

TAMING THE BEAST: MAXIMIZING EFFECTIVENESS OF NEW CLASSROOM TECHNOLOGIES

Deborah Cours, Tina Kiesler, Kristen Walker, California State University, Northridge

Lori Braunstein, Robert Lupton, David Rawlinson, Central Washington University

Neil Granitz, California State University, Fullerton

Much has been said of the influence of technology on the classroom experience and educational outcomes. Indeed, a recent *Journal of Marketing Education* was dedicated to the topic (August 2011). In their introduction as guest editors to this issue, Granitz and Pitt note that technology in the marketing classroom typically makes instructors more efficient and/or effective. At its best, it can enhance students' academic performance (Walker, Curren, Kiesler & Goldenson 2011). However, there are potential downsides to classroom technology. Faculty and students may need training to understand how to use it. And at its worst, classroom technology has been termed a "weapon of mass [student] distraction" (Belch, Honea, Krentler & Frontczak, 2011). In this special session, we discuss recent technological innovations that can positively impact the academic experience for both students and faculty. Emphasis is on the younger technologies because little has been published about their use and effectiveness in the classroom (Granitz and Koernig 2011).

Recent technological innovations include blogs and microblogs (such as Twitter), podcasts, smart phones and tablets as well as smart applications (apps), lecture-captive software, social media, online meeting software and more. The session attendees are invited to participate in the discussion of these types of new classroom technologies, how to effectively use them, how to overcome technological challenges, and how to maximize the positive impact on students. The goal is to maximize the group's understanding of the technology (what it can accomplish) and how to use it. Ideally, each participant in this session either learns about a new educational tool or learns how to better utilize such tools in the classroom from their peers on the panel and in the audience at this special session.