

ONLINE LEARNING

Experiences from the DSTI Programme

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The Data Science, Technology & Innovation Programme

- Fourth year of the programme – still learning!
- Entirely online
- Interdisciplinary: Delivered by 6 schools across 3 colleges
- Programme “owned” by Science & Engineering
- ~160 students
- Broad

- Let me know if you’d like to get involved!
 - New courses?
 - PT?
 - Project supervision?
 - ...

Online ≠ ...

- Distance Learning
 - Online also includes blended, and online courses for on-campus students
- Scale
 - *Potential* for scale, but this brings its own challenges
 - Online can be small
- MOOC
 - Not necessarily open

Exciting new opportunities

- Increased reach
 - International
 - “Non-traditional” audience
- Growing field
 - Competitive!
 - Will people want degrees in 10 years?
- Potential for more flexibility

“Putting a course/programme online”

- Starting from existing course vs starting afresh
 - Sharing resources
 - Different constraints
 - Is co-delivery useful?
- Things to consider
 - Distance perceived by students
 - Timezones (and hence synchronicity)
 - Delivery platform:
 - Student experience
 - Centrally supported?
 - Flexibility for content creation, organisation & presentation
 - Student support
 - Assessment

DSTI/PitDS “Lessons”

- Students like the idea of a (formal) Masters programme
- Working across schools is challenging
- Centrally provided tools improving
- University & administration and student support still not so geared-up for online
- Student experience of some co-delivered courses is that they're feeling less catered-for
- Lack of over-the-shoulder demonstrating not generally problematic in presence of synchronous online-only tutorials
- Assessment & feedback
 - remains time-consuming
 - still some concerns around potential for cheating/impersonation/plagiarism
- Demand for more online teaching