Making the Case for Open Educational Resources
Evidence-based Tools to Elevate Your Advocacy Efforts

AUGUST 30, 2023
2:00–3:00 p.m. ET
C. Edward Watson, Ph.D.
Associate Vice President for Curricular and Pedagogical Innovation and Executive Director for Open Educational Resources and Digital Innovation, AAC&U
Use Q&A for: 
*Panel discussion*

Use Chat for: 
*Discussion & Tech Support*

#AACU  #OER

Webinar recording will be posted online – e-mail with link forthcoming
Webinar Objectives

• Herald the launch of a new OER publication and related resources

• Share practical recommendations regarding how to leverage the publication

• Spotlight key research OER advocates may leverage in their work

• Respond to audience questions
AUTHORS / PRESENTERS

C. Edward Watson, Ph.D.
Associate Vice President for Curricular and Pedagogical Innovation and Executive Director for Open Educational Resources and Digital Innovation, AAC&U

Rachel Rush-Marlowe
Founder and Executive Director, Research Ed

Making the Case for Open Educational Resources

C. Edward Watson
Rachel Rush-Marlowe
Foreword by Lynn Pasquerella
Why write *Making the Case for OER*?

**Winter 2023 Survey Results**

- Broad agreement that advocacy efforts in higher education must be evidence-based
- Difficult to locate articles and reports that illustrate the point you’re trying to make
- Challenge to distill and translate articles to a broad multi-disciplinary audience
- Window of opportunity with faculty and administrators is often limited
Key Attributes of *Making the Case for OER*

- This is not a traditional literature review
- It’s a toolset for OER advocates
- It’s written in a conversational tone
- Its audience is largely those who need to make the case for OER
- Can be distributed whole or in parts based upon your advocacy goals and your audiences’ needs
Literature Review

- Determining objectives
  - Research in support of creating an OER advocacy resource

- Inclusion criteria
  - 2018 and later
  - Postsecondary context
  - COUP Framework

- Finding the literature
  - Multiple databases
  - Outreach to experts in the field
  - Reference lists

- Analyzing the literature
Types of Studies

- The history and evolution of OER
- Multiple institution-based studies
- Single campus-based studies
- Single course-based studies
- Studies on student perceptions and behavior
- Studies on faculty perceptions and behavior
- Meta-analyses
We organized the publication based upon advocacy needs:

- Cost and student behavior
- Student and faculty perceptions
- Student success outcomes
- More equitable outcomes
Using the Publication

- Intent is for the publication to be dissectible and reusable
- All figures and infographics are available as a free download package
- Full citations and links to most articles are included
- Adoption/change is a process, not an event
- https://www.aacu.org/OERgraphics
From January 2000 to June 2022, the cost of textbooks increased by 162%, much faster than the average inflation rate of 74.4% over that time.

(Perry, 2022)
Why Use OER? Cost and Student Behavior

- The focus on cost is often tied to arguments regarding student debt.
- Equally troubling are student behaviors that result from textbook costs often discovered on the first day of class.
94% of students who had skipped purchasing a required textbook said they were concerned that doing so would hurt their grade.

(Senack, 2014)
Why Use OER? Student Perceptions

• The use of OER increases a student’s likelihood of picking that course (Nusbaum & Cuttler, 2020).

• End-of-semester instructor ratings increase after faculty adopt OER (Nusbaum & Cuttler, 2020).

• Students report higher rates of textbook usage in OER based courses (Jones & Nyland, 2020).
Why Use OER? Student Perceptions

92% of students indicated that the OER was of equal or greater quality than the traditional textbook (Davis & McKee, 2022).

70% stated that having a traditional textbook would not have made the class more valuable to them (Jones & Nyland, 2020).

64% noted that the online delivery method of OER was preferable or made no difference to them (Jones & Nyland, 2020).
Why Use OER? Faculty Perceptions

29% of faculty are very aware of OER and know how they can be used in the classroom.

Faculty at two-year colleges and public institutions are more aware of OER. Faculty at smaller institutions are more likely to be very aware of OER than colleagues at larger institutions.

Faculty with the greatest OER awareness typically teach at least one online course and have 16-25 years of teaching experience.

(Seaman & Seaman, 2023b)
Why Use OER? Faculty Perceptions

The use of OER as required material increased by 7% between 2022 and 2023.

15% 22% 29%

2020 2022 2023

(Seaman & Seaman, 2023b)
Why Use OER? Student Success Outcomes

• Via different research methodologies, OER were found to have an impact of failure rates

• Top figure is from research at Houston Community College

• Bottom figure is from research at the University of Georgia

(Smith et al., 2020)

(Colvard et al., 2018)
Why Use OER? Student Success Outcomes

<table>
<thead>
<tr>
<th>College</th>
<th>Dosage**</th>
<th>Additional Credits per Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamo College</td>
<td>High</td>
<td>3.14*</td>
</tr>
<tr>
<td>Austin Community College</td>
<td>Low</td>
<td>1.88*</td>
</tr>
<tr>
<td>Bunker Hill Community College</td>
<td>High</td>
<td>1.75</td>
</tr>
<tr>
<td>Borough of Manhattan Community College</td>
<td>Low</td>
<td>2.44*</td>
</tr>
<tr>
<td>Central Virginia Community College</td>
<td>High</td>
<td>7.90*</td>
</tr>
<tr>
<td>Monroe Community College</td>
<td>Low</td>
<td>1.26</td>
</tr>
<tr>
<td>Montgomery College</td>
<td>High</td>
<td>7.30*</td>
</tr>
<tr>
<td>Pierce Community College</td>
<td>Low</td>
<td>0.13</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>Low</td>
<td>5.16*</td>
</tr>
<tr>
<td>Herkimer College</td>
<td>High</td>
<td>1.05</td>
</tr>
</tbody>
</table>

* Indicates when students accumulated statistically significantly more course credits than those who had not taken any OER courses.
** Low dosage refers to students enrolled in either one or two OER courses. High dosage refers to students enrolled in three or more OER courses.

(Griffiths et al., 2020)
Why Use OER?
More Equitable Outcomes
### Results for students by first-generation status

<table>
<thead>
<tr>
<th>Educational Burden Type</th>
<th>Non-First-Gen</th>
<th>First-Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced increased stress levels due to textbook costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not buy required textbook for class due to costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not have textbook on the first day of class due to costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not buy textbook due to costs and later felt it hurt performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did not buy textbook due to costs, knew it would hurt performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Jenkins et al., 2020)
Why Use OER? More Equitable Outcomes

Results for students by financial aid status

**Educational Burden Type**
- Experienced increased stress levels due to textbook costs
- Did not have textbook on the first day of class due to costs
- Did not buy textbook due to costs and later felt it hurt performance

**Failed class due to textbook costs**
- Latinx students are almost 3x as likely as White students to fail a class
- First-generation students are almost twice as likely to fail a class as non-first-generation students

(Jenkins et al., 2020)
Why Use OER? More Equitable Outcomes

(Colvard et al., 2018)
Summary and Closing

Cost and Student Behavior

- Eighty-seven percent of students indicated that the cost of the textbook was key when deciding whether or not to make the textbook purchase (Davis & Mckee, 2022).

Student and Faculty Perceptions

- Nationally, faculty OER use nearly doubled between 2020 and 2023 (Seaman & Seaman, 2023b).

Student Success Outcomes

- Of students who leave college, 38 percent do so due to financial concerns while 28 percent drop out because they do not meet the institution’s academic expectations (Parker, 2023).
- OER appear to “lessen the negative relationship between course difficulty and final grades” (Fischer et al., 2021, p. 18).
More Equitable Outcomes

- Textbook costs disproportionately impact low-income students, students of color, and first-generation students, and the adoption of OER can help alleviate these key disparities (Jenkins et al., 2020; Stanberry, 2022).

- For a variety of student demographics, OER positively impact key outcomes, including failure rates and final grades (Colvard et al., 2018; Marsh et al., 2022; Smith et al., 2020).
Download Location

https://www.aacu.org/publications

Also freely available:

Leveraging Open Educational Resources to Advance Diversity, Equity, and Inclusion
A Guide for Campus Change Agents
C. Edward Watson, Lisa Peterson, Arcadia Karalekas, Selena Burns, and Justin Salzberg
Forward by Lynn Pasquerella
Making the Case for Open Educational Resources
Evidence-based Tools to Elevate Your Advocacy Efforts

AUGUST 30, 2023
2:00–3:00 p.m. ET