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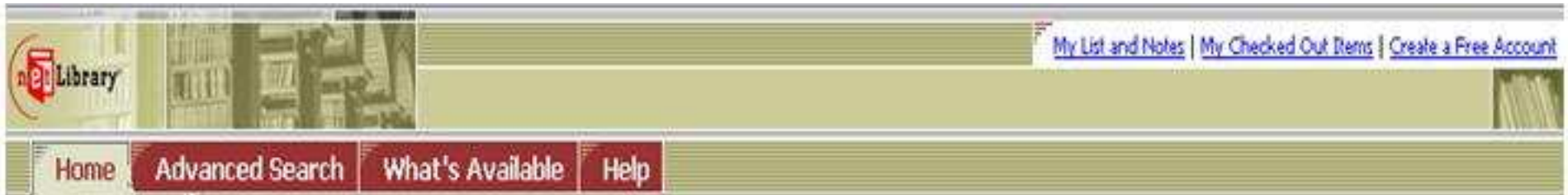
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*Adaptado de documento preparado en en  
CAI de Barranquitas*

***Maribel López Cartagena, Directora CAI***

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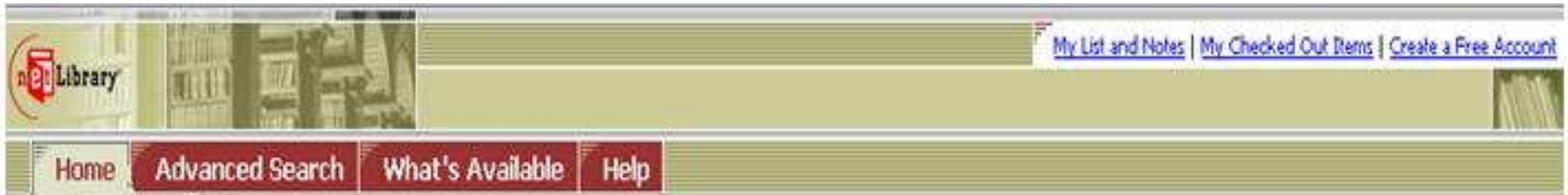
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Author: Mackie, Brian G.

Publication: Hershey, PA Idea Group Publishing, 2004.

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2. Title: **Entertainment, education and Social Change : History, Research, and Practice**

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Publication: Mahwah, N.J. Lawrence Erlbaum Associates, Inc., 2004.

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Community/course Action/interaction Management System (CAMS)<sup>®</sup> 279

Community/course Action/interaction Management System, known as CAMS<sup>®</sup>, was developed iteratively with specifications derived from faculty and students working together to address the limitations of existing OCMS and to identify new functions and features that would contribute to the value of the educational experience. To address the most critical issue identified – limited interactive functionality – the participant  
This case describes the evolution of active. Changes made to the system used, as are challenges faced before, during, and after the development process.

**Barras espaciadoras**

**BACKGROUND**

Midwest University is a large state-funded university located in the central portion of the U.S. At every level, the organization was experiencing high demand for limited resources. The post-9/11 economic situation affected state budgets and mandated belt tightening at state funded institutions. Facing limited resources, the organization's ability and willingness to support change dramatically decreased.

The university was beginning the process of carving out a strategy to integrate web technology into standard classes, called web enhanced or hybrid courses, which involved primarily a face-to-face environment with some online interaction (Ko & Rossen, 2002), and into online classes with little or no face-to-face interaction. In spite of the economic situation and without additional funding, the university had mandated that all courses have a web presence within the academic year 2001-2002.

Within the Information Systems academic department in the School of Business, this mandate was seen as critical to maintaining credibility as a technology-focused department. During the previous year, the department had designed and implemented an innovative online presence implemented with Active Server Pages (ASP) as the front end and a database as the back end. All faculty members in the IS Department had been encouraged to provide some type of web-based support for their classes, and in an attempt to force this, the department announced that syllabi would no longer be printed



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