

Strategy of American University Libraries Towards MOOC and Its Implications for Chinese University Libraries

Zhaoheng Du

Sichuan University of Arts and Science, Dazhou, 635000, China

272216875@qq.com

Abstract

With the rapid development of information technology, MOOC has become an important part of higher education. In the future development of MOOC, it will mostly likely have an important impact on the future developing direction of the library, with no exception in any part of the globe. Throughout the history of the development of MOOC, the United States has always been the main driving force and the owner of the most advanced experience of the development of MOOC. Considering the experience and methods that American libraries deal with and promote the development of MOOC, both its advanced MOOC mode of team discussion and social communication and its free and comprehensive MOOC service are urgent for Chinese libraries to learn at the current stage of development. The author will briefly explain the application and construction of MOOC in the development of the American library and how to grasp the opportunities brought by MOOC, and research on the implication of MOOC in American libraries to the libraries in China.

Keywords

the United States; university library; MOOC.

1. Introduction

MOOC is a short form for what we call Massive Open Online Course. The practical significance of simple explanation is to provide comprehensive, high-quality and free higher education and other resources services for students or other groups all over the world, and to make knowledge spread more conveniently to all parts of the world. In many MOOC platforms, students can communicate with each other freely, and can exchange learning experience and opinions at the same time. Ideas that are similar to MOOC have been put forward in the sixties and seventies of the last century, but the real maturity of MOOC began in 2012. In recent years, MOOC has been developed and used on a large scale, and soon influences the whole world, among which American research institutions, universities and libraries all play an important role. The American library and the American university library actively assist the development of MOOC and share the educational and teaching resources of many international first-class famous schools on the MOOC platform, which makes that high quality resources are shared in the world. This behavior has directly caused the changes and development of the education industry and higher education, and has also caused libraries all over the world to think about their own development. American library has already made its own choice under such circumstances, implemented a series of effective measures, seized the opportunities of the development to promote its own development.

2. The Influence of American MOOC Construction on the Future Development of American Libraries

2.1. Internal Connections between MOOC and the Development of the Library

At the stage of the continuous development of higher education in the United States today, its own reform has had a greater impact on the library. Combined with the current development of MOOC, the rapid development makes the methods for students to obtain knowledge and resources change thoroughly and it also has an impact on the original mode of higher education. In such process, MOOC themselves as platforms for resource sharing can make high-quality education and teaching resources around the world be shared by all users, which promote the mobility of education resources. Library, as the integration venue of knowledge and resources, has an important purpose of spreading knowledge, but nowadays, with the rapid development of MOOC, if it does not change the original development ideas in time, it may be abandoned by the times. The original library often sets reading rooms, and readers need to come to the venue to obtain knowledge and resources. Today, with the development of MOOC, they only need to move their fingers at home to obtain the resources and knowledge they want without going out. This current situation directly shows that once the library can not keep up with the development of MOOC, it may have developing problems. In other words, MOOC is also a new way of thinking and opportunities for the transformation and development of the library. In the current development of MOOC, there are still some problems that need to be constructed with the library, including the inefficiency of necessary high-quality resources, the copyright of some resources and so on. If the library can participate more in the process of MOOC construction, it will greatly enrich the high quality resources on the platform. From the broad point of view, the high quality resources can promote the improvement of the level of education all over the world, and from the practical point of view, it can promote the common development of MOOC and the library.

2.2. The Large-Scale Users of MOOC

The scale of users of MOOC may be said to be unlimited. Theoretically speaking, as long as the resources on the platform are excellent enough, it can attract students from all over the world to obtain courses and resources. Nowadays, MOOC has influenced all countries and all walks of life, and it does not only exist in the United States, which is the first to have MOOC, many countries and regions such as China, India, Pakistan, South Africa, Brazil and so on, have been swept by the wave of MOOC and also attracted a considerable number of users. Take an American supplier, Udacity, as an example. In 2011, it had more than 160000 MOOC platform users. Although this represents that the development of MOOC is promising, it is not so for the relevant libraries. Usually, like the university library, in fact, there are a lot of information constructions, but its service group is only the teachers and students of colleges and universities meaning that the scale of its group is quite limited, which is correspondence to the service carrying capacity of the library. With the continuous development of MOOC platform, it is difficult for the libraries to meet the needs of too many users with limited ability. In other words, the library resources and services are difficult to link to MOOC.

2.3. The Restrictions of Technology Suppliers

In the current development of MOOC platform, there is no doubt that it must need strong support for network developing technology. The fact is so. MOOC are even operated directly by Internet companies. The most famous course suppliers in the United States are Coursera, Ddacity, edX, and so on. In fact, it involves a lot of network technology and related patents. At the same time, as providers of courses, third-party designers prefer providing autonomous learning programs, such as the sharing of teaching videos or exchanges among students and so on, but they consider only a little about library services. Some libraries wanted to open a new

service when cooperating with MOOC, which is similar to the online consulting service of library workers, but it is hard to be accepted and supported. This puts forward new problems for the libraries to actually participate in the construction of MOOC.

2.4. The Internet Copyright of MOOC Resources

Any resources and books to be shared in the society need copyright support, and there is no exception for online MOOC resources. Many online course suppliers and third-party platform builders have made it clear that all resources on MOOC platform must have copyright support and they don't accept to upload resources without copyright. We do not talk about resource copyright of other aspects here and only take the online course video and resources provided by teachers in colleges and universities as an example, many videos that includes educational resources will involve relevant copyright so that can be restricted by the colleges and universities. That will directly cause that relevant uploaded resources can't be shared to all the users. On these key copyright issues, libraries must strengthen thinking during the development and explore a more suitable way of copyright opening for MOOC.

2.5. Preservation Forms of Library Resources

As a massive open online course platform, MOOC serves more to make students obtain resources from it freely and learn independently. This requires the support of electronic versions of some relevant resources. However, for many libraries, especially some large and ancient libraries, this is exactly what they are difficult to do, because many resources and books in the library exist in form of paper without any electronic versions. In order to make the library correspond to the development of MOOC, it is necessary to transfer the paper version resources into the electronic version resources, and solve the copyright problems involved in this process. Only when these troubles are solved can the library become a "good companion "of MOOC, occupy its own position in the trend of new era, play a good role in serving teachers and students and find its own new development."

3. Cases of MOOC Strategies in American Libraries

With a collection of more than 6.5 million books, Stanford university library is the second largest library in the United States. The Stanford library has been fully digitized, or computerized since the beginning of this century, and this has been instrumental in the development of MOOC. The aforementioned Udacity platform comes from this university, which boasts over 160,000 users in 2011. In the following part, the experience that Stanford library applied in dealing with MOOC will be presented. First of all, like all the university libraries, Stanford library is a resource sharing place for the university, providing knowledge support to learners and playing an important role in copyright. Both MOOC development and uploading resources clear requires copyright, and this requires support of the library. A famous research institution in the world once said that the copyright work of MOOC resources takes up hundreds of hours or even days, which requires the strong support of university libraries. In order to prevent copyright issues from hindering the development of MOOC, the Stanford library has cooperated with relevant copyright agencies to make it easy for MOOC users to learn copyright-required courses through this platform. At the same time, the library authorities and legal institutions have also made cooperation and issued a series of statements to support the development of MOOC, aiming to provide useful tips for learners to use the platform. The copyright of teachers' resources has been clearly defined as well: teachers have the right to upload MOOC resources, and the copyright belongs to teachers themselves. In the production of MOOC online resources, such as a course video, it usually needs post-editing, and it takes at least several months to make a course. In order to meet the needs, the library directly established the relevant support team, set up the relevant jobs and hired someone to take

charge of this process. In addition, the library often organizes training related to MOOC to improve teachers' comprehensive cognition of the platform. In the mean time, at the beginning of the construction of MOOC, relevant teachers were also organized to experience the courses in the platform and they got truly involved in the learning process.

4. Implications of American Library's MOOC Strategies for Chinese Libraries

4.1. Involvement of Librarians in MOOC

China needs to improve the comprehensive quality of the librarians and get them involved in MOOC. The construction of MOOC platform needs the support of a new work team from the library. However, the current situation of libraries in China, to be frank, is that the librarians in most places still lack comprehensive quality and relevant capacity in this regard. They do not have a comprehensive understanding of new trend, and the library itself does not often provide staff with training on library development. As a result, the librarians cannot meet the needs of MOOC development, which is the first problem that China needs to address in order to better deal with the influence of MOOC. On this issue, first of all, China should put great efforts in training our employees and cultivate more open-minded young employees. At the same time, acting as a student using the MOOC platform in person is of great importance. For an unfamiliar or even completely new model, librarians have to experience it in order to understand its meaning and develop a scientific understanding of this new model. Many libraries in the United States have created course especially for librarians to learn about MOOC, such as "New Library Leadership" of Syracuse university. These courses are designed to train MOOC talents, which can be fully used by China as reference so that our university librarians can experience MOOC directly through learning.

4.2. Proper Solutions Towards Copyright Problems of MOOC Resources

China needs to solve the copyright problem of MOOC in an appropriate way. Copyright has always been a big issue in the development of MOOC. As mentioned above, even in developed countries, the copyright issue of a course on this platform can take hundreds of hours. Therefore, on the issue of copyright, we should create a position for copyright specialist in the library and set up a team to deal with these issues. Although the libraries cannot solve the problem independently, it is possible for them to work it out through the joint efforts of copyright specialist and relevant departments.

4.3. Collection of MOOC Resources

China needs to take effective measures to collect relevant MOOC resources. At present, China's MOOC still needs to be improved, so that the library should first pay attention to the collection of the original developed MOOC related resources. After the integration of abundant domestic and international MOOC resources, the library can provide better MOOC services for the society and make these resources available for the learners.

4.4. Cooperation with MOOC Providers

China needs to strengthen cooperation with course providers to provide resources for MOOC. In the current situation of MOOC development in China, it is very clear that the library should strengthen the cooperation with MOOC course providers, a third-party platform. For example, Zhejiang university, Fudan university and other universities in China have established strong cooperative relations with MOOC course providers, and have built a platform for MOOC in campus. Strengthening the cooperation between libraries and course providers is the active strategy for libraries to cope with MOOC, which can help them to keep up with the trend as fast as possible. At the same time, the library should also take the initiative to provide MOOC with

corresponding resource support, that is, the sharing of teachers and teaching resources. In communication between college teachers and students, the library should play its role as a bridge and provide corresponding resource support for MOOC platform. Libraries should provide qualified MOOC services for students, promote the growth of students, so that every student can enjoy quality education and teaching resources through MOOC platform.

5. Conclusion

At present, with the rapid development of MOOC, China needs to help the university libraries to be aware of the importance of MOOC. As the earliest MOOC founder, American libraries have their profound experience in constructing and coping with MOOC. Therefore, libraries in China may learn from their experience to better promote MOOC construction in China and better cope with challenges brought by MOOC in the future. Chinese libraries also need to conduct service transformation, support the development of MOOC in China and stay active in solving related problems. In so doing, China can better promote the development of the education industry.

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