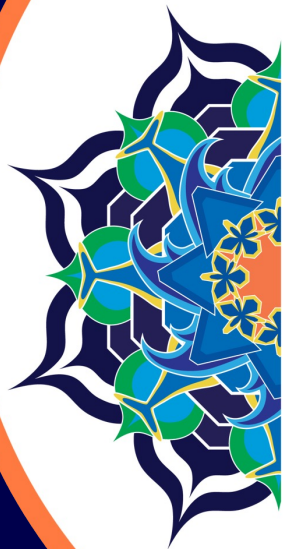


A growing market:

OER trends over time in the
USA and Canada



29th ICDE World Conference
Costa Rica, 2023

**Joining Hands in Peace
for the Futures of Education**



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Background

Our interest in an international OER project.

- Bay View Analytics in the USA has been gathering data and publishing OER reports since 2012
 - The CDLRA has partnered with Bay View Analytics since 2017 and has begun asking comparable survey questions through the annual Pan-Canadian Digital Learning Survey Series
- This study examines a decade's worth of data collected on open educational resources (OER) in the USA and Canada to identify changing trends over time
- **Research question:** How have OER awareness and use changed over time?



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Research Association
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Methods

Secondary analysis of data collected by Bay View Analytics and the CDLRA

- Questions related to the awareness and use of OER from 2012 through 2023 asked in national-level surveys.
- Similar questions across surveys were grouped together, and the aggregate responses were compared with one another to assess whether any change had occurred and in what ways.
- Participants in the initial research studies included post-secondary education administrators and faculty.



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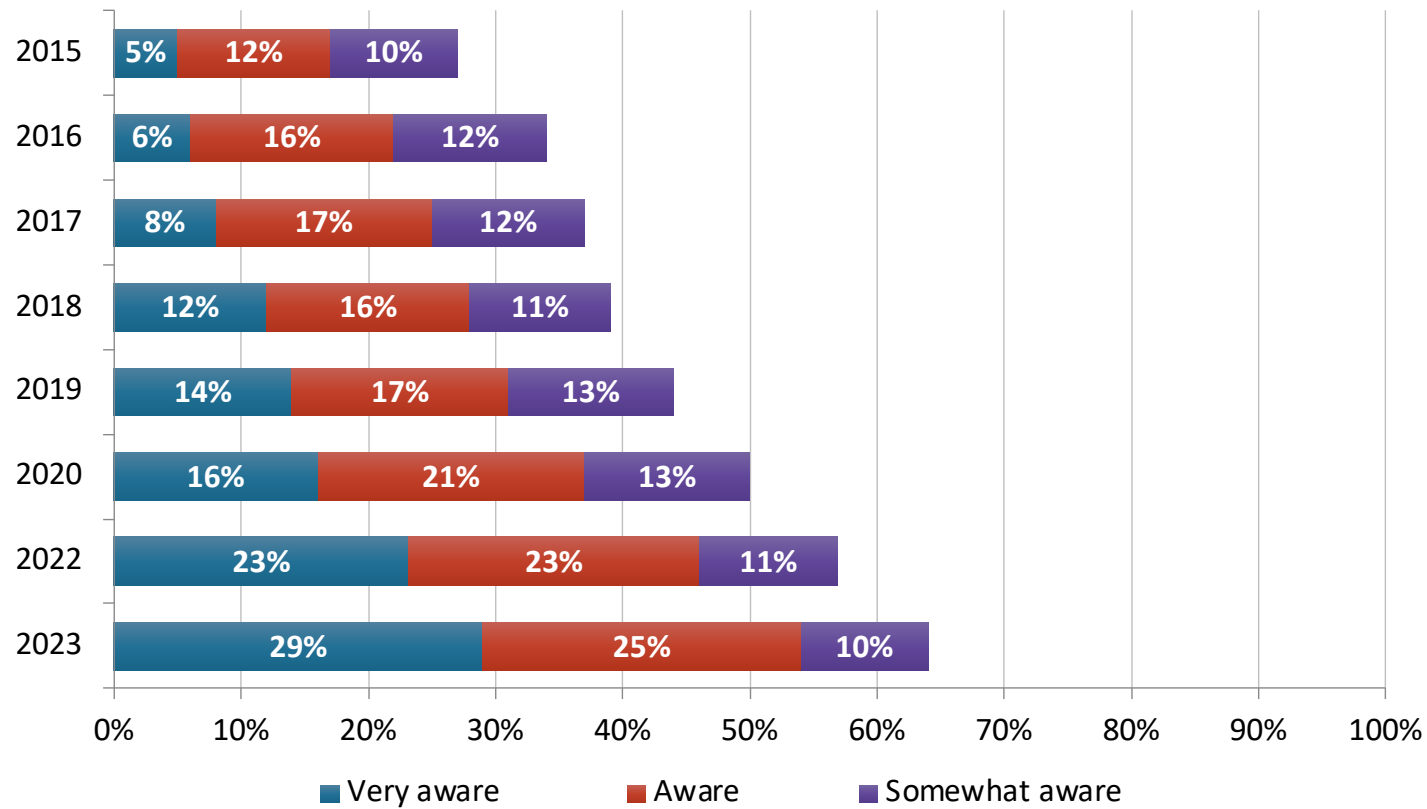
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USA Findings

Bay View Analytics (2015-2023)

US Faculty OER Awareness



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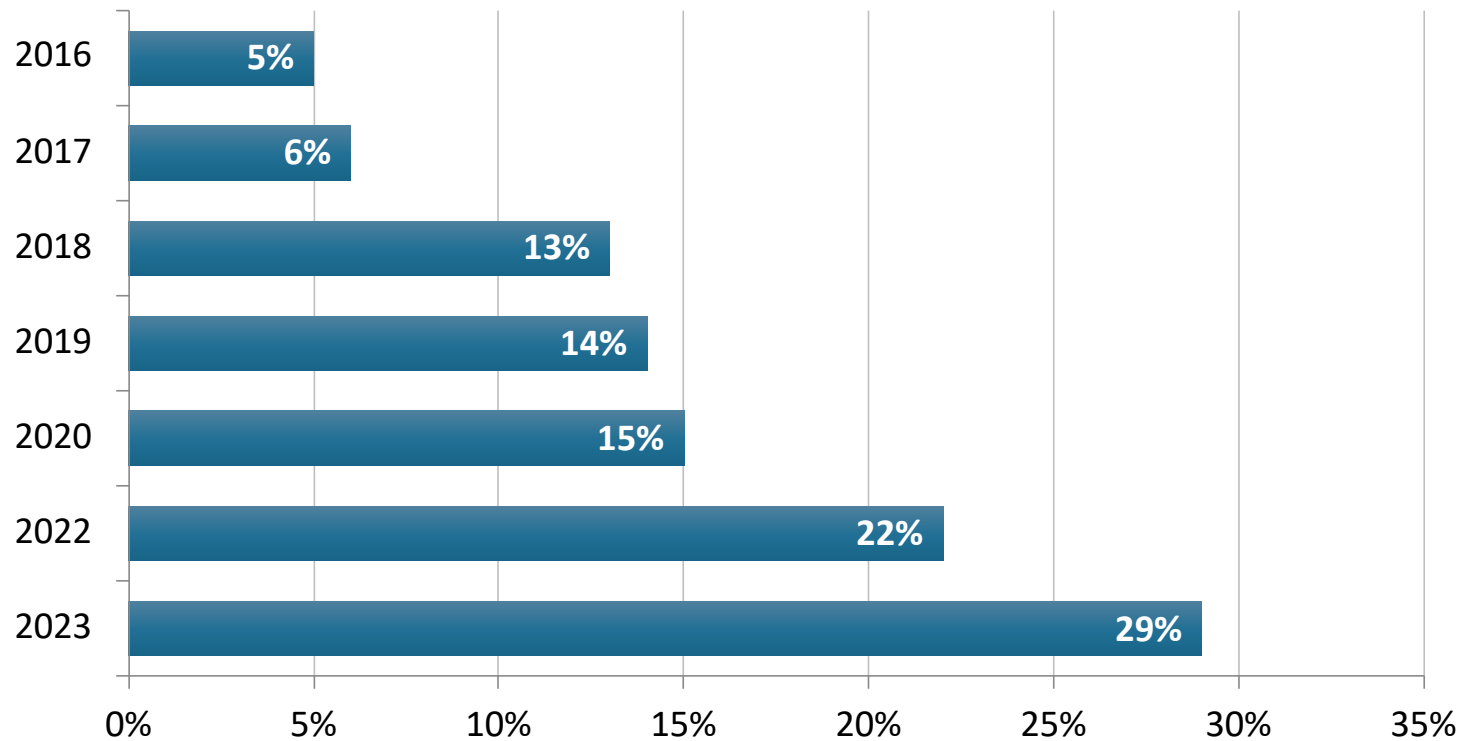
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USA Findings

Bay View Analytics (2016-2023)

US Faculty: Use of OER as required course materials



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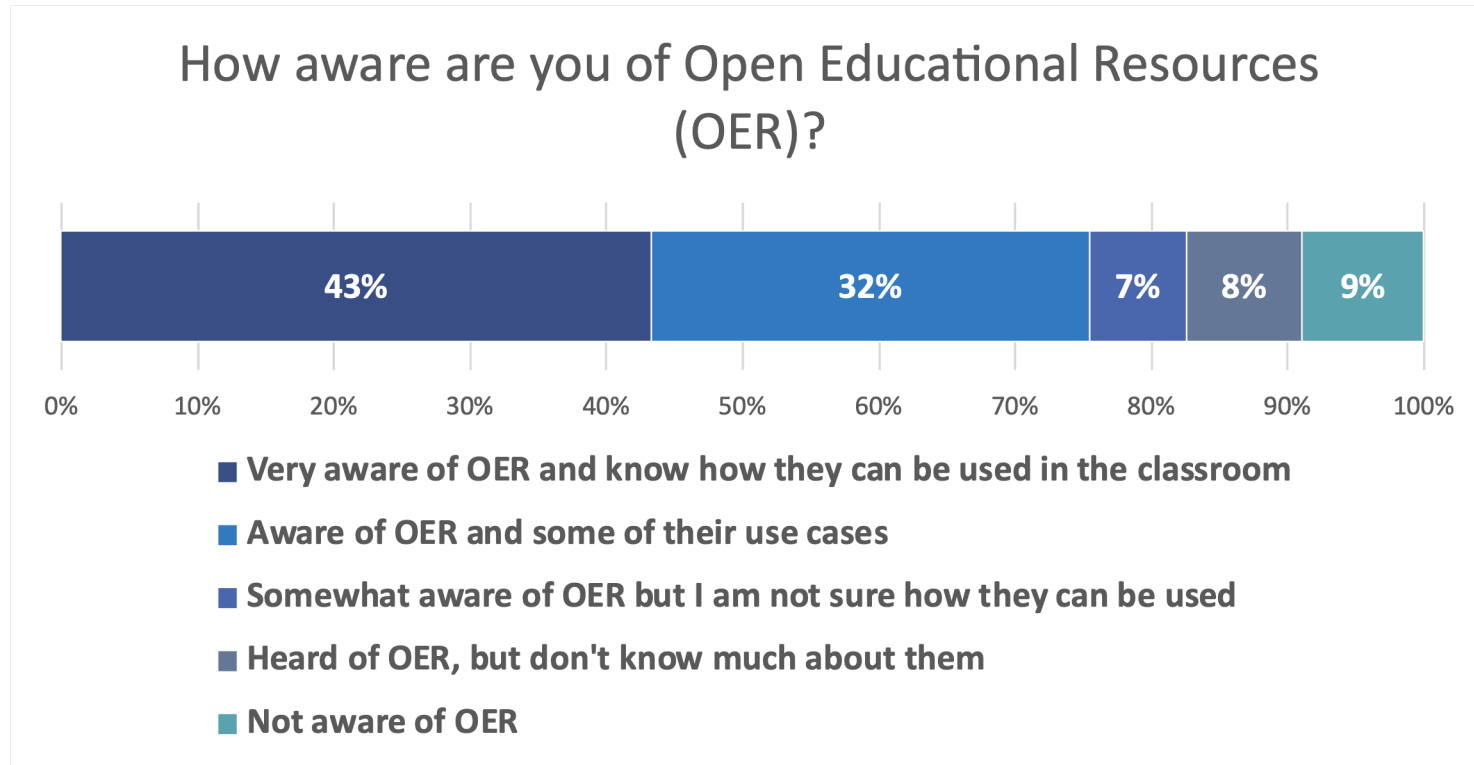


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Canada Findings

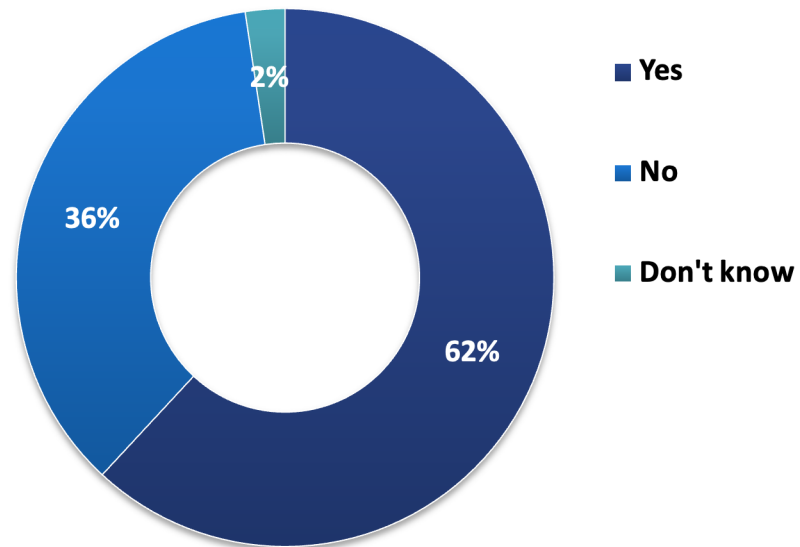
CDLRA (2023)



Canada Findings

CDLRA (2023)

Do you use Open Educational Resources in any of your courses?



Canada Findings

CDLRA (2023)

- 66% of admin respondents agreed that there would likely be more support for the use of OER at their institution over the next two years
- The primary barrier to adoption is:
 - **“not enough resources for my subject”** (57% of respondents who taught in the last 12 months but did not use OER)
- The main ways that OER is making a difference in teaching:
 - **“allowed me to customize resources to make them more relevant to students”** (76% of of respondents that taught in the last 12 months and use OER)
 - **“lowered the cost of material for students”** (66% of respondents that taught in the last 12 months and use OER)



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Additional Key Findings

USA and Canada

- OER awareness in 2023 is comparable in Canada and the USA
- OER awareness leads to increased adoption . . . to a point
- OER use is a growing market, and awareness of OER is steadily increasing over time
- US data shows faculty are just as likely to retain, reuse, revise, remix, and redistribute commercial products as they are OER
- Canadian open-ended findings asking about types of OER indicated that there may be some confusion about what constitutes an OER



Next steps

International research collaboration

- Considering the heightened integration of technology in teaching and learning over the past few years, largely due to the COVID-19 pandemic, **it is reasonable to anticipate that OER use will continue to grow.**
- Future research that explores global phenomena related to OER awareness, adoption, and use will be beneficial for developing and strengthening OER initiatives and policies more broadly.
- The inherently shareable nature of OER also provides **strong support for multi-country research efforts to support the creation of OER that is useful on a global scale.**

Bay View Analytics and the CDLRA are seeking to expand this research globally and are actively searching for interested partners from other countries.



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Find Out More

Bay View Analytics and CDLRA Reports

Bay View Analytics:

- www.bayviewanalytics.com/OER
- info@bayviewanalytics.com

Canadian Digital Learning Research Association (CDLRA)

- www.cdlra-acrfl.ca/publications
- nicole.johnson@cdlra-acrfl.ca



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Thank you!

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