

# Textbook Adoption Survey Questions based on the six essential textbook adoption factors of the OER Pyramid developed by Cox & Trotter

(listed from pyramid base to top)

Supplemental Material: PNLA Virtual Poster Session 2020

*What Can OER Advocates Learn from The Traditional Faculty Textbook Adoption Experience?*

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## Access

The first factor, and the base of the pyramid, relates to the existing institutional infrastructure and how it supports and/or inhibits the use or creation of textbooks.

- *Does your university offer adequate support for the electronic textbook platforms or digital learning resource(s) (e.g. YouTube) you use in your courses?*
  - Follow-Up: *Which resources could be better supported?*
- *Can you embed textbooks in your university's Learning Management System (LMS) when necessary/desired?*
- *Can you get IT help for issues related to online textbook materials?*
  - Follow-Up: *Who provides the IT help?*
- *Please rate the quality of your university's Open Educational Resources (OERs) infrastructure. Infrastructure includes the fundamental facilities, systems, and structures that facilitate OERs, such as hardware, software, support, training/professional development.*
  - Follow-Up: *How could the university improve the quality of its OER infrastructure to better support faculty who want to produce, adopt, or use these types of resources?*

## Permission

The second factor relates to the right to use or create textbooks for their courses. This includes whether institutional permission is required for textbook use or creation as well as who (faculty member or institution) holds copyright over teaching materials.

- *Is departmental or college approval required during your textbook selection/adoption process?*
- *Does your department or college have preferred vendors for textbook materials?*

- *Do you possess copyright over the teaching materials or learning objects that you have modified or created at your university?*
- *Do you have permission (from your curriculum committee, etc.) to use Open Educational Resources in your courses?*

## Awareness

The third factor relates to knowledge or understanding of, or exposure to textbooks in their subject areas. This also includes the knowledge gained by speaking to others about textbook selection or creation.

- *How are you made aware of textbooks in the subject areas you teach?*
- *Who do you talk to about textbook adoption?*
- *Please rate your awareness of Open Education Resources.*

## Capacity

The fourth factor relates to the means and skills needed to use or create textbooks. These can include factors such as time, technical or semantic skills, search or implementation strategies, and peer or institutional support.

- *How many hours on average does it take you to select and adopt course materials?*
- *How would you generally rate the ease of searching for educational resources for your courses?*
- *In the courses you teach, what support could make selection and adoption of educational resources easier?*
- *Do you know how the different Creative Commons (CC) licenses impact the ways in which you can use course materials you develop?*
- *Do you know how and where to search for and identify Open Educational Resources?*

## Availability

The fifth factor relates to whether textbooks of requisite relevance, quality, and quantity can be used, obtained, or created.

- *Where do you obtain resources for your courses?*
- *Does student cost factor into your textbook selection?*
- *When selecting resources for your teaching, rank the following factors as most important to least important.*
- *How would you generally rate the quality (factually correct, up-to-date, well written, effective) of the textbooks and educational materials in the subject areas you teach?*

- *Have you found OERs-- of acceptable relevance, utility, and quality -- that you can use?*
  - *Follow-Up: In which area(s) can OERs improve?*

## Volition

The sixth and final factor at the top of the pyramid relates to both internal and institutional motivation and includes the benefits and deterrents experienced when selecting and creating textbooks. Volition is shaped by personal and pedagogical values, norms, and support and becomes the key factor in textbook use/creation only when the other five factors are met.

- *What benefits do you, as an instructor, derive from using a textbook promoted by a vendor?*
- *What perks do you receive if/when you use a textbook promoted by a vendor?*
- *What challenges or deterrents do you encounter when selecting and adopting textbooks?*
- *Do you have any desire to incorporate Open Educational Resources in your courses?*

Questions inspired from:

Cox and Trotter. 2017. "An OER Framework, heuristic and lens: Tools for Understanding Lecturers' Adoption of OER." *Open Praxis* 9, no. 2: 151-171. <https://dx.doi.org/10.5944/openpraxis.9.2.571>