



HERE AND THERE

National Newsletter PI OMEGA PI



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

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A Message from Erin Goepfert

National Student Representative 2007-2009
University of Wisconsin-Whitewater

The end of the semester is now in sight! For some of you this means graduation is almost here. Congratulations to all those graduating, and I wish you the best of luck in the future. For others of us, we are another semester closer to graduation.

It was great seeing some of you at the National Business Education Association Conference in San Antonio, Texas. I really enjoyed talking and networking with all of you. I think we learned many valuable lessons from all the sessions we attended. The Pi Omega Pi National Council accomplished many things at the board meeting at the conference and are working towards making the Pi Omega Pi conference great.

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President's Report

Lana Carnes
Alpha Beta Chapter
Eastern Kentucky University

Congratulations to the top nine chapters in our 2007 National Competition! The following chapters were recognized in San Antonio:

1. Alpha Beta, Eastern Kentucky University
2. Beta, Northwest Missouri State University
3. Psi, University of Wisconsin-Whitewater
4. Zeta Eta, Kansas State University
5. Alpha Pi, Mississippi State University
6. Mu, Emporia State University
7. Alpha Chi, Eastern Illinois University
8. Chi, Indiana State University
9. Kappa, Indiana University at Pennsylvania

Next year will be Pi Omega Pi's biennial meeting at the NBEA Conference, April 8-11, 2009, in Chicago. To encourage all chapters to attend and participate in the conference, an incentive program is available to those chapters who meet all of the following criteria:

\$100-Advisor and students register for Pi Omega Pi Convention, attend social (Thursday evening), and attend two general sessions (Friday morning and Saturday morning), or

\$250—Advisor and students register for Pi Omega Pi convention, attend social (Thursday evening), attend two general sessions (Friday and Saturday mornings), give a presentation (Friday afternoon),

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I would also like to congratulate the top chapters in the competition. Chapters received points for *Here and There* submissions, activity report submission, national project, community project, local project, publication, and the annual activity report.

I also have made two goals for all of us to reach. The first goal is to have at least half of the chapters submitting the national, community, local, and publication projects. This year we had less than one-fourth of the chapters competing. This is not about who wins and who does not. It is about the things you learn and the people you serve while doing the projects. I will personally help any chapter who needs help doing the projects. I have had several years of experience from helping my chapter, and I have a national council who also are willing to support your chapter.

You can contact me at goepferteel3@uww.edu or at (608) 931-0996. We will also be having a panel at the Pi Omega Pi Conference with people who have a wealth of knowledge about these projects.

The second goal for us to reach is to have representatives from each chapter at the Pi Omega Pi Conference April 8-11 in Chicago, IL. It is held in conjunction with the National Business Education Association Conference. As you will see later in this newsletter, chapters will be given the opportunity to earn monetary incentive for meeting certain requirements at the conference. You will learn so much from the sessions and from each other as well as networking with people.

Please help me attain these goals and have a great summer!

Dates to Remember

October 1 *Here and There* deadline
December 1 *Here and There* deadline
January 24 Convention Proposals deadline
January 31 National Projects deadline
February 28 National Convention Attendance Form

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and attend at least one other presentation than their own chapter's (Friday afternoon).

Your chapters will receive a Call for Proposals in October with the proposals scheduled for submission in January. You can begin brainstorming ideas now for what your chapter might want to share with your Pi Omega Pi colleagues. This is a wonderful opportunity to gain professional development both as a presenter and as an audience member.

Many chapters are also focusing on recruiting new members. Remember that active members may be undergraduate or graduate students who are enrolled in a school with a Pi Omega Pi chapter and who meet the following requirements:

1. Intend to become a teacher of business subjects
2. Completed three semesters or five quarters of college courses
3. Completed 15 semester hours or 22 quarter hours in business and education subjects
4. Achieved a B or higher in all business and education courses.

Good luck to you as you seek to strengthen your chapters and to promote business education to new heights of fellowship, teaching, and research.

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.

October and December articles and news should be sent to:

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2007 Distinguished Service Awards

20 Years—Nancy Zelif
Northwest Missouri State University
Beta Chapter,

5 Years—Wayne Moore
Indiana University of Pennsylvania
Kappa Chapter

2007 Golden Awards

80 Years—Theta Chapter
Illinois State University

70 Years—Alpha Iota Chapter
Arizona State University

55 Years—Gamma Upsilon Chapter
Murray State University

25 Years—Zeta Eta Chapter
Kansas State University.

2007 TOP NINE CHAPTERS

1. Alpha Beta, Eastern Kentucky University
2. Beta, Northwest Missouri State University
3. Psi, University of Wisconsin-Whitewater
4. Zeta Eta, Kansas State University
5. Alpha Pi, Mississippi State University
6. Mu, Emporia State University
7. Alpha Chi, Eastern Illinois University
8. Chi, Indiana State University
9. Kappa, Indiana University at Pennsylvania

Congratulations!

National Council 2007-2009

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Chapter Activities

Beta Chapter

Northwest Missouri State University

As spring rolls in, the Beta chapter has successfully wrapped up the local district's FBLA contest. Members took on large roles in the grading process and witnessed first hand the talent this year's high school students possess. It was a very insightful experience as always and revealed tips on how to prepare our future students for business contests.

In a recent chapter meeting, members were recognized for their efforts in the FBLA contest, which was preceded by the introduction to three new potential members. Tim Avants, Amy Giebel, and Amy Fanning will be inducted into the Beta chapter on April 17. We are pleased to have them as new members

Kappa Chapter

Indiana University of Pennsylvania

The Indiana University of Pennsylvania Kappa Chapter of Pi Omega Pi has had a busy, yet fulfilling spring semester. First and foremost, we have four active members that are student teaching this semester and five new members that will be joining this semester. For both the student teachers and new members, we will have a student teacher/new member initiation dinner to recognize the hard work of our student teachers and welcome the new members on Tuesday, April 29, at 5:30 PM.

A few of our members also recently attended the National Business Education Association convention in San Antonio, Texas, March 18-22. At the convention they had the chance to attend different sessions to learn about the advances in technology and business education.

We have also been working hard planning a spaghetti benefit dinner for one of our fellow business students who was injured in a fire last semester. Throughout the semester we have planned the entire dinner, and it will be held Tuesday, April 22, from 4:00-7:00 p.m. All profits from the dinner will go to a trust fund that her family set up, and we are excited that we are able to raise money for her.

Overall, the semester has gone well, and we continue to participate in activities that benefit us and our community.

Psi Chapter

University of Wisconsin-Whitewater

As finals approach and the end of another semester is in sight, the UW-Whitewater Psi Chapter of Pi Omega Pi is busier than ever, planning end-of-the-year activities! Since February's *Here and There*, we have wrapped up a few things and have begun others.

At the end of February we held our formal initiation and welcomed the new members to our organization. There was a great member turnout and everyone enjoyed pizza and socialization with fellow members. Also on the last Wednesday of February, our Psi Chapter held its annual Business Etiquette Luncheon. Overall, this event was a great success, and we are looking forward to hosting it again next year!

Currently our members have begun selling Kringles again! This fundraiser is a great way for us to earn a little money. The money we raise will be used for several things such as, to help one of our members travel to Texas for the NBEA convention, as well as to help cover some of the upcoming expenses related to Pi Omega Pi activities for our members.

As we look ahead, our chapter has a few events that we are looking forward to! In a couple of weeks a good portion of our members will be heading up to Waunakee, Wisconsin to attend Wisconsin Business Education Association's Spring Seminar. This seminar will be a great opportunity to network and gain valuable knowledge regarding classroom instruction. Next on the calendar is going to be our annual end-of-the-year banquet. We will be combining POP, Phi Beta Lambda, and the Marketing Education Association to recognize the accomplishments of our members. Scholarships will be also be awarded. In addition, we are trying something new this year, which is to incorporate a student teacher panel into the evening's events. This panel is going to discuss with us their experiences as student teachers, and share some of their new wisdom! The last thing we currently have

planned for this year is a tour of Miller Park Stadium. The purpose of this tour is to give our members an idea of how the business aspect of a baseball stadium operates. To add some extra excitement, our group is going to stick around to watch the Milwaukee Brewers play a game.

As you can tell, we have a full schedule planned! Our members are excited about these events and continue to find ways to contribute to business education. We are excited to learn about what other Pi Omega Pi chapters are doing and what they have planned!

Alpha Beta Chapter

Eastern Kentucky University

The Alpha Beta Chapter thanks each member for their hard work over the past year. We offer our congratulations to all of the chapters that placed at conference this year in San Antonio. We are looking forward with great excitement to the conference next year in Chicago!

Alpha Beta is planning an initiation on April 9, 2008, when we will be welcoming several new members into our chapter. We know that they will be a great asset to Alpha Beta and the teaching profession!

In March, a few of our members traveled to a local high school to participate in FBLA week. We covered topics about the business programs that Eastern Kentucky University offers as well as a little insight into the college life. Our mission was first to get students interested in attending college. Our second mission was to recruit some students to join the college of business. The students were very attentive, and a few have made contact with our dean about information for our college of business. The Alpha Beta Chapter thanks our local FBLA leaders for inviting us to their event.

Alpha Beta Chapter, always looking to the future. Enjoy your summer!

Alpha Pi Chapter

Mississippi State University

The Alpha Pi Chapter at Mississippi State University is off to a great start this semester. The chapter has started brainstorming ideas for local, community, and national projects. The chapter has planned a Honors Reception on April 3, 2008, for the three graduating members. The chapter also plans to initiate one new member during the reception. Dr. Connie Forde, the advisor of the chapter will announce the 2008-2009 recipients of the Technology Teacher Education Scholarship, the NBEA Award of Merit, and MBEA Award of Merit.

Beta Kappa Chapter

East Carolina University

The Beta Kappa Chapter of East Carolina University is working on planning their Spring Awards Banquet that will be held on April 27, 2008. We will be giving out service awards and scholarships to our members. We are also working on our newsletter to send out to all of our alumni and members. Two of our members attended the NBEA convention in San Antonio, Texas. They thoroughly enjoyed the sessions and workshops and are looking forward to competing next year in Chicago Illinois at the Pi Omega Pi biennial convention. Congratulations to the Pi Omega Pi winners this year. We enjoyed grading your projects.

Member Articles

Your First Year of Teaching

Melanie Rouse
Beta Chapter

Northwest Missouri State University

Remember your first day of school? All of the new sights and smells were scary, yet at the same time, so exciting? You were alone in a sea of strangers' faces. Your kindergarten teacher became your surrogate mother and occasionally you or one of your fellow classmates slipped up and called her "Mom."

Flash forward to your first day of teaching. All of the new sights and sounds are still scary, but even more intimidating is the fact that you are the teacher. You hold the power to control the dynamics of your classroom. Are you up to the challenge? Will the instruction and counsel of your college professors come back to you when faced with an unruly student? Does your classroom management plan consist of the proper elements for creating a community of learners in your room? Did you pay enough attention in your college classes to actually educate your students, or do you feel like you are still play-acting as a teacher?

Fear not. There has never been a better time to be a teacher in the sense that the Internet brings you a world of information in the form of lesson plans, activities, and the ability to network with your peers. Use this resource to glean information from those teachers who are willing to share their time and talents. Join professional organizations and Internet list groups whose intent is to aid teachers in their quest to involve students actively in their learning processes. Find methods to engage the students in facilitating their own learning by being well prepared for your classes.

The school building is filled with individuals who care for the students' well-being and who are genuinely concerned with the students' progress. Network with school personnel, from the custodian to the lunchroom worker, to find ways to reach the student who appears to be unreachable. Volunteer to chaperone the dances and attend school activities. This gives a new teacher some additional bonding time with the students.

Allow yourself plenty of time for sleep. With the first or second year of teaching comes all of the class preparation that veteran teachers have already organized. Don't spend a lot of time "re-inventing the wheel." Use the resources available. Most textbooks have on-line test banks, PowerPoint presentations and activities which are easily accessible. Be prepared for your lessons, but with as much of your time as possible, get to know your students.

As you may have discovered, time has a way of flying by. Your first year of teaching will soon become your tenth year, and the fear and trepidation will be just a distant memory. Enjoy the career you have chosen as it is a noble one with many rewards.

The Minsky Model

Jeremy Firster
Chi Chapter

Indiana State University

Throughout history there have been many cases of economic turmoil. Although different as they may be, Kindelberger and Aliber have pointed out in the fifth edition of *Manias, Panics, and Crashes* that there is a connection between several of them. Named after Hyman Minsky, the Minsky Model tries to prove that many problems with the markets are from the pro-cyclical changes in the supply of credit. The steps to the Minsky Model are: an initial displacement followed by increasing speculation which leads to a euphoria. A surprise

event happens which then puts the economy in distress, which leads to revulsion and liquidation. Unlike mechanical models, however, the Minsky Model depends on how people react; each stage does not automatically happen and may not happen at all.

During the displacement stage, initial optimistic development backed by an actual event that occurred affecting at least one sector that is large enough to affect the entire economy. Investment is solely based on the new events. In speculation, future profits begin to enter the equation for why people invest. There is still some sound economic basis to investing though. A problem that begins to develop is that it is irrational to believe that the price of the asset will just increase because it has been doing well in the past. Increases in the supply of credit begin to form; external funds start to enter the picture from different areas of the economy. Things that were not considered acceptable as means of payment are now beginning to be used. Instead of only accepting money, there are many forms of payment being accepted, such as asset-backed papers known as commercial paper. A paper trail (economic growth based off of appreciation) is formed that gets passed on from person to person.

The next stage, euphoria and overtrading, occurs when the asset is being bought solely due to the increase in price. There is no rational data that is looked at during this time. This increases the price even more, which creates even more hype. A phenomenon known as a bubble—a rapid, unsustainable increase of price which leads to a level that will ultimately fall—is formed. In order to be considered an actual bubble, the high leveled price must be in effect for over 15-40 months; anyone can make a positive return in this stage including investors without any knowledge. Credit has expanded greatly in this stage in order for people to have funds to invest. The money supply has become very elastic. Financial Institutions eager to make a quick profit will make asset-backed papers (commercial papers) and treat them the same as cash.

Everyone is happy because everyone involved is making a profit as long as the asset price continues to rise. As far as they can tell, it is good times for all. This euphoric period can lead to a mania, where many people start investing because of the belief that the price will increase in a certain asset. As the price increases, more and more people will “jump on the band wagon” to try and make a profit. This is the pattern of the formation of a “bubble”, an unsustainable increase in the price of assets. All of the loans that people are getting to invest are being paid off by the returns from the investments. This leads me to a point where types of financing need to be considered.

There are three types of financing, hedge, speculative and Ponzi finance. These are types of financing that is based on how well debts owed are covered by revenues earned; the increasing risk for bankruptcy is additionally explained. The hedge financing strategy is where your revenues cover all debts. Speculative finance is when the revenues cover only some debts.; more loans are needed to cover the rest. Named after Charlie Ponzi, Ponzi financing is when investors are promised very high interest rates in return. Ponzi Finance is a strategy that ultimately comes to an end. There is an initial satisfaction when high rates of return are made to the first lenders. Many people take out loans in order to invest. It is important to know that investors are investing because it is known to make money. It only works when there is more money coming in than going out. As soon as there is more debt than revenue it is very hard for the investors to pay off any loans; bankruptcy is soon to follow.

Going back to the model, everything is going great in the euphoria stage, loans are being paid off and everyone still has money left over, until the next stage, a surprise event. This is the stage when things start to go bad. There is what is called a “shock to the system.” Something bad happens to the sector that had been performing well which causes the asset price to start declining. The surprise could be a quarterly earnings report that shows lower than expected growth. As the economy booms the supply of credit is expanded as well as different acceptable means of payment. Financial institutions will relax their requirements to not miss out on the opportunity to profit off of the increase in demand. By doing so, riskier loans are made as well as chances. If the price of assets continue to rise then so will the number of loans.

As the economy slows, companies that were in one financial level start to move down into the next level. Now more and more people are unable to cover their total debt. How does this happen? If everything is going great, then why is there a sudden burst of the bubble?

The answer is that in the stage of euphoria, many people want to make money. From households to investment bankers to credit agencies and everyone in between; greed takes over. When this happens and certain expectations from companies are made from economist and investors, companies are prone to “tweak their numbers.” An example of “tweaking” is not stating their actual revenues and liabilities on their financial statements. Another is advertising false information and saying that their outlook is much better than it really is. If you think this is a problem, you are right.

Whichever the case may be, confidence is starting to decline. There is some realization that the reasoning for investing was not on a sound basis to begin. Now the model moves into the distress stage. This can be the beginning of a financial crisis. A financial crisis arises when revenues cannot cover the debts. In this stage, investors start to sell their assets to try and pay off their debt as quickly as possible. Distress is formed when the sale of said assets cannot cover the debt totally. As many people become distressed seller, confidence from both investors and lenders continues to fall. Everyone that has profited from the bubble is starting to feel a negative effect.

This situation could get bad enough that the distress period will move into the revulsion stage. Just as there was a euphoric period where investors were buying due to an increase of price (speculation); this stage is where investors sell due to the expectation that the price will decrease. Also known as a panic, this stage can be easily described as the period in which mass amounts of people begin to sell off of irrational thinking. Revulsion can lead to massive liquidation where several people want their money really fast. Not only will they want money from investments, however, many people want all of their money and put it under their bed (or something to that effect). In our current system of fractional reserves there are just not enough funds to fulfill a large demand for liquidation in a very short period of time. This high demand could ultimately cause a run on banks, which means that certain banks could become bankrupt in order to fulfill as many money orders as needed.

Other problems associated with liquidation are that the definition of money becomes more restricted in the distress and revulsion period than the euphoric period. When this occurs, other forms of payment that were backed by the once high price of assets are now devaluated to such a level to where it looks as if the economy, as a whole, has taken a large hit. The sector that had improved the economy so much can ultimately lead to what causes its crash. A crash is when the overall value of the market decreases by a significant amount.

If the Minsky Model were to happen, and as history shows it has regularly in the past, all those involved would benefit from a bail out system. Known as the Lender of Last Resort (LLR), this is the act of increasing the supply of money in order to prevent the sale of assets. Since the supply of money cannot be controlled, the contraction of money must therefore be watched instead. The LLR can take on various forms; it could be the Federal Reserve Bank, a group of private financial institutions, a group of regional banks, etc.

The LLR has to act at the right time and with the right amount of funds. If the LLR were to give a warning that things were going badly (i.e. try to stop the sell of assets) too soon, they could very well cause exactly what was trying to be prevented, a panic ensuing which frightens many individuals to liquidate assets quickly.

The future effects of an LLR can be somewhat reversing the present effects. If an LLR bails out an economy for acting irrational, what is there to learn? This could create a trend of riskier investments and less responsible moves. People could have an attitude that there is not much risk involved since there will be an organization somewhere to fix things if they were to go badly.

With this in mind, the current crisis always outweighs future “what if” predictions. Historical data has proven that the LLR will step in to do something. Once a given economy turns for the worse, there is a feeling as if “something should be done about this now; what happens in the future is not what is happening now.”

Traditional models do not take into the effect the elasticity of money, which may be its main downfall. Another flaw in traditional supply and demand models is that many of their predicted returns are based off of paper trails (economic growth that has not an economic link). A third problem with these traditional models is that they do not account for possible declines. The current housing market crisis we are in, for example, was based off of data that shows upward movements of asset prices only. The models should show that there is also times when there will be decreasing trends as well in order for it to be more precise.

Many would argue that the Minsky model cannot be accurate because there are no two crises alike. What history has shown us is that although each crisis may be different, the structure in which they occurred was the same. There is a high demand for an asset; and in order to meet it, more money is created. However, each time a bubble is formed, irrationality overcomes rational thinking. People will say that “this time things are different,” which is true, the same situation has not occurred. What has occurred is the process of increasing credit during economic expansion and decreasing credit during economic decline.

Professional Development—What’s In It for You?

Melissa Simpson
Kappa Chapter

Indiana University of Pennsylvania

The sessions offered at the NBEA conference provided a great source of professional development, but also an introduction to many wonderful teaching strategies for both students preparing to be teachers as well as teachers already in the field. The importance of professional development is often over looked by pre-service teachers. Attending many wonderful sessions helped to give, those students who attended, a look into their future classroom and career. “The importance of professional development cannot be overemphasized, especially in a field as vital as education. Only by continually arming yourself with the latest research, techniques, and knowledge in the profession can you hope to stay effective in your career” (schoolcounselor.org, 2006). If students can discover to appreciate the learning opportunities provided by professional development, they can understand the need to be active in organizations, like NBEA, once they become business teachers. Educators have the best insight into the world of education. Conferences and professional development opportunities allow students to network with educators to gain insight into the field of education.

The Pi Omega Pi breakfast was a great way to meet other students and advisors. Remember next year is the Pi Omega Pi year in conjunction with the NBEA Convention in Chicago. Plan now to attend this outstanding meeting and gain from this opportunity to make a professional presentation.

San Antonio was an amazing place to visit. For those of us from Pennsylvania, it provided a wonderful escape from the winter cold. The Alamo and Riverwalk provided great entertainment and history. The success if this conference only builds excitement for teacher education and the importance of professional development.

Citation

(2006). Professional Development. *American School Counselor Association*. Retrieved March 31, 2008, from <http://www.schoolcounselor.org/content.asp?contentid=129>

Technology and Students with Special Needs

Amy Beetstra
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University of Wisconsin Whitewater

As soon to be business teachers, technology will play a large role in our daily lesson plans. Whether we will be using technology every day or once a week, a consideration that we will need to address is how to accommodate for students with special needs. Therefore, it is important to be aware of the technology that is available for students with special needs. This article discusses this issue and talks specifically about a school in Hillsborough, California.

The Bridge School in Hillsborough began “to look for ways to expand its TACLE (Technology for Augmentative Communication and Learning Enhancement) program” in 1992. This program was intended to give students with limited speech ability and physical impairments the opportunity to participate through the use of technology. Since 1992, this program has expanded itself to other school districts and is continuing to find ways to grow. To become a candidate for the use of these technologies, a teacher must suggest you for the program, and it could take up to two years to finish the process of observation and experimentation of different devices. Two of the technologies used are DynaVox and Dynamo, which are both keyboard-type devices that make a digitally verbalized response when the student types in certain keys. The use of these devices allows the students with special needs to participate in the class discussion. As one would imagine, positive effects on student learning result.

There are several different types of technology available that can be used for various special needs, such as hearing impairments, reading disabilities, students who struggle with reading, etc. These technologies will greatly help enhance the students’ ability to learn as well as increase motivation and the students’ sense of control. Collaboration with other teachers will be helpful if/when trying to implement a new technology. Also, the author advises that teachers should make sure to participate in training from vendors or at specialized conferences as a way of making the best use of the technology. Although this article only addresses a few types of technology for special needs, there are actually several different versions and adaptations available to suit various disabilities. The benefits of technology can be immense and with a little bit of knowledge everyone will be capable of applying technology as a way of enhancing student learning.

Five Essential Survival Tools for Student Teachers

Treva G. Macy
Alpha Beta Chapter

Eastern Kentucky University

For those students preparing to embark upon the journey of student teaching, there are a few essential survival tools that you must have with you at all times. To be more precise, you should carry five essential tools.

- 1) Bring your PROFESSIONALISM. Being professional is essential to your success as a business educator. It encompasses your attitude about your profession and how you conduct yourself with your students. Some student teachers are only a few years older than the students they will be teaching, so dressing the part of a professional will be vital. Leave your jeans and your t-shirts at

home! In order to gain the respect of your students, you must present yourself as worthy of respect and be the personification of a professional.

- 2) Bring your **KNOWLEDGE**. You **DO** know more than your students. Your job is to use the methods you have been taught (and some you may develop on your own) to open doors for your students. It is the purpose of an educator to enlighten and encourage students.
- 3) Bring your **CONFIDENCE**. Confidence can often be the most elusive item that must accompany a student teacher. You may feel anything but confident, but remind yourself that you should “**APPEAR**” confident. Your students will believe that you are if you conduct yourself in a professional, confident manner.
- 4) Bring your **WILLINGNESS** to learn. Yes, learn. Believe it or not, you will learn from your students. You will come to see them as individuals and not just a part of a collective group. You will realize that they have hopes, dreams and fears much like your own.
- 5) Bring your sense of **HUMOR**! This is probably the most important of all the essential survival tools. Realize that no one is perfect (even you). If something unexpected happens or things are not going as you planned, find the **HUMOR** in the situation and employ it. It will make you a real person to your students.

Student teaching can be a scary experience and having the essential survival tools with you can help not only you survive the experience, but your students as well. The five essential survival tools professionalism, knowledge, confidence, willingness, and humor should accompany you to your student teaching assignment (and your future teaching assignment) daily. These tools will become sharper and more precise each time they are used. Remember these essential survival tools and keep them tucked away with your ruler and red pens.

The Teaching Internship

Tierra Evans
Alpha Pi Chapter

Mississippi State University

The teacher internship is one of the most valuable experiences for a pre-service teacher. The teacher internship allows the pre-service teacher the opportunity to spend sixteen weeks in a traditional classroom setting. During the course of the internship, the pre-service teacher assumes full responsibility of the classroom. The transition from college student to teacher intern occurs fast in that setting. The internship allows the pre-service teacher to encounter first-hand situations. Below is a list of tips for surviving your internship:

1. Overplan for a day's lesson. The majority of discipline problems occur when students are not working or on task.
2. Plan engaging activities using a variety of instructional resources. Students are responsive to engaging activities in which they can relate.
3. Stay organized. Establish a good filing system. It is very difficult to keep up with over a 100 graded assignments.
4. Develop policies for makeup work. On the first day consult with supervising teacher and learn his/her policy. State the policy to the students and adhere to the policy. Handling makeup work at the end of a nine week/semester is stressful and inconvenient.

5. Establish classroom management. Stand your ground. Remember you are not there to make friends with the students. Create a positive learning environment by implementing a classroom management plan.

Technologies to Enhance Learning

Ashleigh Phillips
Beta Kappa Chapter

East Carolina University

Digital Communications Systems is a key component of the North Carolina high school curriculum. Many of the student interns at East Carolina University are exposed to Digital Communications Systems either through their observation periods or through the Senior I and Senior II internships. The curriculum is varied, but one of the key components is the unit on alternative input devices. It provides the students with a chance to “peer into the future.” However, the future is now. A few of the unit objectives are:

- Define input
- Explain the uses of current and emerging alternative input devices
- Explain the uses of handheld devices
- Use handheld devices to input, transfer, and share data
- Describe different mouse types and how they work
- Summarize how pointing devices work
- Explain how voice recognition works
- Describe various input devices for PDAs, smart phones, and Tablet PCs
- Explain how a digital camera works
- Describe the uses of PC video cameras, Web cams, and video conferencing
- Discuss various scanners and reading devices and how they work
- Summarize the various biometric devices
- Identify alternative input devices for physically challenged users

Many of the devices introduced are, in fact, already in use. It begins with an introduction to the alternative input devices, and associated vocabulary. Some of this is review for the students as they have already completed a unit on speech recognition software and already are familiar with the keyboard and mouse. New to the students are devices such as barcode scanners, interactive whiteboards, and Global Positioning Systems. Along with the introduction of devices comes a demonstration of devices such as the handwriting tablet and flatbed scanners. The students are then allowed to use the device. The initial stages of the course are designed to introduce students to technology that they might not otherwise be exposed to as well as allowing them to become more familiar with digital cameras, touch screen technology, and web cameras. Practical, hands-on experience adds value to the lesson as they use each device to complete small assignments.

Students also search the web to find information about handwriting tables and biometric devices. As they search for information they fill in their answers on the worksheet provided by the teacher. This lesson not only teaches lessons about the devices, but it also gives students experience at using the world-wide-web as a

research tool. Questions posed to the students included ethical concerns about the use of certain biometric devices. These questions led to discussions among the students as they found themselves coming down on both sides of the debate. When a teacher can get students to discuss their points of view and construct valid arguments the lesson can be considered a success.

Finally the students are given a project where they are assigned a specific device and must create a presentation to teach the other students about the device. One of the newest technologies is the so-called Sync Technology used in many new cars. A student researched the technology and presented a PowerPoint slide presentation to the class. Included in the presentation was information on how it works, the different manufacturers, technical specifications, and the cost.

Students come away with an appreciation of alternative input devices and realize that the mouse and the keyboard are the simplest ways to input data into a computer. They incorporate the internet, digital cameras, presentation software, and their own imaginations as they learn about alternative input devices. The unit generates a lot of interest on the parts of the students and leads them into a technologically advanced world as they graduate from high school. Digital Communications Systems is a class that many business educators may have to teach. Future educators must have knowledge of new technologies and know how to implement them into the classroom.

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.

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As of April 2008

Please notify the National Editor of corrections and additions.

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