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