Guidelines for Online Learning at Columbia University

Our efforts in this space will be:

- Thoughtful
- Strategic
- Sustainable
- Without lock-in to current technology
- In keeping with Columbia's brand
- In keeping with Columbia's strengths
Target Audiences for Online Learning

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

● SEAS: Offering degrees, programs, certificates to remote students through Columbia Video Network since 1986.

● SCHOOL OF CONTINUING EDUCATION: Offering various online courses and programs.

● JOURNALISM: Offering handful of individual courses, including one by the dean.
What We've Been Doing for Years

- MEDICAL CAMPUS: Almost every lecture in P&S is video recorded and transcribed. Center for Medical Education offers online courses.

- BUSINESS SCHOOL: Offering first executive education program online, "Personal Leadership."

- SIPA: Some courses use online learning to connect with students from universities around the world.

- CCNMTL: The Columbia Center for New Media Teaching and Learning works with faculty to add online elements to their courses.
The role of the LMS - Learning Management System

Online learning consists mainly of an LMS:

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

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

![Khan Academy](https://khanacademy.org)

**Bernini’s David**

Gian Lorenzo Bernini, David, 1623–24, marble (Galleria Borghese, Rome)
Issues in Online Learning

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

**Coursera**
Founded by two Stanford professors; hosts courses by 33 universities, including Brown, Princeton, Duke, University of Michigan, University of Virginia.
- Non-exclusive partnerships.

**edX**
Nonprofit joint initiative of Harvard & MIT, each put in $30 million. Berkeley has joined as partner.
- Exclusive partnerships only.

**Udacity**
Private company offering courses, mostly in the tech space.
Benefits of MOOC efforts

● Give us experience with new learning platforms to benefit on-campus learning.

● Part of Columbia's mission to educate the world and spread knowledge.

● Brand-building for particular programs.

● Generate prospective-student leads for degree programs.

● Learning and retraining opportunities for alumni.
Spring 2013 Pilots with Coursera

Short-term, non-exclusive piloting opportunity

<table>
<thead>
<tr>
<th>Course</th>
<th>Details</th>
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<tbody>
<tr>
<td>Financial Engineering and Risk Management</td>
<td>February 2013</td>
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<tr>
<td></td>
<td>10 weeks long</td>
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<tr>
<td>Martin Haugh and Garud Iyengar, with guest lectures by Emanuel Derman</td>
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<tr>
<td>MOS Transistors</td>
<td>To be announced</td>
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<td>Yannis Tsividis</td>
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<tr>
<td>Natural Language Processing</td>
<td>Feb 11th 2013</td>
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<td>10 weeks long</td>
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<td>Michael Collins</td>
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Spring 2013 Pilots with Coursera

Three courses from SEAS:

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

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

Faculty chosen by deans based on reputation and teaching awards.
Spring 2013 Pilots with Coursera

- Exploring courses with several professors and departments across the university.

- Our goal is offer courses that highlight the quality of our faculty.
Example of a Coursera Course
Example of a Coursera Course

A History of the World since 1300
Lecture 1
Peoples and Plunderers
Example of a Coursera Course

Forums / Professor's Forum

Please help all of us experience the best learning environment possible:
- Be friendly and considerate when talking to your fellow students. (Example)
- Use up-votes to bring attention to thoughtful, helpful posts. (Example)
- Search before you post. (Example)
- Post in the appropriate sub-forum. (Example)
- Use the icon to report inappropriate content or highlight posts related to platform issues.

Forum Threads

<table>
<thead>
<tr>
<th>Thread Title / Original Poster</th>
<th>Last Post</th>
<th>Votes</th>
<th>Posts</th>
<th>Views</th>
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<tr>
<td>Lecture 1: Peoples and Plunderers</td>
<td>Derek Law 1 day ago</td>
<td>26</td>
<td>77</td>
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<td>Melissa Teixeira</td>
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Example of a Coursera Course

Lecture 1: Peoples and Plunderers

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

Jeremy Adelman (Instructor) on Thu 20 Sep 2012 5:38:42 PM EDT

Comments

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

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

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

Nikolay Todorov

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

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