



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>

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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

President's Message Evelyn Meyer, International President

Dear members of SIEC-ISBE, dear friends,

What an event! It's really great that the 92nd International Conference in Trieste - the first hybrid conference in the history of SIEC-ISBE – turned out to be very successful.

First of all, I'd like to thank the speakers who shared their precious knowledge about sustainability in business education with us.

Behind every successful program there is the commitment of many SIEC-ISBE members in the chapters. I'd also like to take a moment to acknowledge the immense contribution of our dedicated executive committee who worked hard on planning and organising a completely new conference format!

Hopefully you enjoyed both the scientific part and the virtual networking options!

I want to express my thanks for electing me as the President of SIEC-ISBE for a second term. I am truly honored by the confidence the delegates have shown in me and promise to be a President for all members.

Let me also highlight the change in the Executive Committee: Tamra Connor was elected as General Secretary. On that point, I would like to express a big thanks to Lila Waldman who has shaped the organisation for the past years.

Together with the members of the new Executive Committee, I will continue to work hard to meet the challenges that lie ahead.

My personal goal is to increase collaboration and digital communication between the members of our organisation, as well as to enhance our Global Exchange Program.

I am ready to devote my time and energy to SIEC-ISBE as International President and I am looking forward to working with a great team from the member countries.

Let us take a look at the next International Conference:

The 93rd SIEC International Conference will take place in Vienna from October 18-23, 2022. Details will be published by the Austrian Chapter headed by Johannes Lindner as soon as possible.

Looking forward to meeting you at the on-site conference in Vienna!

Evelyn Meyer, International President

SIEC-ISBE

evelyn.meyer@aon.at



Evelyn Meyer

Appointment of the next General Secretary

Tamra Connor has been appointed as the next General Secretary for SIEC International. She is a familiar face to SIEC, having served as the US Vice-President 2007–2009, the SIEC International President 2009–2013, and the first PDC Chair in 2014–2015.



Tamra Connor

Tamra has served the business education profession in several leadership roles in both the International Society for Business Education (ISBE) and the Société Internationale pour l'Enseignement Commercial (SIEC) including President. She has the distinction of being one of only three people from the United States to hold that international leadership position during the more than a century history of the association. Dr Connor served as the US Vice President to SIEC and as the ISBE Director on the NBEA Executive Board, among other roles. As editor for the *Journal for Global Business Education* and the *International Journal for Business Education*, she advanced the international business education literature. She revitalised the former *The Review* publication, now the *International Journal for Business Education*, which became refereed and listed in Cabell's and indexed in ERIC during her tenure as editor. At the regional level she held various leadership positions for both NCBEA and MPBEA. At the state level she has held a variety of other leadership positions including President for the Oklahoma Business Education Association. With more than 30 years of teaching experience, Dr Connor has taught at the elementary, secondary, technical college, community college, and university levels.

She brings a wealth of knowledge about the history of the organisation and an enthusiasm for the new role.

Mark Your Calendars!

Upcoming SIEC-ISBE Conference



2022 Vienna, Austria, October 18-23



www.siec-isbe.org

2022

93rd SIEC INTERNATIONAL CONFERENCE in Vienna - Austria

We cordially invite you to participate in the 93rd SIEC-ISBE International Conference to be held as an on-site conference in Vienna—Austria.

The tentative focus will be on the topic **"Economy of Future"** and we will try to find answers to questions like:

- Will the recovery from the COVID-19 crisis lead to a different economy?
- What effects will this have on business education?

Tentative conference agenda:

- | | |
|---------|---|
| Oct 18: | Registration
First Timers' Meeting & Welcome Dinner |
| Oct 19: | Keynote speeches
First Assembly of Delegates
Workshops
Networking Dinner |
| Oct 20: | Concurrent Sessions and General Session
Tour to the Financial Life Park (FLiP)
Round Table and Reception at the Austrian Central Bank |
| Oct 21: | Concurrent Session
Second Assembly of Delegates
Meeting at the Vienna International Center of the United Nations,
Concert in the evening |
| Oct 22: | Entrepreneurial Guided Tour in Vienna |
| Oct 23: | Sightseeing Tour in Vienna
Visit to an Austrian winehouse ("Heuriger") |

**VIENNA -
AUSTRIA**

OCT 18 – OCT 23, 2022

ECONOMY OF FUTURE

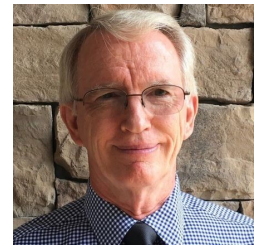
ON-SITE CONFERENCE



Images: www.pixabay.com

Engagement Promotes Student Learning

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



Gerry Begeman

The 92nd SIEC Annual Conference held the first week of August F2F in Trieste, Italy, and virtually, on the theme of “Sustainability Meets Business Education”, provided a successful experience for our first SIEC-ISBE online conference for our registrants “attending” from all over the world. Our roster of events included a workshop on “The Use of Community Projects for Teaching Sustainability within Business Education” by Maltese educators, Claire-Ann and John Gauci; a panel on Teaching Tips/Tools, with six presenters on various topics that was chaired by Priscilla Romkema from the US; additionally, nine presentations and three poster presentations on topics ranging from perceptions of learners on an online MBA program, tax literacy, and infusing sustainability in the teaching of economics. Many topics were offered for various business education instructional needs. This is only a sample of what was shared, and these will soon be posted on our SIEC-ISBE website—just in case you missed any of them. Additionally, all participants were invited to participate in the Market Place collaboration on the topic of “Lessons Learned: Teaching During COVID”. An abundance of gratitude goes out to all those who contributed to the professional development offerings at the SIEC-2021-Trieste Annual Conference.

Now that we are beginning our teaching year in many schools, colleges, and universities throughout the world, we still face a variety of instructional approaches—mostly due to the COVID-19 infections and variants throughout the world. Many students are still receiving only online instruction while others are receiving a hybrid approach to their education—a combination of online and face-to-face. To keep students safe when face-to-face instruction is offered, masks are often mandated to reduce the spread of infection. Whether face-to-face or online, what are some ways we as educators can maximise the learning process? Whether a student is 6 or 60, a few suggestions are listed below that experienced educators have repeatedly found successful.

- 1 **Engage your students in the topic.** Whether students are online or F2F, after presentation of a topic, place them in small discussion groups (3-5 members) with open-ended discussion answers required and assign a recorder who writes down the results of the discussion and a reporter who will speak for the group and, if necessary, verbalise and/or interpret the small group’s findings. This offers various opportunities for research and collaboration, for sharing in a smaller, safer setting, and if these groups are randomly assigned each time, the small group dynamics will change. Set expectations that if students have not served as a group reporter or recorder one day, they will be expected to do so the next time or another time during that semester. Bonus points can be offered to the reporter and recorder to incentivise participation. Research shows that engaged students are more likely to follow behavioral expectations, be more considerate of their peers, and as a result be academically successful.
- 2 **Educational technology.** A plethora of online technology can be used to develop and practice the objectives of the lesson. Often the hardest part is finding out what works best and what students enjoy most. Many students enjoy competition with their peers so if a competition is possible, use games that channel that excitement. Countless students today find using their cell phones in the class forbidden; however, allowing the students to use them to research answers can channel positive use of the cell phone as a learning tool—but the phone should be put away when the task is done. The educator can direct the students to do searches, and this can be done in a classroom setting as well as online in synchronous or asynchronous settings. One popular learning technology game is **Kahoot!**. Kahoot! may be used in many levels of education. This game-based tool is user-generated in which multiple-choice quizzes can be accessed via a web browser or the Kahoot app. Kahoot! can be used to review students’ knowledge, to measure formative assessment, and even as a diversion from traditional classroom activities. Educators at all levels have found it a successful learning and **engagement** tool. Many more educational tools exist! If you need help finding some educational technology, put a request in our new SIEC-ISBE Newsletter Collaboration Column for your business education subject matter. One of our professional SIEC-ISBE colleagues may be able to suggest something appropriate for your class.
- 3 **Include culturally responsive awareness in your subject matter.** We live in an increasingly diverse world. Many students are emigrating or being displaced to other parts of the world because of economic, social, and political reasons, as well as internal and external conflicts. If these displaced students see themselves in the lessons or teaching materials, they feel more engaged and even empowered to share their perspective.

Continued

Diverse guest speakers often bring relevant context and greater engagement when the student and speaker share similar cultural backgrounds. The students can see a successful example before their eyes with whom they can relate and thereby be motivated. Use student or school examples in assigned work. This develops student interest and relevance to the work or project. Have small groups of students be the “experts” on specific topics or projects. Set up five or more groups within your class. At the end of a unit have the rest of the students go around to the various “expert” groups, or have each of the “expert” groups present their project or topic at which the audience of learners must gain knowledge on the material that each group has prepared and also have completed a worksheet prepared by each group. Students love the interaction and peer learning. Time limits for each project must be set and monitored. Students are evaluated on the accuracy of their completed worksheets. This activity takes time to set up and to monitor but is very rewarding for the “peer” teachers, since it engages students in learning and teaching groups, and it involves the learning groups when they must complete the worksheet prepared by their peers on the topic that has been researched and presented.

On a cultural level, when students understand that your class is a place where everyone is involved, and where diversity and responsibility are expected, the students become more immersed and participate more actively in the learning process. Let this year be a year of engagement and involvement of students whether in an online, face-to-face, or blended instructional setting. So many students have longed for the social aspects and benefits of the learning environment during the past few years when COVID-19 has caused isolation. Therefore, **engagement** that is created and enabled by you as the facilitator of learning, can be a powerful tool to promote the required learning objectives in an enjoyable way for every student.

The SIEC Professional Development Committee looks forward to many of our members participating in the SIEC-2022-Vienna International Conference, October 18-23, 2022. More news on the theme will be forthcoming.

New Website

SIEC-ISBE has a new look, with a more secure website. Check it out at

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

SIEC-ISBE International Conference online

Written by Maree Liston, International Member

What a great opportunity to participate in the SIEC-ISBE annual conference online! At the time, international travel was not possible for me as Australia had closed its borders. However, I was able to attend all of the sessions offered, and even managed to stay awake and alert for most of it. I confess, I munched my way through a mountain of confectionary to ‘help’ me, but the presentations were so engaging this was really a rather poor excuse. My timeframe began around 7.00—9.00 pm each evening, and continued to 3.00 or 4.00 am. But it was so good to meet up with SIEC-ISBE friends once again, and enjoy the company and presentations.

Thank you so much to all of you for making this possible!

We can all now look forward to the Conference in Vienna next year, and hopefully to being able to meet up in person once more.



Maree Liston

**Successful first hybrid conference:
92nd SIEC-ISBE International Conference
Conference Theme: “Sustainability Meets Business Education”
Trieste, Italy & Online
August 1-6, 2021**

Submitted by David Luidold and Silvia Lipp, University of Graz (Department of Business Education and Development)

Flexibility and adaptability are an integral part of business education. That this is being followed was evident at this year's SIEC-ISBE conference. Given the current realities of the global pandemic due to COVID-19, there continues to be uncertainty of international travel and mass gatherings for the foreseeable future. Taking these concerns into consideration, the organisers decided to hold the conference in a forward-looking format: hybrid, this means participants could choose to attend on-site or online.



Theresa Feuchter and David Luidold

For on-site participation there was a meeting room in the NH-Hotel with a big projection screen and proper boxes provide, so that everyone in the room could see and follow the presentation and discussions of the online participants

Online participants were guided through the conference via Zoom. Video conference rooms were set up in Zoom. The sessions offered a varied program: there was a choice of presentations, poster sessions, workshops, and a teaching tool panel. Presenters came from all over the world (eg USA, Iceland, Finland, Malta, Ukraine, Poland and of course Austria and Trieste) and presented live. Moderated chats provided opportunities for Q&A afterwards.

The format thus offered independence in terms of place and time, and punctual and resource-saving time slots enabled targeted participation in individual presentations. In addition, an informal exchange was also possible. The organisers were open-minded and so the innovative teaching tips presented to the conference (eg wonder.me) were immediately implemented and tried out to fill breaks between sessions for networking. This gave the hybrid format an almost real conference feeling.



Shown in photo, from left to right: Michaela Stock, David Luidold, Susanne Kamsker, Theresa Feuchter, Elisabeth Riebenbauer, Hermine Sperl, Evelyn Meyer, Reingard Weilharter, Ingrid Rose

There were also cultural and culinary attractions to explore beyond the conference. We will especially remember the guided tour of the city by Paola Alessandra Alzetta, in which we got a special insight into the history and secrets of the city, as well as the visit to the castle Miramare, located about five kilometers to northwest.

We are sure this conference has set impetus for future conferences. Nevertheless, we are also looking forward to the next real meeting of the SIEC-ISBE community.



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Welcome to Finland!

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Mrs. Helena Miettinen, HBC Ltd.
helena.miettinen@bc.fi
+358 44 77 56 383

SIEC-USA is growing in 2021!

Written by Dana Moore Gray, USA



Dana Moore Gray

The US chapter continues to grow and focus on meeting the diverse needs of its members. As of September, 2021, the revised chapter has 43 members and 2 institutional members. The institutional memberships were gifted by current members to help introduce SIEC-USA and SIEC-ISBE to colleagues at their educational institutions.

SIEC-USA did receive a letter from attorneys of NBEA regarding the US chapter's request for SIEC-USA designated funds at NBEA to be paid to the revised chapter. NBEA has declined to forward the designated funds. The final chapter of the SIEC-USA journal, *Journal for Global Business Education*, features a peer-reviewed article about NBEA disassociating itself with SIEC-USA.

On September 9, the USA chapter held its quarterly general membership meeting via Zoom. The guest

speaker was Professor Johannes Lindner, president of the Austrian chapter of SIEC-ISBE, who presented "We need more playgrounds for the sustainable creators of the future." He discussed reasons for promoting entrepreneurship education for children and young people, and shared the model he and his university has developed. Professor Lindner also invited US attendees to the 92nd International SIEC-ISBE Conference, which will be held in Vienna in October 2022, on the topic: "Economy of the future." We remain grateful to our international members who share their expertise and for their willingness to do so late at night to accommodate differences in global time zones.

General membership meetings are open to all SIEC-ISBE members. Information is posted on our website at www.siec-usa.org and on the SIEC-USA and SIEC-ISBE Facebook pages. We did experiment minimally with Facebook ads for the September meeting with the goal of increasing sign-ups on our Constant Contact news database; this is something we will consider again for the next meeting.

Our next general membership meeting will be in January, 2022.

SIEC-ISBE is Social!

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

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

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

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

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

Written by Tamra S Connor

Storytelling in the Business Studies Classroom

Written by Nicole Abela

I am presently following the Master in Teaching and Learning course (MTL) in Business Education at the University of Malta. I have recently become a member of the SIEC-ISBE community, and I have attended the 92nd virtual conference held in early August. The conference has helped me acquire various insights, perspectives, recommendations and teaching tools. Listening to the presentations held by the other members of the community has also sparked my curiosity on how to infuse sustainability into the business studies subjects. The conference has cultivated in me a sense of empowerment and hope that change can be achieved in this area, and that as a future teacher, I am responsible for instilling this value in the lesson plans and activities. What I particularly enjoyed were the teaching tools and tips presented by various members.

My MTL dissertation explores the use of storytelling in the business studies classroom. Since the human brain is essentially a story-driven system, storytelling aids students in understanding business studies concepts (Rosen, 1986).

The literature I have reviewed evidences a number of benefits which storytelling fosters. It fosters better learning which inhibits shallow learning. Erickson and Rossi (1976) offer a theory based on hypnotic trance that highlights the importance of storytelling in teaching and learning. The hypnotic trance is described as a state of consciousness in which individuals elicit and perform unconscious learning. These writers contend that individuals are most accessible to learning in this condition because their beliefs are temporarily altered, allowing them to be open to information that is different from what they have already learned. This enables students to consider ideas that have not before been considered.

Storytelling promotes active learning by getting students to do things and think about what they are doing (Bonwell and Eison, 1991). Things can be experienced in two ways: by doing or by observing. Observations can be made directly by watching someone perform a task or indirectly by hearing stories about the subject under investigation (Fink, 2003). Indirect observations through storytelling can be enacted in the business studies classrooms to bring the career experience to the classroom.



Nicole Abela

Better learning can also occur through storytelling since it allows students to express their thoughts and knowledge without relying on written instructions. For students who struggle with reading and writing, taking written notes can be challenging. On this ground, Reedy and Lister (2007) promote storytelling as an inclusive teaching technique. These authors' findings indicate that all students were engaged in the storytelling activity and were able to participate in the discussion that followed the activity. Given that the story is comprehensible to all students, anyone can contribute, regardless of ability. It allows students to express their insights and participate, something that may not be done in traditional text-based lessons. Teachers' and other students' views may be altered by what the students share about their comprehension and skills (Reedy and Lister, 2007).

Aside from the pedagogical benefits of storytelling, I have also reviewed literature related to the traits of a storyteller. As a summary, I have developed Figure 1.

Plan the story	Choose a story that is personally relevant to students.
	Choose a story that has a specific pedagogical purpose.
Narrate the story in an engaging way	Change the voice, tone and pace according to the events described in the story.
	Make use of gestures and eye contact.
Help students interpret the story	Allow students to have different viewpoints.
	Allow students to share their viewpoints.
	Guide students towards the learning objectives.

Figure 1: Summary of the traits of a storyteller

Continued

Once the purpose of introducing a story in the classroom has been established, the teacher needs to develop the story and the appropriate activity and identify ways in which the story can be integrated in the classroom. One well-known method of teaching through storytelling is the case study pedagogical method. Through case studies, students can extend their perspectives, gain comprehension of intricate concepts, make judgements, reason and discuss collectively (Fawcett and Fawcett, 2011).

I argue that the use of storytelling can actively entice students and help them enjoy deep learning. My current research study aims to demonstrate how powerful storytelling is in teaching and learning the business subjects.

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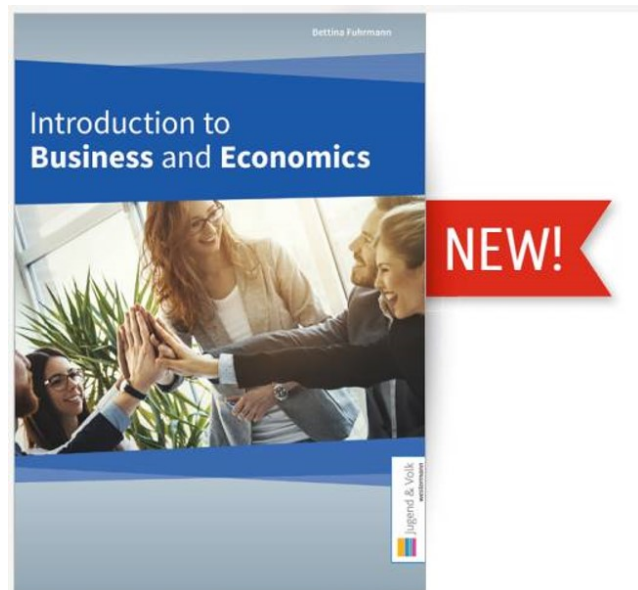
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Introduction to Business and Economics – a textbook on basic economic issues by Bettina Fuhrmann (SIEC ISBE vice-president for the German speaking countries)

It is the aim of this *Introduction to Business and Economics* to explain important basic concepts of business and economics and their interrelationships to those who have little previous knowledge but are interested to learn more and gain a better understanding of economic issues and business matters. As both business studies and economics are comprehensive, multifaceted and interdisciplinary scientific fields, a 100-page textbook can only cover selected topics. Nevertheless, it is the intention of this short introduction to provide a solid basis on which to build more knowledge as well as to spark an enduring interest in business and economics and motivate readers to learn more.

The textbook is based on the case of a recently founded start-up business as well as on the case of a large international corporation that are both discussed throughout the main seven chapters on basic economic concepts, different types of businesses, forms of business ownership, marketing, accounting, personnel management and writing a business plan. It is concluded by an additional case study that enables the readers to evaluate their learning achievement.

To learn more about this textbook or to order a copy please send an e-mail to service@westermanngruppe.at
The textbook is also available as an ebook.



SIEC-ISBE Newsletter Guidelines



Next Deadline for Submissions:

January 15, 2022

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:

- ♦ Word 2003 or higher software ONLY
- ♦ 12-point font, single-spaced
- ♦ Include your name, school affiliation, and a digital picture of the author with the manuscript
- ♦ Photos that describe the activity may be included and should include the full names and countries of everyone in the picture, the event where the picture was taken and the name of the photographer
- ♦ 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* is a refereed journal and a publication of the SIEC organization. All manuscripts will receive a double-blind review by three external reviewers. Accepted manuscripts will be published in the next issue of *IJBE*. The **deadline** for submission is **ongoing**. A publication decision will be made within 120 days of manuscript receipt when possible. Once accepted, manuscripts will be published electronically on the website. A complete **publication** will be issued in the spring of each year. All manuscripts must be the original work of the author(s) and cannot be under consideration by any other publication during the review process. Manuscripts cannot have been published in any format previously, including conference proceedings where full papers are published. Authors will be notified upon receipt of the manuscript. At the time of acceptance, the corresponding author must be a member of SIEC-ISBE.

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

Publishing Guidelines:

- 1 All manuscripts are to be in English
- 2 All manuscripts must follow the APA 6.0 style, including references
- 3 Length—2—15 pages, including references which do NOT have to be on a separate page
- 4 All manuscripts must use the template found below
- 5 Word 2010 or higher software ONLY
- 6 All graphics should be encased in a box
- 7 Margins should be 1-inch
- 8 No header or footer should be included
- 9 No page numbers
- 10 A title page that includes the manuscript title and author(s) name, name and address of institution, email address, and telephone number for primary author must be include
- 11 All submissions must be electronic. Submit via e-mail to Tamra Davis at tdavis2@illinoisstate.edu
- 12 Primary author must be a member of his/her respective SIEC Chapter
- 13 Manuscript cannot be under consideration by another publication at the time of submission to SIEC
- 14 Manuscript may not have been published previously
- 15 The reviewers may make suggestions for revisions
- 16 The editor will work with the author(s) to make the changes
- 17 The editor reserves the right to edit all manuscripts accepted for publication
- 18 Manuscripts accepted for publication will require a copyright release form

Please use this [link](#) for the template for all submissions.

Please email your submission to:

Tamra Connor, Co-Editor
International Journal of Business Education
tdavis2@illinoisstate.edu

Permanent Office
5004 N Dawn Dr
Peoria
Illinois
61614
USA



SIEC-ISBE



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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