



HERE AND THERE

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National Student Representative

Brookes Mayes

Alpha Pi Chapter - Mississippi State University

Greetings! I hope the semester is going well for everyone. For those of you who are student teaching, I hope you are having a great experience, and that you are becoming outstanding business teachers. To everyone else, I hope that you are not completely overwhelmed yet, and I know that you will finish the semester with flying colors!

Congratulations are definitely in order to the top 10 chapters for the 2008 National Competition. Special congrats to the hard work put forth by Beta Kappa at East Carolina University for coming in first place! These top 10 chapters have set the bar for the other chapters, as well as setting it higher for themselves to achieve better for the 2009 competition year. Working on projects is not only fun, but it also builds a stronger chapter. I challenge each chapter to push yourself harder for this competition year. Please refer to the April 2009 Here and There for the report of the panel that was held at the National Convention to get ideas for a project for your chapter.

President's Report

Darla Stone

Zeta Eta Chapter - Kansas State University

The fall semester is off to a fast start and we have a new year ahead of us with new challenges. So welcome back and let's get to work.

Many of you may have already initiated new members or plan to do so in the near future. Please notice the change of address for Dr. Marcia James so you mail the New Member Report to the correct address.

You should have received the 2010 National Chapter Award Competition Guidelines in an email from me. There are several files attached to use in preparing the various reports. A paper copy will not be mailed. If you have problems opening the files or have any questions, please contact me.

The 2010 National Business Education Association Convention will be held in San Diego, California, March 30-April 3, 2010. You may go to the NBEA website (www.nbea.org) for more information on hotel and registration. This is a unique professional development experience, one that will benefit you in many ways. Begin making plans to attend the NBEA Convention. The convention schedule and registration form will be available online and in the December issue of the *Business Education Forum*.

Members of the National Pi Omega Pi Council are here to assist you. If you need help, feel free to contact me or the other Council members.

Table of Contents

Student Representative Report.....	1
President's Report	1
Facebook	2
Chapter Activities	3
Member Articles.....	6
Chapter Sponsor Email	14

SPOTLIGHT—SOCIAL NETWORKS

Facebook

By: Lindsay Kallas, Kappa President

As technology advances, social networking websites have been rapidly growing more popular among people of all ages. Websites such as LinkedIn, Facebook, and Twitter are available for more than the social aspect of networking; they also enable information sharing to a large group of people in a short amount of time. The Business Education Department at Indiana University of Pennsylvania had four business education majors create a Facebook page to help promote business education to students.

The Indiana University of Pennsylvania Business Education Facebook page is used to promote business education to incoming freshmen, students who are interested in changing their major, and transfer students. It currently has contact information and office hours of the department. There is a discussion section for incoming freshmen to ask any potential questions that they may have about Business Education or even Indiana University of Pennsylvania in general. We also set aside a section for our student teachers and alumni to share any lesson plan ideas that they felt were successful in the classroom. This section could also be used to ask other teachers if they have any suggestions for a particular lesson.

When planning what we were going to put on our Facebook page, four Methods students (Bob Kupniewski, Rob Sarraf, Emily Rizzo, and Lindsay Kallas), sat down and made a list of ideas that they would like to see on the page. Interviewing is always a constant concern on every college student's mind so we also dedicated two different sections to interviews. Indiana University of Pennsylvania's Education Department requires all students to compile an electronic portfolio to take to interviews. Creating the electronic portfolio is a

very long process that can be quite daunting if the student does not know all of the information needed and how to put it together. So, the students gathered information for how to get the information that will be needed. We also included a section for interview questions. The questions that are posted are both easy questions and extremely hard questions. This gives the students a way to be better prepared for their interviews.

The Indiana University of Pennsylvania Business Education Facebook page also includes pictures of the various trips the students took throughout the school year and it explains the different functions and conferences that we have attended. It gives students a chance to see that we do get to travel and see different places, and we also have fun doing it! We hope to get videos up and running on our Facebook page before the school year is over. Since we will all be graduating we set up an account that will be passed down to underclassmen who will continue to maintain and update it. All in all, the Facebook page has been a great success for the Indiana University of Pennsylvania Business Education Department.

The screenshot shows the Facebook profile for the Indiana University of Pennsylvania Business Education Department. At the top, there is a cover photo of a brick building and a post that says "Indiana University of Pennsylvania Business Education Department wishes everyone a safe and happy homecoming weekend! on Thursday". Below this is a search bar and a "Share" button. The page is divided into sections: "Information" with details like location (664 Phyllis Drive, Room 224, Indiana, PA, 15705) and phone number (724-357-3000); "Fans" listing 6 of 83 fans; and a "Posts" section with three recent posts. The first post is a welcome message, the second is about a social event at the hub, and the third is about a welcome back to BIP. At the bottom, there is a photo gallery titled "Reston, VA & Washington D.C." showing a group of students.

Chapter Activities

Kappa Chapter

Indiana University of Pennsylvania

As a service project, the members of Pi Omega Pi collected various school supplies to be sent to an inner city school located in New Orleans. A campus blast email was sent to the campus stating where there was a drop off box that was made by a member of Pi Omega Pi along with contact information for additional drop offs. The supplies we collected did not have to be brand new, but they did have to be in a decent condition. We collected items such as three-ring binders, loose leaf filler paper, notebooks, pencils, erasers, pencil sharpeners, finger grips, etc.

Our first planned get together for all business education majors is October 1 from five o'clock until seven o'clock in the Hadley Union Building's fitness center located on campus. We will have a court reserved for a game of WallyBall.

Our first official meeting for Pi Omega Pi was on September 15 at 4:00 pm and our second meeting will be October 13 at 6:00 pm. We had a great turnout planned for the fall semester.

We are going to be selling Homecoming t-shirts to help raise money to go to the NBEA conference located in San Diego, CA. They will be sold in the Hadley Union Building the week of October 6th through the 9th from 9 A.M. until 4 P.M. for ten dollars each. We will be taking orders prior to the sales.

Mu Chapter

Emporia State University

Mu Chapter was hit hard by graduation in spring 2009. Only four members remain, and three of them are currently student teaching. We are happy to report that all spring 2009 graduates are currently employed as business educators throughout the state of Kansas. Invitation letters have been sent to all eligible business education majors with initiation planned for early November.

Chapter members are currently planning a workshop on Kansas Career Pathways for area administrators and counselors to be held in early December. Two of the three current members will be attending the annual convention of the Kansas Business Education Association, and Mu Chapter is happy to report that Loren Stark, former member (graduating in spring '09), placed third in national Future Business Teacher competition of Phi Beta Lambda.

Psi Chapter

University of Wisconsin Whitewater

Psi chapter finished up the spring with a banquet at the end of April. About 25 individuals attended and scholarships were awarded to several students that were returning this fall. Chapter meetings in September have been filled with identifying potential new members and preparing for our annual fall etiquette luncheon to be held on October 7th.

One sad note: our adviser of many years, Dr. Marcia James, decided to retire this summer and hand over the reigns to Prof. Denise Schulz. The members of Psi Chapter would like to take this space to thank Dr. James for her many years of service. We also look forward to continuing our presence at the University of Wisconsin Whitewater campus with the support of Prof. Schulz.

Chi Chapter

Indiana State University

The summer has drawn to a close, and the semester is now in full swing. Pi Omega Pi Chi Chapter has followed suit. On Thursday, September 17th, we welcomed back our current members, and initiated one new member to the chapter.

With our first meeting date set, there has been plenty of talk among members about attendance to the annual Indiana Business Education Association Conference in Indianapolis this fall. We're also looking into new possibilities for our chapter's community service, as well as fundraising opportunities.

Our members are ready to go and are excited for the new school year ahead.

Alpha Beta Chapter

Eastern Kentucky University

We recently appointed new members of the Alpha Beta Chapter here at Eastern Kentucky University to the positions of President and Treasurer/Secretary. We are excited to see what the new officers can do for Pi Omega Pi. We are also in the process of inducting two new members into our Chapter and are looking forward to seeing and hearing the new inputs and fresh ideas.

Currently, our Chapter is working on many projects, and planning community events. Also, we have begun to prepare for the San Diego trip happening in the spring semester. We are looking forward to a productive and fun semester.

Alpha Chi Chapter

Eastern Illinois University

The Alpha Chi chapter at Eastern Illinois University has been very busy this semester. To start the year off we did a service learning project for are local project. All are members went to Charleston Middle School to teach 7th grade students the value of money and how saving the money for the future is very beneficial. With the help of our advisor we also thought that doing something for the University was in order. We thought that doing a panel discussion for younger students in the Career and Technical Education was a good idea. A lot of students going through the program had a lot of questions and they were very thankful that we there to answer their questions. We are currently a smaller chapter, but have high expectations for recruitment in the spring.

Alpha Pi Chapter

Mississippi State University

Alpha Pi Chapter began the 2009-2010 school year with a bang. Fall semester has brought many new ideas and faces with it. We are excited to say that it is the end of September, and we have already had three meetings. In these meeting, we developed local, community, and national projects, elected officers, and initiated two new members.

At our first meeting, we discussed the local, community, and national projects. There were many great ideas for these projects. For our local project, we decided to meet the needs within our own building and provide a seating area at the front of the building for students to rest and visit with other students between classes. This seating would not only provide a relaxing area for students, but it would also add to the attractiveness of the building. For our community project, we decided to inform community college students and faculty from the surrounding areas about the Technology Teacher Education program. This project would include having TTE majors travel to the colleges and speak

with students about the TTE major. For a fundraiser we decided to sell gift baskets to people to give to their secretaries on secretary's day and a silent action.

At our second meeting we elected new officers, discussed projects, and assigned *Here and There* articles. Officers for the 2009-2010 school year are as follows: President, Chelsea Rushing; Vice President, Jeff Bradley; Secretary-Treasurer, Brookes Mays and Historian, Samantha Wade. At our third meeting, two new members were initiated. Nakeshea Brown and Crystal Craven and their guests were welcomed to our chapter with a reception following the initiation ceremony.

Beta Kappa Chapter

Eastern Carolina University

Beta Kappans at East Carolina University have been busy planning for the upcoming year. An organizational meeting will be held in October in which officers for the 2009-10 academic year will be elected. The chapter is planning a fall induction ceremony and looking forward to an exciting year. The Zeta Eta chapter has done quite a bit over the past few months. This summer, members worked on

the chapter's national project. Project documents have been typed and a lot of work was done on the national project itself. Zeta Eta has created a wiki providing information on cyber-bullying. The wiki includes lesson plans, videos, and tips for preventing cyber-bullying in schools. Members have also worked on updating the chapter website and it will be published soon.

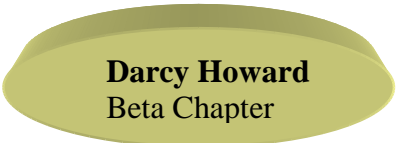
Zeta Eta Chapter

Kansas State University

The year's first meeting was held on September 8. At the meeting members had dinner and began discussion on the year ahead. Raising enough funds for the NBEA conference in San Diego is always a concern, but to start the ball rolling Zeta Eta is currently organizing a t-shirt sale. The other topic of discussion was member recruitment and inductions. There are several new students in business education and it is the goal of the chapter to have most, if not all, of the business education students involved in this organization. The next meeting will be in October.



Member Articles



Darcy Howard
Beta Chapter

Why be an Organization Sponsor?

Northwest Missouri State University

As current or future business teachers, there are other expectations of us besides teaching from eight o'clock to three o'clock Monday through Friday. Student organizations such as Future Business Leaders of America (FBLA), DECA, and Business Professionals of America (BPA) are three organizations that allow students to become involved in the variety of concepts that are presented in the classroom. These organizations, though they take much time and energy to run efficiently, allow students to become involved in something that has meaning outside of the school walls. The information obtained through these organizations, whether it is state, regional, or national conventions and competitions, guest speakers, or résumé builder workshops, will help the students succeed in their post high school graduation endeavors.

There are many benefits that are provided not only to teachers, but to the students as well when they are a part of a business related organization. Teachers are always looking for ways to implement strategies taught in class into real life situations. Many opportunities are provided from organizations like FBLA, DECA, and BPA to reinforce a variety of workplace skills. It is every teacher's hope that all of their students will strive to achieve some type of higher education degree. We all know, however, that this is not always the case. Some students feel it is best for them to dive straight into the workforce. By reinforcing these workplace skills, the students will have more knowledge by being active in an organization than they would have if they were not involved.

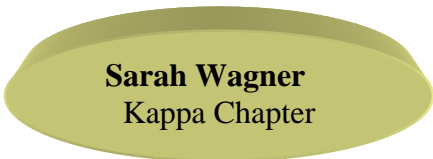
Along with the students being provided with the opportunity to reinforce workplace skills, there are also multiple opportunities presented for developing leadership. Leadership roles have become a very important part of today's business world. There are many qualities of a leader, including sense of humor, passion, and risk taking, to name a few, that are a must in order to make it as a leader in the workforce. When students participate in the variety of organizational activities, they are given the opportunity to expand on these leadership roles. Practice makes perfect is a common motto in many classrooms and it should not be taken lightly when developing leadership roles.

The process of entering into today's workforce is extremely competitive. Due to the vast amount of individuals currently searching for a job, there are certain credentials employers are searching for. One of these is community service. If a future employer sees a résumé section entitled "Volunteer Work," doors will immediately open for further discussion. This gives the prospective employee a little extra something for the interviewer to remember him or her by. There is so much that can be said or inferred of an individual who participates in community service events. Not only does it say a lot about the person's character, but it also says a lot about how they will do as an employee. Each organization provides many opportunities for students to expand on their volunteerism, as well as be able to relate the information from that project back to the classroom curriculum.

Not many organizations have to opportunity to relate the information provided in a classroom to real life applications as easily as the business department. For this reason, every business teacher should continue or begin to implement some form of business organization at their school. There are many opportunities waiting for students to take part in that allows them to develop as well rounded individuals. Do you want to stand in the way of a student's path to success? I think not! So go out and be active in an organization today!

Reference--

Gryder, R., Gandy, J., & Green, D. (2008). Sponsoring Student Organizations. In NBEA, & M. Rader (Ed.), *Effective Methods of Teaching Business Education* (Vol. 46, pp. 263-277). Reston, VA, United State of America: National Business Education Association.

Educating Future Business Leaders _____

Sarah Wagner
Kappa Chapter

Indiana University of Pennsylvania

How do people gain the passion to become a business education teacher? Answering this question is easy for me, I love business! A question that's just as easy to answer is where I got that love for business. The Future Business Leaders of America (FBLA) organization instilled in me a passion and love for business. FBLA gave me the experience and knowledge to help me decide on my future career and to prepare me for it. FBLA was founded by Hamden L. Forkner and the first chapter was formed in 1942. It has grown into the largest business student career organization in the world with 215,000 members. Since FBLA has been around for 67 years and they are constantly growing, I believe that they must be doing something right.

FBLA has 61 competitive events on topics such as Client Service, Marketing, Economics, Computer Game and Simulation Programming, and Impromptu Speaking. What better way is there to learn what you like to do and are good at than by actually doing it. As Education majors we pre-student teach and hopefully we learn through that experience that this is truly our chosen career path. Business organizations, such as FBLA, give students practice and experience in various business and technology related areas without requiring them to pay expensive, college tuition.

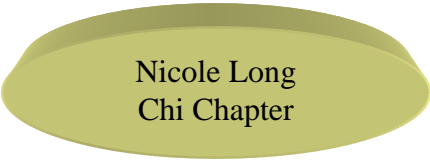
FBLA is not just about competition, members learn excellent business and leadership skills through fundraising and community service. To create a successful fundraiser, members must market their product/service and communicate with possible customers. They learn what sells, how to sell it, and how much to sell it for. Community service fosters student pride in their community while allowing them to make it better. Also, community service also gives members a chance to make contacts with leaders in the community.

Members also have the opportunity to attend conferences. The students can compete at the Regional level and if they are successful move on to the State and then National level. They also have the chance to attend leadership workshops and the National Fall Leadership Conference (NFLC). The NFLC is held all over the country so the members and advisers are able to travel to cities they may not have had the opportunity to visit before. At the conferences, members attend workshops on professionalism, leadership, and career skills. Members also network with each other and professionals in the business and technology fields. They develop friendships with members from around country.

FBLA builds students' self esteem and confidence. It also gives them something to be good at and be proud of. Even if the students don't want to go into the business field, they will still learn life skills and gain knowledge that will help them in their professional lives. Members will also develop lifelong friendships and with an alumnus base as large as FBLA's, they are bound to meet other FBLA members and maybe that person will be a future employer or employee.

Reference—

Future Business Leaders of America, retrieved on 9/28/09 from www.fbla-pbl.org.

Teaching With Technology _____

Nicole Long
Chi Chapter

Indiana State University

We are constantly searching for new techniques in teaching, new ways to make learning an experience rather than a task. Although there are many options, one of the most effective involves using technology as an aide. Recently we have discovered using YouTube videos and blogs as an approach to involving students in the learning process delivers a new experience and creates new avenues to learning.

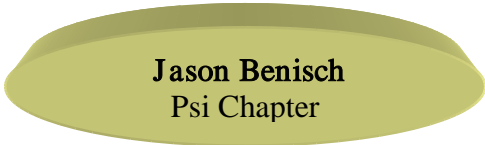
In “Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning,” Peter Duffy suggests several different teaching strategies involving technology. He recommends that you can use YouTube to allow the student to think creatively and explore different approaches to communicate what they have learned. He suggests posing an end-of-class question and having your students find the answer through videos they find. Another option he gives involves having students “create a short video as part of an assessment item instead of the traditional essay.”

Mr. Duffy also brings blogs into the mix. He proposes that using blogs can promote critical and analytical thinking along with intuitive and associational thinking. Using blogs can also involve the design and creative element. The blogs can be used to form learning communities and encourage thinking beyond the classroom.

These are obviously only a few elements of teaching with technology. We use technology everyday – so adding it to our lessons day to day is a lot easier than most would think. It is as easy as thinking outside of the traditional box. Learning is more than reading a textbook and taking a test. It’s beyond lectures and notes. It’s involving and engaging students with elements that interest them and gets their attention. When you can get a student’s attention with something that really interests them, that is when they listen and that is when they learn best.

Reference--

Duffy, Peter (2007). Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning. In Dr. Dan Remenyi (Ed.), ECEL 2007 (pp 173-181). Dublin.

The Business Education Curriculum

Jason Benisch
Psi Chapter

University of Wisconsin Whitewater

Business in secondary education has been changing due to new influences based on technology and standards. As a result, traditional business courses have been declining, while courses relating towards technology has been increasing. Since the Vocational Education Act of 1963, business education has been developing students for workforce employment. However, due to current reforms for academic standards, business education has shifted towards the focus of personal use. Also, the perspective of students receiving post-secondary education impacts the curriculum. Therefore, the curriculum has changed from vocational to academic courses to meet these needs (Rader & Meggison, 2007, p. 26-28).

At post-secondary institutions business education has also been changing, but for the matters of students' interests and purposes. In addition, these changes are occurring due to students' education intentions at two year colleges. These factors include the transfer of credits, the increase of non-traditional students, and retraining. In addition, universities are experiencing similar factors that are impacting business education through technology, students' interests, and educational purposes. Therefore, the curriculum is adapting to these academic influences and expanding with the growth and uses of technology. Overall, working together, teachers and students in the business education field will enhance the outcome of curriculum changes from technology, legislation, funding, and varies purposes and interests (Rader & Meggison, 2007, p. 28-31).

Business education is changing and therefore the curriculum is changing to meet these influencing needs. Each educational level has been adapting their curriculum to enhance students' skills and abilities in the learning environment. Due to all these changes, business education must be allowed to change its curriculum to improve its courses and programs to benefit the students. These factors (technology innovation, legislation, funding, standards, and various needs) are essential influences to business education, because of the impacts they have to the curriculum. In addition, business education has been incorporating these changes to benefit the students.

The influences from technology and non-traditional students are positively impacting the curriculum; however, standards, legislation, and funding may be damaging students to a degree. In addition, these possible damaging effects are limiting the learning potential and educational content at certain educational levels due to the needs for economy and from alternative students. Therefore, the impacts business education is experiencing are from good intent, but they may result in oppositional outcomes. Overall, business education curriculum has to keep changing to incorporate these factors and perspectives to involve and exist in this new and never changing business and educational world.

Reference--

Rader, M., & Meggison, P. (2007). The Business education curriculum. *Delta Pi Epsilon Journal*, 49(1), 26-31. Retrieved September 18, 2009, from ERIC database (EJ779211).

Communication is Key

Christopher Muse
Alpha Beta Chapter

Eastern Kentucky University

As a senior in college, I am faced with the daunting challenge of finding a job in this extremely competitive and challenging economic time. However, we often overlook the simple task that can be extremely effective in helping create that opportunity for a job. As business education majors, we should look at real life situations that our students are going to be faced with and try to help them achieve their goals. In the vocational and technical classroom, we need to help prepare these students for entry-level jobs where they can utilize those skills in which they learned in the classrooms.

The basis for all employability and success in the work-world is communication. It sounds simple, but what is communication? Communication can be defined as, “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.” (Merriam-Webster) There is definitely good and bad communication. Good communication is important, however, communication is definitely looked over way too much, especially in the business classroom. High school teachers are challenged in trying to teach communication skills because students have already spent most of their lives speaking and listening. Therefore, students are resistant to learn what they think they already know. You have to face the fact that as an educator, you must make work interesting, fun, and relevant so that students desire a better understanding of what you are trying to teach them.

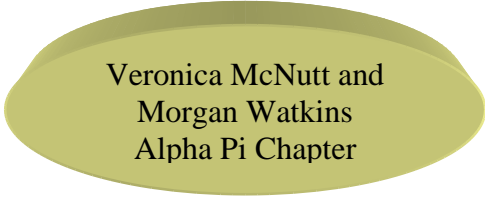
A recent BNet editorial gave great insights to the importance of communication especially within a team of people that you work with. “Communication is the foundation of successful teamwork. In order to work together effectively, team members must be aware of the team’s vision, mission, purpose, specific goals, and allocated roles and responsibilities. Ongoing review, evaluation, and feedback facilitate such teamwork.” This statement really summarizes what a prospective employer is looking for. You could possibly bring in some local human resource managers as guest speakers and let them discuss the criteria of a good employee and communicator.

In summation, you have to realize that what you are teaching students in school is relevant and can help them in life. It should be our desire as business educators, to educate a generation that will be effective communicator and competitive in the job market. Teaching effective communication skills is just one of the steps to help prepare that generation.

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Bnet. (n.d.). *In communicating your message to your team*. Retrieved September 9, 2009, from http://www.bnet.com/2410-13059_23-68760.html

Merriam-Webster. (n.d.). *In communication definition*. Retrieved September 29, 2009, from <http://www.merriam-webster.com/dictionary/communication>

**Professionalism in
Business Education**

Veronica McNutt and
Morgan Watkins
Alpha Pi Chapter

Mississippi State University

In order to understand professionalism in business education, one must first understand the definition of professionalism itself. Evans (2008) defines professionalism roughly as a combination of one's professional culture and one's professionalism. Evans also notes that professionalism can be seen as the plural of professionalism, i.e. one company's professionalism would be made up of many employees' professionalities. Evans follows by saying that one's professionalism is made up of their professionalism (from the company) and their professional culture.

Furthermore, a positive attitude and good work ethics allow one to operate as a professional. When a person acts in a professional manner, he or she is treated with more respect by his/her boss and colleagues. Rynes (2003) states, that one must place the profession above personal interest. Burke (2003) also states that "...openness with the team, respect of different views, and awareness of problems of stress in organizations, and willingness to develop functional leadership skills are all characteristics of professionalism" (p. 190).

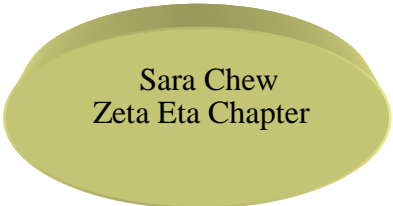
What does professionalism have to do with education, and business education? Although there are many influential elements professionalism brings to education, this article will focus on one that is most important for business education. This element is the teacher as a professional role model. For business educators, being a professional role model is more important than in any other content area, simply because it is part of the business education content. Ottewill (2001) makes the point that if teachers act professionally in the classroom and manage the classroom in a professional manner, the students will be better prepared for the workplace. Ottewill points out five areas where teachers (tutors) can be role models. These areas include the following: technical competence, a concern for higher standards, adherence to an ethical imperative, a responsible approach to the exercise of autonomy, and a willingness to engage in reflective practice.

Ottewill concludes by saying that a role model can be good or bad. In the business classroom it is the professional business educator's job to be a good role model to better prepare students for the future.

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Integrating Technology and Ethics into the Classroom



Sara Chew
Zeta Eta Chapter

Kansas State University

Technology is an integral part of teaching and we must find ways to integrate it into students' everyday lives. Ethics has also become a part of teaching technology because there have been new rules created with advances in technology. Ethics is a system of moral principal and rules of conduct recognized in respect to a class of human actions. This very important part of teaching technology has become an integrated part of teaching in the 21st century. There are three great ways to incorporate technology and ethics; creating posters and media files, teaching about e-mail, and having students create a research paper.

Creating posters and media files integrates a new form of technology and ethics. When students create media projects they have the opportunity to copy media from the Internet that has been copyrighted. Teacher must set certain guidelines on what is legal and not legal to copy. Public domain pictures are an example of what is legal. These pictures can be used by anyone and are not copyrighted; you can usually find them on government sites or you can search for them with any search engine. Another thing that you can have students do is create their own images in PhotoShop or InDesign. By having students create media files, they use their creativity on the project to come up with great new designs and learn new skills in new programs.

E-mail is a great way to integrate ethics and integrate technology. Since 1999 it has been reported that on average Americans send 2.2 billion e-mails a day. A good way to familiarize your students with the ethics of e-mail is to create a PowerPoint. Include the facts e-mails are never completely gone and are not one hundred percent private either. Schools and employers could potentially look through your personal items; students should be aware of what they say in e-mails and be protective of personal information. E-mail is a great way for students to communicate with each other outside of school about projects and classes; this also allows them to get in touch with their teacher if they have questions. This provides teaching opportunities as they learn what business e-mails should look like. If you teach them to make wise decisions when it comes to e-mail, they will learn what is appropriate in a business setting before they find out the hard way in a company setting.

Research papers are a great way for students to use the Internet to come up with resources for their papers. Students learn how to use online databases and find articles from secure sources. They can do a basic search for their topic and learn how to use search engines. Students will learn to watch for sites with unreliable or biased information; there are many of these sites on the web and they must learn to find credible sources. You can check their sources and make sure that they have not plagiarized. Plagiarism is a great concern among teachers today because there are so many places that a student can get information. If you have your students cite the source of their information, you can check to make sure they did not just copy and paste entire paragraphs into their paper. On a rare occasion you may find students have copied an article from online and used it as their own. This is the most extreme form of plagiarism and should not be taken lightly. Research papers can be an important learning tool and are a great way to teach both technology and ethics.

Technology is becoming more and more important in today's society. Most people cannot go a day without using some sort of technology; this is why it is important that we integrate technology into our curriculum. As you can see, with new technology we cannot forget about ethics. There have been new rules created for the advancing technology, if you keep up on these rules you will be able to help your students.

Technology and ethics go hand and hand they are both equally important and even more important to practice on a daily basis.

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**Next *Here and There* Deadline—
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As of October 2009

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