

OCW Creation Studies on Four Continents

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Abstract

The generation of open courseware (OCW) has been seen as a key element in the ecology of open educational resources (OER) and the propagation of open models in research, teaching and learning. In addition, challenges to models of closed ownership of educational resources and access to them rest in large part on the development of a culture of contribution within our communities of scholars in higher education. What do the faculty and students in our higher education institutions think of OCW? How ready are these communities to become part of this culture of contribution? Over the past 5 years a series of survey research studies has been undertaken to gauge the state of such beliefs and the critical intentions to contribute of faculty at institutions of higher education in Europe, Africa, North America and most recently Australia. These studies focused on institutions that were early in the process of developing OCW efforts locally or were still just contemplating them. In these studies, faculty and students have been asked how familiar they are with OCW and, at times, open access (OA) efforts, what they see as the advantages of such approaches, what they see as the disadvantages, and how willing they would be to contribute their own time and materials to OCW and OA. The results of these surveys answer basic questions about the readiness of faculties and student bodies to adopt elements of open scholarship culture in their own institutions. What has been found is that, across geographical divides, and even in institutions that might otherwise be considered rather traditional or conservative in their approach to education and their evaluation of faculty for advancement, significant portions of the faculty see value to themselves, their students and their institutions in OCW and OA publishing, and profess a willingness to contribute their own materials to a local OCW site. The results of this series of surveys, with an emphasis on the recent, September-October, 2011, University of Queensland survey, will be reviewed and discussed.

In addition, a project to assist anyone at any institution of higher education, or in any educational context, who wishes to develop a similar survey for their population, design a sample, apply the survey and record and evaluate the results, will be presented for discussion. In cooperation with the Inclusive Design Research Center at the Ontario College of Art and Design, a web site and set of social services is being developed to deliver such assistance and help those interested generate their own surveys and analyses of OCW efforts. A central motivation for the surveys to date has been to use such surveys to develop foundational persuasive and analytic materials for development of a strategy for local OCW projects, often in hand with OA efforts. Discussion of how these types of results can be used in such strategies, and the upsides and downsides of various approaches will be presented and discussed.

Keywords: OpenCourseWare, Open CourseWare, Open Scholarship, survey, Open Access, contribution, inclusivity

Introduction to the Surveys

From 2006 to 2010 the University of Michigan (UM), through the USE Lab headed by S. Teasley, administered campus-wide surveys to investigate educational technologies used by faculty and students, the “Informational Technology and CTools Surveys.” (Lonn, S. et al, 2008, 2010). CTools (ctools.umich.edu) is the local UM version of the open source Sakai collaboration and learning environment (sakaiproject.org).

Starting in 2007 a set of questions about faculty and student familiarity with and perceptions

surrounding OCW were included in this campus survey, at the instigation of the author. In 2008 a question asking faculty directly about their willingness to contribute their materials to an unspecified, since none then existed, UM OCW site was added to the OCW section of the survey. A question asking students about their willingness to volunteer to work with faculty to create OCW was also added at this time.

In 2009 the questions were again modified to specify the Open.Michigan (open.umich.edu) site as the local OCW site. Open.Michigan is an OER site that started in 2008 and provides information about a variety of open activities at UM. It is the OCW repository for UM course materials from participating schools and departments. It has been supported in particular by the UM Medical School, which embarked in 2007 on an effort to place its entire preclinical curriculum online as OER. Recently, cooperation with other campus units, particularly the UM Library, has emerged. (Kleymeer, 2010)

MISI Surveys and Beyond

Building on the UM survey instrument, the Sakai Collaboration and Learning Environment (CLE) community has also conducted online surveys concerning faculty and student perceptions and use of educational technology. “MISI, or the Multi-Institutional Survey Initiative, is an endeavor among Sakai institutions to ask similar questions of instructors and students across Sakai implementations.” (Lonn-MISI, 2010a) See the MISI site for more current information and status, a list of participants, a global map of participants, and aggregated results from some surveys (Lonn-MISI, 2010b). Direct or indirect participation in this effort, using components of the MISI/UM survey that after 2009 contained the core OCW questions from the UM survey, modified slightly by the author, as optional elements, has resulted in data on faculty and student beliefs, attitudes and intentions surrounding OCW and local efforts from schools in Europe and South Africa (Hardin, 2010; Hardin & Cañero, 2010; Hardin, Bumbaru and Pusca, 2010; Hardin, Hodgkinson-Williams, & Cox, 2011).

Over the past year, under the direction of the Center for Education Innovation and Technology at the University of Queensland, the author has worked with local faculty and staff to develop a version of the survey to be administered at the University of Queensland, in Brisbane, Australia. Comparison of the results from this Australian survey with the other 4 surveys already reported on, from the University of Michigan (North America), Danubius-Galati University (Europe), Universidad Politecnica Valencia (Europe), and the University of Cape Town (South Africa) motivate the title of this paper, with its reference to “four continents.” The results from the surveys, with some highlighting of the most recent, 2011, work done at the University of Queensland are shown below, and show consistent and widespread support at all these schools for local OCW web sites among both instructors and students.

Survey Results

The survey has a simple structure which can be seen in the OCW section of any of the relevant University of Michigan surveys, available at

<https://ctools.umich.edu/access/content/public/surveys/portal.html> . The respondents are given a definition of Open CourseWare (see below) and are asked if they are familiar with OCW. Then they are asked about some perceptions or attitudes they have surrounding OCW. In the present case, these have to do with their potential use of materials from a local OCW site, or the probability they would encourage colleagues to contribute to a local OCW site. They are then asked if they would contribute materials of their own to a local OCW site.

Note that faculty are not asked to contribute now, nor are students asked to volunteer to help now. This is not an immediate recruiting effort. The question is a conditional one, e.g., “I would publish” or contribute course materials to a local site, a common form of asking a question about intentions. In addition to any theoretical reasons for asking this form of the question, motivated by forms of Planned Behavior Theory (Ajzen & Fishbein, 2005), there are more practical reasons for this. The first is that no local site may exist at the time of the survey; the goal is to gauge support for a potential contribution,

not one possible right now. Secondly, there is sometimes concern on the part of the surveyors that faculty might interpret this as an offer to help them put up material immediately, when insufficient, or no, support is in place for this, and thus lead to disappointment. The conditional form reduces this concern. In addition, some considering the survey as a tool for local OCW efforts are hesitant to sound too demanding, and feel that asking directly, right now, for materials might lead to faculty hesitancy, or even premature dismissal. Here the goal is rather to introduce the idea to faculty, find out how they feel in general about this, and then later, after more foundation has been laid, maybe individually, maybe in a particularly inductive context, approach them about an actual contribution of materials.

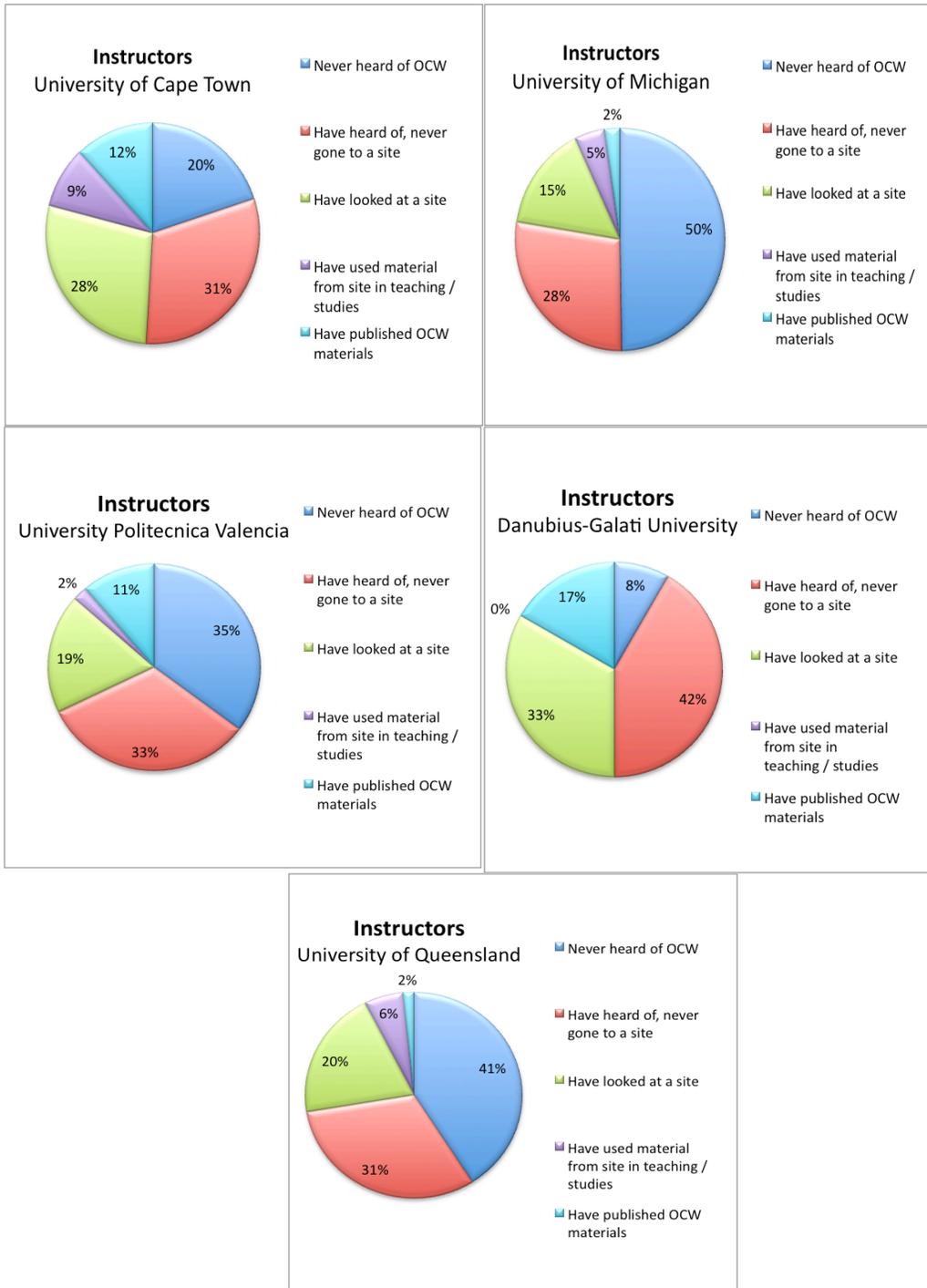
Familiarity with OCW

The question asking how familiar respondents were with OCW was developed in part to provide an easy to understand description of the idea of OCW, so that respondents could recognize what the topic of the question was even if they were unfamiliar with the term, and would be able to respond to follow-on questions about “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, depending on how far along the developmental path the particular school was. The UM, UCT and UQ versions are given here. For an early UM survey: “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.” For UCT: “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”. The UQ survey introduced the notion of OCW this way: “Open CourseWare (also called "OCW") allows university teachers to post their course materials (e.g. syllabus, reading lists, lecture notes, assessments, audio and video, etc.) on a publicly available website for everyone to see and use, all over the world, whether or not they are enrolled at any institution as a student. Open CourseWare has been adopted by a number of institutions of higher education worldwide. There are now Open CourseWare sites at over 200 institutions around the world. One such site is MIT's Open CourseWare site (<http://ocw.mit.edu>), where the majority of MIT teaching staff have contributed materials to their institutional site.” In each case, respondents were then asked how familiar they were with OCW.

Instructor familiarity with OCW

Across the schools instructor familiarity with OCW was often meager, with those who had either “Never heard of” or “Heard of but never visited a site” running from 50% to 78%, with the University of Queensland, the most recent survey, done in September/October, 2011, at 72% (Figure 1). It is simply the case that many faculty members are either not aware of OCW at all, or, having heard of it, have not been interested enough to visit a site. 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 28% of those responding in these categories at UQ.

Figure : 1 Instructor familiarity with OCW

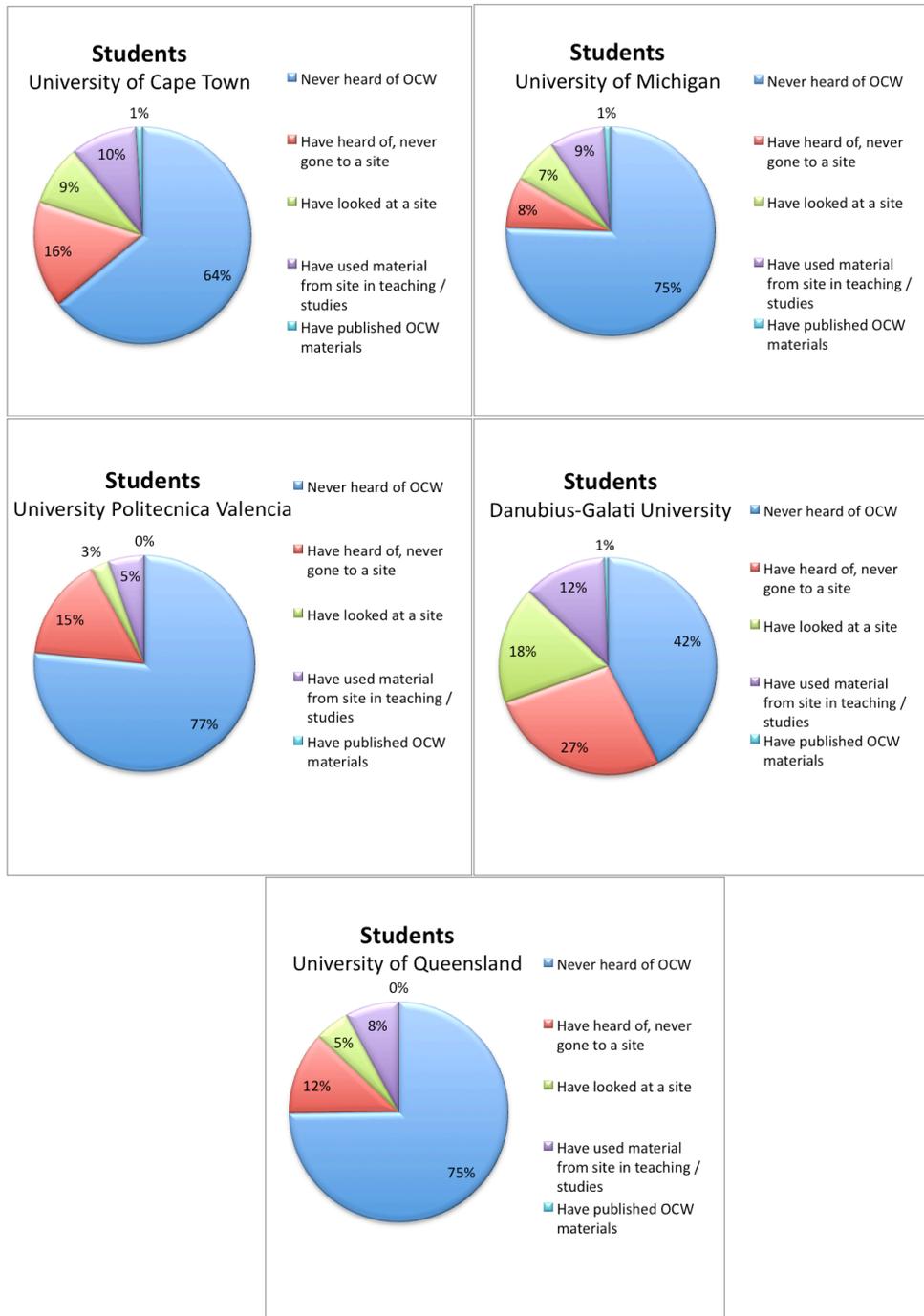


Student familiarity with OCW

Students at the institutions are not that familiar with OCW, either, in fact to an even greater extent than faculty. Between 77% and 42% of the students had never heard of an OCW site, with 75% of those at UQ unfamiliar with the notion. 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 68% to 90% of the students

fitting this description, with UQ at 87% (Figure 2).

Figure 2: Student familiarity with OCW



Use of OCW

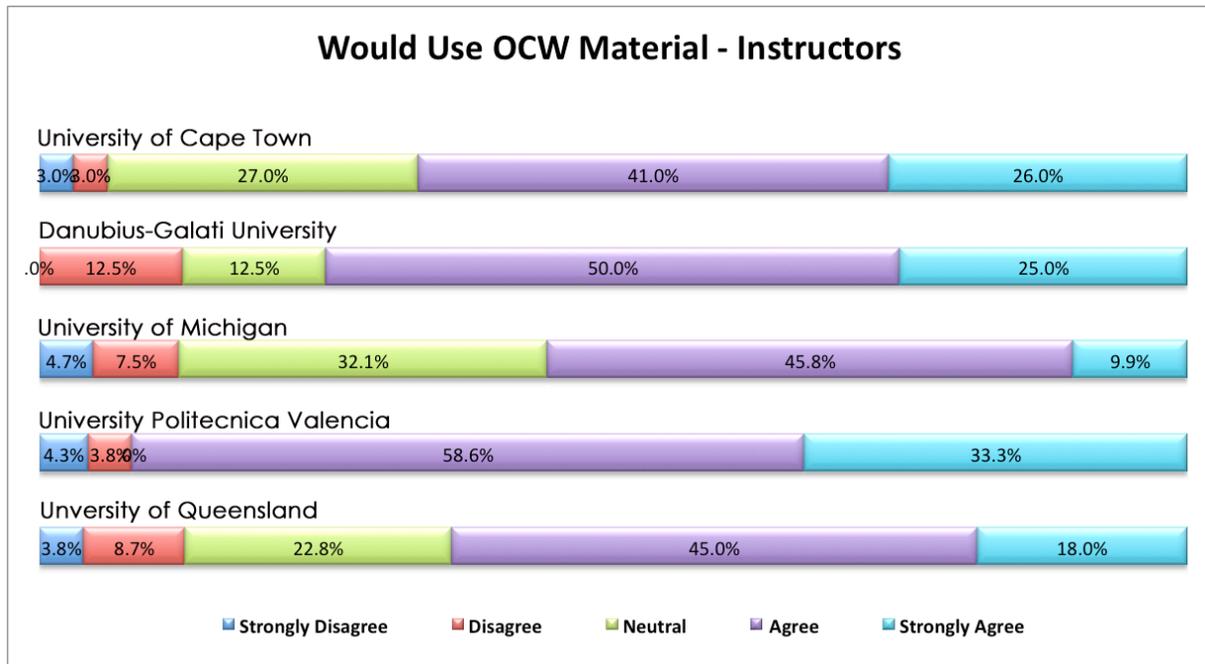
Instructors and students were asked directly if they would “ use course materials or other educational

resources from [a local site],” to probe 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, and 63% of UQ instructors (Figure 3).

Figure 3: Instructor potential use of OCW



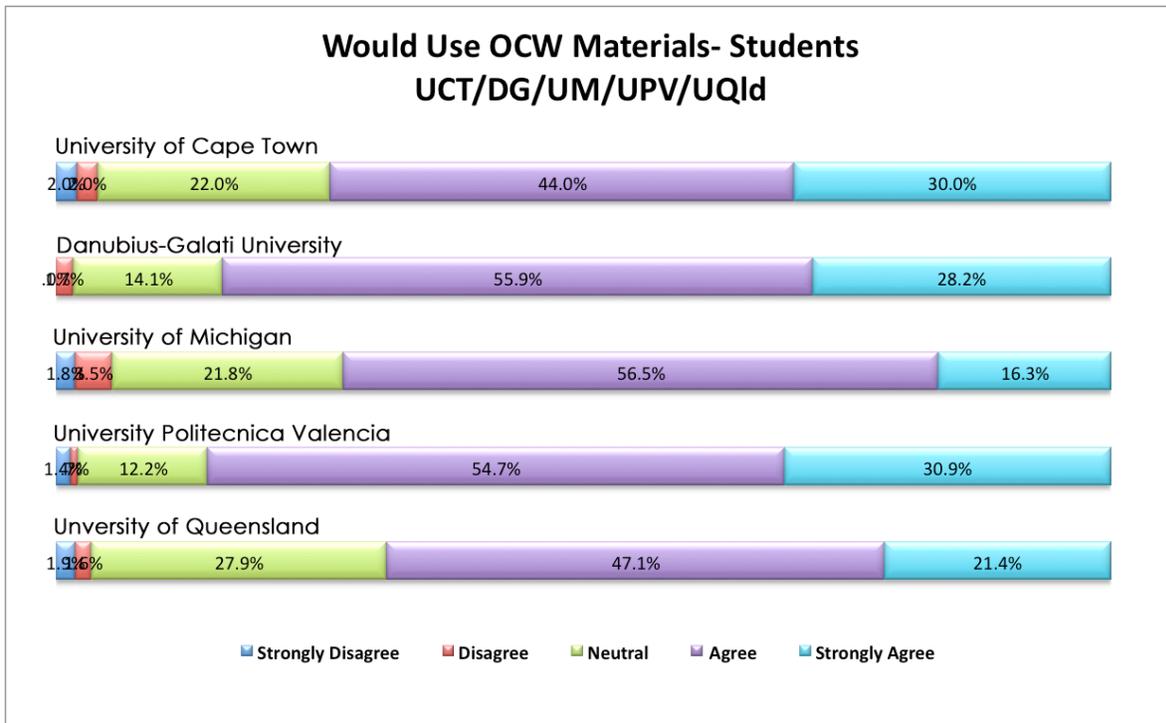
In addition to the large degree of interest in using OCW, overall there is also less uncertainty about using OCW than there is about publishing OCW (see below). Twenty-seven percent of staff at UCT are uncertain about the use of OCW (responded “neutral”), slightly more staff at UM are uncertain (32%), but only 13% are uncertain or neutral at DG, and 23% at UQ. 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,” though it also may provide us with information on which direction “Neutrals” lean on this question (see Hardin & Cañero for discussion). 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% at UPV, 13% at DG and 12% t UQ either strongly disagree or disagree that they would use OCW. So while, as we shall see, considerable numbers of instructors 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 a whopping 94% at DG strongly agreed or agreed that they would use OCW (Figure 4). This question was not asked on the UQ questionnaire, though a combined measure of specific use valuations of OCW (in general, not specifically from a local site) shows that students expect a high level of use, 68% saying they Agreed or Strongly Agreed they would find use

valuable, with 28% falling in the Neutral category, and only 4% saying they Disagreed or Strongly Disagreed with the question. When exposed to the idea of OCW, student responses are quite positive overall.

Figure 4: Student use of OCW



Contribution to OCW

To this point we've seen that many faculty and students are not very familiar with the idea of OCW, though they have generally favorable responses to questions about using OCW when it is described to them, and that this condition is broadly reproduced across the representatives of all 4 continents in our studies. How does this translate into interest in actual participation in a local site, in contributing materials to that site for faculty, or, for students, in helping their instructors place course materials on a local site? Would the low levels of familiarity lead to low levels of intention to create and contribute materials, or help put them up, or would the possibility of envisioned functionality and benefits encourage intentions to contribute?

The contribution question is obviously a central question, and it is one that is asked directly in the studies. The question is phrased in terms of a local site to add to its concreteness and help engage the respondent in an actual context of action. If no local effort or site exists then the question can contain a reference to a local site, and can be asked as it was at UQ, after asking the respondent to assume a local site: "I would publish my course materials and other educational materials on a UQ Open Courseware site."

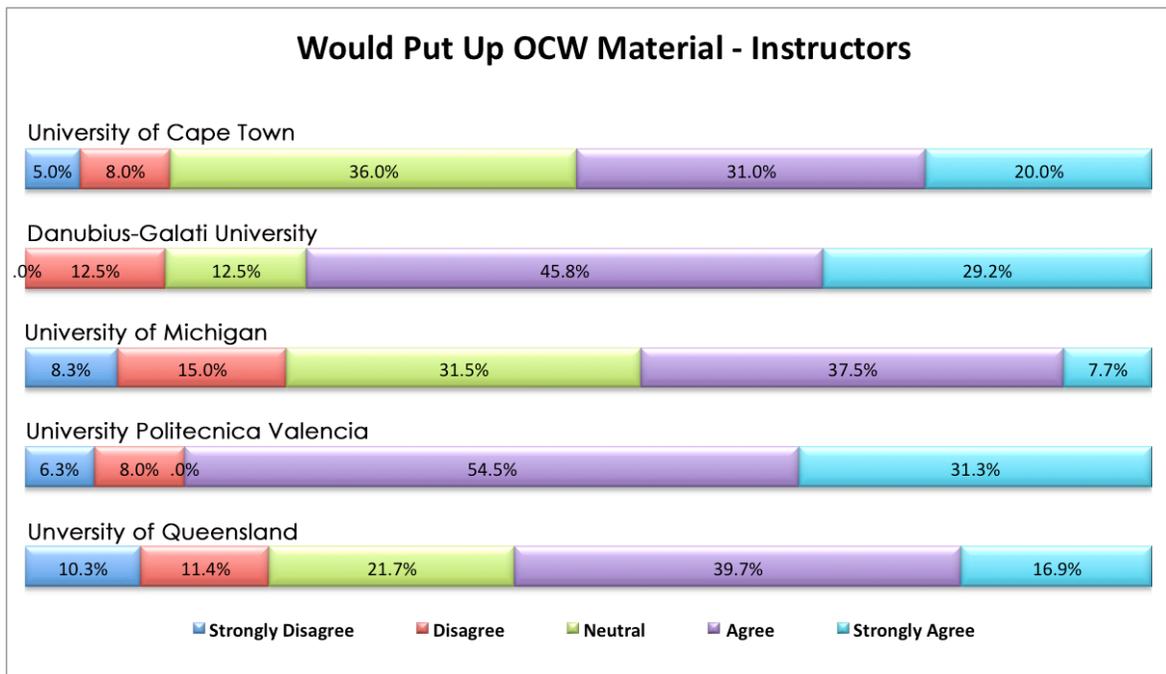
In the case of UM the local OCW site, then under development, was described in a later survey thus: "Open.Michigan is a university-wide initiative to openly share the University of Michigan's knowledge, educational resources, and research with the global learning community. As a part of this initiative, Open.Michigan publishes course materials and other educational resources on its website with Creative Commons copyright licenses." 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." 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

When asked in this fashion, from 45% at UM to 51% at UCT to 57% at UQ to 76% at Danubius, to a whopping 85% at UPV (Hardin & Cañero 2010, again, see discussion), of 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%), for instance, 36% at UCT, and 22% at UQ, did not disagree with the notion of contributing their own materials, but were uncertain about it, responding with “Neutral”.

Figure 5: Instructor contribution to OCW



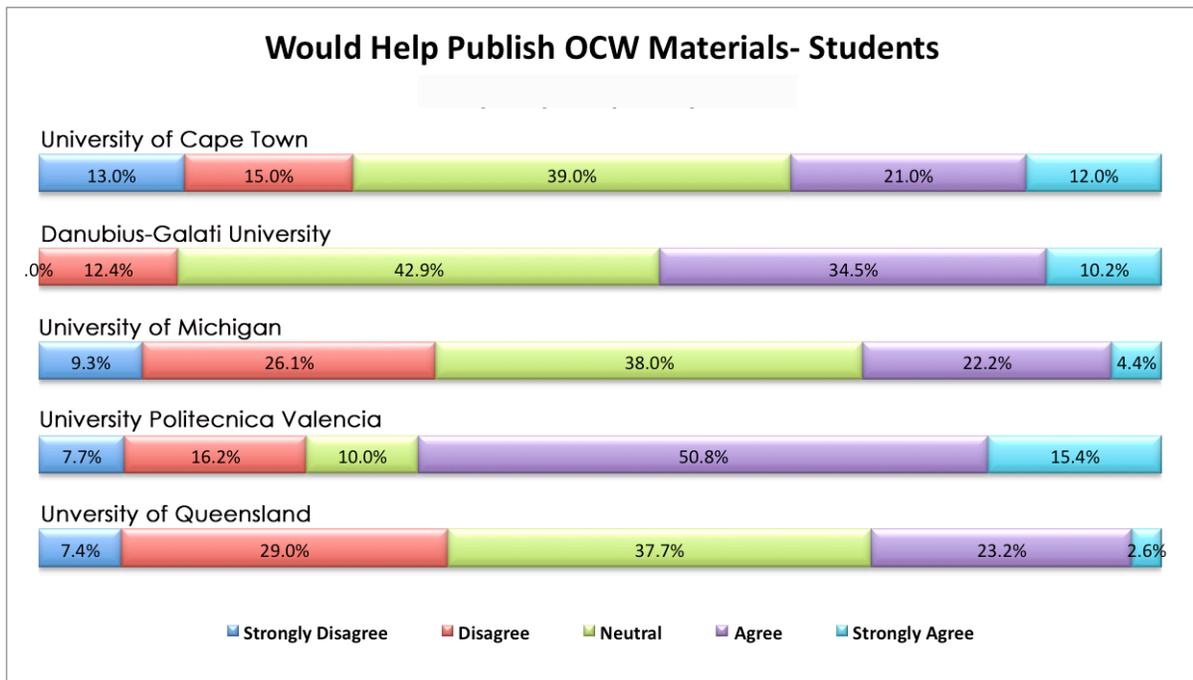
In every case there is a considerable foundation of support for local OCW projects in the critical area of materials contribution. In addition, there is often a sizable bloc of instructors that are not sure about their participation, and only a relatively small number who are in disagreement with the idea.

Student contribution to OCW

In each of the studies 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]”. At UQ this became: “I would volunteer to help university teachers put course materials and other educational resources on the OpenUQ site”

This question was meant to probe students’ willingness to support the contribution of their teacher’s course materials by actually helping their teachers clean up and move the materials to the local site. The questions yielded the following responses, combining the Agreed and Strongly Agreed: from UPV (66%), DG (45%), UCT (33%), UM (27%) and UQ 26% (Figure 6).

Figure 6: Student contribution to OCW



How this professed student interest in supporting local OCW efforts can be harnessed and channeled into effective project work remains to be seen, and is the subject of two papers mentioned here (Cox, 2012; Tromp, 2011). At this point, the results simply show the existence of such potential resources.

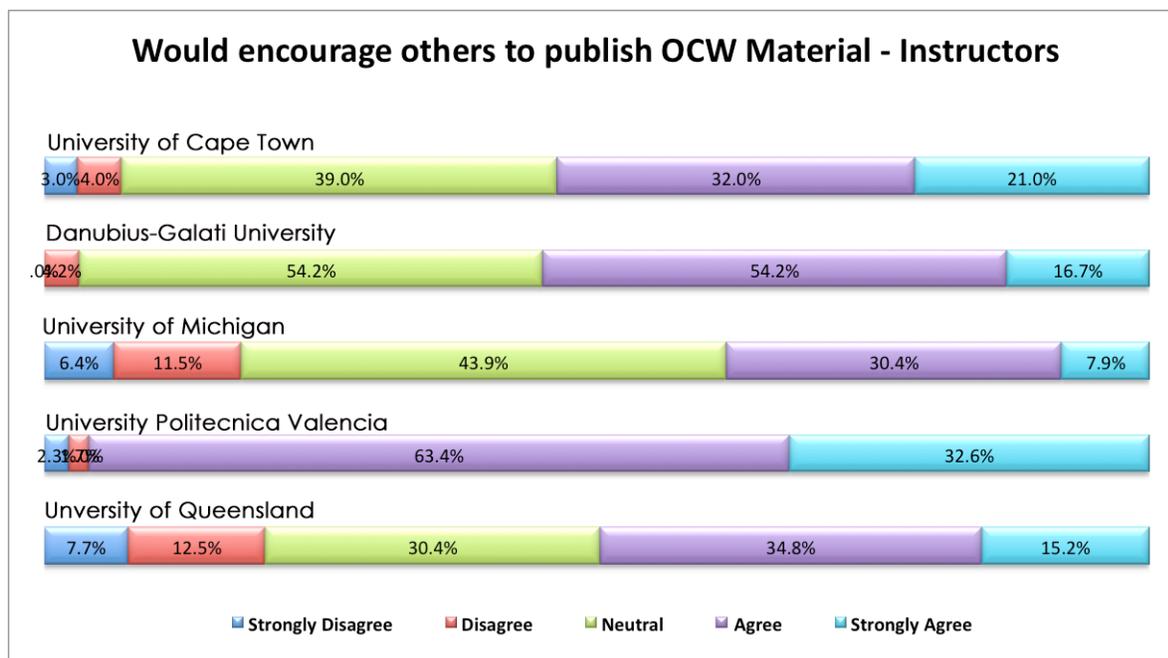
Encouragement of others to contribute to OCW

Another question was posed to investigate one more dimension of this emergent culture of contribution, by asking to what extent instructors and students (in all cases but one) would encourage others to contribute, in the case of faculty, or use, in the case of students, OCW from a local site. At UQ the question was phrased in a standard, for this series of surveys, and straight-forward manner: “I would encourage my colleagues to publish their course materials or other educational resources on a UQ Open Courseware site.”

Instructor encouragement of contribution of others to OCW

Respondents from all five institutions were generally positive in their responses to the question of encouraging colleagues. Fifty three percent of staff respondents from UCT, 50% from UQ, 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 (see Figure 7).

Figure 7: Instructors encouragement of others to contribute OCW

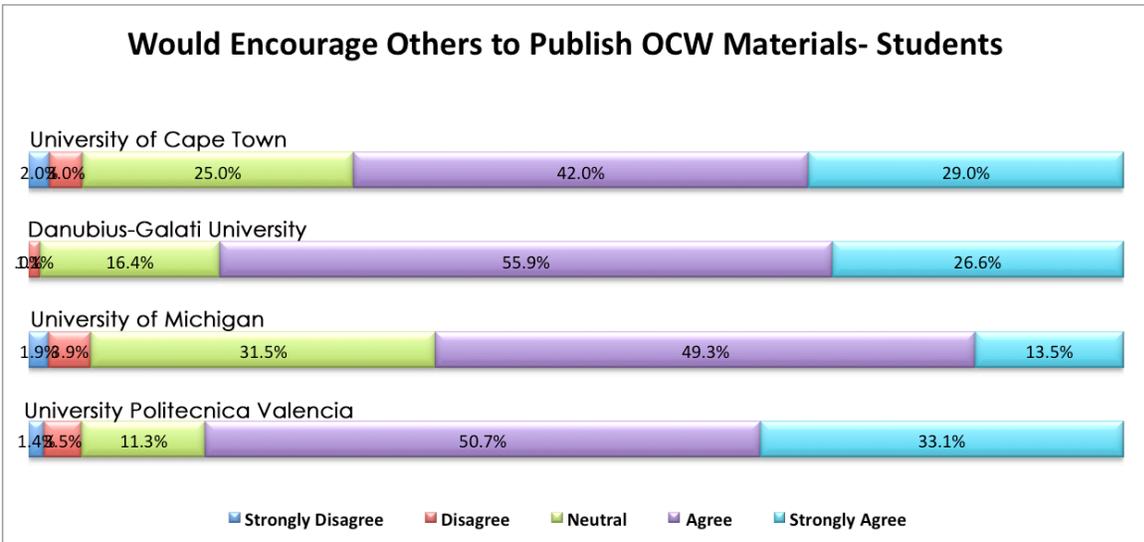


In some places, there were increased numbers of faculty that were unsure about this proposition, compared to the numbers willing to contribute their own materials. At UCT 39% of staff were uncertain about whether or not they would encourage their colleagues to publish their course materials, while nearly 44% at UM indicated that they were uncertain, “neutral,” on this issue. The number of staff not interested in this role of advocate differed among the schools, from a mere 4% at UPV and a similar 4% at Danubius-Galati, to 7% at UCT, 18% at UM, and 20% at UQ, either strongly disagreeing or disagreeing.

Student encouragement of contribution of others to OCW

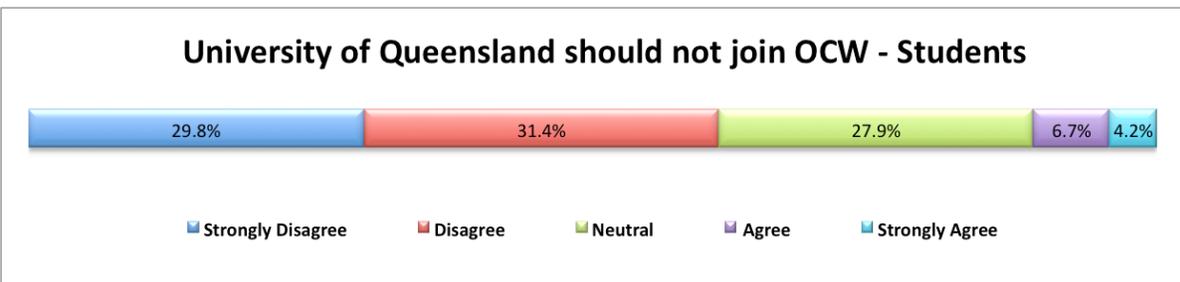
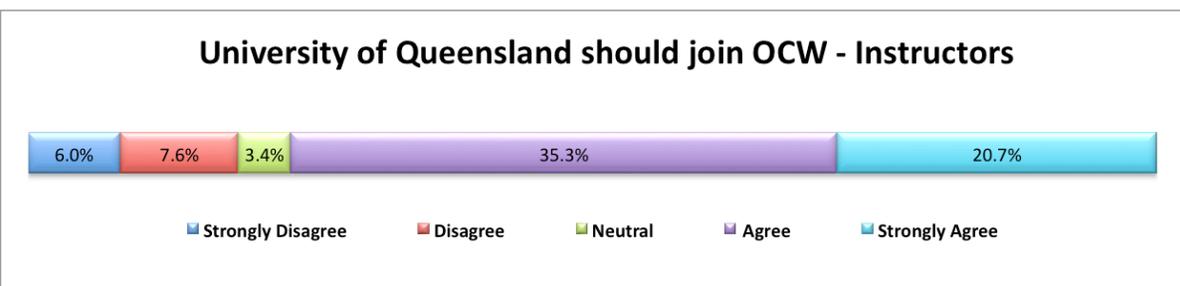
Generally, students were very positive about encouraging others to use local OCW. Seventy one percent of staff respondents from UCT, 63% from UM, 84% from UPV and 83% from Danubius either strongly agreed or agreed that they would encourage their colleagues to publish course materials (Figure 8). The question was not asked on the UQ survey.

Figure 8: Student encouragement of contribution of others to OCW



Support for Institutional Effort

The most recent survey, that done in 2011 at the University of Queensland in Brisbane, Australia, asked a new question, which gets to the individual's support for local OCW efforts at the institutional level. The “contribution question” discussed above asks about intentions to support a local OCW site through individual efforts, through the contributing of an individual's own course materials in the case of faculty, or through contributing time and effort through helping prepare and place those materials on the local site in the case of students. The UQ study included another question for faculty: “I think that UQ should join other institutions of higher education in participating in Open Courseware.” And for students: “I do not think a university like UQ should be part of Open CourseWare.” The student question was posed as a negative purely for methodological reasons. These questions get at the support of these groups for going beyond personal contributions, and toward mobilizing institutional support for OCW.



As can be seen from the graph above, there is extensive support for such institutional commitments among the teaching staff at UQ, with 56% of them Agreeing or Strongly Agreeing that “UQ should join other institutions of higher education in participating in Open CourseWare,” and only 14% Disagreeing or Strongly Disagreeing. Similarly, 61% of the students think UQ “should be a part of Open CourseWare.”

Conclusion - Support for the Community of Contribution

These results mirror earlier ones, and can be well summarized by repeating a section from the conclusion of one of the earlier papers on OCW creation studies, comparing 4 of the 5 schools discussed here (Hardin, Hodgkinson-Williams & Cox, 2011):

“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 a 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, both locally and globally. The survey work done here can provide useful understandings of local levels of support for OCW projects.”

These results were reproduced once more, on the 4th continent where this survey has been administered, Australia, at the University of Queensland. In addition, it is, not surprisingly, clear that the willingness on the part of faculty to contribute is a good predictor of faculty support for institutional commitments to OCW efforts (beta=.85, $p \leq .001$). Where faculty evince willingness to contribute their own materials, there is also support for institutional commitment to OCW.

Supporting OCW Survey Work

There are murmurs of movement on the 5th continent, South America, and seeing results from institutions there would be both interesting and useful. The establishment of a web site to support local individuals and groups in developing localized versions of the survey will perhaps encourage others like those in South America to use this method as part of their efforts to bring their schools, and the world, the benefits of OCW communities of contribution. We turn now to a discussion of this web site.

Previous presentations here and at other conferences have raised the idea of a place, usually thought of

as a web site, where these studies could be gathered so that schools and other institutions interested in local OCW efforts, or in early stages of developing local efforts, could learn from the work of others and the research done in this area. Here such research could be gathered together to make it easier to find and elaborate, so researchers themselves might find it easier to compare their work with others', hopefully encouraging expanded efforts in these areas. In addition people working on local OCW or OER projects also could find support for their own surveys, and knowledgeable researchers to help them with such efforts. To date little has come of these ideas. The current efforts I'll describe here are an attempt to jump-start this kind of research support, discovery, exchange, and discussion site. The web site discussed is expected to be up and running by the time of the conference (deadlines make things happen), and is meant to be a starting point for publicizing efforts around understanding how the members of institutions of higher education, especially, think about open technologies and their participation in them. Eventually encompassing introductions to similar survey research done in a number of areas encompassed by the term Open Scholarship, including Open CourseWare, Open Access publishing, Open Textbooks and Open Data, but initially focusing on Open CourseWare, the site hopes to encourage more research in these areas, encourage cross-domain discussion, and, critically, provide support for individuals or groups at institutions interested in learning about their own local populations through such surveys.

Two Directions for the Site: Research and Practice

Research

These conferences have seen a number of papers and presentations concerning Open CourseWare's development in institutions of higher education, and this conference is much the same. Some examples below touch in whole or in part on the question of faculty creation and contribution of OCW materials, and student support for a campus OCW effort:

- ✦ An Expectancy-Value Analysis of OER contributors at the University of Capetown; Cheryl Hodgkinson-Williams
- ✦ “Why would you do it? ... would a student actually be interested?” Understanding the barriers and enablers to academic contribution to an OER directory; Glenda Cox
- ✦ Openness in the research and teaching domains in higher education: the relationship; Laura na Czerniewicz
- ✦ Disciplinary and Institutional Perspectives on Open Educational Practice in Art, Design and Media Studies: Opportunities and Challenges; Sarah Atkinson, John Casey, Chris Follows, Debbie Flint, Stephen Mallinder

These studies are somewhat distinct from questions of OCW or OER use, or reuse, focusing more on the generation of OCW materials, the motivations for faculty contribution or student participation in OCW efforts, ways of looking at openness in multiple academic domains, or the issues surrounding OCW in a particular discipline. They focus on institutions of higher education, and contribute to our understanding of how to go about describing and building local communities of contribution.

Encouraging and publicizing such research would be one of the main goals of the site.

So one of the tasks of the site would be to gather these papers and presentations so that they would be easy to find and use in the furtherance of similar research, perhaps providing synopses that focus on their relation to creation and collaboration studies. The site would also try to update users on new contributions to the work in this area, by monitoring indexes and conference proceedings and supplying an RSS, Twitter or other notification service to users as new citations are found or upcoming presentations are announced. The site might also become a place for conversations and connections

surrounding the work done or that underway among current practitioners, as well as those new to the area and interested in doing related research.

In addition, while it is difficult to get the necessary permissions, and there are well-known problems with developing open data from studies of human subjects, efforts to make properly, and effectively, anonymized data available for reanalysis would be discussed. The reanalysis of open data carries with it the same kind of benefits as the reuse of open content, and probably more, and is a part of the complex of practices that go to make up the area of Open Scholarship. Of particular interest would be methods employed by researchers who have been successful in actually producing such openly available data sets from their work in this area. I know of none to date.

The research that has been done in parallel with the OCW surveys on Open Access beliefs, attitudes, intentions and actions would be a good candidate for the first branching out from the core of OCW investigations. Finding mutually supporting models for expansion in the two areas would be valuable for our understanding of the dynamics between these activities in the academy, and the larger realm of Open Scholarship. Looking at the research together would be required to understand the relationships between them, and contribute to the development of strategies to leverage them, or not, in local contexts. The same is the case for Open Textbook efforts in higher education, where some surveys already exist.

In each of these areas, developing a place for unpublished discussion papers and informal reporting of results, such as student theses that result from participation in the surveys like “Why Do People Share Content? Using the Theory of Planned Behaviour and Moral Beliefs to Identify Why Students Support Sharing Course Material” (Tromp, 2011), in short providing a place for the conversation to be elaborated, could prove useful in advancing the work. The author is currently looking for sites that serve these kinds of functions in focused areas of investigation like that discussed here and welcomes any examples, or suggestions.

Practice

The site equally intends to be a resource to those actively pursuing efforts in OCW/OER at the local level, providing them with easy access to the existing research, and encouraging them to contribute to the community's store of results and knowledge by providing support for local surveys of the type described here, and sharing the results. One goal is to generate and provide means for the research oriented and practicing OCW communities to provide complementary resources and support for each other. For instance, it is not easy to carry out campus-wide survey research of the quality that provides usable results. Local resources are often limited in early stages of OCW development, both in the availability of expertise and in the availability of monetary resources. The people interested in developing OCW efforts could benefit from tapping the expertise and materials of those who have already developed and undertaken surveys. The MISI example shows that putting a survey document up online, describing the stages of survey and sample development, helping out with questions from staff at interested institutions, and finally providing synopses of aggregated data, can be both successful and useful.

There are other examples of communities that have developed resources to do similar, or more extensive, survey support. LibQual+ is a site that was started by academic researchers and has developed into a service for libraries to do surveys of their users' perceptions of the quality of library services (libqual.org). Hundreds of libraries have made use of the services at LibQual+. For a school or other institution interested in gathering information of the level of support for an OCW, OA, Open Textbook or OER initiative the site, like LibQual's could provide step-by-step procedures, or comprehensive support. It would start by discussing the reasons for doing such a survey and provide some case studies of others who have done them. Then it would move to providing clear descriptions of the existing survey as a unit and/or the pool of questions that have been created by the various surveys in the past, which could be drawn upon to construct a local version of the survey; then to

providing assistance in creating such a local instrument, noting the common pitfalls; then to defining and identifying sampling frames and drawing samples, administering the survey to the local populations, and analyzing the results. As a source of information, and of direct support in some cases, and a source of answers for questions, the site could act as a guide through all the stages of a survey project.

Using the Results

Actually carrying out the surveys is hopefully only the first step in developing support for a local OCW effort. Using the results as a means of arguing for a local initiative, or targeting portions of the community that have shown through their responses to be particularly interested, or combining other local information resources with the results to further local efforts are all activities that could benefit from sharing experiences. A number of the institutions that have carried out the surveys are engaging in or preparing follow-on surveys, to gauge the extent of success of local efforts, or see how effective they have been in particular areas.

For instance, Emily Puckett Rogers, Open Education Coordinator, describes use of the survey results at the University of Michigan, showing the evolution of such work on that campus:

“The Open.Michigan surveys, based on the original CTools surveys about OpenCourseWare, have served to provide guidance for our outreach efforts and in understanding the variety of communities on our campus. We discovered that, while many people were not familiar with the terminology of OCW or open educational practices, often they were already sharing resources and willing to share their work even more widely.

We have since organized the survey results into three broad categories: Health Sciences, Literature, Science and Arts, and Professional Schools and Colleges (graduate). These divisions will enable us to target support and training to different units on campus that often perceive education, research, and content in different ways. While we do not have a university-wide survey planned for the near future, we will be developing smaller, more targeted surveys aimed at further understanding our community. These surveys will be developed based on the responses from the earlier rounds.” (Puckett Rogers, 2012)

Providing updates on follow-up activities to surveys such as this, and the evolving methods of local OCW/OER advocates would be another useful component of the site, and provide connections between practitioners.

Inclusivity and Open Technologies

The site therefore is focused on both furthering theoretical understanding of OCW activities and helping local projects around OCW use those understandings, and in turn contribute to them. Recent conceptions of this project, however, have included an added dimension: the inclusion of discussion and research on the overlap between open educational resources, particularly open courseware, and the range of accessibility issues and dynamics encompassed by the field of inclusive design (Treviranus, 2010a, 2010b). The author has a developing interest in those places where open scholarship activities intersect with problems of accessibility, resulting in an expansion of the notion of “open” to include creating ways of overcoming barriers to the use of open content that stem from the creation of materials that a significant proportion of the population simply can't see, hear or navigate through.

There are a number of places where concentration on notions of “open” in one area, can realize increased inclusivity in another area. The use of open copyright licenses, for instance, translates into increased ability for transformation of materials into forms that are accessible to a wider population of learners. Likewise, some approaches to the design of materials emphasizing accessibility, and hence the inclusion of wider communities in the use of those materials, can expand the impact of open contents. Research on the mutually reinforcing aspects of these approaches would be valuable, if only

to surface areas of mutual interest. It could investigate places in institutional contexts where efforts to provide OCW, for instance, might benefit from collaboration with accessibility efforts, and vice versa. We do not know how faculty, and supporting educational technologists in our institutions, for example, might view or contribute to efforts that explicitly approached such dual goals. Would the combination be viewed as creating further cost barriers, or providing significant off-setting benefits? How cognizant are institutional members of emerging technologies and methods for incorporating cross-platform and individualizable content in the development or translation of educational materials, such as the Fluid Project (www.fluidproject.org), and how do open notions of return on value feed into these understandings? If one goal of providing open content is to increase the reach of the authors' influence, do authors see access to, for example, the increasing population of aging learners a real benefit? Do their institutions?

This work is in early stages, as part of the author's studies at the Inclusive Design Research Center at the Ontario College of Art and Design (<http://idrc.ocad.ca>). The first step is to get a version of the site up and to start iterating. For an update on the site, which will be found at mujoresearch.org, and the slides from the conference presentation associated with this paper, see http://www-personal.umich.edu/~hardin/Talks/OCW_Surveys/

Notes on Surveys:

From Hardin, J., Hodgkinson-Williams, C. and Cox, G. (2011):

“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 & Teasley 2010)

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).”

The University of Queensland survey used a random sample of staff classified as having teaching as their focus, where sample size was 1497. Complete responses were received from 189 respondents, which gives a response rate of 12.6%. The student survey was sent to three random samples of students where combined sample size was 4270. 349 completed surveys were obtained, giving a response rate of 8.1%.

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