

WORKSHOP

Libraries for Teaching and Learning

June 23, 2020 | 14:00-17:00 CEST

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WORKSHOP

Libraries for Teaching and Learning

PROGRAMME part I

14.00 Welcome and introduction (Hilde van Wijngaarden, Vrije Universiteit Amsterdam)

14.15 Three paths for libraries to embrace teaching and learning

1: Facilitation in makerspaces

- Supporting the creation and usability of new forms of content (Sylvia Moes, Vrije Universiteit Amsterdam)
- Incentives for new services at Linköping University Library- the rise of Digimaker (Anneli Friberg, Linköping University Library)

2: Open educational resources (OER)

- UNESCO guidelines and Network of European Open Education Librarians (Vanessa Proudman, SPARC)
- Examples of OER support in Spanish libraries (Gema Santos Hermosa, Library Open University Cataluna)

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WORKSHOP

Libraries for Teaching and Learning

PROGRAMME part II

3: Librarian as a guide to the future

- Artificial Intelligence Bazars at University of Oslo Library (Andrea Gasparini, U University of Oslo)
- Teaching in the brave new open world: how can libraries help (Monique Schoutsen, Library Radboud University Nijmegen)

15:25 Break

15.45 Breakup groups: Discussion on the three paths

16.15 General discussion: What is the role of the library in teaching and learning?
How do we utilise our traditional competencies in this new role?

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Supporting the creation and usability of new forms of content

Sylvia Moes

Innovation Manager Education Support

University Library

LIBER 2020 Annual Conference – Online



VU Network for Teaching and Learning

VU Network for Teaching & Learning (VU NT&L) is the education network of the VU with the mission to be a thriving and inspiring VU Educational Community!

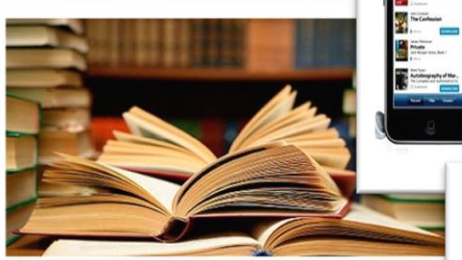
LEARN! Academy, University Library, Student & Educational Affairs, IT and Audiovisual Centre work together in the network to achieve excellent education at the VU.



Dissemination Lab

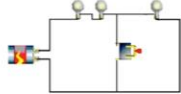


Makerspace



Perusal Physics Teachers » ChangingStudentWays... Page 3 DB Dan Burns

interpret their results or understand what the algorithms they have learned mean or why they hold. On one level, many teachers are familiar with this phenomenon. They see that many of their students can produce answers that are quite bizarre but fail to see that there is a problem or consider the possibility that they might have made a mistake.



In the circuit at the left, explain what will happen when the switch is closed to:

- the current through the battery
- the brightness of the bulbs
- the voltage drop across the bulbs
- the total power dissipated

Fig. 2. A simple qualitative problem with a "short circuit" that requires a qualitative understanding of what happens in an electrical circuit. Students in Marz's class at Harvard had great difficulty with this, scoring an average of ~40% [2].

1.3 Why concepts are important

Without a good understanding of the basic concepts, students may generate results in physics without understanding what they are about. Memorizing equations and definitions without having a conceptual understanding is like learning a language by memorizing text without knowing its meaning.

If we want to provide a more effective physics instruction for more of our students, we have to get some idea of the nature of their difficulties and whether a lack of conceptual understanding is limited to a few students or is widespread.

1.4 Concepts don't come from free

Teachers who know their physics well often assume that students will learn sense-making in physics as a natural consequence of learning quantitative problem solving – eventually, that the learning of conceptual physics is "automatic" – that it comes along "for free" as our students do the quantitative problems we assign. **The problem is that the qualitative understanding we call sense-making sometimes does not develop until graduate school or until the student teaches the subject themselves.** But many of our students don't reach this level and never intend to. Without that "eventual" sense-making, the algorithmic problem solving skills learned by many of our students can turn out to be of little value.

Current thread

I couldn't agree more. I am auditing a first year calculus-based college physics class at a local community college after student-teaching conceptual physics for the first time this past year. The college-based physics class is so fast-paced and algorithm-oriented (to learn to incorporate the math) that the actual physics concepts are left almost completely unstated. It is a very well taught class, but those kids would need to be super smart to actually learn anything conceptual about physics.

Jun 21 10:20 pm

It is a natural extension of the saying, "Those who can, do. Those who understand, teach." I believe that in trying to make sense of the subject enough to explain it to others, teachers truly learn their subject deeply. It is said in the martial arts community that to progress past a certain level of mastery, to really access the deep, hidden meaning of the arts, a practitioner *must* teach.



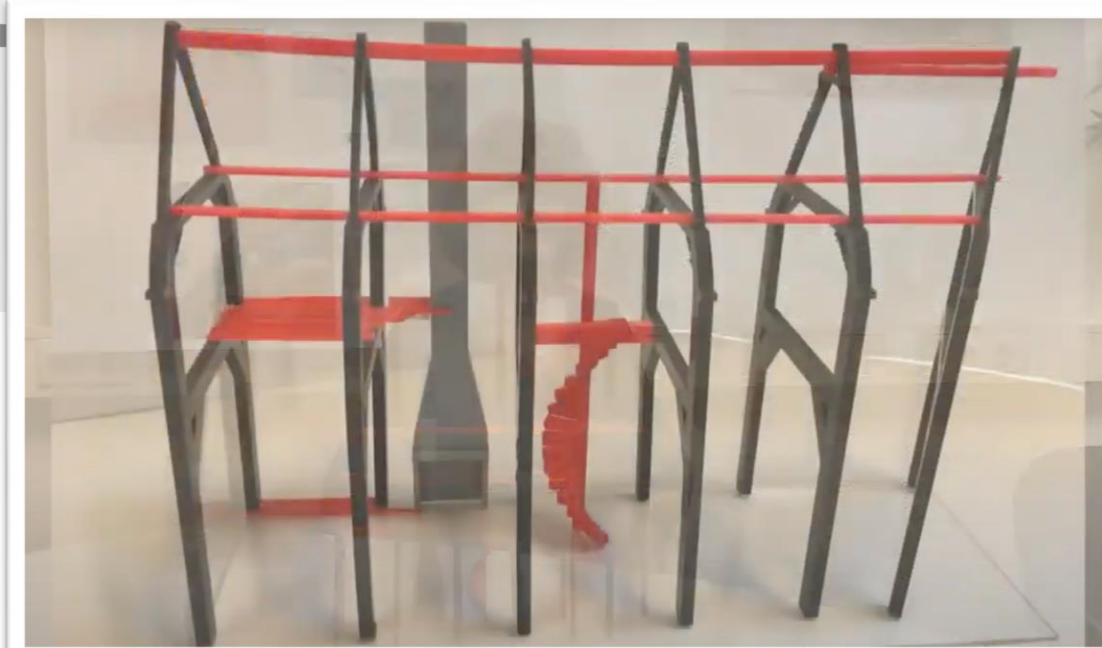
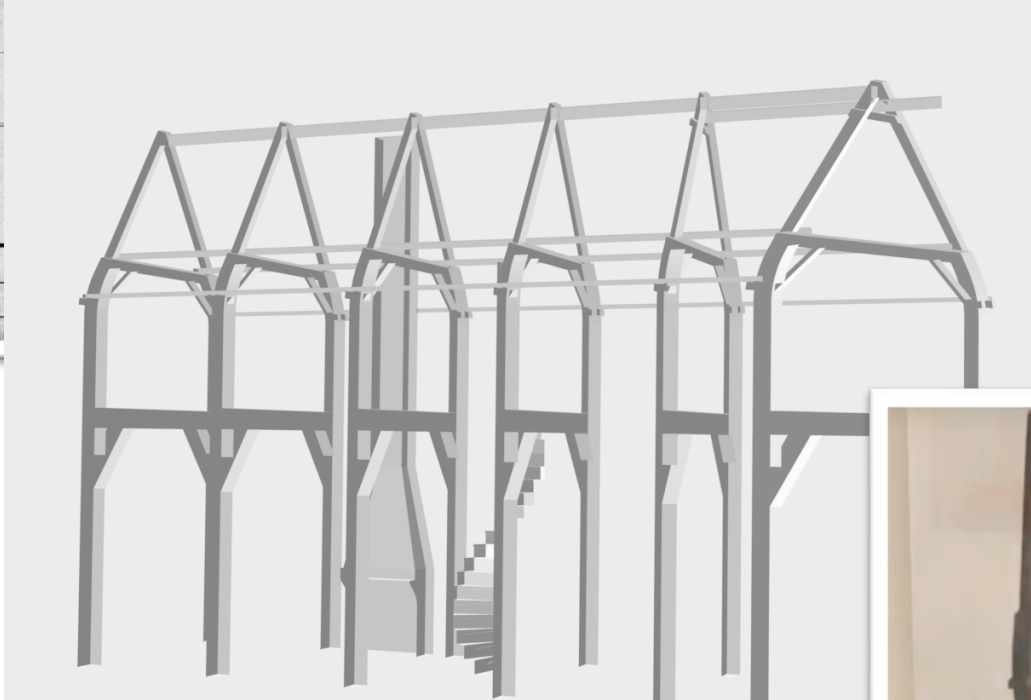
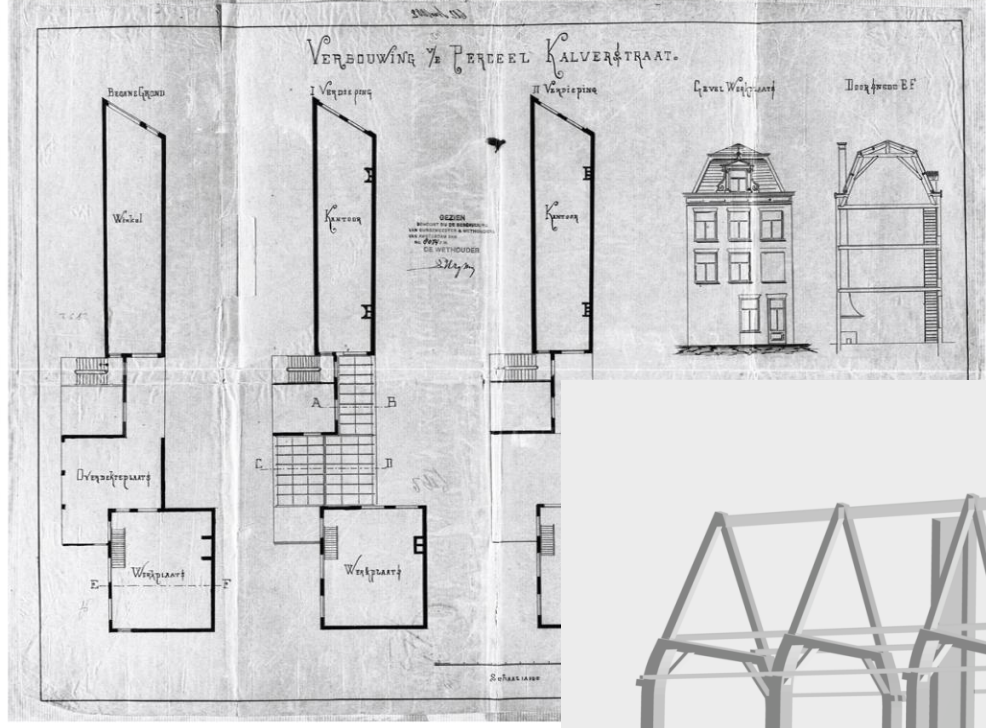


Jacob Cornelisz. van Oostsanen,
Seflie (1533)



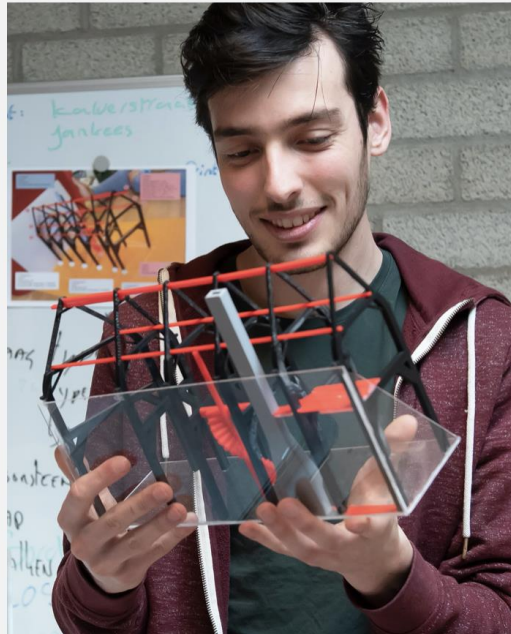
Madelon Simons

VERBOUWING 1/2 PERDEEL HALVERSTRAAT.





3D Printing



Would you like to print a 3D object for research, education and study? It is possible at the University Library. In addition to the normal size 3D printer, the University Library also has a larger printer to create more bulky objects. Anyone with a good and feasible idea can submit a request for the creation of a 3D object.

Added value

The added value of the printed 3D objects lies mainly in making study material more accessible. For e.g. you can now print fragile or huge objects in a manageable format. In Moes: "you can take a 3D printed claycone with you in your bicycle bag t center of Amsterdam. Students are also allowed to hold this copy to stuc with the real object because it lies on a table on a cushion to be viewed f

Makerspace

This spring the Makerspace will be opened in the NU building. Teachers : experiment with the creation and use of new learning materials and teac gain experience, the 3D printer is already running at full speed. In total ti printers (see below).

Special Interest Group 3D printing

Are you an expert on 3D printing, or just curious? Let's meet each other i knowledge and good practices on 3D printing. Everyone can Join the 'sp printing', just sent an email to [Sylvia Moes](#) (innovation manager Universi

Make an Appointment for 3D printing Vrije Universiteit Amsterdam

With: Jankees Eekman

Select Date:

Jun 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

Select Time:

Friday, June 26, 2020

- 13:00
- 14:05
- 15:10

Continue

Schedule Appointment

Show case printed 3D materials



Prototypes of mausoleums Via Appia

Maurice de Kleijn, Spinlab, walks in with the question if University Library can help him printing out on of his 3D models, as prototype to see what's needed for an exhibition at Allard Pierson museum

<https://allardpierson.nl/verwacht/via-appia-revisited/>

This is a form of co-creation where a researcher has already produced a 3D model and the Library searched for the best way to print these objects. Prototypes are used as first examples in the printing process.

Maurice worked further on printing out 3D models by himself for this exhibition.

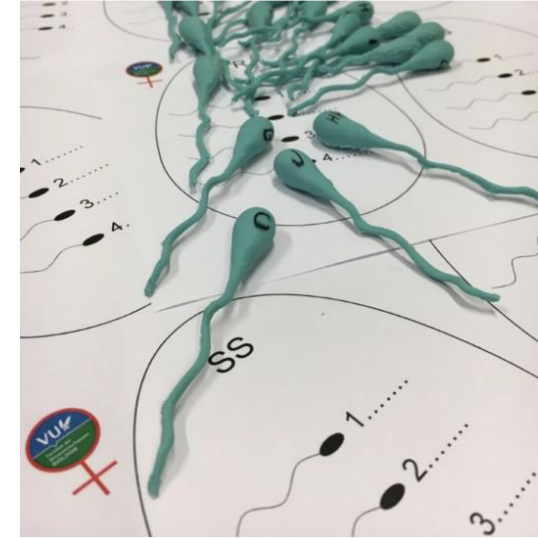
Via Appia

The Via Appia was one of the four 'highways' of the



Reproduction of Claycone ca. 2110 v. Chr

Rients de Boer teaching courses in Ancient History and Assyriology and needed objects to tell his students on cuneiform writing. The original object is 4000 years old, and located in the archive of the university library. Students are able to see this object (carefully placed on a pillow), but it's to risky to take this old object in hands. In fact they cannot really study the cuneiform text carefully. Therefore Rients asked us if the university library was able to reproduce the claycone. We started with a scan via a mobile app, but the quality of the output was not good enough to reproduce a good print. The university library bought a qualitative 3D scanner, and by now we are able to create reproduction of heritage objects who belong to the Vrije Universiteit. Rients was very happy with the



3D printed sperm as gamification tool

Snails are famous for shooting love darts, which are often likened to the darts of Cupid. However, this courtship ritual is actually quite violent because it involves the stabbing of a sharp calcareous structure through the body wall of the mating partner. To illustrate how such strange mating tactics can evolve, Dr. Joris M. Koene has recently developed an interactive lecture component during which a group of participants is divided into Egg Layers and Sperm Donors that get to make fertilization decisions. The game is fun to play according to the students and high school teachers that he has done this game with so far. Another fun fact is that the game makes use of 3D printed sperm designed in collaboration with our library's 3D printers. The outcomes of the game, which

3D printers



Ultimaker S5



Ultimaker 2 Extended+



Sinterit printer

Virtual Reality

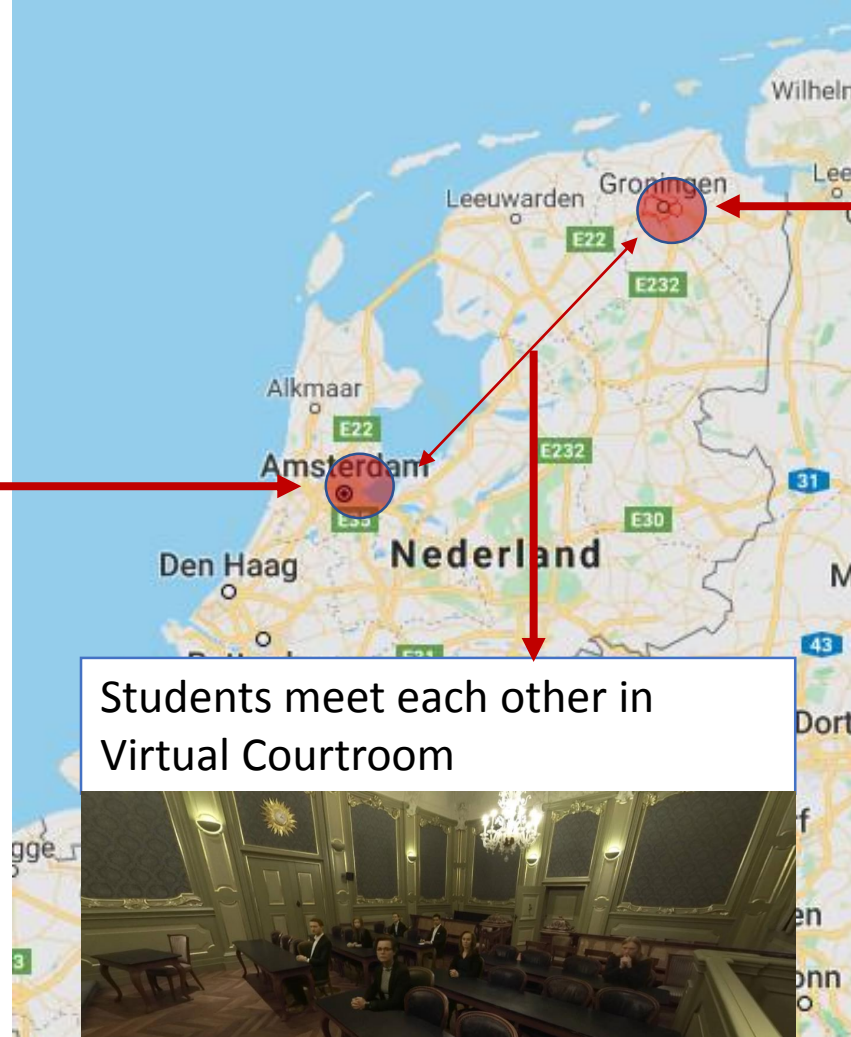


View of student with VR Gear: Virtual Courtroom





Student with VR-Gear in **Amsterdam**



Students meet each other in Virtual Courtroom



Student in **Groningen** in front of green screen



Point of view Lawyer in Courtroom _ (Student with VR-Gear) plus personal annotations– keywords for pleading



Live stream Student in **Groningen**

Learning in three dimensions

Learning Goal	3D Technology				Mechanism
	VR	AR	3D Scanning	3D Printing	
Develop ethical awareness	X				Simulations designed to require empathy or communal approaches to solve
Develop analytical skills	X	X			Simulations designed to structure the achievement of learning goals
Gain practice	X	X			Shared simulations
Develop strategies for collaboration	X	X			Shared simulations
Gain self-confidence in practical tasks	X				Iteration of simulated experiences
Develop scientific literacy	X			X	Interaction with objects too large or too small to interact with in the physical world
Develop artistic literacy	X	X	X	X	Interaction with materials difficult or impossible to manipulate in the physical world, and the ability to iterate designs
Develop spatial and 3D visualization skills			X	X	Iteration of design work
Increase student ownership of their own learning	X	X	X	X	Learning new skills to use the technology; conceptualizing one's own uses for the technology
Develop teaching and mentoring skills	X	X		X	Collaboration with peers on shared experiences and/or simulations
Develop oral communication skills	X	X	X	X	Collaboration with others on shared experiences and/or simulations
Develop systems-thinking skills	X	X	X	X	Simulations designed to require mental modeling and abstraction



Content
is King



But could the
library be queen?

Incentives for new services at Linköping University Library – the rise of DigiMaker

Liber workshop: Libraries for teaching and learning
June 23, 2020

Anneli Friberg

Linköping University Library

anneli.friberg@liu.se

@fribban on Twitter

TEACHER-CENTERED vs STUDENT-CENTERED LEARNING

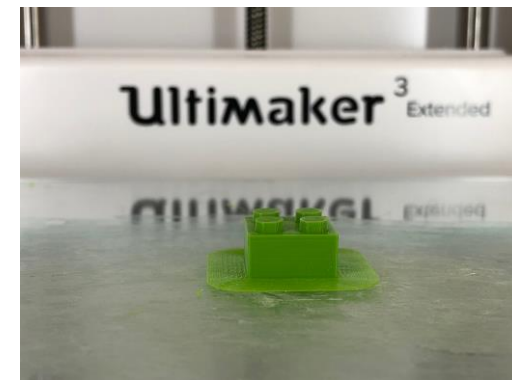
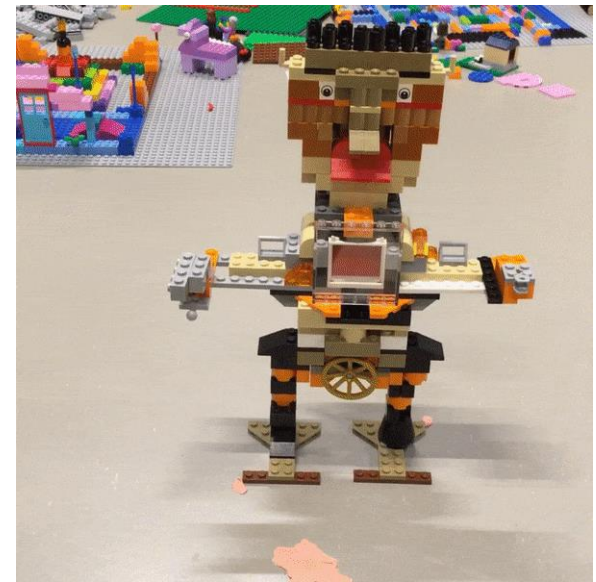
ELEMENTS	TEACHER-CENTERED	STUDENT-CENTERED
KNOWLEDGE	Transmitted from Instruction	Constructed by Students
STUDENT PARTICIPATION	Passive	Active
ROLE OF LECTURER	Leader/Authority	Facilitator/Partner in Learning
ROLE OF ASSESSMENT	Few Tests, Mainly for Grading	Many Tests, for Ongoing Feedback
EMPHASIS	Learning Correct Answers	Developing Deeper Understanding
ASSESSMENT METHOD	One-Dimensional Testing	Multidimensional Testing
ACADEMIC CULTURE	Competitive, Individualistic	Collaborative, Supportive

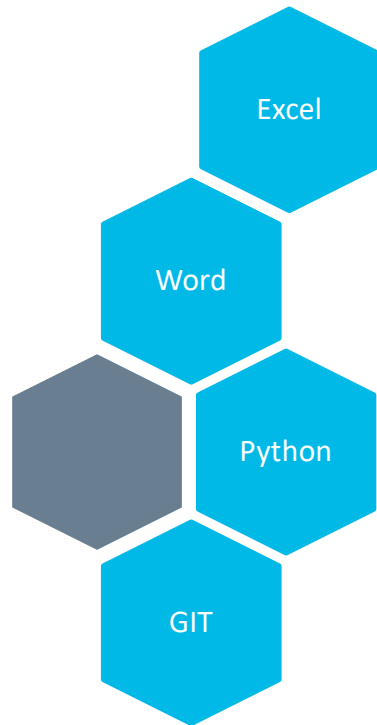




Our DigiMaker Journey

- 2017: DigiMaker project
- 2018: Opening of DigiMaker
- 2019: DigiMaker part of the regular library activity





Welcome to an introduction to version control

During two hours we will cover the basics with Github and how you can use it to manage projects. Git was made to be as simple as possible, so its commands and principles are easy to learn. The application of them is what makes it a powerful tool, used by beginners and experts alike. It is the most used tool for version control and is used by the largest companies in the world.

This beginner event requires no previous programming and is aimed towards anyone. The only thing you need to participate is a computer.

Maximum number of participants/occasions:

Sign up by email to: digilab@bibl.liu.se

Welcome!

Location: DigiMaker, 5th floor, Studenthuset, Campus Valla

The workshop will be held in English.



Library



Are you using Excel to its full potential?

Workshop: How to work with Excel!

In a two-hour workshop, we will explain some of Excel's most useful features and provide you with all you need to successfully use it in your work.

Excel is a brilliant tool with a greater potential than most users realize. With the right functions and data types, processing big data becomes easy and fun.

It is also a great tool for visual data representations.

The workshop doesn't require any previous Excel experience and targets beginners and anyone interested in Excel. All you need to bring is your own computer.

Maximum number of participants per occasion: 15

Sign up via email to: digilab@bibl.liu.se

Welcome!

Location: DigiMaker, 5th floor, Studenthuset, Campus Valla

Workshop occasions.

autumn 2019:

- 5 November, 13.00-15.00
- 19 November, 13.00-15.00
- 3 December, 13.00-15.00

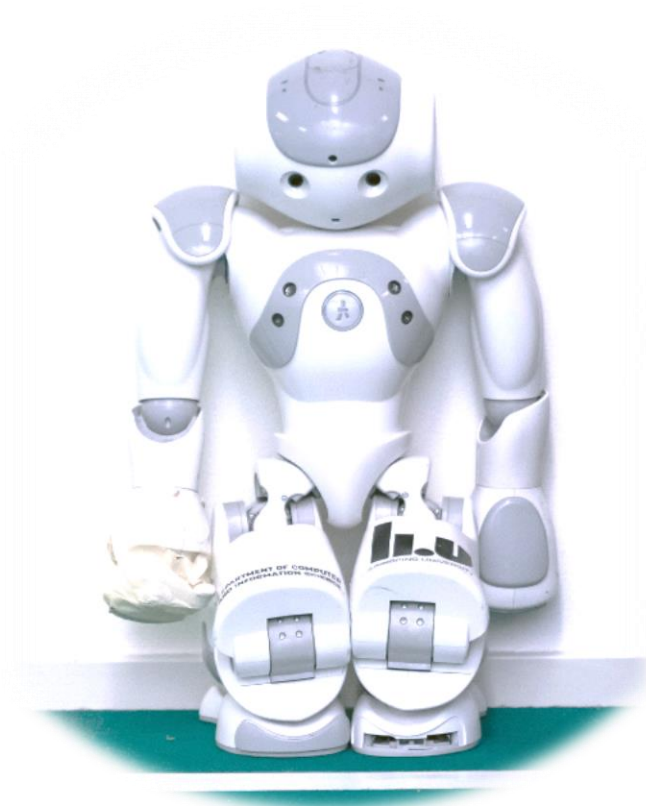


Library



Research support

- ❖ digitization
- ❖ processing
- ❖ analyzing
- ❖ visualization



Sök i folkhögskolornas nationella kurskataloger 1952-2019

[[Sök](#)] [[Kataloger](#)] [[Skolor](#)]

Sök

Sök i hela kataloger Sök i kursbeskrivningar



Beskrivning av folkhögskoledatabasen

I denna databas har vi samlat folkhögskolornas nationella kurskataloger mellan åren 1952-2019. Katalogerna innehåller beskrivningar av folkhögskolan som utbildningsform samt specifikationer över det kursutbud skolorna tillhandahållit.

Du kan till exempel använda sökmotorn för att söka efter ämnen, ord eller fraser från katalogerna. Välj då mellan att begränsa sökningen till folkhögskolornas kursbeskrivningar eller sök mer utvidgat i hela kataloger.

Under fliken [Kataloger](#) kan du själv ladda ned alla digitala kataloger som OCR-inlästa pdf-filer. Under fliken [Skolor](#) finner du en länskarta över Sverige där samtliga folkhögskolor är indelade per län. Klicka på en specifik länsförteckning för att se vilka folkhögskolor som finns representerade i katalogerna. Därefter kan du klicka på ett specifikt skolnamn för att få en lista över de kataloger där skolan finns med. Dessa länkar tar dig sedan till den plats i katalogen där folkhögskolans kursverksamhet beskrivs.

The matches for your manuscript ""

The following are academic journals whose publications matched your manuscript. It consists of journal name (linked for easy access to the journal homepage), publisher, an indication of ranking (best journal for publication is marked "1") and open access & parallel publishing possibilities. More information follows under the table.

The following is a list for inspiration. The LiU Journal Inspiration contains a wide variety of academic journals. Please note that inclusion on the list is no guarantee that the journal is of good quality!

If you want more advice on journal evaluation (including identifying predatory journals or more information on bibliometric journal indicators) or on how to increase the likelihood of your article to be read and cited, please contact forskningstod@bibl.liu.se at Linköping University Library.

Journal Name	Publisher	Ranking	Open Access & possibilities for parallel publishing
College & Research Libraries	Association of College and Research Libraries	2	Open Access
Library and Information Science Research	Elsevier	2	Parallel publishing allowed after 12 months embargo period
Harvard business review	unknown	3	Status unknown
portal: Libraries & the Academy	Johns Hopkins University Press	3	Parallel publishing allowed after embargo period
Library Quarterly	University of Chicago Press	3	Parallel publishing allowed after embargo period
* Australian Academic & Research Libraries	Taylor & Francis	3	Parallel publishing allowed after embargo period APC Info: Free Read more
British Journal of Learning Disabilities	Wiley	3	Parallel publishing allowed after 24 months embargo period
In the Library with the Lead Pipe	In the Library with the Lead Pipe	4	Open Access
* Journal of Library Administration	Taylor & Francis	4	Parallel publishing allowed after embargo period APC Info: Free Read more
Leader To Leader	Wiley	4	Parallel publishing allowed after embargo period

Some challenges

- ✓ acceptance among colleagues
- ✓ students need to prioritize their studies
- ✓ it's difficult to make long term plans



Thanks for your attention!
Any questions?

Anneli Friberg
anneli.friberg@liu.se
@fribban on Twitter

www.liu.se



Making open the default

International policy development

Libraries can help governments deliver on their promises

The UNESCO OER Recommendation

Vanessa Proudman, Director, SPARC Europe

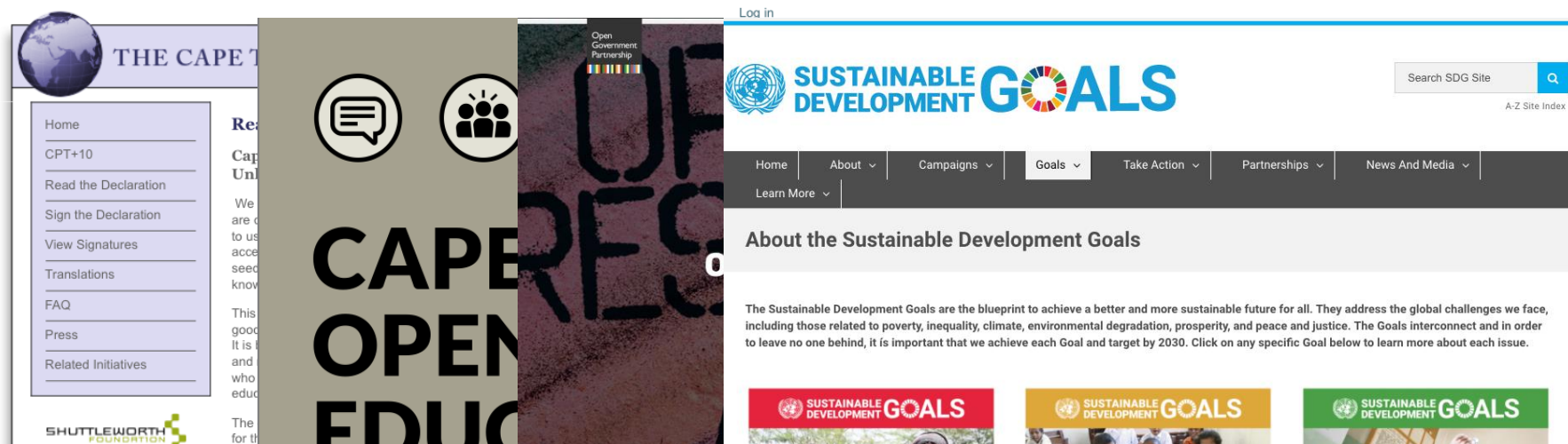
OER Conference Workshop : *Libraries for Teaching & Learning*

23 June 2020



Key international policy developments

- ✦ The Cape Town Declaration, 2008 & 2018
- ✦ Open Government Partnership, 2011
- ✦ UN Sustainable Development Goals, 2015
- ✦ UNESCO OER Recommendation, 2019



UNESCO Constitution

BY TYPE

- [Conventions](#)
- [Recommendations](#)
- [Declarations](#)

BY THEME

- [Education](#)
- [Natural Sciences](#)
- [Social & Human Sciences](#)
- [Culture](#)
- [Communication](#)
- [& Information](#)
- [Other](#)

BY REGION / COUNTRY



- [Africa](#)
- [Arab States](#)
- [Asia/Pacific](#)
- [Europe/North America](#)
- [Latin America/Caribbean](#)

Recommendation on Open Educational Resources (OER)

25 November 2019

PREAMBLE

The General Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO), meeting in Paris from 12 to 27 November 2019, at its 40th session,

Recalling that the Preamble of UNESCO's Constitution affirms, "that the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern",

Recognizing the important role of UNESCO in the field of information and communications technology (ICT) and in the implementation of the relevant decisions in this area adopted by the General Conference of that Organization,
Also recalling Article I of UNESCO's Constitution, which assigns to UNESCO among other purposes that of recommending "such international agreements as may be necessary to promote the free flow of ideas by word and image",

Affirming the principles embodied in the Universal Declaration of Human Rights, which states that all people have rights, duties and fundamental freedoms that include the right to seek, receive and impart information and ideas through any media and regardless of frontiers (Article 19), as well as the right to education (Article 26), and the right freely to participate in the cultural life of the community, to enjoy the arts, and to share in scientific advancement and its benefits; and the right to the protection of the moral and material interests resulting from any scientific, literary, or artistic production of which one is the author (Article 27),

Also affirming the 2007 United Nations Declaration on the Rights of Indigenous Peoples, which recognizes the rights of indigenous peoples in formulating national legislation and implementing national policy,

Noting the 2006 Convention on the Rights of Persons with Disabilities (Article 24), which recognizes the rights of persons with disabilities to education, and the principles contained in the 1960 Convention against Discrimination in Education,

Referring to the recommendation adopted at the 32nd session of the General Conference of UNESCO in 2003 with regard to the promotion of multilingualism and universal access to information in cyberspace,

Also referring to the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel as well as the 1966 ILO/UNESCO Recommendation concerning the Status of Teachers, which stresses that as part of academic and professional freedom teachers "should be given the essential role in the choice and the adaptation of teaching material, the selection of textbooks and the application of teaching methods",
Reaffirming the importance of the United Nations 2030 Agenda for Sustainable Development, which underlines that the "spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and to develop knowledge societies...",
Recognizing the leading role of UNESCO in the field of education and in the achievement of Sustainable Development Goal 4 (SDG 4), which calls for the international community to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all,

Further referring to the Education 2030 Framework for Action that lists a set of strategic approaches for the implementation of SDG 4, and which underlines that increasing access must be accompanied by measures that improve the quality and relevance of education and learning, and in particular that "education institutions and programmes should be adequately and equitably resourced with safe, environment-friendly and easily accessible facilities; sufficient numbers of teachers and educators of quality using learner-centred, active and collaborative pedagogical approaches; and books, other learning materials, open educational resources and technology that are non-discriminatory, learning conducive, learner friendly, context specific, cost effective and available to all learners - children, youth and adults",

Acknowledging the Declaration of Principles of the 2003 World Summit on the Information Society, committing "to build a people-centred, inclusive and development-oriented Information Society, where everyone can create, access, utilize and share information and knowledge",

Also recognizing that the development of information and communications technology (ICT), including artificial intelligence and others, provides opportunities to improve the free flow of ideas by word, sound and image but also presents challenges for ensuring the participation of all in Knowledge Societies,

Further recognizing that quality basic education as well as media and information literacy are prerequisites to access and benefit from information and communications technology (ICT), including artificial intelligence and others,
Recognizing that, in building inclusive knowledge societies, Open Educational Resources (OER) can support quality education that is equitable, inclusive, open and participatory as well as enhance academic freedom and professional autonomy of teachers by widening the scope of materials available for teaching and learning,

http://portal.unesco.org/en/ev.php-URL_ID=49556&URL_DO=DO_TOPIC&URL_SECTION=201.html

UNESCO OER Recommendation 2019

- * Essential for decision-makers and innovators in learning and education
- * Guidance for national governments on OER policies and practices
 - > Countries to report on efforts and progress
- * Increasing action, strategy & legislation
- * A standard-setting instrument

Aims and Objectives

- * Achieve Sustainable Development Goal (SDG) 4:
Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- * Promote and adopt more open licensing
- * Apply OER for engagement and innovation amongst educators and learners
- * Collaborate and advocate for OER for the evaluation of quality OER and for optimal investment



United Nations
Educational, Scientific and
Cultural Organization

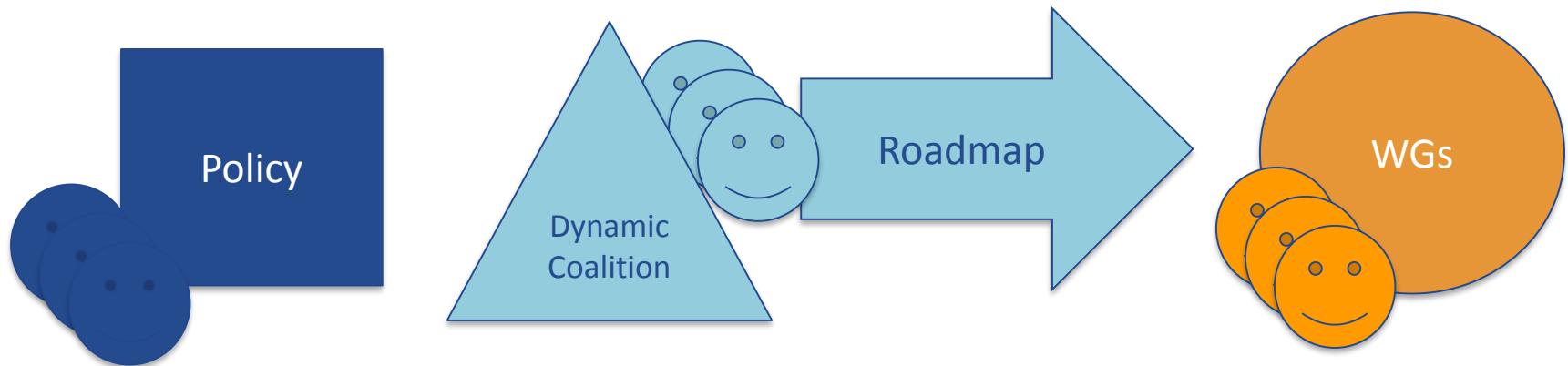
5 Areas of Action

1. Building capacity of stakeholders to create, access, re-use, adapt and redistribute OER;
2. Developing supportive policy;
3. Encouraging inclusive and equitable quality OER;
4. Nurturing the creation of sustainability models for OER;
5. Facilitating international co-operation

Monitoring

- * Measure the effectiveness and efficiency of OER policies and incentives
- * Collect and share progress, good practices, innovation and reports on OER and its consequences on teaching and learning
- * Develop strategies to monitor the educational effectiveness and long-term efficiency of OER

Policy to implementation process



>> Now inviting libraries to engage in debate and action in the working groups

Launch of the Dynamic Coalition

- * SPARC Europe a partner
- * Meeting with over 100 participants:
 - UNESCO MS, inter-governmental organisations, OE expert organisations, the private sector, publishers, foundations
- * Invitation to feed back on 4 areas of action
- * Developing a multi-stakeholder roadmap
- * Roadmap to implement the policy



UNESCO

United Nations
Educational, Scientific and
Cultural Organization



IN BRIEF



WHAT WE DO



WHERE WE WORK



PARTNERS



JOIN US



RESOURCES

"Building peace in the minds of men and women"

Home > Building knowledge societies > Open Educational Resources (OER) > OER Dynamic Coalition

Open Educational Resources (OER)



OER Dynamic Coalition

<https://en.unesco.org/themes/building-knowledge-societies/oer/dynamic-coalition>

22-6-2020

Home

UNESCO Recommendation

LIBER Online 2020:
Libraries for Teaching and Learning

How libraries can help implement the UNESCO OER Recommendation

- * “Libraries are *really* important”
- * Named as stakeholders
(due to IFLA & SPARC Europe engagement)
- * Wide experience with digitisation and organising access to knowledge

How libraries can help implement the UNESCO OER Recommendation

* Capacity building

- **Advocate** for OE across the institution, showcase **good practices** and **OE champions**
- **Share** and provide **access** to existing OERs
- Build on **optimising connected repositories**

* Inclusive, equitable accessible, quality OER

- Help create a **multilingual federated discovery** system for OER, using **open standards and formats**

How libraries can help implement the UNESCO OER Recommendation

* Policy

- Provide an **evidence base for policy-making**
- **Engage in policy-making** (institutional & national)

* Sustainability

- Optimise OER as **public good** through new models
- **Engage with publishers/service providers to Open**

SPARC Europe & the OER Rec

- * Capacity-building amongst academic libraries in Europe:
EOENL Network growth and engagement
- * Policy development
- * Research
- * OER advocacy through champions
- * Sustaining OE, a public good

How ready are we?

OE European survey results

* Presentation, tomorrow, at 9am

Opening up Knowledge session

“Opening up Knowledge in Higher Education. Survey results: Supporting Open Education in European Libraries today”

- How future fit we are
- What academic libraries are doing and how
 - What the opportunities are
 - What the challenges are

A network diagram consisting of a white background with a grid of blue lines forming a network of interconnected nodes. Numerous colorful pins (red, green, yellow, blue, purple) are placed on the nodes, representing a diverse group of individuals or entities. The pins are scattered across the network, with some in the foreground and others in the background, creating a sense of depth and connectivity.

We can do this together

Please join
The network of OE librarians
oer@sparceurope.org

Examples of OER support in Spanish Libraries

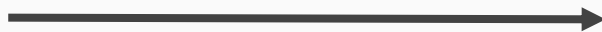
Gema Santos-Hermosa

Universitat Oberta de Catalunya (UOC) Library

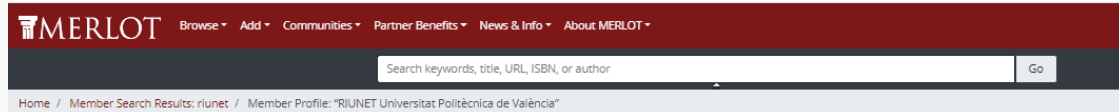
SPARC EU Network of European Open Education Librarians (NEOEL)



1. Library in the dissemination of OER: From the UPV to the world



7,537 OERs from the teaching collection of Riunet Repository ([Universitat Politècnica de València - UPV](#)) are being sent and shared in MERLOT



Docencia

En esta comunidad se pueden encontrar materiales docentes y objetos de aprendizaje depositados por los profesores e investigadores de la Universitat Politècnica de València:

- Materiales docentes y objetos de aprendizaje depositados por los profesores e investigadores de esta comunidad universitaria.
- Trabajos académicos fin de carrera, grado o master realizados por alumnos de la UPV.



Subcomunitats dins d'aquesta comunitat



Material docente Docencia en Red [9120]



Material docente Editorial UPV [333]



Otro material docente [401]



Trabajos académicos [42430]

Member Profile



RIUNET Universitat Politècnica de València

Primary Discipline:
Academic Support Services

Social Media Connections:



Member Type: Content Developer/Instructional Designer

Last Login: de setembre 19, 2019

Member Since: de gener 28, 2019

Affiliations

Primary Affiliation: Universitat Politècnica de València (Education, 4 Year/4 Year - Grad, Spain)

Contributions

Submitted Materials (7,537)

Author ed Materials
Learning Exercises
Bookmark Collections
Course ePortfolios
Content Builder Materials



2. Library supporting the creation of OER: Collaboration and Incentives for teachers (UJI & UdL)

Call for a selective procedure to support the development of open teaching materials at [Universitat Jaume I \(UJI\)](#)

-> Incentives for creating OER and publishing them in the UJI repository and OCW

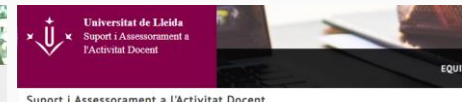
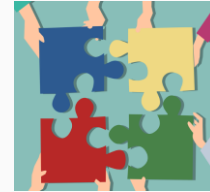


Convocatoria de procedimiento selectivo para el programa de apoyo a la elaboración y publicación de materiales docentes libres para el curso 2018/19

Última modificación: 02/07/2018 | Fuente: SCP

- Convocatoria
- Solicitud [PDF] [odt]
- Resolución

Collaboration between the Library and the Teaching Activity Support and Advice Unit at [Universitat de Lleida \(UdL\)](#)



Som l'estructura responsable d'assessorar i donar suport als processos d'ensenyament-aprenentatge presencial i online de la UdL.
Promocionem processos d'innovació docent i la utilització de les tecnologies de la informació i la comunicació en processos d'ensenyament-aprenentatge presencials i no presencials, focalitzant els esforços en assolir elevats nivells de qualitat pedagògica.



3. Library helping faculty in understanding OER: OER Toolkit in Spanish for the REBIUN network

From REBIUN (the Spanish Network of Universities Libraries) and its Action 6- OER, the OER Toolkit (Ontario Libraries) is being translated into Spanish and adapted to the Spanish context.

Still in progress ... Available soon at:
<https://rebiun.libguides.com/>



The screenshot shows the website for the OER Toolkit in Spanish. At the top, it features the logos for 'crue' (Universidades Españolas) and 'Red de Bibliotecas REBIUN'. Below the logos, there is a search bar and a title: 'Guía de recursos educativos abiertos (REA) - Traducción y adaptación del original OER Toolkit de las Bibliotecas académicas de Ontario-: OER Toolkit'. A navigation menu includes tabs for 'OER Toolkit', 'Sobre REA', 'Teaching', 'Curación', 'Creando', 'Licensing', 'Colaborando', 'Apoyo', and 'Sostenibilidad'. The main content area is titled 'Kit de REA' and contains a section 'Bienvenidos al Kit the REA' with a sub-header 'Los recursos educativos abiertos (REA) ofrecen acceso a recursos de aprendizaje. Este kit proporciona información y herramientas para ayudar al profesorado, y también al personal de biblioteca, a comprender qué son los REA, cómo crearlos, usarlos, reutilizarlos y compartirlos.' Below this, there is a 'Módulos' section with four cards: 'Sobre REA' (Para saber sobre el qué, el cómo y el porqué de los REA), 'Sub-Módulo 2 de 8: Docencia' (Aplica prácticas educativas abiertas en tus cursos), 'Sub-Módulo 3 de 8: Curación' (Localiza y evalúa REA para usar y compartir), and 'Sub-Módulo 4 de 8: Creación' (Crea y adapta REA para la docencia y el aprendizaje).

4. Library involvement in OER Strategies & Policies: UOC Open Knowledge Plan & Policy

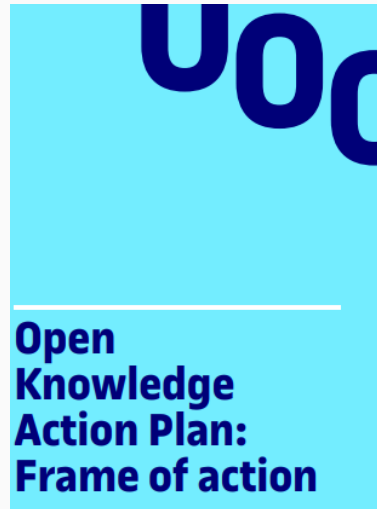
At the Universitat Oberta de Catalunya (UOC), the **Open Knowledge Plan (2019)** includes a specific area for Open Learning & OERs.

Currently UOC is working in updating its OA Policy (2010) which it is becoming a global **Institutional Open Knowledge Policy (2020)**.

The **UOC library** is co-coordinating this Plan and new Policy (together with the Globalization and Cooperation Unit)

More information:

Santos-Hermosa, G. (2020). *Open Learning at UOC Open Knowledge Action Plan*.
<http://hdl.handle.net/10609/110486>



6 specific areas



Open access publications

Open FAIR data

Open learning

Open innovation

Open to society

Research evaluation models

3 universal themes

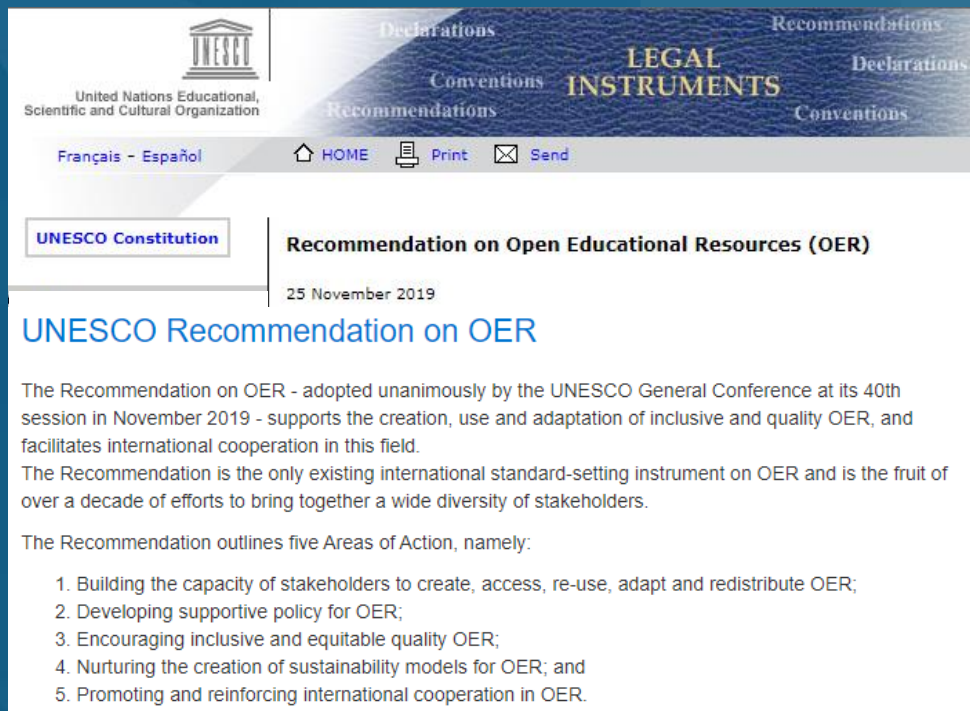


Training, communications, and awareness raising

Open infrastructure

Participation in areas of influence

"Libraries are supporting the UNESCO OER Recommendation"



United Nations Educational, Scientific and Cultural Organization

Declarations Recommendations
Conventions **LEGAL INSTRUMENTS** Declarations
Recommendations Conventions

Français - Español HOME Print Send

[UNESCO Constitution](#) **Recommendation on Open Educational Resources (OER)**
25 November 2019

UNESCO Recommendation on OER

The Recommendation on OER - adopted unanimously by the UNESCO General Conference at its 40th session in November 2019 - supports the creation, use and adaptation of inclusive and quality OER, and facilitates international cooperation in this field.

The Recommendation is the only existing international standard-setting instrument on OER and is the fruit of over a decade of efforts to bring together a wide diversity of stakeholders.

The Recommendation outlines five Areas of Action, namely:

1. Building the capacity of stakeholders to create, access, re-use, adapt and redistribute OER;
2. Developing supportive policy for OER;
3. Encouraging inclusive and equitable quality OER;
4. Nurturing the creation of sustainability models for OER; and
5. Promoting and reinforcing international cooperation in OER.



Thank you!

msantoshe@uoc.edu



[@gsantoshe](https://twitter.com/gsantoshe)



@LIBEREurope





UiO : University of Oslo Library

LIBER CONFERENCE 2020 – Workshop teaching and learning

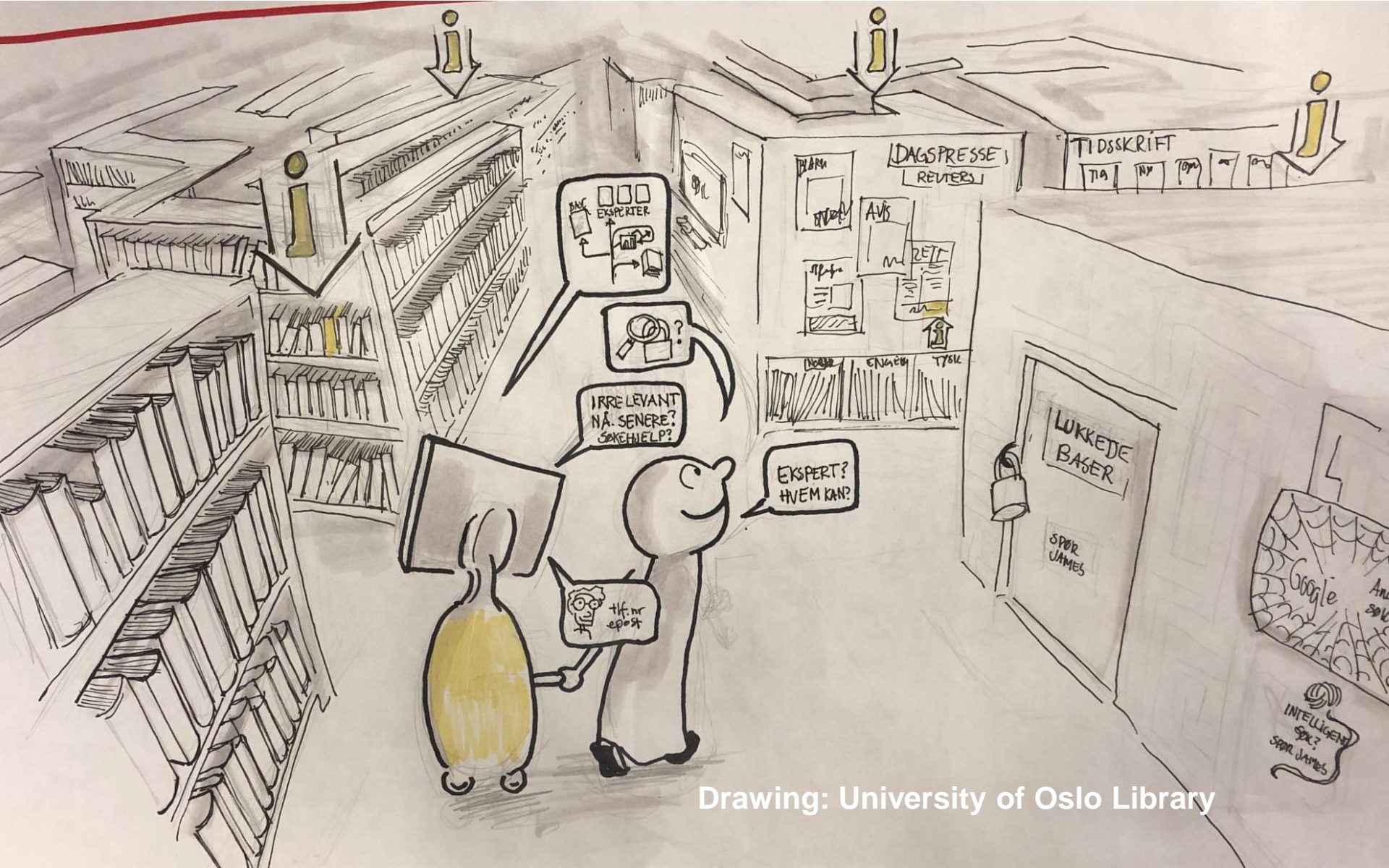
Artificial Intelligence Bazars at University of Oslo Library

Dr. Andrea Gasparini
Digital services, University of Oslo Library
Norway



The use of AI in the academic library

- **Why:** Many concurring AI-based tools are entering the market
- **How:** Funding from the National Library of Norway
- **What:** Using and developing AI-based tools
 - Research bazars in 2019 and 2020



Drawing: University of Oslo Library

Hands-on Workshop: Exploring Research Data with Artificial Intelligence and Design Thinking

Reportedly, when applying artificial intelligence in various domains, the organization of data requires up to 80 % of the time. This full day workshop aims at introducing participants to the diverse tasks in data organization by employing [Design Thinking](#).

Time and place

January 11th 2019, 09:00-16:00, Georg Sverdrups hus, room Linken

This [workshop](#) is fully booked.

Research Bazar 2019: Exploring research data with AI and Design Thinking

- Fully day
- Fully booked
- 25 participants, mostly PhD-candidates and some researchers

Research Bazar 2019: Exploring research data with AI and Design Thinking

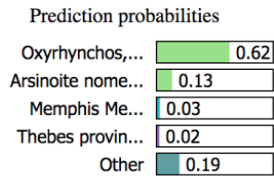
- Session 1: Data organization tasks e.g. finding and acquiring data, cleaning the data, filtering the data, etc.
- Session 2: Design Thinking

Research Bazar 2019: Exploring research data with AI and Design Thinking

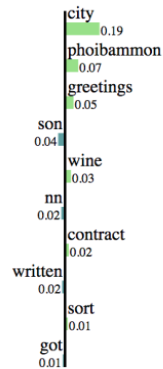
- Session 3: A brief introduction to Machine Learning, then the data was used to “learn” models prepared in advance by the organizers
- Session 4: Each team presented the solution they have developed

Research Bazar 2019: Exploring research data with AI and Design Thinking

The approached used for AI is named XAI – explainable AI



NOT Oxyrhynchos... Oxyrhynchos...



Text with highlighted words

consulate lord theodosius eternal augustus x day month aurelius phoibammon son ammonios splendid splendid city nn son nn landowner city greetings acknowledge got entirety agreed satisfactory price wine noble class sort contract valid written single copy them these themselves cause accusation cowered

Research Bazar 2019: Exploring research data with AI and Design Thinking

Feedbacks in general

- Participants were eager to use AI and DT in their research
- Some of the solutions were creative



Courses and events

Events

All libraries

2020

Research Bazaar

Searching for hidden literature using iris.ai, your new research assistant!

Iris.ai helps students and researchers make discoveries faster by shaving up to 90% off of the time required to conduct a typical literature review!

Time and place: Jan. 8, 2020 9:00 AM–12:00 PM, [Domus Juridica, 3112](#)

[Register](#) →

IRIS.AI

[Explore](#)

[Scithons™](#)

[About](#) ▾

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The Artificial Intelligence that reads science

For R&D departments, research institutes and academics.

[> Use the free tool](#)

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Research Bazar 2020:

Hands-on activity on the **explore** and **focus** tool inside IRIS



Research Bazar 2020:

- Half day
- Fully booked
- 22 participants, mostly PhD-candidates, some researchers and some librarian

Feedback from the IRIS research bazar

"Good place to start collecting literature for a research project" (researcher from SINTEF affiliated with University of Oslo).

"I'll share this with my colleagues and students as soon as I'm back in place."

"We must understand how to use AI with library services. AI is here to stay " (librarian)

Feedback from the IRIS research bazar

Some critical feedbacks:

“The "Explore" section of IRIS is problematic as all my relevant resources are behind pay-wall.”

The "Focus" section of IRIS was perceived as unclear in the functionality and meaning of the individual steps.

What we learned from the research bazars

- Researcher are positive and interested in AI-tools helping them with research
- AI may give additional perspectives to researchers
- AI-tools can be used in addition to traditional ways of doing literature search

What we learned from the research bazars

- Small research group needs someone to help them
 - They need a one-point access to information
- Academic libraries should help researcher with ALL aspects of AI: trust, bias, ethics and so on.
- Library staff need arenas and incentives to learn AI x libraries

FUTURE WORK

- More «proof of concept»
- Test new services with users
- Connect with specialist (again)

TUSEN TAKK!

Teaching in the brave new open world: how can libraries help?



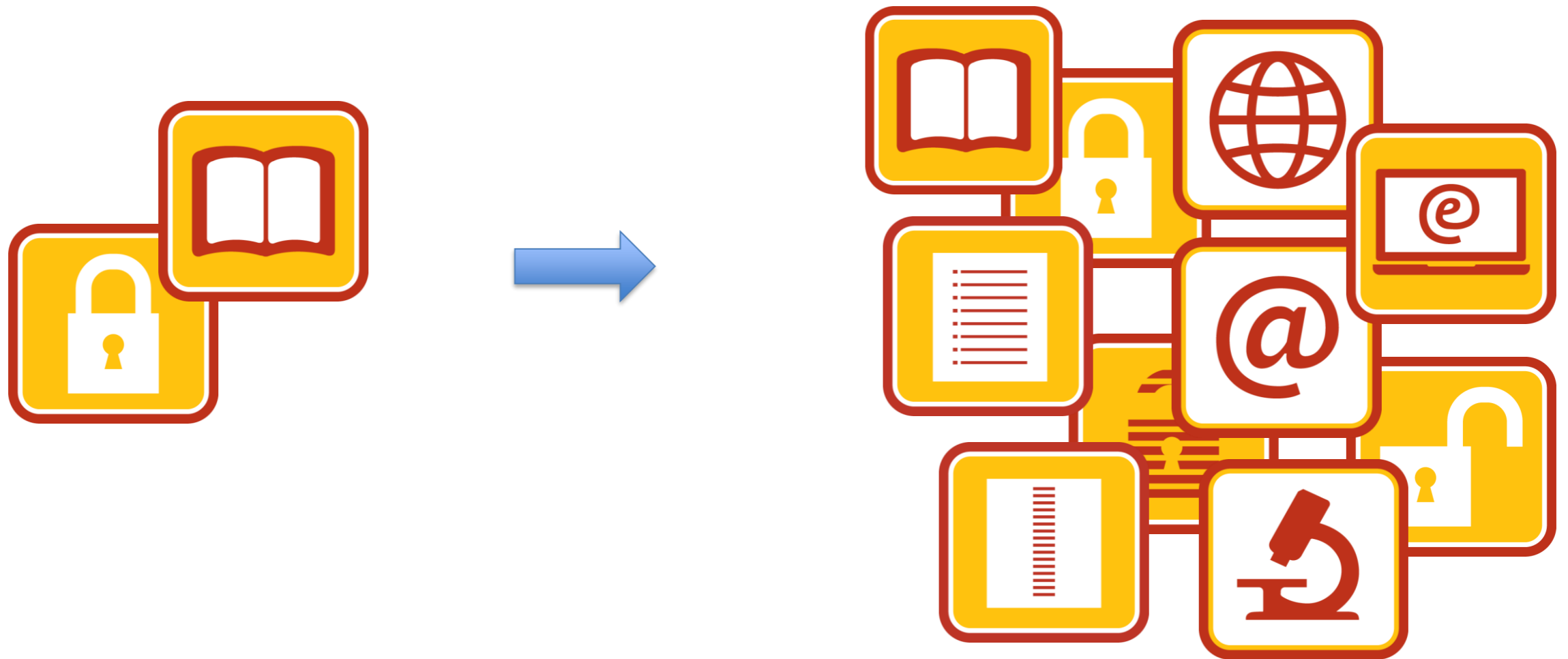
A short introduction:

Monique Schoutsen
Coordinator Information Literacy
Radboud University (Nijmegen)
m.schoutsen@ubn.ru.nl



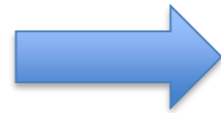
Information scarcity > information abundance

Information scarcity > information abundance & complexity & openness



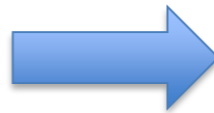
Finding > publishing

Helping researchers and students with finding information > helping them with publishing information



Research support > teaching support

Focus on just research support > also focus on teaching support



Projects that fit into his trends

- Publishing (workshops on Adobe Illustrator)
- Information abundance (anyone can publish): fake news
- Supporting the teacher: Use open data in teaching



Workshops in Adobe Illustrator



Escaperoom on Fake News



UDIT project





Helene N. Andreassen
**Arctic University of
Norway**



Torstein Låg
**Arctic University of
Norway**



Harrie van der Meer
**University of
Amsterdam (the
Netherlands)**



UiT / THE ARCTIC UNIVERSITY
OF NORWAY



UNIVERSITY OF AMSTERDAM



**Amsterdam University
of Applied Sciences**

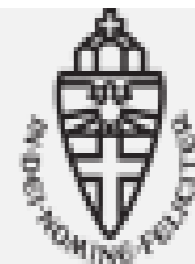


Monique Schoutsen
Radboud University
(the Netherlands)



Mijke Jetten
Radboud University
(the Netherland)

Radboud University



Objective of the project

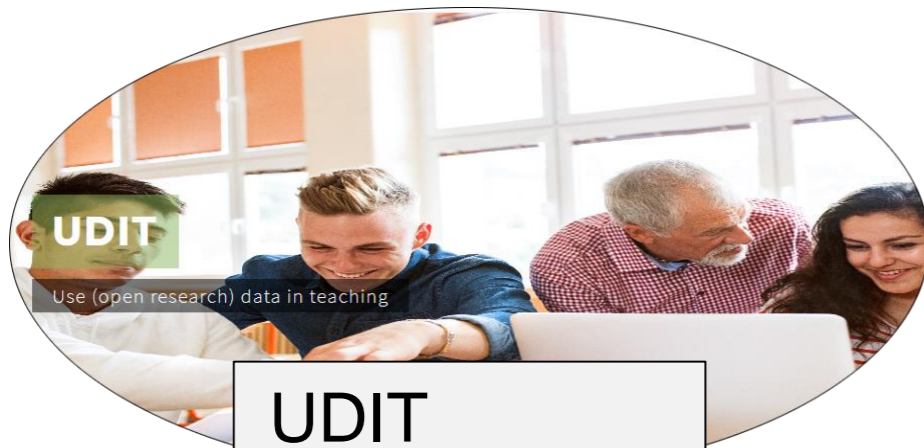
To encourage and help teachers in higher education to start using open research data in their teaching, and to share their experience and teaching material with the teacher community.



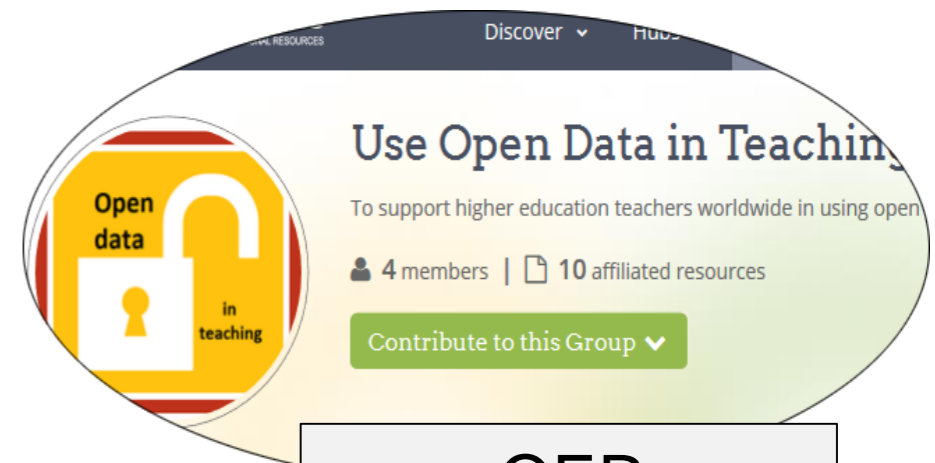
Intended side objectives

- Further the open educational resources movement
- Further the open science movement





UDIT
website



OER
Commons



UDIT
module

UDIT

UDIT module

[About](#)[Resources](#)[Events](#)[Courses](#)[News](#)

Courses

Are you interested in proposing new courses? Get in touch with us at elarning@fosterop.nl take a look at our course on "[how to create a course](#)".



Use Open Data in Teaching

In higher education and research, the topics of open science and research data management have gained interest. This module stimulates the use of open research data in teaching, thus f...



Open Science basics for KU Leuven library staff *Moderated*

In this course for library staff at KU Leuven, participants will be introduced to the basics of Open Science.

After completion of the course, participants will be



Assessing the FAIRness of Data - a short course for University of Cambridge staff *Moderated*

In this short course for researchers and support staff from the University of Cambridge, you'll learn how to go about assessing the FAIRness of research data using fresh, accessible tools.



Planos Horizo

(This course is part of Horizon 2020)

Se gostaria ...



TABLE OF CONTENTS

[Part 1](#): Introduction

[Part 2](#): Open data in teaching

[Part 3](#): Existing initiatives

[Part 4](#): Learning activity examples

[Part 5](#): How to contribute yourself

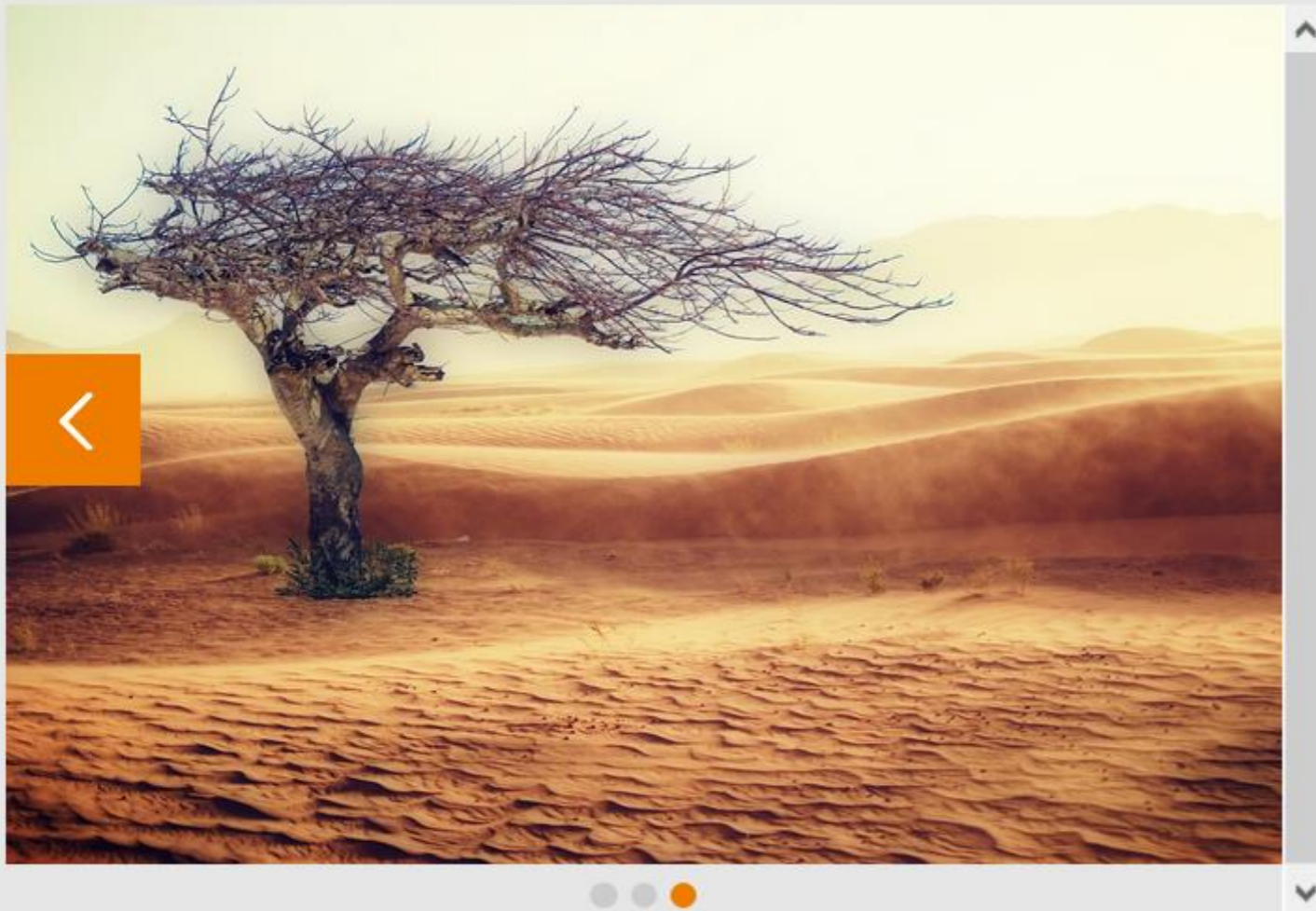
[Part 6](#): How to meet challenges

[Part 7](#): Take-home message

[Appendix](#)

<https://www.fosteropenscience.eu/learning/use-open-data-in-teaching>

Open research data in teaching: a few examples



Use of open research data (3)

Biogeographic patterns and climate change

Topic tags: climatology, climate change, biogeography, bioclimatic modelling, open data use, open data analysis

What do students learn?

The activity is based around simple bioclimatic modelling techniques and incorporates aspects of past, present and future climates and their impact on species distributions. First-year university students make use of publicly available ALA data and tools.

[Link to full activity](#)

The platform

- OER commons
 - <https://www.oercommons.org>
 - Facilitates access to teaching and learning material for all parties
 - Facilitates visibility and proper attribution by making the material discoverable and citable
- Group: Use Open Data in Teaching
 - <https://www.oercommons.org/groups/use-open-data-in-teaching/2965/>
 - Platform for uploading activities or links to already published ones
 - Template which facilitates inclusion of all relevant information



The screenshot shows the OER Commons interface for the 'Use Open Data in Teaching' group. At the top, the OER Commons logo is visible, along with navigation links for 'Discover', 'Hubs', 'Groups', and 'Our'. The group's main banner features a circular icon with an open padlock and the text 'Open data in teaching'. To the right of the icon, the group title 'Use Open Data in Teaching' is displayed, followed by a description: 'To support higher education teachers worldwide in using open'. Below the description, it indicates '5 members' and '11 affiliated resources', with a green button labeled 'Contribute to this Group'. A 'Manage Group' link is located below the icon. A navigation bar below the banner includes tabs for 'Shared Resources', 'Discussions', 'Members', 'Information', and 'Recent'. The 'Shared Resources' tab is active, showing a search bar and a 'Select All' checkbox. A 'Folders' section lists 'Shared Items (1)', '... Templates for adding activities (2)', and 'Arts (2)'. A resource card titled 'Teaching with research' is partially visible, with a 'View Complete Item Description' link and 'Material Type: Lesson'.

The dream



Next step: finding ambassadors in every field

Open data in genomics

Dr. Simon van Heeringen explains how he uses open data in his biology classes.

“It is also essential that students come in contact with open science practices as early in their studies as possible”.



<https://vimeo.com/330765492#t=248s>

Questions?

