

Taking OER to the LIS: Designing and Developing an Open Education Course for Library Science Students

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ABSTRACT

One often overlooked member of the open education community is the aspiring librarian. Students currently pursuing their Master in Library Science (MLS) degree are potential future leaders for a sustainable open education movement. The lack of formal course options in existing library science education programs, for learning about open education, is a potential barrier to an open movement that is inclusive of library science graduate students. This article describes the design, development, and implementation of what is believed to be the first formal, dedicated course in open education librarianship offered by an American Library Association accredited library and information science (LIS) program. The nature of the course content, learning outcomes, assignments and student reactions to and reflections of the course are discussed, along with the potential implications for both LIS programs and the open education community. Expanding the number of LIS programs that offer formal open education courses has the potential to contribute to the sustainability of the open education movement through the preparation of a future generation of advocates and leaders.

Keywords: library education; open education; open education librarianship

Llevando REA al LIS: diseño y desarrollo de un curso de educación abierta para estudiantes de bibliotecología

RESUMEN

Un miembro de la comunidad de educación abierta que a menudo se pasa por alto es el aspirante a bibliotecario. Los estudiantes que actualmente cursan su Maestría en Bibliotecología (MLS) son futuros líderes potenciales para un movimiento de educación abierta sostenible. La falta de opciones de cursos formales en los programas

existentes de educación en bibliotecología, para aprender sobre la educación abierta, es una barrera potencial para un movimiento abierto que incluya a los estudiantes graduados en bibliotecología. Este artículo describe el diseño, desarrollo e implementación de lo que se cree que es el primer curso formal dedicado en bibliotecología de educación abierta ofrecido por un programa de bibliotecas y ciencias de la información (LIS) acreditado por la American Library Association. Se discuten la naturaleza del contenido del curso, los resultados del aprendizaje, las tareas y las reacciones de los estudiantes y las reflexiones del curso, junto con las posibles implicaciones tanto para los programas de LIS como para la comunidad de educación abierta. Ampliar el número de programas de LIS que ofrecen cursos formales de educación abierta tiene el potencial de contribuir a la sostenibilidad del movimiento de educación abierta a través de la preparación de una futura generación de defensores y líderes.

Palabras clave: educación bibliotecaria; educación abierta; bibliotecología de educación abierta

将开放教育资源带入图书馆与信息科学：为图书馆学专业学生设计和开发开放教育课程

摘要

开放教育界中一个经常被忽视的群体是渴望成为图书馆员的那部分人。目前攻读图书馆学硕士（MLS）学位的学生是可持续开放教育运动的潜在未来领导者。当前图书馆专业中缺乏关于学习开放教育的正式课程选项，这为包容图书馆学研究生的开放运动造成了潜在障碍。本文描述了由美国图书馆协会授权的图书馆与信息科学（LIS）专业所提供的首次正式开放教育图书馆学课程的设计、开发和执行。探讨了课程内容的性质、学习成果、作业、以及学生对课程的反馈和反思，并探讨了对LIS专业及开放教育界的潜在意义。对提供正式开放教育课程的LIS专业的数量加以扩大，此举可能有助于通过培养未来一代的倡导者和领导者，进而对开放教育运动的可持续发展作贡献。

关键词：图书馆教育，开放教育，开放教育图书馆学

Introduction

To achieve sustainability, the open education movement needs to develop its pipeline of future leaders. That need to educate future leaders was recognized early on in the OER movement and that (Jensen & West 2015) effort is already in progress. Both SPARC and the Open Education Network offer formal educational and leadership academies for aspiring open education leaders. SPARC's [Open Education Leadership Program](#) began in 2017 and enrolls cohorts of approximately 20 individuals, mostly academic librarians. Each participant conducts a capstone project and several [past projects](#) provide educational and advocacy resources that benefit the global open education community. The Open Education Network focuses more on best practices for creating and sustaining open education projects than formal leadership, but its [Certificate in OER Librarianship](#) describes itself as "creating open education program leaders." Together, these programs and related educational workshops and institutes offered at state and regional levels by library consortia and state agencies, do contribute to the preparation of the open movement's future leaders.

Many of these programs' participants are academic librarians who are already committed to the basic tenets of open education. They may be their institution's leading proponent of open education or a recognized state advocate. Existing open education programs such as those described above work to sharpen the saw, so to speak, by giv-

ing the participants enhanced abilities to promote the advance of the open movement locally, and even globally. In doing so they fulfill the early vision for OER growth shared by Allen, Bell and Billings (Allen, Bell & Billings 2014; Allen, Bell & Billings 2016). But how is the open movement being introduced to new, potentially interested future enthusiasts? Practicing academic librarians have opportunities to learn about open education and develop the requisite skill set from colleagues, webinars, conference presentations and the journal literature. This article proposes that there is another audience of potential future open advocates and leaders who could be reached at a much earlier stage in their library careers – the library science student.

Students currently enrolled in one of the 62 North American, American Library Association accredited library schools have few opportunities to gain an introduction to the open movement or the specifics of open education resources or open pedagogy. While the topic might be introduced in an existing course about scholarly communications or open access, open education may be limited to a single class or the instructor may focus only on open educational resources, ignoring other critical aspects of the open movement. Where this might be the case, the presence of a course in scholarly communications in the library school curriculum is no certainty. It is more certain that few of these programs offers a dedicated course in open education as an elective or seminar. Recognizing the opportunity to create more future open education

leaders through an introductory library science open education course, the author leveraged their role as an adjunct instructor for the San Jose State University iSchool to propose, design, develop and deliver an open education course. This article will describe the rationale for the course, its learning objectives, the design of the curriculum, how students responded to their exposure to open education and finally, and what the open movement can take away from the lessons learned from the introduction of an open education course into a library school program.

Literature Review

Open Education in LIS Programs

There is a dearth of professional library literature about the presence of either scholarly communications or open education within library science programs. A search of the library literature uncovered no research or discussion of the incorporation of open education, or for that matter, scholarly communication, into the curriculum of library school programs. Accreditation standards for master's programs in library and information studies make only broad references to what the curriculum should cover, including such topics as "knowledge creation" and "communication" of information resources (American Library Association, 2015). Topics included under the broad umbrella of scholarly communications are too specific for mention, but the standards indicate that the curriculum "Provides direction for future development of a rapidly chang-

ing field". Open education, as it pertains to academic and school librarianship, would certainly fit into a curriculum designed for a "rapidly changing field" (American Library Association, 2015).

Purpose of the Study

Recognizing the absence of any known course within an LIS program dedicated to open education, the author sought to develop a course that would introduce aspiring librarians to the field of open education, focusing primarily on the crisis within the textbook publishing industry as it impacts college students, the potential of open educational resources to resolve that crisis and how the application of open pedagogy leverages open resources to enhance student learning. Having previously proposed, developed, and implemented a new course into the curriculum, the author was familiar with the proposal process at the iSchool where they taught as an adjunct instructor. After having ascertained that the program director was enthusiastic about offering a new seminar course on open education, the author developed the initial proposal for consideration by the iSchool curriculum committee.

Methods

Timeline and Curriculum

Intended initially as a four-week, one-credit course, the plan was to launch the open education course, formally proposed as "[Open Education Librarianship](#)", during the summer 2020 semester. The course proposal was sub-

mitted in January 2020 and approved 30 days later with minor revisions requested. With a draft syllabus and course roadmap in hand, the development of the course in the Canvas learning management system began in mid-February with the intent to have the asynchronous-delivered content ready by May 1, 2020. With a four-week course the significant challenge is deciding both what to include and exclude. To focus the process of choosing content for each week's material, as laid out in the draft syllabus, the course learning objectives served as guide:

- *Advocate* for open education values and strategies within an academic institution or other educational community.
- *Differentiate* OER from other learning content
- *Competently search* for and identify OER across academic disciplines
- *Clearly explain* open pedagogical methods and identify examples of open pedagogy assignments and projects that support faculty efforts to engage students in their own learning through the creation of sustainable learning content that is reused and further developed by future students.
- *Gain familiarity* with OER policy and legislation for advocacy development.
- *Identify* trends in open and commercial publication of learning material.

With clarity on what students should know and the competencies gained in this course, the weekly distribution of subject content evolved.

Week one introduces students to the textbook pricing crisis and its impact on college students. Along with the growth of open education resources and the textbook affordability movement, as a response and potential solution to the multitude of economic and learning challenges presented by high textbook costs, the first week covers basic open learning resources. Week two then pivots to two, core course topics, open pedagogy and advocating for open education. Students are exposed to examples of open pedagogy assignments and understand their value, as they gain insight into what it means to be an open advocate and the impact at national, regional, and state levels. Week three delves into practical aspects of the work of an open education librarian. Having learned the primary finding resources and major OER repositories, the students build skills to assist educators in identifying and locating OER, design workshops for open education and develop and implement an institutional OER initiative for educators. Week four is dedicated to covering current issues in open education.

The final week is designed for flexibility to ensure students exit the course aware of the issues of the day. In the first iteration of the course, those issues include inclusive access deals, diversity, equity and inclusion in open education, the [Open Ed conference](#), and trends in OER research. Students

discover the best sources for keeping up with open education developments, along with future workshop and learning opportunities to support their continuing professional development. While this curriculum design worked well, student evaluations suggested that week two was perhaps too early in the course to prepare them for that week's advocacy-related assignment. The next iteration of the course is likely to shift the content so that advocacy is presented in week three.

Designing Assessments and Assignments

Using backward design (Wiggins, McTighe, Kiernan, & Frost, 1998) to develop a course, one begins by identifying the student learning objectives. The next step is to decide what manner of assessment will determine if students achieve those objectives. Finally, the instructor creates the assignments that enables the effective assessment of student performance in demonstrating competency in achieving the objectives. It also helps when the assignments are practical, connected to students existing experience and are challenging, educational, and fun. This was the most challenging part of designing the course as there are a multitude of options for assignments and with only four contributing to the final grade, making the choices felt high-stakes.

Assignments were a combination of graded discussion groups and weekly challenges. It's common in asynchronous online courses to begin with a discussion post in which everyone

introduces themselves to their fellow students, but for the initial post, students were asked to share a memorable textbook story. It resulted in a bonding experience. Every student was able to recall an outrageously expensive textbook purchase or a textbook that was bought and never put to use. Students with college-age children expressed the frustration of how much the cost of textbooks added to their debt load. This discussion meshed well with the week's assignment. Students went to the website [OER Mythbusting](#) where they selected one myth for analysis. They were asked to write a short essay reflecting on their myth and how they would respond to that myth and bust it in conversation with someone, a faculty member for example, who believed that myth. As most of the students were relatively new to open education, this assignment exposed them to the common misunderstandings about OER.

For week two's advocacy topic, students needed to understand the important role that open education librarians play as advocates for affordable learning. The assignments would provide two opportunities to immerse themselves in this experience. For the discussion each student was assigned a nationally recognized open advocate to research and gather information about, and then share a profile of that advocate in their post. This worked well as each student contributed to a collaborative learning experience where all could become familiar with a large cohort of open advocates, their backgrounds and contributions to the movement. As this week's content covered a number of

legislative advocacy topics, at both the national and state levels, students were asked, for their primary assignment, to create a short video in which they would advocate for an issue of their choice. The premise was to role play making a case for an open education issue for an audience of faculty or librarians.

To deliver on giving the students a practical skill set they could apply right away, the primary assignment for week three focused on identifying and finding OER. Using a worksheet developed for SPARC's Open Education Leadership Program, the students conducted an OER Treasure Hunt. After identifying an existing course at a college of their choice, students first priced out the required commercial textbooks. They then attempted to find OER to replace it, sought out reviews, examined the OER themselves and then reflected on their experience. It demonstrated that depending on the course, level at which it is taught and need for supplementary learning resources, identifying appropriate OER can be quite the challenge. The weekly discussion gave students an opportunity to delve into the OER quality debate. Using course readings and their own research into the topic, students developed their personal approach to responding to questions about or direct attacks on the quality of OER.

Even a four-week course can have a capstone project of sorts. In week three, students learned about campus OER initiatives and developing educational workshops to create awareness about open education among faculty. For their fourth and final assignment, students could choose any course top-

ic and create a five-minute multimedia presentation as a segment of a broader open education workshop. Students chose topics such as developing an open pedagogy assignment, explaining the difference between free and open learning resources and an overview of how Creative Commons Licensing works. These creative presentations demonstrated that students had a firm enough grasp of the course content to explain it to others in just a few minutes. To introduce students to the research literature on the efficacy of OER, each selected one related article and wrote a summary and analysis for the final week discussion post. That enabled each student to leave the course having gained exposure to sources of literature on the pedagogical advantages of OER.

Results

Student Reactions and Reflections

While the official iSchool evaluations would provide information and insights into the value students derived from the course, the formal evaluation would fail to collect some of the more unique feedback the author sought from students. Shortly after the course ended, students received a link to a set of the instructor's own questions. Seventeen out of 30 students responded. To start, the students were asked why they selected the course. In Table 1, it's clear most of the students were influenced by their current job experience and what they heard about open educational resources. Several students were taking the course for a post-Master's certificate.

Table 1. Why Did You Take this Course? (multiple selections allowed) [N=17]

Because I became interested in open issues in a scholarly communications course	23.5% (4)
Became interested in open education from my job	53% (9)
Heard about OER from listserv discussions	18% (3)
Needed a one-credit course to graduate	23.5% (4)
Other (passion for subject; heard about it in a webinar; saw jobs posted for OER librarians)	23.5% (4)

Several questions sought to obtain a sense of student satisfaction with the course. When asked how effective the course was, on a scale of 1 to 5 with 5 being “highly effective” and 1 being “not at all effective”, 15 out of 17 respondents chose “5”. When asked “Would you recommend this course to another student, on a scale of 1 to 5 with 5 being “highly likely” and 1 being “not likely at all”, 16 out of 17 respondents chose “5”. The official course evaluation also supported student satisfaction with the

course, as the average rating across all evaluation factors was 4.3 out of 5.

One measure of student satisfaction and perceived academic success is their own perception of the course’s impact on changing their knowledge of the subject matter. Students were asked to self-identify their level of confidence with the course material both at the start of the course and at the end of the course. Tables 2 and 3 report the results of this question.

Table 2. Rate Your Level of Confidence Prior to the Course [N=17]

5= High Level of Confidence	6% (1)
4	12% (2)
3	6% (1)
2	35% (6)
1= Low Level of Confidence	41% (7)

With the majority of students reporting low confidence in their initial knowledge of open education, the course presented them with the opportunity to improve and build confidence as aspiring open education librarians. But did it? According to Table 3, the vast majority of the responding students, at the end of the course, rated their level of confidence as “high”.

Of considerable significance is the shift from 41% of students indicating “low confidence” to absolutely no students reporting low confidence at the end of the course. Every student experienced some increase in their personal level of confidence. In addition to affirming the effectiveness of the course, these results reflect the students’ own belief that they achieved the course learning outcomes.

Table 3. Rate Your Level of Confidence After the Course [N=17]

5= High Level of Confidence	41% (7)
4	47% (8)
3	6% (1)
2	6% (1)
1= Low Level of Confidence	0% (0)

That said, an instructor would prefer their course to do more than just achieve the stated learning outcomes. A desirable outcome is to influence students in a way that truly makes a difference in their career outlook. The survey asked students to indicate the potential impact of the course on their career outlook. In the course, students learned about the emerging specialty

position, open education librarian. Table 4 provides results to a question asking students if they'd be likely to apply for such a position, and it appears that they would indeed. While it's impossible to know just how likely it is students would follow through on this, it suggests that after taking this course it is a more realistic option for them than at any time prior to the course.

Table 4. Would You Apply for an Open Education Librarian Job? [N=17]

5= High Likely	30% (5)
4	30% (5)
3	40% (7)
2	0% (1)
1= Not at all Likely	0% (0)

Admittedly, committing to a career choice after a four-week course is a bit of a leap of faith, but what about a smaller commitment to taking action after completing the course. How likely is it that students would want to continue learning about and engaging

with professional development programs related to open education? In response to a question about their interest, the vast majority of students, as indicated in Table 5, expressed their desire to continue building on their potential as open education librarians.

Table 5. Would You Attend an Open Education Professional Development Program? [N=17]

5= High Likely	82% (14)
4	12% (2)
3	6% (1)
2	0% (0)
1= Not at all Likely	0% (0)

When asked what they would most take away from the course to incorporate into their current or future library practice, the students clearly indicated their ability to find concrete applications of the course content:

- Aside from now wanting to pursue OER librarianship as a career path, I can immediately begin to take the tools and skills acquired in the class as relevant situations arise.
- [I will] provide support for our OER librarian, and to our distance education faculty.
- I will start by speaking with faculty in my liaison areas to gauge their knowledge and understanding of OER.
- I plan to use what I've learned in this course to advocate for OER in my future position as an academic librarian.
- I would definitely apply by advising teachers, principals and students I work with.
- [I] would like to write a resolution to bring to the academic/classified senate at my workplace; share information with faculty about OER.
- Creating the two videos, the myth-busters assignment, and the scavenger hunt all increased my knowledge of OER and my confidence in presenting on it;
- I wish it was longer! The course covered so much information in such a short period of time;
- I loved learning about OER;
- It is an exciting topic that I am intending to continue to learn about and pursue professionally;
- I learned a lot and I'm so glad I took a class outside of my intended path;
- It's made me excited to enter the field and consider pursuing a career in academic librarianship;
- More on open pedagogy, maybe an assignment involving it.

When asked for their final reflections on the course, students pointed to those aspects of the course that contributed to their professional growth and positive attitudes about their potential to advance open education:

- I really liked the practical nature of the assignments;

The author asked the students one additional question. Based on their experience in the course, did they think that LIS students at all ALA-accredited programs should have access to course in open education librarianship. Given their enthusiasm for the course, as seen in their final course reflections, 100% of the students responded affirmatively to the suggestion that all LIS programs should offer a course in open education librarianship. To discover how many LIS programs, other than the author's own iSchool, currently offer an open education course or even a scholarly communications course with open education content, the author contacted the dean or program director at each

ALA-accredited LIS program in North America. They were asked to complete a survey with two questions about the availability of an open education course. All six respondents indicated that there was no such course in their curriculum or present in a scholarly communications course. While no concrete conclusion about the presence of open education courses in LIS programs may be made from the limited response, the overall lack of response could be taken as an indicator that many other programs simply have nothing to report. It certainly supports the author's anecdotal evidence that no other LIS program currently offers a dedicated course on open education.

Conclusions

Takeaways for the Open and LIS Program Communities

What conclusions may be drawn from the design, development and delivery of an open education course at a single LIS program? As an experiment in LIS curricular programming, the indications are that the course was well received by students, resonated with their interest in social justice issues and has the potential to become a regular offering within the iSchool's special seminar offerings. But what larger lessons might be learned from the inclusion of an open education course in the LIS curriculum? Potentially, the open movement community, as well as those who lead LIS programs, could benefit if similar courses were offered to more aspiring librarians.

There are two core takeaways that are of interest to both communities. First, as demonstrated by this course, students in LIS programs will, if given the opportunity, express interest in open education and the open education movement. Initially, that interest may be driven by their awareness of the cost of higher education and the burden of expensive textbooks. However, contemporary LIS students are also attracted to the social justice implications of creating equitable access to education that aligns with the broad goals of the open movement. The author thought the course might just make the minimum registration requirement of 15 students. When the course reached the maximum registration of 35 students within two weeks, it was both a surprise and affirmation of LIS students' interest in an open education course— even accounting for the few students who simply needed any one-credit course to graduate.

Second, if LIS programs are seeking new courses, those they can offer with a minimum of investment and risk and which have high potential for popularity with students, a course in open education is a strong candidate to fulfill the demand for new, cutting-edge additions to the curriculum. Students may see a course in open education as a worthwhile career opportunity. Within academic libraries, there are an increasing number of open educational resources (OER) librarians or open education librarians (Larson 2020). Students interested in these, or related scholarly communications librarian jobs, would be well positioned to com-

pete for them with an open education course on their transcript. LIS programs that choose to offer open education courses could promote these types of positions to prospective students as potential career opportunities for those with MLS degrees.

The open movement is fortunate to attract many high caliber librarians to their ranks. In part, owing to the presence of mentors, leadership programs, workshops and open education conferences, there is currently no dearth of librarians eager to commit to advancing and advocating on behalf of the open movement. Looking to the future of the open movement, the next generation of leaders should be developed today in order to ensure the sustainability of the open movement. Existing scholarly communications courses can offer an introduction, but may be insufficient to instill the values of the open education movement in LIS students. Adding an open education course to the curriculum offers benefits to both the open movement and LIS programs.

Looking Ahead

The road to a more visible presence of open education courses in LIS programs is a long one, and possibly one that may never come to fruition. Where some greater certainty lies, is that the open education course and experience reported in this study will continue for the near future. This first iteration of this course demonstrated that LIS students will enroll if given the opportunity. Future iterations of the course must build on the initial offering

and continuously improve the student learning experience. One clear recommendation based on student feedback is to give more - more hours of instruction, more subject matter, more practice with the open education librarian skill set. As a long-term adjunct instructor, the author can attest it is rare to hear LIS students asking for more coursework rather than less.

Other possible course content revisions need consideration. The most likely area for change is to re-arrange the order in which some of the course material is presented. Advocacy, for example, may be better left for the third or fourth week. Whether to expand the course by adding an additional two to four weeks is another consideration. Simply stretching out the existing content by slowing down the speed with which it is presented, could add two weeks. It is more likely that there are additional topics that could be added to the course. Open education is a constantly evolving field within academia. It's possible that one or two weeks could be left open in order to incorporate the issues of the day. While all the assignments worked well, there are always emerging options for improvements and new activities to challenge and support the students' skills acquisition.

Whether or not other LIS programs introduce their own open education course is certainly the greatest unknown for the immediate future. Some programs, such as the large enrollment iSchool where the author serves as an adjunct instructor, actively seek out new courses to expand their offerings to students. They can afford to take the risk

of introducing a new, untested course. Smaller enrollment LIS programs that operate on tight margins, may be less willing to take on a new course and its associated costs, particularly if student enrollment is likely to be lean. Even the introduction of open education courses at just a few LIS programs would raise greater awareness in the open education

community that there is value in inviting LIS students to join and contribute to the advancement of the movement. After all, with respect to members of that community who represent libraries, LIS students are our future leaders and best opportunity to achieve a sustainable future. We must find better ways to educate and include them.

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APPENDIX
Survey Instrument

1. Why did you register for this course? (choose all that apply)

- Heard about OER/open education in the SJSU scholarly communications course and wanted to learn more about open education
- Heard about OER on the job and wanted to learn more
- Heard about OER/open education on a listserv, at a webinar or other program and wanted to learn more
- Had not previously heard about OER/open education and was just curious
- I needed one credit and this course seemed like the best option
- Other:

2. How effectively did this course fulfill your interest to learn more about OER/open education?

1=Not at all effective

2=Somewhat effective

3=Neither effective or ineffective

4=Mostly effective

5=Highly effective

3. How likely would you be to recommend this course to a fellow student who wants to learn about open education?

1=Not at all likely

2=Somewhat likely

3=Neither likely or not likely

4=Quite likely

5=Highly likely

4. Rate your level of confidence in your knowledge of OER/open education prior to taking this course.

1=Not at all confident

2=Somewhat confident

3=Neither confident or unconfident

4=Mostly confident

5=Highly confident

5. Rate your level of confidence in your knowledge of OER/open education after taking this course.

1=Not at all confident

2=Somewhat confident

3=Neither confident or unconfident

4=Mostly confident

5=Highly confident

6. How likely is it you would apply for a professional position focusing on OER/open education?

1=Not at all likely

2=Somewhat likely

3=Neither likely or not likely

4=Quite likely

5=Highly likely

7. How likely is it - looking ahead to your professional career - that you would attend a webinar, conference or other professional continuing education program focusing on OER/open education?

1=Not at all likely

2=Somewhat likely

3=Neither likely or not likely

4=Quite likely

5=Highly likely

8. How likely is it - following this course - that you will join the LibOER listserv?

1=Not at all likely

2=Somewhat likely

3=Neither likely or not likely

4=Quite likely

5=Highly likely

9. How likely is it - following this course - that you will subscribe to the OER Digest e-mail newsletter?

1=Not at all likely

2=Somewhat likely

3=Neither likely or not likely

4=Quite likely

5=Highly likely

10. Which do you think is the most important reason to advocate for OER/open education in K-12 or college:

- Save individual students or school districts money by not buying commercial textbooks
- Enable all students to be academically successful by having day one access to all course learning materials
- Give teachers/educators agency/control over their own course learning materials
- Advance librarianship's social justice mission by working for all students' right to have equitable access to course learning materials
- Other:

10. Should LIS programs offer a dedicated course on OER/open education?

1=Yes

2=No

3=Not sure

11. How will you apply what you learned in Open Education Librarianship?

Note: open-ended response

12. Do you have any recommendations/suggestions to share for future versions of Open Education Librarianship?

Note: open-ended response

13. Is there any other information/feedback you would like to share about Open Education Librarianship?

Note: open-ended response