OER Discovery: Where have we come from, Where are we going?

A Panel Discussion
GUGM: May 19, 2022
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?
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?
CURRENT TRENDS!

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

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**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:**
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- 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?
ALG: OUR JOURNEY
From Zero Hosting to OpenALG
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?
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
**Digital Commons Metadata Elements** | **Definition** | **MARC Options**
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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
This collection contains Open Educational Resources (OERs) for chemistry.

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 38 Continuous Improvement Grant.

Organic Chemistry Lab Techniques Adoption
Christine Whillock 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 use 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.
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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