**Table of Contents**

Contents

[Membership Information 1](#_Toc19265941)

[SIEC Journal Editors 1](#_Toc19265942)

[SIEC Executive Committee: 2019-2020 3](#_Toc19265943)

[Call for Papers 3](#_Toc19265944)

[Embracing Diversity in Practice via Experiential Learning 4](#_Toc19265945)

[The Ever-Changing Face of Diversity 4](#_Toc19265947)

[Building Business Information Worker Common Curriculum 4](#_Toc19265949)

[Diversity vs. Inclusion vs. Equity: Identifying an Integral Approach to Reconciling Priorities and Establishing Limits 4](#_Toc19265951)

[Gender disaggregation as a demographic variable in online learner success 4](#_Toc19265953)

[Powerful Knowledge in a diverse business education classroom 4](#_Toc19265955)

[Psychological Contract Breaches in a Diverse Workforce 5](#_Toc19265957)

[The demosession of the entrepreneurial competition called Skills- the task/lesson model for business educators to use for their students by using Business Model Canvas 5](#_Toc19265959)

# Membership Information

Membership in SIEC-ISBE is open to everyone with an interest in Business Education. SIEC-ISBE has many national chapters.

Visit http://www.siecisbe.org to find out if a chapter exists in your country. You can contact the national chapter from this website. If a chapter does not exist, contact the General Secretary for information to join as an international member.

Contact information: Dr. Lila Waldman, waldmanl@uww.edu.

Permanent Office:

P.O. Box 84
Pardeeville, Wisconsin 53954
USA
http://www.siec-isbe.org

# SIEC Journal Editors

Tamra S. Davis, Ph.D. Michaela Stock, Ph.D.

Illinois State University University of Graz

Department of Marketing and Department of Business Education

Business Education and Development

Normal, IL USA Graz, Austria, Europe

Tdavis2@ilstu.edu Michaela.stock@uni-graz.at

# SIEC Executive Committee: 2019-2020

International President Cege Ekström, Sweden

 sergeije2@gmail.com

General Secretary Lila Waldman, USA

 waldmanl@uww.edu

Nordic Speaking Chapters Vice-President Taru Toivonen, Finland

 Taru.toivonen@businesscollege.fi

German Speaking Chapters Vice-President Hans Dietrich, Germany

 Bes.1@web.de

US Chapter Vice-President Judee Timm, USA

 jtimm@mpc.edu

Professional Development Committee Chair Gerry Begeman, USA

 glb\_bermuda@yahoo.com

Website http://www.siec-isbe.org

# Call for Papers

***International Journal for Business Education*** is a refereed journal and a publication of the SIEC organization. All manuscripts will receive a double-blind review by a minimum of three external reviewers, ideally one from each of the three SIEC regions. Accepted manuscripts will be published in the next issue of the ***International Journal for Business Education***. The submission process is ongoing throughout the year. Authors will receive notification of acceptance within 120 days of manuscript receipt. Accepted manuscripts will be published online once the review process is complete. Each April, all manuscripts accepted throughout the year will be bound into one publication.

The purpose of the ***International Journal for Business Education*** is to provide international business educators with articles concerning current and/or future teaching strategies in international business education, research-based articles on international business education, and technology ideas for international business education.

Research Presentations:

# Embracing Diversity in Practice via Experiential Learning

# Urs R. Haltinner

**Contact Information:** haltinneru@uwstout.edu

The session foci are on school-based enterprise (SBE) as a high impact work-based learning (WBL) practice. The theoretical foundation and its guiding practices address FabLab, Maker Spaces, and Living Learning Labs as forms of SBEs. At core, they embody Kolb’s experiential learning theory and Daggot’s framework on driving student engagement in learning. As opposed to traditional work-based learning, the SBE traverses academic and business career knowledge and skills; thereby, appealing to diverse business students.

# The Ever-Changing Face of Diversity

# Sandra Poirier

**Contact Information:** sandra.poirier@mtsu.edu

As educators, it is critical that we understand the demographic forces driving global change and how those changes will impact our classrooms and global societies today and in the future. This presentation will begin with an examination of diversity and how it is expressed through many forms of changing demographics. It will conclude by highlighting a few selected companies who are incorporating diversity initiatives into their current business model.

# Building Business Information Worker Common Curriculum

# Karen O'Connor

**Contact Information:** koconnor@cerrocoso.edu

California has 114 community colleges, and many of these have a form of Business Office Technology programs, certificates, and courses. No doubt no two are alike! Think of the hundreds and thousands of hours that has gone into curriculum and program development over the decades. Faculty in California put their heads together and came up with a common curriculum that is accepted state wide, for the benefit of the students. We would like to share this curriculum with you.

# Diversity vs. Inclusion vs. Equity: Identifying an Integral Approach to Reconciling Priorities and Establishing Limits

# Teresa Longobardi

**Contact Information:** teresa.longobardi@upr.edu

This paper aims to review frameworks from a variety of disciplines that have been proposed as tractable in establishing limits to diversity, inclusion and equity standards in organizations and education.

# Gender Disaggregation as a Demographic Variable in Online Learner Success

# Dana Moore Gray and Mary Millikin

**Contact Information:** dgray@rsu.edu and mmillikin@rsu.edu

Online learning has been identified as the area of largest growth potential for higher education with growth continuing steadily for the past 14 years (Babson, 2018). In the U. S., more women than men continue to enroll in postsecondary institutions (U.S. Dept of Education, 2018), including online courses. This research regarding gender disaggregation is of benefit to universities and colleges seeking to better understand the needs, wants, abilities, and characteristics of learners taking online courses as well as trends in postsecondary enrollment.

# Powerful Knowledge in a Diverse Business Education Classroom

# Emanuel Mizzi

**Contact Information:** emanuel.mizzi@um.edu.mt

What is the notion of powerful knowledge? As an idea, this was coined by Michael Young (2009) to re-establish the importance of knowledge in teaching and curriculum development. Powerful knowledge is defined by Young as subject-specific, coherent, conceptual disciplinary knowledge that, when learned, will empower students to make decisions and become action-competent in a way that will influence their lives in a positive way. He argues for the entitlement of every pupil to have access to knowledge that is ‘better, more reliable and nearer to the truth about the world we live in and to what it is to be human’ (ibid., p.107). What are the implications of powerful knowledge for pedagogy in a diverse business education class?  This poster explores the preliminary findings of research carried out in Maltese secondary school economics classrooms.

Research Workshops:

#

# Psychological Contract Breaches in a Diverse Workforce

# Tamra S. Davis

**Contact Information:** tdavis2@ilstu.edu

Beginning a new position is an exciting time; however, once you have been working in the field, the "rules" often change. How can we as leaders and educators in our organizations identify and potentially mitigate psychological contract breaches in a setting that is becoming more diverse with each passing year? This workshop will explore the literature surrounding PCBs in the educational institutions around the world, share preliminary results of quantitative data, and conduct a focus group using an international audience. Analysis of the focus group data will be prepared and submitted to the organization for publication.

# The demosession of the entrepreneurial competition called Skills- the task/lesson model for business educators to use for their students by using Business Model Canvas

# Dr.Hely Westerholm, Dr. Taru Toivonen,Sigrid Kivekäs, Mariann Holmerg, Jukka-Matti Mäkinen

**Contact Information:** taru.toivonen@bc.fi

The participants will compete in groups of three (3). The competition task should observe the compulsory themes of the Skills competition: Entrepreneurship, Sustainable development, Wellbeing at work and Work safety.

The competition will be carried out in different operational environments depending assignments and cooperation partners. The participants can prepare themselves to the task: they can familiarize themselves with Business Model Canvas and how the model can be used in planning the business. The task is planned by using the idea of design
thinking.

**Journal Publishing Guidelines:**

1. All manuscripts are to be in English
2. All manuscripts should follow the APA 6.0 style, including references
3. Length—2—15 pages, including references which do NOT have to be on a separate page
4. All manuscripts must follow the template found at http://www.siec-isbe.org/ijbe-publication-guidelines.html
5. Word 2010 or higher software ONLY
6. Font should be Calibri
7. All graphics should be encased in a box
8. Margins should be 1-inch
9. No header or footer should be included
10. No page numbers
11. A title page that includes the manuscript title and author(s) name, name and address of institution, email address, and telephone number for primary author must be included
12. All submissions must be electronic format. Send to *tdavis2@ilstu.edu*
13. Primary author must be a member of his/her respective SIEC Chapter
14. Manuscript cannot be under consideration by another publication at the time of submission to SIEC
15. Manuscript cannot have previously been published, including publication in conference proceedings
16. *International Journal for Business Education* may make suggestions for revisions
17. The editor will work with the author(s) to make the changes as needed
18. The editor reserves the right to edit all manuscripts accepted for publication

Please email your submissions to:

Tamra Davis, Editor
*International Journal for Business Education*
tdavis2@ilstu.edu