Transforming Classroom Learning using New Technologies: A Blended Learning Case Study …

- If you *prefer to learn-by-doing, please pick up an HP Tablet PC* so you can participate in the demonstration of some new technologies ...

……*or* …..

- If you *prefer to learn-by-watching, please sit beside someone with an HP Tablet PC*, or in a place where you can observe others …

March 10, 2010

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RAs who are assisting today …

- Ali Daneshvar
- Ankit Kapoor
- Arnold Lai
- Bonnie Lau
- Crystal Ramkalawan
- Divya Kamath
- John Tan
- Judith But

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Transforming Classroom Learning using New Technologies:

A Blended Learning Case Study at Schulich School of Business

Jean Adams & Ron McClean
March 10, 2010

Agenda

- A brief history of technological innovation at Schulich … Ron McClean
- Blended Learning Case: Using new technologies to transform teaching and learning … Jean Adams
- Discussion, implications and questions …

Please hold your questions to the end.
Chances are we will answer many of them as the session continues.

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Before we begin, a few questions…

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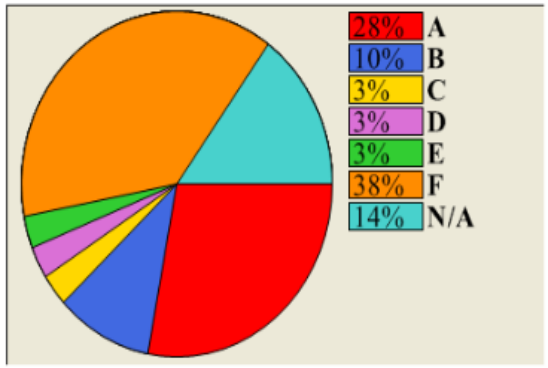
How long have *you* been teaching?

A. I have never taught
B. Less than 3 years
C. Between 3 to 5 years
D. Between 5 to 10 years
E. Between 10 to 15 years
F. More than 15 years



Answers:
A-F

Launch Poll

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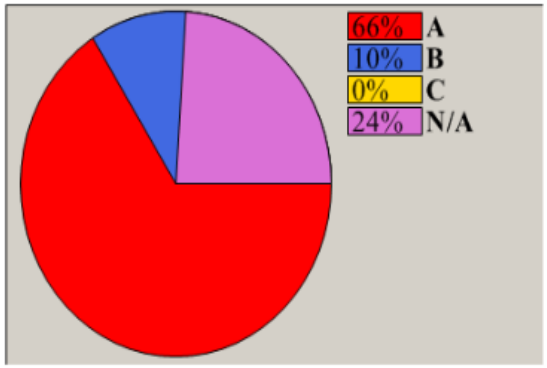
Private Notes

Are you experimenting with the integration of *new technologies* in your teaching practice?

A. Yes
B. No
C. Not sure ....



Answers:
A-C

Launch Poll

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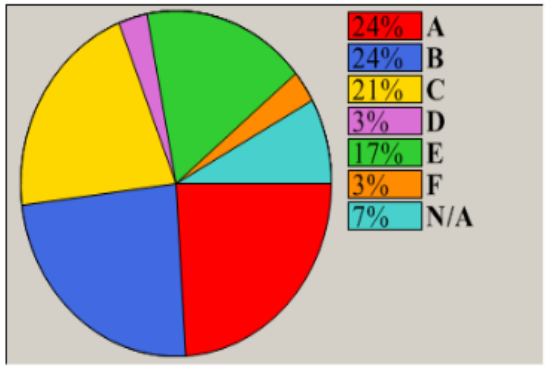
Which technology do you think *will have the biggest impact* in transforming classroom learning?

A. Cheaper computing hardware (e.g., laptops, netbooks)
B. Mobile devices (e.g., cell phones / Blackberries)
C. Web 3.0 – intelligent content
D. Holographic technology
E. "Cloud" computing
F. Other …



Answers:
A-F

Launch Poll

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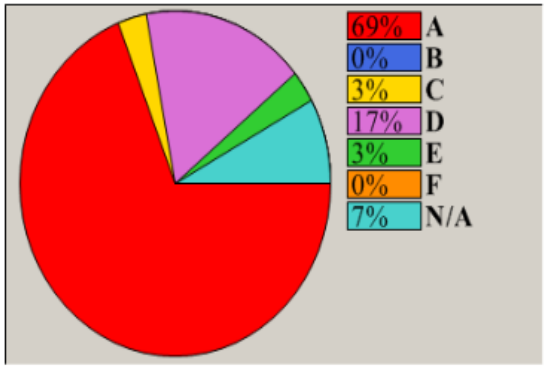
Which technology do you think *has had the biggest impact* on teaching in the past 200 years?

A. The Internet
B. Laptop computers
C. Cell phones / Blackberries
D. Blackboards / chalkboards
E. PowerPoint
F. Video



Answers:
A-F

Launch Poll

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“The blackboard revolutionized education.”

Source: http://www.ergoindemand.com/about_chalkboards.htm

About Blackboards - Blackboard Technology and Chalkboard History Advances - Windows Internet Explorer
http://www.ergoindemand.com/about_chalkboards.htm
Live Search
Bell Mail | Mail | Weather Forecast: T... | 98.1 CHFI - Toronto... | MITACS ACCELERA... | About Blackboar...
Page | Tools

When were chalkboards first used for instruction? James Pillans, Headmaster of the Old High School of Edinburgh, Scotland, is widely credited for inventing the blackboard and colored chalk which he used to teach geography.

Mr. George Baron, an instructor at West Point Military Academy, is considered to be the first American instructor to incorporate the use of a large black chalk board into the presentation of his math lessons in 1801. However, it's probable that a few other schools had access to it, also.

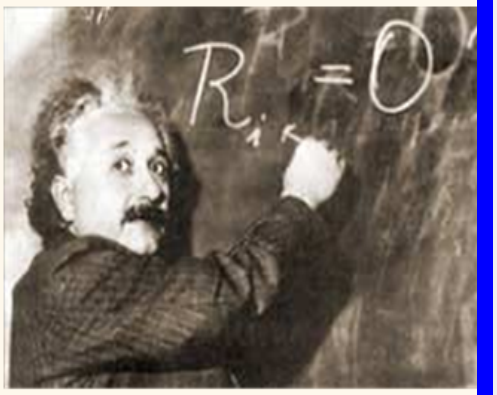
Thanks to such "out of the box" thinking on the part of a few instructors, the benefits of chalk and blackboards became clearly apparent.

Schoolhouses across America that could afford the slate material adopted the medium because it saved teachers re-writing and allowed them to educate larger numbers of students easily. Large-size slabs of slate boards were ordered and shipped across America via the ever-expanding railroad systems.

Even single-room schoolhouses in far rural areas of the country began enjoying the use of this innovative teaching tool. By the mid-1800s, a blackboard was to be found in almost every school and had become the single most important educational tool. Chalk boards remained the primary all-around educational fixture in schoolrooms and businesses for almost 200 years. Even the corkboard wasn't invented for presentations until 1891.

These boards became equally important in business offices. Blackboards soon became equally important in business organizations, as well as in the fields of math and science, long before the materials were even invented from which whiteboards could be manufactured. Thanks to the chalk board, not only were large amounts of people in the same room able to be presented with the same material all at once, but these boards also became a method of working out long strings of problems and "brain storming" new concepts among several people at once.

Some people, like the famous fellow at right, were known to do some of their best work on black boards!



Albert Einstein

Link to this screen

Internet | Protected Mode: Off
135%

A Brief History of Technological Innovation at Schulich …

A Brief History …

- *Blackboards and chalk*
  - Allows “participative” note taking
- *Overhead projectors*
  - Use of acetate rolls
    - Still participative
  - Acetate slides
    - Fixed presentations and annotations
    - Hard to take complete notes
- *SliTex, Harvard Graphics and PowerPoint*
  - Turn lectures into presentations
  - Limited by producing physical slides

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A Brief History …

- *Computer projectors*
  - First ones were for teaching computer programming
  - Projected presentation screens became the dominant form of use
- *Learning Space, Course Material Databases* (1997)
  - Primary use is to distribute slides and readings
    - Slides to be printed before class and annotated for notes
  - Other uses include bulletin boards, discussion spaces, grading and gradebooks
- *Internet Access in classrooms* (Fall, 1999)
- *NewMindSets online content* (Fall, 2000)
  - Presented management education material in ways suited to online reading and interaction
    - Learning “bytes”, pictures.

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Welcome to SSB-NewMindsets Online Learning - Windows Internet Explorer

http://bba.nms.schulich.yorku.ca/index_bba.asp

Live Search

Welcome to SSB-NewMindsets Online Learning

Page Tools

Schulich School of Business York University

NewMindsets

your notebook directory

home | course directory | table of contents | logout

WELCOME TO SSB-NEWMINDSETS ONLINE LEARNING

Hot Tip

Be aware of the system features that can maximize your learning.

take me there ! ➔

QuickPoll

Which ONE of the following list of "mulitple forms of intelligences' would you say is your personal strength?

- logical-analytical intelligence
- creative intelligence
- intuitive intelligence
- social intelligence
- emotional intelligence
- numerate intelligence
- literate (linguistic) intelligence
- holistic intelligence
- pracitcal (kinesthic) intelligence
- moral ethical

In this fast-paced constantly changing world, continuous learning is essential. This web-site has been designed to provide learning support for the lectures, tutorials, and assignments in *Managing Contemporary Enterprise* (Mgmt 1000). It also can be used to support learning and development on a range of topics you may wish to cover even though they are not included in this course.

Please click any of the topics or icons on this page to get started . . .

Lecture Resources

Business Plan Team Project Resources

Message from Professor Adams

Tutorial Resources

Personal Competence Development Project Resources

Your Learning Journal

See the complete survival kit?

Go to your personal Course Directory?

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Internet | Protected Mode: Off

100%

A Brief History …

- *New Building* (2003)
  - *Wireless* access in all classrooms
  - Complete presentation systems in all classrooms => *PowerPoint for all !!*
- Fall 2006 – redesigning MGMT 1000
  - *Moodle*
    - Sort of an open source version of CMDs, but with lots of added features, nicely done, fully web-based
    - Used elsewhere in the university
  - *On-line course evaluations*
  - *Clickers* (personal response units)
    - Worked, sort of, for polling in class
      - Adds more student interactivity to class
      - Too intrusive

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A Brief History …

HP Technology for Teaching Research grant Program

- Program has been running for 5 years
- Participants are invited to submit a proposal
  - For example, 44 "Higher Ed" awards were granted to university/colleges throughout the world two years ago (2007)
    - 3 in Canada; Mostly engineering, computer science & science schools; Very few business schools
- *ROUND 1 – Fall 2007*: We competed for, and received, a grant for 2007, based on that proposal.
  - 21 tablet PCs (with extra batteries and cart); Wireless router, printer, digital camera; Cash support for incidentals
- *ROUND 2 – Fall 2008*: We were invited to submit a proposal, based on the success of our first award, for Technology for Teaching Leadership Award
  - Only past T4T award winners could compete
  - Only 10 were awarded in North America, only 1 in Canada – us
  - Brought 42 new tablets

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Old Pedagogy: “Bucketfilling”

Definition of a Lecture:

From the notes of the professor
To the notes of the student
Without going through the heads of either

Gareth Morgan (1972)
Distinguished Research Professor
Schulich School of Business

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Old “Teaching” Pedagogy

1. Instructor makes notes ahead of class
2. Instructor copies notes to blackboard, perhaps improvising around them
3. Students copy notes into real notebooks, perhaps annotating as they go
   - *Powerpoint simplifies steps 1 & 2*
   - *LMS can simplify part of step 3*, but you need to “freeze” the slides, and students need to download them ahead of time, and print them to annotate

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Our Challenge: Creating "Collaborative, Interactive Learning" Environments

- Challenge has been to engage the student – make the class more interactive

- In 2006 and 2007:
  - *We pioneered in the use of "clickers"* to enhance classroom interactivity in MGMT 1000, *but found them somewhat intrusive.*
  - We wanted to create learning environments with opportunities for more collaborative groupwork and more interaction between students.

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Creating "Collaborative, Interactive Learning" Environments at SSB

- In 2008 and 2009:
  - We trialed DyKnow collaborative software in conjunction with NewMindsets.
  - DyKnow allows:
    - Real-time annotation of slides as they are presented to the students
    - Less intrusive polling – a popup screen on a laptop
    - Group work and sharing of workspace screens
    - (…*Jean will be demonstrating this today …)*

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Dyknow Software - *Website*

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Link

Dyknow Software – *Some features*

- Promotes shared learning sessions
  - Between lecturer and student primarily
    - Slides can be automatically downloaded, and annotated for note taking with tablets and laptops
    - Sessions are stored for each individual on an SQL Server – can be replayed later, from anywhere
    - Has an easy-to-use query feature (replaces “clickers”)
  - Among students
    - Can be used to randomly assign work groups
    - Promotes shared workspaces between work groups

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Creating "Collaborative, Interactive Learning" Environments at SSB

New Technology Infrastructure was required:

- Dyknow provoked investment in new technologies (2008)
  - New server with SQL Server running
  - *Beefed up wireless* capacity in McEwan auditorium
    - Went from 1 access point to 3 access points
  - ➔ we generally have 200 simultaneous wireless connections in McEwan (a record!)
    - A "sea" of laptops

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Summary: Creating "Collaborative, Interactive Learning" Environments

- We've found the most effective *combination of new technologies* for creating a highly collaborative and interactive classrooms is:
  - *HP Tablets* for pen-based annotation
  - *DyKnow collaborative software* that includes polling, grouping and many other features
  - *NewMindsets* online content for supporting individual and collective learning before, during and after class

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Blended Learning Case: Using new technologies to transform teaching and learning at SSB…

Live demonstration

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… just for fun!

I’m creating random virtual teams now.

… Say “hello” to your teammates …

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Some Background:
Managing Contemporary Enterprise

- Introductory core undergraduate course
- Approximately 400 incoming students
- Tuesday classes in McEwan auditorium
- Thursday tutorials (25 students)

Some Challenges / Opportunities:

- 16 to 19 years “young”
- *Different skill levels & expectations*
- *High achievers* - “A” students with entrance scholarships
- *Digital natives!*

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Say goodbye to your colleagues

I’m closing the online chat …

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Pedagogical Shift

Our primary teaching aim was to move

FROM ….

- An instructor-in-control approach

TO …

- A learner-in-control approach

EMPLOYING

- A “soft-skills learning triangle” methodology

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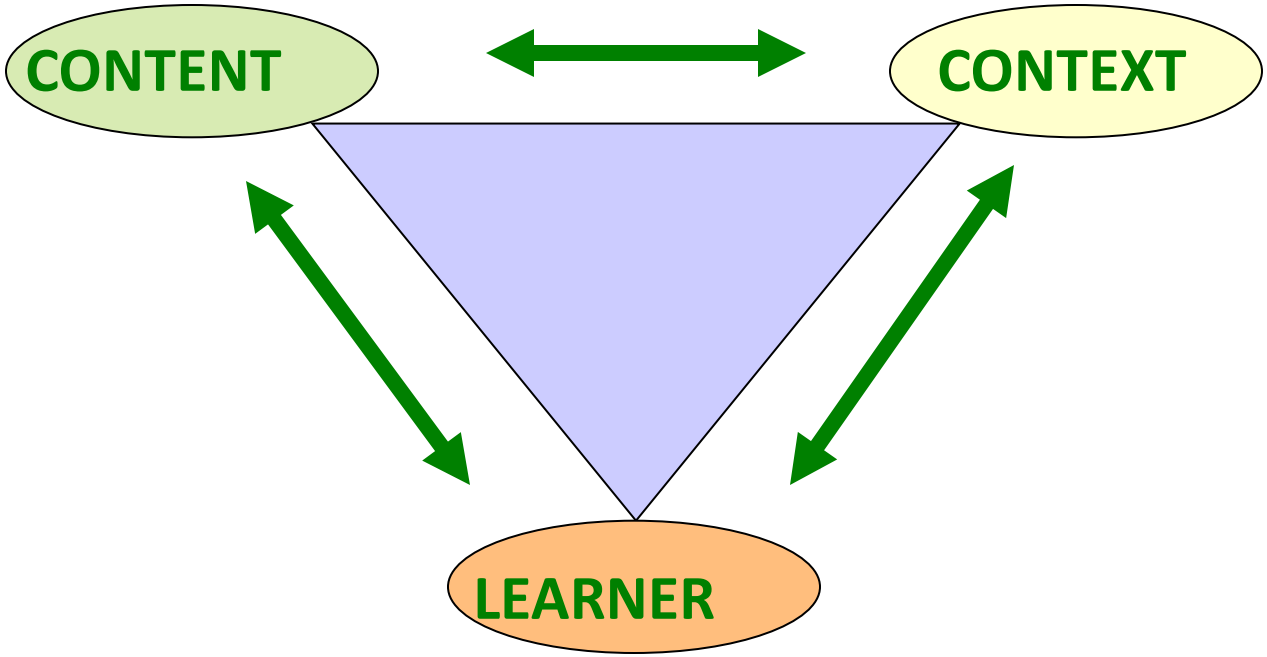
Soft-skills Learning Triangle



(Adams, 2004)

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We have been using various learning technologies to shift to a more learner-controlled pedagogical approach using the Soft-skills Learning Triangle as our guiding principle…

Use Technology As A Catalyst For Learning

Learning objectives

Basic concept

Technology: A powerful force for change

Cases where technology is catalyzing learning
-Knowledge network at Arthur Andersen
-Virtual teams at BP
-"Informating" at Washington DC Hospital

Applying these ideas

Tips and tactics

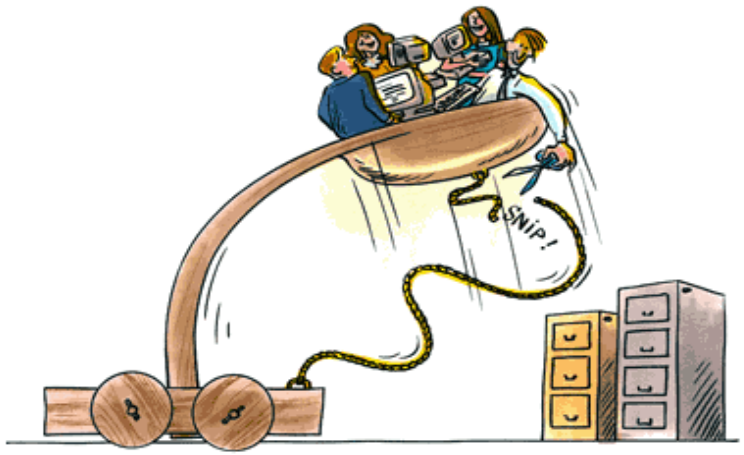
References

See your notes on this item?

Author Information

USE TECHNOLOGY AS A CATALYST FOR LEARNING

New technologies create many new learning opportunities. They can help people catapult themselves into "knowledge work" and develop new capacities for success in a knowledge economy.



Web-technologies I'm using to empower learning:

- ***NewMindsets***
- ***CareerLeader College***
- ***InterviewStream***
- ***Moodle***
- ***Mahara***
- ***Turnitin***
- ***DyKnow***

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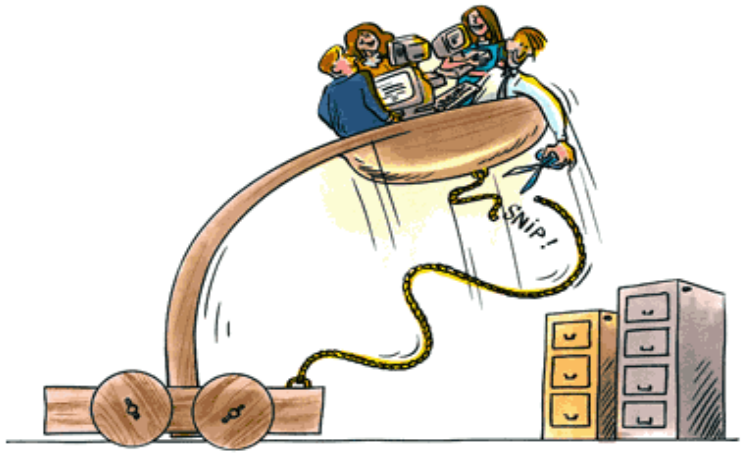
Use Technology As A Catalyst For Learning - Use Technology As A Catalyst For Learning - Windows Internet Explorer
http://bba.nms.schulich.yorku.ca/worldknowledge/catalyst/catalyst1.asp
Live Search
Use Technology As A Catalyst For Learning - Use ...
Page Tools

Use Technology As A Catalyst For Learning
Learning objectives
Basic concept
Technology: A powerful force for change
Cases where technology is catalyzing learning
-Knowledge network at Arthur Andersen
-Virtual teams at BP
-"Informating" at Washington DC Hospital
Applying these ideas
Tips and tactics
References
See your notes on this item?
Author Information

USE TECHNOLOGY AS A CATALYST FOR LEARNING

✓ *technologies I'm using today ...*



- ***NewMindsets*** ✓
- ***CareerLeader College***
- ***InterviewStream***
- ***Moodle***
- ***Mahara***
- ***Turnitin***
- ***DyKnow*** ✓

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Done
Internet | Protected Mode: Off
100%

…*DyKnow* walk-about-moderator with an *HP Tablet PC*

… gives me the freedom to teach-on-the fly …

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I login to:

- the console computer and…
- my HP Tablet.

I can access slides and features from anywhere in my classroom …

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My Prior Dilemma:

Should I post slides before or after class?

Now my class slides are projected on the student laptops in real-time …

… where students can annotate my slides with their comments and private notes in classes and tutorials

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DYKNOW - [Nov 25 IST 1000 A]

Home | Insert | Authoring | Session | View

Pen | Eraser | Color/ Thickness | Highlighter | Full Panel Text | Selection | Answer Box | Text Box | Paste | Cut | Copy | Delete | Start Session | Poll Participants | Manage Panels | Share Control | Request Status

Last Colors Used | Basic Editing | Input Boxes | Clipboard | Interaction

My DyKnow | Nov 25 IST 1000 A

Private Notes

Exercise: Surface And Change Assumptions - Assumptions In Conversation - Windows Internet Explorer

http://bba.nms.schulich.yorku.ca/worldknowledge/surface/surface3.asp

Instructor content is presented here …

New Mindsets

home | course directory | table of contents | logout

Exercise: Surface And Change Assumptions

Basic concept

Examples:
- Reinventing the automobile industry
- Assumptions in conversation

Overview of the exercise
- Part 1
- Part 2

Do you want to learn more?

Other resources

See your notes on this item?

ASSUMPTIONS IN CONVERSATION

Communication between people is heavily based on implicit assumptions.

Two different frames: miscommunication and tension arise

Conversations often get confused, send the wrong messages, or take off in inappropriate directions because people are operating on different assumptions. Consider the following example:

A project manager asks a co-worker, "How are you doing?"

The other person responds, "I'm feeling much better now..."

"Not you," says the project manager. "I mean how is the project coming along?"

"Boy is he insensitive" thinks the co-worker. "All that matters is the job."

"He's so self-centered," thinks the project manager. "He's always just concerned about himself."

Needless to say, relations between the two continue to be tense. If they were more aware of underlying concerns and assumptions, relations could improve.

Go to exercise?

http://bba.nms.schulich.yorku.ca/worldknowledge/surface/surface3.asp

NMS

Student private notes are captured here …

Private Notes | Chat | Filmstrip

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Current Tool: Pen

Modified | 19/42 | Online as: jadams

DyKnow polls are used for:

- Promoting discussion and learning
- Testing student comprehension
- Monitoring student well-being
- Soliciting immediate feedback

Here are some examples …

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… promoting discussion and learning

Q5. Which of the following do *you* think is keeping CEOs up at night?

A. Developing "talent" to run the business
B. Making a bigger profit
C. Concerns about the environment
D. Worries about the competition
E. Managing stakeholder needs
F. Expanding globally

Answer	Count	Percent
A	11	10
B	17	16
C	4	4
D	10	9
E	1	1
F	10	9
N/A	55	51

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… testing student comprehension

Corporate Social Responsibility (CSR) is:

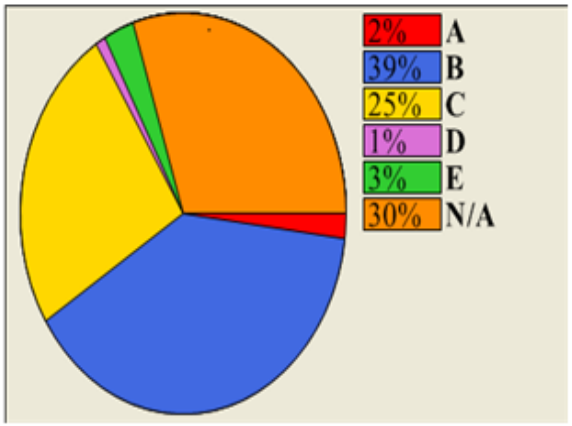
A. The need for companies to give large sums of their funds to charity…

B. The initiatives taken by companies to show how they give back to their communities…

C. The situation where companies are judged "not just by the products and profits they make, but also by how those profits are made"

D. The way companies support volunteer-ism

E. None of the above



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… monitoring student well-being

DYKNOW - [DyKown Demo (Nov 11-08)]

Pen | Eraser | Color/ Thickness | Highlighter | Full Panel Text | Selection | Answer Box | Text Box | Line | Rectangle | Straight Line | Table | Arrow | Circle | Paste | Delete

Last Colors Used | Basic Editing | Input Boxes | Shapes | Clipboard

DyKown Demo (Nov 11-08)

How are *you* coping with the challenges of university?

A. *Extremely well* - I love university!

B. *Good* - I'm surviving

C. *So-so* - some days are better than others

D. *Not very well* - I'm overwhelmed

E. *Don't know* - I'm so confused …

Answer	Count	Percent
A	15	9
B	47	28
C	61	36
D	21	12
E	4	2
N/A	20	12

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Private Notes

Private Notes | Chat | Filmstrip

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Current Tool: Pen

Modified | 11/39 | Offline

DYKNOW - [DyKown Demo (Nov 11-08)]

Home Insert Authoring View

… preparing students for mid-term grades

Pen Eraser Color/ Thickness Highlighter Full Panel Text Selection Answer Box Text Box Line Rectangle Straight Line Table Arrow Circle Paste Delete

Last Colors Used | Basic Editing | Input Boxes | Shapes | Clipboard

DyKown Demo (Nov 11-08)

How do *you* think you did?

A. A+

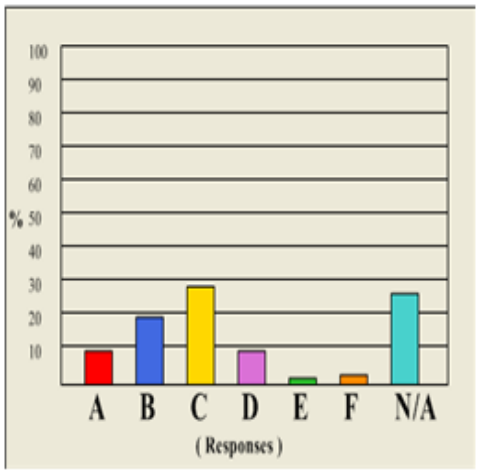
B. A / A+

C. B / B+

D. C / C+

E. D / D+

F. > D



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Private Notes

Private Notes Chat Filmstrip

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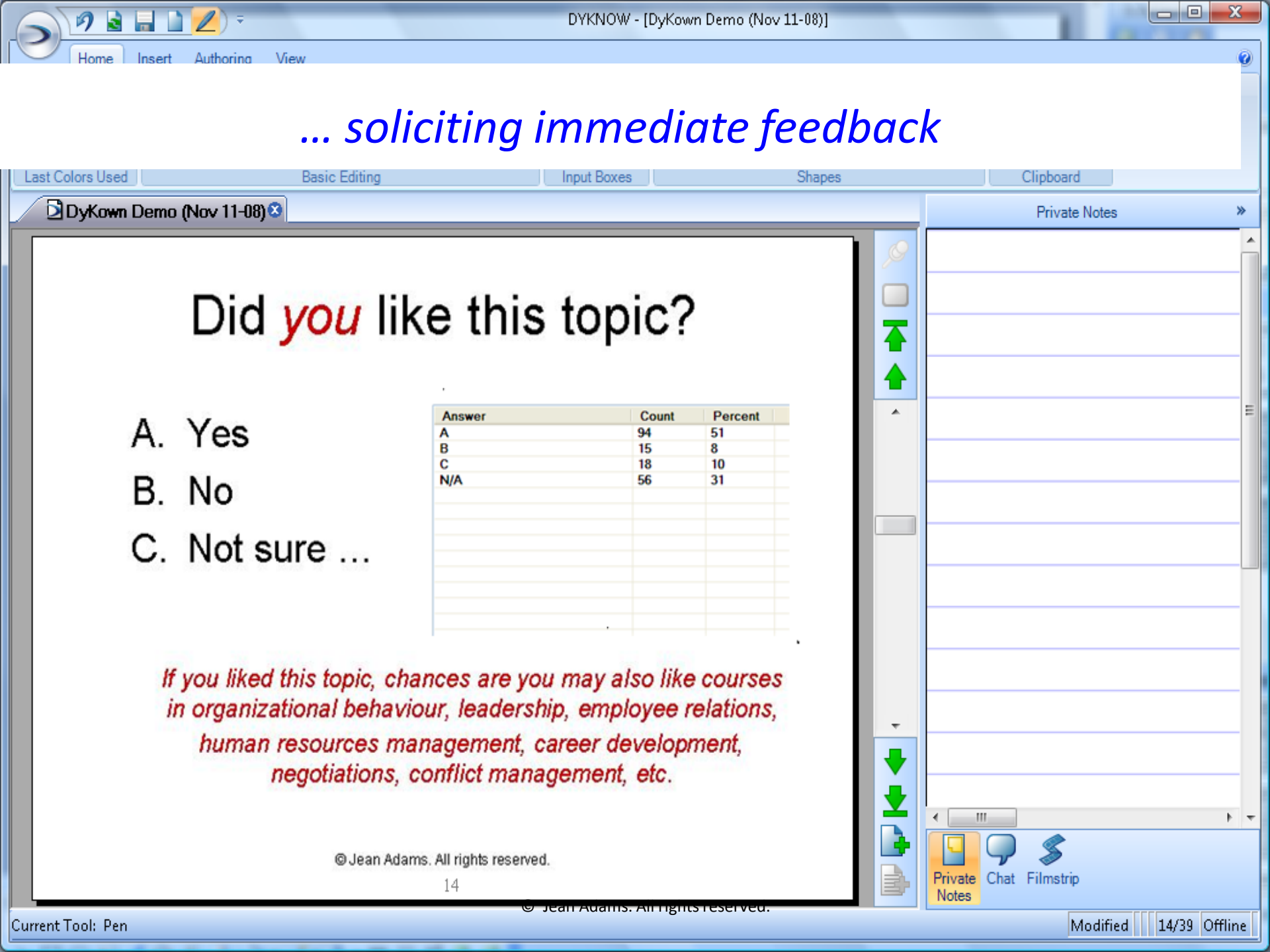
Current Tool: Pen

Modified 13/39 Offline

… soliciting immediate feedback



Live weblinks are embedded in my class slides …

Here are some examples …

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… Integration of pre-assigned readings and content covered in class

Empower People To Make A Difference
Learning objectives
Basic concept
Why many empowerment programs fail
Two views of empowerment
Creating "space" for empowerment to emerge
A case study: GE's Work-Out program
Some guiding principles
Applying these ideas
Tips and tactics
References
See your notes on this item?
Author Information

EMPOWER PEOPLE TO MAKE A DIFFERENCE

In today's world responsibility and decision-making needs to be located as close to the action as possible. This means that organizations have to create contexts where people are encouraged to step forward and use their skills, insights and intelligence to make full and effective contributions.

See why empowerment programs often fail?

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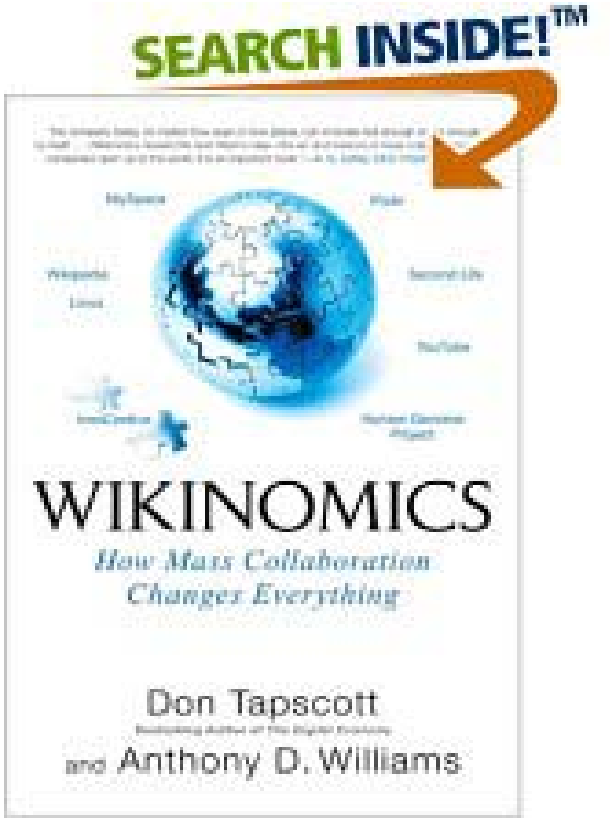
…providing links to additional content for those interested in learning more



Wikinomics: How Mass Collaboration Changes Everything

by Don Tapscott and Anthony D. Williams

Source: Amazon.com

Link

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… providing links to other technologies we're using in the class …

InterviewStream

Please welcome

Lyla Khorani & Lisa Pierosara

Link

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… delivering information to support student announcements and events …

Hi Prof Jean Adams!

This is Arnold and Zayna, first year reps for CSRS and also your MGMT 1000 students. As per our discussion last week, this is just a reminder that we would like to speak in front of MGMT 1000 for 2 minutes on Tuesday November 4th to promote the CORE Conference.

If you could please add a slide in Dyknow with this link http://csrsociety.com/ that would be great!

Thanks a lot!

Syeda Zayna Ali and Arnold Lai

Link

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Individual work is showcased *in real-time* …

Here are some examples …

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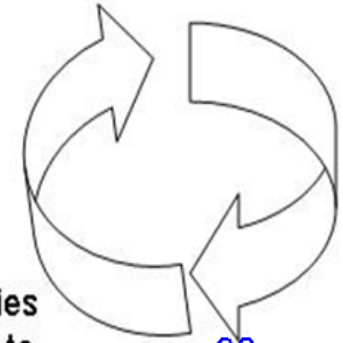
DYKNOW - [Oct 7 A Submitted Work 4]
Home Insert Authoring Session View
Pen Eraser Color/ Thickness Highlighter Full Panel Text Selection
Answer Box Text Box
Paste Cut Copy Delete
Start Session Poll Participants Manage Panels Share Control Request Status
Last Colors Used Basic Editing Input Boxes Clipboard Interaction
My DyKnow Oct 7 A Submitted Work 4
Private Notes

Please fill in the blanks and SUBMIT your work

5 _____ % of companies that tell customers about the changes being made as a result of their feedback

95 _____ % of companies that measure customer feedback



50 _____ % of companies That give the information to employees

10 _____ % of companies that set up action teams to implement the action plan

30 _____ % of companies that use the feedback as part of their action planning

Maximizing the Value of Customer Feedback
(Mahajan, 2007)

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...a spot quiz...

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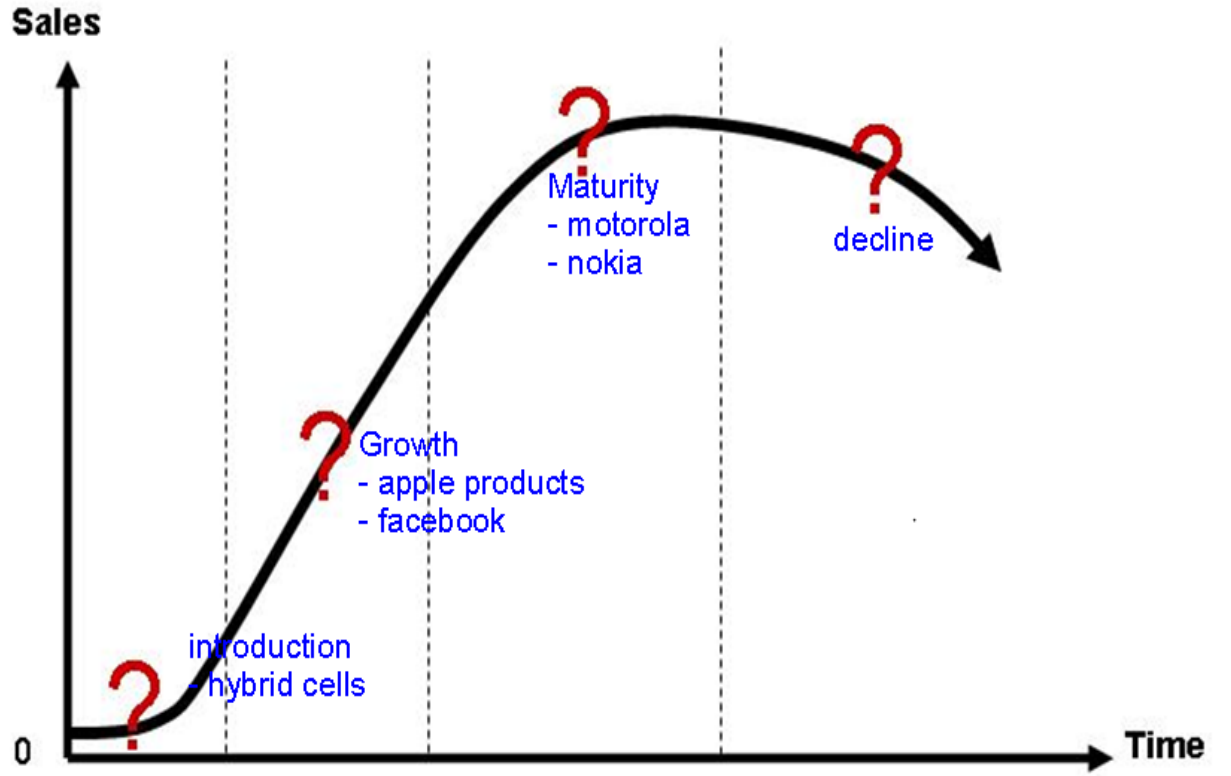
Private Notes Chat Filmstrip
Current Tool: Pen Modified 22/138 Online as: jadams

Team Assignment: Work together to list some products and services that fit each stage of the Product Life Cycle & have ONE person submit for the team …



Submit your work…

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Private Notes

…a short exercise…

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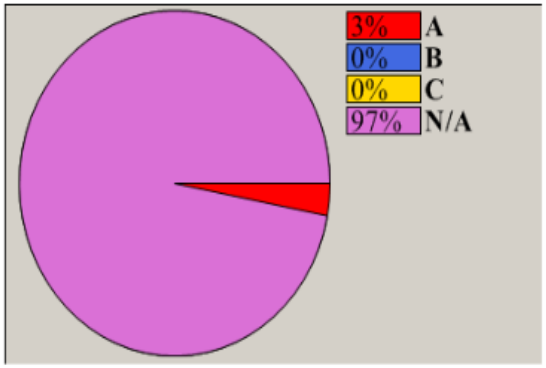
So far, how do you feel about the ways I'm using new technology?

A. *This is fun* – wish we had it when I was taking courses

B. *I'm not sure yet* – what else can you do?

C. *It's not for me* – way too much technology!



Answers:
A-C

Launch Poll

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Group exercises are completed online and presented *in real-time* …

Here are some examples …

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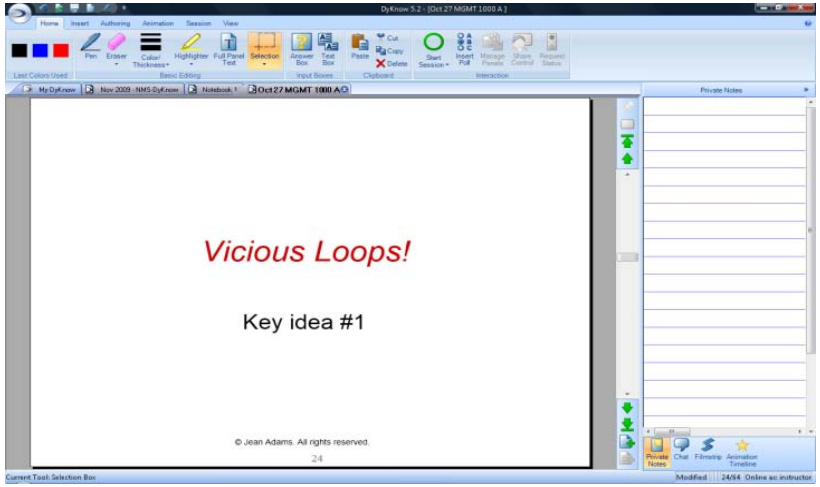
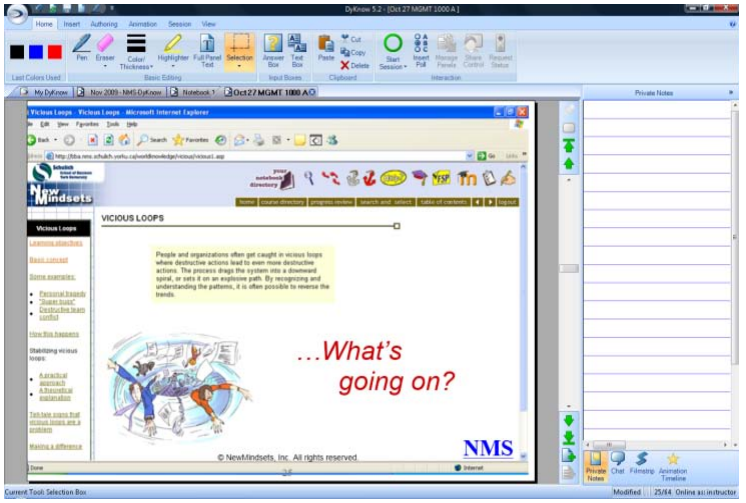
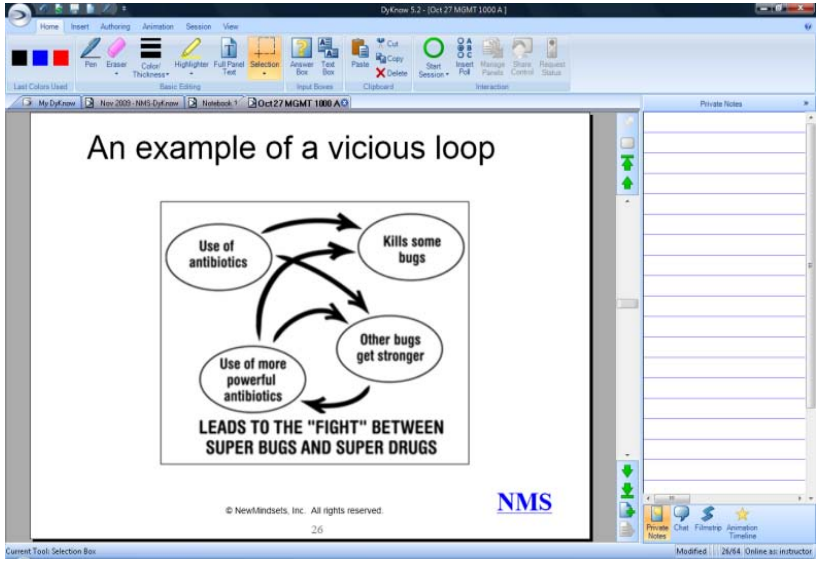
Step 1: Introduce the topic



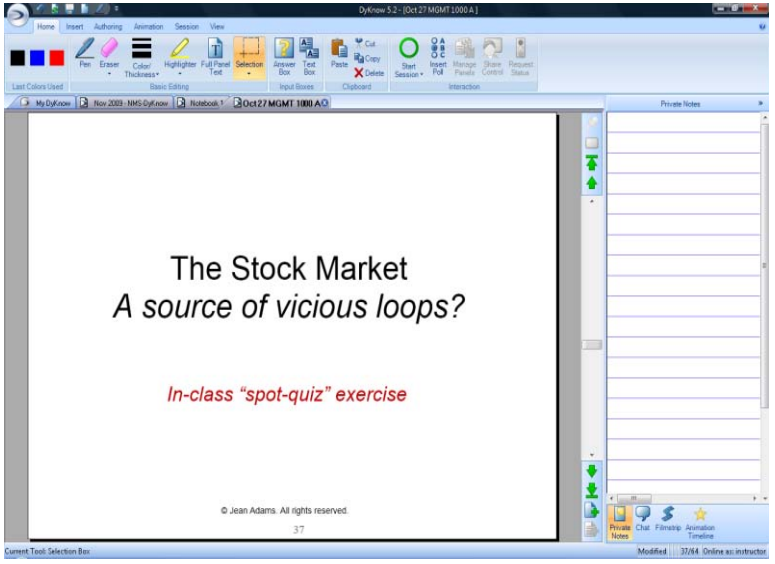
Step 2: Cover the content



Step 3: Give an example



Step 4: Apply the ideas



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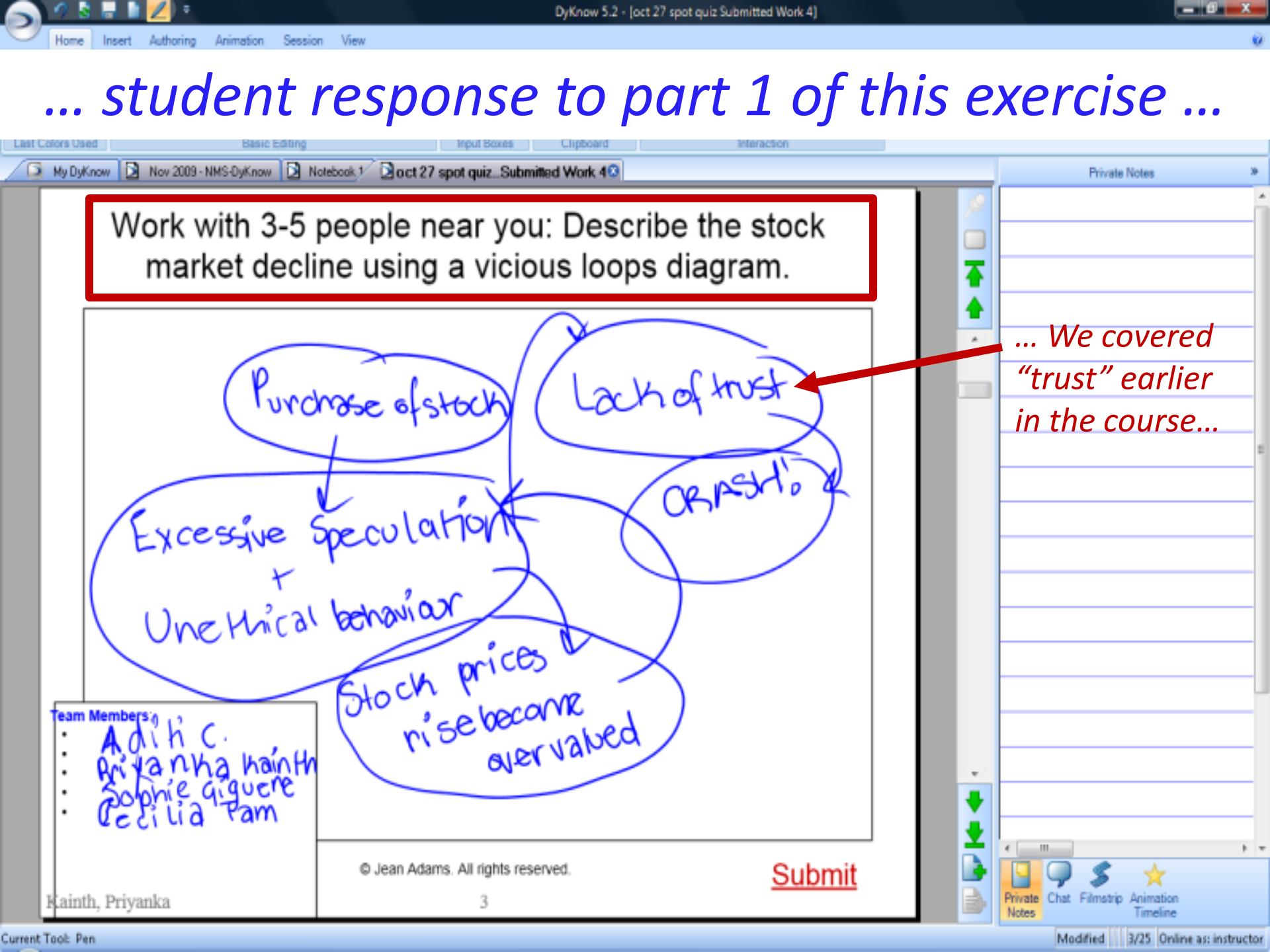
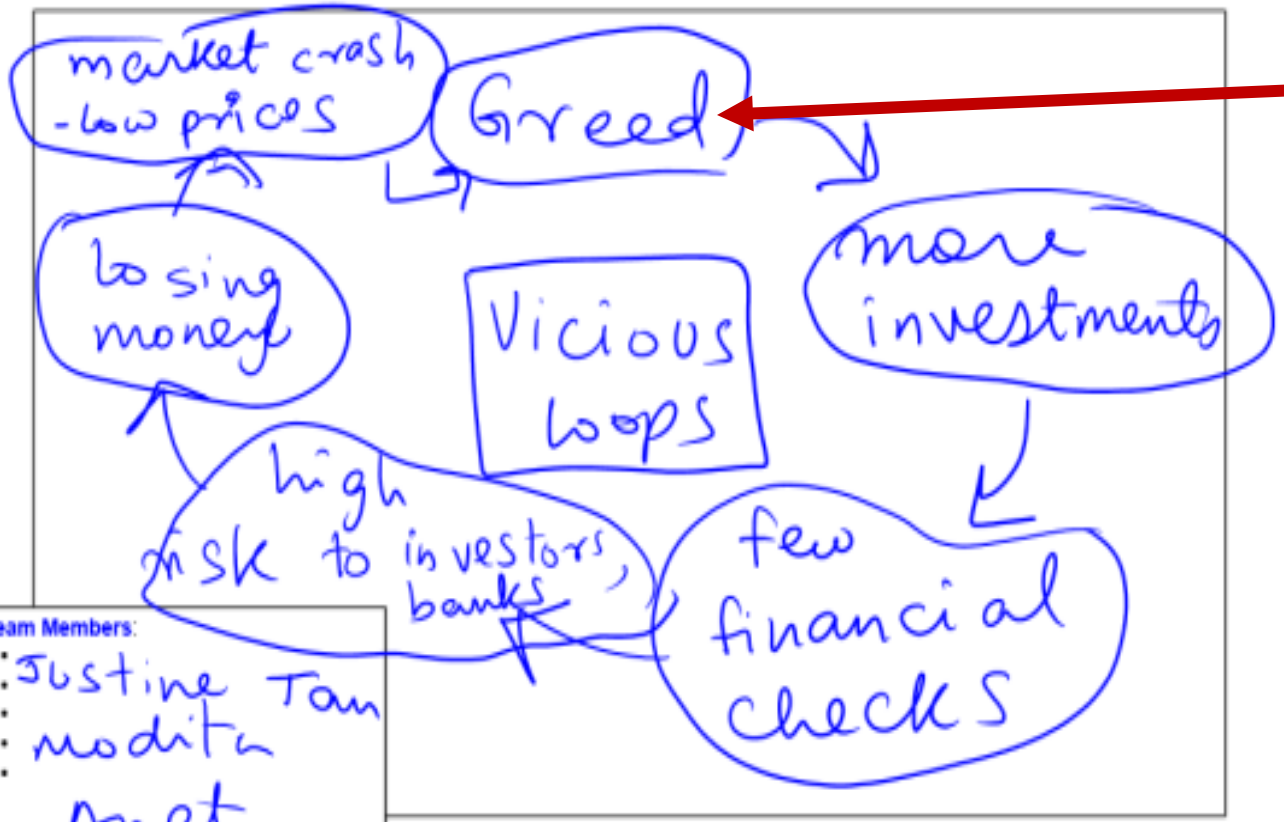
… student response to part 1 of this exercise …



Work with 3-5 people near you: Describe the stock market decline using a vicious loops diagram.



Team Members:
Justine Tan
Mudita
Amet

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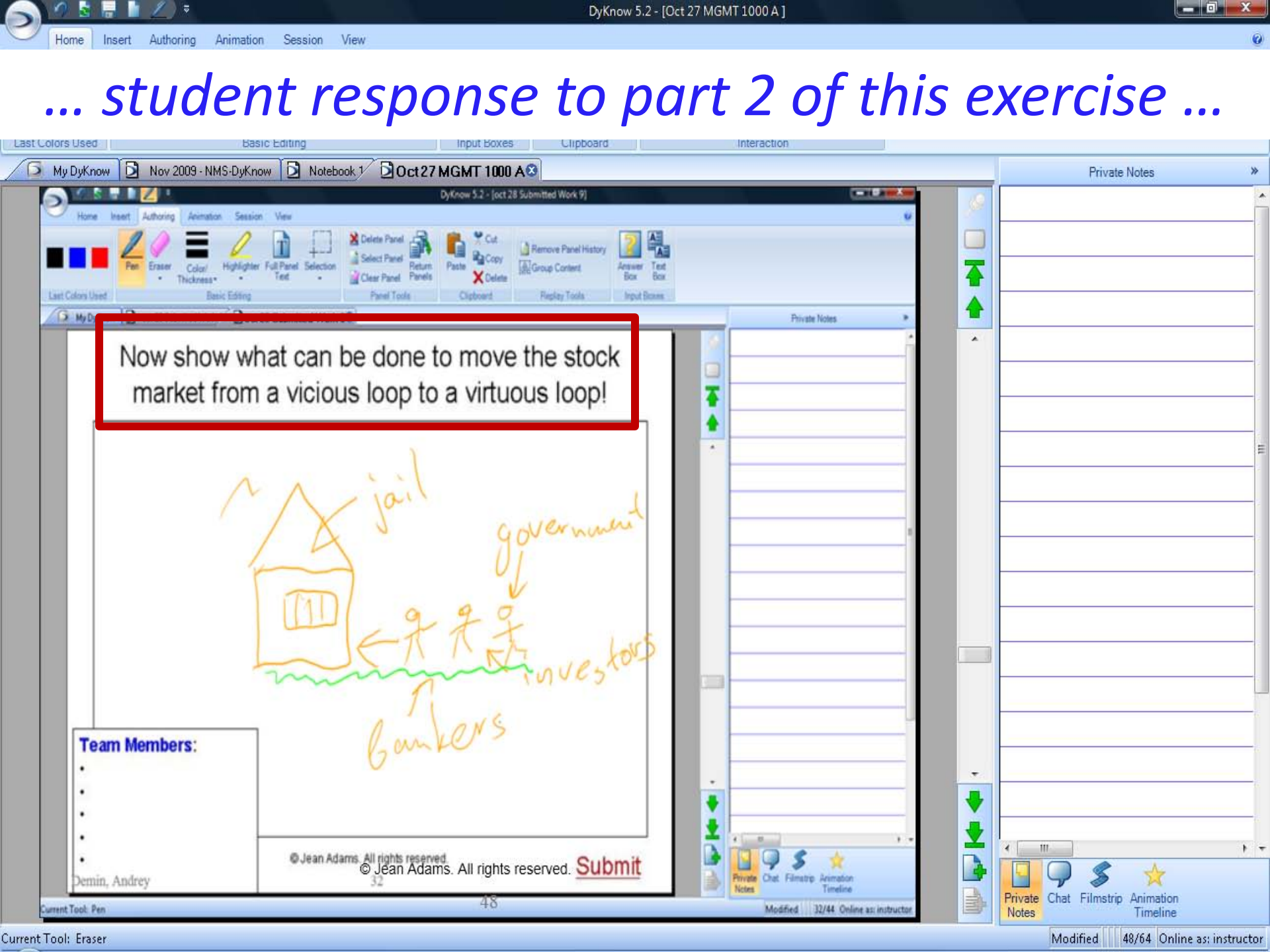
Submit

… "Greed" was a new idea from the students …

… student response to part 2 of this exercise …

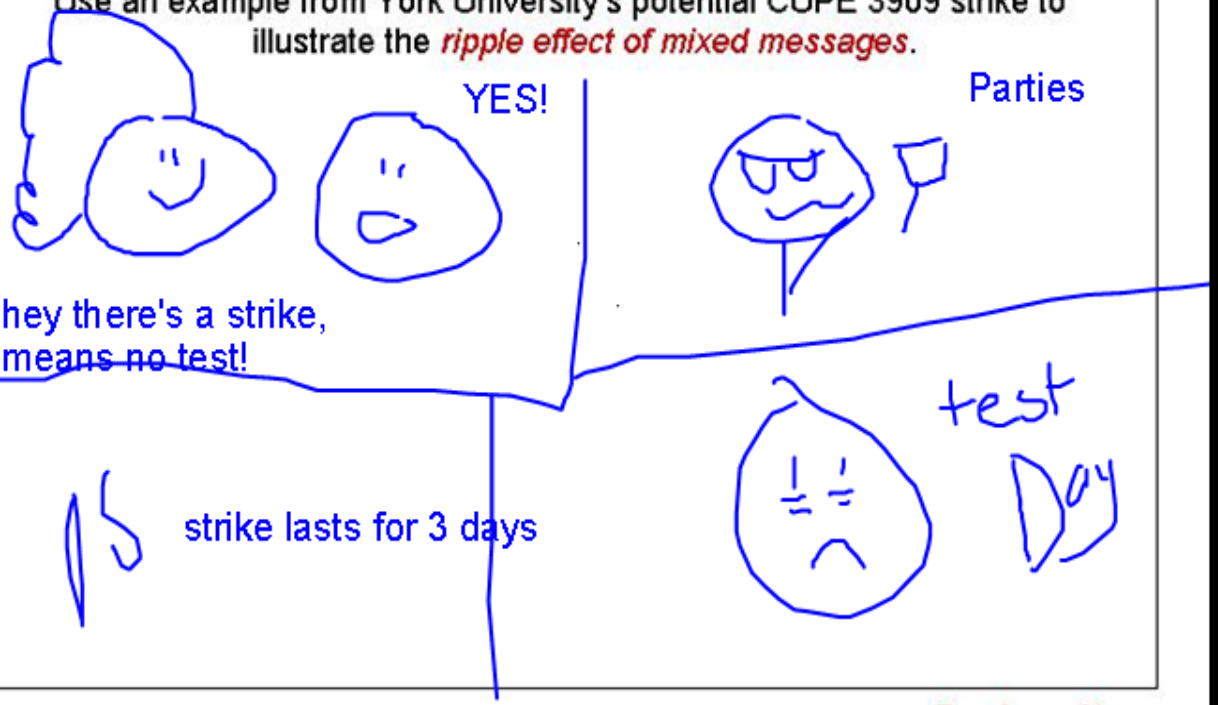


DYKNOW - [DyKown Demo (Nov 11-08)]

… another example of an exercise from the previous year …

Exercise: Ripple effect

Use an example from York University's potential CUPE 3909 strike to illustrate the *ripple effect of mixed messages*.



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Submit

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Private Notes Chat Filmstrip

Current Tool: Pen Modified 21/39 Offline

…Using the “submit panel” feature for review…

It’s your turn now …

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Review: Key ideas from today's session

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Submit

DYKNOW - [DyKown Demo (Nov 11-08)]

Home | Insert | Authoring | View

Pen | Eraser | Color/ Thickness | Highlighter | Full Panel Text | Selection | Answer Box | Text Box | Line | Rectangle | Straight Line | Table | Arrow | Circle | Paste | Cut | Copy | Delete

Last Colors Used | Basic Editing | Input Boxes | Shapes | Clipboard

DyKown Demo (Nov 11-08)

Private Notes

Review: Three key ideas from today's class

1. Exit (always have it)
2. Trust! (can't buy or sell)
3. Always consider ripple effect (small changes – large effects)

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Submit

admin12 32

...main points can be "reviewed" the following week ....

Private Notes | Chat | Filmstrip

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Current Tool: Pen | Modified | 32/39 | Offline

Are the changes making a difference?

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… Students send me notes like this …

"Hi Professor Adams,

I just wanted to thank you for teaching me last semester (MGMT 1000) and to let you know that I had a great experience. *When the course first started I was initially skeptical* since some course concepts seemed very basic and simple, but I now realize that while this is true, people rarely take the time to logically examine these issues and come up with solutions, which this course taught me to do. As well, looking back, it's amazing how applicable the material covered in management class is in so many different situations. Terms and concepts learned come up in classes ranging from organizational behaviour to accounting.

I also appreciated the technological aspects of the class …. I really appreciated the usage of *NewMindsets*. As I am prone to be on the computer and online, it was very convenient and even provided motivation to complete the readings since they were so easily accessible. I also really enjoyed the ability to write the midterm on the computer and also the final exam format … I felt it was very fair and really tested someone's knowledge.

I really enjoyed the experience of completing the PCDP as well. The project's concept is ingenious. I treated it as an opportunity for self-development as opposed to just another project and was surprised by how much it helped me view opportunities in my life. …"

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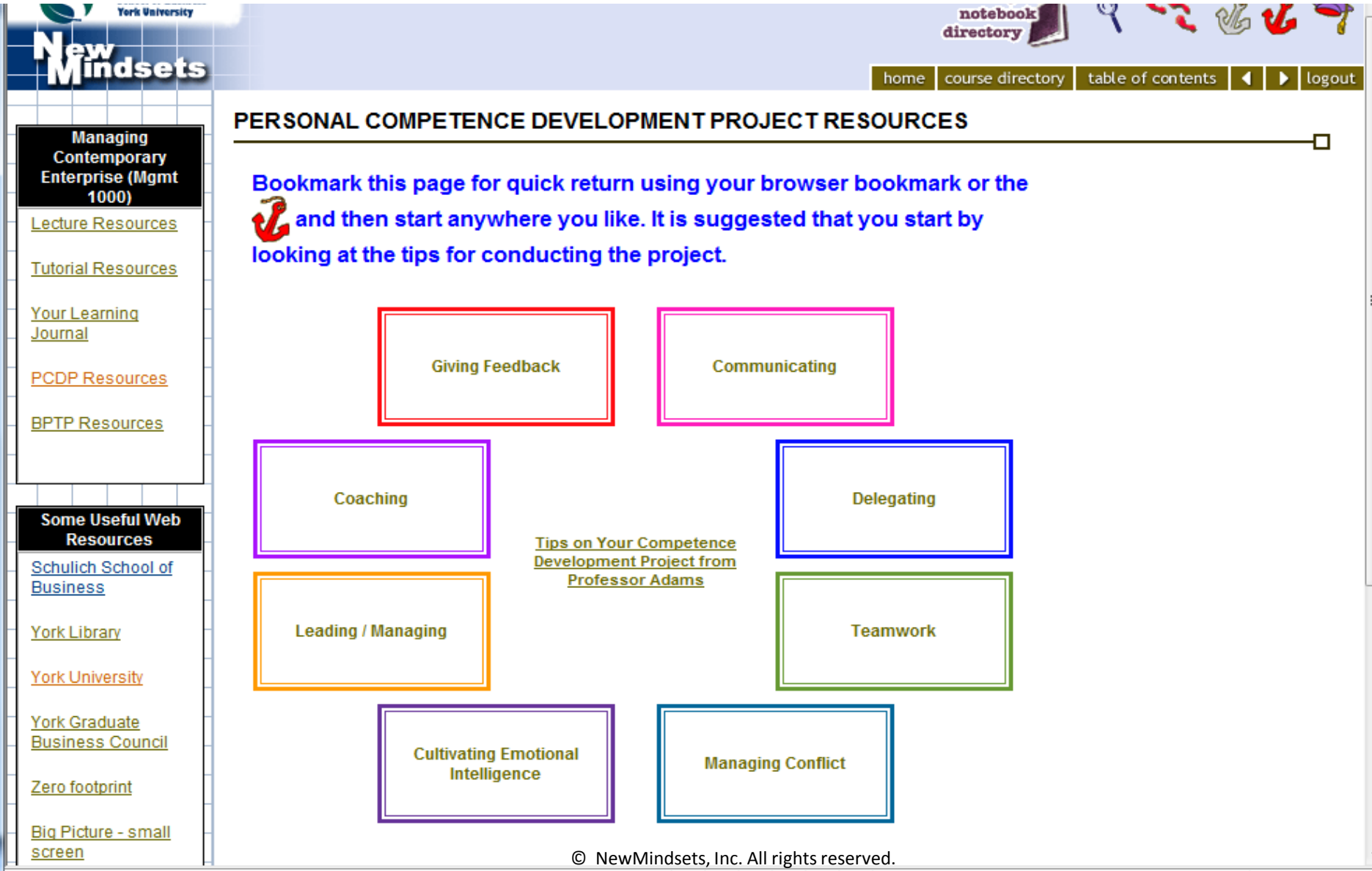
… some examples of student work on self-directed skill development projects helping first year students get summer jobs and internships …



YFile - Schulich's e-Host team heads to national Enterprize competition in Vancouver - Windows Internet Explorer

… first year students are winning external competitions …

YFILE
YORK'S DAILY BULLETIN

Wednesday, January 27, 2010

More News

Schulich's e-Host team heads to national Enterprize competition in Vancouver

A five-member team of undergraduate students from York's Schulich School of Business will head to Vancouver next month to compete in the 2010 Enterprize Canada Business Plan Competition, one of Canada's largest student-run entrepreneurship organizations.

Calling themselves the e-Host team, Schulich students Feroz Qayyum, Deepthi Ravula, Kathryn Savoie, Erwin Sirbu and Aized Sethna earned the right to compete in the national competition after finishing third in the Enterprize Central Canada Regional Competition Jan. 16. The top three teams from each region are eligible to compete in the national Enterprize competition. The national semifinals will take place Feb. 5 with the final round on Feb. 6. The e-Host team will compete against students from across Canada.

Left: The Schulich e-Host team is heading to the Enterprize Canada Business Plan Competition. From left to right, Kathryn Savoie, Feroz Qayyum, Aized Sethna, Erwin Sirbu and Deepthi Ravula.

The competition requires each team to come up with a business plan. The e-Host team has created a touch-screen ordering

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YFile - Schulich student selected as a winner of an international essay competition - Windows Internet Explorer
http://www.yorku.ca/yfile/archive/index.asp?Article=10411
y-file
Sympatico.ca – W...
Current Weather ...
Mail
YFile - Schulic...
Page
Tools

FILE
YORK'S DAILY BULLETIN
Wednesday, April 30, 2008

More News

Schulich student selected as a winner of an international essay competition

A first-year Schulich iBBA student was recently selected as one of the worldwide winners of an international essay competition that challenged students to come up with an entrepreneurial solution to a global issue.

Emil Noordeh is one of only 200 students from 50 countries around the world to be selected as a winner of the St. Gallen "Wings of Excellence" Award. Noordeh wrote an essay in which he proposed a solution to the hardships faced by low-skilled workers in developing nations that simultaneously increases corporate profits and reduces the extent of foreign aid required of industrialized nations.

As part of his prize, Noordeh has been invited to attend a three-day symposium from May 15-17 in St. Gallen, Switzerland, along with 600 world leaders and 100 media representatives. Most of his travel and accommodation costs will be covered by the symposium sponsors.

The St. Gallen Symposium, now in its 38th year, bills itself as the "world's leading platform for dialogue on key issues in management, the entrepreneurial environment and the interface between business, politics and civil society." The theme of this year's symposium is "Global Capitalism - Local Values."

For more information, visit the St. Gallen Symposium Web site.

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Discussion,
Implications & Questions …

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Use Technology As A Catalyst For Learning - Use Technology As A Catalyst For Learning - Windows Internet Explorer
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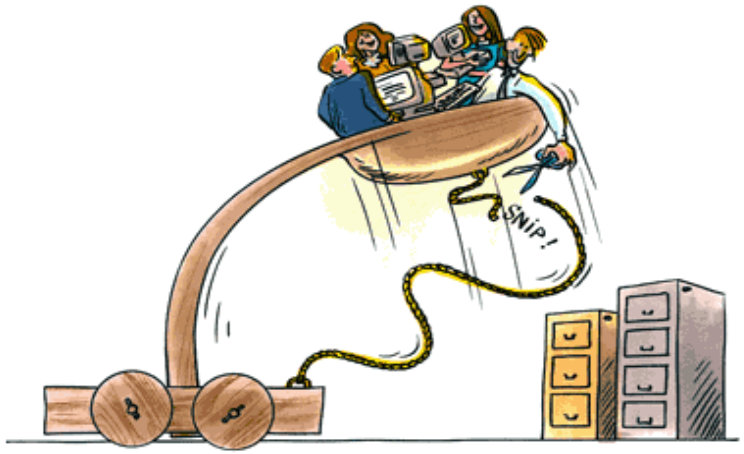
Technology: A powerful force for change
Cases where technology is catalyzing learning
-Knowledge network at Arthur Andersen
-Virtual teams at BP
-"Informating" at Washington DC Hospital
Applying these ideas
Tips and tactics
References
See your notes on this item?
Author Information

USE TECHNOLOGY AS A CATALYST FOR LEARNING

New technologies create many new learning opportunities. They can help people catapult themselves into "knowledge work" and develop new capacities for success in a knowledge economy.



"Technology" isn't good … or bad.

It's how we, as educators, use technologies that is either effective or ineffective.

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Thank-you …

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