How European Libraries of Higher Education are supporting OE today
How are librarians supporting OE in Europe?

- To gain insights into Open Education practices within academic libraries in Higher Education in Europe

- To ultimately strengthen Open Education (OE) and increase Open Education Resources (OER) in higher education institutions and their libraries across Europe
The survey

- Online survey open for 8 weeks: Nov 19 - Jan 2020

- 146 responses analysed

- 28 European countries: 4 highest responses
  Spain, UK, Poland, and Greece
Policy

* Trend: institutional policies part of larger overarching policies
* 27 reported OE policies
  - 11 libraries involved in conception
  - Libraries involved in 3/4 standalone policies
The organisational context

- Only 20% had an internal task force / entity with an OE focus: and then more likely to have a policy
- A positive correlation between OE/OER services and # students
- A positive correlation between OE/OER advocacy activities and # students
- No correlation between services offered and FTE!
Library leadership

- 50% take the lead in OE or OER in their institutions

- 7 of 9 libraries involved in conceiving OE policy,
  - taking lead in advancing OER
  - engage in more activities: 5.3 activities vs 3.3

- 40 of 101 lead from teaching and learning, 10 scholarly communications section
Collaboration

Level of collaboration with other bodies

- Academic departments: Yes (regular or ad-hoc) 70%
- Faculty: Yes (regular or ad-hoc) 90%
- Information Technology: Yes (regular or ad-hoc) 80%
- E-learning/distance education: Yes (regular or ad-hoc) 85%
- Teaching and learning centre: Yes (regular or ad-hoc) 95%
- Faculty Board(s): Yes (regular or ad-hoc) 75%
- Legal department: Yes (regular or ad-hoc) 80%
- Communications office: Yes (regular or ad-hoc) 90%
- Vice-rectorate: Yes (regular or ad-hoc) 90%
- Faculty Champion(s): Yes (regular or ad-hoc) 85%
- Assistive technology: Yes (regular or ad-hoc) 80%
- Other student group(s): Yes (regular or ad-hoc) 75%
- Student services: Yes (regular or ad-hoc) 85%
- Senior administration: Yes (regular or ad-hoc) 80%
- Student union: Yes (regular or ad-hoc) 85%
- Alumni association: Yes (regular or ad-hoc) 90%
- Campus store: Yes (regular or ad-hoc) 75%

Yes (regular or ad-hoc) | No
Collaboration: regular vs ad hoc

Level of collaboration with other bodies

- Academic departments
- Faculty
- Information Technology
- E-learning/distance education
- Teaching and learning centre
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- Legal department
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0% to 100% scale:
- Regular
- Ad-hoc
- No
Services

Services provided by the Library

- Information literacy
- Advice on copyright
- Training/education
- Discovery services
- Collection management
- Knowledge exchange
- Scholarly communication
- Knowledge
- Digitisation
- Storage services
- Data curation
- Technical support
- OER co-creation
- Reading list provision
- Course pack provision
- Participatory design

Legend:
- Lead role
- Supportive role
- None
Key results: Services vs skills

- The majority providing support in an area had full or many skills in that area.
- Institutions had higher skill levels in areas where they worked together with other departments to provide OER services.
- Lack of full set of skills: Advice on copyright, and knowledge exchange.
- Lack of skills overall: participatory design, course pack provision, data curation, technical support.
Opportunities / Benefits n=62

* Quality, access and re-use
  - Eliminating barriers to education: increasing equity
  - Improving quality of education and access to it

* Culture and environment
  - Creation of a culture of openness, incl. open policies
  - Rise of the importance of the library; leadership
  - Deepening collaboration with other depts
  - Engaging in national policy development

* Resources
  - Improving skills development in libraries
Challenges

* Policy
  - A lack of an institutional or national policy

* Resources
  - Lack of staff capacity and funding for creation of OERs
  - Insufficient relevant skills and knowhow

* Culture and environment
  - The speed of change mindsets and institutional culture
  - Lack of institutional leadership
  - Lack of understanding of benefits by senior management
  - Challenges in the ability to influence teaching staff
  - Understanding of interplay between profs internally
Challenges

🌟 Quality, access and re-use

- **Copyright and licensing** as a barrier to access and re-use
- **Sharing good practices** internationally
- **Improving the discovery** of OER
- Selling the **quality** in OER
10 recommendations

* Fund:

1. Explore opportunities for seed-funding projects to kick-start OE efforts
2. Earmark some of your library budget for OE
3. Consider establishing a grant programme to support the creation of OER

* Collaborate:

4. Invest more in understanding the interplay between professionals & stakeholders locally and externally, e.g. develop a stakeholder management plan
10 recommendations

* Lead:

5. If you haven’t already, consider taking a leadership role to help drive OE at your institution/library; many of your peers already are doing so.

6. Step up advocacy efforts with teaching staff and management; identify and equip your own internal champions.

7. Help initiate or develop an OE policy (locally or nationally); there is still a shortage of such policies. Build on the policies of peers.
10 recommendations

* Create

8. Engage in the **co-creation of Open Education Resources**; help grow what is available.

9. **Identify the skills** you need for OE/OER, and **upskill by partnering** more internally / externally

* Monitor & Grow:

10. Locate **where and what OERs are being created within your institution**; optimise accessibility and monitor growth of such resources over time.
SPARC Europe & implementing the UNESCO OER Rec

* Capacity-building amongst academic libraries in Europe: *European Network of OE Librarians* growth and engagement

* Policy development

* Research

* OER advocacy through champions

* Sustaining OE, a public good
What you can do now

1. Join the European network oer@sparceurope.org
2. Tell us how we can help you