

MOOCS AND KEY ROLES OF LIBRARIES

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ABSTRACT

Concerns about librarians' place in a Massive Open Online Courses (MOOC) context have been raised. In the MOOC setting, librarians play an important role, as shown in this manuscript. A survey of the literature on the work that librarians perform to assist professors and students in their educational, teaching, and research endeavors were conducted. As said, librarians are collaborating with academics to help them make the shift from conventional classroom instruction to the MOOC-specific teaching needs. Some librarians are actively participating in the creation of MOOCs, while others are taking use of the ones that are already accessible to further their careers as librarians. Copyright is a serious problem that has to be addressed. Copyright clearance is one area where librarians can play an important role, says the author, since they can help students learn about their rights as well as provide information literacy training and alert them to MOOCs that could be of interest to them. A library of open access resources that librarians may suggest for MOOCs should be developed.

KEYWORDS: *Massive Open Online Courses, MOOC, MOOC and Libraries*

INTRODUCTION

There seems to be an inherent conflict between the interests of libraries and MOOCs, according to Wu, as libraries only licence digital content for use by students enrolled in the institution's courses and other faculty members. This sparked a discussion on librarians' place in a MOOC setting. If you're a librarian who wants to keep up with the ever-evolving world of MOOCs, you'll want to keep an eye out for these developments.

Since MOOCs vary from traditional online and face-to-face courses, the topic of how and where library services fit into the MOOC paradigm arose. It is claimed that MOOCs may be used to educate a large number of students at the same time, without the difficulties that are encountered in classroom learning at institutes of higher learning. MOOC companies like edX, Futurelearn, Udacity and Coursera are now cooperating with universities to offer MOOCs like iTunes U, while other schools are building their own MOOC programmes.

MOOC and Use Cases

Higher education has been impacted by a surge of disruptive technology innovations, prompting us to reconsider how we teach, learn, and deliver educational materials. Massive open online courses (MOOCs) provide a unique set of difficulties and possibilities for libraries as their audience and quantity continue to rise. This new market may require us to reevaluate our ability

to function in an increasingly complicated online environment. Students in MOOCs all around the globe may soon be asking librarians to offer access to copyrighted and licenced electronic materials. In order to accommodate an unprecedented number of students, both within and beyond the university's walls, will we have the necessary technological means? Laws pertaining to MOOCs, such as intellectual property rights, privacy concerns, and local ordinances, must also be addressed. It is possible that, after exhausted all possible means of saying no to a tough shift, we may collaborate with all stakeholders and help mould a MOOC model that better meets our personal requirements while we still have the opportunity.

MOOC and Integration Aspects

Predicting whether MOOCs will be a success or a flop is becoming a popular but fruitless game. Ten U.S. public university systems have signed contracts with Coursera, but the industry continues to develop and shift in unforeseen ways. As of April 2012¹, Coursera, the most popular MOOC provider, has more than 4 million registered users pursuing 453 different courses.

Initially, MOOCs provided hundreds of thousands of independent students outside of the institution with access to free courses established by top colleges, such as Stanford, the Massachusetts Institute of Technology (MIT), and Harvard. It was only recently that the online education company Coursera revealed that they had developed relationships with 10 public universities to offer courses that could be taken for credit by students at those institutions. Other MOOC giants Udacity and EdX are joining the fray, developing their own online content for credit-bearing courses at San Jose State University (SJSU), the University of California Irvine, and the Georgia Institute of Technology, which will launch the first MOOC-based master's programme for 10,000 students in the fall of 2014.

MOOC providers like these and others have sparked passionate discussion on college campuses around the country. From whether or not the new approach would further disenfranchise academics, scholars disagree on everything. The experience with MOOCs in the academic setting has had mixed outcomes so far. University of California San Jose (SJSU) reported unsatisfactory student performance with the usage of Udacity's online-only math and statistics courses in an experiment last spring, and SJSU indicated it will stop the course until January 2014 and make improvements.

Psychology and programming were added to the SJSU Plus pilot course offerings for this summer, which resulted in better test scores for students than in previous years' face-to-face parts. Better content, more faculty time, and an entirely new group of SJSU Plus students during the summer session were all cited by founder Sebastian Thrun on his blog as reasons for the improved results, but he did not explain why some online sections performed better than the traditional ones during that summer. Asked an SJSU spokesperson about the SJSU Plus pilot, "I'm not sure how to account for it," she said. For the most part, students who enroll in SJSU Plus are not matriculated students at the university. Asynchronous courses would enable students to work at their own speed when SJSU is on break. "Tinkering" is a term used to describe the process of redesigning a course. There's no one-time bargain for us.

Offerings by MOOCs

The advent of massive open online courses (MOOCs) comes at a time when many universities are facing severe financial difficulties. It is estimated that "six in ten schools and universities confront financial sheets with flat or falling net-tuition income." Colleges and universities are being pushed to rethink their economic models due to the disruptive nature of technology innovation in higher education, according to the research company Gartner. The availability of classes and the demand from students are causing problems for educational institutions, which has an effect on tuition, income, and the time it takes to finish a degree [1].

In the minds of many, online courses are the solution. Hennessy called online learning "our greatest chance" for making high-quality education more broadly available at an affordable price. Legislators in California saw MOOCs as the solution to their overburdened public university systems, and they were ready to pass into law an online education bill that would establish incentive grants for California's public universities to offer full credit for MOOCs to students who they couldn't accommodate in classrooms.

The bill's progress was halted, however, when three public university systems revealed plans to increase their online offerings. As things stand right now, there aren't many choices for expanding access to higher education while keeping prices down, increasing the number of courses available, or letting schools and universities expand their reach beyond the usual temporal and geographical boundaries that confine them. MOOCs may open up a wider range of educational possibilities. Rather than charging students \$350 to \$750 each credit, SJSU provided online for credit Udacity math courses for \$150 per course. With Coursera, students at SUNY may now save up to two-thirds on their online education costs while also transferring up to one-third of their MOOC credits earned at other SUNY campuses. In our institutions and for a wide spectrum of students, however, would this scenario be successful

Academic research on MOOCs revealed that "the courses attracted adult, casual learners who were not worried about course completion" in the International Review of Research in Open and Distance Learning. In light of "the increasing focus on degree completion, one would wonder whether it is good for universities to trend toward the high dropout rate common with MOOCs," Harry Pence of SUNY Oneonta raises the problem that A recent study of MOOC students on the Canvas Network revealed that awarding credentials or college credit might enhance MOOC completion rates, although it is not yet apparent how many students will enroll in MOOCs for credit.

MOOCs in Full Swing: Massive Open Online Courses

The "flipped classroom," a hybrid educational style in which students view video lectures in advance and perform "homework" and engage with a faculty member during real classroom sessions, has shown that MOOCs, despite the platform's youth, are most successful as a complement.

When SJSU teamed with EdX to provide three versions of an introductory electrical engineering course, it performed its own experiment to evaluate the flipped classroom model. SJSU professors and SJSU students collaborated to construct an MITx course (the MIT model of EdX) for a flipped class, which was then used for brief lectures and group activities in the classroom. "The principal benefits are that students cannot fall behind because they must complete the

homework to keep up with the classwork, which is done in groups, so those who fail to keep up immediately stick out," wrote an SJSU spokeswoman in an e-mail. Face-to-face classes for the second and third portions were also available. Only 55% and 59% of students passed in the face-to-face classes, respectively, after taking the flipped course. The Officials at San Joaquin State University were encouraged by the findings and announced intentions to offer blended courses on additional CSU campuses in the future.

McKinsey, a management consulting organisation, predicts that the flipped classroom will be a key part of higher education's hybrid future. In a "campus-centric" atmosphere, students who can afford to pay extra would study in brick-and-mortar classrooms while also watching lectures online. Digital-centric education, on the other hand, may be supplemented with self-organized study groups, as is currently occurring with MOOCs and is far less expensive [2].

As OCLC Research Library Partnership vice president James Michalko warned us in an email conversation, it's crucial not to get bogged down in the present form of online education since it's always evolving. The text-based discussion boards used in MOOCs may be turned into technologies that allow students to connect socially in a more natural manner as more universities experiment with MOOCs," Michalko stated.

In addition, not all future online courses will be MOOCs. Distinct learning items such as tools or topic-specific modules "may be broadly deployed to enhance individual teaching and learning in the future," says Harvard President Alan Gerber. In other words, not everything of what the institution has to offer will constitute a full term of study.

Since its inception, MOOC development has come from the most prestigious institutions, which first gave their open-source classes as a way to assist students in their first courses. In the initial deal, Coursera planned to limit its North American partner base to institutions who are members of the Association of American Universities. (AAU). When suppliers of online courses seek out to non-AAU partners (such as the ten public colleges listed earlier in this article) to grow their partner base, things change rapidly. It's becoming more and more common for MOOC providers to experiment with various monetization tactics, and media expert Clay Shirky fears that the temptation to make cash may force them to interfere with academic traditions of sharing. Commercial suppliers "start off well in the beginning then extract the last lucrative dollar over time," according to this statement.

It is imperative that MOOCs become commercially viable in order for the industry to continue to grow at such a fast pace. Currently, each MOOC provider has a unique approach to this goal [3].

Coursera

With \$22 million in seed funding and an additional \$43 million secured by the end of 2013, Coursera, the largest participant, started. In its early contracts, it experimented with several monetization tactics for the otherwise free MOOCs, such as charging students a nominal price (tens of dollars) for a certificate of course completion. Starting in January 2013, Signature Track generated \$1 million in sales, which might be an early indicator of profitability.

By allowing other parties—such as textbook publishers—to licence copyright-protected Coursera resources as additional material for payment and profit sharing, everyone who purchases the textbook will also have free access to the MOOC material. The analysis and selling

of data "arising from popular involvement" constitutes a third source. Lastly, fees might be charged for providing organisations with leads on suitable employment seekers from among course participants. University partners with Coursera generally get 6–15 percent of the course revenue and 20 percent of the overall profit from their partnership.

The new contract for Coursera is a substantial departure from the previous one. University partners pay a licence fee under this agreement to test Coursera platform-based pedagogies. One option is to use Coursera to produce their own courses and offer them to the public in the future, or to include Coursera content into the university's credit-bearing courses. While Coursera now allows universities and instructors to retain ownership of MOOC material, this condition may alter in the future. Aside from that, Coursera will share "individual and aggregate analytic data" with the institution in order to help students study more effectively.

We contacted the chief librarians of the universities that have collaborated with Coursera to find out how their institutions intend to provide remote access to their electronic resources for students outside of the university shortly after the announcement of the agreements. To our surprise, we received replies from three different chief librarians in response to our inquiry. Their schools were in the early phases of preparing to enable MOOC instructor-student interactions on campus. UT Knoxville's library director, Dean Steve Smith, says this is an experiment to explore whether the Coursera platform can be used to give online education to students. "I have a team working on this right now, but we are still in the very early phases of thinking about it." "These are concerns that we will be dealing with as MOOCs increase here," stated Mary Beth Thomson, senior assistant dean at the University of Kentucky. At the University of Tennessee, Chattanooga, Theresa Liedka, the university's dean, stated, "This is a chance for UTC to test the Coursera platform with a small group of students, but the class size will remain the same. We just learnt about the UTC course selection this week, so we haven't even begun to make plans for the next fall semester."

Udacity

The profit-making With \$15 million in startup money, Udacity sparked the MOOC revolution and receives a portion of its income from firms like Google and Twitter for producing customised courses for their employees. First MOOC-based master's degree in computer science was developed by Udacity with Georgia Tech and AT&T in June 2013. An 80 percent reduction in the price of the online programme, which will cost \$6,630, signified a new trend in MOOC viability. Georgia Tech and Udacity anticipate to make \$4.8 million in profit by the end of the third year; Georgia Tech will get 40% of the profit and Udacity the remainder.

EdX

The non-profit sector Harvard University and MIT, two of EdX's early partners, each contributed \$30 million to the enterprise. A wide range of institutions, including the 15-campus University of Texas system and the prestigious Harvard and MIT, are now offering programmes via EdX. Each participant maintains ownership of their MOOC content. 24 A secondary objective of EdX's is to conduct research on students' learning processes and the ways in which new technologies might enhance them [4].

Companies from Around the Globe

Of course, Khan Academy, MOOC Factory, and Udemy are only a few of the many firms throughout the globe providing MOOCs for K–12, higher education, and professional development. Learning about diverse business models and their influence on education standards, such as privacy and sharing, can help academic libraries prepare for the new legal terrain ahead.

The Law and MOOCs

Libraries at academic institutions must devise new approaches to dealing with the challenges that MOOCs provide. It's possible, according to Mirick O'Connell attorney Amanda Marie Baer, that contracts between Coursera and EdX and educational institutions will no longer be neutral in regard to academics' or universities' ownership interests when materials used in MOOCs migrate from print to digital. ²⁶ One of our sources, K. Matthew Dames, interim dean of libraries at Syracuse University and director of the Copyright and Information Policy Office, warns that the question of who owns the ancillary material that students contribute during class could turn into a major individual copyright issue or, worse, a massively complex joint copyright issue [5].

When it comes to copyrighted content in an online course (like a MOOC), librarians are increasingly being called upon to help teachers understand the correct breadth of the fair-use rule, according to speakers at a recent OCLC conference. Librarians have the chance to offer alternatives to utilising third-party resources — such as referencing, hyperlinking, or embedding copyrighted sources — and to advocate for the use of open-access materials that extend students' knowledge of a subject. As Harvard's manager of Faculty Research and Scholarship, Kyle K. Courtney explains, "Copyright conversation may lead to alternate resources discourse; librarians are experts at it." The copyright regulations for MOOCs must also be developed by libraries. Kevin Smith, Duke University's Scholarly Communications officer, says that "done well, they address ownership difficulties."

University copyright policies may be re-examined as a result of MOOCs. Scholarly work is now owned by faculty members rather than the institution, as is the norm under the "work for hire" provision. The copyright-ownership pact between universities and professors may be altered by the MOOC movement. Faculty copyright ownership in scholarship may be rewritten under the guise of MOOCs, according to Dames. Additionally, colleges can consider MOOCs as a way to replace unproductive full-time faculty members with part-time instructors who will be responsible for instructing students. When it comes to MOOC material created by part-time teachers, universities are likely to claim copyright ownership.

Keeping track of how students learn is another issue that might arise, although for colleges and institutions, on how to protect their personal information on the MOOC platform itself. According to the Family Educational Rights and Privacy Act (FERPA), which prohibits the publication of student information at risk of losing federal funding, Coursera's data analytics may detect student learning patterns, which have ramifications for privacy rights. It is possible that students' privacy might be put at risk due to a lack of defined regulations regarding the acquisition of student data. There are numerous colleges and MOOCs that lack clear standards on student data collecting, according to Hanover Research's "Trends in the Use of Learning Analytics" research. MOOC providers, on the other hand, outline how their students' data may be

used, including the option of selling it to third-party partners, but often only if the student opts in to do so. As a precautionary measure, Hanover advises colleges and universities to set up a data governance committee to oversee the implementation of data standards, privacy rules, and de-identification of student data.

Libraries and MOOCs

This new frontier in online education requires not just limiting copyright risk and promoting new services, but also setting the groundwork to connect students to the Internet and other networks. With thousands of participants simultaneously downloading or streaming audiovisual content, Dames said, most universities lack the ability to run a MOOC [6].

In the same way, MOOCs will need the development of a new licencing model that makes library materials available to a large national and international market. Libraries often provide resources to walk-in customers, but limit remote resource access to those with a college or university affiliation. If the population is known, this approach works quite well; with MOOCs, it does not.

Patrons and businesses might benefit from an opt-in approach. The library's electronic materials are available to students who pay for a premium subscription, however some MOOC students may not use them at all. There would be a mix of fixed expenses and a per-item fee under this arrangement (article or manuscript). The MOOCs provider might provide ID information to the library as part of the registration process, making library service a part of the course. Customers who only use the library's MOOCs would be separated from the rest of the library's users. Traditional students and faculty would be distinguished from MOOC patrons logging in remotely by setting up an authentication schema (like EZ Proxy). Institutions could limit the amount and speed of downloads for MOOC students by allocating a specific Internet Protocol (IP) range for them.

Additionally, librarians might track MOOC consumption independently from the university's and verify that pirates aren't downloading the whole database by segmenting students into groups. It is the vendors' responsibility to guarantee that access to their licenced databases is tightly managed and that the marginal income from new users is worth the risk. This includes database businesses, publishers, and aggregators. The establishment of more robust security measures is made possible by the use of a separate authentication mechanism for MOOC students. Another possible approach is a system that restricts access from two or more geographically dispersed regions at the same time. You could also restrict access to a particular device.

MOOC students who pay a fee will only have access to resources provided by vendors if vendors are willing to experiment with offering library access as an opt-in service. Vendors may come to view this as an additional revenue stream worth the extra risk if they see revenue commensurate with usage for this group of students [7].

The Future of MOOCs

There are signs that higher education's enthusiasm for MOOCs may be waning, despite the large number of investors and universities jumping on the bandwagon. According to Dan Greenstein, director of postsecondary education at the Bill & Melinda Gates Foundation, which has been a major supporter of the MOOC experiment, there isn't an overarching educational approach

guiding the development of MOOCs. According to Greenstein, "We've plunged straight into the chase without much of a conversation about the challenges [MOOCs] may enable us to tackle.

Many people may be reminded of the dot-com bubble, when the stock values of new Internet businesses skyrocketed before going bankrupt in 2001. After the detritus had settled, the three remaining dot-coms—Facebook, Google, and Amazon—were game-changers. Following their "peak of inflated expectations," institutions are now expressing disenchantment and innovation fatigue with MOOCs, according to what Gartner refers to as the "hype cycle phase of digital innovation." The next phase of the cycle may see higher education gaining a better understanding of the MOOC innovation's aim and approach [8].

There can be little question, however, that no matter how the MOOC phenomenon unfolds, the vast volumes of intellectual property stored in our libraries' digital repositories will be of interest to multiple stakeholders, suppliers, and consumers.

Librarians are uniquely qualified to address these issues because of our work at the nexus of technology and pedagogy, and our knowledge of the larger implications and impacts of technology on education, learning, and research. Flipped classrooms require specific infrastructure and licenced resources that can be made available to faculty and students. MOOC services we offer will be shaped by how this form of online education develops on our campuses, Michalko says in an interview. It's possible that library support for these courses would include the creation or provision of supplemental materials or the clearance of course materials' rights. There are a number of ways in which libraries might promote online education if the institution is mainly a consumer of online education [9].

Our experts in instructional technology, licencing and preservation, as well as copyright and open access, should join or lead any cross-institutional MOOC teams, Michalko suggests. This includes the university's support team for MOOC development as well as the library's copyright and open access staff.

According to Michalko, "during the times where libraries were hesitant to assist and sluggish to reorganise their resources and waited to see what may emerge, they missed possibilities for their own university." Libraries should not lose out on the opportunity to become engaged in the future of MOOCs on campus.

New possibilities for librarians to lead and guide in advising administrators, teachers, and students on developments in higher education are opening up with the advent of massive open online courses (MOOCs). In the meanwhile, we must first conduct an in-depth research and analysis of the MOOC environment so that we may better influence the discourse around MOOCs and their successors [10].

Faculty from universities and colleges, as well as instructors from other sorts of organisations, teach courses offered via these or other providers. The provider's platform is used to provide courses to students. A searchable collection of MOOC course descriptions from providers such as edX, Coursera and Udacity can be found at Class Central.

This subject was addressed in a recent Library Journal news release that highlighted the possible roles that libraries may play in this emerging trend. The creation of MOOCs, the provision of assistance to students, and the preservation of MOOC material are only a few examples.

Of course, not all MOOCs require students to write papers or perform any research beyond the links they are supplied by the lecturer, and these students may not need the services of a library. As MOOCs extend into the humanities, students may find that extra library resources are more necessary. Librarians may also assist students who are new to college and need more assistance with their prescribed readings [11].

Students who are already acquainted with higher education and know how to perform in college courses fare better in MOOCs and other online courses, according to new edX statistics. In addition, a study conducted by the Community College Research Center at Columbia University Teacher's College found that weaker students lost more ground while taking online classes than stronger students. Librarians may help MOOC students by providing face-to-face coaching and counselling, library resources, and study aid, according to these results. It may be more difficult to assist MOOC students than conventional ones, however, since a single MOOC attracts more students than an entire institution.

CONCLUSION

Libraries and librarians have not been mentioned in connection with any of these platforms. When it comes to "embedded librarians," you'd need a lot of them," he says. For students who aren't prepared for a course, several experts propose that faculty members who teach MOOCs connect to peer-reviewed research guides, as well as the tutorials and research guides accessible through their associated library's website. MOOC providers' academic libraries might play a crucial role in developing an appropriate preservation system for MOOC material, which is another essential aspect. Some of the most fundamental services for MOOC students may be provided by public libraries, such as access to the equipment needed to begin taking courses in the first place. A librarian can help students who don't have internet access at home, and many of them may also require help with technology, which a librarian can give. The public library might also become a gathering place for MOOC students to meet and socialise with one other. In a recent Chronicle piece, Merrilee Proffitt, senior programme officer at OCLC, emphasized that libraries shouldn't hurry to add MOOC support into their core services just yet.

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