Georgia Tech

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Dean
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Georgia Tech Professional Education

Georgia Tech Context

- Professional Education (annually)
  - 13,500 individuals from half world's countries
  - 3,000 companies
  - $28.5M revenue (~50% back to GT)
- Coursera
  - ~750,000 enrollments in 2 years
  - 20+ courses, ~10/year created
  - Past year has seen many flipped classes
- Online Master Science Computer Science
  - With Udacity and AT&T
  - Fall 2014: 1,200 students; Spring 2015: 2,000 students
  - Non-credit courses also available

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Higher Education: Changing Context

- Public pressure on higher education
  - Student loan debt exceeds consumer credit debt
  - No longer just great graduates; must be employable
  - No longer initial job; interact for lifetime career
  - No longer just world class research; create companies/jobs and move research findings to industry faster
  - No longer just local impact; influence global activities
  - Qualities of graduates: innovative/creative problem solvers
- Changing federal/state/endowment budget landscapes
- Partnerships benefitting local economies and their workforce, global implications
- Compliance/governance more complex
- More emphasis on bottom line ROI

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Global Influences

- Technology rapidly influencing jobs
- Technology enhancing learning
  - Online around for some time, as has cognitive aids
  - New abilities, for residential and online
- Power of the human network
  - Circa 2010, Global 'think tank' at Aalto University
    - A new sociology of learning & work
    - Not only personal, but for network gain
    - Not random encounters, but meaningful networks
- Return on investment
  - Internal: recover costs before next technology
  - External: recover education cost through impacts

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Concrete Next Steps

If faculty interested:

- Consider focused/measurable partnerships
  - External, augment capabilities
  - Internal, seek out potential expertise
- Seek industry support
  - Changing workforce & corporate strategies
  - Alternative to federal research programs
- Provide student services for online (campus partner)
  - Adult learners have different needs
  - Showcase relevancy
  - Course/program completion may not be right metric

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Stanford ONLINE

John Mitchell

Vice Provost for Online Learning

Pivotal moment in higher education

- Educational demands of an info-based society
- Rapidly improving digital technology
- Vibrant public debate about the cost, means and ends of higher education

Distance learning is decades old

Stanford Instructional Television Network

> "Largest single university provider of live graduate courses in the world" (1993)

http://news.stanford.edu/pr/93/931129Arc3033.html

Open Learning Initiative

Transforming higher education through the science of learning

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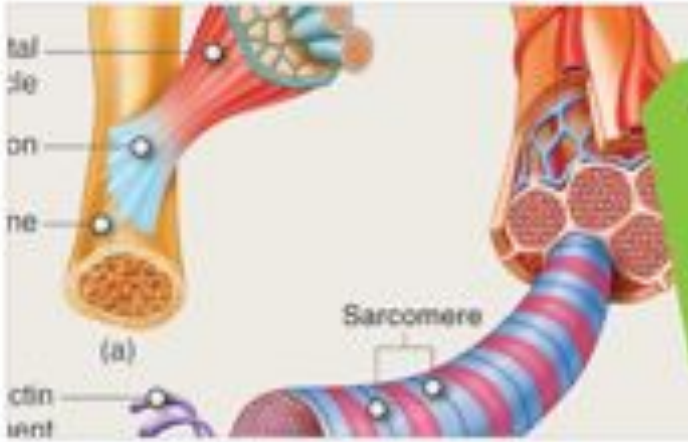
WHAT WE DO

The Open Learning Initiative offers online courses to anyone who wants to learn or teach.

Our aim is to combine open, high-quality courses, continuous feedback, and research to improve learning and transform higher education. Learn More ▸



Active Learning

Throughout our courses, students encounter activities, simulations, and virtual labs to help them apply and test their learning.

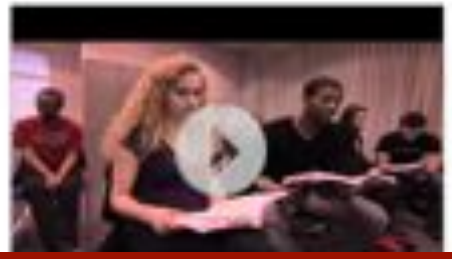
Learn More ▸

RECENT NEWS, EVENTS + MEDIA

- Updated Webinar Dates
- OLI Anatomy & Physiology Faculty Webinar
- Candace Thille at UCLA for "Leveraging Innovations in Online Education"

See all News, Events + Media

FEATURED



WHAT PEOPLE ARE SAYING

I recognize in these difficult times that there is no silver bullet. That no one thing is going to solve our education problems...but, I'm telling you this is a huge step forward, the work coming out of OLI.

Dr. William E. "Brit" Kirwan, Chancellor, University System of

Change takes time

Apple Newton, 1987

Palm Pilot, 1997

iPhone, 2007

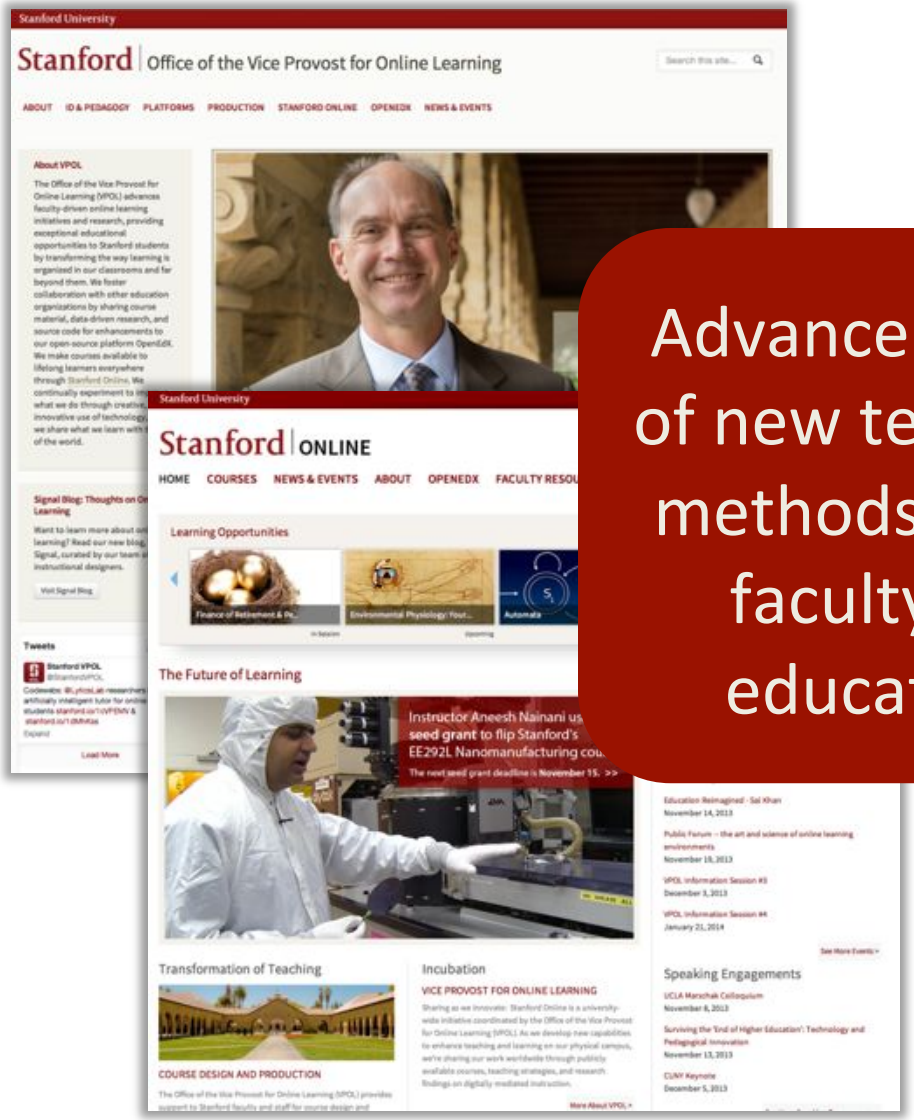
CS has much to offer

- Forward-looking interdisciplinary field, open to new frontiers, new applications
- Know how to manage teams, address scale
- Our technology is everywhere

As academics we can

- Help advance learning for our institutions, broadly
- Improve teaching and learning of CS

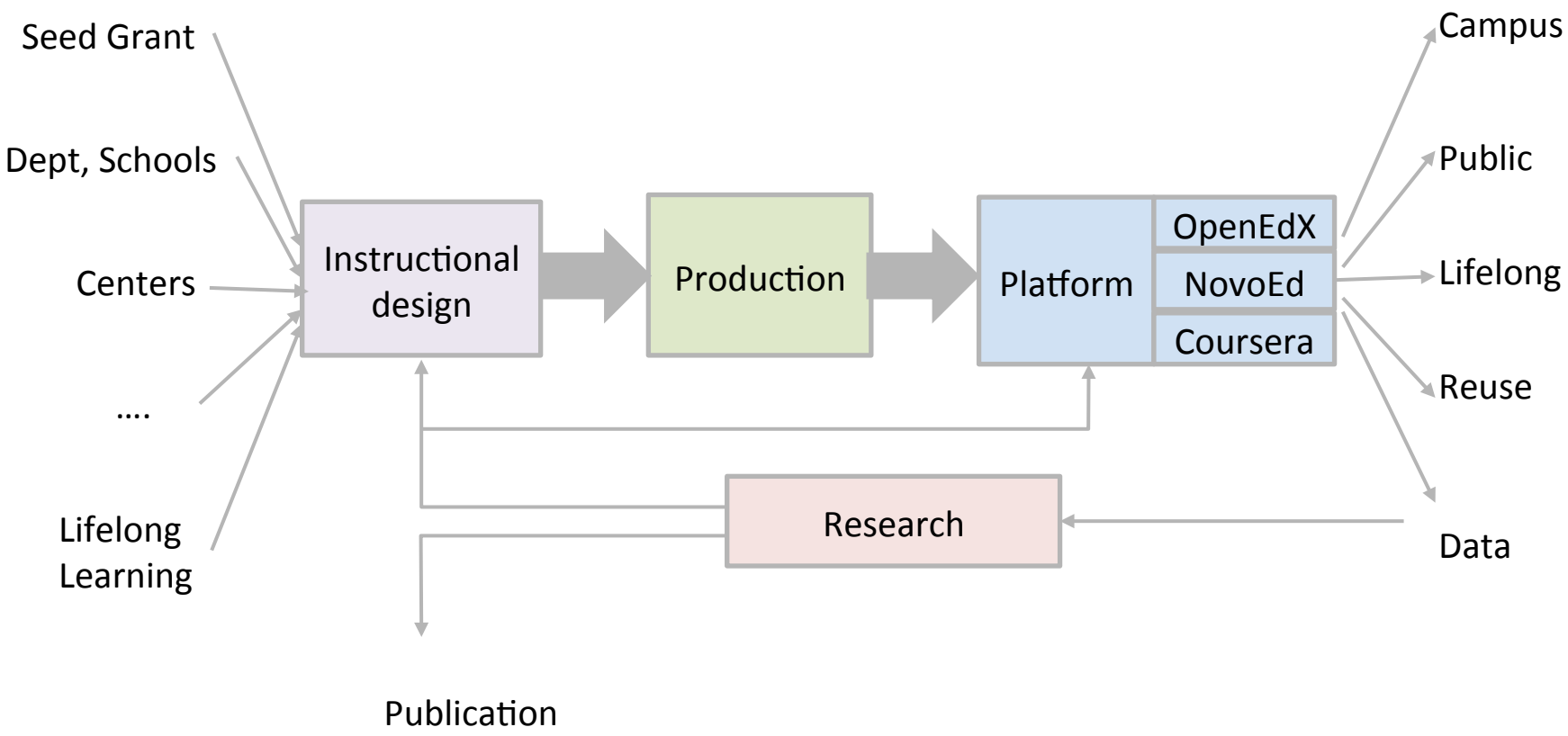
Vice Provost for Online Learning (VPOL)



Advance the understanding and use of new technologies and pedagogical methods, for Stanford students and faculty and in service to higher education and lifelong learning

online.stanford.edu
vpol.stanford.edu

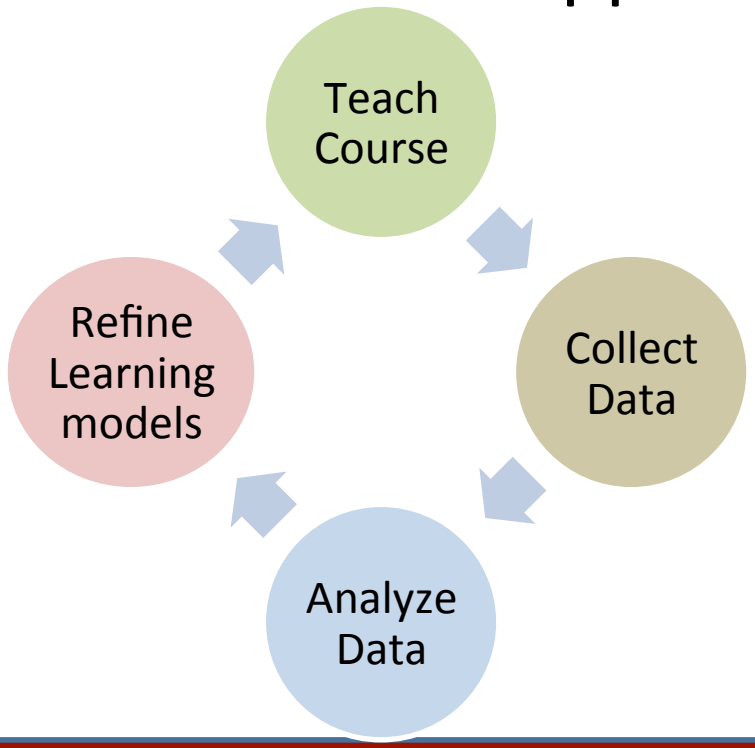
Development process



http://www.stanford.edu/dept/vpol/vpol-files/2013_Report/Stanford_Online_2013_In_Review.pdf

Lessons learned

- Promising technology supporting innovation
- Value and excitement of large audiences
- Tremendous research opportunity



We are Progressing Along Two Curves

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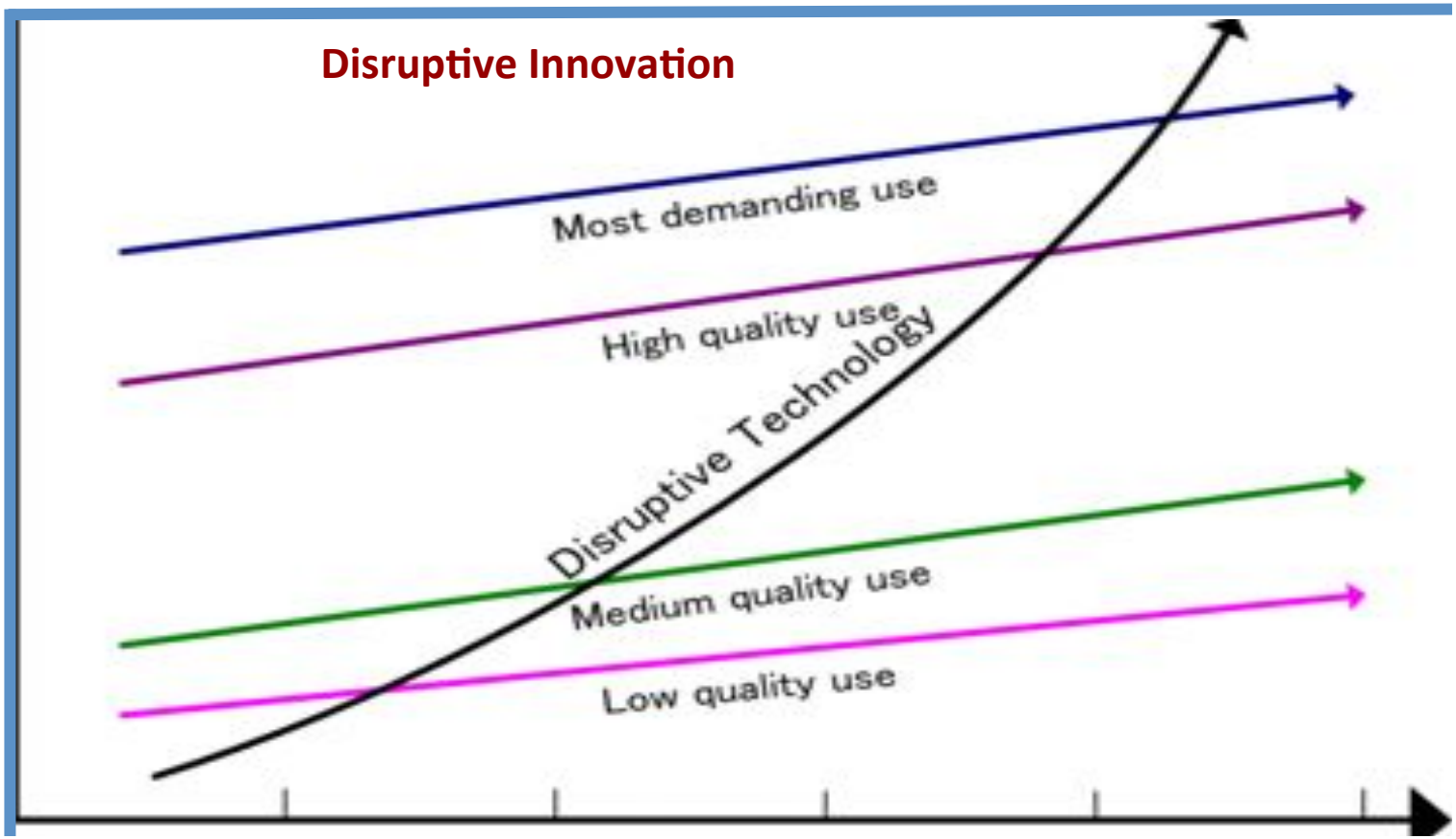
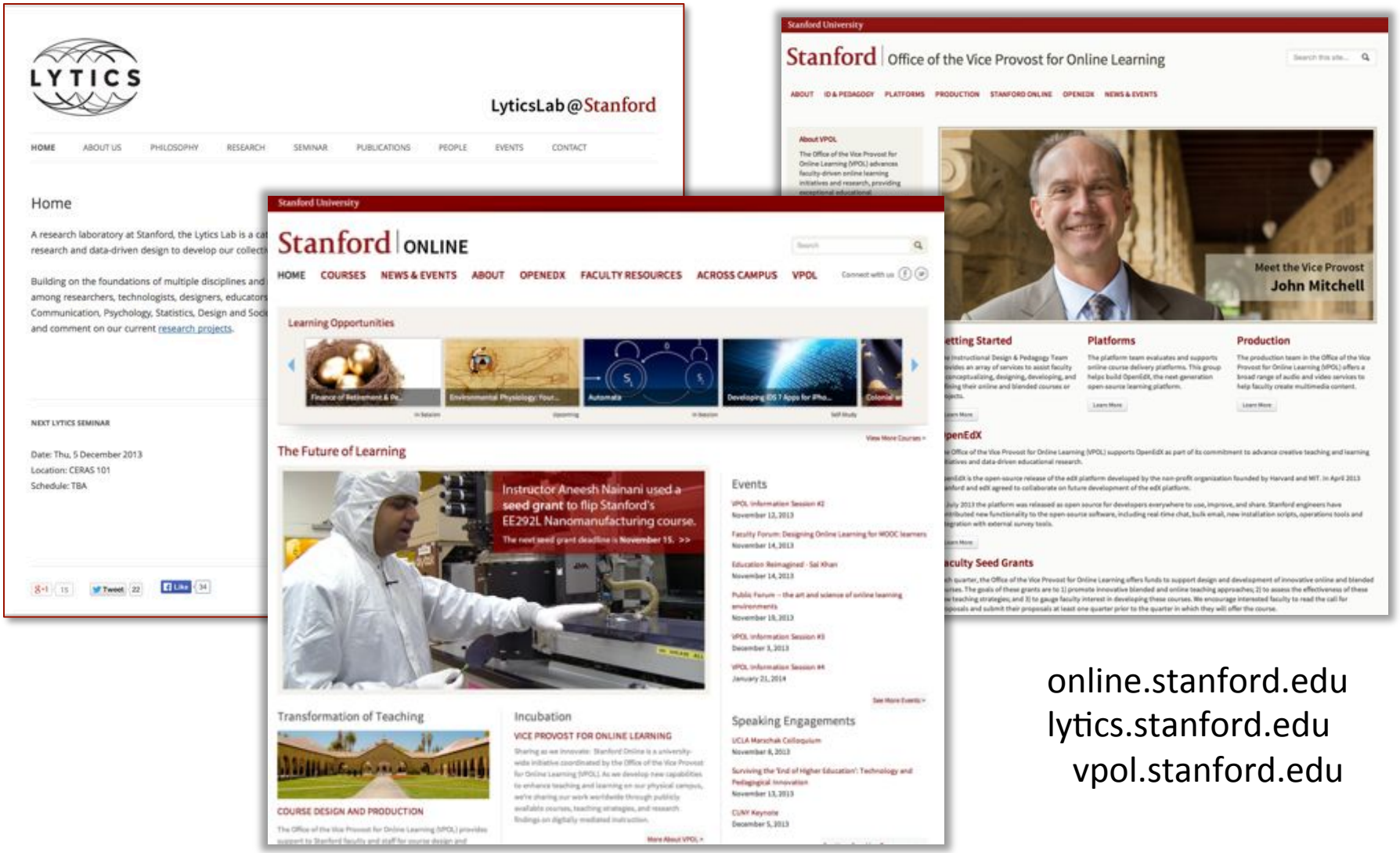


Directions for future

- Research-based teaching
- Teaching-based research
- Online tools, resources, programs
- Experiential learning

Information available on our websites



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