

12.-13. oktober 2015,  
Wellesley, Boston USA

**Open edX Konference 2015**

# INDSAMLING AF ERFARINGER MED E-LÆRING

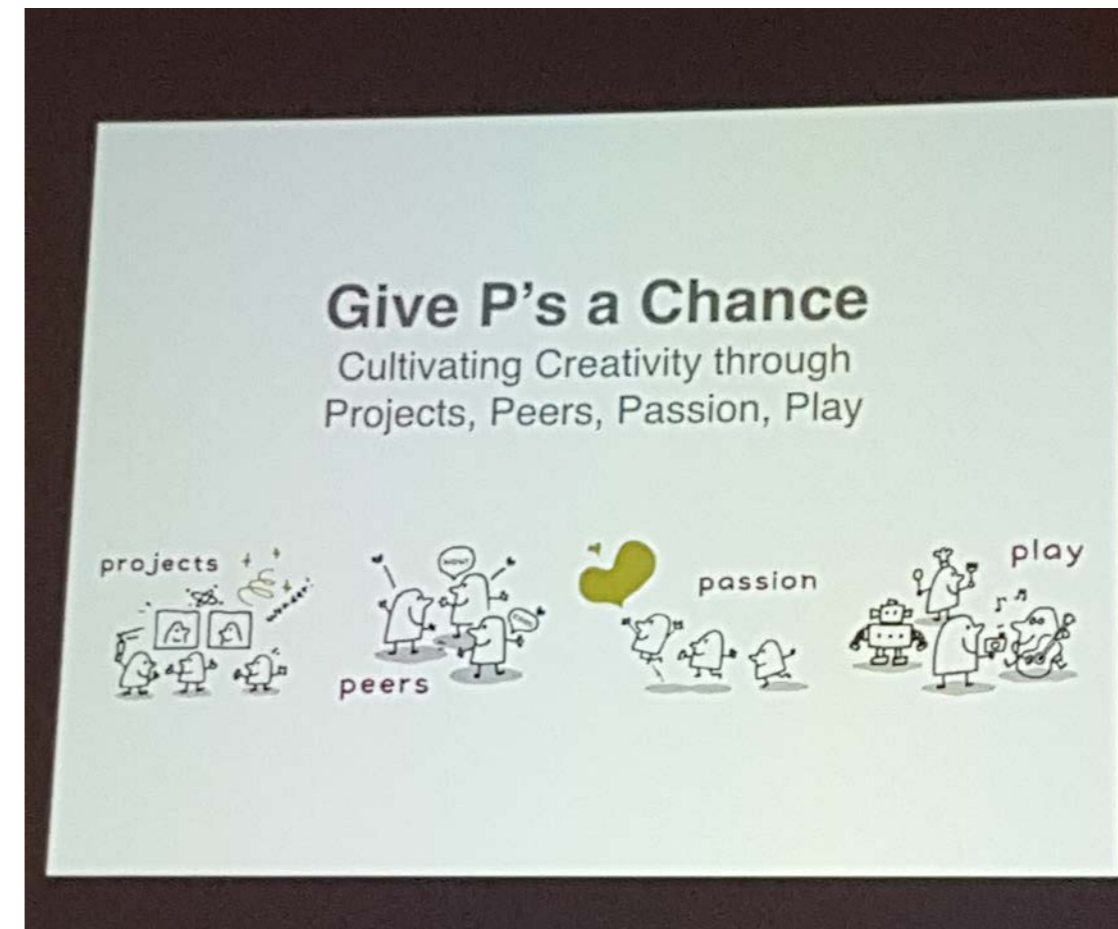
## INTRO: ANANT AGARWAL EDX CEO OG PROFESSOR PÅ MIT

- “Multiple Choice og videoer er ikke grunden til at vi er her, vi vil skabe en læringsplatform, der kan ændre den måde undervisning fungerer på, for den er ikke optimal i dag.”
- Investering: \$60 millioner Målsætning: 1 milliard studerende om små 6 år
- Anant er motiveret af tanken om unbundling. han mener at uddannelse i dag leveres i en klump fra vi er ca 5 til vi er ca 25. Når den er overstået begynder vi at arbejde og skal først da til at lære hvad den skal bruges til. Det er ikke optimalt. i stedet bør vi sprede læringen ud over et langt liv og komme tidligere på arbejdsmarkedet, og videreuddanne os kontinuerligt med praktisk fundering.
- E-læring og gratis tilbud fra fx EDX giver os mulighed for kontinuerligt at uddanne os selvom vi er i arbejde, og giver vidensinstitutioner mulighed for at udbyde uddannelser til en større målgruppe.



# KEYNOTE: MITCHEL RESNICK

- MIT Media Lab, Scratch og Learning Creative Learning
- Pædagogiske overvejelser om E-læring :
  - Verden er konstant foranderlig, og der er i stigende grad behov for at skabe kreative problemløsende unge, samt kontinuerligt opdatere viden hos voksne
  - De 4 p'er handler om at e-læring (og i princippet alt andet læring virker bedst hvis man kollaborerer med ligesindede om vidensskabelsen, hvis man vækker en passion hos brugeren, hvis man involverer et legende/eksperimenterende element og hvis man konstruerer projekter, hvor eleven kan teste sin viden.



“Projekter er vigtige for læring, for så bliver det ikke kommateringen der er den vigtige, men den overordnede forståelse. Detaljer er vigtige, men putter man dem ind i en projektramme gøres de relevante for eleverne.”

“Projektmotivationen er bedre en belønninger eller badges, for den vænner ikke eleverne til at skulle belønnes for alt hvad de gør. den vænner dem i stedet til at afprøve løsninger og bedømme resultater.”

Mitchel Resnick



**MOVE, MANAGE, AND SECURE  
COLLABORATION CONTENT**

*In The Cloud, On-Premises, and In Hybrid Environments*

## Leverage Open edX for Corporate Training

Cathy Herbert – Director, Training and Enablement

Metalogix

## Business Requirements

- **On-demand training for Partners, Customers and Employees**
  - 3-7 minute modules
  - 24x7 access + localized content
  - Blended Learning (Ask the expert session)
  - Sales Competitions, Peer Review , Practice your craft
- **Support ALL stages of the software sales/deployment cycle**
  - Sales
  - Technical Fundamentals
  - Advanced Technical Certification (future)
- **Reporting**
  - Track employee, partner program compliance
  - Has the customer/partner who is calling support taken training?
- **Agile environment – Easy to update**
  - Cloud applications change frequently – this impacts training
  - Training update based on Support ticket analysis

Metalogix er et firma der leverer løsninger til Sharepoint og Office365

De bruger e-læring til deres salgsteam.

Deres salgsteam består både af klassiske it sælgere og af outsourcete telemarketingafdelinger.

De havde tidligere et meget højt budget til fysiske kurser. E-læring har sparet dem meget

flexibiliteten er essentiel de modulerer og det vil sige at de kan ændre enkeltmoduler istedet for at skulle lave en hel ny salgsmåned.

De bruger hurtige moduler på 2-5 minutter som sælgerne kan tilgå nårsomhelst som en salg hurtig coaching og opdatering inden et salgsmøde.

## Business Requirements

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"2-3 min bidder om specifikke opgaver giver en enorm værdi, for på den måde har sælgeren altid produktchefen eller salgskoachen i lommen"

Cathy Herbert

# UQX QUEENSLAND UNIVERSITY

The screenshot shows the UQx Gallery website interface. At the top, the URL [https://edge.edx.org/courses/UQx/UQG101/2014\\_T1/info](https://edge.edx.org/courses/UQx/UQG101/2014_T1/info) is visible. The page features the edX logo and the course title "UQx: UQG101 UQx Gallery". A navigation bar includes tabs for "Courseware", "Course Info", "Discussion", "Wiki", "Progress", "Community", and "Instructor". A sidebar on the left lists various resource categories: "About", "Introduction", "List of Resources", "Formatting Standards", "Calculators", "Simulations", "Animations", "Assessment and Evaluation", "Video", "Collaborative Tools", "IELTS Tools", and "Survey". The main content area contains a scrollable text block with the following text:

VIEW UNIT IN STUDIO

This site has been developed for subject matter experts, educators and software and multimedia developers to showcase the types of course materials that can be developed and delivered on the edX platform. Many of these tools have been developed by the UQx team, but we also hope to add other tools as they become available on the edX platform. It is envisaged that the number of innovative approaches to improving the edX platform and the learning material will grow rapidly as other consortium members contribute content.

Feel free to use this site as you wish. All of the content is freely available on the CC-BY-SA licence including downloading the source code for reuse within your own courses. The asset can also be modified to suit your own needs.

If you have any questions about these tools or if you would like to contribute to the gallery, please send an email to [course@uqx.uq.edu.au](mailto:course@uqx.uq.edu.au).

Have fun browsing.

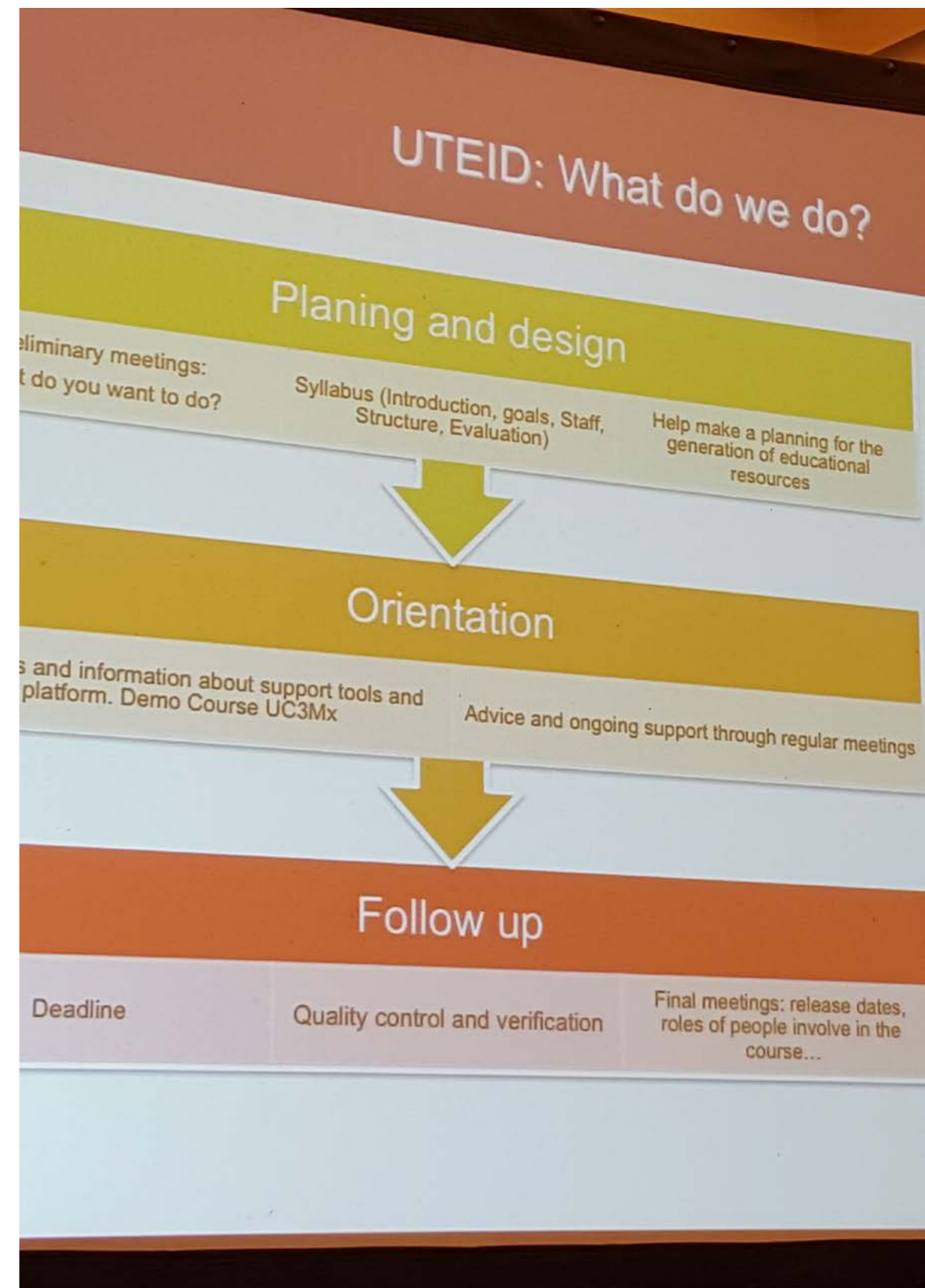
The UQx Team

- ▶ [https://edge.edx.org/courses/UQx/uqg101/2014\\_t1/info](https://edge.edx.org/courses/UQx/uqg101/2014_t1/info)

## DEPLOYING SPOCS IN A UNIVERSITY INSTITUTION WITH OPEN EDX

### JOSE A. RUIPEREZ-VALIENTE

- Spoc - Small Private Online Course
- Spot is a version of a MOOC used locally with on-campus students
- Trans Lectures bruger de til at oversætte og transkribere. Det hedder nu MLLP Machine Learning and Language Processing







## Try our transcription and translation technologies

The MLLP offers state-of-the-art automatic transcription and translation services for large video repositories.

[Free trial](#)

[How does it work?](#)



### Watch the Internet of Education Conf. 2015 keynote speech by MLLP director Alfons Juan

Posted on October 22, 2015

On 18 September, MLLP director Dr. Alfons Juan delivered a keynote speech on language technologies for education at the UNESCO-sponsored Internet of Education Conference 2015 in Sarajevo. The recording of the speech is now available for watching online.



### Release of the open source transLectures-UPV Platform (TLP) version 2.1

Posted on October 16, 2015

The MLLP has released version 2.1 of the transLectures-UPV Platform (TLP) for the integration of automated transcription and translation technologies into media repositories.

#### Tweets [Follow](#)

**MLLP Research Group** @mllpresearch 22 Oct

Watch the #ioe2015 keynote speech on language technologies for education by MLLP director Alfons Juan: [mllp.upv.es/watch-the-inte...](http://mllp.upv.es/watch-the-inte...)

**MLLP Research Group** @mllpresearch 16 Oct

The MLLP releases version 2.1 of its open source software #TLP for automated subtitling of media repositories: [mllp.upv.es/release-of-the...](http://mllp.upv.es/release-of-the...)

Expand

**CodeWeekEU** @CodeWeekEU 10 Oct

#CodeWeekEU starts today! Join us & bring your ideas to life! #CodeWeekEU

## Om at aktivere ikke undervisere til at lave e-læring

### JULIE MULLEN MIT LINCOLN LAB

- MIT Lincoln Lab er betalt af det amerikanske militær.
- De leverer uddannelse til statslige og militære institutioner, men leverer også til firmaer.
- De er bindeleddet mellem eksperter og slutbruger.
- De definerer sig i forhold til vedensgabene mellem medarbejdere fra forskellige uddannelsesmæssige baggrunde.
- De fylder videdensgabene, hvilket gør det muligt for medarbejderne at samarbejde effektivt
- Det er vigtigt at forstå distinktionen mellem eleven og den professionelle på efteruddannelse.

Course Design	
Challenges	Strategies
<ul style="list-style-type: none"><li>• Brief vs teach = tell vs show<ul style="list-style-type: none"><li>– Instructors have minimal experience in course design</li><li>– Instructors are expert briefers (telling) but need to be teachers (showing all the details)</li><li>– Presenter is asked questions, faculty intersperse lecture with questions</li><li>– Faculty questions are natural breaks and material review</li></ul></li><li>• Lack of existing<ul style="list-style-type: none"><li>– Content to draw on</li><li>– Previous courses to act as examples</li></ul></li><li>• Students arrive with broader competencies</li></ul>	<ul style="list-style-type: none"><li>• Shift Instructor focus<ul style="list-style-type: none"><li>– From "what am I telling the audience" to "what do they need to understand to be successful"</li><li>– Actively consider how to gauge student level of understanding</li></ul></li><li>• New focus affects<ul style="list-style-type: none"><li>– Selection of content</li><li>– Granularity of content</li><li>– Method of delivery</li><li>– Development of assessments</li><li>– Interactions with students</li></ul></li><li>• Modules support broad range student backgrounds:<ul style="list-style-type: none"><li>– Provide necessary background</li><li>– Skip familiar material</li></ul></li></ul>

Student Distinctions	
Academic	Professional
<ul style="list-style-type: none"><li>• Undergraduate Students<ul style="list-style-type: none"><li>– Young adults</li><li>– Full time</li><li>– Building understanding of specific or inter-related domain, but focus on a single domain</li></ul></li><li>• Graduate Students<ul style="list-style-type: none"><li>– Full or part time</li><li>– Focus on deeper learning of discipline</li><li>– Course of studies may or may not align with current job roles</li></ul></li><li>• Generally degree driven</li></ul>	<ul style="list-style-type: none"><li>• Students<ul style="list-style-type: none"><li>– Working professionals, civilian, government and military</li><li>– Part time, short sequences</li><li>– Knowledge requirements<ul style="list-style-type: none"><li>– Refresher</li><li>– Filling gaps in existing knowledge base</li><li>– Extend or deepen understanding of a subject area</li></ul></li></ul></li><li>• Driven by<ul style="list-style-type: none"><li>– Need for knowledge to complete job assignment</li><li>– Certification requirements</li><li>– Personal interest</li></ul></li></ul>

# AFSLUTNING

## Insights Video Analytics

View per-video learner data to help course teams understand how students are learning.



**BETH PORTER - TOP 10+1  
FEATURES RELEASED TO OPEN EDX  
IN THE LAST YEAR**

[HTTPS://YOUTU.BE/UFOYWIBLME](https://youtu.be/UFOYWIBLME)

# UNCONFERENCE

Lederen af EDX support og lederen af dokumentationsafdeling en beretter om ressourcer



[http://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2586847](http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2586847)

Jennifer Akana

# LINK TIL VIDEOER MED BILLEDER FRA KONFERENCEN.

DAG 1:

[HTTPS://VIMEO.COM/SEGES/REVIEW/147568  
442/8708D410D3](https://vimeo.com/segges/review/147568442/8708d410d3)

DAG 2:

[HTTPS://VIMEO.COM/SEGES/REVIEW/147568  
440/702AA63CE3](https://vimeo.com/segges/review/147568440/702aa63ce3)