HERE AND THERE

National Newsletter
PI OMEGA PI

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

Volume XLVII **December 2004** **Number 4**

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

Season Greetings! Can you believe winter break is almost here? Congratulations to those who are graduating this semester; good luck with everything you do. Good luck, as well, to those who will be student teaching next semester. Student teaching is a wonderful experience; make the best of it.

I am teaching for the first time this year. With one semester almost under my belt, I would have to say that I am really enjoying it. I am sure you will all enjoy your first year as well. Just remember it will get easier with time and never forget all the valuable lessons that your college professors have taught you.

The competition year is drawing to a close and I wish each chapter the best of luck. I am eager to see all the different chapter projects for the 2004 competition year.

Don't forget coming up in March is the Biennial Pi Omega Pi and NBEA convention in Anaheim, California. Now is the time to start making plans to attend this wonderful convention. I promise you will walk away from the convention with a head full of new and wonderful ideas to use in your classroom whether it is as soon as you get back or in a few years. The convention is also a wonderful place to meet fellow Pi Omega Pi members from chapters across the nation. I hope to see you there.

As always, if you have any questions feel free to contact me. I am always glad to help out wherever I am needed.

Happy Holidays!

President's Report
Ginny Richerson
Gamma Upsilon Chapter - Murray State University

Where has the semester gone? I feel like August-December has flown by in record time. Our weather has taken a drastic drop in temperatures in the mid west. No snow but frigid temperatures. No prediction of snow for Christmas, but I am sure that Santa can find us.

The annual NBEA convention (March 23-26, 2005) program has been finalized, and there will be many exciting sessions to attend including the Pi Omega Pi Convention beginning with a social on Thursday night, opening session on Friday followed by student sessions on Friday afternoon, and the business session on Saturday morning. The full convention schedule and registration forms are in the December issue of the *Business Education Forum*. Dr. Thelma King will be sending each chapter the Pi Omega Pi registration forms soon. Remember, advisors must register for both the POP and NBEA conventions. Students can register for POP only or NBEA and POP with a combined registration fee.

I am planning a small reception for advisors in my suite on Friday, March 26, in the afternoon. I look forward to meeting with each and every one of you.

Please remember to submit your reports to the Northwest Missouri State University Pi Omega Pi Chapter by January 31, 2004. The National Chapter Award Competition Guidelines for 2004 were mailed to your chapters in October. If for some reason your chapter did not receive a copy, please contact me ASAP. See you all in March in California.

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

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

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

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

Table of Contents

National Council 2003-2005

Chapter Activities

Beta Chapter
Northwest Missouri State University

The Beta Chapter of Pi Omega Pi on the campus of Northwest Missouri State University held its fall initiation ceremony on November 17. The members were happy to add seven new members to the Chapter, which brought the total to seventeen. The resource officer from Maryville High School was our guest speaker for the evening.

Mu Chapter
Emporia State University

Mu Chapter at Emporia State University recently initiated four new members for the 2004-2005 school year. The Chapter has five members who are currently student teaching this semester. Some of the members have already obtained positions for the spring semester.

The election of officers took place October 18, 2004. They are as follows: Shannon Neal, president; Amy McClelland, vice president; Klair Gibbs, secretary; and Erin Lorson, treasurer. Presently, Chapter members are working on completing the national and local projects, as well as the reports for national competition.

Psi Chapter
University of Wisconsin-Whitewater

The fall semester is winding down at UW-Whitewater and the Psi Chapter has been very busy. The Chapter has held bi-monthly meetings for all members while the officers met on a more frequent basis to discuss activities and issues.

The National Project has been at the top of the Chapter's priority list for the last few months. Members are currently compiling a list of the most commonly asked technology questions and answers for the project. Wisconsin Business Educators are more than willing to lend a hand in giving ideas to form the list.

Another top priority has been fundraising. In October and November, the Chapter took orders for Kringle to raise money. Psi Chapter has also been planning a fundraiser with the local Rocky Roccoco's Pizza restaurant in December where the Chapter receives a portion of their sales for a specified time on a chosen day.

Additionally, Psi Chapter is very excited to be sponsoring IC3 certification on our campus coming up in December where UW-Whitewater students can attend for a nominal fee. Along with the fundraisers and IC3 certification, some members have been very busy creating flyers and advertising to promote these events.

Finally, since Pi Omega Pi seems to be all about work in the last few months, members have found some time to socialize. Members attended the Elegant Farmer Social in October which included a visit to a farm and a pumpkin patch. Chapter members are also planning a Holiday Social for December where gifts will be exchanged, cookies made, and new officers elected for 2005. Nominations were recently held in November.

Alpha Beta
Eastern Kentucky University

Greetings! The Alpha Beta Chapter has been very busy these last few months. In September the Chapter was fortunate to have a member of the Kentucky State Board of Education speak at our meeting. This provided a great opportunity for members to gain knowledge on aspects of education reform in the state.

During the October meeting, members discussed plans for local, regional, and national projects. Also, different fundraising opportunities were identified.

November was a great month. The Chapter initiated a new member, projects were discussed, deadlines were established, and tentative plans were made to attend the NBEA convention in Anaheim. At this

time, all members plan on attending and presenting at the convention.

Beta Kappa
East Carolina University

Beta Kappa chapter has been busy finishing the National Chapter Award Report. The chapter has planned a Founders Day for new members in early December to acquaint the prospective members with Pi Omega Pi and the activities that Beta Kappa participates in. Beta Kappans are looking forward to the annual Christmas party in December in which new members will be inducted into the Beta Kappa Chapter of Pi Omega Pi.

Zeta Eta Chapter
Kansas State University

The Zeta Eta Chapter of Pi Omega Pi is getting ready for the annual Christmas party and bi-annual initiation. Everyone is bringing a snack to share and it should be a lot of fun. The Chapter is planning to initiate three new members.

The chapter has also been busy completing the national project. Everyone has done such a wonderful job and it should be a source of pride for the Chapter. Members are hopeful that the project will help other fellow business educators.

The Chapter fundraiser is complete. It did not go as well as hoped, but members worked hard. The community project is also complete. This year the Chapter wrote letters and collected items for care packages that were sent overseas to deployed soldiers, a community effort called Operation Appreciation.

Planning the trip to Anaheim has also been a continuous task, but one that is always fun to plan. Members are looking forward to the trip. Zeta Eta will have five members attending the conference. The National Business Education Association conference is a perfect source for learning, networking, and fun.

Did You Know?

If you are not the artistic type who can create artwork for your brochures and bulletin boards, take heart because you can come up with something great just by altering clip art readily available in Word.

- ✶Click on the Insert Clip Art button on the Drawing toolbar.
- ✶Select the clip art you want to use and double click on it.
- ✶In Word, Click on the picture you inserted. You will notice a rectangle around the picture with black squares in each corner and in the middle of each line of the rectangle. The clip art is currently in-line meaning you can only move it up and down with returns.
- ✶Right click (or Mac users can press Control and click) on the picture and drag down to Format Picture.
- ✶Click on the Layout button.
- ✶Click on the icon above the word Tight and click on OK.
- ✶Notice the difference in the boxes (or handles) around the picture. The clip art is now a free-floating picture, can be moved with the cursor and will word wrap around text.
- ✶With the picture selected (the handles will be visible), click on the Draw button on the Drawing toolbar and drag to Ungroup. If Ungroup is grayed out, it will mean you have not selected your clip art or that the picture you have selected will not work.
- ✶Once you Ungroup the clip art, you will see a lot of "handles." Click on the Word file, but outside of the area of the picture to de-select the handles.
- ✶Now you can click any part of the clip art to change the color, delete part of the picture, add something, or combine several clip art pictures. Select All and Group when done.

Member Articles

Blogs—A Web Journal

Bryson Byergo
Beta Chapter
Northwest Missouri State University

A blog is a means by which a student is given an opportunity to reflect on what was learned through a course. I believe that blogs will be effective when I am teaching, and this past semester, I have had first-hand experience with the creation and maintenance of a blog. I have been enrolled in a course filled with the use of new technology and ideas. I've had the opportunity to work with everything from Handheld PC's to Dragon Naturally Speaking Software. It is a very exciting time to be in the business education field.

The most interesting thing I have worked with this semester was a blog. In fact, everyone enrolled in the DigiTools class got first-hand experience. Blogs were used to accomplish two goals: (1) allowing everyone to have experience with blogs and (2) providing the teacher with feedback from the students. Students "journalize" with typed words, thoughts, and experiences and post the blog as a web page on the WWW. This allows peers to read the entries of classmates, share one's own experiences and feelings about the different assignments, share problems and solutions with peers about the varied technologies, and realize how various technologies could be used in the future. Sharing and reading information has been very beneficial to the entire class.

A blog is defined as "a frequent, chronological publication of personal thoughts and web links" (Marketing Terms.com). Blogs can also be called web logs but are more commonly called blogs. Many people think of blogs as a mix between a person's life and the web, similar to a diary posted to the Internet where everyone can read it.

I maintained a blog in class to relay information about different classroom technologies and assignments, but many people use blogs to write down their thoughts or as a tool to update people with information. A blog is an interesting tool that can be used in various situations. They are fun and easy to develop, and less formal than web pages can be.

Encourage your students to express their thoughts or provide information that people should know through a blog. Blogs are handy tools for the classroom. Give them a try! Check out the blog I developed for DigiTools in Fall 2004 at http://info.nwmissouri.edu/~s212125/byergo/byergoblog.htm

RESOURCES:
Marketing Terms.com [retrieved November 30, 2004]. http://www.marketingterms.com

Useful Business Education Websites

Juliette Golden
Kappa Chapter
Indiana University of Pennsylvania

The Kappa Chapter at Indiana University of Pennsylvania created a list of useful websites based on the National Standards for Business Education curriculum model. Subject areas covered include: accounting, business law, career development, communication, computation, economics and personal finance,

entrepreneurship, information technology, international business, management, and marketing. Students preparing to be business teachers, as well as teachers in the field, will find the list comprehensive and useful.

Accounting

1. http://www www.geocities.com/CollegePark/Quad/5687/monopoly.html
2. http://lessonplans.btskinner.com/acctg.html
3. http://aaahq.org/index.cfm
4. http://www.remc12k12.mi.us/kresa/efe/lessonplans/BusinessMgmtMktg&Tehnology/accounting1.pdf
5. http://www.swcollege.com/vircomm/gita/gita._cataldo.html
6. http://www.swcollege.com/vircomm/gita/gita._main.html#icebreakers
7. http://www.swcollege.com/vircomm/gita/gita14-3.html
8. http://www.taxsites.com/academia.html
9. http://www.quia.com/mc/369743.html

Business Law

1. http://www.swcollege.com/vircomm.gita.gita._main.html
2. http://swlearning.com/blaw/anderson_case14e/andersoncase14e_teaching_resources_frame.html
3. http://www.geocities.com/ollie63670/BLUnitPlan.html
4. http://lessonplans.btskinner.com/genbus.html
5. http://lessonplans.btskinner.com/mystery.html
6. http://www.murdoch.edu.au/elaw
7. http://www.chsdragonband.com/webquests/copyright/index.htm
8. http://www.businesslaw.gov/
9. http://www.ryerson.ca/lt/resources/New%20Faculty%20Handbook/Section4/4-2-2-InstructionalMethods-Discussion-Demonstration.pdf
10. http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/effquest.htm

Career Development

1. http://connectcareers.com/
2. http://www.glencoe.com/sec/teachingtoday/tiparchive.phtml/8
3. http://jobstar.org/tools/career/index.cfm
4. http://www.khake.com/page94.html
5. http://www.moe.gov.sg/teach/CareerDvlpment.htm
6. http://www.ncda.org/
7. http://www.webresume.com
8. http://www.24hrjobs.co.uk/career/Interview-help.html
9. http://adventuresineducation.org/highschool/hs_splresume.cfm
10. http://www.collegegrad.com/jobsearch/15-5.shtml
11. http://www.bls.gov/oco/home.htm
12. http://www.streamingfuture.com/teachers.htm
13. http://users.edte.utwente.nl/anzing/cm_home.htm

Communication

1. http://www.bcq.theabc.org/
2. http://www.nettskolen.comforskning/22/icdepenn.htm
3. http://teachnet.com/powertools/take5/index.html
4. http://nieonline.com/detroit/index.cfm

5. http://www.education-world.com/a_tsl.archives/04-1/lesson025.shtml
6. http://lessonplans.btskinner.com/genbus.html
7. http://www.teachervision.fen.com/tv/tvsearch.php?keywords+business education&sitesearch=1&in=tv_all
8. http://www.md.essortment.com/communicationte_rqmd.htm
9. http://www.executiveplanet.com
10. http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm
11. http://www.unc.edu/depts/econ/byrns_web/PrinEcon/GI_2004/GI-Pref.htm

Computation

1. http://protal.acm.org/citation.cfm?id=971300.971424
2. http://www.typingtest.com/
3. http://ectramet.edfac.unimelb.edu.au/DSME/tmwc/#head1

Economics & Personal Finance

1. http://archive.nesa.uiuc.edu/edu/RSE/Rseyellow/lessonplans.html#top
2. http:// ecedweb.unaomaha.edu/K-12/home.cfm
3. http://federalreserveeducation.org/fined/index.cfm
4. http://www.fte.org/
5. http://surfaquarium.com/newsletter.econ.htm
6. http://www.moneyinstructor.com/checks.asp
7. http://senseanddollars.thinkport.org/info/teachers_guide.html
8. http://members.aol.com/MrDonnHistory/2American.thml#Economics
9. http://www.union.edu/PUBLIC/ECODEPT/kleind/ecoteach/meta.htm
10. http://www.ncee.net/resources/lessons.php

Entrepreneurship

1. http://www.cln.org/themes/entrepreneurship.html
2. http://www.union.k12.ia.us/ukhs.webquest.entrep.htm
3. http://www.entre-ed.org/_teach/activits.htm
4. http://www.nfte.com
5. http://www.education-world.com/a_lesson/lesson178.shtml
6. http://www.kn.paacbell.com/wired/fil/pages/webentreprest.html
7. http://www.disney.go.com/hotshot/hsb.html

Information Technology

1. http://www.teachnet.com/lesson/internet/teachwithinternet.html
2. http://www.education-world.com/a_tsl.archives/03-1/lesson040.shtml
3. http://scnc.onsted.k12.mi.us/-cindas/websed.html
4. http://www.lessonstop.org
5. http://www.kto8.com/lessons/technology/wordlevel1/a/wordlevel1.pdf
6. http://lessonplans.btskinner.com/computer.html
7. http://www.libraryinstruction.com/info-tech.html
8. http://www.warriorsofthe.net/movie.html
9. http://lessonplans.com.au/10. http://oops.bixland.com/bca.html
10. http://www.tcet.unt.edu/ATART/insturct/lp_tech.htm

International Business

1. http://acad.fcps.org/online/brawn/ch%204/national20Flags.htm
2. http://www.epi-center.net/journals/journals/j_teaching_intl_bus.html

3. http://www.indianaintheworld.indiana.edu/#Theme1
4. http://www.hawortrhpressinc.com/web/JTIB

Management

1. http://www.education-world.com/a_tsl.archives/02-1/lesson038.shtml
2. http://www.themanager.org/Knowledgebase/Management/Learning.htm
3. http://www.ucalgary.ca/-grossman/cases.html
4. http://www.swcollege.com/vircomm/gita/gita03-2.html
5. http://ctls.concordia.ca/resources.teachingtechniques.shtml

Marketing

1. http://www.swlearning.com/marketing.gitm/gitm.html
2. http://www.wilsonweb.com/wmt/
3. http://www.marketingteacher.com/links_pages/links_1.htm

Other

1. http://puzzlemaker.school.discovery.com/
2. http://school.discovery.com/shrockguide/
3. http://www.rubistar.com
4. http://www.education-world.com
4. http://lessonplans.com.au.lessons.directory.business-eduation-high-lesson-plan- school.html
6. http://kidzonline.org/LessonPlans/

Business and/or Computer Teachers?

Erin Lorson
Mu Chapter
Emporia State University

The following paper was written by Christopher Bartlett, a student in the fall 2005 Methods of Teaching Business and Accounting class at Emporia State University. Christopher is a business administration major at ESU and offers his opinion regarding business education at the high school level. As this article points out, it is important for all business educators to remember that computer classes are an important part of business education but the general business aspect of business education is also an essential element to keep in the business education curriculum.

Business vs. Computer Education

The time has come to address the issue of general business education in the high school classrooms. It appears that today "business" departments are turning into computer departments where only computer knowledge and use classes are offered. In many schools, the "business teacher" is teaching only keyboarding and computer classes; and business classes, such as accounting and economics, have been dropped from the curriculum.

Not one person involved in any aspect of business would dispute the fact that keyboarding and computer skills are essential skills in today's society. However, basic business knowledge and accounting/bookkeeping skills are also important skills in today's business world. The questions "Why are business educators concentrating on computer skills/knowledge and ignoring the cornerstone courses of business education?" and "Why do business educators only want to teach computer skills?" must be posed. It is imperative that business teachers remember that computer use is a function of the business world but not an aspect of business.

Should schools continue to teach students keyboarding and computer skills? Of course! At the same time, it is also important for business educators to remember that a business is an organization that desires to sell a product or a service in order to make a profit. Additionally, high school students need to have the opportunity to learn the fundamentals of business management, economics, and accounting, as well as computer skills, in order to gain the skills necessary to be successful in the business world.

The primary goals of a high school business department should be to educate our future workforce and teach life-long personal business skills. Simply teaching computer classes will not accomplish the goals of business education. It is up to future business educators to remember that computer skills are not the only skills their students must learn in the business education classrooms; fundamental business skills are also important. Do not drop classes that teach these basic business skills from the curriculum. It is imperative that students learn these skills in order for our market economy to succeed.

A Problem-Based Learning Approach to Teaching

Jared K. Brown
Chi Chapter
Indiana State University

A teacher's goal is to increase the quality of his or her students' learning. Most teachers rely on scaffolding to help students learn. This involves a process of building upon previous learning. Problem-based learning presents students with an incomplete problem thus forcing them to develop skills to overcome the problem. Once the students are presented with the problem, the instructor gives students partial information needed to solve the problem. Problem-based learning capitalizes on the fact that humans want to discover things on their own. Problem-based learning is similar to Vygotsky's theory of assisted discovery where the teacher guides the students to make conclusions by giving them small hints or bits of information (Berk 2003). Assisted discovery leads to better developed problem-solving skills and better comprehension.

John Dewey stated, "The first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unscholastic as possible," (Dewey, ¶4). Dewey recognized problems children faced in school when traditional expository teaching is used. Dewey proposed a new idea of "unscholastic" teaching that encouraged self and assisted discovery. Dewey recognized discovering information and solving problems is more appealing to students than regurgitating facts and figures. The first adopters of problem-based learning were medical schools. They found that by using problem-based learning the students were better prepared for real-world situations. Medical students were prepared to deal with real life situations where doctors do not have complete information available to diagnose patients. Recently, problem-based learning has gained momentum in school systems throughout the United States.

Problem-based learning concepts can be utilized to design curriculum. The characteristics include the following ("Problem-Based Learning," 2004):

1. Reliance on problems to drive the curriculum—the problems do not test skills; they assist in development of the skills themselves.
2. The problems are truly ill structured—there is not meant to be one solution, and as new information is gathered in a reiterative process, perception of the problem, and thus the solution, changes.
3. Students solve the problems—teachers are coaches and facilitators.
4. Students are only given guidelines for how to approach problems—there is no one formula for student approaches to the problem.
5. Authentic, performance based assessment—is a seamless part and end of the instruction.

As an example of problem-based learning, consider students solving a case in a business law class. The students are divided into groups. The teacher selects a case about the subject students are studying, such as contract law, tort law, copyright law, or diversity and employment law. Then some information is given to the students about the case, such as who is involved and what happened. The teacher poses a question about what the outcome should be. The case should have some "fuzzy" information, with some information left out intentionally, causing students to develop hypotheses even though they may be wrong. As the students work through the case using available resources such as books and other court cases, the teacher gives them more detailed information about the case such as laws or court cases the students may have overlooked. In problem-based learning, the teacher does not give the students the answers; rather gives information as needed and assists students in finding the answer.

There is no right or wrong hypothesis in a problem-based learning situation, only hypotheses based on what is available. Students develop hypotheses based on the information they have. These hypotheses may be incorrect if the students do not have all the information they need to develop an answer. Students' answers will change with more available information. Through assisted discovery, each group reaches its own conclusion based on their information and problem-solving skills.

Problem-based learning is not the cure-all for all classrooms. The traditional expository approach to teaching is still a very good method for teachers. A combination of both problem-based learning and expository learning can be highly effective.

RESOURCES

Berk, Laura (2003). Vygotsky and Education. *Child Development* (6th ed.), 260.

Delisle, Robert (n.d.). Chapter 1, What Is Problem-Based Learning? Retrieved October 10, 2004, from http://www.ascd.org/publications/books/1997delisle/chapter1.html.

Dewey, John. (1916). *Democracy and Education. An introduction to the philosophy of education*, Retrieved October 10, 2004 from University of Virginia, American Studies Program Website: http://xroads.virginia.edu/~HYPER2/dewey/ch12.html.

Schools of California Online Resources for Education. (n.d.). *Problem Based Learning*. Retrieved October 10, 2004, from http://score.rims.k12.ca.us/problearn.html.

Real Issues

John Curkovic
Psi Chapter
University of Wisconsin-Whitewater

Recently an interesting question was posed. Do elective subjects like Business Education really count towards university requirements? Recently, I had the opportunity to speak with the Superintendent of Belmont Community School District, in southwest Wisconsin. I questioned him about this matter and the problem this may cause for those who choose Business Education as a profession. Mr. Benkers explained how this confusion has come about and how many school counselors confuse this issue with the reality of university requirements. "There are some universities that will only look at the scores of core subjects, however," Mr. Benkers stated, "they are few." The fact is that many universities look for broader signs of academic success rather than simply a few core subjects.

To confirm this, I researched at random four university admission requirements in my state and compared the differences between them. These colleges were UW-Whitewater, UW-Madison, UW-Stout and UW-Stevens

Point. For the most part, all colleges had the same basic requirements: four units of English, three units of math, three units of science, three units of social studies and four elective units. However, UW-Madison only required two elective units and the other two units had to be foreign language. Percentiles fluctuated. UW-Whitewater, UW-Stout and UW-Stevens Point appeared to set their percentile standard in the top 40 to 50 percent of the attending class. Madison, however, ranged throughout the percentile, yet it appears that acceptance became less likely in 10 percent increments from 97% acceptance in the top 10 percentile to 0.5% in the bottom 50 percentile. For the most part, admission requirements were fairly similar. However, there was little explanation of what exactly was required in the elective units. This could be part of the problem contributing to the belief that elective classes are not counted for university admittance. Nevertheless, I found there are still four elective units that could be applied to the application process.

In all cases, I discovered that students applying for admission as an undergraduate in Wisconsin universities can use their four units of elective classes as part of their requirements for entrance. I have also concluded that where the problem may lie in regard to this misconception of universities not accepting business and marketing classes as entry requirements could be in school counselors categorizing one university standard and applying this standard to all colleges.

To add to the confusion under the Wisconsin system, I discovered it is quite possible for a student to have enough units to graduate from high school and yet not enough correct units to apply for college, thus contributing to this misconception. The fact is universities are concerned with the fact that student's transcripts display signs of having the ability to succeed in college. For example, if the elective class does not fit state standards, or the school district will not consider the class as a unit for graduating high school, this will be a sure sign that the class will not fit the colleges' expectations for admission. However, if there is an elective class in dispute on a student's transcript, the admissions department of that university will follow up with the following procedure. When not familiar with the material, they will ask the school for a syllabus and description of the class to make the decision on whether it fits or is equivalent to other units and then assess for acceptance.

This is where you, the business education educator may step in. It appears that a proactive stance is in order. The strategy is for other staff to recognize the academic value of our elective classes. Educate those in your profession and in doing so help create understanding by conveying the correct facts regarding the above issue. Communicate with the admission staff of universities for acceptance to these colleges. Having the ability to understand what the university requirements are for admittance will help to communicate to others that elective classes can qualify as an acceptable unit for university admission.

By creating this standard in our profession, we will be developing a history of quality classes for university admission and conveying to guidance staff in your local district the value of the elective class. I highly recommend that all business education students who are serious about projecting their careers into the future view their university state requirements for entrance into college and, by doing so, understand the real facts thereby clearing up current confusion on the matter.

Credit Card Fraud

Cathy Germany
Alpha Pi Chapter
Mississippi State University

We have all heard the reports on how serious credit card fraud is and how we all need to take measures to protect ourselves against it. But I know what you're thinking. Those poor people had their credit cards stolen,

but that kind of stuff never happens here, right? WRONG! If you own a credit card, you are susceptible to fraud like everyone else.

The Leon County Sheriff's Office in Florida states, "This is such a lucrative form of crime that some drug dealers have stopped dealing and have gone into the credit card racket." And if you do not think that there are these kinds of people in your corner of the world, you need to open your eyes and look around.

The L.C.S.O. also describes the five major different types of credit card fraud prevalent in today's society:

1. Lost or Stolen Cards—This accounts for about half of the fraud committed in America. Someone may lose or misplace a card and it ends up in the hands of someone willing to use it.
2. Not Received Items—This type of fraud occurs when a person applies for a card and it is stolen before he or she ever receives it. It can be stolen from any number of places, including the credit company, the postal service, or from the recipients own mailbox.
3. Fraudulent Applications—This occurs when someone knowingly puts incorrect information on an application in order to receive a credit card.
4. Counterfeit or Altered Cards—As the name suggests, this involves both counterfeiting and altering cards. Counterfeit cards are ones created by someone other than the issuer. Altered cards are ones created by changing the embossed numbers on the card to read differently or altering the magnetic strip.
5. Unauthorized Use or No Card Present Purchases—This fraud occurs most commonly over the phone or through the Internet. It is when a seller only requires the credit card number and/or expiration date in order to make a purchase.

Now that you are aware of the different types of fraud, I hope that you will be more aware of the dangers related to credit card use. It would be a little unnerving to receive your credit card bill and find out that you funded a stranger's first-class trip to Hawaii.

RESOURCES

Credit card fraud. Retrieved September 27, 2004, from the Leon County Sheriff's Office Web site: http://lcso.leonfl.org/ccfraud.htm

Integrating Technology into Teaching

Anthony Garner
Beta Kappa Chapter
East Carolina University

The problem most teachers have with integrating technology into the classroom is their lack of knowledge. Many teachers do not possess enough knowledge about technology to use it effectively. Deficient knowledge leads to frustration and anxiety when using technology. One solution to the problem is simply incorporating more technological developmental programs into staff development. These programs can either be located in the school systems or structured as staff developmental workshops or in the surrounding area, which would allow a greater number of staff in the region to participate.

Beckett states, "nationally, a large number of graduates from colleges of education feel ill-prepared to integrate technology into their curriculum" (1). There is one major factor that causes new teachers to feel uncomfortable with using technology in the classroom. The new teachers did not see enough use of technology integration while in college. The result of this is that only one-third of teachers assign work using computers on a regular basis (Beckett). To help teachers with integrating technology in the classroom, the following programs have been created.

Preparing Tomorrow's Teachers to Use Technology (PT3)

The PT3 program's objective is to train teachers on how to use computers in the classroom, which would lead to improvement of students' learning. This program developed units of practice (UOP), which are complete units that are based upon learning standards and are more student-centered. These were created by pre-service teachers and implemented by them and their mentors. These pre-service teachers and their mentors attended workshops during the summer. These workshops allowed the teachers to explore different types of hardware and software; it also allowed them to use the Internet to view different sites that could be relevant to their own classes. During these workshops the teachers shared successful integration techniques with each other.

America 2000

"America 2000 employs a professional development model that targets training to ongoing needs assessments, as well as provides support for teachers as they develop fluency in integrating technology for project-based learning and real-world applications" (Peterman, 1). The program provides live workshops and online workshops. These workshops focus on "student-centered constructivist learning" (Peterman, 1). During classroom observations, America 2000 documents the degree technology is being integrated into the classroom. After the observation is evaluated, the teacher can then determine what needs to be improved (Peterman).

America 2000 resulted in improved skills in 94% of the teachers that were involved in the survey. Another result of the program was that 92% of the classes that were observed had reached an appropriate level of technological proficiency (Peterman).

Many teachers still believe that technology will not benefit them or their students in the classroom. In order to get all teachers to realize the importance of technology in the classroom, we must continue to participate in ongoing training workshops and development activities. This will make more teachers feel comfortable in integrating technology because they will constantly be gaining knowledge on this subject. They will then be able to use technology effectively to benefit them, their teaching style and lessons, and most of all their students.

RESOURCES

Beckett, E. Carol, Marquez-Chisholm, Ines, Wetzel, Keith. "Preparing Technology-Competent Teachers." *The Journal* 30 (2003)

Peterman, Linda. "Teacher Models of Technology Integration." *The Journal* 30 (2003): 1-2,37

Technology in the Classroom

Carla Johnston
Zeta Eta

Kansas State University

Integrating technology in the classroom will be a personal challenge for me as a business education teacher. Not only do I want to teach the functions of the technology tools to the students, I also want to engage the students in interactive learning opportunities so they will be empowered to explore technology use and application after they leave my classroom. In order to accomplish this, I intend to participate in all available staff development opportunities, join other teachers in sharing ideas that work in their classroom, and explore websites that have constructivist activity ideas.

A U.S. Department of Education survey of 3,560 teachers showed that only 20 percent of the teachers surveyed felt "very well prepared" to use computers in their classroom. These teachers were more likely to have received staff development in district initiatives, special education, and bilingual or diversity education (Anderson). With school funding in Kansas being such a hot topic at the moment, teaching positions are being

cut and less money is being spent on staff development for the remaining teachers. From what I have observed in the area school districts, more staff development is being conducted in-house rather than sending teachers to workshops. If this trend continues, I will need to find low-to-no-cost workshops to attend or seek out professionals in my own school building with extensive knowledge of technology integration. Research shows that learning from other staff members may be the best way for many teachers to learn. Exemplary technology-using teachers tend to work in environments of collegial support. Teachers who take university or district classes should be encouraged to provide follow-up peer coaching in their buildings (Anderson).

Initially, I realize the task will be daunting to begin the process of planning and coordinating technology integration in relation to my business education instruction. I will begin by questioning other business education teachers and finding ideas and methods that have worked for others. For maximum efficiency, I will need to incorporate regional/national/global resources in my search. According to Brenda Dyck, educator and contributor to the Microsoft educator resources site, "Our students and teachers need to learn how to use the Net to locate key people who can support their learning plans and communities where knowledge and know-how reside. There is also great value in looking for places for teachers and students to post their own learning and expertise for others to share" (Dyck). Resources such as the Microsoft educator resources website (http://www.microsoft.com/education/resources) offer a vast array of choices in locating relevant technology integration information.

A relatively new theory in learning relates to constructivism. As its name may imply, constructivism emphasizes the building (i.e., constructing) that occurs in people's minds when they learn. Each of us is an individual, viewing the world in ways like no other person on Earth (Bencze). In teaching business education, I believe students will be more likely to learn and want to use the tools provided by technology if they can develop their own personal applications for the tools. For example, if students were allowed to learn the basic functions of Microsoft Excel, and were then given a constructivist assignment which allows them to use Excel for a personal project of their choice, such as inventorying their CD's at home, I believe the student would be more likely to continue studying and using this technology beyond the classroom. I believe students need to be active participants in learning opportunities and be willing to share their experiences with their peers. The teacher then becomes more of a facilitator, rather than information presenter.

Regardless of the method or process chosen for integrating technology in the classroom, I believe the teacher has the ultimate responsibility for ensuring the technology is being used effectively. I agree with Barry Kort when he states, "So if you throw computers at children and leave them to fend for themselves, nothing much will come of it. But if you use computers to make it easier for intelligent caring adults to spend quality time with children, doing interesting, engaging, and educationally meaningful things, then you are using technology wisely and appropriately" (Kort). My goal as a business educator will be to continually gather information from peers, in-service opportunities, and websites, which I can use for effective integration of technology in my classroom.

RESOURCES

Anderson, Mary Alice. (January/February 2000). Staff Development: Your Most Important Role. http://www.infotoday.com/MMSchools/jan00/anderson.htm

Bencze, John Lawrence. Constructivism. http://tortoise.oise.utoronto.ca/~lbencze/Constructivism.html

Dyck, Brenda A. http://microsoft.com/Education/FourPrinciples.aspx

Kort, Barry. (March 17, 1997). Bring a Candle, Not a Sparkler. http://underground.musenet.org:8080/WCE/

Chapter Sponsor Email

As of December 2004
Please notify the National Editor of corrections and additions.

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