

Chapter 41

The Technology Shift for MOOC-Based Libraries: The Need of Libraries for MOOCs

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ABSTRACT

Massive open online courses (MOOCs) have evolved in past decade and become one of the prominent parts of the higher education system. The MOOCs provided a promising platform to aspirants who wanted to study further to either enhance their educational status or learn new technologies. With the evolution of MOOC, many platforms started to offer such courses, and many of them are not free as these courses need to register with some nominal fee. The role and need of libraries come at this point for MOOC courses as the courses are bundled with corresponding study material. The print library needs to assist e-library so that it may be compatible with the MOOCs and corresponding resources. The technological shift from print to e-library has a great impact on e-learning followed by MOOCs; however, the issue of MOOC libraries and resources is yet to be resolved to ensure the availability to all the users. The chapter deals with the need of library for MOOCs, its structure and technology shift from print library to e-library, along with the differentiation between e-learning and MOOCs.

INTRODUCTION

The term MOOC, since its beginning, was very attractive to the learners especially who were unable to study on a regular basis in the educational institutes due to various reasons including age factor, job continuation and timing issues. The basic idea of MOOC is very simple which states education for all through open platform and thus most of the free courses of MOOC, as the name suggests, became the

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primary choice for the students who could not join any regular course. In case of free courses, the study material is also free, however for the paid courses the study material is provided only after the registration. In this way the MOOC study material can be divided into two categories, viz. free and paid. Since library is the backbone of education, the need of library for MOOCs is a vibrant issue associated with MOOCs. As a consequence, the migration of print format to e-format has changed the education system in a drastic way which, as a matter of fact, is very helpful to MOOC system. It is obvious that for online courses, the library must also be online and hence the print library needs to complement the e-library. The issue of compatibility of e-library and print library has already been resolved to a greater extent by the use of e-books and online resources adopted by the libraries; however a large part of print library is still not available in e-format.

It is an important fact that MOOC is not mere e-learning and hence it is mandatory to differentiate the two terms not only for the basic terminology but also for the technological aspects. Consequently the need of library and resources for both e-learning platforms and MOOCs are to be well distinguished. The objectives of proposed chapter are to discuss the need of library for MOOCs and technology shift from print library to e-library along with the differentiation between e-learning and MOOCs. The chapter will also deal with the challenges associated with MOOC based library management. A survey based analysis for observing the status of higher studies particularly online and MOOC based courses has also been discussed in the chapter.

BACKGROUND

Massive Open Online Courses (MOOCs) are web based distance learning programs that provide training to learners at a nominal or no costs (Allen & Seaman, 2013, Pant, 2018, Soyemi & Babalola, 2018). The name itself suggests that MOOCs are massive collection of courses which are open to all through online platforms. The registrations are free and the course contents are open and mostly free of cost to the interested participants (Clow, 2013, Klobas, 2014, Pant, 2018, Teixeira et al., 2016). The mere requirement to access such courses is an internet connection which is the backbone of MOOC based study. MOOCs are large-scale educational courses where the registered students are brought together to learn collaboratively through various internet resources including blogs, online discussion forums, tweets, messages etc. (Calter, 2013, Milheim, 2013). MOOCs constitute a new force in higher education as they are the educational innovations having the potential to reach a massive scale of learners from different countries (Ma & Lee, 2019), however they also disrupt traditional higher education system (Stöhr et al., 2019).

The term MOOC was coined in 2008, which came into action in 2012 (Bansode, 2019, Klobas, 2014, Liyanagunawardena et al., 2013, Pant, 2018). Although MOOCs are online courses, they are different from online learning in the use of teaching approaches, massive participation and openness (Vivian et al., 2015). The online courses have a fixed pedagogy with limited participation contrary to the MOOCs. The attractive point about MOOCs is a huge participation due to the flexibility of the environment. As of the study by Daniel et al. (2015) there were more than 5 million students worldwide registered for MOOCs, of which most were aged between 26 and 45 having university degrees or previous higher education studies. This data tells the status of the MOOCs and its popularity during the span of less than one decade. It was stated by Milheim (2013) that there would be a growing feeling among many individuals that MOOCs would significantly benefit students and academic institutions in the coming

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