Georgia Southern University
University Libraries
Henderson Library and Lane Library

Affordable Learning Georgia

OER Discovery:

Where have we come from, Where are we going?

A Panel Discussion
GUGM: May 19, 2022

Agenda

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THE ISSUE

Jeffrey Mortimore
Interim Head, Collection Services Department

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CURRENT CHALLENGES

Nikki Cannon-Rech
ALG Library Champion
Research Services Librarian

03

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Rebecca Hunnicutt
Cataloging Librarian
Jeffrey Mortimore

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Jeff Gallant
ALG Program Director

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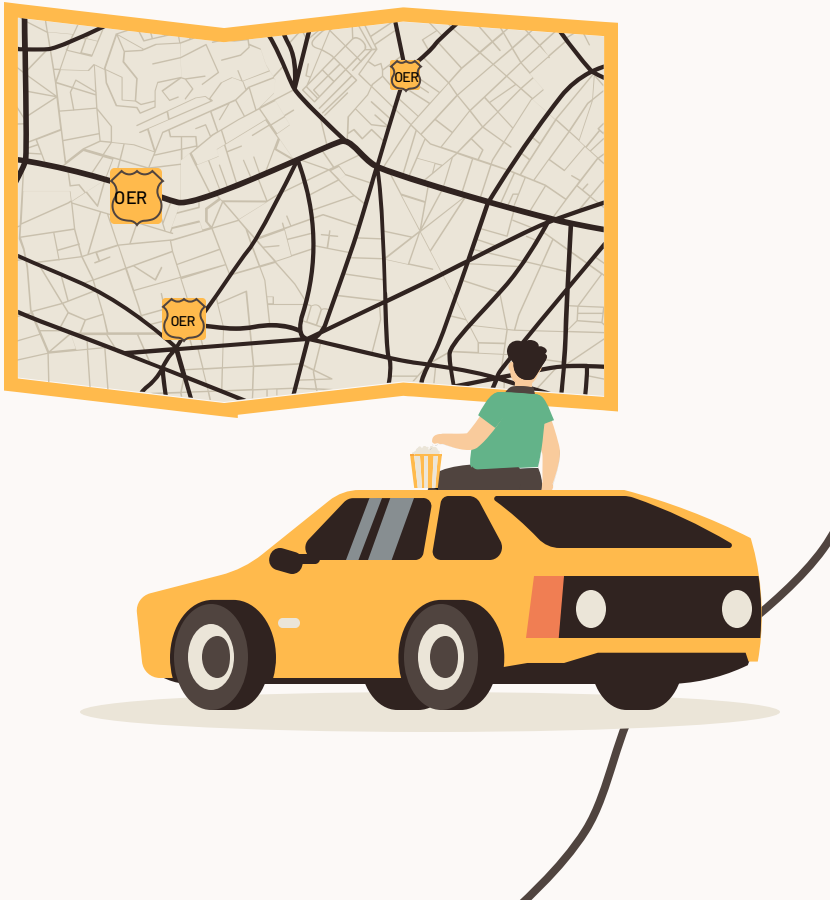
OUR PROTOTYPE

Beth Burnett
Institutional Repository Librarian

01

THE ISSUE!

The 10,000 foot view...



LOTS OF INTEREST

- OER Is Growing...
- Getting Used...
- And Valuable!

LOTS OF BARRIERS

- OER Is Poorly Defined...
- Poorly Described...
- And Poorly Integrated.

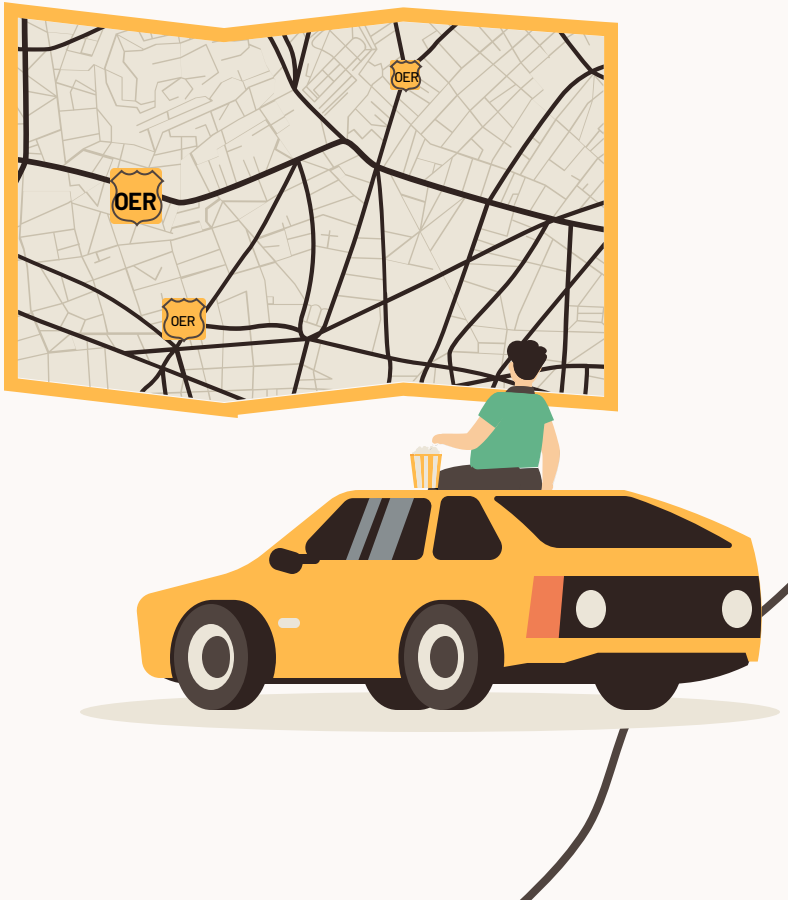
LOTS OF DECISIONS

Absent clear standards and practices, how should we spend our effort making OER discoverable, regionally and globally?

02

CURRENT CHALLENGES!

One challenge/barrier to using available OER materials is locating ***what*** is available in specific disciplines. OER is all over the map!



WHERE TO BEGIN? WHICH DIRECTION TO TURN?

MULTIPLE PLATFORMS

- Difficult to Keep Up
- Limited Subjects

MULTIPLE SEARCHES

- Different Interfaces
- Limited Search

MULTIPLE INSTITUTIONS

- Limited Subjects
- Access Issues
- Defining OER

ATTEMPTING TO HELP OTHERS NAVIGATE

Librarians offer help in many ways

- Performing Searches
- Providing Lists
- Creating LibGuides

In many cases, these methods don't provide the ease of Discoverability we imagine when creating them.

CURRENT CHALLENGES!
Questions for Conversation

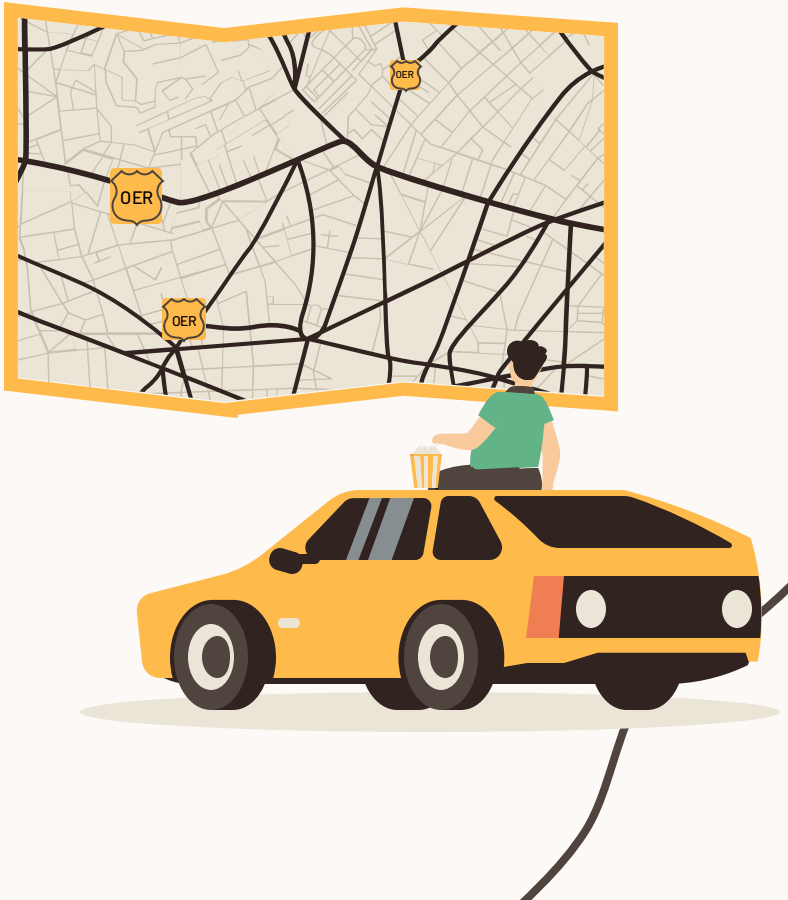
1. Does your institution maintain a working list of possible OER repositories/platforms?

2. How active is your institution in helping faculty navigate what is available in OER materials?

03

CURRENT TRENDS!

The current trend is that there ***is no*** trend in describing or cataloging OER!



Current Trends: Everyone, Into the Fray!

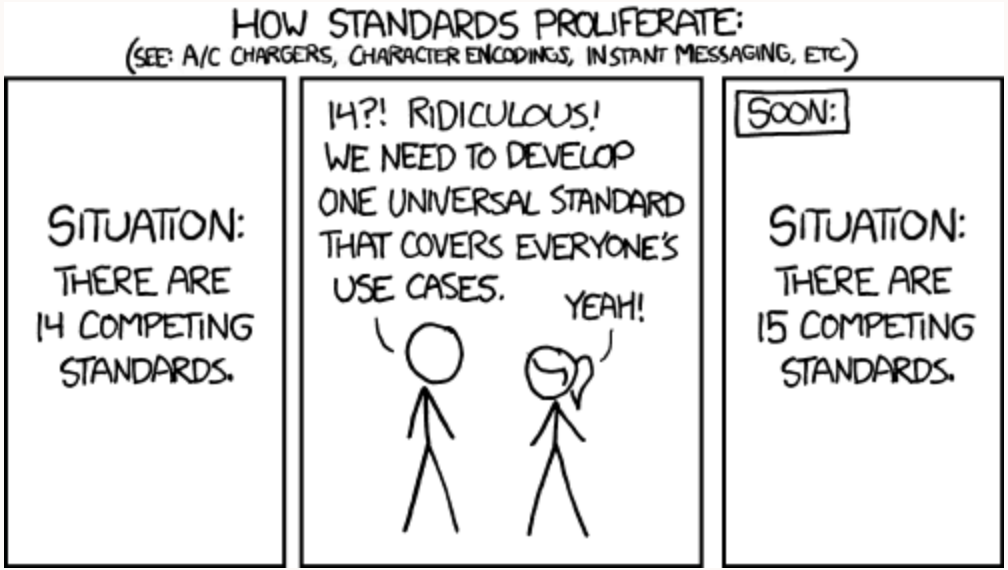
- While most librarians agree that OER needs quality description and cataloging, there is no consensus around metadata or cataloging standards or practices.
- Most examples of OER cataloging are focused on local discovery only.
- Most OER repositories appear focused on either:
    1) creating their own metadata standards for local discovery, or
    2) adopting the metadata standards of their preferred 3rd-party repository for ease of ingest.
- In 2021, the SPARC OER Discovery Workgroup released the *OER Metadata Rosetta Stone*, adding one more metadata scheme to the pile.

OER Wild Wild West:

"We'll get there, when we get there!"

Mr. Incredible, The Incredibles

Current Trends: Everyone, Into the Fray!



Munroe, R. (2011). xkcd Standards. https://xkcd.com/927/.

OER Wild Wild West:

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Current Trends: Everyone, Into the Fray!

FACULTY CHALLENGES

- Time constraints on faculty OER development
- Need for ancillaries "packaged" alongside texts
- Continuous revision / versioning

DESIGN CHALLENGES

- Time to design OER is constrained, too
- Sharing and use on the learning management system (LMS)
- Designing for modularity

OER Wild Wild West:

"We'll get there, when we get there!"

Mr. Incredible, The Incredibles

Current Trends: Everyone, Into the Fray!

- Bothmann, B. (2020). *A Recommendation for Core Metadata Elements for Use in OER Repositories*.
- Instead of proposing (yet another) scheme, Bothmann conducted a meta-analysis of existing schemes to identify the most viable to meet researcher needs and for future adaptation and externalization:

> *"Only the OER Commons scheme, which is closely based on the IEEE-LOM, ticks off most of the boxes for desired metadata elements that would meet most user needs... The IEEE-LOM should be promoted as the scheme of choice for all future OER metadata endeavors, not only because of the richness of the details it allows for in the description of OER, but also because it is built upon existing standards that are currently in use for material discovery."* (15)

CURRENT TRENDS!
Questions for Conversation

1. What, if anything, are you doing to describe and/or catalog the OER created at your institution?

2. Do you share your OER with any 3rd-party repositories? If so, which ones and is this an established workflow?

3. What challenges have you experienced or do you anticipate with making your institution's OER more discoverable?

04

ALG: OUR JOURNEY

From Zero Hosting to OpenALG

2014: Adoption-Focused, No Repository

- ALG's original plan was to focus on grants for OER adoption
- Assumption: materials were going to be **found**, not **made**
- First round of grants: unexpected amount of materials were made
- Some institutions supported via a repository, others did not have one
- Alternatives were MERLOT Content Builder (10MB size limit), OER Commons (same), campus web sites, SoftChalk (if subscribed), LibGuides (10MB size limit at the time), a few "free" sharing spaces (Curriki, etc.)

2016: GALILEO Open Learning Materials

- 2015-2016: Explored and finalized an ALG subscription service to Bepress Digital Commons (which hadn't yet been acquired by Elsevier)
- Advantages: Plenty of metadata, OAI-PMH, Google Analytics-driven dashboard, custom fields, Creative Commons baked in, no unrealistic file size limits
- Disadvantages: Hard to group materials together by course and subject (makeshift "community" for it), hard to group ancillaries created at one point with texts created at another point, accessibility issues (some are better now), zero interactivity (static files)

2020: OpenALG

- Part of the 2nd pilot cohort, digitized (via Word or HTML ingestion) a variety of open textbooks from GALILEO Open Learning Materials
- Advantages: Interactive (annotations! group highlighting!), accessible (structured text! font and margin controls! dark mode!), easy to group texts with ancillaries, easy to group together projects by subject or course
- Disadvantages: No OAI-PMH (it's on the way, though), less extensive metadata, very new analytics platform without pseudonymous geographic tracking
- OpenALG is the primary platform once new materials are submitted, new effort to get all previous materials into OpenALG

2022: Current Status

- OpenALG is still the primary platform once new materials are submitted
- Partnership with UNG Press to convert all of their open textbooks to OpenALG digital texts
- Hoping to get a student worker for older OER conversion in OpenALG
- GALILEO Open Learning Materials still gets an entry for each new material; harvested using OAI-PMH and indexed in our Discovery Tool
- GALILEO Open Learning Materials entries are now available in a Bento Search box in the new GALILEO website

ALG: OUR JOURNEY
Questions for Conversation

1. If you have used GALILEO Open Learning Materials or OpenALG before, what would you change about the experience?

2. What do you think the role of library discovery systems should be within faculty discovery of OER?

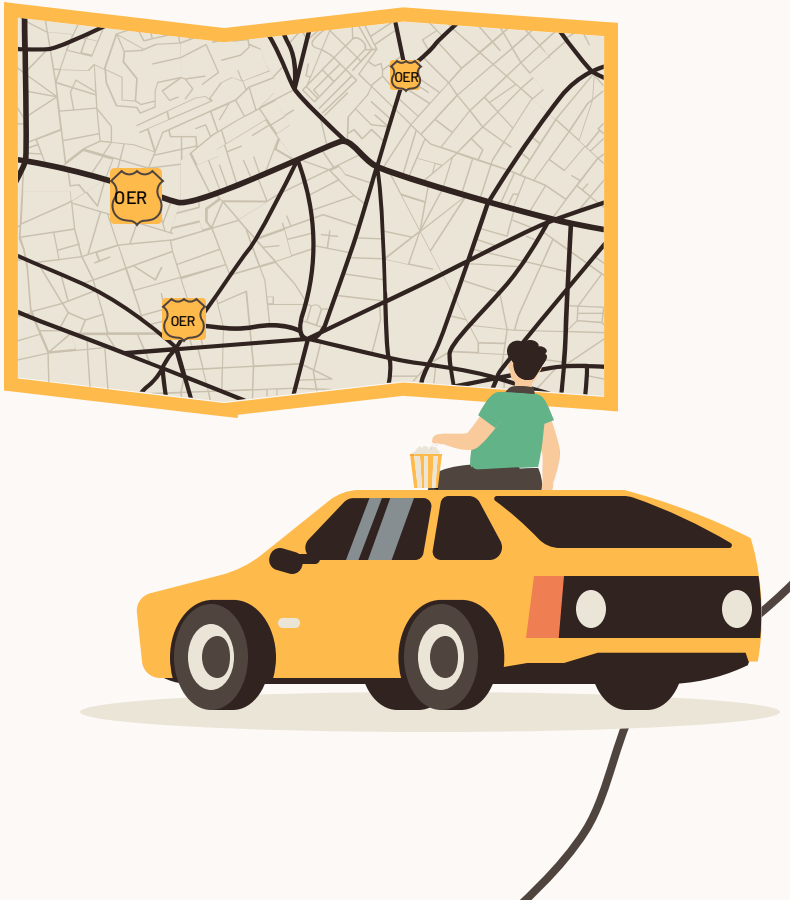
3. What else can libraries do to make OER discoverable?

05

OUR PROTOTYPE!

Digital Commons@Georgia Southern

Open-access online repository that collects, archives, and disseminates the intellectual and creative output of the University's faculty, staff, students, and community partners.



Metadata Standards & Guidelines

- Dublin Core
- OER Commons
- IEEE LOM
- Georgia Knowledge Repository
- Bepress Digital Commons
- RDA

PLAN YOUR ROUTE!

Digital Commons Metadata Elements	Definition	MARC Options
Title, Creators, Date, Subject, Location	Describes resource & where to find it	100, 245 & 7XX, 260, 6XX, 856
Rights, License, Grant	Intellectual property rights, conditions of use, funding	542, 506, 536
Description, Course Title, Course Number	Summary & course information	520, 246
Source, Material Type, Audience, Educational Use	Parent resource & educational characteristics	500, 00X, 3XX, 516, 521

CHEMISTRY OER

This collection contains Open Educational Resources (OERs) for chemistry.

Follow

Switch View View Slideshow

Remote Mentoring of Undergraduate Research Students (ReMentURS)

Shainaz Landge, Abid Shaikh, Elizabeth Sargent, and Dawn Cannon-Rech

This remote workshop series was designed for undergraduate research students under a Round III Continuous Improvement Grant.

Organic Chemistry Lab Techniques Adoption

Christine Whitlock and Shainaz Landge

In this resource you will find theory and procedures on the main organic lab techniques (chromatography, crystallization, extraction, distillation) as well as general concepts on how to set up and heat apparatuses (see the Table of Contents tab for a more complete listing of topics). All procedures are accompanied by step-by-step pictures, and graphics are heavily utilized throughout the resource.

Muppets image source: Muppet Mindset

OUR PROTOTYPE!
Questions for Conversation

1. What user needs should be considered when building an OER collection in institutional repositories?

1. What metadata elements are essential for describing OER in MARC 21 Format?

OUR TEAM!

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THANKS!

Questions/Thoughts/Concerns?

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