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# WBEJ



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WISCONSIN BUSINESS EDUCATION ASSOCIATION

## FROM THE EDITOR

The Wisconsin Business Education Journal is a refereed journal and is an excellent opportunity for business educators to share their thoughts and ideas relating to business and marketing education. Do you have a great idea or want to share a tip from your classroom? We would like to hear from you.

- Articles can be submitted via email or on disk.
- Photos should be submitted as black and white with at least 300 dpi resolution.

### WBEJ submission deadlines:

Spring..... April 1  
Fall..... 2 weeks after convention  
Winter..... December 15

Serving you as WBEJ editor is a rewarding and enjoyable experience. I hope all of you had a wonderful holiday season and are having a good start to the second half of our school year. I hope to bring you many interesting articles and tips. Please feel free to contact me with any questions or concerns.

### Cindy Otto

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# WBEA



**Apparel  
Available  
Online**

**A**s I write this message, Old Man Winter has made his presence known. If it weren't for my laptop and satellite Internet I wouldn't have found the new recipe for cheesy broccoli and cauliflower soup or been able to finish some last minute shopping. If it weren't for the blizzard outside, I would also have missed the CBS Sunday Morning Show and its feature story about connecting consumers to retailers for buying power. Websites such as Groupon and LivingSocial send daily coupons to consumers via email for deep discounts at various businesses. This seems to be the new place for businesses to spend their advertising dollars as LivingSocial acquired \$175 million dollar investment from Amazon.

Just as the face of business changes to meet the ideals of potential customers, moving from print ads to electronic coupons, WBEA must change to meet the needs and interests of our members. Exciting changes will be coming to the WBEA website as it is in the midst of reconstruction. The new website will feature a member's only portal, webinars, member spotlights, and an updated look.

So if it's a 21<sup>st</sup> Century coupon you're looking for check out LivingSocial or Groupon, but if it's 21<sup>st</sup> Century resources for your classroom, stay tuned for the new and improved WBEA website.

Tell a colleague about your investment in WBEA!

Best Regards,  
Trisha Sabel • WBEA President • School District of New Holstein



## CALL FOR MANUSCRIPTS

The *Wisconsin Business Education Journal* is a refereed journal listed in *Cabell's Directory of Publishing Opportunities in Education*. Submitted manuscripts are given a blind review by three external reviewers. Accepted manuscripts are published twice a year, Winter and Spring. The deadline for submission of manuscripts for the Winter issue is June 1 and for the Spring issue is November 1.

The purpose of the WBEJ is to provide educators with articles reflecting present and future teaching strategies, research-based articles, and technology ideas in business and marketing education. Only manuscripts which meet this purpose will be considered for publication. Research-based manuscripts will be submitted for review. Non-research manuscripts, such as teaching tips, will not be reviewed and are forwarded to the General Editor for publication decision on a space-available basis.

### Publishing Guidelines

1. All manuscripts should use APA style and be between 1-10 single-spaced pages in length. Leave one blank line between paragraphs and before and after headings.
2. The manuscript should be submitted in camera-ready format, typed in Microsoft Word using Times New Roman, 12-point font.
3. All graphics (tables, graphs, charts, etc.) should be encased in boxes.
4. Manuscripts should have 1-inch top, side, and bottom margins with no page numbers.
5. A title page that includes manuscript title and name, address of institution, email address, and phone number of each author must be attached to the manuscript. No identification information of authors should be included within the manuscript.
6. Four original hard copies of the manuscript should be mailed *and* one electronic version, an email attachment or CD, should be submitted to:

Lila Waldman, Ph.D., Research Editor, WBEJ  
ITBE Department, College of Business • Hyland 3402 • UW - Whitewater • Whitewater, WI 53190  
waldmanL@uww.edu • Phone: (262) 472-5475 • Fax: (262) 472-5499

**H**ello WBEA members! I am excited to be starting my new board position as your president-elect. This time of year is always hectic for educators with the upcoming holidays, semester end, and final exams. Those of us involved with FBLA also know this time of year is busy preparing our students for Regional and (hopefully) State Leadership Conferences. Like many of you, my teaching schedule consists of several different business courses – and keeping up with all the changes in technology and business content seems a never ending challenge.

One of the tools I've incorporated into my upper level business courses is online portfolios. I teach the students that a portfolio is a great way to showcase their growth and knowledge. I spend time in class showing the students how to use many different Web 2.0 tools and how they connect to business. We use wikis to create their portfolios, and I set them up with guidelines on pages and content I expect to see, and leave the rest up to them. Not only is this a great tool to demonstrate their growth over the course of the semester, it is a wonderful review tool for exams! Students upload projects, summaries, assignments, reflections, and graphics to their portfolio. Last year, I decided to take their portfolios to the next level – showcase them! I invited parents, teachers, administration, community members, and school board members into a one hour "Portfolio Gallery Walk." The event was held in my classroom during the school day, and students sat at their computers with their portfolios open – guests at our event were able to drop in, sit with one or two students, and view their portfolios. I had snacks and punch, and was able to spend time talking to our guests about the class (a great promotion tool, by the way!). The students were graded on their portfolio content, appearance, and presentation. I encourage all of you to find ways to assess your students in ways that are meaningful and relevant, and to try new ideas! You may be pleasantly surprised at the outcome...as I was!

Michelle McGlynn • President Elect • Waunakee High School  
mmcglynn@waunakee.k12.wi.us

I think there is a world market  
for maybe five computers.  
– Thomas Watson,  
chairman of IBM, 1943

## STUDENT SCHOLARSHIP INFORMATION

For Scholarships to be Presented at the  
2011 Convention in Green Bay

Each year the Wisconsin Business Education Association (WBEA) sponsors scholarships for deserving student members of our professional association. Each winner will be recognized at the Awards Banquet at the convention in Wisconsin Dells.

### Eligibility:

Students must be enrolled in a Wisconsin school offering a degree in business education and at the graduate or undergraduate level. Applicants must be current WBEA members and must renew membership for 2011-2012 before convention. Membership forms are available at [www.wbeaonline.org](http://www.wbeaonline.org).

### Guidelines:

- Each candidate is asked to submit the following information:
- A letter of application *not to exceed one page*, addressed to the WBEA Scholarship Committee, which includes a statement indicating why the applicant should be considered for the scholarship. The letter should address the listed criteria.
- One letter of recommendation *not to exceed one page* mailed directly to the committee chair.
- A personal resume, *not to exceed two pages*.
- **Note:** The total number of pages should not exceed four pages. Previous winners are not eligible.

### Criteria

- Demonstration of leadership
- Commitment to the business education profession
- Academic ability

### Deadline

Materials should be postmarked no later than **March 31, 2011** to:

Trisha Sabel, Chair  
WBEA Scholarship Committee  
New Holstein High School  
1715 Plymouth Street  
New Holstein, WI 53061

Materials may also be emailed but must be sent in one of the following formats: Microsoft Word (Times New Roman or Arial font) or PDF format to [tsabel@nhsd.k12.wi.us](mailto:tsabel@nhsd.k12.wi.us) with WBEA in the subject line.

# ETHICS IN EDUCATION: A SERVICE-LEARNING PROJECT

By Melinda Smith and Tamra S. Davis

Melinda Smith serves as Associate Professor in the Business and Information Technology department at Tulsa Community College. She earned her Master of Business Administration (MBA) and B.S. in Business Administration from Oklahoma State University in Stillwater, Oklahoma. Prior to beginning a successful career in business education, Melinda acquired corporate career experience working for both public and private corporations. She is particularly passionate about and primarily focuses upon three areas of education: service learning, distance learning, and active learning. Professor Smith may be contacted at [msmith4@tulsacc.edu](mailto:msmith4@tulsacc.edu).

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## Introduction

We live in a society where success is one of the most important aspirations in life. Releasing the results of its fifth annual Junior Achievement/Deloitte Teen Ethics Survey, Junior Achievement reported:

The majority of teens surveyed (71 percent) say they feel fully prepared to make ethical decisions when they enter the workforce. Yet 38 percent of that group believe it is sometimes necessary to cheat, plagiarize, lie or even behave violently in order to succeed. Nearly one-quarter (24 percent) of all teens surveyed think cheating on a test is acceptable on some level, and more than half of those teens (54 percent) say their personal desire to succeed is the rationale. (JA Worldwide, 2007, p. 1)

Additionally, athletes, actors, and entertainers are the role models for many school-age children and teens. These role models are often the heroes for today's youth and have reached success as defined by fame and fortune. Sadly, the heroes often have feet of clay. Today's youth are bombarded by images of unethical behavior as evidenced from the steroid and drug abuse scandals of professional sports to the drug, alcohol abuse, and physical violence scandals of the pop icons, and to the growing violence in video games, movies, and television. However, the scandals are not limited to youth. Recent business scandals (i.e. Enron, Global Crossing, Parmalat, and WorldCom), and the bailout of Wall Street, AIG, and the banking industries, indicate the problem is pervasive in today's society (Carson, 2003; Evans & Marcal, 2005; Felton & Sims, 2005; U.S. Department of the Treasury, 2010). This grim reality of the unethical behavior being demonstrated by business executives is compounded by the too-often reality that money can reduce or eliminate the punishment for these wrong doings.



Social networking sites such as YouTube™ can elevate misbehavior to cult classics. According to You Tube™ (2009), "People can see first-hand accounts of current events, find videos about their hobbies and interests, and discover the quirky and unusual" (§ 2). A YouTube™ search using the key words *drive-thru pranks* resulted in over 4,000 videos showing misbehavior of customers and employees at fast-food restaurants (You Tube™, 2009) and demonstrates just one example on one web site concerning unethical behavior. This paper will discuss teaching ethics in schools and describe a service-learning project that incorporates ethics into the curriculum at multiple levels of education.

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## Ethics in Education

The literature concerning the need to teach ethics in education is vast (Evans & Marcal, 2005; Felton & Sims, 2005; JA Worldwide, 2008; Marino, 2004; McNutt, 1993; Shanks, 1997; & Weait, 2001). McCraw, Moffeit, and O'Malley (2009) indicated that ethical awareness in business education has recently received a tremendous amount of attention because of the number and severity of business scandals. A simple search using a popular academic Internet search engine and the key words *teaching ethics in schools* yielded over 300,000 websites and the numbers continue to grow. Many of the website hits included teaching ethics within specific disciplines such as cyber ethics, ethics in the sciences, ethics in public health, online ethics, and ethics in business schools. Essentially, for every discipline found in education there is an ethical dimension to that discipline.

The literature provided a background of the need for ethics training in education by citing concerns of businesses and educational institutions (JA Worldwide, 2008; Marino, 2004; McCraw, Moffeit, and O'Malley, 2009; McNutt, 1993; Shanks, 1997; & Weait, 2001). Areas of ethical education concentration include, but are not limited to, “developing students’ theoretical knowledge base, focus on analyzing issues facing managers in business situations, and an equal focus on theory and practice” (Felton & Sims, 2005, p. 379). Specifically, McCraw, Moffeit, and O'Malley (2009) wrote, “the teaching of ethical principles is as important as the teaching of other skill sets and critical analysis” (p. 1). The Association to Advance Collegiate Schools of Business International (AACSB) (2004) encouraged business schools to find ways to strengthen ethics education in the curriculum.

Multiple authors offer the need for incorporation of ethical education at all levels for students, from pre-school through graduate programs (Felton & Sims, 2005; JA Worldwide, 2008; Marino, 2004; McCraw, Moffeit, and O'Malley, 2009; Shanks, 1997; & Weait, 2001). The literature is clear that ethics should be taught as part of a business education program, but a clear definition and level for the education is more difficult to define (AACSB, 2004; Gluckman, 2007; JA Worldwide, 2008; McNutt, 1993; Shanks, 1997; & Weait, 2001). The majority of the research focuses on business ethics at the post-secondary level (AACSB, 2004; Gluckman, 2007; McCraw, Moffeit, and O'Malley, 2009; Shanks, 1997; & Weait, 2001) with limited information for secondary education (JA Worldwide, 2008; McNutt, 1993). Gluckman (2007) stated, “Teaching ethics in business schools is essential to direct prospective business personalities to understand and apply a code of conduct concerning their behavior when delivering products and services” (§ 1). Citing the 2001 study from Great Britain, Weait reported, “Ethics in the workplace are a matter of considerable complexity and importance, and yet eight out of 10 respondents said their *organisation* provided no training on the subject. But the overwhelming majority thought such training should be provided” (p. 53).

While the need to teach ethics is well established, attempting to define ethics becomes the focus for many educators. Most authors provide a definition of ethics for their readers. McNutt (1993) provided a simple definition: “Ethics is composed of the rules, emotions, and behaviors which define and constitute right and wrong” (p. 1). Shanks (1997) offered a more detailed definition.

Ethics poses questions about how we ought to act in relationships and how we should live with one another. Ethics asks us to consider whether our actions are right or wrong. It also asks us how those character traits that help humans flourish (such as integrity, honesty, faithfulness, and compassion) play out in everyday living. (§ 7)

Is there a need to teach ethics and ethical behavior to today’s students? A review of the literature says “yes.” Ethics is part of the curriculum at many major educational institutions. One Oklahoma institution, Tulsa Community College (TCC), incorporated ethics into the mission statement, “Tulsa Community College better its community through the intellectual achievement, creative energy, and responsible citizenship of its students, faculty, and staff . . .” (TCC, 2008). In addition, TCC lists integrity as a priority (2008). Although many of the courses integrate ethics in the curriculum, one course offered is a general education elective. *Introduction to Ethics: Business Issues (Ethics)* provides students with either a business elective or humanities credit. In the honors section of the course, the students participated in a service-learning project to teach ethical behavior at a local middle school.

## Service-Learning

The National Service-Learning Clearinghouse (2008) defined service learning as:

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. (§ 1)

With this definition in mind, faculty in the business division at TCC sought and received a grant to conduct a service-learning project for the Ethics class. The TCC Foundation awarded the grant to the faculty members.

## The Project

Faculty provided the TCC students enrolled in the Honors Business Ethics class a basic goal: To instill positive character traits in middle school students at Liberty Public Schools (Liberty). To achieve this goal, course faculty provided guidance to the students. The students were to:

- Select the positive character trait to encourage in middle school students (examples: Honesty, Responsibility, and Caring).
- Define the positive character trait (selected above) in terms that almost every middle school student will understand.
- Develop a character trait assignment for middle school teachers to use to help promote this positive character trait in their students prior to the TCC student presentation.
- Write, direct, and participate in a presentation (skit, song, monologue, etc.) which attempts to instill the positive character trait in middle school students.
- Develop an activity-based assignment for middle school teacher to utilize after the TCC student presentation. The activity should help determine if the students learned and applied the positive character trait to their lives.
- TCC students complete the pre- and post-visit surveys.

Working with the principal of Liberty and a teacher in the middle school, the TCC faculty coordinated the partnership and provided the motivation for the project.

## Pre- and Post-Visit Surveys

Prior to completing the project, TCC students completed a short anonymous survey. The question most relevant to outcomes for this project was the following: Based upon your current knowledge, what are your goals (outcomes you would desire to see) when teaching virtues to 5<sup>th</sup> and 6<sup>th</sup> grade students?

Student answers from the survey included the following: “To show the students responsibility, honesty, and leadership are important in building character” and “It is my goal to change or improve one kid’s life that does not get these types of morals taught at home.” Other students described their goal at length. One TCC student wrote:

I would like to see students that are really taking in what we are talking about and putting it into action. There is a difference between showing them something and teaching them something I feel that real learning takes place when you connect with your audience. I would like to connect with these students in a very real way.

After TCC students visited the students at Liberty, a post-visit survey was completed. The TCC students were asked several questions, one of which was the following: Based upon your initial goals (outcomes you would desire to see) when teaching virtues to 5<sup>th</sup> and 6<sup>th</sup> grade students, were the goals reached? Describe: TCC student responses included: “My goal was to change one person’s life and that was accomplished,” and “I think we reached children and taught some valuable lessons that they will remember for a lifetime.” Other students described the result of their follow-up project at length. One paraphrased example from a TCC student is noted below:



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My follow-up project was to see if any of the students learned anything about honesty. I placed a purse in the restroom for the girls and a wallet in the restroom for the boys. I placed money and pictures in each. The purse was returned with all of the contents in place, and the student who returned the purse received a gift card along with a certificate to say thank you for showing the ethical value of honesty. The wallet was recovered but the money and pictures were gone. The student who was identified as having taken the money was visited with at length by Liberty faculty about honesty and was told that taking the money was not an ethical or correct thing to do.

### **The Impact of the Project**

The impact on the college students through participation in this outreach went beyond the scope of the initial assignment. One student, who exceeded the original expectations, presented at a multi-state Honors Conference. The student received a TCC Outstanding Student Award and a Service Learning/Outreach Award. Other students continued their volunteerism at the school after the project ended. Many students from TCC participated in the Liberty March against Meth Day. The March against Meth Day increased community awareness about the growing problem of meth use in Oklahoma. In addition, other TCC student organizations participated in the community outreach; bringing student organizations into the Liberty community (i.e. TCC's *Making a Difference* Science Student organization taught Liberty students the importance of properly washing their hands)

This project has allowed TCC to develop strong, long-term relationships with students, families, faculty, and administration at Liberty and has the possibility of becoming a significant recruitment tool for TCC. There are many noteworthy accomplishments as a direct result of this initiative:

- Liberty faculty selected and recognized middle school students who consistently demonstrate positive character traits
- Parents attended the student recognition ceremony
- State Senator Roger Ballenger met with the Liberty students and organized a tour of the state capitol for the students
- Character trait presentations were featured in several local publications
- Students from Liberty High School applied for scholarships and admission to TCC
- Liberty Schools collaborated with an area business to apply for grants and student scholarships

The most significant result of the “Building Character...The Next Generation” initiative, however, was the impact on the middle school students at Liberty. Patty Medill, principal at Liberty Middle School, summarized it best: “It seems this partnership just continues to flourish. Our students totally enjoyed the skits that your students created for them. I wanted to be sure and let you know that you are not only helping the students at Liberty Middle School develop character, you are also planting a seed in their minds that they can and should go to college. I believe that, because of the positive influence you and your students have had on our school, many of these kids will be enrolling at TCC in about seven or eight years. Thank you for taking time for us” personal communication, May 2007)!

### **Tailoring the Program for Other Classes**

The simplicity and versatility of the project designed by course faculty were the keys to the adaptability of the project. This program, *Building Character ... The Next Generation*, could be successfully implemented in several disciplines including humanities, psychology, sociology, history, and theatrical production classes. The instructor could utilize the assignment “as is,” or modify the project accordingly to meet specific community or innovative curriculum needs. In addition, this project easily could be expanded to include teaching character traits to students from other public, private, or home-school systems.

This project and/or ethics as a topic can be integrated easily across many disciplines. For example, a successful integration of Ethics, Economics, International Business and Humanities curriculum in an assignment was presented at an Oklahoma Global Education Consortium (Davis & Smith, 2008). The assignment asked students to read the labels of ten garments and list the country where the garment was constructed. The assignment asked students to identify and address issues such as ethical communications, ethical actions, economic impact in the United States and developing countries, and the benefits of consumers vs. working conditions of employees.

## Conclusion

White (2010) stated exceptionally well the importance of making ethical business decisions.

Companies and businesspeople who wish to thrive long term must adopt sound ethical decision-making practices. Companies and people who behave in a socially responsible manner are much more likely to enjoy ultimate success than those whose actions are motivated solely by profits. Knowing the difference between right and wrong and choosing what is right is the foundation for ethical decision making. In many cases, doing the right thing often leads to the greatest financial, social, and personal rewards in the long run. (¶ 2)

In our society, success will likely remain one of the most important aspirations in life. Yet, with an increased focus on teaching ethics in schools, perhaps success will soon be widely identified with the phrase “in an ethical manner.”

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# A STATE-WIDE LONGITUDINAL STUDY OF ELEMENTARY KEYBOARDING INSTRUCTION

By Brenda Vogds and Harriet Rogers

*Brenda Vogds graduated from UW-Whitewater in Business Education/Marketing and taught several years first with the Oconomowoc School District, and then with the Kettle Moraine School District. She worked for two and a half years as the Business Education/Marketing Program Coordinator at UW-Whitewater. She is working as an interim elementary school principal at Wales Elementary School in the Kettle Moraine School District and on her PhD in Leadership in Higher Education with a research emphasis on K-12 Online Education.*

*Harriet Rogers retired in 2007 after spending more than 21 years as the Business Education/Marketing Program Coordinator at UW-Whitewater. She earned her Ed.D. degree from East Tennessee State University, a MS degree from the University of Tennessee, and a BS degree from Florida State University. During her career, she published over 15 research articles, books, pamphlets, and electronic media. She was actively involved in WBEA, DPE, NBEA, NCBEA, and Pi Omega Pi. She made frequent presentations at various state and national conventions focusing primarily on elementary keyboarding issues and research.*

## INTRODUCTION

Since the invention of the first “practical” typewriter in 1867 by Christopher Latham Sholes of Wisconsin, extensive studies have been conducted evaluating the typewriter as a learning and writing tool. Research done as early as 1932 found that elementary children who typed their work achieved greater gains in all subjects than those who did not type their work (Hoot, 1986). In 1959, research showed that third and fourth grade students who attended a summer typing program improved in reading and vocabulary scores (Hoot, 1986). In 1971, first graders who participated in a reading/typing program were significantly better in comprehending paragraph meaning and word study skills (Hoot, 1986). Balajthy (1988) reported that there is a long history of research that proves proper keyboarding skills can lead to improved children’s reading, spelling, and writing ability. Keyboarding was also found to be highly motivating and led to more positive attitudes toward spelling (Anderson-Inman, 1990).



As technology advanced over time, the typewriter gave way to the computer. Students of all ages are now using the computer as a vital learning tool in classrooms. According to a study completed by Sormunen (1991) almost every elementary school in the nation had computers available in the classroom. The Kaiser Family Foundation found in a national study that 62% of children had computers at home (HCIL, 2007). In 1988, a questionnaire was sent to 1,000 randomly selected administrators throughout the United States to obtain their opinions about elementary keyboarding. Based on the 519 responses, 74% of the administrators indicated that keyboarding should be required of every student; 78% felt it should be taught at the elementary level; and 50% felt that third grade was not too young to learn keyboarding. An overwhelming 80% felt that touch keyboarding (position the hands on the homerow, using each homerow finger to key specific keys according to the slant of the keyboard) was necessary for efficient operation of a computer and that language arts skills can be increased by using the computer. Sixty-two percent stated that keyboarding was a basic literacy skill (Condon, Hoggatt, & Weston, 1989). In this computerized society, learning to type is at least as important as learning to print (*New York Daily News*, 2005). Today, it is not a question of whether to teach keyboarding, but **when** to teach it! (Education World, 2006).

Traditionally, typewriting skills—now referred to as keyboarding skills—were taught in high schools by business education-licensed teachers who had been trained to teach the psychomotor manipulations of keyboarding. However, with the enormous increase of computers in middle and elementary schools, the introduction of the touch method of keyboarding was occurring in lower grades (Rogers, Laehn, Lang, O’Leary, & Sommers, 2004). With the increased opportunity for children to use the computer as a writing tool, are they learning an efficient inputting skill? As early as 1986, a major concern was expressed: “Children often develop their own hunt-and-peck systems. These systems are inefficient; without keyboarding skills, students take longer at the computer. Keyboarding is now as important as penmanship, yet many students

learn the keyboard without guidance, waste limited computer time, and develop habits that may be difficult to change.” (*Type to Learn*, 1986, p.1).

This concern continued as cited in *Education World: Technology in the Classroom*: “As schools have concentrated on teaching students how to use computers to obtain and produce information, they have paid little attention to teaching them how to type on the keyboard quickly, accurately, and with correct technique” (2003, p.3). In 2007, a fourth grade teacher, Doug Noon, stated that asking students to use a keyboard to write without training them to use the computer properly limits what they can accomplish in the computer lab (Noon, 2007).

Many studies have documented the value of children learning touch keyboarding (McKay, 1998; Owston & Wildeman, 1997; Hoot, 1986). Rogers (2003, p. 18) listed the following benefits for children who are introduced to the touch method of keyboarding:

1. Improvement in language arts—reading, spelling, and writing ability.
2. Improvement in efficiency in using the computer as a writing, editing, and computing tool, thereby maximizing classroom time.
3. Improvement in attitude toward writing—less frustration in looking for keys rather than entering information.
4. Improvement in proper keyboarding techniques and use of the computer, thereby eliminating the formation of bad keyboarding habits for later word processing and computer applications.
5. Improvement in motivating all students toward doing schoolwork.
6. Improvement in creative thought.
7. Improvement in integrating keyboarding with all subject areas.
8. Improvement in preparing all students for a technological society.

Controversy continues as to who should teach keyboarding, what skills should be taught, at what grade level/age, and for what length of time. In a nationwide research study, Sormunen (1991) found that the majority (57%) stated that no one was teaching the students touch typing; 13% said the elementary teacher was; and only 3% answered the business teacher. With the present trend toward the introduction of keyboarding at the elementary level, are elementary-licensed teachers now teaching these skills? Are they being properly trained to teach the psychomotor skill?

A study conducted in Wisconsin in 1996 reported an increase in the number of elementary classroom teachers that were teaching keyboarding compared to previous years. In 1993, the study found that business education teachers were primarily responsible for teaching elementary keyboarding (70% of respondents), but by 1996, 54% were business education teachers (Rogers, 1997). In 2003 and 2005, classroom teachers made up 51% and 48%, respectively, of teachers teaching elementary keyboarding with business teachers falling to 28% in 2003 and 27% in 2005 (Rogers, 2007).

Sormunen (1991) conducted a study regarding the existence of elementary touch typing instruction. This study found that elementary classroom teachers were teaching keyboarding, but only 12% had any formal preparation in teaching keyboarding. A study conducted in 1989 found that educational administrators felt that in-service training for elementary teachers should be provided to equip them with enough expertise in teaching keyboarding (Condon, Hoggatt, & Weston, 1989). McLean (1994) suggested that instruction can be supplied by elementary teachers who have taken a keyboarding methods course, or a business education teacher who has had elementary learning methods, or a combination of elementary classroom teacher and a business teacher. Consensus of most studies indicate that a “knowledgeable” teacher is needed to help students develop appropriate techniques, as well as provide motivation and reinforcement (Erthal, 1998; Nieman, 1996).



Cengage/South-Western Publishing Company has developed a scope and sequence for computer literacy that includes an early keyboarding introduction of the touch method in kindergarten and continues through

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fifth grade. By sixth grade, students are expected to have mastered the touch method. This scope and sequence is based on the curriculum and content area standards NETS for students as recommended by the International Society for Technology in Education (2007). The Wisconsin's Model Academic Standards for Business state that by the end of the fourth grade, students will develop touch keyboarding techniques (2003).

Erickson (1993) addressed the controversy of when keyboarding should be taught and stated that all students, ages 8 and up, can learn keyboarding skills, but the ideal age for effective keyboarding instruction and learning is the upper elementary school levels (ages 10-12). Erthal (1998) stated that the general consensus is about age 8 or 9 or grades 3 or 4 because children at this age possess the necessary fine motor skills, eye-hand coordination, and reading ability to succeed in keyboarding. Lambourne (1992) presented many developmental reasons why fourth grade is the ideal time to teach keyboarding skills.

However, in an article in *Education World*, the author quoted "There is no longer an ideal time for formal (keyboarding) instruction because younger and younger children are imitating older siblings and parents by wanting to work with computers" (2003, p. 3). Numerous studies indicate that keyboard learning should be taught prior to using the computer, especially since students need formal instruction to acquire keyboarding skills using the touch system (Nieman, 1996; Paideia, 2004; PCBEE, 1997; Prigge & Braathen, 1993).

Students should be able to demonstrate the correct touch method of keyboarding after successfully completing 25 to 45 hours of instruction, according to the Policies Commission for Business and Economic Education (1997). The suggested time frame for a basic keyboarding program according to Erickson (1993) is 40 to 45 class periods of approximately 30 to 40 minutes in length. Depending on the grade level and the number of 30-minute class periods, 15 to 35 hours of instruction in Grade 3 or Grade 4 was recommended by Hoggatt, Shank, & Trabel, (2004).

## PURPOSE OF STUDY

The purpose of the study was to determine the status of elementary keyboarding in the State of Wisconsin and to compare data from 1993, 1996, 2003, 2005, and 2009 as to the following research questions: 1) At what grade was the "touch" method of keyboarding taught? 2) Who taught keyboarding? 3) How much time was allocated? 4) What software or textbook was used to teach keyboarding? 5) When was keyboarding reinforced? 6) Was keyboarding integrated into academic classes? 7) What computer environment was offered? and 8) Were students assigned a grade for keyboarding instruction?

## FINDINGS

To determine the status of elementary keyboarding instruction and to compare the growth of elementary keyboarding over a 16-year period, questionnaires were mailed in 1993, 1996, 2003, 2005, and 2009 to all school administrators or business education teachers in Wisconsin. During the years 2009, 1993 and 1996, the Wisconsin Department of Public Instruction had 428 school districts. By 2003 and also in 2005, two small school districts consolidated, resulting in 426 total school districts. Table 1 shows the response rates.

Table 1. Summary of Responses

Surveys	Districts Represented	Response	Percentage
Surveys received in 1993	428	285	67%
Surveys received in 1996	428	284	66%
Surveys received in 2003	426	256	60%
Surveys received in 2005	426	263	62%
Surveys received in 2009	428	286	67%

Over the 16-year period (1993-2009), more school districts are including keyboarding instruction at the elementary level in grades kindergarten through fifth grade, as shown in Table 2.

**Table 2. Elementary Keyboarding Results**

Year	Total Responses	YES %	NO %
1993 Introduction of Keyboarding	285	153 54%	132 46%
1996 Introduction of Keyboarding	284	207 73%	77 27%
2003 Introduction of Keyboarding	256	218 85%	38 15%
2005 Introduction to Keyboarding	257	218 85%	37 15%
2009 Introduction to Keyboarding	282	250 89%	32 11%

\*In 2005, six responding school districts did not have elementary schools.

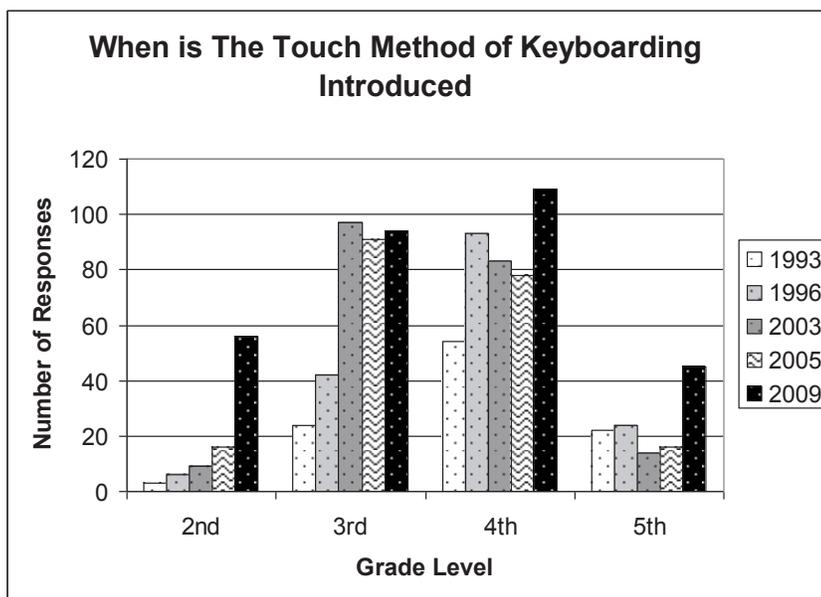
\*In 2009, four responding school districts did not have elementary schools.

### Keyboarding Introduction

As indicated in Table 3, over the 16-year period the formal introduction of the touch method of keyboarding (positioning the hands on the homerow, using each homerow finger to key specific keys according to the slant of the keyboard) has varied between third grade and fourth grade. In 2009, keyboarding was most often introduced in the fourth grade with 109 responses (43.6%) compared to the third grade with 94 responses (37.6%). Respondents indicated multiple grade levels; for example, several respondents indicated that keyboarding was introduced at the third and fourth grades. In the 2005 and 2003 studies, third grade received the most responses (91 responses, 42% and 97 responses, 45%, respectively), whereas in 1996 and 1993, fourth grade received the most responses (81 responses, 39% and 54 responses, 35%, respectively). Fifth grade received positive responses in 2009 from 45 school districts (18%) of the 250 total responses compared to 2005 with 16 (7.3%) school districts; 14 (6.4%) of the 218 total responses in 2003; 24 (11.6%) of the 207 total responses in 1996; and 22 (14.3%) of the total 153 positive responses in 1993.

There was a substantial increase in keyboarding instruction in second grade in 2009. Second grade received 56 responses (22.4%) compared with 16 responses (7.3%) in 2005; 9 responses (4.2%) in 2003; 6 responses (3%) in 1996; and 3 responses (2%) in 1993.

**Table 3. Keyboarding Instruction**



\*Total Responses: 1993: N=153; 1996: N=207; 2003: N=218; 2005: N= 218; 2009: N = 250

(Continued on page 14)

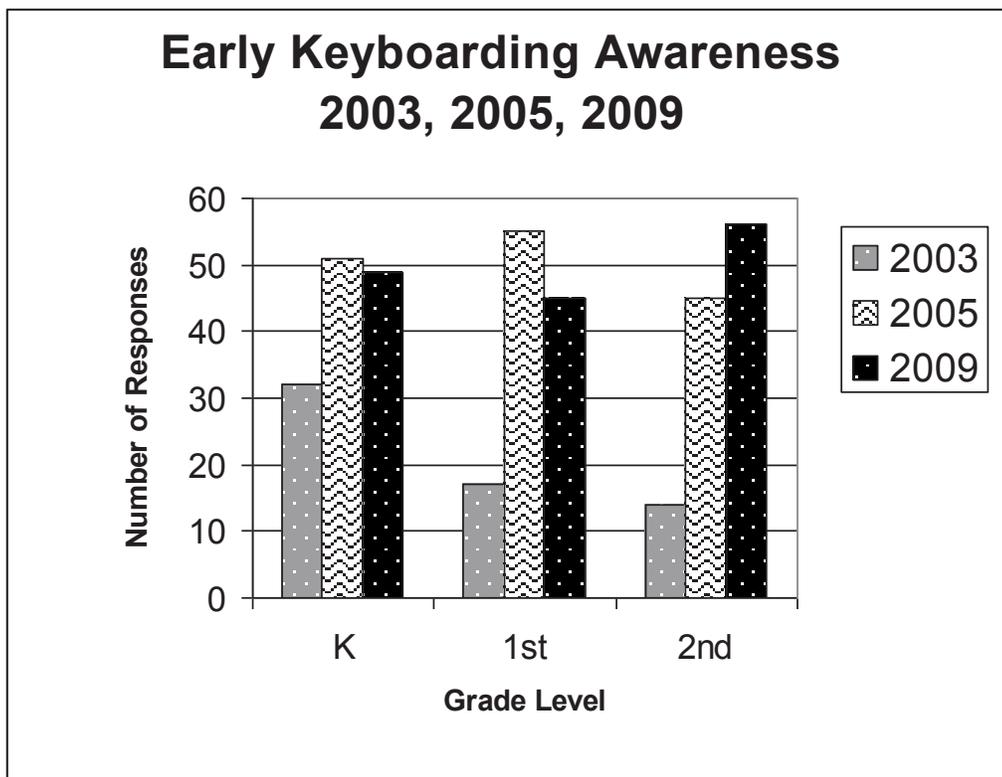
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## Early Keyboarding Awareness

Table 4 indicates the response to the question “Does your school district offer any introductory instruction to the keyboard (early keyboarding awareness—in which students were introduced to computer parts and operation, correct computer posture, proper left/right hand placement, and the color-coded system of keyboarding) before any formal instruction (touch method) is given on the keyboard?” Many respondents indicated that this instruction was very informal and occurred in multiple grades. Table 4 indicates the grades where students were given early keyboarding awareness. This question was not asked on the 1996 or 1993 questionnaires.

In 2003, early keyboarding awareness occurred most at the kindergarten level with 32 responses followed by first grade with 17 responses, and second grade with 14 responses. In 2005, early awareness became more prominent at the first grade level rather than the kindergarten level as in 2003, with 55 responses, and kindergarten followed with 51 responses, then second grade with 45 responses. In 2009, second grade received the most responses with 56, followed by kindergarten with 49 responses, and first grade with 45 responses. Some respondents indicated this instruction occurred in multiple grade levels; i.e., kindergarten, first and second grades.

Table 4. Early Keyboarding Awareness 2003, 2005, and 2009



\*Responses: 2003 N = 63; 2005: N = 103; 2009: N = 111.

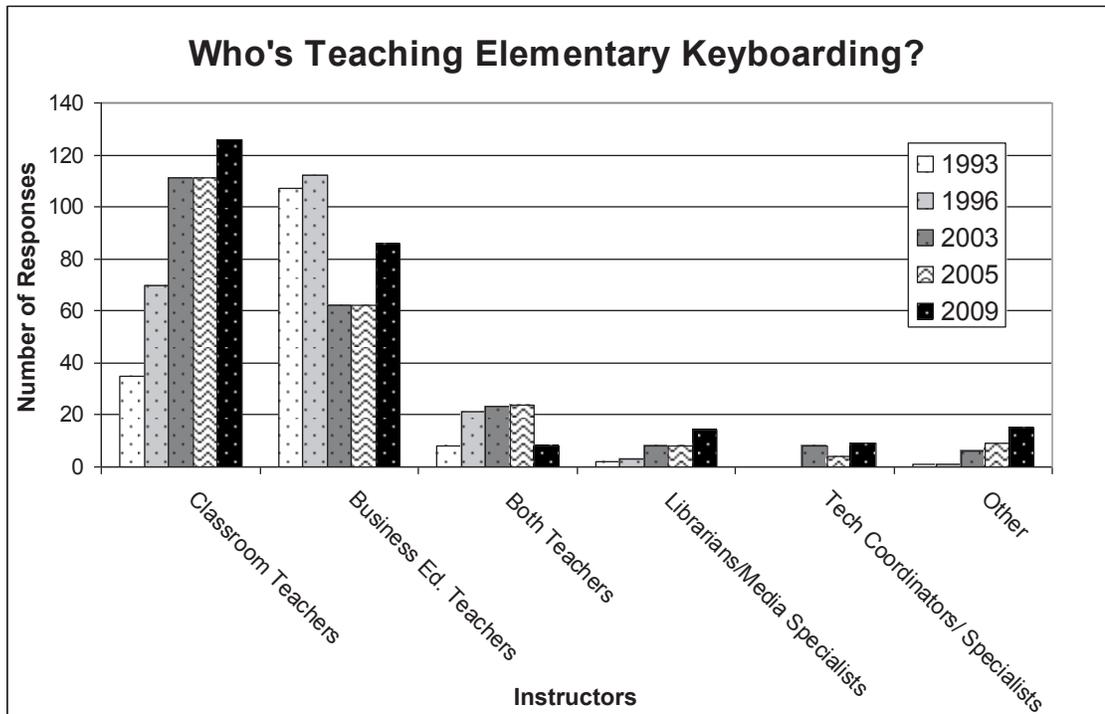
\*This question was asked only in 2003, 2005, and 2009.

## Keyboarding Instructors

As Table 5 indicates, there has been a dramatic increase in elementary classroom teachers as the primary instructor of keyboarding. In 1993, business education teachers were responsible for teaching elementary keyboarding (70% of 153 total positive responses). By 1996, there was an increase in the number of classroom teachers teaching keyboarding, but the business education teacher still represented more than half of the responses (54% of 207 total positive responses). However, by 2003 and still in 2005, classroom teachers were the primary instructors of keyboarding (2003: 50.9%, 111 responses; 2005: 50.5%, 110 responses). Business education teachers represented only 27% of the 218 total positive responses. In the latest study in 2009,

classroom teachers continued to receive the most responses (126, 50.6%), followed by business education-licensed teachers with 86 (34.5%) of the 249 responses. In 2003, 2005, and 2009, schools reported that librarians/media specialists or technology specialists were teaching keyboarding. Fifteen schools in 2009, nine schools in 2005, and six in 2003 reported instructional aides were assisting the classroom teacher in teaching keyboarding.

Table 5. Keyboarding Instructors



Total Responses: 1993: N=153; 1996: N=207; 2003: N=218; 2005: N=229; 2009: N = 249

### Instructional Time

The instructional time allocated for teaching the touch method of keyboarding varied greatly from school to school, from teacher to teacher, and with each grade level. The most common instructional time indicated in 1993 and 1996 was 25-45 minutes every day for 6 weeks. In the 2003 survey, most responses indicated once a week for 36 weeks for 30-40 minutes. Again in the 2005 survey, once a week for 36 weeks for 30-45 minutes was the most common response. In the 2009 survey, most responses indicated keyboarding instruction was scheduled once or twice a week, for 36 weeks, for 20 to 30 minutes per session. Another large number of responses indicated instruction was scheduled every day for six to nine weeks. Many schools indicated instruction offered once a week for 30 to 45 minutes throughout the school year. The number of times a week varied with the grade level; i.e., two times a week in third grade with five times a week in fourth grade.

### Instructional Software or Textbook

A significant increase occurred in using instructional software packages to teach keyboarding over the 16-year period. Ninety-four percent of responses indicated using keyboarding software for instruction in 2009, compared to 68% in 1996. In answer to what software was used to teach keyboarding, Table 6 indicates a shift over the 16-year period from *MicroType: The Wonderful World of Paws* to *Type to Learn/Type to Learn, Jr.* New keyboarding software becomes available every year, such as *Bernie's Typing Travels*, which received 13 responses in 2005 and 23 responses in 2009. Two schools reported using a combination of software to teach the various grade levels.

(Continued on page 16)

Table 6. Instructional Software

Software	1993		1996		2003		2005		2009	
	Resp.	%								
MicroType: <i>World of Paws</i>	54	35.3	49	23.7	28	12.8	21	9.6	25	10
<i>Ainsworth Keyboard Trainer</i>	4	2.6	11	5.3	5	2.3	4	1.8	8	3.2
<i>Type to Learn/Type to Learn, Jr.</i>	8	5.2	11	5.3	67	30.7	62	28.4	62	24.6
<i>Mavis Beacon Teaches Typing</i>	4	2.6	8	3.9	20	9.2	20	9.2	14	5.5
<i>Ultra Keys</i>	2	1.3	8	3.9	14	6.5	14	6.4	11	4.3
<i>Touch Typing for Beginners</i>	5	3.3	7	3.4	0	--	2	0.9	1	0.4
<i>All the Right Type</i>	6	3.9	7	3.4	13	6	13	6	10	4
<i>CompuKeys</i>	10	6.5	7	3.4	0	--	0	--	--	--
<i>Alphabetic Keyboarding</i>	3	2	7	3.4	0	--	0	--	--	--
<i>Bernie's Typing Travels</i>							13	6	23	9.1
<i>Typing Time</i>									17	6.8
<i>MicroType</i> by South-Western									23	9.2
<i>Microsoft Word</i>									29	11.4
<i>Various other software packages</i>	15	9.8	25	12	55	25.2	54	24.7	13	5.2

Note: 1993: N=153; 1996: N=207; 2003: N=218; 2005: N=218; 2009: N=250

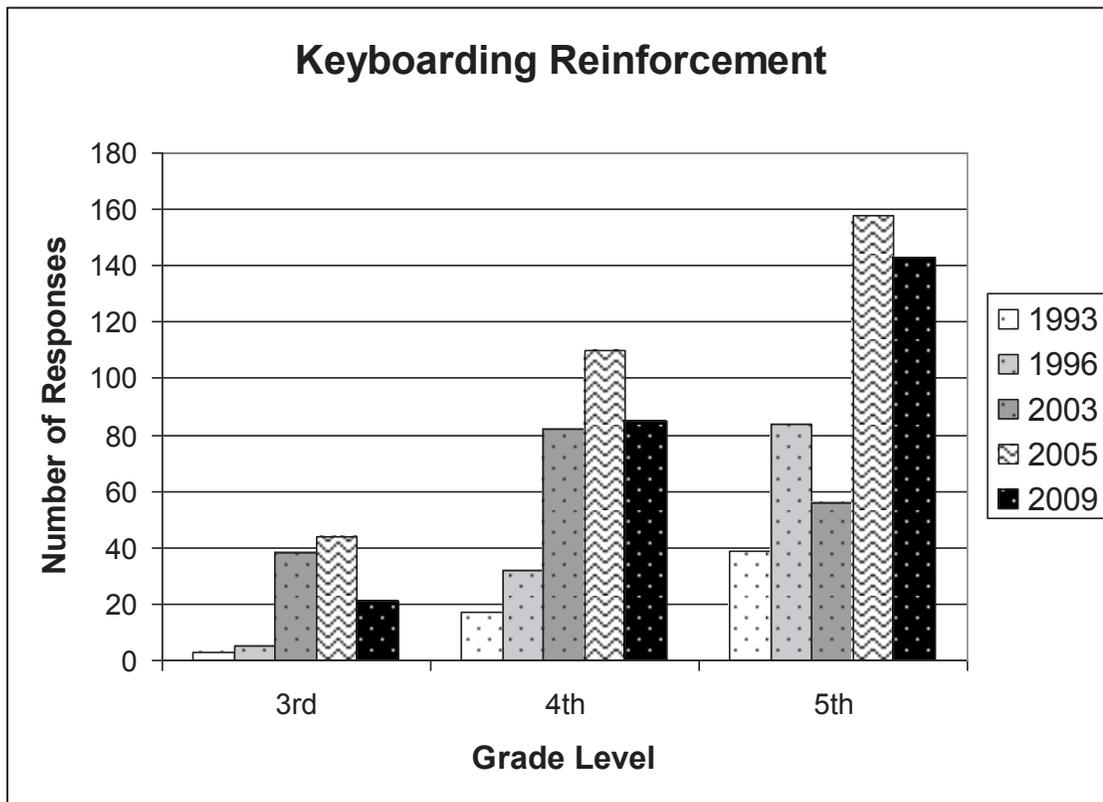
Over the 16-year period, using textbooks to teach keyboarding continued to decrease from 52% in 1993 to 34% in 2009. Most schools preferred to use software for instruction. Respondents were asked to identify what textbook was used in teaching keyboarding. Of the textbooks that were used, "Paws" textbooks (*Paws Presents Computer Keyboarding* or *Computer Keyboarding, An Elementary Course*) received the most responses in all five studies – 25 responses (29%) in 2009, 26 responses (35%) in 2005, 26 (12%) in 2003, 67 (32.4%) in 1996, and 35 (23%) in 1993. A newer textbook that was not in the earlier (1993 through 2003) studies, *Learning to Type with Bernie*, received 13 responses (15%) in 2005 and 23 (9.1%) in 2009. Another popular textbook, *I Can Keyboard*, received 13 responses in 2009 (15%), 12 responses (19%) in 2005; 18 responses (8.3%) in 2003; 33 responses (16%) in 1996; and 25 responses (16%) in 1993.

### Keyboarding Reinforcement

Once the touch method of keyboarding was introduced, reinforcement of correct keystroking was reported. Table 7 compares data from 1993, 1996, 2003, 2005, and 2009. In 2009, 214 (86%) reported keyboarding reinforcement at various grades, compared to 193 schools (89%) in 2005, 177 (81%) in 2003, 205 (99%) in 1996, and 105 (68.6%) in 1993. The largest percentage of reinforcement usually occurred in the year following the introduction. In 2009, the fourth grade received the most responses for the introduction of keyboarding; therefore, the most schools (143 or 66.8%) reported reinforcement in Grade 5, followed by 85 responses (39.7%) in the fourth grade.

In 2005, the third grade received the most responses for the introduction of keyboarding; therefore, fourth grade (110 responses, 32.6%) and fifth grade (158 responses, 46.8%) led the way for reinforcement. In 1996 and 1993, fourth grade received the greatest percentage of responses for the introduction of keyboarding; therefore, fifth grade received the most responses for reinforcement. In 2003, third grade received the greatest percentage of responses, with fourth grade receiving the most responses for reinforcement. Many school districts in all five surveys reported that the keyboarding skill was reinforced at every grade level following the introduction.

Table 7. Keyboarding Reinforcement



\*Total Responses: 1993: N=153; 1996: N=207; 2003: N=218; 2005: N=193; 2009 N=214

\*Reinforcement occurred in multiple grades.

The amount of instructional time allocated for reinforcing keyboarding at the elementary level varied greatly. Responses varied from 2 weeks to 36 weeks. Most respondents indicated that they devoted 36 weeks for reinforcing keyboarding skills, which is consistent throughout all of the studies. In 2009, most respondents indicated reinforcement occurring once or twice a week for 20 to 30 minutes throughout the school year.

When asked what software was used for reinforcement, most respondents indicated that the same software used for the introduction of keyboarding was used for reinforcement. In 2009, *Type to Learn*, *MicroType*, and *Bernie's Typing Travels* received the most responses. *Microsoft Word* was also used for reinforcement. When asked what textbook was used for the refresher class, the various *Paws* texts received the most responses in all five surveys--2009, 2005, 2003, 1996, and 1993. A large number of responses in 2009 (84 responses, 54%) indicated that no textbook was used for reinforcement.

### Integration in Academic Classes

Respondents were asked how many days/weeks word processing/formatting was taught and what software was used. In the 2009 survey, 173 school districts responded to this question. The weeks dedicated to teaching word processing and formatting varied from none to 36 weeks. One day a week received the most responses in 2009 and 2005. *Microsoft Word* dominated the responses with 123 responses (75.9%) in 2009 and 111 responses (87.4%) in 2005 as the software preferred for word processing and formatting.

When asked the curricular areas where keyboarding/word processing was integrated, language arts received the most responses in all five studies. Social Studies and Science also received a large number of responses. Many respondents indicated that keyboarding/word processing was integrated into all classes whenever students were using computers.

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## Computer Environment

Over the 16-year period, 1993—2009, the type of computer used for elementary keyboarding instruction has changed. In 1993, Apple IIGS, Macintosh, and Apple IIe computers dominated in elementary school buildings, with 73% Apple environments and 27% IBM/PC computers. By 1996, Apple still dominated, but IBM/PC computers gained, representing 48% compared to 52% Apple environment. However, by 2003, PC computers dominated in elementary school buildings with 63%, compared to 23.3 % Apple/Macintosh computers. In 2005, the school environment was still dominated by PC computers with 168 responses (64.8%); far behind was Apple/Macintosh with 61 responses (23.5%). In the latest study (2009), PC computers also dominated with 217 responses (78.1%) compared to 32 responses (13.2%) for Macintosh computers. Gaining in popularity were battery-operated keyboards (AlphaSmart) that received 12 responses (13.9%) of all responses in 2003 and 28 responses (10.8%) in 2005, but only 21 responses (8.7%) in 2009. Several respondents reported using more than one kind of computer or keyboard.



## Graded Keyboarding Instruction

In comparing data regarding whether or not a letter grade for keyboarding instruction was included on a report card, an increase was noted on the 2009 survey. One hundred respondents (43.5%) indicated “yes” with 130 respondents (56.5%) indicating “no.” In 2005, 68% indicated that no grade was given for elementary keyboarding with 32% indicating that a letter grade was included on elementary student’s report card. The 2003 findings were consistent with the 2005 data regarding this question. This question was not asked on the 1996 or 1993 questionnaires.

When asked what the maximum expectation for a one-minute timing was at each grade level, responses were similar in 2009 and 2005. Most responses indicated between 5-10 wpm (words per minute) for students in the second grade, 10-15 wpm for third grade, and 15-25 for fourth and fifth graders. Many respondents indicated that speed was not measured or the wpm was not known. These findings are slightly different in 2003 where 10-15 wpm was the norm for grades second through fourth, and 15-20 wpm for fifth-grade students. Respondents indicated that proper technique was more important than speed or accuracy.

## CONCLUSIONS

The following conclusions are based on the findings of this study:

1. Over the 16-year period (1993-2009) more elementary schools included keyboarding instruction in the curriculum. The number of schools offering keyboarding instruction in kindergarten through fifth grades has increased.
2. Keyboarding instruction is being included in the elementary curriculum at earlier grades. More kindergarten, first, and second grade students are starting with an early awareness of keyboarding.
3. Fourth grade received the most responses in 2009, with third grade receiving the most responses in 2003 and 2005, regarding when the formal introduction of the touch method of keyboarding was introduced, compared to fourth grade in 1996 and 1993.
4. Elementary classroom teachers are the primary instructors in teaching keyboarding skills (2009, 2005 and 2003). In 1996 and 1993, the business education teacher was responsible mostly for teaching keyboarding. Librarians/media specialists or technology specialists are also teaching keyboarding in some school districts. In the 2009 and 2005 surveys, the number of instructional aids assisting the classroom teacher in teaching keyboarding increased.

5. School districts are using a combination of software and keyboarding materials to teach keyboarding and for reinforcement at multiple grade levels.
6. A keyboarding software package was preferred over using a textbook for keyboarding instruction.
7. The most common instructional time for teaching keyboarding in 2009 was once or twice a week for 20-30 minutes throughout the school year. In 2003 and 2005 most responses indicated 30-45 minutes once a week for 36 weeks. Some schools reported teaching keyboarding every day for 6 to 9 weeks for 30-45 minutes, which was the most common instructional time reported in 1996 and 1993.
8. Reinforcement of keyboarding instruction was considered important once the touch method was introduced. Most school districts indicated subsequent reinforcement at every grade level following the introduction.
9. The software/textbook used for reinforcing keyboarding skills was the same material used for the introduction of keyboarding.
10. Microsoft Word was the most preferred software for word processing/formatting in 2009, 2005 and 2003. AppleWorks and Microsoft Works received the most responses in 1996 and 1993.
11. Keyboarding/word processing was integrated most into Language Arts and Social Studies classes.
12. Over the 16-year period from 1993—2009, the type of computer used for elementary keyboarding instruction changed from Apple computers to PC environments.
13. Battery-operated keyboards (Alpha Smarts) are becoming popular in teaching keyboarding because they are accessible in the elementary classroom when the only computer lab in the elementary school building is being used for academic subjects.
14. In 2009, more educators are assigning a grade for keyboarding instruction than in previous years. However, more than half of the responses indicated that students were not given a specific letter grade for keyboarding instruction.
15. The expectation for a one-minute timing (speed) was between 5-10 wpm (words per minute) for students in the second grade, 10-15 wpm for third grade, and 15-25 for fourth and fifth grade students.



### DISCUSSION AND RECOMMENDATIONS

The importance of keyboarding skills for elementary children is being recognized by all educators as more and more children are using computers as a learning tool. Learning an efficient inputting skill is as basic as learning handwriting in today's computerized world. Developing efficient keyboarding skills is not a question of if but when and how should students acquire these skills. As more school districts include elementary keyboarding instruction in the elementary grades, elementary classroom teachers are being asked to teach these skills, compared to previous years when business education-licensed teachers taught keyboarding. It is essential that elementary classroom teachers—or anyone teaching keyboarding—have instruction and direction as to the methodology in developing a psychomotor skill.

School districts need to develop a K-12 computer technology curriculum that includes keyboarding instruction, which will involve addressing the following questions:

- At what grade level will keyboarding instruction occur?
- Who will teach the students keyboarding skills?
- How much instructional time should be given—weeks, days, minutes?
- What instructional materials will be used?
- Where and what equipment will be used for instruction?

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The author of this research, Dr. Harriet Rogers, strongly recommends that effective keyboarding instruction must be structured, consistent, and sequential:

“Structured” means that a designated amount of time is scheduled for keyboarding instruction. The recommended amount of time devoted to formal keyboarding instruction is 30-40 minutes every day or several days a week until all the keys have been introduced. The grade level at which formal keyboarding instruction is scheduled varies from school district to school district. The appropriate grade level for the formal introduction of the touch method of keyboarding will depend on when children are inputting sentences frequently to the point that bad habits are being formed. Formal introduction of keyboarding should precede frequent computer use. Whenever children are using the computer, correct computer posture and techniques should be taught and reinforced.

“Consistent” means that every student should receive keyboarding instruction. Children that miss keyboarding instruction because of band or music lessons are at a definite disadvantage because of the additional memorization of key locations that were presented in their absence. These children will have to memorize the keys missed in addition to the new keys being presented in the next lesson.

“Sequential” means that once keyboarding instruction begins, reinforcement continues in succeeding grades. Studies indicate that keyboarding is a skill that progresses through the years. Children should be required to use correct keyboarding techniques whenever using the computer. All classroom teachers, librarians, technology coordinators/specialists, and computer lab aides should require children to use correct keyboarding techniques. Structured reinforcement of keyboarding leads to children attaining a usable skill, thereby reducing frustration and maximizing computer time. Children with a usable keyboarding skill concentrate on what they are keying and not on where the keys are located.

Prior to formal keyboarding instruction, early keyboarding awareness is necessary for children to learn correct computer posture, left/right hand placement, home row location, and correct operation of the enter/return, space bar, and backspace/delete keys. This instruction may start as early as kindergarten when students are learning the letters of the alphabet and primary colors.

Software programs are becoming popular to assist elementary classroom teachers in teaching keyboarding. While software programs have many advantages, the main disadvantage is confirming that children are actually using correct techniques as they complete each lesson. Observation by a knowledgeable instructor is essential in requiring children to use the touch method of inputting.

Once keyboarding instruction begins, the goal for all students is learning proper technique. In the beginning stages of learning, proper technique is more important than speed or accuracy. As consistent keyboarding instruction continues, technique with appropriate speed should be emphasized. Research indicates that a third grader handwrites about 11 wpm and fourth graders write about 14 wpm. Since keyboarding is an alternative to handwriting, students should be able to key faster than they handwrite. Recommended proficiency levels of keyboarding according to current research are: between 5-10 wpm (words per minute) for students in the second grade, 10-15 wpm for third grade, and 15-25 for fourth and fifth graders, with 90% accuracy. By the end of middle school, students should be able to demonstrate a proficiency level of keyboarding between 30 to 40 wpm with 90% accuracy.

Studies indicate a dramatic increase in language arts skills as a result of children inputting words and sentences frequently using a computer. Keyboarding and language arts are a dynamic duo. Students can key in rhyming words, most frequently used words, and nouns, verbs, adjectives, and spelling words. Keyboarding should be integrated with language arts and other subject areas, such as social studies and science, whenever students are using computers. Word processing of projects in academic subjects is easier when children possess a usable keyboarding skill.

In conducting this study, the researchers found that communication among educators within each school district was frequently lacking regarding keyboarding instruction. Teachers thought keyboarding instruction was in the curriculum, but they did not know when, at what grades, who was teaching, and how much instructional time was scheduled. Therefore, it is recommended that a study be conducted to ascertain who is

taking ownership of keyboarding instruction—is it school administrators, elementary classroom teachers, Business Education licensed teachers, teacher’s aids, media specialists, or other educators? Who is taking the leadership to make sure that keyboarding is included in the curriculum and that this instruction is structured, consistent, and sequential?

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## Bylaw Changes

Recommendation from the board made to propose changes in the bylaws:

Article 6 section 7 Membership Information Processor should change to Chief Information Officer.

Article 7 section 1 add Marketing Director as board job title.

Article 7 Section 5 Membership Information Processor be changed to Chief Information Officer. Appointed for 5 years with an ability to serve a 2nd term.

Article 7 section 12 Business Manager changed to Marketing Director.

To be voted on at the Fall Annual Meeting held during the 2011 WBEA Convention.

## Safe Texting Tip

Hold your smartphone in one hand and type with the pointer finger of your opposite hand. This will help prevent "Blackberry Thumb," a swelling of the tendons that connect the thumbs to the wrists, which make it painful to lift things.

Reading the tiny screen can also make distant objects look blurry after you use a smartphone for long periods of time. Soothe your eyes by looking up often and focusing on a spot far away.

Using a speakerphone or a hands free headset will protect against neck strain caused by cradling a small phone in your neck. And one more non-negotiable reminder: never text while you're driving.

*Source: HOPEHealthLetter. December 2010. Volume 30. Number 12.*



## Graduate Credits Available

Dr. Lila Waldman at UW-Whitewater will offer graduate credit for attendance at the following conferences:

ISBE July 25-29, 2011 Basel, Switzerland. One graduate credit can be earned by attending all sessions (full week), attending a meeting with Dr. Waldman at the conference, and submitting a graduate-level report summarizing all sessions attended. Two graduate credits can be earned by completing all of the above and submitting a graduate-level research paper on a topic related to international business.

WBEA September 29-30, 2011 Green Bay. One graduate credit can be earned by attending all sessions, attending a meeting with Dr. Waldman at the conference, and submitting a graduate-level report summarizing all sessions attended.

The current cost for one graduate credit is \$435. The tuition for Fall 2011 has not yet been determined, but it will be at least \$435 per credit. If you are not already a graduate student at UW-Whitewater, you need to apply as a Non-Candidate for Degree student at <http://www.uww.edu/gradstudies/application.php>.

Once enrolled, contact Heather Dawson at 262-472-1322 or [dawsonh@uww.edu](mailto:dawsonh@uww.edu) in order to register. Indicate for which session (summer or fall) you are enrolling. Deadline for registration for the summer session and credit for the ISBE conference is May 27. Deadline for registration for the fall semester and for credit for the WBEA conference is September 2. Heather will not be able to register you unless you are enrolled as a student at UW-Whitewater.

# The Russell J. Hosler Award In Business Education

## Purpose

To stimulate, encourage, and reward outstanding contributions to the advancement of business education.

## Nature of the Contribution

The contribution may be a single achievement or it may embrace a group of related achievements leading to the contribution. Acceptable areas include, but are not limited to:

- Teaching (theory, method, and/or classroom practice)
- Business and industry, with definite implication and significance in education
- Teaching methodology
- Professional literature
- Research (original research or the guiding of research)
- Organizations (committees, associations, etc.)
- Administration of business education programs in K-12 or post-secondary schools



## Plaque and Cash Award

Each recipient of the Russell J. Hosler Award will receive a plaque and a gift of \$500.

## Administration

Two independent committees composed of prominent business educators administer the award. The Administrative Committee (6 members) oversees the administration of the award. The Board of Selection (6 members) selects the winner.

## Selection Criteria

The recipient of the award is a person who, in the judgment of the Board of Selection, has made an outstanding, meritorious contribution to the development and advancement of business education.

## Nominations

Nominations may be made by any individual other than members of the Administrative Committee or the Board of Selection. Further, members currently serving on either Committee are not eligible to receive the Award. No member of the Administrative Committee or the Board of Selection shall submit an endorsement or recommendation on behalf of any nominee. A candidate, to be considered, must be nominated on the official nomination form. Selection of the recipient of the award will be solely and exclusively the responsibility and authority of the Board of Selection. Selection is to be made strictly on the merits of the contribution of the recipient.

Nominations must be postmarked no later than **May 1, 2011**. Only one form will be accepted for each individual nominated. Send by first-class mail to:

Michael Carpenter  
Baraboo High School  
1201 Draper Street  
Baraboo, WI 53913

NOTE: Once your nomination form is received, the Chair of the Administrative Committee will contact the nominee directly for the necessary supporting materials.

## The Russell J. Hosler Award In Business Education Official 2009 Nomination Form

Type or print all information.

Name (Mr. Mrs. Ms. Dr.) \_\_\_\_\_  
Position (Title) \_\_\_\_\_  
Employer \_\_\_\_\_  
Address \_\_\_\_\_

Name (Mr. Mrs. Ms. Dr.) \_\_\_\_\_  
Position (Title) \_\_\_\_\_  
Employer \_\_\_\_\_  
Address \_\_\_\_\_  
Signature \_\_\_\_\_

# Outstanding Business Educator Award Nomination

Do you know a current WBEA member who . . .

Excels in business education?

. . .Willingly gives of themselves to assist in the development of business education?

. . . Serves as a mentor or role model for others?

. . . Shares their love for teaching and children?

Then consider nominating that teacher for one of these awards:

**LORRAINE MISSLING OUTSTANDING ACHIEVEMENT AWARD Eligibility:** This recipient must be a business educator currently teaching business subjects (K-12 or post-secondary) who is a current WBEA member. Candidates cannot have more than FIVE years of teaching experience. Candidates are eligible from their first year of teaching through their fifth year.

**K-12 OUTSTANDING BUSINESS EDUCATION AWARD Eligibility:** This recipient must be a business educator currently teaching business subjects in a K-12 setting in the state of Wisconsin. Eligible candidates must be a member of WBEA for the nomination year and have been a member of WBEA the previous school year.

**POST-SECONDARY BUSINESS EDUCATOR AWARD Eligibility:** This recipient must be a business educator currently teaching business subjects in a post-secondary setting. Eligible candidates must be a current member of WBEA and have been a member of WBEA the previous school year.

## Friend Of WBEA Award Nomination

A FRIEND OF WBEA is someone who. . .

- Supports business education or business educators but is not an instructor
- Contributes to the advancement of business education
- Shares their knowledge of business education
- Promotes business education
- Makes the time to support others in their pursuits

Is considered by many to be indispensable!

WBEA is asking for your help in finding and making nominations of those people in your life who support you as a business educator! We would like to honor them! The nominee does not need to be a WBEA member or a business education teacher. WBEA honors one FRIEND OF WBEA each year at its annual convention. Don't you know someone like that? If so, please nominate that person.

**Nominations are Due March 1, 2011**

Nomination forms can be found online at  
[www.wbeaonline.org](http://www.wbeaonline.org) under the RECOGNITION tab.

# QR Codes: What Are They & How Can YOU Use Them?!

By Becky Ackermann

WBEA District 3 Representative • [backermann@acesxavier.k12.wi.us](mailto:backermann@acesxavier.k12.wi.us)

**W**ant to add a bit of interest to your classroom, highlight and share student work with others outside of your classroom, or provide your students with additional information and resources? I think I've got a solution for you...It is called a QR code. This small black matrix barcode has the potential to bring student learning to the next level.

So you ask, "What is a QR code?" A QR, or Quick Response, code is a "matrix barcode (or two-dimensional code), readable by dedicated QR Barcode reader and camera phones. The code consists of black modules arranged in a square pattern on a white background. The information encoded can be text, URL or other data." (Wikipedia - <http://bit.ly/2e7eXM>). You might have seen these little codes all around – on products, billboards, in-store displays, websites, and much more – but might not have known what they are! Now that you've read this and now a bit about them you'll probably notice them all around.

Creating a QR code is as simple as copying and pasting a web address into a URL shortener like bit.ly. After bit.ly gives you the shortened URL, add .qr to the end of it to generate the QR code. For example, let's take the URL for Wikipedia's QR code article - [http://en.wikipedia.org/wiki/QR\\_Code](http://en.wikipedia.org/wiki/QR_Code). Go to bit.ly and paste the Wikipedia URL in the "Shorten Links Here" box. Once the shortened link is generated, copy and paste it into your web browser and add .qr to the end of it. You will be directed to the QR code image where you can right click on the image to "Save Picture As" in your desired destination. Here is my example of the QR code for the above mentioned Wikipedia article:



To the left: Here is my example of the QR code for the above mentioned Wikipedia article.

In order to read the QR codes with your mobile phone, you need to download a QR reader. I've had great success with Google Goggles found here - <http://bit.ly/dgDrwF>. It can be downloaded on Android, Blackberry, iPhones, and others. There certainly are other reader applications but this is the one I have experience with and haven't had any issues with so far. After it is downloaded on your mobile phone, it is as simple as launching the application, pointing your phone at the QR code, and taking a picture. The reader app will scan the image, decode the information, and direct you to the text, URL, or other data it stores.

*(Continued on page 26)*

*(Continued from page 25)*

Now that you know what a QR code is and how to create one of those black and white pixelated looking boxes, let's talk about how you can use them. A recent post, "How to Use QR Codes in Student Projects" by the Simple K12 blog (<http://bit.ly/gclzwr>) discussed just this. Here are a few of the suggestions as discussed in the blog post:

- Bibliography of student work – create a handout with QR codes of student work and share with parents.
- Link to additional resources for class materials - a website, YouTube video, blog
- Inspirational quote up in your classroom? Include a code that brings up a photograph of the author.
- Reports & projects – with any assigned book or reading, include QR codes to book reviews. Include codes to the online versions of your assignments, your classroom's calendar of events with upcoming due dates, or related videos, articles, etc.

Check out some of the comments on that blog post for additional great ideas; here are just a few examples:

- "We have just begun to see them around my school but just throughout the halls so that when people are touring they can scan the codes to learn more about a teacher, class, or program that the school offers."
- "We are using QR codes at an upcoming professional development conference to provide access to all-electronic handouts and additional resources."
- "I use them to give students the answers to their homework. It saves paper and keeps me from having to write on the board all the time." Check out more at <http://bit.ly/hp7sCj>.

Another resourceful blog post called "QR Codes: In the Classroom" by David Hopkins (eLearning Don't Waste Your Time - <http://bit.ly/aHiTzM>), lists MANY creative ways to use QR codes:

### **Lecture Theatre and/or Presentation**

- Place the QR Code in a slide that links to a YouTube video you want the students to watch, but you don't want them to take up your valuable time in your lecture by showing them there and then.
  - Generate QR Codes that refer to materials the students may want to explore, but you haven't time to show them in the limited lecture/seminar times.
  - Place the QR Code in your slides that links to the information about the core text for the lecture, details of what it is and where in the Library it can be found (floor, section, shelf details, etc, or even link to eBook version if it's available?).
  - Generate a QR Code that links to an online survey or question you want them to answer while they're with you, and show them the results (like a CPS system?)
- Put the QR Code at the end of your presentation for the students to scan as they exit the theatre, that links to an audio copy of the lecture, or to the activity you've asked them to do.

### **Books & Textbooks**

As these wonderful codes are being used more and more, how about the publishers using them in their printed versions to link to publisher-generated, and user-generated, content? This opens up so much more content than a CD in the back cover could ever do! The following YouTube clip demonstrates how this is already being done - <http://bit.ly/cASCLU>

### **Classroom**

- Not every classroom has posters and things stuck to the wall, but what if you and your students worked on a poster about, for example, the San Andreas fault line? Wouldn't it be great to be able to include audio and visual content in the 2-dimensional presentation? While we wait for video paper to come of age and be affordable, the inclusion of a QR Code on the poster means the person viewing it can still access the video content without typing a long complicated link.
- If you have a name-plate why not put a QR Code on it which links to your online profile page on the Institutions website? Why not get your business card printed with one it the back; you can then put so much more on it (contact details, publications, research, readings, RSS feed, etc).

**For more information on QR codes, please go to <http://bit.ly/h9HMuR> or the QR code below!**



**Sources:**

“How to Use QR Codes in Student Projects” by the Simple K12 blog (<http://bit.ly/gclzwr>)

“QR Codes” by Wikipedia (Wikipedia - <http://bit.ly/2e7eXM>)

“QR Codes: In the Classroom” by David Hopkins (eLearning Don’t Waste Your Time - <http://bit.ly/aHiTzM>)

## **National Business Honor Society**

Are you looking for a way to provide honor and national recognition to outstanding students in your business education program? Look no further. The National Business Honor Society is the perfect way to bring greater recognition to your students AND your business education program.

By starting a chapter of the honor society, you will be able to promote and recognize your dynamic students’ academic achievement in business education at the secondary level.

Who’s eligible? Any high school junior or senior who has completed or is currently enrolled in his/her third business course and has a 3.0 (overall) and 3.5 (business course) GPA.



What school can start a chapter? Any public or independent secondary school offering business curriculum reflective of National Standards for Business Education is eligible to apply for a local chapter charter.

Start a chapter today. It’s so easy...you’ll be glad you did!  
The National Business Honor Society is an official division of the National Business Education Association. Through starting a chapter your students’ names and school will be recognized in NBEA publications and on our Web site.

More information is available at [www.nbea.org](http://www.nbea.org).

Source: <http://www.nbea.org/newsite/about/NBHS.html>

# Jazz Up Your Presentations

By Jennifer Bishop

WBEA District 5 Representative • [jbish@omro.k12.wi.us](mailto:jbish@omro.k12.wi.us)

Are you sick of using PowerPoint as a supplement to your classroom lectures? Are your students tired of looking at a PowerPoint all the time? Instead of creating a PowerPoint, create a Prezi instead. A prezi is an online presentation that can be saved to your desktop or embedded into your classroom website, blog, or wiki. A prezi differs from PowerPoint in the way it presents the information. Instead of moving from one slide to another, the presentation flows along a path created by you.

To get started you need to create an account at [www.prezi.com](http://www.prezi.com). There are special accounts for teachers and students which basically allow you more storage space and some other great options. Once you have created an account there are many tutorials that will walk you through how to create an amazing prezi. A prezi can include text, graphics, videos, etc.

Your prezi can be a private one (viewed only by you), public (can be viewed by anyone), or Public & Allow Copy (others can view and create a copy of the prezi for their own use). You can explore prezis created by other users by clicking on the “Explore” tab. Who knows what you will find that could be used in your classroom? These prezis can also be used as inspiration of what you can do in your own prezi.

Make sure you don't over use this tool, otherwise students will start to tire of it, the same way they are tiring of seeing PowerPoints all the time. I have not yet had my students create their own prezis but am looking at doing so in the near future. I think they will also enjoy creating a presentation in something other than PowerPoint. Good luck and have fun creating!



## Fun Web Sites to Check Out

Dropbox	<a href="http://www.dropbox.com">www.dropbox.com</a>
Glogster	<a href="http://edu.glogster.com">edu.glogster.com</a>
Penzu	<a href="http://penzu.com">penzu.com</a>
Animoto	<a href="http://animoto.com">animoto.com</a>

## Collections of Web 2.0 Tools

Go2Web20	<a href="http://www.go2web20.net">www.go2web20.net</a>
Web 2.0 Cool Tools for Schools	<a href="http://cooltoolsforschools.wikispaces.com">cooltoolsforschools.wikispaces.com</a>



## Collaboration

By Michelle R. Radtke

WBEA District 1 Representative • [michelle\\_radtke@msd.k12.wi.us](mailto:michelle_radtke@msd.k12.wi.us)

Collaboration: the act of working jointly. Most teachers have collaborated in one way or another with colleagues, but sometimes it becomes difficult to do because of time constraints. Google Docs is a perfect way to be able to collaborate with other colleagues without having to be at the same place at the same time. Google Docs is an online website that allows a person to create or upload documents, spreadsheets, presentations, forms and share them with others. When the creator shares the documents, they assign roles the people they have shared the document with. They can be editors or viewers. The great part is a group of people can be editing the same document in real time. Gone are the days of sending documents as attachments to edit and then resending it back with the edits made. You can edit and view your documents anywhere there is WI-FI because it is web-based. This website is easy to use and is easy to organize your documents. Check it out by visiting the website [docs.google.com](http://docs.google.com).

# WBEA 2011 Annual Convention

September 29-30, 2011

KI Convention Center/Hotel Sierra • Green Bay

## Thursday, September 29

### KICK OFF LUNCHEON

All attendees are invited to register for this kickoff luncheon. Cost will be around \$15.00

### TOURS

Buses will leave the hotel at approximately 12:30 p.m. We will try to have 3-4 tours available. Cost will be \$5.00.

### SECTIONALS

We will be offering sectionals from 3 p.m. to 9 p.m. with a dinner break in between. Dinner will be a soup/salad and sandwich style. Cost will be \$15.00-\$20.00.

### WINE AND CHEESE SOCIAL

All members will be invited to the Wine and Cheese Social from 9-10 p.m. where you can chat with the exhibitors. The cost may be free for this or a small fee.

## Friday, September 30

### RUSS HOSLER FUN RUN/WALK

This year the fun run/walk will be at 6 a.m. Come run/walk with your fellow WBEA members. Dr. Mary Margaret Hosler will again be sponsoring the \$50.00 drawings. Cost will be \$5.00 to cover cost of t-shirts.

### BREAKFAST - hotel provided

If you are staying at the Regency Suites, a full breakfast is provided in the lobby.

### KEYNOTE SPEAKER

Friday will be started with a keynote speaker and then the Business Meeting. Sectionals will follow.

### AWARDS LUNCHEON

Outstanding Award winners and the Russell J. Hosler awards will be presented. Luncheon will cost approximately \$15.00-\$20.00.

### SECTIONALS AND ROUNDTABLES

The afternoon will finish up with sectionals and the roundtable discussions.

## WBEA Member Registration Costs

Convention Registration	\$100.00	Registration opens mid-March
Early Bird Registration	\$90.00	Early Bird special closes July 15, 2011

## Room Costs

Standard Double Suites	\$109.00	Single or Double Occupancy
King Suites	\$119.00	Single or Double Occupancy
Executive Suites	\$159.00	Single or Double Occupancy
King Corner Suites	\$109.00	Single or Double Occupancy
Business Queen Rooms	\$95.00	Single or Double Occupancy



# Spring 2011 BM&IT Updates

## sponsored by WBEA & WMEA

The 2011 Spring BM&IT Updates is an event for PK-16 Business, Marketing, & Information Technology (BM&IT) Educators and those that work with B&IT Educators and Programs. This event is sponsored by the Wisconsin Business Education Association and Wisconsin Marketing Education Association with support from the Wisconsin Department of Public Instruction, the Wisconsin Technical College System, numerous Tech Prep Coordinators, and local Career & Technical Education Coordinators.

WBEA or WMEA membership is not required for attendance!



Registration Fee: \$25 per person

### AGENDA FOR THE DAY

- |            |   |
|------------|---|
| 8:30 a.m.  | Check in and continental breakfast  |
| 9 a.m.     | Opening/DPI/WTCS Updates  |
|            | Whole Group Session: "How to Prepare Students for Post-Secondary Education" |
| 12 p.m.    | Lunch   |
| 12:45 p.m. | Sectional   |
| 1:35 p.m.  | Sectional   |
| 2:25 p.m.  | Sectional   |
| 3:15 p.m.  | Wrap Up   |



<p><b>District 1</b> WITC-Rice Lake Wednesday, March 2, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Google Apps for Education</li> <li>• Share Shop</li> <li>• Clickers/iPods/Cell Phones in the Classroom</li> </ul>	<p><b>District 2</b> NTC-Center for Health Sciences, Wausau Tuesday, February 8, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Cell phones, etc. in the Classroom</li> <li>• Share Shop</li> <li>• Alice/Scratch Programming</li> </ul>
<p><b>District 3</b> FVTC-Appleton Thursday, February 24, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• New Technologies</li> <li>• Promoting Your Program</li> <li>• Entrepreneurship</li> </ul>	<p><b>District 4</b> Western Tech-La Crosse Thursday, March 3, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Entrepreneurship</li> <li>• CTE—An Integrated Approach</li> <li>• Business Connections in the Classroom</li> </ul>
<p><b>District 5</b> Madison College-Madison Friday, February 18, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Advisory Councils: Impacting Change</li> <li>• Business Connections in the Classroom</li> <li>• Social Media in Business/Marketing</li> </ul>	<p><b>District 6</b> GTC-Racine Wednesday, February 16, 2011</p> <p>Tentative Breakout Sessions</p> <ul style="list-style-type: none"> <li>• Technology in the classroom—Online Learning</li> <li>• Personal Finance—Virtual Business Challenge</li> <li>• Digital Gaming</li> </ul>

## Open Board Positions

Please consider getting involved in WBEA! The following WBEA Executive Board positions will be open beginning this fall:

### Elected Positions:

- President-Elect
- Secretary
- NCBEA Representative

### Appointed Positions:

- District 1 Representative
- Legislative Chair
- Marketing Director

If you are interested in any of these positions or would like to nominate a WBEA member for an Executive Board position, please contact Michelle McGlynn at [mmcglynn@waunakee.k12.wi.us](mailto:mmcglynn@waunakee.k12.wi.us)



This summer will be the 30<sup>th</sup> anniversary of Business World!! Programs will be held at St. Norbert College in De Pere, June 19-22 and Edgewood College in Madison, June 26-29.

Information packets and applications will be sent out in February. If you have received BW materials in the past, you can expect to get a 2011 packet. If you would like to be added to the mailing list, our want more info on the program please email Steve Benzschawel at [steve@wibusinessworld.org](mailto:steve@wibusinessworld.org)

Business World puts high school kids in the driver's seat to run a mock business and work with real business professionals while living in a college setting for 4 days. It's very popular among students – the program for returning students grows every year.

Steve Benzschawel • Director • [steve@wibusinessworld.org](mailto:steve@wibusinessworld.org)  
501 E Washington Avenue • Madison, WI 53703  
Toll Free 888.276.7953 ext 2 Direct 608.661.6904  
*Real World Experience, Life-Changing Results!*

A screenshot of the WBEA website homepage. The header features the WBEA logo and the text "Wisconsin Business Education Association". A navigation bar includes links for HOME, ABOUT WBEA, MEMBERS ONLY, PROFESSIONAL DEVELOPMENT, RECOGNITION, LINKS, and DOCUMENTS. The date "FRIDAY 04 FEB 2011" is displayed in the top right. A large banner image shows three women, with a prominent white watermark reading "UPDATED WEB SITE" overlaid diagonally. Below the banner, the breadcrumb "You are here: HOME" is visible. The main content area is divided into three sections: "Member Login" with fields for Username and Password; "Welcome to WBEA Online" with a section for "Our Mission" stating the association's purpose; and a "Search WBEA" box with a search input field and a "Search" button. A "DCC Food" logo is partially visible at the bottom right.

# Proposed WBEA Board Job Description Changes

To be voted on at the WBEA Annual Meeting Fall 2011 in Green Bay at Convention.

**POSITION:** (Chief) Information Officer (*currently Membership/Information Processing Officer*)  
**ELIGIBILITY:** Appointed by President—active WBEA, NBEA member  
**TERM OF OFFICE:** Five years (Limited to two consecutive terms)

## RESPONSIBILITIES:

- Attend all WBEA Executive Board meetings.
- Attend the WBEA Convention and Seminar.
- Prepare mailings and labels when requested.
- Prepare WBEA directory when requested.
- Update membership data for professional, student, retired, life, and honorary members. Honorary and life members' information is to be updated every five years.
- Update membership data for professional, student, retired, life, and honorary members.
- Update membership reports for each executive board meeting.
- Coordinate convention and memberships—work closely with convention chair.
- Coordinate workshops and memberships—work closely with seminar/updates chair.
- Chair Membership Committee.
- Attend the summer budget committee meeting as a member.
- Submit membership database to webmaster on a regular basis.

## **Cvent Management:**

1. Establish and maintain membership form, convention registration form, seminar form, mini workshop form, and any future forms via Cvent management services.
2. Communicate and co-ordinate with Convention Coordinator, Treasurer, Registration Chair, and other board members as needed.
3. Establish and maintain various groups for membership and promotion.
4. Generate various reports for analysis.
5. Maintain the Cvent management service as deemed necessary.

## **B. Recording Memberships**

1. Record memberships in directory as they come in.
2. Send monies to treasurer ASAP; coordinate number of memberships and monies with treasurer throughout the year.
3. File membership applications. Keep separate files for current members and life/honorary members.
4. Keep one year's previous membership applications separately.
5. Confirm all new memberships with workshop chair or convention registration person when appropriate. Get applications, record, and file applications. Confirm all monies with treasurer.

## **C. Membership Data**

1. Update membership in database frequently to be ready for label and directory printing.
2. Include NBEA Executive Directory, NBEA President, and NCBEA Executive Board members, state newsletter editors, and state president in the database.
3. Database information should include: date sent, check number, check date, last name, first name, address, city, state, ZIP code, e-mail addresses (school and home), membership status (year paid, professional/student/life, type of membership—WBEA, NBEA, and WBEA District), field indicating if label should be printed, field indicating new members, preferred mailing address (street, city, state, ZIP, both home and school telephone numbers, school information (name, street, city, state, ZIP), school FAX number, county, CESA district, and expected date of graduation.
4. Update honorary and life members every five years. (Last update was in the 99-00 school year.)
5. Membership kept in database one year.

## **D. Membership Reports**

1. Prepare membership reports for all WBEA Executive Board meetings.

2. Report includes professional, honorary, life and student membership totals.
3. Prepare membership report for annual meeting.
4. Prepare membership reports include retired members.

#### E. Convention And Memberships

1. Must coordinate this procedure with Convention Registration Chair.
2. All persons attending the convention must be WBEA members or have paid the non-member registration fee unless the fee is waived by the President.
3. Work out procedure with convention registration persons to check membership.
  - a. Prepare registration materials for those registrants who have not paid their dues.
  - b. Attach membership form for registrants to complete before they receive convention materials.
4. Be available during convention registration to answer any questions about membership. Prepare an updated WBEA Directory for membership for the registration chair.
5. Coordinate with treasurer the dues that have been paid with convention registration to assure all members' dues are recorded properly.

#### F. Seminar/Workshops/Updates And Memberships

1. Coordinate membership activities with seminar/workshop/updates chairperson.
2. Workshop chair should send list of registrants to membership chair at least one week in advance of the workshop to check if dues have been paid.
3. Work out procedure with workshop chair to check membership.
  - a. Mark registration materials for those workshop participants who have not paid their dues.
  - b. Attach membership form for registrants to complete before receiving workshop material.
  - c. Be available during workshop registration to answer any questions about membership.

**POSITION:** Marketing Director (*currently Business Manager position*)  
**ELIGIBILITY:** Active WBEA member  
**TERM OF OFFICE:** Three years (Limited to two consecutive terms)

#### RESPONSIBILITIES:

- Attend all WBEA Executive Board meetings
- Attend the WBEA Convention and Seminar

#### Marketing

1. Develop and implement a marketing program for WBEA.
2. Promote WBEA through other organizations.
3. Advertise for WBEA. (journal, website, convention, etc.)
4. Work with other organization on cooperative events, activities, conventions, etc.
5. Promote all WBEA events

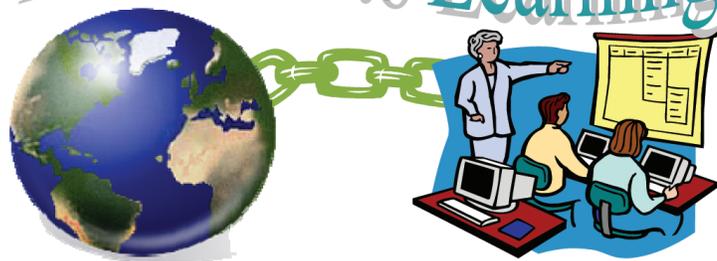
#### Advertising

1. Solicit advertisements for *Wisconsin Business Education Journal*
2. Submit list of potential advertisers to Convention Coordinator and Exhibits Coordinator
3. Submit ads to editors of *Wisconsin Business Education Journal*
4. Send bills to advertisers for collection of advertising fees
5. Forward payments received to WBEA Treasurer
6. Send a copy of *Wisconsin Business Education Journal* to each advertiser

#### Funding

1. Obtain funding from outside revenue sources with WBEA President's approval
2. Forward receipts to the WBEA Treasurer
3. Send letters of thanks to contributors
4. Obtain and sell WBEA promotional items (shirts, pullovers, etc.)
5. Maintain a file of materials pertaining to the activities of this position, to be forwarded to the incoming Business Manager

# Linked in to Learning



## An NCBEA Resource

Compiled by Teachers for Teachers 2010-2011  
Correlated with NBEA Standards

The North Central Business Education Association (NCBEA) is comprised of National Business Education Association members from Illinois, Indiana, Iowa, Missouri, Michigan, Minnesota, Ohio, and Wisconsin. In 2000, 2002, 2004, 2006, and 2008 NCBEA published a CD with classroom activities as a service to members and to provide additional funds for NCBEA.

In 2010 the NCBEA Board is proud to offer ***Linked in to Learning***. This resource has over 200 links to Internet sources and tutorials related to business education. Also featured on the CD are 4 Photoshop tutorials by Tonya Skinner. The CD will be available for sale at your state convention for \$5.

If you wish to order the CD and have it sent to you, please send \$6.75 for each CD. **Make checks payable to North Central Business Education Association.** Send the form below to:

Michelle Lindsey  
Ozark Upper Elementary  
PO Box 166  
Ozark, MO 65721

If you have any questions, her e-mail address is:  
[michellelindsey@mail.ozark.k12.mo.us](mailto:michellelindsey@mail.ozark.k12.mo.us)

### ***Linked in to Learning***

***(Please PRINT all Information)***

**Name** \_\_\_\_\_

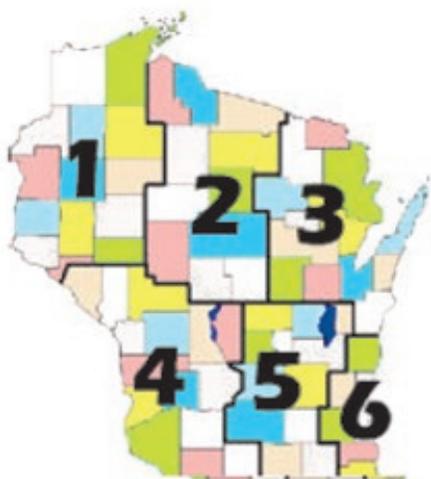
**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Total Amount Enclosed** \_\_\_\_\_ **for** \_\_\_\_\_ **CD(s)**

# WBEA Executive Board 2010-2011

Title	Name	Email
President	Trisha Sabel	tsabel@nhsd.k12.wi.us
President-Elect	Michelle McGlynn	mmcglynn@waunakee.k12.wi.us
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Treasurer	Allie Holtzer	holtzera@elmbrookschoools.org
Past President	Tina Trumbower	ttrumbower@csd.k12.wi.us
District 1	Michelle Radtke	michelle_radtke@msd.k12.wi.us
District 2		
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District 4	Scott Kosidowski	kosisco@ithaca.k12.wi.us
District 5	Jennifer Bishop	jbish@omro.k12.wi.us
District 6	Kyla Stefan	kyla.stefan@gmail.com
Student Representative	Erik Hill	hille7748@my.uwstout.edu
Student Representative	Chris Smith	Smithca28@uww.edu
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Legislative Chair		
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WTCS Representative		



## WBEA MEMBERSHIP INFORMATION

Membership year runs July 1—June 30

- Professional Membership \$45.00
- Retired Membership \$15.00
- Student Membership \$10.00  
(*must be full-time student*)

To renew your membership or to join WBEA,

1. go to [www.wbeaonline.org](http://www.wbeaonline.org)
2. under ABOUT WBEA
3. click on MEMBERSHIP
4. and follow the JOIN WBEA link

# *WBE Journal*

Cindy Otto, Editor  
Seymour High School  
10 Circle Drive  
Seymour, WI 54165

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## *Mark Your Calendar*

Career & Technical Education Week • February 6-12, 2011

DPI/Business, Marketing & Information Technology Spring Update

District 2 • NTC-Wausau • February 8, 2011

District 6 • GTC-Racine • February 16, 2011

District 5 • MATC-Madison • February 18, 2011

District 3 • FVTC-Appleton • February 24, 2011

District 1 • WITC-Rice Lake • March 2, 2011

District 4 • WTC-LaCrosse • March 3, 2011

NBEA National Convention • New Orleans • April 19-23, 2011

ISBE International Convention • Basel, Switzerland • July 25th to 29th, 2011

WBEA Convention • Green Bay • September 29-30, 2011

