

OERu Input Evaluation 2015 Survey Questions (Second Draft)

Survey Instruction

This survey is conducted for the 2015 OERu Input Evaluation. The evaluation will examine the options and resources for achieving the OERu goals from a design perspective and provides reliable and systematic evidence to support relevant decision making and strategic planning. Please see the detail of the survey on the Information Sheet document for participants.

The survey contains 10 small sections and a total of 45 questions and will take about 45-60 minutes to complete. All 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. The survey results will be published in the final evaluation report that will be publicly accessible and some research publications. We will list institutions who have responded but that aggregated data will be reported.

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

Institution and Participant Information

1. What is the name of your institution?
2. Is your institution _____?
 - An OERu anchor partner
 - A prospective OERu anchor partner
 - Interested in joining the OERu collaborative network
 - An interested observer
 - Others
3. Which of the following categories best describes the capacity in which you are responding?
 - Senior management (e.g. DVC, PVC)
 - Middle management (e.g. Executive Director, Director, Head of Department)
 - Faculty/Educator/Lecturer
 - Educational Designer
 - Academic service or administration staff
 - Others (please specify)

4. How did you FIRST find out about the OERu collaboration?
 - The OERu website
 - Other websites
 - Conference presentation
 - Research papers and articles
 - Social media
 - Google search
 - Newsletter/discussion list/email alerts etc.
 - The OERu-organized symposiums, meetings, and other activities
 - Talking to the existing OERu partner institutions
 - Others (please specify)
5. Which information resources have you found most valuable for information about the OERu?

Institutional Participation in the OERu

6. To what extent did (would) the following factors impact on your decision to join the OERu collaborative accreditation network? (please rate from 1 to 5 with 5 referring to the strongest impact)
 - Philanthropic, i.e. widening access to more affordable education opportunities for learners excluded from the post-secondary system community as a service
 - Potential to reduce cost and save time associated with the development of learning materials
 - Participation in an international network of accredited institutions
 - Opportunity for low risk innovation
 - Opportunity to increase local student enrolment from learners who start out by studying using free learning courses and later decide to complete their degree studies as fee-paying students at my institution
 - International marketing of my institution
 - Opportunity to diversify revenue streams by incorporating value-added services (such as packaged / optional tutorial services in addition to assessment and credential services) associated with free learning courses
 - Testing OER collaboration models as a low risk project in a rapidly changing market
 - Using OER collaboration models as a learning environment for improving teaching practice in online learning at my institution
 - Retain competitive advantage as OER collaboration models becomes more mainstream
7. In your participation of OERu so far, are there any unexpected benefits for your institution?

Curriculum and programme development

8. Please rank the importance of the following aspects to determine the “ideal” structure for the OERu BGS to maximise articulation and credit transfer to your local credentials. (please rate from 1 to 5 with 5 referring to the strongest impact)
 - The percentage of compulsory (core) courses
 - The minimum number or percentage of courses that have proctored exams
 - The courses should have a consistent disciplinary or professional focus

- Developing a general education first year of study modelled on a liberal arts curriculum where learners cover a broad range of disciplines
 - Others (please specify)
9. Does the BGS structure you proposed in Question 9 fit the requirement of your local institutions? If not, why?
10. What is your opinion about placing restrictions on time allowed for completion?
- OERu should follow Australian High Education standard, i.e. 10 years maximum
 - OERu should have a longer time allowed for completion i.e greater than 10 years
 - OERu should have a shorter time allowed for completion i.e less than 10 years
 - OERu should not place any restrictions on time allowed for completion
11. Does your institution follow any statutory requirements for time of degree completion if your institution is claiming a government grant for students?
- Yes
 - No
 - My organisation can waive statutory degree completion requirements
12. In your opinion, which of the following should be minimum requirements for entry into the first year of the OERu study?
- None - if the learner passes the summative assessment, they should get the credit
 - School leaving credential
 - Language proficiency in the language of instruction
 - Equivalence assessment of other types of qualifications and experiences, e.g. RPL (recognition of prior learning)
 - Others (please specify)
13. Does your institution claim government grant for OERu learners? (if YES, please go to question 15; if NO, please answer question 16)
14. Are there any statutory restrictions to waiving entry requirements for 1st year of study in your institution?
15. Can your institution waive entry requirements for 1st year of study, e.g. waive minimum school leaving credentials for old students?
16. Should an OERu programme of study cater for different streams of pathways in order to provide learners with flexibility?
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
17. Do you think the potential streams identified at previous OERu meetings (including General skills component, Business and IT, Commerce, Sciences, and

Humanities, International studies) are adequate? What else streams would your institution like to add?

18. Do you think designing various exit points is necessary to address the flexibility of online learners, e.g. 1st year bachelor's degree level exit, 5 micro-course completion level?
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree

Nominating OERu Courses

19. To what extent did/would the following factors impact on your institution's decision to nominate a course for the OERu? (please rate from 1 to 5 with 5 referring to the strongest impact)
- The quality of the course ____
 - The support from relevant faculties ____
 - The availability of funding ____
 - The cost of developing courses ____
 - The viability of licencing course content openly ____
 - The innovation of course design and pedagogies ____
 - The leading role of your institution in the course disciplines ____
 - Unique international character of the OERu networks (e.g. intercultural studies) ____
 - The attraction of the courses to prospective OERu student population ____
 - Others (please specify) ____
20. Is your institution intending to ____?
- Stay with the 2 -course contribution
 - Planning to develop more than 2 courses for the OERu
 - Planning to contribute one or more full programmes for the OERu
21. What model do you think will most likely be dominant for the OERu course development?
- Assembling courses from existing OER and open access materials
 - Releasing existing courses at the institution under an open license
 - Developing the OERu courses by creating new openly licensed content
 - Others (please specify)
22. What is the process of copyright check/clearance in your institution to ensure that the content of the courses you nominated is openly licenced (e.g. open for reuse and remix)?
- Appointing a copyright officer
 - Course designers in charge of copyright check
 - Through libraries
 - Through third-party copyright clearance agencies
 - We have done nothing
 - Others (please specify)

23. What are the major internal institutional barriers in identifying and nominating potential courses for OERu in your institution?

24. What are the challenges of delivering the courses you nominated through open LMS platforms, in particular, OERu snapshot?

Learning Support

25. Which of the following strategies should the OERu possibly adopt to leverage peer-learning supports? (Please rate from 1 to 5 with 5 referring to most likely)

- Strengthen social networking functions in delivery platform ____
- Reward learners who actively participate in peer-to-peer learning support through badges, e-Portfolio, certificates, etc. ____
- Connect with social media such as Facebook, Twitter, LinkedIn, and WordPress to enhance peer learning support ____
- Others (please specify) ____

26. In addition to peer-to-peer learning support, what other types of learner support do you think the OERu will most possibly adopt? (Please rate from 1 to 5 with 5 referring to most likely)

- Use learning analytics to enable the provision of automated support to students ____
- Staff workload from your institution for student support ____
- Various volunteers (e.g. retired academics, educators, etc.) ____
- Senior students as tutors ____
- Learning support based on relevant workplace or community organisations ____
- Others (please specify) ____

Assessment and Credentialing

27. What assessment methods has your institution used for assessing degree pathway learners at the OERu for accreditation purposes?

- Same assessment as for fee-paying students
- PLAR (prior learning assessment and recognition)
- Challenge exams
- Workplace-based assessment
- Proctored (supervised) exams
- Course-based portfolio
- Automated online assessment based on learning analytics
- Use of volunteer assessors
- Practicums (e.g. Art portfolio, lab work, trades practicums for plumbers, carpenters etc.)
- Others (please specify)

28. How much would you like to charge learners for the above assessment and credentialing, if you are providing assessment only service?

29. In addition to the formal credits awarded to learners in degree pathway, what kind of informal/alternative exit credentials/certificates is your institution able to award learners?
- None
 - Micro-credentials¹
 - Open badges
 - Certified Prior Learning Experience for learners
 - Online course certificates
 - Others (please specify)
30. How much would you like to charge the OERu learners for the above informal credentials and certificates?
31. 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 transferring?
32. Are there barriers other than policies against successfully assessing and accrediting the OERu learners and transferring credits in your institution?

Quality Control

33. How do you control the quality of the courses you nominated for OERu?
- Peer validation
 - Special expert committee to review
 - Course designers control the quality
 - Others (please specify)
34. How does your institution ensure the quality of summative assessment and accreditation services for the OERu learners under a disaggregated model? What are the challenges?

Open Business Models

35. To what extent do you think the following business models that target learners are viable for the OERu? (Please rate from 1 to 5 with 5 referring to most viable)
- Charging students for completion certificates _____

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e.g. certificates of learning for successful completion of components of a course which could be recorded for future articulation to transcript credit when the set of micro-credentials relating to full course credit have been completed

- Charging students for skill certificates or micro credentials ____
 - Charging students for tutoring and learning supports ____
 - Considering OERu participation as part of the institutions commitment to community service ____
 - Charging students for peer learning supports (e.g. forming peer groups based on learning analytics) ____
 - Offering learners opportunities for fee-based one-to-one course with “star” professors ____
 - Other (Please specify)
36. To what extent do you think the following business models that target employers and the corporate market are viable for the OERu? (Please rate from 1 to 5 with 5 referring to most viable)?
- Charging potential employers for information and recruitment services ____
 - Customizing courses and programs in collaboration with potential employers ____
 - Customizing courses for work-based learning/continuing education in collaboration with corporations ____
 - Offering fee-based analytics information based on rich data generated from massive online learners ____
 - Sponsored training courses by information technology providers (e.g. Microsoft, Apple, Google) to attract “edsumers” ____
 - Others (Please specify)
37. What specific funding/grants offered by local institutions, government, and global foundations can the OERu possibly apply for in future?
38. Based on disaggregation of teaching, assessment, and accreditation, which of the following models does your institution most likely adopt to use the OERu resources locally? (Please rate from 1 to 5 with 5 referring to most likely)
- Adopt the OERu online courses while keeping local assessment and accreditation ____
 - Use summative assessment services offered by other OERu partners for local courses ____
 - Only accept the credits local full-fee students obtained from the OERu courses offered by your institution ____
 - Accept the credits local full-fee students obtained from the OERu courses offered by other selected partner institutions ____
 - Others (Please specify)
39. To what extent do you think the OERu courses help to attract prospective students who may try online education first and transfer to fee-paying learning?
- Very likely
 - Likely
 - No
 - Not Sure

40. To what extent do you think the digital course syndication (one best/blockbuster digital course is available for all institutions to adopt locally) would be a viable business model for the OERu?
- Very likely
 - Likely
 - No
 - Not Sure

Open Governance

41. How would you rate the practices of open governance principles in the OERu? (Please rate from 1 to 5 with 5 referring to most strongly agree)
- Members have a clear vision of the OERu's mission and operational priorities _____
 - Information is open and transparent to every member _____
 - Everyone is allowed and encouraged to contribute _____
 - Decision is made in open and collective ways _____
 - The OERu model is a permanent beta and always evolving _____
42. How would you rate the effectiveness of the community-based operational model of the OERu? (Please rate from 1 to 5 with 5 referring to most strongly agree)
- The OERu network is connected by commonly shared values, mission, and vision _____
 - There is a strong enthusiasm and desire among members to add value to the network _____
 - Members are devoting sufficient time to the OERu community needs _____
 - Community communications (face to face or online meetings) are productive and effective _____
 - The OERu network has established a positive and constructive atmosphere _____
 - The OERu has an effective model and culture to manage global volunteers _____
43. What aspects of OERu should be kept as strong institutional autonomy and what aspects require more collective operation?

Resources and Supports

44. What resources or support does your institution need most from the OERu network? (Please rate from 1 to 5 with 5 referring to most needed)
- financial support (funding) _____
 - diverse volunteers _____
 - buy-out time _____
 - committed staff members _____
 - high quality OERs _____
 - examiners or markers _____
 - training faculties and professional staff _____
 - technology support _____
 - others (please specify) _____

45. What capacity building will be required in your institution in order to meet the KPIs of the OERu network?