## Defining the network's challenges, Aug 2018

This document contributes to a scoping exercise to determine possible areas of priority for the European Network of Open Education Librarians, established in the Spring of 2018

*The process*

Initially, the network took a bottom-up approach, starting with exploring the goals, needs and ambitions of network members. These were translated into challenges.

In a next step, further challenges to higher education were drawn from the UNESCO [Guidelines for Open Educational Resources in Higher Education](#).

The final step will consist of analysing further policy documentation and related literature before completing the scoping exercise.

**THEMES**

1. The roles and responsibilities of libraries
2. Finance
3. Advocacy
4. Policy
5. Stakeholder management / engagement
6. Content curation
    a. Content creation
    b. Content re-use
    c. Copyright and licensing
    d. Serving specific disciplinary needs
7. OER discovery
8. Quality management
9. Rewards and incentives
10. Training
11. Technical support
12. Knowledge exchange

1. **Roles and responsibilities of libraries**

    a. Defining the unique roles libraries have to play in Open Education.

    For example, see Jan Neumann's "Open Educational Resources (OER). Neue Herausforderungen fuer Bibliotheken," *Bibliotheksdienst 2013; 47(11): 805-819.* https://doi.org/10.1515/bd-2013-0094 in German here

2. **Finance**

    a. How do we contribute to efficiency. Saving costs for education through OE

    b. Getting the funding to pay for cross-fertilsiation across institutional departments

3. **Advocacy**

    c. What is the vision?

        ■ Aligning the use of OER/OEP to institutions' missions, visions and values

    d. Defining an OER, and deciding on what can be used as an OER

    e. Too little is known about the benefits of OER for others to take the effort

    f. Too little is known about how to re-use content under what conditions

    g. Too little simple information exists on x, y and z to support the development of OE

4. **Policy**

    a. A range of policy levels

        ▪ How to develop an institutional policy

        ▪ Inserting Open Education in a broader institutional policy context

        ▪ How to connect local efforts with a national policy effort / initiative, e.g. Versnellingsagenda (in Dutch: https://www.surf.nl/innovatieprojecten/onderwijsinnovatie-met-ict/versnellingsplan-onderwijsinnovatie-met-ict.html or in English: https://www.surf.nl/en/innovationprojects/customised-education/acceleration-agenda-for-innovation-in-education.html).

b. Evaluating policy

- Knowing how to measure policy success.

- Our policy is not delivering what we intended.

- We do not have enough good practices we can refer to.

5. **Stakeholder management / engagement**

   a. Not having the overview on the range of stakeholders that need to be addessed to achieve the best results.

   b. Libraries may not part of the OER picture.

   c. Facilitating collaboration between the library to help students and teachers work on OER together

   d. Libraries engaging with teachers and students effectively

6. **Content curation**

   a. **Content creation**

      - Defining an OER, and deciding on what can be used as an OER

      - Knowing how to create what

        - How to best co-create material, using which methods, using what resources

   b. **Content re-use**

      - The re-use argument does not always work well

      - The lack of integration of OERs in teaching

      - Linking Open Science priorities and material with a new area such as Open Education

        - How to use research data in an OE environment to improve its re-use

    **c. Copyright and licensing**

- Copyright and licensing is a minefield - it discourages OER participation

- Facilitators and users lack knowledge as regards what to do with copyright and licensing in which situation

- How to motivate OER producers to license their content CC

    **d. Serving specific disciplinary needs**

- Not knowing where OERs can bring the best benefits in communities like HSS

**7. OER discovery**

a. How to motivate users to create OERs and share them if they are not sure how to find them

b. Not knowing what OERs already exist

c. How to get more research resources described and discovered for educational use

d. How to avoid the duplication of resources

e. Technical solutions

f. OER Repositories exist but too little is known about good practices related to solutions, aggregation, description, added value services, etc

**8. Quality management**

a. There is a lack of quality in some OERs

b. Knowing how librarians can contribute to the quality control of OERs

9. **Rewards and incentives**

    a. The lack of incentives to engage with OE

    b. How to measure the effectiveness of OER on education.
       How can libraries contribute to that? How can we help quantify pedagogical impact? E.g. Case studies and good practice examples.

10. **Training**

    a. Some librarians lack the skills to fully or jointly support OE

    b. There is a lack of training on OE for teachers and students as well as librarians

11. **Technical support**

    a. Getting the technical support we need for OERs

    b. Technical skills in OER development and maintenance are at the coding level in many cases (complex interfaces)

12. **Knowledge exchange**

    a. Getting access to best practices effectively on x, y and z

    b. A community of librarians on OER does not exists to support me with my work

Status, Aug 2018

**Take me to the European Network's OE Librarian [Website](Website)**