

# Perceptions and Practices of Academic Librarians in Handling and Managing Open Educational Resources (OERs): Basis for Capacity Building Plan

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# Scope of Presentation



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02

Literature Review

03

Method

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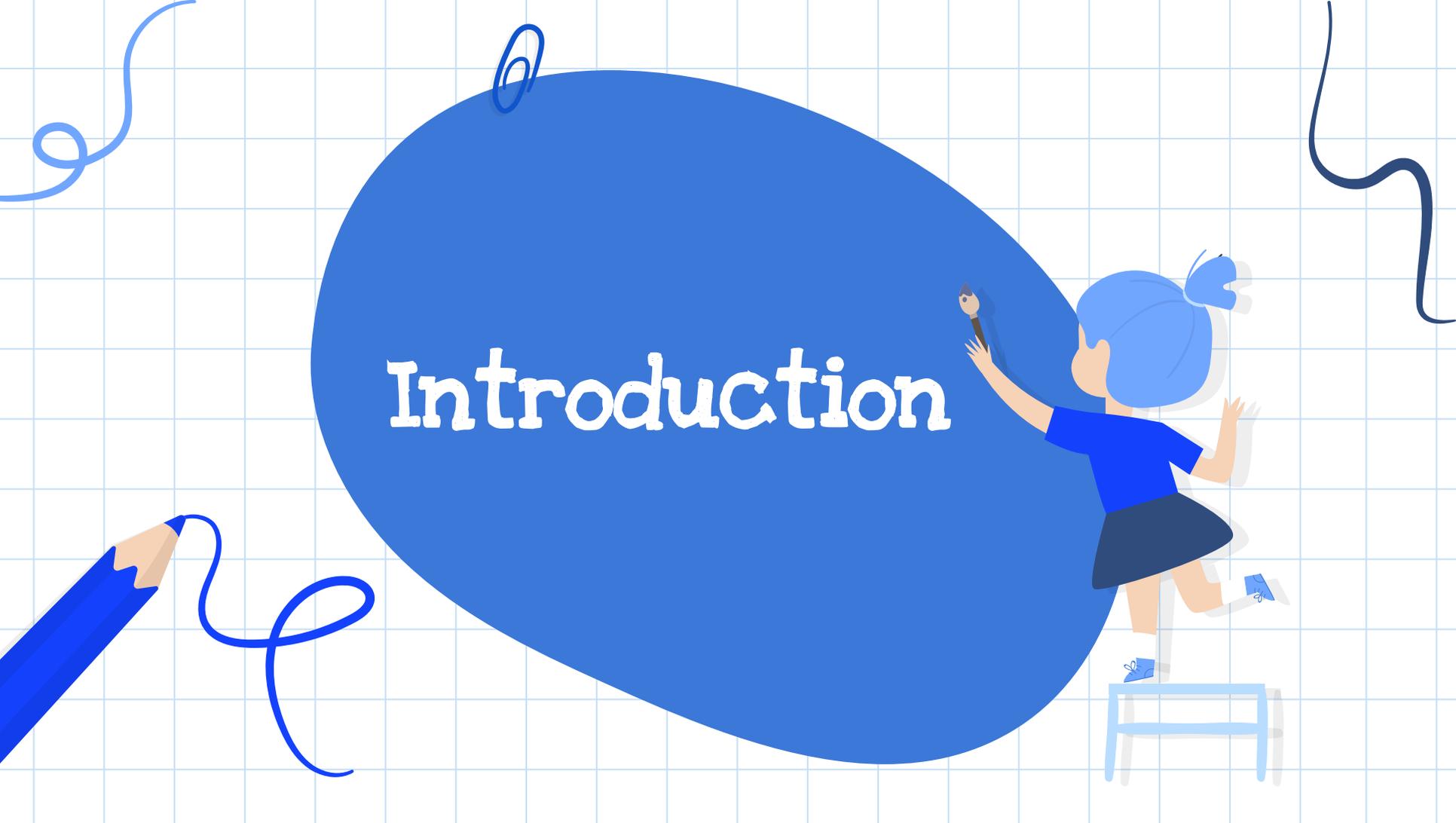
Results and Discussion

05

Conclusions and Recommendations



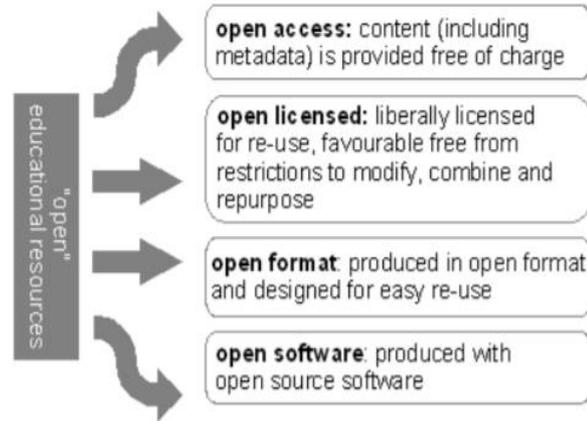
# Introduction



# Introduction

Open Educational Resources (OERs) are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt and re-share them. OERs range from textbooks to curricula, syllabi, lecture notes, assignments, tests, projects, audio, video and animation (UNESCO, 2017).

# Introduction



*Figure 1: The meaning of "open" in "Open Educational Resources", own illustration following Geser 2007, p. 20*

# General Objective

To describe the perceptions and practices of academic librarians in handling and managing Open Educational Resources (OERs) as Basis for Capacity Building Plan



# Research Questions

Specifically, the study sought to answer the following:

1. What are the perceptions of academic librarians on Open Educational Resources (OERs) in terms of:
  - a. Familiarity
  - b. Utilization by Patron
  - c. Purpose
2. How are Open Educational Resources (OERs) managed in academic libraries based on the following variables:
  - a. Handling and Storage
  - b. Organization
  - c. Marketing
3. What are the problems encountered by academic librarians in handling and managing Open Educational Resources (OERs)?
4. What capacity building plan can possibly be formulated to improve the handling and managing of OERs?

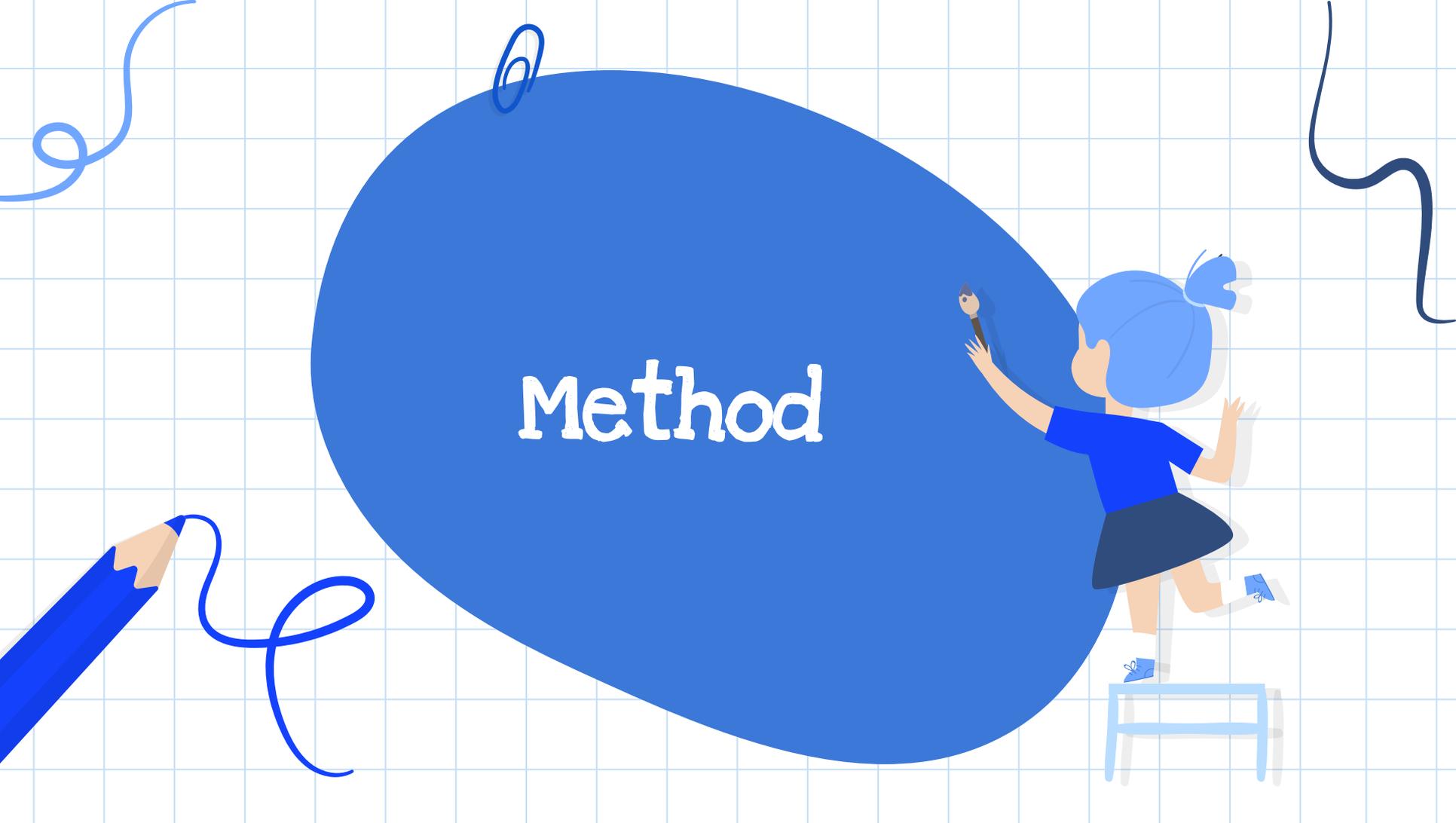


# Literature Review

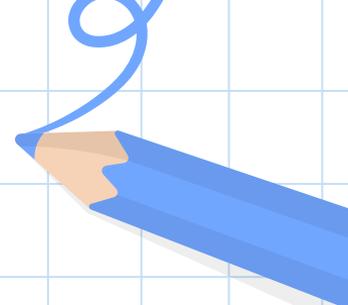


- 
- Schon (2008)
  - Lin (2019)
  - Kompar (2016)
  - Mardis (2015)
  - Rogers (2003)
  - Allen & Seaman (2016); Bliss, Hilton & Thanos (2013); Petrides et al. (2011)

Method



# Method



## Research Design

Quantitative-  
Qualitative (Mixed  
method)

01

## Instrumentation

Development and  
validation of a researcher-  
made questionnaire

02

## Ethical Considerations

Informed consent,  
privacy, confidentiality

03

04

05

06

## Participants

All members  
(fourteen) of the  
Central Luzon Digital  
Library Consortium

## Data Gathering Procedure

Invitation, Google form,  
information retrieval

## Data Analysis

Descriptive  
statistics  
Thematic analysis

# Method

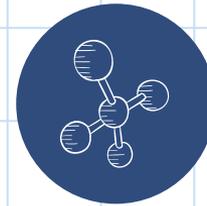
## (Validation of the Instrument)



### Content Validation

Four (4) experts

- Library administrator
- Librarian-archivist
- LIS professor
- Product Specialist



### Reliability Test

Cronbach's alpha

Cronbach's alpha  
**0.914**

N of items  
**34**



# Method

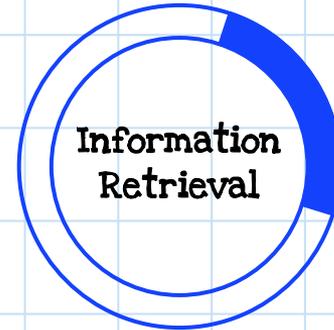
## (Data Gathering Procedure)



An invitation was sent to all the members of the CLDLC.



A link to the online survey (Google form) was forwarded.



Data gathered were organized and tallied.



# Results and Discussion

# Participants' Demographic Profile

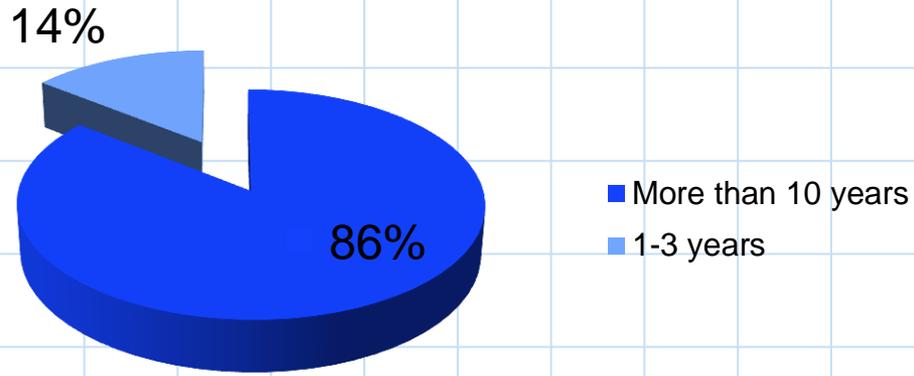


Figure 1. Years in LIS Practice



## Participants' Demographic Profile

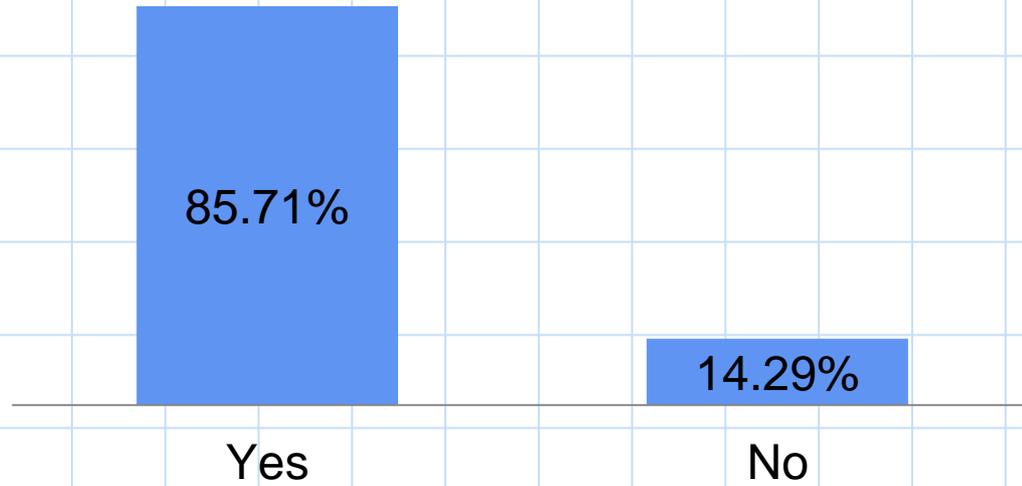
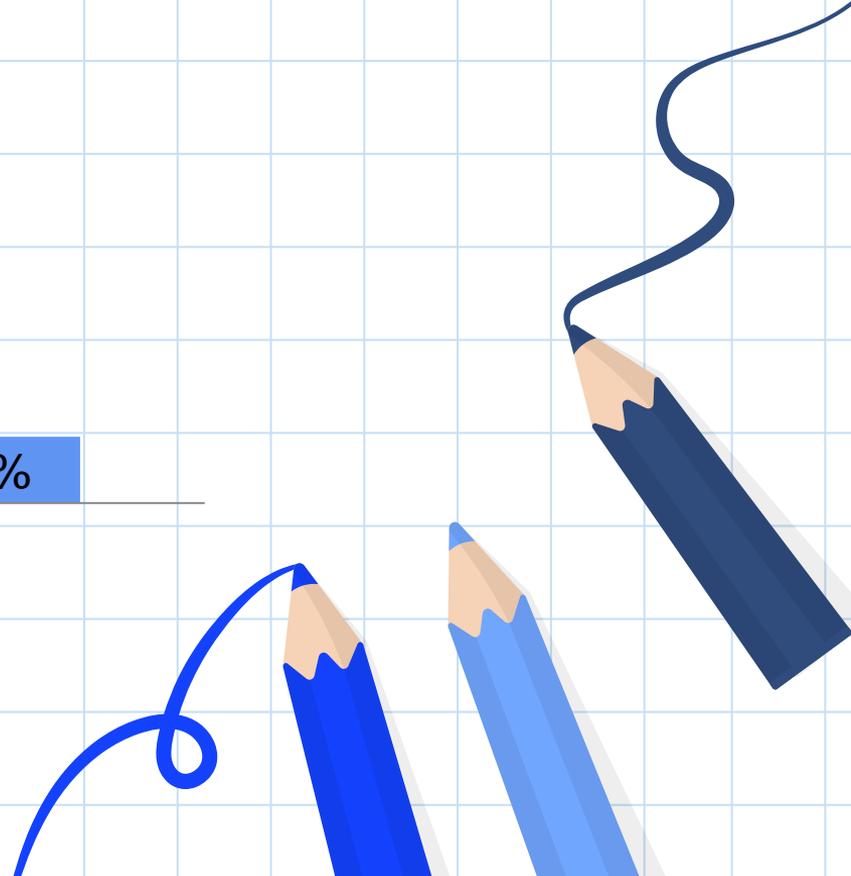


Figure 2. Experience on the use of OERs



## Participants' Demographic Profile

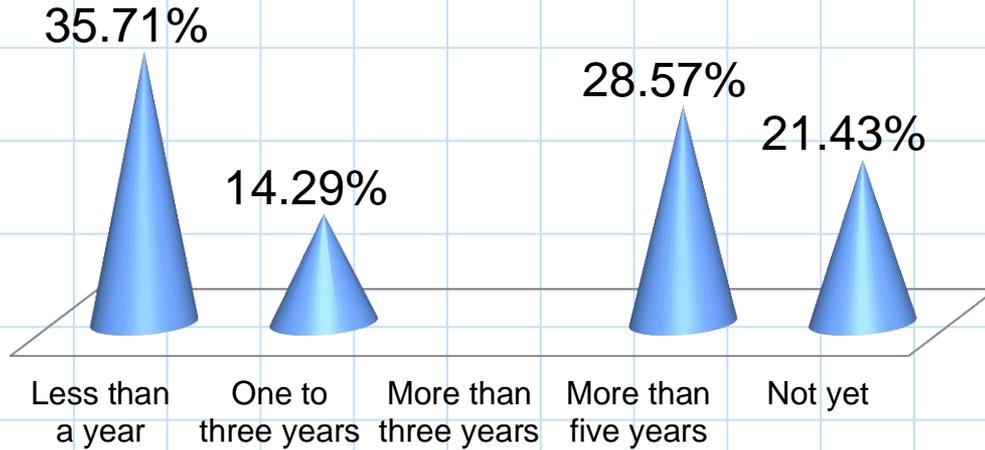


Figure 3. Years participants have maintained their OERs in the library

# Participants' Demographic Profile

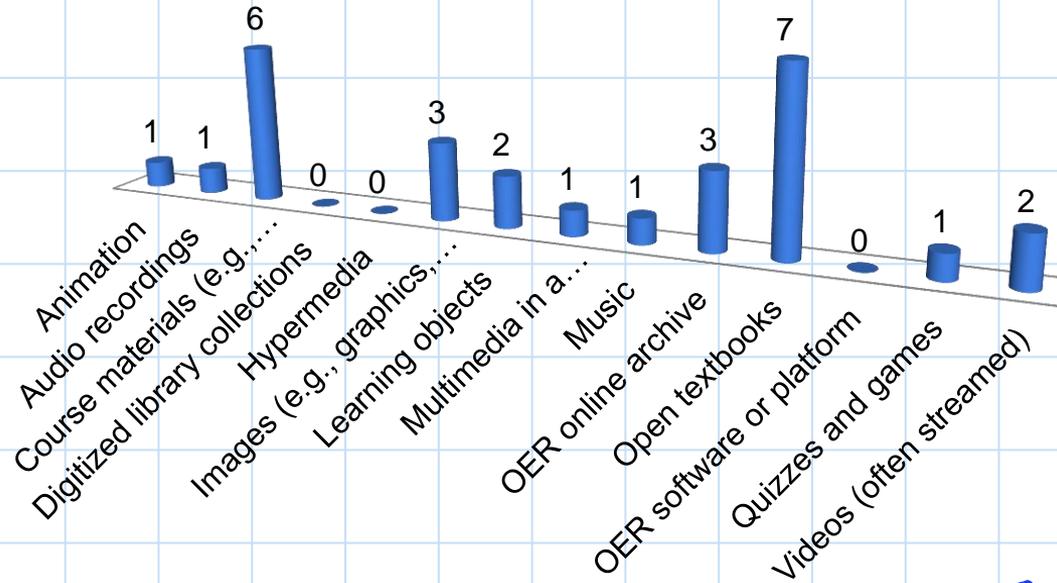
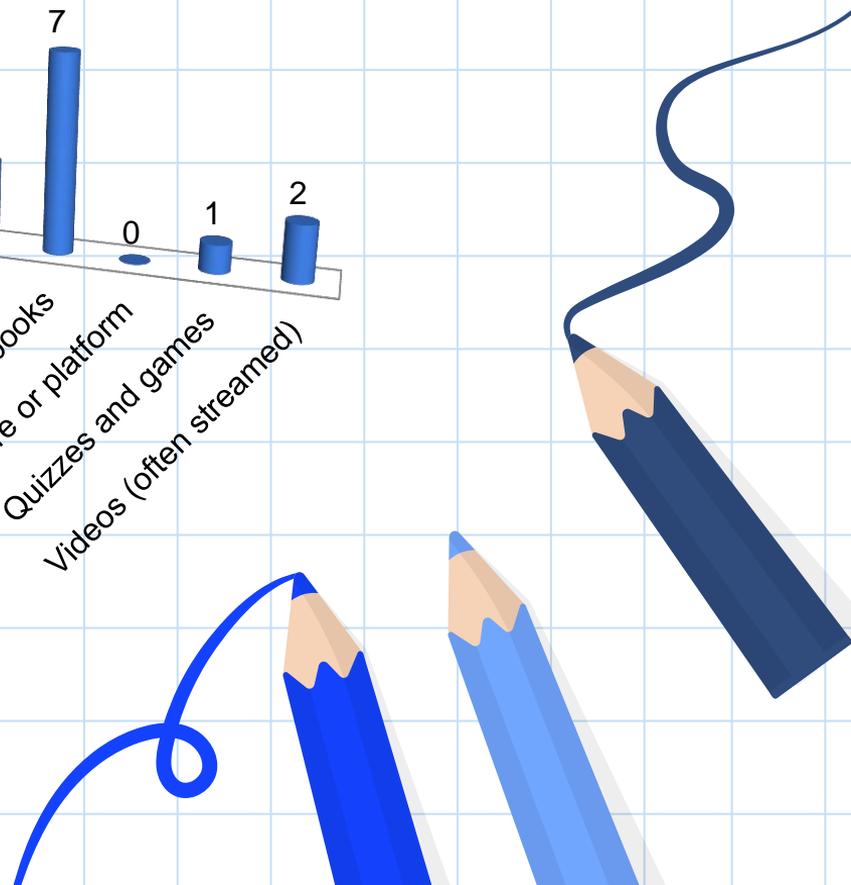


Figure 4. Format/resource types of OERS that the participating libraries have



## Participants' Demographic Profile

■ Yes ■ No

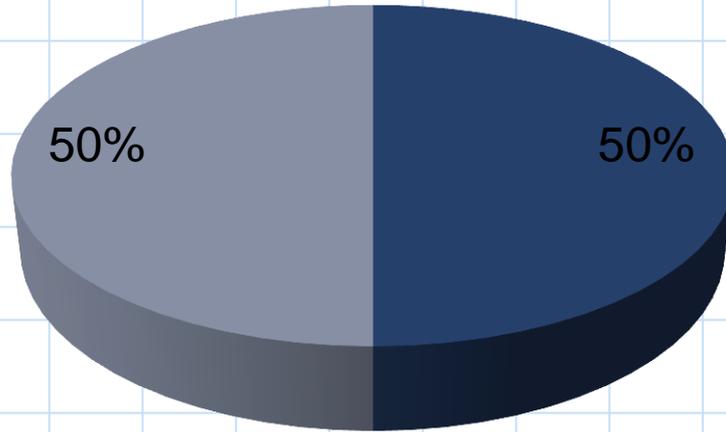


Figure 5. Response on OER designated staff



## Research Question 1:

What are the perceptions of academic librarians on OERS in terms of familiarity, utilization by patron, and purpose?

### Familiarity

- Moderately aware (mean = 3.08; SD = 0.76)
- Fully aware on digitized library collections

### Utilization by Patron

- Rarely utilized (mean = 2.33; SD = 1.02)
- Seldom utilized are course materials, digitized library collections and open textbooks

### Purpose

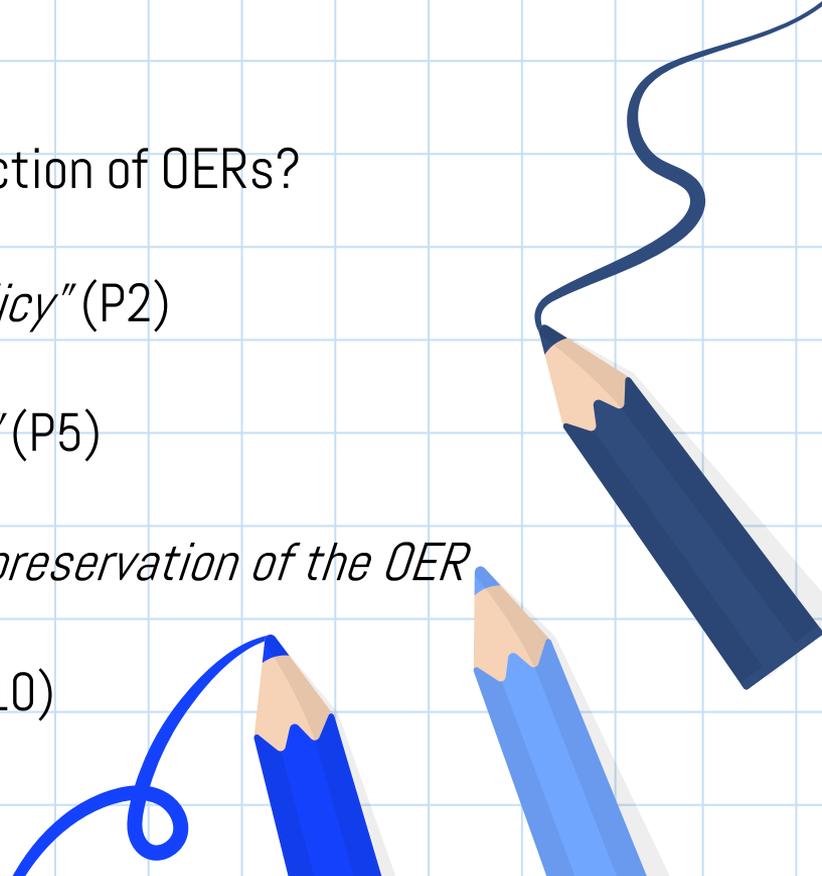
- Strongly agree (mean = 3.33; SD = 0.46)
- Convenience, cost-effectiveness, efficient, provide opportunities for collaboration and innovation, strategy alignment, and student retention



## Research Question 2a:

### How are Open Educational Resources managed in terms of Handling and Storage?

1. How do you handle and store your collection of OERs?
  - *“Through digital preservation/storage policy”* (P2)
  - *“Webpage/Library website”* (P3, P9)
  - *“We store and maintain them separately”* (P5)
  - *“We keep a list and links”* (P7)
  - *“The MIS office handles the storage and preservation of the OER in cooperation with the librarian”* (P8)
  - *“Provision of links via library website”* (P10)



## Research Question 2a:

### How are Open Educational Resources managed in terms of Handling and Storage?

1. How do you handle and store your collection of OERs?

#### **Collaboration**

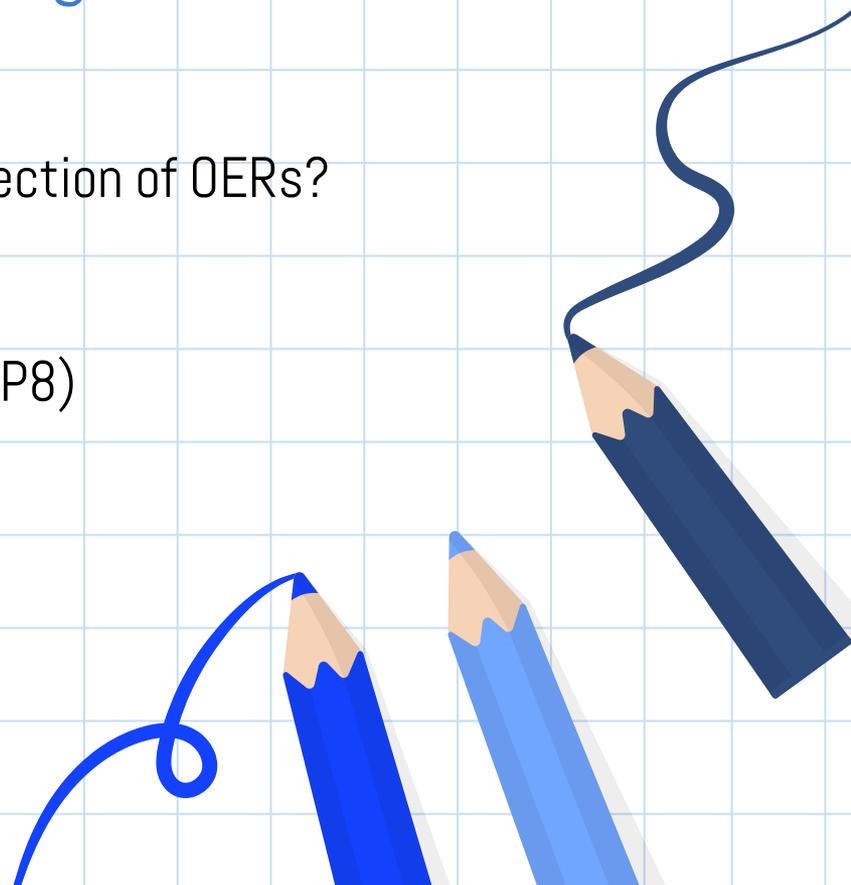
- [In cooperation with the] MIS Office (P8)

#### **Content Curation**

- List and Links (P5, P7, P9)

#### **Policy Formulation**

- Preservation/storage policy (P3)

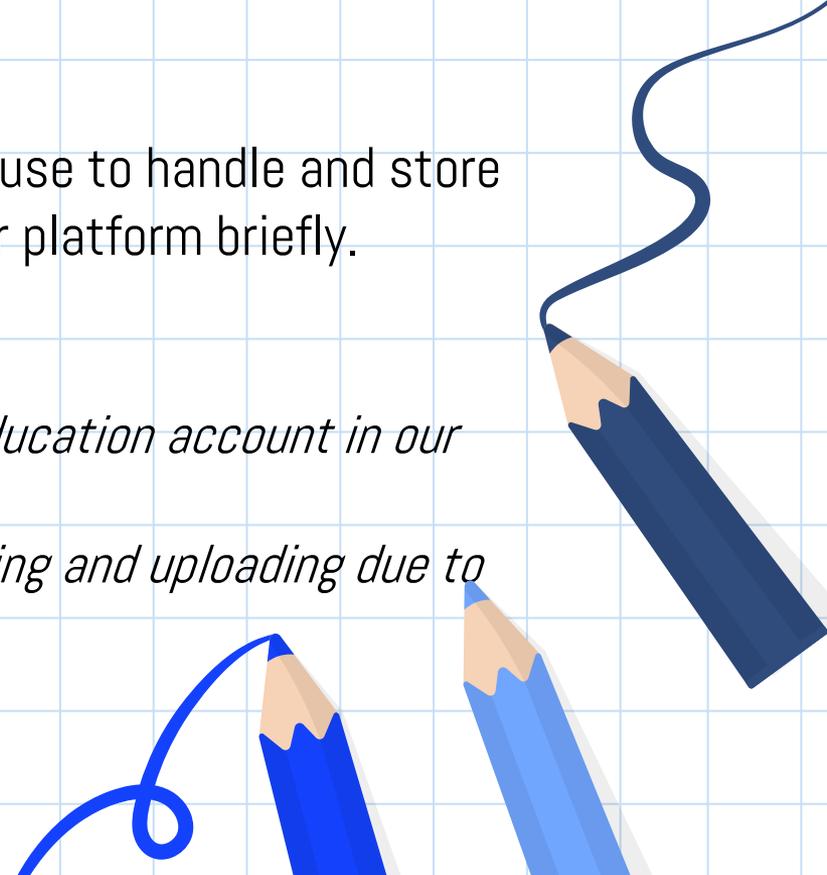


## Research Question 2a:

### How are Open Educational Resources managed in terms of Handling and Storage?

2. Is there a software or platform that you use to handle and store your OERs? Please discuss the software or platform briefly.

- *"None."* (P1, P5, P6, P7, P10, P14)
- *"Yes, it is open and accessible to our education account in our university apps."* (P2)
- *"We have software but limited [to] storing and uploading due to copyright law."* (P12)



## Research Question 2a:

### How are Open Educational Resources managed in terms of Handling and Storage?

2. Is there a software or platform that you use to handle and store your OERs? Please discuss the software or platform briefly.

#### **Copyright**

- Copyright law (P12)

#### **Software Management**

- Software dependent (P2)

#### **Unavailability of Software**

- No software (P1, P5, P6, P7, P10, P14)

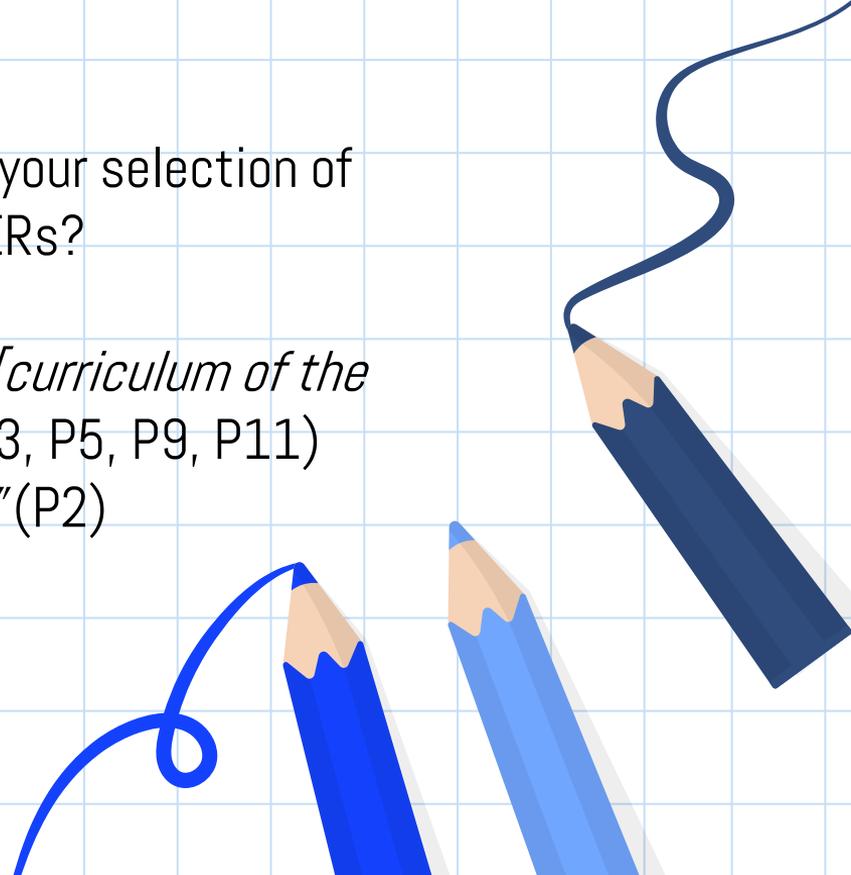


## Research Question 2a:

### How are Open Educational Resources managed in terms of Handling and Storage?

3. What criteria for inclusion do you base your selection of OERs? How often do you evaluate your OERs?

- *"Relevance to the subject programs [curriculum of the academic program offerings]." (P1, P3, P5, P9, P11)*
- *"Collection analysis every semester." (P2)*
- *"[Evaluation is done] yearly." (P8)*



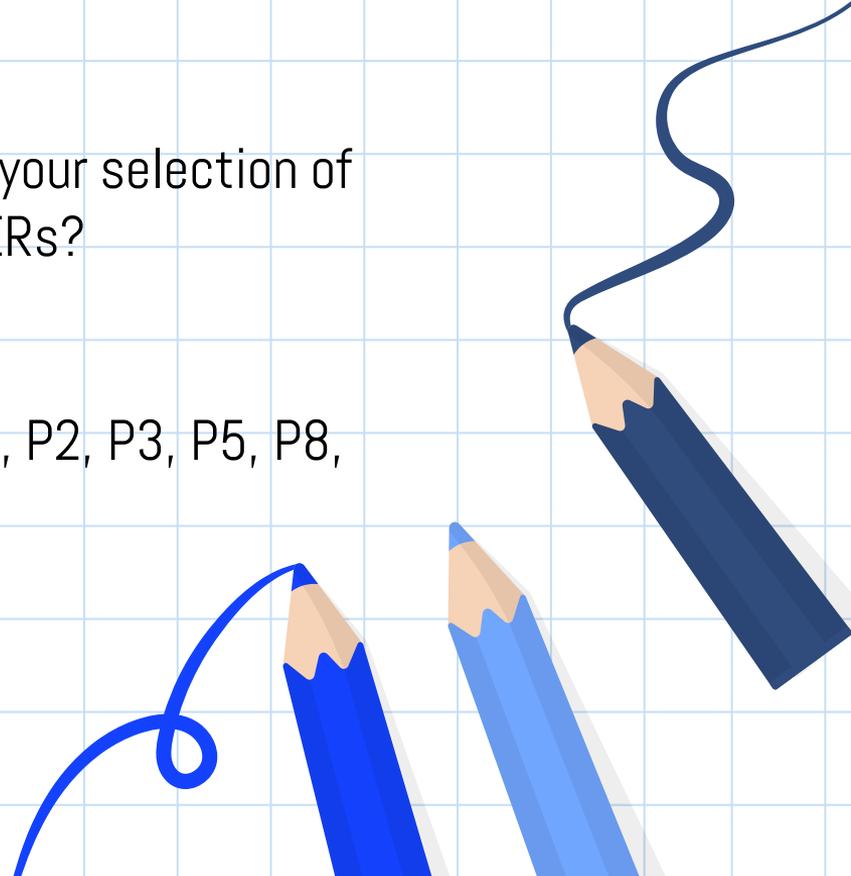
## Research Question 2a:

How are Open Educational Resources managed in terms of Handling and Storage?

3. What criteria for inclusion do you base your selection of OERs? How often do you evaluate your OERs?

### Program Evaluation

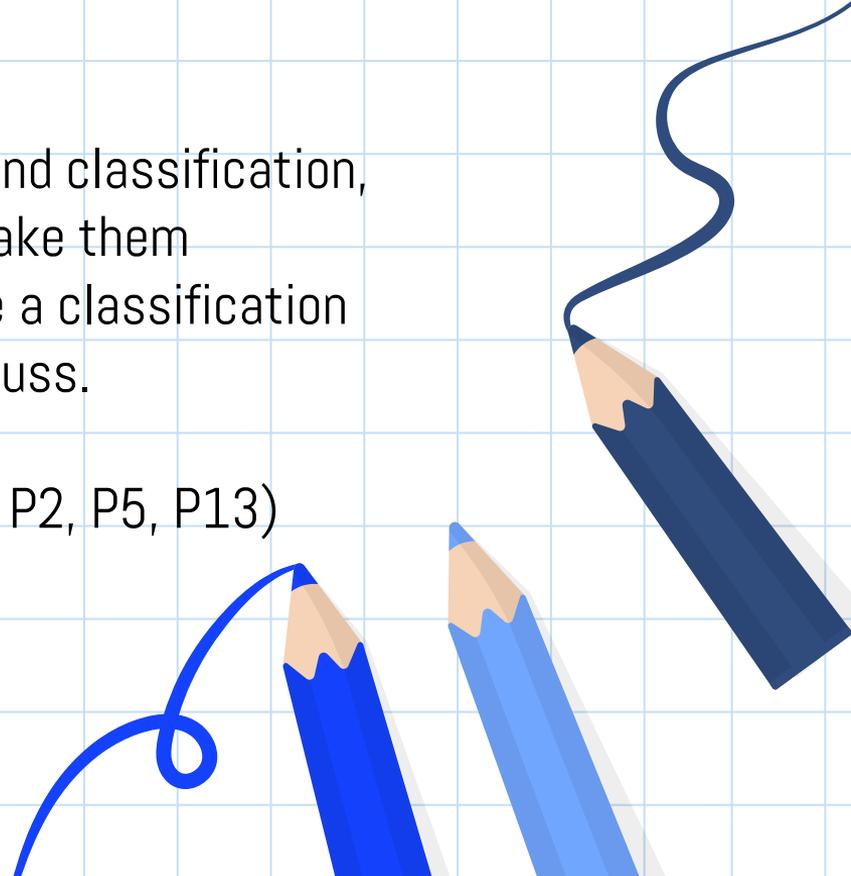
- Program offerings and evaluation (P1, P2, P3, P5, P8, P9, P11)



## Research Question 2b:

### How are Open Educational Resources managed in terms of Organization?

1. How do you organize (i.e., cataloging and classification, indexing, filing, etc.) your OERs and make them accessible to your clients? Do you use a classification scheme or system? If yes, please discuss.
  - *"By subjects / courses (major)."* (P1, P2, P5, P13)



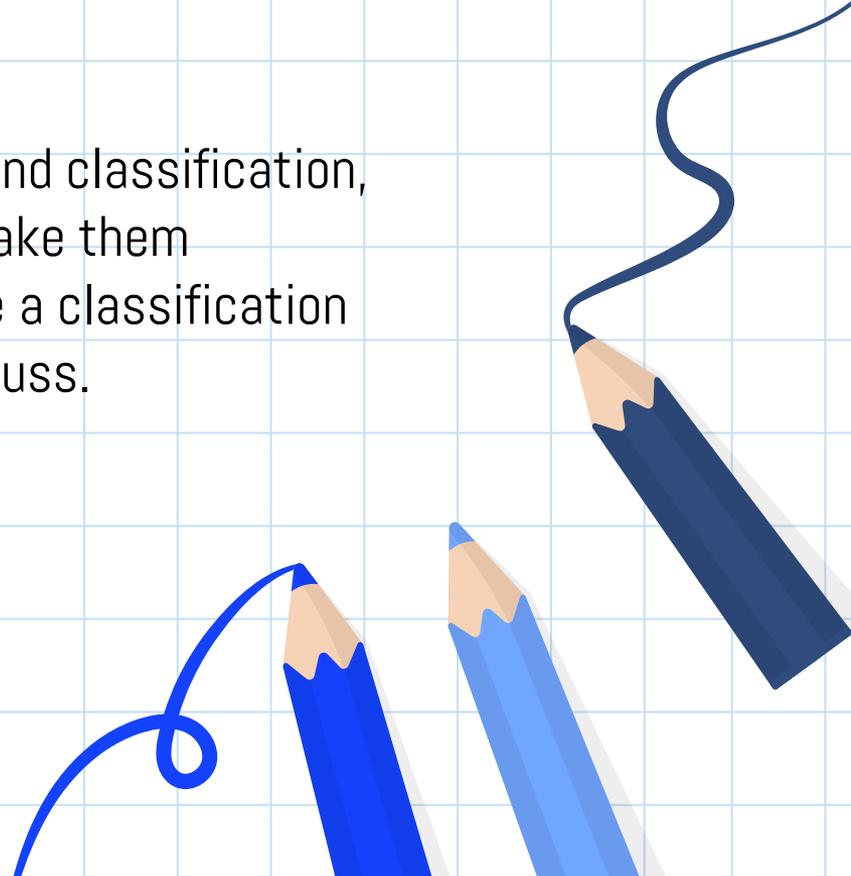
## Research Question 2b:

### How are Open Educational Resources managed in terms of Organization?

1. How do you organize (i.e., cataloging and classification, indexing, filing, etc.) your OERs and make them accessible to your clients? Do you use a classification scheme or system? If yes, please discuss.

#### **Arrangement by Subject**

- Course offerings (P1, P2, P5, P13)



## Research Question 2b:

### How are Open Educational Resources managed in terms of Organization?

2. How often do you update your collection of OERs?

- *"Once a month."* (P3, P6, P7)
- *"Regularly."* (P2)
- *"Yearly or as necessary."* (P8, P9)
- *"Every end of semester."* (P13)



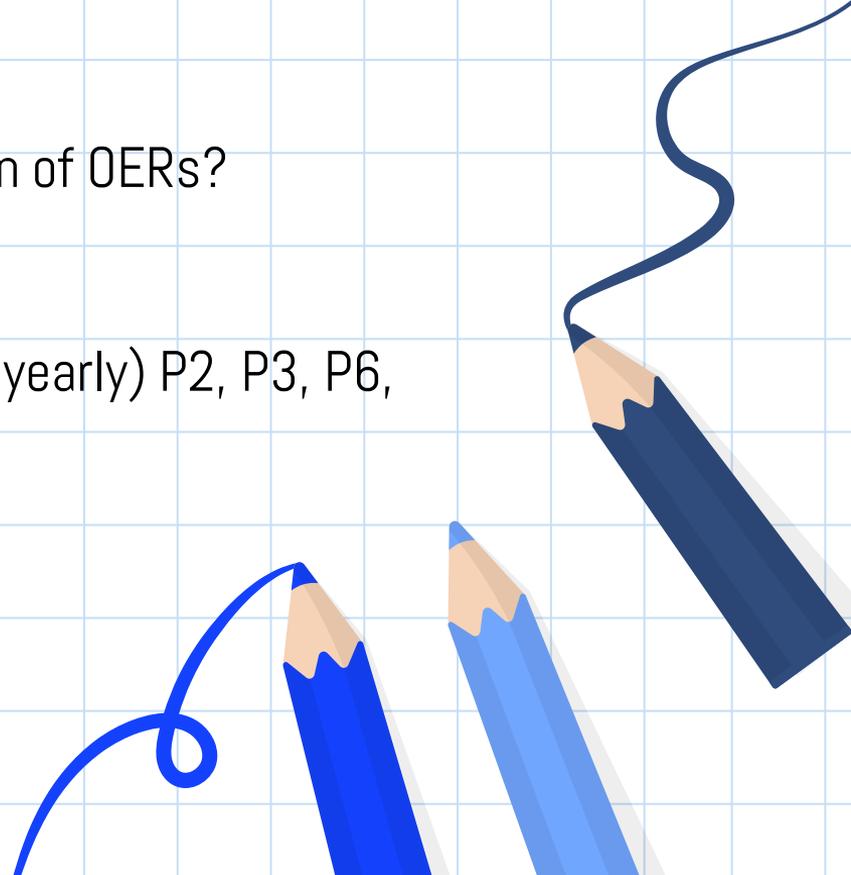
## Research Question 2b:

How are Open Educational Resources managed in terms of Organization?

2. How often do you update your collection of OERs?

### Periodical Updating

- Regularly (monthly, end of semester, yearly) P2, P3, P6, P7, P8, P9, P13)

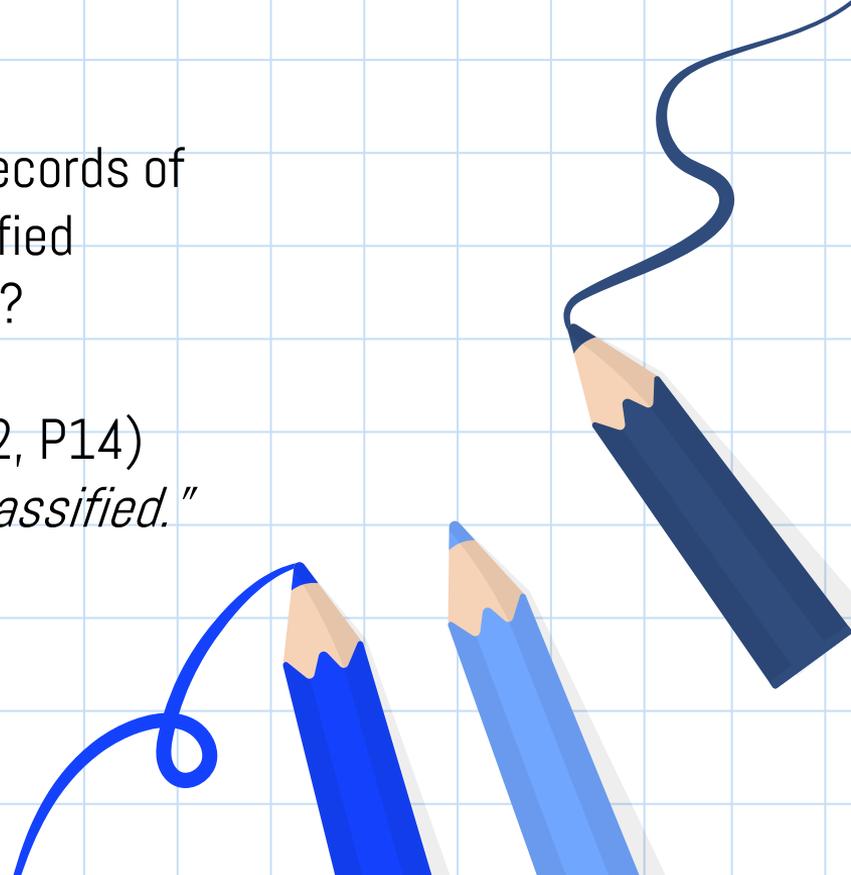


## Research Question 2b:

### How are Open Educational Resources managed in terms of Organization?

3. How do you manage the bibliographic records of your OERs? Are they cataloged and classified together with your other library resources?

- *"They have separate records."* (P1, P2, P14)
- *"Listed only but not cataloged and classified."* (P3, P4, P5)



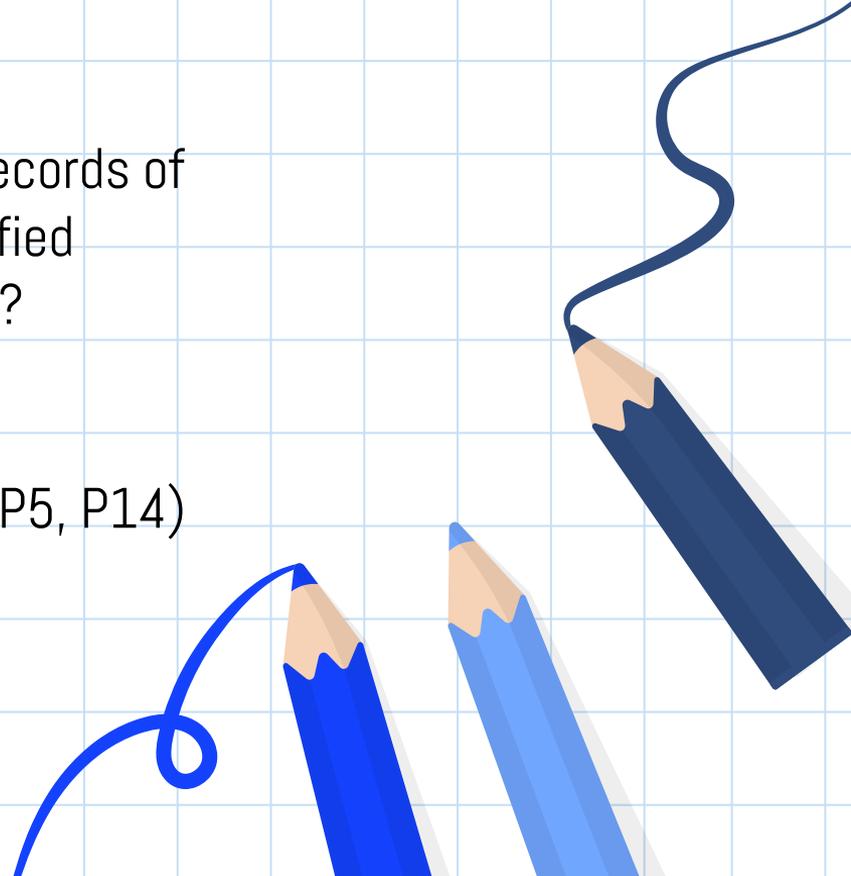
## Research Question 2b:

How are Open Educational Resources managed in terms of Organization?

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### Practical Cataloging

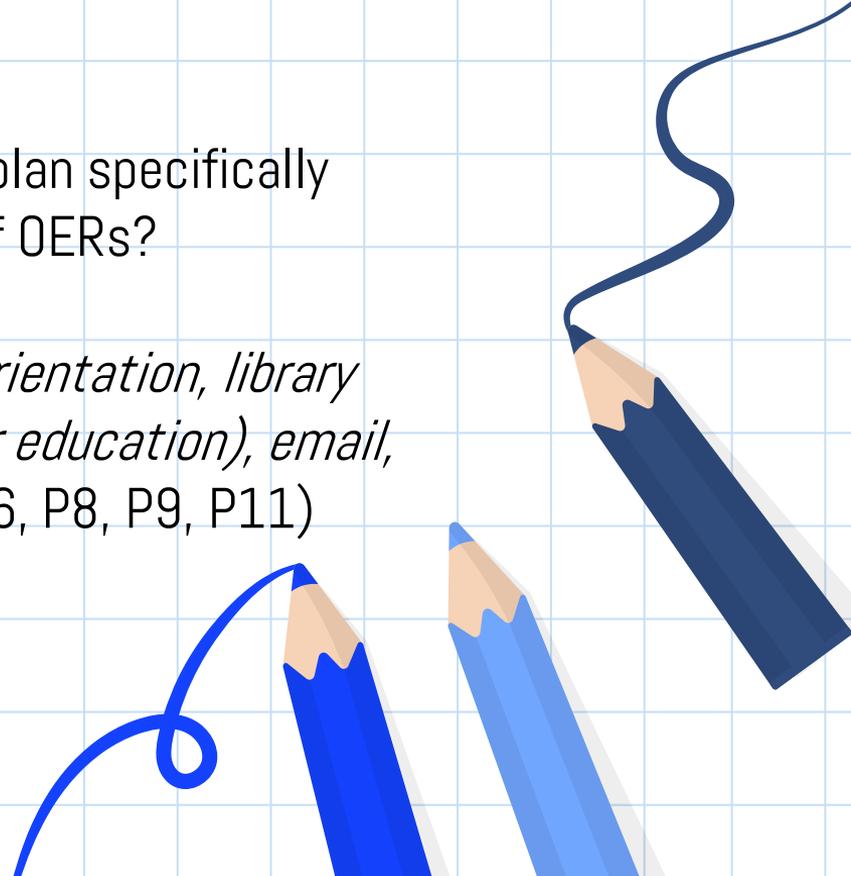
- Practical cataloging (P1, P2, P3, P4, P5, P14)



## Research Question 2c:

### How are Open Educational Resources managed in terms of Marketing?

1. Do you have marketing or advertising plan specifically designed to promote your collection of OERs?
  - *"We advertise them through library orientation, library service (i.e., current awareness, user education), email, and social media."* (P1, P2, P3, P4, P6, P8, P9, P11)



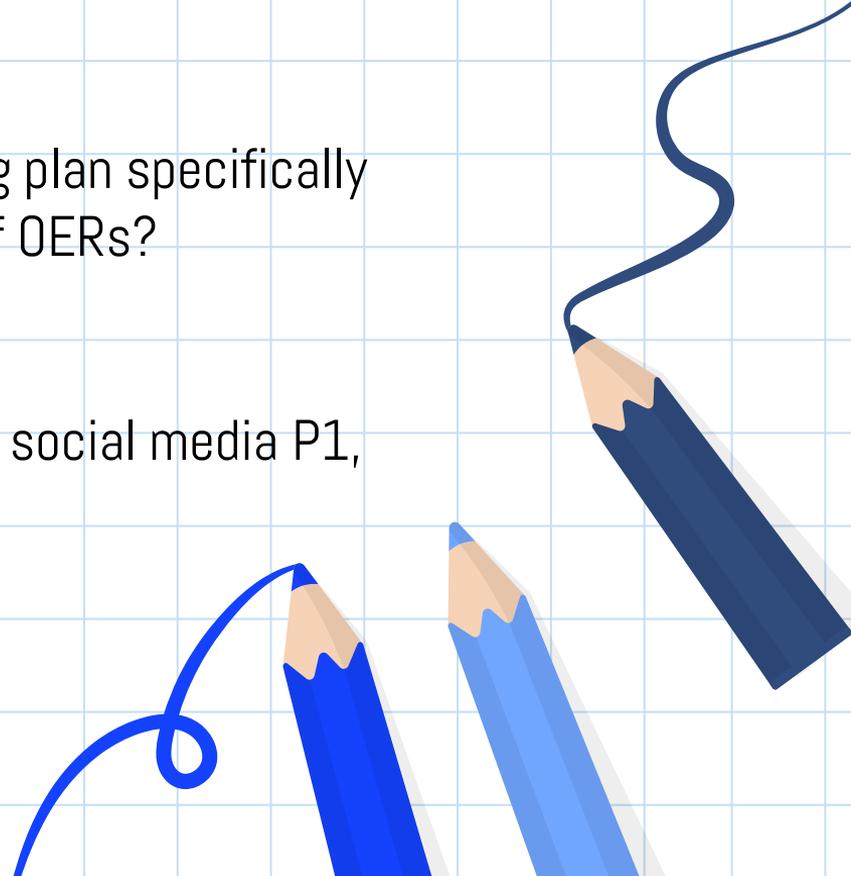
## Research Question 2c:

### How are Open Educational Resources managed in terms of Marketing?

1. Do you have a marketing or advertising plan specifically designed to promote your collection of OERs?

#### **Mass marketing**

- Marketing through library service and social media (P1, P2, P3, P4, P6, P8, P9, P11)

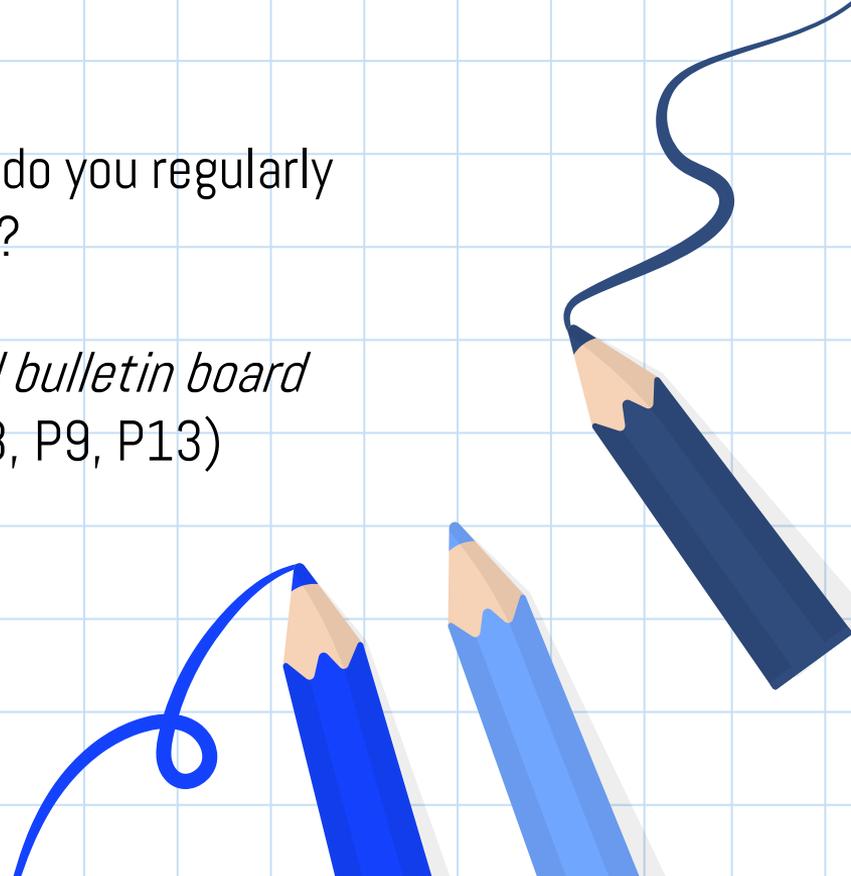


## Research Question 2c:

How are Open Educational Resources managed in terms of Marketing?

2. What marketing programs or activities do you regularly perform or conduct to promote your OERs?

- *“Library orientation, social media and bulletin board [display].”* (P1, P2, P3, P4, P5, P6, P8, P9, P13)



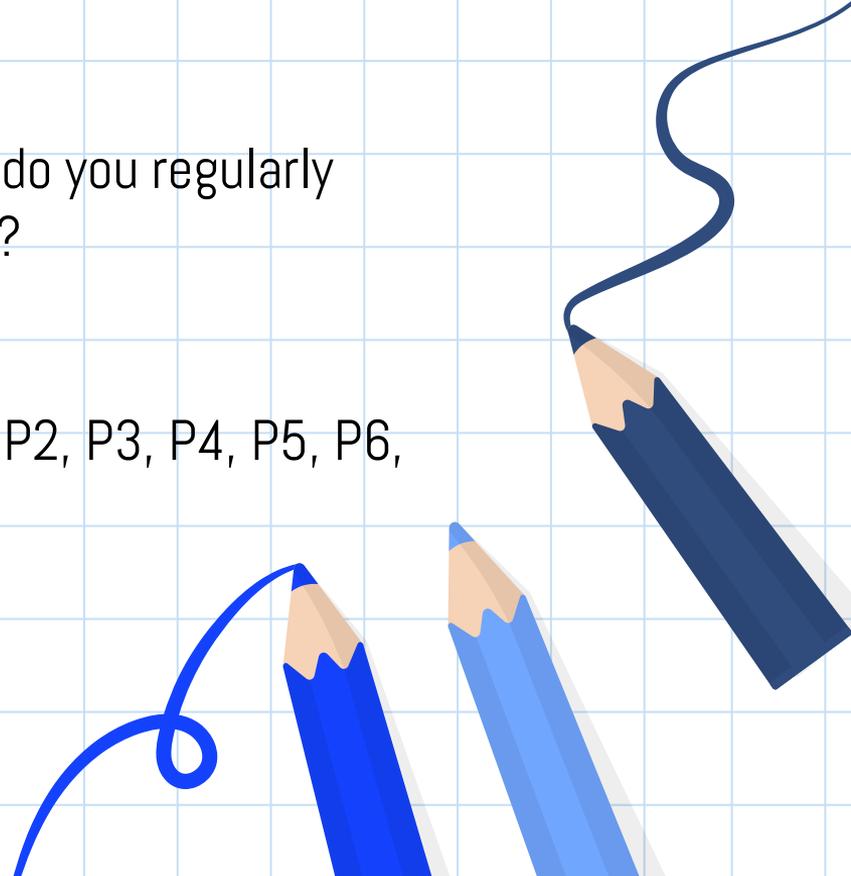
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How are Open Educational Resources managed in terms of Marketing?

2. What marketing programs or activities do you regularly perform or conduct to promote your OERs?

### Mass marketing

- Library service and social media (P1, P2, P3, P4, P5, P6, P8, P9, P13)

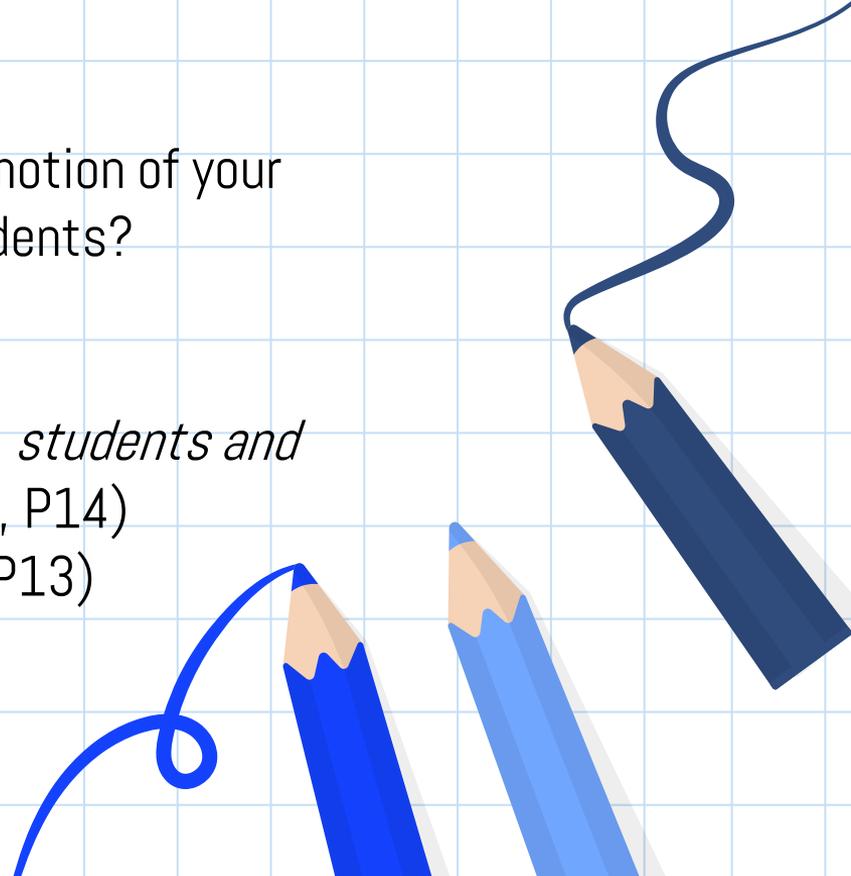


## Research Question 2c:

### How are Open Educational Resources managed in terms of Marketing?

3. Who are the people involved in the promotion of your OERs? Do you involve the faculty and students? Please explain briefly.

- *“Academic community (i.e., teachers, students and other stakeholders).”* (P1, P2, P5, P8, P14)
- *“Library staff.”* (P4, P5, P6, P9, P10, P13)



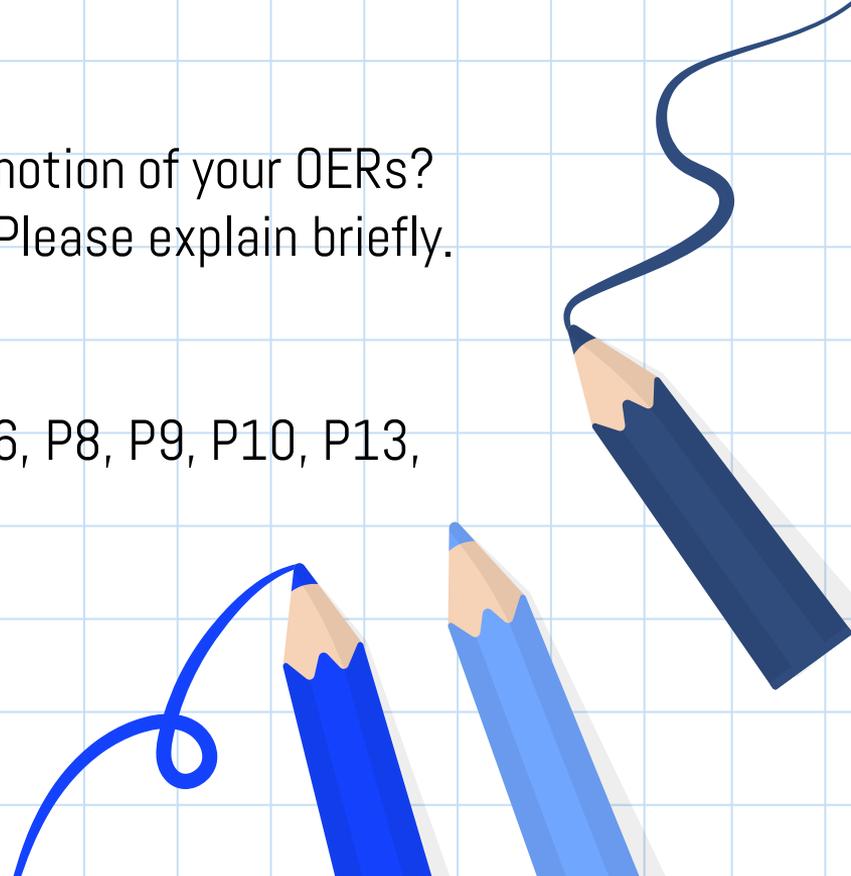
## Research Question 2c:

How are Open Educational Resources managed in terms of Marketing?

3. Who are the people involved in the promotion of your OERs? Do you involve the faculty and students? Please explain briefly.

### Internal Communications

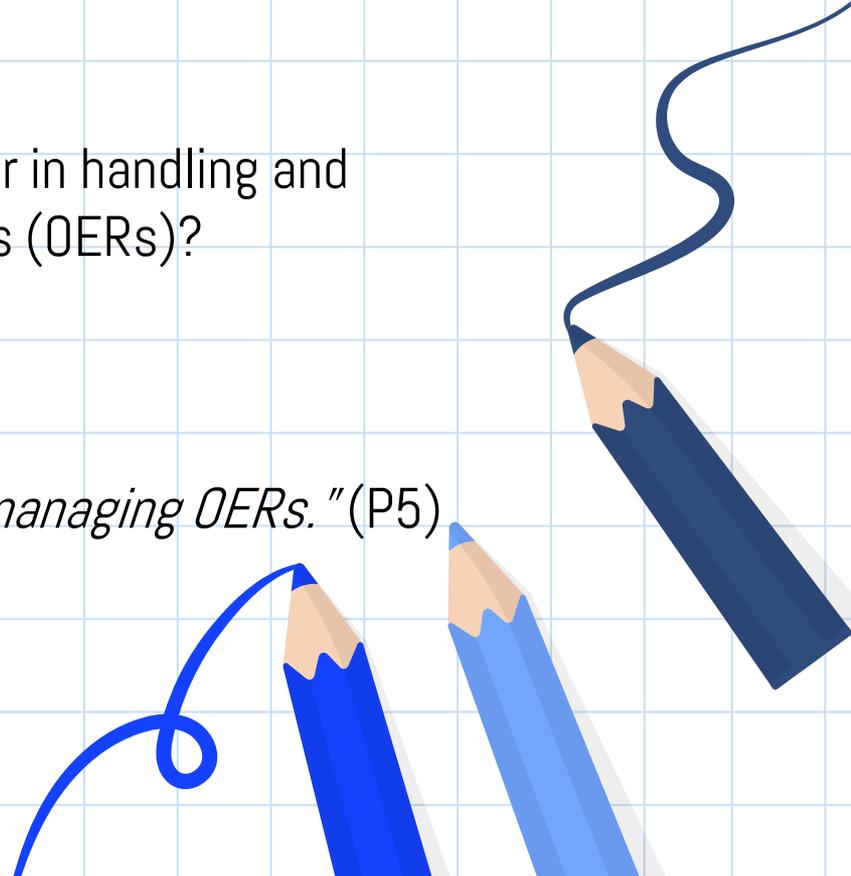
- Internal marketing (P1, P2, P4, P5, P6, P8, P9, P10, P13, P14)



### Research Question 3:

what are the problems encountered by academic librarians in handling and managing OERs?

1. What are the challenges you encounter in handling and managing Open Educational Resources (OERs)?
  - *"Storage of OER[s]."* (P1)
  - *"Copyright issues."* (P2, P14)
  - *"Limited knowledge in handling and managing OERs."* (P5)



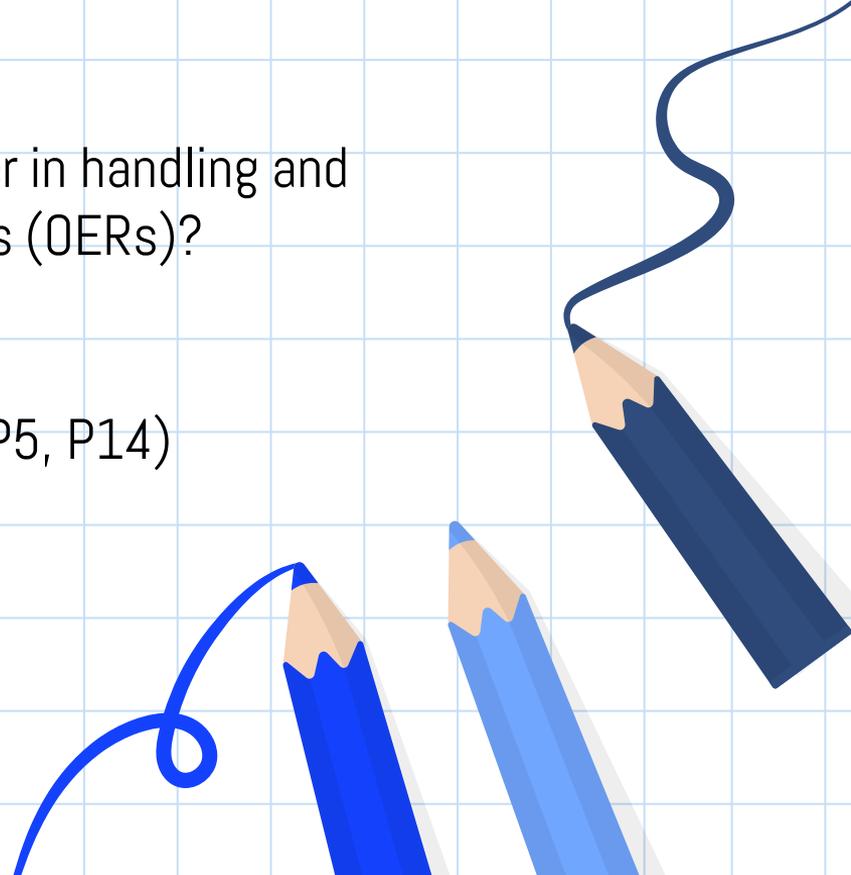
### Research Question 3:

what are the problems encountered by academic librarians in handling and managing OERS?

1. What are the challenges you encounter in handling and managing Open Educational Resources (OERs)?

### Capacity Building

- Lack of technical expertise (P1, P2, P5, P14)



### Research Question 3:

what are the problems encountered by academic librarians in handling and managing OERS?

2. What training do you need to capacitate you in handling and managing effectively your OERS?

- *“Organizing and [proper] handling and managing [of] OERS.”* (P1, P2, P5, P6, P10, P12)
- *“Preservation and marketing.”* (P3)
- *“Policy [formulation].”* (P7)



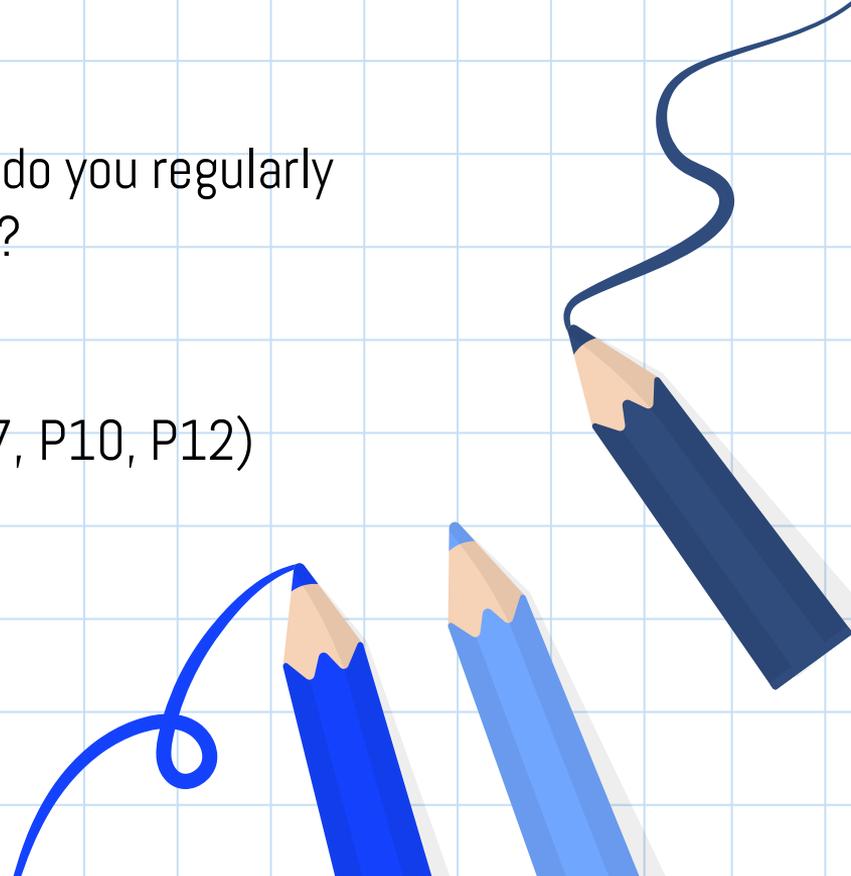
### Research Question 3:

what are the problems encountered by academic librarians in handling and managing OERS?

2. What marketing programs or activities do you regularly perform or conduct to promote your OERs?

#### Capacity Building

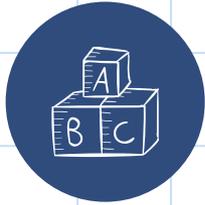
- Policy formulation (P1, P2, P5, P6, P7, P10, P12)
- Marketing (P3)



An illustration on a light blue grid background. A large, dark blue oval shape is pinned to the wall with a paperclip at the top. Inside this oval, the text "Conclusion and Recommendations" is written in white, bold, sans-serif font. To the right of the oval, a girl with blue hair in a bun, wearing a blue shirt and a dark blue skirt, stands on a small blue step ladder. She is holding a paintbrush and appears to be painting the oval. To the left of the oval, a large blue pencil is shown with a blue squiggly line trailing from its tip. There are also other blue squiggly lines in the top left and top right corners of the image.

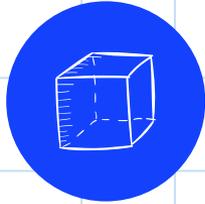
# Conclusion and Recommendations

# Conclusions



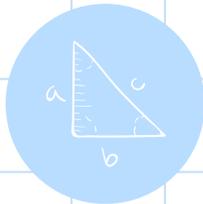
## Perceptions

The **familiarity** of librarians on OERs depends on the degree of their exposure to such resources. **Utilization** of OERs by patron improves when guided on how to use them. **Purpose** is defined based on the optimal usage of the OERs.



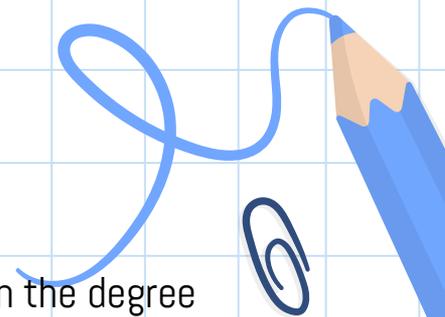
## Practices

Lack of familiarity and exposure to OERs may lead to poor **handling and storage, organization** and **marketing** of these resources resulting to low appreciation from clients.

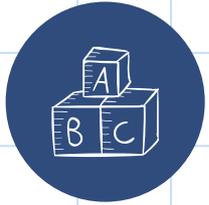


## Problems

Librarians' limited knowledge on OERs gives mediocre impression from clients. The need to continuously update librarians' expertise through **training or capacity building** on information resources (including OERs) is crucial.

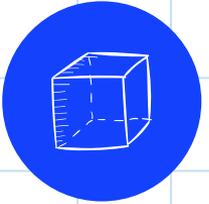


# Recommendations



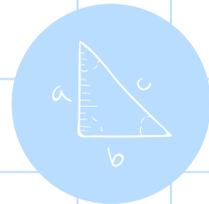
## Perceptions

Increase librarians' familiarity on OERs through continuous professional development. User education must be conducted to teach clients how to access, evaluate and use OERs ethically and responsibly.



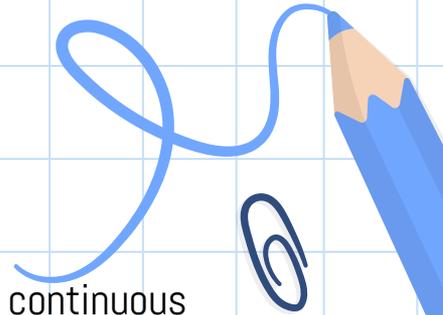
## Practices

Improve library facilities and librarians' technical skills to allow better handling and storage, organization and marketing of OERs of all types.



## Problems

Development of a capacity building plan to improve librarians' technical and professional skills in handling and managing Open Educational Resources (OERs) is highly recommended.





## The Capacity Building Plan

The contents of the plan were based from the **quantitative** and **qualitative** results of the study.

# The Capacity Building Plan



# Things and Themes Considered in the Development of a Capacity Building Plan

## 3Ps

- **Perceptions**
  - Familiarity
  - Utilization by Patron
  - Purpose
- **Practices**
  - Handling and Storage
  - Marketing
  - Organization
- **Problems**
  - Challenges
  - Training needs

## Themes

- **Handling and Storage**
  - Collaboration
  - Content Curation
  - Copyright
  - Policy Formulation
  - Program Evaluation
  - Software Management
- **Marketing**
  - Business Correspondence
  - Marketing Essentials (i.e., Mass Marketing, Market Segmentation, Marketing Mix Design)
  - Use of Social Media
- **Organization**
  - Practical Cataloging
  - Subject Cataloging
  - Classification



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# Thanks!

Does anyone have any questions?  
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