COURSE TITLE & NUMBER: BE483, Training Development & IT Teaching Methods, 3 credit hours

CLASS MEETING TIME & LOCATION: 11-12:15 AM, Cremer 516

PREREQUISITE: IS113 and junior standing

INSTRUCTOR: Dr. Barbara Railsback, Cremer 303
Telephone: 620 341-6358 (office)
E-mail: brailsba@emporia.edu
Office Hours: TR: 8:30-10:30 & 12:30-2:00
Dr. Railsback will be in her office on selected MWF—these are days set aside for observing student teachers.

REQUIRED TEXTS:
*Effective Methods of Teaching Business Education* (*NBEA Yearbook #46 2008*)
*NBEA Business Education Standards, also published by NBEA in 2007 (3rd edition)*

COURSE DESCRIPTION:
This course covers methods and materials used to teach typing/keyboarding, word processing, business communications, computer applications, desktop publishing, job application, workplace skills, and other information technology courses. Implementation of testing and grading procedures and evaluation of instructional materials, software, and hardware for computer classrooms are also covered.

COURSE OBJECTIVES:
Students completing this course will learn
✓ methods of teaching skills/knowledge using computers and other machines as tools
✓ methods of integrating computer applications into a variety of business education courses
✓ to prepare lessons plans for above referenced courses
✓ utilize the Internet for materials for curriculum development
✓ to grade assignments for above referenced courses
✓ to evaluate hardware, software, and textbooks for above referenced courses

Students completing the course will also utilize the Teachers College conceptual framework:

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 ongoing 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.

INSTRUCTIONAL METHODS:

Methods of instruction include lecture, hands-on practice, discussion, and oral presentations by students.

Students may want to plan on attending the annual ESU Business Teacher Conference on Wednesday, February 17, 2010, as able between other classes. This is an annual conference for business and computer teachers hosted by ESU. There are workshops and speakers on a variety of topics. As an ESU student, you can attend for free; if you want to attend the noon luncheon, the cost is $20 (union prices, you know).
COURSE ASSIGNMENTS:
Students will complete a variety of assignments throughout the semester, including but not limited to the preparation of course outlines, unit and individuals lesson plans, the development of curriculum materials for use in the business classroom, grading assignments, preparation of testing materials, and the development of a curriculum file.

One major assignment that will be required of BE483 students is helping with the FBLA District VII contest that will be held on the ESU campus on Wednesday, February 3. Help is needed in proctoring exams, monitoring speaking rooms, judging, etc. Dr. Railsback will be handing out a sheet for you to sign up to help with this event. Students in the class who are not members of the ESU PBL chapter will also be required to help with the PBL Contest on Thursday, February 25.

COURSE EVALUATION PROCESS: All assignments will be worth a certain number of points and will have a rubric. Rubric points will vary depending on the complexity and length of the assignments, exam, etc. Final grades will be determined using the following scales:

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<thead>
<tr>
<th>Grading Scale</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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</tr>
<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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ATTENDANCE POLICY:
Any student enrolled in this class that misses more than 4 class periods will automatically have a grade of C which means the class will have to be repeated before the student can enroll in Phase I or II (you have to have a grade of B or better to get into Phase I or II). It is imperative that as a future teacher you get into the habit of being at school and give the impression to your instructor that you have the ability to be a good employee with a good attendance rate.

The option of an instructor to initiate student withdrawal for student absences (FSB 76006) applies to this course. Students should make every attempt to attend all classes. Homework is due on the assigned date. Make-up exams will only be administered if written documents (doctor’s note, funeral notice, etc.) are submitted to the instructor. If the student has to miss a class due to illness, death, etc., a phone call or e-mail to the instructor prior to the missed class would be appropriate.

HONESTY POLICY:
The Academic Dishonesty Policy, contained in the Faculty Senate Bill 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.”

Any student caught cheating on an exam or copying an application problem from another student will receive a failing grade for the class. A student caught plagiarizing an assignment (such as not citing a source in a term paper) will receive an F for that assignment and an F for the class.
EMERGENCY PREPAREDNESS:
In case of a tornado, take the middle stairway down to the first floor hallway. If anyone needs special assistance to get to the shelter area, please let the instructor know the first day of class so that it can be arranged for other class members to help in case of evacuation. Do not use the elevator in case of fire. Disabled students will be assisted down the stairways in case of a fire.

DISABILITY SERVICES:
Emporia State University will make reasonable accommodations for persons with documented disabilities. Students should contact the Director of Disability Service and the instructor as early as possible in the semester to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the instructor will be strictly confidential. The Office of Disability Services is located at 242 SE Morse Hall (620 341-6637 [voice] or 620 341-6646 [TTY] or disabser@emporia.edu [e-mail].
BE483 Tentative Schedule  
Spring 2012

Jan 12  Go over syllabus  Mar 29  Teaching Database
Discussion Textbooks
Changes in KS Bus Ed Curriculum
ESU Business Teacher Conference
Kansas Business Ed Association
NBEA/MPBEA/ISBE
Jan 17  Career Pathways in Kansas
Implications for KS Bus Ed Programs
Jan 19  Computers, Integration & the Curriculum
Jan 24  Chapter 4
Jan 26  Chapter 5
Jan 31  Chapter 6
Feb 2  Chapter 3: Planning for Instruction
Feb 7  Integrating CTSOs into the curriculum
Feb 9  Teaching Keyboarding & Data Entry
Feb 14  Teaching Keyboarding & Data Entry
Feb 16  Teaching 10-Key and Business Math
Feb 21  STUDENTS TEACHING
Feb 23  STUDENTS TEACHING
Feb 28  Teaching Word Processing
Mar 1  Teaching Word Processing
Mar 6  Teaching Spreadsheets
Mar 8  Teaching Spreadsheets
Mar 13  STUDENTS TEACHING
Mar 15  STUDENTS TEACHING
Mar 20 & 22  No Class:  Spring Break
Mar 27  Teaching Database
Mar 29  Teaching Database
April 3  Teaching Other Computer Programs
April 5  Teaching Other Computer Programs
April 10  STUDENTS TEACH
April 12  STUDENT TEACH
April 17  Integrating Computers into the other business subjects
April 19  Teaching Careers
April 24  Teaching Careers
April 26  Teaching Careers
May 1  Putting It All Together
May 3  STUDENT TEACH
May 10  Final Class Period:  8-9:50 AM
STUDENT TEACH