



MOOCs: A Trend to Watch

New opportunities, new library services.

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What's a MOOC?

- **M**assive – often enroll tens of thousands of participants
- **O**pen – Anyone can enroll; no prerequisites or barriers other than Internet access
- **O**nline – Entire courses must be online and asynchronous, except for discussion forums
- **C**ourse – Attempt to make experience similar (maybe better!) than on-campus course

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Why MOOC? New opportunities

- Reach a new audience
- Globalize
- Reconsider pedagogical methods
- Improve on-campus teaching

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MOOCs at Duke

- 13 courses offered at least once, a dozen more in development.
 - Astronomy, Bioelectricity, Reason & Argumentation, Evolutionary Genetics, U.S. Foreign Policy
- Coursera platform
- Over 650K non-unique registrants.
- Significant positive feedback from instructors & participants.

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Who MOOCs? (Stats from Duke)

- About 2/3 of participants from outside U.S.
 - 31% Europe, 16% Asia, 10% Latin America, 3 % Oceania & 2% Africa
 - Coursera taking steps to increase enrollment from China
- Over 80% have college degree(s).
- Wide range of ages.
- Very different goals for participation!

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Why should libraries care?

- Disruption of teaching & library models
- Changing fast, externally-driven
- Rapid uptake, but in an environment of rising costs and questions about quality

= A laboratory for changing library services (including around copyright & permission)

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What's really happening?

- A vast experiment in the social construction of learning.
 - MOOCs are VERY social spaces.
 - Much of the learning happens in discussion forums.
 - Flipping classrooms.
- If libraries ignore this phenomenon, they risk accelerating irrelevance (IMO)

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New issues

- Disruption to traditional higher education
 - But remember who students are.
- MOOCs are free to participants, but expensive (& time-intensive) to create and offer.
 - Financial models
 - Certification & signature track.
 - Revenue-sharing with instructors
 - Free-lancing (i.e. Udacity)

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New opportunities for libraries?

- Library services
 - Technical assistance
 - Resource location
 - Copyright and permission
- Limitations
 - Licensing terms
 - Cost obstacles

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© in MOOCs -- A taxonomy of issues

- Ownership of course content
 - Who owns a course?
 - Campus policy
 - Contractual relationships
- Using third-party materials
 - Linking (legally OK, but practical issues)
 - Use in courseware (Fair use/Fair dealing?)
 - As assignments (permission)

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Your results may vary

- We'll talk about copyright & fair dealing during the Café.
 - Very fact-specific
 - Related to wording of exceptions in national law
 - Consider the use
 - In U.S. law, difference between material incorporated into lecture v. readings distributed to students.

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Some permission stories

- Monty Python in a MOOC
- Publisher permissions
- Using a movie poster



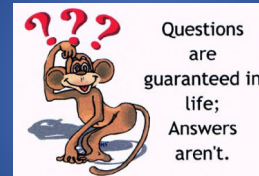
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The vital role of OA

- To create a no-cost offering
 - Either need lots of permissions for readings
 - OR, open access alternatives
- Our library is finding
 - CC Licensed images for lectures,
 - OA readings for participants.
- Publisher offerings v. OA materials (from the perspective of a participant)

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Thank you!



And see you at the Café discussion.

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