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DISTANCE EDUCATION

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UPSKILLING AND UPSCALING
FOR QUALITY OPEN, FLEXIBLE
AND DISTANCE LEARNING

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Impact of the COVID-19 pandemic on OER awareness and adoption in US K-12 and higher education

Concise Impact Talk
ID: 114

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Bay View Analytics®

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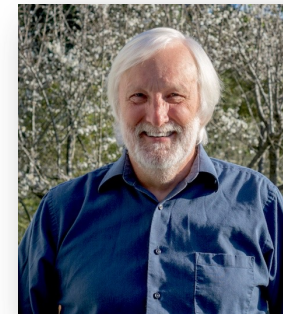
- Introduction
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Meet Bay View Analytics

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.

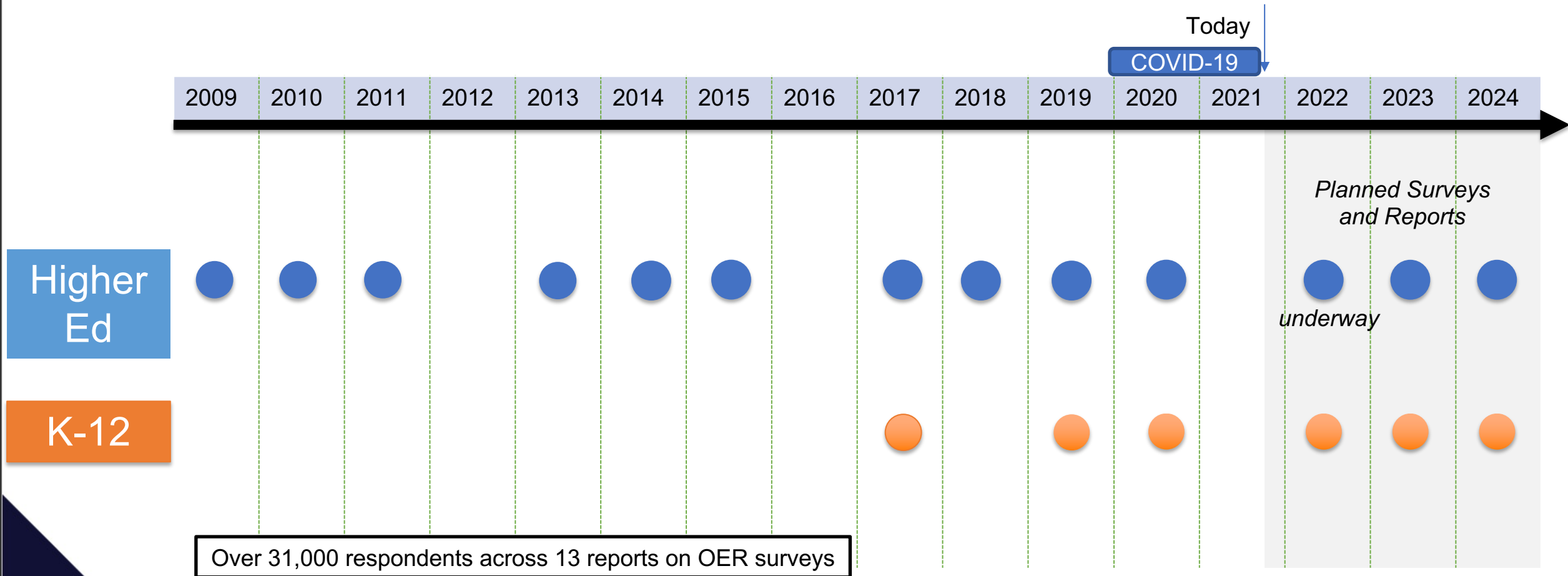


Julia Seaman, Ph.D.
Director of Research



Jeff Seaman, Ph.D.
Director

We have conducted surveys for over a decade



Understanding the growing role of OER

Goal of Surveys

- To understand the role of OER in Higher Education and K-12 in the U.S.
- To quantify perceptions and awareness of OER, including open licensing (e.g. Creative Commons)

Respondents

- Higher Education Admins, Faculty, and Chief Academic Officers, and K-12 Teachers and Administrators in the U.S.
- Nationally representative for geography and type of institution

Project supported by



Survey Questions & Definitions

During the COVID-19 pandemic, our surveys added questions on mode of instruction and the pandemic's influence on the choice of current curriculum.

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.*

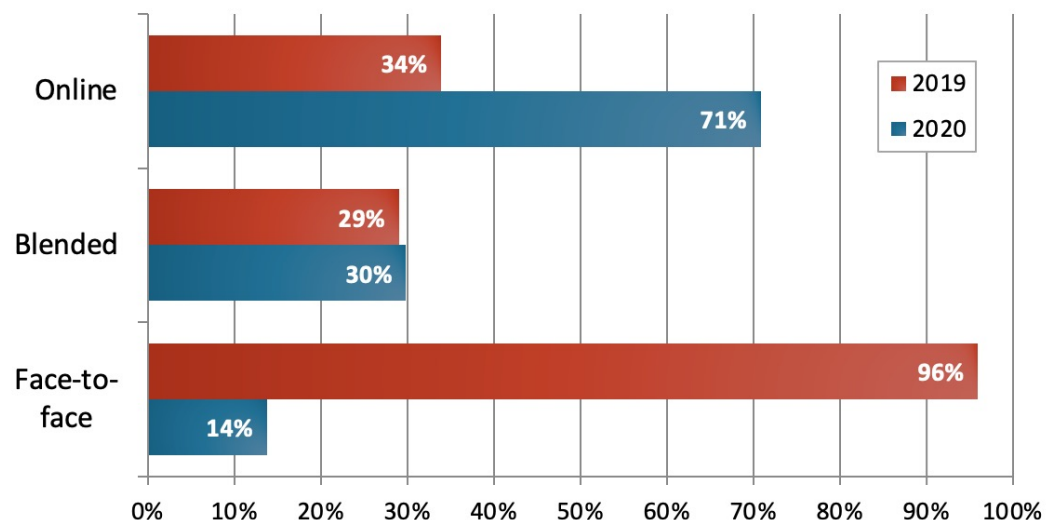
Licensing Types

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.*

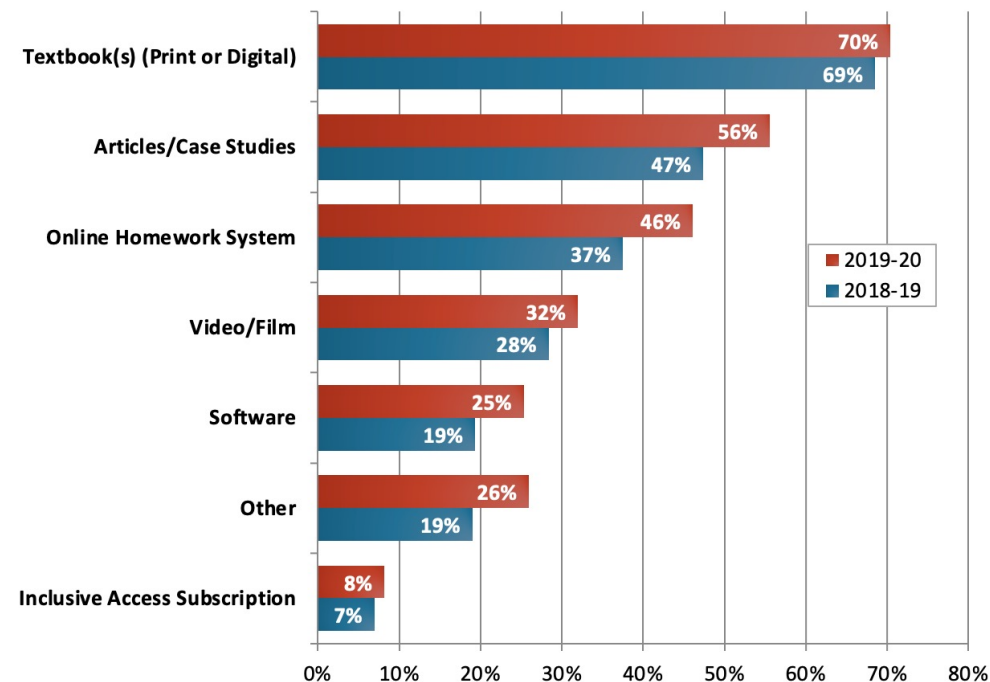
In Fall 2020 most faculty moved to online teaching, though required materials were similar

TEACHING STATUS 2019 AND 2020



Only 1 in 7 faculty were full-time face-to-face, as compared to almost all in Fall 2019

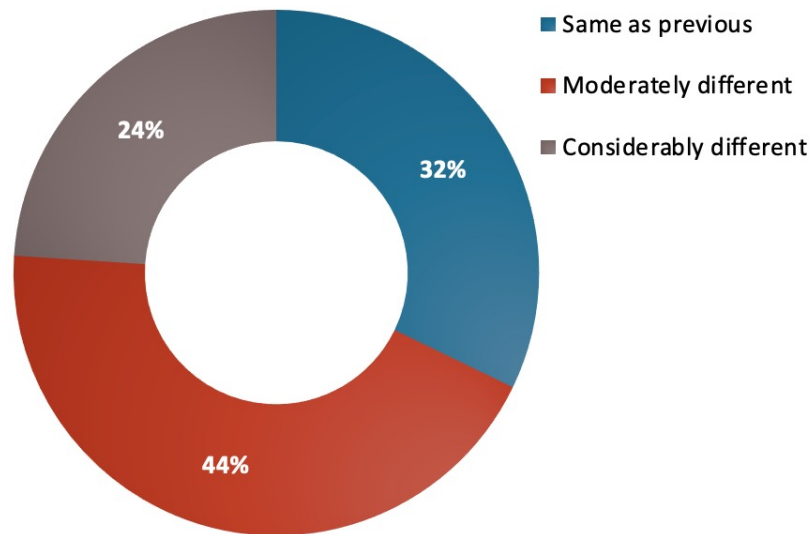
PROPORTION OF FACULTY REQUIRING PARTICULAR MATERIALS FOR THEIR COURSE: 2018-19 AND 2019-20



There are minimal changes to required classroom materials, despite the shift to online/digital classrooms

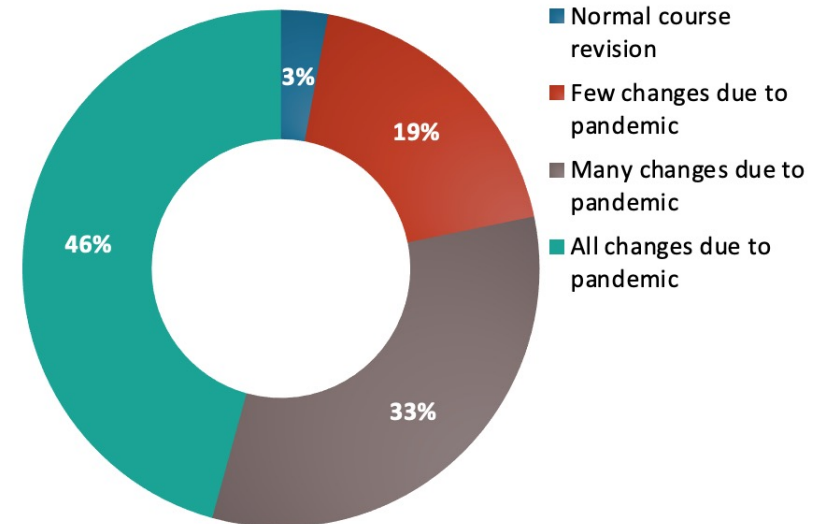
Almost all course changes are due to pandemic

HOW DOES THE VERSION OF THIS COURSE COMPARE PREVIOUS TERMS?



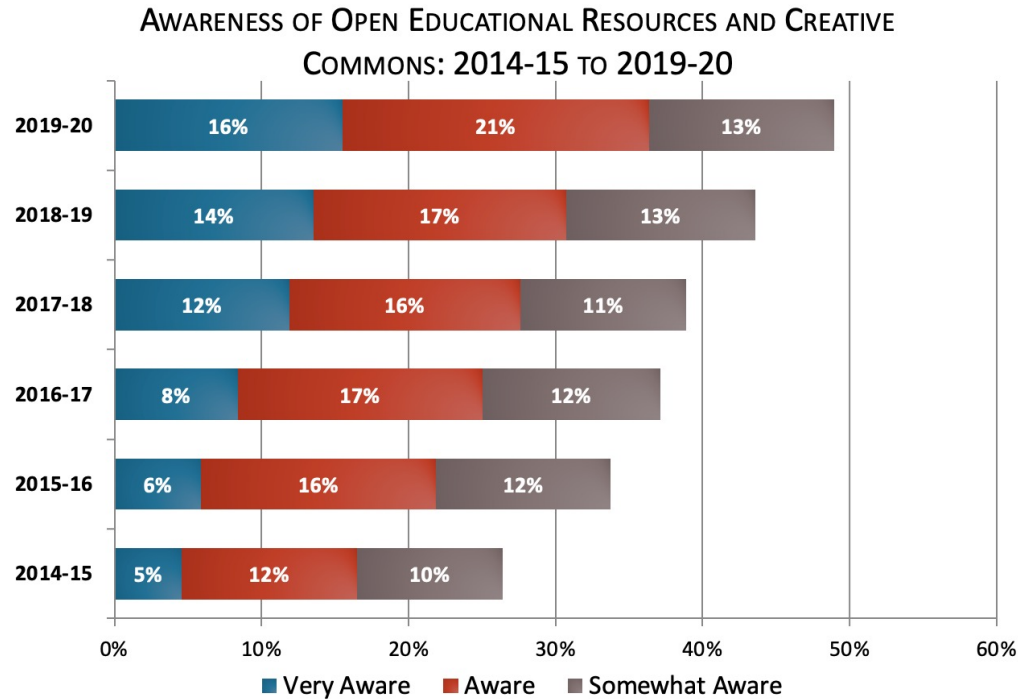
95% of courses were existing courses, but 68% of them were different for Fall 2020

WHAT IS THE REASON FOR THE CHANGES TO THE COURSE?

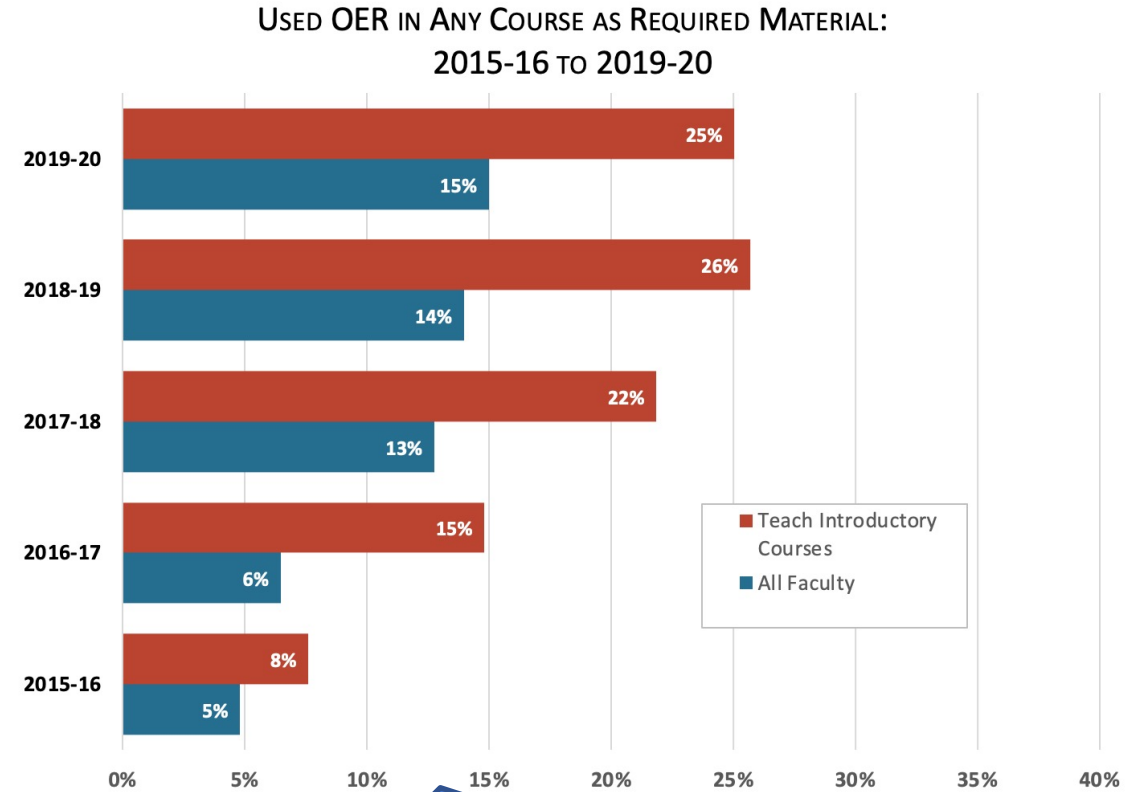


97% of the changes were fully or partially due to the pandemic

Level of OER awareness continues to grow, though level of use was constant from Fall 2019



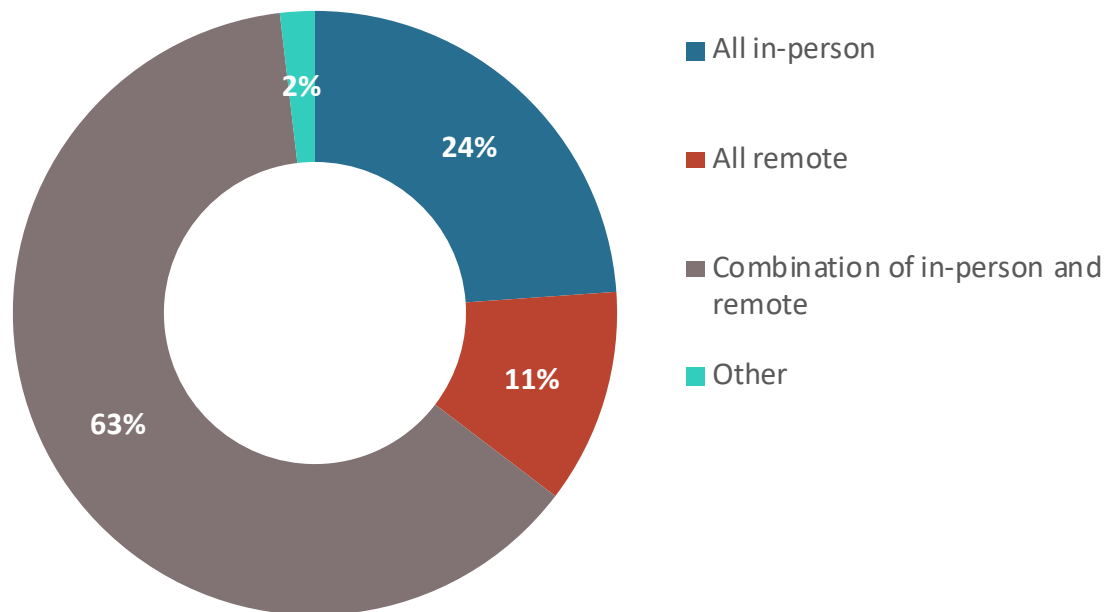
Combination of OER awareness and Creative Commons licensing awareness provides stricter and higher confidence measurement



Lack of growth this year may be due to the pandemic; trend to be tested in future surveys

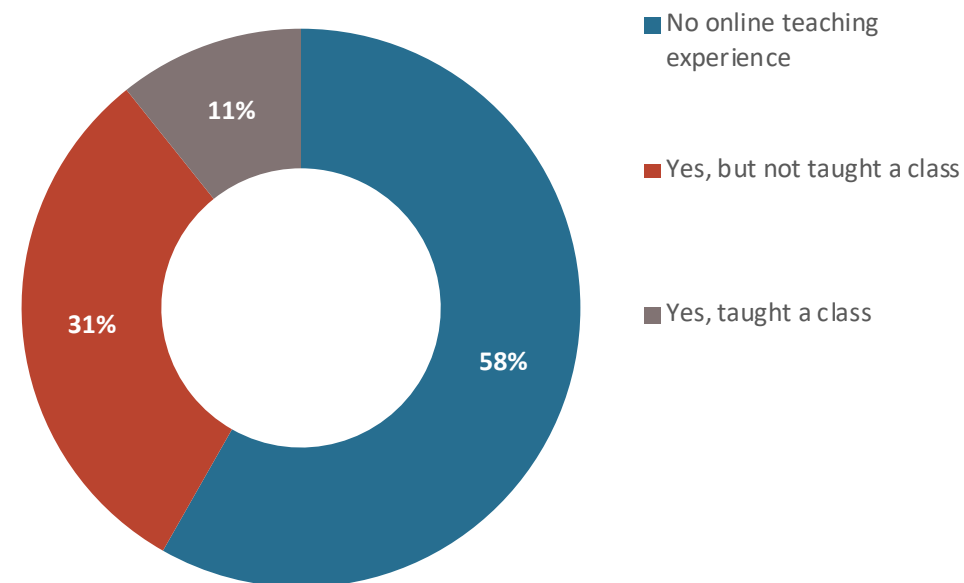
Pandemic forced teachers to shift to remote/hybrid, with most new to online teaching

What is your current mode of instruction?



1 in 4 teachers were full-time face-to-face

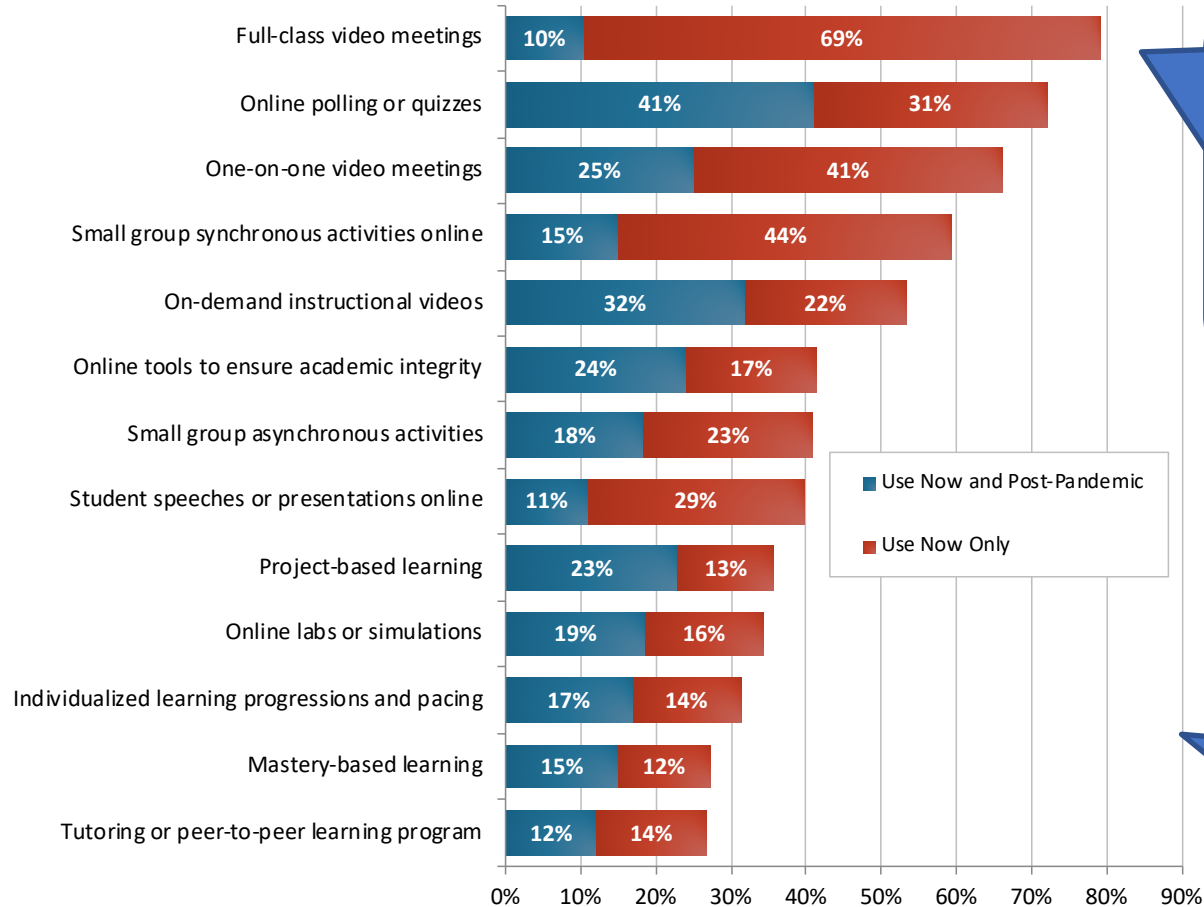
Did you have any online/remote teaching experience prior to the pandemic?



Majority of teachers had no prior online experience, while only 11% had previously taught a class

K-12 teachers are planning to incorporate many new remote learning techniques

Use of teaching techniques now and post-pandemic

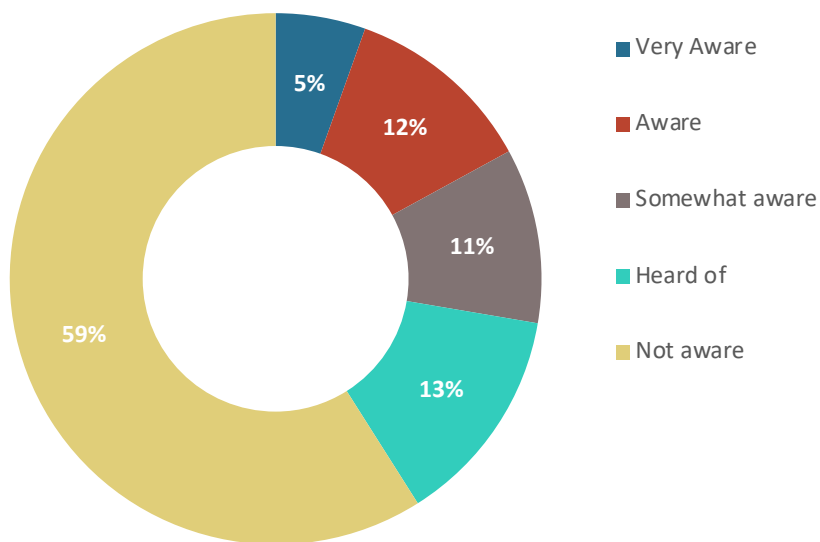


The majority (93%) of full or partially remote classrooms used some form of video (full-class, small group, one-on-one) for instruction. However, only 18% of these classrooms plan to continue full-class video post-pandemic; 55% plan to continue with some variety of video formats.

Online polling and on-demand instructional videos are most likely to continue post-pandemic

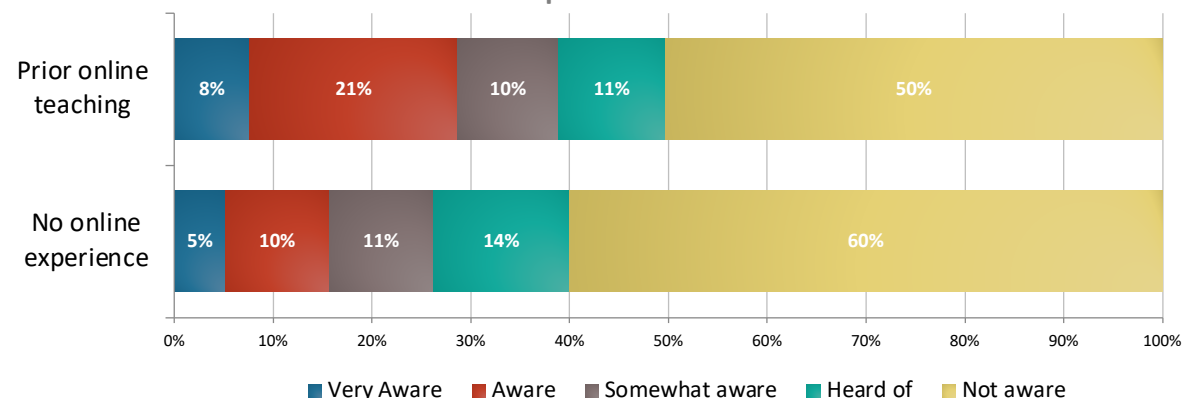
Lower levels of OER awareness at K-12, while exposure to online teaching increases numbers

Teacher awareness of Open Educational Resources (OER) and Creative Commons



Only 28% of teachers have some awareness of OER and Creative Commons licenses

Awareness of OER and Creative Commons by prior online teaching experience



Prior online teaching experiences are associated with increased awareness levels

Conclusions

- Majority of both US K-12 and Higher Ed classrooms shifted to hybrid and remote models during 2020-21
- The pandemic forced changes to course content and materials that are likely to have lasting effects
 - There is likely a delay or change normal cycle for course reviews and revisions
 - Teachers adopted many new digital techniques
- OER awareness grew for Higher Ed while remained similar for K-12; K-12 levels of awareness (<30%) lag behind Higher Ed (~50%)
 - There is still room to grow for OER in US education
 - Contact and experience with online teaching increases awareness

“I think teaching during COVID has required me to be more creative and tactical, and I will definitely use some the new practices I’ve implemented (like online office hours) when we go back to face-to-face instruction.”

“It wasn’t developed to be used like this. We had to completely modify our pacing this year and slow things down since we only had 20% as much time with them. It just wasn’t developed for this format. Also, many of the online tools that come with the publisher materials are clunky and are difficult to track student progress.”

“I think it is high time we embraced the digital reality of our students’ lives. I am an old school kind of gal, but I have been learning so much and growing in my practice because I was forced out of my comfort zone.”

Next Steps

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 also increased greatly. Many faculty and teachers report that they have learned new ways of teaching that they will continue using post-pandemic.

How will this unique experience impact the future directions of teaching and learning?

How many teachers intend to continue using these digital techniques post-pandemic?

How has the commercial digital curricular landscape changed?

What will the impact be on OER awareness and use?

THANK YOU!

Full Reports available at:
BayViewAnalytics.com/OER



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Appendix

Abstract

Over the last decade, the use of distance learning has grown among U.S. colleges, universities, and K-12 education. OER awareness and adoption in U.S. education has grown over the same period. The global COVID-19 pandemic forced most U.S. educational schools — including those with no previous online offerings — to move to online, remote, or hybrid models to continue providing courses to students while adhering to local, state, and federal health guidelines. This presentation examines how this involuntary shift impacted OER awareness and adoption, through annual national surveys of U.S. K-12 and higher education administrators and teachers over the last nine years. The 2020 survey results show growth for OER, though the rates varied between K-12 and higher education and by type of institution. Initial results from the 2021 survey will also be presented.