.20%	11.70%
Open Access Textbooks	16.90%	25%	40.30%	9.70%	8.10%
Guidelines for authoring open access textbooks	23.40%	16.40%	31.80%	17.70%	10.70%
Peer reviews of open access texts: guidelines, stipends & process	15.50%	23%	40.20%	11.20%	10.10%
Copyright and intellectual property related to OER	20.90%	20.90%	33.20%	14%	11%
Royalties for textbook authors	18%	23.10%	39%	11.20%	8.70%
Work with a team to develop OER	44.80%	15.20%	23.10%	9.70%	7.20%
Promoting recognition of open access efforts	17.40%	31%	38%	7.30%	6.30%
How to license OER appropriately	23.60%	18.40%	35.20%	10.20%	12.60%
Other activities	27%	12.50%	40%	12.50%	8%

The final question asked respondents why they might NOT be interested in OER and asked them to select all possible reasons that applied. Results indicate that time is the key factor in preventing people from using or creating OER. Another factor is also a concern over the quality of OER in the respondents' subject area. The results would indicate that it is important to have subject area OER information and specific resources organized for instructional faculty and staff.

