

VIRTUAL ENVIRONMENT/LEGAL ENVIRONMENT: WHITHER THE TWO MEET?

By

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Virtual environments--created through using technology to teach--have been used by increasing numbers of educators. Teaching effectively using technology requires instructors (and students) to learn how to use the technology. That may take additional time and training. So why would an instructor use technology in teaching? They may do so for a variety of reasons. Some instructors choose to use technologies to supplement their teaching in order to engage students through incorporating multi-media. Others do so to engage students by using technologies with which students are familiar. Those include social networking tools such as Facebook¹, Ning², and MySpace³. Other faculty choose to use technology to teach in order to present information in a variety of formats and thereby appeal to a variety of learning styles. Regardless of the reason an instructor seeks to teach using technology, the instructor must evaluate and assess current student learning and analyze whether students have learned, how they have learned and whether using the technology can result in improved learning or improved opportunities to learn. Instructors must re-evaluate pedagogical approaches, in part because communicating using technology is different from communicating in the face to face classroom. Before using the technology, then, the instructor has to ask himself or herself whether using technology can result in improvement. The instructors must also determine what learning objectives can be accomplished using the technology and how to measure whether a learner has achieved the objectives.

In the author's undergraduate business law class, students used online discussion boards to develop answers to quiz questions. Online discussion boards, also known as threaded discussions, permit individuals to post written comments and allow others to respond in writing. The discussion is asynchronous so that students do not have to be in the same place at the same time in order to respond. Because comments are written and made at times convenient to the learners, learners have the opportunity to reflect upon and carefully craft their discussion board comments. Also, because the comments are written, instructors have the opportunity to review the comments and respond as appropriate.

Collaborative Quizzing

*" Only 14 percent of surveyed students said they had been formally taught how to study, in high school or in college."*⁴

Encouraging critical thinking can be difficult when students are unprepared. To encourage preparation prior to in-class discussions that required critical thinking, this author developed a multi-stage process to encourage students to read before class. Then, class discussions were to be devoted to critical examination of legal issues. In this author's required business law class, students were to collaborate to develop answers to basic questions about business law. The students were divided into groups of 5-7. Approximately 3 weeks before the due date, the instructor provided students with a list of short answer questions covering a chapter. By the due date, students were to take an online quiz composed of 3 of the 9-12 questions. Prior to taking the online quiz, students were to write and discuss the answers to each of the quiz questions in their online groups.

The written portion of the collaboration was done using discussion boards (or students could elect to meet online in synchronous sessions and complete the work.) Each group was required to write a group answer to each of the questions and the students in that group could use those answers to submit answers to the quiz questions. (See Appendix). The instructor provided very specific instructions explaining how to find the answers to the questions: students were required to find the answer in the textbook, find a credible internet source for the answers and then paraphrase the two sources. Other students were to read and complete the responses so that they were ready to submit in response to the quiz questions actually posed to them for the quiz. The following outlines the specific steps for answering the questions.

Step	Requirement
One	Students were to read the assigned chapters of the textbook and write their own answers to the questions.
Two	Students were to locate the answers to the questions in the textbook and copy those answers directly from the textbook. Students were required to cite the textbook and page number and to use quotation marks.
Three	Students were required to look for a credible web-based source of

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information for the question and to copy the information from that source. Here, students could copy and paste the information. They were required to cite the source and provide the URL. They were also required to explain why that source was credible.

- Four Students were required to write a summary or paraphrase of the two sources of information. To do this, they had to reconcile the two versions.
- Five Each student in the group was required to check each group members' answer and make any corrections or changes.
- Six Each student was to take the quiz. The quiz was composed of randomly selected questions from the previously provided list of questions. Each student in the group could use the group answer to answer the question selected for the quiz.

The quizzes were structured this way to encourage students to read the text, read other information about the same topic, practice paraphrasing information, write clearly and review other students work to provide peer feedback. The goal was to then engage and encourage students to probe deeper into the material. Preparation of these group quizzes was a prelude to more in depth discussion of the material in class. The answers to the quiz questions were due at the beginning of the week and before the in class discussion. Before further discussion of the quizzes, the next step is to review the regulatory context within which these online exercises were developed.

Objectives of Undergraduate Education in Business

As with other modes of delivering quality education, one must carefully organize and design the educational experience to accomplish the objectives outlined by the discipline, accrediting body, the institution and even governmental agencies. Many of the institution-based objectives focus on a process orientation rather than focusing on content; many of the discipline-based objectives focus on content and skills undergraduates should know and have when they graduate.

The Association to Advance Collegiate Schools of Business (AACSB), the accrediting agency for international business schools, requires, among other things,

[the] undergraduate degree program. . . [should include] learning experiences in such general knowledge and skill areas as: [c]ommunication abilities, [e]thical understanding and reasoning abilities, [a]nalytic skills [and] [r]eflective thinking skills

Normally, the curriculum management process will result in undergraduate and master's level general management degree programs that will include learning experiences in such management-specific knowledge and skills areas as: [e]thical and legal responsibilities in organizations and society. . . [and] [g]roup and individual dynamics in organizations .⁵

The first part of the AACSB objective focus on critical thinking, the "process" of learning. Certainly legal reasoning fits within the development of analytic and reflective thinking skills. Reading a scenario or reading a case and applying legal concepts or deconstructing a court's application of legal principles, can help students develop critical thinking and analytical skills that can be applied to many situations. In order to engage in a substantive discussion, students must be prepared through completing required readings. That was the reason students were asked to copy and paste answers from the text and from the internet in order to prepare quiz answers. The requirement that student evaluate credibility of sources also requires critical thinking abilities. As information is increasingly available on the internet and not vetted by experts, the ability to discern whether information is from a credible source or not is increasingly important. This exercise was structured to encourage students to begin that analysis also.

The Craig School of Business at California State University, Fresno, has developed educational outcomes for legal environment courses that are consistent with the AACSB outcomes. The learning objectives for this author's introductory business law class are:

- Define legal terms and explain legal theories and principles relating to civil procedure, contracts, torts, criminal law, property & intellectual property law, government regulation & employment law
- Describe the US legal system & compare it to other legal systems
- Explain legal principles & their underlying public policies
- Explain & apply ethical theories to reach a conclusion on the ethical basis of conduct
- Apply legal analysis and reasoning to business scenarios and formulate conclusions on how the law could be applied to resolve those scenarios

- Distinguish statements of fact, inferences and opinions
- Communicate clearly orally and in writing
- Contribute meaningfully to online and in class discussions

The course objectives include acquisition of substantive knowledge and development of analytical and critical thinking skills. The course structure also encourages development of students' ability to address issues of group and individual dynamics in organizations. Accomplishing these objectives can help prepare students for lifelong learning in their careers and as citizens. Learning theories help to explain how those objectives can be accomplished. A brief review of learning theory provides the context for the structure discussed here.

Learning Theories

"If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea." Antoine de St. Exupery-French aviator and writer

There are various theories that explain how people learn. First, according to Marton and Saljo's⁶ study on learning, there are two basic approaches to learning a task. These approaches, determined by asking learners to process information and then evaluating the methods the learners used to acquire that information, resulted in the study authors defining two basic approaches to learning. These approaches can be broadly categorized as either deep or surface learning. Surface learning occurs when learners spend time memorizing information in order to do well on a test or to otherwise temporarily use the information until it is no longer needed for the immediate purpose. Students that cram the night before a test in order to memorize sufficient information to pass a test, have most likely engaged in surface learning. Tests that are designed to require recall of facts and definitions focus on this type of learning. This rote memorization may work well to help students taking spelling tests or memorizing simple mathematical formulas, but does not automatically develop students' ability to engage in critical thinking or analysis. Thus, although surface learning may play a role in education, most educators seek to encourage deep learning where the learner incorporates the new information in a way that the learner can apply it to different situations and apply it to unfamiliar contexts.

The distinction between surface and deep learning can be loosely compared to the different types of thinking included in Bloom's taxonomy.⁷ Bloom's taxonomy describes types of cognitive learning ranging from knowledge (the ability to recall information) through evaluation (the ability to make decisions about the quality of information).⁸ More specifically, Bloom's taxonomy explains that learning can range from knowledge, comprehension, application, analysis and ending with synthesis.⁹ Surface learning implies the knowledge dimension--the ability to recall information. Surface learning may also involve comprehension-- the ability to understand what the information means in that the learner can explain the information in his or her own words and could interpret what the information means. The last levels of Bloom's taxonomy, analysis and evaluation, are more equivalent to deep learning in that deep learning involves the ability to dissect information, extrapolate that information and not only apply it in different contexts but evaluate the quality of the information.

According to constructivist learning theory¹⁰, people learn through receiving information and creating relationships between the new information and the information that the individual has previously acquired. This theory of learning, proposes that in order for someone to learn new material one must create relationships between the new information and earlier knowledge¹¹. In some ways, the constructivist educational theory is intuitive. Modifying one's knowledge in response to acquiring new information seems to be a necessary part of incorporating that knowledge. Constructivist educational philosophy provides additional support for the concept of deep learning. Under the constructivist educational philosophy, knowledge does not exist independently of the learner. Instead, people bring their own knowledge, skills, and background to bear when they solve problems. New experiences add to and may cause learners to confirm, revise or discard previous knowledge. In order to successfully problem solve, then, one must deconstruct what has been learned (i.e. break it down into its various components) and then reconstruct it to incorporate the new knowledge. Students learn by actively creating knowledge through experimentation, exploration, manipulation and testing. This constructivist educational philosophy proposes that learning is learner-centered and contextual. The instructor's role under this theory is that of the "guide on the side".¹²

These learning theories are interrelated, rather than isolated. Just as the law is neither solely based on its social context, nor solely based on pure logic and objective reason, learning appears to occur in a number of different ways. In order for students to understand the law, there is a certain amount of basic knowledge that the student must acquire. Students must become familiar enough with the terminology of the law so that they can use higher order thinking skills to analyze apply and evaluate the law. It would be impossible, for example, for students to intelligently discuss property rights under the law if the students do not know how property has been defined and what rights are involved in property ownership. Thus, there is a "reality" in the definition of basic terms. Once students have mastered that reality and use of a common language, they can begin to use higher order thinking skills to evaluate apply and challenge what they have learned.¹³ The collaborative quizzes

designed by this author were developed to encourage surface learning, in the form of spending time talking about basic concepts and their meaning. Under Bloom's taxonomy, the collaborative quizzes were developed to encourage knowledge and comprehension. Once students acquired that basic knowledge and comprehension, then the goal was to move on to higher order levels of thinking, including application and evaluation.

Seven Principles for Good Practice in Undergraduate Education

In the late eighties, Chickering and Gamson developed "Seven Principles of Good Practice in Undergraduate Education".¹⁴ Those principles have been widely circulated and widely used as guideposts to evaluate education and to develop faculty evaluation tools. These principles state that good educational practices:

1. Encourage contact between students and faculty,
2. Develop reciprocity and cooperation among students,
3. Encourage active learning,
4. Give prompt feedback,
5. Emphasize time on task,
6. Communicate high expectations, and
7. Respect diverse talents and ways of learning.

The focus of these principles is on the *processes* of encouraging learning instead of the content that is learned. These principles, prepared for the traditional classroom environment, have been modified for the online environment.¹⁵ In the technology-based version of the principles, the principles remain the same, but the discussion focuses on how the practices can be implemented using technology. Many of Chickering and Gamson's principles can be implemented effectively using online discussion boards. The following discussion focuses on several principles and their implementation using online discussion boards.

Good practices encourage contact between students and faculty

Online discussion boards permit faculty and students to communicate about substantive material and permit faculty to model scholarly thinking. This is because the written postings are available for students to review. That contrasts to oral presentations by faculty; such presentations can be effective, but if students are not efficient note-takers, they can lose substantive content. In addition, in face to face communications, the visual presentation and tone of voice can further explain the use of the concepts. In written communications, the faculty (and other writers) can present clear information that does not depend on visual clues for its explanation. By practicing that written communication, and through responding to questions, students could enhance their writing skills.

As noted earlier, on this course, the pedagogical approach was to encourage students to read the text and learn basic principles of law before engaging in critical thinking and synthesis of information in class. To do that, students were required to collaborate in the virtual environment—online discussion boards, to write answers to quiz questions. This collaboration was in small groups in the online environment using discussion boards. In the face to face classroom, many instructors use small group discussions, either intuitively or consciously, because students frequently find value in testing ideas through discussing those ideas with their peers. There are many pedagogical benefits of collaborative or group activity, including increased socialization (peer to peer interaction, peer to instructor interaction), peer assistance, assisting learning through problem solving and interaction, and encouraging individual students to explain their conclusions to others thereby increasing the students' comprehension of concepts.¹⁶ When used effectively, these collaborative tools are active learning techniques that reflect several of Chickering and Gamson's principles of encouraging contact between students and faculty and encouraging reciprocity and cooperation among students.¹⁷

Usually, a faculty member adopts one of several approaches to using discussion boards. According to Richard Dool, an assistant professor in management at Seton Hall, there are three basic models for discussion boards: the "Q&A" model, the "1-plus" model and the "dialogue intensive" model.¹⁸ The first two models, "Q&A" and "1-plus" result in limited communication among students and little dialogue between a student and an instructor. Some faculty use discussion boards to provide information about themselves and about other students. These faculty members may initiate discussion through an "icebreaker" exercise to encourage students to introduce themselves to the instructor and to their classmates. In this model, students go to the discussion board and post a comment, and if required, may post an additional comment (as required in the 1-plus model), but there is little continuing discussion. Some faculty may use the "Q&A" model to post questions that students should answer. Again, it results in little dialogue among students, in that students enter the discussion board, post a response and may not return. The model in which students may post regularly is in what one author has called a "dialogue intensive" model of discussion boards.¹⁹ In that model, there can be much verbal interaction between students and faculty. This author used the dialogue intensive model and encouraged substantial student to student interaction. Students were

required to engage in discussions about the basic information in the textbook so that they could prepare for quizzes on the basic knowledge prior to in class applications of that knowledge. That way, students could learn through teaching and reviewing others' explanations of the readings.

Develop reciprocity and cooperation among students, encourage active learning, and emphasize time on task

The quizzes developed for this class were specifically designed to encourage and develop reciprocity and cooperation among students, encourage active learning, and to emphasize time on task while developing surface learning online and promoting deeper learning in the classroom. As explained earlier, students were required to work together to develop answers to the collaborative quizzes. Cooperation could result in developing a better understanding of the material. Also, time on task could be determined by examining the quantity and quality of student responses to the quiz questions.

Outcomes and Challenges

Encouraging students to build a learning community within which they could discuss the material was very time consuming, especially at the beginning of the semester. In addition to developing short answer questions, this instructor developed the practice quiz, reviewed each student's comments in the group discussion and provided guidance, reviewed the group discussion to note participation, sent reminders to the students who had not participated, posted comments to the groups as to what had been done properly and graded the quizzes. The instructor also checked to be sure that only those who participated in the group discussion obtained credit for the group's quiz answers.

The students who worked diligently on the quizzes did better on exams. There can be many explanations of this. Those students could be students who did well in classes anyway. Further research will help answer that question. In some cases, doing well required that students transfer to different groups.

It takes a long time for students to develop good academic collaboration skills. Although the generations of students characterized as Millennials and Generation Xers,²⁰ are considered technologically savvy, their skills with social collaboration for academic work were not strong. Generation X is sometimes called the PC generation because of the disproportionate number that own PCs (53%) compared to the general population (42%).²¹ According to one author, Generation Xers are comfortable with finding meaning in non-linear media.²² They are used to finding meaning in MTV videos, for example.²³ Millennials are characterized as a more social generation in addition to being tech-savvy.²⁴ However, even though these students have skills using the computer for social interactions, their ability to work using online discussions for academic work required a significant investment of instructor time. An example of that is the time it took for students to work through the process of writing the quizzes.

This course began with a practice quiz for which the instructor provided an example of each step of the process. To begin, then, students had the instructions and an example to follow. Students were taken to a computer lab and spent a class period during the first week working online to write answers to the practice quiz questions. After the students completed the practice quiz, the instructor then provided individual feedback to each group to explain areas of strength and areas that needed improvement. For the first few quizzes, the instructor periodically reviewed each group's responses and made recommendations and commented upon things done well. However, not until close to the end of the semester that some of the students began to devote significant attention to writing the quiz answers and working together. Students had the option of moving to another group if their group had not completed the quiz work in a timely fashion. By the end of the semester, there were 4 groups of students out of 6 diligently working on the quiz responses.

Another issue was completing work on time. Because students were required to work online, the instructor could clearly see who had participated in the discussion and who had not. The instructor could see when work was completed. To help students, remember the work for the online quizzes, in the face to face portion of the class, the instructor reminded students to complete the quiz questions. In addition, at the beginning of each week, the instructor reviewed the answers to the quiz questions in class and discussed cases based on the answers. During the first few weeks of class, the instructor e-mailed students who had not participated to remind them to participate. However, some students were unwilling to set internal deadlines to complete work. They were much more comfortable with instructor-established deadlines, even though we discussed in class that they could meet and decide on the deadline to finish the group discussion so they could complete the quizzes on time.

Students were reluctant to engage in constructive critique of the information posted by other group members. The cause of that is unclear. It could be that students believed they did not have sufficient information to critique their peers' work. One possible reason could be that students were not reading the chapters in sufficient time to develop critiques. Most groups decided to assign questions to individual group members. It's likely that students merely read the section of the chapter that related to their question and did not read the remainder of the chapter until it was time to take the quiz. Informal conversations with some of the students in the class confirmed the perception that students were only reading what they needed to read in order to answer their assigned quiz questions.

This method has significant possibilities to improve student learning. During the next implementation of this approach, the instructor will provide additional examples of critiques—based on those presented by students in the class that engaged in this activity. The actual quizzes will consist of a majority of the questions, rather than a third of the questions. It may be necessary to set recommended deadlines for completing the work prior to the quiz; student self-direction was important, but did not occur with all the groups. This group of students is more familiar with media; one possible alternative is to allow students to present the answers as mp3s (with written transcripts) or as graphic organizers (with written explanations). That may allow for a richer presentation of the material.

Conclusions and Recommendations

This instructor will use this format for a completely online course taught in Fall 2008. The groups will be configured randomly, but because the course is a 6-week, one unit course, the number of quizzes will be reduced to 3 (instead of 9). The groups will be larger to account for the number of students who do not participate or only participate at the last minute. There may also be a component where students evaluate their participation and the participation of their classmates and that evaluation will be factored into the grades. Other assessments will differ: students who do not participate in the group discussion will get some credit for the quiz answers; however, there will be additional credit for students who participate in a timely manner. Also, students will be assigned points for providing substantive responses to the quiz answers submitted by their group-mates.

This instructor also will spend more time evaluating the nature of the responses given to determine whether the quality of the responses correlated with their course grade and the students' overall GPA; that might be another indicator whether the exercise promoted learning. The virtual environment has the potential to help increase learning effectiveness if used carefully and in the context of trying to achieve educational objectives. This exercise is one example of the potential for technology to enhance teaching.

APPENDIX

Preparation for the Quizzes BA18 Fall 2006 Professor I. Jones

To prepare for each quiz, you should first read the assigned chapter(s). Before reading, take a look at the list of questions, so that you know what material requires special attention.

On your own, after reading the chapter, you must find the answers to each of the chapter questions in your textbook. Once you have done so, you must go to Blackboard and find your group to post the answers to the questions. Using quotation marks, copy the answers to the questions directly from the text. Refer to the specific page in the text where you found the answers. If someone has already answered a question, do **not** post your quoted material from the text, unless the information is inaccurate or incomplete. Then you should post a reply that adds to or corrects the information.

Next, your group must find one internet source that also answers each question. The group provides one internet source for each question, and the group can decide how to divide up the research. When you locate the internet source, cut and paste the information from the source as a reply (not a new thread) to the original question. There is an example at the end of these instructions. Be sure to use quotation marks around the material that you have found. Include the URL. For each quoted source, you must identify the author of the website or source and include a statement of how credible the source is and why. For information on evaluating websites, see, for example, "The Good, The Bad & The Ugly: or, Why It's a Good Idea to Evaluate Web Sources" <http://lib.nmsu.edu/instruction/evalcrit.html> (New Mexico State University); "Critical Evaluation of Resources" <http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html> (UC Berkeley Library).

Your next task requires that you synthesize the information by putting together the two sources of information into a few succinct (short) paragraphs. You must now paraphrase the answer. This means you must re-write and summarize the answers in your own words. This summary requires that you consolidate the information from the quoted text material and the quoted internet material without copying the words. Do not merely use a thesaurus to alter a few words from the material you quoted earlier. After reading and thinking about both of the sources, open a notebook or separate word processing document and write out from memory what the sources have said. When you have finished writing, then go back to the sources to be sure you have not omitted any critical or key information.

Finally, before taking the quiz, you should read all the answers prepared by the students in your group and make any suggestions and/or corrections. Because you will be graded based on the answers submitted, you should check to be sure the answers are as complete and accurate as possible. When you take the quiz, you will submit the summarized/paraphrased answer as your response to the quiz questions randomly selected for you.

Each quiz is due by noon on the date indicated. When you take the quiz, you should use a secure internet connection. Remember that the quiz is timed so that you should open a document that has the summarized/paraphrased answers to each of the questions and cut and paste the answer to each question as it appears. If you have not regularly participated in the group preparation for the quiz questions, you will not receive full credit for the quiz answers you submit.

Sample Discussion Board Posting for Each Quiz Question

Subject: Explain Feminist Legal Theory (Chapter 1)

[Message]Text: [insert the appropriate quoted information from the text on this topic] “The feminist legal theory holds that the law does not treat women equally.

The law is structured to promote the interests of white males and to exclude women. . . Followers of feminist legal theory assert that the current legal system is dominated by men, and that women are often victimized and their perspectives ignored. . . The feminist legal theory is criticized for being too narrow in focus and for failing to recognize changes taking place as more women enter the workforce, including the legal profession.” (text pp.1-15)

[reply] Research:

“feminist jurisprudence: an overview’ Feminist jurisprudence is a philosophy of law based on the political, economic, and social equality of sexes. . .Feminists believe that history was written from a male point of view and does not reflect women's role in making history and structuring society. Male-written history has created a bias in the concepts of human nature, gender potential, and social arrangements. The language, logic, and structure of the law are male created and reinforce male values. By presenting male's characteristics as a "norm" and females characteristics as deviation from the "norm" the prevailing conceptions of law reinforce and perpetuate patriarchal power. Feminists challenge the belief that the biological make-up of men and women is so different that certain behavior can be attributed on the basis of sex. Gender, feminists say, is created socially, not biologically. Sex determines such matters as physical appearance and reproductive capacity, but not psychological, moral, or social traits.”

URL: http://www.law.cornell.edu/wex/index.php/Feminist_jurisprudence

Author and credibility of cite: This site is maintained by Cornell Law School Legal Information Institute. The goal of the site is to provide digital law information to the public and it does so through a non-profit foundation affiliated with the school. It is a credible source of information because of its affiliation with this well-known and respected law school. The information appears to be written in an unbiased manner and gives historical information. It provides links to other sites for further information. The site provides information as to when it was accessed and when it was updated. This information is consistent with the information in the text.

[Reply] [paraphrase that summarizes both entries] Feminist legal theory is a legal school of thought that challenges the traditional legal system by presenting the position that the legal system is based on male-determined values and assumptions. Those who follow this theory believe that both history and the legal system are biased in failing to consider and include the perspectives of women in creating and interpreting laws. Followers of this theory seek to make the legal and social system fairer by incorporating gender perspectives in making and interpreting laws.

[reply][clarifications or corrections of paraphrasing]This paraphrasing should be rewritten to include reference to different viewpoints within the feminist legal theory. It should read: Feminist legal theory is a legal school of thought that challenges the traditional legal system by presenting the position that the legal system is based on male-determined values and assumptions. Those who follow this theory believe that both history and the legal system are biased in failing to consider and include the perspectives of women in creating and interpreting laws. Followers of this theory seek to make the legal and social system fairer by incorporating gender perspectives in making and interpreting laws. Followers differ on how to incorporate feminist perspectives in the legal system. For example, some look at the cultural or social treatment and women and would include considerations of race in order to make the law more equitable. [underlining added here to show the added material]

You could cut and paste this last reply to a separate quiz document and submit that as your answer should you get the question that asks you to explain feminist legal theory.

FOOTNOTES

- ¹ Facebook is a social collaboration and networking tool. More information is available at <http://www.facebook.com/home.php>.
- ² Ning is a tool that allows individuals to create a social network and add users to the network. <http://www.ning.com/>. See, e.g. Ning in Education, <http://education.ning.com/>.
- ³ A social networking space that allows users to add videos, pictures, and communicate with each other through a variety of messaging tools: www.myspace.com/.
- ⁴ Lion F. Gardiner, *Why We Must Change: The Research Evidence*, 14 NEA HIGHER EDUC. J. THOUGHT & ACTION 71, 77 (Spr.1998).
- ⁵ ELIGIBILITY PROCEDURES & ACCREDITATION STANDARDS FOR BUSINESS ACCREDITATION, Standard 15 (AACSB INT'L 2003).
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- ⁷ Lorin W. Anderson, *Objectives, Evaluation, & the Improvement of Education*, 31 STUDIES IN EDUC. EVALUATION 102 (2005).
- ⁸ Don Clark, *Learning Domains or Bloom's Taxonomy*, (1999) retrieved June 1, 2008 from: <http://www.nwlink.com/~donclark/hrd/bloom.html>.
- ⁹ *Id.*
- ¹⁰ William Huitt, *Constructivism, Educational Psychology Interactive* available at <http://chiron.valdosta.edu/whuitt/col/cogsys/construct.html> (retrieved June 1, 2008); Chralambos Vrasidas, "Constructivism Versus Objectivism: Implications for Interaction, Course Design and Evaluation in Distance Education, 6(4) INT'L J. EDUC. TELECOMMUNICATIONS 339 (Winter 2000); but see : K.R. Harris & S. Graham, *Memo to Constructivists: Skills Count, Too*, 53 EDUC. LEADERSHIP 26 (1996).
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- ¹² Doris Carey, *Teachers Roles & Technology Integration: Moving from Teacher as Director to Teacher as Facilitator*, 9 COMPUTERS IN THE SCH. 105 (1993).
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- ¹⁸ Richard Dool, *Dialogue-Intensive Learning*, eLearn Magazine, available at http://www.elearnmag.org/subpage.cfm?section=best_practices&article=40-1 (retrieved June 1, 2008).
- ¹⁹ *Id.*
- ²⁰ *Generation X Embracing the Digital Revolution*, USA TODAY MAGAZINE November 1998.
- ²¹ *Id.*
- ²² Jeffrey Csatari, *Tech-tube Children*, Men's Health October 1996.
- ²³ *Id.*
- ²⁴ Angela P, McGlynn, *Teaching Millenials, Our Newest Cultural Chort*, 71 Education Digest 12, (2005); Diane Thielfoldt & Devon Scheef, *Generation X & the Millennials: What You Need to Know About Mentoring the New Generations* A.B.A. (2004) available at <http://www.abanet.org/lpm/lpt/articles/mgt08044.html> (retrieved June 1, 2008).