



Permanent Office

P.O. Box 84
Pardeeville, Wisconsin
53954

La Société Internationale pour l'Enseignement Commercial The International Society for Business Education

<http://siec-isbe.org>

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President's Message

Evelyn Meyer, International President

Dear Members of SIEC-ISBE, Dear Friends,

I am honoured to have been appointed the new head of the VBS Akademiestraße in the heart of Vienna, from September 1, 2020.

The VBS Akademiestraße is a private school and belongs to a group of educational institutions financed and managed by the Fonds der Wiener Kaufmannschaft. The school was founded in 1858 and is the oldest business school in the German-speaking regions. The list of famous graduates comprises the former President of the Republic of Austria, as well as famous business men and artists.

The school offers various types of business education:

- Commercial College: five-year program offering a higher vocational training with A-level and diploma exams
- Commercial School: a three-year professional qualifications program
- Add-on Commercial Course: a 3-year course after graduation at the commercial school

Our aim is to prepare students for a digitalized professional world and foster cooperative autonomous learning and creativity. Encouraging our students' entrepreneurial experience is vital to us.

About 850 students aged between 14 and 20 years and 80 teachers regularly participate in different projects and competitions.

We would be very happy to strengthen our cooperation with educational partners from our SIEC-ISBE community.

If you are interested in new international networking opportunities, please contact us:

Vienna Business School Akademiestraße
Akademiestraße 12, A-1010 Vienna

Website: <https://akademiestrasse.vbs.ac.at/>

Email: e.meyer@vbs.ac.at

Check also the website www.siec-isbe.org.

We are looking forward to working together with you!

With warmest wishes to you,

Evelyn Meyer, International President
SIEC-ISBE

evelyn.meyer@aon.at



Evelyn Meyer



@ Gerry Frank



Mark Your Calendars!

Upcoming SIEC-ISBE Conference

2021

Trieste, Italy

ELECTION OF SIEC-ISBE INTERNATIONAL PRESIDENT (2021-2023)

Written by Lila Waldman, General Secretary, SIEC-ISBE

SIEC-ISBE is seeking nominations for the position of **International President**. Evelyn Meyer will have fulfilled her first two-year term as SIEC-ISBE International President at the 92nd SIEC-ISBE Conference in Trieste, Italy. Individuals interested in being a candidate for the office of International President should send their nomination to the Permanent Office no later than **31 March**. Candidates for the SIEC-ISBE International President must be an individual member of SIEC-ISBE, a member in good standing of their chapter, and have the following qualifications:

- a) knowledge and experience of SIEC-ISBE and of Business Education,
- b) active involvement in SIEC-ISBE conferences and activities,
- c) ability to relate well to members from different countries,
- d) ability to chair meetings of the Executive Committee and Board Committee effectively,
- e) willingness to devote time and energy to SIEC-ISBE,
- f) willingness to ensure that the work of SIEC-ISBE continues between International Conferences, and,
- g) in all ways, be representative of the organization.



Lila Waldman

All nomination papers (maximum of two pages) must be sent to the General Secretary at the Permanent Office address by 31 March. Profiles of the candidates should cover the above qualifications. You may provide other background information or experiences which will provide additional information regarding your qualifications for the position. These nominations will be sent to the Chapter Presidents and international members by 15 May. The Chapter Presidents will inform their chapter members of the candidates before the election. Each nominee will make a five-minute presentation at the 1st Assembly of Delegates; the election will be held during the 2nd Assembly of Delegates in Trieste, Italy.

Lila Waldman

**SIEC-ISBE General Secretary
PO Box 84**

Pardeeville, WI 53954 USA

E-mail: waldmanl@uww.edu

SIEC-ISBE is Social!

SIEC-ISBE has multiple social media options to share information. Check out our social media at the following places:

Facebook: <https://www.facebook.com/SIECISBE/>

Instagram: <https://www.instagram.com/siecisbe/>

YouTube: <https://www.youtube.com/channel/UCCRma1zg1HBUPXQlgwb3nUg>

If you would like to share your own experiences about SIEC-ISBE on social media, please use #siecisbe.

Written by Tamra S Connor



TRIESTE - ITALY

AUG 1 – AUG 6,
2021

SUSTAINABILITY MEETS
BUSINESS EDUCATION



www.siec-isbe.org

2021

92nd SIEC International Conference IN TRIESTE - ITALY

We cordially invite you to participate in the 92nd SIEC-ISBE International Conference to be held in Trieste, Italy.

As SIEC-ISBE continues to monitor the impacts of the coronavirus pandemic, following guidance from the WHO, we are taking this opportunity to update our members on the status of the upcoming event:

Due to the uncertain situation throughout the world we are exploring all possible options for the 2021 SIEC International Conference:

The Executive Committee is prepared to include a virtual component to our face-to-face event OR to move the conference to a fully online, virtual experience if necessary. The decision about the final format will be taken in the light of the on-going developments of COVID-19, as the safety and the health of our participants is our prior goal.

The face-to-face or virtual sessions will include keynote addresses, presentations and workshops of researchers and practitioners and the chance to learn more about Trieste.

Please visit SIEC-ISBE Home for up-to-date details as they become available.

UPDATE FOR 2021

REGISTRATION:
DETAILS WILL BE
ANNOUNCED IN
SPRING 2021



pictures: www.pixabay.com

2021 Call for Papers

92nd SIEC-ISBE International Conference

Trieste, Italy

August 1-6, 2021

CONFERENCE THEME: “Sustainability Meets Business Education”

Written by Gerry Begeman, Chair, SIEC-ISBE Professional Development Committee



Gerry Begeman

Let us try this again! We had many educators and researchers offer presentation proposals for our 2020 Call for Papers, but we were tragically interrupted by COVID-19! Those offers from the 2020 proposals will be welcome again to present their research or practicum without re-submission unless their presentation material has changed. Also, please notify us if you will not be able to present your intended proposal submitted last year, and we also will be happy to accept additional professional development presentations, workshops, or posters. Furthermore, we also will be offering positions on a panel during which the members will explain a favorite teaching idea or tool.

“Sustainability Meets Business Education” will remain our theme for the 2021 SIEC Italy Conference. Sustainability goals now endorsed by the United Nations promote a better and sustainable future for everyone. These goals address the global challenges every individual faces no matter where he/she lives. Topics relating to sustainability may include, for example, issues on poverty, inequality, climate change, environmental degradation, prosperity, peace, “green” practices, and justice. Also, is the teaching of business education sustainable? Have there been decreases in funding business education courses or programs? Are there sustainable business education issues in higher education, too? How does this affect you in your city, state, or country? Sustainability objectives interconnect with the main goal of leaving no one behind. Implementing efforts now to achieve these goals as promoted by the UN will move educators forward to the target date set at 2030.

Business and education have a role to play in many of these areas. **How** to incorporate necessary changes in our societies often falls on the shoulders of professional educators who write and teach the curriculum, and therefore promote understanding. Where do we fit in as educators and business people, and how can we effect change to make it more comfortable to accept the necessary change knowing that competitiveness may be threatened in favor of “green virtue”? Often investments in socially ethical practices may initially cost a business but usually lead to enhanced recruitment, branding, and improved public relations. Such practices can lead to increased profitability. What does the research show? What practices can we as educators offer to bring sustainability awareness into the classroom?

Conference Formats

Members (co-presenters are welcome also) are encouraged to submit research-based proposals and/or practice-based proposals that support learning and teaching. Practice-based proposals may explain a project or activity that may be valuable to the classroom teacher. Presenters should also focus on the interaction with the audience and the benefit of their results, eg, with best-practice examples and practical applications showing how to use the results in the classroom.

We will also offer a panel through which the opportunity exists for a limited number of panelists to share their favorite and most successful teaching tool to other delegates. Of course, technology and new software usage in your presentations are helpful and appreciated.

Types of pedagogical sessions for 2021

Workshop

- Must address the conference theme
- Limited to a 90-minute session
- Consists of an introduction, discussion and/or activity
- Is an interactive session
- Provides about 20-30 minutes for an overview with the remainder of the session being an interactive activity (participants expect to be involved).

Presentation

- Can address the conference theme or related topics relevant for business educators
- Limited to a 60-minute session
- Is a topic of immediate interest to participants

Continued

- Consists of a presentation (between 30 and 40 minutes) and discussion
 - Can be used as a round table from different countries to present a shared project
- Posters**
- Can be research-based or practice-based
 - May be from an educational institution and provide information about programs or projects
 - Should be a topic that is of immediate interest to the participants
 - Include a short introduction within a poster session.
- Teaching Tool Panel *[new in 2021]***
- Offers a successfully tried teaching idea or tool in a panel format
 - Presents for 5-7 minutes, plus time is allowed for taking audience questions
 - Is an interactive session
 - Is limited to a 60-minute session for a maximum of five panelists chosen
 - Explains a take-away idea or tool that may be used effectively in many educational settings.

Submission Instructions

Proposals for workshops, presentations, posters, and favorite teaching tool should be submitted to your country's member to the Professional Development Committee (PDC) by simply completing the online submission as posted on the SIEC-ISBE.org website by **December 31, 2020**. Please use the **PDC-Submission Form*** that is provided on that website. The Reviewers' Board of the PDC Committee will evaluate the submissions and select those for inclusion in the conference program 2020. Notification of this decision will be made by **February, 2021**. If you need more information, please contact Gerry Begeman, PDC Chair, your national PDC member, or Dana Gray, PDC Review Committee Call for Papers Coordinator.

*https://docs.google.com/forms/d/1XmpEJKDJeP8oiTjtD_SmU5bYxOrE4_6Ggb4kdmBuiNQ/edit

Reminder: Those SIEC members who offered proposals for SIEC-2020-Trieste, Italy, need not re-submit for 2021 unless the presentation material has markedly changed.

Presenter Requirements

All presenters must be members of SIEC-ISBE in order to present at the conference. If the presenter's home country has a SIEC-ISBE chapter, he/she must join that national chapter. If the presenter is from a country without a national chapter, membership information is available at www.siec-isbe.org to join the international chapter.

All presenters must register for the conference. If membership and registration are not completed by June 1, 2021, your accepted submission will be removed from the program for SIEC-2021.

Proposal Evaluation Criteria

The PDC will use the following evaluation criteria for SIEC-2021 proposals. All proposals will be blind peer-reviewed for content and quality. Priority will be given to proposals that

- Follow the conference theme
- Are of interest to conference participants
- Have well-qualified presenters
- Involve conference participants
- Follow the **pro forma** guidelines.

Additional considerations:

- Priority will be given to new members and individuals who have not presented at a previous conference.
- Home country of presenter will be considered to encourage geographic diversity.

Workshops, presentations, and posters, and teaching tools panel are designed to exchange experiences and to learn from each other. All accepted workshop, presentation, and poster abstracts will be published in the conference proceedings once presented at the conference. Your written document outlining each of those workshops, presentations, and posters accepted would be most appreciated upon your knowing that you will be a program presenter. Thank you for your support of these efforts.

Gerry Begeman, Chair Professional Development Committee
glb_bermuda@yahoo.com

Dana Gray, Call for Proposals Coordinator, PDC Review Committee
dgray@rsu.edu

Farewell from Hans

Mr Hans Dietrick from Germany has reached the end of a long contribution to SIEC-ISBE as a member of the Executive Committee. Hans summarised his experience in an address to the SIEC-ISBE virtual Assembly of Delegates in July. It was a wonderful review of the past 25 years. Hans' address follows:



My dear SIEC-ISBE friends all over the world,
Dear Evelyn,

Your words sound like music to my ears, music in minor and in major.

In minor because it is irrevocably the end of a long period of 37 years amidst SIEC friends, familiar ones and again and again new ones.

In major because it was a highlight in my life to meet those friends personally at the international conferences. I recently counted the number of conferences I attended: it amounts to 25, my first one in Espoo, Finland in 1984. On the American continent sites from Vancouver to Puerto Rico, from Boston to Stanford - by the way, with more than 300 participants in 1986; in Europe sites from Reykjavic to Prague and from Helsinki to Bologna and Barcelone. One highlight was 2001 when SIEC-ISBE celebrated its centenary in Zürich.

It was a great honour that you allowed me to serve in this great Society, for 6 years as International Vice President and in the role of Chairperson of the former Network Committee, and for another 4 years as International Vice President for the German-speaking countries, a total of 10 years on the EC.

It was not only the conferences as a yearly five-day event but it was also close friendships lasting for many years that made me proud to be a member of SIEC-ISBE. Sometimes these contacts resulted in exchange programs eg with Sweden or the Czech Republic. This was a gift from you, dear Monica, showing a historic person of your home town Borås, when a group of Swedish students came to my school in Germany. The program is still alive with a school in Kungsbacka, Sweden.



I deeply regret that a couple of chapters became inactive and even closed down in recent years. As far as I can see most of them neglected to open their doors

widely for younger members. The older we grew the more we were satisfied with traditional ways of life and

ways of thinking in our chapters, we were happy in our comfort zone.

Therefore I welcome your ideas, dear Evelyn, to find new ways to revive SIEC-ISBE in a sort of bottom-up policy. The Global Exchange Program, a member networking benefit of SIEC-ISBE that we discussed on the EC, is the right way to encourage especially young people to recognize the value added by cooperating with SIEC-ISBE in various ways as eg virtual international conferences or presentations and talks with business leaders on international topics.

I hope that you as experienced members succeed in marketing these ideas in your countries in order to attract new members.

The corona crisis has shown that it is possible and worthwhile for EC members getting in close and frequent contact by means of digital tools. I hope you as members of your national chapters do the same to fundamentally revive our society, hopefully also in chapters that have already become inactive.

It has been a great privilege for me to address this distinguished audience of the Assembly of Delegates 2020. As you know the NASA rover which started yesterday is called *Perseverance*. I do hope that perseverance will prove successful with your SIEC-ISBE mission Global Exchange and the strategic plan. You as EC members, Board members, Delegates and members of your chapters have done a lot to keep this organization alive. It is my firm belief and it is of utmost importance to me that not only blueprints but dedication and enthusiasm for business education will be decisive factors for a good future of SIEC-ISBE.

Thank you for your excellent cooperation, dear Evelyn as International President, dear Priscilla, dear Gerry and dear Gardar as this year's members of the EC and Petra, Judee, Mona and Taru in former times as well as dear Lila as outstanding General Secretary. Thank you all for your pursuit of the objectives we share and for your friendship.

All the best for you and for SIEC-ISBE, thank you.



New Members of the Executive Committee

Bettina Fuhrmann, Austria, begins her two-year term as International Vice-President for the German-Speaking chapters, replacing Hans Dietrich, Germany.

Bettina Fuhrmann is a professor of business education at Vienna University of Economics and Business (Wirtschaftsuniversität Wien, short WU), and head of the *Institute for Business Education* as well as of the academic program *Social Skills* at WU. Her work is dedicated to promoting economic literacy on various levels: first of all, she strives to educate her master students of business education to become effective business teachers who have acquired the competencies of planning, implementing and reflecting teaching and learning processes. She also develops teaching material

for secondary schools, is a co-editor and author of textbooks of business studies that are used at business colleges and other schools all over Austria.

Bettina Fuhrmann is coordinator of various research projects on economic literacy, many of them focusing on financial literacy. She represents WU as an affiliate member of the OECD International Network on Financial Education (INFE) and therefore has established contacts to educational initiatives in financial education all over the world.



Roietta Fulgham, California, has been appointed to complete the second year of the term vacated by Priscilla Romkema, South Dakota, as International Vice-President for the USA.

Roietta has been a professor of business education for over 40 years with the Los Rios Community College District in Sacramento, CA, and for four years as an adjunct professor with Sierra College in Rocklin, CA. Her master's degree is in Business Education. She is certified as a Business Educator, Administrative Professional, Instructional Skills Workshop Facilitator, and Office Services Instructor. Roietta has taught courses face-to-face and online in business subjects like business communication, keyboarding, oral communication, entrepreneurship, and 21st Century Skills.

Throughout her teaching career, she has developed curriculum, identified internship opportunities for students, networked with business and industry partners, communicated about legislative issues, and facilitated professional development for educators. She is active in several business education organizations where she has served as president and received outstanding teacher and service awards.

Roietta has served in many capacities as an active member and past president of the International Society for Business Education in the US. Her activities include chairing the US ISBE Outstanding Service Award

committee, assisting with the ISBE booth at regional and national conferences for over 10 years, submitting articles for ISBE newsletters, updating the list of SIEC conference dates and themes since 1907, facilitating and presenting workshops at International conferences, as well as teaching topics in International Business Communication, Business in a Global Environment, and Global Entrepreneurship.

Roietta has traveled to the international conferences for nine of the last ten years—England, Australia, USA, Germany, Finland, Poland, Austria, Puerto Rico, Iceland, and Greece. She had planned to attend the 2020 Conference in Trieste, Italy, which was canceled because of COVID-19.

Her goals for ISBE/SIEC are as follows:

- Aspire to be a change agent by implementing and facilitating virtual international business workshops
- Add value to ISBE/SIEC through cutting-edge articles in newsletters, journals, and reports
- Be a problem solver and team player eager to collaborate with members of ISBE/SIEC.

You can reach Roietta at (916) 835-2325 or roietta.goodwin@gmail.com.



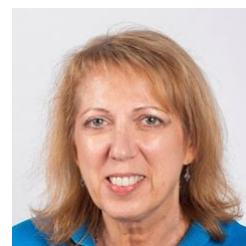
Recipient of the ISBE Outstanding Service Award

Because of her dedication and service to US ISBE, Joanne Osgood was named the Recipient of the ISBE Outstanding Service Award for the US at the NBEA Virtual Convention held April 2020. Joanne has been a member of ISBE since 2007. During this time, she served as Western Representative for four years promoting ISBE at every CBEA, WBEA, and NBEA conference. Joanne has attended and actively participated in the following ISBE international conferences:

2007 Vienna, Austria
2008 Waterford, Ireland
2009 Colchester, England
2010 Albury, Australia
2011 Basel, Switzerland
2012 Denver, USA



2013 Berlin, Germany
2014 Helsinki, Finland
2015 Krakow, Poland
2016 Graz, Austria and
Moribor, Slovenia
2017 San Juan, Puerto
Rico
2019 Kefalona, Greece



She had planned to attend the 2020 conference in Trieste, Italy as well.

During the years she was not officially the Western Representative, Joanne has helped prepare, organize, and staff the ISBE booth at almost all CBEA, WBEA, and NBEA conferences, along with Andrea Pace, promoting membership in ISBE and encouraging participants to attend our upcoming international conferences.

GLOBAL EXCHANGE UPDATE

Challenge to SIEC-ISBE Members and Chapter Presidents

If you have not already checked out our new **Global Exchange** page on the SIEC-ISBE website, please take a few moments to do so. All of us as teachers are looking for ways to get up-to-date information about what others are doing in their research and in their classrooms. Here is a way for each professional business educator to add to the resources—by sharing our experiences. Please visit www.siec-isbe.org to see what Global Exchange has already posted, and be willing to share something of yours. Please keep the following guidelines in mind.



You must be a SIEC-ISBE member to add to one of the four categories.

Please include the appropriate **Global Exchange** logo (found on the website) on your contribution at the beginning of your presentation. The logos are located on the website for (Live), (Recorded), (Connect), and (Conferences).

On **Global Exchange** (Recorded), please limit your presentation to ~20 minutes.

Please send to Gerry Begeman, glb_bermuda@yahoo.com who will review with our Review Committee to suggest revisions, if any, and post.

All categories are clarified further on the SIEC-ISBE website, but please contact me if you have questions.

A special challenge is extended to **Chapter Presidents** to find at least one of your chapter members (and hopefully more!) to add to our listings.

We encourage this opportunity for you to share and network with other professionals.

Announcement – Austrian Central Bank

Online Discussion for the German-speaking SIEC-ISBE Community



On October, 22, 2020 at 7.00 pm there will be a public online discussion held on the topic “Life and Economy after the COVID-19 Pandemic – What are the Consequences?”

Registration for the event:

Send an e-mail to johannes.lindner@kphvie.ac.at

Looking forward to meeting you in the virtual discussion room!



Stand 21.09.2020
Änderung möglich

OeNB-Roundtable „Das Leben und Wirtschaft nach der Corona-Krise – Was werden die Folgen sein?“
im Rahmen des 20. VWL-Perspektiven Seminar: Kooperatives Wirtschaften stärken

Anmeldung: johannes.lindner@kphvie.ac.at





| 20. VWL-Perspektiven Seminar |

We Want to Hear From You!

Please share your ideas, news, anything of interest to business educators around the world. Articles and/or announcements to include in the next newsletter can be sent to:

Maree Liston
Newsletter Editor

mareeliston@gmail.com

Announcement – Highlight!

Online Entrepreneurship Summit in Vienna



Date: November 10 and 11, 2020

Be part of the entrepreneurial community and participate in the online Entrepreneurship Summit. Keynote speeches and workshop on the “Megatrends and Driving Forces behind Progress and Innovation”.

As there will be an English-speaking track offered, we cordially invite SIEC-ISBE members to apply as guest speakers to a topic related to the conference theme.

Be part of a global community of creative entrepreneurs as a visitor and/or as a guest speaker: Registration for workshops via Everbrite in October 2020.

If you want to become a guest speaker please contact

johannes.lindner@kphvie.ac.at



Nordic News

Written by Taru Toivonen, Finland

Northern Magic from Finland

Northern Magic. Made Real. Excellence and Dual career.



At the beginning of September, we had an Excellence and Dual Career workshop in Fazer Finland Visitor Centre. *Northern Magic. Made real.* is Fazer's slogan, and it sounds good. We had a great group of young and international top students from Business College, development experts and two PhDs in economics, Taru Toivonen and Hely Westerholm. During the day, we got to know not only about Fazer's fascinating history, but also the economy, daydreaming, entrepreneurship, and well-being. Excellence, dual career and canvases became familiar.

Excellence, SWOT analysis, and various future business canvases (BMCs) were introduced during the day to support the mapping of student strengths. A dual career means that in addition to studying economics or IT, a sports career is built for the student.

"We tailor the studies of each top expert to ensure that students can achieve both a qualification in studies and grow into a top athlete", said Taru Toivonen, DSc.

Hely Westerholm DSc reviewed their strengths and areas for development with all the students. Everyone had an opportunity to express and analyze themselves. The students also supported each other and promised to continue to help each other.

"It is worth building on strengths. But whatever you do, be sure to start, and put your hands on the keyboard. When you type and want to continue the next day, leave the sentence in the middle. It is therefore easier to return to the matter. And if it is possible, always get the job done. And remember, if you get stuck, give your thoughts some time, they'll be back, yes", instructed former principal of Helsinki Business College Hely Westerholm.

Strengths and areas for development were written on various canvases. The canvas of excellence takes a stand on, for example, sponsors, and combining sports with study. The future or Business Canvas, in turn, can be

used to outline business at a glance.

We had a discussion about different career options and also what is needed to make a top expert an entrepreneur. In particular, the courage and ability to throw oneself at both the athlete and the entrepreneur came to the fore.

"In addition to networking, the entrepreneur's learning path is built on experiential learning", said Taru Toivonen. In her dissertation, Toivonen studied Finnish small entrepreneurs and their interactive ability to operate in a different cultural environment.

The day was strengthening. It consisted of a good team spirit, trust and working together. Intervals and snacks were used in ways that improved well-being.

History of Fazer and Business College

As a young man, Karl Fazer had a dream: to study to be a sugar baker and open his own confectionery in Helsinki. The goal was to make food that matters and produce moments of joy for the people. Today, just over a hundred years later, as a company focused on food experiences, Fazer enables everyone to enjoy the best moments of the day. Fazer has operations in eight countries and exports to about 40 countries. The Fazer Group had a turnover of EUR 1.1 billion and employs

Continued

almost 9,000 people. Fazer adheres to ethical principles in its business.

At the beginning of the last century, Karl Fazer and his business partners had another dream: to get a skilled workforce for their business. The Business College was founded in 1881, when Otto Lindholm, a master of philosophy, applied to the Senate for permission to establish a private business school. The following year, the permit was granted. In support of the private business school, a limited liability company was established in 1909 to maintain the school: "Aktiebolaget Helsingfors Handelsskola, Helsinki School of Economics Ltd". The shares were bought by the owners e.g. Karl Fazer, Karl Stockmann, Viktor Ek and Paul Sinebrychoff. In this way, Fazer's expertise and history are closely linked to the history of Business College.

Today's Dual Career materials have been produced in the international YIBinSport (Young Immigrant Background in Sport) project. **The day was also made possible by SIEC Finland.** Their motto is: **Citius, altius, fortius!** And yes, it was inspiring, both history, environment, experiences and learning. After this workshop we felt that dreaming is a must and development is the key to success.

Dr Hely Westerholm, pro-expert Helena Miettinen, expertleader, Jouni Hytönen and Dr Taru Toivonen



Using Smartphones to write International Business research papers

Written by Dr Kathleen C Jacobs



Dr Kathleen C Jacobs

In a time when COVID-19 has forced our teaching methodologies to shift swiftly I have discovered that not all of my students have access to laptops or Wi-Fi to submit assignments in my International Business classes when engaging in remote learning. When I instructed them that they could write their research papers on their smartphone they confessed that they had never thought of submitting their work in that

way. They expressed a sigh of relief and a big thank you.

How I arrived at my decision:

I always noticed during class sessions prior to COVID-19 when students worked in teams in the classroom they had already downloaded the textbook in the form of e-books on their smartphones and used them for reference when working on assignments. They extrapolated terminology that had been unknown to them prior to my lectures from these sources. The in-class exercises they had to analyze at the end of chapters from their smartphone when submitting answers to the questions were retrieved in an efficient manner. Although a few students used laptops in class to take lectures notes they never used them when in teams. This observation fascinated me but little did I realize it would move me to another method of pedagogy remotely when COVID-19 arrived in March

2020 and we had to switch to remote learning.

The complexities evolved:

Some students emailed me that they were frustrated because they had access to Wi-Fi when on campus but not where they lived at home. They could not use their laptops to write their project papers and submit them to me. Other students had no laptop at all and had been using the computers in the College library when living on campus. The transition from face-to-face interaction to remote learning presented a challenge for them that they felt they could not overcome and would fail the course.

The suggestion:

When I sensed the frustration in their emails I was presented with a challenge as an academic. The classroom traditional way was no longer an option. Zooming lectures was not an option either since my class had reached the research point in the semester where projects were due and the students lacked the technology at home to zoom in if they had to ask questions. Since they were communicating with me via email using their smartphone I suggested writing their research papers on their smartphone as an option. I could sense in their email responses that this was a serendipity moment for them.

The outcome:

Some academics may not consider this an optimal solution to submit a research project in an International Business course, but it had a positive outcome. The

Continued

students may have taken a longer time to finalize their work but their willingness to give it their best effort in order to complete the course spoke volumes. To me, as an International Business professor, it demonstrated how motivated sophomore students were in finishing their course by any means necessary during a pandemic.

It paid off in big dividends because I received well-researched papers with excellent citations. Is writing a research paper using smartphones a lost art in communication? Not in my International Business class during COVID-19 2020.

Teaching With the Ethical Dimension in Mind – Passing on Values

Written by Emanuel Mizzi, Malta



Emanuel Mizzi

This theme emerges from my PhD research about secondary school economics teaching and learning in Malta. It reports the teachers' voice: fourteen teachers teaching economics in Maltese secondary schools were interviewed about their perceived reality of economics education. This article provides us with the opportunity to reflect upon

our approach relating to educating our students in this dimension.

The participating teachers believed that as teachers it was their duty to teach their students for life: "I am an educator. I am not only teaching the subject. I am teaching students for life" (Sharon). They argued, for instance, about the relevance of helping their students reflect about ethical aspects: "It's important that students learn not to be egoistic in their choices and learn to care for others. There should be a level of ethics" (Josette).

Most participants argued for the cultivation of values through their teaching: "We are all living in the same world at the end of the day; it's our duty to pass on these values" (Sven).

Economics was perceived as a tool in this respect; "Through economics we can pass on to students excellent human values" (Cindy). These included the values of work and money, the dignity of the human person, humane leadership, and what is most beneficial for society. In this manner economics "is not presented in its raw state but is given a human and appealing taste" (Peter). Peter's head of school expressed his satisfaction that economics was being taught in this manner especially since the school was a church-affiliated one.

Sven reflected that he "used to have certain teachers who passed on specific values, but not so much in economics." He claimed that through economics lessons

teachers could instil in students "certain human value aspects." This could be done "in a subtle way. Just a three-second thing. But I believe it does make a difference. Especially if you devote a few seconds."

This cultivation of ethics was reported to be taught across the subject; there was no particular topic relating to ethics per se but teachers "infused values" (Grace) in their teaching. For instance, when covering the topic of the labour market, Sven, Cindy and Josette helped their students reflect on such issues as

Should we be keen on keeping the wage as low as possible? Should we really be after profit maximisation? Or should we consider other aspects such as whether workers are earning enough money to pay their rent and basic needs? (Sven)

Sharon explained how she tried to latch onto a student's comment or question in an attempt to foster values: "Since the student has passed that comment that means that she is thinking about it or it's bothering her. So I must help her reflect." She also had the habit of writing a sentence on her handouts that helped reflection about an ethical aspect relating to the topic at hand. Similarly, Sven took advantage of particular local events to pursue his aim of cultivating values. For example, there was recently a shooting motivated by racism. He took up the matter, particularly in light of the fact that many foreign immigrants worked in the Maltese construction industry:

Are we looking after the well-being of these foreign workers or are we forgetting their human aspect? Are we just looking at them as construction workers that we are bringing to Malta to help or are we looking at them as having a family at home? Are they being exploited?

In this respect, he argued that as a teacher he would be educating his students into embracing a more inclusive attitude towards these fellow human beings; "We are a global community, and they have nothing less than us." He was clear that in this way he was educating in the cross curricular theme of 'respect for diversity'.

When discussing demand and supply, Sharon brought the example of soaring property prices. She explained

Continued

how she helped her students reflect: “Are we taking into consideration persons who are on a minimum wage or who are sick and cannot work? Are we thinking about these?” Grace attempted to set her students thinking critically about national income statistics by asking her students whether an increase in national income was always a good measure of the standard of living: “Maybe we have more income but less time for leisure and the family. What’s the most important?” She then delved into a discussion with her students about the issue of profit maximisation taking prevalence over other matters: “I try to educate my students into thinking about other consequences: ‘Is money more important than the family aspect?’”

Other examples of aspects these teachers addressed during the various topics included the undesirable effect of monopolies such as the monopolist’s abuse of power, environmental issues relating to location of industry, avoiding waste, and the exploitation of persons in the process of trying to make maximum use of resources.

To drive home the value of never giving up in life, Sharon

shared her personal experience with her students. She explained, for instance, her persevering attitude during her studies: “If others took thirty minutes to learn the material, I needed one hour. It doesn’t matter. I kept on struggling.” She mentioned this because some of her students were about to give up on certain subjects. She recounted how she gathered weak students around her in class to facilitate their learning.

Sven went a step further in arguing that values embraced by students should be reflected in the assessment. Whilst values were given prominence in the assessment of other subjects such as religion and social studies, they were not given due importance in economics: “If we are assessing for these values, the pedagogy would then also include these values. It’s sort of a hand in hand thing.”

This teachers’ narrative invites us to reflect whether we are grasping opportunities to infuse ethics and values in our teaching/lecturing. As Julian argued, this could be “just a three second thing” but which brings to life the topic we are teaching.

Fee-free online short courses—response to COVID-19 in NSW, Australia

Written by Maree Liston, Australia



Maree Liston

In April 2020, following the arrival of the COVID-19 pandemic in Australia and the subsequent shutdown of businesses, the NSW Government announced an initial suite of 21 fee-free online short courses to assist job seekers and workers learn new skills, with over 84,000 people enrolling in the courses.

Thirteen additional courses were added shortly after.

The new courses replaced those which had reached enrolment capacity to ensure there were courses available to people wanting to study through TAFE NSW to upskill during COVID-19.

The pandemic response has had a dramatic effect on communities and working life, but these select courses were made available to assist job seekers and workers looking to diversify their skills during these times. The incredible uptake showed that while many businesses across NSW were in hibernation there was a strong desire to upskill and gain new qualifications. A NSW Government spokesperson said the Government understands that circumstances have changed for a lot of people and business owners, which means the way they work and how they conduct their business has also changed.

The courses will contribute to helping businesses stay in business and people stay in jobs. Keeping people employed and ensuring the ability to rebound when things improve is vital.

More than 33,000 people who enrolled in the fee-free courses were studying at TAFE NSW for the very first time.

The courses include: eMarketing for Small Business; Engaging Customers Using Social Media; Writing and Presentation Skills; Computing Skills; Team Leader Skill Set; Administration Skills for Team Leaders; Leading Teams; Digital Security Basics; Digital Literacy and Coding; Creating a Brand Presentation; Undertaking Projects and Managing Risk.

As a casual part-time teacher with TAFE NSW, I was recruited as an assessor to help meet the unexpected demand. This was a wonderful opportunity for me as well, upskilling and joining a new staff team online with TAFE Digital. The resourcefulness of students studying in isolation from home has been amazing, as has their dedication and perseverance.

And for me, it has been an opportunity, in multi-cultural Australia, to listen to a world of accents from the comfort of my own home—when I was sorely missing meeting up with so many of you in Trieste, Italy!

I’m looking forward to 2021 with great anticipation.

Editor's note:

The following article is a submission from a collective membership in Australia who are part of the International Chapter.



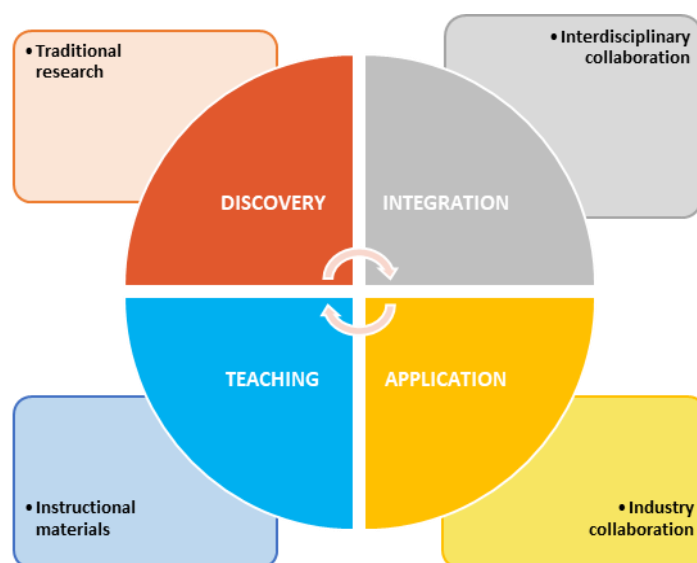
BOYER MODEL OF SCHOLARSHIP IN PRACTICE

Emeritus Professor Tony Shannon AM

Dean, CESA

Introduction

The four types of scholarship in the Boyer framework are relevant to teaching or training at any level of post-secondary education, both directly in terms of knowledge and indirectly through the impact of enthusiasm [2,9]. This outline is a simplified introduction to the salient features of the system, with some general examples of what each type could mean in practice. The boundaries of the types are fluid and can overlap in theory and in practice [4,6].

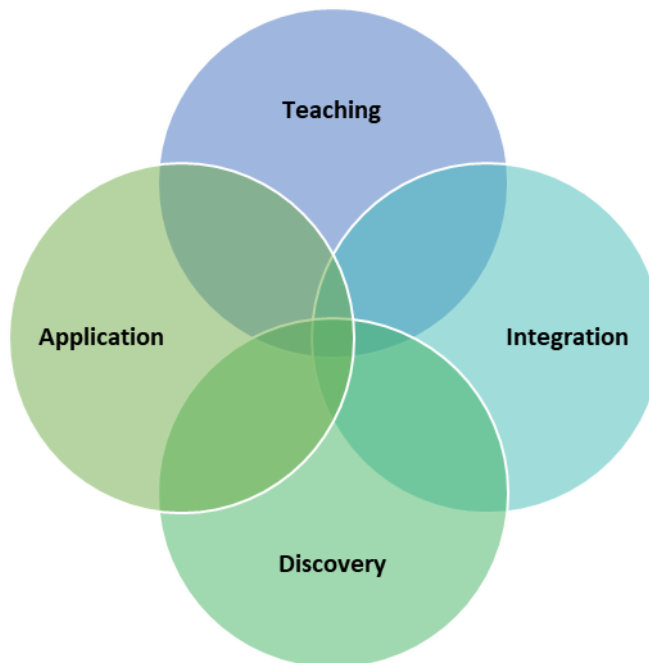


Building new knowledge from new insights into existing problems; eg, <ul style="list-style-type: none">• Traditional research• New light from literature review	Interpreting the use of knowledge across disciplines; eg, <ul style="list-style-type: none">• Collaborative teamwork• Cross-degree cooperation
Achieving optimal student learning through the study of teaching models & practice; eg, <ul style="list-style-type: none">• Interactive presentations• Mentoring roles	Applying knowledge to address problems in society and the professions; eg, <ul style="list-style-type: none">• Industry problem-solving• Consultation activity

* These papers are for internal discussion within CESA: on topics related to CESA's Mission and Vision.

Difficulties

It is clear from the way academics are completing their continuing professional development plans that they generally seem to view the four categories of the Boyer model as discrete and distinct, rather than possibly overlapping. In practice, these categories can have much in common in pairs or collectively. This suggests that a Venn diagram may better represent actual practice, particularly in tertiary education where professional applications are part of the teaching as are the results of research. The one presented here is similar to Figure 2 in Kern *et al* [8] but preserves Boyer's original classifications.



The overlapping specifics can be illustrated from Collins [5] though that was not his original intention:

The scholarship of discovery:

- original research;
- generation of new knowledge;
- peer-reviewed publishing;
- original empirical study

The scholarship of integration:

- seeing connections across disciplines;
- integrating new discoveries into a broader body of knowledge

The scholarship of application:

- the solution of problems both within the academic community, and
- the wider social context

The scholarship of teaching:

- keeping abreast with developments in the field,
- engagement in pedagogic research,
- disseminating good practice in one's specialist field,
- ongoing reflective evaluation of own practice

Integration across a range of issues is very important and can lead to good expository writing, which is difficult to accomplish at any time, but particularly at a time when curiosity driven research seems to be undervalued in the research ranking games. Good expository skills require a finely tuned and deep understanding of the topical and key critical issues in a field combined with the ability to write concisely and precisely in clear and unambiguous prose. There are also parts of each of the categories which are in a sense "pure" in that they are not developed to be applied anywhere, even though they may obtain their tools from other domains.

The Issues

Glassick' Quality Criteria for Scholarship	Association of College & Research Libraries:	Willison's Research Taxonomy
Clear goals	Authority is constructed & Contextual	Embark & Clarify
Adequate Preparation	Information Creation as a Process	Find & Generate
Appropriate Methods	Information has Value	Evaluate & Reflect
Significant Results	Research as Inquiry	Organise & Manage
Effective Presentation	Scholarship as Conversation	Analyse & Synthesise
Reflective Critique	Searching as Strategic Exploration	Communicate & Apply

Four dimensions of Boyer

Fitting one's work into the Boyer Framework

The first difficulty can be one of classification, but it is necessary if the scholarly activity is to be evaluated fairly. Some of the categories are satisfied semi-automatically through active membership of a relevant professional society, in accountancy or education for example. This is further enhanced if continuing membership or professional registration requires the completion of pertinent continuing professional development.

BOYER MODEL	Initial Interpretation	Suggested scope of evidence							
		Positions held	Professional Memberships	Conferences & Symposia	Publications	Formal Courses	Self-education	Teaching at other HEPS	Student Evaluations
DISCOVERY	Building new knowledge from new insights			X	X				
APPLICATION	Applying knowledge to societal problems	X	X						
INTEGRATION	Interpreting the use of knowledge					X	X		
TEACHING	Achieving optimal student learning							X	X

- This may seem tedious but the Boyer Model (or variations of it) are becoming expected knowledge for academics in Higher Education Providers.
- At the end of an appraisal period there has to be some evidence of accomplishing the goals set.
- "Teaching at its best shapes both research and practice" (Boyer)

Name:	Period of activity:
Boyer category	Activity
DISCOVERY	Professional society activity
	Original research
	Curriculum development
	Maintaining discipline skills
	Teaching evaluation/reflection
APPLICATION	Professional society activity
	Education/discipline reading
	Maintaining discipline skills
	Teaching evaluation/reflection
INTEGRATION	Original research
	Curriculum development
	Professional workshops
	Education/discipline reading
	External leadership activities
	Maintaining discipline skills
	Teaching evaluation/reflection
TEACHING	Original research
	Curriculum development
	Professional workshops
	Education/discipline reading
	External leadership activities
	Maintaining discipline skills
	Teaching evaluation/reflection

Not all categories have to be addressed in any particular teaching period. These are summarised in the following table:

BOYER MODEL	Suggestions for related scholarly activities								Suggested scope of evidence							
	Professional society activity	Original research	Curriculum development	Professional workshops	Education/discipline reading	External leadership activities	Maintaining discipline skills	Teaching evaluation/reflection	Positions held	Professional Memberships	Conferences & Symposia	Publications	Formal Courses	Self-education	Teaching at other HEPs	Student Evaluations
DISCOVERY	X	X	X				X	X			X	X				
APPLICATION	X				X		X	X	X	X						
INTEGRATION		X	X	X	X	X	X	X					X	X		
TEACHING		X	X	X	X	X	X	X							X	X

A hypothetical example could have the form as set out in the following table (with electronic evidence either in the form of a teaching portfolio [12] or professional journal [13]). The example is on the ambitious side, but it is put this way so that there are examples of possible activity. Of course, the extent of activities depends on the employment status.

Name: Freda Bloggs	Period of activity: March to December 2019
Boyer category	Activity
DISCOVERY	Professional society activity: upgrading <i>MCES</i> to <i>LCES</i>
	Curriculum development: new group assessment for ACC101
APPLICATION	Professional society activity: joined <i>Commercial Education Society</i>
	Education/discipline reading: Peter O'Brien, <i>EducationShift: Six Steps to High Performance Leadership</i> (2015)
INTEGRATION	Professional workshops: CPA weekend seminar May 2018
TEACHING	Education/discipline reading: Catherine A Runcie & David Brooks, <i>Re-claiming Education</i> (2018)
	Teaching evaluation/reflection: detailed analysis of, and response to Scholarship of Teaching: Trigwell <i>et al</i> (2000)

Classifying and measuring scholarly activity

In many ways traditional scholars will balk at the idea of the quantitative measurement of scholarship (and this writer feels that way too), but the mantra in the current academic world is often “if it cannot be measured, then it cannot be managed”. The following table is intended to be a compromise to fit the current world in which many of the CESA members will be involved as teachers or students.

Scholarship of	Teaching		Application		Integration		Discovery	
Output Impact [optional] →	Low	High	Low	High	Low	High	Low	High
Book	5	6	6	7	7	8	8	9
Book Chapter	4	5	5	6	6	7	7	8
Refereed Paper	3	4	4	5	5	6	6	7
Creative performance	3	4	4	5	5	6	6	7
Supervision of Doctor Degree Candidate	2	4	4	5	5	6	6	7
Supervision of Research Master Student	1	3	3	4	4	5	6	6
Other External Paper	1	3	3	4	4	5	5	6
Invited Conference Paper	1	2	2	3	3	4	4	5
Conference Paper	1	1	1	2	2	3	3	4
Conference Poster	1	1	1	1	1	2	2	3
Internal Paper	1	1	1	1	1	1	1	2

Towards a possible Boyer measure guide of some activities

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Upcoming SIEC-ISBE Conference

2021

Trieste, Italy



SIEC-ISBE Newsletter Guidelines



Next Deadline for Submissions:

January 15, 2021

The SIEC-ISBE Newsletter is published three times a year. Submissions must be made in English.

Appropriate submissions include:

- ♦ Teaching tips
- ♦ Technology tips
- ♦ Lesson plans
- ♦ Classroom activities
- ♦ Descriptions of teacher and/or student exchanges
- ♦ Opportunities for teacher and/or student exchanges
- ♦ News that would appeal to SIEC-ISBE members
- ♦ Teaching/learning resources on the web
- ♦ Transitions—Births, deaths, marriages, job changes, etc.

Requirements for submissions are:

- ♦ Word 2003 or higher software ONLY
- ♦ 12-point font, single-spaced
- ♦ Include your name, school affiliation, and a digital picture of the author with the manuscript
- ♦ Photos that describe the activity may be included and should include the full names and countries of everyone in the picture, the event where the picture was taken and the name of the photographer

Submissions for the newsletter can be made to:

Maree Liston, Newsletter Editor

mareeliston@gmail.com

Publication Guidelines for the *International Journal for Business Education*



The *International Journal for Business Education* is a refereed journal and a publication of the SIEC organization. All manuscripts will receive a double-blind review by three external reviewers. Accepted manuscripts will be published in the next issue of *IJBE*. The **deadline** for submission is **ongoing**. A publication decision will be made within 120 days of manuscript receipt when possible. Once accepted, manuscripts will be published electronically on the website. A complete **publication** will be issued in the spring of each year. All manuscripts must be the original work of the author(s) and cannot be under consideration by any other publication during the review process. Manuscripts cannot have been published in any format previously, including conference proceedings where full papers are published. Authors will be notified upon receipt of the manuscript. At the time of acceptance, the corresponding author must be a member of SIEC-ISBE.

The purpose of *IJBE* is to provide international business educators with articles concerning current and/or future teaching strategies as they relate to business education, research-based articles on business education, and technology ideas for business education. The focus can be from any area of business education including technology, communications, leadership, management, marketing, etc. that will be of interest to international business educators.

Publishing Guidelines:

- 1 All manuscripts are to be in English
- 2 All manuscripts must follow the APA 6.0 style, including references
- 3 Length—2—15 pages, including references which do NOT have to be on a separate page
- 4 All manuscripts must use the template found below
- 5 Word 2010 or higher software ONLY
- 6 All graphics should be encased in a box
- 7 Margins should be 1-inch
- 8 No header or footer should be included
- 9 No page numbers
- 10 A title page that includes the manuscript title and author(s) name, name and address of institution, email address, and telephone number for primary author must be include
- 11 All submissions must be electronic. Submit via e-mail to Tamra Davis at tdavis2@illinoisstate.edu
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- 13 Manuscript cannot be under consideration by another publication at the time of submission to SIEC
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