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¿QUÉ SON LOS MOOCS?
Harvard and M.I.T. Team Up to Offer Free Online Courses

By TAMAR LEWIN
Published: May 2, 2012

In what is shaping up as an academic Battle of the Titans — one that offers vast new learning opportunities for students around the world — Harvard and the Massachusetts Institute of Technology on Wednesday announced a new nonprofit partnership, known as edX, to offer free online courses from both universities.

Harvard’s involvement follows M.I.T.’s announcement in December that it was starting an open online learning project, MITx. Its first course, Circuits and Electronics, began in March, enrolling about 120,000 students, some 10,000 of whom made it through the recent midterm exam. Those who complete the course will get a certificate of mastery and a grade, but no official credit. Similarly, edX courses will offer a certificate but not credit.

But Harvard and M.I.T. have a rival — they are not the only elite universities planning to offer free massively open online courses, or MOOCs, as they are known. This month, Stanford, Princeton, the University of Pennsylvania and the University of Michigan announced their partnership with a new commercial company, Coursera, with $16 million in venture capital funding.
$60 Million Venture To Bring Harvard, MIT Online For The Masses

BY ANYA KAMENETZ | 05-02-2012 | 11:58 AM

"I believe we can work with a billion people around the world and change education in a fundamental way as it really hasn’t changed in 1,000 years," Anant Agarwal, who stepped down as head of MIT’s Computer Science and Artificial Intelligence Lab to take the reins of edx, tells Fast Company.

You’ve seen the Stanford, Berkeley, and MIT versions of mass-elite online learning debut over the past few months. Now Harvard, the Apple of universities, is finally making a major play in the rapidly expanding field.
Move Over Harvard And MIT, Stanford Has The Real "Revolution In Education"

GREGORY FERENSTEIN

Wednesday, May 9th, 2012

Lectures are often the least educational aspect of college; I know, I’ve taught college seniors and witnessed how little students learn during their four years in higher education. So, while it’s noble that MIT and Harvard are opening their otherwise exclusive lecture content to the public with EdX, hanging a webcam inside of a classroom is a not a “revolution in education”.

A revolution in education would be replacing lectures with the active, hands-on pedagogical techniques that have been shown to increase student engagement and success.
MOOC
MOG
Multiplayer online game

Videojuego multijugador en línea
MMOG

Massively multiplayer online game

Videojuego multijugador masivo en línea
MMORPG
Massively multiplayer online role-playing game

Videojuego de rol multijugador masivo en línea
MMORTS
Massively multiplayer online real-time strategy

Videojuego de estrategia en tiempo real multijugador masivo en línea
MOOC

Massive open online course

¿Curso abierto en línea a gran escala?
¿CALGE?
El MIT y Harvard ofrecerán cursos gratis por Internet

Los primeros programas arrancarán el próximo curso

La Universidad de Harvard y el Instituto Tecnológico de Massachusetts (MIT) ofrecerán cursos gratuitos a través de internet en un proyecto colaborativo que busca romper los moldes de la educación universitaria tradicional.

"Hay una revolución en Boston", afirmó Anant Agarwal, presidente de EdX, la plataforma de educación online presentada este lunes en la sede de Harvard, la universidad más antigua de Estados Unidos. "Esta revolución tiene que ver con el ratón, el bolígrafo y la educación. Y tiene el potencial de cambiar el mundo".
EDUCACIÓN ONLINE A UNA ESCALA MASIVA

La Universidad de Harvard y el Instituto Tecnológico de Massachusetts (MIT) ofrecerán cursos gratuitos a través de internet en un proyecto colaborativo que busca romper los moldes de la educación universitaria tradicional.
MITx will offer a portfolio of MIT courses for free to a virtual community of learners around the world. It will also enhance the educational experience of its on-campus students, offering them online tools that supplement and enrich their classroom and laboratory experiences.

The first MITx course, 6.002x (Circuits and Electronics), was launched in an open-access format on April 26, 2013. As of today, MITx has 31 courses that are available on MIT OpenCourseWare as well as an additional 50 courses that are being developed for the edX platform.

ANNOUNCEMENT

On May 2, it was announced that Harvard University will join MIT as a partner in edX. MITx, which offers online versions of MIT courses, will be a core offering of edX, which will open to the public in fall 2013.
Circuits & Electronics
6.002x

Enroll in 6.002x Circuits & Electronics

6.002x (Circuits and Electronics) is an experimental on-line adaptation of MIT’s first undergraduate analog design course: 6.002. This course is running, free of charge, for students worldwide from March 5, 2012 through June 8, 2012.

About 6.002x

6.002x (Circuits and Electronics) is designed to serve as a first course in an undergraduate electrical engineering (EE), or electrical engineering and computer science (EECS) curriculum. At MIT, 6.002 is in the core of department subjects required for all undergraduates in EECS.

6.002x on MITx

If you successfully complete the course, you will receive an electronic certificate of accomplishment from MITx. This certificate will indicate that you earned it from MITx’s pilot course. In this prototype version, MITx will not require that you be tested in a testing center or otherwise have your identity certified in order to receive this certificate.

ABOUT THE COURSE STAFF

Anant Agarwal
Director of MIT’s Computer Science and Artificial Intelligence Laboratory (CSAIL) and a professor of the Electrical Engineering and Computer Science department at MIT. His research focus is...
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Anant Agarwal
Director of MIT’s Computer Science and Artificial Intelligence Laboratory (CSAIL) and a professor of the Electrical Engineering and Computer Science department at MIT. His research focus is on high-performance computer systems and the challenges posed by large-scale, parallel computer systems.
EdX, que dará comienzo oficialmente durante el otoño de 2012, creó un prototipo de asignatura sobre Circuitos y Electrónica el año pasado y se matricularon 120.000 estudiantes de todo el mundo, apenas unos centenares menos que los que estudian en MIT cada año académico.

Los dos centros universitarios invertirán un total de 60 millones de dólares (36.8 millones de euros) para distribuir el material de las clases a través de vídeos, exámenes y pruebas teóricas alojadas en páginas de internet y recibirán los comentarios inmediatos por parte de los profesores.
MIT and Harvard announce edX

Joint venture builds on MITx and Harvard distance learning; aims to benefit campus-based education and beyond

Harvard University and the Massachusetts Institute of Technology (MIT) today announced edX, a transformational new partnership in online education. Through edX, the two institutions will collaborate to enhance campus-based teaching and learning and build a global community of online learners.

EdX will build on both universities’ experience in offering online instructional content. The technological platform recently established by MITx, which will serve as the foundation for the new learning system, was designed to offer online versions of MIT courses featuring video lesson segments, embedded quizzes, immediate feedback, student-ranked questions and answers, online laboratories, and student paced learning. Certificates of mastery will be available for those motivated and able to demonstrate their knowledge of the course material.

MIT and Harvard expect that over time other universities will join them in offering courses on the edX platform. The gathering of many universities’ educational content together on one site will enable learners worldwide to access the course content of any participating university from a single website, and to use a set of online educational tools shared by all participating universities.

EdX will release its learning platform as open source software so it can be used by other universities and organizations who wish to host the platform themselves. Because the learning technology will be available as open-source software, other universities and individuals will be able to help edX improve and add features to the technology.

MIT and Harvard will use the jointly operated edX platform to research how students learn and how online learning systems can be most effective.
“I believe we can work with a billion people around the world and change education in a fundamental way as it really hasn’t changed in 1,000 years”
Gratuito
Democratización de la enseñanza
Al alcance de todos
Individualizada, al ritmo de cada estudiante
El idioma no es una barrera
Un poco de historia…
Fhatom
American Film Institute
The British Library
The British Museum
Cambridge University Press
Columbia University
London School of Economics
Natural History Museum
New York Public Library
RAND
Science Museum
University of Chicago
University of Michigan
Victoria & Albert Museum
Woods Hole Oceanographic Institution
This site is not longer being developed or maintained, but was part of a series of early and experimental online learning projects. Material here continues at present to be available to members of the Columbia community, but there may be some segments of the site that no longer work as initially intended.

WELCOME TO THE FATHOM ARCHIVE
Brought to you by Columbia University

This archive, provided by Columbia University, offers access to the complete range of free content developed for Fathom by its member institutions. Columbia encourages you to browse this archive of online learning resources, including lectures, articles, interviews, exhibits and free seminars. You can find additional online resources from Columbia University at www.columbia.edu and from the members of the Fathom consortium at their own websites.

about the Fathom archive...

Seminar Of The Day

Votes for Women and Chastity for Men: Gender, Health, Medicine and Sexuality in Victorian England
From: The Victoria and Albert Museum

The Victorian period saw the beginnings of a shift in social philosophy regarding legal and customary gender relations. Slow and contested, the movement is symbolised by the long campaign for female suffrage or 'Votes for Women', which was not achieved in Victoria’s reign. This seminar examines these developments in the context of widening roles for women in public and professional life. more...
Abril 2000

Enero 2003
Columbia University to Close Fathom.com

by Paula J. Hane
Posted On January 13, 2003

Columbia University has announced that it plans to close Fathom.com, its money-losing online learning portal, as of March 31. The decision is part of a larger university plan to more closely integrate its wide-ranging digital media operations over the next several months. The reorganization is the result of a recent review of the university’s existing online initiatives that had been prompted by Fathom’s ongoing deficit.

The Fathom.com site, which launched in early 2000 (see the newsbreak at http://newsbreaks.infotoday.com/nbreader.asp?ArticleID=17822), offered digital content from Columbia and 13 other academic and cultural institutions. At its launch, the consortial educational site announced that it aimed to become a "main street" for knowledge and education, serving a worldwide audience of business and individual users.

In announcing the news, Robert Kasdin, senior executive vice president of Columbia, said, "Fathom was an important experimental venture. It led Columbia to develop new technologies and innovative ways of teaching and learning. It has brought about excellent academic collaborations. We have learned a great deal from this venture and will put that knowledge to good use."

According to the announcement, Columbia’s Digital Knowledge Ventures (DKV), established (at the same time as Fathom) to license intellectual property, will become the university’s primary focus for exploring digital media as a connection to alumni and the broader community. It will refocus its activity on building licensing and collaboration opportunities aimed at "enhancing the Columbia brand and mission."
65.000 estudiantes

52 países
AllLearn
Stanford University

Yale University

University of Oxford
Septiembre 2000
Marzo 2006
Financial worries shut down AllLearn

Yale-affiliated organization offering online courses will permanently fold

BY DANIEL KATZ
Monday, March 20, 2006

AllLearn, a joint online learning initiative of Yale, Stanford University and the University of Oxford formed in September 2000, has closed its operations due to financial difficulties.

During its five years in operation, the New York City-based Alliance for Lifelong Learning, Inc. offered noncredit courses authored by Yale, Stanford and Oxford professors to more than 11,000 students from at least 70 countries, AllLearn President Kristin Kim said. The initiative, which stopped offering courses in December and officially announced its folding on its Web site last week, is still in the process of formally closing down, Kim said.

Yale President Richard Levin, who served as AllLearn's chairman, said he thinks that while the participating institutions learned what is necessary to manage a successful distance learning program, they could not sustain the venture financially.
60 cursos
11.000 estudiantes
70 países
Fhatom → Abril 2000

AllLearn → Septiembre 2000
THE YEAR THE DOT-COM BUBBLE BURST

ON 10 MARCH 2000, THE NASDAQ COMPOSITE PEAKED AT 5132.52. THE BURST OF THE DOT-COM BUBBLE WAS IMMINENT AND THE NASDAQ WOULD CRASH SO SPECTACULARLY THAT IT WOULD NEVER FULLY RECOVER FROM THE BURST. EVEN TODAY, IT STILL SITS AT ABOUT 54 PERCENT BELOW THAT LEVEL.

HERE WE TAKE A LOOK AT SOME OF THE BIGGEST FINANCIAL LOSSES OF THE BURST.

GO.COM $790m
KOZMO.COM $280m
E-TOYS.COM $247m
WEBVAN $800m
FLOOZ $50m
PETS.COM $300m
GOVWORKS $60m
MVP.COM $65m
KIBU.COM $22m
BOO.COM $100m

$2.7 BILLION WAS LOST ON THESE 10 FAILED DOT-COMS ALONE

$1.65 TRILLION
THE COMBINED VALUE OF THE 6 BIGGEST TECH-COMPANIES IN 1999. THAT WAS 20% OF THE US’S GDP.

50%
ESTIMATED PERCENTAGE OF DOT-COMS THAT SURVIVED THE BURST

$5 TRILLION
IN MARKET VALUE OF TECHNOLOGY COMPANIES WAS WIPED OUT BETWEEN 2000 AND 2002

SOURCES: CNET, NATIONALPAYDAY.COM, MARKETING MINEFIELD, WIKIPEDIA
¿Hay más?
“Somewhere along the line I lost touch with the "think creative" aspect of engineering. Your awesome class (Udacity) has reignited my imagination, and I'm truly thankful to you guys for this!”

Aparajit Misra
Udacity student, India
Online courses from the world's top scholars.

Game Theory
YALE / ECONOMICS
Benjamin Polak

Classical Mechanics
MIT / PHYSICS
Walter Lewin

Justice
YALE / PHILOSOPHY
Michael Sandel

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New & Noteworthy

Greek Debt Recession and Au...
Greek Financial Crisis (part 2)
How and why Greece would le...
Salman Khan at Rice Universi...
Algorithms: Design and Analysis, Part I

Stanford University

by Tim Roughgarden, Associate Professor

In this course you will learn several fundamental principles of algorithm design: divide-and-conquer methods, graph algorithms, practical data structures, randomized algorithms, and more.
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Learn from world-class professors, watch high quality lectures, achieve mastery via interactive exercises, and collaborate with a global community of students.

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Sergio's Courses

Human-Computer Interaction
Stanford University
Scott Klemmer, Associate Professor

Internet History, Technology, and Security
University of Michigan 23 July 2012
Charles Severance

Join our upcoming courses

Vaccines
PENN

Human-Computer Interaction
Stanford

Health Care Reform
Health Policy and the Affordable Care Act
PENN

Find More Courses
Honor Code

Email Address  sergio.lujan@ua.es

Full Name  Sergio

In order to ensure fairness, all students participating in any of our online classes must agree to abide by the following code of conduct:

1. I will register for only one account.
2. My answers to homework, quizzes and exams will be my own work (except for assignments that explicitly permit collaboration).
3. I will not make solutions to homework, quizzes or exams available to anyone else. This includes both solutions written by me, as well as any official solutions provided by the course staff.
4. I will not engage in any other activities that will dishonestly improve my results or dishonestly improve/hurt the results of others.

I Agree to the Honor Code
Important modifications to Assignment 1
and deadlines

Dear students,

We have been listening to your remarks in the forum. In response, we have made the following decisions:

- All the deadlines will be postponed by 2 days. The assignments will be due on Tuesdays at 11 pm PDT (starting on June 5th for Assignment 1) and the quizzes + peer evaluations will be due on Fridays at 11 pm PDT (starting on June 8th).
- As everybody may not have easy access to a digital camera, photos in assignment 1 are now extra-credit (the assignment is currently being updated to reflect the new grading scheme). Once again, we strongly encourage you to go into the field, as this is how you will actually learn the basics of the design process. Do not sacrifice learning in favor of ease.
- The design briefs have been slightly modified to more strongly emphasize general technology rather than mobile technology.

Thanks for your patience. We really appreciate your feedback, and as much as possible, we will try to take it into account to make the class better.

Tue 29 May 2012 11:34:00 AM PDT
### Video Lectures

#### Week 1 — 1. Introduction
- **Lecture 1.1:** Human Computer Interaction (4:18)
- **Lecture 1.2:** The Power of Prototyping (13:49)
- **Lecture 1.3:** Evaluating Designs (12:15)
- **Lecture 1.4:** The Birth of HCI (8:48)

#### Week 1 — 2. Needfinding
- **Lecture 2.1:** Participant Observation (12:55)
- **Lecture 2.2:** Interviewing (11:37)
- **Lecture 2.3:** Additional Needfinding Strategies (11:54)
HUMAN-COMPUTER INTERACTION

Scott Klemmer
www.hci-class.org
Finally, it's important to focus on the people who are going to use your system.
### Video Lectures

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Week 1 — 2. Needfinding

Lecture 2.1: Participant Observation (12:55)
Lecture 2.2: Interviewing (11:37)
Lecture 2.3: Additional Needfinding Strategies (11:54)
Hi, I am Scott Klemmer, I’m an associate professor of computer science, and I’d like to welcome you this online class, introducing human-computer interaction. This online class is based on the class I’ve been teaching in Stanford for several years now, and it synthesizes materials from a number of sources. First and foremost is the human, the person that’s using the system and the other people that they work and communicate with. Then you got the computer, that’s the machine and the networked-up machines that run the system. And then you got the interface that represents the system to the user. HCI is the design, implementation and evaluation of user interfaces. This course is going to teach you a set of tools for doing this effectively. At the onset of the design project, we often don’t know what the problem is or what the space of possibilities might be, let alone what the solution should be. Consequently, real-world design is often iterative, failed fast so you can succeed sooner. Often it benefits from trying and comparing options. Finally, it's important to focus on the people who are going to use your system. Good design brings people joy: it helps people do things that we care about, and helps us connect people that we care about. Good user interfaces can have a tremendous impact on both [the] individual’s ability to accomplish things, and societies'. Graphical user interfaces help with computing a hundreds of millions of tasks, enabling us to do things like create documents, and share photo and connect with family and find information. Bad design is frustrating and costs lives: medical devices, airplane accidents and nuclear disasters are just three domains where bad user interfaces and software errors have caused serious injury and many deaths. These are big ticket items that take a lot of time to produce. What really gets me is that many of these interface problems could have easily been avoided. Fixing these problems requires following just basic principles like consistency and feedback. If effective principles for interface design were widely known some of these disasters might have been avoided. This is one of the major reasons that I created this course. Bad design causes problems and degrades people’s quality of life in many smaller ways too. Think of all the time that you waste on your bank’s website or trying to figure out why the wifi doesn't work, or trying to set something on your digital camera. Let's say these frustrations take 10 minutes a day for the average American. With 300 million people in America alone, that’s 3 billion person-minutes a day or 18 billion person-hours a year. That's a lot of time that we could’ve spent making the world a better place. Oftentimes, the best interfaces become invisible to us. When an interface becomes automatic by practice, by design and most often by a combination,
Video Lectures

Week 1 — 1. Introduction

Lecture 1.1: Human Computer Interaction (4:18)
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Lecture 2.2: Interviewing (11:37)
Lecture 2.3: Additional Needfinding Strategies (11:54)
## Creative Assignments

<table>
<thead>
<tr>
<th>Title</th>
<th>Open Time</th>
<th>Submission Deadline</th>
<th>Grading Start</th>
<th>Grading Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCI Assignment 1 - NeedFinding</td>
<td>Sun 27 May 2012 11:00:00 PM PDT</td>
<td>Tue 5 Jun 2012 11:00:00 PM PDT</td>
<td>Wed 6 Jun 2012 4:00:00 AM PDT</td>
<td>Fri 8 Jun 2012 11:00:00 PM PDT</td>
</tr>
<tr>
<td>HCI Assignment 2 - Prototyping</td>
<td>Sun 27 May 2012 11:00:00 PM PDT</td>
<td>Tue 12 Jun 2012 11:00:00 PM PDT</td>
<td>Wed 13 Jun 2012 4:00:00 AM PDT</td>
<td>Fri 15 Jun 2012 11:00:00 PM PDT</td>
</tr>
</tbody>
</table>
Creative Assignments > HCI Assignment 1 - NeedFinding

1. Do assignment
2. Learn to evaluate
3. Evaluate your classmates
4. Evaluate yourself
5. See results

Brief

HCI Online (Spring 2012) – 1. Needfinding

Inspiration
Assignment

Step 1: observe
As Yogi Berra said, you can observe a lot just by watching. Watching how people do things is a great way to learn their goals and values, and come up with design insight. We call this needfinding. This assignment helps you train your eyes and ears to come up with design ideas. Your goal is to uncover user needs, breakdowns, clever hacks, and opportunities for improvement.

You will ultimately be designing a web application, but your observation may or may not include the user actually using an electronic device. If you are designing a web interface for a task that doesn’t yet exist on the computer, you’ll be observing users doing the task as they do it now. You’ll identify opportunities for the software to solve existing problems this way. On the other hand, you may be designing a product to improve an existing computer interaction (e.g. doing email, organizing deadlines in a calendar). In these cases, you’ll want to observe your user doing the task in situ, that is, using their computer to do the actual task in the actual environment.

1. Begin by selecting a specific activity to observe. Read the three design briefs for this quarter. Select an activity that relates to one of those briefs.
2. Select three individuals to observe. Choose people who are not similar to yourself (e.g., a friend with a different major). Your goal is to observe the successes, breakdowns, and latent opportunities that occur when computers are used, not used, or could be used to support your chosen activity. Ask them to participate in this assignment and get permission from them. Be sure you coordinate with your participants to select a time that will be rich for observations. Tell the participants to perform the task as realistically as possible, while communicating to you as appropriate. Utilize the strategies we talked about in lecture to help you.
3. During the observation, in addition to taking notes, try to use digital photographs if possible to document activities (but do not use a video camera). After the observations, spend 10 to 15 minutes interviewing your participants about the activity you observed. It should take you approximately two hours to make all three observations if you have planned carefully. It will take longer if you haven’t!

Step 2: brainstorm needs/goals
After observing people, go over your findings and use them to brainstorm a list specific user needs: opportunities for design innovation that would enable computers to better support the activity you observed. Once again, go for volume when you brainstorm and include as many people as you want to help you. Brainstorming is a group activity and should be fun! All ideas are good ones at this stage, and you should generate at least 15 of them: go for volume.

You are not looking for solutions yet: focus on user needs and goals only. An example of a need might be: “Sometimes, when Scott takes the Caltrain home, there is no room for his bike and he has to wait for the next one. Scott needs a way to plan what train to take based on how much room is available in the bike car”.

Step 3: find inspiration
Your next step is to find inspiration for the solutions you will be brainstorming in your next assignment. Inspiration can be existing applications, artifacts, products, or services that relate to your concept. Here, web search is your friend
**Evaluation criteria & Grading rubric**

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Bare minimum</th>
<th>Satisfactory effort &amp; performance</th>
<th>Above &amp; Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you observe three people performing an activity related to the brief you chose? (10% of grade)</td>
<td>Observed only one person or observed an activity completely unrelated to the brief.</td>
<td>Observed only two people or observed an activity that would be much more related to a different brief.</td>
<td>Observed three people in activity clearly related to the brief.</td>
</tr>
<tr>
<td>Does each observation description clearly show a breakdown / design opportunity? (30% of grade)</td>
<td>Not really. One observation might have demonstrated some breakdown, but the explanation was not clear. Or one observation was completely irrelevant.</td>
<td>The observations seem relevant, but the reader might still have some lingering questions. Perhaps a couple of the descriptions could have been better written.</td>
<td>All the descriptions were informative and enlightening. They could go into a newspaper article or a report.</td>
</tr>
<tr>
<td>Did you come up with at least 15 insightful ideas for user needs? (30% of grade)</td>
<td>Most of the ideas were irrelevant, repeated, or obvious (by obvious, we mean that you didn't need to do any observation to come up with them).</td>
<td>Most of the ideas were insightful. Only a few seemed irrelevant, repeated, or obvious.</td>
<td>All of the ideas are insightful. You can imagine each idea becoming the basis for a design project.</td>
</tr>
<tr>
<td>Did you find a wide spread of inspirations with no explanations</td>
<td>Either the inspirations were obvious (that is, you could have come up with these without actually doing any observation) or the</td>
<td></td>
<td>Offered a diverse set of inspirations with insightful explanations. An HCI guru</td>
</tr>
</tbody>
</table>
Which of the design briefs does your observation fall under: Change, Glance, or Time? Explain what activity you observed and how it relates to the brief.

Describe how three people performed an activity related to the brief you chose. In particular, you should focus on a particularly interesting moment/breakdown/workaround from the observation. You can describe your observations using
Welcome to the course discussion forums.

<table>
<thead>
<tr>
<th>Sub-forums</th>
<th>Latest Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lectures</strong></td>
<td>I'm finding crossfade transiti... 1 hour 24 minutes ago</td>
</tr>
<tr>
<td>Questions about material covered in lectures.</td>
<td></td>
</tr>
<tr>
<td><strong>Study Groups</strong></td>
<td>Belarus study group 37 minutes 17 seconds ago</td>
</tr>
<tr>
<td>Use this forum to organize study groups</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td>I submitted by mistake :) 14 minutes 16 seconds ago</td>
</tr>
<tr>
<td>Use this forum to discuss the weekly assignments.</td>
<td></td>
</tr>
<tr>
<td><strong>Peer Grading</strong></td>
<td>What is this? 12 hours 26 minutes ago</td>
</tr>
<tr>
<td>Discuss the peer grading system here</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Recommended Reading 1 hour 3 minutes ago</td>
</tr>
<tr>
<td>Links to helpful resources to supplement course material</td>
<td></td>
</tr>
</tbody>
</table>
¿Y cómo se corrigen los ejercicios?
Revisión entre pares

Peer reviews
**En portada**

16/05/2012. Curso: El algoritmo RSA. **Lección 5: Mensajes no cifrables.**

En esta quinta lección, en el Ecuador ya del curso sobre el algoritmo RSA, nos interesaremos por los mensajes o números no cifrables, aquellos números que aunque se cifren se transmiten en claro. Veremos que su cantidad mínima será igual a nueve y que la elección de los primos $p$ y $q$, así como de la clave pública $e$, tiene una gran influencia en ese valor de números o mensajes que no se cifran. Tanto que si no estamos atentos a estas variables, podríamos alcanzar hasta el 100% de los números del cuerpo de cifra que se transmitirían en claro. ¿Será esto un motivo de preocupación en RSA? Saldremos de dudas en esta lección.

**Lecciones anteriores:**
- Lección 0: Introducción al curso
- Lección 1: Los principios del algoritmo RSA
- Lección 2: Valores de diseño de las claves
- Lección 3: Cifrado de números y mensajes
- Lección 4: Claves privadas y públicas parejas

**Frequently Asked Questions (FAQ)**
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La clase volteada/girada
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