

## Logic Model - Library Learning Open Educational Resources (OERs)

<b>Institutional Priority:</b> Research, Scholarship & Creative Activity <b>Library Mandate:</b> Services <b>Program:</b> Open Educational Resources (OERs)					
INPUTS	OUTPUTS		OUTCOMES & IMPACT		
What we invest	Activities: What we do	Participation: Who we reach	Short-term results Learning	Intermediate results Action	Long-term results Conditions
Funds for platforms to support OERs  Funds for grant programs to encourage OER development or adoption  Librarians & staff to identify, promote, instruct, and provide access to OERs  Expertise in metadata and information retrieval of OERs	Promote availability and purpose of OERs to campus  Manage platforms for OERs (including eReserve tools)  Train faculty in OERs issues and practices (creation, using, copyright etc.)  Add metadata and load OERs into discovery systems and IR Assess learning spaces	Faculty  Graduate students  Undergraduate students  Local, national, and international community	Faculty and students understand the purpose and value of OERs  Faculty feel supported in finding and accessing OERs  Faculty feel supported in creating and making an OER accessible  Faculty are aware of the copyright implications of remixing and reusing OER content  The library is seen as a campus advocate and leader in OERs  Students feel the cost of course material is reasonable	Faculty create course reading lists that include OERs  Faculty collaborate with librarians and library staff on OER projects  Faculty create, reuse or remix OERS  Faculty use library platforms to make OERs accessible  Faculty created OERs are at other PSE institutions  Library leaders collaborates with campus leaders on OER policy  Students easily access OERs	Institutional reputation  Innovation in teaching & learning  Student retention  Affordable post-secondary education  Mitigate global inequities in access to educational materials
MEASURES			INSIGHTS		
Budget for OER platforms  Number of librarians and staff supporting OERs	Number of media and social media mention of OER resources  Number of OERs accessible via discovery system and IR  Number of library instructional sessions on OERs  Number of OERs created by faculty  Percentage of OERs with library-added metadata	Percentage of faculty creating OERs  Number of consultations with librarians relating to OERs  Number of OERs created by faculty that are reused or remixed by academics from other institutions  Data analytics on views of online OER guides  Average amount students at institution spend on course material  Percentage of course outlines including OERs  Grant funding for OER initiatives that include librarians	LibQual survey  Surveys  User experience studies  Perception studies	Course outline analysis of OER inclusion  Multi-dimensional data analysis or OERs creation and use  Online chat analysis of OER questions from faculty, students, and the community  Qualitative studies on librarian leadership in OER policy and decision-making  Personal narratives	Interviews  Citation analysis of OERs references in teaching and learning journals  Delphi study with student union leaders, university leaders etc.  Longitudinal data analyses  Institutional storytelling

**Definition**

Open Educational Resources (OER) are teaching, learning and research materials in any medium – digital or otherwise – that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. (UNESCO, 2021)

**Inclusion Criteria**

- OERs created by members of the academic institution
- OERs used by members of the academic institution

**Exclusion Criteria**

- Print or physical material

**Assumptions**

- OERs are high quality resources
- Course materials for students should be affordable
- Libraries support and advocate for OERs

**Questions**

- What factors contribute to faculty integrating OERS into their course material?
- Do library resources and services impact use of OERs by faculty?
- Does participating in a OER library presentation or workshop impact a faculty member's likelihood to include OERs in their course material?
- Does the integration of OERs in course material lower costs for students?
- Do lower course materials encourage student retention?

**Published Studies Relevant to Impact**

Appiah, J., Essel, H., Barton; and K.O. Amankwa, K. (2020). An evocative appraisal of the awareness, attitude and utilisation of open resources at Kumasi Technical University. *Library Philosophy and Practice (e-journal)*. 3838. <https://digitalcommons.unl.edu/libphilprac/3838>

Association of Research Libraries (2016). *Spec Kit 351: Affordable course content and Open Educational Resources*. <https://publications.arl.org/Affordable-Course-Content-Open-Educational-Resources-SPEC-Kit-351/>  
Ikasiho, T, Spring, K., Rosecerans, J. and J.Watson (2017) *Assessing the savings from open educational eresources on student academic goals*.

*International Review of Research in Open and Distributed Learning*. (7) 18. <https://www.erudit.org/en/journals/irrodl/2017-v18-n7-irrodl03381/1042967ar?>

Kazakoff-Lane, C. (2014). *Environmental scan of OERs, MOOCs, and libraries: What effectiveness and sustainability means for libraries' impact on open education*. ACRL White Paper. <https://acrl.ala.org/acrlinsider/environmental-scan-of-oers-moocs-and-libraries/>