

Using MOOCs to enhance Learning and Teaching

Professor Eric Tsui

Associate Director, Knowledge Management & Innovation Research Centre
The Hong Kong Polytechnic University

My Teaching Philosophy

Student Centric learning

The world as the classroom

Social & Lifelong learning

Technology-enabled

New learning processes

e.g. Co-creation, Flipped Classroom, Peer Instructions

Learning is best in a relaxed & fun environment

The Hong Kong Polytechnic University



Background



- Largest university in Hong Kong with 27,000 EFT students (local, mainland China & overseas)
- A considerable proportion of students routinely travels to mainland China for business
- Transitioned from a 3 years to a 4 years UG system (double cohort)
- Gained prior experience on delivering E-Learning via HKCyberU (for about a decade)
- “Blended Learning” has been set a target in 2 consecutive 5 years Strategic Plans

What is E-learning?



"The U.S. Department of Education conducted a meta-analysis of more than 1,000 studies of online learning between 1996 and 2008 and found that overall, blended learning programs produce better learning outcomes than courses taught either face-to-face or fully online."

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Course Delivery via Blended Learning




Face-to face seminar and workshops

On-line Tutorial System



ISE542 – Managing Knowledge

Content Area

On-line Learning platform



The “E” in E-learning helps to



- **Store & retrieve materials**
- **Free learners from time and location constraints**
- **Perform assessments online**
- **Connect learners with content & other learners**
- **Collaborative acts (contributions, sharing, editing, rating, navigation, task flow etc.)**
- **Generate, multiply situations in a simulated/virtual environment**
- **Track learning behavior of individuals and groups**
- **Identify high performers and those who need help**
- **Personalise content**
- ...

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Use of E-Learning in teaching (Source: Educational Development Centre)

eLab Safety Orientation

Welcome to eLab Safety Orientation if you have any enquiry, please contact:

Nursing Lab. Staff

Ms. So Kit Ying Tel: 2766 6326
Office: F6517 E-mail: hssky@inet.polyu.edu.hk

Ms. Gladina Yung Tel: 2766 6402
Office: MN037 E-mail: hsgdive@inet.polyu.edu.hk

Ms. Young Pui Shan Anne Tel: 3400 3791
Office: F6417 E-mail: hsypyeung@inet.polyu.edu.hk

For general enquiry
hsinf@inet.polyu.edu.hk
Use PolyU email A/C
Please provide: Name & Student ID
Contact Phone Number
Content

Vidyo

Children and Adolescent Hospital West Wing East Wing

I. Moulding

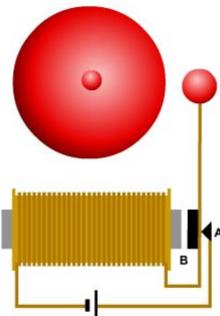
1.1. Secure the mould with tape
Tape horizontally around the disc form
Start from bottom spiral up to neck
Some numbers may start to wrap from the bottom line

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Interactive Exercise – Cause & Effect



Please click the ▶ button to start the animation.



Interactive Exercise - Mental Model



How can we deduce reasoning from a mental model?

Please click the ▶ button to start the animation.



Interactive Exercise – Building Portal Pages



Portals Landscape Game

3 Click to choose the 3 Columns to play

Please place the correct answer into the right place. Click the box click for explanation for details.

Suggested Solution Choose

GO

Fri July 22 15:34

KM Portal

Marketing and Corporate Communications	Human Resources	Learning and Development	Product Development	Sales
General Portlets				
Address Book				
Search				
Knowledge Map				
Document Management				
MySettings				
Other Portlets				
Product Information	Corporate News	Customer Information System (CIS)	Communities	
CRM	Newsfeed	LMS		
Project and Design Templates	Projects	eForms		

Click for explanation

Case 1: Innovation process at Shell The innovation process is based on a continuous cycle of trial and error and creativity. The problem is that most companies do not have the right culture to support it. In fact, most companies are organised like the oil大公司. They have a top-down hierarchy with a clear chain of command. This makes it difficult for market-oriented innovation to happen. However, market-oriented innovation is often required to stay competitive. Therefore, it is important to encourage for people to think outside the box. For example, Royal Dutch Shell has a program called 'Game-changer' which allows people through its innovation network to propose ideas for new products, new processes, new markets, new technologies, etc. It is a great way to get talent and cost efficiency. The program has been successful in creating game-changing ideas in small or large projects. It has also been used in various sectors which consider new opportunities in market-oriented innovation. The main idea is to encourage people to think outside the box upon which these ideas can be built.																			
The Concept of Knowledge Please highlight the Picture for Details: • Greek Philosophers Eudoxos, Socrates • Definition of Knowledge: Knowledge is justified true belief! • Knowledge model: Mathematics and logic. • Important discovery: Geometry, astronomy, and Aristotle's logical model. • Aristotle's model: Matter, Form, Potentiality, Actuality, Substance, Accident, Quality, Quantity, Relation, Action, Process, Motion, Space, Time, Cause, Effect, etc. • Aristotle's model: Matter, Form, Potentiality, Actuality, Substance, Accident, Quality, Quantity, Relation, Action, Process, Motion, Space, Time, Cause, Effect, etc. • Aristotle's model: Matter, Form, Potentiality, Actuality, Substance, Accident, Quality, Quantity, Relation, Action, Process, Motion, Space, Time, Cause, Effect, etc.	Comparison between tacit knowledge and explicit knowledge Please drag the items on the right hand side to the corresponding box: <table border="1"><tr><td>Structured Knowledge</td></tr><tr><td>Unstructured Knowledge</td></tr><tr><td>Tacit Knowledge</td></tr></table> <table border="1"><tr><td>Experiential</td></tr><tr><td>Heads</td></tr><tr><td>Conversations</td></tr><tr><td>Product specification</td></tr><tr><td>Work experience</td></tr><tr><td>Shared drives</td></tr><tr><td>Email</td></tr><tr><td>Video</td></tr><tr><td>Internet</td></tr><tr><td>Record management</td></tr><tr><td>Forms</td></tr><tr><td>Books</td></tr><tr><td>Reports</td></tr><tr><td>PDF</td></tr></table>	Structured Knowledge	Unstructured Knowledge	Tacit Knowledge	Experiential	Heads	Conversations	Product specification	Work experience	Shared drives	Email	Video	Internet	Record management	Forms	Books	Reports	PDF	
Structured Knowledge																			
Unstructured Knowledge																			
Tacit Knowledge																			
Experiential																			
Heads																			
Conversations																			
Product specification																			
Work experience																			
Shared drives																			
Email																			
Video																			
Internet																			
Record management																			
Forms																			
Books																			
Reports																			
PDF																			
Group the cells into two clusters Please click the button to see more details. Try to drag those cells into two categories. You can click the "INFO" button for details.																			

Encoding of a real scenario

Scenario in action

RAPIDS
Rapid Authoring Platform for Instructional Design of Scenarios

Aggregated view of learners' competencies

Showcasing of competencies

Web-based assessment platform

Advantages of RAPIDS

II. Quality Programs and Service

- Licensure Exams Pass Rate
- Persistent Completion
- High Quality Learning
- Student Engagement

Ti PC 香

Scenario-Based Learning with animated & talking characters

Communities of Practice

Please click the green flag to play the following scenario as a prelude to this section.



The term "community of practice" has a broad, inclusive sense, and a narrower sense. The broader sense is the one developed by Lave and Wenger (1991). "Communities of practice are an integral part of our daily lives. They are so informal and so pervasive that they rarely come into explicit focus, but for the same reasons they are also quite familiar. Most communities of practice do not have a name and do not issue membership cards" (Wenger 1998 p.7).

What made the concept so interesting to knowledge management was the insight that such communities exist in the workplace, and play a critical role in ensuring that the knowledge that underpins and powers *work-practice* is shared, available and consistent over time. "Workers organize their lives with their immediate colleagues and customers to get their jobs done. In doing so, they develop or preserve a sense of themselves they can live with, have some fun, and fulfill the requirements of their employees and clients. No matter what their official job description might be, they create a practice to do what needs to be done" (Wenger 1998 p.6).

cover something
that is relatively
informal to

Q2. What could be the two major difficulties for the establishment of COPs with a top-down approach adopting straight management procedures?

- It always requires huge resources from the company.
- Participation in COPs can be voluntary.
- A COP may not survive if it is too tightly managed.
- Top management cannot always dictate the goals and outcomes of a COP.
- The chairperson and CoP team members should be appointed by the director.



business: In the early 1990s, the vice president they convinced deliberately did not give them any formal sponsorship, funds or structure. "If we do, the bureaucracy will stifle you" was his message.

Instead, the team worked informally under his patronage, using their networks of contacts across the organization to beg, steal or borrow equipment, resources and time over many months to put together a demonstration of how the web could revolutionize IBM's business.

Q3. Determine whether the following statements are true or false regarding the knowledge potential of a COP.

- The new knowledge is the sum of the collected knowledge of its individual members **True False**
- The latent knowledge of the group exist in a specific form stored somewhere in the system **True False**
- The latent knowledge is a product of synergy and interaction between COP members, involving a collective thinking process **True False**

Deployed in ISE, Nursing, Social Work & EDC in PolyU

Communities of Practice

Please click the green flag to play the following scenario as a prelude to this section.



The term "community of practice" has a broad, inclusive sense, and a narrower sense. The broader sense is the one developed by Lave and Wenger (1991). "Communities of practice are an integral part of our daily lives. They are so informal and so pervasive that they rarely come into explicit focus, but for the same reasons they are also quite familiar. Most communities of practice do not have a name and do not issue membership cards" (Wenger 1998 p.7).

What made the concept so interesting to knowledge management was the insight that such communities exist in the workplace, and play a critical role in ensuring that the knowledge that underpins and powers *work-practice* is shared, available and consistent over time. "Workers organize their lives with their immediate colleagues and customers to get their jobs done. In doing so, they develop or preserve a sense of themselves they can live with, have some fun, and fulfill the requirements of their employees and clients. No matter what their official job description might be, they create a practice to do what needs to be done" (Wenger 1998 p.6).

cover something
that is relatively
informal to

Q2. What could be the two major difficulties for the establishment of COPs with a top-down approach adopting straight management procedures?

Participation in COPs can be voluntary.

A COP may not survive if it is too tightly managed.

Top management cannot always dictate the goals and outcomes of a COP.

The chairperson and CoP team members should be appointed by the director.

Q3. Determine whether the following statements are true or false regarding the knowledge potential of a COP.

The new knowledge is the sum of the collected knowledge of its individual members **True False**

The latent knowledge of the group exist in a specific form stored somewhere in the system **True False**

The latent knowledge is a product of synergy and interaction between COP members, involving a collective thinking process **True False**



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Co-Creation of learning content with students

Reaching out to the best brains

ONLINE

Courses are even reaching as far as developing countries like Mongolia, where high school students are taking courses from:

HARVARD M.I.T. U.C. BERKELEY

Mongolia

Ivory League universities can rely on MOOCs to identify the smartest brains worldwide & attract them

THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Change in the learning environment & process

Learning Paradigm has shifted from predominantly teacher-lead classes to a mix of lectures, group discussions, reflections, in personal and group learning environments



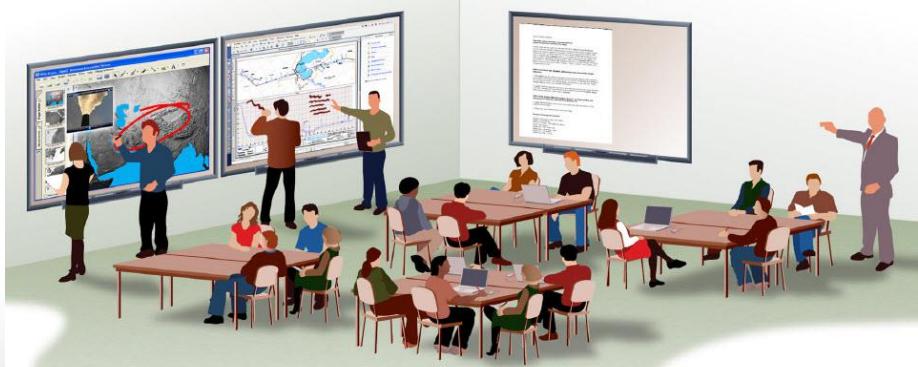
THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Evolve from an instructor-lead to a co-learning environment

Thinking outside

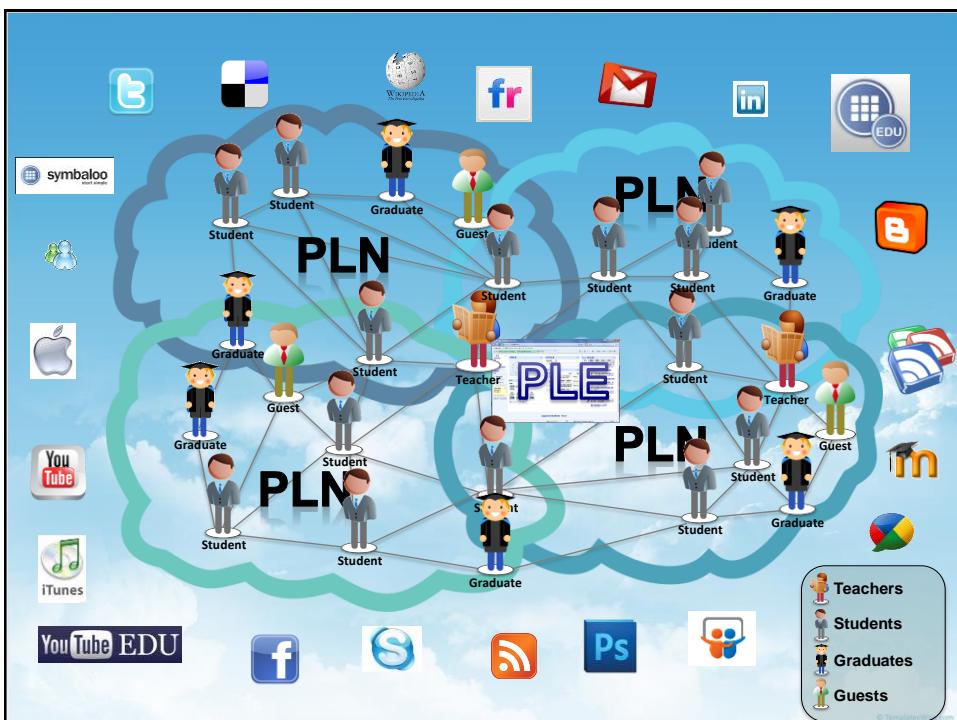
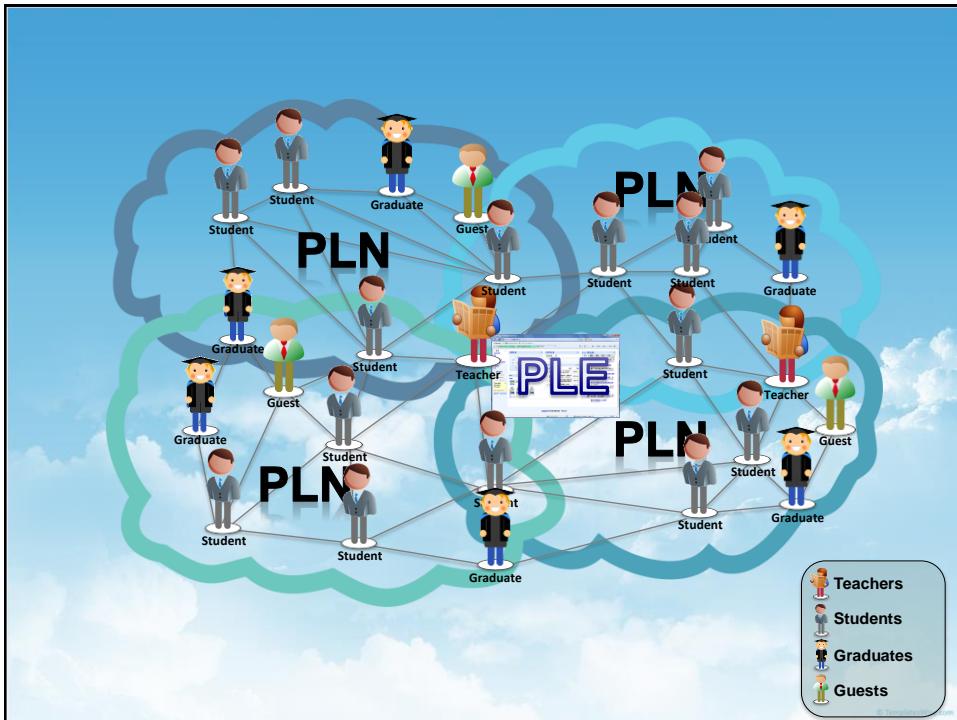


THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

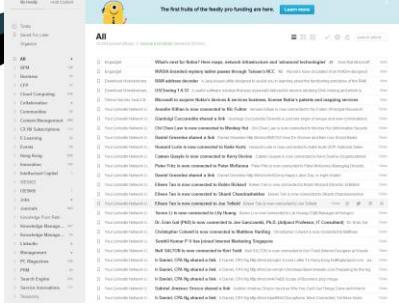
KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

The World of Social Media





Tools for the PLE&N (3.0) – Feedly & Google+ Communities




THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

MIRC 知識管理及創新研究中心 Knowledge Management and Innovation Research Centre

Articles from RSS feeds in Feedly

Knowledge Management Innovation E-Learning Blended Learning Business Process Management Community of Practice Entrepreneurship Presenting & Public Speaking



THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

KMIRC 知識管理及創新研究中心 Knowledge Management and Innovation Research Centre

How to collaborate inside the PLE&N?

The collage illustrates various tools for knowledge management and collaboration:

- Top Left:** A mind map diagram showing categories like "Knowledge Management", "Information", "Data", "Content", and "Tools".
- Top Right:** A screenshot of Google Reader showing a post by Eric Tsui titled "Eric Tsui - Google Reader - Private ISE531". The post discusses KM tools and links to a blog post.
- Middle Left:** A screenshot of LinkedIn showing a post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE531". The post discusses the Knowledge Unit's role in efficiency and mentions a presentation at the 2011 ICCE conference.
- Middle Center:** A screenshot of YouTube search results for "visual hotel industry".
- Middle Right:** A screenshot of a LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE531". The post discusses the Knowledge Unit's role in efficiency and mentions a presentation at the 2011 ICCE conference.
- Bottom Left:** A screenshot of LinkedIn showing a post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE531". The post discusses BPM and its introduction into the organization.
- Bottom Right:** A screenshot of LinkedIn showing a post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE531". The post discusses a post from David Guttenberg about top 7 tips for knowledge management success.

Re-instanting a point in class with new information

Relating theory to practice

The collage illustrates the application of BPM theory in practice:

- Left Side:** A LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE457". The post discusses how BPM reinforces what was discussed in class regarding its introduction into the organization.
- Middle Left:** A LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE457". The post discusses BPM as the authoritative source for Business Process Management News and Information.
- Middle Right:** A LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE457". The post discusses the Efficiency Unit's implementation of BPM together with records management and collaboration software.
- Bottom Left:** A LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE457". The post discusses Ivan Cheung's graduation from ISE and his current work as a Business Process Analyst.
- Bottom Right:** A LinkedIn post by Eric Tsui titled "Eric Tsui - LinkedIn - ISE457". The post discusses the Hong Kong SAR government's look at better collaboration through BPM.

Heads up for a forthcoming lecture

Eric Tsui - Buzz - Private
ISE457

Just to whet your appetite for tomorrow night's online class!!! We will be covering Dashboards, Process Portals, Metrics, and a BPM Case Study from the USA to be presented by Puspender Pal from Virginia. Look forward to it!!!! [Edit](#)

Stimulate students across several subjects to share & learn

Eric Tsui - Buzz - Private
ISE459 ISE542 ISE543 ISE5603

The state of knowledge management A survey suggests ways to attain more satisfied users. Research Centers, Business Intelligence, Business Process Management, Collaboration, Competitive Intelligence, Content Management, Customer Relationship Management, Digital Asset Management, Document ...

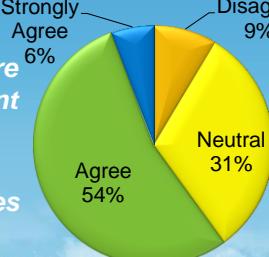
7 people liked this - Christina Cheung Ka Yn, Daniel Eng Ng, Ho Yuen Yan, Kwok Lun Yu, Man Yan Chan and 2 others

19 previous comments from chi-shing choy, Christina Cheung Ka Yn, Tammy Yim and 16 others

黄尚义 - the article stated a very important point that knowledge is nowaday. Every organisations in the world must suffer from the loss of knowledge. People leave the company therefore they will leave the organisation with the valuable knowledge. KM plays an important role is that it help the organisation to retain the knowledge from the leaving staff by use some KM skills or technique. It pointed out that there is actually linkage between HR and KM which makes me think that KM and HR can be a complement to each other. 1/19

Feedback from students in 2010-1 S1

PLE has improved the student's knowledge in the subject



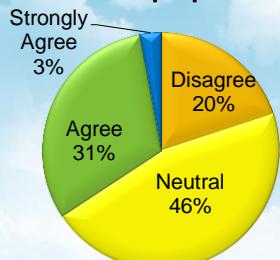
"Enable to absorb knowledge from different writers' point of view. Through discussion, it can verify my judgment"

"Understand how to apply the topic in different industries"

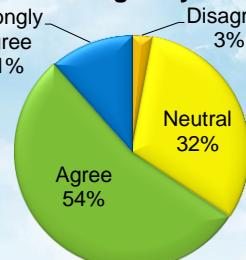
"Strengthen and explore beyond what have learnt in lectures"

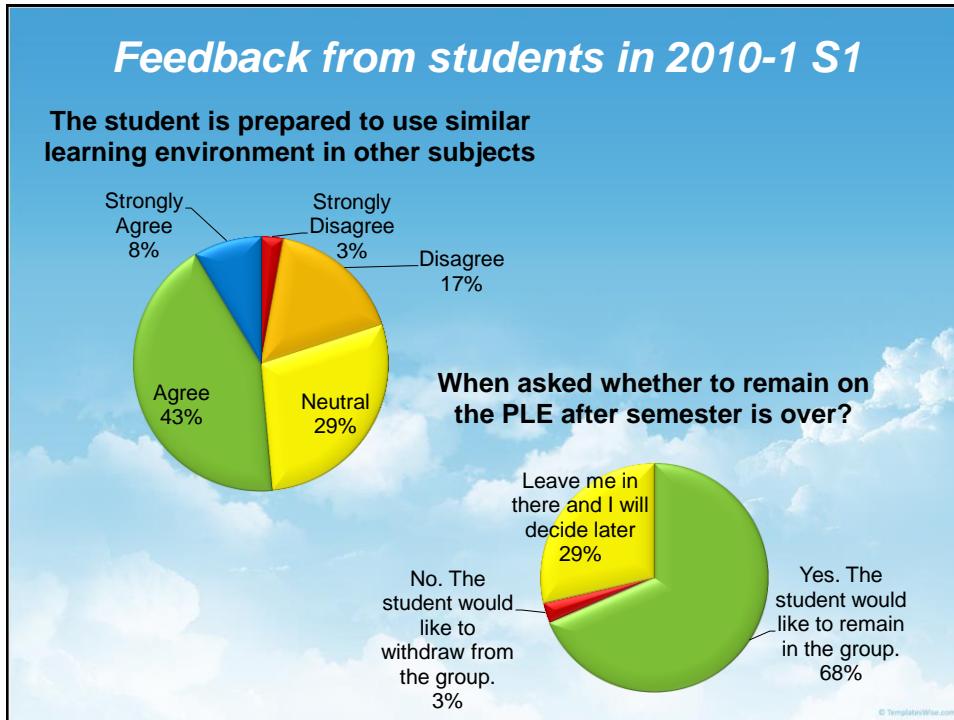
"Easily obtain different up-to-date cases studies and examples"

Information in the PLE is very useful for the student to prepare assignment



PLE has provided the student with knowledge beyond the syllabus





Benefits of the PLE&N

1. Supports a co-learning environment among teacher(s), students, practitioners & other expert(s)
2. Collaborative effort to combat information overload
3. Self-centered, flexible & pervasive
4. Supports lifelong learning
5. “Move with the times”; relates theories to practice
6. Represents an “active knowledge repository” benefiting the university, academics & all
7. Garners an online community in the domain topic with diversified members

Maintaining trust & quality of the discussions in the PLE&N are of utmost importance!!

Peter F. Drucker on universities



Universities won't survive. The future is outside the traditional campus, outside the traditional classroom. Distance learning is coming on fast.

(Peter Drucker)

izquotes.com

"Thirty years from now the big university campuses will be relics. Universities won't survive. It's as large a change as when we first got the printed book."

Peter F. Drucker in 1997

Education remains as one of the

industries least disrupted and

transformed by technology

HK & China's Schools without borders

A4 Thursday, July 25, 2013

South China Morning Post

BACK PAGE



SCHOOL without borders

Education knows no boundaries when it comes to the 1,000 students who have moved to Shenzhen from Hong Kong's Ma On Shan, Ma On Tsai, Man Kam To, Sha Tin Kok and Shatin Bay. Some 100,000 mainlanders have moved to Hong Kong, putting pressure on school resources, especially in northern districts, forcing them to send their children to schools in Shenzhen. This has led to the enthusiasm of the youngsters, who make the long journey by bus and train every day. Many of the students' parents are mainlanders, while others were either born in Hong Kong to mainland parents or living in Shenzhen with Hong Kong parents. Hsu Meng of *The Beijing News* was on hand to capture the cross-border migration.



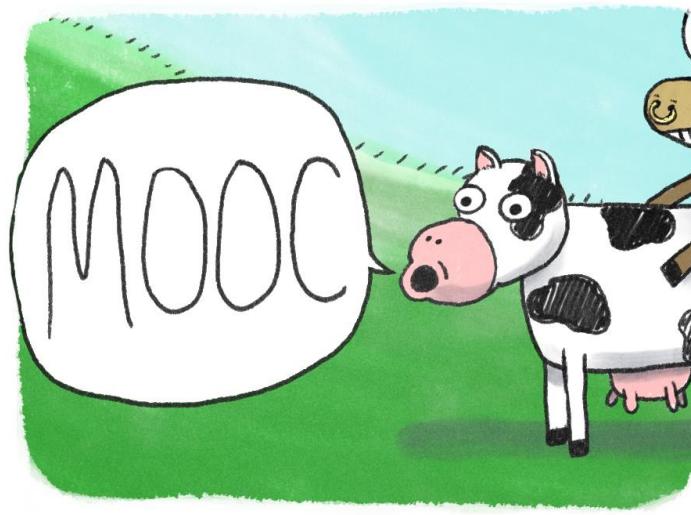
No longer learning is a confined to a group (Source: Terry Anderson, 2011)



Travelling to a university to attend all of your classes



"MOO" – a sound made by cattle



The first MOOC... back in 2011



Stanford University Artificial Intelligence course – 160k students from 195 countries signed up

UDACITY

Introduction to Artificial Intelligence

The instructors

INTRODUCTION TO Artificial Intelligence

In partnership with STANFORD ENGINEERING

Course Description Course Information

Class Summary

The objective of this class is to teach you modern AI. You will learn about the basic techniques and tricks of the trade. We also aspire to excite you about the field of AI.

Syllabus

Overview of AI
Statistics, Uncertainty, and Bayes networks
Machine Learning
Logic and Planning
Markov Decision Processes and Reinforcement Learning
Hidden Markov Models and Filters

What Should I Know?

Some of the topics in Introduction to Artificial Intelligence will build on probability theory and linear algebra. You should have understanding of probability theory comparable to that at our STO: Introduction to Statistics class

What Will I Learn?

This class introduces students to the basics of Artificial Intelligence, which includes machine learning, probabilistic reasoning, robotics, and natural language processing.

Course Instructors

Sebastian Thrun
Instructor

Peter Norvig
Peter Norvig is a Research Professor at Stanford University, a Google Fellow, a member of the National Academy of Engineering and the National Academy of Sciences. He is the author of several books, including the best-selling book *Artificial Intelligence: A Modern Approach*, which is co-author of the popular textbook *Learning from Data*, and a co-author of a Microsoft Research paper.

Take the Class

Types of MOOCs



xMOOC / sMOOC

cMOOC

gMOOC / Games MOOC

mMOOC / MobiMOOC

Task Based MOOC

MOCC (Mid-sized Online Closed Course) / MiniMOOC

BOOC (Big Online Open Course <500)

SPOC (Small-scale Private Online Courses)



What are the key differences between MOOC & E-Learning?



- **MOOC is a model for delivering educational services**
- **Most MOOCs are free**
- **MOOC enjoys all benefits offered by Cloud Computing**
- **Almost impossible to target/select learners in a MOOC**
- **MOOC data is a rich source of learning analytics**
- **MOOC platforms can be a source of innovation**
- ...

Why universities support MOOC?



- Extend the reach of education
- Provide FREE education for the masses
- Enhance the flexibility and quality of subjects/programs currently being offered
- Innovative way of sourcing quality content
- Enhance the profile of an institution
- Collect learning data and deliver personalised training
- To counteract the threat
- ...



Why PolyU adopt MOOCs



- 1. Internationalization of our students and staff**
- 2. Exposure to pedagogies which can be applied in the on-campus courses particularly subjects involving large classes (>200 students)**
- 3. Pave the way for having blended learning and flipped classroom as mandatory for 30% of on-campus courses**

THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Shortfalls in MOOCs' adoption

- Lack of face-to-face contact
- Under-exploration of pedagogy & technology
- Immense barrier to change teachers' attitude & way to deliver education
- Universities still consider LMS as a strategic tool with a strong cost focus



Dutch Princess Maxima and Prince Willem-Alexander (both on the right) during the interview with the television hosts. Photo EPA

A disruptive force

Crowdsource the development of a new subject via a competition

MOOC PRODUCTION FELLOWSHIP

by iversity and Stifterverband für die Deutsche Wissenschaft

What would you like to learn?

We will award 250,000 Euros for the production of ten open online courses. Now it is your turn: Choose your personal favourites!

SEE ALL COURSES

What is a MOOC, and what's in it for me?

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

Iversity's MOOC Production Fellowship program



Stifterverband
für die Deutsche Wissenschaft



Dear Sir or Madam,

After having received more than 100 000 votes – thank you for your fantastic support – the jury has selected the ten winners of the MOOC Production Fellowship.

Partnership between Corporates & universities



So, now we're introducing...

The New Way of Learning

In the new way of learning you can...



KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre



What are the key criteria in determining which platform to host your MOOC(s)?



- **Cost**
- **Sustainability**
- **Prestige/Brand**
- **Profile of learners**
- **Scale**
- **Breadth and depth of courses on offer**
- **Region-specific, Industry-specific**
- **Offering of tools (e.g. VisiMOOC, Prollster, MOOCLab) & data**
- **Inter-operability of the courses**
- **Recognition by employers**



MOOC platforms operated from HK



- ***HKUST OpenedX (hosting responsible by PolyU, shared with other HK universities and schools)***
- ***CUHK KEEP (shared with other universities, a MOOC provider as well as an aggregator)***

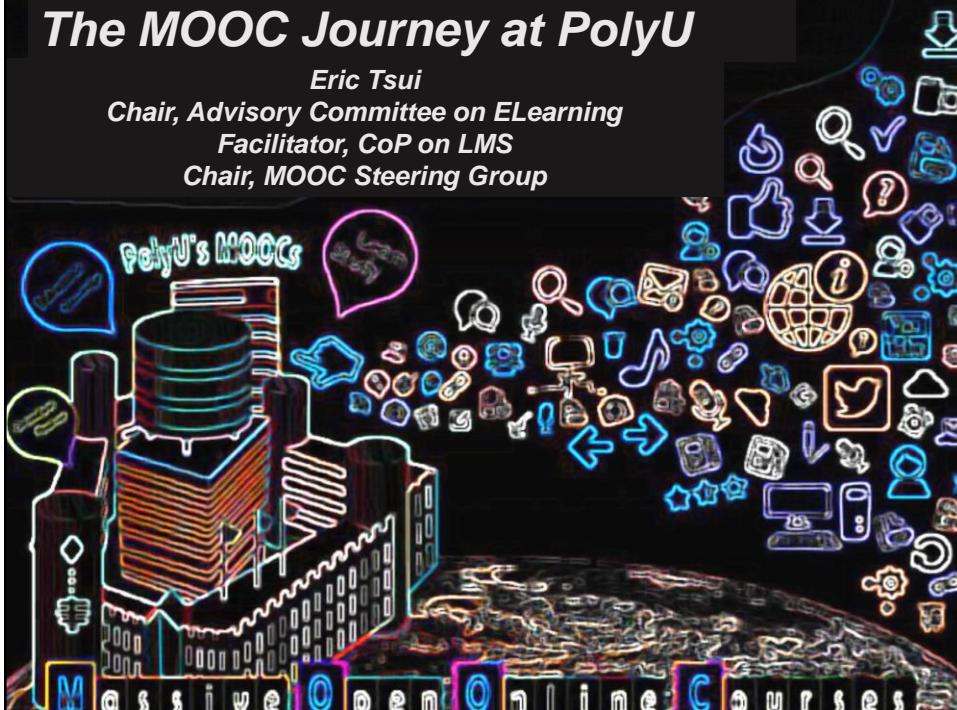
THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

The MOOC Journey at PolyU

Eric Tsui

*Chair, Advisory Committee on ELearning
Facilitator, CoP on LMS
Chair, MOOC Steering Group*





 THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

HKPolyUx MOOCs

HKPolyU's MOOC Journey

May 2014 Joined edX

 Aug 2014 In-house training & video production
 Oct 2014 PolytUx Open edX platform launched
 Nov 2014 Video studio opened

 Aug 2015 Launched ISE101x and ANA101x
 Oct 2015 Launched EWA1.1x
 Nov 2015 Launched EWA1.2x
 June 2016 Will launch SHTM001x Tourism: China and the World + more MOOCs to come....

PolyU's MOOCs aim to create enriching learning experiences in a global context, with the use of novel teaching approaches, interactive videos and live broadcasts.

Experiences gained from the HKPolyU (Case Study-led) MOOCs

Lessons Learned

- Attention to detail & uphold quality and consistency of information
- Need technical, pedagogical, video production skills in the team
- Importance of quality instructional design + accessibility/copyright issues in the design process
- Conduct trials/pilot testing + polling to stimulate learner's engagement
- Self-introduction and live broadcasts are very useful + micro movie to introduce case scenario

How MOOCs have benefited PolyU

- Facilitated our use of blended learning in on-campus teaching
- Helped us to move our on-campus programs
- Inspired more teachers to adopt blended learning
- Broadened the global exposure of our students and our teachers
- Established links with international companies
- A model for group design, group-delivery and group-learning offered by future tertiary institutions

ANA101x Human Anatomy (HA)
 Started 25 August 2015 length: 8 weeks

 By the end of the course, participants will have learned about:

- Understand the role of Knowledge Management practitioners in creating business value
- Become familiar with the techniques and tools for capturing, processing, classifying and organizing knowledge
- Analyze the structure of data and information through analytics
- Understand the role of social media and technologies in innovating new business services
- Apply the principles you have learned to company-based business projects

"Excellent! The course was well-structured and the lectures were clear and informative. I am grateful to have found the best in their respective fields. We learnt the theory and then saw how it can be applied in industry/real-world situations."

ISE101x Knowledge Management and Big Data in Business (KM)
 Started 25 August 2015 length: 6 weeks

 By the end of the course, participants will have learned how to:

- Understand the role of Knowledge Management practitioners in creating business value
- Become familiar with the techniques and tools for capturing, processing, classifying and organizing knowledge
- Analyze the structure of data and information through analytics
- Understand the role of social media and technologies in innovating new business services
- Apply the principles you have learned to company-based business projects

"Excellent! The course was well-structured and the lectures were clear and informative. I am grateful to have found the best in their respective fields. We learnt the theory and then saw how it can be applied in industry/real-world situations."

EWA1.1x English at Work in Asia (EWA)
 Part 1: Job Applications, CVs and Cover Letters
 Started 5 October 2015 length: 5 weeks

 By the end of Part 1, participants will have learned how to:

- Excel at leadership and creativity throughout their job search
- Design competitive CVs and stand out from other candidates
- Write cover letters that will land a job interview
- Construct a compelling online presence with LinkedIn

EWA1.1.x & EWA1.2x English at Work in Asia (EWA)
 Part 1: Job Applications, CVs and Cover Letters
 Started 5 October 2015 length: 5 weeks

 By the end of Part 1, participants will have learned how to:

- Excel at leadership and creativity throughout their job search
- Design competitive CVs and stand out from other candidates
- Write cover letters that will land a job interview
- Construct a compelling online presence with LinkedIn

Student Data
 16,000 STUDENTS FROM 100 COUNTRIES
 26,027 STUDENTS

 By the end of Part 2, participants will have learned how to:

- Anticipate questions and prepare for job interviews
- Answer challenging interview questions
- Behave and dress appropriately during interviews
- Perform impressively during online interviews

Student Data
 16,000 STUDENTS FROM 100 COUNTRIES
 14,024 STUDENTS


 THE HONG KONG POLYTECHNIC UNIVERSITY 香港理工大學

HKPolyUx MOOCs to be launched in Q2 & Q3 of 2016



- ANA101x **Human Anatomy**
 – 2nd Delivery to start on June 15, 2016, **Self-Paced**
Knowledge Management and Big Data in Business
 – 3rd Delivery to start on September 6, 2016, 6 weeks
- ISE101x **Hospitality and Tourism in China: A Global Perspective**
 – 1st Delivery to start on November 15, 2016, 6 weeks
- SHTM001x **English at Work in Asia: Job Applications, CVs and Cover Letters**
 – 2nd Delivery completed on June 12, 2016, 5 weeks
- EWA1.1.1x **English at Work in Asia: Preparing for a Job Interview**
 – 2nd Delivery completed on June 19, 2016, 4 weeks
- EWA1.1.2x

Opening Minds • Shaping the Future • 敞開心靈 • 成就未來

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

ISE101x Knowledge Management and Big Data in Business

<p>Prof. Eric Tsui Professor, Knowledge Management and Innovation Research Centre The Hong Kong Polytechnic University</p> 	<p>Prof. W.B. Lee Chair Professor, Knowledge Management and Innovation Research Centre, The Hong Kong Polytechnic University</p> 	<p>Prof. Klaus Tochtermann Director, Leibniz Information Centre for Economics Professor, University of Kiel, Germany</p> 
<p>Prof. Jay Lee Professor, University of Cincinnati, USA Adjunct Professor, The Hong Kong Polytechnic University</p> 	<p>Dr. Usama Fayyad Chief Data Officer & Group Managing Director, Barclays Bank Adjunct Professor, The Hong Kong Polytechnic University</p> 	

Opening Minds • Shaping the Future • 融匯思量 • 成就未來

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

ISE101x Knowledge Management and Big Data in Business

Week	Module
1	What is Knowledge Management?
2	KM Tools, Applications & Case Studies
3	How to leverage the Cloud for Collaboration and Innovation?
	First Live Session (Broadcasted from HK)
4	What is Open, Structured & Unstructured Information?
5	Business Innovation Design using Big Data Analytics and Case Studies
6	<i>A very unique course that articulates Knowledge Management, Big Data with Cloud Computing from Data Warehousing to Data Science & Big Data</i>
	Second Live Session (Broadcasted from HK)

1st Delivery

Live Broadcasts

First Live Session

- Speaker from HK
- 1,687 Views/Replays

Second Live Session

- Speakers from London and HK
- 645 Views/Replays

Technologies used

1. YouTube Livestream
2. Skype
3. Open Broadcaster

2nd Delivery

Live Broadcasts

First Live Session

- Speakers from HK and UK
- 582 Views/Replays

Second Live Session

- Speakers from Germany and HK
- 352 Views/Replays

Technologies used

1. YouTube Livestream
2. Skype
3. Wirecast

WIKI Table



THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

Project Name/Information											Project Description (in 100 words)		L	M
A	B	C	D	E	F	G	H	I	J	K	Submit			
1 Knowledge Management program for an academic pediatric optometry service	United States of America	2016	Yes	Customer Satisfaction	Transfer of Knowledge & Best Practices	Content Management System	Appreciative Inquiry	Enhanced Competencies			The knowledge management project of this academic pediatric optometry clinic in the United States aims to facilitate the dissemination of outcome, along with a knowledge base of practice guidelines and a patient database. American medicine has as strategic goals improving health care quality and safety, reducing healthcare costs, amplifying community prevention services, and improving population health through meaningful use of health information systems. This project will be focused on improving outcomes through development of standard tools, reducing costs, adhering to practice guidelines, and cooperating with community services to improve health.	Click HERE		
2 business taking the world	South Africa	2016	Yes	Collaboration	upgrading							Click HERE		
3 Forging a new culture of Collaborative and Knowledge Sharing	France	2015	Yes	Knowledge Sharing/Transfer	Transfer of Knowledge & Best Practices	Learning Management Systems	Knowledge Sharing General Policy	Knowledge Retention				Click HERE		
4 Knowledge management in Higher education institutions	India	2015	Yes	Knowledge Sharing/Transfer	Sharing knowledge across institution	Replication for KM	Collaboration and knowledge sharing	Enhanced collaboration and better access to data, information and knowledge			Introducing knowledge management has been an easy task in a corporate setting as compared to its acceptance in an academic institution, especially in the higher education institutions such as universities. The main reason is that there is no clear definition of what knowledge management is. Data, information and knowledge and what distinguishes them as "knowledge assets" and provide platform to capture the knowledge cycle, starting from creating, sharing and disseminating, etc. We also intend to make the process of introducing knowledge management easier by changing after having access to knowledge as compared to when we did have it.	Click HERE		
5 PolyMail	Singapore	2015	Yes	Knowledge Sharing/Transfer	Learning	Learning Management Systems	Collaboration and knowledge sharing	Operation Efficiency Knowledge Transfer	http://www.inappropriate.edu.singapore.usm-test	This is a cross learning management platform to facilitate sharing and accessing of online learning objects and courses among learners and the wider institution's stakeholders.	Click HERE			
6 Multinational Tech Company	Multinational	2015	Knowledge Sharing/Transfer	Transfer of Knowledge & Best Practices	Data / Information Visualization Tools	Behavioral Modes			http://www.humanize.com.mil	Introducing a cross platform identified a relationship between colleague interactions and task completion. In fact, speaking with a select few employees improved task completion time by up to 40%. However those key employees spent so much time speaking with colleagues that their own productivity suffered. To address this issue, the company developed a cross platform that provided decision support for performance improvements and knowledge retention and dissemination.	Click HERE			
7 Learning Community of Local Development	Ecuador	2015	Yes	Knowledge Sharing/Transfer	Transfer of Knowledge & Best Practices	Erinet	Action Learning Sets	Enhanced Collaboration	http://www.acid.ecuador.org/	This group was created as part of the strategy of efficiency and quality of Search Cooperation in Ecuador. Involve the Spanish NGO based in Ecuador, their counterparts, Ecuadorian public administration, and other NGOs that have been involved in the search cooperation. As a learning space where people come to exhibit themes (subjects) predefined together, the participants exchanges good practices and lessons learned, and the coordinate programs and projects towards the common goal of the organization has given birth to this group.	Click HERE			
8 Online Institute for Filipino New Muslims	Philippines	2015	Yes	Knowledge Sharing/Transfer	Transfer of Knowledge & Best Practices	Learning Management Systems	Behavioral Modes	Knowledge Retention	www.reunitedinacademy.ph	This project about the Filipinos who want to study and learn the basic Islamic education through Moodle as a platform of Learning Management System. In this, the student will take several courses to complete and get certified. They can also interact with fellow students and send inquiries to the teacher while completing the course. It is assumed that concrete and general knowledge about Islam has been learned.	Click HERE			
9 Social Intranet - Knowledge						Knowledge					IT team had studied KM since 2014 and had initiated the KM Overview for Executives and followed by a Two-Day workshop which was arranged by KM Institute in Thailand. IT Team had evaluated plenty of intranet software and finally selected the best one. Now we are using the software and have developed guidelines together with KM best practices. We can see higher collaboration together with integrity and transparency within IT environment. We share the success stories from the workshop as an example.	Click HERE		

Stats on 1st and 2nd Deliveries



THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大學

	1st Delivery	2nd Delivery
Total Enrollment	26,273	9,690
No. of Countries	191	167
Mean Age	31	31
% of Degree Holders	87%	87%
No. of Active Learners in Week 6	2,610	1,006
% of Active Learners in Week 6	10%	10.4%
No. of Certificates issued	865	353

Pre & Post Course Surveys

1. ISE101x has been incorporated into GE's Analytic Engineer's program



2. More than 85% of respondents to the post-survey express that they would take another course offered by the KMIRC

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre



THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大学

3rd Delivery



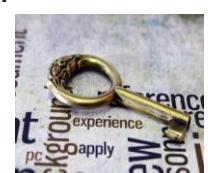
**To start on *6th September, 2016*
with expanded
and updated
content**

Opening Minds • Shaping the Future • 教啟思量 • 成就未來

THE HONG KONG POLYTECHNIC UNIVERSITY
香港理工大学

In summary,

- Attention to details, ensure consistency of information
- Conduct trials/pilots & tests
- Customised marketing via social media
- Local learners are your loyalists
- Introductory video needs to be short & crisp
- Do not under-estimate preparation time/efforts
- Assume learners will NOT read all your emails/messages, content & follow the pedagogy
- Explore all opportunities to co-create with learners, stimulate peer-to-peer interactions & learning
- Monitor but do not over-react or immediately respond to weak signals
- Expect highly experienced/qualified learners out there
- Use analytics for continuous improvement in marketing, content design & pedagogy
- Incorporate (part of) MOOCs into on-campus program
- Offer Live broadcasts



Opening Minds • Shaping the Future • 教啟思量 • 成就未來

How to sustain our MOOCs?

1. Maintain, evolve & uphold its relevance
2. Leverage on analytics to refine & improve
3. Embed into on-campus program(s)
4. Endorsement of the MOOC by other departments, schools, other universities and corporate universities
5. A foundation course for multiple disciplines
6. Target learners in emerging economies
7. Attract top students to PolyU

Opening Minds • Shaping the Future • 豐盈思量 • 成就未來

My “Flipped Classroom”



My “Flipped Classroom”



My “Flipped Classroom”



Eric Tsui Yesterday 10:51 PM ~ [Limited](#)

#ISE5604

Flipped Classrom for AM Session [Sharing details](#) on 20-4-2013

We shall try another "Flipped Classroom" for the AM Session of Workshop 4 on 20-4-2013.

My lecture on Artificial Intelligence has been pre-recorded. You should replay it BEFORE coming to Workshop 4. During the workshop, we will use the time for some in depth discussions and treatment of some more advanced topics.

The links for replay the recorded lecture and to download the slides are both available in Learn@PolyU.



It is important that you spend the time reading the online content and replay the recorded lecture BEFORE coming to Workshop 4 otherwise your learning of the topic can be significantly compromised.

The first MOOC... back in 2011

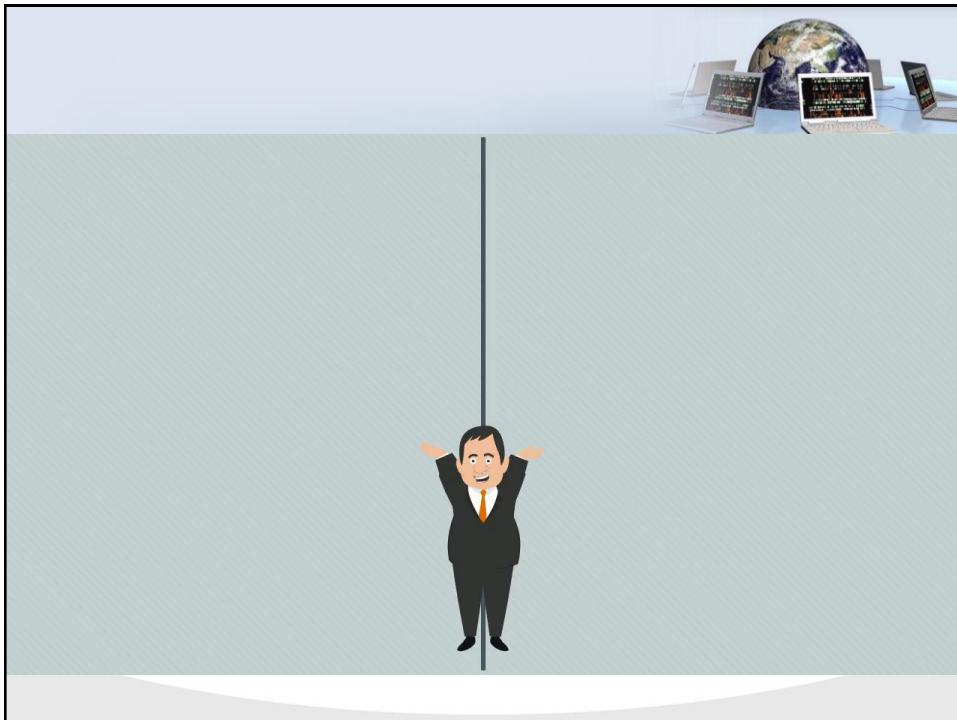
Stanford University Artificial Intelligence course – 160k students from 195 countries signed up. 20k completion certificates issued.

My “Flipped Classroom”

"Flipped Classroom" is a good concept. It enhances the learning motivations. Compare with the conventional way of teaching and learning, flipped classroom let a teacher do more, student can learn more. ... That is a real beauty of knowledge."

"AI chapter is good for this test, ~2hrs pre-learning and self study, good strategy for active participation?"

"Thanks for the flipped classroom, Prof Tsui. I think your package of lecture pre-viewing (by students), interactive discussion questions and then supplemented by your additional lecturing is a really good combination. I would welcome more of this."



How to best link up a MOOC with your on-campus curriculum?



- *Deliver with blended learning pedagogies, supporting tools*
- *Incorporate part(s) of a self-produced or third party-produced MOOC as learning content*
- *On-campus students to facilitate/moderate discussions in MOOC forums*
- *MOOC learners to contribute cases; on-campus students to vet and produce written case studies*
- *Package a cut-down MOOC with local in-person classes as a short training course e.g. summer school*
- *Decompose a MOOC into sub-components to facilitate the bundling of new (transdisciplinary or skill-based) courses*
- *MOOC as a qualifying pre-requisite or a bridging course for an on-campus course*
- *Analyse MOOC data to fine tune or personalise the delivery*

MOOC Lab

The screenshot displays the MOOC Lab website, featuring a search bar at the top for 'Flights to Kuala Lumpur'. Below the search bar, there are several course cards with titles like 'How to succeed in a MOOC', 'Hot off the Press', 'Top 10 Research Updates', and 'Top 10 online courses starting in May 2014'. Each card includes a thumbnail, a title, a brief description, and a 'View Details' button. The bottom left corner shows the logo of The Hong Kong Polytechnic University (PolyU). The bottom right corner features the KMIRC logo with the text 'Knowledge Management & Innovation Research Centre'.

Interface of Prollster

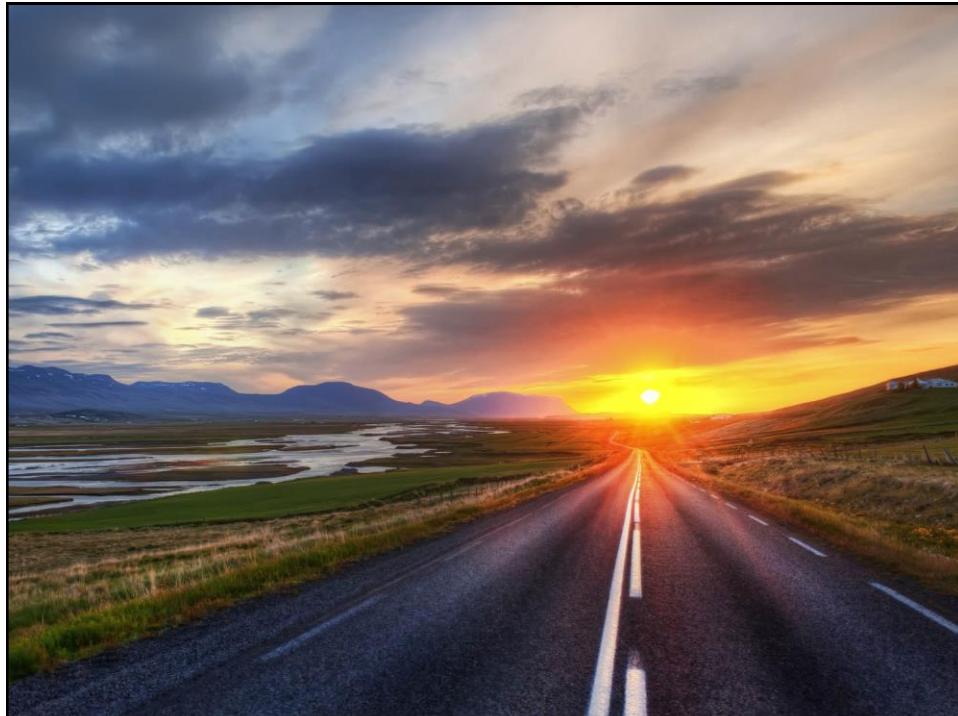
The screenshot shows the Prollster LMS interface. On the left, a sidebar menu lists 'Bookmarks', 'Overview', 'Lesson 1' (which is expanded), 'Lesson 1 Videos', 'Vocabulary Book', 'Cultural Notes', 'Quiz' (with a red arrow pointing to it), 'Lesson 2', 'Lesson 3', 'Lesson 4', 'Lesson 5', 'Lesson 6', and 'Final Exam'. The main content area shows a 'Question of the Week' discussion forum titled 'Lesson 1 > Question of the Week > Discussion Question'. Below this is an 'LTI (External resource)' section with a red arrow pointing to it, containing a 'Participation 0%' bar, a 'Recent activity' button, and the 'evasowing' logo. At the bottom, a 'Lesson 1 Question' box asks, 'If you were stranded on a deserted island, name 2 things you would bring. Try to type in chinese or pinyin, please make a complete sentence.' A response input field is at the bottom.

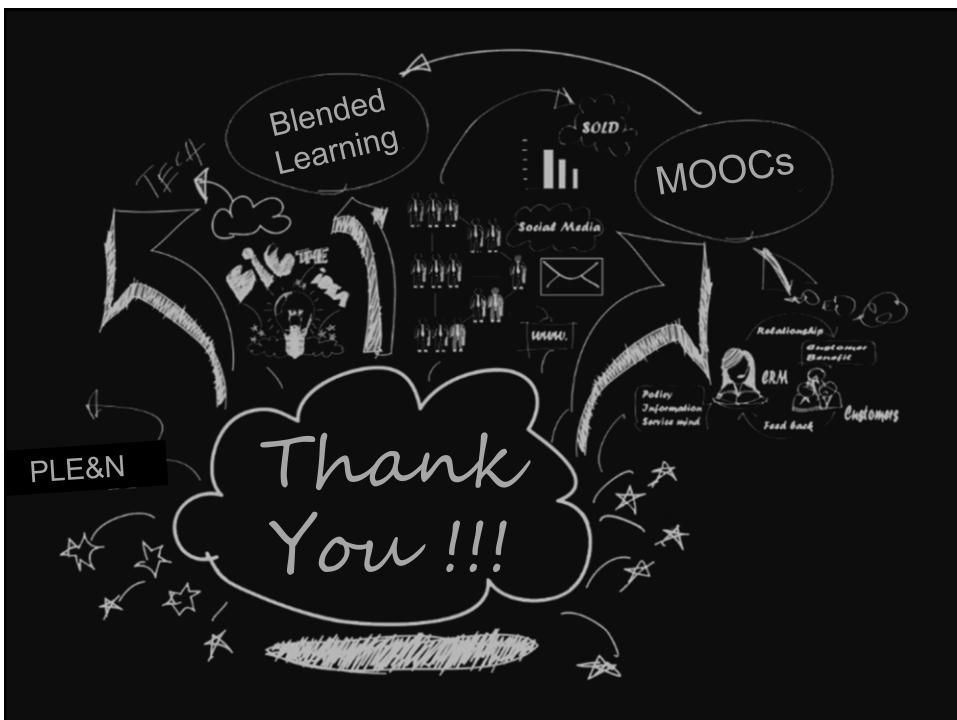
- Click on the specific section in the module, this tool will show up**

Interface of Prollster

The screenshot shows the Prollster platform interface. On the left, there's a sidebar with 'Cultural Notes' and a 'Quiz' section indicating it's due on March 16, 2016, at 23:00 UTC. Below this is a 'Question of the Week' section with links to 'Lesson 2', 'Lesson 3', 'Lesson 4', 'Lesson 5', 'Lesson 6', and 'Final Exam'. The main content area displays a 'Response' section with a red arrow pointing down to a comment. The comment says: 'You can earn a total of 6 points for this question: 0/6 3 points for your response 3 points per reply'. A red box highlights this section. Below the comment, there are options to 'Post', 'Reply', 'Insightful', and 'Agree'. The comment was posted by 'nizarkhadzhi' 2 days ago and reads: '首先，在这个无人岛，我想知道有电，有房子等的东西。如果有，我就自带我的平板电脑和照顾我身体的东西。' At the bottom right of the main content area, there's a 'Last visit' button and sorting options: 'Order by: Date · Rating · Relevance'.

- You can see the points for each question
 - 3 points for your response
 - 3 points per reply
- Followings are responses from learners





Reflections



1. Topic & content
2. Introductory video
3. Marketing
4. Use of copyrighted materials
5. Compliance with accessibility guidelines
6. Testing, testing, testing
7. Assessment methods affect workload
8. Moderation/Facilitation of forum discussions
9. MOOC is a change agent

 THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學

A six weeks **FREE** online course on
KNOWLEDGE MANAGEMENT and **BIG DATA** in **BUSINESS**

More than 21,000 global students have joined
Don't miss the boat!!! Join by 15th Sept 2015

Want to learn about the needed skills, the needed tools and adopt a new mindset to discover and exploit opportunities in today's increasingly complex society?

ENROLMENT
This course is suitable for participants from various backgrounds. No prior technical knowledge is required.

All learners will be issued a certificate upon satisfactory completion of the course. You may take it **FREE** or go for a verified certificate (small fee applies).

Enquiry:
Miss Eva Si
j4091158_eva.su@polyu.edu.hk

Register at <https://openair.polyu.edu.hk/>

KMIRC 知識管理及創新研究中心
Knowledge Management and Innovation Research Centre

The debate is still on ...



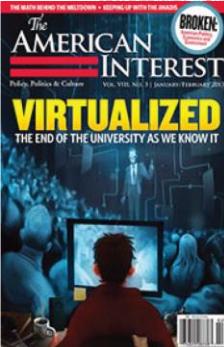
EDUCATION
MOOC Brigade: Will Massive, Open Online Courses Revolutionize Higher Education?

By Kayla Webley | Sept. 04, 2012 | 33 Comments

THE AUSTRALIAN

MOOC means more time for different types of learning

SEAN GALLAGHER THE AUSTRALIAN MARCH 20, 2013 12:00AM



Avoid the hype – we need to take a realistic look at the changes ahead in higher education.
PricewaterhouseCoopers

MOOCs: neither the death of the university nor a panacea for learning



2 February 2013
The future of higher education doesn't look so bright... higher education image from www.shutterstock.com
University 2060: the brave new world of higher education



Universities sell more than just lectures and lessons. FlickrButler University
When courses are free online, what's left for universities to sell?





E&Y & Pearson reports

University of the future
A thousand year old
industry on the cusp of
profound change

DNA

IPPR

AN AVALANCHE IS COMING
Higher education and
the revolution ahead

ESSAY
Michael Sparer
Admissions Study
Financed by
Lawrence Summers,
President Emeritus, Harvard University
March 2013 © 2013 IPPR

Institute for Public Policy Research

The cover features a photograph of two young girls sitting on a bench, looking at a tablet. To the right is a stylized illustration of a globe with various icons like DNA, mobile phones, and clouds. The title "AN AVALANCHE IS COMING" is written in a large, bold font with a downward-pointing arrow and three green trees.

Source: Karl Engkvist, Pearson,
Keynote Address at eLA 2013



The Elite University



The Mass University



The Niche University



The Local University



The Lifelong Learning
Mechanism