Open Ed
Educación Abierta e Inclusiva
Open and Inclusive Education

The Libraries' role in promoting
open and inclusive education: access to information

J. Vladimir Burgos Aguilar
National Director of Libraries
TECNOLÓGICO DE MONTERREY

@vburgos

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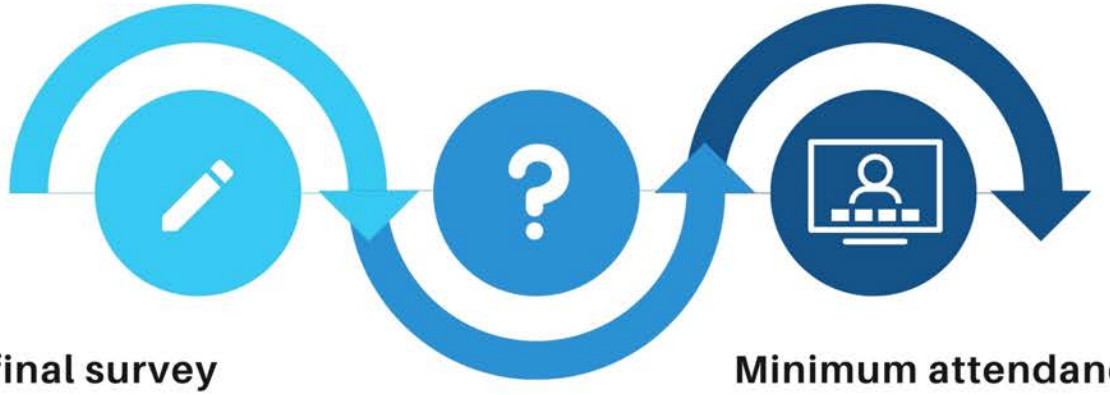
Requirements for obtaining the certificate of participation

3 questions per Webinar

During each Webinar, 3 questions will be shared and must be answered.



Initial and final survey

Both forms should be answered, the initial survey will be sent in the first Webinar and the final survey will be shared in the last one.

Minimum attendance to 8 Webinars

You must register your participation in at least 8 Webinars.

Question 1:
What are the fundamental principles of the Incheon Declaration?

Question 2:
How is related the OER with the Objective Sustainable Development 4?

Question 3:
What is the role of librarians in the Ljubljana OER Action Plan?

Sustainable Development Goal 4 (SDG 4): Education 2030

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

Éducation 2030

UNESCO Leading Education 2030
https://en.unesco.org/education2030-sdg4

United Nations Educational, Scientific and Cultural Organization · Sustainable Development Goals

Fundamental principles

- Education is a fundamental and enabling right.
- Education is a public good.
- Gender equality is closely linked to the right to education for all.

Education 2030

Incheon Declaration
and
Framework for Action
for the realization of the Objective Sustainable Development 4

UNESCO Outcome Targets
https://en.unesco.org/education2030-sdg4/targets

United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Strategic Approaches

Focusing on quality and learning

[22]

...books, other learning materials, open educational resources and technology.. should be available to all learners.

Education 2030

Incheon Declaration
and
Framework for Action
for the realization of the Objective Sustainable Development 4

UNESCO Outcome Targets
https://en.unesco.org/education2030-sdg4/targets

United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals

Targets and indicative strategies

Target 4.3

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

[38]

- It is imperative to reduce barriers to skills development and education.
- Ease the conditions to deliver lifelong learning opportunities for youth and adults.

[43]

- Open educational resources and distance education can increase access, equity, quality, and relevance.
- Tertiary education should be made progressively free, in line with existing international agreements.

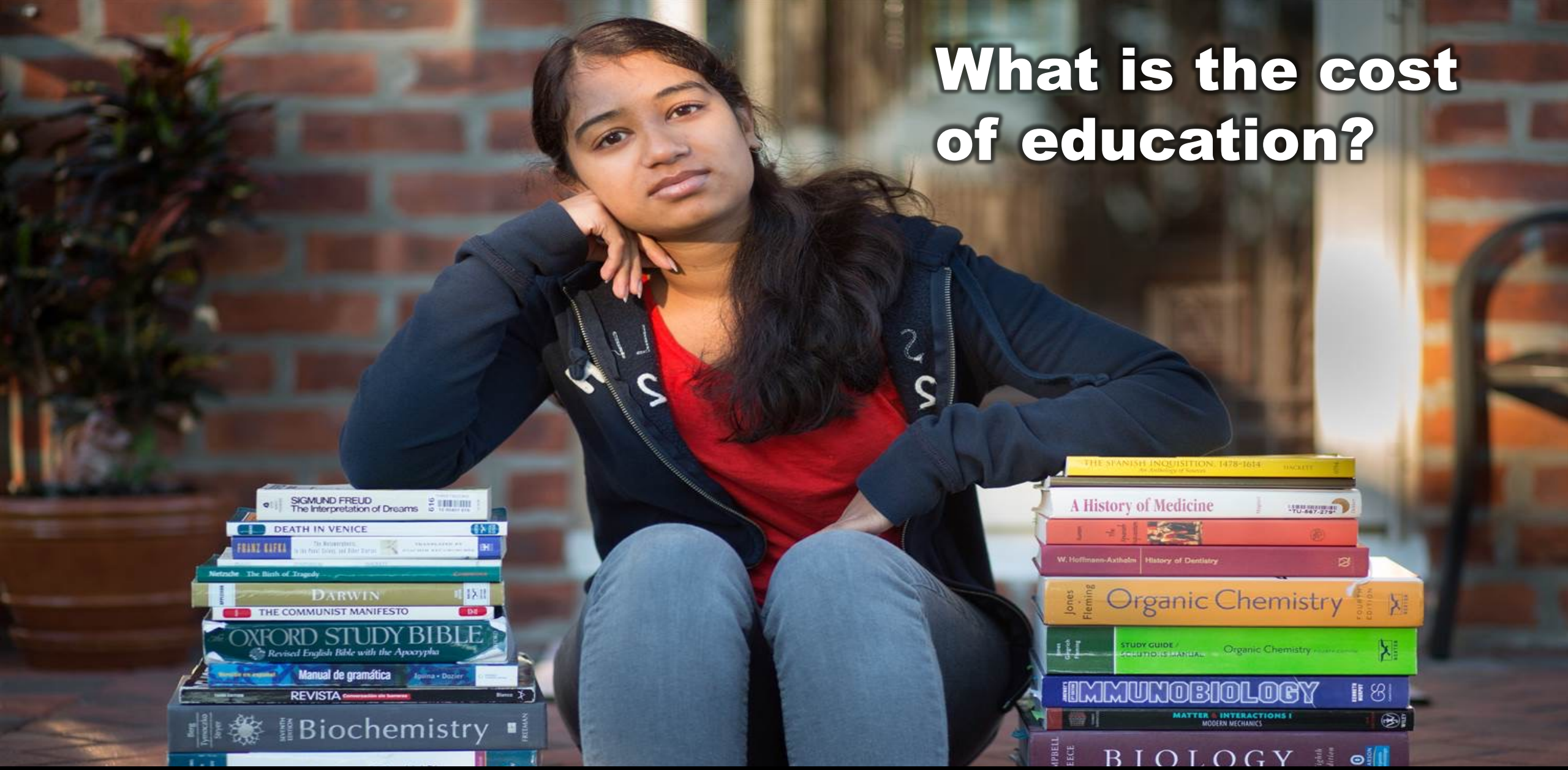
Education 2030

Incheon Declaration
and
Framework for Action
for the realization of the Objective Sustainable Development 4

UNESCO Outcome Targets
https://en.unesco.org/education2030-sdg4/targets

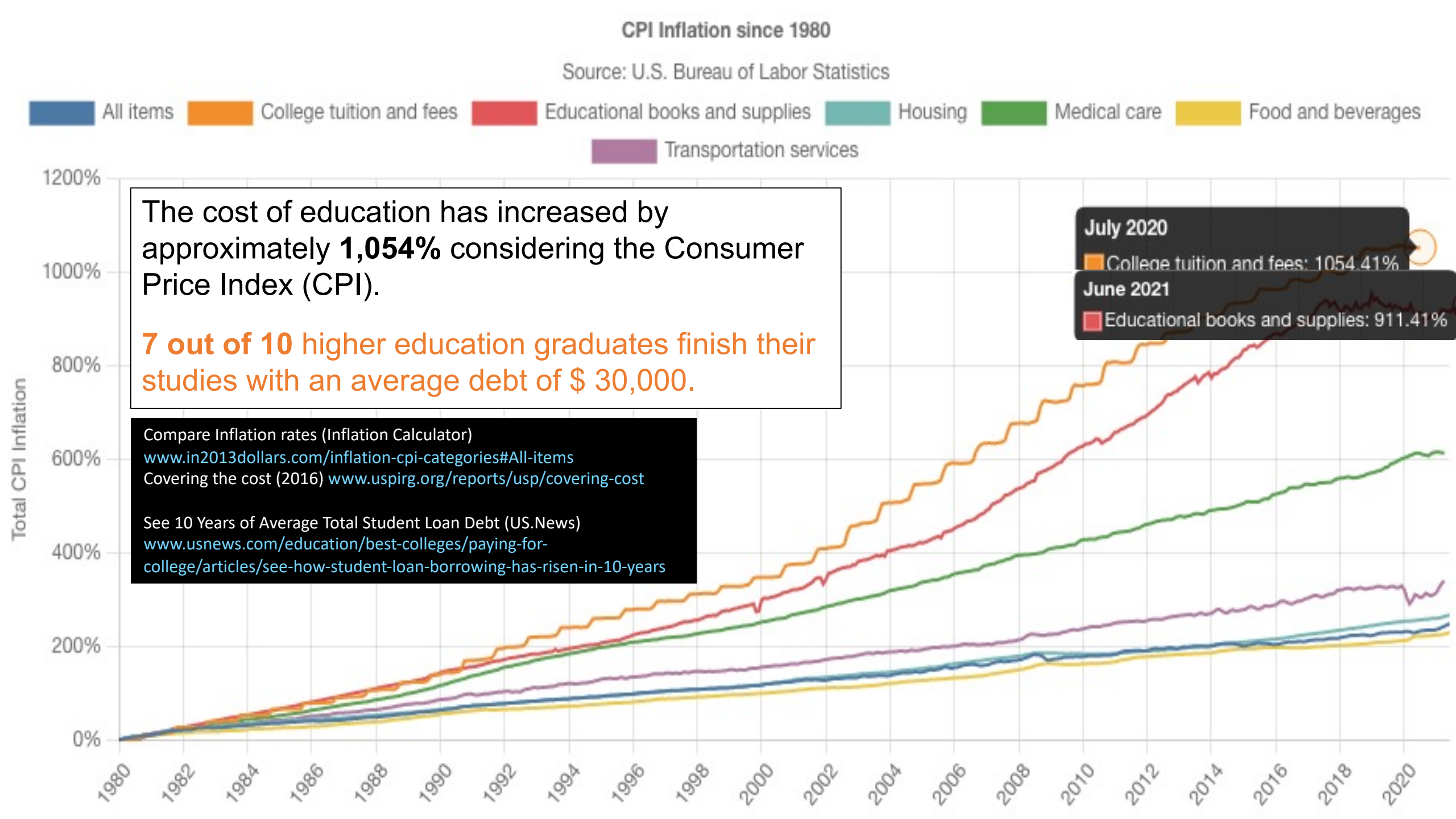
United Nations Educational, Scientific and Cultural Organization

Sustainable Development Goals



Priya Shivraj, 21, a college student at NYU majoring in biology, Spanish and pre-med, with "at least" $1,200 in textbooks from seven semesters. John Brecher / NBC News

www.nbcnews.com/feature/freshman-year/college-textbook-prices-have-risen-812-percent-1978-n399926


CPI Inflation since 1980
Source: U.S. Bureau of Labor Statistics
All items
College tuition and fees
Educational books and supplies
Housing
Medical care
Food and beverages
Transportation services
1200%
1000%
800%
600%
400%
200%
0%
Total CPI Inflation
1980
1982
1984
1986
1988
1990
1992
1994
1996
1998
2000
2002
2004
2006
2008
2010
2012
2014
2016
2018
2020
July 2020
College tuition and fees: 1054.41%
June 2021
Educational books and supplies: 911.41%
The cost of education has increased by approximately **1,054%** considering the Consumer Price Index (CPI).
7 out of 10 higher education graduates finish their studies with an average debt of $ 30,000.
Compare Inflation rates (Inflation Calculator)
www.in2013dollars.com/inflation-cpi-categories#All-items
Covering the cost (2016) www.uspirg.org/reports/usp/covering-cost
See 10 Years of Average Total Student Loan Debt (US.News)
www.usnews.com/education/best-colleges/paying-for-college/articles/see-how-student-loan-borrowing-has-risen-in-10-years

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REPORT: MAKE HIGHER EDUCATION AFFORDABLE

FIXING THE BROKEN TEXTBOOK MARKET, THIRD EDITION

A survey of college students and textbook affordability during the COVID-19 pandemic

RELEASED BY: U.S. PIRG EDUCATION FUND
RELEASE DATE: WEDNESDAY, FEBRUARY 24, 2021

> DOWNLOAD REPORT (PDF)

Textbooks are too expensive, and have been for a very long time. Little competition in the college publishing industry- and therefore little consumer choice - has contributed to the cost of course materials increasing at three times the rate of inflation since the 1970s. While the curve has plateaued the past couple of years, there has been little change in student experience. Students have continued to skip buying assigned course materials due to cost at similar rates.

Key Findings

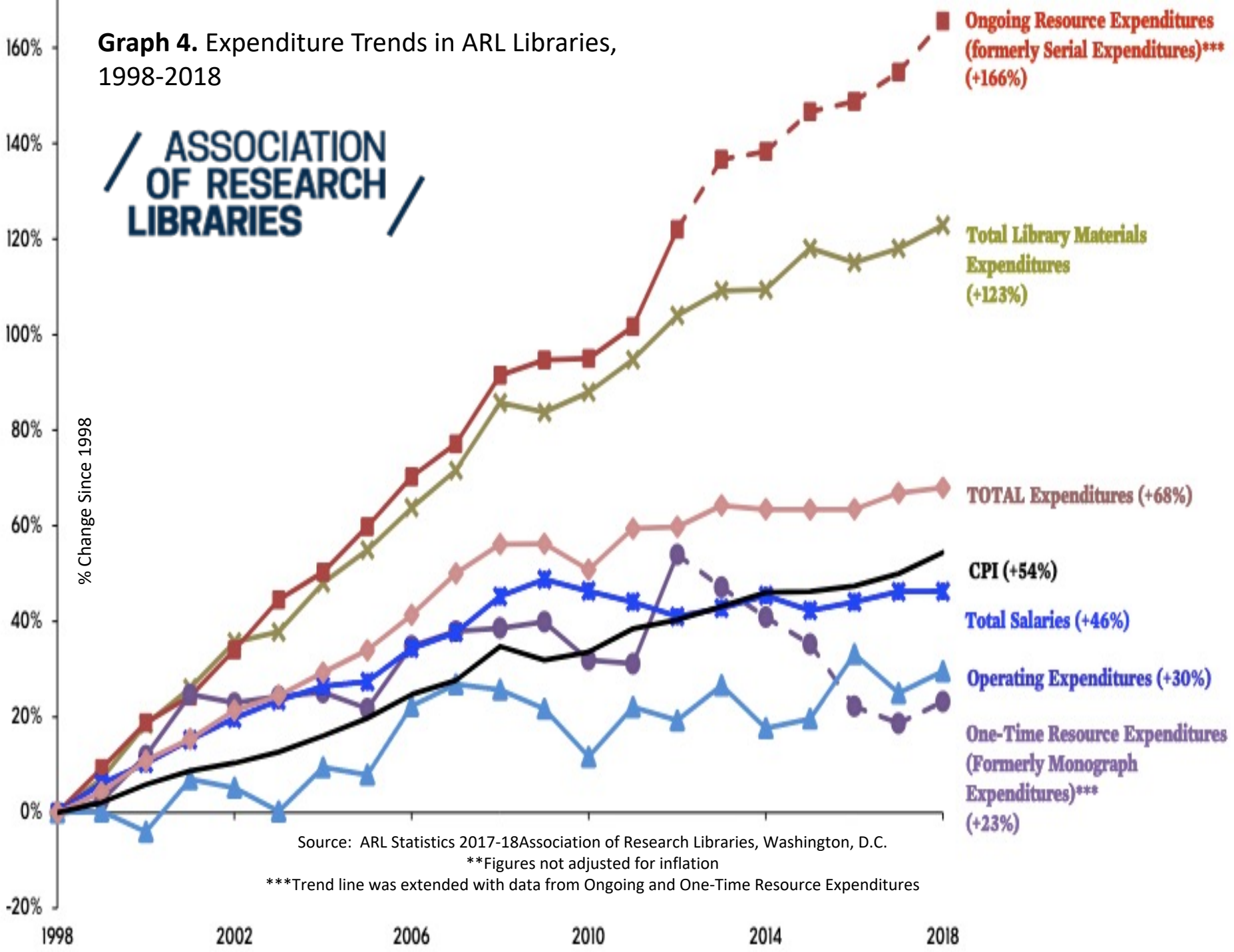
Students continue to skip buying assigned textbooks despite concerns it will impact their grade

In 2020, **65%** of students reported skipping buying a textbook because of cost; 63% skipped purchasing one during the same period the previous year.

Students are still very concerned that not purchasing materials will negatively impact their grade, with 90% reporting being significantly or somewhat concerned in both years.

https://uspirg.org/reports/usp/fixing-broken-textbook-market-third-edition

Graph 4. Expenditure Trends in ARL Libraries, 1998-2018



Source: ARL Statistics 2017-18Association of Research Libraries, Washington, D.C.
**Figures not adjusted for inflation
***Trend line was extended with data from Ongoing and One-Time Resource Expenditures

The cost of **serial publications** (including electronic ones) has increased by **166%**, well above monographic resources and other operating costs in libraries.

Research Library Trends in ARL Libraries, no. 280 (Sep. 2012) http://publications.arl.org/rli280

Library Operating Expenditures www.ala.org/tools/libfactsheets/alalibraryfactsheet04

www.arl.org/wp-content/uploads/2019/10/expenditure-trends.pdf

Harvard University says it can't afford journal publishers' prices. University wants scientists to make their research open access and resign from publications that keep articles behind paywalls

"Major periodical subscriptions, especially to electronic journals published by historically key providers, cannot be sustained: continuing these subscriptions on their current footing is financially untenable"

Harvard University (2012)

Faculty Advisory Council Memorandum on Journal Pricing: Major Periodical Subscriptions Cannot Be Sustained (2012)
http://tagteam.harvard.edu/hub_feeds/1762/feed_items/14464
Harvard University says it can't afford journal publishers' prices (The Guardian; Apr, 2012)
www.theguardian.com/science/2012/apr/24/harvard-university-journal-publishers-prices

Harvard's Widener Library.
Via Wikimedia Commons

MIT News
ON CAMPUS AND AROUND THE WORLD

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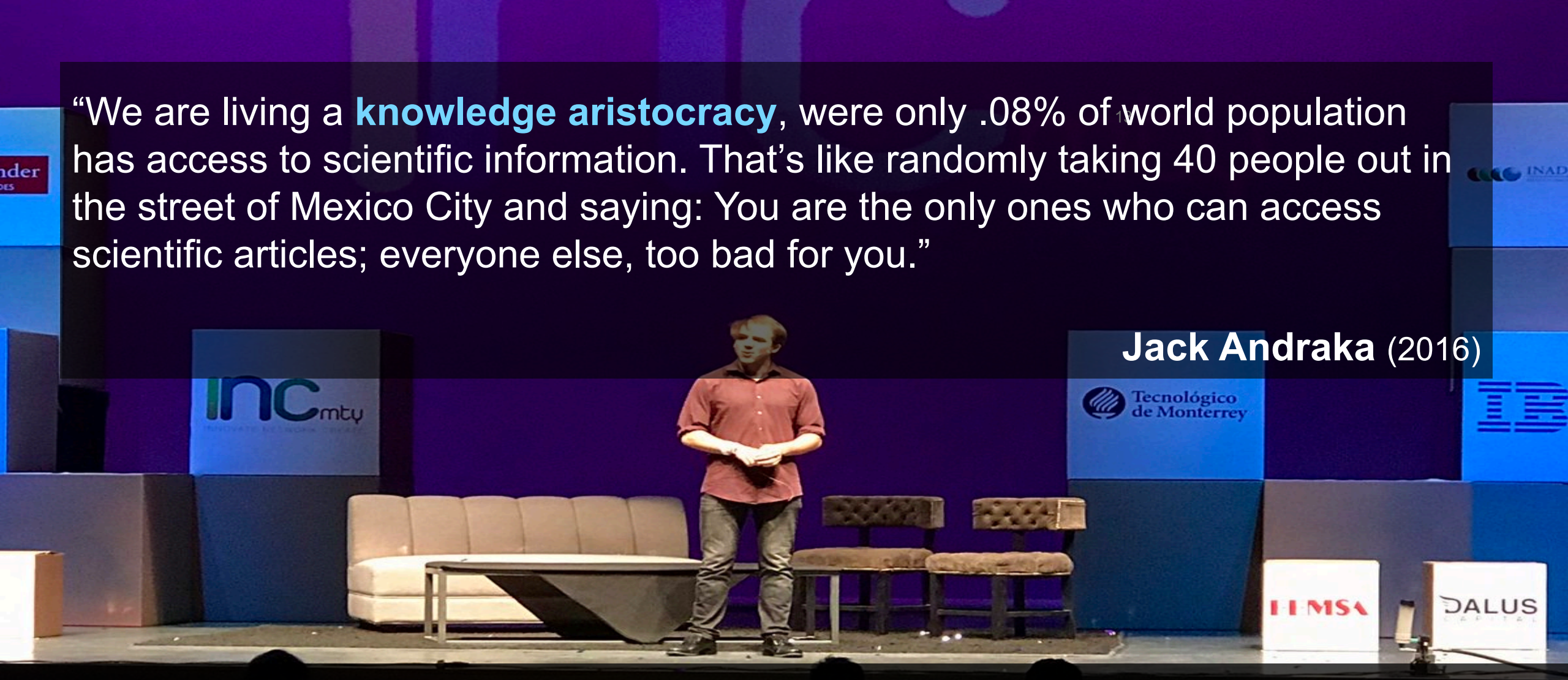
MIT, guided by open access principles, ends Elsevier negotiations

Institute ends negotiations for a new journals contract in the absence of a proposal aligning with the MIT Framework for Publisher Contracts.

MIT Libraries
June 11, 2020



Monterrey, NL. MX (17 nov, 2016)
INCmty - El Festival de Emprendedores más grande de Latinoamérica
www.incmty.com

The knowledge aristocracy (The Stanford Daily, Nov 3, 2015)
www.stanforddaily.com/2015/11/03/the-knowledge-aristocracy/

Ljubljana OER Action Plan

2nd World OER congress

UNESCO

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION
SCIENCE AND SPORT

Open Educational Resources

oercongress.org

2nd World Open Educational Resources (OER) Congress

OER for Inclusive and Equitable Quality Education: From Commitment to Action

18-20 September 2017, Ljubljana, Slovenia

Toward the realization of inclusive Knowledge Societies, Open Educational Resources (OER) support quality education that is equitable, inclusive, open and participatory.

1. Building the capacity of users to find, re-use, create and share OER.
2. Solving language & cultural issues, to ensure the use and adoption of OER
3. Ensuring inclusive and equitable access to quality OER
4. Developing and adopting financial sustainability models
5. Developing supportive policy environments for the creation, adoption, advocacy, and implementation of supportive of effective OER practices.

Recommendation on
Open Educational Resources – OER (Nov, 2019)

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.

United Nations
Educational, Scientific and
Cultural Organization

Open
Educational
Resources

https://en.unesco.org/themes/building-knowledge-societies/oer/recommendation

Ljubljana OER Action Plan

Recommendations for Mainstreaming OER in support of SDG4

Stakeholders include librarians as experts and natural catalyst actors to foster strategic approaches.

[1] **Building the capacity of users to find, re-use, create and share OER**

a) Building awareness and skills to use OER.
   i. How OER can increase access to effective educational resources, improve learner outcomes and significantly reduce costs, and empower learners to become co-creators of knowledge (i.e., information and digital literacy training).
   ii. Raising awareness concerning exceptions and limitations for the use of copyrighted works for educational and research purposes (i.e., Creative Commons and Open Licenses).
   iii. Leveraging open-licensed tools, platforms with interoperation of metadata, and standards to help ensure OER can be easily found, accessed, reused, adapted, and redistributed in a safe, secure and privacy-protected mode (i.e., Institutional and thematic repositories, open journal systems).

b) Sharing OER. Develop or update legal frameworks for educational institutions and other relevant stakeholders to secure legally admissible use and contribution of quality OER by educators and learners (i.e., guidelines, policies, or mandates).

c) Finding OER. Index OER resources to support the identification of existing OER. Improving search and discovery of OER by supporting the sharing of OER meta-data (subject matter, licensing, language, institution, region, level of education, etc.) among OER content providers and search tools.

Ljubljana OER Action Plan

Recommendations for Mainstreaming OER in support of SDG4

Stakeholders include librarians as experts and natural catalyst actors to foster strategic approaches.

[2] **Solving language & cultural issues, to ensure the use and adoption of OER**

OER should be available in diverse languages, and adapted to the related cultural context where it is used for uptake in local contexts within a Human Rights framework

a) Encourage and promote the development and adaptation of culturally sensitive and linguistically accurate OER locally, both in practice and policy.
b) Support strategies for overcoming cultural barriers to ensure sharing of knowledge.

Ljubljana OER Action Plan

Recommendations for Mainstreaming OER in support of SDG4

Stakeholders include librarians as experts and natural catalyst actors to foster strategic approaches.

[3] **Ensuring inclusive and equitable access to quality OER**

a) Ensure access to OER in media that most suitably meet both the needs and material circumstances of target learners and the educational objectives of the courses or subjects for which they are being provided (including offline modalities for accessing resources where applicable).
b) Ensure that OER is available in formal, non-formal, distance, and blended learning environments.

Ljubljana OER Action Plan

Recommendations for Mainstreaming OER in support of SDG4

Stakeholders include librarians as experts and natural catalyst actors to foster strategic approaches.

[4] **Developing and adopting financial sustainability models**

a) Analyze the ways in which OER change the processes associated with the creation and use of quality educational resources, by exploring multiple strategies and models to support OER practices for effective educational outcomes (i.e., Institutional or thematic repositories).
b) Define new policies, incentives, and recognition practices in existing sustainability models to fully realize the benefits of OER.

Ljubljana OER Action Plan

Recommendations for Mainstreaming OER in support of SDG4

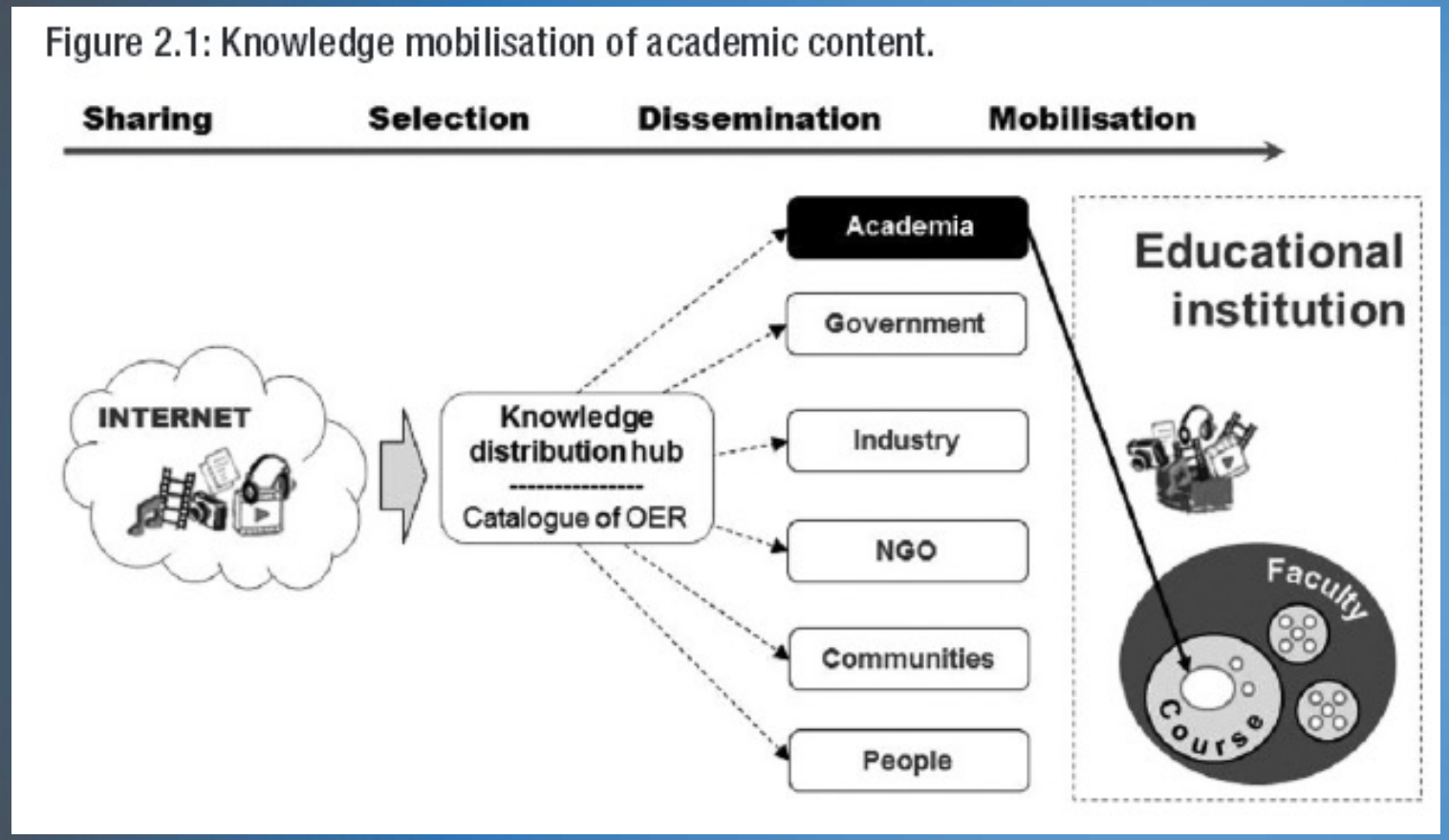
Stakeholders include librarians as experts and natural catalyst actors to foster strategic approaches.

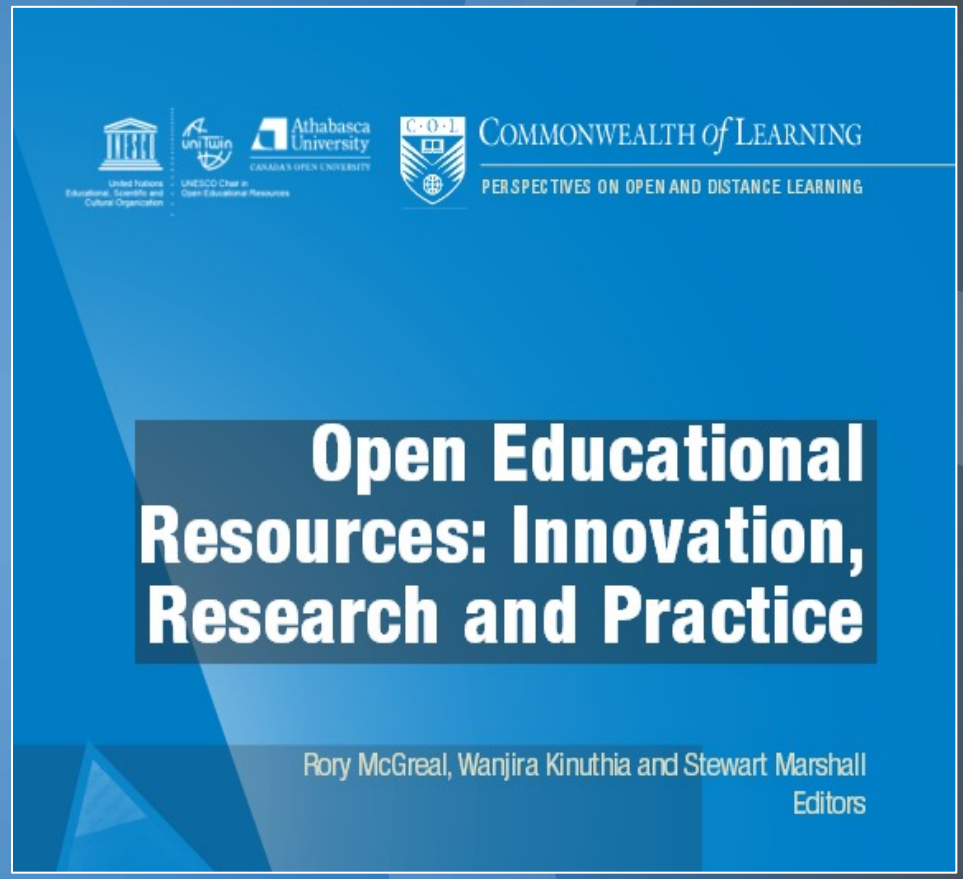
[5] **Developing supportive policy environments for the creation, adoption, advocacy, and implementation of supportive of effective OER practices**

The policy process should involve educators, education unions, teacher training institutions, and libraries to ensure that OER policies are of high quality and relevant for practical implementation.

a) Ensure that sustainable financing models are in place to implement OER policies and practices, including increasing domestic financing for education;
b) Provide incentives to teaching staff to publish editable, accessible OER digital files in public repositories;

Case Study: Mobilising OER to Educational Practices





Download: http://hdl.handle.net/11285/578159

Burgos, J. V. y Ramírez, M. S. (2013). Chapter 2. Academic knowledge mobilization to promote cultural change towards openness in education. In Rory McGreal, Wanjira Kinuthia and Stewart Marshall. Perspectives on Open and Distance Learning: Open Educational Resources: Innovation, Research and Practice. Canadá: Commonwealth of Learning (COL) & Athabasca University (UNESCO/COL Chair in OER). www.oerknowledgecloud.org/archive/pub_PS_OER-IRP_web.pdf

Definitions and scope

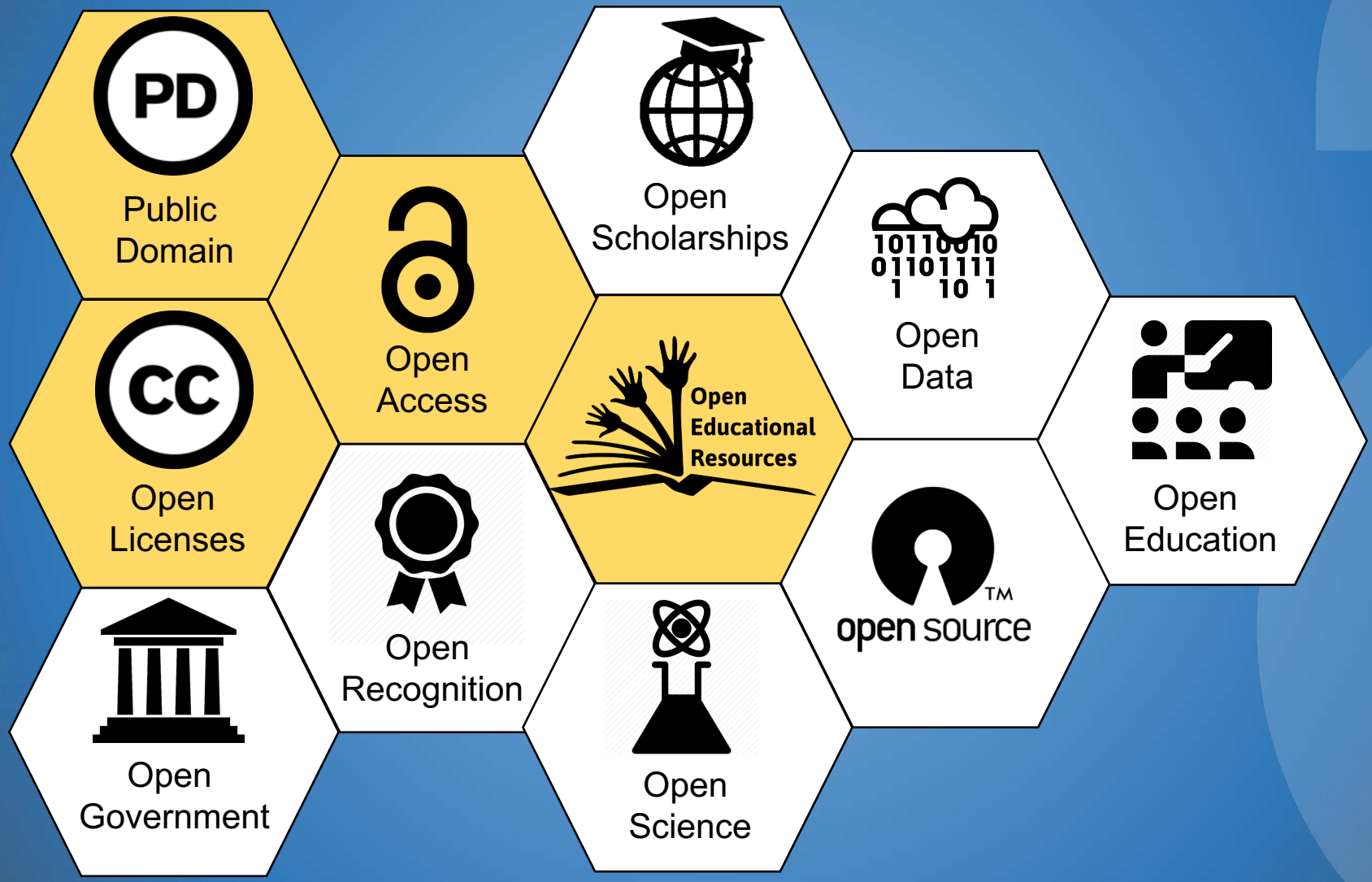
"**Open Educational Resources (OER)** are learning, teaching and research materials in any format and medium that reside in the public domain or are under copyright that have been released under an open license, that permit no-cost access, re-use, re-purpose, adaptation and redistribution by others."

"**Open license** refers to a license that respects the intellectual property rights of the copyright owner and provides permissions granting the public the rights to access, re-use, re-purpose, adapt and redistribute educational materials."

UNESCO Recommendation on Open Educational Resources (OER)
General Conference at its 40th session (25 November 2019)

Atkins, D; Brown, J; Hammond, A (2007). Report to The William and Flora Hewlett Foundation (February 2007); pp.4, http://www.hewlett.org/oer
Smith, Marshall S.; Casserly, Catherine M. (2006). The Promise of Open Educational Resources; Change: The Magazine of Higher Learning; Sep-Oct 2006; 38(5); p. 8 (EJ772126)

Open Knowledge Ecosystem



Open Access of knowledge

All rights reserved

Licensing concessions

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open source

Otro tipo de licencia, concesión, permiso, cesión.

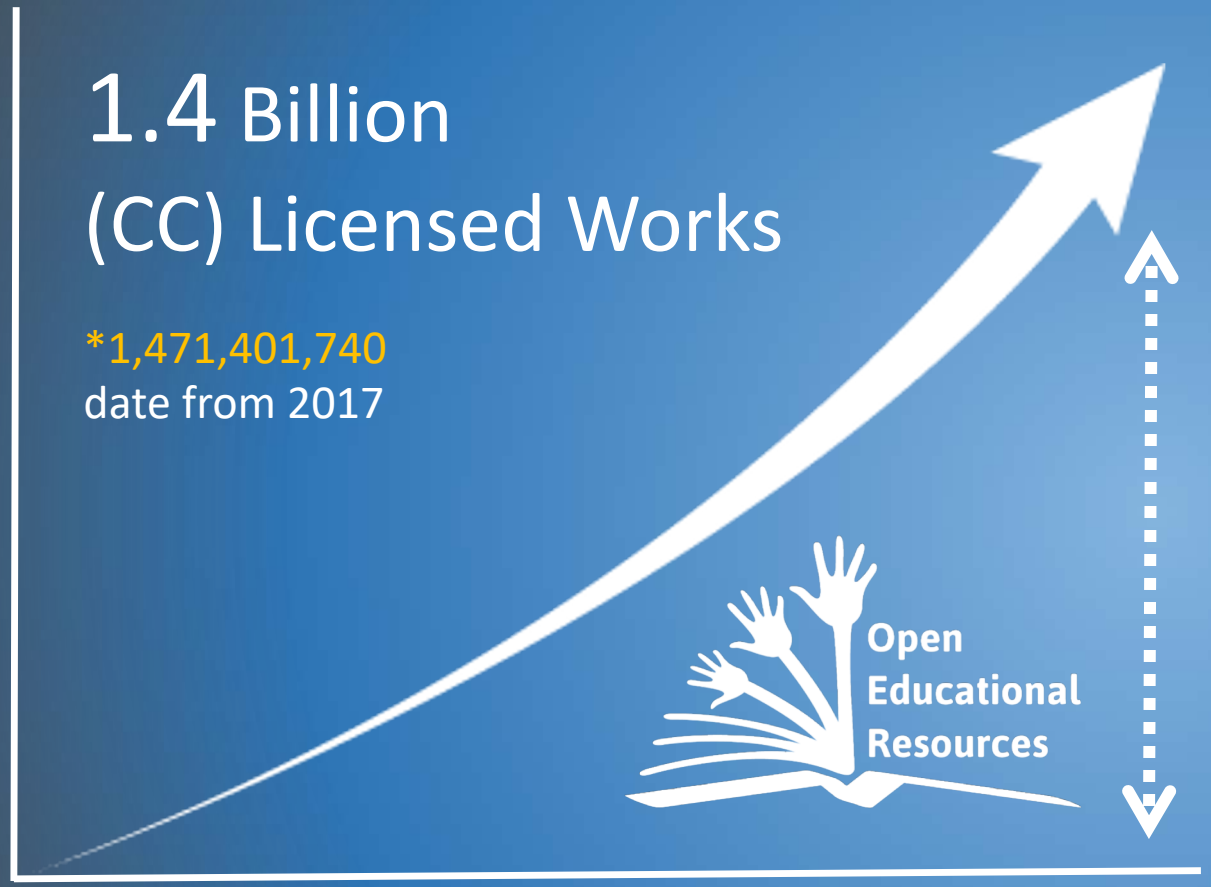
Public Domain

Creative Commons (CC)

	Attributes		Combination of possible uses (one or more than one)			
Granted use	Open	Attribution	Distribute	Display	Adapt/ Modify	Comercial
Interpretation	No cost	Acknowledge	Share	Show	Derivative Works	Comercial
CC0 PD	Required	Required	✓	✓	✓	✓
CC BY	Required	Required	✓	✓	✓	✓
CC BY-SA	Required	Required	✓	✓	✓	✓
CC BY-ND	Required	Required	✓	✓	✗	✓
CC BY-NC	Required	Required	✓	✓	✓	✗
CC BY-NC-SA	Required	Required	✓	✓	✓	✗
CC BY-NC-ND	Required	Required	✓	✓	✗	✗

creativecommons.org/licenses

Exponential growth



Millions of dollars in savings in reuse and replacement of open access materials.

openstax™ RICE maricopa millions Saving Students Money With Open Educational Resources SIYAVULA TECHNOLOGY-POWERED LEARNING lumen BCcampus connect.collaborate.innovate. SPARC

Creative Commons (CC) Licensed works
https://stateof.creativecommons.org

Maricopa Millions Case Study: Saving Students $5 Million over 5 Years,
www.oeconsortium.org/projects/showcases/maricopa-millions-case-study
https://conference.oeglobal.org/2014/wp-content/uploads/2014/02/Paper_10-Maricopa.pdf

OER have saved students at least $1 billion in textbook costs over the last five years (SPARC, 2018)
https://sparcopen.org/news/2018/1-billion-in-savings-through-open-educational-resources

The OER Adoption Impact Calculator

https://impact.lumenlearning.com

Settings

Number of Enrollments Using OER

Average Cost of Textbook(s) Replaced ($)

Average Spent by Students Using OER ($)

Students Paying In-State Tuition (%)

In-State Tuition Cost Per Credit Hour ($)

Out-of-State Tuition Per Credit Hour ($)

Additional Credits Taken by OER Users

What Are the Impacts of Adopting OER?

The OER Adoption Impact Calculator helps you understand many of the potential impacts of adopting OER instead of traditionally copyrighted learning materials. The values in the Settings on the left are set to defaults based on the published research referenced below. Change the Settings on the left so that they match the situation at your institution in order to see how replacing traditionally copyrighted materials with OER might benefit your students and institution. The information below will update in real time as you make changes.

Total Textbook Cost to Students

$117,000
Saved by Students

$134,000
Previously Spent by Students

$17,000
Spent on OER by Students

Nyamweya, M. (2018). A New Method for Estimating OER Savings.

https://sparcopen.org/news/2018/estimating-oer-student-savings/

Average spent per book for traditionally copyrighted materials: $134.26

Average spent on OER (buying a printed copy, self-printing, companion homework system, etc.): $17.32

Students Present on Day One Earning a C or Better - the "Course Throughput Rate" (CTR)

4.1%
Improvement in CTR

59.9%
Previous CTR

64%
CTR for OER Students

Hilton, J., Fischer, L., Wiley, D., & Williams, L. (2016). Maintaining Momentum Toward Graduation: OER and the Course Throughput Rate. International Review of Research in Open and Distance Learning, 17(6).

http://dx.doi.org/10.19173/irrodl.v17i6.2686

Average improvement in CTR across face-to-face and online classes was 6.1%.

International referents

UNESCO

icde INTERNATIONAL COUNCIL FOR OPEN AND DISTANCE EDUCATION

www.icde.org/icde-chairs-in-oer

LACLO

www.laclo.org

OPEN EDUCATION CONSORTIUM
The Global Network for Open Education

www.oeconsortium.org

temoa

www.temoa.info

Open Yale courses

http://oyc.yale.edu/

MIT BLOSSOMS
Math and Science Video Lessons for High School Classes

https://blossoms.mit.edu/

ccSearch
Find content you can share, use and remix

http://creativecommons.org

openstax COLLEGE

https://openstax.org

RICE CONNEXIONS

http://cnx.org

AU PRESS Athabasca University

www.aupress.ca

iTunes U (niversity)

www.apple.com/education/itunes-u

saylor.org ACADEMY

INTECH
open science | open minds

open.michigan

https://open.umich.edu/

hhmi Howard Hughes Medical Institute

www.hhmi.org/biointeractive

www.gutenberg.org

OPEN Textbooks SUNY OER Services

http://textbooks.opensuny.org

NATIONAL PROGRAMME ON TECHNOLOGY ENHANCED LEARNING
A JOINT VENTURE BY INDIAN INSTITUTES OF TECHNOLOGY & INDIAN INSTITUTE OF SCIENCE
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FUNDED BY THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT GOVERNMENT OF INDIA

http://nptel.ac.in/

Proyecto LATIn
INICIATIVA LATINOAMERICANA DE LIBROS DE TEXTO ABIERTOS

OpenLearningInitiative
Carnegie Mellon's Open Learning Initiative (OLI)

http://oli.web.cmu.edu/openlearning

ALFA OportUnidad
www.oportunidadproject.eu

KHAN ACADEMY

OPEN TEXTBOOK NETWORK

https://open.umn.edu/opentextbooks

SPARC

sparcopen.org

PLOS

www.plos.org

OER WORLD MAP
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Join us in mapping the world of OER!
Login
Search the map ...
"Don't show again"
Welcome to the OER World Map!
Our goal is to provide the most complete and comprehensible picture of the global Open Educational Resources (OER) movement. Information is collected on people, organizations, services, projects and events related to OER.
Building the map is a collaborative process. You can contribute!
Currently on the Map
Organization 834
Project 396
Service 388
Person 281
Event 182
Story 128
Publication 88
Tool 7
More Statistics – Recent Additions
Announcement
Please take a moment to complete our user evaluation survey. Thank you!
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6,318,610 Articles

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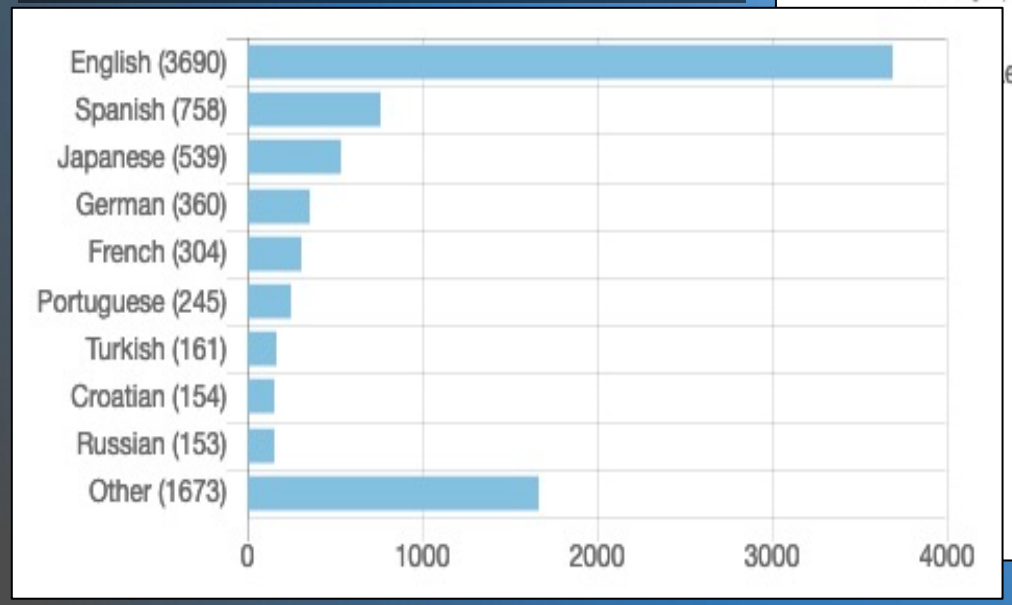
SAGE · SciELO · SPRINGER NATURE · Taylor & Francis Group · Tecnológico de Monterrey · Thieme · Vetenskapsrådet

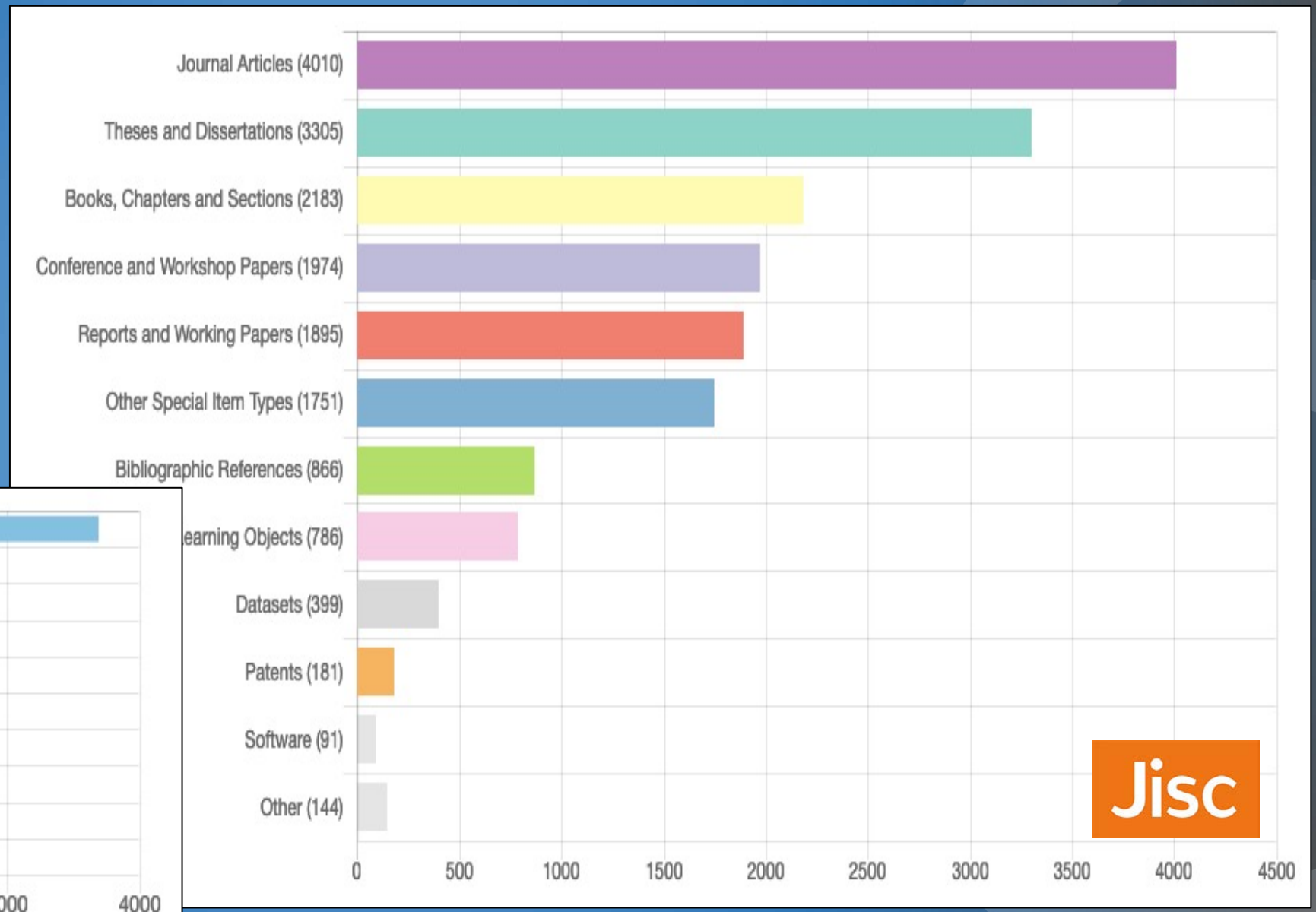
WILEY · Wolters Kluwer

Directory of Open Access Repositories (OpenDOAR)

5,709 Repositories

v2.sherpa.ac.uk/opendoar





unpaywall.org

"Unpaywall is transforming Open Science"

—***Nature*** feature article, August 2018

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- We deliver nearly **one million OA papers every day** over 200,000 active users worldwide via our open API...that's 10 papers every second!
- Over 1,600 academic libraries use our SFX integration to automatically find and deliver OA copies of articles when they have no subscription access.
- Information from over 50,000 academic journals and 5000 scholarly repositories and archives.

https://blog.ourresearch.org/unpaywall-200k-users/

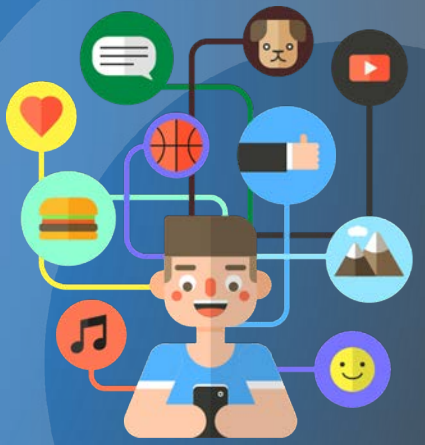
Content Curation:
A **new role for librarians**

Information Visibility
(Discoverability)

Evaluate, select, contextualize
(Curate)

Adoption
(Mobilize)

Disemination
(Share)



What is content curation? A librarian's guide
www.vable.com/blog/the-evolution-of-content-curation-a-librarians-guide
Content Curation Should Be Part of Library Marketing
www.intellicraftresearch.com/content-curation-should-be-part-of-library-marketing

Empowering students, inspiring educators and transforming the future of digital education with open and inclusive OER

Innovate – Fostering the use of new forms of learning

Equity and Inclusion – Diminishing access barriers and providing opportunities to all

Content – Curate relevant and high-quality learning materials.

Empower – Educators may adapt and customize their learning materials.

Save money – OER content is free

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Acknowledgment

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