



McGraw-Hill  
Irwin

# management *Monthly*

## NEWSLETTER FOR EDUCATORS

2009

Vol 1 – Issue 6

This newsletter is for all instructors using one of McGraw-Hill's six management textbooks.

The purpose of this newsletter is to provide you with the tools and resources necessary to stay on the cutting-edge in the classroom.

### Chief Editor

Steven H. Cady, Ph.D.  
Bowling Green State  
University

### Editors

Jason David  
Monique Rosati

### Executive Marketing Manager McGraw- Hill/Irwin

Anke Weekes

### Table of Contents:

<a href="#">In the Trenches</a>	1
<a href="#">Hot Topics</a>	2
<a href="#">Business Ethics</a>	4
<a href="#">Interview</a>	5
<a href="#">Tips: In-Class</a>	8
<a href="#">Executive Summary</a>	10

## In The Trenches:

with [Curt Bonk](#) (1)



Curt Bonk is Professor of Instructional Systems Technology in the School of Education at Indiana University and adjunct in the School of Informatics. He has received numerous awards including the CyberStar Award, and the Most Outstanding Achievement Award from the U.S. Distance Learning Association. Curt has given nearly 1,000 talks around the globe and

contributed to over 20 publications on topics such as online-learning pedagogy, massive multiplayer online gaming, wikibooks, blogging, open source software, collaborative technology, and synchronous and asynchronous computer conferencing.

Curt is also author of the [Handbook of Blended Learning: Global Perspectives, Local Designs](#) (2006) as well as [Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing](#) (2) (2008) and [The World is Open: How Web Technology is Revolutionizing Education](#) (3) (2009).

Curt Bonk's philosophy on education promotes innovative practices with emerging educational technologies and the expansion of access to education via non-traditional means such as web-based instruction, computer conferencing and video-conferencing. Some of Bonk's pedagogical experimentations with ideas related to constructivism, cooperative learning, and computer technology now even serve as models for teachers around the globe.

As a true lifelong learner, Bonk continuously uses his research findings to tinker with his instructional practices, while concurrently reflecting on how his own classroom practices can inform his research. His research on Web-based instruction, electronic collaboration and conferencing, computer support for writing, integrated cooperative reading strategies, learner-centered instruction and social interaction and dialogue all have significant implications for teaching and learning in higher education.

[Try This!](#) (28) Hold a Webinar in lieu of one of your in-class sessions to introduce your students to synchronous online learning. You and your students will enjoy and also benefit from the experience, in view of our increasingly online and digital world.





# Hot Topics

## Current Events

"If you build that foundation, both the moral and the ethical foundation, as well as the business foundation, and the experience foundation, then the building won't crumble."

*Henry Kravis*

**Afghan Election Recount:** (4) A U.N.-backed commission found "convincing evidence" of fraud Tuesday in Afghanistan's presidential election and ordered a recount of suspect ballots in at least three provinces, a process that could take months. At the same time, Afghan officials released new returns that give President Hamid Karzai 54 percent of the vote with nearly all ballots tallied, enough to avoid a run-off unless large numbers of tainted ballots are ultimately thrown out. The image of a crooked Afghan president rigging the vote threatens to discredit the entire U.S.-led mission there at a time when NATO casualties are mounting and American, European and Canadian voters are fatigued and disenchanted with the war.

Politics, diplomacy, management and ethics are all at play here. Weave these concepts together to quilt the complex fabric of this highly controversial issue.

**Government-run insurance:** (5) President Barack Obama, in a high-stakes speech Wednesday to Congress and the nation, will press for a government-run insurance option in a proposed overhaul of the U.S. health care system that has divided lawmakers and voters for months. White House officials say the president will detail what he wants in the health-care overhaul, while asking for better ideas on a government plan if lawmakers have them. Democrat plans call for requiring most Americans to have health insurance. Failure to comply could cost families as much as \$3,800 a year, according to a Senate proposal. Insurers oppose the public option, saying it will lead to excessive government control of health care and could eventually drive them out of business. Republicans say they won't support an overhaul with a public option and liberal Democrats say they won't support one without it.

Confront leadership issues of compromise and instating change. How does a leader bring about radical change and gain acceptance for his new ideas? How does a leader confront opposition? How does a leader listen and direct change without seeming to impose his will?

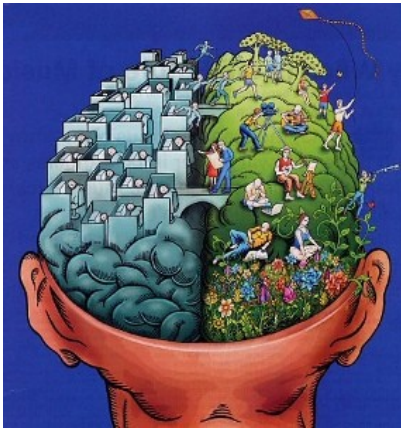
**Three Britons guilty of plot to bomb airliners:** (6) After two trials and the largest counterterrorist investigation in Britain's history, three men were found guilty in a London court of a plot to bomb at least seven trans-Atlantic airliners on a single day with liquid explosives smuggled aboard in soft-drink bottles and (to be) detonated by devices powered with batteries. Prosecutors said that plot could have killed at least 1,500 people aboard the targeted planes, which, by that measure, would have made it second only to the September 11 attacks as the most serious terrorist plot in modern history. The political debate has focused on the fact that there have been no trials yet for any of those directly involved in the September 11 attacks.

To what extent has the publicity of this trial been properly managed? How can politicians and other leaders manage media influence and for what purpose? Would this be ethical?



# Hot Topics

## Continued



### Movies, DVDs and Television

**The Informant!** (12) A new comedy starring Matt Damon is based on Mark Whitacre, an Ivy League PhD turned whistleblower. Midland worked at Archer Daniels Midland (ADM) in the early 1990s and became the highest-ranked executive to turn whistleblower in US history when his company engaged in price-fixing activities. Use this movie to highlight themes that are still current in today's society; moral ethics, business decision making, and leadership.

**Walk in Her Shoes** (13) "The Good Wife" is a new CBS series that will explore the world of First Ladies and their cheating husbands. Julianna

Margulies plays Alicia Florrick, who is married to Peter, a politician who is caught in a sex and corruption scandal. The series walks us through the decision-making process for wives who stick by their husbands in the face of public scrutiny. What role does public influence play in this situation? How do you think you would manage such a situation?

**Where the Skype Are You?** (14) Recently, Oprah did a **show** (15) on her new favorite communication tool, Skype. Oprah tested the limits of the application by having guests tune in from 30,000 feet above ground on a commercial flight, as well as deep beneath the sea from a submarine. The show also highlighted more educational uses of Skype, such as flute lessons between a student in Israel and an instructor in Kentucky and researchers from the Antarctic linked to students all across the United States. How can you use Skype to move learning beyond the classroom walls?

### Research & Theory

The following excerpt is from research and theoretical review that you may find related to your course design and useful for your lectures.

**Can Business Ethics Be Taught? : A New Model of Business Ethics in Education** (10) This paper highlights the potential harms in the current state of business ethics education and presents an alternative model of business ethics education. Such potential harms in business ethics education are due largely to restricted cognitive level of reasoning, a limited level of ethical conduct, which remains only responsive and adaptive, and the estrangement between strategic thinking and ethical thinking. Three practical components of business ethics education are, respectively, to intensify moral imagination, to develop ethical wisdom and courage, and to enhance meta-strategic competencies. The ultimate purpose of these practical components is to help moral subjects to conduct ethical leadership, to actualize integrity between individuals and organizations, and to fulfill the social responsibility of business firms. Questions – What have we successfully applied and do these prescriptions still apply today? Consider asking your students



about ethics being taught in their classes and what are some ways that they would like to learn about ethics?



**BUSINESS ETHICS** (7) “CHEERS & JEERS”**Cheers**

The five-day extravaganza called London Fashion Week featured a wide variety of “ethical” clothes on the catwalk last week. Among the highlights of the ethics initiative featured at Fashion Week, according to the U.K. **Guardian**: Marks & Spencer, Tesco, and Sainsbury’s have agreed to increase their inventories of Fairtrade and organic clothing and to use fabrics that can be recycled more easily, Tesco is banning cotton from countries that use child labor, and Oxfam and other charities “will open more sustainable clothing boutiques featuring high quality second-hand clothing.”

**Jeers****GREENWASHING** (8)

Many bottled water companies have disguised their cost-cutting on plastic as a green practice of reducing materials consumption. Britain’s advertising regulators recently have been cracking down on similar spurious and exaggerated “green” marketing claims, and some critics have warned that retailers are crafting ads that sound on-message for social and environmental concerns, but veer away from the truth, according to the **Times of London** (29).

**PUBLIC PERCEPTION OF US BUSINESS**

The U.S. public gives business executives poor grades for ethics and blames them for corporate failures, according to a survey conducted by the Marist College Institute for Public Opinion. Wall Street executives finished at the bottom of the ethics ladder, with 60 percent of respondents giving them the lowest grades, according to a summary of the poll from **Reuters** (9). Executives from other businesses fared slightly better, receiving poor grades from 49 percent of those polled. But despite the gloomy assessments, three quarters of adults gave their own company good or excellent grades for ethics.

**MERRILL LYNCH** (11) **UNDER INVESTIGATION**

Bank of America received a subpoena from New York State Attorney General Andrew Cuomo, who is investigating \$3.6 billion in bonuses paid out at Merrill Lynch just before it merged with the bank, reports Bloomberg. Cuomo and federal investigators are questioning whether Merrill broke securities laws by paying the bonuses with federal bailout money.

**Discussion:** Reflect on the ethical positions maintained in each extract. How do these compare to your own ethical values? Notice how management, business and ethics are interrelated and need to be considered simultaneously in decision-making. Is the disproportionate number of negative ethical questions raised indicative of poor ethical decisions being made worldwide on behalf of business management? Will we be more attentive to ethical issues in the future?



# Thought Leader Interview

With **Terence Armentano**



It is my pleasure to introduce one of a new breed of professionals who are blending innovative solutions for a variety of collaborative and learning applications. The photo on the left captures his core mission for this work. In an email with this photo, he wrote, "I chose this picture of me because a lot of what I believe in about distance learning technologies is that they enable us to prioritize our lives around the things that we hold most dear."

I first met Terence Armentano when I took a course from him as my introduction to on-line learning. He graciously agreed to do an interview for us in the midst of much work he is doing at the university. Terence

is the Assistant Director at the Center for Online and Blended Learning at Bowling Green State University (BGSU). Terence has substantial experience in online teaching, faculty training, course and program development, instructional design, web design, and multimedia development. As an education enthusiast, Terence maintains a professional weblog at <http://terenceonline.blogspot.com> to inform educators about trends in education, technology, instructional design, open source, web 2.0, and a variety of other ed tech topics.

## How did you come to do work in distance education?

I received my Bachelor of Science in Technology and my Master of Education from Bowling Green State University in 2004. During my graduate work I was fortunate to do my assistantship as an instructional designer for BGSU's distance learning department. My master thesis project resulted in the development and implementation of an online faculty training program, which has become the foundation for training faculty in online pedagogy and technology to this day at BGSU. I really enjoyed the work in distance learning as it merged the technological and educational worlds that I enjoyed so much. After graduation, I remained on staff and I am now the Assistant Director for Online and Blended Learning at BGSU.

## What is your favorite distance learning activity or experience?

My favorite distance learning experiences occur when I am able to facilitate, what I like to call, an "ah-ha!" moment for faculty, staff, or students. Those moments occur when one learns a new technology, applies it to their life, and realizes that they just made the learning environment that much better. Take the traditional lecture and PowerPoint method of instruction for example. Instructors may initially think their only option is to post their PowerPoints and discussion notes to the web and that is as good as it gets for their online class. However, by showing them how to create their own YouTube Channel, Blog, Wiki, or Podcast, they are able to see first-hand that the lecture can be very interactive as each of those technologies facilitates a great means of interaction and thus a greater learning environment for the students.

## How does distance learning enrich your life ... your career... as opposed to traditional in-class teaching?

I define distance learning as any method of teaching and learning that is not dependent on a geographic location. Therefore, most of our world is falling into this category and enriching our lives. Online



banking, shopping, music, education, etc. The distance technologies enable us to prioritize our lives around the things that matter most to us, such as our families, friends, community, and organizations we are passionate about. Distance technologies facilitate a brand new form of asynchronous communication that enables us to prioritize and schedule our lives more effectively. Let's look at Facebook and Twitter as two technologies that are changing the world around us. Twitter allows me to get news and information from the people and organizations that interest me the most. Therefore, by subscribing to various Twitter feeds, I can get the latest deals from Amazon, stay on top of the latest technologies from Apple, Google, and other tech companies, and get words of inspiration from my pastor or other pastors I listen to online throughout the day. This is awesome. I am also able to re-tweet those to my community of followers, and they, their followers. You see how information is exploding there? With Facebook, I am able to "keep in touch" with hundreds of friends at a distance. For example, this enables me to see pictures of my niece and nephews right after they were taken, which prompts me to comment on them or call them. You see how this technology interrupts our lives, but can do so in a positive way. Ever wonder what happened to your old high school buddies? With Facebook, you can stay in touch with them on a surface level so that if your relationship with them ever re-surfaces when you run into them in person, you will have much to talk about and build on. The technology is not meant to replace relationships, but if used with wisdom, enhance them. RSS feeds, blogs, podcasts, Wikipedia, YouTube have greatly impacted my career in that I am able to subscribe to content all over the internet and have it directly imported to my email inbox. This enables me to stay on top of the latest in the field of distance learning as well as contribute to the conversation with my own blog posts or tweets.

**Describe a “zinger” that unexpectedly challenged you in your distance teaching? How did you address it and what were the results?**

One challenge to distance teaching is addressing the perception of inferior quality. I say perception because research from the U.S. Department of Education is showing quite the opposite. However, this perception remains a challenge because people don't like change. I found that one of the best ways to deal with it is to teach someone how to fish, metaphorically speaking of course. Once you teach someone a new technology that benefits them, they are hooked and in turn teach others the same. Most distance technologies facilitate a greater degree of interaction with the instructor, student, and content so it is only a matter of time before that is realized.

**What are your distance learning principles for success?**

First, you have to have a passion for learning new things. You can't ever be satisfied with the status quo, especially since we live in the "Information Age." My action steps for this principle are to start subscribing to prominent bloggers in your field today. And if you want to be looked upon as an expert in your field, start contributing to the conversations in your field by starting a blog and writing about issues in your own field that you are passionate about. This will open up a whole new world to you and lead to many new connections. This is one of the reasons I took it upon myself to develop a University-wide blogging system for BGSU (<https://blogs.bgsu.edu>). Every student, faculty, and staff member can create as many blogs as they want. It has been awesome to see what happens when everyone at the university has a voice on the web. They create, communicate, and collaborate in ways not possible in years past. The day of hoarding information is over because information is ubiquitous and we have now entered the day of sharing information. It's those that know what to do with all the good information on the Internet that will make a difference in the world. If you don't believe me, ask yourself why MIT has uploaded 1900 courses to the Internet as well as hundreds of other schools. They understand that information is not the commodity; it is the interaction with experts and peers from a community of learners around that information. Second, if you are an online instructor, communicate, communicate, and communicate with your learners. Many people just entering the world of distance learning may think of it as a glorified correspondence course, however they could not be



further from the truth. Online learning actually facilitates many new streams of interaction and communication and the best instructors leverage those streams in their courses (i.e. social networks, blogs, twitter, YouTube.) However, they must use these technologies appropriately and with much wisdom, as they may end up just generating noise instead of true learning opportunities. It is for this reason at BGSU that we have an expert staff of educational technologists in the Center for Online and Blended Learning, to work with our online faculty.

**Is there one distance learning principle you hold most dear, that you will always do? Is there one thing you will never do, no matter what, in distance education?**

I will always have a passion for learning new things and will share that passion with others, such as instructors, students, staff, or anyone that will listen to me for that matter. LOL (laughing out loud). I will never subscribe to any one technology as the answer to my pedagogy. My pedagogy regarding teaching and learning is simple: learning occurs as a result of motivation, opportunities, an active process, interaction with content and others, and the ability to transfer learning to real-world problem solving. I will explore any technology that I believe enhances any of those factors in the learning environment.

**How do you see distance courses changing over the next 5-10 years?**

Good question. I enjoy thinking about this topic and could write a novel on it; however, I will keep it simple for now. Online technologies level the playing field and allow users more choice. Think about how Amazon, eBay, iTunes, and others have revolutionized the retail industry. It's not only the increased access to goods, but also the increased access to user-reviewed content that is so revolutionizing. The buyers rate the sellers AND the products. Those doing the ratings greatly influence whether one will buy a certain product as well as whether they will buy it from a certain person. I can see not only distance courses being judged in this way but face-to-face courses as well. I could see a CSI degree, for example, come together from the best instructors in the world based upon user reviewed content. Of course, someone will have to aggregate these courses into a degree and get the appropriate accreditation, but I can see that happening. This giant leap in increased competition should drive universities to pursue excellence at all levels and accurately address and prioritize the needs of the students. The good courses will have good online teachers. It's not the content that people have trouble finding, it's the translators of that content. A good online instructor communicates, creates, collaborates, and enables their students to solve real-world problems. I can see a clearinghouse of well-designed courses, but the most important pieces are well prepared online facilitators. Those will be at a premium for quite some time. They will be the ones that love learning new things and sharing it with others.

**What are your hopes for the future of distance learning in higher education?**

I hope to see the traditional institutions of higher education lead the way in the design, development, implementation, and most importantly, facilitation of the best online and blended courses and programs in the world. We work tirelessly at Bowling Green State University to be one of those institutions. Traditional universities have such a rich academic history, numerous resources, and have obtained some of the best thinkers of our day. These communities have so much to offer and I think it would be powerful to harness the communities via distance learning technologies. One of my favorite scholars was an Oxford don named C.S. Lewis; and, I would have loved the option as a student or professional, to take a course from him as well as some of his contemporaries such as J.R.R. Tolkien, and Owen Barfield. Technologies such as iTunes-U and YouTube-EDU are beginning to make this a reality, however, the interaction with the experts and learning community is still missing.





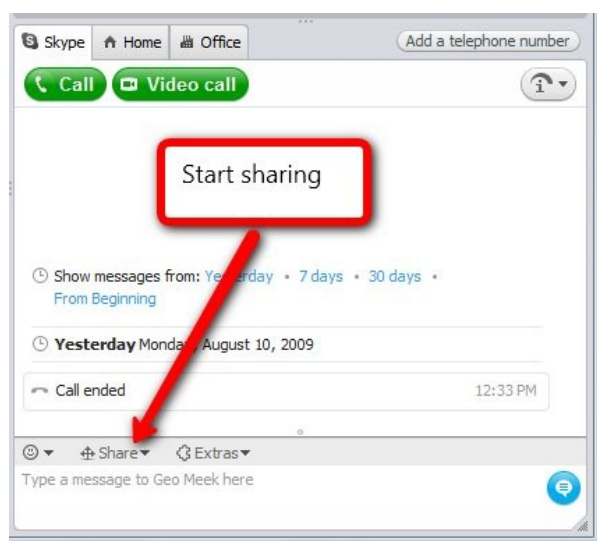
# Tips: In Class

Because of the plethora, some might say “overkill”, of information available today regarding online, non-traditional or e-learning, many educators are reluctant to implement new technologies and techniques in their classroom. Tools such as Curt Bonk’s We-All-Learn model are meant to remove some of the angst an educator might feel when confronted with the vast seas of available information. The specific tips below are meant to stimulate creative teaching and help educators feel more at ease with the e-environment.

[Screen sharing](#) (17) will revolutionize online teaching:

The standard Skype install now lets you share your screen -- all or part of it -- with someone you are talking to online. They can see the window you are working on and the entries you are making. And you can see what they are entering. You can immediately correct and advise each other in synchronous “real-time”, a living “blackboard”.

All you have to do to start sharing screens is to be sure your version is up-to-date. Your Skype window should look the same as before, albeit with a new option on the IM window (right, annotated with Jing). When you right-click (in Windows) on a name, you should also see a new option, “Share Your Screen.” There is a hover sub-option - full-screen or selection. When you are on a call, you can start screen-sharing with the quick click of a button!



[Second Life Education](#): (18)

Education is thriving in [Second Life](#) (19). This enthusiastic subculture is abuzz within the Second Life realm, constantly interacting both inside and outside Second Life. [Educators](#) (20) are exploring every possible tool the 3D virtual world offers and establishing best practices along the way.

In the spring of 2007, the [Second Life Best Practices in Education 2007 International Conference](#) (21) brought together educators who were already teaching in Second Life to discuss their experiences. View the [SL Best Practices in Education Conference 2007 Video Archive](#) (22) to learn more.

Second Life has built in voice chat capabilities, both for talking out in the open and in private conversation. Secondly, you can host an audio stream yourself, and have that broadcast into Second Life. This could be used, for example, to interview someone who is not in Second Life or to avoid having another voice talking over your own. The combined power of visual virtual reality and audio control is overwhelming!



# Tips: continued

## [iCHAT](#) (23)

iChat AV and [iSight](#) (24) form Apple's easy and affordable desktop videoconferencing solution.

South Gate Middle School used iChat to locate other iSight-enabled classrooms to participate in a live Civil War reenactment event which included students from Los Angeles all the way to Martha's Vineyard.

(Photo) Brandishing laptops instead of weapons, this brigade moves from one station to the next, providing classrooms across the world the total Civil War re-enactment experience:



## [Roots & Shoots](#)

Global relationships **ARE** important in the classroom of today! In the words of Dr. Jane Goodall, "Every individual matters. Every individual has a role to play. Every individual makes a difference."

Dr. Jane's organization provides youth with resources to take action in their communities. [Roots & Shoots](#) (25) focuses on care and concern for animals, the environment, and the human community. Help your students learn to "make a difference" by educating them to be global citizens!

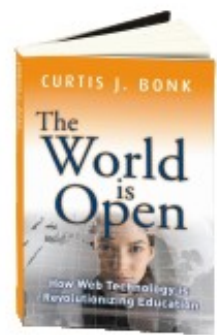
The standard curriculum is transformed into engaging projects with real-world applications and service-learning opportunities. This exhibit provides resources and strategies for implementing collaborative projects as well as philosophical reasons which emphasize the importance of global education.



## Executive Summary

[The World is Open](#) (26)

by Curtis J. Bonk



Technological development and the Internet have opened up learning to the point where anyone can learn anything from anyone else at any time. To help explain this highly complex situation and its implications for education, both formal and informal, Curtis J. Bonk outlines ten key technology and learning trends. Using a model called "[WE-ALL-LEARN](#)", (27) Dr. Bonk shows how technology has transformed educational opportunities for learners, as well as of innovators, from the worlds of technology and education to reveal the power of opening up the world of learning.

The basis of this book, and the model upon which it is built, concerns how such technology offers new hope for educating the citizens of this planet. It is the opening up of education that ultimately makes a flatter or a more robust economic world possible. In the twenty-first century, education trumps economy as the key card to participation in the world. It is education, after all, from which robust economies are built. So when there are momentous shifts occurring in education, they must be explored, documented, grasped, and exploited. This book will reveal and document 10 learning technology trends that are revolutionizing education and transforming life in the twenty-first century. Dr. Bonk calls these .openers., as in the door opening to untold learning opportunities for billions of people. In education, we hear of open source software, open access journals, open educational resources, and open courseware from MIT and hundreds of other universities. "Open" is the buzzword in education today!

(WE-ALL-LEARN):

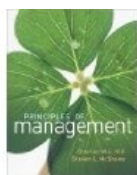
1. **Web** Searching in the World of e-Books
2. **E**-Learning and Blended Learning
3. **A**vailability of Open Source and Free Software
4. **L**everaged Resources and OpenCourseWare
5. **L**earning Object Repositories and Portals
6. **L**earner Participation in Open Information Communities
7. **E**lectronic Collaboration
8. **A**lternate Reality Learning
9. **R**ead-Time Mobility and Portability
10. **N**etworks of Personalized Learning

**Recommendations:** Use an example from each of the ten elements of the WeAllLearn model to breathe new life into your class lessons and infuse your teaching with a forward-looking approach to management. Implement each concept in a way which highlights the impact on management decision making and underscore how these tools are currently being used by professionals across the globe



Topics	Bateman 8e	Bateman M 1e	Hill 1e	Jones 6e	Jones Ess 3e	Kinicki 4e
<a href="#">In the Trenches</a>	2,9,10,12,14	2,16,17	2,8,17	2,5,13	7,16,18	15
<a href="#">Current Events</a>	1,2,4,5,7,14	2,3,9,10,12,18	1,2,4,10,15,16,17,18	2,5,8,9,10	3,4,7,11,14,16,17	3,7,8,10,11,14,15
<a href="#">Business Ethics: Cheers &amp; Jeers</a>	3,9	2,5,12	2,14,16	2,3,10	3,4,14,17	3,14,16
<a href="#">Tips: In Class</a>	2,11,12	2,12,13,14,15,17	2,3,11,17,18	2,5,11,13	3,7,15,16,18	7,8,10,13,15
<a href="#">Executive Summaries</a>	2,9,10,12,14	2,16,17	2,8,17	2,5,13	7,16,18	15

This newsletter supports the following Principles of Management texts:



Hill, C. & McShane, S. (2008). *Principles of Management (1<sup>st</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.

Bateman, T. & Snell, S. (2009). *Management: Leading & Collaborating in the Competitive World (8<sup>th</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.



Bateman, T. & Snell, S. (2009). *Management (1<sup>st</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.

Jones, G. & George, J. (2009). *Contemporary Management (6<sup>th</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.



Kinicki, A. & Williams, B. (2009). *Management: A Practical Introduction (4<sup>th</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.

Jones, G. & George, J. (2009). *Essentials of Contemporary Management (3<sup>rd</sup> Ed.)*. New York, NY: McGraw-Hill/Irwin.



Please go to [www.mhhe.com](http://www.mhhe.com) for a complete list of titles offered by McGraw-Hill/Irwin.



## Works Cited

1. Website. Curt Bonk's Indiana University website page. <http://mypage.iu.edu/~cjbbonk/teaching.html>
2. Book. C. Bonk & K. Zhang (2008). Empowering Online Learning: 100+ Activities for Reading, Reflecting, Displaying, and Doing. <http://www.trainingshare.com/courseWeb/book.php>
3. Book. C. Bonk (2009). The World is Open: How Web Technology is Revolutionizing Education. <http://worldisopen.com/>
4. Article. Associated Press (2009). Karzai backs Afghan election Commission. [http://news.yahoo.com/s/ap/20090909/ap\\_on\\_re\\_as/as\\_afghan\\_election](http://news.yahoo.com/s/ap/20090909/ap_on_re_as/as_afghan_election)
5. Article. J. Weisman & J. Adamy (2009). Obama to Endorse Public Plan in Speech. Wall Street Journal online. <http://online.wsj.com/article/SB125240777810092069.html>
6. Article. J. Burns (2009). 3 Britons guilty of plot to bomb airliners. The Telegraph online. [http://www.telegraphindia.com/1090908/jsp/foreign/story\\_11465215.jsp](http://www.telegraphindia.com/1090908/jsp/foreign/story_11465215.jsp)
7. Website. Institute for Global Ethics website page. <http://globalethics.org/>
8. Website. Greenwashing Index website page. <http://www.greenwashingindex.com/>
9. Website. Reuters. <http://www.reuters.com/>
10. Article. Park, H.J. (1998). Can Business Ethics be Taught? A New Model of Business Ethics Education. Journal of Business Ethics 17: 965-977.
11. Article. D. Ellis (2009). The Merrill Lynch bonus saga drags on. CNN Money. [http://money.cnn.com/2009/09/09/news/companies/bofa\\_sec/index.htm](http://money.cnn.com/2009/09/09/news/companies/bofa_sec/index.htm)
12. Website. The Informant movie website. <http://theinformantmovie.warnerbros.com/>
13. Website. The Good Wife CBS website. [http://www.cbs.com/primetime/the\\_good\\_wife/](http://www.cbs.com/primetime/the_good_wife/)
14. Website. The Oprah Winfrey Show website. <http://www.oprah.com/dated/oprahshow/oprahshow-20090507-skype>
15. Website. The Oprah Winfrey Show website. Skype Around the World. <http://www.oprah.com/article/oprahshow/20090507-tows-skype-world>
16. Interview. Terence Armantano (2009). Assistant Director of Blended and On-line Learning at BGSU. <http://terenceonline.blogspot.com>
17. Website. Skype Screen Sharing instructions. <http://www.skype.com/allfeatures/screensharing/>
18. Website. Second Life Education definition. [http://www.simteach.com/wiki/index.php?title=Second\\_Life\\_Education\\_Wiki](http://www.simteach.com/wiki/index.php?title=Second_Life_Education_Wiki)
19. Website. Second Life website. What is Second Life? <http://secondlife.com/whatis/?lang=en-US>
20. Website. Guidelines for Educators. [http://www.simteach.com/wiki/index.php?title=Second\\_Life:\\_Guidelines\\_for\\_Educators#Q.\\_I\\_am\\_not\\_sure\\_what\\_to\\_do\\_here.\\_I\\_am\\_a\\_first\\_time\\_user\\_and\\_looking\\_into\\_this\\_for\\_educational\\_purposes](http://www.simteach.com/wiki/index.php?title=Second_Life:_Guidelines_for_Educators#Q._I_am_not_sure_what_to_do_here._I_am_a_first_time_user_and_looking_into_this_for_educational_purposes)
21. Website. Second Life Best Practices in Education 2007 International Conference. <http://slbestpractices2007.wikispaces.com/>
22. Website. Second Life Best Practices in Education Conference 2007 Video Archive. <http://slbestpractices2007.wikispaces.com/SLCN.tv+Archives>
23. Website. Apple website. iChat description. <http://www.apple.com/macosex/what-is-macosx/ichat.html>
24. Website. Apple Education Website. Teaching with Mac OS X. <http://www.apple.com/education/teachers-professors/teaching-with-mac-osx.html>
25. Website. Roots & Shoots a program of the Jane Goodall Institute. <http://www.rootsandshoots.org/>
26. Book. C. Bonk (2009). The World is Open: How Web Technology is Revolutionizing Education. <http://www.amazon.com/gp/product/0470461306>
27. Website. The World is Open website. About the Book. <http://worldisopen.com/about.php>
28. Website. Go to Meeting website. How it works. [https://www1.gotomeeting.com/en\\_US/pre/howItWorks.tmpl](https://www1.gotomeeting.com/en_US/pre/howItWorks.tmpl)
29. Article. E. Judge & M. Leroux. Advertising regulators get tough over "greenwash". Times online. [http://business.timesonline.co.uk/tol/business/industry\\_sectors/media/article5645478.ece](http://business.timesonline.co.uk/tol/business/industry_sectors/media/article5645478.ece)



### Have Questions?

For questions about *Management Monthly* please contact [anke\\_weekes@mcgraw-hill.com](mailto:anke_weekes@mcgraw-hill.com).

For questions regarding course resources contact your local McGraw-Hill/Irwin representative.