next version may be released by the time of the conference and it will include better models and rendering in collaboration with Electronic Arts. Additionally, the new version will have the ability to dump the JAVA code and to interact with external data sources.

TUTORIAL/WORKSHOP ACTIVITIES
In the course of the workshop, participants will build ALICE Worlds (as ALICE programs are called) that demonstrate fundamental aspects of OO programming. The target audiences are instructors from introductory programming and computer fluency courses; however, the workshop does not presuppose knowledge of OO programming. Participants who bring their own laptop computers will get the latest version of ALICE and all workshop materials to install on their computers.

The workshop will also include discussions of integrating ALICE in the curriculum from stand-alone to brief courses, as well as the latest model being developed "the blended course", which combines ALICE and JAVA instruction. ALICE has been adopted at over 100 colleges and universities ranging from the liberal arts schools, such as Haverford College, Pennsylvania to state research universities, such as University of Texas.

TUTORIAL/WORKSHOP LEADER
Dr. W. Brett McKenzie introduced ALICE at Roger Williams University and has presented at NSF Workshops on ALICE at Haverford College, PA and Duke University, NC. More information about ALICE is available at www.alice.org

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Educational Applications of Social Software and Collaborative Technologies

P. Candace Deans, Robins School of Business, University of Richmond, Richmond, VA, USA; E-mail: cdeans@richmond.edu

INTRODUCTION
Social software and collaborative technology applications are becoming prevalent across all dimensions of society including business, education, government and individuals. The shift to Web 2.0 applications and trends toward open source have provided the impetus for an explosion of new applications. Instant messaging, blogs, podcasts and wikis represent the most common forms of social software that promise to have widespread influence in the future. The community aspects of these technologies is a common defining characteristic of emerging social software applications. Social software is built on the concept of collaboration and community involvement. Businesses are beginning to see the benefits of blogs and podcasts as a means to reach a diverse customer base and keep a pulse on the "buzz" in the marketplace. These technologies are becoming an essential component of public relations in many companies. Social software is also being used as a communication tool to reach employees and business partners. Educational institutions are also jumping on board to provide additional options for students that meet specific curriculum needs. The potential for these technologies is huge and current trends indicate that competition for products and business applications will be global in scale.

This workshop will address ways in which software and collaborative technology applications are being integrated into the classroom. Podcasts, blogs, and wikis are being used extensively as tools to enhance the learning process. Implementation of collaborative technologies such as electronic meeting software will also be examined.   Pros and cons of implementation and some of the lessons learned will be discussed. Examples of how schools are using these technologies and future trends will be examined. Participation from those attending the workshop who have experience with these technologies in the classroom will be encouraged.

WORKSHOP OBJECTIVES
1. To provide participants with an understanding of the various social software and collaborative technology applications and ways in which they are currently being used in the classroom.
2. To provide a forum by which to discuss the pros and cons of using these technologies in the classroom and how they may impact the learning process.
3.   To evaluate undergraduate versus graduate level applications and how these technologies should best be integrated into curriculum design.
4. To discuss business applications of these technologies and the responsibility of academic institutions to prepare students with these skills.

SOCIAL SOFTWARE
Blogs, podcasts and wikis are the most common social software applications being used in academic institutions today. The use of these technologies and some of the success factors in various academic settings will be provided. These software applications are currently in the experimental stages in business school settings. The verdict is still out as to whether podcasts, for example, will be become main stream academic tools for providing learning opportunities and alternatives to the current written text. On-line classes took some time to establish credibility and recognized value. Will social software applications provide value add in the academic environment and what role will they play in the future of curriculum design? These questions will be addressed in the context of current experiences and future trends.

COLLABORATION TECHNOLOGY
Collaboration software has become more prevalent in recent years for business applications supporting team projects and electronic meetings. In addition, collaboration software can be used to support managerial meetings with employees who may be in different places all over the world. Project teams can effectively share documents and observe power point presentations simultaneously. Participants can use whiteboard features to draw diagrams, list discussion items or emphasize points on another document or image. It is important for students to gain experience with these technologies and develop skills that will be beneficial and increasingly necessary for the job market. These skills may give students a competitive advantage in the marketplace. In this workshop the implementation of one of the prevalent business collaboration software tools (Breeze) will be discussed. This software was incorporated into the introductory IT courses at both the undergraduate and graduate levels.

CONCLUSION
This workshop will provide a forum from which to discuss these emerging social software and collaborative technologies as tools in the design of business school

curriculum. As the business community continues to embrace these technologies it is imperative that business schools determine the role of these tools and applications in the classroom. In preparing students for the future it has become necessary to evaluate new technologies and their role in educating students who will be competitive in the global marketplace.

Symposiums

Technology and Globalization: A Critical Teaching and Learning Initiative for Business and the MBA

James L. Perotti, PhD, Rochester Institute of Technology, NY, USA; E-mail: jperotti@cob.rit.edu

Valerie S. Perotti, PhD, Rochester Institute of Technology, NY, USA; E-mail: vsperotti@cob.rit.edu

"No new business is worth starting in these times unless it can go global." - Richard Branson, Virgin Empire

"The world is being turned into a digital representation. Distance means nothing if you have a digital infrastructure. Anything digital is borderless. You cannot put obstacles in the way of digital technology flowing everywhere." Andy Grove, Intel Corp. Chairman.

"Globalization 3.0 is shrinking the world from a size small to a size tiny and flattening the playing field at the same time. ... the thing that gives it its unique character – is the newfound power for individuals to collaborate and compete globally" – The World is Flat, Thomas L. Friedman, pg 10

The "common body of knowledge" which widely characterizes curricula of Schools and Colleges of Business today dates back to the 1930s—a functional grouping of courses attempting to mirror the major functions of the enterprise: finance, operations, marketing, accounting. Coupled with the obligatory Organizational Behavior and Strategy courses, these subject areas remain the focus of MBA programs across the country today (Kurhana et al, 2005).

Even a casual review of other professional curricula (medicine, law, for example) suggests that maintaining the same theoretical perspective for almost 80 years would be a dereliction. Changes in medical and surgical practices, revolutionary court decisions and precedents—no patient or legal client would accept professional services from an individual whose understanding of his or her profession dated back 80 years! No medical or law school would take pride in offering such a program of study.

Similarly, few business leaders would agree that the practices (and indeed, the very functions) of business are the same as they were in 1930. Occasionally, an institution has the insight to identify emergent areas which—though outside the traditional functional areas—have an impact so profound as to demand curricular attention.   In that light, the E. Phillip Saunders College of Business at Rochester Institute of Technology, having adopted a mission statement focused on globalization and technology, invited the authors to develop an innovative (and collaborative) seminar titled "Technology and Globalization."

At RIT, the seminar is offered in a team-based, fully integrated, action-learning approach. This means that faculty serve as designers and developers of the learners' experience and the students learn through active engagement with a series of progressively more complex projects or problems.

WHY AN INTEGRATED APPROACH?

In a (1994) *Harvard Business Review* dialogue, management theorists and business educators express the need for integration of functional disciplines: "Certainly we must continue teaching the basic functions of business, but in a context that produces an understanding of the interdependencies of organizational functions" (Louis Lataif, Dean of the School of Management at Boston University, p. 128). "Let's stop pretending to train non-managers to be managers through detached case studies and disconnected theories" (Henry Mintzberg, Professor of Management, McGill University, Montreal, p. 129).

HOW DOES IT WORK INSTRUCTIONALLY?

Underlying theory. Pedagogically, the model springs from theoretical literature on problem-based learning which emerges from a Constructivist philosophical view of how one comes to understand. Savery and Duffy (1994, pp. 1-2) characterize the view in terms of three propositions:

1. Understanding is in our interactions with the environment. (We cannot talk about what is learned separately from how it is learned).
2. Cognitive conflict or puzzlement is the stimulus for learning and determines the organization and nature of what is learned. (The learner has a purpose for being here.)
3. Knowledge evolves through social negotiation and through the evaluation of the viability of individual understandings. (Other people are the greatest source of alternative views to challenge our current views and hence to serve as the source of puzzlement that stimulates new learning.)

Savery and Duffy also offer a set of relevant instructional principles:

1. Anchor all learning activities to a larger task or problem.
2. Support the learner in developing ownership for the overall problem or task.
3. Design an authentic task.
4. Design the task and the learning environment to reflect the complexity of the environment they should be able to function in at the end of the learning.
5. Give the learner ownership of the process used to develop a solution.

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