

# NETWORK



Volume 13, Number 1, December 2000

TECHNOLOGY EDUCATION ASSOCIATION OF MARYLAND

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## New Biotechnology Resources

By Lori Fritzsche

Did biotechnology begin with genetic engineering? Have people been using biotechnology for centuries? What really IS biotechnology anyway and why should we study it and teach it in Technology Education? Those are the important questions for us. Where can we look for answers?

Recently, a new Biotechnology resource became available to technology educators through the TELP program. It is called the Technology Education Biotechnology Curriculum (TEBC) and it maintains a website (<http://www.te-biotech.wvu.edu>) which provides biotechnology teaching information and resource links.

When you visit this site the TEBC homepage allows you to browse as a guest. You can access background information on the TEBC project, learn about the Biotechnology Teaching Taxonomy, and explore hyperlinks on the "quick resources" page. Both teachers and students will find this page a comprehensive list of resources for a variety of problem solving scenarios in Biotechnology.

The TEBC project's primary purpose was to research, design, develop, evaluate and implement a Technology Education Biotechnology Curriculum as an integral component of existing technology education programs at the secondary level. The TEBC follows the well-established definition of biotechnology ". . .any technique that uses living organisms (or parts of organisms) to make or modify products, to improve plants or animals, or to develop microorganisms for specific use."

Using that definition, TEBC organized a taxonomic structure of biotechnology comprising eight knowledge areas with five content-specific subdivisions. This taxonomy provided the framework for developing teaching objectives and learner outcomes used in the TEBC problem solving challenges.

We know that advances in biotechnology will impact people at all levels of society in both positive and negative ways and that the magnitude of this impact signals the need for its inclusion in the secondary school curriculum. Biotechnology is an interdisciplinary area. Therefore, technology education, the discipline most appropriate for demonstrating meaning and relevance across various fields of study, offers an excellent means for bringing biotechnology into the secondary level curriculum.

Continued on page 5



**President's Message:** Adam Sheinhorn

I always find this time of year to be rejuvenating as a Technology Education teacher. It's the time of year when we share our expertise at the Tech Expo and share our accomplishments at our annual awards banquet. In a strange way, this can potentially be our most frustrating time of year. The Expo and awards banquet help to revitalize our professional spirits and send us back to our classrooms with a renewed sense of hope and vision. We strengthen our belief in the validity of what we are accomplishing with our students and work harder to communicate that conviction to our school communities.

In a time when schools are focusing on county and state assessments, Technology Education finds itself on the outside, looking in. Not included as a "Core Subject" or a "Tested Area", Technology Education must look down more creative avenues to prove its worth in Maryland's educational programs. As teachers and ambassadors for our programs, I urge you to collaborate with your content supervisors in finding those creative avenues to success.

As some of you may already know, the county Technology Education supervisors are currently working toward creating an instrument that can be used to evaluate any course that wishes to meet the high school Technology Education graduation requirement. This should assist the Maryland counties in strengthening their current list of Technology Education courses and add merit to the graduation requirement. This is certainly an avenue worth traveling.

Another creative avenue involves linking our programs with the current initiatives of our local school systems. For example, a great deal of importance is placed on MSPAP scores. I submit that the learning environment fostered in Technology Education classes has a positive impact on a school's MSPAP scores. The combination of problem solving and cooperative learning activities utilized in our curricula speaks volumes to the success students enjoy on the MSPAP. In several school systems, reading is another fundamental concern. We need to show how engaging students in reading, within the



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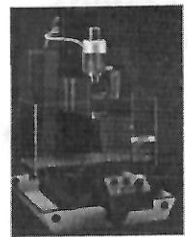
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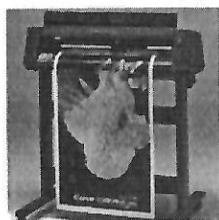


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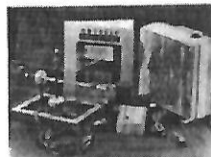
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context of technology, is helping our students to raise their reading level. These are just two examples, out of many, where we can show how Technology Education makes a positive contribution to students learning in our schools.

Every school system has its mission and goals. Each school within a school system will have its own mission and goals towards achieving success for every student. To ensure that we continue to make a positive impact on our students' learning, we must show our schools and school systems how we support the mission, goals, and initiatives that help to take our students to the next level of achievement.

## Attention High School Teachers!

### Maryland Engineering Challenges For 2001

TEAM's special event in the 2001 Maryland Engineering Challenges is the TRACTOR PULL. As you know this exciting event requires students to design a vehicle that will pull a weighted sled across a table top. The competition will take place on Monday, February 19, 2001 at the Engineers Club in Baltimore. February 19th is the Presidents' Day Monday holiday. The Tractor Pull competition will begin at 9 A.M. All participants in this event, their parents, and coaches are invited to a special luncheon program following the Tractor Pull Competition. A coaches workshop for the Maryland Engineering Challenges will be held on January 24, 2001 at the Baltimore Museum of Industry. Specifications for

this challenge are available from the Baltimore Museum of Industry (410)727-4808 ext 111 or on the MCCTES Website ([www.mcctes.org](http://www.mcctes.org)). If you have questions regarding the event, you may email the event coordinator, Rick Avondet, at [gorby@erols.com](mailto:gorby@erols.com).



Although TEAM is a co-sponsor of the Maryland Engineering Challenges along with the Baltimore Museum of Industry, NASA, and The Engineering Society of Baltimore, the Tractor Pull is the event we sponsor by ourselves. It is very important that we have good participation in this event.

### Teaching Technology Education in a Virtual World

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## Tech Expo 2000

TEAM held its annual conference, Tech Expo 2000, at the Baltimore Museum of Industry on Friday October 20th. With the largest turnout in years, the event featured an excellent variety of activities for technology teachers as well as other interested educators. The program began with a continental breakfast and TEAM General Business Meeting which featured the introduction of our newly elected board members and a presentation of TEAM's Advocacy Award and a Governor's Citation to Baltimore Museum of Industry Director, Bill Cole.



TEAM is grateful for the support and participation of a number of companies in the Tech Expo Vendor Exhibition. Among those providing our members with the latest information on products that support the instructional program were:

AMTECK Company  
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 Ronald A Williams, Ltd.

Another outstanding aspect of the conference was the special interest sessions. Wendel Matthews from Prince George's County lead a workshop on Fluid Technology in which participants constructed "The

Paper Launcher," a device used to launch rockets. Ronald A Williams, Ltd. provided an excellent workshop on fiber optic cabling. Our state specialist from the Maryland State Department of Education, Marquita Friday, lead an interesting session on "Standards and Outcomes" looking at the relationship between Maryland's learner outcomes for Technology Education and the newly published National Standards for Technological Literacy. Larry George of Paxton-



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Patterson facilitated a session on the use of modular technology to meet the national standards. Kim Weaver (St. Mary's County) demonstrated the potential of technology activities in the elementary school program. Diversified Educational Systems sponsored an interesting workshop on a certification program for teachers and students on network cabling. John Hollyfield (Charles County) lead teachers in a workshop highlighting the integration of curricular elements in an exciting student competition involving the construction of catapults. "Floating On A Cloud" was the title of a session run by Roy Rosnik and Tom Tucker of Howard County. In this activity all participants constructed and tested a hovercraft.



The afternoon activities included TEAM's Technology Festival in which teachers from around the state shared innovative teaching strategies and activities in an informal environment. Presenters included Teresa Sadeghin (retired), Aaron Gray (Howard County), Quinn Patterson (Prince George's County), Gary Boats (Baltimore County), and Chris Gray (Howard County).

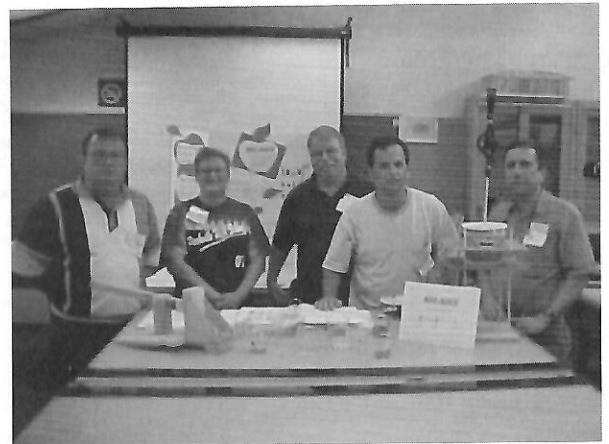
The Expo also feature a number of informative displays provided by the Community College of Baltimore County, the Baltimore Museum of Industry, and the University of Maryland Eastern Shore. Special thanks to David Frankenhauser (Baltimore County) for his exhibit on the Cargo Ship Challenge and to Brian Bruneau (Woodlawn High School, Baltimore County) for bringing his students solar powered vehicle and demonstrating it in the BMI Parking Area.

We are all grateful to Dennis Soboleski, TEAM's Vice President for Professional Development for organizing this truly outstanding event.

Continued from page 1

Visit the TEBC website and see what biotechnology can do in our classroom for your students. Take advantage of this comprehensive on-line resource to build your program and exceed the standards!

(Reference: TEBC Website, [www.te-biotech.wvu.edu](http://www.te-biotech.wvu.edu), 8/26/00)



**TELP Biotechnology Team at University of Maryland Eastern Shore—Summer 2000**

L-R: Paul Elwood, Lori Fritzsche, Phil Steinberg, Mike Dodd-O and Tom Tucker

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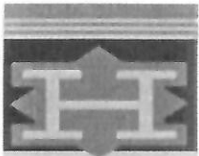
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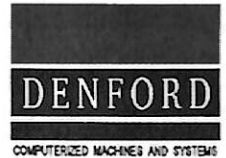
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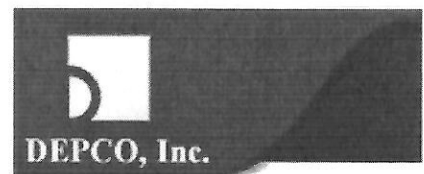
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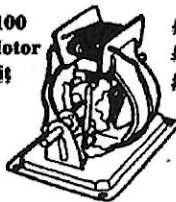
## Maryland Center for Career and Technology Education Studies

[WWW.MCCTES.ORG](http://WWW.MCCTES.ORG)

The schedule of classes for the Spring 2001 semester is available at this time. If you need to earn some credit toward Advanced Professional Certification or just for your own professional development, we invite you to register for a course this spring. Most of our classes are held at the Baltimore Museum of Industry on the lovely Inner Harbor.

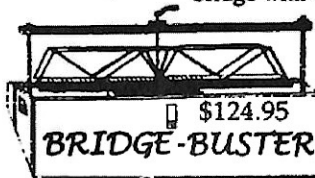
To receive a schedule, call the Maryland Center for Career and Technology Education Studies MCCTES at (410) 685-1648. You will also find the schedule on the center's website. Registration for the Spring Semester will take place on Wednesday, January 17 from 3:00 to 8:00 P.M. Classes will begin on Monday, January 29.

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TEAM's newsletter is edited by Aaron Gray. Comments and suggestions are welcomed at [agray@mail.howard.k12.md.us](mailto:agray@mail.howard.k12.md.us)

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## Iota Lambda Sigma, Nu Chapter

Thirty-six new members were initiated into Iota Lambda Sigma (ILS), Maryland's professional society that provides professional men and women opportunities to share common interests regarding the continuing growth of innovative educational programming which ensures the development of a technologically literate citizenry. The initiation ceremony was part of a ILS's dinner program at the Engineers Club in Baltimore on November 6. The Nu Chapter of ILS was established fifty years ago at the University of Maryland, College Park, Department of Industrial and Occupational Education. The chapter was initiated as a college based chapter of the fraternal organization. During the chapter's forty year history as a college chapter, 1941 to the present, 946 members have been initiated. Many of Nu Chapter's members have served in leadership positions in Maryland's business and educational communities.

The Objectives of Iota Lambda Sigma, Nu Chapter are to:

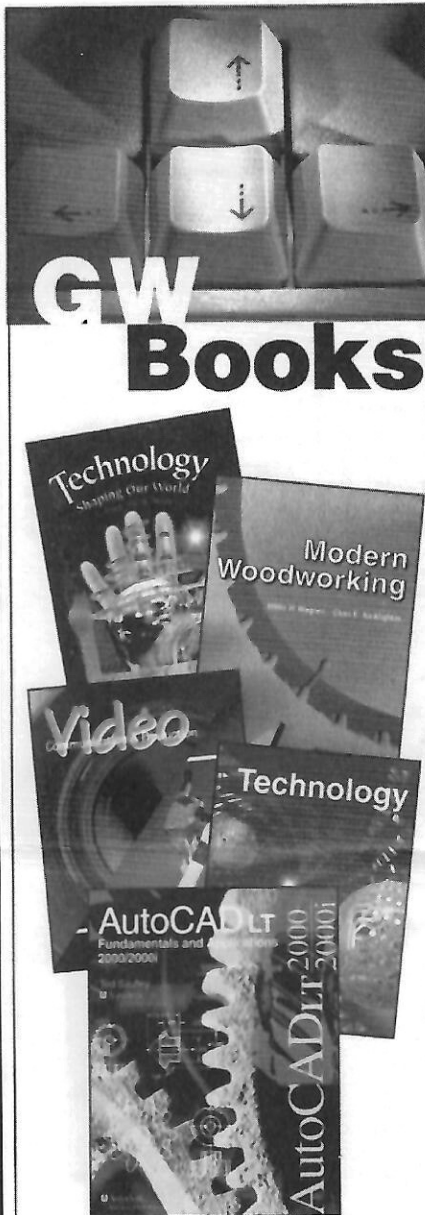
1. Further the purposes of Career and Technology Education.
2. Recognize superior scholarship and teaching proficiency.
3. Develop character, leadership and initiative.
4. Foster advanced study, research and experimentation.

By tradition, each Iota Lambda Sigma class of initiates is named in honor of the work of an individual who has made extraordinary contributions to the development of Career and Technology Education. This year we honored the work of Morris Tischler, student, author, entrepreneur, business leader, social activist, and inventor. His work in the field of education is recognized nationally and worldwide. He is truly a model professional and ILS is proud to dedicate this class of initiates in honor of Morris Tischler.

The class of 2000 includes:

Joseph Beavers	Fred Berman	Robert Bess
Travis Blizzard	Kenneth Bradshaw	Valerie Brennan
Andrew Buchanan	Leon Copeland, Sr.	James Dennis
Paul Elwood	Edward Fangman	James Ferrant
Barbara Francis	Lori Fritzsche	David Fusick
Samuel Henry, III	Mark Kaniski	Loretta Lawson
Victoria Lee	Ellen Leuchs	Eddie Logan
Wendel Matthews	Michael McIntrye	Ross Metts
William Miller	Beverly Parker	Quinn Patterson
Chris Putnam	Robert Segreti	Robert Snyder
Phillip Steinberg	Carl Truxel	Lloyd Tyler
Kim Weaver	Joseph Wilkinson	George Daniel Wood, Jr.

The 2000 class is the first group of initiates since 1993. This auspicious event marked the important new beginning for the Nu Chapter of ILS. Nu Chapter will become an important social and political force in the development of Maryland's world class Career and Technology Education and Workforce Development programs. We look forward to the contributions the new members.



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## BOOK REVIEW

The Knowing - Doing Gap: How Smart Companies Turn Knowledge into Action By Jeffrey Pfeffer and Robert I. Sutton Boston: Harvard Business School Press 314 pp, \$27.50, 2000

This book addresses an issue that has been a major concern of many companies over the generations. The title succinctly foretells what the work contains. Early in the preface, Pfeffer and Sutton declare their reasons for embarking on this project. In short, they wanted to understand the discrepancy between why many managers are so knowledgeable about organizational performance, talk a lot about ways to achieve performance, work so hard at it, and yet find themselves in firms where actual actions undermine performance. The title of the first chapter is 'Knowing What to Do is Not Enough'. The author's stress that the knowledge that employees put to application on the job is most likely acquired through the 'doing' route rather than by traditional routes of reading, listening, or thinking. Their premise about 'learning by doing' reinforces educators' recent contentions about 'applied learning'.

Another problem that confronts many companies is that the knowledge and expertise acquired through experience is often intangible and tacit, thereby making it difficult to convert such knowledge into action. The authors' 'First Principle' is: 'If you know by doing, there is no gap between what you know and what you do.'

In Chapter Two, there is an expanded treatment of a common obstacle to converting knowledge into action: the tendency to view talking about a problem as equivalent to actually doing something about it. The authors are particularly critical of using mission statements as a substitute for action.

In Chapter Three, the authors caution about the use of memory as a replacement for actual thinking. In other words, conventional wisdom and pressure for consistency are blockages to real progress in many cases. Breaking from the past in an existing organization, especially a well established one, is commonly opposed by those in charge.

In Chapter Four, two elements are described that are associated with fear and distrust that prevent many companies from inaugurating needed changes. First, fear

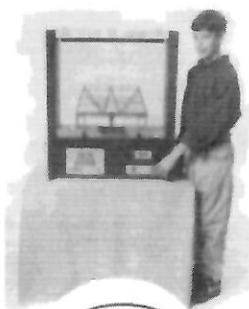
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and distrust are common problems in many workplaces. The authors contend that fear and distrust also undermine chances of turning knowledge into action. The hazard of relying on measurements to determine decisions is the heart of the material in the fifth chapter. Pfeffer and Sutton address this issue as a three-layer problem. First they describe how measurements can block turning knowledge into action; second, they reveal the common use of flawed measurement practices, and third, they cover ways to identify measurements that create more problems than they solve.

The final chapter, dealing with blockages associated with turning knowing into doing, has to do with the hazards of internal competition. The authors treat the subject in an organized manner. Following this is a detailed description of a number of firms that have succeeded in surmounting the knowing-doing gap. In Chapter Eight, 'Turning Knowledge into Action', there is a succinct review of ways to avoid the blockages described in the first six chapters of this work. The twenty pages in this chapter really get to the heart of the book. For those in a hurry, turning to this chapter first is suggested. Then, should details about any of the hazards be of interest, the reader can turn back to the

appropriate chapter. An advantage to this approach is that in each chapter, the authors put forth the central notions in bold face, making it easier for the reader to identify them. The book, as a whole, is well written in easy to understand language. For those who are interested in how the authors conducted the survey from which the work emerged, an Appendix is provided. Notes on a chapter by chapter basis are included in the back of the book, as is a well-designed index.

Lynne M. Gilli  
Angelo C. Gilli

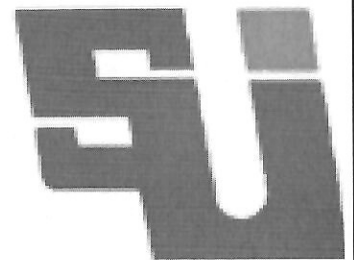
### Upcoming Events

January 27, 2001	TELP Weekend Institutes (Regional)
February 17, 2001	Maryland Engineering Challenges—Elementary Level at BMI
February 19, 2001	Maryland Engineering Challenges—Tractor Pull at ESB
February 20, 2001	Maryland Engineers and Educators Dinner at ESB

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## **Fourth Annual Donald Maley Technology Education Excellence in Education Teacher Recognition Program**

TEAM honored Maryland's outstanding technology educators on October 19, 2000 at the Engineering Society of Baltimore. In this beautiful setting, our state's best teachers, programs and advocates received Maryland's highest awards for educational excellence. The evening was highlighted by the message of keynote speaker, Greg Pearson from the National Academy of Engineering. The Master of Ceremonies for the event was Dr. Lynne Gilli, Chief of the Instructional Services Branch of the Maryland State Department of Education's Division of Career and Technology Education and Adult Learning. The awardees included:

### **Maryland Advocacy Awards of Excellence**

Tom Rosnage, Suburban Laminating  
Scoot Zacharias, Force Aircraft Test Squadron  
Bill Cole, Director, Baltimore Museum of Industry

### **New Teacher Excellence Award**

Matthew Keil  
Queen Anne's County

### **Elementary School Program Excellence**

Belmont Elementary School  
Montgomery County  
Kim Vigliotta

### **Middle School Program Excellence**

Montgomery Village Middle School  
Montgomery County  
Joe Panarella

### **High School Program Excellence**

Southwestern High School  
Baltimore City  
Sharon Ball

### **Elementary Teacher Excellence**

Janet Manning  
New Market Elementary School  
Frederick County

### **Middle School Teacher Excellence**

Roy Rosnik  
Hammond Middle School  
Howard County

### **High School Teacher Excellence**

Kevin Hardy  
Walter Johnson High School  
Montgomery County

### **Maryland Technology Leadership Award**

Kenneth Smith  
Supervisor of Career and Technology Education  
St. Mary's County

### **Lifetime Achievement Award**

Bob Gray  
Baltimore Museum of Industry

### **Maryland Distinguished Technology Educator Awards**

Michael Ashley	Montgomery County
Sharon Ball	Baltimore City
Christopher Colbert	Montgomery County
Troy Gordon	Howard County
Roberta Rosnik	Howard County
Lloyd Sedillo	Montgomery County
Todd Schiffler	Montgomery County

TEAM wishes to thank The Boeing Company and Diversified Educational Systems for their Charter Sponsorship of this awards program.

## **Donald Maley, Ph.D. 1918-1993**

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