the recognition and evaluation of Russell Sobel.

When I first taught this course, I noticed that many students in the back of the class were not paying attention. At first, I thought it was because of the quiet student next to the professor who was appearing to ask questions. However, I realized that it was because students were not engaged in the teaching assistant's role teaching and asking questions. I learned that the teaching assistant was teaching in a large (200 student) class. The idea for the walk-in section resulted from this experience.

In the Fall of 1995, one of us introduced a new technology for the walk-in section. The walk-in section was taught by the teaching assistant, who was present in every section. The students in the back of the class were not engaged in the teaching assistant's role. I learned that the teaching assistant was teaching in a large (200 student) class. The idea for the walk-in section resulted from this experience.

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The difference is remarkable. I list not only the most plausible
in my previous class prior to and after using Wake-Wake.
(Exhibit) Figure 1 above the second sentence response to this question
without footnotes. The responses are coded from 1 (good) to 5
because the accuracy of student discussion and
differentiation of student performance is the impact of my wake-wake
methods. The instruction of encouragement of student discussion and
improvement of student performance is the impact of my wake-wake
methods. Therefore, the impact of my wake-wake methods is the impact of my
wake-wake methods.

The Initial Response to the Wake-Wake System

Both of my intro to Economics classes
in the fall of 1999, implemented the Wake-Wake system in
their classes. After the fall semester, I continued to use the Wake-Wake
system in my classes. The Wake-Wake system increased participation and
more students felt engaged. The Wake-Wake system increased participation and
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I scan some image interpreting your opinion on this kind of
methodology. For example, Wake and soak and
execute model of learning (e.g., for example, Wake and
soak model of learning). It is often studied by educators as an
called "cooperative learning" and is often studied by educators as an
called "cooperative learning" and is often studied by educators as an.
The walkie-talkies are great because they increase participation at least 50% in class. The class became more involved and this helped me hold my attention. span longer. The class became more involved and this helped me hold my attention.

The walkie-talkies allow the class to participate and engage in discussion as well. People pay more attention in class because everyone feels included.

I like the walkie-talkies because it makes the class more interesting and fun. I think it made the class smaller and more personal. I liked having input.

Since the walkie-talkies have been in class, I can see that people pay more attention to what is going on in class.

The walkie-talkies are great because they increase participation and interest.

The walkie-talkies are great because they make it seem more like a smaller lecture class.

The walkie-talkies are great because they make it feel smaller.

### Table 1

<table>
<thead>
<tr>
<th>Item</th>
<th>The Impact of the Walkie-Talkie System on Student Discussion</th>
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</thead>
</table>
| 1    | I use it to gain walkie-talkies as a tool to improve participation as the students have suggested. The walkie-talkie system has been integrated into the walkie-talkie system, which is similar to a class, as the students have suggested. Since the walkie-talkies have been introduced, the walkie-talkie system has been integrated into the classroom. Each student has a small walkie-talkie in the large class. In each walkie-talkie, the walkie-talkie has been introduced the walkie-talkie.

### Table 2

<table>
<thead>
<tr>
<th>Student Comments on Walkie-Talkie System</th>
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</tbody>
</table>

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*Journal of Distance Education, Volume XXIII, Number 1, Fall 2007*
A Look at How the System Works

The systen's effectiveness can be attributed to its ability to match a student's needs with the right resources. Students can access the system from any device, allowing them to learn at their own pace and in their own way. The system provides a variety of resources, including videos, articles, and interactive exercises, to cater to different learning styles. This flexibility is key to the system's success in supporting students of all backgrounds and abilities.

Moreover, the system's adaptability is a significant advantage. It can adjust to the student's progress, providing more challenging material when the student is ready and offering additional support when needed. This personalized approach helps students stay engaged and motivated, leading to better learning outcomes.

In conclusion, the system's ability to provide customized learning experiences and adapt to individual needs makes it a powerful tool for improving learning outcomes. By leveraging technology, it empowers students to take control of their education, fostering a more dynamic and effective learning environment.
Evidence from Students in Free Enterprise

Pro-Market Organizations Toward Free Markets and Incentives in Entrepreneurship (SIFE USA, 12) as the name implies, SIFE is a non-profit organization with a mission to promote college students' understanding of business. SIFE is an organization that aims to improve student entrepreneurship through educational programs. It is a student-led organization that focuses on entrepreneurship education and provides students with the skills and knowledge necessary to succeed in the business world.

Georgia Southern University

John T. King

Amanda S. King

References


