

## A Study on Librarian's Professional Awareness on an open Educational Resource in India

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Received on 21.09.2021, Revised on 21.02.2022, Accepted on 19.03.2022

**How to cite this article:** Wesley JJ, Balasubramanian P (2022). A Study on Librarian's Professional Awareness on an open Educational Resource in India. *Library Progress International*, 42(1), 108-116

### ABSTRACT

The paper is discusses about the awareness of Awareness on an open Educational Resource among the library professionals in India. Due to the pandemic situation, online questionnaires in the Google form were used to collect the data from the library professionals who are working in higher educational institutions in India. The impacts of the COVID 19 pandemic situation, totally 270 responses were only received. It resulted that the among 270 professionals, 41.11% are mentioned 'Quality and Reliability of Information' which includes 35.19% of them 'College Librarian', 4.44% of them 'University Assistant Librarian' and 1.48% of them 'University Librarian'.

**KEYWORDS:** Awareness, Use, Preferred types, Open Educational Resources, India

### INTRODUCTION

Open educational resources are educational materials and resources offered freely and openly for anyone and available under a license that allows users to use, remix, improve and redistribute. Sharing ideas and resources and collaborating on projects as part of a community is key to the Open Education movement. Open educational resources cover a wide range of online formats, including online textbooks, video recorded lectures, YouTube clips, web-based textual materials designed for independent study, animations

and simulations, digital diagrams and graphics, some MOOCs.

### OPEN EDUCATION RESOURCES

The term "Open Educational Resources" first came into use at UNESCO's "Forum on the Impact of Open Course Ware for Higher Education in Developing Countries" in 2002. According to UNESCO, Open Educational Resources are defined as "technology enabled, open provision of educational resources for consultation use and adaptation by the community of the users for non-commercial

purposes". According to Organization for Economic Co-operation and Development (OECD)"open educational resources are digitized materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research. OER includes learning content, software tools to develop, use and distribute content and implementation resources such as open licences" (OECD, 2007). These present a new idea and platform for dissemination of information. In the present era India has taken several steps for the development and welfare of OERs in India. Government of India via National Knowledge Commission understood the role of OER in the enhancing quality education and access to it in the country.

The following benefits of Open Educational Resources;

1. Improving student performance and satisfaction
2. Increasing access to educational materials for a wider range of learners, including those underserved by traditional educational opportunities
3. Giving instructors the flexibility to customize materials specifically for their students' needs
4. Encouraging educators to engage in critical reflection of educational resources
5. Helping students, districts, and educational institutions save money

## REVIEW OF LITERATURE

Open educational resources (OERs) have become a significant feature in discourses about the future of education, and higher education in particular (Atkins et al, 2007; Geser, 2007; OECD, 2007). Many institutions and other organisations have actively created and published such resources over the past few years, following the lead of the Massachusetts Institute of Technology with

their Open CourseWare initiative (MIT, 2008) and the prior inception of Creative Commons' licences. Currently the majority of OERs are the products of single institutions, such as MIT, but some are more community based such as Connexions and WikiEducator, albeit with the publishing infrastructure supported by particular institutions. And what nearly all these activities have in common is that they have relied in part on the support of charitable organisations, most notably The William and Flora Hewlett Foundation (Hewlett, 2008) to happen. While charitable organisations are continuing to pump prime a variety of OER initiatives, they also expect that such initiatives will have to become self sustaining as they will not provide recurrent funding, and this issue of sustainability has also been a significant feature of many reports (e.g. Geser, 2007) and papers (e.g. Wiley, 2006).

## METHODOLOGY

The online survey method was used to investigating the awareness of Awareness on an open Educational Resource among the library professionals in India. Due to the pandemic situation, online questionnaires in the Google form were used to collect the data from the library professionals who are working in higher educational institutions in India. Totally 270 responses were received and the responses rate is 94.50%. Based on the collected data some statistical tools like simple percentage, WAM and Chi-square test were used.

## ANALYSIS AND RESULTS

### Gender Wise Distribution of Library Professionals

This is an attempt to indentify the Awareness on an open Educational Resource in India among of Library Professionals has been categorized based on the responses which are shown in the table 1.

**Table 1:** Gender of the Respondents

S. No.	Gender	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Male	156(57.78)	21(7.78)	9(3.33)	186(68.89)
2	Female	69(25.56)	13(4.81)	2(0.74)	84(31.11)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Source: Primary Data

Table 1 deals with personal information about the library professionals in India. A total of 270 responses were received from the library professionals in India. Among total professionals, 186(68.89%) are male, which includes 156(57.78%) of them 'College Librarian', 21(7.78%) of them 'University Assistant Librarian' and 9(3.33%) of them 'University Librarian. And 84(31.11%) are female, which includes 69(25.56%) of them 'College Librarian', 13(4.81%) of them 'University Assistant Librarian' and 2(0.74%)

of them 'University Librarian. It is observed from the table, nearly 69% of the professionals are male.

#### Age Wise Distribution of Library Professionals

This is an attempt to indentify the Awareness on an open Educational Resource in India among of Library Professionals has been categorized by the age wise based on the responses which are shown in the table 2.

**Table 2:** Age Wise Distribution of Library Professionals

S. No.	Gender	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Below 35	47(17.41)	2(0.74)	0(0)	49(18.15)
2	35-50	105(38.89)	16(5.93)	4(1.48)	125(46.3)
3	Above 50	73(27.04)	16(5.93)	7(2.59)	96(35.56)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

In the age group wise analysis in table 2, the majority 125(46.3%) of them in 35-50 age groups, which includes 105(38.89%) of them 'College Librarian', 16(5.93%) of them 'University Assistant Librarian' and 4(1.48%) of them 'University Librarian. . And the lowest 49(18.15%) of are from below 35 age groups, which includes 47(17.41%) of them 'College Librarian', 2(0.74%) of them

'University Assistant Librarian' and nobody from the 'University Librarian' category.

#### Years of Experience of Library Professionals

This is an attempt to indentify the Awareness on an open Educational Resource in India among of Library Professionals has been categorized by the years of experience based on the responses which are shown in the table 3.

**Table 3:** Experience of the Respondents

S. No.	Gender	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Less than 5 years	41(15.19)	2(0.74)	0(0)	43(15.93)
2	5-10 Years	44(16.3)	14(5.19)	0(0)	58(21.48)
3	10-15 years	40(14.81)	14(5.19)	7(2.59)	61(22.59)
4	More than 15 Years	100(37.04)	4(1.48)	4(1.48)	108(40)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Table 3 depicts with years of experience of the library professionals in India.. Among 270 professionals, 108(40%) are having experience 'More than 15 years, which includes 100(37.04%) of them 'College Librarian', 4(1.48%) of them 'University Assistant Librarian' and 4(1.48%) of them 'University Librarian. And 61(22.59%) are having

experience '10-15 years, which includes 40(14.81%) of them 'College Librarian', 14(5.19%) of them 'University Assistant Librarian' and 7(2.59%) of them 'University Librarian. It is observed from the table; totally 40% of the professionals are having experience 'More than 15 years.

### Frequency of Use of Open Educational Resources

This is an attempt to indentify the Frequency of Use of Open Educational Resources among

of Library Professionals has been categorized based on the responses which are shown in the table 4.

**Table 4:** Frequency of Use of Open Educational Resources

S. No.	Frequency of Use	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Daily	30(11.11)	0(0)	0(0)	30(11.11)
2	Weekly twice	21(7.78)	0(0)	0(0)	21(7.78)
3	Weekly once	15(5.56)	0(0)	0(0)	15(5.56)
4	Monthly	50(18.52)	11(4.07)	0(0)	61(22.59)
5	Rarely	109(40.37)	23(8.52)	11(4.07)	143(52.96)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Source: Primary Data

Table 4 shows Frequency of Use of Open Educational Resources among of Library Professionals in India. Among 270 professionals, 143(52.96) are using 'Rarely' which includes 109(40.37%) of them 'College Librarian', 23(8.52%) of them 'University Assistant Librarian' and 11(4.07%) of them 'University Librarian. And 143(52.96) are

using 'Monthly, which includes 50(18.52%) of them 'College Librarian', 11(4.07%) of them 'University Assistant Librarian' and nobody from the 'University Librarian. It is observed from the table; totally 11% of the professionals are using the open educational resources daily.

### Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.979 <sup>a</sup>	8	.002
Likelihood Ratio	36.113	8	.000
Linear-by-Linear Association	16.625	1	.000
N of Valid Cases	270		

The Chi square test has been applied to test the significance frequency of open educational resources, the table value is 15.507 at 5% level of significance, the calculated value were higher than the table value which indicated the variables are significant in their opinion about the frequency of open educational resources,.

### Reasons for Using Open Educational Resources

This is an attempt to indentify the Reasons for Using Open Educational Resources among of Library Professionals has been categorized based on the responses which are shown in the table 5.

**Table 5:** Reasons for Using Open Educational Resources

S. No.	Reason	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Availability of Full Text	85(31.48)	14(5.19)	5(1.85)	104(38.52)
2	Easy availability	37(13.7)	6(2.22)	2(0.74)	45(16.67)
3	Quality and Reliability of Information	95(35.19)	12(4.44)	4(1.48)	111(41.11)
4	Above All	8(2.96)	2(0.74)	0(0)	10(3.7)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Source: Primary Data

Table 5 states Reasons for Using Open Educational Resources among of Library Professionals in India. Among 270 professionals, 111(41.11%) are mentioned 'Quality and Reliability of Information' which includes 95(35.19%) of them 'College Librarian', 12(4.44%) of them 'University Assistant Librarian' and 4(1.48%) of them

'University Librarian. And 104(38.52%) are mentioned 'Availability of Full Text', which includes 85(31.48%) of them 'College Librarian', 14(5.19%) of them 'University Assistant Librarian' and 5(1.85%) from 'University Librarian'. It is observed from the table; nearly 17% of the professionals are mentioned reasons 'Easy Availability'.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.537 <sup>a</sup>	6	.957
Likelihood Ratio	1.885	6	.930
Linear-by-Linear Association	.504	1	.478
N of Valid Cases	270		

The Chi square test has been applied to test the significance of reason for using open educational resources, the table value is 12.592 at 5% level of significance, the calculated value were less than the table value which indicated the variables are insignificant in their opinion about reason for using open educational resources.

#### Purpose of Use of Open Educational Resources

This is an attempt to indentify the Purpose of Use of Open Educational Resources among of Library Professionals has been categorized based on the responses which are shown in the table 6.

**Table 6:** Purpose of Use of Open Educational Resources

S. No.	Purpose of using OER	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Updating Subject Knowledge	27(10)	0(0)	2(0.74)	29(10.74)
2	Teaching/Learning	17(6.3)	2(0.74)	2(0.74)	21(7.78)
3	Research Work / Writing Articles etc	53(19.63)	9(3.33)	2(0.74)	64(23.7)
4	Other Academic Activities	86(31.85)	19(7.04)	5(1.85)	110(40.74)
5	Above All	42(15.56)	4(1.48)	0(0)	46(17.04)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Source: Primary Data

Table 6 noticed that the purpose of Using Open Educational Resources among of Library Professionals in India. Among 270 professionals, 110(40.74%) are mentioned 'Other Academic Activities' which includes 86(31.85%) of them 'College Librarian', 19(7.04%) of them 'University Assistant Librarian' and 5(1.85%) of them 'University Librarian. And 64(23.7%) are mentioned 'Research Work / Writing Articles etc', which includes 53(19.63%) of them 'College Librarian', 9(3.33%) of them 'University Assistant Librarian' and 2(0.74%) from

'University Librarian'. It is observed from the table; nearly 11% of the professionals are mentioned purposes for 'Updating Subject Knowledge'.

#### Awareness of the Respondents on Open Educational Portals

This is an attempt to indentify the Awareness of the Respondents on Open Educational Portals among of Library Professionals has been categorized based on the responses which are shown in the table 7.

**Table 7:** Awareness of the Respondents on Open Educational Portals

S. No.	Open Educational Portals	Yes	No
1	National Repository of Open Educational Resources (NROER)	210(77.78)	60(22.22)
2	Consortium for Educational Communication (CEC)	184(68.15)	86(31.85)
3	COURSERA	173(64.07)	97(35.93)
4	Creative Commons Search	201(74.44)	69(25.56)
5	DOAB (Directory of Open Access Books)	266(98.52)	4(1.48)
6	DOAJ (Directory of Open Access Journals)	268(99.26)	2(0.74)
7	e-GyanKosh	254(94.07)	16(5.93)
8	e-PG Pathshala	266(98.52)	4(1.48)
9	ERIC Database	214(79.26)	56(20.74)
10	Khan Academy	120(44.44)	150(55.56)
11	KOER - Karnataka Open Educational Resources	145(53.7)	125(46.3)
12	MOOCS	263(97.41)	7(2.59)
13	National Institute of Open Schooling (NIOS)	202(74.81)	68(25.19)
14	NDLI (National Digital Library of India)	270(100)	0(0)
15	NPTEL	270(100)	0(0)
16	Open Textbook Library	260(96.3)	10(3.7)
17	Sakshat	268(99.26)	2(0.74)
18	Shodha Ganga	270(100)	0(0)
19	SWAYAM	270(100)	0(0)
20	TED	210(77.78)	60(22.22)

Source: Primary Data

Table 7 shows that the Awareness of the Respondents on Open Educational Portals among of Library Professionals in India. Among 270 professionals, more than 70% of the library professionals are aware about the Open Educational Portals. All the library professionals are known about the some of the Open Educational Portals like Shodhganaga, SWAYAM, NDLI and NPTEL. It is observed from the table more than 90% of the

professionals are known about the DOAB, DOAJ, e-Gyankosh, MOOCS, Open Text book library and Sakshat.

#### Preference of Electronic Resources

This is an attempt to indentify the Preference of Electronic Resources among of Library Professionals has been categorized based on the responses which are shown in the table 8.

**Table 8:** Preference of Electronic Resources

S. No.	Electronic Resources	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	E-Repositories	24(8.89)	4(1.48)	0(0)	28(10.37)
2	Electronic Thesis and Dissertations	57(21.11)	5(1.85)	3(1.11)	65(24.07)
3	E-Journals	64(23.7)	12(4.44)	3(1.11)	79(29.26)
4	E-Databases	27(10)	4(1.48)	2(0.74)	33(12.22)
5	E-Books	34(12.59)	6(2.22)	0(0)	40(14.81)
6	Any Other	19(7.04)	3(1.11)	3(1.11)	25(9.26)
	Total	225(83.33)	34(12.59)	11(4.07)	270(100)

Source: Primary Data

Table 8 depicts the preference of electronic resources among of Library Professionals in India. Among 270 professionals, 79(24.07%) are replied 'E-Journals' which includes

64(23.7%) of them 'College Librarian', 12(4.44%) of them 'University Assistant Librarian' and 3(1.11%) of them 'University Librarian'. And 79(24.07%) are replied

'Electronic Thesis and Dissertations' which includes 57(21.11%) of them 'College Librarian', 5(1.85%) of them 'University Assistant Librarian' and 3(1.11%) of them

'University Librarian.. It is observed from the table; nearly 15% of the professionals are mentioned their preference for 'E-Books'.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.332 <sup>a</sup>	10	.501
Likelihood Ratio	10.887	10	.366
Linear-by-Linear Association	.399	1	.528
N of Valid Cases	270		

The Chi square test has been applied to test the significance for preference of electronic resources, the table value is 18.307 at 5% level of significance, the calculated value were less than the table value which indicated the variables are insignificant in their opinion about preference of electronic resources.

#### Awareness on Open Educational Resources

This is an attempt to indentify the Awareness on Open Educational Resources among of Library Professionals has been categorized based on the responses which are shown in the table 9.

**Table 9:** Awareness on Open Educational Resources

S. No.	Open Educational Portals	Not Aware	Slightly Aware	Somewhat Aware	Moderately Aware	Fully Aware	WAM	Std. Dev.	Rank
1	Open Education Network	18(6.67)	4(1.48)	10(3.7)	97(35.93)	141(52.22)	4.2556	1.07587	3
2	OASIS	10(3.7)	14(5.19)	34(12.59)	74(27.41)	138(51.11)	4.1704	1.07379	4
3	Ebsco Faculty Select	11(4.07)	6(2.22)	4(1.48)	91(33.7)	158(58.52)	4.4037	.94652	1
4	MIT Open Courseware	12(4.44)	50(18.52)	62(22.96)	80(29.63)	66(24.44)	3.5111	1.17512	9
5	OER Commons	19(7.04)	8(2.96)	6(2.22)	134(49.63)	103(38.15)	4.0889	1.07328	5
6	EdX	10(3.7)	30(11.11)	74(27.41)	111(41.11)	45(16.67)	3.5593	1.01394	8
7	Academic Earth	12(4.44)	11(4.07)	17(6.3)	67(24.81)	163(60.37)	4.3259	1.06187	2
8	Milne Open Textbook	12(4.44)	19(7.04)	79(29.26)	112(41.48)	48(17.78)	3.6111	1.00217	7
9	Open Stax	14(5.19)	59(21.85)	52(19.26)	74(27.41)	71(26.3)	3.4778	1.23663	11
10	MERLOT	36(13.33)	36(13.33)	48(17.78)	54(20)	96(35.56)	3.5111	1.42660	10
11	Open Access India	28(10.37)	16(5.93)	54(20)	70(25.93)	102(37.78)	3.7481	1.30038	6

Source: Primary Data

It is observed from Table 9 that the preference of electronic resources among of Library Professionals in India. Among 270 professionals, the professionals given as the first priority to 'Ebsco Faculty Select'. 'Academic Earth' and 'Open Education Network' are the second and third preferences indicated by the library professionals. The least preference was given for 'Open Stax'. The

WAM value of all the variables ranges between 3.4778 and 4.4037. It can be inferred that all the five variables lies between 'Moderately Aware and 'Fully Aware Agree'. The deviation of opinion ranges between 0.94652 and 1.42660.

### Awareness on Open Educational Resources Vs Library Professionals

The study has been further extended to Type of Institutions Wise. The mean, Standard

Deviation and their rank for type of Institutions has been calculated and shown in Table 10.

**Table 11:** Awareness on Open Educational Resources Vs Library Professionals

Digital Literature	College Librarian			Univ. Asst. Librarian			University Librarian			Chi-Square
	M	SD	R	M	SD	R	M	SD	R	
Open Education Network	4.2178	1.12267	3	4.5000	0.86164	1	4.2727	0.46710	3	10.711
OASIS	4.1111	1.10644	4	4.4706	0.89562	2	4.4545	0.68755	2	6.950
Ebasco Faculty Select	4.4356	0.90464	1	4.2353	1.20752	5	4.2727	0.90453	3	6.774
MIT Open Courseware	3.4667	1.14953	9	3.6765	1.31933	9	3.9091	1.22103	7	19.985
OER Commons	4.1111	1.04843	5	3.9706	1.31392	6	4.0000	0.77460	6	15.842
EdX	3.5200	1.01805	8	3.6765	0.97610	10	4.0000	1.00000	5	6.356
Academic Earth	4.3289	1.09312	2	4.2647	0.96323	3	4.4545	0.68755	1	6.928
Milne Open Textbook	3.6044	1.00844	7	3.5882	0.98835	11	3.8182	0.98165	8	7.656
Open Stax	3.4267	1.23027	11	3.8529	1.13170	8	3.3636	1.56670	11	10.191
MERLOT	3.4400	1.40700	10	3.9412	1.49628	7	3.6364	1.50151	10	27.168
Open Access India	3.6711	1.31554	6	4.2647	0.99419	3	3.7273	1.55505	9	22.328

It can be seen from Table 11 that the category wise library professionals, College librarian has given 'Ebasco Faculty Select, as the first priority towards the awareness of open educational resources. 'Academic Earth' and 'Open Education Network' are other second and third preferences indicated. The least preference was given by them for 'Open Stax'. The mean value of all the variables ranges between 3.4267 and 4.4356. The deviation of opinion ranges between 0.90464 and 1.40700. In the case of University Assistant Librarian has given 'Open Education Network' as the first priority towards the awareness of open educational resources. 'OASIS' and 'Open Access India' are other second and third preferences indicated. The least preference was given by them for 'Milne Open Textbook'. The mean value of all the variables ranges between 3.5882 and 4.5000. The deviation of opinion ranges between 0.86164 and 1.49628. In the case of University Librarian has given 'Academic Earth' as the first priority towards the awareness of open educational resources. 'OASIS' and 'Open Education Network' are

other second and third preferences indicated. The least preference was given by them for 'Open Stax'. The mean value of all the variables ranges between 3.3636 and 4.4545. The deviation of opinion ranges between 0.46710 and 1.56670. Further, Chi square test has been administered to identify the significance. Table value is 15.507 for 5% level of significance the calculated value for all the values except variable "Scanning and printings" were less than the table value which indicated the variables are insignificant except few variables towards the awareness of open educational resources.

### Awareness on Open Educational Resources

This is an attempt to identify the Respondents Satisfaction with Open Educational Resources among of Library Professionals has been categorized based on the responses which are shown in the table 12.



**Table 12:** Respondents Satisfaction with Open Educational Resources

S.No.	Satisfaction with OER	College Librarian	Univ. Asst. Librarian	University Librarian	Total
1	Yes	225(83.33)	34(12.59)	11(4.07)	270(100)
2	No	0	0	0	0

Source: Primary Data

It is observed from Table 12, the Satisfaction with Open Educational Resources by Library Professionals in India. Among 270 professionals, all the library professionals are more satisfied with all open educational resources in their professions.

## CONCLUSION

Open Educational Resources (OER) are useful to teaching, learning and research materials in any medium. From the public domain it have been released under an open license that permits no-cost access, use, adaptation and redistribution by others with no or limited restrictions. The OER very useful to Verify Usage Rights, Ensure That Online Resources Pass The Quality Assurance Test, Create An Open Educational Resource Repository, Use of Open Educational Resources For Inspiration, Repurpose Resources To Create Comprehensive Courses and Encourage Self-Guided Exploration. The Students anywhere in the world can access OERs at any time, and they can access the material repeatedly. Definitely this will helps to develop their academic activities.

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