

International Conference on digital transformation and inclusiveness of the universities in the time of crisis situations

A proposal to bring together the European community of creators and users of OER in LIS: a participatory website around an aggregator

Joel Vallés-Stahnke  [0000-0002-8516-9854](https://orcid.org/0000-0002-8516-9854)
Gema Santos-Hermosa  [0000-0002-2776-871X](https://orcid.org/0000-0002-2776-871X)
Cristóbal Urbano  [0000-0003-0935-6436](https://orcid.org/0000-0003-0935-6436)

Universitat de Barcelona

DECris

MULTIPLIER EVENT 4

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Summary

1

**Proposal for the creation
of a European based OER
subject aggregator in the
LIS field**

2

**Community landing page
with hub properties**

3

**Expected outcomes:
thriving awareness and
networking on LIS OERs**

1. Proposal for the creation of a European based OER subject aggregator in the LIS field



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Títol: Repositoris i eines de localització de Recursos Educatius Oberts (REO): una proposta en l'àmbit dels estudis d'informació i documentació per al projecte DECriS

Autor: Vallés Stahnke, Joel

Director/Tutor: Urbano, Cristóbal
Gema Santos-Hermosa

Matèria: Recursos educatius oberts
Gestió del coneixement
Treballs de fi de grau
Open educational resources
Knowledge management
Bachelor's thesis

Data de 13-feb-2023

1. Proposal for the creation of a European based OER subject aggregator in the LIS field

BACKGROUND

- 1. Bachelor's degree thesis. Tutors: Cristóbal Urbano & Gemma Santos-Hermosa**
- 2. Tutor starting statement: -" In the context of the Erasmus + DECriS Project, low usage of OER during the emergency remote teaching during COVID-19 pandemic has been assessed"**
- 3. DECriS theoretical assignment: to assess the needs and the feasibility of a European Open Educational Resources (OER) repository in the LIS field**
- 4. Two possible outputs:**
 - a) inclusion of a LIS OER collection in an already existing repository or aggregator**
 - b) creation of a new infrastructure**

1. Proposal for the creation of a European based OER subject aggregator in the LIS field

"We should have more repositories of materials that are useful to us,... [the problem is that] we don't share them or we don't know how to find them..." (DECriS IO2)

"You spend a lot of time looking and what I find isn't much... I don't know if it's because of the orientation I give to the subject or because there isn't [what I'm looking for]."
(DECriS IO2)

"the main impediment to [their] using OER is really just lack of knowledge about what is even available." (Belikov&Bodily, 2016)

"Lack of awareness of OER repositories is an acknowledged barrier to OER access and sharing" (Bates et al., 2007)

1

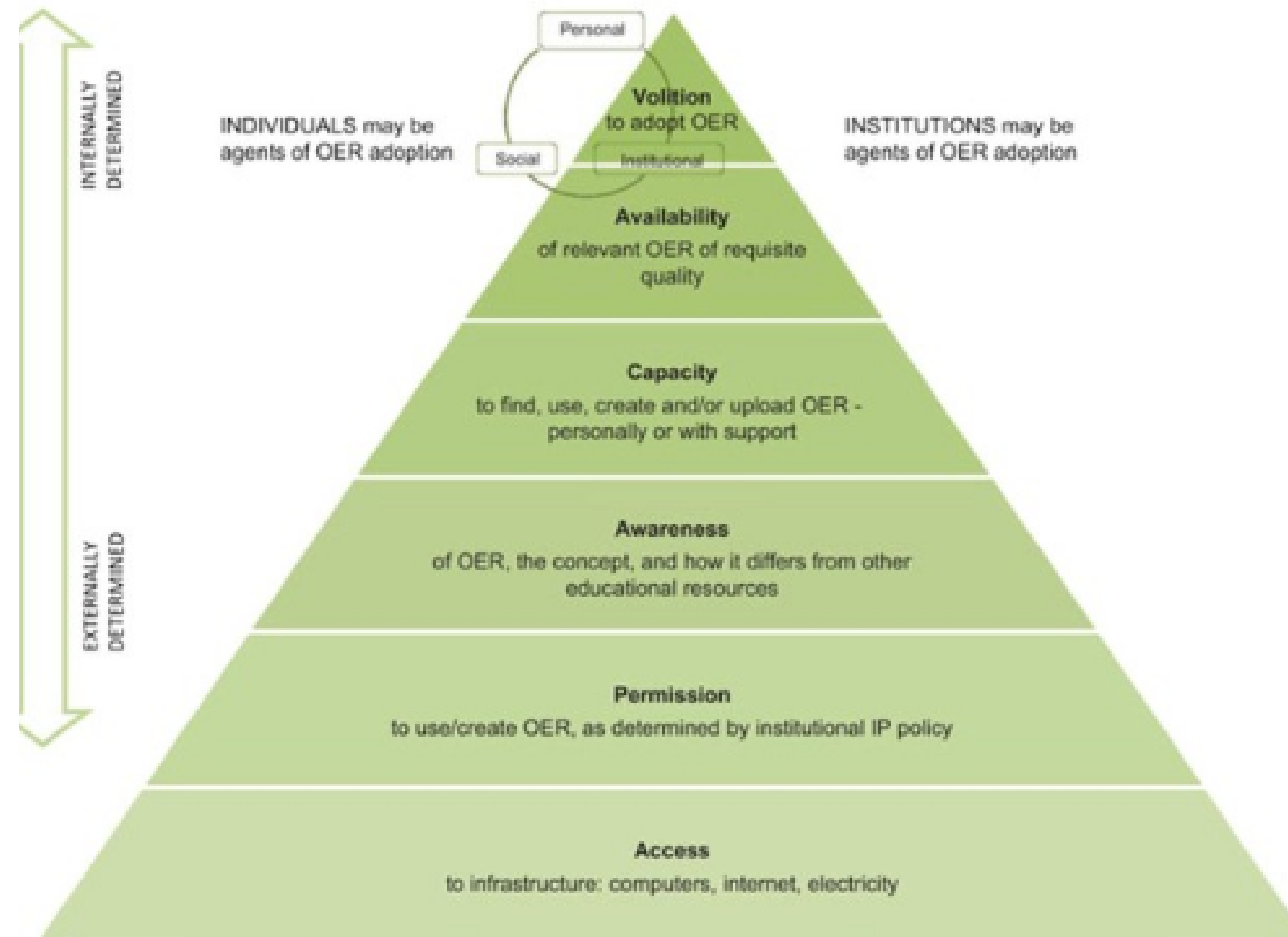
**Bibliographic
review of low OER
usage**

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2

Categorization of detected problems

- Permissions to use/create OER
- OER awareness
- Shareability & discoverability
- Quality
- Personal & institutional volition



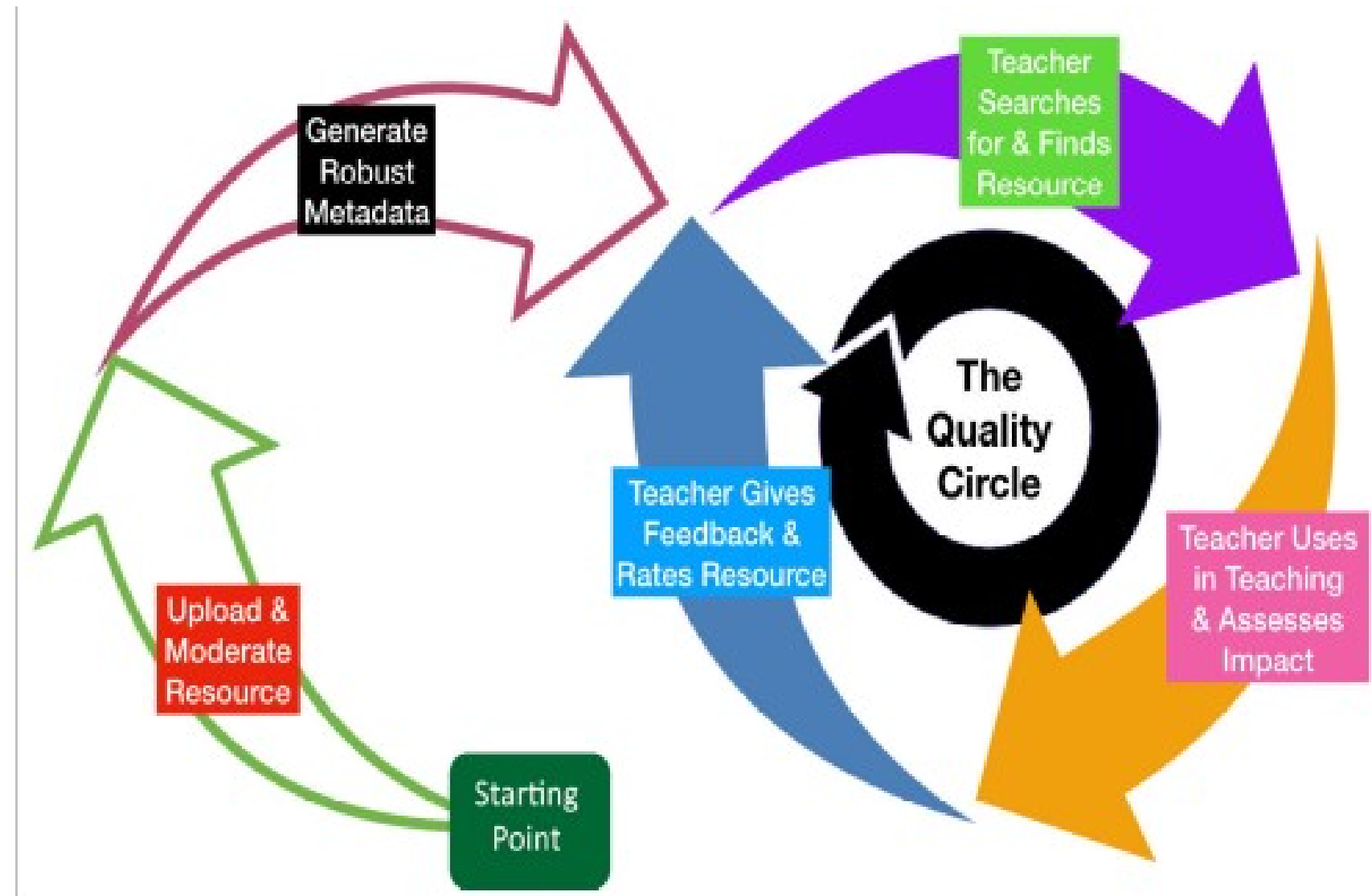
OER Adoption Pyramid (Cox and Trotter, 2017).

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3

Creation of analytical table

- Characterization of repositories
- Deposit&moderation processes
- Metadata & interoperability
- Interaction & user experience



Quality circle in relation to OER, Connell&Connell (2020)

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3

Creation of analytical table

- Characterization of repositories
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Repository/Aggregator characterization	
Repository type	OER exclusive, hybrid, subject based, national...
Information about the repository and how it works	Users guides, explanation about repository type...
Software	
Educational level	Global, HEI...
Contents	OER types, format, materials included, LIS collections, ability to add collections...
Reuse indicators	Explicit statements about resources reuse, licenses, granularity, open formats...
Deposit and moderation processes	
Deposit process	Guides for depositing, links to ORCID, author ID, mandatory metadata...
Moderation process	Peer reviewed, quality assurance by the institution...
Metadata and Interoperability	
Metadata schema, educational metadata, inclusion of schema.org, interoperability,	
Interaction and user experience	
Search&find process	Search interface, multilingual interface, controlled vocabulary, results interface, usability, mobile friendly, accessibility
Teacher uses OER and assesses its value	Repository on social media, ability to connect to LMS, resources statistics, alerts, recommendations
Teacher gives feedback and evaluates	Comments, ratings, share on social media. Community tools: forums

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4

Sample of analyzed repositories & aggregators



ENCOUNTERED IDEAL FEATURES

- Ease of use (Merlot, OER Commons, Procomun)
- Information about the repository and its metadata
- Reuse indicators (how to remix materials, inclusion of CC licenses)
- Ability to collect different granularity materials
- Moderation processes to guarantee OER quality
- Educational metadata (Riunet, OER Berlin)
- Multilanguage search tools (OERSI)
- Mobile ready & accessibility awareness
- Material integration into LMS (OER Commons, Procomun)
- Community engagement (Klas Cement)

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CONCLUSIONS

1 OER COMMONS&MERLOT not fit for DECriS assignment

- English & US based
- Too broad education levels

2 Neither the rest of analysed repositories&aggregators

- Not LIS based

3 Creation of yet another repository is not the solution to boost the culture of sharing and the discoverability of LIS OER

- Inability to include existant OER

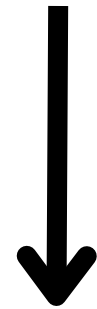
...ergo = 4 .Proposal of a european based OER LIS aggregator

2. Community landing page with hub properties

- 1 The proposal of an aggregator should be a mid-term goal, to avoid becoming "just another tech tool"

But first things first...

- 2 The lack of a OER LIS community online gathering place should be addressed on the short term



- For the european LIS communities (DECRris, BOBCATSSS...)
- For LIS OER creators
- For HEI teachers & students
- For OER researchers

2. Community landing page with hub properties

VISION OF AN OER LIS COMMUNITY ONLINE GATHERING PLACE CONTAINING:

- 1. A blog with OER reviews, news, announcements: "The OER corner"**
- 2. Guidelines, tutorials & toolkits for OER creation/evaluations**
- 3. Meaningful links to repositories & aggregators that include OER materials**
- 4. Database of OER creators, users & organizations (KLAS CEMENT)**
- 5. Social media feeds**
- 6. Events related to OER**
- 7. Community participatory tools: forum, polls...**

2. Community landing page with hub properties


- GOALS:**
- **Energize the european OER LIS community**
 - **Become the "place to go" when thinking about LIS OER**
 - **To boost SEO of OER through digital content marketing**
 - **Assess community involvement prior to designing the aggregator**
 - **Reviewers could be either OER authors or re-users**

2. Community landing page with hub properties

"The OER corner review templates"

Ineficiencias, defectos y prácticas fraudulentas en la comunicación científica: abriendo el foco más allá de las revistas y congresos depredadores

Enviado por Cristóbal Urbano el Mié, 28/09/2022 - 10:00

 Versión para impresión

[revistas depredadoras](#) [congresos depredadores](#) [comunicación científica](#) [acceso abierto](#) [prácticas fraudulentas](#)

Cristóbal Urbano

Facultat d'Informació i Mitjans Audiovisuals

Universitat de Barcelona (UB)

Elliott, Tracey (dir.) (2022). *Combating predatory academic journals and conferences*. Working Group: Abdullah Shams Bin Tariq, Susan Veldsman, Asfawossen Asrat Kassaye, Enrico M. Bucci, Ana María Cetto, Victorien Dognon, Stefan Eriksson, Lai-Meng Looi, Shaher Momani, Diane Negra, Rabab Ahmed Rashwan, Marcos Regis da Silva. [Washington, DC]: InterAcademy Partnership (IAP). 125 p. ISBN 978-1-7330379-3-8. Disponible en: <https://www.interacademies.org/publication/predatory-practices-report-English>. [Resumen en español en: <https://www.interacademies.org/publication/predatory-practices-summary-Spanish>]. [Consulta: 15/09/2022].



Tras muchos años de falta de protagonismo de las organizaciones internacionales de gobernanza de la ciencia (Unesco, International Science Council [ISC], Committee on Publication Ethics [COPE], etc.) en el debate y el combate de las publicaciones depredadoras, desde 2019 se observa una mayor preocupación por dar un enfoque más sistémico como respuesta al problema de las revistas y congresos depredadores, en los que se puede publicar casi cualquier cosa a cambio del pago correspondiente. Un ejemplo de ello sería el *COPE discussion document: predatory publishing* (2019), que pone de manifiesto esta implicación, al tiempo que visualiza el retraso con el que se abordó este problema en el institucional. Desde que en 2019

<https://www.ub.edu/blokdebid/es>

IDIOMAS

- Català
- Español

ETIQUETES

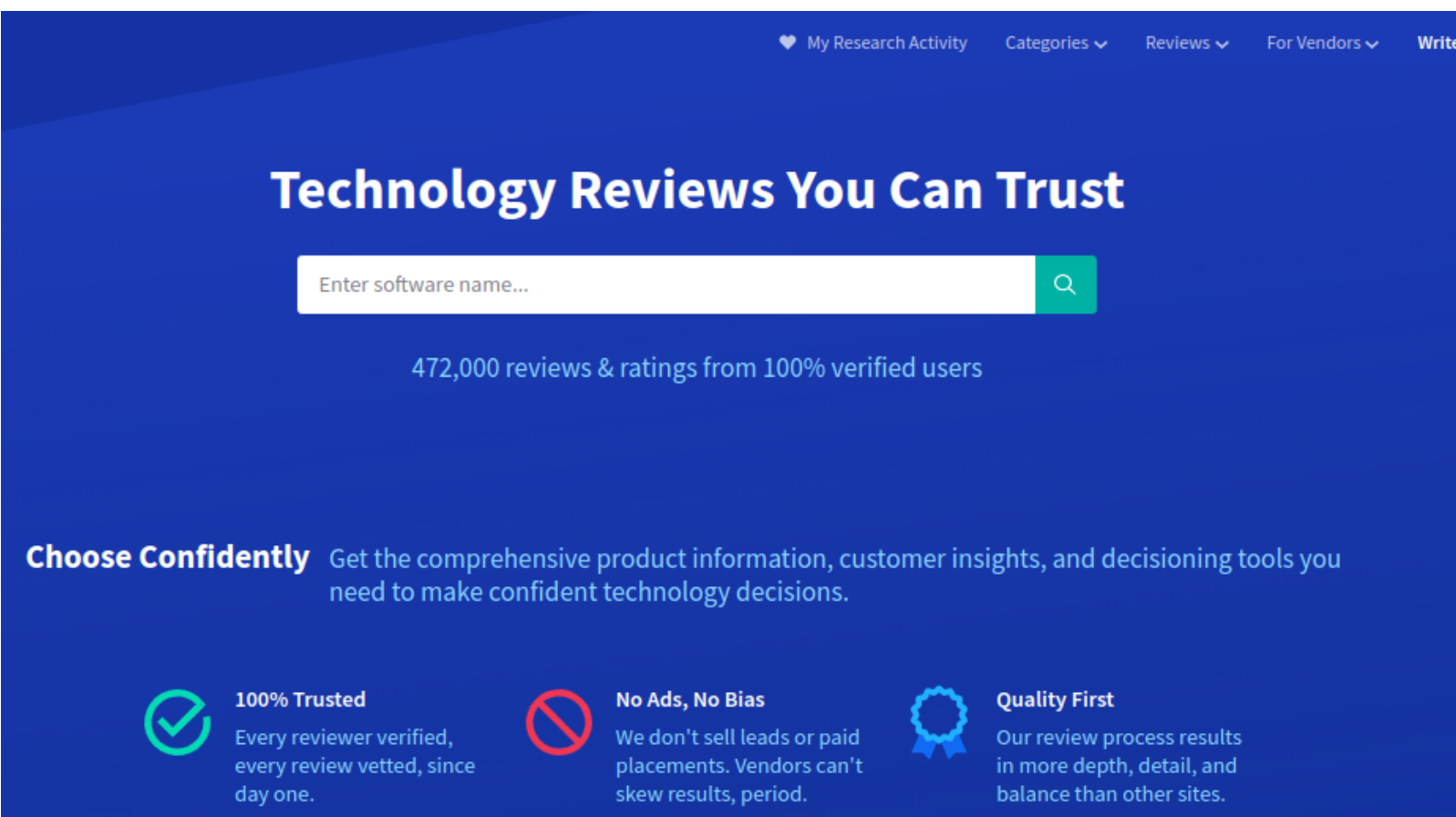
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[Alexandre López-](#)
[Candela Ollé](#)
[Fenoll Ciro Lluet](#)
[Cristóbal Urbano](#) [Frr](#)

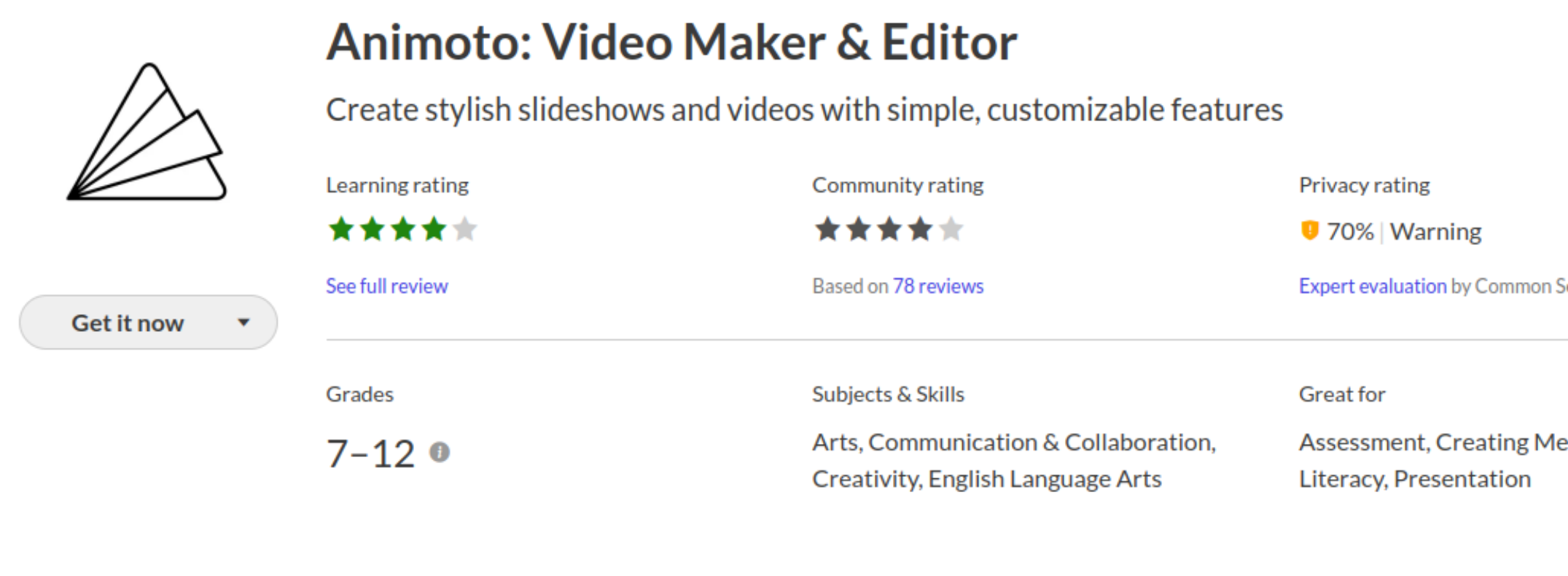
2. Community landing page with hub properties

"The OER corner review templates"



The screenshot shows the TrustRadius website landing page. At the top, there is a navigation bar with links for "My Research Activity", "Categories", "Reviews", "For Vendors", and "Write". The main heading is "Technology Reviews You Can Trust". Below this is a search bar with the placeholder text "Enter software name...". Under the search bar, it says "472,000 reviews & ratings from 100% verified users". There are three main trust badges: "100% Trusted" (Every reviewer verified, every review vetted, since day one), "No Ads, No Bias" (We don't sell leads or paid placements. Vendors can't skew results, period.), and "Quality First" (Our review process results in more depth, detail, and balance than other sites.).

<https://www.trustradius.com/>



The screenshot shows a product review page for "Animoto: Video Maker & Editor" on Commonsense.org. The product icon is a stylized fan. The title is "Animoto: Video Maker & Editor" with the description "Create stylish slideshows and videos with simple, customizable features". There are three rating sections: "Learning rating" (4.5 stars), "Community rating" (4.5 stars, based on 78 reviews), and "Privacy rating" (70% | Warning). A "Get it now" button is visible. Below the ratings, there are sections for "Grades" (7-12), "Subjects & Skills" (Arts, Communication & Collaboration, Creativity, English Language Arts), and "Great for" (Assessment, Creating Me, Literacy, Presentation).

<https://www.commonsense.org/education/search/reviews>

3) Expected outcomes: thriving awareness and networking on LIS OERs

- Create buzz around the community hub amongst colleagues, teachers...**
- Blog reviews could populate a stable "OER corner" in LIS journals**
- Propose a stable "OER track" in LIS conferences (BOBCATSSS, IFLA-SET, iSchools...)**
- Propose/create a LIS OER call/ topic in OER/eLearning conferences**
- Promote OER indicators in the HE teacher evaluation process**

And to conclude...

5 Ranganathan's laws inspiring our proposal

1. OERs are for use (re-use)
2. Every teacher his/her OER
3. Every OER its teacher
4. Save time of the teachers
5. OER community (should) be a growing organism

THANK YOU!!

urbano@ub.edu

gsantos@ub.edu

jvallest7@alumnes.ub.edu

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Cox, G. & Trotter, H. (2017). An OER framework, heuristic and lens: Tools for understanding lecturers' adoption of OER. *Open Praxis*, 9(2), 151-171. <https://doi.org/10.5944/openpraxis.9.2.571>