

e-Knowledge-1

Research Potential of OERs : A Brief Report

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Introducing research questions on OERs:

The research potential of openly accessible educational and informational resources is the focus of this report. We can no longer look at the worldwide phenomenon of the surge of open educational resources (OERs) and delivery mechanisms in isolation.

OERs are the net result of major technology shifts as well as policy shifts in the field of education. The questions that I compiled in order to put my own views regarding OERs into words are listed below.

1. Has the fundamental field of academic knowledge altered in an era of competing open source and open resources, open media, and so on?
2. If the historically defined practices of academia have shifted with the arrival of OER, how can we learn differently?
3. Do other methods need to be taught as part of a bigger mandate for accessing education in order to adequately contextualize the embodied processes of reflection and mastery?
4. 4. How might digital learning help us ask some of the most difficult problems of our day and make explicit the inter-disciplinary insights we want to convey in liberal education?
5. And how might librarianship, both as a profession and as a discipline, help to influence the future of digital learning in India?

I've designed this report paper by compiling some critical questions, reviewing some critical observations and case studies on OERs and trying to at the end come up with some possible solutions to the issue at hand.

Social Origin and Evolution of Open Access

The origins and progress of the Open and Free Software Movement may be traced back to Open Data. The desire for Open Access among library professionals, on the other hand, inspired this trend. This novel approach to democratisation, known as Open Access, quickly gained traction in a variety of sectors. As a result, there has grown a desire for open education, open knowledge, open resources, and even open government in terms of

its ability to share data with citizens. Here, the term "open" refers to a copyright-free, culturally sensitive environment that allows technical affordances to transcend the digital divide and empower communities. In a similar vein, open data was created to enable the open republishing, reuse, and repurposing of the same data. In the semantic web paradigm, linked open data is a new technological way of linking open data to improve the retrievability of relevant data. Along with the open access information sources and resources that many digital archives are creating, it is becoming crucial to develop a curation process which would be beneficial for properly exhibiting and using the online resources thus created. In this light, The linked open data, a curation process primarily, is a step forward in the democratisation process that has already begun. It has the potential to revolutionise future scholarship if put into practice. At the moment, the majority of scholarship is based on documents. These documents, which are widely available on the internet, are subjective and largely unconnected. As a result, current search engines return a large amount of irrelevant information, a phenomenon known as the 'information deluge' or 'information tsunami. ' The current scholarly practices of constructing one biased document from a number of others may be superseded in the future by data curation. In this scenario, linking open data has assumed significance.

As an institution and a change agent, the library is constantly at the forefront of encouraging open and widespread access to information by opposing chained private libraries that serve as fetish objects for a few.

Evaluation Criteria of OER

The factors listed below could be used to evaluate OERs.

1. Create a design: If OERs are designed with cultural diversity and learning commons requirements in mind, they will be more effective.
2. Implementation methods: How will the course lectures and other resources be delivered?
3. Cost-effectiveness and innovation evaluation: If it is cost-effective and accessible to people from the global South,
4. The value of its degree-granting programmes: if the professional market values the degree granted by this method of learning and education, then this mode of learning and education is valuable.

Some Critical Reviews

- David Wiley, a key voice in open education, questions the genuine openness of MOOCs in his historical overview of the sector. Given that he was a key figure in the field's early development, his warnings should be carefully considered. Wiley's work at Lumen Learning is focused on developing new types of open education that are more affordable.
- Karen Head of Georgia Institute of Technology focuses on some of these concerns concerning MOOCs, such as the possibility for exclusivity in such courses and the privileging of certain dominating voices, particularly those from specific parts of the world and socioeconomic status (SES) levels. Single-provider methods, according to Head, must make way for more consideration of the widely heterogeneous character of MOOCs and potential open education participants.
- Given Japan's preeminent role in the creation of consumer electronics and computing technologies, Kumiko Aoki argued in her paper that technology acceptance and integration in educational contexts in Japan has likely been considerably slower than most people would have imagined.
- The impact of tens of thousands of publicly available learning items and resources found on MERLOT, as well as its unique historical history, is clearly worth considering. Hanley correctly argues that MOOCs are part of the field's natural progression or evolution when considered as part of a continuum of open education.

DOCC alternative to MOOC

FemTechNet is a one-of-a-kind initiative. This breakthrough initiative grew out of a network of scholars, artists, and students interested in the convergence of technology, science, and feminism over the course of several years. To accomplish this, eight researchers worked together in a collegial manner.

They describe how instructors from multiple universities and institutions across the United States (and eventually the world) are working together to provide common course experiences and content within individually directed courses in a MOOC derivative known as a "Distributed Open Collaborative Course," or DOCC. DOCCs are, of course, just one of several MOOC-like adaptations that exist.

What is Digital Humanities and how is it helpful for Openness in education and learning

Digital Humanities (DH) explores methodologies and techniques unfamiliar to traditional modes of humanistic inquiry—including geospatial analysis, data mining, corpus linguistics, visualization, simulation, meta-tagging and digital archiving—to "read" texts digitally. It also offers hitherto unseen affordances to library services in both design and delivery mechanisms.

Technology is neutral in and of itself. Technology in the hands of librarians and other like-minded individuals and open source enthusiasts is causing disruption and hastening the democratisation of education. Many tools were developed by digital humanities practitioners to aid in the process. The following is a list of some such tools.

Digital Humanities: Digital Humanities Tools

Digital Humanities Guide

Search this Guide

Home | Digital Humanities Projects - UF | **Digital Humanities Tools** | Some DH Sites | Selective bibliography

Digital Research Tools

- Bamboo DIRT
"Bamboo DIRT is a registry of digital research tools for scholarly use. Developed by Project Bamboo, Bamboo DIRT makes it easy for digital humanists and others conducting digital research to find and compare resources ranging from content management systems to music OCR, statistical analysis packages to mindmapping software."
- The CUNY Digital Humanities Resource Guide
- DH101 Research Guide
Miriam Posner's "highly opinionated" research guide to DH tools.

Text Mining, Analysis, and Mark Up Tools

- Annotated list from Bamboo DIRT
- Basic Guide to Text Encoding
- Basic Text Analysis with Command Line Tools by William Turkel (1)
Installing Debian Linux in a Virtual Machine
- Basic Text Analysis with Command Line Tools in Linux by William Turkel (2)
Pattern Matching and Permeated Term Indexing in Linux
- Bookworm
allows graphical representation of words in repositories of digitized texts
- CORPUS.BYU.EDU
Collections of online corpora suitable for downloading.
- etcML text classification tool
- HASTAC workshop video archive
Outstanding workshops with Digital Humanities content.
- HathiTrust Research Center
Allows one to analyze massive amounts of public domain texts.
- HathiTrust Research Center Training video
This training session, conducted by Harriett Green from the University of Illinois, was recorded for THATCamp Gainesville on April 24, 2014.

DH Project Management

- Dev DH
- Praxis Program, Project Management Resource List
- Stanford, Project Management Wiki

Visualizing Data

Needs of Digital Archives

Librarians must recast themselves as guardians and digital preservers of local cultural history in order to restore the social role of the library. To accomplish so, Librarians need to build little digital open archives of the area in which they are working using digital humanities techniques. The resulting digital archives can accommodate and expand informative and data content, thereby supporting the cause of open learning.

Examples of Digital Archives

[\(https://southasianculture.wordpress.com/\)](https://southasianculture.wordpress.com/)

GOVERNMENT ARCHIVES

Films Division <http://filmsdivision.org/> All India Radio <http://allindiaradio.gov.in>

Open Government of India Data <https://data.gov.in/>

CROWDSOURCED ARCHIVES

People's Archive of Rural India <https://ruralindiaonline.org/> Indian Memory Project

<http://www.indianmemoryproject.com/> Rare Books Society of India _

<http://www.rarebooksocietyofindia.org/>

Oral Histories of the Partition <http://www.1947partitionarchive.org/>

DIGITIZED ARCHIVES

Asiatic Society, Sahapedia, India--Google Culture India

The Alkazi Collection, 1860-1910 <http://www.acparchives.com/pageone.html> Ideas of

India, <https://www.ideasofindia.org/>

Case of Rarh-Chive, 'Little' Digital Archive of Rarh-Bangla

'The struggle of man against power is the struggle of memory against forgetting' -

Milan Kundera

The districts of Birbhum, West Burdwan, Purulia, Bankura, and East Medinipur make up Rarh Bangla.

This is a buffer zone between West Bengal's plateau region and its gangetic plain in terms of physiography and soil formation. Rarh's culture is, of course, a combination of plain and plateau cultures. However, the region serves as a cultural buffer and fusion with its neighbouring plateaus, namely West Burdwan and Purulia. As a result, Rarh-chive's catchment area is larger than its geographical location suggests. My archiving process took us around the neighbourhood at various times.

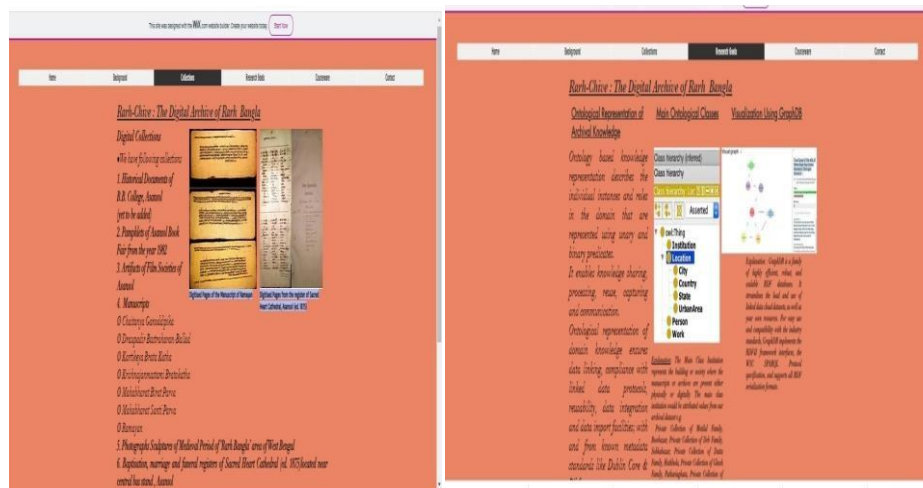


Fig : Rarh-Chive (<https://rajirishid.wixsite.com/mysite>)

Brief History

This large territory was the early seat of Jainism, and it was only later that it saw a plethora of economic activities as a coal mining centre and a major node in the building of eastern India's railway network.

A large number of people have relocated to this location from all across the country.

Early proselytising activities took root here as well.

Raison D'être

The reason we started moving in with archive building was anxiogenic. Relics from the past can be seen laying exposed in the streets of villages in some parts of our movement. Many of them have deteriorated or been stolen, and they will be lost forever. Manuscripts in private collections are thrown away if they are not well cared for, and occasionally faculty/researchers from prestigious institutions in the nearby metropolitan come in and steal manuscripts from unsuspecting persons.

My approach to generating Relational Knowledge is ethnographic in nature. Rarh-Chive is a digital archive that is open to all scholars and interested parties.

Recommendations

The achievement of the objectives of open learning and education hinges on two factors. Raising awareness and providing a tailored learning environment. To achieve this, the following steps are required: (1) digital literacy (2) learning using digital archives and LIS methods. (3) chances for extremely seamless learning, (4) the requirement for learners to be more self-directed, (5) the shift from curriculum-based to learner-based assessment, (6) the realisation of a lifelong learning society, and (7) the evolution of more flexible learning paths to make all of this feasible Conclusion

Conclusion

- MOOCs and other forms of open educational resources (OER) have been shown to be beneficial in addressing a variety of educational resource and delivery challenges.
- Librarians need to cater to the 'supply side' story and come up with and curate more content in the digital environment to smoothly and economically run the delivery mechanisms.
- For early 21st-century university instructors, MOOCs and OERs are progressively becoming part of local, regional, and worldwide educational strategies and solutions. They are also becoming an increasingly significant part of the educational infrastructure in a variety of organisational contexts and situations. They make it easier for countries and regions around the world to develop cross-border contacts, resulting in previously unimaginable types of global education.
- The University of Michigan's Charles Severance has long advocated for open source software and online education. In reality, he was a key contributor to the development and implementation of the popular Sakai open source course management system. He conceived of office hours in hotel lobbies and cafés throughout the world as a way to personalise the MOOC experience for both his students and himself.
- Open education can be construed as open air education too. During this pandemic, when education is the hardest hit, it may have been a fantastic option. Granted, we don't have the wealth of Japan or any other first-world country, but we could have taken advantage of the large swaths of open land that still exist in the rural hinterland. Schools and colleges may possibly be opened up for 2-3 days, and students and teachers could meet on the nearby ground rather than meeting indoors.

Reference

Bonk, C. J., Lee, M. M., Reeves, T. C., & Reynolds, T. H. (2015). *MOOCs and Open Education Around the World* (1st ed.). Routledge.