

**NORTH CAROLINA A & T STATE UNIVERSITY
SCHOOL OF BUSINESS AND ECONOMICS
DEPARTMENT OF BUSINESS EDUCATION**

Professional Educator: Catalyst for Learning

BUED 575-5A METHODS OF TEACHING THE BUSINESS SUBJECTS

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CATALOG DESCRIPTION: This course focuses on helping teacher candidates develop strategies for teaching and assessing business and information technology, including the development of units of instruction, lesson plans, enrichment materials and assessments for effective teaching at the secondary level. Provisions are made for observing and participating in teaching demonstrations. This course includes 60 hours of observation in a public school business classroom. Prerequisites: CUI 102 & 301, 400; PSYC 320; BUED 339, 334, and Senior standing. Students must also be formally admitted to the Teacher Education Program. (F;S)

BUSINESS EDUCATION TEACHER EDUCATION COMPETENCIES: This course addresses the following guidelines for business education:

Guideline 1 - The program should provide for developing proficiency with principles and applications essential to effective performance in a business career and effective participation in economic systems.

Guideline 2 - The program should provide an understanding of curriculum development and teaching methods in business programs.

Guideline 5 - The program should provide a field-based clinical experience for the prospective business teacher to assume responsibility for the full range of teaching duties in an actual school situation under the supervision of qualified personnel from both the college/university and the cooperating school.

Business education teachers should also have technical competency in accounting, the legal environment, business communications, entrepreneurship, economics, and finance. Common Competencies Needed by Vocational Education Teachers -- C/1.0, 3.0, 4.0, 5.0, 8.0, 9.0.

PRAXIS CONTENT CATEGORIES:

The Test at a Glance (TAGs) PRAXIS booklet for Business Education is called Business & Technology. This course addresses the following PRAXIS content:

Sections IV--Professional Business Education (all); V--Processing Information (all); VI--Office Procedures and Management, Communications, and Employability Skills-business communications, employability skills

SDPI COMPUTER COMPETENCIES:

Level 1:

1. Use computers to prepare written assignments
2. Perform standard computer operations (load, create, save, retrieve, print, exit)

Level 2

1. Find information via electronic searches
2. Use computers to develop and design lesson plans and teaching materials
3. Use computers to teach demonstration lessons in business subjects

4. Communicate via electronic media (e-mail, Internet)
5. Identify ways of incorporating computer activities into teaching business subjects, including integration of academic subject matter
6. Evaluate computer hardware, software, and design computer work areas
7. Identify ways of evaluating student performance in computer-related activities
8. Identify ways that business teachers use computer software as a management tool

NC TECHNOLOGY COMPETENCIES FOR EDUCATORS

This course provides instruction related to the following State Department of Public Instruction technology competencies:

- 10.0 Curriculum
- 11.0 Subject-Specific Knowledge
- 12.0 Design and Management of Learning Environments/Resources
- 13.0 Child Development, Learning, and Diversity

DIVERSITY COMPETENCIES: Students will develop strategies for working with diverse learners.

REQUIREMENTS: Students are required to perform **60 hours** of field observation in a business education classroom setting. The **60 hours** must be spread out over the semester from August through November. The field experience coordinator, the professor, and the student will determine observation locations and schedules.

Students will also meet **on campus (on Saturdays) four times during the semester** to present the micro lessons. The first Saturday meeting will be on 10/22/05 from 8:30-11:30 a.m. in Room 316 of Quiester Craig Hall located on the corner of Benbow Road and Sullivan Street. The other meetings will be held from 8:30-1 p.m. on 11/05, 11/19, and 12/03.

COURSE OBJECTIVE: As a result of completing this course, each student in teacher education is expected to become a professional educator, a catalyst for learning, by understanding the following course content.

COURSE CONTENT:

- I. Teaching and Learning in Today's Classrooms
 - ◆ The Scientific Basis for the Art of Teaching
 - ◆ Student Learning in Diverse Classrooms

- II. Leadership Aspects of Teaching
 - ◆ Instructional Standards
 - ◆ Use of VoCATS
 - ◆ Teacher Planning
 - ◆ Classrooms as Learning Communities
 - ◆ Classroom Management
 - ◆ Assessment and Evaluation

- III. Interactive Aspects of Teaching
 - ◆ Presenting and Explaining
 - ◆ Direct Instruction
 - ◆ Concept Teaching
 - ◆ Cooperative Learning
 - ◆ Problem-Based Learning
 - ◆ Classroom Discussion

- IV. Methods of Teaching Business Courses
- ◆ Keyboarding Skills
 - ◆ Digital Communication Systems Skills
 - ◆ Business Communication Skills
 - ◆ Computation-Related Business Skills
 - ◆ Business/Computer Information Processing Skills
 - ◆ Basic Business and Career Skills
- V. Organizational Aspects of Teaching
- VI. PRAXIS Preparation
- ◆ Accounting Marketing
 - ◆ Economics Business Environment
 - ◆ Professional Business Education Information Processing
 - ◆ Business Law
 - ◆ Office Procedures, Management, Communications, Employability Skills

TEACHING METHODS AND PROCEDURES

Instructor-led activities include:

Lecture Class discussions Demonstrations
 Providing feedback on students' learning activities

Student activities include:

Developing a professional portfolio
 Developing and maintaining a teaching resource file
 Preparing and presenting lessons
 Developing behavioral objectives
 Writing unit plans and lesson plans
 Using prepared and teacher-made materials
 Reading business education and education journal articles
 Synthesizing information for reports
 Utilization of innovative and creative teaching/learning strategies

Outside resources include:

School of Education	PDS Faculty, Coordination of observation assignments
University library	Use of reference resources
University computer labs	Use of Internet and E-mail
Secondary Schools	Observations in business education classrooms

REQUIRED TEXTBOOKS:

Arends, R.I. (2004). Learning to Teach, Boston, MA: McGraw-Hill Companies, Inc.

NBEA (2003). Effective Methods of Teaching Business Education in the 21st Century, 2003 Yearbook, National Business Education Association (ISBN 0-933964-59-5)

Note: *You may purchase the NBEA Yearbook by going to the NBEA website www.nbea.org. The telephone number is 703-860-8300. The cost of the yearbook is \$20 for members of NBEA and \$40 for nonmembers. Student membership to join NBEA is \$35. As a member of NBEA, you will automatically receive a copy of the current yearbook with other publications as part of your membership benefits.*

SUPPLEMENTARY REFERENCES:

- Calhoun, C. and White, B. (1995). Managing the Learning Process in Business Education, Birmingham, AL: Colonial Press. (C,P,U)
- Cruickshank, D.R.; Jenkins, D.B.; and Metcalf, K.K. (2003). The Act of Teaching, Boston, MA: McGraw-Hill College.
- Feden, P.D. and Vogel, R.M. (2003). Methods of Teaching, Boston, MA: McGraw-Hill College.
- Friberg, K. L. (2004). Educating Exceptional Children, Guilford, CT: McGraw-Hill/Dushkin.
- NBEA (2001). National Standards for Business Education, Reston, VA: National Business Education Assoc. www.nbea.org.
- Ornstein, A.C. and Lasley, T.J. II. (2004). Strategies for Effective Teaching, Boston, MA: McGraw-Hill College.
- Posner, G. J. (2000). Field Experience: A Guide to Reflective Teaching. Addison Wesley Longman, Inc., New York, NY (C, P, U)*
- Reed, A.; Bergemann, V. (2005). A Guide to Observation, Participation, and Reflection In the Classroom. Boston, MA: McGraw-Hill Higher Education (C, P, U)*

Journals (C,P,U):

- Business Education Forum, official publication of the National Business Education Association (NBEA) (ISSN 0007-6678), published (October, December, February & April)
- Business Education Yearbook, published annually by National Business Education Association (NBEA), www.nbea.org, (ISBN 0-933964-57-9)
- Delta Pi Epsilon Journal, official publication of Delta Pi Epsilon (DPE), published quarterly
- NABTE Review, Journal of National Association for Business Teacher Education
- Office Systems Research Journal (OSRA), (ISSN 0737-8998) published by Office Systems Research Association (OSRA)
- Techniques, published monthly by the Association for Career and Technical Education (ACTE)
- The Business Education Index, published annually by Delta Pi Epsilon , (ISBN 1-881530-15-9)

Newsletters/Series (C,P,U):

Keying In, Newsletter of National Business Education Association (NBEA)

North Carolina adopted textbooks for business and office education subjects (C, P, U)*

SDPI materials, such as VOCATS course blueprints, programs of study, etc. (C, P, U)*

http://www.dpi.state.nc.us/workforce_development/business/course-descriptions.html

**Legend for knowledge base: (C) Course (P) Program (U) Unit*

MATERIALS:

- video tape (at least 4-hour length) for recording micro lesson presentations
- computer storage device (disks or USB drive)

EVALUATION (points--may vary if other items added or deleted):

Points	Items	Grading Scale
200	Tests (2 @ 100 points each)	A 1485 – 1307 pts.
400	Micro Lessons (4) include unit/lesson plans (100 pts. ea.)	B 1307 - 1129 pts.
100	Research Paper	C 1128 - 950 pts.
75	Electronic Resource File	D 949 - 772pts.
150	Portfolio	F <772 pts.
160	Classroom Participation/Attendance (logging in each week—10 pts. each week)	
150	Field Observation Experience and Documents	
250	Weekly Activities	
1485	Total Points	

GENERAL POLICIES/PROCEDURES

Attendance: Students are expected to log-in and participate in class at least twice a week. (The week begins on Monday and ends on Sunday.) This includes the select pre-announced campus meetings. Weekly attendance includes participation in on-line discussions and other assignments. Attendance will be tracked. Repeated absences will result in lowered grades. **If for some reason, you are unable to keep up in class, it is better to administratively withdraw by contacting the office of the Registrar.**

Courtesy: Class members are expected to follow rules of common courtesy in all electronic correspondence. Inappropriate and offensive communication will not be tolerated. Repeat offenses will be reported to the Director of the Distance Learning Center for appropriate action to be taken.

Academic Honesty: All work/assignments submitted by students (evaluations/tests, papers, projects, etc.) should be the student's work. **Cheating, plagiarism or other academic dishonesty is unacceptable.** (See University Bulletin). **Violation of the Academic Honesty policy will result at minimum with a 0 on the assignment and maximum an F or expulsion from the class.**

Deadlines & Late Work: It is very important for you to pace yourself throughout the semester so that you are able to submit work on time. **Weekly assignments must be completed and submitted by Sunday at 6 p.m.** One must have a valid, acceptable excuse to submit late work. Odd things happen in cyberspace: e-mails get lost, servers fail, etc. Do not wait until the last minute to get your work done. Allow time to meet deadlines. It is your responsibility to submit work on time. **Back up all** work onto a disk periodically and also make a hard copy of it. Technical problems should be directed to the A&T Help Desk.

ASSIGNMENTS: (all assignments are to be typed in a professional format)

♦ **Interactive and Applied Learning**

These assignments will be given at different points during the class.

♦ **Electronic Resource File**

The electronic resource file is a collection of materials that teachers can use in their classrooms. It should include three sites that have materials and/or activities that can be used when teaching or doing each of the following in the classroom:

motivation	reading in content area	communication (oral & written)
assessment/evaluation	computation skills	diversity
business law	computer applications	activities incorporating cognitive domain
how to learn	thinking skills	problem solving

information processing economics employability skills

Organize the material in an orderly way by category and sort in descending order. Annotate each item by writing a paragraph on how and what class you would use each material/activity in. Indicate the web address. (An example would be under the topic of **Motivation**, you would give three web sites that would help you motivate students in your class. You would also state how you would use the sites and in what class(es) along with a paragraph on what is contained at the site.)

◆ **Micro Teaching Demonstration**

Each student will micro teach at least 3-4 lessons. The micro lessons will last approximately 15-20 minutes and will be videotaped. Students will prepare a unit and lesson plan to submit to the professor for the lesson being taught. Points will be deducted for tardiness and failure to be present for all lesson presentations. The professor and the class will evaluate each lesson presentation. [Note: Those students who are **currently** teaching fulltime are required to be present for two campus meetings and present the first micro lesson on campus. You must videotape another lesson and send it to the professor by the due date. The professor will visit your school for the fourth micro lesson presentation.]

◆ **Field Experience Observation Journal** (You will be given further instructions on what to include.)

Students must successfully complete the 60-hour field experience component of the class by observing in a business education classroom. [Note: Those students who are **currently** teaching will select two months of their actual classroom teaching as their field experience and will complete the field experience time sheet, evaluation, and other assignments.] All students are required to keep a daily journal of their field observation experiences. Students will record specific *things that happened that day and their feelings/reflections about them*. *There should be an entry for each day* that the student is in the field. The journal should be typed.

◆ **Portfolio**

A portfolio is a collection of ideas, artifacts, and products that provide an authentic means for teachers to represent their views on teaching, their work, and their students' work. They can be used to keep a record of professional growth and can also be used to display work when interviewing for a teaching position. You will create a professional portfolio. It should include the following:

- ♣ Philosophy of teaching
- ♣ Electronic resource file
- ♣ Field experience journal (should be done in reflective essay format)
- ♣ Videotapes of 1-2 lessons presented (along with reflective essay critiquing lesson presentation)
- ♣ Artifacts (3-4 lesson and unit plans aligned with Blueprints)
- ♣ Reflections on professional development activities
- ♣ Student work samples aligned with Blueprints and INTASC standards

Important Dates

9/5	University Holiday (Labor Day)
10/17-18	Fall Break
10/13	Founders Day (Classes suspended from 10-12 noon)
11/2	Last day to drop a course without grade evaluation
11/7	Advisement and Registration for Spring 2006
11/8	Last day to withdraw from the university without grade evaluation
11/23-28	Thanksgiving Holiday
12/7	Last day of Fall classes
12/9-15	FINAL EXAMS (Exam due 12/11 by 6 p.m.)
12/17	Commencement

BUED 575 Methods of Teaching Business Subjects
Tentative Daily Schedule
Fall 2005

DATES	TOPICS	ASSIGNMENTS & ITEMS DUE	GRADES
Week 1 8/17-21	Introductions, Review Course Syllabus, Use of Blackboard, E-mails, Business Education Curriculum, Scientific Basis for the Art of Teaching	<i>Interactive Assignment</i>	
Week 2 8/22-28	Discuss Field Experience, Identify Resources for Class, PRAXIS Prep, Reflection, Diverse Classrooms		
Week 3 8/29-9/4	Goals & Objectives, VoCATS/Blueprints, Curriculum Materials, Instructional Standards, Teacher Planning		
Week 4 9/5-11	Teacher Planning cont		
Week 5 9/12-18	Learning Communities, Classroom Management		
Week 6 9/19-25	Assessment & Evaluation		
Week 7 9/26-10/2	Presenting & Explaining, Direct Instruction, Concept Teaching		
Week 8 10/3-9	Cooperative Learning, Problem Based Learning, Classroom Discussion		
Week 9 1-10-16	Methods of Teaching Entrepreneurship and E-Commerce, International Business & International Perspectives, Communication Skills	<i>Mid-term Exam due</i>	
Week 10 10/17-23 Fall Break 10/17-18	Micro Lesson Presentation - Campus (10/22) (Entrepreneurship and E-Commerce, International Business & International Perspectives, Communication Skills)		
Week 11 10/24-30	Methods of Teaching Input Skills, Information Technologies and Business Foundations Management		
Week 12 10/31-11/6	Micro Lesson Presentation – Campus (11/5) (Input Skills or Information Technologies or Business Foundations Management)		
Week 13 11/7-13	Methods of Teaching Business Law, Accounting/ Business Computation Skills	<i>Electronic Resource File due</i>	
Week 14 11/14-20	Micro Lesson Presentation - Campus (11/19) (Business Law, Accounting/Business Computation Skills)		
Week 15 11/21-27	Methods of Teaching Economics and Personal Finance, Marketing	<i>Field Observation Journal & Documents due</i>	
Week 16 11/28-12/4	Micro Lesson Presentation - Campus (12/3) Organizational Aspects of Teaching	<i>Portfolio due</i>	
12/9-15	Final Exams	(Exam due 12/11 by 6 p.m.)	