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The Georgia Business Education Association Journal is a publication of the Georgia Business Education Association (GBEA), a state-affiliate of the Southern Business Education Association [a division of the National Business Education Association].

The Georgia Business Education Association serves individuals and groups involved in instruction, administration, research and dissemination of information for and about business at all instructional levels. It is the vision of the organization to represent education for and about business, support instruction that prepares individuals to function effectively within the global and competitive economy, and provide leadership for the direction of business education.

The 29th edition of the GBEAJ is a Cabell's listed "commendable publication" opportunity for the dissemination of manuscripts focused on practical topics, including business education/training/development-related teaching tips, research, and theory. Manuscripts that are of interest to business educators at primary, secondary, and/or post-secondary schools/colleges/universities are considered for publication.

The Georgia Business Education Association Journal

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LETTER FROM THE PRESIDENT OF THE GEORGIA BUSINESS EDUCATION ASSOCIATION

Beth Parks
Barrow County Schools

Dear GBEA Members:

This year's *GBEA Journal* contains articles that I hope you find exciting and relevant to our profession. On behalf of the Georgia Business Education Association, I would like to thank the manuscript authors for their contribution toward making this a successful edition of the *GBEA Journal*. As you take the time to read the articles, I hope you too find them useful, innovative, and thought-provoking.

As educators, we must continue to find new methods and strategies to effectively educate our students. As budgets continue to be cut, it is important that we consider alternative methods and resources to promote critical thinking and relevance within our business education classrooms.

In addition, it is now more important than ever that business teachers join together in having their voice heard, across the State of Georgia and the nation. Take the time to contact your elected representatives to make sure they understand the importance of Career, Technical, and Agriculture Education program funding.

Again, thank you for the hard work you put into educating our students, for and about business, each and every day. It is your tireless efforts that truly impact our young people. In addition, thank you for supporting the Georgia Business Education Association; we hope you enjoy this edition.

Sincerely,

Beth Parks
GBEA President

EDITORIAL: THE DYNAMIC NATURE OF BUSINESS EDUCATION IN GEORGIA AND THE UNITED STATES

Dr. F. W. Polkinghorne, Ph.D.
Valdosta State University

Business education programs have played a strong role in the preparation of youth to enter the workforce and post-secondary training/education. As a result, the curriculum for business education programs has been quite dynamic. One of the most notable changes in contemporary business education programs is the emphasis placed on academic skills, such as reading and math, through interdisciplinary learning episodes.

Many of the fastest-growing occupations require a highly skilled and knowledgeable workforce. The contemporary economic conditions in Georgia and the United States are likely to result in additional shifts in the business education program curriculum. We would all be well-advised to continue our investigation of the skills and knowledge that our students will need to reach their career goals.

As we refine and update the types of knowledge and skills that our students need, we must consider the cultural diversity of our students and the ways in which the contemporary generation communicates.

In the 29th edition of the Georgia Business Education Association Journal, a group of scholars examine, report, and suggest action(s) to solve significant challenges that confront business educators in Georgia and throughout the United States.

Good reading,

Frederick W. Polkinghorne, Ph.D.
Editor, Georgia Business Education Association Journal
Assistant Professor, Adult and Career Education

PROFESSIONAL DEVELOPMENT ON PAPER: LITERACY INTEGRATION INSTRUCTIONAL STRATEGY FOR BUSINESS EDUCATION TEACHERS

Sally E. Arnett, Ph.D. and Peggy Peach M.S.

ABSTRACT

Business education teachers have been pressured by business, industry, legislators, and school administrators to improve students' reading skills. Research indicated business education teachers understood the importance of literacy integration in the content curriculum, but needed professional development with instructional methods to provide reading skill instruction (Jacobs, 2008; Polkinghorne, 2006). As a response to the need, the K-W-L literacy instructional strategy was described to assist teachers to integrate business and literacy content. Integration of literacy and content skills is the key to maintaining the viability of business education programs and building a literate workforce in the United States.

Business education teachers have the multi-faceted purpose of educating students with computer and informational technology; for consumer, professional, and economic awareness; in a business and workforce readiness curriculum. Within the workforce education emphasis, business teachers are responsible for providing career exploration and preparing students for increasingly rigorous technical and workplace standards. However, teachers are being challenged with what should be a common workplace standard, literacy. Employers have reported difficulty in recruiting qualified applicants that can read, follow directions, and independently solve problems, all of which are components of literacy. As a result, business education teachers have been pressured by business, industry, and legislators to improve the students' reading skills in order for them to be successful employees in the workforce.

The combination of globalization's impact on workforce needs and the decline in national reading scores ("America Competitiveness", 2004; National Reading Panel, 2002; United States Department of Education, 2005) prompted policymakers to enact legislation to increase student achievement in academics such as in reading. No Child Left Behind (2002) and Carl D. Perkins Career and Technical Education Improvement Act (2006) called for research based interventions to improve reading skills of students ("Carl D. Perkins", 2006; "No Child Left Behind", 2002). As a response, the Policies Commission for Business and Economic Education (2006) issued Policy Statement 78, which called for

Sally E. Arnett, Ph.D. is Assistant Professor of Family, Consumer, and Nutrition Sciences at Northern Illinois University. She can be reached at sarnett@niu.edu. Peggy Peach, M.S. is a Business Education Teacher at Community High School in West Chicago, Illinois. She can be reached at ppeach@d94.org

the integration of “rigorous and relevant business content and skills with cross-disciplinary academic core requirements” (p. 18). Therefore to meet legislative demands, the business education discipline called for instructional models for improving reading skills via business and technology education programs because the prior emphasis was on the content curriculum. One model for improving reading skills along with business and technology skills, involved a seamless teaching of both literacy and business/technology curricula.

Since then, research conducted found business education teachers, believed it was important to integrate literacy in the content curriculum to improve student reading skills (Polkinghorne, 2006), but felt untrained in instructional methods to provide reading skill instruction (Jacobs, 2008). This demonstrates that business education teachers know the value of literacy integration, but lack pedagogical skills to successfully integrate literacy in the business education curriculum.

Teachers want easy and quick results when learning and utilizing instructional strategies, especially when explicitly emphasizing content, in this case integration of literacy with business education curriculum. One such introductory strategy to develop reading skills is the K-W-L (Know – Want to Know – Learned). Developed by Ogle (1986), the KWL uses a graphic organizer to measure pre/post knowledge of content. To use the KWL students draw or use three columns labeled Know, Want, and Learned (See Figure 1). Then, a three step process is used: (a) teachers activate students’ prior knowledge by asking them to list what they already know in the Know column about a topic before the text is read or to be studied, (b) students identify what they want to know or predict what they might learn by recording their questions in the Want column; and c) after reading or studying the topic material, students document what they learned in the Learned column. As a result, the process enables students to apply higher-order thinking strategies which help them construct meaning from what they read and help them monitor their progress toward their goals.

Figure 1: KWL Instructional Model Graphic Organizer

K	W	L
What I Know	What I Want to Know	What I Learned

For instance, the KWL model could be used in a consumer education course by the business education teacher asking students to reflect on what they already know about credit in general, then list what they would like to know about credit, and finally after reading a story about a “credit junkie,” students would note what they learned in the third column.

The literacy skills that students demonstrate by using the KWL include writing, thinking, predicting, reflecting, researching, comprehending, problem solving, following directions, and application. Not only does the KWL assist with literacy skill development, but it is a great tool that can be used to drive instruction. Information collected on the KWL chart can help teachers become aware of students’ interests or other ideas regarding the content, enabling them to create projects and assignments that the students will enjoy in efforts to extend the material beyond the text or classroom. Additionally, previewing material can help students focus on the material being presented and help the teacher decide what information should be taught based on the pre-assessment. From the post assessment, the teacher can reinforce and/or reteach material that perhaps was unclear.

The KWL literacy instructional strategy is a simplistic approach to integrate literacy with the business education content. Business education teachers are instrumental in providing students with contextual literacy skills. That is, students can apply their academics, such as literacy in a relevant and meaningful way. The value added to this action, can be a great asset to language art teachers, as well as mathematics, by reinforcing the skills and concepts that students learn in those subjects (Daggett, 2005).

Building a cadre of teachers who understand the benefits of integrating literacy skills and contextual curriculum is a pre-requisite for increased student academic achievement and workforce readiness. The ease and adaptability of the KWL strategy is ideal for business education teachers to adapt into existing curriculum. Integration of literacy and content skills is the key to maintaining the viability of business education programs and building a literate workforce in the United States.

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M-LEARNING INTEGRATION IN TEACHING AND LEARNING

Dr. Ronda G. Henderson and Betty F. Chapman

ABSTRACT

Survey research was conducted to determine the perception of business teacher educators regarding mobile technology in the classroom. The findings of the pilot study revealed that mobile devices, particularly cellular phones, are considered to be disruptive technology by most of the business teacher educators. Of the devices used in the classroom by the business teacher educators including Personal Digital Assistants (PDAs), smart phones, iPods, and Tablet PCs, PDAs were the most prevalent. The majority of the business teacher educators used the PDA to communicate with their students using the email and text features. The results of the pilot study were used to conduct a full-scale research study involving business teacher educators in a professional organization.

Technology has played a critical role in higher education in recent years (Henderson, 2008). Initially, administrators embraced the concept of integrating technology in the classroom by furnishing teachers and students with tools such as desktop computers and digital projectors. However, it soon became evident that simply supplying computers was not the solution to effectively incorporate technology in education (Chapman, 2009). Teachers needed to be trained to use the hardware and software as well as understand how to effectively use the technology to enhance learning. Workshops and programs soon sprung up to assist in this endeavor when many teachers were not “totally sold” on the idea of using technology in their classrooms (Henderson, 2008). Thus, many of the technology initiatives implemented were ineffective because teachers did not support the concept (Chapman, 2009). Eventually, educators became convinced that computers in the classroom were useful tools and became widespread.

A similar pattern continued with PC tablets, laptops, clickers, and most recently mobile phones (Henderson, 2008). These mobile devices have spawned the emergence of m-learning. M-learning is defined as a “special type of learning, bound by a number of special properties and the capability of devices, bandwidth and other characteristics of the network technologies being used” (Stone, 2004, p. 146). To take advantage of this new form of learning, it is important that teachers accept the mobile technology that they are encouraged to use in the classroom. Otherwise,

Dr. Ronda G. Henderson is an Assistant Professor at Middle Tennessee State University in Murfreesboro, Tennessee. She can be reached via email at rghender@mtsu.edu. Dr. Betty F. Chapman is an Assistant Professor at North Carolina Agricultural and Technical State University in Greensboro, NC. She can be reached via email at blchapma@ncat.edu

there will be reluctance; valuable time and money will be wasted.

Significance of the Study

Since the majority of students in higher education own mobile phones (Campbell, 2004), determining how mobile devices can be used in teaching and learning is significant. A review of the literature revealed that there are limited studies that deal with how mobile technologies can be used for instruction. Examining whether business teacher educators perceive mobile devices as distractions is also important. Thus, this study will identify how mobile devices can be used in business education courses and programs and the degree to which business teacher educators perceive mobile devices as distractions in the classroom.

Research Questions

The study will respond to the following questions:

1. What are the personal and employment demographics of business teacher educators who use mobile phones for teaching and learning?
2. What are the perceptions of business teacher educators regarding the use of mobile phones for teaching and learning?
3. What types of mobile devices are business teacher educators using in the collegiate classroom?
4. What are some suggestions for using mobile phones by business teacher educators for using mobile phones in teaching and learning?

Literature Review

M-learning involves the “delivery of learning to students anytime and anywhere through the use of wireless Internet and mobile devices, including mobile phones, personal digital assistants (PDAs), smart phones and digital audio players” (Wang, Wu, & Wang, 2009, p. 93). Some educators are taking innovative approaches to using mobile devices in the classroom such as clickers, podcasts, and data collection.

Recently educators have used student response systems or “clickers” as a means to gather student responses quickly and anonymously (Guthrie & Carlin, 2004; Herreid, 2006). “Clickers are wireless handheld devices that typically include a response pad that allows students to simultaneously respond to questions asked in real-time during class” (Henderson, 2008, p. 71). Using these devices in large classrooms has been especially beneficial in encouraging participation (Duncan, 2005). However, requiring students to purchase their own individual response pad for each class has been a challenge. To combat the problem, many vendors have introduced software that allows students to use their mobile phones to text their responses to be polled and displayed.

Some teachers are using mobile phones to make podcasts. Teachers are using free web-based services that allow them to create pages

to host podcasts. Students are provided a phone number and a personal identification number to access the teacher or student-made podcasts (Trotter, 2009). Web-based services along with mobile phones make creating and publishing podcasts much easier than the previous method of using digital recorders to create audio files.

Elementary, middle, and high school students use cell phones to collect data and record field notes. Teachers allow students to collect data by taking pictures during field trips to places such as museums. The pictures are used in reflection activities once students return to school (Trotter, 2009). College students are using their phones to read and view their online textbooks. Because e-books are less expensive than hardcover textbooks, students are opting for more affordable ways to study. Thus, textbook publishers are meeting their demands and providing innovative textbook options such as online textbook rentals, and college textbook reader apps (Fischman, 2009).

Despite these various innovative uses of mobile phones, many teachers still view cell phones as disruptive technology (Manzo, 2008). For instance, while almost every college student has a cell phone, the classroom continues to be the least acceptable place for mobile phone use (Wei & Leung, 1999; Campbell, 2004). In fact, according to a study by the National Education Association (Gilroy, 2004), 85% of college professors agreed that mobile phones should be banned from the classroom. Since m-learning is considered an emerging technology, the researchers felt that it is important to determine the perceptions of collegiate educators that teach technology, particularly business teacher educators.

Methodology

Design of Study

A pilot study was conducted by collegiate business teacher educators from universities that offer Delta Pi Epsilon chapters in their state. Survey and descriptive research was used to determine what mobile technologies can be used for teaching and learning applications. Descriptive statistics was used to determine the personal and employment demographics of the respondents as well as their perceptions of using mobile technologies in the classroom.

Instrumentation

A survey was determined to be the most effective way to collect data from the population. The literature did not reveal a survey that would be appropriate for use in this study. Thus, a survey instrument The M-Learning Integration in Teaching and Learning Survey was adapted from the Factor Loadings and Descriptive Statistics for Attitudes Toward Mobile Phones Scale (Campbell, 2005), which was used to identify

challenges professors experience when students use mobile phones in the education environment and the classroom policies that restrict mobile phone usage in the classroom. The three-part survey instrument was completed by each participant. Part one included questions concerning demographics. In part two of the survey, questions concerning mobile applications in education were asked and a five-point rating scale was used with the response range: 1 = “not useful,” 2= “somewhat useful,” 3 = “useful,” 4 = “very useful,” and 5 = “never used.” Part three of the survey involved questions concerning the extent mobile technologies are a distraction in teaching and learning and had a five-point rating scale with this response range: 1 = “strongly disagree,” 2= “disagree,” 3 = “agree,” 4 = “strongly agree,” and NA = “not applicable.”

Pilot Study

The pilot study was conducted by select business teacher educators to gain insight about the perceptions of mobile phone use in the business education classroom as well as identify suggestions for using them in the classroom. The respondents were also asked to identify ambiguities in the instructions, clarify the wording of questions, and detect omissions or unanticipated answers in the questionnaire. These pilot test respondents provided comments upon completion of the online survey that were helpful in making necessary modifications to the instrument.

Data Collection

The researchers obtained permission from the Institutional Review Board at their respective universities prior to implementing the research study. The research data was collected using a Web-based survey administered to the pilot study participants during the 2009 fall semester. An email message which included a link to the survey was sent to eighteen business teacher educators explaining the study and requesting participation. Two weekly email follow-up messages were conducted to encourage non-respondents to return the survey. Ten out of 18 participants completed the survey.

Findings

The findings were organized by the four research questions: (1) What are the personal and employment demographics of business teacher educators who use mobile phones for teaching and learning? (2) What are the perceptions of business teacher educators regarding the use of mobile phones for teaching and learning? (3) What types of mobile devices are business teacher educators using in the collegiate classroom? (4) What are some suggestions for using mobile phones by business teacher educators for using mobile phones in teaching and learning?

Research Question One

Research question one sought to determine what the personal and employment demographics reveal about business teacher educators who use mobile technology for teaching and learning.

As outlined in Table 1, the majority of the business teacher educators (60%) were female. Most of the educators (60%) taught in research universities. The majority of the educators were on tenure track (80%) and forty percent were tenured. The majority of the educators were associate professors (40%). Most were doctors of philosophy (40%) or doctors of education (30%). Most of the educators (40%) had taught college over twenty years and the majority were over 52 years of age.

TABLE 1 IS SHOWN ON NEXT PAGE

Research Question Two

Research question two sought to determine the perceptions of business teacher educators regarding the use of mobile phones for teaching and learning. As shown in Table 2, the majority of the respondents perceived that mobile technology devices would be “somewhat useful” (10%), “useful” (10%), or “very useful” (40%) in their teaching.

Table 2. m-Learning Usefulness Indicator					
m-Learning Usefulness Indicator	N n %	NU n %	SU n %	U n %	VU n %
How useful are mobile technology devices to you in your teaching?	2 20	2 20	1 10	1 10	4 40
Note - Factor values were determined using the following rating scale: 1 = never used (N), 2 = not useful (NU), 3 = somewhat useful (SU), 4 = useful (U), 5 = very useful (VU) Adapted from: Chen, J., & Kinshuk (2005). Mobile technology in educational services. <i>Journal of Educational Multimedia and Hypermedia</i> , 14(1), 91-109.					

As outlined in Table 3, a minority of the respondents (30%) “strongly agreed” and thirty percent “agreed” that mobile technology has the potential to enhance learning. Fifty percent “disagreed,” or “strongly disagreed” that mobile technology is easy to use. The majority (100%) strongly agreed with a university policy and an instructor policy against mobile phones ringing during class time. Most of the respondents (90%) “strongly agreed” with a university policy and instructor policy against mobile phone use during class time. The majority (60%) “strongly disagreed” that they do not agree with policies against mobile phone use in the classroom.

Table 1.
Respondents' Demographic Profile

Categories	n	(%)
Gender		
Female	6	60
Male	4	40
Institution		
Research	6	60
4-Year College	4	40
Tenure Track		
Yes	8	80
No	2	20
Tenure		
No	6	60
Yes	4	40
Rank		
Associate professor	4	40
Assistant professor	3	30
Professor	1	10
Adjunct professor	1	10
Other	1	10
Education Level		
Ph.D.	4	40
Ed.D.	3	30
Master's degree	2	20
Post Doctorate	1	10
College Teaching Experience		
Over 20	4	40
6-10	3	30
1-5	3	30
Age		
Over 52	6	60
38-42	2	20
33-37	1	10
43-47	1	10

Most of them (90%) “strongly agreed” that it is rude when students do not turn their ringers off during class. The majority (60%) “strongly agreed” that a mobile phone ringing during class is a serious distraction. Seventy percent, “strongly agreed” that it is bothersome when a mobile phone rings during class time. Thirty percent “strongly disagreed” and thirty percent “disagreed” that mobile phones are not a serious problem in their classes. The majority (60%) “agreed” that they

often hear mobile phones ringing during class. A minority of the respondents (30%) “strongly agreed” that they complain to others about mobile phones ringing or being used in classrooms. Most of the respondents (60%) “agreed” that they hear people complain about mobile phones ringing or being used in classrooms.

Half of the educators (50%) have heard or read about mobile phones being used for cheating in school. Thirty percent “agreed” and thirty percent “strongly agreed” that they think some students use their mobile phones for cheating. Half of the respondents (50%) “disagreed” that they do not mind when someone answers their mobile phone during class if he or she leaves the room to answer the call. Thirty percent “agreed” and thirty percent “strongly agreed” that mobile phones are a source of distraction in their classes. Half of the educators (50%) “disagreed” and the other half (50%) “strongly disagreed” that they do not mind when students use their mobile phones during class as long as they are not talking on the phone. Less than half of the respondents (40%) “agreed” that it is acceptable for a student to take an important call as long as he or she leaves the room. The majority of the respondents (60%) “agreed” that they are irritated when a student answers a mobile phone during class.

SEE NEXT PAGE FOR TABLE 3

Research Question Three

Research question three sought to determine the types of mobile devices being used in the collegiate classroom by business teacher educators. Some of the respondents (40%) have never used mobile devices for educational purposes. Of the six (60%) educators who have used mobile devices, four have used PDA (personal digital assistants), three have used smartphones, three have used Ipods, and one has used a Tablet PC. Most respondents used the devices to interact and communicate with students using emails. One respondent reported using the devices for application sharing and video creation.

Research Question Four

When asked to identify the most beneficial use of mobile phones in the classroom, the respondents reported the following responses:

- To alert students of upcoming events or dates.
- To add a change of pace visually.

Table 3. M-Learning perception indicators Note: Factor values were determined by the following rating scale 1 = strongly disagree 2=disagree 3 =agree 4=strongly disagree				
M-Learning Perception Indicators	SD n %	D n %	A n %	SA n %
I would agree with a university policy against mobile phones ringing during class time	0 0	0 0	0 0	10 100
I would agree with an instructor's policy against mobile phones ringing during class time	0 0	0 0	0 0	10 100
I would agree with a university policy against mobile phone use (talking, texting, messaging, etc.) during class time	0 0	0 0	1 10	9 90
I would agree with an instructor's policy against mobile phone use (talking, texting, messaging, etc.) during class time	0 0	0 0	2 20	8 80
I would generally not agree with policies against mobile phone use in the classroom	6 60	1 10	1 10	0 0
I think it is rude when students do not turn their ringers off or to silent mode during class	0 0	0 0	1 10	9 90
When a mobile phone rings during class, it is a distraction	0 0	0 0	4 40	6 60
I find it bothersome when a mobile phone rings during class time	0 0	0 0	2 20	7 70
I do not think mobile phones are a serious problem in my classes	3 30	3 30	3 30	1 10
I often hear mobile phones ringing during class	2 20	0 0	6 60	2 20
I complain to others about mobile phones ringing or being used in the classroom	2 20	1 10	1 10	3 30
I hear people complain about mobile phones ringing or being used in classrooms	0 0	0 0	6 60	4 40
I have heard/read about mobile phones being used for cheating in school	1 10	0 0	5 50	3 30
I think mobile phones have the potential to be an effective resource for cheating on tests, quizzes, etc.	0 0	1 10	5 50	4 40
I think some students use their mobile phones for cheating.	0 0	0 0	3 30	3 30
I do not mind when someone answers his/her mobile phone during class if he/she leaves the room to answer the call.	3 30	5 50	0 0	1 10
Generally, I think mobile phones are a source of distraction in my classes.	2 20	1 10	3 30	3 30
I do not mind when students use their mobile phones during class, as long as they are not talking on the phone.	5 50	5 50	0 0	0 0
If a student gets an important call on his/her mobile phone during class, I think it is OK for him/her to take the call during class time as long as he/she leaves the room.	2 20	0 0	4 40	2 20
It irritates me when a student answers a mobile phone during class.	0 0	0 0	6 60	4 40
Note: Factor values were determined using the following rating scale 1 = strongly disagree 2 = disagree, 3 = agree, 4 = strongly agree				
Adapted from: Campbell, S. W (2006). Perceptions of mobile phones in college classrooms: Ringing, cheating, and classroom policies, <i>Communication Education</i> , 55(3), 280-294.				

- To communicate with others using text or voice; integration of features such as email, texting, phone, calendar, clock (alarm), contacts, Internet.
- To integrate features such as email, texting, phone, calendar, clock (alarm), contacts, and Internet. All of these features are used in the workplace.

- To enable “on-the-fly” interaction during non-class hours.
- To use student response systems in the classroom (Turning Technology).
- To communicate with students.
- To access wireless Internet.
- To easily text, receive emails, and check your GPS location.
- To text from one student to another and receive instant replies to queries.
- To access audio lectures.
- To receive instant feedback when assessing whether a concept has been mastered or understood.

One respondent believed that there were no beneficial uses of mobile technology in the classroom.

Conclusions

Results of this pilot study are consistent with the Gilroy (2004) study which revealed that college professors believe that cell phones should be banned from the classroom. It is also consistent with the Manzo (2008) study which determined that teachers view cell phones as a disruption in the classroom. Thus, the researchers conclude that more research should be conducted to determine the perceptions of mobile technology classroom use among business teacher educators. Identifying whether they believe mobile devices to be disruptive technology will have a major impact on mobile technology adoption by business teacher educators. Embracing mobile technology will become more and more crucial for business teacher educators as mobile phones become as ubiquitous as computers in the collegiate classroom.

Findings from this study also revealed that most of the respondents who incorporate mobile devices in their teaching use the devices to merely communicate and respond to questions from their students in and outside of class. Profession development opportunities should be sought by educators to identify lesson plans and classroom activities that can maximize the mobile learning experience.

The results of this pilot study will be used to implement a full-scale study of Delta Pi Epsilon members to determine their perceptions of mobile technology use in teaching and learning. The research will determine whether business teacher educators believe that mobile technology is a disruptive technology in the classroom. The study will also seek to identify helpful classroom strategies for mobile technology use in the business education classroom.

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ROLE OF INDIVIDUAL CULTURAL IDENTITY IN INTERCULTURAL BUSINESS COMMUNICATION

Dr. Jorge Gaytan

ABSTRACT

The purpose of this paper was to present a balanced model of individual cultural identity that can be used in the teaching of intercultural business communication. While, the field of intercultural business communication has grown throughout the world, business leaders continue to experience problems associated with communicating with diverse individuals, managing diverse employees, working for an organization with a unique corporate culture, and negotiating contracts. Business educators must teach their pupils to understand cultural identity. In order to engage in successful business practices, it is essential that people gain a thorough understanding of their own unique cultural identity.

Students enrolled in U.S. schools with limited English language proficiency are referred to as “English language learners” (U.S. Department of Education, 2007) and they represent a fast-growing, diverse student population in the United States (Hazari, Gaytan, & North, 2008). It has been estimated that the population of English language learners in the year 2006 had reached the 10 million mark, with approximately five and one-half million students are classified as English language learners. The English language learner school population has grown by more than 169% from 1979 to 2003. While the Spanish language is the most common within this group (70%), the English language learner population actually speaks over 400 different languages. By 2015, it is projected that 30% of the school-aged population in the U.S. will be formed by English language learners. The largest and fastest-growing English language populations in the U.S. consist of students arriving in the U.S. before kindergarten and U.S.-born children of immigrants (Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006).

These facts represent a major challenge for all Americans, particularly for those individuals involved in the educational process (U.S. Department of Education, 2007). With such a strong concentration of this population in the elementary, secondary, and post-secondary age range and the importance of learning how to communicate effectively in international business ventures, it is critical to identify the role of cultural identity in intercultural business communication (Jameson, 2007).

Dr. Jorge Gaytan is Associate Professor of Business Education at North Carolina A&T State University. He can be reached at jagaytan@ncat.edu

Almost five decades ago, Hall (1959) identified a common problem referred to as a hidden control force found in most cultures. He claimed that the problem is that “culture hides much more than it reveals, and... it hides most effectively from its own participants” (p. 53). While the field of intercultural business communication has grown throughout the world, business leaders continue to experience problems associated with communicating with individuals from other cultures, managing a diverse group of employees, working for an organization with a very unique corporate culture, and negotiating contracts. The reason is because “it still is more difficult to recognize the impact of culture on one’s own values, attitudes, and behavior than to recognize it in others” (Jameson, 2007, p. 200).

In order to confront this problem associated with the hidden force of culture, business educators must ensure that they teach their pupils how to understand their own individual cultural identity, which is the totality of what is learned and shared by them within their society, including modes of acting, feeling, and thinking. In short, while it is important to learn to effectively communicate with individuals from other cultures in order to engage in successful business practices, it is essential to first gain a thorough understanding of own cultural identity. This broader view of individual cultural identity “could reduce the past privileging of nationality; highlight components directly related to business, such as economic class and vocational affiliation; enrich intercultural business communication studies; and show how culture not only connects people but also defines them as unique individuals” (Jameson, 2007, p. 200). The purpose of this paper is to present a more balanced model of individual cultural identity that can be used by business educators when teaching intercultural business communication.

Individual vs. Collective Identity

Cultural identity has been defined as “an individual’s sense of self derived from formal or informal membership in groups that transmit and inculcate knowledge, beliefs, values, attitudes, traditions, and ways of life” (Jameson, 2007, p. 207). It plays an essential role in intercultural business communication because of its impact on interpersonal relationships. Individual cultural identity refers to the sense of self derived from personal characteristics such as character and personality or any element related to oneself. Even identical twins have an individual identity. Collective cultural identity, on the other hand, refers to the sense of self derived from group traits such as social and cultural aspects (Ting-Toomey, 2005). This paper focuses on individual cultural identity which has five attributes, discussed below, that have a major impact on intercultural

business communication. Business educators are highly encouraged to use these attributes when teaching international business communication.

Individual Cultural Identity Changes Overtime

As changes take place in the way international business ventures are conducted, individual cultural identity changes as well. For instance, an international business contract may require individuals to change or adapt their religious identities. Individual cultural identity changes overtime, as individuals move from one religion, nationality, economic class, language, and/or profession to another. Business educators are encouraged to teach their pupils about these changes in individual cultural identity which lead to changes in intercultural business communication. For instance, business educators could discuss the dynamics involved in absorbing a new corporate culture which could lead to changes in vocabulary, language, and ways to communicate and do business. The typical example is the large number of Asian immigrants currently residing in our nation. These individuals are acculturated into our society which may lead to changes in the way they identify themselves culturally and, consequently, the way they communicate in their new business environment (Jameson, 2007). Another example that this author has witnessed and that can be used by business educators in their classrooms is related to the fact that Hispanic immigrants view themselves, for a long period of time, as Hispanics living in the United States. Overtime, however, they tend to absorb the new culture which leads to changes in business communication. For instance, this author used to find lawn care equipment ads written in Spanish appearing in major newspapers (e.g., Atlanta Journal Constitution). While these same ads are continuing to target Hispanics today, they now appear written in English. Business Educators must emphasize that, to be successful intercultural business communicators, attention must be given to issues of cultural identity and the way they change overtime.

Individual Cultural Identity Produces Emotional Behavior

When teaching international business communication, business educators must explain to their pupils that an individual, as a member of a given cultural group, may possess a variety of feelings towards certain elements of own individual cultural identity. If these feelings happen to be negative, this individual may choose to engage in the following behaviors in an attempt to guard own self esteem: ignore those feelings by focusing on a different cultural element, lessen the value of the negative cultural element, and/or leave the culture that has the negative element (Sussman, 2000). These behaviors have an impact on intercultural business communication. For instance, negative attitudes held by managers

regarding their own individual cultural identities may negatively affect their convincing, communicating, and negotiating powers (Jameson, 2007). Another example that this author has witnessed and that can be used by business educators to illustrate the connection between individual cultural identity and emotional behavior, which ultimately affects intercultural business communication, is related to the fact that many Hispanics come to the United States under extremely difficult circumstances (e.g., hunger, illegal entry, homelessness) which ultimately have a direct impact on self-image, behavior, and communication patterns.

Individual Cultural Identity is Affected by Human Relationships

Business educators must engage in reflective discussions with their pupils regarding the way an individual's cultural identity is affected by relationships with family members, colleagues, and friends. Because culture is learned and shared, an individual assimilates various aspects of the cultures to which that individual has been exposed, which may lead to changes in that individual's cultural identity. This intellectual transformation affects intercultural business communication because managers, having been affected by relationships with a diverse group of individuals, may become more effective in communicating, motivating, and leading a diverse work force (Jameson, 2007). It is essential that business educators explain to their pupils the fact that some immigrants never truly learn the English language even after residing for an extended period of time in the United States. This problem is partially explained by the fact that these individuals continue to associate themselves exclusively with the individuals they arrived with and, as a result, they do not necessarily assimilate several aspects of the local culture.

Individual Cultural Identity can be Negotiated Through Communication

Business educators must teach their pupils that an individual is able to negotiate own individual cultural identity if that individual is well aware of the components and attributes of such identity and is willing to share them with others. Intercultural business communication is affected by this negotiation because managers may discuss openly their educational and experience backgrounds but may avoid discussing anything related to race or gender. It is through communication that negotiation of individual cultural identity takes place. Negotiation involves "a transactional interaction whereby individuals in an intercultural situation attempt to assert, define, modify, challenge, and/or support their own and others' desired self-images" (Ting-Toomey, 2005, p. 217). When individuals interact in an international business venture, identity negotiation affects

the likelihood for successful business communication and collaboration (Jameson, 2007).

Individual Cultural Identity is Rooted in Power and Privilege

Business educators must deliver instruction related to the biological components of culture (e.g., race, gender, age, ethnicity) which provide an automatic, unearned tangible or intangible privilege on some individuals while marginalizing others. However, business educators must address the impact that power and privilege have on individual cultural identity and, eventually, intercultural business communication. For instance, in the field of intercultural business communication, power and privilege are linked to other components of individual cultural identity besides race, gender, age, and ethnicity. This phenomenon can be seen whenever an individual's professional occupation grants power and privilege to that person. For example, a CEO may obtain more automatic respect than a grocery store clerk. The lesson to be learned by pupils in business education classrooms is that excellent communication skills are connected with power and privilege (Jameson, 2007). This author, being a Hispanic immigrant himself, is able to draw a few conclusions from own personal experiences, which reveal that Hispanic immigrants who are able to transform their own cultural identities and to assimilate the various aspects of the local culture (e.g., language), are far more successful and respected in the United States.

Understanding Own Individual Cultural Identity

Currently, the business communication curriculum recommends that individuals must analyze other cultures because this trend is a natural extension of various concepts presented as part of the business communication curriculum (e.g., you-attitude). However, business educators are encouraged to highlight to their pupils that simply knowing other cultures does not translate into knowing how to effectively communicate with individuals from those cultures. There is a need to shift focus from understanding other cultures to fully comprehend own culture. This need, however, does not imply that gaining a better understanding of other cultures is not essential in today's global economy. It simply implies that the first step in becoming more effective intercultural business communicators is for individuals to first understand the characteristics of their own cultures to be able to appreciate and understand other cultures (Harris, Moran, & Moran, 2004). In short, before individuals engage in the analysis of other cultures, they must engage in self-analyses of own cultures (Jameson, 2007).

In order to fully understand own individual cultural identity, several authors (Varner & Palmer, 2005) have developed a systematic

process through which business organizations are able to train their employees in the understanding of own individual cultural identity with the ultimate goal of being successful in international business ventures.

The systematic training process begins with intensive self-discovery education in terms of personal and cultural preferences. This insight is then balanced with intensive study of the cultural backgrounds of the people with whom the expatriate will interact in the foreign location. The important next step is to link knowledge of self with knowledge of others by identifying specific cultural adaptation strategies that will allow the expatriate to succeed. (Jameson, 2007, p. 202)

Finally, this systematic training process must include knowledge of the various communication styles because intercultural business communication occurs between individuals and not from one culture to another (Varner & Palmer, 2005). Individual cultural identity must be viewed “as an internal state of mind that underlies and influences the process of communication” (Jameson, 2007, p. 202). This broader view is discussed below.

Broader View of Individual Cultural Identity

Business educators must engage in a process of re-conceptualizing individual cultural identity in an attempt to gain a broader view of it that will ultimately enhance pupil understanding of the type of intercultural business communication required for a successful international business venture.

If business educators discuss culture in a way that it only encompasses one component of individual cultural identity (e.g., country of origin, ethnicity, or nationality), student understanding of business deals, problems, strategies, and contracts will be limited (Jameson, 2007). On the contrary, if business students are taught to hold a broader view of individual cultural identity, stereotyping could be reduced because it is based on overgeneralizing and oversimplifying. Business students would learn that individual cultural identity is more than just nationality and ethnicity, as it encompasses several essential elements such as vocation, gender, religion, socioeconomic class, age, and other exceptionalities. Because business students would have gained a broader view of individual cultural identity, their intercultural business communication abilities would have been enhanced. Business students would begin to look at the great variety of elements of cultural identities and would find commonalities with others instead of focusing on the differences (Jameson, 2007).

Model of Individual Cultural Identity for Teaching Intercultural Business Communication

Business educators must ensure that their pupils reflect upon the ways their own individual cultural identities have affected their own personal, professional, and intrapersonal communication in the past in an attempt to prepare them for their future intercultural business endeavors. The model for individual cultural identity for teaching intercultural business communication has the following three steps (Jameson, 2007):

1. Keeping in mind that individual cultural identity changes over time, business educators must teach each student how to develop own current cultural identity by following the procedures outlined in the statements found below:
 - Define own current cultural identity using all components, not just nationality.
 - Explain differences between own individual cultural identity and that of family, friends, and colleagues. Discuss the impact that these differences have had on own life.
 - Describe the way own cultural identity has changed over time, including the elements that have changed and those core components that have remained intact.
 - Explain own cultural identity components that have given power or privilege and those that have brought prejudice or less power.
 - Discuss own cultural identity components responsible for allowing positive, negative, and neutral feeling to emerge today.
 - Explain own cultural identity components that are both easy and difficult to recognize (e.g., become conscious of them) as well as those components that are communicated to others in an openly manner.
 - Discuss other components such as a sports orientation that is so strong that an individual may feel it is a part of own culture (Shockley, 2005).

Upon completion of this process of addressing the seven statements above, each student develops a unique and complete sense of self. This step represents the self-discovery phase (Varner & Palmer, 2005).

2. Business educators must ensure that each student engages in deep reflection of all of the elements discussed in Step 1, including challenges and benefits of own individual cultural identity. This reflection exercise leads to the connection of own individual cultural identity with communication practices. This step is critical because each student recognizes the effect that own individual cultural identity has on own life, including intercultural business communication.

3. Business educators must create a learning environment that ensures that each student learns how to apply lessons from steps 1 and 2 by deeply analyzing the situations presented in business cases and simulations. The self-discovery phase (Step 1) and the deep reflection period which follows (Step 2) prepare each student well to begin applying knowledge acquired to become more effective intercultural business communicators.

Conclusion

A broader, more balanced conception of individual cultural identity must encompass all components, not just nationality or ethnicity. This new conception encourages business educators to teach their pupils how to first understand their own individual cultural identity because, while it is important to learn to effectively communicate with individuals from other cultures in order to engage in successful business practices, it is essential to first gain a thorough understanding of own cultural identity. This broader view of individual cultural identity “could reduce the past privileging of nationality; highlight components directly related to business, such as economic class and vocational affiliation; enrich intercultural business communication studies; and show how culture not only connects people but also defines them as unique individuals” (Jameson, 2007, p. 200).

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