HERE AND THERE
National Newsletter
PI OMEGA PI
National Business Education Honor Society
Member of the Association of College Honor Societies

National Student Representative
Brookes May

Greetings! I know you are all welcoming this Spring weather with opening arms! The school year is coming to a swift end, and it will be over before you know it. While you are busy with projects, enjoying the spring-time weather, and studying for tests, be sure that you come visit us in New Orleans for the 42nd Biennial Pi Omega Pi National Convention on April 20 - 23, 2011. You will want to register for the National Business Education Association Convention as well and take advantage of two excellent conventions.

I absolutely cannot wait for the Pi Omega Pi Convention that begins on Thursday night with a social. This is a fun night with good food, fun, and networking, and meeting all fellow Pi Omega Pi members. We will be having it at the hotel, and we will be serving snacks during this time. I am also truly looking forward to the panel of professionals planned for the First General Session on Friday morning. I cannot wait for you to hear all of the wonderful information that they have to share with you. We will be able to hear from lots of different areas that will help us all as we continue as education, and as we begin to teach in our own classrooms.

President's Report
Darla Stone
Zeta Eta Chapter - Kansas State University

It must be spring. One day it is very cold and the next day it is very warm; perfect conditions for thunderstorms and tornadoes. Spring is also the time for the Pi Omega Pi biennial convention in New Orleans, LA. We can expect to find Southern hospitality at the New Orleans Marriott located on Canal Street. Are you ready to try Cajun cuisine in the rebuilt Crescent City or check out sights along the Riverfront, French Quarters and Jackson Square? This is a great time to make new friends and learn new things as we enjoy the concurrent sessions offered by the National Business Education Association Convention, and the student presentations on Friday afternoon.

The combined NBEA and Pi Omega Pi Convention is April 19-23. Connie Forde, President Elect, and Brookes Mayes, National Student Representative, have planned a wonderful social for Thursday evening, 5:30 – 7:30 p.m., in the Marriott Lafayette Room on the 41st Floor. Be sure to make your travel plans so you arrive in New Orleans in time for this. We are looking forward to the student presentations.

We hope to see you in New Orleans!

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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 articles and news should be sent to:

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Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

*Include a concise, comprehensive article title.
*Check for correct grammar and punctuation.
*Avoid the use of contractions.
*At a minimum, include one reference.
*Follow the APA (fifth edition) formatting and writing style.
*A minimum word length of 300 words and a maximum word length of 750 words are required.

Brookes Mayes

(Continued from page 1)

Friday afternoon the convention is dedicated to presentations given by chapter members. We received some great proposals from the chapters, and I am so eager to hear all of them at the convention. The convention ends on Saturday morning with a well-known speaker and friend of business education as well as the election of officers.   You will not want to miss this session.

This is my last article as your student representative, and it has been a wonderful two years. I have been able to attend the 41st Biennial Convention in Chicago, and also last year when NBEA was held in San Diego. I plan to stay in touch with everyone that I have met, and I hope be reconnected with all of you each year at the NBEA convention. I have met and been able to work with some well-known people in the business education world, and they have taught me so much. I hope that I have served Pi Omega Pi well and that the next student representative will enjoy their time just as much as I have.

I truly hope that all members of each Pi Omega Pi chapter that have never been able to attend a convention will attend this year. We are all able to learn so much from each other. Being able to come together is a great opportunity for us all, and we should all take advantage of this time.

As always please remember to find me on Facebook if you have any questions. I would like to talk with you about ideas for Pi Omega Pi, business education, and the New Orleans convention. I truly hope to see old and new faces in the "Crescent City" come April 20 - 23, 2011.

INFORMATION UPDATE== TAX TIME
Annual Electronic Filing Requirement for Small Tax-Exempt Organizations — e-Postcard (Form 990-N)
This means all Pi Omega Pi Chapters must file a 990N Form for 2007 and after.

It has been determined that since we are a sub-chapter and are tax exempt but have receipts less than $25,000 a year, we need to submit Form 990N. This form will be available to you at the end of your calendar year.

This requirement is a result of the Pension Protection Act of 2006 and is for tax periods beginning after December 31, 2006. If a chapter fails to file, it will lose its tax-exempt status after three warnings.

Here is the link that will answer your questions about the 990N Form: http://www.irs.gov/charities/article/0,,id=169250,00.html.

The form will be available in electronic form only and is called an e-postcard.   The link is http://epostcard.form990.org/default.Asp

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PI OMEGA PI CONFERENCE SCHEDULE

Thursday, April 21, 2011
8:00 a.m. – 12:00 p.m.
Pi Omega Pi National Council Meeting
Audubon – 5th Floor

Thursday, April 21, 2011
Pi Omega Pi Welcome Reception
5:30 p.m. – 7:30 p.m.
Lafayette – 41st Floor

Friday, April 22, 2011
7:00 a.m. – 8:45 a.m.
Pi Omega Pi General Session
Salons A & B (3rd Floor) – You can stay in this room after the session for as long as you need to

Friday, April 22, 2011
2:30 p.m. – 6:00 p.m.
Pi Omega Pi Student Presentations
Salon C (3rd Floor)

Friday, April 22, 2011
2:30 p.m. – 6:00 p.m.
Pi Omega Pi Student Presentations
Salon F (3rd Floor)

Saturday, April 23, 2011
7:00 a.m. – 8:30 a.m.
Pi Omega Pi Second General Session
Salons A & B (3rd Floor)

Chapter Activities

Beta Chapter
Northwest Missouri State University

The Beta Chapter is finishing the spring semester attending two education events. Four members and the Beta Chapter advisor are preparing for the National Convention. Two of the members are not only preparing for travel, but they are also preparing a presentation for the convention. The other event the chapter will attend is the Business teachers meeting of the Northwest area of Missouri. The event will help the members socialize with teachers the students might consider student teaching with for their last semester.

Alpha Pi Chapter
Mississippi State University

Alpha Pi Chapter has been exciting getting ready for the closing of the semester. Many would think this was for the fulfillment of no longer being in school. The Alpha Pi Chapter is currently working on many projects and throwing in a little play time as well. The chapter is looking at completing their spring fundraiser project as the chapter plans to sell floral arrangements to on campus faculty, staff, and student in celebration of Profession Administrator Day. The chapter is also planning their end-of-the-year banquet as getting geared up for National Business Education Association Convention taking place in New Orleans, Louisiana, through a crawfish boil. The chapter has already begun plans for next year as they recently elected officers for the 2011-2012 school year.

Beta Kappa Chapter
East Carolina University

Beta Kappans have had a busy Spring semester so far. In February Beta Kappans attended the Atlantic Coast Business, Marketing, and Information Technology Conference in Raleigh. Beta Kappans assisted in the registration process, served as presiders, and ensured that conference rooms were properly set up for the presentations. The members found that by working together at the conference they really got to know each other better and that in addition to providing a service to the Business and Information Technologies Education Department at ECU, the event was a great networking opportunity for chapter members. Three new members were inducted in a ceremony at the conference. Beta Kappans are looking forward to attending the Biennial Convention in New Orleans in April. Planning has also been started for the annual Spring Honors Banquet at the end of April.

Alpha Beta Chapter
Eastern Kentucky University

With the semester drawing to an end the Alpha Beta Chapter at Eastern Kentucky University has one of its members preparing to student teach in the fall. She is nervous and excited and we all know she will do well and will make a great teacher. Our members have also begun discussion of projects for next year and are looking forward to inducting new members in the fall. We are hoping with the induction of new members we will have fresh new ideas for projects and fundraisers for our chapter.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter will have nine students attending the 2011 NBEA conference in conjunction with the Pi Omega Pi Biennial convention in New Orleans, LA. Members look forward to meeting other Pi Omega Pi members and watching the student presentations on Friday, April 22. The Chapter initiated four new members this spring. Plans are underway for the chapter participation in the All-University Open House at K-State on April 16 where members sponsor an activity using technology.

Member Articles

Jazz up your classroom with iPads

Jessica James
Beta Chapter
Northwest Missouri
State University

Jazz up business and computer instruction from the usual PowerPoint presentations and lectures which students (and occasionally the instructor) dread!   Consider implementing mobile devices such as the Apple iPad in business and computer courses. Students will respond positively and quite differently to your lessons!

Through a grant, 20 iPads were purchased for student use in varied business and computer courses at Northwest Missouri State University.   Students were allowed to check out an iPad for personal use and experimentation. Varied classes used them for student assignments as well.   Numerous apps on the iPad can be applied in business courses. Although the basic price per iPad is $499 (Apple Store , 2011), prices of the first generation may decrease with the debut of the iPad 2 in March 2011.

One application for the iPad that holds promise for teachers is the grade book and attendance keeper. A majority of teachers today no longer carry around the big bulky grade book, because student records are maintained on a computer. How nice it would be to carry an iPad on which attendance and grades are maintained.   At just a couple pounds, the iPad weighs less than a laptop computer and has a longer battery life than most laptops, with up to 10 hours of battery use (Apple Store , 2011).
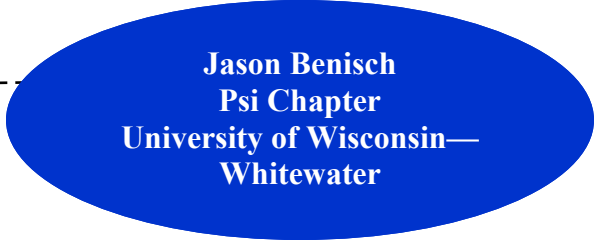
Apps for students are plentiful.   *Pages* is the app for word document creation, *Keynote* is the presentation creator, and *Numbers* is the spreadsheet creator.   *Dropbox.com* is also an application, which is allows files to be synced online to other users. Dropbox.com is an easy way for students to "drop" assignments completed on the iPad "in the cloud" for teachers to evaluate. Along with these four major apps are hundreds of different applications which can be downloaded, some free and others at 99 cents per app and up.

With this author's experience on an iPad for several weeks, iPads are highly recommended as a teaching and learning tool for business education. Major advantages are a longer battery life than a laptop computer, portability and mobility, and the ease of use. The primary disadvantage is the price. Eventually prices will go down on the earlier models, which will allow up-to-date technology to "jazz up your classroom."

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Teaching Keyboarding to Elementary Students -----

By Jason Benisch
Psi Chapter
University of Wisconsin-Whitewater

Jason Benisch
Psi Chapter
University of Wisconsin—
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This article focused on keyboarding at the elementary grade levels. It combines research of different forms and focuses on critical issues that business educators are facing. In addition, it addresses different questions about the importance of keyboarding and other factors directed to elementary students.

The importance of keyboarding is highlighted through the continuing use and growth of personal computers. It is essential that elementary students learn keyboarding for the fact that technology is surrounding them, which they are using computers to grow and learn. Therefore, without proper training students will develop bad habits and, as a result, will have to brake those habits before they may began learning proper technique, so they will be able to type efficient and effective in this technology based world.

 However, at what grade should students start learning how to use the keyboard correctly? This is a big question that individuals and studies have been focused on. It is important that students get the appropriate training when they began to use the technology. Therefore, it is essential for elementary students to learn to keyboard, but to be taught using the right methods and approach. Overall, this article stresses the rational and importance of keyboarding at the elementary level.

This article is a great argument behind the importance for elementary keyboarding. It addresses series of critical questions that provides answers from factors that influence students' learning. In addition, keyboarding should be taught as early as possible, so students don't develop incorrect habits. However, the retention rate of touch method keyboarding (figure to key to letter) needs to be considered when starting to learn how to type. Since students need to be able to use memorization and repetition to demonstrate proper keyboarding technique and keyboard familiarization, it is essential to understand the development process of younger students.

Overall, this article has increased my understanding and willingness to teach elementary keyboarding. Since the importance of keyboarding at an earlier age has increased rapidly, in today's society, it is critical for students and educators to understand and realize the potential and influential impact that proper keyboarding may have at the elementary levels.

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It's A Technological Classroom

Chelsea Shoemaker
Alpha Beta
Eastern Kentucky University

Well it's out with the old, in with the new! Public schools across the nation are revolutionizing the way technology is utilized when presenting material to students. In recent years, as teachers make their lesson plans for the week, they are planning how they will incorporate technology in the presentation. Gone are the days of the over-head projector with transparencies, dusty chalkboards, and the plain white dry-erase boards. Those have been replaced with USB connections from the computer to the digital projector, the SMART boards, and many more devices. Now, teachers are utilizing the new and advancing technology resources available to them to present information to students.

In today's classroom, most students are familiar with the most current technology available because of the time spent using these resources at school. Many of the students in today's classroom have grown up with the new technology in the world. For many, it began at an early age when their exposure to this new form of empowerment that technology brought and has continued. The children that are in grades K-12 now are considered to be within the "Net" generation (Dobson, 2010). This is a result of the use and implementation of new technology utilized by the teachers to bring more interaction to the lesson they are presenting to students.

Many see the use of new technologies such as the iPad, e-Readers, and SMART boards as pedagogical devices due to the strategies and methods educators involve these items into the lesson (Valstad & Rydland, 2010). According to the Chicago Tribune, blind students can use a screen reader to convert text on the screen into words so they can hear the information. The iPad and e-Reader type devices have made it easier for people with disabilities, such as cerebral palsy, and those without handicaps to no longer have to carry around heavy textbooks (Hogg, 2011).

Students have shown more excitement, motivation, and comprehension by being in an interactive classroom—an environment where they can actual see a word problem and watch as the teacher calculates the answer. SMART boards have enhanced the classrooms in the primary and elementary grades into a place where students are excited and eager to figure a math problem in front of the class (Bell, n.d.). Close to a year after the initial release of the iPad in January 2010, teachers began using the device in the classroom. In lower grade levels, the iPad is already replacing the "old-fashioned" flash cards for the alphabet and multiplication tables. In some schools, secondary students are presented with the device to do collaborative work in class and special apps have been created specifically for classroom use.

When going into a classroom today, teachers should be aware and prepared to use this advancing technology in their classroom. The new digital devices currently existing have proven that they boost participation and motivation in class assignment, especially in primary and elementary grades. New teachers must be ready to incorporate the technology available to their students which will encourage a positive class environment because it is something that is of interest to the students and is knowledge that they will constantly use.

<div align="center">Works Cited</div>

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Classroom Management-Student-Centered Class-------room

Morgan Watkins
Alpha Pi Chapter
University of Mississippi

A student-centered classroom balances the needs of the teacher and the students. Students are given more responsibility and control in the classroom. The teacher is seen as a facilitator instead of a sole leader (Freiberg et al., 2009). Doyle says a classroom is a "….neutral and synthetic space in which teachers and students happened to be" (Doyle, 2009, p. 157). Consistency Management and Cooperative Discipline program (CMCD) puts person (or student)‑centered classroom management into practice. Students who were studied in this program experienced increased achievement, higher attendance, reduced office referrals and, improved classroom and school learning environments (Freiberg et al., 2009). Doyle continues by saying that it is both the students and the teacher's job to construct a context that is an unending relationship of people working together to accomplish shared goals with shared tools. Doyle ends by saying that one of the most important aspects of a student/person-centered classroom is respect and value for one another (Doyle, 2009).

Person-centered classroom management has four program elements: 1. Social-emotional emphasis, 2. School connectedness, 3. Positive school and classroom climate, and 4. Student self-discipline. These elements focus on building relationships, students learning from their mistakes, and the ultimate goal of self-discipline. Social-emotional emphasis is knowing your students and allowing them to share with each other. School connectedness allows for the student to realize his or connection with an adult at the school. For example, someone notices when they are absent from school. Positive classroom and school climate assures the students that they are safe and protected at school. Creating student self-disciple is the most important element student-centered classroom management. This allows students to make mistakes and learn from them (Freiberg et al., 2009).

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LinkedIn—A Productive Social Networking Alternative

**Angela Norris
Beta Kappa Chapter
East Carolina University**

LinkedIn, established in May 2003, is the most predominant social network in the business world today. With more than 50 million registered users in more than 200 countries worldwide, it has captured audiences between the ages of 25 -50 (ProdoDigital). LinkedIn's connection between social networking and the business world is now a must have for job seekers and job creators. LinkedIn is a powerful tool for generating sales leads, finding employment, requesting references, and making business connections. (Prodo Digital). All Fortune 500 companies have executives that use LinkedIn as a networking tool.

As the old saying goes, "sometimes it is not what you know but who you know." Data shows that less than 30% of jobs are actually posted on conventional job sites such as Monster.com, and most jobs are found through some sort of recommendation (Beaches). LinkedIn operates on the theory that anyone you need or want to meet is less than six degrees away from you. That means someone you know probably knows someone who knows the person you would like to contact (Sherman). For instance, using LinkedIn allows you to pass on your information such as resumes to someone you know and in turn, may pass it to one of their business colleagues. LinkedIn is an engine for hot leads and introductions, introductions which may materialize the business lead you were looking for. (Sherman)

Like most social networks, LinkedIn requires users to set up an account before they can gain full access to the network. Once users input their e-mail account, they can begin creating their profile. The profile includes information about past work experience, industry of interest, references, degrees, certifications, career objectives, etc. When creating your profile you must remember that like a resume, it is only as good as what you put in it. You can also write a statement about your skills and accomplishments. LinkedIn allows you to select what opportunities you are looking for. Some of the options in the opportunities section are job opportunities, new-ventures, consulting requests, expertise requests, and reference requests among others.

 The next step is based on building your LinkedIn network. To begin the process of building contacts for your network, the "add contacts" section allows the website to access your contacts in your various email accounts. After the email contacts have been downloaded. you will be able to see who is a member of LinkedIn and can then select which contacts you want added to your network.   LinkedIn also has a search box that allows you to manually insert the name of the contact you are looking for. You can view a limited profile and or send an invitation to the user for them to join your network so you can view the entire profile (Krupski).

You may want to look for someone you do not know but is a contact through another user's contact. You can search that person's name and view a map that will show you how you are connected to them and through which contact. You can be introduced if one of your contacts is connected to the person you searched for. You will be introduced through your current contact to the person you did not know.

A very useful way to increase networking success with LinkedIn is by requesting a recommendation from a previous employer. In LinkedIn, you can send a request or message to the employer asking for a recommendation, and if they agree. then the recommendation will appear on your LinkedIn profile. LinkedIn also has a group capability so you can join groups that may be of common interest (Krupski). In addition, LinkedIn allows advertising on the site as well (Prodo Digital).

Another advantage of LinkedIn is that it does not allow personal information to be stored in the same place as the business information. This means, that a company can publish business information without worrying who is going to read it. This approach is referred to as "gated-access" (Beaches) and serves as a security mechanism for users. The identity of the user has to be acknowledged and recognized before any communication can begin. This approach was put in place to prevent members from being bothered by unwelcome individuals. LinkedIn is one of the few social networking sites that comply with privacy laws of the European Union (Beaches). LinkedIn networking is not taking the place of face-to-face contact; rather it serves as a vital asset to make business connections; and while there are many different social networking alternatives available for use today, LinkedIn certainly is appropriate for the business world and is a tool that business educators should be aware of and have experience in using.

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Don't Judge ME by MY Cover

John Niehues
Zeta Eta Chapter
Kansas State University

A flash judgment by a student, teacher, or staff member about individuals based on a split second judgment on what they are wearing, who they are hanging out with, or how they are looking are just a few examples that we as educators need to address. Such behavior embarrasses children, parents, and caregivers. Children who are teased or victimized by inappropriate comments or actions can and do suffer tremendously and these actions can have lasting effects. The Zeta Eta Chapter of Pi Omega Pi at Kansas State has tackled a new challenge. In the process of raising money for our trip to the convention in New Orleans, we were presented a unique opportunity to raise funds. At Kansas State University our Diversity for Community Council offers grants to faculty or students for projects that will enhance our knowledge, skills, and professional dispositions, directly related to issues of diversity (e.g., ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area). Upon further investigation, I presented the idea of trying to get the grant for our Chapter. Unanimously we decided it would not only benefit us to learn about diversity but to help others become more knowledgeable and aware of what impact our decisions and actions can have on students. Not only can these decisions affect our students, they could affect fellow teachers as well. If we share a judgment of one of our students in the teachers' lounge, we ruin a student's chance of not starting out with a clean slate in a teacher's classroom. This definitely gives the student a hurdle to jump in order to show they are not how they have been portrayed.

An illustration of flash judgments could be presented in a skit with students dressed in various ways. One person could be a "farm boy" dressed as a business professional. He could explain how he grew up on a farm where he pretty much lived on a tractor and took care of cattle all his life, but he loves business. Another person could be a "city girl" from one of the richest counties in the United States dressed as a cowgirl and tell that where you grow up does not limit or define your interests and activities. A "trophy wife" dressed as a housewife with an apron carrying baking equipment would be a great foil for a young woman with several degrees in business. Identically dressed twins could convey their common interests and point out that they are still two independent people with separate identities and interests. Lastly, a tomboy dressed as a "girly girl" could discuss her love of sports.

In conclusion, it is important for educators to not create flash judgments about students and co-workers that would cause others to have a preconceived opinion. Creating a safe and inviting environment is essential for all of our students to feel comfortable in our classrooms. We should establish ground rules for the class and have the students help establish these rules. As educators, it is important to become familiar with our students' experiences, backgrounds, and get to know parents and people in the community. Our instructions need to be culturally responsive for all students, allowing for differences, while not favoring one group over another.

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