



Haas School of Business
University of California Berkeley

Online & Digital Education: Myths and Truths

February 12, 2015

Agenda

- Myths & Truths
- Berkeley Haas Online Course Examples
- Discussion

MYTH 1



Online learning can't match the quality
of classroom learning

Truth #1:

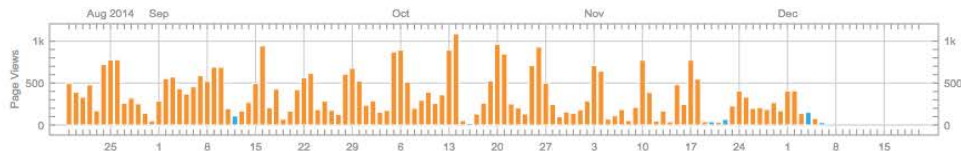
- U.S. Department of Education found that on average, students receiving instruction online ***performed slightly better*** than those in classrooms, and that the difference was even greater for students in hybrid online programs

Data analytics can track class progress...

Leadership Competencies for Current and Aspiring Managers

Activity

Each bar represents the number of **page views** on that day. An orange bar indicates that some user **took an action** within the course on that day.



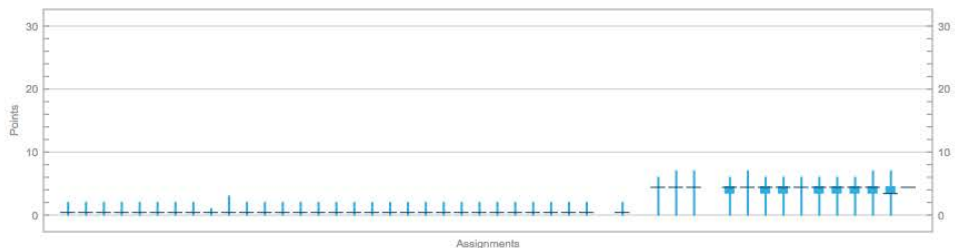
Assignments

Each bar is an assignment. The green layer represents the percentage of students that turned in the assignment **on time**. Assignments that are **late** are yellow, and **missing** assignments are red.



Grades

Each bar is one assignment. The **thin vertical whisker** extends from the lowest score for any student in the course to the highest score. The **thicker bar** extends from the 25th percentile to the 75th, with the **median marked**.

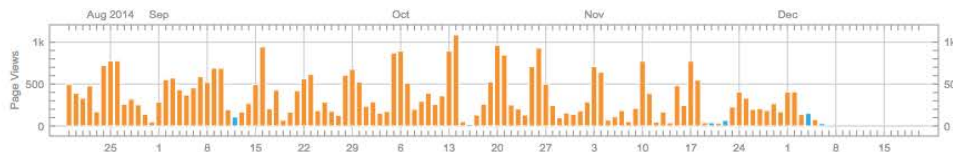


Track day-to-day activity.

Leadership Competencies for Current and Aspiring Managers

Activity

Each bar represents the number of **page views** on that day. An orange bar indicates that some user **took an action** within the course on that day.



View overall assignment completion

Assignments

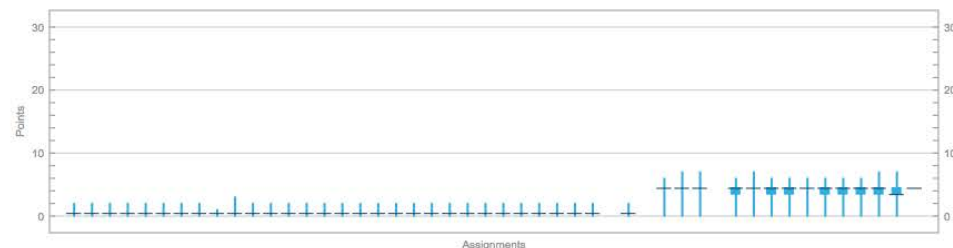
Each bar is an assignment. The green layer represents the percentage of students that turned in the assignment **on time**. Assignments that are **late** are yellow, and **missing** assignments are red.








View grade distribution

Grades






Each bar is one assignment. The **thin vertical whisker** extends from the lowest score for any student in the course to the highest score. The **thicker bar** extends from the 25th percentile to the 75th, with the **median marked**.



...or individual progress

Student ▾	Page Views ▾	Participations ▾	Assignments	Current Score ▲
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	88.5%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	85.6%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	76.2%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	72.2%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	69.9%

Sort and filter to identify students who are excelling, or at-risk

Student ▾	Page Views ▾	Participations ▾	Assignments	Current Score ▲
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	88.5%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	85.6%
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 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	72.2%
 Student	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	69.9%

MYTH 2



Online learning = Pre-recorded Video (MOOCs)

Truth #2: Many modes*

Asynchronous

- Simulations & Games
- Discussion Forums
- Pre-recorded Guest Lectures
- Multimedia-rich Lecturettes

Synchronous

- Live Lectures/Discussion
- Student-to-Student
- Breakout “Rooms”
- Virtual office hours
- Polling


*All courses will include on campus components

MYTH 3



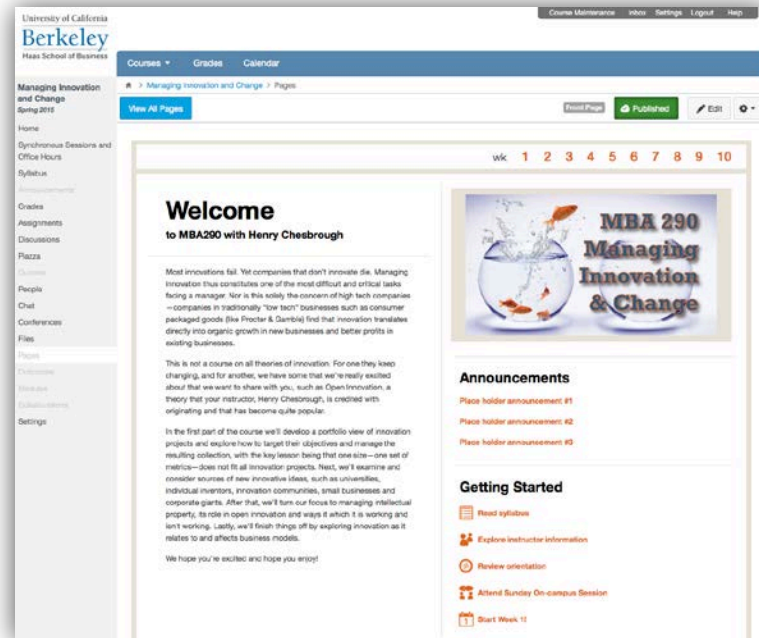
Online courses may be convenient for students but they are a burden for faculty

Truth #3: Resources available to help you include

- Instructional Designer
 - Graphics/Animation Specialists
 - Video Production and Editing
 - Technology Leaders
 - GSIs
 - Haas Digital Thought Partners
 - ECSM (Haas)
 - Educational Technology Services (Campus)
- 
- BRCOE:
Berkeley
Resource
Center for
Online
Education

Example: Canvas/bCourses

- Organization
- Navigation
- Mail
- Components...



Example: Dropboxes & SpeedGrader

- “Private” submission
- Detailed instructions
- File upload, online entry, “offline” submission
- Rubrics
- SpeedGrader

The screenshot shows a Canvas LMS interface for the course 'MBA 268C - LEC 001' (Fall 2014). The left sidebar contains navigation links: Home, Announcements, Syllabus, **Assignments**, Discussions, Grades, People, Modules, Course Facebook, and Study.net. The main content area displays the assignment 'Final Paper: Social Media Strategy Evaluation'. It includes a due date of 'Oct 13, 2014 by 11am', a point value of '30', and a submission type of 'a file upload'. Below this, the assignment title is repeated, followed by a detailed paragraph of instructions for a 'Social Media Strategy Evaluation Project (Group)'. The instructions specify that students must form groups of up to 3, evaluate a company's social media presence, and submit a 10-12 page paper with figures and screenshots. A bulleted list of requirements follows, covering brand description, social media overview, and evaluation of activities. A 'Submit Assignment' button is visible in the top right corner.

MBA 268C - LEC 001
Fall 2014

Home
Announcements
Syllabus
Assignments
Discussions
Grades
People
Modules
Course Facebook
Study.net

★ > MBA 268C - LEC 001 > Assignments > Final Paper: Social Media Strategy ...

Submit Assignment

Final Paper: Social Media Strategy Evaluation

Due Oct 13, 2014 by 11am **Points** 30
Submitting a file upload

Social Media Strategy Evaluation Project (Group)

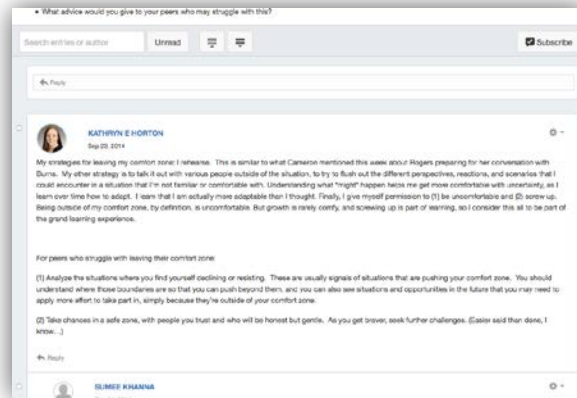
In this project you will form groups of maximum 3 students to evaluate the social media presence of a company. You are free to choose any company to follow (adhering to a few rules) and evaluate its performance based on what we learned in class. Make sure that you choose a product/brand that has enough activity for you to analyze. Before you decide, try to search for the brand on Twitter and make sure you get a reasonable amount of results. You will be required to form groups by the beginning of the third session and pick a subject for your project before the following session. Your final paper should be 10-12 pages including figures and screenshots. Make sure to include links/screenshots or whatever is necessary to demonstrate your points. The paper should cover at least the following topics, but feel free to add to these or structure differently.

- Brief description of the brand/product/products. Where are they sold/marketed? What is the target market?
- Overview of the social media presence of the company. What platforms do they use? How actively? etc.
- Evaluation of the social media activities.
 - Are the activities appropriate for the brand?
 - Is there interaction between the brand and consumers and between consumers? Should there be more/less? Is it useful?
 - How successful are they in terms of number (follower/fans)?
 - Analyze the company's social media presence over time (as far as you can go in the past). Do you see any trends?
 - Provide a rough estimate of the resources needed to maintain the social media

Example: Discussion Forums

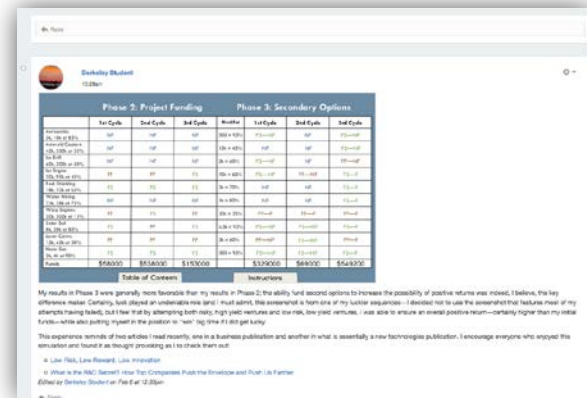
Threaded Discussions

Include text, video and audio content



“Public” Submission

Share images, files, links



Example: Discussion Groups

- Smaller, more manageable discussions
- Fosters familiarity
- Provides student-owned “group space”

Insomnia: Green Team
Evaluation of Health a...
Home
Announcements
Pages
People
Discussions
Files
Conferences
Collaborations

★ > Insomnia: Green Team > Pages > Front Page
View All Pages
Front Page Published Edit

Course Home | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Final

Elderly Insomnia Green Team Group Space

Open your workbook ([access the shared Google document in bDrive](#))

Introduction to the workbook:

The weekly activities in this workbook are designed for you and your Workbook Team to think about how to apply, and to practice applying, the types of thinking required to plan and manage a small scale evaluation. You will use the same case study as a basis for all the decision making in the workbook activities. Some workbook activities involve discussion or brainstorming while others require the Team to make a decision and submit it for a grade. We hope that by the end of the course, your Team's Workbook will be a complete guide to developing a small scale evaluation.

Note: please DO NOT edit this wiki page called "Front Page." To create additional wiki pages for your team please select the "View All Pages" button in the top-left corner of this or any other group space page, then click the "+ Page" button on the subsequent page.

Case Study Resources:

Use these resources to complete your workbook activities.

- [Initial description, goals & objectives and logic model](#)

Workbook Team Assignments

As a team, you will complete the following workbook assignments:


- [Week 2: Workbook Part 1 PDF](#) (available 1/19, due 1/26)
- [Week 4: Workbook Part 2 PDF](#) (available 2/2, due 2/9)
- [Week 6: Workbook Part 3 PDF](#) (available 2/16, due 2/23)

Welcome to your team's group space!

You can use this group space, and its tools, to collaborate with your group members, share files, host discussions and more. Use the resources provided below to learn more about group space tools and features and how to use them.

To exit your group space and return to the main course, click the course title in the left-hand navigation pane (beneath your team's name) or scroll to the top of the page and use the "Course Home" link.

Group Spaces



Example: Quizzes and Auto-feedback

- Numerous auto-graded question types
- Traditional works too
- Individual answer and general answer feedback

Submitted Feb 6 at 12:14pm

Question 1 0 / 0 pts

When does a product exhibit network effects?

Correct! ☒ When the product's value depends on how many others use it

Correct! This is essentially the definition of network effects: value is dependent on widespread, collective use.

☐ When the product's value can be more or less to different users

☐ When the product has at least two consumers

☐ Whenever a product is purchased through the Internet

Question 2 0 / 0 pts

Which of the following products exhibit network effects?

Correct! ☒ Cell phones

Of the three possible correct answers, this is the best example of network effects because the product's functions rely actively on being part of a network. The traditional phone aspect can only be used in conjunction with other users who also have a phone, while the modern "smart" phone aspects, such as the Internet and many apps, rely on a larger network to function.

You Answered ☒ Microwave ovens

Incorrect! If you own a microwave, you can use your microwave regardless of other people also owning and using a microwave. Of all the possible options listed here, this option has the least network effects.

Correct! ☒ Computer/mobile operating systems

While computers have many isolated, independent functions—such as using a Word processing program or playing a single player game—computer functions are increasingly becoming reliant on being part of a larger network. For example, you couldn't surf the web if there weren't other computer users publishing web content, nor could you play an online, multi-player game if there weren't other users with a computer and the game.

Correct! ☒ Webcams

Interactive Simulations

In **Phase 3** of this simulation, you'll be given secondary funding options.

next





















 Aeronomics \$5,000 0 K @ 15% 10K @ 85%	 Asteroid Capturing \$45,000 0 K @ 75% 350K @ 25%	 Europa Ice Drill \$60,000 0 K @ 50% 200K @ 50%	 Ion Engine \$30,000 0 K @ 55% 95K @ 45%	 Radiation Shielding \$18,000 0 K @ 35% 32K @ 65%
 ODC Research \$500 10K @ 95%	 Miniature Prototype \$15,000 350K @ 45%	 EV 40000	 EV 12750	 Superconductivity \$3,000 32K @ 70%
 Water Mining \$23,000 0 K @ 25% 38K @ 75%	 Warp Engines \$50,000 0 K @ 85% 500K @ 15%	 Solar Sail \$8,000 0 K @ 20% 20K @ 80%	 Laser Communication \$15,000 0 K @ 70% 45K @ 30%	 Nano-Satellites \$2,000 0 K @ 10% 4K @ 90%
 Lunar Testing \$1,000 38K @ 80%	 EV 25000	 Particle Reflector \$4,500 20K @ 95%	 MASER Amplification \$5,000 45K @ 60%	 EV 1600

Table of Contents

\$ 2500

evaluate

Interactive Simulations



Published by Bantam Books

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"Good-bye," Xenglu says sadly, wings and another whirlwind kicks up lifting you and Nada off the mountain the range.

"It's a tengu-kaze," Nada explains wind."

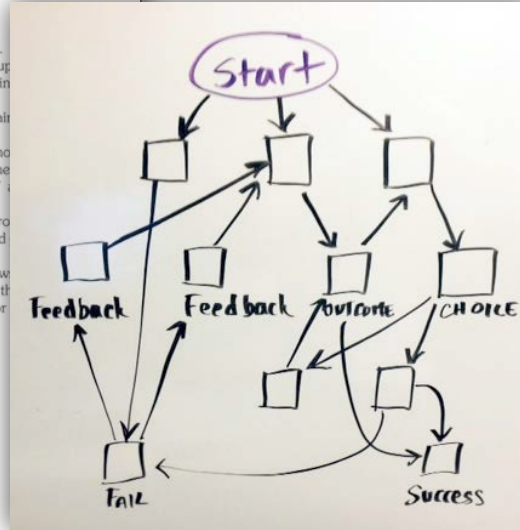
The tengu-kaze deposits you, no farmer's clothes, on the road in the below. "Look out, stupid farmers!" from behind.

You turn slowly to face Sanchiro who is dressed in *ninja* armor. "I said way!" he bellows.

Still you don't move. He draw Suddenly you have a fear that the Xenglu's last trick—to set you up for

If you decide to grab Nada and dive out of the way, turn to page 78.

If you stand your ground, turn to page 11.

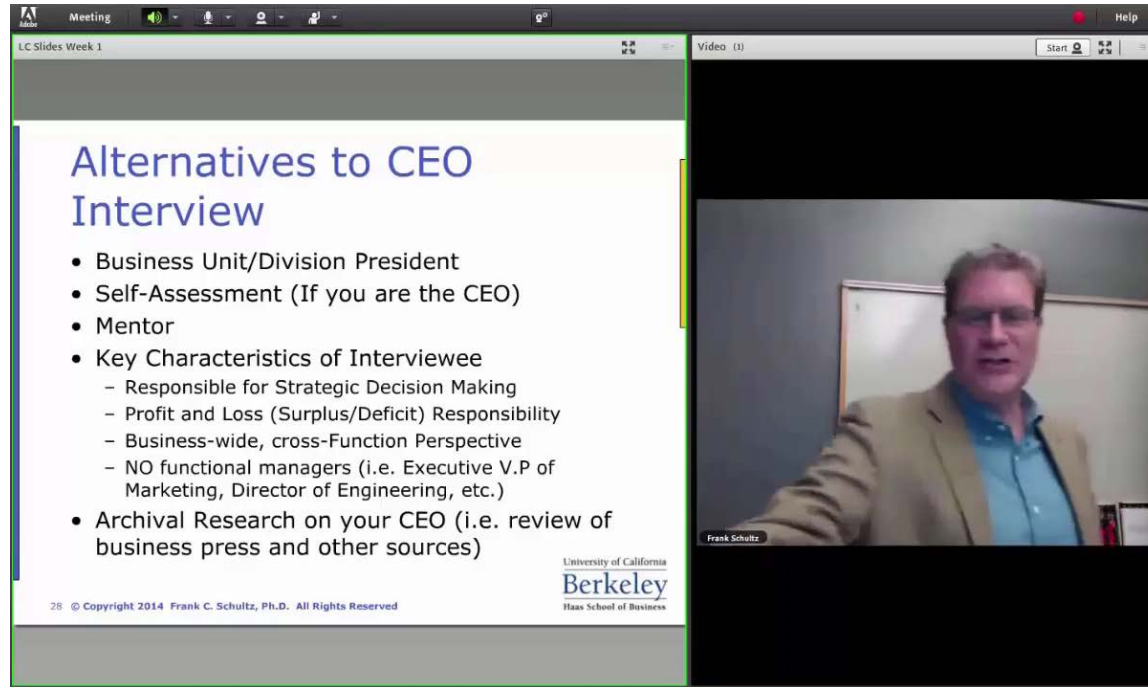


- Situational experience
- Applied decision making and analysis
- Feedback

Behind the Scenes



Tour of the Studio



The screenshot shows a video conference interface. On the left, a presentation slide titled "Alternatives to CEO Interview" is displayed. The slide lists several alternatives: Business Unit/Division President, Self-Assessment (If you are the CEO), Mentor, Key Characteristics of Interviewee (with sub-points: Responsible for Strategic Decision Making, Profit and Loss (Surplus/Deficit) Responsibility, Business-wide, cross-Function Perspective, and NO functional managers (i.e. Executive V.P of Marketing, Director of Engineering, etc.)), and Archival Research on your CEO (i.e. review of business press and other sources). The slide also includes the University of California Berkeley Haas School of Business logo and a copyright notice: "© Copyright 2014 Frank C. Schultz, Ph.D. All Rights Reserved". On the right, a video window shows a man, identified as Frank Schultz, speaking. He is wearing a light blue shirt and a tan jacket, standing in front of a whiteboard.

Meeting

LC Slides Week 1

Alternatives to CEO Interview

- Business Unit/Division President
- Self-Assessment (If you are the CEO)
- Mentor
- Key Characteristics of Interviewee
 - Responsible for Strategic Decision Making
 - Profit and Loss (Surplus/Deficit) Responsibility
 - Business-wide, cross-Function Perspective
 - NO functional managers (i.e. Executive V.P of Marketing, Director of Engineering, etc.)
- Archival Research on your CEO (i.e. review of business press and other sources)

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University of California
Berkeley
Haas School of Business

Video (1)

Start


Frank Schultz

Fast-paced Online Classrooms

Game Theory
MBA 211.1 Spring 2014

Powerpoint - Greg La Blanc

Dollar Auction




EW MBA 211: Game Theory
Lecture 1: Introduction

36

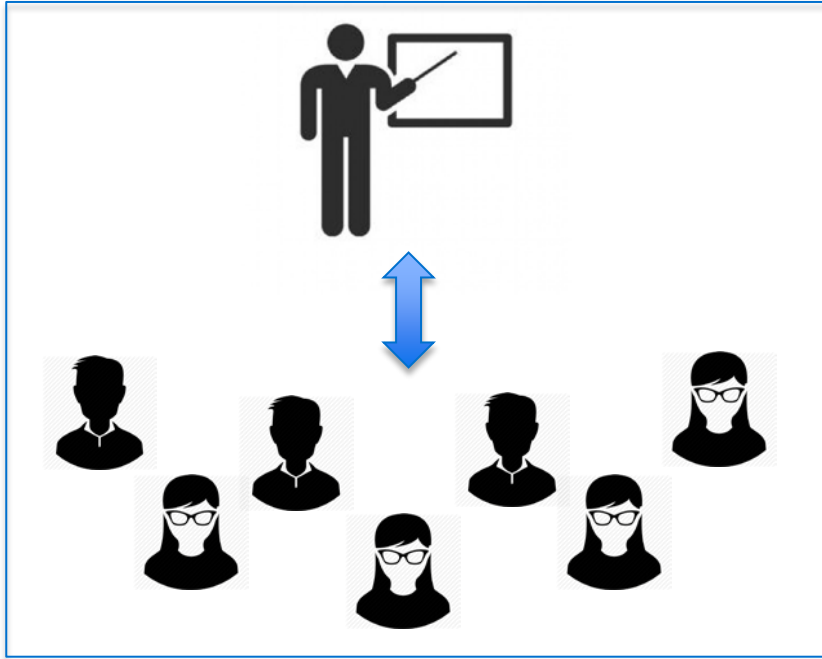
Video

Start My Webcam

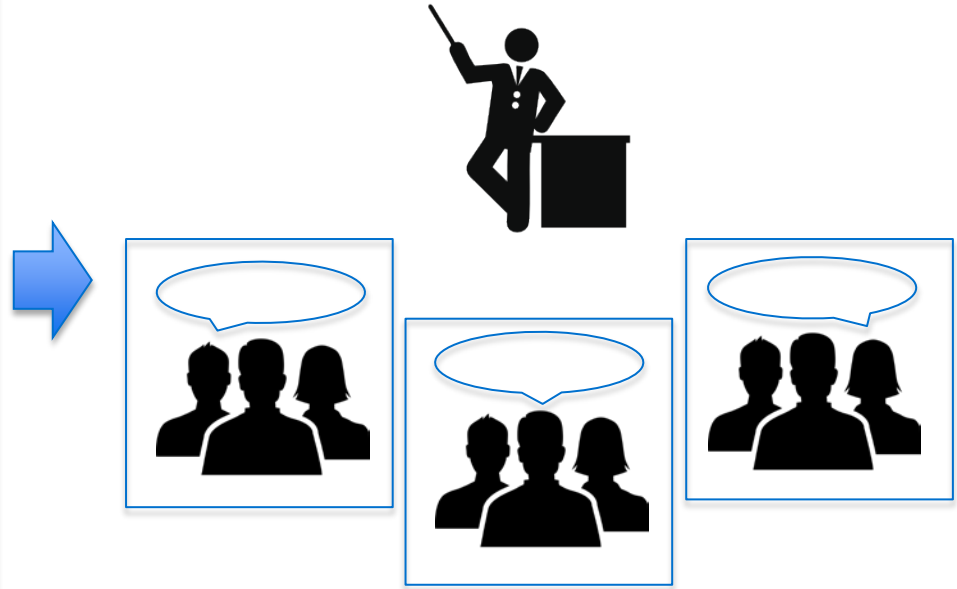


Collaborative group work

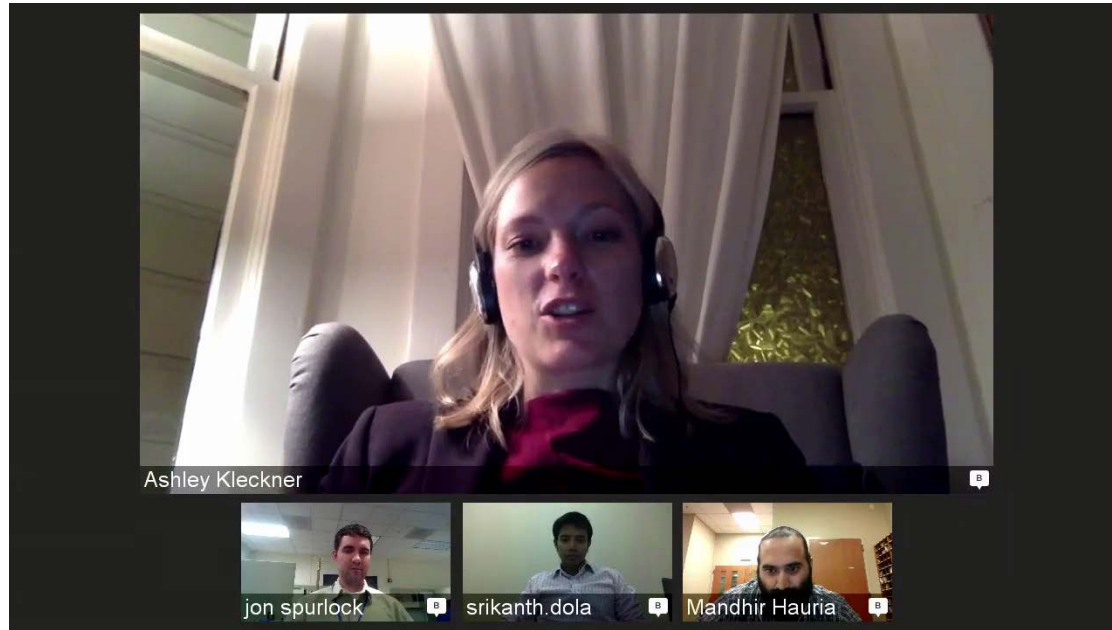
Main Classroom



Breakout rooms (small group work)



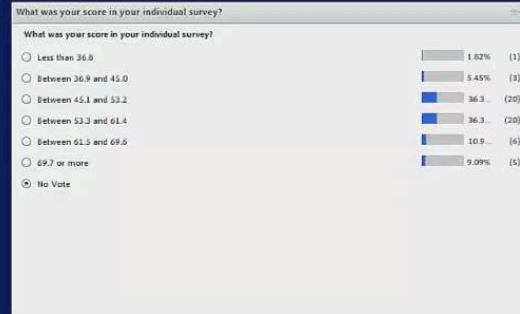
Collaborative group work



Polling and other interaction

University of California
Berkeley
Haas School of Business

What was your score on the Individual Survey?



Animation and Motion Graphics



On-Location Video



Existing Online and Hybrid Courses

- Power & Politics (Anderson)
- Leadership Competencies (Schultz)
- Data & Decisions (LaBlanc)
- Social Media Marketing (Katona)
- Game Theory (Morgan, LaBlanc)
- Entrepreneurship/i-Corp (Lester Center)
- Managing Innovation & Change (Chesbrough)
- Leading Innovation – CEE

QUESTIONS & COMMENTS



THANK YOU!

A horizontal bar composed of two segments: a shorter blue segment on the left and a longer dark blue segment on the right.

BerkeleyHaas