Open Education 2.0: Fostering the Collective Advancement of Learning, Teaching, and Assessment

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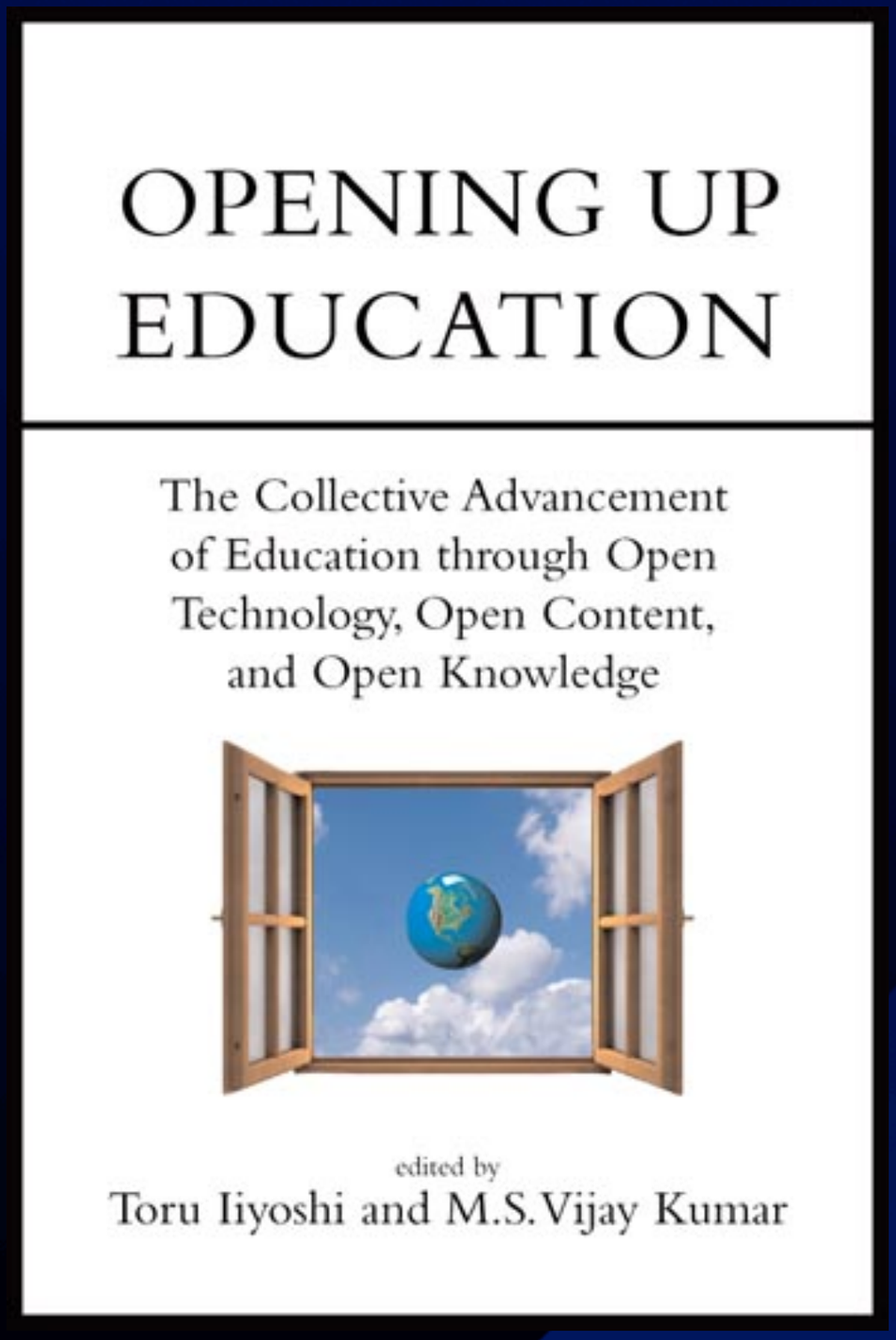
Center for the Promotion of Excellence in Higher Education
Kyoto University

IITE-2014
14-15 October • Moscow • Russia

UNESCO IITE-2014, October 14, 2014, Moscow

A Collaborative Publication Project for Open Education 1.0

- "How can we advance teaching and learning by taking full advantage of open education?"
- A hardcover book + free online distribution with Creative Commons
- 30 chapters by 38 prominent leaders and visionaries (Foreword by John Seely Brown)
- Lessons learned and visions of the future from: OKI, IMS, CNI, Sakai, Moodle, ETUDES, iCampus, VUE, Mellon Foundation, OCW, Connexions, OLI, MERLOT, OpenLearn, SOFIA, Creative Commons, LAMS, Hewlett Foundation, CASTL, VKP, ISSOTL, Open University, Educause, Carnegie Foundation, and more



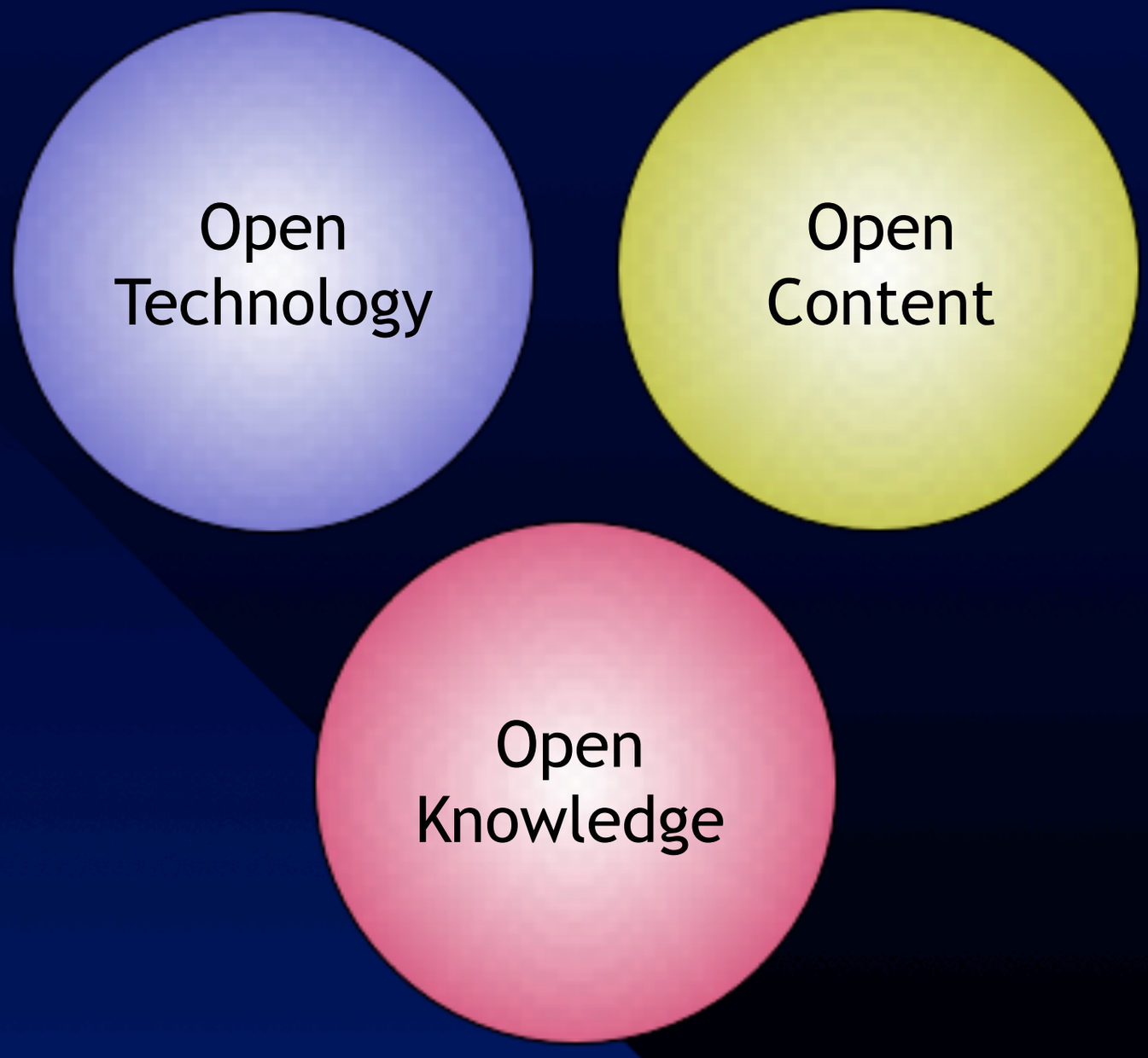
Carnegie Foundation's Book on Open Education (August 2008, MIT Press)

http://mitpress.mit.edu
Search: "opening up education"

Opening Up Education:
A Collaborative Publication Project

- Identify the educational value proposition and implications of open education initiatives
- Help illuminate the micro and macro factors that would move these initiatives from their current stage to their "golden" state
- Explore, as a community of practice and reflection, how we can effectively share educational innovations, pedagogical experience, and knowledge to continuously improve the quality of education

Open Education: Three Components



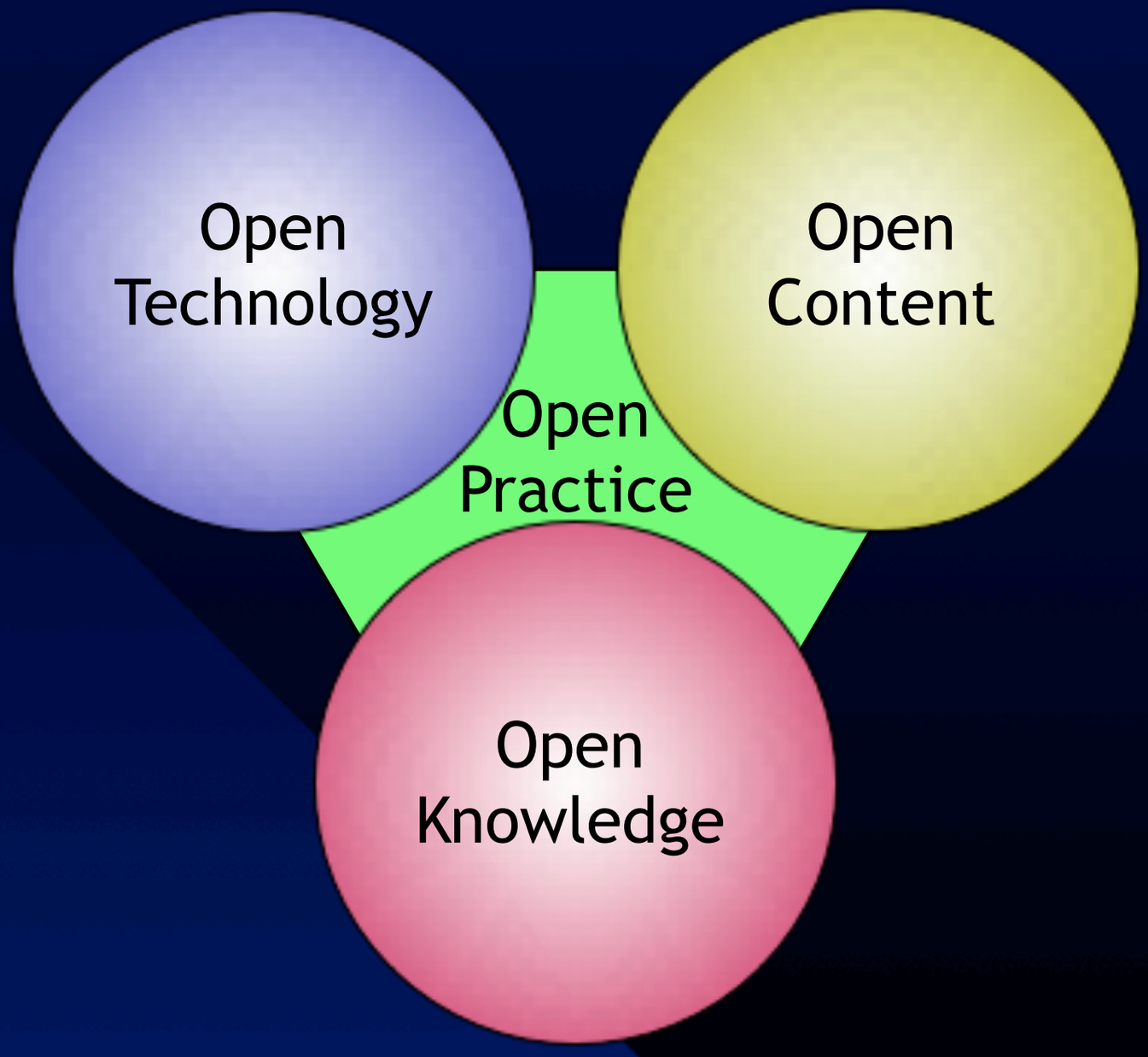
Open Content

and more...

E → O → C: Where Are We?

- E-decade: 1990‘s
  - e-Commerce, e-Business, e-Publishing, e-Learning
  - Gopher (1991), WWW (1991), Mosaic (1993), XML (1996), WebCT & Blackboard (1997), etc.
- O-decade: 2000’s
  - Opensource, Open System, Open Standards, Open Access, Open Education, Open Research, Open Innovation
  - WEB 2.0, Wikipedia, YouTube, Blogs, OpenCourseWare, iTunes U, etc.
  - “Liberation Technology” (J. M. Unsworth, 2004)
- C-decade: 2010’s
  - Collaboration, Collectivity, Communities, Commons, Cloud Computing
  - Social Networking Service (SNS), Twitter, Social Learning, Meta University, MOOCs

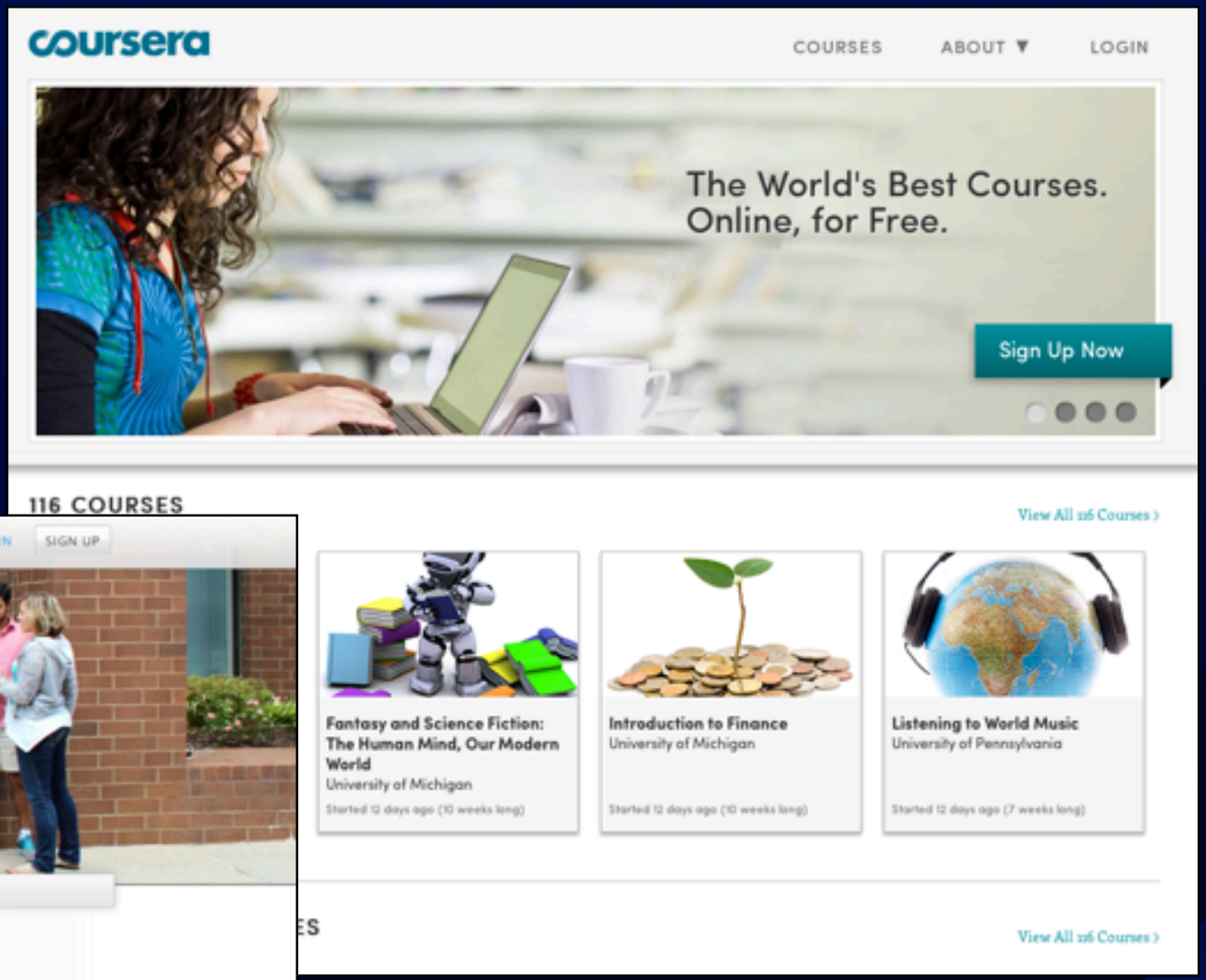
Open Education: Three Components +1

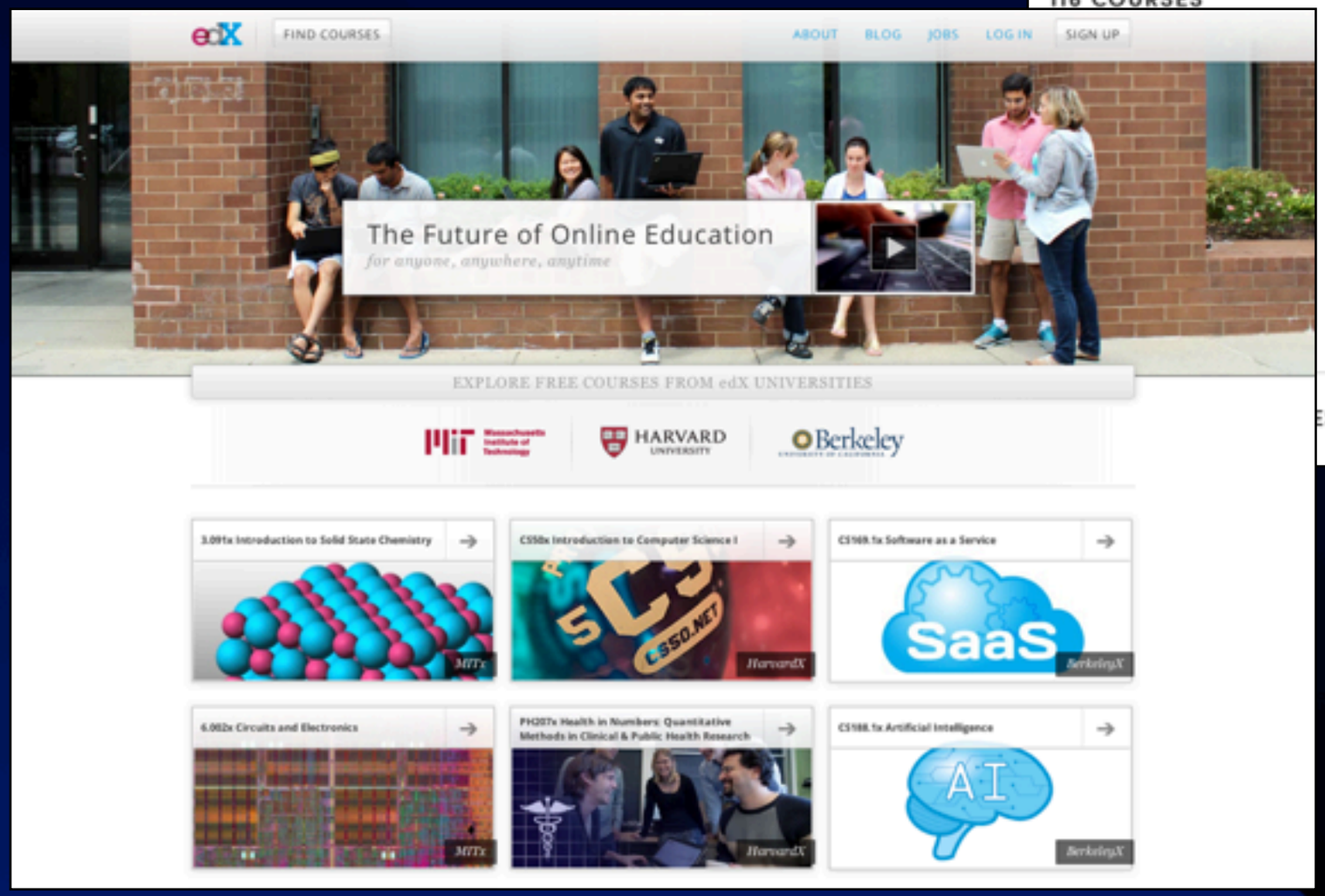


MOOC Wars? Coursera vs. edX

"Battle Royale" by

"Teaching Star" Professors?





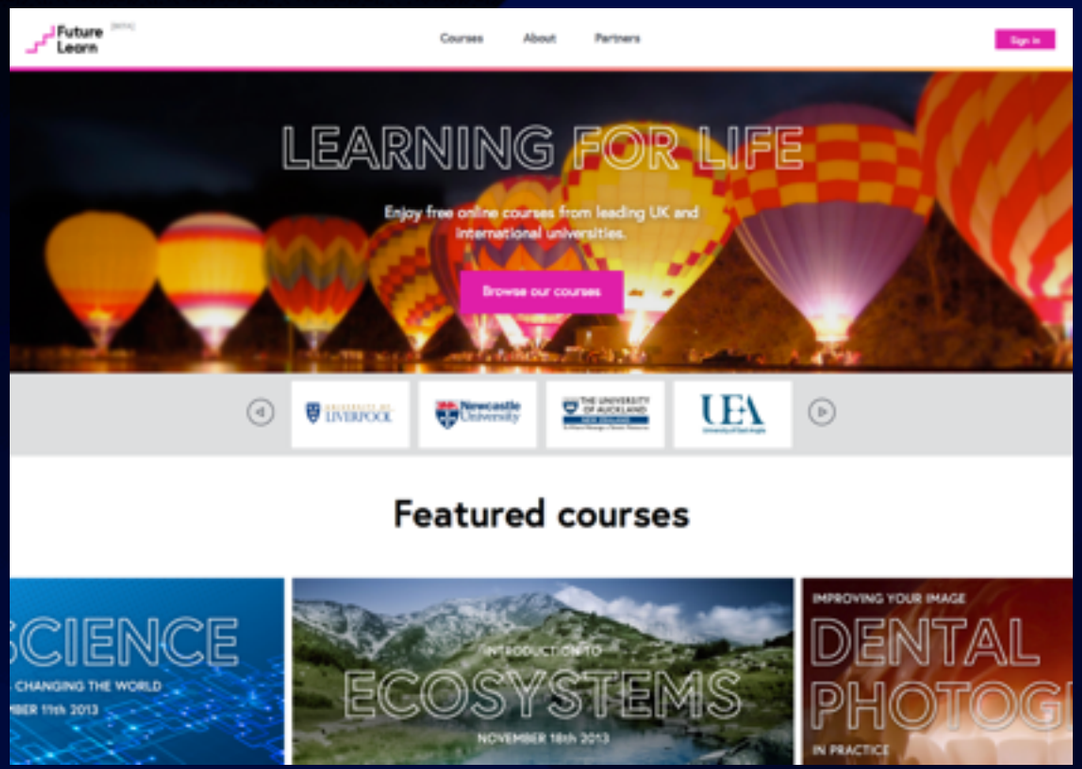
A Big Shift Happening?

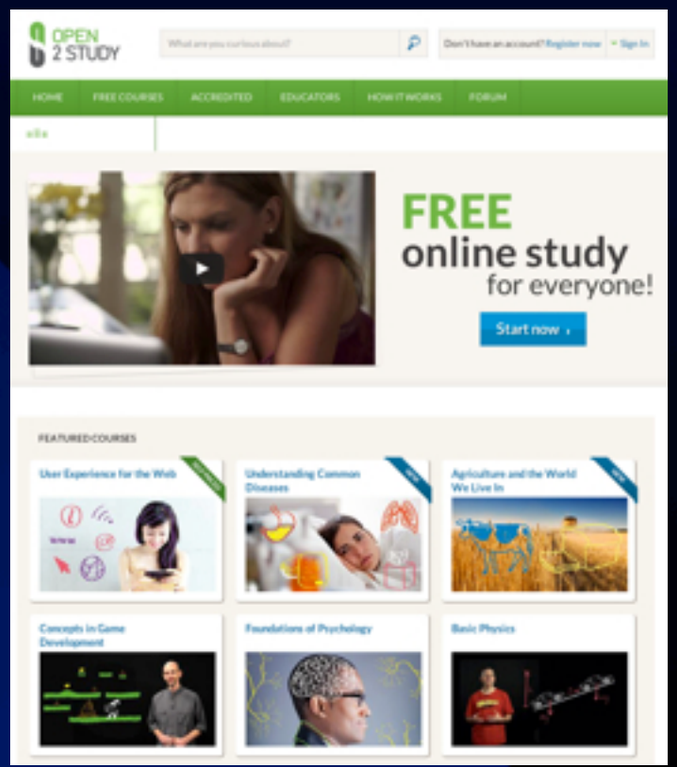
Organizations (Universities)

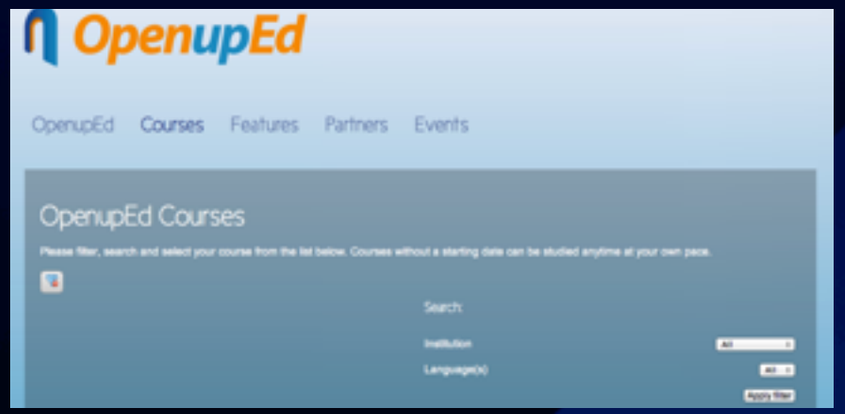
↓

Individuals (Professors)

World-Wide Rapid Spread of MOOC (for What?)







Certificates

edX | BerkeleyX

CERTIFICATE
Issued Dec. ??th, 2012

This is to certify that

Ya-Shen Chuang (莊雅善)

successfully completed

CS184.1x: Foundations of Computer Graphics

a course of study offered by **BerkeleyX**, an online learning initiative of **the University of California, Berkeley** through **edX**.

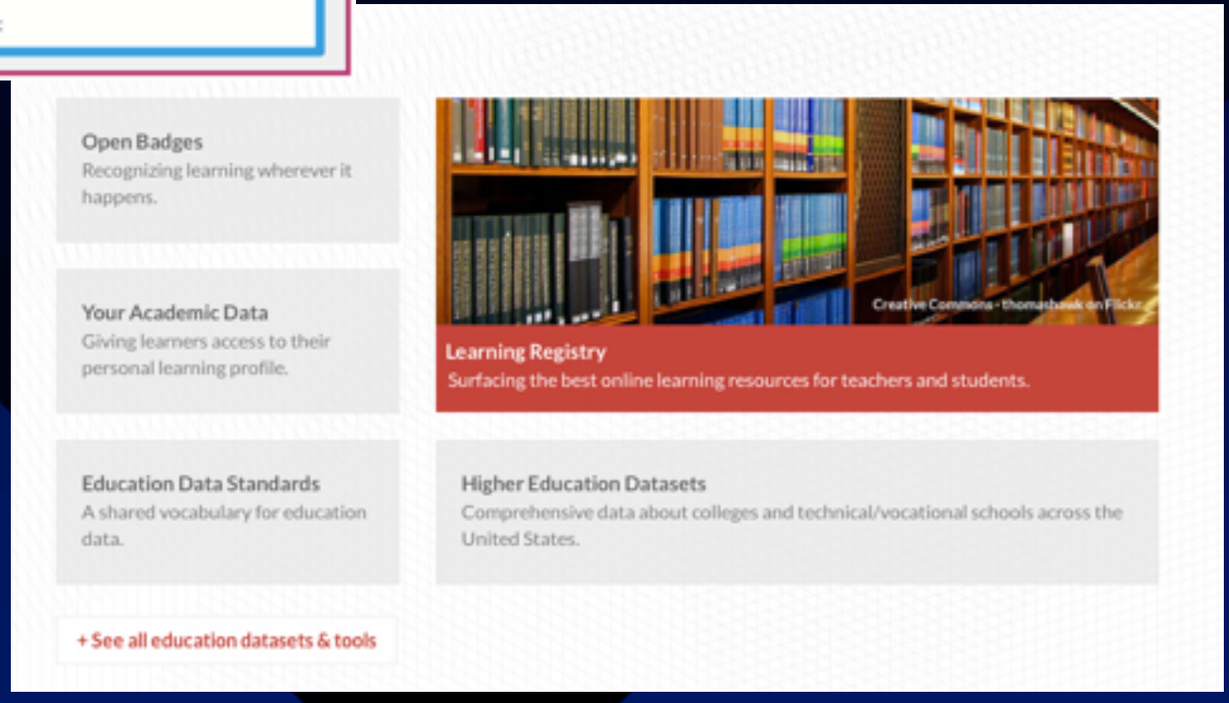
Armando Fox
Academic Director,
Berkeley Resource Center for Online Education
UC Berkeley

Diana Wu
Executive Director,
Berkeley Resource Center for Online Education
UC Berkeley

Ravi Ramamoorthi
Associate Professor
UC Berkeley

HONOR CODE CERTIFICATE
*Authenticity of this certificate can be verified at https://verify-test.edx.org/cert/15f4fd27785f45d7a3cc4a938ed9366c

Open Badges



Open Badges
Recognizing learning wherever it happens.

Your Academic Data
Giving learners access to their personal learning profile.

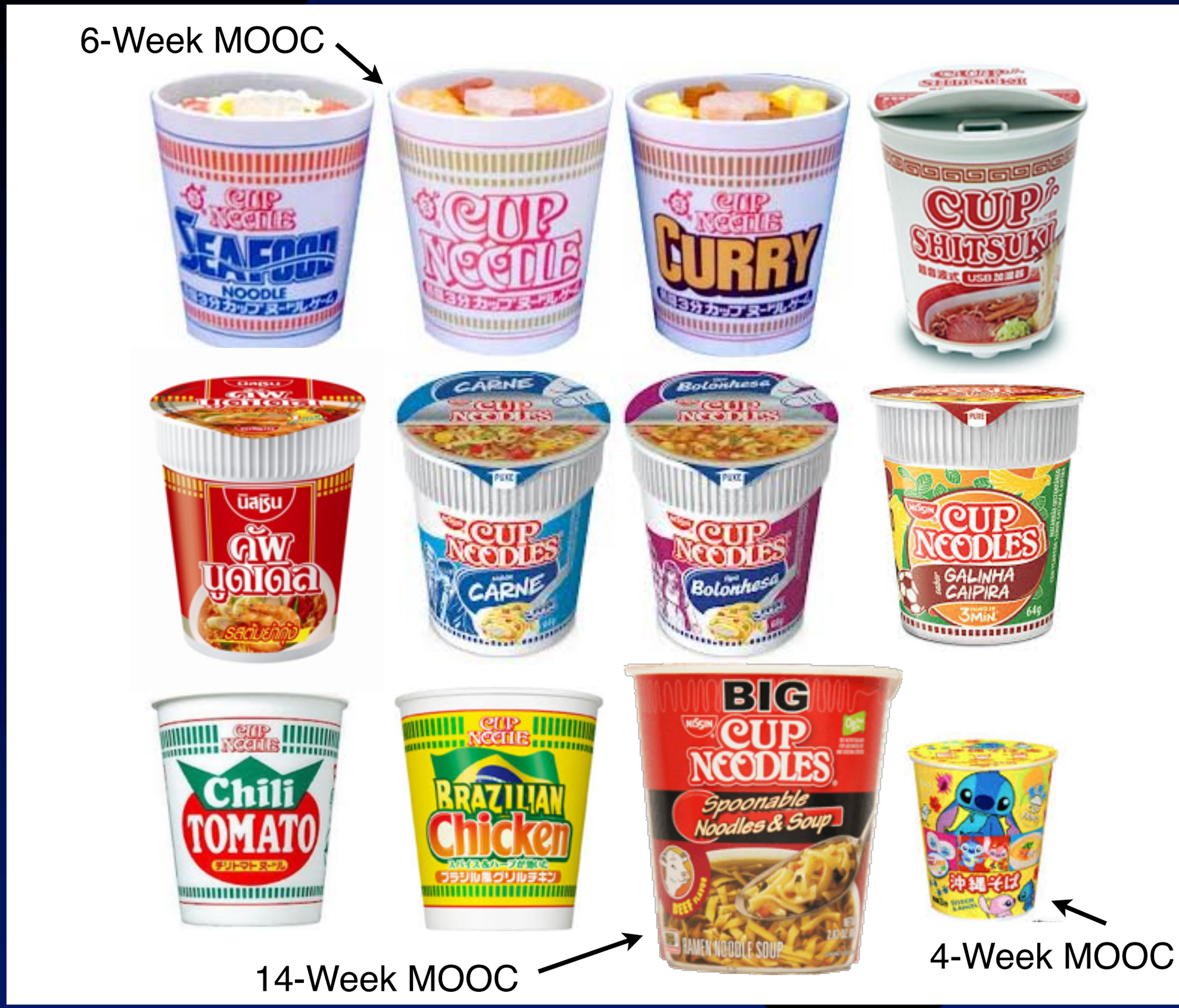
Education Data Standards
A shared vocabulary for education data.

+ See all education datasets & tools

Learning Registry
Surfacing the best online learning resources for teachers and students.

Higher Education Datasets
Comprehensive data about colleges and technical/vocational schools across the United States.

Evolution or De-evolution of Education?



Or, *Campbell's Soup Cans*?

(Andy Warhol, 1962)

edX HOW IT WORKS COURSES SCHOOLS REGISTER NOW log in

Back to schools

Kyoto Imperial University was founded in 1897 and the College of Science and Engineering was established at that time (see the chronological table in the accompanying Facts and Figures booklet). In the following year, the basic organization was completed with the opening of the College of Law, the College of Medicine, the University Hospital, and the University Library. In 1919 "College" was renamed "Faculty," and in 1947 when a new law was passed, Kyoto Imperial University was renamed Kyoto University. From then until today, new faculties, graduate schools, research institutes, research centers, and others have been established one after another. At present, Kyoto University consists of 17 graduate schools, 10 undergraduate faculties, and more than 30 research institutes and centers. In the last few years Kyoto University has placed greater emphasis on graduate level studies and has established new graduate schools to cope with emerging issues which are expected to be critical in this century.

During its long history, Kyoto University has put its energies into developing the humanities, social sciences and natural sciences. Creative research in venture businesses for information technology and electrical engineering has been initiated, and good progress in advanced applied research, such as biotechnology and energy science continues, assuring that our findings contribute to society.

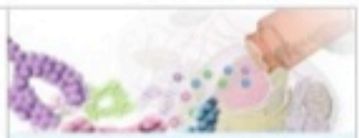
Kyoto University is acknowledged as one of the most accomplished research-oriented universities in Asia. The validity of that reputation is testified by the accolades conferred on our alumni researchers, most notably eight Nobel Prize laureates who undertook vital research during their time at the university. In addition to those awards, several other Kyoto University faculty members have received respected accolades, including two Fields Medalists and one recipient of the Gauss Prize.

COURSES (1) all | new | current | past

ID:001: Chemistry of Life

Learn how to generate ideas at the interface between chemistry and biology. MORE

STARTS: April 2014 • INSTRUCTORS: Motonari Uesugi • KyotoX



coming soon

About Us Jobs Press FAQ Contact

edX is a non-profit created by founding partners Harvard and MIT. We're bringing the best of higher education to students around the world. EdX offers MOOCs and interactive online classes in subjects including law, history,

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experience the best courses
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Search the courses page and explore topics and professors. We're always adding more.

REVIEW AND CHOOSE
Read through the course prerequisites and time commitment so you know what to expect.

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Just click "Register Now", both edX and the classes are free (yes, really).

START STUDYING AND HAVE FUN
Crack the virtual books, start studying and connect with others online - and have fun!

The colleges and universities that comprise the edX consortium are among the best in the world. They are dedicated to quality education both on campus and online. EdX is honored they have chosen to become part of the initiative by opening their virtual doors to the world.

Massachusetts Institute of Technology
HARVARD UNIVERSITY
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WIRED CAMPUS

The latest news on tech and education.

PREVIOUS
← MOOC Professors Claim No Responsibility for How Courses Are Used

NEXT
Harvard Professors Call for Greater Oversight of MOOCs →

MOOC Provider edX More Than Doubles Its University Partners

May 21, 2013, 3:07 pm

By Jeffrey F

Fifteen mo
online cou
founded b
Harvard U
12 to 27.

Tuesday's
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and was or

The new p
including
six in Asia,

edX define
other for-p
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latest annc
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"It's not just about MOOCs," said Anant Agarwal, president of edX.

At least one new member echoed that sentiment in explaining the decision to sign up. "What we hope to get out of our partnership with edX is actively learning from and building upon each other's educational innovations," said Toru Iiyoshi, a professor at the Center for the Promotion of Excellence in Higher Education at Japan's Kyoto University, in an e-mail interview. "It almost feels like that, by joining edX, we are together creating what Charles Vest once conceived as Meta University," he added, referring to the former president of MIT.

At least one new member echoed that sentiment in explaining the decision to sign up. "What we hope to get out of our partnership with edX is actively learning from and building upon each other's educational innovations," said Toru Iiyoshi, a professor at the Center for the Promotion of Excellence in Higher Education at Japan's Kyoto University, in an e-mail interview. "It almost feels like that, by joining edX, we are together creating what Charles Vest once conceived as Meta University," he added, referring to the former president of MIT.

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Jennifer Howard
is a senior reporter who covers publishing and the humanities and writes Hot Type.
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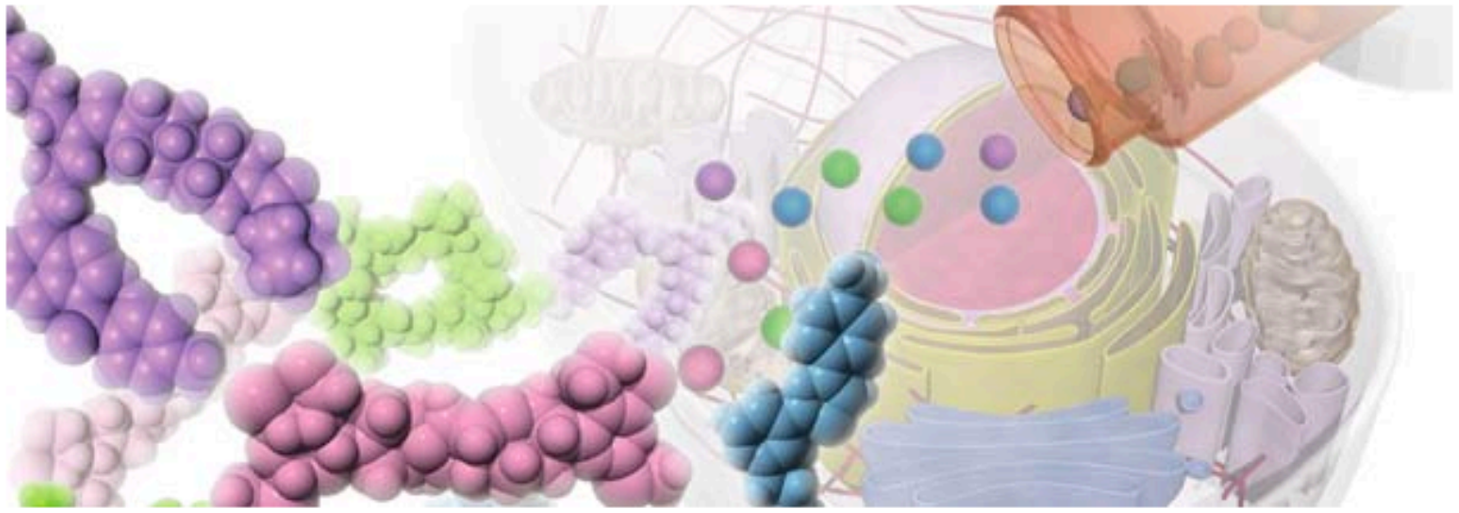


The Chemistry of Life

Learn how to generate ideas at the interface between chemistry and biology.

About this Course

Chemistry and biology are traditionally taught as separate subjects at the high school level, where students memorize fundamental scientific principles that are universally accepted. However, at the university level and in industry, we learn that science is not as simple as we once thought. We are constantly confronted by questions about the unknown and required to use creative, integrated approaches to solve these problems. By bringing together knowledge from multidisciplinary fields, we are empowered with the ability to generate new ideas. The goal of this course is to develop skills for generating new ideas at the interface between chemistry and biology by analyzing pioneering studies.

School:	KyotoUx
Course Code:	001x
Classes Start:	10 Apr 2014
Course Length:	15 weeks
Estimated effort:	3 hours/week

Prerequisites:

None. Knowledge of basic junior high school science is recommended.

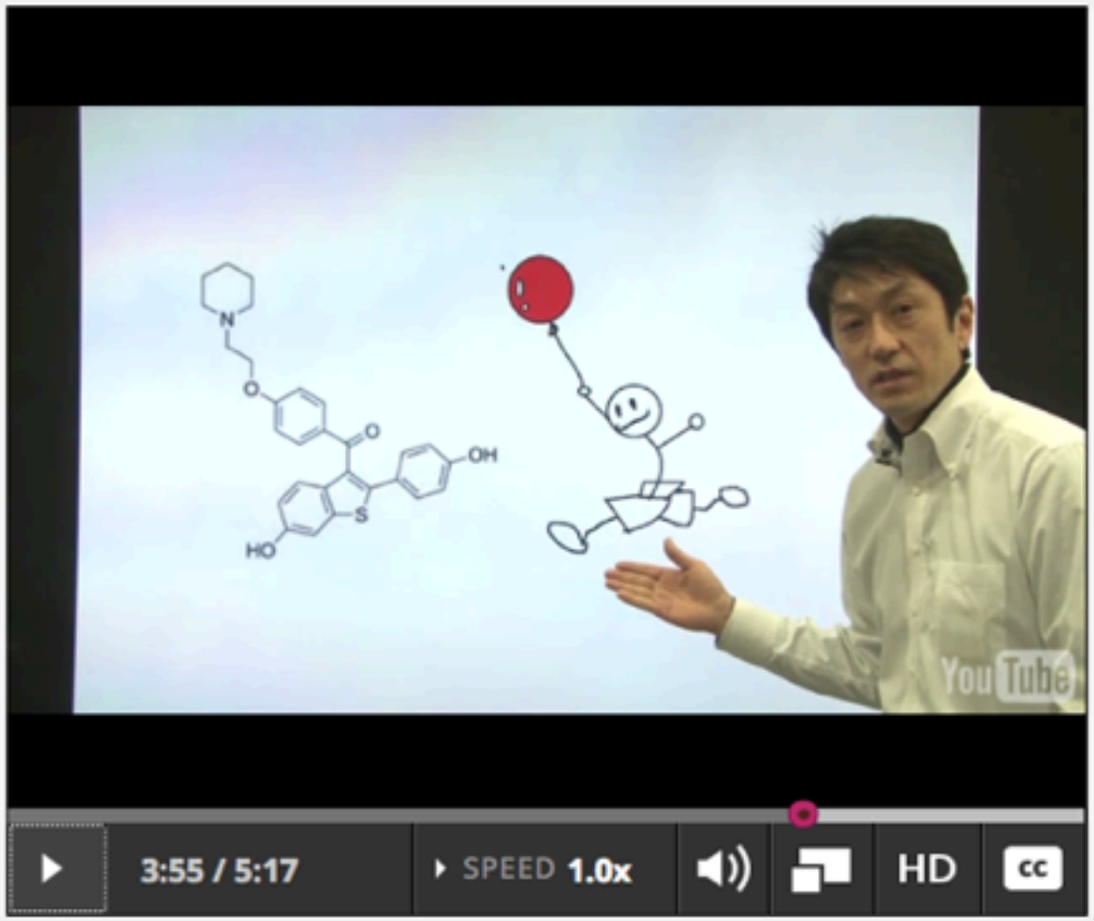
Register for **001x**

KyotoUx001

Chemistry of Life

by Prof. Motonari Uesugi

GUIDELINES FOR HOMEWORK 1



Let me show you an example.

If your birthday is in November, you can pick #59,

which is Evista, a selective estrogen receptor modulator that is used in the prevention and treatment of osteoporosis.

You can submit your homework like this.

Do you like this?

Lots of students take this course.

We should be able to complete the list of constellation for the 100 best selling drugs.

Once completed, I will talk to the drug companies that sell those drugs to see if they are interested in using your artwork and donating funds.

I promise I will give you 50% of the

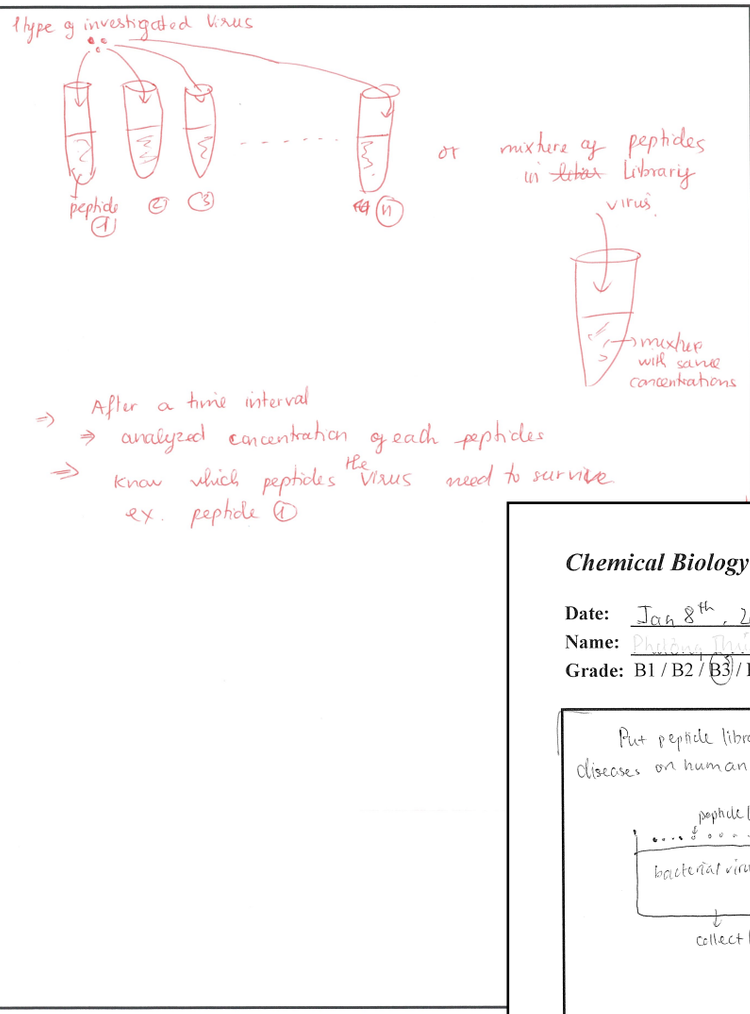
Download video

Prof. Uesugi DOES NOT like multiple choice questions!

What assessment and evaluation methods need to be developed and employed to measure various aspects of creativity meaningfully?

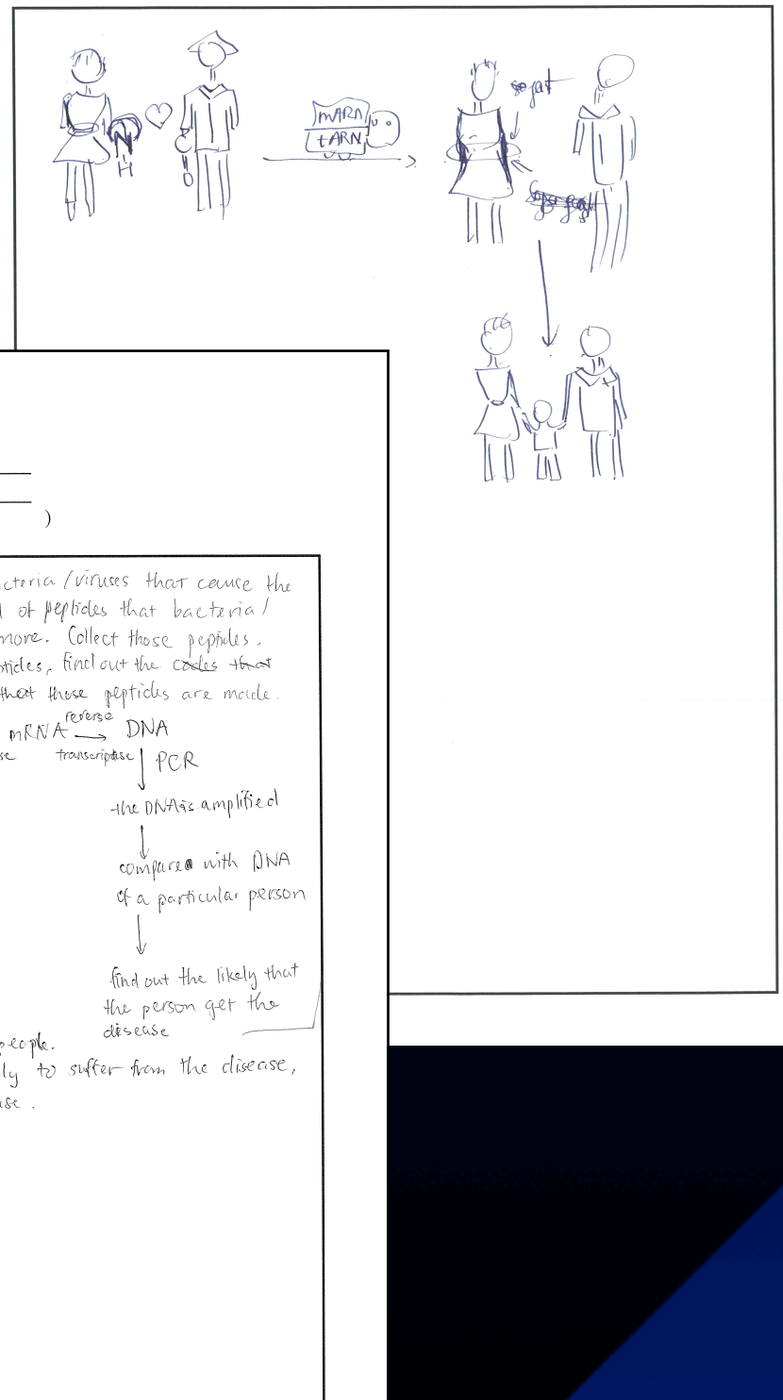
Chemical Biology & Idea Creation

Date: 8/1/2013
Name: Vu Thi Thu Huo
Grade: B1 / B2 / B3 / B4 / M1 / M2 / Other ( )



Chemical Biology & Idea Creation

Date: 8/1/2013
Name: Hoang Thi Thuy Phuong
Grade: B1 / B2 / B3 / B4 / M1 / M2 / Other ( )



Chemical Biology & Idea Creation

Date: Jan 8th, 2013
Name: Phuong Thuy Nguyen
Grade: B1 / B2 / B3 / B4 / M1 / M2 / Other ( )

Put peptide library on a pool of bacteria / viruses that cause the diseases on human. Find out what kind of peptides that bacteria / viruses favor more. Collect those peptides. From the peptides, find out the codes that genetic codes those peptides are made.

Peptide $\xrightarrow[\text{translatase}]{\text{reverse}}$ mRNA $\xrightarrow[\text{transcriptase}]{\text{reverse}}$ DNA

↓ PCR

the DNA is amplified

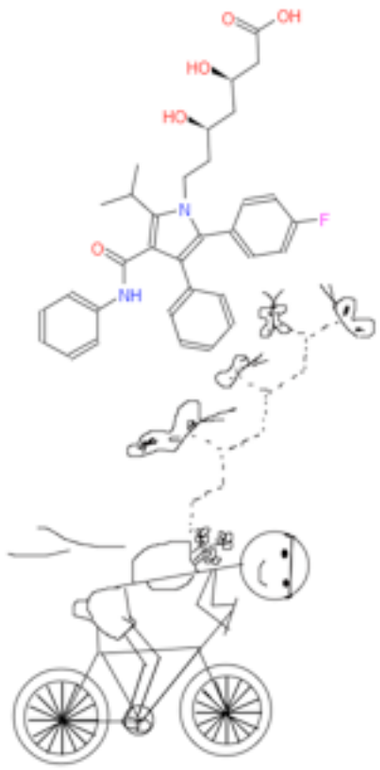
↓

compared with DNA of a particular person

↓

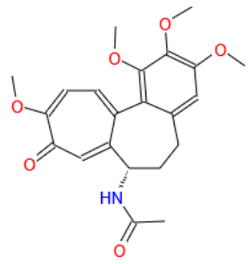
find out the likely that the person get the disease

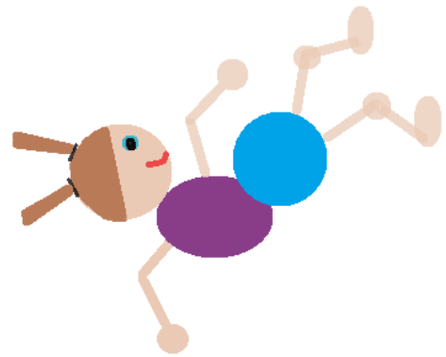
Repeat the comparison with other people.
Inject vaccine for those who are likely to suffer from the disease, thus preventing them from the disease.



Public Username: Charmine
Chemical formula Number: 62
Title: Biking With Butterflies

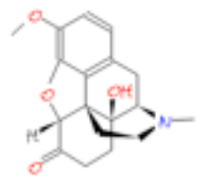
Summary: Atorvastatin regulates cholesterol and triglyceride levels. While there are genetic disorders that can increase levels of cholesterol and triglyceride, poor lifestyle is the main culprit. Eating heart-healthy diet, avoiding cigarette smoke, minimizing alcohol consumption, and having a regular exercise can help increase good cholesterol, and decrease bad cholesterol and triglyceride levels in the body. Exercise can be as simple as brisk walking, jogging, and physically active hobbies like biking, swimming, and dancing. Let's live a healthy lifestyle and have life in its fullest measure!





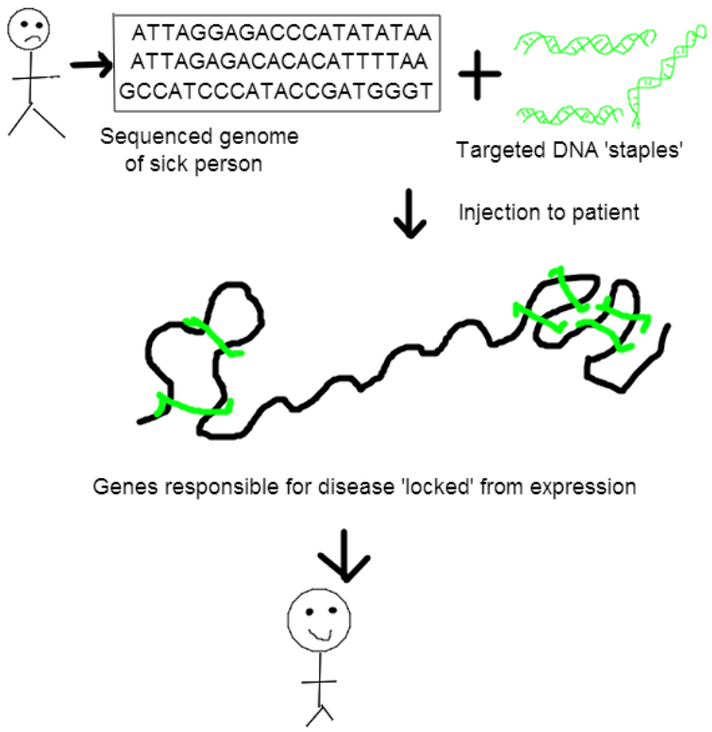
Public Username: HGD
Chemical formula Number: 77
Title: Breakdance

Summary: This drug is used to treat symptoms of arthritis and gout. Using this drug will have you dancing again in no time!



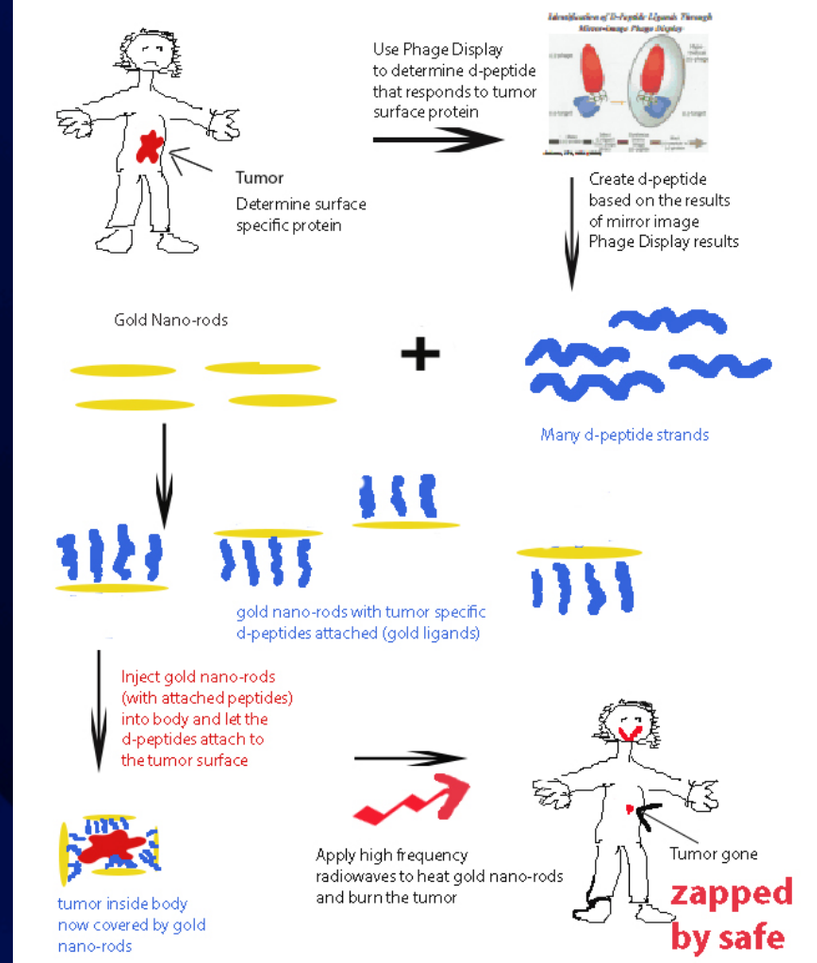
Public Username: Pra7na
Chemical formula Number: 10
Title: Bee Happy

Summary: OxyContin is used for the relief of moderate to severe pain. The bee is relieved of pain and is happily carrying away the pollen.



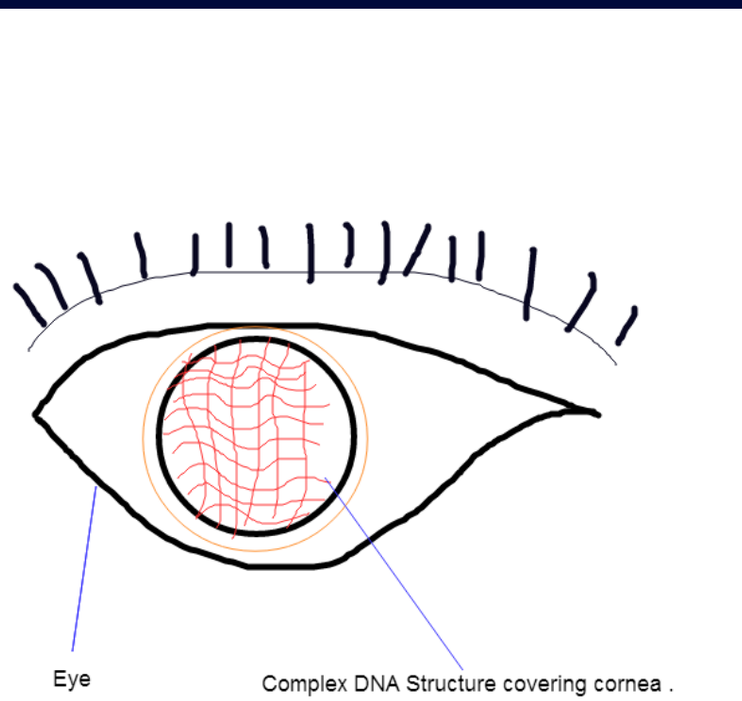
Public Username: Valjeans
Title: Locking gene expression with DNA staples

Summary: By analysis of the genome of a person suffering from genetic illness. We can use the technique from 'DNA Origami' to synthesize 'staples' to tie up genes in the patient's DNA responsible for the disease. By altering the three-dimensional structure of the DNA, this will inhibit expression of the gene into RNA and therefore inhibit the related disease.



Public Username: BarbZ2014
Title: Thermal tumor zapper using gold ligand D-peptide

Summary: Use mirror image phage display to identify tumor specific D-peptide. Create gold ligands (on gold nanorods) of the tumor specific D-peptide to deliver and attach gold to the tumor site. The gold nanorods at the tumor site can then be excited/heated with harmless high frequency radio waves to zap/burn the tumor in vitro without hurting any other/non-tumor tissue. This procedure would be an alternative, highly tumor specific non-nuclear type of radiation treatment that would be less harmful than standard, nuclear based radiation treatment for benign and malignant tumors.



Public Username: Orimi
Title: DNA Vision

Summary: Contact Lenses have a lot of problems associated with them.DNA being bio-compatible substance can be used to make biolenses. A complex continuous polymeric structure of DNA can help to make proper transparent biolense . These lenses can prevent problems such as Superficial punctate keratitis(Due to Dry Eyes) and wont create a artificial boundary between eyes and surroundings . If this plan of biolense in successful it can also be surgically implanted in eyes further in future .

neelbhalla
about 5 hours ago

+ 3

I am getting 0's in peer assessment. How is that even possible, I submitted the home work and put in the effort to do it. If I hadn't submitted the homework, I would still get 0, where is the fairness in all of this? You be the judge here is my link, https://www.flickr.com/photos/123157757@N08/13806371425/

Report Misuse

You would have gotten a 6/6 from me. Looks like exactly what the assignment called for. Well done.

-posted ***about 4 hours ago*** *by* soldire

I strongly agree. I far as I can see you have done everything asked for and with a quite clever interpretation of the the molecule's shape. I cannot possibly understand how you have been scored at zero. If I assessed you, you would have got 5 or 6. It seems that peer review system simply does not work.

-posted ***about 3 hours ago*** *by* Jws009

I really like your homework! I can't understand the zero. :(

-posted ***about an hour ago*** *by* Jessmpg

Add a comment...

KyotoUx 001: Three Special Rewards for Learners

- The best student will be considered as a strong candidate for the MEXT (Ministry of Education) fellowship.
- Top five students will be invited to the Kyoto University's campus to experience the campus life (including participating in Prof. Uesugi's and other classes).
- Best TA Award will be granted to some select students who have helped other students voluntarily.

(Announced at the press conference on Nov. 1, 2013)

Malaysia

Pakistan

Yaemen

Latvia

Nigeria

Serbia

England

U.S.A.

Vietnam

Phillipine

Canada

Peru

July 7, 2014 @ Kyoto University

ライフ

京都大のネット無料配信授業　１万９千人のうち上位６人招待

2014.7.8 12:35

京都大は８日、世界トップレベルの大学がインターネットで講義を無料配信するオンライン教育機関「ｅｄＸ（エデックス）」を通じて４月から配信していた授業で、成績が上位だった国外の６人が来日したと発表した。京大が招待していた。

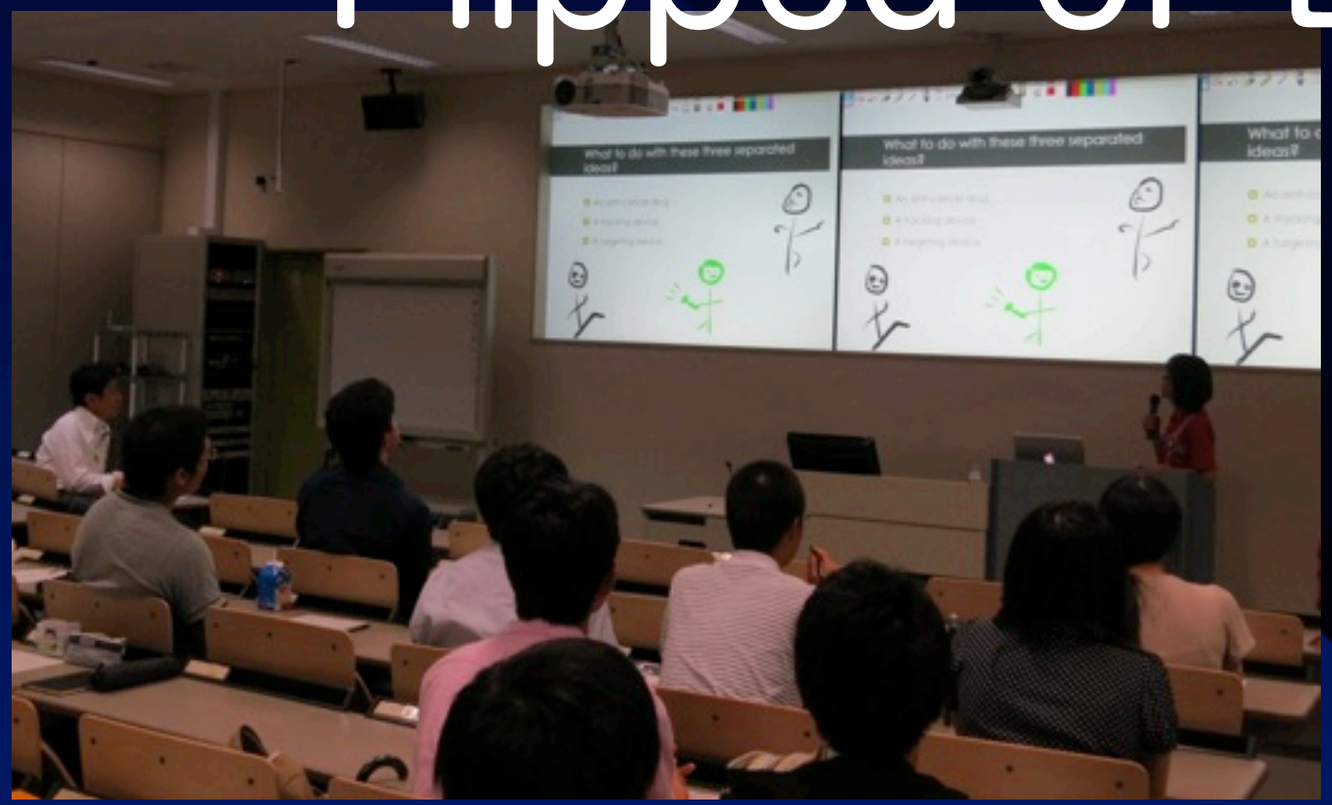
京都大が招待したオンライン教育機関「ｅｄＸ（エデックス）」の優秀者

６人はベトナム、ラトビア、セルビア、ペルー、米国、フィリピン出身の１０～２０代の大学生や社会人で、エデックスで上杉志成教授の授業「生命の化学」を英語で受講。ミニテストや宿題の評価が、世界中の受講者約１万９千人の中でトップクラスだった。

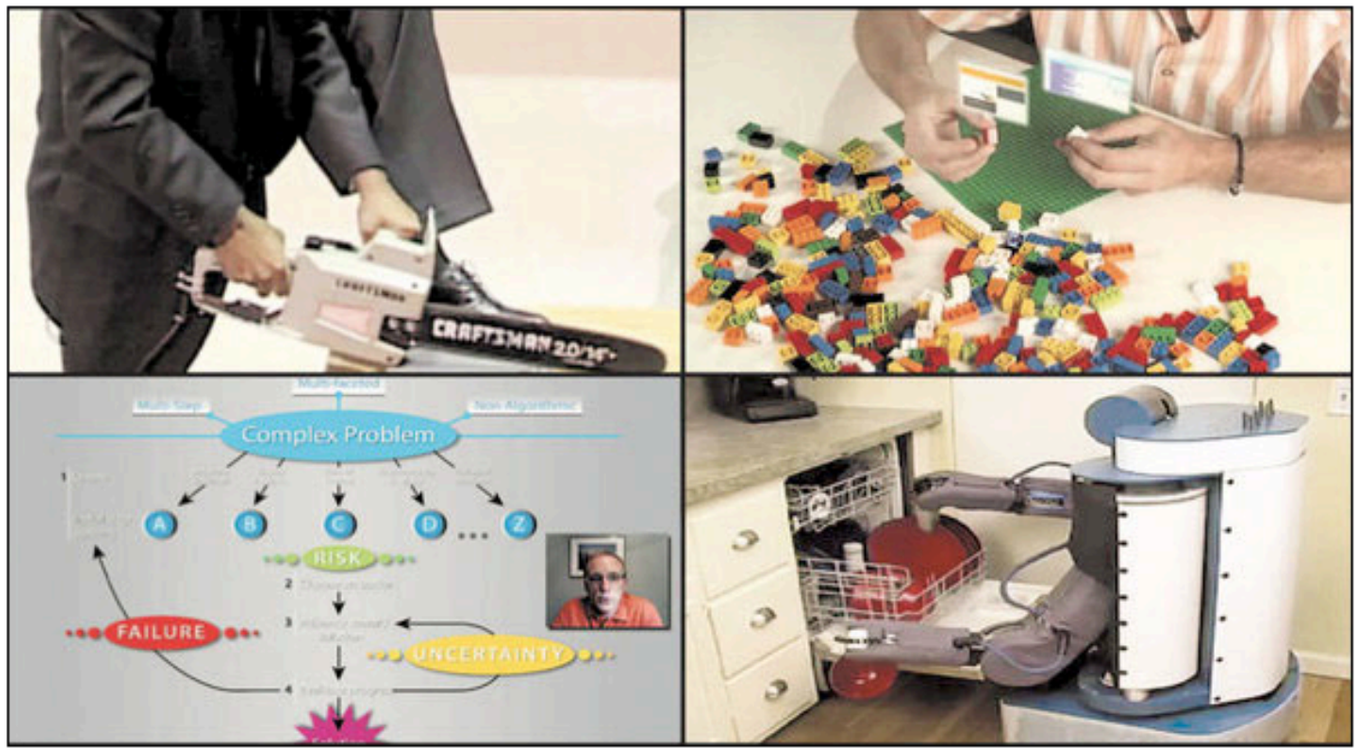
６人は京都に１週間ほど滞在する。経済的な理由で大学を途中でやめたというフィリピンのエース・スペンサー・アポロニオさん（１７）は記者会見で「もともと化学が好きではなかったけど、この授業のおかげで興味が湧いた」と話した。

Flipped or Blended?

Text



The Year of the MOOC



Clockwise, from top left: an online course in circuits and electronics with an M.I.T. professor (edX); statistics, Stanford (Udacity); machine learning, Stanford (Coursera); organic chemistry, University of Illinois, Urbana (Coursera).

By LAURA PAPPANO
Published: November 2, 2012

IN late September, as workers applied joint compound to new office walls, hoodie-clad colleagues who had just met were working together on deadline. Film editors, code-writing interns and "edX fellows" — grad students and postdocs versed in online education — were translating videotaped lectures into MOOCs, or massive open online courses. As if anyone needed reminding, a row of aqua Post-its gave the dates the courses would "go live."

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Go to Education Life »

Related

The Big Three, at a Glance
(November 4, 2012)

The paint is barely dry, yet edX, the nonprofit start-up from Harvard and the Massachusetts Institute of Technology, has 370,000 students this fall in its first official courses. That's nothing. Coursera,

8 Things You Should Know About MOOCs

1. The overwhelming majority of MOOC students are male
2. MOOCs attract students who already have college degrees
3. The median age of MOOC participants is 24
4. One-third of MOOC participants are from North America
5. Nearly half of registrants never engage with any of the content
6. European view the most course content
7. Students with a doctorate viewed more course material
8. Serial students are the most engaged

So What???

On Chronicle of Higher Education (J. Newman & S. Oh, 2014)

MSJC
MT. SAN JACINTO COLLEGE

Crafting an Effective Writer: Tools of the Trade

Lawrence (Larry) Barkley, Ted Blake and Lorrie Ross

Sessions:

Add to Watchlist

About the Course

Learn to become an effective builder of sentences using the basic tools of grammar, punctuation, and writing. By dedicating yourself to the craft of writing, you will learn to use the eight parts of speech and grammar to develop the four basic sentence types into a well-organized, detailed paragraph. This course is designed for anyone who wants to become a better writer. If you need to write more clearly for work, prepare for a placement test for a college, or improve your skills for current writing projects, this class will definitely be beneficial.

Objectives:

- Students will be able to identify and correct some sentence level grammatical and punctuation errors.
- Students will be able to develop four sentence types: simple, compound, complex and compound-complex.
- Students will be able to recognize and use all four sentence types.
- Students will be able to develop a clear topic sentence.
- Students will be able to write a well-organized, detailed paragraph.

Why would you want to take this course? There is a variety of reasons:

- As a pre-Assessment activity
- As a petition for English placement

About the Instructors

Lawrence (Larry) Barkley
Mt. San Jacinto College

Ted Blake
Mt. San Jacinto College

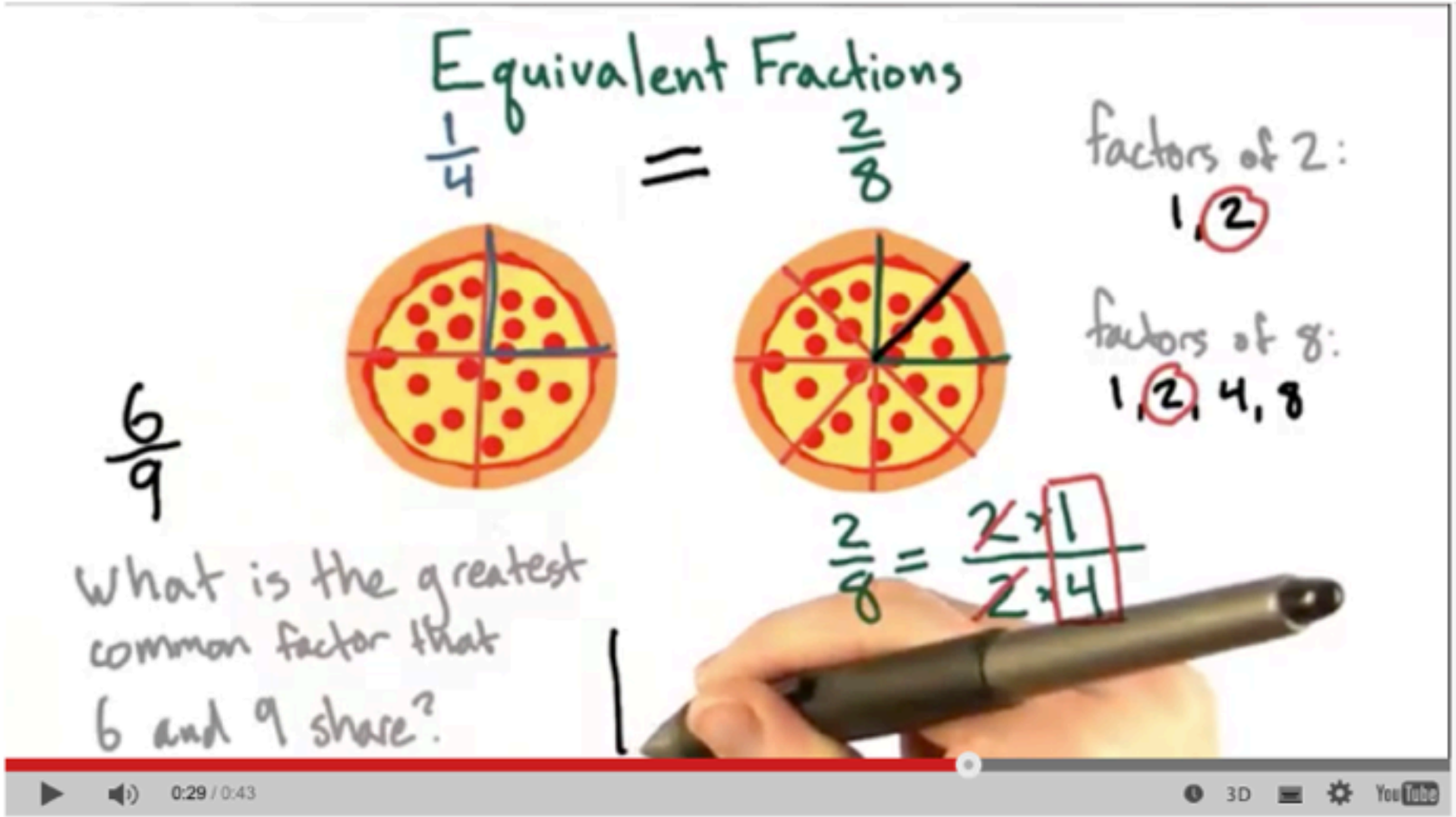
Lorrie Ross
Mt. San Jacinto College

Course Details

Workload: 4-5 hours/week

Taught In: English

Introductory Algebra Review



Beginner

View Free Courseware

Class Summary

This course provides a brief review of introductory algebra topics. Topics to be covered include integer operations, order of operations, perimeter and area, fractions and decimals, scientific notation, ratios and rates, conversions, percents, algebraic expressions, linear equations, the Pythagorean theorem, and graphing.

What Should I Know?

This is a review course, it is expected that students will have some previous knowledge of most topics covered in the course.

Made possible through a grant from the Bill and Melinda Gates Foundation.

What Will I Learn?

At the end of this course students will have reviewed the core topics of introductory algebra. Students will be comfortable with the concepts and procedures of introductory algebra, and be able to apply their knowledge to other coursework and real-world problems.

During this course, you will review

Integer operations including addition, subtraction, multiplication, division, and absolute value. Evaluating using order of operations. Associative and Commutative properties. Perimeter and area of rectangles, triangles, squares, and circles.

Course Instructors

Kelly Vetter
Instructor

Teacher-Student Relationship

FLATTEN

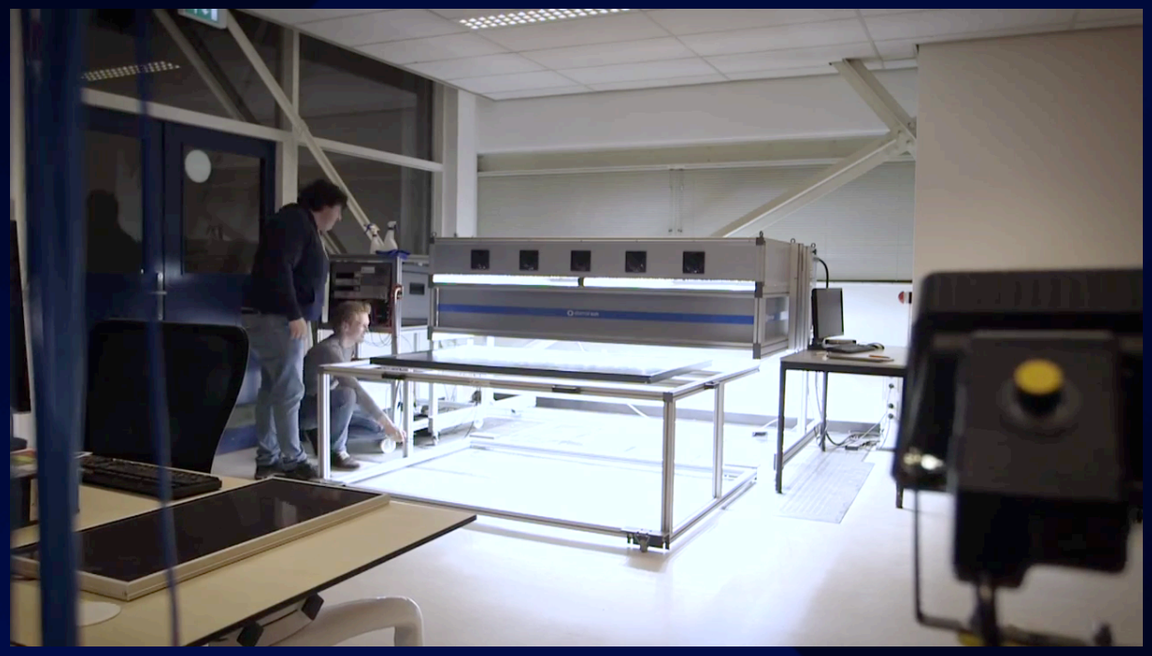
MOOC @ Delft University of Technology

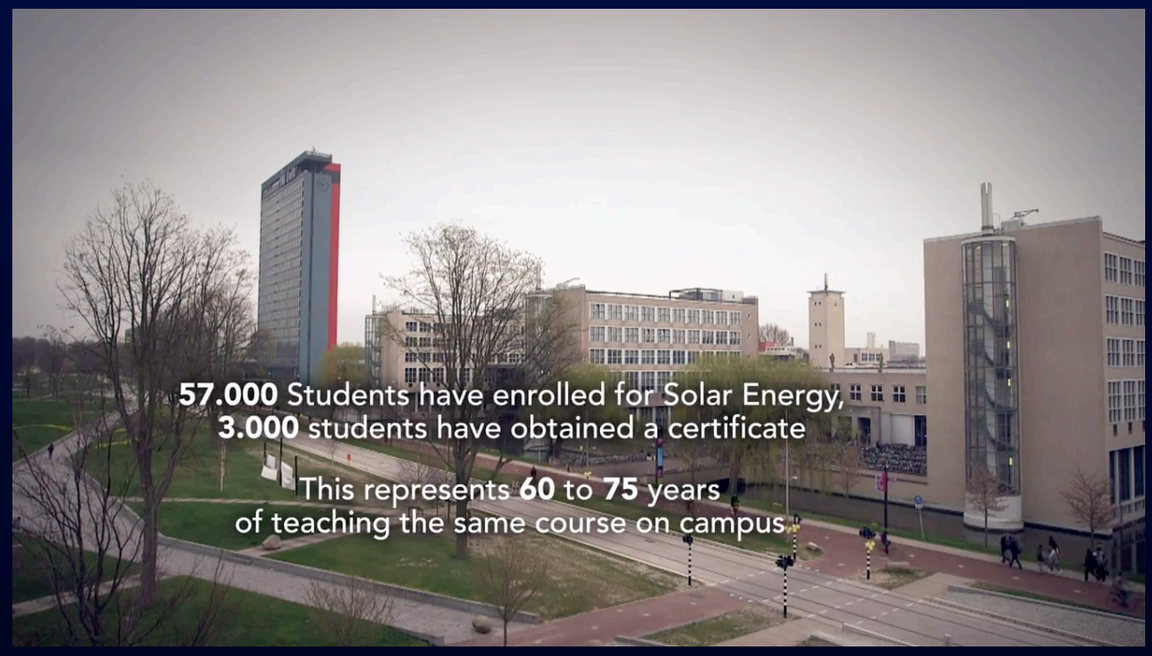
NEW

ET.3034TU: **Solar Energy**

Discover the power of solar energy and design a complete photovoltaic system.

STARTS: 1 Sep 2014 **INSTRUCTORS:** Arno Smets **DelftX**

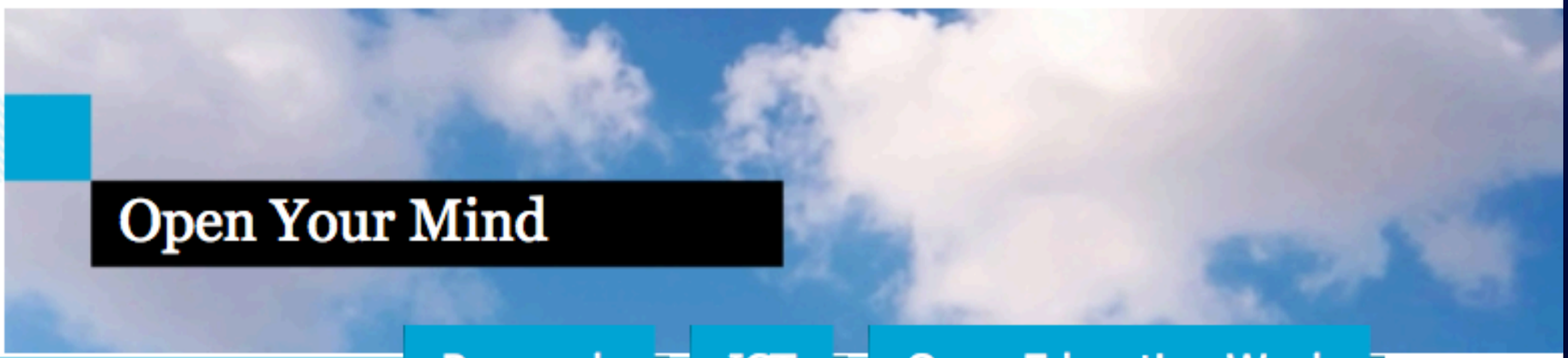




Making MOOCs Reusable with creative commons

TU Delft Delft University of Technology

Nederlands | Contact



Research | ICT | Open Education Week

accessible to anyone, anywhere in the world, who has access to internet. TU Delft will be the first edX partner to issue its courses under a creative commons license. The free courses are open to

OpenCourseWare

DelftX

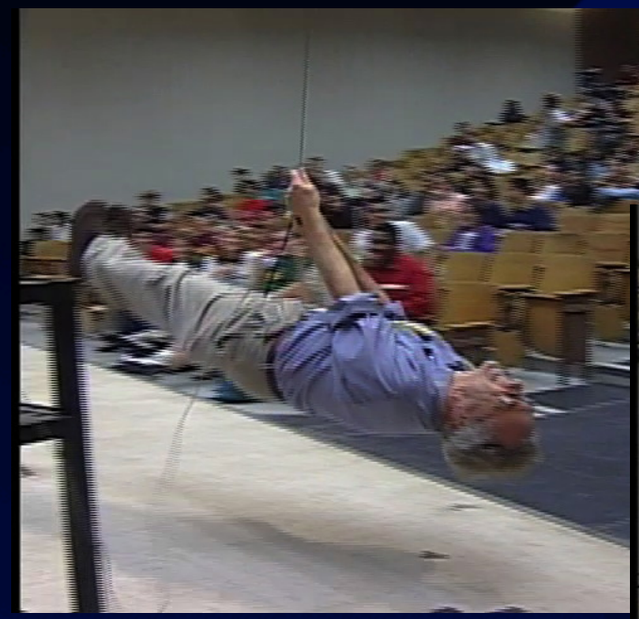
iTunesU

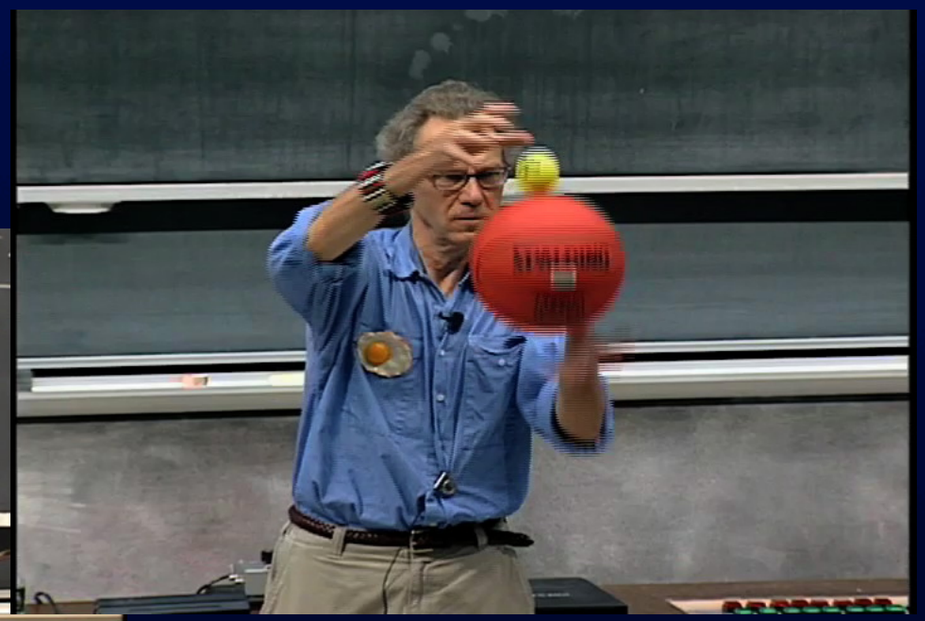
DelftX

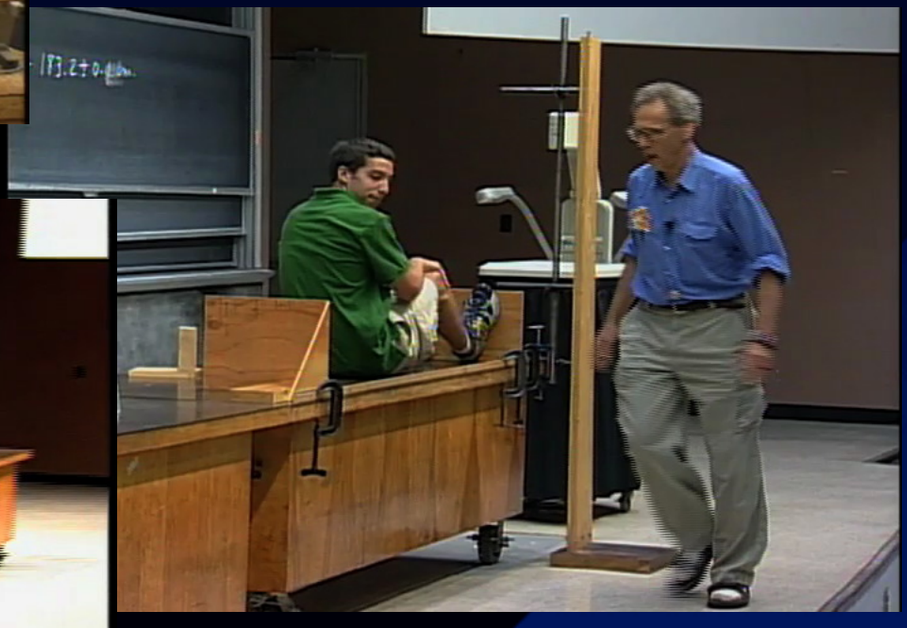
TU Delft offers courses as 'Massive Open Online Courses' (MOOCs) on edX. EdX is a non-profit platform for online education through which MIT, Harvard and others, make a range of courses accessible to anyone, anywhere in the world, who has access to internet. TU Delft will be the first edX partner to issue its courses under a creative commons license. The free courses are open to everyone, without prior education or entry examination. MOOCs will be taught just like courses on the campus: in a fixed period of eight weeks and with opportunities for interaction between fellow participants. The modules come with homework and a certificate of participation may be issued by the DelftX on completion.

Building upon the OER & OpenCourseWare tradition and assets!

Circus Physics at MIT







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OcwWeb/Physics/8-01Physics-Fall1999/CourseHome/index.htm

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Home > Courses > Physics > 8.01 Physics I: Classical Mechanics, Fall 1999

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- Course Home
- Syllabus
- Calendar
- Lecture Notes
- Assignments
- Exams
- Video Lectures
- Discussion Group
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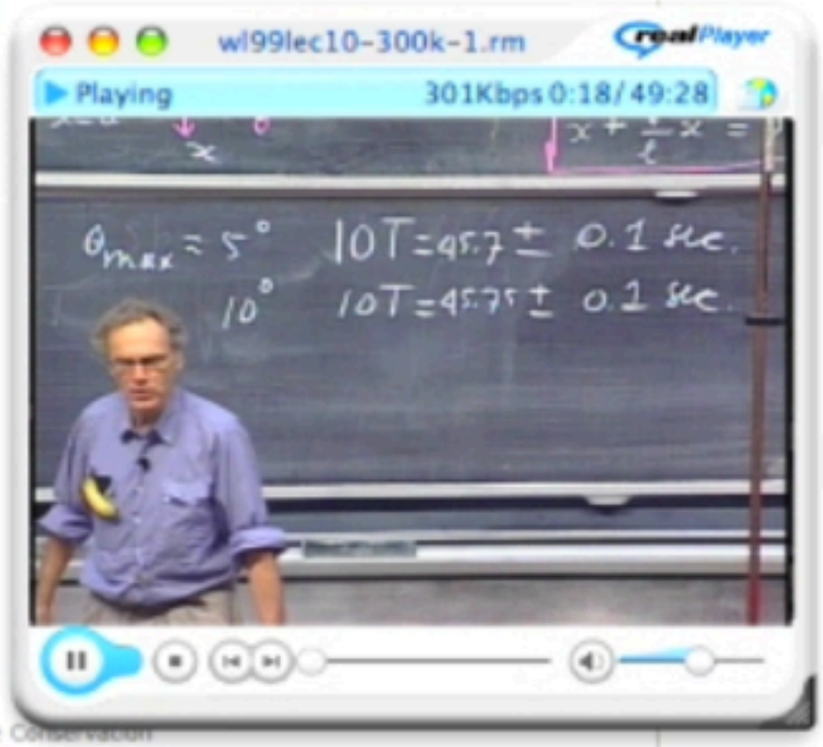
8.01 Physics I: Classical Mechanics

DONATE NOW

Staff
Instructor:
Prof. Walter Lewin



Professor Lewin puts his life on the line in Lecture 11 by demonstrating his faith in the Conservation of Mechanical Energy.

Highlights of this Course

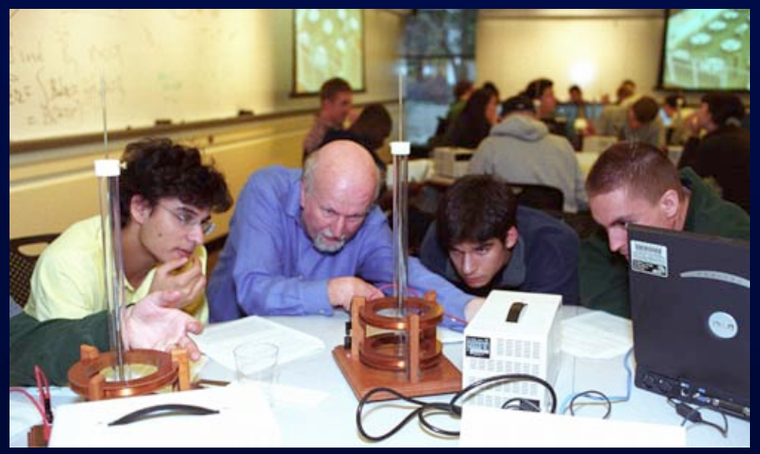
This course features lecture notes, problem sets with solutions, exams with solutions, links to related resources, and a complete set of videotaped lectures. The 35 video lectures by Professor Lewin, were recorded on the MIT campus during the Fall of 1999. Prof. Lewin is well-known at MIT and beyond for his dynamic and engaging lecture style.

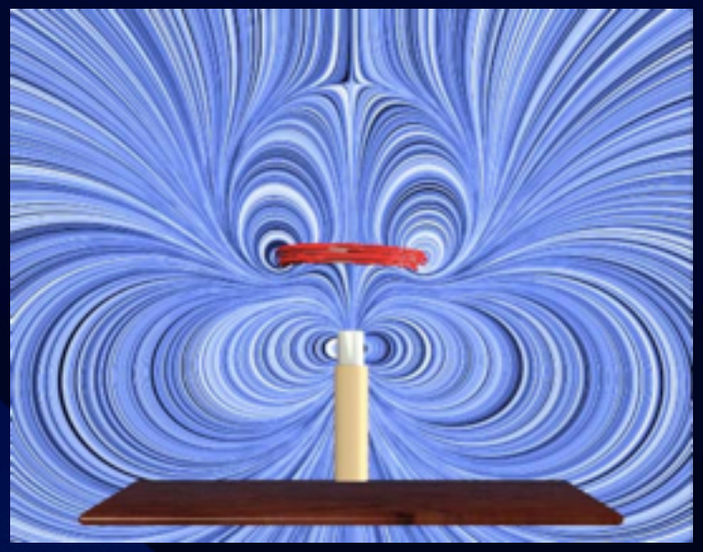
» Download the complete contents of this course.

Course Description

http://www.youtube.com/watch?v=7Zc9Nuoe2Ow

TEAL (Technology Enable Active Learning)

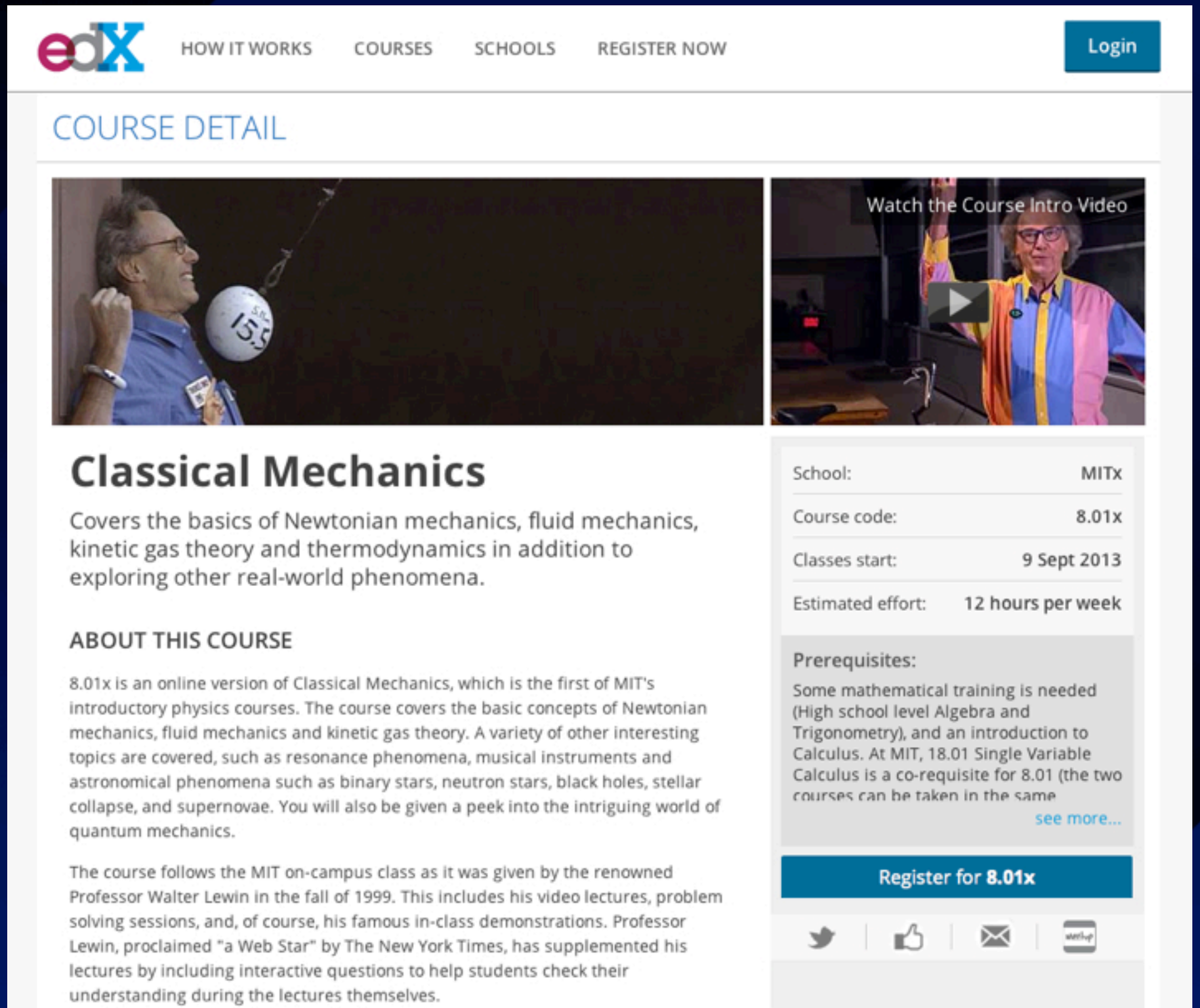




[The Gallery of Teaching and Learning - KEEP Case Studies: Transferring Knowledge and Experience]

From a traditional lecture course to student-centered collaborative learning

8.01x = The Best Remix of 8.01 + 8.01T



The Changing Landscape of Higher Education

By David J. Staley
and
Dennis A. Trinkle

The landscape of higher education—the growing variety of higher education institutions, the cultural environment, the competitive ecosystem—is changing rapidly and disruptively. The higher education landscape is metaphorically crossed with fault lines, those fissures in the landscape creating potential areas of dramatic change, and is as "seismic" as it has been in decades. Below we identify ten such fissures or fault lines in the larger landscape of higher education. Unlike the *Horizon Report*,[1] which looks largely at technology trends, we are looking at a context and environment wider than IT departments. Indeed, most of the fissures noted below are not technological, although they encompass significant technical implications. Those of us in information services and information technology need to be aware of these larger changes and the impact they will have on college and university IT departments and on academic computing. Consider this article advanced warning of potentially tectonic change. >>

ILLUSTRATION BY C.J. BURTON, © 2011

Paradigm Shift in Higher Education
Towards Open Education 2.0

- Structural change of higher education system:
  Pipeline → Network (knowledge & people)

Data & Learning Analytics

How can Open Education play out in this rapidly changing HE landscape?

RE-EXAMINING:

- the notion of “university as a physical space”
- the entity of “university as a business organization”
- “university faculty” as a “solid” profession
- the roles of “faculty (as teachers) vs. students (as learners)”
- the traditional view of “learning assessment”
- the traditional view of “higher education = degrees”
- the traditional view of “society vs. higher education”

Michael vs. Michael


IdolxAwards
abc

Michael Sandel’s Justice @Harvard

Michael Jackson’s Slave to the Rhythm (2014)

Justice to Grading Policies!

home　about this program　presenter biography　related programs　survey

Moral Reasoning 22: Justice

A critical analysis of selected classical and contemporary theories of justice, including discussion of present-day applications. The course examines debates about justice prominent in moral and political philosophy, and invites students to subject their own views on these controversies to critical examination.

Principal readings will be drawn from the following books, which are available for purchase in paperback at the Harvard Coop and the Harvard Bookstore:

- Aristotle, Politics
- Locke, Second Treatise of Government
- Kant, Grounding of the Metaphysics of Morals
- Mill, Utilitarianism
- Rawls, A Theory of Justice

Other assigned readings include excerpts from Jeremy Bentham and contemporary writers such as Nozick, Dworkin, MacIntyre, Sandel, and Walzer. These readings, together with the assigned articles on contemporary issues, are collected in a sourcebook of photocopied materials that can be purchased at the Harvard Coop. All assigned readings are also available on reserve in Lamont Library, and, hopefully, will be on reserve in the Quad Library when it reopens.

Course Requirements

Two papers (6-7 pages each) on topics to be assigned.
Final examination
Class participation (including regular attendance) in weekly discussion sections

Each paper counts for 20 percent of the course grade, and the final exam counts for 35 percent. S
(including submission of 2 ungraded response papers of 1-2 pages) counts for 25 percent; contribu
the course website can also count toward section participation for those who choose to do so, but

The head teaching fellow is Drew Schroeder and the assistant head teaching fellow is Bettina Scho
answer questions about the course and sections at regular weekly office hours in the Course Offic

Term Papers(6～7 pages) x 2：20% each

Final Exam：35%

Participation：25%（including no-grading response paper x 2 and posting on the course blog.）

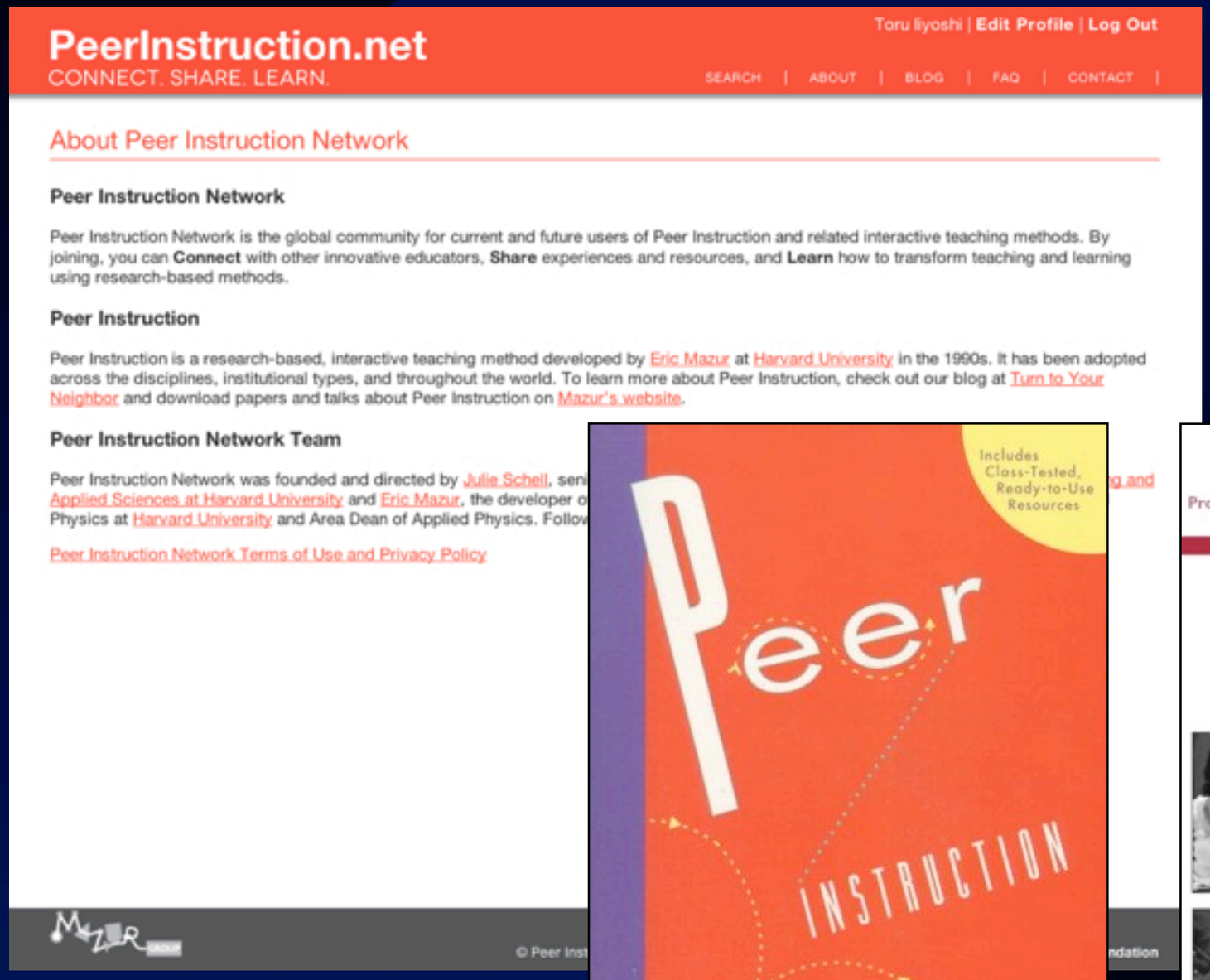
Miku Hatsune + Multiple Choice Questions?

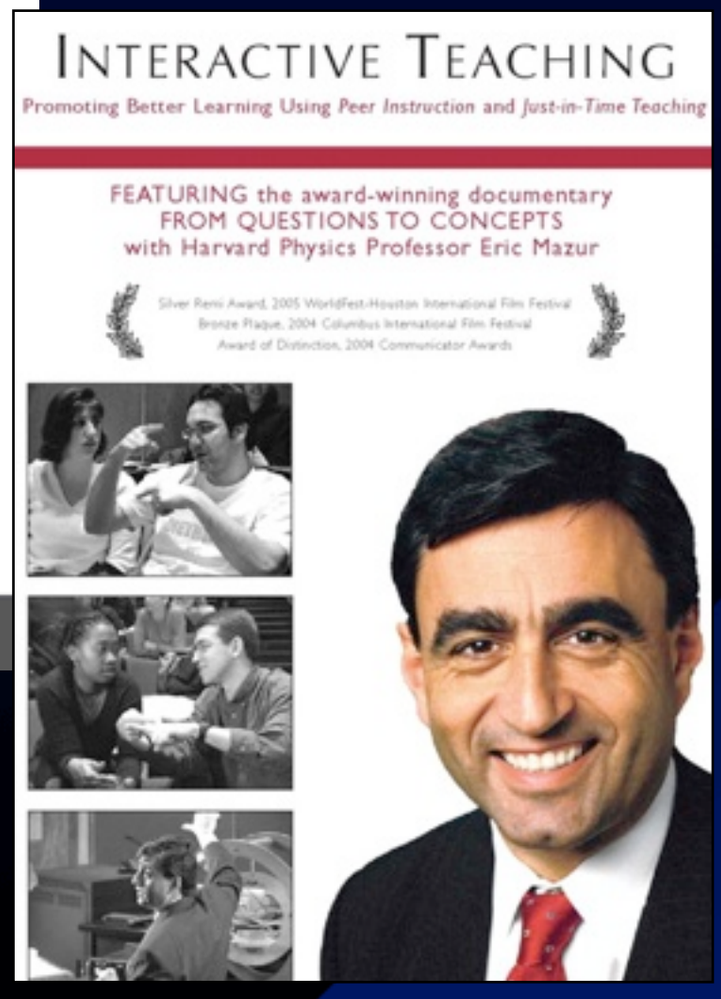
TABLE 1: LEARNING AND ACADEMIC ANALYTICS

TYPE OF ANALYTICS	LEVEL OR OBJECT OF ANALYSIS	WHO BENEFITS?
Learning Analytics	**Course-level:** social networks, conceptual development, discourse analysis, "intelligent curriculum"	Learners, faculty
	Departmental: predictive modeling, patterns of success/ failure	Learners, faculty
Academic Analytics	**Institutional:** learner profiles, performance of academics, knowledge flow	Administrators, funders, marketing
	Regional (state/provincial): comparisons between systems	Funders, administrators
	National and International	National governments, education authorities

(Long, P. & Siemens, G., 2011)

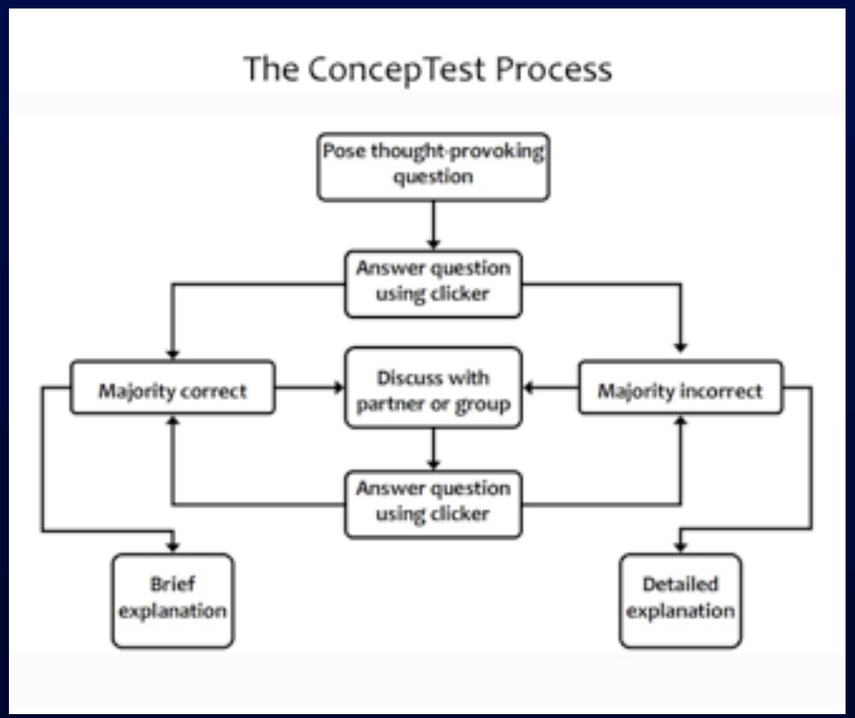
Peer Instruction by Eric Mazur @ Harvard

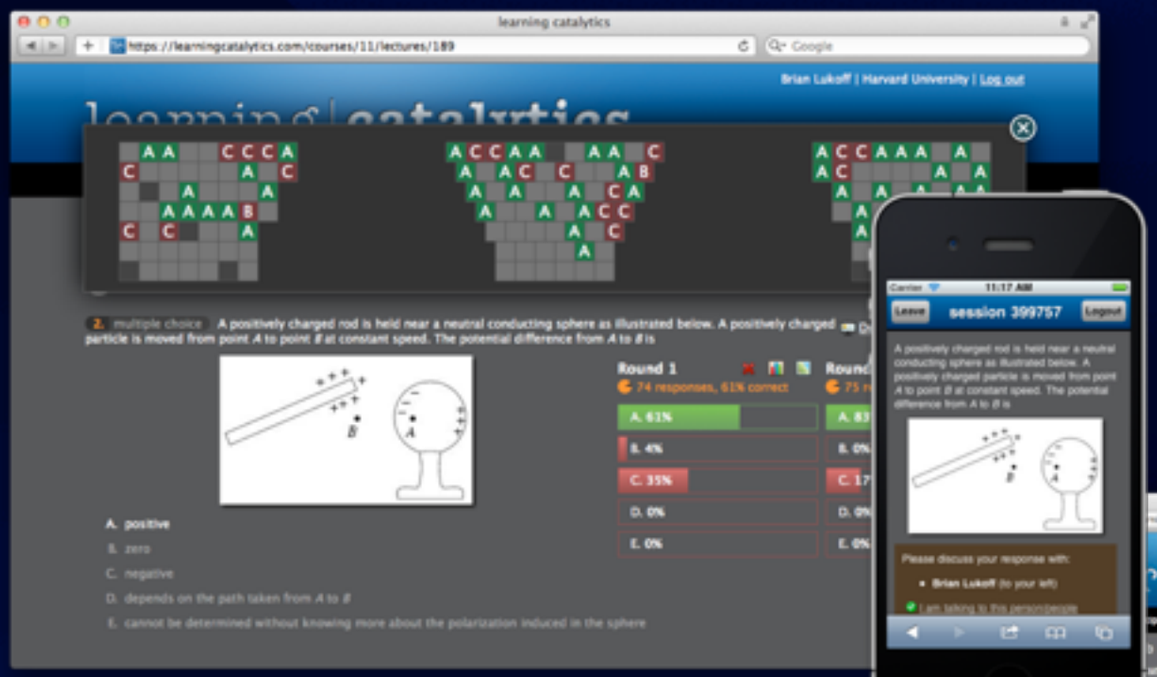


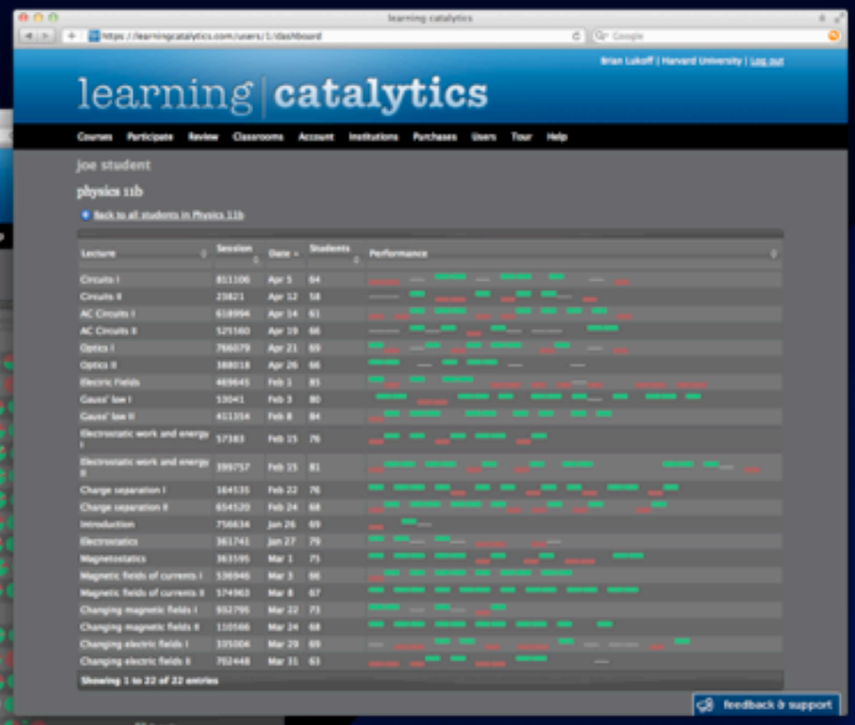


2,000+ Participants

Peer Instruction







学習情報分析を利用しアクティブな協調学習を最適化

教育版

”*Minority Report*”?

Prof. Eric Mazur’s Group

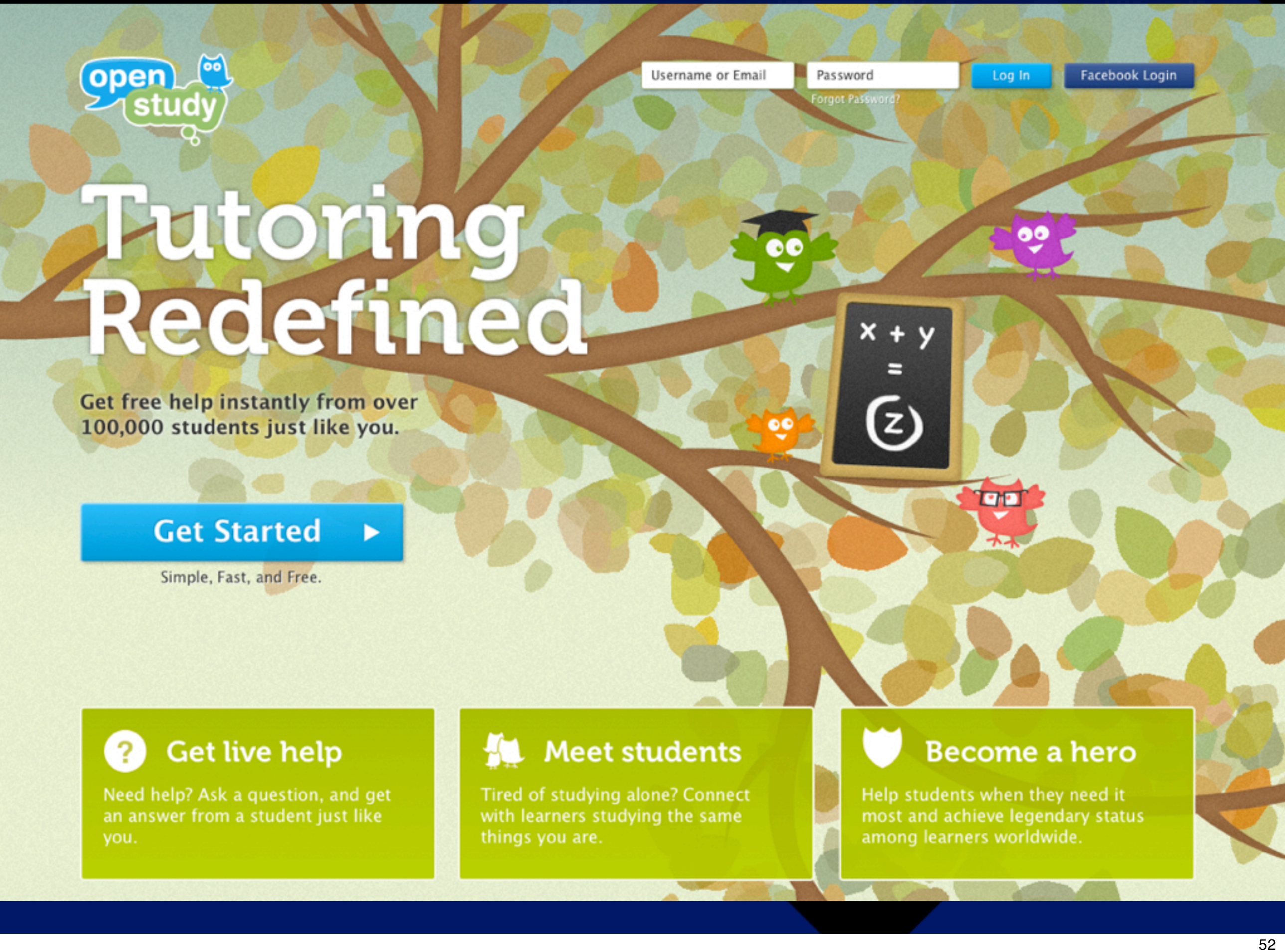
@Harvard University

「ネット社会になり、情報はどこでも入手できる。そうなると、大学の使命は、学問を通じての師弟関係に収斂されていくのではないか」

- ピーター・ドラッカー

だが、その「師弟関係」すらもネットは変えつつある...

よりフラットな学びへ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Get free help instantly from over 100,000 students just like you.
x + y =
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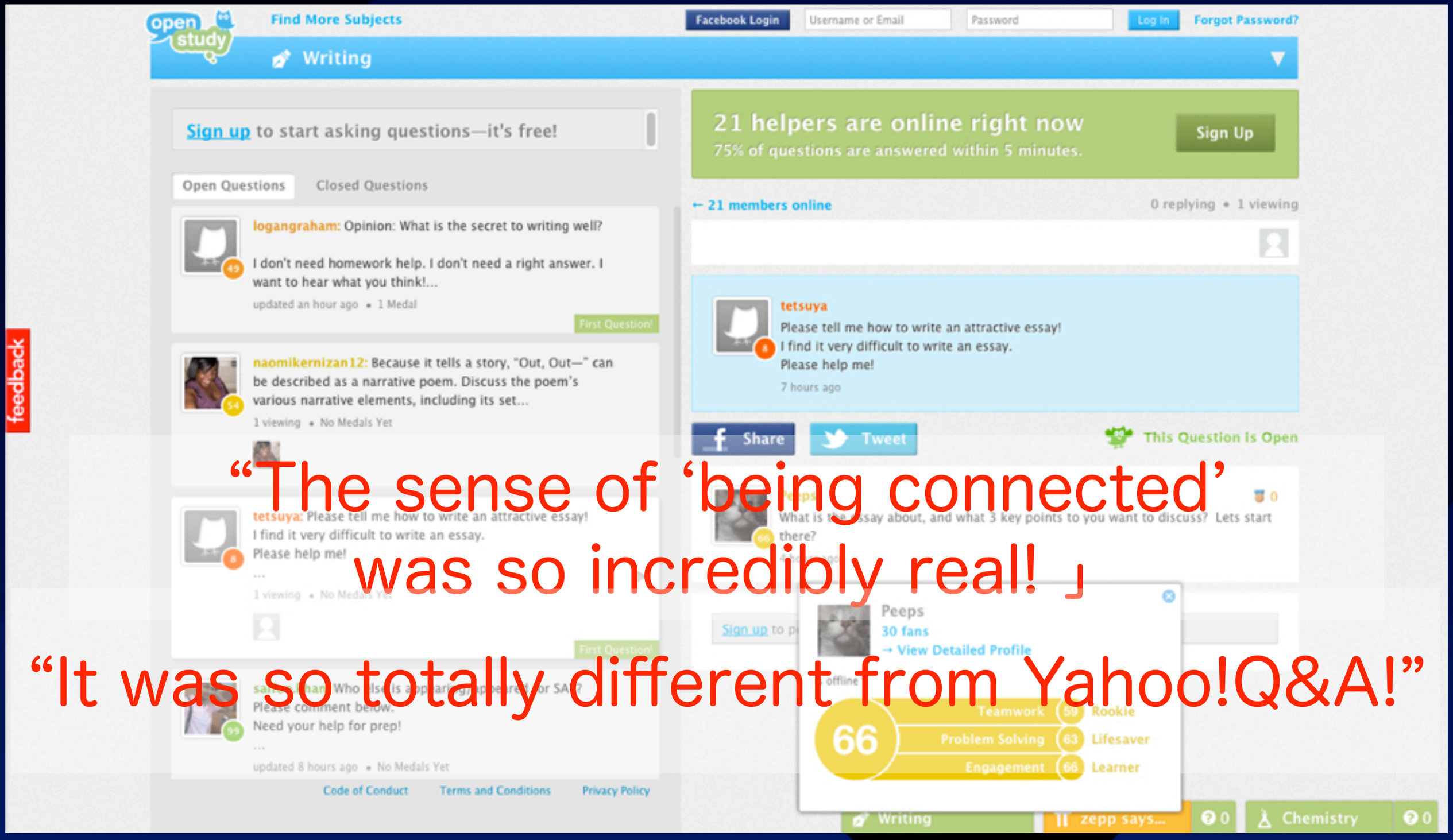
OpenStudy：Global Learning Community



"The sense of 'being connected' was so incredibly real! 」

"It was so totally different from Yahoo!Q&A!"

YAHOO! JAPAN 知恵袋　IDでもっと便利に新規取得 ログイン

トップ　カテゴリ　ランキング　回答ひろば

Q&A　検索　条件を指定して検索　質

すべてのカテゴリ　事件、事故

知恵袋トップ > ニュース、政治、国際情勢 > ニュース、事件 > 事件、事故

解決済みのQ&A

知恵コレに追加する

京大入試試験のカンニングについて

happyhoppy_kさん

京大入試試験のカンニングについて

aicezukiという方が、試験中に携帯を使って

設問の回答について質問していたそうですが

疑問にもった事があります。


2011年3月3日 木曜日

NZ援助隊が交代

仙台の予備校生 関与か

投稿の携帯から

京都府警聴取へ 京大答案と

届け漏

保険料

主婦

1つめ。

多大な受験者の中から、この愚行者を特定す

ほぼ不可能ですよね・・・(恐らく)。

合格させてしまうのでしょうか？？

2つめ。

あんな長文を短時間で携帯で打てるのでしょう

写メだと音で気づかれますし・・・

3つめ。

NovoED

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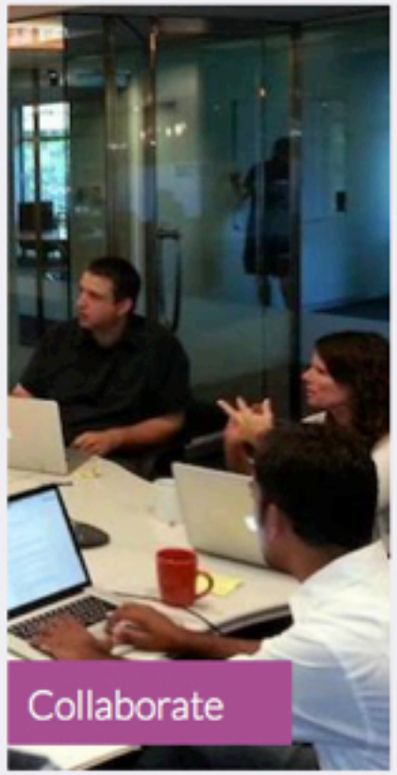

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view all

Storytelling at Work

The Ariel Group $400.00

3D Printing in Manufacturing

Deloitte University Press Free

Global History Lab, Part 2

Princeton University Free

Highlighted Student Work

An awesome experience

01. The importance of listening to others. Whether I share my ideas with stakeholders or members of my team and/ or colleagues, I...

Fight The Stroke / Listen is first step of doing

We interviewed 10 doctors directly, 52 donors via online survey and 100 parents via Facebook community: here are our findings. The...

Another Journey Begins...

What's with the coffee? Read "Wake Up and Smell the Coffee" (Reflect on Your Mindset...

Week 2 Case Exercise Decision Tree

Take as given: The decision has been made to launch the new product new year. Decide now: Still can build case to not launch new...

TAREA 1. EJEMPLOS DE DECISIONES ESTRATÉGICAS

The University of MOOC's

SCHEMA: THE UNIVERSITY OF MOOC's Nowadays, children get bored in classrooms. The inefficiency of some teachers...

Reflections, Ideas and Thoughts

- Ownership of learning
- Teaching -> Learning -> Teaching
- Peer Instruction vs. Peer Assessment
- Diversity & multiple perspectives (e.g.“criss-crossed landscape”)
- Anatomy of teaching and learning
- Learning how to learn to solve new problems
- Collective capability vs. individual capability