Diverse Perspectives on Creating a Dynamic Summer Online Experience

El Brown Bag Presentation
October 26, 2017
Let us know who you are.
Let us make it conversational!

Faculty/Instructor? Administrator?
Information Technology Expert?
Library and information system expert?
Student? Other staff?
The Presenters

Summer Term Perspective
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Summer Term

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Faculty Perspective
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Division of Continuing Studies
Summer Term Introduction
UW-Madison Summer Term

An Institutional Strategic Priority

- Over 14,000 students
- 1,000 course offerings
- 200 online in 13 schools and colleges
- $24 million in revenue
INNOVATIONS AND INITIATIVES

- Early Starts: Unique programs before the first semester
- Rising Sophomores: Opportunities for high-achieving sophomores
- Transfer Starts: Opportunities and scholarships for transfer students
- Bundles of Courses: A body of knowledge in a subject area
- Summer Research: Opportunities to do mentored research and earn credit
Growth of Online Summer Courses and Enrollments

- **Summer 2014**: 2,846 courses, 115 enrollments
- **Summer 2015**: 3,314 courses, 116 enrollments
- **Summer 2016**: 4,636 courses, 163 enrollments
- **Summer 2017**: 6,352 courses, 200 enrollments

Legend:
- Online Courses
- Online Course Enrollments
## 20 Highest Enrolled Summer Courses

NINE ARE ONLINE

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Title (Combination)</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRIC 675</td>
<td>General Seminar</td>
<td>230</td>
</tr>
<tr>
<td>CHEM 344</td>
<td>Intro Organic Chemistry Lab</td>
<td>197</td>
</tr>
<tr>
<td>PHM PRAC 760</td>
<td>Elective Pharm Pract Clkshp</td>
<td>194</td>
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<tr>
<td>GEN&amp;WS 103</td>
<td>Womens Bodies-Hlth&amp;Disease (online)</td>
<td>181</td>
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<tr>
<td>CURRIC 630</td>
<td>Prof Dev School &amp; Community</td>
<td>160</td>
</tr>
<tr>
<td>INTER-LS 121</td>
<td>Critical Thinking &amp; Writing</td>
<td>153</td>
</tr>
<tr>
<td>ESL 118</td>
<td>Academic Writing II</td>
<td>147</td>
</tr>
<tr>
<td>ENGL 142</td>
<td>Mystery and Crime Fiction (online)</td>
<td>137</td>
</tr>
<tr>
<td>CHEM 345</td>
<td>Intmed Organic Chemistry</td>
<td>129</td>
</tr>
<tr>
<td>PHYSICS 990</td>
<td>Research</td>
<td>128</td>
</tr>
<tr>
<td>COMP SCI 302</td>
<td>Introduction to Programming</td>
<td>120</td>
</tr>
<tr>
<td>ECON 101</td>
<td>Principles-Microeconomics (online)</td>
<td>116</td>
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<tr>
<td>ECON 301</td>
<td>Intmed Microeconomic Theory (online)</td>
<td>114</td>
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<tr>
<td>ECON 102</td>
<td>Principles-Macroeconomics (online option)</td>
<td>110</td>
</tr>
<tr>
<td>E P D 397</td>
<td>Technical Communication (online option)</td>
<td>109</td>
</tr>
<tr>
<td>ECON 310</td>
<td>Stats:Measrmnt in Economics (online)</td>
<td>108</td>
</tr>
<tr>
<td>L I S 202</td>
<td>Divides&amp;Differences-Multicultr (online)</td>
<td>108</td>
</tr>
<tr>
<td>HDFS 363</td>
<td>Develp: Adolescence-Old Age (online)</td>
<td>102</td>
</tr>
<tr>
<td>COMP SCI 799</td>
<td>Master's Research</td>
<td>101</td>
</tr>
<tr>
<td>LAW 854</td>
<td>Clinical Program</td>
<td>98</td>
</tr>
</tbody>
</table>
Overall Satisfaction Remains High

• 86% of survey respondents would recommend taking an online summer course to a friend
• Up from 82% in 2014
Why do students take summer online courses?

- Schedule flexibility with work and internship possibility
- Location flexibility
- Reduce fall/spring course load
Maintaining Quality is Important and Essential

Courses must be
- Well-conceptualized
- Well-designed
- Well-presented

Learning Outcomes
Learner Satisfaction
Steps to Ensure Quality

• Student orientation materials
• Faculty development support
• Tools and resources
• Instructional designer support
• Cross-campus workgroup
• Effective award proposal process with stipends
Coordination

Connecting the dots

Instruction
Strategy
Design
SUMMER TERM OFFICE
DIVISION OF CONTINUING STUDIES

MARKETING UNITS

ONLINE INSTRUCTIONAL COURSE DESIGN UNITS

SCHOOL/COLLEGE SUMMER DEANS

ADMINISTRATIVE UNITS
Housing, Undergraduate Advising
Enrollment Management
Academic Planning and Institutional Research
Madison Budget Office, International Division
Strategy

Instruction

Coordination

Design

Setting the direction
Online Course Development in the School of Education
Building an Online Summer Strategy in the SoE
SoE Summer Strategy

1. Take DCS advice (offer required courses, online)
2. Build departmental commitment to summer
3. Invite each department to create or convert 1-2 online courses
4. Guarantee support to anyone who comes forward
Results

- Overall 19% increase in SoE summer revenues
- < 20% of our courses were online, but 53% of our revenues were from online courses.
- Courses were successful across disciplines (Art, Kinesiology, Curriculum and Instruction... )
Next Steps

• Continue single course online strategy
• Build online program strategy:
  • Certificates
  • Stackable certificates
  • 3-year degree options
Overcoming Challenges

• Resistance to online formats
• Importance of *flexible support systems* for interested faculty/departments
• SoE investment and DoIT partnership enabled us to guarantee support for online course conversion/development
Quality Instruction is essential
Teaching and Facilitating Online
Fundamentals of Management & Marketing for Non-Business Majors
GEN BUS 311

• Until 2015 offered in Spring and only in the traditional F2F format
  • Filled to capacity (261) and long waiting list
• About Fundamentals & Basic Skills
• Redesigned (not converted) from F2F to Online
Fundamentals of Management & Marketing for Non-Business Majors
GEN BUS 311

• Online format only (Spring & Fall: 15 weeks, Summer: 8 weeks)
• Simulate, to a degree, some of the real experiences associated to a job
• Based on real and very recent events, examples, etc.
• Still a 3 credits course ➤ 10-12 hours/week of work for a traditional semester
• Spring (250-300), Fall (250-300) and Summer (~50)
Standardization - key to optimize Canvas speed in medium/large enrollment courses
- Insert text vs. upload documents
- Communications thru Canvas only
- Discussion Forums open/close weekly to minimize scrolling
- Stay engaged: post entries, reply to students promptly
- Around 40 different activities graded for each student
How do we ensure quality in instructional design?
Innovative Design and Emerging Tools
What does an Instructional Designer do?
One Canvas Tip

Mastery Path
Micro-Course: GIST 101

GIS Technology 101

Online Professional Master of Science
GIS & Web Map Programming
Department of Geography
University of Wisconsin - Madison
DCS Online Resources

- One-stop resource for course design & teaching
- Any-time, succinct, practical resources
- Self-directed courses for more resources
- Created by staff from DCS Production/Development
- Cross-Campus contributors

designateachengage.wisc.edu
Educational Innovation Resources

EI Online Course Initiative
https://edinnovation.wisc.edu/online-learning/
See funding description for applications in 2018

Summer Term Igniter Funds
https://summer.wisc.edu/igniter-funds/
Second Round due Feb 5, 2018
QUESTIONS?

Educational Innovation

https://edinnovation.wisc.edu/

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