

**Сравнение ресурсов информационных порталов
с открытым предоставлением электронных документов
с электронными ресурсами массовых открытых курсов
дистанционного обучения (МОДК)**

**Comparison of portals-services
of electronic documentation and information services
of educational resources MOOC**

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Целью данной работы является оценка и классификация электронных ресурсов на основе модели QCUS (www.cismef.fr, www.cds.cern.ch, etc.), разработанной специалистами в области электронных документов, а также продуктов SBIG (Based Information System Gateway), разработанных библиотеками (www.signets.bnf.fr, www.ipl.org, etc.). На указанных порталах используются библиотечные классификации и метаданные. Начиная с 2014 года инновации в образовании, реализуемые университетами, стали конкурировать с продукцией массовых открытых курсов дистанционного обучения (МОДК). Наша оценка будет связана с макрокритериями как основными показателями эффективности. Ими являются:

- Доступ и использование,
- Надежность и сертификация институтов,
- Информационная поддержка научных исследований,
- Услуги доступа для пользователей,
- Библиотечное обслуживание,
- Коллективное обслуживание,
- Документирование справочного обслуживания.

The purpose of this scientific output is to build and index digital assets, depending on the model of QCUS (www.cismef.fr, www.cds.cern.ch, etc.) produced by the documentary computer specialists and that of SBIG (Based Information System Gateway) products by libraries, as bookmarks bases (www.signets.bnf.fr, www.ipl.org, etc.). These portals appeal to library classifications and metadata. Since 2014, innovation in teaching provided by universities competes with companies in the production of MOOC. We will focus our assessment to the macro-criteria as paramount:

- Access and usability,
- Credibility and certification of institutions,
- Information research services,
- Custom access services,
- Library services,
- Participatory services,
- Reference services documentaries.

The concept MOOC (Massive Open Online Course) is a format from the work on the *Distance of Training*, which dates from the 70s because the Anglo-Saxon universities (USA, CANADA, UK, etc.) had launched projects to reduce training costs required for entry into the pay universities. Another formation that began, -well before in the 60s throughout the world-, is the "distance learning" using television to teach courses in mathematics, language, physics, etc.; including students. This form of distance learning is the beginning of lifelong learning for students using audiovisual tools.

E-learning is a comprehensive concept that requires training platform (Daniel, 2012), with communication tools, support and metadata standards. This platform should take into account all forms of training, interactive scripting, circulation of documents, etc.

The MOOC (Cormier, 2010) are online courses open to all, and hosted on portals with strong collaborative dimension. These supports are called MOOC if there is some cooperation between the learner and the producer of knowledge. These educational resources are reliable ticket by institutional certifica-

tion. We will compare the information services offered by the library science MOOCs with portals of electronic documentation (specialized scientific publishers) and library portals OPAC-type web (Larouk, 2003).

With the movement of the use of ICT in universities, digital resources developed under various formats after academic and scientific validations, such as content portals QCUS (*Quality Controlled Unifying sites*) in chemistry, physics, medicine , etc. The portals STM (Science, Technology, Medicine) were analyzed in other works (Larouk et al., 2008).