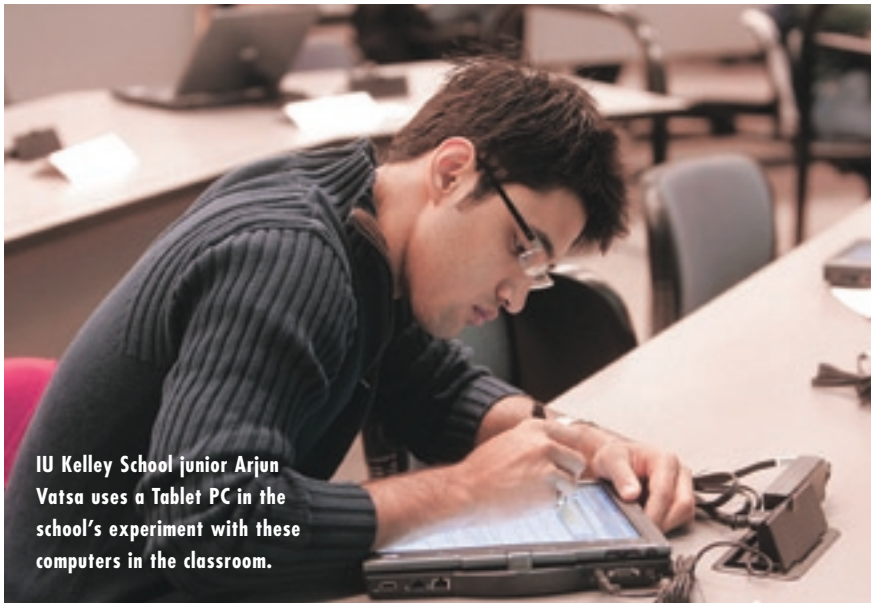


Technology



IU Kelley School junior Arjun Vatsa uses a Tablet PC in the school's experiment with these computers in the classroom.

CHRIS MEYER

B-Schools Use Tech To Target 'Millennials'

With each passing year, the incoming business students possess even more technological savvy than the class just a year before. With that in mind, some business schools are devising new marketing approaches designed to attract the "millennial" generation—those twentysomethings who don't remember a time before the Internet.

For example, to attract the upcoming tech-minded generation of business students, Butler University's College of Business Administration (CBA) in Indianapolis, Indiana, has added "vodcasts"—video podcasts—to its more traditional marketing vehicles, such as brochures and campus visits. The vodcasts follow the daily lives of two freshmen, Jana Fuelberth and Rob Redden, to give prospective students "an authentic, firsthand account of life at Butler," says Stephanie Judge, the CBA's director of marketing.

The vodcasts, created for Butler by the Indianapolis-based marketing communications firm Mediasauce, allow visitors to follow the two freshmen through their first-semester experiences. Individual vodcasts focus on events such as move-in day, welcome week, the first day of classes, a tour of a local business, and a day shadowing student interns. Links to the latest vodcasts are sent weekly to prospective students via e-mail. They also are available for viewing on YouTube and iTunes.

"Millennial students go to YouTube and read blogs to find out what students are doing," says Judge. "Vodcasts allow us to meet and engage with millennials where they are—the Internet." To view the weekly vodcasts, visit www.butler.edu/vodcast.

The Kelley School of Business at Indiana University in Bloomington is also experimenting with a new technology. Hewlett-Packard Philanthropy recently awarded the school a \$125,000 grant to use to integrate

Tablet PCs into the business classroom. The grant includes 45 HP TC4400 tablet PCs and \$15,000 to purchase DyKnow classroom interaction software.

Over the course of the spring semester, nearly every junior in the Kelley School's integrated core program will be given the opportunity to use the tablets. Business faculty at Kelley have already been using tablet PCs for instruction, but this is the first time that the devices will be provided to their students. Faculty will be experimenting with the real-time interactive features of the new tablets and software, says Rex Cutshall, senior lecturer of operations and decision technologies and coordinator for the integrated core curriculum.

"I can present students with a case and ask them to etch out a solution," says Cutshall. "Then, as an instructor, I can see everyone's tablets and selectively toss them up on the big screen." The use of the tablets in the classroom will be part of an empirical case study developed by Cutshall



Butler University's College of Business Administration offers vodcasts that chronicle the experiences of two freshmen for prospective students. The college hopes the technology will resonate with the "millennial" generation.

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—Rex Cutshall, The Kelley School of Business, Indiana University, Bloomington

and Dan Greiner, clinical professor of finance, to evaluate and report on the impact that this deployment has on the learning process.

"We know from the literature that the millennial generation requires individualized attention, interactive technology, and equal opportunity for participation," says Cutshall. Technologies like Tablet PCs and interactive features, he adds, may be what it takes to reach these students effectively.

Kelley isn't the only school experimenting with Tablet PCs. David Kopcsó and William Rybolt, professors at Babson College in Wellesley, Massachusetts, were also recently

awarded a Hewlett Packard Technology for Teaching Grant for their project, "Transforming Teaching and Learning with Tablet PCs." The project will evaluate the educational effectiveness of Tablet PCs, which allow users to convert their handwriting, written directly onscreen, into digital form. The professors will compare a course using Tablets with a course where only laptops are used.

For business schools, experiments like those at Butler, Kelley, and Babson promise to provide more information about the effectiveness of the latest technologies—and how the millennial generation chooses and uses these technologies to learn.

More Students Choosing Online Ed

A recent study has found that the popularity of online education is definitely on the rise. The Sloan Survey of Online Learning, "Making the Grade: Online Education in the United States, 2006" shows tremendous growth in online learning in America. The annual study, now in its fourth year, is a collaboration between the College Board, a nonprofit that connects students to college opportunities, and the Sloan Consortium, an association committed to online education.

The study, which was based on responses from 2,200 U.S. colleges and universities, suggests that "online learning is growing without any sign of a plateau," says Jeff Seaman, chief information officer and survey director of the Sloan Consortium. "There were nearly 3.2 million students taking at least one course online this past fall, up from 2.3 million just last year," he says.

The survey also finds that 62 percent of chief academic officers agree the learning outcomes in online education are now often as good as or superior to face-to-face instruction. Fifty-seven percent say it is critical to their institution's long-term strategy.

In addition, 73 percent agree online education reaches students not served by face-to-face programs. "Offering courses online increases enrollment particularly among populations like working adults and others who traditionally have not been able to access higher education," says Frank Mayadas, program director, Alfred P. Sloan Foundation.

The complete survey is available at www.sloan-c.org/publications/survey/index.asp.

NEWSBYTES

SMITH TRANSLATES TO CHINESE

The University of Maryland's Smith School of Business recently launched its online resource of business information, Smith Business Intelligence, in English, Mandarin, and simplified Chinese. Chinese-speaking executives can access video and audio clips via iPods and MP3 players, as well as access downloads from Smith partner sites such as Yahoo!China and Chinalecture.com.

ATTENDING iTUNES U

Several California State University campuses—including Fresno State, Cal State East Bay, San Jose State, Cal State Dominguez Hills, and Sacramento State—have adopted iTunes U, a software program that makes it easier for students to download podcasts of lectures, campus news, class notes, and other content into their portable digital audio players. Students may also upload content to share with professors or the class. All



content is stored in Apple's hosted repository, which can be browsed, searched, and configured to provide open or secure access.

.EU DOMAINS SUSPENDED

The European Registry of Internet Domain Names (EURID) has suspended more than 74,000 .eu Web addresses and is suing 400 registrars for breach of contract. The IDG News Service reports that EURID took these actions after it found that a number of registrars had acquired domain names with the intent of selling them. The process, known as "warehousing," is not permitted under the EURID's regulations. All 74,000 domains are actually registered to individuals related to three companies based in the United Kingdom.

Technology

Getting the Best Tech On a B-School's Budget

Most business schools want to offer their students state-of-the-art classrooms, computers, trading rooms, and wireless access. But the latest and greatest technologies come with equally great price tags. Without large private donations, state funding, or university support, many school administrators come to the conclusion that they simply can't have it all.

Or can they?

IESE in Barcelona, Spain, has developed a strategy that keeps new technology coming to its campus for its students and faculty—without the often prohibitive costs. In 1999, IESE asked Technotrends, a Spain-based videoconferencing company, to loan the school two state-of-the-art video conferencing units. The company not only agreed, but also included special discounts on the purchase of new equipment as well as free maintenance service and upgrades. In 2000, the school made a similar agreement with UUNET (now Verizon Business) to increase its Internet capacity.

That agreement marked a “turning point” in the school's IT strategy that inspired its “Technology Partner” program, explains Jordi Vallet, director of IT projects. The school provides its Technology Partners increased visibility through ads and articles in its alumni magazine, coverage in press releases, and inclusion of company logos on its Web page. Partners also have the



One of seven new classrooms at IESE made possible, in part, through its Technology Partner Program.

opportunity to test new products on campus and receive advice from IESE faculty. In return, the companies agree to provide their products to the school for low or no cost.

Since the agreements with Technotrends and UUNET, IESE has received laptops and PDAs from Toshiba, anti-virus and spam software from TrendMicro, and lecture theaters with advanced audio and video technology from Sony. IESE most recently partnered with MICRO-BLANC, a systems integrator for IBM in Spain. The company installed an integration and consolidation solution for the school's more than 90 servers. The school

is currently in negotiations with 12 more technology providers.

“IESE, like many academic institutions and companies, does not have a sufficient IT budget to keep it at the forefront of technological development at all times,” says Vallet. “With this in mind, it was necessary to come up with some creative solutions beyond traditional sponsoring, to meet and surpass the expectations of our clients, be they professors and staff or students and client companies.”

The level at which companies can contribute can vary. Full Technology Partners provide the school with services and equipment equivalent to more than €1,000,000. Technology Affiliates contribute the equivalent of more than €500,000. Sponsoring companies contribute technological goods and services in amounts less than €500,000. Depending on the agreement, IESE may receive the

DATABIT

More than 40 percent of firms intend to increase the amount they spend on commercial recruitment Web sites, according to the Recruitment Confidence Index (RCI) from Cranfield School of Management in the United Kingdom. The survey of 1,078 organizations also found that 32 percent reported that they spent less money on other recruitment methods last year because they relied more heavily on the Internet.

"AS THE WEB CONTINUES TO EVOLVE, IT IS BECOMING INCREASINGLY CLEAR THAT A NEW TYPE OF GRADUATE WILL BE REQUIRED TO MEET THE NEEDS OF SCIENCE AND INDUSTRY."

—Professor Wendy Hall, Southampton University, founding director of WSRI

product at no cost, may pay a discounted price, or may offer services in return, such as training programs. These three levels correspond to different levels of recognition by the school, says Vallet.

But no matter what, the school works to ensure that these agreements "are always win-win situations sustainable over time," he adds. For business schools whose IT budgets are smaller than their aspirations, mutually beneficial partnerships with companies can make it possible still to build a campus at the forefront of technology.

The Evolution of the Web

The Massachusetts Institute of Technology in the United States and the University of Southampton in the United Kingdom recently launched a long-term research collaboration that aims to guide future development of the World Wide Web. The Web Science Research Initiative (WSRI) will generate a research agenda that will focus on understanding the Web's scientific, technical, and social challenges.

Tim Berners-Lee, inventor of the World Wide Web and founding director of WSRI, notes that there is much to be learned about the Web's continuing evolution. "As the Web celebrates its first decade of widespread use, we still know surprisingly little about how it evolved, and we have only scratched the surface of what could be realized with deeper scientific investigation into its design, operation, and impact on society," says Berners-Lee. "The Web Science Research Initia-

TOOLS OF THE TRADE

ProfCast Turns Lectures into Instant Podcasts

ProfCast 2.0, a \$30 software program for Macintosh computers, contends that it offers an easy-to-use platform to help professors turn their live lectures into enhanced podcasts. The software allows professors to create a podcast simply by clicking on a "Start Recording" button on their computer to begin and hitting "Stop Recording" to end.



To turn the recording into a true podcast, professors click on the "Publish" button. The software then walks them through a short series of instructions to publish their podcasts online.

"There is a certain excitement that comes from presenting in front of a live audience," says David Chmura, president and co-founder of the company. "ProfCast captures your voice while you give your presentation, so your recording has a higher level of engagement."

ProfCast is currently available to Macintosh users only. A Windows version is planned for next year. For more information, visit www.profcast.com.

tive will allow researchers to take the Web seriously as an object of scientific inquiry, with the goal of helping to foster the Web's growth and fulfill its great potential as a powerful tool for humanity."

Professor Wendy Hall is the head of school and a professor of computer science at Southampton University School of Electronics and Computer Science, as well as a founding director of WSRI. "As the Web

continues to evolve, it is becoming increasingly clear that a new type of graduate will be required to meet the needs of science and industry," says Hall. "Already we are seeing evidence of this, with major Internet companies and research institutions lamenting the fact that there are simply not enough people with the right mix of skills to meet current and future employment demands. In launching WSRI, one of our ultimate aims is to address this issue."

WSRI will be headquartered at the Computer Science and Artificial Intelligence Laboratory (CSAIL) at MIT and at the School of Electronics and Computer Science (ECS) at the University of Southampton. Initial plans call for joint research projects, workshops, and student-faculty exchanges between the two institutions. **■**

