



Symposium on Educational Excellence 2023

Linking properly to your copyrighted material in Sakai

Laura Zeigen MA, MLIS, MPH, AHIP and Rachael Davis MLIS

Provost Office Oregon Health & Science University, Portland, OR., United States

Keywords

Advancing diversity, equity, and inclusion in health sciences education, Skill-building, Other

Abstract

This poster/snap talk is an opportunity for participants to better recognize the importance and proper execution of linking course materials in Sakai. Participants will be able to better identify when in their curriculum planning it would be optimal to contact the library as well as issues related to equitable and affordable access for students to these materials.

Although health sciences libraries are not expected to buy individual textbooks for their students, libraries do traditionally provide access to required course content. (Snowman, 2017). Links that the library provides through their catalog have become a preferred method for providing access over posting PDFs within the class website. These links provide more stable access to the material and use statistics for the library as well as help comply with copyright. Knowing how to properly form these permalinks is an essential part of providing access to class materials through the course websites (Khan et al., 2017).

Instructors primarily request their required texts in e-book format, expecting the library to be able to obtain access. Often, the library is able to provide this needed access to course content, helping students save money on not having to buy more textbooks thus providing a more supportive and equitable learning environment for students (McGreal, 2017). Current publishing models sometimes allow for this desired unlimited access, but sometimes publishers will only sell individual copies of the texts to individual students or only allow for 1-3 people to access the content simultaneously. Engaging with librarians early in the process of course planning can help faculty better understand affordable options and can be used to reach a wider audience. Having sustainable systems are important for all the content and services that the library provides. Licensing ebooks from publishers able to provide unlimited access through the library, combined with utilization of Open Access (OA) materials and Open Educational Resources (OER), is one big way that this more affordable, equitable learning environment can be achieved (McGreal, 2017).

In a poster session, presenters will have 3-5 talking points they will emphasize to visitors to the poster in addition to providing handouts outlining instructions for how to create proper permalinks in Sakai and pointing to additional relevant resources.

The potential for creating a more equitable, affordable, accessible, and inclusive learning environment through partnering with the library to obtain relevant publisher and OA/OER materials is quite significant for all student populations.

Learning Objectives

1. Create a properly formed permalink from the library catalog and add it to Sakai.
2. Recognize the importance of communicating course material selections with the library.
3. Describe when and how to start a conversation with the library if they want to adapt course materials.
4. Identify course material access and affordability issues and ways to address these.
5. List at least one way in which open access (OA)/open educational resources (OER) can be used alongside library and other resources to provide access to content.

References:

Khan, A., Egbue, O., Palkie, B., & Madden, J. (2017). Active learning: Engaging students to maximize learning in an online course [Article]. *Electronic Journal of e-Learning*, 15(2), 107-115.

McGreal, R. (2017). Special Report on the Role of Open Educational Resources in Supporting the Sustainable Development Goal 4: Quality Education Challenges and Opportunities. *The International Review of Research in Open and Distributed Learning*, 18(7). <https://doi.org/10.19173/irrodl.v18i7.3541>

Snowman, A. M. (2017). Do textbooks have a place in the library? *Journal of Access Services*, 14(2), 43-45. <https://doi.org/10.1080/15367967.2017.1309246>