Open Archives and Institutional Repositories for Open Educational Resources: Challenges Ahead for Turkish Universities

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Outline

- Definitions (OA, IR, OER, LOR)
- Turkish OA, IRs and OERs
- OER Issues
  - Metadata
  - Interoperability
  - Resource Discovery and Retrieval
- Challenges for Turkish Universities
- Conclusion

Open Access

1. ". . . free, irrevocable, worldwide, right of access to, and a license to copy, use, distribute, transmit and display the work publicly . . .
2. A complete version of the work . . . is deposited (and thus published) in at least one online repository . . . maintained by an academic institution, scholarly society, government agency, or other well-established organization that seeks to enable open access, unrestricted distribution, inter operability, and long-term archiving."

Source: **Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities**
http://www.zim.mpg.de/openaccess-berlin/berlindeclaration.html

Institutional Repository

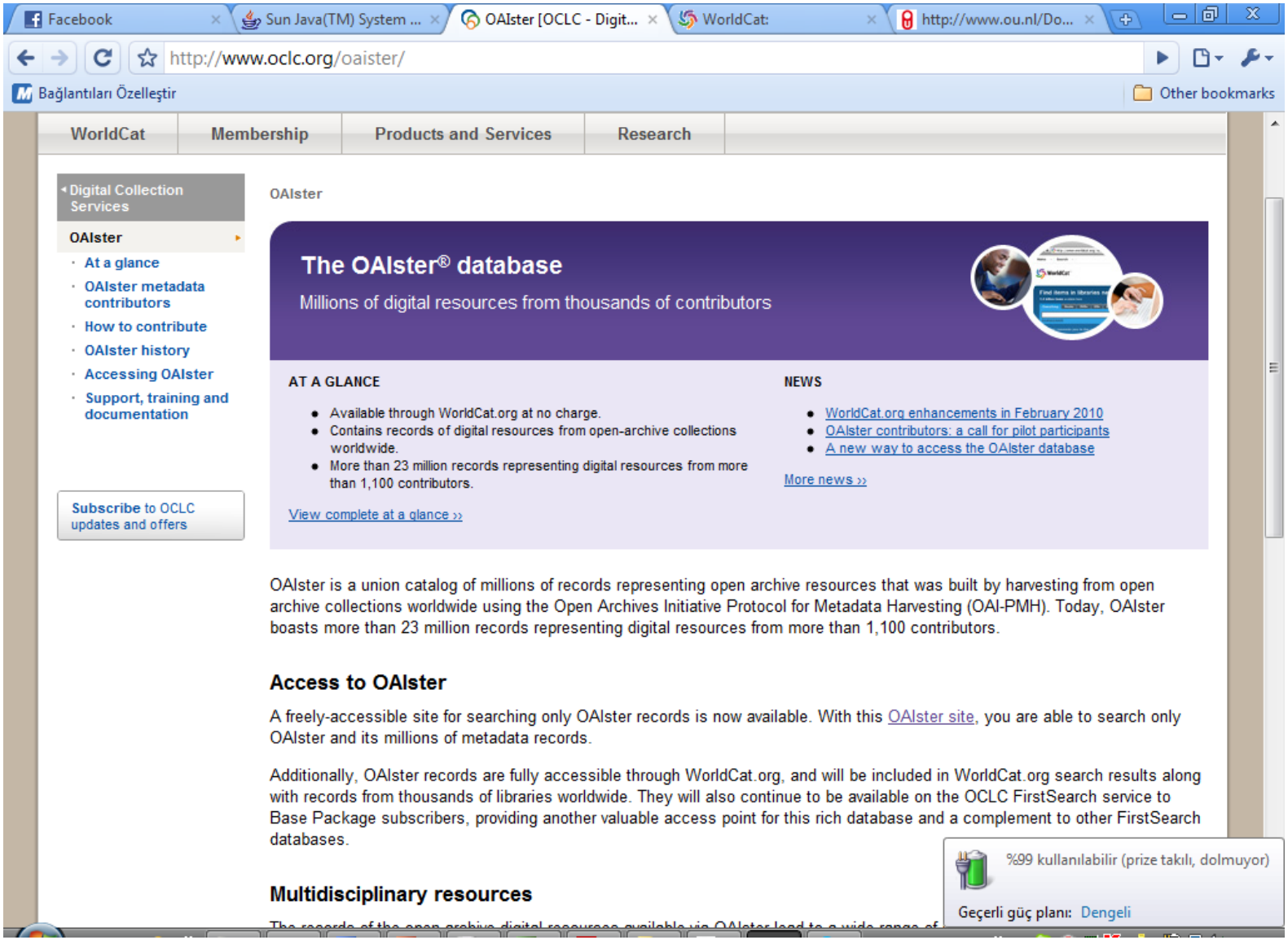
- “digital collection capturing the intellectual output of a single or multi-university community”

- Accessible to end users both within and outside of the institution

- IRs:
  - Institutionally defined;
  - Scholarly;
  - Cumulative and perpetual; and
  - Open and interoperable.

Source: Crow, 2002, p. 16.

c. 1,100 archives & 23M records . . .



OA Archives (as of November 10, 2009)

- USA (300)
- UK (151)
- Germany (112)
- Japan (71)
- Brasil (70)
- Spain (58)
- Canada (51)
- India (50)
- France (50)
- Italy (48)

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Turkish OA Archives and IRs (as of Nov. 2009)

- METU Library E-Theses (2247 records, OAI-compliant)
- Ankara University Open Archive System (3441 records, OAI-compliant)
- Sabancı University Research Database (9069 records, OAI-compliant, Eprints software, Not 100% OA)
- Gazi University Open Archive (2057 records, OAI not registered)
- Atatürk University Open Archive (578 records, OAI-compliant)
- Atılım University Open Archive (218 records, OAI not working)

- And other non-registered web-accessible ETD archives

Turkish OA Archives & IRs: Timeline

- 2003: METU Library ETD Archive becomes the first NDLTD member
- 2005: OA in Academic Informatics and Library Week meetings
- 2005: First experimental OA archive (Hacettepe Univ.)
- 2005: First operational OA archive (Ankara Univ.)
- 2006: OA Declaration
- 2006: Working Group on OA and IRs (ANKOS)
- 2006: OA & IRs Advisory Board (TLA, ÜNAK, ULAKBİM)

Open Educational Resources

- “digitized materials offered freely and openly for educators, students and self-learners to use and re-use for teaching, learning and research.”
- “The open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for non-commercial purposes.”

Source: Forum on the Impact of Open Courseware for Higher Education in Developing Countries (Final report) Unseco, 2002.

Learning Object Repositories

- Repositories that contain OERs of educational institutions
- They provide resource discovery, metadata enhancement, and social network tools as well as interoperability

Core Attributes of OER definitions

- Free access to open content (including metadata)
- Content is liberally licensed for reuse;
- Open content standards and formats are employed to facilitate easy reuse of content;
- Open source software is used, along with open Application Programming Interfaces (APIs), and authorizations to reuse Web-based services (e.g. RSS feeds).

Source: Fleming, C & Massey, M. (2007). Jorum Open Educational Resources (OER) Report, p. i-ii.

Drivers and Enablers for OERs

- Policies emphasizing educational innovation and organisational change;
- Promotion of ICT-based lifelong learning needs
- The Bologna Process
- Global competition in Higher Education and decline in student numbers in Europe due to demographic trends;
- Creative Commons licensing is firmly established and is being used increasingly;
- Open content repositories will increasingly surface from the Deep Web;
- New systems for creating and handling group-based learning designs may become more widely used;
- Semantic applications will provide new ways to access knowledge resources.

Source: Fleming, C & Massey, M. (2007). Jorum Open Educational Resources (OER) Report, p. 19-20.

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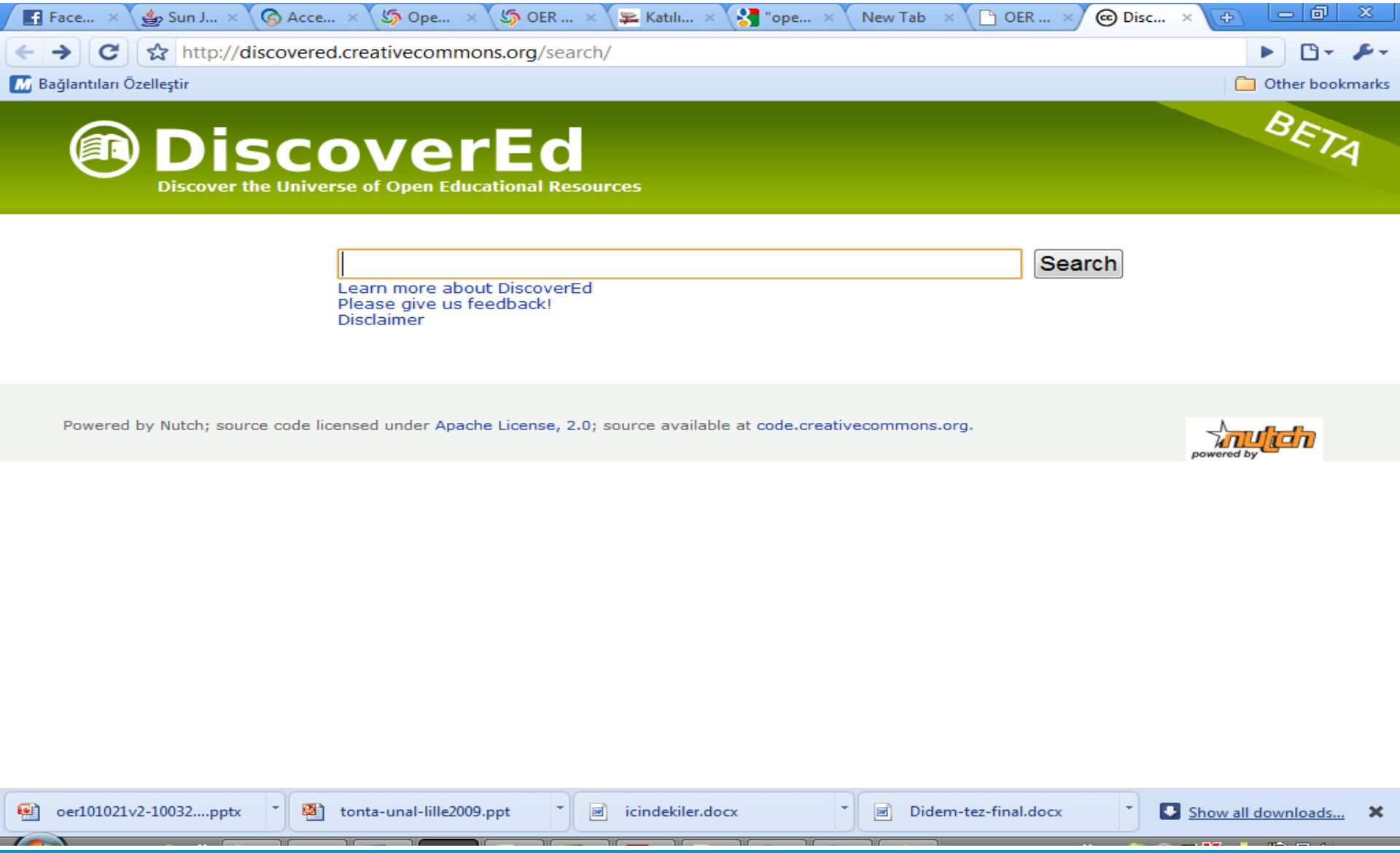
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Business (780)
Humanities (6729)
Mathematics & Statistics (3044)
Science & Technology (17322)
Social Sciences (5346)
Grade Levels
Primary (7786)
Secondary (12931)
Post-secondary (19596)
Open Educational Resources are all about sharing.
In a brave new world of learning, OER content is made free to use or share, and in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know.
Browse and search OER Commons to find curriculum, and tag, rate, and review it for others.
Use the Tutorials as a guide. Join and contribute to the global Open Education community.
Search Resources
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Metadata for OERs

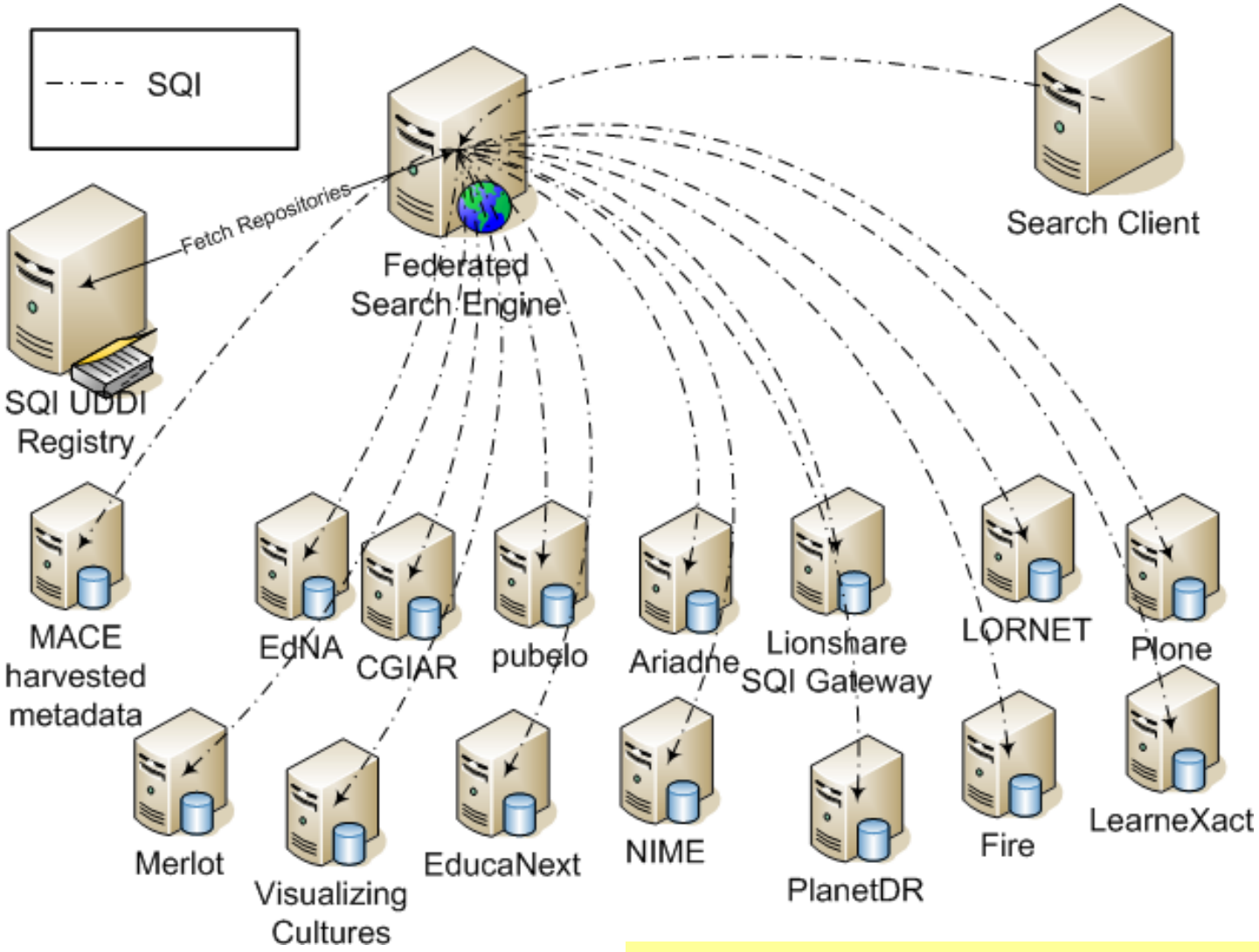
- LOM
- DC
- MPEG-7

LRE Metadata Application Profile Query Types

- in a given language (LOM 1.3)
- described by metadata in a given language
- of a given structure
- with a given status (e.g., draft)
- targeting an audience within a given age range
- licensed under a given creative commons license
- authored by a given author
- of a given "learning resource type"
- created at a given creation date
- of a given mime-type
- covering a given curriculum subject (competencies)
- described with a given LRE thesaurus descriptor

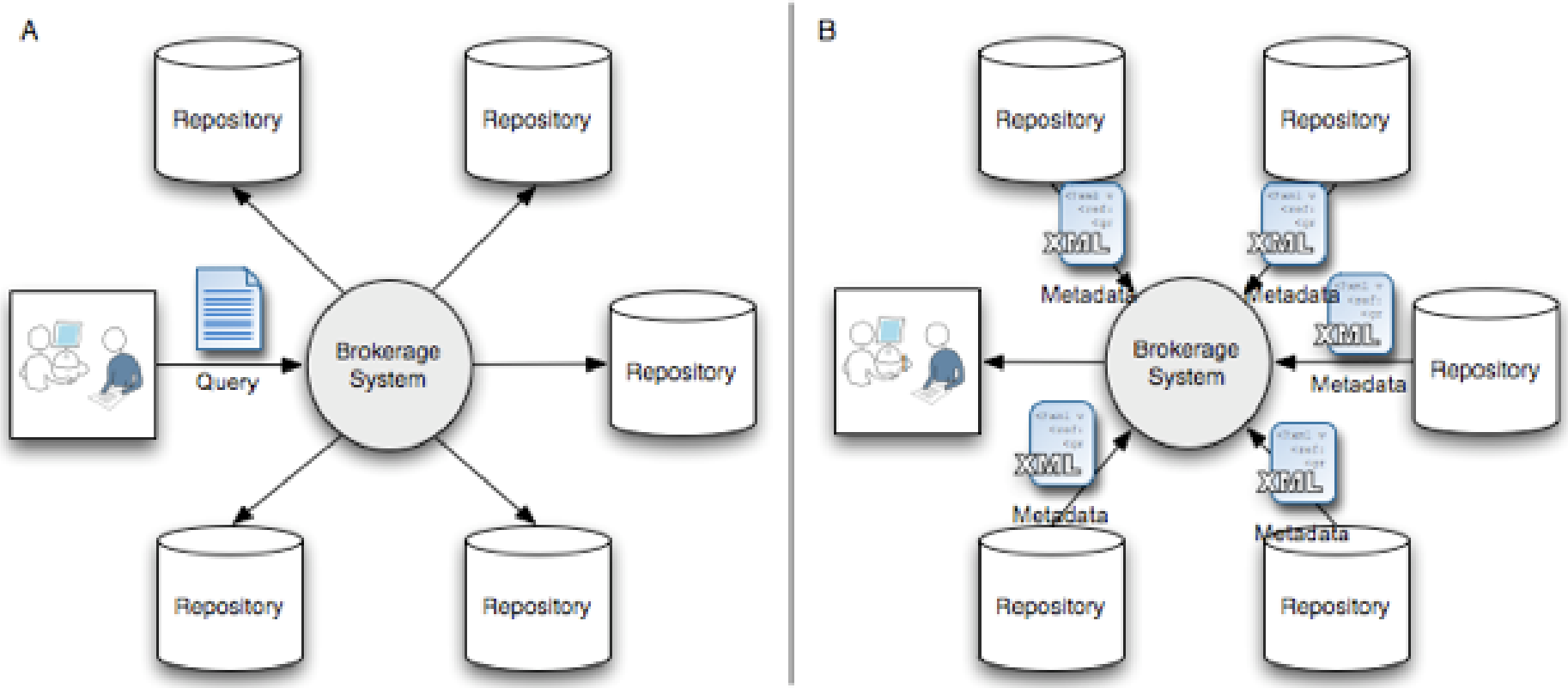
Source: Ternier et al. (2008). **Interoperability for Searching Learning Object Repositories The ProLearn Query Language. DLib Magazine, 14(1/2).** http://www.dlib.org/dlib/january08/ceri/01ceri.html

Architecture of LORs (GLOBE)



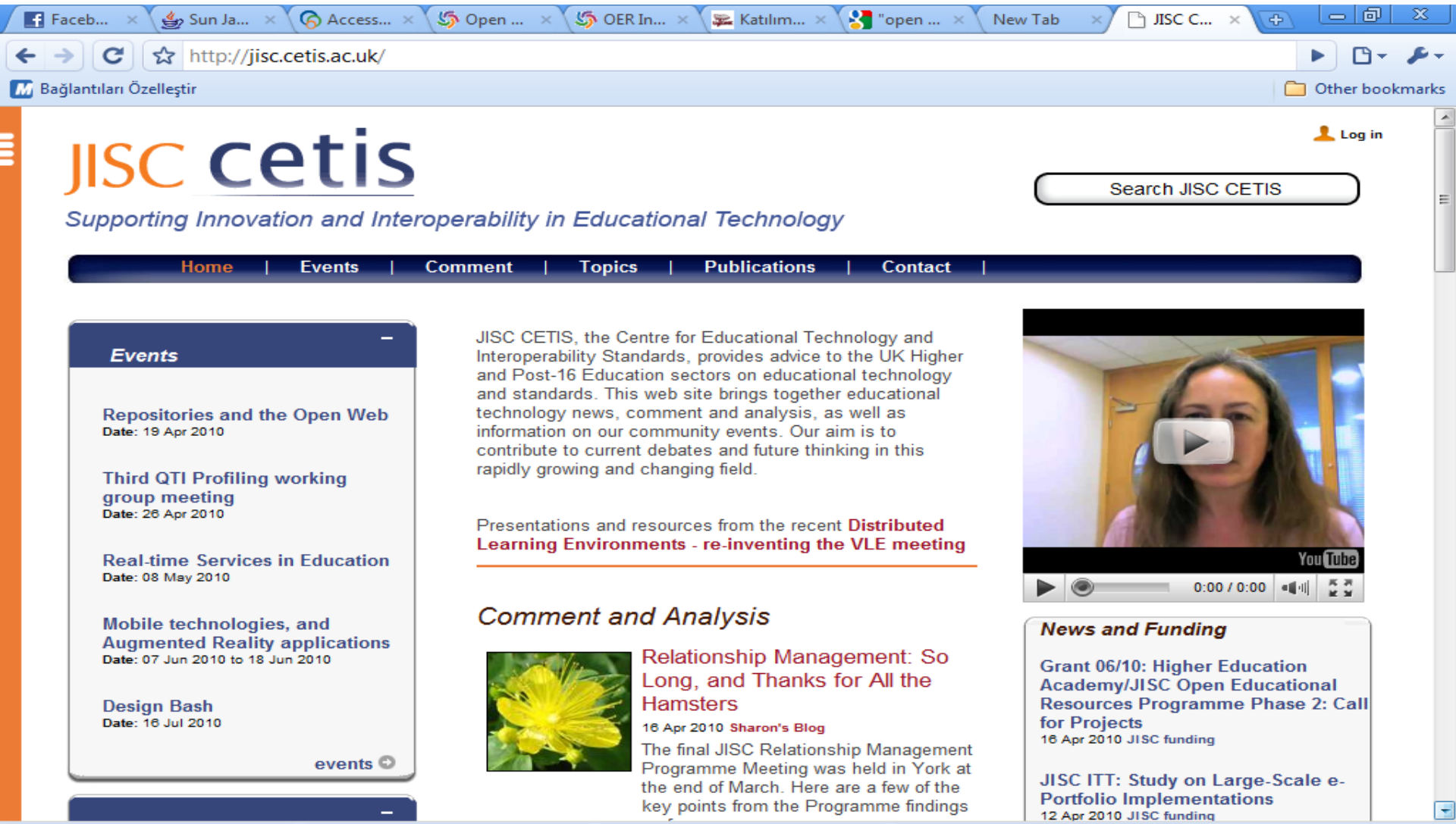
Source: Ternier et al. (2008). **Interoperability for Searching Learning Object Repositories The ProLearn Query Language. DLib Magazine, 14(1/2).** http://www.dlib.org/dlib/january08/ceri/01ceri.html

LRE Federated Searching

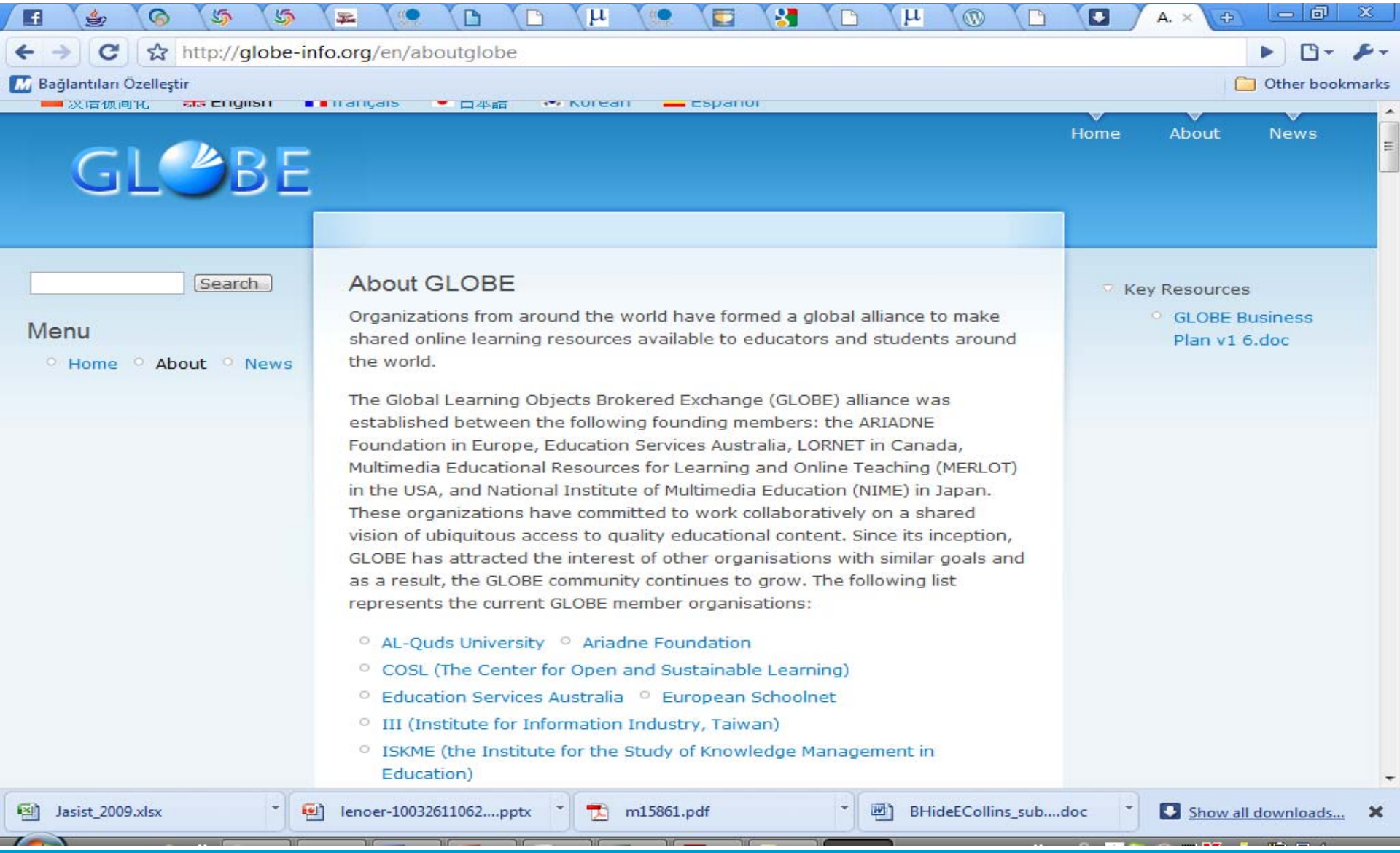


Source: Ternier et al. (2008). **Interoperability for Searching Learning Object Repositories The ProLearn Query Language. DLib Magazine, 14(1/2).** http://www.dlib.org/dlib/january08/ceri/01ceri.html

Interoperability

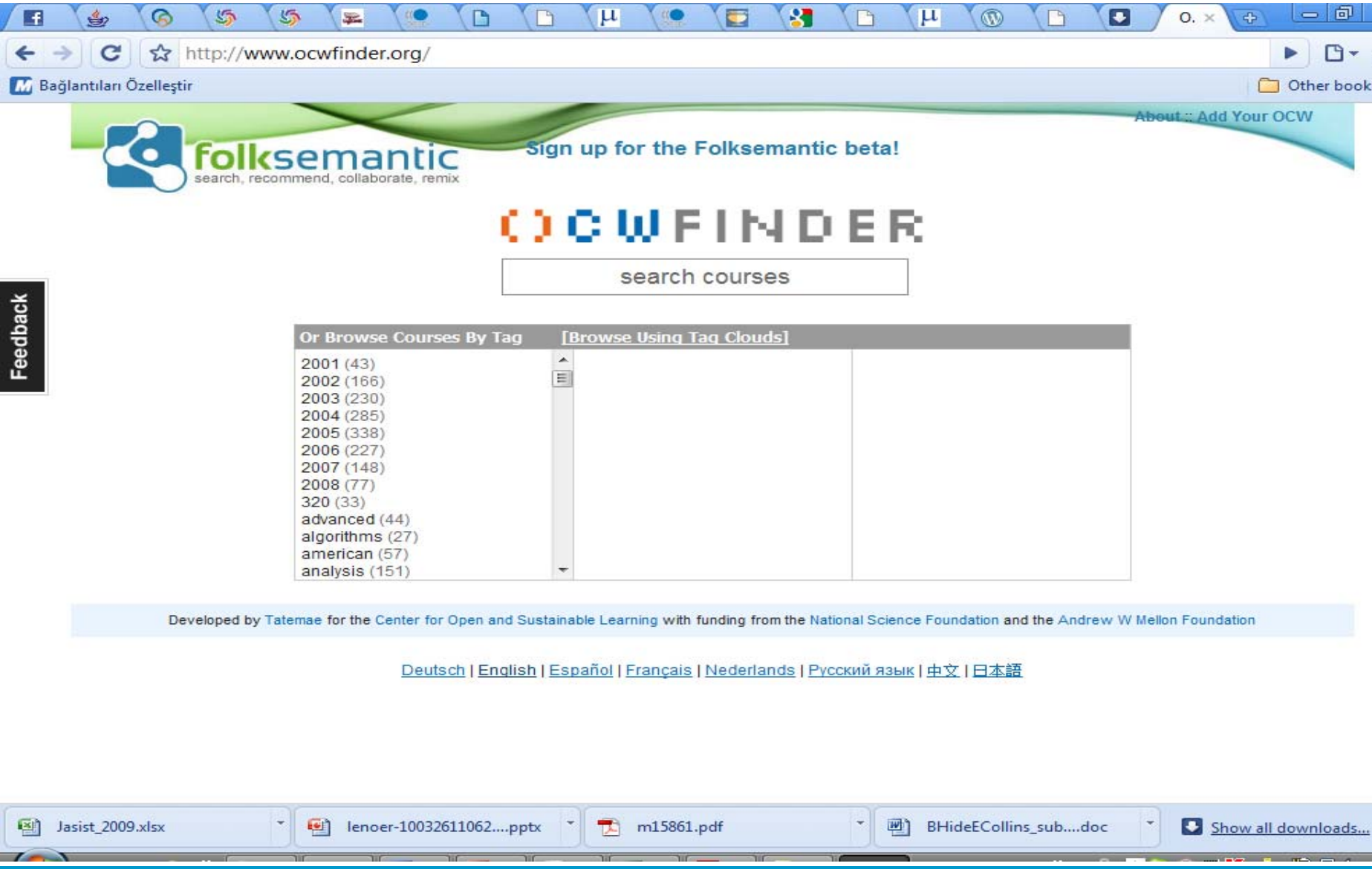


GLOBE: Global Learning Objects Brokered Exchange



Globe Initiative

OCW Finder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Introduction to Information Architecture

Module by: Peter Howell. E-mail the author

User rating (?): ☆☆☆☆☆ (0 ratings)

Summary: This hands-on course examines issues related to information architecture as it applies to a medium-sized community college web site.

Exploring Information Architecture

Information architecture (IA) considers the study of information and how we find it and use it. In this course we will be studying various methods of making information more findable, and how to manage the growing size of our "library".

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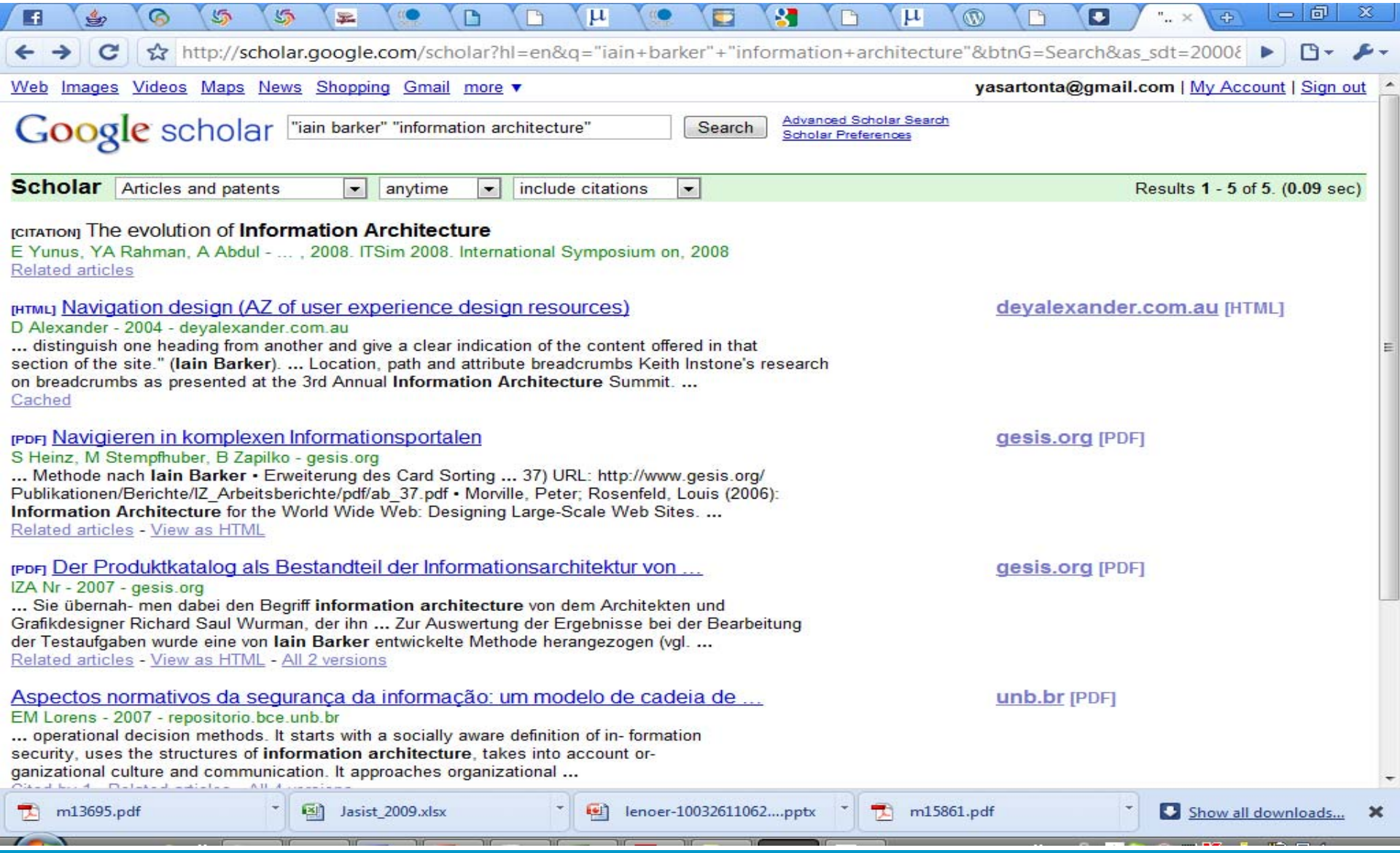

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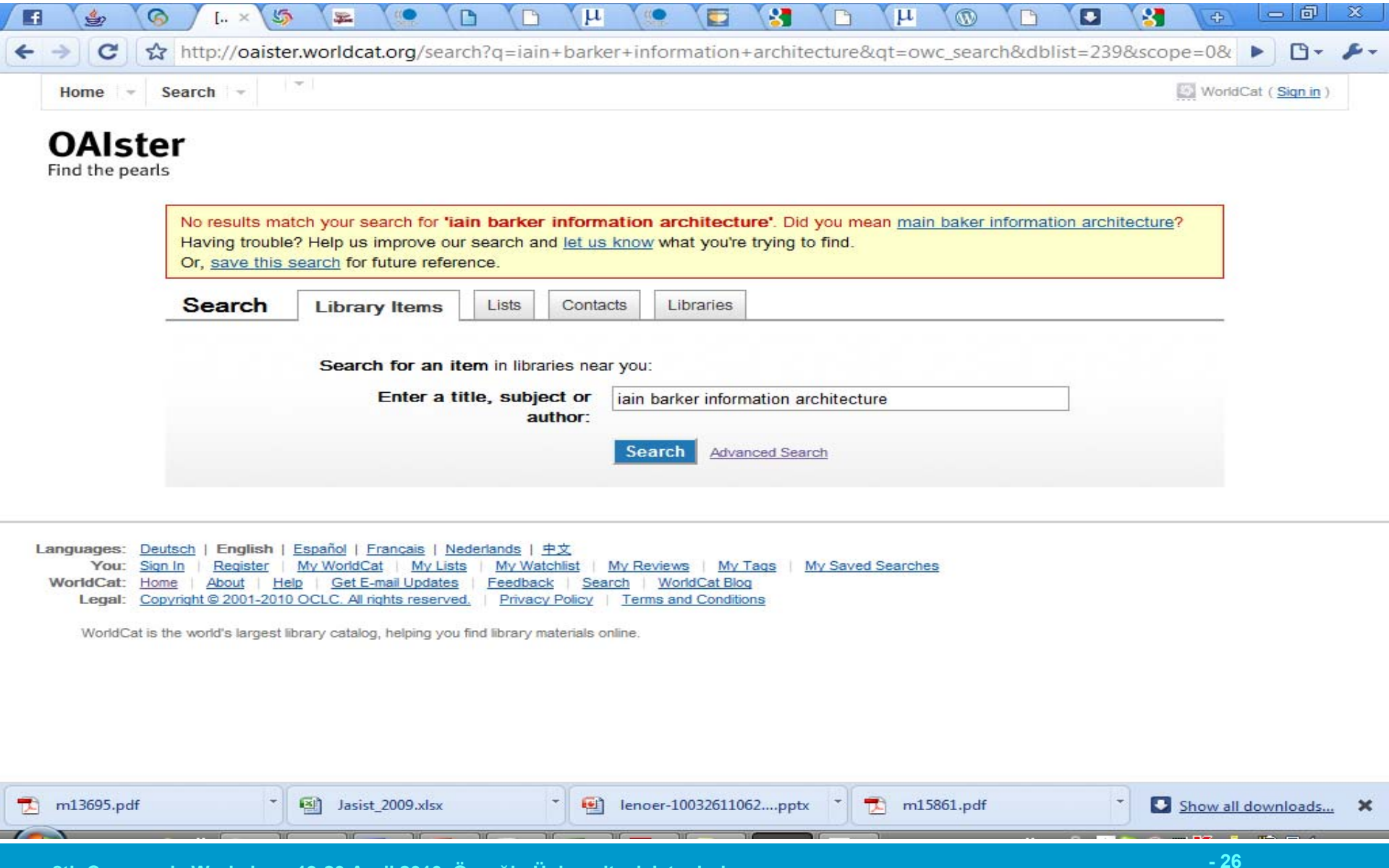
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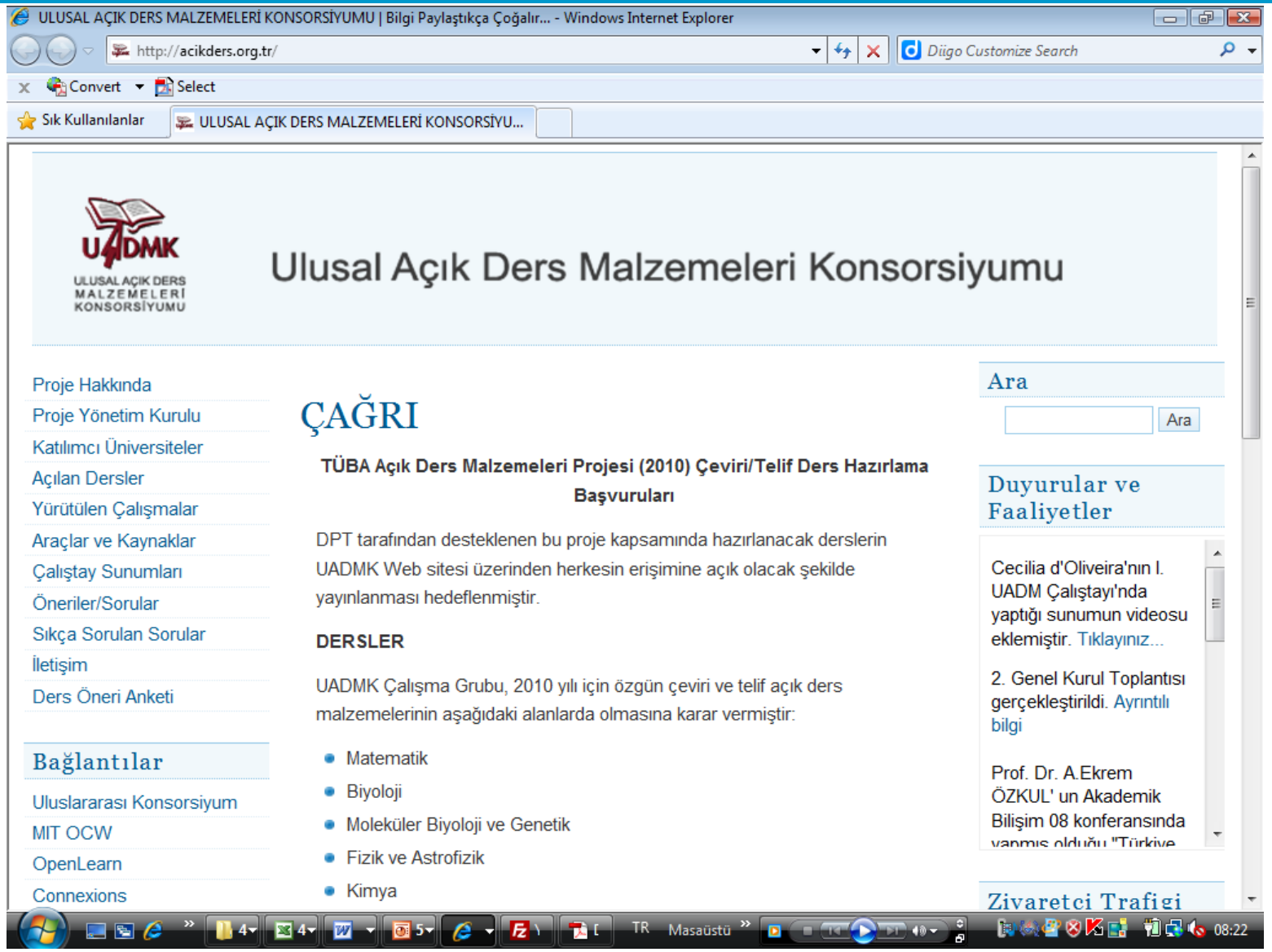
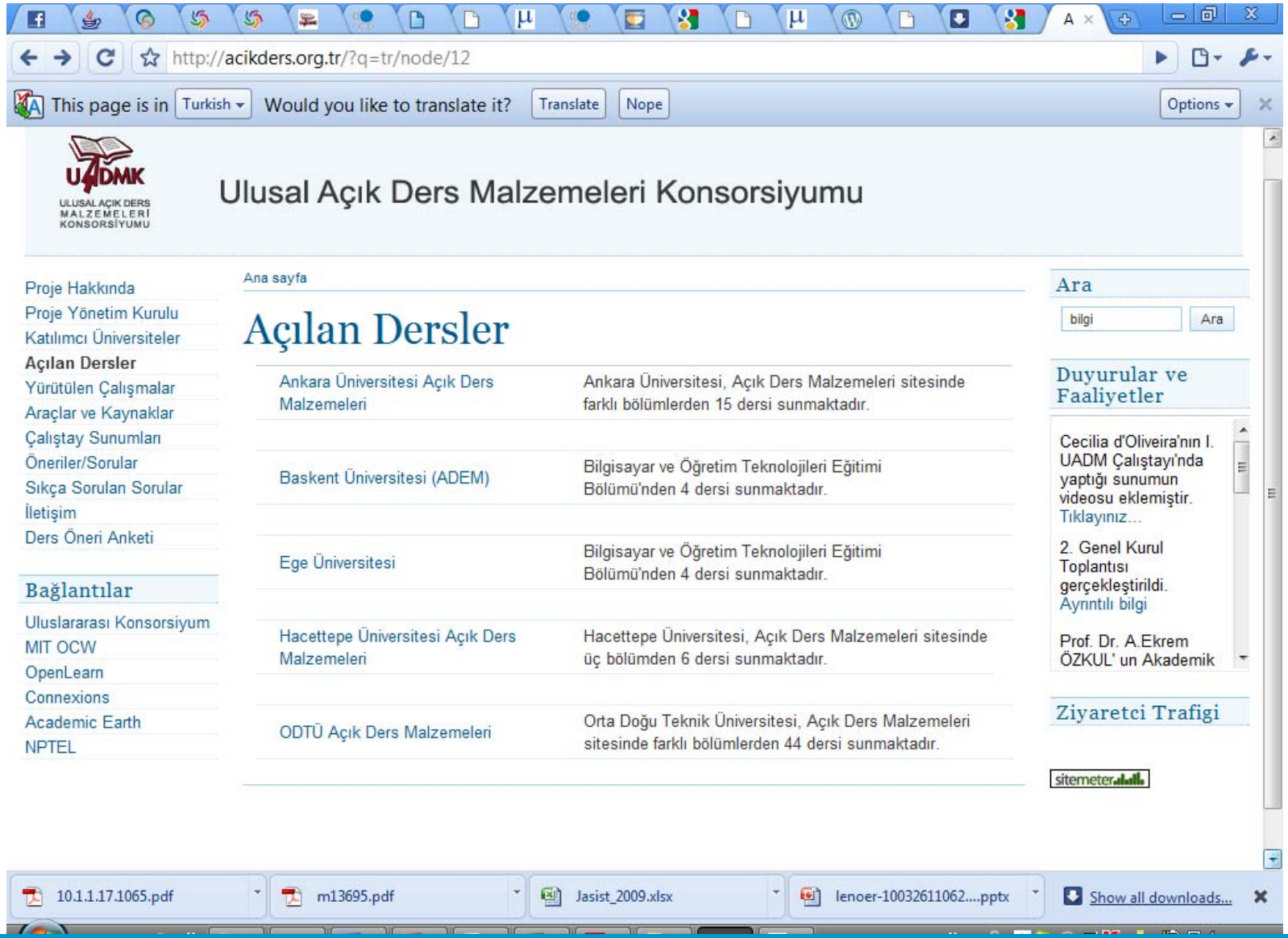
Turkish Open CourseWare Consortium

- Founded in 2007 (TAS & HEC)
- Has about 60 members
- Provides free access to course materials (syllabi, slides, lecture notes, audio-video records, and so on)
- Some MIT's OpenCourseWare will be translated and made available
- Some members offer several courses through OpenCourseWare web sites.

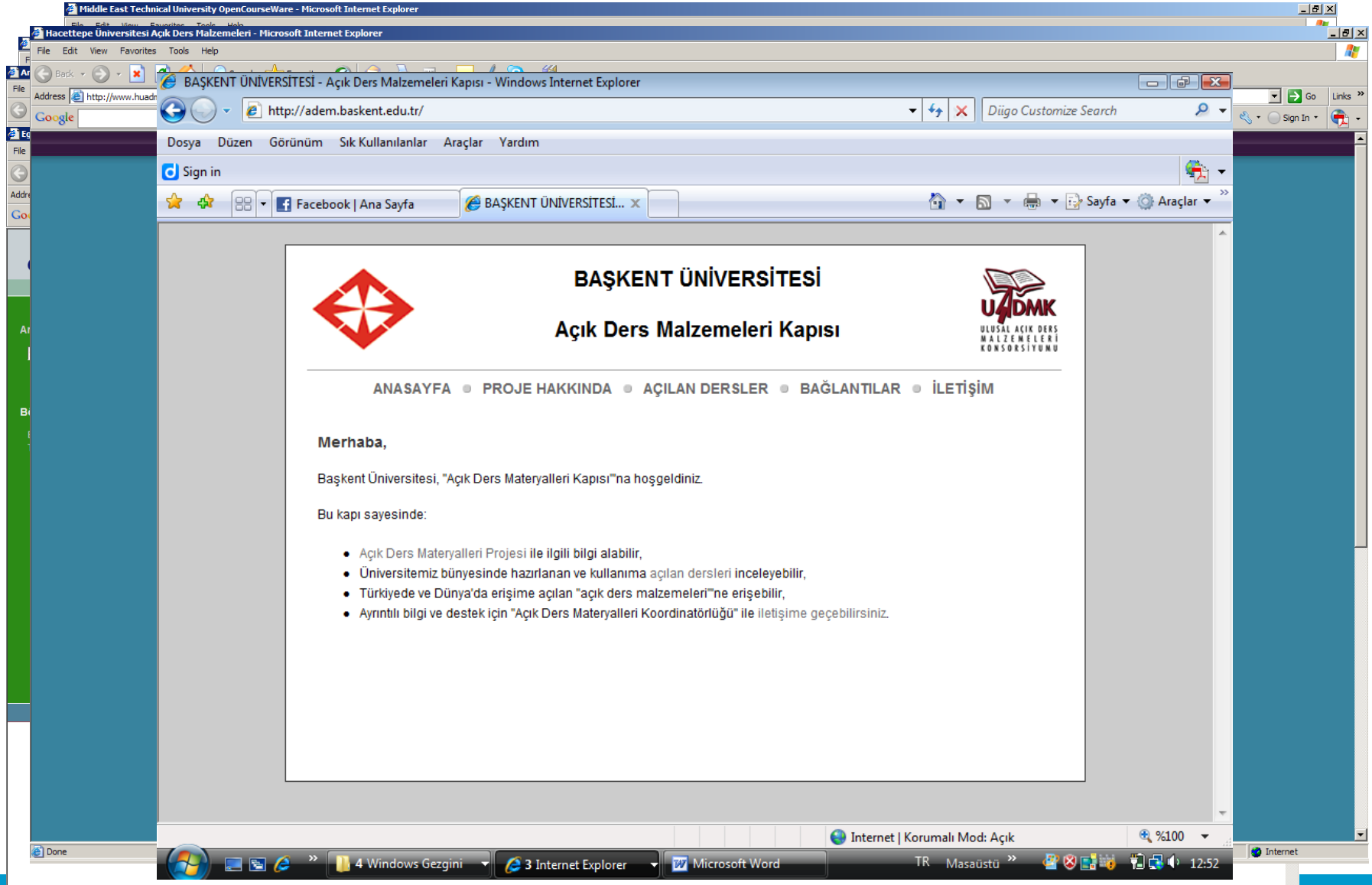
TOCC Web Site



Courses Offered

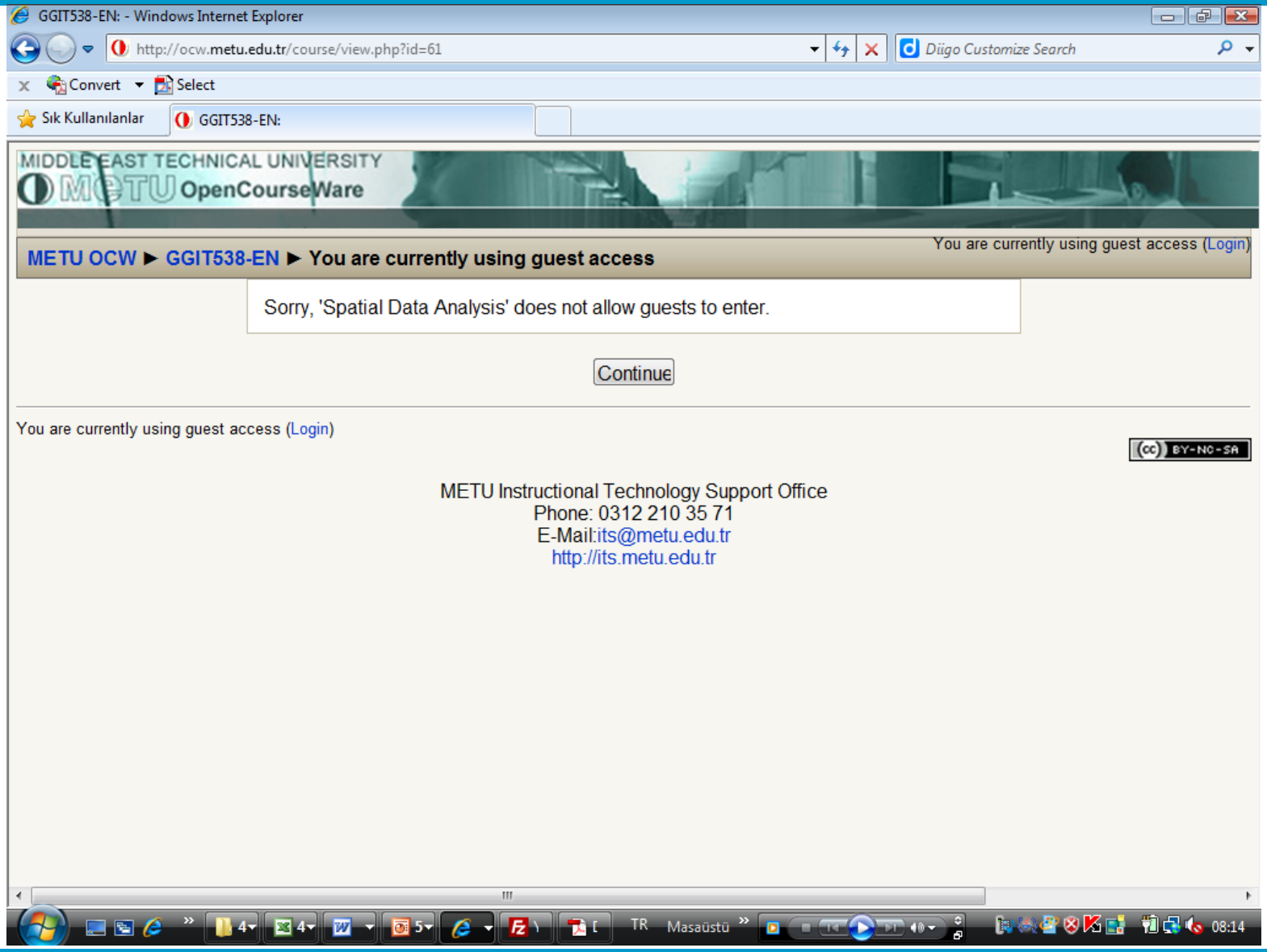


Universities with OER web sites



MITOS Open Access System

Free Access..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Issues

- Organizational issues
  - Skills of planning, organization and administration of OERs
- Cultural and educational issues
  - “the concept of re-usable learning objects has hardly registered with the average “chalkface” academic in Higher Education.”
- Lack of institutional commitment
- Intellectual Property Rights
- Adherence to metadata and interoperability standards (i.e., LOM, OAI-PMH)
- Lack of effective search mechanisms

Source for quotation: Davis et al. (2009). Bootstrapping a Culture of Sharing to Facilitate Open Educational Resources. IEEE TRANSACTIONS ON LEARNING TECHNOLOGIES. http://eprints.ecs.soton.ac.uk/17386/1/DavisPaper.pdf

Barriers to OERs

- Business models
- Investment in training and support
- Lack of ontology-based educational Semantic Webs
- Library services may be slow to find their place in open learning environments – it is widely felt that libraries will need to adapt better to the considerable changes in information behaviour and Web-based environments.

Source: Fleming, C & Massey, M. (2007). Jorum Open Educational Resources (OER) Report, p.22

The OLCOS Roadmap 2012 Recommendations for LORs

- Do not follow a ‘top-down’ strategy of delivering learning objects; instead empower teachers and learners;
- Support individual content creators and communities of practice with useful tools and services;
- Make licensing of content as easy as possible;
- Allow for easy discovery and access to resources;
- Assist open content initiatives in the creation of rich metadata and provide semantically enhanced access to resources.

Source: Fleming, C & Massey, M. (2007). Jorum Open Educational Resources (OER) Report, p.23

Sustainability

- Intellectual Property Rights (IPR)
- Quality Control
- Bandwidth
- Cost

Source: Fleming, C & Massey, M. (2007). Jorum Open Educational Resources (OER) Report, p.27

Challenges for Turkish Universities

- Awareness of OA, IRs and OERs should be increased
- "Users see the value of sharing, but altruistic sharing is not a good enough incentive on its own."
- OA, IRs and LORs have to be dealt with on a higher level (i.e., TGNA, SPO, Turkish NSF and HEC)
- Visibility of LORs
- Interoperability of and record exchange among LMSs, VLEs, LORs, etc.
- Librarians to expand their thinking about IRs (institutional repositories), for example, to archive educational materials.

Source for quotation: Davis et al. (2009). Bootstrapping a Culture of Sharing to Facilitate Open Educational Resources. IEEE TRANSACTIONS ON LEARNING TECHNOLOGIES. http://eprints.ecs.soton.ac.uk/17386/1/DavisPaper.pdf

Epilogue

"Stewardship is easy and inexpensive to claim; it is expensive and difficult to honor, and perhaps it will prove to be all too easy to later abdicate. Institutions need to think seriously before launching institutional repository programs".

Source: Lynch, 2003

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