

Online Learning Initiatives



Presentation for Senate by
Sree Sreenivasan, Provost's Office

Friday, Oct. 19, 2012

Guidelines for Online Learning at Columbia University

Our efforts in this space will be:

- Thoughtful
- Strategic
- Sustainable
- Without lock-in to current technology
- In keeping with Columbia's brand
- In keeping with Columbia's strengths

Target Audiences for Online Learning

- On-campus students.
- Non-resident, tuition-paying students in blended/hybrid courses with low-residency requirements (either on Columbia's campus or using the Global Centers).
- Students unconnected with Columbia around the world, via MOOC - massive open online course - platforms.

What We've Been Doing for Years

- SEAS: Offering degrees, programs, certificates to remote students through Columbia Video Network since 1986.
- SCHOOL OF CONTINUING EDUCATION: Offering various online courses and programs.
- JOURNALISM: Offering handful of individual courses, including one by the dean.

What We've Been Doing for Years

- **MEDICAL CAMPUS:** Almost every lecture in P&S is video recorded and transcribed. Center for Medical Education offers online courses.
- **BUSINESS SCHOOL:** Offering first executive education program online, "Personal Leadership."
- **SIPA:** Some courses use online learning to connect with students from universities around the world.
- **CCNMTL:** The Columbia Center for New Media Teaching and Learning works with faculty to add online elements to their courses.

The role of the LMS - Learning Management System

Online learning consists mainly of an LMS:

- offers digital materials and videos; areas for online discussions and submission of homework.
- allows tracking of students and assignments.
- offers self-guided, personalized content.



The "Flipped Classroom"

- Students watch video lessons in advance, and professors spend in-class time going further in-depth on specific topics.

196,412,746 lessons delivered

KHANACADEMY

Log in | Donate


Search for a video or topic

WATCH ▾ PRACTICE COACH VOLUNTEER ABOUT

1600-1700 The Baroque

- **Bernini's David**
- Caravaggio's Narcissus at the Source
- Vermeer's The Glass of Wine
- Borromini, San Carlo alle Quattro Fontane
- Bernini's Pluto and Proserpina
- Caravaggio's paintings in the Contarelli Chapel, San Luigi dei Francesi
- Rembrandt's Bathsheba at her Bath
- Pierre Le Gros the Younger's Stanislas Kostka on his Deathbed
- Baroque Art in Holland Vermeer's Young Woman with a Water Pitcher
- Caravaggio's Calling of Saint Matthew


Bernini's David
Gian Lorenzo Bernini, David, 1623-24, marble (Galleria Borghese, Rome)




Issues in Online Learning

- Paying for development time of courses.
- Credentialing and credits.
- Verifying identity of remote students.
- Quality control of students, teaching materials.
- Assessment of learning outcomes.
- Student services.

Options for MOOCs - massive open online courses

 Founded by two Stanford professors; hosts courses by 33 universities, including Brown, Princeton, Duke, University of Michigan, University of Virginia.

- Non-exclusive partnerships.

 Nonprofit joint initiative of Harvard & MIT, each put in \$30 million. Berkeley has joined as partner.

- Exclusive partnerships only.

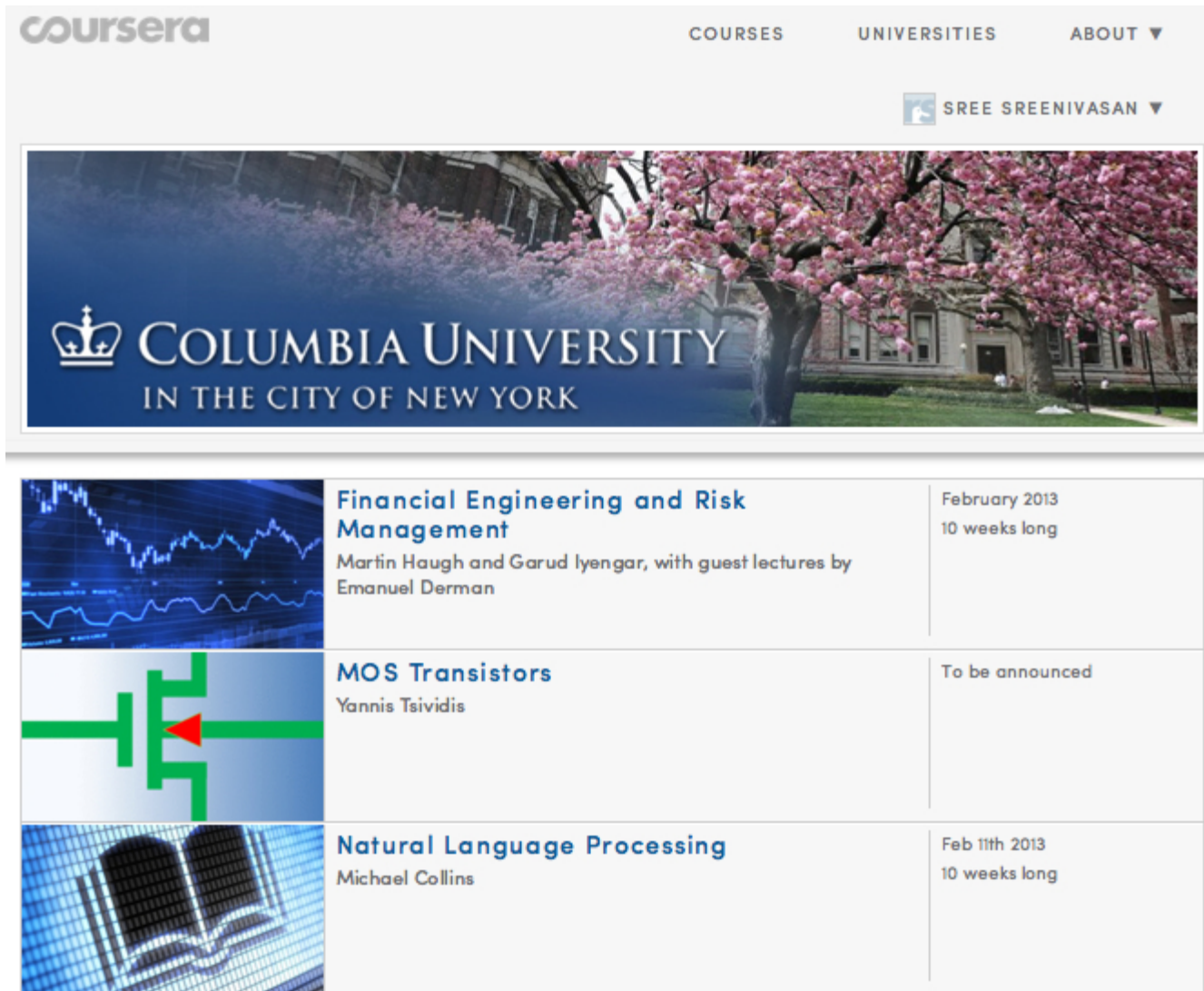
 Private company offering courses, mostly in the tech space.

Benefits of MOOC efforts




- Give us experience with new learning platforms to benefit on-campus learning.
- Part of Columbia's mission to educate the world and spread knowledge.
- Brand-building for particular programs.
- Generate prospective-student leads for degree programs.
- Learning and retraining opportunities for alumni.

Spring 2013 Pilots with Coursera

Short-term, non-exclusive piloting opportunity



The screenshot shows the Coursera website interface. At the top, the Coursera logo is on the left, and navigation links for 'COURSES', 'UNIVERSITIES', and 'ABOUT' are on the right. Below the navigation is a user profile for 'SREE SREENIVASAN'. The main banner features the Columbia University logo and the text 'COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK' over a background image of a pink cherry blossom tree. Below the banner is a table of three pilot courses.

	Financial Engineering and Risk Management Martin Haugh and Garud Iyengar, with guest lectures by Emanuel Derman	February 2013 10 weeks long
	MOS Transistors Yannis Tsividis	To be announced
	Natural Language Processing Michael Collins	Feb 11th 2013 10 weeks long

Spring 2013 Pilots with Coursera

Three courses from SEAS:

- Financial Engineering & Risk Management
- Natural Language Processing
- MOS (metal-oxide-semiconductor) Transistors

[Crossed 11,000 signups in less than a week.
Total now is more than 25,000.]

Faculty chosen by deans based on reputation and teaching awards.

Spring 2013 Pilots with Coursera

- Exploring courses with several professors and departments across the university.
- Our goal is offer courses that highlight the quality of our faculty.

Example of a Coursera Course



PRINCETON UNIVERSITY

A History of the World since 1300

Jeremy Adelman

Professor in Spanish Civilization and Culture

- Home
- Course Schedule
- Video Lectures
- Discussion Forums
- Writing Assignments
- Guide to Writing & Evaluating Assignments
- Global Dialogues
- About the Course
- Help with Subtitles
- Join a Meetup

Video Lectures

> Course Introduction

▼ Global Dialogues

Global Dialogue with Robert L. Tignor - Part 1



Global Dialogue with Robert L. Tignor - Part 2



▼ Lecture 1: Peoples and Plunderers

✓ Peoples and Plunderers (9:59)



The Wealth of Villages (12:53)



Silk Roads (10:47)



Sea-Lanes (7:05)

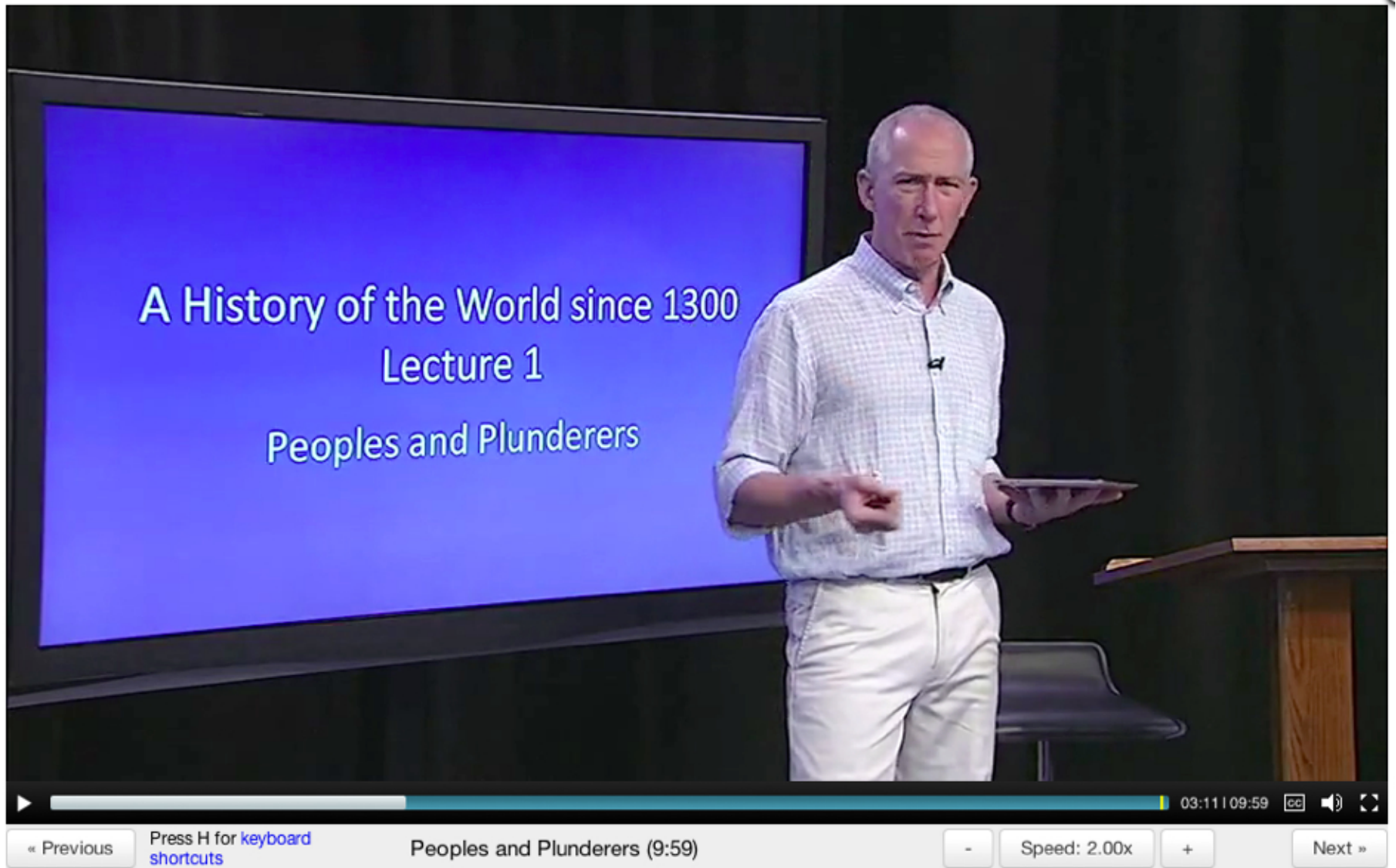


Worlds of Genghis Khan (14:19)



▼ Lecture 2: Warfare and Motion

Example of a Coursera Course



A History of the World since 1300
Lecture 1
Peoples and Plunderers

03:11 | 09:59

« Previous Press H for keyboard shortcuts Peoples and Plunderers (9:59) Speed: 2.00x Next »

Example of a Coursera Course

Forums / Professor's Forum

Please help all of us experience the best learning environment possible:

- Be friendly and considerate when talking to your fellow students. ([Example](#))
- Use up-votes to bring attention to thoughtful, helpful posts. ([Example](#))
- Search before you post. ([Example](#))
- Post in the appropriate sub-forum. ([Example](#))
- Use the 🚩 icon to report inappropriate content or highlight posts related to platform issues.

Jeremy Adelman and Melissa Teixeira Discuss Weekly Lectures. Students may respond but should start their new threads in other Forums.

Search

Forum Threads

Start New Thread

Last Updated

Top Threads

Last Created

Subscribed

Thread Title / Original Poster	Last Post	Votes	Posts	Views
 Lecture 1: Peoples and Plunderers Jeremy Adelman (Instructor) 🚩	Derek Law 1 day ago	26	77	8.4k
 Lecture 2: Warfare and Motion Jeremy Adelman (Instructor) 🚩	Derek Law 19 hours ago	17	86	7.1k
 Lecture 3: Clashing Worlds Melissa Teixeira 🚩	Bethany Bennett 15 hours ago	6	47	3.3k
 Lecture 4: Atlantic Ocean Worlds Melissa Teixeira 🚩	Bethany Bennett 13 hours ago	2	50	2.6k

Example of a Coursera Course

Lecture 1: Peoples and Plunderers

Add Tag

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26

vote(s)



Did the Mongol conquests destroy the existing Afro-Eurasian order or accelerate processes already under way?

Jeremy Adelman (Instructor)

on Thu 20 Sep 2012 5:38:42 PM EDT

Comments

^ If the arrival of the Black Death could be ascribed to the Mongolian invasion, European order was not devastated but rather
29 shook to its foundation. Europe lost major part of its population and experienced significant social turmoil. Socially and
v politically the trauma of the plague led to further social upheaval, and I presume played a significant role as a catalyst for the
Reformation movement. Economically the plague led to significant loss of workforce which actually increased labour wages and
empowered the lower social strata. This dealt a blow to the existing feudal social, political and economic system. I don't think
that for Europe (with the notable exception of Russia), the conquest were so devastating. The plague didn't destroy the existing
order outright but rather put an increased strain on it, undermining the power of the clergy and the landed nobility.

As for the Middle East, I think the Invasions were much more destructive. Modern Iran was ravaged by the Mongolian army and
the subsequent disease. The Arab caliphate was dealt a "coup de grace" and although as an institution the caliphate was in steep
decline for centuries, the sacking of Baghdad and the demise of the caliph were very severe blow to the Muslim society.

China was an interesting case, because although it was conquered by the Mongols it imposed its culture and political system
upon them until they were "sinicized". Additionally China experienced great cultural and economic revival during the Mongolian rule
and after it.

Nikolay Todorov



^ I think Mongol presence modified and reshaped rather than destroyed the existing order. Mongols were a nomadic people who
26 used military and war to dominate other cultures that were settled and had already developed trade. Usually the settled locals
v were in control. not the Mongols. So the settled cultures although hybrids of local and Mongol. continued to grow and develop.

Beyond the Spring Pilots

- Columbia College undergrad enhancement, including in the Core Curriculum and alumni Core courses.
- Enhancing quality of our existing courses.
- Expanding online components of courses around the university.
- Helping faculty improve their ability to teach using online education tools and processes.