



## Open Educational Resources and the Role of Librarians

Subramanya

Librarian, Government First Grade College, Tumakuru, Karnataka.

**Corresponding Author- Subramanya**

**Email-** subramanya.kanta@gmail.com

**DOI-** 10.5281/zenodo.8134163

### Abstract:

In the modern information age, information technology is changing rapidly in every respect. Today, digital resources are readily available from many sources and their content is accessible to teachers and students over the Internet. For this reason, the movement wants to promote and enable the free exchange of content called "Open Educational Resources". Free and open partaking in schooling isn't new. Sharing is maybe the most principal component of training, truth be told. Training is tied in with sharing information, thoughts, and data with others to construct new information, abilities, thoughts, and understanding. OERs are acquiring acknowledgment for their true capacity and vow to separate instructive obstructions and advance long-lasting learning and customized learning. This is an extremely reassuring pattern as curators who deal with the data are exceptionally mindful of OER despite the fact that it is another idea in library and data science. The motivation behind this article is to look at the job of the bookkeeper in open instructive assets.

**Keywords:** Open Education, Resources, Librarians, Academics.

### 1. Introduction

What is open education: - Open training incorporates assets, instruments, and practices that utilize an open-sharing system to further develop admittance to instruction and adequacy around the world. Open instruction means working on instructive open doors by tackling the force of the web, empowering quick and basically free appropriation, and permitting individuals from around the world to get to interface and team up. Receptiveness is critical; Transparency permits access as well as the opportunity to change and utilize materials, data, and organizations so schooling can be adjusted for individual clients or consolidated in new ways for various crowds, enormous and little. Free and open partaking in schooling isn't new. Truth be told, sharing is maybe the most major element of schooling: training is the sharing of information, thoughts, and data with others on which new information, abilities, thoughts, and understanding can be assembled.

#### What are Open Educational Resources?

Open Educational Resources (OER) are teaching and learning materials that are available to everyone free of charge and are under an open license that allows others to archive, reuse, review, remix, and

redistribute them with little or no restrictions.

#### What do OER cover?

OER includes textbooks, online tutorials, handouts, lesson plans, slides, student handouts, videos, podcasts, charts, entire courses, and any other material intended for use in teaching and learning.

1. Open didactic material
2. Open the manuals
3. Open Science
4. Stakeholders

#### Stakeholders of OER

Involve educators at all levels of education, administrators, policymakers, librarians, civil society organizations, and those interested in promoting access to educational resources.

#### Activities:

- Five measures concern renewable energy, viz
1. Money laundering; - Make a copy and get it.
  2. Reuse:- Reuse in multiple ways
  3. Revision: - Adjust, modify, and improve
  4. Remix: - Combine two or more
  5. Redistribute:- Share with others

#### Strategies for integrating and promoting RES in libraries:

No library can ignore the importance of OER for teaching, learning, and research if

it is to remain relevant. Librarians can provide guidance to institutions, scholars, and students when involved in OER through metadata and resource annotation, information management and resource dissemination, digital cultural education or information (OER research and assessment), thematic guides for resource research, administration of Intellectual Property Rights and Promotion Open Licensing. Given the growing illiteracy population in developing countries, librarians and education policymakers should be actively involved in the use of open technology tools such as OERs to create, enhance, promote, and share free educational resources. Librarians provided expertise in computer science, particularly in the areas of metadata standards, dictionaries, indexing and classification, information retrieval, information literacy, and repository technology and management. However, in this context, it is not clear what strategies libraries and librarians use to facilitate the integration and promotion of OER. The reason for this study was to close this hole.

#### **Challenges in using and integrating OER in libraries:**

Academic librarians also face the challenge of rapidly evolving technology, as librarians must continuously improve their skills to effectively manage change to meet changing user needs while managing multiple, concurrent responsibilities. Indeed, in order to keep up with innovations in the information environment and with age, academic librarians need the appropriate and improved skills and competencies.

#### **Barriers of Using of Open Educational Resources:**

Lack of access to computers and the internet, low-bandwidth internet connection, lack of policies, and lack of skills to create and/or use RDAs are the main barriers to effective use of RDAs. The awareness of Open Educational Resources (OER) among librarians in many developing countries is a new concept. In order for librarians and users to use OER effectively, they must be familiar with the terminology. Librarians are familiar with the concept of OER. OERs are gaining acceptance for their potential and promise to break down educational barriers and promote lifelong learning and personalized learning. This is a really positive trend because, despite the fact that OER is a relatively new idea in library and information science,

librarians who administer the information are quite aware of it.

#### **Roles of Librarians in Open Educational Resources:**

Librarians play many roles in OER, including promotion, identification, user orientation, dissemination, evaluation, collection, management, and integration. Promote "openness" and open resources; Assist users in the description, discovery, management, and consumption of OER. This points to the changing roles of librarians in the new information age. Librarians can assist with resource metadata and descriptions, information management and resource dissemination, digital literacy or (research and assessment of OER), development of thematic resource search guides, intellectual property rights management, and promotion of appropriate open licenses.

#### **Strategies utilized by curators to advance information about OER:**

The principal instruments for advancing sustainable power mindfulness are the library site and preparing, outreach, web-based entertainment (Facebook, Twitter, and web journals), institutional libraries, leaflets, and progressing mindfulness administrations. The significance of library sites is that they work with a combination of assets and administrations in a solitary place or section. Library sites are viewed as the most valuable apparatus for advancing OER. Truth be told, the seriousness of Open Access sources lies basically in their simple availability. The college library site can uphold college research by giving admittance to online examination devices and full-text data sets like OER. The library's site is in this manner an imperative advanced passage to online data assets and administrations.

#### **Challenges for OER Curators:**

Little information on existing OERs, regardless of whether accessible on institutional sites and documents. This might be because of an absence of specialized information on finding OERs and a failure to browse the broad data assets. This deters staff, educators, and understudies from utilizing environmentally friendly power sources actually to help instruct and learn. Sending OER requires information on the innovation and the right hardware with the right data abilities. Other significant difficulties referred to are the absence of strategy rules for the utilization of OER,

inadequate transfer speed, and absence of instructor direction on OER. The absence of rules and rules must be considered, which represents an extraordinary test for the full usage of RDAs clients might feel more sure utilizing an asset whose restrictions they know to keep away from debates. Truth be told, obliviousness of their reality, absence of rules, rules for utilizing sustainable power sources, deficient transfer speed, and absence of proposals from educators are no special case.

## 2. Conclusion

Librarians know all about the idea of OER. It is likewise contended that curators assume various parts in OER, including advancing mindfulness, access, and utilization of OER. The principal apparatus that custodians use to advance familiarity with OER is the college site and the combination of OER into library sites and institutional vaults. To further develop admittance to and utilization of OER, bookkeepers direct data proficiency courses. A portion of the significant difficulties curators face while managing OER incorporates an absence of consciousness of the current OERs because of the speed at which they are created and the absence of institutional rules to oversee the moral utilization of OER. In light of these discoveries, the review suggested teaching administrators, clients, instructors, and the overall population about the focal job of OER in scholar and examination endeavors. This should be possible through studios, workshops, gatherings, and direction occasions. Scholastic libraries ought to utilize sites to have advance OERs so their clients can without much of a stretch access and use them. What's more, institutional chronicles ought to likewise be utilized as publicizing media. The job of libraries and curators in OER couldn't possibly be more significant.

## References

1. Downs, S. (2006). Models for sustainable Open Educational Resources. *Interdisciplinary Journal of Knowledge and Learning Objects*. <http://www.downes.ca/cgi-bin/page.cgi?post=334017>.
2. National Knowledge Commission. (2007). Report of the working group on open access and open educational resources. New Delhi, India: National Knowledge Commission, Government of India.

[http://knowledgecommission.gov.in/downloads/documents/wg\\_open\\_course](http://knowledgecommission.gov.in/downloads/documents/wg_open_course).