Information Literacy and open Educational Resources

ECIL 2017 – St. Malo

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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

100%

OPEN

OER should be placed in the context of learning

Library OER support

LIBRARY SUPPORT

Educational Repository

Copyright

Content creation

Search OER

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

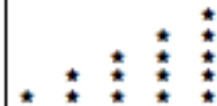**3. Feedback and Adaptation**

4. Motivation

5. Presentation Design

6. Interaction Usability

7. Accessibility:

8. Reusability

Learning Object _____   Reviewer _____

General Remarks

Low ————————————→ High

	Low				High	NA
1. Content Quality: Veracity, accuracy, balanced presentation of ideas, and appropriate level of detail	1	2	3	4	5	NA
2. Learning Goal Alignment: Alignment among learning goals, activities, assessments, and learner characteristics	1	2	3	4	5	NA
3. Feedback and Adaptation: Adaptive content or feedback driven by differential learner input or learner modeling	1	2	3	4	5	NA
4. Motivation: Ability to motivate and interest an identified population of learners	1	2	3	4	5	NA
5. Presentation Design: Design of visual and auditory information for enhanced learning and efficient mental processing	1	2	3	4	5	NA
6. Interaction Usability: Ease of navigation, predictability of the user interface, and quality of the interface help features	1	2	3	4	5	NA
7. Accessibility: Design of controls and presentation formats to accommodate disabled and mobile learners	1	2	3	4	5	NA
8. Reusability: Ability to use in varying learning contexts and with learners from differing backgrounds	1	2	3	4	5	NA
9. Standards Compliance: Adherence to international standards and specifications	1	2	3	4	5	NA

Setting up IL OER support
pilot results

SURVEY

47 LECTURERS

Do you have a need for support in searching open materials preparing your classes?

YES 32% [15]

NO   68% [32]

SUBJECT

GOAL

HOW TO ACHIEVE?

SUCCESS CRITERIA

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:
    - what is needed during the interview
        - Purpose, limitations, planning etc.
    - 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

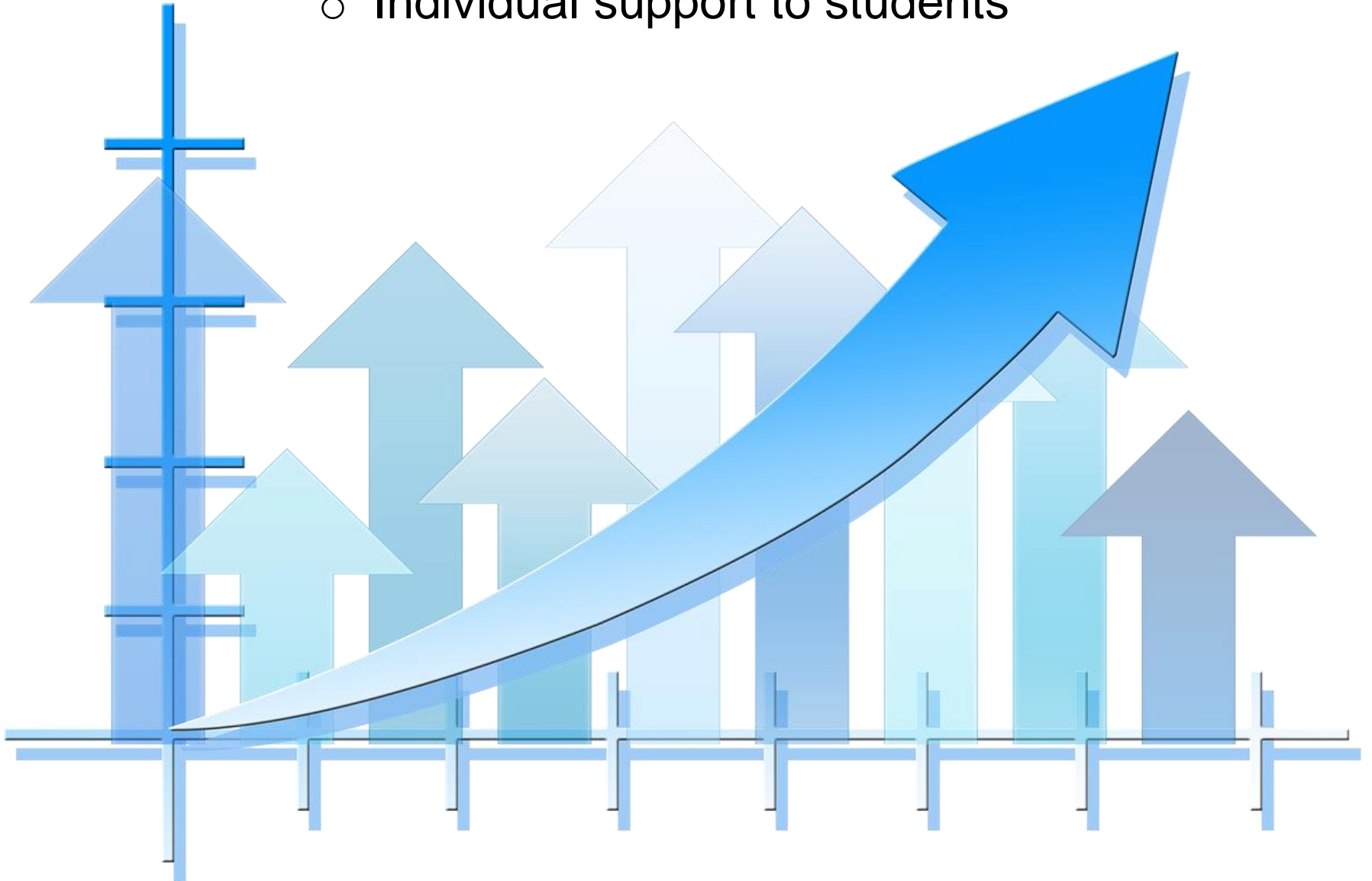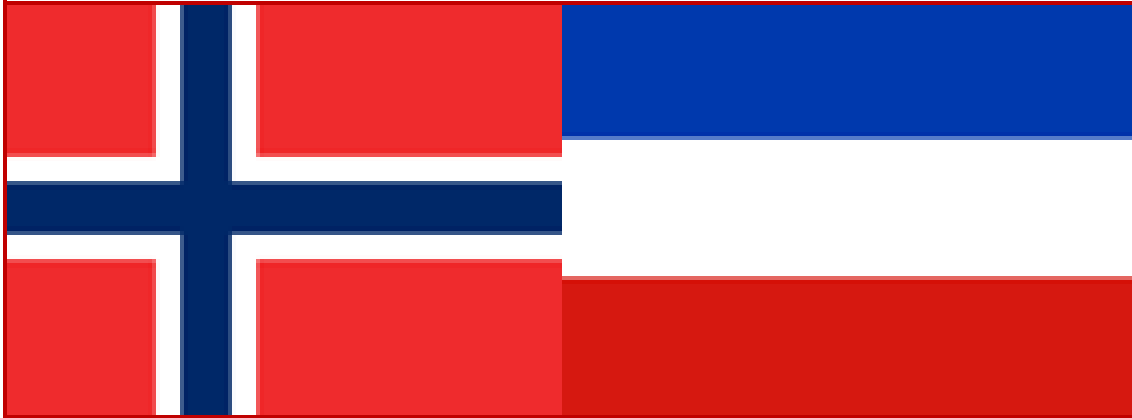- Workshops (online – F2F – mixture)

Find out what will suit best!

Plans

Two more pilots started:
- o Assignment: statistics
- o Individual support to students

IL / OER / OPEN RESEARCH DATA

ERASMUS EXCHANGE PROGRAM

UiT: Tromsø University

University of Amsterdam/AUAS

Radboud University

- Focus on Information Literacy and Open Research Data

- Joint project: developing an online course

PRACTICE WHAT YOU PREACH

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University of Applied Sciences

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