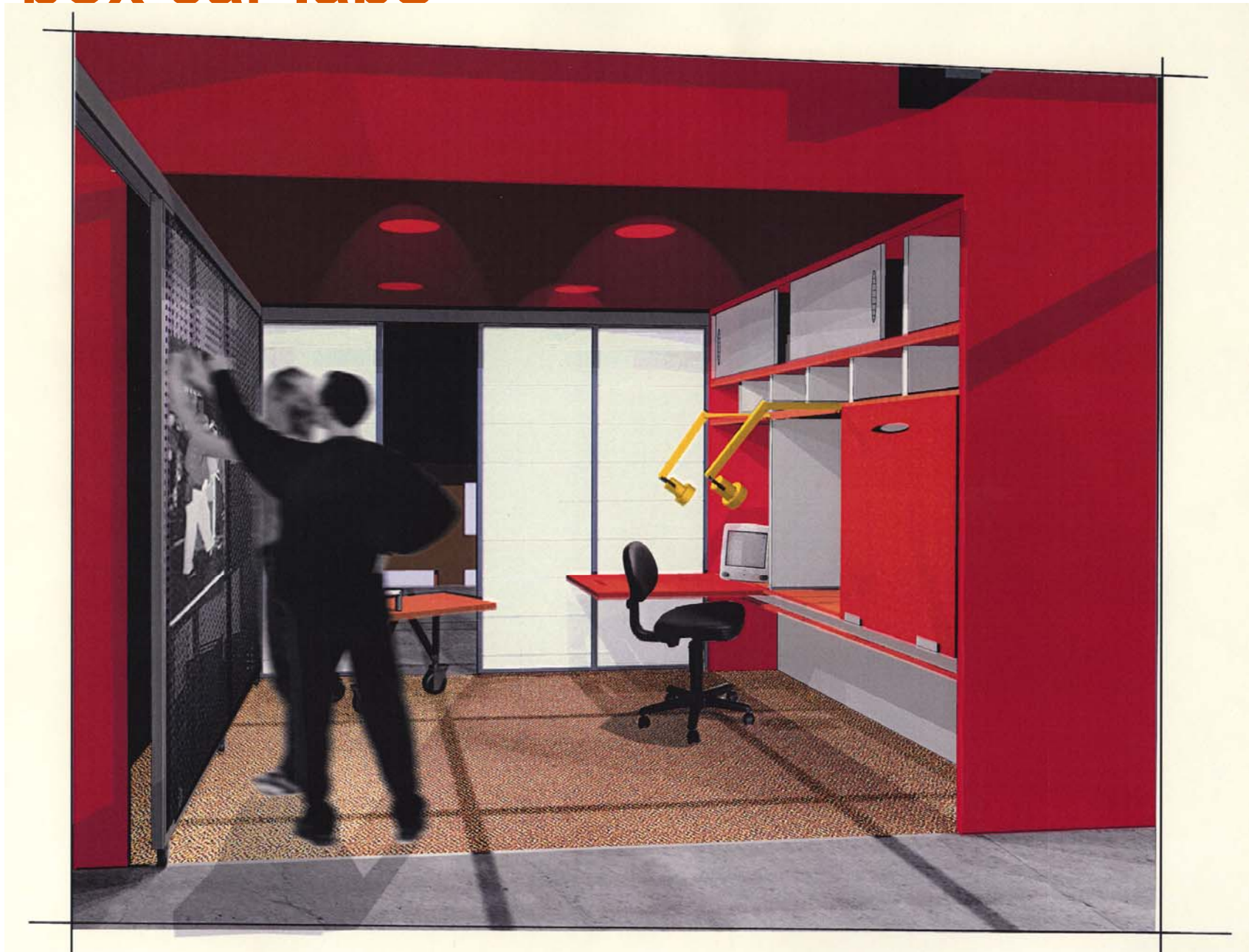


box car labs




technology global access

World 'o VIP - Netscape


File Edit View Go Communicator Help

[Stanford Learning Lab \(Library\)](#)




Position: x=59 y=-29 Zoom=2 Center

[Swedish Learning Lab \(KTH\)](#)




Position: x=0 y=0 Zoom=0 Center

[Davis-Vining Prototyping Lab](#)



Position: x=44 y=0 Zoom=0 Center

[ME310 Design Loft \(Stanford\)](#)



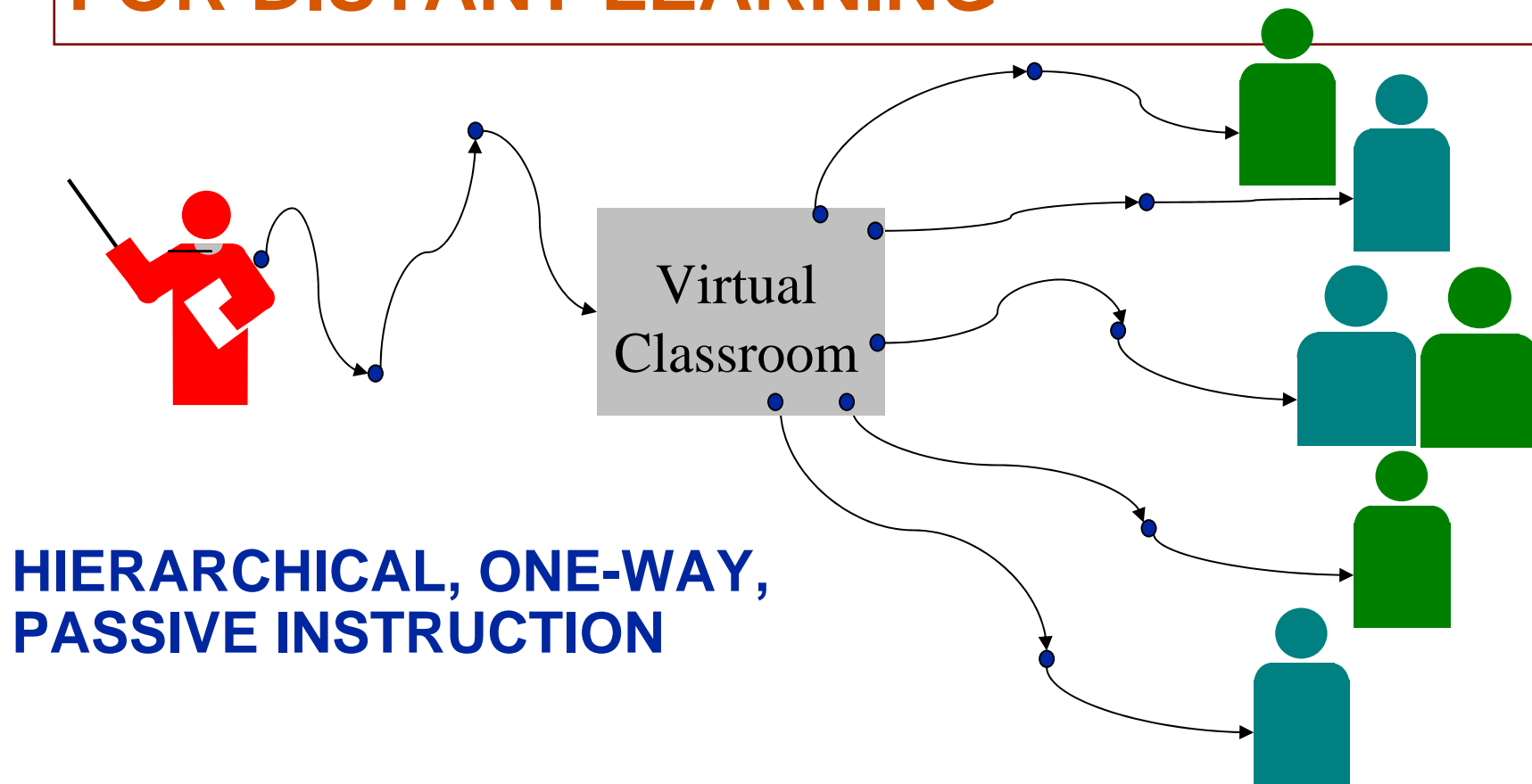
Position: x=10 y=-1 Zoom=0 Center

367K read (at 17.5K/sec)

The image displays a Netscape browser window titled "World 'o VIP - Netscape" with a menu bar (File, Edit, View, Go, Communicator, Help) and a status bar at the bottom showing "367K read (at 17.5K/sec)". The main content area features four video feeds, each with a title, a video player interface, and a status bar. The video players have "Tilt" and "Zoom" sliders on the left and right sides, and a "Center" button at the bottom right. The status bars show the current position (x, y) and zoom level. The video feeds show: 1. Stanford Learning Lab (Library): A group of people in a meeting room. 2. Swedish Learning Lab (KTH): A computer lab with several workstations. 3. Davis-Vining Prototyping Lab: A man working at a computer. 4. ME310 Design Loft (Stanford): A large, open-plan design studio with people working at tables.

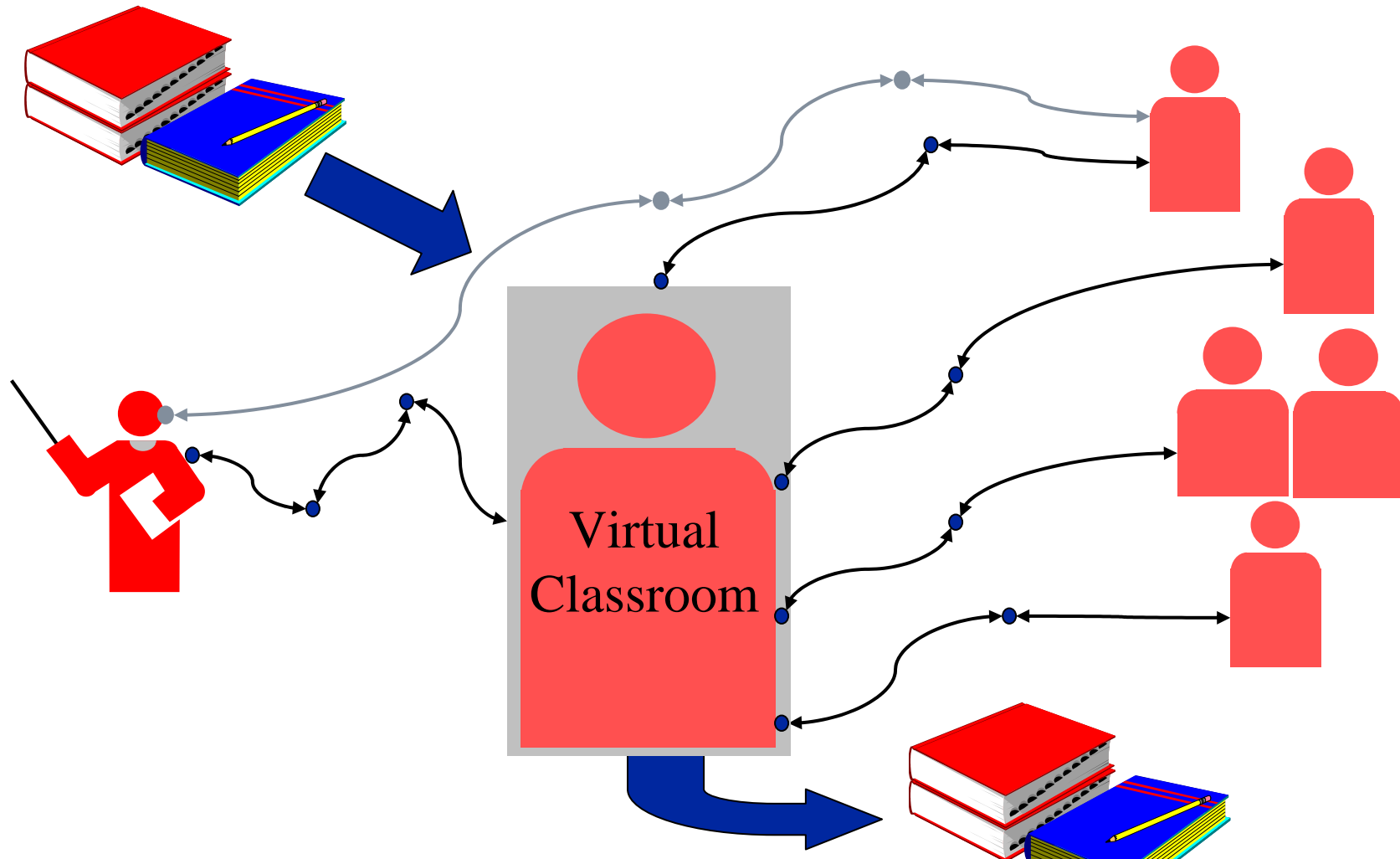
Innovative curriculum: distributed environments

AVOID CURRENT BROADCAST MODEL FOR DISTANT LEARNING



$$L_e = mc^2$$

Strategy: FOCUS ON LEARNER-CENTERED, PROJECT-BASED, EXPERIENCE



$$L_e = mc^2$$

Example one 1998 of multi-site course

Literary Institutions: A Comparative Approach

Comparative Literature 92 • Winter Quarter 1998/99

A Joint Project Between the Stanford Learning Laboratory (SLL)
and the Stanford Overseas Studies Program (OSP)

Reinhold Steinbeck, Stanford Learning Lab

Jaejung Kim, Stanford School of Education

Russell Berman, Overseas Studies Program

Makoto Tsuchitani, Overseas Studies Program

comparative literature



Literary Institutions: a comparative approach

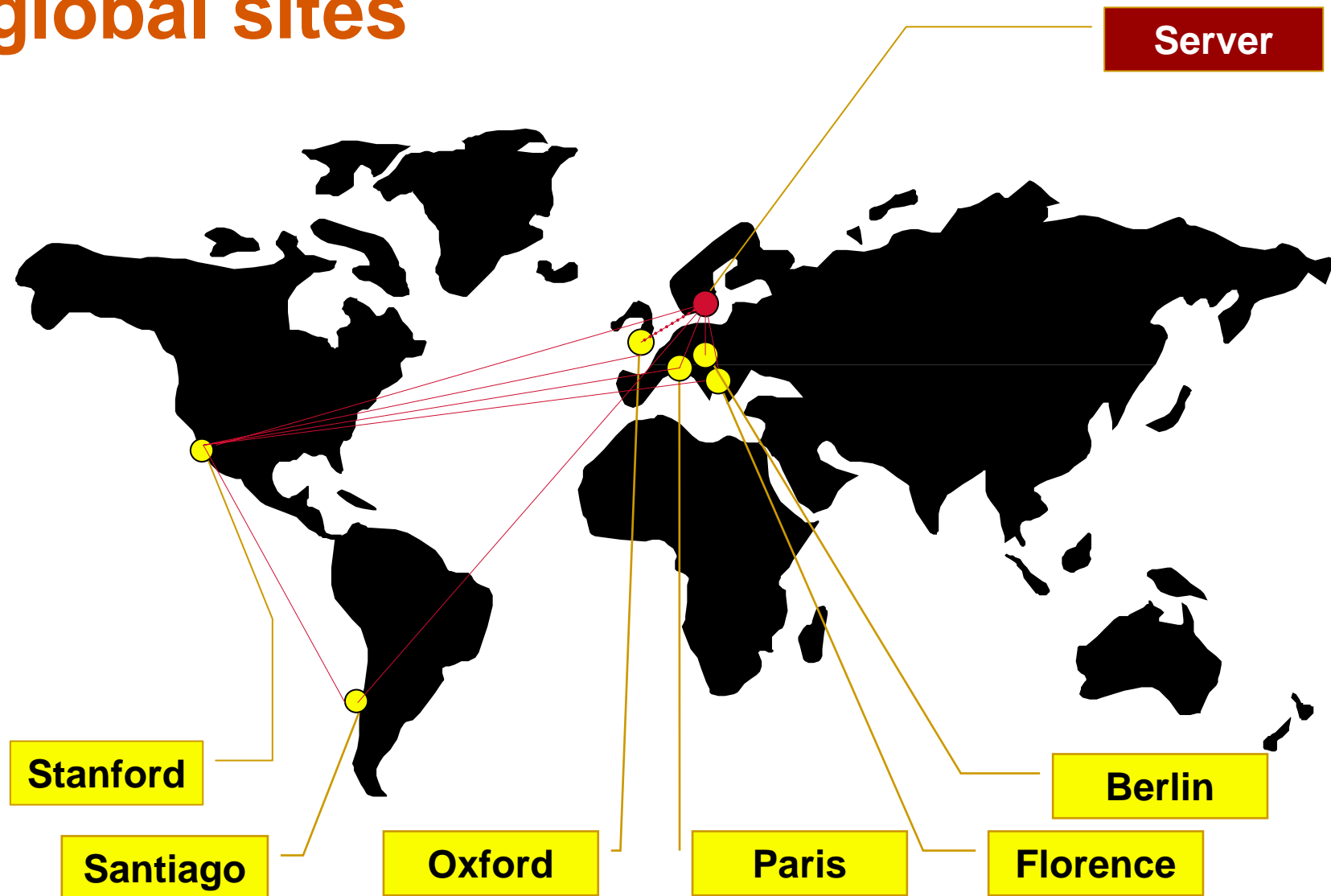
$$L_e = mc^2$$

Comparative Literature 92

Learning Goals

- ◆ Explore and compare literary institutions in five different host countries:
 - ◆ public libraries, schools, theaters, cinema, television, etc.
- ◆ Inquire into and engage in the 'local' or 'global' nature of literary life.

global sites



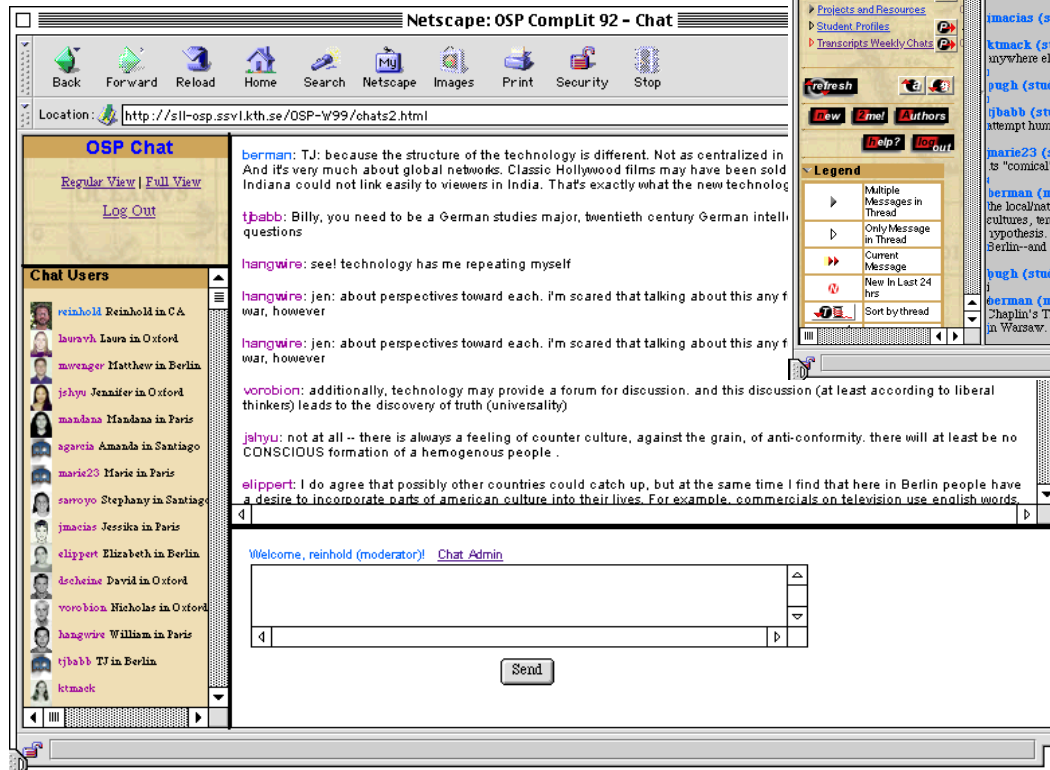
$$L_e = mc^2$$

Community Building

Synchronous Communication

Archived chat transcripts

Weekly live chats.

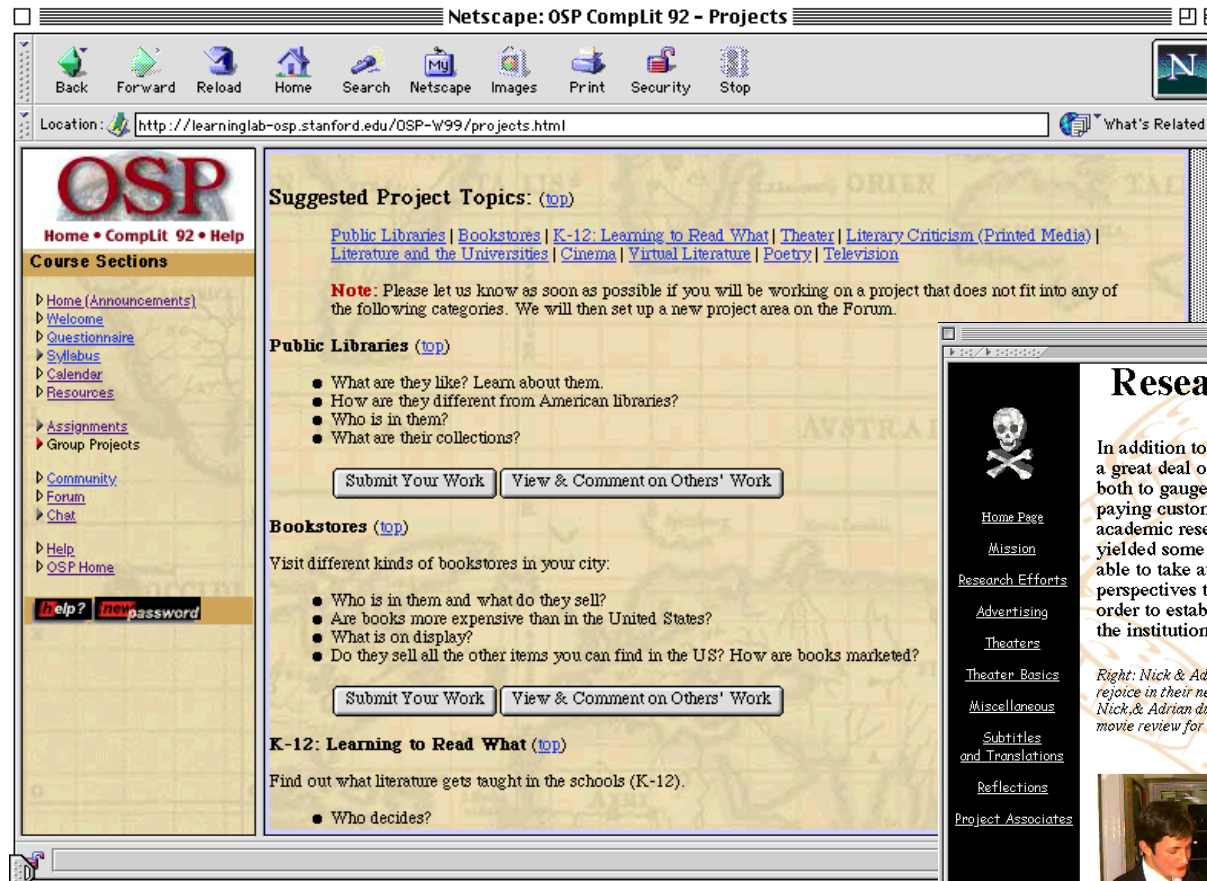


Every Wednesday morning, Russell Berman, professor of German Studies and director of the OSP, logged on to the course site from his San Francisco home or Stanford office for two one-hour chat sessions with a dozen Stanford students in Paris, Berlin, Florence, Oxford and Santiago. During these 'live' discussions, students shared their reactions to the assigned readings and reported on their group projects and their observations about literary institutions. The transcripts of the weekly chats were then posted to the Discussion Forum.

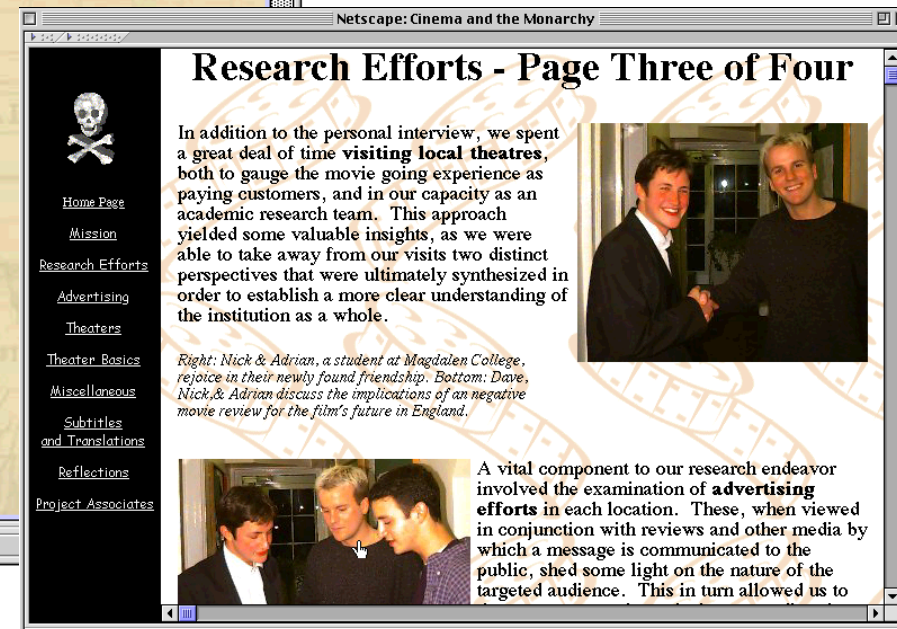
$$L_e = mc^2$$

Students as Collaborators

Team-Based Project Work



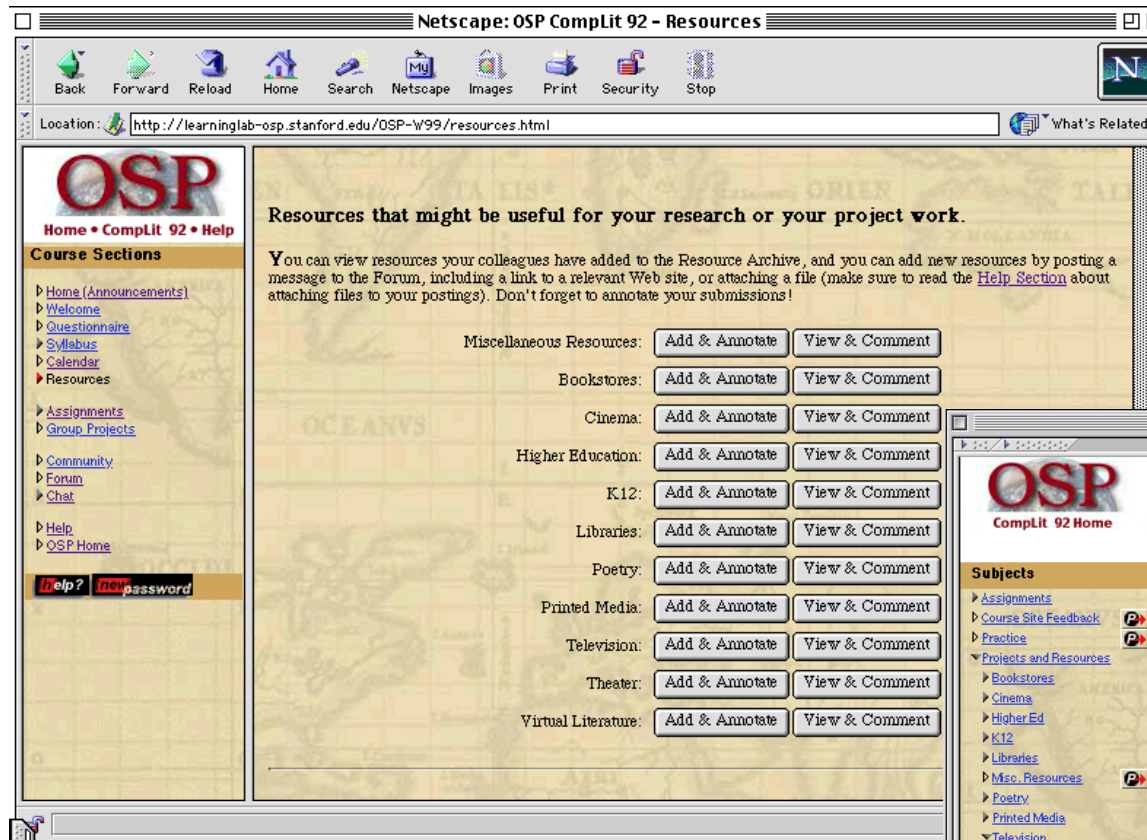
During the second half of the quarter, students spent most of their time conducting in-depth group research projects on literary institutions. Some students chose to work with classmates from their particular overseas center, while others collaborated with students at other centers. The course site was designed to make it easy for students to work in groups and share their projects across all the center in the Forum. One group of students from Oxford, Berlin, and Paris created and elaborate Web site which they linked to the Forum.



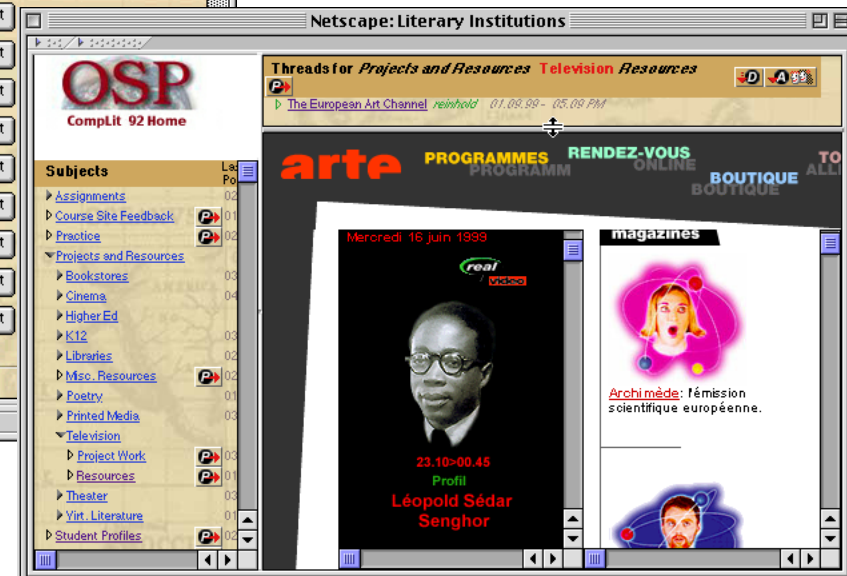
$$L_e = mc^2$$

Students as Field Researchers

Creating a Knowledge Archive



Multiple entry portals allowed discussions to be intimately integrated into course web-site activity. Here, students could add their own research findings and annotations - and view others' - directly from the course site. The online learning environment supported documents of any type: word processing pages, drawings, photographs, Web links, and other data types. Here, one student added a Web site on a German-French TV station to the online archive.



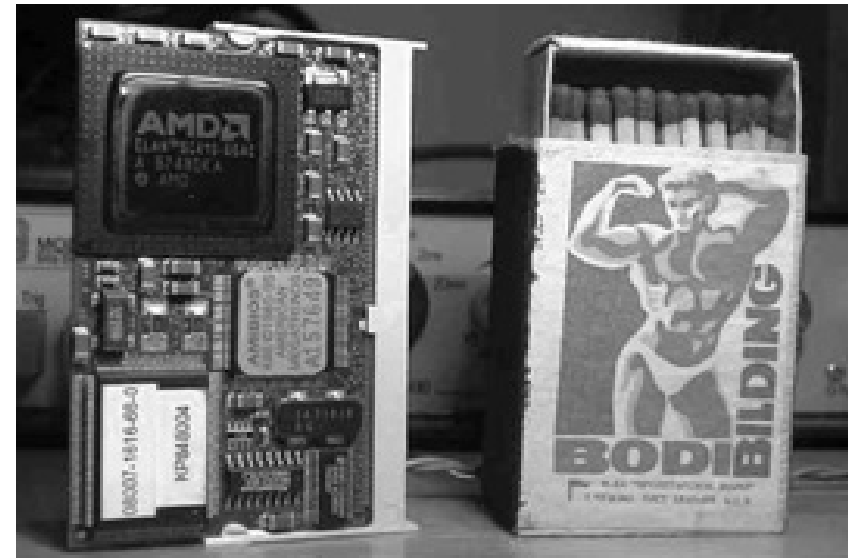
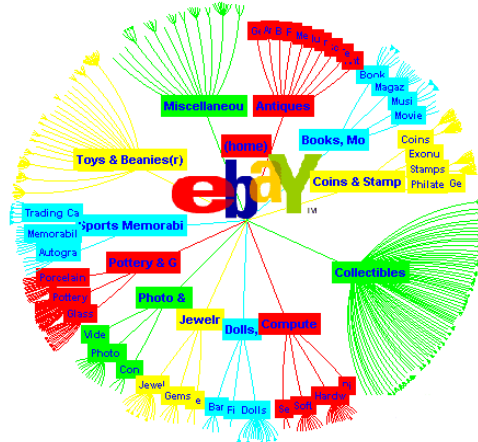
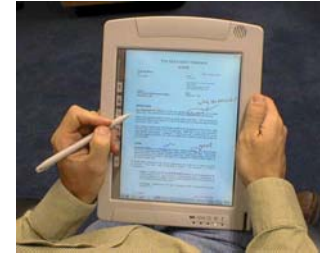
$$L_e = mc^2$$

technology agenda

- ◆ Robust high-bandwidth infrastructures
- ◆ New display and control technologies
- ◆ Mobile devices that support field research and collaborative design
- ◆ Tools to facilitate connection and community
- ◆ Flexible learning spaces that integrate virtual and on-site experiences

Technology Investigations

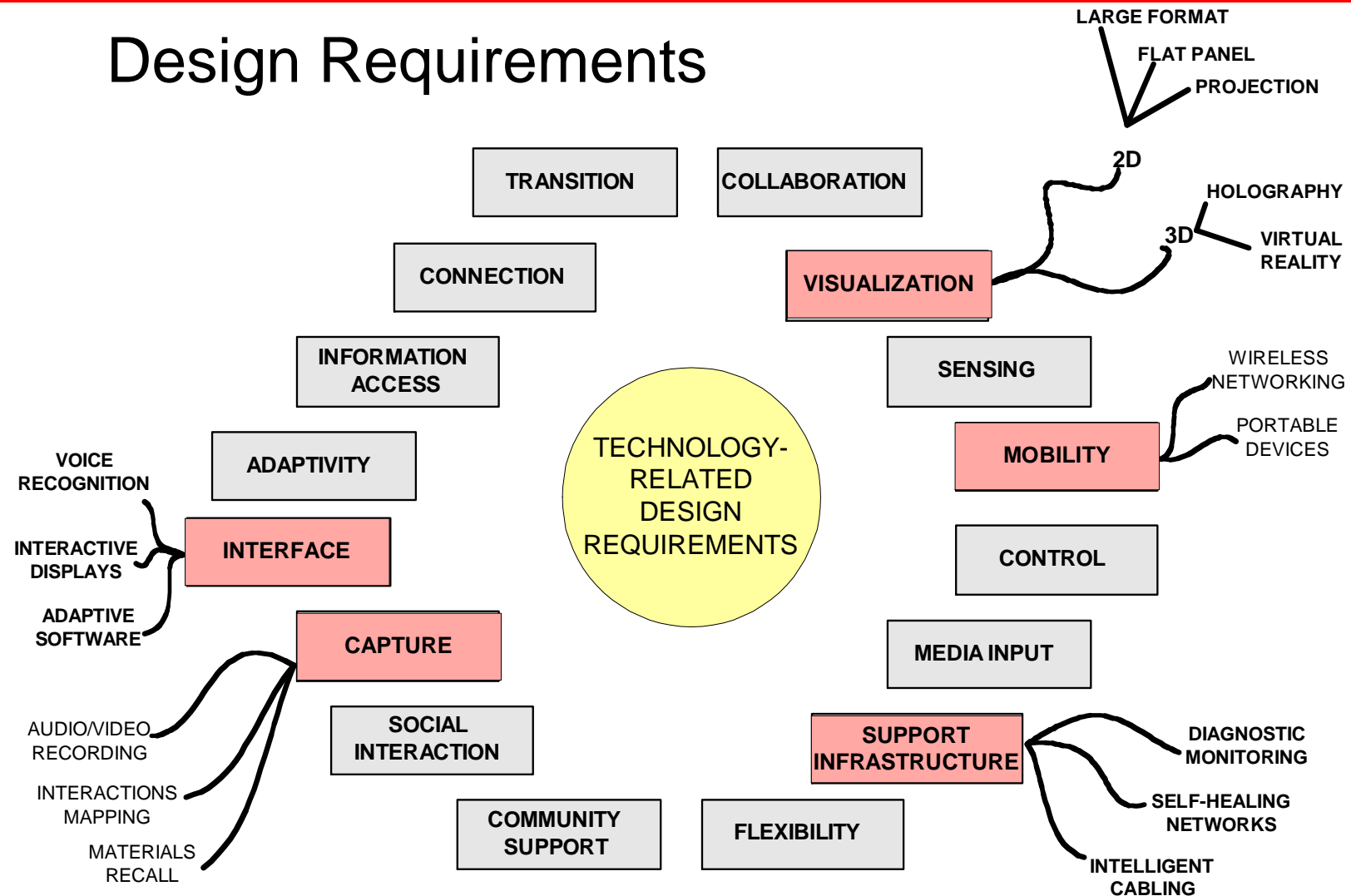
- ◆ Nomadic computing
- ◆ Electronic sketching surfaces
- ◆ Knowledge management systems
- ◆ Digitized streaming video & audio
- ◆ IP-addressable control standards
- ◆ Global connections
- ◆ Shared virtual workspaces



$$L_e = mc^2$$

Process: scenarios and technology mapping

Design Requirements



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Andrew Milne
Stanford Learning Lab Feb. 4, 1999

$$L_e = mc^2$$

Track I

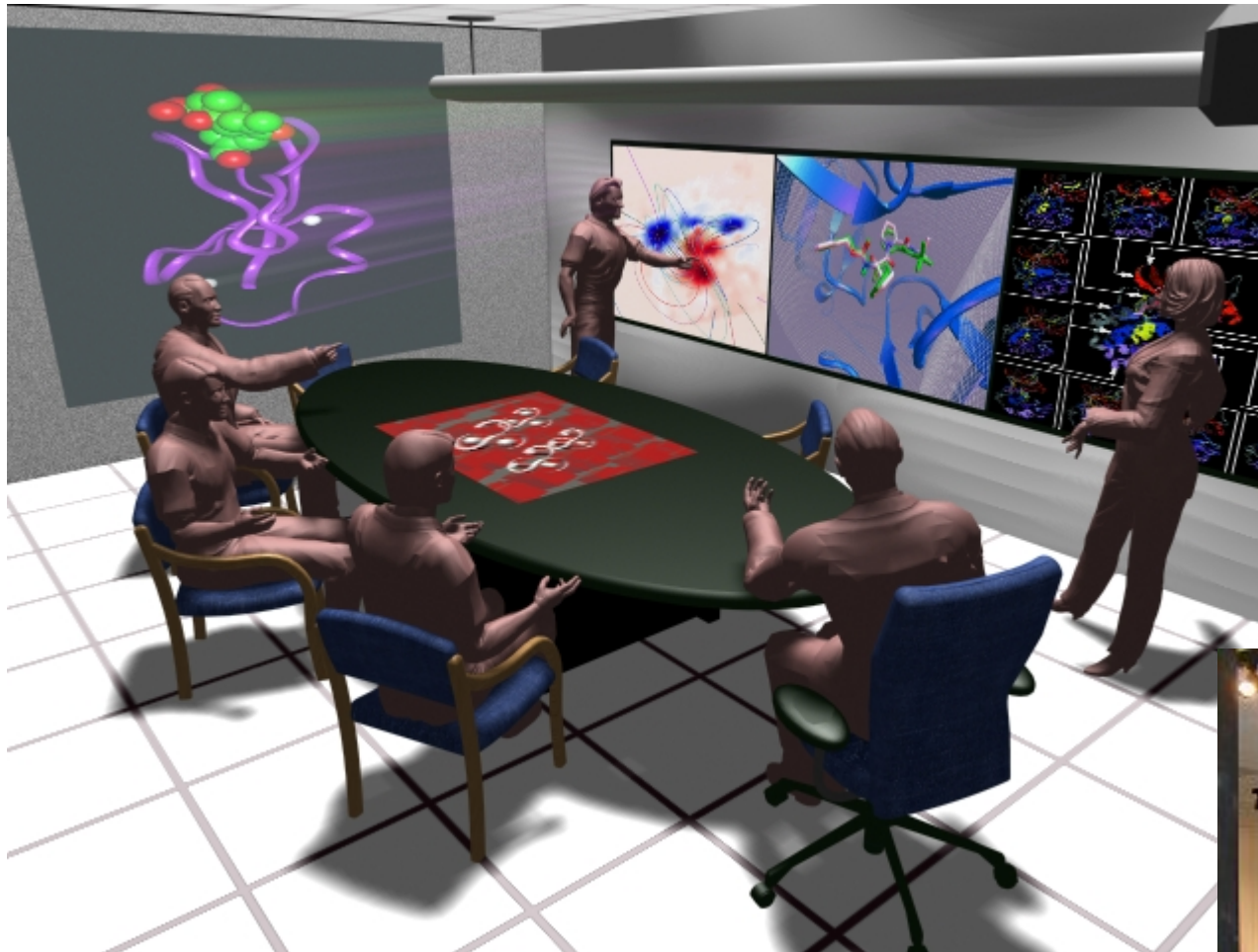
Interactive Workspace Research Thrusts

SLL/Terry Winograd, Computer Science Department

<http://graphics.stanford.edu/projects/iwork>

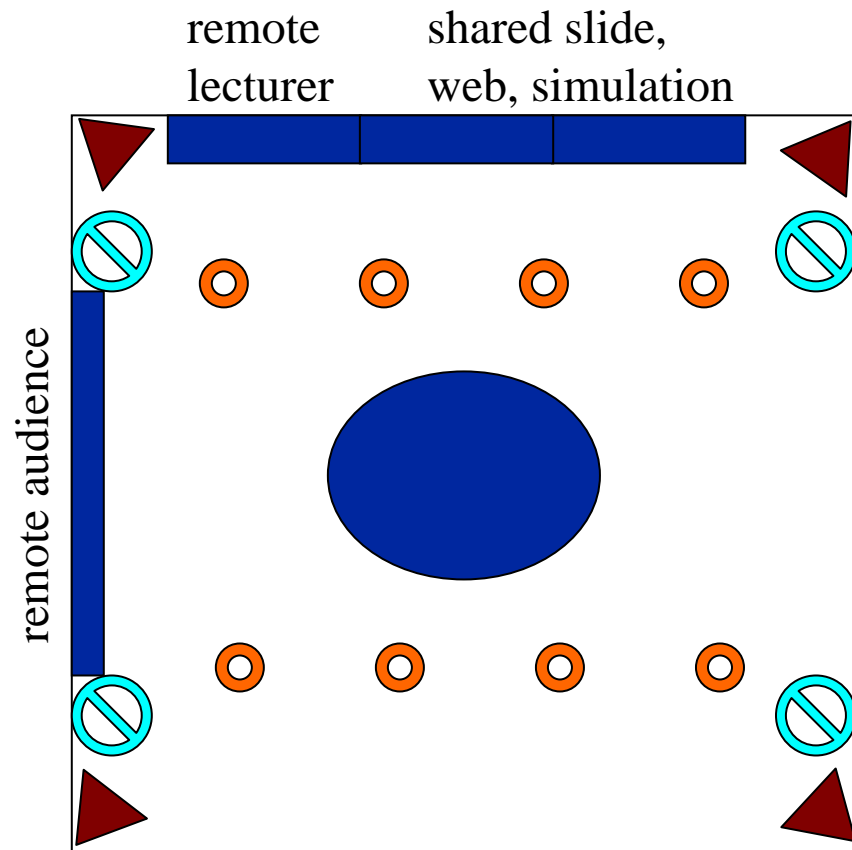
- ◆ Scaleable display architecture to support the development of interactive information visualization applications
- ◆ Architecture for integration of multiple people and devices in interactive space - tradeoffs between flexibility and efficiency in reaching effective collaboration
- ◆ Tool kits that facilitate collaborative work by people working together in the space
- ◆ Architecture based on user centered interaction model: integration of natural kinds of interaction such as gestures and voice.

iSpace : Winograd/Hanrahan

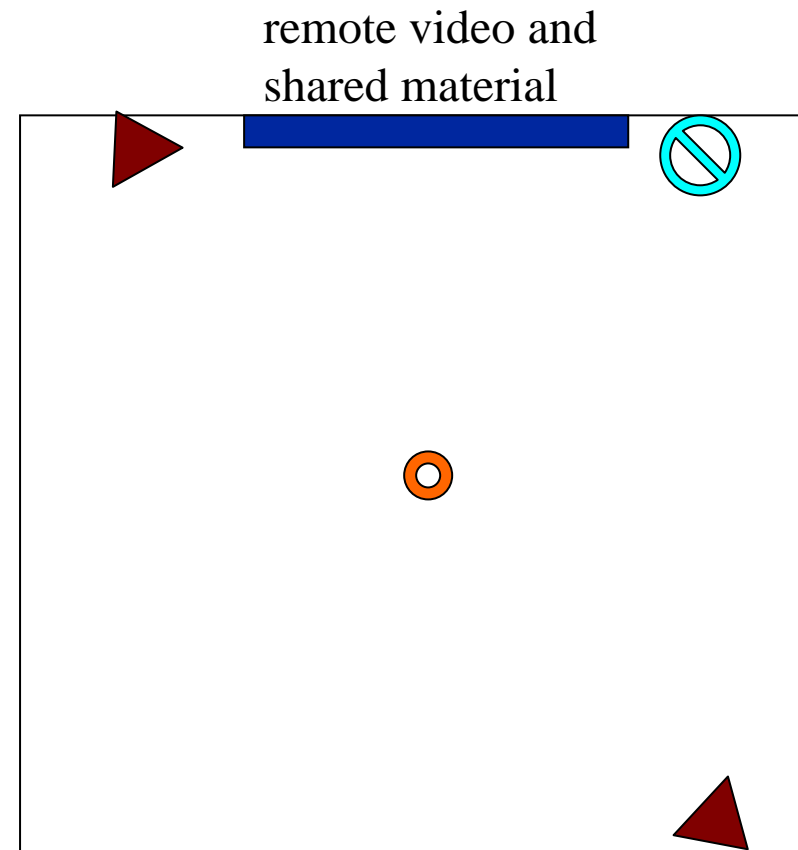


$$L_e = mc^2$$

Distributed Lecture Room Mapping Diagram



Stanford



Santa Barbara



display



pan&tilt camera



speaker



microphone

$$L_e = mc^2$$

Research associates: example

Pat Hanrahan: table top computers, natural
interaction



: mc²

Self documenting events

Summary: Major Thrusts

- ◆ NEW INSTITUTIONAL ARRANGEMENTS, PROGRAMS, AND PARTNERSHIPS
- ◆ NEW TOOLS FOR DISTRIBUTED AND GROUP LEARNING, PERSONAL AND GROUP KNOWLEDGE ARCHIVES ETC.
- ◆ INNOVATIVE CURRICULUM DESIGN
- ◆ DESIGNING SPACES AND BUILDINGS FOR THE NEW TEACHING
- ◆ CREATING A GLOBAL NETWORK OF UNIVERSITIES AND RESEARCHERS
- ◆ COLLABORATING IN THE ARTICULATION AND CREATION OF NEW DISCIPLINARY PROGRAMS
- ◆ BUILDING A COMMUNITY OF DISCOURSE AROUND LEARNING AND TECHNOLOGY
- ◆ ACTING AS AN INFORMATION AND GUIDANCE CENTER FOR THE UNIVERSITY AS A WHOLE