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Role of Libraries and Lis Professionals on open Educational Resources

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Abstract
In modern information era information technologies are rapidly change in all aspects. Now the digital resources are readily available from many sources and those contents are available by the teachers and learners through the internet. For that reason a movement aims to encourage and enable sharing content freely called Open Educational Resources. There are a number of libraries and library consortiums that have taken the forefoot in producing resources for all. Resourceful librarian with vision, who stays abreast and remains open to the changing trends in the educational world, who is knowledgeable of available resources both print and online, and who also gains experience with changing technologies, becomes an essential partner in the collaborative educational efforts of both instructor and student.

Keywords: Open Educational Resources, Open Access, Open Educational Movement.

Introduction

As information technologies have become more readily available, those involved in education have found that a vast number of digital resources are available from many sources. Many teachers are using the Internet in their courses and thus the amount of course content available in digital format is growing. Yet, until recently, much of this material was locked up behind passwords within proprietary systems. For that reason a movement aims to break down such barriers and to encourage and enable sharing content freely called Open Educational Resources.

Today the digital environment offers many opportunities for a creative and collaborative engagement of learners with digital content, tools and services in the learning process One such opportunity is the collaborative creation, evaluation and sharing of open content and learning experiences. A new generation of easy-to-use Web-based tools and services, e.g. Wikis, Weblogs, platforms for content sharing, RSS based content provision, makes this easier than ever before. There are a number of libraries and library consortiums that have taken the forefoot in producing resources for all. Librarians, whose ranks are filled with specialists and experts in a variety of fields, can be contributors to the open educational commons by creating OERs themselves.

Objective of the Study

1. To define Open Educational Resources and its movement in LIS field,
2. To depict the role of LIS professionals with OERs.
3. To depict the role of libraries with OERs in future,
4. To describe the services provided by the LIS professionals in connection of OERs,
5. To find out the lacuna of LIS professional to take initiatives by the libraries in that aspects,
6. To illustrate the OERs movement in India

Importance of the Study

a) a .This study helps to grasp the role of future library as well as the LIS professionals in the context of Oers.
b) b .This will help to find out the barrier of information and problem solving role of library professionals.

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c) The study will help to comparison between movement of Oers in India and other countries.

Modify the role of LIS professionals in this aspect. So that future Library Professionals can serve the users in a proper way with the help of Oers.

Definitions of Oers

The term open educational resources first came into use at a conference hosted by UNESCO in 2002, defined as "the open provision of educational resources, enabled by information and communication technologies, for consultation, use and adaptation by a community of users for noncommercial purposes" (Johnstone, 2005). The definition of Oer now most often used is: "open educational resources are digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research".

A.Openness

Open has become somewhat of a buzz word which currently has positive associations for most people. (Tuomi, 2006) distinguishes three quite independent areas where openness makes a difference. One has to do with technical characteristics, one with social characteristics, and the third with the nature of the resource itself. Openness in the social domain is fundamentally motivated by the expected social benefits and by ethical considerations related to freedom to use, contribute and share. Openness in the technical domain, in contrast, is characterized by technical interoperability and functionality. Open standards are important since they make it possible for different software applications to operate together. In the social domain, different levels of openness can be distinguished. The most fundamental kind of openness involves access and

accessibility. (Arunachalam,2006).

B. Educational

The term "educational" also needs to be clarified. Does it mean that only materials produced for use in formal educational settings should be included? The purpose of using OER in education is of course to enhance learning, notably a kind of learning that enables the development of both individual and social capabilities for understanding and acting.

C. Resources

The dictionary definition of "resource" is a stock or supply of materials or assets that can be drawn on in order to function effectively. It is now possible to offer the following clarification of the definition of OER as "digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research". Such resources are

accumulated assets that can be enjoyed without restricting the possibilities of others to enjoy them. Furthermore, to be "open" means that the resources either provide non - discriminatory access to the resource or can also be contributed to and shared by anyone. Finally it should be mentioned that OER is still in its infancy, and practices and technologies are rapidly changing. It is therefore impossible to give the concept a definitive definition. In the coming years, it will be necessary to return to the question of how OER should be defined.

Libraries and Open Educational Resources
A.Oer and Life-long Learning

The librarian who has embraced and understand Open thinking characteristic of the Open movement will recognise among the various learning cultures those educators, students

or patrons who have a marked desire to pursue and achieve mastery of the many aspects of

information available to them. (Lynch, C. 2008) refers to the difference between learning and

gaining an education: "access to education is not the same thing as access to information,

although the two are intimately related and might often reasonably be viewed as two endpoints of a continuum". He continues by recognizing that while libraries contain or have access to inexhaustible information the library is uniquely different from the classroom in so far as learning is concerned. This begs the question of just how learning takes place. Does learning happen because an instructor organizes materials to present, even using a variety of methods, maybe even utilizing the latest in technology, applying requirements and deadlines for students to meet? Lynch raises further questions of how learning can be acquired in an age where there is so much information to access. He states that while social interaction is an essential part of learning where technology plays a key part, the challenge to evaluate information has become even more complex. He recognizes that ongoing education is now a part of our culture. We can expect the need to incorporate ongoing education, often termed as becoming a life-long learner, in every area of expertise and aspect of living in today's world (Lynch, 2008). The advent of OER presents just one piece of the Open movement that gives direction. The Librarian and OER to our response to the challenge to create and become life-long learner. Lynch sees increasing involvement of teachers, educators, and scholars who "will likely form the nexus of new teaching communities that want to exploit these information resources in their own teaching. Similarly, those authoring Open Education Resources will likely offer to manage and moderate teaching communities forming around these resources." Lynch (sec. "Meeting the Needs of Learners"). The need for increased modules of learning raises more questions about the necessity of certification and degrees to give evidence of learning. (Goyal, 2006). (Lynch, 2008)

B. Libraries doing with Oers

There are a number of libraries and library consortiums that have taken the forefoot in producing resources for all. While library professionals might look to this example as a model for their own future open collections, it is more for the library user than the librarian. The potential of all the initiatives lies in their existence. Each has good standing in their own communities for providing their users with what they are searching for. But what if we could produce something that links all of these types of resources together, a broadened and enhanced "Open Courseware Search" for libraries? A collective of such magnitude would contain all the best aspects: primary and

useful resources, a thorough search engine, and guidance for the creation, alteration, and production of materials. The ideal library OER would be a universal, over arching initiative system. Published as a website, it would be produced by an organization similar to the International

Federation of Library Associations and Institutions (IFLA), or a brand new organization charged with forming this system. This organization would be in charge of the planning and publicizing of this initiative, in order to acquire initial interest and eventual
membership.

C. How OERs working in Library

The cross-searching system that would benefit the institutional academic initiatives and repositories, this would actually be a combined web initiative. Libraries would come forth as member organizations, and produce and present materials to be placed into the initiative. As a universal system, there would be categories for public libraries, academic libraries, archives, special libraries, law libraries, medical libraries, etc. Within these categories, there would also be categories for instructional and educational materials, library specific materials, pre-published papers, and materials regarding special events or occurrences in libraries. With this more general categorization system, a user would be able to search for a subject like "online searching guides" and it would produce the results for all sorts of online searching guides in all sorts of libraries. This type of cross-searching would allow for a wider variety of results, as well as results that might not have been considered in a different search. (Lynch, 2008),) (Hufford, 2007). Utilizing open source technology, this initiative would be the work of volunteers and the institutions taking part in producing the material. Ideally, there would be a data entry/query template that would work for new entries and submissions. A simple system determining the type of library, the type of material, audience, and age level would allow for general categorization. As more materials are added, more categorization would be necessary.

D.Oers user in Library

Both like and unlike general OERs, this system would be used on the instructor's side of things, instead of the student's. Classroom instructors and the students in the community of the particular repository or initiative almost equally use the materials in OER initiatives or repositories. This library initiative system would be available to users, as long as they are in search of materials produced by their own library or library system. There would still be a required free registration for submission of materials into either the database or onto the review and collaboration forum. But searching materials and browsing the initiative site in its entirety would not be blocked to unregistered users. On the other hand, an additional page asking for login and contact information would allow for an easy management of user numbers and ease of navigation once within the site. It would, possibly, deter potential users; however, if one does not wish to take the short amount of time to create a username and password, providing an existing e-mail address, they probably do not have a strong desire to utilize the initiative.

Oer opportunities for LIS professionals

Librarians, whose ranks are filled with specialists and experts in a variety of fields, can be contributors to the open educational commons by creating OERs themselves. A librarian need not write an entire textbook to contribute in this way. Librarians routinely teach information literacy sessions and may have developed materials for such

teaching. As OERs, these materials have the potential to be invaluable to professors and students far beyond a creator's own institution. They may well provide the side benefit of helping us make progress on the road to true course-integrated instruction. Today's librarian stands in a unique position to capitalize on the philosophy of librarianship defined by key historic elements. To begin to define librarianship is in itself a challenge. Joseph Nitecki (1993), who coined the term "meta librarianship", writes recently there has been a noticeable shift of interest away from the acquisition of data, toward access to them, and from the preservation of recorded messages to their utilization. Yet the basic
role of librarians as mediators, linking the sources of information with their recipients, although not changed, is not yet fully understood by many librarians and most library patrons. He describes the evolving nature of librarianship and refers to the nearly vanished stereotype of the librarian as the time "when librarians struggled for a professional selfidentity, by combating a stereotype of a librarian presented as a glorified clerk, dedicated only to the physical processing of books, and encouraging their reading in a perfectly quiet library."(Nazli, 2008)

Lacuna of Libraries and LIS professionals in Oers

The Internet is supporting open learning and open educational resources (OER). With legal barriers, it advocate for licensing of educational materials under interoperable terms, such as those provided by Creative Commons Licenses that allow unhampered modification, remixing, and redistribution. It also educates teachers, learners, and policy makers about copyright and fair-use issues pertaining to education.

- With technical barriers, it promotes interoperability standards and tools to facilitate remixing and reuse.
- With social barriers, it encourages teachers and learners to re-use educational materials

available on the Web, and to build on each other's contributions. Learn will be in transition over the remainder of the summer, 2007. ccLearn is generously supported by The William and Flora Hewlett Foundation and is working closely with members of the Foundation's Open Educational Resources Program. This is an international project, and we will be working with open educational sites and resources from around the world. . (Lynch, 2008)

The Oers movement in India

As India marches rapidly towards an ambitious agenda of economic and social advancement, one of the greatest challenges it faces is to provide extensive access to quality higher education opportunities. An evident and expanding Open Education Resources movement offers great promise for meeting this challenge through initiatives that make quality tools, content and practice widely available. Accordingly, India's National Knowledge Commission launched a process to explore and leverage these initiatives for adoption and adaptation, as well as to serve as a model for further indigenous efforts

As the Nkc report states

Our success in the knowledge economy hinges to a large extent on upgrading the quality of, and enhancing the access to, education. One of the most effective ways of achieving

this would be to stimulate the development and dissemination of quality Open Access (OA) materials and Open Educational Resources (OER) through broadband Internet connectivity (NKC, 2007).

Conclusions

In a global economy impacted by accessible information via the Internet, independent, self sustained learning is rapidly becoming more common and enhanced by the Open Educational Resources and other aspects. While we consider becoming a life-long learner a goal for our students, technology has opened the door, creating endless possibilities to facilitate the achievement of this goal, by giving us tools that foster learning as a way of life, rather than, or perhaps in addition to, the lofty goal of education achieved with supporting degrees. Additionally technology is continuing to provide a variety of mediums that enhance the development of information literacy in both student and educator. The resourceful librarian with vision, who stays abreast and remains open to the changing trends in the educational world, who is knowledgeable of available resources both print and online, and who also gains experience with changing technologies, becomes an essential partner in the collaborative educational efforts of both instructor and student. The academic library remains a place where student and instructor are patrons by choice, engaging information in the quest to gain an education, experiencing information to achieve knowledge and skills. The librarian is both leader and attendant a co creator with students and educators in the social learning community.

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