



University of Southern California

2014 Provost - Academic Senate Retreat

USC's Global Enterprise: Opportunities and Engagement

Panel I - International Education Partners: Our Successes, Mistakes, and Plans

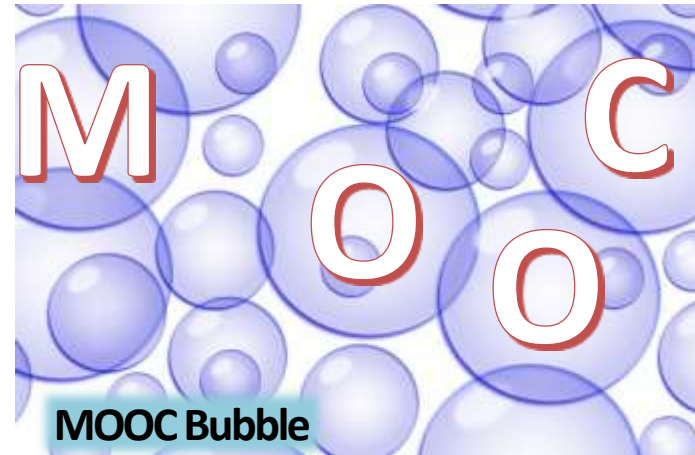
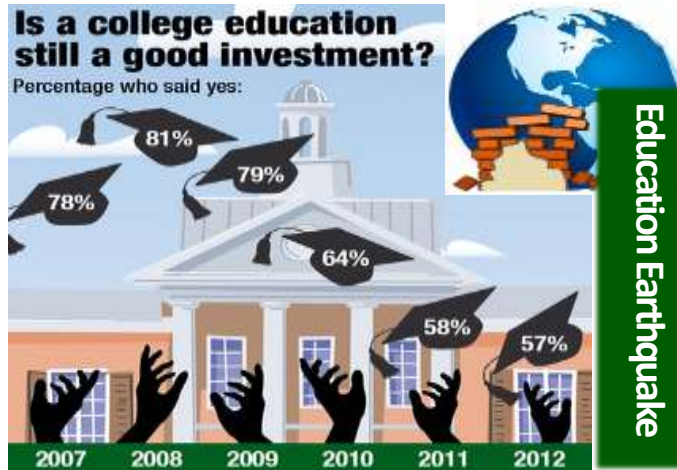
iPodia:

CLASSROOMS-WITHOUT-BORDERS





USC's *Global Education* Enterprise



	Past Success	Current Challenge	Future Opportunity
Globalization	Have brought USC to the World	How to bring the World to USC?	Change globalization from a privilege of the few to a right of the many
Education	Have connected remote students to classrooms	How to connect remote classrooms together?	Transform distance education to no-distance learning



Borderless Interactive Learning

*This slide contains a
4.5-min iPodia video*



iPodia Pedagogical Foundation

Inverted learning

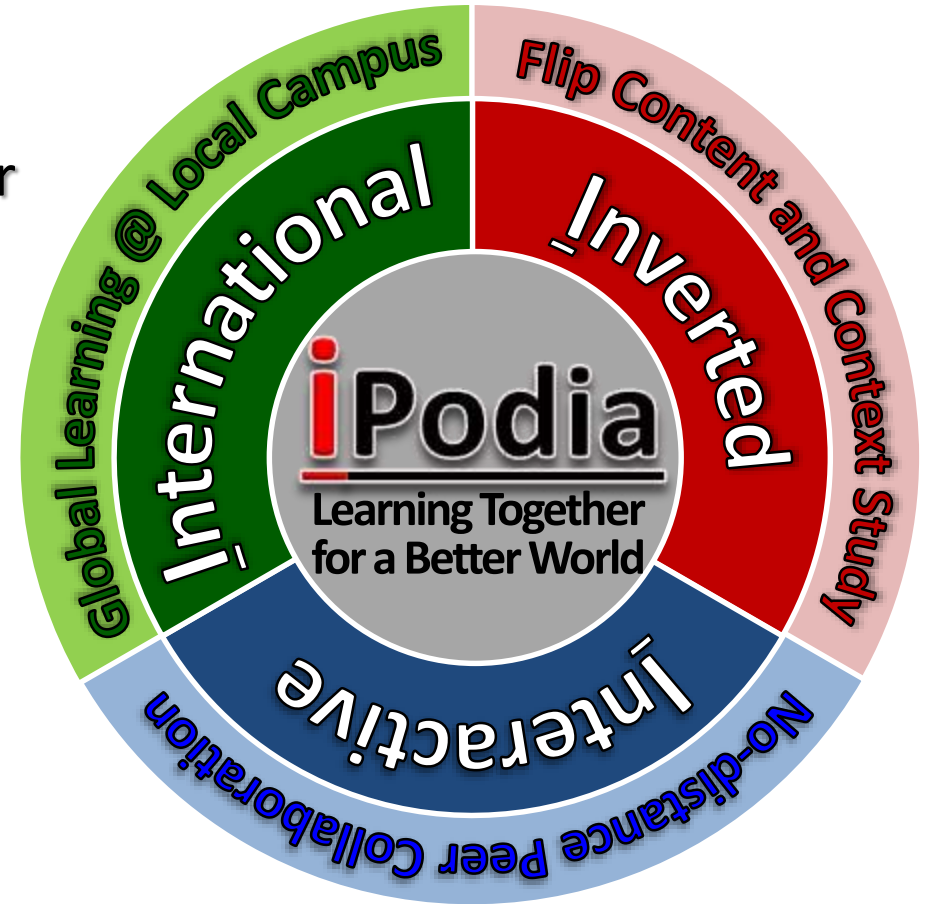
- Because **context** is best acquired via guided learner engagements

Interactive learning

- Because what you learn depends on with **whom** you learn

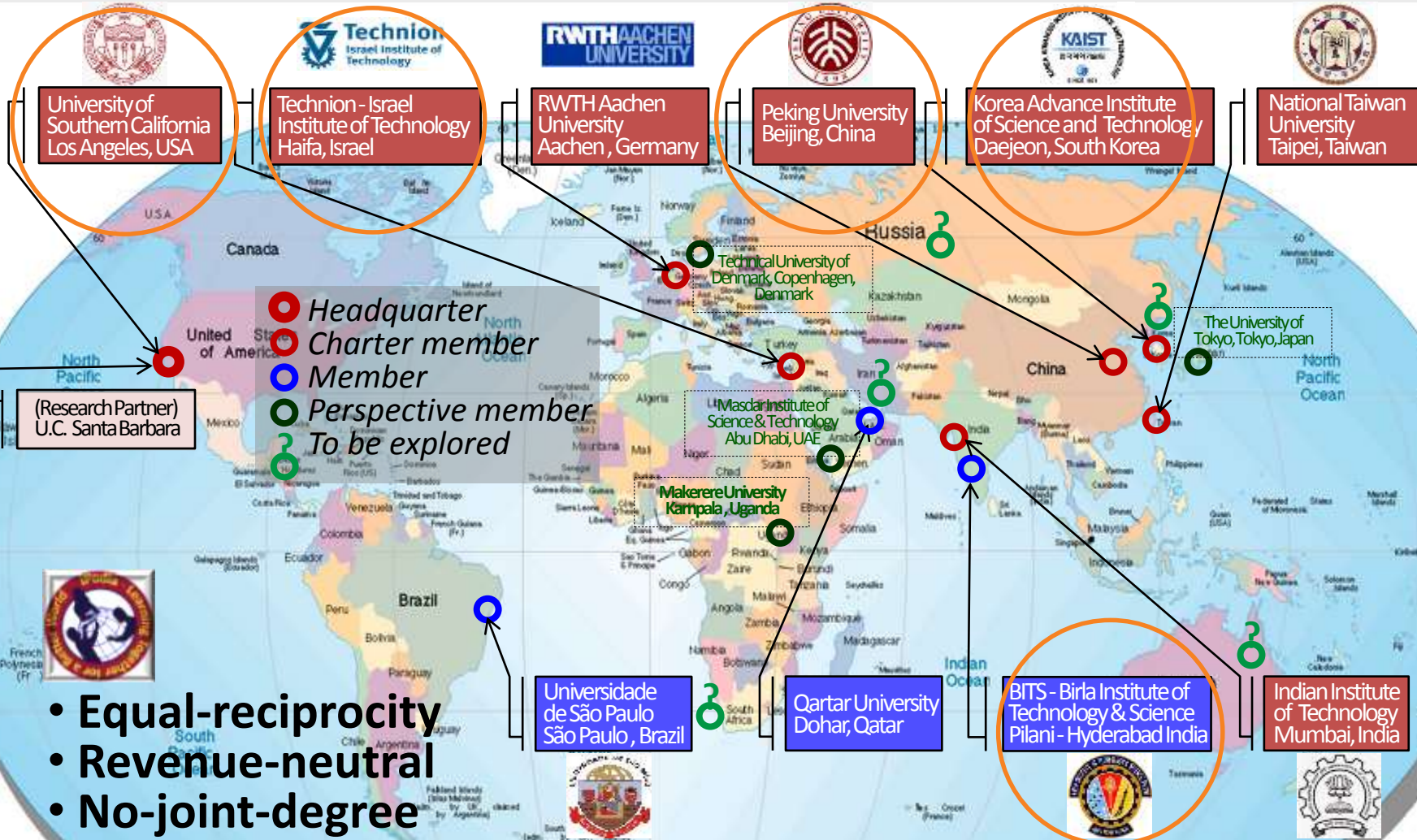
International learning

- Because **diversity** can increase everyone's learning opportunity





Learning Around the World



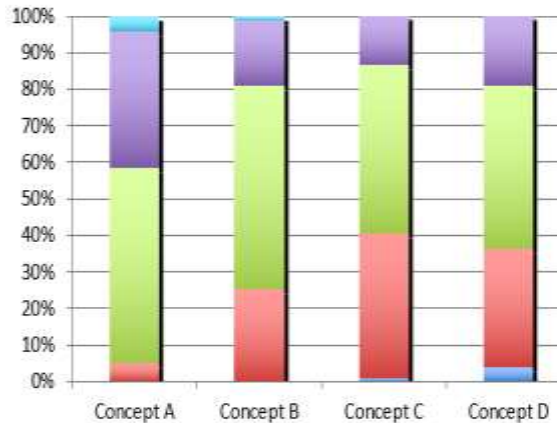


Analyses of Pre-Class Study Results

Participation Week 3

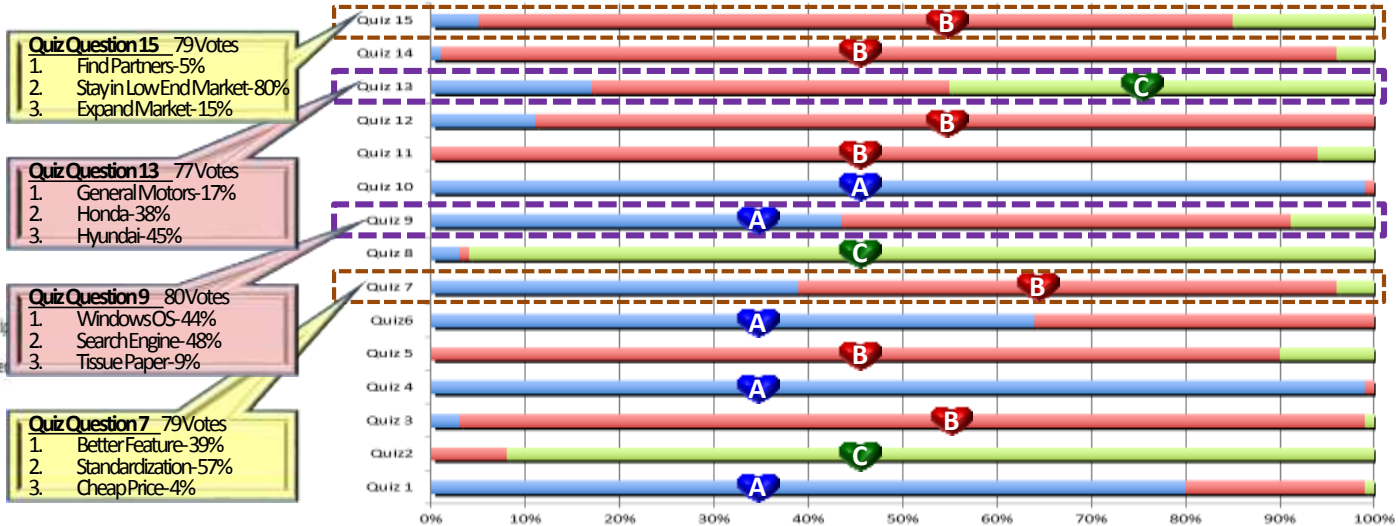
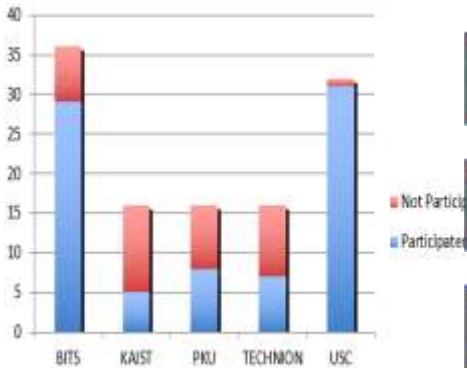


Week 3 Pain Indexes



Key Concept	Content Slides (learning objectives)	Pain Index	Learning Analyses
A The S-curve: interaction between technology innovation and market competition	<ul style="list-style-type: none"> Define S-curve: technology (input) vs. market (output) Understand the key characteristics of a S-curve Three S-curve regions define three different phases of an innovation lifecycle on a competitive market Multiple S-curves arising into each other's way 	78 votes <ul style="list-style-type: none"> 4% said Very Easy 37% said Easy 53% said Average 5% said Hard 0% said Very Hard 	<ul style="list-style-type: none"> Students thought Concept C was the most challenging, and Concept D generated the most discussion as many people were confused by some graphs. Approximately 37 questions were asked, and were resolved by classmates on the pre-class (in class) boards. Answers to the 15 Quiz questions that had the most discrepancies were Questions 7, 9, 13, and 15. It is agreed via pre-class discussion board that the answer to Question 13 definitely needs to be explained in-class further.
B The Innovation Phase: forming a dominate design to cross the chasm on market?	<ul style="list-style-type: none"> Why there is a market chasm at the innovation phase of a new technology? What is a dominate design and how is it formed? What define the total value of a new technology? What are the components of this total value of a new technology? 	76 votes <ul style="list-style-type: none"> 1% said Very Easy 18% said Easy 55% said Average 25% said Hard 0% said Very Hard 	
C The Competition Phase: the segment-zero principle explains why hyper-competition leads to over-supply	<ul style="list-style-type: none"> What drives market competition (supply vs. demand)? What is a "segment" on a market, and why? What is the Segment-Zero principle, and how to use it to understand challenges and opportunities of an over-supplied technology market? What should innovators do in over-supplied market? What is the process of commoditization? 	76 votes <ul style="list-style-type: none"> 0% said Very Easy 13% said Easy 46% said Average 39% said Hard 2% said Very Hard 	
D The Commoditization Phase: global outsourcing and off-shoring to survive market competition	<ul style="list-style-type: none"> Why market leaders do global outsourcing after commoditization? What's the pros and cons of being a OEM and a brand company? What's the new models of global outsourcing? 	72 Votes <ul style="list-style-type: none"> 0% said Very Easy 10% said Easy 44% said Average 32% said Hard 4% said Very Hard 	

Students who Participated Week 3





iPodia Advantages Over Other Approaches

Traditional Approach:



Flipclassroom Approach:



iPodia Approach:





Summary and Recommendations

- The iPodia pedagogy has proven that
 - Global learning experience can be offered effectively on local campuses for it to become a right for all students
 - Interactive borderless learning can help students to develop global contexts of the subject and mutual understanding of each other – (*prepare future global leaders*)
- The iPodia Alliance has proven that
 - MOOC is only a question (rather than the answer), and iPodia could be USC's answer to the ongoing education earthquake
 - USC can, once again, become a leader and a game changer of global education in the 21st century
- iPodia can turn our challenges into opportunities
 - Let's work together to expand iPodia as a campus-wide global education initiative at USC