The Use of MOOCs to Change the Teaching of Literature Retrieval

Meenakshi Agnihotri
Department of English, Sri Venkateswara University, INDIA.

Corresponding Author: meenakshi.agn@gmail.com

ABSTRACT

The limits of the classic literature retrieval course teaching approach are becoming more obvious as information and communication technology advances in the digital age. The emergence of MOOCs (Massive Open Online Courses) has a significant influence on conventional literature retrieval course instruction, since it not only pushes but also gives the tools and techniques for improvement. The MOOCs literature retrieval course has transformed the teaching idea of the literature retrieval course. The evaluation mechanism is based on the construction of flipping the classroom lecture method of the instructors and students' mutual assessment, which is one of the feasible solutions for the teaching reform of literary retrieval course.

Keywords- MOOCs, classic literature, digital age, literature retrieval.

I. INTRODUCTION

Literature retrieval and course usage not only assists in meeting the demands of students for literature information and enhances teaching quality, but it is also one of the most important components of education for future growth. The training also aided students in broadening their horizons, optimising their knowledge systems, increasing their awareness of autonomous learning and thinking, and cultivating inventive thinking. As a result, a literature retrieval and usage course was created for colleges and universities, with a focus on the majority of college students. This course was critical in helping college students improve their information literacy. Computer-retrieval literature is becoming increasingly prevalent as a result of the rise of big data and the growth of education technology in a networked setting. As a result, it poses a new challenge to the standard document retrieval course for teaching retrieval abilities.

On the basis of the aforementioned facts, the teaching method of the literature retrieval course should be re-established in the network environment. Scholars have come to the conclusion that the focus of instruction should shift from conventional retrieval to information literacy abilities. So, how can we bring about this change? The authors think that the emergence of MOOCs not only compels but also gives the tools and techniques for reforming conventional literary retrieval courses. In light of this, the purpose of this research is to investigate classic literature retrieval curriculum reform based on teaching techniques and means via the lens of MOOCs.

II. ANALYSIS OF LIMITATIONS FOR THE TRADITIONAL MODES OF DELIVERY

Traditionally, literature retrieval instruction has been delivered via an organised, centralised format, which is separated into three parts: instruction, practise, and assessment. The majority of colleges and universities devote 16, 24, or 32 hours of instructional time to the learning process in a single semester. The traditional teaching style places the instructor at the centre of the learning and teaching process, allowing them to devote greater attention to the notion of literary retrieval and associated retrieval activities of teaching and interpretation.

For students, the recipient's passive role is always the most obvious; however, it is not always possible to optimise reception in order to improve students' learning autonomy, professional knowledge collection and filing, students' information consciousness and timely computer technology operations. There was no significant improvement in their ability to accept new knowledge as a result of the course, even though they had mastered some of the most popular literature information retrieval technology based on the collocation of search words. It is difficult to summarise all of the advantages of the literature retrieval course in promoting information literacy among university students. The following are some of the limitations:

Because the literature search is not designed in conjunction with the student's professional expertise, it is unable to arouse the students' learning interest or build the sense of self-learning in them, for starters. The University's literature retrieval course is an independent curriculum, but it does not integrate well with students' professional knowledge. In part, this is due to the fact that many students do not comprehend what is required to put up such courses, and hence designate it as a lesser credit hour subject and do not give it enough attention. A typical college setting contains a variety of various types of literature retrieval teaching materials, each with its own specific focus on different aspects of the profession. Despite the fact that instructors choose various retrieval tools and reference books based on their professional requirements, they are unable to connect them to their own professional courses at the same time since the teaching material does not have suitable settings. Furthermore, the majority of instructors are not librarians, which results in a lack of appropriate professional knowledge reserves as well as a dearth of specific abilities in the classroom throughout the teaching process. As a result, increasing the level of participation among students is not practicable.

The inability to successfully draw students to continue research is due to the inability to search for appropriate professional information. The ability of students to be practical in order to enhance their subjective initiative and explore the power of understanding cannot be ensured unless the learning and teaching impact is assured to a certain level. As a result, this kind of traditional teaching methodology may only to a limited level successfully increase and enhance students' information literacy.

Second, pupils are neither taught how to get information, nor are they educated in how to use knowledge that they have retrieved. The former is more concerned with information retrieval, while the latter is more concerned with the application of information. Because of specific limits in the manner that we have concentrated our lectures, the students are unable to successfully develop and strengthen their retrieval and operation abilities in a relatively short period of time due to the restricted time available. Furthermore, this cannot be employed in the creation of additional opportunities to further enhance the operation ability of information, and the real layout of the information retrieval course in a relatively short period of time, as it would be impractical. As a result, college students in our nation are unable to appropriately utilise knowledge under certain situations due to a lack of independent innovation spirit and scientific research skill, which has resulted in an issue that has yet to be fully resolved by scientific research. Although the usage of information results in a tight relationship with its value to a certain degree, the information is based on the information from the point of view of further analysis. Furthermore, just taking information input is not practicable to utilise information from individuals to a certain level, and hence cannot be considered a genuine person who can legitimately govern information.

Third, students are not provided with information literacy training, retrieval strategies, or even a sense of the importance of information in their lives. Beginning with the first course and continuing through the final, students are taught how to efficiently search for information in a literature retrieval course. Generally speaking, it falls under the category of a talent that is directed to a certain set of pupils to some degree. For as long as it is in operation it is possible to have a good outcome if you act appropriately. The core of a literature retrieval course is the university setting, which provides students with the pertinence and abilities to research and foresee planning, as well as access to material, that they need. This is intended to improve their ability to frontal study a series of fundamental specialist information as well as a certain amount of analysis and investigation. Nonetheless, by the time most students have completed this course in information collecting, they have not yet shown significant development and optimization in the gathering and evaluating of information, as well as the application of information in terms of accuracy and initiative. Due to the fact that the initial phase of the literature retrieval course is solely concerned with the information and relevant knowledge of the particular mode of operation and explanation, rather than with training students' information awareness, this is the scenario that has arisen. Only depending on the short class hours in the classroom will not provide us with a feeling of knowledge; instead, we should cultivate a habit of thinking in our studies and in our daily lives, and continually enhance it through practise. It is only through the training of skilled abilities that the conventional literary retrieval course may be successful, and it is unable to satisfy the needs of modern quality education in order to accomplish the overall teaching aim of fostering students' information literacy.

It is vital to alter the old teaching mode and investigate a new model in order to better meet the demands of the current generation of students. The development of Massive Open Online Courses (MOOCs) has had a considerable influence on the

reform of conventional literature retrieval course instruction.

Overview of Massive Open Online Courses (MOOCs)

Massive Open Online Courses (MOOCs) are also referred to as "Mu class" or "grinding division" in certain circles. The open online course (MOOC) teaching model has its origins in both the philosophical approach taken by the Open University and the technology platform used by conventional online course delivery. When Canadian educators Stephen Downes and George Siemens from the University of Manitoba launched their open online course named "Connectivism and Connective Knowledge/2008," they are widely regarded as the forefathers of today's MOOC (CCK08).

In the fall of 2011, the course Introduction to Artificial Intelligence, developed by Sebastian Thrun, a Stanford roboticist, and a cooperating professor, Peter Norvig, attracted 160,000 students from all around the globe, according to the course's creators.

It is often regarded as the most significant advancement in teaching since the advent of printing. As of 2013, Peking University, Tsinghua University, and other universities have joined the "Mu" platform, and the localization of the Mu class alliance platform has begun development on the Mu class alliance platform in Beijing. It spans the disciplines of natural science, social science, and the arts and humanities. When compared to conventional educational techniques, MOOCs have their own set of benefits and traits to offer.

First and foremost, the transparency and fairness of a class are important considerations. Online courses must contend with the needs of worldwide students to survive market concerns and choices, and teaching quality evaluation must become straightforward and fair in a free market context. Rather than being limited to a single campus, online courses allow the quality of courses and teaching at a university to spread around the globe, unlike conventional courses. In a way, it shows a certain degree of fairness and equity.

Second, the course is free and available to everybody. At the moment, the education system and the substance of the lessons are out of date in the Chinese Midwest and huge rural regions. The majority of the time, the absence of a fully qualified first-class team of instructors and the need for development in the system of teaching skills are to blame. The eastern half of the country, as well as the more developed cities and surrounding areas, are home to the bulk of the country's top educational resources. Due to China's size and population, the growth of MOOCs will be crucial in making sure that the issue of educational fairness is appropriately addressed.

Third, we'll talk about how online courses are taught over the Internet. Rather of being restricted to a particular location, computers and network connections may be positioned wherever they are required. Regardless matter where you may get the best education for the least money at an American university, professors are no longer bound to a single path. This was something that students used to do.

Even though I'd like to impart knowledge, I feel that giving students some pointers and ideas can help them become better teachers and students themselves.

Due to the increasing popularity of MOOCs in recent years, as well as the idea of global sharing and cooperation, MOOCs have become increasingly popular in recent years. Major open online courses (MOOCs), according to the NMC horizon report: 2013 Higher Education Edition, will have a significant impact on the future of online education. MOOCs will have a significant impact on the traditional literature retrieval course as a new teaching mode, and they will also provide useful input into future modifications to the normal literature retrieval course.

III. A MOOC-BASED DESIGN FOR LITERATURE RETRIEVAL COURSE TURNOVER

As a consequence of their various characteristics and advantages, MOOCs will provide literature retrieval with a wide range of development concepts and operational procedures. Using this platform effectively requires that teachers of literature retrieval improve their teaching methods. Increasing emphasis is placed on interoperability and pertinence of educational materials by the writers, who are also working to improve the design of the course on literature retrieval. It is possible to carry out the process of putting the teaching plan into action for the literature retrieval course using MOOCs inversion of the following case designs for the purpose of the literature retrieval course.

Instructional objectives

Students will learn about the information source, flexible mode of operation, retrieval, retrieval strategy, comparative analysis, and the use of adjustment and re-adjustment techniques as part of a complete evaluation of their ability to use information retrieval tasks. Students will be able to eventually create a sound retrieval process system as a result of this, and the practical technology of information retrieval will be strengthened even more.

Content of courses

Afterwards, the team members entered the library's title, classification number, author, publisher, and publication year into the library's inquiry system and forwarded it to the librarian for his or her review and approval. The students create the research material by doing a thorough examination of the issue, and they decide the key terms in both English and Chinese, as well as the English logic retrieval expression, by refining the most important technical aspects of the project's primary technical elements. These documents also state that after selecting an appropriate tool for searching and collecting the data needed to create a literature retrieval analysis, team members will be encouraged to discuss

any challenges they encountered while conducting literature searches and any findings they come up with. Alternatively, students from the reporting team would respond to the questions, after which the instructor would provide a fuller explanation of the prevalent challenges encountered by the team. Finally, the self-evaluation of the students, the group members' evaluations of one another, and the classroom teacher's remarks will be completed.

The technique of instruction

There are 36 students in Yancheng Institute of Technology College's class on material science and engineering, and each group will have six students to discuss tasks and write reports in the classroom. In order to better prepare for class, students will watch relevant videos from the information source on the network beforehand. Using Adobe Presenter software to create electronic teaching plans, the author builds on the established usage of PowerPoint courseware to make theoretical information more alive. In addition, the author uses appropriate classroom engagement to make theoretical information more relatable. A 3-5-minute short movie on the basic search technique of the database will assist students better grasp and build up their understanding of the database. [*] As a consequence of this, students will be able to grasp this component of their knowledge. Finally, the curriculum platform will be used to compile all of the teaching materials provided by instructors and the student team's work into a teaching archive for future use. Rather of being a distraction, they help students make sense of what they've learned in class and fill in any knowledge gaps.

Evaluation of instructional methods

Another research based on learning city data demonstrated that the flipped classroom MOOCs teaching technique centred on the acquisition of procedural knowledge, such as "generic database retrieval skills," worked very well.

If students are able to use knowledge points in a more sensible manner, they will be able to increase their cognitive abilities in the classroom and in their final works, among other things.The majority of students are aware of the present stage of learning assignments, and we may conduct a more in-depth investigation at the same time. But there are still those pupils who are unable to cope with learning activities in a correct manner.

IV. TEACHING REFORM OF LITERATURE RETRIEVALCOURSE BASED ON MOOCS

MOOCs may be used as a teaching tool to alter the teacher of a literature retrieval course. When teaching in MOOCs, the teacher should establish a unique teaching method that puts students at the centre of the learning experience Working together as a team, we should include all instructors' professional and relevant teaching expertise, cooperate with curriculum preparation, maintain an appropriate team division, and enhance the overall teaching level of literature retrieval. Current knowledge amongst the writers indicates that a wide range of disciplines, including computer, materials, civil, chemical, and library science courses, form the foundation of the literature retrieval course they are developing. Instructors, on the other hand, must organise the work meticulously based on the specific course preparation, which usually entails the employment of a teacher and/or classroom personnel.

An aide to the head as a result of the design of the curriculum, teachers have complete control over how their pupils participate in class discussions and answer student questions. At every step of the curriculum implementation process, instructors are not only conveying information to students, but they are also offering advice and planning for the students' learning process based on their own set of professional expertise and experience. Due to the fact that the students are not yet fully conscious of their own knowledge and associated skill, they are unable to appreciate the specific results that must be accomplished throughout the whole method. A single passive knowledge of literature retrieval may be transformed into a classroom that leads students' autonomous learning and supports students' independent growth under the direction of a teacher's planning counsel in the MOOCs environment.

Massive Open Online Course-based Document Retrieval Development:

A Process and Application Study (MOOCs). Education in information literacy requires students to learn how to apply theoretical concepts in a real-world context. As part of the curriculum, document retrieval classes teach students about information literacy in order to help them develop their skills in the field. Teaching scholars in the literature retrieval course have embraced this goal.

It is necessary to keep the previous literature retrieval course's teaching methods and materials up to date and changed on a regular basis in order to represent the current scenario and conditions. There has to be a wide range of approaches to education, as well as a wide range of approaches to evaluation. For document retrieval course development, MOOCs are a better option than conventional classroom training since they allow students to learn at their own pace.

As a first step, teachers of literature retrieval should continue to undertake interactive assessments of learning activities, such as job descriptions, problem communications, topic research, and so on. Knowledge application and other topics are covered. In the opinion of the teacher, a better understanding of students' learning styles at this point in their academic careers may be achieved via a combination of peer evaluation and guidance from the instructor. When students are

faced with a succession of tough scenarios during learning, this method helps them to clear and cope with the issues they meet, and it helps instructors to clarify students' knowledge in the smallest amount of time, making it more conducive to subsequent teaching plans.

Instructors must provide a clear evaluation criterion in the classroom by utilising the retrieval database as a practical example during the implementation of student interaction assessment and team interaction evaluation:

1. Completion of the work showcase memorandum originality);
2. The flexible use of the knowledge theory of learning (including the selection of database accuracy and thorough adjustment of various retrieval techniques may flexibly use different key retrieval methods);
3. An exhibition report; a grade score should be used instead of a conventional score for evaluating student performance, since although it is not the ultimate goal, score evaluation is an excellent approach for enhancing students' information literacy. This review's goal is to enhance awareness of the subject matter.
4. The conclusion of the project Their personal colour may effectively deal with students' assessment, leading in an unjust final evaluation that does not fully depict the real-world situation.

The assessment of learning, which is also a conventional evaluation, is utilised instead of the literature retrieval based on MOOCs in a group context. Student achievement will be enhanced since they will be able to meet the curriculum standard requirements while also enhancing their "learning interest, habit, and academic achievement" skills.

FUTURE SCOPE

Innovative teaching concepts and instructional strategies have been developed using MOOCs in the establishment of a document-retrieval-flipped classroom Thus, the classroom becomes a place where students may interact, collaborate, and generate ideas in order to improve and increase their collaborative communication skills, knowledge exploration abilities, and application implementation abilities. Including and altering this aspect of training in literature retrieval, and even in higher education in general, is critical to its success. Indeed, the use of MOOCs to teach literature retrieval requires the involvement of instructors and researchers in real-world teaching scenarios in order to improve and innovate. Several objective elements are at play here.

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