

Virtually Embedded:

One Librarian's Experience with an MSU MOOC

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MSU Libraries Art of Liaison
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Overview

- Theoretical framework
 - What are MOOCs?
 - What is embedded librarianship?
- My experience
 - MOOCs at MSU
 - MegaEvents: Inside the Winter Olympics
- Analysis & Discussion

I want to set a theoretical framework, discuss what I experienced, and then together have us pick apart my experience, looking at what was the same as & what was different to your liaison experiences.

What You'll Learn:

- What a MOOC is
- One definition of “embedded” librarian
- How MSU is supporting MOOCs
- What opportunities & challenges exist for librarians involved with MOOCs (or other online courses)

Q: How Many Have
Participated in a MOOC?

Q: How Many Have Completed
a MOOC?

What is a MOOC?

- Massive – 1000 or more students
- Open – anyone can enroll; usually free
- Online – mediated by computer
- Course – can be for college credit or not

Some MOOCs are huge – over 100 thousand students, but most are 1-2 thousand (which is still a lot of students!)

cMOOC vs xMOOC

- cMOOCs = Constructivist MOOCs
 - Active student learning and knowledge creation
 - Community created educational resources
 - Emphasis on “sharing” content & learning
 - Small enrollments; free
- xMOOCs = Educational MOOCs
 - ‘x’ comes from the name of the EdX platform
 - Push out mass content (primarily videos)
 - For-profit platforms; content owned by platform
 - Large (even huge) enrollments; free (sometimes fees)

Increasingly, there may be fees associated with earning college credits

xMOOC platforms usually market a textbook or reading packet to students; also common to require students to purchase an e-book from Amazon.

Huge enrollment = more than 100,000 (but not at MSU)

Librarians & MOOCs

- Role(s) of librarians in MOOCs subject of much debate:
 - Librarians can't really be involved in such massive, open courses; Academic librarians role is to provide access to licensed resources
 - Yes they can! Librarians can be "virtually embedded" in any online course

Have YOU been an embedded
librarian?

Have YOU been “virtually
embedded”?

What is an “embedded” librarian?

- Relationships with Faculty
- Mutual Understanding
- Shared Goals
- Customized, High-value Contributions
- Part of the Educational Team

From: David Schumaker, *The Embedded Librarian* (2012)

Relationships (have strong relationships with the faculty developing educational content)

Trad reference is a transactional operation – patron asks question, we give an answer; trad, one-shot lib instruction is also transactional – students come to library, hear lecture, do research, leave. Embedded librarianship is transactional – one interaction leads to the next, & it just keeps going, with increased mutual understanding & collaboration as interactions accumulate.

Mutual understanding (understand the forces/strategies driving the course/educational activity)

Trad reference encourages us to be generalists & use reference interview to take us from knowing nothing about what a patron wants to providing the info they need; but if we already knew what the students were trying to accomplish (either because we’d been part of the course or had helped design the instructional activity), we could help students faster, better

Shared Goals (share the institution’s/faculty’s goals – it’s not about the library, it’s about the university’s/faculty’s mission)

Trad librarians stood apart from the institution, & people had to come to the library to get help/access resources. The embedded librarian is out of the library, engaged with faculty. This engagement can be physical or virtual – you can actually leave your office or collaborate virtually.

Customized, high-value contributions (make a difference to the educational outcomes)

Trad librarianship focused on providing service to patron; what happened after that was not our concern. Embedded librarians take broader responsibility for educational outcomes.

Team membership (be part of the educational team, not an add-on)

Trad library services have become a commodity that is taken for granted.

Embedded librarians need to find new roles to demonstrate new value.

How Many Have Heard of
MOOCs at MSU?

MOOCs at MSU - MSUglobal



What
is a
MOOC?

Initiating
a MOOC
discussion
at MSU

MOOC
questions
and
processes

MSU's
approved
pilot
MOOCs

What is a MOOC?

Massive open online courses (MOOCs) are proliferating the higher education online learning space. The principle elements include an online learning experience of some type and length that is open to anyone to enroll. Many MOOCs generate large enrollments (thousands of participants) due to the nature of the topic, the subject-matter-expert and the fact that they are "open."

The Western Cooperative for Education Technology offers some advice for those considering developing a MOOC. Popular MOOC platforms include Coursera, Udacity, Edx and Canvas by Instructure.

Acting Michigan State University Provost June Youatt has charged an internal task force with developing a "campus-wide strategy for technology, teaching and learning." The report is available online.

Below are some details on how MOOCs have fit into the Michigan State University structure and how you can get more information about developing a MOOC.

MOOCs at MSU are supported by MSUglobal

MSUglobal is a MSU innovation and strategy unit in the Office of the Provost. They assist faculty in creating, facilitating and implementing impactful projects that lead to new research and funding opportunities and **enhance the reputation** of the university community.

Supporting MOOCs in response to March 2013 report from a Provost's Office task force on developing a "campus-wide strategy for technology, teaching, and learning"
<https://provost.msu.edu/documents/Technology,%20Teaching,%20and%20Learning%20March%202013.pdf>

MSUglobal sometimes described our MOOC as "edu-tainment". The faculty were most interested in the "edu;" MSUglobal was most interested in the "tainment" as a way to promote MSU's reputation

<http://msuglobal.com/moocs-at-michigan-state-university/>



Metropolitan Agriculture

Lead: Chris Petersen & Christine Geith
Platform(s): WordPress and Social Media
March 2012
Enrollment: 400



Foundations of Science

Lead: Stephen Thomas
Platform(s): Desire2Learn
May 2013
Enrollment: 1,000



Food Fraud Overview

Lead: John Spink
Platform(s): Moodle
May 2013 and November 2013
Enrollment: 1,500 combined



Thinking Like A Writer

Leads: Jeff Grabill and Julie Lindquist

Platform(s): Canvas Network (vendor); ELI, Social Media

July 2013

Enrollment: 2,000



Mega Events: Inside the Winter Olympics

Leads: Mark Wilson, Eva Kassens-Noor, Lisa Robinson

Platform: Canvas

January 2014

Enrollment: 1000



Mega Events: Inside the FIFA World Cup

Leads: Mark Wilson, Eva Kassens-Noor, Lisa Robinson

Platform(s): Canvas Network

June 2014

MegaEvents: Inside the Winter Olympics

canvas NETWORK

Dashboard | Profile | Log out

FREE

You are already enrolled in this course.

Mega Events: Inside the Winter Olympics

Michigan State University

Jan 27, 2014 to Mar 8, 2014
Cost per enrollment: Free

Enrollment Closed

Mailing List

- Provides video lectures
- Provides opportunities to interact with the instructor or students
- Uses discussion forums
- Contains external social networking participation or elements
- You will not be given a final grade in this course

Full course description

Join us for the Sochi 2014 Winter Olympics! Mega-events like the Olympics are complex phenomena that combine decisions about a short-term festival with long-term social impacts. On the surface, the public spectacle is compelling but going inside the games reveals so much more about the event, athletes, and host city. We will explore the many dimensions of mega-events—history, culture, politics, business, law, sports management, health, and economics—and provide the tools and language to interpret and understand the 2014 Winter Olympics. Join us, and fans around the world, for a month of

Tweet Like 168

Mark Wilson, Ph.D.
Professor of Urban and Regional Planning
Mark Wilson is a Professor

MOOC platform = Canvas (not one of the big names in MOOCs)

An xMOOC – BUT faculty & MSU retain ownership of content; an important difference for MSU

But Canvas has changed their contract for our next MOOC (on FIFA World Cup in July) to give them the right to “repackage & republish” the MOOC content; this contract is in the MSU Counsel’s Office now for review

Faculty = Mark Wilson, prof. in Urban Planning

Eva Kassens-Noor, asst. prof. in Urban Planning

Both faculty are trying to “brand” the concept of “MegaEvent Planning” in their publications and teaching.

MegaEvents are: large scale events, held periodically, where there is competition among cities to be the host; often seen as part of a city’s “branding” activity or economic development efforts

Me:

I was not involved in the initial development of the MOOC; My initial role was to provide find books & articles on the Winter Olympics (a trad service role); then I started raising questions about copyright & access to course materials; then I was asked to write & give lectures in one of the modules (on winter Olympic sports!)

Now I’m involved in the design of the next MOOC, creating at least one instructional

module, and am talking to an editor at Taylor & Francis to create a collection of T&F journal articles that will be made temporarily open access so they can be used by the MOOC students



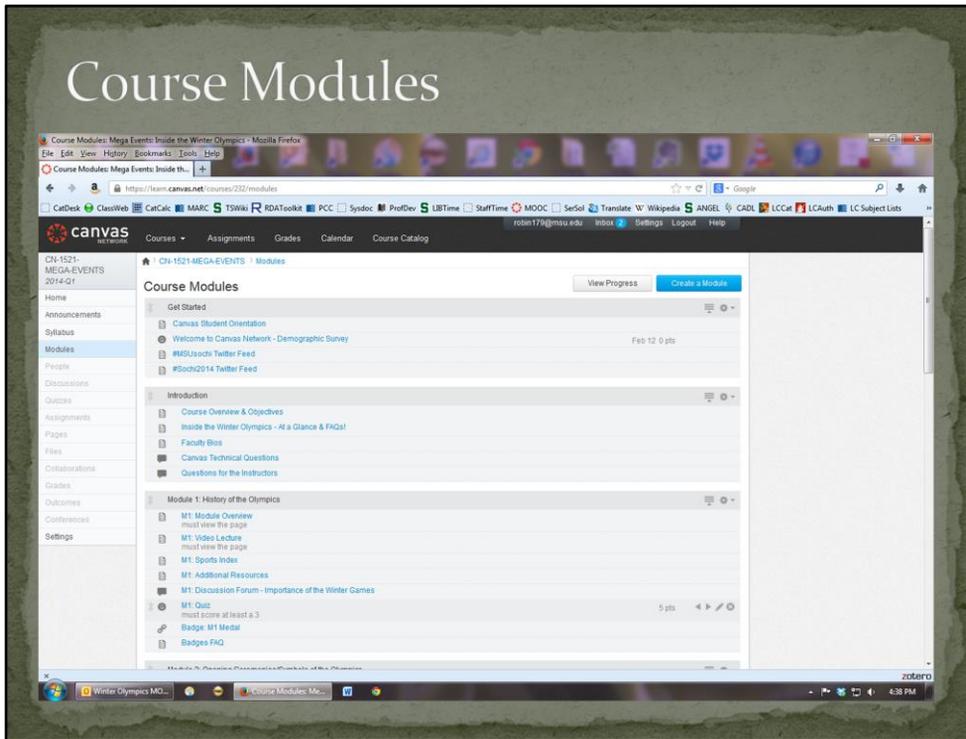
This is what the MOOC looks like within the course

There were 5 modules, one per week.

The course was designed to last for 5 weeks in hopes that having a shorter course would increase completion rates, and to be linked to a live event in hopes of increasing enrollments.

Students from an MSU overseas study class on “The Business of the Olympics” were required to take the course.

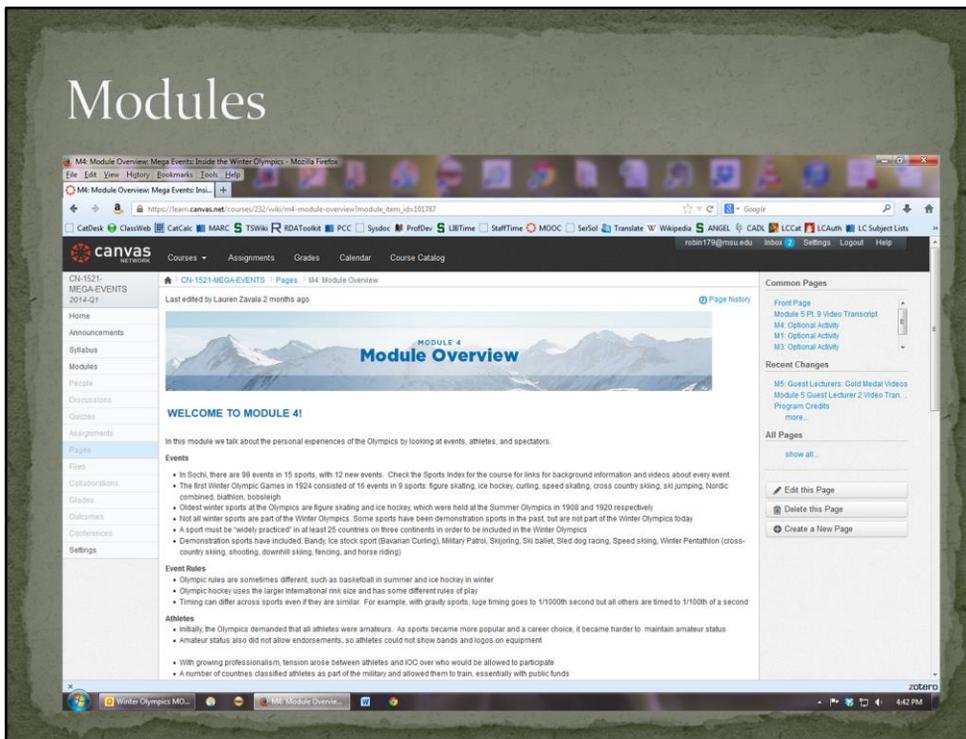
We had about 1000 students enrolled by the end of the course (but not on day 1!)



Lesson learned: Faculty spent 80% time developing lecture materials; discovered it took 80% time to manage the course

Faculty wrote the 1st three modules, but then invited me to write most of module 4 on Sports & Spectators and part of module 5 on What Happens When It's Over?

We also had a “live-tweeting” event during the Sochi opening ceremony on Feb. 7. With some MSU students present in McDonel Kiva, we live-streamed the opening ceremony during the day (from Canadian TV) on campus while using social media to share thoughts about the event. We used social media again that evening during the US edited re-broadcast of the event.



Each module had a home page with the lecture outline, links to video lectures, assignments, & quizzes. Students could also see full transcripts of the videos (which also helped with accessibility).

Video Lectures

EVENTS, ATHLETES AND SPECTATORS PT. 1

Accessibility Note: If you are unable to view the YouTube video (Part 1) below, [please watch the video here](#). A transcript for the video is [available here](#).



Talking to a camera is harder than you would think!
https://learn.canvas.net/courses/232/wiki/m4-video-lecture?module_item_id=101788

2:17 for section on Bandy

I also created a guide called the “Sports Index”, at the request of the course designers at MSUglobal, who thought that people watching the Olympics would find it helpful to have one place to find information about the individual Olympic winter sports.

Grassroots Marketing & Social Media



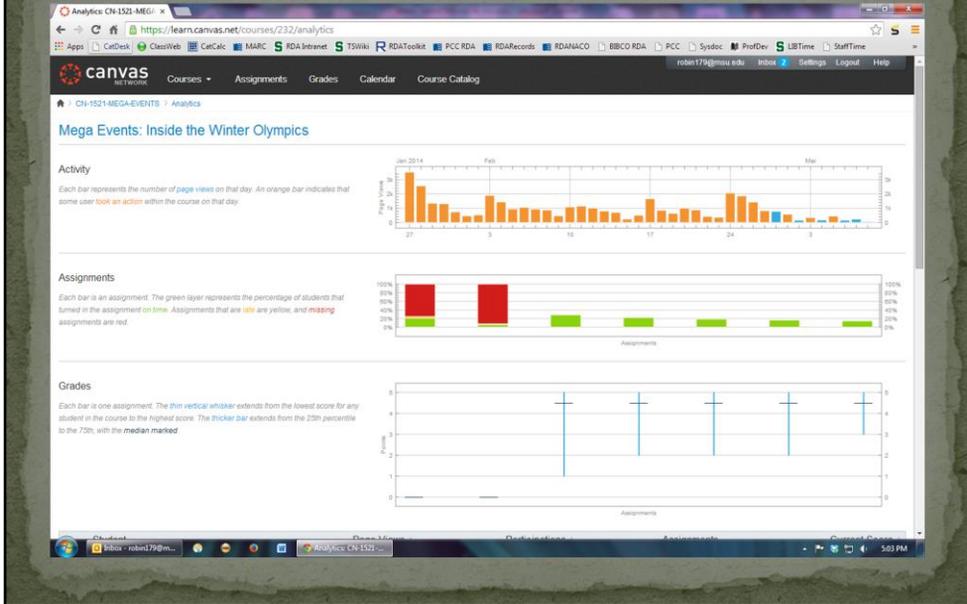
Faculty expected to market the course; high enrollment a priority;

We were told to “Activate your Twitter followers” – but the faculty didn’t have Twitter accounts – But I did!

Twitter, Facebook, & discussion forums within the MOOC platform were the means of discussion with students.

The groups of students using each method did NOT overlap.

Data on Students



Data on Students

Question

235 attempts

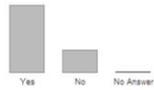
What is your highest level of education?



Question

235 attempts

Is English your primary spoken language?



Question

235 attempts

Where do you live?



Challenges / Opportunities

- Expand reach of university to general public education
- Educate faculty about copyright and open access
- Create open-access reading lists
- Negotiate licenses to allow MOOC students to access licensed resources
- Create tutorials or instructional modules
- Create open educational resources (OERs)

Finally, the last learning objective!

The library webinar on Copyright for Online Courses this past fall provided me with crucial information that proved to be the critical entry point for my deeper participation in the MOOC.

Challenges / Opportunities

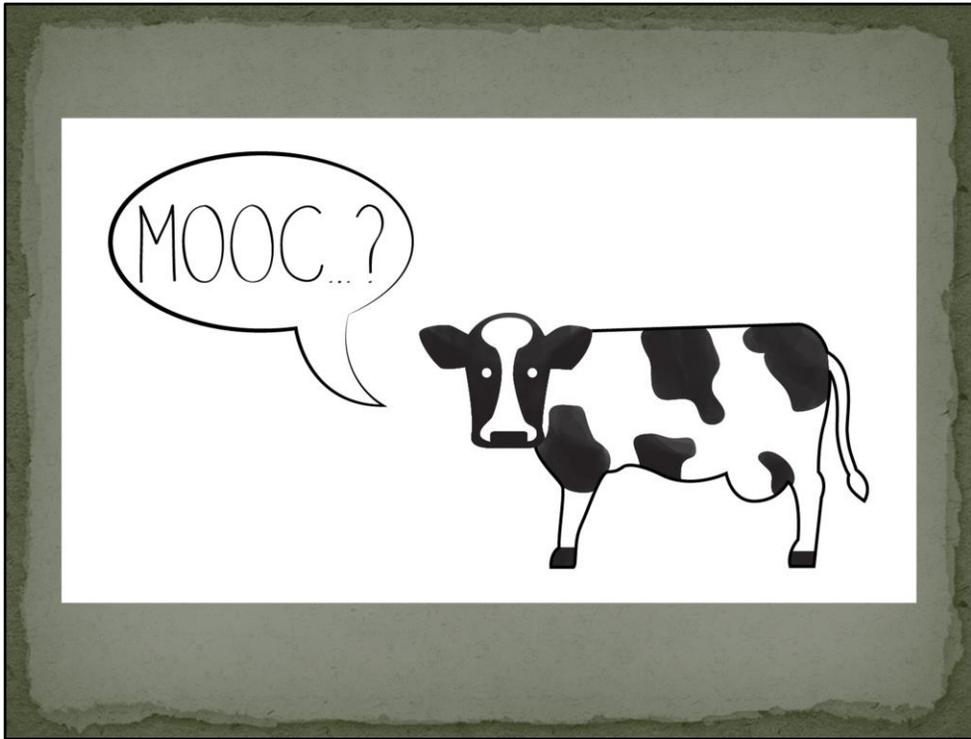
- Learn/experiment with new technologies
- Be on-call to support MOOC students
- Incorporate instruction in information literacy skills in the learning goals of online courses
- Become “virtually embedded”
- Other possibilities?

Sidebar: In order to collaborate with faculty, I had to learn to use (and be able to help faculty use) file sharing software & social media: Dropbox; EverNote; Zotero; Twitter. I could not have done this without the help of more than one of you!

Further Reading

- Hannah Gore, “Massive Open Online Courses (MOOCs) and Their Impact on Academic Library Services: Exploring the Issues and Challenges”, *New Review of Academic Librarianship* 20 (2014):4–28
- Special Issue: Massive Open Online Courses (MOOCs), eds. George Siemens, Valerie Irvine, Jillianne Code, *Journal of Online Learning and Teaching* (2013)
- David Schumaker, “Embedded Librarians: Building Relationships in a Massively Open Educational System”, Amigos Presentation (Nov. 2013)
<http://www.slideshare.net/davidshumaker/librarians-andmoo-csamigos7nov2013slideshare>
- *Virtually Embedded: The Librarian in an Online Environment*, eds. Elizabeth Leonard & Erin McCaffrey (Chicago: ACRL, 2014) chap. 12 on MOOCs
- Carmen Kazakoff-Lane, *Environmental Scan and Assessment of OERs, MOOCs and Libraries: What Effectiveness and Sustainability Means for Libraries Impact on Open Education* (Chicago: ACRL, 2014)
- OCLC, “The Hope and Hype of MOOCs” (symposium at ALA midwinter Jan 2014); videos available: <http://www.infodocket.com/2014/02/24/oclc-releases-video-of-the-hope-and-the-hype-of-moocs-symposium/>

For the OCLC symposium, especially see Bryan Alexander’s presentation (1st video). Alexander is a Senior Fellow at National Institute for Technology in Liberal Education (NITLE)



From Hima Lay Awake blog post "Why I Can't Finish a Damn MOOC" posted July 24, 2013

<http://himalayawake.com/mooc/sthash.qK7pYuN6.dpuf>