Fostering Open Educational Resources Through FAIR Principles in Danish University Libraries

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Help us foster a culture of FAIR OER

Please give us your opinion
https://padlet.com/aulibrary1/learninglib

What recommendations do you have?
How would you mitigate resistance?

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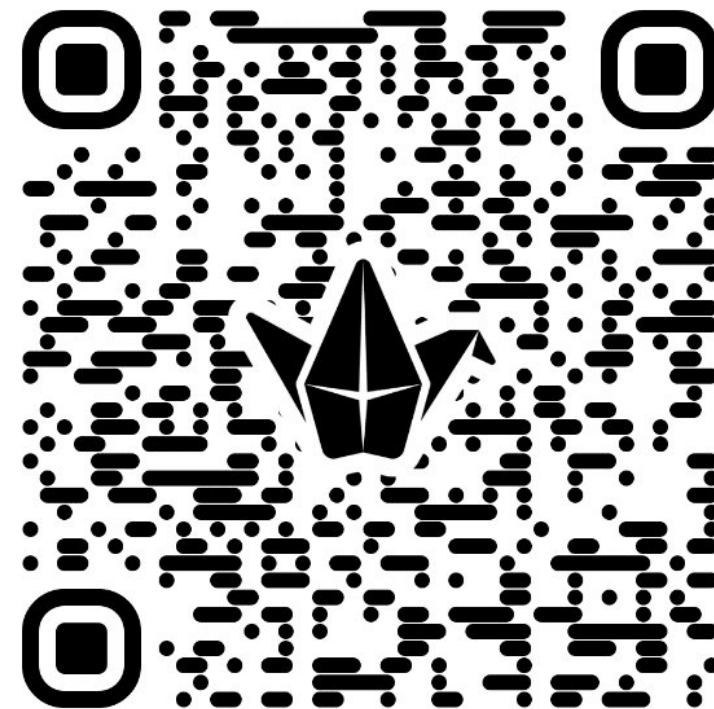
The Strategic Aim

" In 2025, the university library will produce a guide and **support skills development** on how to **implement FAIRbyDesign workflows** in the development of teaching materials and **outreach on Open Science**, targeted at researchers and made available as **open educational resources** (OER).
The aim is to **foster a FAIR culture** in the creation of open educational resources that promotes **recognition, reuse, and sharing of learning materials.**"
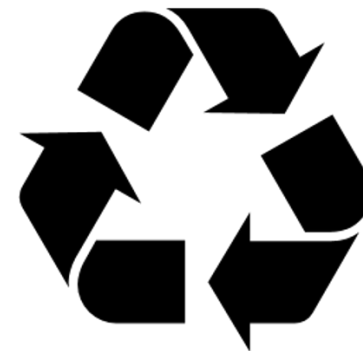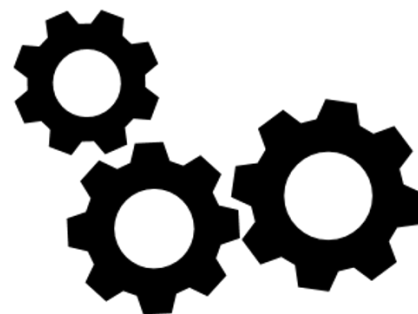
The University Libraries operational plan for 2025

The FAIR Principles in an OER Context

Findable **A**ccessible **I**nteroperable **R**eusable

Choosing LearningLib

The Royal Library is a stakeholder, which adds credibility and support to the initiative.

It is a platform where we have influence, allowing us to shape its development and features according to our needs.

We can contribute to making it a suitable platform for creating FAIR by Design learning resources, ensuring that the resources are findable, accessible, interoperable, and reusable.

The Project on a Slide

Participants

The Royal Danish Library

Copenhagen University Library
Lorna Wildgaard
Søren Willer Hansen

Aarhus University Library
Hazel Engelsmann
Solveig Sandal Johnsen

Roskilde University Library
Pernille Nailor

Timeframe

May 2023 - ?

Activities

Quality Assessment

Skills development

Building An Open Culture

Output

Search Open Educational Resources at the Royal Danish Library

Survey Design

Quality Assessment

Evaluation of the LearningLib platform, structured around 16 assessment checklists.

Accessibility & FAIR-by-Design Evaluation.

Workshops

Two One-Day Workshops: 24 participants Participants colleagues from teaching and research support roles.

Preparatory Survey: Baseline data on participants' digital literacy and prior experience.

Observations

Workshop 1: Applied story-share and capture techniques to surface personal experiences and usage narratives.

Workshop 2: Open observation with whiteboards

Sparring

Sparring with the LL network

Presentation of collected data

Shared our result with the consortuim

Overview of the project and its key outputs

Survey

Three themes: teaching practices and OER development, familiarity with LearningLib, perceived strengths and weaknesses of the platform.
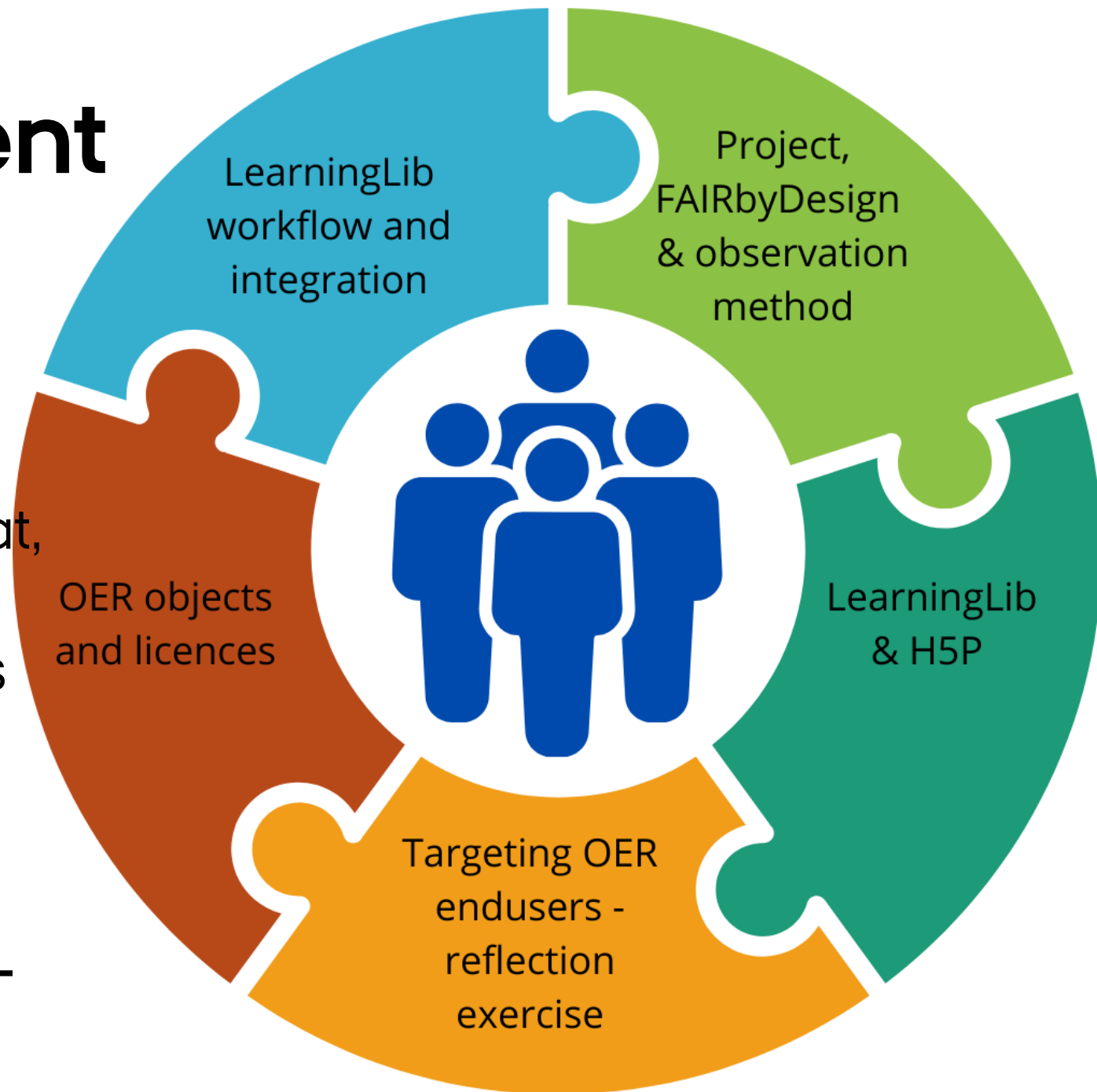
24 questions, approximately 30–45 minutes to complete.

Results from 37 responses

Workshop content

- Collection of experiences
- Interaction with LL
- Response to workshop format, design & content
- Frustrations & Aha! moments

LearningLib workflow and integration

Project, FAIRbyDesign & observation method

LearningLib & H5P

Targeting OER endusers - reflection exercise

OER objects and licences

Aha! moments

With H5P I can make learning objects that can be resused on different subject guides and used to answer common questions!

LearningLib is a help, because it helps me simplify the content
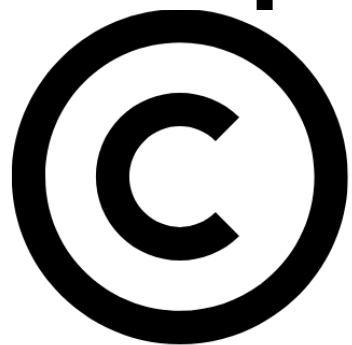
Frustrations

It takes a long time to learn how to use LL, it is not intuitive at all – particularly when you compare to other tools we use

Difficult to judge which license should be given - to an element in a learning object or the whole object?

Findings from the
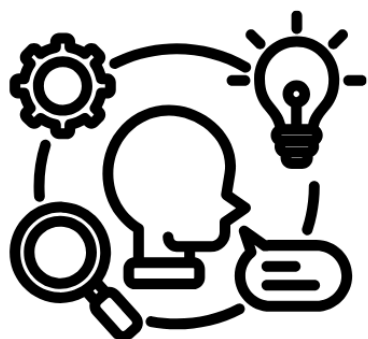
- Development of LL
- Skills in OER & LL
- More workshops with real-life examples
- Instructional skills
- Computational thinking

Building a FAIR OER culture

- ✓ Organisational support
- ✓ Collaboration around platform development
- ✓ Teacher entrepreneurship & competence development

Teacher entrepreneurship

Teacher
How we teach
How we & our users learn
Rules and Standards
FAIRbyDesign
Competence anxiety

Entrepreneur
How make a difference
Visibility of teaching resources
Relational skills
Accessibility/IPR
Policy & system diversity

12-05-2025
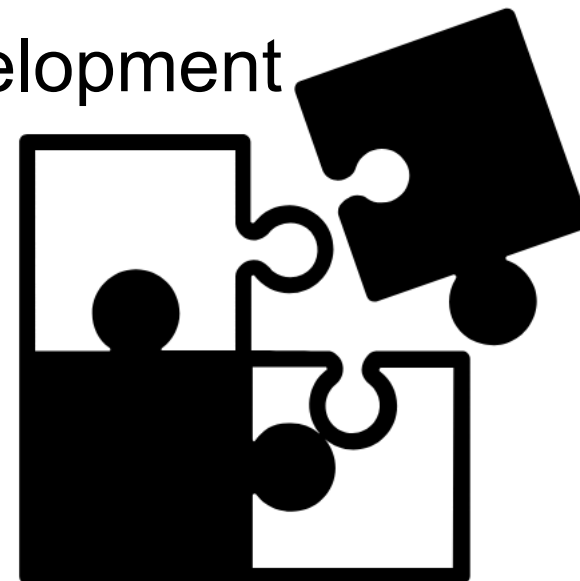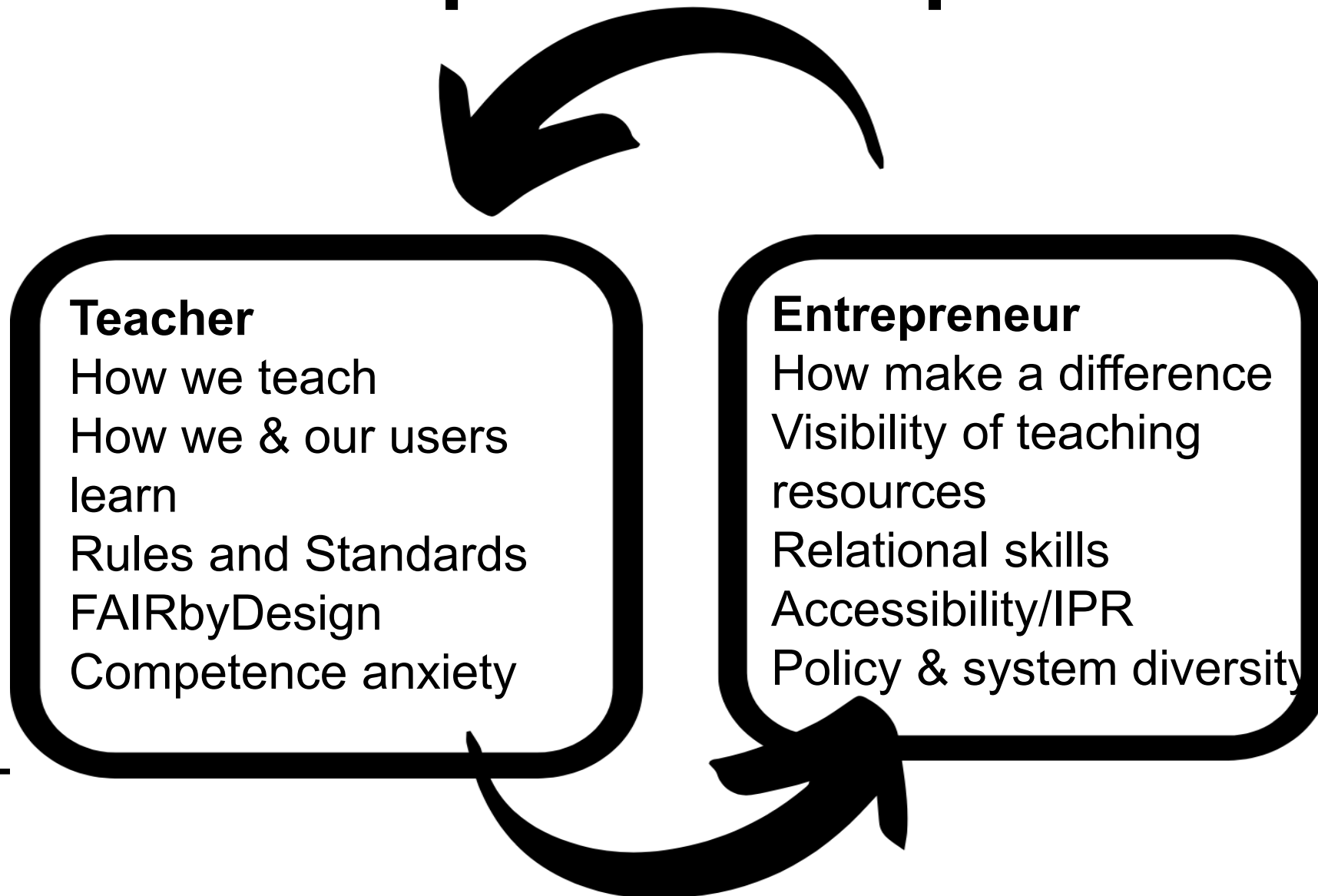
Conclusion & next steps

- Get started creating an open & FAIR culture across KB

- Boost collaboration with university researchers in creating OER content

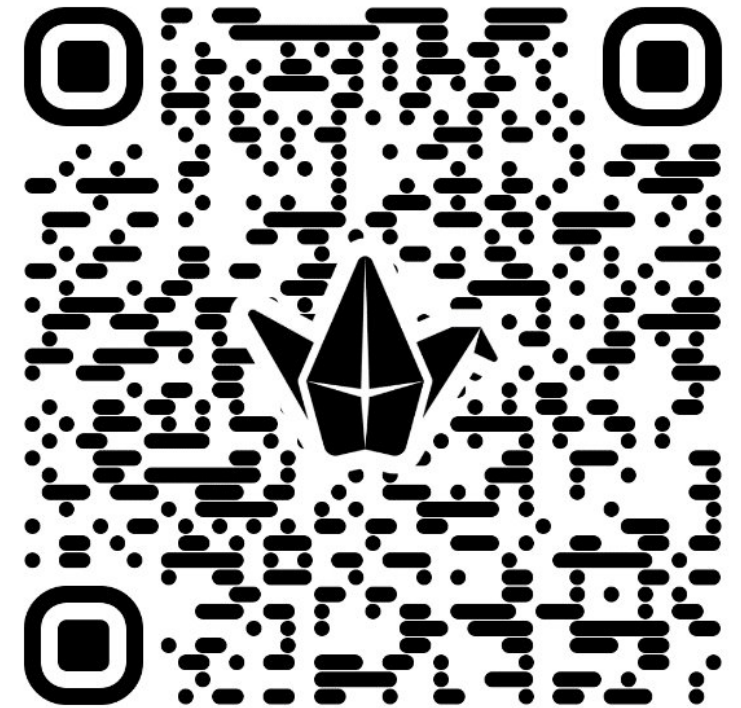- Community building nationally/in the nordic countries

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Questions?

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Resources

Wildgaard, L., Nailor, P., Hansen, S. W., & Engelsmann, H. (2025). OER-praksis på Det Kgl. Bibliotek, fase 2: Fund og anbefalinger. Zenodo. https://doi.org/10.5281/zenodo.14906457

Wildgaard, L., Nailor, P., Engelsmann, H., & Hansen, S. W. (2024). Fase 1: Story-share-and-capture: Observationer fra en workshop om LearningLib.
Zenodo. https://doi.org/10.5281/zenodo.13983392

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Zenodo. https://doi.org/10.5281/zenodo.13983356

Fair-by-Design microlearning site: Filiposka, Sonja, Mishev, Anastas. (2024). FAIR-by-Design Microlearning (1.0.0). https://doi.org/10.5281/zenodo.11548062

Doorely, S., Holcomb, S., Klebahn, P., Segovia, K., and Utley, J. (2018) Design Thinking Bootleg: https://dschool.stanford.edu/tools/design-thinking-bootleg

FairByDesign in an OER Context

Backward Instructional Design Empowered with FAIR principles

focusing on both learners and peer instructors

| Prepare | Discover | Design | Produce | Publish | Verify | Deliver |

Prepare
1. Do you understand FAIR and its implications?

2. Define purpose, learning objectives, target audience

Discover
1. Find existing resources

2. Identify potential for reuse
- attribution
- tools & formats

Design
1. Define syllabus and structure
- facilitation materials
- granularity

2. Decide on license

Produce
1. Develop content
- compatibility

2. Define metadata

3. Internal QA check

Publish
1. Release to public
- for learners & instructors

2. Ensure accessibility
- define attribution

3. Enable feedback gathering

Verify
1. Final QA check

2. Add to training catalogue

3. Use gathered feedback for continuous improvement