

How WDI used **elearning** to breathe new life into a 10 year-old executive education program

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Amy Gillett
Vice President, Education
William Davidson Institute



@AmyonEducation

A few words on WDI

- Non-profit at the UM, focused on emerging markets
- Short-term business education programs
- Delivered with local partners



Strategic Management Program

- Delivered w/ SSE Riga



The need to re-refresh

Program issues

- Feels “tired”
- Lacks unifying theme
- Too much lecture vs. active learning
- Start varies every year / faculty
- Finance module is weak link



Market issues

- Steady, low enrollments (12-15)
- Small market – 2 million
- More training companies

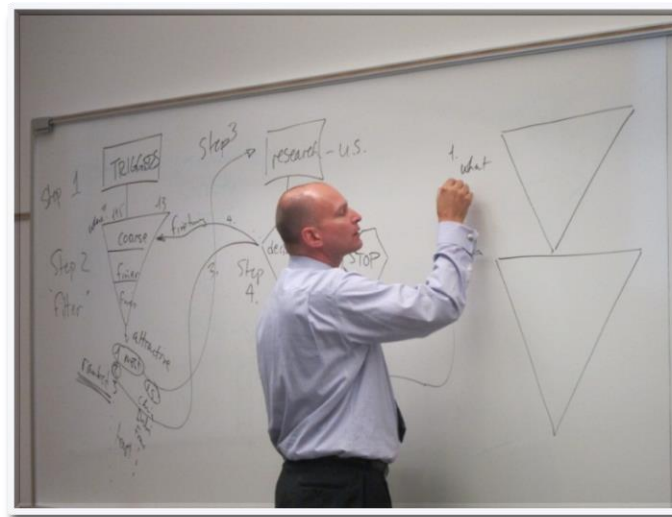
Enter elearning!

- ✓ Flip the classroom
 - ✓ Online delivery of concepts
 - ✓ Classroom time for active learning
 - Application, discussion
- ✓ Modernize program
- ✓ Differentiate our program from the competition
- ✓ Offer greater value to participants



Where to Begin?

- Phase 1 Challenges:
 - How can program hang together better?
 - How do we ensure strong start every year?
 - Identify a theme for the entire program
 - Competition

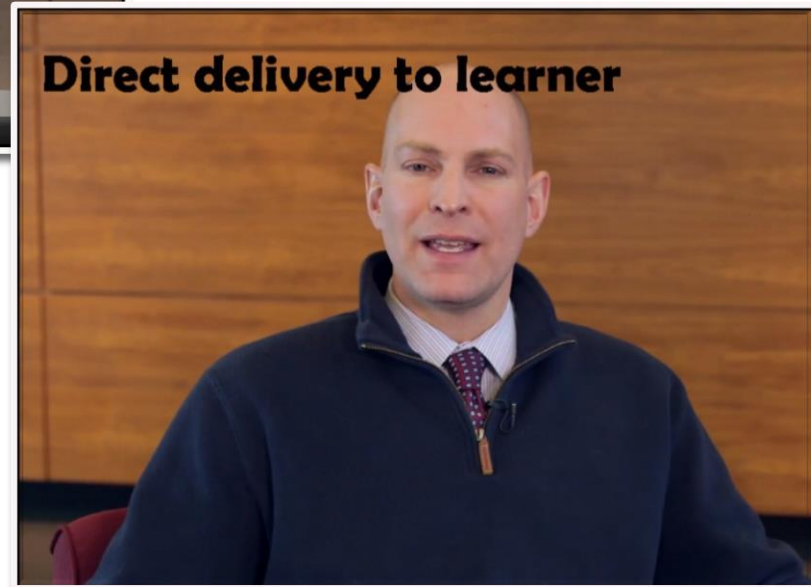


Elearning Design

- Start with the learner & their needs
 - Learner persona
 - Who are we training?
 - What do they need to be able to do with the information back on the job?




Elearning Presentation Modes



Content Chunking

- Create small digestible chunks (“YouTube learning”)
- One concept per chunk
- Easier to edit later
- Can re-use / re-purpose



Competition Module

Return to Course Catalog | Return to Learning Plan

Target Audience	Delivery Method	Time	Provider
	Certificate		TomasLearning
Back	Take Course		

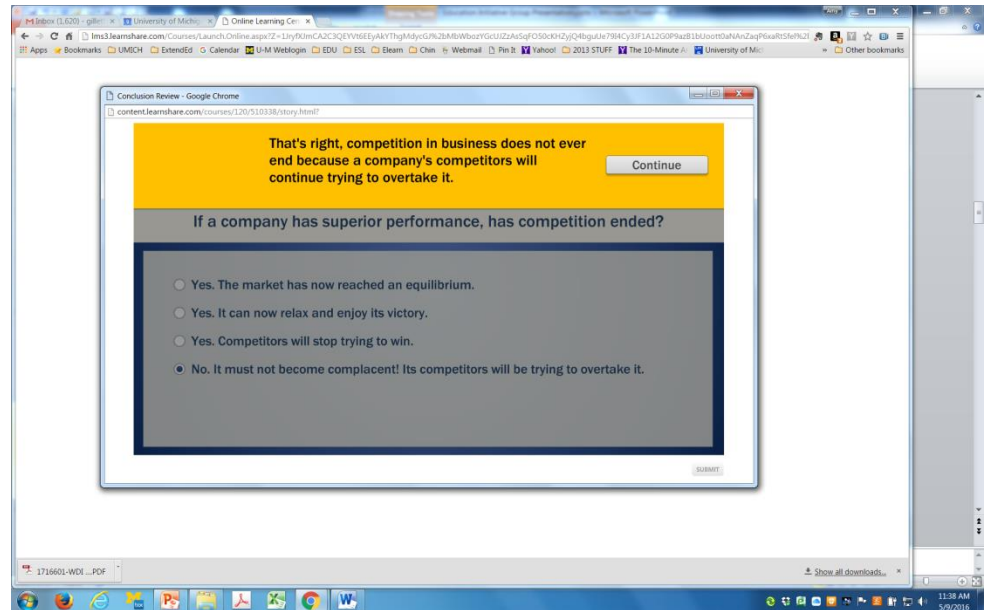
Description

	Course Title	Status	Date Started	Score	Completion Date
	Introduction				
1	Introduction to Competition	Complete	1/14/2015	0	6/9/2015
	Section 1: What is Competition?	Complete	1/21/2015	0	6/9/2015
	What is Competition in Business?	Complete	1/15/2015	0	1/15/2015
	Section Review 1				
2	Section 2: The First Half of Business				
	The First Half of Business (Part 1)	Complete	1/15/2015	0	6/9/2015
	The First Half of Business (Part 2)	Complete	6/9/2015	0	6/9/2015
	Section Review 2	Complete	6/9/2015	0	6/9/2015
	Section 3: The Second Half of Business				
3	The Second Half of Business	Complete	1/21/2015	0	6/9/2015
	Section Review 3	Not Started		0	
	Section 4: Competitive Performance Metrics				
	Competitive Performance Metrics Overview	Complete	6/9/2015	0	6/9/2015
	Your Competitive Performance	Complete	1/15/2015	0	1/15/2015
4	Section Review 4	Complete	1/21/2015	0	1/21/2015
	Section 5: Example: Oh What a Feeling?				
	Advice: Oh What a Feeling?	Complete	1/15/2015	0	1/15/2015
	Oh What a Feeling? Discussion	Incomplete	6/9/2015	0	
5	Section 6: Pulling it All Together				
	Pulling it All Together	Incomplete	5/9/2015	0	
	Section Review 5	Complete	1/15/2015	0	1/15/2015
6	Conclusion				
	Conclusion to the Competition Module	Incomplete	1/21/2015	0	



Effective exercises to engage

- Short quiz pops up after each segment
- Learner gets feedback if right or wrong
- Retrieval practice
 - Retrieve facts from memory → LT retention



Effective Exercise - 2

- Learners **apply** new concepts
- Introduces variety of activity (not just clicking on answers)
- Bring the results to face-to-face class to discuss



Elearning: Phase 2

- Phase 2 Challenge:
How can we improve
Finance module?
 - Students come in
with varying
competency
 - English is second
language so lots of
new terminology

I need
a raise!



Our professor attempting to teach
finance to diverse audience.

Finance elearning module

- Same design process as with Competition module
- New challenges
 - How to make dry topic more exciting?
 - How do we engage learners throughout course?
 - Huge topic – how to limit scope?
 - Complex topic – how do we make it easy to understand?



Finance module design

- Created interesting, relevant character
- Many short chunks
- Lots of communication with SME
- Peer review by second SME



Finance module design - 2

- Allows for customized path
 - Allows learner to skip or get more info on topics

Two Accounting Methods

I know that the basic difference between cash and accrual accounting is related to timing of revenues and expenses.

- Cash basis recognizes revenues when money comes in and recognizes expenses when money is paid out.
- Accrual basis recognizes revenues when they are earned, and expenses when they are incurred, regardless of when they are paid.

This is a concept I would like to explore more.

SKIP THIS TOPIC

SHOW ME MORE

Where do we host the modules?

- Developed customized LearnShare platform

WDI Digital Learning Hub

► LOGIN: email: password: [Forgot your password?](#)



Learner feedback

- Competition module:
 - “It was easy to comprehend. I liked that the instructor repeated the information several times from different points of view.”
 - “An excellent introduction to understand the course content!”
 - “I liked the way of learning – the short lectures and questions afterwards in order to check myself if I’ve understood everything.”



Learner feedback - 2

- Finance module:
 - “The module is very structured, understandable, you can replay it as many times as you want in case something is not clear.”
 - “Participants in the group were at very different levels. This module gives a good opportunity to bring all participants to approximately the same level of understanding in preparation for the live module. My advice would be to continue this practice.”



Demo



WILLIAM DAVIDSON INSTITUTE
AT THE UNIVERSITY OF MICHIGAN