Session Ground Rules

- **This session is recorded.** We'll share the recording and slides afterwards.
- **Questions for the speakers ?** Type them in the **Attendee Chat** on the left side of the screen.
- **Technical issues.** Check your **settings** under the icon with the three dots, as well as your **internet connection**. No luck? Try to rejoin by closing your tab and reusing the link provided.

Thank you for your attention and enjoy the session!

SESSION

Opening Up Knowledge

The session will be chaired by Dr. Claudia Fabian, Bayerische Staatsbibliothek, Germany

- Opening up Knowledge in Higher Education. Survey results: Supporting Open Education in European Libraries today Vanessa Proudman, SPARC Europe, The Netherlands
- Wikidata as an open, collaborative bibliographic database: the case of the National Library of Sweden Alicia Fagerving, Wikimedia Sverige, Sweden
- Retiring an institutional repository and the transition to the new system: a checklist for the worried librarian Iva Melinščak Zlodi, University of Zagreb of Humanities and Social Sciences, Croatia
- SPEED TALK – Shortcoming of the two new exceptions for the text and data mining (TDM) in the DSM Directive and how to improve them Dr. Maja Bogataj Jančič, Intellectual Property Institute, Slovenia

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2020
ONLINE

SPARC✳ Europe

Opening up Knowledge
in Higher Education

Survey results:
Supporting Open Education in European Libraries today

LIBER 2020 Online
24 June 2020

Vanessa Proudman, Director, SPARC Europe

Goals

✳ To gain insights into Open Education practices within academic libraries in Europe

✳ To ultimately strengthen Open Education (OE) and increase Open Education Resources (OER) in higher education institutions and their libraries across Europe

The survey

- ✱ Online survey open for 8 weeks:
  Nov 19 - Jan 2020

- ✱ Distributed targeting HEd librarians
  via networks, e.g.
  EONL, SPARC Europe, national librarian
  networks
  Social media: Twitter, LinkedIn

The survey: Key demographics

✳ 146 responses analysed

✳ 28 European countries:
4 highest responses
Spain (23), UK (17), Poland (16), and
Greece (11).
Nine countries saw responses from a single
institution

7 key areas

1. The organisational context

2. Funding

3. Policies

4. Library leadership / engagement with OE
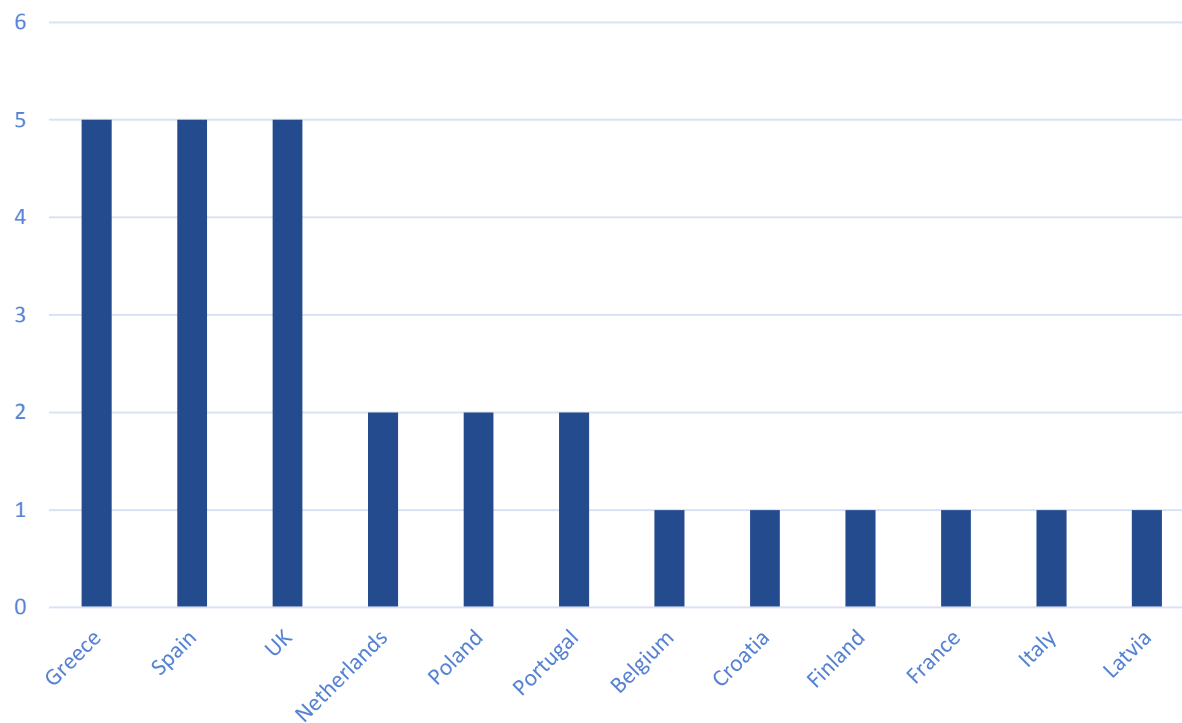
5. OE advocacy

6. Services

7. Challenges and benefits

Funding

* Only 6 respondents have received seed funding

* 10 respondents had a granting programme to create OER

* 10 libraries have ear-marked budget for OER

* Of those 39 libraries who carried out the most OE/OER activities, only 7 organisations had dedicated budgets for Open Education!

Policy

* Trend: institutional policies part of larger overarching policies

* 27 reported OE policies
  - 11 libraries involved in conception
  - Libraries involved in 3/4 standalone policies
  - Further analysis necessary

27 policies reported

8 Policies with links

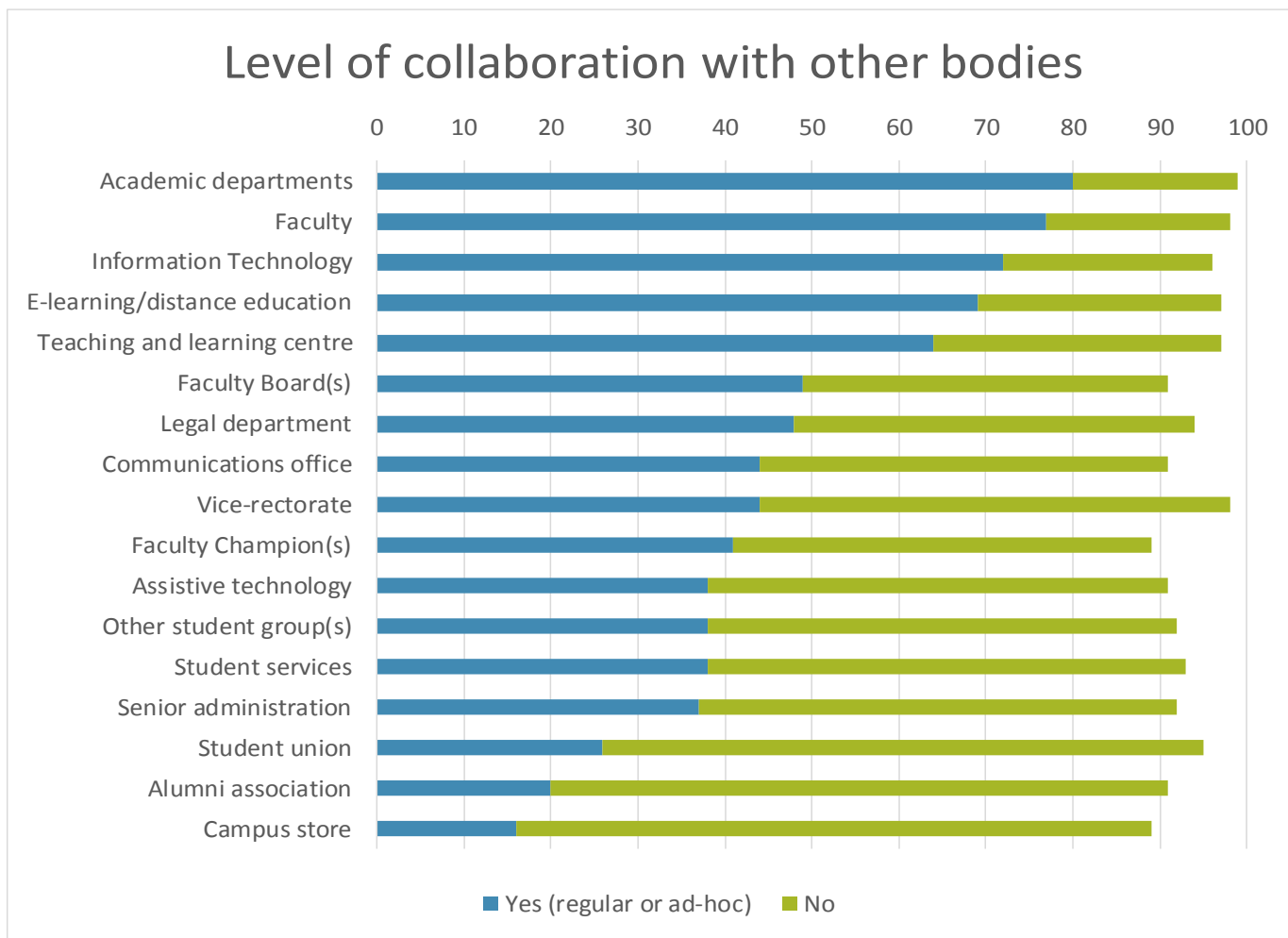|		
Greece	University of Patras	https://www.upatras.gr/en/elearning
Netherlands	TU Delft	https://www.tudelft.nl/en/about-tu-delft/strategy/tu-delft-strategic-framework-2018-2024/
Spain	Universidad de Córdoba	https://ucodigital.uco.es/index.html
	Universidad Politécnica de Cartagena	http://repositorio.upct.es/themes/Mirage2/resources/institucional.pdf
	Universitat Oberta de Catalunya	http://hdl.handle.net/10609/4965
UK	Coventry University	http://opened.coventry.domains/oer-policy/
	University of Edinburgh	https://www.ed.ac.uk/files/atoms/files/openeducationalresourcespolicy.pdf
	University of Leeds	https://ses.leeds.ac.uk/download/96/open_educational_resources

The organisational context

* A positive correlation between OE/OER services and # students

* A positive correlation between OE/OER advocacy activities and # students

* No correlation between services offered and FTE !

* Only 20% had an internal task force / entity with an OE focus: and then more likely to have a policy

Library leadership

✳ 50% take the lead in OE or OER in their institutions

✳ 7 of 9 libraries involved in conceiving OE policy,

- taking lead in advancing OER

- engage in more activities: 5.3 activities vs 3.3

✳ 40 of 101 lead from teaching and learning, 10 scholarly communications section

Collaboration

Level of collaboration with other bodies

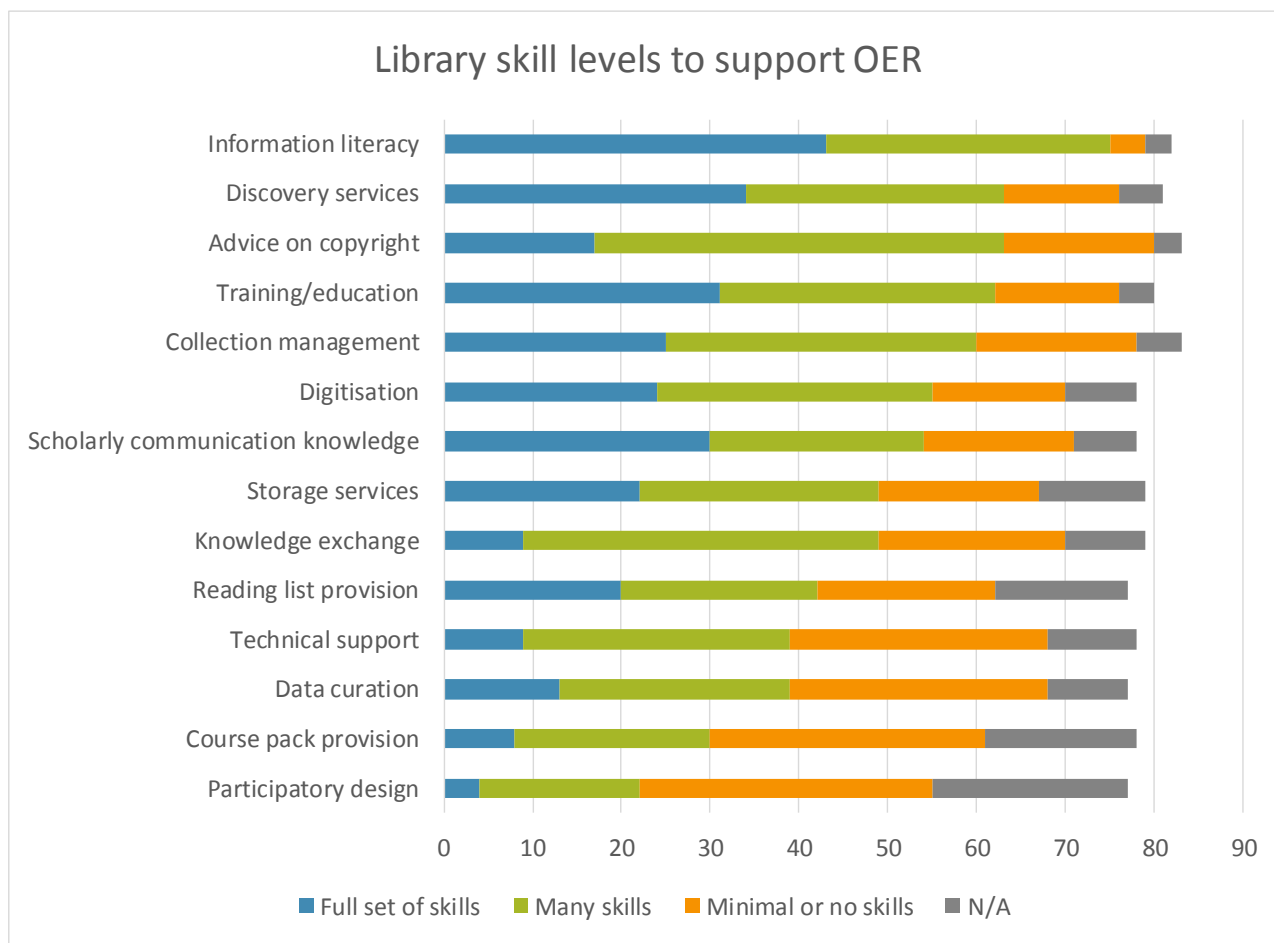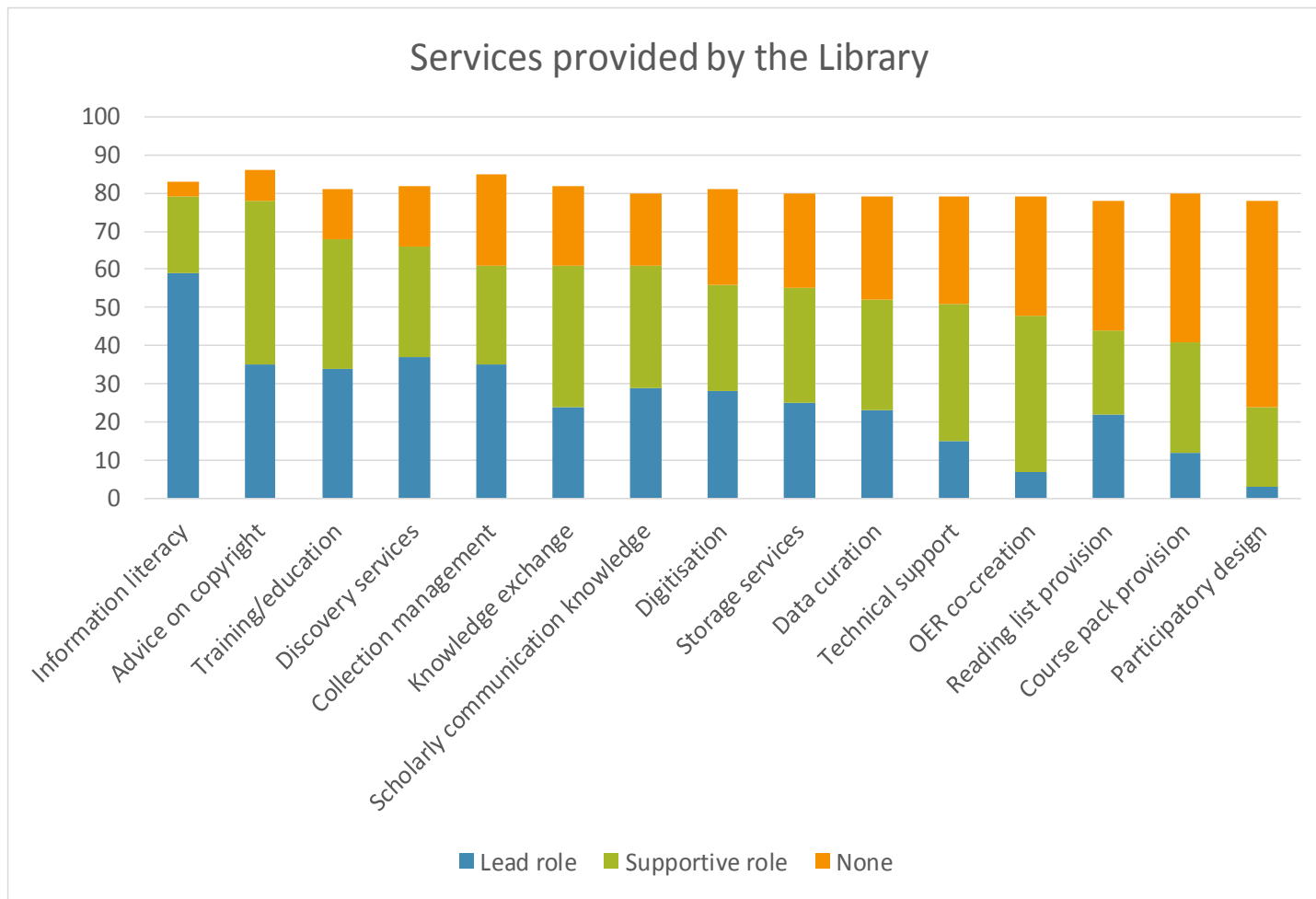|	Yes (regular or ad-hoc)	No
Academic departments		
Faculty		
Information Technology		
E-learning/distance education		
Teaching and learning centre		
Faculty Board(s)		
Legal department		
Communications office		
Vice-rectorate		
Faculty Champion(s)		
Assistive technology		
Other student group(s)		
Student services		
Senior administration		
Student union		
Alumni association		
Campus store		

■ Yes (regular or ad-hoc)   ■ No

Library skills

* Institutions **had higher skill levels** in areas where they **worked together with other departments** to provide OER services.

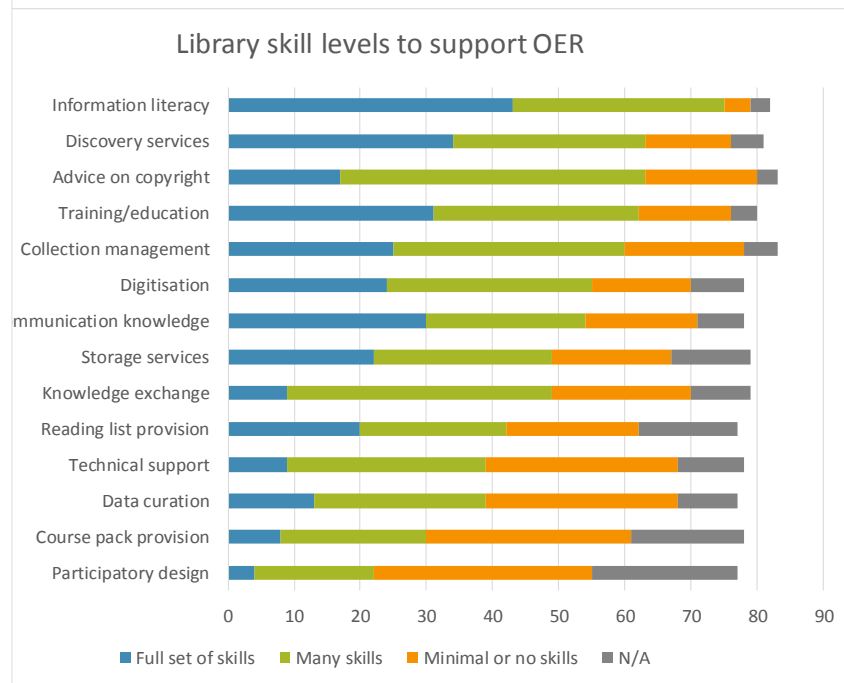* The majority of libraries providing support in an area had full or many skills in that area

Library skills

Library skill levels to support OER

| | Full set of skills | Many skills | Minimal or no skills | N/A |

Services

Services provided by the Library

Legend: ■ Lead role ■ Supportive role ■ None

Categories (x-axis): Information literacy, Advice on copyright, Training/education, Discovery services, Collection management, Knowledge exchange, Scholarly communication knowledge, Digitisation, Storage services, Data curation, Technical support, OER co-creation, Reading list provision, Course pack provision, Participatory design
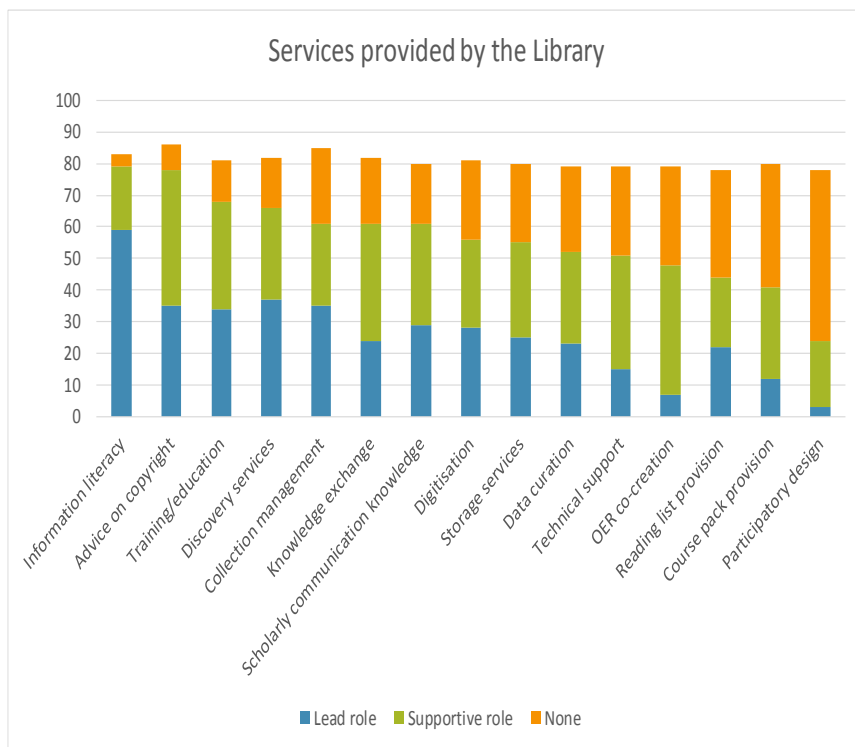
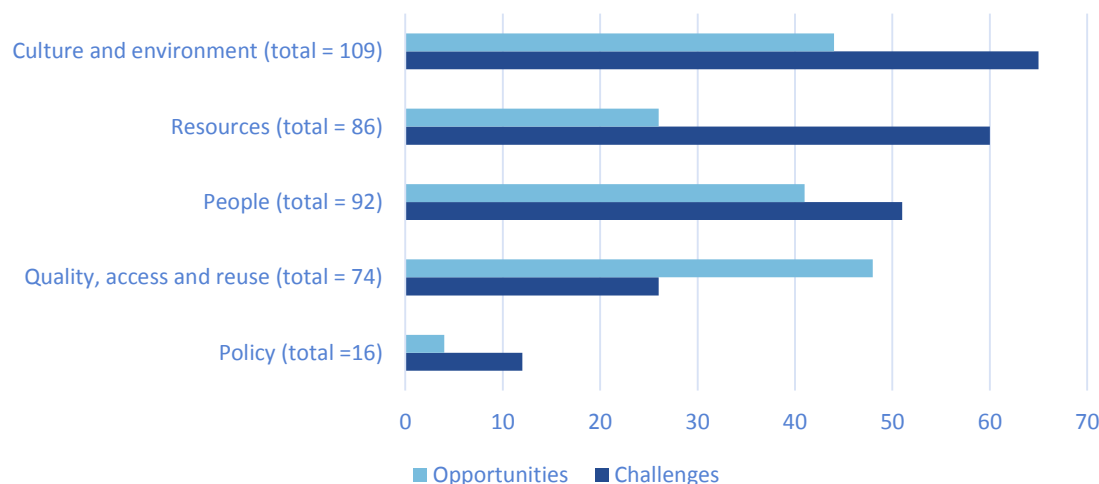# Key results: Services vs skills

Services provided by the Library

Library skill levels to support OER

- Lack of local skills: Advice on copyright,
school comm knowledge, knowledge exchange, tech support, data curation,
course pack provision

Challenges and opportunities/benefits

* 62 respondents with answers

* 5 themes

Culture and environment (total = 109)
Resources (total = 86)
People (total = 92)
Quality, access and reuse (total = 74)
Policy (total =16)

0 10 20 30 40 50 60 70

Opportunities   Challenges

* Most opportunities: People

* Most challenges and instances:
  Culture & environment

Opportunities / Benefits

* Quality, access and re-use
  - **Eliminating barriers** to education: increasing **equity**
  - Improving **quality** of education and **access** to it
* Culture and environment
  - Creation of a **culture of openness**, incl. open policies
  - Positive change to organisation's ability to **adapt**
  - Rise of the **importance of the library**; leadership
  - **Deepening collaboration** with other depts
  - Engaging in **national policy** development
* Resources
  - Improving **skills development** in libraries

Challenges

* Policy
  - A **lack** of an institutional or national **policy**

* People
  - Challenges in the ability to **influence teaching staff**
  - **Lack of capacity**: time and staff numbers

* Resources
  - Lack of **funding** for the creation of OERs
  - Insufficient **relevant skills** and **knowhow**
  - Lack of **technical support** for better infra, tools, etc

Challenges

* Quality, access and re-use
  - **Copyright and licensing** as a barrier to access and re-use
  - **Sharing good practices** internationally
  - **Improving the discovery** of OER
  - Selling the **quality** in OER

* Culture and environment
  - The **speed of change** mindsets and institutional culture
  - Lack of **institutional leadership**
  - Lack of **understanding of benefits** by senior management
  - How to up **engagement with teaching staff & institution**
  - Little understanding of **interplay between profs internally**

10 recommendations

* Fund:

   1. Explore opportunities for **seed-funding projects** to kick-start OE efforts

   2. Earmark some of your **library budget** for OE

   3. Consider establishing a **grant programme** to support the creation of OER

* Collaborate:

   4. Invest more in **understanding the interplay** between **professionals & stakeholders** locally and externally,

   e.g. **develop a stakeholder management plan**

10 recommendations

✳ *Lead:*

5. If you haven't already, **consider taking** a **leadership role** to help drive OE at your institution/library;
    many of your peers already are doing so

6. Step up **advocacy efforts** with teaching staff and management;
    identify and **equip** your own internal **champions**

7. Help **initiate or develop an OE policy** (locally or nationally); there is still a shortage of such policies. Build on the policies of peers

10 recommendations

✳ *Create*

8. Engage in the **co-creation of Open Education Resources**; help grow what is available.

9. **Identify the skills** you need for OE/OER, and **upskill** by **partnering** more internally / externally

✳ *Monitor & Grow:*

10. Locate **where and what OERs are being created** within your institution; optimise accessibility and monitor growth of such resources over time.

What you can do now

1. Join the network oer@sparceurope.org

2. Tell us how we can help you

3. Download the survey report here:
   http://doi.org/10.5281/zenodo.3903175

sparceurope.org/news
Twitter: SPARC_EU

REPORT

Open Education in European Libraries of Higher Education

June 2020

SPARC Europe

Wikidata as an open, collaborative bibliographic database

The case of the National Library of Sweden

Alicia Fagerving
alicia.fagerving@wikimedia.se

WIKIMEDIA
SVERIGE

June 24, 2020
LIBER 2020 Online

Wikimedia Sverige

- Non-profit association based in Sweden
- Local chapter of the Wikimedia Foundation
- We work towards making knowledge freely accessible to all humans
- Our focus: the Wikimedia projects (Wikipedia, Wikimedia Commons, Wikidata…)
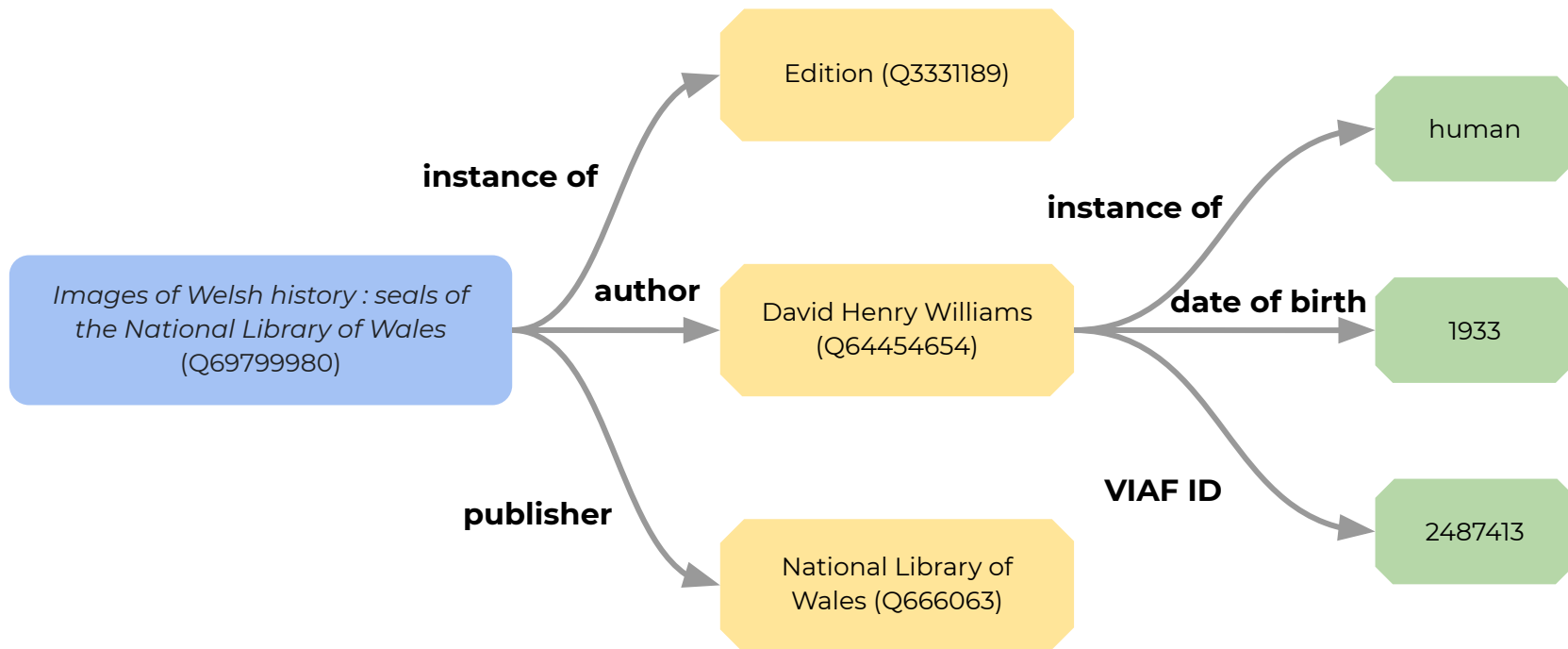- We support organizations such as libraries, schools and universities, museums…

WIKIMEDIA
S V E R I G E

Wikidata

- https://wikidata.org
- One of the sister projects of Wikipedia
- Linked and structured data
- Anyone can edit – collaborative and multilingual
- Open license: **CC0** makes for easy re-use (no need to credit the source)

WIKIMEDIA SVERIGE

WIKIDATA

Wikidata

- Flexible, content-agnostic structure
- Resource Description Framework
- Data can be accessed via API, displayed on Wikipedia or other websites
- SPARQL endpoint: https://query.wikidata.org/
- Over 87 million data items representing topics, contents and objects: people, works of art, geographical objects, events, taxons, publications…

WIKIMEDIA
SVERIGE

Edition (Q3331189)

Images of Welsh history : seals of the National Library of Wales (Q69799980)

instance of

author

publisher

David Henry Williams (Q64454654)

National Library of Wales (Q666063)

instance of

date of birth

VIAF ID

human

1933

2487413

Every **item** has a unique ID:

https://www.wikidata.org/wiki/**Q69799980**

WIKIMEDIA
SVERIGE

Properties are used to make **statements** about the **items**.

How is it possible?

- Data from external sources can be imported to Wikidata
- It needs to be truly free – Public Domain or CC0
- For example data about 21,000 public libraries in the US has been imported from the Public Libraries Survey

WIKIMEDIA
SVERIGE

How is it possible?

- Thousands of volunteer editors add, edit and improve data
- Just like on Wikipedia, decisions are made by the community
- Many subject areas have dedicated projects where data modelling, imports, problems are discussed

WIKIMEDIA
SVERIGE

Wikidata and bibliographic data

- http://www.wikidata.org/wiki/Wikidata:WikiProject_Books
- The community is creating standards on describing books and other publications
- Based on the FRBR model – work/edition distinction
- This makes it possible to model different editions, translations etc.

WIKIMEDIA
SVERIGE

National Library of Sweden

- Collaborates with Wikimedia Sverige over open data and the Wikimedia projects
- Maintains the Swedish National Bibliography: 700,000 entries of books, periodicals and other publications
- Libris Authority Database
- These are **CC0**

National Library of Sweden

- The first national library in the world to transition to linked data in its catalog
- Libris XL is based on Bibframe 2.0, making the data easier to understand, analyze and re-use
- Linked data is more compatible with the rest of the web, including platforms such as Wikidata and Wikipedia

WIKIMEDIA
S V E R I G E

Swedish bibliographic data on Wikidata

- We have been experimenting with importing some of this data to Wikidata
- Created 500 items for the books that are most often used as sources on Swedish Wikipedia
- Added Libris authority identifiers to over 60,000 person items
- Learning a lot about how linked bibliographic data could be improved – feedback for the library

WIKIMEDIA
SVERIGE

Wikidata and bibliographic data around the world

- **Wikibase,** the software behind Wikidata, has been evaluated by the **German National Library** as a possible platform for the Integrated Authority File (GND)
- The **Library of Congress** has added Wikidata identifiers to over one million entries in its authority file
- The **Association of Research Libraries'** white paper on Wikidata gives examples of how Wikidata and LOD can benefit cultural heritage organizations and scholarly communication

WIKIMEDIA
SVERIGE

Wikidata and bibliographic data around the world

- **WikiCite** is an international initiative to develop open citations and linked bibliographic data to serve free knowledge, using Wikidata and Wikibase as its platform
- Conferences and workshops
- https://meta.wikimedia.org/wiki/WikiCite

WIKIMEDIA
SVERIGE

The future…

- The world's largest bibliographic database?
- More libraries releasing their data?
- Wikidata identifiers in library catalogs?
- Training for librarians about Linked Open Data and the Wikimedia projects?

Thank you!

Your feedback is welcome

alicia.fagerving@wikimedia.se

WIKIMEDIA
SVERIGE

Retiring an institutional repository and the transition to the new system:
a checklist for the worried librarian

Iva Melinščak Zlodi
University of Zagreb Faculty of Humanities and Social Sciences Library

LIBER Conference 2020, 24/6/2020

Changing the repository platform

- the development and maintenance of an institutional repository have become one of the standard tasks and responsibilities of academic libraries
- variety of tools and services that can assist libraries in building repositories:
    - non-commercial or commercial (open source or proprietary)
    - individual or consortial/national
    - standalone or hosted
    - those that support solely the creation of repositories, or have other functionalities (such as CRIS systems)
- reasons for transition?
    - new features/functionalities (especially with requirements of Plan S for repositories - see Results of COAR Repository Platforms Survey)
    - adapting to choices made in broader networks
    - minimising costs & optimising workflows

Relevance of the topic?

- it is inevitable that some institutions will occasionally, due to changed circumstances and needs, decide to change their repository system

However!

- no ready-made guidelines and best practices
- only a small number of documented and described cases of transition from one repository system to another, e.g.:
    - Davis, Richard M. and Subirats-Coll, Imma. Changing Platforms: Parallel case studies of repository platform migration projects. 2011
    - Macgregor, George (2013) ePrints and PURE : Discussion Paper. University of Strathclyde, Glasgow.

Case presentation

- showcasing the experience of one HE library (at University of Zagreb) with the transition of its institutional repository, over the past year
- addressing issues possibly relevant to other institutions that decide to change their repository system (regardless of the software/platform/technical solution)
- **From:** the custom solution (using open source *EPrints* software)
    - Faculty of Humanities and Social Sciences Institutional Repository
- **To:** a node within a national repository network DABAR, centrally maintained and collaboratively developed (based on the *Islandora* framework)
    - ODRAZ - open repository of the Faculty of Humanities and Social Sciences
- the transition is still underway (planned for spring 2020, postponed due to shifting priorities in the Library...)

Priorities

- the transition process should be organized in such a way as to:
    - preserve the reliability of repository,
    - not impair the trust of users,
    - maintain the reputation of a trustworthy source of content in the wider network environment.
- interoperability
    - as a basis for migration
    - as a tool to expose the repository content
    - as a way for embedding the repository into a wider research and communication workflow - international, national and local
- taking active role in steering and development of the national repository infrastructure

Key technical, professional and organizational challenges tied to content migration and platform change

- quality control of data migration and mappings
- harmonizing/introducing controlled vocabularies and PIDs (or other relevant identifiers)
- ensuring continuity in visibility and indexing (and avoiding duplicate content)
- ensuring the permanence of links (old IR must not die!)
- retaining reliable and complete usage data

Visibility

- the platform change can have a (hopefully temporary) adverse effect on the visibility and indexing of the repository
    - old repository is still much more visible than the new one: 95 000 downloads vs. 10 000 downloads in May 2020
    - problems with indexing content in Google Scholar (possibly due to duplicating content in the national aggregators)
- what measures can we take to to alleviate such problems?
- after the migration of old repository content into the new one:
    - disabling access to content on the old site (to avoid duplicate content)
    - keeping and redirecting old URIs (to avoid broken links and dead ends) - for how long?
    - communicating the change to the relevant registries and discovery service providers (OpenDOAR, Unpaywall, BASE, CORE, OpenAIRE…)

Opportunity for stronger Open Access support

- this transition should be used as an opportunity to:
    - bring the institutional repository back into focus,
    - encourage (re)defining the institutional Open Access policy and
    - build stronger Open Science community within the institution.

Questions, suggestions?

imelinsc@ffzg.hr, @ivamz13

Shortcomings of the two new exceptions for the text and data mining (TDM) in the DSM Directive and how to improve them

Dr. Maja Bogataj Jančič, LL.M.(Harvard), LL.M.(Torino)

Intellectual Property Institute

LIBER ONLINE 24.06. 2020

BIG DATA, DATA ANALYTICS, AI

- Big Data is important for the Artificial Intelligence (AI)
- European based data analytics is estimated to grow to $10.3 billion by 2021
- Text and Data Mining (TDM): *"any automated analytical technique aimed at analysing text and data in digital form in order to generate information which includes but is not limited to patterns, trends and correlations."*

TDM AND LEGAL UNCERTAINTY

Only some EU member states have TDM exceptions.

In others there is no legal certainty for researchers and/or others involved in data analytics.

This fragments data analytics and hinders research, innovation, economic growth and competitiveness of the EU.

EU COPYRIGHT REFORM – TWO NEW TDM EXCEPTIONS IN THE DSM DIRECTIVE

Article 3

- mandatory exception
- freedom to mine for researchers in EDU/CH inst
- for research purposes
- protected from contracts or TPMs
- Nothing about sharing results
- Commercial TDM allowed
- No harm – no remuneration
- No time limit for storage
- No contractual overrides
- TDM – should not undermine the effective application of the exception

Article 4

- mandatory exception or limitation
- gives freedom to mine to everyone
- for any purposes
- except when rightsholders expressly prohibit
- Nothing about sharing results
- Commercial TDM allowed
- Remuneration – probably not
- "As long as necessary for the TDM purposes"
- Rightsholders can expressly reserve the TDM use

SHORTCOMINGS – OF THE EU TDM EXCEPTIONS

- Technical protection measures (TPMs)
- Special measures requiring secure storage
- Recitals discussing depositing data with trusted intermediaries
- Limitation of data retention
- Problem if Robot Exclusion Standard would not be agreed upon for open web
- Remuneration
- Does TDM = AI?

IMPROVEMENTS: ARTICLE 3

- *demanding maximum 72 hour response time in law where access is being blocked. Compensation regime when it goes beyond this;*
- rejection of any specific measures regarding secure storage;
- opposition of any requirement to deposit data with a trusted intermediary.
- specific inclusion of Software;
- *provision for remote access in national law when data mining relates to digitised analogue items, e.g newspapers etc;*
- *a clear exception for sharing the results of data mining;*
- protection of all copyright exceptions from override by contracts.

IMPROVEMENTS: ARTICLE 4

- *demanding maximum 72 hour response time in law where access is being blocked. Compensation regime when it goes beyond this;*
- rejection of any specific limitations on being able to retain data;
- rejection of any calls for the exception to be subject to remuneration;
- Robot Exclusion Standard should be used to disallow data mining on websites accessible on the open web;
- provision for remote access in national law when data mining digitised analogue items;
- a clear exception for sharing the results of data mining;
- clear language in contracts when rightsholders wish to reserve rights in materials not available on the open web.

Thank you!

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www.ipi.si

See more on guides.communia-association.org