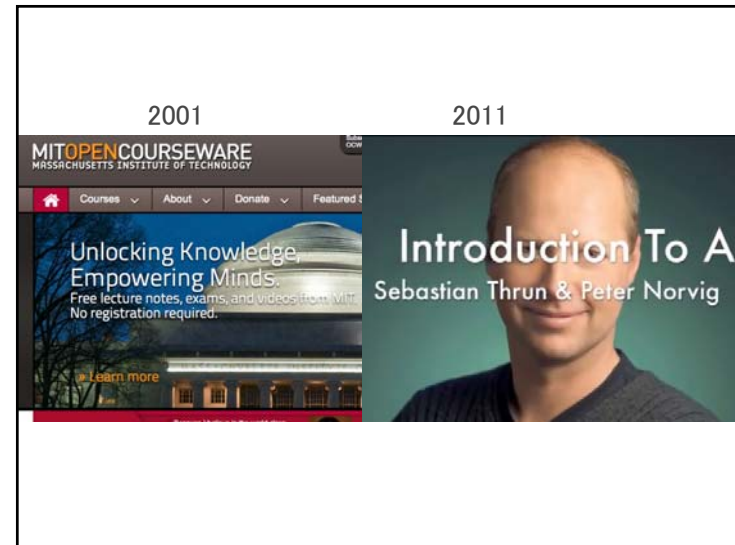


Open Education and Its Implications for Medical Education

Mary Lee Shigeru Miyagawa
Tufts – UTokyo MIT – UTokyo

2015.1.16

- [Aro Astro](#)
- [Visualizing Cultures](#)
- [Computer Science](#)
- [Sloan School 15.281](#)
- [Physics](#)



Why do OCW? Why do edX?

*If you share money, it disappears, but if you
share knowledge, it increases.*

Charles M. Vest, former president, MIT, 2002

*I don't think we should erect barriers around
knowledge created at universities.*

Rafael Reif, president, MIT, 2012

MIT Mission

The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges.

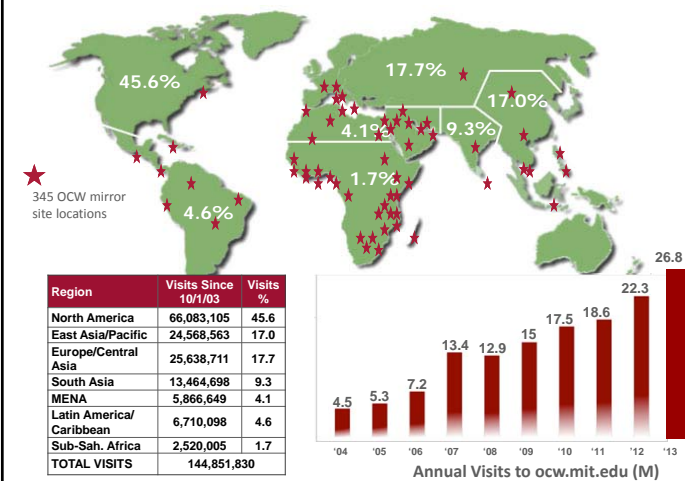


- OCW provides a comprehensive view of MIT's rich and diverse curriculum
- Encourages reuse of materials under a Creative Commons license.

View of the rich and diverse curriculum

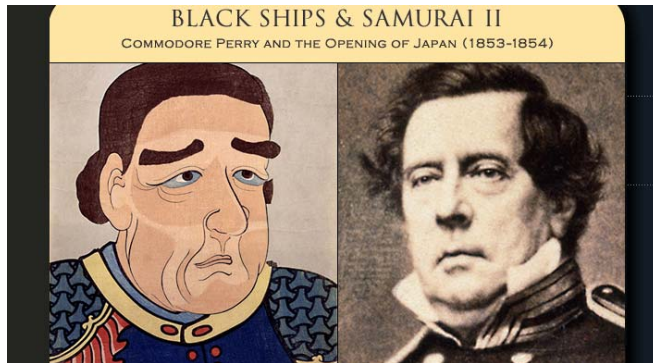
- 66% (601) of tenure track faculty participating
- 2,242 courses published
- 77 full video courses
- 349 mirror sites
- 1,018 translated courses

OCW Web Traffic By Region (as of December 31, 2013)



Reuse: Creative Commons

[VisualizingCultures](#)

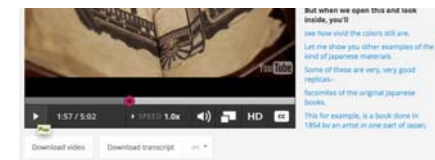


Visualizing Japan: [MOOC](#)



Finger exercises

Finger exercises immediately after each video



MULTIPLE CHOICE (1 point possible)

What is the key difference between the US and Japanese records of the Perry expedition?

- ☐ The US accounts are more accurate than the Japanese accounts.
- ☐ The US accounts are predominantly visual, while the Japanese accounts are predominantly textual.
- ☐ The US accounts are consolidated in the official Narrative, while the Japanese record spans a huge number of diverse texts and images.
- ☐ The US accounts only describe the actions of Perry and his crew, while the Japanese accounts record actions and people on both sides of the encounter.

Check Show Answer

Image exercises: [Time line](#)

missionaries begin to proselytize

1603: Tokugawa shogunate consolidates control over Japan [no image]

1639: Final seclusion edicts expel all but the Dutch, and ban Christianity

17th-18th centuries: The Dutch on Dejima provide a window between the West and Japan

c. 1720: Seclusion promotes some fanciful representations of people in foreign lands

Early 19th century: Whaling ships journey further across the Pacific

Image exercises: [Close analysis](#)

Find the people who match the brand descriptions and drag the images into the proper boxes. Use the bar to the right to zoom.

0/9

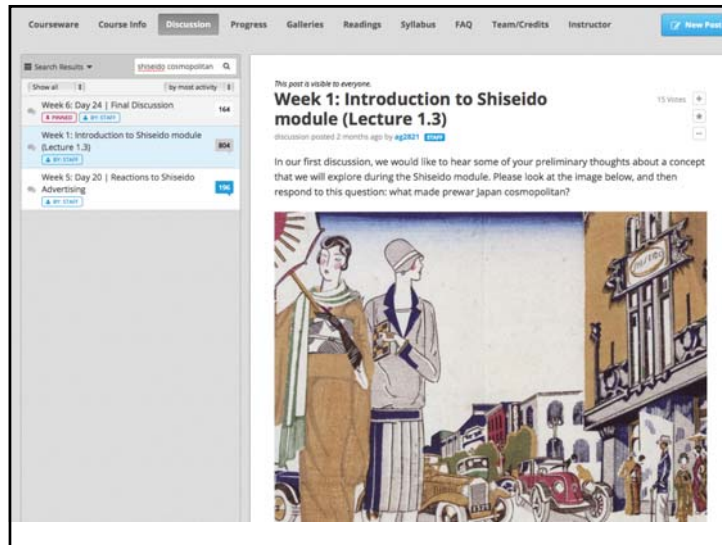
An automobile	A motorized bus	National flag
Police officers, lending an exotic air to Shinjuku	Police box	Shop window and window shoppers
Modern street lighting	Train lines	Western company name

Image exercises: [Image annotation](#)

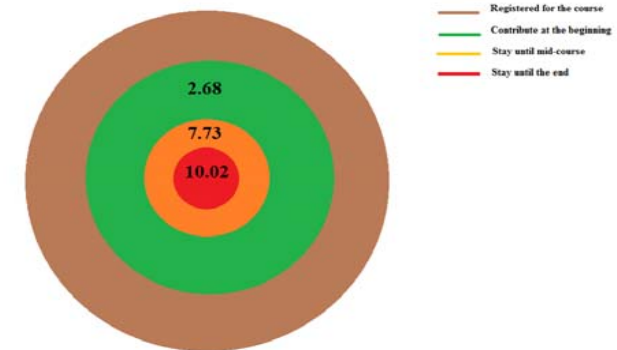
User	Annotation	#Repl...	Date posted

Who took VJx?

Countries	Responses	
United States of America	972	34%
Japan	295	10%
United Kingdom	147	5%
Germany	87	3%
China	86	3%
Spain	85	3%
Brazil	82	3%
Canada	82	3%
India	75	3%
France	71	2%
Australia	62	2%
Netherlands	51	2%
Greece	48	2%
Mexico	44	2%
Italy	38	1%
Russian Federation	34	1%
Viet Nam	34	1%



Frequency of postings and retention



Analysis by Duy Anh N. Do

Satisfaction

Satisfied – Extremely Satisfied

97.5%

edX launch: the aspirations

Harvard President Drew Faust

...unprecedented opportunity to dramatically extend our collective reach ... by extending online access to higher quality education...in a way that benefits our students, our peers, and people across the nation and the globe.

MIT President Susan Hockfield

... a unique opportunity to improve education on our own campuses through online learning, while simultaneously creating a bold new educational path for millions of learners worldwide.

The MIT Residential Visualizing Japan class

Ran a MIT residential version of Visualizing Japan simultaneous with the MOOC with 9 students

- MIT students used the MOOC material – video, etc.
- Used discussion forum as one source of learning material.

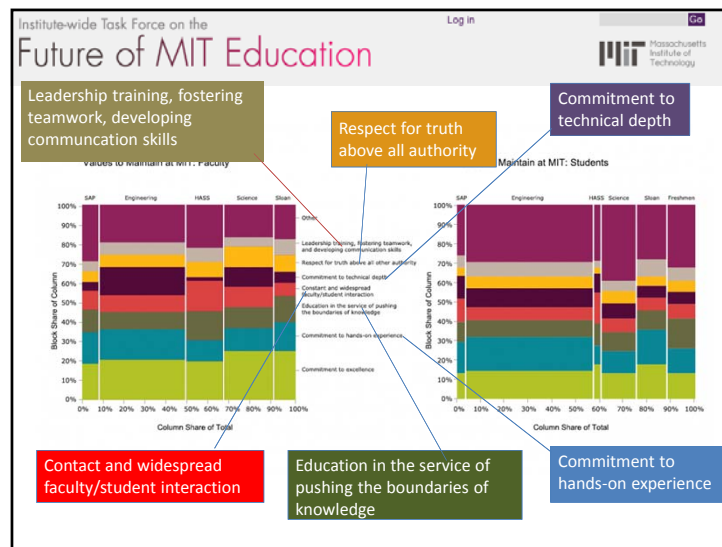
Student comments

...it was in the classroom that the VJx MOOC saw its greatest impact.

This classroom session ... is much different than a typical lecture style classroom as the Visualizing Japan classroom setting is instead used as a form of class discussion.

80/20, 50/50

Having students watch video lectures before class followed by discussion during class is a fantastic way to produce further mastery of the material while optimizing the students' time.



Visualizing Postwar Tokyo

HOW IT WORKS FIND COURSES SCHOOLS & PARTNERS

DASHBOARD

Watch the Course Introduction

Visualizing Postwar Tokyo, Part 1

Analyze the history of change and development in postwar Tokyo from different perspectives using archived photographs, films, and TV programs.

About this Course

Tokyo emerged out of the ruins of war to become a large city of 10 million people in only a quarter of a century. During this process of change, the capital of a military empire that once invaded East Asia experienced occupation by the U.S. armed forces, hosted the Olympic Games, and transformed into a consumer hub where *urushi nabe* could arise.

School: U TokyoX
Course Code: U Tokyo001x
Classes Start: 4 Nov 2014
Course Length: 4 weeks
Estimated effort: 5 to 6 hours/week

Access Courseware

Prerequisites: None

THE UNIVERSITY OF TOKYO