OERu Input Evaluation 2015 Survey Questions
(Fourth Draft)

Survey Instructions

This survey forms part of the larger *Input phase* of the Context, Input, Process and Product Evaluation (CIPP) model used to inform the implementation of the OERu. Evaluation forms part of a major activity to examine the options and resources for achieving the OERu goals from a design perspective, and aims to provide reliable and systematic evidence to support relevant decision making and strategic planning.

- The survey contains a total of 40 questions and will take about 45-60 minutes to complete.
- OERu partner institutions are invited to complete this survey.
- All responses will be anonymous and no personal identifying information will be collected, analysed and published.
- You agree to dedicate your responses in this survey to the public domain.
- The survey results will be published in a publicly accessible final evaluation report under a Creative Commons Attribution license and some research publications.
- We will list institutions that have responded, but only aggregated data will be reported.
- We request that you complete the survey by **31 August 2015**.

Participating institutions will receive an advanced copy of the aggregated results.

On behalf of the OERu and evaluation team, we appreciate your time and insights. Thank you very much for completing this survey!

(See details of the University of Southern Queensland Human Research Ethics Committee approval <insert link>.)

Institution and Participant Information

1. What is the name of your institution?

2. Indicate which of the following best describes your institutional type of membership?

o   OERu teaching institution
o   Non-teaching OERu partner
o   Prospective OERu partner / interested person (Please respond to the items assessing how your organisation would advise the OERu if you were a contributing partner.)

3. Which of the following best describes the capacity in which you are responding to this survey?
o   Designated respondent to submit our organisational response for the OERu
o   Staff member at an OERu partner institution providing feedback

4. Are you a member of one of the active working groups of the OERu?

o   Yes
o   No

5. Which of the following best describes your role and position in your organisation?

o   Senior management (e.g. DVC, PVC)
o   Middle management (e.g. Dean, Executive Director, Director, Head of Department)
o   Faculty/Educator/Lecturer
o   Educational Designer
o   Academic service or administration staff
o   Researcher
o   Other (please specify)

OERu curriculum and programme of study design considerations

6. The OERu should add more programmes of study (qualifications) in addition to the Bachelor of General Studies agreed by the partner network as the inaugural credential. (Indicate the extent that you agree with this statement.)

o   Strongly Agree
o   Agree
o   Disagree
o   Strongly Disagree

7. The OERu should complete the development of all the courses for one credential before expanding the range of qualifications on offer. (Indicate the extent that you agree with this statement.)

o   Strongly Agree
o   Agree
o   Disagree
o   Strongly Disagree

8. Indicate the relative importance for the OERu to develop courses and study options for the following levels (Please rate from 1 to 5 with 5 referring to the most important)

o   Pre-university or college level courses (Foundation studies)
o   Undergraduate courses
o   Post-graduate courses
o   Professional development / in-service training certifications
o   Other (Please specify)

9. In your opinion, which of the following should be minimum requirements for entry into the first year Bachelor's degree level of OERu study?

o   None - if learners successfully complete the summative assessment, they should get credit
o   School leaving credential
o   Language proficiency in the language of instruction
o   Equivalence assessment of other types of qualifications and experiences, e.g. RPL (recognition of prior learning)
o   Other (please specify)

10. Should language proficiency in the language of instruction be specified as a minimum requirement for entry into the first year Bachelor's degree level of OERu study?
o   Yes
o   No
o   Other (please specify)

11. Are there any statutory restrictions to waiving entry requirements for 1st year of study in your institution assuming government grant is claimed for these students?

12. Can your institution waive the entry requirements for 1st year of study, e.g. waive minimum school leaving credentials for older students under existing policy or discretionary admittance to programme of study by senior academic leader assuming a government grant is claimed for these students?

13. Do the statutory restrictions on entry requirements apply for students who do not receive federal support or in cases where the organisation does not claim a government grant for the learner concerned?

o   Yes
o   No
o   Unsure

14. Should an OERu programme of study cater for different streams or pathways in order to provide learners with greater choice / flexibility?
o   Strongly Agree
o   Agree
o   Disagree

o   Strongly Disagree

15.   Which approach do you recommend for the determination of potential streams in the Bachelor of General Studies.

o   Bottom-up, i.e. generate streams or pathways derived from a smorgasbord of course nominations submitted by OERu partners
o   Top down, i.e predefine generic streams so that OERu partners can submit courses to fill identified gaps where courses are needed.
o   Combination of both

Certification considerations for OERu Courses

16.   The OERu Bachelor of General Studies should be designed to support pre-degree exit points and corresponding certifications where these can be accommodated within existing policies of the respective conferring partner institutions (for example appropriate certification for completing the 1st year of study)

o   Strongly Agree
o   Agree
o   Disagree
o   Strongly Disagree

Nominating OERu Courses and Product Development

(Note: Only aggregated data will be reported. Individual responses remain confidential.)

17.   Based on your experience, indicate the impact of the following factors the OERu partners **should take** into account when determining future course nominations? (Please rate from 1 to 5 with 5 referring to the strongest impact)
o   The quality of the course ___
o   The support from relevant academics to assemble the open course ___
o   The availability of additional funding to assemble the open course ___
o   The time and effort required to convert a closed course into an OER course ___
o   Sufficient existing OER and open access resources which can be remixed to meet the learning outcomes of the course to be nominated ___
o   The time and effort required to replace course resources encumbered with 3rd party "all rights reserved copyright" with open access alternatives ___
o   Innovative course design and pedagogies ___
o   Leadership and expertise of your institution in the course discipline ___
o   Unique international character of the OERu network in specific disciplines as a point of difference (e.g. intercultural studies or international cooperation) ___
o   The utility of the course nominated for prospective OERu learner population ___
o   Capability and experience of the academic and support staff in the design and assembly of open online courses ___
o   Filling gaps in the existing OERu curriculum ___
o   Technology related skills required for the assembly of OERu courses ___
o   Revenue generating potential of the course for assessment and other services ___
o   Others (please specify) __

18. For partners who have **already nominated** courses for OERu development, please indicate the most important factor(s) which determined the final course nomination.

19. Is your institution intending to _____ ?
o   Stay with the 2 course contribution agreed by contributing OERu partners joining the network
o   Planning to assemble more than 2 courses for the OERu
o   Planning to contribute one or more full programmes / credentials to the OERu

20. In your organisational context, what is likely to be the preferred model for future OERu course design and development?

o   Assembling courses from existing OERs and open access materials
o   Releasing existing courses at the institution under an open license
o   Developing OERu courses by creating new openly licensed content
o   Other (please specify)

21. Should all OERu teaching partners be required to assemble 2 OERu courses as the standard 0.2 Full-time Equivalent (FTE) contribution to the network for Gold level partners?

o   Yes
o   No
o   Other (Please specify)

22. For new OERu teaching partners joining the network, what do you recommend as a reasonable time frame for the completion of the **first** course nomination for delivery?

o   Within one year of joining the network
o   Within two years of joining the network
o   Within three years of joining the network
o   Longer period

23. Should the OERu recognise alternate contributions as part of the 0.2 Full-time Equivalent (FTE) staff contribution other than the assembly of two courses?

o   Yes (please specify)
o   No
o   Unsure

24. What are your major internal institutional barriers to identifying and nominating potential courses for OERu?

Learner Support

The OERu model does not require partners to provide learner support for OERu learners. Most OERu courses are designed for self-study.

25. What types of affordable and scalable learner support do you think the OERu should incorporate into the design of its courses (Please rate from 1 to 5 with 5 referring to most appropriate approach for the OERu)

o Use of learning analytics to enable the provision of automated support to OERu learners ___
o Independent study materials and online help resources for generic student support (eg technology skills or study support skills) ___
o Dedicated community social media site(s) for OERu learners to support each other ___
o Community volunteers (e.g. retired academics, educators, etc.) ___
o Senior OERu learners as tutors in return for some form of recognition (eg credits for community service learning or discount on assessment fees) ___
o Learning support based on relevant workplace or community organisations ___
o Other (please specify) ___

Assessment and Credentialing

(Note: Only aggregated data will be reported. Individual responses remain confidential.)

26. If you are providing (or planning to provide) an assessment only service for OERu learners, how much would you charge learners for such assessment and credentialing? (Please specify currency and course size (eg micro course or full-course).)

27. In addition to the formal academic credit awarded to learners in a degree pathway, what kinds of alternative fee-for-service certifications are you considering for your institution from engagement in the OERu?

o None
o Certification for participation in OERu courses without assessing competence against learning outcomes (i.e certifying participation based on predetermined metrics of participation, eg number of discussion posts).
o Micro-credentials where learner competence is assessed (Eg. Certificates of learning for successful completion of components of a course and assessment against relevant learning outcomes which could be recorded for future articulation to transcript credit when, for example, the set of micro-credentials relating to full course credit have been completed.)

o Open badges

o Certified Prior Learning Experience for learners

o Others (please specify)

28. Should the OERu develop "recommended retail prices" determined in consultation with partner institutions for services offered in conjunction with OERu courses?

o   No - prices for assessment services should be determined entirely by the local partner without external input
o   Yes, guidelines for recommended retail price for services would assist partners in determining their own price levels
o   Yes, the OERu network should agree on a universal price framework to be adopted by partner institutions in the network.
o   Other (please specify)

29. What kind of policy changes (if any) does your institution require for successfully implementing assessment and credentialing services for the OERu learners (learning solely based on OERs) and cross-institutional credit transfer?

30. Have you consulted or discussed the draft OERu guidelines for credit transfer in your organisation?

o   Yes

o   No

o   Not sure

31. Other than existing institutional policies, are there barriers which may restrict the assessment and accreditation of OERu learners at your institution?

Organisational Motivations and Benefits derived from participating in the OERu

32. Indicate the relative importance of the following motivations and potential benefits for your organisation's participation in the OERu network. (Please rate from 1 to 5 with 5 referring to the most important)

o   Philanthropic, i.e. widening access to more affordable education opportunities for learners excluded from the formal post-secondary system

o   Potential to reduce cost and save time associated with the development of learning materials

o   Participation in recognised OER collaboration

o   Participation in an international network of accredited institutions

o   Opportunities for low risk innovation in open education

o   Opportunities to increase local student enrolment from learners who start out by studying using OERu courses and later decide to complete their degree studies as full-fee registered students at my institution

o   Raising the International profile of my institution though participation in the network

o Opportunities to diversify revenue streams by incorporating value-added services (such as optional tutorial services in addition to assessment and credential services) enabled through the unbundling of services using OER courses

o Trialling cooperative course design and development models as a low risk project in a rapidly changing market

o Using the OERu collaboration as a learning environment for improving teaching practice in online learning at my institution

o Retaining competitive advantage as OER models become more mainstream in tertiary education

o Using open online courses for local full fee students to provide an international and intercultural learning experience for local students made possible through interacting with large international OERu cohorts of learners.

o Diversifying curriculum and increasing choice of subjects for local students particularly for low enrolment courses which are too expensive to develop cost effectively by reusing existing OERu courses for local offer.

o Improving local capability in open design and development methods for staff at my organisation through participation in the OERu open design model

o Improving curriculum for local students in subject areas which leverage the uniqueness of the OERu network, for example intercultural and indigenous studies.

o Participating in a charitable alternative to the commercial MOOC providers

o Reducing the costs for local students associated with purchasing "all rights reserved" commercial textbooks and other course materials for use in online courses.

33. In your participation in OERu to date, are there any unexpected benefits for yourself or your institution?

Barriers and obstacles to participating in the OERu network

34. To what extent are the following barriers or obstacles restricting your organisation's participation in the OERu (Please rate from 1 to 5 with 5 referring to the most significant)

o Competing demands on time and resources to maintain OERu project momentum
o Lack of understanding and clarity of the OERu model
o Lack of support from senior leadership at my organisation for participation in OERu activities
o Lack of continuity in senior management roles at the institutional level
o Technology challenges associated with staff experience and expertise in using OERu hosted technologies (eg Mediawiki and associated delivery platforms for centrally hosted courses.)
o Challenges with understanding and navigating the planning wiki in WikiEducator
o Varying levels of staff expertise/experience in OER and open education practices (eg copyright, finding OER etc.)
o Varying levels of staff expertise/experience in open and cooperative design models

- o Varying levels of staff expertise/experience in designing materials for mobile devices
- o Lack of accountability for non-delivery of agreed contributions
- o Lack of guidance and support for new partners who join the network
- o Lack of clarity in the process for participating in the OERu
- o Lack of exemplars of OERu courses which demonstrate the end-to-end process from course nomination, through to design, delivery and awarding of credit
- o Internal resistance to award formal academic credit for OERu courses
- o Fear that the OERu may compete for students at our institution
- o Others (please specify)

Sustainability Models

35. To what extent are the following factors important for your organisation to sustain OERu activities (Please rate from 1 to 5 with 5 referring to most important)

- o Generating revenue for summative assessment services towards formal academic credit
- o Generating revenue for certificates of participation or completion of OERu courses ___
- o Generating revenue for the certification of skills or micro credentials associated with OERu courses ___
- o Generating revenue for value added services (eg tutoring and learning support) from OERu courses ___
- o OERu learners converting to full-fee study at your institution to complete their qualifications ___
- o Considering OERu participation as part of the institution's commitment to community service ___
- o Other (Please specify)

Technology considerations

36. Please indicate the relative importance of the following OERu technology considerations for your own institution (Please rate from 1 to 5 with 5 referring to very important)

- o The ability to reuse and integrate OERu online course resources for reuse in the local institutional Learning Management System (LMS) ___
- o The ability to limit public access while drafting course materials before publishing as OER ___
- o Open and unrestricted access to OERu course materials without requiring user password access for learners ___
- o A collaborative authoring environment with version control for cooperative developments within the network ___
- o Need for tools to convert existing content into open formats for cooperative OERu development (for example capturing Word documents or PowerPoint slides for conversion into open formats).
- o The freedom for partners to host their own courses using their own local technology infrastructure assuming that the host institution carries the full cost for these services to provide access to free OERu learners ___
- o Building knowledge and skills in open source development approaches ___
- o Providing exposure to "best-of-breed" open source collaboration and support technologies___
- o Other technology considerations (please specify) ___

37. Which of the the following learning management systems and/or content management systems does your organisation use for hosting online learning materials

- o Blackboard ___
- o Moodle ___
- o Canvas ___
- o Sakai ___
- o Desire2Learn ___
- o Drupal ___
- o WordPress ___
- o OpenEdX ___
- o Custom homegrown system ___
- o Check this option if your current enterprise system(s) for hosting online courses is likely to change in the next 2 years?
- o Other (please specify) ___

38. Do you have any recommendations for improving OERu technology?

Open Planning

39. How would you rate the value of the following "distinctively open" planning practices of the OERu? (Please rate from 1 to 5 with 5 referring to highly valuable)

- o Open publishing of all the agendas and meeting reports of working groups, committees and partner meetings in the wiki ___
- o Transparent development and ongoing refinement of the OERu Strategic Plan 2015 - 2017 in WikiEducator as an "evergreen" plan that is adapted and modified as new information comes to hand ___
- o Information on OERu activities and initiatives being open and transparent to every member of the network and the open community ___
- o Everyone being allowed and encouraged to contribute including volunteers from outside the OERu partner network ___
- o All decisions being made in open and cooperative ways ___
- o Principle of meritocracy where leadership roles in the community are earned through experience and contributions to the OERu ___

Resources and Support

40. What capacity building will be required in your institution in order to facilitate your engagement in the OERu?