



Season's Greetings from the BMIT Staff

Bonnie, Bev, Karen, Nicole and Shayne

Beyond Y2K

*Ten years ago, Y2K was the concern of the day.
Take a look at what's happened since traveling that way.*

Facebook

Interactive White Boards

iPods

Digital Video

Web 2.0

TiVo

Podcasts

RSS Feeds

Office 2007 and 2008

Flat Screen TVs

Texting

PDFs

Green Technology

Google Docs

Blue Tooth

1 to 1 Laptop Initiatives

Blackberries

Touch Phones

Photo Sharing

Wikis

Blogs

It's been an amazing ten years! Where will we be in 2020?

Announcements

BMM and CIS Teachers

The Nebraska Department of Education collects the annual Curriculum Report data, which this year was submitted online through NSSRS (Nebraska Student and Staff Record System). Each business teacher is identified as either teaching primarily in Business, Marketing and Management (BMM) or in Communications and Information Systems (CIS). Based on the 2008-09 school year, the following data was reported for Business, Marketing and Management (BMM):

- A total of 486 BMM teachers taught in grades 7-12 (unduplicated count).
- A total of 48 BMM teachers taught only at the middle level.
- The unduplicated count for BMM teachers teaching either at the secondary or middle level totaled 534.
- A total of 353 BMM teachers had secondary assignments although some of these also had additional middle level assignments.

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BMM and CIS Teachers continued from page 1

Based on the 2008-09 school year the following data was reported for Communication and Information Systems (CIS):

- A total of 118 CIS teachers taught in grades 7-12 (unduplicated count).
- A total of 106 CIS teachers taught only at the middle level.
- The unduplicated count for CIS teachers teaching either at the secondary or middle level totaled 224.

AIM's Latest Research Identifies Businesses' IT Educational Needs

Respondents to AIM's latest survey would like to see the percentage of their IT workers holding bachelors and graduate degrees increase within the next five years to more than 70%, up from the current 60%. As for the academic disciplines for which employers have the most need, networking, e-commerce and telecommunications will be the major technology drivers in the near future. Ten of the 23 highest ranked applied areas fell within these three disciplines.

This new study, Midwest Regional Business Requirements for Educational Services in Information Technology — A New Look, provides a detailed analysis of the region's IT educational needs. It also provides significant evidence for why educational barriers, faculty agility and preparedness and the ever-shifting IT platform all must be addressed.

http://www.aiminstitute.org/images/stories/Research/2009_8_midwest_regional_business_requirements_for_it_educational_services.pdf?type=newsletter&date=20090903

Computer Literacy Toolkit

Schools are now being asked to report the number of 8th graders who are computer literate if they are receiving Title II-D grants. Many schools will probably report the number of students passing their required middle-level computer applications course. Kim Klein, a middle school business teacher from Scottsbluff, shared the 8th grade technology proficiency assessment that is now used in their district to determine which 8th graders are computer literate. The Scottsbluff rubric is available on the BMIT website – see Curriculum – Information Technology Applications.

At the present time the Nebraska Department of Education does not have a set definition for computer literacy or an assessment model that is recommended. However, the NDE staff has worked on a National Technology Literacy Assessment workgroup to create a “toolkit.” The details can be found at www.setda.org/toolkit/nlitoolkit/tla/tla01.htm. This toolkit provides education leaders with:

- A Common Definition of Technology Literacy
- Contextual Framework and Criteria for Recognizing Technology Literacy
- A Continuum of Assessment Strategies for Assessing Technology Literacy



The
Business
Education
Field
Endorsement
Application
is due
NO
LATER
THAN
JUNE 15, 2010.

2010 NETA Competitions

The Nebraska Education Technology Association (NETA) annually offers technology competitive events for students in grades K-12. This year's events have been updated to align with the trends in technology. All entries are due January 25, 2010.



K-12 Graphic Imagery Contest

K-12 Graphic Imagery Contest – Entries in the graphic imagery contest could include: digital photographs, images that have been digitally enhanced, hand drawn images or others....be creative! All entries should be original work created by the individual submitting the entry—clip art should not be used.

This contest is open to Nebraska K-12 public and private school students. All entries must include principal's consent for contest entry and principal's contact information. Divisions are as follows: Grades K- 4, Grades 5-8 and Grades 9-12. All entries to the contest must be completely created by the student. First, second and third places will receive awards.

Web 2.0 Tools Student Collaboration Contest – This contest is open to Nebraska K–12 public and private school students. All entries must include principal's consent for contest entry and principal's contact information. Examples of interactive entries: classroom blogs, wikis, web pages, online interactive classroom newsletters or educational social networking sites, e.g., ning. Three places will be awarded in each division of the contest. Each teacher may sponsor one entry.

Student Divisions are: Grades K–4, Grades 5–8, Grades 9–12. Each contest entry must be sponsored by the entering student's classroom teacher. The sponsoring teacher is encouraged to attend the NETA Conference to be recognized if the students they sponsor are selected as contest winners. The sponsoring teacher listed on the entry form of a winning entry will receive a nontransferable complimentary conference registration, and the teacher's school district will be reimbursed the actual cost of Thursday's substitute pay.

K-12 Open Class Contest – Write a great computer app? Create an awesome desktop publishing file? Do you have a digital story to tell? A cool animation? A podcast? An original music composition? All of these would be eligible for the open class contest. (1) Contest is open to K–12 students in Nebraska public or private schools. (2) Each student may enter a maximum of two projects in this contest. (3) Students do not require teacher sponsorship to enter this contest. (4) Projects entered in this contest may NOT be entered in any other NETA contest. (5) Three age groups: K-4, 5-8 and 9-12. (6) Entries should be submitted in one of the following three categories:

- Pursue Your Learning (showcase a digital creation based on something you've learned in class)
- Teaching Others (present your ideas or share your knowledge with others in creative ways)
- Express Yourself (tell us who you are or what makes you special, through a digital creation of your choice).

For additional details check the NETA website at www.netasite.org/awards.html.

RESOURCES

Nebraska Career Connections Updated

The Partnerships for Innovation has renewed the contract with Kuder, Inc., to provide NebraskaCareerConnections.org to all students in grades 7 - 14 (middle school - community college). The website provides many new features such as job postings, internships, guest speakers, Link 2 College and Connect 2 Business.

Another new feature allows any individual to review resources and information available on the website without needing a user ID or password. For those students who have created a profile, the system has a new comparison feature that will compare their top career choices as well as their top college choices.

For more information, check out the website at <http://nebraskacareerconnections.org/> or contact Charlie Winterboer for support at 800-314-8972, Ext. 212, winterboerc@kuder.com.

Dragon NaturallySpeaking 10

Nebraska secondary high schools wanting to upgrade and/or purchase Dragon NaturallySpeaking will want to check out the link below that provides excellent pricing options. Schools may wish to upgrade from Dragon 8 to 10. Dragon 10 works with Office 2007, Dragon 8 does not. www.speakingsolutions.com/resources/ESU%20and%20SSI%20flyer.doc

If you have questions about the products, please contact Dr. Carl W. Fielder, Speaking Solutions, Inc., www.speakingsolutions.com, 888-749-1844, Cell 402-



DOL Career Ladder Posters

Looking for a resource to brighten your classroom walls? Download the Nebraska Department of Labor Career Ladder Posters at

www.dol.nebraska.gov/nwd/dsp-doc.cfm?fileid=65.



658-9808.

Credit Scores

As most of you know, consumers have been able to get free credit reports online at www.AnnualCreditReport.com. Consumers are entitled by law to a free report every 12 months from each of the three credit-reporting bureaus: Equifax Inc., Experian Group Ltd. or TransUnion LLC. This reporting provides a snapshot of your borrowing and repayment history. If you wanted to get your credit score, the cost was \$8.

Recently several free websites have been launched providing consumers with their credit scores, a review of the factors that go into calculating the scores and the steps needed to improve scores.

www.Creditkarma.com offers a free daily credit score update. The site keeps track of past scores so the consumer can monitor progress. A credit simulator is available that shows how scores might change if you applied for a new credit card or line of credit.

www.Quizgle.com provides both a free credit score and a credit report every six months. If there is a credit report error, the individual can dispute it on the website. A mortgage-related tool shows how the value of the consumer's home has changed over time.

www.Credit.com is updated monthly. Information from five major consumer credit-scoring models is used to estimate the score.

Gene Kelly
Lincoln Journal Star
October 31, 2009



EtherPad

EtherPad is a web-based word processor that allows people to work together in real time. Multiple people can edit the same document simultaneously with the changes reflected instantly on each participant's screen. The result is a productive way to collaborate on text documents, writing sessions and meeting notes. Check it out at www.etherpad.com.

ESU Survey Results

A summary of the 2009 BMIT ESU Programs of Study Survey Results has been posted on the BMIT website – see Surveys. The survey was completed for each high school building represented at one of the 12 ESU workshops with a total of 139 buildings reporting.

Workshop participants reviewed the state models for Programs of Study, recommended course titles and descriptions as found in Appendix D, and spent time determining which programs of study their business departments had in place. One participant from each high school building completed the survey for his/her school district. The information submitted DID NOT change the programs of study data that had previously been submitted by district personnel. The survey information will be used by Bev and Bonnie as they plan for future professional development and curricula development. Next spring your administrators will have the opportunity to update your district's programs of study. Please remember to visit with your administrators, counselor(s) and other career education staff so they understand which programs of study you have in place.

As you review the 2009 BMIT ESU Programs of Study Survey, please look at the response count column instead of the response percent. The five state model programs of study most common among the 139 schools responding to this survey included:

- Finance Cluster, 101 high schools
- Accounting Pathway, 110 high schools
- Business Management and Administration Cluster, 93 high schools
- Administrative Services Pathway, 60 high schools
- Web and Digital Communication Pathway, 44 high schools

The survey identified which high schools require either Personal Finance or Economics as a graduation credit. A total of 96 of the 139 schools offer Personal Finance and 33 of those schools indicated that Personal Finance meets a high school graduation requirement for financial education in their district. Economics meets a high school graduation requirement for financial education in 39 districts. To see the schools that require financial education for graduation credit, review the [2009 BMIT ESU Workshop Survey Results for Programs of Study](#), also located on the BMIT website – Surveys.

Thanks to each of you who attended one of our workshops and completed the 2009 survey.

PDF Portfolio Builder

The new PDF Portfolio Builder that is part of Acrobat 9 Professional, MAC or Windows, can be used in numerous ways to enhance learning. For example, the portfolio can be used to eliminate homework turn-in and grading. The Flash player is built inside Acrobat; therefore, files will open 20 years later and the media will still play. It's also one file with the works inside.

Some ways to use PDF Portfolios include: (1) create a welcome kit for new parents to the district. Inside could be the forms to fill out, videos or architecture drawings of the school, the student handbook and any other necessary documents, all contained in a single PDF. (2) Assign students to complete projects based on a theme, such as a real estate property listing (photos of home, architectural tour, videos of local parks, maps, websites). Think about how any subject matter can include a PDF Portfolio project. (3) Build your own curriculum and use it as the sole deliverable: inside are lessons, screen-capture or narrated walk-through, sample files you will need to complete the assignments, forms to fill out for evaluation or submission.

Want to learn more? Then check out the following:

Learn how to easily build a Portfolio in Acrobat:

<http://movies.atomiclearning.com/k12/eportfolio/?trackingid=DWZUJ>

Get the big lessons on how to do it (you'll need to have Acrobat 9 Professional...)

http://www.adobe.com/education/instruction/teach/pdfs/Acrobat9_ePortfolios.pdf

PDF Portfolio Samples: http://acrobatusers.com/gallery/pdf_portfolio

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Student Blogging Guidelines

At the International School Bangkok (ISB), Thailand, almost every middle school student has their own blog as well as quite a few high school students. The student blogs were created in middle school Humanities and Modern Language classes. After the blogs were created, the Humanities Department teachers and other interested teachers met to determine a set of basic guidelines for the students. The staff reviewed the blogging guidelines developed by the elementary students the previous year and included the majority of their guidelines.

Given that the elementary students created the guidelines after a series of thoughtful lessons and meaningful class discussions, the guidelines are used as prompts for deeper dialogue across classes, not simply a list of rules to follow. To help students make the best decisions, each guideline is followed by a question (also developed by the elementary students last year), which the students can ask themselves before they hit publish. Listed below are the blogging guidelines developed by ISB.

As a student blogger at ISB, you are expected to follow these blogging guidelines. Use the questions in italics to help you decide what is appropriate to post on your blog.

1. **Only post things that you would want everyone (in school, at home, in other countries) to know.** *Ask yourself: Is this something I want everyone to see?*
2. **Do not share personal information.** *Ask yourself: Could someone find me (in real life) based on this information?*
3. **Think before you post.** *Ask yourself: What could be the consequences of this post?*

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Student Blogging Guidelines continued from page 6

4. **Know whom you're communicating with.** *Ask yourself: Who is going to look at this? How are they going to interpret my words?*
5. **Consider your audience and that you're representing ISB.** *Ask yourself: Do I have a good reason/purpose to do this?*
6. **Know how to give constructive feedback.** *Ask yourself: What will I cause by writing this post?*
7. **Treat other people the way you want to be treated.** *Ask yourself: Would I want someone to say this to me?*
8. **Use appropriate language and proper grammar and spelling.** *Ask yourself: Would I want this post to be graded for proper grammar and spelling?*
9. **Only post information that you can verify is true (no gossiping).** *Ask yourself: Is this inappropriate, immature or bullying?*
10. **Anytime you use media from another source, be sure to properly cite the creator of the original work.** *Ask yourself: Who is the original creator of this work?*

Commenting Guidelines: As a blogger, you will be commenting on other people's work regularly.

Good comments:

- are constructive, but not hurtful;
- consider the author and the purpose of the post;
- are always related to the content of the post;
- include personal connections to what the author wrote;
- answer a question, or add meaningful information to the content topic;
- follow the writing process. Comments are a published piece of writing.

Kim Confino

<http://learning2cn.ning.com/profile/msconfino>

Where, Oh Where, Has My Desktop Gone?

By Gregg and Kim Robke, ESU No. 4

Google Docs, Flickr, de.licio.us, EduBlogs, Wikipedia: These are some of the most widely used Web 2.0 tools. Gone are the days when my files were created, edited and saved in one permanent location: my desktop computer. Getting the files home from work (or vice versa) relied on peripheral hardware such as a flash drive. And collaborating with others required using email attachments of limited size.

Web 2.0 tools have changed the way we create, organize, save and collaborate with our digital information. The Mac vs. Windows "thing" is not a big deal. If you use any of the tools mentioned above, then there is a good chance all of your documents can be stored online.

Microsoft promotes its web-based version of Word, Excel, PowerPoint and OneNote. It is currently in testing but look for it in the near future. Instead of running Word from your desktop, you will be running it from the Internet and be able to collaborate on documents with people from anywhere.

Another example of an education application that many people have used is Inspiration. Inspiration now has a web portal called <http://mywebspiration.com>. You can get a free account and create the same things that Inspiration does without having it loaded on your computer.

When traveling, you can access and share files through the use of Dropbox, which is software that syncs your files online and across your computers (works on Windows, Mac or Linux). Dropbox, with a free registration, gives you the ability to store a copy of your files on its secure servers. Upon registration, your dropbox is created, and you get 2 GB worth of free storage. Think of the dropbox as your free virtual flash drive. You can access the files from any computer or mobile device using the Dropbox website: www.getdropbox.com. Dropbox even has a free application for your iPod touch that allows you to get your files on your iPod.

CURRICULUM

Looking to the Future

By Dawn Friedrich, Business Instructor/FBLA Adviser, Wausa Public Schools

Do you have students that just seem lost? Students that have no idea on the direction of their lives once they leave high school? Of course, all teachers do. I have personal experience with this as I watched my oldest son struggle with his career possibilities. After seeing him still undecided when he finished his first two years of college, I became very passionate about helping all students look to their future by realizing their interests and potential before they leave high school.

Throughout the last five years I have been a member of a learning team (organized through ESU's 1, 8 and 17) that focused on bringing career education back into the school curriculum—not just for business classes, but for all disciplines. I've been working hard to bring all teachers along on this journey, which at times has been a difficult task, but well worth the effort.

So the question became, “What strategies can be used to implement career education?” My school's first step was to get a career education class started in the middle school. This was probably our biggest challenge being a small school with teachers' schedules already full. We were not able to add an actual class, so we had to be creative. The Family and Consumer Science teacher and I started teaching career education to our 8th graders every Friday. Monday through Thursday half of the 8th graders are in a health class with the Family and Consumer Science teacher and the other half are in keyboarding with me. On Fridays we bring all students together to do career projects from the C4C curriculum that was designed for middle school students. It was created by teachers who volunteered their schools, my school included, to be pilot schools for middle school career education.

My next step was updating my course syllabi to include a section on career connections—which career fields a particular class is connected to and foundation knowledge and skills that are emphasized in each class. For example, Information

Technology Applications connects to the Communication and Information Systems field as well as Business, Marketing and Management. This course emphasizes the following Foundation and Skills (the skills necessary for all careers): communication, employability and career development, information technology applications, leadership and teamwork, ethics, problem solving and critical thinking, systems and technical skills.

I have also put up a wall display with the career fields model positioned in the middle. I took a picture of each student in all of my classes and put their picture next to the career field in which they are interested. This is a constant reminder of where their life is heading—even though their career choice may change several times before they graduate.



Wausa High School's Career Wall

Treating all of my classes as a business where the students play different roles ranging from employee to manager to employer gives everyone the chance to practice their employability skills. What a great opportunity career teachers have—working with students and helping them prepare for their exciting futures! I wouldn't change my career choice for anything.

Bloom's Taxonomy through a Web 2.0 Eye

Many teachers use Bloom's Taxonomy and Bloom's Revised Taxonomy in developing and structuring learning experiences for their students. Now, before you disregard this information, please look to the future and see how the taxonomy can be enhanced using Web 2.0 tools. Are your students receiving the benefits?

A former student of Benjamin Bloom, Lorin Anderson, revised Bloom's Taxonomy and published Bloom's Revised Taxonomy in 2001. Key to this revision was the use of verbs rather than nouns for each of the categories and a rearrangement of the sequence within the taxonomy. The new sequence arranged the items in increasing order, with lower order thinking skills at the bottom and higher order thinking skills at the top.

In Anderson's revised taxonomy, each of the categories has a number of key verbs associated with it. (See Column 2 in Figure 1) While the elements in Column 2 are strong verbs and cover many activities and objectives, they do not address the new objectives presented by the emergence and integration of Information and Communication Technologies (Web 2.0) into the classroom and the lives of our students.

Andrew Churches has addressed the new technologies through the concept of digital verbs, which identify the types of activities now available to learners when technology is implemented. The use of the digital verbs should help drive the direction of classroom learning and activities by incorporating Web 2.0 technology.

Figure 1

Bloom's Revised Taxonomy 2001 By Lorin Anderson		Bloom's Digital Taxonomy 2007 (Includes Key Verbs Plus Digital Verbs) By Andrew Churches
Thinking Skills from High to Low	Key Verbs	Digital Verbs
Creating	Designing, constructing, planning, producing, inventing, devising, making	Programming, filming, animating, blogging, video blogging, mixing, remixing, wiki-ing, publishing, videocasting, podcasting, directing/producing, creating or building mash ups
Evaluating	Checking, hypothesizing, critiquing, experimenting, judging, testing, detecting, monitoring	Blog/vlog commenting, reviewing, posting, moderating, collaborating, networking, reflecting, (alpha & beta) testing
Analyzing	Comparing, organizing, deconstructing, attributing, outlining, finding, structuring, integrating	Mashing, linking, reverse-engineering, cracking, mind-mapping, validating, tagging
Applying	Implementing, carrying out, using, executing	Running, loading, playing, operating, hacking, uploading, sharing, editing
Understanding	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying	Advanced searching, Boolean searching, blog journaling, twittering, categorizing and tagging, commenting, annotating, subscribing
Remembering	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding	Bullet pointing, highlighting, bookmarking, social networking, social bookmarking, favoriting/local bookmarking, searching, googling

Remembering – This element of the taxonomy infers the retrieval of material. This is a key element given the growth in knowledge and information. The digital additions and their explanations are as follows:

- **Bullet pointing** – This is analogous to listing but in a digital format.

- **Highlighting** – This is a key element of most productivity suites; encouraging students to pick out and highlight key words and phrases is a technique for recall.

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Bloom's Taxonomy through a Web 2.0 Eye continued from page 9

- **Bookmarking or favoriting** – Students mark for later use websites, resources and files. Students can then organize these resources.
- **Social networking** – People develop networks of friends and associates. It forges and creates links between different people. Like social bookmarks (see below), a social network can form a key element of collaborating and networking.
- **Social bookmarking** – This is an online version of local bookmarking or favorites. It is more advanced because you can draw on others' bookmarks and tags. While higher order thinking skills like collaborating and sharing, can and do make use of these skills, this is its simplest form—a simple list of sites saved to an online format rather than locally to the machine.
- **Searching or “Googling”** – Search engines are now key elements of students' research. At its simplest, the student is just entering a key word or phrase into the basic entry pane of the search engine. This skill does not refine the search beyond the key word or term.

Understanding – The digital additions and their explanations are as follows:

- **Advanced and Boolean Searching** – This is a progression from the previous category. Students require a greater depth of understanding to be able to create, modify

and refine searches to meet their search needs.

- **Blog Journaling** – This is the simplest of the uses for a blog, where a student simply “talks,” “writes” or “types” a daily- or task-specific journal. This shows a basic understanding of the activity reported upon. The blog can be used to develop higher level thinking when used for discussion and collaboration.
- **Twittering** – The Twitter site's fundamental question is: “What are you doing?” This can be, in its most simplistic form, a one- or two-word answer. When developed, twittering is a tool that lends itself to developing understanding and potentially starting collaboration.
- **Categorizing** – Digital classification by organizing and classifying files, websites and materials using folders, etc.
- **Commenting and annotating** – A variety of tools exist that allow the user to comment and annotate on web pages, .pdf files and other documents. The user is developing understanding by simply commenting on the pages. This is analogous with writing notes on handouts, but it is potentially more powerful as you can link and index these.
- **Subscribing** – Subscription takes bookmarking in its various forms and simplistic reading one level further. The act of subscription by itself does not show or develop under-

standing but often the process of reading and revisiting the subscribed-to feeds leads to greater understanding.

Applying – The digital additions and their justifications are as follows:

- **Running and operating** – This is the action of initiating a program or operating and manipulating hardware and applications to obtain a basic goal or objective.
- **Playing** – The increasing emergence of games as a mode of education leads to the inclusion of this term in the list. Students who successfully play or operate a game are showing understanding of process and task and application of skills.
- **Uploading and Sharing** – Uploading materials to websites and the sharing of materials via sites like Flickr. This is a simple form of collaboration, a higher order thinking skill.
- **Hacking** – Hacking in its simpler forms is applying a simple set of rules to achieve a goal or objective.
- **Editing** – With most media, editing is a process or a procedure that the editor employs.

Analyzing – The digital additions and their explanations are as follows:

- **Mashing** – Mash ups are the integration of several data sources into a single resource. Mashing data currently is a complex process but as more options and sites evolve this

will become an increasingly easy and accessible means of analysis.

- **Linking** – This is establishing and building links within and outside of documents and web pages.
- **Reverse-engineering** – This is analogous with deconstruction. It is also related to cracking often without the negative implications associated with this.
- **Cracking** – Cracking requires the cracker to understand and operate the application or system being cracked, analyze its strengths and weaknesses and then exploit the weakness.
- **Validating** – With the wealth of information available to students combined with the lack of authentication of data, students of today and tomorrow must be able to validate the veracity of their information sources. To do this they must be able to analyze the data sources and make judgments based on the analysis.
- **Tagging** – This is organizing, structuring and attributing online data, meta-tagging web pages, etc. Students need to be able to understand and analyze the content of the pages to be able to tag it.

Evaluating – The digital additions and their explanations are as follows:

- **Blog/vlog commenting and reflecting** – Constructive criticism and reflective practice are often facilitated by the use of blogs and video blogs. Students commenting and replying to postings have to evaluate the material in context and reply.

- **Posting** – Posting comments to blogs, discussion boards and threaded discussions are real world collaboration. Posting is becoming increasingly common elements of students' daily practice. Good postings, like good comments, are not simple one-line answers but rather are structured and constructed to evaluate the topic or concept.

- **Moderating** – This is high level evaluation; the moderator must be able to evaluate a posting or comment from a variety of perspectives, assessing its worth, value and appropriateness.

- **Collaborating and networking** – Collaboration is an increasing feature of education. In a world increasingly focused on communication, collaboration leading to collective intelligence is a key aspect. Effective collaboration involves evaluating the strengths and abilities of the participants and evaluating the contribution they make. Networking is a feature of collaboration, contacting and communicating with relevant persons via a network of associates.

- **Testing (Alpha and Beta)** – Testing of applications, processes and procedures is a key element in the development of any tool. To be an effective tester you must have the ability to analyze the purpose of the tool or process, what its correct function should be and what its current function is.

Creating – The digital additions and their explanations are as follows:

- **Programming** – Whether it is creating their own applica-

tions, programming macros or developing games or multimedia applications within structured environments, students are routinely creating their own programs to suit their needs and goals.

- **Filming, animating, video-casting, podcasting, mixing and remixing** – These elements relate to the increasing availability of multimedia and multimedia editing tools. Students frequently capture, create, mix and remix content to produce unique products.

- **Directing and producing** – To directing or producing a product, performance or production is a highly creative process. It requires the student to have vision, understand the components and meld these into a coherent product.

- **Publishing** – Whether via the web or from home computers, publishing in text, media or digital formats is increasing. Again this requires a huge overview of not only the content being published, but the process and product. Related to this concept are also video blogging – the production of video blogs, blogging and also wikiing - creating, adding to and modify content in wikis. Creating or building mash ups would also fit here.

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CSOs IN ACTION

Dr. Breed Recognizes Nebraska Career Student Organization National Winners

Commissioner of Education Roger Breed presented certificates to 97 students who received top honors at the DECA, FBLA, FCCLA, FFA, HOSA, PBL and SkillsUSA national conferences. Students placing in the top three of their career student organizations (CSOs) national conferences were recognized at the Commissioner's Recognition for Student Excellence in Career Education on November 23.

The seven DECA award winners were the following: First Place—Jacob Villegas, Bellevue West, Entrepreneurship Participating – Franchising Business Event; Samantha Braaten and Brittany Reed, Bellevue West, Entrepreneurship Promotion Project; Second Place—Cori Masi, Kelsey Supenski and Mallory Ubbelohde, Bellevue West, Community Service Project; Third Place—Tyler Graham, Westside, Accounting Applications.

FBLA recognized the following 21 students: First Place—Brittany Morse, Cozad, Accounting II; Gavin Blum and Peter Raun, Minden, Banking and Financial Systems; Katie McKeon and Hanna Raymer, Chadron, E-business; Hans Christensen, Johnson-Brock, Future Business Leader; Second Place—Lyndsey Hrabik, Teresa Fritz and Victoria Rosenboom, Elmwood-Murdock, Emerging Business Issues; Linda Arthur, Ryan Grossnicklaus and Christian Widhalm, Aurora, Entrepreneurship; Third Place—Andrew Rohr, Taylor Johnson and Dustin Rohr, Meridian, Business Plan; Brianna Rader,

Heartland, Business Procedures; Brooke Ballou and Lisa Malchow, Cambridge, Community Service Project; Samantha Sorge, Cozad, Database Design and Applications and Isha Jain and Olivia Lambdin, Lincoln East, Global Business.

The 15 PBL award winners recognized were the following: National Officer—Jennifer Roeber, Midland Lutheran College, PBL Mountain Plains Region Vice President; First Place—Callie Helms, University of Nebraska – Lincoln (UNL), Accounting Principles; Chris Reznicek, UNL, Computer Applications; Kevin Abel, UNL, Database Design and Application; Kevin Abel, UNL, E-business; Charles Burns, UNL, Economic Analysis and Decision Making; Megan Boice, UNL, Hospitality Management; Stephen Stewart, UNL, Information Management; Gabe Williamson, UNL, Internet Application Programming; Second Place—Charles Burns, UNL, Microeconomics; Third Place—Adam Pillard, UNL, Accounting Principles; Shelbi Svoboda, UNL, Client Service; David Kackmeister, North Platte Community College, Database Design and Application; Jennifer Epting, Peru State College, Job Interview and Derek Lemburg, UNL, Marketing Concepts.

In addition to the recognition ceremony, students, parents, school administrators and other guests attended a reception in the Governor's Residence. Congratulations to the students and their advisers on these outstanding achievements!

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