Library Publishing, Open Books and Open Educational Resources (OER): challenges and opportunities for teachers

Celia Rosa, Teresa Cardoso
Universidade de São Paulo (USP), Brazil
Universidade Aberta (UAb), Portugal
Agenda

1. Book publishing: concerns/difficulties
   1.1. USP University Press
   1.2. CAPES – Brazilian Funding Agency
   1.3. USP Open Books Portal

2. Open Educational Resources (OER)
   2.1. Challenges for teachers
   2.2. Opportunities for teachers
   2.3. Some examples

3. Final remarks
Concerns/difficulties about book publishing at USP

- LP concept is not known as a set of practices that can be implemented, developed as a centralized publication service;
- Brazilian universities are focused on journals publication;
- LP is not associated with the University Press;
- Brazilian funding agencies favor scientific dissemination in journals over books.
LP, OB and OER: challenges and opportunities for teachers
C. Rosa, T. Cardoso > May 10th, 2019
EDUSP University Press challenge meets the demand for production of educational collection (PIPLDE program)

- 200 applications received from 32 USP Institutes/Colleges
  - 48 selected
  - 6 published in 2018
Encourages the qualification of the faculty of public universities’ by furnishing resources and contributing to the development of a system of evaluation of graduate courses with internationally standards of quality.

Simultaneously, CAPES promotes the evaluation of publications by committees through the establishment of a set of qualifiers (Balbachevsky, 2005) in order to guarantee quality.

CAPES – Brazilian Funding Agency
How provide criteria and new instruments to evaluate books according their singularities?

2009 | Qualis-books (CAPES) Guide for the classification of books for evaluation of graduate programs

type of publisher, distribution and access, editorial board, funding, reissue, awards, content qualitative evaluation, authorship with participation of undergraduates, originality, relevance, potential impact.

2019 | New Qualis-books is coming ...

Source: Pixabay
LP, OB and OER: challenges and opportunities for teachers
C. Rosa, T. Cardoso > May 10th, 2019
Teachers' interest proved by subsequent demand for publication of books indicated by the Commissions of Culture and Extension of colleges and institutes in order to integrate teaching, research, culture and extension.
Where are the users from?

Google Analytics | 2018 Apr - Apr 2019
University community efforts encourages for the integration of library publishing that can be consolidated:

- Thematic meetings;
- Identification of capacities;
- Orientation and adoption of publication procedures focused on this goal.

Researchers are eager to be read within and outside the academy, and LP can contribute to this.
LP, OB and OER: challenges and opportunities for teachers
C. Rosa, T. Cardoso > May 10th, 2019
The next Global Summit will be held in Lisbon, Portugal May 9-11 2019.

Registration is nearly full!

Volunteer spots still open!
Open Educational Resources (OER)

“teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.” (UNESCO, 2012:1)
Challenges for teachers

Challenges of Library publishing implementation from the teachers’ perspective:

- “A hole to be completed”;
- High demand for writing and many questions for publishing;
- Lack of confidence;
- Collaboration to publishing.
Challenges for teachers

A key concern for educators and senior managers of educational institutions about the concept of OER relates to 'giving away' intellectual property, with potential loss of commercial gain that might come from it. This is often combined with a related anxiety that others will take unfair advantage of their intellectual property, benefitting by selling it, plagiarizing it (i.e. passing it off as their own work), or otherwise exploiting it. These concerns are completely understandable.

“[...] it is important to determine what is truly driving the concerns of educators. When the concern is the loss of commercial opportunity, this requires a particular response (engaging with the incentives for sharing). But when this is masking a concern about peer and student scrutiny, this needs to be dealt with differently (and will usually involve some policy or management drive to overcome resistance to change).”
Opportunities for teachers

✓ Low cost publishing;
✓ Diffusion of knowledge;
✓ Gathering interests and efforts to expand scholarly communication;
✓ Sharing content: give an account to society (reciprocate society).
Opportunities for teachers

“OER has emerged as a concept with great potential to support educational transformation. While its educational value lies in the idea of using resources as an integral method of communication of curriculum in educational courses (i.e. resource-based learning), its transformative power lies in the ease with which such resources, when digitized, can be shared via the Internet. Importantly, there is only one key differentiator between an OER and any other educational resource: its licence. Thus, an OER is simply an educational resource that incorporates a licence that facilitates reuse, and potentially adaptation, without first requesting permission from the copyright holder.”

[..] its transformative power lies in the ease with which such resources, when digitized, can be shared via the Internet [..]

[..] its licence [..] facilitates reuse, and potentially adaptation, without first requesting permission from the copyright holder [..]
Some examples

Lesley University Library

Six Steps to OER

**STEP 1**
Set aside time

**STEP 2**
Look at your current text

**STEP 3**
Locate an OER text

**STEP 4**
Browse open repositories

**STEP 5**
Supplement

**STEP 6**
Ask for help

Searching for OER takes time and persistence, just like research.

Is your current textbook available for free through the library databases?

Check to see if a whole OER textbook already exists for your course.

Browse several repositories to see what content is available.

Look at your learning objectives and find different materials for different topics.

Call a librarian to get help. You can do this anytime!

"Six Steps to OER" by Northwestern Michigan College (NMC) Librarians, used under Creative Commons Attribution 4.0 International License / Modified text from original.

https://research.lesley.edu/oer

LP, OB and OER: challenges and opportunities for teachers
C. Rosa, T. Cardoso > May 10th, 2019
Some examples – the case of Repositório Aberto (OU, Pt)
Some examples – the case of *Repositório Aberto* (OU, Pt)
Some examples – the case of *Repositório Aberto* (OU, Pt)
Some examples – the case of Repositório Aberto (OU, Pt)
Some examples – the case of Repositório Aberto (OU, Pt)
Some examples – the case of Reppositório Aberto (OU, Pt)

LP, OB and OER: challenges and opportunities for teachers
C. Rosa, T. Cardoso > May 10th, 2019
Final remarks

Open Books have been growing, but that does not necessarily imply a growth on Library Publishing.

However, can contribute to address the topics of quality, innovation, access, cost and dissemination, among others, posed by library publishing... including for teachers!
THANK YOU!

Celia Rosa*, Teresa Cardoso**

* zeuli@usp.br | Geosciences Institute | Universidade de São Paulo (USP), Brazil
** teresa.cardoso@uab.pt > Universidade Aberta (UAb) – Open University, Portugal