



HERE AND THERE

National Newsletter

PI OMEGA PI



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

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A Message from Taya Moore
National Student Representative
Northwest Missouri State University

It's hard to believe that we have been in school for a month. Time goes by fast when you're having fun or when you are swamped with deadlines that must be met. I trust that everyone is having a wonderful semester thus far.

I would like to remind all Pi Omega Pi chapters that the competition year has been shortened so that we may begin with the new scheduled competition year following winter break. All projects must be completed by December 31, 2003, and reports must be sent in no later than January 31, 2004. This is to allow the grading chapter ample time to evaluate and score each project.

Good luck to all of the student teachers this semester!

Attention: New Due Dates

Dates for the chapter competition have changed to March 1, 2003, to December 31, 2003. Please note the due date for the Report of Chapter Activities is January 31, 2004. Information has been mailed to chapter sponsors.

President's Report

Ginny Richerson, Gamma Upsilon Chapter
Murray State University

Summer has finally come to an end; but with this end comes a new and exciting beginning. A new school year presents many challenges both academically and professionally.

With this new beginning, the Pi Omega Pi competition year also has to meet challenges. Due to a bylaws change adopted in April at the biannual meeting, the competition year ends December 31, 2003. The National Chapter Award Competition Guidelines for 2003 will be mailed to your chapters by the middle of October. I encourage each chapter to complete reports and projects for this shortened competition year. Determine what is a priority for your individual chapter, determine how it is to be achieved, and decide what changes or improvements in your chapter are needed to meet or exceed your expectations.

The National Business Education Association Conference is in Chicago, Illinois, April 7-10, 2004. Pi Omega Pi will be hosting a breakfast for POP sponsors and members on Friday, April 9. Begin making plans to attend NBEA. The convention schedule and registration form will be available in the December issue of the *Business Education Forum*.

If I can be of help to any of the chapters, please feel free to contact me.

Delta Pi Epsilon

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

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:

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Chapter Activities

Beta Chapter

Northwest Missouri State University

Beta chapter is in the process of inducting ten new members this October. The chapter is planning on having an introductory meeting at a local restaurant. Also, the chapter is working on a homecoming get-together for the Pi Omega Pi Alumni. Beta has mailed out invitations to over 400 alumni and will be meeting at the country club before the football game.

Lambda Chapter

Fort Hays State University

Lambda Chapter has started the fall semester off on a good note. The chapter had a returning members meeting and selected officers for the 2003-04 school year. Members hosted a recruitment night with pizza and pop, and had three potential initiates in attendance. Initiation will take place in the beginning of October. An exciting line-up of speakers is in place for the fall semester.

Mu Chapter

Emporia State University

Mu Chapter held its first meeting for the 2003-2004 school year in September. Members met at a local park to eat pizza and discuss plans for the recruitment of new members, a fundraising workshop, and ideas for future projects and fundraisers. The organization was involved in planning the School of Business Career Fair in September and one member will be a session moderator at the upcoming Career Day.

Sigma Chapter

Southeastern Oklahoma State University

Sigma Chapter held its monthly meeting on September 22. Members voted to extend a

membership invitation to one potential candidate. Agenda items included the fall fundraiser and Christmas community service projects. Members decided to sell homemade bread for the fund-raiser. Two members assisted the sponsor with the School of Business booth at Parents Day.

Chi Chapter

Indiana State University

Chi Chapter has become very active in pursuing personal financial literacy in the community and on the campus. Last April, two members presented at the NBEA national convention. They were then asked to present at ISU's freshman orientation in August. Over one hundred students attended the presentation on money management. Some members are going to area high schools to present to upperclassmen on the importance of money management and being literate in this area.

Psi Chapter

University of Wisconsin-Whitewater

After having the summer off, Psi chapter will be busy for the coming semester. To begin the semester, chapter members met on a bi-weekly schedule and officers met each week. Plans for fundraising are already 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 DC Everest. Attending members will include current members 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 existing members.

Alpha Beta Chapter
Eastern Kentucky University

Alpha Beta Chapter held a spring initiation meeting in April. Two new members were inducted and new officers were elected. The chapter was busy during the summer. In June, six members of Alpha Beta Chapter made two presentations for the annual program of NU Chapter of Delta Pi Epsilon. In July, Pi Omega Pi members held a cookout with members' families and college faculty. The chapter said goodbye to nine graduating Pi Omega Pi members and welcomed new members. When the fall semester started, Alpha Beta Chapter recruited two new members. The new members were initiated in September. The chapter members are busy working on the local, regional, and national projects. The chapter is planning a fundraiser to help with expenses to attend the NBEA conference in Chicago. The year is off to a good start!

Alpha Pi Chapter
Mississippi State University

Alpha Pi chapter of Pi Omega Pi at Mississippi State University recently held an initiation service and inducted one new member. The chapter is currently working on community, local, and national projects. The members are making plans to attend the national convention in Chicago, IL in April 2004. The chapter is planning a fundraiser to help with the expenses for this trip. There are six members who will attend the Southern Business Education Association Convention to be held in Biloxi, MS, in October. Members were invited to participate in the Leadership Development Seminar at this convention.

Alpha Psi Chapter
Bowling Green State University

Alpha Psi Chapter has recently identified new members who will be invited for initiation into

the chapter during the coming week. The chapter is hoping to have new members by the end of October, as several of the current members are student teaching during the fall semester. Alpha Psi is excited about the service projects for this academic year.

Beta Sigma Chapter
Montclair State University

Beta Sigma Chapter at Montclair State University met with advisor Nancy Ostrowski to plan upcoming events for the year. The organization is working with the graduate level chapter on a summer workshop program to teach anyone who is interested in learning more about various software (such as PowerPoint) and will be distributing and compiling a survey at the annual Montclair State University Department Chairs Conference. The chapter will meet again in October to plan more events.

Zeta Eta Chapter
Kansas State University

For the month of September, Zeta Eta, Kansas State University chapter, held its first meeting with an ice cream social. Nine people attended to plan for the year ahead. All dates for meetings during the fall semester were decided, and the Pi Omega Pi initiation date was set for December 8, 2003. Plans were discussed for the local, community, and national projects for the competition year. For fundraising this year, Zeta Eta will be selling Kansas State University College of Education t-shirts and Powercat koozies left from last year. Members are looking forward to a great year and cannot wait to go to the NBEA convention in Chicago in April.

Note: New due dates for chapter competition.

Member Articles**Professional Development**

Lindsey Frerking
Beta Chapter

Northwest Missouri State University

As summer draws to an end and we begin yet another school year, it is a great time to evaluate and think of our professional development. In the book, Building Leadership Capacity in Schools, it states, "Professional development needs to be defined as opportunities to learn, rather than as training. This means engagement in shared decision making, inquiry, dialogue, reflection, community service, peer coaching and mediation, workshops." (Lambert 88)

Because you are a member of Pi Omega Pi, you have obviously shown outstanding qualities at your school. But why stop there? National Business Education Association (NBEA) along with the five regional business education associations, and your state organizations are seeking your membership. Though the organization is mainly comprised of current teachers, NBEA extends its benefits to prospective educators as well. As a student, you will be able to grow in your education as a future business teacher and also assist the organization with concerns facing our major,

If you attended the 2003 NBEA/Pi Omega Pi Convention this past spring in Dallas, TX, you had the opportunity to experience first hand a few of the numerous benefits members of NBEA receive. The workshops and exhibits were a real live testimony of NBEA's dedication towards enriching its members. When you become a member of NBEA, you acquire a regional membership to your respective area, professional and special publications, \$250,000 of professional liability insurance, and so much more.

Not only do professional organizations give you the tools and development needed to be a better teacher, but leadership opportunities are also available. As the current student representative for the North Central Business Education Association, I challenge all of you to join and become an active member in NBEA. So ask your advisor how you can become not only a member but also a leader in professional business organizations today!

References:

Lambert, Linda. Building Leadership Capacity in Schools. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

International Vocational Education; Ireland

Nate Naasz
Lambda Chapter

Fort Hays State University

When trying to understand the system of Vocational Education in Ireland, one must understand that Ireland cannot make a policy regarding vocational education, without consulting other members of the European Union. The European Union dictates what will be taught, and how, due to an agreement among the member nations. In having a uniform system, the union can dictate what future employees will learn, in an effort to better train them for the work force.

In Ireland, Vocational Education is known as V.E.T., or Vocational Education and Training. In this European form of education, emphasis is placed upon:

1. Initial vocational training (where most funding is appropriated)

2. Continuing vocational training
3. Training for the unemployed

Currently, the ESF, European Social Fund, is having a great effect upon the curriculum. Students will no longer be receiving a Leaving Certificate upon the completion of the vocational program; they will be awarded a Leaving Certificate Applied (LCA). The new certificate is structured around three elements;

1. Vocational Preparation
2. Vocational Education
3. General Education

The idea behind modifying the certification methods is to guarantee that students are leaving school better prepared for the workforce with a well-rounded education. This shows in their third element of the LCA, General Education. It is believed that a student with a base of knowledge from all areas will be better prepared for the labor market than students without an education in the liberal arts.

It is easy to see that the Irish form of Vocational Education runs fairly parallel with the system here in America. This can be attributed to the explosion of international trade where businesses from around the globe are doing business with one another, and business practices are becoming a universal language. Like in the U.S., Irish practices of Vocational Education will evolve through the passing of time, and should produce effective and efficient work.

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Global Communication Skills

Jennifer Owen
Mu Chapter

Emporia State University

Global communication skills are becoming essential as American businesses enter culturally diverse markets. Teachers must ensure that students have the skills needed to communicate effectively with individuals from different backgrounds and cultures. The following is a project that is done at the college level, but could be applied to a high school classroom.

First, the classroom should be divided into groups of two to five members. Each group should contain members of different backgrounds and genders. The major purpose and goals of the project should be discussed, along with the resources needed, and due dates for each stage of the project. Also, team members should be given guidelines for appropriate behavior.

Research is a very important element of this project. The following areas are among those that students should research. First, students should research the history and background of the country along with the business culture.

Next, students should develop a paper that discusses the history and background of the assigned country, and tips for effective verbal and non-verbal communication. At the end of the project, students should present the information in the form of an oral report or PowerPoint presentation.

Students will be able to relate aspects of the project to Business Communication topics such as working in teams, the characteristics of different cultures, and intercultural communication upon completion of the project. Teachers can assess/evaluate the students' understanding through quizzes, the written report and oral report, and participation.

This project is a learning activity that can generate interest in different cultures while maximizing the understanding of business communication topics through the use of cooperative learning. The project can be easily adapted and could be a collaborative effort between Business Communication, English, and keyboarding instructors.

Anticipatory Set Wins Approval

Chris Street
Chi Chapter

Indiana State University

Two members of Chi Chapter were asked to present to the incoming freshman at the beginning of the fall semester on money management. Presenting the material would be easy; engaging the students might not be. The audience would be kids fresh out of high school, mainly going to the presentation to get their cards stamped to meet their quota of events they had to attend. So when preparing for the presentation, the presenters decided to incorporate a short skit about five minutes into the presentation. After a short introduction of the material, the skit began. A girl signed up for a credit card that was being solicited on campus. Then, she received her 'new friend' in the mail. When the guy dressed as a credit card appeared on the stage, the entire audience of over one hundred students broke out into laughter. The rather reserved and tired (this was the last session of the three-day orientation) group of students was injected with enthusiasm and spark. The skit made the presentation a success. It engaged the audience and added credibility to the presenters who were then able to present the rest of the material to an alert audience.

When in the classroom or presenting to an audience, the use of anticipatory sets, otherwise known as attention-getters, will captivate an audience. This element is often overlooked or ignored by educators. As future business teachers, take advantage of them because students love them! The NBEA 2003 Yearbook gives examples and ways to incorporate these methods into a lesson. Whether it is a skit, a relation to a current event, or a short activity that will relate to the topic being covered, anticipatory sets are effective and well received by students. Planning and quality will affect the reception of the activity. In other words, don't do something tacky just to try to include an attention-getter in a lesson. As seen with the example of the freshman orientation, a good anticipatory set will engage students' attention immediately and serve as a relation to the material being covered.

PRAXIS II

Eric Spanton
Psi Chapter

University of Wisconsin-Whitewater

New requirements by the state of Wisconsin are requiring upcoming teachers to take a second Praxis test in order to "provide the state with a quality teaching force", according to the Praxis website. Many

students here at the University of Wisconsin-Whitewater wonder if this is necessary and some professors think this test may be out of date. However, some think that the test is a great idea to improve the teaching force in Wisconsin and provide students with a better opportunity to gain knowledge.

First to be covered are the negative sides of the Praxis II. First of all, we will address the fee to take the test. Not only does the future Business Teacher have to pay \$70 to take the test, there will also be a registration fee. Those who are dual-certified will pay an additional \$70 for the Marketing portion of the test. Secondly, a couple professors have reviewed the test and believe that it is outdated. However, this is a problem that could be easily corrected.

Now that the negative aspects of the Praxis II have been covered, the positive side of it will be addressed. If the test is updated, it will serve as a wonderful instrument for improving the teaching force. The Praxis II will also show which future teachers have the greatest knowledge of their content area. Unfortunately, it won't show who will be the best teachers.

To conclude, here is a bit of advice to those graduating before the fall 2004 semester. Take the Praxis II while it is a no-fault exam. Business education majors who may want to get their degree in marketing education should take them both now so they don't have to sweat and worry about passing the test in the future.

Laura Latham

Alpha Beta

First Impressions in the Employment Interviews: Managers' Perceptions

Eastern Kentucky University

High school business educators strive to prepare students for a business career. Students learn subject matter content, necessary career skills, and appropriate behaviors through participation in school-based organizations, as well as in the classroom. Many business education and marketing educators seek direct feedback from the local business community to ensure that graduates leave with the necessary tools to be employable and effective on the job. Job applicant preparation for, and performance in, the employment interview presents one consistent topic of concern for employers. The Miami Herald revealed that South Florida business owners partnered with local schools when this lack of preparation became apparent. According to Miami business owners, job seekers were not even attempting to shake hands with the interviewer (Wooldridge, 1998).

This article will cover hiring managers' perceptions regarding the importance of first impressions for, and characteristics contributing to, a positive employment interview. The following questions will be answered:

1. How do first impressions affect the employment interview outcome?
2. What characteristics contribute to the first impression?
3. How well do high school students or recent graduates exhibit these characteristics in an employment interview?

A sample of ten Central Kentucky business managers was selected to participate in this study. The sample was chosen based on the managers' respective experiences interviewing high school students or recent high school graduates. Only line managers and personnel managers who regularly interviewed candidates for entry-level positions were interviewed.

The analysis of the completed questionnaires and interviews has been grouped into the following three categories: the effect of first impressions on employment interview outcome, characteristics contributing to the first impression, and exhibition of these characteristics in an employment interview.

The first impression made by the employment candidate definitely affects the interview outcome. All of the managers agreed that the first impression created by a job candidate is important. Eighty percent

of the participants said that the first impression created by a job candidate is very important, while 20 percent communicated that it was somewhat important. Managers estimated that the candidate's first impression strongly contributed to the outcome in 75 percent or more of the interviews.

First impression behaviors are seen as conveying the job seeker's responsibility level and eagerness for the job. Managers considered first impressions as having the same or more importance as factual credentials. Good credentials, including experience, education and references are required to secure a job interview; however, the first impression created in the interview can determine whether a job offer is extended.

Managers look for specific characteristics in the job seeker. Six characteristics were deemed the most important to create the first impression:

1. Punctuality
2. Positive Attitude
3. Appearance
4. Enthusiasm
5. Oral Communication Skills
6. Preparation

These characteristics are viewed as predictors of job performance. Employees who possess these characteristics are viewed as better performers and better candidates for future promotion.

According to the employers, the majority of job candidates exhibited five of these characteristics in an interview situation: punctuality, 77 percent; positive attitude, 65 percent; appearance, 63 percent; oral communication, 57 percent; and enthusiasm, 54 percent. Only 40 percent of the job candidates were viewed as being prepared for the interview. There is certainly room for improvement. All of the managers bemoaned the poor performance of young job seekers in the interview process.

The following conclusions are based upon the analysis of hiring managers' perceptions regarding the importance of first impressions for, and characteristics contributing to, a positive employment interview:

1. Job applicants must make a good first impression in the interview process to be hired.
2. To create a good first impression, job applicants must learn to exhibit characteristics that create a good first impression.
3. Managers believe that job seekers aren't receiving sufficient training to improve interview behaviors.

Based upon the above conclusions, the following recommendations are made for business educators:

1. A follow-up study should be conducted to determine the high school students' perceptions regarding the importance of first impressions for, and characteristics contributing to, a positive employment interview.
2. Business educators must teach students the importance of, and how to make a good first impression in the job interview.
3. Business educators must work with local businesses to provide opportunities for students to practice interview skills. Students will gain experience in more realistic interview settings, and business managers will be made aware of efforts to train job seekers.

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Wooldridge, J. (1998, July 27). South Florida firms mean business in school partnerships. *The Miami Herald*. Retrieved March 14, 2003, from <http://www.miamiherald.com>.

Make Grading Fair

Elizabeth Field
Alpha Pi

Mississippi State University

As an educator, grading student's work is an important part of the job. Making fair judgments can often be tricky and can be a difficult task. Every student differs, just as his or her work will differ. There is one way to make grading procedures much easier, no matter what type of assignment is being graded. The use of a rubric can make an educator's job much easier. A rubric gives the teacher a chance to set the expectations and allows students to know what is expected before they begin the assignment.

Rubrics are not tricky to create and often can be made in a short amount of time. The use of a rubric can make grading procedures faster for the teacher. The rubric also gives the students immediate feedback to know what they missed and why they missed points in specific areas. Once a teacher has created a rubric, it can be updated or changed from year to year and reused. Again, this makes the grading procedures much easier for the teacher.

According to TeacherVision.com, creating a rubric is "like learning anything valuable." Creating a rubric is easy and becomes easier once the steps to creating a rubric are understood. TeacherVision.com gives the following five steps to help create a valuable rubric. First, the teacher should determine the concepts to be taught and the essential learning objectives. Second, the teacher should choose the criteria to be evaluated and name the evidence to be produced. Third, the teacher should develop a grid, and insert into the grid the concepts and criteria to be evaluated. The fourth step the teacher should follow is to share the rubric with the students before the students begin their work. Finally, the teacher should evaluate the end product. The teacher should compare the individual student's work with the rubric to ensure the student has mastered the content.

Judging a student's work, especially written papers or presentations can be difficult for a teacher. Using the above steps and creating a rubric sets the same standards for every student and gives the teacher a fair guideline to use while evaluating a student's performance. These steps are easy and after creating several rubrics, it often becomes "routine" for the teacher.

There are many resources available to guide a teacher in making rubrics. On the Internet there are hundreds of websites that will assist in creating rubrics or even give a ready-made rubric. A couple of good websites to find examples are: www.teach-nology.com and www.4teachers.org.

As an educator, it is important to be fair with all students. Grading procedures is one factor that should be the same for each student. Integrating rubrics into the classroom activities can make the learning environment positive for both the teacher and the student.

References:

Create an original rubric: Part two in a five-part series. Retrieved September 28, 2003, from <http://www.teachervision.fen.com/lesson-plans/lesson-4523.html>

Block Scheduling

David Hronek
Alpha Psi

Bowling Green State University

Imagine going to school one day as a high school business teacher and finding out that your school, which had the normal eight or nine periods in the day, was changing to a block schedule. It is a very

scary thought to most teachers today, especially the older teachers who have become comfortable in their teaching methods and course scheduling.

The transition to block scheduling is a reform that many schools have undergone in the past five years, and more high schools are switching to this new method of teaching. As a result, teachers are concerned about whether or not they will be able to effectively teach in block scheduling.

A recent study was done by Briers, et al to examine relationships among teachers who were being introduced to the block scheduling system in another division of career and technical education, agricultural education (Briers, G. & Edwards, M., Value of scheduling-related in-service education, opportunity to implement effective teaching practices, and performance of block-scheduled learners in agricultural education: A correlational study. These teachers were required to attend in-service days where they learned ways to implement effective teaching practices and raise their students' achievement by using the block schedule. The participants were 22 teachers and 189 students enrolled in a ten-week block scheduled agricultural education course in Texas Public Schools during the fall semester of 1998. The teachers responded to a questionnaire after this course was finished while students had to complete an end-of-course achievement examination.

Briers' study found that because of the in-service meetings that teachers were required to attend based on the schedule change, they were better prepared and more satisfied to teach under the block schedule. These teachers were then able to use more effective teaching practices in the classroom. Therefore, in-service days helped the teachers make the transition to block scheduling, positively affecting the teachers and resulting in increased student achievement.

Briers concludes that teachers should be provided professional development that is "contextual" and "coherent" with school reforms such as block scheduling. This change in teaching methods looks to modify teaching behaviors and implement or modify the traditional teaching practices that are associated with student achievement today.

Future business educators need to look at the benefits of scheduling options related to student learning in the business courses that they will be teaching in the near future. Perhaps they will choose jobs based not only on the subject areas they will teach but also on the format for scheduling those courses. Those new teachers involved in a situation where a change to block scheduling is being proposed should promote teacher in-service as a means of providing a smooth transition from traditional scheduling.

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Journal of Career and Technical Education, 2002, pp. 67-81.

Technology in the Classroom

Jeff Buchanan
Zeta Eta

Kansas State University

In the last decade, we have seen a tremendous leap in the advancement of technology in our schools. "Not since the Sputnik was launched in 1958 had there been so many calls for education institutions, particularly institutions of higher learning, to adapt to changes in society" (Ali, 2003). Schools everywhere are taking money and throwing it at technology so they will be up-to-date in what is becoming a highly technological world; but are they using the technology in the best way?

Technology has become a great source to use in the classroom. The most important part to remember about using technology is that "educational technology was never designed with the purpose of replacing any learning activity" (Peters, 2003). Teachers need to realize that technology is a great supplemental

source to use to enhance another learning activity, not replace it. Using computers and other types of technology is a way for students to learn information without having to use the traditional pencil to write out everything the teacher says. Now they can research a topic the teachers assign and learn about it through the Internet and its infinite number of sources. By letting the student do the research, he/she will learn it better and retain that information for a longer period of time. Plus, research can be done in a matter of minutes because of the availability of the Internet in schools. Another key point about technology is that “all technology purchases, training and implementation need to be correlated with student learning and student achievement” (Gold, 2001). Teachers need to remember that the computers are for the student’s benefit, not for their own personal use. Email and other non-educational uses need to be done on their own time.

Even with all the benefits technology has brought us, there are still some who think differently. “Many technologies from slide projectors to TV have been touted as the solution to American education. Yet these technologies have had remarkably little impact on mainstream education” (Ali, 2003). Ali goes on to say that computers are going to fall into this same trap because most times, technology is being introduced for “technologies sake.” This needs to be carefully considered because, as I said earlier, technology should be used only when the teachers deem it necessary. Implementing it for the wrong reasons will cut out other learning activities the students could have. That is where the education of teachers comes into play. “Most teachers and other educational professionals have a basic level of skill on which to build, and they then learn to use technology as an extension of their minds” (McAneer, 2003). It is with this education that teachers learn to use the technology as another branch of education. By doing this, students will still receive the main learning activities they have always had, but be able to go about them in a different way with the use of technology.

As you can see, there are numerous views on technology in the classroom. Some think it is the most impact schools have had since the Sputnik; others view it only as another learning device that will be out of date in the next decade. Whatever it is, it has changed the way the world does business and changed the way people live their lives. Therefore, in order to keep children on the technological edge, I believe we have to make sure they are getting the most up-to-date education we, as teachers, can provide by using some of the newest technology available to us.

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As of October 2003

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