

THE THEORY AND PRACTICE OF WEB TEACHING

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ABSTRACT

With the perspective of a marketing educator, the author reviews the reality and possibilities of information technologies related to the Internet and World Wide Web. Drawing from the examples of innovative educators, she suggests ideas and methods to leverage the Web-based technologies and resources for marketing education in the Information Age.

WEB TEACHING IN THEORY

Increasingly easy to use, visually appealing, and capable of instant global reaches, the Internet and World Wide Web is transforming how people will communicate and interact in the future (Gates 1995; Rheingold 1993). Marketers and advertisers are in the forefront of this transformation (Hoffman and Novak 1996). Electronic commerce is changing the ways goods and services are tested, marketed, and sold (Judson 1996).

This new marketing medium is important to marketing education not only because of its rapid growth, but also because it is our transition to the yet unknown marketplace of the Information Age. The Web will be the hotbed of new concepts and principles of marketing in the new millennium.

More importantly, educational organizations as well as corporations increasingly deliver their training materials worldwide, in less time and with lower costs. Indeed, the Web creates a new learning environment.

Knowledge content on the Web is growing rapidly. It has powerful tools for information search and access, is becoming a versatile broadcasting medium, and holds the promise of accessible multi-party interactions.

As part of the mass movement of digitizing information and connecting to the Web, many

academic and non-profit organizations are converting their collections of print, images, audio and video materials into digital files. Custom publishing of course materials in the information era may entail modules downloaded from publishers, journals, and authors via their Web sites on a need basis. Course materials therefore will become current and individualized.

Technologies for multi-party conferencing on the Internet using video, audio, and text also allow learning activities to go beyond the confine of the classroom. Educators can create learning communities that meet and interact on the Internet synchronously as well as asynchronously.

WEB TEACHING IN PRACTICE

Even mainstream institutions of higher education are taking cyber education seriously (Korn 1996; Waltz 1996). An increasing number of universities offer individualized tutorial assistance from faculty and tutors on the Web (Zucca 1996).

Some innovative marketing educators require students to use the Internet for research and information gathering (Miller and Mangold 1996; Siegel 1996). Some require students to use E-mail to communicate with the instructors and peer groups abroad (Atwong et. al. 1996).

Many universities are working to distribute scholarly work on the Web (Jacobson 1995). Many more educators put their syllabi and other course materials on the Web (Young 1995).

The new generation of Internet software makes it easy to create interactive courseware and distribute learning experiences on the Web (e.g., Toolbook II 1996). Leading educators in the 21st century will also be major innovative players in cyber education.

REFERENCES

Available on request to the author.