Chapter 16

Integration of MOOCs in the Context of Library and Information Science Service in This Digital Age

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ABSTRACT

In this digital era, massive open online courses (MOOCs) are receiving huge attention. MOOCs have moved beyond the academic circle. The high popularity and adaptation of MOOCs are only for being free and providing a totally new kind of learning experience. But there are the several challenges that the library and information science professionals will face as MOOCs take off. These include influencing faculties, copyright and licensing, delivery demographic and scale. This chapter shows how MOOCs integrate in the field of library and information science service in this digital age.

BACKGROUND

In the present era, online learning become one of most demanded format of learning among users due to its fruitful benefits such as anywhere and anytime learning through internet connectivity and a electronic devise only. Massive Open Online Courses (MOOCs) emerged as a new miracle in online learning and spreading rapidly in different disciplines at worldwide level. Though Massive Open Online Courses (MOOCs) concept was originated in 2008 but enough attention of users was gained

in 2012 year in all around the world and this year was also declared as MOOCs year and some key players of MOOCs were also developed in this year. From 2012 onwards MOOCs available for the world and widely using for learning different topics and presenting deeper impact on all academic communities, higher education system and all disciplines including library and information science as well. Thus, not only libraries but also library and information science professionals are very much attracting towards MOOCs phenomena and thinking seriously towards integrating MOOCs in to library services. But what roles of librarians and libraries have to play in order to govern and support MOOCs activities through them and how libraries can implement MOOCs phenomena into their respective libraries effectively are the prominent points need to be discussed in this MOOCs scenario. Therefore, through this chapter, an attempt is made to define Massive Open Online Courses (MOOCs) including its advantages in library and information science domain, pointed out the ways through which libraries can implement MOOCs into their libraries successfully and librarians can support MOOCs activities at the worldwide level.

The impact of these developments can be seen in various subject disciplines including that of Library and Information Science. Library and information science education has undergone tremendous changes over a period of time and now it is experiencing its toughest challenge to make its wards employable and sustainable in the knowledge driven economy. The present Internet era expects librarians to have multiple skill levels including that of Information and Communication Technology (ICT). It is difficult for any library school to provide the kind of education and training on all segments of modern librarianship. This is true particularly in developing countries as they face certain challenges such as shortage of teachers, funds, skill levels, availability of resources and infrastructure. Here MOOCs may play a pivotal role in the delivery of LIS education and training and may also bring in opportunities for schools to collaborate, run and offer credits for the courses. With this backdrop, the paper gives background information regarding MOOCs, key players in the field, courses offered in LIS, areas in which MOOCs may help LIS schools in improving the quality of LIS education and their impact on LIS education in the developing countries.

What Is MOOCs?

The term Massive Open Online Course (MOOC) refers to a specific type of online course.

The main features of such courses are that:

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