What is a MOOC?

**Massive**

A lot of students. These online classes are typically not capped—some have over 100,000 enrolled.

**Open**

Taking the classes are free. However, if you want a certification of completion, some programs require fees.

**Online**

No attendance necessary—it’s all online. It’s a combination of streaming video, forums and written and interactive online material.

**Courses**

MOOCs emphasize key features of a class such as engagement with the material, ideation and networking with other students.


“A course of study made available over the Internet without charge to a very large number of people.”

(Oxford Dictionaries, 2013)
Emergence of the MOOC

2011
• Stanford University opened two of their artificial intelligence courses to the public over the Internet
• 100,000 people signed up

2012
• “The year of the MOOC"
• Higher education formed three major MOOC platform and distribution companies — Udacity, Coursera, and edX
• Top U.S. universities begin offering MOOCs

2014
• More than 2400 open online courses available
• Faculty and course content from more than 400 of the best-known universities in the world ~ 2400courses
• 16-18 million students have participated in a MOOC
• Offered in 13 different languages
2015 MOOC Trends

• 129 New MOOCs added in January 2015

• 278 New MOOCS started in February 2015

• 2800+ Total MOOCS (as of Feb 2015)

• 437 Universities/Colleges now offering MOOCs
2015 Forecast

• MOOC providers offering their own credential programs

• Universities seeking to boost alumni engagement

• Digital textbooks

• MOOC talks more tempered but possibilities of significant changes are on the horizon
Types of MOOCs

xMOOCs
• small manageable chunks of information
• frequently delivered in video lecture style formats
• supported by multiple-choice assessments used to provide feedback on performance

cMOOCs
• learner-centered
• collaborative - based on learning through relationships and connections.
MOOCs - Opportunities

- Access to higher education
- Continuing education / professional development
- Non-degree programs / technical training
- College Readiness / Career Exploration
- Personalized learning experience
- Flexible learning environment
- Diverse, worldwide learning environment
MOOCs - Challenges

• Lack of consistent review and grading system
• Sustaining student engagement
• Receiving quality feedback due to size of course
• High cost of development and implementation
• Time commitment
MOOC
The Hyperlinked Library

The Hyperlinked Library Model
Hyperlinked Communities
Planning for Hyperlinked Libraries
Transparency and Privacy
User Experience
Mobile and Geo-Social Environments
Creation Culture
Learning and New Literacies
MOOC
The Emerging Future – Technology Issues and Trends

Foresight & Planning Techniques

New Technology Resources

Ways to Fund New Technologies

Imaginarium/Infographics

Accessibility and Copyright Issues
<table>
<thead>
<tr>
<th>Hyperlinked Library</th>
<th>Emerging Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2013</strong></td>
<td><strong>Spring 2014</strong></td>
</tr>
<tr>
<td>• Initial meetings with administrators and IT</td>
<td>• Offered as a 3-unit course for MLIS students</td>
</tr>
<tr>
<td>• Curriculum planning/updates to LIBR 287</td>
<td>• Selected LMS/Platform</td>
</tr>
<tr>
<td>• Configuration of new server</td>
<td>• Recruited graduate student developers</td>
</tr>
<tr>
<td><strong>Summer 2013</strong></td>
<td>• Created MOOC shell</td>
</tr>
<tr>
<td>• Course content creation &amp; platform building with graduate student assistants</td>
<td><strong>Summer 2014</strong></td>
</tr>
<tr>
<td>• Recorded lectures</td>
<td>• Team of eight (8) students and 2 instructors</td>
</tr>
<tr>
<td><strong>Fall 2013</strong></td>
<td><strong>Fall 2014</strong></td>
</tr>
<tr>
<td>• MOOC Offered</td>
<td>• MOOC Offered</td>
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</table>
## MOOC: Platform

<table>
<thead>
<tr>
<th>Hyperlinked Library</th>
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</thead>
<tbody>
<tr>
<td>Wordpress &amp; BuddyPress</td>
<td>Powered by Canvas Network</td>
</tr>
</tbody>
</table>

### Pros

**Hyperlinked Library**
- Completely customizable, open source, high level of personalization
- Openly Networked
- #hyperlib activity shared via other social networks/sites easily.

**Emerging Futures**
- Turn-key system - easy to master
- 24/7 access to Canvas support and tutorials
- Site managed registrations
- Log analytics

### Cons

**Hyperlinked Library**
- Separation between community features and individual blogs created unexpected navigational issues
- Some students did not understand how to use some site features, even with tutorials

**Emerging Futures**
- Can’t access analytics on own
- Participant discussions, assignments, and badge data not accessible after the end of the MOOC
<table>
<thead>
<tr>
<th>MOOC: Statistics</th>
<th>Hyperlinked Library</th>
<th>Emerging Futures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Registrations</td>
<td>600</td>
<td>1723</td>
</tr>
<tr>
<td>(1345 on Interest List)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zero Logins or 1 Page Only</td>
<td>237</td>
<td>907</td>
</tr>
<tr>
<td>Actual Participants</td>
<td>383</td>
<td>916</td>
</tr>
<tr>
<td>Badges Awarded</td>
<td>3788</td>
<td>1000</td>
</tr>
<tr>
<td>Certificates Awarded</td>
<td>15%</td>
<td>52 (5%)</td>
</tr>
<tr>
<td>Additional Highlights</td>
<td>310 blogs</td>
<td>MOOC stats fits Canvas Network Norm</td>
</tr>
<tr>
<td></td>
<td>3929 blog posts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2099 status updates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>80 tribes (groups)</td>
<td></td>
</tr>
</tbody>
</table>
Community Spaces

1 = Personal
  – Blog
  – Profile

2 = Course
  – Tribes
  – Homerooms
  – Peers
  – Activity updates

3 = Global
  – Credly/badges earned
  – Twitter, LinkedIn, etc.
Student Population

363 registered students from across the globe
SJSU MOOCs
Outcomes and Reflection
Student Expectations

• Understand MOOCs better
• See the LIS & MOOC connection
• Take advantage of the convenience
• Continue to learn
• Connect
Measuring Student Success

• Completion
• Interaction
• Time
• Content

“There is also something uniquely intriguing about MOOCs---the massiveness, the global participation, the exploration of new virtual landscapes.”
What Worked Well

• Social experience
• Convenience
• The content
• The perspectives

“I really enjoyed getting to learn from other professionals about what is going on in the larger library world, rather than being only focused on my work at my individual library.”
Reflecting on Expectations

- Time, work, life got in the way of completing the MOOC
- MOOC exceeded expectations in content, delivery, networking
- Gained global perspectives
- MOOC was an overall good experience

“Life changing is how I describe my experience because...I will be an avid follower of emerging technologies.”
MOOCS and Libraries
MOOCs Support the Library’s Mission

• Provide access to quality information as a public good.

• Support teaching, learning and research

• Support continuing education

• Support the growth of an informed electorate in a democracy.
Libraries Support MOOC Objectives

• Shape the conversation about changes in higher education

• Provide the Internet connection and resource access that students need to succeed in a MOOC

• Provide resources to MOOC students

• Ensure people have the chance to participate
Challenges for Libraries

• Mitigate copyright risk
• Establish grounds for network access
• New licensing models
“We are the biggest provider of public technology and wireless access....and we have the resources people can use to do the homework in these courses.”

Michelle Frisque
Chicago Public Library
New York Public Library

Modern and Contemporary American Poetry MOOC
Gale Courses offers wide range of free online classes, led by expert instructors. Sign-up for your free Gale Courses account.

Already have a Gale Courses account, check out these popular classes:
- Grammar Refresher
- Introduction to Microsoft Excel 2010
- Creating Mobile Apps with HTML5
- Advanced PC Security
- Creating WordPress Websites
- Resume Writing Workshop
- Stocks, Bonds, and Investing
- Discover Digital Photography
“Library staff and users can benefit from MOOCs because of their shared common goals. Libraries thrive, in part, as organizations meet just-in-time learning needs and foster a strong sense of community; connectivist MOOCs in particular might inspire similar positive impacts and augment library learning services.”

Paul Signorelli, 2014
International Impact of MOOCs

Anyone...  
Anywhere...  
Anytime...
Thank you for attending!

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