

# ***TOWARD A MORE SUSTAINABLE OPEN EDUCATION COMMUNITY: BREAKING THROUGH BARRIERS TO BRIDGE PRIMARY, SECONDARY, AND TERTIARY OPEN PRACTICES***

Open Education Global  
13-15 November 2024 | Brisbane, Australia

Kelly Arispe  
*Boise State University, USA*



Amber Hoye  
*The Rebus Foundation, BC*



Anita Walz  
*Virginia Tech, USA*



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**UN SDG**



# ***OUR VISION***



OER leaders expand knowledge and bridge opportunities to co-create material to make learning more accessible

But how do we make it more **sustainable?**



# ***TODAY'S AGENDA***

**01**

***COMPLEXITIES***

**02**

***COMMONALITIES***

**03**

***BOUNDARY SPANNERS***

**04**

***A FRAMEWORK TO  
MOVE FORWARD***

**05**

***Q&A AND CLOSING***

**06**

***COME TO OUR PANEL!***





**01**

# ***COMPLEXITIES***

Differences between K-12 and Higher Ed

# Recognizing and Overcoming Obstacles: What It Will Take to Realize the Potential of OER

Julie Irvine, Royce Kimmons and Jacob Rogers Monday, July 12, 2021 Teaching and Learning  Editors' Pick

13 min read

Despite the benefits of open educational resources, their adoption in higher education is hampered by real but solvable barriers.



Credit: Inozemtsev Konstantin / Shutterstock.com © 2021

## Conflicted Digital Adoption:

Educational Resources in U.S. K-12 Education, 2024

Julia E. Seaman and Jeff Seaman



## Approaching a New Normal?

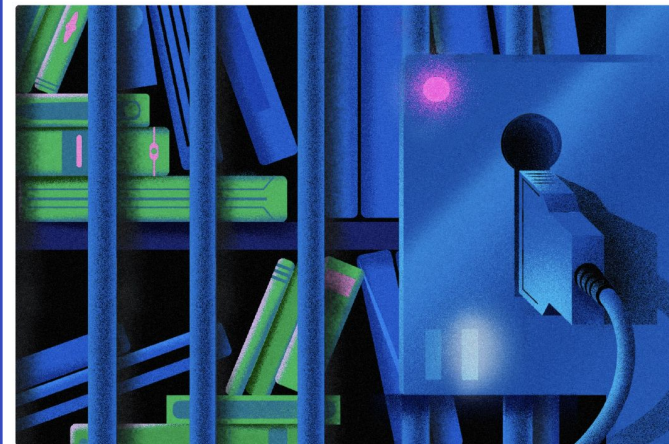
Educational Resources in U.S. Higher Education, 2024

Julia E. Seaman and Jeff Seaman



## Two Campaigns to Reduce Textbook Costs Are Often at Odds. Can They Co-Exist?

By Taylor Swack October 21, 2024



# Recognizing and Overcoming Obstacles: What It Will Take to Realize the Potential of OER

Julie Irvine, Royce Kimmons and Jacob Rogers Monday, July 12, 2021 Teaching and Learning Editors' Pick

13 min read

Most educators believe that OER present benefits unmatched by traditional copyrighted resources, yet most faculty still don't use them and do not have any plans to use them in the future.<sup>8</sup> Why this disparity? Failure to shift to OER cannot be interpreted simply through a lens of faculty deficiency—such as laziness, lack of interest, or greed—because faculty generally want to shift to OER. Rather, they are met by systemic and institutional barriers—including perceived lack of OER quality, issues surrounding accessibility and usability, and perceived lack of time—which prevent progress.<sup>9</sup> For OER to proliferate, institutions need to address barriers that short-circuit positive motivations among faculty, giving them space to make these valuable shifts.

Approaching a New Normal?

Educational Resources in U.S. Higher Education, 2024

Julia E. Seaman and Jeff Seaman



Bay View Analytics®

# KEY DIFFERENCES

## K-12: FOCUS ON AWARENESS

### Digital Practices

83% require textbooks  
Varied digital "buy-in"  
10% teach online

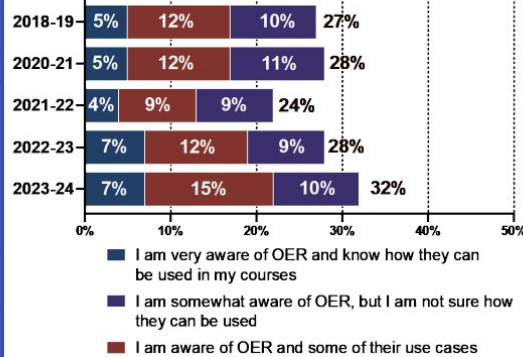
### OER Awareness

A steady 2-year increase (32%)  
No data on OER use

### Barriers

1. Digital literacy
2. Awareness is siloed:
  - STEM/Tech + online teachers
3. Awareness (3/10) ≠ adoption (1/10)

K-12 Teachers: OER Awareness by Year



## HIGHER EDUCATION: FOCUS ON USE

### Digital Practices

Digital textbooks preferred  
40% faculty teach a class online

### OER Awareness & Use

8% decrease in awareness & 3% decrease in use  
Most faculty (59%) don't use OER  
Faculty who do, use it to **supplement**

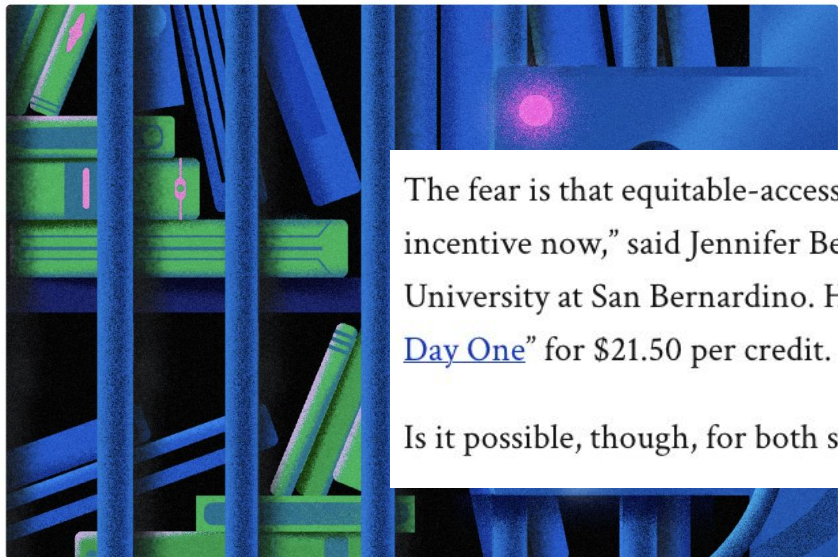
### Barriers

1. Challenging to quantify (dark reuse)
2. Siloed adoption: introductory coursework & online classes
3. Misconceptions: high quality?
4. Competing forces: "equitable access"

# KEY DIFFERENCES

## Two Campaigns to Reduce Textbook Costs Are Often at Odds. Can They Co-Exist?

By Taylor Swaak | October 21, 2024



SAM GREEN FOR THE CHRONICLE

Class by Year

The fear is that equitable-access programs are “wiping out our OER programs, because there’s no incentive now,” said Jennifer Beamer, a scholarly-communications librarian at California State University at San Bernardino. Her college is piloting an equitable-access program nicknamed “[Coyote Day One](#)” for \$21.50 per credit.

Is it possible, though, for both strategies to co-exist?

3. Awareness (3/10) ≠ adoption (1/10)

## HIGHER EDUCATION: FOCUS ON USE

### Digital Practices

Digital textbooks preferred  
40% faculty teach a class online

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2. Siloed adoption: introductory coursework & online classes
3. Misconceptions: high quality?
4. **Competing forces: “equitable access”**

# KEY DIFFERENCES

## K-12: FOCUS ON AWARENESS

HIGHER

# And Who has a Say?

83% re  
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10% tea

A steady  
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to supplement

can be used  
I am not sure how  
I am aware of OER and some of their use cases

1. Digital literacy
2. Awareness is siloed:
  - STEM/Tech + online teachers
3. Awareness (3/10)  $\neq$  adoption (1/10)

## Barriers

1. Challenging to quantify (dark reuse)
2. Siloed adoption: introductory coursework & online classes
3. Misconceptions: high quality?
4. Competing forces: "equitable access"

# **WHO CHOOSES?**



## **K-12**

Instructor may not select  
their materials  
Districts pick

Standards alignment  
especially important

**Student/Parent voice and choice is limited**

**Can I afford it , can I borrow/pirate, or can I do without?**



## **HIGHER ED**

Faculty often choose the  
textbook

Programs may pick

STEM/High-enrolled  
Disciplines need fee-based  
automated assessments

# WHO CHOOSES?

**GEOGRAPHY**

**PRIVATE VS.  
PUBLIC**

**OPEN ED  
SUPPORT AT  
STATE LEVEL**

**But, it's not that straightforward!**

**TEACHER  
BURNOUT**

**TIME**

**COPYRIGHT  
CONSIDERATION**

**S**

Can I afford it, can I borrow/pirate, or can I do without?



02



# ***COMMONALITIES***

Between K-12 and Higher Education

# COMMONALITIES



◀ **STUDENT SUCCESS**

+



◀ **TRAINING**

+



**DIFFERENTIATION**

◀ **NEED BETTER INCENTIVES**

Professional  
development

Time

OER as supplemental  
tools (Weller, 2010)

Localization

Higher Ed: sticky based  
on Carnegie distinction

K-12: no incentive (?)

All OER *doers* have intrinsic motivation/convicted



**03**

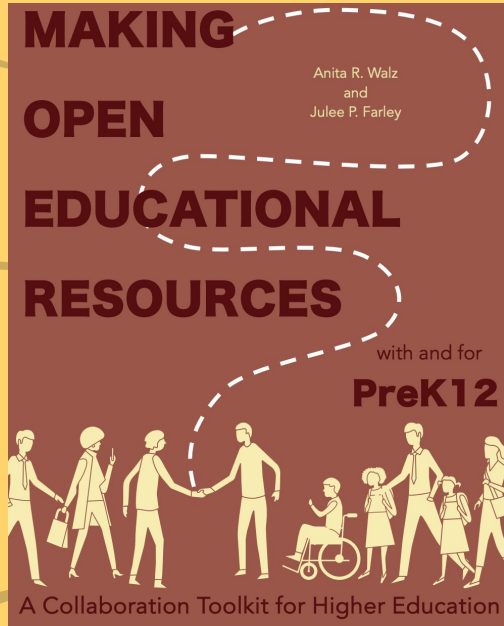


***A NEED FOR  
BOUNDARY SPANNERS***

Opportunities



# WHO IS A BOUNDARY SPANNER?



“Boundary spanners serve as **linking pins** between organizations and can also **fill structural holes**, allowing **networks** with no previous connection to **share information and resources**” (p.4)

## Boundary Spanners: Bridging Gaps Between Higher Education and PK12



<https://www.youtube.com/watch?v=gYzCzWaNJbo>

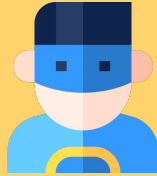
[Presentation slides and associated artifacts \(permission forms, checklists, and templates\)](#)<sup>4</sup>

<https://bit.ly/48Jv1jL>

# ***EXAMPLES OF BOUNDARY SPANNERS***



***PRESERVICE  
TEACHERS***



***GOVERNMENT  
COORDINATORS***



***LIBRARIANS***



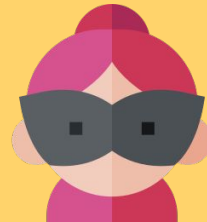
***K12 FACULTY***



***GRADUATE  
STUDENTS***





***INSTRUCTIONAL  
DESIGNERS***



***UNIVERSITY  
FACULTY***



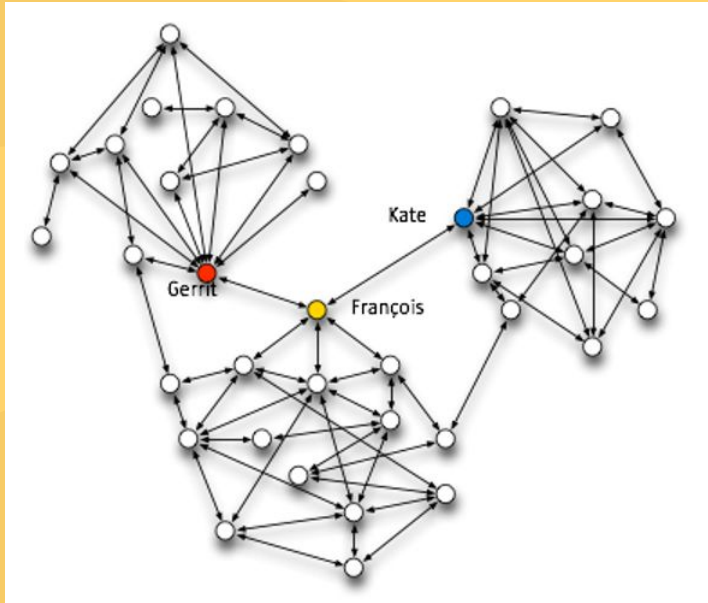
**04**



***A FRAMEWORK TO MOVE  
FORWARD***



With Boundary Spanners



**Boundary spanners** link organizations or groups to share knowledge and resources

(Jesiek et. al, 2018; Johri, 2008)

# ***CHANGING THE NARRATIVE***

- 1. Elevate this work in ways that are meaningful to people outside of the open ed conversation**
- 2. Identification of needed (formal?) boundary spanners, boundary objects, processes, and purposeful communities or organizations**
- 3. Institutional values alignment**
- 4. Clearly retain affordances of OER (OA + adaptability)**
- 5. Use of clearer language and common vocabulary**
- 6. High Quality = Adaptive**  
(Continuous improvement, student-engaged, differentiation)

**HIGHER ED MUST  
TAKE THE LEAD  
AND WORK TO  
BREAK DOWN  
BARRIERS.**



**05**

# ***WHAT ARE WE MISSING?***



What is one thing you can do in your current role that can help you to be a Boundary Spanner?



***BE A BOUNDARY SPANNER!***



***CHECK OUT OUR PANEL DISCUSSION TO  
HEAR FROM BOUNDARY SPANNERS!***

**Friday from 1:30-2:30 in P5**

Toward a more sustainable open education community: Breaking through barriers to bridge primary, secondary, and tertiary open practices © 2024 by Arispe, Walz, & Hoye is licensed under Creative Commons Attribution 4.0 International



# ***REFERENCES***

**Weller, Martin (2010). Big and Little OER. In Open Ed 2010 Proceedings. Barcelona: UOC, OU, BYU. <http://openaccess.uoc.edu/webapps/o2/bitstream/10609/4851/6/Weller.pdf>**