OER are 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.

Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

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Enable Permissions

**Retain**
- Make, own, and control your own copy of the content

**Reuse**
- Use the content in its unaltered form

**Revise**
- Adapt, adjust, modify, improve, or alter the content

**Remix**
- Combine the original or revised content with other OER to create something new

**Redistribute**
- Share your copies of the original content, revisions, or remixes with others
Direct connection between cost & success

- 60%+ do not purchase textbooks at some point due to cost
- 35% take fewer courses due to textbook cost
- 31% choose not to register for a course due to textbook cost
- 23% regularly go without textbooks due to cost
- 14% have dropped a course due to textbook cost
- 10% have withdrawn from a course due to textbook cost

Source: 2012 student survey by Florida Virtual Campus
Cross-Institutional OER Adoption Results

As submitted to *Computers in Education* Nov 2014:
4,909 open course students, 11,818 traditional course students, 50 different undergraduate courses, 130 teachers, 8 institutions.
Method: Quasi-experimental design with: Propensity Score Matching, Post Test Only. Dependent variables: Completion; C or Better; Credits Enrolled This Term; Next Term, Independent variable: Textbook condition, 3 covariates: including age, gender, and race.
Faculty see OER as harder to find than traditional educational resources.

WHAT ARE THE DETERRENTS TO USING OER?
- Not current/up-to-date: 6.5%
- Too difficult to use: 8.2%
- Too difficult to edit: 10.8%
- Does not improve student performance: 11.6%
- Too difficult to integrate into technology: 13.5%
- Lack of institutional support: 15.0%
- Not used by other faculty: 17.9%
- Not high-quality: 18.1%
- Not relevant to local context: 18.6%
- Unknown permission to use/change: 33.5%
- Not enough resources for my subject: 36.6%
- Too hard to find what I need: 44.0%
- No comprehensive catalog of resources: 51.5%

Most faculty not currently using OER report that they expect to use it within three years.

## Faculty Approaches

<table>
<thead>
<tr>
<th>ADOPT</th>
<th>ADAPT</th>
<th>BUILD</th>
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<tbody>
<tr>
<td>• Review open course</td>
<td>• Identify high-quality course or resource</td>
<td>• Develop new materials</td>
</tr>
<tr>
<td>• Refine for teaching approach</td>
<td>• Create significant revision</td>
<td>• Aggregate materials from high-quality OER</td>
</tr>
<tr>
<td>• Align with syllabus</td>
<td>• Remix, aggregate</td>
<td>• Create tools and systems</td>
</tr>
<tr>
<td>• Assign and reference</td>
<td>• Share or publish</td>
<td>• Create media</td>
</tr>
<tr>
<td></td>
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<td>• Share or publish</td>
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</tbody>
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Similar in scope to using a new textbook or a major new edition.  
Similar in scope to moving from traditional to fully online delivery.  
Similar in scope to writing a new textbook with many collaborators.