

DECriS IO1 Survey questionnaire

State-of-the-play of the use of OERs at European HEIs during the COVID-19 pandemic

This research is part of the Erasmus+ project “Digital Education for Crisis Situations: Times when there is no alternative (DECriS)” and it is conducted by Faculty of Humanities and Social Sciences, University of Osijek (Croatia) in partnership with Stiftung Universität Hildesheim (Germany), Universitat de Barcelona (Spain), Universitet po bibliotekoznanie i informacionni tehnologii (Bulgaria), University Computing Centre, University of Zagreb (Croatia), University of Sarajevo (Bosnia and Herzegovina), University of Mostar (Bosnia and Herzegovina), Victoria University of Wellington (New Zealand), and St. Petersburg State University of Culture (Russia).

The aim of this research is to identify state of play regarding the implementation of digital education and open educational resources in the context of COVID-19 pandemic.

In order to facilitate more comprehensive understanding of the topic researched, definitions of digital education and open educational resources are given below:

Digital Education (DE) – Digital education is the innovative use of digital tools and technologies during teaching and learning, and is often referred to as Technology Enhanced Learning (TEL) or e-Learning. Exploring the use of digital technologies gives educators the opportunity to design engaging learning opportunities in the courses they teach, and these can take the form of blended or fully online courses and programmes. (Institute for Academic Development, The University of Edinburgh)

Open Educational resources (OERs) – Open Educational Resources (OERs) are 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. OERs form part of ‘Open Solutions’, alongside Free and Open Source software (FOSS), Open Access (OA), Open Data (OD) and crowdsourcing platforms. (UNESCO)

This questionnaire is designed to be answered by heads/directors of LIS departments/schools and it has three parts. The first part refers to the issue of digital education; the second part investigates the degree of implementation and modes of use of open educational resources; and the third and final part explores the issue of institutional support provided to LIS Schools

and departments regarding digital education and open educational resources. All three issues are assessed both in general and in the context of COVID-19 pandemic.

Data and information collected from the respondents are kept strictly confidential and will be used exclusively for the purpose of this research and project in general.

Preliminary questions

1. Name of LIS school/department: _____
2. Name, surname, position and e-mail of the person who is completing the questionnaire: _____
3. Country: _____
4. Number of teachers: _____
5. Number of students: _____
6. Number of study programmes (undergraduate, graduate and postgraduate combined):

Part 1 – Digital Education (DE) during COVID-19 pandemic

- a. Which aspects of DE are being implemented at your LIS school/department during COVID-19 pandemic? (Please, check everything relevant.)
 - i. digital repository of teaching and learning materials
 - ii. live teaching sessions via Zoom, Big Blue Button, Jitsi, MS Teams, etc.
 - iii. recorded and archived teaching sessions
 - iv. online courses via LMS (Learning Management systems, like Moodle, Blackboard, etc.)
 - v. online examination and new ways of assessment and evaluation of student's work (e.g. of students' papers like essays and seminars, of

their oral presentations and overall activity, of the originality of their work, etc.)

- vi. online communication with students (e.g. follow ups, mentoring, communication in general)
 - vii. online communication and collaboration with local and distant colleagues and fellow educators
 - viii. digital credentials (digital diplomas, certificates, badges, etc.)
 - ix. other (please, state which): _____
- b. What DE techniques/strategies does your LIS school/department use during COVID-19 pandemic? (Please, check everything relevant.)
- i. adaptive or personalized learning (adaptive learning provides personalized learning through learning paths that are efficiently and effectively customized to each student's skills, interests, strengths and needs)
 - ii. blended learning (blended learning uses multiple methods to deliver learning by combining face-to-face interactions with online activities)
 - iii. problem based learning (a student-centred approach to learning with groups of students working together to solve an open-ended problem thus supporting self-directed learning and strengthening of their communication and teamwork, research skills, information literacy, problem-solving skills and critical thinking)
 - iv. project based learning (a teaching method and a dynamic approach in which students actively engage in exploring real-world problems through personally meaningful projects while acquiring a deeper knowledge in the field)
 - v. fully online learning

- vi. mobile learning (mobile learning is a variety of e-learning that is based on using handheld devices such as tablets and smartphones to access learning content)
 - vii. virtual reality education (practice of using immersive virtual reality for education and training; e.g. using VR hardware for deep learning in science and medical fields, for vocational training, etc.)
 - viii. augmented reality education (practice of using augmented reality for education and training; e.g. using AR hardware for increasing interaction and engagement, improving learning outcomes, enhancing problem-solving skills, etc.)
 - ix. gamification (approach to education based on incorporating game design elements such as badges to increase motivation and engagement)
 - x. something else (please, state what): _____
 - xi. none
- c. What DE tools does your LIS school/department use during COVID-19 pandemic? (Please, check everything relevant.)
- i. learning management systems, LMS (e.g. Moodle, Blackboard, Iliac, etc.)
 - ii. virtual classroom software (e.g. Blackboard Collaborate, Google Classroom, TutorRoom, etc.)
 - iii. video conferencing tools (e.g. Big Blue Button, Adobe Connect, Jitsi, Zoom, MS Teams, Google Meet, Skype Meet Now, etc.)
 - iv. repositories (institutional repositories, online subject repositories, vendor platforms with repository features)
 - v. online quizzes (e.g. Kahoot!, ClassMarker, ProProfs, etc.)

- vi. interactive activities/applications (Hot potatoes, Ardora, H5P)
 - vii. online plagiarism detection systems (e.g. Turnitin, Viper, Unicheck, etc.)
 - viii. instant messaging apps (Viber, WhatsApp, Signal, etc.)
 - ix. social media (e.g. Facebook, Twitter, YouTube, etc.)
 - x. something else (please, state what): _____
 - xi. none
- d. What DE resources does your LIS school/department use during COVID-19 pandemic? (Please, check everything relevant.)
- i. digital learning materials (documents, articles, videos, pictures, etc.)
 - ii. digital OERs
 - iii. e-textbooks
 - iv. wikibooks
 - v. something else (please, state what): _____
 - vi. none
- e. Does your LIS school/department implement new didactics in its teaching? (This refers to didactic approach that applies more to online education than to face-to-face education. It concerns the issues of presenting the educational content and intensifying the learning process in the digital environment, and its aim is to ensure conditions needed to lead and manage effective teaching and learning.)
- i. Yes. If Yes, please state how do you implement it. (Please, check everything relevant.)
 - 1. by increasing flexibility

2. by using platforms to share knowledge
 3. by implementing transparency through learning analytics
 4. by focusing on learning activities and competencies
 5. by increasing interaction with live online sessions
 6. by providing clear structure and content of the online course
 7. in some other way (Please, state how.) _____
- ii. No. If No, please explain why not. _____
- f. How do you approach and handle students' problems and issues regarding DE; for instance, lack of motivation or having no reliable internet access? (Please, check everything relevant.)
- i. by using coaching system and gamification
 - ii. by providing regular online consultations and live online Q&A sessions
 - iii. by securing additional computer lab-classrooms for students with poor internet access
 - iv. by providing technical support and/or video tutorials that help students adapt to unfamiliar technology
 - v. by opening up pass-fail option (providing students with an option to take pass or fail classes)
 - vi. in some other way (Please, state how.) _____
- g. Have you been developing new or adapting current curricula regarding the structure of the digital platform and digital tools you've been using?
- i. Yes.
 - ii. No.

- h. Is the teaching staff within your LIS school/department provided with the option of customization, i.e. with the option of personalizing and adapting the teaching and learning process?
- i. Yes. If Yes, please state which customization options are offered to them. (Please, check everything relevant.)
1. they can personalize the learning environment
 2. they can flip instructions thus having shorter lectures and longer classroom activity instead of long lectures and homework
 3. they can customize learning goals
 4. they can apply flexibility in the course content
 5. they can allow students different opportunities to show and demonstrate their knowledge
 6. in some other way (Please, state how.) _____
- ii. No.
- i. What software does your LIS school/department use for DE in general? (Please, check everything relevant.)
- i. free and open source software (please, state which one): _____
 - ii. proprietary software (please, state which one): _____
 - iii. personally (at the institutional level) developed software (please, state which one): _____
 - iv. something else (please, state what kind of software) _____
- j. Do existing systems, tools and practices within your LIS school/department provide enough help and support in ensuring the continuity and quality of classes and activities during COVID-19 pandemic?

- i. Yes, and they worked well as integrated system, i.e. they all proved to be compatible when working together.
 - ii. Yes, but all the tools, systems and practices do not work well with each other which creates discrepancy in the system at the institutional level.
 - iii. No, we had to acquire/develop additional tools, systems and practices.
- k. In what ways does your LIS school/department collaborate with academic library regarding DE during COVID-19 pandemic? (Please, check everything relevant.)
 - i. Students are able to obtain necessary library materials.
 - ii. Students are able to obtain library materials during library closures.
 - iii. Students are able to attend online classes via library computers.
 - iv. Library staff was involved in preparation of students and teaching staff with the information and digital literacy competencies.
 - v. Library staff is providing support regarding repositories of teaching and learning materials.
 - vi. Library is providing virtual information services.
 - vii. Library has implemented innovative practices in its work (e.g. Click and Collect service for low- or no-contact circulation of collections, personal delivery of books by mail, the use of online software and applications for selecting dates and times for library use and online book reservation such as Calendly, etc.).
 - viii. In other way(s). (Please, explain how.) _____
 - ix. I am not familiar with that information.
- l. At what levels is DE implemented at your LIS school/department?

- i. Implementation of DE is a decision and responsibility of an individual teacher.
 - ii. Implementation of DE is ensured at institution (school, department) level.
 - iii. Implementation of DE is ensured at institution (university) level.
 - iv. Implementation of DE is ensured at national level.
 - v. Implementation of DE is ensured jointly with partners at EU projects.
 - vi. Other (please, state in what way): _____
- m. Does your LIS school/department carry out monitoring and evaluation procedures of DE during COVID-19 pandemic?
- i. Yes. If Yes, what components, procedures and aspects of DE do you monitor and evaluate? (Please, check everything relevant.)
 - 1. online teaching and learning (online course)
 - 2. pedagogy, didactics, and methodology
 - 3. availability and user friendliness of digital tools (e.g. platforms, software, applications)
 - 4. teachers performance
 - 5. students' participation (engagement and interest, retention, assignment completion, etc.)
 - 6. students' learning outcomes
 - 7. outcome indicators for digital literacy in general
 - 8. teachers' and students' workload
 - 9. availability of information related to the course

10. level of communication between teachers and students, and
between students

11. other (please, state which one) _____

ii. No. If No, please explain why not. _____

Part 2 – The use of OERs during COVID-19 pandemic

n. Is there a national repository of OERs in your country?

i. Yes. If Yes, and if possible, please provide the URL link to the repository.

ii. No.

iii. I am not familiar with that information.

o. Is there a repository of LIS OERs in your country?

i. Yes. If Yes, and if possible, please provide the URL link to the repository.

ii. No.

iii. I am not familiar with that information.

p. Does your institutional repository have a collection for OERs?

i. Yes. If Yes, and if possible, please provide the URL link to the repository.

ii. No.

q. Are there any incentives at your institution and/or at national level for developing and implementing OERs during COVID-19 pandemic? (Please, check everything relevant.)

i. No, the creation and implementation of OERs is the result of an engaged individual.

- ii. Yes, there is a specific project/programme with public funding.
 - iii. Yes, there is a specific project/programme with private funding.
 - iv. Yes, the government is providing initiative through specific measures and incentives.
 - v. I am not familiar with that information.
- r. Does your LIS school/department use OERs during COVID-19 pandemic?
(The use refers to using existing OERs created by other institutions and by your own institution, to adapting existing OERs and creating new ones.)
 - i. Yes.
 - 1. In how many courses are OERs implemented? _____
 - ii. No.
 - 1. What is the reason for not using OERs? _____
 - 2. What would motivate and incentivise your institution (LIS school/department) to start using OERs? _____
 - 3. What would motivate and incentivise the teaching staff within your LIS school/department to start using OERs? _____
 - 4. Does your institution (LIS school/department) use something else, as an alternative to OERs?
 - a. Yes. If Yes, please state what do you use? _____
 - b. No.
- s. In what way are OERs used at your LIS school/department during COVID-19 pandemic? (Please, check everything relevant.)
 - i. use of OERs that are developed and created by others at international level

- ii. use of OERs developed and created by others at national level
 - iii. use of OERs that are created by others that we later assemble, adapt and contextualize according to our own courses and programme
 - iv. existing teaching materials are used as OERs, i.e. we use existing teaching materials like course workbooks, presentations, etc. with no or some modification and adaptation, and we publish them in public domain and/or under an open license (e.g. taking an existing textbook and remixing it or working with others to remix it, swapping examples in a resource for ones that are more relevant to your own context, etc.)
 - v. use of OERs that are personally designed, developed and created by our staff (e.g. producing new material from the beginning)
- t. How does the staff at your LIS school/department find OERs that are created by other at international and/or national level? (Please, check everything relevant.)
- i. By using specialised OERs search engines.
 - ii. By using suitable OERs repositories.
 - iii. By using OERs directory sites.
 - iv. Some other way. (Please, explain how) _____
- u. How does the staff at your LIS school/department develop/create and/or adapt their OERs? (Please, check everything relevant.)
- i. Independently as a department/school/faculty.
 - ii. Jointly with other department/school/faculty.
 - iii. Jointly with partners at EU projects.
 - iv. Jointly with students.
 - v. Jointly with library staff.

- vi. Jointly with the institutional tech support team.
 - vii. In some other way. (Please, explain how.) _____
- v. Does your LIS school/department have an institutional policy regarding OERs?
- i. Yes.
 - ii. No.
- w. What is the reason your LIS school/department decided to develop, create, adapt and/or implement OERs during COVID-19 pandemic? (Please, check everything relevant.)
- i. OERs support and provide efficiency and quality of teaching and learning
 - ii. OERs support adaptive and flexible teaching and learning
 - iii. OERs support distance education and resource-based learning
 - iv. OERs support open science, open education and knowledge sharing
 - v. OERs are cost-efficient educational materials
 - vi. OERs have positive impact on students' learning outcomes
 - vii. OERs have the benefit of localisation, personalisation and contextualisation
 - viii. because teachers are more motivated to teach using educational materials they personally developed and created
 - ix. because OERs represent innovative practice and have great transformative potential in the context of DE
 - x. because of the lack of quality educational materials in the field
 - xi. because of the closures of libraries and lack of access to educational resources

- xii. because of incentives and additional funding
 - xiii. something else (please, state the reason) _____
- x. What kind of peer-review do you ensure for your OERs? (Please, check everything relevant.)
 - i. pre-publication
 - ii. open, post-publication
 - iii. none
- y. Who is responsible for the curation and management of OERs (i.e. OERs collection) at your LIS school/department?
 - i. The teacher(s) who created it/them.
 - ii. Curation and management are provided as a special service by our LIS school/faculty/university.
 - iii. Curation and management are provided by our academic library.
 - iv. Somebody else. (Please, state who.) _____
- z. What software do you use for the creation, adaptation and management of OERs? (Please, check everything relevant.)
 - i. free and open source software (please, state which one): _____
 - ii. proprietary software (please, state which one): _____
 - iii. personally (at the institutional level) developed software (please, state which one): _____
 - iv. something else (please, state what kind of software) _____
- aa. How do you publish OERs created within your LIS school/department?
 - i. as a part of public domain

- ii. under an open license
- bb. How does your LIS school/department collaborate with academic library regarding OERs?
 - i. Library materials (books, journals, etc.) were used in the process of planning, designing and creating OERs.
 - ii. Library infrastructure was used to create OERs. (E.g. library IT infrastructure and library space were used.)
 - iii. Library staff was involved in the creation of OERs.
- cc. Do you promote and share OERs that your LIS school/department developed and created (e.g. on social networks or your webpage)?
 - i. Yes.
 - ii. No.
- dd. Do you monitor and evaluate the use of OERs within your LIS school/department (e.g. number of times certain material was accessed and/or downloaded)? (This refers to the OERs that your LIS school/department designed and created.)
 - i. Yes.
 - ii. No.

Part 3 – Institutional support regarding DE and OERs during COVID-19 pandemic

- ee. Which of the documents or procedure frameworks does your LIS school/department have? (Please, check everything relevant.)
 - i. policy documents or procedure frameworks for DE in general, at national level (e.g. provided by relevant government body/ministry of science/education)

- ii. policy documents or procedure frameworks for DE in general, at institutional level (e.g. provided by university, faculty or school/department)
- iii. policy documents or procedure frameworks for DE in regards to COVID-19 pandemic, at national level (e.g. provided by relevant government body/ministry of science/education)
- iv. policy documents or procedure frameworks for DE in regards to COVID-19 pandemic, at institutional level (e.g. provided by university, faculty or school/department)
- v. policy documents or procedure frameworks for OERs in general, at national level (e.g. provided by relevant government body/ministry of science/education)
- vi. policy documents or procedure frameworks for OERs in general, at institutional level (e.g. provided by university, faculty or school/department)
- vii. policy documents or procedure frameworks for OERs in regards to COVID-19 pandemic, at national level (e.g. provided by relevant government body/ministry of science/education)
- viii. policy documents or procedure frameworks for OERs in regards to COVID-19 pandemic, at institutional level (e.g. provided by university, faculty or school/department)
- ix. policy documents or procedure frameworks related to data privacy, confidentiality and security practices (e.g. regarding rights and responsibilities concerning students' data collection and management of information about students)?
- x. recommendations regarding the continued conducting of university classes and activities during COVID-19 pandemic, at national level

(e.g. provided by relevant government body/ministry of science/education)

- xi. recommendations regarding the continued conducting of university classes and activities during COVID-19 pandemic, at institutional level (e.g. provided by university, faculty or school/department)

ff. What type of practical support does your university/faculty/school/department provide for the teaching staff during COVID-19 pandemic?

- i. online training (courses, seminars, workshops) regarding the development of digital skills, i.e. the use of ICT and digital tools for online teaching, online exams, etc.
- ii. service desk or help desk as in-house technical support (e.g. managing technical issues and service requests)
- iii. financial incentives (e.g. for the acquisition of new equipment needed for intensive online teaching)
- iv. additional ICT equipment and devices (e.g. the possibility of ‘renting out’ a laptop, additional computer monitor, etc.)
- v. software and digital tools access (e.g. paid access to or subscription for a certain software or application)
- vi. counselling services (e.g. for dealing with anxiety, depressions, PTSD, and other issues)
- vii. other (please, state what type): _____

Thank you for taking time to complete this survey.