

The Merchants of MOOCs

James Grimmelman
University of Maryland

$$x^2 + y^2 = 100$$

$$\frac{d}{dx}[x^2 + y^2] = \frac{d}{dx}[100]$$

$$\frac{d}{dx}[x^2] + \frac{d}{dx}[y^2] = 0$$

$$2x + 2y \cdot \frac{dy}{dx} = 0$$

$$2y \frac{dy}{dx} = -2x$$

$$\frac{dy}{dx} = -\frac{x}{y}$$

YouTube



10:18 / 15:57





INTRODUCTION TO Artificial Intelligence

In partnership with



Course

Discussion

Progress

Information

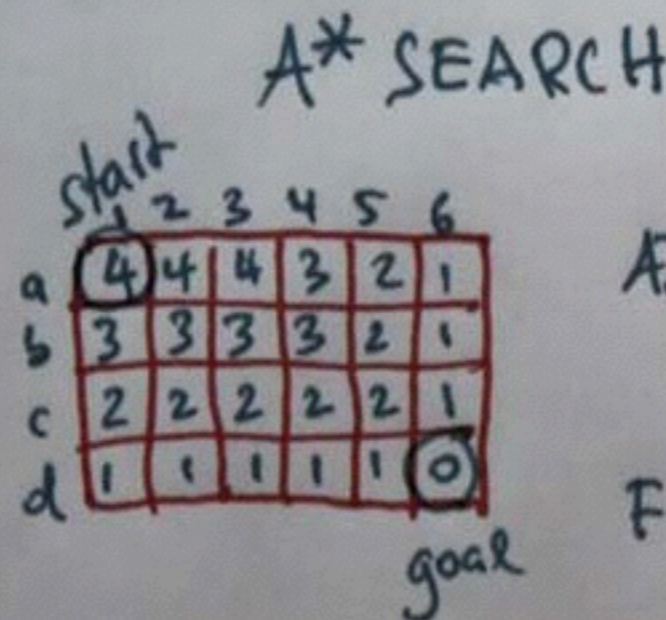
Profile

Correct!

Next

Available units:

- ▶ 1. Welcome to AI
- ▶ 2. Problem Solving
- ▼ Homework 1(closed)
 - 1. Peg Solitaire ?
 - 2. Loaded Coin ?
 - 3. Maze ?
 - 4. Search Tree ?
 - 5. Search Tree 2 ?
 - 6. Search Network ?
 - ✓ 7. A* Search ?
- ▶ 3. Probability in AI
- ▶ 4. Probabilistic Inference



ADMISSABLE ?

YES NO

FIRST NODE TO EXPAND

b1 a2

SECOND NODE TO EXPAND

b1 c1 a2 a3 b2

THIRD NODE TO EXPAND

d1 c2 b3 a4

Next



“a wealth of free content usually only available on university campuses”

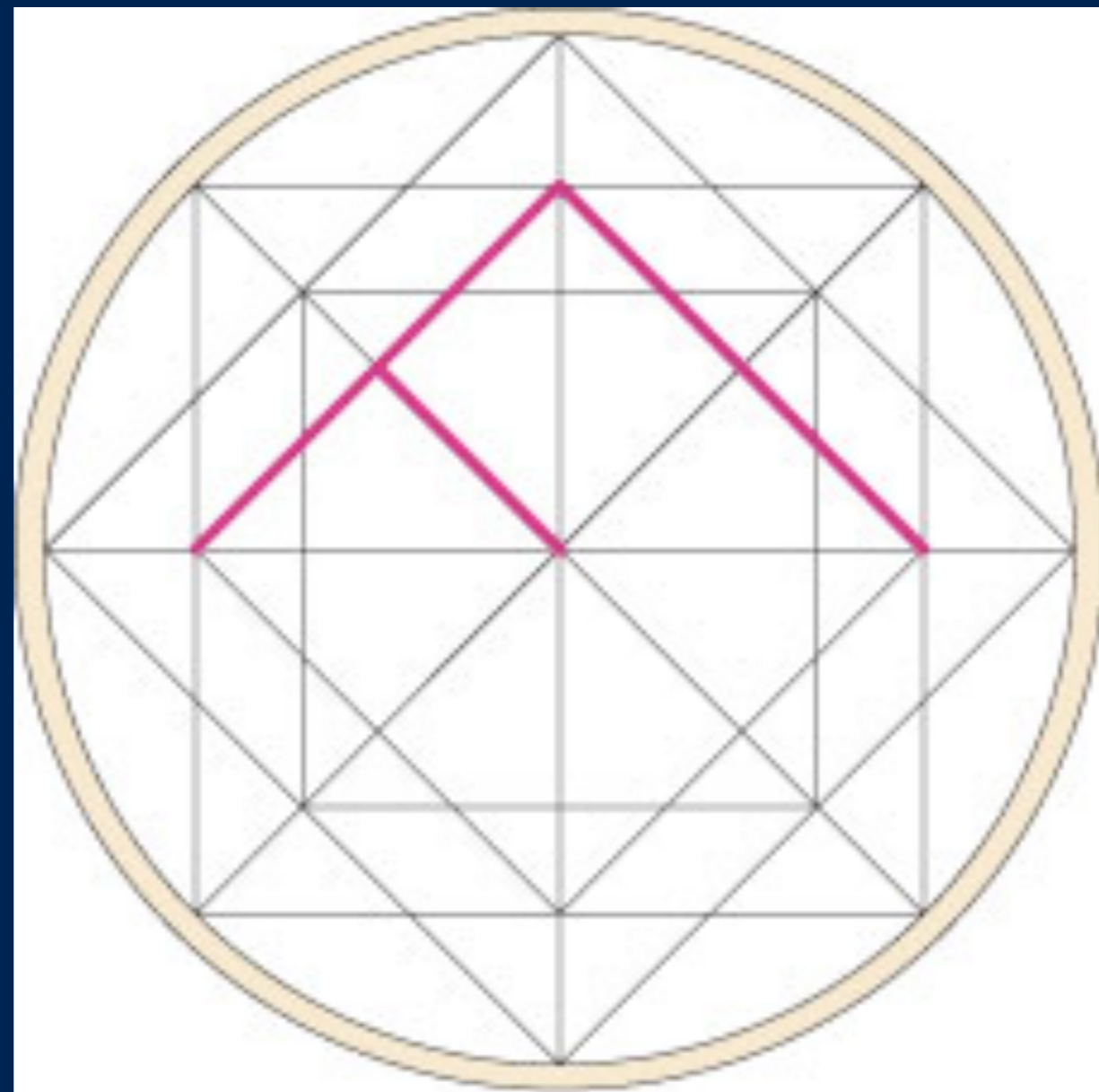
Partner institutions:

Columbia
London School of Economics
Cambridge University Press
British Library
Smithsonian Institution
New York Public Library

Curriculum:

business
law
economics
social sciences
medicine
computer science
the arts
journalism
physics

“elaborate online courses replicating the Ivy League experience”



FATHOM



So that's what I'm saying to you, is
that slow reading will actually be an





THE
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COURSES™



An Open Letter to Professor Michael Sandel from the Philosophy Department at San José State University

April 29, 2013

Dear Professor Sandel,

San José State University recently announced a contract with edX (a company associated with MIT and Harvard) to expand the use of online blended courses. The SJSU Philosophy Department was asked to pilot your JusticeX course, and we refused. We decided to express to you our reasons for refusing to be involved with this course, and, because we believe that other departments and universities will sooner or later face the same predicament, we have decided to share our reasons with you publicly.

There is no pedagogical problem in our department that JusticeX solves, nor do we have a shortage of faculty capable of teaching our equivalent course. We believe that long-term financial considerations motivate the call for massively open online courses (MOOCs) at public universities such as ours. Unfortunately, the move to MOOCs comes at great peril to our university. We regard such courses as a serious compromise of quality of education and, ironically for a social justice course, a case of social injustice.

WHAT ARE THE ESSENTIAL COMPONENTS OF A GOOD QUALITY EDUCATION IN A UNIVERSITY?

First, one of the most important aspects of being a university professor is scholarship in one's specialization. Students benefit enormously from interaction with professors engaged in such research. The students not only have a teacher who is passionate, engaged and current on the topic, but, in classes, independent studies, and informal interaction, they are provided the opportunity to engage a topic deeply, thoroughly, and analytically in a dynamic and up-to-date fashion.

A social justice course needs to be current since part of its mission is the application of conceptions of justice to existing social issues. In addition to providing students with an opportunity to engage with active scholars, expertise in the physical classroom, sensitivity to its diversity, and familiarity with one's own students are simply not available in a one-size-fits-all blended course produced by an outside vendor.

Second, of late we have been hearing quite a bit of criticism of the traditional lecture model as a mismatch for today's digital generation. Anat Agarwal, edX President, has described the standard professor as basically just "pontificating" and "spouting content," a description he used ten times in a recent press conference here at SJSU. Of course, since philosophy has traditionally been taught using the Socratic method, we are largely in agreement as to the inadequacy of lecture alone. But, after all the



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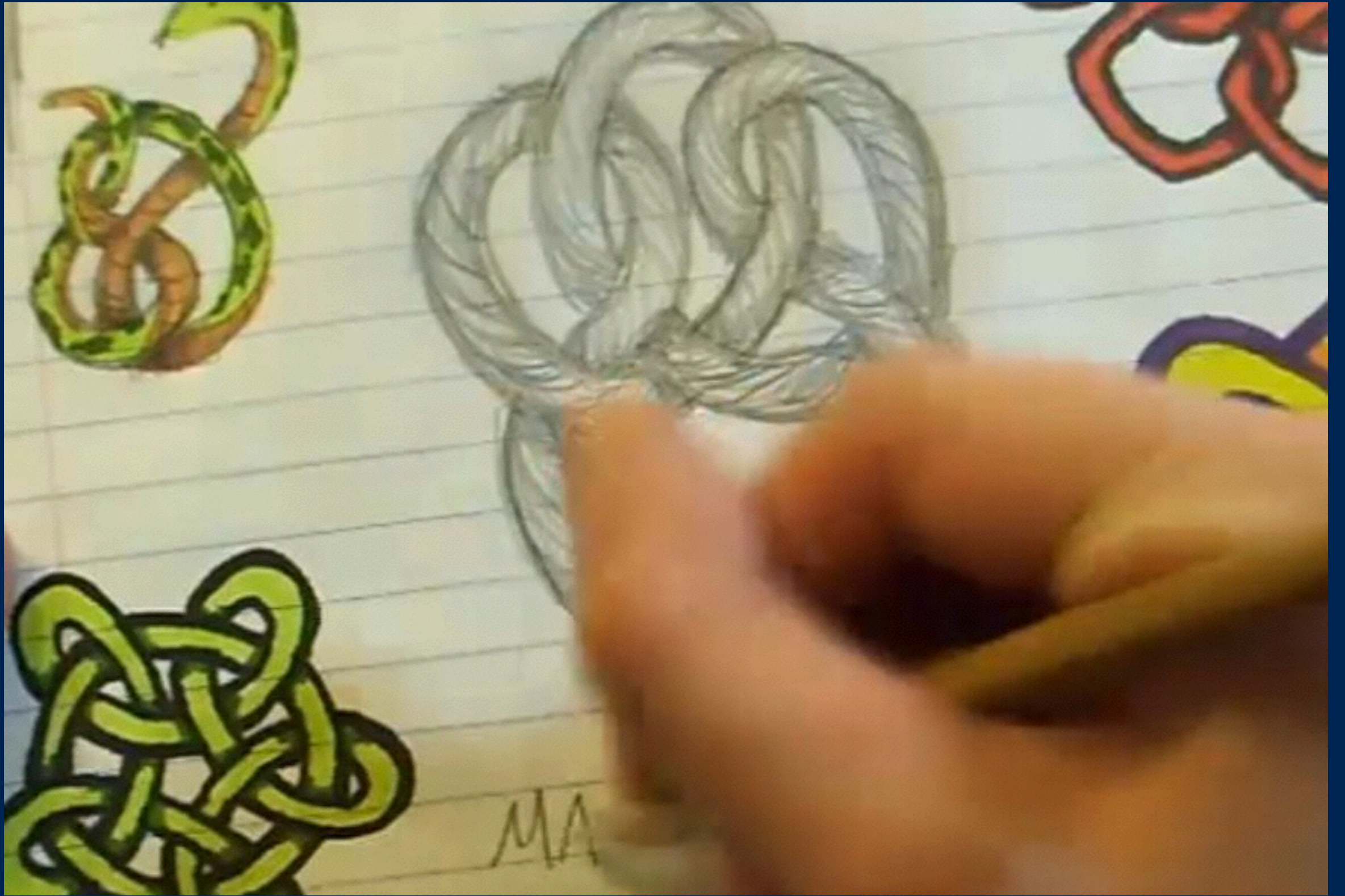
only defined in \mathbb{R}^n for $n=1,2,3$

$$\begin{bmatrix} 1 \\ 2 \\ 3 \end{bmatrix} = \begin{bmatrix} 2x-1-2 \\ 1-3+4 \\ 3-1-1 \end{bmatrix} = \begin{bmatrix} -2x \\ 1 \\ 1 \end{bmatrix}$$

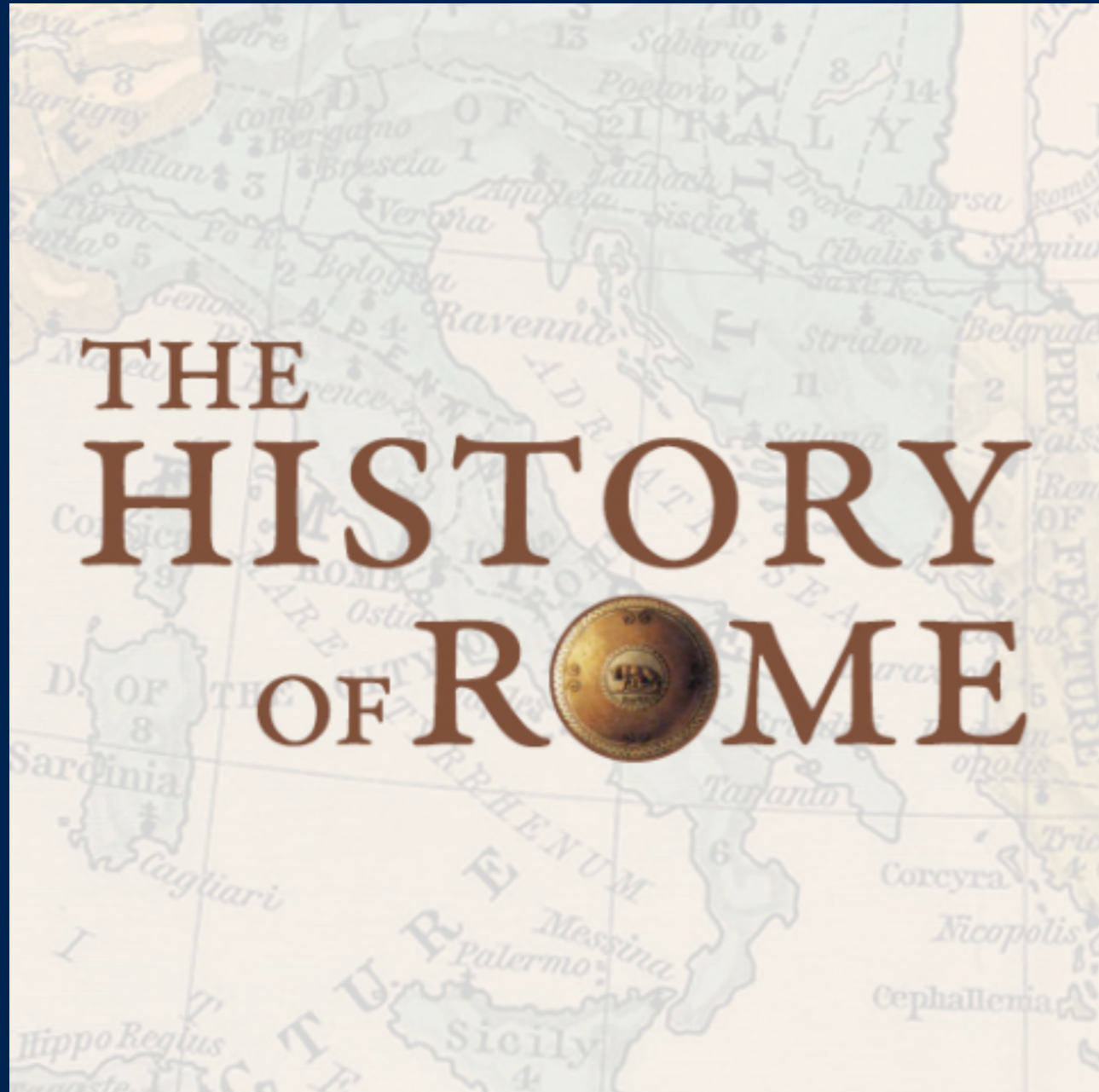
$\sum_{i=1}^n a_i x_i = 0$

$$\begin{bmatrix} a_1 & a_2 \\ a_3 & a_4 \end{bmatrix} \begin{bmatrix} x_1 \\ x_2 \end{bmatrix} = \begin{bmatrix} 0 \\ 0 \end{bmatrix}$$

$a_1 x_1 + a_2 x_2 = 0$
 $a_3 x_1 + a_4 x_2 = 0$



MA



MIT

OCW

100

ONE HUNDRED DOLLARS

100

FEDERAL RESERVE NOTE

JB 00000000 T

B2



Timothy F. Geithner
Secretary of the Treasury

Rosa Gumataotao Rice
Treasurer of the United States

100



FRANKLIN

UNIONED STATES OF AMERICA

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JULY 4, 1776



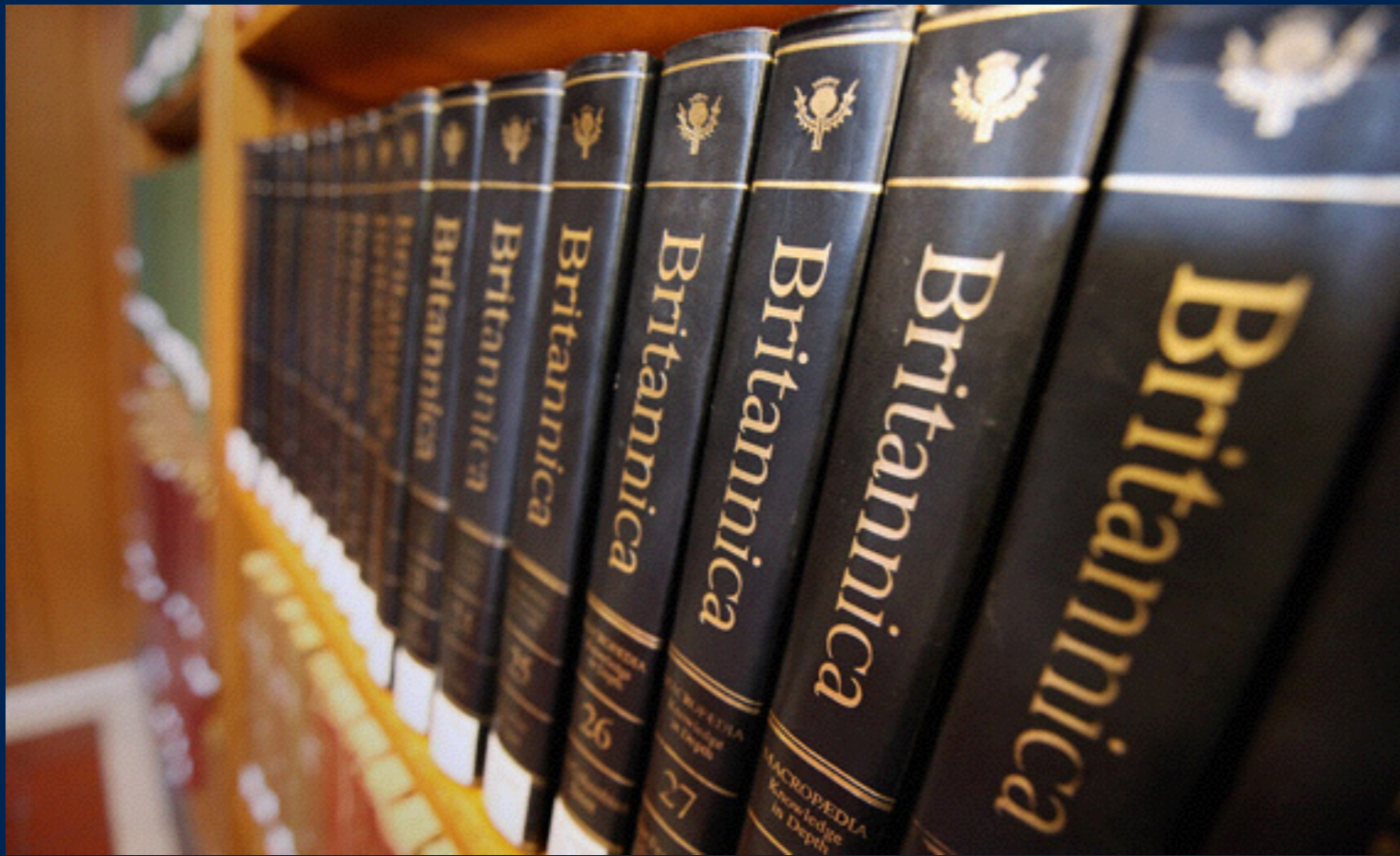
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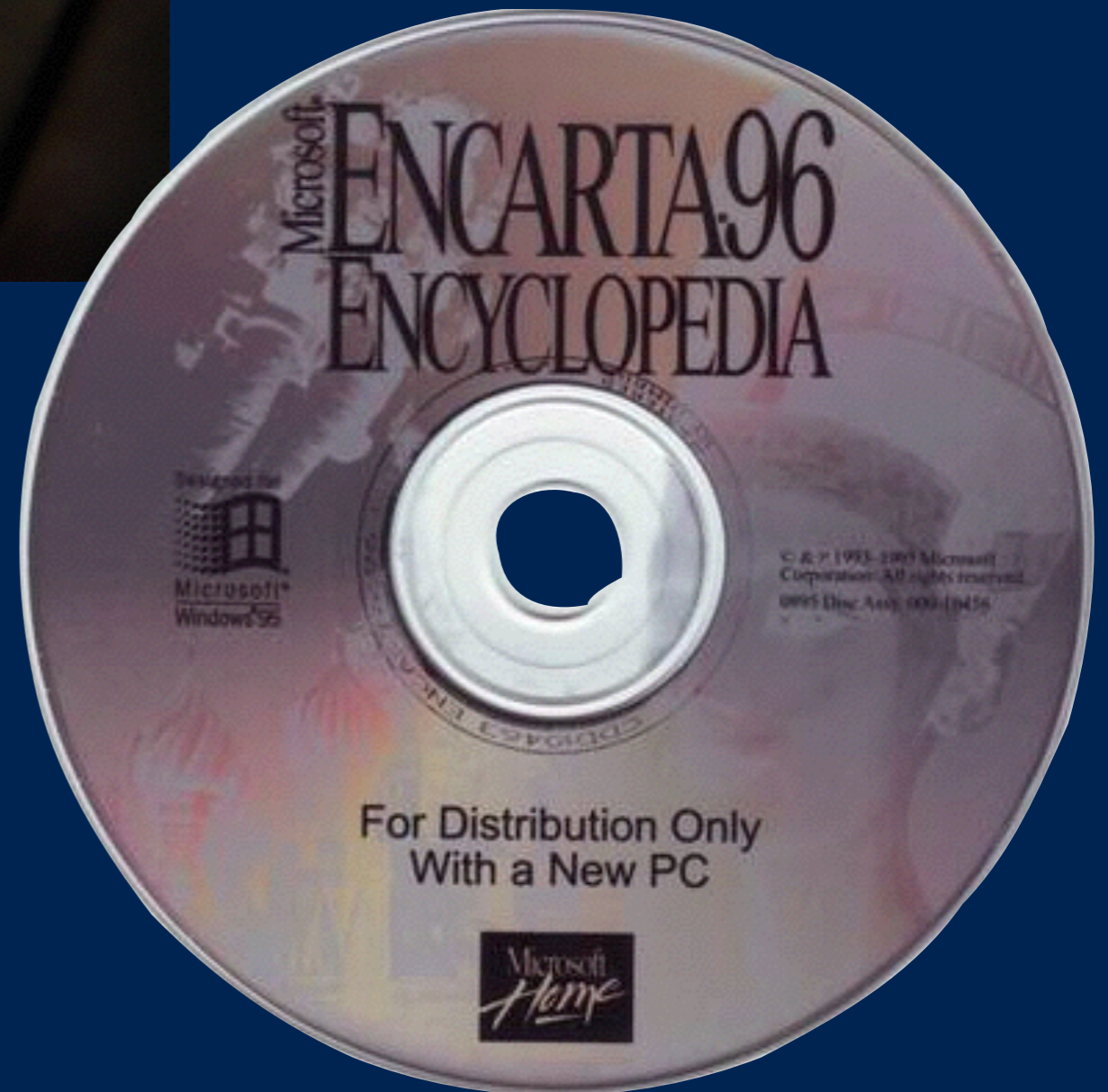
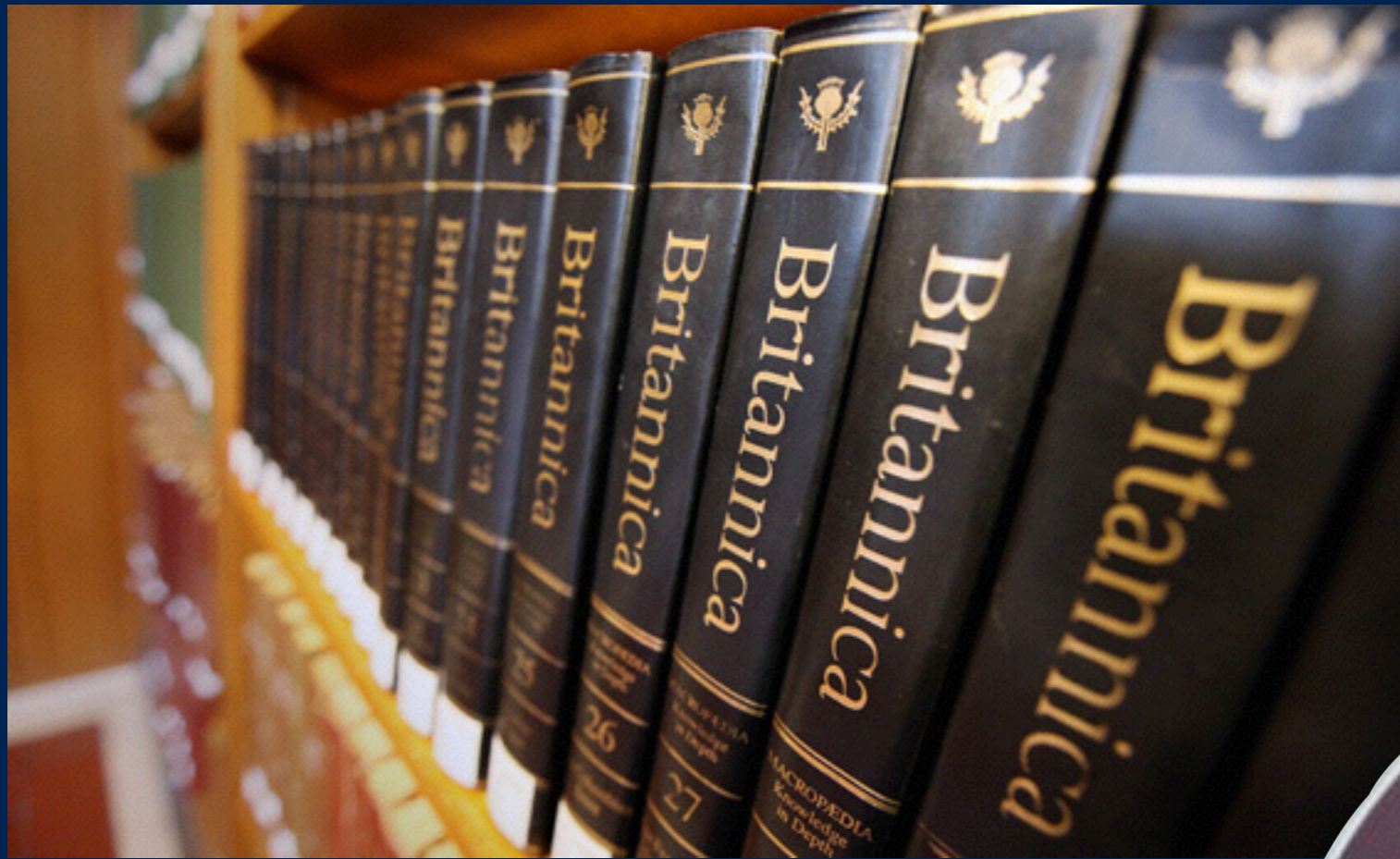


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100









Not the end ...