



# HERE and THERE

PI OMEGA PI

National Business Education Honor Society  
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## President's Message



Emma A. Faulk, PRP  
Alabama State University  
Montgomery, AL

Greetings Pi Omega Pi Members:

As we come to the close of another academic year, your *POP Council* would like to congratulate the chapters who participated in local and national community projects. Congratulatory letters have been sent to the following chapters:

- First Place:** Alpha Pi Chapter – Mississippi State University
- Second Place:** Beta Chapter – Northwest Missouri State University
- Third Place:** Beta Kappa Chapter – East Carolina University
- Fourth Place:** Alpha Chi Chapter – Eastern Illinois University
- Fifth Place:** Zeta Lambda Chapter – North Carolina State University

These chapters deserve to be proud of their achievements and we wish them continued success in all of their future projects.

Your council is planning for a new academic year, and we have focused on the aims of Pi Omega Pi as given in the National Constitution which are:

- **To create a fellowship among teachers of business subjects.**
- **To create and encourage interest and promote scholarship in business education.**
- **To encourage civic responsibility.**
- **To foster high ethical standards in business and professional life among teachers of business.**
- **To teach the ideal of service as the basis of all worthy enterprise.**

The council met in Las Vegas on March 24, 2016, at the Cosmopolitan of Las Vegas from 8 a.m. – 11:30 a.m. The following items were discussed:

- Increasing membership (identifying potential chapters).
- Revamping membership requirements.
- Implementing bylaws changes (meeting options).
- Improving public relations.
- Identifying potential honorary members.
- Scheduling a town hall meeting with all chapters in the October.

Throughout the summer, your council will work to have some of those agenda items completed so that you may peruse them for action at the next conference in Chicago. This has been a wonderful year! Enjoy your summer, and most of all, be safe.

- Emma A. Faulk, PRP

President

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## Chapter News

### Alpha Chi Chapter News Easter Illinois University

This semester, Alpha Chi has been preparing for a presentation for next fall's IBEA to bring new ideas to teachers in the state. Along with preparing for IBEA this fall, Pi Omega Pi is going to Springfield for IACTE Legislative Day. While we are there will see what business students in Illinois are doing in their classes and meet our senator and representative. This semester has been packed with fun events to get us prepared for the teaching world.



### Alpha Pi Chapter News Mississippi State University

Alpha Pi Chapter recently initiated a new member, Alexis Wrigley (pictured to the left). The chapter is also extremely excited about winning first place in the Pi Omega Pi national competition, and preparing to witness the graduation of one of our first distance (online) student initiates of Pi Omega Pi, Rebecca Vuyovich.

### Beta Chapter News Northwest Missouri State University

Beta Chapter initiated one new member in Spring 2016. Trey Frey from Milford, NE, a middle school business and math major, is the newest member of our chapter. Mr. DeLayne Havlovic from the Omaha Public Schools talked to the chapter about the job application process for his district. Two members are student teaching this semester. Sierra Jones is student teaching at Maryville Middle School, and Brooklyn Ellis Rauckman is student teaching at Pioneer Trial Middle School in Olathe, KS.

Alumnus Kelsey Butler created a PechaKucha on Beta Chapter's 2015 Biennial Convention trip to Chicago. It's online at <http://cloud.nwmissouri.edu/PlayVid.aspx?vid=7554af7193b65c733b62d646e8d81747>.

Outstanding members of Beta Chapter were announced for the year. Marina Hayner was awarded "Outstanding Underclassman Member." Drew Bruner was awarded "Outstanding Senior Member," and Sierra Jones was named the "Outstanding Overall Member." Sierra also was named the NBEA Award of Merit winner.



### Beta Kappa Chapter News East Carolina University

Many Beta Kappa members went to The Atlantic Coast Business, Marketing, and Information Technologies Education Conference in Raleigh last month. There, Beta Kappa inducted five new members. Current members were able to meet and get to know these new inductees. Beta Kappa is in the process of creating and completing a service project. We are very excited that we have new members that are ready to compete. We are excited about the many great opportunities we have in Beta Kappa.

## Chapter News

### Psi Chapter News

University of Wisconsin-Whitewater



Psi Chapter has had a very productive Spring semester, and we are looking forward to our annual awards and scholarship banquet in May. More than 30 hours of meetings and planning sessions have been logged over the past few months. Our events and activities this semester have included hosting a mini-DECA competition; judging FBLA regional competitions, their State Leadership Conference, and the DECA State Conference; presenting at our university's HackEd Teachers Using Technology two-day educational camp; and participating in high school Reality Days.

Our chapter also installed six new officers in January and held two induction ceremonies during which we added eight new members and a new advisor. Psi Chapter would like to publicly welcome our newest members (in center of photo) Liberty Wieseman, Khloe Andreoli, Tom Neave, and Molly Buettner. We also heartily thank Mr. John Smith and Dr. Karla Saeger (on the left and right sides of the photo, respectively) for their wise counsel and trusty guidance. Psi Chapter is brimming with talent and eager to launch into our summer and fall activities.

### Zeta Delta Chapter News

Alabama State University



Members of Zeta Delta Chapter at Alabama State University surprised the students at the Zelia Stevens Early Childhood Center, on the campus of Alabama State University, with a large decorated **Easter Basket** filled with goodies. The chairman this outreach project was Mildred Potts.

### Zeta Lambda Chapter News

North Carolina State University

Zeta Lambda members have been busy during the Spring Semester! On February 22<sup>nd</sup>, chapter members sponsored a professional development workshop for the spring semester student teachers. The workshop was entitled, "Differentiated Instructional Strategies to Reach all Students." Thirty-five student teachers from across all majors in the College participated.

Zeta Lambda also continued volunteering at The Daniel Center as mentors and tutors for the children attending this afterschool program. Several members of the chapter participated in the state-level DECA and FBLA competitive events and leadership conferences. Members served as judges, event administrators, and chaperones at both conferences experiencing what it takes to be a student organization advisor.

## Articles

### “Digital Crime and Digital Terrorism: Society’s Current Issues”

by Alicia Hamel, Beta Kappa Chapter, East Carolina University

The text *Digital Crime and Digital Terrorism* provides an in-depth look into various aspects of criminal and civil law in relationship to gathering evidence and the use of technology. From taking hand written notes to utilizing computers to examine evidence, officers and investigators face various challenges with gathering data, such as the “hearsay rule” when presenting evidence and scrutinizing digital information. Furthermore, the text provides some insight to how difficult it can be to delete data and the potential for a digital crime referred to as hacking.

There are a number of popular television shows, like Crime Scene Investigation (CSI), that portray the procedures officers and investigators take when examining a crime scene. A concern with these types of television shows is that they showcase to prospective criminals exactly what to do and not to do. It is almost like they are showing you how to commit a crime and how to cover it up, which is alarming. In reading *Digital Crime and Digital Terrorism*, I realized there is more than what we see on television shows that officers and investigators face when they investigate a crime scene. The text provides a definition of hearsay based off of Black’s Law Dictionary as “any statement made outside the present proceeding which is offered as evidence of truth of matters” (pg. 291). In reading further about the application of the hearsay rule for presenting evidence in cases, I was interested in the use of notes. Everyone takes notes on things to help them recall important information. I took notes while reading this chapter to help me recall key concepts and vocabulary words later on. So it is no surprise that officers and investigators take notes to help them recall a crime and/or crime scene.



What I found alarming is the use of notes while presenting a case and how it violates the hearsay rule. I can understand that if you are trying to explain something to someone that you are knowledgeable about, you should be able to explain it off the top of your head. In some cases, it might be acceptable to refer to notes to help identify key details. The book noted that investigators use notes to help recall “serial numbers, model numbers and other minutia” (pg. 292), which can be difficult to remember because they are so unique. I use notes to refer to when teaching a class to help me remember such information as well. What really struck me was that if an investigator relied too much on his/her notes, that it is referred to as past recollection recalled, which violates the hearsay rule because knowledge about a crime is not known, but recollected by notes. In the case, the notes become more valuable than the investigator. The problem I see here is that when cases are presented, they are “months” (pg. 292) after the actual crime has happened. Things such as time and dealing with other case interfere with being able to precisely recall a case when the time come to present it. So, in my opinion, it seems like investigators are being punished for not having their cases heard sooner so that they can present knowledge about a case efficiently. It is not their fault that a case is not addressed sooner and that they may need to refer to notes to help them recall details. It would be like telling a student not to use their notes from the beginning of a semester on the final exam. It is impossible to remember everything one learned over the course of a semester, which is why we take notes to begin with.

In reading further, I came across insightful details about digital forensics and how forensic analysts prepare digital evidence for examination. The preparation process of preparing evidence for examination is also portrayed in various popular television shows. I have mostly observed the “clean” environments evidence is analyzed within in these shows and where murder weapons are usually the focus. “All digital information is simply a pattern of bits” and that “discovering evidence is a process of matching a known pattern of bits” (pg. 307). I feel this explanation simplifies the concept of what forensic analysts do when examining computers that are pieces of evidence because terminology related to forensic can seem complicated. Another explanation that stuck out to me was one about hard disks and why they tend to be slow. The text explains that they rely on the physical motion, such as a spinning disk, to operate (pg. 310). This seemed so obvious when reading, but it was nice to read it put so simply, to ensure comprehension, which is helpful for any reader.

Additionally, I was interested to read about how deleting a file does not mean it is deleted permanently. Things that are deleted leave bits of the file behind that can be saved over with new files. So essentially, files are never really deleted. This reminded me how things we put on the internet are hard to delete because they are shared by so many people and linked to other pages and files. For instance, even when we think we have deleted a photo of ourselves from a social media site, it can remain on a server for years. I find it interesting to know that computers have the capability to conserve such things for such long periods of time. It is kind of scary because of the potential for someone to access your personal data without permission, better known as hacking. A hacker could easily hack into someone’s computer and access all kinds of personal files and data, even ones that were thought to be deleted. It just reminds me to be mindful of what I do with my computer and what I do online because deleting is not as simple as it appears to be.

#### Reference:

Taylor, R., Fritsch, E, and Liederbach, J. (2014). *Digital Crime and Digital Terrorism* 3rd Edition. Prentice Hall.

## Articles (continued...)

### “Integrating Technology in the Classroom”

by Madison Foxx, **Beta Chapter**, Northwest Missouri State University

In recent years, technology has rapidly advanced. Internet, cell phones, and TV seem to now run the world. With technology being such a priority in today’s society, how can we integrate it correctly into the classroom without it becoming a distraction to students? “Technology has become part of the educational process, but too often it is separated and not integrated into the learning experience” (Starr, 2011). The integration of technology is more than just having computers in the classroom; it should be utilized as a tool to expand student learning on a daily basis.

A reason that technology needs to be integrated into today’s classrooms is because “technology in education everyday helps students stay engaged. Today’s students love technology so they are sure to be interested in learning if they can use the tools they love” (Wainwright, n.d.). Technology is exciting, and if students are excited about learning, then they are more likely to stay engaged and participate in the lesson. Teachers can utilize technology as a tool by having online worksheets available, incorporating online news sources into discussions, and providing notes and slide shows. Using technology as a tool for assessment can make the grading process easier as well.

Some useful technologies I have experienced in classrooms throughout my educational career include SMARTBoards, clickers, Mimio boards, iPads, and laptops. These tools have not only helped in student learning, but they have also helped instructors in their teaching. Computer websites like Google Classroom, PowerSchool, and others have helped students, parents, and teachers all be involved in student progress and success. With business classes such as Keyboarding, Careers, and Computer Applications, the advances in technology have affected these classes immensely. In some keyboarding classes, textbooks are becoming obsolete with the development of Web sites such as <https://www.typing.com/>. Typing.com offers grading and classroom management for teachers, single-sign-on and classroom roster syncing, and Common Core aligned typing curriculum; best of all it is free.

If used correctly, technology can be a great tool in the student learning process. With constant advances in the technological world, teachers should find it easy to incorporate technology into their classrooms. Even the littlest things, like showing a video or having students explore a Web site on their own can help foster student learning. If you asked a student if they would rather carry around a textbook for every class or have a Chromebook that contained digital versions of each book they needed, which option do you think they would choose? Technology is a resource that in the end will make the students’ and teachers’ lives easier.

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### References:

Starr, L. (2011, June 12). Integrating Technology in the Classroom: It Takes More Than Just Having Computers. Retrieved March 29, 2016, from [http://www.educationworld.com/a\\_tech/tech/tech146.shtml](http://www.educationworld.com/a_tech/tech/tech146.shtml)

Wainwright, A. (n.d.). 10 Reasons Today's Students Need Technology In The Classroom. Retrieved March 28, 2016, from <http://www.securedgenetworks.com/blog/10-Reasons-Today-s-Students-NEED-Technology-in-the-Classroom>

## Articles (continued...)

### “Strategies for Becoming an Active Teacher”

by Molly Buettner, **Psi Chapter**, University of Wisconsin—Whitewater

Keeping students engaged can be a real challenge. Though a traditional PowerPoint presentation is unavoidable in some cases, it is undeniably one of the more passive techniques. First-year teachers, with a small supply of resources, tend to stay in their PowerPoint comfort zone. In order to become an active teacher, to come out of that comfort zone, teachers must consider active teaching strategies. Try one or more of the following strategies to help engage your students:

#### **Discussion**

Opening the classroom to discussion is an easy way to engage students. Students are engaged because they are making connections to the content. When you, as the teacher, ask meaningful questions, students will recognize the importance of the topic. While discussion promotes student participation, it also gives you an idea of student understanding. For example, holding a discussion about assessing budgets in a Personal Finance class could start off with you asking students what they would include in their own budgets.

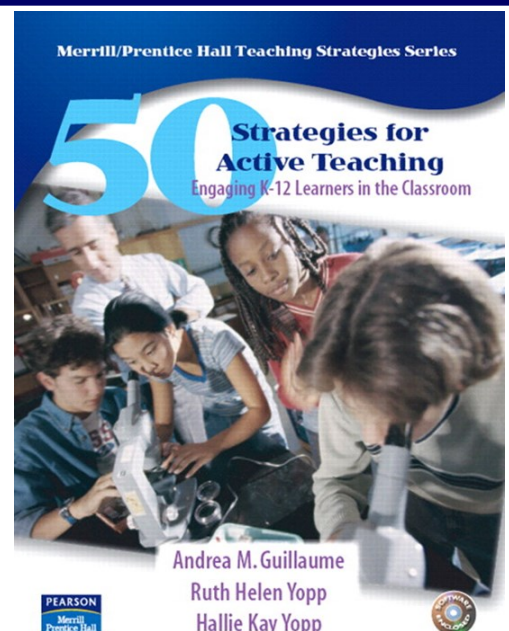
#### **In-Class Activities**

There is a wide range of in-class activities to engage students. An activity can be as simple as inviting students to the board to write their answers. Or, get creative and develop a trivia game to review course content. These kinds of activities engage students, because all students are able to participate while using critical thinking. Rather than students passively taking in the content, they are talking, writing, discussing, and learning in a fun and active way. The great news is that as your teaching career develops, more resources for additional activities will become available.

#### **Demonstration**

If properly implemented, demonstrations can be very effective at generating interest in the content. This strategy helps students learn by example. Students can see, hear, discuss, and participate in a demonstration. For example, a demonstration in a computer applications class could include showing how to use the functions of Microsoft Word.

**Resource tip:** A great resource for active teaching strategies is the book “50 Strategies for Active Teaching: Engaging K-12 Learners in the Classroom” (by Andrea M. Guillaume and Ruth Yopp Edwards, Pearson Education, 2007; <http://tinyurl.com/pearson50strategies>). The book is filled with ideas for discussions, demonstrations, activities, and more that a teacher can relate to his or her content and use in the classroom.



## Pi Omega Pi Announcements

*Congratulations to all National Award Winning Chapters!*

**1<sup>st</sup> place – Alpha Pi Chapter**  
Mississippi State University

**2<sup>th</sup> place – Beta Chapter**  
Northwest Missouri State University

**3<sup>rd</sup> place – Beta Kappa Chapter**  
East Carolina University

**4<sup>th</sup> place – Alpha Chi Chapter**  
Eastern Illinois University

**5<sup>th</sup> place – Zeta Lambda Chapter**  
North Carolina State University

*Many thanks to all who participated in our annual competition.  
We look forward to seeing everyone next year in Chicago! Have a great summer!*

## Purchase Your Business Education T-Shirt TODAY!



Here is your chance to promote the great field of Business and Technology Education, while also supporting the community service and travel fund of the Alpha Pi Chapter of **Pi Omega Pi** honor society at Mississippi State University!

Order your Business Education T-shirt Today for only \$15 or \$17 (pending size) by visiting the following website:

<https://squareup.com/market/BusinessEd>