

# European libraries : encouraging effective, inclusive and equitable access to quality Open Educational Resources

A cross-country exploration of OE/OER development

DOI : 10.5281/zenodo.5528938



# Introduction

This presentation was prepared by :

- [Laure Delrue](#) 
- [Vincent de Lavenne](#) 
- [Cécile Swiatek](#) 

For ADBU Open Education Working Group (<https://adbu.fr/gt/openeducation>)

To learn more about the ADBU, visit the website : <https://adbu.fr>!

# Part 1 : sparking OE/OER projects at the institutional level



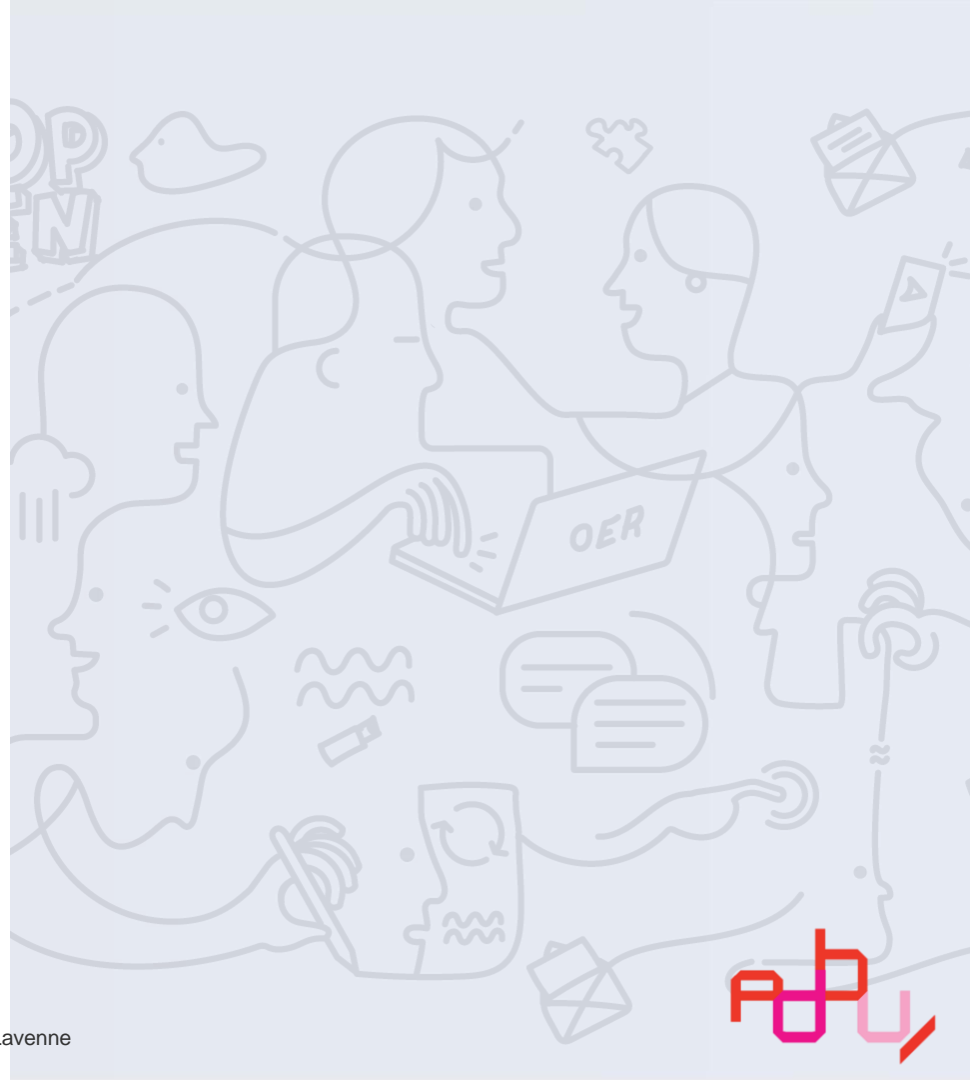
Slide model provided by OEGlobal. These slides by Laure Delrue, Vincent de Lavenne and Cécile Swiatek are licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

# The role of librarians at the institutional level

- **Implication in information literacy** : opportunity to create, share and disseminate resources used to teach info-lit courses as Open Educational Resources
- **Transferability of skills** between open access and open education, most notably with CC licenses : opportunity to counsel and accompany OER creators
- **Knowledge of platforms and indexation** : OER are digital assets (almost) like any other

# Focus on creation of OER

NUI Galway (Ireland) and their  
[Open Press](#)







Links relating to the presentation :

<https://openpress.nuigalway.ie/>



NUI Galway Quadrangle, by [Ian Capper](#), [CC-BY-SA](#)

# Key points from the institutional level

- **Need to engage with several communities** : sparking OE projects requires a link with both students and teachers to encourage creation and use of open educational resources!



- **Experimentation allows for better understanding of issues**

All these issues can not be resolved at the institutional level and some require to act at a more global scale



# Innovation and accessibility



- **Local projects allow for better understanding of existing tech** : it is the first step towards building strong infrastructures at national/international level.

- **Institutional projects are key in building accessibility for OERs and OE as a whole** : to guarantee accessibility, we must reach for the widest range of situations to better be aware of roadblocks





# Part 2 : leveraging Open Education at a national level

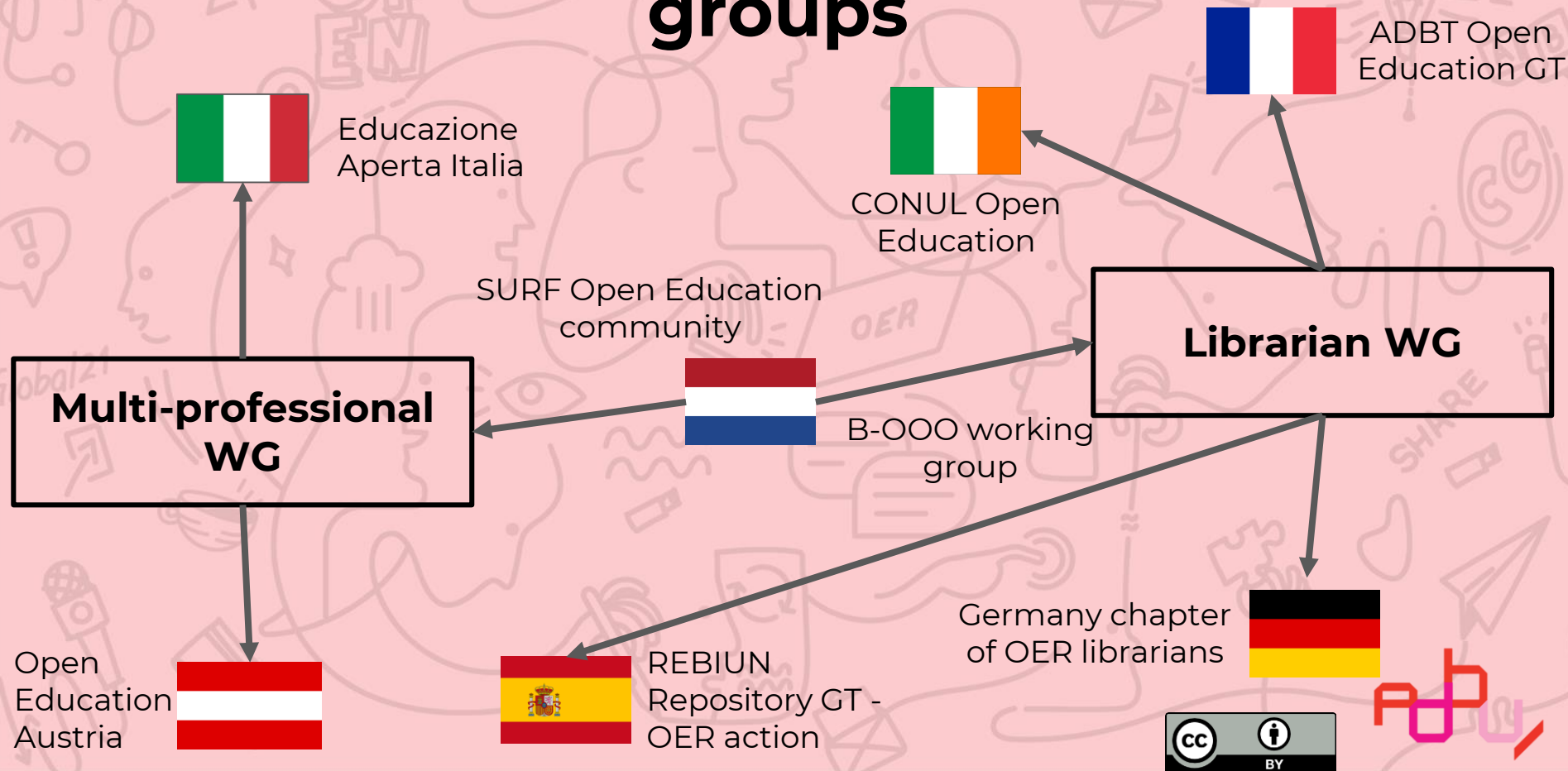
From stronger infrastructures to policy-making



# Creating strong, bridging communities

- **National working groups or consortiums allow for scalability of Open Education development** : collaboration between peers and with other professional communities help create and nurture a national ecosystem, and bring in a political and financial interest in the subject
- **Collaboration beyond the institutional scale paves the way for quality infrastructures** : they have to address the needs of a variety of institutions and users, and help to really open up creation and access to quality OERs

# Short review of some EU working groups



# The example of the Netherlands

B-000 and Edusources



# From capacity building to durable infrastructures

(Content remixed from Cécile Swiatek, [Academic Libraries and OERs: Guidance and awareness in a World of Openness](#), CC-BY)

- **The Dutch librarian community has a working group, B-000**, with a mini-site hosted by the Vrije Universiteit Amsterdam
- **The more global open education community encompasses several professions**, it is organized as a community in SURF



# A national infrastructure for OERs

- **Check it out :** <https://edusources.nl/en/> (resources mainly in Dutch, but close to 2000 OERs in English !)
- **The infrastucture provide OERs that are correctly licensed, but also with a system of quality assurance and recommandation :** clapping/star-rating system address a crucial question of OER quality
- **OER development is the subject of one of the seven “Acceleration Zones”**

# Key points from the national level



- **Raising awareness and building capacity** are key to create strong communities which are able to carry the issues to a political level, search for funding and develop infrastructures

- **A multi-professional approach allows for better-quality OERs and stronger OE projects** : in order to develop resources that address the needs of educators and learners, national working groups and surveys are powerful tools.



# Sustainability and quality

- **Regular funding and reliance on strong networks are necessary to build sustainable infrastructures** : on-again, off-again services can be a major problem in spreading the use of OERs



- **Quality control and community input are necessary to create better material, and encourage its use** : disseminating, sharing and remixing of content must be built on a basis of trust between agents



# Part 3 : resolving difficulties and cooperating on a global scale





# International cooperation to pool problems and their resolution

- **In order to provide equitable access, some issues can only be addressed at a global level** : how will the OERs produced in France be discoverable in other countries ? What kind of metadata standards will serve as basis for this new object ?
- **Sharing of experience is the first step towards building a joint expertise** : what are the issues that are shared by several people ? How do they differ in various regions ?



# From national to european working groups

**Educational Resources Working Group**



Created in 2021



**European Network of Open Education Librarians**



Created in 2018



# The UNESCO recommendation on OERs

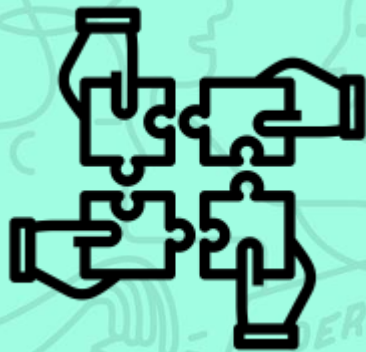
- **Five areas of action :**

- building capacity
- developing supportive policy
- encouraging inclusive and equitable quality OER
- nurturing the creation of sustainability models
- promoting and reinforcing international cooperation.

# Other international structures to advance international librarian/multiprofessional cooperation

- **The International Federation of Library Associations (IFLA)** is a vocal actor of OE/OER development, with texts such as the [2011 statement on open access](#) and its [briefing on OERs and libraries](#)
- **Creative Commons** is the key organisation for a global legal infrastructure, and contributes to the OER movement, for example with the OER Project, centralising data on OE, such as [these case studies](#)

# Cooperation



Academic libraries are positioned in favour of an ethical and organised opening of quality knowledge, for the benefit of all , and participate in the dissemination of knowledge and science, culture and the humanities.



The background is a light pink color with a dense pattern of faint, white line-art icons and sketches. These include human profiles, a lightbulb, a key, a speech bubble with an exclamation mark, a magnifying glass, a microphone, a notepad, a pencil, a lightbulb with radiating lines, a puzzle piece, a paper airplane, a speech bubble with 'GG', a 'SHARE' button, a 'Global21' logo, and various geometric shapes and symbols.

**Thank you very much for listening !**

To learn more about ADBU activities :

**<https://adbu.fr/>**







Slide model provided by OEGlobal. These slides by Laure Delrue, Vincent de Lavenne and Cécile Swiatek are licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)