

Session

'Enhancing Digital Teaching & Learning: Opening Educational Resources

Open educational resources (OER) in the Spanish universities

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1. Objectives

Main: Analysis of the current situation OER in the Spanish university context

Specifics:



2. Methodologies

SURVEY

distributed among the [REBIUN](#) network (76 institutions) in 2019

→ 70% of response

The screenshot shows the header of the survey form with the CRUE logo and the text 'REBIUN Red de Bibliotecas Universitarias'. The title of the survey is 'RECURSOS EDUCATIVOS Y SU ACCESO EN ABIERTO EN LAS UNIVERSIDADES ESPAÑOLAS'. Below the title, there is a paragraph explaining the survey's objective: 'El objetivo de esta encuesta es realizar un estado de la cuestión de los recursos educativos, entendidos como materiales de aprendizaje creados por los profesores para el desarrollo de su actividad docente, en el contexto universitario. Se presta especial atención a la naturaleza de los recursos educativos, profundizando en el concepto de apertura (recursos educativos abiertos) y las herramientas o plataformas que facilitan el acceso a los mismos (repositorios)'. There is a red asterisk indicating that the response is mandatory. Below the text, there are two input fields: 'Adreça electrònica *' and 'El teu correu electrònic'. At the bottom, there is a dropdown menu labeled 'Por favor, seleccione su institución de origen *'.

REBIUN Línea 3. Grupo Repositorios (2019). Recursos educativos abiertos: estado de la cuestión y pautas para su impulso en las universidades españolas. <http://hdl.handle.net/20.500.11967/243>

CONTENT ANALYSIS

[REBIUN Directory of institutional repositories](#)

→ 45 IRs (59,2%) with teaching collections

The screenshot shows the website 'DIRECTORIO DE REPOSITORIOS INSTITUCIONALES REBIUN'. The header includes the CRUE logo and the text 'Universidades Españolas Red de Bibliotecas REBIUN'. Below the header, there are navigation links: 'INICIO', '¿QUIÉNES SOMOS?', 'LÍNEAS ESTRATÉGICAS', 'GRUPOS DE TRABAJO', and 'DOCUMENTACIÓN'. The main heading is 'DIRECTORIO DE REPOSITORIOS INSTITUCIONALES REBIUN'. Below this, there is a search bar with the text 'Búsqueda sencilla:' and a search icon. At the bottom right, it says 'Mostrando 1 - 21 de 78'. The main content area displays a grid of repository cards. The first card is for 'ABACUS Repositorio de producción científica' from 'Universidad Europea de Madrid' with the URL 'http://abacus.universidadeuropea.es/'. The second card is for 'Academia-e' from 'Universidad Pública de Navarra' with the URL 'https://www.unavarra.es/academica-e'. The third card is for 'ADDI' from 'Universidad del País Vasco/Euskal Herriko Unibertsitatea' with the URL 'http://addi.ehu.es/'. The fourth card is for 'Archivo Digital UPM' from 'Universidad Politécnica de Madrid' with the URL 'http://oa.upm.es'. There is also a small logo for 'Archivo Digital UPM' in the bottom right corner.

3. Main Results: Publication platforms

Coexistence between OA/ closed & internal/ external platforms:

- Internal:

Virtual campuses, the main LCMS used (88,6%)

IRs (77,3%) & **OCW** (32%).

- External:

80% dif channels (**YouTube**, **SlideShare**, **Prezi**, etc)

MOOCs: **MiríadaX** & **Coursera**.



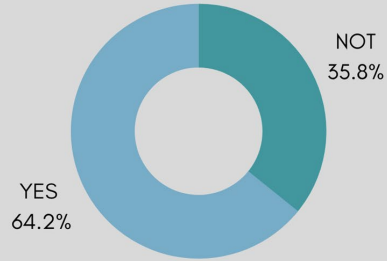
miríada X

coursera

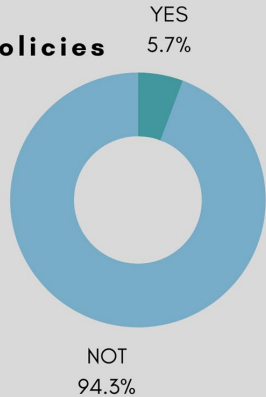
Policies & Incentives

POLICIES

Open Access Policies

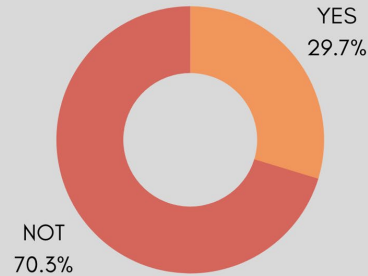


OER policies

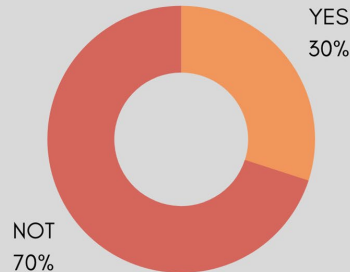


INCENTIVES

Incentives



Strategies



The **most of OA Policies** are **research-oriented** and they **don't** expressly **include OER** practice.

Few **specific OE policies** to boost OER are carried out

Some **work in progress strategies** to promote OER

Incentives for the creation of OER are **rare**
Economic and academic nature

TYPE	INCENTIVE	NUMBER OF UNIVERSITIES
Economic	Financial supplement for OER creation	3
	Competitive call for grants for OER creation	3
	Recognition in teaching hours	3
Academic	Merit in teaching appraisal	2
	Diploma or certificate	2

IRs Volume & Timeline

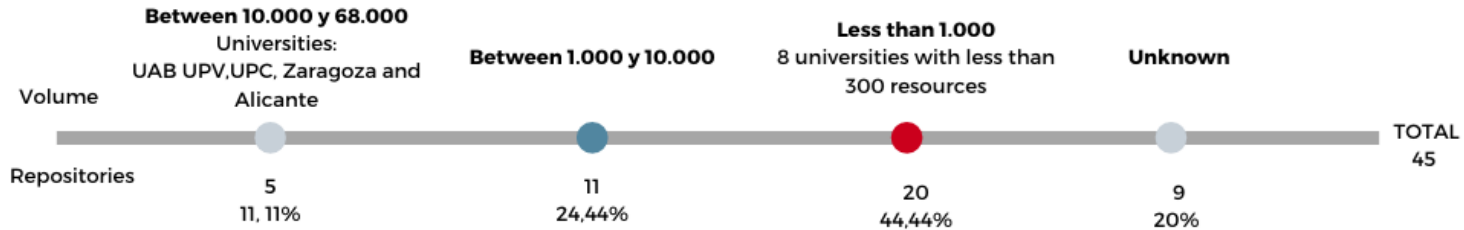


Continuous **growth** of OER total volume

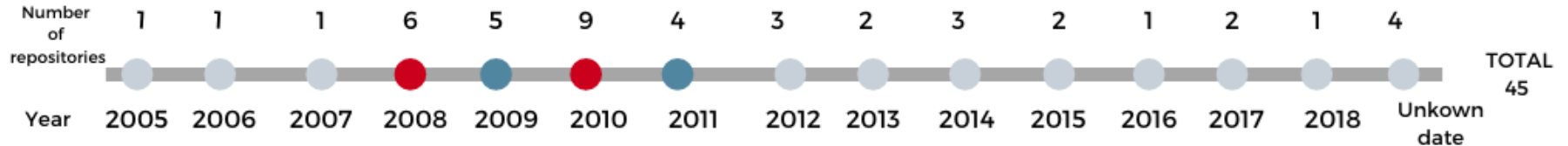


Need of greater **institutional promotion** and incentives for authors

VOLUME OF EDUCATIONAL RESOURCES IN REPOSITORIES

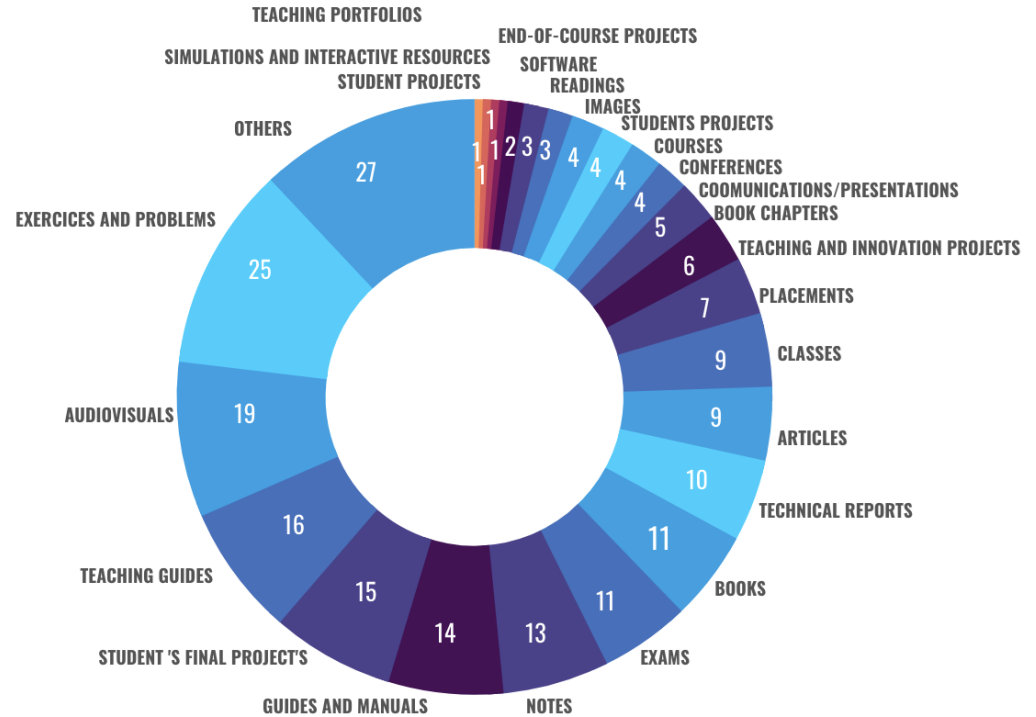


EVOLUTION OF THE CREATION OF TEACHING COLLECTIONS IN INSTITUTIONAL REPOSITORIES



OERs' Typologies

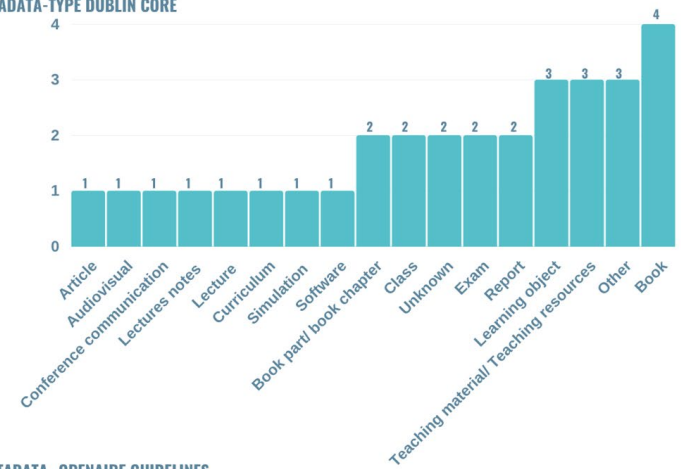
- Dispersion & mix of types
- Prevalence of “Others”
- Prominence of audiovisual content
- Balance between practical & theoretical OER
- Important presence of Final Projects from students.



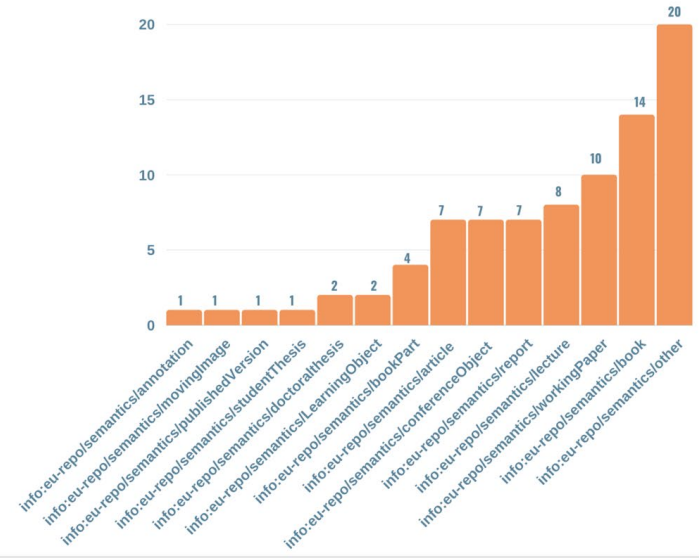
Metadata to describe OER

- Not the most appropriate schema, such as LOM or LOM-ES.
- 93.3% of IRs use Dublin Core (DC), with & without qualifiers
- Metadata schema closely linked to the software used (DSpace)
- Double-layer metadata system: Type term & semantic OpenAire

METADATA-TYPE DUBLIN CORE



METADATA- OPENAIRE GUIDELINES



Formats

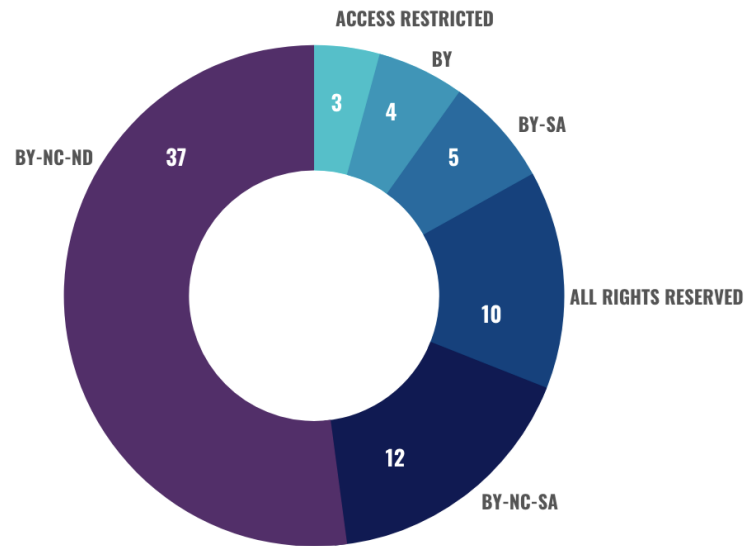
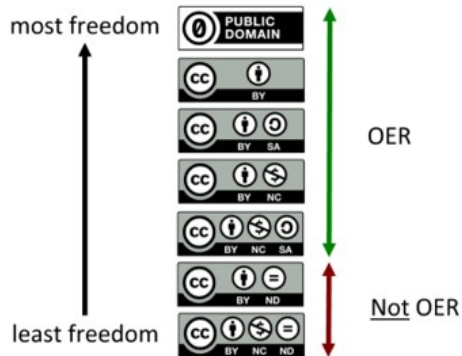
- Diversity of type formats
- The most used:
 - .pdf;
 - .mp4 and .mp3;
 - .jpeg .png;
 - .ppt or .pptx; .html
 - .zip and .rar.
- Shortcomings as for technical openness (in 55% of IRs)

FILE FORMAT (EXTENSION)	TYPE	NUMBER OF REPOSITORIES
.pdf	Text	45
.doc o docx	Text	6
.xls	Text	1
.odt	Text	1
.jpeg o .jpg	Image	5
.png	Image	2
.tiff	Image	1
.mpeg	Audio and video	4
.mp4	Audio and video	11
.flv o x-flv	Audio and video	5
.avi	Audio and video	1
.swf	Audio and video	2
.mov	Audio and video	1
.mp3	Audio	3
.ppt o pps	Presentations (text image, video)	8
.prezi	Presentacions (text, image, video)	1
.html	Web	5
.xml	Web	3
.zip	Compression	6
.rar	Compression	3

Licenses

Widespread use of open **CC licenses** but also a few with all rights reserved (restricted collections)

37.7% have OER under one of the four CC licences (BY, BY-SA, BY-NC or BY-NC-SA) **allowing reuse (5Rs)**



RIs Classification. Stages of development

IRs classification based on the **purpose** and **level of openness** of educational resources deposited.

STAGES	DESCRIPTION	REPOSITORIES	
0	Repositories with teaching community	45	100%
1	Repositories with teaching communities not exclusively formed by TFEs.	42	93%
2	Repositories with teaching communities that have a mix of resources: those created specifically for teaching and learning (OER and OER, high level of openness and reuse) and resources with other purposes (TFEs, teaching innovation, academic, and research materials). See Table 8	36	80%
3	Repositories with teaching communities that only contain OER created exclusively for teaching and learning and holding some type of open licence.	6	13%
4	Repositories with teaching communities that only contain OER created exclusively for teaching and learning and holding licences permitting their reuse.	4	8,8%

4. Conclusions (I). Educational resources in Spanish universities

- **Heterogeneous type** and **limited openness**
- **Duplicated publication** in platforms **not interconnected**
(OCW, IRs & V.Campus)
- **Open policies don't influence** in **creation of OER** neither incentive
- **Promotional strategies** have a **more significant** relationship to **incentives**

4. Conclusions (II). Teaching Collection in IRs

- Created during **2008-2011**
- Total **volume** has **increased** but still need for **greater institutional promotion**
- The most of IRs:
 - dispersion
 - mix of types, licenses, metadata & deposit patterns
- Few IRs:
 - resources **not** created exclusively for teaching and learning
 - **Not** appropriate licenses for reuse
- A **common procedure** is **not being followed**
.....nor awareness of what creating OER means.

5. Recommendations

- To include **OER in teaching evaluations** (merit or scoring value).
- To create OER with the **maximum degree of openness & reuse**:
 1. Encouraging **collaborative working**:

Teaching staff, students, librarians in charge of IRs and teaching & learning support services.
 2. Creating **guides *How to*** about:
 - creating materials with the exclusive purpose of teaching and learning;
 - using open formats (or, at least, standardised formats);
 - raising awareness about the use of licences that allow reuse;
 - integrating specific and interoperable metadata.

6. For more information...

Santos-Hermosa, Gema; Estupinyà, Eva; Nonó-Rius, Brigit; París-Folch, Lidón; Prats-Prat, Jordi (2020). "Open educational resources (OER) in the Spanish universities". *Profesional de la información*, v. 29, n. 6. <https://doi.org/10.3145/epi.2020.nov.37>

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Nota: Este artículo se puede leer en español en: https://profesionaldeinformacion.com/contenidos/2020/nov/santos-estupinya-nono-paris-folch_prats-prat_es.pdf

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Abstract

Open educational resources (OERs) have become a key element in the development of quality education within the 2030 Agenda. This article discusses the current situation of OER in Spanish universities, analysing their publishing platforms, policies, strategies and incentives for authors. In addition, the characteristics of the existing OERs in institutional reposi-

Recursos Educativos Abiertos (REA) en las universidades españolas

REBIUN Línea 3. Acción 6 del Grupo de Trabajo de Repositorios SANTOS-HERMOSA, Gema (UOC) - coordinación-; CABALLOS, Almudena (UCM); CAMPS, Aida (UOC); COBO, Elena (UCM); NONO, Brigit (UdG); ESTUPINYÀ, Eva (UdL); PRATS, Jordi (UPC); VIDAL, José (UPCT); PARÍS, Lidón (UJI)

Datos de la encuesta REBIUN (2018) sobre la situación de los REA, en base a 53 respuestas obtenidas (de las 77 instituciones miembro). Informe completo: <http://hdl.handle.net/20.500.11967/243>



Santos-Hermosa, G. Caballos, A.; Camps-Pinós, A.; Cob, E.; Nonó-Rius, B.; Estupinyà, E.; Nonó-Rius, París-Folch, L.; Prats-Prat, J., Vidal, J. (2019). Recursos Educativos Abiertos (REA) en las universidades españolas. *EDICIC*. <http://hdl.handle.net/10609/98786>

Thank you very much!

Now is your turn to ask & share ;-)