When students know Bloomberg it gives them a leg up...

“Our kids are getting jobs on Wall Street that they couldn’t get before, because now they have experience with the same hardware and software they find on Wall Street.”
Bob Kendi, Finance Professor, Director of The Philip Rauch Center, Lehigh

“Students with hands-on trading room experience often have a better chance at landing a good job because they can save their employer 6 to 12 months of training time.”
John J Siam, Associate Professor of Finance, McMaster University

“It’s almost like a student having a second language. The practical skills are an advantage in the job hunt.”
Thomas di Galoma, Senior MD, Guggenheim Securities

“Graduates of the trading room program will be at a competitive advantage...Employers will find these graduates economically attractive because they will not have to spend time and money training them.”
Eurico Ferreira, Finance Professor, Indiana State

“By having classes use the same resources that professionals use in their daily tasks, there is increased currency in the education.”
Thomas Coe, Associate Professor of Finance, Quinnipiac

“One of the original aims of the school’s trading room was to attract the attention of Wall Street recruiters. This initiative was highly successful. My students are able to go to intern interviews and say they have familiarity with Bloomberg.”
Amy Whittaker, Managing Director of Trading Room, Bentley University
...but three things stand in the way of finance professors incorporating Bloomberg into the course

1. **Intimidation** (is that DOS?)

\[
\frac{\partial V}{\partial t} + \frac{1}{2} \sigma^2 S^2 \frac{\partial^2 V}{\partial S^2} + rS \frac{\partial V}{\partial S} - rV = 0
\]

2. **Hollywood** (you’re competing with both that and their smartphones)

3. **Publish or perish** (guess which wins, research or painstakingly planning Bloomberg terminal syllabus integration?)
“I have found that many students are intimidated by the complexity of Bloomberg, which keeps them from using it.”
Robert Scott, Associate Professor of Economics, Monmouth University

“The room is intimidating for most. Lots of kids come in, get intimidated, and leave. Common comments in the feedback box are “I felt stupid and afraid to ask questions.” We need to engage kids without intimidating them.”
Amy Whittaker, Managing Director of Trading Room, Bentley University
Teaching finance poses the continuous challenge of linking the myriad of theories, conceptual models, and analytical techniques to the actual practice of finance in the “real world.” These challenges are especially formidable in the introductory finance course.

Peter Gianiodis, Associate Professor in Strategy, Clemson

The challenge to the finance professor, then, is to present the material in a way that convinces students that the concepts are indeed useful and interesting.

James Gilkeson, Associate Professor of Finance, University of Central Florida

The challenge of motivating and engaging students remains an open one for finance and economics instructors.

Birgit Loch, Senior Lecturer in Mathematics, Swinburne

Introductory finance is fertile ground for experimentation with pedagogical innovations because the instructors need all the help they can get.

K Sivaramakrishnan, Professor of Accounting, University of Houston

Many instructors would like the ability to “lighten” the density of the topics.

Michael Goldsby, Professor of Finance, Ball State
PUBLISH OR PERISH: Syllabus integration key to getting the most out of your trading lab

“It’s an easy mistake to say if we build it they will come.”
David Fehr, Associate Professor of Finance, Southern New Hampshire University

“If the school does not modify the curriculum, the Trading Center is nothing more than a white elephant, used to lure prospective students.”
Richard Jakotowicz, Director, Lerner Trading Center, University of Delaware

“A trading room isn’t like a magical baseball diamond in the movie “Field of Dreams” – just because you build one doesn’t mean faculty and students will come to it.”
Deniz Ozenbas, Professor of Finance, Montclair

“I’ve visited dozens of schools and labs, and while the faculty typically claim they’ll use the lab once it’s built, the reality is almost always different. I would estimate over half of the trading labs that have been built are not being used to a significant extent, and the primary reason is a lack of curricular adoption.”
Kevin Mak, Lecturer in Finance, Stanford GSB

“Amazingly finance professors never felt the need to go into the trading room...”
Amy Whittaker, Managing Director of Trading Room, Bentley University

“Institutions that do not have a curriculum structure that makes full use of the trading room tend to not be able to prevent the trading room from degenerating into a glorified computer lab.”
Amit Sinha, Associate Professor, Finance, Bradley University

“Faculty utilization is essential to the trading room’s success.”
Richard Kish, Professor of Finance, Lehigh
Overcome terminal fear factor

Attract attention with high production value

Make syllabus integration a cinch

INTIMIDATION

HOLLYWOOD

TOINK

PUBLISH OR PERISH
• 8-hour, self-paced e-learning course
• Visual intro to financial markets
• 4 modules, 23 learning outcomes
• 70 Bloomberg functions
• Puts the terminal on a silver plate

<table>
<thead>
<tr>
<th>Module</th>
<th>Topics Covered</th>
<th>Functions Leveraged</th>
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</table>
| Economic Indicators | • The Primacy of GDP  
                     • Monitoring GDP  
                     • Forecasting GDP | • ESNP, ECST, ECOW, GP  
                                      • WECO, ECOS  
                                      • ECFC, ECSU |
| Currencies        | • Currency Market Mechanics  
                     • Currency Valuation  
                     • Central Banks & Currencies  
                     • Currency Risk | • ECTR, FXCA, PEG, WIRA, FXTF  
                                      • FXC, WBG  
                                      • IFMO  
                                      • FXFX, WGO, FXFM, FRD, PTOE |
| Fixed Income      | • The Roots of the Bond Market  
                     • Bond Valuation Drivers  
                     • Central Banks & Interest Rates  
                     • The Yield Curve & Why It Matters  
                     • Movements in the Yield Curve | • WCAP, SRCH, BUDG, DEBT, STNI  
                                      • CAST, DDIS, GY, RATD, CSDR  
                                      • CRPR, FOMC, WCDM, WIRP, SOVR  
                                      • GEW, ILBE  
                                      • GC, BYFC |
| Equities          | • Introducing the Stock Market  
                     • The Nature of Equities  
                     • Equities Research  
                     • Absolute Valuation  
                     • Relative Valuation | • EQS, IPO, GIP, WEI, SECF, MEMB  
                                      • TRA, MRR, FA, EVTS, DES, CCB  
                                      • ICS, SPLC, BI, EM, SURP, EA, GIPT  
                                      • NI, EEG, WACC, CRP, BETA, EV  
                                      • DVD, GF, WPE, PEBD, RV, RVC |
Syllabus review

BPS <GO>
→ Audience specific
→ Education
→ Bloomberg Market Concepts
Bloomberg functions teach the basics vividly
Example: FXC and the zero-sum nature of global FX
Excerpt from BMC
Review score report
Bring the markets into your classroom
>> Provide foundational content with concrete learning outcomes
>> Complement your course with case studies and examples from the gold standard data platform

Integrate Bloomberg into your curriculum
>> Supplement your course with Bloomberg data, news, analytics and television
>> Reinforce learnings through over 100 questions with professor assessment reports

Give your students a recruiting edge
>> Students receive certificate of completion
>> Teach practical know-how to enrich interviews

Details
- No additional charge on the terminal
- $149 on the web for students
- Complimentary login to all finance professors
Leveling the playing field of finance recruiting and training
Ivy League does not have monopoly on talent

Source: US News & World National College rankings
How? (BTS)

<HELP> for explanation, <MENU> for similar functions.

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