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

Volume LVIII	April 2012	Number 2

National Student Representative
Jared Schelp
Zeta Eta Chapter—Kansas State University

Greetings! It is almost summer time and school is out until August! Well that is for those that are not taking summer classes. I want to say congratulations to those that graduated and have found jobs for the next school year! For those that have more years or just a year left of school, good luck to you and keep up the great work! Also, for those that made it to Boston for the NBEA Convention, thanks for coming. I had a great time getting to know all of you and learning more about business education. I was pleased to see how many people were in attendance when it was not a biennial Pi Omega Pi convention. It was great networking and visiting with those that I have met in the past and met at this year's convention.

We are very excited about the Stop Hunger Now project that Pi Omega Pi is supporting. Our goal is to raise $2,500 to fund 10,000 meals to kids in need in other countries. This is a great cause to be a part of and a great way to show others how great the people are we have in Pi Omega Pi. You can go to stophungernow.org to find out more information on the cause, and Darla Stone will be accepting the checks/money orders. We will actually pack the meals when we arrive in Atlanta next year for the 43rd Biennial Convention on April 18ˉ20.

I ask that we post ideas, discussions, pictures, project ideas, etc. on our Facebook page. This is a great way for us to see what others are doing and to help everyone else out with ideas and different ways of doing projects for next year's convention. This will be my second and last year as your student representative, and I plan on making it a great year for us all.

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Congratulations to the 2011 top Pi Omega Pi chapters!

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These chapters were recognized at the Pi Omega Pi meeting held at the 2012 NBEA Convention in Boston, Massachusetts, on April 5. A special thanks to the Beta Kappa Chapter and Dr. Ivan Wallace and to the Zeta Eta Chapter and Dr. Darla Stone for the excellent program presented at the Pi Omega Pi meeting held on Thursday afternoon. We also appreciate the excellent work of Jared Schlep, our national student representative, in coordinating this meeting and in representing Pi Omega Pi at the closing session of NBEA. Please go to page 5 of this newsletter and the Pi Omega Pi Facebook page to see pictures from the convention and an excellent interview completed by one of the Pi Omega Pi advisers.

Please remember the Stop Hunger Now project that Pi Omega Pi has adopted for 2012. Our goal is to raise $2,500 to fund 10,000 meals to be distributed to schools and orphanages located in third-world countries. At our biennial convention in Atlanta, all of us in attendance will actually pack the meal packets which including rice, soy, dehydrated vegetables, and a flavoring mix include 21 essential vitamins. Please see the article found in this issue of the *Here and There* that will answer many of your questions. Begin planning your fundraising efforts now to be a part of Stop Hunger Now. Please mail your checks to Darla Stone at 2200 Seaton Ave., Manhattan, KS 66502-2040, by December 1. If $2,500 is raised by that date, I will contact a representative from Stop Hunger Now to arrange the packing event.

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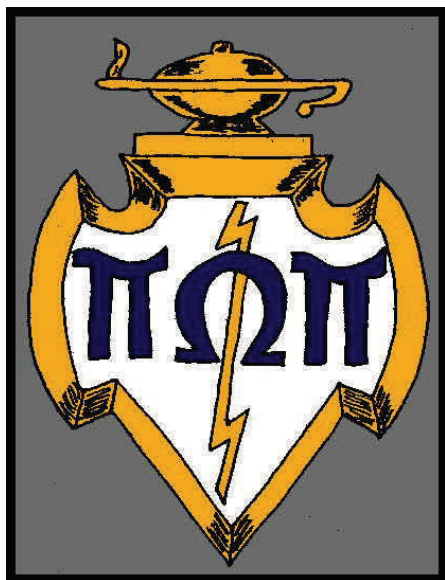
Student representative's report, continued from page 1

With that said, please e-mail or post on Facebook ideas or suggestions that I could implement to make this year a great one. I look forward to seeing you all again next year and don't forget to keep everyone updated on what your chapter is doing throughout the year.

Jared

President's report, continued from page 1

Thank you to all the members who submitted applications for the Pi Omega Pi Scholarship by the May 15 deadline. The name of the recipient will be published in the October issue of the *Here and There*.   Applications for the 2013-2014 school year are being accepted now. Go to piomegapi.org to download the scholarship application.

Jared Schelp and Ivan Wallace are making plans now for the 43rd Biennial Convention that will be held on April 18-20, 2013, in Atlanta, Georgia. If you have suggestions, please e-mail Jared at jschelp@ksu.edu or Dr. Wallace at wallacei.ecu.edu. I do encourage you to nominate one of your outstanding members for national student representative. Serving as student representative is an excellent opportunity for leadership development and contributing to one's profession. I hope you will take advantage of this opportunity.
Best wishes for a relaxing summer.

Connie

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. Submit articles and activities report to Dr. Connie Forde, Mississippi State University, 662-325-7258 or message at CForde@colled.msstate.edu.

Guidelines for Submission of Articles

The following guidelines should be followed when preparing articles for submission to the *Here and There*.

- Include a concise, comprehensive article title.
- Check for correct grammar and punctuation.
- Avoid the use of contractions.
- At a minimum, include one reference.
- Follow the APA (fifth edition) formatting and writing style. A minimum word length of 300 words and a maximum word length of 750 words are required.

Chapter Activities

Beta Chapter
Northwest Missouri State University

Beta Chapter at Northwest Missouri State University held an Eat and Greet meeting at Pagliai's Restaurant to meet our new prospective member for this semester. During this meeting we visited about the organization and student teaching since many of us will be student teaching in the fall. This semester we will initiate one student to be a part of our Pi Omega Pi chapter. We have planned an initiation breakfast for the morning of April 3.

Beta Kappa Chapter
East Carolina University

Beta Kappans have had a busy Spring semester so far. In February Beta Kappans attended the Atlantic Coast Business, Marketing, and Information Technology Conference in Raleigh. Beta Kappans assisted in the registration process, served as presiders, and ensured that conference rooms were properly set up for the presentations. The members found that by working together at the conference they got to know each other better. In addition to providing a service to the Business and Information Technologies Education Department at ECU, the event was a great networking opportunity for chapter members. Planning has also been started for the annual Spring Honors Banquet at the end of April.

Psi Chapter
University of Wisconsin– Whitewater

The Psi Chapter of Pi Omega Pi has many events coming near the end of this semester. On Wednesday, February 29 the Psi Chapter inducted seven new members to the society. In addition, chapter members are helping another organization on campus, Business and Marketing Education Association, organize a Business Simulation/Etiquette Luncheon for high school students in the Whitewater area on Friday, April 27. The simulation will allow students to work in small groups and allow them to practice making business decisions. The students will also enjoy an "Etiquette Luncheon" and a tour of the university after they have completed their simulations. The Psi Chapter is also planning a cultural dinner with the chapter advisor who is from a different region of the country. Chapter members will be treated to an evening of authentic Southern cuisine. Finally, at the end of the year banquet, hosted by the department of Information Technology and Business Education, the Psi Chapter will be conducting a student-teacher panel. Students from the university who are or have completed

student teaching sit on a panel and share their teaching experiences with the audience. Pi Omega Pi members at UW-W have been busy this semester and anticipate a busy fall semester.

Alpha Pi
Mississippi State University

We are closing out the semester still in full force. We are collaborating with the local Phi Beta Lambda chapter to promote business education to the high school Future Business Leaders of America chapter in the surrounding high schools. We will introduce different programs as well as donate food and ideas. We have four Pi Omega Pi members graduating this May. We sold flowers for Professional Administrator's Day and donated the proceeds to the Stop Hunger Now project. We encourage other chapters to plan fundraisers for Stop Hunger Now, so we can earn the money to have the packing event at the 43rd Biennial Convention of Pi Omega Pi in Atlanta, Georgia.

Zeta Eta Chapter
Kansas State University

After fundraising in the fall and writing a grant for funds this spring, Zeta Eta chapter will have nine students attending the NBEA conference in Boston. Members are eager to meet other Pi Omega Pi members at the social on Thursday evening and the dinner following. Plans are underway for hosting an event at the All University Open House on the K-State campus on April 21. Social networking is the theme and Zeta Eta will showcase Facebook, Glogster, Twitter, etc. Plans are being made for the year-end party as the semester draws to an end.

Gamma Phi Chapter
North Carolina A & T State University

The Gamma Phi Chapter of Pi Omega Pi held a Strategies for First-Year Teaching Challenges Panel, Thursday, March 22, 2012, in the School of Business and Economics at North Carolina Agricultural and Technical State University. Dr. Lisa Snyder, Business Education Department Chair, welcomed the attendees. Dr. Thelma King was the panel moderator. Three first year teachers were on the panel: Chandra Bethea, Business Education; Alishia Shepherd, Special Education; and Shaunta Clowney, Elementary Education. They talked about their teaching challenges, strategies they used, and answered the audience's questions. Refreshments were served in the Banquet Room after the panel presentation.

Alpha Chi Chapter
Eastern Illinois University

The Alpha Chi Chapter has recently been working on their National Projects. We have been working closely with a local high school in creating a new curriculum. This has given us the chance to work with high school teachers, and gain their feedback. It has provided the opportunity to see what the students would be interested in learning, and use that in the activities created. We are excited to be able to give back to the community and give the teachers an extra resource.

In the next month we are looking forward to continuing our work with the high school and determining other ways to benefit the students.

Congratulations to Top Chapters in 2011

1 Alpha Pi, Mississippi State University
2 Zeta Eta, Kansas State University
3 Psi University of Wisconsin at Whitewater
4 Beta, Northwest Missouri State University
5 Alpha Chi, Eastern Illinois University

National Business Honor Society

You will want to be knowledgeable about the National Business Honor Society that is sponsored by the National Business Education Association for high school juniors or seniors who have completed or are currently enrolled in their third business course and have a 3.0 (overall) and 3.5 (business course) GPA. Think about starting a chapter at your school when you begin your teaching career. It is an excellent way to promote and recognize the outstanding academic achievement of your students and promote your business education department. Go to nbea.org for more information.

ALL CHAPTER PROJECT
2013 BIENNIAL CONVENTION

What: Stop Hunger Now

What is Stop Hunger Now: Stop Hunger Now is an international hunger relief agency that has been fulfilling its commitment to end hunger for more than 12 years. Since 1998, the organization has coordinated the distribution of food and other lifesaving aid to children and families in countries all over the world.

Where: 43rd Biennial Pi Omega Pi Convention in Atlanta, Georgia

How: Raise at least $2,500 as a Pi Omega Pi National Honor Society to be able to distribute 10,000 meals.

What can I do: If 22 chapters of Pi Omega Pi National Honor Society participate, each chapter would need to raise just $115.00. If only half of the Pi Omega Pi Chapters participated, each chapter would need to raise $228.

What does my money pay for: Each meal (packet) for the Stop Hunger Now can be made with just 25 cents. These packets including rice, soy, dehydrated vegetables, and a flavoring mix include 21 essential vitamins. These packets have a shelf-life of five years.

Who does my packet go to: Packets will be distributed to schools and orphanages located in a third-world country.

How is providing food aid to developing countries sustainable? Addressing hunger is a key strategy to increasing education rates and providing a way out of poverty in developing countries. Providing meals in schools increases enrollment. As education levels rise, birth rates and disease rates fall, and communities begin to sustain themselves. The food resources needed to eradicate life-threatening malnutrition are sustainable and hunger experts agree that school feeding programs are the most effective tool for increasing access to education and improving the nutritional status of children.

Additional Information:

http://www.stophungernow.org/site/PageServer

http://www.stophungernow.org/site/DocServer/Frequently_Asked_Questions.pdf?docID=2021

Photos from Pi Omega Pi Meeting at the NBEA Convention
Boston, MA, on April 4-7, 2012

Member Articles

Chelsea Shoemaker
Alpha Beta Chapter
Eastern Kentucky University

Clickin' It in the Classroom

Student teaching has provided me with a new insight into the wonderful technology found in classrooms of today's schools. In the classroom, teachers are constantly looking for new methods and activities to increase student participation. Teachers know that to increase participation in their classrooms, teachers must increase and maintain student engagement during a lesson or activity. At the secondary level, maintaining student engagement is one part of the task teachers must meet. In today's schools, teachers must also be able to assess students' comprehension of content and with increased popularity in student response systems——also known as clickers——teachers can now use this technology as a formative assessment. The advancement of technology is aiding educators in formatively assessing the level of comprehension of their content using the clicker system which also assists them in increasing and maintaining class participation and student engagement.

The "clicker" system is rapidly sweeping schools across the nation because of the convenience and multi-use it provides educators. In recent years, publishers of educational textbooks have realized the potential for this new market and made the decision to link assessment with the technology in today's classrooms. By publishing companies making this connection, teachers are able to choose multiple items from a bank of options to create a formative assessment they can present to student on the interactive white boards. Students are then assigned a specific remote called a "clicker" where they will select and press the button for the corresponding answer. After a sufficient amount of response time, there is immediate feedback given to the class since the correct answer or response is shown on the board (Assessments Connect Classroom, 2009).

Teachers have the option of using the pre-loaded questions based on the textbook they may use in their class, or they can create their own. Since it is becoming more and more common, especially at the secondary grade levels, for educators to only use the classroom textbook as a resource and not as an everyday tool to teach from, teachers need a way to utilize the technology available to assess their students. The clicker system provides educators with an alternative where they to choose or create various styles of questions: multiple choice, true/false, yes/no, binary choice, or survey like questions. This style of interactive learning helps keep students engaged in the lesson, and it provides the teacher with a method to assess student comprehension (Day, 2010). The clicker system provides teachers with a variety of possible uses; besides a way to monitor student participation, it is a way for roll to be taken, the beginning activity, and report of student comprehension. Once students have responded, feedback is not only immediately given to the students, but to the teacher as to how well the students are doing with the material.

This student response system is a great tool for teachers to have in their classroom because it allows for formative assessment over the content and provided an alternative to "pencil and paper participation" for students. These clicker systems provide teachers with an instant report of those understanding the content and those who are struggling. In order for teachers to engage their students, they have found that making them involved during—not after—the lesson is the best was to make this happen. Students get a huge kick out of using the newest forms of technology they do not have at their own home, such as the clicker system. For them it is like exploring the unknown which makes it all the more exciting and encourages them to participate in the formative assessment during class.

References

Assessments connect to classroom technology. (2009). *Electronic Education Report, 16*(15), 6-7.

Day, C. (2010). Classroom technology. *American School & University, 82*(6), 43.

Integrating Technology into the Classroom

Samantha Shirley
Zeta Eta Chapter
Kansas State University

We are living in a technologically driven society. The age at which students begin taking advantage of the continually developing technology is getting younger and younger with each passing year. Cellular phones and computers were things that used to be a privilege given to older high school students as graduation presents, now cell phones are in the hands of grade school children. These same grade school children can easily use the computer to Facebook or play computer games. There are many people who are against such a change, saying it is ruining our coming generations**.** I do not want to be a teacher that is a part of such a negative view of this technologically driven generation. I want to be constantly finding new and different ways to connect with my students in a way that they can enjoy learning.   Teachers can connect in a major way with their students through an educational social networking site called "Edmodo."

Edmodo is a social networking site used in an educational setting that mimics that of Facebook. This is a free service that allows students to connect to their classes, teacher, and each other educationally . According to Nic Borg, Edmodo founder and CEO, "Teachers want to help students learn the way they're already living" (Edmodo Wants to Make Social Networking A Learning Experience). I agree with this statement. Resisting the preference of children in how they learn makes no sense; instead, teachers should find a way to adapt to it. Edmodo does this. Teachers can create a class that their students join. This class is assigned a special code—which is how the students gain access to the class. The teacher can then post homework assignments, quizzes, and discussion topics. There is even the ability to create small class groups from Edmodo. Students can collaborate through the site and create projects together. The teacher can grade the student's assignments and post their grades. Accessibility can be given to the parents so they can look at the site and see how their children are doing. The parents can view assignments, discussion posts, and grades given. This site has taken what students already enjoy doing and found a way to allow them to learn with it.

To prevent students from treating it like a Facebook page, teachers can monitor what is being posted and disable comments if needed. This would also be an opportunity to show students what is ethical and proper behavior for social networking sites. Because the age that children are beginning to use social networking sites gets younger all the time, they are not thinking of the consequences of what they post on the Internet now. They do not realize that what they post on the Internet, whether they are 10 or 20 years old, will forever be available to view. Cyber-bullying is another issue in today's society. This is why the availability to monitor what is being posted is so important. Teachers can end it right away when they see something not class related on the site. They can even take that opportunity to show how hurtful cyber-bullying can be to a young individual.   If a teacher is going to implement something so similar to a social networking site, they should also teach the student how to use it correctly and safely **.**

Edmodo allows the teacher to create a virtually paper-free classroom. While this task could be difficult for some content areas to complete due to lack of computer access, many business teachers do have access to computer labs. The teacher can post all of their homework assignments, quizzes, and classroom discussions onto the site. "Drop-boxes" can be created for the student to turn in essays or projects. The teacher can view the assignments on their computer, eliminating the need to print the project completely. Once the assignment is scored, the grade can be entered to provide feedback to the student. The site compiles all of the grades into a grade book, making it easy to look at student averages.   Creating a paper-free classroom can be beneficial not only because it is eco-friendly, but teachers can save money by eliminating their paper use.

This site makes learning somewhat "fun" for students. It is a great opportunity to teach these students how important it is to safely use social networking sites and show them that what they post today could potentially haunt them tomorrow. It allows a teaching opportunity about how to respect others online.   Students today are not paper and pencil learners. Edmodo is a great way to think outside of the box and take advantage of the technologically driven generation.

The Use of iPads in the Classroom

Kelly Critten
Beta Chapter
Northwest Missouri State University

Business teachers seek ways to implement new technology in their teaching, and the iPad is a perfect technology for both teachers and students. The new iPad ranges in price from $499 to $829 (Apple Store, 2012) and comes with Wi-fi or 4g in variations of 16 gigabytes to 64 gigabytes. Some of the accessories available for the iPad are a keyboard, AV adapter cable, covers, and a maintenance agreement (Apple Store, 2012).

Management of iPads and their apps is necessary by teachers who use an iPad. One account should be linked to iPads when purchasing apps, and all iPads should be linked to one computer. In order for users/students to submit assignments created on an iPad, user/students need an email account so that work completed on the iPad can be emailed from the iPad for evaluation. Otherwise, grading will have to done individually with students right from their iPad. Wi-fi or 4G connections are needed, with Wi-fi more economical. Free apps are available or apps can be purchased with Apple licensing agreements. Dropbox.com, a free cloud storage application, is also necessary for the iPad. Files created on computers are stored in the cloud can be brought into the iPad and viewed, edited, and used there.

Productivity apps of world processing (Pages), spreadsheet (Numbers), and presentations (Keynote) are available for $9.99 each. A useful free app for business classes is Simple Loan Calculator, which can be used for budgeting in a Personal Finance class. Students would input the principal, interest rate, and the number of years of the loan to figure monthly payments, total interest, and total payments and then display those figures in an amortization table. By using an Excel file from Dropbox.com and brought to the iPad though the spreadsheet app of Numbers, students will them use the PMT function in Excel to figures the same loan information. This iPad exercise will allow students to compute loan calculations on both the iPad using two apps and comparing each.

More information on the iPad can be found on the Apple Store Web site under iPad and found at http://www.apple.com/ipad/guided-tours/ (Apple Store, 2012)>

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How the Internet Affects Plagiarism

Jason Ford
Psi Chapter
University of Wisconsin– Whitewater

The Internet has served as a vital tool for how millions of people live their everyday lives since its creation in the late 1970s. Approximately two billion people, nearly a third of the world's population, use the Internet daily. With the growth of the Internet, it has become an essential part of national governments, large and small businesses, and the education field. The Internet has been used by millions of students for conducting research and for other educational purposes, but the problem that schools are facing is that student's are conducting secondary research and are not presenting the information as it should be presented. The issue of plagiarism has become a much larger issue for schools because of the evolution of the Internet. Plagiarism is a concern that needs to be taken seriously by teachers and administration members in all school systems.

The article highlighted in this summary was obtained from KQED Public Media for Northern California and is titled, "How the Internet Affects Plagiarism," by Audrey Watters. This article begins by saying that the idea of plagiarism has been present for a very long time and with the expansion of the Internet, students have reverted to researching different Web sites and online resources to write papers and complete projects. Some web sites sell papers for profit and students have the luxury of buying these papers, turning them in, and calling this work their own. Other students have gone to the "copy-and-paste" method of plagiarism by taking a section from an online resource and inserting it into their own papers. With students plagiarizing from the Internet, teachers can easily spot plagiarism. Some teachers have adopted the method of typing in a passage in an Internet browser that sounds suspicious and see what hits they get. School districts have also integrated *Turnitin*, which is an online software plagiarism detector, to check for student academic dishonesty. The objective of *Turnitin* is to discourage students from using information they find online as their own. The big problem in schools, which is stated in the article, is that students do not know what legitimate *re-use wording* is when using a referenced passage, and this confusion is the reason students often use the author's ideas word for word. The article concludes with Watters asking teachers and parents, "How can we better equip students to take advantage of the vast resources online without succumbing to plagiarism?" (n. p.). This question is a legitimate one for teachers and parents to ponder. For future teachers, the issue of plagiarism a topic that has to be taken seriously and should constantly be on one's mind when grading papers and projects.

In response to this article, I would say that this information is definitely accurate, and I completely agree that plagiarism from the Internet is a huge problem. Many positives and negatives are associated with using the Internet in the classroom and using it as a means of learning. The Internet can be used as a teaching tool in the classroom, but it must be used in the appropriate way. As educators we should be showing students how to use online databases as sources for research and be teaching students how to correctly paraphrase passages and cite them correctly. The Internet is an efficient resource if it is used in the correct way, and the idea of plagiarism is a challenge associated with using the Internet as a teaching tool.   Personally I take this concept very seriously as a student and as a future educator. I look at plagiarism as cheating (which it basically is), and if we let students just copy someone else's work, then what are we teaching these students? If someone cheats in school and does not get disciplined, then what life message does that action send to students? The topic of plagiarism is more than just copying someone else's thoughts without giving the original author credit for the information, rather, this issue speaks volumes about one's character. What will students do when they have a job in the real world? Will they take shortcuts? What lengths will they go to, to be successful? I believe in true hard work and do not have any patience for those who cheat and take shortcuts. As a future educator, I think that the life lessons we teach students are ultimately the most important.

Reference

Watters, A. (2011). How the Internet affects plagiarism." *Mind/Shift*. KQED Public Media for Northern California. Retrieved February 16, 2012, from http://mindshift.kqed.org/2011/05/how-the-internet-affects-plagiarism/

SMARTCLASS

Vernon Walworth
Beta Kappa Chapter
Eastern Carolina University

We are constantly seeking out ways to make students' learning more fun and interactive as prospective teachers. Consequently, upon discovering Educomp Solutions' SMARTCLASS, it appears that they may very well have a solution that American classrooms will soon be implementing to incorporate this type of technology into education on a daily basis.

Educomp Solutions was founded in 1994 and is India's number one educational company leading the way in innovations worldwide. The company has over 26 million schools using their products across the world.

Current Stage of Development

Currently SMARTCLASS is in over 5,500 progressive schools in India. Educomp Solutions has acquired Learning.com in the United States and has two offices presently in the United States. SMARTCLASS is operational and is continuing to develop new applications, lessons, and products that will help students stay engaged with lessons while helping teachers streamline their assessment time.

Technology Elements of the Design

One of the first things that is apparent with SMARTCLASS is its ability to create and project three dimensional items. This will be sure to grab the attention of everyone in classroom. Just imagine a science class covering the dinosaur era and how this would be an awesome experience for the students. This is just one of the many types of lectures that can be performed in SMARTCLASS.

The handheld personal answering devices, also known as SAS, makes the assessment time of the teacher minimal. At the end of a lecture there are multiple choice questions that come on the screen, and the students key their answers into the device. These are tallied and shown to the teacher as the students key the answers in the machines. This allows the teacher real time assessment so that they may go back over any particular item that the class did not get from the lecture. Also, this would give teachers an advantage of knowing the proper pacing of the lessons being covered. Some lessons that are fast paced may need to be slowed down while some that are slow paced may need to be sped up. With this instant assessment, the teacher could use the proper pacing for their particular class.

Hardware and Software Implications

The hardware that is being used is a 3-D projector, 3-D dimensional glasses, computer, personal answering devices, and SMARTBOARDs. The development of interactive devices will help generate a more active classroom which will result in a more engaged student. The development of software that will create three dimensional activities in the learning environment is a new skill that will be needed. This will cause developers and educators to enter into a new phase of teaching. The need to produce three dimensional Power Point presentations, videos, and the likes will push the educational software development companies to develop a complete line of courses from pre-elementary to the secondary level. Many of the products will become home-use items as parents will want to provide their child the best advantage for education in the home. Technology such as SMARTCLASS is just the beginning of what will come. Currently there are over 4,000 lessons in the SMARTCLASS library.

Implications for Future Related Applications

The SMARTCLASS has already been developed as an online environment. This alone would encourage the development of other products that would help distance education. The whiteboard or blackboard of today's online courses would be much more engaging if it offers the three dimensional lessons that SMARTCLASS provides. Not everything about SMARTCLASS is produced in three dimensions. Two dimension projects and products can be used by SMARTCLASS as well. The fact that the productions have sound, movement, and action makes the students want to learn. By providing a means that parents can use to monitor the progress of their child, which could also include a behavioral module, the need for the mandated parent-teacher conferences at the end of the grading cycle may be eliminated.

Anticipated Timeline to be Fully Implemented

The timeline for this project is not very clear as this technology is an ongoing project. SMARTCLASS is already being used by millions of students and educators across the world. This has helped Educomp establish the first 24/7 online schools in India. There are a few schools in North America that are using the SMARTCLASS program, and all with great results. In 2005, Educomp selected 30 schools in California, Texas, and Illinois to pilot the system. These schools have had positive results from using the SMARTCLASS program.

Conclusion

This product could shorten the school day or school week. With engaging students with faster assessments, the school could cover the topics more quickly. With the ability to do online learning, the school could opt for a four-day class week with a fifth day being done online. Another option could be that the students come to an actual class for a half day and a virtual class for the other half a day.

As SMARTCLASS will continue to expand its offerings, it will make it harder for the public school systems to ignore the results. The test results and studies completed by Dun & Bradstreet India show that everyone agreed that the advantage of SMARTCLASS over a regular classroom is clear. They noted that SMARTCLASS aided the inexperienced or lesser skilled teacher to reach the student. It was also noted that the more experienced, better skilled teacher had much better results as well.

Reference

Study of Effectiveness of Educomp SMARTCLASS Program, Dun & Bradstreet Information Services India Pvt. Ltd.
      (2010, February 10). Retrieved June 1, 2011, http://www.educomp.com/dataimages/downloads/D&B.pdf

Chapter Sponsor Email

As of April 2012

Please notify the National Editor of corrections and additions.

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