



#OERCamp global 2021

Assessing Open Educational Resources Needs for High Enrollment Classes at Institutions of Higher Learning

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Goals



- What Open Educational Resources (OER) is and rationale for using them
- UCSB & UCSB Library
 - Brief Profiles
- OER Assessment - Environmental Scan
 - Capstone Project Survey Timeframe
 - Survey Results Analysis
 - Next Steps - Recommendations
- Question Time

Open Educational Resources (OER) Defined



What are OER?

- Educational materials that are in the public domain or are licensed to allow free use and reuse by anyone.
- Resources licensed under an open Creative Commons license which allows for retaining, remixing, revising, reusing, and redistributing.

OER can include:

- articles
- textbooks
- maps
- media
- assignments
- videos and other content formats

[SPARC OPEN EDUCATION PRIMER](#)

Why Open Educational Resources?



Case for Open Educational Resources:

- an affordable alternative resource for learning
- accessible to many students
- help to avail equal opportunities to students regardless of their economic backgrounds
- Improve student success rates

The Project Kaleidoscope highlighted how OER improved student success rates.

Students at UCSB can benefit from using OER regardless of their economic background (SPARC, 2018).

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Photo by UC Santa Barbara Digital Asset Library

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- Affiliation - UC System
 - (10 campuses)
- Public Research University
- Undergraduates - 26,179
- Graduate Students - 2,983
- Academic term - Quarter

University of California, Santa Barbara Library



Credit: UC Santa Barbara Library

University of California, Santa Barbara Library



- 2 physical libraries, UCSB Library and Music Library branch
- 3 million print volumes
- 30,000 e-journals
- 34,450 eBooks, 900,055 digitized items
- Five million cartographic items
- Serve faculty, staff, students, and community members

Capstone Project OER Assessment Timeline



January -
March

- Survey planning
- Survey deployment
- Survey completion

March-
May

- Survey results analysis
- Report writing

May 6 &
May 17

- Capstone report submission
- Capstone project evaluation

Why OER Environmental Scan?



Assess faculty OER awareness and usage patterns.

Recommend potential OER initiatives.

SPARC Open Education Leadership Program.

OER Assessment: Environmental Scan Rationale



Faculty survey and survey for the students in the [Promise Scholars Program](#) designed to assess:

Key questions:

Are faculty using OER?

Are they open to adopting them?

Are students aware of their existence?

Would they advocate for their usage, if so, in what ways?

OER Assessment: Survey Instruments



[Affordable Resources for Teaching](#)

[Affordable Resources for Learning](#)

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OER Assessment: Survey Design



Used a methodology sufficient to gather data from 21 departments and 500 students who have been learning remotely due to the COVID-19 pandemic.

Data gathered through the surveys helped determine OER initiatives that might help support faculty and students.

Determine the best OER Assessment methodology that works for your institution.

OER Assessment: Survey Design



Survey Instrument Designing:

Consult literature on surveys and environmental scanning.

Research any available adaptable survey instruments.

Consider building one from scratch.

Review your project goals and design your survey instrument to address your goals.

Project goals will help you determine the type of questions to include in the survey instrument.

OER Assessment: Survey Design



Determine software for designing instrument, e.g. Google forms.

Determine the question format, e.g. multiple-choice and free-text questions.

Consult colleagues to review the survey instrument for feedback.

Test the survey with colleagues below the final deployment.

Determine the timeframe to run the survey.

OER Assessment: Faculty Survey Results



Survey Findings - Faculty

- Forty-six faculty from 26 departments responded.
 - 55% - the targeted departments with high enrollment courses.
- Any difficulty shared in acquiring textbooks
 - 40% faculty respondents - students indicated difficulties acquiring some of their learning materials.
 - COVID likely exacerbated the textbook acquisition challenges for students.
 - textbook acquisition challenges
 - WiFi difficulties

OER Assessment: Faculty Survey Results



COVID Impact and adjusting assigning of materials

- 31% faculty respondents - COVID affected student access to resources.
 - resource access challenges for international students.
 - Internet or technological barriers to student accessing resources.
- 80% of the respondents shared how they had to adjust how they assign students materials due to COVID-19

OER Assessment: Faculty Survey Results



OER Familiarity

- Very - **12.8%**, Somewhat - **27.7%**,
- Not at all, but interested - **48.9%**, Not at all & not interested- **10,6%**

Faculty Using OER

- Yes - **21.3%**, No - **61.7%**, No & not interested - **17%**

OER Usage by type

- **Books** - 35%, **Syllabus** - 6% faculty, **Lecture notes** - 8% faculty, **Assignments** - 20%

OER Assessment: Faculty Survey Results



OER Adoption

- **85.1%** faculty would consider OER adoption
- **14.9%** wouldn't consider OER adoption

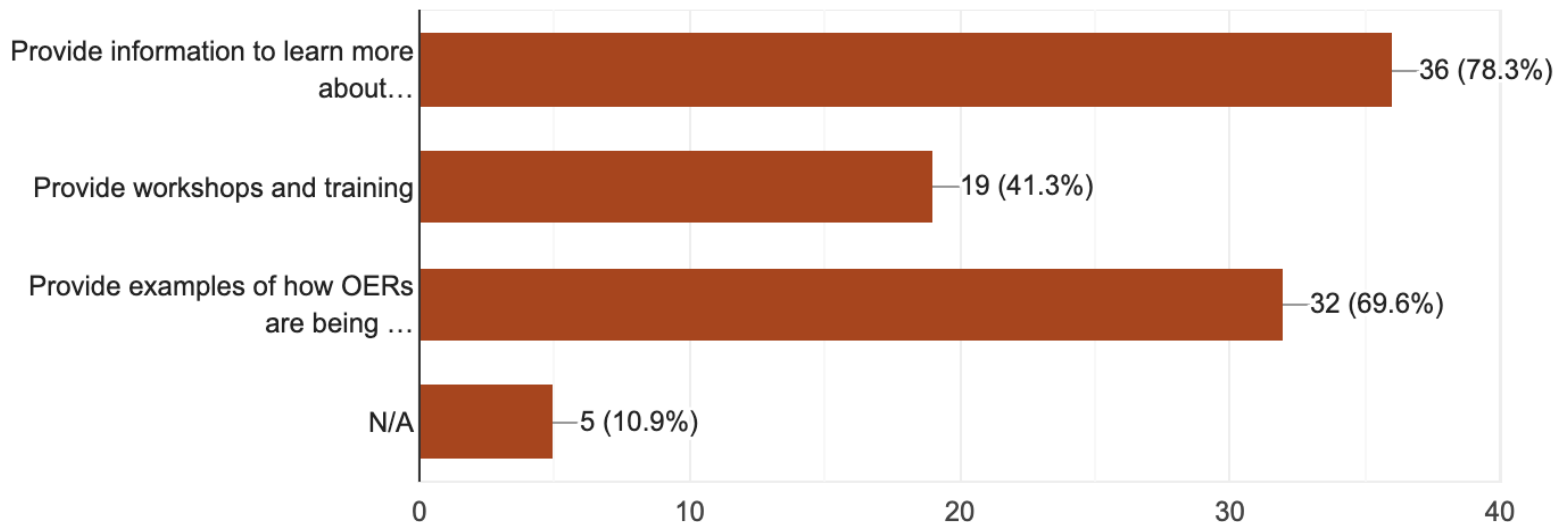
Why Say **NO** to OER:

Time, unsure what's available, material not expensive, OER not available for their subject area

OER Assessment: Faculty Survey Results



How the UCSB Library might help in OER adoption



OER Assessment: Promise Scholars Survey Results



45 students in the Promise Scholars Program responded

- 8% - from the departments with high enrollment courses: Communication, English, Environmental Studies, Psychology, and Sociology.
- 60% of the student respondents said cost of textbooks influenced the number of units they take each quarter.
- 37.8% - avoided taking certain courses because of the cost of textbooks.
- 80% - took some courses even if they can not afford the assigned textbooks and rely on friends, Library Course Reserves or the internet for resources.
- Only 4.4% of the students said they were not affected by the cost of textbooks.

OER Assessment: Promise Scholars Survey Results



- 96% spent \$500 or less, 2% said they spend \$500 to \$1000, and 2% spend \$1000 or more on textbooks

Are 96% of the students simply doing without their required readings since they spent \$500 or less for the fall quarter, 2020.

- Only 17% respondents indicated that COVID-19 had not affected their access to assigned textbooks.

Shared various textbook acquisition challenges

OER Assessment: Promise Scholars Survey Results



OER Familiarity, Benefit & Advocacy

- 80% of the students not familiar with OER, 17.8% somewhat familiar, & 2% were very familiar.
- 8.9% were not sure how they would benefit from using OER. 75.6% would save on textbook costs, and 12.6% would take more units if they have affordable learning resources.

Sharing about OER: 4.4% of students not sure. 44% to their professor & fellow students. 33% would tell fellow students. 17.8% would share with their professor.

The voices of the majority of respondents indicate a dire need for affordable learning resources.

OER Assessment: Recommendations for the UCSB Library



Develop an [OER informational guide](#) for faculty, students and staff.

Proactively follow up with all faculty survey respondents and find out what form of support they might need from the UCSB Library should they consider using OER as an option for their teaching materials.

Plan workshops/training events for faculty to meet and learn about OER as well as exchange ideas on OER adoption. The Center for Innovative Teaching, Research, and Learning (CITRAL) is a strategic partner in planning OER workshops for faculty.

Reach out to faculty who have adopted OER and see if they are open to collaborating and sharing their experiences at faculty OER workshops

Collaborate with faculty already utilizing OER, so they can encourage other faculty looking to adopt them.

OER Assessment: Recommendations for the UCSB Library



Establish an OER Committee to help keep up with trends in the OER environment and open pedagogy.

Look into establishing a grant program to incentivize faculty adopting OER.

Monitor OER initiatives at other UC campuses for opportunities to collaborate as well as improve services locally.

At a later phase, faculty might benefit from the library subscribing to resources for open book creation or publishing platforms like Pressbooks. Consideration can also be made about a repository for OER depositing.

Consider an Open Education Policy to guide the initiatives at UCSB. If there is an OER Committee, they can potentially help in looking at an OER policy for the UCSB library.

What Some Students Said!



“I think this would be a great opportunity for students with a lower income threshold because it would relive the [stress] of spending hundreds of dollars on textbooks”

What Some Students Said!



“I feel that this would be very helpful. Money is one of the major stresses and I would probably cry to have even a slight relief regarding that aspect of my life.”



Thank You!

Do you have any questions?

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