

MOOC Magic 101 Building a MOOC



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Agenda

- Massive scale learning and libraries
- State of MOOCs in LIS
- How MOOCs are made
- What works and doesn't

Where can librarians go with this?

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Massive Online Learning

- OCLC: "At a Tipping Point"
- Consumer behaviour, technology, and economics aligned
- MOOC learners: our needs are met
- ON report 2016: Greater flexibility; more personalized learning journey are essential (no mention of libraries!)

Roles of libraries and librarians?

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LIS programs offering MOOCs

- cMOOCs and xMOOCs
 - University of Syracuse iSchool
 - San Jose State University, School of Information
 - University of Toronto iSchool
- MOOCs also offered by iSchools at Georgia Tech, U of Washington, U of North Carolina at Chapel Hill, U of Michigan, Drexel, Indiana
- No comprehensive list – others?

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Institutions' reasons include

- Build/strengthen reputation
 - Provide professional development
 - Explore delivery and business models
 - Strengthen relationships and recruitment
 - Explore and evaluate pedagogy and open platforms
- Contribute to innovation



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My reasons include

- Interest and experience in online learning
- Unmet demand for evidence-based advocacy education
- Availability of infrastructure and support
- LIS school responsibility
- My Inner Indiana Jones



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Participants' reasons* include

- Primary: professional development for librarians and related information professionals
 - Also: opportunity for library supporters; networking of isolated practitioners (small libraries; areas/countries with special advocacy challenges); exchanging stories and examples
- Secondary: curiosity, credentials, credits

* LA101x: Library Advocacy Unshushed

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Diverse offerings and platforms

- Credit or adaptation of credit course
- Continuing education credit systems
- Unlimited or capped enrollment
- Optional premium certificates (fee)
- Many high-volume MOOC platforms, including



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Creating LA 101x: Library Advocacy Unshushed

Small, mighty team
All librarians!
Faculty: Wendy Newman
Course designer: Gwen Harris
Student assistant: Carolyn Dineen
University: Online Learning, Library



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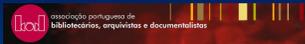
Designing Library Advocacy Unshushed

- University of Toronto [MOOC Resource and Planning Guidelines](#)
 - NEW learning outcomes for adapted course (knowledge, skills, attitudes)
 - Distinct tasks and activities
- Assessment : Self? Peer?
- Facilitating community within the course
- Time to create: hundreds of hours!

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Outreach and Partnership Library Advocacy Unshushed

- Partnerships



- Social media: Twitter @LA101x and Facebook accounts
- Articles in professional journals in [UK](#) and [Italy](#)
- Lively discussions outside the MOOC!

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Weekly Units (6)

- Objectives
 - Short video lectures – 5 to 10 minutes
 - Readings – core and suggested (open)
 - Quizzes (some graded)
 - Discussion questions (some graded - rubric)
- Video interviews with guest experts



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Guests: storytelling, applying, interpreting, commenting

Instructional Resources Guest speakers



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Lessons Learned

- Realistic estimates of creation time
- Storyboarding
- Graphics
- Clear, limited objectives
- Opportunities to interact
- Feedback and encouragement
- Strong assessment



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Impacts of MOOCs in LIS

Need more assessment, but so far. . .

- High professional demand and uptake
- Sparking conversations
- Integrating research into PD
- Faculty learning, too



Visibility of LIS schools in continuous PD

Forthcoming book on MOOCs in LIS (Prof. Sue Alman, SJSU)

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Impacts on Participants



- Compelling qualitative data
 - Lankes: "a desire for deep conversations about librarianship"
 - Are participants in LIS MOOCs like the general MOOC population?
- Participation in Peer Assessment process: thorough, careful

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Final Assignment Reflections



- Focus: learning and action
 - Deeper understanding and commitment: **leadership** in advocacy as core component of professional practice
 - Better understanding of evidence – unstuck?
- Changes in confidence and behaviour?

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Typical Participant Reflection

- "I have noticed that we tend to make a lot of issues about ourselves and we always make the case why it's so important to save the library for the library's sake. Rather we should be focusing on a community-centric approach that appeals to the values of the community and the impact on their lives. . . This changes how I will approach my advocacy in the future with regards to relationship building, storytelling, assessing environments, and framing messages."

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Another typical reflection

- “I will work hard to build relationships with community members, and especially with decision makers by cultivating mutual interests and providing assistance whenever possible. I will foster these relationships and . . . be ‘at the table’ as often as possible when important community decisions are being made. My presence, and the presence of other advocates, will help to integrate us into community decisions. Additionally, I will plug into the belief systems of those to whom I am trying to advocate, as mentioned in week 4.”

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Newly appointed library director

- “Just to wrap up, I will say that the timing of this course has been fortuitous. I feel armed to go into this community and help them ensure their library has a future.”

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Inspired to act

- “Library Advocacy Unshushed has given me necessary information and skills to effectively advocate for the future of my library and community. I can’t wait to get started.”

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On the LA101x Facebook page

- "It was my first MOOC and I couldn't have asked for such knowledgeable instructors, practical information, and insightful comments. Thank you."
- "This class was a fantastic experience."

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Now what?

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Roles of Librarians in MOOCs

- Michael Stephens (2015): librarians as
- Learners
- Connector
- Collaborator
- Creator



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Can this grow?



- Enable deeper dive than conferences, blogs
- Improve accessibility of research
- Help with recruitment into profession
- Connect programs and practitioners
- Model roles of librarians in design and implementation
- Models for sustainability: sponsorship? licensing? others?

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