Sitting in a bar with a really smart friend

What can Stanford’s free computer science courses tell us about the future of online learning?

A 50 minute workshop led by Seb Schmoller, Chief Executive of the Association for Learning Technology (ALT) at the LSIS “Technology for Success” conference on 8 March 2012 in Birmingham

http://repository.alt.ac.uk/2212/
Running order

1. Spend 15 minutes being learners on two small chunks of the “original” AI course

2. Reflect for 10 minutes on the experience, in groups of (say) 4

3. Discuss findings in plenary
15 minutes being learners on two small chunks of the “original” AI course

1. Connect to the Wifi
2. Go to the course web site - https://www.ai-class.com/home/
3. Small chunk #1: Unit 16, Computer Vision I, Sections 1 to 4, starting at https://www.ai-class.com/course/video/videolecture/179 - work through the first four sections (~7 minutes)
4. Small chunk #2: Unit 5, Machine Learning, Sections 1 to 3, starting at https://www.ai-class.com/course/video/videolecture/47 - work through the first three sections (~8 minutes)
Reflect on the experience for 10 minutes

Please think about things like

– The main characteristics of the process
– What being a learner felt like
– Your thoughts about the “production values”
– Practical questions about the workings of the course
– The contexts, if any, for which this kind of learning design might work in FE
Discussion of findings in plenary

Possible headings:

1. Practical questions about the workings of the course

2. Learning methods – general

3. Applicability of the approach to FE
   – which kinds of learning?
   – which kinds of learner
   – any preconditions for success
Points prepared earlier........

1. The AI course had a strong Stanford connection, but was offered by a start-up
2. Very small chunks of video (1-5 minutes compared with the Khan Academy’s 10-12 minutes – 1000 individual assets for a small course)
3. Copious use of quiz questions, with ambiguity actively embraced
4. Low production values (Udacity’s are a bit higher)
5. Learner-led support forums
6. Voluntary translation of audio channels into multiple languages
7. Weekly home-works with marks counting to final grades
8. Two ~4 hour open book exams per term
9. No programming environment
10. Bespoke VLE
11. A retention rate that pushed 50%
12. Stars and their role as teachers
13. This is not the only kind of Massive Online Open Course (for more on this see the 29/2/2012 talk by George Siemens referenced on the next slide).
1. *Learning in an Open World* – Peter Norvig’s talk at the 2007 ALT conference – some of this feels now to be almost a “statement of intent” [http://www.alt.ac.uk/altc2007/](http://www.alt.ac.uk/altc2007/)
2. My mid-term write up of and analysis of the AI course [http://tinyurl.com/6o3kmrs](http://tinyurl.com/6o3kmrs)
3. *Take the red pill.* Sebastian Thrun talks candidly about the experience of running the AI course (please ignore the awful introduction) - [http://fm.schmoller.net/2012/01/sebastian-thruns-reflection-on-the-ai-course.html](http://fm.schmoller.net/2012/01/sebastian-thruns-reflection-on-the-ai-course.html)
4. New Yorker Rob Rambrusch and Gundega Dekena from Lithuania reflect on their experiences as learners on the AI course:
5. My end-of course write-up of the AI course [http://tinyurl.com/6ramuq9](http://tinyurl.com/6ramuq9)
9. *Massive open online courses as new educative practice* – slides from a talk on 29 February 2012 in València by Canadian George Siemens [http://tinyurl.com/7yphlcf](http://tinyurl.com/7yphlcf)

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