

An Overview of What are important Role of libraries for the MOOC's Users

Devaraju M N

Librarian

Government First Grade College for Women
Chikkamagaluru, Karnataka State, India - 577101

Abstract:

MOOCs supply libraries new opportunities to help shape the communication about adjustments in higher education and to guide faculty and university college students via the one's adjustments. To expect the ones libraries are centre for MOOC's Courses and function of librarians want to understand the MOOCs landscape. Studying and adopting era to control and display screen MOOC usage of library belongings is probably vital to help get right of entry to and MOOC's Courses. Libraries also can encourage the faculty people to get involved in MOOCs for their respective areas and moreover acted as advisers. Libraries can provide help and records in fantastic additives of producing of the MOOCs alongside selecting and supplying open deliver materials which can be applied in MOOCs, and moreover growing open instructional belongings. To fulfill this aim, a librarian wants to understand about MOOC to use it as a tool to invite clients to the library. This article discusses about the placement of libraries and librarians in MOOC's era.

Keywords: MOOCs, Learning, Libraries, Online courses, mechanical changes, educational demands, Massive, higher education

Introduction:

Massive open on-line courses (MOOCs) had been one of the maximum broadly debated subjects in training circles in latest years. Opinion on them varies significantly and is kind of similarly divided among the in defenders and their detractors. However, specialists agree that one of the maximum crucial contributions of the MOOC motion has been in riding extrade in better training. Although on-line training has existed for years, MOOCs have brought about it receiving renewed interest and to the improvement of modern answers for its improvement. MOOCs (Massive Open Online Courses) are large hit, and centerpiece of the discussions among academicians, school and college students a proper or informal training. There isn't anyt any doubt that MOOC's most visibility contributed to democratization of training; in a rustic like India MOOC subculture has delivered splendid wish for the unprivileged network deprive of formal training. India has 2d biggest target target market for MOOCs after United States of America; as such there are splendid possibilities in addition to demanding situations for the general public and educational libraries to offer essential guide to the MOOC educators and learners. MOOCs grant custodians unused openings to assist shape the discussion around changes in higher instruction and to direct chairmen, staff, and understudies through these changes. To expect this part, curators must get it the MOOCs scene. Various partners will have an intrigued within the enormous mental property that eventually dwells in libraries' possessed and authorized advanced stores. Considering and embracing innovations to oversee and screen MOOC utilization of library assets will be fundamental to controlling get to and fixing Web shields.

A wave of troublesome mechanical changes has hit higher instruction, driving us to reexamine the way we instruct, learn, and give instructive assets. For libraries, the developing reach and sheer numbers of gigantic open online courses (MOOCs) raise uncommon challenges and openings. As we attempt to see our part inside this modern advertise, it may be worth reflecting on our status to function within the progressively complex online scene. Before long, custodians may well be inquired to supply get to copyrighted, licensed electronic assets for MOOC understudies around the world. Will we be prepared with the innovation to suit exceptional numbers of understudies interior and exterior the college? We are going too got to bargain with lawful issues related to MOOCs, such as mental property rights, security issues, and state directions. After depleting the numerous ways of saying no to troublesome alter, maybe able to discover a way to work with all the partners and offer assistance shape the quickly changing MOOC demonstrate in concert with our claim needs whereas we still can.

The initial wave of MOOCs was created by prestigious universities such as Harvard and Mit. These courses were touted as being comprehensive and of high quality in terms of content and design. However, there were criticisms regarding various aspects including the quality of their design, the methodology used for learning, the lack of mentoring and assessment, and high dropout rates (Bates, 2014; Daniel, 2012)¹. As a result, a second generation of MOOCs emerged, utilizing more advanced technologies and focusing on achieving tangible learning outcomes. The MOOC marketplace is rapidly evolving and expanding, with some studies (Muñoz, Punie, Inamorato dos Santos, Mitic, & Morais, 2016; Jansen & Goes- Daniels, 2016) suggesting the emergence of a distinct European MOOC model. In India, institutes with the necessary organizational capabilities and governing authorities are striving to meet the increasing educational demands of learners by offering MOOCs within the

country. Efforts are ongoing to further expand these initiatives and match the growing demand. Prominent institutes such as the IITs, IIMs, and IISC, along with authorities like UGC, AICTE, and MHRD, have always been actively involved in providing quality education to learners in India, both through traditional means and online platforms. Some of the current projects dedicated to online education include NPTEL, mooKIT offered by IIT Kanpur, and IITBX of IIT Bombay. The most recent government initiative is "SWAYAM," which aims to serve a large-scale audience and address the increased needs of learners.

Meaning of the MOOCs:

A massive open online course (MOOC) is a free online educational platform that allows for unlimited enrollment. MOOCs have emerged as a relatively new development in the education sector, aiming to provide affordable education to a large number of people in a collaborative online space. These courses combine traditional teaching materials, such as lecture slides and videos, with interactive elements. Despite their original promise to democratize learning and reduce costs, MOOCs have faced challenges such as low completion rates, differences in outcomes compared to face-to-face teaching, and the majority of enrolled students being from developed countries. MOOCs offer a flexible learning environment where individuals from around the world can access the same course material without any prerequisites. Feedback is often provided instantaneously, and there are no penalties for discontinuing a course. Many prestigious educational institutions have partnered with online learning platforms to offer MOOCs, allowing them to share knowledge and demonstrate faculty expertise. Participants in MOOCs typically engage for personal enrichment or to acquire skills for the job market, although no degree is conferred upon completion.

MOOCs: Definition:

- Massive Open Online Courses (MOOCs) are course aimed at unlimited participation and open access via the web.
- Oxford Dictionary defines MOOCs as a course of study made available over the Internet without charge to a very large number of people.

Types of MOOCs:

- cMOOCs: "Connectivism MOOCs". Imparting learning in "Networked environment" using Social Network platform, blogs, learning communities, etc. CMOOCs are learner-centric.
- xMOOCs: xMOOCs are based on traditional studying materials and higher education methods of learning involving video lectures and quiz tests as method of evaluation. xMOOCs are teacher-centric.
- Quasi-MOOCs: Based on web-based OERs that are not designed for supporting learning-specific tasks. Lacks social interaction of c-MOOCs.

Review of the Literature:

O'brian, L, et.al. (2014) expressed Libraries were supporting MOOCs by: Copyright Clearance ;Open substance advancement; Authorizing assets; Directions back; Generation Back Regulation variables influencing the library's engagement with MOOCs were: Nature of MOOCs advertised by the institution; Regulation coordination of MOOCs; Models of MOOC bolster; Structure of existing [library] administrations; Staff and budget. The larger part of MOOC stages are the not for benefit; the course structure comprises of a combination of brief video addresses, proposed perusing list, and assignments; larger part of the test and tests are naturally evaluated. The discourse gatherings are directed by course engineers, educating partner or peer arbitrator, and in most of the cases members are cleared out to their claim gadgets. There are various partners of MOOCs who will have an intrigued within the gigantic mental property that ultimately resides in libraries within the frame of authorized computerized stores. The custodians have ability in managing with legitimate issues related to MOOCs, such as mental property rights, security issues, and can play dynamic part in economical improvement of MOOCs. There have been tall levels of consideration in later months given to the scholastic "faces" of MOOC stages and the instructors that convey the MOOCs themselves. In any case, there's small recorded prove around the part of libraries and curators in connection to the improvement of the MOOC development. What is well reported by Xu, Ouyang, and Chu (2009) is the affinity for scholarly custodians to be early adopters of innovation

with phrasing such as “Library 2.0” being coined by Peltier-Davis (2009). MOOCs are distinctive and require the re-planning and repositioning of the library benefit.

How did MOOCs start?

MOOCs are a coordinate reaction to the computerized, organized world where individuals have get to colossal sums of data online and where they shape virtual communities with individuals who share their interface. MOOCs utilize these systems to empower understudies to associate share and collaborate with virtual ‘classmates’ over geological and social boundaries.

So distant, the US has been the most center for MOOCs, with a assortment of colleges contributing courses and creating online stages to have them. Be that as it may, the concept of learning online isn’t modern. The Open College has been advertising open instructive assets for a long time through its exceedingly effective OpenLearn site, and through its courses on iTunes U. Future learn is building on this mastery to supply courses from a extend of the UK’s best colleges to learners over the globe.

How do MOOCs work?

Most existing MOOCs have a particular begin and wrap up date and understudies sign up online. The courses are ordinarily advertised two to three times a year and tend to final for weeks instead of months. An understudy can utilize a wide run of media and intelligently online apparatuses to lock in with other members and learn nearby them. These might incorporate video addresses, online discourse sheets, blogs, wikis and social organizing locales such as Twitter and Facebook. In expansion to this online engagement a few courses moreover incorporate openings for understudies to meet each other confront to confront. Due to the huge number of understudies examining MOOCs, learning bolster comes from the online learning community instead of scholarly staff. Similarly, appraisal of MOOC courses incorporates peer-assessed composed assignments and computer stamped tests.

MOOCs endeavor to empower understudies to be autonomous and self-motivating. Understudies that truly grasp the course are compensated with true online systems and peer connections that can proceed past the conclusion of the course. A understudy can utilize a wide extend of media and intuitively online devices to lock in with other members and learn nearby them.

MOOCs Providers:

What are MOOCs providers are mentioned below;

S.No	Provider	Type	Headquarters	Founded
1	ALISON	Commercial	Ireland	2007
2	Canvas Network	Commercial	USA	2008
3	Coursera	Commercial	USA	2012
4	Coursmos	Commercial	USA	2014
5	edX	Non-profit	USA	2012
6	Eliademy	Commercial	Finland	2012
7	FutureLearn[1][2]	Commercial	UK	2012
8	iversity[3]	Commercial	EU	2013
9	Kadenze	Commercial	USA	2015
10	Khan Academy	Non-profit	USA	2006
11	Lynda.com	Commercial	USA	1995
12	NPTEL	Non-profit	India	2015
13	OpenClassrooms[4][5]	Commercial	France	2007
14	openHPI[6][7]	N/A	Germany	2012
15	OpenLearning[8]	Commercial	Australia	2012
16	Open2Study[9][10]	Commercial	Australia	2013
17	Peer to Peer University	Non-profit	USA	2009
18	POLHN	Non-profit	Western Pacific Region	2005
19	Shaw Academy	Commercial	Ireland	2013

20	Stanford Online	Non-profit	USA	2006
21	SWAYAM	Non-profit	India	2015
22	Udacity	Commercial	USA	2012
23	Udemy	Commercial	USA	2010
24	WizIQ	Commercial	India/USA	2007

How libraries can support MOOC learning:

The MOOCs are advancing stage and considered as another huge thing in higher instruction and online learning. MOOCs do show up to be here to remain as portion of the generally online learning Environment, fair as libraries give “free” and open get to learning assets, MOOCs give free and open get to learning openings Libraries meet just-intimae learning needs and cultivate a solid sense of community; network MOOCs in specific might motivate comparative positive impacts and increase library learning administrations. (Signorelli and Hovious, 2014) There are different parts for libraries within the MOOC improvement, back, appraisal, and Conservation prepare. The following roles for library professionals.

- Clearing Copyrighted Content
- Supporting production- Library as Content Creator
- Supporting students
- Preserving MOOC content

Conclusion:

This paper depicts an mediation within the utilize of MOOCs to advance the learning and energy of these pre-service instructors within the improvement of long lasting propensities that will offer assistance to support their proficient development into long haul. Effectively developing the thought that both pre- and in-service instructors are somewhat dependable for their possess proficient advancement advances the idea of long lasting learning. This more noteworthy sense of self-awareness permit for the opportunity to not as it were reflect on their possess hone but to too distinguish information holes in their proficient improvement.

In spite of the part of gigantic open online courses and the specific highlights which characterize them, MOOCs are picking up ubiquity in libraries due to the curiously openings that they show. As watched over, not as it were can libraries help MOOC engineers in numerous ways, they themselves can too make MOOCs The rise of online courses , such as the NPTEL and SWAYM in India extension of online instruction through MOOCs, has allowed the presentation of unused approaches which include library administrations, assets and experts in online classes; for illustration, by making and coordination OER into online courses and MOOCs. Thus, libraries can play urgent parts and they ought to not miss out on a chance to urge included within the future of MOOCs.Libraries in the Time of MOOCs

Through the lived encounter of taking part in an internet learning environment such as a MOOC, pre-service instructors can enormously advantage from being uncovered to different shapes of instruction and appraisal other than the conventional strategies that are unavoidable in numerous classrooms. Expanding their educational collection some time recently they enter the instructing environment permit them to be them more responsive to changing teaching and learning settings. Instructors ought to involvement the online learning environment for themselves some time recently they can apply procedures that abuse the affordances of modern innovative administrations and devices in their possess educating and learning. As such, uncovering pre- benefit instructors to unused models of online learning not as it were permit them to utilize rising advances to advance their possess learning travel but to outwit the debate of the pertinence of coordination ICT in Instruction. Teach dependable for educator preparing ought to be cognizant of the opportunities that MOOCs can offer to upgrade their own teacher advancement programs. Employing a secluded approach to supplement coursework from set up MOOC may be a commonsense arrangement to remain current or within the nonattendance of fitting offerings set out on the plan and execution of MOOCs that address the particular needs of instructor in developing world settings. Analysts ought to not disregard to center on scenes of changing academic hone to suit the apparatuses of our time with a expansion of modern innovations and concepts that affect current instructing and learning hypothesis.

Rather than fortifying existing hypotheses, our calling as analysts is to seize the opportunity to revise the fossilized designs by extending and correcting existing instructing and learning hones.

Reference:

1. Bates, T. (2014). MOOCs: getting to know you better. *Distance Education*, 35(2), 145-148
2. Muñoz, J.C., Punie, Y., Inamoratodos Santos, A., Mitic, M., &Morais, R. (2016). How are higher education institutions dealing with openness? A survey of practices, beliefs and strategies in five European countries. JRC Institute for Prospective Technological Studies, European Commission.
3. Jansen, D. & Konings, L. (2017) MOOC Strategies of European Institutions. Status report based on a mapping survey conducted in November 2016 – February 2017. EADTU. Retrieved from [s_of_European_Institutions.pdf](#)
4. Barnes, Cameron (2013). MOOCs: The Challenges for Academic Librarians. *Australian Academic & Research Libraries*, 2013, Vol. 44(3), pp. 163-175.
5. Gore, Hannah (2014). Massive Open Online Courses (MOOCs) and Their Impact on Academic Library Services: Exploring the Issues and Challenges. *New Review of Academic Librarianship*, 20, pp.4-28, 2014
6. O'brian, L, et.al. (2014) Working group on models for course support and library engagement <https://drive.google.com/file/d/0B4DgtXah7QuyQW5pQml3S0RoejBsOHpQWHpsWkxGU3>
7. Xu, C., F. Ouyang, and H. Chu. "The Academic Library Meets Web 2.0: Applications and Implications." *The Journal of Academic Librarianship* 35.4 (2009): 324–31. Print.
8. <https://www.class-central.com/report/libraries-and-moocs/>
9. <file:///C:/Users/user1/Downloads/MOOCandrolesforlibraries.pdf>
10. <https://libraryconnect.elsevier.com/articles/libraris-role-implementing-moocs>