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

I hope all of you had a great Thanksgiving. Can you believe it is almost the end of the fall 2008 semester? This semester has gone so fast for me, and I am sure it probably has for all of you. I would like to congratulate all who are graduating at the end of this semester. A job well done! For the rest of us, we are going to be one semester closer to graduation. It is almost time to put what we learned into practice. (Continued on Page 2)

Table of Contents

Editor's Note –

As 2008 draws to a close many of you can look forward to student teaching or beginning your professional career. The Chapter Activity Reports show how prepared students in Pi Omega Pi are for the teaching profession. Many members will be advisors to a student organization and the experience from Pi Omega Pi had prepared you well.

The articles in the December issue of Here and There are related to educational issues including technologies, differentiated instruction and teaching strategies.

Enjoy reading and Happy Holidays!

President's Report
Lana Carnes
Alpha Beta Chapter
Eastern Kentucky University

The semester is quickly drawing to a close signaling final exams, classroom projects and presentations, and holiday activities. I hope your chapter is also busy preparing for the Pi Omega Pi Convention in Chicago, April 7-11, 2009. The convention will kick off with the Pi Omega Pi Social, Thursday from 5-7 p.m. General Sessions will be held on Friday and Saturday mornings beginning at 7:00. An additional highlight of the convention will be your student presentations scheduled for Friday afternoon from 3:45 until 5:45.

You have received a Call for Presentation Proposals from President Elect, Darla Stone. Your proposals are due to her on or before January 24, 2009. These presentations are an important way to build your professional development portfolio and learn new ideas and classroom strategies from your Pi Omega Pi colleagues.

The presentations are also an important part of the incentive plan. We hope your chapter will take advantage of the opportunity to receive either a $100 or $250 reimbursement for participating in the convention. (Continued on Page 2)

Dates to Remember
January 24   Convention Proposals Deadline

January 31   National Projects Deadline

February 28 NBEA Convention Registration
                    Deadline
 February 28 National Convention Attendance

Student Representative Report

Continued from page 1

Please remember to turn in your national, community, local, and publication projects. They are due in January along with the yearly activity report. Remember the goals we have set for participation with the projects and activity reports. If your chapter needs help with the process of doing and then writing up the projects or activity reports, please let me know.

I encourage all of you to attend the NBEA/POP Convention April 7-11 in Chicago, IL. Going to this conference will help you network with business teachers across the nation as well as with fellow Pi Omega Pi Members. These conventions are a chance of a lifetime. I have learned so much from going to these conferences. You leave with better teacher practices, lots of lesson plans, and much more. Please also remember our participation goals we set for this conference.

My term as Pi Omega Pi National Student Representative is coming to an end in April. Please consider running for this position at the POP Conference in April. In this position, you would give input on decisions being made by the advisors serving on the National POP Board, assist with the POP conference which happens every two years, alert POP students around the country about what is going on, etc. The position is a two year term. I have greatly enjoyed serving as National Student Representative and encourage you to run.
If I can be of assistance to you or your chapter in any way, please let me know. I can be contacted at goepfertee13@uww.edu or (608)931-0996.

President's Report

Continued from page 1

$100—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), and attend two general sessions held Friday and Saturday morning.

$250—Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), attend two general sessions (Friday and Saturday morning), give a presentation (Friday afternoon), and attend at least one presentation other than their own chapter's (Friday afternoon).

Also, please consider nominating a candidate for the National Student Representative on the National Council. What a great way for you to serve your future profession and build relationships that will last throughout your career!

Good luck on your final exams, and Happy Holidays!

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 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 40th 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 has had a very active semester. On November 5 we held our initiation ceremony on the Northwest Missouri State University campus. On that night, we welcomed two new members to our chapter. Bryce Clifton and Darcy Howard received honors as our newest members. To assist in our initiation process, two past members spoke to our current members about their first year teaching experiences. Their time was much appreciated to help give our new members the welcome they deserve.

Kappa Chapter
Indiana University of Pennsylvania

The Kappa Chapter has had a great semester! In October we traveled to Washington D.C. and Fairfax, VA for professional development. There we visited Chantilly High School, NBEA headquarters, and FBLA headquarters. The purpose of this professional development trip was to explore three components of being a business educator: utilizing effective and outstanding teaching strategies, being a leader, and taking an active role in business education. We also toured our nation's capital for a day visiting national monuments and museums.

Now that the semester is coming to an end, our chapter wanted to have one last social event for our members. We had a dinner social at Cozumel's Mexican Restaurant in Indiana, PA where we discussed upcoming events for next semester and reminisced on this semester's success. We look forward to next semester and attending the national conference in Chicago!

Psi Chapter
University of Wisconsin Whitewater

The fall has been busy for Psi Chapter. Early this semester six of our members attended Wisconsin Business Education Association Convention, networking and gathering resources with other business teachers. We then had the excitement of initiating five new members to our chapter. Formal initiation included making pizza from scratch, socializing, and welcoming John Smith Jr. as an honorary member. Mr. Smith spoke of trends and the future of business education. It was an exceptional evening.

Currently we are working diligently on our National Project. We are excited to complete the project and take pride in all of our efforts. Members are selling Racine Danish Kringles, raising funds to help us attend National Conference in Chicago. Many of our members are anxiously preparing to student teach next semester. We wish them and all of you the best of luck this winter!

Alpha Beta Chapter
Eastern Kentucky University

The semester is almost over and nationals are almost here. The Alpha Beta chapter has been preparing hard for the competition. We have our presentation ready for Chicago and continuing working and receiving funding for the trip. At our last chapter meeting we inducted two new members. We are excited to have them aboard. We are counting on them to continue our legacy with the Alpha Beta chapter next year at nationals since all of our officers are graduating this year. Happy Holidays and see you in Chicago!

Alpha Pi Chapter
Mississippi State University

Hello everyone! The Alpha Pi Chapter of Mississippi State University is off to a great start. We were very excited to initiate four new members in the fall. These new members are Karen Blackburn, Jeff Bradley, Brookes Mayes, and Karen McLeod.

The chapter has met several times to plan fundraisers and other projects which we are certain will be a great success. In November four educators, including a principal and the director of the field-based experiences office at the university, participated in a panel discussion for our chapter.

To increase visibility in this project, our chapter teamed with the Future Educators Association. Members also created a promotional bulletin board for the department and planted pansies in the two large planters at the front entrance. Committees are busy working on the national projects.
The annual Christmas party will be held on December 1. We would like to wish everyone Merry Christmas and a very Happy New Year!
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Alpha Chi Chapter
East Illinois University

Well, the end of the semester is almost here. It's really flown by and we've lost some time to get what we need done. We are currently in the process of completing our National Project. This will be a CD compiled with various keyboarding and formatting lesson plans, bulletin boards, activities and general ideas for lessons. We created this from the lesson plans we had to write for our methods classes. Overall, we are hoping that it will be helpful and that someone can use our ideas for their classroom. On December 11th, we will be traveling to Buffalo Wild Wings to eat chicken wings and have a good time. This is right before finals, so it will be a time to relax and have fun before the stress and studying begins! Most of our members will be student teaching next semester, so this gives us one last hurrah with them as well. Merry Christmas everyone!

Beta Kappa Chapter
East Carolina University

Beta Kappans at East Carolina University have been busy completing projects and looking forward to spring semester and to attending the Biennial Convention in Chicago and NBEA. The fall induction ceremony is being held in December in conjunction with the traditional holiday dinner to conclude the end of the Pi Omega Pi activity year. The chapter is excited that at least four new initiates will be joining the organization.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has had an eventful semester! The group has been busy conducting fundraisers to help our members attend the national conference in April. The K-State USB Drive sales are still going strong. The club is also preparing to sell K-State tote bags and fleece blankets during the month of December. The chapter is also preparing for the national conference by working diligently on our national project!

Zeta Eta recently hosted a group of students from an area high school who are working on a multimedia project for FBLA competition. The students were able to interview Pi Omega Pi members and a couple of College of Education staff members about the business education program. The group is also looking forward to our final activity of the semester, which will be a Christmas party.

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.

Member Articles

Captivate Your Students

Amy Fanning
Beta Chapter

Northwest Missouri State University

As business teachers, we use different computer applications as tools of instruction and as applications for students to learn. We use Word to create letters and Excel to balance account books. How can we help those students who are struggling with a skill without taking valuable class time away from those students who are ready to move on? Wouldn't it be nice to have an application that could record the skills taught to students, a tutorial that would just play whenever students needed a refresher on how to create that header in Word or auto sum a column in Excel?   If only there was an application that could take screen captures as you perform a task and show a student how to auto sum that column in Excel.

There is such software--Adobe Captivate 3. Captivate is a screen capturing software that allows the user to record mouse movements and add voice over to create tutorials. Captivate is much more than just a screen capturing software, however. You can create interactive projects that test the knowledge of particular software.
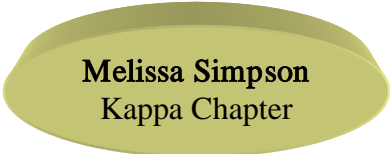
Within Captivate, three different project options are available--software simulation, scenario simulation, and "other." Software simulation allows you to open software on your desktop, such as Word, and start recording the mouse movements of any task. Scenario simulation allows you to create interactive based training. "Other" allows you to bring in files from pictures, a pre-existing PowerPoint, or even use the Captivate templates to create your project.

Once you create a project and capture the movements you want, Captivate creates slides that represent each click of your mouse. Captivate is so intuitive that it adds text captions to each movement. If a caption does not illustrate exactly what is wanted, the user can edit it or add more captions to a slide.

Captivate can also create interactive quizzes. A Captivate project on how to create a header could have a multiple choice question within the project to help a student remember where to find the header in Word. Captivate can also assist students who have been absent. By creating a Captivate project based upon the skills learned during class, the teacher can have students who have been absent view Captivate tutorials and catch up on their class work.

There are limitless ways to use Captivate in your classroom such as creating tutorials on Excel to creating interactive review projects with quiz questions for students to practice with before a test. You can use Captivate as a teaching tool or have it installed in a lab for students to create their own projects. These projects could be used in future classes as tutorials. You can download a free 30-day trial of Adobe Captivate at http://tryit.adobe.com/us/captivate/.

Mobile Technologies

Melissa Simpson
Kappa Chapter

Indiana University of Pennsylvania

It is hard to remember a time when there was no Internet, much less a time when the Internet was not available everywhere. The revolution of technology to now fit in the palm of one's hand demands that Internet technologies be able to travel as well. Mobile satellites and phone systems are enabling those technologies. Furthermore, they are pushing to the creation of newer and better technologies to better support wireless communication. Mobile Satellite Inmarsat is today's leader in mobile satellite technology. The ability to send information directly to a video phone is part of their newest service, Broadband Global Area Network (BGAN). Offering services such as land mobile, maritime, and aeronautical services truly sets them apart from other companies (BGAN). Cars, trucks, and RVs now can offer constant connections to the Internet. Progression to satellite radio and other forms of satellite technologies have changed the way society communicates. These services differ greatly in price depending on location. All Road Communications offers service for $19.95 per month in areas surrounding California, Florida, and Colorado. HughesNet offers connections for Pennsylvania residents with varying rates depending on the package.

With the introduction of laptops, the demand for Internet technology to go mobile became more apparent than ever. Often, people choose to do their work at coffee shops or other places of business. Wi-Fi provides Internet connections at business places to allow patrons to work while they enjoy their coffee. The only place that Internet was not available, until recently was on air planes. That problem has been solved, "Connexion recently began offering high-speed in-flight Internet service, with prices ranging from about $10 for half an hour to $30 for long-haul flights of six or more hours" (Flynn, 2004). Internet has come full circle. Business can no longer survive without constant connectivity and technology has progressed to meet those needs.

It is apparent that society can no longer live without connection to the Internet at all times. Whether the connection is needed for personal or professional use, Wi-Fi allows work to be done in business locations. Satellite technology allows individuals to stay connected in planes, cars, or RVs. Constant connection enables work to be done at all times. Employees can always be available. Technology has stepped up to meet the demands and needs of society.

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http://www.elitesat.com/

CLASSWIDE INTERVENTION: Effective Instruction Makes a Difference

David Rippl
Psi Chapter

The article reflects over six methods of effective classroom management. These six classroom management methods are universal for any classroom; the areas include close supervision and monitoring, classroom rules, OTRs, contingent praise, feedback and error correction, and good behavior games (GBGs).

Classroom management is established at many levels. Here in this article, four teachers, who have experienced using these tactics within their general education classrooms and in their specialized programs for students with special needs, have explained how each tactic is to be utilized and how it can have a positive or negative outcome. The close supervision and monitoring is the first implement for positive behavior. This implement allows for teachers to be in close proximity to students while monitoring their learning and behavior; it can also avert problems from occurring too. Classroom rules are effective when served as an expectation for students with the consistent reward or punishment to follow each one.

OTRs (Opportunities to Respond) allow for active student participation; when students are connected to the environment they are less likely to act out. Contingent praise shows verbal enhancement to students for their actions. Feedback and error correction is an individualized aspect for students to be evaluated and critiqued for self improvement. And finally, good behavior games are intended to evaluate abilities and disciplines of students, create a rewarding environment for students, and keep behavior to a comfortable state so everyone gains the most from each day of school. These implementations of classroom management can easily be adapted per classroom setting. Sometimes it is even an additive for a teacher to have an outside person help in orchestrating a classroom management plan, for more eyes can see the less unseen.

Reference:

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        Effective instruction makes a difference. *Teaching Exceptional Children*. 40:6 2008, 24-30.

Want more Technology Tools in your Classroom?

Hollyann Colson
Alpha Beta Chapter

Eastern Kentucky University

Have you ever wondered where all those computers, printers, hardware, and software came from in your high school business classes? No, it did not come from funding from the school, county, or even state. Those items came from the federal government via a law entitled Perkins. Carl D. Perkins federal funding supports Career and Technical Education (CTE) programs to improve curriculum and technology. It also provides opportunities for students in grades 9-12 to pursue specific career and technical training of their choice. Perkins funding pays only for non-consumable goods such as technology. This means that you can buy a printer with the Perkins money, but you cannot buy the ink or paper for the printer. All equipment purchased with Perkins funds must be for student use or utilized in instructing students in the classroom. A teacher's educational costs which are

directly related to their CTE program area are an allowable expense. Course work necessary to enhance teacher knowledge directly related to CTE curriculum improvements or student instruction is permissible.

For accountability purposes, every year you must fill out a form called TEDS. TEDS is a state tracking system that is kept to show growth/improvement in the students in your classes. All students are classified as one of three categories: exploratory, preparatory, or completory. Exploratory students have had one or two classes. Preparatory students have had three or more classes in the business department and completory students have had four classes in a sequence/pathway. Your Perkins money is based on the number of completory students you have.

Perkins does not only apply to the business department. It also applies to all other subjects that are not part of the state requirements such as English, Math, Science, and others. Departments that are covered under Perkins are Agriculture, Family and Consumer Sciences, Marketing, Health, and any other vocational studies departments. Other than TEDS, you must have a student organization for each of these departments. So if you enter a school as a business teacher and your school does not have FBLA, it is your responsibility to start one so you can get some of the key supplies for your classroom. Not only will Perkins pay for technology, it will also pay for an organization to go to a competition, except the registration fees for the students. It will pay for the sub to come in and teach your classes and for the bus driver to take you and your students to competition.

As you can see, Perkins is a very big part of your daily routine at the high school. It is very important for you as a business teacher to be familiar with Perkins and TEDS inside and out. You need to look carefully at all the requirements and make sure you comply with them.

One Size Does *Not* Fit All

Karen Blackburn
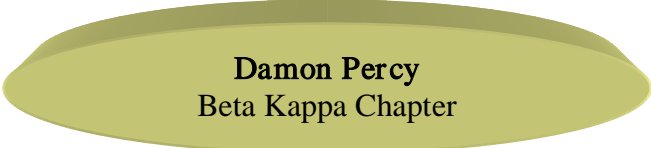Alpha Pi Chapter

Mississippi State University

Every human being is created uniquely different from the next. The proof is in our very fingerprints, as no two sets of fingerprints are identical. This truth should shape every unit plan, lesson plan and activity we create as teachers. We should recognize and understand that no two students learn alike or process information the exact same way. As teachers and instructional designers, we must be aware of our students' personal learning preferences and cater lessons to correspond with those learning preferences. Creating lessons that are student centered is crucial to ensuring student motivation. As educators we must get away from the "one size fits all" mentality and begin to think of students as individual learners. What works for one student may not work for another. By differentiating instruction, we are allowing students different ways to acquire and process knowledge in a way that suits that individual.

The first and most vital step in differentiating instruction is pre-assessment. This will help determine student's learning styles and preferences. There are several types of tests available that will help teachers assess what methods work best for their students. It may be a good idea to write the students learning styles by their name in the grade book as a constant reminder of their specific learning preference. Also by doing pre-assessment, teachers can learn student's prior knowledge of content. This will help accomplish the main goal of differentiated instruction, which is creating engaging and challenging instruction for each individual learner. The student's mastery level dictates differentiating instruction as well. Teachers can differentiate content by creating activities according to the levels of Bloom's Taxonomy as they relate to the students prior knowledge of the content. Students who are unfamiliar with the content may be required to complete activities at the lower

levels of Bloom's taxonomy, while students with some mastery may complete activities in the higher levels that will challenge them.

Students acquire knowledge in many different ways. Some benefit from reading the content, while others need visuals, and others may need to manipulate objects with their hands to fully grasp the content. Whatever their preference may be, it is essential to plan lessons that will reach each and every student. I think this really conveys to the students that we care about their individual needs. Differentiating instruction is not a new concept, but it is one that is of the utmost importance for teachers to understand and carry out. Although it may be time consuming to create lessons that cater to thirty plus students at the same time, it is essential and vital to do.

A Reflection on Observing a Business Education Student with Hearing Impairment

Damon Percy
Beta Kappa Chapter

East Carolina University

Two equally important programs in the high school curriculum are business education and special education. Although they are quite different, they can be fused together to enable all students access to an enriched learning environment. With increasing focus on inclusion and mainstreaming strategies, this scene is becoming more and more common, and students with disabilities are routinely placed in regular classrooms where they receive accommodations for their disabilities. With technology improving on a daily basis, disabled students are being mainstreamed more easily so that they can compete on the same level as their non-disabled peers. In a report by Bridge Multimedia featured on www.Education-World.com, new strides of technology in the classroom and future opportunities are discussed.

In recent years there have been technological advances that have created numerous opportunities for students with disabilities. Assistive and adaptive technology can improve students' capabilities and can adapt content into appropriate methods for different students. Recently, in a field experience, I had an opportunity to visit a computer applications class in which a student with a hearing impairment was observed participating in regular classroom activities.

Here is one example of how a simple adaptive device assisted a student and compensated for his hearing impairment. For privacy purposes, I will call the student Paul. Paul is in the ninth grade and is fourteen years old. Currently, he receives the assistance of an interpreter three times a week and uses an FM assistive listening device. This special radio device allows the teacher to wear a radio microphone that then transfers the teacher's voice to a special receiver worn by the student. This enables the student to hear the teacher from on any distance in the classroom. Consequently, the student hears the teacher just as other students in the classroom do.

The only adaptation made for the student was the audio device described previously. However, in my observation, the student's participation in the lessons was practically non-existent. He was affably attentive to the lessons, but did not contribute overall to the class discussion. The student was very interactive with other students--but not so much with the teacher. However, I perceived this as normal behavior among all children in that age group, and basically there was no difference in what was occurring for Paul and the other students. The

way I saw it was that Paul appeared "normal" with the one exception that he had hearing problems. This fact is clearly seen as a benefit of mainstreaming.

In my observation, I liked the ability to be "invisible" in the sense that the students paid no attention to me. This allowed me to observe them as naturally as if I were not physically in the room. The only thing that I think I could have improved was on my part was that I probably could have focused a little more on all the class activities and not so much on observing Paul. However, even though I did lose focus, I do not think I missed anything significant. Even though the class knew that Paul had hearing problems, they and the teacher treated him as a regular student and was very accepting of him. I believe that this experience taught me that a child with exceptionalities can be treated like a regular student by peers and the teacher while still making a few unnoticeable accommodations for delivering the lesson.

Upon completing this particular observation, I believe that with the proper accommodations in the classroom any student should be able to compete on the same level as their non-disabled peers. Not only are physical accommodations important, but some changes in the teaching style can also be helpful. These changes may also help your entire class, which is an added benefit. In my observation, the only difference between Paul and the rest of the children was the fact that he was hearing impaired. With the assistive listening device, the problem was efficiently rectified. Therefore, Paul was just like a "normal" student in his learning. When he was with his classmates socializing, his private hearing aid allowed him to be able to converse with his classmates without problem. Consequently, two technology devices allowed Paul to be a "regular" class member, and I observed a situation where, with accommodations, a student with special needs did indeed fit into the mainstream.

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http://www.education-world.com/a_tech/tech/tech220.shtml

How can I best use the Internet in my Classroom?

Sara Chew
Zeta Eta Chapter

Kansas State University

There is a wide spectrum of resources on the Internet today. A large number of these resources have great value and can easily be translated into lesson plans for teachers. The article "How Can I Best use the Internet in my Classroom?" focuses on the three main processes that take place in a classroom—communication and collaboration, research, and publication—and how the Internet can be utilized in all three areas.

The first area to consider is communication and collaboration. This is a very important part of teaching because without communication, it would be very hard to learn. The Internet can expand classroom conversation to other classes and teachers. The Internet provides a great opportunity for students to interact with each other and to collaborate on projects. Students can use e-mail to talk about projects and find new information on a variety of topics that they might not have been able to access otherwise. With the Internet, communication between students and teachers becomes easier; it is a great learning tool that allows students to work outside of class.

Research is a very common topic in schools; however, the Internet offers students and teachers a new way to find materials and information. The greatest benefit is the large amount of information available to both teachers and students. A new approach to research is the availability of real data and simulations. Real data has always been available, but it has often been hard to find. With the Internet, real data is much easier to access. Simulations allow students to get a firsthand look at variables and data sets. The Internet has opened up a whole new world for research and the way that we find information.

In terms of publication, the Internet provides a way for students' work to be noticed by others. The visibility of the Internet allows students to get feedback on projects beyond the grade they received. By getting students involved—particularly those who find school difficult—the Internet can help the students be more productive. The opportunity to create a Web site and make their ideas public is very appealing to students. This is also a learning opportunity for them and helps them to become excited about learning.

When considering the use of the Internet in your classroom, it is important to remember the educational objective of the projects. It can be a great learning tool when you use it to your advantage. It allows students to have a form of controlled freedom while still staying within the curriculum.

The Internet facilitates active learning. The idea of active learning goes back to Socrates and was emphasized by such educators as John Dewey. Active learning puts the responsibility of working with data in the hands of the learners. One of the formats used by teachers to encourage active learning is WebQuest. This involves students in gathering data, thinking about data, and passing it on to others. WebQuest was developed in 1995 and is a format in which most, if not all, of the work comes from the web. It is an inquiry-oriented lesson format and how teachers are using the Internet to engage their students. Students are turning to the Internet more and more as their source of information. As teachers, we need to guide this use of the Internet.

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www.leehansen.com

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.

Below is a screen shot of the communication portal front page —

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As of October 2008
Please notify the National Editor of corrections and additions.

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