

Chapter 5

MOOCs Evolution and Perceptions of Library and Information Science Professionals

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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.

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

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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.

Though the MOOCs concept was emerged in 2008 but enough popularity was gained form 2012 year worldwide. Owing to origin of the MOOCs concept and spreading it worldwide, some library and information science professionals and library and information science schools especially belong to developed countries were developed MOOCs in library and information science area by using different platforms. Though, there was no study found which claimed that when the first MOOC in library and information science domain was developed but through the Table 1, it can be observed that development of MOOCs in library and information science domain was started in the 2013 year. The impact of MOOC concept on library and information science professional can be measured thought the engagement, collaboration and development of MOOCs as well as scholarly literature produced on MOOCs and library and information science themes by the library and information science professionals in library and information science journals or magazines and library and information science associations and other LIS agencies were organized workshops, conferences, conducting research at worldwide level. Kaushik and Kumar (2015) through their study investigated the periodical literature produced by different authors on the MOOC concept and library and information science issues domain in library and information science journals and magazines and found that majority of the articles were published in Public Service Quarterly, on MOOCs and library theme, 2013 year was noted as the most productive year and most of the articles published by foreign journals and single authors. On the other hand, MOOCs concept was accepted in diverse disciplines as one of the best medium towards promoting online learning, literacy and lifelong learning globally. The library and information science professionals were using MOOC concepts as a tool for lifelong learning and connecting mass of users without any prerequisite qualifications, age bar,

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