

# Technology

## ■ i.P.O.C. ('iPods on Campus')

### This year at Purdue University in West

Lafayette, Indiana, iPods and other brands of MP3 players will play more than music. Students in all disciplines will be using the devices to replay class lectures via "podcasting," in which audio files are delivered over the Internet. Apple's iPod joins other portable technologies such as cell phones and PDAs in the effort to make education more accessible in a world where students often expect information to be available 24/7.

Purdue students also can sign up for another popular technology, RSS feeds, which allow them to subscribe to have information sent directly to their computers. "Once students have this set up, they don't have to revisit the Web site to get the content," says Michael Gay, manager of Broadcast Networks & Services for Information Technology at Purdue. "The most recent lectures of the courses they've subscribed to will be downloaded to their computers—and possibly to their media players—automatically."

A play on the word "broadcasts," podcasts are popping up all over the Internet. While schools are using podcasts to deliver course content, many amateur podcasters are creating their own audio pro-

grams using the technology. Apple now allows users to download favorite podcasts directly to their iPods for free, via its iTunes Web site.

The fact that the term "podcasting" is catching hold in the public vernacular, despite the fact that other MP3 players are on the market, has not gone unnoticed at Microsoft's Seattle headquarters, the *New York Times* recently reported. The term "podcast" is verboten among Microsoft employees, who prefer using the more generic term "blogcast" instead.

In the last year, many colleges have begun experimenting with the technology. In addition to Purdue, Duke University distributed iPods to its freshmen class last year and encouraged its professors to

### DATABIT

In the quarter ending September 24, Apple sold 6.45 million iPods—three times the number sold during the same quarter last year. Still, that's only 5 percent more than the number sold in the previous quarter, indicating that sales of the popular device may be slowing down.

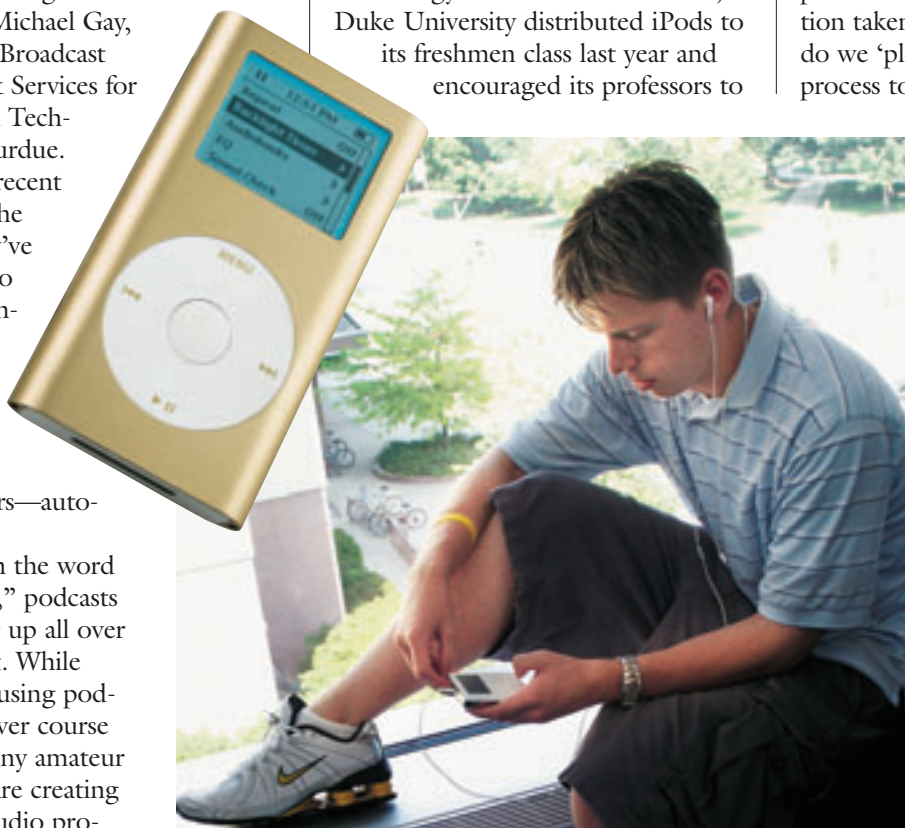
create content for the devices. Butte College, a community college in Oroville, California, recently launched the "Butte College Chronicles," a weekly podcast hosted by full-time philosophy professor Dan Barnett. The school uses the podcast

to circulate information about new courses, faculty and administrators, career services, and other student programs.

Peter Fader, professor of marketing at The Wharton School at the University of Pennsylvania in Philadelphia, believes podcasting is a natural fit for higher education. "From an educational perspective, podcasting represents distance education taken to the next step. Not only do we 'place shift' the learning process to make it more convenient

for the student, but we allow the ultimate degree of 'time shifting' as well," says Fader. Students are so devoted to the iPod, Fader adds, that, in the future, business schools may be pushed toward podcasting because of student demand.

Although Fader himself is not an iPod user, he admits that the technology, as a conduit for educational content, is compelling. Using an iPod, students would theoretically be able to tap into an information stream just by turning on the device and choosing a file. The



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iPod's portability also makes the content even more accessible and "listenable" than content accessed via a laptop or PDA.

The iPod, he adds, is one more device in a host of competing technologies, including cell phones, handhelds, and satellite radio. But will podcasting change b-school content at all? Not likely, Fader notes. "Same message, different channel," he says.

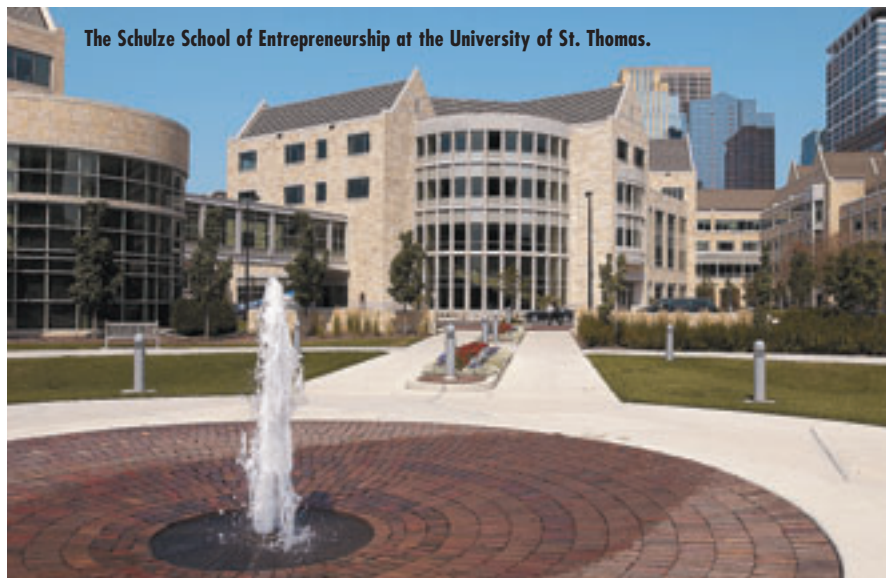
## ■ Sun Chooses St. Thomas

In the midst of celebrating its new \$22 million facility in the heart of downtown Minneapolis, the University of St. Thomas' College of Business received another piece of good news. Sun Microsystems has named the college a Sun Center of Excellence (COE). St. Thomas is one of the first business schools in the U.S. to earn the global designation.

Its new 84,000-square-foot downtown facility, the Schulze School of Entrepreneurship, will house the Sun Center of Excellence

for Entrepreneurship Application for Innovative Information Technologies. The COE will explore the use of technologies such as open source, stateless computing, identity management software, radio frequency identification (RFID), and voice-over-Internet-protocol (VOIP). The Schulze School of Entrepreneurship and the Sun-St. Thomas partnership are designed to accelerate technology transfer and business venture activities in the Minneapolis-St. Paul region. They also will augment the technological teaching options for business schools worldwide, says Christopher Puto, dean of the College of Business.

The COE will include on-site technical advising from Sun, more than 80 Sun Ray ultra-thin clients, and a new computer lab in Schulze Hall. In conjunction with the launch of the COE, the college also is introducing a new Department of Decision Sciences, which will teach and develop new technological approaches to managerial practice.



The Schulze School of Entrepreneurship at the University of St. Thomas.

## NEWSBYTES

### ■ BRANDING BY BLOGGING

Last fall, Santa Clara University launched blogSCU, a series of student Web logs posted at [www.scu.edu/blogscu](http://www.scu.edu/blogscu). Five fresh-



men, including one business major, post weekly blogs designed to promote the school and give prospec-

tive students a sense of the "freshman experience." Eventually, the school hopes to expand its blogSCU initiative, providing RSS feeds and podcasts that students can listen to via their computers or MP3 players.

### ■ NEW E-SIGNS AT UMICH

The Ross School of Business at the University of Michigan in Ann Arbor recently incorporated new electronic paper-based dynamic messaging into its wireless network. The system, which uses Gyricon SignSync software, allows staff to create, schedule, and wirelessly transmit timely information to electronic signs throughout the school.

### ■ CYBERSECURITY GIFT

Towson University in Maryland recently received a \$250,000 gift from Internet Security Systems to support the development of its Security and Information Assurance Laboratory. The lab will work in conjunction with the Maryland Alliance for Information Security Assurance to provide hands-on training to students and work with the state of Maryland to advance information assurance services and research.

#### DATA BIT

Research firm IDC predicts PC sales in the Asia Pacific region to increase by more than **12 percent** in 2006, to more than **44.9 million units**. Notebook sales in the region have also been sizzling, increasing by **35.7 percent** in 2005 alone.

## Training Teachers to Teach

Intel and the Haas School of Business at the University of California Berkeley have partnered to help faculty in emerging technology hotbeds teach entrepreneurship more effectively. Intel and Haas have created a new course, “Technology Entrepreneurship—Theory to Practice.”

The course will be taught by faculty from the school’s Lester Center for Entrepreneurship and Innovation. The course, which began in August, will be held at five global venues in Brazil, China, India, Mex-

ico and Russia through December 2006.

Attending the program will be 15 to 25 faculty members from several colleges and universities in those regions.

“By providing the know-how to teach budding entrepreneurs how to commercialize new technologies and innovations, this program has the ability to kick-start economic engines whose potential has lain dormant until now,” says Jerome Engel, executive director of the Lester Center. Engel also leads the new program.

“Technology Entrepreneurship” will offer a teaching curriculum, classroom exercises, and

other tools that university professors need to teach the basics of entrepreneurship to engineers and scientists. Professors who complete the program can then go and share what they’ve learned with the rest of their school’s faculty. The goal, says Engel, is to create innovative businesspeople in these emerging markets who have cross-disciplinary skills, technical expertise, and the ability to seize market opportunities.

## TOOLS OF THE TRADE

### ETS Launches Revised ICT Literacy Assessment

This month, the Educational Testing Service will make available a revised version of its Information and Communication Technology (ICT) Literacy Assessment. The previous version had been available in 2005. The revised, advanced level assessment, which colleges and universities pilot tested last fall, is designed for rising juniors and seniors entering upper-level coursework.

A simulation-based testing program, the ICT Literacy Assessment is 75 minutes long and comprises 14 four-minute and one 15-minute task. The assessment measures seven skills—the abilities to define, access, manage, integrate, evaluate, create, and communicate information. Test takers are asked to perform tasks such as extracting information from a database, developing a spreadsheet, and composing an e-mail based on research findings.

The test was created in response to a growing outcry for more technologically proficient college graduates, explains Theresa Egan, project manager with ETS. The organization worked with seven universities in 2003 and 2004 to design an assessment that would enable colleges to evaluate students’ technological proficiency and ensure their readiness for the workforce or advanced education.

Today’s students are comfortable using technology for entertainment, but they aren’t as comfortable using it for academic and business purposes, says Egan. “It’s shocking that some freshmen have never attached a file to an e-mail. Many don’t know how to do an effective Web search or make judgments as to whether information online is authoritative or an advertisement,” she says. Educators have long assumed that, because students have grown up with technology, they also have these basic skills. That, very often, is not the case, Egan emphasizes.

The advanced version of the ICT Literacy Assessment provides institutions with score data files that they can aggregate according to their own analysis needs. It also provides students with scores that compare their individual performances to other test takers’ performances, as well as a description of their proficiency in each of the seven skill sets. The goal, says Egan, is to ensure that students have the technological skills they need to be effective employees in the modern workplace.

For more information and a free online demonstration, visit [www.ets.org/icliteracy](http://www.ets.org/icliteracy). 