

Chapter 3

Adoption of Massive Open Online Courses (MOOC) for Librarians' Professional Development in Africa

Michael O. Fagbohun

Covenant University, Nigeria

Christopher Nkiko

*Samuel Adegboyega University,
Nigeria*

Basiru Adetomiwa

Redeemer's University, Nigeria

Aderonke O. Asaolu

Covenant University, Nigeria

Nwanne M. Nwokeoma

Covenant University, Nigeria

Ugwunwa C. Esse

Covenant University, Nigeria

Kazeem Omeiza Usman

Tallinn University, Estonia & University of Parma, Italy

ABSTRACT

Librarian development is the process of constantly strengthening professional attainment, broadening academic knowledge, and enhancing skills. This chapter explores how Massive Open Online Courses (MOOCs), can be used as continuing professional development of a librarian. This chapter narrates how MOOCs may offer a librarian an opportunity to upgrade their skills or further their education. It explains the benefits and challenges of the adoption of MOOCs for continuing professional development in developing countries and how this can be applied in developing economies. The major benefits of MOOCs to librarians are to help in professional and personal learning, but most librarians who wish to experience

DOI: 10.4018/978-1-5225-5146-1.ch003

Adoption of Massive Open Online Courses (MOOC) for Librarians' Professional Development

progressive career-development are yet to ascertain this fact. The chapter concludes that librarians have the opportunity to leverage this technology to improve their relevant professional skills in the 21st century. It is also established that the adoption and use of MOOCs among professional librarians in Africa is low as in advanced countries.

INTRODUCTION

There is a paradigm shift in the dynamic of teaching and learning, lifelong learning is not left out of this speedy shift. The modes of developing capacity among professionals in the 21st Century are no longer limited to attending conferences, workshops, and in-service training or learning. The computer-mediated means began with the emergence of Web technology which has birthed diverse methods of self-paced learning for career advancements such as the use of the wiki, blog site, and website also known as virtual learning, e-learning has transformed to Massive Open Online Course (MOOC). MOOCs are becoming a major part of the professional development tool in some advanced countries; it is important that librarians and professional bodies in Africa help build appropriate capacity of their employees and members.

BACKGROUND

Libraries are considered as an environment for learning and development of their clientele, and unfortunately, the development of librarians tend to be sidelined (Farkas, 2016). The acquisition of degrees, requisite skills and knowledge empowers librarian to be of great assistance to library patrons in their research endeavors, thus, the need for librarians to constantly seek self and professional development for advancement in research, skills for efficient and effective service delivery and better employment opportunities. Professional development helps to sharpen the skills of academic librarians for acquisition of knowledge and proficiencies that have not been met by either formal education or on-the-job-training (Pan & Hovde, 2010). Professional development is considered as the various educational opportunities available to librarians and other professionals in relation to their jobs. Librarians partake in professional development to learn and apply new knowledge and skills that will improve their performance on the job. Farkas (2016) opined that any library manager that desires to experience unfathomable commitment and dedication from library staff members should find means to support their professional development.

27 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/adoption-of-massive-open-online-courses-mooc-for-librarians-professional-development-in-africa/204182

Related Content

The Role of Information Professionals in South Africa in the Provision of Information During COVID-19

Nkholezzeni Sidney Netshakhuma (2021). *Handbook of Research on Library Response to the COVID-19 Pandemic* (pp. 266-283).

www.irma-international.org/chapter/the-role-of-information-professionals-in-south-africa-in-the-provision-of-information-during-covid-19/272317

Determinants of Web Search Effectiveness From the Perspective of Library and Information Science Students

Adeyinka Tella, Saheed Oyeniranand Ebenezer Sanya Ibronke (2021). *International Journal of Library and Information Services* (pp. 1-15).

www.irma-international.org/article/determinants-of-web-search-effectiveness-from-the-perspective-of-library-and-information-science-students/280359

Developing Geodetic Search Interface Through Auto-Generation of Geographic Name Authority Datasets

Parthasarathi Mukhopadhyayand Mondrita Mukhopadhyay (2022). *Technological Advancements in Library Service Innovation* (pp. 59-81).

www.irma-international.org/chapter/developing-geodetic-search-interface-through-auto-generation-of-geographic-name-authority-datasets/296907

A Knowledge Approach for the Library Sciences

Theodore J. Randles, Sarah Richardsonand Allison Li Miller (2021). *International Journal of Library and Information Services* (pp. 18-27).

www.irma-international.org/article/a-knowledge-approach-for-the-library-sciences/277423

The Copyright Risk of MOOC and the Countermeasures of University Libraries

Libin Zhang, Guo Wang, Yihang Li, Qun Hao, Huiming Chai and Jiamin Wu (2021).
International Journal of Library and Information Services (pp. 28-45).

www.irma-international.org/article/the-copyright-risk-of-mooc-and-the-countermeasures-of-university-libraries/277424