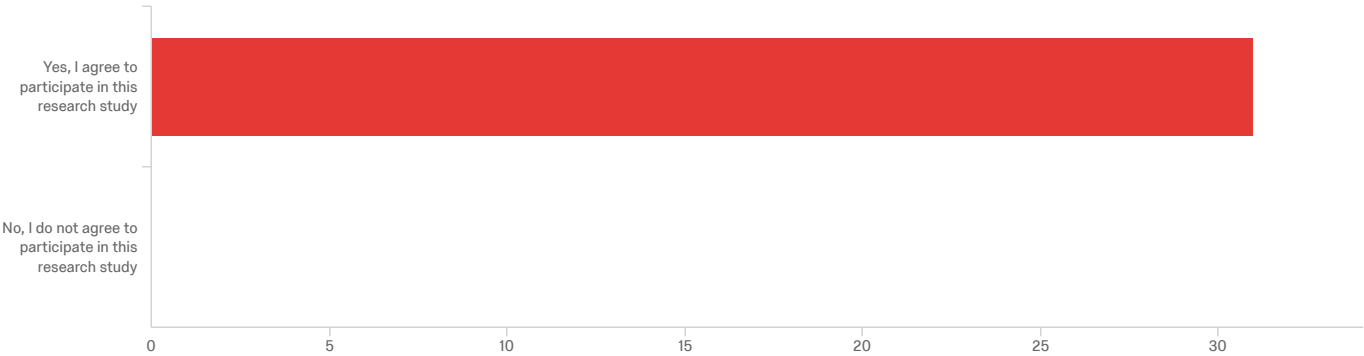# No contact info

Babson

August 17, 2018 9:52 AM MDT

New Custom Page

Q49 - North Carolina State University INFORMED CONSENT FORM for RESEARCH

Title of Study: Working with Faculty to Design an Open Educational Resource for Teaching

Scholarly Communication to LIS Students and Professionals Principal Investigator: Maria

Bonn, Josh Bolick, and William Cross Co-Principal Investigator: None Project Lead: Will

Cross What are some general things you should know about research studies? You are

being asked to take part in a research study. Your participation in this study is voluntary.

You have the right to be a part of this study, to choose not to participate, or to stop

participating at any time without penalty. The purpose of research studies is to gain a better

understanding of a certain topic or issue. You are not guaranteed any personal benefits

from being in a study. Research studies also may pose risks to those that participate. In

this consent form you will find specific details about the research in which you are being

asked to participate. If you do not understand something in this form it is your right to ask

the researcher for clarification or more information. If at any time you have questions about

your participation, do not hesitate to contact the researcher(s) named above. What is the

purpose of this study? Our intent is to identify the most important areas of scholarly

communication literacy and awareness vital to professionals, both aspiring and established,

who engage in developing and sustaining a robust scholarly communication environment.

The data and reports generated from this project will help instructors understand the needs
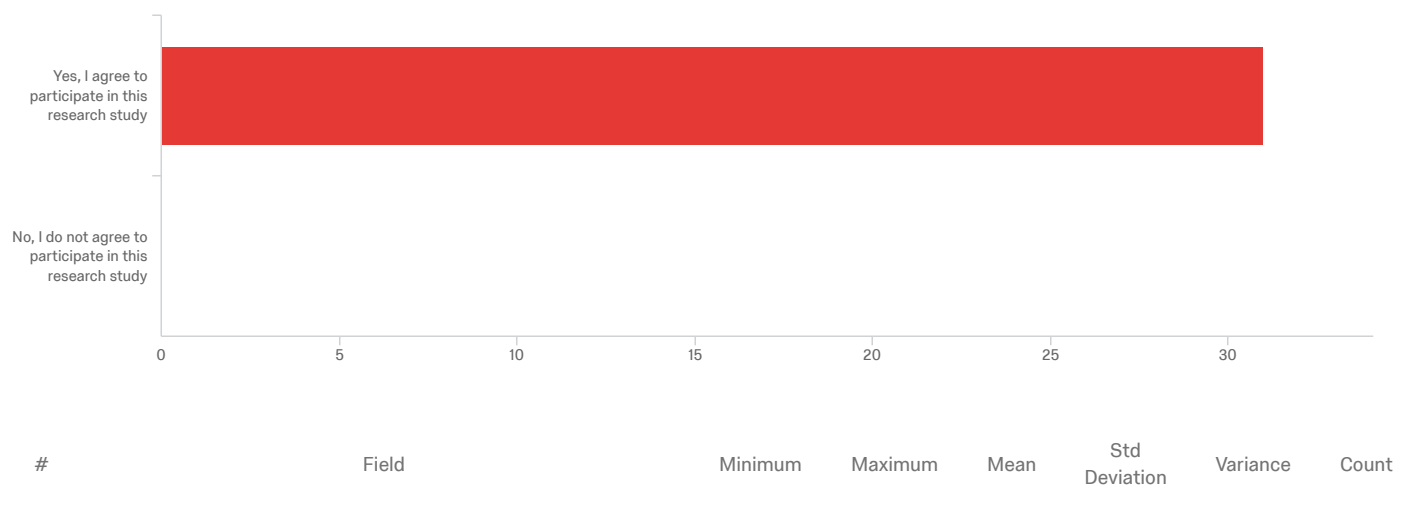
of LIS students and the ways that OER can help meet these needs. What will happen if you take part in the study? If you agree to participate in this study, you will be asked a series of questions related to your understanding of scholarly communication in LIS instruction and practice. The survey, which should be completed using the NC State University's Qualtrics online survey administration software, contains roughly 30 questions. Depending on answers to questions, participants may end up answering less than the previously stated number of questions. It is estimated to require less than 30 minutes to complete. You will also be given the option to participate in a follow-up interview. Follow-up interviews may be recorded, but you may ask to have the recording stopped at any time. If you agree to participate in a follow-up interview you will be given a separate informed consent form. Risks There are minimal risks associated with your participation in this research. You may be asked to share your contact information for a follow-up interview, but no personal identifiable information will be shared with others. You are not being asked to share sensitive information and your name will not be reported with your survey responses or focus group interview questions and answers. Benefits The long-term benefits are participants will be contributing to the understanding of what supports are needed and meet a pressing need for new librarians - and librarians new to this discipline - to engage in scholarly communication work. Other benefits include the potential for alleviating the costs

of textbooks for students. Confidentiality The information in the study records will be kept confidential to the full extent allowed by law. Data collected from the online survey will be kept in NC State University's Qualtrics online survey software for the duration of the study. Once the study is complete, the data will be stored in a CSV spreadsheet format in a secured library storage network that will be accessible only by the principal investigators of this study and the Libraries' IT Systems Administration. Confidential data from this study will be stored until no longer needed for the purposes of this study, at which point it will be permanently deleted. A final, anonymized data set will be shared in conjunction with publication. No personal identifiable information will be shared with others. No reference to your oral or written responses will be linked to you in the study results or final report. All identifiable information will be kept confidential. Compensation You will not be compensated for your participation in this study. What if you are a NCSU student? Participation in this study is not a course requirement and your participation or lack thereof, will not affect your class standing or grades at NC State. What if you are a NCSU employee? Participation in this study is not a requirement of your employment at NCSU, and your participation or lack thereof, will not affect your job. What if you have questions about this study? If you have questions at any time about the study itself or the procedures implemented in this study, you may contact William M. Cross at wmcross@ncsu.edu What if you have questions

about your rights as a research participant? If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact Deb Paxton, Regulatory Compliance Administrator at dapaxton@ncsu.edu or by phone at 1-919-515-4514. Consent To Participate "I have read and understand the above information. I agree to participate in this study with the understanding that I may choose not to participate or to stop participating at any time without penalty or loss of benefits to which I am otherwise entitled."

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count

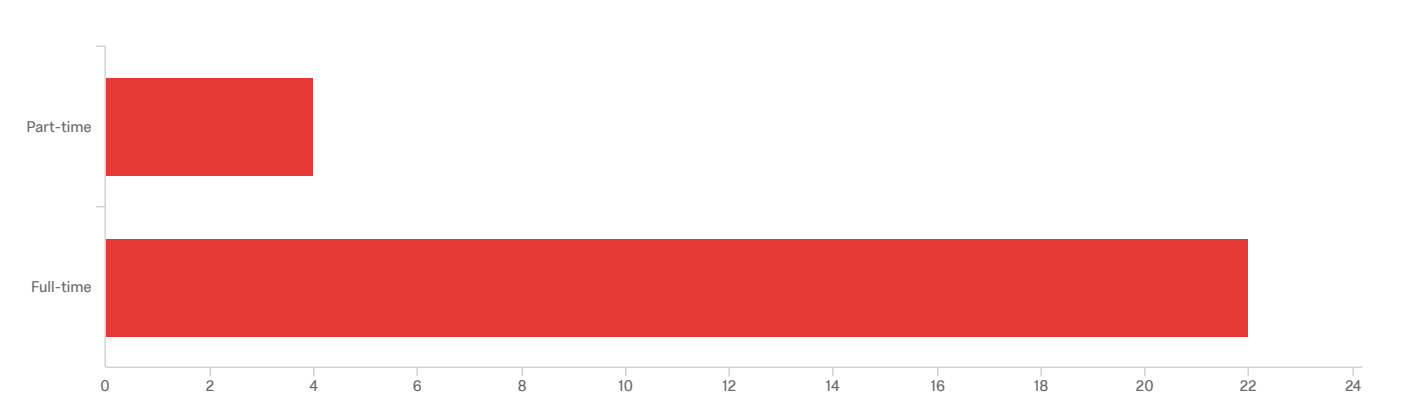| #	Field						
1	North Carolina State University INFORMED CONSENT FORM for RESEARCH Title of Study: Working with Faculty to Design an Open Educational Resource for Teaching Scholarly Communication to LIS Students and Professionals Principal Investigator: Maria Bonn, Josh Bolick, and William Cross Co-Principal Investigator: None Project Lead: Will Cross What are some general things you should know about research studies? You are being asked to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate, or to stop participating at any time without penalty. The purpose of research studies is to gain a better understanding of a certain topic or issue. You are not guaranteed any personal benefits from being in a study. Research studies also may pose risks to those that participate. In this consent form you will find specific details about the research in which you are being asked to participate. If you do not understand something in this form it is your right to ask the researcher for clarification or more information. If at any time you have questions about your participation, do not hesitate to contact the researcher(s) named above. What is the purpose of this study? Our intent is to identify the most important areas of scholarly communication literacy and awareness vital to professionals, both aspiring and established, who engage in developing and sustaining a robust scholarly communication environment. The data and reports generated from this project will help instructors understand the needs of LIS students and the ways that OER can help meet these needs. What will happen if you take part in the study? If you agree to participate in this study, you will be asked a series of questions related to your understanding of scholarly communication in LIS instruction and practice. The survey, which should be completed using the NC State University's Qualtrics online survey ad...	1.00	1.00	1.00	0.00	0.00	31

#	Field	Choice Count	
1	Yes, I agree to participate in this research study	100.00%	31
2	No, I do not agree to participate in this research study	0.00%	0
			31

Showing Rows: 1 - 3 Of 3

Q2 - Teaching Status:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Teaching Status:	1.00	2.00	1.85	0.36	0.13	26

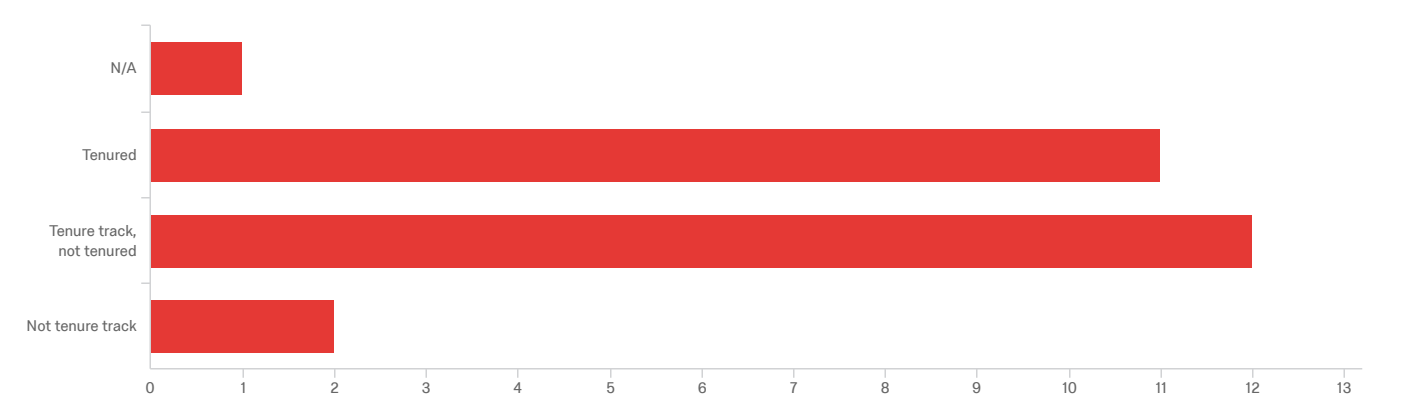| #	Field	Choice Count	
1	Part-time	15.38%	4
2	Full-time	84.62%	22
			26

Showing Rows: 1 - 3 Of 3

Q3 - Tenure Status:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Tenure Status:	1.00	4.00	2.58	0.69	0.47	26

#	Field		Choice Count
1	N/A	3.85%	1
2	Tenured	42.31%	11
3	Tenure track, not tenured	46.15%	12
4	Not tenure track	7.69%	2
			26

Showing Rows: 1 - 5 Of 5
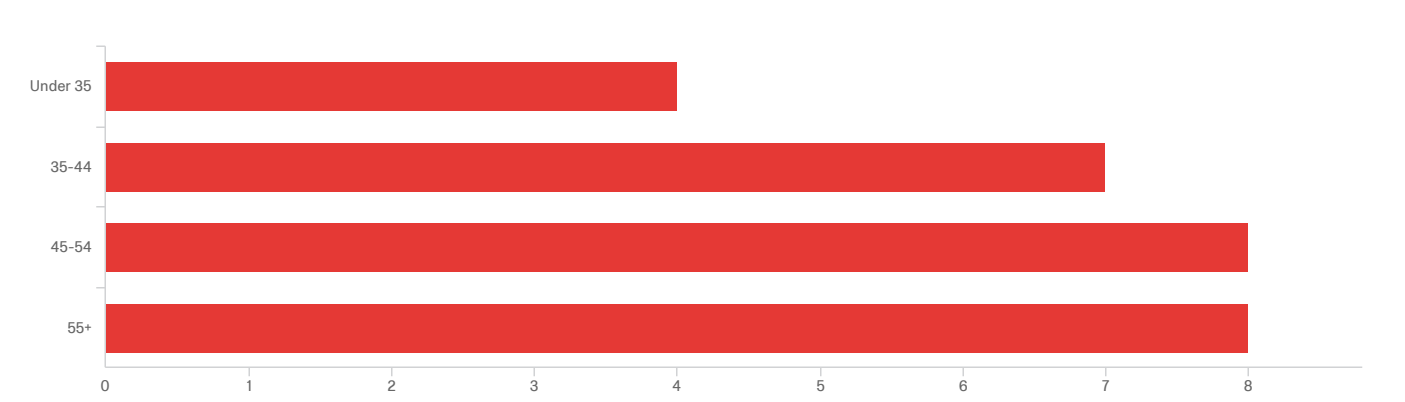
Q4 - Your Age:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Your Age:	1.00	4.00	2.74	1.04	1.08	27

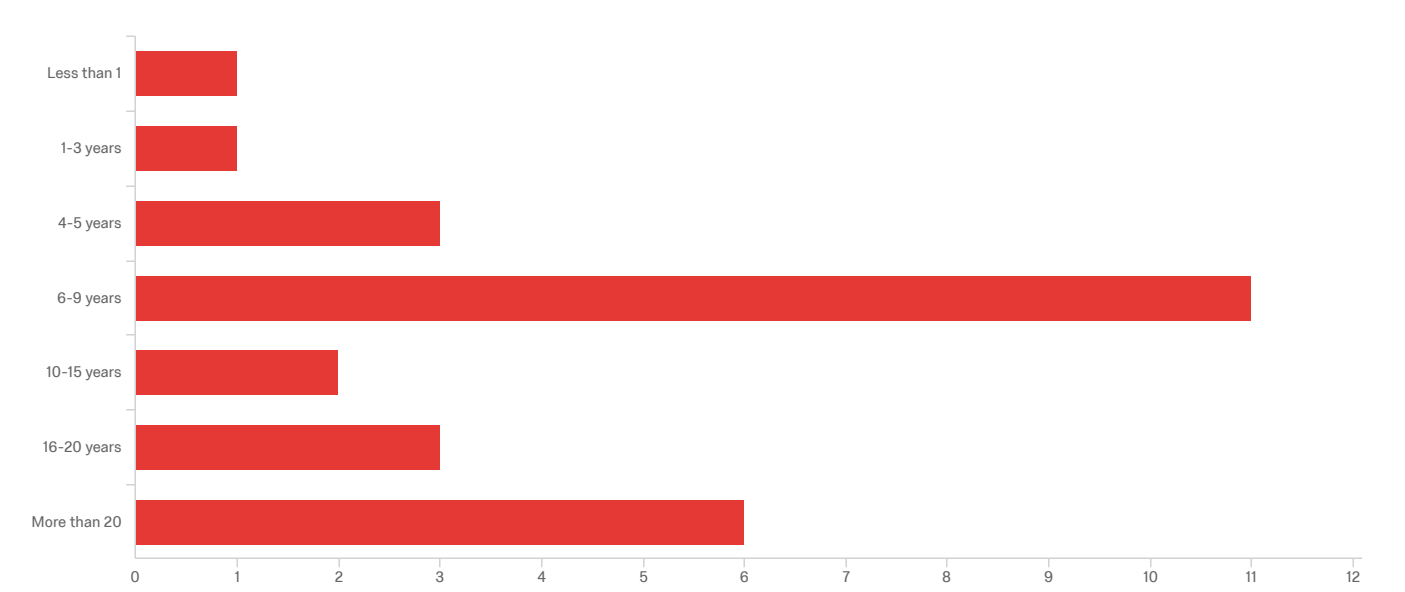| #	Field		Choice Count
1	Under 35	14.81%	4
2	35-44	25.93%	7
3	45-54	29.63%	8
4	55+	29.63%	8
			27

Showing Rows: 1 - 5 Of 5

Q5 - Number of Years Teaching:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Number of Years Teaching:	1.00	7.00	4.67	1.63	2.67	27

#	Field		Choice Count
1	Less than 1	3.70%	1
2	1-3 years	3.70%	1
3	4-5 years	11.11%	3
4	6-9 years	40.74%	11
5	10-15 years	7.41%	2
6	16-20 years	11.11%	3
7	More than 20	22.22%	6
			27

Showing Rows: 1 - 8 Of 8

Q6 - Which of the following have you taught during the most recent academic year? Please use the following definitions: Face-to-face course: A course where all meetings are face-to-face; may use a learning management system (LMS) or web pages to post the syllabus and assignments. Blended/Hybrid course: A course where sufficient content is delivered online to create a reduction in the number of face-to-face meetings. Online course: A course in which all, or virtually all, the content is delivered online. Typically have no face-to-face class meetings (with the possible exception of proctored exams). Please check all that apply.
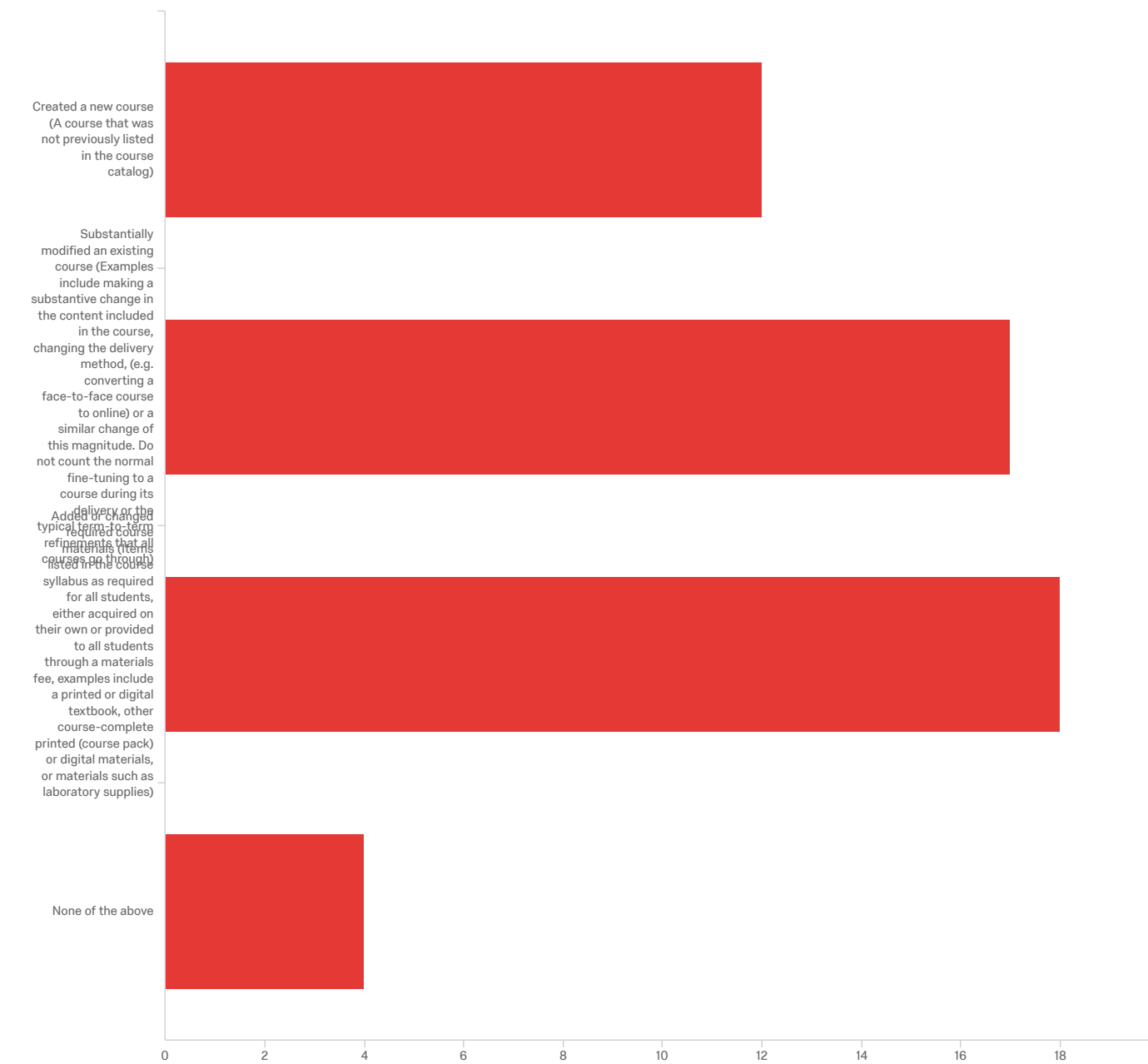

#	Field	Face-to-face course		Blended/Hybrid course		Online course		Total
1	Graduate level	37.50%	15	17.50%	7	45.00%	18	40
2	Undergraduate level	72.73%	8	0.00%	0	27.27%	3	11
3	Other	0.00%	0	0.00%	0	100.00%	2	2

Showing Rows: 1 - 3 Of 3
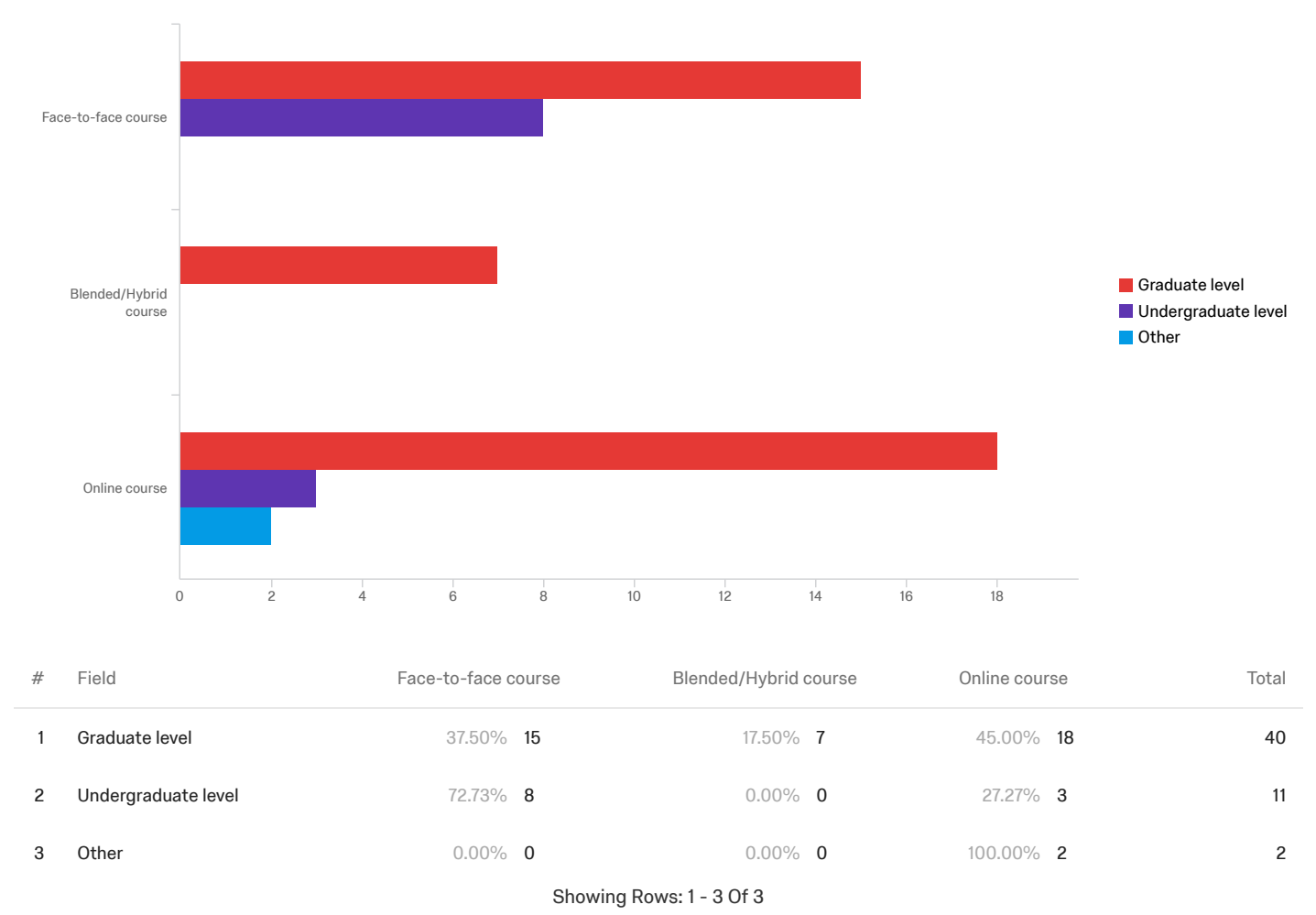
Q7 - Over the past two years, either working alone or with others, have you… Please check all that apply.

#	Field		Choice Count
1	Created a new course (A course that was not previously listed in the course catalog)	23.53%	12
2	Substantially modified an existing course (Examples include making a substantive change in the content included in the course, changing the delivery method, (e.g. converting a face-to-face course to online) or a similar change of this magnitude. Do not count the normal fine-tuning to a course during its delivery or the typical term-to-term refinements that all courses go through)	33.33%	17

| 3	Added or changed required course materials (Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee, examples include a printed or digital textbook, other course-complete printed (course pack) or digital materials, or materials such as laboratory supplies)	35.29%	18
4	None of the above	7.84%	4
			51

Showing Rows: 1 - 5 Of 5

Q8 - Considering all the new courses, substantially modified courses, and/or courses with changed required materials that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.) The following questions will apply to this selected course. This selected course is:

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Considering all the new courses, substantially modified courses, and/or courses with changed required materials that you have been involved with over the past two years, please select the one with the largest enrollment. (If more than one course has the same enrollment, then select the one you are most familiar with.) The following questions will apply to this selected course. This selected course is:	1.00	3.00	1.75	0.60	0.35	12

#	Field		Choice Count
1	A new course	33.33%	4
2	A substantially modified course	58.33%	7
3	A course with new required materials	8.33%	1
			12

Showing Rows: 1 - 4 Of 4

Q12 - Whose decision was it to create the new course/modify the course/select new required course materials? (choose one)
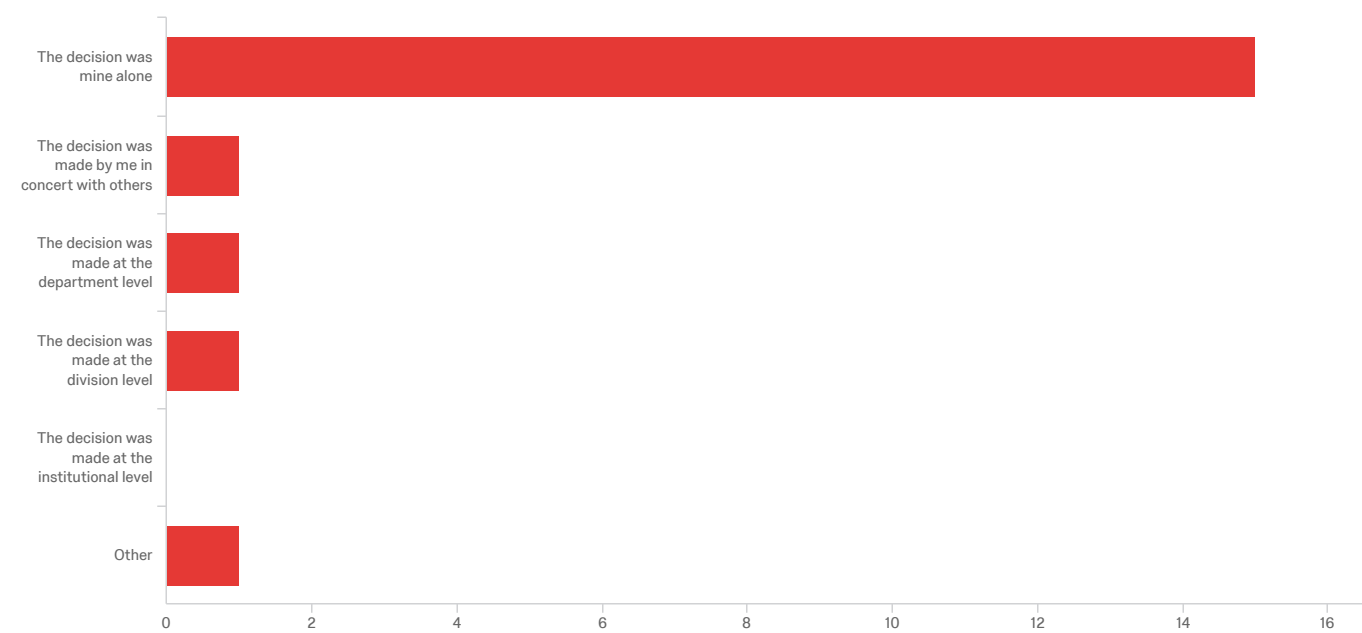
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Whose decision was it to create the new course/modify the course/select new required course materials? (choose one)	1.00	6.00	1.58	1.31	1.72	19

#	Field		Choice Count
1	The decision was mine alone	78.95%	15
2	The decision was made by me in concert with others	5.26%	1
3	The decision was made at the department level	5.26%	1
4	The decision was made at the division level	5.26%	1
5	The decision was made at the institutional level	0.00%	0
6	Other	5.26%	1
			19

Showing Rows: 1 - 7 Of 7

Q13 - Why was this decision taken?

Why was this decision taken?

The course was previously taught by someone else, and I used her syllabus as a beginning guide but built the course from there.

As a result of feedback from students and my own reflection on the quality of the course

To broaden our outreach, reach, and impact

This course was a required PhD seminar. The change as initiated by the Doctoral Committee in our School which conducted background research (what are other iSchool's doing, what are some important readings in the field) and then asked me to resign and teach the course (which I had taught before but a decade or so ago.)

The way I was teaching the course was not feasible for this semester because I had been partnering with outside clients, and I couldn't find a client for this semester.

I was offered a chance to teach a special topics course, so I took it as an opportunity to teach something new to me and my current institution. Luckily my department didn't protest the topic.

Student demand for a new topical area.

Update course

The person who used to teach the course left the school and the course is in my area of research.

Changes in the field made it necessary to update the course. Also, my own sophistication with online pedagogical techniques increased (as did that of the typical student).

The material covered was stale and needed to incorporate more consideration of e-resources and the role of libraries in content creation and curation.

The course was for a new degree program. The syllabus was created by someone outside the program to help get the program started. It was a good start but needed major revisions to bring it in line with other courses in the new program.

Course was created based on my perception of a skill set that I could offer, for a skill that students needed.

I thought I could improve it

the course became required, so was updated

I was a new faculty member at my institution and I noticed that the course had very little content and relied too heavily on student's independent work with a text book.

The course was created as part of a new undergraduate program.

Showing Records: 1 - 17 Of 17

Q14 - Please describe this course.

Please describe this course.

It was face to face course teaching issues in schol comm and publishing to MLIS students, including the creating of team-based course journals in OJS

The course subject is Academic Libraries. It is the foundational course for our Academic Libraries track. It contains 14 modules grouped in 5 units: Background and Academic Context; Facilities and Resource Management; Content and Collection Management; Service Design and Development; Quality Improvement and Enhancement. Students in both the F2F and online versions are required to participate in 7 online discussion forums, and to complete 5 graded assignments/projects (4 individual, 1 group), 3 of which are broken down into multiple stages.

MOOC series in public library management

A required reading seminar (Foundations of Information) for all first semester PhD students (N=14).

research methods

The special topics course was about games and gaming in the context of libraries and similar information organizations. The content covered topics ranging from collection development and management to programming and services to research and ethical issues, among others. It was a seminar-style course available only to upper-level students (juniors and seniors) even though the content itself was intermediate level.

Introduces students to professional archival and records practices.

Digital Resources for Teaching and Learning

This course examines intellectual freedom issues throughout the United States and the world. It approaches intellectual freedom as an ethical issue based in interpretations of the First Amendment and the United Nations Declaration of Human Rights. The course encourages information professionals to view commitment to intellectual freedom as a core professional value and gives students the opportunity to develop skills and strategies needed to navigate censorship controversies in the workplace.

It's a Foundations of LIS course.

The title is Collection Management. It covers identification, selection, and acquisition of materials. It also covers deselection and preservation of all objects that libraries collect.

It's a course a personal information management course.

Course description is literally this: Leadership to promote employment and organizational diversity within the LIS professions in the U.S. This course includes management and diversity theories, discussions of workplace climate, and discussions of discrimination and hostility issues.

Business sources selection

Research Methods - basic social science methods, including research design, data analysis, evaluation and assessment, and project management

It is a research course mainly targeted at future librarians.

The course is called Information Organization. It introduces students (Bachelor of Science in Information Science majors) to the concepts of metadata, information systems, classification, organization, storage, retrieval, etc.

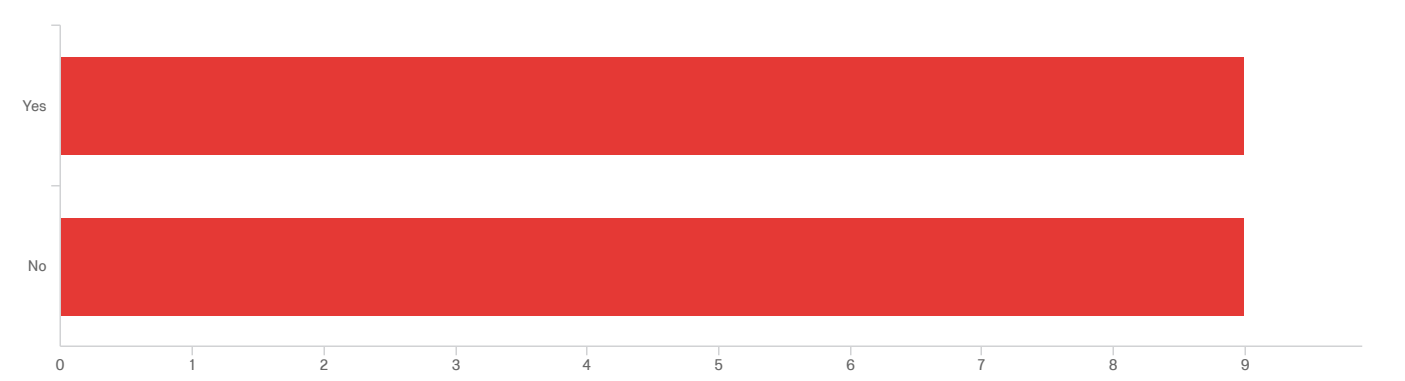Showing Records: 1 - 17 Of 17
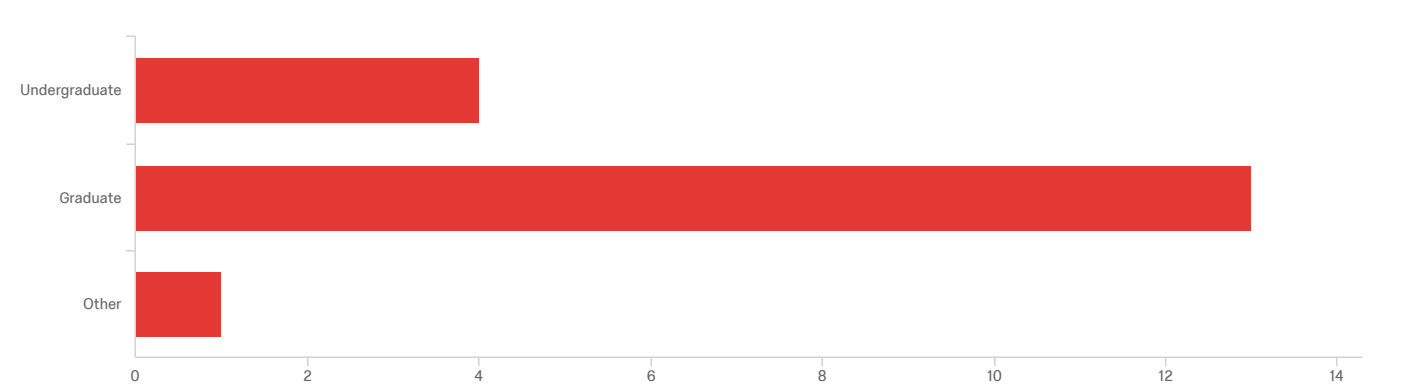
Q15 - Level of course

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Level of course	1.00	3.00	1.83	0.50	0.25	18

#	Field		Choice Count
1	Undergraduate	22.22%	4
2	Graduate	72.22%	13
3	Other	5.56%	1
			18

Showing Rows: 1 - 4 Of 4

Q16 - Is this course taught in multiple sections?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is this course taught in multiple sections?	1.00	2.00	1.50	0.50	0.25	18

#	Field		Choice Count	
1	Yes		50.00%	9
2	No		50.00%	9
				18

Showing Rows: 1 - 3 Of 3
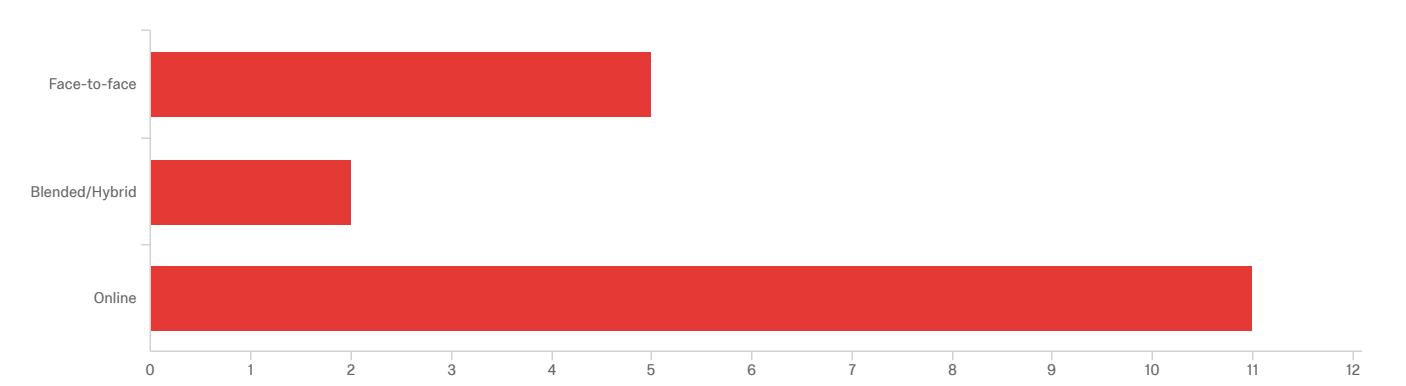
Q17 - How would you classify this course?
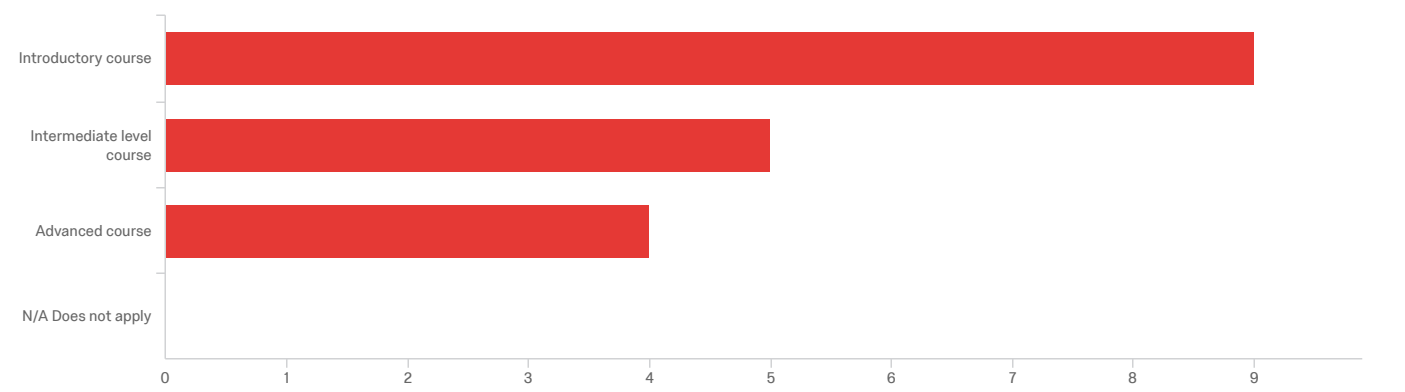
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you classify this course?	1.00	3.00	1.72	0.80	0.65	18

#	Field		Choice Count
1	Introductory course	50.00%	9
2	Intermediate level course	27.78%	5
3	Advanced course	22.22%	4
4	N/A Does not apply	0.00%	0
			18

Showing Rows: 1 - 5 Of 5

Q18 - Course type

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Course type	1.00	3.00	2.33	0.88	0.78	18

#	Field		Choice Count
1	Face-to-face	27.78%	5
2	Blended/Hybrid	11.11%	2
3	Online	61.11%	11
			18

Showing Rows: 1 - 4 Of 4

Q19 - Is the course required?
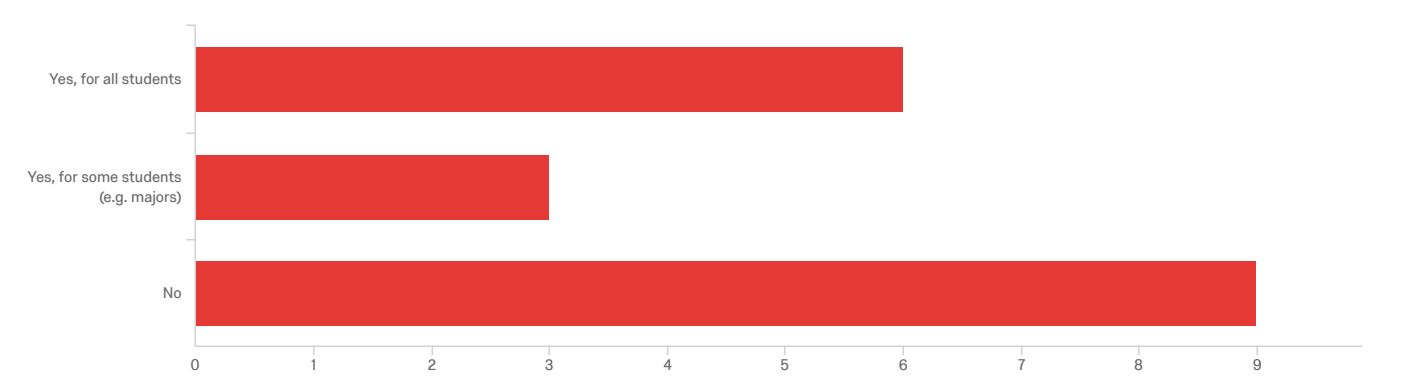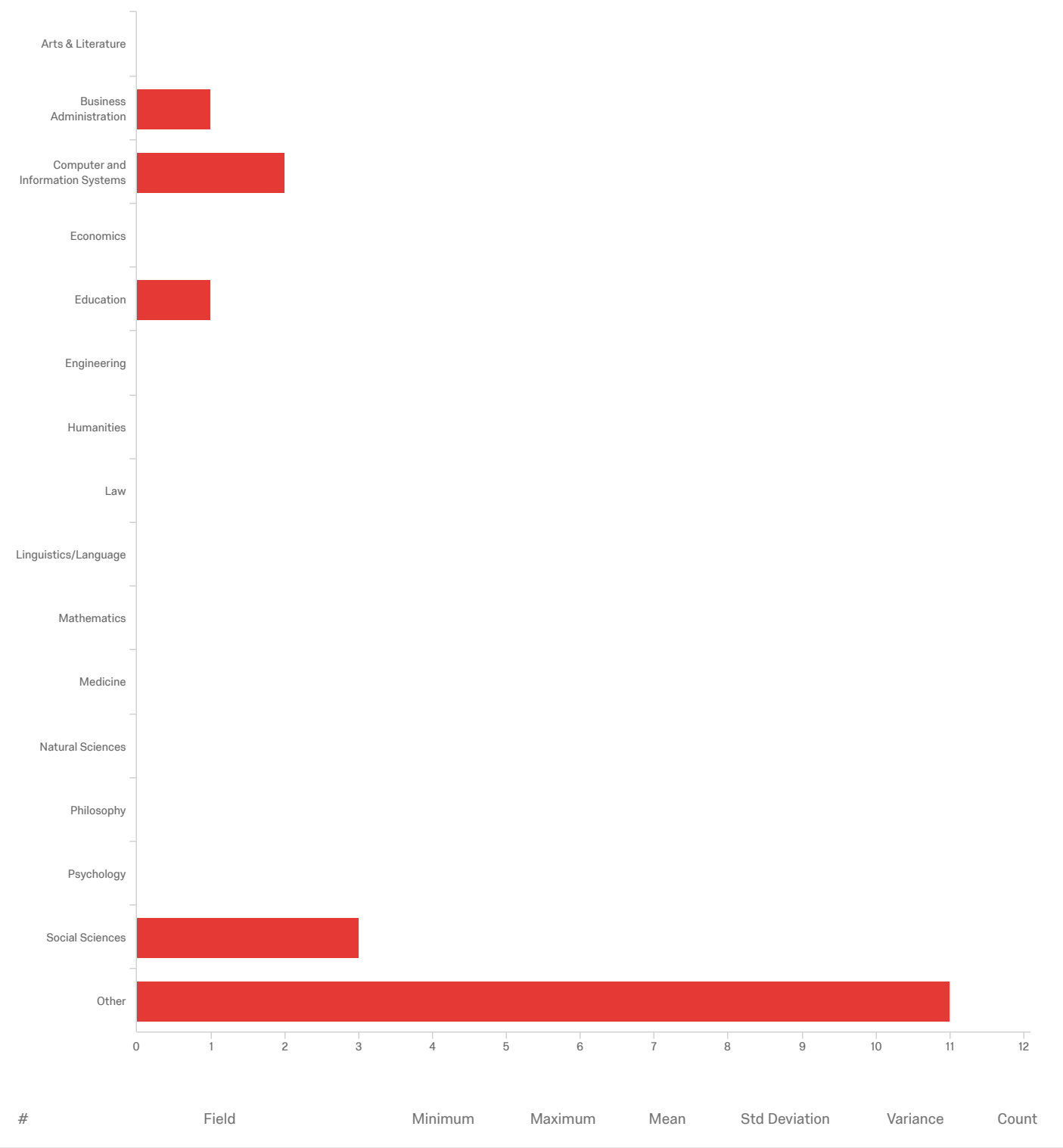

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is the course required?	1.00	3.00	2.17	0.90	0.81	18

#	Field		Choice Count
1	Yes, for all students	33.33%	6
2	Yes, for some students (e.g. majors)	16.67%	3
3	No	50.00%	9
			18

Showing Rows: 1 - 4 Of 4

Q20 - What is the discipline of this course?

	Arts & Literature	
	Business Administration	
	Computer and Information Systems	
	Economics	
	Education	
	Engineering	
	Humanities	
	Law	
	Linguistics/Language	
	Mathematics	
	Medicine	
	Natural Sciences	
	Philosophy	
	Psychology	
	Social Sciences	
	Other	

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the discipline of this course?	2.00	16.00	13.00	5.25	27.56	18

#	Field		Choice Count
1	Arts & Literature	0.00%	0
2	Business Administration	5.56%	1
3	Computer and Information Systems	11.11%	2
4	Economics	0.00%	0
5	Education	5.56%	1
6	Engineering	0.00%	0
7	Humanities	0.00%	0
8	Law	0.00%	0
9	Linguistics/Language	0.00%	0
10	Mathematics	0.00%	0
11	Medicine	0.00%	0
12	Natural Sciences	0.00%	0
13	Philosophy	0.00%	0
14	Psychology	0.00%	0
15	Social Sciences	16.67%	3
16	Other	61.11%	11
			18

Showing Rows: 1 - 17 Of 17

Q21 - What is the enrollment of this course for a typical term? Please enter a single

number of your best estimate.

What is the enrollment of this course for a typical term? Please enter a si...
20
1500
12-15
15
13
20
30
19
30

Showing Records: 1 - 9 Of 9

Q22 - What is the total enrollment for ALL sections of this course for a typical term?

Please enter a single number of your best estimate.

What is the total enrollment for ALL sections of this course for a typical...
30
25
50
20
45
70
60
150
60

Showing Records: 1 - 9 Of 9

Q23 - What is the typical enrollment of a section that you teach? Please enter a single number of your best estimate.

What is the typical enrollment of a section that you teach? Please enter a...

15

10

25

20

28

35

19

50

30

Showing Records: 1 - 9 Of 9

Q24 - Please describe this course.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please describe this course.	0.00	0.00	0.00	0.00	0.00	0

#	Field		Choice Count
1	Principles of Economics	0.00%	0
2	Macro Economics	0.00%	0
3	Micro Economics	0.00%	0
4	Other	0.00%	0
			0

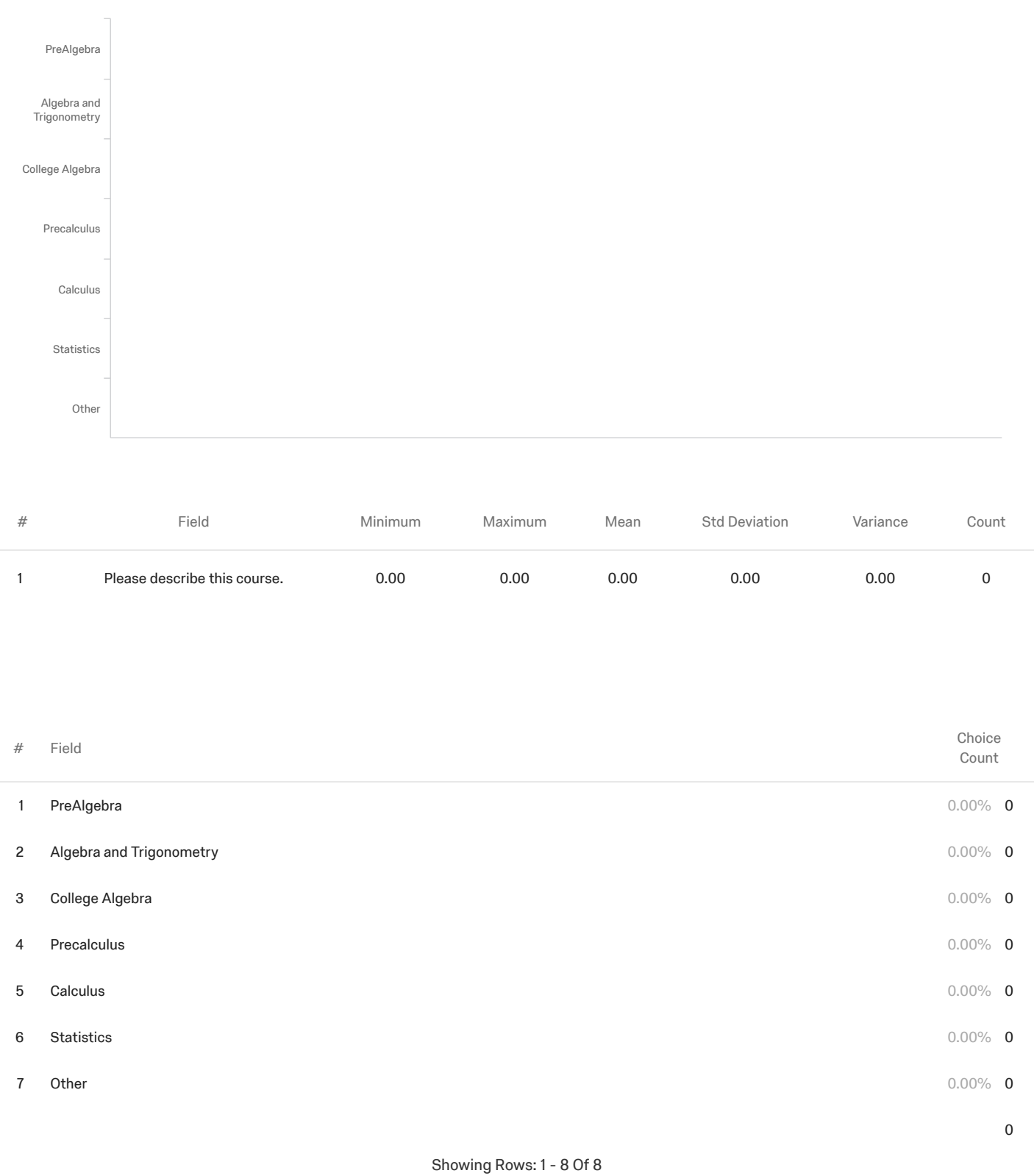Showing Rows: 1 - 5 Of 5

Q25 - Please describe this course.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please describe this course.	0.00	0.00	0.00	0.00	0.00	0

#	Field		Choice Count
1	PreAlgebra	0.00%	0
2	Algebra and Trigonometry	0.00%	0
3	College Algebra	0.00%	0
4	Precalculus	0.00%	0
5	Calculus	0.00%	0
6	Statistics	0.00%	0
7	Other	0.00%	0
			0

Showing Rows: 1 - 8 Of 8

# Q26 - Please describe this course.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please describe this course.	0.00	0.00	0.00	0.00	0.00	0

#	Field		Choice Count
1	Anatomy and Physiology	0.00%	0
2	Biology	0.00%	0
3	Chemistry	0.00%	0
4	College Physics (Algebra based)	0.00%	0
5	University Physics (Calculus based)	0.00%	0
6	Other	0.00%	0
			0

Showing Rows: 1 - 7 Of 7

Q27 - What is your role in selecting the required materials for this course?
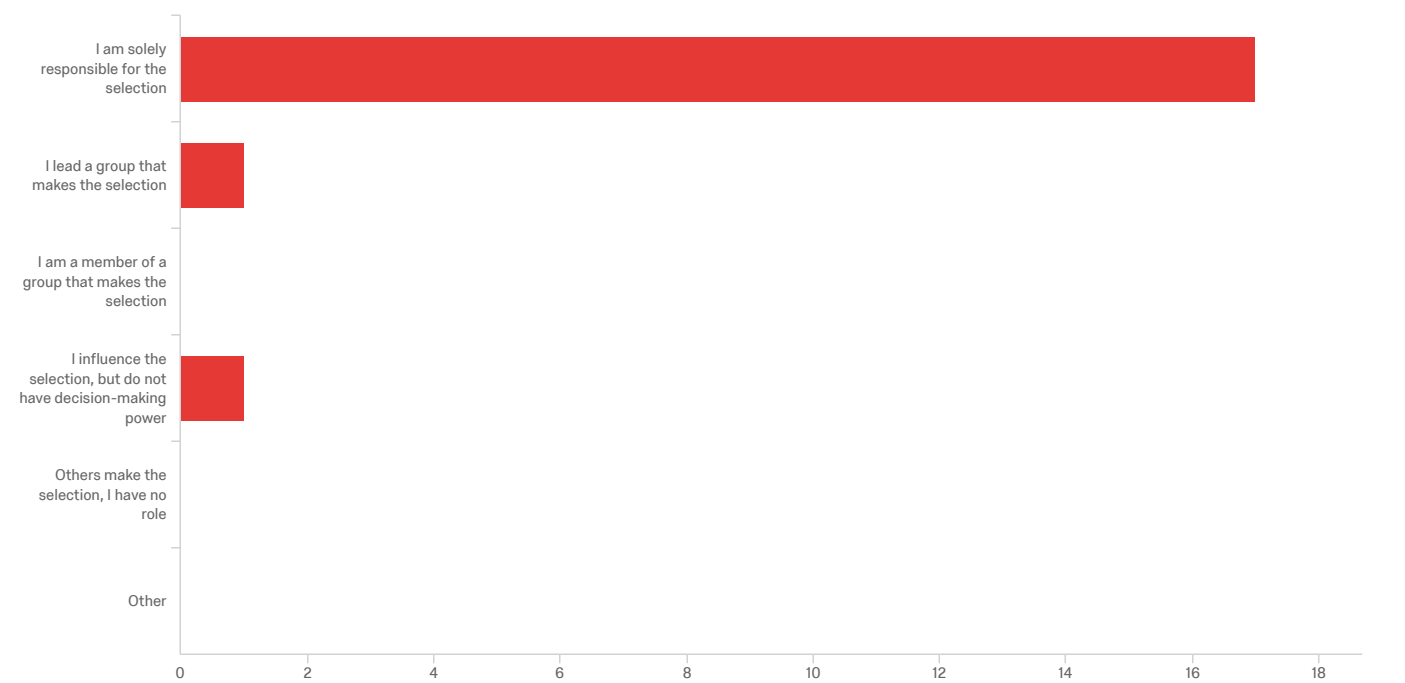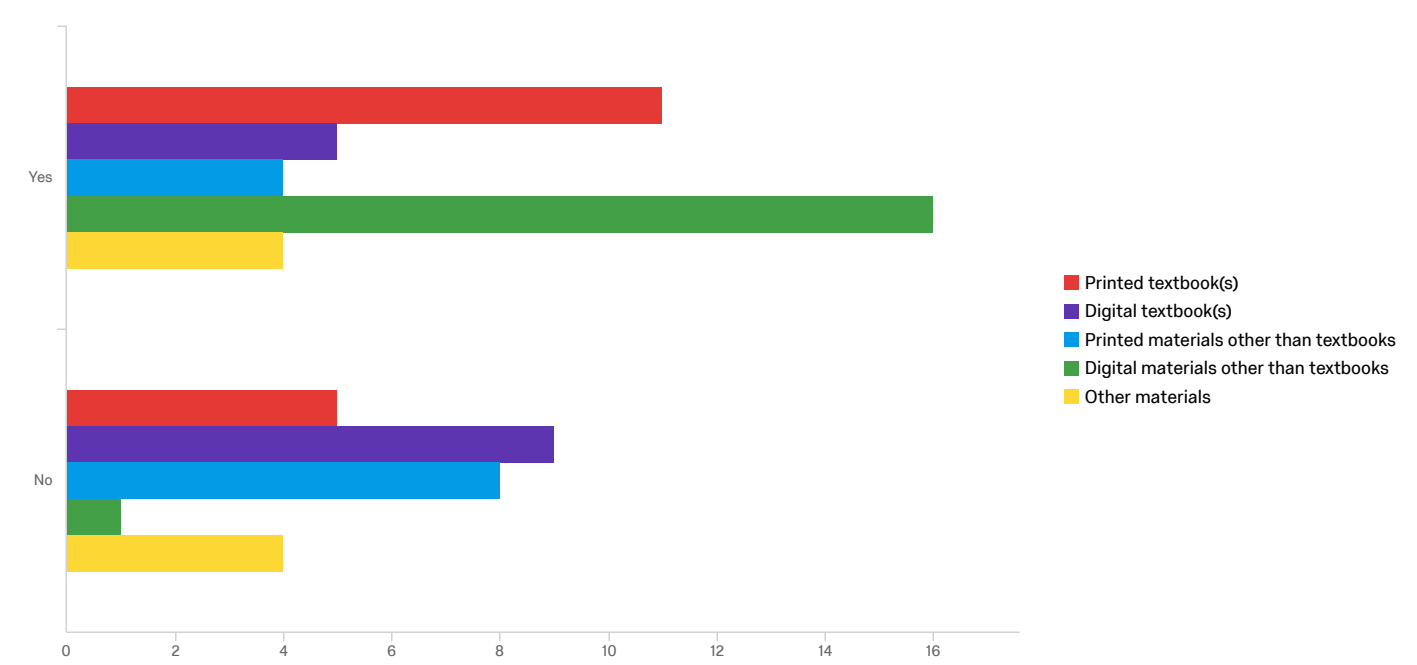

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your role in selecting the required materials for this course?	1.00	4.00	1.21	0.69	0.48	19

#	Field	Choice Count	
1	I am solely responsible for the selection	89.47%	17
2	I lead a group that makes the selection	5.26%	1
3	I am a member of a group that makes the selection	0.00%	0
4	I influence the selection, but do not have decision-making power	5.26%	1
5	Others make the selection, I have no role	0.00%	0
6	Other	0.00%	0
			19

Showing Rows: 1 - 7 Of 7

Q28 - Please explain "other" for your role in selecting the required materials.

Please explain "other" for your role in selecting the required materials.

Q29 - What types of course materials are required for this course? (Items listed in the course syllabus as required for all students, either acquired on their own or provided to all students through a materials fee, examples include printed or digital textbooks, other course-complete printed (course pack) or digital materials, or materials such as laboratory supplies).

Legend:
- Printed textbook(s)
- Digital textbook(s)
- Printed materials other than textbooks
- Digital materials other than textbooks
- Other materials

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Printed textbook(s)	1.00	2.00	1.31	0.46	0.21	16
2	Digital textbook(s)	1.00	2.00	1.64	0.48	0.23	14
3	Printed materials other than textbooks	1.00	2.00	1.67	0.47	0.22	12
4	Digital materials other than textbooks	1.00	2.00	1.06	0.24	0.06	17
5	Other materials	1.00	2.00	1.50	0.50	0.25	8

#	Field	Yes	No	Total

1	Printed textbook(s)		68.75%	11	31.25%	5	16
2	Digital textbook(s)		35.71%	5	64.29%	9	14
3	Printed materials other than textbooks		33.33%	4	66.67%	8	12
4	Digital materials other than textbooks		94.12%	16	5.88%	1	17
5	Other materials		50.00%	4	50.00%	4	8

<div align="center">Showing Rows: 1 - 5 Of 5</div>

Q30 - Please specify what other materials are required.

Please specify what other materials are required.

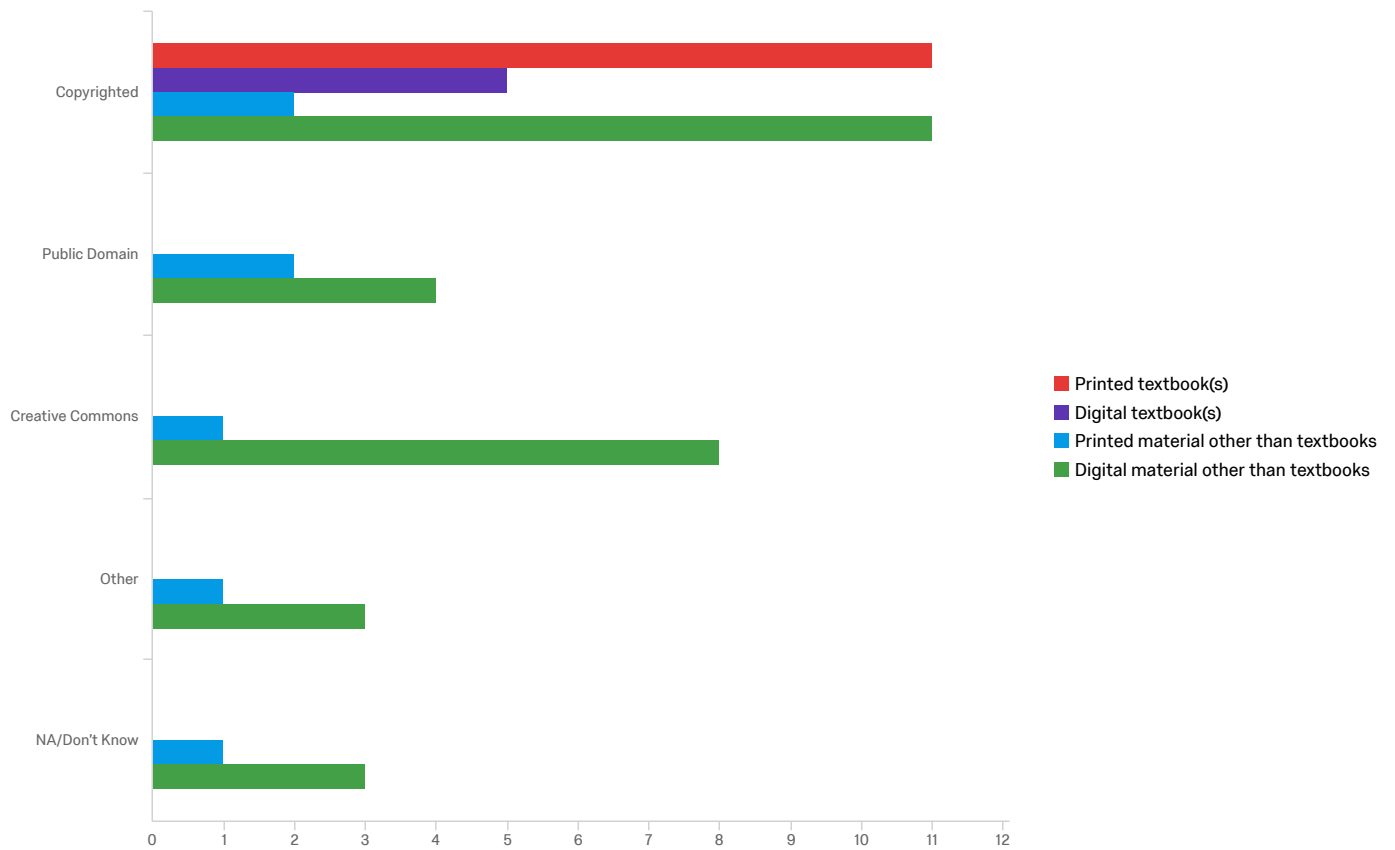A large selection of books and journal articles. The so-called "textbook" is a reader.

One manual, two textbooks, readings from journals and online sources.

Journal articles (so, technically printed, but we get them from our databases). Each student is required to download the article by themselves; we don't provide a course packet.

I prepare modules that the students are responsible to read throughout the semester. These are applications of research in the social sciences to topics specific for library science (my teaching area) with examples and "How to..." guides.
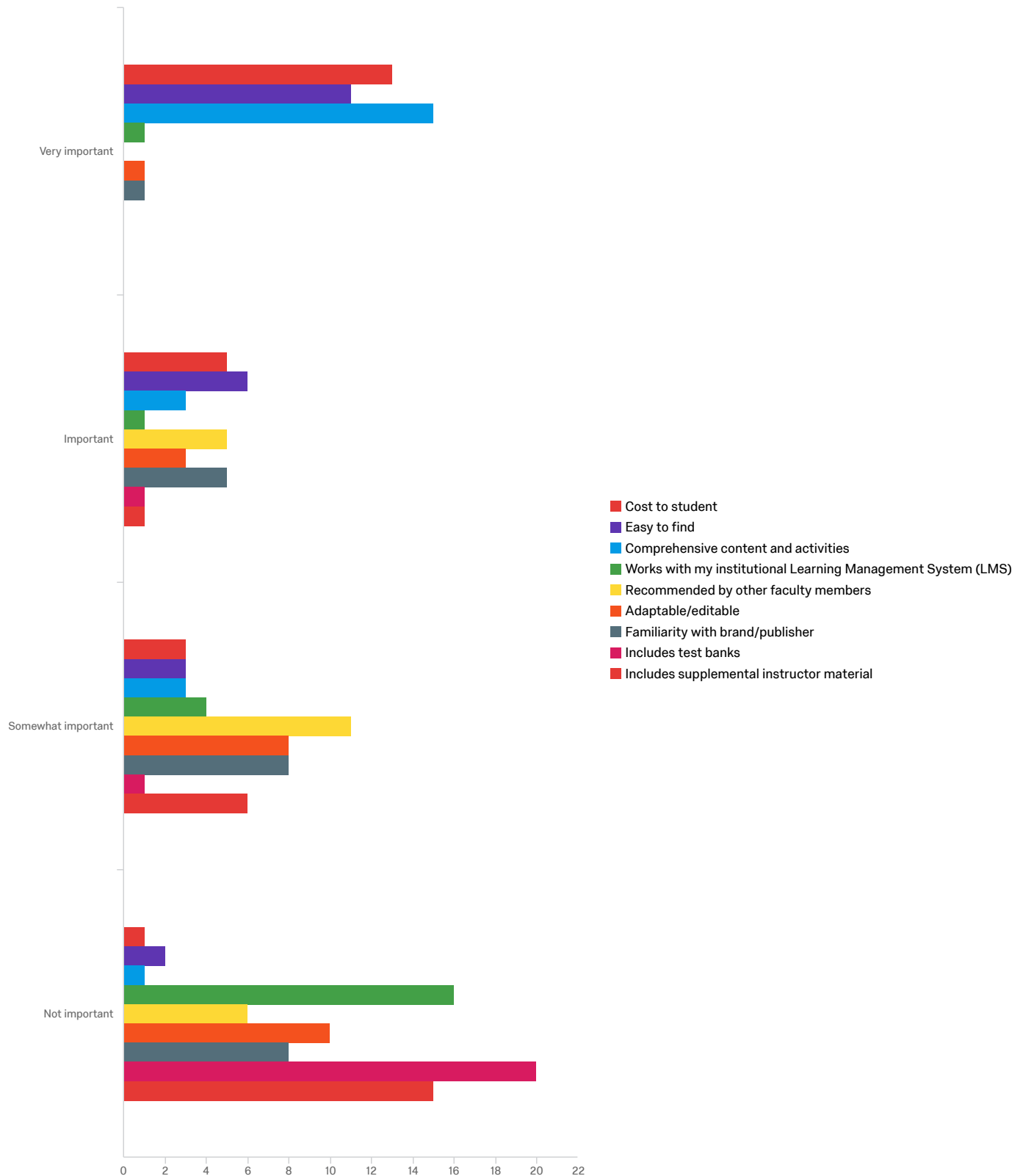
Showing Records: 1 - 4 Of 4

Q31 - How are the required materials for this course licensed? (Check all that apply.)

Legend:
- Printed textbook(s)
- Digital textbook(s)
- Printed material other than textbooks
- Digital material other than textbooks

#	Field	Copyrighted		Public Domain		Creative Commons		Other		NA/Don't Know		Total
1	Printed textbook(s)	100.00%	11	0.00%	0	0.00%	0	0.00%	0	0.00%	0	11
2	Digital textbook(s)	100.00%	5	0.00%	0	0.00%	0	0.00%	0	0.00%	0	5
3	Printed material other than textbooks	28.57%	2	28.57%	2	14.29%	1	14.29%	1	14.29%	1	7
4	Digital material other than textbooks	37.93%	11	13.79%	4	27.59%	8	10.34%	3	10.34%	3	29

Showing Rows: 1 - 4 Of 4

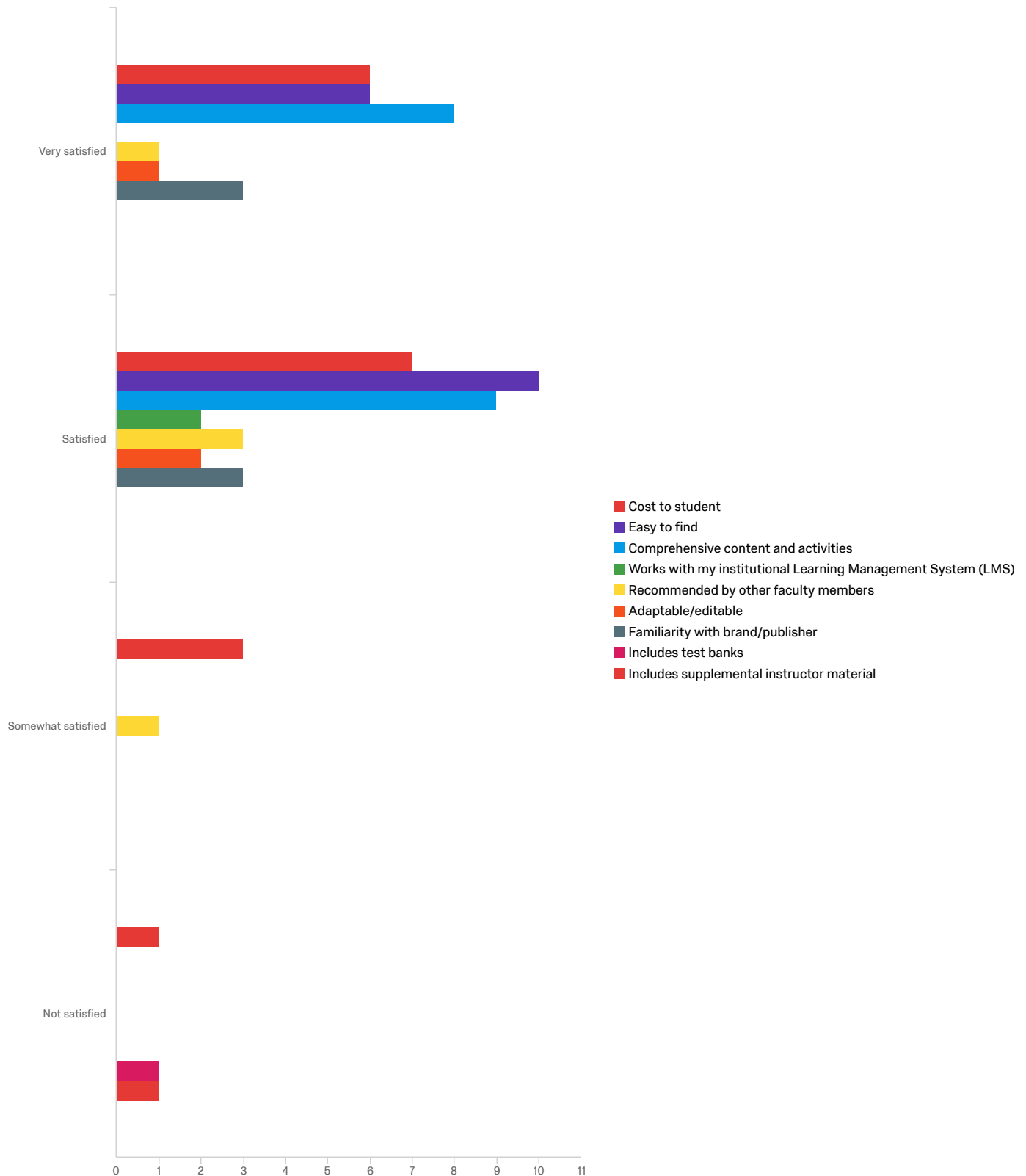# Q32 - When selecting required course materials, how important are the following factors in your selection?

Legend:
- Cost to student
- Easy to find
- Comprehensive content and activities
- Works with my institutional Learning Management System (LMS)
- Recommended by other faculty members
- Adaptable/editable
- Familiarity with brand/publisher
- Includes test banks
- Includes supplemental instructor material

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Cost to student	1.00	4.00	1.64	0.88	0.78	22
2	Easy to find	1.00	4.00	1.82	0.98	0.97	22
3	Comprehensive content and activities	1.00	4.00	1.55	0.89	0.79	22
4	Works with my institutional Learning Management System (LMS)	1.00	4.00	3.59	0.78	0.61	22
5	Recommended by other faculty members	2.00	4.00	3.05	0.71	0.50	22
6	Adaptable/editable	1.00	4.00	3.23	0.85	0.72	22
7	Familiarity with brand/publisher	1.00	4.00	3.05	0.88	0.77	22
8	Includes test banks	2.00	4.00	3.86	0.46	0.21	22
9	Includes supplemental instructor material	2.00	4.00	3.64	0.57	0.32	22

#	Field	Very important		Important		Somewhat important		Not important		Total
1	Cost to student	59.09%	13	22.73%	5	13.64%	3	4.55%	1	22
2	Easy to find	50.00%	11	27.27%	6	13.64%	3	9.09%	2	22
3	Comprehensive content and activities	68.18%	15	13.64%	3	13.64%	3	4.55%	1	22
4	Works with my institutional Learning Management System (LMS)	4.55%	1	4.55%	1	18.18%	4	72.73%	16	22
5	Recommended by other faculty members	0.00%	0	22.73%	5	50.00%	11	27.27%	6	22
6	Adaptable/editable	4.55%	1	13.64%	3	36.36%	8	45.45%	10	22
7	Familiarity with brand/publisher	4.55%	1	22.73%	5	36.36%	8	36.36%	8	22
8	Includes test banks	0.00%	0	4.55%	1	4.55%	1	90.91%	20	22
9	Includes supplemental instructor material	0.00%	0	4.55%	1	27.27%	6	68.18%	15	22

Showing Rows: 1 - 9 Of 9

Q33 - How satisfied are you with the following aspects of the material available to you for selection as a required material for your course(s)?

Legend:
- Cost to student
- Easy to find
- Comprehensive content and activities
- Works with my institutional Learning Management System (LMS)
- Recommended by other faculty members
- Adaptable/editable
- Familiarity with brand/publisher
- Includes test banks
- Includes supplemental instructor material

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Cost to student	1.00	4.00	1.94	0.87	0.76	17
2	Easy to find	1.00	2.00	1.63	0.48	0.23	16
3	Comprehensive content and activities	1.00	2.00	1.53	0.50	0.25	17
4	Works with my institutional Learning Management System (LMS)	2.00	2.00	2.00	0.00	0.00	2
5	Recommended by other faculty members	1.00	3.00	2.00	0.63	0.40	5
6	Adaptable/editable	1.00	2.00	1.67	0.47	0.22	3
7	Familiarity with brand/publisher	1.00	2.00	1.50	0.50	0.25	6
8	Includes test banks	4.00	4.00	4.00	0.00	0.00	1
9	Includes supplemental instructor material	4.00	4.00	4.00	0.00	0.00	1

#	Field	Very satisfied		Satisfied		Somewhat satisfied		Not satisfied		Total
1	Cost to student	35.29%	6	41.18%	7	17.65%	3	5.88%	1	17
2	Easy to find	37.50%	6	62.50%	10	0.00%	0	0.00%	0	16
3	Comprehensive content and activities	47.06%	8	52.94%	9	0.00%	0	0.00%	0	17
4	Works with my institutional Learning Management System (LMS)	0.00%	0	100.00%	2	0.00%	0	0.00%	0	2
5	Recommended by other faculty members	20.00%	1	60.00%	3	20.00%	1	0.00%	0	5
6	Adaptable/editable	33.33%	1	66.67%	2	0.00%	0	0.00%	0	3
7	Familiarity with brand/publisher	50.00%	3	50.00%	3	0.00%	0	0.00%	0	6
8	Includes test banks	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1
9	Includes supplemental instructor material	0.00%	0	0.00%	0	0.00%	0	100.00%	1	1

Showing Rows: 1 - 9 Of 9

Q34 - What changes (if any) to the availability and nature of teaching materials would most improve your ability to select and use the best material for your courses?

What changes (if any) to the availability and nature of teaching materials...

More Open Textbooks in our discipline would be a huge benefit.

As a MOOC, we have to use open web material that is freely available all over the world. We are not permitted (as we would be for a formal university course) to require materials that cost money to access.

If the library lost access to the databases that contain my readings.

It takes a lot of work to assemble my best shot at the right readings for this course (in terms of intellectual accessibility to a diverse set of students from different disciplines), balancing classics and current topics, and achieving both breadth and depth if material. Fortunately, I enjoy this process of reviewing and selecting from a vast body of literature. I don't think there is any substitute for this process.

I do wish this particular textbook had an eTextbook version.

DRM-free, device-agnostic, internationally-available digital textbooks.

Ability to rent or loan textbooks from the publisher for the semester duration.

I would make them cheaper.

The selection is pretty good overall.

Banishing library proxy servers. They create a lot of confusion for students.

Well, there's not really a great textbook in this field, so if there were, that would help. There are a couple of okay textbooks, but I don't find them to be worth the price. I'm not teaching a canned course, so I don't want any pre-created assignments (and I find the concept somewhat abhorrent anyway).

N/A

If the library would be able to acquire digital copies of all the materials and if there was a way to incorporate a list of students who have at least "opened the book" onto the teaching platform (Blackboard). There are times that I get assignments that are so bad that I am sure the students didn't even bother doing the readings, but have no evidence of that.

I don't understand this question.

Showing Records: 1 - 14 Of 14

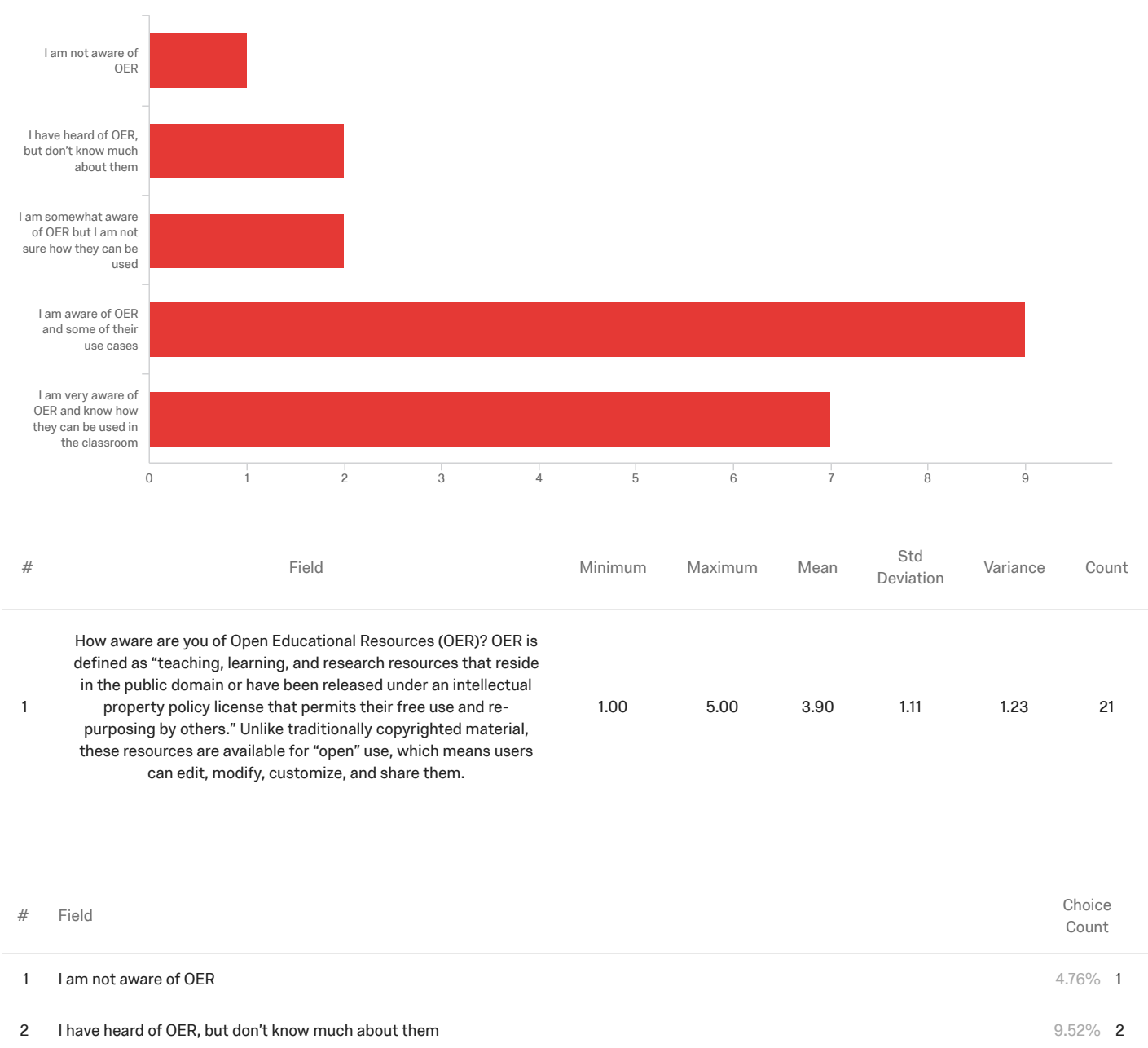# Q35 - How aware are you of each of the following licensing mechanisms?
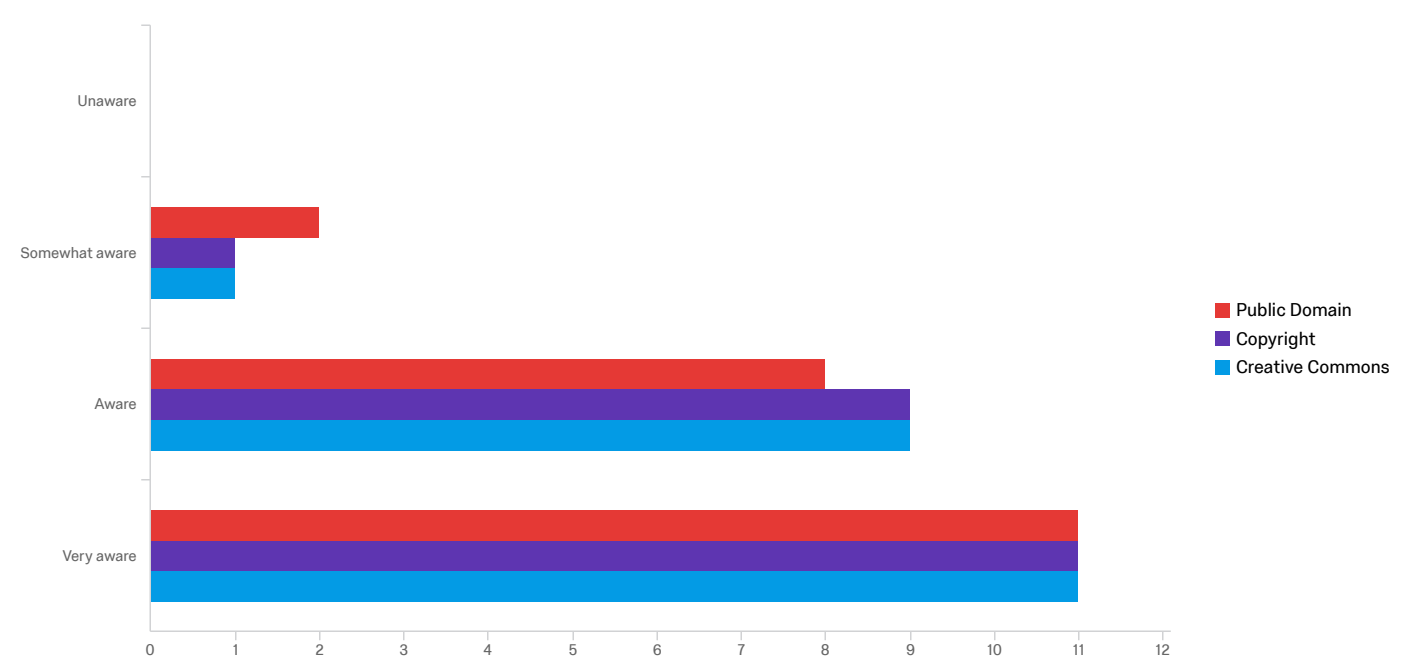
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Public Domain	2.00	4.00	3.43	0.66	0.44	21
2	Copyright	2.00	4.00	3.48	0.59	0.34	21
3	Creative Commons	2.00	4.00	3.48	0.59	0.34	21

#	Field	Unaware		Somewhat aware		Aware		Very aware		Total
1	Public Domain	0.00%	0	9.52%	2	38.10%	8	52.38%	11	21
2	Copyright	0.00%	0	4.76%	1	42.86%	9	52.38%	11	21
3	Creative Commons	0.00%	0	4.76%	1	42.86%	9	52.38%	11	21

Showing Rows: 1 - 3 Of 3

Q36 - How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property policy 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.
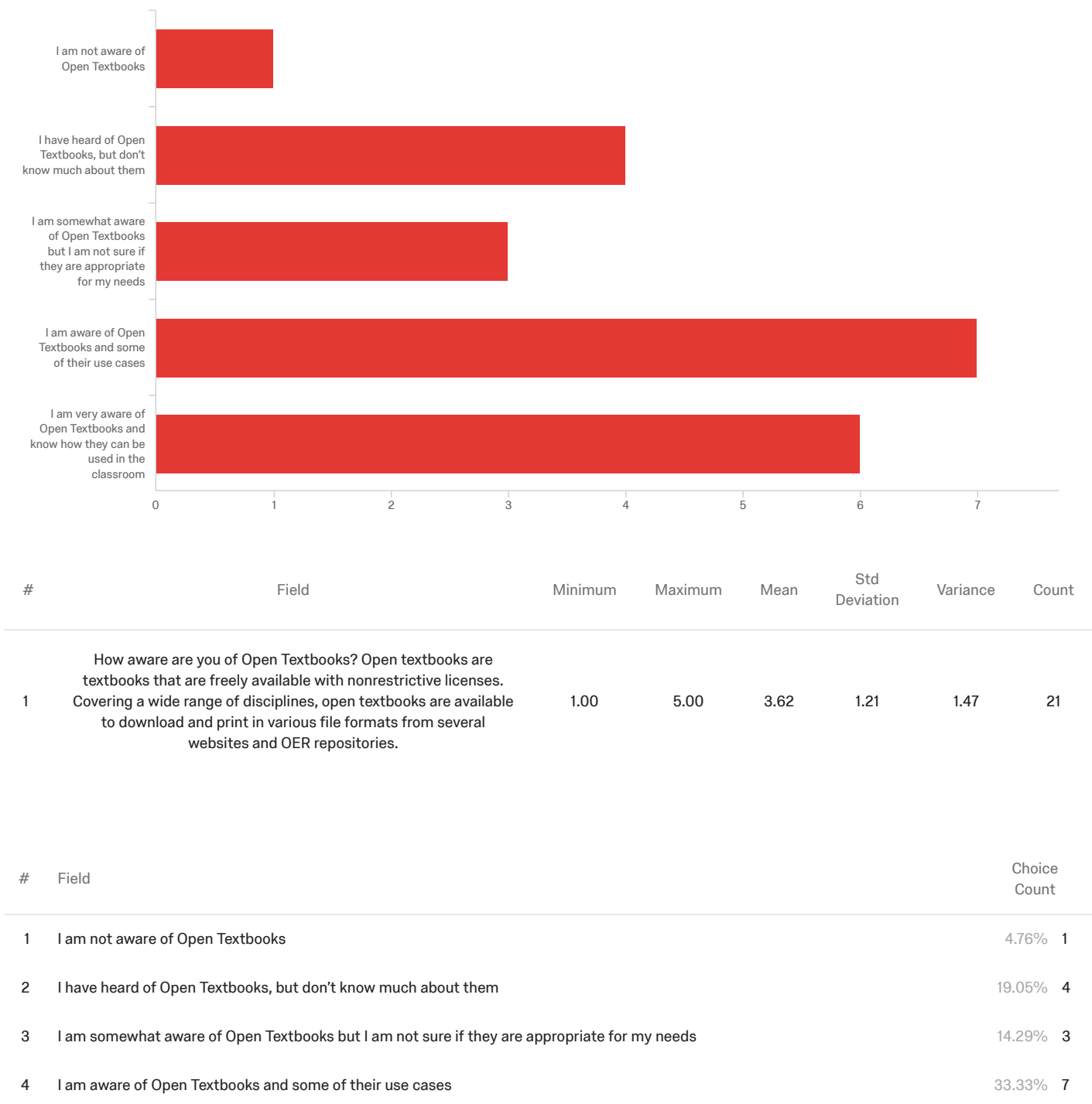

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How aware are you of Open Educational Resources (OER)? OER is defined as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property policy license that permits their free 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.	1.00	5.00	3.90	1.11	1.23	21

#	Field	Choice Count	
1	I am not aware of OER	4.76%	1
2	I have heard of OER, but don't know much about them	9.52%	2

3	I am somewhat aware of OER but I am not sure how they can be used	9.52%	2
4	I am aware of OER and some of their use cases	42.86%	9
5	I am very aware of OER and know how they can be used in the classroom	33.33%	7
			21

Showing Rows: 1 - 6 Of 6

Q37 - How aware are you of Open Textbooks? Open textbooks are textbooks that are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several websites and OER repositories.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How aware are you of Open Textbooks? Open textbooks are textbooks that are freely available with nonrestrictive licenses. Covering a wide range of disciplines, open textbooks are available to download and print in various file formats from several websites and OER repositories.	1.00	5.00	3.62	1.21	1.47	21

#	Field	Choice Count	
1	I am not aware of Open Textbooks	4.76%	1
2	I have heard of Open Textbooks, but don't know much about them	19.05%	4
3	I am somewhat aware of Open Textbooks but I am not sure if they are appropriate for my needs	14.29%	3
4	I am aware of Open Textbooks and some of their use cases	33.33%	7

| 5 | I am very aware of Open Textbooks and know how they can be used in the classroom | 28.57% | 6 |
| | | | 21 |

Showing Rows: 1 - 6 Of 6

Q38 - Have you used Open Educational Resources or Open Textbooks in any of the following ways for any of your courses?
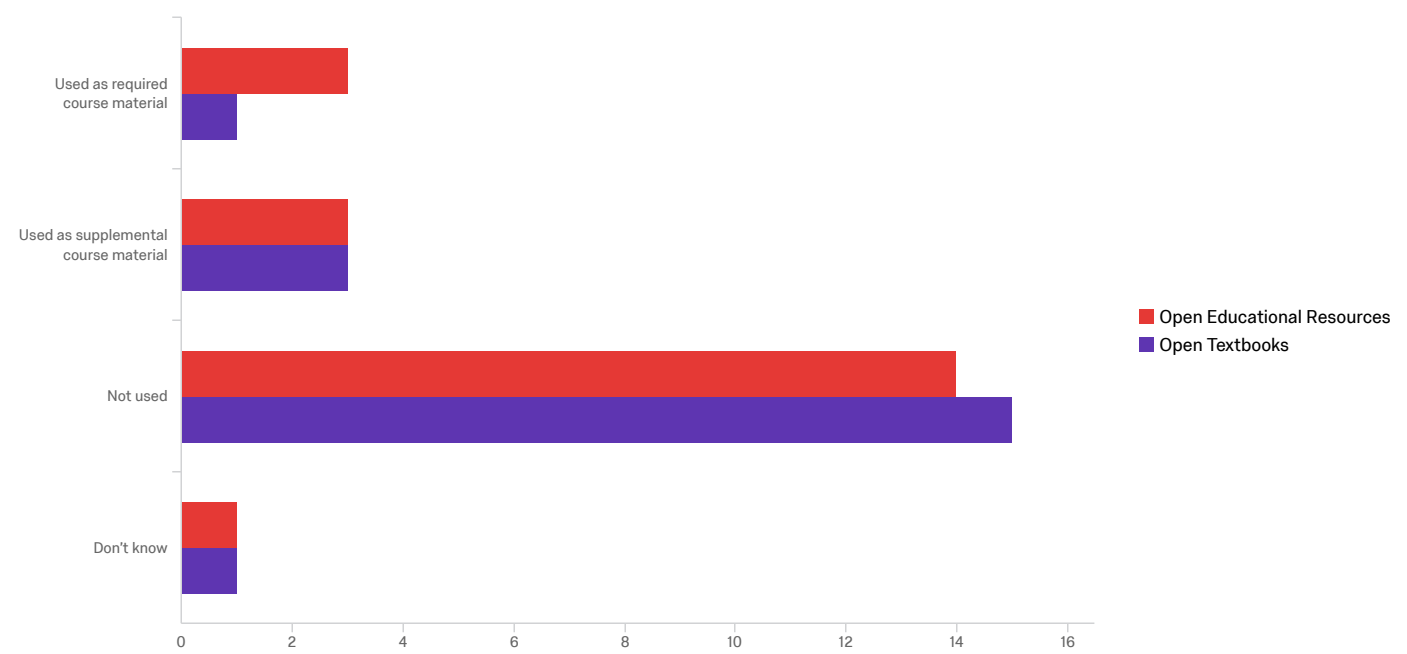

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Open Educational Resources	1.00	4.00	2.62	0.79	0.62	21
2	Open Textbooks	1.00	4.00	2.80	0.60	0.36	20

#	Field	Used as required course material	Used as supplemental course material	Not used	Don't know	Total
1	Open Educational Resources	14.29% 3	14.29% 3	66.67% 14	4.76% 1	21
2	Open Textbooks	5.00% 1	15.00% 3	75.00% 15	5.00% 1	20

Showing Rows: 1 - 2 Of 2

Q39 - What are the three most important deterrents to your use of Open Educational Resources in your courses? Please select up to three deterrents.
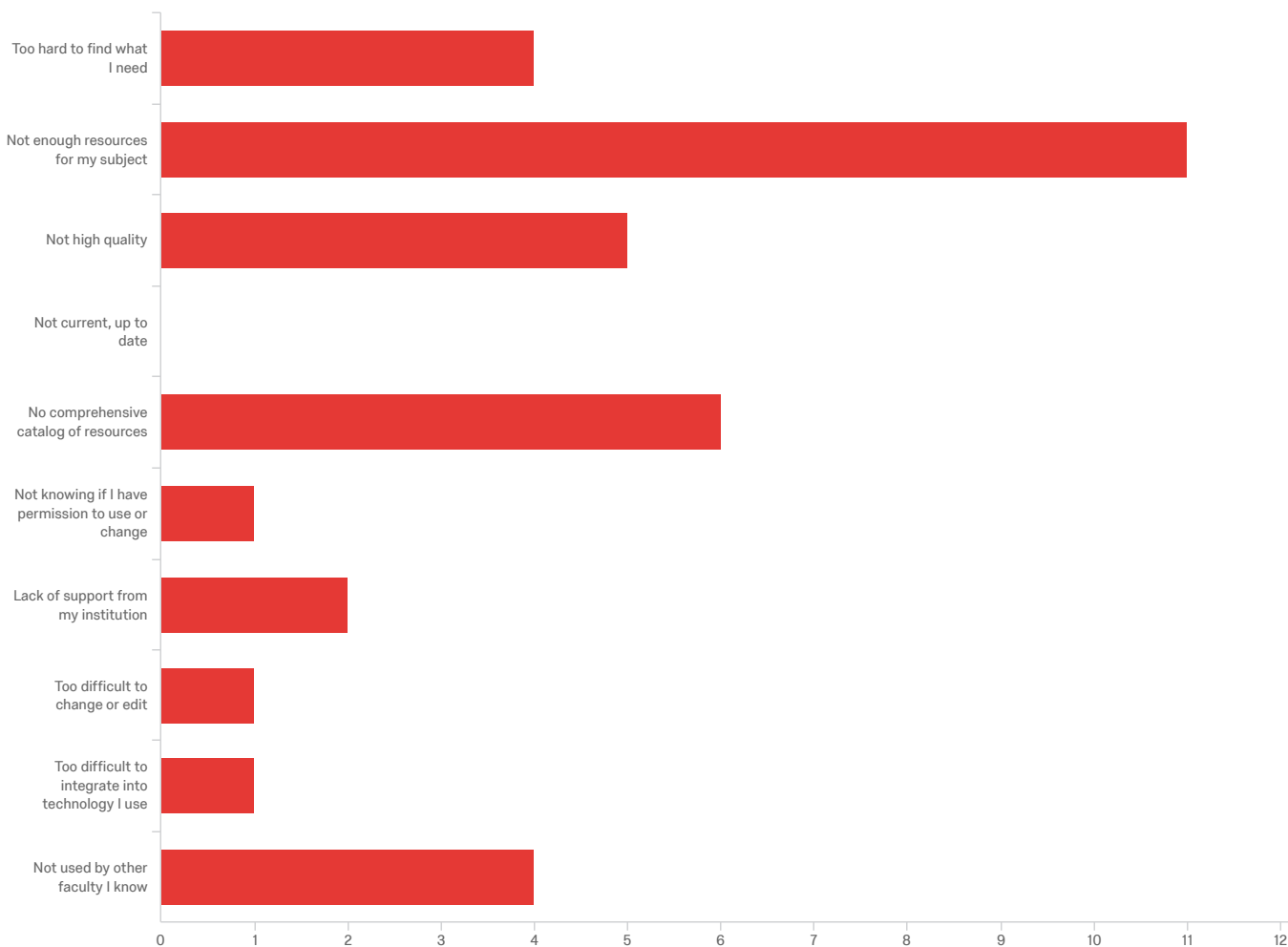
#	Field	Choice Count	
1	Too hard to find what I need	11.43%	4
2	Not enough resources for my subject	31.43%	11
3	Not high quality	14.29%	5
4	Not current, up to date	0.00%	0
5	No comprehensive catalog of resources	17.14%	6
6	Not knowing if I have permission to use or change	2.86%	1
7	Lack of support from my institution	5.71%	2
8	Too difficult to change or edit	2.86%	1

9	Too difficult to integrate into technology I use	2.86%	1
10	Not used by other faculty I know	11.43%	4
			35

Q40 - Understanding that there is variability, how would you generally rate the quality (factually correct, up-to-date, well-written, organized, effectively) of Open Educational Resources and material from traditional publishers?
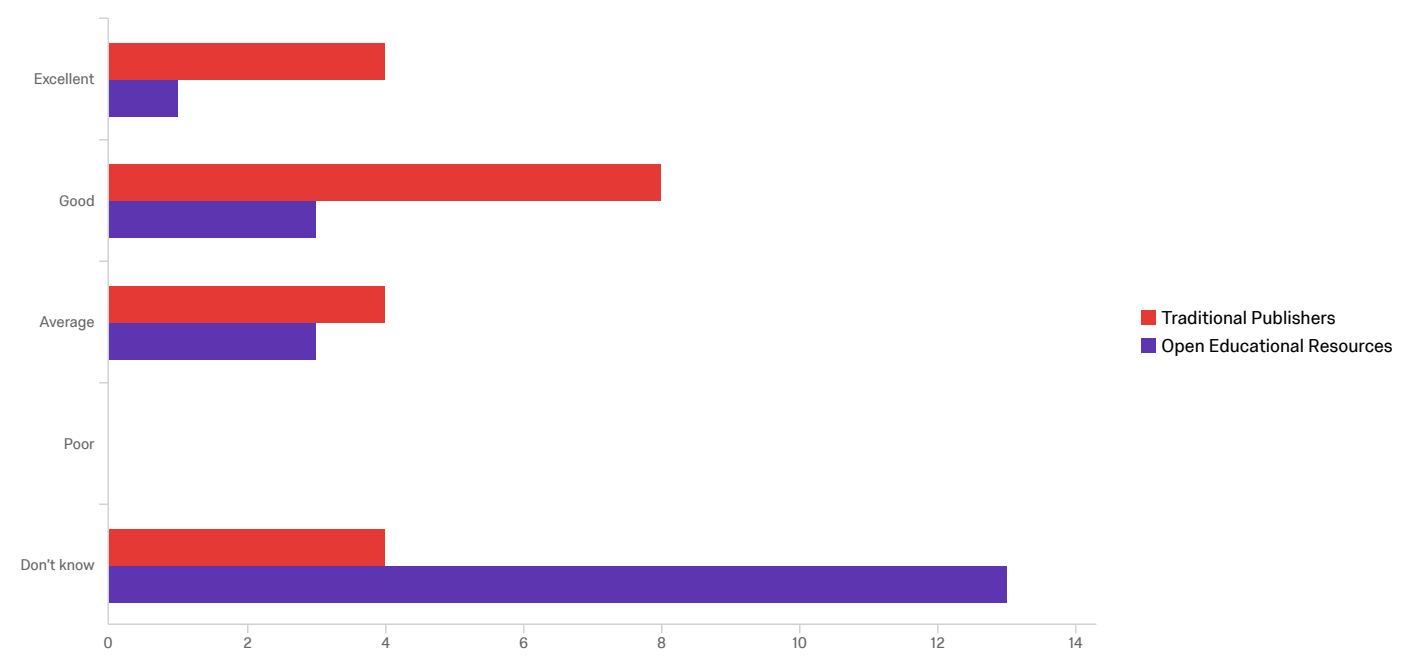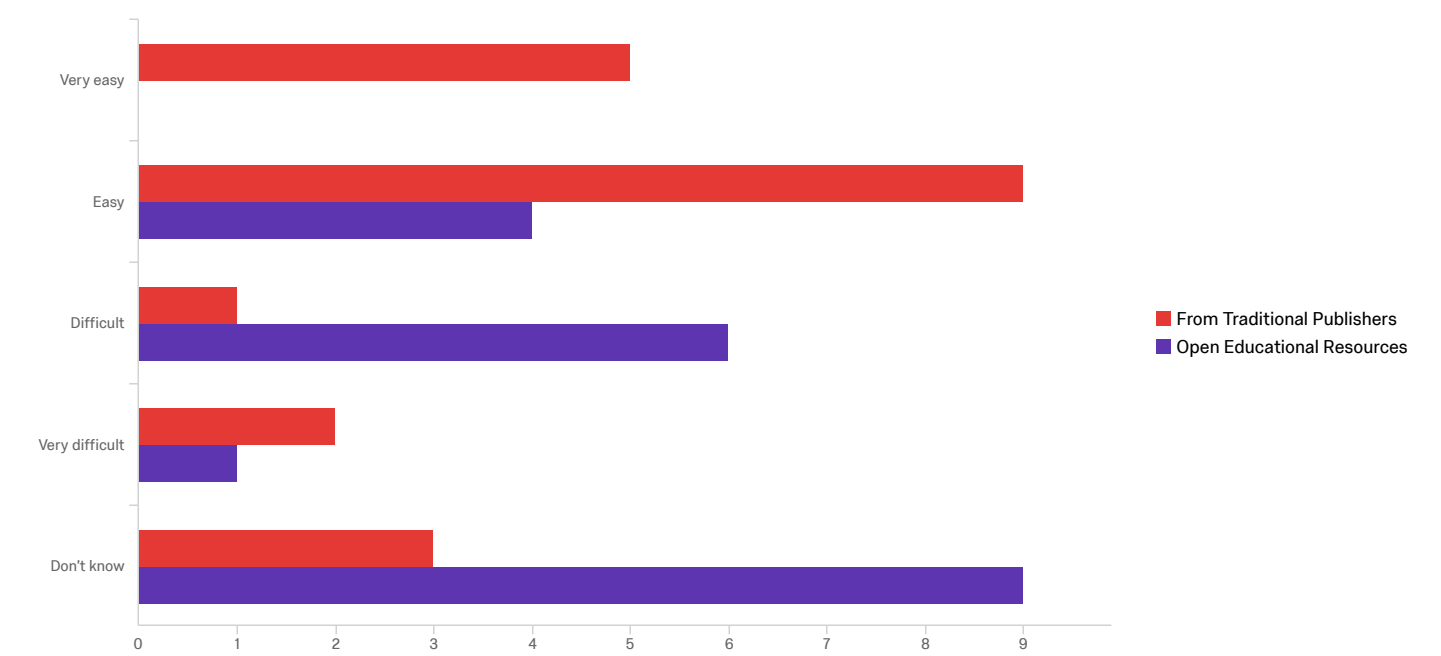

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Traditional Publishers	1.00	5.00	2.60	1.36	1.84	20
2	Open Educational Resources	1.00	5.00	4.05	1.36	1.85	20

#	Field	Excellent	Good	Average	Poor	Don't know	Total
1	Traditional Publishers	20.00% 4	40.00% 8	20.00% 4	0.00% 0	20.00% 4	20
2	Open Educational Resources	5.00% 1	15.00% 3	15.00% 3	0.00% 0	65.00% 13	20

Showing Rows: 1 - 2 Of 2

Q41 - Understanding that there is variability, how would you generally rate the ease of

searching for educational resources for your course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	From Traditional Publishers	1.00	5.00	2.45	1.36	1.85	20
2	Open Educational Resources	2.00	5.00	3.75	1.22	1.49	20

#	Field	Very easy	Easy	Difficult	Very difficult	Don't know	Total
1	From Traditional Publishers	25.00% 5	45.00% 9	5.00% 1	10.00% 2	15.00% 3	20
2	Open Educational Resources	0.00% 0	20.00% 4	30.00% 6	5.00% 1	45.00% 9	20

Showing Rows: 1 - 2 Of 2

Q42 - Do you think you will use this type of resource in the next three years?
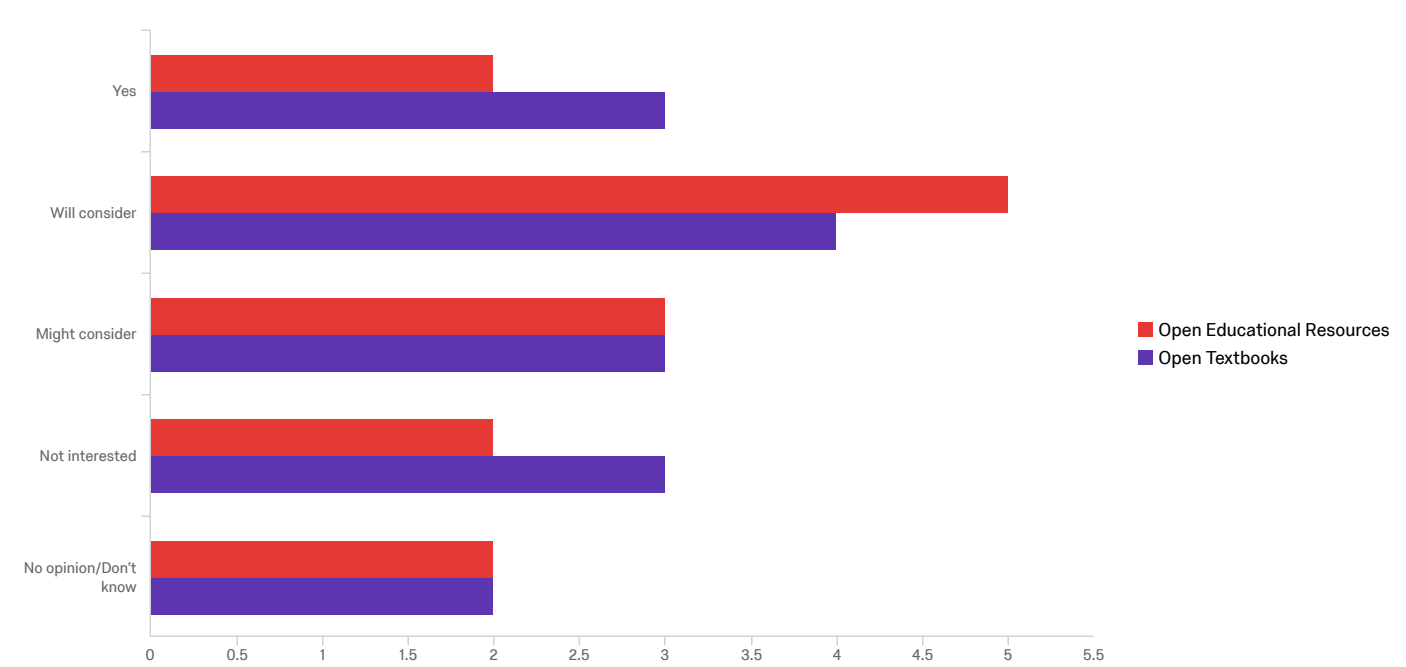
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Open Educational Resources	1.00	5.00	2.79	1.26	1.60	14
2	Open Textbooks	1.00	5.00	2.80	1.33	1.76	15

#	Field	Yes	Will consider	Might consider	Not interested	No opinion/Don't know	Total
1	Open Educational Resources	14.29% 2	35.71% 5	21.43% 3	14.29% 2	14.29% 2	14
2	Open Textbooks	20.00% 3	26.67% 4	20.00% 3	20.00% 3	13.33% 2	15

Showing Rows: 1 - 2 Of 2

Q43 - We welcome your comments. Please let us know your thoughts on any of the

issues covered in this survey.

We welcome your comments. Please let us know your thoughts on any of the is...

In general, I don't use textbooks. I am teaching PhD and professional students. I used a reader for the PhD students (for the first time) as a "textbook" but primarily to organize a lot of literature around a theme. Not sure whether I will use it again next time. For professional students, when I have used textbook, I find them prosaic and I don't think they provide the critical analysis and decision making skills that students need today. Textbooks also don't fit very well with my style of teaching.

Would like to see more OER for more areas of information studies.

I teach a lot of technical courses, and to save students on cost, I generally rely on a lot of technical documentation rather than on textbooks, if I can.

I'm not sure if you would consider what I use to be formal "OER" -- I use association statements and guidelines as listed on their web sites.

This is all still new territory for me, so I haven't had time to have workable answers to the queries posed here

I would really use more OER if I could find them in my specific field. I know the library at my institution is trying to get us faculty to use them, but the efforts have focused on undergraduate programs. I would honestly used them more, but they are newer and harder to find than just locating the title for what you need from known, reputable publishers. The downside to these last ones are the costs of materials which in most cases are unreasonable.

Teaching a multidisciplinary course makes it very difficult to find a good textbook. I would love to find a text for this course from any kind of publishing model that provides students with the consistency of one narrative while combining all or most of the different topics that I want to teach in the course. When I've used textbooks in other courses that come with instructor materials, like assignments, test banks, or Power Point slides, I find that I use them very little since I prefer to develop my own assessments and lectures. However, when I find myself in a creative or time pinch, these resources are WONDERFUL to have. The availability of instructor materials would probably be the deciding factor between two potential textbooks that were otherwise on equal or near equal footing. Excessive cost to students would be the only factor that would categorically disqualify such a text from selection.

Showing Records: 1 - 7 Of 7

Q44 - May we quote your response? Published comments will only include attribution of the discipline of the faculty member and if they are full or part time. No personal identifiable information will be included.
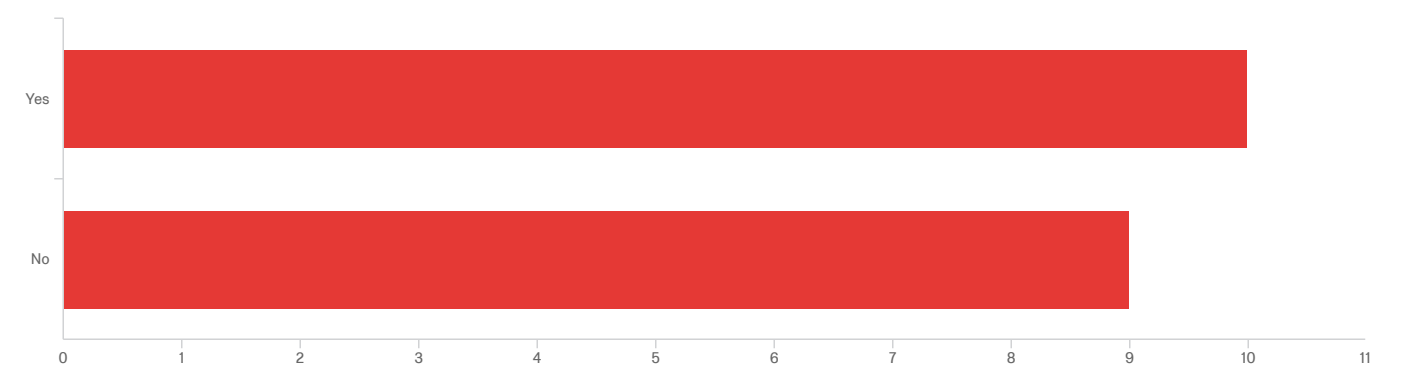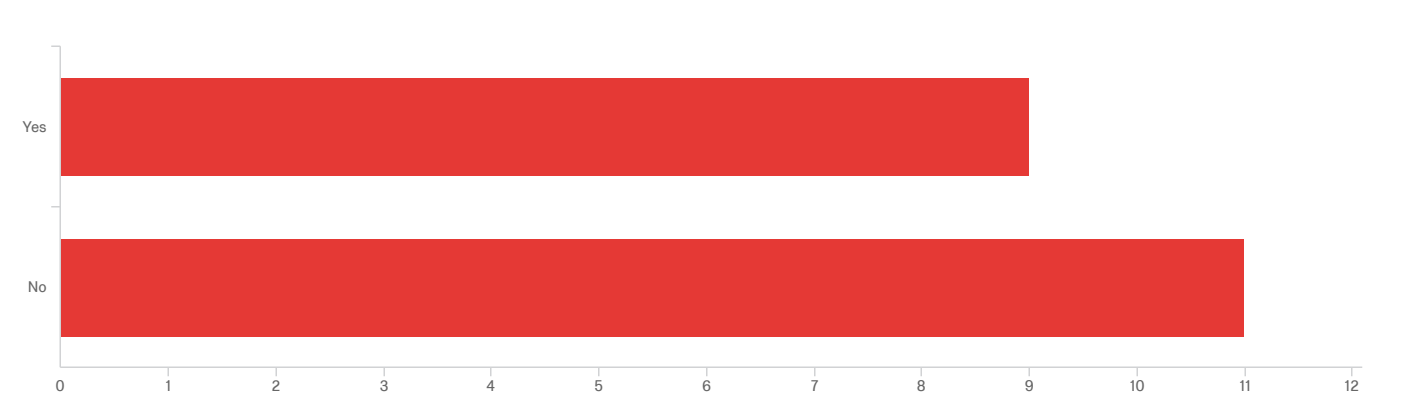

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	May we quote your response? Published comments will only include attribution of the discipline of the faculty member and if they are full or part time. No personal identifiable information will be included.	1.00	2.00	1.47	0.50	0.25	19

#	Field		Choice Count
1	Yes	52.63%	10
2	No	47.37%	9
			19

Showing Rows: 1 - 3 Of 3

Q45 - May we contact you with follow-up questions?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	May we contact you with follow-up questions?	1.00	2.00	1.55	0.50	0.25	20

#	Field		Choice Count
1	Yes	45.00%	9
2	No	55.00%	11
			20

Showing Rows: 1 - 3 Of 3

End of Report