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

Volume LIX	April 2013	Number 1

President's Report
Connie M. Forde
Alpha Pi Chapter – Mississippi State University

Greetings on behalf of the National Council of Pi Omega Pi. I know you are all busy with final exams and making plans for summer. Best of luck to you as you finish the semester. Please be reminded of the May 15 deadline of the $1,000 Pi Omega Pi scholarship. The application form can be found on the Pi Omega Pi Web site (piomegapi.org).

The 43nd Pi Omega Pi National Convention was held on April 18-20, 2013, in Atlanta, Georgia, with members and advisers attending from across the country. Special thanks and congratulations go to Dr. Ivan Wallace, the president-elect of Pi Omega Pi and Beta Kappa Chapter, who planned an excellent convention and to Samantha Shirley of Zeta Eta chapter for planning the interactive icebreaker for the Thursday evening social.

Special thanks go to Tracey Ferguson, Turlington Alternative School, Raeford, NC, and Ms. Misty Freeman, Georgia Department of Education, Atlanta, GA, who were the motivational general session speakers on Friday and Saturday. Dr. Wallace has posted a PowerPoint and other resources from Tracey's session on the Pi Omega

Pi Web site. Be sure to view the official convention photograph at piomegapi.org.

The National Council thanks the chapters who presented excellent presentations at the Friday afternoon sessions. These chapters were Beta, Chi, Psi, Alpha Pi, Beta Kappa, and Zeta Eta.

Finally, congratulations go to the following Top Chapters in our 2012 National Competition who were recognized at the Saturday morning session and the NBEA Closing Session:

1. Beta Kappa, East Carolina University
2. Zeta Eta, Kansas State University
3. Psi, University of Wisconsin-Whitewater
4. Beta, Northwest Missouri University
5. Alpha Chi, Eastern Illinois University
6. Alpha Pi, Mississippi State University

The Zeta Eta Chapter at Kansas State University received the "Participation Award," with five members attending and traveling 922 miles. Congratulations! Alpha Iota Chapter at Arizona State University received a Golden Award for 75 years as a chapter.

The National Council appreciates the generosity of all the chapters who donated school supplies for the Atlanta "Kids in Need" service project sponsored by the NBEA Executive Board. Special recognitions go to Kappa Chapter who could not attend the conference but mailed a 27-pound box of school supplies on behalf of their chapter. Thank you!

The newly elected National Council members are as follows:

President   Dr. Ivan Wallace
Beta Kappa Chapter, East Carolina University

President-elect   Dr. Emma Faulk
Zeta Delta, Alabama State University

Secretary-Treasurer   Ms. Darla Stone
Zeta Eta, Kansas State University

Student Representative   Samantha Shirley
Zeta Eta, Kansas State University

Editor   To be appointed by the president

It has been a pleasure serving as president of Pi Omega Pi for the last two years. I wish you all the very best in your chapter activities.

POP President Dr. Connie Forde (on right) presents Beta Kappa (ECU) representative, Scott Rosen, with first place plaque for National Competition 2012

National Council 2010–2012

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Hello, fellow Pi Omega Pi friends!

I hope the end of the semester is treating you well. I am your new National Student Representative! I am eager to serve Pi Omega Pi and serve as the voice of my peers. For those of you that were unable to be at the convention in Atlanta, Georgia, I talked about three objectives I would like to accomplish over the next two years.

First, I would like to create a larger social media presence for Pi Omega Pi members. Please go online and "Like" our Facebook page, "Pi Omega Pi." I would like to use the page as an opportunity to share tools and resources among each other. Secondly, I would like to create a network of Pi Omega Pi presidents. The presidents are the voice of each chapter of Pi Omega Pi. This network would be used to share ideas for improving our chapters, as well as a way for me to convey information about upcoming events. The final element that I would like to happen is a nation-wide week of service. I plan to use the network of presidents to implement a service project on each campus, occurring all at the same time.

Thank you to the chapters that were in attendance at the convention. Everyone had an outstanding time and I enjoyed getting to know each of you. Each chapter took time to prepare sessions on topics in education. The sessions were extremely informational and resourceful for our future endeavors as educators. Please begin making plans to attend the 2014 NBEA Annual Convention in Los Angeles, California. The dates are April 15–19, 2014. I plan to use the network of presidents to share fundraising ideas to help all chapters attend. The NBEA conference is a great place to gain ideas for teaching business in today's society. Finally, I would like to take time to congratulate the chapters who received awards at the 2013 NBEA and Pi Omega Pi Biennial Convention. Congratulations to all POP members for jobs well done!

Chapter Activities

Psi Chapter
University of Wisconsin-Whitewater

The University of Wisconsin-Whitewater (UW-W), Psi Chapter 23 representative returned from the national POP conference in Atlanta with information, materials, and enthusiasm to share with other Psi chapter members. Courtney White and Kristen Vanderwerff attended the conference, gave presentations, and networked with POP members from all over the U.S. After returning from Atlanta, the POP chapter members held their annual banquet at which POP graduates (Melissa Ellis, Bailey Hearley, Dustin Elsbury, and Sara Richmond), new members (Courtney W. and Kristen V.), and the Psi chapter's most active members (Melissa E. and Bailey H.) were recognized. A special tribute was also paid to Dr. Lila Waldman, lead business education professor, who is retiring in May 2013.

The Psi chapter is also proud to welcome its new faculty sponsor, Ms. Michelle Gibson-Herman, who will be working with the POP chapter beginning Fall 2013.

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. Planning has also been

started for the annual Spring Honors Banquet at the end of April. Beta Kappans have made all their plans and are excited about attending the Biennial Convention in Atlanta in April.

Zeta Eta (KSU) POP conference attendees with faculty sponsor, Ms. Darla Stone, in Atlanta

Alpha Chi Chapter
Eastern Illinois University

Currently, the Alpha Chi Chapter of Pi Omega Pi at Eastern Illinois University has inducted two new members, Cameron Stone and Mitchell Gurick. The chapter has four active members with one, Ashley Miller, currently student teaching. Ashley is teaching accounting, multimedia, computer applications, and marketing. Three of the members attended the Eastern Illinois Business Education Association spring meeting on March 20, 2013 at Tuscan Hills Winery. At the conclusion of the meeting, the members took a tour of the winery and learned more of the backstory of Tuscan Hills Winery. The members of the chapter are now focused on compiling resources for Prairiespark, which is an entrepreneurship resource for educators and small business owners interested in developing small business programs for youth. Two of the Alpha Chi Chapter members, Cameron Stone and Mitchell Gurick, are attending the biennial convention for Pi Omega Pi in Atlanta, Georgia in mid-April.

Alpha Pi Chapter
Mississippi State University

Alpha Pi chapter is continuing to prepare for the 43rd Pi Omega Pi National Convention. Alpha Pi has two members attending the conference in Atlanta this year. Our members have sold Boston butts and flowers for Administrative Professionals' Day in order to raise money for the trip. Alpha Pi chapter is also completing a local project by attending Mississippi State University's Academic Insight Day. Members have made brochures and other literature related to Pi Omega Pi to give to new students of MSU.

Beta Chapter
Northwest Missouri State Univ.

Beta Chapter at Northwest Missouri State University held its annual "Eat and Greet" on March 20 to get to know prospective members. Members enjoyed treats and got to know each other and what Pi Omega Pi is about. We will be holding our initiation meeting on April 10. Our chapter is welcoming Marcus Grudzinski, Kirsten Applegate, Mattie Newman, and Amy Wimer to the chapter this semester.

Zeta Eta
Kansas State University

Zeta Eta members are busy planning the event to represent business education at the All University Open House celebrating the 150th anniversary of Kansas State University. Members will share information about the history of technology and work with visitors to use current technology. Six students are traveling to Atlanta, GA, for the biennial National Pi Omega Pi conference held in conjunction with NBEA.

Pi Omega Pi
Scholarship Information

Requirements:
- U.S. Citizen or eligible non-citizen under state residency statutes
- Pi Omega Pi membership
- Student-teaching experience within one year of scholarship award
- Full-time student in a graduate or undergraduate degree-granting program for 2 years
- *Full requirements, instructions, and applications can be obtained from Dr. Ivan Wallace; wallacei@ecu.edu

Amount and Deadline:
    $1,000 to one individual or $500 to two individuals; May 15, 2013

Members' Articles

Deyton Thomson
Beta Chapter

"**Professional Development: Poverty Simulation**" ⸺⸺⸺
Northwest Missouri State University

This semester while student teaching, I participated in a poverty simulation through a professional development program for the teachers in the school district (MACA, 2013). I am student teaching in a K-12 district in a rural agricultural community. The city in which I teach is the county seat of Atchison county, of which there are less than 6000 citizens in the entire county. The percentage of students in this district that receive free or reduced lunch is 40 percent and nearly 50 percent of all students in Missouri also are this socio-economic category. Therefore, "experiencing poverty" is a good experience for teachers.

The high school gymnasium was transformed into a city with multiple households and different businesses that were needed for survival. I felt that working through a simulation would be an interesting way to find out about poverty. I soon found out the next hour would become very stressful. As we all walked into the gym, participants were randomly assigned a role. This is who we would be for the next hour. We then needed to find our household and meet our new families. I was a 36 year old man with a wife, high school aged daughter, and we also had a disabled father-in-law living with us. We had a car and a couple of items that we owned and started with just $5.

Each week in the simulation lasted 15 minutes, and this is all of the time we had to go to work, get groceries, go to the bank, or try to find assistance. After the 15-minute week was over, all of the businesses closed and everyone returned to their homes. I had a full-time job, and my wife was unemployed, so I would spend at least seven of the 15 minutes each week at work. It actually worked well for us to have my wife unemployed so she could pay bills, get groceries, and finish things for the week while I was at work. One of the weeks I stopped at the bank to cash my paycheck after work, and the 15 minutes ran out. I had to go home without a paycheck that week, which made our week extremely stressful.

Until this simulation, transportation is something that I never really thought about when thinking of people who live in poverty. We had our transportation tickets and without enough transportation tickets, one couldn't go to work or travel away from home. There was a week that my family ran out of transportation tickets, so we couldn't do anything until we had money to purchase more.

I was in one of the more privileged families during the simulation. There were multiple homeless individuals and some of the homeless had babies. There were also crimes that occurred during the simulation, and as we went on, there were times that committing the crimes seemed like the only way we were going to survive the simulation.

The most meaningful part of the simulation was when the role playing was completed and the discussion and reflection began.   I found out that most people who need financial help don't know where to go to receive the help they need. If people do know where to go for help, they may have to travel around a rural county to receive the help needed, but may not have transportation or money to do so. This was a very good simulation for me to go through as a student teacher. This simulation helped me better understand what some of my students may be going through at home. A simulation like this is not only good for teachers, but would also be good for high school students to experience through a student organization such as FBLA, BPA, or DECA. For information on a Poverty Simulation, contact your County Extension Office or seek information on varied poverty simulations on the WWW.

References

Missouri Association for Community Action (MACA, 2013).

http://www.communityaction.org/Poverty%20Simulation.aspx.

"Distance Education Shifts Learning"   _____   **Kristen Vanderwerff**
University of Wisconsin-Whitewater   *Psi Chapter*

Distance education shifts learning into a different gear. As stated in the article, "distance education relates to a methodology of teaching in the absence of a direct interaction between teacher and student." The key part of that sentence is the absence of direct interaction, and this is how education has evolved. Despite the loss of this interaction, other forms of connection are being discovered, especially with the ever-changing technology of the Internet.

Although using the Internet is the most common form of distance education now, this element was not always the case. Delivering curriculum through snail mail was the earliest channel of distance education. Teachers are also trying to resurface the lost face-to-face connection by videotaping instructional videos or chatting via Skype.

Many advantages of distance education exist. Students and teachers have the freedom to complete work, listen to lectures, read the text, and grade papers from where they are at the moment. Most distance learning methods are flexible and have no fixed schedule. Students also learn the skill of self-motivation, which can be an important aspect to personal growth. If one chooses to take courses using the online method, he or she only has to have a computer with an Internet connection. This situation allows class accessibility virtually anywhere. Another advantage is that students can keep their full time professional job while enrolled in a distance education course, yielding the benefit of earning and learning. Last but not least, distance education has the potential to save time and money. There is typically no travelling required for these courses and can diminish financial expenses.

On the other hand, distance education has a few drawbacks. Students who tend to have a lack of motivation are generally not encouraged to take a course in a distance education setting because no instructor will be guiding

students. Another factor is the absence of a proper learning environment. At school in a normal class setting one will most likely have a proper study area, which is not guaranteed at home. Additionally, distance learning cannot be used as an alternate learning method.

Reflection

Distance education can be a great tool for students as long as they go about it the proper way. It's important to establish a proper online learning environment when the course is conducted in that form. I am assuming the majority of distance education courses are transmitted through the Internet, and that very few courses are still delivered through the mail.

Many students will take an online course at least once in their lifetime, most likely at the postsecondary level. It might be a smart idea to offer a class on proper online course techniques to help students in the future. I could see individual teachers holding an after-school program once a semester for students who want guidance for an online course. I recently learned that instructors who would like to teach online courses must have a certification do to so. I am planning on taking this course this summer at UW-W so I am qualified to teach online courses when the time comes.

I agree with all the advantages that the article listed. I especially think that distance education programs are an excellent way for students who have had children during high school to still graduate. Distance education allows them to stay home with their child while they finish their high school education or degree online. This of course is not the only circumstance in which distance education comes in handy, but it just might be the most common reason among teenagers.

Every aspect of distance education is not entirely perfect though. In some cases, this might produce more work for me as a teacher, which also has its pros and cons. Overall, we are here to provide an education to our students, no matter in what form. However, if over the years distance education, even at the high school level, becomes more common, will students choose to do that over a normal high school? Could the change be so extreme as to put teachers out of a job? Would those teachers then be directed to teach in a distance education setting? Many unanswered questions remain concerning distance education that no one will have answers for until the time comes.

Reference

Prokerala. (N/A). Distance Education - Pros & Cons of Distance Education. *Prokerala.* Retrieved from
http://www.prokerala.com/education/distance-education-advantages-disadvantages.php

"Microsoft IT Academy" ———————————————————— **Scott Rosen**
East Carolina University *Beta Kappa Chapter*

Introduction

North Carolina students have recently been introduced to a new curriculum made possible by a partnership between Microsoft and the NC Department of Public Instruction. Our state was the pilot program for introducing the Microsoft IT Academy courses at the high school level which replaced the Computer Applications curriculum. This agreement makes North Carolina the largest IT academy in the world. Currently as a Senior II Intern I am teaching the MSITA course for Word, PowerPoint and Publisher as well as Excel and Access.

Curriculum

As a member of the Microsoft IT Academy teachers have access to a multitude of resources including lesson plans that can be used to pace the course and activities to go along with the lessons. Microsoft includes a Digital Literacy curriculum that can provide essential computer skills for learners. Personally, for maximized success in these courses students should at least be familiar with typing properly (not peeking or pecking). Teachers also have a reference library of more than 600 technology books that is easily searchable by topic or subject.

Professional Development
The Microsoft IT Academy allows teachers to partake in professional development opportunities to refresh their skills and allow educators to share and experience new technologies and curriculum tools. Microsoft provides a Teaching with Technology curriculum that helps to integrate communication and technology skills and activities into everyday lessons. As a member, educators have access to teacher starter kits that provide access to practice certification exams to prepare for the certification test. These practice tests can also give teachers a better idea of how to prepare their students for certification.

Certification
Perhaps the best part of the Microsoft IT Academy is the Microsoft Office certificate that students and educators can earn after passing the certification exam at the end of the course. This certificate shows that you have reached proficiency in your current course (es) and are given the title Microsoft Office Specialist in your course area (Word, PowerPoint, Excel etc.) This allows students an excellent opportunity to showcase their newly learned skills in their resume and allows educators to showcase their expertise in the content areas that they are teaching. Being Microsoft Office Specialist certified allows students to gain a competitive edge over other job seekers and gives them valuable skills that they can utilize later in life. The certificate awarded to each student that passes the certification test rewards the student for their commitment to hard work and academic success.

Conclusion
The resources and advantages provided to teachers and students by the Microsoft IT Academy are second to none. As an educator, the MSITA Academy provides valuable tools and resources to teach students the latest technological skills. Through the MSITA Academy students have the opportunity to extend their content knowledge and gain valuable workplace skills while having the opportunity to become certified by Microsoft in their course area(s). North Carolina and other states will continue to benefit from the MSITA curriculum in their school systems.

For more information about the program and how you can become a Microsoft IT Academy member visit:

http://www.microsoft.com/education/itacademy/Pages/index.aspx

References

Microsoft. "Microsoft IT Academy." *Program Benefits*. Microsoft.

    <http://www.microsoft.com/education/itacademy/Pages/benefits.aspx>.

NC DPI. "MICROSOFT IT ACADEMY." *Microsoft IT Academy*. North Carolina Department of Public

    Instruction. <http://www.dpi.state.nc.us/msita/>

Memories . . .

2013 POP Conference

Atlanta, Georgia

Technology to Go With App
Kansas State University

Samantha Shirley
Zeta Eta Chapter

Until coming to college, I had never personally used a computer or any sort of application in relation to a deeper-level learning experience. Every year, we are seeing a growing trend in the use of Apple products in the classroom. The current students going through our school systems are technologically driven. They have grown up around technology their entire lives. When iPods, iPads, or computers are allowed to come into the classroom setting, they are opening the doors to reach more students at a multitude of levels.

In my knowledge and understanding thus far, teachers should always be the first to pilot any sort of technology; it should then trickle down into the high school and then middle school levels. The idea of pilot systems is a good point to note. At this stage, the administration can evaluate what works or does not work and make changes accordingly.

Southwest Career and Technical Academy (SWCTA), an Apple Distinguished school, started small when beginning to implement Google Apps into their daily educational lives. They began with every teacher using a Google calendar online. In this calendar, they included information regarding classes and what was going to happen on a day-to-day basis. The calendar was shared on their class website. Then they began to use Google Docs. Along with the use of Google Apps, the technology began to come into place to more efficiently use the tools. Next was a 1:1 iPod program in the junior class, moving on to testing a 1:1 iPad system with the junior and senior classes, and the sophomore class using iPods. The wave of new technology has introduced the idea of a "digital portfolio."

The result was that students, parents, teachers and administrators could look at the calendar to see assignments and projects with the due date. Students and teachers could work collaboratively on Google Docs using less paper; teachers could provide faster feedback. By having an iPod, students could access information anywhere Wi-Fi was available. This has resulted in teachers in all contents being willing and able to use technology and is leading to students and teachers thinking outside the box for more innovative ideas.

We are Career and Technical Education majors. We have reiterated time and time again in class that one of our main objectives is to prepare our students for either a job or a postsecondary education. Well, this sort of technology is seen everywhere. I have participated in multiple group projects in which we used the Google Apps to communicate, it is an experience that was difficult to get used to at first, but now is one of the best things that could ever happen to a group project. Employers now want their employees to be proficient in technology. Systems much like the one found in SWCTA prepares our students for what employers or college professors are looking for when you step out of high school and into your future.

The digital revolution is upon us. When many of us get into our student teaching or out in the real world for our paid teaching jobs, it is most likely that some form of technology will be in place. Ideas such as this can prove practical in our professional development, as we can look to success (and even failure) stories for help and a deeper understanding of technology in the classroom.

Reference

Statuki, Craig. (2010) There's an App for That – Google Apps for Education. *Techniques: Connecting Education & Careers*, *76*(5), 8–9.

Blended Learning: The Way of the Future ──────────────────────
Mississippi State University

Brian Gaddie
Alpha Pi Chapter

Blended learning is a new buzzword for education today. For as many years as records have been kept, school has been a teacher and students in a building. The teacher talks to the students and the students listen and participate in the lesson. In today's world, however, with so much technology available to students and teachers, this method is becoming outdated and obsolete. This is not to say that face-to-face instruction should not be used any longer, but rather that education should spread outside the four walls of a classroom. This is where blended learning comes in to play. Rather than students only having access to information within the classroom, a wonderful invention by the name of the internet has provided opportunities to expand and change the way students are taught and the way they receive information.

A blended classroom would be a classroom that used both the traditional face-to-face method and the internet. With cloud based devices, students can now access information from any location with internet connectivity. This can be very beneficial in situations such as a student being absent or for students who may not take good notes in class. The teacher could upload a podcast of his or her lecture to a cloud device and make the information accessible to the student who was absent. A blended classroom also allows the students to complete their work on their schedule. Students can complete work on the bus heading home, at the library, at a friend's house, in the backyard, or anywhere else that the student would have access to internet.

Blended learning also offers other benefits to students and teachers such as saving time, adding information in real time for the students to access outside of class, and also giving the students another option for learning. Time is not a teacher's friend. There are so many things required of teachers on a daily basis and so little time to accomplish those things. Using the blended learning model can help to free up a teacher by eliminating clerical

tasks such as making copies and punching holes in papers. Instead of using up time to complete those tasks a teacher can simply upload documents to the cloud and the students can print them, save them, or whatever option they choose to use them. Being able to add information to things like a presentation or a worksheet after class has already ended can also be very helpful. Students may also enjoy this model because it gives them another avenue of communication and collaboration with their fellow students and with the teacher. Students are sometimes timid during class when there are other students around. They may not want to ask questions during that time and the online learning portion of the blended learning would allow them to communicate in a way that is a little less intimate.

Blended learning is the way of the future and it is a great way to engage students in a way that they are comfortable. The traditional version of the classroom will always be a part of the blended learning but now there is no excuse to not expand outside the 4 walls of the classroom and offer something to our students that benefits them and the teacher.

Reference

(5/1/2013). What is blended learning? These videos will get you started. http://edudemic.com/2013/04/what-is-blended-learning/

Dr. Nancy Zeliff and Beta chapter members

POP National Council members: (Back L to R) Dr. C. Forde, Dr. I. Wallace, D. Stone, (front) Dr. L. Davis, Dr. E. Faulk

Here and There

Here and There is the official newsletter of Pi Omega Pi, the national honor society in business teacher education. The newsletter is published four times each competition year: February, April, October, and December.

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February 2013
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Visit the national Pi Omega Pi Facebook page for continuous updates, news, and information.