Imagine you are working on a research paper about the **increase of technology in education and online learning**. Read the three information sources that follow this page and keep the CAARP model in mind as you review each source.

*Remember:*

C = Currency  
A = Authority  
A = Accuracy  
R = Relevance  
P = Purpose  

For the third and final source you will see the address (URL) of a website. Click on that link to be taken to a website. Please review the website as a whole for your third and final source.

To complete your assignment, go to: [http://library.uncw.edu/instruction/UNI_library_assignment](http://library.uncw.edu/instruction/UNI_library_assignment). Login at the bottom of the page and follow the directions to answer questions about each information source.
MARKETING DEBATES: IN THE CLASSROOM AND ONLINE

Kathryn F. Winsted

This paper recognizes the ongoing challenges that educators face in engaging students in classroom or online discussions and in developing their interest in the material that we want them to learn. The author suggests use of structured debates to add more variety to the teaching methods used in marketing courses and to help students learn and retain information. Debates fully engage the students, help them develop interpersonal and communication skills, encourage critical thinking, and lead to high levels of learning and retention of content. The author gives examples of structured debates successfully used in the classroom and in online courses and outlines procedures for implementing them.

One of the major challenges facing professors who are trying to impart knowledge to students in the twenty-first century is to engage them fully in their learning. This generation of students is accustomed to constant entertainment and involvement in many things at once. Most respond unfavorably to traditional “chalk and talk” lectures. One method I have used successfully to involve students in all different levels of marketing classes is to stage classroom or online debates. The debates fully engage the students and encourage careful preparation and attention to the subject matter at hand. The purpose of this innovation is to facilitate student learning by encouraging more active preparation and class participation and to support better retention of lessons learned by engaging students fully in the learning process.

ACTIVE LEARNING

Students in the twenty-first century, more than ever before, expect to be engaged in the learning process (Prosperio and Gioia 2007; Tessier 2009). This is also what the Association to Advance Collegiate Schools of Business (AACSB) expects from business programs. They require all accredited business schools to ensure that students are actively involved in learning (AACSB 2003). The prevailing philosophy in teaching today is that faculty should be doing more facilitating of learning than imparting knowledge; focusing more on helping students build critical thinking and other essential skills than on sharing information (King 1993; Tessier 2009). Students expect interactivity in the classroom and they expect to actively participate (Baglione and Nastanski 2007; Prosperio and Gioia 2007).

In addition to leading to increased student satisfaction, heightened involvement in learning has been shown to lead to increased understanding and retention (Wolfe and Luethge 2003; Zygmont 2006). Interactive discussion engenders greater understanding and memory retention than non-participatory techniques because it requires interpretation, then analysis, synthesis and evaluation, in sum, a higher order of learning. (Bonwell and Eison 1991, p. iii)

ROLE-PLAYING DEBATES AS A LEARNING TOOL

Debates are one form of active learning that can fully engage students. Students are required to prepare for and contribute actively to class discussion and to interact extensively with other students in the class, thus involving them directly in their learning (King 1993). Debates can also help students develop many of the skills recognized to be the most important skills they will need in their careers (Lantis 2004; Moeller 1985). Debates can improve students’ critical thinking, engagement in learning, listening skills, arguing skills, content knowledge, self esteem, global thinking, and empathy for perspectives other than their own. (Tessier 2009, p. 144)

Studies have found that students like the debate format, feel strongly that they effectively gained the skills intended, and recognize the value of practicing skills that they would need in their careers (Lantis 2004; Tessier 2009).

Schommer-Aikins and Easter argue that willingness to argue is associated with higher-level thinking and that it is “an exemplar of real-world intelligence” (2009, p. 118;)

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see also Kuhn 1992). They state that argumentativeness is a highly constructive form of communication and that “the mental activity needed for developing an argument encourages the constructive process of integrating ideas, processing information deeply, and thinking critically” (Schommer-Aikins and Easter 2009, p. 118; see also Infante and Rancer 1996; Nussbaum 2005; Sanders, Wiseman, and Gass 1994).

Structured discussion or debate allows all students to participate actively and to interact with other students and faculty more than they are likely to do in a traditional lecture environment (Baglione and Nastanski 2007). Debate is also especially useful for students to learn not only to convey ideas effectively but also to be able to understand, appreciate, and convincingly convey ideas with which they may not be in agreement (Zygmont 2006). Assigning positions in a debate helps students to develop empathy and argumentation skills more effectively than if they are just asked to give their opinions about an issue or a situation (as is often done in a typical case discussion). Giving students specific positions to debate encourages students to fully understand both sides of a debate so that they can defend one position and anticipate challenges from the other. They have to think through the issues more thoroughly for a debate than for a case discussion, because they will be expected to both debate an assigned position and also state their actual viewpoint at the end of the debate. This approach also allows and encourages teamwork and peer-to-peer communication because students are working in teams for the debate rather than separately defending positions, and they are directly debating other students rather than defending a point of view to a professor.

Role playing has been shown to be an effective learning tool for students (McCarthy and Anderson 2000; McKeachie 1999; Sutherland and Bonwell 1996) and an effective teaching tool for instructors (Baruch 2006; Greenberg and Miller 1991). Role playing can also lead to better retention of information learned. McCarthy and Anderson (2000) did a controlled experiment where one class participated in a role-playing exercise and another used traditional lecture and class discussion. The class participating in the role play achieved, on average, a full letter grade higher than the more traditional class on the course final exam. Debates can be a very effective form of role playing.

CLASSROOM DEBATE PROCEDURE

I now use role-playing debates in nearly all of my marketing classes. I started doing debates as a small experiment in an upper-level marketing class and then expanded to other classes. This expansion is based on overwhelmingly positive responses by my students. I run the debates in both classroom-based and online courses. Below are the procedures and rules I use for most of my debates:

• Teams are randomly divided and preassigned to a position. Assignments are posted online so that students not in class will know what team they are on. Assigning positions helps ensure that the teams are evenly divided, but more importantly, it gets students to understand perspectives they might not otherwise have appreciated, gives them a role to learn and play, and helps them learn to develop and convey an argument, whether or not they agree with the position.
• In addition to two opposing teams, several judges are randomly assigned to decide on a winner of the debate.
• Each debate has two clearly opposing positions (generally based on a case). Each team is assigned a position, and all members of each team must be prepared to support the position of their assigned team. Everyone is cautioned that they must take an extreme position; no middle ground is allowed. This helps to get all the issues presented and discussed clearly and forces students to support their positions instead of negotiating or waffling.
• Teams are given 15 to 20 minutes at the beginning of the class period to discuss how they will approach the debate as a team and to select a spokesperson to make a one- to two-minute opening statement. Judges meet separately to decide on the issues they think should be raised and how they will decide on a winner in the debate. The judges use a rubric that asks them to consider the comprehensiveness of issues raised, outside resources used, absence of inappropriate statements or arguments, and appropriate treatment of team members and the opposing team.
• The professor meets briefly with the judges and each team to briefly go over the ground rules and key issues.
• Desks or tables are set up facing each other (instead of facing the front of the room), or in a tiered classroom, and students sit on opposite sides of the room. Front seats must be filled first and nobody can hide in the back.
• I start the debate as the chief executive officer (or other appropriate role) by welcoming everyone to the meeting. Throughout the debate, we role play a real decision-making setting (board meeting, courtroom, etc.). I then invite someone representing each side to briefly state the point of view they are representing.
• I then open the floor for discussion. The rules (that I stipulate before starting the meeting) are that the students cannot interrupt people or be disrespectful, and when someone on the other team asks a question, they must respond to the question before stating their next point. If a student becomes disrespectful or interrupts, I will intervene.
I let the debate go freely until about halfway through the time period allotted (or until it gets really loud and out of control), and then I ask at least a few people on each team (those who have spoken a lot already) to “take a break” and not say anything. This works very effectively to get the quieter people involved in the discussion. Toward the end, if there are people who have not contributed, I call on them by name and ask them to respond to whatever challenge has been put forth by the other team.

At the end, I summarize the points of view and thank them for their input, then we break from role playing and the judges convene briefly and then announce their decision regarding who won the debate and why. An extra credit point is awarded to everyone on the winning team. (This extra credit point helps to get students very motivated to take the debate seriously and to attempt to do well).

After the winning team is announced, we then discuss what students’ real positions in the debate are (interestingly, most of them come to believe what they were assigned to argue, even though positions are assigned randomly). Sometimes, there are surprises when the most effective debater for one side states that his or her real opinion was the opposite of what he or she so effectively argued.

If there is an outcome to the case, we discuss what actually was decided and what the result of the decision was, and we have further relevant discussion.

In addition, I offer to add an extra credit point for anybody on either team (or from the judging panel) who writes up a brief analysis of the two positions and which team they felt won the debate and why (as suggested by Tessier 2009).

**ONLINE DEBATE PROCEDURE**

I have found debates to be effective not only in the classroom but also for distance learning or blended teaching models. I have used online debates very effectively in several executive MBA marketing modules. The interaction is different in an online debate, but equally effective. In fact, some authors argue that online discussions can be superior to classroom discussions (Baglione and Nastanski 2007; Sweeney and Ingram 2001). Often, online discussions are of higher quality because students have additional time to reflect, synthesize posted comments, do more outside research, and formulate a response (Baglione and Nastanski 2007; Leidner and Jarvenpaa 1995).

Online debates are also very effective because they provide a “more equitable, more comfortable environment in which all students are participating, and they are more student centered in their learning approach” (Sweeney and Ingram 2001, p. 62). Online discussions are especially effective for shy students who may not otherwise participate as much as the more outgoing students and for students who need more time than is afforded in the classroom to formulate an opinion. Although the absence of visible body language can lead to misinterpretations of postings, the “physical anonymity” of the Internet encourages more participation and frankness in the postings (Baglione and Nastanski 2007, p. 140).

For the online debates, the procedures I use are similar to the procedures I use in the classroom:

- The two sides of the debate are identified based on a case, and students are randomly divided into teams.
- Because online debates can be difficult to follow if too many people are participating, I divide the class into small discussion groups of four to six people each and assign half of each group to each position. Each discussion group is assigned a group page (on Blackboard or another platform) with a discussion board for posting, and the debate takes place only among members of each group.
- The main rule for posting is that each person must respond to at least one other student’s posting before making a separate point.
- I moderate each debate to be sure rules are being followed, that the positions are clear and are those that were assigned, and that students are debating respectfully. I intervene with comments if people get too verbally aggressive or stray from their assigned positions. Also, if one team is not posting enough challenges, I may throw in some questions of my own.
- After the debate concludes (after six to ten days), students are then asked to submit their actual positions in the debate (as opposed to the position they were assigned) and explain the reasons for their beliefs. (I use the digital drop box for this so that students are submitting their individual opinions privately, but this could alternatively be done on a discussion board as well.)
- Unlike the classroom debates, my online debates are generally graded with part of the grade for participation in the debate and part of the grade for the written analysis at the end. Grading can be done effectively online because there is a clear “paper trail” of each person’s contribution. Winners are not officially declared, but I give each debating group feedback with my thoughts on the relative effectiveness of their team performances.

**EXAMPLES OF DEBATES**

Nearly any case can be modified and shortened for purposes of a debate. The important thing about the debates is to tie them in to current issues and current problems faced in business and to make sure that both sides are equally defensible. This last point is very important so that students do not feel that one side is clearly going to win no matter
what the other team does. It is also important to make sure that there are two clearly defined and opposing positions, and that students are told not to argue middle ground or compromises. Possible compromise positions and other creative solutions for reaching agreement can be discussed in a wrap-up conversation. I tell students that the point of the debate is to clearly establish the points of view in the debate and that this is best done by presenting the extreme positions.

Below are some examples of debates I have used in principles of marketing, international advertising, international marketing, customer relationship marketing, new product development, executive MBA (online), and business workshops for liberal arts students.

- Siebel Systems (Harvard case)—Stop everything and help one customer with a problem versus move forward to develop the next round of software. This case requires a very clear decision where there are limited resources and the company must decide between these two extremes. This is great for discussing new product development, customer relationship management, and entrepreneurial issues. Students can discover that Siebel became a major powerhouse in software, but they do not know which decision was made in the formative stages of the company. A Harvard (B) case details what decision was made and what happened (see the Appendix for an example of the online assignment for this debate).
- Nestlé Infant Formula (Harvard case)—Third World Action group versus Nestlé. Third World Action group accuses Nestlé of killing babies, Nestlé defends the company’s actions. This debate is great for discussing cultural differences, international issues, corporate responsibility, marketing in a third-world country, and ethics. This case is old, but current articles can be introduced in class to show that the issues are very much current. The 2008 film Flow: For the Love of Water can also be used as a follow-up to show students how the issue of clean water is.
- MasterCard (Harvard case)—Renew sponsorship of World Cup Soccer versus do not renew the sponsorship. FIFA (Fédération Internationale de Football Association) has doubled the fees to sponsor the World Cup and MasterCard has to decide whether it is still worth it. This is great for discussing public relations, competitive rivalries, parity products, and international culture.
- Colgate (based on an article in Marketing News)—Move to country-by-country advertising versus keep doing global advertising. This prompts an excellent discussion of global versus standardized advertising and the pros and cons of each.
- Slotting Fees (based on a video case)—Make laws against slotting fees versus continue to allow slotting fees. This is great for in-depth discussions about distribution, channel conflict, retailer issues dealing with small entrepreneurs, and distribution problems for small companies.
- Women—Put a qualified woman into a top sales position where she will be selling in the Middle East versus do not promote her to this position because this may put the company at a disadvantage in some Middle East cultures. This one is mostly just for fun, and the students love it. This is great for a discussion of international cultural differences, value systems, ethics, and whether we should bring our values into other countries. It is a lot of fun—especially because it is so politically incorrect. I divide students by gender for this one.

It can be counterproductive to use recent or well-known cases if students can research the outcome. Clearly, it would be disruptive to the debate if someone started talking before the debate was over about what decision was actually made and what happened. Another alternative, of course, is to write a case with disguised names based on a current case or article, or to use current articles or cases with no outcomes yet. Whatever you use, it is a good idea to search for it first on Google or another search engine to see what sort of information the students will find if they start looking. Students do not seem to mind if cases are older as long as you explain the reason for using them. They love knowing what the outcome was after they have the debate. They always ask “what happened?”

**ASSESSMENT**

The debates are very popular with students. The majority of my students in all classes mention the debates on an open-ended question on course evaluations that ask “What did you like about this class?” Still others mention, more generally, the high involvement and interactive nature of the classes. Moreover, students come to class much better prepared on the days that debates are scheduled. They do outside research so that they have valid points to make, and they make sure to do the related reading so they will not be caught with nothing to say (I always make sure every student in the class contributes at some point in the debate). And, for the classroom debates, I always have to close the door so that we do not disrupt other classes. The students get passionate. I almost always have to calm the students down and control the discussion at some point during the debate because things get so heated—and often for a topic that many students would have dozed through using a traditional lecture format (or perhaps even a case discussion format). I have not done a controlled experiment, but I have taught many of these cases using both a traditional case discussion approach and a role-playing debate approach, and there is far more student involvement and apparent learning taking place in the debate than in the case discussion.
In the online debates, students do significant outside research, apply concepts from their work situations, and post more frequently and more eloquently than for regular discussion boards used in other classes run for the same group of students. Also, students get highly involved and carry the debate discussion even into phone conferences held for other group work.

**CHALLENGES AND FUTURE DIRECTIONS**

Schommer-Aikins and Easter (2009) stress the importance of encouraging argumentativeness as opposed to verbal aggression that is intended to humiliate or embarrass another person. I have tried to address this issue through encouraging the student judges to consider treatment of others in their determination of debate winners in classroom debates, and by intervening with comments when students get inappropriately aggressive in online debates. However, this remains a challenge as some students get very aggressive in their debate approaches.

An additional challenge in the debates is to know how long to run them. For the online debates, I have had groups tell me that ten days is too long and others tell me that six days is too short. It is important to have the debate continue long enough so that everyone has a chance to participate, even with busy schedules, but short enough so that people do not feel they have to keep repeating themselves to keep posting. Similarly, in the classroom, it is always a challenge to know when to cut the debate off and begin to summarize, allowing all the students to participate but not forcing too much unnecessary repetition of points (30 to 45 minutes seems to be about right for most classroom debates).

**CONCLUSION**

Clearly, there are many benefits to using structured debates, both in the classroom and online. Students are more actively engaged, they learn more, they retain more, and they enjoy it much more than a traditional class environment.

**REFERENCES**

Association to Advance Collegiate Schools of Business (AACSB) International (2003), *Eligibility Procedures and Accreditation Standards for Business Accreditation*, St. Louis, MO: AACSB.


APPENDIX
Example of an Online Debate Assignment

Read the Siebel Systems case included under “cases and articles” on your course CD. Conduct a debate regarding whether Siebel should (A) drop everything and focus on resolving the problem at Protech or (B) devote minimal resources to the Protech problem and move forward with sales and product development. These are the only two acceptable positions due to the company’s limited resources. Please do not argue for a solution that suggests Siebel can do both. Separate discussion groups have been formed on Blackboard, and you have each been assigned to argue either (A) or (B).

In your debate, be sure to argue your position thoroughly but clearly (bullets are very useful for this), and be sure you are responding to the previous person’s points. If you are given a question or a challenge, be sure to address it before stating any other arguments. Bring in outside examples where possible to help strengthen your position.

You will be graded on activity (enter the debate often and spread out over time), quality, and originality of your arguments (i.e., not just repeating what your partner said), outside support used to strengthen your position, and the extent to which you responded to any challenges put forth by your opposition. The debate will open on Friday, January 2, and end on Thursday, January 8.

By Saturday, January 10, you should submit an analysis stating what you really think Siebel should have done (as opposed to the position you were assigned) and why. Your analysis will be included as part of your grade.

All initial debate activity should be entered on the Siebel debate forum of the appropriate group page. Postdebate analysis should be submitted to the digital drop box.
Computer Studies Made Cool, On Film and Now on Campus

Author: Claire Cain Miller

Abstract:
The number of computer science degrees awarded in the United States began rising in 2010, and will reach 11,000 this year, after plunging each year since the end of the dot-com bubble in 2004, according to the Computing Research Association, which tracks enrollment and degrees. The new curriculums emphasize the breadth of careers that use computer science, as diverse as finance and linguistics, and the practical results of engineering, like iPhone apps, Pixar films and robots, a world away from the more theory-oriented curriculums of the past.

Full text:

NEW HAVEN -- When Keila Fong arrived at Yale, she had never given much thought to computer science. But then last year everyone on campus started talking about the film "The Social Network," and she began to imagine herself building something and starting a business that maybe, just maybe, could become the next Facebook.

"It's become very glamorous to become the next Mark Zuckerberg, and everyone likes to think they have some great idea," said Ms. Fong, a junior, who has since decided to major in Yale's newly energized computer science program.

Never mind that Mr. Zuckerberg, like other tech titans, did not major in computer science -- or even finish college. Enrollment in computer science programs, and degrees from them, are rising after a decade of decreases, despite much handwringing about the decline of American competitiveness in technology and innovation from President Obama on down. And educators and technologists say the inspiration is partly Hollywood's portrayal of the tech world, as well as celebrity entrepreneurs like Steven P. Jobs of Apple and Mr. Zuckerberg who make products that students use every day.

"It's a national call, a Sputnik moment," said Mehran Sahami, associate chairman for computer science education at Stanford, referring to the Soviet satellite launching in 1957 that pushed the United States into the space race. "Students are users of Facebook or Google, and they think about how the people who created it are not that much different than themselves. The realization that I can do this too is a powerful motivator."

The number of computer science degrees awarded in the United States began rising in 2010, and will reach 11,000 this year, after plummeting each year since the end of the dot-com bubble in 2004, according to the Computing Research Association, which tracks enrollment and degrees. Enrollment in the major peaked around 2000, with the most degrees -- 21,000 -- awarded four years later. The number of students who are pursuing the degree but have not yet declared their major increased by 50 percent last year.

To capitalize on the growing cachet of the tech industry, colleges nationwide, including Stanford, the University of Washington and the University of Southern California, have recently revamped their computer science curriculums to attract iPhone and Facebook-obsessed students, and to banish the perception of the computer scientist as a geek typing code in a basement.

Even universities not known for computer science or engineering, like Yale, are seizing the moment. The deans of the Ivy League engineering schools recently started meeting to hatch ways to market "the Ivy engineer."
The new curriculums emphasize the breadth of careers that use computer science, as diverse as finance and linguistics, and the practical results of engineering, like iPhone apps, Pixar films and robots, a world away from the more theory-oriented curriculums of the past.

"The old-fashioned way of computer science is, 'We're going to teach you a bunch of stuff that is fundamental and will be long-lasting but we won't tell you how it's applied,' " said Michael Zyda, director of the University of Southern California's GamePipe Laboratory, a new games program in the computer science major. With the rejuvenated classes, freshman enrollment in computer science at the university grew to 120 last year, from 25 in 2006.

Still, computer science graduates do not come close to filling the jobs available. Technology is one of the few bright spots in the economy, with jobs growing at double the rate of job growth overall, according to federal statistics. And colleges say they do not have enough resources or professors to teach interested students. Meanwhile, the programs woefully lag in attracting women and many minorities, though the share of computer science degrees granted to women climbed 2.5 percentage points last year to 14 percent.

Vint Cerf, Google's chief Internet evangelist, said that while mobile devices had fueled interest in building software, the excitement was nowhere near what he and his colleagues felt in the 1960s. "It's still a problem," Mr. Cerf said.

But the numbers tell a hopeful story.

At Stanford, which has never lacked computer science students, majors nearly doubled after a new curriculum in 2008 let students choose a focus, like artificial intelligence. At the University of Washington, enrollment in the introductory computer science course is at a record high of 1,700. At Harvard, the size of the introductory computer science class has nearly quadrupled in five years. This year's course ended with an all-night "hackathon" with pizza, Chinese food and breakfast at IHOP.

To hook students, Yale computer science professors are offering freshman seminars with no prerequisites, like one on computer graphics, in which students learn the technical underpinnings of a Pixar movie.

"Historically this department has been very theory-oriented, but in the last few years, we're broadening the curriculum," said Julie Dorsey, a professor.

She also started a new major, computing and the arts, which combines computer science with art, theater or music to teach students how to scan and restore paintings or design theater sets.

Professors stress that concentrating on the practical applications of computer science does not mean teaching vocational skills like programming languages, which change rapidly. Instead, it means guiding students to tackle real-world problems and learn skills and theorems along the way.

"Once people are kind of subversively exposed to it, it's not someone telling you, 'You should program because you can be an engineer and do this in the future,' " said Ms. Fong, the Yale student. "It's, 'Solve this problem, build this thing and make this robot go from Point A to Point B,' and you gain the skill set associated with it."

With other students, she has already founded a Web start-up, the Closer Grocer, which delivers groceries to dorms.
Some question whether the surge in interest is a passing fad fueled by frenzy over iPhone apps and LinkedIn's soaring initial public offering, just as enrollment in computer science spiked during the dot-com bubble of the late 1990s.

But educators say this time is different.

"What we're seeing now is a better-motivated upsurge," said Ed Lazowska, a professor of computer science and engineering at the University of Washington, "students who understand that they really need to know this material."

And the movie can't hurt, he said, because at least it has transformed the image of a programmer. Computer scientists are finally getting the treatment that doctors got with "Grey's Anatomy" and reporters with "All the President's Men."

"We've been saying for 15 years, 'If we could just get a show like the lawyer and doctor shows that make being a software person sexy,' " Mr. Lazowska said.

Photograph

Source #3

Click on the link below. Examine the website and answer the questions for “Source 3.”

http://www.tie.net/