
Default Question Block

Welcome to the Faculty Survey on Affordable/Open Textbooks and Educational Materials,

Principal Investigator: Kathleen Labadorf

This survey is part of the Affordable Textbook Initiative Task Force formed by Sally Reis at the University of Connecticut. It is designed to obtain data on UConn Faculty's awareness and adoption of and attitudes toward alternative learning materials, including but not limited to Open Educational Resources (OER). The survey has been approved by the UConn IRB, Protocol #xxxxx.

The survey should take approximately 10 minutes to complete.

All UConn Faculty (including Adjuncts, APIRs, Instructors, all those teaching for credit classes, etc.) are encouraged to participate in this survey. Participation in this survey is entirely voluntary and your responses will remain completely anonymous. Your netid which you provided on the previous screen is not saved or linked to your survey results. You will not be asked to provide any information about yourself that would permit any of the researchers to identify you. In addition, the website will not collect your IP address, making it impossible for researchers to connect survey responses back to a specific computer. You do not have to answer any questions that you do not want to.

In order to assess any changes in these measures over time, this survey will be sent to you again during the Spring 2017 semester. Filling out the survey both times would be advantageous but not always possible. We appreciate your participation in any case.

This survey does not involve any risk to you. However, information gained from this survey may greatly improve the University of Connecticut's ability to understand current faculty practice in the use of types of instructional materials, pedagogical methods, and breadth of educational practices offered to students.

Your confidentiality will be maintained to the degree permitted by the technology used. Specifically, no guarantees can be made regarding the interception of data sent via the Internet by any third parties. (IRB required statement)

If you are willing to continue with the survey, please indicate your acceptance by clicking 'Yes' to continue with the survey. If you have decided not to participate, please click 'No' and you will be brought to the end of the survey.

Thank you,

Kathleen Labadorf
Carolyn Mills
Katherine Fuller

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

Teaching Status

Part-time

Full-time

Total Number of Years Teaching at the College/University Level

Tenure Status

Your Primary School or College

Your Age

- Under 25
- 25 - 34
- 35 - 44
- 45 - 54
- 55+

Which of the following delivery modes have you used during your most previous 2 semesters of teaching?

Please use the following definitions:

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

Please check all that apply.

	In Person Course	Blended/Hybrid course	Online course
Graduate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often have you used the following formats or tools? Should we keep this one?

	Never / NA	Rarely	Occasionally	Regularly
Used digital materials, e.g., simulations and/or videos in course presentations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned material available only in ebook format.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assigned books for which ebook and print formats were both available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used social media to interact with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used social media to interact with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Who has a role in selecting or recommending educational resources for use in the courses you teach?

(Select all that apply.)

- Me
- Another faculty member
- A faculty committee
- Program or division
- Instructional Designers
- Library staff
- Administration
- Other

Who has the PRIMARY role in selecting educational resources for use in the courses you teach?

(Select only one response.)

- Me
- Another faculty member
- A faculty committee
- Program or division
- Administration
- Other

When selecting resources for your teaching, which of the following factors are most important to you? (CHOOSE THREE)

Please drag the three most important factors to the top three rows. Order does not matter.

- Cost to student

- Proven to improve student performance

- Easy to find

- Includes all the material I need

- High-quality and factually correct

- Covers my subject area sufficiently

- Works with my institution's Learning Management System (LMS)

- Mapped to learning outcomes

- Current and up-to-date

- Easy to use

- Used by other faculty members

- Provided by my institution

- Ready to use

- Adaptable/editable

- Any other factor

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

	Unaware	Somewhat Aware	Aware	Very Aware
Public Domain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Copyright	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative Commons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Educational Resources (OER) are defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

How aware are you of OER?

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

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

	Not include	Might include	Would include
Is available for free	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be remixed and repurposed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is provided with a Creative Commons license	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is easy to combine with other course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is more up to date than textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never / NA	Rarely	Occasionally	Regularly
Primary course material (main class material used by teacher and students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplemental course material (supporting material to enhance teaching or as further reference for students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Open Educational Resources (OER) are defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others." Unlike traditionally copyrighted material, these resources are available for "open" use, which means users can edit, modify, customize, and share them.

	Yes	No
Videos	<input type="radio"/>	<input type="radio"/>
Audio podcasts	<input type="radio"/>	<input type="radio"/>
Images	<input type="radio"/>	<input type="radio"/>
Infographics	<input type="radio"/>	<input type="radio"/>
Interactive games or simulations	<input type="radio"/>	<input type="radio"/>
Video lectures/tutorials	<input type="radio"/>	<input type="radio"/>
Tests and quizzes	<input type="radio"/>	<input type="radio"/>
Open textbooks, chapters from textbooks	<input type="radio"/>	<input type="radio"/>
Homework assignments	<input type="radio"/>	<input type="radio"/>
Slides and class presentations	<input type="radio"/>	<input type="radio"/>
Whole course	<input type="radio"/>	<input type="radio"/>

Elements of an existing course e.g. a module/unit	<input type="radio"/>	<input type="radio"/>
Lesson Plans	<input type="radio"/>	<input type="radio"/>
Any other type	<input type="radio"/>	<input type="radio"/>

Overall, how would you compare the quality of open resources to that of traditional resources on the following dimensions?

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

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

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

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

	Very Difficult	Difficult	Easy	Neutral	Somewhat Easy	Easy	Very Easy
From traditional publishers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open educational resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Please drag the THREE most important OF THE LIST. The order of the three is not important.

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

Rate your agreement with the following statements regarding OER:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
Use of OER leads to improvement in student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of OER leads to improvement in student satisfaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open educational models lead to more equitable access to education, serving a broader base of learners than traditional education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of OER is an effective method for improving student retention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
OER adoption at an institutional level leads to financial benefits for students and/or institutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of OER leads to critical reflection by educators, with evidence of improvement in their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

this survey by emailing Kathy.Labadorf@uconn.edu, PI.