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>> Welcome to the second session. I am the acting chair. It is a pleasure, to be part of the session that is about to begin. This is, Sunshine on Are -- Our Shoulders.

>> This is an open forum. We frame this around the open educational [Indiscernible] definition . An open education is the most simple and most powerful idea in though world. To provide an opportunity for everyone share their knowledge. I would like to introduce each panelist. We want the conversation to begin with panelist. We want to have a very active dialogue. The first speaker is Laura Lewis. She has worked with government documents for 20 years. And she is a member of the government library and Association -- library and. She is also excited to be a volunteer. She co-authored and all of -- co-authored an article. And the second speaker, is [Indiscernible] . She works with students, faculty and administrators cover -- and also to help create learning resources. She has 15 years in active international government. She is a contributor to the first open textbook. She serves on the advisory board regarding the open network. And also on the Council of higher education. Her interest also include economic education. Library publishing, she is also an author of [Indiscernible] . Which was published in 2016. She served on OER. And we have our final speaker who is Allison Rodriguez. She does for more -- she does promote educational resources.

>> I do have my co-author, Sarah, today. I do want to give you a little background information. I want to talk about how we wrote our paper. I also hope, that this discussion, -- because it will be interesting to hear from other expert. Sarah and I, we were talking to each other. I was trying to learn about her duties. And we realized that we were interested in this mandate. This is where federally funded [Indiscernible] for access to this information. And this requires spending over \$100 million in research. And hopefully this is also going to be available online. We just recently implemented this grant in November. Now they are using the Club Med access platform as well. As Sarah and I realized, we believed our duties expand be on the population we served. This is defined as a resource shared by a group. And this led us to the impression of about information [Indiscernible] and government changes. I started off with Eric, with the start of the open access movement. Things like bibliographies and indexes. For the promotion of education across the country. We also wanted to look at changes in the 20th century. And to make sure that information is accessible online. And the privatization of government information, -- had a change that include economical and political [Indiscernible] . Sarah introduced me to Nancy [Indiscernible] . And she explained this as part of communication as well. And Rear -- and copyright laws also have been modified. Copy and pewter files, -- computer files, now more than ever people have access to this very valuable information. That once was restricted from the public. So we wanted to remove the government from the [Indiscernible] cycle . The government agency [Indiscernible] to reduce the amount of material. This idea of information commodity affected the research world. Libraries took notice. And they focused on the crises and financing research. And this led to big -- and this led to the initiative of [Indiscernible] which is called a wall in the garden. And here is some of the history. Now I want to go into how this all applied. The argument about [Indiscernible] . Sarah and I argued, we are looking at this new government wave of mandates. We want to foster greater awareness. And to bring all of this in closer agreement. Most of the scholar information librarians, -- let's take copyrights for example. The librarian will focus on the fair use of information. Citizens should be able to have free access. As you can see on this summary, how this has influenced each other. And making as an ideal partner for information access. This is my article with Sarah. You can read completely about the government information access. Thank you.

>> My name is Allison Rodriguez. I am the librarian at ONT. My title has nothing to do with scholarly information. So sometimes I think why am I here? But just to give you a little background. I started in a very low income area on the border. And it was tough. I had students who did not have any money to do anything. So I was struggling to find the information and education they needed. Where I did not have to buy copies of books or whatever it was. I could not afford to buy everything for the students that

desperately needed and wanted. I started to work as a library aid in Oklahoma. My husband was in the Air Force so we continue to move. I started at that time, getting my [Indiscernible] online . So I started to work at the Air Force library which was a little different. It was a very good introduction for me regarding the government information. Especially as a government worker on a government website. So it was a very good learning experience for me. I was helping military people and retired military people to find information. So when my husband got out of the Air Force we moved to [Indiscernible] . So I began to be what is called the collection library and. -- Librarian . I was identifying and opening up resource [Indiscernible] . For all of our students and for all of the faculty and also for the public. I currently do not have a title. But I am working on this current project. Just to give you a little background on the position itself. This was created during severe library cuts. So we wanted to help our faculty without spending all of our money. So we set that is great, we have all of this free stuff. There was so much. It is on every subject imaginable. We do not have students who are getting medical degrees. So we do not have a need for medical information. There was also all lot of low quality resources or questionable resources. That does not necessarily need to be promoted by the library. So we did created a rubric that was evaluate any of the resources that came into the library. We also looked at open access resources. Within the rubric, we gave preference to content that came from a government site. It tends to have more quality. Yes there might be biases. But they tend to be a higher quality of content. So we actually give preference to government resources. I began to work with the scholarly information group. I told the librarian -- [Indiscernible] and they know what the students are looking for. And they can help us our collection. So what did I find when I started to look around for open access stuff? I was amazed. There was a wealth of information out there. It was wonderful. What we found was that a lot of our faculty and students did not know it was available. So it was all on us each them what was out there. And that it was promoted and it was free from the government. We also had subject matter library and -- subject matter librarian experts . I really wanted to focus on what would have a greater impact on the student. And that is where the OER comes in. When they come in to do research -- or faculty -- they would not have to buy a textbook or have computer access. And here are some examples on what I found. I want to explain how we put this into our curriculum. Through some conversations that I had with the subject librarian , we have new faculty members, that were going to teach about medical history. So now we have this great digital collection. And they said this is so great for my class because I can show them all of these examples. So it was a great resource for those teachers. Then you have annotation. This is a tool that provides annotations for the investigators. Basically it is for very smart scientists which I am not. So I was told that this was very useful. And the scientist seem to love it. And they can take this to the graduate student. And as I said my background is in teaching. I actually found CDC children's books. I had a few little guys who were learning that washing your hands was a good thing. Or that we needed to use a Kleenex to blow our nose. And it was wonderful to be able to print this off for them. They can take it home or they could sit in class and play with it. And we also teach the teacher. And be able to show them, where you can go and find things for your students. And here are a few things that you can read to your students. The last one that I have, which is something that was brought to my attention by our librarian . This is from the EPA. This is called the environmental justice tool. They take all of this data, and put it together in a report. This is another good tool. For anybody in social sciences. I had way too much fun playing with this. I was born and raised in Austin Texas. This is an actual maps, that shows the population density of Austin. So it gives you a really good idea on where there is overcrowding. Or where you might have an opportunity for growth. As you know this is all not perfect. We are also working on the issues that we have identified. Government websites, just like any other websites, they will move, change or disappear. So addressing this link is -- link gap is something that we are going to address. We tend to know all about the government docket etc.

>> However sometimes we pound into the faculty's heads, because of copyright you cannot do this -- because we do not want to be sued. So another problem, recently there has been definite improvement on the website. This is what you will see online. And they are definitely improving. However it is still not the greatest. Sometimes it can be frustrating for people. But we do have ways that we can show you how to use it in the appropriate way. Here are areas where we can [Indiscernible] information for people . I know it can be a little overwhelming about all of the information the government puts out. And once again this is where your librarian can provide you with -- guidance. And I think that is all that I have.

>> Good afternoon. My name is Anita Wells I and that copyright librarian at Virginia Tech. I want to talk about what we mean by, open. And we will look at the challenges and solutions. There are many kinds of open [Indiscernible] . This is philosophy, content, processes, systems -- all of them are tools. I wanted to think about what would be most interesting to you. As we look at it open content that is free and online. We wanted to consider what are the purposes for open content? In other words, does it make it easier for people to do what they need to do? Is this going to be to build their knowledge? What about what they want to teach? So we have various kinds of open access. We also have open data and open infrastructure. And they will overlap with material that is valued. And it is very much shared with the open community. But there is a concern about the rights and access. And so want. I would like to talk about open education. This is to process the content. As an instructor -- who values open access. There are many different ways of implementing open education. This could be from sharing your assignments. This could also be creating a textbook. But these core values, of receiving and giving feedback to the community. Helping teaching and training to. -- And [Indiscernible] . Now I want to talk about the user experience with the content. And content as you know, -- if it is not public domain content, at the top of this list. It ranks to the most open all the way to copyright. I love public domain material. Not only are they free to use but they are free to adapt and free to modify. Creative licenses. This allows and shows the reader what they can do. It is all the way from the status of all rights reserved to partial rights reserved. It also allows for distribution. Many of them will allow, attribution. With regard to good scholarship [Indiscernible] . But if you did not know what this look like, how would you know what you could do? So here we have five challenges and solutions. We have challenges in communicating with the reader. And how public domain works. Because of the complexity of works of permission -- because faculty believe they cannot copy anything. There are a few examples. And here you can see the status of the work. And you also have icons and symbols that can be helpful. This also includes information in the front of the poor -- in front of the book on what you can do. On the left you can see the license. The icon at the top and the one on the right-hand side -- this is our first foray -- but it will show you the kind of license. The one in the right-hand corner is much better. This is going to show you what it means and what you can do with the material. Here are the other challenges. I think some of these are common to public domain networks. By definition it does require attribution. So mixing them can be a little different and it is complicated. Creating words that have open licenses -- with permission. This can be very tricky. Accessibility. This is very important. If we have a lot of people creating creative license work. There are some interesting challenges through modern technology. What is a book, anyway? What can we utilize Intech knowledge he -- utilized in technology ? And what is available to us? What about production? I know producing a print or an electronic product is a different process. Because what might work with print will not work with electronic products. We also have to plan for preservation. And how do we manage preservation question back -- and how do we manage preservation ?

>> There are things that we may not have thought about. How difficult is it to edit? Because it can be copied and shared freely, we do not know how many people are using them. How do we get that feedback? And how do we let people know, what is out there? Here is a peer-reviewed that we spent a lot of -- here is a concern that might resonate with your community. Curating is difficult on the web. How do you find him build a collection that is usable? And here is a -- an example. Here you can see we

have Google advanced search. And this is how you can locate data. But they are not free. So what do they rely on? And here I have highlighted the importance of collaborating. It is about building this together -- together. And building a community for a solution. Especially for the longevity problem. There are also difficulties in knowing what is valuable. And there is also difficulty in getting feedback. Thank you.

>> Now we want to open this up for a discussion. Do you have any questions for each other ?

>> Does anybody have any questions or if the comments ?

>> My name is Linda McDonald. I think it is open textbook -- I know when I look through these they do not have attributions. It could've been published elsewhere. And they wanted to make money so they do not want you to know how to get a free one.

>> A publisher who uses a model of open license on their book -- they requested that copies of those items have their name taken off at them. And the [Indiscernible] . And those items -- those license cannot be retracted. So they are still available. And so this book is a [Indiscernible] of a licensed work. But I can talk to you more off-line about that. But that is why they requested no attribution. Because they do not want to compete with themselves.

>> My name is Beth Williams. I am very impressed with your institution. I work at several law schools, and my faculty has no concern about copyright. So they copy everything. But strategic collections -- this is so new to me and I am not familiar with that. Do you have a community of folks who play a role between the content and the classroom ?

>> My name is Allison Rodriguez. I do have faculty that are very concerned about copyright. And I do have some faculty members elect to print everything as if copyrights do not exist. Because it was pounded into their head about plagiarism. So they will say I cannot do that. You know, things like that. So we have both ends of the spectrum. But the strategic collection librarian , is a very unique one. It was kind of unknown. And it is unique because they do a lot of things -- and they are very creative. And they are lucky because they get to try out new things. They spend a large portion of their [Indiscernible] to be heavily involved. This is partially project-based -- for the collection development project. And here is a difficult thing that we do not know how to acquire properly so please figure it out. So there really was no one else I could go to. So I had to figure that out. I did ask other Librarians -- but sometimes they were very limited in scope. So it was kind of a one-off thing. But it was very interesting. I have not seen another position like it. But it's I have seen -- but I have seen many moving towards that -- because many are asked to work with data or work with the depository. Or working with faculty and copyrights -- you know -- it is like they have to work with everything. We have one who deals with faculty. We have one that deals with copyrights. We have one that deals with depositories.

>> We do not have anything with that title or resembles something that that title with cover -- that is just a copyright library and. -- Librarian.

>> My name is Anita Wells. We do not have a strategic collection librarian . But we do have questions on how to get more open access -- we have identified the collections that we want to have. I am going to assume that it is going to fall under this subject liaison.

>> This is Jim. From the University of Nebraska in Omaha. Your last slide, you talked about assessment and evaluation. This is something that I have been thinking about during the conference. And the government's initiative. In order to understand and improve open resources and how they are used, you are going to have to capture information. But when you capture information, you have to have some place in your head on how to do that -- with out infringing on the privacy of the user. Because privacy is very important. So what do you capture? And how do you manage that? How do you assess or devalue weight or even improve? -- How the [Indiscernible] ?

>> We have the [Indiscernible] depository . We have a number of downloads per file. We also have city, country and [Indiscernible] data . We have not collected a large amount of information. But the feedback that I get typically, are for people who are looking for and so Tori -- looking for PowerPoint's

for a course. Because under fair use, there was a lot of material that was created by faculty. Sometimes we have to say no. But I do tell people it you -- I really want to know how you are using it -- and we will have a more formal process.

>> My name is Robin. You use the phrase of active collection development. This really is in alignment with some of the comments -- this is really all about at the collection -- really about at the -- active collection development. This should be included in the digital library.

>> I did work on adding some of the creative comments or the PDS and especially children's books. We have our own copy. Like I said some of these things are government owned. So having our own localized copy -- you know -- we add it to our own library -- added to our own library.

>> I am very interested to -- and about the history of libraries in general. One of the benefits of working in this academic structure -- whether you are at a university or at a college. I think public libraries would be a perfect depository and also a good resource. Especially for open education.

>> I would add community colleges to that as well.

>> This is Anita Wells. I tried to put together a panel of about academic locations -- publications. Around open education resources. I could not find very many people. I do not know the conversation in the realms of public libraries. There is a tremendous need -- you know students are asked to spend a [Indiscernible] on textbooks and sometimes it can be higher than tuition. Not all of them. But some are more -- but some are more financially -- you know -- much lower. There are wonderful things going on in the community colleges.

>> This is Allison Rodriguez. There are many programs out there -- I think it is called High water -- community college. They have done some fabulous things. That we should strive towards. When I was teaching, the K through 12 libraries -- does have open content for the classroom. It is definitely a big push. More teachers and more Librarians are pushing for classroom content to be available.

>> I'd like to make a plug -- I do not know much about public libraries. But we do have an open textbook initiative. This is a big 100 level class. And so the students do not have to buy a \$200 textbook. And so if you have any questions please contact me at the University.

>> Anita Wells. We think of students saving money as a primary motivator for open content. But there is another reason. It has to deal with faculty motivators. If you are teaching -- this is going to give faculty more control. They do not have to wait for the next edition to come out. They can change things that our current or what is going on in our world. And it gives us tremendous flexibility. They do talk about the flexibility of licensing.

>> It is also the social benefit of sharing.

>> I appreciate all of you ladies for coming. At this point, our public libraries are very much engaged in what we are talking about. And I do appreciate all of your enthusiasm. So thank you. And I also want to think about using the CDC books.

>> When I was a public Librarian, we would host -- host back to school fair where everyone would check out the products. We also had EPA kits. And we wanted to show them that we had material for the classroom. And for the online environment it would behoove us to see what is available from the public library.

>> Do we have any other questions or comments from the audience?

>> Carmen [Indiscernible]. First of all I want to thank you guys for bringing this to the Council. This is something that I have been hearing about for quite a while. Especially on open educational resources. I have several comments. One thing, too bad copyright -- to add copyright [Indiscernible] and to make it more visible. And another thing I would like to point out, at the conference from last year, there was a panel that was discussing -- and let me make sure I am calling it the right thing so hold on for a moment. It is called double open licensing playbook. They are trying to make that copyright public domain clear. I believe it was released by the State Department. This playbook encourages agencies to claim their copyright and [Indiscernible]. And I have seen this with some of the documents that I have seen online.

So how much effort was it to communicate with other agencies? And making it more explicit? And to let it be known that it is government [Indiscernible] and open.

>> Does anybody want to make a comment ?

>> I would like you to take a look at the copyright statement. And also for the open content.

>> I am wondering if you could read your question -- if you could repeat your question.

>> It is all about the pre-access -- free access. We need to take this in front of the maggot data group -- metadata group. We want to be able to put it in the record automatically. So that it would flow. But I just need that information. And working with other agencies. I have been here for a long time. It is hard enough for us to get in the interest in [Indiscernible] . And there was a lot of work. We are just starting to get agencies to begin to understand the IP data. This is part of our project. And that is an educational process. And we will also work with the publishers. But I do not think it is something that we cannot do but rather how to train our staff to deal with publishers on the print side. I think it is a little mountain that we can start working on. But if you send it to me we can think about adding it to -- [Indiscernible]

>> We also need to make it clear on what is public domain.

>> Right.

>> This is Cindy. I want to talk about copyright. We do have a working group. And this is going to work on copyright for federal agencies. And it was updated not too long ago. But I will check. But there is a working group as well.

>> My name is Amy Quinn. First I want to thank you for your presentation. Laura, I really enjoyed your article. I thought it was very interesting. I have a comment about one reason -- why the R1 -- because faculty is not being paid for [Indiscernible] . I have heard this from the faculty that I work with. That they are not being recognized in publications. And that is what I hear from a lot of faculty. I am not sure if you have an answer -- when I work with some of the public Librarians they are always looking for resources for [Indiscernible] . That could be open access and also OER . I do not know if you have any ESL material especially for the textbook.

>> This is Allison. I have not found many. But they are certainly important. When I was a teacher this was something that I struggled to find. I have had students who did not speak English. So I struggled. I wish there was more especially for elementary. But I think there is an opportunity, to have this in multiple languages. There were some that I found -- ID they were -- I think they were from Texas state historical commission -- but do not quote me on that. But there was some material that was in two languages -- dual languages.

>> I am from Puerto Rico. I am working on a webinar on accessing resources. Voice of America, they have wonderful resources. If and when we get Internet again, I will be back online with the webinar. I will give you my card. And I will send you what I have already collected.

>> Do we have any comments or any other questions?

>> What are the next steps?

>> I think, we need to include public domain material in the places where we are curating.

>> I just want to find a common bond -- thinks like copyright. And we could talk to the scholarly library and -- scholarly Librarian . And to be aware of each other needs -- I think we should start a conversation. I think we need to be proactive.

>> I would also had -- I would also add go into each other's conferences. Just like this one. Also going to their website. And connecting. Because you really know your area best. And so going to conferences, I think can spark a good discussion.

>> I suggest we include [Indiscernible] conference . And inviting some of the federal agencies and public domain community. And also include somebody from Open Education. I think we should go to each other's conferences.

>> Does anybody have anything else?

>> I really want to thank all of our speakers and I think we had a great conversation.

>> I want to thank everyone for being here. I hope you enjoyed the second day. Have a great evening. For those who are interested in the regional meeting -- in Washington. It is going to be at 6:30 to 8:00. I will see you all tomorrow.

>> [ Event concluded ]