



# HERE and THERE

PI OMEGA PI

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



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## President's Message



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Alabama State University  
Montgomery, AL

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Greetings Pi Omega Pi Members:

Welcome to a new academic year as members of Pi Omega Pi!

As your president gazes out of her dining room window, she marvels at the pine straws sprawling over the yard and birds perched in the trees with colorful leaves in the backdrop; thus, reminding her that a new season is upon us. A new season for POP members to continue their marvelous works in our communities and at our universities.

A quote I would like to share with you from Pinterest is entitled "Keep Walking." The quote states that good things are coming down the road. Just don't stop walking. Our president-elect, Dr. Elizabeth Hodges has good things planned with you in mind for the coming year. She is preparing for the biennial convention which will be held in Chicago in April; moreover, she has emailed to your advisors the student presentation information for your perusal. Please forward to her any suggestions you may have for the student conference at [HODGEE@ecu.edu](mailto:HODGEE@ecu.edu).

Your president would like for POP's member to focus during the months of October and November on two aims that are taken from the National Constitution: *civic responsibility and the ideal of service as the basis of all worth enterprise*. It is our civic responsibility to participate in our government on the local, state, and national levels. Your president encourages you to engage in a meaningful dialogue with your peers on how to improve our communities. Secondly, October is *Breast Cancer Awareness Month*. Your president is encouraging our members to choose a day doing this month to wear pink in honor of those who are breast cancer survivors and to remember those who fought a brave battle, but succumbed to breast cancer.

As your president closes her message to you, she is reminded of the lyrics from the song "Feeling Good" by Muse. It states, "It's a new dawn, it's a new day, it's a new life for me; and I'm feeling good. POP members it is a new day, a new year and your **Council Members** are feeling good about us living up to the *Aims and Objectives* of this great society.

- Emma A. Faulk, PRP  
President

## Chapter News

### Alpha Chi Chapter News Easter Illinois University

Alpha Chi chapter visited the Illinois State Capital this past spring for IACTE Legislative Day. We met our senator and representative and had the opportunity to see what business students from all over the State were doing in their classes. This semester, we are preparing a presentation for November's Illinois Business Education Association Conference to bring new ideas to teachers from around the State. We are looking forward to creating and completing a service project in the next couple of months as well.



### Alpha Pi Chapter News Mississippi State University

Alpha Pi Chapter member, Alexis Wrigley, was recently elected Student Representative of the Mississippi Business Education Association, while POP Advisor, Dr. Pamela Bracey was elected President-Elect. We are so proud of them for representing us on a state level!



### Beta Chapter News Northwest Missouri State University

The Beta Chapter has concluded its first meeting for the year. Officers were appointed and are President Drew Bruner, Vice President Madison Foxx, Reporter Trey Frey, and Secretary Marina Hayner. Prospective members and a possible initiation date were identified. We discussed a potential national project and the Code.org professional development workshop in late October.

Three of our members were honored to receive the C & C Taylor Pi Omega Pi Scholarship, so we discussed the scholarship ceremony to attend. We wrapped up our meeting talking about the Biennial Convention.



### Beta Kappa Chapter News East Carolina University

Beta Kappans at East Carolina University have been busy planning for the upcoming year. The chapter is planning an induction ceremony and a service project for fall. Beta Kappans are looking forward to the Biennial Convention in Chicago.

## Chapter News

### Psi Chapter News University of Wisconsin-Whitewater

This semester Psi Chapter will be hosting two mini-DECA competitions and backing the Business Education National Hall of Fame luncheon at the University of Wisconsin-Whitewater. The primary purpose of the Hall of Fame is to pay tribute to those men and women who have made significant contributions to business education in the United States. This year's inductees are Dr. Eugene J. Kosy and Dr. Jim D. Rucker.



Psi Chapter also is pleased to have inducted two new members in October: Jenny Tasch and Ryan Newquist. Both bring great talent and enthusiasm, and we welcome them heartily.



Delta Zeta Chapter at Alabama State University embarked upon an aggressive agenda for the 2016-2017 academic year.

### Zeta Delta Chapter News Alabama State University

In August, the members prepared welcoming signs for students returning to the College of Education in both Ralph D. Abernathy Hall and RAC Annex (the annex houses Business/Marketing Education). The classrooms were restocked with dry erasers, cleaning solutions and pens. The leaders of this event were Barbara McCall, Anthony Moore and Mildred Potts.



In September, members of Delta Zeta purchased bulletin board materials for Natasha Barnes' (first-year teacher) classroom at Autaugaville School; in Autaugaville, Alabama. This activity was spearheaded by Jennifer Adams (new member) and Mildred Potts.



Mildred Potts, President of Delta Zeta Chapter, served as a panelist at Second Chance Foundation on September 29, 2016. The purpose of this panel was to decide whether or not students who were expelled from public schools in Montgomery, Autauga, and Elmore Counties could return to their home schools. The purpose of Second Chance is to offer expelled, suspended, and homebound students ages 12-17 an opportunity to prepare to reenter school through participation in structured **Day Treatment Program** of individual and family counseling, group therapy, Credit Recovery, career exploration, life skills classes, GED preparation classes, community service opportunities, and therapeutic recreation.

## Articles

### “Volunteering”

by Trey Frey, **Beta Chapter**, Northwest Missouri State University

As a young kid in elementary school, I was always helping out and volunteering throughout the community. It was not until I got to middle school that I realized the benefits of volunteering. Some of my favorite memories in middle school came from the volunteering trips that we would take. I was always hesitant to go on these trips. But once I started to volunteer, it became contagious, and I participated in many volunteer activities. Volunteering has many benefits, and I believe all middle school and high schools students should be required to volunteer.

The Prudential Spirit of Community Awards conducted a survey of twelve thousand students asking the students if they have volunteered or not. They found out that nine out of ten students who volunteered said that service makes them feel good about themselves in part because it leads to feeling like they made a difference (79%), feeling needed (59%), feeling happier less stressed (59%), and building self-esteem and confidence (54%) (Prudential Spirit of Community Awards 2016).

The students who volunteered rated themselves an average of 15 points higher on characteristics such as their leadership, kindness, dependability and confidence. From being part of a lot of volunteer opportunities in middle school and high school, this statistic is completely correct. The students that I volunteered with also had better leadership skills, they were generally more kind, and they had a lot more confidence than my classmates that did not volunteer.

Parents, teachers, and schools need to find ways to get every student involved in some sort of volunteering activity. Most students will follow what their parents, teachers or schools are doing. Thus if they are helping out in the community more, students are prone to feel the need to volunteer as well. The parents can help by driving the students to the various volunteering locations. The teachers and the schools can help the students by posting various volunteering opportunities that are happening in the schools town or the surrounding towns.

There are many volunteering opportunities in which middle and high school students can take part (Amos, 2014). One of the most popular volunteering opportunities is a food drive to donate to the local food bank. Another volunteer opportunity would include offering to rake leaves, shovel the walk, or do housework for an elderly neighbor. These two volunteering opportunities allow the students to get to know the community. The community usually helps the school out a lot so knowing the community is a benefit to the students.

One of the biggest rewards a student can get from there volunteering is a scholarship. Many of the people who are giving out scholarships now are looking for students who have actively volunteered in their time at school. Overall volunteering is a beneficial activity for students to do. It not only gets them involved, but it also can benefit and help them with college applications.

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### References

Amos, L. (2014, March 20). *50 community service ideas for teen volunteers*. Retrieved from <https://www.teenlife.com/blogs/50-community-service-ideas-teen-volunteers>

Everyone benefits when middle school students volunteer. (2016). Retrieved from <http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/705/Everyone-Benefits-when-Middle-School-Students-Volunteer.aspx>

## Articles (continued...)

### “Technology Integration: How Proficient Are Teachers in the Learning Environment?”

by Sylvia Raye, Beta Kappa Chapter, East Carolina University

Technology Integration is the incorporation of technology resources and technology-based practices into the daily routines, work, and management of schools (Technology Integration, *Technology in Schools: Suggestions, Tools, and Guidelines for Assessing Technology in Elementary and Secondary Education*, 2002). Student success and proficiency with technology is important if we are to prepare them for the 21<sup>st</sup> century work force. Therefore, our teachers must be proficient, self-motivated, competent, and flexible in understanding the use of technology in their classrooms. Do our teachers have to be responsible and stay current and learn the new technologies? One would answer yes to this question. In order to share new technology with our students, teachers must approach this concern with a commitment to providing the necessary time and energy to learn the use of technology for the success of our students.

Many teachers are not proficient in the use of technology integration into instruction. When technology is used properly in the classroom, many teachers benefit from this style of learning. Students can improve academically with the proper use of technology. Some teachers resist the use of this type of teaching practice. However, research has shown with the effectiveness of technology integration, test scores have improved when integrated into classroom instruction.

Teachers need to be proficient in the use of the latest technologies in classroom instruction such as the SMART Board (O'Connor, 2012). Many teachers are not comfortable with integrating technology into classroom instruction. With the correct training, resources, and technological tools, integrating technology will allow teachers to be able to apply technology appropriately in the classroom. This will also be a benefit to teachers in many ways such as providing feedback to their students, parents, and administration. Some teachers are not proficient in the modern style of classroom technologies, and learning requires much of their time in which they do not want to put forth the effort. Other teachers are familiar with modern classroom technologies but do not know how to put them to use and implement instructions proficiently. There are resources available to teachers which will provide training for the use of technology and how it is to be implemented as part of the daily instruction.

Technology should be integrated daily as a way to promote and increase student learning. I believe the problems arise when teachers are not sure of how to implement the use of technology. Teachers must find time to learn the use of the different types of tools and understand how to effectively implement those resources into the daily curriculum. Although finding time can be a bit overwhelming, teachers should realize that technology is already integrated in nearly everything we do. There are many resources available to teachers in helping them learn strategies and routines on how to integrate technology into your daily and weekly classroom activities. There are many different digital tools that can assist with learning objectives such as: Edmodo, Google Sites, and Google Drive. The focus is to promote and strengthen the skills needed for every student.

Finally, we as educators should recognize that integrating technology has become a part of the educational setting that will provide our students with the best opportunities through many learning resources. Teachers must also consider the needs of the learners in developing instruction for students, and what is most effective and efficient to enhance instruction. Technology Integration is not limited to having the equipment inside the classroom, but knowing how to properly and accurately implement the use of technology, while being proficient is most important. We must prepare our students for the future, this is a new generation of learners.

### References:

O'Connor, M. (2012). Teachers hold the real keys to whiteboard effectiveness. *Education Week*, 13-15.

*Technology Integration, Technology in Schools: Suggestions, Tools, and Guidelines for Assessing Technology in Elementary and Secondary Education*. (2002, November 5). Retrieved from NCES National Center for Education Statistics: <https://nces.ed.gov>

## Articles (continued...)

### “Teaching Differentiation to Reach All Students”

by Sean Gannon, **Psi Chapter**, University of Wisconsin—Whitewater

One of the jobs we have as educators is to ensure that every student walks away with more knowledge than they entered the classroom with. While this is by no means a new idea, many of us get used to a routine. We teach in certain styles that are most comfortable to us. When we teach in the same way, day-in and day-out, we do overlook student learning differentiation. This hinders some students' ability to learn. How do we break this habit and use multiple teaching styles to give our students the best opportunity to learn?

According to Edutopia's Andrew Miller, there are four steps a teacher can take to differentiate learning experiences with students. The first step is to allow students to take responsibility for their own learning. For example, create summative assessments that give students the opportunity to design their own projects. Allow students to work in groups, groups that they choose themselves. Have students set their own goals, both in what they learn in class and what they contribute to their group's project. Force the students to ask, “What have I learned so far, what do I want to know, and how do I want to show that I know it” (Miller, 2016). When students feel as if they are in control, they will tend to pick what is the best learning style for them.

In addition, teachers can divide the class period into groups of mini-lessons. Instead of using the same technique for the entire class, show students where they can get additional resources. In the example that Miller points out, these resources can include videos, games, and readings. This puts the concept of differentiation into practice on a daily basis. When these resources are given to students along with the expectation that they use them, the result is that students learn the material visually, audibly, through reading, and through practice on their own. In addition, games and videos offer a more engaging way for students to learn the material. Using multiple techniques and mini-lessons every day will help to ensure that student differentiation is accounted for and students' needs for varied learning are being met.

Teachers should also work to ensure that a variety of formal assessments are given. The project-based learning that Miller addresses is a great tool for student differentiation in terms of summative assessments; however, teachers also must be sure to use similar tactics in formal assessments. According to Miller, techniques for formal assessments should include “written responses, oral conferences between teacher and student, and graphic organizers” (Miller, 2016). If a student is not taught the material in a way that makes sense to him/her, then s/he will perform poorly on the summative assessment regardless of the way it is presented. By using formal assessments throughout the learning process, the teacher implements several checks that allow the student to identify whether s/he knows the material, and to what extent. Doing this in a variety of ways gives a more accurate picture of the student's knowledge rather than the student's ability to learn in one particular style.

Finally, teamwork and individual work should be balanced. The second paragraph highlights how students should be responsible for picking their own teams. Teamwork is positive because it combines “collaboration with content,” and students learn not only the classroom material but also how to work with others (Miller 2016). That being said, individual assignments give students who work well individually the opportunity to do what they do best. As teachers, we also must be willing to meet with students individually to offer them the support they need and to discuss their level of success.

#### Reference:

Miller, A. (2016, January 8). 6 Strategies for Differentiated Instruction in Project-Based Learning. Retrieved June 1, 2016, from <http://www.edutopia.org/blog/differentiated-instruction-strategies-pbl-andrew-miller>

# Pi Omega Pi Announcements

*Submit a Proposal!!!*

## Call for Presentation Proposals Pi Omega Pi Concurrent Sessions

**45<sup>th</sup> Biennial Convention**  
**Friday, April 14, 2017**  
**3:15 p.m. – 6:05 p.m.**  
**Chicago Marriott Downtown Magnificent Mile**  
**Chicago, IL**

Chapter members are encouraged to submit proposals for student-led and student-delivered presentations for the Pi Omega Pi concurrent sessions that will be held on Friday, April 14, 2017. These presentations are excellent professional development activities. Presentations will be 15-20 minutes in length. A computer projector system will be provided and Internet connection through convention hotel will be provided. If other equipment is needed, it must be provided by participants. Attendees appreciate handouts.

To allow more flexibility for chapters in submitting proposals, there will be two rounds of Proposal Reviews – **December 5, 2016**, and **February 13, 2017**. Chapters may submit more than one proposal.

**Round 1** - Submit a proposal using the format described below by **December 5, 2016**. Chapters will be notified via email by **January 9, 2017** of the acceptance or denial of the proposal.

**Round 2** - Submit a proposal using the format described below by **February 13, 2017**. Chapters will be notified via email by **March 13, 2017** of the acceptance or denial of the proposal.

*Submit the following items in a one-page, single spaced proposal, 11- or 12-point font. Remember that Pi Omega Pi members-prospective business teachers are the intended audience.*

Proposal Title

20-word description of the proposal for the program

Outline of major points of proposal

Presenter(s) name(s), email address(es), mailing address(es)

Chapter Name and Number

"Signature"/Endorsement of Chapter Sponsor, sponsor email, and phone number

Equipment you would provide if additional items are needed than those described above

**Email in an attachment the above items in the proposal format to the National President-Elect on/ before the deadlines indicated above. Please put Pi Omega Pi Proposal and your chapter name in the email's subject line.**

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*Note: All printing costs of handouts are the responsibility of the presenters. This professional activity is your reward for presenting. No compensation or registration waiver is provided for presenters.*

*Note: There is a \$250 incentive for chapters to do a presentation in conjunction with attending other convention activities. (See the Biennial Convention webpage at the Pi Omega Pi website) <http://www.piomegapi.org>*