

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

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Read the study: <https://dc.cod.edu/librarypub/24/>



Sequential Explanatory Mixed Methods Design

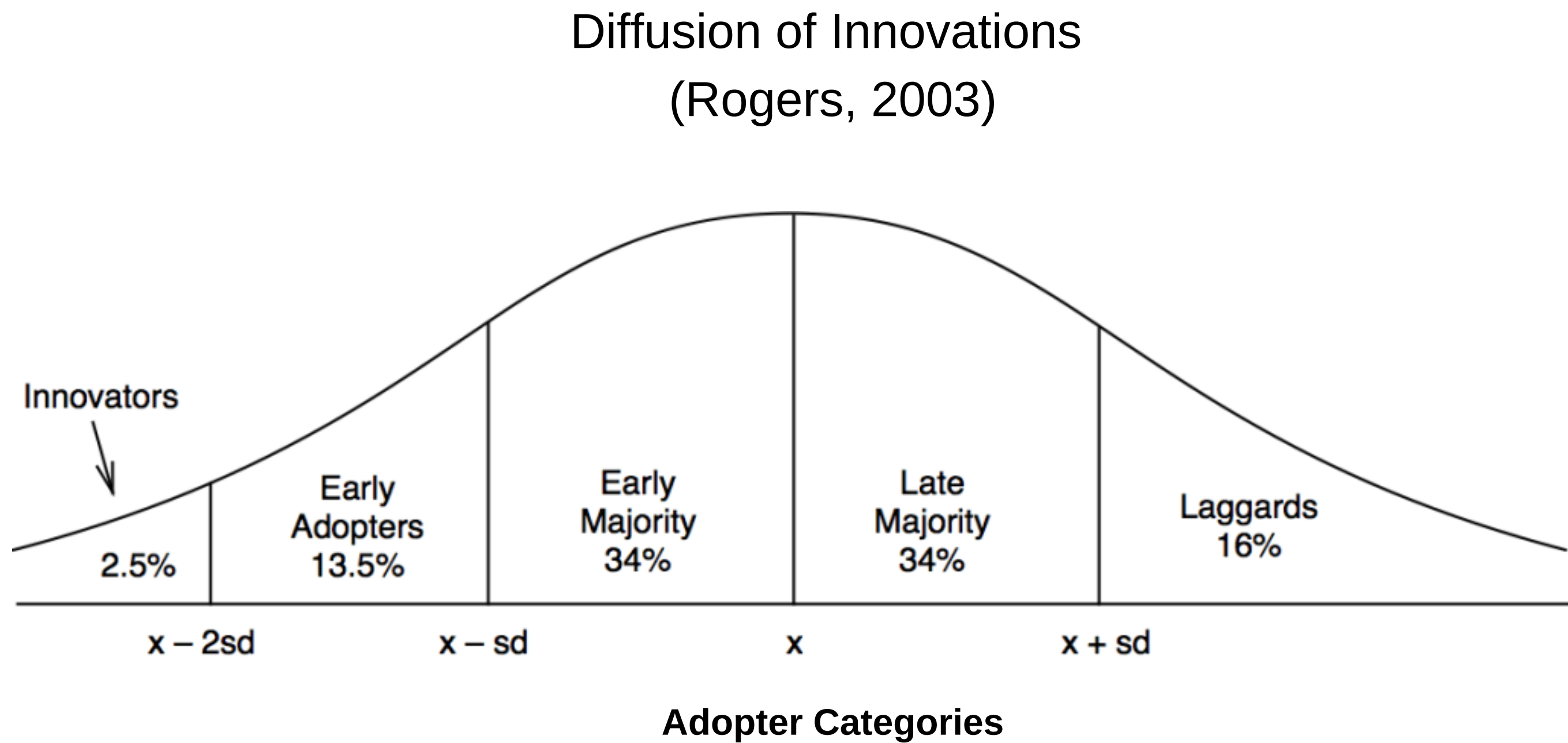


$n=354$
Quan
Replicated Allen & Seaman's 2014 Survey.
Compared responses to Allen & Seaman's sample.
Non-parametric statistical tests.
Qual
Analyzed Survey Text Responses.
Innovator Interviews $n=2$.
Analyzed Interviews.
Mixing
Case Study Analysis.

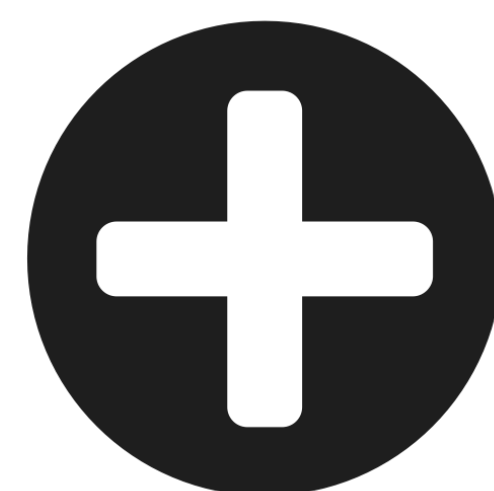
Research Questions

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?
RQ2
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
RQ1
How do the respondents' explain their knowledge of, attitudes about, and use of OER?
RQ2
What type of institutional supports do experienced faculty recommend to support other educators considering OER?

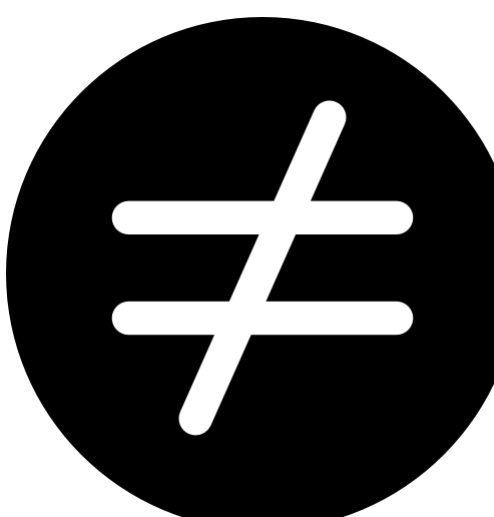
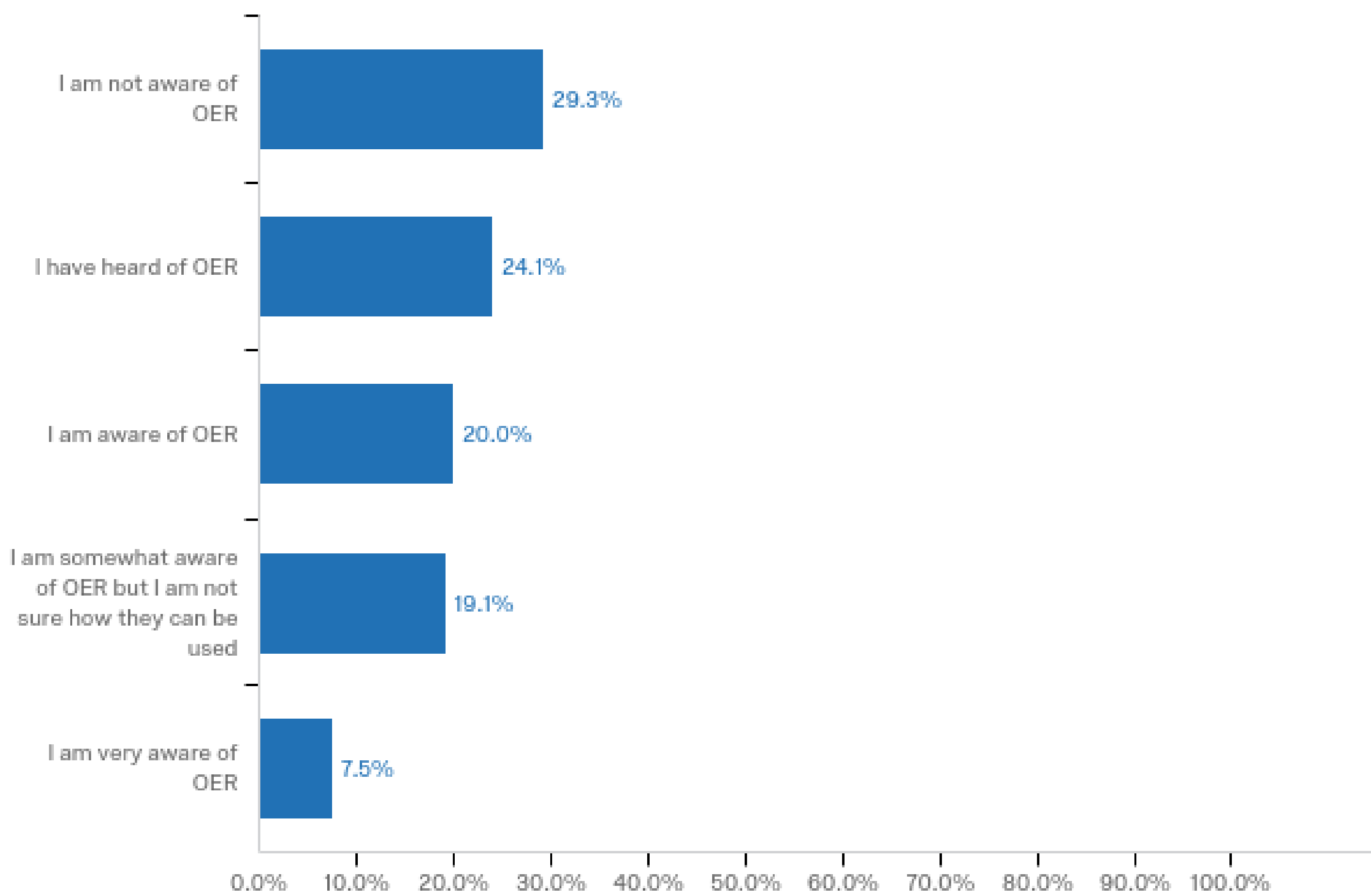
Theoretical Lens



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



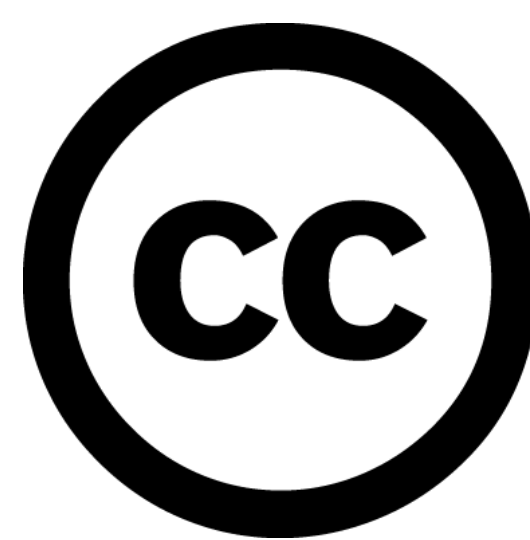
Benefits of OER

- Student costs
- Flexibility of OER materials
- Student preparedness



Suggested Institutional Supports

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



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

Awareness of OER by Awareness of Creative Commons

