THE ROLE OF LIBRARIES IN THE EVOLUTION OF OPEN COURSES

Shauna Borger, UW-Parkside
Joshua Morrill, UW-Madison
Stef Morrill, WiLS
INDESCRIBABLE... INDESTRUCTIBLE! NOTHING CAN STOP IT!

THE MOOC

PRODUCED BY STEPHEN DOWNES
DIRECTED BY GEORGE SIEMENS DAVE CORMIER
SCREENPLAY BY ALEX COURIO
MOOCS & The Gartner Hype Cycle

- **Peaks of Inflated Expectations**
- **Year of MOOCs (2012)**
- **Negative News Appears (2013)**
- **Trough of Disillusionment**
- **What Works?**
- **Slope of Enlightenment**
- **Plateau of Productivity**

**Timeline:**
- **Technology Trigger**
- **Public Awareness**
- **Peak of Inflated Expectations**
- **Trough of Disillusionment**
- **Slope of Enlightenment**
- **Plateau of Productivity**
Four Perspectives From “the Trough”

1) The Term ‘MOOC’ is meaningless

1) What was once old --- is new again

2) For a MOOC, what does achievement mean? (BEYOND THE DROP RATES)

4) MOOCs are not the future of Higher Education (NOT THE ENTIRE FUTURE ANYWAY….)
MOOCS.WISC.EDU
THEIRS

OURS

Steve Ackerman
Professor of Atmospheric and Oceanic Sciences, UW-Madison
POTENTIAL ROLES FOR LIBRARIES
The potential roles for libraries (according to the OCLC panel)

- “That physical anchor with people to help students identify the resources that they need to complete classes.” – Ray Schroeder
- Managing issues of copyright, licensing
- Access point to courses
- Produce and curate content

Additional roles for libraries
(according to Campus Technology article)

• Providing support services
  • Pedagogical support: mentors, facilitators
  • Social experience
• Professional development for libraries

Additional roles for libraries (according to AALL Spectrum article)

- Assisting students with obtaining online research skills (especially important to add local context for legal MOOCs)
  
- Develop research components for courses
  - Different educational backgrounds
  - Lack training in research
  - Worldwide audience
  - Only free resources
  - Different resources look different in different countries

- Develop research guides/lists of readings

The potential roles of libraries (for our project)

• Bringing together the community around a topic of interest
• Providing a local angle to a geographically disperse model of learning
• Creating partnerships around an important topic
• Raising visibility of an important topic (and the library’s role in it)
• Providing high quality programming
The role for WiLS

UW-Madison

WiLS

Libraries

Partners
Community
Etc.

WiLS MOOC page
The details of our project

- 1 MOOC
- 4 weeks of facilitated discussion
- 21 public libraries
THE UW PARKSIDE EXPERIENCE
UW Parkside experience

• Motivations
  • Important partnering opportunity
  • Sharing of resources
  • Become more connected and knowledgeable about community resources
UW Parkside Events

• Kick-off Presentation (50 attendees)
  • Science Night with UW-Parkside’s College of Natural and Health Sciences
• ½ of attendees were high school students
• ½ were community
UW Parkside Events

- Weekly Discussion Sessions (10-12 attendees per week)
  - Kenosha Public Library’s community network
  - UW-Madison’s outstanding subject knowledge and technology
- Attendees were community members
UW Parkside Events

- Finale (30 attendees)
  - Presentation by Dr. Stanley Temple from University of Wisconsin-Madison
  - Sustainability fair with community organizations

Aldo Leopold Foundation

UW-Parkside Sustainability Program

Gateway Technical College Center for Sustainable Living

Wild Ones

Chiwaukee Prairie
UW Parkside Take-Aways

- Strengthened campus and community partnerships
- Personal knowledge of climate, weather, culture and economy in Great Lakes region greatly increased
- Parkside faculty and students were not a substantial part of the audience.
  - Parkside CECE group Adventures in Lifelong Learning
  - Work with one professor and student group
  - Work with a professor and their Community-Based Learning class
- Weekly discussion group planned their own field trip to Gateway Technical College Center for Sustainable Living
- Kenosha Public Library wants to incorporate Shakespeare in Community UW-Madison MOOC with an outdoor summer community theater Shakespeare production they host at the library
THE RESULTS (SO FAR)
Audience: Weather & Climate MOOC

1% Participants were Wisconsin Residents

MOOCs Phase 1
Audience: Weather & Climate MOOC

1% Participants were Wisconsin Residents

MOOCs Phase 1

16% Participants were Wisconsin Residents

MOOCs Phase 2
Those who participated in the public library discussions -vs- those who did not

<table>
<thead>
<tr>
<th>TAKING ANOTHER MOOC</th>
<th>MOTIVATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>73% of library MOOC participants</strong> Plan to take another UW-Madison MOOC. Compared to 60% of MOOC-only participants.</td>
<td><strong>52% of library MOOC participants</strong> Took the MOOC to connect with others on the topic - Compared to 19% of MOOC-only participants.</td>
</tr>
</tbody>
</table>
Differences in What they wanted to learn about.

**SOCIETAL CHANGE**

- 72% of library MOOC participants indicated that learning about the societal impacts of climate change was **VERY IMPORTANT** ( Compared to 57% of non-library MOOC participants)

**LEARNING ABOUT ACTION**

- 62% of library MOOC participants indicated that learning how their actions could slow climate change was **VERY IMPORTANT** ( Compared to 50% of non-library MOOC participants)

**ACT NOW**
...PEER LEARNING...

**I FELT CONNECTED TO MY CLASSMATES**

- **Library Participants:**
  - % Agree: 40%
  - % Strongly Agree: 8%

- **Non-Library Participants:**
  - % Agree: 16%
  - % Strongly Agree: 1%

**I LEARNED SOMETHING FROM MY CLASSMATES**

- **Library Participants:**
  - % Agree: 52%
  - % Strongly Agree: 19%

- **Non-Library Participants:**
  - % Agree: 25%
  - % Strongly Agree: 3%
What Roles Would You Like Your Library To Play?
Thanks!

**Shauna Borger**
UW-Parkside
262-595-2602
borger@uwp.edu

**Joshua Morrill**
UW-Madison
608-890-3257
joshua.morrill@wisc.edu

**Stef Morrill**
WiLS
608-216-8319
smorrill@wils.org