

This We Believe About Computer-Input Technologies

BY THE POLICIES COMMISSION FOR BUSINESS AND ECONOMIC EDUCATION

POLICY STATEMENT NO. 73

Trends in technology require business educators to provide opportunities for all students to learn the new technologies and techniques that are emerging in today's workplace. Current technologies include speech recognition; handwriting recognition tools, such as Tablet PCs; Personal Digital Assistants (PDAs) and other handheld devices; and scanners. While touch keyboarding techniques remain a viable foundation for entering and manipulating text and data, other skills include composing, editing, enunciating, electronic handwriting, and scanning. Educators must provide instruction on a variety of input technologies for successful academic, professional, and personal applications.

We believe that business educators should take the lead in using, teaching, and integrating computer-input technologies into the curriculum. The 2001 NBEA National Standards for Business Education set the framework for business professionals to address change in the educational community as it relates to technology. Students need to "Develop proper input techniques..."

in order to "Use a variety of input technologies" (p. 85)*. Learning effective input techniques prepares students for a transition to dynamic technological environments.

We believe that competency in using computer-input technologies enhances certain communication skills. Computer-input technologies emphasize the need to improve penmanship, reading, speaking, and enunciation skills. Organization, composition, and editing must be integral parts of the instruction of computer-input technology. Combining activities in oral communication (i.e., reading aloud and pronouncing words clearly) and written communication (i.e., writing in cursive and printing letters) with technology is a strategy for teaching computer-input technology.

We believe that students' productivity increases when they use a variety of computer-input technologies. However, productivity is more than text and data entry. In addition to speed and accuracy, productivity is measured by effectiveness. Organization, composition, editing, and critical thinking are essential components in

productivity. Business educators should incorporate these components into computer-input instruction methodology. Students must learn to select computer-input technology that is most effective for application based on the situation, task, and environment. Business educators who prepare students with computer-input skills for tomorrow's workplace will impact the tools and techniques used in the business environment.

Computer-input technologies instruction is for all students, including those who are physically challenged or learning disabled or use English as a second language. Business educators may need to make accommodations in instructional strategies and time required for skill acquisition when working with diverse student populations.

Opportunities for student motivation and learning can expand through the use of computer-input technologies. Using a variety of input technologies changes the way teachers teach and students learn. When business educators integrate computer-input technologies into the business curriculum, course content becomes more relevant and innovative. Student learning can be

expanded as business educators, specialists in computer-input technologies, share their expertise through interdisciplinary approaches. **We believe that** through the use of computer-input technologies all students can become motivated learners, creative problem solvers, and enthusiastic and effective communicators.

We believe that students must be made aware of the health benefits of an integrated approach to text and data input. Research indicates that carpal tunnel syndrome and other repetitive strain injuries may be linked to occupations that require repetitive use of the hands (i.e., keyboarding and mouse operations). Varying the use of computer-input technologies reduces the risk of repetitive motion injuries.

We believe that business and industry partnerships must play a strategic role in the design and implementation of computer-input technologies instruction.

Collaboration between business and education partners provides these benefits:

- Direction for curriculum design
- Strategies for curriculum implementation
- Training opportunities for students, educators, and business personnel
- Equipment and other resources

We believe that professional development for business educators is critical in the implementation for instruction in computer-input technologies. Because of constant change in technology, every business educator must take advantage of professional development opportunities. Furthermore, it is imperative that administrators support and encourage business educators to participate in professional development activities. The Policies Commission for Business and Economic Education Statement Number 60, "This We Believe About the Professional Development of Business Educators," provides additional

strategies and resources for professional development opportunities.

Computer-input technologies should be a vital component of all business education programs. While computer-input technologies will be used in all occupations and curriculum areas, business educators must take the lead in teaching computer-input technologies as a communication tool. Business educators are able to provide relevant business applications and also must share their expertise through collaborative efforts and interdisciplinary approaches. When computer-input technologies are coupled with the teaching of oral and written communication skills, students become motivated, productive, efficient, and effective communicators.

*National Business Education Association. (2001). *National Standards for Business Education: What America's Students Should Know and Be Able to Do in Business*. Reston, VA.