HERE AND THERE
National Newsletter
PI OMEGA PI
National Business Education Honor Society
Member of the Association of College Honor Societies

National Student Representative
Brookes Mayes
Alpha Pi Chapter - Mississippi State University

Greetings! I hope your spring semester is off to a great start! For those that are in classes, I hope that everything is going smoothly; and for those of you who are teaching interns, I hope you are having a rewarding and a great learning experience. Teaching interns, please be sure to share those experiences on the National Pi Omega Pi Facebook fan page. You can become a fan of the page by going to http://www.facebook.com/events/edit/index.php?new&gid=276730613270&step=3&eid=308808121092#/pages/Pi-Omega-Pi/276730613270?ref=ts, or you can simply search for "Pi Omega Pi" on Facebook. If you have any problems with this, please contact me; and I will do my best in getting you added to the page. We will all benefit from our first-hand experiences.

By this time, you have completed the reports for the 2009 competition year. Congratulations on the excellent national, community, and local projects you have completed this year to promote and serve business education. I hope you will share your projects by posting it on our discussion board under "Project Ideas" on the fan page. You can also add pictures of different ideas to the photo album. To encourage your participation, I am offering a $20 Starbucks gift card to the first chapter responding. Good luck!

It is now time to begin the projects and publication for the 2010 competition year. Please set high goals for your chapter this year. Let's exceed our expectations and complete outstanding projects for our profession and learn so much along the way. Also, please make plans now for all your members to attend the 42nd Biennial Convention in New Orleans in 2011 to accept your first-place award and to gain professional experience by attending the National Pi Omega Pi Convention and the NBEA Convention. More information regarding the convention will follow in future issues of the *Here and There*.

President's Report
Darla Stone
Zeta Eta Chapter - Kansas State University

With the winter we have all had, it is hard to use the word "spring" because it seems to be a figment of my imagination. Most of us are experiencing very cold temperatures and many areas are buried under snow that just keeps coming. Still, the Spring 2010 semester is well underway and chapter members are busy with course work and chapter activities. This is a good time to plan chapter projects for this year's Top 10 Competition. The new competition year began January 2, 2010 and will end December 31, 2010.

It is almost time for the 2010 NBEA Annual Conference in San Diego, California. I hope your Chapter is planning to have representatives attend on March 30-April 3. It is time to send in your registration if you haven't already done so. Conference sessions provide an excellent professional development opportunity for new and experienced teachers, it rejuvenates our spirits for teaching, and it is a great time for networking with others in the field. I look forward to seeing you at the Pi Omega Pi breakfast which will be held Friday, April 2, from 7:00 a.m. to 8:30 a.m. The winners of the National Top 10 Competition for 2009 will be announced at this time.

The Pi Omega Pi National Council meeting will be held on Thursday, April 1, from 8:00 a.m. until 12:00 p.m. If Pi Omega Pi sponsors have items you would like the Council to consider during this meeting, please let me know.

Thank you for your hard work and for being a part of Pi Omega Pi. Hope to see you in San Diego!

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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.

February and April articles and news should be sent to:

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Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

Include a concise, comprehensive article title.
Check for correct grammar and punctuation.
Avoid the use of contractions.
At a minimum, include one reference.
Follow the APA (fifth edition) formatting and writing style.
> A minimum word length of 300 words and a maximum word length of 750 words are required.

Brookes Mayes

I am pleased to invite you to the 2010 Pi Omega Pi Breakfast that will be held on Friday, April 2, at the NBEA Convention in San Diego. You may register for the breakfast on the NBEA Convention registration form found at nbea.org. We look forward to enjoying the fellowship with Pi Omega Pi members and advisers as well as presenting awards for the 2009 competition year. A special guest speaker will also be on hand to provide relevant information and advice for new and upcoming business education teachers. You will not want to miss this excellent meeting.

Good luck in 2010 and please remember to add information to the discussion board on the fan page on Facebook in the areas I have mentioned and mark your calendars now for the upcoming events for Pi Omega Pi. I look forward to seeing some of you in San Diego and many of you in New Orleans.

Chapter Activities

Beta Chapter
Northwest Missouri State University

Last month the Beta Chapter did its part in making the Northwest Missouri State University students, faculty, and staff aware of computer education. During Computer Education Week (December 7-11), a display in the Student Union offered a drawing for students who stopped by. Pi Omega Pi decorated a display case featuring past, present, as well as future computers and software for all to view.

Our major community service project is quickly approaching. On March 3 and 30, Northwest will host the FBLA contest, as well as the North District Business Contest. Pi Omega Pi members will take part in grading the projects, administering the tests, and providing assistance for students and teachers involved in the contests.

Kappa Chapter
Indiana University of Pennsylvania

The Kappa chapter hosted the Future Business Leaders of America (FBLA) Regional Conference that was held at Indiana University of Pennsylvania on January 5, 2010. There were 250 high school students who participated in competitive events as well as attending leadership workshops. The Kappa chapter will continue working with FBLA by assisting at the Pennsylvania FBLA Conference in April. Guest speakers have been scheduled for the spring semester to discuss the online learning environment and to provide techniques for integrating online learning into the classroom. The chapter is in the process of electing new officers and discussing possible projects for the 2010 year.

Mu Chapter
Emporia State University

Mu Chapter recognized three graduating seniors at a dinner in December and gave special recognition to Raymond Lee who graduated summa cum laude. Members also worked as judges and time keepers for the District VII Kansas FBLA competition held on campus on February 3, 2010; a lot of valuable experience was gained prior to the event through event planning, securing judges, and grading the "computer" tests. Over 450 middle school and high school FBLA members attended the event. POP members also presented two special workshops on career development and identify theft to the middle level members in attendance .

Alpha Beta
Eastern Kentucky University

The Alpha Beta chapter at Eastern Kentucky University is having a busy semester with some of our members in student teaching and all of our members working on the different projects. Two of our members are starting their student teaching positions in their schools. We wish them luck and hope their experiences are fun and educational. Our members are hard at work trying to develop projects for our chapter to complete. Even though it is a busy semester, we are making the best of it by staying enthusiastic and having fun.

Alpha Pi
Mississippi State University

Alpha Pi Chapter celebrated its 70th birthday at a Pi Omega Pi tailgate at the Egg Bowl. All alumni were invited via personal contact or via the Alpha Pi fan page. Members designed an attractive sign that promoted our celebration event for all who passed our tailgate. All participants had a wonderful time.

Our chapter designed a Pi Omega Pi store with specially designed tee-shirts, coffee mugs, and tote bag. We encourage all chapters to visit our store at http://www.cafepress.com/PiOmegaPi#link-productCategory-111 and purchase Pi Omega Pi items.

Our chapter donated two benches for the front porch of the Industrial Education Building. Members saw a need for comfortable seating outside the building and voted to make this donation. Our chapter members designed the benches and purchased the materials. A parent of one of our members built the benches for us. The department faculty were very appreciative.

Plans for the coming semester include initiation of new members, fundraising, and planning the 2010 projects.

Beta Kappa Chapter
East Carolina University

Beta Kappa Chapter at East Carolina University is looking forward to our spring initiation in February. We are also planning work sessions to evaluate projects for the 2009 competition.

Presently we are working hard getting ready to host the Atlantic Coast Business, Marketing, and Information Technologies Conference in February which will be in Raleigh. During the conference, Beta Kappans run the registration table and serve as presiders for sessions to assist with the conference for the Department of Business and Information Technologies Education at ECU.

Zeta Eta Chapter
Kansas State University

For the meeting in December, the chapter decided to end the semester with a holiday party. All members brought items of food to share and the group spent the first half of the meeting eating and enjoying each other's company. Following dinner members discussed updates of the goings on in the chapter. The main topic covered was the upcoming NBEA convention in March. Currently, the chapter is still raising money for the members attending this event. Also, plans were being made to book flights to San Diego. Once all of that information was covered, the president moved into the business of electing new officers for the upcoming year. Sara Chew was elected to stay in office and continue to be the chapter's president. Other items that were discussed were ideas for this year's open house and what kinds of fun games to play that pertain to business education. In January, the plane tickets were ordered and the hotel was booked; seems like the members are on the way to San Diego.

Member Articles

Business Education and Technology

Alyssa Strein
Beta Chapter
Northwest Missouri State

How does technology affect education, teaching, and learning? As a future educator, have you considered the importance of technology in the educational world? The correlation between business, technology, and education go hand in hand. As technology continues to grow rapidly in the world, schools have been adapting and teaching new technologies in the classroom. New computer software, projectors, video technology, podcasts, and blogs are all becoming major tools in the classroom. With all the new devices, not only do the teachers have to teach and adapt, the students do as well. These technologies are sweeping the business world daily; therefore, not knowing how to properly use them might make for a very difficult experience. Technology is everywhere, so exposing students to these technologies is very important.

A recent study has shown the importance of integrating technology in the classroom. Not only does knowing about technologies help students; using technology as a means of giving information is a very effective way to teach in a faster and more interactive way. John Cradler and Elizabeth Bridgeford, two educators researching the effects of technology on teaching and learning, note that technology increases student performance when it is used in the classroom. Certain technologies such as new speech recognition software and design programs make it easier for students to make great projects and complete presentations. It not only teaches the students great technological programs they can use in their future, it also help students find efficient ways to complete great work.

As technology affects the teaching and learning in a classroom, it also affects the way an educator might feel about their job. As a future or current educator, technological advances are known to increase interest in teaching and open up many different possibilities for teaching styles. Technology gives an educator many different options to teach their material. They can use projectors, speech recognition, video presentation, and many other techniques to enhance their lecture. This way of interactive teaching not only makes it fun for the students, but it makes the material fun to teach.
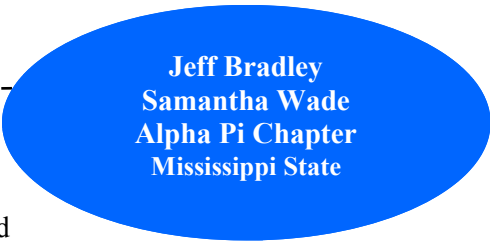
Overall, technology has already had a great impact on the educational world and will continue to grow. Technology makes many things in the world more interactive and interesting; therefore, integrating this into education is very exciting.   The world is full of possibilities and this is only the beginning to a wonderful future in education.

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Bulletin Boards in the Classroom

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Bulletin boards are an important element in the classrooms for students of all ages. Their purpose is to be a teaching tool or to showcase students' work. Classroom bulletin boards that are created by the teacher should spark conversation and allow students to become active participants in the learning process. Whether you are teaching elementary or high school students, if the bulletin board does not attract the student's attention it will be nothing more than decoration.

The purpose of a bulletin board is to be both decorative and educational. There are several types of bulletin boards: teacher made, student made, and both student and teacher made. Teachers often start a bulletin board and allow the students to add things, making it their own. As a teacher, you can save yourself some time and allow the students to be creators of the bulletin boards. They can create the bulletin boards to teach a new skill or to showcase the students' work. The bulletin boards make the classroom come alive and really get the students involved with the classroom activities. Bulletin boards also allow the students to feel as if they have some sense of ownership in the classroom. Students feel very encouraged when they can display examples of their work.

Teachers may wish to make their bulletin boards in the form of a classroom organizer. They might have quotes and events that are coming up that they need to remember. Some teachers use the bulletin board as a reference to use on quizzes or tests. Teachers who have Spanish-speaking students might even use the bulletin board as a way to show words that are in English that could help those specific students. The most important thing to remember is to make the bulletin board more informational than cute. Two sample bulletin boards shown on page 9 illustrate the value of designing instructional bulletin boards, and they also show how bulletin boards can be used to gain the attention of students.

Bulletin boards can be effective for whatever age group teachers are teaching. Whether the teacher makes it or the students do, bulletin boards are a great way of making the classroom come alive. They can be informational on so many different levels and can be used for anything. There are so many great ideas about bulletin boards and the great thing is that once you create one, it can always be changed.

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ESL CLASSROOM STRATEGIES- -

Tim Miller
Kappa Chapter
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The responsibility of learning lies not only with the student, but also with the teacher. Content area teachers are responsible for providing accommodations and adaptations in the classroom and making note of said accommodations in their lesson plans. Teachers who fail to do, or who fail a student for any reason related to the English language barrier of the student, are violating the civil rights of the student. Hammond (2008) writes that there is a need to support teachers to develop their knowledge of academic language for ESLs in their content area, and the need for further teacher support to develop ways of teaching ESLs in conjunction with high challenge programs. The need for these programs is increasing to ensure the proper development of ESL students.

Today's student comes to the classroom with diverse language abilities, varied socioeconomic backgrounds, multiple technological skills, and perspectives that have not been seen in the classroom before. Ajayi (2009) says that literacy is no longer just the ability to read and write; it is now viewed as the ability to construct and understand the different possibilities of meanings from different domains such as the Internet, videogames, and visual images. As a result, all teachers need to think when choosing books for their students. Teachers need to relate their teaching materials to the life skills and interests of the student of today (Ajayi, 2009).

The Appalachia Intermediate Unit 8 website (May 2009) provided a comprehensive list of techniques for working with ESL students. Some of the strategies included:

- Simplify everything you say.
- Avoid vague or complex directions.
- Never give an assignment orally while students are walking out the door; ESL students will not be able to process it. Plan to explain your activities carefully.
- Speak slowly. Articulate clearly. Repeat main points using different approaches.
- Allow ample "wait times" for a question. Studies show that the average teacher waits *one second* for an answer. ESL students may need 30 seconds to a minute as they process the answer from one language to another.
- Always include ESL students in all activities. They need a sense of belonging.
- Use lots of visuals, pictures, graphics, and examples.
- Avoid idiomatic expressions. These are by far the hardest expressions for ESL students to learn, even for those proficient in the language. For example, if you say, "It's raining cats and dogs," they will not have a clue to what you said.
- ESL students respond very well to routine. Have a clear beginning and ending to your activities. This will greatly improve life for you and the ESL student.

As future educators, we need to incorporate discussion of diversity into our program base, including specific attention to the needs and knowledge of children who already speak at least one language and are learning to communicate in English as an additional language. The goal for every teacher is to be clear and concise with our messages and teaching practices. Otherwise, our class will be very difficult for the ELLs. If prepared properly, there is no reason to believe each classroom would not be the best environment for all students. With the number of ELL students increasing in our schools, there has to be ongoing research on ESL. To be able to improve upon what is already working will only benefit students in the future.

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The Role of Business Educators in Redesigning High Schools - - - - - - -
for the Future

Kim Foster
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Eastern Carolina

High School drop-out rates across the United States are estimated to be 20 to 30 percent. In big cities and among minorities, the rate is much higher (Powell, 2008). At the same time, the need for highly skilled workers is increasing.   One of the main reasons young people give for dropping out of school is boredom. They simply are not interested. Their classes lack relevance (Suarez, 2006).   It is imperative that high schools be redesigned to meet the needs of the 21st century. Business and information technology educators should be front and center in creating a new model for the American high school.

One way to improve the nation's graduation rate is by improving how academics are taught. The number of college prepatory classes taken rose by 10 points between 1990 and 2000. Test scores for the National Assessment of Education Progress remained at the same level (Meeder, 2006).   The lackluster results could be related to curriculum and methods that are not reaching all students. Academics can be taught in settings other than the traditional classroom. Reading, writing, math, and science content can be integrated into business, marketing and information technology coursework. The student can acquire the academic knowledge of the core subject taught in a framework that is relevant and interesting.   When academic content is integrated into a business course, partial or full credit should be granted for the business course. In Arizona and New York, academics are being taught in Career and Technical Education classes and the CTE students perform higher on the standardized exit exams than the traditionally taught students (Meeder, 2006).

Another way to integrate academics and business education is by interest based or career-themed programs, which combine academics and career planning.   These programs can increase motivation, interest, and learning for every student (Meeder, 2006).   JC Middle College and the Early College Academy in Smithfield, NC, are examples of career-themed programs that are experiencing success in connecting with students and keeping them in school.   The students are able to take college-level courses while completing high school and some can graduate with both a high school diploma and an associate's degree.

A second consideration in redesigning high school is a focus on personalization in relationships. In the last decade, a movement has developed in hopes of transforming large middle and high schools into smaller and more personal places of learning. Strategies such as daily advisory periods and increasing the percentage of students in extra curricular activities create a culture that encourages the student's well-being. Career academies and smaller learning communities within the school can also provide opportunities for making positive connections between students and adults.   Business educators have a starting point in this movement through the many business organizations already in place in many high schools, such as DECA and FBLA (Meeder, 2006).

While educators can redesign high school to improve graduation rates, efforts must also be made to recover those that have already dropped out.   Education leaders should realize that returning to a traditional high school may not be an option for some. Students who are unable or unwilling to graduate can fulfill their requirements in vocational training programs in partnership with community colleges (Byrnes, 2006), which may allow for more flexible schedules of evening or weekend classes.   Hans Meeder (2006) suggests that "interest-based career courses—those with a clear employment connection—may be the most likely to motivate the student to re-engage in education" (p. 20).

Business educators have a constructive role to play in redesigning high schools to reduce drop-out rates and meet the needs of the future. Integrating business courses with academics and expanding interest-based programs can increase the relevance of education to the student. That student will then be better prepared to enter college or the workforce. Business educators need to have input into changing the culture in high schools by emphasizing relationships. Efforts must also be made to re-engage those that have already given up on their high school education. Business educators should be at the forefront of high school redesign so that all students are prepared for meaningful work.

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Career and Technical Education: The Time is Now

Vinny Daniels
Psi Chapter
University of Wisconsin-Whitewater

Every administration that takes office seems to have its own tweak on education. With President Bush, No Child Left behind was the new system. No Child Left Behind attempted to standardize education across the United States, increase teacher skill and accountability, and tie standardized test results directly to skill levels. President Obama, like all of his predecessors, is attempting to make his changes to the current system. In the article "Obama Wants to Overhaul Education from 'Cradle to Career,'" Obama's five stage system becomes more apparent.

In Obama's system, five elements must exist. The first element is to increase funding in early-childhood programs (Obama). This part of his plan is the cradle element in the title. In order to build a successful youth, we must start when they are young. The second part of his plan is to increase expectations in the classroom, instead of lowering expectations so that enough kids pass a test. The third phase, and one that draws some scrutiny, is to improve and recruit new teachers. Teachers must be not only accomplished students of their given content area, but they also must be able to present and teach their knowledge. Also, Obama speaks of merit pay for teachers, which is a topic most unions combat. The fourth stage of his plan is to increase charter schools. He feels this will help increase innovation and excellence in America. Finally, President Obama feels that more class time is necessary.

All of these, on the whole, do not seem to have direct impact on CTE. However, all of these can be related to our field. The idea of "cradle to career" could be monumental for CTE. We are the business sector of the school and are licensed to teach the career exploration classes at a high school. Combine this with all the skill courses such as accounting and finance, and you will find that our importance should be placed near the forefront in schools. Also, it is a well-known fact in our field that students who take our courses are presented with real life examples and applications of the core subjects. We should be the innovators of all teachers in that we can directly apply our knowledge to what students are learning in other classes. Our creativity and flexibility in lesson planning could be the example other subjects emulate.

Career Education could be the future of the CTE teacher. It seems like every year our classes get pushed down grade levels. Soon, you may even find CTE teachers in the elementary schools. Also, if the career clusters model takes off, which is a possibility of this "cradle to career" idea, business educators will have more important positions within a school. Our expertise could land us the ability to become a core subject. This is important for the CTE department because of the budgetary cuts in non-core courses. One way to prevent cuts from business departments is to show our worth. Now may be the greatest time for CTE teachers.

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Technological Advancements: Digital Games in the Classroom - - - - - - -

Michael Martin
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Technology and as it relates to the way people think, act, and communicate is always increasing and changing, and the classrooms in which we will be teaching need to keep up with the times. In today's society many students are already familiar with computers and what they are capable of doing. When students get to college and into the real world, they need to be prepared with the skills necessary to help them succeed in a technology driven world. While one-on-one personal communication and interaction is important and necessary, in the business world knowledge of computer applications and processes is important. Due to these changes, our business classrooms should promote and help teach through these technological advancements.

The way students are communicating, thinking, and learning is changing because of these changes in technology. Students currently in kindergarten through twelfth grade are growing up in a digital world. Digital games and simulations is an increasingly popular way to educate people. Undoubtedly, without these recent technologies (i.e. digital games, Web 2.0, etc.) in the classroom, strong lessons can still be achieved, but there's a sharp disconnect between the way students are taught in school and the way the outside world approaches socialization, meaning-making, and accomplishment (Klopfer, Osterweil, Groff, & Haas, 2009). In our classrooms we need to acknowledge that students today are in a more technologically savvy society. Students like using the different forms of technology, such as digital games and should embrace it.

Teaching and training by the use of digital games and simulations has been proven to be effective; if they were not effective, they would not still be in practice. Digital games and simulations have been used to train many people from major corporations all the way to the department of defense (Klopfer, Osterweil, Groff, & Haas, 2009). Technological advancements in the past have made teachers adapt their teaching styles. When the calculator and computer were first invented, educators had to find ways to incorporate these new technologies in to their classrooms for educational purposes.

One of the great benefits of introducing stimulating digital games and simulations into the classroom setting is that the students are having fun while learning valuable information. Digital games in the classroom have been shown to increase a student's ability to access information, process information, process parallel information, improve skills in problem solving, and collaboration (Klopfer, Osterweil, Groff, & Haas, 2009). Students can benefit greatly from these digital games but can also have fun while learning.

In our computer classrooms there are many digital games out there that can help to improve a student's typing ability. Instead of the standard boring timed tests out of text books, there are games that are designed to help students practice typing and can give timed typing tests that let students have fun while learning. From typing lessons to learning how to run a business, digital games are out there to help students learn while having fun. Each day more and more stimulating digital games are being created for educational purposes and should be used in our classrooms.

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Bulletin board ideas courtesy of Jeff Bradley & Samanda Wade, Alpha Pi chapter. See related article on page 5.

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