I. Vision

II. Implementation

III. Outcomes

IV. External Outreach
Vision — Institutional decision-making

- Fall 1999 — Faculty committee appointed
- Fall 2000 — “OpenCourseWare” concept recommended to MIT President Charles M. Vest
Vision — Institutional decision-making

“OpenCourseWare looks counterintuitive in a market-driven world. But it really is consistent with what I believe is the best about MIT. It is innovative. It expresses our belief in the way education can be advanced — by constantly widening access to information and by inspiring others to participate.”

— Charles M. Vest, President Emeritus of MIT
Vision — What is MIT OCW?

MIT OpenCourseWare IS NOT:
› An MIT education
› Intended to represent the interactive classroom environment
› Degree-granting

MIT OpenCourseWare IS:
› A Web-based publication of virtually all MIT course content
› Open and available to the world
› A permanent MIT activity
Implementation — Where we are

Phase I Pilot
Courses 2002 2003
50 500

Phase II Expansion
1250 Courses
2004 2005
900 1250

Phase III Steady State
2006 2007 2008
1550 1800 1800

Courses 2006 2007 2008
1250 1550 1800
Implementation — 1250 courses available

Site Highlights

› Syllabus
› Course Calendar
› Lecture Notes
› Exams
› Problem/Solution Sets
› Labs and Projects
› Video Lectures
Outcomes — Access data

MIT OCW & Affiliate Traffic (since 10/1/03)
Outcomes — Access data

Traffic by Geographic Region (in Web hits, since 10/1/03)

<table>
<thead>
<tr>
<th>Region</th>
<th>Hits Since 10/1/03</th>
<th>Hit %</th>
</tr>
</thead>
<tbody>
<tr>
<td>North America</td>
<td>262,586,351</td>
<td>43.0</td>
</tr>
<tr>
<td>East Asia</td>
<td>127,890,726</td>
<td>21.0</td>
</tr>
<tr>
<td>Western Europe</td>
<td>93,128,397</td>
<td>15.3</td>
</tr>
<tr>
<td>South Asia</td>
<td>37,434,286</td>
<td>6.1</td>
</tr>
<tr>
<td>Latin America</td>
<td>31,968,505</td>
<td>5.3</td>
</tr>
<tr>
<td>Eastern Europe and Central Asia</td>
<td>27,220,355</td>
<td>4.5</td>
</tr>
<tr>
<td>MENA</td>
<td>16,872,205</td>
<td>2.8</td>
</tr>
<tr>
<td>Pacific</td>
<td>8,140,173</td>
<td>1.3</td>
</tr>
<tr>
<td>Sub-Saharan Africa</td>
<td>4,763,230</td>
<td>0.8</td>
</tr>
<tr>
<td><strong>TOTAL HITS</strong></td>
<td><strong>610,004,228</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Outcomes — Access data

Countries with most hits in September 2005 (*outside of U.S.*)

<table>
<thead>
<tr>
<th>Country</th>
<th>Web Hits</th>
<th>Country</th>
<th>Web Hits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>China</td>
<td>2,320,503</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>India</td>
<td>1,708,510</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>Canada</td>
<td>968,742</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>South Korea</td>
<td>797,646</td>
<td>14</td>
</tr>
<tr>
<td>5</td>
<td>Sweden</td>
<td>671,133</td>
<td>15</td>
</tr>
<tr>
<td>6</td>
<td>United Kingdom</td>
<td>644,161</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Taiwan</td>
<td>573,822</td>
<td>17</td>
</tr>
<tr>
<td>8</td>
<td>Japan</td>
<td>537,082</td>
<td>18</td>
</tr>
<tr>
<td>9</td>
<td>Turkey</td>
<td>514,698</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>Germany</td>
<td>448,959</td>
<td>20</td>
</tr>
</tbody>
</table>
Outcomes — Access data

› Visitors generally fit one of three user profiles:
  - Educators are 15.3% of all MIT OCW traffic
  - Students are 31.4%
  - Self-learners are 48.2%

› 66% of visitors hold a bachelor’s or master’s degree

› Visitors most frequently interested in courses in electrical engineering, business, physics, and mathematics
## Outcomes — Use data

<table>
<thead>
<tr>
<th>Use Scenario</th>
<th>% of Use</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educators</strong></td>
<td></td>
</tr>
<tr>
<td>Planning, developing or teaching a course</td>
<td>36%</td>
</tr>
<tr>
<td>Enhancing personal knowledge</td>
<td>22%</td>
</tr>
<tr>
<td>Planning curriculum</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>32%</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
</tr>
<tr>
<td>Complementing a subject currently taking</td>
<td>43%</td>
</tr>
<tr>
<td>Enhancing personal knowledge</td>
<td>40%</td>
</tr>
<tr>
<td>Planning future course of study</td>
<td>10%</td>
</tr>
<tr>
<td>Other</td>
<td>7%</td>
</tr>
<tr>
<td><strong>Self-learners</strong></td>
<td></td>
</tr>
<tr>
<td>Enhancing personal knowledge</td>
<td>81%</td>
</tr>
<tr>
<td>Learning subject matter—course not available for study</td>
<td>9%</td>
</tr>
<tr>
<td>Planning future course of study</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
</tr>
</tbody>
</table>
## Outcomes — Impact data

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree/ Agree</th>
<th>Neutral</th>
<th>Disagree/ Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped me be more productive and effective</td>
<td>81.1%</td>
<td>18.3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Helped me learn</td>
<td>88.0%</td>
<td>11.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Improved my courses using OCW (Educators)</td>
<td>84.5%</td>
<td>12.9%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Increased my motivation and interest in learning</td>
<td>80.2%</td>
<td>19.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>I would recommend OCW to others</td>
<td>92.5%</td>
<td>7.1%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Source: 2004 Intercept Survey
Outcomes — Impact

According to users, MIT OpenCourseWare is:

“... the Eighth Wonder of the World.”

“... the Big Bang of the Knowledge Universe.”

“... the greatest thing any institution of higher learning has ever done.”

“... one of the best things ever in history.”

“... like falling in love.”

“... the coolest thing on the Internet.”

“... worthy of the next Nobel Peace Prize.”
External Outreach — Barriers to use

› Awareness
› Access
› Language
› Culture
› Academic context
External Outreach — Strategies

› Foster use of OCW materials through awareness-building
  ▪ CORE, UNESCO, U.N. University, Universia, World Bank

› Expand access to materials
  ▪ Translations
    • Universia (Spanish and Portuguese)
    • CORE (Simplified Chinese)
    • Chulalongkorn University (Thai)
  ▪ Mirror sites
    • More than 60 known sites, mostly in Africa and East Asia
    • eGranary, CORE

› Fostering other opencourseware initiatives
# External Outreach — Mirror sites

<table>
<thead>
<tr>
<th>Region</th>
<th>LIVE</th>
<th>IN PROGRESS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>51</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>East Asia</td>
<td>8</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Eastern Europe</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Latin America</td>
<td>1</td>
<td>—</td>
<td>1</td>
</tr>
<tr>
<td>Middle East</td>
<td>—</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>South Asia</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>64</td>
<td>8</td>
<td>72</td>
</tr>
</tbody>
</table>

**Current Mirror Site Locations:**
- Bangladesh
- Brazil
- China
- Ethiopia
- Gambia
- Ghana
- Guinea
- Indonesia
- Kenya
- Mozambique
- Niger
- Nigeria
- Sri Lanka
- Sudan
- Taiwan
- Tanzania
- Uganda
- Ukraine
- Zambia
External Outreach — Translations

Total translations of MIT OCW content:

- 94 Spanish
- 85 Portuguese
- 25 Simplified Chinese
- 15 Traditional Chinese
- **219 Total**

MIT OCW and Translation Affiliate Visits, 10/03 to 09/05

[Graph showing the number of visits from October 2003 to September 2005, with peaks in October, December, and a decline towards September 2005.]

A New Model for Open Sharing
External Outreach — Emerging opencoursewares

**United States**
- Harvard Law School
- Berkman Center
- Johns Hopkins School of Public Health
- Tufts University
- University of Michigan School of Information
- University of Notre Dame
- Utah State University

**China (CORE)**
- Peking University
- Tsinghua University
- Beijing Jiaotong University
- Dalian Univ. of Technology
- Central South University
- Xi’an Jiaotong University
- Central Radio & TV Univ.
- Sichuan University
- Zhejiang University
- Beijing Normal University
- Plus 146 more

**France**
- Telecom Paris
- Ecole Polytechnique
- Techniques Avance_es
- Ponts et Chausse_es
- Ecole des Mines de Paris
- Chimie Paris
- Physique-Chimie
- Agronomie
- Statistiques et Economie
- Eaux et Forets
- Arts et Me_tiers

**Spain**
- U. Politécnica de Madrid
- U. Santiago de Compostela
- U. Barcelona
- U. Islas Baleares
- U. Rovira i Virgili
- U. Jaume I
- U. Murcia
- U. Alicante
- U. Politécnica de Valencia
- U. Autónoma de Madrid
- U. Complutense de Madrid
- U. Sevilla

**Portugal**
- U. Aveiro

**Vietnam**
- FETP OpenCourseWare

**Japan**
- Keio University
- Kyoto University
- Osaka University
- Tokyo Institute of Technology
- University of Tokyo
- Waseda University

**India**
- Rai University
- Somaiya Vidyavihar
External Outreach — Feedback

› How can we make MIT OpenCourseWare more useful to people around the globe?

› What can MIT learn about how people use our faculty’s content?

› What can MIT learn from the pedagogy and educational materials from around the world?
Thank You!

Visit MIT OpenCourseWare online at http://ocw.mit.edu

Visit the “Opencourseware How To” site on the Web at http://ocw.mit.edu/OcwWeb/HowTo/index.htm