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The Library Role in Supporting OER

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FLVC OER Symposium
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Today’s Outline

• Introduction
• Open Education Program at UMA
• Library Role
• Assessment
• Lessons Learned
• Best Practices
• Discussion
UMass Amherst Profile

• Public Land-grant Research Intensive University
• Over 30,000 students; 1,300 full time faculty
• 118 bachelor’s; 76 masters; 48 doctorates in nine schools and colleges
Scholarly Communication: Library Roles

• Nexus of communication for campus
• Library role as *steward* of scholarship
• Collect, preserve, and disseminate digital material
• Organize, provide *access* to information
• Expanded liaison role with faculty
• Copyright, fair use, author *rights*, Creative Commons
• Information and digital fluency
• Research data management services
Scholarly Communication: Alternative Models

- **Institutional Repositories**
  - Unified open access to and preservation of the electronic collections of works of members of the institution’s community

- **Open Access Journals**
  - Available at no cost to end user, without financial or legal barriers
  - Remove most license barriers
  - Subsidized by institutions, societies, author fees (APCs)

- **Open Educational Resources**
  - Freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes

- **Open Research**
  - Central theme is to make clear accounts of the methodology freely available via the internet, along with any data or results extracted or derived from them
UMA’s Open Education Initiative

Begun in Spring 2011
the OEI is a faculty incentive program that encourages:

• Creation of new teaching materials and models
• Use of existing open (free) information resources to support student learning
• Use of library subscription materials
• Development of open technologies
What are Open Educational Resources (OER)?

Open Educational Resources are educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute. They include:

- Learning content: full courses, course material, content modules, learning objects, collections, and journals.
- Tools: software to support the creation, delivery, use and improvement of open learning content including searching and organization of content, content and learning management systems, content development tools, and online learning communities.
- Implementation resources: intellectual property licenses to promote open publishing of materials, design-principles, and localization of content.

Why OER?

OER is a relatively new movement in education, educators and learners as well as learning institutions are driving its development. OER provides an alternative to the rising costs of education. For example, in some countries like South Africa, many educators and learners are tapping into OER as the only source for textbooks. OER provides an opportunity to try new ways of teaching and learning, many of which are more collaborative and participatory.
Types of Open Educational Resources
Faculty Project Types

**Adopt**
Replace commercial textbook with open textbook

**Adapt**
Combine existing OER, library resources, and newly created material

**Create**
Create entirely new open course materials
Partners Providing OEI Support

Peer-Review by:
IT Program faculty
Librarians
TEFD
Campus IT

Funding support by:
Provost
IT Program
Library
TEFD

Libraries

Teaching Excellence & Faculty Development

Instructional Innovation
OER Barriers for Faculty

- Lack of awareness
- Time to locate OERs
- Lack of central location
- Lack of ancillary content
- Perceived quality of OER
- Time commitment of support stage
- Getting beyond the “pilot” phase
Why OER?

Textbook Decisions

- 38.9%: not purchased a textbook
- 32.1%: made different decisions about my education
- 15.5%: not taken a class
- 13.5%: taken a different class

2016 survey of 458 students
Why OER?

2016 survey of 458 students
Faculty Success Stories
Results Since 2011

★ $1.7 million student savings

★ $100,000 invested

★ 7,000 students, 60+ faculty, & over 100 classes impacted
Transforming Library Roles

• Demonstrate value across the institution
  – Use formal assessment
  – Engage in online learning

• Collaborate with teaching and research faculty

• Become more student-centered, patron experience

• Embrace role as educators

• Maximize impact on student learning and success

• Provide education and workshops
Transforming Library Services

- OER Discoverability and dissemination services
- Content accessibility
- Content preservation, durability, storage
- Library supported software and staffing
- Metadata application, ISBNs, DOIs

Building paths toward:
- Culture of engaged faculty, librarians, staff and administrators
- Framework for student success
Lessons Learned, Takeaways

• Address OER Barriers
• Build Open Education faculty groups
• Create a culture of assessment
• Create reasonable expectations
• Ensure funding sources
• Value partnerships
Best Practices for OEI

• Library leadership, strengths and services
• Leverage partnerships throughout campus
• Value of mini grants with peer review mechanism
• Meet faculty where they are and support them
• Assessment tools and data analysis
• Marketing and advocacy
Future Needs and Aspirations

• Sustainability
• Copyediting, proofing expertise
• Assessment of student learning, faculty use
• Advocacy, marketing, publicity
• Engagement by entire state, K-16
• World-wide partnerships
Possibilities with OERs

- University and College missions

Building paths toward:

  Culture of engaged faculty, librarians, staff and administrators

  Destination of choice

  Engagement, commitment to teaching & learning, student success, social justice and diversity

  More robust partnerships both within and external
Thanks!  Questions?

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