COURSE TITLE & NUMBER:  BE884 Business Education Teaching Methods

PREREQUISITE:  Graduate standing

INSTRUCTOR:  Dr. Barbara Railsbac
Telephone: 620 341-6358 (office)
E-mail: brailsba@emporia.edu

REQUIRED TEXTS:  Effective Methods of Teaching Business Education, National Business Education Association Yearbook 2008 (#46). Can purchase through University bookstore or directly from NBEA (www.nbea.org). If you were a member of NBEA in 2008, you should have the yearbook.

AND

National Business Education Standards published by the National Business Education Association, 2006 edition

SUPPLEMENTAL MATERIALS:  Additional research materials dealing with methods of teaching business education, including (but not limited to) Internet resources, the Business Education Forum, Delta Pi Epsilon journal, NABTE review. On-line database searches may be conducted by using the Kellogg Catalog and other resources located at http://www.emporia.edu/libsv/index.htm. Additionally, depending on the state you are in, you will be required to utilize your state department of education web site for Career & Technical Education and utilize Career & Technical Education Career Pathway documents.

COURSE DESCRIPTION:  This course focuses on methodologies for teaching business, marketing, and information systems subjects including techniques for teaching word processing, keyboarding, computer applications, desktop publishing, multimedia, entrepreneurship, e-commerce, international business, web application development, accounting, personal finance, and other new and emerging business course offerings in grades 6-12. This course is designed for the in-service teacher who wishes to apply research findings to teaching methodologies, to compile sources for teaching materials, and to create lesson and unit plans.
COURSE OBJECTIVES:

Analyze various teaching methods utilized by practicing teachers
Utilize national business education standards and/or state business education standards when creating lesson plans, units of instruction, and course syllabi
Read and review textbook articles (Chapters 1-17), journal articles and electronic sources of information on new business teaching methods
Compile lists of teaching resources for a specific course
Read and review various student evaluation techniques for business, marketing, and information systems classes
Create lesson plans that utilize new teaching methods
Create a unit plan for a course the in-service teacher is teaching that uses a wide variety of teaching and assessment techniques (collaborative learning, experiential learning, critical thinking, problem solving, etc.)
Create lesson plans that integrate academic content, workplace skills, leadership, as well as content.
Create appropriate formative and summative assessments which utilize Bloom’s taxonomy for lower and higher-level cognitive skills.

Emporia State University Teachers College
Conceptual Framework Model

Emporia State University’s faculty, including professional education and content area faculty, support a program designed to transform candidates into professional educators. Candidates study, learn, and grow in an academic setting that integrates and highlights the connections among general studies, content studies, professional studies, and clinical experiences. Moreover, the candidate preparing for a career in the field of education or an allied health field is immersed in an academic milieu that values a number of tenets the faculty see as essential for the professional development and growth of teachers, other school personnel, and those in the helping professions: especially, the value of diversity, the relevance of authentic assessment, the essentials of professionalism, the importance of collaboration, the usefulness of technology, and the power of reflection. ESU’s professional education programs and non-professional education programs offered within The Teachers College devote themselves to the proposition that candidates who learn and grow in such an atmosphere and who integrate knowledge, theory, and practice demonstrate the proficiencies of the Professional at the time of program completion.

To help all students learn, professionals must have command of the content, critical ideas, and skills, and the capacity to reflect on, evaluate, and learn from their practice so that it continually improves. While there are different ways that successful professionals can be highly effective, six proficiencies emerge from a shared evidence-based understanding of how to foster student learning. These six proficiencies define the Professional: providing service to society, applying interdisciplinary scholarly knowledge, engaging in effective practice, responding to uncertainty and change; participating in self-reflection, and belonging to a professional community.
Outcomes for Teacher Candidates and Other School Professionals

KNOWLEDGE

Candidates will exhibit knowledge of:

1. subject matter content and content-specific pedagogy that inform the basis for entitlement to practice.
2. on-going developments in subject matter content, curriculum planning, instructional theory and practice, classroom management, and assessment.
3. teaching and learning as a dynamic, constructive, and metacognitive process.
4. a repertoire of teaching and learning strategies, designed to help students increase their power as learners.
5. ever changing educational needs of students living in a global society.
6. appropriate technology and how it may be used to enhance teaching and learning.
7. various instructional strategies that can be used to meet the needs and learning styles of individual students.
8. theories of human physical, cognitive, social, and emotional development.
10. a variety of assessment strategies to diagnose and respond to individual learning needs.
11. effective communication techniques in order to develop a positive learning environment.

SKILLS

Candidate will demonstrate practical ability to:

1. integrate and use concepts from their general, content, and professional studies in their educational environment.
2. demonstrate professional performance that incorporates theory, research, and practice in order to help all students learn.
3. implement non-biased techniques for meeting needs of diverse learners.
4. integrate knowledge across and within disciplines.
5. use knowledge of subject matter content and instructional strategies to meet the widely-diverse needs of the students they educate.
6. determine and assess what students need to know and be able to do in order to succeed.
7. utilize creative planning and curriculum integration to promote learning of all students.
8. learning experiences commensurate with a student’s level of readiness.
9. assess their educational practices, modify their assumptions and actions, and expand their repertoire of skills.
10. use and support effective communication techniques in order to develop a positive learning environment.
11. make use of appropriate technology to support student learning.
12. integrate effective behavior management into all interactions with students.
13. apply a variety of instructional strategies and materials to promote student learning, critical thinking, and problem solving.
14. employ appropriate assessment techniques in order to measure student performance and growth.
15. develop a storehouse of learning strategies that help students understand and integrate knowledge.
16. respond respectfully to ideas and views of others.
17. recognize and appropriately respond to the need for on-going self-development and professional development in response to professional standards of practice.
18. utilize student learning standards to promote student learning and achievement.

DISPOSITIONS

Candidates will exhibit dispositions that exemplify:
1. a willingness to think critically about content, curriculum planning, teaching and learning pedagogy, innovative technology, and assessment.
2. the belief that educating children and adults requires the integration of multiple kinds of knowledge.
3. a desire to analyze concepts, evaluate clinical practices, experiment, and initiate innovative practices as needed.
4. a commitment to challenge all students to learn and to help every child to succeed.
5. an awareness of the larger social contexts within which learning occurs.
6. a commitment to self-reflection to recognize in all students human physical, cognitive, social, and emotional development.

COURSE EVALUATION PROCESS: Each project/assignment will be worth a given number of points. Grades will be based on total points possible as follows:

A = 90% of points
B = 80%
C = 70%
D = 60%

INSTRUCTIONAL METHODS:
Students will utilize Blackboard to access assignments; the class is web-based which obviously means students are responsible for completing their assignments in a timely manner.

HONESTY POLICY:
The Academic Dishonesty Policy, contained in the Faculty Senate 96002, reads: “Academic dishonesty, a basis for disciplinary action, includes, but is not limited to activities such as cheating and plagiarism (presenting as one’s own intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. ESU may impose penalties that may include expulsion from the university. This policy is provided according to the Kansas Board of Regents directive. The student has the right to appeal the charge of academic dishonesty in accordance with the university’s Academic Appeals policy and procedure as set forth in Section 9A-04 of the Faculty Handbook.”

Graduate students are expected to understand the consequences of plagiarism—an F in the class and possible dismissal from the graduate program.

ATTENDANCE POLICY:
On-line students are expected to complete assignments in a timely manner. If problems arise which prevent the student from turning in an assignment by the due date, the student MUST notify the instructor so arrangements can be made.