

Technology

“NEW LEARNING TECHNOLOGIES ALLOW US TO THINK DIFFERENTLY ABOUT THE WAYS WE DESIGN AND DELIVER

Putting Podcasts to Work

The iPod and other digital audio and video players are the latest innovation to garner the attention of higher education. Eager to tap the technology’s potential, business schools are using the players as conduits for content ranging from course lectures to school news to expert commentary.

One of the most comprehensive experiments with this technology has been the iPod project at Duke University in Durham, North Carolina. Since 2004, faculty from multiple departments—including music, language, writing, theater, engineering, and public policy—have used the iPod for course content dissemination, lecture podcasting, and study support. Students were encouraged to use the device to gather support materials for their courses, including recorded interviews, environmental sounds, and biometric data. Duke’s report on its use of the device, the “iPod First Year Experience Final Evaluation Report,” indicates that students highly valued the ability to download course materials to their digital players.

Still, the university faced several challenges and limitations in the project. The university had to start from scratch to develop training support to help students and faculty use the technology. Faculty also reported difficulty in finding materials in appropriate formats, and some classrooms weren’t set up to create audio and video recordings of appropriate quality.

Since the university began its project, Duke’s Fuqua School of Business also has begun experimenting with the applicability of



BEK SHAKIROV/GETTY IMAGES

digital players for business education by creating podcasts of university content for the general community. It joins other business schools that are taking different approaches to integrating podcasts into courses and communications:

■ The Fuqua School recently launched its public iTunes Web site, called iTunes U, at www.fuqua.duke.edu/itunes. The site allows users to download Fuqua speeches, interviews, and conference presentations to their digital players.

■ In September, HEC Paris in France issued customized video iPods to its MBA students to allow them to access campus information, recorded lectures, tutorials, and course revision materials;

obtain RSS feeds; and review video of their own work and presentations.

■ Richard Wilding, a professor of supply chain risk management at the Cranfield School of Management in the United Kingdom, is providing a series of podcasts for professionals. The podcasts, posted at www.cranfield.ac.uk/som/lscm, feature interviews with leading experts in the field and are designed to help busy professionals access essential information quickly.

■ The Stanford Graduate School of Business in California now has a podcasting channel, Social Innovation Conversations, available online at www.siconversations.org. The channel offers free audio of conferences, lectures,

and expert interviews that address the world’s most pressing social and environmental issues.

■ Richard McKenzie, an economics professor at the Merage School of Business at the University of California in Irvine, has created 52 podcasts so far, including videotaped portions of his course and audio selections from his new

textbook. He posts the podcasts on his Web site at www.merage.uci.edu/~mckenzie/module.htm.

As business schools undertake these and other initiatives, they also are taking care not to cross the line between educational enhancement and gimmick. The key, many educators believe, is to ensure that

DATABIT

More than 44 percent of 1,078 organizations intend to increase the amount they spend on commercial recruitment Web sites over the next six months, according to the Recruitment Confidence Index (RCI) from the Cranfield School of Management.

LEARNING PROGRAMS TO BUSY EXECUTIVES AROUND THE WORLD."

—Raymond Smith, Duke University's Fuqua School of Business

podcasts encourage and improve interactions between the school and its community.

At HEC, educators consider higher education's use of digital players to be of value not only to the community, but also to researchers exploring the trend, explains Valérie Gauthier, associate dean of the HEC MBA. As Duke has done,

HEC plans to study how students use their iPods. Researchers hope to provide more information about how such technology will be useful on campus and in the workplace.

Digital audio and video players provide business schools an opportunity to stretch their offerings in new directions, says Raymond Smith, Fuqua's associate dean for

executive education. Says Smith, "New learning technologies allow us to think differently about the ways we design and deliver learning programs to busy executives around the world."

To read Duke's full report on its use of the iPod in 2004–2005, visit cit.duke.edu/pdf/ipod_initiative_04_05.pdf.

TOOLS OF THE TRADE

ERPsims Tests Students' Decision-making Skills Under Real-time Conditions

A new simulation system in enterprise resource planning (ERP) was recently tested for the first time at Canada's HEC Montreal in Quebec. The simulation software, ERPsims, was designed by Pierre-Majorique Léger, Gilbert Babin, and Jacques Robert, professors at HEC Montreal's Department of Information Technologies, and Robert Pellerin, a professor from the Ecole Polytechnique in Palaiseau, France. The software is compatible with SAP R/3, a software package in the mySAP Business Suite. To run the simulation, schools must be a part of the SAP University Alliance.

Forty MBA students used ERPsims to participate in the final exam competition for their Enterprise IS (ERP) course, part of HEC's MBA in English. The daylong simulation pitted eight teams of five students against each other in managing a company that manufactures muesli cereal. The software presented students with a simulated economy where they had to manufacture up to six cereal varieties; purchase raw materials; bag and package the cereal; and handle inventory, sales, and distribution.

The software is the only one of its kind, say its designers, because it gives students the opportunity to try out an ERP system, which many large companies use to manage their business processes, under realistic market conditions. Those conditions include changing interest rates, prices of raw materials, and harvest quality. Students' decision-making and operations management skills were tested in all areas except for data on orders and deliveries, which were automatically

generated by the ERPsims software.

Léger, Robert, and Babin plan to publish a textbook on using the simulation system titled *ERP Simulation Games with SAP R/3*. The book is scheduled to be available by September 2007. Léger, the initiator of the ERPsims project, also has written a white paper on the process, "Using a Simulation Approach to Teach ERP Concepts." To contact the creators of ERPsims, or read the full paper, visit www.hec.ca/sap/ERPsims/docs.html.



Technology

"IT IS IMPERATIVE THAT WE ADDRESS EXISTING INEQUALITIES IN BROADBAND ACCESS."

—Al Hammond, director for the Broadband Institute of California

■ Free Wi-Fi May Close the Digital Divide

Two new wide-ranging wireless networks—in areas as far-flung as Silicon Valley and the Brazilian Amazon rainforest—promise to connect underserved populations to the latest technology. In California's Silicon Valley, planners are working on a free wireless network that will reach to 38 cities. In Brazil, Intel Corporation plans to invest more than \$1 billion over the next five years to create a wireless, high-speed network for residents and provide computers to healthcare centers, public schools, and universities.

The network in Silicon Valley is slated to launch in 2007. As one of the largest wireless networks in the U.S., the network will reach approximately 2.4 million people. In Brazil, Intel already has installed a network for the city of Parintins, a town of 114,000 on an island in the Amazon River, and donated the computer equipment necessary to access it. The network currently serves a primary healthcare center, two public schools, a community center, and Amazon University. Intel plans to extend wireless PC access to millions of citizens in Latin America and train more than a million teachers to use the technology in the classroom.

Although such efforts are clearly designed to bridge the digital divide, some experts are still asking two important questions: Will a free network truly make broadband Internet service accessible

and affordable to everyone? And how should municipal networks be built and operated to reach groups that currently are the least served by broadband?

In October, in response to the Silicon Valley project, the Broadband Institute of California and Santa Clara University's Center for Science, Technology, and Society hosted a public hearing on municipal broadband and its effects on the technologically underserved. The hearing was part of a project to educate representatives from the region's underserved groups so that they can make well-informed policy recommendations about commissioning their own networks.

Experts testifying at the public hearing included public and private partners responsible for building Silicon Valley's wireless network. In addition, a panel of community members represented a wide spectrum of ethnically diverse people that statistically have the lowest rates of broadband access in the country, including low-income individuals, the disabled, seniors, and rural residents.

"If broadband is a critical economic engine for communities to provide jobs and a way to close the digital divide, it is imperative that we address existing inequalities in broadband access," says Al Hammond, director for the Broadband Institute of California and a law professor at Santa Clara University's School of Law. "The public needs to ask these questions before the networks are built, not later."

■ DATABIT

In a survey of 4,000 mobile phone users, conducted by management consulting firm A.T. Kearney and Cambridge University's Judge Business School, more than 50 percent report that they own phones with multimedia capabilities. Thirty-five percent of all surveyed noted poor content as the reason they don't access multimedia services.

■ Taking Tech to Market

As business schools seek out more real-world opportunities for their students, educators are turning to science laboratories, not just corporations. Two management professors at San Diego State University's College of Business Administration in California, for instance, have found that the environment of innovation can be a fertile ground where students can learn where technological innovation and commercial viability intersect.

Professors Alex DeNoble and Sanford Ehrlich recently created a course aimed to help researchers at Los Alamos National Labs (LANL) in New Mexico recognize the commercial potential of new technologies. Developed at the request of LANL, the course is a part of the school's Entrepreneurial Management Center (EMC).

Launched during the 2005-2006 academic year, the course required student teams to work closely with researchers at LANL and evaluate the market potential for technologies still in their early stages. On each project, students also worked with mentors with experience in commercialization. During the course, students evaluated nine technologies from LANL in fields such as nanotechnology, solar cell technology, optical lasers, cooling technologies for integrated circuits, and cybersecurity. At the end of the course, students delivered a presentation to LANL, including their assessment of market potential, risks, barriers, trends, and intended applications.

The course will be held again in the 2006-2007 academic year, when LANL representatives plan to present students with ten new technologies. ■

“Knowledge exists to be imparted” – Emerson

A A C S B I N T E R N A T I O N A L S E M I N A R S

2006-2007 Winter Schedule

Sharpen your skills, expand your knowledge, and support your institution's goals by attending the AACSB International professional development seminar that's right for you. All of our popular seminars give you the opportunity to:

- Explore new methodologies through hands-on learning guided by qualified management education experts in areas such as assessment, teaching, accreditation, and faculty development.
- Collaborate with your peers by exchanging information, sharing ideas, identifying challenges, and creating solutions.
- Return to your school with a renewed enthusiasm backed by practical tools, valuable resources, and innovative solutions you can use immediately.

Commit to excellence in your career and for your institution. View the entire calendar of AACSB events, choose the seminar that meets your professional development goals, and register today at www.aacsb.edu.



Advisory Council Seminar

March 1 – 2, 2007
Tampa, Florida, USA



Department Chairs Seminar

March 15 – 16, 2007
Tampa, Florida, USA



Applied Assessment Seminar

January 14 – 16, 2007
Orlando, Florida, USA

March 7 – 8, 2007
Tempe, Arizona, USA



Lessons for Aspiring Deans Seminar

December 9 – 10, 2006
Charlotte, North Carolina, USA



Assessment Seminar

November 30 – December 1, 2006
Monterrey, Mexico

March 5 – 6, 2007
Tempe, Arizona, USA



Managing for High-Performing Faculty Seminar

January 22 – 23, 2007
Tampa, Florida, USA

April 21 – 22, 2007
Tampa, Florida, USA



Strategic Management Seminar

February 1 – 2, 2007
Tampa, Florida, USA

90 Years

AACSB
INTERNATIONAL

Celebrating 90 years of excellence in management education