Get Ready to MOOC
Why Libraries Should Care (about Online Learning)

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2013
Agenda

1) Online Basics – approaches, strategies, roles
2) MOOCs – what’s so special?
3) Baseline (Eisenberg) Assertions
4) Implications for librarians and libraries
- Online Basics -
Basics of Online Learning

• Synchronous – Asynchronous
• Learning Management Systems
• Tools – Strategies - Tactics
• Roles
Synchronous - Asynchronous

Interactive
- Google Presentations
- Web Conferencing
- Video Conferencing
- IM
- Twitter

Asynchronous
- Digital Stories
- VoiceThreads*
- Screencasts
- SlideShare*

* Examples of Synchronous and Asynchronous tools.
Learning Management Systems

Blackboard
SAP
canvas
NING
Sakai
moodle
Tools

- Email
- Mailing lists
- Threaded conferencing
- Online discussion boards
- Wikis
- Blogs
- Social media
- Online polling & other tools
Strategies - Tactics

• Synchronous
  ‣ Engaging presenters
  ‣ Varied multimedia presentation
  ‣ Shorter duration than normal classes
  ‣ High quality streaming
  ‣ Moderated backchannel for participation
Strategies - Tactics

- Asynchronous
  - Careful and extensive planning and prep
  - Integrated via LMS or website
  - Multimodal delivery and participation/interaction
  - High quality presentations/recordings
  - Carefully selected and sequenced instructional resources
  - Threaded discussions as central mode of interaction with carefully crafted guided questions
  - Sub-groups for discussions with weekly leaders
  - Support for faculty and students
Roles

• Faculty
• Students
• IT Staff
• Instructional Design Staff
• Librarians and Libraries
MOOCs

Phil Hill –(7/25/2012) in “MOOCs are really a platform,” ELEARNSPACE, //www.elearnspace.org/blog/2012/07/25/moocs-are-really-a-platform/
Every letter is negotiable.

2013 @mathplourde - #digedcon #moocposter
Backlash?

www.insidehighered.com/news/2013/05/10/new-study-low-mooc-completion-rates

http://nation.time.com/2013/09/12/all-hail-moocs-just-dont-ask-if-they-actually-work/

www.slate.com/articles/technology/future_tense/2013/09/moocs_need_to_go_back_to_their_roots.html
Agenda

1) Online Basics – approaches, strategies, roles
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4) Implications for librarians and libraries
Baseline Assertion #1

- *Online Learning* is not the future – it’s the present.
SUNY Chancellor Nancy Zimpher calls for nation's largest online degree program

Albany, N.Y. - The State University of New York will launch the nation's largest online education system in the country, Chancellor Nancy Zimpher said today in her third State of the University address.

Open SUNY, which will start next year, will offer 10 online bachelor's degree programs and will enroll up to 100,000 students within three years, Zimpher said.
Baseline Assertion #2

- **Online Learning** is not a [poor] substitute for face-to-face learning.
Baseline Assertion #3

• *Online Learning* is as varied (if not more) than face-to-face learning in approaches, strategies, and tactics.
Baseline Assertion

#4

- **Online Learning** takes more time to plan and deliver than traditional, f2f classroom learning.
Baseline Assertion
#5

• Online Learning requires extensive support, services, and resources.

NASA (2013) www.nasa.gov/sites/default/files/wave_earth_mosaic_3.jpg
Baseline Assertion #6

- **Online Learning** is more in tune with our evolving world of work and play – virtual, augmented, mobile, social.
Baseline Assertion #7

• **Online Learning** offers librarians a chance to become even more essential and directly engaged in learning & teaching.
- Implications for Libraries -
Libraries & Librarians

Needs will expand for

- **Faculty**
  - pedagogy, targeted resources,
  - technologies and tools
  - Instructional design, development, and evaluation

- **Students**
  - information consultation regarding assignments, options, logistics, learning, technology
  - Information literacy learning—understanding the information requirements of assignments; credibility, crediting/citing and effective use of information.

- **All**
  - Timely, high quality, on-demand services and resources
  - Virtual and physical places
  - Tracking the “cutting edge”
Libraries & Librarians

Be --

- Flexible
- Up-to-date on trends and technology
- Engaged in institutional thinking and planning.

Have a clear sense of --

- Institutional priorities
- Library mission and purpose
- SWOT (Strengths, Weaknesses, Opportunities, Threats)
- Preferred approaches to facilities, resources, and services
- Priorities.
Libraries & Librarians

Prioritize – based on student, faculty, and institutional needs.

- Few (if any) lessons on “search.”
- Engage with faculty to revise handouts – emphasize quality and credible resources not mechanics.
- Help students on what’s most important to them: assignments.
- Less emphasis on print collection development. Lead with online and digital.
- Offer flexible and collaborative spaces with a range of capabilities and technologies.
- Infuse information literacy learning opportunities into resources, access systems, facilities, services.