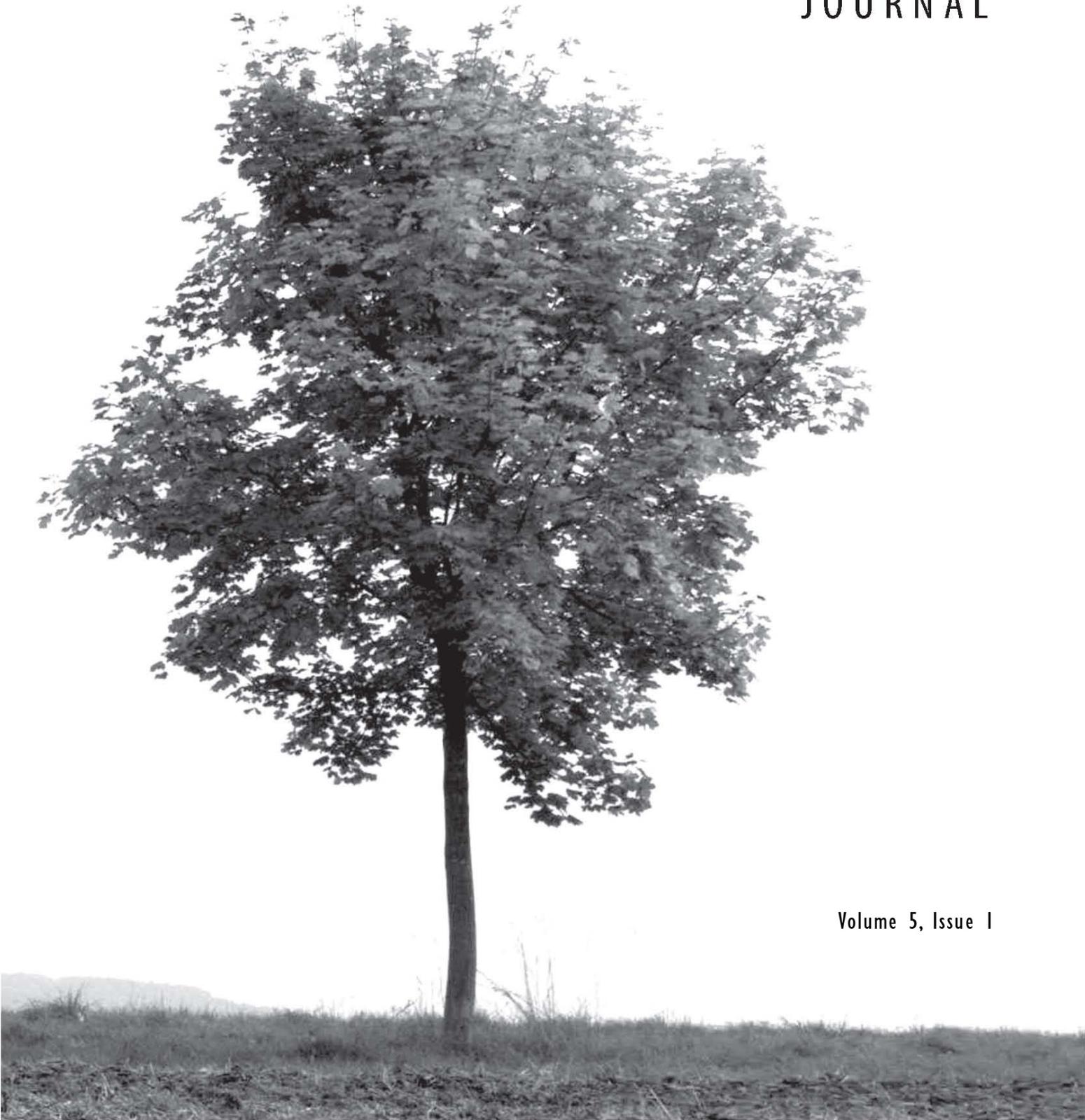




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# President's Message

Dear Colleagues,

Here we are in crunch time. Many of us have finished with semester one and are trying to plan new ways to make semester two that much better. I know that I have a bit of cabin fever and look forward to spring break for some downtime.

This has been a very challenging year for me. Planning SAG and having to deal with some major family responsibilities has made this one of my toughest professional years so far. I would like to thank the EBIT executive for stepping up when I was not able to run things as I normally would. This is a great team who cares about business and technology education, and I am glad that I have been a part of this organization for so many years.

This is the last publication before we have our elections in May and once again I would like to encourage our membership to step up to the challenge of joining our executive committee. It is a great feeling to be part of an

organization that helps teachers do more in their classrooms. Our discipline is becoming ever more important for our students, yet we are constantly being challenged as to the validity of our courses. You can be a part of the team that stands up for these courses to ensure they will be around for the next round of students.

No matter where your interests lie, there is a position for you on the executive. Whether you are the A-type organizer or you need to let your creativity flow, there is a job that will fit your personality. If you think you want to check out a meeting to see if you like it, our next one will be on Saturday, March 12. If you would like to RSVP just send an email to [ebitmb@gmail.com](mailto:ebitmb@gmail.com). I look forward to seeing many of you next month!

I am also looking for ideas on some evening sessions that EBIT can offer this spring so please send your ideas.

Regards,  
Nicole Belanger

## Come to a Meeting

The EBIT executive meets once a month  
(Saturday mornings 9:00 a.m. – 11:30 a.m.,  
at the Viscount Gort Hotel on Portage Avenue)

You don't have to be on the executive to attend a meeting.  
Drop in and say hello. We would love to hear from you!

# The Digital Age Learner

by Roman Matwyczuk

As early as 2001, Prensky characterized the digital learner as the digital native – an individual who is used to the instantaneity of hypertext, downloaded music, mobile technologies, web-browsing, and instant messaging. Massey and Zemsky (2004) described digital learners as individuals who wish to be networked to others, expect to be entertained by music, games and movies and prefer activities that involve a complex representation of self. According to Knobel and Lankshear (2008), learners who have grown up on the inside of a cyberspatial mindset see things differently and approach things differently. Most recently, the Kaiser Report on Media 2010 (Rideout, Foehr, & Roberts, 2010) reported a huge daily increase in media use amongst youth over the last five years, from 6 hours and 21 minutes to 7 hours and 38 minutes. According to the Young Canadians in a Wired World Survey 2005 (MNet, 2005), a Grade 11 student spends 8 hours and 19 minutes involved in online activities on an average school day – the equivalent to a full time job. The digital learners' growing dependency on digital media for stimulation, information, education, and entertainment has become unparalleled (Aurilio, 2010). Existing literature supports the assertion that learners of today are different than their predecessors, primarily because of their exposure and interaction with digital media and technology.

Today's learner has been described as an evolved learner. Brown (2001) describes a dimensional shift in cognitive development amongst cyberspace learners relative to four foundational pillars: literacy, reasoning, learning, and action. To the digital learner, literacy involves more than just understanding texts and images. It involves comprehension of multiple texts, communicating with numerous multimedia formats, and utilizing experience and triangulation to improve judgment skills essential to information navigation. Digital age learners tend to exercise reasoning through bricolage (transforming existing objects into something new) and judgment. Modern age learners are receptive to discovery-based and experiential learning and are gradually distancing themselves from the more traditional authority-based model of learning. Most notably, the digital age learner has a bias to action

(i.e. learning in action) where learning is in situ (i.e. situational) with and from each other. Digital age learners perceive learning to be active rather than passive, both a social and cognitive experience, concrete in nature (rather than abstract) and intertwined with judgment and exploration.

Technology has helped shape a learning environment for children that can best be described as a microworld (diSessa, 2000). This microworld enhances students' capacity to learn by engaging them in pursuing activities of value to them. Consequently, today's learners have developed different attitudes and beliefs about the definition of knowledge, how knowledge is constructed, how knowledge is evaluated, where knowledge resides, and how knowing occurs (DeBacker, Crowson, Beesley, Thoma & Hestevold, 2008).

Having taught information technology (IT) and information communication technology (ICT) courses for almost a decade, I have been immersed in what I consider to be a "technologically amplified" environment. In this setting, students expect to learn and be taught in a manner consistent with their digital mindset. The digital mindset is characteristically different than the more conventional mindset as these individuals function at twitch-speeds, feel a need to be digitally enhanced or extended, think randomly rather than sequentially and respond to highly interactive, problem-based learning activities that allow them to explore and develop characteristics of their identity (real or virtual) (Prensky, 2007; Shaffer, 2008; Johnson, 2006; Gee, 2009). What matters most to the student with a developing digital mindset is learning to use technology to do things that neither they nor the technology can do alone (Shaffer, 2008).

*Note: Roman is currently working on his Masters in Education with a focus on next generation learning environments. This article is a brief excerpt from his thesis.*

# Moodle

by Sujin Jun



Access to the internet is increasing exponentially. According to Stats Canada, 77.1% of Internet users access the Internet from home and 50.3% of them use the Internet for education, training, or school work.

For students, more specifically high school students, how can Internet usage be conducted more efficiently to aid in studies? What can schools do to enhance students' education? Should they ignore the benefits of the emerging technologies or integrate them into their educational methodologies? One way to enhance learning through the use of , to implement a Learning Management System at your school. There are many online Learning Management Systems in the market; however, this discourse will focus on the implementation of Moodle. Since Moodle is available free online, educational institutions need not worry about budgeting for its implementation. It is easy to install for the administrator and easy to use for teachers and students.

Before schools implement Moodle, they may have to determine whether it is to be used as a management tool or a learning tool. In other words, would it likely be used more by teachers or students? **Of course, both parties** could use the system simultaneously; however, it is necessary to decide who will be the primary focus. There are many features both would find useful. Teachers can organize their lessons on Moodle as well as upload their lessons and assignments allowing students to view and study prior to class from home. One of the most impressive aspects is the teacher's ability to create and edit a quiz so that students can assess themselves right after

taking the quiz. For students who have difficulty understanding a lesson, this tool can help them review the lesson either in or out of the classroom setting. Another feature, which is called a Forum module, allows for open communication between teacher and students. In this module, teachers are able to provide additional information and students can ask questions to which either the teacher or other students can respond. The Forum allows teachers to contribute extra time to the online discussion for their students' benefit and allows students to be engaged in discussions with their peers. Moodle also enables students to submit their assignments online, accommodating students who may have been absent from class.

Despite the apparent advantage of Moodle providing an academic setting, there are also downsides to this system. If teachers provide too much information or give students too much freedom, the possibility that class attendance could decline becomes a very realizable danger. It may sound absurd, but it could definitely happen. According to Stats Canada, the high school drop-out rate in Manitoba is 11.7% (calculated over a 3-year average from 2007 to 2010). Manitoba is ranked second from the top in national standings, which makes the possibility of increased drop-outs here an especially perilous hazard. Local students could use this system not as a tool to enhance their knowledge but as a means to legitimately avoid attending class. I admit it sounds unlikely but less motivated students could take advantage of the trust inherently built into the Moodle system execution.

If Moodle is used as a reference library or a collection of examples for students, it may help them improve their knowledge instead of being exploited as a way to avoid learning. Until now, it is likely that many people who have graduated from high school or post secondary institutions have a great deal of experience spending time researching or finding appropriate resources to complete assignments and prepare for exams. It is possible they may feel they did not have enough time or have adequate examples to understand the course content. For students who would like to have more quizzes or exercises (for Math class as an example), teachers may



Screenshot - moodle.org

provide more sources on Moodle, which students can access and study from. It is not necessary for them to go online and waste time searching the web for examples or resources that they need. Instead, they can simply logon to Moodle and use the material that teachers have provided.

The decision to adopt Learning Management systems at academic institutions is not an easy one because there are numerous distinct advantages and disadvantages.

Yet, if the system is used properly and in consideration of the students' study habits, it could be very successful for teachers to manage their lessons and for students to have more opportunity to improve their knowledge. No studies to date have proven Moodle's effectiveness and efficiency; however, there is certainly a great deal of potential in the implementation of Learning Management Systems in education.

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*Moodle.org. 2010. Web. January 26, 2011*

# Cell Phones in the Classroom

by Jeff Le Sage

The cell phone has evolved over the years from simple portable communication devices to sophisticated multimedia centers. For instance, the Apple iPhone 4, has many features that include digital video recording and editing, a 5MP camera, as well as many application plug-ins that enhance the capability of the phone. Some of these applications are educational and cover a wide variety of topics and subjects, which make the phone suitable for coursework at all grade levels. Yet, with all the useful features of this phone, it still can be used for sending text messages during class, which is distracting for students and teachers. Recently, a January 2011 article For Better or Worse—The Marriage Between Teens and Texting, published in Keying In, the newsletter of the National Business Education Association in the United States, suggested that educators should encourage cell phone use within the classroom. Is it necessary to institute this technology within the classroom or is it just a superfluous device that other technologies can provide?

Let me summarize from the article some suggested advantages of using cell phones in education:

Using cell phones for homework or class work: Teachers can send students test reviews via text messaging or students can partake in assignments such as taking pictures for a scavenger hunt.

Providing updates through wikis and blogs: Information can be sent to students immediately to provide instant revisions outside of class time.

Using feedback polls: Students can simply complete a set of questions that may be helpful in clarifying if they understand the assignment that was given to them. These formative checks will allow teachers to ensure that the students are on track when completing the assignment.

Learning applications for education: Phones, such as the Apple iPhone 4, provide education applications that can be helpful to students in the classroom. Phones with

Internet access are also great for conducting research in a variety of subject areas.

**Strengthening home-school connections:** Communication channels are opened more easily when teachers are able to send updates and reminders to parents about important events using text messaging. In turn, parents have a direct line of communication to the teacher without having to establish a meeting at school.

**Increasing participation from students:** Class surveys or quizzes can be created where results are posted on-line via text messaging, making it more fun and interactive for students. Additionally, this allows less confident students to express their answers more freely without potential ridicule or embarrassment from other students.

**Cutting Costs:** Most schools spend thousands of dollars a year on desktop/laptop computers, digital cameras, and iPods. Cell phones provide a comparably lower cost solution to complete tasks that these more expensive devices can perform.

Although some of the points mentioned seem to make sense, they do not take into account other important factors. Cell phones, especially the iPhone 4, are not cheap. Through Rogers Communications, an iPhone 4 runs for about \$549 but can be reduced to \$99 when you sign up for a 3-year contract to use their services. A \$40 per month plan for talk, although includes text messaging and Internet usage, can be quite costly for many parents, let alone students. Although most students have cell phones, it is difficult to expect schools to make it mandatory for parents to purchase cell phones for their children. Conversely, if schools purchase cell phones for classroom use, they may find it difficult to control misuse or abuse such as inappropriate texting, and long-distance calling during class time. Using text messaging as a primary form of communication in class for less

confident students is not necessarily the best solution. It is important to encourage and support students to communicate openly rather than provide a sheltering barrier for them. Outside of the school setting, students will need basic communication skills to help them function throughout their personal and professional lives. Finally, communicating with parents and students through texting is a novel idea, but having a communication channel open 24/7 may reduce the opportunity for solitude and privacy for teachers, students, and parents. As well, text messaging seems more informal and unprofessional compared with establishing scheduled parent teacher meetings to discuss progress reports or other important information.

Taking all this into account, cell phones still are an invaluable part of society; however, within the classroom, they are not necessarily required for 21st century learning. Many other devices such as computers, digital cameras, and iPods perform essential tasks equally if not better than cell phones and seem to be less distracting without the text messaging options available on them. Although text messaging is an excellent way of communicating messages if used appropriately, the reality is that acceptable use policies need to be created and adhered to in order to make text messaging more socially and professionally acceptable. In time, cell phone usage within schools may become the norm, but until then, this is one piece of technology that can be turned off and put away during class.

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Have You Visited Us Lately?  
[www.myebit.org](http://www.myebit.org)

# Technology in Our Classrooms

by Sara Budowski

Mrs. Rachelle LeRoux, past-president of EBIT, currently teaches at Shaftesbury High School. As she is very involved in business technology education, she is always busy with her students. This year, Mrs. LeRoux's students entered the Best Buy 'Best in Class' contest, where they wrote a proposal and created a video. They received an Honorable Mention and received \$10,000 that will go towards their school! Mrs. Rachelle LeRoux has also received the Junior Achievement Trailblazer, and the 2009 Excellence in Teaching Award from the University of Manitoba Alumni Association. Mrs. LeRoux shares how she integrates technology, and the successes and challenges that she has experienced in her classroom in regards to that technology.

*Why did you decide to become involved in technology teacher education?*

It was because of my business education teacher in high school. I always wanted to be a teacher, but in elementary schools. However, when I took business ed, I loved the courses. When I heard of the program that Red River offers, I decided to do that.

*How has technology evolved in schools and the classroom?*

I have always taught in a computer lab and have integrated technology and built the use of computers into the courses I teach, such as Start Your Own Business and Accounting.

*Do your students respond well to using technology in their classes?*

Yes. There is an expectation that computers are available in the courses. Students also like components of the course that do not use technology. They enjoy the choice of either using technology or not.

*How do you integrate technology into your teaching and lessons?*

I integrate technology through the use of Adobe Creative Suite software, websites and peripheral equipment (DSLR cameras and video cameras).

*What kinds of projects do your students do? Does your student's work ever leave the classroom?*

Students work on business venture projects, broadcast

media, school-wide videos for school events, photographing school events, painting with light, and creating cafeteria banners. We also team up with the drama class and create videos. Student work also goes up on bulletin boards and they also design the submitted photos to Yearbook.

*Do you see a digital divide in your classroom?*

I do see a divide in student's skills, but not really in regards to access to technology. Some students come with more prior knowledge and interest in the course material.

*As a teacher, what challenges do you have with implementing new technology?*

Finding the time to learn new software is always a challenge. Teachers typically learn on-the-go, along with the students, but I wish I had more time to learn the software.

*In what ways have you been able to overcome these challenges?*

As I sometimes learn on-the-go, having students help each other is an asset. I have also found Lynda.com tutorials to be very helpful and you can't be scared to try new things.

*Where can you see technology education going in the future?*

Technology is moving more towards hand-held devices that can be integrated into the classroom. This can be successful in class; however, teachers must stress the importance of responsible technology usage. I believe it is also important that students are not always sitting in front of a computer or using technology, they must interact with each other and maintain social skills.

*Is there anything that you would like to discuss that you have not touched on?*

I love teaching in this area and there is always something new to learn.

Mrs. Rachelle LeRoux also wanted to mention that although she is busy at Shaftesbury High School and spends much time with her family, she misses being on the EBIT board and encourages others to participate by becoming a board member.

# Advantages to Adobe CS5

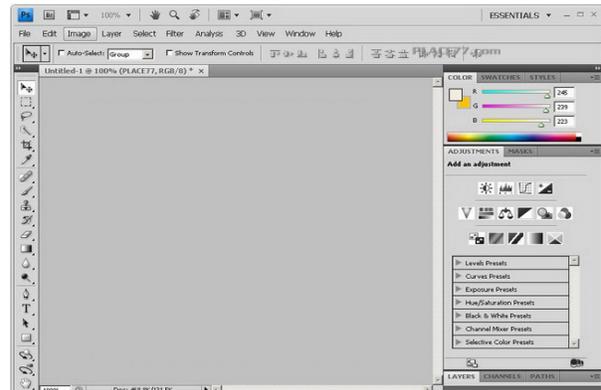
by Sean Hopps

An issue technology teachers must face head-on, is the constant upgrading of hardware and software. Within a year or two of your classroom receiving the “latest technology,” you may be using an outdated tool in your daily teachings. Although these tools are not lacking in content, there may be easier techniques to achieve desired results by upgrading. There are many different aspects that can make or break a possible upgrade, including whether or not the cost of upgrading is worth the new features.

Adobe products are constantly being upgraded. Its latest version, Creative Suite 5, was released approximately nine months ago. Many Adobe products are used in technology-based classes, such as Flash Professional and Photoshop. The newer versions offer a wide variety of new and enhanced features, which are helpful to both educators and students. The following information was gathered through research on the Adobe website, and through personal experience within the applications.

Flash Professional CS5 offers a few new features that make animating much easier for both the student and the teacher. The creators have advanced the Bone tool, used as an inverse kinematic to easily animate different parts of your animation. There are new motion attributes that make animations look more realistic. Flash Professional CS5 also includes the new Deco tool. This tool has a variety of preset brushes and animations, including building brushes, tree brushes, and smoke and fire animation.

Photoshop’s newest features also help students and teachers by simplifying techniques that were time consuming prior to this version. The Content-Aware Fill tool can successfully remove part of an image, and fill in the missing background for you. Intricate parts of the image, such as lighting, are also filled in. The Smart Radius tool properly selects around difficult parts of an image, such as hair. Cutting a person properly out of a background was time-consuming prior to this version of Photoshop; a process that would take the best of users hours to complete. The Puppet Warp tool works similarly to the Bone tool in Flash Professional CS5. Its use is to make realistic changes to still images, such as bending



Adobe CS5 Screenshot

an arm or a leg. Finally, a new feature called Adobe Repoussé, now allows the user to take any still image and create a three-dimensional design.

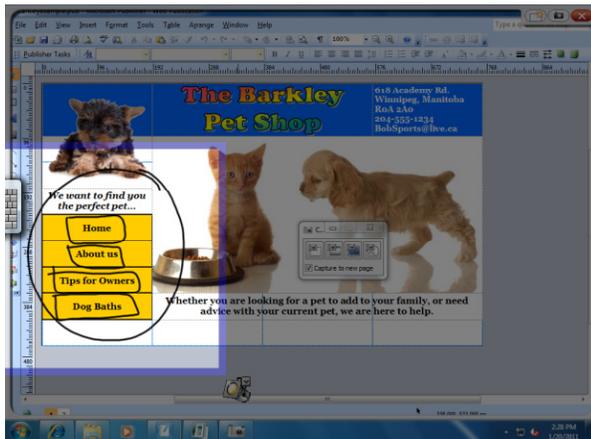
By choosing to upgrade your school’s software to Adobe Creative Suite 5, students and teachers alike, will be able to properly benefit from these main features plus more. The main benefit being the large amount of time saved on previous painstaking tasks. Students will save hours of time previously spent creating frame-by-frame animations to make a character move, hand drawing a metropolis background in a scene, cutting a detailed character out of an image, refilling the backdrop, moving an arm on a still image of a person, or making a three dimensional logo. Teachers will also be able to save time on teaching these techniques. What was once a complicated technique now takes a significant less amount of time. The time that was initially spent to teach these techniques can be used towards other advanced techniques in their respective program, or to teach newer features, which time may not have previously allowed. The quality and creativity of a final product could also increase as a result of upgrading. By having the updated software, students may choose to use these tools to complete tasks they may have passed on previously due to its process. Trials of both applications, video examples of the updated features, and educational pricing on software are available on the Adobe website.

## Reference

Adobe. 14 July 2009. Web. 24 Jan. 2011.  
<<http://www.adobe.com/>>.

# Using a SMART Podium

by Ashley Hoitink



SMART Podium - Figure 1

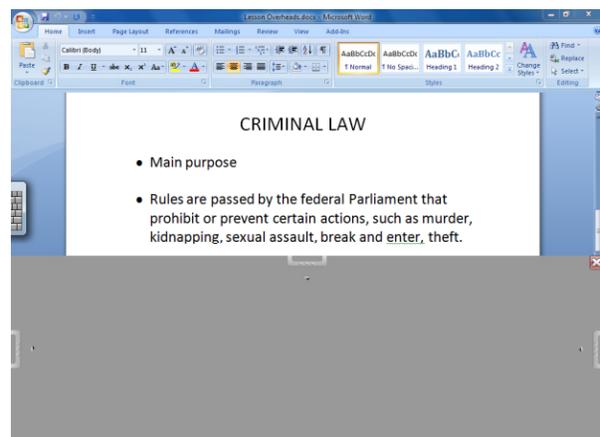
When I started my third year of the Teacher Education program at Red River College, I had no idea that a SMART Podium had been installed in one of our classrooms. I actually did not find out until the winter semester when our Information and Communications Technology Methods I teacher, Cynthia Zelenewich, provided us with an introduction to the SMART Podium. Before that introduction, I had heard of the SMART Board, but had no idea that there was such a thing as a SMART Podium. After a bit of searching on the Smart technology website, <http://smarttech.com/edredirect>, I discovered that we have the ID370 model. Using the SMART Podium is definitely something you need to practice, especially if you plan on using it in a lesson. If you have time to practice, the SMART Podium has many advantages that you can use to incorporate technology into the classroom.

The SMART Podium has a Welcome Centre, where you can customize toolbars, open tools, and search through the Help section if you are having difficulties. The SMART Podium has many helpful tools. The ones that I had the most fun with were the spotlight, the ink tools, and the screen shade. As you can see from Figure 1, the spotlight tool can emphasize an area for your students

to focus on, such as putting links on a navigation bar in a website. The ID370 contains buttons on the top and bottom of the SMART Podium, which you can use for quick access to a variety of tools including black, blue, and red ink. The Screen Shade tool which is pictured in Figure 2, is similar to covering a transparency on an overhead with a piece of paper. You can continue your lecture without students reading ahead. All you need to do is click and drag the screen shade where you wish to cover the desktop.

If you are not a fast typist, you have the option to bring up a keyboard or writing the letters yourself using the stylus, which has a handy clip behind the Podium so the stylus can be easily stored and out of the way when not used. I found that writing with the stylus and keyboard a bit frustrating because I have been using a keyboard since a young age.

While I am still a beginner at learning the SMART Podium I am impressed with the tools available for use in a lesson. There are plenty of other options with the SMART Podium, you just need to have the patience to learn the technology. As with any other technology, if you learn how to use it, it can pay off in the end.



SMART Podium - Figure 2

# Testing and Assessment Software

by Ivan Marynovsky

Business-Technology teachers are always on the lookout for useful, efficient, and productive educational software. Testing and assessment computer programs are also in high demand. In fact, many educators are already using “cutting-edge” computer programs. Quite recently, I had the opportunity to interview Kyle Jordanov who is currently a Business/Media teacher at Maples Collegiate. Below you will find his experiences with testing and assessment software.

*1. What are some of the testing and evaluation software that you currently use?*

I currently use ThinkWave Educator for marking and an online testing program called ClassMarker ([www.classmarker.com](http://www.classmarker.com)).

*2. How long have you used such software?*

I’ve used ThinkWave since I started teaching in 2005. I just started using ClassMarker last year (2009-2010).

*3. Give us a brief description of the software.*

ThinkWave is basically a stand-alone gradebook. They currently only offer ThinkWave as an online program, but I still prefer the stand-alone. The program is essentially like most other gradebook programs in terms of setting up classes and entering data, but I found it the most user-friendly at the time. I’ve tried other programs, but keep coming back to ThinkWave.

ClassMarker is an online program that allows me to make basic tests and quizzes (multiple-choice, multiple response, true/false, essay, etc.). I use the free account, but you can upgrade for more options. The software will automatically score and calculate results in real-time, and can be setup to provide instant feedback to students while they are taking the test.

*4. What has motivated you to utilize such software?*

Mostly, my dislike of marking. I’d love to find a program that allowed students to take a test/exam/whatever, and provide them with instant feedback, as regular pen and paper marking can be time-consuming (it may take a day or two, sometimes more to get back to students). Obviously, that isn’t ideal.

With something like ClassMarker, I can assign a test and get results back to students either immediately

(while they’re actually taking the test), or right after they answer the last question. Not to mention that the computer makes far less mistakes caused by human error when calculating grades.

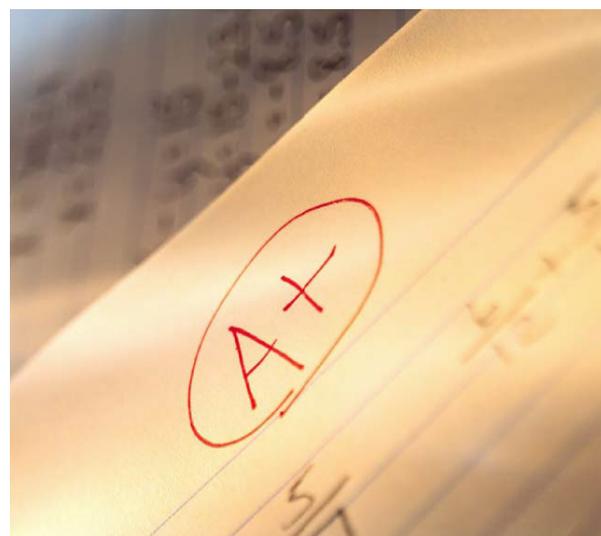
*5. Did you encounter any difficulties while implementing the software such as installation, training, or computer compatibility, etc.?*

The software itself isn’t exactly the most user-friendly, but it’s acceptable. Installation is a non-issue as it’s essentially cloud-computing. Training was pretty much a learn by yourself affair. Not a problem if you’re reasonably comfortable with using a computer.

The software itself, however, doesn’t lend itself to creating a test much more complicated than multiple-choice or multiple response. The advantage of having the computer mark the software is lost when it comes to short/long/essay-answer questions, which makes it less useful for longer unit tests. I currently use it more for quizzes than anything, although I would like to find a more robust program (that doesn’t cost an arm and a leg).

*6. What are some of the features that you find most beneficial, practical, or applicable to you in such software?*

The instant feedback to students, automatic calculation of marks, statistic breakdowns by student, and real-time results were all great.



*7. What are some of the difficulties that an educator might expect while using such software?*

The biggest problem is that the software is online. Therefore, it's hard to stop students from browsing while they're doing a test. Generally, my classes are cooperative, but it does lend itself to cheating. You can set time limits on tests, but that presents a different set of problems for students who are honest and just need more time. The software doesn't allow for extensive diagramming, so making anything more than a basic test proves difficult. It also takes a fair amount of time to set-up a test for the first time.

*8. How did this software affect your teaching strategies and your teaching style? Did you have to adapt?*

It hasn't been affected much. It's just another tool that has its specific uses. I do wish I could use it more often for a wider variety of tasks, but it does simplify some of my marking and leaves me more time to plan or interact with the students.

*9. Is there anything else that you would like to share with us with regards to the software? How did your students react to the online testing software?*

Students seem to like the software. It's more of a novelty, but if they're using a computer, it seems to be more engaging than a pen and paper test.

*10. If you were to recommend the testing and evaluation software you are currently using, what key points would you use to convince other educators?*

Instant feedback and automatic marking would be the biggest selling points. The basic version of the program is free. If it doesn't suit a particular teacher's style, then there's no harm done.

It's hard to say whether all business and technology educators would find the program useful. There are limitations and it is time consuming to set-up a test for the first time, but if you figure you can use the test over and over once it's set up, and the amount of marking it saves, I'd say it's worth a shot.

## STU CLARK CENTRE FOR ENTREPRENEURSHIP Manitoba High School Investment Competition (MHIC)

This competition is an opportunity for Manitoba High School students to explore their entrepreneurial spirit by presenting a fictitious or real business, to local business professionals. The competition will comprise of four components: a written business plan, oral presentation, elevator pitch, and advertising poster. On May 27-28, 2011 the top six teams will be invited to compete in Winnipeg against other winners from around the province. MHIC is open to all high school students regardless of area of studies. Schools are not limited to the number of business plans they can submit.

For more information contact [stuclark\\_centre@umanitoba.ca](mailto:stuclark_centre@umanitoba.ca)

# Technology Teacher in Biological World

by Mark Lebar

Since completing my final student teaching practicum, one in which I had the first opportunity to teach my other teachable, Biology, I have now had time to reflect on the similarities and differences of teaching two very different courses.

My first two practicum blocks were spent teaching technology based classes such as ICT and software applications (among other courses). While I thoroughly enjoyed these experiences and classes, it certainly opened my eyes to a new experience in teaching. I will share what I thought to be of utmost importance and interest during my time in the both classes.

It is interesting to compare a science and technology class since there are so many similarities between them. Ultimately, both classes are built on a foundation of pragmatic, hands on work; however, in the case of technology, usually this hands-on idea is inherently built into the class. This is because the classes are set in a computer lab where the students are sitting right in front of a monitor. It would be odd explaining a technology class to someone with the caveat that it does not take place in a computer lab, much the same way that it would be odd to explain an automotive class that does not take place in a mechanics shop. Since these classes have a built in hands-on setup, it certainly takes much less for the teacher to structure a lesson around those premises, in fact, it essential in making the class function properly. This is what I was used to, and to some

degree what I wanted to accomplish in my short time in a Biology class; however, this is usually not the case since Biology classes are usually taught in a classroom, and not a lab setting. If a teacher wants to set up a lab, it takes a great deal of extra effort on the teacher's part. This effort is most often rewarded by the students having a deeper knowledge of the course material, but at the end of the day, it is more time that needs to be put in, even if you have a lab assistant helping you.

Generally speaking, this is where the difference arises in the classes, even though they are both based on the same ideas of having to work with the material, not just hear about it. Although I wanted to do labs, which I did, it did take a tremendous amount of time, and I really had to try and fight the urge to simply give handouts and busy work to the students, which is the trap many science teachers fall into. At present, there is a tremendous push to get both more labs into high school science classes, but also an integration of technology as well, possibly marrying these two ideas together. Perhaps the science teachers need to spend some time with the ICT department to get some ideas on how to merge the two. I know my technology background certainly helped in terms of giving the students projects to do that were slightly different than what they were used to seeing, and it is the cross curricular blending that will help our students in both areas, Technology and Biology, discover what works best for them, and for us as teachers to provide a fun and interactive place to learn.

Elections for EBIT will be held on  
Saturday, May 14, 2011  
at the Viscount Gort Hotel at 10:00 a.m.

For more information, contact  
Susana Hawryshko at [shawryshko@mts.net](mailto:shawryshko@mts.net)

# Assignment - Business Owner Interview

by Paula Amaral

Entrepreneurship is risky business. Many businesses are started and many businesses fail each year. Why would someone assume the risk of business ownership? Find out why by interviewing a business owner (entrepreneur). Ask him/her the following questions:

- ✓ Why did you go into business for yourself? (2)
- ✓ Form of ownership? (1) Why did you choose this form? (2)
- ✓ What expectations did you have when you started your business? (2)
- ✓ How do you promote your business? (advertising, personal selling, etc.) (2)
- ✓ How is your business doing? (2)
- ✓ Future plans for your business? (2)
- ✓ What advice do you have for an entrepreneur thinking of starting a new business today? (2)

Include the following in your report:

- Introduction:
  - Name of business (1)
  - Date, time, location of interview, name of business owner (2)
  - Overview of business (description of goods sold/services offered, how long in business, employees?) (3)
- Answers to the above questions
- Answers to three legitimate questions you come up with on your own (9)
- Why and how you chose this business (2)
- A conclusion based on your observation whether this is an organization you would like to work for or give more support to as a customer and why (4)
- A copy of your thank you letter (5)
  - Proper letter format
  - Effective sentences
- A company business card (1)
- Overall spelling and grammar (3)

TOTAL: 45 MARKS



# Rubric for Partner Presentations

by Susana Hawryshko

Task	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improving (1)
<b>PowerPoint:</b>				
Text on slides follow the rule of 6				
Fonts are easy to read (2 – 3 font styles and a minimum size of 24)				
Sounds enhance rather than distract				
Animations, transitions, and builds enhance rather than distract				
Graphics are original or properly documented				
Colours are used appropriately (provide good contrast)				
Spelling and Grammar are correct				
<b>Content:</b>				
Clear introduction (told you what to expect and focus on)				
Clear explanation of the topic (material was pertinent – not rambling nor excessive)				
Information was presented in logical order				
Clear language was used (technical terms explained simply)				
Well researched (not taken directly from a single textbook or web site)				
Helpful examples were used to illustrate points				
Clear concluding summary				
Answered questions and comments from the class appropriately and completely				
<b>Other:</b>				
Helpful handouts, visual aids, and/or multimedia				
Presentation time limit was adhered to (8 – 10 minutes)				
<b>Column Totals (add up each column)</b>				

Total = \_\_\_\_\_ out of 68

Partner 1 – Name: \_\_\_\_\_

Task	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improving (1)
<b>Communication Skills:</b>				
Interesting and engaging manner (did not read from notes, interacted well with audience)				
Spoke clearly (volume)				
Spoke with confidence				
Tone, pitch, and pace were adequate				
Maintained eye contact with audience				
Posture and body orientation was professional (facing the audience, not slouching)				
Used appropriate expressions (avoiding “um”, “like”, and “stuff”)				
Used appropriate gestures and facial expressions (not speaking excessively with hands, frowning)				
<b>Column Totals (add up each column)</b>				

Total = \_\_\_\_\_ out of 32

Partner 2 – Name: \_\_\_\_\_

Task	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improving (1)
<b>Communication Skills:</b>				
Interesting and engaging manner (did not read from notes, interacted well with audience)				
Spoke clearly (volume)				
Spoke with confidence				
Tone, pitch, and pace were adequate				
Maintained eye contact with audience				
Posture and body orientation was professional (facing the audience, not slouching)				
Used appropriate expressions (avoiding “um”, “like”, and “stuff”)				
Used appropriate gestures and facial expressions (not speaking excessively with hands, frowning)				
<b>Column Totals (add up each column)</b>				

Total = \_\_\_\_\_ out of 32

# Assignment - Marketing Mix

by Susana Hawryshko

## Task:

Your task is to create a mini booklet to demonstrate your understanding of the Marketing Mix as it relates to a company of your choice. Your book should look like the one below (place the five P's in your preferred order).

Title
Product
Price
Promotion
Place
People

## Criteria:

1. Must demonstrate your understanding of each of the five P's (include examples where appropriate).
2. Must include a drawing for each of the 5 P's.
3. Must be visually appealing.
4. Must have correct spelling and grammar.
5. All content in your booklet **must be** written **in your own words**.

## Evaluation:

Task	Possible	Actual
Product:		
Understanding of the Topic	3	
Drawing	2	
Price:		
Understanding of the Topic	3	
Drawing	2	
Promotion:		
Understanding of the Topic	3	
Drawing	2	
Place:		
Understanding of the Topic	3	
Drawing	2	
People:		
Understanding of the Topic	3	
Drawing	2	
Visually Appealing	10	
Correct Spelling and Grammar	5	
<b>Total</b>	<b>40</b>	

# Ice Breaker

by Paula Amaral

**W**elcome to class! Get to know your new classmates. After all, you will be spending the entire semester with them! An important study technique is study groups (i.e. working together, asking for class notes if you are absent, and being able to go to each other for support).



For each member of the class, match the description that best depicts him or her. Only one name per description.

- \_\_\_\_\_ Owns a laptop
- \_\_\_\_\_ Has sent a text message in the last hour
- \_\_\_\_\_ Knows what "QWERTY" means
- \_\_\_\_\_ Has ever downloaded music
- \_\_\_\_\_ Does NOT know what "LOL" means
- \_\_\_\_\_ Has "Googled" in the last day
- \_\_\_\_\_ Has purchased something on eBay
- \_\_\_\_\_ Knows what HTML stands for
- \_\_\_\_\_ Does NOT have a Facebook account
- \_\_\_\_\_ Knows what a "bug" is in a computer sense
- \_\_\_\_\_ Has their own online blog
- \_\_\_\_\_ Knows how many bytes are in a megabyte
- \_\_\_\_\_ Can currently type 40 WPM or more
- \_\_\_\_\_ Knows what MS stands for in MS Office
- \_\_\_\_\_ Has their own web page
- \_\_\_\_\_ Knows what "BCC" refers to when sending an email
- \_\_\_\_\_ Has ever copied computer software
- \_\_\_\_\_ Can name a word processing program other than Microsoft Word
- \_\_\_\_\_ Has an email address
- \_\_\_\_\_ Owns an iPad
- \_\_\_\_\_ Knows the extension for a Canadian website
- \_\_\_\_\_ Can name a computer programming language
- \_\_\_\_\_ Knows what "netiquette" means
- \_\_\_\_\_ Has ever used MS Access
- \_\_\_\_\_ Knows what "Home Row" means
- \_\_\_\_\_ Has ever downloaded a movie
- \_\_\_\_\_ Knows the difference between CD-R and CD-RW
- \_\_\_\_\_ Knows what JPG's and BMP's are
- \_\_\_\_\_ Has ever used a spreadsheet
- \_\_\_\_\_ Knows how to use Macromedia Flash
- \_\_\_\_\_ Does NOT have a cell phone

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