Studying MOOCs and Doing MOOCs Sharing Session – MITx Courses

15:30 – 17:00

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Member of PolyU's MOOC Steering Group,
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Facilitator's Background

Ex-undergraduate student

- *at the time PolyU firstly adopted WebCT*

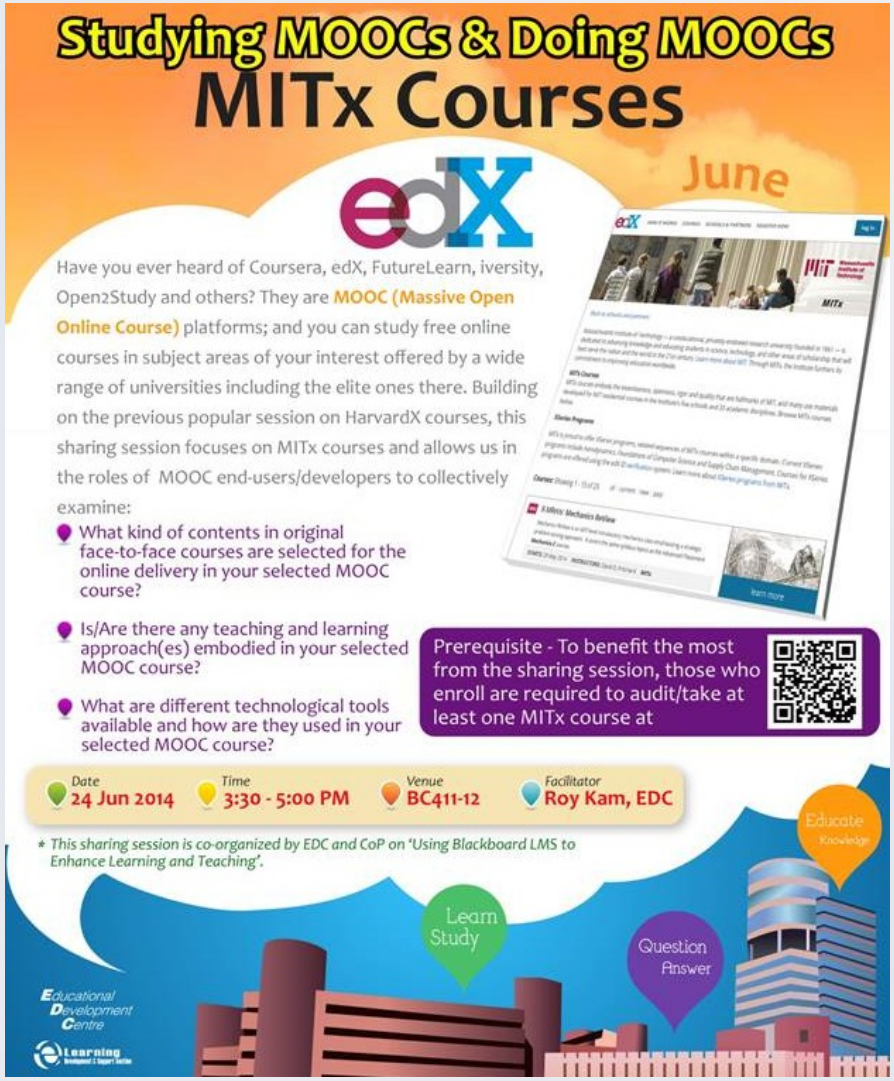
Scholarship recipient + postgraduate (eLearning)

- *Contributing to the eLearning field in HK for at least 3 years after graduation was a requirement*

Educational design professional in various contexts, particularly in eLearning

- CATHAY PACIFIC
- edport.com
- 兴伦信息有限公司 兴伦电子学习 www.hanluninfo.com

Part of a Series of MOOC-related Sessions



Key Agendas Today

8.MReVx: **Mechanics ReView**

Mechanics ReView is an MIT-level introductory mechanics class emphasizing a strategic problem-solving approach. It covers the same syllabus topics as the Advanced Placement **Mechanics-C** course.

STARTS: 29 May 2014 **INSTRUCTORS:** David E. Pritchard **MITx**

learn more

MAS.S69x: **Big Data and Social Physics**

Understanding big data, how to use it to improve companies, cities, and government, and best-practice for privacy

STARTS: 12 May 2014 **INSTRUCTORS:** Alex Pentland **MITx**

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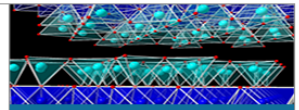
3.091x: **Introduction to Solid State Chemistry**

3.091x explains chemical principles by examination of the properties of materials.

STARTS: 12 May 2014 **INSTRUCTORS:** Michael Cima **MITx**



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6.SFMx: **Street-Fighting Math**

Teaches, as the antidote to rigor mortis, the art of educated guessing and opportunistic problem solving.

STARTS: 8 Apr 2014 **INSTRUCTORS:** Sanjoy Mahajan **MITx**

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1 2 next › last »

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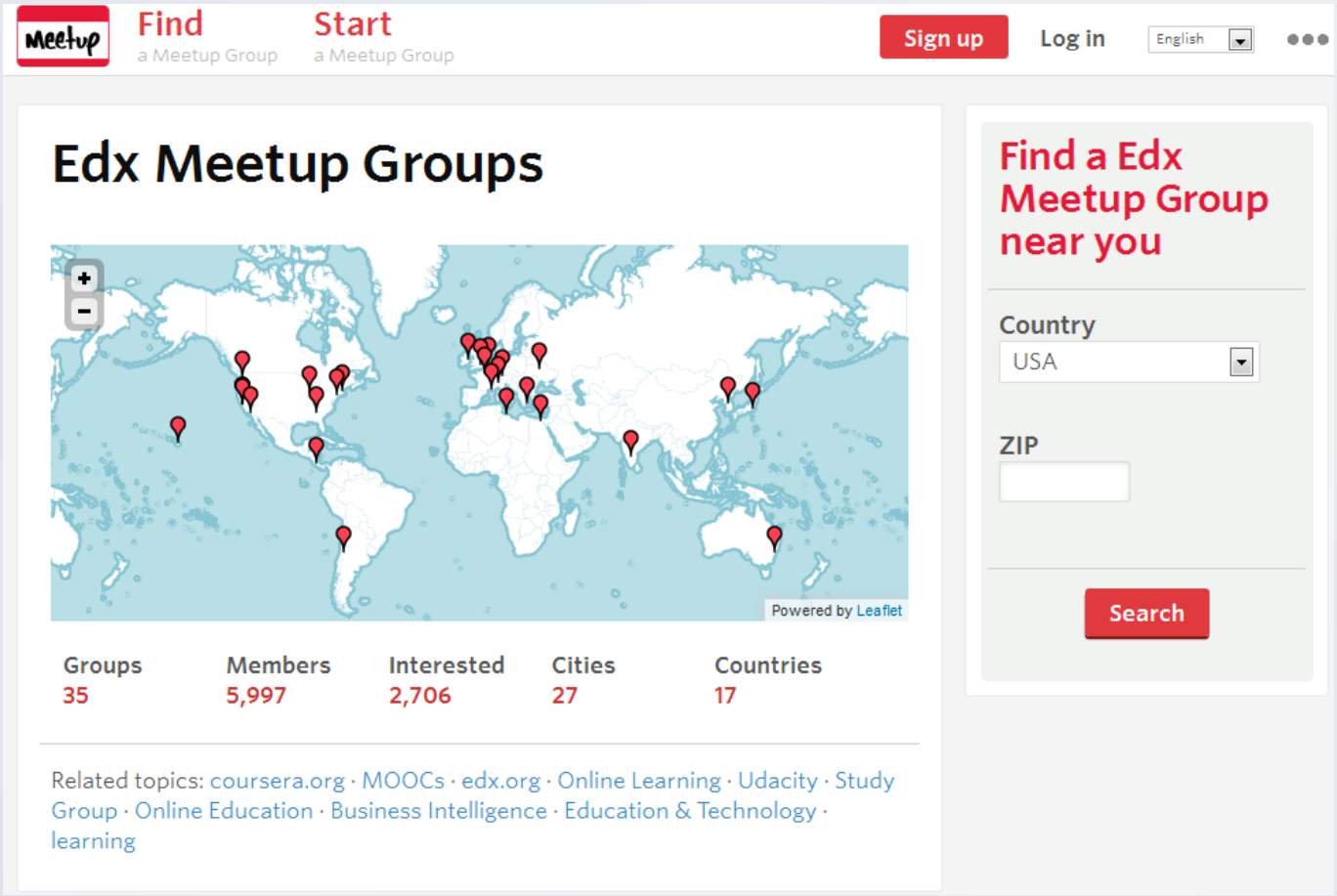
MOOC Meetup

Educational Design & Experience of OCs

Learning from the Elite University – MITx Courses

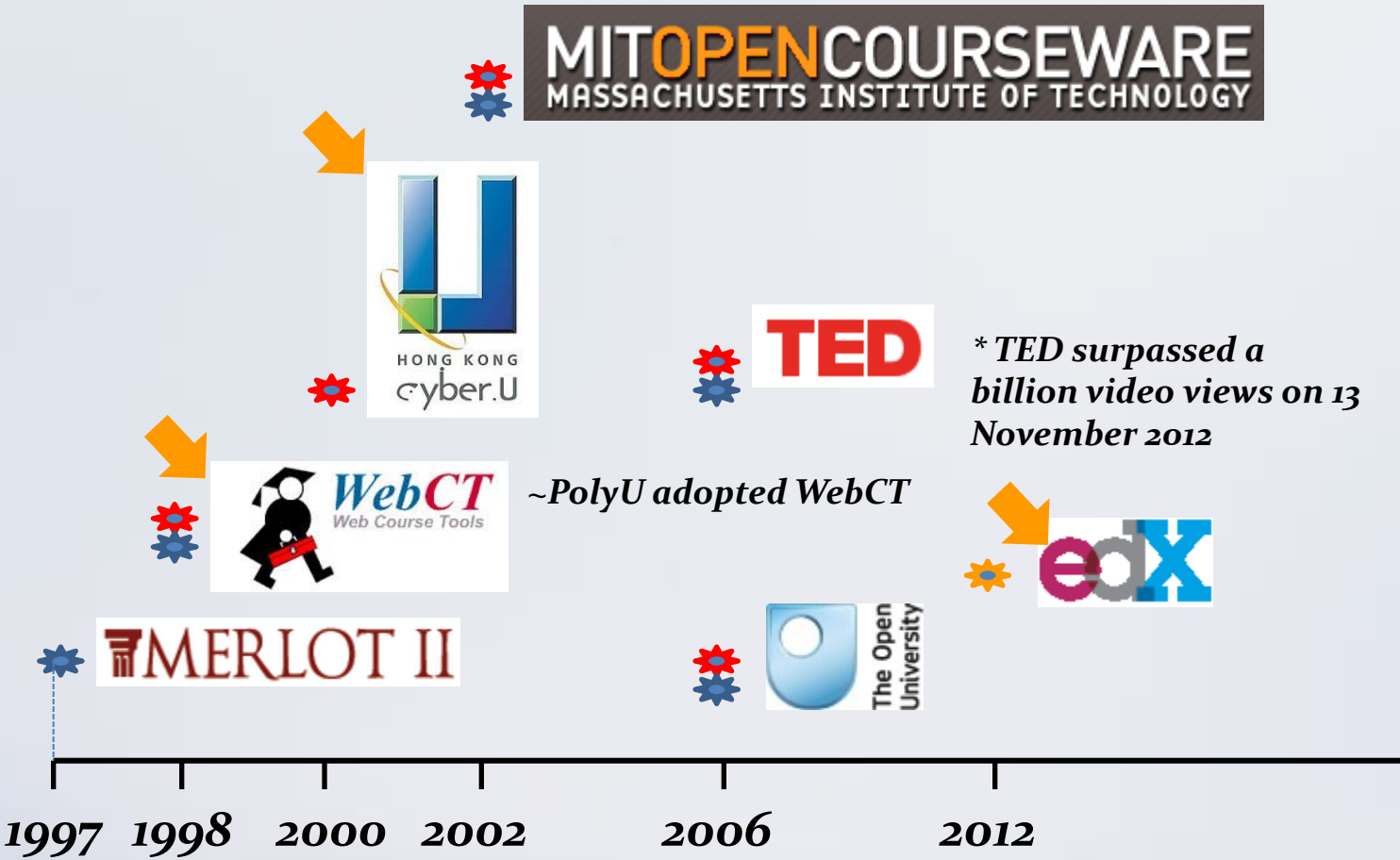
Who have audited/taken at least 1 MITx Course?



Are you Ready to Learn Collectively?

Looking Backward, Looking Forward

Online Materials *Online Courses* *Massive Open Online Courses*



Discussion I (15 mins)

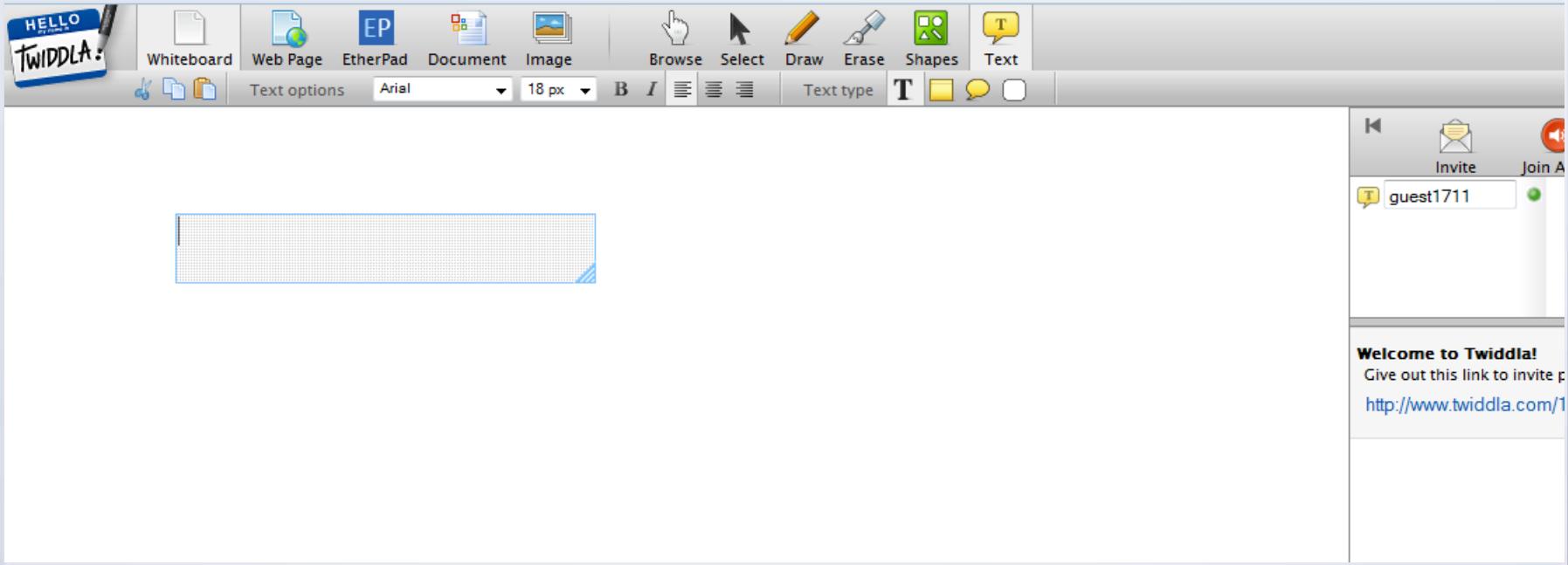
- Can't the *online materials* as just seen be *massively open*?
- Can't the *online courses* as just seen be *massively open* or *non-massively private (i.e. SPOC)* ?
- What are the major differences between MOOCs and the previous round of and ?

➢ **Feel free to use the notebook on your table if your group wants to know more about the cited examples.**

Time for Our Collective Ideas

- *More thoughtful; more beneficial*

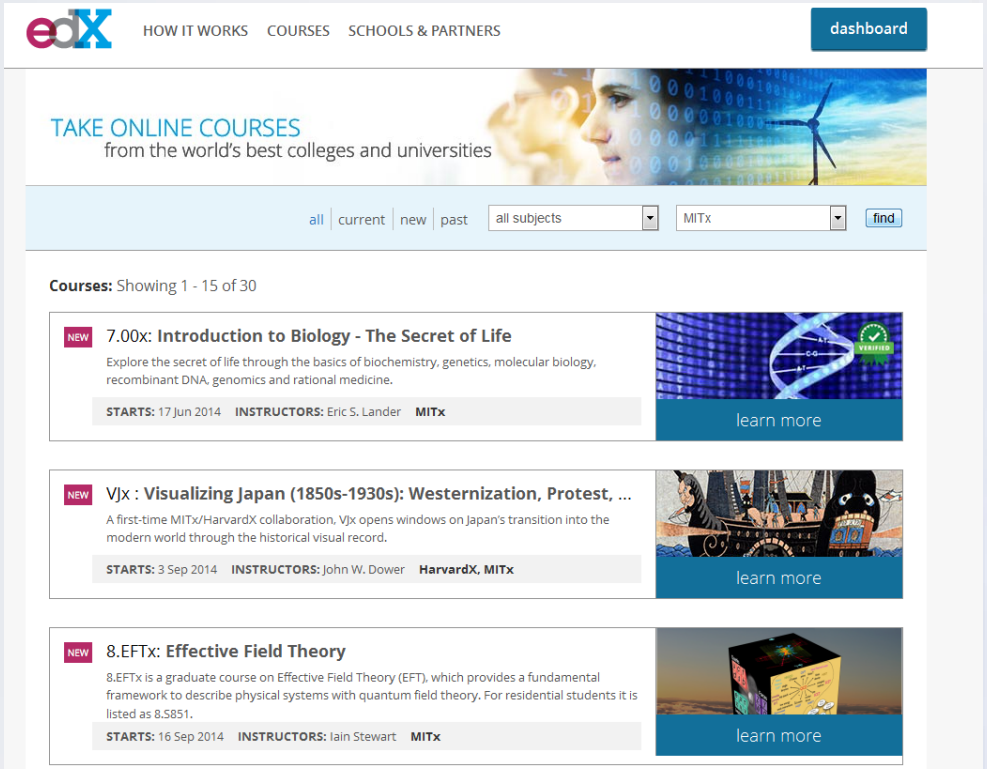
http://www.twiddla.com/xxxxxxx



A Closer Look at MITx Courses

- Our attendees for HarvardX Courses were from AMA, AP, BME, BRE, BSE, CBS, COMP, CPA, EDC, ELC, HKCC, HTI, IAEE, IC, IfE, ISE, ITC, ITS, LIB, LSGI, ME, P, RS, SAO, SHTM, SN, etc.

- This time, AF, AMA, APSS, CEE, COMP, EDC, ELC, HKCC, HTI, IfE, ISE, ITC, LIB, RS, SHTM, SN, SO, etc



Studying MOOCs & Doing MOOCs
MITx Courses

June

edX

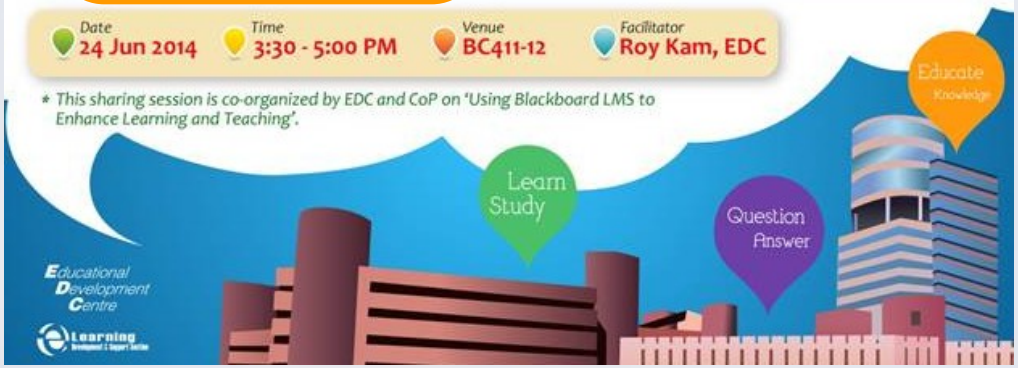
Have you ever heard of Coursera, edX, FutureLearn, iversity, Open2Study and others? They are **MOOC (Massive Open Online Course)** platforms; and you can study free online courses in subject areas of your interest offered by a wide range of universities including the elite ones there. Building on the previous popular session on HarvardX courses, this sharing session focuses on MITx courses and allows us in the roles of MOOC end-users/developers to collectively examine:

- What kind of contents in original face-to-face courses are selected for the online delivery in your selected MOOC course?
- Is/Are there any teaching and learning approach(es) embodied in your selected MOOC course?
- What are different technological tools available and how are they used in your selected MOOC course?

Prerequisite - To benefit the most from the sharing session, those who enroll are required to audit/take at least one MITx course at

Date	Time	Venue	Facilitator
24 Jun 2014	3:30 - 5:00 PM	BC411-12	Roy Kam, EDC

* *This sharing session is co-organized by EDC and CoP on 'Using Blackboard LMS to Enhance Learning and Teaching'.*



Discussion II (15 mins)

Content Selection

- ***Are contents adapted (i)parts of the same campus-based course or (ii)from the whole campus-based course?***
- ***Are contents more appropriate for (i) the MOOC delivery or (ii) the MOOC delivery in a blended mode?***

Learning & Teaching Experiences

- ***Instead of classifying MOOCs into cMOOC, xMOOC, pMOOC, etc, what are the eclectic experiences of learning and teaching you find them (i)good or (ii)bad?***
- ***Do you learn mainly from (i)the teaching team or (ii)classmates or (iii) others?***
- ***Participatory? Passive? Collaborative? Unstructured?***

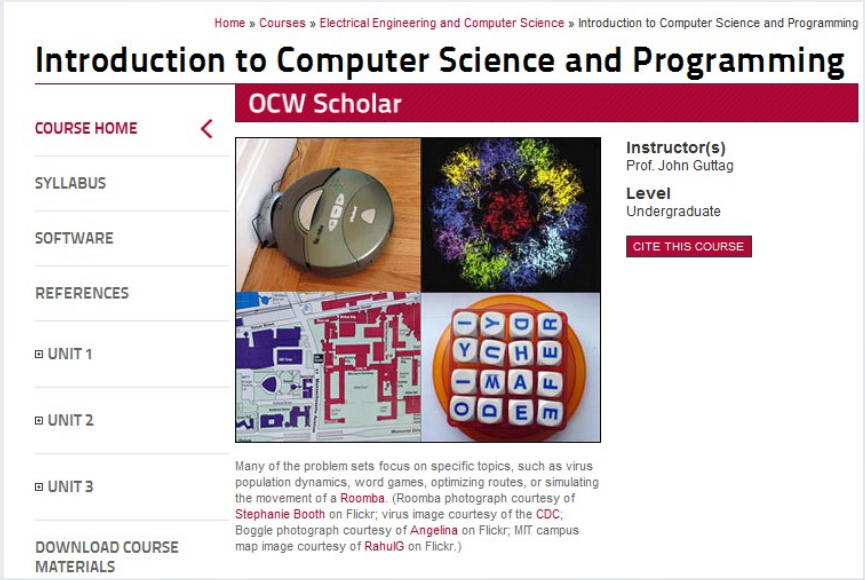
Technological Tools Available

- ***What are the (i)edX-based and (ii)non-edX-based technological tools to assist the learning and teaching?***

Content Selection

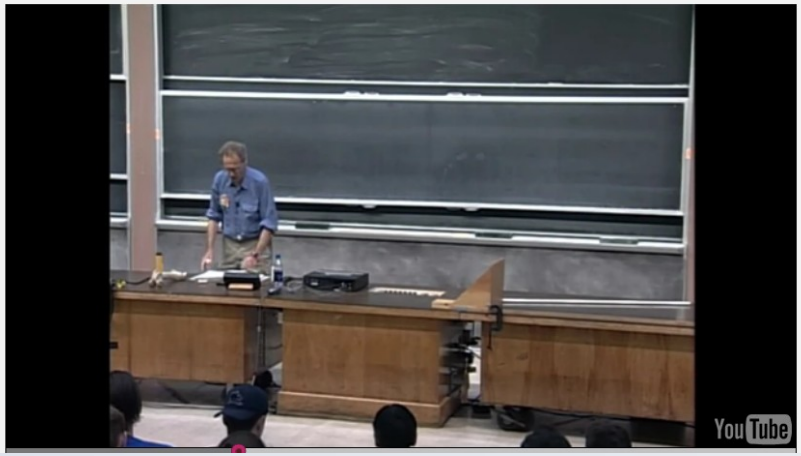
…designed to help people with no prior exposure to computer science or programming learn to think computationally and write programs to tackle useful problems.

The original textbook for 6.00 and the course lectures parallel each other…



Learning & Teaching Experiences

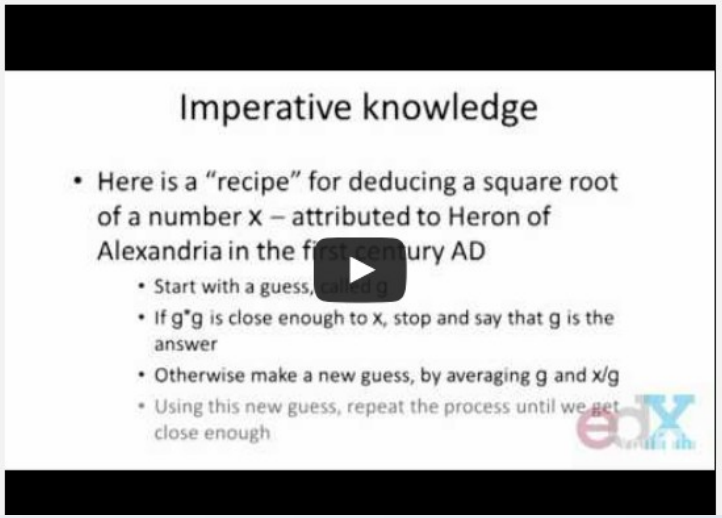
LECTURE 1 VIDEO SEGMENT 2: MEASUREMENT UNCERTAINTY



Video-taped Interactive Lecture

Video-taped Head Talk

TYPES OF KNOWLEDGE



Learning & Teaching Experiences

Which of the following are prerequisites for this course?

- Calculus, prior programming experience
- Statistics, prior programming experience
- High-school level algebra ✔
- High-school level algebra, prior programming experience

Check | Save | Show Answer *You have used 1 of 3 submissions*

FORMULA ENTRY (1/1 point)

Enter the algebraic expression $A \cdot x^2 + \sqrt{y}$ in the box below. The entry is case sensitive. The product must be indicated with an asterisk, and the exponentation with a caret, so you must write "A*x^2 + sqrt(y)".

A*x^2 + sqrt(y) ✔

$A \cdot x^2 + \sqrt{y}$

```
Longest substring in alphabetical order is: beggh
```

In the case of ties, print the first substring. For example, if `s = 'abcbcd'`, then your program should print

```
Longest substring in alphabetical order is: abc
```

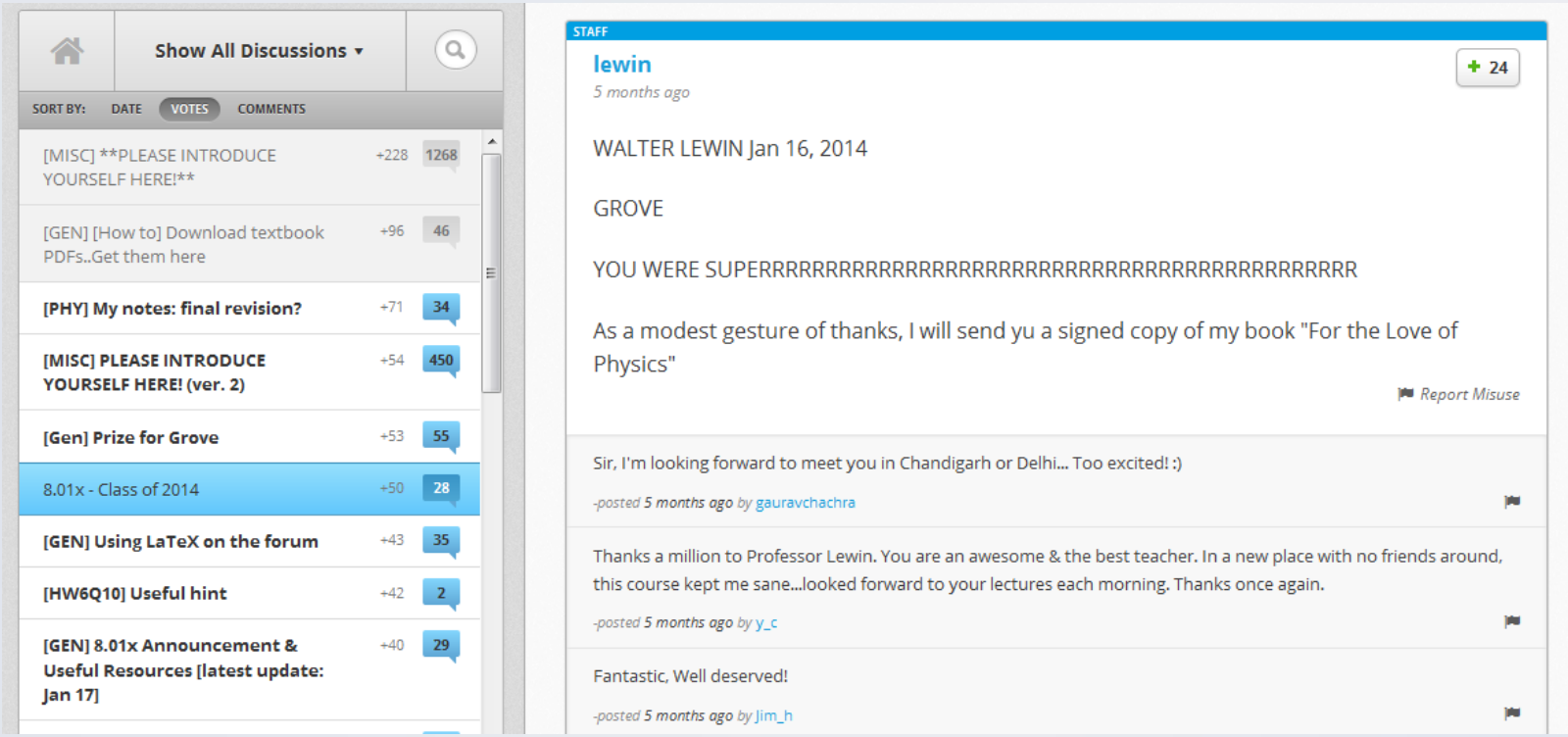
For problems such as these, do not include `raw_input` statements or define the variable `s` in any way. Our automating testing will provide a value of `s` for you - so the code you submit in the following box should assume `s` is already defined. If you are confused by this instruction, please review L4 Problems 10 and 11 before you begin this problem set.

Note: This problem is fairly challenging. We encourage you to work smart. If you've spent more than a few hours on this problem, we suggest that you move on to a different part of the course. If you have time, come back to this problem after you've had a break and cleared your head.

```
1  # Paste your code into this box
```

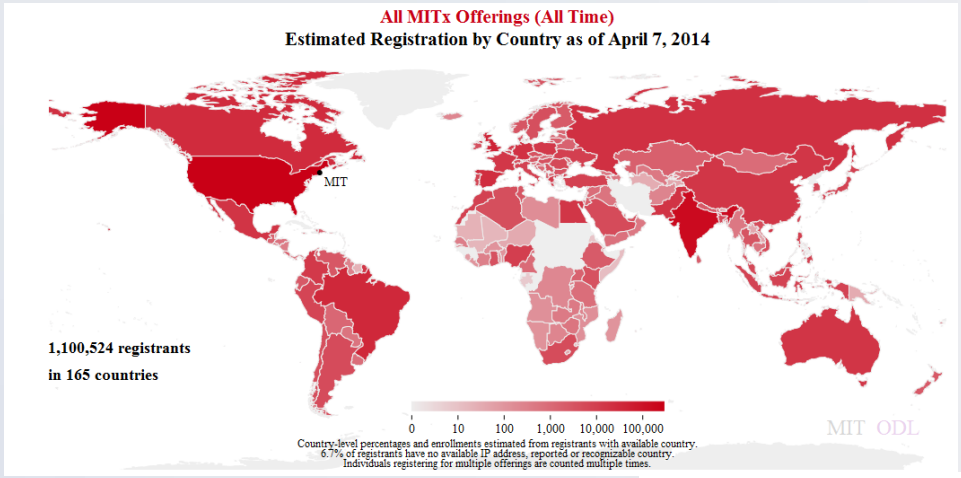
Practice/Assessment Items

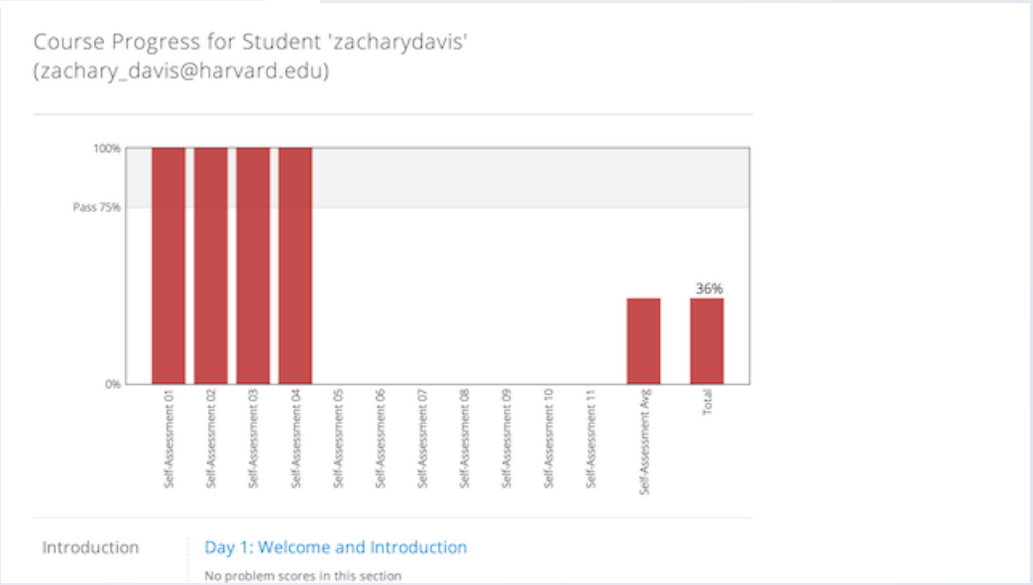
Learning & Teaching Experiences



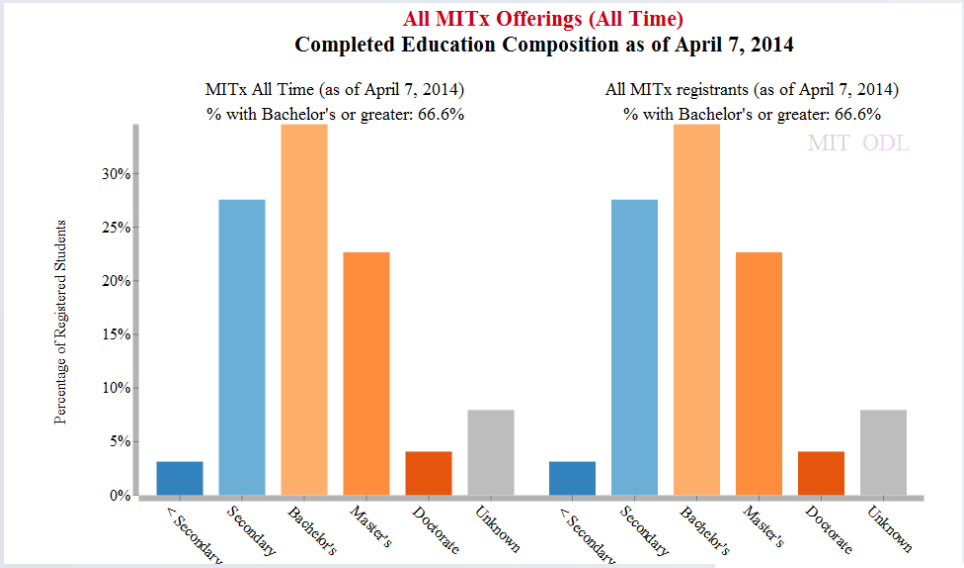
Interaction with Classmates,TAs and Teachers

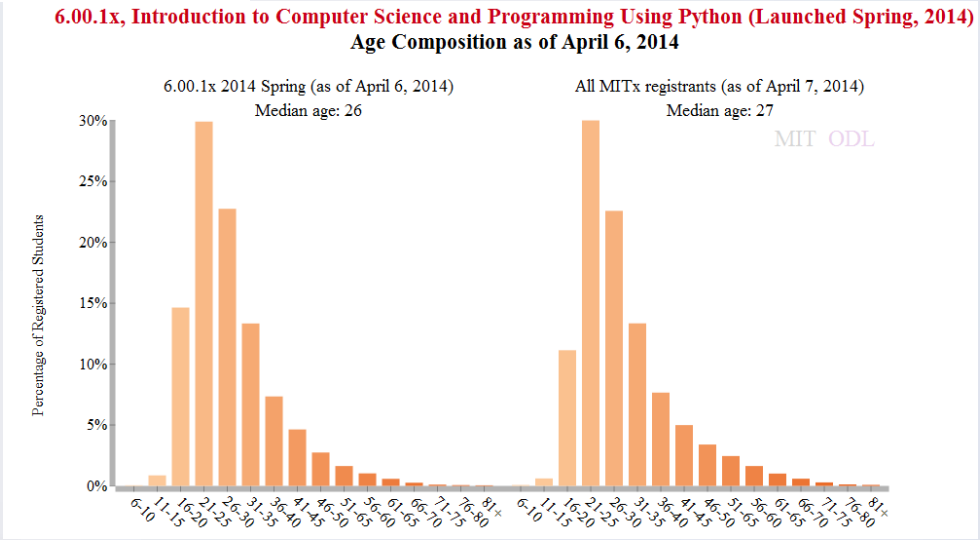
Technological Tools Available



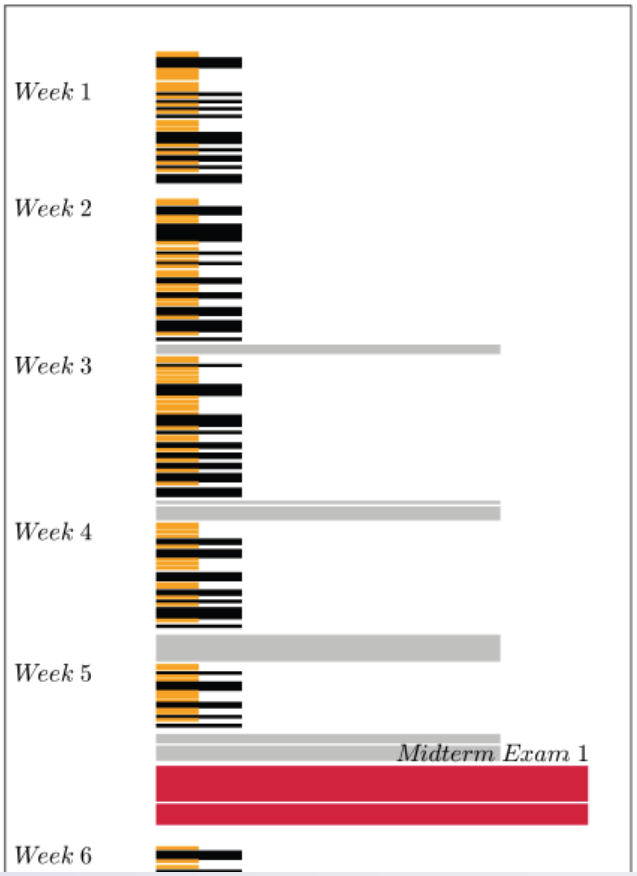


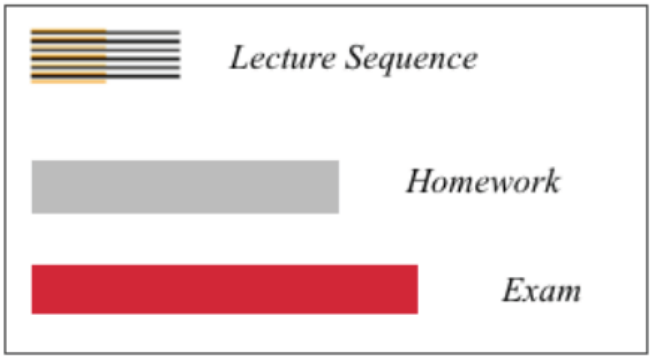
Technological Tools Available





Technological Tools Available





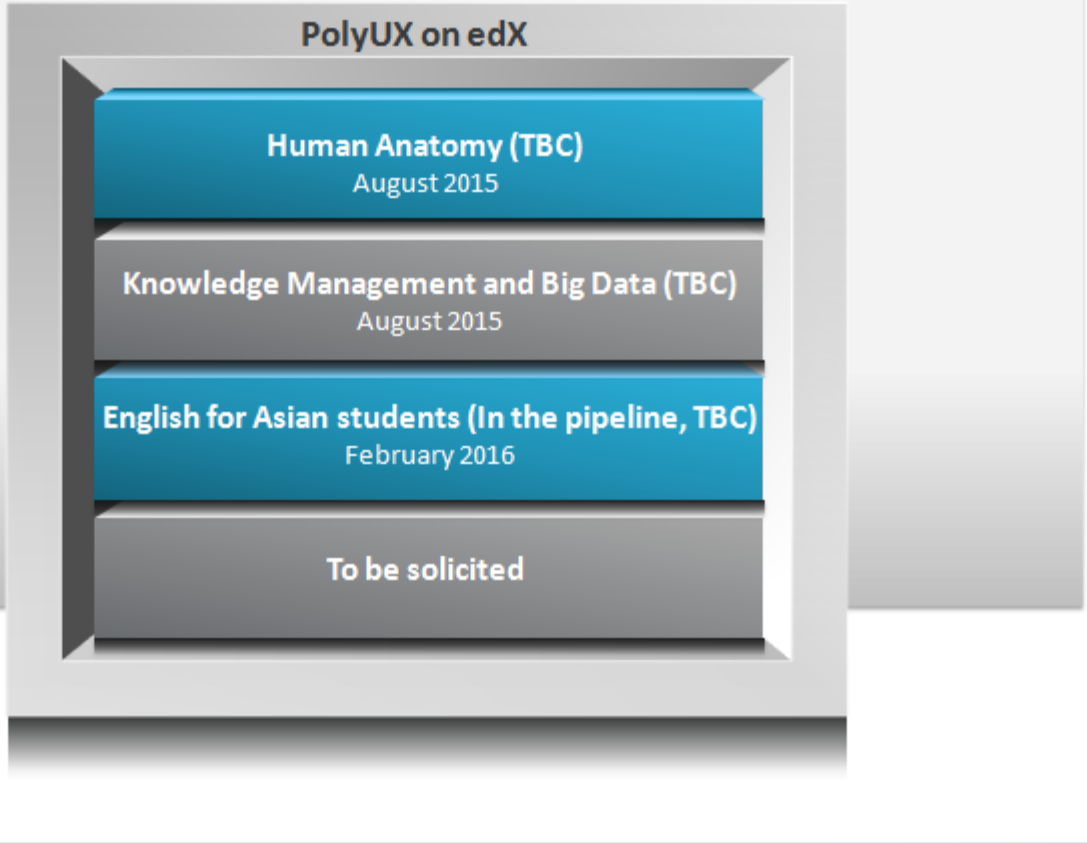
Course Resources	Total Number
Videos	150
Problems	372
Html pages	53

Figure 1: (Left) Course structure visualization highlighting course resource density, where the y-axis represents the temporal order of resources in the course. (Top) A legend providing context for each course component.

Course structure refers to the type, frequency, and order of resources in a given course. Within a MITx course on edX[2], course structure is composed of a few base resource types (problems, videos, html pages), each categorized under a specific course component. Figure 1 visualizes the 575 resources of 6.00x in terms of their course component categories, where each line indicates a

To edX End-users & Developers

Planned subjects to be launched on edX.org



**Extracted from the MOOC Journey at PolyU presented by Prof. Eric Tsui in the 1st PolyU MOOC Steering Group Meeting on 19 June 2014.*

Before You Go...

Your feedback is valuable to the sharing session

- **Have we fulfilled your expectations?**
- **Have we met our goals for the session?**