HERE AND THERE
National Newsletter
PI OMEGA PI

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

A Message from Taya Moore
National Student Representative
Northwest Missouri State University

Greetings! The annual NBEA Convention was held in Chicago this year April 7-10.   The convention was a success thanks to all those who had a hand in planning.   Not only did I learn a lot of good techniques to take into the classroom, I was also able to see the sights and sounds of Chicago.

As the Student Representative, I was glad to see fellow Pi Omega Pi members attending the conference.   I would like to congratulate those Top 10 chapters. This year's competition was very close and ended with two ties in the Top 10.   I appreciate all of the hard work the chapters are doing and encourage them to keep working.

With the end of the semester approaching, I would like to wish everyone good luck and hope you have a great summer.   For all of those graduating, I would like to wish you the best of luck in all that you do.

I am looking forward to seeing everyone next year in Anaheim, the home of Mickey. I encourage those planning to attend to consider preparing a presentation to show off your skills or unique teaching styles.

Have a great summer! Please feel free to contact me with any questions or concerns you may have.

President's Report
Ginny Richerson
Gamma Upsilon Chapter
Murray State University

It was really nice getting to visit with those of you who attended the Pi Omega Pi Breakfast meeting in Chicago earlier this month. We had a really good turnout for so early in the morning. The Top 10 Chapters, sponsor awards, and chapter awards were distributed. I would like to take one more time to congratulate the following:

Top 10 Chapters

1 Beta - Northwest Missouri State University
2 Alpha Pi - Mississippi State University
3 Zeta Eta - Kansas State University
4 Lambda - Fort Hays State Universiy
5 Mu - Emporia State University
5 Alpha Beta - Eastern Kentucky University
6 Psi - University of Wisconsin-Whitewater
7 Chi - Indiana State University
8 Sigma - Southeastern Oklahoma State University
9 Beta Kappa - East Carolina State University
10 Alpha Delta - Bloomsburg University of
    Pennsylvania
10 Gamma Upsilon - Murray State University

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Delta Pi Epsilon

Continue your commitment to the business education profession by joining Delta Pi Epsilon. Contact the Delta Pi Epsilon National Office at P.O. Box 4340, Little Rock, AR 77214, Telephone: (501) 219-1866; or email dpe@iap.net.

State Business Education

Join your state Business Education association and work to make it a strong association.

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:

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Chapter Activities

Beta Chapter
Northwest Missouri State University

In March 2004, Beta had an initiation ceremony. Five new members were inducted into Beta Chapter. This brings the Beta Chapter to a total of 20 active members. Former Beta Chapter member, Teresa Feick, spoke about her experiences as a first-year teacher and answered some questions. Everyone was committed and enjoyed grading the skill events of the Northwest District FBLA contest. Some members also helped by judging some competitive events. The chapter just recently helped host the North District Business Contest where members also helped grade some of the skill events.

Mu Chapter
Emporia State University

Currently, the Mu Chapter is in the process of recruiting six students to membership. The chapter hopes to hold an induction ceremony at the next meeting. Two members, Kelly Williams and Jennifer Owen, attended a formal luncheon consisting of prominent members of the business community and government. The luncheon provided a great opportunity to network with individuals in our areas of interest. The Mu Chapter is also planning a Subway fundraiser to raise money for the next NBEA-POP conference.

Psi Chapter
University of Wisconsin-Whitewater

The last couple of months have kept Psi Chapter extremely busy. Initiation was held with three new inductees becoming members. Initiation was held at Dr. James's house with a lovely social held afterwards where new members and present members got to know each other.

Psi Chapter has also been planning fundraisers for this spring as well as preparing for WBEA convention and NBEA convention. There are quite a few members attending each event for Psi Chapter. The Chapter is happy to see the high interest. There has also been high interest in applications for the Business Education scholarships that are due April 1.

With the end of the year not far away, members are also looking forward to an end-of-the-year social before finals get underway. Psi Chapter had another successful semester and members are already making plans for the fall semester. With membership continuing to rise, Psi Chapter is looking forward to another successful semester.

Alpha Beta
Eastern Kentucky University

Alpha Beta Chapter had a busy February and March. Members helped judge regional FBLA competitions and worked with local high schools to promote FBLA. Fundraisers were completed and plans were made for attending the NBEA Conference in Chicago. Four students and four faculty members will attend the conference and the Pi Omega Pi breakfast.

Alpha Pi
Mississippi State University

Ten new members were initiated into the Alpha Pi Chapter at Mississippi State University. A reception was given for the new members after the initiation ceremony. Chapter members have been working on a publication project, and a fundraiser is currently being planned to get a start on raising money for next year's NBEA/Pi Omega Pi Convention. The newer members of Alpha Pi are also planning a reception to honor the graduating members of the Chapter.

Beta Kappa
East Carolina University

Beta Kappa Chapter met in February and evaluated the projects for National Competition. The Chapter met again in March and discussed plans for the annual Spring Honors Banquet. All eight of our current members were in attendance. Additionally, the Chapter reflected on our experiences assisting at the Atlantic Coast Business, Marketing, and Information Technology Education Conference, which was held in February at the Raleigh Hilton. All members felt that it was a very good experience and gained some very useful information that can be used in the classroom.

Zeta Eta Chapter
Kansas State University

Zeta Eta Chapter has been planning the trip to Chicago, IL, for the NBEA Conference. The chapter is taking 13 students and 2 advisors. On April 3 Zeta Eta will help with the Kansas State University Open House. The chapter went to area businesses and asked for donations to give during the keyboarding contest. The last meeting will be on May 2 and will be a BBQ. It is the Chapter's officer elections, new-member initiation, and farewell to the seniors. Six members are graduating. It has been a great year!

Pi Omega Pi
2005 Biennial Convention
March 24-26

Sponsor Awards:

5-year
Jan Cooper – Delta Mu – Delta State University
Roger Luft – Alpha Chi – Eastern Illinois University

10-Year
Ginny Richerson – Gamma Upsilon – Murray State University

15-Year
 Nancy Zelilff – Beta – Northwest Missouri State University
Darla Stone – Zeta Eta – Kansas State University

20-Year
Patricia Leonard – Epsilon Epsilon – Rider University

Chapter Awards:

75-Year
Kappa – Indiana University of Pennsylvania
Lambda – Fort Hays State University
Mu – Emporia State Univeristy
Zi – Ball State University

50-Years
Gamma Phi – NC A&T State University

Most students are finishing assignments and projects for the spring semester, while most of the advisors are wishing these assignments and projects were completed and graded. My advice to each and every one of you is to take a deep breath and smell the roses. The light is at the end of the tunnel and soon the semester will be finished. Summer is on its way. Have a great summer and relax.
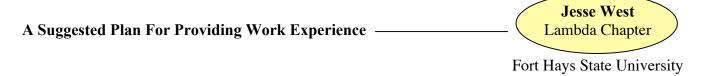
Member Articles

Take An Active Role in Legislative Events ———————————

Andy Turner
Beta Chapter

Northwest Missouri State University

Politics and politicians have always had a great impact on Americans and their society. The United States is lucky in the fact that its citizens have rights that are guaranteed to them and have a freedom to choose what to do with their lives. The United States government was created by the people, and for the people. With the upcoming election, politics has moved to the front page of news and is the focus of many educators today. The elections mean a lot to business educators. Every politician has education as a top priority, but each has a particular vision of its future. Some of the issues that will be affected are educational budgets, grant money from the government, courses that can be offered in a school district, and standards that must be met by the teachers and students. These are just a few issues that will no doubt impact your school and/or your school district.

I currently have the privilege of serving as the student representative to the Missouri Business Education Association. During my term, I have learned a lot about the legislative aspect of business education. The state of Missouri has great advocators that fight for business education in the political arena. I encourage every teacher in every state to take on that fight by becoming an active voter in this upcoming election and voicing your opinion to your current politician. Business education needs a voice in politics in order to survive.

A Suggested Plan For Providing Work Experience ———————————

Jesse West
Lambda Chapter

Fort Hays State University

As part of the vocationally-approved program, students are required to do actual work in a business. If there were no businesses within a community that could accept student workers, the next best thing would be to try to provide those work experiences within the school district.

Placement
The three types of placement and their responsibilities would be:
Secretary – complete office tasks such as preparing documents, word processing, and completing projects.
Teacher Aid – assist the teacher with course work preparation, word processing, scheduling, and research.
Management of Janitorial and/or Cafeteria Operations – keep track of inventory, compile order forms, assist with budget, and keep records.

Supervisor Responsibilities
One supervisor per student will be necessary. For the office positions, the office manager would be the preferred supervisor. The classroom teacher will be overseeing the aids, and the head cook or custodian will be overseeing the student in his/her area. The responsibilities of the supervisor will be to assign tasks, periodically evaluate performance, and oversee student production/service.

The business teacher would be responsible for checking on the student periodically and meeting with both the student and the supervisor. Any concerns, comments, or problems will be discussed with the business teacher.

Evaluation
Evaluation will be done by the supervisor and the business teacher. The supervisor will evaluate the student monthly and then a final overall evaluation will be completed at the end of the program. The

business teacher will observe the students on a random basis and a grade will be assigned. The evaluation will cover the student's preparation, productivity, professionalism, adaptability, continual learning, product quality, and communication skills.

It will be the job of the business teacher to determine which students will be involved in the program and to see that those students have the necessary skills to do their assigned jobs.

Website Design Principles ——————————————————

Kelly Williams
Mu Chapter

Emporia State University

The end of the 21st century saw a boom in e-commerce. For the first time in history, people were able to conveniently shop for anything they wanted from the comfort of their home. With the rise of the electronic business market, businesses rushed to get their products on the Internet. Soon the web became saturated with thousands of business websites. This produced a very competitive environment and made it important for businesses to have good websites. According to Dr. Ralph F. Wilson's (2003) article, 12 Website Design Decisions Your Business or Organization Will Need to Make Correctly (or you'll have to do it all over within a year), there are several design principles that must be followed when developing a competitive website.

Dr. Wilson's (2003) website design principles:
• The purpose of the website needs to be clear. Build the site to fit the company's needs and to achieve its purpose, whether it is to build its brand, advertise, or sell its product.
• Make sure the website is divided into logical sections. Websites need to be organized so users can navigate through them without getting lost.
• Set up a navigation system. Once the site has a logical design, there needs to be an easy way to navigate through the pages. Think like a user during this phase of design. It will help keep the navigation simple and flowing.
• Make the website look and feel good. It needs to be clean and not gaudy, use few colors, few graphics, and if there are photographs, they need to be classy.
• It is important that the website have uniformity. This can be achieved by using templates to design each page within the website. The template will create the same design from page to page without having to recode each page.
• Build a site that is search engine friendly. It won't do much good to create a website if it doesn't get many hits. Create a page that has plenty of key search words that search engines will locate consistently.
• Be sure there is a way for customers to communicate with the company. Two-way communication is very important in business. Make sure customers can easily give feedback to the company through the website medium.
• Make sure sales pages, if that is part of the website's purpose, are effective. Sales pages need to be easy to use and easy to monitor. Problems with orders will quickly hurt a company's reputation and kill the company's e-business market.
• Maintain the website! Build the website with maintenance in mind. Long-term maintenance can be very frustrating if maintenance is not part of the original design.

In addition to Dr. Wilson's list, Night sky graphics offers a few more practical design principles (www.night-sky.biz/principles/). Their principles include:
• Design the website for everyone. Make sure the website can be accessed from end-users with the best and worst systems, equipment, and software.
• Pay attention to details. A great website will lose all credibility if there are spelling, grammatical, or formatting errors.

• Make sure the website will load quickly. People are not patient and will move on if the site they are trying to access won't open quickly.

To ensure a competitive position in the market place, follow the above design principles. These rules or procedures are not complex, but their importance is immeasurable. The look of a website, and the ease with which consumers can navigate its pages could make or break your business in the world of ecommerce.

References:

http://www.night-sky.biz/principles/ Night Sky Graphics and Website Design. Wilson, Dr. Ralph F. (July, 2003) 12 Website Design Decisions Your Business or Organization Will Need to Make Correctly (or you'll have to do it all over within a year). *Web Marketing Today*, 126.

Education Portfolio ———————————————————— **Allison Wagner**
Psi Chapter

University of Wisconsin-Whitewater

A fairly new requirement that education majors must now fulfill is the completion of a portfolio. The basic background of the portfolio is for future teachers to document progress they have made towards their future career. The portfolio will also allow students to store tools that can be useful in the future as well as show prospective employers the students' accomplishments. There are three phases in which the portfolio must be reviewed before a student graduates.

The first phase is after a student has completed the pre-professional block including Educational Psychology, Education in a Pluralistic Society, and Observation and Participation. Students must collect at least one artifact from each class for the portfolio. Each artifact in the portfolio, at any phase, must be scored according to the Wisconsin Standards for Teacher Development and Licensure rubric.

The next review point is after the completion of the methods block. This would include artifacts from Accounting Methods, Basic Business Methods, Computer Applications Methods, and Marketing Methods if necessary for a marketing education major. Artifacts could be a lesson plan, a project, a test, or a paper.

The final phase of the portfolio is artifacts from directed teaching. Field study and student teaching offer many tools for future educators to utilize. Artifacts can also include reflective narratives or philosophical statements.

The education portfolio is a professional document and should appear accordingly. Each section should be clearly labeled and each artifact must have at least a score of two or higher. This portfolio is extremely important to all education majors and should be taken seriously.

Lessons From Observing Business Educators ——————— **John Friend**
Alpha Beta Chapter

Eastern Kentucky University

Someone once told me, "Those who teach, learn; and those who learn, teach." I thought about this for a few minutes and then determined that this was a very wise philosophy. Teaching involves caring for students. An effective teacher cares about how his/her students learns. In my observing and substitute teaching at the middle and high school levels, I saw certain ways that students learn best. Teachers must teach in a way that supports how students learn best, or those students will not reach their potential.

In order to support how students learn best, the following suggestions are critical for new teachers to implement in the classroom:

Adopt an effective teaching method. The Socratic Learning Method is very helpful in keeping students involved in classroom lectures, discussion, and activities. For more information on this learning method, visit http://www.garlikov.com/Soc_Meth.html.

Create a friendly classroom environment. Playing music during class changes (especially at the high school level) is effective in the classroom. Students seem to come into class early, settle down, and are ready to start class whenever the bell rings.

Show enthusiasm toward your subject area. If teachers come into the class motivated, then the students will be motivated also.

Use visual aids. PowerPoint is a good way to keep the students' attention. Also, writing on the board, having a chart, or overhead is helpful.

Implement games into your lectures. One activity recently observed is the Product Preference Game used in a marketing classroom. The teacher brings in two or three types of products and the students get to taste them. They get to choose which product they like best. The results from the class will conclude which product they prefer. This would tie into a lesson on brand and product preference.

Students learn in a variety of ways. Each student will learn best if the teacher supports his/her learning ability by adapting to his/her needs. In the business classroom, a teacher must have a learning method, such as the Socratic style, to help students learn business concepts. Students also learn better by being motivated in a friendly environment. The use of visual aids, games, and activities are also helpful in the business field. An effective teacher cares about how his/her students' learn, and adapts to the students style of learning.

The Voice of Business Education ───────────────

Tiffany Johnson
Alpha Pi Chapter

Mississippi State University

Go! Fight! Win! If you've ever been to one of your school's games, you've probably heard these words. We are quick to cheer on our Alma Mater when the going gets tough on the field. But what about when the crowds have all gone home and we are back in the classroom learning how to teach those generations that will come after us?

Cheering on the sidelines at our school requires nothing but will and a voice. The same holds true when it comes to standing up for our profession. The issues that affect business education only have the voice that we give them. Can silence on these issues effect change?

Why should we speak out about our profession? Why should we strive to give business education a voice? Think about those students we are now preparing ourselves to teach. I was a high school student only a few short years ago. I adored my school then, as I still do now, but business education had no real voice in that school. No one told me how business classes could teach me skills that I would use some day no matter what profession I chose. I took only those classes that were considered appropriate for college preparation. Those classes served me well, but how much did I miss by not having business classes that focused on subjects like citizenship, personal finances, and work ethic?

I believe that teaching is a calling, as I am sure many of you also believe. I am issuing another call to each of you, and myself as well. It is a call to action, a call to give business education a voice. We must let our voices be heard from each student in our schools to the legislature of our country. We ARE the voice of business education.

Changes in Business Education with New Technologies ─────────────

Henry Brown
Beta Kappa Chapter

East Carolina University

As students in various business education programs throughout the nation, we have all studied similar courses. Despite small differences in what teachers must cover from state to state, we are all preparing for

the same basic job. New trends towards digital technology will therefore affect all of us. In North Carolina, high school students will no longer have keyboarding as an option beginning with the 2004-2005 school year. Keyboarding is being replaced with a new course called Digital Communications Technology. This new course incorporates many emerging technologies, including pocket PCs, tablet PCs, speech recognition, handwriting recognition, global positioning systems, and miniature storage devices.

Reactions to these new courses bring mixed reactions from those in business education. Prospective teachers, or those of us preparing for jobs in education, are excited about the new courses for the most part. The technology used, though not necessarily taught in our college courses, has become a growing trend for our daily lives. Many of us own PDA's, or have at least used one enough to be comfortable with it. Those in the field who are energized by new technologies look forward to sharing a passion for "gadgets" with their students. Most high school students are already familiar with this new technology. Just as our parents and grandparents are still learning to program their VCRs, many teachers will fall behind students who are already communicating via instant messenger on their cellular phones.

There are those, however, that are not as excited about the new course. This comes from being uncomfortable themselves with the new technologies. Also, for years many experienced teachers have been teaching keyboarding, which requires substantially less lecturing and planning. They are not thrilled with the thought of learning new concepts and adding more work.

Schools must keep up with growing trends in technology in order to better prepare students for college or the real world. Many years ago, high school and college students studied shorthand because it was a necessary business skill. With the advent of the typewriter, the trend went to typing. Shorthand had been necessary to get jobs, but was phased out to the point that few people today can even write well by hand. This is one disadvantage of new technology. With new digital technology courses and the emergence of speech-recognition technology, we could soon produce students that cannot type but can still produce work of excellent quality.

New courses using today's technology offer an exciting chance for students and teachers to learn from each other. However, this is only the beginning. Technology is multiplying at incredible rates, and will continue to produce newer, faster, and better ways to work and play. Can the skills of our teachers keep up with the knowledge of our students? Hopefully so.

Web-Based Learning ———————————————————— **Jessica Stuhlsatz**
Zeta Eta

Kansas State University

Web-supported classes are a relatively new addition to the classroom, but they have made a tremendous impact in schools. From students doing research on the Internet, to telecomputing projects, to videoconferencing, to Web-supported classes, to totally online classes, the Internet/Web is affecting education daily, according to Anita McAnear (2002). The Internet is being used for online classes and learning in the classroom not only in the United States, but all over the world.

Online classes are usually associated with adults and college level courses. In the past ten years, the number of degree programs nationwide utilizing distance options, as well as options for the adult learner, has proliferated at an unprecedented rate. Evidence of the need for these learning options is supported by the large number of adult learners, those 25 years of age or older, enrolled in higher education (Springer and Pevoto, 2001). I have taken four online classes in my last two years at Kansas State University, and I have found them to be very beneficial. There are times when online classes may not be as effective. For example, if a student takes all web-based classes, he or she has very little social interaction with the student body. I do believe I have learned as much as I would have in a regular classroom setting without having to go to class and with the option to work at my own pace. I believe that some courses may be more appropriate than others to take online and that the age of the student may also make a difference. Although online

courses may be very beneficial for adults, there are different methods of web-based learning that may be more appropriate for K-12 students.

A very popular way to incorporate technology into a K-12 classroom is videoconferencing. Videoconferencing brings the outside world into your classroom. It is increasingly used as a tool to replace physical field trips, and it also allows students a chance to interact with experts and ask them questions without meeting face-to-face (McAnear, 2002). The students are able to see the instructor on a screen in the classroom, and the instructor is able to see them. They are able to communicate through microphone headsets and can quickly respond to each other's comments. Schools are finding that virtual field trips are cost effective and reduce issues involved with actual field trips, such as student transportation safety and time issues (Pachnowski, 2002).

The Internet empowered teachers and students with the means to connect and collaborate, regardless of geographic location or time of day (Yoder, 15). Students must be comfortable with and skilled at communicating online, therefore Maureen Yoder (2003) came up with seven steps to successful online learning communities.

The first step is, "begin with curriculum." The focus should be on how telecollaboration will enhance existing curriculum goals, not on the technology itself.

The second and third steps are "spend time planning," and "encourage a positive social climate." She stresses the importance of making the students comfortable with the technology and being supportive of their learning.

Step four is "understand the unique nature of online communication."

Step five is "encourage good reading and writing skills."

Step six, "deal with inappropriate behavior and attitudes," usually emerges in the written form. Unlike in the traditional classroom, the behavior may be an offensive posting on a listserv or inappropriate language used in e-mail.

The final step Yoder stresses in creating successful online learning communities is "use effective facilitation skills."

These steps should be considered in every classroom, not just in the United States. Online learning has made tremendous progress in countries all over the world. South Korea has made exceptional progress, particularly in adult education. Hong Kong, China, Taiwan, Japan, Singapore, and Guam, among many others, are continually advancing with web-based learning in their school systems (Hung and Chen, 2003).

Web-based learning occurs in many different schools, with different tools, and in a variety of curriculums. It is important for teachers in all areas to try to incorporate the Internet into their content area. Whether it is by an online class, videoconferencing, a class web site, or just having them do research using the Internet, students need to be familiar with the web. Technology is rapidly increasing all over the world, and it is important that our students are aware of all that is offered through these advancements.

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Yoder, Maureen B. (2003). Seven steps to successful online learning communities. Learning and Leading with Technology. 15-17.

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