**Collecting Feedback Using the
Open Educational Resources Survey**

**Introduction**

Open Educational Resources (OER) offer unique opportunities for educators to create, share and modify instructional resources to support implementation of the Common Core State Standards (CCSS). However, educators and administrators alike frequently cite lack of awareness about OER as a key barrier in using OER as part of CCSS implementation.

Achieve has developed an online template survey to help administrators and/or educators, both at the state and local levels, gauge awareness about OER as well as gather information about OER efforts currently under way. This survey is available [here](https://docs.google.com/forms/d/1lvRhVYGkBCgMQDYCyQAeqlfgdQGeBpn6kKTzZxyymqg/viewform).

Surveys like this can offer states or local education agencies the ability to accomplish the following objectives:

* Assess respondents’ awareness of and support for OER;
* Gauge respondents’ understanding of OER;
* Assess the reach of and satisfaction with OER that have been provided;
* Identify effective communication and outreach mechanisms;
* Identify challenges to implementation and potential solutions; and
* Establish feedback loops about the use of OER in CCSS implementation.

**Using This Survey**

This survey is primarily designed for state and local leaders who want to learn more about OER awareness and other OER initiatives in their state, district or region. Leaders can use a survey like this either initially to gauge awareness or at various stages to get feedback and measure progress.

*Identify the Purpose and Target Audience*

It is important for leaders to establish the intended purpose for disseminating this survey and gathering results. It is critical that those involved have a common understanding about why the survey is being administered. This clarity will help ensure that everyone is on the same page as they undertake this work together. Additionally, a specific audience should be targeted for this survey. That audience could be broad, such as all classroom educators, or specific, such as district curriculum directors.

*Customize the Survey*

Questions used in this template are not meant to be exhaustive. Users should
take this survey, edit it, and make it their own by including adding or deleting
questions to suit their needs as well as the information requested of respondents
(e.g., name, email, title, etc.).

By editing the survey, users can collect their own responses through Google Drive.To customize the online form and collect your own survey responses, you must first have a Google account. To create one, go to [accounts.google.com](http://accounts.google.com). If you have a Gmail address, you already have a Google account. You can use your Gmail address and password to sign in. After you have signed in, click “File” in the upper left-hand corner and then “Make a copy” to save the form as your own. You'll be able to access and edit the form through Google Drive at [drive.google.com](http://www.drive.google.com).

*Distribute the Survey*

Achieve developed this template survey in an online format to facilitate its distribution. Surveys like this could be shared electronically via email, via a newsletter or on a website. Some considerations for distribution:

* Direct forms of distribution, like email, allow for direct interaction with your audience of educators and better control over your respondents.
* More passive methods, such as posting on a website, provide the opportunity for a variety of individuals to take the survey over time but may not reach the intended audience*.*
* It may also be necessary to pilot the survey with a test group of respondents to ensure not only that it functions as intended but also that the questions are clear and elicit intended responses.

**Analyzing Data**

A basic approach to analyzing your data is to identify overall trends in the responses. One way to organize the data is to summarize the number of respondents that answered each question and the percentages each answer option received. These data could be presented in chart format or with graphs*.*

In the survey file on Google Drive, you can see the responses in a spreadsheet by clicking “View responses” at the top of the webpage. Response information can also be copied and pasted into Microsoft Excel. Excel contains a number of other tools for data analysis, including easy-to-use wizards to help create charts and graphs.

You can also click “Responses” from the menu at the top of the page and select “Summary of responses.” Google Drive will automatically create different visualizations of each response field to help identify trends, including bar graphs, percentages and the frequency of survey completion over time.

A more in-depth approach to analyzing your data could involve the use of
cross-tabulations (cross-tabs) to show side-by-side comparisons of two or more
survey questions to determine how they are interrelated. This approach allows you to
quickly compare how different groups of respondents answered your survey questions.
In Microsoft Excel, users can create pivot tables to create cross-tab charts. You can easily
copy and paste survey response data from Google Drive into an Excel spreadsheet.

**Using Data To Spur Action and Create
Opportunities To Learn More**

Once you have compiled the data and identified trends within them, work to translate your findings into action. Survey data can be a powerful lever to drive planning and collaboration. To maximize the use of your data, consider convening cross-sector groups (e.g., curriculum and technology experts) to identify trends within the data, make plans to address those trends and identify areas in need of further research.

Either individually or in groups with your colleagues, you may want to explore the following questions:

* What patterns exist in the data? What areas show promise for the use of OER or are “bright spots” within the state? What areas show challenges?
* Are there certain educators or administrators that are showing particularly high or low levels of OER awareness (e.g., technology specialists vs. curriculum specialists)? Do they exist in certain regions, districts or schools?
* What are the implications of these data on our work to support OER? What are we doing that seems to be most helpful? How can we expand it? Is there anything that is hindering progress and needs to be rethought?
* What areas require further investigation?

These data should lead to specific action and next steps related to supporting OER in your state or district. For instance, these data could lead to an increase in targeted communications directed toward certain groups of educators or specific locations.

You may wish to learn more about districts that seem to be showing promising signs of using OER as part of CCSS implementation. To help you get the information you need, you may consider conducting a few targeted site visits, having conversations with district leaders or sending specific questionnaires to these districts.

*If you have any questions about using this survey form (such as how to analyze responses, send the form to others, etc.), contact Hans Voss at* *hvoss@achieve.org*.