MITOPENCOURSEWARE
MASSACHUSETTS INSTITUTE OF TECHNOLOGY

HIGHLIGHTS OF MIT OPENCOURSEWARE
As of January 15, 2006

Publication
- 1259 courses published at http://ocw.mit.edu — more than 2/3 toward goal of 1,800 (all MIT courses)
- 300 more new courses — and updates for 150 existing — scheduled for publication in 2006
- More than 70% of MIT faculty have participated so far
- Supported generously by the William & Flora Hewlett Foundation, the Andrew Mellon Foundation, the Ab Initio Software Corporation, and MIT

Web traffic and usage
- Averaged 36,100 visits per day in December 2005, and saw more than 1.1 million visits to MIT OCW Web site and translated versions of MIT content
- More than 70 mirror sites of MIT OCW in locations around the world, especially where Internet access is limited
- 51 other "opencourseware" projects now offer open access to published courses at institutions in the U.S., China, France, India, Japan, and Vietnam
- Visitors fit these profiles: educators 17%, students 32%, self-learners 49%

Impact
- 95.0% of users report MIT OCW has or will help them be more productive and effective
- 96.2% of educators report MIT OCW has helped them, or will be able to help them, improve their courses
- 91.6% of learners report MIT OCW has increased their motivation and interest in learning
- 96.0% of all users would recommend MIT OCW to others

Impact at MIT
The MIT OCW site is a significant influence on students who are considering attending MIT; is widely used by MIT students of all levels, who say the site enhances their student experience; and is cited by many MIT faculty as having helped them improve their courses.
- 34.8% of Fall 2005 entering freshmen that were aware of MIT OCW prior to attending MIT indicate the site was a significant or very significant influence on their choice of school
  - 24.4% of freshmen that say MIT OCW was an influence on their decision to attend MIT indicate the site demonstrated the quality of MIT's teaching materials
  - 21.9% say it provided insight into the teaching approaches at MIT
  - 18.9% report MIT OCW provided insight into programs at the Institute
  - 15.3% found the MIT OCW site illustrated unique aspects of the MIT community or culture
- 76.9% of MIT freshmen use the MIT OCW site in one or more ways; for upperclass undergraduates, that figure is 73.2%; and 65.5% of graduate students make use of the site

Educator Use — Pedagogical development and design
Triatno Harjoko, architecture professor at University of Indonesia in Depok, Indonesia

- Professor of architecture at the University of Indonesia. Now heads university's Department of Architecture. Has designed several buildings on the campus, including the University Mosque.
- Utilizing OCW syllabus and pedagogical models to help redesign the learning process to a more student-centered process, "...encouraging students to learn by themselves, and to be both critical and creative."
- "I was surprised that such a renowned university as MIT would freely give access to almost all of its educational information to the world. Critical thinking and creativity demand the liberalization of learning and information. But I also believe that it's not simply the information that's valuable, but also the glimpse it offers into how MIT has structured its teaching and research to become such a prestigious institution."

Student Use — Supplementary materials shared with classmates and professors
Rogelio Morales, student at Universidad Central de Venezuela, in Caracas, Venezuela

- Holds undergraduate degree from the Universidad Central de Venezuela, and is now working on his master's degree in non-destructive testing
- Found OCW in Web search, discovering useful information in "Course 9.537 – Special Topics in Vision Science," and "Course 13.017 – Design of Ocean Systems I"
- Shares OCW material with other students and his professors, spreading the information through his department. "I often download information from the Web site in different topics and give it to a professor in my faculty. Sometimes we discuss the information, other times they use the slides from the site in class. It's a great resource."

Self-learner Use — Study of lean manufacturing and used in leadership training
Captain Kevin Gannon, self-learner and educator at U.S. Navy base in San Diego, CA

- Based at the San Diego Naval Station, the Southwest Regional Maintenance Center (SWRMC) at the San Diego Naval Station. A self-learner who is also an educator, providing leadership training courses to 3,000 sailors and civilians under his command.
- Found OCW while browsing online for information on LEAN manufacturing, "This site is a true intellectual gem. They have a couple of lean classes in the engineering section, such as 'Course ESD.60 – LEAN/Six Sigma Processes,' that are very useful."
- Utilizes MIT Sloan School courses in leadership training courses he teaches. "The Leading Organizations course ['Course 15.322'] has turned me on to all sorts of useful references. We've used a bunch of books mentioned in the syllabus. And the lecture notes are also an important tool."