LIS Professionals on Open Educational Resources in Modern Information Era

Krishnappa[1]; Ramaprasad C.[2]

Research Scholar, Department of Studies in Library and Information Science, University of Mysore, Manasagangothri, Mysuru [1]; Assistant Librarian, Dept. of Library and Information Center, RV College of Architecture, CA-1 BSK 6th Stage, 4th Block Bangalore, Karnataka, India[2]

krishnappamlisc@gmail.com, srirammlisc01@gmail.com

ABSTRACT

The developing capacities of the Internet, combined with OER, offer extraordinary open doors for essentially expanding access to quality educational resources for various divisions. Open educational resources (OER) have as of late emerged as a response to the requirement for open, reusable and educational material, unreservedly accessible on the web. Influencing educational resource 'to open' means it is accessible at no cost to others for adjustment and reuse in various settings. Libraries can add to the open educational center by making OERs themselves. There are numerous libraries and library consortium that have led the pack in delivering resources for all. With the changing time LIS professionals need to remain side by side and stays open to the changing patterns in educational world, and furthermore pick up involvement with changing technologies, turn into a basic accomplice in the cooperative educational endeavors of both educator and student. The main establishments have made their educational contents open to all with no cost. This paper delineates a review about the open educational resources and involvement, open door for library and LIS professionals.

KEYWORDS: Open Educational Resources, Open Access, Open Educational Movement, India, LIS Professionals.

1. INTRODUCTION

Today the advanced condition offers many shots for an imaginative and shared engagement of learners with computerized substance, devices and services in the learning procedure ("e-learning 2.0" rather than "click and learn"). One such open door is the cooperative creation, assessment and sharing of open substance, and learning encounters. There are various libraries and library consortiums that have taken the forefoot in delivering resources for all. Librarians, whose positions are filled with experts and specialists in an assortment of fields, can be supporters of the open educational commons by making OERs themselves. Open Educational Resources (OER) are the materials utilized for educating and learning that are generously accessible online for everyone to utilize, regardless of whether you are an educator, student or self-learning. Examples of OER include: full courses, course

modules, syllabic, lectures, homework assignments, tests, lab and classroom exercises, valuable materials, recreations, reproductions, and numerous more resource contained in digital media collection from around the globe. The OER development means to separate obstructions and to energize and empower sharing substance generously called Open Educational Resources.

2. DEFINITION

The term open educational resources (OER) first came into utilization at a meeting facilitated by UNESCO in 2002, defined as "the open arrangement of educational resources, empowered by information and communication technologies, for conference, utilize and adjustment by a group of users for noncommercial purposes" (John stone, 2005). The meaning of OER now regularly users are: "open educational resources are digitized materials offered freely and openly for educator, students and self-learning to utilize and reuse for educating, learning and research".

- **Learning content:** Full courses, courseware, content modules, learning articles, collection and journals.
- **Tools:** Software to help the improvement, utilize, reuse and conveyance of learning content, including searching and association of substance, substance and learning management system, content improvement devices, and online learning groups.
- **Implementation Resources:** Intellectual property licenses to advance open Publishing of materials, outline standards of the best practice and restrict content. (OECD, 2007).

2.1 Openness

Openness in social space is basically involved by the anticipated social advantages and by moral contemplation identified with flexibility to utilize, contribute and share.

Openness in Education implies:

- Open Entry
- Anywhere learning
- Learning at my chance and my pace
- Freedom/adaptability of selection of courses

2.3 Educational

OER in education is obviously to improve adapting; outstandingly a sort of learning that empowers the advancement of both individual and social abilities for understanding and acting.

2.4 Resources

The word reference meaning of "resource" is a stock or supply of materials or resources that can be attracted on request to work adequately. It is currently conceivable to offer the accompanying illumination of the meaning of OER as "digitized materials offered unreservedly and transparently for educators, students and self-learners to utilize and reuse for educating, learning and research".

3. SIGNIFICANCE OF THE STUDY

1. This examination gets a handle on the part of future library and additionally the LIS professionals with regards to OERs.

2. This will discover the barriers of information and critical thinking part of library professionals.

3. The examination will help to comparative between development of OERs in India and different nations.

4. Adjust the part of LIS professionals in this perspective.

So future Library Professionals can serve the users legitimately with the assistance of OERs.

4. TARGET OF THE STUDY

1. To characterize Open Educational Resources and its development in LIS field,

2. To delineate the part of LIS professionals with OERs.

3. To delineate the part of libraries with OERs in the future.

4. To depict the services gave by the LIS professionals in association of OERs.

5. To discover the lacuna of LIS professional to take activities by the libraries in that angles.

6. To represent the OERs development in India.

5. Search Engine for Searching of Open Educational Resources

Various search engines exist to search Open Educational Resources. These include:

➢ **Discovered** – "Find the Universe of Open Educational Resources"

➢ **Jorum** – "free learning and showing resources, made and contributed by showing staff from UK Further and Higher Education Institutions"

➢ **OCW Finder –** "search, suggest, work together, and remix"

➢ **OER Commons –** "Discover Free-to-Use Teaching and Learning Content from around the globe. Lessons, College Courses, and that's just the beginning."

➢ **Temoa –** "an information centers point that facilitates an open and multilingual list of Open Educational Resources (OER) which plans to help the education group to discover those assets and materials that address their issues for educating and learning through a specific and collective inquiry framework and social apparatuses."

➢ **University Learning =** OCW+OER = Free custom internet searcher - a meta-web crawler fusing a wide range of OER archives (utilizes Google Custom Search)

➢ **XPERT –** "a JISC financed quick advancement venture (summer 2009) to investigate the capability of conveying and supporting a disseminated storehouse of e-learning assets made and flawlessly distributed through the open source e-learning improvement instrument called Xerte Online Toolkits. The point of XPERT is to advance the vision of a disseminated engineering of e-learning assets for sharing and re-utilize."

➢ **OER Dynamic Search Engine -** a wiki page of OER locales with went with search engine (controlled by Google Custom Search)

➢ JISC Digital Media keep up direction on discovering video, sound and picture internet, including those authorized as Creative Commons.

(https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs)

6. LIBRARIES AND OPEN EDUCATIONAL RESOURCES

6.1 OER and Life-long Learning

OER bolstered lifelong learning with the point of enhancing information, skill, and fitness. Open source and open principles are the methods for open information technology support for learning forms. Libraries approach unlimited data which are interestingly not quite the same as the classroom in so far as learning is concerned. During the time spent taking in a teacher sort out materials to present, notwithstanding utilizing an assortment of strategies, perhaps using the most recent in technology, applying prerequisites and due dates for students to meet however, a similar thing can occur in OER without an educator. Teachers, instructors, and researchers shape the nexus of new teaching groups that need to abuse the information resources in their own particular teaching. Librarian can assume the part of a mediator here.

6.2 Libraries doing with OERs

There are various libraries and library consortium that have led the pack in creating resources for all. One case of an institutional level activity is the Harvard Open Collections Program. This program is a piece of the Harvard Libraries and Museums. The capability of the considerable number of activities lies in their reality. Every have great remaining in their own particular groups for furnishing their users with what they are hunting down. Through OER, we can deliver something that connections the greater part of the resources together, a widened and improved "Open Courseware Search" for libraries. A group of such extent would contain all the best perspectives: essential and helpful assets, an intensive web crawler, and direction for the creation, change, and generation of materials. The perfect library OER would be general, overall activity system.

6.3 How OERs working in Library

The cross-searching system that would profit the institutional scholarly activities and repositories, this would really be a consolidated web activity. Libraries would approach as part associations, and create and display materials to be put into the activity. As all-inclusive systems there would be classes for public libraries, academic libraries, files, special libraries, law libraries, medical libraries, and so forth. Inside these classifications, there would likewise be classifications for instructional and educational materials, library-particular materials, pre-distributed papers, and materials with respect to uncommon occasions or events in libraries. With this broader classification system, a client would have the capacity to scan for a subject like "online searching guides" and it would deliver the outcomes for a wide range of internet searching guides in a wide range of libraries.

At these OER activities, the all the more regularly included professionals are lecturers, researchers, and learning technologists. These are trailed by academic care staff, librarians or other information science specialists and IT administrations staff. The mix of OER content in the library services and accumulations isn't yet broad. A large portion of the activities are essentially connected from the library home website page or the e-resources gathering, and now and again their OER are incorporated as suggested resources in the subject perusing records.

The Library has a connection to the repository/blog/web in its home site page.

- The Library included significant OER metadata records in the library inventory.
- The OER look interface is incorporated in the Library website page.

- The Library incorporated the OER in the e-resources accumulation, so they can be seeking through watchwords
- The Library included applicable OER in subject of reading records.
- The Library incorporated a connection to the activity landing page as a feature of the e-resources gathering.

6.4 OERs user in Library

OER system would be utilized on the teacher's side of things, rather than the student's. Classroom teachers and the students in the group of the specific archive or activity similarly utilize the materials in OER activities or storehouses. This library activity system would be accessible to users, as long as they are looking for materials created by their own particular library or library system. But that as it may search materials and browsing the activity site completely would not be obstructed to unregistered users.

6.5 OER Opportunities for LIS Professionals

Librarians, whose positions are loaded with specialists and experts in an assortment of fields, can be supporters of the open instructive lodge by making OERs themselves. Joseph Nitecki (1993), who authored the expression "meta librarianship", composes as of late there has been an observable move of intrigue far from the acquisition of information, toward access to them, and from the preservation of recorded messages at their usage. Librarian has assumed to part as go between, connecting the sources of data with their recipients, despite the fact that not changed, isn't yet completely comprehended by numerous librarians and most library patrons. OERs join alternate opens- Open Access, Open Source, Open Data, Open Science in making a more vigorous and helpful open commons. They hold the guarantee of making training at all levels, yet particularly higher education, more reasonable. OERs are more tuned in to the development to more prominent responsibility (i.e., giving a superior quantifiable profit), which is certainly a pattern in higher education. Librarian can help by contributing their own OERs to the house; screening for, indexing, and archiving quality OERs; utilizing OERs in their particular educating; and taking interest in dialogs drives toward dependable licensed innovation strategies and valuable principles.

Librarians have particular and clear obligations at OER projects, which are not generally inside the established, transmit of library exercises. They are primarily capable and currently dealing with description and classification, preservation, scattering and management of OER content and furthermore for the promotion of the OER activity or OER use crosswise over and past the organization.

Promotion of OER activity crosswise over and past the institution

- Dissemination of OER content inside and out with the establishment
- Evaluate straightforwardly licensed substance to be incorporated into OER
- Evaluation and determination of value existing OER
- Discovery of outsider made OER
- Discovery of sources of straightforwardly licensed substance for reuse in OER
- Preservation (Implement long term protection systems and projects)
- Management (Storage, association, rendition control, and so forth of OER)
- Licensing and IP rights (Clear copyright for utilizing outsider

- Content in new OER creation or in teaching.
- Description and classification (Tag, depict, or add metadata to OER)
- Creation of new or repurposed OER

7. The OERs Movement in India

An apparent and growing Open Education Resources development offers awesome guarantee for meeting this difficulty through activities that make quality instruments substance and practice broadly accessible. As needs be, India's National Knowledge Commission propelled a procedure to investigate and use these activities for appropriation and adjustment, and to fill in as a model for promote indigenous endeavors. In December 2005, the commission chose to investigate openings with open training materials keeping in mind the end goal to comprehend the suggestions for broadening access and upgrading quality for higher education in India. The developing abilities of the Internet, combined with OER, offer phenomenal opportunities for fundamentally expanding access to quality instructive resources for various areas. Together they can allow internationally made educational resources to serve the information needs of differing groups; they offer the likelihood of bringing intelligent instructive encounters that have until now not been the standard to learners.

CONCLUSION

In a worldwide economy affected by available information by means of the Internet, self-guided and autonomous learning is quickly winding up more typical and upgraded by the Open Educational Resources and different angles. The creative librarian with vision, who remains side by side and stays open to the changing patterns in educational world, who is proficient of accessible resources both print and on the online, and who likewise picks up involvement with evolving advances, turns into a fundamental accomplice in the community oriented educational endeavors of both educator and student. Keeping in mind the end goal to better help OER projects, librarians should to grow promote mastery in a few innovations and exercises particular to instructive advanced substance (learning content bundle standard or writing apparatuses), support and OER suggestions. One of the biggest higher education systems on the planet, India is confronting numerous issues like the shortage of instructors, poor foundation, absence of resources and some more. Positively the issues looked by higher education system in India will be decreased by as of late developed Open Educational Resources.

REFERENCES

[1] Center for Educational Research and Innovation, CERI. (2007). Giving knowledge for free, the emergence of Open Educational Resources. http://browse.oecdbookshop.org/oecd/pdfs/browseit/9607041E.pdf

[2] Giving Knowledge for Free: The Emergence of Open Educational Resources. (n.d.).
http://www.oecd.org/education/ceri/givingknowledgeforfreetheemergenceofopeneducationalresources.htm

[3] Goswami, S., & Biswas, P. (2011). Role of Libraries and LIS Professionals on Open Educational Resources in Modern Information ERA. *International Journal of Digital Library Services, 1*(1), 79-90

[4] Hylen, J. (2015). Open educational resources: Opportunities and challenges. *Research Gate,* 1-66. https://www.researchgate.net/publication/235984502.

[5] Karadia, A., & Kumar Seth, A. (2016). Open Educational Resources: Involvement of Libraries and LIS Professionals. *Research Gate,* 01-12. https://www.researchgate.net/ publication/295401165.

[6] Kozinska, K., Kursun, E., Wilson, T., Mc Andrew, P., Scanlon, E., Jones, A., Cagiltay, K. (2010) *Are Open Educational Resources the future of e-learning?* In Gulsecen, S., Ayvaz Reis, Z. (Eds.) Future Learning 2010. Third International Conference on Innovations in Learning for the Future 2010: eLearning. Proceedings. Istanbul Kultur University Publication No: 125, p.34 – 44

[7] Kumar Das, A. (2011). Emergence of open educational resources (OER) in India and its impact on lifelong learning. *Research Gate,* 1-7. Retrieved from https://www.researchgate.net/publication/238599328.

[8] Thomas, R. (2017). Use of Open Educational Resources: Indian Scenario. *International Journal of Library & Information Science (IJLIS), 6*(5), 17-26.

_____