

Fig. 3. Acquaintance with the term "OPEN EDUCATIONAL RESOURCES"

VII question. "Is your Library involved in supporting OER?" Answers: Yes ($n = 58$); No ($n = 16$). (see Fig. 4). Thus, ($n = 74$) answered; ($n = 3$) did not answer. That is, 75.32% of respondents say that they already participate in the support of OER.

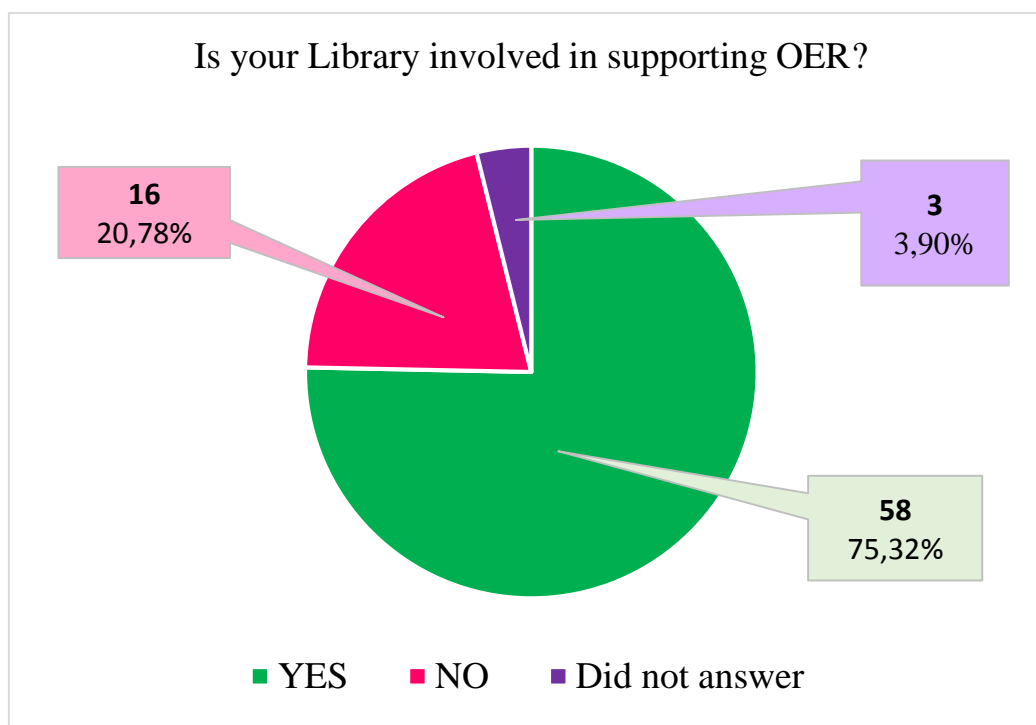


Fig. 4. Participation in support of the OER

VIII question. "If YES, please provide an explanation":

8.1. "What type of OER does your library support? (one or more options)". Answers: • full courses ($n = 7$); • training materials ($n = 47$); • modules ($n = 5$); • textbooks ($n = 34$); • open licensed training videos (often streaming video), audio materials ($n = 7$); • tests ($n = 7$); • software ($n = 3$); • any other tools, materials or methods used to support access to knowledge ($n = 26$). (see Table 4). Thus, ($n = 61$) answered; ($n = 16$) did not answer

Table 4

What type of OER does your library support?

No.	OER types	Number	%
1.	training materials	47	77.05%
2.	textbooks	34	55.74%
3.	full courses	7	11.48%
4.	open licensed training videos (often streaming video), audio materials	7	11.48%
5.	tests	7	11.48%
6.	modules	5	8.20%
7.	software	3	4.92%
8.	any other tools, materials or methods used to support access to knowledge	26	42.62%

8.2. "What services does your Library provide in support of OER? (one or more options)". Answers: • assistance to teachers in finding OER ($n = 49$); • improving the awareness of teachers and students about OER, incl. by way of creating library instructions / methodological materials and providing consulting services ($n = 41$); • assistance in the development of information literacy skills required for the use of OER ($n = 45$); • advising on copyright, fair use of OER and CC licensing ($n = 33$); • providing tools and platforms for creating open textbooks ($n = 8$); • participation in the creation and adaptation of OER (together with teachers) ($n = 13$); • use of online tools to create interactive content, including gamification (quizzes, surveys, discussions, etc.) ($n = 5$); • cataloging of OER ($n = 21$); • popularization of OER, including open textbooks ($n = 39$). (see Table 5). 66 respondents answered, 11 did not answer.

Table 5

What services does your Library provide in support of OER?

No.	Services	Number	%
1.	assistance to teachers in finding OER	49	74.24%
2.	assistance in developing the information literacy skills required for the use of OER	45	68.18%
3.	improving the awareness of teachers and students about OER, including by way of creating library instructions / methodological materials and providing consulting services	41	62.12%
4.	popularization of OER, including open textbooks	39	59.09%

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5.	advising on copyright, fair use of OER and CC licensing	33	50.0%
6.	cataloging of OER	21	31.82%
7.	participation in the creation and adaptation of OER (together with teachers)	13	19.70%
8.	providing tools and platforms for creating open textbooks	8	12.12%
9.	use of online tools to create interactive content, including gamification (quizzes, surveys, discussions, etc.)	5	7.58%

8.3. "In partnership with which HEI structure specialists (not teachers) does the library work in support of OER?" Answers: • IT services - ($n = 41$); • publishing houses ($n = 21$); • Department of Innovative Forms of Education ($n = 9$); • Education Quality Department ($n = 25$). (see Table 6). Thus, ($n = 62$) answered; ($n = 15$) did not answer.

Table 6

In partnership with which HEI structure specialists (not teachers) does the library work in support of OER

No.	Departments	Number	%
1.	IT Services	41	66.13%
2.	Education Quality Department	25	40.32%
3.	publishing houses	21	33.87%
4.	Department of Innovative Forms of Education	9	14.52%

IX question. "Do you think measures are needed to improve the skills of librarians (webinars, trainings, workshops, etc.) to support open educational resources, including providing services for the development, creation and use of OER in teaching and learning?" Answers: • YES ($n = 74$); • NO ($n = 3$). (see Fig. 5). That is, 96.1% of respondents prefer to improve further their competencies.

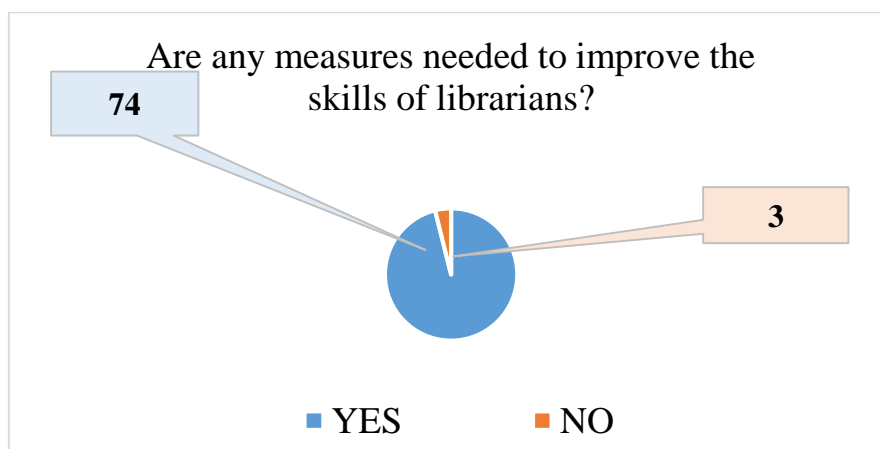


Fig. 5. Are any measures needed to improve the skills of librarians?

Conclusions

The global COVID events of 2020-2021 provided an opportunity to rethink many aspects of our lives, including the approach to higher education. The analysis of the professional literature proves that high-quality, relevant and barrier-free open educational resources – OER should be central to the student-oriented, innovative digital system of higher education in Ukraine and around the world.

University libraries of Ukraine have always been focused on capacity building of their librarians as leaders in open education. In this study, we received confirmation of this by focusing not only on the already well-known electronic educational resources, but also on the relatively new for Ukraine OPEN EDUCATIONAL RESOURCES. And between these concepts there are significant differences, for example, in terms of openness, distribution, use, value.

The obtained results indicate a growing trend of interest of Ukrainian librarians in providing information support to distance and mixed processes of teaching, learning, research. At the same time, open education and open educational resources are still relatively new concepts in libraries.

The analysis of respondents' answers proves that the vast majority of HEI libraries of Ukraine have extensive experience in working with electronic educational resources. Evidence of this is their own full-text collections of e-resources to support education, in addition, most of them were created more than 10 years ago. Ranking by types of resources prove that 95.89% in library collections are own generation resources (authors of HEI, including librarians): databases, including repositories.

Management of EER (planning, search / creation, addition, analysis, cataloging, promotion of resources) in the structure of the library is carried out mainly by employees of different departments / sectors (59.15%).

Librarians are intensively involved in new openness initiatives, including open access (n = 19) and combined access (n = 30).

The concept of Open Educational Resources is familiar and understandable to 84.42% of respondents. At the same time, 75.32% are already involved in OER support.

Librarians, working with open educational resources (with appropriate licenses), may catalog them (21.92%) or not catalog (32.88%). Among the OER types supported by librarians, educational materials (77.05%) and textbooks (55.74%) predominate.

Findings on the services provided by libraries in support of OER are interesting. Predominant are as follows: • assistance to teachers in finding OER (74.24%); • assistance in the development of information literacy skills required for the use of OER (68.18%); • improving the awareness of teachers and students about OER (62.12%); • popularization of OER (59.09%); • consulting on copyright, fair use of OER and CC licensing (50.00%).

The closest partnership of librarians in support of OER (except for teachers) is with specialists of IT services (66.13%).

96.1% of respondents demonstrate the indisputable need to improve their own competencies in the direction of supporting open educational resources.

Thus, despite the still spontaneous, chaotic and little-studied nature of the library movement towards OER, librarians are well aware of this issue. This is very important, because it is the understanding and acceptance of OER that is crucial for a long-term vision of this movement.

The readiness of librarians to accept OER as a strategy to eliminate systemic inequality, improve access and success in Ukrainian universities is unconditional. That is why specific aspects, such as organizational, economic, personnel and motivational, need urgent further study.

This study is the first step before the great jump of Ukrainian libraries in the motivated adoption of OER as a field of activity, which will certainly be in demand by university communities.

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KOLESNYKOVA T. O.

Науково-технічна бібліотека, Дніпровський національний університет залізничного транспорту імені академіка В. Лазаряна (Дніпро, Україна), e-mail: chief.library@gmail.com, ORCID: 0000-0002-4603-4375

MATVEYEVA O. V.

Науково-технічна бібліотека, Дніпровський національний університет залізничного транспорту імені академіка В. Лазаряна (Дніпро, Україна), e-mail: diit.media@gmail.com, ORCID 0000-0002-2616-0454

ПЕРШІ КРОКИ ПЕРЕД СТРИБКОМ: ОПИТУВАННЯ БІБЛІОТЕКАРІВ УКРАЇНСЬКИХ УНІВЕРСИТЕТІВ ПРО OER

Мета. Автори досліджують: 1) рівень обізнаності бібліотекарів українських університетів щодо відкритих освітніх ресурсів (OER); 2) здатність бібліотекарів надавати допоміжні послуги для розробки, створення й використання OER у навчанні, викладанні, дослідженнях. **Методика.** Дослідження проводилося методами аналізу фахової літератури, онлайн-опитування (анкетування) та аналізу отриманих результатів. Анкета “Бібліотека закладу вищої освіти в підтримці дистанційного навчання: Відкриті освітні ресурси” була розповсюджена з 20.04. до 20.05.2021 р. серед 137 директорів бібліотек закладів вищої освіти України. Відповіді надійшли від 77 бібліотек. Анкета складалася з 9 відкритих і закритих питань, щоб дозволити дослідникам отримати цілісну картину досліджуваного процесу. **Результати.** Аналіз 77 анкет показав, що переважна більшість бібліотек ЗВО України мають великий досвід роботи з електронними освітніми ресурсами. Ранжування за типами ресурсів доказують, що 95,89% в бібліотечних колекціях складають ресурси власної генерації (авторів ЗВО): бази даних, в т.ч. репозитарії. Поняття «Відкриті освітні ресурси» (OERs) є знайомим і зрозумілим 84,42% респондентів. При цьому 75,32% вже беруть участь у підтримці ВОР. Бібліотекарі можуть їх каталогізувати (21,92%) або не каталогізувати (32,88%). Серед типів ВОР, які підтримуються бібліотекарями, переважають навчальні матеріали (77,05%) і підручники (55,74%). Найбільш тісне партнерство бібліотекарів в підтримці ВОР (крім викладачів) – з фахівцями ІТ-служб (66,13%). **Висновки.** Незважаючи на досі стихійний, хаотичний і малодосліджений характер бібліотечного руху в напрямі OER, бібліотекарі є достатньо обізнаними в цьому питанні. В той же час 96,1% респондентів бажають покращення власних компетентностей в напрямі підтримки відкритих освітніх ресурсів. Це є дуже важливим, бо саме розуміння та прийняття OER має вирішальне значення для довгострокового бачення цього руху. І саме тому термінового подальшого вивчення потребують конкретні аспекти, такі як організаційні, економічні, кадрові та мотиваційні.

Ключові слова: відкриті освітні ресурси; OER; бібліотекарі університетів України; анкетування бібліотекарів; рівень обізнаності бібліотекарів

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