

## OCW use and production by faculty and students: An inter-institutional comparison

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### Abstract

Over the last year there has been a burst of work surveying faculty and students on their beliefs, attitudes and intentions concerning the use and production of OpenCourseWare (OCW). This paper will discuss the most recent results from surveys done at institutions of higher education in Europe, Africa, Australia, and North America. We will look at the individual institution's surveys and what they can tell us about their populations, and since the surveys have largely used common metrics to increase comparability across them, we are able to make some comparisons between the institutions. The surveys were completed in 2010 and 2011.

The scope of these surveys has included retrospective questions on familiarity with OCW on the part of students and faculty, and their current use and production of OCW materials, as well as prospective questions concerning their interest and intentions concerning future use and production of OCW materials. Consequently, these studies can be viewed as investigations into both use and creation of OCW materials. As such, the results give insight into not only how users and creators at higher education institutions have responded to the concept of OCW, but also provide information on whether, and when, faculty and users might become involved in OCW. This knowledge can be used to focus local efforts at developing OCW communities and cultures of contribution.

The paper compares surveys from the University of Cape Town, South Africa, the University of Michigan, United States, the Universidad Politécnica de Valencia, Spain and Danubius University of Galati, Romania. The presentation at the OCWC conference will hopefully include survey results from the University of Queensland, Australia as well.

### Keywords

OpenCourseWare, Open CourseWare, OCW, OER, Open Educational Resources, survey

### Introduction

In the 2007 Hewlett Review of OER activities “A Review of the Open Educational Resources (OER) Movement: Achievements, Challenges, and New Opportunities”, the authors point out that “[a] theme and implicit goal of this model [of OER] is to build a community so that the emerging OER movement ... will create incentives for a diverse set of institutional stakeholders to enlarge and sustain this new culture of contribution.” (Atkins, Brown & Hammond 2007: 3) Developing the “culture of contribution” that is referenced here, specifically at institutions of higher education, and specifically with respect to the creation and contribution of Open CourseWare (OCW), is the task in which a number of institutions around the world are currently engaged. But what makes up this higher education “culture of contribution” and how many students, staff, teachers and researchers at our institutions of higher education are ready to join, or are already participants? We are only beginning to find out.

Research in support of OCW/OER efforts has begun to investigate the beliefs, attitudes and intentions of those who would make up this culture of contribution, the teaching staff (Petrides, Nguyen, Jimes &

Karaglani 2008) and students (Harley 2008) at these institutions, with the goals of answering questions about the current make-up of the culture of contribution, and informing local OCW efforts (Hardin & Cañero 2010). Used as baselines to determine progress, as investigations into local support for OCW efforts, and to pinpoint where such support resides or where work needs to be done, and to generally increase understanding of how the members of the scholarly communities think about OCW, these studies can provide considerable value to local OCW efforts. In the process, these studies are generating data that we can now use to compare attitudes on OCW contribution and participation in emerging cultures of contribution across institutions, from Europe, Africa, North America and (in process) Australia.

In addition these studies allow for comparison of the strategies for OCW/OER development that are evolving in different academic environments to fit local conditions, and enrich and deepen our analyses of success and failure around these efforts. Building effective methods, based on informed research and capable of comparative evaluation, for the development of communities of contribution at higher education institutions is a critical component for the advancement of open scholarship around the world. In addition to advancing the scholarly understanding of those efforts, these studies provide the OCW/OER community in higher education the chance for reflection and deeper evaluation of progress and limitations in its efforts to establish new norms and practices in the culture of our scholarly communities.

These investigations, then, are part of an expanding international research effort of OCW contribution and use at institutions of higher education, research that has the dual goals of providing useful information to local OCW efforts and expanding the data and analyses of open scholarship activities available to web science. “How and why do people use newly emergent forms of the Web in the way they do?” Shadbolt (2008) asks, in his review of research tasks for Web Science. The research presented and discussed here focuses on this question in the realm of OpenCourseWare in tertiary education by asking “What do faculty currently know about OpenCourseWare?,” “Do they use it?,” “Would they contribute their course materials to local OpenCourseWare sites if asked to do so?,” “Would they encourage their colleagues to contribute?” In addition, we investigate how students view OpenCourseWare, what value they see in it and if they would be willing to contribute to its creation. These questions circle back to those surrounding a culture of contribution, the foundation of the OCW enterprise. The web has opened up possibilities for change in our institutions of higher education, change that can amplify the value of educational material creation globally, and create numerous benefits for these institutions locally. Do the participants in our communities of scholars see the opportunities of these newly emergent forms, are they currently making use of them, and if not will they take them up in the future and become part of the culture of higher education? Our research suggests that many are ready and willing.

### **Origin of Surveys**

The surveys of the four schools we report on here, Danubius University of Galati , Romania, Universidad Politecnica de Valencia , Spain, the University of Cape Town, South Africa, and the University of Michigan, United States, have a common origin, the educational technology surveys that were administered at the University of Michigan starting in 2005. These surveys focused on adoption and use of the Sakai Collaboration and Learning Environment that was being introduced at the University under the name CTools. These have been called the “Informational Technology and CTools Surveys.” (Lonn & Teasley 2008). In 2007 a set of questions was added to this survey to probe the faculty and students about their familiarity with OCW and the value they might see in it. In 2008 questions asking if they would contribute to a local OCW site were added. In 2009 additional questions

were added probing faculty attitudes toward use of local OCW resources and their willingness to encourage other faculty to contribute their materials to a local OCW site. In 2010 this was supplemented with a series of questions about faculty perspectives and practices concerning open Access (OA) publishing. All these survey instruments are available at (<https://ctools.umich.edu/access/content/public/surveys/portal.html>) see (Lonn & Teasley 2008; Lonn; Quinones & Teasley 2009; Lonn & Teasley 2010).

Students were likewise questioned about their familiarity with and interest in OCW and their willingness to contribute their own time to help prepare faculty course materials for publication on the site. Understanding whether or not the student scholars in our institutions of higher education have an abiding interest in open course materials is one obvious goal of these studies. In addition, a number of approaches to OCW creation have sought to use the resources students can bring to bear, in time and expertise, to prepare interesting project materials of their own (Wiley, 2006), and to aid in the vetting and preparing of faculty materials for publication on local OCW sites (Hardin 2010).

In the last few years an international effort built around the University of Michigan CTools surveys was initiated within the Sakai community, the open source collaboration and learning environment in use by many universities (<http://sakaiproject.org>). In 2010 a subset of the OCW questions was made available to the Sakai Multi-Institutional Survey Initiative (MISI) group and 7 institutions adopted them as part of their local survey, including those 4 discussed here. As discussed in (cite) “The online survey (available at MISI site, below) and methods of analysis are being shared and supported in the hope of developing an international database of information that can be updated and investigated by the OCWC community. This is piggy-backing on the work already done by Lonn, Teasley and Krumm (2010) and Lonn (2010a & 2010b) and others in making the larger CTools survey available. We encourage anyone interested to visit the 2010 Sakai Multi-Institutional Survey Initiative (MISI) site, which can be found at: <http://confluence.sakaiproject.org/display/UDAT/2010+MISI>

The University of Cape Town (UCT) similarly started to include questions about OER in their annual surveys of their customised version of Sakai, Vula (which means “open” in Xhosa) from 2008. In 2010 a deliberate attempt was made to include survey questions about OER familiarity, use and contribution and Open Access that were similar to those posed in the Sakai Multi-Institutional Survey Initiative. This enabled some initial comparisons of student OER familiarity, use and contribution (Hardin & Cañero 2010) and has now provided the opportunity for wider comparisons among other institutions.

### **OCW Efforts at the Institutions**

The survey questions about OCW familiarity, use and interest in contribution have, as described above, evolved over the last 4 years. They were initially presented to a community, at the University of Michigan, that had no local OCW site, and were meant to investigate the interest among teaching staff and students to create such a resource locally. As various initiatives developed at UM, the questions changed to reflect the development of a local OCW effort and explicitly referenced the emerging local site (<http://open.umich.edu>). This is a sequence that a number of the schools that have been involved in the surveys have gone through, first investigating the general local interest, then asking specifically about a potential and then an actual local OCW site. In the process the surveys have been used to target areas of the teaching staff that have responded positively to the probes in the surveys, and departments that have shown particular interest, for instance in efforts to develop peer-supported foci of contribution. The surveys have also proven useful in showing widespread support, as reported here, for contributions and for the establishment of a culture of contribution locally.

In all four of the institutions reported on here, OCW efforts are in relatively early stages, with local OCW efforts and sites recently emerging and local strategies in flux. As the local efforts evolve, the surveys evolve along with them, asking different, sometimes more detailed questions, and investigating related open efforts like open textbooks and open access. Given the differences in the initiatives at the various schools, different approaches to using the results of the surveys, and to modifying the questions have been seen. The discussion below focusing on the UCT effort reflects this and provides an example of using the results of open-ended questions that were asked along with the core measures we report on.

At UCT the OCW initiative, OER UCT project, officially commenced in March 2009 and ended in August 2010. It was an implementation project that grew out of the Shuttleworth Foundation sponsored Opening Scholarship project which investigated the opportunities that Information Communication Technologies (ICT) and open dissemination models could offer for enhanced communication and more effective knowledge dissemination in one South African university, namely UCT (<http://www.cet.uct.ac.za/OpeningScholarship>). At the same time a separate Health-specific OER initiative sponsored by the Hewlett Foundation commenced in the Faculty of Health Science at UCT. This is a collaboration between the [University of Michigan](#), OER Africa, [Kwame Nkrumah University of Science and Technology](#), the [University of Ghana](#), the [University of Cape Town \(UCT\)](#), and the [University of the Western Cape](#) (<http://www.oerafrica.org/healthproject/HealthProjectHome/tabid/956/Default.aspx>). The key activity of the the OER UCT project was the creation of a portal of OCW developed by UCT instructors and senior students called UCT OpenContent (<http://opencontent.uct.ac.za/>) and this was only launched a year ago on the 12 February 2010. The OCW initiative at UCT is therefore relatively new and the survey results need to be seen in context.

Both UPV and UD-G have local OCW efforts that are in early stages, with some material up (see e.g., <http://www.upv.es/contenidos/OCW/indexc.html>) and faculty education and recruitment part of longer term planning. At the University Danubius-Galati: “As the result of a continuous effort directed at improving the capability of teaching and learning, Danubius University established in 2008 a two step strategy: first, build a comprehensive database of online courses and then migrate to open courseware as quickly as the academic community would adapt.” (Hardin, Bumbaru & Pusca 2010)

### **Survey Samples and Response Rates**

The surveys reported on here vary in their sample strategies and their sample sizes, and in their response rates. Below we report the sample sizes and response rates for the surveys involved, for both the staff and student surveys.

In the University of Michigan survey for 2010 “all instructional faculty were invited to respond (n=7,626). There was a 13% response rate to the survey (n=1,017). A random sample of 25% of the student body, stratified by college/department, was invited to respond (n=9,095). There was a 16% response rate to the survey (n=1,415).” (Lonn & Teasley2010)

For the 2010 survey all UCT staff were invited to respond (n=3170). This total includes academic and administrative staff. There was a 6% response rate to the survey (n=174). All students were invited to complete the survey (n=24 887). There was a 10% response rate to the survey (n=2474).

For the Danubius survey 1953 students and 98 faculty were invited to respond. The student response rate was 9,06% (177 students responded) and instructor response rate was 24,49% (24 faculty

responded).

The Universidad Politecnica de Valencia survey used a random sample of 30% of the instructors (n=800) who were invited to respond, and a random sample of 5% of the students (n=1,920) stratified by college who were invited as well across the set of OCW questions. They had responses from 230 instructors and 186 students; which resulted in response rates of 28.7% for instructors and 9.7% for students.

As can be seen from the varying sample sizes and response rates, some of the surveys provided data that allows for more confident generalization than others, and some provided more possibility for detailed analysis of subsets of the population than others. In this review, when comparing the institutions, we limit ourselves to discussions of the respondent populations, and the results concerning the main populations, teaching staff and students. Other reports go into more detail on sub-populations, such as teaching assistants vs tenure-track teachers, or younger vs older staff (Hardin 2010).

## **Survey Results**

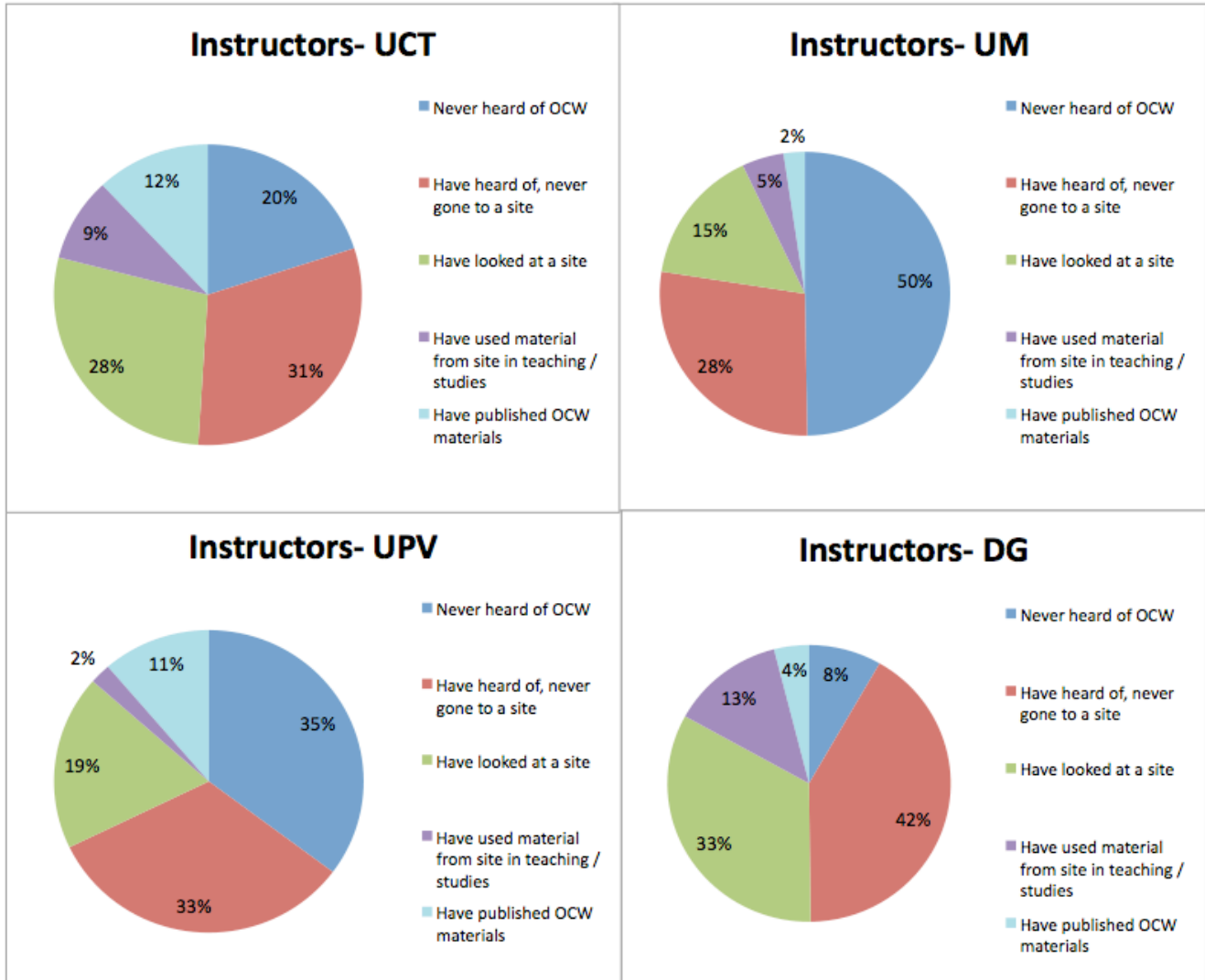
### **Familiarity with OCW**

Respondents were asked how familiar they were with OCW after having been given a definition of OCW. The definition varied somewhat in each survey, from a general definition of OCW and example sites, to a description of a specific local effort. The UM and UCT versions are given here as examples: “Open CourseWare (OCW) is a learning technology that allows faculty to post their course materials (e.g. syllabus, reading lists, lecture notes) on a publicly available website” and “Open Education Resources (OER) websites, also known as Open Courseware (OCW) sites or Open Content sites, allow lecturers to post their course materials (e.g. lecture slides, podcasts, course outline or reading lists) on a publicly available website”.

### **Instructor familiarity with OCW**

Across the 4 schools instructors familiarity with OCW was often low, with those who had either “Never heard of” or “Heard of but never visited a site” running from 50% to 78% (Figure 1). For many of the population of respondents to these surveys, regardless of their institution, OCW is not a well known phenomenon. There were considerable differences between the schools when looking at the remaining categories, those who “Had looked at an OCW site,” “Used materials from an OCW site,” or “Contributed materials to an OCW site.” Here the respondents’ percentages ran from a low of 22% for UM to a high of around 50% for Danubius and UCT, with 7% at UM having used or contributed OCW to 21% for UCT in similar categories. See below for a more detailed discussion of the UCT survey.

Figure : 1 Instructor familiarity with OCW

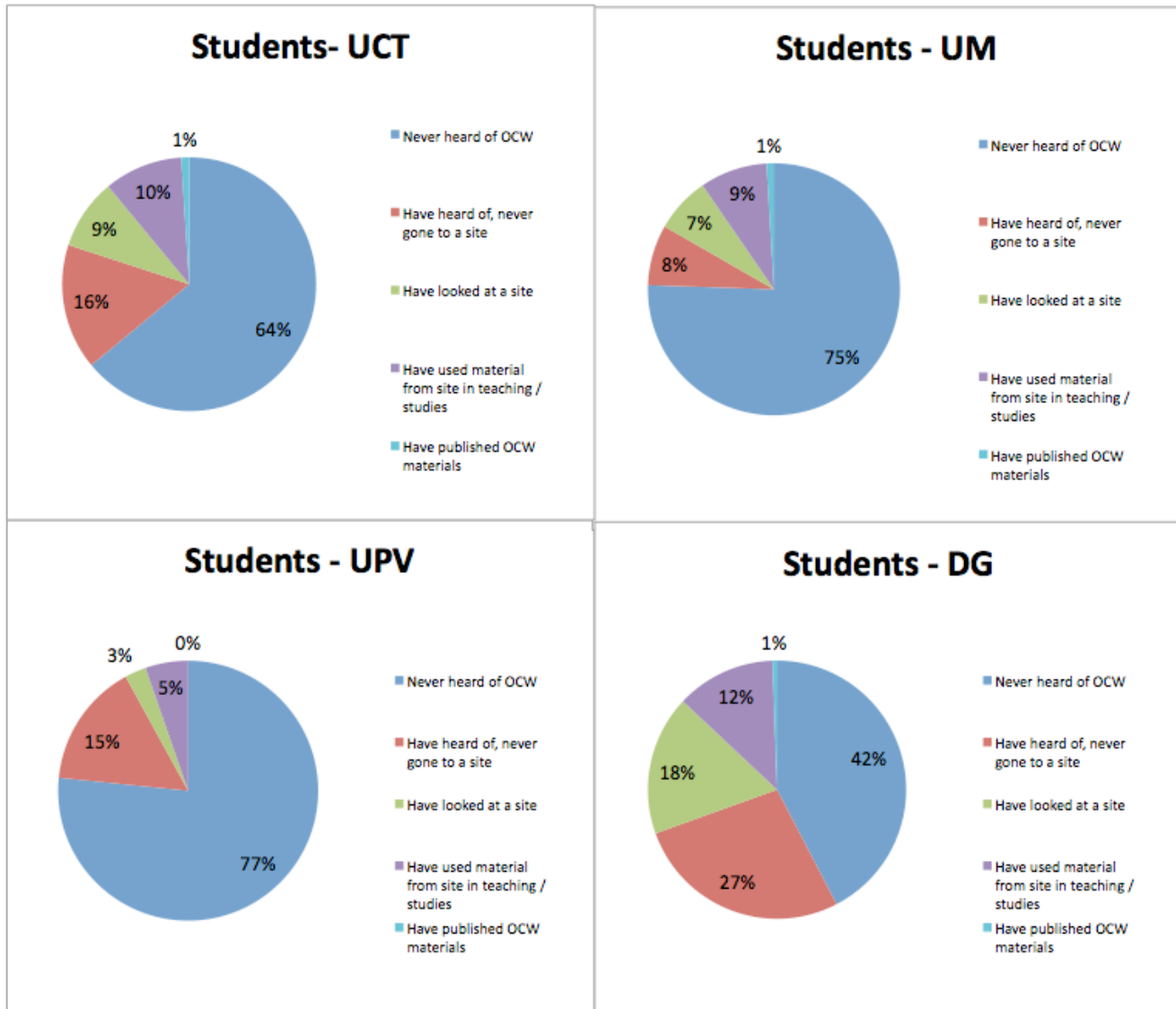


At UCT 20% of the staff report never having heard of OCW, while 31% report having heard of OCW but never accessing an OCW site. One staff member even reported being part of a team preparing an open educational resource, but not having checked this resource on the local UCT OpenContent directory. Twenty eight percent of UCT staff report looking at an OCW site, but what this so-called “looking at” involves will need to be teased out in further face-to-face interviews to determine where lecturers are locating OCW (e.g. directly from other university sites such as MIT or from aggregating portals such as OERCommons); what criteria they are using implicitly or explicitly to decide on the suitability of the OCW; and why they stop at merely “looking” at OCW sites, probing what hinders them from using the available OCW. The latter point is of concern as only 9% of UCT staff report having used materials from an OCW site in their teaching. A few more UCT staff members have been involved in contributing OCW than using OCW with 12% reporting actually publishing OCW materials. What has been quite surprising at UCT is that this survey has revealed that some departments (e.g. Physics Department) and individuals have been making teaching materials available for many years already. This is well-illustrated by this comment from a staff member: “When I say I have published OER material, all course material I have ever produced (in the last 15 years) is available on my website ... when I started doing this, there wasn’t even such a term as OER!”

### Student familiarity with OCW

Similarly, students at the four institutions are not that familiar with OCW. Between 77% and 42% of the students had never heard of an OCW site. When we combine the percentages of those who had “never heard of” and those who “had heard of but never visited” an OCW site, we see from 90% to 68% of the students fitting this description (Figure 2).

Figure 2: Student familiarity with OCW



Sixty four percent of UCT student respondents have never heard of OCW. Locally this is not surprising as the marketing drive of the UCT OpenContent directory has so far been directed at UCT teaching staff. But as there are many routes for students to hear about and locate OCW globally, future surveys should probe where they have heard of or located OCW and what they found most useful. This might help to explain what OCW the 10% of students are using and what OCW sites the 9% of students are “looking at”. What would really be useful to find out is how the 17 students (1%) have been involved in helping publish OCW at UCT. As part of our OER UCT project we are aware of only 6 students who have been assisting with the publishing of OCW. So far the main objective of the UCT OER team in 2009 and 2010 has been to recruit contributors to add resources to the UCT OpenContent directory so that when potential users, for example the students, enter the directory they would find

several useful resources. In 2011 the UCT OER project made a deliberate change in strategy to foreground awareness raising of OCW in general to students and the broader community while continuing to support and acknowledge the contribution to UCT OpenContent by the teaching staff. The success of this strategy among the student population will hopefully be noticeable by the end of 2011 when the next institutional survey is administered.

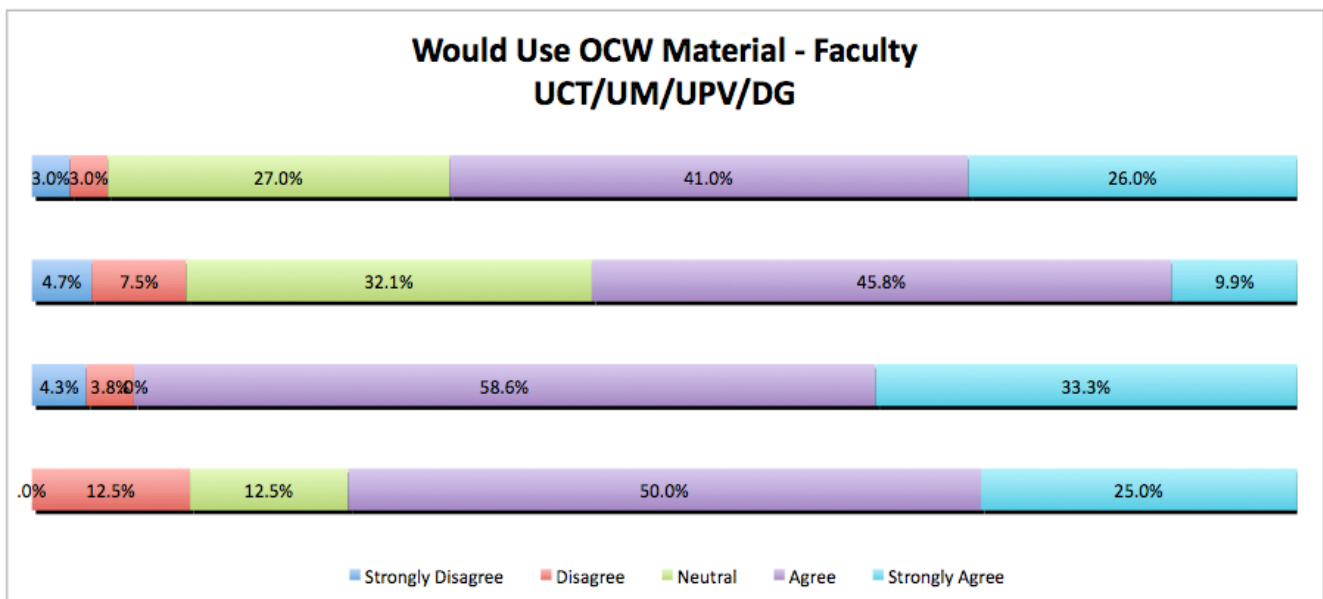
### Use of OCW

Instructors and students were asked directly if they would “use course materials or other educational resources from [a local site]” to probe into their interest in use of locally produced materials, in contrast to the retrospective question about general familiarity with and use of OCW posed earlier.

### Instructor use of OCW

When asked whether or not they would use material from a local site, the response from instructors was generally positive. Sixty-seven percent of staff at UCT, 56% at UM, an overwhelming 92% at UPV and 75% at DG strongly agreed or agreed that they would use OCW (Figure 3).

Figure 3: Instructor potential use of OCW



In addition to the large degree of interest in using OCW, overall there is also less uncertainty about using OCW than there is about publishing OCW (see below). Twenty-seven percent of staff at UCT are uncertain about the use of OCW (responded “neutral”), slightly more staff at UM are uncertain (32%), but only 13% are uncertain or neutral at DG. At UPV a four-point scale was used that did not provide a “Neutral” choice. This may have contributed to the large proportion who responded with “Agree”. (see Hardin & Cañero ) In a similar vein, staff are less likely to actually disagree with the notion of using OCW than they are about publishing OCW. Only 6% of staff at UCT, 12% at UM, 8% UPV and 13% at DG either strongly disagree or disagree that they would use OCW. So while, as we shall see, considerable numbers of respondents at the institutions would agree or strongly agree when asked to contribute their materials to a local OCW, even more would agree to use OCW materials.

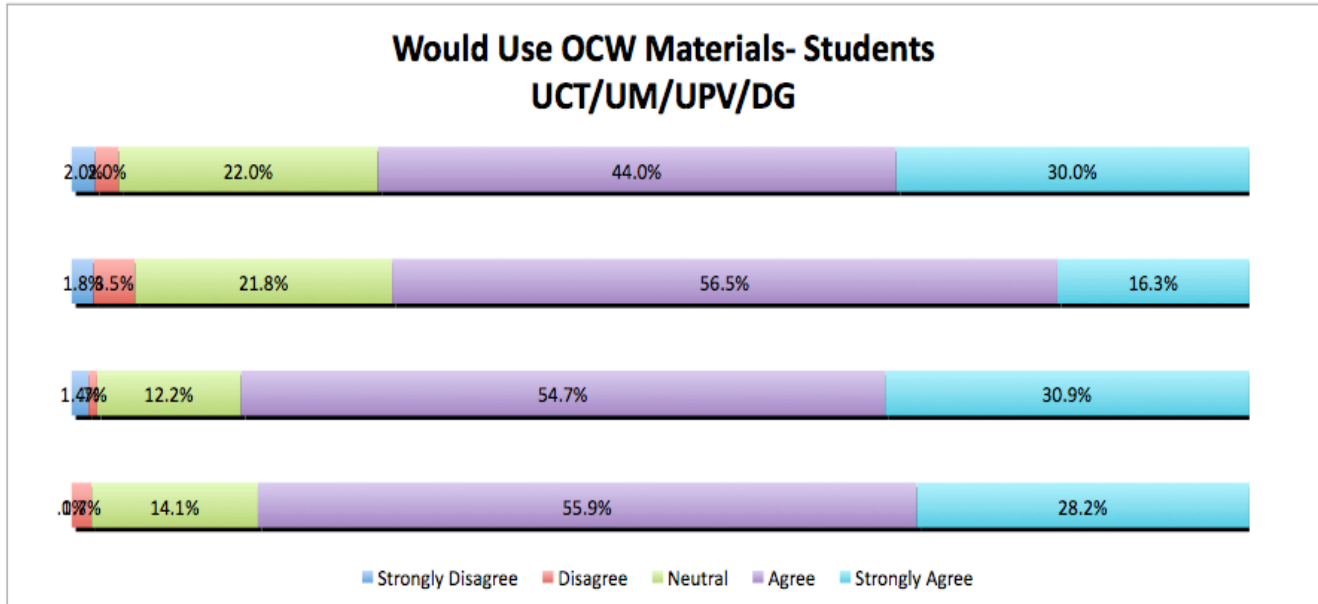
### Student use of OCW

When students were asked whether or not they would use material from a local site, the response was



even more positive than the responses of the instructors. Seventy-four percent of students at UCT, 73% at UM, an overwhelming 86% at UPV and 94% at DG strongly agreed or agreed that they would use OCW (Figure 4).

Figure 4: Student use of OCW



UCT students are favourably inclined towards using OCW. A mere 4% (84 students) declared that they would not use OCW from the UCT OpenContent site or any other OCW site. Twenty-two percent of students (460) reported being ‘neutral’ about using OCW, but the majority (74% - 1533) were overwhelmingly positive about using OCW. Given that most of the OCW marketing at UCT has been directed towards staff so far, these findings bode well for building up a strong base of OCW users at UCT.

**Contribution to OCW**

Given the often low level of familiarity with OCW reported earlier, it might be expected that interest in participation, or specifically in contribution of materials to an OCW site would be comparably low.

But this is not what the results of the surveys show. Respondents were asked directly about contribution to a local site. In the case of UM the local OCW site was described thus: “Open.Michigan is a university-wide initiative to openly share the University of Michigan's knowledge, educational resources, and research with the global learning community. As a part of this initiative, Open.Michigan publishes course materials and other educational resources on its website with Creative Commons copyright licenses.” In the case of the UCT site the description was: “UCT OpenContent is a new university-wide initiative which is starting to share a selection of UCT's knowledge and educational resources with the global learning community on a public website.”

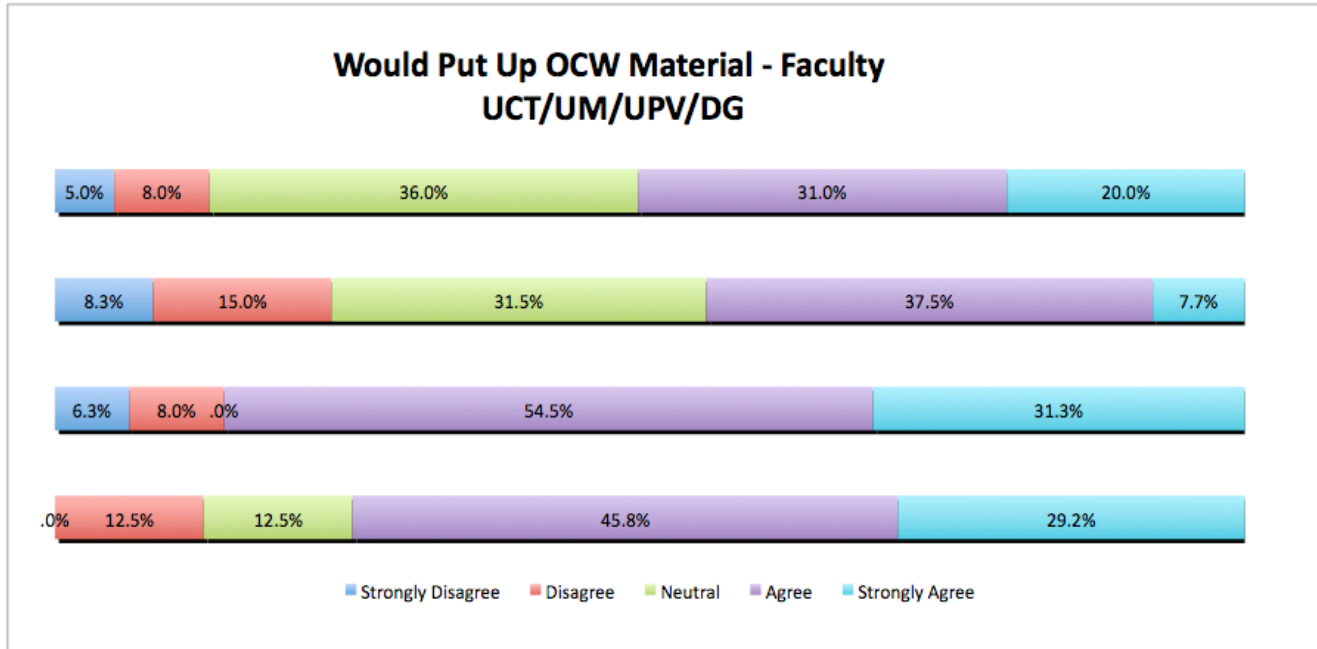
**Instructor contribution to OCW**

The instructors were then asked to indicate their level of agreement with the statement: “I would publish my course materials or other educational materials on Open.Michigan/UCT OpenContent.”

This is the central question probing the willingness of the teaching staff to participate in a local culture of contribution. When thus asked, from 45% at UM to 51% at UCT to 76% at Danubius, to a

whopping 85% at UPV (see discussion in Hardin & Cañero 2010), the instructors at these schools agreed or strongly agreed that they were ready to contribute their materials to a local site (Figure 5). In addition, a sizable number at UM (31.5%) did not disagree with contribution, but were uncertain about it, responding with “Neutral”.

Figure 5: Instructor contribution to OCW



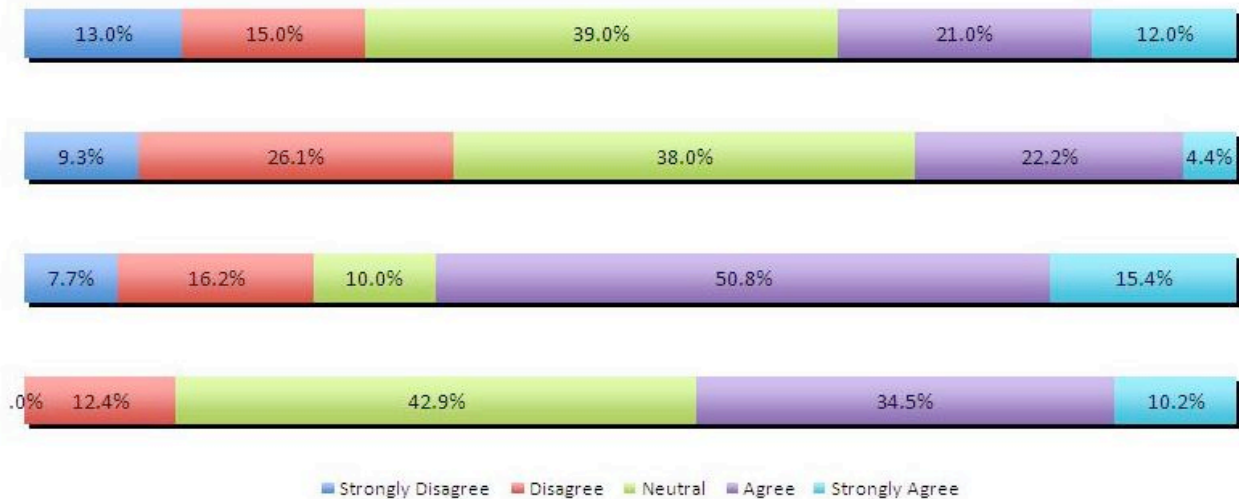
At UCT 36% of the instructors were uncertain about whether they would contribute OCW. Why instructors were uncertain will need to be probed in further qualitative studies as this might surface some of the reasons for not participating in this ‘culture of contribution’. Very few staff members at UCT (13%) were negatively disposed towards publishing OCW on the local directory.

### Student contribution to OCW

The students were asked to indicate their level of agreement with the statement: “ I would volunteer to help instructors publish course materials and other educational resources on [local site]”. This question probed students’ willingness to support the contribution of their instructors’ course materials. The responses yielded quite positive responses from UPV (66%), DG (45%), UCT (33%) and UM (27%) (Figure 6). For UCT, while the percentages are not as high as hoped, the absolute numbers of students who are keen to volunteer their time is encouraging (see discussion below).

Figure 6: Student contribution to OCW

**Would Help Publish OCW Materials- Students  
UCT/UM/UPV/DG**



What is most encouraging about the responses of the UCT students to this question is the actual number of students who strongly agree (12% - 259 students) or agree (21% - 450 students) that they would volunteer to help lecturers publish course materials. This means that we could follow-up at least 709 students to assist instructors to publish OCW. As we are currently only aware of 6 students playing this supportive role, we have only begun to understand the ‘culture of contribution’ from the students’ perspective. Granted there is some ambivalence regarding whether students would be willing to help lecturers publish their content to UCT OpenContent as 39% (812 students) report a ‘neutral’ perspective. This may be due to a lack of understanding about what this would involve, but may be related to students’ reluctance to volunteer for any extra work unless the benefit is tangible, i.e. grades for their courses or direct payment.

At UCT the Physics Department received funding from the Shuttleworth Foundation as part of the overall UCT OpenContent initiative to pay for three MSc students to adapt a selection of lecturers’ teaching and learning materials as OCW. So far they have adapted 9 resources which consist of 221 downloadable items (<http://opencontent.uct.ac.za/Science/Physics>). At least three graduate assistants have helped lecturers in the Medical School to either adapt or create OCW from scratch. However, they were also funded by a Hewlett Foundation project, the Health OER Inter-Institutional Project. It is currently not clear why 28% (585 students) declared that they would not volunteer to help their instructors publish OCW. Nevertheless, the OER UCT team is particularly encouraged by the volunteerism expressed by the 709 students and will be following-up on these students. Further research will be needed to establish why the majority of students are undecided or negative and what kind of incentive students would value to be willing to assist their lecturers to publish OCW.

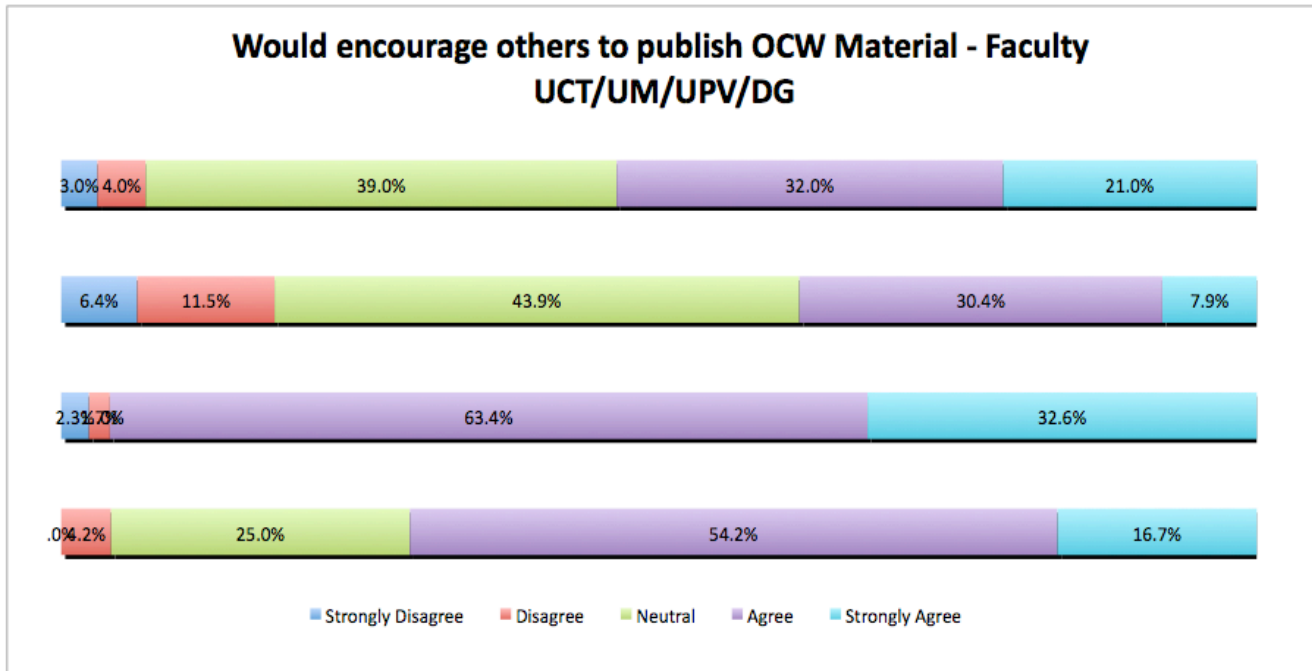
**Encouragement of others to contribute to OCW**

A question was posed to further probe the extent of this emergent culture of contribution, by asking to what extent instructors and students would encourage others to contribute or use OCW respectively.

### Instructor encouragement of contribution of others to OCW

When asked if they would encourage colleagues to also place their educational materials on the local OCW site, respondents from all four institutions were generally even more positive in their responses (Figure 4) than they were about contributing themselves. Fifty three percent of staff respondents from UCT, 38% from UM, 96% from UPV and 71% from Danubius either strongly agreed or agreed that they would encourage their colleagues to publish course materials (Figure 7).

Figure 7: Instructors encouragement of others to contribute OCW

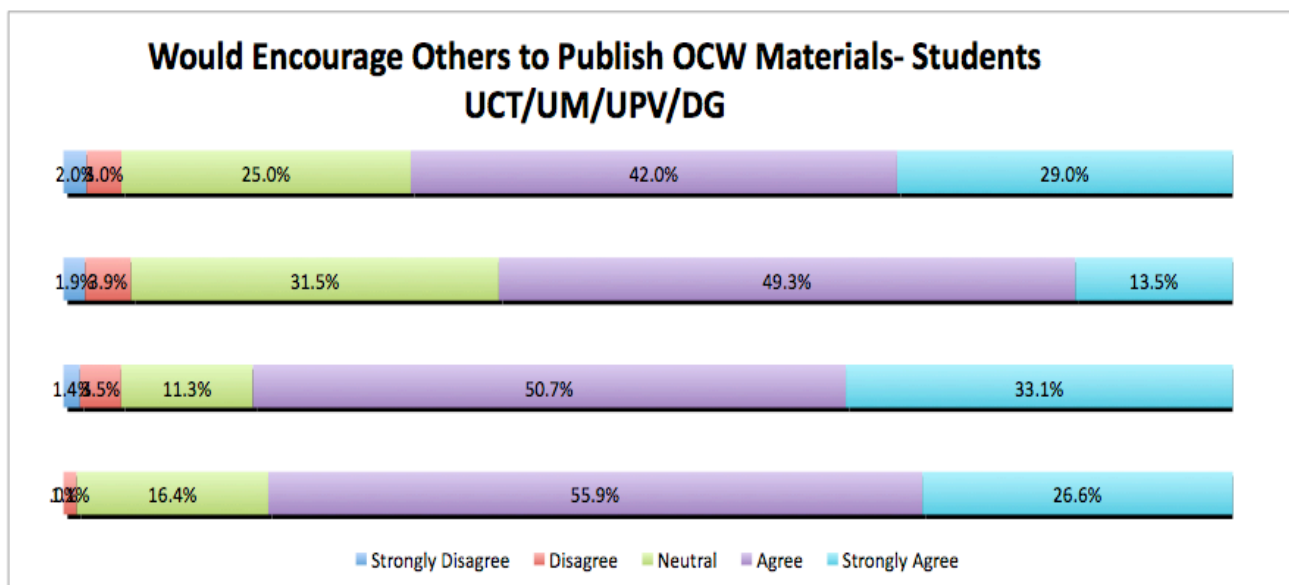


At UCT 39% of staff were uncertain about whether or not they would encourage their colleagues to publish their course materials, while nearly 44% at UM indicated that they were uncertain, or neutral, on this issue. Of interest is that relatively few staff members were negatively disposed towards their colleagues publishing OCW as a mere 7% at UCT, 18% at UM, 4% at UPV and a similar 4% at Danubius-Galati either strongly disagreed or disagreed with the statement.

### Student encouragement of contribution of others to OCW

In a similar vein to the instructors, students were very positive about encouraging others to publish OCW. Seventy one percent of staff respondents from UCT, 63% from UM, 84% from UPV and 83% from Danubius either strongly agreed or agreed that they would encourage their colleagues to publish course materials (Figure 8).

Figure 8: Student encouragement of contribution of others to OCW



It is clear that UCT students are overwhelmingly disposed towards encouraging other students to use OCW. Only 5% of students either strongly disagreed or disagreed with the statement and only a quarter were ‘neutral’. What is most pleasing to the OER UCT team is that 71% of UCT students (1474) would encourage their peers to use OCW.

### Support for the Community of Contribution

These findings provide support for the notion that while OCW is not that well known among university faculty and students presently, the idea of OCW is very appealing. At even the least responsive of the institutions investigated here, there is considerable group of the instructors, approaching or exceeding half of those responding in all cases, who are ready to participate as contributors of their materials to local efforts. This should be recognized as a supportive base that already exists at all the schools surveyed. Likewise the results point to not only clear majorities who, apparently realizing the benefits of such local resources, would use these materials if they were available, but also large numbers who would encourage their colleagues to participate in the culture of contribution too. There is also a large body of students who not only recognize the value of such open materials to their own studies, and would encourage their colleagues to use such materials, but are ready and willing to help with the preparation and placing of these materials on local sites. Support for contribution of time and energy from the student populations at these institutions toward realizing the culture of contribution at their own institutions is apparent. Understanding how to appropriately mobilize these resource is less apparent.

These results reflect a large demand for OCW in our university communities, a demand whose presence is not always recognized in emerging efforts, either among the organizers of OCW initiatives nor among those whose support they seek. Concern over faculty support for OCW is one of the potential roadblocks to OCW efforts locally. One value of the survey work to date across these institutions has been to make this large community of support for OCW visible. The survey work done here can provide useful understandings of local levels of support for OCW projects.

At the same time, it is clear that this community of potential OCW contributors, supporters and users

has not been made sufficiently aware of the work done to date on OCW, or even its very existence.

Future survey work can investigate the reasons for this. Advocacy work locally would appear to be useful to build up an awareness of OCW., If the results reported here extend to other campuses, it suggests rather fertile ground among instructors and students ready to contribute to a viable culture of contribution.

## **Future plans**

What we have described here are first steps of comparing familiarity with, use of and potential contribution to OCW by instructors and students at 4 universities. These surveys give us a broad idea of the current state of OCW at these institutions. A wider set of such annual snapshots would give us a better understanding of OCW awareness, adoption and intentions among the respective communities of scholars, and allow for more extensive and deeper comparative analysis. The authors are interested in working with other institutions to develop similar surveys. To derive the full benefit of such surveys, responses need to be compared over a period of years to start surfacing the patterns of institutional OCW adoption worldwide. To this end we also encourage anyone interested in participating in such a cross-institutional longitudinal study that can help us understand OCW adoption both locally and internationally to contact the first author.

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