

The Summer Institute: An Innovative Approach to Interpersonal Learning for Distance Education Students

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Outline of Today's Presentation

- **Human Services Program at ODU**
- **Student Characteristics**
- **Rationale for a Summer Institute**
- **Description of the Summer Institute**
- **Choosing & Adapting Classes**
- **Timelines**
- **Student Impressions**
- **Lessons Learned**
- **Conclusion**

Program Overview

- **Two components**
 - **Main campus**
 - **TELETECHNET (distance learning)**
 - **Interactive television/satellite broadcast accompanied by**
 - **Printed materials**
 - **Audio/video materials**
 - **Telephone communications**
 - **E-mail**
 - **Blackboard**



Program Overview

Student count (Fall 2003)

- HS Main Campus Majors.....255
- HS TTN Majors.....332

TOTAL....587

- HS Main Campus Minors.....82
- HS TTN Minors.....15

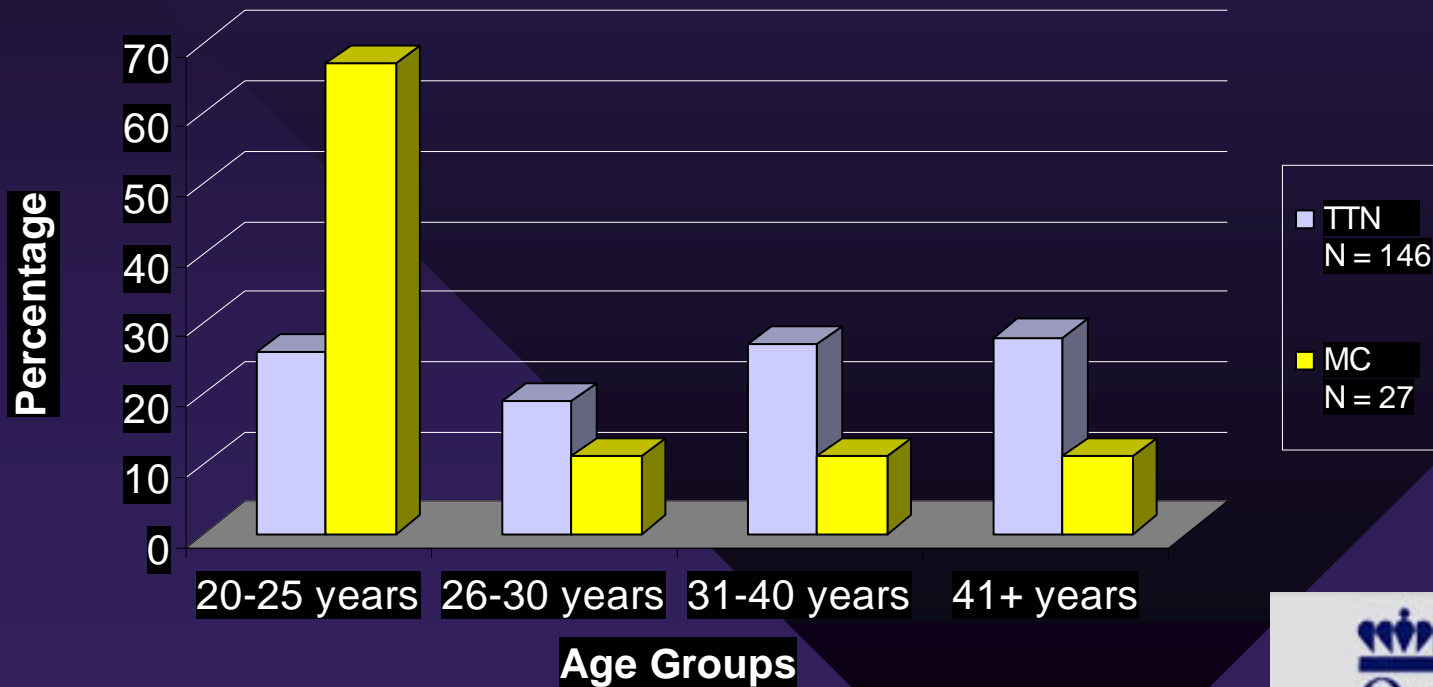
TOTAL ...97



Current Results / Findings

HS STUDENT DEMOGRAPHICS

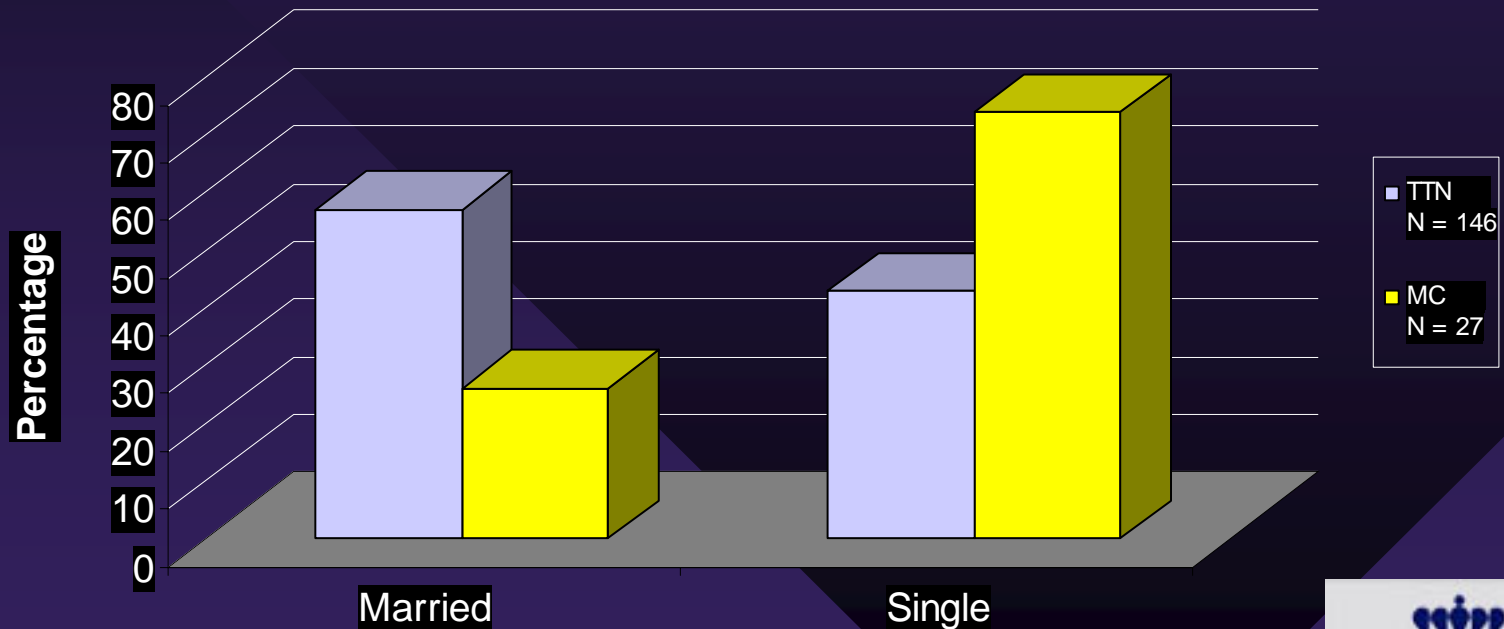
Age Distribution Comparison



Current Results / Findings

HS Student Demographics

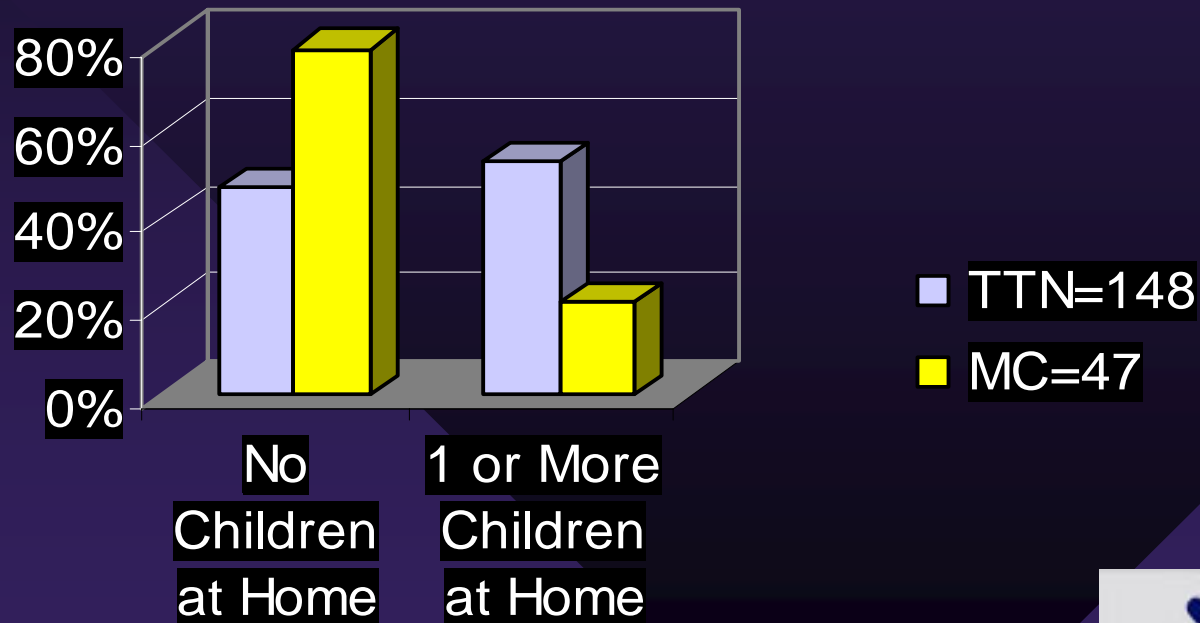
Student-Reported Marital Status



Current Results / Findings

HS Student Demographics

Children



Why offer a Summer Institute?

- Student needs
 - Curriculum design that considers age, maturity, & development
 - Flexible scheduling
 - Create rapport
 - Opportunities for personal development
 - Interpersonal skills for the profession
- Faculty needs
 - Face-to-face faculty-student interaction
 - Flexible scheduling
 - Desire to offer more experiential activities
 - Provide a main campus experience to those who may not otherwise have such an opportunity

What is the Summer Institute?

- Series of compressed classes in a one-week format
- Class starts Monday afternoon and ends Saturday morning (45 class hours)
- May take 1, 2, or 3 classes
- Complete reading & prep work in advance



Choosing & Adapting Classes

- Classes requiring interpersonal skills & opportunities to work in a group setting
 - Interpersonal Skills
 - Human Services Methods
 - Psychoeducational Groups
 - Diversity Issues in Human Services (new offering)

Choosing & Adapting classes

- Combine key lectures with
 - Group discussions
 - Exercises
 - Demonstrations & practice
 - Movie & television clips
- Concentrate on how skills taught are essential human services job skills

Timeline

- September
 - Choose courses and instructors
 - Interpersonal Skills: July 12-17, 2004
 - Human Services Methods: July 19-24
 - Psychoeducational Groups: July 26-31
 - Diversity Issues in Human Services: Aug 2-7
 - Lay groundwork with Housing and Registrar
 - Reserve classrooms
 - Create student committee

Timeline

- October
 - Create flyer
 - Design website
 - Online registration form and lots of links (i.e., course syllabi and planners, housing, restaurants, what to bring)
 - <http://www.odu.edu/hscinstitute>
 - Publicize in fall On-Air
HS TTN Informational Session



Timeline

- November
 - Distribute flyer to Site Directors
 - Make announcements in distance learning classes
 - NOTE:** Students start registering and requesting information as soon as the form appears on-line
 - Respond via e-mail to each registrant, keeping copious files

Timeline

- January
 - Send another round of brochures to sites
 - Continue responding to registrations and questions
- February
 - Committee posts updated local information on website

Timeline

- March
 - Publicize in On-Air HS TTN Informational Session
 - Send addresses of registrants interested in housing to Housing liaison who will then send housing information packets to each student
 - Update website with information on social activities

Timeline

- April
 - First week – send list of registrants, ss #s, & classes to Registrar for early registration
 - Mid month – open registration to ALL HS students, not just distance learning students
 - Send registrants e-mail regarding how to purchase books
- May and June
 - Handle problems as they arise 😊



Timeline

- July
 - Teach!
 - Run focus groups on Summer Institute
- August
 - Collate data from focus groups
- September
 - Start it all again, integrating information gained from focus groups!

Student Impressions: Learning

- “Fast,” “Easy to arrange,” “Convenient”
- “Able to focus on just one class at a time”
- Value the applied assignments over abstract papers
- Discussing material in class immediately after reading it makes the information “easier to absorb”

Student Impressions: Learning

- Enjoy “getting to know other students” in person
- Surprised to find faculty were “easy-going” and “relaxed”
- Institute “made the learning more personal”

Student Impressions: Adjustment

- Personal-emotional adjustments
 - “Fear of the city”
 - “Fear of leaving my family”
 - Need to arrange the family’s schedule and deal with childcare, elder care, & transportation issues

Student Impressions: Adjustment

- Institutional adjustments
 - Wanted more information to help them settle into the campus experience
 - Parking
 - Campus maps & tours
 - Critical of the dorm experience
 - Need for more meal options
 - Roommate conflicts

Student Impression: Development

- Self-reports that the Institute experience helped them
 - Become “more self-determined” and “more self-motivated”
 - Develop “increased self-awareness”
 - “Learn how to retain knowledge better”
 - “Improve my [sic] interactions with other people”

Student Impression: Development

- Self-reports that the Institute experience helped them
 - Begin internalizing “how to be less stressed”
- Student stories

What other courses would you like to see offered in this one-week intensive format?

All Classes	32%
Diversity	32%
Family Guidance	32%
Addictions	11%
Intro to HSC	11%
Special Education	5%
Psychology classes	5%
Child Intervention & Advocacy	5%

Lessons Learned

- Create a series of e-mails for cut-and-paste (& keep copies)
 - E-Mail #1
 - Thanks student for applying
 - Walks student through the process
 - Reminds student of need to complete all pre-reqs
 - Copy sent to student's site director
 - Sent within a week of receiving application



Lessons Learned

- E-mail #2
 - “What do I do if this class conflicts with another class?”
 - Sent in early April when students are registering for remaining summer courses
- E-mail #3
 - How to purchase books from main campus bookstore
 - How to withdraw from class
 - Listing of social activities & how to register to attend them
 - Sent in late April



Lessons Learned

- Schedule rooms FAR IN ADVANCE
- Provide a list of what to bring
- Remind students of the difference between dorm living and hotel living

Lessons Learned

- Provide social activities each week
- Arrange for parking
- Arrange access to computer labs & library

What next?

- Expand the Institute's class offerings
- Explore other possible times for an Institute
- Continue to run focus groups for student input

