Information Literacy and Open Educational Resources

ECIL 2017 – St. Malo

Harrie van der Meer
20 September 2017
PROGRAM

1. Open Educational Resources

2. Library OER support

3. Information Literacy and OER

4. Setting up IL OER support: pilot results

5. Plans for the (near) future
Open Educational Resources
Quality
OER should be placed in the context of learning.
Library OER support
Content creation

- MOOCs
- Search
- Syllabi
- Instrumental
- Design
- Videos
- Pedagogical
Active IL support in finding OER materials?

- 83% Yes, or planned in the near future

**ASSOCIATION OF RESEARCH LIBRARIES (ARL)**
Affordable course content and OER – SPEC Kirt 351 (2016)
N=42

- 35% Yes
  - 10% would like to do this in the future
  - 68% maybe

**WORKING GROUP OOO (SHB/UKB/SURF)**
Enquête delen open en online onderwijsmateriaal door bibliotheken (2016)
N=42
Information Literacy and OER
What can be different in finding OER?

- Where to start?
- What search engines?
- How to reuse?
- What types of sources?
- How to evaluate?
Not All Rubrics Are Equal: A Review of Rubrics for Evaluating the Quality of Open Educational Resources / Min Yuan and Mimi Recker [Utah State University, USA], sept 2015
Learning Object Review Instrument (LORI)

1. Content Quality
2. Learning Goal Alignment
3. Feedback and Adaptation
4. Motivation
5. Presentation Design
6. Interaction Usability
7. Accessibility:
8. Reusability
Setting up IL OER support
pilot results
Do you have a need for support in searching open materials preparing your classes?

YES  32%  [15]

NO  68%  [32]
What is the pilot about?

GOAL

Finding OER materials for teachers
To help teachers preparing their course
To provide students with background information

SUBJECT

Political science
Social inequality

HOW TO ACHIEVE?

Make clear what they want
Use of forms: intake, logbook...

SUCCESS CRITERIA

Customer satisfaction (lecturers)
Useful list of OER sources
Netto benefit in efficiency
Enough input go/no go within project

HOW TO ACHIEVE?
Our experience

- Development of expertise: search end support process
- Useful input to take the next step: do’s and don’ts
- The pilot created new demand (other lecturers)

- Lecturers were not prepared enough
- Lack of time (lecturer): no innovation time available
- Not enough (quality) feedback
Our findings / recommendations

• Before an intake interview: make clear:
  o what is needed during the interview
    ➢ Purpose, limitations, planning etc.
  o The amount of time a lecturer should invest

• Make sure there’s a good intake form and checklist

• Be aware of a good timing: e.g. during curriculum design?

• Subject librarians will need some extra training. e.g. How to evaluate [LORI]?, how to find specific content types?

• More pilots needed
Different types of support

- Information search on behalf of lecturers
- Show how to search and evaluate
- Workshops (online – F2F – mixture)

Find out what will suit best!
Plans
Two more pilots started:

- Assignment: statistics
- Individual support to students
• Focus on Information Literacy and Open Research Data

• Joint project: developing an online course
PRACTICE WHAT YOU PREACH
Harrie van der Meer
Library UvA/HvA
Coördinator Information Literacy
Coördinator Educational Materials
Email: h.a.l.van.der.meer@hva.nl
Tel: +31 6 290 75 998

Website:
http://www.hva.nl/bibliotheek
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