

# UCET Fellow Activity Report

## Gary Kern, UCET Fellow, Summer 2015

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During April, 2015, I applied to be UCET Fellow for the summer of 2015. This was the first round of applications for the new initiative, and I was honored to be selected as the first UCET Fellow. In my application, I proposed to support my B&E colleagues who were tasked with revising their MBA courses. The B&E faculty voted to convert all of our MBA courses to hybrid delivery as part of a major revision of our MBA curriculum. My role was to support those who sought assistance in their design and delivery of their hybrid courses.

PN Saksena, our Associate Dean for Graduate Business Programs, communicated my availability to the faculty in general and specifically to those assigned to teach Fall semester MBA courses (emails by PN and I are included as Exhibit 2 of this report). Our intention was to encourage participation in activities we would organize during the summer months. I also wanted to encourage informal discussions with individual faculty who either could not make our scheduled meetings, or who felt that they had specific questions that we could target in one-on-one interactions. My ultimate hope was to support a learning community within our faculty focused on hybrid delivery and flipped course design.

During June, we held a series of three meetings. At the first meeting, I demonstrated my approach to flipped class design and discussed hybrid delivery as I had implemented it in my MBA courses. There were many questions related to aspects of design. There were also numerous questions concerning the technology to support such design work. It was agreed that those interested would appreciate at least one session with Kael to discuss how to develop videos using Echo 360 (I do not use Echo 360 for my personal video work, and I turned to Kael as our resident expert).

Kael not only led a session about Echo 360, he helped us set up a Canvas site for B&E faculty interested in seeing how the technology (and its products) might look to our students. The site served as a testing area for several faculty exploring Echo 360 use. Kael later came back to present another general session about Canvas for our B&E faculty. Emails documenting those sessions are included as Exhibit 3 in this report. I think that our sessions have enhanced Kael's visibility to the B&E faculty, and I have no doubt that he will have more requests for his time prompted by this visibility.

These three meetings offered our participants a good overview of course design, video technology, and our campus' new course management technology (and how Canvas makes hybrid and flipped delivery much more convenient than OnCourse did). I tried to encourage a meeting in early August where participants could share their personal design ideas. But I think my colleagues felt they would need more time – like right up until the start of classes – to have something to share with their colleagues. So, the meeting never materialized.

Instead, I had numerous individual meetings with colleagues during early August as they prepared their hybrid courses. PN sent an email to all faculty (fulltime and parttime) who were scheduled to teach a

new Hybrid MBA course during the Fall semester (see Exhibit 4). He encouraged them to consult me as they conducted their preparations.

This encouragement led several faculty members to meet with me during the month of August. I had individual meetings with two parttime faculty and one fulltime faculty member. I also had several meetings with a parttime faculty member as he prepared a significant change to his course. In addition there were numerous informal hallway conversations with colleagues who happened to see me and thought of questions as they were developing their courses.

I have periodically sent out emails to all B&E faculty, or through announcements to those “enrolled” in our Canvas site, encouraging additional meetings to check in on my colleagues’ progress.

You will note from my application’s plans that I intend to visit classes during the fall semester. However, my volunteering to do so has not garnered a response. I think that the culture in our School is not one to share our classroom space with our colleagues for any but the most essential reasons (letters for promotion dossiers, for instance). So, it may seem unusual to my colleagues to have someone ask to be invited to see how class is going in an informal manner. I hope that some will eventually find sufficient comfort with the idea to invite me to observe their hybrid classes in action.

I think that the UCET Fellow opportunity has allowed me to provide significant support to my colleagues during an important time of transition for our MBA program. The timing of the Fellowship and the MBA conversion made this a very beneficial experience. I have received several informal reports about how our work this summer helped colleagues organize their approach to the new course delivery plan.

If you need additional information about my UCET Fellow experience (to date), please let me know. I would be happy to meet with potential applicants for the next round of funding if you think it appropriate. I think having “alums” of the Fellowship available to others might be a valuable resource on our campus for future initiatives, too.