

Welcome.

Thank you for participating in our study on the role of technology in teaching in U.S. higher education.

Primary support for this research comes from The William and Flora Hewlett Foundation. The survey is being conducted in collaboration with Babson Survey Research Group (BSRG) at Babson College. Only aggregated data will be reported and no contact information is shared with other organizations. Report sponsors do not have access to individual-level responses.

All respondents will receive copies of the study reports.

Please tell us a bit about yourself. Note: This information is used only to classify the survey responses. No individual-level data will be released. Information that you provide in this survey will not be used to target you for any marketing.

- Yes, I will take part in the survey
- No, I do not wish to participate.

Your status:

**Teaching Status**

- Full-time
- Part-time

**Number of Years Teaching**

DROPDOWN LIST:

- Less than 1
- 1 to 3
- 4 to 5
- 6 to 9
- 10 to 15
- 16 to 20
- More than 20

**Tenure Status**

DROPDOWN LIST:

- N/A
- Tenured
- Tenure track, not tenured
- Not tenure track

**Your Institution Type**

DROPDOWN LIST:

2 year public

4 year public

4 year private

**Your Primary Discipline**

DROPDOWN LIST:

Arts and Literature

Business Administration

Computer and Information Science

Economics

Education

Engineering

Humanities

Law

Linguistics / Language

Mathematics

Medicine

Natural Sciences

Philosophy

Psychology

Social Sciences

Other

**Your Age**

" Under 25

" 25 – 34

" 35 – 44

" 45 – 54

" 55+

**Which of the following have you taught during the most recent academic year?***Please use the following definitions:*

- *In-Person Course: A course where all required contact hours occurring regularly scheduled face-to-face class meeting times.*
- *Blended/Hybrid Course: A course where online contact displaces some portion of the required contact hours.*
- *Online Course: course in which all required contact hours (instruction, learning activities, and interactions) are internet-based.*

**Please check all that apply.**

	<i>In-Person course</i>	<i>Blended/Hybrid course</i>	<i>Online Course</i>
Graduate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bachelor's level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Associate's level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Certificate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## How often have you used the following formats or tools?

Used digital materials, e.g., simulations and/or videos in course presentations.

Never / NA    Rarely    Occasionally    Regularly

Assigned material available only in eBook format.

Never / NA    Rarely    Occasionally    Regularly

Assigned books for which eBooks and print formats were both available.

Never / NA    Rarely    Occasionally    Regularly

Assigned books that had only a traditional format but also had electronic ancillaries for students.

Never / NA    Rarely    Occasionally    Regularly

Assigned readings (e.g., chapters, articles) that you uploaded for students to access at no cost.

Never / NA    Rarely    Occasionally    Regularly

Published digital scholarship (beyond publishing an online version of a traditional scholarly paper).

Never / NA    Rarely    Occasionally    Regularly

Used social media to interact with students.

Never / NA    Rarely    Occasionally    Regularly

Used social media to interact with colleagues.

Never / NA    Rarely    Occasionally    Regularly

## What is your opinion about the nature of support that you have received from your institution? My institution...

Respects teaching with technology (in person or online) in tenure and promotion decisions.

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Don't Know

Has a fair system of rewarding contributions made to digital pedagogy.

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Don't Know

Has strong policies to protect intellectual property rights for digital work.

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Don't Know

Provides support and flexibility in understanding and choosing intellectual property policies

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Don't Know

Provides training and support in the use of OER resources

Strongly Disagree    Disagree    Neutral    Agree    Strongly Agree    Don't Know

## Who has a role in selecting educational resources for use in the courses you teach? (Select all that apply.)

- Me
- Another faculty member
- A faculty committee
- Program or division
- Instructional design group

Administration

Other

**Who has the PRIMARY role in selecting educational resources for use in the courses you teach? (Select only one response.)**

- Me
- Another faculty member
- A faculty committee
- Program or division
- Instructional design group
- Administration

Other

**When selecting resources for your teaching, which of the following factors are most important to you? (CHOOSE THREE) Please drag the three most important factors to the box on the right (the order in which you drag the three factors is not important).**

**Three Most Important Factors (in any order)**

- Cost to student
- Proven to improve student performance
- Easy to find
- Includes all the materials I need
- High-quality and factually correct
- Covers my subject area sufficiently
- Works with my institution's Learning Management System (LMS)
- Mapped to learning outcomes
- Current and up-to-date
- Easy to use
- Used by other faculty members
- Provided by my institution
- Ready to use
- Adaptable/editable
- Any other factor

**How aware are you of each of the following licensing mechanisms?**

Public Domain  Unaware  Somewhat Aware  Aware  Very Aware

Copyright  Unaware  Somewhat Aware  Aware  Very Aware

Creative Commons  Unaware  Somewhat Aware  Aware  Very Aware

**How aware are you of Open Educational Resources (OER)?**

**Open Educational Resources (OER) are 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 repurposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.**

- I am not aware of OER
- I have heard of OER, but don't know much about them
- I am somewhat aware of OER but I am not sure how they can be used
- I am aware of OER and some of their use cases
- I am very aware of OER and know how they can be used in the classroom

**Please provide some examples of Open Educational Resources that you are aware of.**

**If you were to describe the concept of open resources for education to a colleague, which of the following would you include in your description?**

Is available for free

Not Included     May or May Not Include     Would Include

Has the ability to remix and repurpose

Not Included     May or May Not Include     Would Include

Is provided with a Creative Commons license

Not Included     May or May Not Include     Would Include

Is easy to combine with other course materials

Not Included     May or May Not Include     Would Include

Is of high quality

Not Included     May or May Not Include     Would Include

Is more up to date than textbooks

Not Included     May or May Not Include     Would Include

**Have you used open educational resources in either of the following ways? I have used OER as...**

Primary course material (main class material used by teacher and students)

Never / NA     Rarely     Occasionally     Regularly

Supplementary course material (supporting material to enhance teaching or as further reference for students)

Never / NA     Rarely     Occasionally     Regularly

Ask if

I have used OER - Rarely Is Selected

Or

I have used OER - Occasionally Is Selected

Or

I have used OER - Regularly Is Selected

**Have you used any of the following types of open educational resources?**

	Yes	No
Videos	<input type="checkbox"/>	<input type="checkbox"/>
Audio podcasts	<input type="checkbox"/>	<input type="checkbox"/>
Images	<input type="checkbox"/>	<input type="checkbox"/>
Infographics	<input type="checkbox"/>	<input type="checkbox"/>
Interactive games or simulations	<input type="checkbox"/>	<input type="checkbox"/>
Video lectures/tutorials	<input type="checkbox"/>	<input type="checkbox"/>
Tests and quizzes	<input type="checkbox"/>	<input type="checkbox"/>
Open textbooks, chapters from textbooks	<input type="checkbox"/>	<input type="checkbox"/>
Homework assignments	<input type="checkbox"/>	<input type="checkbox"/>
Slides and class presentations	<input type="checkbox"/>	<input type="checkbox"/>
Articles, such as those from journals or newspapers	<input type="checkbox"/>	<input type="checkbox"/>
Whole course	<input type="checkbox"/>	<input type="checkbox"/>
Elements of an existing course e.g. a module/unit	<input type="checkbox"/>	<input type="checkbox"/>



Lesson Plans  
Any other type

”  
”

”  
”

Ask if  
 I am very aware of OER and know how they can be used in the classroom Is Selected  
 Or  
 I am aware of OER and some of their use cases Is Selected  
 Or  
 I am somewhat aware of OER but I am not sure how they can be used Is Selected

**How would you compare the quality of open resources **in your discipline** to that of traditional resources on the following dimensions?**

	Open Resources Superior	About the Same	Traditional Resources Superior	No Opinion/ Don't Know
Cost	''	''	''	''
Proven to improve student performance	''	''	''	''
Easy to find	''	''	''	''
Includes all the materials I need	''	''	''	''
High-quality and factually correct	''	''	''	''
Covers my subject area sufficiently	''	''	''	''
Works with my institution's Learning Management System [LMS]	''	''	''	''
Mapped to learning outcomes	''	''	''	''
Current and up-to-date	''	''	''	''
Easy to use	''	''	''	''
Materials are rated by faculty or editors	''	''	''	''
Adaptable/editable	''	''	''	''

Ask If  
 I have used OER as... Primary course material - Never / NA Is Selected  
 And  
 I have used OER as... Supplementary course material - Never / NA Is Selected

**Do you think you will use Open Educational Resources in the next three years?**

- '' I am not interested in using Open Educational Resources
- '' I might consider using Open Educational Resources
- '' I will consider using Open Educational Resources
- '' No opinion /Don't know

**How would you rate the quality (factually correct, up-to-date, well-written, organized, effective) of Open Educational Resources in your discipline and material from traditional publishers?**

Traditional publishers

" Poor " Average " Good " Excellent " Don't Know

Open Educational Resources

" Poor " Average " Good " Excellent " Don't Know

Ask If

I am very aware of OER and know how they can be used in the classroom Is Selected

Or

I am aware of OER and some of their use cases Is Selected

Or

I am somewhat aware of OER but I am not sure how they can be used Is Selected

**How would you rate the ease of searching for educational resources for your courses?**

From traditional publishers

" Very Difficult " Difficult " Easy " Very Easy " Never Tried/Don't Know

Open educational resources

" Very Difficult " Difficult " Easy " Very Easy " Never Tried/Don't Know

Ask If

I am very aware of OER and know how they can be used in the classroom Is Selected

Or

I am aware of OER and some of their use cases Is Selected

Or

I am somewhat aware of OER but I am not sure how they can be used Is Selected

Or

I have heard of OER, but don't know much about them Is Selected

**If you are hesitant to use OER, what are your top three barriers?**

**Please drag the THREE most important factors to the top of the list. The order of the three is not important.**

Three Most Important (in any order)

- \_\_\_\_\_ Too difficult to use
- \_\_\_\_\_ Too hard to find what I need
- \_\_\_\_\_ Not enough resources for my subject
- \_\_\_\_\_ Not high-quality
- \_\_\_\_\_ Not current, up-to-date
- \_\_\_\_\_ Not relevant to my local context
- \_\_\_\_\_ No comprehensive catalog of resources
- \_\_\_\_\_ Not knowing if I have permission to use or change
- \_\_\_\_\_ Lack of support from my institution
- \_\_\_\_\_ Too difficult to change or edit
- \_\_\_\_\_ Too difficult to integrate into technology I use
- \_\_\_\_\_ Not effective at improving student performance
- \_\_\_\_\_ Not used by other faculty I know

\_\_\_\_\_ No barriers

**Rate your agreement with the following statements regarding OER:**

Use of OER leads to improvement in student performance.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

Use of OER leads to improvement in student satisfaction.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

The open aspect of OER creates different usage and adoption patterns than other online resources.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

Open educational models lead to more equitable access to education, serving a broader base of learners than traditional education.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

Use of OER is an effective method for improving retention for at-risk students.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

OER adoption at an institutional level leads to financial benefits for students and/or institutions.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

Use of OER leads to critical reflection by educators, with evidence of improvement in their practice.

Strongly Disagree  Disagree  Neutral  Agree  Strongly Agree  No Opinion

**We welcome your comments. Please let us know your thoughts on any of the issues covered in this survey.**

Thank you.

This is the end of the survey - pressing the ">>" button below will record your responses.

Note: Do not press ">>" until you are sure you are finished - once your survey has been recorded you will no longer be able to edit your responses.