

TRACKING AWARENESS OF "OPEN" LICENSING AND ADOPTION IN US K-12 AND HIGHER EDUCATION

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OVERVIEW

Presentation Contents:

- Introduction
- Growing Awareness in **Higher Education** and **K-12**
- Factors Impacting Growth of Awareness
- How vital is “open” licensing to teachers and faculty?
- Relationship between open licensing and OER adoption
- Conclusions and future



POLL
QUESTIONS



Q&A AT END

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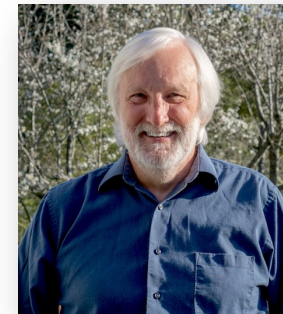
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INTRODUCTION TO BAY VIEW ANALYTICS

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 design, sampling, survey design, and statistical analysis expertise.



Julia Seaman, Ph.D.
Director of Research



Jeff Seaman, Ph.D.
Director

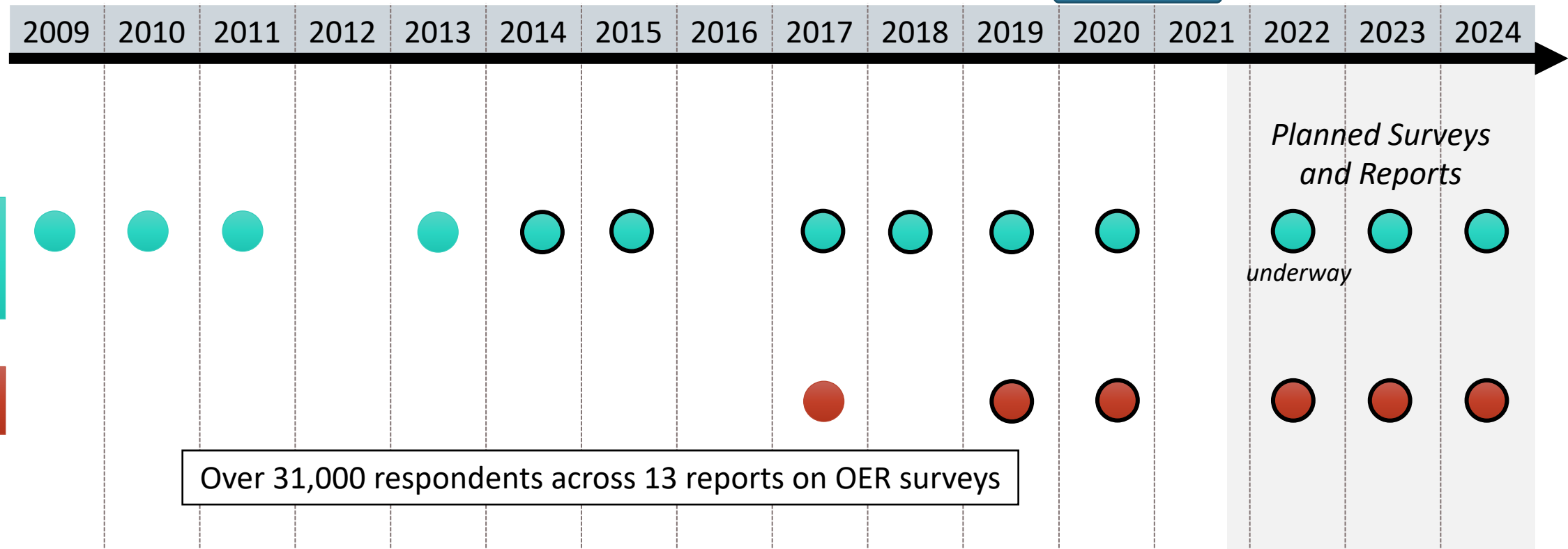


WE HAVE CONDUCTED SURVEYS ON OER FOR OVER A DECADE

○ Survey asked about licensing awareness

Today

COVID-19



Higher Ed

K-12

Over 31,000 respondents across 13 reports on OER surveys

Planned Surveys and Reports

underway

SURVEYS AIM TO UNDERSTAND THE GROWING ROLE OF OER

Goal 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 institution

Project supported by



Bay View Analytics®

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.*

SURVEYS ASK ABOUT LEVELS OF AWARENESS ON LICENSING

Survey question to respondents:

How aware are you of each of the following licensing mechanisms?

“Somewhat Aware” likely includes name recognition, but minimal knowledge of the licensing details

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Total awareness combines “Aware” and “Very Aware” categories

Real-Time SMS and Web Polling

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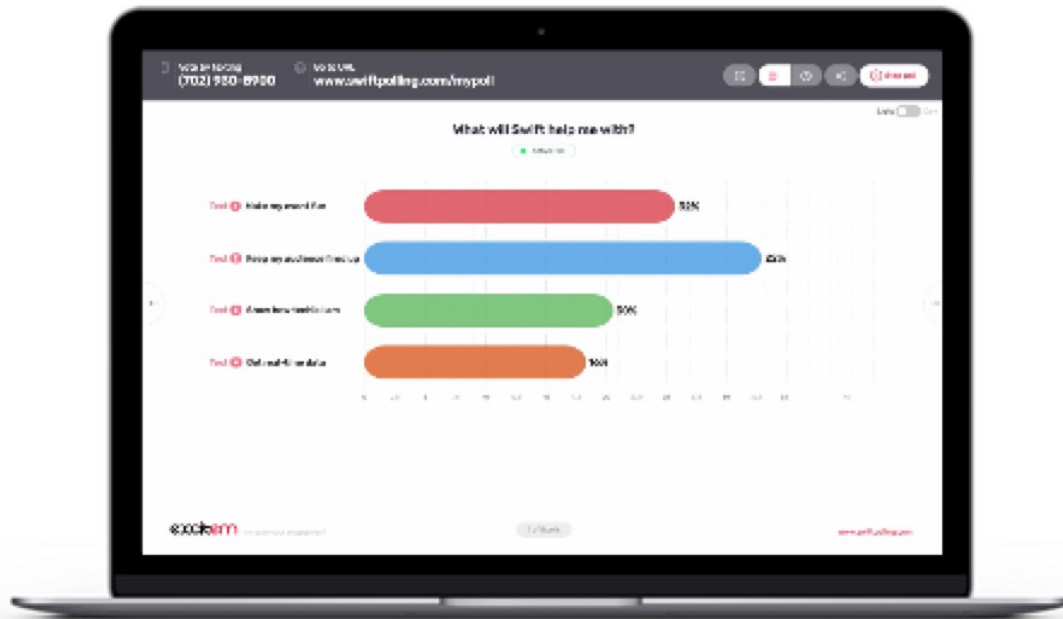
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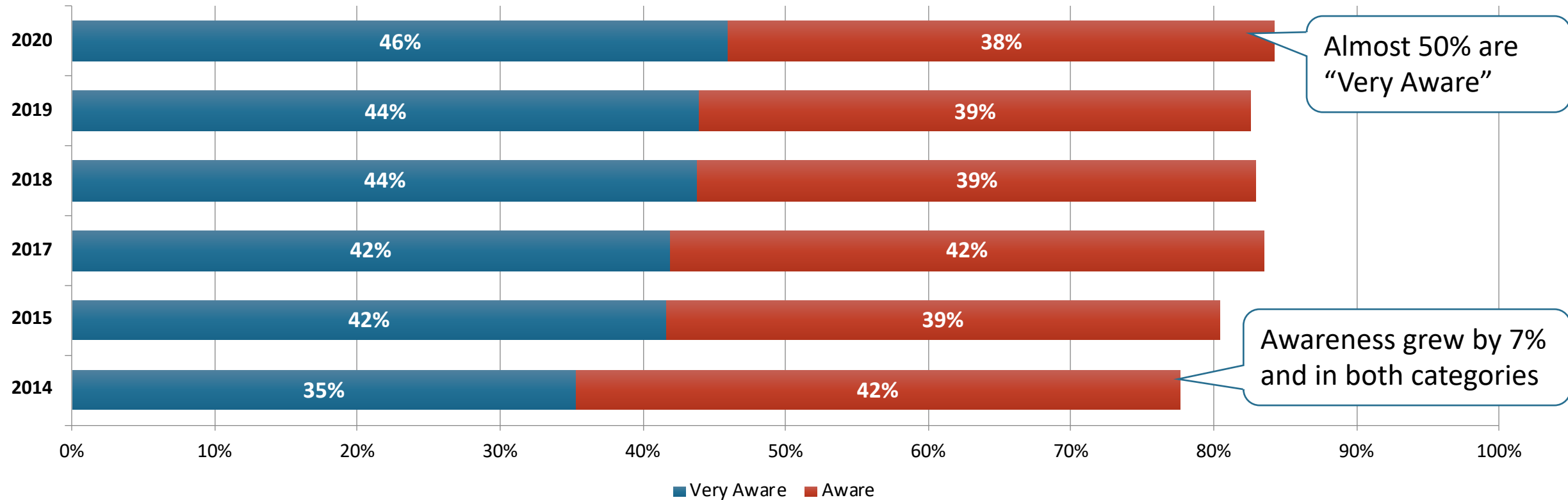
GROWING AWARENESS IN HIGHER EDUCATION AND K-12

CURRENT AND PAST AWARENESS FOR CC LICENSING



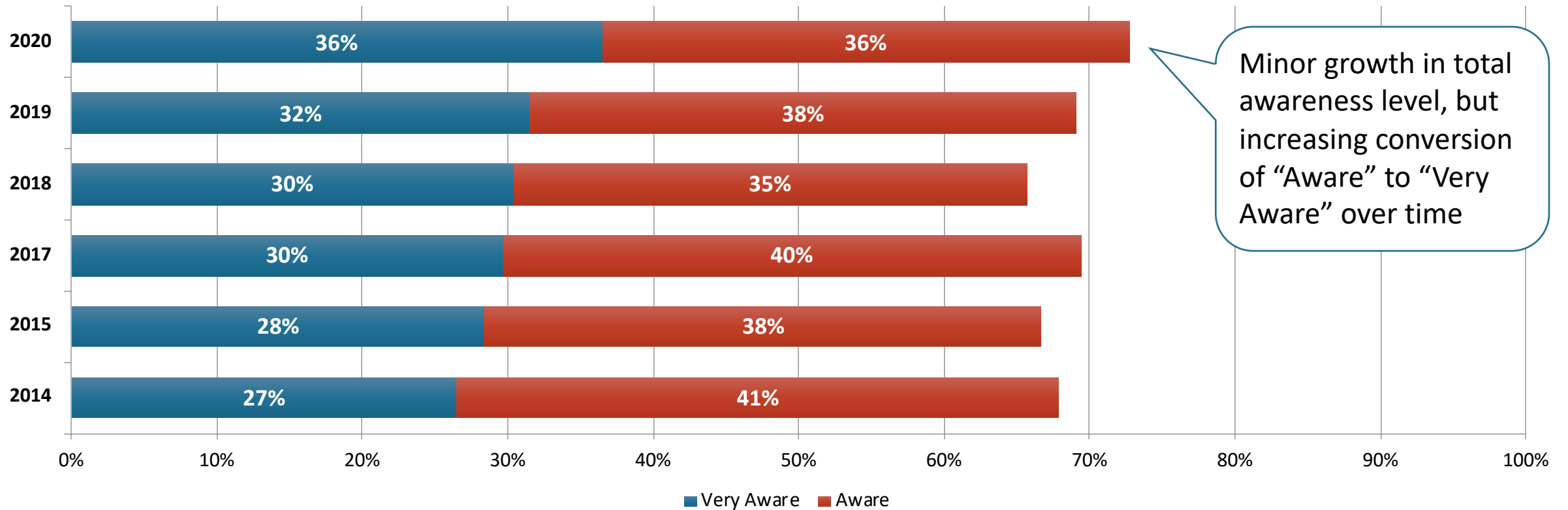
COPYRIGHT AWARENESS IS >80% AND RELATIVELY STABLE YEAR TO YEAR

COPYRIGHT AWARENESS – US HIGHER EDUCATION: 2014 TO 2020



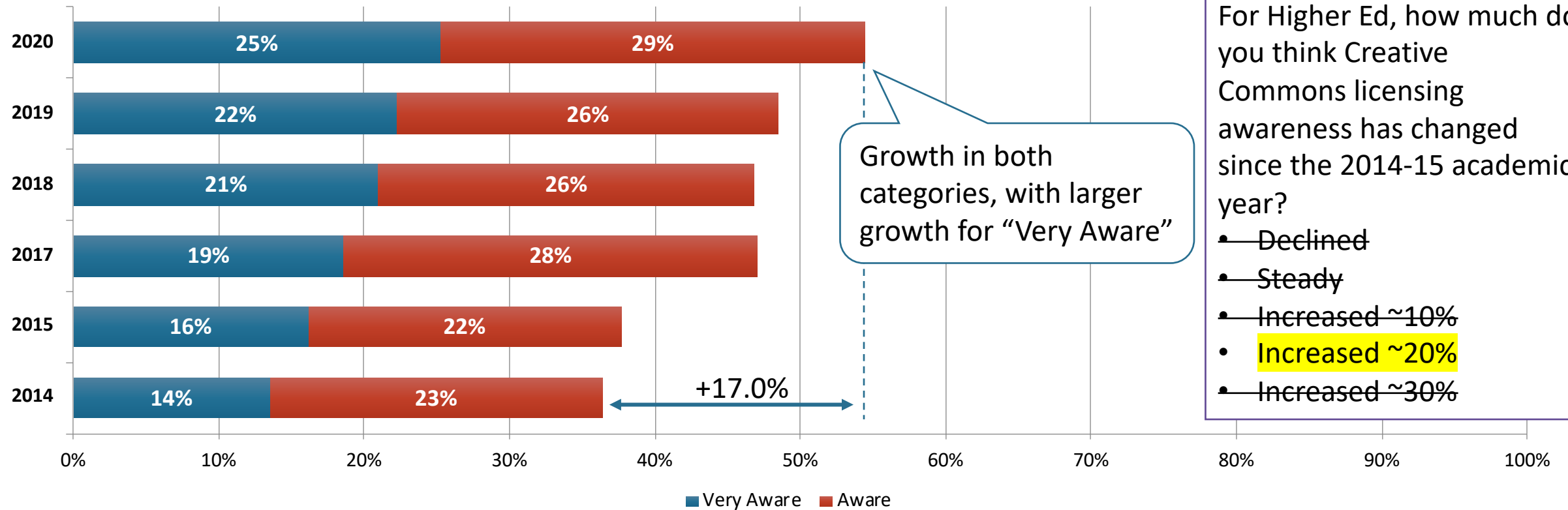
PUBLIC DOMAIN AWARENESS IS SLIGHTLY LOWER (~70%) AND ALSO RELATIVELY STABLE

PUBLIC DOMAIN AWARENESS – US HIGHER EDUCATION: 2014 TO 2020



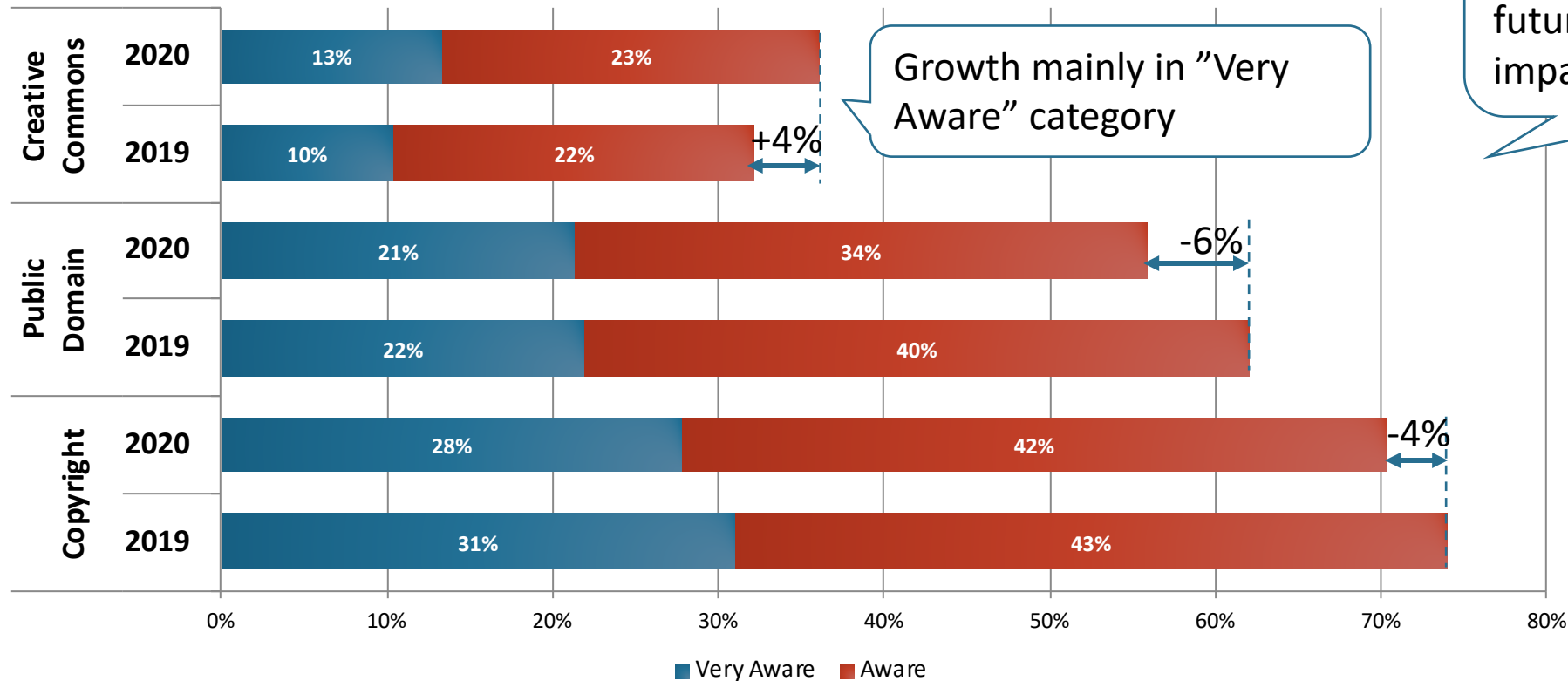
IN CONTRAST, CREATIVE COMMONS AWARENESS STARTED LOW (<40%) AND JUST GREW TO OVER 50% THIS PAST YEAR

CREATIVE COMMONS AWARENESS – US HIGHER EDUCATION: 2014 TO 2020



WHILE AWARENESS WAS STEADY/SLIGHT DECREASED FOR COPYRIGHT AND PUBLIC DOMAIN, CC AWARENESS HAD SLIGHT GROWTH IN 2020

K-12 TEACHER AWARENESS OF LICENSING



Growth mainly in "Very Aware" category

These small year over year changes to be confirmed in future surveys; may be impact of COVID

For K-12, how much do you think Creative Commons licensing awareness has changed between 2019 and 2020?

- Declined
- Steady
- Increased ~5%
- Increased ~10%
- Increased ~15%

CONCLUSIONS

- Teachers and faculty are most aware of copyright, then Public Domain, and then Creative Commons licensing
- For Higher Ed
 - Copyright and Public Domain awareness is relatively stable, with small growth year over year
 - Creative Commons awareness continues to grow, and just reached over 50% in 2020
- For K-12
 - Small changes (4 - 6%) between 2019 and 2020
 - Some growth in Creative Commons awareness, with some decline in awareness of copyright and Public Domain

There is still room for growth for CC awareness in K-12 and Higher Ed



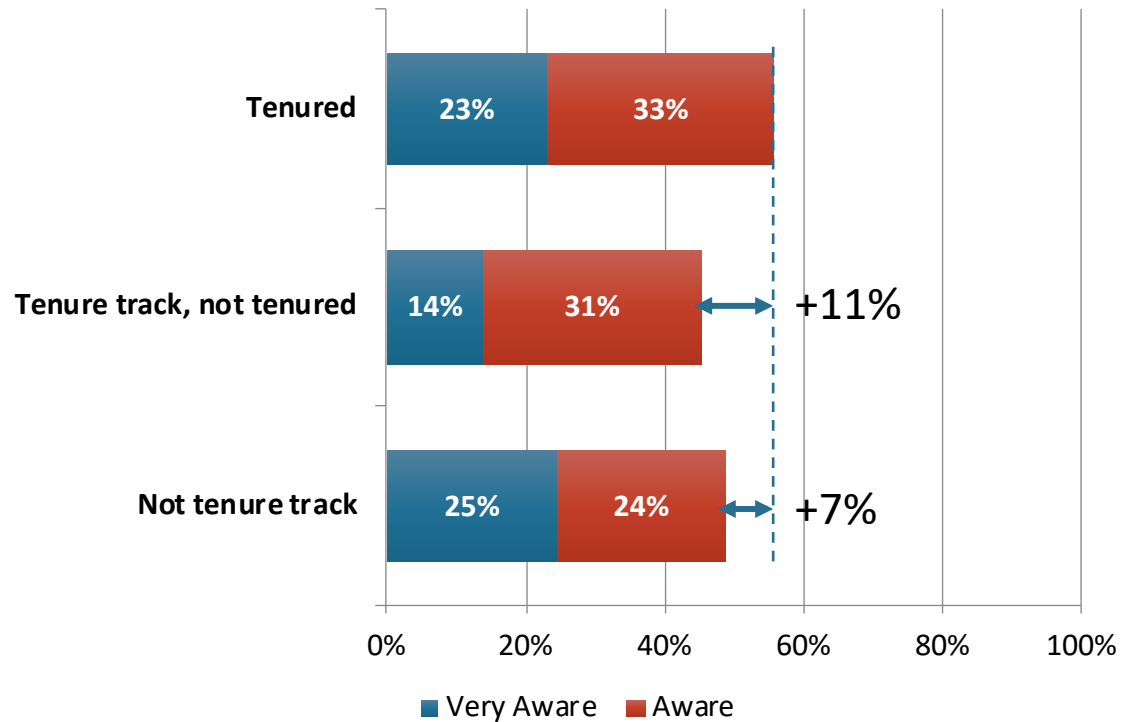
FACTORS IMPACTING GROWTH OF AWARENESS

DEMOGRAPHICS CORRELATED WITH INCREASED AWARENESS

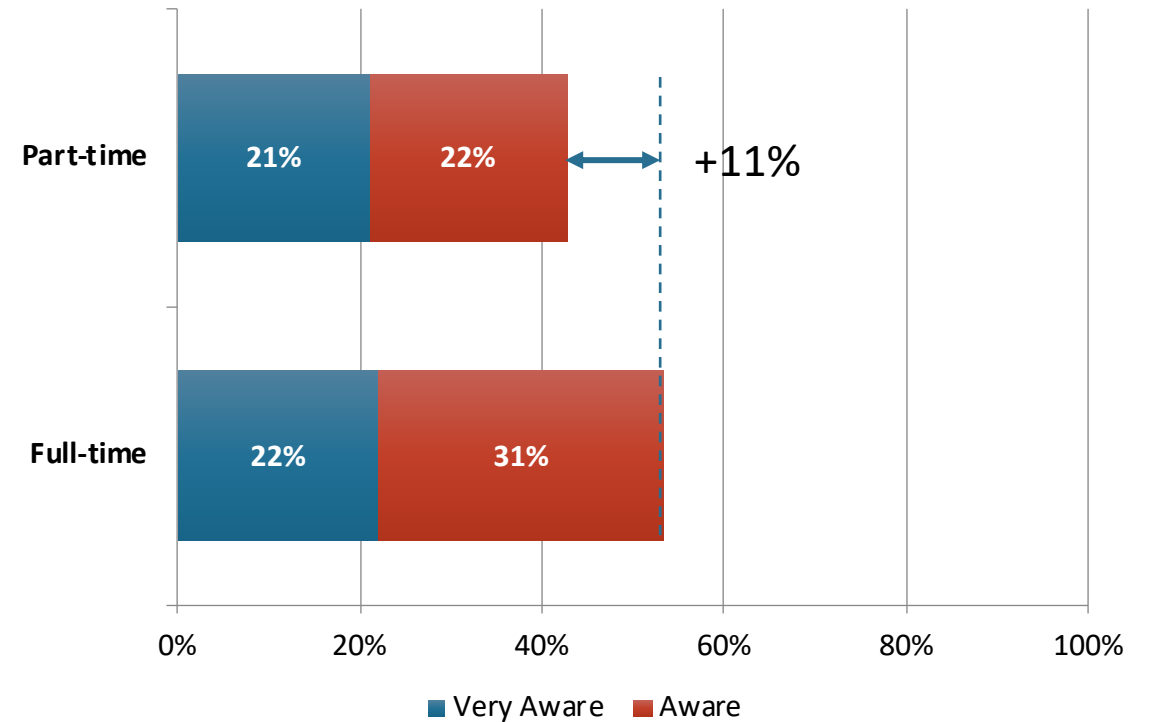


IN HIGHER ED FOR 2020, CREATIVE COMMONS AWARENESS IS HIGHER FOR TENURED AND FULL-TIME FACULTY

CREATIVE COMMONS AWARENESS — US HIGHER EDUCATION: 2020

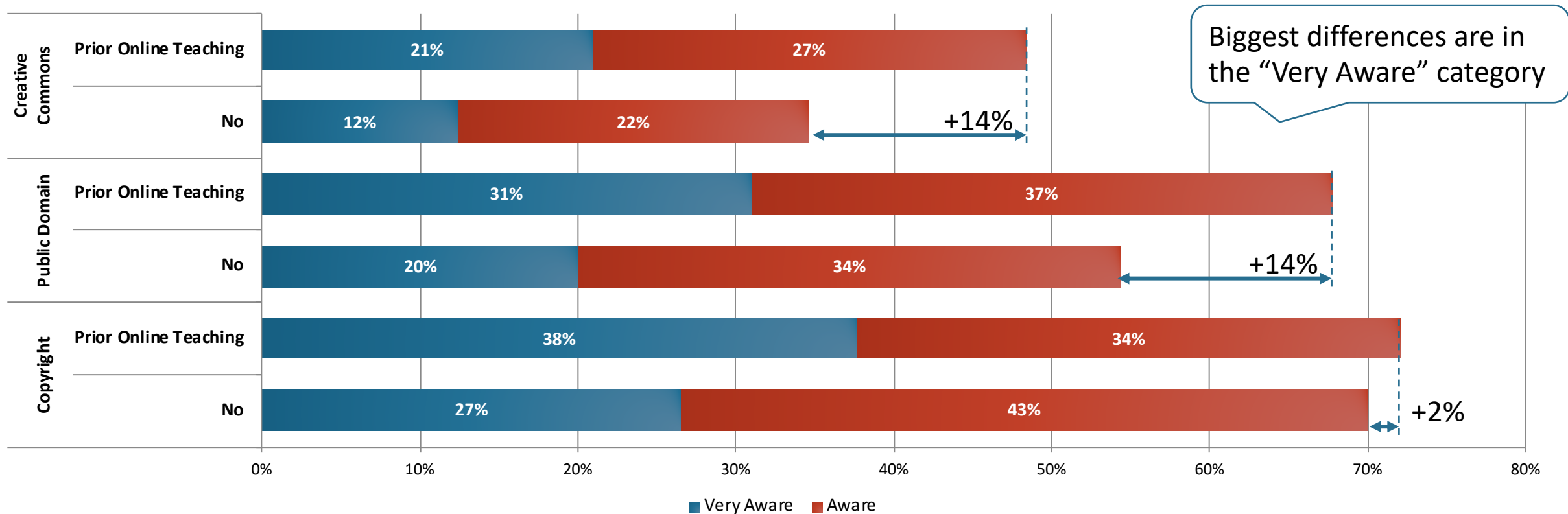


CREATIVE COMMONS AWARENESS — US HIGHER EDUCATION: 2020



PRIOR EXPERIENCE TEACHING ONLINE BEFORE 2020 IS ASSOCIATED WITH INCREASED AND HIGHER AWARENESS OF ALL LICENSING FOR K-12

K-12 TEACHER AWARENESS OF LICENSING BY PRIOR ONLINE TEACHING EXPERIENCE



Biggest differences are in the "Very Aware" category

CONCLUSIONS

- Higher Creative Commons Awareness is associated with tenured and full-time faculty at Higher Ed institutions
- For K-12, higher awareness of Public Domain and Creative Commons is associated with prior online teaching experience

Teacher/faculty circumstances impact the likelihood of discovering open materials, and the likelihood of implementing those materials



HOW VITAL IS “OPEN” TO TEACHERS AND FACULTY

PERCEPTIONS AROUND OPEN CHARACTERISTICS



OPEN LICENSING LIKE CREATIVE COMMONS PERMITS AND ENCOURAGES FACULTY ACTIVITIES AROUND THE 5RS FOR OER

Within the bounds of Creative Commons licensing, there are 5 key points to consider when using OERs: Reuse, Retain, Revise, Remix, & Redistribute.

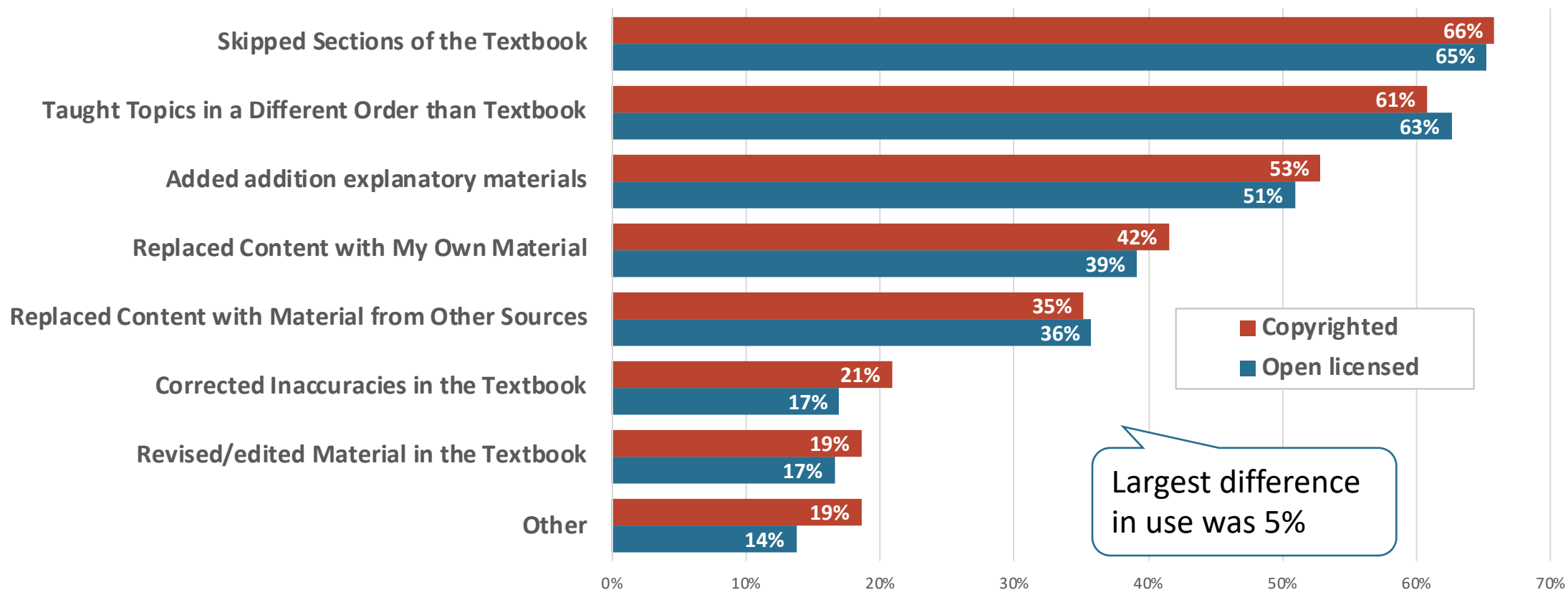
Reuse	Content can be reused in its unaltered original format — the right to use the content in a wide range of ways (e.g., in a class, in a study group, on a website, in a video)
Retain	Copies of content can be retained for personal archives or reference — the right to make, own, and control copies of the content (e.g., download, duplicate, store, and manage)
Revise	Content can be modified or altered to suit specific needs — the right to adapt, adjust, modify, or alter the content itself (e.g., translate the content into another language)
Remix	Content can be adapted with other similar content to create something new — the right to combine the original or revised content with other material to create something new (e.g., incorporate the content into a mashup)
Redistribute	Content can be shared with anyone else in its original or altered format — the right to share copies of the original content, your revisions, or your remixes with others (e.g., give a copy of the content to a friend)

Survey asked faculty about activities around the 5Rs to understand how textbooks are used, and if there are any differences in usage based on their licensing.



THERE ARE MINIMAL DIFFERENCES IN THE FACULTY USE OF TEXTBOOKS WITH OPEN OR COPYRIGHT LICENSED MATERIAL

US HIGHER EDUCATION PATTERNS OF TEXTBOOK USE — BY TEXTBOOK LICENSING



CONCLUSIONS

- Many faculty actively make use of the 5Rs for their textbooks, regardless of licensing
- *Remix* and *Revise* are most common of the 5Rs

Open licensing is not currently vital for faculty, as there is no difference in use for copyrighted and open textbooks; however, faculty are active users of the 5Rs, showing that the tenets behind open licensing are important



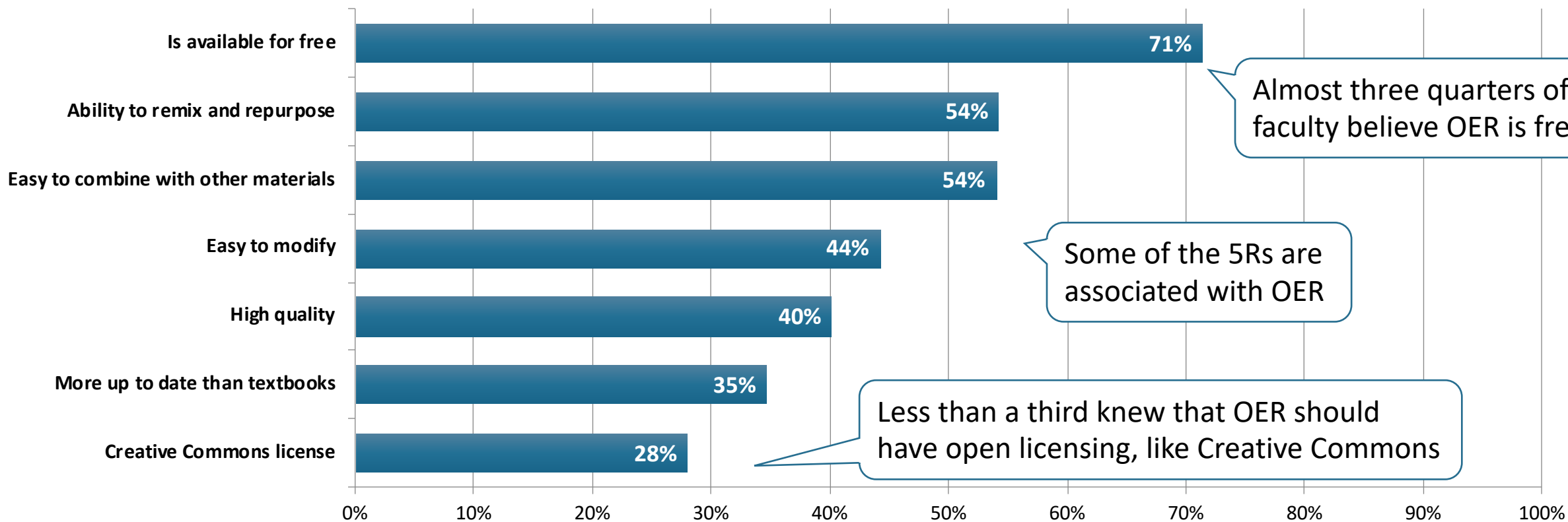
RELATIONSHIP BETWEEN OPEN LICENSING AND OER ADOPTION

THE FUTURE ROLE OF OER



FACULTY ARE NOT AWARE OF ALL THE CHARACTERISTICS OF OER

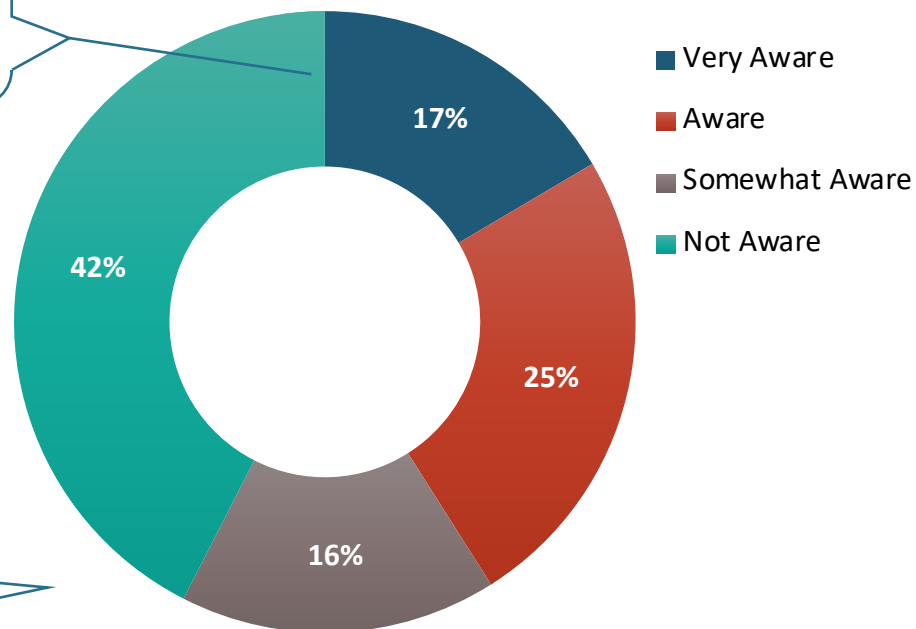
OER UNDERSTANDING — US HIGHER EDUCATION FACULTY



MAJORITY OF FACULTY CLAIM SOME LEVEL OF AWARENESS FOR OER

HIGHER EDUCATION FACULTY AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2020

Almost 1 in 5 faculty claim to be “very aware” of OER

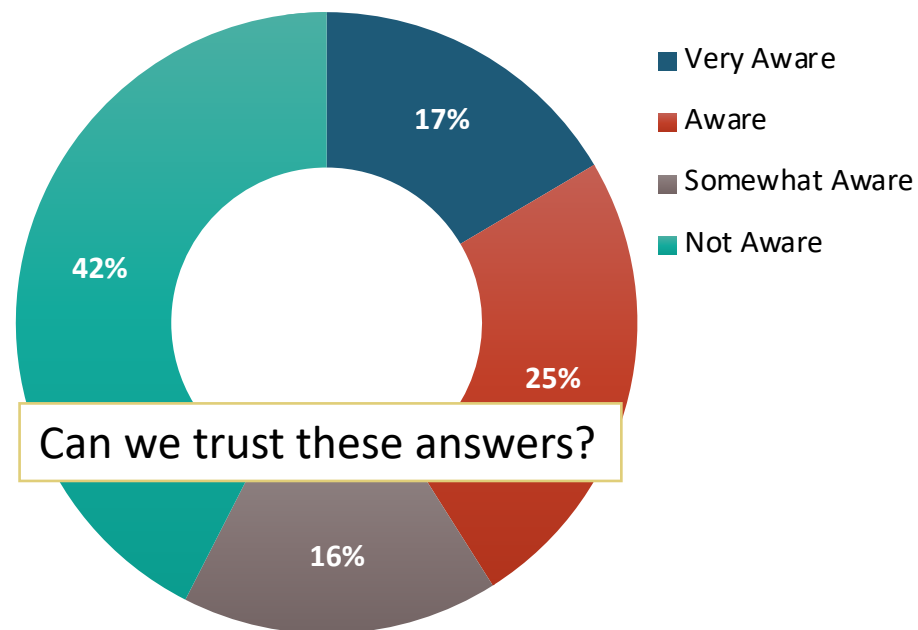


58% of faculty say they are aware of OER at some level

“Somewhat aware” may include people who just heard the term without understanding it

OER AWARENESS ON ITS OWN MAY NOT BE A GREAT MEASUREMENT

HIGHER EDUCATION FACULTY AWARENESS OF
OPEN EDUCATIONAL RESOURCES: 2020



Faculty who are “Aware” of OER:

- May confuse it with any **free** online materials
- May confuse it with “**open source**” materials

Therefore, this question alone may be imprecise.



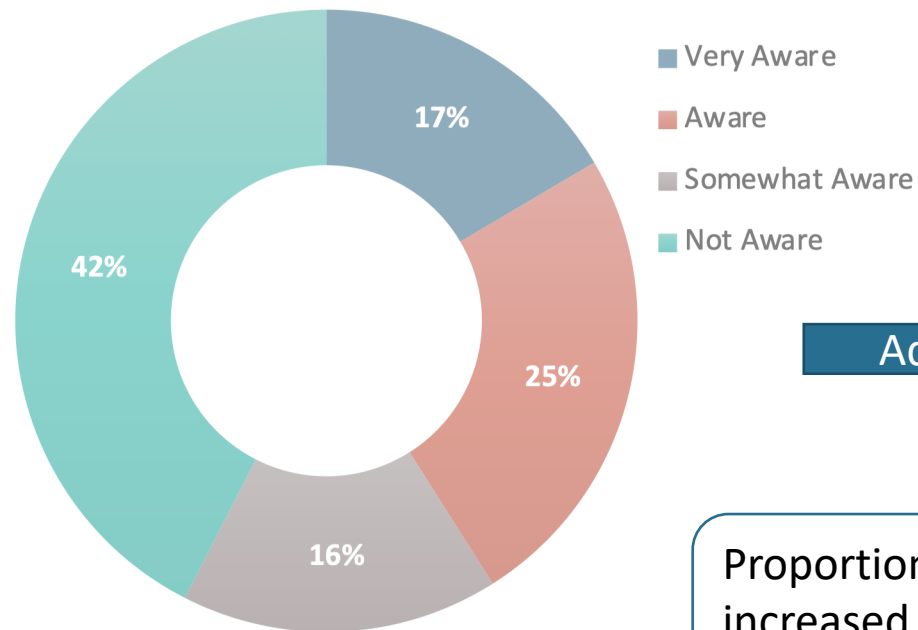
An **improved measurement** for OER Awareness is to require combination of **both OER Awareness & Creative Commons Awareness.**



Respondents who report that they are unaware of Creative Commons licensing are removed from the "Aware" categories, creating a stricter index of OER awareness

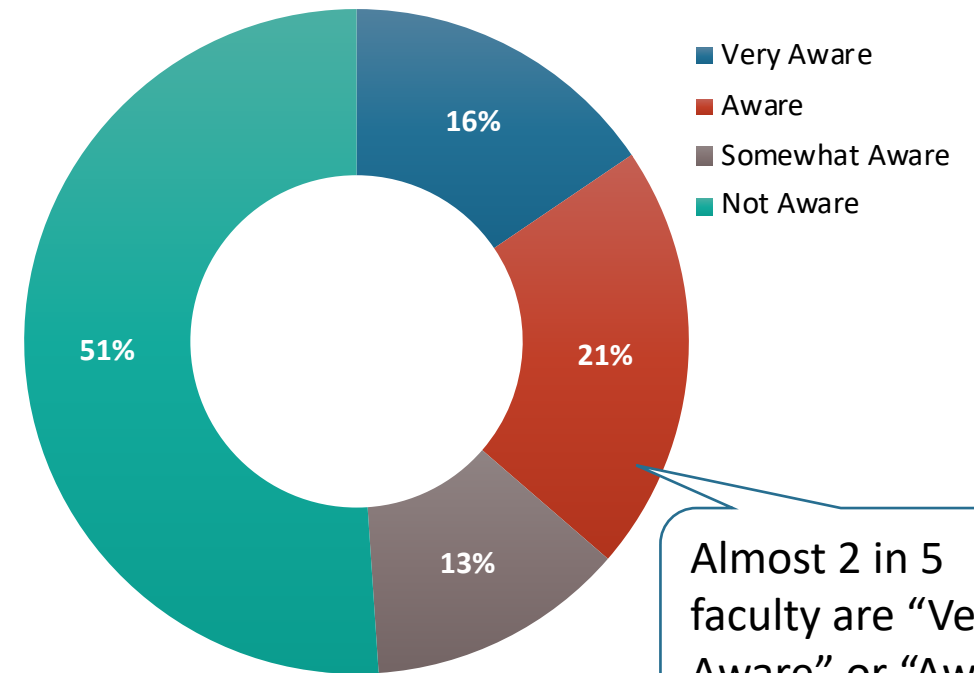
USING THE STRICTER DEFINITION, JUST UNDER HALF OF FACULTY ARE “AWARE” OF OER AT ANY LEVEL

HIGHER EDUCATION FACULTY AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2020



Proportion “not aware” increased by 9% at this stricter definition

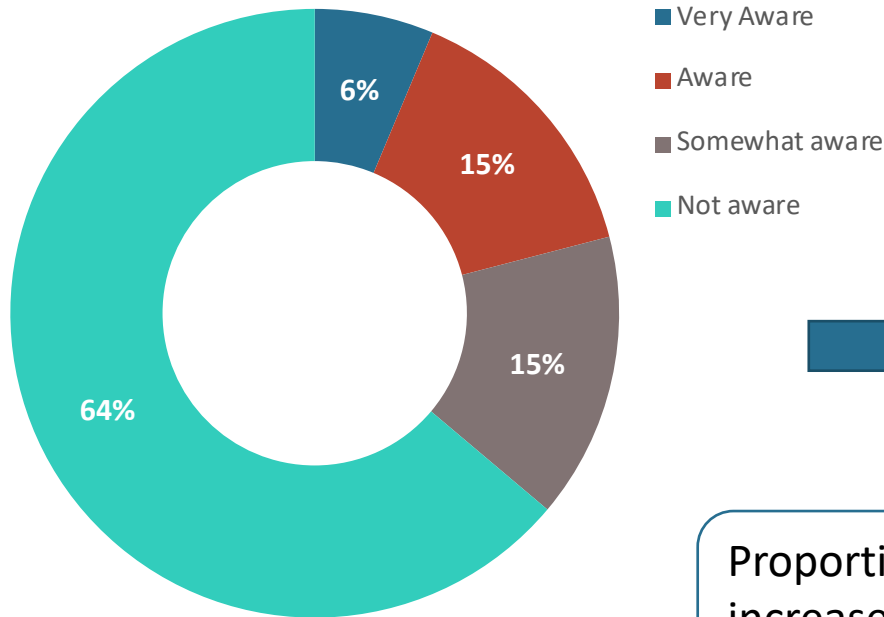
HIGHER EDUCATION FACULTY AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CC 2020



Almost 2 in 5 faculty are “Very Aware” or “Aware”

JUST OVER A QUARTER K-12 TEACHERS ARE AWARE OF OER AND CC LICENSING IN 2020

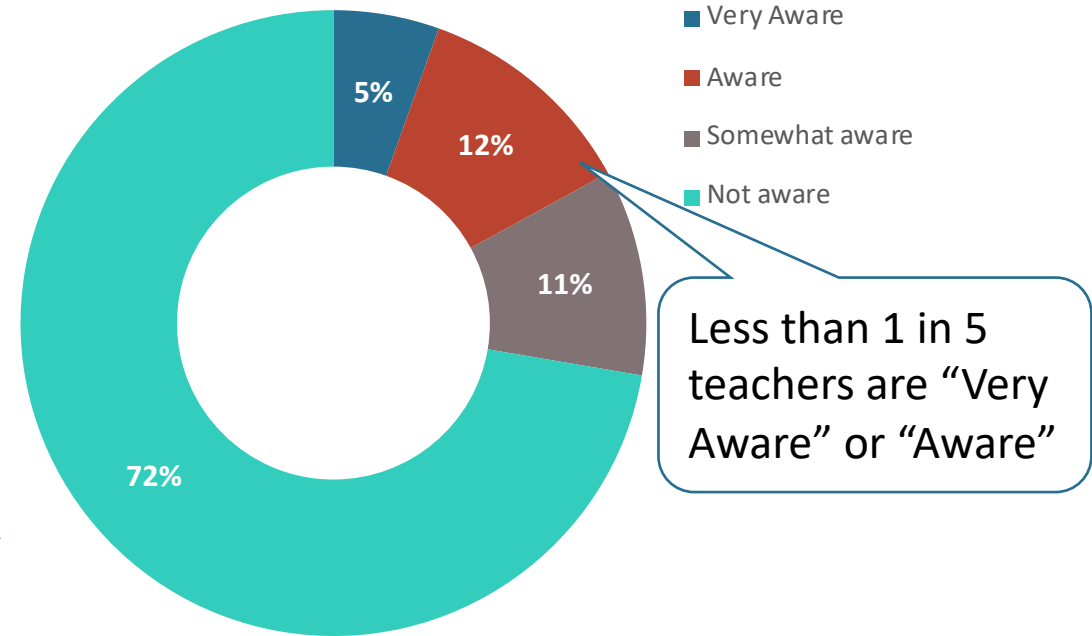
K-12 TEACHER AWARENESS OF OPEN EDUCATIONAL RESOURCES: 2020



Adjusted

Proportion "not aware" increased by 8% at this stricter definition

K-12 TEACHER AWARENESS OF OPEN EDUCATIONAL RESOURCES AND CC: 2020



CONCLUSIONS

- A better measurement of OER awareness incorporates awareness of Creative Commons licensing
- Higher Ed faculty are almost twice as aware as K-12 teachers of OER
- Rates of OER awareness are ~20% lower than Creative Commons awareness

OER awareness lags behind Creative Commons awareness, and K-12 lags behind Higher Ed. Licensing is also not a core definition for how faculty/teachers view OER.



WHERE WE ARE GOING

THE FUTURE ROLE OF OPEN LICENSING



CONCLUSIONS

- Awareness of open licensing continues to improve, but may not make a difference to faculty behavior
- Confusion remains about what Creative Commons licensing is, and how it relates to OER
- Experience and circumstances can influence awareness for faculty/teachers

"I regularly and knowingly violate copyrighted materials all the time to get quality materials to my students since my school is unable to provide anything more than class copy of a textbook for my classroom. All of my lessons I made or were shared with me from another teacher. I wonder how much more I could do with my students if my school invested in online learning materials for students."

"In my department (and probably many departments), the faculty are well aware of how much effort it can be to change books."

"I'm not entirely clear as to how OER and Educational Fair Use overlap, and while I am well aware of both concepts, I suspect that most of my colleagues are quite unaware of them."



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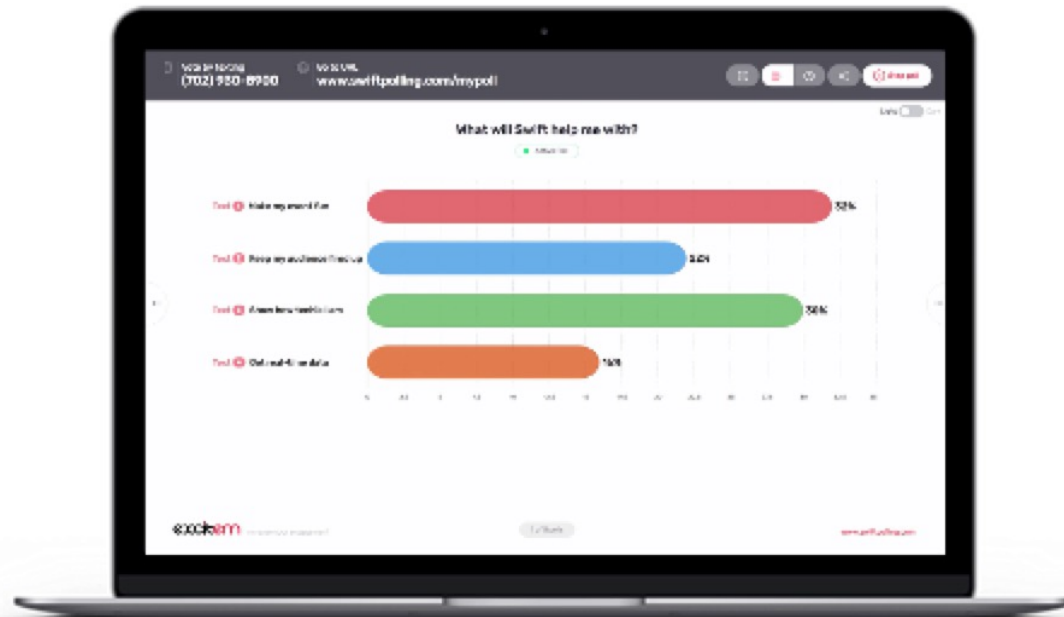
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WHAT WILL THE NEXT SURVEYS SHOW?

The number of faculty and teachers with **experience teaching online has greatly increased** due to the response to the COVID-19 pandemic. Experience with the usage of digital materials has increased greatly. Many faculty and teachers report that they have learned new ways of teaching that they will continue using post-pandemic.

How will licensing awareness change in next 3 years?

Will increased exposure in online teaching lead to increased use of OER?

Will the tenets of open licensing like the 5Rs become more vital with increase in digital materials over print?

How can Creative Commons promoters address the knowledge gap in teachers and faculty?



Q&A THANK YOU!

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FULL REPORTS AT BAYVIEWANALYTICS.COM/OER

APPENDIX



ABSTRACT

The use of technology has become increasingly prevalent in the world of K-12 and higher education over the last decade, spurred in part by the adoption of digital course materials by teachers or school administrators. This presentation reviews the level of awareness of open license course materials demonstrated by faculty and academic administrators based in the US, using data collected from national surveys conducted from 2012 through 2020. The factors that are associated with the growth of open licensing awareness and sentiments of the respondents will be reviewed.

POLL QUESTIONS

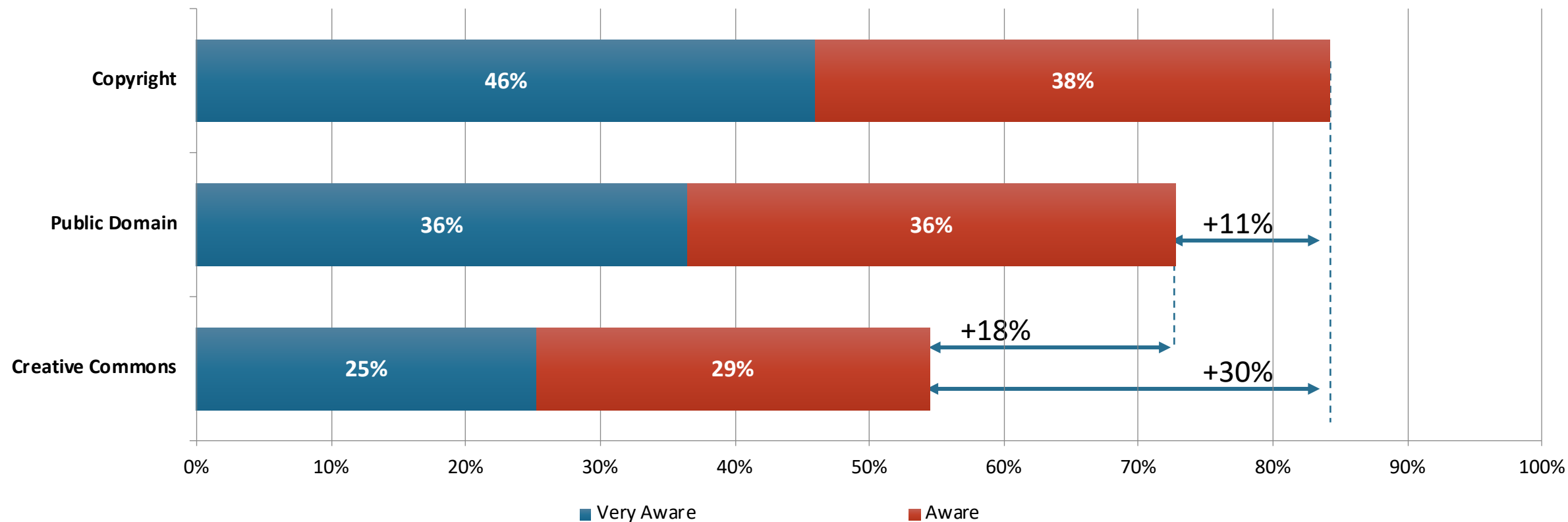
For Higher Ed, how much do you think Creative Commons licensing awareness has changed since the 2014-15 academic year?

For K-12, how much do you think Creative Commons licensing awareness has changed between 2019 and 2020?

How do you feel about Creative Commons awareness over the next 3 years?

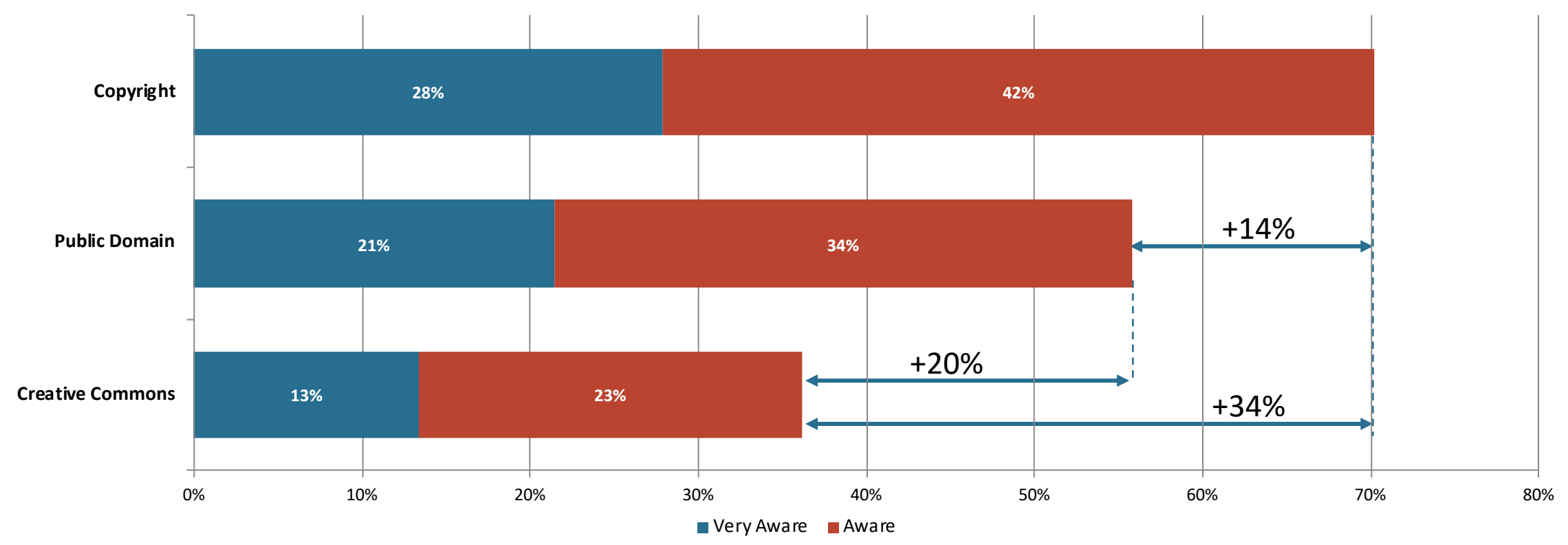
THERE IS A LARGER AWARENESS GAP BETWEEN CREATIVE COMMONS AND PUBLIC DOMAIN THAN BETWEEN PUBLIC DOMAIN AND COPYRIGHT

US HIGHER EDUCATION: 2020



THERE IS A SIMILAR AWARENESS GAP BETWEEN CREATIVE COMMONS AND PUBLIC DOMAIN AND PUBLIC DOMAIN AND COPYRIGHT FOR K-12

K-12 TEACHER AWARENESS OF LICENSING



CREATIVE COMMONS AWARENESS BY SCHOOL DEGREE

CREATIVE COMMONS AWARENESS - US HIGHER EDUCATION: 2020

