Open Educational Resources (OER)

“Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license.”

UNESCO

Open Educational Resources (OER)

OER is defined in terms of copyright status.

Everyone is freely permitted to copy, edit, and share OER.

Open Educational Resources (OER)

- A utter dearth of empirical research on the learning impact of OER use throughout the 2000s allowed publishers and others to spread FUD.
- Several hype articles and opinion pieces
- Only one empirical article from 2000 - 2010
Open Educational Resources (OER)

- Create the Open Education Group & COUP Framework
- Create the OER Research Fellow Program
- Create novel research synthesis dissemination strategies

Improving Course Throughput Rates and Open Educational Resources: Results from the Z Degree Program at Tidewater Community College

Hilton, Fischer, Wiley, and Williams (2016)

International Review of Research in Open and Distance Learning

### Course Throughput Rate

<table>
<thead>
<tr>
<th></th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional ©</td>
<td>4.0%</td>
</tr>
<tr>
<td>OER</td>
<td>1.4%</td>
</tr>
<tr>
<td>Drop Deadline</td>
<td></td>
</tr>
<tr>
<td>Withdraw Deadline</td>
<td></td>
</tr>
<tr>
<td>Final Grade</td>
<td></td>
</tr>
</tbody>
</table>

### Traditional © vs OER

#### (Face to Face)

<table>
<thead>
<tr>
<th></th>
<th>Traditional ©</th>
<th>OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td>2.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>Withdraw</td>
<td>9.9%</td>
<td>8.1%</td>
</tr>
<tr>
<td>C or Better</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>CTR</td>
<td>60%</td>
<td>66%</td>
</tr>
</tbody>
</table>

#### (Online)

<table>
<thead>
<tr>
<th></th>
<th>Traditional ©</th>
<th>OER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drop</td>
<td>4.0%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Withdraw</td>
<td>13.7%</td>
<td>13.1%</td>
</tr>
<tr>
<td>C or Better</td>
<td>66%</td>
<td>70%</td>
</tr>
<tr>
<td>CTR</td>
<td>54%</td>
<td>60%</td>
</tr>
</tbody>
</table>

22 Peer Reviewed Studies
183,539 Students

95% Same or Better Outcomes

Controlled for teacher variables | Controlled for student variables | Randomized | DV | Results
--- | --- | --- | --- | ---
8 yes 14 no | 9 yes 13 no | 2 yes 20 no | CAOS, CLASS, completion rate, credits taken, quiz score, exam scores, GPA, drop, pass rate, withdrawal rate | 3 studies did not provide results regarding statistical significance
8 reported NSD
10 results favored OER
1 result favored traditionally copyrighted textbooks

24 Peer Reviewed Studies of Perceptions of OER Quality

12,990 Professors and Students

90% of Professors and Students say OER as good or better than traditional materials
Novel Synthesis and Dissemination Techniques

- The Review Project
- The OER Adoption Impact Calculator

OER Research Takeaways

- A growing body of studies show that students who use OER perform as well or better than their peers who use traditionally copyrighted materials.
- Moving forward, we need more rigorous research that better accounts for student, teacher, and other potentially confounding variables.
OER Research Takeaways

• We need more studies that disaggregate data and allow us to see more clearly the impact of OER on specific populations.
• We also need studies examining the interaction between the novel pedagogies afforded by OER and student learning.

OER Research Takeaways

• There are fundamental questions to be answered about the degree of impact on learning that can be attributed to educational materials.
• Understanding the answer to this absolutely fundamental question is key to understanding much about our (AECT) field.

Thank You

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