

BerkeleyHaas

Haas School of Business
University of California Berkeley

Part 2: Online & Digital Education at Berkeley-Haas: Myths and Demonstrations

March 30, 2015

Agenda

- Introductions
- Summary of Session 1
- Synchronous Examples
- Asynchronous Examples
- Discussion Questions

Summary

- “Truths” of digital education

- Learning outcomes can be *greater* in hybrid and online classes

- Berkeley-Haas online courses are interactive and multimodal: simulations, live case discussions, break out groups, lecturettes, discussion boards.

- There is a village to support your online development efforts including instructional designers, tech specialists, etc.

- Examples

- https://drive.google.com/a/berkeley.edu/file/d/0B2L-IWTCVj_RTU95OUhCUnZ0Tm8/view?usp=sharing

CASE METHOD TEACHING

- Game Theory Spring 2014
- Greg LaBlanc teaching the BSB/Sky Case during a synchronous live session with full class
- Greg calls on students and uses their input to drive the case forward
- Organizes class thoughts on tablet
- Video Sample: http://youtu.be/t2z7r_3Hqp8

CASE STUDY DEBRIEF

- Leadership Competencies Fall 2014
- Frank Schultz's Fred & Ren Case discussion during a live synchronous session
- Students are returning from small group discussions to the full class
- Small group leaders summarize the thoughts of the group (via text chat)
- Frank speaks to one group rep, and then prompts all students for a follow up small group discussion
- Video Sample: <http://youtu.be/PGLYDAe2Y2M>

GROUP WORK & COLLABORATION

- Power and Politics Fall 2014
- Cameron Anderson's students are assigned an activity to complete in a small group. Each student has a role, and they have a limited amount of time to reach a consensus.
- Demonstrates how small group work can be facilitated in an online environment in real time
- Moving student from the main classroom to small groups, and back is seamless
- Video Sample: <http://youtu.be/KFwizWHphds>

SIMULATION DEBRIEF

- Game Theory Spring 2014
- Greg Lablanc's students have finished playing an interactive simulation in pairs, and are discussing their tactics with Greg
- Greg uses the tablet to diagram the simulation and visualize key points
- Video Sample: <http://youtu.be/iCSPiRCN93U>

COLD CALLING

- Managing Innovation and Change Spring 2015
- Henry Chesbrough facilitates discussion of class reading during a live synchronous session
- Uses cold calling to ensure students were prepared for class
- Video Sample: <http://youtu.be/Hf8yQkbj6nk>

QUANTITATIVE COURSES

- Data and Decisions Summer 2014
- Greg LaBlanc's asynchronous video of teaching concepts with interactive media
- Video Sample: <http://youtu.be/PNwV5y5LmmM>

Discussion Questions

1. What aspect of online learning most excites you?
2. What aspect of online learning do you have the most reservations about?
3. What one word best captures your readiness to experiment online?

THANK YOU!

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