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
and before we get started I would just like to attempt to say that don’t exprime bilangue de c'est forum cette une plaisir d'être ici avec vous let’s see what happens

all right a former French teacher always enjoys a chance to revisit her former Occupation. So I am here, as Richard kindly said, representing HarvardX which is a relatively young university initiative at Harvard and relatively unique in that it is a university-wide initiative that was born not quite two and a half years ago in combination with the announcement and formation of EDX which is a partnership between MIT and Harvard and a growing number of institutions around the world to provide open source platform and services for open and online education and I will be speaking primarily about the HarvardX portion of this work but it’s possible I might also be able to answer questions about EDX as it pertains to Harvard's participation in EDX. And so just a little bit of background in fall of 2011 Harvard was celebrating its 375th anniversary and a group of senior faculty and university leaders were imagining what education would look like not only at Harvard but around the world in when Harvard would reach its 400th anniversary so there were a number of conversations about what the future might look like in the Harvard context and one of the things that was a unanimous view was that Harvard needed 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
through the courses and modules that we have made available and really using that to participate in a conversation across education about what it means to learn online, what it is that we can glean from open online educational settings and what those might help us learn about residential education or hybrid and blended education. Which leads to the third point which is about residential primarily what we call residential education that takes place on campus most traditionally the undergraduate residential degrees but also the graduate degrees that in professional learning experiences that have at least some face-to-face anchor on campus even though that the exact format of those might be changing. And then, the principles that we have that drive our governance of this and the way we approach this across these three goals, is that we want to focus our efforts on activities that have impact that have a certain level of quality that represent the breadth of the disciplines and the intellectual engagement and innovation that resides in the schools and in the faculty and in the students and at the level of rigor that we think of as being associated with a Harvard education and in terms of how we operationalize that we focus on experimentation we spoke focus on iteration not waiting until we have the perfect thing but trying something and see what we can learn from it and move forward recirculation back to campus and back to projects that we work on, and
most especially as sort of an artifact of Harvard culture collaboration, Harvard is an institution that is made up of multiple schools which have a high degree of independence and one of the challenges and opportunities of a university wide initiative is how to make those very decentralized schools and the people who work within them and the richness of opportunity that they represent connect together and coordinate together in an ongoing way.

A little bit of basic data about HarvardX we launched our first two courses in fall of 2012 in public health and computer science working with three faculty, since that time we have now broadened our support to 66 faculty across Harvard and just go back to this and we have produced 45 open courses and modules terminology varies by institution but for us courses is a unit that is mostly akin to what you see in a traditional semester and modules are shorter learning units spanning anywhere from four to eight weeks. We have many more faculty beyond these 66 but these are the primary faculty who have given extraordinary amounts of their time to lead projects that bring courses in modules online. We've also produced six box and that's a particular acronym that has come out of the MOOC world small private online Courses. In our case what that means is that we have produced open courses that have an enrollment cap but that have open application so that anyone from around the world could apply to
participate and then the faculty member
and the instructional staff have a
selection process and then the course
takes place with the people who are
selected to participate, and for the most
part the reason that was done was to
enable a particular kind of pedagogical
experiment and in some cases to connect
what happens in the SPOC to a course on
campus that is running at the same time.
We've taken we've drawn from a couple of
this box and several of the open courses
and modules to have formal projects
blending the materials and the
activities in the open learning
experiences and tie them back in a
deeply integrated way with on-campus
courses primarily at the undergraduate
level with two also being in professional
education in the school of public health.
as an organization we support faculty in
doing up to three versions or iterations
of a course or module with us and we are
now this number is a little bit old it's
one of the challenges of submitting
things ahead of time but we now have 37
active projects that we're working on
with faculty which will result in us
publishing course those courses and
modules through the end of the spring.
since the inception of EDX we've had
about one and a half million
registrations that number goes up and
there's some healthy debate about
what those numbers even mean and we will
come back to that roughly half of the
registrations on EDX but primarily
because we've invested so much
institutionally in publishing these
courses and modules that we have many
more to choose from. A large majority I
think this number is actually a little
low at this point of our registrants are
from outside of the United States and
and roughly equivalent number have at
least a bachelor's degree so it's not
exactly the same population as our
undergraduate students and I'll talk
about that a little bit more as well, and
we've had roughly a hundred thousand
honor certificates earned which is what
the participant gains at the end of the
course or module it after having
satisfied whatever threshold the faculty
member has identified as passing the
learning experience. So just want to show
you a global snapshot this is from our
website harvardx.harvard.edu this is a
service that our research team developed
last year that allows anybody in the
world you can do this now if you're on
wireless to look at the data from many,
not all, but many of the courses and
modules that have been made available in
open fashion,, one or more times and there
are a couple of metrics there that are
global across the program and then let's
see you can't actually see it on this,
but each map has a little drop down
menu and then you can look at certain
types of data by course as well so this
is a tool that we are continually
revising and looking at different ways
that we can parse this information and
make it publicly browsable as we
continue to learn from what we're doing.
So I'd like to give you a few snapshots
of some of the learning experiences that
we have worked with faculty on over the last two and a half years and I'll start with the one that has been by far attracted the largest number of participants by far and hopefully as I go through these you will hear some echoes of the three goals that I talk to you about at the beginning. At this point CS50x has attracted over half a million registrants it has it was first made available as I mentioned in fall of 2012 it is one of our few courses that in the second time around we have even more than we did the first time the trend is generally that the enrollment drops anywhere from 30 to 50% and in the second iteration the faculty Member, David Malan, who has been the lead not only of the HarvardX project but an extraordinary reimagining of this course and it's on campus residential version, has transformed this into an on-demand self-paced course so learners can start at any time they can take as long as they want and when they have earned their certificate they can get that as Well. And this has really been an amazing example of how taking a very powerful learning experience that is available to Harvard undergrads and by the way it is now the undergraduate course in Harvard college with the largest enrollment as of this year and then making an experience connected to that online to that residential rather course available to the world it's also given us a to think about how we broaden the reach and so this year professor Mahlon and his team have been collaborating
with a nonprofit called launch code, which provides job training to students and people who are out of jobs in communities around the United States using this curriculum as a way for them to gain the skills that they need. I'll make one quick mention of the division of continuing education at Harvard which actually has been doing online education for quite some time and it's not widely known that they've been doing this, HarvardX was not the origin of online learning at Harvard the vision of the continuing education has been engaged in this for 15 years and so what we are trying to do is partner with them and learn how we can connect what we're doing in the open space with what is also happening in continuing education space both for credit and non-credit options there. Moving on to a course that has not been online prior to its existence in HarvardX, global health, which brings a bio social perspective to too many issues around global health this has been an opportunity to bring the case method into an open online learning experience and see what that looks like when you have thousands of people trying to engage. What it what one of the best outcomes which is when I'm sure has been true for many of your initiatives is groups of learners often professionals and around the world using these learning experiences and the materials in them as the basis for local study groups and for local professional development activities. Innovation in healthcare was our first course
involving a faculty member from the Harvard Business School. Reggie hurts linger and this course actually had two modes it had a MOOC and it had a Spock and the Spock was application and those who are accepted from all over the world into the Spock we're able to participate in a coached activity developing a business plan and we worked with a local startup to match teams together and then the professor brought in venture capitalists to judge the competition, so it's an example of how we're looking at ways to not only put our courses in modules online broadly but have connecting opportunities that allow us to further engage with learners. Copyright X, which is led by Professor Terry Fisher of the Harvard Law School, was really one of our earliest opportunities to think beyond the traditional MOOC and I should say, and I'm sure many of you will agree, that MOOC is a word that is a blessing and a curse it has gotten lots of attention it has brought a lot of good conversation to a field that is already quite mature and has a lot of research behind it, and when we were first talking at Harvard we already knew of it we didn't want to limit our sites to MOOCs and professor Fisher, was the first faculty member who took a slightly different path to implementing an open course this is a spock it was first offered in the spring of 2013 it was offered again in spring of 2014, and it will have its final iteration with HarvardX this coming spring and this used the method I
described which was to have open
application from participants around the
world the teaching staff selected 500
the first time around and then they ran
this open course concurrently with a
Harvard Law School seminar and they used
live events for the Harvard Law School

seminar to invite in the participants in
the MOOC, several times during the
semester and have a dialogue that
engaged not only learners at Harvard but
the learners around the world, and in
doing so really enrich the perspectives
and the intellectual contributions
around the topics that were being
studied in the particular field of law
focusing on copyright in the second
iteration having found that that was a
great success professor Fisher and his
team identified satellites all
around the world on four continents that
held simultaneous study groups there
were people who volunteered to be the
local leaders
and to stay in touch with professor
Fisher and his team and they did the
curriculum together at the same time and
people who completed that curriculum in
the satellite locations were also
awarded a HarvardX certificate at the
end and that is something that professor
Fisher in the law school planned to
continue as an ongoing activity. Just two
more briefly PoetryX is a fantastic
example of our aspirations in the
disciplines that we bring to the online
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
earliest examples of starting with the kernel of what we have with the HarvardX module and looking for partnerships of how the learning experience or the content associated with the learning experience can be useful in other settings so as many of you are doing as well this has been the basis for a partnership for developing high school curricula working within what in the United States are called common core standards and in a partnership with our graduate school of education on how professor new and her colleagues can train high school teachers on the use of the materials and the curricula that have been provided through PoetryX. and then the final example that I'll give of one of our projects is JusticeX professor Michael Sandel actually was one of the early innovators at Harvard in taking his Harvard curriculum to a global audience there was a partnership with the television station WGBH a few years back at Harvard where they came in and they filmed professor Sandell in Sandra's theatre and sorry I'm just realizing you're not caught up with me filmed him in Sanders theatre here we go and you can see the picture here this is an iconic Harvard classroom it's an auditorium and it's everything you might expect with kind of an old institution ivy-covered institution lots of wood it's where major addresses are held when the president gives her annual address at Harvard and several of the largest courses at Harvard are held in this in this auditorium and professor
Sandell gives this course that has become quite well-known at Harvard and through the efforts of the partnership a few years back with WGBH it became a broadcast that was available around the world and was a particular hit in Asia. and so that meant that we had a body of material and we had a professor with somewhat of an experience in open content and we wanted to transform that into an actual open learning experience, so working with him to devise a path for learners on how they would interact with the content and have the opportunity to discuss what are really quite challenging ethical and moral issues, that don’t lend themselves especially well to massive scale and to traditional tools so this has given us a way to learn more about how we might allow learners around the world to have the kind of connected discussion that can often get buried in a very large discussion board so we’re looking at asynchronous peer feedback tools that will allow us to match students together and have them proceed through a set of questions in a dialogue that will then allow them to participate in a larger synchronous activity and this is also one of our earliest efforts in thinking about how we bring multilingual experiences to the open space we have begun with transcripts we are looking at ways that we might provide multiple language synchronous discussion sessions at various points throughout the learner experience as well. So two years since our first courses were launched that
feels like a very short time in some ways and feels like a very long way to cover in others and I'm going to start with the question that we always get asked and I imagine any of you get asked if you are doing something that people think of as a MOOC is, so few people finish you must consider this an abject failure why do you want to do this? And this is a question that our research team has spent a lot of time thinking about and I should just add that our research efforts really got started a year ago so don't quite have the lifespan of the course development and the conclusions after a year they've spent really trying to understand the basic landscape of who the learners are is that completion is a poor measure of success in this setting with MOOCs and the open courses and modules. Learners are there for various reasons they have different profiles they engage in ways that have meaning to them some of them are tourists if I'm personally curious what the percentages of people like us who enroll in dozens of these MOOCs never to complete even an activity often in many cases and there probably aren't that many of us to skew the results but you get the point and assuming that they are there for the same reasons and that the same metric supply is I think increasingly obvious now but for people who do not work in this space it remains the first question that we all here, so that then leads to where do we go with That. And for the perspective of what
Harvard is doing we don't consider a
MOOC the final goal of what we're doing
and we don't consider MOOCs to be a
single entity in and of itself, any more
than we consider there to be a single
kind of faculty member. People have
different perspectives they work in
different contexts and when we work with
faculty and HarvardX to bring to bring
their vision of a learning experience
into the online mode we have a set of
choices we're not looking to apply
template our goals are to do something
that we think pushes the boundaries not
only of that discipline but of the
faculty members experience and gives us
an opportunity to learn something useful
and build on that and so speaking to the
theme of institutional change that I
believe is kind of the guiding framework
for today, that this particular approach
works very well for us in the context of
thinking about what learning will look
like at Harvard over the next 25 years
and beyond, and it gives us some clear
paths to pursue on thinking about the
connections between what we do in the
open online space
what we do in the research space and
then how we connect that all together on
campus and sort of a virtuous circle and
that in doing so we really place the
primary focus on learning and on
teachers both current teachers and
teachers who are in formation and will
become the faculty of tomorrow and the
next couple of decades and not leading
with technology. Harvard is in the middle
of a major campaign this is something
that American institutions do to fund
their activities and one of the major
campaign themes is leading and learning
and often I think where we are seen as
leading with technology and we really
want to lead with learning. A couple
of research highlights and we'll just
move to that so as I was saying a moment
ago the enrollees in these online open
online courses and modules have diverse
motivations and expectations and if you
go to the HarvardX website, on the
research area, you will find a report
that presents our research teams
findings of the kinds of learners who
have been engaged with us in our first
year and they represent lifelong
learners what the research team calls
instrumental learners we've seen this
particularly in courses related to the
professional schools and especially in
the field of Public Health where there's
a higher proportion of enrollees and
learners who remain with the courses and
modules who are therefore very powerful
reasons related to their professions and
their applications. we have high school
students. we have homeschool students, so
students who are following not the
standardized curriculum of their county
or state, and then we have a number of
people who are there for professional
reasons it's supporting their
initiatives as we all do even though we
Think. We can't draw particular
conclusions just yet and that we are we
need to understand much more deeply who these learners are we do think that the movement and understanding Mook expansively here does have ongoing at implications for higher education. our researchers are now focused on how we identify the learners within our MOOC populations who are akin to our residential learners and how can we study them as a population and learn What, from that begin to frame some hypotheses about, what this means for higher education and in terms of framing hypotheses this is not just for the curricula itself it's for the policies that go around along with this new mode of learning for example i mentioned computer science 50 as one of the I think large well certainly the largest that we have but it continues to draw learners from around the world so you can imagine over time that a incoming freshman at Harvard will someday have taken computer science 50 or the equivalent course on a different platform do they have to take that course all over again in their undergraduate degree do we genuinely believe that what happens in the residential setting in that particular course is superior and if so why these are really intricate and complex policy questions that we think will necessarily have an impact on where higher education is going and as our research teams do that we do think that we can actually start to draw some comparisons between Learning, assuming that we have analogous populations between what happens in open
online settings and what happens in on-campus courses, and so framing out a research agenda around that and implementing studies is one of our research teams top priorities for the coming year. And one of the things I should draw out here is that in designing a university-wide initiative it's, actually, an extraordinary effort for us to have such a new organization that is actually quite large as these things go with emphasis not only on instructional design and development but also research and what makes this all worthwhile so certainly we feel like the early efforts in research are advancing our foundational understanding of what is happening in our MOOCs and in open online education and I should just indicate here one of the early successes from that point of view and from the point of view of collaboration is that the HarvardX researchers work very closely an ongoing basis with our colleagues just down the street at the Massachusetts Institute of Technology and there are several joint research efforts that have come out of that collaboration and you can find some of those working papers and findings on the website I mentioned before that as we work with campus partners on blended learning this gives us not only an opportunity for specific courses and to have new materials and approaches for those courses but to broaden the campus conversation about blended and hybrid Learning, certainly as you all know from your activities we are we are bringing a
32:19 really rich and robust set of learning experiences to the broader world which not only benefits those populations but we believe benefits our learners on campus to have new ways to engage outside the ivy-covered walls of our Institutions. and then one of the most important outcomes for us, and we hope it will be an ongoing finding, is that through all this work through the research through the instructional development and delivery we are providing in the case of Harvard a new space and a safe space really for faculty to rethink their teaching on campus and to participate in the conversation about what this means for higher education to a person I mentioned there were 66 faculty we've supported so far to a person those faculty will tell you that this has been one of the hardest things they've done that it was far more work than they could have ever imagined and it's probably a good thing we didn't give them idea of the hours it would take and that it has been one of the most transformational if not the most transformational experience in their careers as teachers and that it has fundamentally transform the way they think about their teaching on campus. that sounds like hype it's not that's those are real reports there are many challenges and there are many difficulties from small-scale operational things to really complex policies around compensation and workload as well as the curricular
issues that I mentioned, but that that is
a very powerful outcome for us and it is
reflective of a real change at Harvard
in terms of having an ongoing campus
class conversation around learning and around
Teaching. so right after the conversation
about this couldn't possibly be a
Success, because nobody ever finishes, the
next question is always there's this
couldn't possibly be a success because
there how in the world are you going to
pay for all this and it's a very good
question it's one that keeps me up at
night as the person who has to make sure
we have the funding to keep supporting
faculty and to keep developing these
courses we really have a couple of ideas
right now of where we think this is
going to go and as our vice provost for
advances in learning is fond of saying
free is not a sustainability model and
that's a tough thing to say especially
if you believe in open online and free
learning experiences and we do so what
we are doing right now for HarvardX is
looking at what else we might do in
addition to the open online learning
experiences to recoup what we think is
value that might be able to bring in the
funds that help us sustain our
Activities. so I'm just going to talk you
through a few of those and for context I
want to recall my earlier comments about
the Division of Continuing Education
which at Harvard like it many other
institutions has long been a way for
to people to get access
to education for a fee that is open and
so we think there are ways that we can
partner with the whether it's our division of continuing education or whether it's to support efforts within the Harvard schools and provide fee based options for learners who get what the business people call a value add experience maybe there's something further that is available to them building on the baseline of the free Experience. one of the most powerful forms of value for students is credit that's not what we're about at HarvardX but there are partners with in Harvard and elsewhere who might use our materials in our learning experiences as part of their existing credit programs. we are looking at ways to partner with other institutions whether it's universities or community colleges museums and libraries where they might license what we have produced much in the way university libraries license academic journals and in some cases libraries of images and video that this might be another way that we can bring in funds that will help sustain the strategic activities that we're supporting and then finally if you think of the marketplace very broadly not just as something that gives you a check at the end of each month we're really bringing great value within the schools by providing the platform the safe space that I mentioned earlier for experimentation and then allowing the schools to decide how they want to bring those back and integrate them into their practices and to the other activities that they are also pursuing as they map
their strategic future and so all of those things together give us a hint of what we think we might be able to do but with the caveat that this is early days we all have a lot of the same questions and by virtue of being a strategic initiative that's focused on learning we're not a product company so we don't start out identifying a niche in the market that we think we have a place we can sell so there's there's a creative tension there that we have to live in thinking about value we can gain from the free experiences that will allow us to sustain our work. I just want to make a couple of final remarks about Harvard students and this is a somewhat cobbled together map of the schools around Harvard and you can see this is our part of Cambridge that's the Charles River the business school is across the river the medical school and the school of public health are further into Boston in an area called longwood and then we have multiple schools around the Harvard Square area and my apologies to the dental school I the dental school is attached to the Medical School and often doesn't get represented separately here but further on the thread of benefit to on campus we are pushing very hard working with partners in the schools on taking the content of materials focusing on blending, focusing on tools like the annotation tool that I mentioned we're also working with our library on a new tool connected to a melon consortium out 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
for questions but thank you very much
for your attention and I look forward to
the follow-up conversation.
In Rwanda you mean, HarvardX there is
da specific initiative to keep to stay in
touch and also to engage the alumni, yes,
and also with respect to specific
schools the initiative of harvard
business school, called HBS to use HBS X
as a funnel for pre-MBA preparation.
that's right thank you so as I
understood it HarvardX for alumni and
HBX so I'll start with HBX first HBX is
Harvard Business X and that is a
separate initiative within the business
school where they are focusing on two
very specific market segments pre-MBA or
people like me who have Liberal Arts
degrees and no business training their
idea which based on their first pilot
seems to have been a very good one is
that they can offer a very targeted
curriculum of three foundational
business courses they ran their first
experiment with this over the summer
it's a $1,500 curriculum very intensive
and they think that the and it's there's
no faculty interaction by the way in
this it's all pre-planned activities a
custom platform and then lots of
engagement between the students and a
simulated case study method where the
software they've developed cold calls
them and they have to answer so HBX is
pursuing this very specific vision based
on to market areas that they think will
have value for them and for their
curricula so pre-mba and then the second
part that they're doing is called HBX
live which is basically an extraordinary improvement on kind of WebEx group experience so they’ve invested in technology that allows them to do live courses with case methods in much higher quality and in much greater fostering of presence and accountability almost as if you were in the same room so we are close friends and collaborators but we have very different scope and very different mission and I think they will continue along in developing that, and I should just add a word about governance Harvards is governed by Harvards faculty committee we have our faculty director Robert Lou chairs that and we have faculty from the business school who are part of that so just briefly on Harvards for alumni this was the brainchild of our faculty director and the idea was to use the learning experiences with Harvards as a way to give alumni closer connection back to campus and to the faculty and so we had a pilot of that this past year over 20,000 alumni signed up for that and we learned from that that the alumni are hungry for any way to stay connected back to campus and what they really probably want is somewhere between the full-bled course and then what we did which was kind of bite-size experiences from the course so we’re going to work with the Alumni Association to think of what the right kind of experience is for the alumni so stay tuned.

oh thank you very much for this really interesting presentation, Vanetta Charlie from Switzerland I've University of
I have one question perhaps with two sides. This question is related to the way you select a new project. MOOCs because you have said that you did not evolve in a real free offer and you want to add other forms like sparks. Are all the forms of courses so could you explain what will be your criteria to select the new project, absolutely, come to you and I want your tutorial I MOOC absolutely and I the reason I brought this slide back is because it is tied to what you see here so the process is that faculty from anywhere around Harvard send us what we call a letter of interest and we asked them to give us just an initial idea of what they have in mind and the way we frame that is asking them to think about something that's particularly exciting in a course or discipline that they want to try to pursue in the online setting or a teaching problem that they've had that they think maybe lends itself to this mode, and then our faculty director works with them initially to get the colonel of the idea and then my team works with them to develop a proposal and which is then reviewed by the HarvardX faculty committee with members from all across Harvard and the HarvardX faculty. Committee really looks at these criteria that you see here at a fairly high level. What is the impact is this going to contribute something new and the online space and or is it going to bring something of great value back to the
residential experience is it going is there a possibility of actually doing the project is it feasible with the resources and tools that we have or that we could create in a reasonable time frame is it a repeat of something that we’re already doing does it expand a body of disciplinary knowledge? and then that's that's the high-level impact and quality disciplinary breath and then we also look for experimentation what opportunities might we have in pursuing that project and is this a project that can go through a life cycle with multiple iterations and the reason that's important is because to quote our faculty director we don’t want to produce this just one time and then put it on the shelf and say oh that's so beautiful I'm very glad we did that we want to do that yes but when we want to learn from that and we want to apply what we’ve learned back into subsequent iterations and that's a very real constraint for people’s time particularly very busy faculty so those things come together the Harvardx team makes recommendations based on feasibility and then the faculty committee has a discussion that is based on these criteria as well I'm briefly about the challenge of balancing the University my strategy you mentioned in say attention when you mentioned the notion of exploring party may have initially what awesome well some of the strategies to the place to deal with
these challenges including are we out of
time yet yeah I'm kitty it's it's
probably the core question of a
strategic initiative and particularly at
a highly decentralized place like
Harvard which is not unique in its
decentralization I'd say they're at
least two strategies certainly the
presence from the earliest moment of
Harvard X's existence of faculty
committees with representation and an
engaged representation from across the
university has been the foundation of
our success in spanning the different
schools and that is actually in the
presence of two committees the HarvardX
faculty committee which governs the
selections of the projects in the basic
operations of HarvardX and an
additional faculty committee the Harvard X research committee that governs the
overall research priorities and advises
on the particular studies and
collaborations that the research team
should pursue so that in itself I think
I really the most essential part of
this beyond that sort of in the
administrative and executive ranks there
are also analogous groups across Harvard
who come together regularly and talk
about what our near-term strategy is
what some of the policy questions are
that we have to attend to or not as the
case may be and so without that we would
not have been able to be successful and
so it but it is a continuous effort and
there are issues you talked about
incentives that have may have different
answers depending on the school so
Harvardx as a program and an organization does not offer any incentives to faculty. There’s no compensation, there’s no release we leave that to the schools which have their own strategies and their own approaches that are different depending on their particular situation. It’s been extraordinary the degree of faculty interest even in the absence of formal incentives and there are no signs yet that that interest is going to subside, but it is a key question and now that we are two years old it’s a question that the faculty are increasingly bringing up and those conversations are happening within schools.