

# Mapping the KPU Open Education Landscape

OEP at KPU  
Research Project

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# Acknowledgement of Country

Kwantlen Polytechnic University campuses are located on the unceded traditional and ancestral territory of the

q'wa:nλ'en' (Kwantlen)

x<sup>w</sup>məθk<sup>w</sup>əy'em (Musqueam)

q'ic'əy' (Katzie)

SEMYOME (Semiahmoo)

scəwaθən məsteuəx<sup>w</sup>  
(Tsawwassen)

qiqeyt (Qayqayt)

k<sup>w</sup>ik<sup>w</sup>əλəm (Kwikkwetlem)

# Introduction

What is our study about?

# Presentation Outline

- Objectives
- Methodology
- Preliminary data results
- Next steps



# Objectives

What did we want to know?



# We wanted to know...

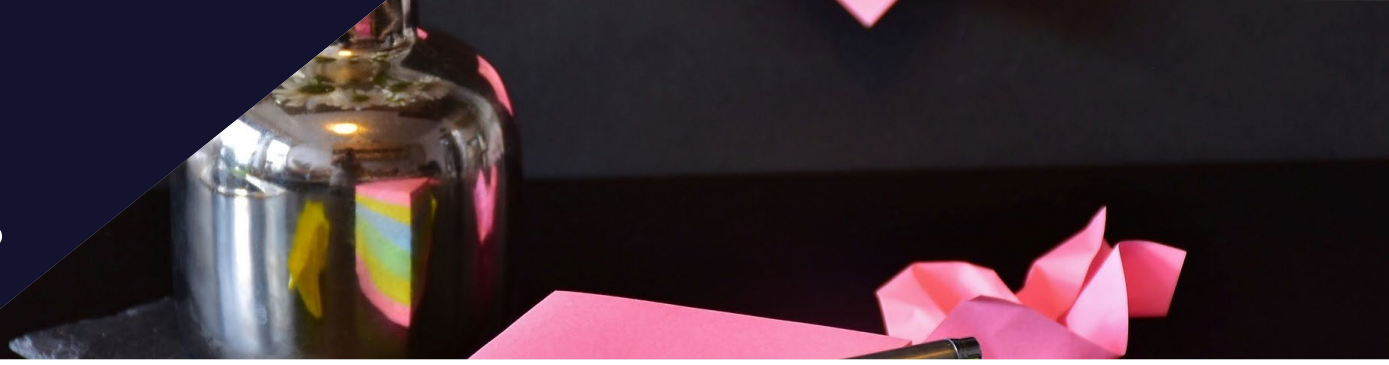


Image by -Rita- 🧑 and 📷 mit ❤️ from Pixabay

- What barriers KPU faculty experience?
- Are faculty willing to engage?
- What topics do faculty want to learn more about?
- How many of our faculty are already engaged in open pedagogy?

# Methodology

How did we go about the study?



# Research Questions



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- How are faculty engaging with Open Educational Practices?
  - with OER?
  - with Open Pedagogy?
- How are faculty engaging with our supports and services?



# Survey and Focus Group

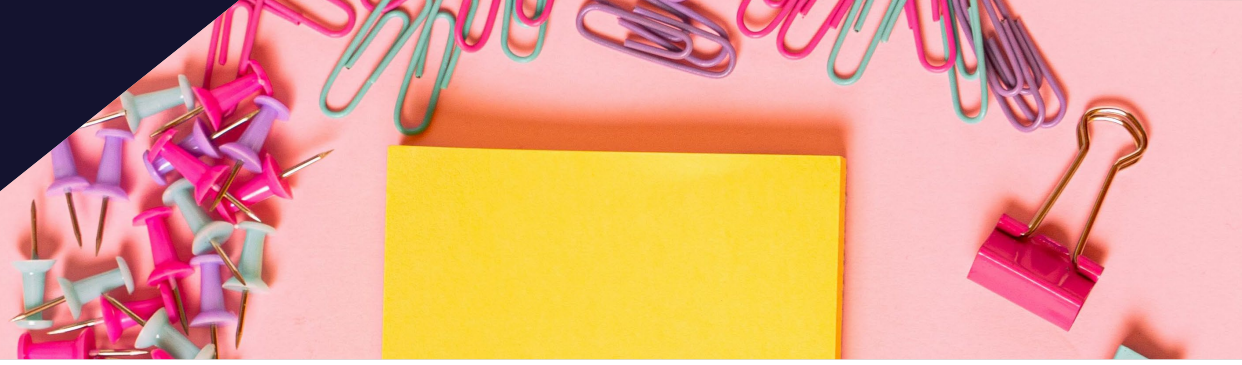


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Phase 1 - Survey

Phase 2 - Focus Group

# Research Framework – AIDA Model



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**A**ttention – *What is it?*

**I**nterest – *I like it.*

**D**esire – *I want it.*

**A**ction – *I'm getting it.*

# Research Framework - Adapted AIDA Model

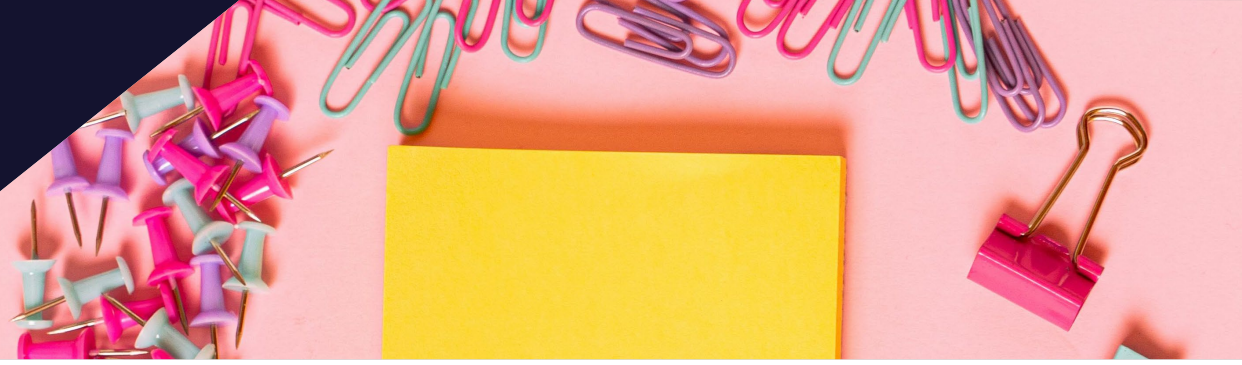


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Attention

*What do faculty know about OEP at KPU?*

Interest

*Are faculty interested in engaging in OEP?*

Engagement

*How do faculty experience OEP?*

Supports

*How do faculty experience our support?*

# Instrument Development

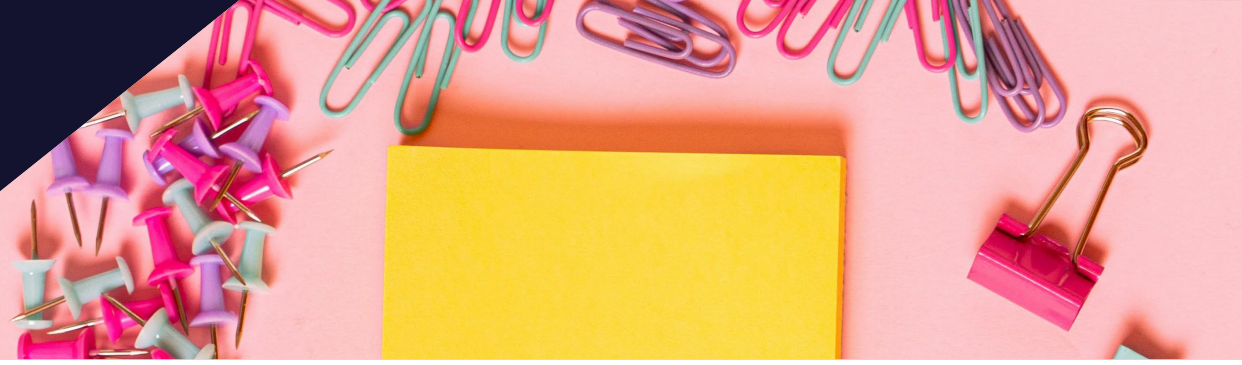


Photo by Antoni Shkraba on Pexels

- Survey
  - Likert scales
  - Quantitative
  - Limited open-ended questions
- Accessible Language
- Definitions of OER and Open Pedagogy



# Instrument Development Structure

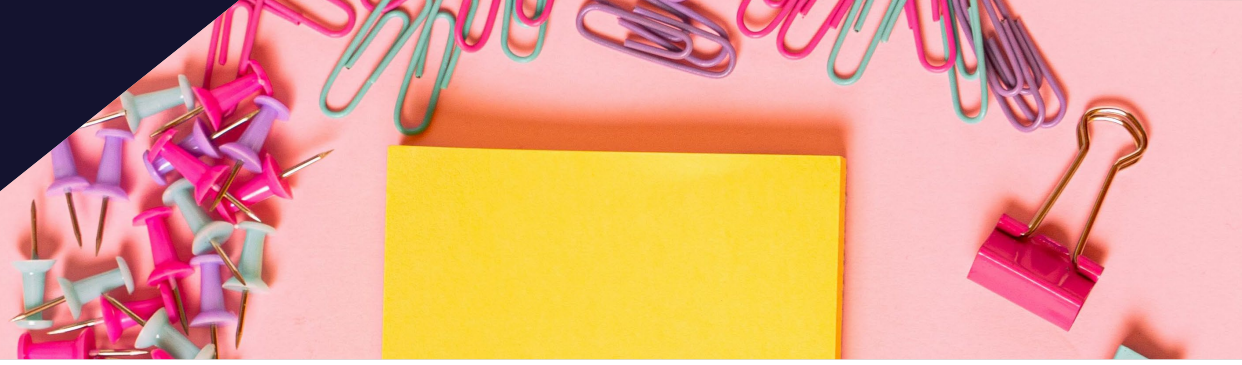


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1. Engagement with Open Educational Resources
  - Definition and Examples of OERs
  - 1.1 OER Availability, Use, and Barriers
  - 1.2 OER-Related Practices
  - 1.3 OER Initiatives at KPU
2. Engagement with Open Pedagogy
  - Definition and Examples of Open Pedagogy
  - 2.1 Incorporating Open Pedagogy and Barriers
  - 2.2 Open Pedagogy-Related Practices
  - 2.3 Open Pedagogy Initiatives at KPU

# Instrument Development Identified Barriers



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## 1.2 OER Barriers

- Searching for OERs
- Resistance from colleagues
- Concerns about quality
- Lack of available resources
- Technology
- Copyright and open licensing
- Sustainability

## 2.2 Open Pedagogy Barriers

- Risk asking students to publish
- Preparation time
- Limited classroom time
- Technological expertise/comfort
- Resistance from colleagues
- Challenge to conceptions of quality teaching

# Instrument Development Identified Practices

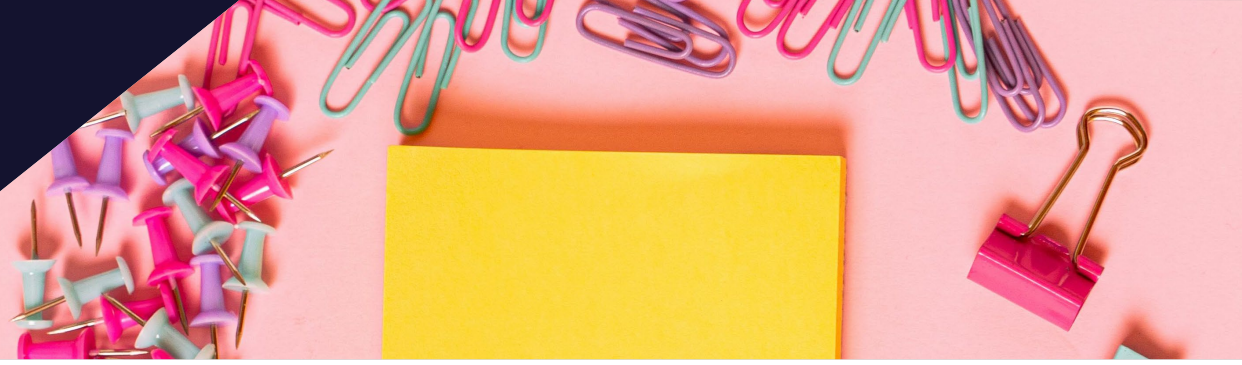


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## 1.2 OER Practices

- Copyright & Open Licensing
- Attribution
- Web accessibility
- Sharing and promotion
- Technology and platforms
- Searching for OER

## 2.2 Open Pedagogy Practices

- Students as creators
- Care and compassion / JEDI
- Renewable assignments
- Scaffolding tools & assignments
- Learner agency and consent

# Participant Recruitment

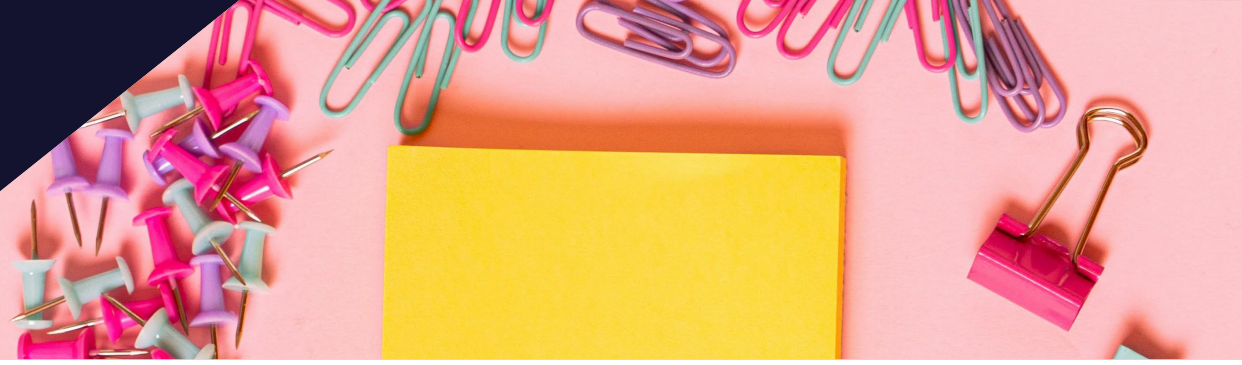


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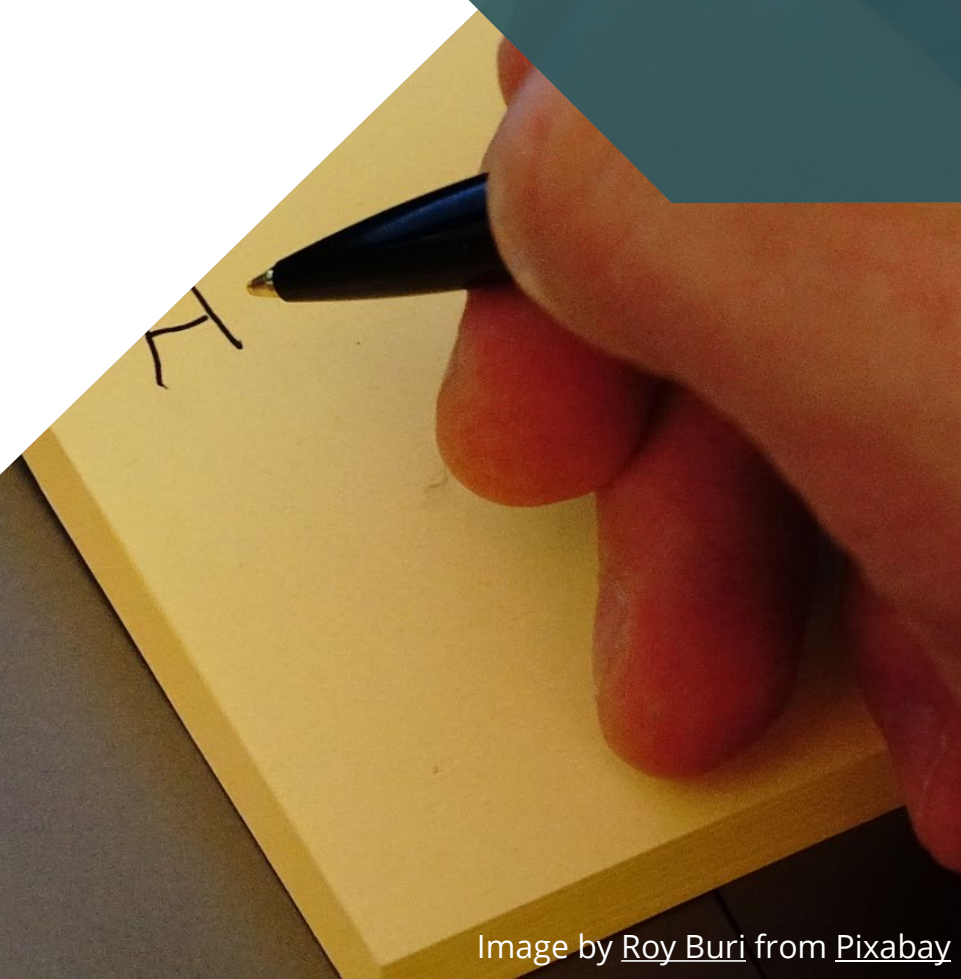
**Potential participant population = 1,200**  
**Targeting a 10% response rate of 120**

- Direct email to faculty
- Department chairs
- KPU staff and faculty daily bulletin
- KPU Open listserv



# Preliminary Results

What have we learned so far?

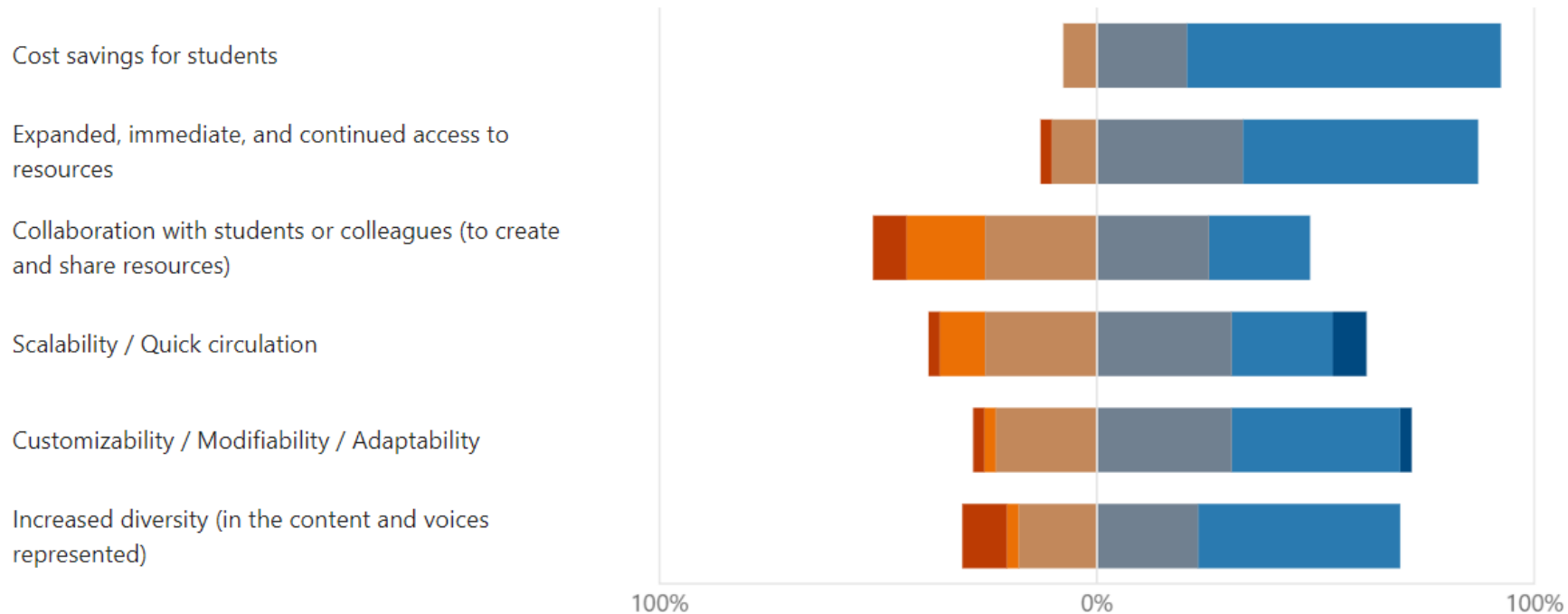


# Preliminary Data

## OER Background

### Importance of commonly accepted benefits of using OER

Very unimportant   Unimportant   Neutral   Important   Very Important   N/A



Summary:  
#1 Cost savings  
#2 Access to resources  
#3 Customization

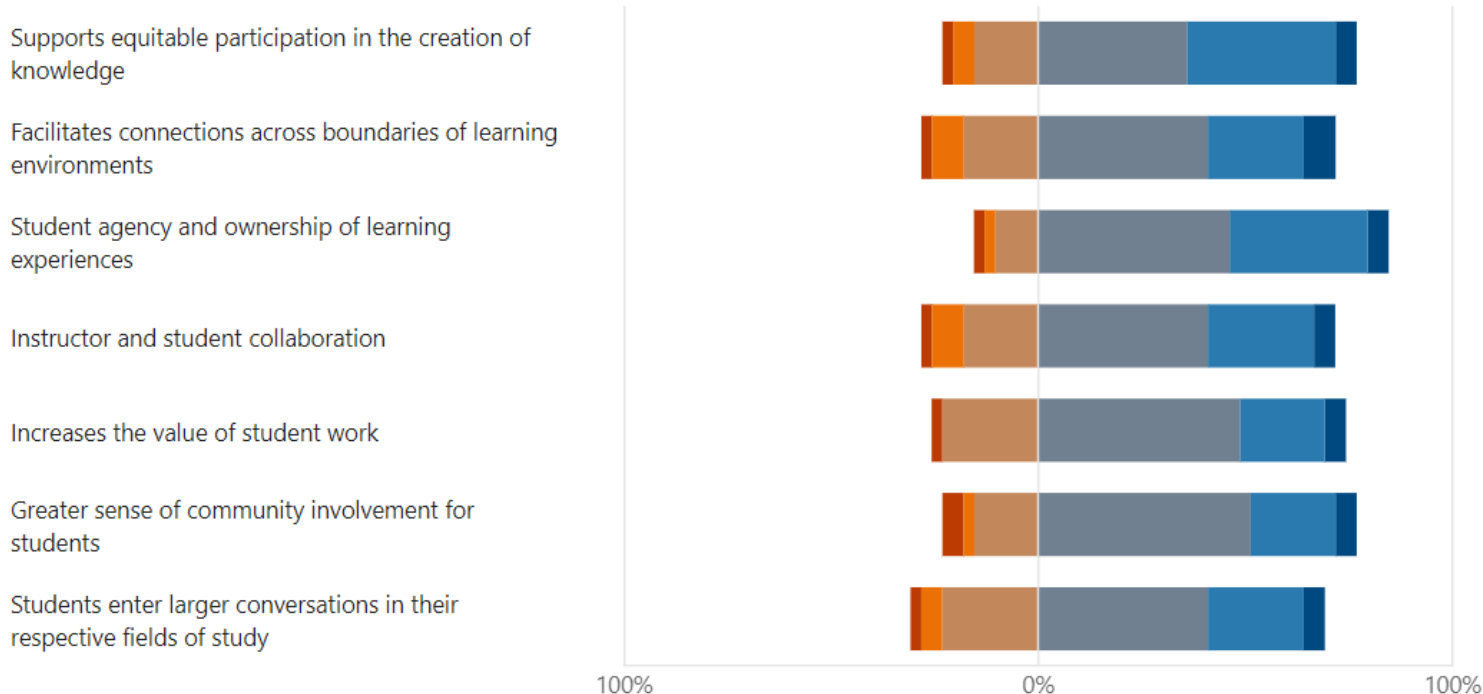
N=39

# Preliminary Data

## Open Pedagogy Background

### Importance of commonly accepted benefits of Open Pedagogy

Very unimportant Unimportant Neutral Important Very important N/A



Summary:

#1 Student agency

#2 Equitable creation of knowledge

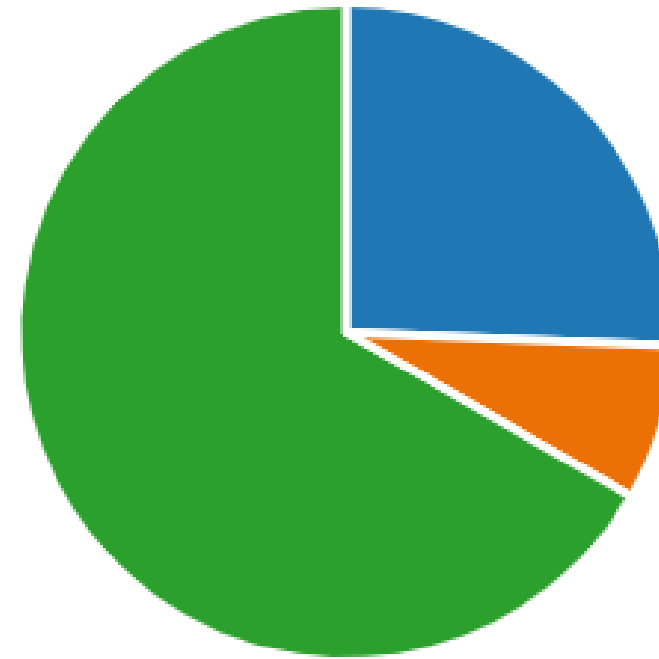
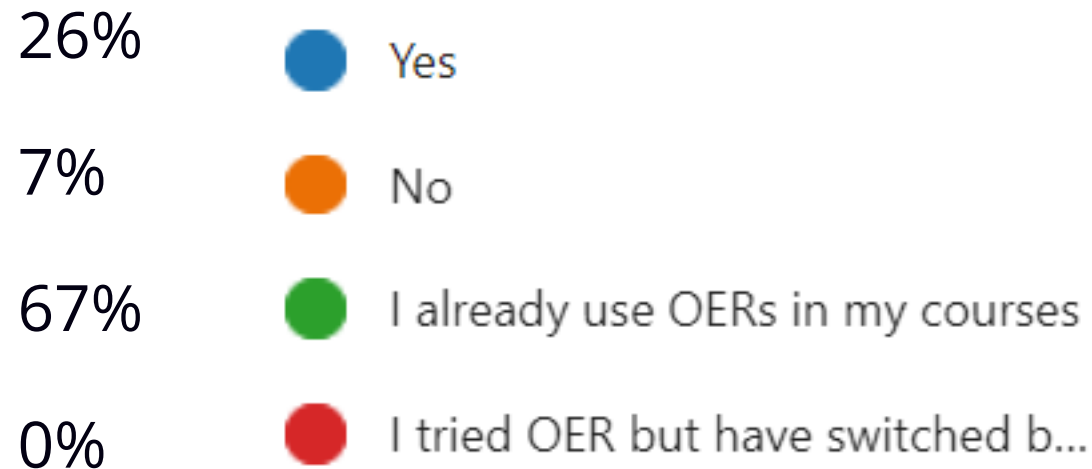
#3 Community involvement

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# Preliminary Data

## OER Awareness, Use, Barriers

### Interest in replacing a commercial resource with an OER



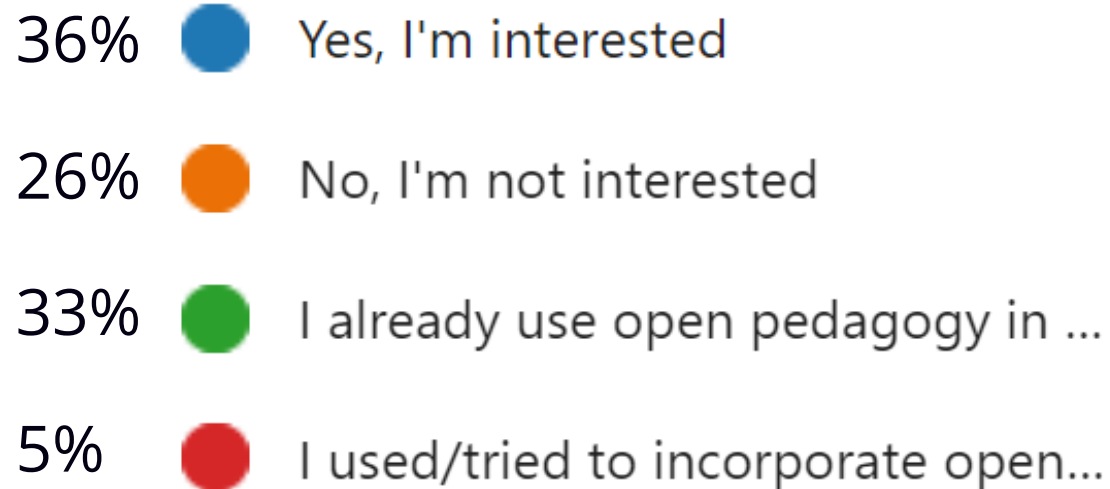
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# Preliminary Data

## Open Pedagogy Awareness, Use, Barriers

### Interest in incorporating open pedagogy

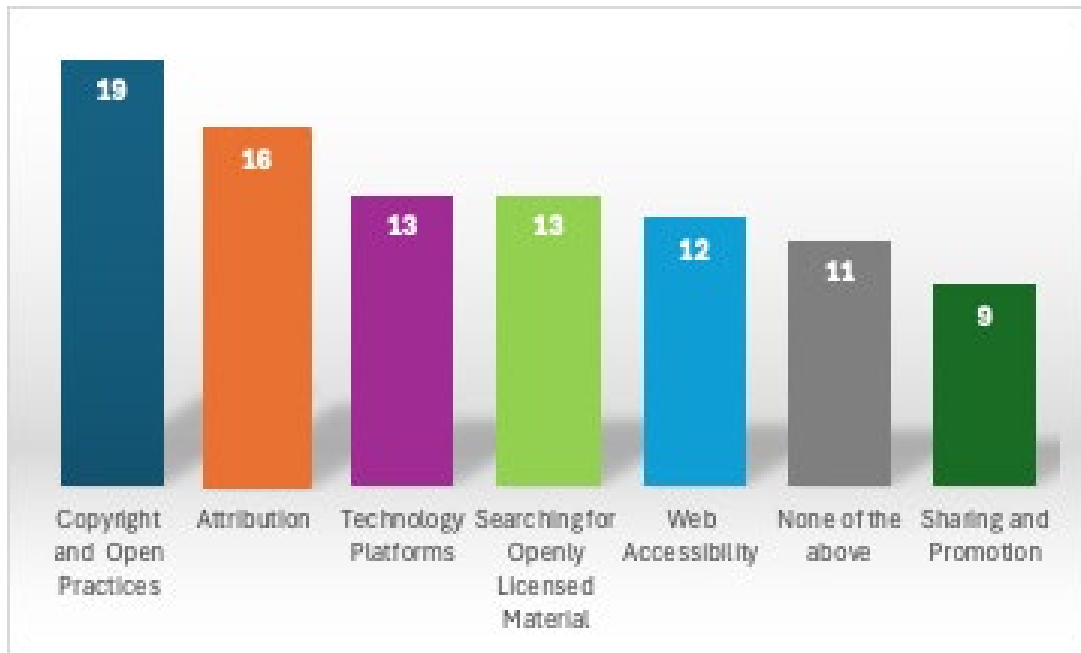


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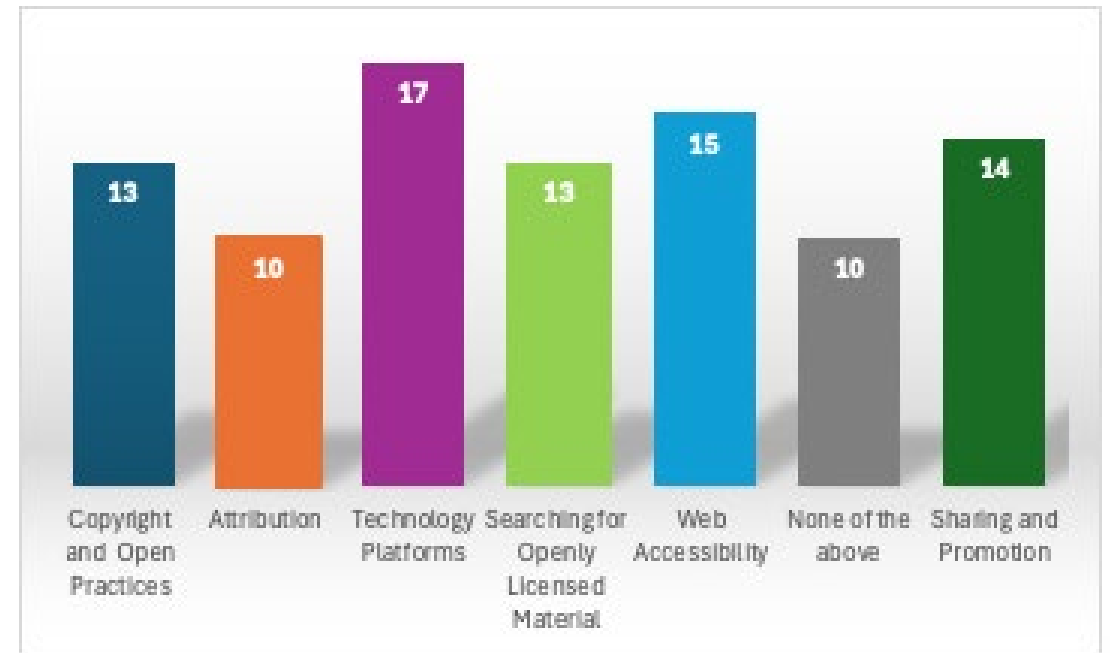
# Preliminary Data

## OER Practices

### Received Training on OER Practices



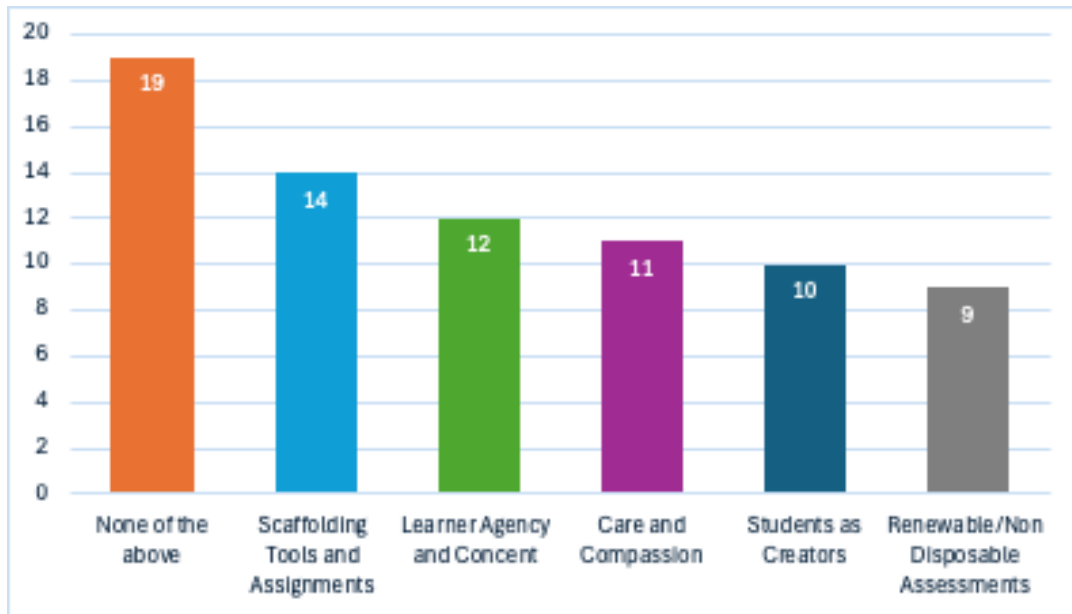
### Interested in Learning about OER Practices



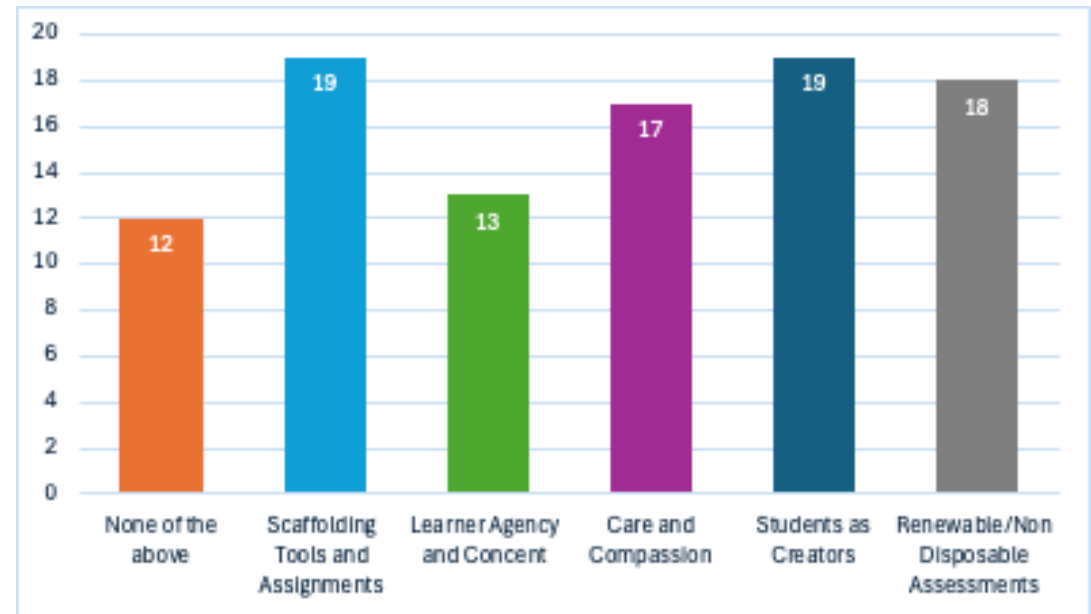
# Preliminary Data

## Open Pedagogy Practices

### Received Training on Open Pedagogy Practices



### Interested in Learning about Open Pedagogy Practices

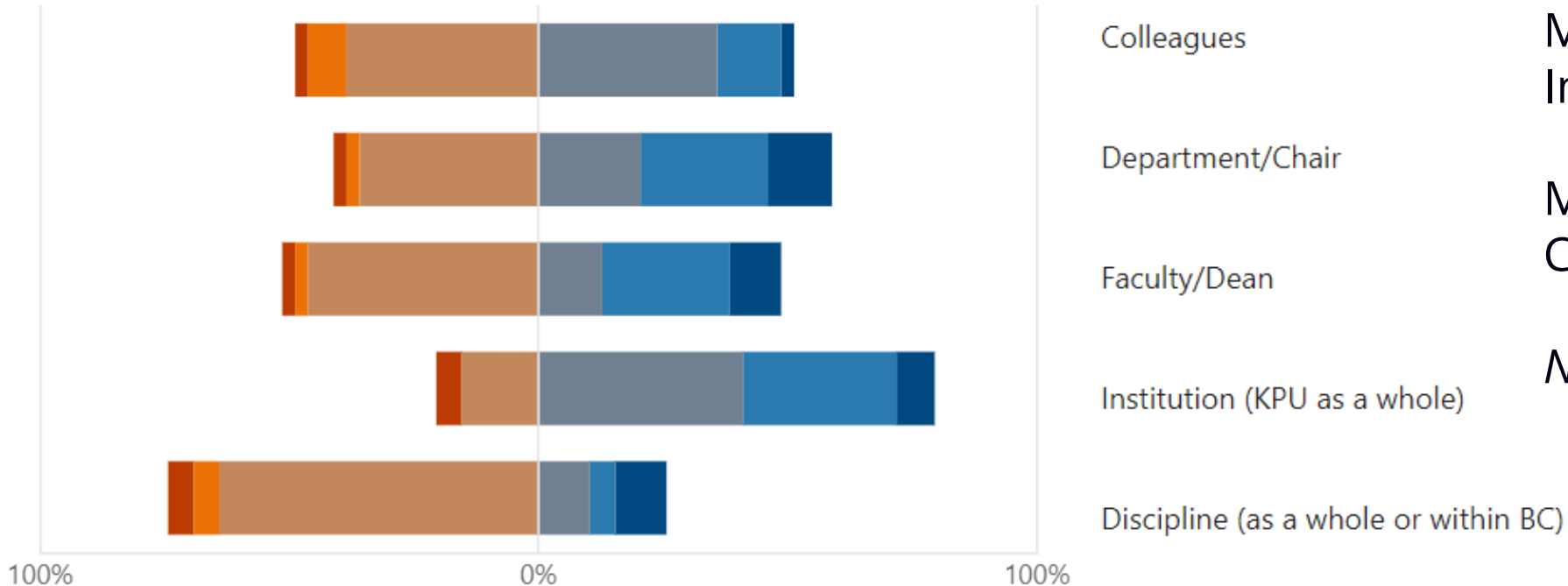


# Preliminary Data

## OER Initiatives at KPU

### Encouragement to use OERs

Very discouraged Discouraged Neutral Encouraged Very encouraged N/A



#### Summary:

Most encouragement from Institution

Most discouragement from Colleagues and Discipline

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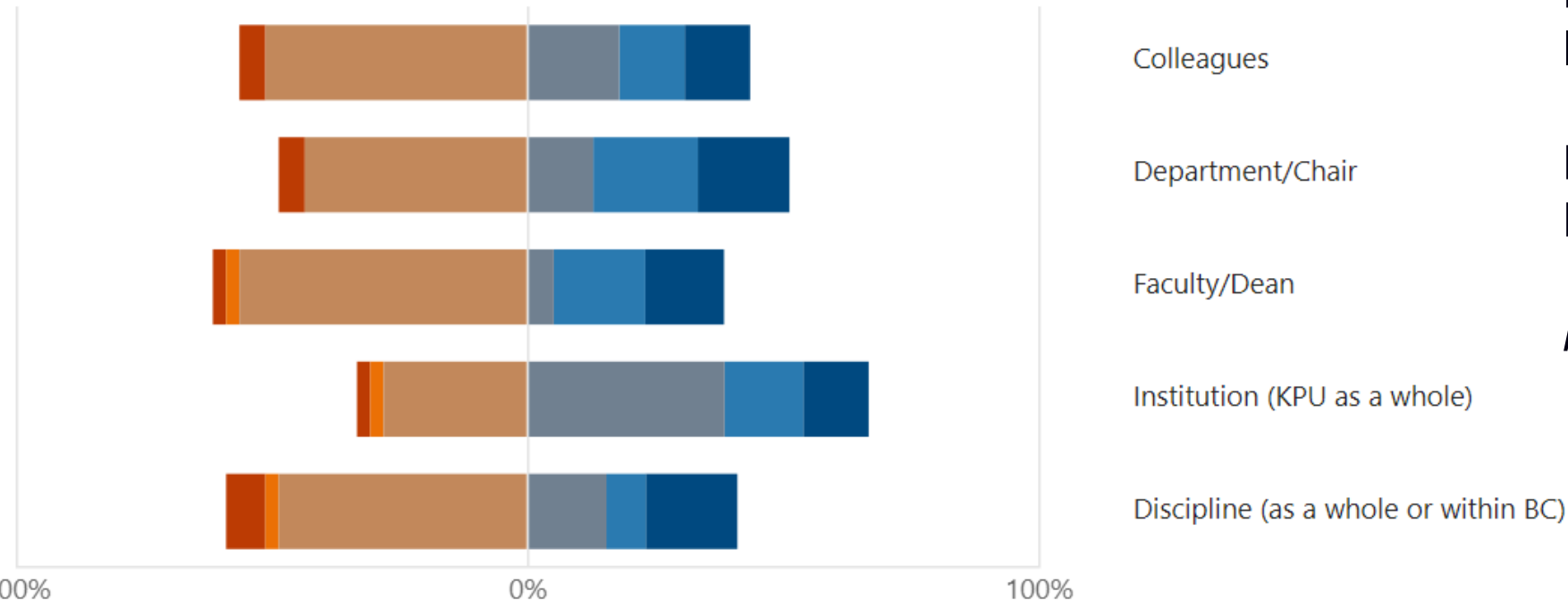


# Preliminary Data

## Open Pedagogy Initiatives at KPU

### Encouragement to engage in Open Pedagogy

Very discouraged Discouraged Neutral Encouraged Very encouraged N/A



#### Summary:

Most encouragement from Institution

Most discouragement from Discipline

*N=39*

# Focus Group Follow-up

- Low awareness of supports and services  
*How do we communicate better?*
- Topics to learn more about  
*What workshops should we be offering?*  
*What is the balance of foundational info and extending practice?*
- Overcoming barriers  
*Where are the specific issues (structural, philosophical, etc.) occurring?*

# Conclusion

## Next Steps

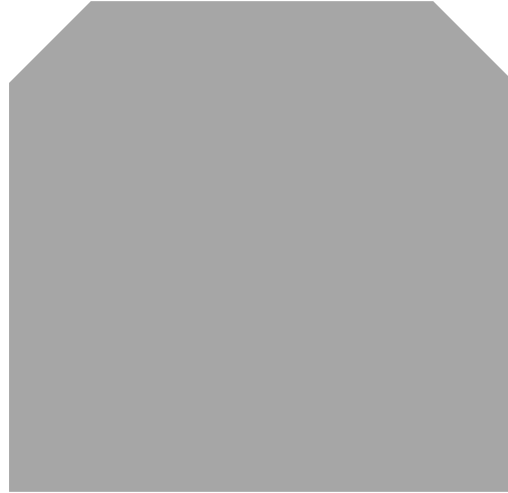
# Thank you!



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