MOOCs と電子図書館のための国際セミナー
OUJ-GLOBE/AXIES/KU Joint Seminar "International Seminar for MOOCs and Digital Library"

日時＆場所：

2013 年 2 月 24 日（日）九州大学博多駅オフィス
（福岡市・JR 博多シティ・9 階大会議室 3）
http://www.kyushu-u.ac.jp/university/institution-use/hakata-office/hakata-office-access.html
25 日（月）九州大学情報基盤研究開発センター（箱崎キャンパス）
http://www.cc.kyushu-u.ac.jp/access.html

主催： 放送大学／九州大学／大学 ICT 推進協議会学術・教育コンテンツ共有流通部会（AXIES-csd）／Global Learning Object Brokered Exchange （GLOBE）
後援： 日本オープンコースウエアコンソーシアム（JOCW）

- 本イベントは以下のイベントを兼ねています
  OUJ-GLOBE 国際セミナー2013 ／大学 ICT 推進協議会学術・教育コンテンツ共有流通部会（AXIES-csd）2012 年度第 4 回研究会／九州大学 教育の質向上支援プログラム(EEP)「ICT による自律的学習・教育体制の構築」
- 本イベントは国際セミナーとワークショップから構成されます。講師の多くは海外招聘者ですが、**日英の同時通訳**がつきます。
- 最新情報は、本イベント・FaceBook をご参照ください。
  https://www.facebook.com/events/471064982970616/471068459636935/?comment_id=471086266301821&notif_t=event_mall_reply

お申込み・お問い合わせ：

- 2 月 21 日 23:59 時点で、24 日国際セミナーは定員に達したため募集を停止しております。24 日懇親会、25 日国際ワークショップは引き続き募集中です。
- お申し込みは、下記 URL からお願いいたします。
  https://reas2.code.ouj.ac.jp/reas/q/24665
- お申込後参加をお取りやめになる場合は事前にお知らせください。
- 24 日 17:00 からホテルセントラーザ（http://www.centraza.com/access/）において懇親会(立食形式)を行います。費用は 5 千円を想定しております。
- お問合せは、本イベントコーディネータの山田（tsyamada@ouj.ac.jp）あるいは井上（inoue.hitoshi.322@m.kyushu-u.ac.jp）までお願いいたします。

第 1 部：　国際セミナー「MOOC s と電子図書館の今後を考える」 Part 1: International Seminar on “The Future of MOOCs and Digital Library in Japan and the Globe”		
2013 年 2 月 24 日（日）10:00-16:45　JR 博多シティ・9 階大会議室 3（福岡市） 10:00-16:45, Sunday, 24th February 2013, Hakata Station Office, Kyushu University, Fukuoka, Japan		
テーマ：　現在国内外で注目を集める Massive Open Online Courses（MOOCs）について、その最新動向と高等教育に及ぼすインパクトについてご講演いただき、高等教育の将来、コンテンツ蓄積流通および Learning Analytics の観点から議論します。日本版あるいは GLOBE 版 MOOC s プラットフォームの可能性や、バックエンドの知識資源共有の在り方について展望が開ければと思います。		
スケジュール		
09:45	開場　Registration Open	
10:00	開会の辞　Opening	放送大学学園理事長　白井克彦 Dr. Katsuhiko Shirai, Chairperson, the Foundation for the Open University of Japan 九州大学理事・副学長　安浦寛人 （大学 ICT 推進協議会会長） Dr. Hiroto Yasuura, Executive Vice President & CIO, Kyushu University & President, AXIES
10:15-11:00	基調講演 Keynote 1 「MOOCs とその大域的影響」（日本語） “MOOCs and Their Global Impacts” [J]	大学評価・学位授与機構・教授 土屋　俊 Syun Tutiya, Professor, the National Institution for Academic Degrees and University Evaluation (NIAD-UE)
11:00-11:45	基調講演 Keynote 2 “MOOCs: The Next Steps in Open Educational Resources and Strategies to Support Student Learning” [E w/J]（英語、日本語同時通訳）	Gerard L. Hanley, Senior Director, Academic Technology Service, California State University, Office of the Chancellor and Executive Director, MERLOT
11:45-12:15	解説パネル「MOOCs と Learning Analytics」（日本語）	Japanese MOOCs researchers or watchers

	“Tips to understand MOOCs more correctly: Backgrounds and key concepts” [J]	
12:15-13:00	昼食　Lunch Break	
13:00-13:45	基調講演 Keynote 3 “Pushing the MOOC envelope with Learning Analytics” [E w/J]　（英語、日本語同時通訳）	Abelardo Pardo, Lecturer, School of Electrical and Information Engineering, University of Sydney, Australia
13:45-14:15	講演 “Learning analytics and learnscapes” [E w/J]（英語、日本語同時通訳）	Sten Govaerts, Researcher, A NIcole polytechnique f Nid Nirale de Lausanne (EPFL), Switzerland
14:15-14:45	講演 “Leading with Data: Improving Student Success through Learner Analytics” [E w/J]　（英語、日本語同時通訳）	Jeff Gold, Director, Academic Technology, California State University, Office of the Chancellor
14:45-15:00	休憩　Coffee Break	
15:00-16:30	全体討論「日本における MOOCs の可能性」（日本語） Discussion “Possibility of MOOCs in Japan “[J] （ひとり 5 分、PPT3 枚程度、10 名以内）	Potential MOOCs stakeholders 1. 京都大学　飯吉透　Toru Iiyoshi, Kyoto University 2. JOCW・明治大学　福原美三　Yoshimi Fukuhara, JOCW & Meiji University 3. TIES・帝塚山大学　堀真寿美　Masumi Hori, TIES & Tezukayama University 4. 武蔵大学　小野成志　Seishi Ono, Musashi University 5. 国立情報学研究所　山地一禎　Kazutsuna Yamaji, NII 6. 九州大学　井上仁　Hitoshi Inoue, Kyushu University 7. 放送大学　山田恒夫　Tsuneo Yamada, OUJ
16:30-16:45	Wrap-up and Closing	
世話人	Coordinator:	

山田　恒夫　放送大学 ICT 活用・遠隔教育センター教授、AXIES-csd 主査
Tsuneo Yamada, Professor, Center of ICT and Distance Education, the Open University of Japan (OUJ), tsyamada@ouj.ac.jp

Title:　MOOCs:　The Next Steps in Open Educational Resources and Strategies to Support Student Learning

Speaker: *Gerard L. Hanley, Senior Director, Academic Technology Service, California State University, Office of the Chancellor and Executive Director, MERLOT*

Abstract: Massive Open Online Courses (MOOCs) are available to a worldwide population of learners and are delivered by a variety of organizations. Higher education institutions around the world are questioning how they should respond successfully to the challenges and opportunities MOOCs are presenting to their institution.　The presentation will review some defining characteristics of MOOCs and how they represent the next steps in open educational resources. There are a variety of ways that higher education institutions can use MOOCs within their instructional programs, including as:　1) instructional materials for face-to-face, hybrid, flipped, and online classes, 2) courses that are articulated to campus academic programs for transfer credit, 3) informal education programs supporting community outreach and student readiness for college, and 4) components of certificate programs for workforce development.　The presentation will illustrate how the California State University is implementing MOOCs in different ways.　The issues created by MOOCs which need to be addressed by institutional practices and processes, including intellectual property, faculty workload, credit articulation and acceptance, and authenticate the learner's identity and the learner's achievement of learning outcomes will also be reviewed.　The presentation will showcase MERLOTx (www.merlotx.org – MERLOT's Open Online Collections – MOOC) supporting students learning the prerequisite and supplementary skills and knowledge needed to succeed in MOOCs.　Finally, we will examine some of the feasible and appropriate business relationships between the higher education institutions and organizations delivering MOOCs.

Title:　Pushing the MOOC envelope with Learning Analytics

Speaker: *Abelardo Pardo, Lecturer, School of Electrical and Information Engineering, University of Sydney, Australia*

Abstract:

Massive online open courses allow an arbitrary number of students to participate in a

learning experience. At the same time, previous studies have identified personal tutoring as one of the most important factors contributing to effective learning. Can the two realities be reconciled? Can a learning experience be personalized for tens of thousands of students? Can technology help bridge the gap and disrupt the trade-off between number of students and personalized learning experiences? In this talk a set of learning analytics techniques will be shown to push the collection of data from student activities beyond conventional limits and use them to perform adaptation for MOOCs.

Title: Learning analytics and learnscapes

Speaker: *Sten Govaerts, Researcher, A NIcole polytechnique f Nid Nirale de Lausanne (EPFL), Switzerland*

Abstract:

In this talk, I will briefly present my work and that of my colleagues at KULeuven (Belgium) and EPFL (Switzerland) on learning analytics. This work ranges from dashboards on small mobile devices to learnscapes on large public displays. We capture and visualize traces of learning activities to promote self-awareness and reflection, and to enable learners to define goals and track progress towards these goals. Different case studies where we have used our learning analytics tools will be presented. To conclude various future research issues will be presented based on our experiences with learning analytics.

Title: Leading with Data: Improving Student Success through Learner Analytics

Speaker: *Jeff Gold, Director, Academic Technology, California State University, Office of the Chancellor*

Abstract:

As demand for accountability grows, universities are increasingly asked to present data that document both efficiency and success. This culture of accountability puts new pressures on higher education but at the same time provides opportunities to reexamine the processes that are used for decision-making. The California State University (CSU) has developed several tools that help analyze performance across a wide variety of measures to help administrators, faculty, and students make better decisions.

Learner Analytics for Administrators: University administrators rely on good data to monitor student progress and identify the effectiveness of their campus programs. The CSU Data Dashboard provides administrators with a dynamic snapshot of the productivity of campus programs while applying methods including predictive modeling to spotlight potential breakthroughs. This new analytical process involves

gathering and organizing information, often from different sources and in different forms, manipulating data, and using the results to direct meaningful and measurable change on behalf of students. By monitoring on-track indicators, institutional leaders can better understand not only which milestones students are failing to reach, but why they are not reaching them. The presentation will provide examples of how CSU administrator can use the Data Dashboard for their management decisions.

Learner Analytics for Faculty: Technology has greatly facilitated faculty's ability to track the real-time progress of their students. Online learners leave behind digital "footprints" as a result of their interactions with the Learning Management System (LMS). How they perform on quizzes, how long they spend browsing learning materials and how frequently they contribute to discussion boards can all be determined with the click of a button. The CSU's LMS learner analytics tools enable faculty to identify students who veer off track so that they can suggest corrective measures to improve the likelihood of success. Additionally, these data allow faculty to make real-time decisions about how to amend their course to better facilitate student learning. The presentation will provide findings from the CSU's LMS learner analytics projects and illustrate how faculty can use the information to instigate changes in courses design and support for student learning.

Learner Analytics for Students: Students who understand the ramifications of their course taking decisions are more likely to graduate expeditiously. The CSU Graduation Calculator presents years of enrollment pattern data in an interactive and user-friendly format in order to advise students on how to best navigate key academic milestones. As a result, students can visualize the impact of their choices, ultimately leading to a timelier path to degree.

第 2 部：　大学図書館セミナー「図書館の未来」（仮）

Part 2: Workshop for Librarians “Libraries of the Future” (tentative)

2013 年 2 月 25 日（月）10:00-16:30 九州大学情報基盤研究開発センター（福岡市、九大箱崎キャンパス）

10:00-16:30, Monday, 25th February 2013, Research Institute for Information Technology, Hakozaki Campus, Kyushu University, Fukuoka, Japan

講師

Gerard L. Hanley, Senior Director, Academic Technology Service, California State University, Office of the Chancellor and Executive Director, MERLOT

Jeff Gold, Director, Academic Technology, California State University, Office of the Chancellor

内容：　カリフォルニア州立大学機構の図書館及び学術情報インフラの責任者である Gerard Hanley 先生による大学図書館の未来を考えるワークショップ。コンピュータを使用しながらのハンズオン形式の研修になります。

世話人　Coordinator:

井上　仁　九州大学情報基盤研究開発センター・准教授

Hitoshi Inoue, Associate Professor, Kyushu University,

inoue.hitoshi.322@m.kyushu-u.ac.jp

Title: Libraries of the Future: Empowering Libraries with Technologies and Expanded Services and Collections.

Speaker: *Gerard L. Hanley, Senior Director, Academic Technology Service, California State University, Office of the Chancellor and Executive Director, MERLOT*

Abstract: Modern libraries are central to higher education’s mission to educate the future work force of a globe society and to deliver the knowledge network for supporting scholarly activities and advancing innovation. Libraries provide the quality, affordable, and innovative educational content and learning spaces crucial to student academic success and timely graduation from undergraduate and graduate programs. Libraries also support faculty scholarship, teaching and learning as they advance their disciplines. Higher education institutions must respond to changing technologies which continue to drive change in information access and library usage and cost. Transforming libraries to enhance their role as campus learning centers will require additional review of cost, utilization, and effectiveness of services; strategies to increase valuable library services and expand collaborative shared services; strategic investment in library content, technology, professional development, and facilities; and resource redistribution.

The presentation will review California State University's "Libraries of the Future" initiative and the strategic re-visioning of library services and resources and the technology and service innovations for the discovery, use, and acquisition of both proprietary and open content that cross scholarship, research, and instructional activities. The presentation will also enable seminar participants to explore MERLOT (Multimedia Educational Resources for Learning and Online Teaching) and the CSU's Affordable Learning Solutions websites to illustrate how libraries can expand their reference services to support faculty and student success in teaching and learning with digital resources. The presentation will conclude with a discussion on how these innovations could benefit Japanese universities and other HE/TE/LLL institutions.

Title: Libraries Services and Improving Student Success

Speaker: *Jeff Gold, Director, Academic Technology, California State University, Office of the Chancellor*

Abstract: Students who understand the ramifications of their course taking decisions are more likely to graduate expeditiously. The CSU Graduation Calculator presents years of enrollment pattern data in an interactive and user-friendly format in order to advise students on how to best navigate key academic milestones. As a result, students can visualize the impact of their choices, ultimately leading to a timelier path to degree. There are a number of high impact practices for student success and one of those is a First Year Experience program where students are oriented and instructed on the skills, resources and tools required for a successful college-level learning; students who complete a First Year Experience course are 18% more likely to graduate than those who don't. Information Literacy component is a key element of a First Year Experience Program and is typically designed and delivery by libraries. The presentation will review a number of high impact practices and the expanding roles that libraries can take in improving student success.

参考情報：

大学 ICT 推進協議会学術・教育コンテンツ共有流通部会（AXIES-csd）
http://axies.jp/ja/activity/6akdy7/wde1pj/2rcs83
MERLOTx
http://www.merlotx.org/
LAK13
http://lakconference2013.wordpress.com/

開会の辞　Opening Remarks

放送大学学園

The Foundation for the Open University of Japan

放送大学学園理事長・白井克彦

Dr. Katsuhiko Shirai, Chairperson, the Foundation for the Open University of Japan

Dr. Katsuhiko Shirai

Dr. Katsuhiko Shirai is Chairperson of the Foundation for the Open University of Japan. He holds Doctor of Engineering (Waseda University, March 15, 1973). He was President of Waseda University (November 2002 to November 2010) and currently an Executive Advisor for Academic Affairs at Waseda University. He was/is Chairman of International Symposium on Speech Dialogue (ISSD, November 1993-), President of Japanese Society for Artificial Intelligence (JSAI, June 1998 to May 2000), a Member of Council for University Chartering and School Corporations, Ministry of Education, Culture, Sports, Science and Technology (MEXT), a Member of Council for Science and Technology, MEXT, a Member of Central Education Council, MEXT, President of Japan Network For International Education and President of the Japan Association of Private Colleges and Universities.

He was awarded

- Fellow, the institute of Electronics, Information and Communication Engineers (September 2001)
- Honorary Doctor, Korea University (November 2003)
- Professor Emeritus, Fudan University (September 2005)
- Honorary Doctor, Shanghai University (November 2005)
- Professor Emeritus, Beijing Foreign Studies University (December 2005)
- Professor Emeritus, Peking University (December 2005)
- The 56th NHK Broadcast Cultural Award, Japan Broadcasting Association (March 2005)
- Grande Ufficiale OSSI-Ordine della Stella della SOlidarieta' ltaliana (July, 2007)

九州大学 **Kyushu　University**	
九州大学理事・副学長　安浦寛人　（大学 ICT 推進協議会会長） Dr. Hiroto Yasuura, Executive Vice President & CIO, Kyushu University & President, AXIES	
 ***Dr. Hiroto Yasuura***	***Dr. Hiroto Yasuura*** is Executive Vice President of Kyushu University and President of Academic eXchange for Information Environment and Strategy (AXIES). He holds Doctor of Engineering (Kyoto University, 1983). His field of specialization is design technology of system on a chip. He concurrently holds posts and positions at the following institutions of Kyushu University: ● Department of Advanced information Technology, Graduate School of Information Science and Electrical Engineering ● Director, the Art, Science and Technology Center for Cooperative Research ● Director, Intellectual Property Management Center ● System LSI Research Center

招待講演者　略歴

 ***Gerard L. Hanley***	***Gerard L. Hanley, Ph.D.*** is the Senior Director for Academic Technology Services for the California State University (CSU), Office of the Chancellor and the Executive Director of the CSU's MERLOT (Multimedia Educational Resource for Learning and Online Teaching). At the CSU, Gerry oversees the development and implementation of system-wide academic technologies, digital library systems and resources, and accessible technology initiatives supporting CSU's 23 campuses serving over 430,000 students. At MERLOT, he directs the development and sustainability of MERLOT's innovative open education resources, services and consortium of higher education institutions, professional societies, corporations, and other digital libraries. He is also the Director of the Center for Usability in Design and Accessibility (CUDA) at CSU, Long Beach. Previously held positions in the CSU include Professor of Psychology, Director of Faculty Development and Director of

	Strategic Planning.
 *Jeff Gold*	***Jeff Gold*** is the Director of Academic Technology for the California State University (CSU) Office of the Chancellor. Jeff oversees the development and implementation of several systemwide academic technology initiatives which provide cost-effective, scalable, and pedagogically-sound learning tools to the CSU's twenty-three campuses. Jeff's background includes twenty years of experience in the fields of education, academic technology, and business consulting. Jeff has taught online and face-to-face courses as an adjunct professor in Pepperdine University's Masters of Educational Technology Program. He earned an MBA from Escuela de Negocios Las Palmas, a business school in Spain, and has managed a variety of online learning projects for several private sector companies.
 *Abelardo Pardo*	***Abelardo Pardo*** is a Lecturer at the School of Electrical and Information Engineering, University of Sydney. He has a PhD in Computer Science by the University of Colorado at Boulder applied to formal verification of digital circuits. His research interest is in the application of software engineering techniques to improve all aspects of the well-being of humans and communities. He has experience in the use of mobile devices in areas such as behavioral analytics, social networks, computer supported collaboration, personalization, and technology enhanced learning, which he deploys in his teaching activities. He has participated in national and international projects funded by NSF (USA) and the European Union. Abelardo is author of more than 100 research publications in prestigious conferences and journals, member of the steering committee of the Society for Learning Analytics Research (www.solaresearch.org), and member of the editorial board of the Journal ofSocial Media and Interactive Learning Environments and the Journal for Learning Analytics.

 *Sten Govaerts*	***Sten Govaerts*** is a post-doctoral researcher at A NIcole polytechnique f Nid Nirale de Lausanne (EPFL) in Switzerland in the Real-time Coordination & Distributed Interaction Systems (REACT) Group. He is currently responsible for the technical work package of the Go-Lab project (http://www.go-lab-project.eu/) that aims to open up remote science laboratories and their online labs for large-scale use in education. He finished his PhD at KU Leuven (Belgium) in the Human-Computer Interaction (HCI) research group under supervision of Prof. Erik Duval. His research interests include user experience design, information visualisation and findability applied to both the technology enhanced learning domain and contextualized music.