

Exploring the Effects of OER at TRU (Admin)

Page 1

Administrator Survey

Completing this survey will take approximately 20 minutes.

Purpose

The purpose of this study is to explore the effects of Open Textbook adoption in relation to student costs; learning outcomes; resource use; and faculty, administrator, and student perceptions of open and traditional resources.

Voluntary Participation

Your participation in this research project is completely voluntary. All questions in the online survey are optional and you may withdraw from the research study at any time by closing your browser. Clicking “Yes” below indicates that you have read and understood this form and consent to participate in this research. You should ask the principal investigator listed below any questions you may have about this research study. You may ask him questions in the future if you do not understand something that is being done. Consenting to participate in this research project does not waive your rights to legal recourse in the event of research related harm.

Principal Investigator

Colin Madland (M.Ed.), Thompson Rivers University

Risks

There are no known risks associated with participating in this research project.

Benefits

The study will help us build a picture of how instructors at TRU use open educational resources for learning and teaching. The research data will help educators around the world make more informed decisions about the adoption of open textbooks and other open educational resources and support increased adoption and adaptation of open resources to reduce student costs and improve learning outcomes.

Compensation

There is no compensation offered in exchange for your participation in this study.

Confidentiality

By answering the survey questions, you are granting the researcher use of your data for research and dissemination purposes. Although you are not asked to provide your name, in some cases your answers to a few demographic questions about your academic background and your role at TRU could indirectly identify you.

Please note, however, that you may choose not to answer these questions and that all of the questions in this survey are optional.

The results of this study may be presented at conferences and published in academic journals; however only group averages and trends will be reported. The raw data collected during this study will be stored securely (using password protected and encrypted data files) and accessible only to the researcher. Anonymized data will be made available under an open license to enable further analysis by other researchers.

At this time there is no plan to destroy the data as it may be used for future analyses, including investigations of changes over time in attitudes towards open textbooks and other open educational resources.

Our data protection policy complies with British Columbia's Freedom of Information and Protection of Privacy Act.

Contact Information

If you want to talk to anyone about this research study because you think you have not been treated fairly or think you have been hurt by joining the study, or if you have any other questions about the study, you should the principal investigator, Mr. Colin Madland, at 250-852-6810 or cmadland@tru.ca or the Chair of the Research Ethics Board at 250-828-5000 or tru-reb@tru.ca.

Informed Consent

Do you consent to having your responses included in this research project?

Yes

No

Demographics

What is your highest educational qualification?

- ☐ High School Diploma
- ☐ Attended College
- ☐ Associates Degree (Two Year)
- ☐ Bachelors Degree
- ☐ Masters Degree
- ☐ PhD or Professional Doctorate
- ☐ No Formal Qualification
- ☐ Other, please specify...

What kind of teaching have you done?

Please check all that apply.

- ☐ Full-time face-to-face teaching
- ☐ Part-time face-to-face teaching
- ☐ Full-time distance/online teaching
- ☐ Part-time distance/online teaching

☐ Full-time blended (face-to-face and distance/online) teaching

☐ Part-time blended (face-to-face and distance/online) teaching

☐ Work-based training

☐ Other, please
specify...

Type here

For how many years did you teach?

☐ Under 1 year

☐ 1 to 3 years

☐ 4 to 6 years

☐ 7 to 10 years

☐ Over 10 years

For how many years have you been an administrator in higher education?

☐ Under 1 year

☐ 1 to 3 years

☐ 4 to 6 years

☐ 7 to 10 years

☐ Over 10 years

Your use of Open Educational Resources (OER).

Open Educational Resources are teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for free use, adaptation, and distribution.

Open educational resources can be in many formats, including open textbooks, complete courses and small assets such as videos. Many free online resources are open educational resources.

In which of these ways, if any, have you used or created Open Educational Resources?

Please select all that apply.

- ☐ I have used open educational resources.
- ☐ I have adapted open educational resources to fit my needs.
- ☐ I have created open educational resources for study or teaching.
- ☐ I have created resources myself and published them on an open licence.
- ☐ I have added a resource to a repository.
- ☐ I have added comments to a repository regarding the quality of a resource.
- ☐ I have added comments to a repository suggesting ways of using a resource.
- ☐ I have not used or created open educational resources.
- ☐ Other, please specify...

Type here

Which, if any, of the following types of open educational resources have you used for teaching/training?

Please select all that apply.

- ☐ Open textbooks
- ☐ Whole course
- ☐ Elements of a course (e.g. a module/unit)
- ☐ Videos
- ☐ Audio podcasts
- ☐ Images
- ☐ Infographics
- ☐ Interactive games
- ☐ Lectures
- ☐ Lesson plans
- ☐ Tutorials
- ☐ Quizzes
- ☐ Ebooks
- ☐ Data sets
- ☐ Learning tools, instruments and plugins
- ☐ Other, please specify...

Type here

Are you aware of the BCcampus Open Textbook repository?

☐ Yes

☐ No

If you are aware of BCcampus Open Textbooks, how did you learn about them?

Type here

Teaching with Open Educational Resources

Based on your experiences as a instructor and administrator, to what extent do you agree with the following statements? Use of OER in higher education...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Increases learners' participation in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases learners' interest in the subjects taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases learners' satisfaction with the learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leads to improved students' grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds learners' confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops learners' increased independence and self-reliance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allows me to better accommodate diverse learners' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases learners' engagement with lesson content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increases learners'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

experimentation with new
ways of learning

☒ Strongly
Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly
Agree

Increases collaboration
and/or peer-support among
learners



Increases learners'
enthusiasm for future study



Leads to learners
becoming interested in a
wider range of subjects
than before they used OER



Please provide evidence, or tell us more about any experience, which
supports your responses to the previous question's statements.

Type here

Based on your experiences as an instructor or administrator, how would
you rate the quality of OER when compared with traditional, proprietary
materials?

"The quality of OER when compared with traditional, proprietary materials is
usually..."

☐ Much Better

☐ Somewhat Better

- ☐ About the Same
- ☐ Somewhat Worse
- ☐ Much Worse

Please provide evidence, or tell us more about any experience, which supports your responses to the previous question's statements.

Type here

The Impact of Using Open Educational Resources

Do you believe that your students have saved money by using open educational resources?

Yes

No

Do you think that your institution benefits financially by using open educational resources?

Yes

No

To what extent do you agree with the following statements about the impact of instructors using open educational resources? Use of open educational resources...

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
broadens coverage of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to a broader range of teaching and learning methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
improves student and instructor information and communication technology skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to the use of a wider range of multimedia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
leads to more use of culturally diverse resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helps instructors stay more up-to-date in their knowledge of their subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to instructors reflecting more on the way that they teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to instructors more frequently comparing their own teaching with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to instructors using OER study to develop their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
leads to instructors collaborating more with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide evidence, or tell us more about any experience, which supports your responses to the previous question's statements.

Type here

Institutional Policies Concerning Open Educational Resources

What kinds of practices and policies, if any, does your institution have in relation to open educational resources?

Type here

Are you aware of any changes to policy and/or practice that have taken place at your institution as a result of participation in OER pilots and/or programs?

Yes

No

In the context of your role as an administrator, what kinds of policies would help instructors to be more open?

Type here

In the context of your role as an administrator, what barriers, if any, have you encountered when instructors have used OER in your institution?

Type here

Open Licensing

"A license is a document that specifies what can and cannot be done with a work (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license is one which grants permission to access, reuse and redistribute a work with few or no restrictions."

Open Definition (<http://opendefinition.org/guide/>)



Do you recognise the logo above?

- ☐ I've never seen it
- ☐ I've seen it but I don't know what it means
- ☐ I've seen it and I know what it means

How important is open licensing to using resources in teaching in higher education?

- ☐ Very important
- ☐ Important

- ☐ Moderately important
- ☐ Of little importance
- ☐ Unimportant

Openness

What does "openness" in education mean to you?

Type here

Do you think that instructors should share teaching resources publicly?

- ☐ No, but they may share them with colleagues or others when asked.
- ☐ No, they should not share any of their teaching materials with anyone but students.
- ☐ Yes, they should be publicly viewable and they should have a license on them that allows them to be revised and reused.
- ☐ Yes, they should be publicly viewable but they shouldn't have a license on them that allows them to be revised and reused.
- ☐ Other, please specify...

Type here

Please explain the reasons behind your answer to the previous question: Why should instructors share their teaching materials publicly (or not), and why should they/should they not allow them to be revised and reused?

Type here

Are there any institutional or policy barriers that may affect instructors' decisions whether and how to share their teaching materials publicly? If so, please explain.

Type here

About Your Use of Computers and the Internet

In which of these ways, if any, have you accessed the Internet during the past three months?

☐ Via an Internet-enabled mobile phone (smartphone)

☐ Via a tablet computer or iPad

☐ At home using a broadband connection

☐ At home using a dial-up connection

☐ Via a video game console

☐ At work

☐ At an educational institution

☐ At a community facility (e.g. a library)

☐ Via a commercial facility (e.g. cyber cafe)

☐ Other, please
specify...

Type here

Which of these things have you done in the last year?

☐ Sent an email

☐ Written a document using word processing software (e.g. Word)

- ☐ Used presentation software (e.g. Powerpoint)
- ☐ Performed calculations with spreadsheet software (e.g. Excel)
- ☐ Contributed to a Wiki (e.g. Wikipedia)
- ☐ Published a blog post (e.g. Wordpress, Blogger)
- ☐ Shared an image online (e.g. Flickr, Instagram, Pinterest)
- ☐ Posted on a microblogging platform (e.g. Twitter, Tumblr)
- ☐ Took part in a videochat (e.g. Skype)
- ☐ Contributed to an Internet forum
- ☐ Contributed to a social network (e.g. Facebook, Google+, MySpace, Beebo)
- ☐ Used cloud-based storage (e.g. Dropbox, Google Drive)
- ☐ Shopped Online (e.g. eBay, Amazon)
- ☐ Downloaded a Podcast (e.g. iTunes)
- ☐ Downloaded a file using a torrent client (e.g. Bittorrent, UTorrent)
- ☐ Filmed and uploaded video content
- ☐ Used a learning management system to study or teach (e.g. Moodle, Blackboard)
- ☐ Recorded and uploaded a podcast

A Little More About You

Here are a number of personality traits that may or may not apply to you. Please indicate the extent to which you agree or disagree with each of the following statements. You should rate the extent to which the pair of traits applies to you, even if one characteristic applies more strongly than the other.

I see myself as

	Disagree Strongly	Disagree Moderately	Disagree a Little	Neither Agree nor Disagree	Agree a Little	Agree Moderately	Agree Strongly
Extroverted, enthusiastic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical, quarrelsome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dependable, self-disciplined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxious, easily upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Open to new experiences, complex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reserved, quiet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sympathetic, warm.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disorganized, careless.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Calm,
emotionally
stable.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disagree	Disagree	Disagree	Neither	Agree	Agree	Agree	Agree
Strongly	Moderately	a Little	nor	a	Moderately	Strongly	
			Disagree	Little			

Conventional,
un-creative.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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