



MOOCs Unshushed:



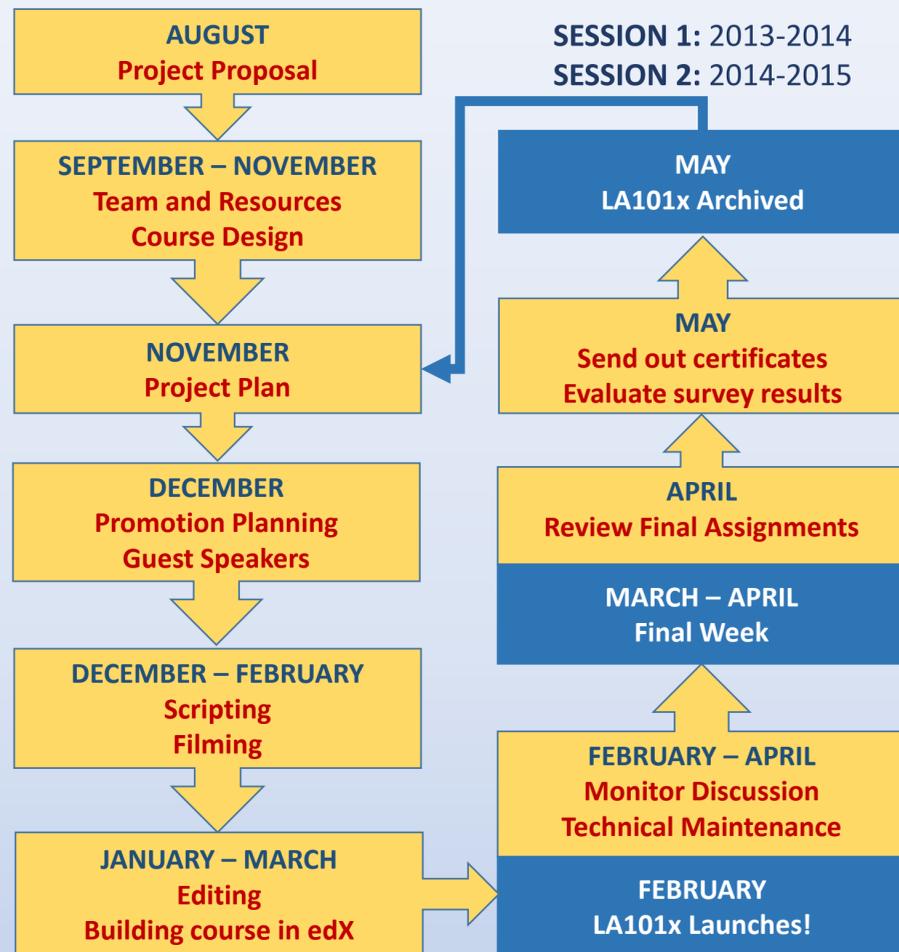
Lessons from creating a professional development Massively Open Online Course (MOOC): Library Advocacy Unshushed on edX

Carolyn Dineen, Master of Information Student | Wendy Newman, Senior Fellow and Lecturer | Gwen Harris, Course Designer
Faculty of Information, University of Toronto

The Audience

- Librarians at all levels who are invested in the future of communities: library managers, staff, boards, Friends of the Library and more.
- Anyone who cares about access to ideas and the future of libraries as essential to strong, health, informed communities.

The LA101x: Library Advocacy Unshushed Lifecycle



Why a library advocacy MOOC?

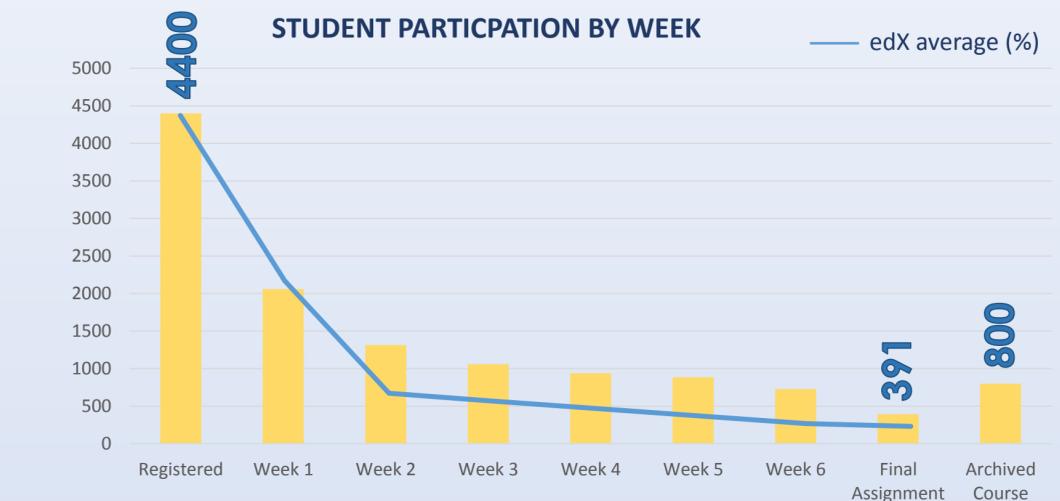
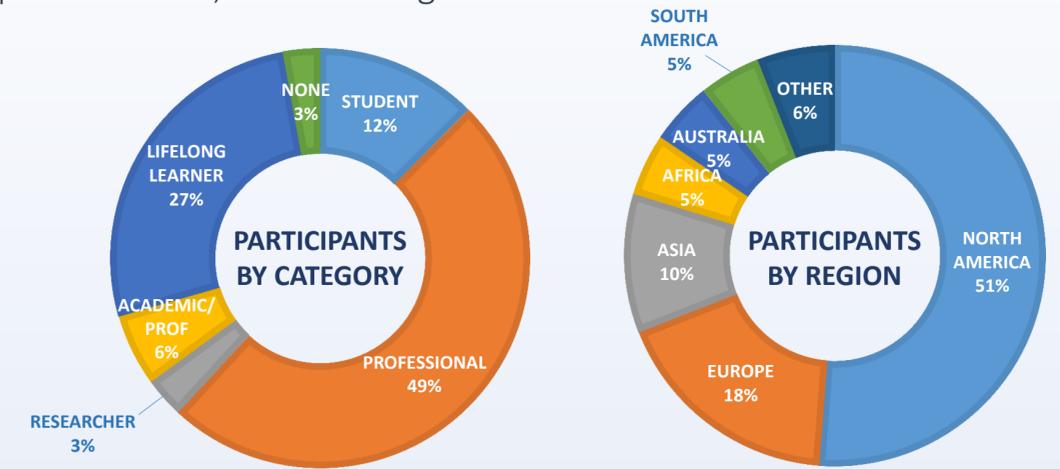
- ALA's Core Competencies of Librarianship include advocacy, but few LIS programs have specialized courses in the subject (ALA, 2009)
- Technology, economic factors, and consumer convenience have reached a tipping point (OCLC, 2014)
- Librarians can create MOOCs in addition to accessing them for professional development

Learning objectives

1. Acquire insights on your own motivations, reflect on the principles of librarianship, and identify what's at stake
2. Know key research relevant to advocacy for libraries
3. Consider and apply ways to exert influence and engage others
4. Adopt a strategic perspective in planning for advocacy
5. Communicate more effectively, and develop and strengthen strategic relationships
6. Plan and apply the basic steps to move an advocacy objective forward

What we learned and moving forward

- Received strong positive feedback on evaluations – 98% of students agree or strongly agree they were happy with what they learned
- MOOCs require self-motivation but can be extremely rewarding
- Challenge in assessing learning outcomes of non-STEM MOOCs that do not use straight-forward testing measures (Wu, 2013); however, quality of final assignments and discussion indicate thoughtful engagement with the course
- This and other library-related MOOCs demonstrate solid demand for professional development e-learning
- Students continued to register to access archived content, demonstrating the value of self-guided learning and suggesting that many students are seeking information, come to browse, and do not necessarily need further credentials (Reich, 2014)
- Promoting conversation is difficult with such large numbers; next session will use peer-assessment and have staff contribute more actively to discussion
- The video interviews with guest experts added valuable examples and stories
- MOOC creation take a substantial investment of time; over 700 hours for the core team is a conservative estimate
- Most students adhered to Honor Code policies
- Providing technical assistance was made more difficult by variety of software used by students, and comfort levels in learning online
- Drop out rates of MOOCs are high, though LA101x had stronger student engagement than average throughout the course (Ho et al., 2014)



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