

Creating A Foundation for Open Knowledge



Technology Assessment of
Web-based Learning

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Overview



- ⌘ Problems of Access and Quality of Academic Content
- ⌘ Basic Strategy and Assumptions including Theory of Action
- ⌘ Hewlett Grantees & Demonstrations
- ⌘ Challenges

UNESCO's Deputy Asst Director General for Communication and Information



⌘ *“Knowledge has become a principal force of social transformation. Knowledge-based and -led development holds the promise that many of the problems confronting human societies could be significantly alleviated if only the requisite information and expertise were systematically and equitably employed and shared.”*

Problem

⌘ Lack of Access

- ☑ Technical -- Reliability, Bandwidth, Search Engines, Interoperability

- ☑ Cost

⌘ Lack of Quality

- ☑ Not Harnessing Power of Technology

- ☑ Little Quality Control

- ☑ Few Mechanisms to Evaluate

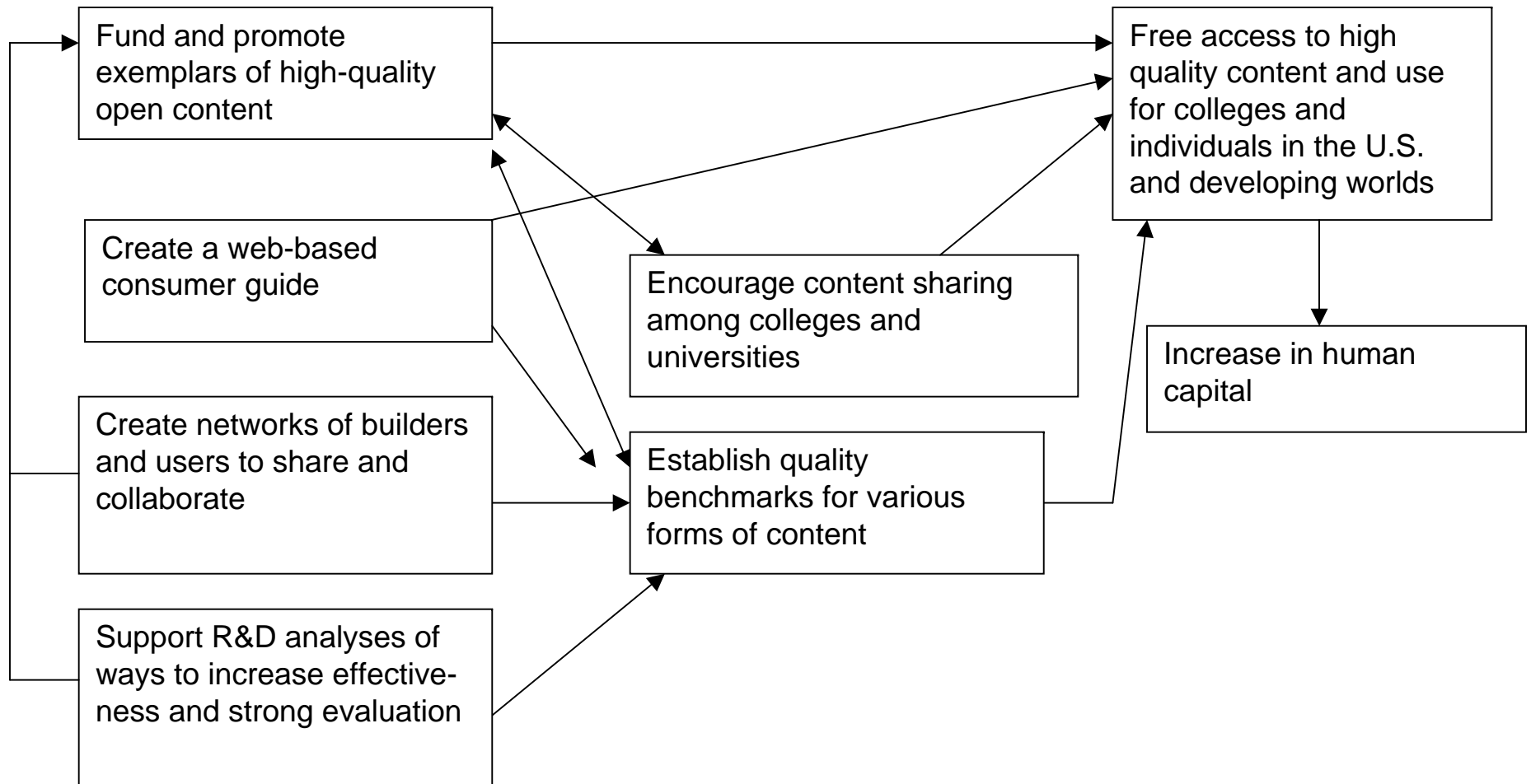
Basic Strategy

- ⌘ Focus on high quality exemplars to enhance teaching and learning
 - ☑ Courseware, full courses, modules, learning objects, library collections, journal related data, etc.
- ⌘ Make free, accessible and reusable
- ⌘ Examine and address problems in use
- ⌘ Develop sustainable models

Operating Hypothesis

- ⌘ Establish standards of practice
- ⌘ Stimulate other institutions to freely share
- ⌘ Materials are intended to support the improvement of teaching, learning and research
- ⌘ Help to equalize access

Theory of Action



Funding Examples

- ⌘ MIT OpenCourseWare, ocw.mit.edu
- ⌘ Harvard, Open Collections
- ⌘ Carnegie Mellon, Open Learning Initiative
cmu.edu/cmoli
- ⌘ Rice U, Connexions, cnx.rice.edu
- ⌘ Meetings - national and international,
learning objects and intellectual property.
- ⌘ OECD, UNESCO ci-cairo.org/opencourseware

Demonstration

⌘ MIT OpenCourseWare

📁 ocw.mit.edu

⌘ Internet Archive

📁 archive.org

⌘ Carnegie Mellon

📁 cmu.edu/cmoli

Challenges to Open Knowledge

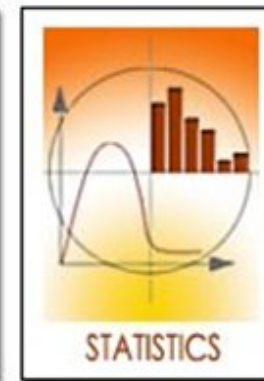
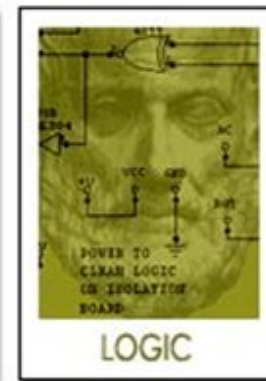
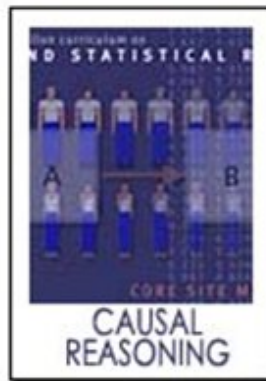
- ⌘ Intellectual Property
- ⌘ Cultural - Adaptations, translations
- ⌘ Academic - Institutional Incentives
- ⌘ Understanding Use
- ⌘ Technological - interoperability, search strategies, structure of knowledge
- ⌘ Financial - initial capital, sustainability

Appendix



open learning initiative

Carnegie Mellon



Cognitively-informed Education Data-driven Iteration

Funding for Carnegie Mellon's OLI has been provided by the William and Flora Hewlett Foundation

Learning Environments that Engage the Student in Active Learning Practice with Frequent Opportunities for Feedback

2400 Cell Phones Revisited - Microsoft Internet Explorer provided by AT&T WorldNet

Address: <https://ok.web.cmu.edu/course/front/snode?guid=bb1966b690020c1b009ec2886>

Links: CSR1.0-local | Course 4 Dev | Course 3 - Prod | CSR1.1-local

MODULE 1.3: INDETERMINISTIC CAUSATION [Printable Module](#) | [Account Info](#) | [Contact Us](#) | [Sign Out](#)

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2400 Cell Phones Revisited

Both the cell phone and Colored Square simulations you used in the previous sections are instances of indeterministic causation. In this section we discuss how an indeterministic response structure only **appears** to be indeterministic because some of the causes for an effect were left out.

In the original simulation on the cell phone, you probably only managed to get about half of your calls to go through. Why? Isn't hitting the "SEND" button a cause of a call getting through? The answer is yes, it is a cause, but not the **only** cause.

We only showed you part of the story in the cell phone simulation. Here we uncover another cause of getting the call to go through: whether you are in range of a cell phone tower or not. You cannot control whether you are in range of the tower -- but in this simulation you can observe it (your location appears as a small square).

SIMULATION OF CALL ATTEMPTS, LOCATION AND CONNECTIONS

ATTEMPTS: 4 CURRENT LOCATION CONNECTIONS: 3

RESET

Self-Assessment LSEC_V01_A_det_indet004

Self-Assessment LSEC_V01_A_cause_ind014 - Microsoft Internet Explorer provided by AT&T WorldNet

Self-Assessment LSEC_V01_A_cause_ind014

[Question 1](#) | [Question 2](#) | [Question 3](#) | [Question 4](#) | [Question 5](#) | [Question 6](#) | [Question 7](#) | [Question 8](#) | [Question 9](#) | [Question 10](#) | [Question 11](#) | [Question 12](#)

Question 3

SIMULATION OF WATER, TURBINE, LIGHT CAUSAL SYSTEM

In the simulation above, which quantity can you directly intervene on, as opposed to just observe? (Choose only one answer - and be careful - this is a little tricky)

Choose **exactly one** of the following:

- A. The Light Bulb.
- B. The Red Handle on the spigot.
- C. The Turbine Wheel.
- D. None of the above

Mental Scaffolding Supports Students' Knowledge as Constructed Through Practice

The screenshot shows the StatTutor interface in Microsoft Internet Explorer. The window title is "StatTutor - Microsoft Internet Explorer". The interface is divided into several sections:

- Questions & Variables:** This section contains two columns. The left column lists variables: Sex (Student's sex), Height (Student's height), Eyes (Student's lenswear (eg:eyeglasses, orcontact lenses, ornone)), and ShoeSize (Student's shoe size). The right column lists questions: 1. How do students' heights depend on their shoe sizes? and 2. Does lenswear (contacts, eyeglasses, or none) depend at all on whether a student is male or female?
- Work Plan:** This section is on the left and contains a list of steps: 1. Understand the problem (with sub-points: Check data format, Consider study design), 2. Reflect on question, 3. Analyze data (with sub-points: Plan analyses, Exploratory analysis, More formal analyses), 4. Draw conclusions (with sub-points: Consider what results mean, Reflect on conclusions), and 5. Summarize (with sub-points: Summarize Findings, Evaluate validity).
- Plan analyses:** This section is on the right and contains a "Hint" button. It includes the text: "Before choosing appropriate analyses, it is helpful to: Identify the relevant variables: Which variable(s) among those listed below is/are particularly relevant to the current question?" followed by checkboxes for Sex, Height, Eyes, and ShoeSize. Below this, there are two rows for classifying variables: "The variable _____ is the _____ variable, and is _____" and "The variable _____ is the _____ variable, and is _____".

The Student is a Participant as well as an Observer

Market Experiment, (c) 2000, econU.com - Microsoft Internet Explorer

Address: http://zunr.hss.cmu.edu/econu/experiments/sd/market.asp

ECONU.COM
IT'S TIME FOR ECONOMICS TO COME ALIVE!

Update This Page Go to the Other Sessions Return to Your Home Page

Market ends at 2/9/2003 22:00 EST (closes in 203 hours).

Welcome Jane

Textbook Market

You are a **demand**er (buyer) in this session.

You have 1 trade(s) remaining in this session. Your next trade has a **Buyer Value** of \$42. Thus, your profit from this trade will equal \$42 minus the price you pay. If you do not make this trade, you will earn \$0 (therefore, avoid trades at prices above \$42).

To make as much profit as possible, try and trade at the lowest price you can get below your Buyer Value of \$42.

Your **current profit** in this session is \$0.

Transactions				
Trans	Price	Buyer	Seller	Date/Time
1	38	John	Bill	1/31/2003 15:49 EST

Transactions				
Trans	Price	Buyer	Seller	Date/Time
1	38	John	Bill	1/31/2003 15:49 EST

If all of your outstanding offers are accepted, your potential trades will be used up.

Current Offers

Offers To Buy	Offers To Sell
<p>Buy At \$ 35 Bidder: Candace [I am offering more \$\$ than Jane...]</p>	<p>Sell For \$ 25 Asker: Willie [Get your used textbooks here!] <input type="button" value="Accept This Offer"/></p>
<p>Buy At \$ 30 Bidder: YOU [I offer \$30 and not a penny more...]</p> <p><input type="button" value="Remove This Offer"/></p>	<p>Sell For \$ 40 Asker: John [One Slightly Used Textbook...] <input type="button" value="Accept This Offer"/></p>

Tools that allow Instructors to Create Interactive Student Activities

Vydium Chemistry Lab - Default Lab Setup

File Edit Tools View Help

Solutions Explorer

- 1M NaCl
- 1M NaOH
- 1M NaHCO_3
- 1M $\text{NaHCO}_3\text{H}_2\text{CO}_3$
- 1M NaOBr
- 1M NaOCl
- 1M NaOH

Indicators

- Bromocresol Green
- Cresol Red
- Methyl Orange
- Methyl Red
- Phenolphthalein

Stock Solutions

- 11.8M HCl
- 14.8M H_2PO_4
- 14.8M NH_3
- 15.4M HNO_3
- 15M HCO_3
- 17.8M H_2SO_4

1M Sodium Hydrogen Carbonate

Workbench 1

10mL Pipet

250mL Erlenmeyer flask: 1M NaHCO_3

100mL Beaker: 1M NaCl

Solution Info

Name: 1M NaHCO_3
Volume: 100.0 mL

Aqueous Solid Gas

(log) Molarity

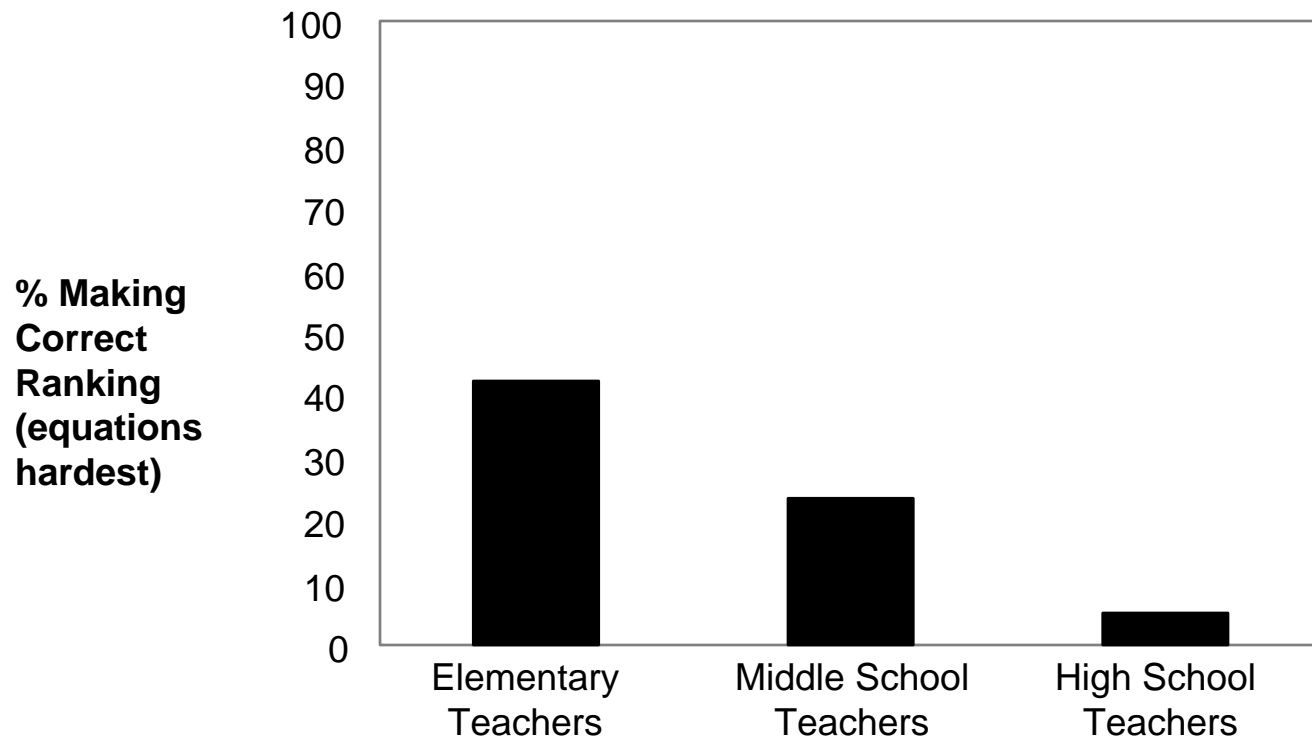
Species	Molarity
H^+	4.624e-9
OH^-	2.163e-6
Na^+	1.000e0
HCO_3^-	9.797e-1
H_2CO_3^*	1.015e-3
CO_3^{2-}	1.015e-2

25.0°C

pH Meter

Transfer amount (mL): Withdraw Pour to 1M NaHCO_3

Data-driven Iteration Mitigates The Expert's Blind Spot:



All OLI courses are instrumented to collect data about student use to inform the next iteration of course design.