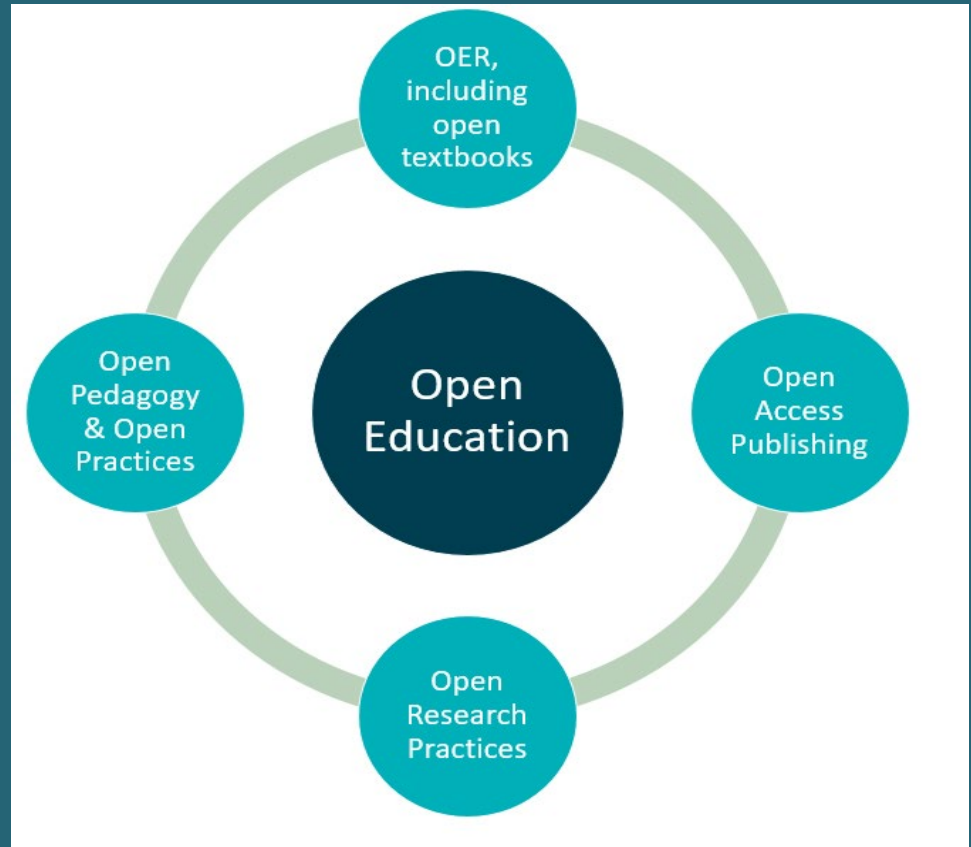# Future of OE – Faculty responses

March 13, 2022

Thompson Rivers University campuses are on the traditional lands of the Tk'emlúps te Secwépemc (Kamloops campus) and the T'exelc (Williams Lake campus) within Secwépemc'ulucw, the traditional and unceded territory of the Secwépemc. Our region also extends into the territories of the St'át'imc, Nlaka'pamux, Nuxalk, Tŝilhqot'in, Dakelh, and Syilx peoples.
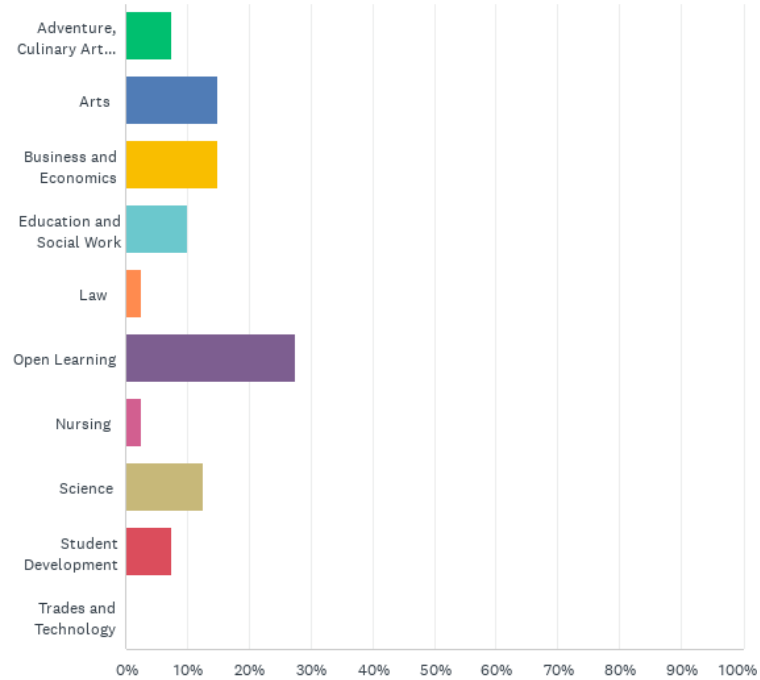
Faculty Response Receiving

n = 40

As of survey closing – March 13, 2022

# Q1: What faculty are you employed in?

Answered: 40   Skipped: 0

Q1: What faculty are you employed in?

Answered: 40   Skipped: 0

ANSWER CHOICES	RESPONSES	
Adventure, Culinary Arts and Tourism	7.50%	3
Arts	15.00%	6
Business and Economics	15.00%	6
Education and Social Work	10.00%	4
Law	2.50%	1
Open Learning	27.50%	11
Nursing	2.50%	1
Science	12.50%	5
Student Development	7.50%	3
Trades and Technology	0.00%	0
TOTAL		40

Q2: Are you familiar with open educational resources, open practices, open publication, or open research?
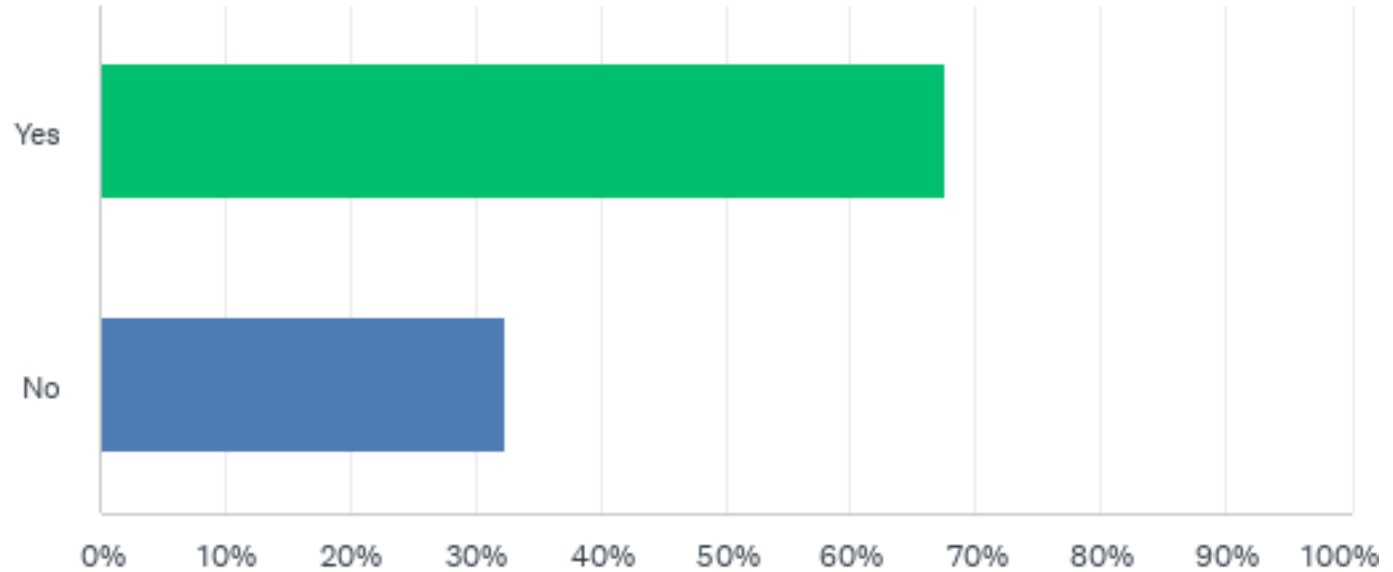
Answered: 40   Skipped: 0
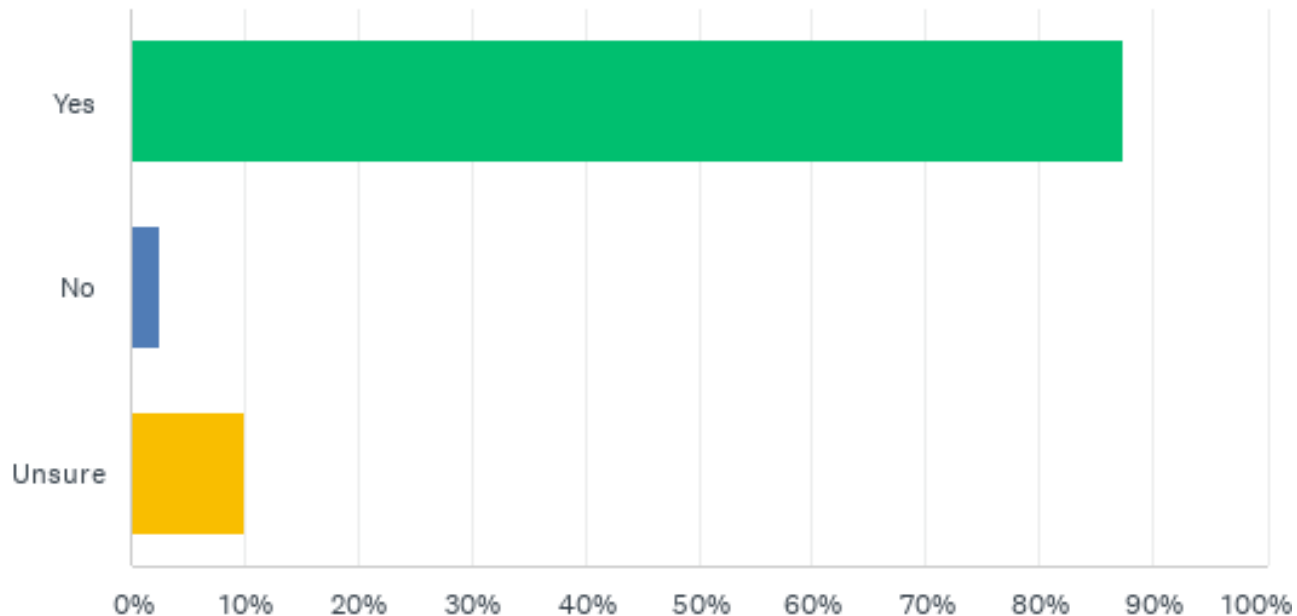
Q2: Are you familiar with open educational resources, open practices, open publication, or open research?

Answered: 40   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	87.50%	35
No	2.50%	1
Unsure	10.00%	4
TOTAL		40

Q3: Do you use open educational resources in your courses? Open educational resources are textbooks and other resources that are developed by faculty and free for your students to use.

Answered: 40   Skipped: 0

Q3: Do you use open educational resources in your courses? Open educational resources are textbooks and other resources that are developed by faculty and free for your students to use.
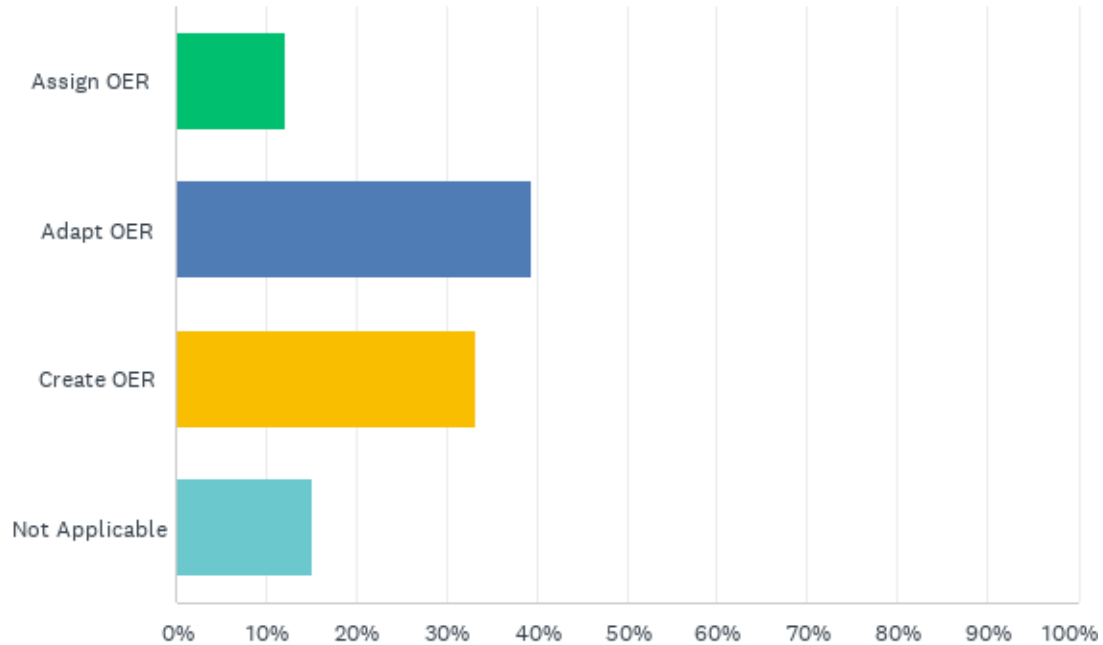
Answered: 40   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	67.50%	27
No	32.50%	13
TOTAL		40

Q4. If yes, why?

- As per course curriculum
- This has been part of our **vision/course design work in OL for a long time.** The goal is to help students in various niches, and to promote life-long learning.
- It **improves access and cost for students**. Improves **control over course content for instructor.**
- I would like to use OER in my courses, but I did not initiate the courses so they are text book based.
- Because of the **variety of available materials**
- To **lower costs to students and have more control over the content I use**
- Remove cost barrier for education - **equity**
- I believe strongly in **the principles of open**, and do not wish my students to have to pay for resources.
- **Created a book specifically for my academic English class and it is free to students**
- Because **they're free**....**however the quality must meet my standard as well**
- To **save my students money**

- I created an OER for use in the course so that students would have **easier and free access** to course materials. It is also a **huge benefit to be able to edit the textbook** any time to incorporate new material, update it, fix mistakes etc
- **Flexibility of the use of the resources; lower cost to students**
- The **ones I user are better and more relevant that available textbooks**, and of course cheaper for the students.
- **Better and cheaper** access for students
- They are a **great supplement** to commercial textbooks
- Because **I created these resources; gotta maximize their use!**
- 1) Education should not be a financial burden and **resources as free as is possible** 2) education can be more **collaborative and interactive** between teacher and student and among students.
- **Students appreciate the zero cost!**
- Because we have an **unofficial policy of not having students need to pay for course material** for our courses.
- They are an **affordable** option for students

Q5: If Yes, how are you most likely to use OER in your class:

Answered: 33   Skipped: 7

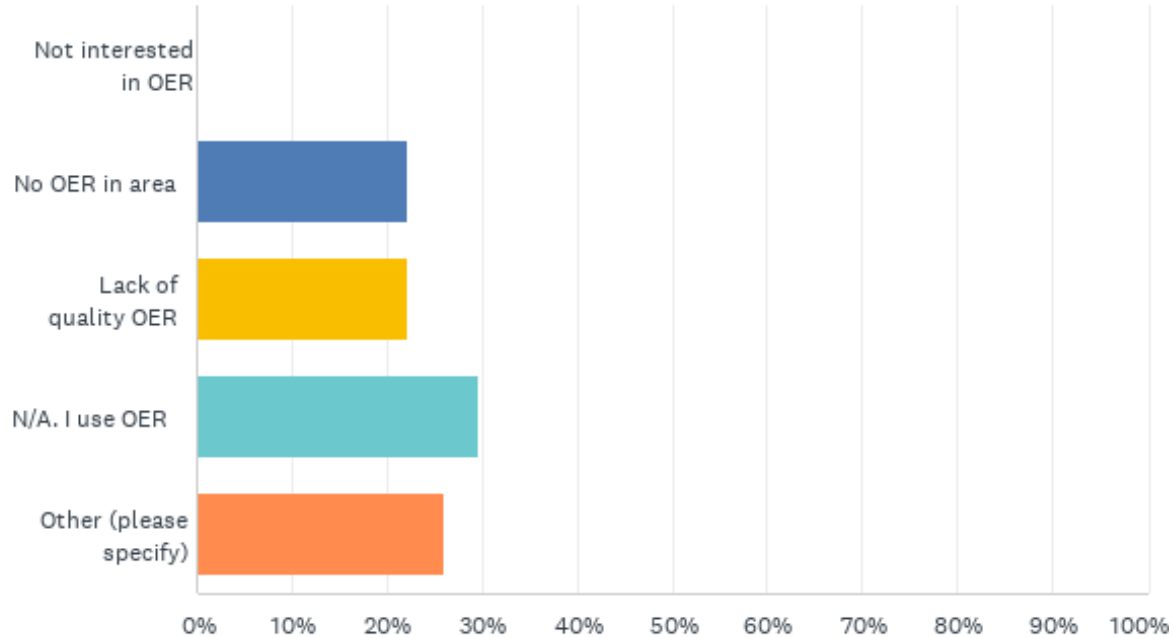# Q5: If Yes, how are you most likely to use OER in your class:

Answered: 33   Skipped: 7

ANSWER CHOICES	RESPONSES	
Assign OER	12.12%	4
Adapt OER	39.39%	13
Create OER	33.33%	11
Not Applicable	15.15%	5
TOTAL		33

Q6: If No, which of the following are a barrier to you?

Answered: 27   Skipped: 13

Q6: If No, which of the following are a barrier to you?

Answered: 27   Skipped: 13

ANSWER CHOICES	RESPONSES	
Not interested in OER	0.00%	0
No OER in area	22.22%	6
Lack of quality OER	22.22%	6
N/A. I use OER	29.63%	8
Other (please specify)	25.93%	7
TOTAL		27

Q7: Do you currently use open education practices? Open practices involve having student share their knowledge through creating resources, for example creating websites or podcasts or presenting to community stakeholders.

Answered: 39   Skipped: 1
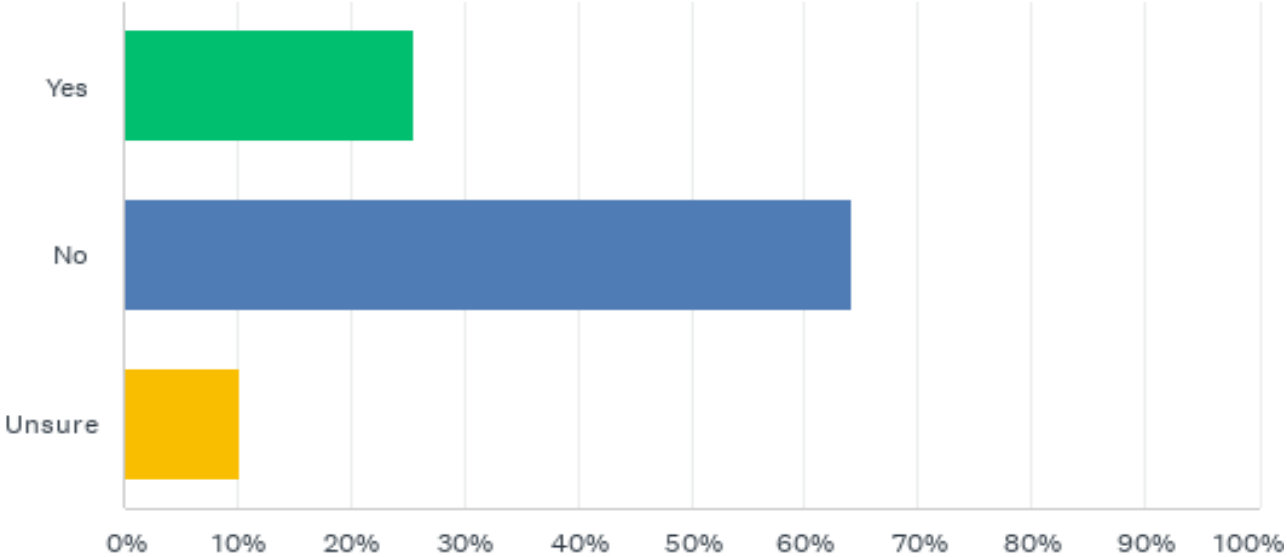
Q7: Do you currently use open education practices? Open practices involve having student share their knowledge through creating resources, for example creating websites or podcasts or presenting to community stakeholders.

Answered: 39   Skipped: 1

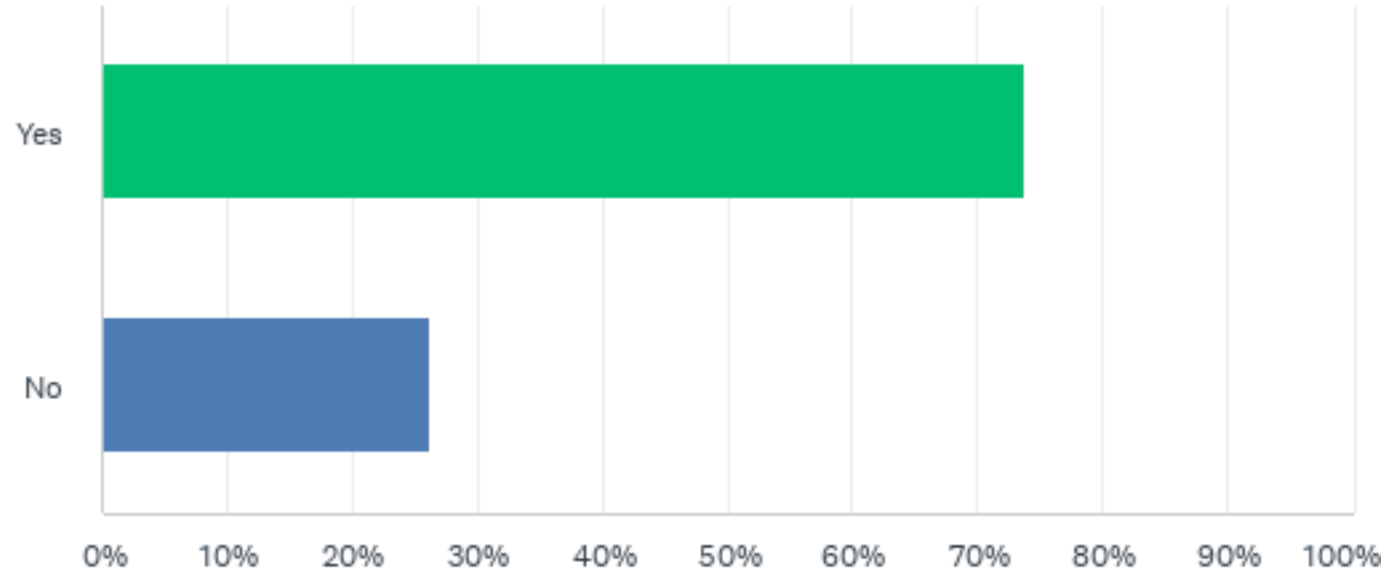| ANSWER CHOICES	RESPONSES	
Yes	25.64%	10
No	64.10%	25
Unsure	10.26%	4
TOTAL		39

Q8. If yes, what open pedagogy practices do you use?

- There **are free sites on the internet** that discuss income tax issues.
- **I share access to my resources, and I have students create content and provide options for them to openly share.**
- All my courses are ZTC, either through open textbooks or handout packages
- I do have **students create work and post to a forum** - this could be adapted to go outside of Moodle, but I have not had the time to work on this
- I have done **student-created/curated resources in the past but no longer do so**
- With OL's help **I have created multiple websites for use in classes and in the public realm.** Students share and critique each others' creations and research, towards creating sharable interactive publicly accessible sites.
- **Students use a peer review process for their writing in my class**, but I don't have them share it beyond the class.
- **Student led media creation (videos) for incorporation into OER being adapted and adopted**

Q9: Have you ever made or considered making or adapting open educational resources?

Answered: 38   Skipped: 2
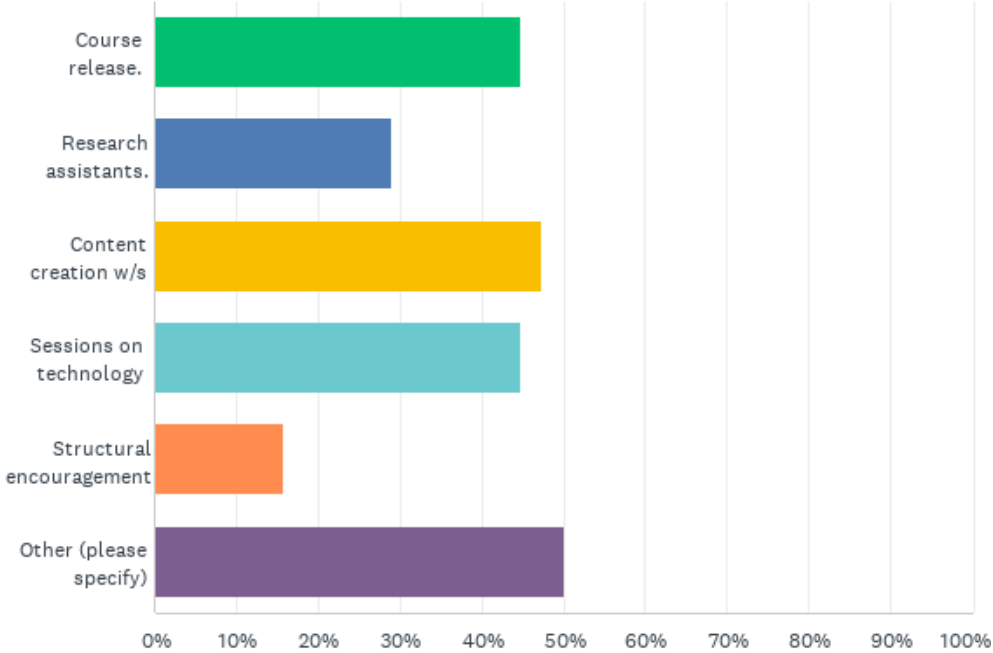
Q9: Have you ever made or considered making or adapting open educational resources?

Answered: 38   Skipped: 2

ANSWER CHOICES	RESPONSES	
Yes	73.68%	28
No	26.32%	10
TOTAL		38

Q10: What supports would you need to make/adapt (or continue making/adapting) open educational resources? Please check all that apply.

Answered: 38   Skipped: 2

Q10: What supports would you need to make/adapt (or continue making/adapting) open educational resources? Please check all that apply.

Answered: 38   Skipped: 2

ANSWER CHOICES	RESPONSES	
Course release.	44.74%	17
Research assistants.	28.95%	11
Content creation w/s	47.37%	18
Sessions on technology	44.74%	17
Structural encouragement	15.79%	6
Other (please specify)	50.00%	19
Total Respondents: 38		

Q11: Do you publish your research or share your data openly, eg. by publishing in open journals or using open repositories?

Answered: 40   Skipped: 0
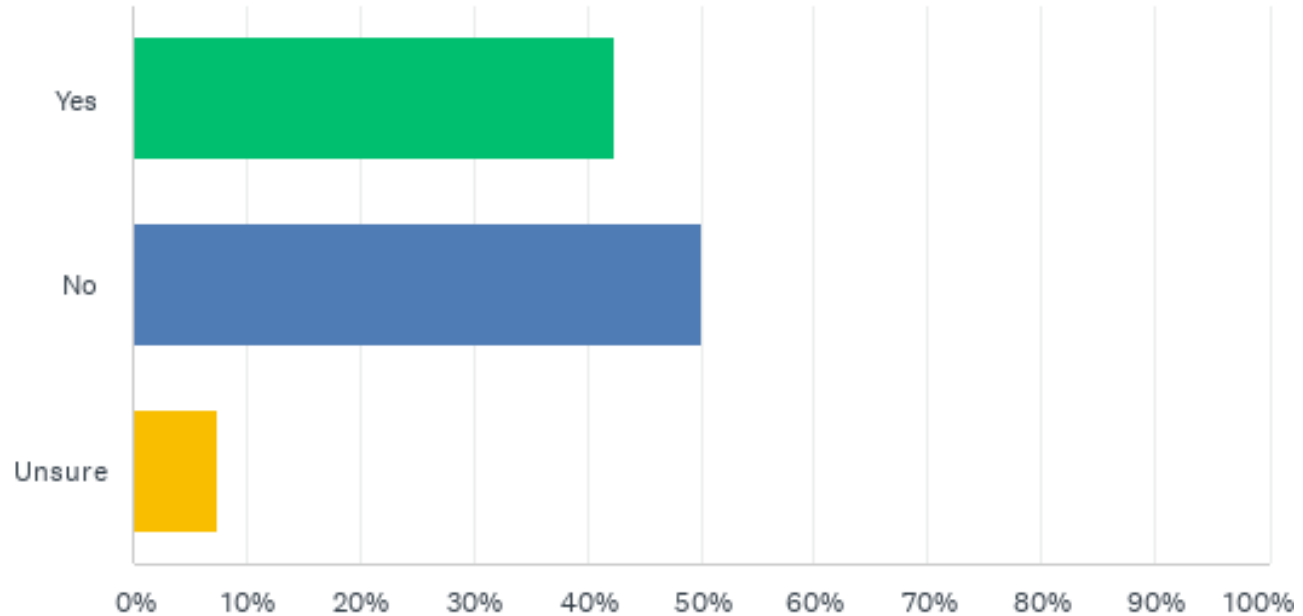
Q11: Do you publish your research or share your data openly, eg. by publishing in open journals or using open repositories?

Answered: 40   Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	42.50%	17
No	50.00%	20
Unsure	7.50%	3
TOTAL		40

Q12: What would encourage you to publish (or continue publishing) your research or share (or continue sharing) your data openly? Please check all that apply.

Answered: 32   Skipped: 8
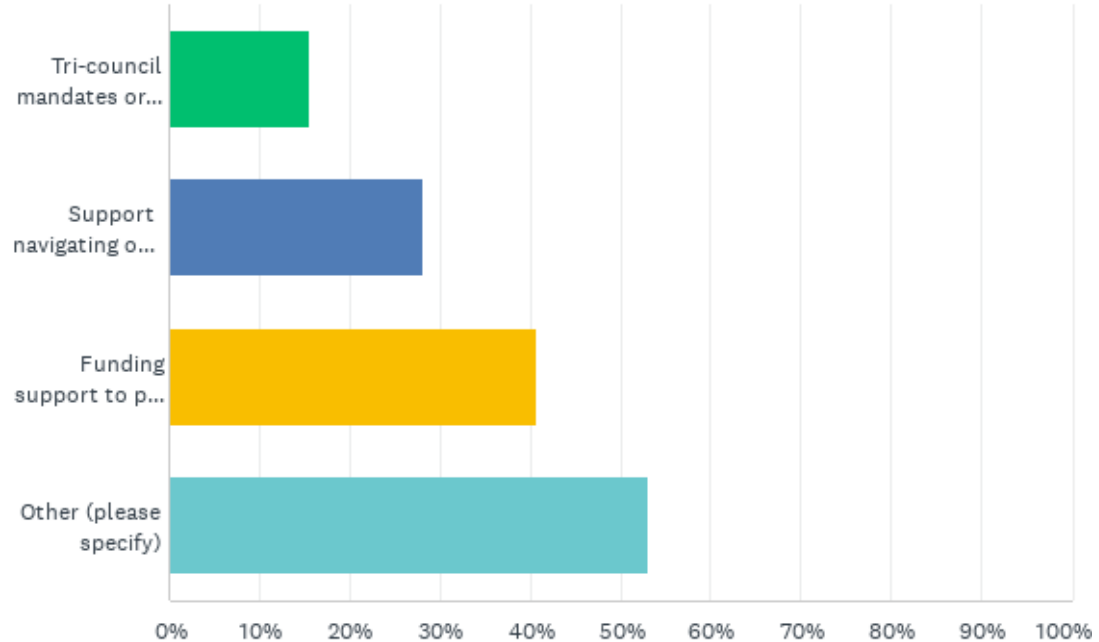
Q12: What would encourage you to publish (or continue publishing) your research or share (or continue sharing) your data openly? Please check all that apply.

Answered: 32   Skipped: 8

ANSWER CHOICES	RESPONSES	
Tri-council mandates or other funding requirements.	15.63%	5
Support navigating open journal platforms.	28.13%	9
Funding support to pay for open access subvention fees.	40.63%	13
Other (please specify)	53.13%	17
Total Respondents: 32		

Q13. If you have experience creating or using OP please share your experiences and any recommendations you have for future support.

FUNDING RELATED

- The course revision process works well at OL. This could use more funding.
- I am currently working on the third edition of a 1st year textbook used in my course. **The issue has been in getting sufficient funding to do the revisions as there does not seem to be any dedicated grants for this purpose in BC.** There are grants for writing or creating an original OER resource, but none for maintaining, revising and improving them.
- **More editing and copyright support, expand the OER Development Grant**
- I have benefitted from TRU funding. **More funding would be a good idea.**
- We are currently building an OER text and an OER supplement in our department. The supports from the OER group on campus, **especially including the funding for a research assistant have been invaluable**.
- I really enjoy writing and have thoroughly enjoyed my OER work to date (one textbook completed; one in progress). It is time-consuming, but **the editorial and other support from TRU is extremely valuable, and helps a bit with the time requirements.** Because this work is in addition to my existing work it is a bit frustrating to have to put this towards the bottom of the priority list after marking etc - **I would love to have two weeks to work on it without any other obligations,** but I can't really give up my 4 weeks of vacation which is family time. **If there were any ways to release OLFMs from work for a few days to or weeks to work on OER that would be enormously helpful**. Having worked in-person at institutions where faculty can get release for this sort of thing highlights the difference between working OL and on-campus and shows that might be one reason why OLFMs might be less inclined to work on OER.
- **Needs funding. PD should be applicable here too as I think it's very much a PD activity**
- So valuable, the open community is very supportive. I wish there were **options for release time to support more OER development** - time is real issue for me as faculty.

Q13. If you have experience creating or using OP please share your experiences and any recommendations you have for future support.

SUPPORT RELATED

- Open Education has **amazing supports** at TRU from start to finish
- **Support network for other OER creators**
- I've done both. Adapted an existing text. I had a sabbatical to complete the work which is now used extensively in the SON here at TRU and abroad. I've also created OER. **Working with another faculty and having institutional support** Leon Racicot & Christine Miller as resources made all the difference in the world.
- The **support from TRU by IDs, editors, copyright etc has been extremely positive and helpful**, and for me, critical - I don't think I could create anything of the same quality without that support.
- I've always felt well supported by TRU and OL in particular in this work.
- Creating an **OER is a huge undertaking, perhaps it needs to be done by a TEAM of educators** rather than one person.
- Students often ask for hard copies of the OER textbook because it is difficult to read lots of material on a screen. There is a provision for this through BCcampus but it is not too streamlined. TRU does not directly support it either. **Ideally what you would want is a properly printed edition of the book as well, rather than something run off on a standard printer.** Otherwise, TRUOL has been very supportive of developing and adapting OER materials in my course. No complaints there.
- I like the idea of **a buddy system**, where an instructor works with an OL person to brainstorm how an open source might work, and, after a test run (or two), how it might work better. I had a 5 member team for a couple of years and it seemed a little too many people. I had one main person I conferred with over the last 4 years and that worked much better. I can also see how this buddy system might be a good fit for apprenticing a student over a couple of years (not just one semester) on the set-up, running and modifying of OER's. I can see that working really well.

Q14. Is there anything else?

- My experience with open was when I worked for North Island College. Since I retired from that institution I have been teaching the 2 online ASTR courses for TRU. These courses were already written and used a paper text. I have suggested that we move to an OER text replacement in place of the text, but haven't done the research yet to say exactly what we could use. **Perhaps we could use the 'Make a Book' option in wikipedia to prepare an OER text.**
- OEWG is fantastic
- TRU Open Education working group is doing a fantastic job - promoting open practices, educating faulty, supporting grant awardees etc **- more support is needed from TRU Administration to keep encouraging these important activities,** and due recognition given to Faculty who spend hundreds of hours creating or modifying OERs
- Thanks for the opportunity to create these important resources for students
- The **quality of OER in my field is poor.** The choice is first rate education material at commercial prices or free second rate material. The resources necessary to compete with commercial publishers would be very high. Most materials I have seen are not even well edited, lack illustrations and examples, and have few additional resources that could compete with the commercial publishers, like McGraw HIll Ryerson Connect.
- **Quality of existing OERs is an ongoing concern**. Even if there is a usable OER text (say), it doesn't have any other supporting materials (e.g., slides, testbanks, instructor's solutions, etc.) — at least that has been my experience in my discipline…
- I have **yet to find any OER materials for the various topics that I teach that are of sufficient quality** that I would adopt/adapt them.
- I was involved with the Web-based Associate of Science project that was funded by BC Campus and we published all of our deliverables under a CC license.