Creating a Hybrid Executive Education Course

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Senior Fellow and Spencer Chair in Technology Management

TECHNOLOGICAL LEADERSHIP INSTITUTE
Established in 1987 as an interdisciplinary center with an endowment from Honeywell Foundation

Housed in the College of Science & Engineering

Seven endowed chair faculty, plus 52 faculty from eight UMN colleges and outside

M.S. programs for working professionals

- Management of Technology (MOT)
- Medical Device Innovation
- Security Technologies

Mission: Develop local and global leaders for technology-driven enterprises
M.S. in Management of Technology

Cohort and study teams together for two-year program

Eight-hour class days, alternating Friday and Saturday

Extensive reading and case studies

Capstone done at employer, completed at the end of the program

Students cite cohort model as a strength.
Can we maintain excellence, but extend our reach?
What About Qualified Non-Students?

2015 Stamats “demand assessment study” found strong preference for a program with an on-line component

- Average utility from discrete choice modeling shows appeal by format:
  - Online – 100% online with no set class time, assignments completed on your time: 63.26
  - Hybrid – 65% online; 35% on campus with classes on the weekend only: 23.88
  - Hybrid – 35% online; 65% on campus with classes on the weekend only: 11.47
  - Hybrid – 35% online; 65% on campus with classes on Tuesday and Thursday only: -4.23
  - Hybrid – 65% online; 35% on campus with classes on Tuesday and Thursday only: -5.07
  - Traditional – 100% on campus with classes on the weekend only: -6.78
  - Hybrid – 35% online; 65% on campus classes on Monday, Wednesday, Friday only: -12.21
  - Hybrid – 65% online; 35% on campus classes on Monday, Wednesday, Friday only: -14.08
  - Traditional – 100% on campus classes on Monday, Wednesday, Friday only: -26.15
  - Traditional – 100% on campus classes on Tuesday, Thursday only: -30.08

Strong interest in hybrid model – But can it work?
Spring 2016 Experiment

Course: MOT 8232 Managing Technological Innovation

Advantages: Taught three times before by author
Experimentation is ideal for a course on innovation
Discussion-oriented course, thus a tough test for the hybrid model

Disadvantages: Students self-selected into a 100% in-person program
Last course in two year program – Students “set in their ways”
Discussion-oriented course, thus a tough test for the hybrid model
Step 1: Get Professional Help!

- Enlisted Academic Technology Support Services, part of OIT
- Annette McNamara, Instructional Designer, as guide and consultant
- Led to full articulation of learning objectives

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<td>Why essential to all businesses</td>
<td>Class discussion</td>
<td>Participation</td>
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<td>Business building process</td>
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Topics Selected for On-Line

Section 1: Aligning innovation with business strategy
   Types of innovation
   Disruptive innovation

Section 2: Innovation portfolio management

Section 3: Service innovation

Section 4: Tools to engage your own organization
   Open innovation

Section 5: Metrics

Section 6: Principled negotiation basics
Step 2: Get Ready for the Studio

Break lessons into small bites – 2-3 minutes!

Develop slides and script

Determine how to interact after each video
  • Quiz
  • Discussion Forum

Practice!
Step 3 – Into the Studio

Take the professional advice!
Moodle page for typical on-line section
“All things considered, I prefer having these topics on-line, instead of taking an additional day in the classroom”

“I feel I have a good understanding of the concepts reviewed (on-line / classroom)”
Strengths

Students appreciate reduced classroom time

Discussion forum comments more thoughtful, more clear than remarks in class

Some of the best on-line forum comments are from quiet students

Easier evidence-based grading
Weaknesses

Some students strongly prefer face-to-face interaction.

When students work on-line at their own pace, hard to integrate on-line and classroom lessons.

Lacked the personal stories used in the classroom.

Less faculty-student interaction time in class.
Lessons Learned

Learning outcomes can be as good, or better, than in traditional format
  • Students were confident in the material

For next Spring, move from “hybrid” to “blended” model
  • On-line content synchronized with classroom material
  • Should better reach the students who most want to talk about the material

Add more “personal stories” in video
  • Either ad lib or interview style