



Permanent Office

5004 N Dawn Dr
Peoria, Illinois
61614

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

<http://siec-isbe.org>

June 2023

Volume 17, Number 3

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International President's Message – A Retrospective

Dear members of SIEC-ISBE, dear friends,

As my tenure as the International President of SIEC-ISBE comes to a close after four years, I am pleased to present a brief summary highlighting the key accomplishments, challenges, and future directions of our organisation.

During my term, the International Society for Business Education focused on mastering a worldwide pandemic, nevertheless fostering collaboration among business educators and research professionals, and transforming the association in an increasingly digitalised environment.

At that point I'd like to highlight accomplishments of SIEC-ISBE during the past years, eg

- * a successfully conceptualized and established Global Exchange Program, aimed at promoting international collaboration and professional exchange
- * the development and launch of a new website
- * a strategic plan
- * the organisation of a hybrid conference in Trieste and an on-site conference in Vienna.

I would like to take a moment to express my deepest gratitude to all people who have supported our organisation during my time as International President. It has been an incredible journey, and I am honored to have had the opportunity to be part of this longstanding international organization and to work with dedicated members of the executive committee and the national chapter presidents. Their tireless efforts behind the scenes have been vital in our organisation.

I cannot thank enough for the dedication, resilience, and passion of our members around the world.

Lastly, as I pass the torch to the next president, I want to extend my best wishes and support. I have every confidence that the new International President will bring fresh ideas and perspectives to guide us through a changing business education world.

I am excited to witness the continued growth and success in the years to come.

Thank you once again for your support, trust, and dedication. I wish you all the very best in your future endeavors.

With profound appreciation,

Evelyn Meyer

International President of SIEC-ISBE



Evelyn Meyer

We Want to Hear From You!

Please share your ideas, news, anything of interest to business educators around the world, or send your request to the "Collaboration Column".

Articles and/or announcements to include in the next newsletter can be sent to:

Maree Liston
Newsletter Editor

mareeliston@gmail.com

Some Perspectives on AI for Business Educators (Artificial Intelligence)

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



Gerry Begeman

The new “buzz phrase” in the news is Artificial Intelligence (AI) or Artificial General Intelligence (AGI). Filtering this for business educators and even educators in general is important in our ever-changing educational and technological environment. With the increasing access to our personal data by many technological and information gathering and marketing giants, our vulnerabilities through social media, online banking, personal and business transactions leaves us “exposed”. Shouldn’t we as educators be aware of how this will affect our students’ and our daily lives?

AI may be defined as “the ability of a computer or other machine to perform those activities that are normally thought to require intelligence or using computers and computer science to develop software and hardware to develop technological equipment to have such capacity. It is considered “artificial” because it is a man-made entity.” (The American Heritage® Dictionary of the English Language, 5th Edition).

Should we be concerned? Change always causes us to wonder how this will affect our daily lives. Technological hardware and software have changed our lives in extraordinary ways—mostly promoted as ways to save us time and money, therefore, making us more productive. And this has been true! The technological age has made us much more productive, giving us more spare time and greater production and provision of goods and services. Often the science precedes the control of the results of that science. Most of us can relate to the ease of communication (text and images) that social media has created. Parents, teachers, business, and government are even now trying to catch up with the control of multi-various social media applications and how these can or may control our lives and those of our students and children (through advertising, data collection, marketing, fake news, pornography, etc.)

Those people resisting change (notably since the onset of the Industrial Revolution) have long been with us. Let’s face it. Most people are afraid of change, resist change, largely because of the fear of the unknown. Sometimes development is a risk we take to produce better outcomes but this often produces fear of job loss by the working class. Back in the early 1800s, workers fearing loss of jobs would throw their sabots (wooden shoes) into the newly introduced production equipment causing breakdown—sabotage. The term, saboteur, has gradually come to refer to anyone who creates a loss of efficiency, slowdown, even strikes, or other industrial actions. Many do not want to see AI move forward.

Yes, there is concern that the cart sometime does lead the horse, but what are some things we should do to prevent some of the same things that have created damage via social media? Should we wait until governments or institutions can put a guardrail around them? Often we have found that government and institutions are reactive rather than proactive in guarding against loss—loss of personal data, identity, reputation, fortune, and even life. As educators we know that education and knowledge often come with responsibilities—the biggest of these is to inform our students on how to manage and understand change. Here are some of the ways.

I Embrace professional development! The fear of the unknown can be greatly reduced. And our job is to share these changes with our students and create awareness. Some districts are already creating workshops for teachers to create awareness of artificial intelligence. An example is ChatGPT, an Open AI software product that purportedly writes essays or responses to questions posed by teachers for their students to research and

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reflect upon. It is trained to follow an instruction in a prompt and provide a detailed response. Many instructors regard this akin to, if not clearly considered to be, plagiarism, and some school systems have already banned its use. Still being refined, it will likely provide opportunities for discussion and research evolving from its use.

- 2 Be aware of what is being developed in terms of Artificial Intelligence. One company, Futurepedia, promoting itself as the largest AI Tools Directory and is updated daily, offers a variety of tools—almost all charging a fee for usage to promote their ware—often timesaving and educational in one way or another. Examples are Audioread (turn reads into podcasts); Taplio (grow your personal brand on LinkedIn); Chatbase (build an AI chatbot trained on your data); Monica (a personal AI assistant for effortless chatting and copywriting); Magicform (Train ASI salesperson to boost conversions 20% in 3 minutes); Shuffl (AI powered video production platform for fast personalised content creation); BrandBastion Lite (AI to assist in managing all your social media conversations), and many more.
- 3 Be on the cutting edge of Building AI Literacy in your school by being informed, doing your own research, and using those things that have been tried and true.

Artificial Intelligence is here to stay. We can choose to ignore it (at our peril) or learn about it and understand the positives and negatives that it offers similar to other technologies that have developed and continue to evolve over the years. Will it replace teachers? The short answer in my opinion is “no”. Technology used effectively and approached with understanding can produce a world of opportunity and optimism. AI is no exception. But for many, AI can be seen as creating a world of fear. The question often asked is whether we should experiment so quickly with it. Can we put its development on hold? My perspective is that it will not stop those who develop and promote it; therefore, we must be aware of what is available, what is useful, and know what the potential—positives and negatives—types of AI are that we may want to consider. After all, companies developing software in AI have already collected or can easily purchase more “data points” on us than we could possibly imagine. But there are so many ways that artificial intelligence can be used to solve global and personal challenges—examples are:

- to help us manage energy systems better,
- to help crack down on illegal activities,
- to assist in tackling overfishing in our ocean.

And even may be used to address the issue of gender imbalance. (Reported by World Economic Forum)

Think of it as a tool, but a very sophisticated tool, requiring one to learn, understand, and perhaps apply where educators think it is most appropriate, and to disallow when the results are not tested nor appropriate for the needs of ourselves or our students.



94TH ANNUAL CONFERENCE

INNOVATION & ADAPTABILITY IN BUSINESS EDUCATION

Presentations include

- Research
- Poster
- Teaching Tips/Tools Panel



Online July 25 and 26, 2023 hosted by the SIEC-ISBE-USA Chapter

Tentative Schedule of the Virtual Convention

- Day One: Assembly of Delegates, Social Meet and Greet
- Day Two: Will include two tracks focusing on research or poster presentations/teaching tips and tools panel
- Day Three: Will include two tracks focusing on research or poster presentations/teaching tips and tools; Closing with Assembly of Delegates

REGISTRATION

Non-Member Registration – \$149.00

Cost includes:

Conference participant and professional membership of SIEC-USA

Regular Member (outside of the US) – \$99.00 Registration code required

Registration must be in USD only

SIEC-USA Current Members – \$99.00

Registration cost for individuals who are current members within SIEC-ISBE

Non-US members will need a code to register. The code is 94thISBE (case sensitive and no spaces)

Click here to register - <https://www.siec-usa.org/event-4903728/Registration>

SIEC-USA News

Written by Dana Moore Gray, USA



Dana Moore Gray

SIEC USA is focused on the 2023 SIEC ISBE virtual conference to be held July 24-26. This year's theme is *Innovation and Adaptability in Business Education*.

The closing date for proposals (research based and practice based) was May 31, 2023 and

those accepted by a blind panel of international peer reviewers were notified by Gerry Begeman who is chair of the Professional Development Committee.

Aligning with the theme of the conference, the US chapter hopes to feature an online conference tool platform (Zoom Events) and use digital badging. Both leverage newer technology and supports a professional image with digital functionality.

Monday's events include multiple free and open meetings including the opening delegates meeting (everyone is invited to attend).

The main conference is Tuesday and Wednesday, July 25 and 26, approximately 10 am CDT to 1 pm CDT (times were chosen to accommodate as many diverse

international time zones as possible). Keynote speakers will present about AI in education including ChatGPT and about Blockchain. More details to follow. These are cutting-edge technological developments in global education that are timely and innovative. Registration for the conference including Tuesday and Wednesday events is here - <https://www.siec-usa.org/event-4903728>.

Work is also underway for the USA chapter to host the 2024 conference at Illinois State University in Normal, Illinois (about an hour outside of Chicago). The 2024 conference will return to the traditional in-person format with a professional development program, cultural events, and business visits. Details will be announced during the 2023 conference.

The US chapter continues to send monthly emails to chapter members and any SIEC ISBE members interested in signing up for email. The chapter also strives to feature quarterly membership meetings with guest speakers and relevant membership information, adding value to members. Our next quarterly meeting will be in October, 2023.

We are excited about the future and our chapter growth.

Calling all business teachers around the world!

Did you know that we have an Internet Café on our website? We would love to post your favourite teaching tips, ideas, pictures of your classroom setup, or anything else you would like to post. Check out the Internet Café and send your submissions to Tamra Connor, SIEC-ISBE General Secretary for posting.

Feel free to leave a comment on any of the current postings!

[SIEC-ISBE INTERNATIONAL - Internet Cafe](#)

Teaching accounting outside the classroom

Written by Emanuel Mizzi, University of Malta



Emanuel Mizzi

This approach can be an innovative and engaging way to bring accounting concepts to life for students, enhancing their learning experience and providing them with practical, real-world skills. The following are some ideas to teach accounting outside the classroom:

- 1 Conduct a **treasure hunt** in the yard by hiding objects that may represent different accounting concepts. Divide the students into teams and give them a list of clues to find each object. This activity can help young people become more familiar with accounting terminology and concepts.
- 2 Use the **natural environment** in the yard to teach accounting concepts. For example, leaves can be used to represent transactions in a ledger or stones to represent assets and liabilities. This activity assists the students to visualize accounting concepts in a concrete way.
- 3 Create a **budgeting game** that allows students to simulate the process of managing their own finances. Stations can be set up in the yard that represent different expenses such as housing, transportation and entertainment; students can be provided with a budget to allocate among the different stations. This activity sets young people thinking about the importance of budgeting and financial planning.
- 4 Establish a **mock business** in the yard and students work in teams to manage its finances. Students can handle tasks such as tracking expenses, creating financial statements and managing cash flow. This activity assists students to gain practical experience with accounting concepts.
- 5 Employ **case studies and simulations** to simulate real-world accounting scenarios. This will help students understand how accounting concepts apply in practice and enhance their problem-solving skills.
- 6 Encourage students to **volunteer** with nonprofit organisations or social entrepreneurship in their community. This provides them with the



opportunity to apply their accounting skills in a real-world setting.

- 7 Assist the students to pursue **internships or apprenticeships** at accounting firms or in finance departments of businesses. This will provide them with hands-on experience and exposure to the day-to-day tasks of an accountant.
- 8 Use **online resources** that can help students learn accounting outside the classroom, such as interactive videos, webinars and online courses.
- 9 Encourage students to join **professional organizations** that offer networking opportunities, career resources and educational events that can help them stay up-to-date with industry trends and develop their skills.

By drawing upon the teacher's pedagogical content knowledge (Shulman, 1986a, 1986b, 1987), the teaching and learning of accounting outside the classroom can be orchestrated in a fun and engaging manner that assists young people to understand better accounting concepts. It can be an innovative way to supplement classroom learning, providing students with valuable experience and skills.

References

- Shulman, L.S. (1986a). Paradigms and research programmes in the study of teaching: A contemporary perspective. In Wittrock, M.C. (Ed.) *Handbook of research on teaching* (pp 505-526), Third edition. New York: Macmillan.
- Shulman, L.S. (1986b). Those who understand: Knowledge growth in teaching, *Educational Researcher*, 15(2), 4-14.
- Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform, *Harvard Educational Review*, 57(2), 4-14.



Teaching accounting through a cooking activity

Written by Lorna Ciantar, University of Malta

Ilhan Omar argued that "learning is not limited to the classroom". It can therefore be more engaging and fun.

When I think back to my school days, I vividly remember particular activities and events that stood out. During my teaching practice, I wanted my students to have a similar experience while providing them with challenging, exciting and different experiences that assist their learning.

Since cooking is one of my favourite activities, I wanted to incorporate teaching accounting concepts and notions through cooking activities. Accounting as a subject usually tends to proceed in a technical manner. However, it can be more than that. That is why I came up with a cooking activity to bring more life to the subject.

I incorporated a cooking activity related to the topic of Manufacturing Accounts just before the Easter Break. Students were invited to make rice krispie treats. They had to identify the raw materials, work-in-progress, finished goods, direct expenses and indirect expenses. Following the activity, they had to calculate the total cost of production and suggest the selling price of each unit of rice krispie treat. I showed them a short video on how to do the Easter treats. I prepared a handout to serve as a guide. I weighed the ingredients beforehand; this rendered the cooking activity much smoother than if they had to prepare and weigh the ingredients themselves since they did not study home economics. While preparing for this activity, I was anxious about how well it was going to turn out. I was however incredibly surprised with the outcome. The students worked in pairs and I was going around to check if they needed any help. Everyone was on task and joyful which made me really happy. By the end of the first lesson (40

minutes), everyone was doing the final touches – adding the shredded coconut and chocolate eggs. The second lesson was dedicated to packing each treat and cleaning up. I couldn't believe how well they were working together. Before the activity, I was dubious whether they were going to take this activity seriously; this did not materialise. One student was full of enthusiasm and wanted to show the Headmaster what we had accomplished. I congratulated the students for their amazing work and behaviour! The Easter treats were donated to the school and later sold at the school Easter market. This satisfied one of the objectives of this activity: to teach the students about being generous with others.

Cooking with our students is a life skill, but it also enlivens the curriculum, assists social and emotional development, physical development (fine motor skills), cognitive skills, safety, cleanliness, and at the same time you are making memories. It allows the teacher to get to know his/her students and provides the space for the students to express themselves.



Lorna Ciantar



SIEC-ISBE is *Social!*

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

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

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

YouTube: <https://www.youtube.com/channel/UCCRma1zg1HBUPXQJgwb3nUg>

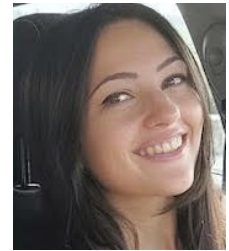
If you would like to share your own experiences about SIEC-ISBE on social media, please use #siecisbe.

Written by Tamra S Connor

Teaching tip in accounting:

Introducing the Cost of Raw Materials through a Burger Analogy

Written by Chelsea Bonello, University of Malta

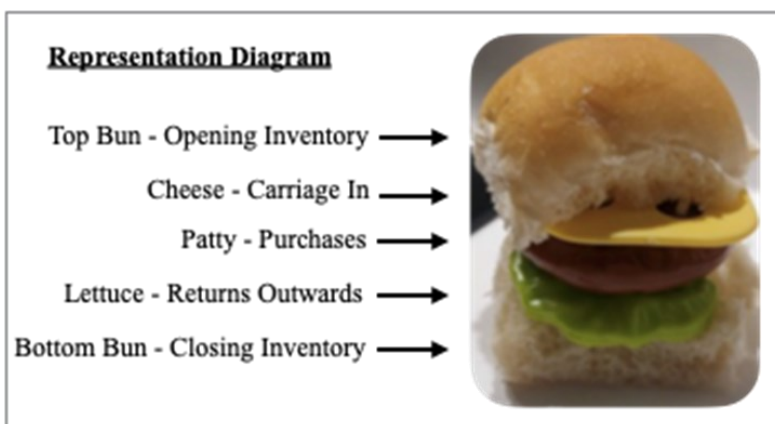


Chelsea Bonello

During my recent teaching experience I reflected that analogies may serve as a powerful tool for associating subject matter with a concept which the students are already familiar with. Orgill and Bodner (2003) claim that “analogies not only help the learner understand the structure of new material in terms of what he or she already knows, they can help draw attention to key features and conceptual boundaries of the new material being learned”.

In accounting, the burger analogy may help students to learn the components of the cost of raw materials through an assimilative representation. This analogy may be explained as follows:

The teacher starts by asking the students what they would use to make a burger. It is very likely that one of the first items mentioned is the bun. The teacher explains that the bun is sliced into two and placed at the top and at the bottom part of the burger; this represents the ‘opening’ and the ‘closing inventory’. The teacher then asks which is the most important part of the burger - the patty. This is linked to ‘purchases’. The teacher then asks what other ingredients might there be. These are the cheese, which is linked to ‘carriage in’. Finally, the teacher asks for another ingredient which tends to be removed by some children - the lettuce; this represents the returns out.



As represented in the picture, this explanation may be enhanced through a visual representation such as drawing the burger on the whiteboard, or taking to class physical items to represent the components of the burger.

Mark Your Calendars!

Upcoming SIEC-ISBE Conferences

2023 — Virtual, hosted by SIEC-USA,
July 25-26

<https://www.siec-usa.org/Member-Meetings>

2024— Illinois, USA (onsite)

2025— Malta (onsite)

2026—Finland (onsite)



SIEC-ISBE Newsletter Guidelines



Next Deadline for Submissions:

September 15, 2023

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

Appropriate submissions include:

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

Requirements for submissions are:

- ◆ MSWord software
- ◆ 12-point font, single-spaced
- ◆ Include your name, school affiliation, and a digital picture of the author with the manuscript
- ◆ Photos that describe the activity may be included and should include the full names and countries of everyone in the picture, the event where the picture was taken and the name of the photographer
- ◆ Articles will be accepted up to a maximum of 1000 words or two pages. If longer, the author will be asked to submit an abstract and include a link to the longer article. If the submission is research based it should be submitted to the *Journal*.

Submissions for the newsletter can be made to:

Maree Liston, Newsletter Editor

mareeliston@gmail.com

Publication Guidelines for the *International Journal for Business Education*



The *International Journal for Business Education* has moved to a new home. We are now located at <https://ir.library.illinoisstate.edu/cgi/siteview.cgi/ijbe> which is part of the library system of Illinois State University Milner Library's ISU ReD: Research and eData collection. This move places us in the Illinois Research Commons and connects us to the Digital Commons Network, a collection of research from hundreds of universities worldwide. To submit a manuscript to the journal, you will use the Submit Article link on our home page.

The submission process consists of the following steps:

- Read and accept the Article Submission Agreement
- Provide information about yourself
- Provide information about any authors
- Upload your article and related items

Before you begin, please be sure you have the following items:

Article Title

An **abstract** (separate from the article body)

Keywords for your article (optional)

Article in one of the following formats: Microsoft Word, or RTF.

Articles must be submitted without a title page, abstract, or page numbers. These will be provided by the system.

Formatting guidelines are provided on the journal's policies page.

<https://ir.library.illinoisstate.edu/ijbe/policies.html>

If you have any questions, please contact Tamra Connor using this link:

https://ir.library.illinoisstate.edu/do/email_editor/?context=ijbe.

Permanent Office
5004 N Dawn Dr
Peoria
Illinois
61614
USA



SIEC-ISBE Executive Committee



**International
President:**
Evelyn Meyer, Austria
evelyn.meyer@aon.at



**Nordic Chapters VP to
SIEC:**
Garðar Vilhjálmsson, Iceland
Gardar.Vilhjalmsson@mk.is



General Secretary:
Tamra Connor, USA
tdavis2@illinoisstate.edu



United States VP to SIEC:
Roietta Fulgham,
California
roietta.goodwin@gmail.com



**German-Speaking
Chapters VP to SIEC:**
Bettina Fuhrmann,
Austria
Bettina.Fuhrmann@wu.ac.at



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

<http://www.siec-isbe.org>

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