



Minnesota eLearning Summit

Minnesota eLearning Summit

2016

Jul 27th, 11:45 AM - 12:15 PM

Creating a Hybrid Executive Education Course

Steven C. Webster

University of Minnesota - Twin Cities, webster@umn.edu

Follow this and additional works at: <http://pubs.lib.umn.edu/minnesota-elearning-summit>

Steven C. Webster, "Creating a Hybrid Executive Education Course" (July 27, 2016). *Minnesota eLearning Summit*. Paper 8.
<http://pubs.lib.umn.edu/minnesota-elearning-summit/2016/program/8>

The Minnesota eLearning Summit conference proceedings are produced by the University of Minnesota Libraries Publishing. Authors retain ownership of their presentation materials. These materials are protected under copyright and should not be used without permission unless otherwise noted.



2016 Minnesota eLearning Summit

Creating a Hybrid Executive Education Course

Steve Webster

Senior Fellow and Spencer Chair in Technology Management

TECHNOLOGICAL LEADERSHIP INSTITUTE



Technological Leadership Institute (TLI)

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

TECHNOLOGICAL LEADERSHIP INSTITUTE



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

Friday	Saturday
1 Class 8 – 4:30	2
8	9 Class 8 – 4:30
15 Class 8 – 4:30	16
22	23 Class 8 – 4:30
29 Class 8 – 4:30	30

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

Learning Objectives

Understand the role of innovation in business

Why essential to all businesses
Business building process
Appreciate the complexity of innovation

Creativity in a corporate setting

Creativity and the human mind
Creative teams

Use technology innovation to drive business strategy

Alignment of strategy & innovation
Types of innovation
Disruptive innovation
Simultaneous incremental / disruptive portfolio
Service business examples

Specific Topics

Instructional Activity

Class discussion
Class discussion
Class discussion

Class discussion
Class and eLearning

eLearning
eLearning
eLearning
eLearning
eLearning

Measurements

Participation
Participation
Term Project

Participation
On-line quiz and discussion forum

On-line quiz and discussion forum
On-line quiz and discussion forum
On-line quiz and discussion forum
On-line quiz and discussion forum
On-line quiz and discussion forum



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!

Video 1.1

Slide 9

Our first section includes aligning innovation with strategy, the types of innovation, including “disruptive innovation.”

There are lots of good ideas floating around in the world. But good ideas that are productive for YOUR enterprise are harder to come by.

That requires us to start with a question: What is strategy?

Sounds like a pretty trivial question, but I’ll bet strategy is one of the most misunderstood and misused words in business. Thus, it’s a good time for the Webster’s Dictionary:

Strategy is the science and the art of applying the capabilities of a business to compete. Includes setting goals, and the policies needed to achieve those goals.

Understanding the **true** strengths and capabilities of your business is the start. Then you apply them to create value for customers; after all, the essence of business is creating customers. And over the long term you apply your capabilities to compete against the others who would like to serve those same customers.

A clear strategy allows us to choose what we will do, and what we will NOT do. Strategy sets goals, and takes actions to achieve those goals.



Step 3 - Into the Studio



Andrew Matthews
Media Developer

Take the professional advice!

Moodle page for typical on-line section

On-Line Sections 0-1

- **Section 0** - Overview of on-line program
- **Section 1** - Aligning innovation with business strategy. Types of Innovation. Disruptive innovation and the ambidextrous organization.

 0.1 Video - On-Line Introduction

 1.1 Video - Strategy

 1.1 Quiz


 1.2 Video - From Values to Innovation

 1.2 Discussion Forum: A new business in a large company

 1.3 Video - Types of Innovations

 1.4 Video - Product Pyramid

 1.4 Quiz

 1.5 Video - Pyramid Example

 1.5 Discussion Forum - Pyramid Example

 1.6 Video - Market Leader Response

 1.7 Video - Innovator's Dilemma

 1.7 Quiz

 1.8 Video - Another view of the innovator's dilemma

 1.8 Quiz

 1.81 Video - Clayton Chrentensen on disruptive innovation

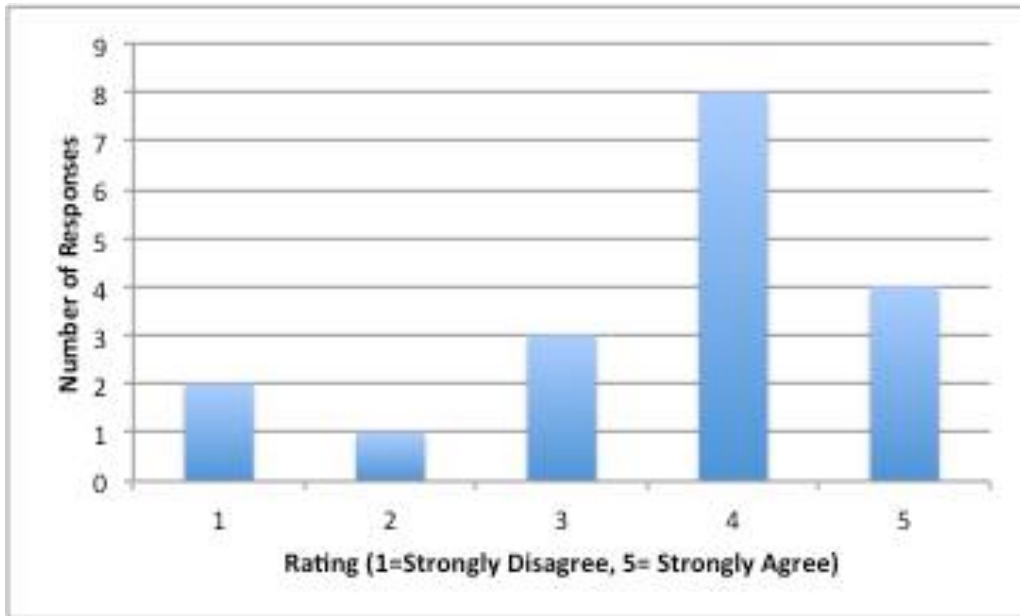
 1.9 Video - Innovator's Dilemma Examples



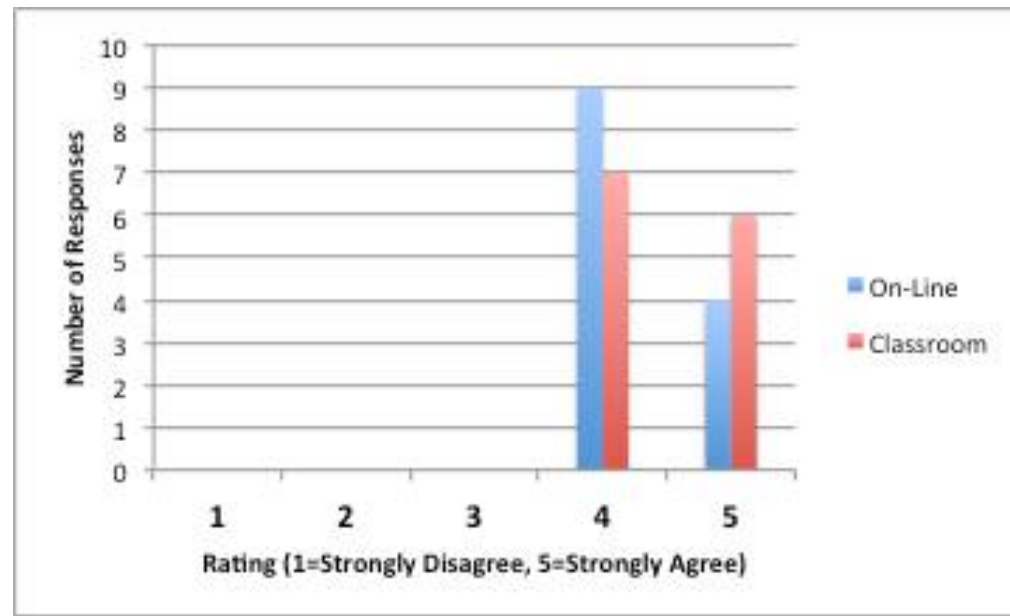
UNIVERSITY OF MINNESOTA

Student Feedback

“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