MOOCS AND ROLE OF LIBRARIES

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Abstract : Libraries can lead and guide faculty and students through MOOCs about open access, open educational resources, copyright concerns, and other licensing models in higher education. The purpose of this study is to discuss the development of Massive Open Online Courses (MOOCs), as well as their features, advantages, various types, international and Indian contexts, and obstacles. The study also looks at how academic libraries are contributing to the current growth of MOOCs. The study gathered information regarding the current expansion of MOOCs in India through the use of questionnaires and web content analysis. The study conducted interviews with 75 students and 45 faculty members from St. Teresa's College in Ernakulam to find out how MOOCs are perceived by them as a system of higher education and how Academic Libraries serve as a hub for MOOC courses. 75.3 percent of respondents signed up for and completed MOOC courses, while others had no idea what they were.

Keywords : MOOCs; Online instruction; Higher Learning; Academic Libraries and Distance Learning.

Introduction :

The user's learning processes have undergone significant shifts since the introduction of the World Wide Web and other information and communication technologies. First, distance education changed the way higher education was delivered by allowing students to learn from course materials delivered to their homes without actually attending classes. After that, e-learning was created. Presently, because of development of web and web 2.0 the web based learning turns out to be extremely well known and spreads over quickly in web-based schooling systems, online courses and distance learning. Massive Open Online Courses, or MOOCs for short, were introduced by some of the world's most prestigious universities in 2012. which not only provides a comprehensive impact on online education systems but has also emerged as one of the interesting platforms that has been gaining popularity in all fields in a short period of time [1]. Due to a lack of teachers, funds, library resources, and infrastructure, it is difficult for any library school to provide the kind of education and training on all aspects of librarianship, especially in developing nations. The delivery of LIS education and training to students and librarians alike may benefit greatly from MOOCs.

Objectives :

- The essential targets of the review are:

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86

- To characterize the Huge Open Web-based Courses
- To concentrate on the job of libraries in elevating the MOOCs climate in scholastic foundations.
- To learn how teachers and students feel about MOOCs.

Evolution of MOOCs :

Dave Cornier of the University of Prince Edward Island and Bryan Alexander of the National Institute for Technology in Liberal Education coined the term MOOC (Massive Open Online Course) in 2008. MOOCs are relatively new to distance education, having begun around the middle of 2011. In 2008, the University of Manitoba launched the first MOOC. (2010) by Mackness et al. MOOCs are the furthest down the line augmentations to the field of distance learning. Because there are no lengthy enrollment procedures, formalities, or prerequisites, MOOCs are convenient for students. These courses, as the name suggests, are massive in terms of the number and distribution of participants worldwide, open access, and online availability.

Importance of MOOCs in LISE :

Libraries might assume a critical part in MOOCs stage, and MOOC might be utilized in various areas of schooling, for example,Flipped classrooms: It is one of the main open doors in the MOOC climate. Some MOOCs can be used by students as flipped classes, allowing them to take courses they're interested in from prestigious colleges and universities in their spare time.Choice-based learning: There are many ways to take choice-based courses through MOOCs. MOOC participants have complete freedom to select the MOOCs that best suit their interests.Unlimited learning: MOOCs facilitate complete comprehension. In the MOOC environment, users can create a forum to discuss, share, and support one another in the creation of various MOOCs in the LIS domain in collaboration with their respective universities and institutions.

A Massive Open Online Course (MOOC) is a web-based platform that offers distance education to an unlimited number of students worldwide with the assistance of world-class institutions. The term "massive open online course" (MOOC) was first used in 2008 by Dave Cormier of the University of Prince Edward Island and Bryan Alexander of the National Institute of Technology in Liberal Education. In 2012, it became increasingly popular as a learning tool. The term "MOOC" stands for "massive open online course," and "Massive" refers to the large number of participants, "Open" to courses that are open to all, "Online" to make these courses available online through the internet, and "Course" to the structures of courses offered online to participants or the idea of a pedagogically designed to online learning. "Open" refers to self-directed and open content learning environments.

An online learning model known as a massive open online course (MOOC) is one in which virtually any course can be taken by anyone with a computer and an Internet connection . MOOCs are a very different kind of online learning model than traditional or online classes, in which only a small number of students in a specific area of a university, college, or other institution interact with one another face-to-face. MOOCs provide online

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87

courses by offering a wide range of reading materials, including resources, assignments, and exercises, to an unlimited number of users, regardless of caste, creed, location, age, or sex.

Swayam :

The SWAYAM project was recently launched with the intention of facilitating nationwide access to educational resources of the highest possible quality. "Study Webs of Active Learning for Young Aspiring Minds" is the acronym for SWAYAM. It is a MOOC platform that the Indian government's Ministry of Human Resource Development (MHRD) launched to connect offline and online education. It began with the goal of launching 2,000 courses, making it the largest available course catalog to date. An independent platform has been developed for SWAYAM. Students the nation over can get their kudos for MOOC courses presented on SWAYAM. They can get their credits moved and perceived at the parent establishment.

SWAYAM currently offers school, certificate, diploma, undergraduate, and postgraduate courses. Based on their type, six institutes are responsible for delivering courses: NCERT and NIOS for school education, IGNOU for out-of-school students, CEC for undergraduate education, UGC for post-graduate education, NPTEL for engineering, and IIMB for management studies. The purpose of this study was to investigate the awareness of MOOCs among teachers and students as well as the role libraries play in promoting MOOCs. It has been discovered that teachers and students share fundamental conceptions of MOOCs. 75.3 percent of respondents signed up for and completed MOOC courses, while others were unaware of them. 7.6% of respondents have completed 3 to 5 classes, and only 3% of respondents have completed between 6 and 10 online courses, out of the 75.3% of respondents who joined the course and completed it. 89.4% of respondents have completed one or two certification courses. The majority have applied to the Indian scenario's SWAYAM and NPTEL. Because there are so many options, MOOCs are becoming increasingly popular in libraries. Academic libraries have grown in India as a result of the rise of massive open online courses (MOOCs) like the NPTEL and SWAYAM. Keep in mind that a transfer MOOC can be either synchronous or asynchronous, so these two categories are not mutually exclusive. The fact that we see MOOCs as influencing the discussion about learning to overcome the apparent issues of relevance, accessibility, and cost is crucial here.

MOOC uses in LIS education in the following areas :

Flipped Classrooms :

The fundamental concept of "the flipped classroom" is to alter the standard instructional method: Instruction that was previously delivered in class can now be accessed prior to class at home through teacher-created videos and interactive lessons. Problem-solving, conceptual advancement, and collaborative learning take place in class . One of the best opportunities in the MOOC environment is flipped classrooms, where students can use some MOOCs as flipped classes and learn their courses of interest from top universities and schools around the world whenever they want. Teachers at their respective universities and schools also help with questions, discussions, and other assignments.

Choice Based Learning :

MOOCs offer a variety of opportunities to take choice-based courses that may be offered by various schools and universities in various locations. Because there is no restriction on the user's choice of course in MOOC mode, users of MOOCs have the opportunity to choose their desired MOOC based on their interests. This may be similar to the choice-based credit system (CBCS) used in India's universities.

Unlimited Learning :

MOOCs enable users to learn at their own pace throughout their entire lives. Users and professionals may establish a forum in the MOOC environment to discuss, share, and support one another by learning through various MOOCs and related activities. Members of such a group will be able to run MOOCs through their respective LIS Schools/institutions and collaborate with their respective institutions and universities to create various MOOCs in the LIS domain.

Mooc In The Libraries :

In MOOCs, libraries may play important roles in the following areas :

Chance to Promote Information Literacy and Other Topics on MOOC Environment :

Because every MOOC participant must possess strong information literacy skills in order to fully comprehend the course and accomplish their objectives, libraries have a great opportunity to promote information literacy among participants. In addition, libraries can create and promote their own mini-tutorials, modules, LIS thematic aspects, special lectures, and other similar offerings. in the LIS domain through MOOCs, which can unquestionably help users make the most of MOOCs.

Providing Resources :

Open Education Resources (OER), which may be free of copyright and useful for creating MOOC content, can be gathered and made available by libraries to MOOC developers. In addition, libraries can recommend the best understanding materials and assets to MOOC engineers.

Developing a MOOC through Libraries :

In addition to assisting MOOC developers, libraries can also produce at least one MOOC, in which library staff members should participate. In order to create such a program, they must first comprehend the concept, structure, and other aspects of MOOC.

Preservation of MOOC Contents :

Preservation of the various editions and versions of MOOC content is another great area for libraries to explore because its creators may occasionally alter its contents. As a result, libraries have a lot of options and potential for preserving these materials for future use.

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89

Libraries definitely help MOOC developers who want to grow and support the MOOC movement through their institutions and libraries by preserving MOOC content. The preserved content of MOOCs may serve as the foundation for the creation of MOOCs across a variety of fields.

Space for MOOC :

Libraries can give space to MOOC exercises in which MOOC-related writing, conversations, issues, potential cures, encounters and other significant data can be conferred among MOOC engineers, foundations and experts. Additionally, the above-mentioned MOOC activities ought to be recorded and disseminated to users who were unable to attend the event as well as professionals who are keenly interested in joining the MOOC movement.

Showcase for Libraries :

Libraries can build their image as service providers among users in this technology-driven era by providing enough assistance to MOOC developers in a variety of ways and by participating in the development and creation of MOOCs.9 In addition, by adopting and developing various courses in the LIS domain on the MOOC platform, these services may be considered a showcase for any library, and this practice is certainly helpful in encouraging other professionals and libraries to join the MOOC movement.

In Professional Development of LIS Practitioners :

Participating in MOOC environments encourages and assists LIS professionals in continuing their education by providing them with the flexibility of online learning that can be completed at any time, from anywhere, and without formal educational formats; and helps them improve their professional abilities and mastery of new technology in order to successfully accomplish their objectives.

Advantages Of Mooc :

The following is a list of some of the MOOCs' main benefits:

- ❖ A lot of students can learn from some of the world's most renowned professors from the comfort of their own homes while also connecting with others who share their interests.
- ❖ Students can refer to a topic of interest and read, watch, or hear it as many times as they like, depending on their convenience, in any Indian language they are familiar with.
- ❖ The most recent reports from the International Data Corporation (IDC) indicate that India is one of the Asia-Pacific smartphone markets with the highest growth rates. Students can easily take these online courses through MOOCs, which are accessible on smartphones. Unlike students who choose other educational platforms, MOOC students do not have to worry about educational fees.

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90

❖ MOOCs emphasize quality certification and assessment in addition to high-quality education. These ensured courses can be truly significant for understudies over the long haul.

❖ Digital India will make it easier to access a lot of educational content in gram panchayats all over the country. One of the most effective ways to change education in the country, particularly in semi-urban and rural areas, is through MOOCs.

Challenges Of Mooc :

Concerning the difficulties, it may be stated that although MOOCs cannot substitute for traditional classroom learning, they can be utilized to bridge the gap between various educational systems. The following are some limitations of MOOC:

❖ To access the material covered in their courses, MOOCs require fast internet connections. The Internet and computers aren't easily accessible to everyone in a developing nation like India, especially in rural areas, and their availability is mostly restricted to urban areas. The widespread adoption of MOOCs has been constrained by a lack of necessary infrastructure. In order for low-income individuals to take advantage of MOOCs as well, India needs to work toward making affordable access to high-speed Internet available to the country's population.

❖ The MOOC is expensive to offer because it requires infrastructure, platforms, content creation, human resources, and many other things. It is difficult for a single institution in India to provide such services because institutions lack the capital to invest in such an event. Some authorities need to get involved, and they can make an investment in the process to help support education. For the development of MOOCs in this nation, even the Indian government must loosen conventional regulations and restrictions and promote public-private partnership.

❖ It is not always certain that all MOOCs provide degrees, certificates, and/or diplomas, which restricts the number of candidates who enroll in these courses. This is due to the fact that many businesses request documentation of educational attainment that candidates are unable to provide.

❖ There is no monitoring of candidates or students in MOOCs because they are hosted online, which increases the likelihood of cheating or plagiarism.

Conclusion :

The current Web period anticipates that custodians should have a different expertise level including ICT. In emerging nations like India, Library schools deal with issues like lack of educators, assets, foundation and accessibility of assets and so on. It should be noted that MOOCs are demonstrating their significance in the LIS domain in addition to providing excellent opportunities. This study reveals that MOOCs offer a variety of opportunities for libraries, LIS professionals, and LIS schools to collaborate to explore possibilities, assist in the development of MOOCs on a variety of subjects, including LIS-related subjects, build libraries' image, and demonstrate their significance in the digital age. It is also suggested that library professionals who are not yet familiar with the MOOC concept, structure, and other

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91

aspects can get a taste of the MOOC and improve their skills toward understanding the MOOC as a whole so that they can play important roles and participate in MOOCs.

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92