



HERE AND THERE

National Newsletter PI OMEGA PI



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

Volume L

February 2007

Number 1

A Message from Allie Holtzer
National Student Representative
Brookfield East High School

Happy New Year! I hope everyone has had a good start to the second semester. Hard to believe we are half way through this year already.

As you may know, the National Student Representative position will be up for grabs at this year's Pi Omega Pi Biennial National Convention. It is not too late to run for the position; see your advisor right away if you are interested!!!

I would like to encourage anyone who enjoys traveling, learning valuable skills, and meeting other educators to apply for this position. While being the National Student Representative, I have traveled to Anaheim, Tampa Bay, and I will see you all in New York this April. While attending the NBEA conferences, I have learned skills and techniques that help my students and help me as a teacher. One of the best perks to this job is the networking that takes place. I have had the opportunity to meet many secondary and post-secondary business educators from different parts of the country and have acquired great ideas from them.

I am looking forward to seeing all the chapters represented in New York and cannot wait to see the student presentations. Don't forget the Thursday night social as well; it's going to be a fun one!!!

President's Report

Thelma King
Gamma Phi Chapter
North Carolina A&T State University

It is February and we only have a few weeks before the conference in New York. It is quite an exciting time. I am sure that chapter members are busy fine-tuning presentations and going through the NBEA program to select sessions to attend. Several chapters have submitted proposals to present. I am really excited about attending many of the presentations.

We are looking forward to welcoming all chapters and sponsors at the social on Thursday evening from 5-7 p.m. Don't forget this year's one-time incentive program outlined below:

- \$100 – Advisor and students register for Pi Omega Pi Convention and attend two general sessions.
- \$250 – Advisor and students register for Pi Omega Pi Convention, attend social, two general sessions, at least one other presentation (than the one given by their chapter), and give a presentation based on an accepted proposal.

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**National Business Education Association Conference
And Pi Omega Pi Biennial Conference**

**April 4-7, 2007
New York City, New York**

Future Business Leaders of America

Future Business Leaders of America-Phi Beta Lambda is a nonprofit education association of students preparing for careers in business and business-related fields. The Association has four divisions:

- FBLA for high school students
- FBLA Middle Level for junior high, middle and intermediate school students
- PBL for postsecondary students
- And the Professional Alumni Division for business people, educators and parents, who support the goals of the Association

The FBLA-PBL Mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

Celebrate FBLA-PBL Week—Feb. 11–17

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:

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President's Report

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Bring your cameras, notepads, comfortable shoes, and an open mind so that you will be able to enjoy the Pi Omega Pi and NBEA conference along with all the other events and activities that the Big Apple has to offer.

Thanks to all of you who continue to submit timely and informative articles to this publication. The innovative tips and ideas are invaluable to new and seasoned teachers.

Chapter Activities

Beta Chapter

Northwest Missouri State University

The Northwest Missouri State University Beta Chapter has had a very busy start for the spring semester. The main discussion now is making final plans for the trip to New York City. The Chapter would really like to take part in site seeing while in the "Big Apple." As the national judging chapter, the members have been very busy judging national projects. The Beta Chapter is also busy getting ready for high school business contests that will take place on the Northwest Missouri State University campus in March.

Psi Chapter

University of Wisconsin Whitewater

The University of Wisconsin-Whitewater Pi Omega Pi Chapter met on November 16, 2006, for a bowling social. The social took place in Whitewater, WI, at the Hawk Bowl. As an organization, Psi Chapter invited the Marketing Education Association to partake in the event. The bowling social began at 6 p.m. and went until approximately 8 p.m. Psi Chapter had an attendance of five members along with four Marketing Education Association members. Professor Marcia James, our advisor, also joined in

on the activity. During the social, pizza was served and enjoyed by both organizations. The teams were split evenly, having members of each organization on each team. The teams also had bowlers with varying abilities ranging from high to low scorers. Both teams bowled two games ending with each team winning once.

The evening was very relaxing and entertaining for the organizations. Psi Chapter plans on hosting another similar social again in the near future. Future activities or socials that may take place by the Whitewater POP are a homemade pizza making contest and another bowling social.

Alpha Beta Chapter

Eastern Kentucky University

Alpha Beta Chapter has been very busy since the last report. Projects were finished and mailed, a major fundraising project was completed, the annual report was created, and several members started student teaching. What an exciting time to be a future business educator.

Alpha Beta Chapter hopes all chapters are as excited as we are about our national convention in New York City! All the hard work will be definitely worthwhile when we meet to learn and have fun together!

See you in the Big Apple!

Alpha Pi Chapter

Mississippi State University

The Alpha Pi Chapter has been extremely busy this spring semester. Since the beginning of school, the Chapter has been working on the project reports, the proposal for presenting at the national convention, and has started brainstorming about fundraisers. The Chapter proudly graduated two members in December and one is working on a Masters degree in the Department of Instructional Systems, Leadership, and Workforce Development. Alpha Pi has one student member who is interning this

semester at a nearby vocational center and is having a wonderful experience. The Chapter is very excited about traveling to New York and looks forward to the convention!

Beta Kappa Chapter
East Carolina University

The Beta Kappa Chapter of Pi Omega Pi held its annual winter social on December 10, 2006. Three new members were inducted at this social. Beta Kappans are busy getting ready for the upcoming 24th annual Atlantic Coast Business Marketing Information Technologies Education Conference. Members will assist in the registration process and logistical matters throughout the conference.

Zeta Eta Chapter
Kansas State University

The Zeta Eta Chapter held its end-of-the-year party and meeting in December. At the meeting, new officers were elected. All members are looking forward to the year ahead!

The Chapter just completed its Subway Value Card fundraiser. The proceeds from this activity plus an earlier fundraiser will help cover expenses for those members attending the NBEA Conference in New York this spring. The Chapter is currently putting together a presentation for the national conference. Planning for K-State's Open House is now underway, and the Chapter is designing an activity for this event to help promote Pi Omega Pi and Business Education.

Member Articles

Establishing Connections

Ryan Johnson
Beta Chapter

Northwest Missouri State University

New business educators need to establish connections with experienced business teachers and other professionals to help prepare for a successful career. Connections can be established in a variety of ways. It can simply be whom you know!

A new business teacher could already have great connections, just because they know a lot of professionals that are involved in education. New teachers can use their peers as connections, too. A great way to start establishing connections is through student teaching. Find a school that is a good fit where one can be successful.

Connections can be used for learning about new job openings and as resources in daily teaching. Missouri business teachers can join a discussion list sponsored by the state department of education. This web site is <http://lists.more.net/mailman/listinfo/mo-bused>. Business teachers can subscribe to a discussion list that connects business teachers to each other. Once subscribed, emails about teaching strategies and professional opportunities are posted. Business teachers from across the state are discussing strategies. One can post questions, and responses will be posted for all subscribers to read. This is a great way to get information. Many other state business organizations sponsor similar discussion lists.

These connections between business teachers serve as a "two-way street" where the new teacher can learn from the experienced, and the experienced teacher can learn from the new. While student teaching, I showed my cooperating teacher how to properly setup and orient the SmartBoard. She has taught me that typewriters are not quite obsolete, too. This is a perfect example of new and experienced teachers teaching each other.

Use your resources and establish those connections with business teachers, peers, and professionals. Connections are important in professional growth!

Haves and Have Not's

Amanda Willis
Chi Chapter

Indiana State University

In Indiana there is no such thing as a Keyboarding class in the high schools. So, what do we put students in who have not had a Jr. High computer class? Indiana is calling it Digital Communication Tools, or DCT. DCT has a focus around all types of input and ways to use it. This includes voice recognition, handwriting recognition, and even how to use the input on a PDA device. Here's where the problems begin. Many schools do not have the hardware, not to mention the software, to be able to teach these new input techniques in their classrooms. All around the state business teachers are getting trained and schools are trying to upgrade. I have been able to see two very different scenarios on how to resolve these issues.

The first is a county school northeast of Indianapolis¹. They sent their business teacher to a training seminar to learn how to teach this new course. They also had a very supportive principal who wanted this class to grow and be successful (he's my dad). He worked very hard to find funding to provide options for the new class. They debated two alternatives: buy five or six of each input device and have the kids rotate through, or buy a whole classroom set of just a couple input devices and teach them to the class as a whole. They decided on buying a classroom set of handwriting tablets and Dragon Naturally Speaking. By the middle of November both additional forms of input were up and running.

The second school I have been exposed to is about 45 minutes east of the first². They are about the same size, with over three times as many business teachers (and I am part of that staff as a student teacher). One of them is even a state trainer for DCT. Even with a very strong business program, last semester they did not have any additional hardware or software to be able to teach new input techniques to their students. This was due to two issues: (1) headsets being put on backorder, and (2) not enough funding to buy multiple forms of input devices all at once. It is currently past the three week mark of the spring semester and they are waiting on headsets to arrive so the students can start learning voice recognition. They, however, are not going to be using Dragon Naturally Speaking, but simply Microsoft's built in voice system. They are also planning on working with Microsoft OneNote, which has been installed in one of the labs.

Both of these schools are working through the DCT curriculum, but using very different technologies. Many times the options are due to money restrictions for the corporation. That is when, as a business teacher, it is our job to look at the programs we are teaching and make very critical decisions on what is more important and beneficial for the students. There are many options: PDAs, Tablet PCs, Microsoft software, Dragon Naturally Speaking, etc. Look at your resources and your needs and have fun. This "new" technology has a lot of potential.

References

¹Charles Willis, Principal, Shenandoah High School

²John Dawson, Head of the Business Department, Hagerstown Jr/Sr High School

Tricia Banwart
Psi Chapter

Get Real with Simulations and Group Activities ————— University of Wisconsin Whitewater

The modern day student has come to expect a level of performance from their teachers. Teachers of today have an added duty to make their curriculum and content interesting and fun, all while still keeping it academic. In order to help the present day changing student learn, a teacher must employ many techniques to help increase interest and knowledge of the topic.

In the article “High School Classes Getting More Exotic” from the Telegraph, it talks about how modern day students want to take courses they find interesting. Furthermore, high school students want to take courses that relate to real-life, or future areas of work. This can be very beneficial to Business and Marketing Education because these are all elements that work very smoothly into our content and curriculum. Two techniques that teachers in a Business or Marketing course can use to help the modern day student are in simulations and group activities. Students want courses where they can be active and experiment. Simulations would fulfill both of these attributes. The article “High School Classes Getting More Exotic” states how students want courses that “make learning more relevant and give students an edge”; business simulations can be just that. Simulations take an element of real world experience and make it available in the classroom. This technique allows for students to be active and use applied learning in a constructed real-world setting.

The second technique, group activities, can be used in the simulation, but in general group activities, when constructed appropriately, help students take some of the responsibility to self teach. This also provides a level of entertainment for the students because it is now their opportunity to keep each other engaged. If used sporadically, group activities, can help keep students excited and interested. Students would begin to have higher expectations of themselves and of their teammates and could begin to motivate each other within a group activity. Group activities can be used to help with real-world experiences or presentations on a research project. In the group activities each member can take on a role within the “company/organization” and can develop that position to add to the overall project. With both of these techniques, students will receive the relevance they thirst for and the knowledge that Business and Marketing teachers aim to provide.

Today’s classroom has to be more “exotic” as stated in the article. B&ME can use this element to help increase enrollment and the level of participation because of how smoothly applied knowledge works with it. The changing student can look to B&ME to be a course in which they can engage in meaningful activities that promote learning and show the relation from the classroom to the real world.

Work Cited

Hubbard, Julie. "High School Classes Getting More Exotic." TELEGRAPH 30 Oct. 2005. 31 Oct. 2005
<http://www.macon.com/mld/macon/news/local/13033324.htm>.

Improving Literacy Skills with Simple Techniques

Lisa Troxtell
Alpha Beta Chapter

Eastern Kentucky University

Statistics have shown that two-thirds of high school students read below the proficiency level (Combs 2007). For those students, courses are more difficult and their ability to find employment after high school also suffers. Half of the companies in the National Association for Manufacturers find that workers have deficits in reading and writing, and 78 percent of those companies believe that the schools are failing to prepare students for the workplace (Combs 2007). This is where educational professionals need to step in and incorporate reading and writing activities into our plans to improve student literacy rates. No matter what subject teachers are certified in, it is a teacher’s responsibility to help students learn, and students cannot learn if they cannot read and comprehend. Recently I have been introduced to techniques to assist students in learning new vocabulary words and ways to increase comprehension of material.

One simple way to help students comprehend the subject matter is by using a technique called “X Marks the Spot”. This technique helps students avoid passive reading by using visual codes. How it works is easy; give the

students an individual reading assignment, for example, a newspaper article from the Learning Network and New York Times. Then have the students use the following visual aides when reading:

- X means “I’ve found a key point”
- ! means “I’ve found some interesting, new information”
- ? means “I’m confused; I have a question about what this means”

After introducing the visual aides, tell the students that you want them to mark a specified number of each. After the students are finished reading, you can then use their findings and questions as starters for class discussion.

A technique for helping students with new vocabulary is “Word Storm.” Divide the class into small groups and give them a few vocabulary words, then have them find the words in the text and write those sentences down. Prompt the students to list what each vocabulary word reminds them of, and then list three people or occupations that might use the word. After the students have developed their own definitions for the vocabulary words, go over them and discuss the meanings of each. To help the students further grasp the meanings, have them write a sentence using the vocabulary correctly. This example could be used in any business or marketing classes, and is perhaps most helpful when speaking about career exploration.

As teachers, we tend to lean towards assumptive teaching and not realize that some of our students may not be at a particular level. It is our job to get them up to speed. Even though we have been thoroughly trained in the world of business, marketing, computer applications and accounting, we may have to go back to the three R’s and assist some students with reading and writing!

References:

Combs, D. (January 17, 2007). “Teaching Reading in High School – It’s Never Too Late!” Presentation at Eastern Kentucky University, Richmond, Kentucky.

Finding the It

Lindsey McKay
Alpha Pi Chapter

Mississippi State University

It has been said, “Professionalism is knowing how to do it, when to do it and doing it.” So armed with this definition, a solid education and a thirst for success, a student educator should be set, right? But wait... What exactly is “it”?

With its dedication to high ethical standards and devotion to the enterprise of instruction, the Pi Omega Pi chapter at Mississippi State prepares business education students to discover the “it.” Professionalism is more than knowing what to wear to the office. A six-figure salary or a fancy office doesn’t define it. Putting on a business suit and raking in the dough while sitting in your corner office will not make you a professional.

Professionalism is about possessing the skills for your job, but also an attitude that exemplifies a willingness to learn more. It’s about showing respect, civility and composure in the workplace and fulfilling your duties and commitments to others. A true professional prides himself on his integrity, whether he is a ditch-digger, a market analyst, a custodian or an attorney.

Becoming a professional doesn’t happen overnight; it is a learned behavior that must constantly be enhanced and improved upon. In the pursuit of excellence in education and instruction, the members of Pi Omega Pi are dedicated to finding the “it.”

Pocket PCs

Caitlin Allen
Beta Kappa Chapter

East Carolina University

Pocket PCs are small unique computers that have grown in popularity and have found themselves working their way into kindergarten through twelfth grade classrooms. More and more schools are integrating this new technology into the course curriculum. Pocket PCs are mini-sized personal computers that have many of the same capabilities as a normal desktop computer. These devices can provide students with endless opportunities in the classroom, as well as help create an excitement for learning. Handheld devices can be used to aid in instruction of lessons across many subjects. As the technology improves and becomes less expensive, handheld devices will become more common in schools.

Many teachers are finding unique ways to incorporate technology into their classrooms. Pocket PCs can be used to help students learn about time management. Many handheld devices have a Calendar and a Task feature in which the user can input appointments and tasks that they must complete. Students can keep up with due dates for assignments and make to do lists. Students can also set reminders on the tasks and appointments on the Pocket PC, which can prevent them from forgetting when certain assignments are due. Pocket PCs have the ability to access the Internet through wireless technology. Classrooms that have wireless capable Pocket PCs allow students to search the World Wide Web for an abundance of information. Pocket PCs can also be a great aid in teaching students how to work together in groups. Classmates can share their group work simply by using blue tooth technology to beam documents to one another's Pocket PC. Also, with the use of the handheld devices in the classroom, students can write down notes with the stylus while the instructor is teaching a lesson. The students have neatly typed legible notes to refer back to at a later time. All the students have to do is sync their device with their computer and print out the document. Teachers can also beam handouts to students' Pocket PCs. There are many areas in which teachers can incorporate Pocket PCs into the curriculum.

There is an abundance of programs available for the Pocket PC that can aid students in the learning process. Most Pocket PCs come equipped with Pocket Word and Pocket Excel. Students can complete typed assignments while they are sitting in their seats. In younger grades, teachers can assign students to write and keep a journal on the Pocket PC. This would save the school money by reducing the amount of paper being used. Students can use Pocket Excel to solve math problems. There is a program called Inspiration that could be very beneficial in planning essays. Students can use the program to create a web of ideas branching off from one main idea. This could help students with planning and creating a well-developed essay. Students can also create various types of diagrams, including cause and effect, family trees, and comparison diagrams. Another program that can be used in the classroom is called MyCheckBook. This software would be very beneficial in a personal finance class when trying to teach high school students how to balance their checkbooks and keep track of their money (Quick's, 2000). Having the appropriate educational software loaded, a Pocket PC can be a wonderful educational tool to incorporate into the classroom.

Pocket PCs can be an educational tool that aids students in learning new information, as well as creates a new excitement for learning. "Handhelds represent not just new opportunities for using technology but also new ways of interacting with information and learning resources" (Clyde, 2004). Pocket PCs can be used to help reinforce lessons in vocational classes as well as classes such as math, English, and science... The future of Pocket PCs is unknown; however, they will probably be integrated more into classrooms across the nation.

References:

- Clyde, L. A. (2004). Computing in the Palm of Your Hand. *Teacher Librarian*, 31, 42-44. Retrieved June 15, 2006, from ProQuest
- Quick's PDA Software (2000). Our Products. Retrieved June 15, 2006, from <http://www.thequickster.com/products/index.htm>

Do big businesses—including governments—operate with high ethical standards in today’s society? Some may say yes, but I have come to believe that in many circumstances they do not.

All business sectors are out to make money, but are they willing to do so with honesty, integrity and good service? For starters, let’s take the banking institutions. Why is that you go to a bank and make a cash deposit, and then it takes two or three days before it is credited to your account for your use? What does the bank do with your money? Now, if this were in the days before computers, I could maybe see it taking a day or two to post to the bank’s books so they could account for it in their facility. Today, however, we have high-speed computers that can do this in a blink of an eye. All banking systems are linked to the Federal Reserve, as well as other branches of the particular bank where you do business. Computers are working 24/7 with transfer of data capabilities in the nanosecond time frame. Why then does it take so long for the transaction to be recorded when it is a cash transaction?

I recently found out that part of this problem is due to the fact that the systems do not communicate with each other in an efficient manner. This, I think, is due in part to all the “corporate” secrets that companies are afraid they will reveal to a partner or others. It seems that with all the non-disclosure affidavits that employees have to sign, this would not be a problem. It is sad, though, that we have to do business like this and promise not to tell anyone about business practices.

In the “old” days, a handshake was all you needed. So how do we correct this problem in today’s business world? We have to teach our students about ethics and consideration for their customers or clients (depending on which term you wish to use). It is a vital part of business operations. All we have to do is to look back at Enron Corp as a lesson of bad ethics in business.

The bank can use your money for its own profit in the form of loans and grants, and they use these funds immediately, so as a customer, why can’t we do the same? It is the business practices. The company’s needs rather than its customers’ seem to come first. This adds to the reasons why many people switch banks on a regular basis.

The banks have a service they call Overdraft Protection. Is this a good thing or bad? It can be both, but then it goes back to the ethics of the customers and whether they abuse this protection. Again, if we teach our students about ethics, many of these abuses can possibly be relieved.

It would seem to me that many of the big companies have no consideration when it comes to customer service. This, then, makes me wonder: Can we teach our future business owners and presidents of the next Fortune 500 companies to properly use this technology to not only benefit the company, but the consumer as well?

What runs big business? I will assume that it is primarily greed and not what they can do for the customer. We need to change this attitude, if possible, before we raise a generation of greedy and self-serving people. If we do not change, we will have more Enron scandals that may financially break our economy and lower the level of trust we place in businesses and the government regarding our economic stability in world markets of today and the future.

Pi Omega Pi Conference Schedule

April 5-7, 2007

Thursday

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

8:00 - 9:00 p.m. Advisors’ Social

Friday

7:30 - 8:15 a.m. Pi Omega Pi Opening Meeting

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

Saturday 7:30 - 8:30 a.m. Pi Omega Pi Meeting

****Note:** The time for the Pi Omega Pi presentations will start a little earlier and end a little later due to a great response from chapters.

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As of February 2007

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