



# HERE AND THERE

## National Newsletter PI OMEGA PI



National Business Education Honor Society  
Member of the Association of College Honor Societies

---

---

Volume XLVII

October 2004

Number 3

---

---

### A Message from Taya Moore

National Student Representative  
Northwest Missouri State University

By now, Pi Omega Pi chapters should be working hard on local and national projects; students should be deep into the semester working hard on papers and projects; and for those that are student teaching, I hope you are finding your experience enriching and rewarding.

Next spring, the biennial Pi Omega Pi convention is in Anaheim, California. It is time to start thinking about a new student representative. I have really enjoyed my two years at this position and have gained valuable knowledge that I have and will continue to use time and time again. This position is a great way to learn more about business education and meet numerous business educators from around the country. For any of those interested in becoming the new Student Representative, please feel free to email me with any questions that you may have. I guarantee that you will learn and laugh much. Advisors please encourage your students to run for this two-year position.

Keep up all the hard work and good luck with the rest of the semester. Do not forget that I would be happy to help any chapter if they have any questions or comments.

### President's Report

Ginny Richerson  
Gamma Upsilon Chapter - Murray State University

Each year new and exciting challenges await all university faculty—whether it be hurricanes, tropical storms, tornadoes, or those WONDERFUL students. I would like to welcome back all of the seasoned advisors—note I did not say OLD. I would also like to welcome aboard the new advisors. It is simply fantastic to know that we have new blood among us.

I recently emailed each advisor a copy of the constitution, bylaws, handbook, brochure, sample program of work, and the 2004 National Chapter Award Competition Guidelines. You each will receive a snail mail copy of the competition guidelines and brochure by the middle of October.

The NBEA Convention is in Anaheim, California, March 23-26, 2005. The 39<sup>th</sup> Pi Omega Pi National Convention will begin with a social on Thursday night, March 24. You will be receiving more details concerning the POP convention from Dr. Thelma King. She has planned many interesting student presentation sessions plus two general meetings and will be mailing POP registration forms early in January. Begin making plans to attend NBEA. The convention schedule and registration form will be available in the December issue of the *Business Education Forum*. Remember, advisors, you MUST register for the POP convention as well as the NBEA convention.

**Delta Pi Epsilon**

Continue your commitment to the business education profession by joining Delta Pi Epsilon. Contact the Delta Pi Epsilon National Office at P.O. Box 4340, Little Rock, AR 77214, Telephone: (501) 219-1866; or email [dpe@iap.net](mailto:dpe@iap.net).

**State Business Education**

Join your state Business Education association and work to make it a strong association.

**Here and There**

*Here and There* is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. It is published four times each competition year: February, April, October, and December. Articles and news should be sent to:

Mrs. Darla Stone or Mrs. Ann Jankovich  
356 Bluemont Hall, Secondary Education  
1100 Mid-Campus Drive  
Kansas State University  
Manhattan, KS 66506-5333  
785-532-5515 – office  
785-532-7304 – fax  
[djstone@ksu.edu](mailto:djstone@ksu.edu)

**Table of Contents**

Student Representative Report ..... 1  
 President’s Report..... 1  
 2003-2005 National Council ..... 2  
 Chapter Activities ..... 3  
 Member Articles ..... 5  
 Chapter Sponsor E-Mail Addresses..... 12

**National Council 2003-2005**

*President*

*Dr. Ginny Richerson  
 Department of ACS  
 3211 Alexander Hall  
 Murray State University  
 Murray, KY 42071-3340  
 270-762-4257 Fax: 270-762-2540  
[ginny.richerson@coe.murraystate.edu](mailto:gabby.richerson@coe.murraystate.edu)*

*President Elect*

*Dr. Thelma King  
 North Carolina Ag and Tech St Univ.  
 1601 East Market Street  
 Greensboro, NC 27411  
 336-334-7657 ext 4002  
 Fax: 336-334-7093  
[kingt@ncat.edu](mailto:kingt@ncat.edu)*

*Secretary-Treasurer*

*Dr. Marcia James  
 Carlson 4018  
 Univ. of Wisconsin-Whitewater  
 Whitewater, WI 53190  
 262-472-1322 Fax: 262-472-4863  
[jamesm@mail.uww.edu](mailto:jamesm@mail.uww.edu)*

*Co-Editors*

*Mrs. Darla Stone  
 Bluemont Hall 356  
 Kansas State University  
 Manhattan, KS 66506  
 785-532-5515 Fax: 785-532-7304  
[djstone@ksu.edu](mailto:djstone@ksu.edu)*

*Mrs. Ann Jankovich  
 Bluemont Hall 357  
 Kansas State University  
 Manhattan, KS 66506  
 785-532-6976 Fax: 785-532-7304  
[annj@ksu.edu](mailto:annj@ksu.edu)*

*Student Representative*

*Ms. Taya Moore  
 1525 N Main Apt 10  
 Maryville, MO 64468  
 660-562-2386  
[S214503@mail.nvmissouri.edu](mailto:S214503@mail.nvmissouri.edu)*

## Chapter Activities

### Beta Chapter

Northwest Missouri State University

The Beta Chapter of Pi Omega Pi at Northwest Missouri State University is excited to begin another school year. The Chapter is inviting 12 new members to join this semester. One of the projects members are looking forward to is the National Convention in Anaheim, California, in late March. Also, after being awarded the number one chapter last year, the Beta Chapter will be the judging this year. Members are excited about this honor.

### Kappa Chapter

Indiana University of Pennsylvania

Pi Omega Pi's Kappa Chapter at Indiana University of Pennsylvania has gone through a few changes since last fall. Dr. Wayne Moore took over the position as Pi Omega Pi advisor in Spring 2004. Under Dr. Moore's leadership, the group has grown from two active members in Fall 2003, to a current membership of fifteen. The Chapter is planning an initiation dinner/ceremony with ten new members. Each of the new members has become actively involved with the various projects and social events. The organization hopes to recruit even more students this semester. Another major change to the Kappa Chapter was the election of new officers. Last spring the Chapter elected officers for the 2004-2005 school year. The officers are: Tyson Ellenberger, president; Amy Roth, president elect; Adam Whisel, vice president; Juliette Golden, secretary; Brad Dutchcot, treasurer; Lindsay Hunter, treasurer (starting Spring 2005); Mark Polinsky and Jallene Westover, website designers.

As the Kappa Chapter continues to grow, it is able to give more back to the community. The Spring 2004 service project for the group was helping with an Easter celebration for the children of the Chevy Chase Community Center. Chapter members

organized an Easter basket drive so gifts could be given to the children. The kids were presented with Easter bags filled with school supplies, candy, and toys. The Pi Omega Pi members planned games and crafts for the children. This semester, the Chapter plans on completing a community service at the local schools to teach elementary students about personal finance. Social activities have also been planned including: Fright Night at Kennywood Park and a Johnstown Chiefs Hockey Game.

The Pennsylvania Business Education Association (PBEA) is having its annual conference October 21-22, 2004, in Seven Springs, Pennsylvania. Members are making plans to attend, to network with business teachers, and attend workshops. One of the main goals of the Kappa Chapter is to attend the National Business Education Association (NBEA) convention this March in Anaheim, California. This will be the first time in years that any student from IUP has attended NBEA as well as the Pi Omega Pi National Conference.

### Psi Chapter

University of Wisconsin-Whitewater

After having the summer off, the Psi Chapter will be busy for the coming semester. To kick the semester off, Chapter members met on a bi-weekly schedule with officers communicating in between meetings. Plans for fundraising is underway, as is planning for the local, community, and national projects. Informal initiation was held with what seems to be a promising new group. Formal initiation will take place the beginning of October.

Psi Chapter will have members in attendance at the upcoming WBEA fall seminar at UW-Stout. Attending members will include current as well as new members. Although the Chapter will be extremely busy this semester, the members are looking forward to the challenges at hand. It should be an exciting and successful semester with contributions from new and current members.

**Alpha Beta**

Eastern Kentucky University

Alpha Beta Chapter held a spring initiation meeting in April. Three new members were inducted and new officers were elected. In July, Pi Omega Pi members held a cookout at the beautiful country home of the chapter's sponsor. Those present for the gathering were chapter members, college faculty, family, and friends. The Chapter said goodbye to graduating members and welcomed new members. The August meeting was a flurry of activity. Members discussed new member recruitment as well as fundraising to help offset the expense to attend the NBEA conference in Anaheim. The Chapter hopes to initiate two new members. Plans were finalized for local, regional, and national projects. Alpha Beta Chapter is off to a great start!

**Alpha Pi**

Mississippi State University

Four new members will be initiated into the Alpha Pi Chapter at Mississippi State University on October 11. A reception will be given for the new members after the initiation ceremony. In May Alpha Pi held a ceremony to honor those students who were graduating. All members of Alpha Pi as well as faculty and staff from the Department of Instructional Systems, Workforce, and Leadership Development were invited. Alpha Pi is currently working on and completing several service projects.

**Beta Kappa**

East Carolina University

Beta Kappa Chapter of Pi Omega Pi is ready for another great year. At the first fall meeting, officers were elected and ideas for national competition were discussed. Members spent time weighing pros and cons and setting goals for the chapter. Beta Kappa Chapter plans to hold a fall social for

prospective inductees to learn more about the opportunities that Pi Omega Pi has to offer. Members are excited about the convention in Anaheim and making plans to be there.

**Zeta Eta Chapter**

Kansas State University

The Zeta Eta Chapter of Pi Omega Pi has been very focused so far this year. Members have had two general meetings and a meeting of the executive board. Members have voted and decided on projects for the 2004-2005 school year. The Chapter will be contributing to "Operation Appreciation," a local community effort to send letters and care packages to the soldiers deployed in foreign countries. Chapter members will host an annual typing contest at Kansas State University's Open House and give away prizes while promoting Pi Omega Pi. This will be an opportunity to educate the public on our organization's mission and try to recruit future members. Members are working to rebuild the Chapter website and are adding many awesome features that will be very useful to all business education teachers.

At the next meeting, Zeta Eta members will finalize the roster for the national convention in Anaheim. Members are looking forward to this year's events in California. The Chapter is planning fundraisers for this year and will be selling t-shirts and blankets to the Kansas State students as well as friends and family.

The Chapter will send two members to KBEA Conference in Wichita. A goal for this year's members is to improve cohesiveness and organization for next year's team. Current officers want the transfer of leadership to flow very smoothly. The Chapter will be having guest speakers to discuss leadership, communication, and teamwork. As with most organizations, members want the Zeta Eta Chapter to be the very best it can be.

**Member Articles****Making Business and Technology Fun** \_\_\_\_\_**Lindsey Frerking**  
Beta Chapter

Northwest Missouri State University

As future teachers, we understand the need to make sure that the business and computer courses we will be teaching are fun and interactive. As current students we frequently ask, “Am I really going to use this in the real world?” By providing our students with the opportunity to utilize the skills they have learned and apply them to real life situations, students will be more engaged in the lesson.

There are countless books available for business teachers to gain ideas for new and exciting activities to implement into teaching units to supplement the course textbook. The National Business Education Association offers several supplements to enhance learning, many of which already include the National Standards. One of the books offered is entitled “Class Acts”. This is a collection of 30 business classroom activities that enable students to stop looking to teachers for all the answers and become active thinkers and doers. “Class Acts” also provides instructions and a material list for each activity. This book, along with many others, is available for purchase on the NBEA website under Publications Marketplace. Members of the National Business Education Association receive discounts on all available publications, and that is a great incentive to become a student member.

Each year the North Central Business Education Association also offers a publication entitled *Technology Activities for Business Education*. The 2004-2005 version is now available and comes in the form of CD-ROMs or booklets. They contain over fifty different exercises from an assortment of business courses that are already tied to the National Standards. Contact Sharon Fisher-Larson at [satbfl@aol.com](mailto:satbfl@aol.com) for more information on purchasing this supplement. As future teachers, *Technology Activities for Business Education* is a great buy with fun and exciting activities made by teachers for teachers.

Implementing project-based learning into the curriculum can bring a new light to the material taught. The places to find these projects are unlimited with all the publications and websites available to us. Another excellent way to gather new ideas is simply to ask other business educators. Many are willing and excited to be able to pass along activities that have worked in their classrooms. Just remember that business education is all about being able to apply important skills to real life situations.

**Teaching Ethics** \_\_\_\_\_**Shanna Brames**  
Chi Chapter

Indiana State University

Ethics is a tough, but very important, subject area to teach in the classroom. In today’s society, many business people do not practice good ethics and, therefore, corruption is being found almost every day in the business world. Some of the major companies in the news include Enron, Arthur Anderson, and Tyco International.

One approach to teaching ethics would be to ask what kind of qualities students look for in their friends, classmates, or teachers. This is a way to get students involved and also come up with a lot of different characteristics that students look for in people. The characteristics students come up with can then be discussed and the students can determine why they look for these qualities in people and whether or not the students in the class possess those characteristics. An easy way to explain this is by discussing the Golden Rule, which says to treat others the way you would want to be treated.

The Golden Rule is a foundation that is based on ethical principles and beliefs that most people around the world have in common. The basic theories of ethics include utilitarianism, or the greatest good for the greatest number; respect of others, or the Golden Rule; and honesty and integrity, identified in Aristotle's virtue theory. By combining these three theories in analyzing an ethical problem, the student can determine if something is ethical or unethical. If a decision will result in the production of more good than harm to a community (utilitarianism), if it does not violate the rights or dignity of another (Golden Rule), and if it allows for the decision maker to maintain a sense of dignity and integrity (virtue theory), it is usually an ethically sound decision.

While this is an extreme simplification of ethical theory, it is important that students understand and utilize some ethical framework for making decisions. Likewise, it is important for teachers to teach ethical frameworks for decision making in the business environment.

### **The Life of an Intern - How International Marketing Internships Enhance Future Teaching Careers**

**Katie Yost**  
Psi Chapter

University of Wisconsin-Whitewater

Dreams of a unique, career-enhancing international study and internship experience drifted through a Psi Chapter member's mind several times throughout her college career at the University of Wisconsin-Whitewater. Finally, during the spring of 2004, the dreams became reality as Katie Yost studied in Brno, Czech Republic, and completed an international marketing internship with Moravia Worldwide, a translation and localization firm headquartered in the Czech Republic.

The experience soon became an eye-opening opportunity that not only enhanced her college education as she studied secondary education (business and marketing emphasis) but will hopefully enrich her future students' education as well. During her four-month stay in the Czech Republic she experienced the European social and business cultures from an insider's point of view, and earned part-time employment with Moravia Worldwide upon her return to Wisconsin.

Adjusting to the daily life as a student in the Czech Republic was a lesson in itself. As the only American, she spent four months at the Brno University of Technology with over forty international students and a few thousand Czechs. She soon realized that communication, politics and economics, and societal norms differed greatly from those in the United States. Understanding these cultural differences in daily life is a vital piece to living in this increasingly global society, and is a valuable lesson that educators should share with their business and marketing students.

Her internship placement at Moravia Worldwide also taught her numerous skills, mostly centering on workplace, international business and marketing practices. Working in the Business Development Department at Moravia taught her how to communicate with colleagues and clients from diverse cultures, as well as how to perform cold calls and edit marketing materials. The international work setting afforded her the skills and knowledge that may not have been possible to experience in the United States, skills and knowledge she can soon share with her future business students.

After completing this international experience, she feels considerably more competent in the areas of international business and marketing and realizes that the experience has taught her skills and knowledge that no classroom lecture could adequately teach. The experience has benefited her career far beyond serving as a résumé builder, improving her interpersonal skills, and providing an extended employment opportunity upon her return to Wisconsin.

As an educator, Katie can now share her real-world business experiences of conquering communication barriers, identifying the interrelatedness of politics and the economy and business, and strategizing marketing tactics with her students. These examples, combined with the principles and theories that stand behind them, will help us meet the marketing education standards and prepare students for their future careers as business and marketing professionals.

**Building and Using Teams for Learning and Teaching****Sandy Conder**  
Alpha Beta Chapter

Eastern Kentucky University

Team building has been around for many years, and it continues to grow in popularity. Team building may be defined as “planned events with a group of individuals who have or may have common organizational goals or relationships that focus on the improvement of the manner in which work is accomplished by them” (Wigtil & Kelsey, 1978). “It is virtually impossible to avoid being a member of a team today whether you are a manager, a homemaker, a subordinate, or a student” (Stough, Eom, & Buckenmyer, 2000). Within a twenty-year period, teams have become widely used in almost every field, creating a need for learning how to become an effective and successful team member.

The increase of teams has become well known; employees need to know how to be a successful team member to be able to compete for good jobs. The American Society for Quality Control (ASQC) and the Gallup Organization conducted a 1993 survey of 1,293 U.S. based organizations. The results found that 80 percent of organizations reported work-related team activities. Two-thirds of the full-time employees expressed they had participated on a team, and 84 percent had participated on more than one team (Stough, et al., 2000).

Today, many teachers use teams on a daily basis or whenever possible. A business teacher at a Kentucky high school concluded the following: “Teachers need to use teams as much as possible because it promotes learning, and teams can help low ability students reach their goals while working closely together with the higher ability students. The combination of different ability levels is a good learning environment for all” (Personal Interview, November 22, 2003).

The use of teams in the classroom has been researched for years and results have shown many advantages. For example, teamwork promotes critical thinking skills, involves students actively in the learning process, motivates students in particular curriculum, develops social support systems, builds diversity understanding, establishes a positive atmosphere, reduces anxiety, and develops positive attitudes toward teachers (Bafile, 2000). Others are in agreement with the benefits of team building activities to enhance students’ social skills and peer relationships (Socha, Potter, & Downey, 2003, p. 347). With all of these advantages, teachers must now begin to view team activity planning as an important daily learning objective.

Experts and teachers both agree on how important the use of teams are and the advantages associated with their use; however, the main concern should be whether the students attain these possible benefits. In a 2003 survey of 40 students in a Kentucky high school, the following information was concluded (Personal Interview, November 22, 2003): ninety-three percent of the students surveyed expressed that yes, they enjoyed and wanted to work in teams at school. Only 5 percent conveyed that sometimes they liked working in teams, it all depended upon the circumstances. Two percent voiced an “absolutely not” opinion about working in teams, mainly due to lazy students who refused to do their part. Students had these reasons for wanting to work in teams:

- Makes material more interesting
- Helps me to see things from someone else’s perspective
- Divides the work into sections
- Provides opportunity to ask someone else my age to help me
- Helps me get better grades
- Allows for more ideas than just my own, so we have more options
- Gets the work done faster

When students are more interested in the material, they will learn more. Some of the students even revealed in the interviews that some teachers make them feel stupid for asking questions. This was the reason

why these students felt more comfortable asking one of their peers to help them understand. Teachers need to consider these responses important because, "If students understand the benefits that they will derive from collaborative work, they will be more willing to learn teamwork skills" (Page & Donelan, 2003, p. 125). The better teamwork skills the students obtain at the high school level, the more of a benefit it will be to them in their future.

Teachers need to help ensure that each high school student has many opportunities to work in teams, to help prepare the students for their future. Teachers must be competent in their ability to teach teamwork skills to their students. A teacher will not be effective unless he or she gives specific guidelines and steps to his or her students; according to Page, "research has shown that merely putting students in groups and telling them to work together does not, in and of itself, promote higher achievement," (Page & Donelan, 2003, p.125).

The following are seven basic rules that can help teachers educate students with successful team building skills (Page & Donelan, 2003, p. 126):

1. Know your team members
2. Communicate accurately and specifically
3. Accept and support one another
4. Check for understanding
5. Share ideas and understanding
6. Check for agreement
7. Resolve conflicts constructively and quickly

Teachers can help students succeed as successful team members when the students are taught how to communicate, share ideas, and support one another.

### References

Bafile, C. (2000). *Cooperative learning saves the day! One teacher's story.*

World.com/a\_curr/curr287a.shtml. [2003, December 1].

Page, D. & Donelan, J. (2003). *Team-building tools for students.* Journal of Education for Business. 78 (3). 125-128.

Socha, T., Potter, T., & Downey, P. (2003). *The effect of team building on the physical self-concept of grade 9 physical education students.* Journal of Experiential Education. 25(3). 347.

Stough, S., Eom, S., & Buckenmyer, J. (2000). *Virtual teaming: a strategy for moving your organization into the new millennium.* Industrial Management & Data Systems. 100(3). 370-378.

Upchurch, Sandra (Kentucky High School Teacher) Personal Interview, November 22, 2003.

Wigtil, J. & Kelsey, R. (1978). *Team building as a consulting intervention for influencing learning environments.* Personnel & Guidance Journal [Online]. Available:

<http://web2.epnet.com/DeliveryPrintSave.asp>. {2003, November 13].

**Be Effective With PowerPoint**

**Sheryl Smithenry**  
Alpha Chi Chapter

Eastern Illinois University

PowerPoint is becoming a popular way to distribute information to students and colleagues. There are a few guidelines that need to be followed for an effective presentation. The guidelines are listed below.

1. **Color Usage** – Be sure to use contrasting colors. Avoid using the colors red and green for those who are color blind. Try to avoid large spaces of pure white background as it can create a glare on the screen. Some bright colors tend to blur and blend making them hard to read; for example, yellow as a

background and bluish-green for a font color seem hard to read. Be sure to choose solid colors as the background.

2. **Font Size** – At all costs avoid all uppercase letters and underlining. The font size should be kept to an 18 point at an absolute minimum. Title fonts of slides can range from 40 – 48 points in size and body fonts can range from 28 – 36 points in size.
3. **Rule 7 x 7** – There should be a maximum of seven words per line, seven lines per slide, and 49 words on an entire slide. Avoid complete sentences within a PowerPoint presentation. Always remember to make your information short, sweet, and to the point.
4. **Variety is the spice of life** – Be creative by using charts, graphs, transitions, and shapes to express points of interest. Find ways to illustrate other than using lists. Remember, don't make the object distracting from the point of the presentation.
5. **Alignment** – Avoid center alignment at all costs. Keep all alignment the same. We read left to right so make it easy for your audience to follow the information on the slides.

If these steps are followed, an effective and creative PowerPoint will be developed. The audience's attention will be captured and maintained. Good luck!

### Teaching for Mastery Learning

**K'Charis Drewery**  
Beta Kappa Chapter

East Carolina University

In this age of educational assessment and accountability, teachers often feel very pressured when it comes to student test score achievement. Consequently, there is a great need to find ways to assist our students in mastering the standardized assessments. Mastery learning is one way to achieve better standardized test scores. So what does it mean to teach for mastery learning?

Business education teachers, like many other teachers, often give instruction then test the students on the material and move on to the next unit without analyzing scores. Many teachers do this because they are forced to meet deadlines set by pacing guides and curriculum blueprints. If one thinks about this, practice makes perfect, well at least better, so time should be spent on reinforcement before moving on. Experienced teachers seem to understand the material better and generally have an easier time explaining concepts to students. So wouldn't it seem the same for students, the more they see the information, the better they would understand it? Different learning styles also influence the way students learn. Some students learn information by hearing it (auditory), others by seeing it (visual), and some students have to physically interact with it (kinesthetic). It is also important to remember that a combination of the three styles can be used jointly while giving instruction or when students are assigned independent study. Now let us think about what it means to apply mastery learning in the classroom.

Mastery learning in the basic form is when a student has built the foundation of knowledge needed on a unit before moving on to the next unit. The teacher has to set the environment for this style of learning. Then there are a few basics a teacher must follow in order to achieve this goal.

- The teacher must clearly explain the objective of the unit to the students in their class. Once this is explained, the teacher must make sure the students understand what they are expected to learn. Clearly stating what objectives the student will need to know at the end of the unit gives the student a foundation on what he/she needs to work.
- The teacher must make plans to divide the unit into mini lessons. This allows the students to learn one part at a time in order to build on what they have already learned in the unit.
- The teacher must identify a set of teaching strategies that will meet all learning styles and give students materials to help meet those needs.

- The teacher must see what the students do and do not understand about the unit. It can be helpful to offer a pre-test on the unit to analyze the students' knowledge of the unit.
- Finally, the teacher can give a standardized assessment to understand what information the students have obtained and what information needs further instruction.

Teachers have to set a mastery level for their class. Setting high standards such as a mastery level of an "A" or 90% will cause students to study more, take better notes, and use critical thinking skills for further understanding. Students who do not master the assessment the first time will review, repeat activities, and continue to retake the assessment until they have obtained the required level of mastery.

Students who generally score lower grades in class will be given the opportunity to continue working with the subject until they are able to reach the required mastery level. By allowing students the opportunity to master the unit of instruction, many students are able to feel better about their level of performance and understanding in the classroom. Teachers who use mastery learning in the classroom are able to enhance their units and students' standardized achievement scores.

### Technology in the Classroom

**Michelle Wilmes**  
Zeta Eta

Kansas State University

Forms of technology are apparent everywhere—from school to work, libraries to home, students have access to technology almost anytime they want.

When schools across the nation first started using computers, many teachers were not sure how to implement them. Teachers learned as they taught technology classes, but as computers and technology progress, teachers need to transform curriculum and revamp instruction by incorporating technology in the classrooms.

Although not all students are on the same technological skill level, schools and teachers are responsible for making sure students do have basic skills to function in the seemingly technology-dependent world. The potential benefits of technology in education stretch well beyond teaching students basic computer literacy.

A technologically advanced school system could help administrators collect student data accurately and efficiently. Teachers could collaborate with one another by sharing classroom experiences via email. Parents could contact and receive timely feedback from teachers by sending a quick email. Web sites could be setup so parents are able to access homework guidelines when students are absent. The Internet offers vast resources that could help students improve and research for a multitude of school-related projects. Juniors and seniors in high schools across the country could use the Internet to make informed decisions on approaching higher education.

Many educators struggle to integrate technology tools in their classroom since they tend to be less familiar and less comfortable with technology than their students are. Technology can help teachers tailor instruction toward individual student needs for advanced and remedial lesson plans while aligning standards with content, curriculum, resources and testing via Web-based tools. Certain software programs could assist teachers in managing their classrooms by accessing professional developmental opportunities.

Teachers can use PowerPoint to enhance lectures and outline key points for students taking notes. By using PowerPoint instead of an overhead and transparencies, pictures, sounds and music can be included in the presentation.

Students, too, reap benefits of technology in today's classroom in a variety of ways. Producing a newsletter or building a Web site using professional-quality software would allow students to gain authentic learning experience on real-world projects. They would be able to acquire critical-thinking, problem-solving

and team-building skills while networking with mentors and peers from around the world. By using simulations to gain a deeper understanding of underlying concepts, students could improve their test scores. Whether a teacher requires it or not, many students use technology to complete class projects, predominately the World Wide Web.

The Internet permits students to obtain weather information in a country of recent study to produce a chart in Excel or place the map in PowerPoint.

In addition to the Internet, many students adapt PowerPoint into their research projects in order to make an oral report more visual. Also with presentations, students can recreate game shows to present in a more interactive approach. If a project a student worked on required analyzing artwork, a picture of the work can be loaded into PowerPoint to help the student describe it.

Microsoft Excel allows students to create charts, graphs, calendar or timelines to hand in with projects for almost any class.

Another tool students use quite frequently is a word processing program such as Microsoft Word or Word Perfect. Besides typing reports, a word processing program can be used for creating newsletters, advertisements and business cards.

By incorporating two or more of the aforementioned sources of technology, students can use their imagination to create an outstanding project. As mentioned in Linda Starr's article on the Education World Web site, students learning about the political process can work in groups to create advertisements promoting the candidates by video taping and then using editing software. In addition to video, students can import pictures from the Internet or scan hand-sketched items to add to flyers promoting each candidate. Upon completion of the projects, the ads can be shown to their schoolmates who can then vote for the best candidate.

In today's technologically advanced world, an issue of not having access to a computer or technology in general is not usually a problem. However, unless educators receive adequate support and training to use technology effectively as a teaching tool, the potential benefits of educational technology will not be fully realized.

Professional development of technology skills can involve specific areas to incorporate content-specific areas. It also can be designed to suit varying levels of expertise, from beginner to more advanced in order to help teachers move along at their skill level.

Unless teachers are properly trained to incorporate technology into their classrooms, students will not be able to fully acquire the necessary benefits to survive in today's world.

### **References**

Starr, Linda. "Technology Integration, Ideas that Work." *Education World*. 17 August 2003.  
[http://www.educationworld.com/a\\_tech/tech/tech176.shtml](http://www.educationworld.com/a_tech/tech/tech176.shtml).

**Pi Omega Pi**  
**2005 Biennial Convention**  
**March 24-26**

**Chapter Sponsor Email**

As of October 2004

Please notify the National Editor of corrections and additions.

Beta Chapter .....	Dr. Nancy Zeliff .....	nzeliff@mail.nwmissouri.edu
Gamma Chapter .....	Dr. Dianna Briggs .....	dianna.briggs@uni.edu
Kappa Chapter .....	Dr. William McPherson .....	mcpherso@iup.edu
Theta Chapter .....	Dr. Margaret Erthal.....	mjertha@ilstu.edu
Lambda Chapter .....	Ms. Sharon Barton .....	sbarton@fhsu.edu
Mu Chapter .....	Dr. Kenneth Hoffman .....	hoffmank@emporia.edu
Xi Chapter .....	Dr. Betty Brown .....	bbrown@bsu.edu
Sigma Chapter .....	Dr. Georgia Hicks .....	gjhicks@sosu.edu
Chi Chapter .....	Dr. William Wilhelm .....	bewilhel@isugw.indstate.edu
Pi Chapter .....	Ms. Kerry Gregory .....	tim.schilling@vcsu.edu
Psi Chapter .....	Dr. Marcia James.....	jamesm@mail.uww.edu
Alpha Beta Chapter .....	Dr. Lana Carnes .....	Lana.Carnes@eku.edu
Alpha Delta Chapter .....	Dr. John Olivo .....	olivo@bloomu.edu
Alpha Iota Chapter .....	Dr. Robert Gryder .....	gryder@asu.edu
Alpha Pi Chapter .....	Dr. Connie Forde .....	cmf1@ra.msstate.edu
Alpha Rho Chapter .....	Dr. Patricia Arneson .....	paarnes1@wsc.edu
Alpha Sigma Chapter .....	Dr. Diane Fisher .....	diane.fisher@usm.edu
Alpha Chi Chapter .....	Dr. Roger Luft .....	rlluft@eiu.edu
Alpha Psi Chapter .....	Dr. Karen Johnson .....	kjohnso@bgnnet.bgsu.edu
Beta Zeta Chapter .....	Dr. Clora Mae Baker .....	cmbaker@siu.edu
Beta Kappa Chapter .....	Dr. Ivan Wallace .....	wallacei@mail.ecu.edu
Beta Lambda Chapter .....	Dr. Maxine Enderlein .....	maende@ark.ship.edu
Beta Phi Chapter .....	Ms. Bernice Craft .....	Berniece.Craft@emich.edu
Gamma Epsilon Chapter .....	Dr. Sandra Braathen .....	Sandra_braathen@und.nodak.edu
Gamma Upsilon Chapter .....	Dr. Ginny Richerson .....	ginny.richerson@coe.murraystate.edu
Gamma Phi Chapter .....	Dr. Thelma King .....	kingt@ncat.edu
Delta Mu Chapter .....	Ms. Jan Cooper .....	jcooper@deltastate.edu
Delta Omega Chapter .....	Dr. Julianne Eklund .....	eklund@misu.nodak.edu
Epsilon Delta Chapter .....	Dr. Larry Pagel .....	lpagel@nmu.edu
Epsilon Epsilon Chapter .....	Dr. Patricia Leonard .....	leonard@rider.edu
Zeta Alpha Chapter .....	Dr. Jerrlyne Jackson .....	jerrlyne.jackson@famuc.edu
Zeta Epsilon Chapter .....	Dr. Nancy Csapo .....	nancy.csapo@cmich.edu
Zeta Eta Chapter .....	Ms. Ann Jankovich .....	annj@ksu.edu