

Kansas Business Teacher

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A newsletter for members of KBEA

What about your dash?

Miranda Rangle- KBEA President



During recent months a fellow colleague, Lee Barcomb, lost his long battle with cancer. At his funeral service the keynote speaker addressed the

many in attendance regarding Lee's dash. The dash he was referring to was the dash that separated Lee's birth date and his death date. The speaker noted many of the experiences he had with Lee and how he would always remember Lee's life and influence on him. He concluded by asking, "What are you doing with *your* dash?"

The thought of this dash, that represents our life, caused me to reflect on the things that compose my dash. I came to the conclusion that there are three major parts of my dash—my family, my faith and my profession. There may be other components to this, but most would agree that these three are major sections of reflection.

As I look at my family I think back to the influence of my parents, sibling and extended family. These influences caused me to be the spouse, parent and friend I am today. How would my family describe my dash? How would yours? Are you the clown of the family? The hard-worker who keeps the house intact? Maybe you're the

When the alarm goes off in the morning, do you say, "Good Lord, it's morning," or "Good morning, Lord!"?

organizer, the creative planner or the remote control owner? Whatever the adjective that describes your family dash, are you satisfied with that description? If not, make it your goal this year to change that perception. If you're not spontaneous and want to be, do something wild! Pull off the road with the kids and go sliding down a snow-covered hill. If you're forgetful, get a calendar and list everyone's birthdays. Surprise that family member with a birthday card! If you are happy with your reflection of your family dash, then keep on keeping on.

Faith is another major area to consider. Faith is that which we put our hope in. For many, faith is composed of values, morals, expectations and attitudes. Reflect for a moment on your faith and what it is based on for you. When the alarm goes off in the morning, do you say, "Good Lord, it's morning," or "Good morning, Lord!?" If the former is you, consider your faith foundations. Faith can be a positive part of our dash. How does it influence you and how do you use it to influence others? This part of your dash can allow you to be a beneficial influence on others.

The last part of the dash is one where we as educators have a common bond. There are many things that influence our professional dash—former teachers, professors, colleagues and students. It is easy as educators to get caught up in the daily tasks of grading papers, fixing the computer, writing funding paperwork or tracking OJT students to lose site of this influence. Slow down and consider how your students look at your dash. Take time to connect with that annoying student. You'll be more understanding when you learn that that student who argues about every point has to face a parent who criticizes every grade. You'll be more empathetic to the student who doesn't seem to pay

attention when you learn she just found out she has cancer or she just lost a parent. Continue to be that positive role model that our students need today.

I had a former student leave me a note this week on my desk that read, "I am going to be a business teacher and coach just like you!" What an awesome compliment. Each of you have had something similar happen to you and if you haven't yet, continue connecting with students and you will. Look also at your dash from the viewpoint of the professional "extras" that you do. One of which is being a member of KBEA. Being a part of KBEA adds to your dash as you work with colleagues from around the state to build the future of business education. Attending the KBEA annual convention allows you to connect with other business teachers and find new ways to teach, innovative ideas for your students and exciting new courses to offer.

As I sat at Lee's funeral I was compelled to consider my dash and how it influenced others. I found areas that needed improvement and others that seemed positive to me. Sit for a moment and take time to consider, "What am I doing with *my* dash?"

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KBEA Area Directors

INTERNET ABUSE

Roberta Augustine- NW Director

I recently read an article from Mary Ellen Guffey's November 2001 newsletter and thought I would share the information.



As the Internet continues to dominate business communication, employer monitoring is on the rise. Employers know that 70 percent of Internet surfing is done at work. They also know that "cyberslacking" can put a significant dent in productivity.

As a result of the recent downturn in the technology economy, employers are able to find replacements for Internet abusers. That explains why, says Business Week magazine, firings are on the increase. In a survey conducted by Websense, a maker of Internet monitoring systems, one out of three companies reported terminating someone for Net abuse. This represents a 10 percent increase from last year. The main reasons for terminations include viewing porn sites, trading stocks, or posting to chat rooms.

Are we teaching our students proper use of the Internet?

Monitoring used to be done by managers. Now, more employers are using monitoring software, which can screen all Internet use automatically.

Are we teaching our students proper use of the Internet? Are our students going to be able to function on the job without chat rooms? How much, if any, class time should be spent on non-productive Internet activities? These are just a few of the many questions educators need to address in the classroom.

SOURCE: Professor Mary Ellen Guffey's, "More Companies Are Firing Employees for Internet Abuse," Business Communication News, Fall 2001, 22.

ARE YOU A TRAILBLAZER?

Tad Hernandez- Northeast Director & Interim KBT Editor

Recently at a staff inservice I was challenged along with fellow staff members to evaluate what I would classify myself as. From time to time I believe it is good for us all to renew our sense of teaching and evaluate what we are doing in the classroom. Below is the list and the descriptions.

Stay @ Home...no way but with enough talk and encouragement with good directions they will go

Settlers.....will go but with clear directions, maps, and good leadership

Pioneers.....willing to go out there without leadership, maps but need stories of success to keep going.

Trail Blazer...love to be on their own, trying new things, willing to do what others will not.

I challenge all who are reading this to evaluate yourself and ask if you are happy with that description. What would others classify you as? What can you do to take a step to another category if needed?

CHANGE HAPPENS

They keep moving the cheese.

ANTICIPATE CHANGE

Smell the cheese often so you know when it is getting old

ADAPT TO CHANGE QUICKLY

The quicker you let go of the old cheese, the sooner you can enjoy new cheese

CHANGE

Move with the cheese

ENJOY CHANGE!

Savor the adventure and enjoy the taste of new cheese!

BE READY TO CHANGE QUICKLY AND ENJOY IT AGAIN

They keep moving the cheese.

"Who Moved My Cheese" by Spencer Johynson, M.D. 1998

CHANGE QUOTES

CHANGE

When requested to do something, ask yourself, "How do I rank my commitment on a scale of 1 to 10?" If it's less than a 7 you will not have enough fuel to make it REAL!

WAGONS WEST

When pioneers decided to go west they didn't allow weather, Indians, etc. to stand in their way. These were just the details.

GOOD ENOUGH

Good Enough is the worst enemy for impacting student learning.

CHANGE INTRODUCED

When change is introduced to a system the system will normally ignore it. When the change begins to bring change the system will then try to kill it. The reason the system wants to kill it is because change is trying to kill the system as it is. Change occurs only after the system has adopted it.

CHALLENGE BY CHOICE

2001 KBEA Opening General Session Presented by:
Connie Morrison, Thompson Learning
Recorded by:
Judy Diffley, Washburn University

With over 25 years of combined experience in education and publishing, Connie Morrison gave a motivational presentation, "Challenge by Choice"; at the Opening General Session. Ms. Morrison began her presentation by stating that the education environment continues to change, and teachers must make choices about the challenges they face. She quoted Seymour Papert, "Great change is never free and seldom comes without risk. Benefits and dangers seem to come in pairs";

An analogy was presented through a description of a High Ropes course where participants come to recognize their limits and are encouraged to go beyond self-imposed barriers to overcome obstacles and fears.

Ms. Morrison encouraged business educators to approach their challenges with open minds, to leave their comfort zones, and to break through old paradigms and their resistance to change. By experiencing new horizons, teachers can unleash personal potential and find a true sense of personal empowerment.

THE CONNECTED LEARNING ENVIRONMENT

Presented by Casey Niemann, Microsoft Education
Reported by: Colleen Rector Scott City

During this session, Casey Niemann talked about the Empowered student, teacher, school, and community. He feels that they are all interlinked and can make learning in the community a reality if they just put their abilities to use. He sees the students being able to access learning anywhere with the help of new technology and access to the Internet and laptop computers. Teachers can make learning individualized by helping students over the Internet or with the use of email to communicate. Schools can also be empowered with the help of new technology bringing in better efficiency and access for all students. This could all tie in to the community by creating a collaborative learning environment.

Casey also talked about the challenges with technology today. He says that there is an information overload because there is too much content and digital media now. He also says there is technology schizophrenia because there are so many different devices, and each has a different profile, personality and interface.

He sees everything being connected. Anymore, everyone has a computer, a cell phone, and/or a hand-held device.

With bringing technology into the classroom, Casey Niemann sees students becoming more connected through student-centered instruction, multimedia, and collaborative work.

Finally, he talked about how technology is changing the role of the teacher. Technology allows students to work more independently and teachers play the role of facilitators, rather than experts. The learning is more interactive instead of proactive. He talked about the Microsoft Classroom Teacher Network (MCTN), which is an online community for K-12 teachers. This site helps new teachers, as well as experienced teachers. It is designed for in-service, staff-development, resources, and lesson plans.

Palm for the Educator

Speaker: Kathi Tully, Director of Technology, Olathe District Schools
Recorder: Marcia Giess, Ransom Jr.-Sr. High School

Most of us who do not own a Palm certainly wished we did after attending "Palm for the Educator", a hands-on session presented by Kathi Tully. All the applications were reviewed and a demonstration was provided for setting preferences, synchronizing the Palm with the desktop computer, and entering information.

Training is available on the web at www.learn2.com and www.palm.com/education/training. Interactive chat is available at www.palm.com/support/contact/chl_chat_support.html.

Some of her favorite Palm web sites include:

www.palm.com
www.peanut.press.com
www.advantgo.com
www.mapquest.com

Suggested Palm books are:

"How to Do Everything with you Palm Handheld", Dave Johnson & Rick Broida, Osborne McGraw Hill

"Palm Piolt & Palm Organizers—I didn't know you could do that", Neil Salkind, Sybex

"Palm Handhelds!" 2nd Edition, Neil Salkind, Sybex

"Palm for Dummies", bill byszel, IDG Books

"Mastering Palm Organizers", Gayle Ehrenman, Michael Zulich, Sybex

"Palm Organizers, 2nd Edition", Jeff Carlson, Peachpit Press

"Palm User – The Journal for Palm Organizers & Compatibles" www.palmtop.co.uk

--Report continues on page 4. See Palm.



KBEA Conference Reports



www.ksbea.org

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Palm : (Continued from page 3)

Some of the applications Kathi discussed were (www.hi-ce.org/palms):

Bubble Blasters – practice drills for students; allows teachers to provide own questions and possible answers

Cooties – virus transfer simulation program; students try to determine who was initial carrier of a virus and trace the transmission path

FlingIt – allows users to “fling” a web page from desktop computer to Palm

Go ‘n Tell – creates virtual scrapbook

HandySheets (autograding) – automatically grades multiple-choice, true/false, checkboxes, and short answer questions

PiCo Map – enables learners to create, edit, and share concept maps

Sketchy – drawing pad tool

WriteHere – complete word processing program

Books are available for downloading at the following sites:

www.peanutpress.com

www.memoware.com

www.barnesandnoble.com



What's new with Office XP?

Submitted by Jim Rucker

Connie Morrison from Thomson Learning discussed some of the changes in the newest version of Microsoft Office—Office XP—and how you can work smarter and accomplish more.

There are a number changes that enhance the new Office XP. Task panes containing a web-style command area are an alternative to dialog boxes, and they contain new search features. The task panes can be “docked” in different positions to help in command selection. A new Application Recovery tells if your system is going to fail so work can be saved before the failure. Voice Recognition is an important part of Office XP.

The Ask a Question Box is a new help feature of Office XP. The box appears in the upper-right corner of all Office program windows. When a question is typed in the box, possible solutions are listed by topics.

Diagram and template galleries are available with ready-made conceptual drawings of organizational charts, Venn diagrams, radial diagrams, cycles, and pyramids. This feature is available on Word, PowerPoint, and Excel.

New features of Excel include worksheet tab colors, border drawing tools, expanded AutoSum features, pictures in headers/footers, error checking smart tags, and evaluated formula dialog boxes. New PowerPoint features include thumbnails, slide design and slide animation, Smart Tags with AutoFit options, and a photo album. Pictures can be compressed and drawing objects and diagrams can be saved as pictures.

Ms. Morrison explained that the new version of Office XP is more user-friendly. Microsoft Office contains many features what will help individuals work smarter not harder.

Convention Dates to Remember:

NBEA- March 27-30, 2002 Philadelphia, PA - Marriott

M-PBEA- June 21-22, 2002 Wichita, KS -Hyatt Regency
www.fhsu.edu/mpbea

KBEA- October 17-18, 2002 Wichita, KS- Airport Hilton



SHOCKWAVE BY ROB GIBSON

Submitted by Denise Wyrick

Rob Gibson teaches at WSU Media Resources. He began his informative presentation by talking about Flash and Director, two companion programs. Director uses key elements of multimedia as well as the design principles and management skills needed to develop dynamic, interactive multimedia products. Rob recommends high school students learn to use Flash software when creating movies because it is easier to learn.

The main windows used most frequently are stage, cast, and score. It is very handy to size up the cast and score windows side-by-side in order to create your movie.

Director uses a movie metaphor that is made up of a series of frames. Cast members (graphics, text, sounds, and so on) are placed on a stage and controlled by a score. The score indicates in which frame(s) of the movie each cast member appears. The score window consists of frames and channels. Each channel is made up of frames, and each channel can have one or more cast members.

The Cast window shows thumbnails of the cast members and their names or cast numbers. These images can easily be dragged from the Cast window to the desired location on the stage. When you drag a cast member to the stage, it becomes a sprite. Because a sprite is one instance of a cast member, you can use the cast member more than once and make them appear differently. To make sprites appear differently, you must use Property Inspector.

The Property Inspector window is used to change the appearances of sprites, such as displaying or not displaying a background of a sprite. We also used Property Inspector to change the size of the stage.

Important text messages can be added to the movie by using the Tool palette. We used the Text tool button in the Tool palette to create a box for the text. We learned how to drag a straight line to create perfectly straight side movement for our text to enter from the left side and stop near a picture.

We created animation in a movie by changing a sprite's appearance to move from top down toward the center. You may think of this as creating a transition of the picture image.

We dragged registration markers to make pictures move close together during the movie.

Movies may be created in Director, then shocked to make them available on line. Shockwave must be used to change the multimedia project from its Director format to a web-ready format. This software is another fun way to entertain and educate others.

PERSONAL FINANCE FOR THE ECONOMIC

CLASSROOM Submitted by Denise Wyrick

Presenter: Angela Cichocki, Director of Investor Ed., Office of the KS Securities Commissioner

All people attending Angela's session received the new issue of Personal Finance for the Economics Classroom put out by the nonprofit Financial Literacy 2010 group (formally FL2001). Angela encouraged people to go to the web site: securities.state.ks.us to obtain information about investing and brokers. The office of the Kansas Securities Commissioner office encourages people to do two things before they invest: 1) Investigate before you invest—check out a broker's background and investment products before they invest; 2) Investigate cases of investment fraud in the state of Kansas by using her office. The curriculum in Personal Finance for the Economics Classroom is for adults and young adults. There is a strong need for this curriculum. The Jump Start Coalition found that only 52% of high school seniors answered personal finance questions accurately. Adults were just as unknowledgeable. In 1997, National Association of Securities Dealers did a study and found 78% of Americans could name a character on a sitcom, but only 12% knew the difference between a load and a no-load mutual fund. There are five stand alone units that are more economic based than the first publication.

The five units are:

1. Financial markets. This covers how markets work, recognizing public companies, what makes stock prices rise and fall, and the role of government in securities regulation.
2. Decision making in saving and investing. This covers financial decision making for students, time value of money, tradeoffs—saving for long-term benefits, and smart decisions about credit.
3. Investment choices and information. Covered here are savings and investment products, pyramid of investment risk, the prospectus—doing your mutual fund homework, deciphering the stock tables, and selecting a financial professional.
4. Investment fraud and ethics. Information about how investment scams work, inside an investment scam, and ethics and legality—duty to report are covered.
5. Financial planning. Four phases are covered: financial goals, net worth statement, income and expense statement, and implement and modify the plan; information about employer-sponsored retirement plans is included.

A long-term study Angela found stated that students exposed to financial education in high school have about 1 year's net income saved when they are in their 30s and 40s. Contact Angela if you are interested in attending special training sessions on financial education for teachers. Her email is acichocki@state.ks.us.

KBEA News & Awards

www.ksbea.org

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Do you have a lesson or project that is getting rave reviews by your students? We need your ideas! Are you willing to share with other Business Teachers what has been working for you in the classroom? If so, submit your idea by July 1, 2002, and you could have some money in your pocket. The top 3 ideas will receive a prize. More details may be found on the KBEA website.

KANSAS BUSINESS EDUCATION ASSOCIATION

SHARE-AN-IDEA CONTEST GUIDELINES

In an effort to encourage Kansas business educators to share unique and innovative teaching ideas with other business educators throughout the state, the Kansas Business Education Association will be soliciting teaching techniques and motivating educational exercises in a contest similar to the "Share-An-Idea" contest sponsored by the Mountain-Plains Business Education Association.

GUIDELINES

All guidelines for the Share-an-Idea may be found on the KSBEA website.

<http://www.ksbea.org>

Share-An-Idea entries should be **submitted by July 1, 2002** to:

Chari Sowers
1413 Broadmoor
Derby, KS 67037
Phone: 316-789-0628
Email: csowers@kscable.com



**2000-2001 KBEA
Outstanding Teacher**

Irma Jean Blaha - Clifton-Clyde



1st Kim Garber, Shawnee Heights, 2nd Susan Engelman, Kansas City 3rd Sue Ann Hill, Hoxie



Marilyn Hoy and Dortha Duerson



2001-2002 KBEA Executive Board:
Back Row: Helen Hoch, Tad Hernandez, Roberta Augustine, Dianna McBride, Marcia Giess
Front Row: Jennifer Dague, Chari Sowers, Melinda Rangel, Connie Lindell, Denise Wycirck

Membership Report: There are 239 members consisting of 207 regular, 19 retired, and 13 student memberships. There are 57 northeast, 43 northwest, 54 southeast, and 85 southwest members.

Treasurer's Report: The balance of the regular checking account is \$2,402.93. In addition, there is a 6-month certificate of deposit for \$5,000.00.