Examining Community College Faculty Attitudes Toward OER: A Mixed Methods Study.

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Sequential Explanatory Mixed Methods Design

- \( n = 354 \)
- **Quan**
  - Replicated Allen & Seaman's 2014 Survey.
  - Compared responses to Allen & Seaman's sample.
  - Non-parametric statistical tests.
- **Qual**
  - Analyzed Survey Text Responses.
  - Innovator Interviews \( n = 2 \).
  - Analyzed Interviews.
  - Mixing
  - Case Study Analysis.

Research Questions

**Quantitative**
- RQ 1: How do the faculty at the research site compare to Allen and Seaman's (2014) national sample on their knowledge, attitudes, and use of open educational resources?
- RQ 2: Does an association exist between the respondents' stated awareness of OER and their stated awareness of common features and components of open educational resources?

**Qualitative**
- RQ 1: How do the respondents' explain their knowledge of, attitudes about, and use of OER?
- RQ 2: What type of institutional supports do experienced faculty recommend to support other educators considering OER?

Key Findings

- Respondents are as aware of OER as their national peers.
- Faculty make very little distinction between freely available materials and OER. (248 examples of "OER")

Main Barriers to OER Adoption

- Lack of time
- Appropriate institutional supports
- Finding appropriate OER materials
- Concerns about quality
- Faculty do not know how to evaluate OER. (But they also do not know how to evaluate traditional textbooks.)
- Using electronic materials with students
- Availability of ancillary materials with OER

Benefits of OER

- Student costs
- Flexibility of OER materials
- Student preparedness

Suggested Institutional Supports

- OER Steering Committee
- Training for faculty & administrators
- Incentives & support for adoption

Theoretical Lens

Diffusion of Innovations (Rogers, 2003)

Adopter Categories

- Innovators
- Early Adopters
- Early Majority
- Late Majority
- Laggards

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There is a statistically significant association between awareness of OER and knowledge of the Creative Commons.