IN MODERN INFORMATION ERA, A ROLE OF LIBRARIES AND LIS PROFESSIONALS ON OPEN EDUCATIONAL RESOURCES

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Abstract: In modern information era now the digital resources are readily available from many sources and those contents are available by the teachers and learners through the internet. In this paper study the role of LIS professional on OER, 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. India is becoming an active player not only in the open source software movement, but also in the Open Access (OA) movement and also the movement of Open Educational Resources. By this OERs and open educational movement 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.

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

Introduction:

In this age the information technologies have become more readily available; those involved in education has 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.

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.

How does it work?

The term OER generally refers only to digital resources and, as such, tends to focus on usage in online or hybrid learning environments, though electronic content can certainly be used in faceto-face environments as well. Each resource is issued under a license that spells out how it can be used: Some materials may only be used in their original form; in other cases, learning resources can be modified, remixed, and redistributed. OER are typically found in collections or repositories. These can be offerings from a single institution, such as when a college or university makes available online the resources from its courses, or they can be collections of materials gathered from individuals or departments from a wide range of separate institutions. Instructors and individual learners can download OER and use them in formal or informal learning situations, and one of the hallmarks of OER is their flexibility—many are modular in nature, allowing them to be used in novel combinations to suit particular learning activities. Because open resources are so malleable, they can be adapted to keep pace not only with new technologies but also with changes to academic disciplines and teaching methods. Depending on the resource, these updates might be made by the creator or by users of the resource.

Objective of the Study:

i) To identify Open Educational Resources and its movement in LIS field,

ii) To represent the role of LIS professionals with OERs.

iii) To describe the role of libraries with OERs in future,

iv) To explain the services provided by the LIS professionals in connection of OERs,

v) To find out the lacuna of LIS professional to take initiatives by the libraries in that aspects,

vi) To show the OERs movement in India

Importance of the Study:

i. This study helps to grasp the role of future library as well as the LIS professionals in the context of OERs.

ii. This will help to find out the obstacle of information and problem solving role of library professionals.

iii. The study will help to similarity between movement of OERs in India and other countries.

iv. 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 non-commercial 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".

Libraries and Open Educational Resources:

OER and Life-long Learning

The librarian who has embraced and understand Open thinking characteristic of the Open movement will recognize 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, C. p. 208).

Libraries doing with OERs:

There are a number of libraries and library consortiums that have taken the forefoot in producing resources for all. One example of an institutional level initiative is the Harvard Open Collections Program. This program is part of the Harvard Libraries and Museums. Unlike some other library initiatives, the library's materials themselves are the key feature of this open collection. 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.

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. [8], [9]

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.

Librarians who teach can make quality OERs a part of their instruction. Many librarians teach as part of information literacy instruction programs; some teach full courses; others do both. Some librarians teach on their own; others are part of a teaching team—either with other librarians or with professorial faculty. Regardless of circumstance, teaching librarians can adopt, or suggest the adoption of, an OER textbook for their courses. If no suitable text exists (because of either subject treatment or excessive price), they can, as already suggested, write or mix their own textbook. Or if the decision is made to use a commercially published textbook, teaching librarians can suggest the use of relevant OER modules or lessons where these would be appropriate.

OERs join the other opens—Open Access, Open Source, Open Data, Open Science— in creating a more robust and useful open commons. They hold the promise of making education at all levels, but especially higher education, more affordable.

Lacuna of Libraries and LIS professionals in OERs:

Creative Commons is pleased to announce the launch of a new division focused on education: ccLearn. ccLearn is dedicated to realizing the full potential of the Internet to support open learning and open educational resources (OER). Their mission is to minimize barriers to sharing and reuse of educational materials — legal barriers, technical barriers, and social barriers. 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.

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. In December 2005, the commission decided to explore opportunities with open education materials in order to understand the implications for extending access and enhancing quality for higher education in India. [11] The growing capabilities of the Internet, coupled with OER, offer unprecedented opportunities for significantly broadening access to quality educational resources for different sectors. Together they have the potential to permit globally created educational resources to serve the knowledge needs of diverse communities; they offer the possibility of bringing interactive educational experiences that have hitherto not been the norm to learners

Open educational initiatives in India

India is becoming an active player not only in the open source software movement, but also in the OA movement as evidenced by the increasing availability of OA electronic journals, OA repositories and open source software-based repositories such as DSpace and EPrints. In fact India has a good record in the OA area, with 81 scientific journals accessible as OA. A notable initiative is the project being coordinated by the Indian Institute of Science of Bangalore, along with Carnegie Mellon University, in which 21 Indian institutions are participating and have digitized more than 450,000 books, 220,000 of which are now web accessible. This early success notwithstanding, the growth of OA materials as well as their impact on the cost and quality of research

and human development in India has been stymied – not only by inadequate broadband connectivity and other technology constraints – but also by the absence of enabling policies exacerbated by insufficient government funding. For instance, there is both a lack of recognition of intellectual property issues in the mandates of sponsoring agencies and research institutions, as well as a lack of advocacy and information about the issue (Arunachalam, 2006). Development, Government of India to enhance the quality of engineering education in the country by developing curriculum-based video and web courses (http://nptel.iitm.ac.in)

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 servant, a co-creator with students and educators in the social learning community.

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