

INSIGHT

AN EXPERIENCE IN ENTERPRISE EDUCATION



Global Business

Global Business: Surveys and Speeches

By: Kate Majeskie

This week at Insight was the week following Thanksgiving break and the last week before the end of Term 2. The Global Business strand had to get back into their daily routines and we spent lots of time planning within our project groups and properly utilizing allotted work time for upcoming presentations. In addition, review time for AP Economics was essential for the test later in the week.

We started the week off with a guest speaker, Mrs. Larson-Horne, who gave us useful information on Google Form layouts and functions. She went in-depth regarding how to actually analyze the results of a survey and how to customize a Google Form to fit the necessary preferences. This was a key presentation because some of the project groups are creating surveys to analyze the consumer awareness of their client. We took the tips and tricks that

Mrs. Larson-Horne provided for us to better enhance our surveys over the course of the week.



Students engaging in Mrs. Larson-Horne's presentation on Google Form techniques



Students working on Microsoft Certification

In addition to moving ahead with our projects, we spent some time in International Business learning about company mission statements and marketing plans. For example, when creating an effective mission statement, the focus should be on the 'why', rather than the 'what'. It should inspire people to believe in the company and — more specifically — what the company believes in. Each project group met together to formulate mission statements for their clients that will be shared and analyzed in the future. Also, later in the week, we all worked on Session 2 of our Microsoft Excel Certification class.

This week in AP Economics, we all focused on wrapping up our unit on Imperfect Competition, which focused on Oligopolies, Monopolies, and Monopolistic Competition. With the given individual review time, most students worked through practice free response questions (FRQs) and a practice multiple choice test, in addition to asking questions. Once Thursday rolled around, we took the unit test, which consisted of forty-five multiple choice questions and two free response questions.

A new presentation was announced in Advanced Composition earlier in week. Individually, we will all create a 4-7 minute speech that focuses on a topic related to the Insight program. Later in week, we all had time to conduct some research to start our outline and to increase personal credibility.

As you can tell, this week was jam packed with learning new information, finalizing an AP Economics unit, developing mission statements, and starting a speech; these projects will follow into the upcoming week. With that said, we are all eager to continue learning and thriving within the Global Business strand of the Insight program.



Innovation

Business Innovation • Engineering Innovation

Grinding It Out

By: Nathan Warner

As we progress through this holiday season, the different Insight strands also continue to press on with all the various projects that everyone is working on.

Our Business Law students had the pleasure of meeting two great guest speakers, Ann Trumble and Ryan Thamerus from Fiserv that taught students all about how they go through and ideate consistently and imaginatively. Students stepped into the shoes of the target markets of their shopping cart projects and determined some of the thoughts, sights, smells, and so on of each of their respective markets. Students also broke down each step and detail of the markets shopping experience to come up with a large array of new ideas.

Business Innovation students are also working through the ideation phase of their projects but are pushing into the prototyping phase where students are coming up with a hard copy of the app, or product that they are working on to determine if their ideas turn out to actually solve the problem that they set out to solve. Some students are still in the process of ideating or determining more superficial parts of their ideas such as a logo while others have already begun creating their prototypes.

Biomedical students are working on their second project and taking a look into statistical analysis. They are learning to do all calculations with a pencil and paper and Excel spreadsheets as well. Students are working on their independent project which requires them to write a literature review and provide context of the topic they are addressing in their independent project.

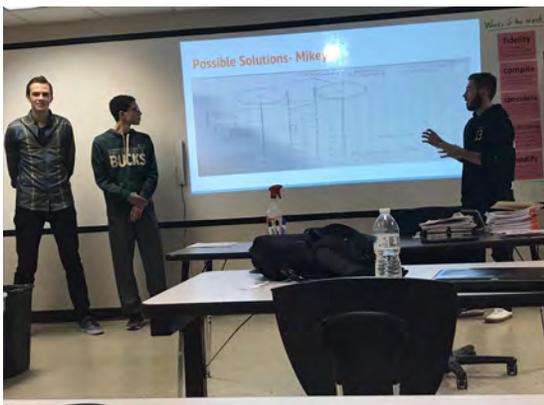
Engineering students recently finished their presentations and got a chance to present them on Friday for the class.



Biomedical students getting ready for class.



Ann and Ryan from Fiserv talk with students about user centered design.



Engineering students present possible solutions for their project to the class.



Antibiotic Resistance

By: Elizabeth Laning

Coming back from Thanksgiving break, the students got right back on track, mainly focusing on their Medical Interventions course. This week, the students learned about the factors that lead to antibiotic resistance, as well as how bacteria “share” their resistance genes with other bacterial cells. The students separated into groups to investigate the different possible ways an antibiotic resistant gene could transfer to other cells. To display these processes, the students constructed 3D models out of different supplies and presented them to each other.



The students then did a lab to see antibiotic resistance occurring, using two different strains of E. coli, each containing genes resistant to specific antibiotics. The lab was conducted by putting the E. coli in different plates, each with a different antibiotic, and one plate with a combination of the antibiotics. They let them grow overnight, and the students analyzed the bacterial growth



results. By doing this lab, the students learned about which strain of E. coli was resistant to which antibiotic. The information concluded from the lab was then applied to another lab they conducted. This time, the students mixed two types of antibiotics to observe which type of gene sharing occurred, if any. The students determined that there was growth, and therefore there was transferring of the resistance gene between the two strains of E. coli via conjugation.

The students analyzed beyond the microscopic factors of why bacteria become resistant to antibiotics, learning about how humans are contributors to this epidemic. They did a simulation where they a dice roll determined if the patient took their antibiotic that day or not. By doing this simulation, the students learned what happens when patients skip doses of their prescribed antibiotic. They also concluded other possible causes for antibiotic-resistant bacteria. At the end of the week, the students started a project that visually showed what they learned from the week about antibiotic resistance.



Though Pathways to Teaching only runs during second semester, students are communicating with their mentors all year long. Many of the mentors for this strand are educators with the Pewaukee School District. We would like to thank all educators for their time and expertise in mentoring an Insight student.

We hope you enjoyed this update. If you have any questions or comments, please contact JJ Heesch at (262) 701-5674 or by email at heesjef@pewaukeeschools.org.

Check out our website: www.pewaukeeinsight.com.

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