

Research on Service Innovation of University Libraries in the Background of MOOC

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Abstract: As a new mode of network teaching and education technology, MOOC makes extensive and profound influence on education, and also brought great challenges to library service at the same time. This paper makes discussion on the impact of university library as well as measures on respond during in the MOOC environment.

Keywords: MOOC; University library; Innovative service

In recent years, a lot of courses learning platform based on the open and shared teaching resources have emerged in many foreign countries. The Massive Open Online Course has changed the traditional education mode and broke the geographical restriction of modern higher education. Since its emergence, the rapid development has drawn widespread attention in the education and other industries. At present, more and more universities in China have begun to support and participate in the curriculum platform. As an educational resources guarantee agency, university libraries are also influenced inevitably. Under such circumstances, the university library should adapt itself to the time requirements, adjust its own role quickly, make preparation for it, participate in MOOC teaching and innovate social services actively, and make use of its own advantages and characteristics to exert social and educational functions for providing more information services for social learners under the background of MOOC.

1 The overview of MOOC

1.1 About MOOC

MOOC is translated as "Mucai" that is the abbreviation of Massive Open Online Courses (large open online courses). MOOC is different from the traditional online courses that it is composed by famous math teachers from the world and uses modern technologies such as computer networks, multimedia and mulch-functional platforms to present the traditional classroom knowledge completely on the MOOC platform, which increases the unitization of knowledge and the video is rich in content although it is a few minutes. Teachers make the class vivid with the use of software technology, and they can see the times of watching video in the background and add bulletins, courseware, testing and homework (including the search for information), discussion, examination and also the process of obtaining a certificate^[1].

MOOC was proposed by Canadian scholar Dave Cormier and Bryan Alexander in 2008. In 2011, Stanford University professors Sebastian Thrun and Peter Norvig put the AIGuide class video on the Internet, which attracted more than 1.6 million learner learning ^[2]. In 2012, top US universities and several well-funded investors pioneered the world famous MOOC platform - Udacity, Coursera, edX. In October 2013, Tsinghua University launched the

world's first Chinese MOOC platform - "School Online". Subsequently, Peking University, Shanghai Jiaotong University, Fudan University and other famous universities have also started running MOOC platform, so 2013 is the first year of China's MOOC. MOOC has brought about innovation in educational mode opportunities and education process to provide more learners with lifelong and free learning opportunities.

1.2 MOOC features

MOOC is a new form of online education co-born by modern information technology and globalization. It has the advantage that traditional higher education can not achieve.

(1) Massive: There is no limit to the number of participants in an environment that enough server and bandwidth are given.

(2) Openness: As long as the Internet is connected, anyone can participate in the online course learning and watch the videos of the teaching process repeatedly without any limitation of time and space as well as paying any fees.

(3) high quality: the curriculum resources are from famous professors in various fields who comes from world-class universities, which has greatly guaranteed the high level and high quality of the course.

(4) Interactivity: Learners can interact with teachers and classmates from all over the world who choose this course and complete the course of study. Teachers use the platform to analyze learners' learning behavior and learning efficiency, and use different teaching techniques according to different situations so as to improve teaching efficiency and teaching quality.

2 Impact of MOOC on University Libraries

2.1 The changes of Service Mode

As a brand new education mode that the most obvious characteristic of MOOC is online guides offline, and online and offline mixed. In the traditional education model, finding information requires learners to use their spare time to complete, but in MOOC education mode, this section is part of online education. University libraries are the disseminators of information and culture as well as the main providers of information resources in scientific research and teaching. They should improve the functions of improving learners' information literacy, providing and developing relevant information resources, tapping the opening access resources and making them be used rationally.

At present, the library is an important distributed platform for information resources in colleges and universities. Its service mode lags behind and its service quality needs to be improved. Under such circumstances, the university library should follow the paces of innovation in education, adjust its own role, set up a set of effective management concepts, service modes and working methods for MOOC learning, and turn traditional passive services into "embedded "active service model, to teach in depth , to find resources for teachers, and also to provide copyright services and technical support for video production.

2.2 Information literacy of librarian

Open online courses in the context of MOOC require learners to have a high level of information literacy that can identify, select and solve various types of online sources and information data. At present, although the information retrieval course has been widely set in many colleges and universities, but it is because the information retrieval courses in colleges and universities have fewer hours, fewer credits and also the teaching contents and methods is relatively simple that the teaching effect of information literacy education is not satisfied. Therefore, under the background of MOOC, in order to provide better information services, librarians should accept the guidance of learner differentiation, improve their professional qualities and enhance exchange of information and interaction among librarians, it is important to use different forms of information access to achieve information resource sharing. At the same time, MOOC's training methods, content guidance, skills training and other aspects of training bring unpredictable impact and impact to the librarian [3].

3 Service Innovation of University Libraries in the Context of MOOC

3.1 To strengthen library resource construction

In order to better meet the diversified needs of learners in the context of MOOC, university libraries should take this opportunity to win the policy support or financial support from government and also strive to strengthen their own resources. Specifically, it has the following two points: firstly, to strengthen the human resources construction of university libraries and make full use of the way of "inviting outside training and internal training", that is, not only introducing high-level talents in the external environment but also developing in-house talents to adapt to the needs of resources and technology of university library. Secondly, under the background of MOOC, the most important task for the library is to build special collection of resources according to the characteristics of colleges and universities. For example, Peking University Library has made outstanding achievements in the construction of characteristic information resources construction, and the objective of its Beijing historical geography core journals is a typical achievement in this respect. The demand driven by the promotion of MOOC has given a new breakthrough to university libraries in curriculum catalogs. It is necessary to set up a resource catalog of MOOC courses, that is, all the MOOC resources that can be connected to the library catalog, and integrate the resources list according to discipline characteristics and form a set of MOOC resources with the characteristics of this school [4].

3.2 Improve learners' information literacy

MOOC learners are from different countries and regions, a considerable number of learners need information to obtain the appropriate guidance and assistance. University library through the training of information literacy MOOC learners, guide them to identify information, generate information needs, improve learners' information literacy, information retrieval and other related skills. Based on their own advantages or needs, university libraries can use the

MOOC platform to design relevant information literacy training courses and develop relevant plug-in or game information literacy education modules, those modules can be the customized progress, scalable micro-video or short text data, which can be embedded in the MOOC curriculum to enhance learners' abilities to discover, acquire, utilize and manage information resources [5]. Such as 《Information Retrieval》 given by Professor Huang Ruhua from Wuhan University, 《Information Retrieval and Utilization》 by Professor Ge Jingmin from Shandong University of Science and Technology, 《Information Resource Sharing》 by Professor Cheng Huan-wen from Sun Yat-sen University, and so on.

3.3 Expand library information service

University Library has abundant information resources and diversified information services, which is an important guarantee to participate in MOOC. The university library can cooperate with the school information technology department to support teacher making courses and learners' self-study so that teachers can use the information infrastructure of library network equipment, teaching instruments and so on to carry out shooting and making MOOC videos; At the same time, using the university library multimedia and other information technology to produce and process MOOC course; The university library can also integrate with the existing network teaching service platform to realize the integration of the platform and MOOC, and provide teachers with basic information resources through "embedded" services and provide better curriculum resources for teachers and learners [5]. For example, the University of California, Berkeley Library has set up a MOOC working group to provide MOOC with content support and retrieval skills training. In addition, librarians can also analyze data according to the learner's personal information, learning habits, curriculum resources utilization, test scores and other data, and invert them into visual charts to help teachers grasp the learners' learning behaviors, processes and characteristics fully and form analysis and forecasting of the curriculum and learning behavior to provide a reference for curriculum improvement, so as to achieve the purpose of optimizing the curriculum.

3.4 Participate in library copyright services

The copyright issues that involves the interests of teachers, learners, universities, external parties and providers complicated. In traditional face-to-face classroom teaching, the copyright to original contents is for teachers, and teachers can use copyrighted work without paying or permission, and with less copyright restrictions. In the context of MOOC, a large amount of investment is made in the curriculum to make the copyright complicated, such as the copyright status of MOOC course materials; copyright permission of course contents; copyright processing of teachers' creation contents; copyright permission of mass reading materials, etc^[6].

Due to the large number of MOOC learners, no library has sufficient financial resources to negotiate with multiple platforms or gain access to thousands of learners. The only way to do this is to encourage learning materials

to come from the availability of OER, OA or negotiate directly with publishers. Under the background of MOOC, the digital library ordered by university libraries must sign a copyright agreement to clarify the scope of its use and to fully understand and grasp the status of copyright resources. With their own professional knowledge and understanding of the collection of documents, librarians in a timely manner to provide teachers with the use of MOOC curriculum resources and guidance to help teachers identify and select open sources which are not involve copyright issues, and to find alternative open content for copyrighted resources. To solve the copyright issues of MOOC curriculum , some of the top university libraries including Harvard has set out to work with other stakeholders in the MOOC curriculum such as teachers, platform providers and publishers to create a paid access mechanism that allows learners to pay reasonable fee after visiting the ordered digital resources of library. Such as the library of Stanford University has established a partnership with the intellectual property rights exchange (SIPX) on campus. SIPX allows learners to use the MOOC platform to access resources through library licenses [7]. Under the background of MOOC, to guide learners to "reasonably use" resources and assist teachers in obtaining copyright permission is the innovative service of university library.

4 Conclusion

The Articles of Association of Higher Education Institute mentioned that the university library is the school's literature and information resource center, and also an academic institution for personnel training and scientific research, it is an important part of the school's information construction as well as an important base of the construction of campus culture and social culture. This determines that university libraries must participate in the construction of the MOOC curriculum to support the MOOC curriculum.

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