

The use of Web 2.0 technologies for enhancing course delivery

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Some Personal History...

- **When, why, and how?** I began to blog in 2004 (see blog.garven.com), and I have had course-related websites dating as far back as 1994.
- See “[Blogging, tweeting, facebooking, etc.](#)” for further historical/philosophical perspectives and various other *caveats* and cautionary tales.

What about Blackboard?

- I use Blackboard for two purposes:
 - pointing students to my “self-hosted” course-related websites (cf. fin4335.garven.com, fin4366.garven.com, and fin5335.garven.com) and blogsites (cf. risk.garven.com, options.garven.com, and seminar.garven.com), and
 - posting grades.

What about Facebook?

- Quoting from a recent [Chronicle of Higher Education article](#), “You hunt where the ducks are... Facebook is where... students are.”
- Thus, I republish my course-related blogsites ([risk.garven.com](#), [options.garven.com](#), and [seminar.garven.com](#)) at [riskfb.garven.com](#), [optionsfb.garven.com](#), and [seminarfb.garven.com](#).

Some technical issues related to blogging

- Subscription options (other than Facebook): RSS, Twitter and/or email.
- Email subscription example
- Some good news for Baylor faculty: Baylor provides hosting and technical support for WordPress.

Research-related blogging

- Current projects: Demand for Insurance, Adverse Selection in Reinsurance Markets, Noise Hedging and Executive Compensation

Sociological consequences

- The Web transforms the professor's role from "sage on the stage" to "guide at students' sides".
- The Web encourages a more collaborative and interactive learning environment.
- The Web *does not* render faculty members obsolete (see "[Actually Going to Class...? How 20th-Century.](#)").