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- I 複製及び複製物の頒布、譲渡、貸与
- II 上映
- III インターネット配信等の公衆送信
- IV 翻訳、編集、その他の変更
- V 本資料をもとに作成された二次的著作物についての I からIV

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2011

Introduction To AI
Sebastian Thrun & Peter Norvig

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Why do OCW? Why do edX?

If you share money, it disappears, but if you share knowledge, it increases.

Charles M. Vest, former president, MIT, 2002

I don't think we should erect barriers around knowledge created at universities.

Rafael Reif, president, MIT, 2012



MIT Mission

The Institute is committed to generating, disseminating, and preserving knowledge, and to working with others to bring this knowledge to bear on the world's great challenges.

MIT OpenCourseWare

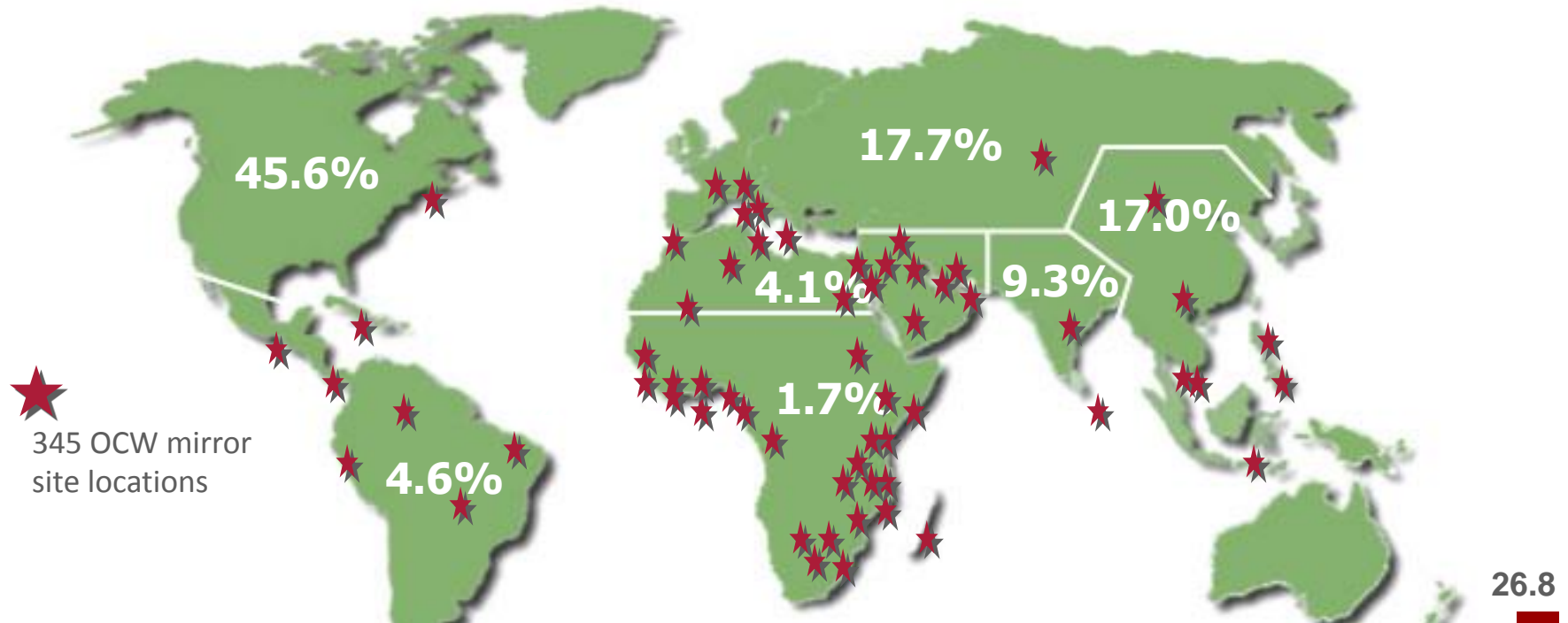
- OCW provides a comprehensive view of MIT's rich and diverse curriculum
- Encourages reuse of materials under a Creative Commons license.

- [Astro](#)
- [Visualizing Cultures](#)
- [Computer Science](#)
- [Physics](#)
- [Sloan](#)

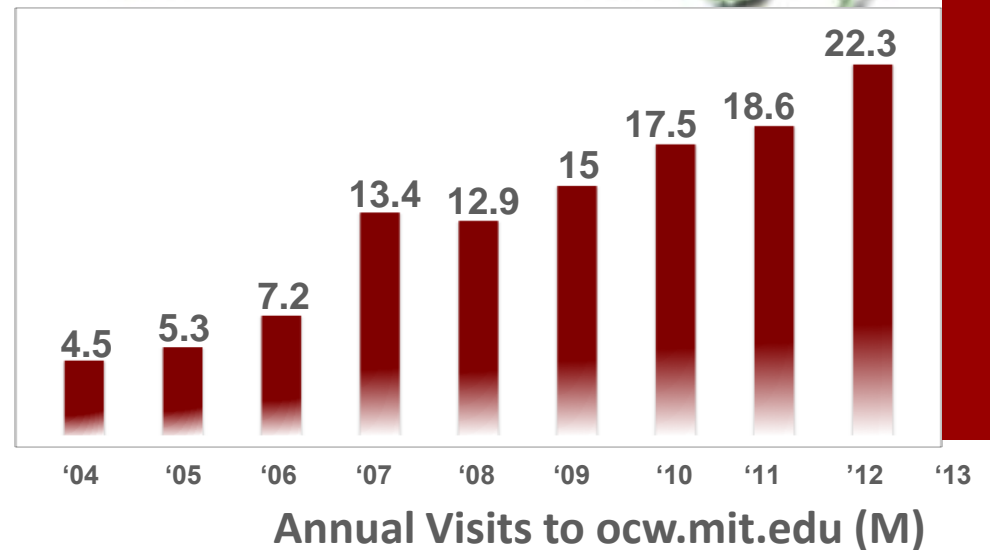
View of the rich and diverse curriculum

- 66% (601) of tenure track faculty participating
- 2,242 courses published
- 77 full video courses
- 349 mirror sites
- 1,018 translated courses

OCW Web Traffic By Region (as of December 31, 2013)



Region	Visits Since 10/1/03	Visits %
North America	66,083,105	45.6
East Asia/Pacific	24,568,563	17.0
Europe/Central Asia	25,638,711	17.7
South Asia	13,464,698	9.3
MENA	5,866,649	4.1
Latin America/Caribbean	6,710,098	4.6
Sub-Sah. Africa	2,520,005	1.7
TOTAL VISITS	144,851,830	



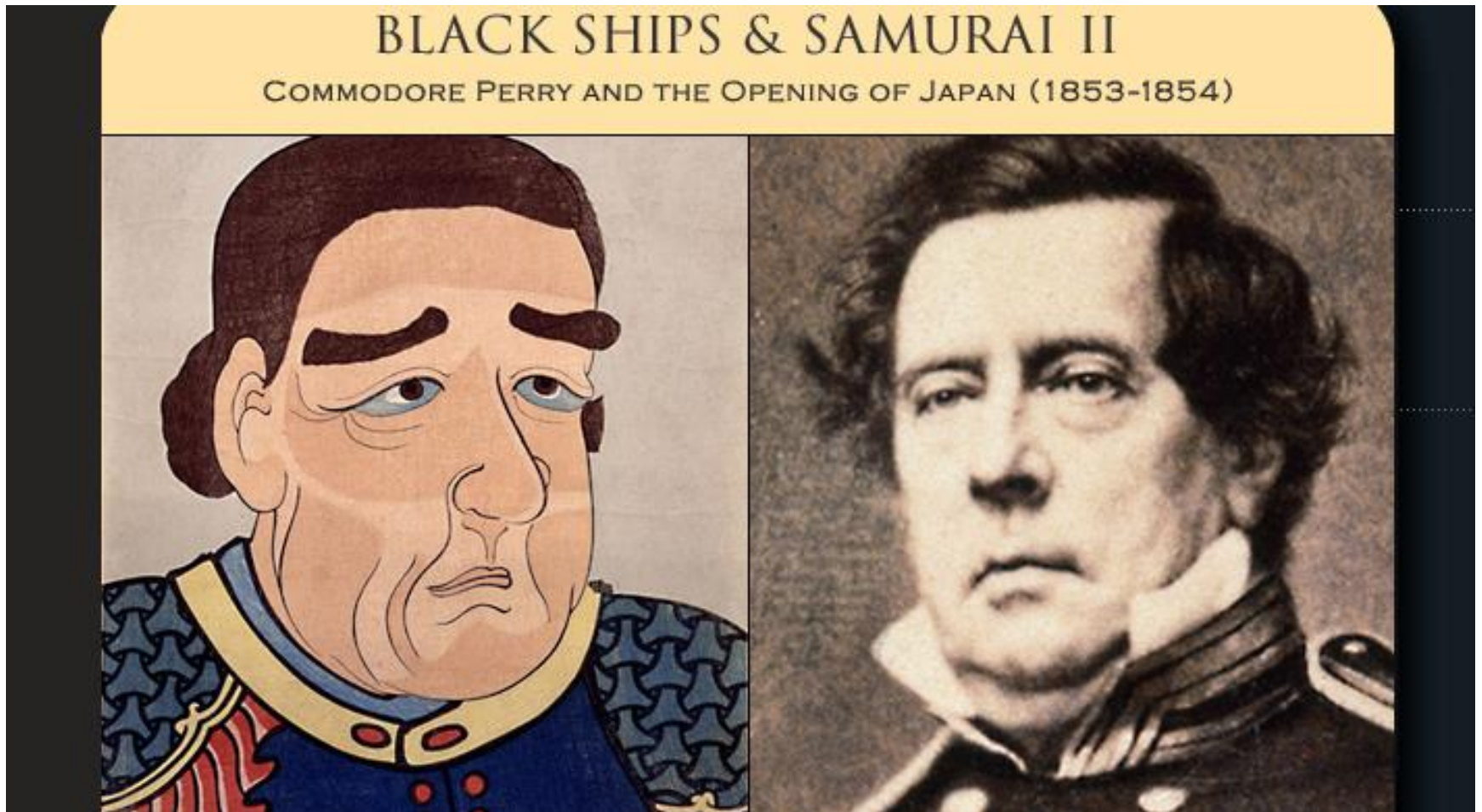
OCW Educator

Shares information about how a given course was taught at MIT—how the course materials published on the OCW site were originally used on campus.
understand and use the course materials.

[Biology](#)

Reuse: Creative Commons

VisualizingCultures



"Black Ships & Samurai II", MIT Visualizing Cultures, Massachusetts Institute of Technology © 2010 Visualizing Cultures (Image credits:[Left] Perry, ca. 1854 © Nagasaki Prefecture; 1[Right] Perry, ca. 1856, by Mathew Brady, Library of Congress) CC BY-NC-SA 3.0

edX

Visualizing Japan: [MOOC](#)

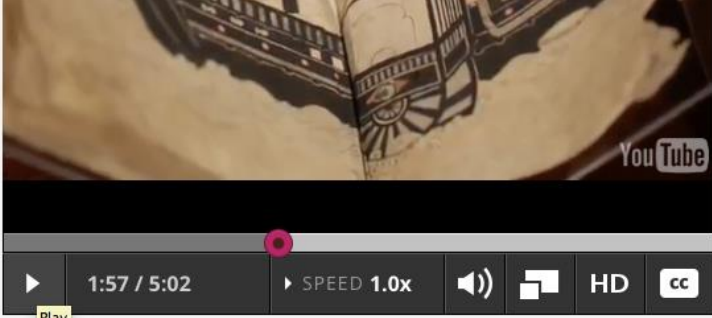
Video on VJx

- Produced by HarvardX
- “Bite” size: less than 2 min – 10 min
- On “[location](#)”
- [Discussion](#) format



Finger exercises

Finger exercises immediately after each video



But when we open this and look inside, you'll see how vivid the colors still are. Let me show you other examples of the kind of Japanese materials. Some of these are very, very good replicas-- facsimiles of the original Japanese books. This for example, is a book done in 1854 by an artist in one part of Japan,

Download video Download transcript .srt ▾

STAFF DEBUG INFO

MULTIPLE CHOICE (1 point possible)

What is the key difference between the US and Japanese records of the Perry expedition?

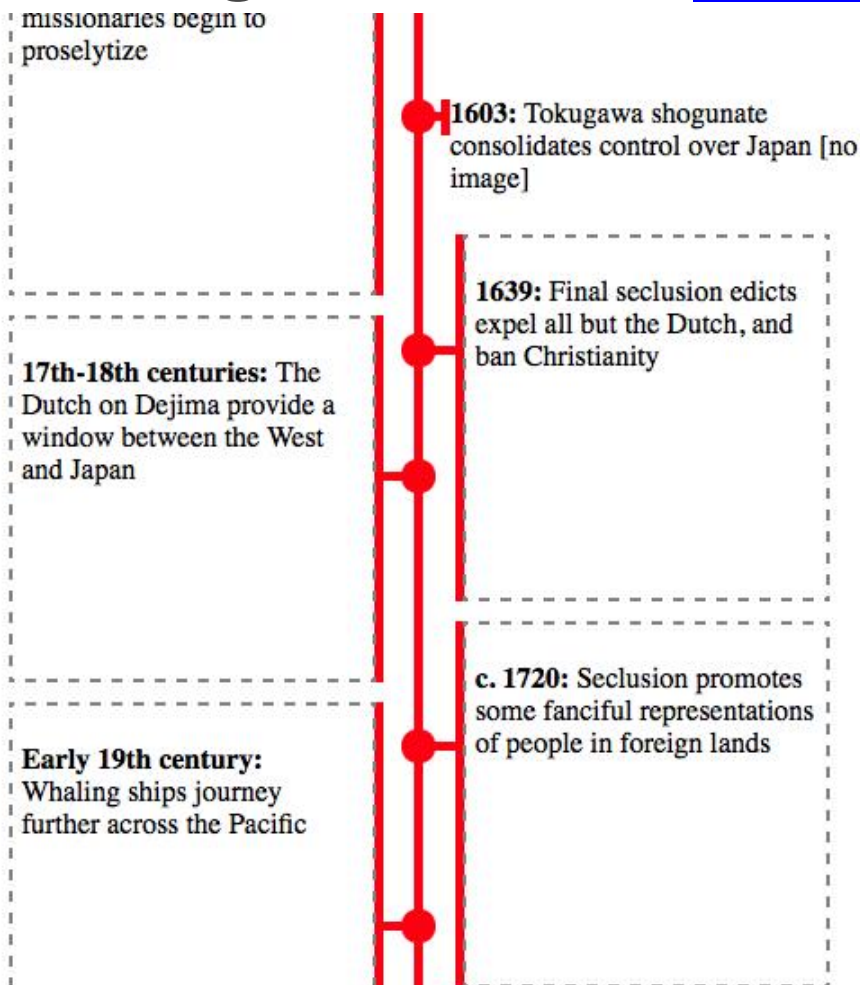
- ☐ The US accounts are more accurate than the Japanese accounts
- ☐ The US accounts are predominantly visual, while the Japanese accounts are predominantly textual
- ☐ The US accounts are consolidated in the official Narrative, while the Japanese record spans a huge number of diverse texts and images
- ☐ The US accounts only describe the actions of Perry and his crew, while the Japanese accounts record actions and people on both sides of the encounter

Check

Show Answer

* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, Day 2, "Lecture 2.5: The Japanese Record". Credit: MITx/HarvardX/Visualizing Japan course team

Image exercises: Time line



* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, Day 3, "Timeline exercise". Credit: HarvardX/MITx/Visualizing Japan course team

Image credits [from above]:

[1] *Assembled Paintings of Commodore Perry's Visit*. 19th century. Eight-fold screen. Historiographical Institute, University of Tokyo. [CC BY-NC-SA 2.5](#)
 [2] Portrait of John Manjirō. Photograph. Visualizing Cultures. [CC BY-NC-SA 2.5](#)
 [3] Kawahara Keiga. *Dutch Ship Entering the Harbor*. Early 19th century. Hand scroll. Nagasaki Municipal

Museum. *Worlds Revealed*. Edited by Peabody Essex Museum and Edo-Tokyo Museum. Tokyo, 1999. [CC BY-NC-SA 2.5](#)
 [4] *Peoples of Forty-two Lands*. ca. 1720. Painting. Ryosenji Treasure Museum, Shimoda. [CC BY-NC-SA 2.5](#)

Image exercises: Close analysis

Find the people who match the boxed descriptions and drag the images into the proper boxes. Use the bar to the right to zoom.

0/9

An automobile	A motorized bus	National flag
Palm trees, lending an exotic air to Shiseido	Police box	Shop window and window shoppers

Modern street lighting	Tram lines	Western company name
------------------------	------------	----------------------

* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, Day 21, "Drop Checkboxes". Credit: MITx/HarvardX/Visualizing Japan course team

Image credit [below]: *Shiseido Ginza Guide*. 1928. Pamphlet. Shiseido Corporate Archive.

CC BY NC SA 2.5

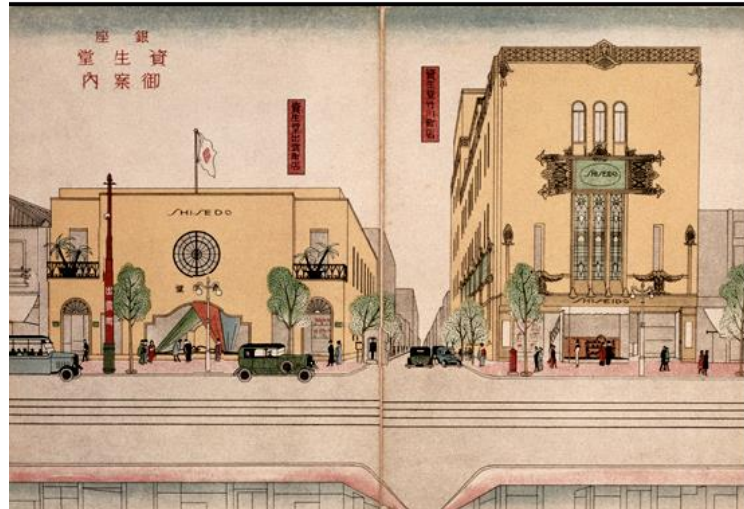


Image exercises: Word cloud



Pictorial Description of American People and Steamship. ca. 1854. Woodblock print. Ryōsenji Treasure Museum.
CC BY NC SA. [30_012b7_detail_soldiers]

In the box below, type in a word that describes the troops in this image.

STAFF DEBUG INFO

Your words:

comical 2%

Total number of words: 1432



* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, Day 7, "Pictorial Description of American People and Steamship" and "Word Cloud". Credit: MITx/HarvardX/Visualizing Japan course team

Image credit [above]: *Pictorial Description of American People and Steamship*. ca. 1854. Woodblock print. Ryōsenji Treasure Museum. CC BY-NC-SA 2.5

Image exercises: Image annotation



* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, Day 10, "Image Annotation".
Credit:
MITx/HarvardX/Visualizing Japan course team

Image credit: *Assembled Paintings of Commodore Perry's Visit*. 19th century. Eight-fold screen. Historiographical Institute, University of Tokyo.

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Who took VJx?

- Approx. 9,000 registered
- Approx. 3,000 showed up on first day
- 1,170 received the completion certificate
(13%/40%)

Who took VJx?

Countries	Responses	
United States of America	972	34%
Japan	295	10%
United Kingdom	147	5%
Germany	87	3%
China	86	3%
Spain	85	3%
Brazil	82	3%
Canada	82	3%
India	75	3%
France	71	2%
Australia	62	2%
Netherlands	51	2%
Greece	48	2%
Mexico	44	2%
Italy	38	1%
Russian Federation	34	1%
Viet Nam	34	1%

Types of learners in VJx according to self-intro (400)

- 60% are Ph.D. students, teachers and professors
- 44% have been teachers at some point in their lives
- 26% of the participants are currently college students
- 70% indicate that they have background in history and/or humanities subjects, especially East Asian Studies or Japanese studies

Analysis by Duy Anh N. Doan

Discussion forum

Very active, positive, and constructive (“peaceful”)

Courseware Course Info **Discussion** Progress Galleries Readings Syllabus FAQ Team/Credits Instructor [New Post](#)

Search Results

Show all by most activity

Week 6: Day 24 | Final Discussion 164
[PINNED](#) [BY: STAFF](#)

Week 1: Introduction to Shiseido module (Lecture 1.3) 804
[BY: STAFF](#)


Week 5: Day 20 | Reactions to Shiseido Advertising 196
[BY: STAFF](#)

This post is visible to everyone.

Week 1: Introduction to Shiseido module (Lecture 1.3)

discussion posted 2 months ago by [ag2821](#) [STAFF](#) 15 Votes

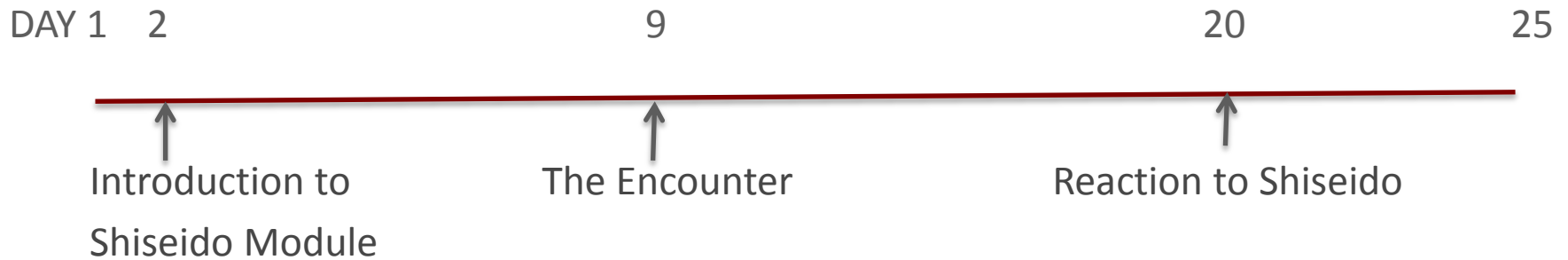
In our first discussion, we would like to hear some of your preliminary thoughts about a concept that we will explore during the Shiseido module. Please look at the image below, and then respond to this question: what made prewar Japan cosmopolitan?



* John W. Dower, Andrew Gordon, Shigeru Miyagawa and Gennifer Weisenfeld, *Visualizing Japan (1850s-1930s): Westernization, Protest, Modernity*, HarvardX/MITx, "Discussion forum Week 1: Introduction to Shiseido module (lecture 1.3)". Credit: MITx/HarvardX/Visualizing Japan course team

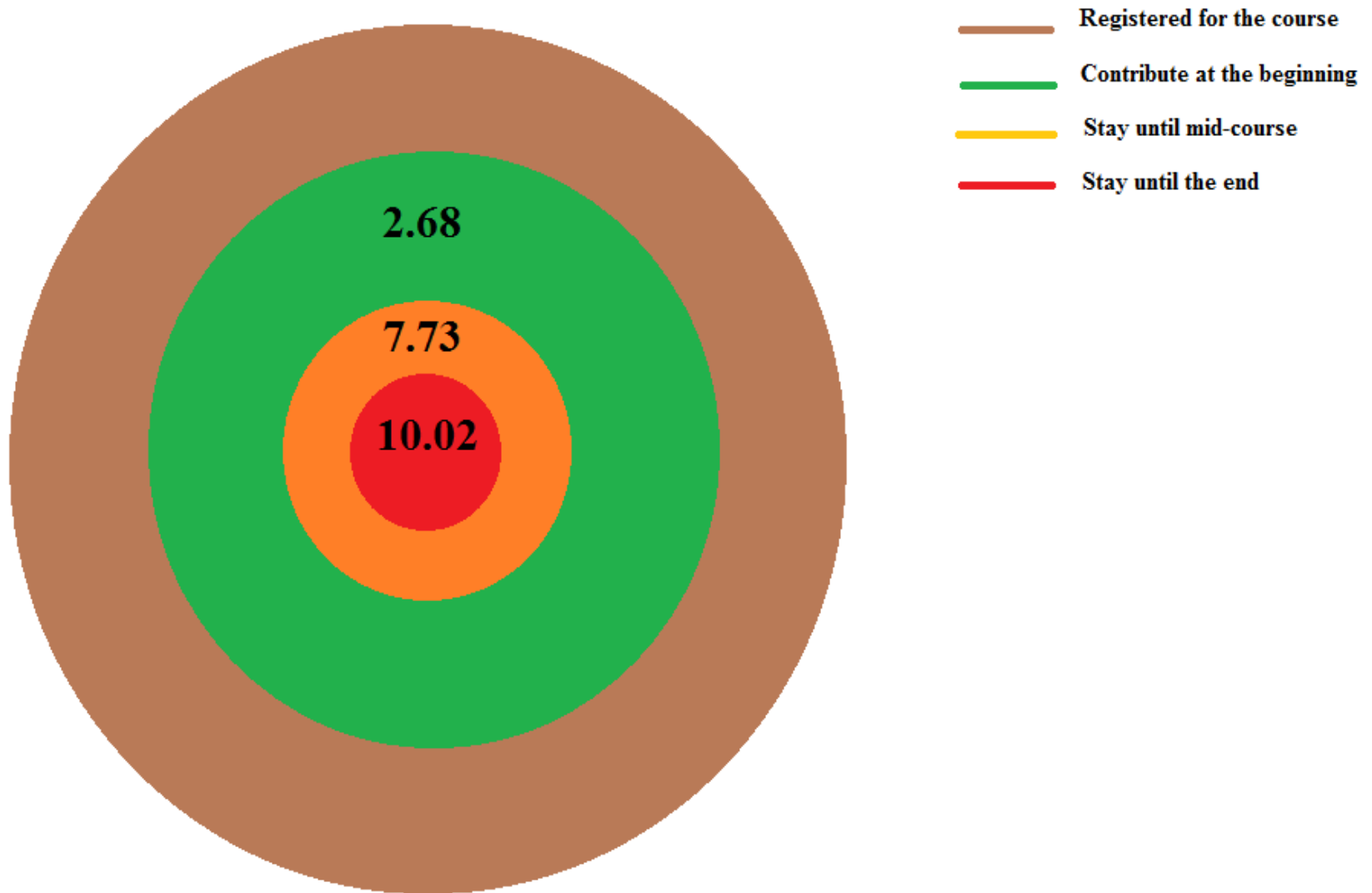
Image credit: Suwa Kanenori. *Scene from pamphlet Lady's Handbook*. 1927. Drawing. Shiseido Corporate Archive. [CC BY NC SA 2.5](#)

Frequency of postings and retention



Randomly selected 50 students for each discussion and calculated the number of postings per student.

Frequency of postings and retention



Satisfaction

Satisfied – Extremely Satisfied

97.5%

edX launch: the aspirations

Harvard President Drew Faust

...unprecedented opportunity to dramatically extend our collective reach ... by extending online access to higher quality education...in a way that benefits our students, our peers, and people across the nation and the globe.

MIT President Susan Hockfield

... a unique opportunity to improve education on our own campuses through online learning, while simultaneously creating a bold new educational path for millions of learners worldwide.

The MIT Residential Visualizing Japan class

Ran a MIT residential version of Visualizing Japan simultaneous with the MOOC with 9 students

- MIT students used the MOOC material – video, etc.
- Used discussion forum as one source of learning material.

Student comments

...it was in the classroom that the VJx MOOC saw its greatest impact.

This classroom session ... is much different than a typical lecture style classroom as the Visualizing Japan classroom setting is instead used as a form of class discussion.

80/20, 50/50

Having students watch video lectures before class followed by discussion during class is a fantastic way to produce further mastery of the material while optimizing the students' time.