

This We Believe About the Delivery of Business Education

Policy Statement 61

Changes in society result in the need for continuous learning. These changes are accelerated by technological advances which bring about shifts in both learners' needs and the way instruction is delivered in schools, business, labor, and government. Business educators must employ varied methods of delivery to address these changes. *Teachers, learners, curriculum, teaching strategies, and schedules* are critical elements for the delivery of business education.

Teachers

We Believe That business educators are the primary facilitators of learning *for* and *about* business. Business educators carefully analyze the needs of the learner, choose the appropriate teaching strategies, provide feedback to the learner, and enlist the support of others in the learning process. To assist in delivering instruction, business educators can use partnerships within the community, cross-disciplinary projects within schools, collaborative student work groups, and interactive technology. They are changing their modes of instruction as well as finding and using the latest delivery strategies.

Learners

Business education occurs at all levels—elementary, middle school, secondary, post-secondary, collegiate, and continuing adult education. **We Believe That** individual learners at each level require teaching strategies, curriculum, and delivery methods appropriate to their needs and stages of development. Student organizations play a critical role in the development of the learner. Learners are also expected to assume more responsibility for self-directed learning, critical thinking, and self-assessment.

Curriculum

We Believe That the business education curriculum is driven by standards *for* and *about* business that are jointly developed by business educators and other stakeholders, including learners, business advisory committees, parents, community members, and administrators. This curriculum is continually evaluated by these stakeholders; and from this evaluation, the curriculum is revised. The business education curriculum also provides for student assessment and feedback in the learning process.

Teaching Strategies

We Believe That the delivery of business education includes an array of strategies designed to increase the rigor and relevance of the curriculum. These strategies enable students

to connect their learning to work-related situations and their personal business lives. A list of strategies may include the following:

- Collaborative learning groups
- computer-assisted instruction
- Distance learning / video conferencing
- Independent study
- Interactive media
- Online classes
- Simulations
- Work-site experiences

Collaborative work groups provide students with opportunities to develop the skills needed for teamwork, peer teaching, and peer evaluation. These skills are essential for the workplace.

Computer-assisted instruction simulates workplace practices, is useful for remediation and enrichment, and is conducive to independent study. Students may access computer-assisted instruction from local or remote locations.

Distance learning technology provides an avenue for the delivery of business education when resources may not be available locally. This technology provides access to a myriad of learning opportunities and allows learners and teachers at various locations to interact as if in the same classroom.

Through independent study, learners have freedom to explore topics, develop their knowledge and skills, and customize their educational programs in a manner that may not otherwise be possible. Independent study fosters a mentoring relationship between learners and business educators.

Online classes are offered on the worldwide web and electronic mail. The worldwide web enables learners to access information in a timely manner and to communicate with individuals around the world. The role of business educators is to facilitate online learning by setting expectations, planning educational experiences, selecting materials, interacting with learners, and evaluating student progress by electronic mail or the worldwide web.

Simulations offer an opportunity for students to demonstrate what they know and are able to do in an environment that most closely replicates the workplace. Simulations allow

learners to transfer their knowledge, skills, and attitudes to business applications.

Through work-site learning, students have the opportunity to apply and extend knowledge, skills and abilities in an actual workplace setting. Business educators coordinate new experiences through internships, apprenticeships, cooperative work experience, and externships.

Schedules

Schools may use a variety of schedules to meet the needs of the learner and to implement the curriculum. Business educators should assume a leadership role in exploring

alternative schedules to deliver business education in a time frame most appropriate for the learner. Societal changes and technological advances provide a platform for increasing scheduling options.

Thus, We Believe That business educators will continue to focus their efforts on the learner by developing a rigorous curriculum based on relevant standards, adopting flexible schedules in a creative environment, and using teaching strategies and advanced technologies to support the delivery of business education. Business educators will continually modify business education to meet the changing needs of the learner, workplace, and society.