

Chapter 1

MOOCs Evolution and Perceptions of Library and Information Science Professionals

Anna Kaushik
University of Kota, India

ABSTRACT

This chapter provides the genesis of the massive open online courses (MOOCs) concept and perceptions of library and information science professionals towards the evolution of MOOCs in libraries and the information science domain by using a survey. The results of this study revealed that a majority of library and information science professionals who participated in this survey were working in academic libraries and aware of the MOOCs concept from three years, by scholarly literature. The MOOCs concept was updated and useful in libraries and the information science domain, while a lack of MOOCs related specific to competencies and skills emerged as the main barrier. This survey also showed that the concept of MOOCs will continue to grow in the future. This chapter will be helpful to understand the concept of MOOCs and the insights of library and information science professionals in the MOOCs context.

DOI: 10.4018/978-1-5225-5146-1.ch001

INTRODUCTION

The genesis of the Massive Open Online Courses (MOOCs) concept was not suddenly appeared but it was encompassed through diverse phases of different types of online courses, open courseware, open education resources, distance courses, online pedagogies inclusion with the wide range of online reading materials available under the various categories and formats. Internet technologies, platforms, formats and online learning pedagogies were adding more value in these courses. Open courseware was a project which developed by MIT with the aim to make all of MIT's course materials available online for free of cost which was consisted of variety of online videos, lecture notes, texts and other resources may considered as one of the paradigm of MOOC which facilitates to the users to adopt the materials and to use them in their classes or to take a self-placed course themselves by using the classroom materials. Though, in the 2008 year, the term "Massive Open Online Course" was coined by Dave Cormier, University of Prince Edward Island and Bryan Alexander, National Institute of Technology in Liberal Education, (McAuley et al., 2010) stated but year 2012 was known as miracle year for MOOC concept in which "New York Times" declared 2012 year as the year of the MOOC (Pappano, 2012) added and some important MOOCs players such as Coursera, Udacity, Edx, etc. were developed and MOOC concept became a hot topic worldwide. Since then, MOOC concept was emerged as a new avatar in online learning and gaining great popularity and momentum in all disciplines, fascinating large number of professionals including library and information science professionals as well as other users worldwide level. Consequently, the library and information science professionals are largely attracting towards this amazing technology by the understanding and participating Massive Open Online Course phenomena, engaging themselves in MOOCs activities, supporting greatly to the MOOC developers in various ways, developing the MOOCs on different themes, producing scholarly literature worldwide, and conducting research on the MOOCs concept. Apart from this, the diverse types of libraries and library and information science schools/ institutions are engaging and contributing in the MOOCs environment at large level in order to accelerate and utilized the MOOCs concept worldwide. Therefore, getting perceptions of library and information science professionals towards genesis of MOOCs concept is needful in connection to know the insights for understanding, adopting and connecting with MOOCs concept in the real sense.

TIMELINE OF MOOCs CONCEPT

The timeline of MOOCs concept evolution given as shown in Table 1.

21 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/moocs-evolution-and-perceptions-of-library-and-information-science-professionals/204180

Related Content

Intellectual Property Rights Protection in Nigeria: Challenges and Prospects

Afolayan Oluyinka Titilope (2020). *International Journal of Library and Information Services* (pp. 51-57).

www.irma-international.org/article/intellectual-property-rights-protection-in-nigeria/253103

Reading Promoters' Training: New Service of Public Library - A Case Study of Pudong Library of China

Lihua Wang and Fei Yang (2020). *International Journal of Library and Information Services* (pp. 36-51).

www.irma-international.org/article/reading-promoters-training/240797

Supporting Information Literacy Skills of Students for a Successful Transition to Higher Education: Opportunities and Challenges for Libraries in the Digital Era

Josiline Phiri Chigwada (2019). *International Journal of Library and Information Services* (pp. 24-30).

www.irma-international.org/article/supporting-information-literacy-skills-of-students-for-a-successful-transition-to-higher-education/214910

Mentoring for Retention, Promotion, and Advancement: An Examination of Mentoring Programs at ARL Institutions

Gene R. Springs (2014). *Succession Planning and Implementation in Libraries: Practices and Resources* (pp. 45-63).

www.irma-international.org/chapter/mentoring-for-retention-promotion-and-advancement/99505

The Use of Electronic Library Resources in Nigerian Universities: A Review of the Literature

Shaibu Adona Sadiku, Abdulwahab Olarenwaju Issa and Mohammed Kpakiko Mohammed (2019). *International Journal of Library and Information Services* (pp. 40-50).

www.irma-international.org/article/the-use-of-electronic-library-resources-in-nigerian-universities/228177