

## International Forum of Open and Online Education

2nd and 3rd of October – University of Ottawa FSS4007

### **Theme**

Since the 1970s, technology has been involved in streamlining the entire society and the university's education system. In fact, distance engineering has developed a mass education accessible to all. Moreover, engineering processes have helped reduce costs and standardize quality by streamlining the training process. Computers and networks have democratized learning in universities. Educational resources are always more accessible and open to all communities. However, new issues arose, which are related to the semantic of big data produced during the interactions in these training systems and instructional challenges. This conference will attempt to address these issues, particularly for the francophone context, by presenting an overview of the research and practices in the field to ultimately participate in the development and technological transformation of higher education.

### **Thursday October 2, 2014**

SESSION I : TENDANCE OU MUTATION INSTITUTIONNELLE

**Samantha EARP**, Executive Director, HarvardX, Harvard University, Boston, États-Unis, [HarvardX in open and online education](#)

0:00 Again, thanks for coming I'd like to  
0:01 introduce our first speaker Samantha  
0:03 EARP. Samantha is an executive director  
0:06 at HarvardX, Harvard University wide  
0:08 strategic initiative focuses on  
0:11 innovation and research and online  
0:13 Learning. She manages the organization  
0:16 that produces Harvard X online learning  
0:18 experiences and worked with faculty and  
0:21 university leadership on strategic, on  
0:23 Strategies, for faculty engagement  
0:25 innovative pedagogy and sustainability.  
0:27 We're really pleased to have Samantha  
0:29 here today please help me in welcoming  
0:31 her to the stage thank you. Thank you  
0:43 very much it is a pleasure to be here

0:46 and before we get started I would just  
0:49 like to attempt to say that **don't exprime**  
0:53 **bilangue de c'est forum cette une**  
0:56 **plaisir d'être ici avec vous** let's see what happens  
1:00 all right a former French teacher always  
1:03 enjoys a chance to revisit her former  
1:07 Occupation. **So** I am here, as Richard  
1:11 kindly said, representing **HarvardX** which  
1:15 is a relatively young university  
1:18 initiative at Harvard and relatively  
1:20 unique in that it is a university-wide  
1:23 initiative that was born not quite two  
1:27 and a half years ago in combination with  
1:30 the announcement and formation of EDX  
1:32 which is a partnership between MIT and  
1:36 Harvard and a growing number of  
1:38 institutions around the world to provide  
1:41 open source platform and services for  
1:43 open and online education and I will be  
1:47 speaking primarily about the **HarvardX**  
1:49 portion of this work but it's possible I  
1:52 might also be able to answer questions  
1:54 about EDX as it pertains to Harvard's  
1:57 participation in EDX. **And** so just a  
2:01 little bit of background in fall of **2011**  
2:05 Harvard was celebrating  
2:07 its **375th**  
2:09 anniversary and a group of senior  
2:12 faculty and **university**  
2:13 leaders were imagining what  
2:15 education would look like not only at  
2:17 Harvard but around the world in when  
2:21 Harvard would reach its 400th  
2:22 anniversary so there were a number of  
2:25 conversations about what the future  
2:27 might look like in the Harvard context  
2:29 and one of the things that was a  
2:31 unanimous view was that Harvard needed  
2:34 to engage much more deeply in learning

2:38 and in what the future of learning like  
2:40 might look like not only for the  
2:42 students at Harvard but for the way we  
2:44 connect around the world so that led to  
2:47 a couple of university initiatives the  
2:49 first one that was announced was the  
2:51 Harvard initiative for learning and  
2:53 teaching which we call hilt and that  
2:55 also simultaneously led to conversations  
2:58 with MIT which led to the formation of  
3:01 EDX and to what is now an organization  
3:04 called HarvardX and the initiative that  
3:07 brings online courses to the world. So  
3:11 HarvardX has three goals and lets there  
3:16 we go so HarvardX has three goals and I  
3:18 will just talk you through them and I'm  
3:21 often asked and we are often asked which  
3:23 one is the primary goal and the  
3:25 difficult answer is that they are all  
3:28 the primary goal and so I want to start  
3:31 with that frame a little bit and because  
3:33 you understand why as I as I talk  
3:36 through what we've been doing. So our  
3:40 first goal is one that I'm sure is near  
3:42 and dear to the hearts of all of you who  
3:44 are here which is global access to  
3:47 education which we refer to in our  
3:50 shorthand way as reach ways to connect  
3:53 with learners around the world ways to  
3:55 bring learners around the world into the  
3:58 Harvard classroom whether that's at the  
4:00 undergraduate level or professional  
4:02 executive education or graduate degrees  
4:04 and so that's most easily manifested in  
4:08 the courses and learning modules  
4:10 that are now available to the world  
4:12 through the EDX platform for the most  
4:14 Part. Our second major goal is research  
4:19 using the opportunity that we have now

4:22 through the courses and modules that we  
4:25 have made available and really using  
4:29 that to participate in a conversation  
4:31 across education about what it means to  
4:34 learn online, what it is that we can  
4:37 glean from open online educational  
4:41 settings and what those might help us  
4:44 learn about residential education or  
4:48 hybrid and blended education. Which leads  
4:51 to the third point which is about  
4:53 residential primarily what we call  
4:55 residential education that  
4:58 takes place on campus most traditionally  
5:01 the undergraduate residential degrees  
5:03 but also the graduate degrees that in  
5:06 professional learning experiences that  
5:09 have at least some face-to-face anchor  
5:12 on campus even though that the exact  
5:14 format of those might be changing. And  
5:16 then, the principles that we have that  
5:19 drive our governance of this and the way  
5:22 we approach this across these three  
5:24 Goals, is that we want to focus our  
5:27 efforts on activities that have impact  
5:30 that have a certain level of quality  
5:33 that represent the breadth of the  
5:36 disciplines and the intellectual  
5:37 engagement and innovation that resides  
5:40 in the schools and in the faculty and in  
5:43 the students and at the level of rigor  
5:45 that we think of as being associated  
5:48 with a Harvard education and in terms of  
5:52 how we operationalize that we focus on  
5:55 experimentation we spoke focus on  
5:58 iteration not waiting until we have the  
6:01 perfect thing but trying something and  
6:03 see what we can learn from it and move  
6:04 forward recirculation back to campus and  
6:07 back to projects that we work on, and

6:10 most especially as sort of an artifact  
6:15 of Harvard culture collaboration, Harvard  
6:18 is an institution that is made up of  
6:20 multiple schools which have a high  
6:22 degree of Independence and one of the  
6:25 challenges and opportunities of a  
6:27 university wide initiative is how to  
6:29 make those very decentralized schools  
6:32 and the people who work within them and  
6:34 the richness of opportunity that they  
6:36 represent connect together and  
6:38 coordinate together  
6:39 in an ongoing way. A little bit of basic  
6:45 data about HarvardX we launched our  
6:48 first two courses in fall of 2012 in  
6:51 public health and computer science  
6:53 working with three faculty, since that  
6:56 time we have now broadened our support  
6:59 to 66 faculty across Harvard and just go  
7:05 back to this and we have produced 45  
7:09 open courses and modules terminology  
7:12 varies by institution but for us courses  
7:15 is a unit that is mostly akin to what  
7:19 you see in a traditional semester and  
7:21 modules are shorter learning units  
7:23 spanning anywhere from four to eight  
7:25 Weeks. We have many more faculty beyond  
7:28 these 66 but these are the primary  
7:30 faculty who have given extraordinary  
7:32 amounts of their time to lead projects  
7:35 that bring courses in modules online.  
7:38 We've also produced six box and that's a  
7:43 particular acronym that has come out of  
7:47 the MOOC world small private online  
7:49 Courses. In our case what that means is  
7:52 that we have produced open courses that  
7:55 have an enrollment cap but that have  
7:58 open application so that anyone from  
8:01 around the world could apply to

8:02 participate and then the faculty member  
8:05 and the instructional staff have a  
8:08 selection process and then the course  
8:12 takes place with the people who are  
8:13 selected to participate, and for the most  
8:16 part the reason that was done was to  
8:18 enable a particular kind of pedagogical  
8:21 experiment and in some cases to connect  
8:24 what happens in the SPOC to a course on  
8:27 campus that is running at the same time.  
8:30 We've taken we've drawn from a couple of  
8:34 this box and several of the open courses  
8:37 and modules to have formal projects  
8:40 blending the materials and the  
8:42 activities in the open learning  
8:45 experiences and tie them back in a  
8:48 deeply integrated way with on-campus  
8:50 courses primarily at the undergraduate  
8:52 level with two also being in professional  
8:55 education in the school of public health.  
8:57 as an organization we support faculty in  
9:00 doing up to three versions or iterations  
9:03 of a course or module with us and we are  
9:07 now this number is a little bit old it's  
9:09 one of the challenges of submitting  
9:10 things ahead of time but we now have 37  
9:13 active projects that we're working on  
9:15 with faculty which will result in us  
9:18 publishing course those courses and  
9:20 modules through the end of the spring.  
9:23 since the inception of EDX we've had  
9:26 about one and a half million  
9:28 registrations that number goes up and  
9:30 there's some healthy debate about  
9:34 what those numbers even mean and we will  
9:36 come back to that roughly half of the  
9:38 registrations on EDX but primarily  
9:41 because we've invested so much  
9:43 institutionally in publishing these

9:45 courses and modules that we have many  
9:47 more to choose from. A large majority I  
9:52 think this number is actually a little  
9:53 low at this point of our registrants are  
9:55 from outside of the United States and  
9:56 and roughly equivalent number have at  
9:59 least a bachelor's degree so it's not  
10:01 exactly the same population as our  
10:03 undergraduate students and I'll talk  
10:05 about that a little bit more as well, and  
10:07 we've had roughly a hundred thousand  
10:10 honor certificates earned which is what  
10:13 the participant gains at the end of the  
10:16 course or module it after having  
10:19 satisfied whatever threshold the faculty  
10:22 member has identified as passing the  
10:25 learning experience. So just want to show  
10:28 you a global snapshot this is from our  
10:32 website [harvardx.harvard.edu](http://harvardx.harvard.edu) this is a  
10:36 service that our research team developed  
10:39 last year that allows anybody in the  
10:41 world you can do this now if you're on  
10:43 wireless to look at the data from many,  
10:47 not all, but many of the courses and  
10:49 modules that have been made available in  
10:52 open fashion,, one or more times and there  
10:56 are a couple of metrics there that are  
10:58 global across the program and then let's  
11:01 see you can't actually see it on this,  
11:02 but each map has a little drop down  
11:06 menu and then you can look at certain  
11:09 types of data by course as well so this  
11:12 is a tool that we are continually  
11:14 revising and looking at different ways  
11:16 that we can parse this information and  
11:18 make it publicly browsable as we  
11:21 continue to learn from what we're doing.  
11:25 So I'd like to give you a few snapshots  
11:28 of some of the learning experiences that

11:30 we have worked with faculty on over the  
11:33 last two and a half years and I'll start  
11:35 with the one that has been by far  
11:39 attracted the largest number of  
11:42 participants by far and hopefully as I  
11:44 go through these you will hear some  
11:46 echoes of the three goals that I talk to  
11:48 you about at the beginning. At this point  
11:51 CS50x has attracted over half a million  
11:55 registrants it has it was first made  
11:58 available as I mentioned in fall of 2012  
12:00 it is one of our few courses that in the  
12:04 second time around we have even more  
12:06 than we did the first time the trend is  
12:09 generally that the enrollment drops  
12:11 anywhere from 30 to 50%  
12:13 and in the second iteration the faculty  
12:16 Member, David Malan, who has been the lead  
12:19 not only of the [HarvardX](#) project but an  
12:21 extraordinary reimagining of this course  
12:24 and it's on campus residential version,  
12:26 has transformed this into an on-demand  
12:29 self-paced course so learners can start  
12:31 at any time they can take as long as  
12:33 they want and when they have earned  
12:35 their certificate they can get that as  
12:37 Well. And this has really been an amazing  
12:42 example of how taking a very powerful  
12:45 learning experience that is available to  
12:47 Harvard undergrads and by the way it is  
12:50 now the undergraduate course in  
12:52 Harvard college with the largest  
12:53 enrollment as of this year and then  
12:56 making an experience connected to that  
12:59 online to that residential rather course  
13:02 available to the world it's also given  
13:04 us a to think about how we broaden the  
13:07 reach and so this year professor Mahlon  
13:11 and his team have been collaborating

13:13 with a nonprofit called launch code,  
13:15 which provides job training to  
13:19 students and people who are out of jobs  
13:21 in communities around the United States  
13:23 using this curriculum as a way for them  
13:25 to gain the skills that they need. I'll  
13:28 make one quick mention of the division  
13:30 of continuing education at Harvard which  
13:33 actually has been doing online education  
13:36 for quite some time and it's not widely  
13:39 known that they've been doing this,  
13:41 HarvardX was not the origin of online  
13:44 learning at Harvard the vision of the  
13:45 continuing education has been engaged in  
13:47 this for 15 years and so what we are  
13:50 trying to do is partner with them and  
13:52 learn how we can connect what we're  
13:55 doing in the open space with what is  
13:57 also happening in continuing education  
14:00 space both for credit and non-credit  
14:02 options there. Moving on to a course  
14:07 that has not been online prior to its  
14:09 existence in HarvardX, global health,  
14:11 which brings a bio social perspective  
14:14 too many issues around global health  
14:17 this has been an opportunity to bring  
14:19 the case method into an open online  
14:24 learning experience and see what that  
14:26 looks like when you have thousands of  
14:28 people trying to engage. What it what one  
14:31 of the best outcomes which is when I'm  
14:33 sure has been true for many of your  
14:35 initiatives is groups of learners often  
14:38 professionals and around the world using  
14:41 these learning experiences and the  
14:43 materials in them as the basis for local  
14:45 study groups and for local professional  
14:48 development activities. Innovation in  
14:52 healthcare was our first course

14:54 involving a faculty member from the  
14:56 Harvard Business School Reggie hurts  
14:58 linger and this course actually had two  
15:01 modes it had a MOOC and it had a Spock  
15:04 and the Spock was application and those  
15:09 who are accepted from all over the world  
15:11 into the Spock we're able to participate  
15:14 in a coached activity developing a  
15:17 business plan and we worked with a local  
15:20 startup to match teams together and then  
15:23 the professor brought in venture  
15:25 capitalists to judge the competition, so  
15:28 it's an example of how we're looking at  
15:30 ways to not only put  
15:32 our courses in modules online broadly  
15:34 but have connecting opportunities that  
15:37 allow us to further engage with learners.  
15:40 Copyright X, which is led by Professor  
15:45 Terry Fisher of the Harvard Law School,  
15:46 was really one of our earliest  
15:50 opportunities to think beyond the  
15:53 traditional MOOC and I should say, and  
15:56 I'm sure many of you will agree, that  
15:57 MOOC is a word that is a blessing and a  
16:00 curse it has gotten lots of attention it  
16:03 has brought a lot of good conversation  
16:05 to a field that is already quite mature  
16:08 and has a lot of research behind it, and  
16:11 when we were first talking at Harvard we  
16:15 already knew of it we didn't want to  
16:17 limit our sites to MOOCs and professor  
16:19 Fisher, was the first faculty member who  
16:22 took a slightly different path to  
16:24 implementing an open course this is a  
16:27 spock it was first offered in the spring  
16:30 of 2013 it was offered again in spring  
16:34 of 2014, and it will have its final  
16:37 iteration with HarvardX this coming  
16:39 spring and this used the method I

16:41 described which was to have open  
16:44 application from participants around the  
16:46 world the teaching staff selected 500  
16:50 the first time around and then they ran  
16:52 this open course concurrently with a  
16:56 Harvard Law School seminar and they used  
16:59  
live events for the Harvard Law School  
17:01  
seminar to invite in the participants in  
17:04 the MOOC, several times during the  
17:06 semester and have a dialogue that  
17:08 engaged not only learners at Harvard but  
17:11 the learners around the world, and in  
17:14 doing so really enrich the perspectives  
17:17 and the intellectual contributions  
17:20 around the topics that were being  
17:22 studied in the particular field of law  
17:25 focusing on copyright in the second  
17:28 iteration having found that that was a  
17:31 great success professor Fisher and his  
17:33 team them identified satellites all  
17:36 around the world on four continents that  
17:39 held simultaneous study groups there  
17:42 were people who volunteered to be the  
17:44 local leaders  
17:45 and to stay in touch with professor  
17:47 Fisher and his team and they did the  
17:50 curriculum together at the same time and  
17:53 people who completed that curriculum in  
17:55 the satellite locations were also  
17:57 awarded a HarvardX certificate at the  
18:00 end and that is something that professor  
18:03 Fisher in the law school planned to  
18:05 continue as an ongoing activity. Just two  
18:10 more briefly PoetryX is a fantastic  
18:14 example of our aspirations in the  
18:18 disciplines that we bring to the online  
18:21 learning space it's a little bit of a

18:25 cliché that most of the online in the  
18:28 popular imagination shall I say quickly  
18:30 that the most effective online education  
18:34 is in computer science and things that  
18:35 can be automated and that's something  
18:37 that we certainly don't believe and I  
18:39 imagine most of you do not either but we  
18:42 needed to begin experimentation on what  
18:45 could we actually do in humanities  
18:47 courses in this kind of form and not  
18:50 just in the form of bringing content  
18:53 online but having learners engage in  
18:55 ways that are most effective in  
18:58 interpretive situations and humanities  
19:02 classrooms in particular. So professor  
19:05 ELISA knew was a faculty member we  
19:09 worked with on developing smaller  
19:10 modules around epics in the history of  
19:14 American poetry and she launched two  
19:19 modules between six and eight weeks and  
19:22 she was really looking at two strategies  
19:25 to find out how to engage learners  
19:28 further beyond traditional discussion  
19:31 boards and video and so we worked  
19:34 with her and developed a tool that would  
19:37 allow learners to contribute annotations  
19:39 for their own use and for viewing by  
19:42 others in the course and using those as  
19:45 a basis for discussion and also we hope  
19:48 in the future as a way to do some data  
19:50 mining that allows us to understand what  
19:53 topics the students are connecting in  
19:55 and what questions they might have and  
19:57 we've been using that tool  
19:59 well in other humanities courses and  
20:01 expect to do so further in the  
20:04 residential courses that are similar to  
20:05 this and we hope in future HarvardX  
20:08 courses as well. This is also one of our

20:11 earliest examples of starting with the  
20:14 kernel of what we have with the HarvardX  
20:16 module and looking for partnerships of  
20:19 how the learning experience or the  
20:21 content associated with the learning  
20:22 experience can be useful in other  
20:25 settings so as many of you are doing as  
20:27 well this has been the basis for a  
20:29 partnership for developing high school  
20:31 curricula working within what in the  
20:33 United States are called common core  
20:35 standards and in a partnership with our  
20:38 graduate school of education on how  
20:40 professor new and her colleagues can  
20:42 train high school teachers on the use of  
20:45 the materials and the curricula that  
20:47 have been provided through PoetryX. and  
20:50 then the final example that I'll give of  
20:53 one of our projects is JusticeX  
20:56 professor Michael Sandel actually was  
20:59 one of the early innovators at Harvard  
21:01 in taking his Harvard curriculum to a  
21:06 global audience there was a partnership  
21:08 with the television station WGBH a few  
21:12 years back at Harvard where they came in  
21:14 and they filmed professor Sandell in  
21:17 Sandra's theatre and sorry I'm just  
21:21 realizing you're not caught up with me  
21:23 filmed him in Sanders theatre here we go  
21:28 and you can see the picture here this is  
21:32 an iconic Harvard classroom it's an  
21:34 auditorium and it's everything you might  
21:37 expect with kind of an old  
21:40 institution ivy-covered institution lots  
21:43 of wood it's where major addresses are  
21:46 held when the president gives her annual  
21:47 address at Harvard and several of the  
21:51 largest courses at Harvard are held in  
21:53 this in this auditorium and professor

21:56 Sandell gives this course that has  
21:58 become quite well-known at Harvard and  
22:01 through the efforts of the partnership a  
22:03 few years back with WGBH it became a  
22:06 broadcast that was available around the  
22:09 world and was a particular hit in Asia.  
22:13 and so that meant that we had a body of  
22:15 material and we had a professor with  
22:18 somewhat of an experience in open  
22:21 content and we wanted to transform that  
22:23 into an actual open learning experience,  
22:26 so working with him to devise a path for  
22:30 learners on how they would interact with  
22:32 the content and have the opportunity to  
22:34 discuss what are really quite  
22:36 challenging ethical and moral issues,  
22:39 that don't lend themselves especially  
22:41 well to massive scale and to traditional  
22:45 tools so this has given us a way to  
22:48 learn more about how we might allow  
22:50 learners around the world to have the  
22:52 kind of connected discussion that can  
22:57 often get buried in a very large  
22:58 discussion board so we're looking at  
23:00 asynchronous peer feedback tools that  
23:02 will allow us to match students together  
23:04 and have them proceed through a set of  
23:08 questions in a dialogue that will then  
23:11 allow them to participate in a larger  
23:14 synchronous activity and this is also  
23:17 one of our earliest efforts in thinking  
23:21 about how we bring multilingual  
23:23 experiences to the open space we have  
23:26 begun with transcripts we are looking at  
23:28 ways that we might provide multiple  
23:31 language synchronous discussion sessions  
23:34 at various points throughout the learner  
23:37 experience as well. So two years since  
23:43 our first courses were launched that

23:46 feels like a very short time in some  
23:48 ways and feels like a very long way to  
23:51 cover in others and I'm going to start  
23:54 with the question that we always get  
23:57 asked and I imagine any of you get asked  
23:59 if you are doing something that people  
24:01 think of as a MOOC is, so few people  
24:03 finish you must consider this an abject  
24:06 failure why do you want to do this? And  
24:09 this is a question that our research  
24:11 team has spent a lot of time thinking  
24:13 about and I should just add that our  
24:15 research efforts really got started a  
24:17 year ago so don't quite have the  
24:20 lifespan of the course development and  
24:22 the conclusions after a year they've  
24:26 spent really  
24:27 trying to understand the basic landscape  
24:29 of who the learners are is that  
24:32 completion is a poor measure of success  
24:34 in this setting with MOOCs and the open  
24:39 courses and modules. Learners are there  
24:42 for various reasons they have different  
24:43 profiles they engage in ways that have  
24:46 meaning to them some of them are  
24:48 tourists if I'm personally curious what  
24:52 the percentages of people like us who  
24:54 enroll in dozens of these MOOCs never to  
24:58 complete even an activity often in many  
25:00 cases and there probably aren't that  
25:03 many of us to skew the results but  
25:05 you get the point and assuming that they  
25:09 are there for the same reasons and that  
25:10 the same metric supply is I think  
25:13 increasingly obvious now but for people  
25:16 who do not work in this space it remains  
25:18 the first question that we all here, so  
25:21 that then leads to where do we go with  
25:23 That. And for the perspective of what

25:27 Harvard is doing we don't consider a  
25:30 MOOC the final goal of what we're doing  
25:33 and we don't consider MOOCs to be a  
25:36 single entity in and of itself, any more  
25:39 than we consider there to be a single  
25:41 kind of faculty member. People have  
25:45 different perspectives they work in  
25:46 different contexts and when we work with  
25:49 faculty and HarvardX to bring to bring  
25:52 their vision of a learning experience  
25:53 into the online mode we have a set of  
25:58 choices we're not looking to apply  
26:00 template our goals are to do something  
26:03 that we think pushes the boundaries not  
26:06 only of that discipline but of the  
26:07 faculty members experience and gives us  
26:09 an opportunity to learn something useful  
26:12 and build on that and so speaking to the  
26:15 theme of institutional change that I  
26:17 believe is kind of the guiding framework  
26:21 for today, that this particular approach  
26:23 works very well for us in the context of  
26:25 thinking about what learning will look  
26:27 like at Harvard over the next 25 years  
26:29 and beyond, and it gives us some clear  
26:33 paths to pursue on thinking about the  
26:36 connections between what we do in the  
26:38 open online space  
26:40 what we do in the research space and  
26:42 then how we connect that all together on  
26:44 campus and sort of a virtuous circle and  
26:47 that in doing so we really place the  
26:50 primary focus on learning and on  
26:53 teachers both current teachers and  
26:55 teachers who are in formation and will  
26:57 become the faculty of tomorrow and the  
27:00 next couple of decades and not leading  
27:03 with technology. Harvard is in the middle  
27:05 of a major campaign this is something

27:08 that American institutions do to fund  
27:11 their activities and one of the major  
27:13 campaign themes is leading and learning  
27:15 and often I think where we are seen as  
27:20 leading with technology and we really  
27:22 want to lead with learning. A couple  
27:27 of research highlights and we'll just  
27:32 move to that so as I was saying a moment  
27:37 ago the enrollees in these online open  
27:41 online courses and modules have diverse  
27:43 motivations and expectations and if you  
27:46 go to the HarvardX website, on the  
27:48 research area, you will find a report  
27:50 that presents our research teams  
27:53 findings of the kinds of learners who  
27:56 have been engaged with us in our first  
27:59 year and they represent lifelong  
28:02 learners what the research team calls  
28:05 instrumental learners we've seen this  
28:07 particularly in courses related to the  
28:09 professional schools and especially in  
28:12 the field of Public Health where there's  
28:14 a higher proportion of enrollees and  
28:16 learners who remain with the courses and  
28:19 modules who are therefore very powerful  
28:21 reasons related to their professions and  
28:23 their applications. we have high school  
28:26 Students. we have homeschool students, so  
28:29 students who are following not the  
28:32 standardized curriculum of their county  
28:33 or state, and then we have a number of  
28:36 people who are there for professional  
28:38 reasons it's supporting their  
28:40  
initiatives as we all do even though we  
28:44  
Think. We can't draw particular  
28:46  
conclusions just yet and that we are we

28:49 need to understand much more deeply who  
28:51 these learners are we do think that the  
28:54 movement and understanding Mook  
28:56 expansively here does have ongoing at  
28:59 implications for higher education. our  
29:02 researchers are now focused on how we  
29:05 identify the learners within our MOOC  
29:08 populations who are akin to our  
29:12 residential learners and how can we  
29:14 study them as a population and learn  
29:17 What, from that begin to frame some  
29:20 hypotheses about, what this means for  
29:22 higher education and in terms of framing  
29:26 hypotheses this is not just for the  
29:28 curricula itself it's for the policies  
29:32 that go around along with this new mode  
29:35 of learning for example i mentioned  
29:38 computer science 50 as one of the I  
29:42 think large well certainly the largest  
29:44 that we have but it continues to draw  
29:47 learners from around the world so you  
29:49 can imagine over time that a incoming  
29:53 freshman at Harvard will someday have  
29:55 taken computer science 50 or the  
29:57 equivalent course on a different  
29:59 platform do they have to take that  
30:01 course all over again in their  
30:02 undergraduate degree do we genuinely  
30:06 believe that what happens in the  
30:08 residential setting in that particular  
30:10 course is superior and if so why these  
30:13 are really intricate and complex policy  
30:16 questions that we think will necessarily  
30:19 have an impact on where higher education  
30:21 is going and as our research teams do  
30:26 that we do think that we can actually  
30:28 start to draw some comparisons between  
30:30 Learning, assuming that we have analogous  
30:34 populations between what happens in open

30:36 online settings and what happens in  
30:38 on-campus courses, and so framing out a  
30:41 research agenda around that and  
30:44 implementing studies is one of our  
30:46 research teams top priorities for the  
30:49 coming year. And one of the things I  
30:52 should draw out here is that in in  
30:54 designing a university-wide initiative  
30:56 it's, actually, an extraordinary effort  
30:58 for us to have such a new organization  
31:01 that is actually quite large as these  
31:04 things go with emphasis not only on  
31:07 instructional design and development but  
31:10 also research and what makes this all  
31:14 worthwhile so certainly we feel like the  
31:17 early efforts in research are advancing  
31:19 our foundational understanding of what  
31:21 is happening in in our MOOCs and in open  
31:24 online education and I should just  
31:27 indicate here one of the early successes  
31:30 from that point of view and from the  
31:33 point of view of collaboration is that  
31:35 the HarvardX researchers work very  
31:38 closely an ongoing basis with our  
31:40 colleagues just down the street at the  
31:43 Massachusetts Institute of Technology  
31:44 and there are several joint research  
31:47 efforts that have come out of that  
31:49 collaboration and you can find some of  
31:51 those working papers and findings on  
31:53 the website I mentioned before that as  
31:57 we work with campus partners on blended  
32:00 learning this gives us not only an  
32:02 opportunity for specific courses and to  
32:05 have new materials and approaches for  
32:08 those courses but to broaden the campus  
32:10 conversation about blended and hybrid  
32:13 Learning, certainly as you all know from  
32:16 your activities we are we are bringing a

32:19 really rich and robust set of learning  
32:21 experiences to the broader world which  
32:23 not only benefits those populations but  
32:25 we believe benefits our learners on  
32:27 campus to have new ways to engage  
32:29 outside the ivy-covered walls of our  
32:32 Institutions. and then one of the  
32:35 most important outcomes for us, and we  
32:39 Hope it will be an ongoing finding, is  
32:42 that through all this work through the  
32:45 research through the instructional  
32:47 development and delivery we are  
32:49 providing in the case of Harvard a new  
32:52 space and a safe space really for  
32:55 faculty to rethink their teaching on  
32:57 campus and to participate in the  
33:01 conversation about what this means for  
33:02 higher education to a person I mentioned  
33:06 there were 66 faculty we've supported so  
33:08 far to a person those faculty will tell  
33:11 you that this has been one of the  
33:14 hardest things they've done that it was  
33:16 far more work than they could have ever  
33:18 imagined and it's probably a good thing  
33:19 we didn't give them  
33:21 idea of the hours it would take and that  
33:24 it has been one of the most  
33:26 transformational if not the most  
33:27 transformational experience in their  
33:30 careers as teachers and that it has  
33:33 fundamentally transform the way they  
33:34 think about their teaching on campus.  
33:37 that sounds like hype it's not that's  
33:40 those are real reports there are many  
33:43 challenges and there are many  
33:45 difficulties from small-scale  
33:46 operational things to really complex  
33:50 policies around compensation and  
33:52 workload as well as the curricular

33:54 issues that I mentioned, but that that is  
33:57 a very powerful outcome for us and it is  
34:01 reflective of a real change at Harvard  
34:03 in terms of having an ongoing campus  
34:06 conversation around learning and around  
34:08 Teaching. so right after the conversation  
34:13 about this couldn't possibly be a  
34:15 Success, because nobody ever finishes, the  
34:19 next question is always there's this  
34:21 couldn't possibly be a success because  
34:23 there how in the world are you going to  
34:24 pay for all this and it's a very good  
34:27 question it's one that keeps me up at  
34:29 night as the person who has to make sure  
34:31 we have the funding to keep supporting  
34:33 faculty and to keep developing these  
34:35 courses we really have a couple of ideas  
34:42 right now of where we think this is  
34:44 going to go and as our vice provost for  
34:48 advances in learning is fond of saying  
34:51 free is not a sustainability model and  
34:55 that's a tough thing to say especially  
34:57 if you believe in open online and free  
35:01 learning experiences and we do so what  
35:04 we are doing right now for HarvardX is  
35:06 looking at what else we might do in  
35:08 addition to the open online learning  
35:11 experiences to recoup what we think is  
35:15 value that might be able to bring in the  
35:18 funds that help us sustain our  
35:19 Activities. so I'm just going to talk you  
35:22 through a few of those and for context I  
35:25 want to recall my earlier comments about  
35:27 the Division of Continuing Education  
35:29 which at Harvard like it many other  
35:32 institutions has long been a way for  
35:33 people to get access  
35:35 to education for a fee that is open and  
35:38 so we think there are ways that we can

35:40 partner with the whether it's our  
35:43 division of continuing education or  
35:46 whether it's to support efforts within  
35:48 the Harvard schools and provide fee  
35:50 based options for learners who get what  
35:55 the business people call a value add  
35:56 experience maybe there's something  
35:58 further that is available to them  
36:00 building on the baseline of the free  
36:03 Experience. one of the most powerful  
36:05 forms of value for students is credit  
36:08 that's not what we're about at HarvardX  
36:10 but there are partners with in Harvard  
36:13 and elsewhere who might use our  
36:15 materials in our learning experiences as  
36:17 part of their existing credit programs.  
36:19 we are looking at ways to partner with  
36:21 other institutions whether it's  
36:23 universities or community colleges  
36:26 museums and libraries where they might  
36:29 license what we have produced much in  
36:32 the way university libraries license  
36:34 academic journals and in some cases  
36:37 libraries of images and video that this  
36:41 might be another way that we can bring  
36:44 in funds that will help sustain the  
36:46 strategic activities that we're  
36:48 supporting and then finally if you think  
36:51 of the marketplace very broadly not just  
36:53 as something that gives you a check at  
36:56 the end of each month we're really  
36:58 bringing great value within the schools  
36:59 by providing the platform the safe space  
37:02 that I mentioned earlier for  
37:03 experimentation and then allowing the  
37:05 schools to decide how they want to bring  
37:09 those back and integrate them into their  
37:11 practices and to the other activities  
37:13 that they are also pursuing as they map

37:16 their strategic future and so all of  
37:19 those things together give us a hint of  
37:22 what we think we might be able to do but  
37:25 with the caveat that this is early days  
37:27 we all have a lot of the same questions  
37:29 and by virtue of being a strategic  
37:33 initiative that's focused on learning  
37:35 we're not a product company so we don't  
37:37 start out identifying a niche in the  
37:40 market that we think we have a place we  
37:42 can sell so there's there's a creative  
37:45 tension there that we have to live in  
37:47 thinking about  
37:49 value we can gain from the free  
37:52 experiences that will allow us to  
37:53 sustain our work. I just want to make a  
38:00 couple of final remarks about Harvard  
38:02 students and this is a somewhat cobbled  
38:07 together map of the schools around  
38:11 Harvard and you can see this is our part  
38:15 of Cambridge that's the Charles River  
38:17 the business school is across the river  
38:19 the medical school and the school of  
38:21 public health are further into Boston in  
38:24 an area called longwood and then we have  
38:27 multiple schools around the Harvard  
38:29 Square area and my apologies to the  
38:32 dental school I the dental school is  
38:34 attached to the Medical School and often  
38:36 doesn't get represented separately here  
38:38 but further on the thread of benefit  
38:43 to on campus we are pushing very hard  
38:46 working with partners in the schools on  
38:49 taking the content of materials focusing  
38:51 on blending, focusing on tools like the  
38:53 annotation tool that I mentioned we're  
38:55 also working with our library on a new  
38:58 tool connected to a melon consortium out  
39:01 of Stanford on how very rich images can

39:05 be integrated from library connections  
39:07 into open online learning experiences as  
39:09 well as on-campus courses looking ahead  
39:13 we want to focus much more on mobility  
39:16 my phone is over there I'm sure all of  
39:19 you have a mobile device most of our  
39:20 students are not going to carry these  
39:22 big giant things around and we'd still  
39:23 love them to have access to what we're  
39:26 doing and in the MOOC space we haven't  
39:29 done much of that yet although much of  
39:31 the rest of the higher Ed's sort of  
39:33 materials ecosystem has. a lot more  
39:36 opportunities for asynchronous access  
39:40 for our on-campus students and thinking  
39:42 about ways we can remix what we already  
39:44 have one of the courses I didn't tell  
39:48 you about is called science and cooking  
39:49 and it's a very popular course in the  
39:55 general education curriculum and the in  
39:57 harvard college where applied  
39:59 mathematician Michael Brenner works with  
40:01 world-renowned chef  
40:02 just to explain to students how physical  
40:05 and mathematical principles play out in  
40:07 the kitchen and what we've done for that  
40:10 particular course is take some of the  
40:13 content that we developed for the MOOC  
40:15 and make it available for the students  
40:17 in ebook form so they can use it as  
40:19 reference as they're studying for that  
40:20 Class. and then connecting to the many  
40:23 lifelong opera lifelong learning  
40:25 opportunities that are alumni groups try  
40:28 to foster as a core part of what they do  
40:30 to keep our graduates connected to  
40:33 campus throughout their lives really. So  
40:37 I'd like to pause with that and make  
40:40 sure we have just a little bit of time

40:42 for questions but thank you very much  
40:44 for your attention and I look forward to  
40:45 the follow-up conversation.  
41:23 In Rwanda you mean, HarvardX there is  
41:28 a specific initiative to keep to stay in  
41:32 touch and also to engage the alumni, yes,  
41:35 and also with respect to specific  
41:38 schools the initiative of harvard  
41:40 business school, called HBS to use HBS X  
41:45 as a funnel for pre-MBA preparation.  
41:48 that's right thank you so as I  
41:51 understood it HarvardX for alumni and  
41:53 HBX so I'll start with HBX first HBX is  
41:57 Harvard Business X and that is a  
42:00 separate initiative within the business  
42:02 school where they are focusing on two  
42:05 very specific market segments pre-MBA or  
42:09 people like me who have Liberal Arts  
42:11 degrees and no business training their  
42:15 idea which based on their first pilot  
42:18 seems to have been a very good one is  
42:19 that they can offer a very targeted  
42:21 curriculum of three foundational  
42:23 business courses they ran their first  
42:27 experiment with this over the summer  
42:29 it's a \$1,500 curriculum very intensive  
42:32 and they think that the and it's there's  
42:36 no faculty interaction by the way in  
42:38 this it's all pre-planned activities a  
42:42 custom platform and then lots of  
42:45 engagement between the students and a  
42:48 simulated case study method where the  
42:50 software they've developed cold calls  
42:53 them and they have to answer so HBX is  
42:56 pursuing this very specific vision based  
42:59 on to market areas that they think will  
43:01 have value for them and for their  
43:03 curricula so pre-mba and then the second  
43:06 part that they're doing is called HBX

43:08 live which is basically an extraordinary  
43:12 improvement on kind of WebEx group  
43:16 experience so they've invested in  
43:19 technology that allows them to do live  
43:21 courses with case methods in much higher  
43:24 quality and in much greater fostering of  
43:28 presence and accountability almost as if  
43:30 you were in the same room so we are  
43:32 close friends and collaborators but we  
43:35 have very different scope and very  
43:37 different mission and I think they will  
43:39 continue along in developing that, and I  
43:42 should just add a word about governance  
43:44 Harvardx is governed by Harvardx faculty  
43:46 committee we have our faculty director  
43:49 Robert Lou chairs that and we have  
43:51 faculty from the business school who are  
43:52 part of that so just briefly on Harvardx  
43:55 for alumni this was the brainchild of  
43:56 our faculty director and the idea was to  
43:59 use the learning experiences with  
44:01 Harvardx as a way to give alumni closer  
44:05 connection back to campus and to the  
44:07 faculty and so we had a pilot of that  
44:10 this past year over 20,000 alumni signed  
44:14 up for that and we learned from that  
44:17 that the alumni are hungry for any way  
44:20 to stay connected back to campus and  
44:22 what they really probably want is  
44:25 somewhere between the full-bleed course  
44:28 and then what we did which was kind of  
44:31 bite-size experiences from the course so  
44:34 we're going to work with the Alumni  
44:36 Association to think of what the  
44:38 right kind of experience is for the  
44:40 alumni so stay tuned.  
44:50 oh thank you very much for this really  
44:53 interesting presentation, Vanetta Charlie  
44:56 from Switzerland I've University of

44:58 libel I have one question perhaps with  
45:02 with two side this question is related  
45:04 to the way you select a new project new  
45:08 MOOCs because you have said that you did  
45:11 the economical framework or model will  
45:14 will evolve and there's no way to  
45:17 continue in a real free offer and you  
45:21 want to add other also forms like sparks  
45:26 are all the forms of courses so could  
45:30 you explain what will be your criteria  
45:33 to select the new project, absolutely,  
45:36 come to you and I want your tutorial I  
45:39 MOOC absolutely and I the reason I  
45:41 brought this slide back is because it is  
45:43 tied to what you see here so the process  
45:47 is that faculty from anywhere around  
45:51 Harvard send us what we call a letter of  
45:55 interest and we asked them to give us  
45:58 just an initial idea of what they have  
46:02 in mind and the way we frame that is  
46:05 asking them to think about something  
46:06 that's particularly exciting in a course  
46:08 or discipline that they want to try to  
46:13 pursue in the online setting or a  
46:15 teaching problem that they've had that  
46:17 they think maybe lends itself to this  
46:18 mode and then our faculty director works  
46:21 with them initially to get the colonel  
46:23 of the idea and then my team works with  
46:25 them to develop a proposal and which is  
46:28 then reviewed by the HarvardX faculty  
46:30 committee with members from all across  
46:32 Harvard and the HarvardX faculty  
46:35 committee really looks at these criteria  
46:37 that you see here at a fairly high level  
46:40 what is the impact is this going to  
46:42 contribute something new and the online  
46:45 space and or is it going to bring  
46:49 something of great value back to the

46:50 residential experience is it going is  
46:54 there a possibility of actually doing  
46:56 the project is it feasible with the  
46:58 resources and tools that we have or that  
47:01 we could create in a reasonable time  
47:03 frame  
47:04 is it a repeat of something that we're  
47:08 already doing does it expand a body of  
47:10 disciplinary knowledge? and then that's  
47:14 that's the high-level impact and quality  
47:16 disciplinary breath and then we also  
47:19 look for experimentation what  
47:21 opportunities might we have in pursuing  
47:23 that project and is this a project that  
47:27 can go through a life cycle with  
47:29 multiple iterations and the reason  
47:31 that's important is because to quote our  
47:34 faculty director we don't want to  
47:36 produce this just one time and then put  
47:38 it on the shelf and say oh that's so  
47:39 beautiful I'm very glad we did that we  
47:42 want to do that yes but when we want to  
47:44 learn from that and we want to apply  
47:46 what we've learned back into subsequent  
47:48 iterations and that's a very real  
47:50 constraint for people's time  
47:52 particularly very busy faculty so those  
47:55 things come together the Harvardx team  
47:58 makes recommendations based on  
48:01 feasibility and then the faculty  
48:03 committee has a discussion that is based  
48:07 on these criteria as well  
48:16 I'm briefly about the challenge of  
48:19 balancing  
48:22 the University my strategy you mentioned  
48:25 in say attention when you mentioned the  
48:28 notion of exploring party may have  
48:32 initially what awesome well some of the  
48:38 strategies to the place to deal with

48:40 these challenges including are we out of  
48:46 time yet yeah I'm kitty it's it's  
48:52 probably the core question of a  
48:54 strategic initiative and particularly at  
48:57 a highly decentralized place like  
48:59 Harvard which is not unique in its  
49:01 decentralization I'd say they're at  
49:04 least two strategies certainly the  
49:07 presence from the earliest moment of  
49:10 Harvard X's existence of faculty  
49:13 committees with representation and an  
49:15 engaged representation from across the  
49:18 university has been the foundation of  
49:21 our success in spanning the different  
49:25 schools and that is actually in the  
49:28 presence of two committees the HarvardX  
49:29 faculty committee which governs the  
49:32 selections of the projects in the basic  
49:34 operations of HarvardX and an  
49:36 additional faculty committee the Harvard  
49:38 X research committee that governs the  
49:41 overall research priorities and advises  
49:44 on the particular studies and  
49:48 collaborations that the research team  
49:50 should pursue so that in itself I think  
49:53 I really the most essential part of  
49:55 this beyond that sort of in the  
49:58 administrative and executive ranks there  
50:01 are also analogous groups across Harvard  
50:03 who come together regularly and talk  
50:05 about what our near-term strategy is  
50:07 what some of the policy questions are  
50:09 that we have to attend to or not as the  
50:12 case may be and so without that we would  
50:15 not have been able to be successful and  
50:17 so it but it is a continuous effort and  
50:19 there are issues you talked about  
50:22 incentives that have may have different  
50:25 answers depending on the school so

50:27 Harvardx as a program and an  
50:29 organization does not offer any  
50:32 incentives to faculty there's no  
50:34 compensate  
50:35 there's no release we leave that to the  
50:37 schools which have their own strategies  
50:39 and their own approaches that are  
50:41 different depending on their particular  
50:44 situation it's been you can see from the  
50:48 numbers it's been extraordinary the  
50:50 degree of faculty interest even in the  
50:53 absence of formal incentives and there  
50:56 are no signs yet that that interest is  
50:59 going to subside but it is a key  
51:02 question and now that we are two years  
51:04 old it's a question that the faculty are  
51:06 increasingly bringing up and those  
51:08 conversations are happening within  
51:09 schools