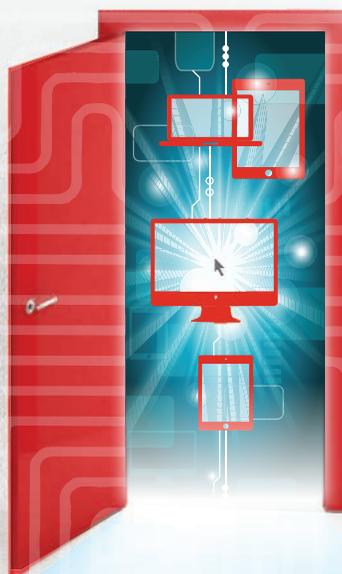


THE HOPE & HYPE OF MOOCs



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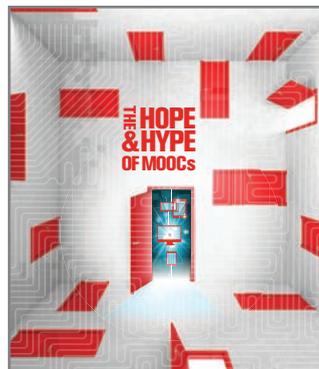
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Trends and tipping points



Many of us are interested in new and emerging technology trends. We speculate about which advancements will be big hits, changing how we live or work—and which will surge, but then fall quickly, ending up in the dust bin of invention. Exploring the trends that will impact the work of libraries is a

vital part of what OCLC does.

We have seen many innovations that were emerging trends just a few years ago really start to take hold. The shift from locally installed hardware and software to Web platforms and cloud services is well underway, and the rapid adoption of tablets and smartphones has finally moved e-books from a novelty to a mainstream service for libraries.

Trends like these impact how we manage the daily business of libraries. But other trends, taken together, represent true cultural tipping points, shaping how we think about long-term strategies. Innovations now emerging in online learning have the potential to dramatically alter how we think about—and how libraries will support—education in the future.

MOOCs—Massive Open Online Courses—are just such an advancement and are definitely worth taking the time to explore and consider. In June 2014, OCLC released a new membership report, *At a Tipping Point: Education, Learning and Libraries*, that explores the factors that are giving rise to MOOCs and the adoption of online education in the United States (see page 19). Half (48%) of Americans who use the Internet—whether for shopping, banking, social networking or any other reason—now report that they have also taken an online class or tutorial. A shift is underway, and it is important that we explore what this means for libraries.

Our cover story, “The Hope and Hype of MOOCs,” presents the thoughts of experts on each side of a debate about the role of online learning in education. They came together at an OCLC symposium to discuss the potential benefits and pitfalls of MOOCs. They shared, among other ideas:

- the hope that technology will drastically reduce the cost of higher education;
- concern that traditional educational models and roles are in jeopardy;
- optimism about opportunities for global learning and sharing; and
- skepticism about authority and accreditation in distance learning programs.

They made it clear that while the success of specific MOOC platforms or business models may still be evolving, the tipping point that they represent is very real.

Any new technology may fail and be forgotten. Ten years from now, we may look back and see that MOOCs were the major innovation that changed the educational landscape. Or they may have been a short-lived stepping stone in the evolution of online learning. Either way, libraries have a stake in that future, and we all need to keep a close eye on trends like MOOCs that have the potential to become truly momentous tipping points. ■

Skip Prichard
OCLC President and CEO

THE HOPE & HYPE OF MOOCs



A PANEL DISCUSSION ON A NEW MODEL OF EDUCATION AND A NEW PLATFORM OF ENGAGEMENT

At the 2014 ALA Midwinter Meeting, the OCLC cooperative hosted an expert debate panel on MOOCs, Massive Open Online Courses. More than 400 librarians—live in Philadelphia and via online streaming—turned out to hear whether MOOCs truly represent a sea change for both public and academic libraries, or just a new twist on distance learning. (For a quick introduction to MOOCs, see page 8.)

And, above all, what roles might libraries play? What are the potential ways libraries might create and support MOOCs? How are libraries already involved in MOOCs, and what are strategic opportunities and challenges going forward?

The panel was a star-studded cast, including Bryan Alexander, Anya Kamenetz, Ray Schroeder, Audrey Watters and Cathy De Rosa—who shared new OCLC research on MOOCs, online education and what it means for libraries.

The panel was in agreement that the technology is exciting and offers a chance to redefine—or at least alter—learning and education for the better. But how this will work out and what shape it will take is not entirely clear.

Following is a summary of the thoughtful and provocative discussion that took place, as the panelists debated the future of education and where libraries fit in.

THE MOOC

In their relatively short history of six years, MOOCs have rapidly grown into a major force in higher education, presenting new opportunities in online learning, academic credit and pedagogical approaches.

Why? The rationale is straightforward. They offer hope in a higher education landscape that is reeling from reduced funding, shrinking enrollment, and the sky-rocketing expense of obtaining a college degree. MOOC mania is happening at a time when the cost and quality of education at all levels is being questioned.



“The economic case, not the ethical and pedagogical, for MOOCs is pretty strong, at least to reduce costs. One of the greatest benefits of open learning and MOOCs is informal learning. For people who don’t have good libraries or schools or homes, this is a tremendous opportunity.”

Bryan Alexander

MOOCs can drastically reduce costs—most are inexpensive or offered for free, and the possibility of using another organization’s MOOCs can cut instructional expenses. They also provide greater flexibility in course delivery and can reach an audience well beyond the local campus—which may provide an alternative revenue source other than simply raising tuition.

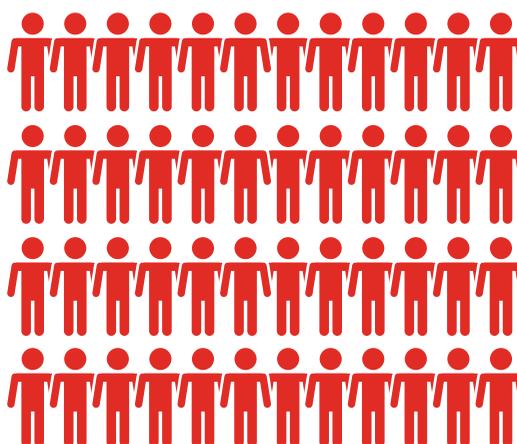


“For hundreds of years, [exclusive universities’] prestige has been predicated on how few people they reach. And suddenly, in two years, they decided their mission statement and their prestige was going to come from how many people they reach.”

Anya Kamenetz

Populism vs. prestige

Because they are widely available, successful MOOCs can raise the profile of a university or an individual in the globally networked, educational environment. The cost of traditional degrees is heavily influenced by scarcity: there are only so many chairs in a room and so many hours of faculty time in a day. Small class size and individual learning opportunities have long been a hallmark of high-end, prestigious institutions. But MOOCs turn that calculus on its head, rewarding audience size—popularity—rather than scarcity. This provides an incentive to develop materials and processes that can be effective at scale, which in turn drives popularity—a virtuous cycle which, in the long run, may support both the best content, and the best ways of delivering online education.



The Internet is the new learning place

The most compelling reason, however, to see MOOCs as a positive force is their promise of establishing new learning models and innovative teaching techniques that could lead to improved student performance.

Everyone on the panel agreed that educational technology in general, and MOOCs in particular, are poised to potentially redefine learning, reshape the student experience and extend quality education opportunities to almost anyone anywhere with an Internet connection.



“This is an amazing time to be a learner. The Internet affords us a lot of opportunities to not just connect with more content but to connect with more humans. And I think that has amazing potential for how we learn and how we teach. The vision of the MOOC is profoundly transformational—community-based, learner agency, on the open Web.”

Audrey Watters

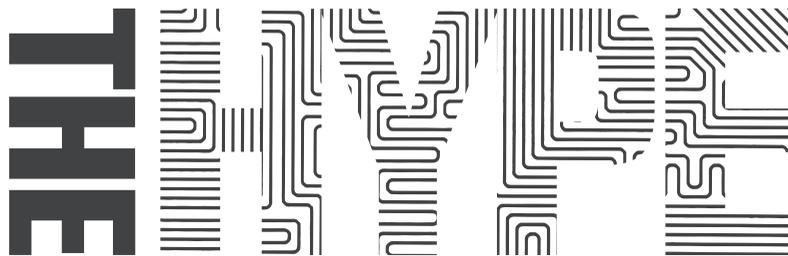
The panelists remarked on the fact that the technology used to deliver MOOCs isn't particularly cutting edge—it's largely delivered through online video, wikis, bulletin boards, blogs and comments. What's changed is their familiarity and ubiquity. Teachers have been working online resources into their curriculum for almost two decades, and have had almost as much

time to begin using online courseware, scheduling apps, grading systems and other learning management tools. More importantly, today's traditional-age undergraduates have grown up with the Web as a comfortable and constant partner in their education. As a result, many MOOC students come to the medium with enough digital literacy skills to join in immediately. In short, not only is the Web now ready for massive numbers of students...the students are already there.



“With MOOCs, students and users are excited about breaking the mold and thinking about education in a different way with a different model. Students are going to have a bigger voice than they've ever had to really shape education.”

Cathy De Rosa



Despite the potential of MOOCs to radically reduce costs, raise a university's profile and improve education, a number of issues and questions remain. The first and foremost is: can they possibly live up to the expectations placed on them—affordable education for everyone with few if any learning problems? Do they really represent a turning point in online education? Or are they simply a popular and headline-friendly trend in a more general move to online education?

As Bryan notes, it is important to know that in 2014, MOOCs are coming off of a giant hype wave, and criticism and opposition to MOOCs, some well-informed some not, is mounting.

MOOCs—the opiate to technologists?

Proponents—the entrepreneurs and technology leaders who stand to benefit most—say that MOOCs and online courses will disrupt and even end education as we know it. And it's about time, they say, because students today cannot be educated like their parents or grandparents were—the world is vastly different. They argue that today's world is digital, interactive, online, and the education system needs to reflect that in order to connect with students and bring new excitement to learning.

“When it comes to MOOCs, we've seen over-hyped, over-promised statements. The technology press in particular is prone to these hyperbolic statements about the death of the university—in 50 years time there will only be 10 universities left in the world. If we look at the demand for education globally, it's hard for me to imagine that we won't actually have many more providers of education in the future. Certainly I have a hard time imagining how we would get down to 10.”

Audrey Watters



Others see it quite differently. Opponents say the push for MOOCs is driven by Silicon Valley corporations whose primary interest is beefing up revenues and boosting stock prices, not education. Lacking is any robust analysis and honest critique of the value of the technology or its potential downside—job losses, colleges merging or closing, and the loss of spontaneous, spirited classroom interaction, a key element in today’s learning and one of the most valuable aspects of a face-to-face approach. A much more rigorous examination of the ethical and pedagogical benefits of MOOCs is gravely needed, they say.

Waiting for the results

Proponents also declare that MOOCs are a planetary learning platform—open to anyone who wants to look—that not only provides unrestricted access but also boosts student performance due to their self pace and repeatable nature. MOOCs have an enormous global reach that can educate and improve the lives of anyone, they say.

“There’s a lot of money in educational technology in general and an arrogance about its ability to solve the world’s problems.”

Anya Kamenetz

Many faculty are skeptical of the pedagogy of MOOCs, however, and there is little data on how well massive online courses work. They worry that MOOCs will not match the quality and standards of on-campus programs. The majority of faculty are not using or creating MOOCs and are not incorporating them into their classes. Also, the vast majority of students aren’t taking MOOCs; they aren’t widely accepted since most offer no credit and do not lead to a degree. MOOCs also have not been integrated or mixed into the curriculum—they have a very light presence on most campuses.

The symposium was hosted and the debate moderated by **Skip Prichard**, OCLC President and CEO.

The event began with a brief keynote by **Bryan Alexander**, Senior Fellow at NITLE, author of the book, *The New Digital Storytelling* (2011), an editor of the *Horizon Report* and a frequent writer/speaker on topics including social media, digital storytelling, mobile devices, gaming, pedagogy, scholarly communication, forecasting and the future of academia. Bryan gave a quick intro to the topic of MOOCs, before joining the rest of the panel for a lively debate. Joining Skip and Bryan were:

Cathy De Rosa, OCLC Vice President for the Americas and Global Vice President of Marketing. Over the last decade, Cathy has led quantitative library research work that has resulted in seven major membership reports that explore library users’ behavior and the perception of libraries. The urgent need for funding for public libraries also led to Cathy’s work with the Bill & Melinda Gates Foundation grant-funded “Geek the Library” advocacy campaign.

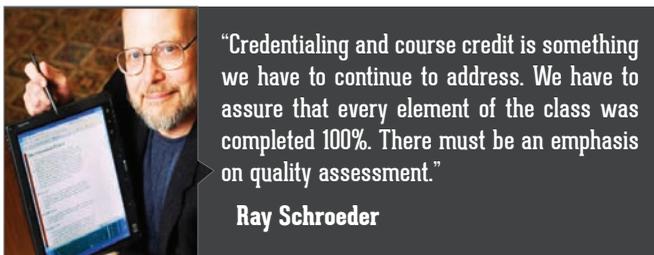
Anya Kamenetz is NPR’s lead education blogger. She joined NPR in 2014, working as part of a new initiative to coordinate on-air and online coverage of learning. She is the author of several books about the future of education, including: *Generation Debt* (2006), *DIY U* (2010) and the forthcoming *The Test* (2015). Previously, Anya covered technology, innovation and social entrepreneurship for five years as a staff writer for *Fast Company* magazine.

Ray Schroeder, Professor Emeritus and Associate Vice Chancellor for Online Learning at the University of Illinois at Springfield, and Director of the Center for Online Leadership and Strategy at the University Professional and Continuing Education Association (UPCEA). Ray has delivered numerous national presentations and publications in online and technology-enhanced learning. He has published the popular “Online Learning Update” and “Educational Technology” blogs for the past dozen years.

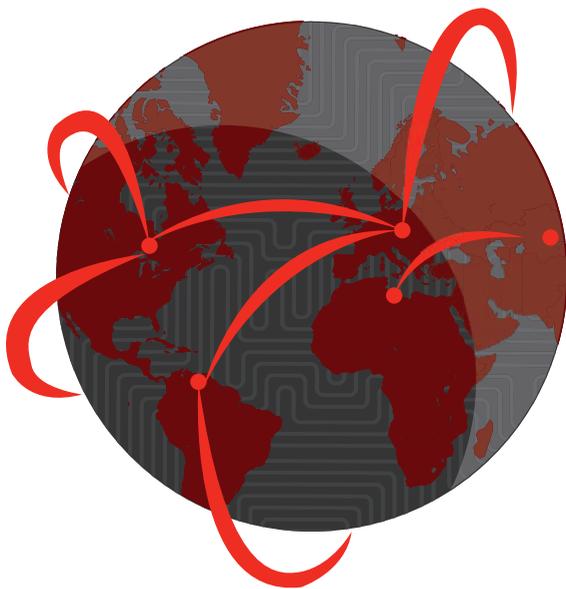
Audrey Watters is a technology journalist and founder of Hack Education. Audrey has written extensively on MOOCs, including a *Library Journal* “Digital Shift” blog post, “MOOC Mania: Debunking the hype around massive open online courses.”

Some early casualties

Among the specific criticisms is poor attendance, low completion rates, lack of credentialing and copyright violation. And, despite the claim to cut education costs, no successful business model has emerged. A number of MOOC startups, most notably Fathom and AllLearn, have shut down, unable to sustain themselves and losing more than \$30 million from university endowments in the process. Others are still operating but at financial deficits that cannot be sustained indefinitely by venture capital investments. The reason venture capitalists are interested in MOOCs is that with 200,000 people signing up for a course, that type of traffic and that type of audience is eventually going to produce an online media business. But early results don't bear out that kind of thinking.



Gains in student achievement and performance also have yet to be consistently proven. A Udacity program with San Jose State University to offer three basic math courses was paused because of underwhelming student performance.



A NEW ROLE FOR LIBRARIES

The wave of excitement and offerings around MOOCs is causing libraries to think about the place of open, online learning in their overall mission. Traditionally, libraries have provided access to library services and scholarly resources with an appropriate level of currency, depth and breadth to support the institution's mission, core themes, programs and services. Distance learning students were entitled to the same library services and resources, including direct communication with librarians, as on-campus students.

Should libraries support MOOCs, even though many of the class participants won't even be attending their university? MOOC enrollments can far outnumber traditional university course enrollment, and many of the participants are not traditional college-age students.

Ray, who has directed two MOOCs with students in 70 countries, believes the role of the library is essential for a successful MOOC experience. “The library can serve as the anchor, that physical anchor with people to help students identify the resources that they need to complete classes.”

Audrey agrees that the library presence is not only essential but worthwhile. “Access to knowledge is the mission of the library,” she says. “If we are talking about a global knowledge project, if we're talking about opening up research to everyone, then to me, the library feels like a pretty natural place for that to rest.”

Should libraries produce content, curate content or gather content to support MOOC development on their campus? As courses are being offered online to diverse and geographically distributed audiences, what are the challenges for licensing and clearing copyright for materials used in courses? Are there opportunities for libraries to advance the conversation on open access? And what about grades/course credit? And how do you serve learners of all different age ranges?

According to our panelists, there is potentially a powerful support role for libraries to play depending on which sector they belong to. Some of the roles are new, some traditional.

Libraries can be more and more involved in **media production** and in **selecting content** to support MOOCs.

Managing the issues of **copyright vs. license vs. accessible material**—that’s another key role libraries can play.

Special collections librarians have the opportunity to **connect their collections** to MOOCs.

Public libraries can be an **access point** to MOOCs and extend their broad public education mission. They have this great underappreciated role for furthering access to the Internet for so many people, especially rural and poor people.

For academic libraries, there is a wonderful support role to be played in helping **curate the content** for MOOCs.

“Since we don’t have good gateways into MOOCs, I think public libraries can help people, especially adult learners, who identify what MOOCs would be good for them to explore.”

Bryan Alexander

The emergence of MOOCs clearly presents challenges to libraries in how these courses interact with scholarly resources and library services. But they also offer some potential new pathways for libraries that could change their responsibilities and extend their influence into new communities in order to help shape this new development in education.

A promising yet unclear future

As we weigh the benefits with the concerns, what will the future be for MOOCs? Are they sustainable, or just another stop on the long stream of online or individualized learning, which some say started in the 1930s with correspondence courses. One thing for sure is that MOOCs have galvanized a conversation within the university about technology in teaching. If the mission of the university is the creation and dissemination of knowledge,

“I actually have a lot of hope about people’s ability to connect and learn together and keep alive areas that are not economically viable, such as digital humanities, perhaps.”

Anya Kamenetz

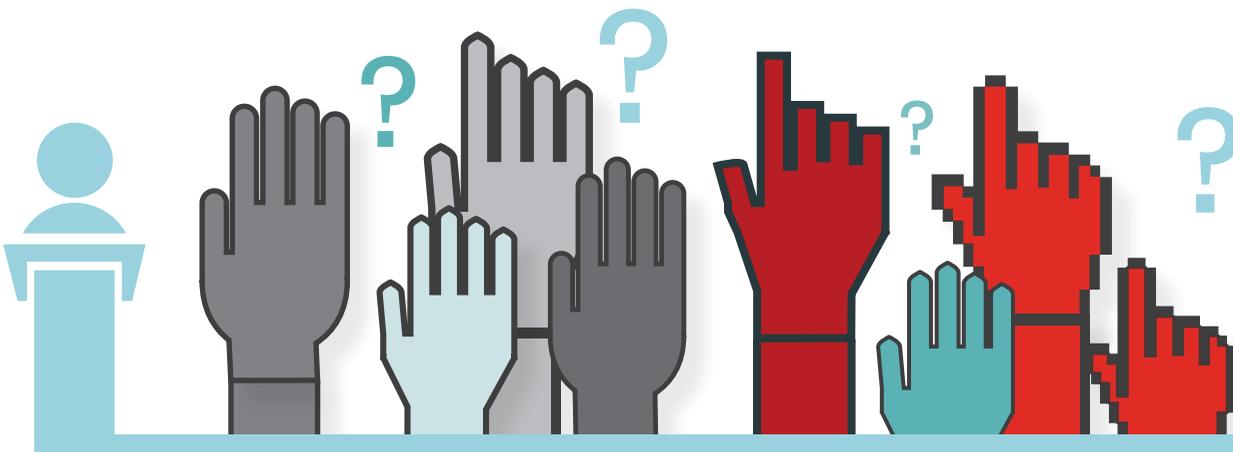
how can the academy not be involved?

Libraries must be involved as well. They may have to reimagine curriculum support and information delivery, and they may need to become involved in supporting faculty in the production of MOOCs

and becoming the technical intermediaries between content creators and MOOC platform providers. But libraries can play a defining role in the digital management strategy for MOOCs.

Odds are good that online learning will continue to spread. But whether MOOCs are the right approach to bring real change is not clear. It may be that we just have to wait until, like so many other technology-based media, the tools simply become part of our daily lives. As Bryan says, “We will eventually stop saying blended learning and just say learning.”

OCLC market research indicates that we may have reached a tipping point in online education. “MOOCs may provide libraries with a new opportunity to enable people not only to learn, but to construct and share their knowledge and stories in new ways and to new audiences,” Cathy says. “Libraries can really help catapult their communities forward in terms of how we think about content creation and teaching.” ■





MOOCs: a quick background

By Bryan Alexander, Senior Fellow, NITLE

For those not deeply immersed in the intersection of education and technology, here is a summary of the historical arc of MOOCs.

Most new technology is adopted in two stages. First, we extend practices from older media and traditions, “copying and pasting” them onto new technologies. Next, we identify new affordances organic to the new medium, and build upon them. For example, early films looked a lot like stage plays transferred into a new medium, until we figured out that the camera could move and we could also create special effects.

MOOCs are, perhaps, the first instances of Web-based educational technology to step into that second stage. They create something native to the Web that takes advantage of what the Web can do, rather than simply trying to mimic a classroom virtually. As Jim Groom puts it, MOOCs might be the first truly Web-native form of teaching and learning.

MOOCs first appeared in 2008. We can divide the subsequent movement into two currents: cMOOC and xMOOC.

The first MOOC was a cMOOC, taught by two Canadian scholars, George Siemens and Stephen Downes, who decided to make a bricks-and-mortar class available online to anyone who wanted to take it—and 2,000+ people did. CCK08 was designed to be used by people who used social media. Content was available through RSS feeds and a newsletter curated by the instructors, but users also participated via Twitter, Second Life, blogs and other venues. They used hashtags to make it easy to identify class content. CCK08 was a seminar about connectivism, the educational philosophy they were exploring in this class—hence one explanation for the “c” in “cMOOC.” That prefix may also stand for “constructivist,” since that was the class’ pedagogical principle. Learners created meaning and learning by interacting and building content.

Three years later, a different kind of MOOC appeared from American research universities, dubbed xMOOCs, where the “x” stands for expanded. The x prefix also refers to the subsequently popular edX MOOC platform, launched by Harvard and MIT. These xMOOCs differ from cMOOCs in that they deal with a much larger audience, often at the scale of tens or hundreds of thousands of learners. Scale is, indeed, what xMOOC platforms really claim as their triumph. They are also designed to focus on pushing out content to learners, mostly through video; interaction mostly occurs between individual learner and content, rather than between peers. xMOOCs are, in short, broadcast-oriented, not geared toward individual learners.

With both MOOC currents in play, we began to see MOOCs take off in 2012. Growth occurred in earnest with new businesses built to host and support them, and venture capital began investing significant amounts of money. University after university dove into MOOCs, with leading faculty members creating and teaching classes, largely in the xMOOC form.

Last year, we hit the high peak of media attention, with the *New York Times* declaring 2013 as the Year of the MOOC. And inevitably, following this peak we then experienced what H.G. Wells calls “the great disillusionment.”

As we head into the future, a number of scenarios are possible for what MOOCs might become:

- MOOCs may supplement face-to-face classes, providing complementary content.
- MOOCs may lose their open nature and become MOCs. The sign of this will be content available only for a fee.
- cMOOCs and xMOOCs could fuse and synthesize, with xMOOCs becoming more socially engaging, thereby improving retention and completion rates.

Whatever their evolution, MOOCs are a very important development for the library and higher education communities to track and evaluate. ■



WorldCat Works linked data: Connecting library resources into the core of the Web

By Courtney Henderson, OCLC Product Marketing Analyst



OCLC has made 197 million bibliographic work descriptions—WorldCat Works—available as linked data, a format native to the Web, that will improve discovery of library resources through a variety of popular sites and Web services. By making this linked data available, library collections can now be more easily exposed, in context, to the wider Web community, integrating these collections and also improving discoverability through websites and services that library users visit daily, such as Google, Wikipedia and social networks.

“Bibliographic data stored in traditional record formats has reached its limits of efficiency and utility,” says Richard Wallis, OCLC Technology Evangelist. “New technologies, influenced by the Web, now enable us to move toward managing WorldCat data as entities—such as ‘Works,’ ‘People,’ ‘Places’ and more—as part of the global Web of data.”

The processes to create WorldCat Work descriptions build upon the OCLC FRBR (Functional Requirements for Bibliographic Records) algorithm. The algorithm clusters bibliographic records based on a variety of elements from both bibliographic and authority records. Common attributes from within the cluster are aggregated to form work descriptions. Enhanced with subject heading and other classification links, they are richer and more complete than the individual source records. Aggregating works for translations provides the potential for the presentation of resources based on the language capabilities of the user. Future changes to individual records will now enhance the collective work description.

The 197 million work descriptions are now available for anyone to use. The release of WorldCat Works is the first step in providing a rich set of WorldCat entities as linked data, stimulating innovative uses of library data as they are released over time.



“With this release of WorldCat Works, OCLC is creating a significant, practical contribution to the wider community discussion on how to migrate from traditional institutional library catalogues to popular Web resources and services using linked library data,” says Neil Wilson, Head of Metadata Services at the British Library. “This release provides the information community with a valuable opportunity to assess how the benefits of a works-based approach could impact a new generation of library services.”

The project to release WorldCat Works linked data involved OCLC Research, Data Services and Engineering staff around the world. ■

For more information, visit:

www.oclc.org/data

200 WorldShare Management

IN JUNE 2014, OCLC's WorldShare Management Services celebrated its 200th library to go live. Congratulations to the University of Delaware Library, the 200th library—and the first ARL member library—to go live with WMS.

To commemorate this milestone, we asked library staff who have worked with WMS to highlight how it has transformed their library operations. They shared the ways that WMS has helped them save money, staff time and make use of new functionality. This, in turn, provided them with opportunities to take on new projects... to *Realize Real Results* in their libraries.

Time saved with cataloging enabled us to process a major gift donation.
—TABOR COLLEGE

Time saved with cataloging, can now be used to work on special collections and archives.
—DOANE COLLEGE

Time saved enabled us to inventory our collections, catalog our special collections and create a game night.
—PEPPERDINE UNIVERSITY

Time saved resulted in the ability to create new instructional guides.
—NEWBURY COLLEGE



Time saved with cataloging allowed us to create research guides and a new library website.
—BAY COLLEGE

Single search functionality helps students easily discover the library.
—SETON HALL LAW SCHOOL



Ability to independently generate reports and regulate permissions.
—UTICA COLLEGE

Integrated access to e-books, e-journals and course reserves for our students.
—VANGUARD UNIVERSITY

Better integration of cataloging and discovery services.
—SIMPSON UNIVERSITY

New LDAP authentication with our institution's Banner system.
—DE ANZA COLLEGE

LIBRARY
Realize Real Results
With

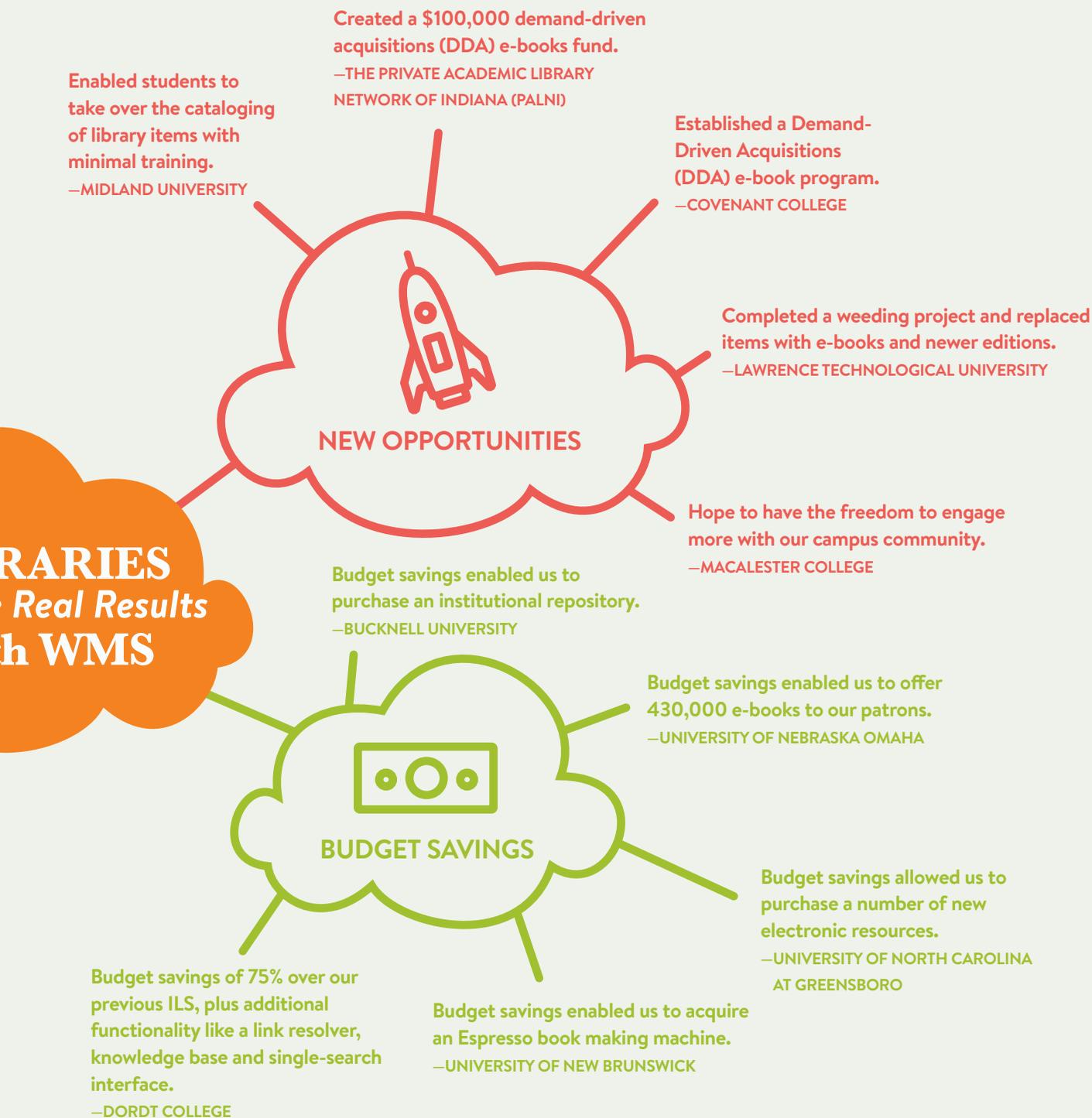
The first WMS library went live
in September 2010

1st library in Canada to select WMS:
University of New Brunswick

WMS was released for general availability
in July 2011

1st library in Australia to go live:
Lowther Hall Anglican Grammar School

ment Services libraries live!



1st library in Europe to go live:

Tilburg University

100th library to go live:

University of Nebraska Omaha's Criss Library

1st academic library group to select WMS:

The Private Academic Library Network of Indiana (PALNI)

200th library to go live:

University of Delaware Library

Right-scaling stewardship of the collective print resource

Three foundational principles to help plan a cooperative print management activity

By Brian Lavoie, OCLC Research Scientist, and Constance Malpas, OCLC Program Officer

Improving the efficiency and lowering the cost of managing monographic print collections is a priority for many libraries as they seek to rebalance resources and attention across a shifting portfolio of collections and services. Cooperative print strategies, in which local print collections within a group of institutions are managed as a collective resource, have emerged as a potential solution to the difficult challenge of releasing resources from local print management while preserving (or even enhancing) the value of libraries' long-standing investment in print books. These shared print initiatives are often organized within existing cooperative arrangements, such as academic consortia.

OCLC Research has been actively engaged in exploring shared print. This work is intended to help libraries understand the broader system-wide context in which shared print initiatives are being conceived and launched, as well as the implications for collections at the local level and at scales "above the institution." The latest report from OCLC Research, *Right-scaling Stewardship: A Multi-scale Perspective on Cooperative Print Management*, focuses on "right-scaling" cooperative print management in an academic consortial setting.

In partnership with The Ohio State University (OSU) and the Committee on Institutional Cooperation (CIC), OCLC Research explored cooperative print management from the local and consortial perspectives. The goal was to produce an empirical foundation for thinking about the implications of a consortial-scale cooperative print strategy, including the size and characteristics of the local and consortial print book resources, distinctiveness and redundancy within these collections, and broad patterns of system-wide demand for these materials. The report also considered criteria for differentiating materials that are optimally managed at the local level, and those optimally managed "above the institution" within some form of collective stewardship infrastructure.



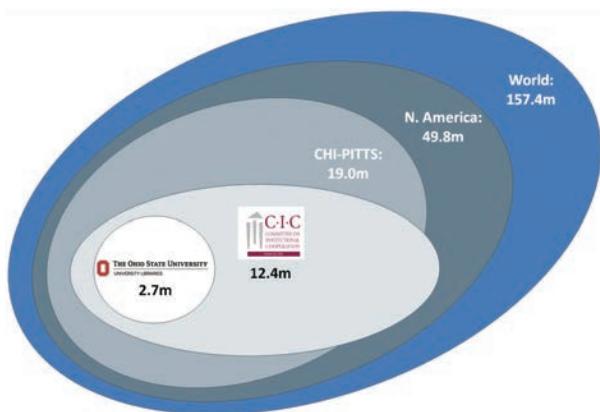
The report highlighted three key insights about collective collections managed within a shared print context:

- *Coverage requires cooperation.* Cooperative arrangements around collective collections organized at a given scale are generally insufficient to support coverage of collective collections organized at larger scales. As such, the scale of cooperation must grow as the scale of the collective collection grows.
- *Scarcity/uniqueness is relative.* The degree of distinctiveness attached to a particular collective collection depends on the frame of reference within which it is placed. Materials that appear scarce at one scale may in fact be plentiful at higher scales; in this sense, the scale of cooperation plays a critical role in shaping the degree of redundancy and distinctive strengths associated with collective collections.
- *Scale adds scope and depth.* Local collections are often sufficiently distinctive that aggregation across them creates a rich and diverse long tail within the collective collection. This suggests that building collective collections may be just as much about identifying and leveraging distinctive local and consortial strengths as it is about consolidation and reducing redundancy.

Cooperative arrangements around collective collections organized at a given scale are generally insufficient to support coverage of collective collections organized at larger scales. As such, the scale of cooperation must grow as the scale of the collective collection grows.

The report includes a detailed consideration of distinctiveness within shared print collections, based on the intensity of collection activity in particular subject areas, and how comprehensiveness of collection coverage is relative to the published literature in those areas. Examination of the data for OSU and CIC indicates that distinct subject-based collecting strengths can be identified at the local and consortial levels, highlighting where individual libraries and consortia have made significant investments. However, the data also show that cooperation is needed to establish reasonable thresholds of coverage in most subject areas: even very large institutional collections provide limited coverage of the complete literature.

The report touches briefly on network demand for the CIC collective print book resource. Using data from the OCLC WorldCat Resource Sharing system, the analysis finds that while CIC libraries serve thousands of non-CIC libraries through ILL access to its collective print book collection, CIC libraries are in turn served by thousands of libraries across North America and beyond. So while the CIC collective print book collection is a rich resource relied upon by libraries around the world, CIC members themselves also rely on the print book resource of the rest of the library system. Therefore, local and consortial print retention decisions could have important ripple effects throughout the broader library system.



The system-wide print book landscape: millions of distinct print book publications.

The Ohio State University local print book collection and the CIC collective print book collection are embedded in a broader landscape of system-wide print book holdings, which can be viewed at a variety of geographical scales.



Symposium panelists Bob Kieft, Scott Seaman, Mark Sandler and Matthew Sheehy answer audience questions at the Regional Print Management: Right-scaling Solutions Symposium.

To mark the publication of the *Right-Scaling Stewardship report*, OCLC Research hosted and sponsored a symposium on shared print. The symposium was co-sponsored by OSU, CIC and OhioLINK. The event attracted more than a hundred attendees, and included panel discussions and keynote presentations from thought leaders across the OCLC cooperative, addressing the topic of regionally scaled cooperative print strategies. Videos and slides from the symposium are available online.

Right-scaling Stewardship is organized around the concept of collective collections: i.e., collections scaled “above the institution.” OCLC Research has been conducting work on collective collections for some time, and has accumulated an extensive body of work in this area. Recently, OCLC Research collected some of this work in a single volume, *Understanding the Collective Collection*, which is available online. The reports in this volume illustrate the utility of collective collections as a means of exploring a variety of library-related topics, and their role as a key principle for managing library collections in the 21st century. ■

Learn more:

oclc.org/ivTfwF

oclc.org/ltxt55

oclc.org/kQEekVo

EMEA Regional Council 2014 Annual Meeting

Delegates address the importance of community—how a cooperative approach can make a difference and what greater collaboration can really offer in the context of sharing and innovation

By Robert Moropa, Chair,
EMEA Regional Council

The 2014 EMEARC Meeting has now come and gone. The theme for this meeting was: *Library Community in Action: advancing knowledge, collaboration and innovation*. This theme was inspired by the African proverb that states, “If you want to go fast, go alone; if you want to go far, go together.”

This meeting was the fifth EMEARC Meeting and was held in Cape Town—the first meeting to take place in Africa. It was attended by 267 individuals from member libraries and 23 OCLC staff members, making it the biggest EMEARC meeting in terms of attendance by delegates. The delegates who attended came from 27 countries within the EMEA region—11 of which were in Africa.

We also felt privileged to have the Chair of the Board of Trustees, Sandy Yee, the past Chair of the Board of Trustees, Larry Alford, and a member of the Board of Trustees, Barbara Lison, join us on this exciting occasion.

Skip urged us to think about the things that we are passionate about. He stressed the importance of collaboration in his talk.



Plenary sessions

The two keynote speakers, Charles Leadbeater and Skip Prichard, did not disappoint. Charles stressed the importance of inclusivity and openness of libraries. He reminded us that we should not only think about the services that libraries provide, but also focus on the importance of partnership or relationship building. According to Charles, the survival of libraries will hinge on their ability to collaborate at an international level. He concluded his talk powerfully by reminding us that, “You will not win unless you pass (the ball)!”



Skip urged us to think about the things that we are passionate about. He stressed the importance of collaboration in his talk. The symbolism of the sequoia trees that he used in his talk was a powerful one. He pointed out that these trees help each other with their root systems—there is a lot that organizations can learn from these trees.

The second plenary session was comprised of four Lightning Talks that lasted five minutes each. The four speakers gave practical examples on how they have used the principle: “...If you want to go far, go together.” Delegates discussed and voted for the most enjoyable presentation, with Denyse Knipe, Tshwane University of Technology, being the chosen winner.

The third and last plenary session focused on shared data with a presentation from Ted Fons and Richard Wallis, OCLC, followed by a story about saving the Timbuktu Archives, told by Stephanie Diakite. The combination of these themes turned out to be inspirational. It dealt with the sharing of data at both the electronic level and manuscript level.



Breakout talks

In addition to the plenary sessions and the business meetings, the EMEARC Meeting had 13 breakout talks. Some of these breakout talks were oversubscribed and on the whole they were well-attended. They provided the participants with choice and variety.

Enrichment visits

Throughout the meeting there were opportunities to take part in the Enrichment Programme, which included a visit to Centre for the Book, University of Cape Town and Stellenbosch University, which included a trip to Delheim Wine Farm. The visit to Robben Island, where Nelson Mandela was imprisoned for 18 years, proved to be popular. About 40 delegates and OCLC staff went on this memorable trip. ■



Videos of the main plenary sessions are available on the EMEA website. We now look forward to EMEA Regional Council 2015, to be held in Florence, Italy.

Global, Regional Council election results

Elected to a four-year term on the Board of Trustees (effective November 2014)

- **John Szabo**, Los Angeles Public Library, Los Angeles, California, USA
- **Ellen Tise**, Library and Information Services, Stellenbosch University, South Africa

Elected Vice President/President-Elect of Global Council (effective July 1, 2014)

- **Anja Smit**, Utrecht University, The Netherlands

Elected to the Americas Regional Council Executive Committee, for terms beginning July 1, 2014:

- Vice Chair/Chair-Elect: **Jay Starratt**, Washington State University, Pullman, Washington, USA
- Secretary: **John DeSantis**, Dartmouth College, Hanover, New Hampshire, USA
- Executive Committee Member-at-Large: **Marie DeYoung**, Saint Mary's University, Halifax, Nova Scotia, Canada
- Executive Committee Member-at-Large: **Annette Smith**, National Library Service, Bridgetown, St. Michael, Barbados
- Executive Committee Member-at-Large: **Sarah Campbell**, Portland Public Library, Portland, Maine, USA
- Executive Committee Member-at-Large: **Mary Konkol**, College of DuPage, Chicago, Illinois, USA

Elected as Global Council Delegates from the Americas Regional Council, for terms beginning July 1, 2014:

- **Regan Brumagen**, The Corning Museum of Glass, Rakow Research Library, Corning, New York, USA (representing museums and archives)
- **Ann Pederson**, Altru Health System, Grand Forks, North Dakota, USA (representing special libraries)
- **Ginny Steel**, University of California at Los Angeles, Los Angeles, California, USA (representing research libraries)
- **Lori Phillips**, University of Wyoming, Laramie, Wyoming, USA (representing academic libraries)
- **Bradley Schaffner**, Carleton College, Northfield, Minnesota, USA (representing academic libraries)
- **Kenley Neufeld**, Santa Barbara City College, Santa Barbara, California, USA (representing community college libraries)
- **Lynette Schurdevin**, Rio Rancho Public Library, Rio Rancho, New Mexico, USA (representing public libraries)
- **Rosann Bazirjian**, The University of North Carolina at Greensboro, Greensboro, North Carolina, USA (Delegate-at-Large)
- **Donna Reed**, Director of Libraries, Portland Community College, Portland, Oregon, USA (Delegate-at-Large)

Elected to EMEA Regional Council Executive Committee:

- **Ulf-Göran Nilsson**, University of Skövde, Sweden
- **Amada Marcos Blazquez**, IE Business School Library, Spain

Elected to Asia Pacific Regional Council Executive Committee:

- **Howard Amos**, Otago University, Dunedin, New Zealand
- **Hsueh-hua (Sherry) Chen**, National Taiwan University Libraries, Taipei, Taiwan
- **Honam Choi**, Korean Institute of Science and Technology Information Center, Daejeon, South Korea
- **Nor Edzan Binti Che Nasir**, University of Malaya, Kuala Lumpur, Malaysia

OCCLC rolls out new discovery, knowledge base services

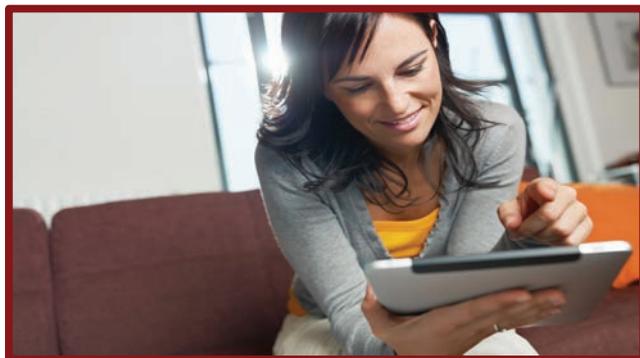
WorldCat Discovery Services now available

Earlier this year, OCLC launched WorldCat Discovery Services, a new suite of cloud-based applications that brings the FirstSearch and WorldCat Local services together. The new suite enables people to discover more than 1.5 billion electronic, digital and physical resources in libraries around the world through a single search of both WorldCat and a central index that represents more than 2,000 e-content collections. This makes it possible for 18,000+ FirstSearch libraries to offer a richer discovery experience.

“OCLC is letting its mission drive its actions,” says Angi Faiks, Associate Director of Access, Instruction and Research Services, Macalester College, who participated in the beta of the new service. “WorldCat Discovery reinforces OCLC’s public purpose by providing access to more information for more people. Making library collections more accessible can only help us fulfill our mission as libraries.”

WorldCat Discovery Services brings together access for all electronic, digital and physical collections in a single interface, optimized for use across desktops, laptops, tablets and smartphones. It is initially available to all current FirstSearch subscribers in the United States, Canada, Latin America, Asia, Australia and New Zealand as part of existing subscriptions. It will be available in EMEA soon.

“WorldCat Discovery reinforces OCLC’s public purpose by providing access to more information for more people. Making library collections more accessible can only help us fulfill our mission as libraries.”



WorldCat Discovery includes:

- A new discovery experience that consolidates access to your electronic, physical and digital collections
- Access to a central index that represents more than 1.5 billion articles, e-books and other e-content
- An interface that automatically adjusts for desktops, tablets and mobile devices
- Tools to showcase and manage your local special collections
- A unique URL and custom branding
- The ability to tailor your discovery service through fee-based options.

If you maintain holdings in WorldCat through a cataloging subscription, you receive additional benefits and features with the service:

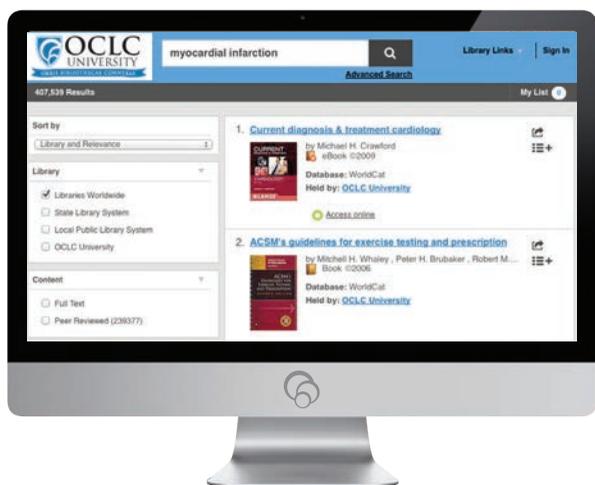
- Your library’s resources listed first in search results
- Visibility on WorldCat.org and other partner sites.

Libraries that have also implemented the WorldCat knowledge base receive:

- Built-in link resolution to full-text resources to which your library subscribes
- A built-in A to Z list with your library’s data in the WorldCat knowledge base.

FirstSearch will operate in parallel with WorldCat Discovery during a transition that will last through December 2015, allowing libraries to choose their transition timing. Libraries can also choose how they implement WorldCat Discovery—whether it is solely for

Libraries can choose how they implement WorldCat Discovery—whether it is solely for access to WorldCat, as a secondary discovery option, or as their primary, full-featured discovery service.



WorldCat Discovery makes it easy for researchers to narrow their searches.

access to WorldCat, as a secondary discovery option or as their primary, full-featured discovery service. Additional fee-based options are available to tailor the service to meet your library's specific needs.

WorldCat Local and WorldShare Management Services libraries are encouraged to join a beta going on now, to give feedback on the optional functionality.

Libraries can start their transition to WorldCat Discovery or start a new subscription at www.oclc.org/worldcat-discovery/ordering.en.html.

For more information visit:

www.oclc.org/worldcat-discovery.en.html

Introducing the world's first cooperatively managed knowledge base

OCLC is introducing cooperative data management features to the WorldCat knowledge base, a database of electronic resources and linking features. The new features will be phased in this year and allow member libraries to make changes and add new records and collections to the knowledge base.

Previously, the knowledge base was managed solely by OCLC, which reached out to content providers, normalized data about e-collections and fed it into the knowledge base and out to libraries. OCLC will continue to maintain global knowledge base data, but now in partnership with the library community, which will be able to participate in data quality assurance and maintenance.

Several users requested the ability to contribute data and make changes to global knowledge base collections. As a cooperative with a long-standing tradition of relying on the expert community for cataloging, making the knowledge base cooperatively managed is a positive future direction and one that will help create efficiencies for everyone in the community while improving data quality for all.

The new features:

Phase 1: Available now, member libraries **approve/deny changes** before they are made

Phase 2: Available now, member libraries can **make changes** to existing knowledge base records

Phase 3: Coming in the third quarter of 2014, member libraries will be able to **add new records and collections** to the knowledge base. ■

For more information visit:

oclc/kbphases



Making a place in the community: Public libraries go “Outside the Box”

By Jennifer Pearson, OCLC Programs Manager

Public libraries across the country are learning the art of placemaking by creating shared, fun entertainment events in their communities. Outside the Box is a community initiative funded by Redbox. Libraries work with OCLC and the Project for Public Spaces to learn about public placemaking, and work with community members to put plans into action by hosting public entertainment events. The goal is to build community through shared entertainment experiences.

Project for Public Spaces explains placemaking this way:

“Placemaking is how we collectively shape our public realm to maximize shared value. Rooted in community-based participation, Placemaking involves the planning, design, management and programming of public spaces.”

Libraries in five communities worked with OCLC and the Project for Public Spaces last year to pilot the program. They planned events, including concerts, movies, block parties and more. The pilot produced 12 events and reached more than 3,000 people.

The libraries began by hosting community members in a placemaking workshop led by the Project for Public Spaces. During this workshop, they learned about placemaking principles and how to apply them in the best way for their space and community needs.

They then used the principles to plan their community events. Redbox supplied each community with materials and support to help make the events successful. For some events, this meant Astroturf, tables and chairs—for others, outdoor movie screens and pop-up tents. One library even hosted a 21+ 1980s themed dance party.



Through the process, the libraries gained new knowledge and experience in planning community programs directly with stakeholders. They drove community conversations and created new partnerships and perceptions in the community. They received positive exposure in a new role. And they also took away long-term ideas for their outdoor spaces.

This year, we're at it again. New communities have been chosen from a competitive application process to participate in the 2014 Outside the Box program.

These libraries will use training videos combined with individual guidance from the Project for Public Spaces and OCLC to create events using placemaking principles. Each library will also get to choose up to \$5,000 worth of materials, courtesy of Redbox, that they can use to enhance their outdoor events.

Even if you're not participating in the program, you can take advantage of the training tools and placemaking guide available on the Outside the Box website to create your own placemaking ideas for your community, because when people connect, communities benefit. ■

Learn More:

www.oclc.org/go/outsidethebox.en.html

Half

of Americans who use the Internet have taken an online class or tutorial

91%

say their top goals were met

82%

would recommend that others take online classes

73%

say their online classes were worth as much as or more than what they paid

60%

say the quality of online classes will increase

66%

say online classes will become more popular

Half

expect online learning to decrease the cost of higher education

A tipping point is coming to education.

Fueled by the intersection of confident consumer skills, effective technology tools and economic incentives, we are tipping from the age of students as directed learners to an era of students as empowered education consumers and eager education evaluators.

OCLC's latest research study aims to provide librarians with important information about the trends and triggers that are driving to this education tipping point—and the opportunities it creates for libraries.

Read OCLC's new report:

At a Tipping Point: Education, Learning and Libraries

www.oclc.org/reports/tipping-point.en.html

E-book management made easy

A new program with Ingram enables libraries with an OCLC cataloging subscription and an account with Ingram's MyiLibrary to set and maintain MyiLibrary e-book holdings in WorldCat automatically. ■

Learn more:

www.oclc.org/news/releases/2014/201413dublin.en.html

OCLC, Yelp spotlight libraries on the Web

Yelp is integrating OCLC library data to supplement existing library listings on Yelp.com, ensuring that accurate addresses, phone numbers, hours and other information is available in addition to information already listed on Yelp. ■

Learn more:

www.oclc.org/news/releases/2013/201350dublin.en.html

New partners bring new content to WorldCat

- 320 million records from ProQuest Central are now discoverable through WorldCat Discovery Services. www.oclc.org/news/releases/2014/201407dublin.en.html
- **FamilySearch** has added more than 1 million genealogical records into WorldCat, and links to WorldCat are now available on FamilySearch.org. www.oclc.org/news/releases/2014/201410dublin.en.html
- **NetAdvance** is adding metadata from the JapanKnowledge and JK Books collections to WorldCat. The JapanKnowledge database represents an extensive collection of Japanese-language content, including more than 50 leading encyclopedias and dictionaries from Japan, reference materials of specialized interest such as law and history, and full-text content from Japanese and other Asian literature. JK Books is an e-book platform for reprinted Japanese magazines of the late 19th to early 20th centuries. www.oclc.org/news/releases/2014/201412dublin.en.html ■

Two library groups choose WMS

The Private Academic Library Network of Indiana (PALNI), which provides library automation services to 23 institutions, and the LIBROS consortium of New Mexico, comprising 16 academic, community college and museum libraries, both have selected OCLC WorldShare Management Services (WMS) as their cloud-based library management system. ■

Learn more:

www.oclc.org/news/releases.en.html

Field Museum Library live with WMS

Christine Giannoni, Field Museum Librarian, said OCLC WorldShare Management Services is increasing visibility of the library's collections, streamlining library staff workflows and improving the library user experience. "Our specialized collections are in high demand, and WorldShare Management Services gives us the opportunity to provide greater exposure to these unique materials." ■

Learn more:

www.oclc.org/news/releases/2014/201417dublin.en.html



Jeff Jacobs named OCLC Chief Information Officer

Jeff comes to OCLC from JPMorgan Chase, where he served as Chief Technology Officer for the digital consumer businesses and oversaw a technology team responsible for infrastructure, development, quality and operations supporting multiple businesses that serve Chase's 35 million online customers. ■

Learn more:

www.oclc.org/news/releases/2014/201416dublin.en.html



MOOCS BY THE NUMBERS HOPE OR HYPE?



\$181,000,000

Money raised since April 2012 by MOOC providers Coursera, Edx, Udacity, Udemy

www.bizjournals.com/sanjose/news/2013/11/22/coursera-lands-20-million-in-new.html?page=all



296

Universities and colleges offering MOOCs

www.class-central.com



1,781

MOOC courses

www.class-central.com



40

Percent of Coursera students from developing countries

blog.coursera.org/post/64164078376/coursera-partners-with-the-world-bank



12

Languages of MOOC courses

www.class-central.com



\$4,600,000,000

Size of global education market

allthingsd.com/20131122/more-moolah-for-moocs-coursera-raises-another-20m



1,765

MOOC instructors

<https://www.class-central.com/>



13,000,000

Registered users of MOOCs

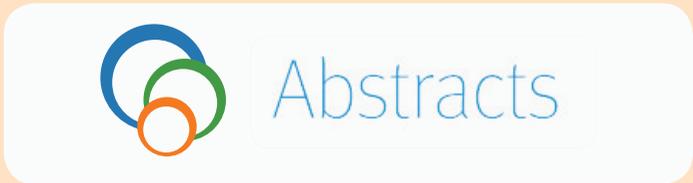
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