GIS Librarians for Open Workflows (GLOW) Forum 2 Summary

Overview: The second GLOW event was held at the UChicago Library on May 23-25, 2023. Twenty one librarians from across North America attended to discuss geospatial open educational resources (OERs). Activities included presentations from librarians with OER expertise and leaders of consortial OER initiatives, attendee lightening presentations, and group discussions.

OER Question Brainstorm

Groups of 4-5 people worked together to share existing and new OER-related questions that they would want to cover during the Forum, including:

- How can GIS and data librarians communicate with one another on consultations and on using OERs?
- When do we know it's time to change our OER platform?
- How can the interest in GIS on a campus be managed, especially when you are the only GIS librarian or support service on campus?
- How can we slow people down from rushing straight into methods during a consultation? Often, foundational geospatial literacy is needed first.

Presentations

Presenters from several different types of organizations and initiatives spoke with the attendees including librarians with extensive OER experiences and OER experts from non-profit organizations. They sparked interesting questions and thoughts from attendees:

- It's interesting and important to recognize the difference between open versus free/accessible.
- That some states have OER policies and/or initiatives was new to many in the group.
- Much of the work GIS librarians engage in is not textbooks, but tutorials and other resources.
- There is a "messy" aspect to the OER landscape as in there will likely never be one overarching answer in terms of resources or platforms. That doesn't prevent impactful initiatives.
- Does a sign in requirement mean it's no longer "open"?
- How can we improve tags and metadata for searching across the web?
- Open source materials are often not accessible to people that cannot use a mouse or have other disabilities.
- Many OER initiatives go above and beyond librarian's responsibilities, unless you are faculty or have a service component to your position. How or can these folks leveredge these activities in the broader community?
- There is interest in learning more about funding and organizational models for consortial initiatives.

• OER has a very broad meaning, including simulations, lab activities, interactives and more. Often we exclude data repositories and sites that do not have a learning element.

Videos about OERs

Brief pre-recorded videos of GIS experts and GIS librarians speaking about OERs were shared and discussed. The individuals were responding to questions about the value of OERs overall in their workflows and how they went out finding and vetting existing OERs.

- The promotion of OERs needs more attention
- Do librarian's reach out to their campus or beyond when new resources are created?
- Everyone is working in different, unique contexts. How could this group help support that work in some way?
- Should we create and curate more case studies?

LibGuide and Instructional Material Activities

This session included three sections: small group work that explored approaches to developing OERs for different audiences and contexts, lightening presentations of participant LibGuides and other instructional materials, and discussion about OER revision, branding, and sustainability.

- It's *really* not needed to create yet another StoryMap on how to create StoryMaps. Librarians should be able to focus their content creation on other outcomes like spatial literacy.
- There are many platforms used, from LibGuides, to Word and PDF, to Google Docs.
- Faculty can have very specific requirements, but will also reuse material librarians produce in unexpected ways.
- Some institutions scope work by the number of hours the response or material creation would take, such as over four hours requires paid work.
- Managing expectations is very important in working with faculty to create instruction or supporting materials." May write limited instructions for enabling some administration work. "Low stakes experimentation." ?
- It's best to avoid a guide that is only a large collection of links.
- Institutional guides are useful for preparing guides.
- It is very challenging to tie analytics of guides to impact or student success.
- Onboarding guides for students and staff to learn to use LibGuides helpful for getting them started.

OER Evaluation & Assessment Activity

Attendees reviewed the draft Evaluation Framework for Selecting and Evaluating Geospatial OERs and responded to questions about which categories should be prioritized and how such a resource could fit into their own workflow, or be used by students.

• The geographic context is really important because librarians want tutorial examples to refer to their local regions in some way.

- Being able to quickly customize a tutorial is important. So is its ease of use with students.
- If you're able to quickly scan and understand the workflow of a tutorial then you're much more likely to use it.
- The Carpentries are a good example. They include in a label at the top of a tutorial who the audience is and the topics covered.
- Date and keywords are also priorities.
- Platforms like LinkedIn and GitHub are good because they show when something was updated.
- It's more tricky to evaluate an OER after selecting it, but you can identify how much it needed to be modified or was actually used.
- Time estimates of how long it takes a student to complete a tutorial is valuable information.

OER Search, Discovery, and Evaluation Activity

Attendees were presented with different scenarios that involved the use of OERs, including the need for a GIS textbook or tutorials, resources for a first-year Seminar style class, and models for a modern GIS course that focused on geospatial data science. They were asked to search for and evaluate their findings. Their annotated results were collected as Google docs, and these are now being integrated into the final GLOW project wiki, to be released to the broader community in early fall 2023.