



HERE AND THERE

National Newsletter PI OMEGA PI



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

Volume XLVIII

February 2005

Number 1

A Message from Taya Moore

National Student Representative
Northwest Missouri State University

Greetings! As you may know, the National Student Representative position will be up for grabs at this year's Pi Omega Pi Biennial National Convention.

If you enjoy traveling, learning valuable skills, and meeting other educators, I would like to encourage you to apply for this position. While being the National Student Representative, I have traveled to Dallas, Chicago, and I will see you all in Anaheim this March. While attending the NBEA convention, I have learned skills and techniques that help my students and 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 numerous secondary and post-secondary business educators from different parts of the United States, all of which have great ideas of their own.

I would like to thank everyone for giving me the chance to serve as your National Student Representative. I have truly enjoyed my experience.

I am looking forward to seeing all the chapters represented in Anaheim and cannot wait to see the student presentations.

**Biennial Pi Omega Pi Conference
March 24-26, 2005
Anaheim, California**

President's Report

Ginny Richerson
Gamma Upsilon Chapter - Murray State University

It is really hard to believe that our Pi Omega Pi National Convention will be here before you realize – March 24-26 in Anaheim, California. By now I do hope that each chapter has submitted registration materials to both NBEA and Dr. Thelma King. All registration fees are to be paid directly to the NBEA Headquarters in Reston, Virginia.

The Pi Omega Pi Social will be Thursday, March 24, from 5-7 p.m. The menu will be pizza, salad, cookies, and assorted soft drinks. The Opening Business Session will begin promptly at 7 a.m. on Friday, March 25. Your chapter **MUST** be present at both the Opening and Closing Sessions and have submitted POP registration to Dr. King by February 28 to be eligible for the \$100 stipend. Student presentations will be Friday afternoon from 3:45 – 5:45. The Top 10 Chapters will be announced at the Saturday Business Meeting at 7 a.m. Northwest Missouri State University Pi Omega Pi Chapter has been diligently scoring the reports. You will be receiving emails from the POP National Secretary-Treasurer – Dr. Marcia James, and National Co-Editor – Mrs. Darla Stone indicating the points each chapter has earned for the 2004 competition year. Once I have received the point status from Dr. Nancy Zeliff, I will be tallying all of the points to determine the Top 10 Chapters for 2004

Looking forward to seeing you in Anaheim in March.

**Association for Career and Technical Education
(Business Education Division)**

The Business Education Division of the Association for Career and Technical Education has a broad-based foundation of persons who are dedicated to educating today's students for tomorrow's business community. Members include educators from middle schools, junior high schools, secondary schools, vocational and career centers, adult education, community and technical colleges, four-year baccalaureate degree programs, graduate degree programs, and other related institutions and organizations.

**Future Business Leaders of America-Phi Beta
Lambda**

FBLA-PBL is a dynamic organization of young people preparing for success as leaders in business, government, and communities. FBLA-PBL's mission is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

Here and There

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

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

Table of Contents

Student Representative Report 1
 President's Report..... 1
 2003-2005 National Council..... 2
 Chapter Activities 3
 Member Articles 5
 Chapter Sponsor E-Mail Addresses.....9

National Council 2003-2005

President

*Dr. Ginny Richerson
Department of ACS
3211 Alexander Hall
Murray State University
Murray, KY 42071-3340
270-762-4257 Fax: 270-762-2540
ginny.richerson@coe.murraystate.edu*

President Elect

*Dr. Thelma King
North Carolina Ag and Tech St Univ.
1601 East Market Street
Greensboro, NC 27411
336-334-7657 ext 4002
Fax: 336-334-7093
kingt@ncat.edu*

Secretary-Treasurer

*Dr. Marcia James
Carlson 4018
Univ. of Wisconsin-Whitewater
Whitewater, WI 53190
262-472-1322 Fax: 262-472-4863
jamesm@mail.uww.edu*

Co-Editors

*Mrs. Darla Stone
Bluemont Hall 356
Kansas State University
Manhattan, KS 66506
785-532-5515 Fax: 785-532-7304
djstone@ksu.edu*

*Mrs. Ann Jankovich
Bluemont Hall 357
Kansas State University
Manhattan, KS 66506
785-532-6976 Fax: 785-532-7304
annj@ksu.edu*

Student Representative

*Ms. Taya Moore
1525 N Main Apt 10
Maryville, MO 64468
660-562-2386
S214503@mail.nvmissouri.edu*

Chapter Activities

Beta Chapter

Northwest Missouri State University

The Beta Chapter of Pi Omega Pi at Northwest Missouri State University recently finished a community service project consisting of a Computer Workshop for the local 4-H'ers. The workshop had an excellent turnout. Members are looking forward to attending the National Convention held in Anaheim, California, in March.

Kappa Chapter

Indiana University of Pennsylvania

Kappa Chapter kept very busy during the fall 2004 semester. The biggest achievement by far was raising the active membership by one half with the induction of six new members in October; Kevin Dorsey, Kevin Long, Lindsay Hunter, Florence Prato, Abra McClure, and Adam Whisel. Since the ceremony, Kappa Chapter has become a very close group and is looking forward to expanding their circle with the induction of new members taking place later this semester.

During the past semester, Kappa Chapter was able to accomplish many of the chapter's goals. The members came together as a group to enjoy chicken wings, bowling, and movies in an effort to enhance group unity. Thus, these activities have helped group morale immensely. The fall fundraiser of selling Sheetz Convenience store coupons was also a great success and has provided the Chapter with enough funds to run the spring 2005 activities. The highlight of the semester, however, was the Chapter's community service project. Members volunteered at the Indiana County Public Library on Monday nights as part of the Kids' Read project. This project places tutors with elementary school-aged students who need help with either reading fundamentals or comprehension. The participating members had a great time. The members found this experience very rewarding and a good experience

for when they head into the classroom. Kappa Chapter is looking forward to being able to help the Kids' Read program again this semester and also to start tutoring at the local Salvation Army.

Psi Chapter

University of Wisconsin-Whitewater

The month of December was a whirlwind with classes finishing up and finals week. Psi persevered and was able to enjoy a holiday party, elect officers for the spring semester, and put the finishing touches on the national competition reports.

The first meeting of the semester has already taken place with what looks like a new and energetic group. Plans for the upcoming WBEA convention are already underway as well as other events to take place during the semester. Psi chapter is looking forward to another fun and challenging semester.

Alpha Beta

Eastern Kentucky University

What a busy quarter this has been for Pi Omega Pi students at Eastern Kentucky University! Members met weekly in November and December to make sure deadlines were met for competition projects. Alpha Beta also wanted to have a first-rate publication to promote Pi Omega Pi to prospective students and our alumni who remain interested in what the organization is doing. Plus, the chapter initiated one new member and is working hard to recruit other prospects.

Members are excited about the upcoming NBEA conference in Anaheim and hope to see all of you there! Alpha Beta was pleased to have two proposals accepted for presentations at the Pi Omega Pi conference. Members are also submitting the proposals as part of an Academic Showcase for undergraduate projects at Eastern Kentucky University.

Alpha Pi

Mississippi State University

Over the past few months, the Alpha Pi Chapter hosted a fundraiser luncheon for the faculty in the Instructional Systems, Leadership, and Workforce Development Department at MSU, in anticipation of the upcoming conference in Anaheim. The fundraiser went well, and Alpha Pi is looking forward to hosting it again. More recently, several members of the Alpha Pi Chapter began student teaching at various schools in Mississippi. Via e-mail, members have stayed in touch and have encouraged each other in this new experience. Members encourage other student teachers and upcoming student teachers to do the same.

Beta Kappa

East Carolina University

Beta Kappa Chapter has completed its projects and are busy preparing for the Atlantic Coast Business, Marketing, and Information Technology Education Conference in Raleigh in February. Chapter members will assist at the conference with registration and equipment setup. Members will also be able to attend seminars and serve as presiders for some of the sessions. The Chapter is also making plans to attend the NBEA National Convention in Anaheim.

Zeta Eta Chapter

Kansas State University

Pi Omega Pi has been busy planning for the NBEA convention and biennial Pi omega Pi Convention. There are six students going to Anaheim and we are all very excited.

The Chapter has also been preparing for the Kansas State University Open House in April. Members hope to have a good turnout and recruit students to be a part of our organization.

Did You Know?

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

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

Member Articles**Lights, Camera, Action!** _____**Eric Goudge**
Beta Chapter

Northwest Missouri State University

Many Americans are fascinated with movies. Unfortunately, most homemade, videotaped productions or movies are never quite as polished and pleasant to view as the professionally made movies. However, thanks to the wonders of technology, there is a computer program that can make homemade movies look straight out of Hollywood.

Windows Movie Maker comes standard on most XP operating systems and is simple enough that children could edit their movies with ease. This program is not limited to just personal videos. Users can cut and paste clips from movies and television shows while playing an accompanying soundtrack. The application is set up with a storyboard where users drag and drop clips easily. Movie Maker includes the ability to add titles and captions throughout the film. There are also numerous transitions and visual effects at the user's disposal—just a few of the options in this wonderful program.

Beta Chapter members recently presented a workshop on Windows XP Movie Maker to local 4-H clubs. No one had used the program before. After a ten-minute presentation and about twenty minutes of playing around with the program, participants had almost mastered the basics of the program and were busy creating their own movie files.

This program could be very useful in an advanced computer applications course or a course with a modular setup where students could explore the program and have a lot of fun making their own videos. Uses include making recorded lectures, teacher and student presentations, and slide shows. Movie Maker can be very useful to coaches who want to edit game and performance videos. The possibilities are endless, and the program is very fun and useful to anyone who likes making and watching videos. For more information on Movie Maker, go to the Microsoft website at <http://www.microsoft.com/windowsxp/using/moviemaker/default.mspx>. Movie Maker will allow teachers and their students to organize family videos or to shoot their own Academy Award movie!

Staying Current with Standards _____**John Curkovic**
Psi Chapter

University of Wisconsin-Whitewater

As Business Education teachers, we must understand that part of maintaining and securing the success of our students' careers and programs is the expectation to consistently review our subject standards. Here in Wisconsin, according to the DPI standards in the areas of business and marketing education, several purposes are addressed.

First, some of the standards require that the students should know and be able to do certain things in regard to their course work. These standards can also demonstrate and require when these particular standards are to be met and make some attempt at revealing how well the students must perform. By setting these standards, for example in Wisconsin, the DPI hopes to serve as a direction for the goal setting for not only the teacher, but also for the students and their learning process. These standards provide an indicator for all involved, from parents to board members and administrators and finally to educators.

Maintaining these standards helps to give a sense and a level of achievement for a given moment in the students' careers. By maintaining and reviewing these standards we can hope to achieve our classroom goals and increase clarity and understanding within our learning objectives and by doing so we can hope to create an educational path that will offer the environment for success.

There are, however, other standards that teachers may choose to investigate, for example the NBEA standards. These standards differ by focusing more on the information and service-based industries, rather than future opportunities, as our Wisconsin DPI does. NBEA places more emphasis on monitoring teachers' progress in conjunction with students. Other standards may place higher priorities on the diverse needs of that society in which the teacher is teaching. Regardless of which standard and no matter from which state, the message is quite clear. There are achievement standards and performance expectations, which the student must accomplish and the teacher must facilitate. The key here is a clear guide for the teacher to follow to help create a successful learning environment for the student and a supportive environment for the teacher to follow.

To Teach, or Not to Teach?-Views of a Student Teacher

Kimberly Harris
Alpha Pi Chapter

Mississippi State University

Student teaching is an experience that will remain with you for a lifetime, an adventure that will help you explore your future.

As for me, this experience has proven worthwhile. This class (or job, as some might say) allows you to experience first hand what teaching is all about. The practice it has provided has allowed me to try new teaching strategies (such as Problem-Based Learning), to learn about the school system and future positions, and to gain experience all while taking a class at the university.

According to Mississippi State University, Student Teaching is defined as, "Supervised observation and directed teaching in respective fields of endorsement." Mississippi State pairs us with an experienced teacher for a placement of 16 weeks. During this time, we are to observe the teacher, teaching styles, and everyday activities of the school. By the end of our 16th week, we should have full reign of the class with the teacher attending for backup (liability purposes) only.

My first day was very nerve-racking. For starters, the lights in the school were out for the first three hours because of a thunderstorm. Because of this, the students were very energetic. To top things off, the school had a pep-rally at the end of the day. This caused the students to "pep"-up even more. At the end of the day, I knew that if I could make it through the chaos of my first day, then I could make it to the end.

As for now, my students are a good bunch. My supervising teacher is there to support and guide me through-out my placement. The other teachers at the school have also made this a wonderful experience for me. They have welcomed me into their classrooms and have shared their experiences and ideas with me.

After all is said and done, I can truly say that I am destined to be a teacher.

REFERENCE:

2004-2005 Bulletin of Mississippi State University

Standardized Testing and the Effects on Educators and Students**Kurt Garner**
Beta Kappa Chapter

East Carolina University

Today in American public schools it is virtually impossible for students to go through their entire school career without having to take at least one standardized test. Our education system is focused on raising test scores and testing students to the limit. The field of education is currently being overrun with the concept of 'teach to the test'. This notion has had detrimental effects on the stress levels of teachers and students. Students' creativity and their ability to think are being suppressed as class time is focused on passing the test and learning what is on the test. It is our responsibility as educators to prepare students for a future outside of the classroom. As a society of concerned, students, parents, educators, and citizens we must be open to reform in our education system.

Standardized Testing Reforms in American School Systems

We are becoming an education system concerned with test scores, averages, and passing or failing grades. In recent years many school systems have begun opposition of standardized testing. New Jersey and Maryland school systems have brought proposals of reform for educating their children to their boards of education. According to Richard Smothers (2002) of the New York Times, schools around America are "protesting the use of standardized testing, saying it limits creativity in the classroom and forces schools to focus narrowly on the material in the tests" (p. 1). New Jersey's governor believes that the tests are "stifling innovation" and creating an atmosphere of repetition and boredom (Smothers, 2002, p. 1). The superintendent of New Jersey schools is enacting a system that doesn't compare schools scores, but uses the scores to focus its help programs. He believes that the scores should not reflect teacher performance but what areas the students need the most help and where the state can direct its attention.

The state of Maryland has proposed that all present standardized testing be eliminated. They felt that testing should be on all subjects and not just on the basics. Their goal is to create tests "that provide clearer insight into what students know" (Goldstein, 1989, p. 1). This proposal would create a state accreditation team that would approve all schools and teachers. The accreditation process would involve input from students, parents and the community. In response to this proposal the education board commented that "far too many schools are simply not educating all of their children to live rewarding and productive lives and to contribute to the nation's well-being" (Goldstein, 1989). In an effort to stand out in the forefront of American education, Maryland proposes to "set high expectations for their students and put forth all the effort needed to attain them" (Goldstein, p. 1). According to Goldstein (1989), Maryland will focus its curriculum on "communication, citizenship, culture, math, science, technology, personal growth, and students' participation in their community and school" (p.1). The plan vows to focus on what students know and how they use their knowledge, not on "raw ingredients of education, such as per-pupil spending, library volumes and student-teacher ratios" (Goldstein, 1989, p.1).

The Effects of Standardized Testing on Students, Teachers and the Classroom

Teachers and students both are affected by standardized testing negatively. According to Swofford (1996), teachers are "under so much pressure that they are losing their classroom creativity" and can only focus on teaching to the test (p. 1). Teachers also fear losing their job if they do not have passing scores from their students (Swofford, 1996). Educators are feeling the stress with the "excessive emphasis on raising test scores" (Swofford, 1996). This pressure and stress are destructively affecting teachers' ability to teach their students. The other affected party is the students. "Teachers express concern for the budding creative talents of their students" (Swofford, 1996). Students are becoming excessively worried about their test scores. "Their natural

curiosity and desire to learn, for the sake of learning, are in danger of being compromised by pressure to increase test scores” (Swofford, 1996).

Conclusion

Class time is no longer an outlet for students’ creativity, but a time when students must come and be bored by facts that will be seen later on their standardized tests. We, as a society, must find new and innovative ways to test students. In order to reduce stress that teachers and students feel, school systems should reduce emphasis on test scores. Reducing stress on test scores will increase the likelihood that students will desire to learn for fun instead of learning to pass the grade. Only after putting the fun back into learning can our school systems produce students that are creative and who will lead constructive lives. If we hope to rise as one of the world leaders in education, we must reform our testing methods so we do not turn into a society of mediocrity.

REFERENCES:

- Goldstein, A. (1989, August 23). Grading of Schools Urged; Md. Panel Accreditation System. The Washington Post, pp. A1.
- Smothers, R. (2002, February 8). New Jersey Schools Commissioner Suggest Eliminating Some Tests. New York Times, pp. B1.
- Swofford, S. (1996, September 9). Guilford Teachers Put to The Test. Greensboro News Record, pp. A1.
- Thomas, P. (2001). Standards, standards everywhere, and not a spot to think. English Journal, 91(1), 63-67.

Technology in the Classroom

Tyler Ryan
Zeta Eta

Kansas State University

There is an increasing number of schools that are incorporating laptop computers, along with wireless Internet with which students work. The new wireless Internet called WiFi is a high-speed connection that students can access from a few hundred feet radius. When more “hot spots” are installed, students can take a laptop computer anywhere on campus and have high-speed Internet access. The budget for this new technology was fairly low at \$500 million for all public schools in 2002, but is expected to double and quadruple in future years. Along with this new technology wave comes a new set of issues with which administration must work.

This hardware also gives students access to distracting emails and instant messaging. Teachers have also complained that it pulls the students attention to the computer screen and away from them. Students have even admitted that these privileges have led to lower grades and more problems. Ultimately though, WiFi will play a big part in the future of education if it has not already.

It is estimated that roughly 20% of college students own a laptop computer and around 80% own desktop computers. The number of laptop computers is expected to increase rapidly over time as prices continue to drop in the computer market. Another reason for the increase in laptop computers is the relatively low cost to offer wireless technology. For around \$20,000 a college campus can be equipped to handle the needs of wireless Internet technology.

REFERENCES:

- “School Look to WiFi to Boost Learning.” CNN.com. April 22, 2003
- “Wireless Internet Access Increases at Area Schools, Colleges.” <http://pittsburgh.bizjournals.com>. August 20, 2004.

Chapter Sponsor Email

As of February 2005

Please notify the National Editor of corrections and additions.

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