MOOCs: A Trend to Watch

New opportunities, new library services.

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What's a MOOC?

- Massive – often enroll tens of thousands of participants
- Open – Anyone can enroll; no prerequisites or barriers other than Internet access
- Online – Entire courses must be online and asynchronous, except for discussion forums
- Course – Attempt to make experience similar (maybe better!) then on-campus course

Why MOOC? New opportunities

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

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.

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!

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)

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)

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)

New opportunities for libraries?

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

© 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)

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.

Some permission stories

- Monty Python in a MOOC

- Publisher permissions

- Using a movie poster

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)

Thank you!

And see you at the Café discussion.