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New roles of libraries in Teaching, Learning and Research

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New roles of libraries in Teaching, Learning and Research

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Traditional roles of research libraries that will remain

- Access to information relevant for research, teaching and learning
- Heritage collections >> **Digitization**
- Archiving and preservation of Unique collections >> **Digitization**
- User support
- Information literacy training
- Providing study areas

Some roles will decline

- Acquisition
- Cataloguing
- Interlibrary loan
- Reference work
- Maintaining a Local library system

New roles are coming up

- Promoting, disseminating and archiving the research output of the university (Repositories)
- Management of research information system
- Management of and access to research data
- Transforming library space into learning centres
- Involvement in digital learning environment

User Survey in US (Ithaka report, 2010)

- Researchers do not need the physical library anymore. Only 3% of faculty regard the 'library building' as a starting point for research
- Electronic access to all important information resources is common practice
- Students demand high quality study and learning facilities on campus
- 59 % of faculty rate the role of the library in supporting research and teaching as important
- New opportunities for libraries

Agenda

1. Move to Open Access and Supporting change in Scholarly Communication
2. Development of Institutional Repositories
3. The role of the library in e-learning and in the creation of learning spaces
4. Some final comments

Budapest Open Access Initiative 2002

“An old tradition and a new technology have converged to make possible an unprecedented public good. The old tradition is the willingness of scientists and scholars to publish the fruits of their research in scholarly journals without payment....The new technology is the internet. The public good they make possible is the world-wide electronic distribution of the peer-reviewed journal literature and completely free and unrestricted access to it....’

Open Access policy Wellcome Trust (UK)

- It is a fundamental part of the Wellcome Trust's charitable mission to ensure that the work it funds can be read and utilised by the widest possible audience.
- With recent advances in internet publishing, the Trust seeks to encourage initiatives that broaden the range of opportunities for quality research to be widely disseminated and freely accessed.
- We therefore support unrestricted access to the published output of research as a fundamental part of its charitable mission and a public benefit to be encouraged wherever possible.

Change will take time

Ithaka Report:

“ A fundamentally conservative set of faculty attitudes continues to impede systematic change of the scholarly communication system”

Academics and change in the system of scholarly communication

- Concern about career advancement
- Tenure and promotion process still highly dependent on publication in traditional journals
- “Cultural and process changes at the highest level of the university will be needed to realign incentives and institute broad reform”

University mandates

- Important universities / schools have developed a mandate
- Important examples: Harvard Law School, Stanford University School of Education, University College London, University of Helsinki

Mandate of Harvard Faculty of Arts and Sciences

- Each Faculty member grants to the President and Fellows of Harvard College permission to make available his or her scholarly articles and to exercise the copyright in those articles. (...)

The Dean or the Dean's designate will waive application of the policy for a particular article upon written request by a Faculty member explaining the need.

(...), each Faculty member will provide an electronic copy of the final version of the article at no charge (..) in an appropriate format (such as PDF).....
The Provost's Office may **make the article available to the public in an open-access repository.**

Various Open Access scenarios

- **Peer-reviewed Open Access Journals**
- “Golden Road”: Publisher makes peer reviewed journal article open access available if author/organisation pays for the costs (e.g. Open Choice)
- **“Green Road”: Peer reviewed version of articles (post-print) open accessible in repository**
- Negotiated delayed open access

Open Access Journals

- Directory of Open Access Journals (maintained in Lund)
- In August 2010: **5299 peer-reviewed OA journals** were registered

Development of Institutional Repositories

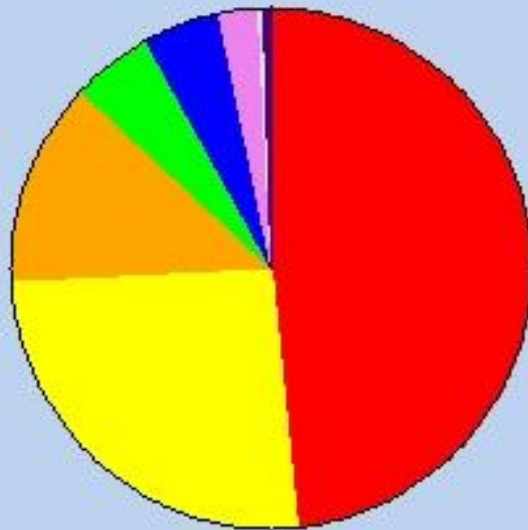
- “In the fall of 2002....the development of institutional repositories emerged as a new strategy that allows universities to apply serious, systematic leverage to accelerate change taking place in scholarship and scholarly communication”

(Clifford Lynch, ARL Bimonthly Report, February 2003)

Increase of registered Open Access repositories world wide

- July 2005: 400+
- July 2008: 1100
- July 2009: 1432
- July 2010: 1696

Proportion of Repositories by Continent
Worldwide



- Europe (824 = 49%)
- North America (434 = 26%)
- Asia (221 = 13%)
- South America (85 = 5%)
- Australasia (78 = 5%)
- Africa (41 = 2%)
- Caribbean (7 = 0%)
- Central America (6 = 0%)

OpenDOAR 06-Jul-2010

Total = 1696 repositories

Registered Repositories in Europe (July 2010)

- 824 Repositories
- > 350 Universities with Repositories
- 94 subject repositories

- 176 in UK, 140 in Germany, 63 in Spain, 48 in the Netherlands. 41 in Norway, 4 in the Czech Republic

Two registered OA repositories of Universities in the Czech Republic

- Digital Library of the University of Pardubice (15,983 articles, references and theses)
- Technical University of Ostrava (39,291 items: articles, references, theses)

Charles University Prague (CERGE)

- Partner in EC project Network of European Economists Online
- Subject portal based on > 20 Institutional Repositories of prominent universities
- 900,000 bibliographic references, many with links to open access full text
- 1000 publication lists of European researchers
- 34 authors from Prague involved

Content of the Institutional Repositories

- Initially: Pre-prints, post-prints and theses
- Later: Data, images, multimedia works, digitized objects (including books, manuscripts), learning objects

Positioning Institutional Repositories

- Most successful if depositing of articles and other information is embedded in the workflow of the researchers
- Seamless link with the research information system (locally and nationally) should be pursued

ARL Report 2009

- “Repositories are rapidly becoming ubiquitous in research institutions and libraries need to play an active role in service development”
- “Repositories are in a very early and dynamic state of development”

Research data

- New problems and challenges are coming up
- There is already a ‘data deluge’ or ‘data tsunami’
- Who will take care of management, cataloguing, archiving and preservation of research data?
- How can data that are being collected in the university be made available and usable to other researchers and students?

Research data, a difficult subject

- Researchers would like to use the data of other researchers, but are reluctant to make their own data available
- No one in the university feels responsible for research data
- Selecting, Adding Metadata, Linking, Archiving, Preserving
- Need for trusted organisations: Libraries and Data Archives should collaborate and support research centres and research communities

Role of the library in teaching and learning

- Challenge to make optimal use of rich e-resources in the learning process
- Demands of higher education and academic qualifications require students to go beyond Google searches
- >> Revitalization of information literacy courses
- Collection development increasingly focused on E-books and digital courseware

Learning Centres

- Many universities are creating Learning Centres
- Prominent role of the libraries in this development
- Close co-operation with IT department and Learning Technology Centres

Characteristics of a “Learning Centre”

- A venue for students to work together on assignments or group projects
- It needs to offer variety of facilities to meet variety of personalities and study styles (Whitchurch, 2010)
- Supports the social aspects of learning: chat, virtual whiteboards, shared screens, etc
- In particular aimed at Undergraduate Students
- Flexible and adaptable
- Access to tools, information, and support

What students want

- Students want a comfortable, attractive space
- Students want access to all types of information technology in library space
- Students want flexible space for use in the library
- Want to feel ownership of the learning centre











Why should (a part of) the library become a learning centre?

“The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today's social and educational patterns of learning, teaching, and research”

Rick Luce (Emory University, US)

Libraries and learning spaces

- E-access from anywhere and at anytime will continue to change the use of the physical library
- Optimal use of library space
- Serving the needs of students on site becomes the first priority
- Change will continue with new educational policies
- Support staff required with teaching experience and expertise in learning technology
- “Library” remains a ‘place to be”

Some final comments

- Libraries have to reconsider their role in conjunction with the strategy and the policies of their university
- University leaders are encouraged to make full use of the enormous potential that is available in their libraries
- Libraries should focus more on the new tasks as a results of the changes in the information environment and the working practices of their users
- Open access, repositories, research data, role in teaching and learning, and learning spaces should be high on the agenda of the library