

# Developments In Business Simulation & Experiential Exercises, Volume 23, 1996

## CHALKBOARDS TO CHIPBOARDS FOR TEACHERS AND CONSULTANTS

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### ABSTRACT

Those of us with years of practice in chalkboard technology need both convincing and training in modern techniques. If we are to use them in our craft. We need to be convinced that the new methods can somehow make us more effective and / or efficient. If convinced, we need to learn how to use these methods.

### INTRODUCTION

Something there is that doesn't like the new. We cling to our chalkboards and flip charts with astonishing tenacity. With these tools, we can elicit Ideas and record them spontaneously and interactively as they arise. In addition, the old methods provide convenient ways to review material. For example, at the end of a learning session, it can be helpful to have the ideas summarized on newsprint taped to the walls so that everyone can review and mentally integrate all the ideas.

As we speed toward cyberspace, the future shock becomes increasingly intense. Along with this accelerating change, we seem to be moving toward a divided world with an ever-widening chasm between technophiles and technophobes. There aren't many people in between these extremes.

The information revolution promises a future with people going deeper and deeper into their computers. Some of the questions raised by this trend include can we keep up? Should we? Can our students maintain the pace?

One respected educator recently stated that real learning doesn't occur unless the students hate it! Will multimedia presentations in classrooms make learning too easy and too much fun for students? Is enjoyment of a show inversely related to long-term retention? For example, do you remember the topics presented on 60 Minutes last week?

The purposes of this symposium are:

1. To explore advantages and disadvantages of high-tech multimedia teaching tools.

2. To compare and contrast various high-tech teaching tools as they are used in industrial and university settings.
3. To show how we can use high-tech tools without sacrificing spontaneity and flexibility.
4. To suggest ways to motivate and maintain audience involvement while using high-tech tools.
5. To present high-tech methods of extending what we stand for at ABSEL: optimizing the combination of seeing, hearing, and doing for purposes of learning.
6. To continue ABSEL's commitment to mutual sharing with practitioners.
7. To pursue ABSEL's strategy of reaching out to non-business fields.

We're going to strive for high audience interaction and involvement. This should not be difficult, considering ABSEL members.