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### التعريف بالمجلة

تصدر مجلة الدراسات والبحوث التربوية عن مركز العطاء للاستشارات التربوية- دولة الكويت بالتعاون مع كلية العلوم التربوية- جامعة الطفيلة التقنية- الأردن كل أربعة شهور، وهي مجلة علمية دورية محكمة بإشراف هيئة تحرير وهيئة علمية تضم نخبة من الأساتذة، وتسعى المجلة للإسهام في تطوير المعرفة ونشرها من خلال طرح القضايا المعاصرة في مختلف التخصصات التربوية، والاهتمام بقضايا التجديد والإبداع، ومتابعة ما يستجد في مختلف مجالات التربية؛ والمجلة مجهزة في بعض قواعد المعلومات الدولية، ومنها: دار المنظومة Dar Almandumah، وشمعة Shamaa.

### أهداف المجلة

- تهدف المجلة إلى دعم الباحثين في مختلف التخصصات التربوية من خلال توفير وعاء جديد للنشر يلبي حاجات الباحثين داخل الكويت وخارجها. ويمكن تحديد أهداف المجلة بشكل تفصيلي في الأهداف الأربعة التالية:
1. المشاركة الفاعلة مع مراكز البحث العلمي لإثراء حركة البحث في المجال التربوي .
  2. استنهاض الباحثين المتميزين للإسهام في طرح المعالجات العلمية المتعمقة والمبتكرة للمستجدات والقضايا التربوية.
  3. توفير وعاء لنشر الأبحاث العلمية الأصيلة في مختلف التخصصات التربوية .
  4. متابعة المؤتمرات والندوات العلمية في مجال العلوم التربوية.

## مجالات النشر في المجلة

تهتم مجلة الدراسات والبحوث التربوية بنشر الدراسات والبحوث التي لم يسبق نشرها في مختلف التخصصات التربوية، على أن تتصف بالأصالة والجدة، وتتبع المنهجية العلمية، وتراعي أخلاقيات البحث العلمي. كما تنشر المجلة ملخصات رسائل الماجستير والدكتوراه ذات العلاقة بمختلف التخصصات التربوية، والمراجعات العلمية، وتقارير البحوث والمراسلات العلمية القصيرة، وتقارير المؤتمرات والمنتديات العلمية، والكتب والمؤلفات المتخصصة في التربية ونقدها وتحليلها.

## القواعد العامة لقبول النشر في المجلة

1. تقبل المجلة نشر البحوث باللغتين العربية والإنجليزية وفقاً للمعايير التالية:

- توافر شروط البحث العلمي المعتمد على الأصول العلمية والمنهجية المتعارف عليها في كتابة البحوث الأكاديمية في مجالات التربية المختلفة.
  - أن تحتوي الصفحة الأولى من البحث على:
    - اسم الباحث ودرجته العلمية والجامعة التي ينتمي إليها.
    - البريد الإلكتروني للباحث، ورقم الهاتف النقال.
    - ملخص للبحث باللغة العربية والإنجليزية في حدود (150) كلمة.
    - الكلمات المفتاحية بعد الملخص.
  - ألا يزيد عدد صفحات البحث عن (30) صفحة متضمنة الهوامش والمراجع.
  - أن تكون الجداول والأشكال مُدرجة في أماكنها الصحيحة، وأن تشمل العناوين والبيانات الإيضاحية الضرورية، ويُراعى ألا تتجاوز أبعاد الأشكال والجداول حجم الصفحة.
  - أن يكون البحث ملتزماً بدقة التوثيق حسب دليل جمعية علم النفس الأمريكية APA الإصدار السادس، وحسن استخدام المصادر والمراجع، وتثبيت مراجع البحث في نهايته.
  - أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
  - أن يلتزم الباحث بالخطوط وأحجامها على النحو التالي:
    - اللغة العربية: نوع الخط (Sakkal Majalla)، وحجم الخط (14).
    - اللغة الإنجليزية: نوع الخط (Times New Roman)، وحجم الخط (14).
    - تكتب العناوين الرئيسية والفرعية بحجم (16) غامق (Bold).
    - أن تكون المسافة بين الأسطر (1.15) بالنسبة للبحوث باللغة العربية، وتكون المسافة بين الأسطر (1.5) بالنسبة للبحوث باللغة الإنجليزية.
    - تترك مسافة (2.5) لكل من الهامش العلوي والسفلي والجانبين.
2. ألا يكون البحث قد سبق نشره أو قُدم للنشر في أي جهة أخرى.
3. تحتفظ المجلة بحقوقها في إخراج البحث وإبراز عناوينه بما يتناسب وأسلوبها في النشر.

4. ترحب المجلة بنشر ما يصلها من ملخصات الرسائل الجامعية التي تمت مناقشتها وإجازتها في مجال التربية، على أن يكون الملخص من إعداد صاحب الرسالة نفسه.
5. بالمجلة باب لنشر موضوعات تهتم المجتمع التربوي يكتب فيه أعضاء التحرير.

### إجراءات النشر في المجلة

1. ترسل الدراسات والبحوث وجميع المراسلات باسم رئيس تحرير مجلة الدراسات والبحوث التربوية على الإيميل التالي: [submit.jser@gmail.com](mailto:submit.jser@gmail.com)
2. يرسل البحث إلكترونياً بخطوط متوافقة مع أجهزة (IBM)، بحيث يظهر في البحث اسم الباحث ولقبه العلمي، ومكان عمله.
3. يُرفق ملخص البحث المراد نشره في حدود (100-150 كلمة) سواء كان البحث باللغة العربية أو الإنجليزية، مع كتابة الكلمات المفتاحية الخاصة بالبحث (Key Words).
4. يرفق مع البحث موجز للسيرة الذاتية للباحث.
5. في حالة قبول البحث مبدئياً يتم عرضه على مُحكمين من ذوي الاختصاص في مجال البحث، لإبداء آرائهم حول مدى أصالة البحث وقيمه العلمية، ومدى التزام الباحث بالمنهجية المتعارف عليها، وتحديد مدى صلاحية البحث للنشر في المجلة من عدمها.
6. يُخطر الباحث بقرار صلاحية بحثه من عدمها خلال شهر من تاريخ استلام البحث.
7. في حالة ورود ملاحظات من المحكمين تُرسل إلى الباحث لإجراء التعديلات اللازمة، على أن يعاد إرسال البحث بعد التعديل إلى المجلة خلال مدة أقصاها شهر، ولا يجوز سحب البحث من المجلة بعد تحكيمه.
8. تؤول جميع حقوق النشر للمجلة.
9. لا تلتزم المجلة بنشر كل ما يرسل إليها.
10. المجلة لا ترد الأبحاث المرسلة إليها سواء كانت منشورة أو غير قابلة للنشر، وللمجلة وإدارتها حق التصرف في ذلك.

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## الافتتاحية

بسم الله الرحمن الرحيم، عليه نتوكل وبه نستعين، نحمده سبحانه كما ينبغي أن يحمد ونصلي ونسلم على أشرف المرسلين سيدنا محمد وعلى آله وأصحابه والتابعين وبعد،،،

يشهد العالم ثورة معلوماتية كبرى منذ منتصف القرن الماضي بسبب التطور السريع والهائل لتكنولوجيا الإعلام والاتصال، وقاد هذا إلى تغير العديد من المفاهيم والأسس داخل المجتمع، فلم تعد المعدات والآلات الثقيلة ورأس المال الأدوات الرئيسية للنشاط الاقتصادي، إذ حلت محلها المعرفة التي أصبحت المحرك الأساسي للنشاط الاقتصادي والفرد في كل المجتمعات، وقد أدى تزايد قيمة المعرفة في العصر الحالي إلى أن أصبحت هي الطريق نحو مجتمع المعرفة الذي تتنافس الدول في تحقيقه.

وقد جعل ذلك الدول المتقدمة تنفق حوالي (20%) من دخلها القومي في استيعاب المعرفة، ويستحوذ التعليم على نصف هذه النسبة، كذلك تنفق المنظمات الصناعية والتجارية في هذه الدول ما لا يقل عن (5%) من دخلها الإجمالي في التنمية المهنية للعاملين بها، وتنفق ما يتراوح بين (3%-5%) من دخلها الإجمالي في البحث والتنمية.

ويعد البحث العلمي الوسيلة الرئيسية لإيجاد المعرفة وتطويرها وتطبيقها في المجتمع، كما يشكل الركيزة الأساسية للتطور العلمي والتقني والاقتصادي، ويساهم في رقي الأمم وتقدمها، وهو بمثابة خطوة للابتكار والإبداع، ويمثل البحث العلمي إحدى الركائز الأساسية لأي تعليم جامعي متميز، ويعد من أهم المعايير التي تعتمدها الجهات العلمية في تصنيف وترتيب الجامعات سواء على المستوى المحلي أو القومي أو العالمي؛ ويقاس التقدم العلمي لبلد من البلدان بمدى الناتج البحثي والعلمي مقارنةً بالدول الأخرى.

ويسر مجلة الدراسات والبحوث التربوية أن تقدم لقراءها هذا العدد، وتتقدم أسرة المجلة بالشكر إلى جميع الباحثين الذين ساهموا بأبحاثهم في هذا العدد، وتجدد دعوتها لجميع الباحثين للالتفاف حول هذا المنبر الأكاديمي بمساهماتهم العلمية. وندعو الله عز وجل السداد والتوفيق.

رئيس التحرير

أ.د/ محسن حمود الصالحي

تخلي أسرة تحرير المجلة مسؤوليتها عن أي انتهاك لحقوق الملكية الفكرية، والآراء والأفكار الواردة في الأبحاث المنشورة لا تلزم إلا أصحابها جميع الحقوق محفوظة لمجلة الدراسات والبحوث التربوية © 2020



## The Potential Role of Kuwaiti Academic libraries in Assisting Students' Learning in Higher Public Education Institutions via MOOCs

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**Abstract:** Recently E-learning has emerged as a new trend in Kuwait's public higher education system, particularly The Public Authority for Applied Education and Training (PAAET), with Massive Open Online Courses (MOOCs) being credited as its pioneers. MOOCs may be beneficial in enhancing academic students' knowledge and skills. As the cornerstones of the Knowledge Society are libraries and information centers, this paper reviews the literature on MOOCs and PAAET academic libraries' potential role in integrating, creating, and developing MOOCs as an educational and training tool for students and other learners. The descriptive technique was employed to reflect the study's nature and objectives and to address the research questions. The article describes the features and types of MOOCs in online learning settings and their pedagogical impact and uses in traditional classroom settings. The paper also analyses academic libraries' role in MOOCs and recommends strategies to integrate, create, and develop quality MOOCs content by the academic libraries as an educational and training tool for students and other learners. Based on the literature reviews, the paper identifies the challenges and opportunities of integrating, creating, and developing MOOCs within PAAET academic libraries.

**Keywords:** E-learning, Distance-learning, MOOCs, Academic libraries, Kuwait, PAAET.

## Introduction:

The COVID-19 pandemic struck the globe in late 2019 and profoundly affected it. Most countries have recommended implementing distance education to combat the disease and avoid the collapse of the economy and education, which placed tremendous pressure on educational institutions, instruction quality, and students' ability to adapt. Kuwait is still a developing country, which means it lacked many benefits of ICTs and e-learning potential before the pandemic lockdown problems. Most education providers remained committed to traditional techniques, namely classroom instruction. Although several attempts have facilitated online education, few have proved effective (Al-Hunaiyyan, Alhajri & Al-Sharhan, 2018). Thus, while Kuwait's education providers have become aware of the potential of online learning, as (Alkharang, 2014) affirms, Kuwait's growth has lagged behind that of other nations due to the necessity to modernize existing systems and technology. When Kuwait and the Ministry of Education implemented distance education in their higher education institutions due to the pandemic lockdown problems, they encountered unique circumstances. Distance education is a novel notion in Kuwaiti higher education. Staff and students were swiftly instructed to operate electronic devices used in distant education (Al-Houli, Al-Mesad & Al-Kandari, 2021).

Globally, the introduction and advancement of ICT have resulted in dramatic changes to the primary to secondary education systems. The educational system is divided into traditional education and distance education. Both educational systems are classroom-based. However, the latest advancements and expansion of ICT and web 2.0 tools have bolstered worry for e-learning conditions. Massive Open Online Courses (MOOCs) have resurrected formal and remote education. MOOCs evolved from the Open Educational

Resources (OER) movement. Distance learning has emerged as a new trend in education, with Massive Open Online Courses (MOOCs) dubbed the pioneers (Roy, Mazumder, & Sarkar, 2022). Having reviewed the literature about the role of Massive Open Online Courses (MOOCs) in higher educational institutions, a significant number of scholars agreed that MOOCs could change the process of learning. They affirm that the implementation of MOOCs is beneficial and can assist in improving higher educational institutions in different aspects (Mahraj, 2012; Rajabi and Virkus, 2017; Schwartz, 2013; Gore, 2014). MOOCs are in high demand in the context of online or distance learning to construct a collaborative environment among students and researchers from many fields for spreading higher education (Sahu, & Rana, 2021). MOOCs have the potential to contribute to the development of knowledge and skills (Roy, Mazumder, & Sarkar, 2022).

Libraries and information centers are the cornerstones of the Knowledge Society, which also includes the knowledge sector, information sources, and Intellectual Property Rights. (Roy, Mazumder, & Sarkar, 2022). As an essential academic element, the library helps with knowledge expansion and is critical to the teaching and learning of higher educational institutions. Therefore, library technology has a significant influence on the daily operations of the higher educational institution, including academic staff and students' access to online information, resources, partnerships with other academic institutions and libraries, book ordering, digitization, and the potential to do proper research. The library is becoming a fundamental foundation for structuring a knowledge-based economy (Mohssin and AL-Ahmad, 2005). However, To remain relevant in this technological era and meet the evolving needs of patrons, libraries have to embrace the emerging technologies and be able to face the challenges

effectively. Librarians should respond to the popularity of digital technologies and social networking sites and engage themselves as a central intermediary for interacting with different patrons and providing high-quality services that meet their demands (Miller, 2006).

An academic library is just one form of other numerous forms of libraries. It is a library that mainly focuses on meeting students' and academic staff's research and information demands in a learning institution such as a university or a college (Adebisi, 2009). Services offered by academic libraries target the academic staff, students, members of the public, and alumni. With most young adults spending the majority of their time on the internet, librarians need to grasp the significance of engaging them in a way that does not restrict them to the physical library buildings. By engaging learners, the librarians must also be aware of tools such as blogs, widgets, Facebook, Twitter, Pinterest, Tumblr, e-newsletters, and many others (Bodnar and Joshi, 2011). In addition to the new emergent demands of patrons, the limits in funding in academic institutions are causing educationists, administrators, and taxpayers to look for new cost-efficient ways to deliver services, including library services, to learners and the public (Casey and Savastinuk, 2010).

MOOCs are one of the technological approaches that have completely provided a true meaning to online education as an alternative form of the traditional educational system. With globalization, MOOCs rapidly become responsible for fading conventional academic institutions. It is an invention that has taken education through rapid modifications. Information experts, libraries, and higher education institutions worldwide are motivated to take advantage of MOOCs' great features and integrate MOOCs within their institutions to improve services, enhance overall performance, reduce cost and stay



competitive (Schwartz, 2013). MOOCs can produce global learning associations through which students and institutions will benefit simultaneously (Nisha and Senthil, 2015). Neither the role of academic libraries in integrating, creating and developing MOOCs into higher education curricula nor their success has been specified in the literature (Lazarus & Suryasen, 2022). Therefore, this paper highlights the potential role of Academic Libraries' in integrating, creating, and developing quality MOOCs content as a free technological tool that might support the recent adoption of e-learning technologies during coronavirus pandemics.

### Research Questions

1. What does the literature mentions about MOOCs and academic libraries' potential role in integrating, creating, and developing quality MOOCs content as an educational and training tool for students and other learners?
2. What recommendations could be provided to Academic Libraries in general and Kuwait Academic Libraries, particularly PAAET Academic Libraries, on the strategies needed to integrate, create, and develop quality MOOCs content to support the Rapid adoption of e-learning?

### Research Objectives

1. To review the literature on MOOCs and academic libraries' potential role in integrating, creating, and developing quality MOOCs content as an educational and training tool for students and other learners.
2. To provide recommendations to Academic Libraries in general and Kuwait Academic Libraries, particularly PAAET Academic Libraries, on the strategies needed to integrate, create, and develop quality MOOCs content to support the Rapid adoption of e-learning.

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### Significance of the Study:

There is a knowledge gap regarding the role of academic libraries in integrating, producing, and maintaining MOOCs within higher education courses. MOOCs are redefining higher education. It allows students and lecturers to learn in innovative ways. Since MOOCs are a free technical tool that could help accelerate the recent adoption of e-learning technologies, this article will address their potential role in integrating, developing, and growing high-quality MOOC content. This study is the first study to examine MOOCs in academic libraries in Arabic-speaking countries. This study will contribute to the LIS literature on MOOCs in Arabic-speaking nations. It will help PAAET, and Kuwait's academic libraries analyze the viability of using MOOCs to promote academic student learning and digital literacy. It also claims MOOCs can serve as a new type of academic library service. This paper may be used to promote MOOCs in Kuwaiti academic libraries.

### Methodology

The descriptive technique was used throughout the research to reflect the nature and objectives of the study and to address the research questions. The research strategy was developed in the following manner to accomplish its objectives:

1. The first section of the research includes the general framework of the research in terms of defining the problem and questions, formulating objectives and importance, defining the method, defining the research steps, and terminology.
2. The second section of the research includes the answer to the first question of the research and includes MOOC's Role In Supporting

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Developing Countries' Higher Education Systems, as well as, MOOCs and Academic Libraries.

## Literature Review

MOOC has many definitions in the literature. For instance, Siemens (2013) defines MOOCs as a form of a web-based distance learning platform that allows large numbers of learners to interconnect and collaborate while independently keeping their own Personal Learning Environments (PLEs). According to Kaushik and Kumar (2016), MOOCs are an online learning approach in which anybody with a computer and an internet connection can participate virtually in any course. Chamberlin and Parish (2011) argue that MOOCs are online platform that puts together a recognized expert in a particular field of knowledge, social networking, and several free and accessible online resources. It promotes the dynamic engagement of a more significant number of students who can learn and acquire knowledge without the teacher's physical guidance. The unique component of MOOCs is that it does not charge users any fee. Users only need access to the internet and are interested in acquiring new knowledge resources. The first MOOC came into existence in 2008, courtesy of Canadian researchers George Siemens and Stephen Downes. Their main objective was to construct networks between various users who would share multiple forms of information. They believed that knowledge is easily communicated through networks. This mode of learning fully gained attention in 2011 when a researcher at Stanford University enrolled over 160,000 participants in a MOOC (Gore, 2014). Some of the typical MOOCs start-ups include Coursera, which, according to Barnes (2013), has more than 62 partners in 17 countries, and EdX, which is used in 21 different institutions.

MOOCs have a variety of general characteristics, including video lectures, downloadable resource material, self-assessments, weekly assignments, group discussions, and proctored testing (Roy, Mazumder, & Sarkar, 2022). MOOCs distinguish themselves from traditional online courses, which have restricted institutional access, term-end module content, live classes, a linear learning path, and a limited number of students; MOOCs, on the other hand, have open access 24x7, short recorded video lectures, and shareable content, among other features. MOOCs offer learners a range of benefits; they serve as a spark for interest in concentrating on a particular field of activity (Roy, Mazumder, & Sarkar, 2022). Numerous research projects have examined the features and benefits of MOOCs and read how MOOCs can help improve the quality of education (Sibbu, 2018). Borrego (2019) highlighted MOOCs' characteristics, kinds, and disruptive nature. According to Pujar and Bansode (2014), MOOCs are reshaping higher education. It creates a new educational opportunity for students and faculty in various fields.

### **MOOC's Role In Supporting Developing Countries' Higher Education Systems:**

MOOCs have various characteristics that motivate institutions to benefit from implementing such technology. These characteristics include free participation, no formal requirements, courses are conducted entirely through online digital platforms, and a massively scalable system (Schwartz, 2013). Breslow et al. (2013) declare that the new system has generated significant interest worldwide. Middle-class learners utilize this newfound resource to offset the high costs of education. The MOOCs platform is different from traditional classroom teaching methods as learners can adapt the learning process to suit their needs and meet their requirements. Instant feedback and the

ability to pause, playback, skip and repeat activities provide students and learners with an opportunity to control their learning process through the MOOCs. Furthermore, MOOCs have complex peer-grading systems that help students and learners to evaluate the completed assignments, which are perceived as an effective method of providing feedback on vast quantities of student work in a classroom setting.

MOOCs indeed share similar characteristics and features as other online courses, but MOOCs are more scalable. The scalability feature of MOOCs allows the system to accommodate as many students as possible. The students using the MOOCs are entitled to use the discussion formats of their choice, including blogs, Facebook, or Twitter. MOOCs' effectiveness in reaching millions of students can be attributed to their massiveness. This feature allows the program to reach millions of students in developing countries, remote areas, and any place (Wegerif, 2013). The second feature of MOOCs, openness, is associated with the following elements; software, registration, curriculum, and assessment. The third feature of MOOCs, connectivism, depends on autonomy, diversity, and interactivity (Mahraj, 2012). MOOCs' unique features allow tutors and lecturers to engage and interact with students and learners to organize themselves depending on their learning goals, knowledge, skills, and shared interests (McAuley et al., 2010).

Additionally, MOOCs can play a pivotal role in enhancing access to education, and the new trend is facilitated by increased access to personal technology and social media. Besides promoting open education, MOOCs have the potential of increasing inter-institutional collaboration, creating an open education community, and provide students with self-determined, independent, and interest-guided learning (Vardi, 2012). Cusumano (2014) predicts that

MOOCs will positively impact educational delivery models. In this regard, innovation will allow institutions to explore new pedagogical practices and business models. Some universities have already recognized the need to offer MOOC-blended learning courses, such as the Georgia Institute of Technology, where an online master's degree in computer science through the Udacity platform has been launched. Mahraj (2012) also predicts that corporate institutions could adopt the technology to deliver education and company-specific training workshops.

While MOOCs present new opportunities for higher educational institutions, several challenges are associated with their implementation. As Johnston (2013) declares that there are concerns that MOOCs cannot lead to quality outcomes and experiences for students. In this regard, Johnston (2013) criticizes Coursera and other MOOCs for adopting a knowledge transmission model. The author affirms that MOOCs are primarily self-directed and lack a proper structure. Another study conducted by Meyer (2012) asserts that the dropout rate of MOOCs is 80-95%, and most MOOCs modules do not offer academic credits, which makes the quality assurance level low. As a result, potential learners are not motivated to join the courses.

Furthermore, Clarke (2013) believes that implementing MOOCs in developing countries will be challenging due to limited access to internet technology. The available literature has established that for MOOCs learners to achieve the necessary experiences, the following elements should be enhanced; digital literacy, the structure of learning proficiency, and the delivery environment. Unfortunately, most developing countries lack the necessary infrastructure to establish MOOCs. In addition, students in such countries are



not competent enough in the English language to converse with their peers and fully participate in discussion forums.

According to Kop (2011), the successful implementation of MOOCs is impeded by legal and copyright issues. The existing rules and regulations differ in terms of the use of third-party content. Some countries also have strict laws on protecting educational provision and privacy of information. Besides legal and copyright issues, the process is likely to be affected by the assessment of student performance. It has become increasingly difficult for online instructors to reduce cases of cheating. Bissell (2009) argues that to implement MOOCs, then teachers and librarians would have to acquire digital literacy. This is a common challenge as not many staff members adapt to the MOOCs' technology.

Furthermore, for the MOOCs implementation process to become effective, teachers need more training to assess learner performance. However, this could be challenging as the assessor must adopt a system that the learner is well acquainted with. There is also a possibility that MOOCs would overburden the university's administration. According to Clarke (2013), MOOCs materials require vast financial resources to produce. Unfortunately, most institutions may not have enough financial resources to roll out MOOCs programs successfully.

Flipped classrooms are one of the most exciting opportunities in the MOOC environment, as they allow students to use some MOOCs as flipped classes and learn at their leisure from top universities and schools around the world. In contrast, teachers from their respective universities and schools assist with clarifications, discussions, and other assignments. MOOCs offer various learning options through choice-based courses offered by multiple institutions and universities located in various geographic locations. In this case, users of



MOOCs have the option of selecting their chosen MOOC based on their interests, as there is no restriction on the course selection for any user in MOOC mode. MOOCs enable individuals to continue studying throughout their lives. By participating in various MOOCs and MOOC-related activities, users and experts can establish a platform for discussing, sharing, and supporting one another in the MOOC environment. Members of such groups will then be able to develop different MOOCs in their domains in partnership with their respective institutions and universities and run MOOCs through their schools/institutions. (Agrawal & Singh, 2019). Stephens (2013) examines how library and information science (LIS) professionals may serve their communities using evolving technologies and participatory practices.

### **MOOCs and Academic Libraries:**

Public libraries worldwide are currently providing their patrons with short courses through MOOCs. Public libraries have already incorporated the necessary technologies to help students and other patrons who need MOOCs services. A good example is the County of Los Angeles Public Library which has incorporated MOOCs into the Center for Learning initiative. Likewise, the Orange County System in Orlando provides its members with free video courses and training exercises. Faculty members are also turning to MOOCs development, support, assessments, and preservation process libraries. Another good example is the Atlanta-Fulton Public Library System which uses Ed2Go.

An additional example is the New York Public Library, which offers its patrons instructional videos and free access to its contents. With the help of Coursera, the library has established a learning hub for MOOCs learners. Those public libraries are also willing to help institutions with copyright issues and types of equipment to make videos (*10 US State University Systems and Public*

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*Institutions Join Coursera to Explore MOOC-based Learning and Collaboration on Campus 2013).*

### **The Role of MOOCs in Enhancing Academic Library Services:**

As information experts, librarians' roles include administering and organizing information, sustaining and clarifying users' information needs, and boosting literary skills (Kop et al., 2011). Historically, librarians were limited to traditional tasks such as cataloging, documentation, classification, acquisition, and other official duties. However, due to the effect of technology, the nature of these works has shifted. Professionals in library and information science are now referred to as information scientists, data scientists or analysts, research experts, and educators of information literacy. Aspirants should consider options other than the standard management of libraries and information centers. They must stay current on current trends in libraries and information centers and what may happen in the future. MOOCs are adjuncts to the conventional educational system. MOOCs, it may be presumed, will be a viable option in the following years (Roy, Mazumder, & Sarkar, 2022). MOOCs enable individuals to continue studying throughout their lives. By participating in various MOOCs and MOOC-related activities, users and experts can establish a platform for discussing, sharing, and supporting one another in the MOOC environment. Members of such groups will then be able to develop different MOOCs in their domains in partnership with their respective institutions and universities and run MOOCs through their schools/institutions (Signorelli & Hovious, 2014). Librarians should start MOOCs to promote information literacy for complete and efficient engagement. They should identify when a specific group requires people to locate and effectively utilize given information (Mahraj, 2012). Education, as a sector of knowledge, highly depends on information resources.

MOOCs can allow massive access to information to enhance the numerous library services (Lankes, 2011). The impact of MOOCs on academic libraries is well investigated in an article by Wu (2013), who discusses that MOOCs libraries are currently using more resources to support external students. The library personnel is now required to address the needs of those students outside the conventional online course environment.

### **Academic Libraries Role in integrating, creating, and developing quality MOOCs content:**

There are multiple potential roles for libraries in MOOCs, including development, support, assembling, teaching, and preservation process (VKKM & Vellayutham, 2020). Libraries can support not only MOOC developers but also construct at least one MOOC in-house, in which library employees should participate. To develop such a program, they must first grasp MOOCs' concept, structure, and other facets (Agrawal & Singh, 2019). Several studies in the literature have recognized the academic library's role in providing content and making resources available to MOOCs courses creators in higher education institutions (Fini, 2009; Barnes, 2013; Pritchard, 2013; Gore, 2014). The literature suggests that librarians have an essential role in implementing MOOCs. Librarians are considered the primary entity who provide learners with information related to open resources, open education, connective knowledge, MOOCs, and information literacy (Cooper and Sahami, 2013). According to Pritchard (2013), librarians played a massive part during the implementation process of the MOOCs inside the American institutions where Coursera, Udacity, and edX have been adopted. In such institutions, librarians are needed to transition from traditional teaching to teaching and learning in the MOOCs environment. Schwartz (2013) mentioned that there are multiple potential roles

for libraries in MOOC development, some of which have been explored: Clearing Copyrighted Content- Students and faculty members can use it to create their MOOC presentations without putting their institutions into the problem as educational use of MOOC course materials does not create a sense of copyright violation. In this regard, librarians provide them with essential tips. Supporting production- Libraries offer critical technological support and required audiovisual equipment to prepare MOOC contents for classroom presentation. Supporting students-Libraries take a proactive role in helping students by directing them links to MOOCs courses and online tutorials with adequate library resources to augment learning patterns. Preservation-Libraries take the responsibility to preserve users' generated content in institutional repositories. For this purpose, once libraries provide "free" and open access to learning assets, MOOCs provide free and open access to a learning moment. It also brings problems to the light of librarians' skills, learning, and ability, which will be adjusted to oblige MOOC generation. Librarians provide help for their associations formally listed understudies in operating up to their data and propelled capability and attitudes that their MOOC students will need as they endeavor to explore many stages, finding, choosing, and examining knowledge to advise their learning ventures.

In another study, Gore (2014) affirms that the role of librarians is quickly changing with the advent of the internet and new technologies. Their new roles mean that they are now required to work closely with faculty members and students by advising the faculty members about the suitability of the content and helping learners acquire information and digital literacy skills. In addition to that, Gore (2014) believes that librarians play an essential role in assisting tutors in navigating the informational landscape. Using digital literacy skills, librarians

can assist tutors and lecturers to guide through a third-party platform. The role of the MOOCs in academic libraries was also investigated by Gore (2014), who asserts that information literacy amongst librarians is required for full participation in MOOCs. MOOC students need to be well guided on locating and synthesizing information, identifying questions, and providing the necessary answers. Most importantly, libraries play a vital role in the production process. According to Duderstadt (2012), librarians should collaborate with tutors and lecturers to choose a presentation medium, develop a search strategy and question sources, identify appropriate databases and keywords, evaluate reliability, and formulate questions.

Moreover, Barnes (2013) identifies other roles that librarians could play during the adoption of MOOCs platform as librarians in MOOC-affiliated institutions can have a copyright clearance role. Librarians could also help during the content-licensing process with third-parties copyright holders. They can also leverage the open nature of MOOCs platforms when negotiating with publishers. Most importantly, librarians must be present when dealing with copyright holders for permission and authorization to modify and alter the content. Furthermore, some contents offered by different publishers and museums usually cost higher educational institutions a fortune to get hold of them and get the license from third parties (Barnes, 2013). Hence, finding alternative materials that are cheap and readily available becomes more critical (York and Jason, 2009). Librarians can play a vital role in identifying materials free of copyright constraints. Besides, librarians can develop web-based guides to educate MOOCs' creators and provide tutors with links to the public domain and open access resources (Martin, 2012). Libraries can aid MOOC creators in identifying and supplying appropriate Open Education Resources (OER), which

may be copyright-free and helpful in developing MOOC content. Additionally, libraries can advise MOOC producers on the finest reading materials and resources (Agrawal & Singh, 2019).

Additionally, librarians can have various roles when MOOCs are implemented. Some functions include filtering, curating, modeling, wayfinding, and being available (Leber, 2013). To support the MOOCs as a curator, librarians can be trained in skills of information collection, management of knowledge, and how to use emerging technologies to plan for lectures and course materials. They can also help manage and preserve the knowledge that participants have created. As a tool to improve library services, librarians can also interact directly with users in coaching by using their expertise in emerging technologies (Cormier and Siemens, 2010). Mahraj (2012) believes that librarians must fully participate in higher education learning and assist in providing valuable experiences for learners. The scholar above suggests that the best way to help librarians better recognize the patrons' information needs and understand their seeking behavior is by letting them launch a MOOC themselves. This way, the library's role will change, and the library will become an essential element of the education process. Indeed, MOOCs have been seen as the next significant shift in higher education. It promises to be a revolutionary way of providing library services, information, and e-learning. Nevertheless, it brings unique opportunities and challenges to be examined and handled (Schwartz, 2013).

### **Academic Libraries Opportunities And Challenges To Integrating, Creating, And Developing Quality Moocs Content:**

As custodians of information expertise, librarians should have the capability to use and implement MOOCs. Librarians should be trained on



various issues to acquire usage and management skills, including MOOCs' history, structure and features, challenges, and opportunities available for in-library use (Lankes, 2011). Librarians can use recognized MOOCs providers to learn and develop their skills (Roy, Mazumder, & Sarkar, 2022). By assisting MOOC creators in various ways and being involved in the development and creation of MOOCs, libraries may establish a reputation as service providers among consumers in this technology-driven era (Signorelli & Hovious, 2014). Apart from that, by adopting and producing various courses in the LIS area on the MOOC platform, these services might serve as a showcase for any library. This technique is beneficial in encouraging additional libraries and professionals to join the MOOC movement (Agrawal & Singh, 2019). Librarians are starting to have an active role in the learning and teaching process, and their new positions are shifting dramatically beyond the fundamental custodial role. It is exceedingly difficult for any library to provide comprehensive education and training in all facets of librarianship, particularly in developing nations where teachers, funding, library resources, and infrastructure are in short supply. MOOCs can significantly impact the way education and training are delivered to both students and librarians (Agrawal & Singh, 2019). Despite the vitality of librarians' roles in the adoption of MOOCs, they are faced with many challenges and obstacles. Some of these obstacles include librarians' ability to influence, guide, and support academic staff with the creation of MOOCs, librarians' ability to ascertain the copyright status of the MOOCs and learner-related contents, librarians' ability to get sufficient licenses of content, as well as their ability to improve the accessibility of MOOCs for individuals with special needs (Fini, 2009).



Moreover, York and Jason (2009) introduce the concept of embedded librarianship to examine the role of librarians together with library instructors within the MOOCs environment. Embedded librarians can play a crucial role in addressing challenges and obstacles related to MOOC implementation. However, Kop et al. (2011) argue that librarians cannot handle this role in MOOCs with large enrollments of learners. Regarding meeting patrons' needs, librarians can provide learners with methods to assess their literacy skills and offer online information literacy lessons and seminars. In the past, libraries have been dealing with traditional students, but nowadays, they must serve a diverse cohort of learners and offer MOOCs services to institutions and remote-based learners. To help MOOCs' learners worldwide, libraries could be forced to operate on a 24-hour basis due to time zone differences.

Moreover, libraries have to address the challenges of searching, analyzing, and producing culturally correct learning content. Therefore, libraries should take an active role in training librarians. By imparting librarians the necessary skills and knowledge, they will participate in MOOCs production (Schunk, 2012).

Concerning the problems, one may argue that while MOOCs cannot wholly replace traditional classroom learning, they can be utilized to bridge the divide between multiple schools of thought. MOOCs have several limitations. MOOCs require high-speed internet connections to view the course content. In a developing country, access to the Internet and computers is not universal. Due to the scarcity of necessary infrastructure for accessing MOOCs, the widespread adoption of MOOCs has been constrained (Chatterjee & Nath, 2014). Offering a MOOC is an expensive endeavor that requires infrastructure, platforms, content creation, and human resources, among other things. As a result, it is difficult for

an individual institution to provide such services. There is a need for some authorities to become involved and invest in promoting education. The government should relax existing regulations and limits and promote public-private partnerships to develop MOOCs (Garg, 2017). It is not always assured that all MOOCs provide degrees, certificates, and diplomas, limiting the number of applicants who enroll in these courses because many employers require documentation of education levels attained, which candidates lack. Because MOOCs are delivered via the Internet, there is no way to supervise candidates/students, which increases the danger of plagiarism or cheating (Agrawal & Singh, 2019).

### **Conclusion:**

Kuwait missed several benefits of ICTs and e-learning potential before the pandemic lockdown concerns. Indeed, Kuwait's growth has lagged behind other nations due to the necessity to update old processes and technologies. When Kuwait and the Ministry of Education established distant education in their higher education institutions because of the pandemic lockdown concerns, they experienced unique challenges. In Kuwaiti higher education, the concept of distance learning is brand new. PAAET staff and students were promptly educated to operate electronic equipment used in distance education. Globally, demand for MOOCs is increasing daily. It has altered the educational style and system by utilizing the services of libraries and librarians. MOOC platforms are highly advantageous for remote learners and others. Thus, PAAET should benefit from MOOCs to improve eLearning, lower digital and information literacy, and overcome various barriers to information access. PAAET Academic Libraries could contribute to remote learning by collecting and

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making online courses and supplementary materials published by prominent universities worldwide for MOOC participants.

MOOCs promise to be a breakthrough way of providing e-learning, which PAAET's academic libraries need to utilize to overcome students' digital literacy due to the fast shift to distance learning. There are tremendous benefits associated with developing educational technology, so institutions are starting their own MOOCs, joining an existing MOOCs consortium, and ensuring all course contents fulfill the MOOCs criteria. The needs of today's students and learners will need the integration of neo-millennial learning styles with traditional classroom teaching methods in higher education in the future. Academic Libraries' and academic librarians' duties must broaden to match new technology breakthroughs for MOOCs to be operational and deliver good educational services to the patrons. Academic librarians in the modern Internet era are expected to possess various skills, including ICT. It's worth noting that MOOCs provide fantastic prospects and demonstrate their importance in higher education. This study discovered that MOOCs give a variety of opportunities for academic libraries and LIS professionals to collaborate and explore possibilities for assisting, resolving problems, and developing MOOCs on a variety of topics, including LIS-related issues, as well as building libraries' image and demonstrating their significance in this digital era. It is also suggested that academic library professionals who are unfamiliar with or unengaged with MOOC concept, structure, and other aspects of MOOC can get a taste of the MOOC and develop their skills toward an understanding of MOOC as a whole so that these Library professionals can play significant roles and be a part of MOOC creation and development, as well as support the MOOC movement on a much larger scale.

This paper is the first study to evaluate the potential role of MOOCs in Arabic countries' academic libraries. Therefore, it is expected to contribute to the LIS literature on MOOCs' potential role in Arabic countries' academic libraries. Specifically, it will assist decision-makers at PAAET and Kuwait's academic libraries in evaluating the feasibility of implementing MOOCs to enhance academic students' learning and overcome the students' digital literacy. PAAET decision-makers could evaluate the student readiness to adopt MOOCs as a learning tool by introducing MOOCs courses as elective subjects, such as information literacy courses. Additionally, it argues that MOOCs can function as a new kind of academic library service. The Academic Library's website may include a link to a MOOC course on information resources, information management, and metadata, for example. Additionally, academic library staff may develop a MOOC to demonstrate how to utilize library resources and services. This paper may potentially be used to promote potential MOOC activities in Kuwaiti academic libraries.

Further investigation of the factors affecting MOOC readiness is critical. Future studies should look into:

- The readiness of PAAET academic libraries to integrate, create, and develop high-quality MOOC content.
- Additional research could elucidate the possible readiness of academic librarians to combine, design, and produce high-quality MOOC content.
- Future research should examine academic librarians' social, communicative, and technical competencies and their self-efficacy and self-directedness in predicting MOOC preparation.

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