

**STUDENT FEEDBACK MEMOS:  
A SUPPLEMENTAL INSTRUCTOR EVALUATION**

**DALE RUDE**  
University of Houston

*Often students superficially complete standard numeric and essay instructor evaluations. The student feedback memo is a valuable supplemental method for all business disciplines which generates extensive and in0depth student feedback. Instruction, sample student feedback, student evaluations of the technique, and a summary of benefits are provided.*

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**WEB-BASED DELIVERY VERSUS TRADITIONAL CLASSROOM DELIVERY:  
COMPARATIVE EXPERIENCES**

**RICHARD DRAPEAU**  
**JOHN PEARSON**  
Lamar University

*Recent research has demonstrated that distance learning is a promising alternative to traditional classroom learning and can, in fact produce higher performance results. This paper continues the effort to determine if Internet-based education is an appropriate alternative to the traditional classroom-learning environment. The development of the Internet course is described and an analysis of student performance data for both learning environments for four semesters is presented. The analysis of data supports the conclusion that students taking their introductory computer course via the Internet do not learn less than the students taking their introductory computer course via the traditional delivery system.*

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## **MATCHING INFORMATION TECHNOLOGY /DISTANCE EDUCATION TECHNIQUES TO COURSE OBJECTIVES**

**BARBARA SCOFIELD**

**WILMA DYE**

**RUSTY CALK**

**University of Texas of the Permian Basin**

*Teaching with a chalk and a blackboard limits teaching to students who are sitting in front of the instructor and limits interactions to three hours a week. New Information technology/distance education methodologies of using websites, chat rooms, interactive videoconferencing, videotapes, CD-ROMs, computer classrooms, Internet resources, and email help surmount these limitations. They are not just neutral replacements for classroom-based teaching methodologies, but means to achieve educational goals. This article will explain how information technology/distance education techniques are used successfully across an accounting curriculum to enhance student learning.*

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## **USING DEBATES TO FOSTER STUDENTS' CRITICAL THINKING**

**ALLAYNE PIZZOLATTO**

**K. CHRIS COK**

**Nicholls State University**

*Is it not every professor's dream to enhance his students' abilities to reach the highest level of learning possible? There are many techniques used in classes today to assist students to becoming critical thinkers – experiential exercises, case studies, class discussion, etc. This paper suggests pedagogy – albeit it is one that most are familiar with, it is not one that is used extensive in classroom settings. This article offers strategies and techniques for using “debate” as a teaching and learning tool.*

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## USING LEARNING JOURNALS ACROSS THE BUSINESS CURRICULUM

DONNA VARNER  
SHARON PECK  
Capitol University

*This paper originates from a session at Southwestern Business Administration Teaching Conference, October, 2000. At the conference we organized a dialogue to explore the question: what is the usefulness of learning journals, or reflective writing, across the business curriculum? We were interested in learning if such assignments could be used in quantitative courses as well as they could in our qualitative courses. This paper discusses insights from that session, as well as from our experiences, and offers suggestions for instructors considering incorporating learning journals into their teaching strategy.*

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## TEACHING BUSINESS STUDENTS THE TECHNOLOGIES NEEDED TO BUILD SALES FORECASTING SYSTEMS

A. BRUCE CLARK  
Texas Southern University

*Accurate forecasting accounts for 92% of corporate success. It can be performed using judgmental, regression, and time series approaches. Time series models arguably offer the largest benefits, and are found in \$20,000 to \$34,000 software. Of the time series techniques, double exponential smoothing is seemingly the most widely used. Thus, to teach the basics of such systems, a two-part, spreadsheet project is used. In Part 1, students prepare a baseline forecast on deseasonalized data. Then, in Part 2, they prepare seasonal multipliers, a deseasonalized baseline forecast, and reseasonalized projections. The result is that students develop valuable insights and planning knowledge.*

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## **DOES OLDER THINK BETTER?**

**URSULA SPILGER**

**MADELINE JOHNSON**

**University of Houston-Downtown**

*A number of studies have been conducted to determine the effect of college education on critical thinking. One question that arises from these studies is whether the improvement in critical thinking may be partially attributable to the aging or maturing process. This study focuses on age as a factor in the ability of an individual to think more critically. In an experiment involving 204 students enrolled in an urban university, the researchers found that older students learned critical thinking more effectively than did the younger students. Suggestions for teaching critical thinking incorporating these research findings are made.*

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## **COMPARING MULTIPLE INTELLIGENCES AND LEARNING STYLES: WHAT DOES STUDENT DATA SHOW?**

**DIANNE ROSS**

**ANNETTE VINCENT**

**University of Louisiana at Lafayette**

*This article gives teachers an insight into two theories that are designed to help students become better learners and to help teachers become better educators. The multiple intelligences theory and the learning styles theory are described, and methods to implement each are included. Recent data from technology-based classrooms show the diversity of learning preferences in the classroom and the need to seek ways to help students become more successful. This information will lessen the confusion of educators who want to make a difference in the lives of their students.*

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## **AN EXPERIMENTAL LEARNING EXERCISE, "WHAT TASTES GOOD?" FOR USE IN THE INTERNATIONAL MARKETING CLASS**

**RICHARD COLEMAN**

**Texas A&M University-Kingsville**

*In line with the trend toward greater use of experiential learning exercises in marketing education, this paper describes a taste test for demonstrating existence of students' self reference criterion (SRC). Conducted as a focus group, the exercise consists of students sampling drink products to determine which 'tastes good', or which should be marketed in the US. Directions for conducting the exercise are given and related assignments are provided to show how it can be incorporated into the international marketing course.*

## CONNECTING TO THE REAL WORLD: INTERNSHIPS?

ELIZABETH HARRIS  
MARY MEREDITH  
JOHN TANNER

University of Louisiana at Lafayette

*This study expands on earlier internship research at one college of business administration. The earlier study found that students with internships had a higher grade point average, were more likely to be Caucasian, were younger when graduating, and were more likely to be employed when graduating. In the follow-up study, characteristics were similar to the earlier study, however, internship participation increased, especially with accounting students. Even though participants were more likely to be Caucasian, African American participation increased. Benefits of internships for participation, businesses and universities were examined.*

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## LEARNING THREADS AND ACTIVE LEARNING IN BUSINESS ADMINISTRATION: A GENERALIZATION FROM ECONOMICS

DAVID E. R. GAY  
University of Arkansas

*This paper uses an active learning process of discovering, articulating, and sharing what Students perceive as the important topics in a course, along with linking them to the underlying themes, also known as "learning threads". Students begin the course review by answering six questions to identify important topics, to discern their underlying common threads or themes, and to attach the topics to the themes. Students share their results, and the classroom discussion underscores this process. This procedure can be done in almost any class in business administration, or in other courses, although its origins are in economics classes of the author.*