



HERE AND THERE

National Newsletter PI OMEGA PI



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

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A Message from Allison Wagner

National Student Representative
University of Wisconsin - Whitewater

Hello there! The biennial Pi Omega Pi and the 2005 NBEA National Convention were held in Anaheim, California, March 22-26. Not only did I get to tour Anaheim, I also gained knowledge on effective ways for new educators to teach business courses. I would like to thank all of the Pi Omega Pi chapters that presented at the convention and those NBEA members that presented as well.

I was glad to see the number of Pi Omega Pi members at the convention. I would assume that everyone enjoyed their stay in Anaheim, despite the weather the first few days, and took away a few good ideas to implement in the classroom along with some great memories; I know I did. I would also like to congratulate those chapters that were among the top 10 chapters for this past year

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

I will be attending a state convention this year in April. I am looking forward to the next NBEA convention in New Orleans and the Pi Omega Pi convention in New York City in 2007. Have a fantastic summer! Please feel free to contact me with any questions or concerns you may have.

President's Report

Thelma King
Gamma Phi Chapter
North Carolina A&T State University

It gives me great pleasure to greet you as your president for 2005-2007. I look forward to working with the board members, advisors and student members of Pi Omega Pi. Let's welcome Ms. Allison M. Wagner from the Psi Chapter as our new student representative. Let's continue to make Pi Omega Pi an outstanding organization for business educators. Your ideas and suggestions are encouraged and welcome.

It was great meeting many of you from the various chapters and putting names with faces at the biennial convention in Anaheim, CA. There were 14 chapters represented and approximately 80 Pi Omega Pi members present. The top 10 chapters were:

- | | | |
|----|-------------|--|
| 1 | Zeta Eta | Kansas State University |
| 2 | Psi | Univ. of Wisconsin-Whitewater |
| 3 | Mu | Emporia State University |
| 4 | Alpha Beta | Eastern Kentucky University |
| 5 | Alpha Pi | Mississippi State University |
| 6 | Beta | Northwest Missouri State Univ. |
| 7 | Kappa Chi | Indiana University of Pennsylvania
Indiana State University |
| 8 | Alpha Chi | Eastern Illinois University |
| 9 | Alpha Delta | Bloomsburg Univ. of Pennsylvania |
| 10 | Lambda Xi | Fort Hays State University
Ball State University |

(Continued on page 3)

Business Professionals of America

Business Professionals of America is a national student organization for students enrolled in business, office, and technology education programs at the middle school, secondary school, and postsecondary school levels.

DECA

DECA, a national association of marketing education students, provides teachers and members with educational and leadership development activities to merge with the education classroom instructional program. DECA chapters attract students who are interested in preparing for entrepreneurial, marketing, or management careers. Working hand-in-hand with the education and business communities, DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation.

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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National Council 2005-2007

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(President's Report Continued from Page 1)

Distinguished service awards were given to:

5-year advisor:

Dianna Briggs, Gamma, Univ. of Northern Iowa

15-year advisor:

Clora Mae Baker, Beta Zeta, Southern Illinois University-Carbondale

20-year advisor:

Ivan Wallace, Beta Kappa, East Carolina State Univ

75th Anniversary:

Pi Chapter, Valley City State University, was recognized for celebrating their 75th anniversary.

Participation Award:

Beta Kappa, East Carolina State University, was the recipient of the **Participation Award** for having come the greatest distance to the convention.

Congratulations to students from the Alpha Beta, Beta, Chi, and Psi chapters who presented papers. You were great, and the sessions were very informative. I am proud that you have chosen business education as your profession. I encourage all chapters to submit proposals for the 2007 convention to be held in New York City.

As we wind down the semester, let's take some time to reflect on this past year and begin to plan for next year. Hopefully advisors will get all the exams done and grades recorded. Good luck to the students, and I pray that you have done well in all of your classes. To those who will be graduating and beginning your teaching career or going off to graduate school in the fall, I wish you much success. Believe in yourself because you have what it takes.

Take some time this summer to relax your body and mind and also to refresh and rejuvenate your spirit. Read some of your favorite books, listen to your favorite tunes, visit places that you have long dreamed of and/or just spend some time doing nothing or whatever comes to mind. By the time fall semester arrives, you will be ready.

Chapter Activities

Beta Chapter

Northwest Missouri State University

Like many other Pi Omega Pi Chapters, the Beta Chapter at Northwest Missouri State University just recently returned from the biennial Pi Omega Pi Convention in Anaheim, California. The Chapter was proud to have a representation of 11 members at the convention and to earn sixth place overall in the competition.

Beta will hold a spring initiation ceremony on April 3 where the following will be inducted: Ryan Johnson, Crystal Hart, Beth Wennihan, and Jamie Smith. An awards program will immediately follow to present scholarships and awards. Outstanding members for the year were Monica Fine, Nathan Uthe, and Stephanie Uthe.

Beta will finish the year with a barbeque at one of the members' houses where new officers will be elected for the 2005-06 school year.

Kappa Chapter

Indiana University of Pennsylvania

During the Spring 2005 semester, the Kappa Chapter been busy with various activities including: preparing to attend the NBEA Convention, elections, fundraisers, and a student/advisor social. Elections for the 2005-2006 officers will be held before the semester comes to a close. For the first time in many years, two members of the Kappa Chapter traveled to the NBEA and POP conferences in Anaheim, CA. This was a great experience for these students and they look forward to attending next year's conference. Social gatherings have been planned for the end of the school year. The students and advisor plan on going bowling and to a Pittsburgh Pirates game. The Spring 2005 semester has been quite eventful for this chapter.

Various members of the Kappa Chapter have dedicated Saturday mornings to help local high school students prepare for the upcoming Pennsylvania FBLA Competition. Tutoring for the

Indiana High School FBLA students was organized by Tracy Van-Horn Juart, a Pi Omega Pi member. Tracy, who will be graduating in May, is currently student teaching at Indiana High School and came up with the idea with her cooperating teacher. To ensure students got the most out of each of the four sessions, tutors had the responsibility of preparing lessons and reviewing material beforehand. The areas of assistance were Parliamentary Procedures, Business Law, Business Math, and Desktop Publishing. This served as a good learning experience for both the high school students and Pi Omega Pi members. The FBLA Competition will be held April 13-15 and members of the Kappa Chapter will attend.

Because of its huge success last spring, the Kappa Chapter will become "Landscape Warriors" once again at the end of this semester. Members plan on doing yard work for various professors on the weekends in April. The group has advertised this and found interest. Not only does this serve as a good fundraiser, it is a great bonding experience.

Ten new members have been inducted into the organization at a ceremony held Thursday, March 31, at Hoss's. This is the highest number of inductees the Chapter has had in recent years and the organization is excited about the different opportunities the new members will offer. However, as the Kappa Chapter continues to grow, some great members will be graduating this spring. Best wishes go out to Brad Dutchcot, Tyson Ellenberger, Lindsay Hunter, Sarah Merring, and Tracy Van-Horn Juart as they prepare to begin their journey as business teachers and become alumni of Indiana University of Pennsylvania.

Chi Chapter
Indiana State University

It has been a busy couple of months for the Chi Chapter of Pi Omega Pi at Indiana State University. In addition to planning a flower fundraiser, a banquet, and creating a new website, most of the members of Chi Chapter made the trip to Anaheim

for the NBEA and National Pi Omega Pi Conferences.

Within the next month, the Chi Chapter is planning to have a flower fundraiser for Secretary's Day. Also, the Chapter will hold an end-of-the-year banquet, which will honor the outstanding Chi Chapter member of Pi Omega Pi for the year. It has been a wonderful year for this organization, and members hope to continue this success next year.

Psi Chapter
University of Wisconsin-Whitewater

The last couple of months have kept Psi Chapter extremely busy. Informal and formal initiations were held with seven new inductees becoming members. Formal initiation was held at Dr. James's house with a lovely social held afterwards where new members and current members got to know each other.

Psi Chapter has also been planning fundraisers for this spring as well as preparing for the 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 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 formal banquet 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

The Alpha Beta Chapter was very busy during February and March. Members were finalizing projects, working on presentations, and raising money to attend the national convention in Anaheim, CA.

Members volunteered to help at the FBLA conference held on Eastern Kentucky University campus. Various jobs included judging multimedia projects, taking pictures, and working in stations. Although it was cold and snowy, the conference was a success. As a result, FBLA made a donation to Pi Omega Pi to help finance the trip to Anaheim.

Alpha Beta Chapter submitted two proposals for presentations at the national convention, both proposals were accepted. Members practiced and polished presentations before leaving for Anaheim.

On Tuesday, March 22, four student members and two sponsors boarded a plane for Anaheim. The conference offered many opportunities to learn, make new friends, network, and experience something new. Alpha Beta Chapter is pleased with fourth place in competition and is already making plans for next year. Hope to see you at the next convention.

Alpha Pi
Mississippi State University

The Alpha Pi Chapter was represented by three members and one adviser at the National Pi Omega Convention in Anaheim, California.

Plans are underway for member initiation and the annual reception honoring student teachers. This spring Alpha Pi has seven members who are student teaching.

Alpha Chi
Eastern Illinois University

Members of the Alpha Chi Chapter have had a very eventful spring semester. On February 8, the Chapter initiated two new members who have been a great addition to Pi Omega Pi. Three members from the Chapter attended the NBEA and POP conferences in Anaheim, CA, from March 22-26, where the experiences will be unforgettable. They were excited to bring home an eighth place finish from the 2004 POP national competition.

On March 30, Eastern Illinois University along with the Alpha Chi Chapter of Pi Omega Pi hosted the Eastern Illinois Business Education Association (EIBEA) spring meeting. Pi Omega Pi members assisted in the planning process of this event. On April 12, the Chapter will be having a guest speaker, Susan Hanfland, to speak about Education for Employment. Alpha Chi has a great start on the local, regional, and national projects and cannot wait to share the wonderful ideas with our fellow Pi Omega Pi members. Three members received scholarships at the annual School of Technology Awards Ceremony. Congratulations to Chris Fetherling, Ashley Fritschle, and Jenn Sprague for this recognition. Lastly, the Chapter would like to thank Dr. Roger Luft for his dedication over the years to the Alpha Chi Chapter and wish him an enjoyable retirement!

Zeta Eta Chapter
Kansas State University

The Zeta Eta Chapter of Pi Omega Pi attended the 2005 NBEA conference in conjunction with the Pi Omega Pi Biennial convention in Anaheim, CA. The convention was a lot of fun and very informative. Members of Zeta Eta will be participating in the All-University Open House at K-State where the Chapter will sponsor a typing contest and expect to have several hundred people participate. This is a fun activity for participants and for members. The last event of the year is currently in the works for members of Zeta Eta. Members will be meeting at our sponsor's home for a potluck dinner and initiation in early May as an end-of-the-year celebration for all the hard work everyone has done this school year. Zeta Eta has one member who is student teaching this spring.

Zeta Eta members wish our sponsor, Ann Jankovich, a fond farewell as she enters retirement this summer. Mrs. Jankovich has been an awesome advisor and a great mentor to all future business education teachers as she has guided students in their goal of becoming a teacher. She will be greatly missed by everyone.

2005 Pi Omega Pi Biennial Convention



Allison Wagner
Student Representative (2005-2007)
University of Wisconsin-Whitewater
Psi Chapter



Survival Strategies for First-Year Teachers
John Friend & Lisa Mullins
Alpha Beta Chapter
Eastern Kentucky University



Personal Financial Literacy DVD
Chris Street, Shanna Brames, Adrie Koehler
Indiana State University
Chi Chapter



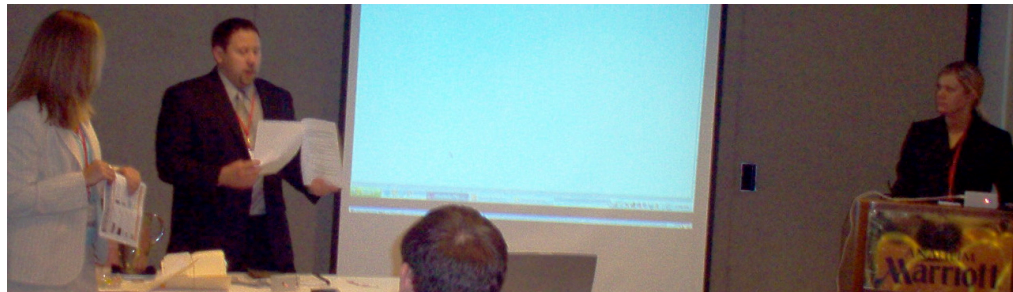
Global Business Resource Center Enhancing
Business Education
Allison Wagner & Jennifer Greenfield
University of Wisconsin - Whitewater
Psi Chapter

2005 Pi Omega Pi Biennial Convention

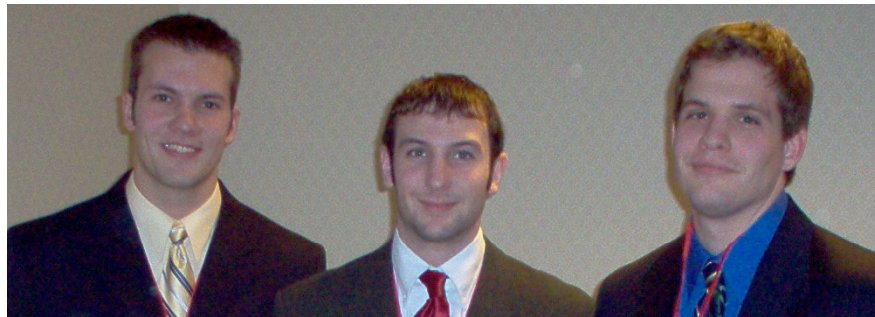
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Teaching Business Ethics & Business Law using
Problem-Based Learning
Andy Dunn, Becky Milner, Jared Brown, Jake Foster
Indiana State University
Chi Chapter



Educational Gaming with Interwrite Personal Response System Technology
Jessica Burch, Luke Chanley, & Tina Bedel
Indiana State University
Chi Chapter



Get Real: Providing Experiential Learning Through Unified
Collaborative Communications Technology
Brett Hoopingarner, Bart Jochim, Brandon Haston
Indiana State University
Chi Chapter

2005 Pi Omega Pi Biennial Convention

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Enrich Your Classes with Multimedia!
Lindsey Frerking, Andy Turner, Monica Fine, & Jeff Rives
Northwest Missouri State University
Beta Chapter



Thank you to
Taya Moore
Outgoing Student Representative
(2003-2005)
Northwest Missouri State University
Beta Chapter



Ginny Richardson, President hands gavel to
Thelma King, President Elect

Positioning and Promoting Business
and Marketing Education in Secondary
and Middle Schools

Sandy Conder & Stephen Wayne
Eastern Kentucky University
Alpha Beta Chapter

No picture available

Member Articles**Demonstration Software**

Eric Hathaway
Beta Chapter

Northwest Missouri State University

For those of you who have completed classroom observation, are student teaching, or are already teaching in your own classrooms, you know how frustrating it can be to have students constantly asking you to show them the steps on a computer project. Wouldn't it be great if there was software that would allow you to easily make screen captures and create tutorials for your students to use? Consider using SnagIt and Camtasia. At the recent NBEA/Pi Omega Conference in Anaheim, these two software applications were demonstrated.

SnagIt is a more advanced version of a screen capture with many other features added. With a screen capture, a picture of the desktop or one window is captured. With SnagIt, specific regions or objects on the screen can be captured. One of the most useful elements of SnagIt is the ability to capture scrolling windows, rather than just the portion that is showing. Another feature that SnagIt offers is the ability to edit the text or graphics that are captured. This is a major step forward from a simple screen capture. The best part about this software is the price. This software can be purchased for \$24.95-\$39.95 for educational purposes. Check out www.snagit.com for purchasing information or to download a free trial.

Camtasia is the software that is used to create tutorials. It is a very powerful software with many useful features. Full-motion screen recordings can be made to help reduce those repetitive questions from students. This software works much like making a macro in one of the Microsoft Office programs. Click on record, do all the steps, and Camtasia records it. One can then edit, enhance, and publish the capture for students to use. One can also record and enhance audio simultaneously. The quality of these files is the highest possible, yet the files don't use that much storage space. This software is more expensive than SnagIt, because it is so much more powerful. Camtasia can be purchased for \$149-\$299 for educational purposes. Check out www.camtasia.com for purchasing or downloading a free trial.

Using this program will be advantageous for both students and teachers. I hope you learned useful information from the convention sessions you attended as well!

Adventures to the NBEA Conference

Luke Chanley
Chi Chapter

Indiana State University

Each year, the National Business Education Association (NBEA) holds a conference at an exciting location in the United States. This year, it took place from March 23-26 at the Anaheim Marriott in Anaheim, California. The conference promotes professional development for those in the career area of business education. In addition to the NBEA Conference, the National Pi Omega Pi Conference was also held in Anaheim. This organization meets every two years at the same location as the NBEA Conference. Pi Omega Pi chapters from colleges and universities all over the United States take part. College students get the opportunity to learn about the importance of professional development while meeting with their peers and future colleagues in business education.

Fifteen members along with three professors from Indiana State University made the trip across the country for these conferences. Students were given the opportunity to visit the various exhibits, which included such

displays as the Future Business Leaders of America and the Federal Reserve to help improve economic education. In addition to the exhibits, most students took part in sessions that featured speakers who had researched various topics of interest to educators.

The students also took part in the Pi Omega Pi National Conference. This particular conference featured a social in which members of the different chapters of Pi Omega Pi were able to meet with each other. A couple of ice-breaker activities were held at this social. The candidates for the national representative were introduced and allowed to give a short speech on why they wanted to lead the organization on a national level.

The Chi Chapter from Indiana State University gave four presentations at this national conference. These presentations provided the students with experiential learning firsthand. The students were given the opportunity to present on an issue that would make learning exciting for high school students. The four presentations were Educational Gaming with Interwrite Personal Response System Technology, Teaching Business Ethics and Business Law using Problem-Based Learning, Personal Financial Literacy DVD, and Providing Experiential Learning through Unified Collaborative Communications Technology.

The group who presented the Educational Gaming with Interwrite Personal Response System Technology consisted of Jessica Burch, Tina Bedel, Ranielle Moore, Amanda Willis, and Luke Chanley. This group showed how infrared wireless remotes were used in the classroom to play games that increased learning among students. In addition, this system could also be used as a tool to take attendance, quizzes, and exams.

Teaching Business Ethics and Business Law using Problem-Based Learning was the topic of discussion for Jared Brown, Jacob Foster, Andy Dunn, and Becky Milner. This group spoke on ethical and law issues, such as the ramifications of the Digital Millennium Copyright Act of 1998 and applications of problem-based learning principles to reach defensible conclusions.

The Personal Financial Literacy Interactive DVD group, which consisted of Chris Street, Shanna Brames, and Adrie Koehler presented information on a DVD that can be used by business teachers for their classroom. It includes downloadable budgeting spreadsheets for teachers to use with their students. Also, the presentation covered personal financial issues such as credit card use, credit card debt, benefits of saving, and how to make budgets.

Finally, the Providing Experiential Learning through Unified Collaborative Communications Technology team demonstrated the benefits of using two-way Internet connectivity to link high school classrooms to Indiana State University for collaborative learning. This group focused on business etiquette to teach their lesson. The group consisted of Brett Hoopingarner, Bart Jochim, and Brandon Haston.

Overall, attending the conference was very beneficial because the students were able to see the importance of staying informed about the issues involved in their future careers. Also, the presentations provided excellent experience in communicating with others on a professional level. These benefits are key in any career area and the students were able to experience and learn them firsthand.

Googolplex@school

Allie Wagner
Psi Chapter

University of Wisconsin-Whitewater

With personal finance becoming more popular in schools, teachers need to look to outside sources for assistance in teaching the content. Should personal finance be taught at high school or middle school? Some believe that it should be taught at middle school and reinforced in high school at a more advanced level. Several middle schools have implemented Googolplex@school.

Googolplex@school is a personal finance program that uses a combination of live theatre, classroom lessons, and parental involvement to encourage middle school children to save. The program complements middle school course work with experiential activities and individual and group learning exercises. Googolplex@school offers a great real world experience for students allowing them to connect classroom content with an actual experience.

NYIB, CUNA, and The National Theatre for Children (NTC) are offering the multi-platform, in-school educational program. They believe that the program will deliver important financial literacy education to middle schools. The program is available, at no charge, through your local sponsoring credit union.

CoVantage Credit Union in Antigo, WI, has just teamed up with their local middle school to implement Googolplex@school. The program is a great way for schools to connect with the community. Googolplex offers benefits for the school, students, teachers, and the sponsoring credit union. It is a great way to introduce personal finance at the middle school level.

Survival Strategies for First-Year Teachers

John Friend/Lisa Mullins
Alpha Beta Chapter

Eastern Kentucky University

First-year teachers often feel overwhelmed with their responsibilities. Going from students to teachers, they now have the challenge of staying up-to-date with school policies and procedures, learning the latest technology programs, managing the classroom, and producing well-informed students. In order to learn more about these challenges, three first-year teachers from central Kentucky were interviewed. From their responses, a three-step strategy was developed concerning how to survive the first year of teaching. The three steps are Stay Connected, Get Wired, and Manage the Classroom.

STEP 1: STAY CONNECTED

Staying connected relates to support systems that are in place to help first-year teachers. First-year teachers use the following support systems:

- State Internship Programs; i.e. KTIP, Pilot Program
- Educational Advisors
- State Department of Education
- Other teachers in the school

These support systems are vital to ensure growth and success in the first year of teaching. In order to utilize these support systems, you must not be shy around fellow teachers, ask questions, and network with others through workshops and conferences.

First-year teachers interviewed said that adequate support is vital. Two-thirds of these teachers said that they do have adequate support. Adequate support starts with effective administration, such as the school's principal.

STEP 2: GET WIRED

The second step in the strategy, Get Wired, relates to technology used in the classroom. Teachers discussed the areas of funding, successes and failures of technology used in the classroom, and strategies that turn technology failures into successes.

In the area of funding, teachers said they relied heavily on Perkins Funds. These funds are not available at the middle-school level. However, in Fayette County high schools, funds are rotated between business teachers on an annual basis. Also, teachers found other vocational grants given by the state for career and technology.

All teachers interviewed used Office XP Products, LCD technology (e.g., Smart Boards and projectors), and the Internet. These sources were successful because they provided visualization, which supports visual learners and reinforces concepts taught. Also, hands-on activities engage all students in all learning activities. The teachers noticed improved writing and communication skills through the practice of writing letters, memos, presentations, and reports. These experiences helped students to gain self-confidence by giving presentations and practicing job-hunting skills.

However, teachers also experienced failures in technology. These included network problems, outdated programs, dead time, and inappropriate use by students. In fact, one of the teachers interviewed said she could not use the computers in her class for the first three weeks of school and her software was not the same edition as her textbooks. Students would also get on the Internet whenever they completed their assignment early.

In order to turn these failures into successes, teachers must:

- Establish an Acceptable Use Policy
- Engage ALL Students
- Prepare Backup Lesson Plans
- Establish Rules for Appropriate Use of Technology.

STEP 3: MANAGE THE CLASSROOM

The frequently occurring problems encountered in the classroom include students not completing assignments, poor attitudes toward the subject matter, talking, and students not getting on-task at the beginning of the class period or block.

Many of the teachers interviewed displayed use of Jacob Kounin's philosophy on classroom management (1970). In Kounin's philosophy, teachers must prevent misbehavior, manage movement, and maintain group focus in order to have an effectively managed classroom.

Teachers also provided suggestions on how first-year teachers can effectively manage their classrooms. Suggestions provided include:

1. Create a friendly learning environment where your students feel safe.
2. Relate to students' needs and learning abilities.
3. Implement structure through classroom policy by setting clear rules and procedures.
4. Exercise proximity control.
5. Value diversity in individual and group activities.
6. Focus assessment on learning outcomes.
7. Be consistent by treating all behavior problems the same way and following through with stated expectations.

CONCLUSION

The three-step strategy was developed for first-year teachers. However, if you are a seasoned business educator, these strategies can help overcome problems you have with support systems, technology, and classroom management. Also, this information can be shared with first-year teachers in your school. Remember: Stay Connected, Get Wired, and Manage the Classroom!

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Effective Teaching Methods**Shelley Johnson**
Alpha Pi Chapter

Mississippi State University

All good business teachers have the same goal for their students. The ultimate goal in the classroom is for students to obtain knowledge and further their education, which will allow for a greater rate of future success. Students should leave a classroom with a sense of accomplishment. This goal may seem somewhat straightforward; however, it can easily become complicated if effective teaching is not put to use.

Teachers may hit upon more success by encouraging interaction and discussion among students. By doing so, students tend to become more involved and interested in subject matter being taught. Students also can effectively learn through teamwork and cooperative learning. When students are divided into teams or groups, students are pushed to brainstorm. In return, many ideas are entertained through such collaborative efforts.

Another effective method for productive learning is to use case studies in the classroom. Today, many course books offer case studies and applications within the chapters. Through such activities, students gain a sense of real life circumstances in the business world.

Each student in a classroom has a preferred learning scheme. Therefore, it is essential for teachers to incorporate several teaching methods into their lessons. By doing so, the teacher's goals, as well as the students' goals, are met.

“Futuristic” Technology**Caitlin Allen**
Beta Kappa Chapter

East Carolina University

Technology is a very important aspect in today's fast-paced society. It is imperative that everyone keep up with the new technology that is being invented. Having new and improved technology can open up many new opportunities for everyone.

Recently, the search engine Google has come up with new technology that could be useful to everyone's personal lives. This new technology is called short message service “SMS”. It allows cell phone and hand-held device users to use Internet capabilities to connect to Google. It will allow users to search for personal and business telephone numbers (Google, 2004). This feature could benefit many people by allowing them to look up phone numbers when they do not have access to a telephone book. For instance, if someone is driving and wants to call and order take out, they can look up the number of the restaurant by using Google's SMS. This feature is convenient. SMS will also allow the user to look up prices of different products (Google, 2004). This feature could allow users to save money when they are out shopping. If they are in a store trying to buy something, they can use SMS to look up product prices and compare them to the price in the store. Google's SMS has a dictionary as well. The company does not plan to charge users for using the new technology (Google, 2004). However, there are a few drawbacks to using this technology. Using SMS while driving a car could be dangerous. Also, cell phone users may incur a charge from the cell phone companies (Google, 2004). Technology, such as Google's SMS, are helping cell phones become more and more advanced.

Technology opens up many opportunities in education. Jestertek Inc. has come up with a device called the HoloPoint. This device allows the user to point at the screen, instead of using a mouse. The screen can be controlled from a distance (Futuristic n.d.). The teacher could put the screen in the front of the classroom where students could see it and put the HoloPoint in the back of the room. The teacher could control the screen from the back of the classroom. This “futuristic” technology could aid in teaching students new ideas.

Technology is everywhere. It helps to open up opportunities in many areas such as business, education, and our personal lives. Google's SMS and the HoloPoint are great "futuristic" technological advancements.

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Taking the Next Step: Real-World Web Design**Mark O'Halloran**

Zeta Eta

Kansas State University

For some schools, web design is just a footnote. In some cases, students are given basic instruction over HTML and then they create a simple web page and call it good. Other times, there is an entire class devoted to the topic, but it still focuses on basic, artificial projects.

There are other options for teaching web design, though. One example was on display at the 2005 NBEA conference. Dr. Robert Brookshire from the University of South Carolina presented a seminar titled "Teaching E-Commerce with Community Service Learning." In it, he discussed how he conducts one of his college courses. Instead of simply having the students learn web design through direct instruction and minor projects, Dr. Brookshire has his students create actual web pages for organizations in the community.

When considering the components of such a project, it is easy to see the advantages of this approach. First, it incorporates real-world skills that might be missed with other methods. Students have to create written applications for their projects, research their clients and make presentations of their work. Each of these items is given a very realistic feel and the students are encouraged to practice written and oral forms of communication that might be missed with other styles of web design instruction.

Second, the project encourages students to learn on their own. Clients might wish to have features on their sites that were not covered during the coursework. Thus, students must explore some topics through self-instruction. This builds learning skills that the students can apply later in life.

Third, this approach creates wonderful relationships between the students and the community. Organizations that do not have the means to create their own websites are given a web-presence, while students are allowed to become more familiar with their community.

Fourth, students are introduced to a process that is present throughout the business world. Web design, computer system design and product creation operate very much like this in the real world, and an experience of this nature would give students a great foundation when moving into one of those fields.

There are more positive aspects to a real-world approach to web design, but there are also a few potential problems that should be mentioned. To begin, working with actual organizations can be difficult since it is a hassle to take students out of the high school. Also, it is an organic situation, so there are plenty of problems that could arise. For example, the cooperating organizations might not give much information or they might have unrealistic expectations for the project.

Overall, though, this is an excellent approach to teaching web design. It allows the students to gain real-world experience with the topic and it pushes them to do their best. After all, their work is going to be presented to the whole world, so there is plenty of pressure to excel. Any schools that are not currently implementing this approach should at least give it some consideration.

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