

# Association for Business Communication

Southwestern United States

2013 Refereed Proceedings

March 12-16, 2013

Albuquerque, New Mexico

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## Editor's Note

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Welcome to the 40th meeting of the Association for Business Communication-Southwestern United States. Many thanks are given to the planners, program chairs, reviewers, presenters, and other contributors responsible for making this a great conference. Special thanks go to Lucia Sigmar, Vice President and Program Chair of ABC-SWUS, who has assembled a great program that will appeal to business communicators.

The program this year includes 27 presentations by 45 authors from United States institutions in California, Georgia, Kansas, Kentucky, Louisiana, Mississippi, New Jersey, Oklahoma, Pennsylvania, Texas, and Wisconsin, as well as from Mexico. Four papers are included in this proceeding. A special thank you goes to the proceedings reviewers Judi Biss, Debbie Dufrene, Kathy Hill, Harold Hurry, Gerry Hynes, Katie O'Neill, Gail Weatherly, and Carol Wright

Congratulations are also in order for **Ann Wilson**, from Stephen F. Austin State University who is being awarded the 2013 Federation of Business Disciplines Outstanding Educator Award. In these proceedings, you will also find information on previous program chairpersons, Distinguished Paper Award recipients, and recipients of the Outstanding Research and Outstanding Teacher awards.

You will find in this proceedings a call for papers for next year that includes the dates for both presentation proposals (September 15) and the proceedings (January 15) of the accepted presentations.

This completes my second and final three-year term as proceedings editor. It has been a great experience working with all of the authors since 2007. If you are interested in working as the editor of the proceedings, whether now or in the future, please be sure to let your president know. Now a personal note to all of you as I leave this position, to borrow from an Irish Blessing . . .

May the road rise to meet you,  
May the wind be always at your back,  
May the sun shine warm upon your face,  
The rains fall soft upon your fields and,  
Until we meet again,  
May God hold you in the palm of His hand.

We hope this conference becomes a memory of professional enhancement and great times with colleagues as we share our collective knowledge and research.

Susan Evans Jennings  
Editor

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## Table of Contents

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Editor's Note .....	ii
Table of Contents .....	iii
Future National and Regional Meetings .....	iv
ABC-SWUS Program Chairpersons 1973 - Present .....	v
First Call for Papers .....	vi
Prentice-Hall and Thomson Learning Outstanding Educator Awards .....	vii
Outstanding Researcher and Teacher Awards .....	viii
Irwin-McGraw Hill Distinguished Paper Award Recipients .....	ix
Developing Communication Skills through Focusing on Critical Thinking across the Business Curriculum, Laura Barthel .....	1
Rethinking Team-Based Skills, Chynette Nealy .....	7
Using Mini Lessons to Teach Writing, Marcel Robles.....	11
The Use of Disruptive Net-Based Tools to Re-imagine the Teaching of Business Communication: Emerged and Emerging Opportunities, James (Skip) Ward .....	15

# **Future National and Regional Meetings**

## **2012 – 2013**

**For more information visit:**

**<http://businesscommunication.org/conventions/2012-conventions/>**

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The 12th Asia-Pacific Conference of the Association for Business Communication  
March 13-15, 2013  
Kyoto, Japan

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5th Annual Tricontinental Conference  
Global Advances in Business Communication (GABC)  
May 29-31, 2013  
Antwerp, Belgium

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Association for Business Communication 78<sup>th</sup> Annual Convention  
October 23-26, 2013  
New Orleans, Louisiana

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Association for Business Communication-Southwestern United States  
March 11-15, 2014  
Dallas, Texas

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## ABC-SWUS Program Chairpersons 1973 - Present

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2012-2013	Randall L. Waller	1989-1990	Marlin C. Young
2011-2012	Lucia Sigmar	1988-1989	Sallye Benoit
2010-2011	Margaret Kilcoyne	1987-1988	Tom Means
		1986-1987	Lamar N. Reinsch, Jr.
2009-2010	Faridah Awang	1985-1986	Sara Hart
2008-2009	Marcel Robles		
2007-2008	Ann Wilson	1984-1985	Betty S. Johnson
2006-2007	Carolyn Ashe	1983-1984	Larry R. Smeltzer
2005-2006	Harold A. Hurry	1982-1983	Daniel Cochran
		1981-1982	Nancy Darsey
2004-2005	Lana W. Carnes	1980-1981	John M. Penrose
2003-2004	Marsha L. Bayless		
2002-2003	Betty A. Kleen	1979-1980	R. Lynn Johnson
2001-2002	William Sharbrough	1978-1979	Raymond V. Lesikar
2000-2001	Carol Lehman	1977-1978	Jack D. Eure
		1976-1977	Phil Lewis
1999-2000	William P. Galle, Jr.	1975-1976	Dale Level
1998-1999	Anita Bednar		
1997-1998	Timothy W. Clipson	1974-1975	Bette Anne Stead
1996-1997	Debbie D. Dufrene	1973-1974	Sam J. Bruno
1995-1996	William J. Wardrope		
1994-1995	Roger N. Conaway		
1993-1994	Donna W. Luse		
1992-1993	F. Stanford Wayne		
1991-1992	Beverly H. Nelson		
1990-1991	Marian Crawford		

# First Call for Papers

**Association for Business Communication  
Southwestern United States  
Dallas, Texas  
March 11-15, 2014**

You are invited to submit a proposal or paper for presentation at the 2014 ABC-SWUS Conference in Houston. Research papers or position papers related to the following areas are encouraged:

Communication Technology  
Innovative Instructional Methods  
International Business Communication  
Training and Development/Consulting  
Nonverbal Communication  
Legal and Ethical Communication Issues

Technology and Education  
Business Education Issues  
Paradigm Shifts in Communication  
Interpersonal Communication  
Executive/Managerial Communication  
Organizational Communication

- Papers or proposals should include a statement of the problem or purpose, methodology section (if applicable), findings (as available), a summary, implications for education and/or business, and a bibliography.
- If you are submitting a proposal only, it should contain 750 to 1,500 words and must be submitted on the ABC website: <http://www.businesscommunication.org>. Click on the link for the 2014 ABC-SWUS conference.
- If you are submitting a completed paper, please submit your proposal online as indicated above. Then email the completed paper to Traci Austin - [tla016@shsu.edu](mailto:tla016@shsu.edu). All submissions must be in Microsoft Word.
- Personal and institutional identification should be removed from the body of the paper. Identify yourself and your institution only on the cover page. Submissions will be anonymously reviewed.
- A cover page is required with the title of the paper and identifying information for each author: name, institutional affiliation, address, phone and fax numbers, and e-mail address.
- For your research to be considered for the Richard D. Irwin Distinguished Paper Award, you must submit a completed paper rather than a proposal.
- Submitted papers should not have been previously presented or published or be under consideration or accepted for presentation elsewhere.
- All authors and co-authors are expected to join ABC-SWUS and pre-register for the FBD meeting.

**Deadline: Papers and proposals must be received by September 15, 2013.**

**The deadline for submitting accepted papers to the Proceedings will be January 15, 2014. Authors must submit to the proceedings editor a copy of the finished paper they wish to be considered for inclusion in the proceedings; this also applies to completed papers that were sent for original acceptance to the conference.**

For more information, contact Program Chair  
Email Address: to Traci Austin - [tla016@shsu.edu](mailto:tla016@shsu.edu)

## **Prentice-Hall and Thomson Learning Outstanding Educator Awards**

for

The Association for Business Communication  
Southwestern United States

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To be eligible for the award, recipients must have received the ABC-SWUS Outstanding Educator Award, must not be a previous recipient of either the Prentice-Hall or Thomson learning awards, must be a member of the Association for Business Communication, and must teach in the business communication discipline. This top tier ABC-SWUS award began in 2001 to honor outstanding educators in ABC-SWUS who were already recognized by our association. The award was sponsored by Prentice-Hall in 2001 and 2002, and by Thomson Learning in 2003, 2004, 2005, 2006, and 2007. The award winner must also have been recently active in the association as evidenced by attendance at recent ABC-SWUS conferences. The award winners are listed below:

2013	S. Ann Wilson, Stephen F. Austin State University
2012	Marcel M. Robles, Eastern Kentucky University
2011	Harold A. Hurry, Sam Houston State University
2010	Geraldine E. Hynes, Sam Houston State University
2009	Roger N. Conaway, Tecnológico de Monterrey, campus San Luis Potosí
2008	Bobbie J. Davis, Southeastern Louisiana University
2007	Betty A. Kleen, Nicholls State University
2006	William Wardrobe, University of Central Oklahoma
2005	Betty S. Johnson, Stephen F. Austin State University
2004	Marsha L. Bayless, Stephen F. Austin State University
2003	Lillian H. Chaney, University of Memphis
2002	Debbie DuFrene, Stephen F. Austin State University
2001	Anita Bednar, University of Central Oklahoma

The Association for Business Communication  
Southwestern United States

**Outstanding Researcher and Teacher Awards**

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These awards were developed and first awarded in 1992 to recognize the accomplishments of the region's members. Nominated candidates are evaluated by a panel of previous award winners. No awards were given in 1998, 2001, 2003, or 2007. The association began alternating the awards every other year in 2000 between researcher and teacher. In 2011 the Outstanding Teacher Award was renamed the Marlin C. Young Outstanding Teacher Award in honor and memory of his contributions to the ABC-SWUS organization. The recipients below each received a plaque and award of \$100 (the award was changed to \$200 in 2008):

2012 Susan Evans Jennings, Outstanding Researcher Award	2000 William Sharbrough, Outstanding Researcher Award
2011 S. Ann Wilson, Marlin C. Young Outstanding Teacher Award	1999 Robert Olney, Outstanding Teacher Award
2010 Margaret Kilcoyne, Outstanding Researcher Award	1999 William Wardrope, Outstanding Teacher Award
	1998 Betty Kleen, Outstanding Researcher Award
2009 Harold Hurry, Outstanding Teacher Award	
2008 Roger N. Conaway, Outstanding Researcher Award	1997 Al Williams, Outstanding Teacher Award
2008 Geraldine E. Hynes, Outstanding Teacher Award	1996 Betty S. Johnson, Outstanding Researcher Award
2006 Janna P. Vice, Outstanding Researcher Award	1995 Marsha L. Bayless, Outstanding Researcher Award
2005 Bobbye Davis, Outstanding Teacher Award	1995 Anita Bednar, Outstanding Teacher Award
2003 Marcel Robles, Outstanding Teacher Award	1994 Nelda Spinks, Outstanding Teacher Award
2004 William Wardrope, Outstanding Researcher Award	1993 Timothy W. Clipson, Outstanding Teacher Award
2002 Lillian H. Chaney, Outstanding Researcher Award	1993 F. Stanford Wayne, Outstanding Researcher Award
2002 Jeré Littlejohn, Outstanding Teacher Award	1992 Debbie D. DuFrene, Outstanding Researcher Award
	1992 Beverly H. Nelson, Outstanding Teacher Award



The Association for Business Communication  
Southwestern United States  
**Irwin-McGraw Hill Distinguished Paper Award Recipients**

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- 2012 En Mao, Laura Lott Valenti, and Marilyn Macik-Frey  
*Status Update – “We’ve Got a Problem” – Leadership Crisis Communication in the Age of Social Media*
- 2011 Betty A. Kleen and Shari Lawrence  
*Student Cheating: Current Faculty Perceptions*
- 2010 Jose Guadalupe Torres and Roger N. Conaway  
*Adoption and Use of New Communication Technologies in an International Organization: An Exploratory Study of Text Messaging*
- 2009 Susan Evans Jennings, S. Ann Wilson, and Judith L. Biss  
*Is Email Out and Text Messaging In? Communication Trends in Secondary and Post-Secondary Students*
- 2008 Debbie D. DuFrene, Carol M. Lehman, and Judith L. Biss  
*Receptivity and Response of Students to an Electronic Textbook*
- 2007 William J. Wardrope and Roger N. Conaway  
*Readability and Cultural Distinctiveness of Executives’ Letters Found in the Annual Reports of Latin American Companies*
- 2006 Janna P. Vice and Lana W. Carnes  
*Professional Opportunities for Business Communication Students That Go Beyond the Course Grade*
- 2005 Lillian H. Chaney, Catherine G. Green, and Janet T. Cherry  
*Trainers’ Perceptions of Distracting or Annoying Behaviors of Corporate Trainers*
- 2004 Patricia Borstorff and Brandy Logan  
*Argumentativeness and Verbal Aggressiveness: Organizational Life, Gender, and Ethnicity.*
- 2003 Ruth A. Miller and Donna W. Luce  
*The Most Important Written, Oral, and Interpersonal Communication Skills Needed by Information Systems Staff During the Systems Development Process*
- 2002 Roger N. Conaway and William Wardrope  
*Communication in Latin America: An Analysis of Guatemalan Business Letters*
- 2001 Annette N. Shelby and N. Lamar Reinsch Jr.  
*Strategies of Nonprofessional Advocates: A Study of Letters to a Senator*

- 2000 Donna R. Everett and Richard A. Drapeau  
*A Comparison of Student Achievement in the Business Communication Course When Taught in Two Distance Learning Environments*
- 1999 Susan Plutsky and Barbara Wilson  
*Study to Validate Prerequisites in Business Communication for Student Success*
- 1998 Jose R. Goris, Bobby C. Vaught, and John D. Pettit Jr.  
*Inquiry into the Relationship Between the Job Characteristics Model and Communication: An Empirical Study Using Moderated Progression Analysis*
- 1996 Beverly Little, J. R. McLaurin, Robert Taylor, and Dave Snyder  
*Are Men Really from Mars and Women from Venus? Perhaps We're All from Earth After All*
- 1995 Bolanie A. Olaniran, Grant T. Savage, and Ritch L. Sorenson  
*Teaching Computer-mediated Communication in the Classroom: Using Experimental and Experiential Methods to Maximize Learning*
- 1994 James R. McLaurin and Robert R. Taylor  
*Communication and its Predictability of Managerial Performance: A Discriminant Analysis*
- 1993 Mona J. Casady and F. Stanford Wayne  
*Employment Ads of Major United States Newspapers*
- 1992 Betty S. Johnson and Nancy J. Wilmeth  
*The Legal Implications of Correspondence Authorship*
- 1991 Rod Blackwell, Jane H. Stanford, and John D. Pettit Jr.  
*Measuring a Formal Process Model of Communication Taught in a University Business Program: An Empirical Study*

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# DEVELOPING COMMUNICATION SKILLS THROUGH FOCUSING ON CRITICAL THINKING ACROSS THE BUSINESS CURRICULUM

Laura Barthel  
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## Abstract

*As the review of secondary literature indicates, a common goal of business curriculum is to develop employable students who can think critically and creatively as demonstrated by their communication. As critical thinking skills are developed, communication skills are being developed and evaluated as well.*

*The purpose of this paper is to describe a practical application from a regional comprehensive university of how to develop communication skills through critical thinking by (a) adopting a college-wide critical thinking model, (b) embedding critical thinking learning outcomes at the program level, and (c) implementing specific course pedagogy and assignments to reinforce critical thinking. Specifically identified in the paper are (a) the common model used at the university, (b) specific programmatic course development, and (c) example critical thinking assignments.*

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A presentation of how the Paul Elder Model for critical thinking and program curricula can be used to develop communication skills across the business curriculum.

## Introduction

Research by Paranto and Kelkar (2000) led to the conclusion that “employers are more satisfied with graduates who possess core skills, such as creative and critical thinking, interpersonal, and leadership skills, than those who simply possess skills specific to their vocation” (p.84). Implementing critical and creative thinking in business curricula is necessary to ensure quality students who possess the ability to “analyze situations from different perspectives, communicate their findings in a clear, concise, and cohesive manner” (Paranto and Kelkar, 2000, p. 84)

Although the need for teaching critical thinking and integrating critical thinking into

the business curriculum has been established by multiple research projects, the structure and best practices of teaching critical thinking are still being identified. Richard Paul, critical thinking expert, identified three facts about the current state of critical thinking in higher education. According to Paul (2004),

1. Most college faculty at all levels lack a substantive concept of critical thinking.
2. Most college faculty don't realize that they lack a substantive concept of critical thinking, believe that they sufficiently understand it, and assume they are already teaching students it.
3. Lecture, rote memorization, and (largely ineffective) short-term study habits are still the norm in college instruction and learning today.

To address these issues at a regional comprehensive university, a Quality Enhancement Plan (required for SACS

accredited schools) was adopted to infuse critical thinking across all disciplines. This plan is operational at three levels (1) college-wide model of a shared definition of critical thinking, (2) program embedded student learning outcomes, and (3) strategic course facilitation and assignments.

### College-Wide Critical Thinking Model

The discussion of a college-wide model will identify the need for a common model and the chosen common model.

The need for a model. Considering Paul's research showing that faculty lack an understanding of critical-thinking concepts, the University needed a model that all disciplines could implement. Theories are debated as whether to (a) offer a course specifically designed to teach critical thinking or (b) integrate critical thinking across all disciplines.

Students often have difficulty applying critical thinking across disciplines if the principles are taught in a standalone course (van Gelder, 2005). The difficulty of transferability of the critical thinking concepts to other disciplines had been attributed to the complexity and variations of the definition of critical thinking and the unclear methods of implementing critical thinking concepts (Wright, 2002).

A Common model. At our University, the provost and academic leaders identified a model for critical thinking that serves as a shared definition across all disciplines. The model that was chosen is the Paul Elder Critical Thinking Model. This Model emphasizes the inter-dependent relationship between critical thinking and communication. The Model purports communication is the window to a person's critical thinking. Communication provides a speaker or a writer a channel for expressing his/her thought processes and reasoning. The Model identifies ten Intellectual Standards to apply to the development and assessment of communication.

The Intellectual Standards according to Paul and Elder (2007) are:

Clarity	Precision
Accuracy	Significance
Relevance	Completeness
Logicalness	Fairness
Breadth	Depth

These Intellectual Standards provide a common rubric for teaching and assessing critical thinking through communication. They are also consistent with traditionally accepted criteria for evaluating communication. As critical thinking skills are developed, communication skills are being developed and evaluated as well.

According to Paul and Elder, critical thinking is the process of "taking our thinking apart" (2007). They identify the following Elements of Thought (also known as Parts of Thinking) (2007):

<b>Purpose</b>	of our thinking
<b>Questions</b>	we are trying to answer
<b>Information</b>	needed to answer the question
<b>Inferences</b>	or conclusions we are coming to
<b>Concepts</b>	or key ideas we are using in our thinking
<b>Assumptions</b>	we are taking for granted
<b>Implications</b>	of our thinking
<b>Points of View</b>	we need to consider

The Elements of Thought guide the critical-thinking process both when a person is receiving (decoding) a message or sending (encoding) a message. The Elements provide a better understanding of the context of the information, the problem, or the decision. After identifying the Elements of Thought, the communication or ideas can be evaluated based on the Intellectual Standards of the Model.

Using the Paul Elder Model as the common model provides a transferable applicable guide to all disciplines. The following examples demonstrate how students may use the Elements of Thought to “take apart” their thinking:

<b>Algebra</b> students, learning the quadratic equation can ask:
<p>What is the <b>purpose</b> of this mathematical function?</p> <p>What <b>questions</b> does or can this problem answer?</p> <p>What <b>information</b> is needed to use this function?</p> <p>What <b>conclusions</b> can be drawn from working this mathematical function?</p> <p>What <b>concepts</b> or other mathematical rules are used in this mathematical function?</p> <p>What <b>assumptions</b> may be made as a result of the application of this function?</p> <p>What are the <b>points of view</b> regarding the use and proof of the mathematical function theory?</p>

<b>Marketing</b> students, prior to beginning an evaluation of the marketing mix of a company, can ask:
<p>What is the <b>purpose</b> of evaluating the marketing mix of this company (What is the deliverable/outcome)?</p> <p>What <b>questions</b> need to be answered about the company’s marketing mix?</p> <p>What <b>information</b> about the marketing mix is provided?</p> <p>What criteria should <b>conclusions</b> be based on?</p> <p>What marketing <b>concepts</b> or theories should be used as criteria or basis for the conclusion?</p> <p>What underlying <b>assumptions</b> need to be explored?</p>

What are the **points of view** of this completed evaluation?

<p>Students in <b>Business Communications</b>, drafting a report can ask:</p>
<p>What is the <b>purpose</b> of my report?</p> <p>What <b>questions</b> should my report answer?</p> <p>What <b>information</b> do I need to provide?</p> <p>What do I intend for the audience to <b>come to the conclusion of</b>?</p> <p>What <b>concepts</b> am I trying to convey?</p> <p>What <b>assumptions</b> (a) might the audience have and (b) do I have about the audience or the message?</p> <p>What are the <b>points of view</b> regarding the subject matter of the report?</p>

Through the application of this process students can develop intellectual traits that lead to fair-minded critical thinkers who can communicate effectively.

### Program-Embedded Student Learning Outcomes

Our University Strategic Plan directs programs to embed student learning outcomes that focus on critical and creative thinking and effective communication. More specifically our Quality Enhancement Plan (QEP, as required by the Southern Association of Colleges and Schools) commits the University to graduate informed critical and creative thinkers who communicate effectively.

As directed by the University QEP, the School of Business has embedded the development and assessment of these student learning outcomes. Although most courses contribute to these goals, specific courses at each academic level (100-400 Level) are charged with ensuring these essential student learning outcomes are achieved.

### One-hundred Level Courses

The 100-hundred level business courses in the program that are charged with introducing the Paul Elder Model are:

1. Student Success Seminar – First Year Course
2. Introduction to Business

The outcomes of the Student Success Seminar are for students to (1) understand the basic conceptual knowledge of the Paul Elder Model and (2) apply the Model across disciplines.

In the first-year business course, students complete assignments that teach how to apply the critical thinking in any course. For example, one assignment in the Seminar requires students to use the Elements of Thought to analyze a story required for English.

The goals of Introduction to Business are (1) to reinforce the Model and (2) to apply it to basic business content. The Introduction to Business course provides a foundational context for Business majors before they enter their Business core. The students are required to apply the Elements of Thought to identify the purpose, questions, information, points of view, and the implications of the functional areas of business.

### Two-hundred Level Courses

The Paul Elder Model is used in 200-level courses such as Managerial Accounting to help students understand the *why* of the theory. For example, Managerial Accounting students are required to use the Elements of Thought regarding the Cost Volume Profit Analysis. Students identify the implications the theory has on different functions of business. Students demonstrate their critical thinking through short answers on exams and case study write-ups.

### Three-hundred Level Courses

The 300-level course charged with ensuring students learn to think critically and then communicate their thinking effectively, is Managerial Reports. In Managerial Reports, students are required to write letters and memos, develop research questions, interview executives, present their findings orally, and write a formal report. These requirements are graded based on the Intellectual Standards of the Paul Elder Model.

This course is an assessment point to evaluate achievement of the learning outcomes for critical thinking and effective communication. Students generally report that evaluation and feedback from this writing intensive course is more helpful than feedback from other courses.

The thorough evaluation of students' communication is an assessment tool and learning aid. Students are provided feedback to show:

- how their writing could be made clearer
- whether their writing was biased
- what was and was not relevant in their paper
- how to make their writing precise
- how to make their writing flow and read logically
- the accurate punctuation and grammar

### Four-Hundred Level Course

According to Benjamin Bloom, educational theorist, the learning process should strive for higher levels of thinking. Bloom's taxonomy identifies evaluating and creating as higher level thinking skills. The critical-thinking foundation embedded in 100-, 200-, and 300-level courses enables seniors to critically evaluate and create ideas, combining their content knowledge and critical thinking skills developed in their four-year program.

This integration of knowledge and skill is the primary focus of the senior capstone course. This course assesses students' ability to evaluate a business situation using

critical thinking and then create a solution. As stated in the course description, GBU 480 Business Strategy requires students to analyze and formulate business strategy. Students communicate their critical thinking through a presentation of their formulated business strategy and are evaluated based on the Paul Elder Model.

This progression of student learning outcomes helps ensure that students are graduating with (a) knowledge of critical thinking, (b) application of critical thinking to theories, (c) application of critical thinking to real-world examples, and (d) evaluation of others' critical thinking. As students develop their critical thinking skills, they are better prepared to (a) determine the information to be communicated and (b) the manner in which to communicate it.

### **Strategic Course Facilitation and Assignments**

The following examples reflect how business faculty can reinforce critical thinking and communication in the curriculum:

1. Collectively, Critically, and Creatively Explore (CCCE) on Wiki
2. Class Preparation Standards
3. SEEI – State, Elaborate, Exemplify, and Illustrate Learning Activities
4. Rubrics

Collectively Critically and Creatively Explore on Wiki. In a business course, students are divided into teams to evaluate current business articles. The students work collectively on a Wiki space to apply the Elements of Thought to the article. Students are then asked to evaluate the article based on the Intellectual Standards of the Model. The Model guides students to consider and analyze other perspectives of the issue or information being reviewed. This activity provides a very effective way for students to evaluate their peers' work and to be evaluated by their peers.

Class Preparation Standards. An alternative to requiring students to prepare summaries of chapters in lower-level

courses to ensure students are prepared for class is to require them to apply the Elements of Thought to the chapter. Writing a summary is challenging for freshman and sophomores, because they may not understand the content initially. The Paul Elder Model helps students develop their reasoning and analysis of the new content. Students are also better equipped to communicate in an effective manner such as writing a summary.

SEEI. SEEI is the acronym for State, Elaborate, Exemplify, and Illustrate (Paul, 2007). Dr. Martin Luther King used the illustration of cashing a check of justice that had insufficient funds in his famous "I have a Dream" speech. Illustrations such as Dr. King's provide a common understanding of information being presented and create a visual image for the receiver. Students are often asked in their courses to SEEI the topic or a business issue. This activity develops the students' communication skill of (e.g. clarity and relevance) teaching students to be selective and precise to ensure their thoughts are communicated effectively. The illustration part of the exercise fosters creative thought.

Rubrics. In upper-level business courses, the Intellectual Standards are used as criteria for rubrics in grading students' written and oral communications. Rubrics assist in giving students specific feedback to confirm what they have learned and identify areas for improvement.

### **What are the Implications for Business Education?**

As the review of secondary literature indicates, a common goal of business curriculum is to ensure employable students who can think critically and creatively as demonstrated by their communication. However, as Paul explained in his research, a disconnect can exist between the values of the business curriculum and the execution of those values in the classroom.

The recommendations for business faculty and higher education administration

are (a) to align the college-wide model, program outcomes, and strategic course facilitation with a common critical thinking model, and (b) to systematically embed critical thinking skills in the business

curriculum to develop students' effective communication skills.

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## Rethinking Team-Based Skills

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### Abstract

*Given transforming forces changing the workforce, developing team-based skills will continue to be vital in the 21st century workplace. The article describes how a service learning project used in a business communication class captured data focusing team-based skills. From action research, practical data for developing team-based skills are identified. Advice is provided for developing team-based skills that can be used to enhance business communication course content.*

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### Introduction

A major challenge faced by business communication professors is developing team-based skills, e.g. problem solving, meeting management, writing reports, and delivering presentations. Complicating this challenge in the academic environment similar to the workplace are team member differences, e.g. age, cultural, gender, and technological (Colvin, 2006; Vinas, 2003; Knudson, 2012.)

To put the challenge into perspective using one of the above cited differences, age diversity, one must include four different generations in the workplace (Beamer & Varner, 2001; Bell & Narz, 2007; Waxer, 2009; Sauderson, 2009). The four generations are: Traditionalists (born before 1946), Baby Boomers (born between 1946 and 1964), Generation X (born between 1965 and 1980), and Generation Y (born after 1980). Each of these generations has its own "generational communication." Subsequently, they will also have different perspectives that can influence their work ethics: Traditionalists (value hard work, sacrifice and a strong sense of right and

wrong), Baby Boomers (rights to privacy, due process and freedom of speech), Generation X (independent, self-directed and resourceful), and Generation Y (active, self-preserving mind-set in the workplace focusing development of personal skills). Related literature suggests in order to close the "team-based skill gaps" and gain understanding these inhibitors should be examined (Carrell, et al., 2006; Sauderson, 2009). One method to examine inhibitors is self-direct teams.

Self-directed teams, theoretically, are based on internal motivation being more dominant than external. Accountability to team members is viewed as more effectual than accountability to superiors (Fisher, 2000; Druskat & Wheeler, 2004). The self-directed method promotes building communication and interpersonal relations. When this occurs, two outcomes are acceptance of diverse viewpoints and increased productivity (Landsberg & Pfau, 2005).

A key argument often made by industry is the lack of course content that equips future employees with team-based skills

required by the business community (Bailey, et al., 2005; Bell & Narz, 2007). Exploring differences noted prior provide opportunities to collect data and develop authentic reality-based course content that can be used to develop team-based skills. With this in mind, the author of this article, a business professor, set out to collect data using a reality-based service-learning project.

### **Methodology**

The subjects involved in this study were thirty undergraduate business majors enrolled in a business communication course. Traditional lectures inclusive of real world cases from industry focusing building effective teams were presented. Second, learners completed individualized graded applications including opportunities to reflected on key team skills, research, and apply knowledge via team-based activities occurred prior to the service-learning project.

Next, in a proactive response given the university's objective to provide high-impact experiences and the college's mission to provide reality-based education, a service-learning project--Communication Audit for a Non-Profit Organization--was selected to provide learners with an opportunity for developing team-based skills.

Holistic pedagogy was applied in terms of Dewey's practical idealism which addresses methods to lessen the gap disparity between development of interpersonal and decision-making skills beyond the traditional lecture. One of Dewey's most significant conceptions of instruction was the reflective method. In this method the learner first recognizes a problem and then formulates a hypothesis that offers possible solutions or outcomes. Through reflection and experimentation, the hypothesis is then tested so that the learner can draw a conclusion (Miller, 2000). In this project, learners engaged in the decision-making process by practicing team-based skills, prior to and during a service-learning project that required them to consider multiple perspectives and factors, while

gathering relevant information to solve the task under review.

### **Task Background**

**Academic Setting:** The Business Communication is a core course for business majors, e.g. general business, marketing, management, supply chain, insurance and risk management, accounting, finance, international business, enterprise information systems (formerly computer and information systems). The course also serves multidisciplinary, e.g. criminal justice, urban education, engineering, curriculum requirements. Given the importance of the subject area, this positioning mirrors an interrelated environment of the global marketplace. This is relevant in rethinking development of team-based skills focusing on bridging the gap between theory and practice.

**Industry Setting:** A nonprofit organization was selected that provides parking assistance to families experiencing extended stays in the Texas Medical center. The assistance primarily involves random acts of kindness e.g., randomly paying for parking. A member of the organization enrolled in a business communication offered a challenge in terms of experiencing an authentic real world project (service learning) rather than simulated in-class assignment. Learners enrolled in the Business Communication course assumed the role of business consultants (self-directed discipline-based teams), and conducted a Communication Audit for the organization.

Some activities included: summarizing critical information, debating causes, and suggesting recommendations (not solutions) focusing advantages and disadvantages associated with the organization's random acts of kindness plan. Five discipline-based teams reflecting workplace diversity, age, culture, gender, etc. were formed. Team members were to listen, practice writing and verbal skills, and build on business knowledge while developing team skills, e.g.

problem solving, meeting management, writing reports, and delivering presentations. This method facilitates development of measureable learner outcomes using Bloom's Taxonomy – (lower level) remembering→ understanding→ applying →analyzing →evaluating→ creating (higher level). Thereby, allowing learners to – Do + Observe +Think+ Plan (Kolb, 1984).

### **Findings**

The results were consistent with relevant literature that suggests the need for developing team-based skills. Data suggested a high number of participants experienced and or demonstrated a lack of skills required to perform duties and responsibilities expected by the business community. The following are two selected examples given the cited challenge above, age diversity.

#### **Bloom's Taxonomy Levels**

*Remembering → Creating*

**Remembering-** (lower level) Each team was instructed to attend a board meeting held by the nonprofit organization. The objective was to encourage members to improve listening skills. Members were encouraged to take notes, compare and contrast findings after the meeting, and compile information as a team. The goal was to have learners examine their listening skills (recall of key content/problems) using a peer assessment-team based collaboration.

**Findings—Meeting Management –** teams experienced problems with “individual” responsibility. Examples included limited time discussing, clarifying, and assigning team roles to ensure self-directed responsibilities or assigning members to attend meetings who demonstrated poor listening skills. The results were a significant amount of teams did not collect an applicable amount of data for review focusing key content (problems) from meetings.

**Creating** (higher level) – Each team was instructed to contribute significant findings to a Wiki.

The objective was to have each team contribute to a Wiki in terms of using primary research to draft a formal report with findings from the Communication Audit. The goal was to have each discipline-based team contribute–plan, research, outline via post to the Wiki, before drafting a final document.

**Findings—Writing reports –** teams experienced delays given “technological” challenges. Examples included team members were unable to contribute given limited knowledge of various electronic media-emails, texts messaging, wikis, and other workplace software.

The implications from data collected will allow further research; this study limited the scope in terms of age diversity and team- based skills. Because classroom-setting mirror the workplace, it is plausible to suggest given the four different generations in the workplace noted earlier, the effect of age diversity is evident. The generations outlined above have different values, expectations, and communication skills related to various experiences and environments. As such, these differences influence team-based behaviors, and at times inhibit performance.

Findings of this nature allow opportunities to collaborate with stakeholders, internal and external, about methods that can be used to develop team-based skills. As such, the author believes action research, a disciplined process of inquiry conducted by and for those taking action (teacher inquiry or practitioner research) of this nature is valuable. The data provides insight about how to develop and/or rethink business communication course content focusing team-based skills in a reality-based setting.

## Summary

Relevant literature is used to summarize and suggest implications for developing team-based skill. "Students are faced with the challenge of structuring and prioritizing a very loosely defined problem and expected to carry it forward to completion on a short-time horizon, all carefully choreographed in cooperation with each other, volunteer workers, material donors, technical experts, and the client. Some students enter the course with little knowledge of project management tools, and others may have relatively strong expertise. The mixture proves to be one of great strengths of the course because the experiential teaching vehicle allows each person to learn at his or her level of need. Additionally, cooperation among those with vary levels of knowledge creates a fertile environment for mentoring" (Brown, 2000 p. 54).

Because findings revealed gaps with respect to theory and practical team-based skills, these findings are useful in designing course content and applicable teaching methods for development of team-based skills required and expected by the business community. There is need for continuous collaborations and research between academicians and practitioners in order to rethink business communication course content focusing team-based skills.

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## Using Mini Lessons to Teach Writing

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### Abstract

*A mini-lesson is a 5-20 minute lesson with a narrow focus that strategically provides instruction in a skill or concept that students can then relate to the larger lesson that follows. Mini-lessons are used to create interest in a new topic, teach specific concepts or skills with which students are currently struggling, or introduce strategies to help students learn new material. Teachers introduce the topic, explain the concept, demonstrate the strategy, guide student practice, provide more examples, and synthesize what was taught.*

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### Introduction

This paper discusses mini-lessons and how educators can use them to teach writing and facilitate critical thinking in their students.

### Statement of the Problem

Educators must emphasize critical thinking and the process of writing, not just the written end product. "In the past, writing was not taught; it was assigned and corrected. Teachers emphasized the final product of writing, not the process it produced" (Jasmine & Weiner, 2007, p. 132).

### Use Critical Thinking Strategies to Teach Business Communication

Critical thinking takes students beyond memorization of facts and concepts. As educators, our goal is to help students to become "critical thinkers." If educators use critical thinking instructional strategies to teach the foundational concepts of business and give students learning activities to promote critical thinking, we can facilitate students to "think about their thinking." Critical thinking processes can help

students learn to investigate, analyze, evaluate, synthesize, and make decisions effectively.

### Review of Critical Thinking Literature

A review of the literature shows two renowned models for promoting critical thinking in the classroom. One model (Paul & Elder, 2007) promotes a common language of critical thinking through the Elements of Thought, Intellectual Standards, and Intellectual Traits:

- **Elements of Thought** - enable us to "take our thinking apart" and analyze it – keeping the Intellectual Standards in mind as we walk through the elements of reasoning.
- **Intellectual Standards** - are to be applied to the Elements of Thought and then are used to assess and evaluate the Elements.
- **Intellectual Traits** - are dispositions of mind which embody the fair-minded critical thinker. Our goals in using the Intellectual Standards and the Elements of Thought (Reasoning) are to help students develop these traits.

Eight basic elements are present in all thinking. We think for a purpose within a point of view based on assumptions leading to implications and consequences. We use concepts and ideas to interpret data, facts, and experiences in order to answer questions, solve problems, and resolve issues.

The intellectual standards must be applied to thinking to ensure the quality of reasoning about a problem, opportunity, or situation. To think critically entails having command of these standards. To help students learn and use the standards, instructors should pose questions which probe student thinking; questions which hold students accountable for their thinking; questions which, through consistent use by the instructor as facilitator in the classroom, become internalized by students as questions they need to ask themselves as they develop their communication (plan their message).

From the instructor perspective, these models help us cultivate at least five learning opportunities:

- Provide a means of fostering meaningful discussion and participation in the classroom
- Encourage students to think about their own thinking (just think it through)
- Promote students to challenge comments or topics addressed in the course – and, specifically, theories introduced
- Provide a consistent language
- Help assess student work

Richard Paul and Linda Elder (2007) explain, “As we are learning the basic intellectual skills that critical thinking entails, we can begin to use those skills in a selfish or a fair-minded way.” All thinkers should cultivate positive intellectual traits such as intellectual humility, intellectual perseverance, intellectual integrity, intellectual courage, confidence in reason, and intellectual empathy. These are the interrelated characteristics of fair-minded thinking, what has been described as the

“spirit” of critical thinking. Critical thinkers use their thinking skills in an ethical manner.

Further, another model, introduced by Gerald Nosich (2008), suggests students can be more critical and creative in their thinking if they think things through. Nosich (2005) stresses two key elements that turn thinking into critical thinking. One is that critical thinking is reflective thinking-- thinking about your thinking. The other is that critical thinking is thinking that is done well--that meets high standards of reasoning. Intellectual standards must be applied to thinking to check the quality of reasoning about a problem, issue, or situation.

When students clarify, they achieve two goals:

- Make it clear in their own mind
- Communicate it more clearly to others

The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to better written and oral communication.

### **Using Mini-Lessons**

The example below explains the instructional tools and classroom activities to demonstrate the critical thinking concepts using both the Paul & Elder Model of Elements of Thought, Intellectual Standards, and Intellectual Traits; as well as the Nosich Model, which facilitates students' critical thinking through the implementation of writing a simple statement, elaborating with more words, exemplifying through example, and illustrating with metaphors or similes.

The mini-lesson activity demonstrates the critical thinking process that generates a purpose; raises questions; uses information; utilizes concepts; makes inferences; recognizes assumptions; generates implications; and embodies a point of view.

Often times, there are inconsistencies in the culture of education practice that

discourage critical thinking in the classroom. Teachers and students may have experienced this discrepancy when students were told to develop their own point of view and be critical thinkers. At the same time, the culture within many educational institutions requires that students “give the correct answers,” and limits their critical thought and dialog to the cultural boundaries of education within which they learn. Therefore, students are discouraged from being overly expressive in their critical thinking (Visser, Visser, & Schlosser, 2003).

### **Mini-Lessons**

Teachers can instill critical thinking into mini-lessons to further the student writing process:

- Foster critical thinking
- Connect reading and comprehension
- Develop problem solving and reasoning skills
- Enhance communication skills
- Encourage self-questioning, inferring, and activating prior knowledge
- Promote synthesis and analysis (Gammill, 2006).

Mini-lessons are brief sessions that focus on the needs of the students (Jasmine & Weiner, 2007). Mini-lessons provide a narrow concentration of instruction and briefly emphasize different skills that will relate to a wider, more in-depth subject or later class period. Mini-lessons can be used to teach a specific skill, build on previous learning, create interest in a topic, respond to student needs, generate questions, or introduce strategies (Lombardo, 2006; TeacherVision, 2010).

Mini-lessons are intended to be short so that practice and feedback are immediate (Gwinnett, County Public Schools, 2012; Lombardo, 2006). The lessons can focus on any number of topics, including reading and writing skills and problem solving strategies. This short and quick method of sharing tips and strategies allows students to gain

valuable, relevant skills routinely (TeacherVision, 2010).

#### Step 1: Identify Topic or Theme

- What subject matter is involved?
- What prerequisite skills are included?
- What learning styles must be addressed?
- What learning objectives must be met? (Lombardo, 2006)

#### Step 2: Identify Issues (from Step 1 Reflection) and List Possible Mini-lessons

#### Step 3: Plan the Mini-lesson

- Begin with making a connection to what students will be learning and how that learning fits into or connects to what they already know.
- Teach students something they will use as readers and writers.
- Give students an opportunity to apply the strategy they have learned.
- Provide time for students to share something they learned, found interesting, or noticed during independent reading or writing time (Center for Educational Leadership, 2010).

### **Example of Mini-lessons: Source Documentation**

Many mini-lessons can be incorporated during a semester. One example when teaching the APA writing style follows:

- Have students identify correct citation methods.
- Provide a handout with examples of correctly cited sources.
- Write the author, title, and source information of an article or book on the board.
- Give students three minutes to cite the example source in APA format.
- Have students turn in their papers.
- Show students a website or manual where they can find citation information.

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# The Use of Disruptive Net-Based Tools to Re-imagine the Teaching of Business Communication: Emerged and Emerging Opportunities

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## Abstract

*Educational institutions are preparing learners for employment opportunities which do not yet exist, using digital tools not yet invented. This paper demonstrates instructional use of emerged and emerging technologies that have changed and are changing our society. These digital tools prepare learners to work in a Wikinomics, churning workforce and community to master the white surf of turbulent change. With these competencies, and familiarity with an emerging shift in the focus on how work is performed, learners will better be prepared for the competitive marketplace. The paper concludes with suggested specific research agendas related to the practical use of the tools and to a higher level, media ecology- the study of how tools, ideas, technologies etc. change society.*

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Educational institutions are preparing learners for employment opportunities which do not yet exist, using digital tools not yet invented. The Red Balloon Project, a national initiative of the American Association of State Colleges and Universities (AASCU) to re-imagine and then to redesign undergraduate education for the 21<sup>st</sup> century, establishes two goals relative to this paper. 1) Utilize educational technologies to better engage students in authentic learning experiences more aligned with the ways that knowledge is being generated, aggregated, and disseminated in an age of networked knowledge. 2) Provide students with the knowledge, skills, and abilities they will need to become successful participants in careers, engaged citizens in a democracy, and thoughtful leaders in the global society of the 21st century.

The disruptions brought about through digital technology have altered society in general--how we communicate individually and organizationally as well as societal

expectations about time, speed, skills, and education. Just as the printing press forced society to re-imagine how knowledge was disseminated and eventually ushered in vast societal and political change, these emerged and emerging tools of the Digital Age require a re-imagining of higher education--the vision and mission, structural organization, delivery modes, to name a few impacted areas.

Institutions and professional educators are challenged with three major emerging and emerged disruptions that enable both Red Balloon Project goals cited above: a) web based technology; b) the Open Education/Sharing Movement; and c) collaborative peer production communities. All these disruptive tools are enabled by technology and technology has historically brought about great environmental change. The inventions of stone and cuneiform, papyrus, paper, the printing press, the steamboat, the railroads etc. changed the course of history and civilizations

economically, socially, and spiritually. (Innis, 1951)

This paper will demonstrate instructional use of these emerged and emerging technologies that have changed and are changing our contemporary society. Instructional use of these digital tools prepares learners to work in a Wikinomics, churning workforce and community to master the white surf of turbulent change. With these competencies, and familiarity with an emerging shift in the focus on how work is performed, learners will better be prepared for the competitive marketplace. There is very little current qualitative or quantitative research in the tools described in this paper. The paper concludes with suggested specific research agendas related to the practical use of the tools and to a higher level, media ecology--the study of how tools, ideas, technologies etc. change society.

### **Diffusion of Innovation: Re-imagining Education**

Rogers (1995) defines diffusion as the process by which "an innovation is communicated through certain channels over time among members of a social system. It is a special type of communication, in that the messages are concerned with new ideas" (p. 5). Clearly the innovations described in this paper are in the early stages of awareness, knowledge, skill, and mastery. As will be noted there is little to no qualitative or quantitative studies to support their use. Friesen (2011) argues that these tools are extensions of the lecture, now enabled by changing technology: "The lecture, in short, transforms the artifact of the text into an event--an event in which the text is brought into conversational relationship with the audience and with the present" (p. 100). He cites Prezi, VoiceThread, and You Tube as presenting many opportunities to transform lectures in new "fresh talk" ways. This paper argues that these "fresh talk" technologies enable collaborations in learning environments in innovative ways

that assist in the "re-imagining of education."

### **Disruption 1: Web-Based Technology**

We live in an age of flux and ambiguity as noted in *Wikinomics: How Mass Collaboration Changes Everything*: "...the quickening pace and deep consequences of globalization for innovation and wealth creation are not fully understood" (Tapscott & Williams, 2006, p. 28). In fact, we are past the tipping point: "Mass collaborations are changing how goods and services are invented, produced, marketed, and distributed" (p. 10). The consequences are not yet fully understood due to rapid, never pausing change and the fact that the Internet has become a de-stabilizing force for business and institutions of learning. Historically businesses adapt or fail. However, until recently, institutions of higher education have avoided what Christensen and Eyring (2011) call *competitive disruption*. Today, however, education is faced with disruptive technologies, technology impacts that incoming freshman are more than familiar with and which educators should be aware of in order to maintain legitimacy with their students and parents, their customers, and their overall stakeholder community.

### **Disruptions 2 and 3: The Open Education/Sharing Movement and Collaborative Peer Production Communities**

The Open Education/Sharing Movement tells us to share intellectual property to professionally grow quickly with colleague feedback via wikis and blogs (Weller, 2011, p. 2) and offer just-in-time opportunities to learners. Creative Commons challenges the concept of copyright while "the CEO of Skype says: The idea of charging for the telephone call belongs to the last century" (Tapscott and Williams, 2006, p. 27). Tapscott and Williams build on the concept of network programming, and argue that a second force disrupting the status quo is peering,

peer production communities “where the basic rules of operation are about as different from a corporate command and control hierarchy as the latter was from the feudal craft shop of the preindustrial economy” (p. 25).

Tim Berners-Lee, inventor of the web, commented, “I have always imagined the information space as something to which everyone has immediate and intuitive access, and not just to browse, but to create” (2000, p. 216). Rosen (2006) refers to collaborative peer production communities as the “people formerly known as the audience.” The blog has given the printing press to the former audience. New forms of participation have been created. “Web 2.0 allows customization, personalization, and rich opportunities for networking and collaboration” (Bryant, 2006, p. 62).

### **Societal and Business Impacts of Disruptions**

The following discussion will be further expanded in the description of potential research.

Writing in Wired magazine, Gary Wolf wrote, “...the advent of the new digital media has brought the conditions of the old technologies into sharper relief, and made us suddenly conscious of our media environment. In the confusion of the digital revolution, McLuhan is relevant again.” [http://www.wired.com/wired/archive/4.01/saint\\_marshall\\_pr.html](http://www.wired.com/wired/archive/4.01/saint_marshall_pr.html)

Marshall McLuhan (1911-1980), the Canadian communications philosopher/theorist, argued that the medium, be it an idea, tool, machine, or technology, is a change agent in our perception of the world. Medium is also an extension of our body or mind: “...clothing extends skin, housing extends the body’s heat regulating mechanism. The stirrup, the bicycle, and the car are extensions of the human foot” (McLuhan, 1964, xiv). McLuhan was not referring to the medium as mass communication, and in his day

mass communication was via radio and the early development of television. A medium is, to McLuhan, a side effect of technology: “it consists of all the psychic and social adjustments that its users and their society undergo when they adopt the new form. It is the ‘message’ sent by the new technology; so ‘the medium is the message’.” (McLuhan, 1964, p. 564)

McLuhan’s discussion of the impact of the railroad is similar to the impact of the digital tools discussed in this paper. “The railroad radically altered the personal outlooks and patterns of social interdependence. It bred and nurtured the American Dream. It created totally new urban, society, and family worlds. New ways of work. New ways of management. New legislation.” (McLuhan, 1964, p. 72)

The writer believes that the message, the social and educational disruptive impact created by the digital tools described in this paper, has, like the railroad, radically altered personal outlooks of the definition of social interdependence. They have created totally new learning and business tools requiring new skills sets. Facebook has redefined a “family world” and the digital age has generated new ways of how to learn, work, manage, and legislate. They enable virtual collaboration across borders, time zones, cultures and languages both in education and in business. This ability has forced organizations, including educational institutions, to stop looking through the rear view mirror of the unfolded past and to re-imagine and then to redesign undergraduate education for the 21<sup>st</sup> century. (“When faced with a totally new situation, we tend to always attach ourselves to the ...flavor of the most recent past. We look at the present through a rear-view mirror” (McLuhan & Fiore, 1967, p. 74-75).

A trainer at the Cargill grain elevator in Salina, Kansas now has the tools to collaborate with fellow trainers across the globe in highly interactive fashion. “Time has ceased’, ‘space’ has vanished. We now

live in a global village...a simultaneous happening...Because of electric speed, we can no longer wait and see. George Washington once remarked, 'We haven't heard from Benjamin Franklin in Paris this year. We should write him a letter'" (McLuhan & Fiore, 1967, p. 63).

The odds are strong that these emerged and emerging tools, sharing and peer production communities, which are so disruptive to the status quo of lecture, PowerPoint, and "sage on the stage" mental models, will continue to rapidly expand global net collaboration and create business solutions through virtual teams who have informally learned the basic digital tools before they entered higher education. Learners born with a cell phone in their hands expect instructors to be at least aware of the communication tools they use daily. As Jose Bowen (2012) notes in *Teaching Naked- How Moving Technology Out of Your College Classroom Will Improve Student Learning*, "Now, our constant connectivity with other people regardless of physical distance has become an indispensable part of our lives, but it has also redefined community" (p. 24). The medium of digital communication has changed our society – expectations on speed of response and independence in accessing information anytime and anywhere. Bowen adds

Teaching is about making connections, and first thing we need to do is connect with our students. Relevance and credible analogies are critical for good teaching; being unable to understand a fundamental premise of your student's lives will make it harder for you to teach and related to them (p. 30).

### **Into the Learning Experience and the Lessons Learned**

This section will share lessons learned from the classroom use of four existing net-based tools allowing for individually created video with viewer response features (YouTube), a net-based presentation tool (Prezi), and Lino, a tool that allows the use

of written narrative, and sound and files video files. These tools meet the Red Balloon Project criteria of utilizing technologies to engage online students in authentic learning experiences aligned with Digital Age. The paper then presents the case for a new, and now emerging, disruptive technology: instructor generated iPhone and Android apps aimed at the lifestyle and preferences of digital nomads, those who have their phones 24/7/365, enabling learning literally anytime and anywhere.

### **Existing Opportunity 1: Learner-Generated YouTubes**

Much literature exists on faculty generated YouTubes, especially in light of the flipped classroom movement. There is little research currently published on the use of student-generated YouTube videos. There are a few of publications describing classroom use.

Frydenberg (2006), in describing classroom use, has written on students creating group and pair production of video podcasts to teach course topics to peers. Frydenberg reports:

Earlier podcasts that they created showed students sitting in their dorm rooms facing a particular topic or summarizing steps for a procedure that they learned in class on their particular day. As the semester progressed, students engaged in moments of discovery as they viewed the podcasts that their classmates had created. Often their classmates' work served as examples to refine and improve their own processes for creating video podcasts (p. 5).

Kearney and Schuck (2009) reported on a learning design for student-generated digital storytelling and reports on teacher strategies and peer learning structures. Digital story telling tasks are a "valuable, transformative tool for learning in a range of curriculum and discipline contexts" (Kearney, p. 29).

Sherer and Shea (2011) described three types of assignments for the instructional use of videos: listening and writing about current YouTube uploads, collecting and archiving existing YouTube videos, and student production of videos podcasts uploaded to wikis, a web site, or YouTube.

Keisen (2009) reported on the use of YouTube as supplementary learning materials in Teaching English as a Foreign Language in Taiwan. He concluded that some students highlighted the importance of providing clear explanations regarding how to use this learning tool effectively” (p. 1).

Ludewig (2001) reported on the use of student-generated iMoves in the teaching of German. “All of the above make the iMovie project learner-centered and divert the control over the material from the teacher to the learner who must actively construct their learning around the given task” (p.12).

Benedict and Pence (2012) focus on the use of student-created videos in the teaching of chemistry. “Students were given a week to find time to go into a prepared laboratory, videotape an instrument or performing s titration, edit the video, and then upload it to YouTube” (p. 493). They combined their study with the use of smart phones and barcodes on worksheets: “When a barcode (Quick Response Code or QR code) is added to a piece of paper, the paper becomes a smart object, which is clickable as a web page when viewed with a smartphone” (Benedict & Pence, 2012, p. 494).

A virtual course at Fort Hays State University, Business Communication 301, requires learner teams to create a set of YouTube videos to support and expand on a research paper and topic. The overwhelming majority of course participants are non-traditional and work full time, ranging in age from the 20s to the 50s. The majority are female. Participants are given a choice of topics under the assumption that adults value choice (Caffarella, 2002, p. 29). The case is made

that videos: (a) substitute for face-to-face presentations on campus; (b) provide experience in technology; and (c) replicate video conferences, cost saving business tools.

**Lessons learned from learner-generated YouTube videos:** (a) it appears that a small team made up of three works best as online learners are able to more easily make time to engage with teammates. Skype is the tool of choice. Other means of communication include email, texting, VOIP conference calls, and project Facebook pages, which are taken down at the end of the course. The instructor is made a member of the Facebook team in order to follow the process; (b) a YouTube link is provided on how to create a channel and video and also how to upload. The expectation was push back and that learners would have difficulty in the process. However, this has not been the case. The most common issues are around the type of web cam to purchase. Participants are encouraged to purchase a microphone to ensure acceptable sound recording. Learners are reminded to look into the camera and to review the final product. Production quality is a communication process; and (c) in order to ensure that the final set of three videos form a cohesive whole, directions are provided as follows: Team member A introduces him or herself, provides the names of the other team members as well as the title of the topics, and then address the information they are presenting. At the conclusion, they are to introduce the next team member and what they will address. Team member B provides an introduction and presents his or her information, and at the conclusion of the segment introduces the next speaker. The final speaker ends with a brief summary of what they have shared as a whole.

### **Existing Opportunity 2: Prezi**

As with learner-generated YouTubes, there is minimal literature available relative to the use of Prezi, and it appears that at

this time no qualitative or qualitative research exists.

Yee and Hargis (2010) describe Prezi and conclude that Prezi “represents the first step toward other visual tools that are not, strictly speaking, presentations at all, but may find uses in the classroom” (p. 10).

Perron and Stearns (2011) write that because Prezi is relatively new, it “is still unfamiliar to researchers and educators, especially in the field of social work. However, it has tremendous promise for communicating information and ideas in both research and educational settings” (p. 376).

In the same Fort Hays State University BCOM 301 course, participants are assigned a reading and then are offered a set of activities from which to select. A team-created Prezi, often called the zooming PowerPoint, is one option. Settle, Abrams, and Baker (2011) describe Prezi as follows: “Prezi is an online Adobe Flash-based presentation program....Prezi presentations exist on a canvas. The presentation is navigated by zooming in and out of different points on the canvas, as needed by the presenter” (p. 105). Prezi also allows for team collaboration, similar to Google Docs. <http://prezi.com/learn/invite-others-collaborate/>. Here is a link to a Screencast-o-matic the author created to provide feedback to a class entitled *Prezi--Moving from Good to Great*, <http://www.screencast-o-matic.com/watch/clQ2ruL8T>. Here is a link to an in-class learner created Prezi. The activity was to view a selected TEDTalk and to relate the talk to the text book chapter: <http://prezi.com/kfmcz5vvrkq1/true-power/> (Anderson, 2012).

**Lessons learned from the use of Prezi:** (a) learner-generated Prezis are used in both virtual and face-to-face classes, both as team efforts and as individual work. The digital native generation requires little orientation to the tool. Teams collaboratively engage and intuitively make guesses and take risks in order to figure the tool out. Thus, the tools

foster analytical thinking, risk taking and collaboration, critical skills required in the work place. In addition, there is a free Prezi Viewer application on iTunes for the iPhone and iPad, <http://itunes.apple.com/us/app/prezi-viewer/id407759942?mt=8>. Again, this meets the needs of the digital nomad generation with mobile devices; (b) as with PowerPoint, learners have to work with a font size that is readable at the back of the room; avoid color clashes that make the font unreadable; and avoid reading the Prezi to the audience; (c) learner-presented Prezis provide an opportunity for the instructor or facilitator to deliver an impromptu lecture developing the concepts presented by learners.

### **Existing Opportunity 3: VoiceThread**

As with learner generated YouTube and Prezi, the writer could not find any research on this tool. While reports are published on classroom use of student-generated YouTube and Prezi, the researcher could not locate any descriptions of the instructional use of VoiceThread. VoiceThread, or conversation in the clouds, allows learners to communicate with voice or video, building on what others have said. It has also become a business tool allowing users to engage in a virtual dialogue across time zones (<http://vimeo.com/46457367>).

The site <http://voicethread.wistia.com/projects/b19a266909> offers a number of webinars for instructors. Again, meeting the needs of the digital native/nomad generation, there also is a mobile application for iPhone, iPad, and the iPod touch, <http://itunes.apple.com/us/app/voicethread/id465159110?ls=1&mt=8>. Users post audio or video comments, responding to the instructor or fellow students, in a “thread-like” manner.

**Lessons learned for VoiceThread:** a) as with a Prezi, learners required little instruction in use of the tool; b) virtual learners uniformly commented that VoiceThreading united the class via a feeling of being connected, hearing and

seeing both the instructor and other learners; and c) there were ample existing videos online for self-directed learning. At the time this paper was first drafted in October, 2012, a Vimeo search yielded 276 videos on the use of VoiceThread.

#### **Existing Opportunity 4: Lino**

As with the other tools, the writer is unable to unearth any peer reviewed research on this tool. <http://en.linoit.com/>

Lino is both a website and a free iOS productivity app created by Japan-based Inforteria Corporation, founded in 1998. (A beta version Android app is now available.) The company describes Lino as a “Sticky” canvas and photo sharing site.

The site appears as a corkboard where users can post “stickies” (Post-It notes) of colors of their choice. The Post-It notes can contain a range of audio and visual information--written notes with comments/ideas, photos, and links to documents, websites and sound or video files. Lino is a virtual version of the face-to-face business process of using Post-It notes to visually lay out a process or concept at a business team meeting.

The Summer Institute on Distance Learning and Instructional Technology (SIDLIT) is a professional organization in Kansas that organizes one summer program and two “Colleague to Colleague” (C2) events annually. The steering committee uses this cloud-based tool for visual planning purposes. <http://c2conline.org/sidlit/about>

The fall 2012 C2C event had a large screen with a projected event Lino “canvas.” Participants actively and continually posted stickies with links, videos, photos and comments as the day progressed. <http://c2conline.org/fall/2012>

The writer uses Lino as a course event organizer to support online classes and class conference calls. The topic is “What are your aha moments thus far in this class?” Learners populate the canvas in

advance and Lino provided the varied visual input conference calls lack.

**Lessons Learned for Lino:** Given the lack of publications on Lino, it appears this tool not well known, even in the “popular” literature. The writer intends to integrate it into team activities in both virtual and face-to-face class in business communication classes. Students in both environments will be offered the opportunity to use Lino as a project “report out” presentation tool.

#### **Emerging Opportunity: Faculty-Generated Mobile Web Apps**

There are currently two types of apps: native and mobile web. A native app is an application for a specific mobile device and is installed directly onto the device. These apps are traditionally available, free or for cost, at an iPhone (iOS) or Android online store. A mobile web app is an Internet-enabled app that is accessed from the mobile device’s web browser, such as Safari on an iPhone. The site is then bookmarked on the phone for rapid access (Mudge, 2012). This paper addresses the development of mobile web apps because they are free and are relatively easy to create and do not require specialized IT skills.

A comprehensive literature review of faculty-developed apps to support the teaching of business communication, or any field, does not yield any research. Smart phone apps do exist for instructor transactional functions, such as taking attendance. An example of such an instructor-generated transactional and native app is one created by David M. Reed, Professor of Computer Science Department of Mathematics, Computer Science, and Physics Capital University. According to the Chronicle of Higher Education:

He couldn't find any software to keep those paper check marks on a smartphone, so he wrote his own app about two years ago, in a two-week burst of coding. He called his task-specific app Attendance and

put it on the iTunes store for other professors, charging a couple of bucks (and adding features as colleagues suggested them). So far he has earned about \$20,000 from the more than 7,500 people who have virtually shouted "Here" Several professors said their favorite feature of the app (which now sells for \$4.99) is a flashcard function that helps them learn the names of their students. It literally puts names to faces, if professors add photos supplied by the college. Some professors take pictures of their students on the first day of class and put them in the app. An iPad version takes advantage of the larger screen of Apple's tablet computer."

<http://chronicle.com/article/6-Top-Smartphone-Apps-to/125764/>

Sibley and McKethan (2012) describe smart device programs for school health and physical education programs. They describe uses of these native for exercise prescription/workout logs, including videos and pictures. Some apps also include social networking tools allowing social support.

In order to support Business Communication classes, the author and Graduate Assistant Frederick Arnipiger, developed an app, "NextGenLearning." The tool was developed on wix.com. The app is then bookmarked on the smartphone for fast access. As noted on the app, "Welcome to my experimental app. I am developing a mobile information delivery system that meets the needs of learners in Business Communication courses. Bookmark the site on your iPhone or Droid mobile and you will have access anytime-anywhere." The site currently has four features--Twitter, the author's feed; YouTube, providing direct access to the author's YouTube business communication channel; SlideShare, with a direct link to the author's work; a 'call me' feature for those that require immediate assistance; and a 'click to text' feature. Twitter provides links to relevant articles, photos, and sound files and learners are expected to discuss the links in class. The YouTube channel, "storiesfromthefield," provides short anecdotal stories from the

author's work experience related to course topics and/or textbook.

### **What are some disruptive next steps in use of apps?**

The author argues that instructor-generated smart phone apps will lead to student-created smart phone apps as well as faculty-developed iPad apps for specific courses. The forces of intuitive learning, the open education movement, collaboration and free app and web development sites will lead to timely, current event-based themes and assignments such as "Use X site. Build a learning app for your classmates on the topic of the *fiscal cliff*. Link to an existing twitter feed, YouTube videos, and your team blog. Deploy to the class." Faculty-generated course iPad apps are not yet developed. However, the author argues that the early definition of what these apps might look like was revealed in October 2012. American Telephone and Telegraph, the National Archives, the John F. Kennedy Presidential Library and Museum, the Foundation for the National Archives and the Kennedy Library Foundation partnered to create a multimedia app, To the Brink, to support an exhibit at the National Archives, "To the Brink: JFK and the Cuban Missile Crisis" (PR Newswire) The author argues that iPad technology will develop as smart phones--open with free developmental sites for faculty and students. Faculty or student-generated apps could then be generated for a series of issues in business communication.

### **Recommendations for Further Research: Practical Applications**

Given the lack of existing research, exploratory descriptive research might include the following related to the practical application of the tools to the learning process.

1. Studies to identify challenges encountered by learners during the process of creating YouTube videos, Prezis, Lino sites, and VoiceThreads. What were the



specific challenges and how were they overcome? How and when were the challenges discovered? What specific resources were used to overcome the challenges? Within the framework of challenges, are there age or gender differences? Are there differences between urban and rural learners? Results would potentially lead to improved instructor guidance prior to student engagement in activities/projects.

2. Studies on learner use of faculty-generated smart phone apps in order to lead to app revision. How frequently is the app used? When and where is the app used? What features are most used/least used and why? What feature would learners like to see on the app and why?

### **Recommendations for Further Research: Media Ecology and Re-imagining Higher Education**

This paper has previously mentioned how technology has driven societal and environmental change. This second area of proposed research, media ecology, expands on this theme. The author proposes a set of research projects centered on the principles of media ecology, a field of humanities that emerged in the 1970s. New York University established the first US program in 1971. The first Media Ecology Association convention was in 2000 at Fordham University.

The author has been unable to discover any current research in the area of collaborative digital tools and the teaching of business communication within a media ecology framework.

Postman (2000), one of the original pioneers of media ecology, along with the previously cited McLuhan and Innis, describes the term *media* (in this case technology) and its impact on culture/environment in this manner.

You will remember from the time when you first became acquainted with a Petri dish, that a medium was defined as the substance within which a culture grows. If

you replace the word “substance” with the word “technology,” the definition would stand as a fundamental principle of media ecology: A medium is a technology within which a culture grows; that is to say, it gives form to a culture’s politics, social organization, and habitual ways of thinking (p. 1).

### **Research Based on the Four Laws**

Prior to his death in 1980, McLuhan and his son, Eric, began a revision of his 1964 book, *Understanding Media*. The resulting book, *Laws of Media: The New Science*, was published eight years after the elder McLuhan’s death.

McLuhan and McLuhan (1988) propose four laws of media framed as questions, and the author proposes that these become research questions as they have deep relationships to the field of media ecology: What does the media enhance or extend? What does it make obsolete? What does it retrieve from an earlier obsolete medium? What does it reverse or flip into when pushed to its extreme? Strate (2004) comments “An alternate way to understand the four laws is that they represent the dynamics of a system or ecology as it reacts to disturbances in its equilibrium” (p. 7).

The following studies can be of value to the re-imagination of higher education as well as the teaching of business communication:

Three of the digital tools in this paper are inherently interactive, visual, and auditory: VoiceThread, Lino, and instructor-generated apps. These tools empower the learner to engage with the medium of technology in a collaborative, social fashion. One tool, Prezi, a primarily visual presentation tool, is an emerged digital alternative to PowerPoint, only possible via use of the Net to present before a live audience or to a virtual audience via a screen capture tool such as Screencastomatic.

In what ways do these tools enhance learning? What do these tools make

obsolete? How are these tools rooted in earlier technological or non-technological media? When pushed to the extreme--using only these media--what is the outcome? Where do these tools seem most beneficial to the learners- in face-to-face or online settings? How does the use of these tools impact or change how learners view the teaching/learning process? Their attitude toward work and their career? What professions do the digital tools create, and what do they eliminate or make obsolete?

### **Research Based on Change in Our World View**

"Any understanding of social and cultural change is impossible without knowledge of the way media (the digital tools reviewed in this paper) work as environment" (McLuhan & Fiore, 1967, p. 26). Ten years later, in a television interview, McLuhan (1977) commented that the telephone as a system effects all of us, but what you say using the system affects few people by comparison. The telephone is the medium. The effect of television, a massive environment, is the medium and is independent of the programming. The question becomes- How has the telephone and television impacted society? Our research questions become anchored around the big picture in the media ecology tradition.

Commenting on McLuhan's pithy, succinct and provocative phrase "the medium is the message," Strate (2004) says, "Simply put, it is the idea that the media or technologies that we use play a leading role in how and what we communicate, how we think, feel and use our senses, and in our social organization, way of life, and world view" (p. 7).

How has the use of digital media in learning impacted the learner and society at large? What are learners thinking prior to use of the tools? What are they thinking about after use of these tools? Are they applying these tools in other social organizations? How? Why? Are there gender or age differences in the above? Do

the tools change thinking or opinions depending on physical location, rural or urban? What and how have users learned from others? How have these tools impacted or changed the concepts of relationships, cooperation, and sharing?

### **Summary and Conclusion**

Higher education is being disrupted by three major media ecology trends: a) web based technology; b) the Open Education/Sharing Movement; and c) collaborative peer production communities. We must prepare learners for a Wikinomics world of global collaboration and peer communities using the tools we have at the moment. The medium of technology adds a new dimension to communications and collaboration and impacts--changes--society as a whole as well as the educational establishment. "The goose quill put an end to talk. The hand that filled the parchment page built a city." (McLuhan & Fiore, 1967, p. 48) Given the lack of peer reviewed and published qualitative and quantitative research, the field of digital tools for learning in our profession is ripe for rigorous academic inquiry.

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**ASSOCIATION FOR BUSINESS COMMUNICATION**  
**SOUTHWESTERN UNITED STATES**  
**March 14, 2013**  
**(Thursday)**

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8:00 a.m. – 8:30 a.m.

Enchantment II

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**ABC-SWUS Breakfast**

**All ABC-SWUS presenters and members are invited to enjoy a complimentary continental breakfast.**

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8:30 a.m. – 10:00 a.m.

Enchantment II

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**SESSION A      Welcome by ABC-SWUS President Lucia S. Sigmar**

**Communicating in the Workplace**

Session Chair:      **Randall L. Waller**, Baylor University

*In Context: An Inductive Approach to Teaching Punctuation to Adult Business Writers*  
**Cynthia E. Ash**, Oklahoma State University-Tulsa

*The SERVQUAL Model of Customer Service: An Application to an International Manufacturing Plant*  
**Roger N. Conaway**, Tecnologico de Monterrey-Campus San Luis Potosi  
**Mario G. Cortes**, Tecnologico de Monterrey-Campus San Luis Potosi

*Message Design Logics and Effectiveness of Corrective Feedback*  
**Kathryn S. O'Neill**, Sam Houston State University  
**Geraldine E. Hynes**, Sam Houston State University  
**Heather Wilson**, Sam Houston State University

*A Business Communication Exercise in Participation and Analytical Thinking*  
**Elizabeth W. Bidwell**, Oklahoma State University

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10:00 a.m. – 10:30 a.m.

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**FBD Coffee Break**

Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **10:15 a.m.** in the Exhibit Area. *Must be present to win.*

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10:30 a.m. – 12:00 p.m.

Enchantment II

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**SESSION A      Communication Skills Assessment and Development**

Session Chair:      **Debbie D. DuFrene**, Stephen F. Austin State University

*So You Think You Can Dance? Comparing Student and Employer Perceptions of Missteps During the Employment Search*  
**Janice M. Bednar**, University of Wisconsin-Eau Claire  
**Keith Stearns**, University of Wisconsin-Eau Claire

*Soft Skills: Student Perceptions of Their Abilities*  
**Phyllis C. Bunn**, Delta State University

*Do They Think They Can Communicate? Graduate Students' Perceptions of Their Communication Competencies*

**Kathy L. Hill**, Sam Houston State University

**Gurinder Mehta**, Sam Houston State University

**Geraldine E. Hynes**, Sam Houston State University

*Business Communication Instruction: Are Students Really Learning?*

**Margaret S. Kilcoyne**, Northwestern State University

**Brenda Hanson**, Northwestern State University

**Begona Perez-Mira**, Northwestern State University

**Thomas Hanson**, Northwestern State University

**Julie McDonald**, Northwestern State University

**Sue Champion**, Northwestern State University

---

1:30 p.m. – 3:00 p.m.

Enchantment II

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**SESSION A Business Communication Skills Across the Curricula**

Session Chair: **Harold A. Hurry**, Sam Houston State University

*Teaching Communication Skills Through Critical Thinking Across the Business Curriculum*

**Laura Barthel**, Eastern Kentucky University

*It Takes a Village: Discipline-Specific Writing Within Business Communication Courses*

**Carolyn Conn**, St. Edward's University

*Business Writing in the Core Curriculum*

**Teresa Hutchins**, Ramapo College of New Jersey

*How to Integrate Short Writing Assignments into Non-Communication Courses*

**Gretchen N. Vik**, San Diego State University

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3:00 p.m. – 3:30 p.m.

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**FBD Coffee Break**

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---

3:30 p.m. – 5:00 p.m.

Enchantment II

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**SESSION A ABC-SWUS Business Meeting**

Presiding: **Lucia S. Sigmar**, ABC-SWUS President  
Sam Houston State University

All ABC-SWUS presenters and members are invited to attend the meeting.

**ASSOCIATION FOR BUSINESS COMMUNICATION  
SOUTHWESTERN UNITED STATES  
March 15, 2013  
(Friday)**

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7:30 a.m. – 8:30 a.m.

Centro Del Sol

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**ABC-SWUS and ABIS Joint Breakfast**

**All ABC-SWUS and ABIS presenters and members are invited to enjoy a delicious breakfast buffet**

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8:30 a.m. – 10:00 a.m.

Enchantment II

---

**SESSION A      New Age Technology in the Classroom**

Session Chair:      **Kathryn S. O'Neill**, Sam Houston State University

*Building Relatedness in Online Courses: Developing Your E-Persona*

**Traci Austin**, Sam Houston State University

**Lucia S. Sigmar**, Sam Houston State University

*BYOT/BYOD—What?*

**Harold A. Hurry**, Sam Houston State University

*The Use of Disruptive Net Based Tools in Teaching Business Communication*

**James G. Ward**, Fort Hays State University

*Examining Gender Differences in Email Communication: A Study of Student Email to Faculty*

**M. Suzanne Clinton**, University of Central Oklahoma

**Kimberly L. Merritt**, Oklahoma Christian University

**Katelynn B. Burns**, Student, East Central University

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10:00 a.m. – 10:30 a.m.

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**FBD Coffee Break**

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Great Door Prize Drawings take place at **10:15 a.m.** in the Exhibit Area. *Must be present to win.*

---

10:30 a.m. – 12:00 p.m.

Enchantment II

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**SESSION A      General Issues in Communication**

Session Chair:      **Margaret S. Kilcoyne**, Northwestern State University

*Revisiting the Business Meal: Status of Student Awareness from Interview to Immersion*

**Marsha L. Bayless**, Stephen F. Austin State University

**Clive Muir**, Stephen F. Austin State University

**Timothy W. Clipson**, Stephen F. Austin State University

*Non-Verbal Communication: Ladies, What Does Your Hairstyle Say About You?*

**Susan E. Jennings**, Stephen F. Austin State University

**Gail Weatherly**, Stephen F. Austin State University

*Preparing Students in a Business Writing Course for Job Fairs and Interviews*

**Thomas F. McNally**, Kutztown State University

*Use Mini-Lessons to Teach Writing*

**Marcel M. Robles**, Eastern Kentucky University



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1:30 p.m. – 3:00 p.m.

Enchantment II

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**SESSION A      Ethics, Cultures, and Communication**

Session Chair:      **Traci Austin**, Sam Houston State University

*Ethical Persuasion: Taking the High Road in Compelling Communication*  
**Anne B. Grinols**, Baylor University

*Dialogic + Monolithic = Synthesis: A Hybrid Approach to Teaching Global Business Communication Competency*  
**Lorelei A. Ortiz**, St. Edward's University

*A Study of How **Fortune** 100 Companies Communicate Ethics, Governance, Corporate Responsibility, Sustainability, and Human Rights*  
**Robert W. Rasberry**, Southern Methodist University

*Teaching the Course on International Business Communication*  
**William Wardrope**, University of Central Oklahoma

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3:00 p.m. – 3:30 p.m.

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**FBD Coffee Break**

Please make plans to visit the exhibits for information on the latest books and newest educational technologies. Let our exhibitors know how much we appreciate their presence and continued support!

Great Door Prize Drawings take place at **3:15 p.m.** in the Exhibit Area. Must be present to win.

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3:30 p.m. – 5:00 p.m.

Enchantment II

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**SESSION A      Communication Connections: Social Media and Team Building**

Session Chair:      **Geraldine E. Hynes**, Sam Houston State University

*Self-Presentation, Race, and Gender: How African-American Business Students Employ Social Media to Communicate to Corporate America*  
**Lori Boyer**, Clark Atlanta University

*Crafting Effective BYOD Policies: Providing Direction in a Portable Technology Work Environment*  
**Debbie D. DuFrene**, Stephen F. Austin State University  
**S. Ann Wilson**, Stephen F. Austin State University  
**Timothy W. Clipson**, Stephen F. Austin State University

*Rethinking Team Based Skills*  
**Chynette Nealy**, University of Houston Downtown