

# Library Publishing, Open Books and Open Educational Resources (OER): challenges and opportunities for teachers

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MAY 8-10 | SIMON FRASER UNIVERSITY HARBOUR CENTRE | VANCOUVER, BC  
**2019 LIBRARY PUBLISHING FORUM**

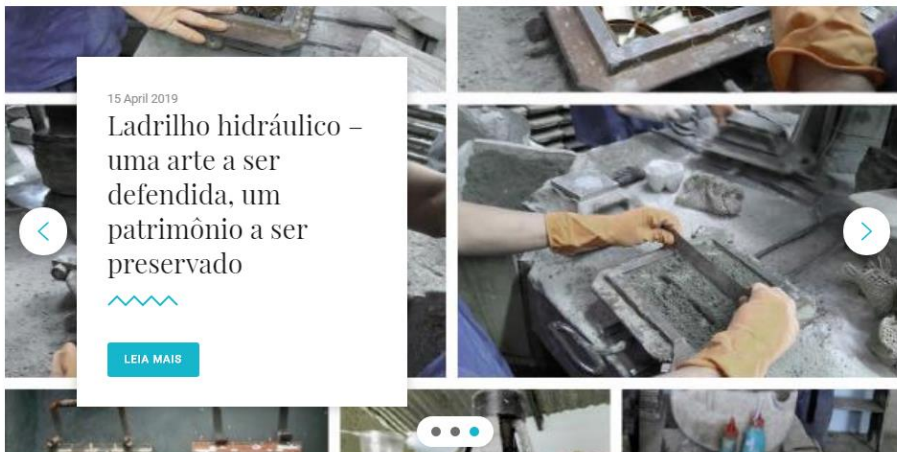
# Agenda

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1. Book publishing: concerns/difficulties
  - 1.1. USP University Press
  - 1.2. CAPES – Brazilian Funding Agency
  - 1.3. USP Open Books Portal
  
2. Open Educational Resources (OER)
  - 2.1. Challenges for teachers
  - 2.2. Opportunities for teachers
  - 2.3. Some examples
  
3. Final remarks

# Concerns/difficulties about book publishing at USP

- ❖ LP concept is not known as a set of practices that can be implemented, developed as a centralized publication service;
- ❖ Brazilian universities are focused on journals publication;
- ❖ LP is not associated with the University Press;
- ❖ Brazilian funding agencies favor scientific dissemination in journals over books.



#### Estadísticas 2019

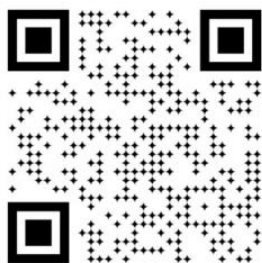
- 189 Revistas
- 6.667 Fascículos
- 95.388 Artigos
- 3.821.191 Downloads
- 7.644.295 Acessos

#### Revistas por

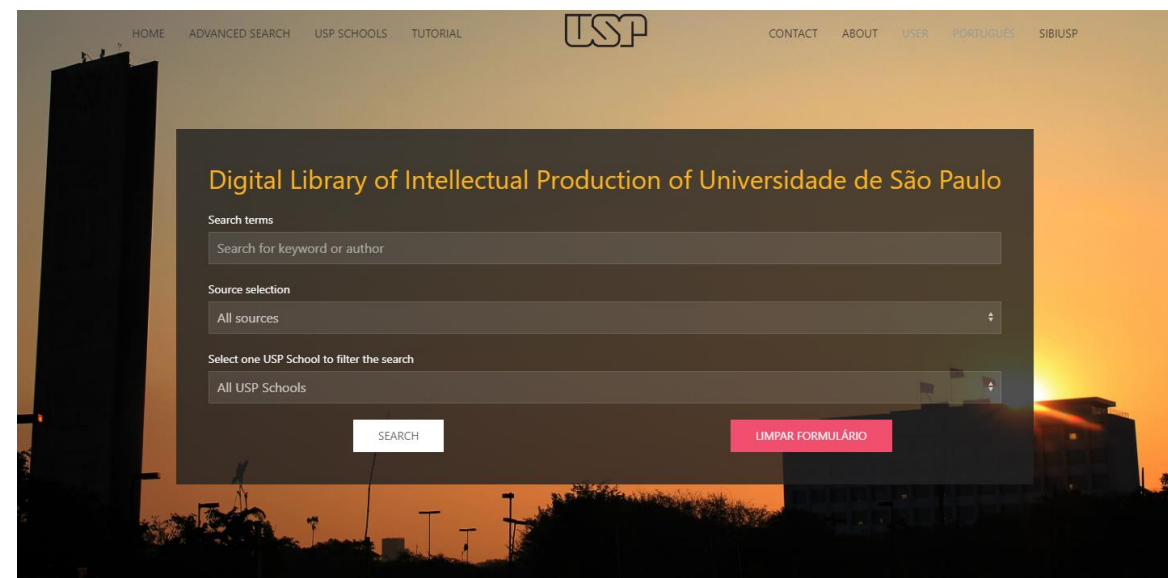
- Revistas de A-Z
- Revistas Estudantis
- Revistas por Áreas do Conhecimento
- Revistas por Escolas, Faculdades e Institutos
- Revistas por Unidade

Source: Library Integrated System - SIBiUSP

## USP Journals Portal



# Repository Digital Library of Intellectual Production of Universidade de São Paulo



Source: Library Integrated System - SIBiUSP



Photo: Celia Rosa

## EDUSP University Press challenge meets the demand for production of educational collection (PIPLDE program)

- 200 applications received from 32 USP Institutes/Colleges
  - 48 selected
  - 6 published in 2018

# CAPES – Brazilian Funding Agency

Encourages the qualification of the faculty of public universities' by furnishing resources and contributing to the development of a system of evaluation of graduate courses with internationally standards of quality.

Simultaneously, CAPES promotes the evaluation of publications by committees through the establishment of a set of qualifiers (Balbachevsky, 2005) in order to guarantee quality.





## 2009 | Qualis-books (CAPES)

Guide for the classification of books for evaluation of graduate programs

type of publisher, distribution and access, editorial board, funding, reissue, awards, content qualitative evaluation, authorship with participation of undergraduates, originality, relevance, potential impact.

2019 | New Qualis-books is coming ...

**How provide criteria and new instruments to evaluate books according their singularities?**

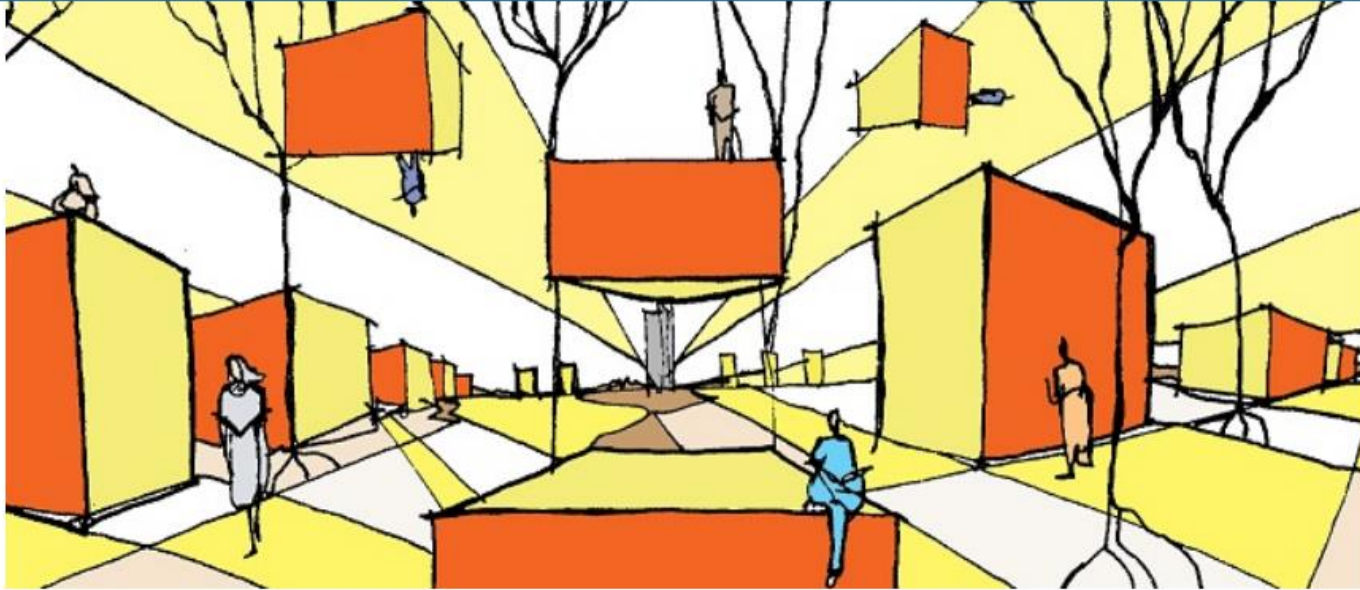


Source: Pixabay

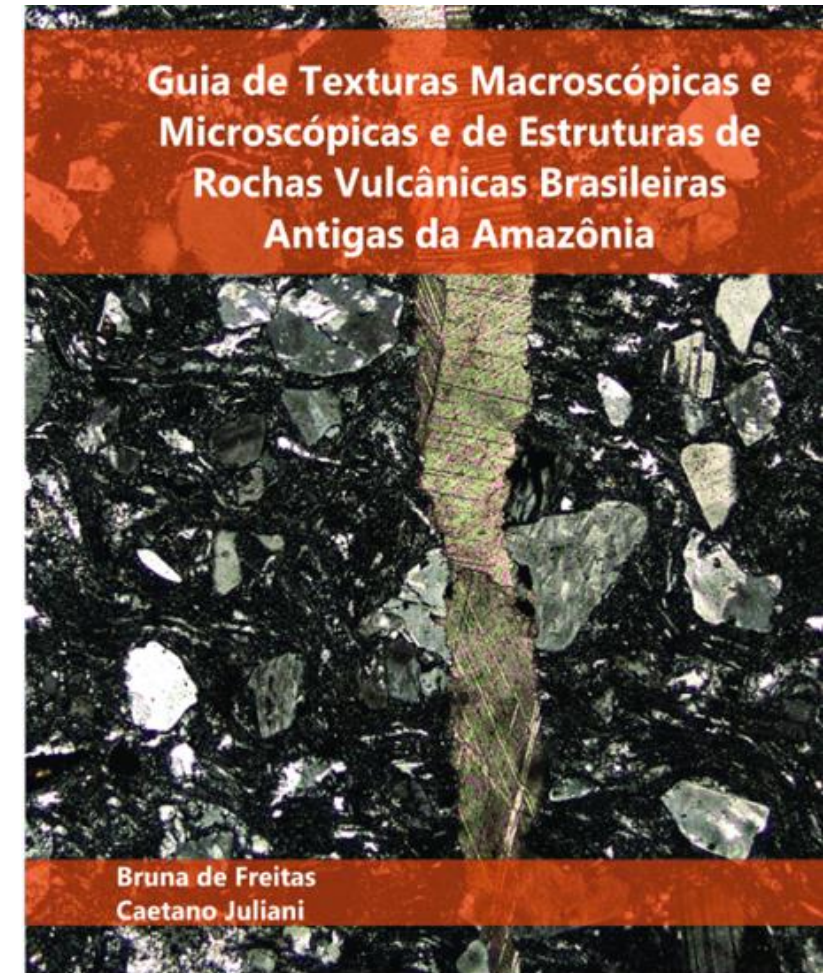
# 2016 | USP Open Books Portal

Portal de Livros Abertos da USP

Catálogo Sobre ▾



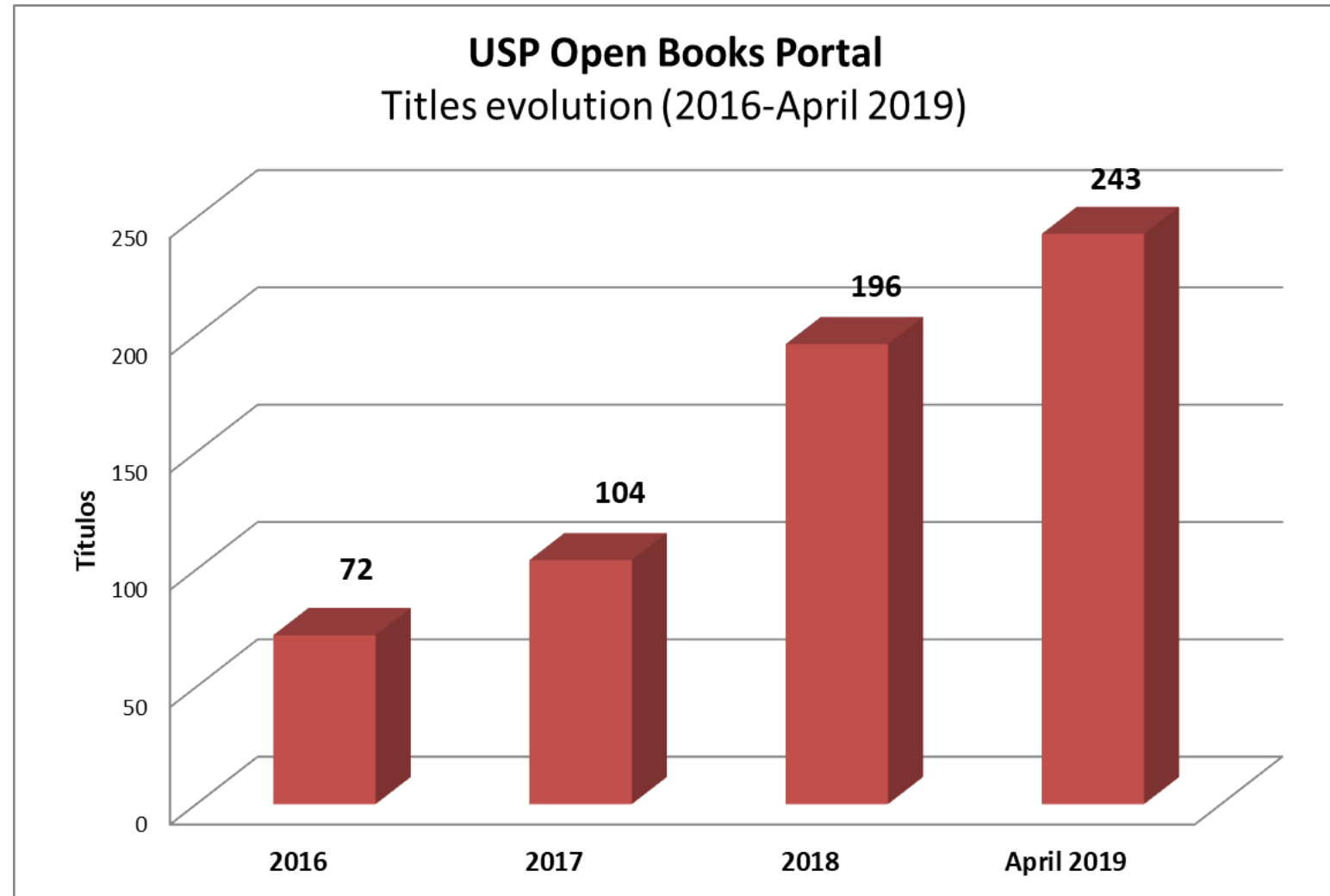
Source: Library Integrated System - SIBiUSP





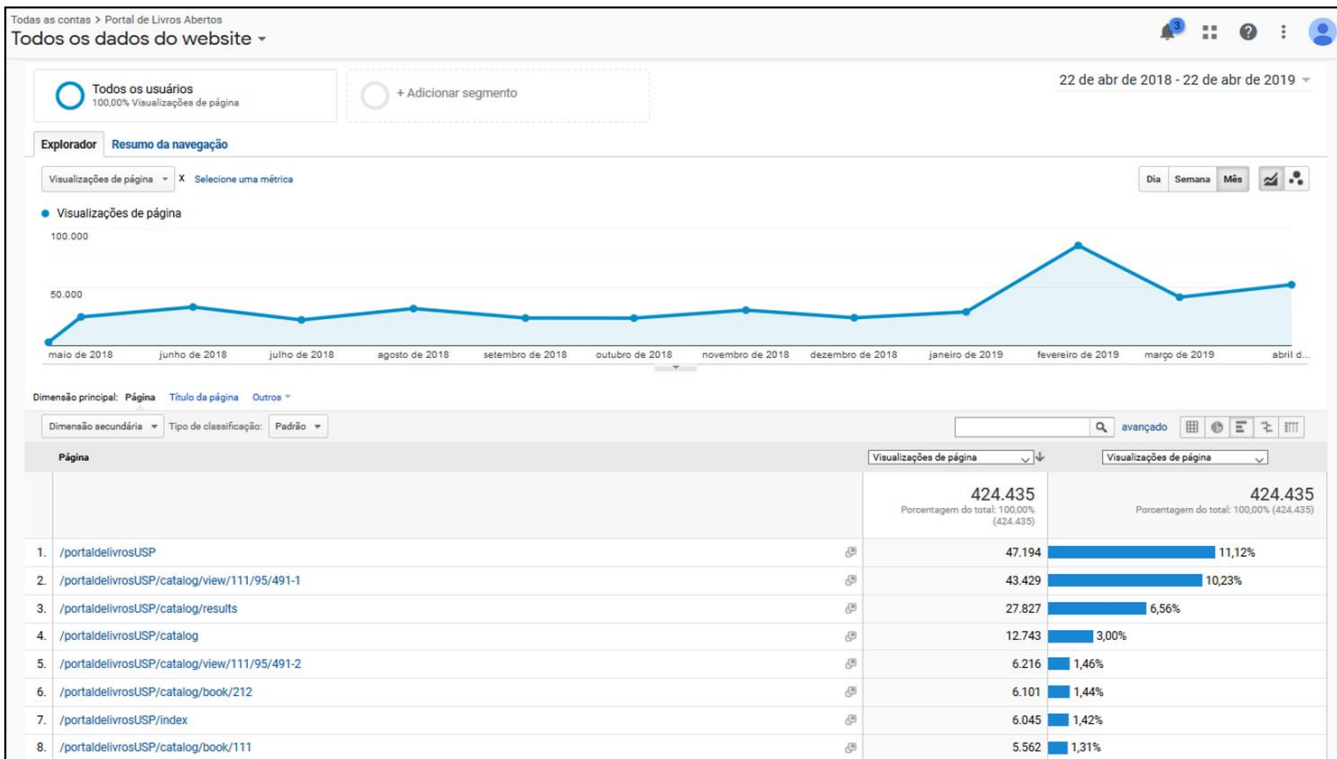
# USP Open Books Portal

Teachers' interest proved by subsequent demand for publication of books indicated by the **Commissions of Culture and Extension** of colleges and institutes in order to integrate teaching, research, culture and extension.



# Where are the users from?

Google Analytics | 2018 Apr - Apr 2019



País ?	Aquisição		
	Usuários ? ↓	Novos usuários ?	Sessões ?
	114.830 Porcentagem do total: 100,00% (114.830)	116.505 Porcentagem do total: 100,12% (116.361)	171.079 Porcentagem do total: 100,00% (171.079)
1.  Brazil	108.839 (94,36%)	110.094 (94,50%)	162.562 (95,02%)
2.  United States	1.460 (1,27%)	1.440 (1,24%)	1.579 (0,92%)
3.  Portugal	899 (0,78%)	891 (0,76%)	1.181 (0,69%)
4.  Peru	454 (0,39%)	453 (0,39%)	565 (0,33%)
5.  Colombia	440 (0,38%)	440 (0,38%)	705 (0,41%)
6.  Mozambique	343 (0,30%)	342 (0,29%)	391 (0,23%)
7.  Spain	318 (0,28%)	310 (0,27%)	454 (0,27%)
8.  Angola	296 (0,26%)	297 (0,25%)	351 (0,21%)
9.  Argentina	204 (0,18%)	199 (0,17%)	249 (0,15%)
10.  France	175 (0,15%)	169 (0,15%)	238 (0,14%)
11.  Germany	152 (0,13%)	147 (0,13%)	277 (0,16%)
12.  Mexico	135 (0,12%)	132 (0,11%)	171 (0,10%)
13.  United Kingdom	131 (0,11%)	129 (0,11%)	160 (0,09%)
14.  Canada	126 (0,11%)	118 (0,10%)	190 (0,11%)
15.  Chile	112 (0,10%)	109 (0,09%)	142 (0,08%)

University community efforts encourages for the integration of library publishing that can be consolidated:

- Thematic meetings;
- Identification of capacities;
- Orientation and adoption of publication procedures focused on this goal.



Source: Pixabay

Researchers are eager to be read within and outside the academy, and LP can contribute to this.



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Your Email Address \*

CAPTCHA

I'm not a robot



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Privacy - Terms

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Registration

Program

Logistics

Sponsorship



**The next Global Summit will be held in Lisbon, Portugal May 9-11 2019.**

**Registration is nearly full!**

**Volunteer spots still open!**

# Open Educational Resources (OER)

“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. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.” (UNESCO, 2012:1)

# Challenges for teachers

Challenges of Library publishing implementation from the teachers ' perspective:

- "A hole to be completed";
- High demand for writing and many questions for publishing;
- Lack of confidence;
- Collaboration to publishing.

# Challenges for teachers



A key concern for educators and senior managers of educational institutions about the concept of OER relates to 'giving away' intellectual property, with potential loss of commercial gain that might come from it. This is often combined with a related anxiety that others will take unfair advantage of their intellectual property, benefitting by selling it, plagiarizing it (i.e. passing it off as their own work), or otherwise exploiting it. These concerns are completely understandable.

“[...] it is important to determine what is truly driving the concerns of educators. When the concern is the **loss of commercial opportunity**, this requires a particular response (engaging with the **incentives for sharing**). But when this is masking a concern about **peer and student scrutiny**, this needs to be dealt with differently (and will usually involve some **policy or management drive** to overcome resistance to change).”



Original\_Barnstar\_Hires\_3.svg.  
<https://commons.wikimedia.org/w/index.php?curid=29672109>



# Opportunities for teachers

- ✓ Low cost publishing;
- ✓ Diffusion of knowledge;
- ✓ Gathering interests and efforts to expand scholarly communication;
- ✓ Sharing content: give an account to society (reciprocate society).

# Opportunities for teachers

“OER has emerged as a concept with great potential to support educational transformation. While its educational value lies in the idea of using resources as an integral method of communication of curriculum in educational courses (i.e. resource-based learning), its transformative power lies in the ease with which such resources, when digitized, can be shared via the Internet. Importantly, there is only one key differentiator between an OER and any other educational resource: its licence. Thus, an OER is simply an educational resource that incorporates a licence that facilitates reuse, and potentially adaptation, without first requesting permission from the copyright holder.”



[...] its **transformative power** lies in the **ease** with which such resources, when digitized, can be shared via the Internet [...]

[...] its *licence* [...] facilitates reuse, and potentially adaptation, **without first requesting permission from the copyright holder** [...]

# Some examples



# Lesley University Library




"Six Steps to OER" by Northwestern Michigan College (NMC) Librarians, used under Creative Commons Attribution 4.0 International License / Modified text from original.


<https://research.lesley.edu/oer>

# Some examples – the case of *Repositório Aberto* (OU, Pt)


https://repositorioaberto.uab.pt/handle/10400.2/4664


Página principal Percorrer: ▾ Ajuda Entrar: ▾ Idioma ▾

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AbERTO  
UNIVERSIDADE AbERTA

Pesquisa rápida 




Repositório Aberto

RECURSOS EDUCACIONAIS ABERTOS (REA) / OPEN EDUCATIONAL RESOURCES : [1295] [Página principal da comunidade](#) 

 REA  
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ENTRADAS RECENTES   

**Seleção de atributos utilizando a Análise Lógica de Dados Inconsistentes (LAID)**

Recursos educativos que visam potenciar a criação de novos recursos educativos. O licenciamento aberto é construído no âmbito da estrutura existente dos direitos de propriedade intelectual, tais como se encontram definidos por convenções internacionais pertinentes, e no respeito pela autoria da obra.



# Some examples – the case of *Repositório Aberto* (OU, Pt)

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Browse

Data de publicação Autor Orientador Título Assunto Tipo de Documento Tipo de Acesso Contribuição Índice de Autoridade

REFINAR

**Autor**

Universidade Aberta	327
Reis, Carlos	38
Costa, Fernando Pestana da	35
Nobre, Ana	31
Atouguia, Jorge	29
Manuelito, Helena	26
Prata, Ricardo	26
Tavares, António Augusto	26
Bárbara, Helena	25
Rosário, Joana do	25
próximo >	

**Assunto**

REA	1267
Portugal	190
Entre Nós (programas)	179
História	158
Literatura portuguesa	137
Emissões UAb (programas)	107
Língua portuguesa	100
Biografias	92
História de Portugal	90
Universidade Aberta	87
próximo >	

**Data de Publicação**



2010 - 2019	469
2000 - 2009	389
1990 - 1999	377
1980 - 1989	57
1975 - 1979	3

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SUB-COMUNIDADES DA COMUNIDADE

 <p><b>Emissões UAb [105]</b> Emissões da Universidade Aberta na RTP</p>
<p><b>REA - PARCERIAS UAb [0]</b> Acervos de recursos educacionais abertos, de instituições parceiras da Universidade Aberta</p>
 <p><b>REA - Periódicos/Journals [138]</b> Publicações periódicas em acesso aberto, desenvolvidos no âmbito das atividades da UAb.</p>

COLECÇÕES DA COMUNIDADE

<p><b>REA - Antropologia [3]</b> Conjunto de materiais e recursos educacionais abertos na área da Antropologia</p>
<p><b>REA - Arte [92]</b> Conjunto de materiais e recursos educacionais abertos na área da Arte</p>
<p><b>REA - CEMRI - Centro de Estudos das Migrações e das Relações Interculturais [6]</b> Conjunto de materiais e recursos educacionais abertos na área das Migrações e Relações Interculturais</p>
<p><b>REA - Ciências da Educação [62]</b> Conjunto de materiais e recursos educacionais abertos na área das Ciências da Educação</p>
<p><b>REA - Ciências da Informação [16]</b> Conjunto de materiais e recursos educacionais abertos na área das Ciências da Informação</p>
<p><b>REA - Ciências da Vida, Ambiente e Sustentabilidade [181]</b> Conjunto de materiais e recursos educacionais abertos na área das Ciências da Vida</p>
<p><b>REA - Ciências e Tecnologia [87]</b> Conjunto de materiais e recursos educacionais abertos na área das Ciências e Tecnologia</p>
<p><b>REA - Direito e Ciência Política [19]</b></p>

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Materiais e recursos educacionais abertos, da Comunidade "LE@UAB"

- REA - Línguas, Literaturas e Culturas [250]  
Conjunto de materiais e recursos educacionais abertos na área da Língua, Literatura e Cultura Portuguesas e das Línguas, Literaturas e Culturas Estrangeiras.
- REA - Linguística [15]  
Conjunto de materiais e recursos educacionais abertos na área da Linguística
- REA - Matemática e Estatística [58]  
Materiais e recursos educacionais abertos, da Comunidade "Matemática e Estatística"
- REA - Psicologia [3]  
Conjunto de materiais e recursos educacionais abertos na área da Psicologia
- REA - Sociologia [37]  
Conjunto de materiais e recursos educacionais abertos na área da Sociologia

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10 anos RCAAP | 10 Anos do Repositório da Universidade de Aveiro

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# Some examples – the case of *Repositório Aberto* (OU, Pt)



Pesquisa rápida

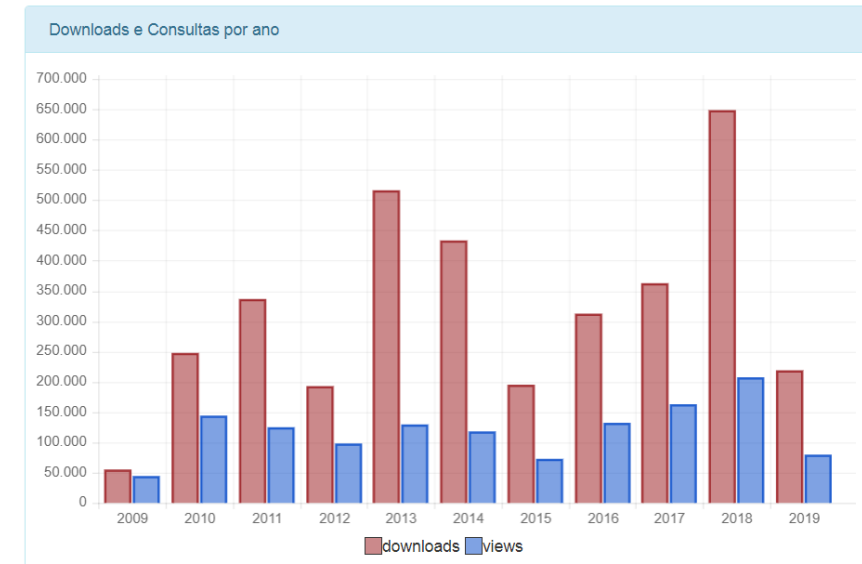
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No caso de registos com mais do que um ficheiro, o número total de downloads e consultas é dividido pelo número de ficheiros associados ao documento.

Número de downloads e consultas no período.

Período:

Downloads e Consultas		Export
Ano	Downloads	Consultas
2009	55.081,5	44.442
2010	247.661,1	144.050
2011	336.801,2	125.205
2012	192.744,4	98.308
2013	516.352,1	129.768
2014	433.329,4	118.066
2015	195.175,8	72.894
2016	312.524,1	132.292
2017	363.023,7	162.865
2018	648.552,3	207.380
2019	219.040,6	79.810
	<b>3.520.286,2</b>	<b>1.315.080</b>



16:32  
26/04/2019

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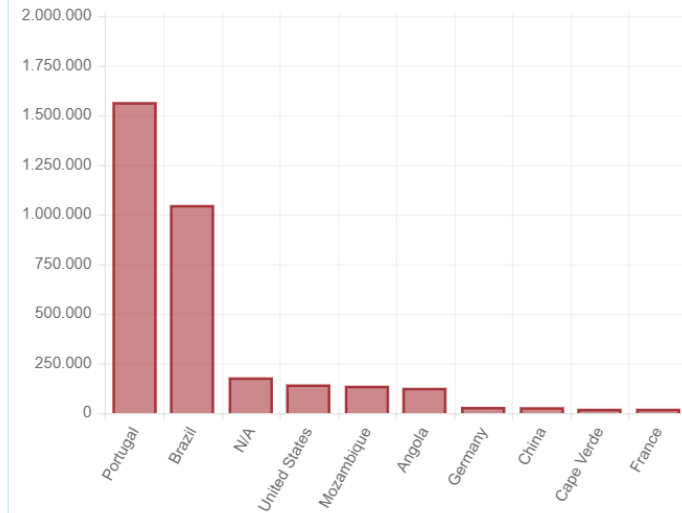
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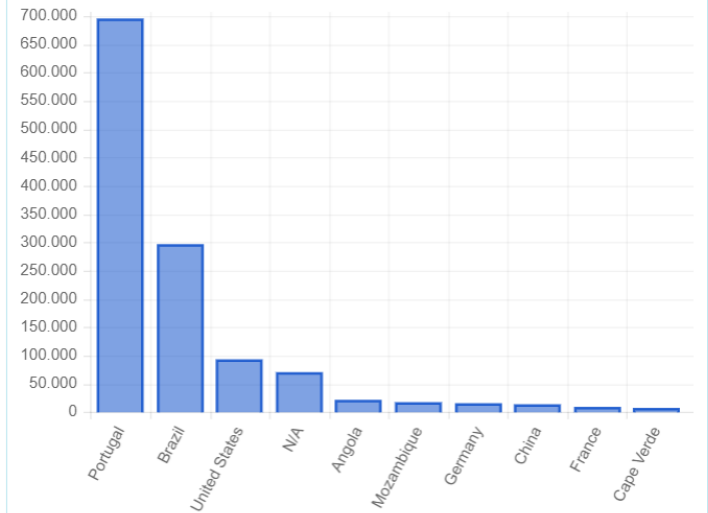
16:32  
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Pesquisa rápida

Downloads por país (top 10)



Consultas por país (top 10)



Downloads por país Export

Origem	Downloads	Perc.(%)
Portugal	1.566.755,5	44,51
Brazil	1.049.104,4	29,80
? N/A	179.893,7	5,11
Canada	6.422,7	0,18

Consultas por país Export

Origem	Consultas	Perc.(%)
Portugal	695.924	52,92
Brazil	297.261	22,60
United States	93.486	7,11
Canada	2.532	0,19

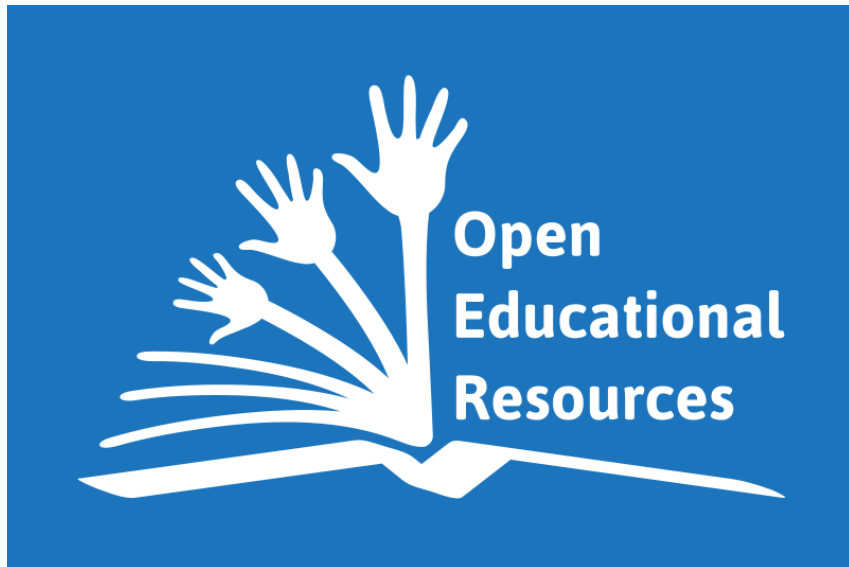
#16@Top 20



# Final remarks

Open Books have been growing, but that does not necessary imply a growth on Library Publishing.

However,



can contribute to address the topics of **quality, innovation, access, cost** and **dissemination**, among others, posed by library publishing... including for teachers!

# THANK YOU!

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