HERE AND THERE
National Newsletter
PI OMEGA PI

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

A Message from Erin Goepfert

National Student Representative 2007-2009
University of Wisconsin-Whitewater

Greetings Pi Omega Pi Members! I hope you had a safe, but fun break. Good luck to all of you who are student teaching right now—remember you are almost done. While student teaching, I am finding out how rewarding a career teaching is.

I hope you all plan on attending the National Business Education Association Convention held in conjunction with the Pi Omega Pi National Convention. It is April 7-11 in Chicago, Illinois. We are in the process of planning a fun social for just Pi Omega Pi members. The convention is a great way to network as well as to learn about your profession. This convention will be my third NBEA convention and each time I learn so much. For those of you who are student teaching, you may want to sign up for the new teacher workshop on Wednesday. I have heard that you can leave with a whole binder full of stuff. You can register for the NBEA and Pi Omega Pi Convention at NBEA.org.

President's Report

Lana Carnes
Alpha Beta Chapter
Eastern Kentucky University

Our Pi Omega Pi Convention is just two months away! I know your chapter is relieved to have projects turned in, proposals submitted, and fundraising projects well underway. The presentation of your proposals is always one of the highlights of the conventions as Pi Omega Pi members learn from other Pi Omega Pi members across the country.

Darla Stone, President Elect, and Erin Goephfert, National Student Representative, are planning a social that you won't want to miss! Make sure your travel plans are made so that you arrive in Chicago for the Thursday evening, 5:00-7:00 p.m. social.

Pi Omega Pi Convention Schedule
April 9-11, 2009

Thursday
5:00 - 7:00 p.m. ....Pi Omega Pi Social

Friday
7:00 - 8:15 a.m. ....First General Session
Roll Call of Chapters

3:15 - 6:05 p.m. ....Pi Omega Pi Presentations

Saturday
7:00- 8:30 a.m. .... Second General Session
Dr. Mark Lehman, Keynote Speaker
Awards Presentation

Student Representative Report

Continued from page 1

My term as Pi Omega Pi National Representative is over after this conference. Therefore, we are looking for a new student representative. Please consider this! It is a great learning experience. Your responsibilities would be to attend NBEA, help plan the Pi Omega Pi convention, give input on behalf of the students with decisions, write columns for the *Here and There*, and make goals for the chapters. If you are interested or have questions, please feel free to contact me by e-mail at goepfertee13@uww.edu.

Just a reminder that a new year has begun, which means it is time to start planning your national, community, local, and publication projects.
I hope to see all of you in Chicago!

IMPORTANT –

New Annual Electronic Filing Requirement for Small Tax-Exempt Organizations e-Postcard (Form 990-N)

All Pi Omega Pi Chapters must file a 990-N Form for 2007 and after. It has been determined that since we are a subchapter and are tax exempt but have receipts less than $25,000 a year, we need to submit Form 990N. This form will be available to you at the end of your calendar year.

This requirement is a result of the Pension Protection Act of 2006 and is for tax periods beginning after December 31, 2006. If a chapter fails to file, it will lose its tax-exempt status after three warnings.

Here is the link that will answer your questions about the 990N Form:
http://www.irs.gov/charities/article/0,,id=169250,00.html.

The form will be available in electronic form only and is called an e-postcard.

President's Report
Continued from page 1

In addition to attending sessions of the NBEA Convention and Pi Omega Pi Convention, you'll also want to plan time to see some of the sights in the Windy City. Who knows, you may even want to do a little shopping and visit one of your favorite restaurants. What a spectacular city to visit!

Take a few moments to say "Thank you" to your Chapter Sponsor! What a wonderful group of dedicated men and women are part of our organization. Their goal is to help you succeed in your chosen career—business and marketing education. Their hard work makes events like the Pi Omega Pi Convention possible.

Dates to Remember

February 28....Convention Registration Deadline

February 28....... Convention Attendance Report

April 1 ....Here and There Submissions

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.

April articles and news should be sent to:

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Chapter Travel Reimbursement for Convention

Chapters will be eligible for $100 travel reimbursement to the 41th Biennial Convention when:

- Chapter delegates (or delegate if a Chapter sends only one delegate) attend two required meetings. Roll will be taken and delegate(s) must attend:

Pi Omega Pi General Session on Friday
Pi Omega Pi General Session on Saturday

- Chapter member(s) attend the convention. Chapters with sponsors as the only representative attending the convention are not eligible.

- Chapters have submitted the Attendance Form to the National President-Elect by the February 28 deadline to receive 5 points for national competition.

- Chapters have registered and paid fees through NBEA by the February 28 deadline.

Chapters will be eligible for $250 travel reimbursement to the 41th Biennial Convention when all of the above criteria are met and the members attend other chapters' presentations and give one of their own.

Checks will be written and issued to qualified chapters at the Saturday General Session

Chapter Participation Award

The chapter with the most "cumulative" participation (members registered for Pi Omega Pi Convention times miles traveled) will receive the Chapter Participation Award, which is recognized with a plaque for the Chapter.

Chapter Activities

Beta Chapter
Northwest Missouri State University

The Beta Chapter continues to stay busy into a new semester.   Coming up in March, we will be assisting in two business competitions on the campus of Northwest Missouri State University. We are also very excited to send three of our members to the national convention in Chicago that will be held in April. The Beta Chapter is striving to be very productive over the next several months as we approach a busy time period as an organization.

Kappa Chapter
Indiana University of Pennsylvania

The spring semester is off to a great start despite all of the snow. Our new officers have been elected as follows:

Lindsay Kallas, President
Sarah Wagner, Vice-President
Robert Saraff, Secretary/Treasurer.

We are planning St. Patrick's Day T-shirt sale to help supplement expenses to the NBEA and Pi Omega Pi Convention in Chicago. At least 12 members are planning to attend the convention this year and look forward to networking with other Pi Omega Pi members as well as business teacher throughout the nation.

Each spring the Pi Omega Pi students assist at the state Future Business Leaders of America Conference which is held in Hershey, Pennsylvania. We will be assisting with competitive events, chaperoning the student dance, and helping to facilitate the awards program.

Mu Chapter
Emporia State University

Mu Chapter has been busy completing reports for the local, community, and national projects and preparing for several events during the spring 2008 season.

New members, Melissa Ryan and Marsha Stromgren, have been busy helping the other chapter members prepare to host the Kansas District VII FBLA contest, prepare and grade tests for the Flint Hills League Business Contest, and make travel arrangements for Chicago.

Additionally, several Mu members have been instrumental in helping to re-activate the Phi Beta Lambda chapter at Emporia State University and are preparing for the state PBL contest.

Mu will be celebrating its 80th birthday in 2009 so plans are being made to include alumni at a celebration in May or June. Members are also planning on attending the annual Business and Computer Teacher Conference held each year on the ESU campus. This year, Career Clusters will be a major focus of the conference.

Psi Chapter
University of Wisconsin Whitewater

The first quarter of 2009 brings about new officers for the Psi Chapter's executive board. The new officers are quickly learning their new roles with guidance from the previous officers to facilitate current chapter activities. Along with new officers, the members are facing a new semester and getting back into the groove of hitting the books. Many of our current members are student teaching this semester, providing the rest of the chapter with insight into tasks involved with student teaching.

The first activity of the quarter for Psi Chapter is volunteering at Milton High School in Milton, Wisconsin, for the FBLA Regional Leadership Conference. Members of Psi Chapter will help in judging events and completing various supporting tasks to help the conference run smoothly. The members are looking forward to volunteering and soaking in the multiple facets of participating in a student organization.

The executive board is getting feedback from the members for what activities they would like to take part in this quarter. The current members are eagerly awaiting the initiation ceremony to inquire what new

members would also like to take part in. We hope to have a strong turnout in new membership this quarter.

The National Business Education Association's conference along with the Pi Omega Pi conference brings about an exciting time for Psi Chapter. Members are deciding upon workshops, seminars, and presentations in which to participate. Best of luck to all the presenters; may their presentations provide a vast amount of useful information!

Alpha Beta Chapter
Eastern Kentucky University

The snow and ice may have caused most of Kentucky to come to a halt but not Alpha Beta. We have continued raising money for our trip to Chicago. Along with that, we have been working on our presentations. There will be two presentations prepared on topics that may be of interest to you. Continue working on your presentations because we are excited to attend to all of them!

Alpha Pi Chapter
Mississippi State University

On November 20 members of Alpha Pi and the Future Educators Association co-hosted an education panel comprised of a business teacher, elementary teacher, high school principal, and university director of clinical and field-based experiences. Members developed the questions prior to the panel, and one of our chapter officers served as moderator. The dialog was excellent and much valuable information was gained by all future teachers.

Members have been busy completing the local, community, national, and publication reports. Additionally, one member agreed to submit a presentation proposal for the upcoming NBEA Convention.

To complete an excellent semester, a holiday social was held to celebrate the end of the semester and the coming season. Teaching interns were invited and were excited to share their teaching experiences.

Beta Kappa Chapter
East Carolina University

Beta Kappa Chapter at East Carolina University inducted three new members at our winter induction ceremony December 7, 2008. We have completed our project reports and submitted our packet for the national competition and are looking forward to attending the biennial convention in Chicago in April.

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.

Zeta Eta Chapter
Kansas State University

At the last 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 group members discussed updates of the goings on in our chapter. The main topic covered was the upcoming NBEA/Pi Omega Pi convention in April. Currently, the chapter is still raising money for the members attending this event. Also, plans were being made to book flights to Chicago. Once all of that information was covered, our president moved into the business of electing new officers for the upcoming year. The new president elected for our chapter of Pi Omega Pi was Sarah Hill. Other officers were also voted on along with the president position.

Another item the club is trying to make aware to others is the social bookmarking website called Delicious. Just last month the organization began its own account at Delicious that all business education majors can access as a source of information. It has been found that this is a great way to gain and share knowledge with others working towards the same profession.

Member Articles

Carrie Litteken
Beta Chapter

Digital Books for Digital Natives ————————

Northwest Missouri State University

Tired of all those textbooks in your classroom? Are your students tired of carrying textbooks back and forth from home to class or from their locker to class? Do you have to choose new textbooks every three years or so? Why not forget the whole textbook thing and move to e-books. You and your students can read and annotate electronic textbooks right on your classroom computers instead!   Business teachers have easy access to computers. Students may very well exhibit more enjoyment in reading, because they can read directly on a computer screen. Moving to electronic books through the use of e-books or e-readers is a reality in today's educational world.

An electronic book or e-book is the digital media equivalent of a conventional printed book and is read on a personal computer. Users can highlight text in e-books in varied colors and email those annotations to peers and teachers. Buyers find that e-books cost less than traditional textbooks, although publishers have not converted all texts to electronic format.

Another hardware device, known as an e-reader, offers an electronic textbook format. Two e-readers models have made the market – Amazon's Kindle and Sony's PRS-500.   E-readers are a developing media, and their use is becoming more prevalent in schools. E-readers allow users to adjust the text size and font face of the book for more ease of reading.

E-readers and e-books are less expensive to produce than printed textbooks, and therefore, can be offered at a lower cost to buyers. They are more eco-friendly and will not contribute to muscular and skeletal injuries of carrying heavy backpacks full of books.

Although e-books and e-readers are not yet dominant in the marketplace today, business educators should consider adopting an e-book for a class that is more lecture-based, such as personal finance or business law. If a teacher or school district moves to electronic books, make sure to check with publishers far in advance to be sure they offer the necessary books in electronic format. There will be an acclimation period for both students and teachers. Why not add another technology tool in your teaching and help students prepare for their future college education that undoubtedly is moving towards electronic textbooks.

Beta Chapter's National Project for 2008 consisted of research and practical experience, while college students at Northwest Missouri State University, with e-readers and e-books. For information, look at our national project's web site at http://catpages.nwmissouri.edu/m/oisbe/ebooks/

Are You a Good Candidate? ————————

Joshua Brabb
Mu Chapter

With the recent economic crisis continuing to cast a shadow over the job market in many areas, education is one market niche where jobs are still available, as long as the candidate is willing to "move" which, in some cases, is difficult to do because of family and other personal reasons for needing to be in a certain location

geographically. However, there are some tips and tricks that undergraduates might want to consider as they finish their educational careers and move into the teaching arena. These suggestions were provided to me by a principal at the school where I recently finished my student teaching.

Have some business experience under your belt, especially when you are limited geographically. When a principal is looking at a candidate, it is very difficult for a twenty-two year old with limited work experience to compete against a thirty-two year old who returned to school to get licensed and who has ten years of hard-core business experience to bring to the classroom. Today, most principals are looking for some "related to the field" experiences, especially for business teachers.

Be honest about what you want to teach (which classes), but be open to teaching some content areas of business that you may not be really excited about. Remember, new teachers are typically pretty low on the totem pole.

Do your research and know a little bit about the school and school district before you interview. It is really disheartening for a principal to interview a candidate who has absolutely no idea about the school district and the problems it might face. If nothing else, at least "cruise the Internet" and have some idea of the business education curriculum being offered and perhaps have some suggestions as to ways to increase enrollment in the courses or update the curriculum.

Act excited and enthusiastic about your profession. Don't act like you chose it because there was absolutely nothing else that you wanted to major in while in college. Don't tell the principal that you went into the profession just so you could coach. That really is not the primary consideration in most schools.

Express an interest in professional development and professional activities.   Although a principal may not prefer that you be "absent" from the classroom for a conference, he/she really knows it is important.

The more experience you have working with kids in a variety of settings, the better. Summer counseling jobs, tutoring, coaching, substitute teaching—all of these activities/experiences look very attractive to those hiring you for positions.

Be positive about your abilities as a teacher; if you act like something might be a problem or a little difficult, there probably is someone else applying for the job who does not give that impression.

The above tips are important, but perhaps the best tip given to me by the principal was "let your own personality shine" through during the interview—don't act fake or totally different than you would on the job as a teacher because administrators hire based on the ability to teach but also the ability to work with students, parents, and other faculty.

**Should Business and Marketing Education Teachers
Be Active in Professional Organizations and/or Advisors
to Student Organizations?**

David Rippl
Psi Chapter

Business and marketing education (B/ME) teachers have a hefty load. The curriculum they teach is ever changing with the current market. As a B/ME teacher, is it important to be active in professional organizations, and is it important to be an advisor in student organizations? Are these two extra areas needed to be a better educator?

Professional organizations are present in every field to help the professional operate more efficiently and effectively. Professional organizations provide a central place where information is readily available and easily accessible for members. Some professional organizations provide extra benefits for its members. National Business Education Association provides the following benefits among others: group insurance, publications, professional awards, and conventions (2001). Many organizations provide a place for its members to discuss current issues whether online in a forum, over email, or at conventions.

Student organizations help students become more, more than just a student. They provide a different angle to the material being covered in the classroom. Teachers have an opportunity to be the advisors for these organizations, making sure that the two correlate in what is being taught or learned. Just like professional organizations, student organizations provide many benefits for the advisors and students. Distributive Education Clubs of America (DECA) provides the following benefits for advisors among others: publications, network of professionals, awards, conventions, and workshops (2008). Student organizations provide a vast network for teachers to collaborate with colleagues in other districts.

Is being active in one or multiple organizations at the professional and student levels a benefit to the B/ME teacher? Can they help to teacher deliver the content at a higher or better-informed level? Can a teacher deliver the same quality of content without participating in either organization?

Against

A teacher can provide the same quality of content without participating in either of these organizations. The Internet is a vast resource for information on any topic that may be taught by a B/ME teacher and does not require a professional membership. *The Wall Street Journal*, *BusinessWeek*, and other publications offer material that may be incorporated into classroom discussions. Banks and the Federal Reserve offer information for teachers in personal finance, economics, and other courses. The Internet has material that can be integrated into the classroom.

What teacher has the time to be actively involved in an organization? Teachers are already bogged down with finding current content and activities to keep the students involved. If teachers are not teaching, they are grading and if they are not grading, they are planning. There is not enough time in the day to put forth the needed amount of effort and energy into a professional or student organization on top of teaching. The overarching list of responsibilities of an advisor for student organizations includes: general, legal, travel, and communication (Gandy & Green, 2003, 306). This is a hefty load to add to a teacher's schedule.

For

Professional and student organizations help teachers develop internally and externally. They help the teacher gain more understanding of the field that s/he is in. The organizations also help the teacher integrate current and relevant information into the curriculum. The organizations bring together veteran and novice teachers. They provide a common ground for its members to share experiences and collaborate on new ideas.

For some teachers, there is not a union to protect them. The professional organizations provide some protection with the liability insurance. In a post on EduQ&A, a teacher in the South does not have a union and as a member of the National Educators Association, the teacher has "insurance" so to speak with legal issues (2007). The professional organizations help protect the teachers who may have limited resources.

Professional organizations provide teachers with current publications to information directly related to their field. These publications provide teachers a wealth of information to integrate into the classroom. It is better

than searching the Internet because it is all within one area; also, the information is written by colleagues in the same field, not by a news editor. "Professional literature is a particularly important source of professional development for those who teach in a small department" (Scott, 2003, 316). Professional organizations provide teachers resources to grow.

Being an advisor to a student organization allows for the opportunity for the teacher to see if the students comprehend the curriculum. Students need to apply the curriculum in the organizations' competitions. At the same time, the teacher is able to incorporate different aspects of the student organizations into the curriculum. The organization also hosts a network of teachers to share ideas and experiences with one another.

Conclusion

Teachers need to take part in professional and student organizations to grow personally and help enrich the curriculum. The resources used through the organizations will increase the quality of the content. Professional and student organizations are a great benefit to the teacher.

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Multimedia Publishing and the CS Series   ——————————

Hollyann Colson
Alpha Beta Chapter

Eastern Kentucky University

Since its start in 1982, Adobe has always been about innovation on the desktop. In the early days, that meant developing cutting-edge technologies like PostScript. Later, it created industry-standard tools Photoshop and Acrobat with its PDF standard. Today, it is about offering premiere tools for desktop content creation across all platforms, whether print, online, or mobile.

Back when I was in high school, nearly four years ago, my multimedia publishing class consisted of creating PowerPoint presentations, banners, fliers, and cardstock on Microsoft Word, and everyone's favorite, using

Photoshop to manipulate photos. Today's multimedia class consists of some of those things plus a few others. For example, students today use Moviemaker, Flash, and Dreamweaver programs in order to create engaging and interactive communication content.

Currently the CS series is operating on its fourth upgrade and is called CS4. Students are enjoying these new programs because they are more hands on and allow them to be very creative by integrating the different types of Adobe software such as Photoshop, Illustrator, Dreamweaver, Acrobat, and InCopy. With this new software, students are being exposed to more integrated tools because they could use a video camera and upload their own movie or use a digital camera and upload their own photos.

One thing I noticed while spending some time in the classroom, not only observing but also interacting with students and other teachers, is that teachers could not keep up with the births of so many new computer programs. Many teachers are learning the day before, the morning of the lesson, or even trial and error with the students as they are teaching them. None of this, of course, is a very good idea. Students should get the most out of their education by having access to teachers who are current and qualified in their fields.

Reflection Model
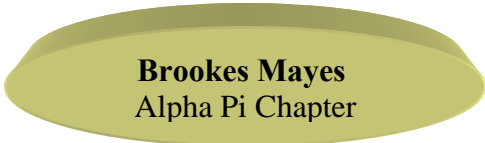
Brookes Mayes
Alpha Pi Chapter

Mississippi State University

Understanding that self-reflection is an essential skill of effective teachers, pre-service teachers are challenged to refine their reflection skills throughout program coursework. Table 1 illustrates a reflection method that is useful for a teacher education candidate who is learning observation and reflection skills during a field experience.

The table consists of three columns labeled time, observation, and impression/question. The time cell requires an exact time of the observation. The observation column provides a cell to record the exact observation. The impression/question column forces the observer to reflect on an impression made by this observation. Finally, the observation records any questions that may arise from that impression which may lead to a new strategy.

Table 1: Observation and Reflection Model		
Time	**Observation**	**Impression/Question**
9:48	Students entered the classroom in a disruptive manner and continued to talk while teacher was taking roll.	Poor classroom control with so much chaos before the teacher begins the lesson./Is there a procedure for how students enter the room and what they do immediately upon taking their seats? Will this assist in classroom management at this crucial time before the teacher begins the lesson? New strategy: Bell ringer assignment will be placed on the board before students

		enter the room. Students know the procedure is to complete the bell ringer before the teacher starts the lesson.
9:52	During the lecture, the students were engaged and interacted with the teacher and other students.	Students seemed interested and prepared for class. / Are they always this prepared, or did they like this particular chapter? How did the teacher encourage interaction? What methods were used?

By documenting the time, one can see a pattern of events. One might find that discipline problems are often occurring at the beginning of class. This might cause the teacher to realize a bell ringer activity would be effective at the beginning of the class as an intervention for these discipline challenges. This layout of reflection is effective because I am able to document the time, what I observed, and talk about my impression as well as my questions for why it happened. This method is very informative, and it is helpful when you go back to reflect on all the times you have been in the classroom.

Strategies for Teaching Speech Recognition Successfully
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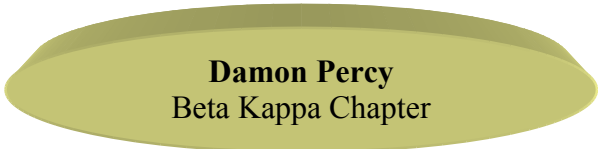
Damon Percy
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East Carolina University

In North Carolina, speech recognition is most commonly taught in a course called Digital Communication Systems (DCS) at the sophomore level. DCS is taught statewide in the Standard Course of Study; consequently, all schools teach speech recognition. Local schools may choose which software program to use for teaching speech recognition, and many schools do not always have the latest, fastest computers. So, as one might imagine, there are many issues involved in teaching speech recognition to a room of 20+ students. First, the physical environment is very different when a room full of students are "talking" to computers simultaneously. Teachers are not always aware of best practices in teaching speech recognition, and sometimes students are simply lacking in the vocabulary skills required in the initial training process. Consequently, students do become easily frustrated, which adds another variable that offers a challenge for teachers.

In learning to use speech recognition, the first thing students need to be aware of is that they are speaking to a machine instead of another person. So, they have to learn not to raise their voices or use strained enunciation whenever they encounter a situation whereby the computer is not responding correctly to their spoken voice. Screaming at it or straining one's voice usually just makes the situation worse since the computer is not quite as intuitive as a human would be in recognizing that a communication problem does exist. Additionally, there seems to be a "novelty" factor in that students tend to laugh when the computer types something different than what was spoken or students fail to turn off their microphones when speaking to one another, when asking a question to the teacher, or simply making a remark that is unintended to their neighbor. None of these things makes the speech recognition software perform better. In fact, just the opposite occurs. Consequently, it takes a little time for students to adjust to this new environment, and everyone just has to understand that this is just part of the process.

Another concept that students have to learn is that a solid foundation has to be built in the initial training of the software, and many students and teachers alike are eager to get started and try to cut short this initial training process. Reading one training story simply is not enough for the program to have a grasp of how the dictator pronounces words. Consequently, the more training stories that are read initially, the better the results will be. In a classroom situation, speech recognition simply does not work as well as it would if one was in a private office behind a closed door. In a normal office situation, the software performance gets better and better. However, because of the added classroom noise, students using improper speech habits, and simply a great deal of trial and error involved in the students' learning process, speech profiles usually tend to erode rather quickly – so if a solid foundation was not put down in the initial training of the software, things start to go downhill rather quickly, leading to frustration and a bad experience.

Based upon all of these problems that have been just been identified, one of the best teaching strategies of speech recognition is to simply spend about three days letting the students go through initial training, start dictating original material, and getting used to this new classroom environment, Then, delete the profile and retrain the system again from start. By using this strategy, students find that in starting over from "scratch" the second time, they can progress successfully because they have learned to overcome all of the problems that have been encountered on the very first attempt at using speech recognition. Furthermore, they learn that they can now see how the software responds to their voices and that the software will adapt to their speech habits as well—and gradually the student and the computer begin to work better together as a team.

If teachers use the approach discussed above, they will find that they can have great success teaching speech recognition in a classroom environment of 20+ students speaking to computers simultaneously.

Another tip is that since the students' profiles seem to "erode" when students are first learning to use the software, they can simply "tune" up their profiles by re-reading a training story each day at the beginning of class. This could be done while the teacher is taking roll much like a warm-up drill used to be done in keyboarding class each day at the beginning of class. Finally, while speech recognition is the subject being taught, teachers are finding that they have a wonderful opportunity to help develop their students' language skills. This can be done by having students use a dictionary to look up words they are unfamiliar with to see how they are pronounced. Speech recognition software does get better and better all the time as computers get faster; however, good diction skills and enunciation seem to contribute a great deal to the success rate of students learning to use speech recognition after all of the initial adjustments to this learning environment have been dealt with.

This is Delicious!   _____

Jennifer Geyer
Zeta Eta Chapter

Kansas State University

Delicious is a social bookmarking website that allows the user to access their saved bookmarks from any computer. It broadens our ability to share information with others, and to organize bookmarks in the easiest way possible. Instead of having to create folders for your bookmarks, you simply tag the website with words that pertain to what the site is about. This becomes helpful later on when searching for a website that has been previously bookmarked. You just simply have to type in a keyword, and Delicious will then search all your bookmarks for that tagged word. The other benefit to having an account is the ability to share information with

others. Through the site you are able to add people to your network to either look at their bookmarks, or they can search yours. Not only that, but Delicious also has the option to search the most popular bookmarks currently on the website.

How would this be helpful to you in the classroom? By introducing Delicious to the classroom, you are introducing students to new technology. Although students today are being exposed at a younger age to technology, they still do not utilize these sources to their fullest extent. This website can be used in any setting or classroom. A teacher could set up an account for the class for an upcoming research project. Students could collaborate or share information they have found by adding it to the classroom account. This can also be very beneficial to schools that do not have the privilege of having computers for every student. If work is being done in a computer lab, students will be on a different computer every time which means the ability to bookmark a website to the computer will not be helpful. If the students set up their own Delicious accounts though, they could save the website online. Not only would this be helpful for students at the time of the research, but it is something that will benefit them in the long run. This is an account that can be built on over time, to where eventually it becomes an infinite source of information that can continually be retrieved.

Zeta Eta has created a Delicious account for use of current students and alumni as a resource that will grow over time. To add new bookmarks, they need to have the password, but anyone can look at it and use it. If you would like to see an account, check it out at http://delicious.com/BusinessEducation.

Attention Pi Omega Pi Advisors and Members--

The NABTE Executive Board are piloting a communication portal that will allow business teacher educators as well as other NBEA members and student members to use a variety of social media techniques to discuss topics related to business teacher education. A discussion board has also been created to be the base point for the "Mentors for Business Education" program.

NABTE will be piloting the communication portal beginning November 1, 2008. Once you enter the communication portal (www.nabte.info) you may create a username and password. This will allow you to enter all components of the portal.

A screen shot of the communication portal front page is shown at the right.
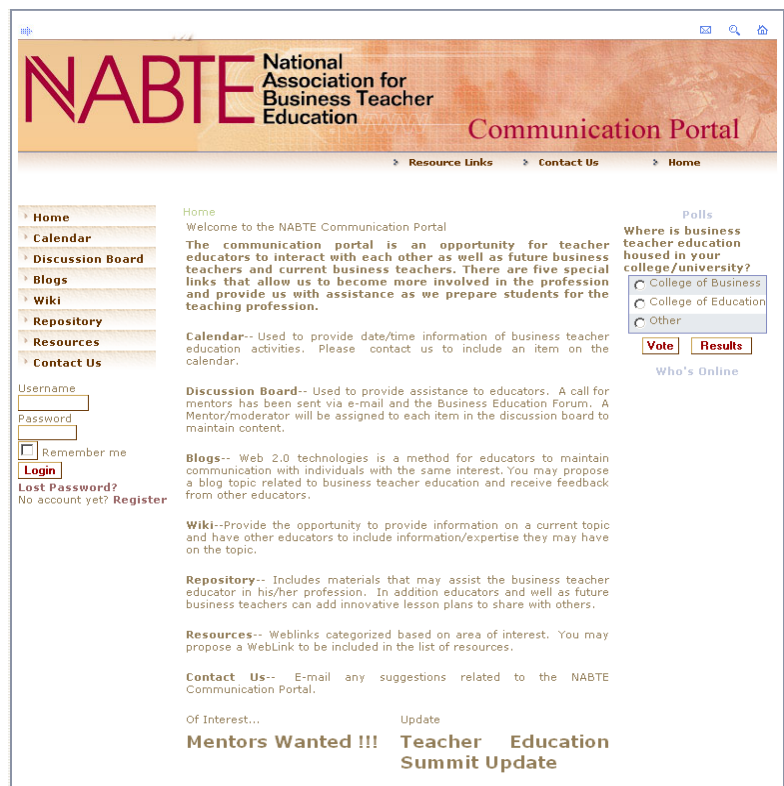
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As of October 2008
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