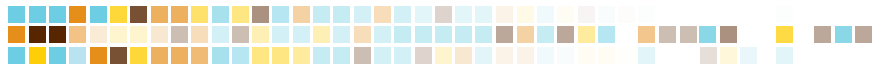


PERSPECTIVES



A monthly look at what's happening in the ever-changing digital world and beyond.



From the Editor

Hello and welcome to the September edition of *Perspectives*.

In this issue we celebrate the back-to-school season by taking a look at some of the technology that is changing the way we learn and interact in the classroom. Rebecca Johnson profiles real-time feedback and class polling in *i>clicker: Get the Internet Generation to Pay Attention in Class*. In *Why Can't We Be Friends? Teachers, Students and Facebook*, Kara Reinsel gives some advice for teachers on how to balance personal and professional relationships. Michelle Fares provides insight on how to gain valuable job experience in *Using Social Media to Get an Internship*. The Dii team's former intern, David BenBassett, makes a guest appearance to write about some efficient use of e-textbooks in his article *Kindle Textbooks: Saving Backs and Wallets Since 2011*. Finally, Sara Weiner offers great practical advice on how to use your iPad as a study aid in *The iPad as a Study-Buddy*.

As always, we encourage your feedback. Contribute to the conversation online, where previous editions of *Perspectives* are available for comment on our website's Sparkblog and on SlideShare, or send me an email letting me know what you think. If you are interested in a custom briefing on any topic in this edition, RTCRM is here for you — just contact your Project Manager or Account Manager. If you aren't a current RTCRM client and would like a custom briefing, contact me and we'll talk. If you are looking for the latest in digital trends with a healthy dose of attitude, visit *Treffpunkt* — the RTCRM Digital Integration and Innovations team blog — at <http://rtctreffpunkt.blogspot.com/>.

Thanks and enjoy.

Nicole Franklin

Manager, Business Development

202.339.6273 | nfranklin@rtcrm.com | Sparkblog: rtcrm.com/blog | Twitter: @rtcrm | SlideShare.net/rtc123

Photo on p. 2 courtesy of Flickr Creative Commons: *The Book* by Alan Cleaver, 2009



Table of Contents

From the Editor1

i>clicker: Get the Internet Generation to Pay Attention in Class3

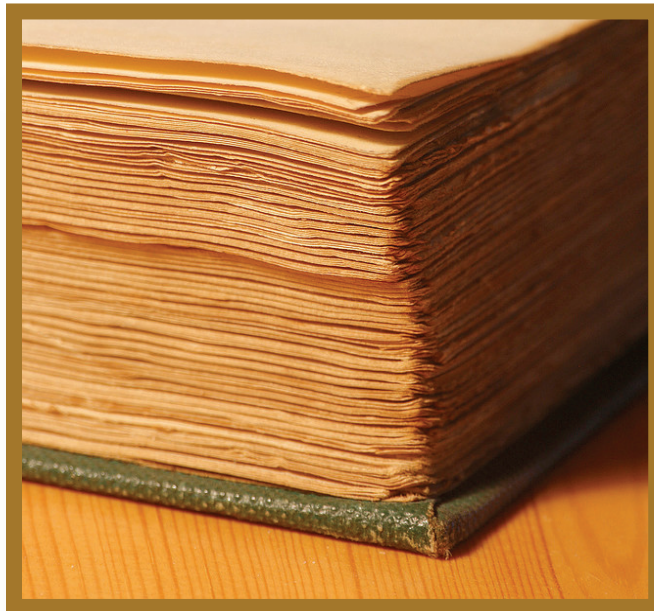
Why Can't We Be Friends? Teachers, Students and Facebook4

Using Social Media to Get an Internship5

Kindle Textbooks: Saving Backs and Wallets Since 2011.....6

The iPad as a Study-Buddy7

About RTCRM and the Digital Integration and Innovation Team.....8



i>clicker: Get the Internet Generation to Pay Attention in Class

Summary: Stimulating and continually engaging students in classrooms has always been a challenge for teachers. It has become increasingly difficult, with mobile phones, laptop computers and iPods providing students with constant distractions. i>clicker utilizes emerging technology to re-engage and connect with students inside the classroom by providing them with an optimized learning environment based on their instant feedback on specific class content.

Rebecca Johnson, Strategist
Digital Integration and Innovation

Traditional marketer. Social media junkie.
DC Locavore. Native NYCer. Soccer
enthusiast. Aspiring urban homesteader.
NPR fiend. @digibec

Key Information

The i>clicker is, in essence, a simplified remote control device that uses infrared or radio frequency technology to record user responses and transmit them to a central receiving station that tabulates the responses. To implement i>clicker within a classroom or lecture, a teacher or professor develops content-specific questions and incorporates them into the curriculum at critical junctures. By polling their students at these points, the facilitator can evaluate student comprehension of the topic, identify areas of confusion and adapt the instruction based on student understanding.

The device also increases student-to-student interaction, often limited by class size and a few students dominating discussion, by allowing professors to match students with differing answers and encourage peer-to-peer discussions and learning. i>clicker can also be used to anonymously poll students on controversial issues.

In utilizing i>clicker, teachers require that students actively pay attention and engage with what is happening in the classroom by responding to poll questions. By necessitating engagement with what's going on in the classroom, teachers turn passive learning into an interactive, participatory environment. The device also creates an immediate feedback loop for teachers, letting them know in real time whether their lessons and key content are really getting through and being absorbed by their students.

The i>clicker was originally conceived in 1997 within the University of Illinois Physics department, and to date more than 1,000 institutions of higher education in North America utilize i>clickers to facilitate active learning and ensure students are leaving the classroom with an understanding of fundamental concepts.

Implications and Action Items

i>clicker's interactive technology revolutionizes teaching curriculums by providing teachers with timely feedback and engaging students in the classroom. The emergence of this device suggests that schools, universities and teachers are looking to technology to help them tap into instant feedback and curriculum optimization opportunities.

- **Create targeted, insightful questions.** While anyone can use i>clicker, not everyone can make it a meaningful teaching and learning tool. The key is to create question sets that yield valuable information, inform teaching strategies/approaches and transform the classroom from a lecture into a collaborative learning environment.
- **Prepare for engagement.** Ask and ye shall receive, so be sure to plan for: 1) incorporating this feedback into the curriculum and 2) how you'll handle increased engagement. Solutions may involve making class topics more flexible, asking students to break up into smaller working groups, conducting in-class debates, etc.
- **i>clicker goes mobile.** In some cases, students must purchase the i>clicker device (\$10) as part of their textbook requirements, but recently i>clicker has launched a mobile app that works seamlessly with their current remote and software. The web>clicker also allows students to vote and participate in classrooms from remote locations.



i>clicker.
The Decision is Simple

Why Can't We Be Friends? Teachers, Students and Facebook

Summary: Is it appropriate for students and teachers to communicate outside of school on Facebook? Should school districts regulate teachers' use of social media platforms? These are the questions at the heart of a debate about if and when teachers and students can communicate with each other outside of the classroom using sites like Facebook. Some states are considering legislative solutions, while some schools are issuing guidelines. What is the best solution for students and teachers and what does it mean?

Kara Reinsel, Senior Strategist
Digital Integration & Innovation

Digital marketer and online
business strategist. DMV local.
Art, food and fashion enthusiast.

Key Information

For the most part, teachers are encouraged to maintain a professional relationship with their students. They are role models and authority figures; becoming too chummy with students could undermine that dynamic and lead to confusion and lawsuits.

Sites like Facebook make it easier to blur the lines between personal and professional relationships, and "friend" someone without fully considering the consequences. For example, a teacher in New York City was fired after it was discovered he had friended a number of female students on Facebook and had written comments such as "This is sexy" under their photos.¹ In Colorado, students created a fake Facebook profile of a teacher in order to portray him as a pedophile.² Questionable comments and photos posted to a teacher's personal Facebook page can become a professional liability if those posts are viewed by parents or supervisors who are offended and decide to take action.³

While there is outcry over these abuses, there are many educators and students who support the use of social media. Schools have Facebook pages and teachers are finding ways to integrate social media into their classroom teaching. It's important to keep in mind that these examples never involve private, direct contact between a student and a teacher, which is a primary concern of student-teacher "friendships" on Facebook.

Education officials are feeling the pressure to do something. Missouri passed a law that would have forbidden teachers from using sites (such as Facebook) that allow "exclusive access" to current or former students. However, lawmakers are on the verge of repealing the legislation due to concerns about infringements on free speech. Lee County in Florida issued guidelines, though not mandatory, that suggested that teachers not communicate with students using social media.⁴

Implications and Action Items

The controversy around students and teachers being friends on Facebook is easily transferable for professions such as medicine, where privacy concerns must be respected and authorities could consider regulatory solutions.

- **You don't have to use Facebook.** If you work in an industry where client privacy is paramount, you may be best served by not using Facebook as a means to communicate with clients. Keep your personal social media use separate from your professional work by using social networking sites dedicated to professional communities.
- **Guidelines, not laws.** Enacting laws to govern when and how people can use social media are shortsighted because they can be out-of-date as soon as they go into effect due to the rapid changes in technology. In addition, concerns about free speech could result in lawsuits that bog down social media legislation.
- **Societal implications.** The debate over students and teachers using Facebook to communicate is illustrative of the ways in which generations use technology differently. Open dialogue and thoughtful consideration of the issues will help mitigate risks for everyone involved.

¹ *New York Post*, "Teachers fired for flirting on Facebook with students," October 18, 2010. <http://nyp.st/c3AUk1>

² MSNBC, "Teachers, students and Facebook, a toxic mix," October 22, 2010. <http://bit.ly/npEq68>

³ *Ibid.*

⁴ MSNBC, "Teachers asked to 'unfriend' students on Facebook," August 21, 2010. <http://on.msnbc.com/c7OYUH>



Using Social Media to Get an Internship

Summary: As the fall begins and students start to focus on their classes, many motivated students are also beginning the hunt for an internship in their field of interest. Students hoping to intern can make use of social media platforms to find a job, and companies and brands can adapt some of these same strategies for their own self-promotion and expanding their audience.

Michelle Fares, Associate
Digital Integration and Innovation

Floridian Hoya. Enhancing communication btwn companies and people thru social media, online communities, and cupcakes. Lots of cupcakes. @michellefares

Key Information

Many students in high school and college pursue internships as a valuable way to gain work experience, learn practical skills, and supplement their studies. However, in an increasingly competitive workplace, these opportunities are not always easy to come by. Students can make use of social media platforms to find job openings, set themselves apart from the pack of applicants, and advertise their skills to potential employers. However, there are also potential pitfalls to avoid. A few platforms and considerations for their usage include:

- **LinkedIn:** Students can use LinkedIn, the ultimate professional network, to offer more details on their work experience or course work. LinkedIn connects to SlideShare and Behance, so students can upload presentations or creative work. The site is also a valuable resource for networking, since it can be used to see which acquaintances have experience or connections in various fields.
- **Twitter:** Students can use Twitter to establish an online presence and offer their own opinion on news and trends in their industry of interest, and also to interact with influential thought leaders. Also, some companies post job listings on their Twitter feeds. However, if a student's Twitter account is public, employers will read the entire thing. Students should avoid mixing personal and professional tweets.
- **Flickr and Behance:** For students hoping to break into creative fields such as photography or graphic design, photo-sharing sites like Behance and Flickr can serve as a digital portfolio to share with potential employers.
- **Facebook:** While Facebook is considered a primarily social network, many potential employers will narrow the field of applicants by running a Facebook search. Students should do a "clean sweep" of their accounts and ensure that either their privacy settings are in order or there are no inappropriate pictures, links, or comments on their personal Facebook profile.
- **YouTube:** Some job- and internship-seekers are getting creative and posting video résumés on YouTube to set themselves apart; however, if these videos are not high quality, they will detract from the overall message. Employers will also look at a student's entire YouTube account, so all posted videos should be professionally appropriate.

Although social media offers many opportunities for self-promotion, students should differentiate between using social media for personal interaction vs. building a professional online presence to enhance their personal brand.

Implications and Action Items

While these strategies are helpful to students, there are also takeaways for brands and companies hoping to promote themselves with social media and use alternate technologies to reach a new audience:

- **Establish authority.** By staying on top of trends and current events or interacting with influential individuals in the field, companies can establish themselves as knowledgeable thought leaders.
- **Ensure professionalism.** Although many social media platforms can be used for business purposes, they must look professional in order to convey the right impression. Images and videos should be high quality, and the overall tone should be less casual and more business-appropriate than on a personal profile.





Kindle Textbooks: Saving Backs and Wallets Since 2011

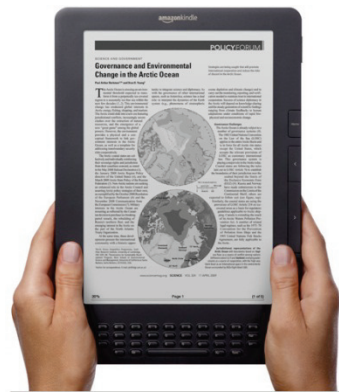
Summary: Amazon recently announced that it would begin a rental program for Kindle-compatible textbooks. Students can rent books for between 30 and 360 days and only pay for the time used. Textbooks can be accessed on any device with a Kindle app and make use of note-taking and highlighting features. Students loading their books onto a Kindle can expect a happy back and happy wallet.

David BenBassett, Coordinator
Digital Integration and Innovation

Marketing apprentice. Tennis player. Gadget nerd. Searching the digital world for people and ideas. Fear the Turtle. @benbassett919

Key Information

Digital textbooks have been around for a few years now, and their numbers keep increasing. Textbooks are dense and hard to read in print, and a backlit LCD computer screen doesn't make them any easier on the eyes. Amazon is changing that, however, with new, rentable Kindle Textbooks. These are the first textbooks to be formatted for portable devices and e-ink screens, which means unlike their computer counterparts they'll be in black and white. The important material, images included, remains scaled down to be extra portable. Amazon's Whispersync™ allows users to highlight and take notes and upload them to the Web, which is a great feature for college students. These notes can be synced across any device with a Kindle app, so iPhones, iPads, and computers can access any previous notes and highlights. It's important to point out that these notes remain in the Kindle cloud even after your rental expires, so if you want to refer to them at a later date you have that option. The storage space and portability of the Kindle make this a must-have for students who have to haul multiple 10-plus-pound books to class.



Not only will the load on your back be lighter, your wallet will be fuller. Amazon is boasting an 80% savings over regular print books. Users can set their rental period anywhere from 30-360 days and are charged based on the length of the period.¹ For students used to paying upwards of \$300 for books each semester, this could be a financial lifesaver.

Implications and Action Items

According to Amazon, "tens of thousands" of textbooks have been formatted for the Kindle (though I couldn't personally find any of mine). My guess is that the intro-class books will be the first available. Regardless, here are some tips for students interested in saving their backs and banks:

- **Go digital.** Especially if you're a freshman or sophomore, grab yourself a Kindle! The new ad-supported models are relatively inexpensive and I have a feeling more and more textbooks will start to show up on E-readers in the coming years.
- **Shop smart.** Look through the Kindle Store before you settle for print books. You never know what you might find, and you could end up saving yourself a lot of money.
- **Take notes.** As many as possible. You may have to "give back" your book at the end of the rental period, but you can access your notes forever on the Kindle website. The more notes you take, the more you'll be able to reference in the future.

¹ Engadget. "Amazon Rolls Out Textbook Rentals for Kindle, Promises Deals up to 80%," July 18, 2011, <http://tiny.cc/5zqs3>

The iPad as a Study-Buddy

Summary: While paper textbooks are still the norm, more and more iPads are making their way into the classroom. With the ability to download books, take notes and access the Internet with a compact digital device, students no longer need to lug around heavy bookbags. However, iPads do lack some basic student comforts and, while trendy, using one successfully is a learned skill. As a result, it will take some time before they replace traditional practices.

Sara Weiner, Associate Director
Digital Integration & Innovation
Years of planning, prodding &
implementing digital stuff. Philadelphia
born 'n' raised. Geeky, athletic and green.
Go Big Red!

Key Information

iPads have seen increased usage in the classroom. They offer functionality, portability and “compact-ability,” making them ideal replacements for traditional textbooks and notebooks. Their ability to access the Internet provides information and resources in real time, which students otherwise don’t have in the classroom. As a current graduate student, I have been surprised by the number of iPads I have seen floating around my classes (both because they are expensive, but also because their value hasn’t been proven). As a result, I have been unsure of their logistical application and fundamental ability to usurp traditional text and notebooks. While it’s nice to have access to the Internet, and I *love* not having to lug around books — highlighting and taking proper notes is cumbersome, if not undoable.

The University of Notre Dame (UND) had similar thoughts — in December 2010 it released a study regarding a group of students who were given iPads and asked to evaluate their functionality. They discovered that on the positive end, an iPad “encourages exploration of additional course topics, helps manage time, provides new functions/tools, increases learning, and makes courses more interesting.”¹ However, UND also found negatives that align with my own experiences, such as difficulty in taking notes and highlighting. Additionally, they concluded that the cost (approx \$400+) is the most prohibitive element of owning an iPad, and while the majority of students expressed frustration with the current applications, many were hopeful for future iterations and updates.

Implications and Action Items

While iPads are expensive, and certain features are less than perfect, they offer an advantage over traditional materials. However, it’s important to understand that they are not as intuitive as the Apple ads let on. If you want to try out an iPad in the classroom, there are some things to be aware of in order to maximize your studies:

- **Accessorize, accessorize.** While your iPad holds all its functionality internally, typing and highlighting in documents is tough. Additional attachments such as a keyboard and easel (or a cover with built-in stand) will allow you to use your iPad more comfortably and quickly.
- **Download apps.** Apps such as Kindle, myHomework and Evernote will allow you to manage your homework and classes more easily. Be aware that Flash won’t work and certain PDF Web applications may not show the entire text.
- **Practice makes perfect.** Getting used to the iPad takes time, so don’t try it for the first time right before a big test. Practice reading, highlighting, saving and typing until you are comfortable with the touch screen or your accessories.

¹ University of Notre Dame (2010), <http://tiny.cc/ggax6>.

About RTCRM

RTC Relationship Marketing (RTCRM) is a full-service direct marketing and relationship marketing agency based in Washington, D.C., in the heart of Georgetown, with an additional office in New York. RTCRM boasts more than 40 years' worth of innovative, targeted solutions that grow its clients' brands and help them forge lasting, valuable relationships with their customers. What distinguishes RTCRM is its unique ability to analyze data and research on both a rational and emotional level. RTCRM's clients include major brands in the telecom, technology, pharmaceutical, and other business sectors such as AARP, BlackRock, Eli Lilly, and Novo Nordisk.

To learn more about RTCRM, please visit www.rtcrm.com or follow the Twitter feed @rtcrm.

About the Digital Integration and Innovation Team

The RTCRM Digital Integration and Innovation team is tasked with keeping track and making sense of the ever-changing digital world. It's our job to understand the nuances of how and why different types of people use technology and what that tells us about them. More importantly, it's our job to help our clients apply this knowledge to better communicate with their customers. We help clients translate business goals into marketing campaigns that build relationships with customers. In the 21st century, understanding how and why someone uses technology is as important as understanding where they live, what gender they are, and how old they are. That's where we come in. From ensuring that technographics are considered in the research phase, to tactical plans that align digital, print and broadcast tactics, we work with clients and internal partners to make sure it all works.

It's not about what's cool. It's about what's smart.

Treffpunkt, Digital Integration and Innovation Team Blog: <http://rtctreffpunkt.blogspot.com>

