

OCWC Conference 2010

OCW Creation in HE
Institutions

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Talk

- What study is about
- Some of what research has revealed so far
- How Open Access relates to Open Content
- Future work - “dimensions of open” study
- Appeal for participation
- Discussion (but ask questions any time)

U Michigan Surveys

For 2008, all instructional **faculty** were invited to respond (n=7,341). There was a 20% response rate to the survey (n=1,504). A random sample of 25% of the **student** body, stratified by college/department, was invited to respond (n=8,880). There was a 28% response rate to the survey (n=2,469).

For 2009, all instructional **faculty** were invited to respond (n=7,702). There was a 16% response rate to the survey (n=1,202). A random sample of 25% of the **student** body, stratified by college/department, was invited to respond (n=9,002). There was a 22% response rate to the survey (n=1,945).

Survey results and details are available at:

<https://ctools.umich.edu/access/content/public/surveys/portal.html>

What Study Is About

- How do faculty and students think about OCW?
- How familiar are they with OCW sites?
- Do they see some aspects of OCW sites as valuable?
- Would faculty contribute their materials to an OCW site?
- Would students contribute their time to help prepare, clear OCW materials?

Studying early or non-OCW Schools

- Faculty and students would only, or primarily only, be familiar with OCW sites at *other* schools, not their own.
- This is unlike the current studies at MIT, which are able to ask faculty and students what they think about their own site, and how they use it.
- And it is different from user studies of OCW sites, the ‘pop-up’ surveys of active sites, like MIT and Tufts have done.
- And it is different from user evaluation studies such as Open U and CMU are doing.

Contribution Studies

- Let's call these kinds of studies "Contribution" studies, vs User or Evaluation studies.
- There will be overlap in these types, especially Contribution and User studies, as the OCW sites develop at the local school
- Key research questions are: "Who would contribute to the local OCW site?" and "Why would they contribute?"
- These studies are meant to help understand the faculty whose contributions are the foundation of an OCW effort.
- And, ultimately, to use that understanding to build a "culture of contribution" among those faculty

Could Contribute to OCW Efforts

- Get a clearer picture of various components of “teaching faculty” and how they see OCW contribution
- Understand motivations and perceived benefits
- Provide arguments for gaining support
- Correct misunderstandings
- Identify early adopters
- Identify “ripe” departments, schools

Building Institutional OCW

There are great institutional benefits to a comprehensive OCW effort

- Few institutions in USA have a comprehensive OCW effort
- Funding to jump-start has largely dried up
- Building a case internally has become necessary
- Faculty desire to contribute to OCW is key part of this case
- Demonstrating that there is a latent demand, a large part of the teaching faculty interested in contributing to OCW, is critical
- Understanding faculty beliefs, attitudes and intentions toward contributing to OCW is important for developing an effective strategy for OCW creation
- As faculty, and institutional, benefits of OCW are realized, support can grow and contribute to local sustainability
- Finally, OCW is part of a larger ecology of open educational practices, which can mutually reinforce each other, leading to the kind of transformation in higher education that is the ultimate goal

“Teaching Faculty”

At UMichigan, and many USA schools, made up of 4 main components:

1. Tenure track faculty - professors (~30%+)
2. Lecturers - not tenured, term contracts (~20%)
3. Clinical faculty - concentrated in med schools, but also appear in other schools (~10%)
4. Graduate Student Instructors - assistants or ‘independent’ teachers (~30%+)

These groups think about OCW differently, as we shall see

Beliefs, attitudes, intentions

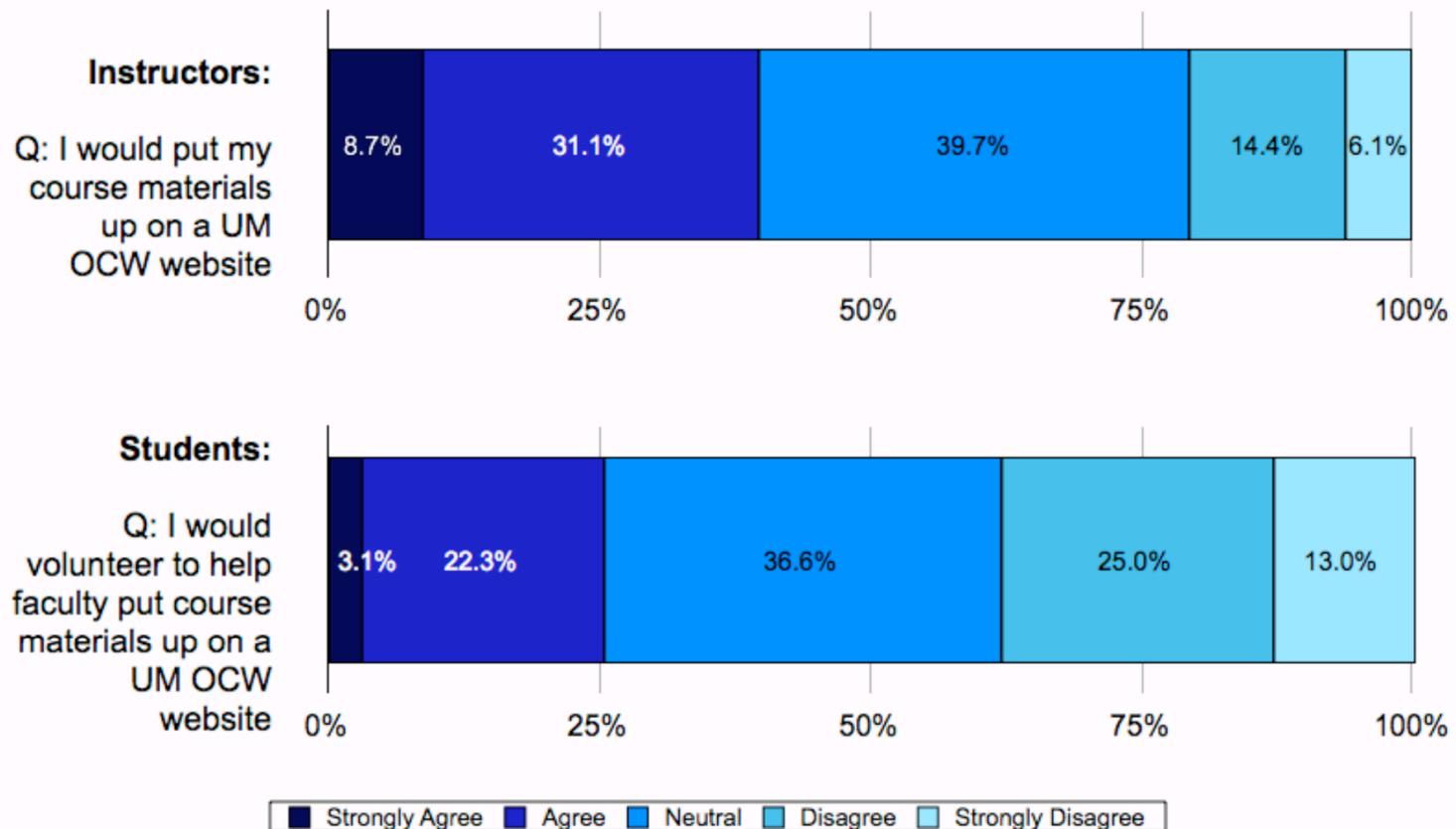
- Belief
 - Thought about the world - that book is green
 - I have visited an OCW site (a “fact”)
- Attitude
 - Value judgment - that book is a good read
 - OCW site would be valuable to increase visibility of my courses (a “good thing”)
- Intention
 - Action orientation - I will buy that book
 - I would contribute material to OCW site (an “action”)

Intention to Contribute

- In much of our research, this is the dependent variable, this is what we are trying to understand
- Here we talk about mostly descriptive aspects of this work:
 - Who would contribute?
 - What groups are they in?
- Later work is delving more into why different groups hold different beliefs, attitudes, intentions; what the effect the perception of various benefits has on contribution intention

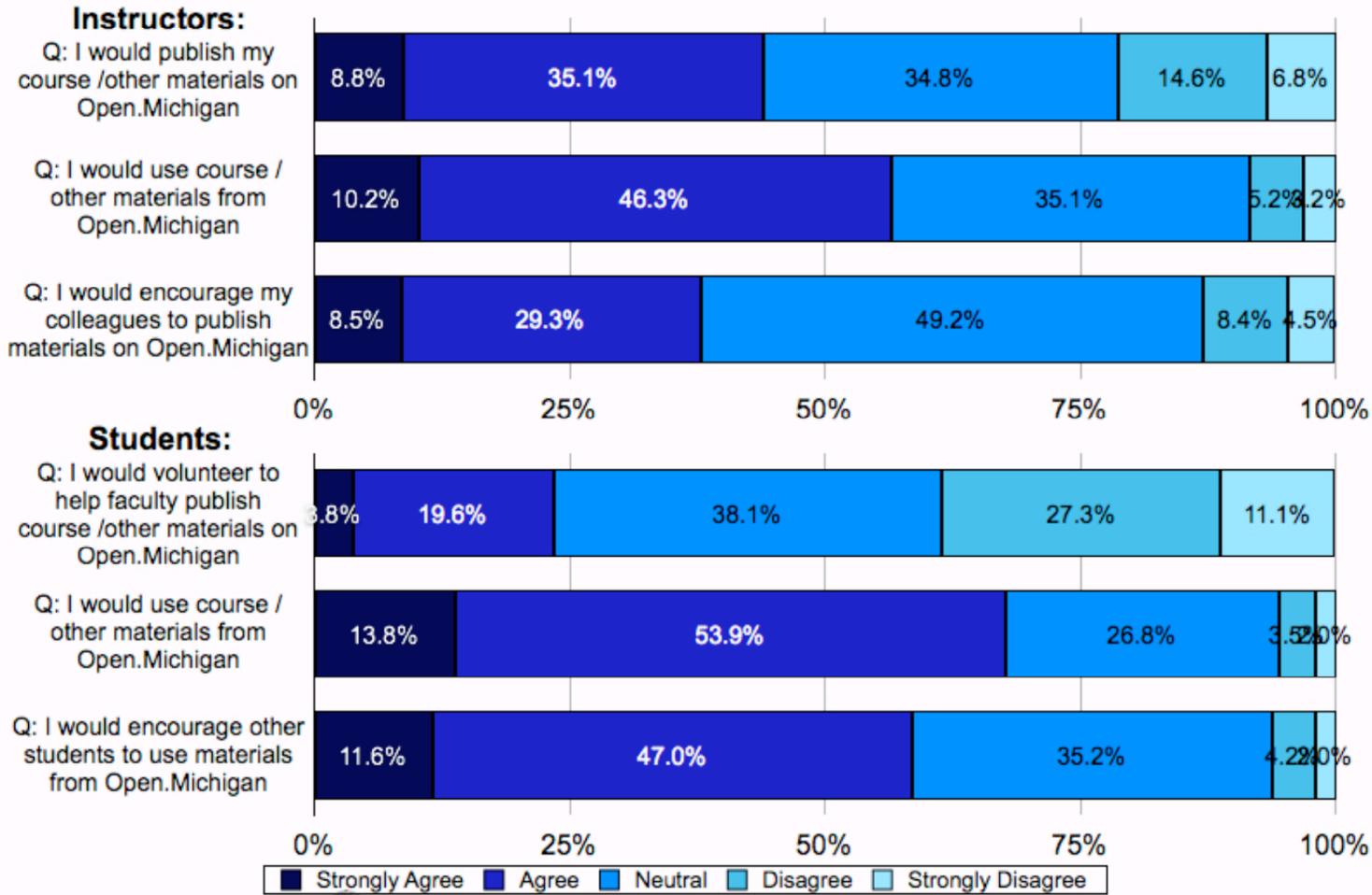
Contribution - 2008

OCW - Materials on a Possible UM Website

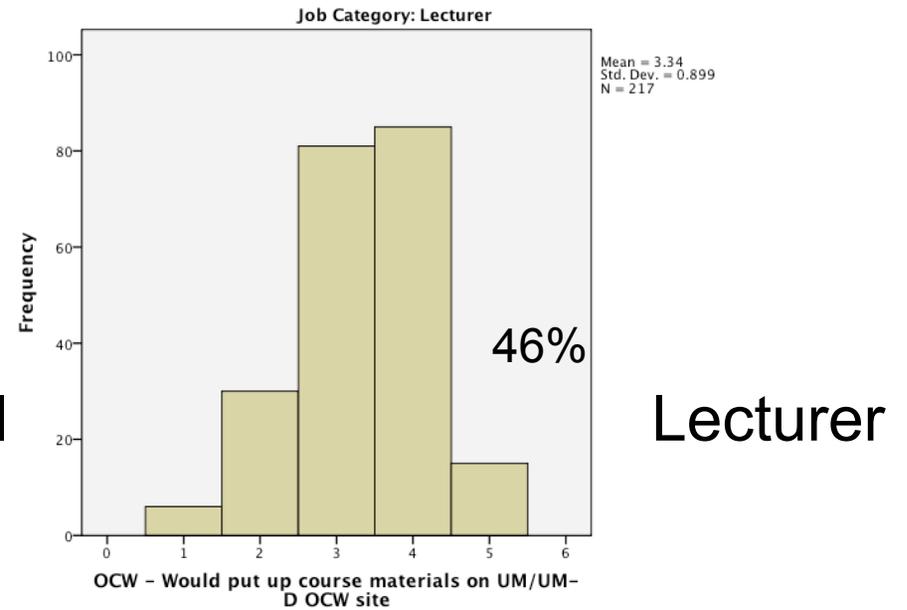
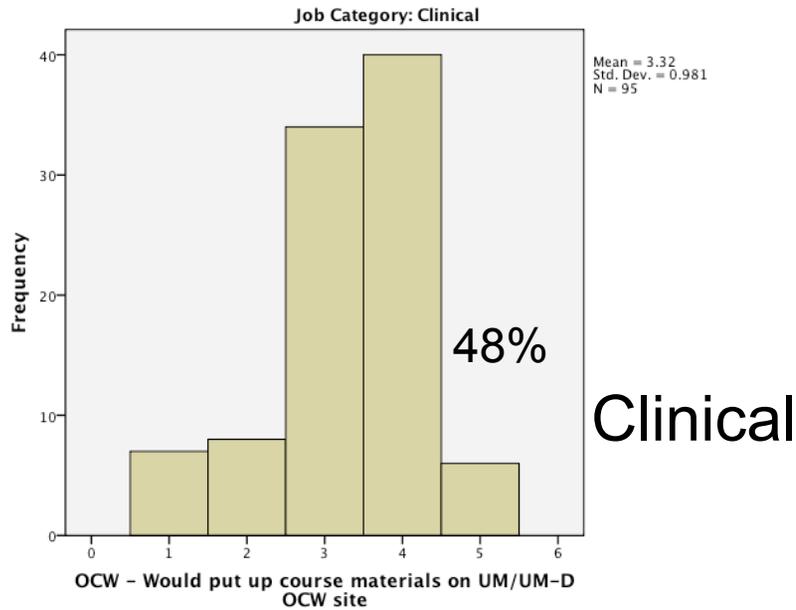
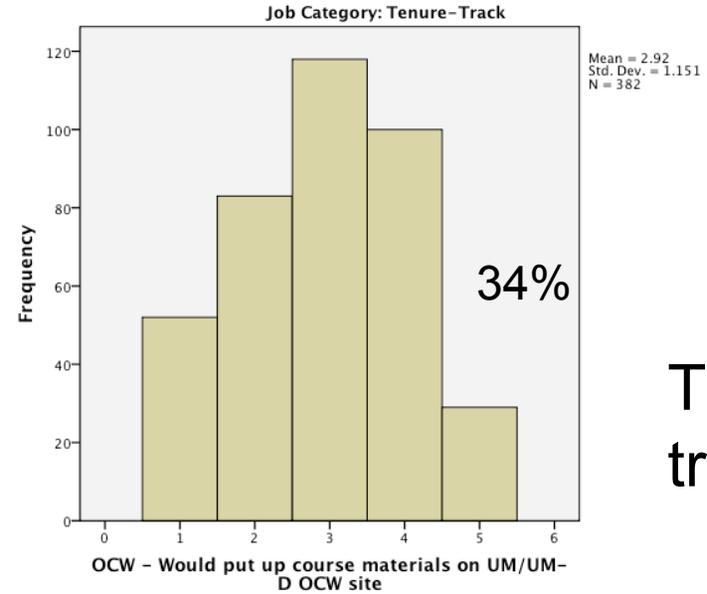
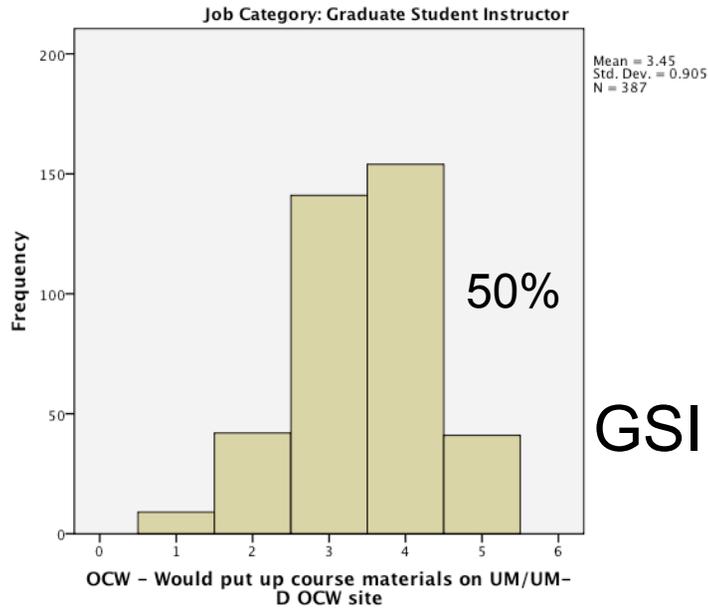


Contribution - 2009

OCW - Materials on Open.Michigan

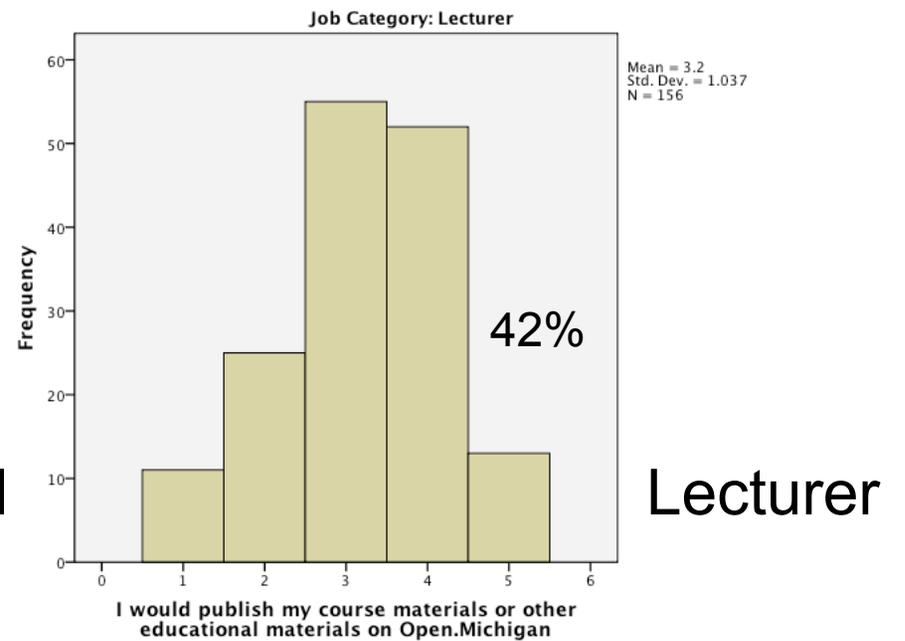
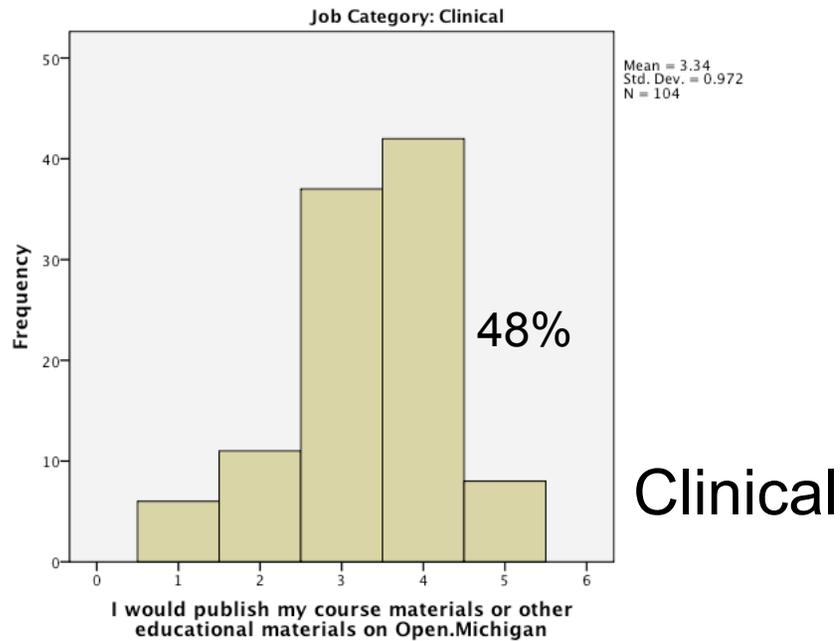
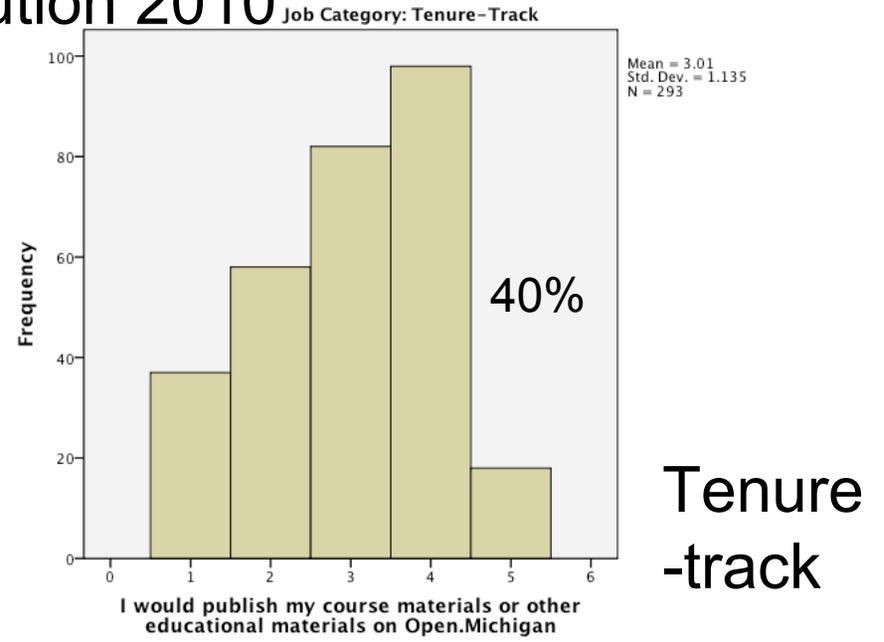
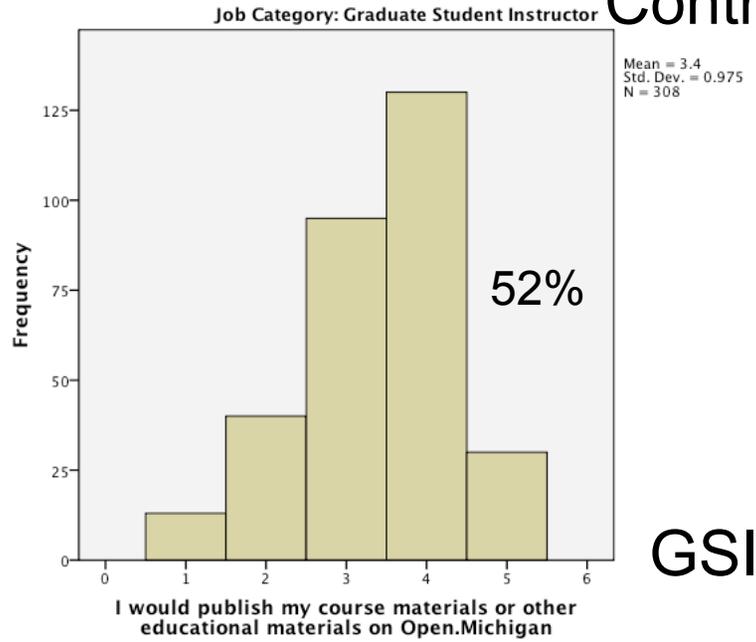


Contribution 2009

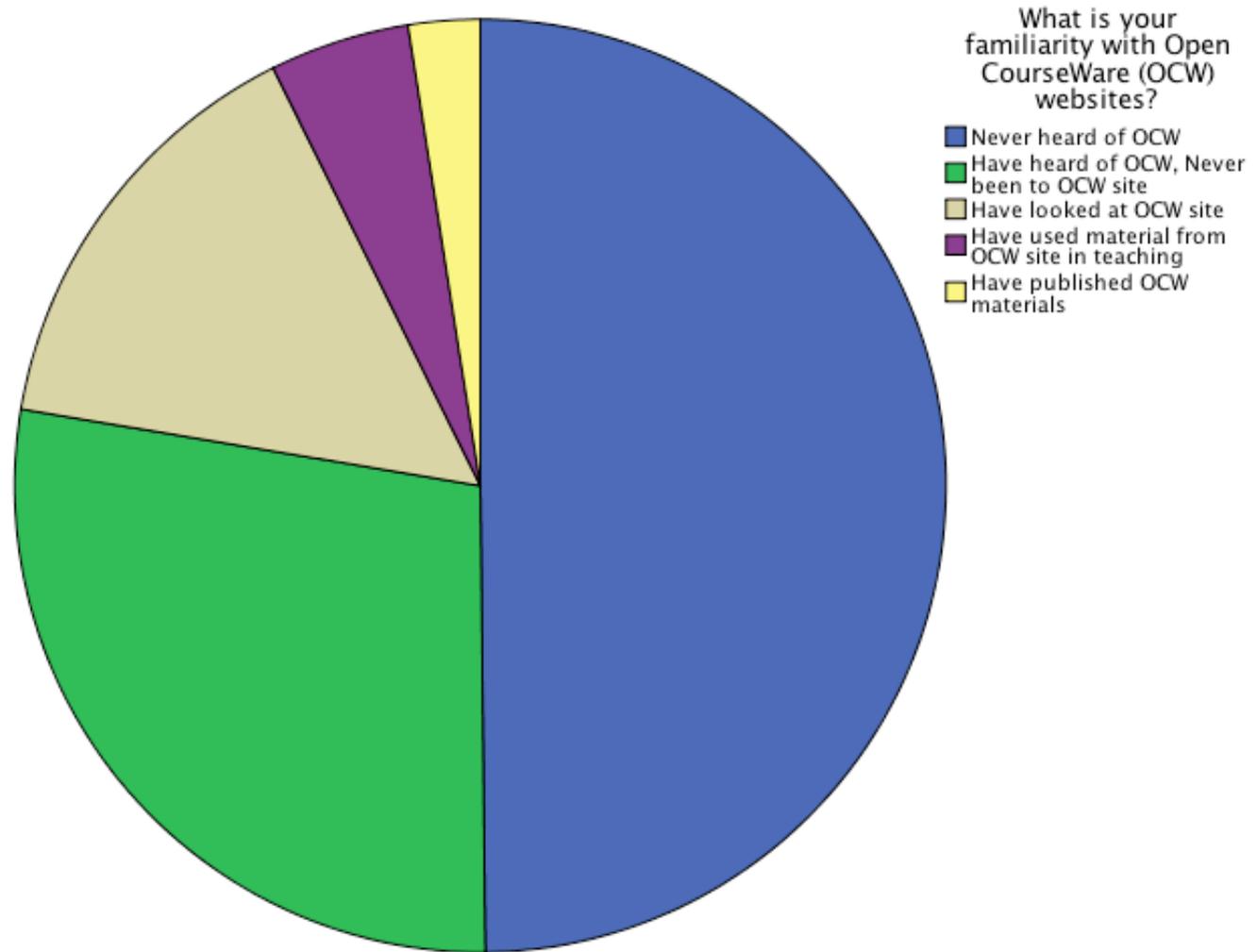


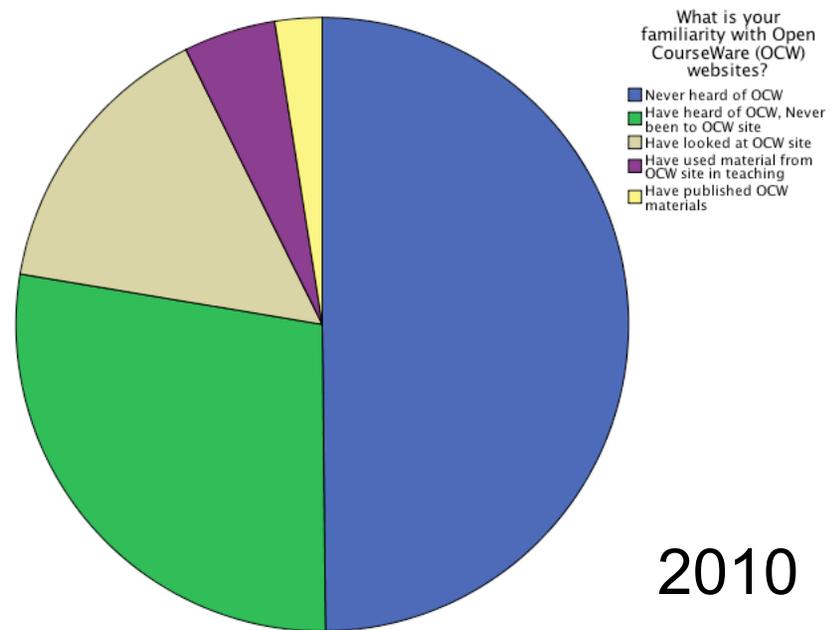
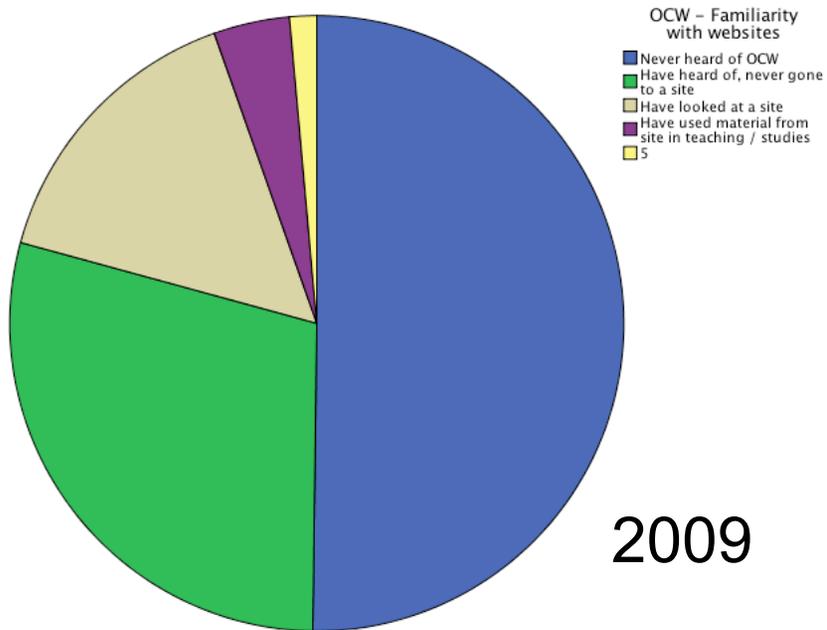
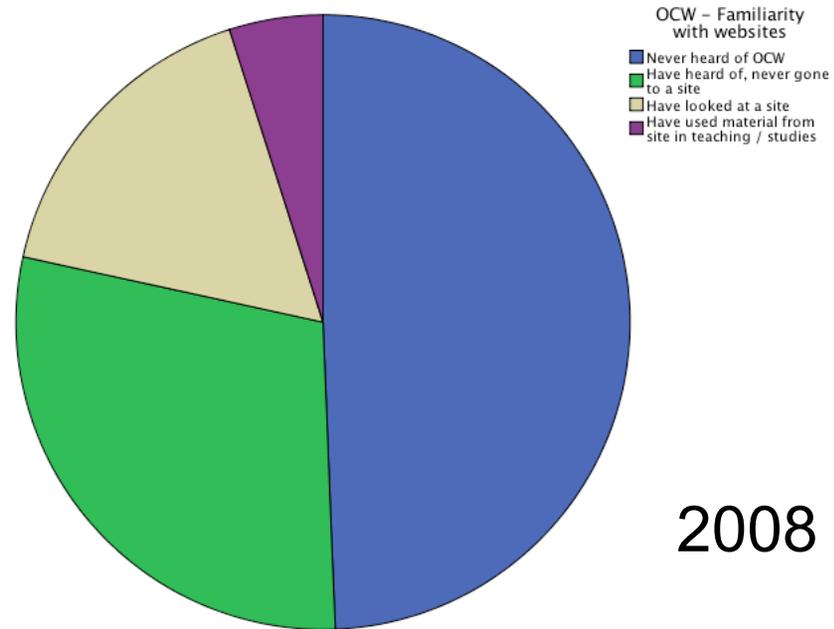
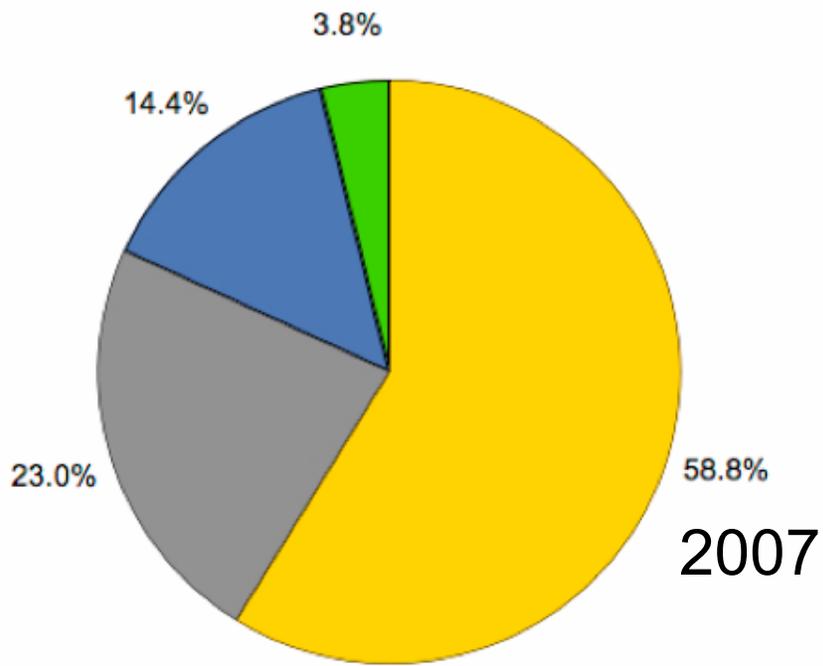
% = Agree + Strongly Agree

Contribution 2010

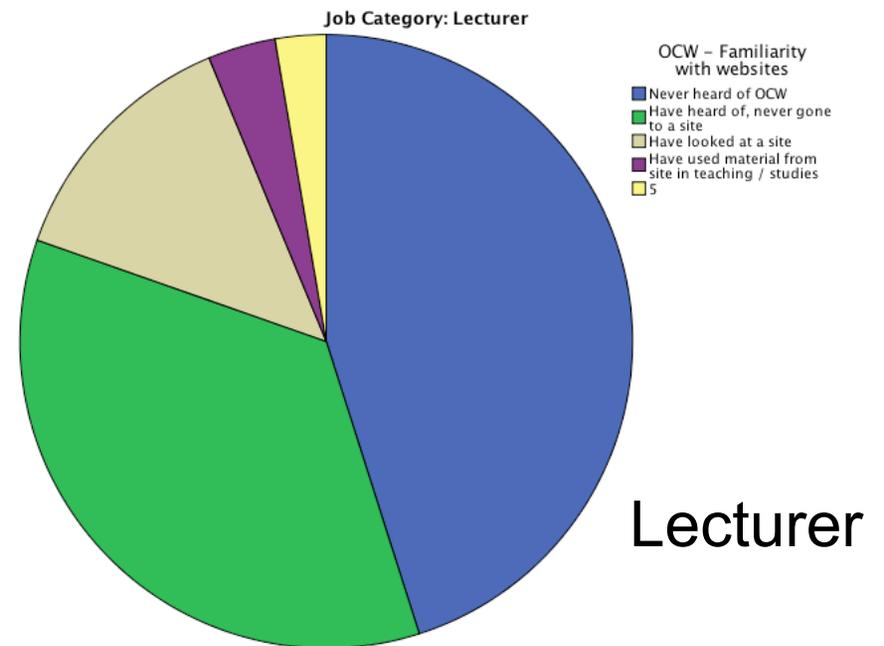
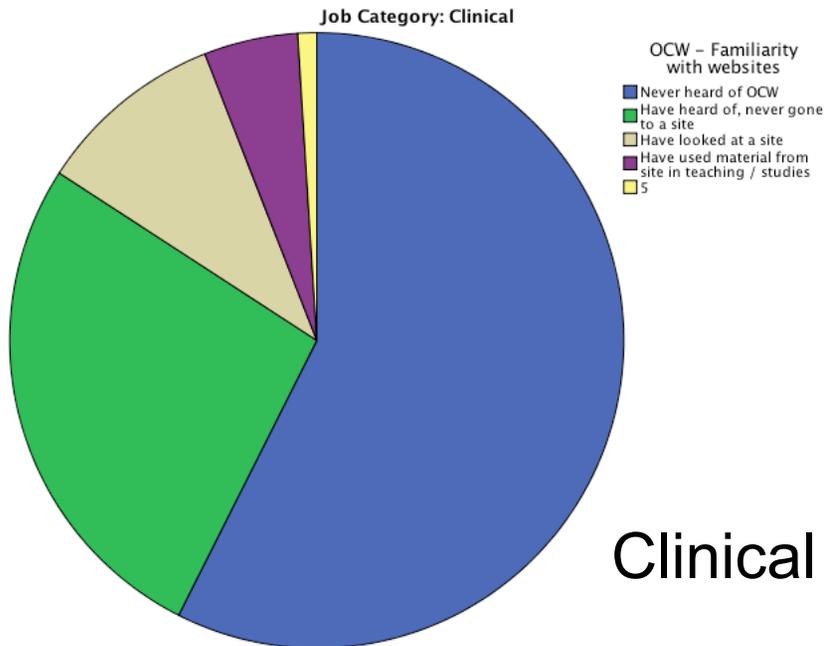
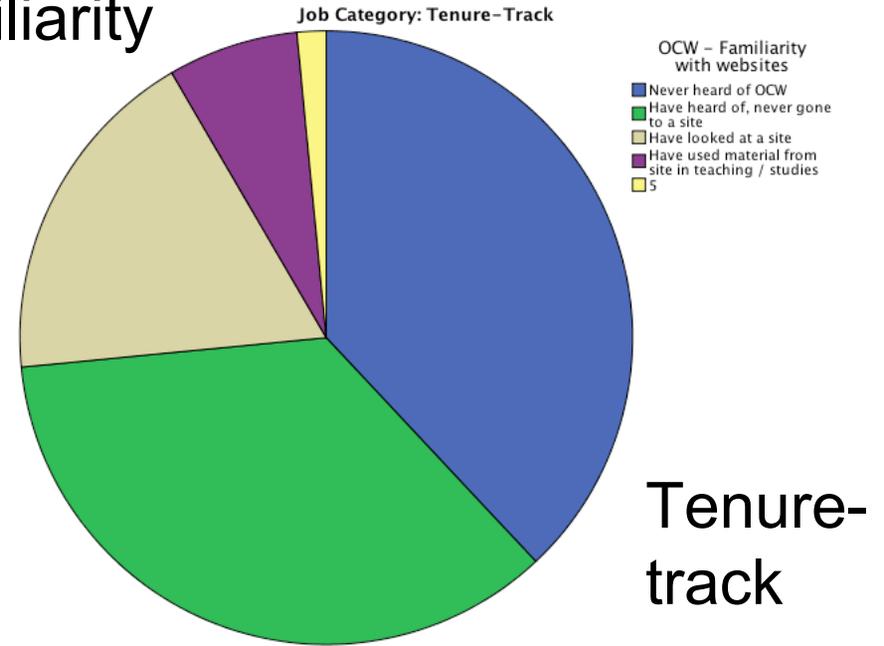
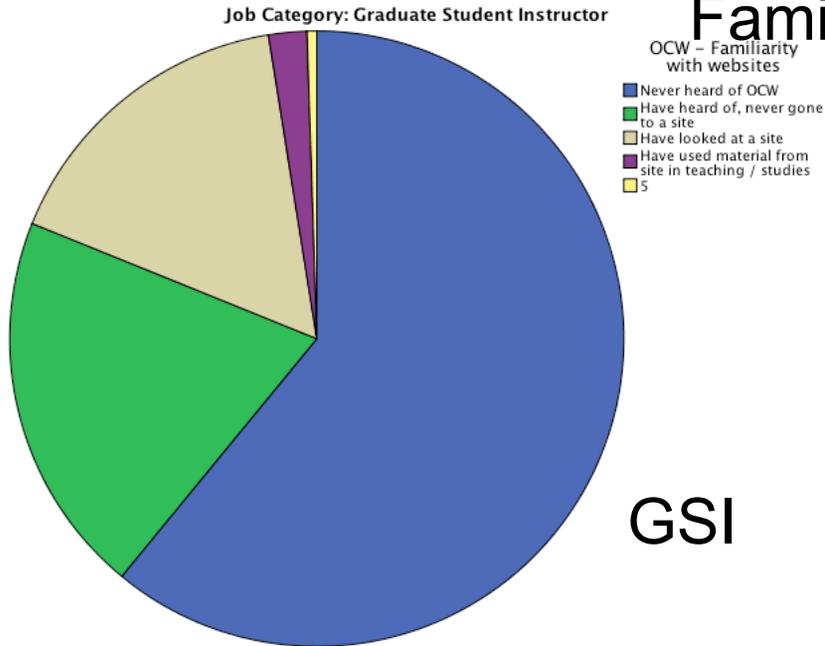


Familiarity with OCW 2010





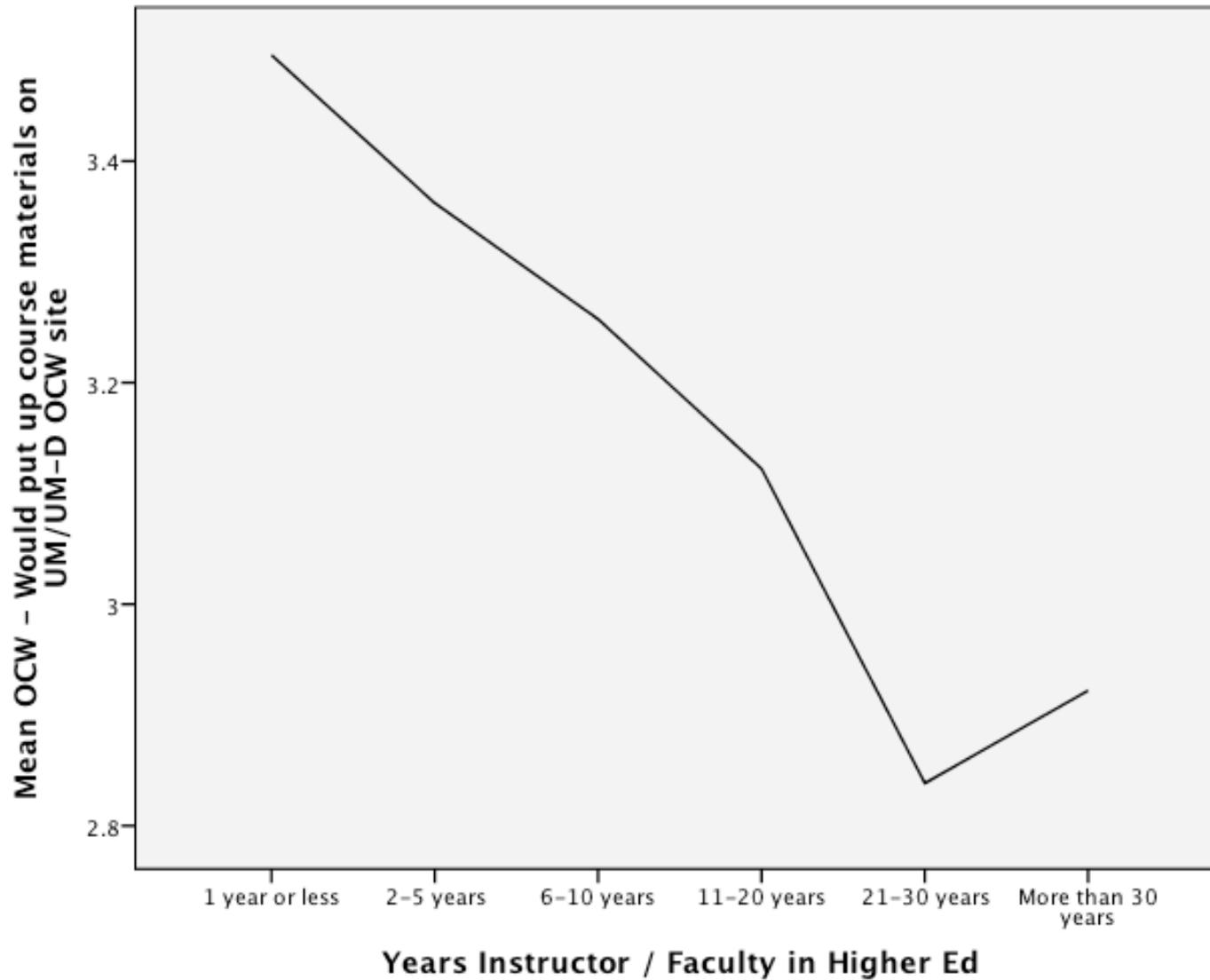
Familiarity



Familiarity

- No statistically significant correlation with intention to contribute among GSI
- Statistically significant, increasingly positive correlation between familiarity and intention to contribute for Tenure-track, Clinical, Lecturer faculty
- Controlling for age/time as instructor
- This is probably good. Could be higher, but more they know, more likely they are to contribute.

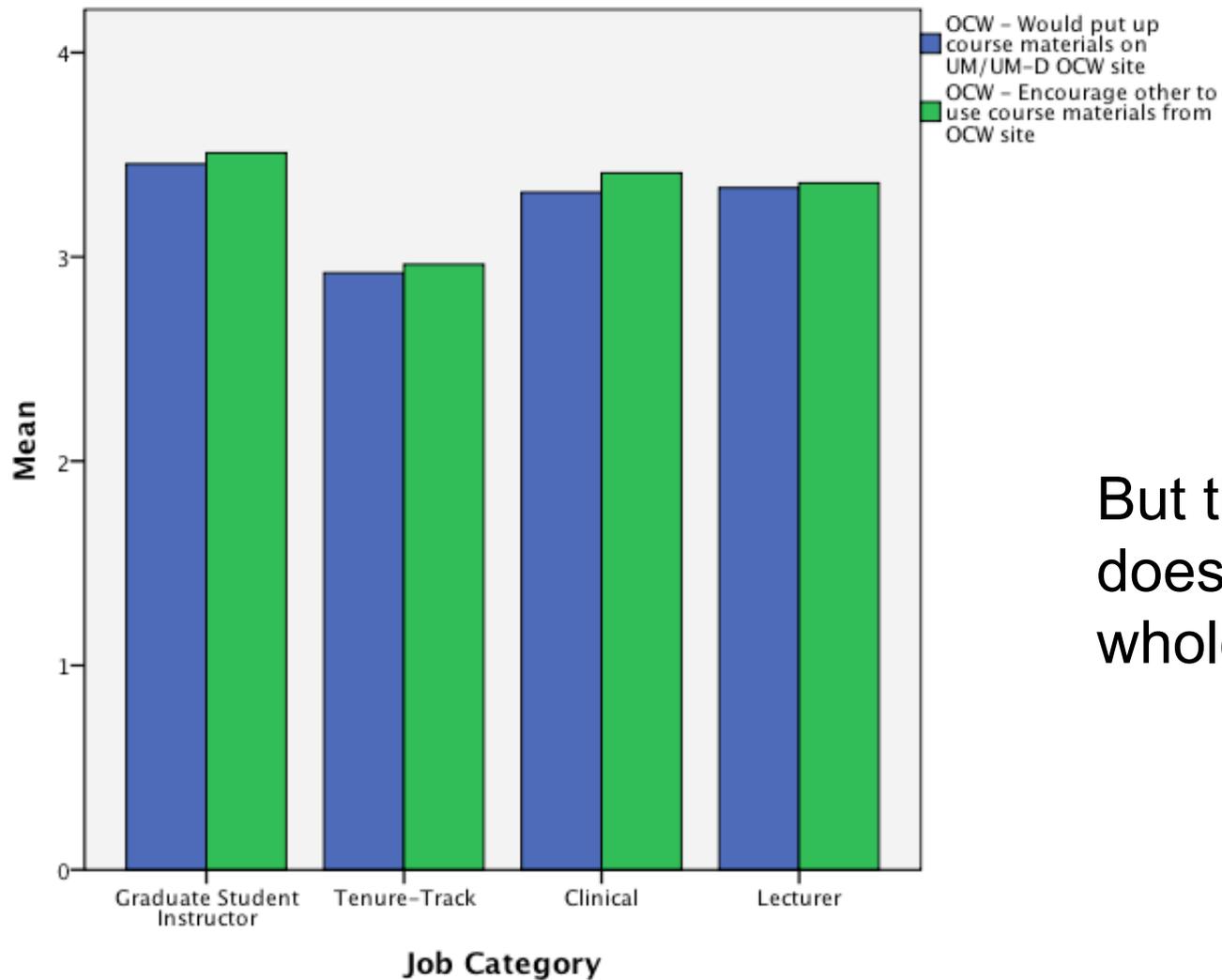
Generational?



Holds within categories of Tenure-track, Clinical, Lecturer

2009

Publish vs encourage 2009 means

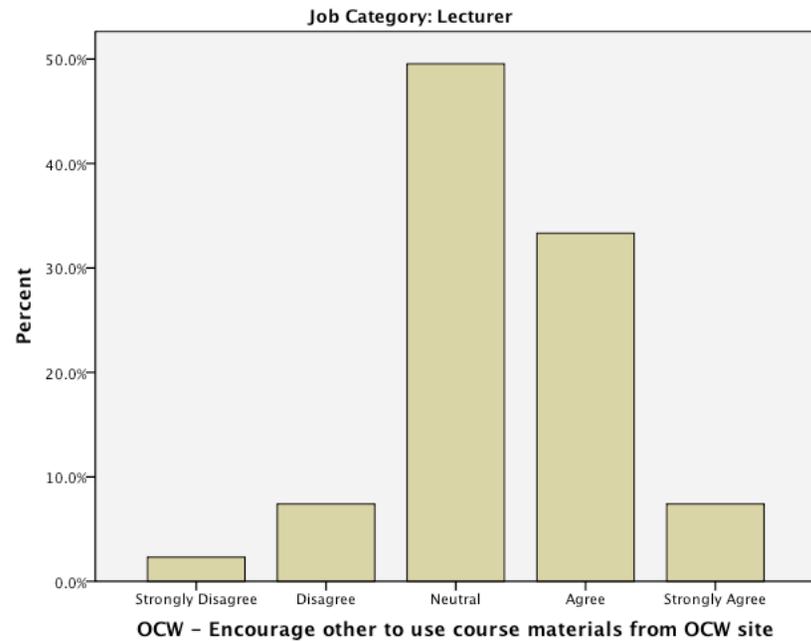
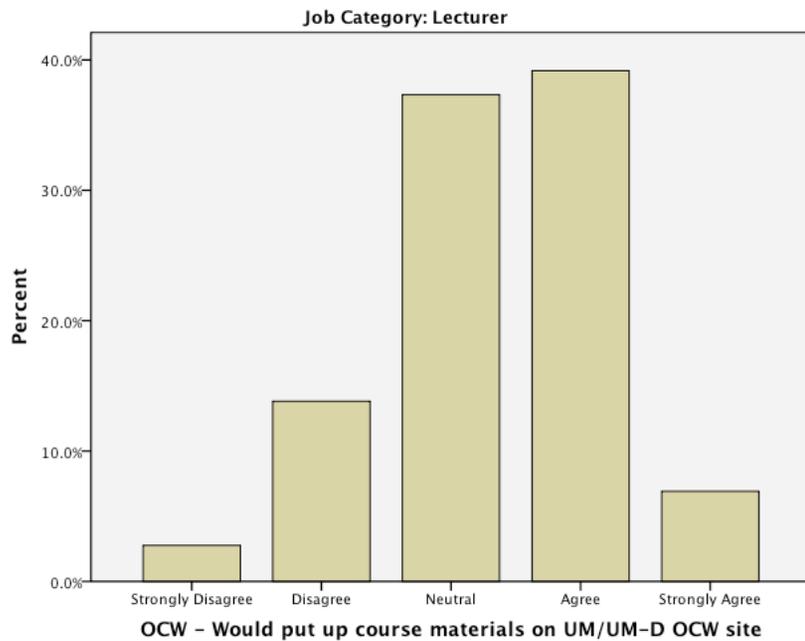
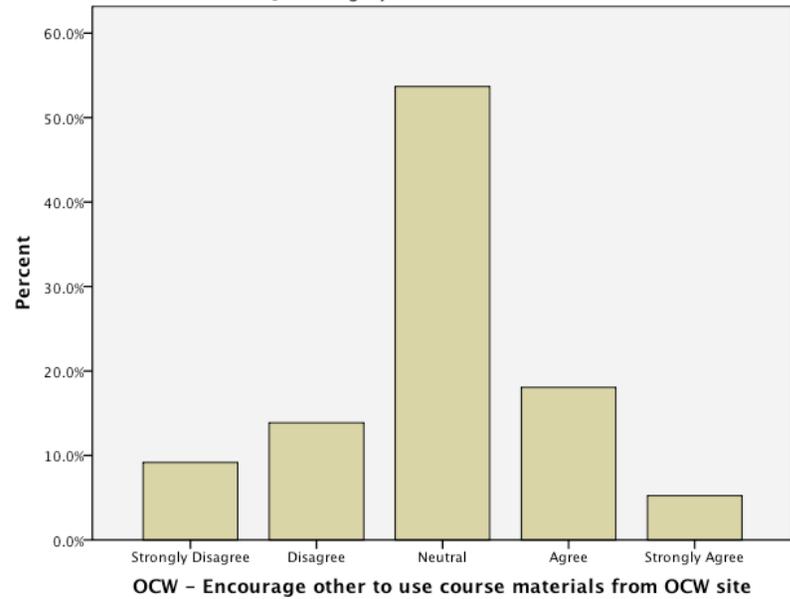
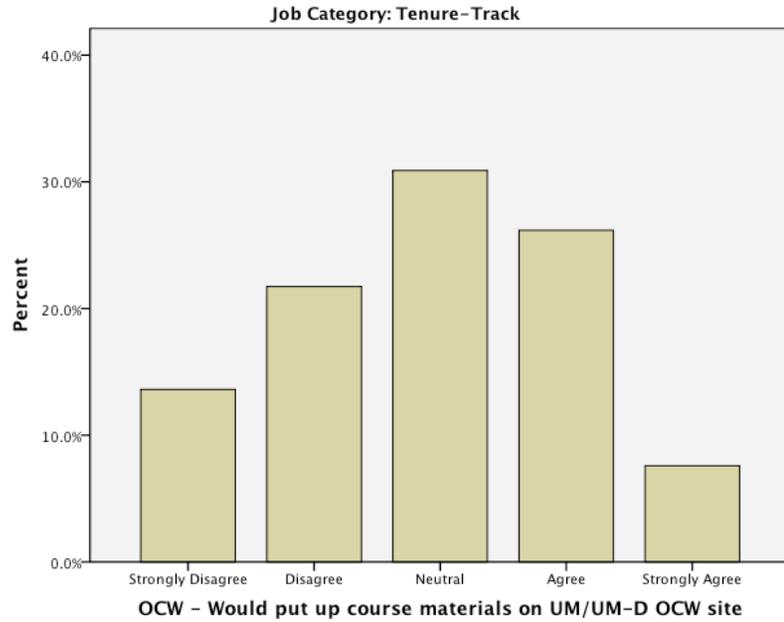


But this
doesn't tell
whole story

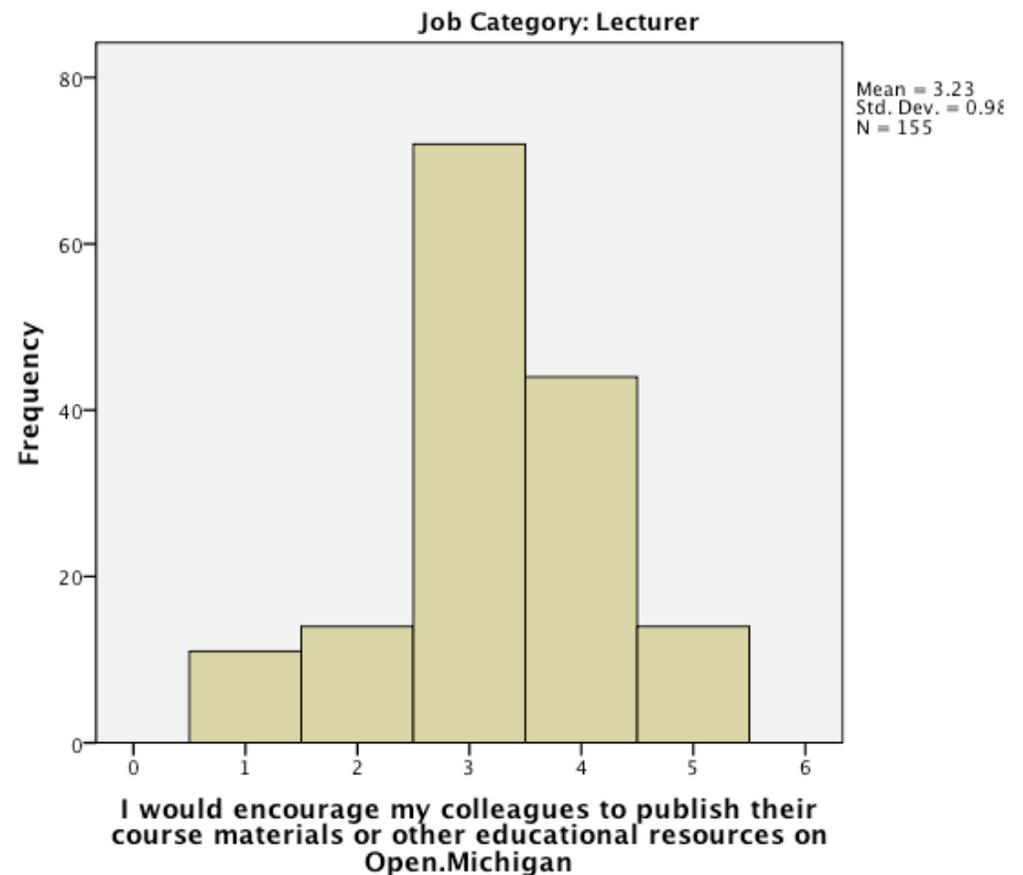
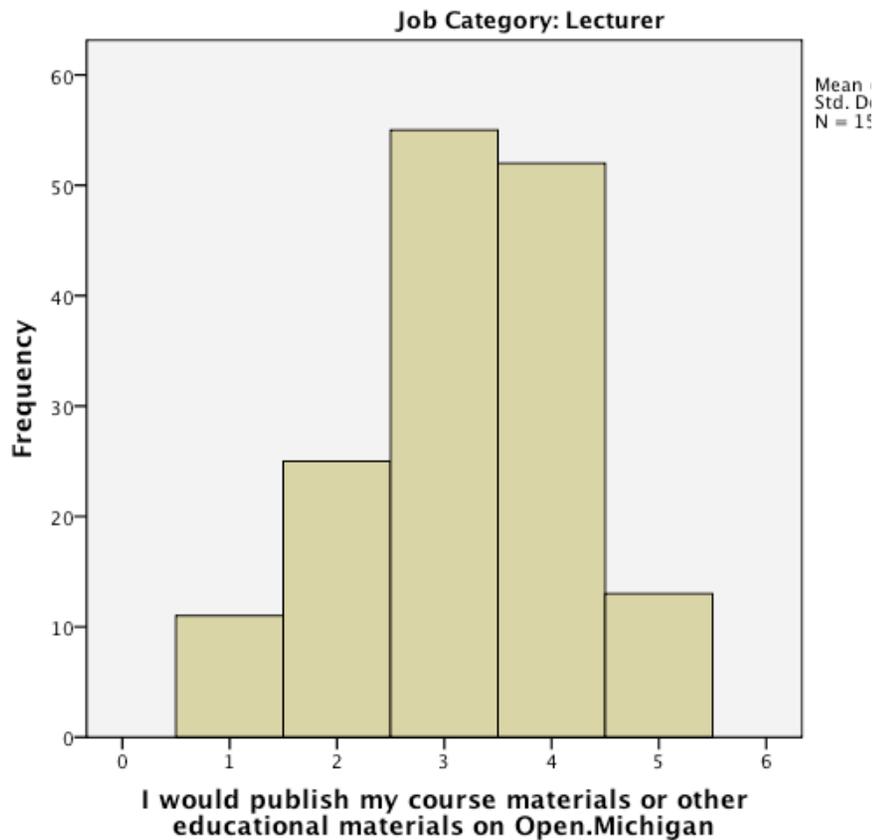
Contribute

2009

Encourage



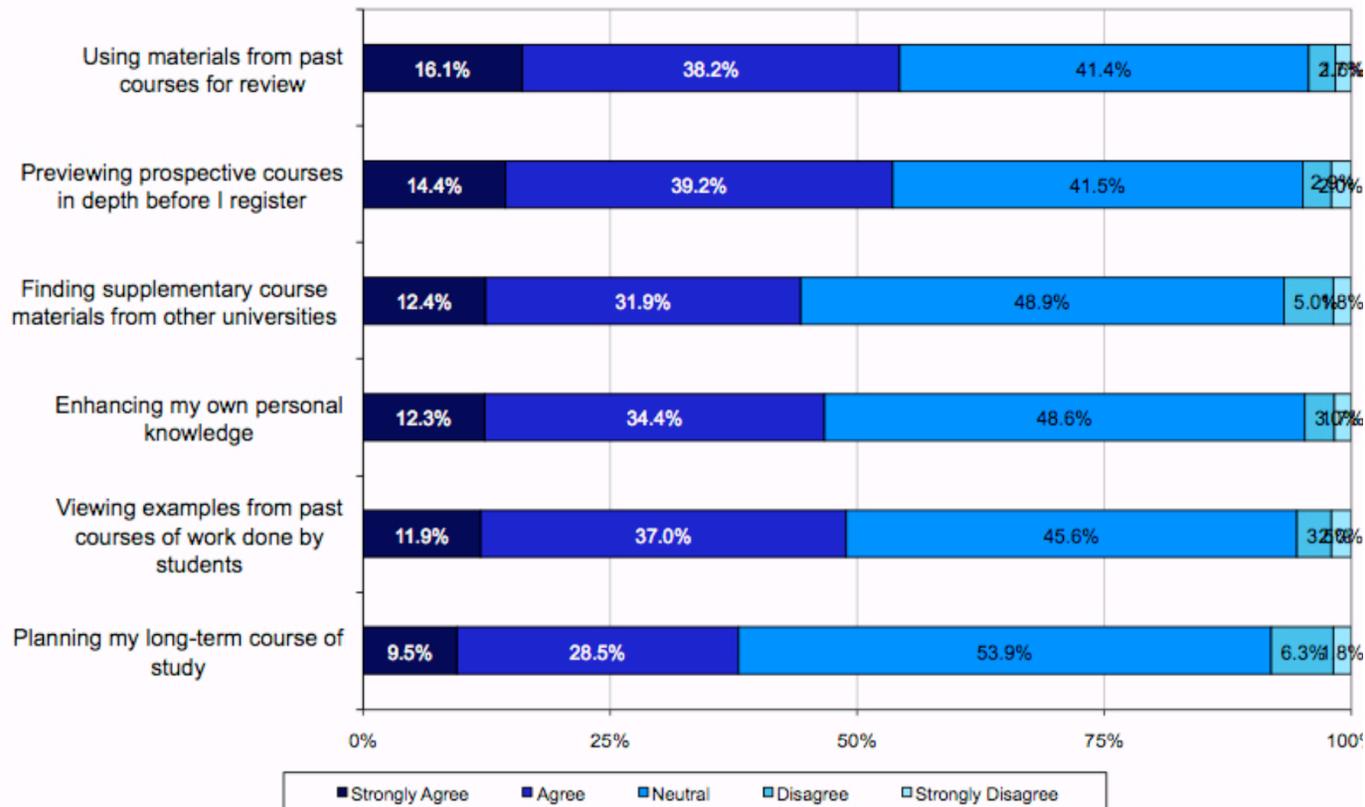
Contribute vs Encourage (2010)



Students - 2009

OCW - Value of Potential Uses: Students

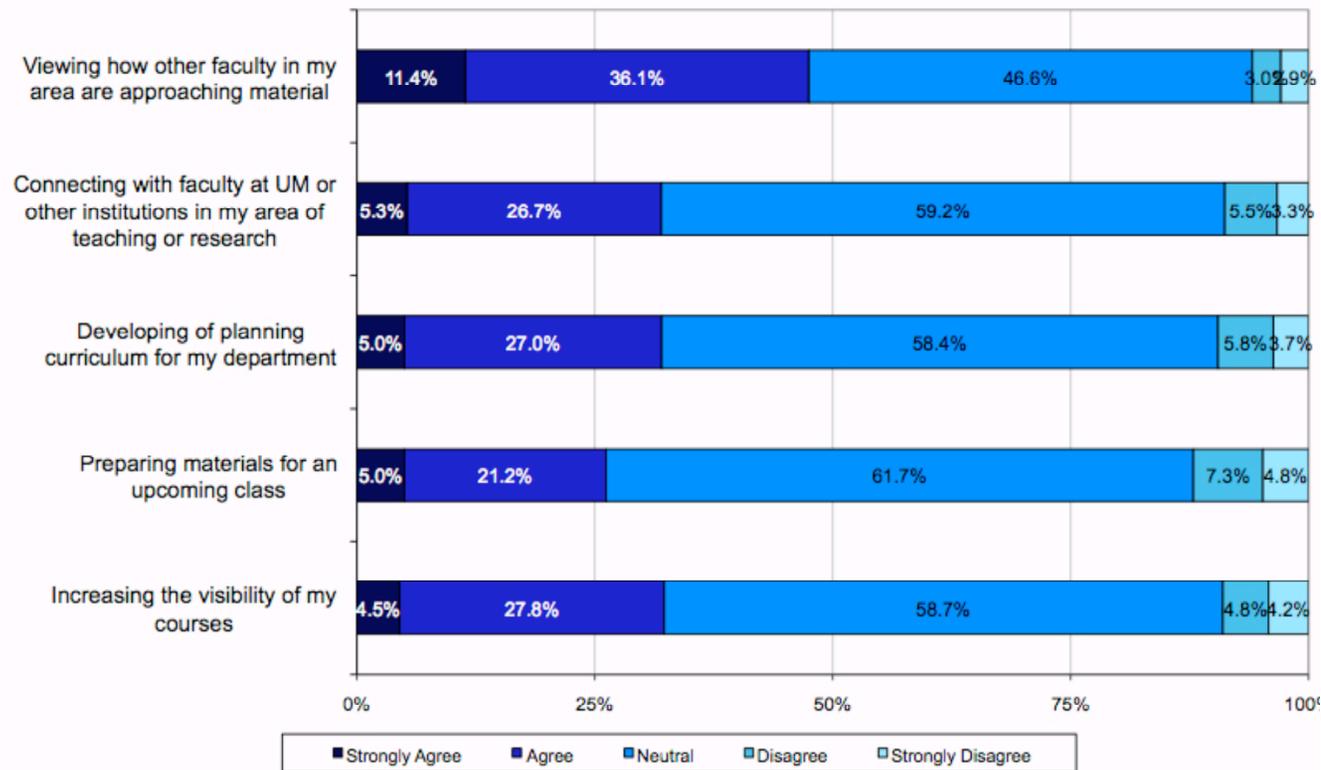
Q: Using a OCW website would be valuable for...



Instructors - 2009

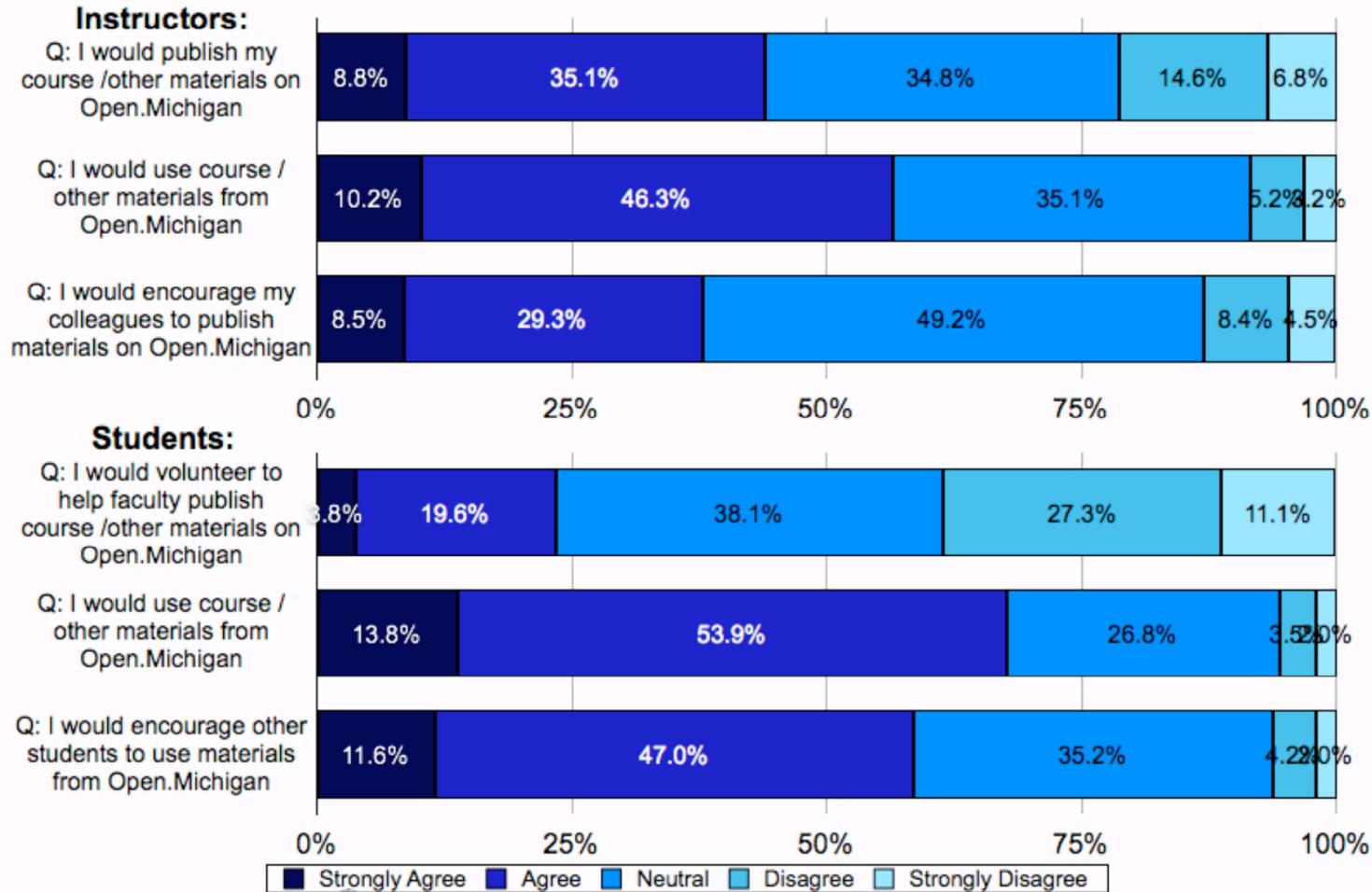
OCW - Value of Potential Uses: Instructors

Q: Using a OCW website would be valuable for...



Contribution - 2009

OCW - Materials on Open.Michigan



Widening Investigations of Open Activities

- Open content, OCW, is only one type of OER, or open practice undertaken by faculty
- Open access publishing, open textbook creation, open data archiving, open book and monograph publication are all examples of other open activities of faculty
- What do we know about how faculty think about these types of open activities, and what do we know about the relations among them?

“Dimensions of Open” Survey

- Building on the OCW surveys, and a survey on alternative textbook creation, we are working our way up to a larger survey that asks about many of these alternative types of open publishing
- The first of these is planned for this fall at UMichigan
- Think of “Open Dimensions of Scholarly Communications” as well as of open teaching and learning
- The current step has been to include questions on OA in our campus-wide survey this year
- This allows us to see what is happening among our faculty in OA, and to see how this relates to their understandings of OCW

Open Access Survey Quex

Open Access (OA) publishing includes the practices of:

- a) publishing in journals that make their contents available on the web to anyone, without requiring readers or their institutions to subscribe to the journal; and
- b) the placing by authors of copies of their articles, either before or after peer review, on an open web site of their own, such as their homepage, or an open institutional web site, such as a disciplinary, departmental or library web site.

2010 OA Questions

Please rate your agreement with the statements below:

- I am familiar with OA publishing.
- I place pre-print versions of my journal articles on personal or institutional open sites.
- I place copies of my published, peer reviewed articles on personal or institutional open sites after publication in a journal.
- I think that OA publishing is becoming more important for the generation and dissemination of knowledge in general.
- OA journals are important in my field.
- I use OA journals in my research.
- I plan on publishing in an OA journal in the future.

Early results interesting...stay tuned

Expanding OCW Data Base

- Questions from UM OCW study available at <https://ctools.umich.edu/access/content/public/surveys/portal.html>
- You can use these questions and administer a study on your own campus - as Sakai institutions have done: <http://confluence.sakaiproject.org/display/UDAT/2010+MISI>
- I can help with your local survey and/or set up a survey you can have your subjects link/click to
- As in MISI study, it is important to cover human subject review issues, and make sure you can share data under CC0 license
- I'll be setting up a site with results and data from as many institutions as I can, and with results from related surveys, such as use surveys

MISI Surveys- A Model



<http://confluence.sakaiproject.org/display/UDAT/2010+MISI>

Main Points

- There is a strong base of support
- It is stable...
- Different elements of teaching faculty support differently
- There is a generational element to it, but that is not all of the picture
- Familiarity is low...and highest among tenure track...low among GSIs
- Student support for production is there if it can be channeled
- OA support is different, though related

Thanks

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