Stanford ONLINE

John Mitchell
Vice Provost for Online Learning
Activities at Stanford

• Improve teaching and learning for students and faculty
  – Build faculty experience, build catalog of online material
  – Engage students, build success
• Extend our programs
  – New, improved, and more cost effective technologies for executive and professional education
  – Extend and improve our graduate masters programs without increasing on-campus population
• Increase visibility and impact
  – Partner with other institutions to repurpose Stanford content allowing said institutions to improve quality and possibly reduce cost
  – Provide some free courses to support a variety of self-learners and to enhance the university's visibility
• Build research activity
  – Intellectually engage faculty in teaching and learning
  – Evaluate and improve our courses and their online components
• Contribute to evolution of education, e.g., OpenEdX, data exchange
What factors and forces are driving change in global higher education and where are they headed?
The need is evident

• Significant demand by any measure
  – Public college waiting lists exceed capacity
  – Global: China GDP will surpass Europe this decade
  – Learning throughout the life course

• MOOCs have
  – Established the potential for learning at scale
  – Demonstrated broad audience for low-cost educational experiences online

• Cost pressure on students and institutions
Emerging opportunities

• Groups of campuses can share courses
  – CIC infrequently taught languages; SUNY system plan
• Innovative programs at some institutions
  – SJSU using MOOCs for college credit, with local faculty
  – GA Tech $7,000 MS degree in computer science
• 35 courses account for 35% of college units
• Technology is affordable, ubiquitous
  – Storing an hour video: Late 90’s - $400, Today $0.02
  – Smartphone shipment > feature phone globally, 2013
• Opportunity to experiment, measure, improve education
  – Data collection changes scale, fidelity of educational research
Some likely transitions

- MOOCs popular for non-accredited lifelong learning
  - Weakly-accredited options; many uses of content in local teaching
  - Competency-based education
- Commoditization of advanced HS, remedial and 1st year college
  - Online content with local faculty involvement, other models
- Hybrid programs become the norm
  - Year abroad on college campus or non-campus location
  - Online courses replace SATs on college applications
  - Programs admit students based on first year online
  - Four-quarter MS degrees have 1-2 quarters on campus, rest online
- Wide array of professional certificate programs
  - Delivered by universities and/or through employers
- Federal student funding applicable to new programs

Goals: Sophisticated market informed by meaningful assessment, academic research
Integrate technology and teaching models into core classes and programs