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ABSTRACT

Recognizing the need to reinforce methods courses with realistic perceptions of the secondary classroom, the Business Education Department at Shippensburg State College implemented, in September 1972, an integrated methods block including field experiences. The program has three primary objectives. The first objective is to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students. The second objective is to provide for an integration of methods and measurement for business education students. After foundation skills courses, representative subject areas of the secondary business curriculum are presented and applications of this curriculum are then applied and interwoven, enabling the students to understand the comprehensive role of the classroom teacher. During this period, students participate in directed field experiences that enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom. The third objective of the program is to make the business methods students aware of the innovations and new programs designed for today's youth, the needs of a changing society, and the importance of self-evaluation. An added objective is that after seeing a videotape of actual classes recorded on the field trip, students and teachers in graduate classes will become motivated to employ innovative teaching/learning strategies of their own. (Document includes laboratory experiences manual.) (Author/JA)

Summary Statement

for

AN INNOVATIVE APPROACH

TO TEACHING

PROFESSIONAL BUSINESS EDUCATION COURSES

The Integration of
Professional Business Education Courses
and Field Experiences

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Submitted by:

Dr. Ruth D. Armstrong and Dr. Renentta F. Heiss

Business Education Department
Shippensburg State College, Shippensburg, PA 17257

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SUMMARY STATEMENT

The new undergraduate professional business education block at Shippensburg State College has two main features: involvement and exposure to the realities of the secondary classroom and integration of two college courses--Methods of Teaching Business Subjects and Evaluative Techniques and Guidance.

On Thursday mornings for a period of ten weeks, each college student interacts and becomes involved in the program of a secondary classroom. A booklet, developed by the college professors, which outlines the objectives and describes suggested activities, provides guidelines for the implementation of this cooperative activity.

In addition to this field experience, classroom exposure is provided by extensive use of videotapes of innovative programs and effective teaching/learning strategies, observations of special high school programs, and class discussions with secondary school personnel.

These experiences collectively provide a frame of reference for the assimilation of concepts presented in the college classes. As concepts and teaching/learning strategies are discussed, the students relate them to the school environment which they have come to know.

Through the integration of methods and measurement courses, the students recognize that education is a continuous spiral of establishing goals, selecting appropriate activities, measuring goal attainment, and guiding students toward new goals. After presentation of basic concepts, their applications are applied to various business subjects.

The main thrust of the professional business education block is to enable the future teacher to develop a realistic perception of the secondary classroom and to provide him with a broad repertoire of teaching/learning strategies for his own classroom.

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

(Please note: This information will be the basis for the description of your institution's DAA entry in the official DAA booklet given at the Annual Meeting and subsequently distributed widely.)

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Name of Program Submitted: AN INNOVATIVE APPROACH TO TEACHING
PROFESSIONAL BUSINESS EDUCATION COURSES

Institution: Shippensburg State College

President: Dr. Gilmore B. Seavers

Campus Public Information Officer: Gary L. Willhide

Faculty Members Responsible for Program: Dr. Ruth D. Armstrong, Dr. Renetta F. Heiss

Title of Both Faculty Members: Professor, Business Education Department

Signature: *Ruth D. Armstrong*

Title: Professor Date: 11/20/73

Signature: *Renetta F. Heiss*

Title: Professor Date: 11/20/73

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Recognizing the need to reinforce methods courses with realistic perception of the secondary classroom, the Business Education Department at Shippensburg State College implemented in September 1972 an integrated methods block including field experiences. A grant by the Pennsylvania Department of Education enabled methods students during the spring semester to make a four-day trip to observe innovative programs in suburban and inner-city schools. The grant also provided for the establishment of a videotape/slide library of these and other innovative programs and of secondary business teachers employing effective teaching/learning strategies in their classrooms. As a result of these pilot programs, business education methods students now enroll in a block program which integrates methods, measurement, and guidance. Course instruction is supplemented by videotapes, field experiences, special visitations, sessions with secondary school personnel, and videotaped microteaching experiences.

ED 085362

AN INNOVATIVE APPROACH
TO TEACHING
PROFESSIONAL BUSINESS EDUCATION COURSES

The Integration of
Professional Business Education Courses
and Field Experiences

Submitted by:

Dr. Ruth D. Armstrong and Dr. Renentta F. Heiss

Business Education Department
Shippensburg State College, Shippensburg, PA 17257

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OVERVIEW

In the first semester of the 1972-73 school year, a program was initiated whereby academic subject matter in undergraduate professional business education courses was reinforced by and integrated with direct classroom exposure and involvement in an area high school. For the first time, students enrolled in the professional business education block had the opportunity on ten successive weeks to observe teachers and to participate in a series of field experiences at high schools in the immediate vicinity of Shippensburg (Pennsylvania) State College.

A grant from the Pennsylvania Department of Education provided the opportunity to expand this program to include a four-day visitation by bus to observe programs, outside the immediate area of Shippensburg, that were innovative in their design to meet the needs of socioeconomically disadvantaged youth, slow learners, and/or mature workers. Through this grant, it was possible to videotape these programs at the time of the observation. In addition, other exemplary and innovative programs throughout Pennsylvania were videotaped by the professors assigned to the project.*

During the 1973-74 school year, the series of ten field experiences is being continued. The videotapes which were prepared last year are being used in pre-service, in-service, and graduate teacher-education classes. Additional videotapes are being produced in order to broaden the scope of actual teaching/learning strategies with which college students should become familiar.

*A copy of the report, "An Innovative Approach to Teaching Business Education Subjects," is enclosed.

OBJECTIVES OF THE PROGRAM

This program has three primary objectives. The first objective is to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students.

The second objective is to provide for an integration of methods and measurement for business education students. Following a presentation of the foundation skills and concepts of methods and measurement, representative subject areas of the secondary business curriculum are presented and applications of these concepts and theories are then applied and interwoven, thus enabling the students to understand the comprehensive role of the classroom teacher. During this period, students participate in directed field experiences which enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom.

The third objective of the program is to expand the horizons of the business methods students by making them aware of the following: the innovations and new programs designed with the intent of better meeting the needs of today's youth, the strengths and weaknesses of such programs; the significance of adapting to the needs of a changing society; the importance of critical self-evaluation by the business teacher of his own methods and of the business curriculum at his school.

A fourth objective has been added to the program with the addition of the videotape library. Through seeing on videotape actual classes being taught in Pennsylvania and Maryland high schools, not only business education undergraduate students but also teachers who are enrolled in graduate

classes at Shippensburg State College or who attend in-service workshops become motivated to employ innovative and exemplary teaching/learning strategies in their own classes.

FIELD EXPERIENCES

As part of the requirements for the block of Methods and Evaluative Techniques and Guidance, business education students schedule a four-hour block each Thursday morning. In this block of time, they report to assigned business education teachers in area public secondary schools for field experiences, thus enabling a fusion of the theoretical to the practical.

Each of the students and participating teachers* is given a booklet** which outlines the objectives of the experience and suggests activities that would be appropriate for meeting these objectives. These activities are:

1. Becoming acquainted with the public school environment.
2. Observing business teachers and high school pupils.
3. Helping during guided study periods.
4. Checking and analyzing pupil work.
5. Tutoring individual pupils.
6. Doing noninstructional tasks.
7. Constructing test items.
8. Teaching portions of lessons.
9. Assisting with laboratory experiences.
10. Constructing and displaying bulletin boards.
11. Using multisensory aids.

*Term used for high school teacher to whom the college student is assigned for the field experience.

**A copy of "Pre-Teaching Laboratory Experiences" is included with this report.

Depending on the school assignment, the student engages in a selected number of these activities. All students are expected to observe classes in eight to ten different subject areas so that they develop a perception of the total high school curriculum. Through these observations the students become cognizant of specific teaching/learning strategies that are employed by different teachers with pupils of varying abilities and interests.

Through student-participating teacher conferences, activities are selected whereby the college student gradually becomes involved in the teacher-pupil activity of the classroom. Unfortunately, few of the students have the opportunity to engage in all of the activities listed.

Each semester, the participating teachers meet with the Business Education Methods teachers to evaluate the program and to discuss problems of mutual concern. A major outcome of this conference has been the development of a common concern between the participating teachers and the college faculty to merge the subject matter of the college classroom with the field experiences of the high school classroom so that the college student may become competent to assume his student-teacher role the following semester.

OBSERVATIONS BY METHODS STUDENTS

During the semester when the students are enrolled in this program, they participate in at least two observations of high school classes which are different from their field experiences.

Since these students will become vocational business teachers, one observation is in an area vocational-technical high school. The students gain an overall perspective of the school's organization, its objectives, and instructional patterns that are vocationally oriented.

The second observation is scheduled for an inner-city high school. Emphasis in this visitation is placed on the adaptation of a high school curriculum to meet the individual needs of slow learners and socioeconomically disadvantaged pupils. For many of these college students, this is their first exposure to this type of school. Class discussion of strategies for teaching students of diverse interests and backgrounds becomes meaningful as students see their applications in the high school classroom.

STUDENT INSIGHT EXPANDED THROUGH VIDEOTAPES AND SLIDES

In addition to actual classroom observations, videotapes and slides are used extensively to show and explain innovative programs presently employed in the secondary schools. Most of these tapes and slides were made during the second semester of the 1972-73 school year with monies provided through a grant from the Pennsylvania Department of Education. The taped programs were carefully selected by the two methods professors to provide a representative sampling of educational innovations with emphasis on those specifically designed to meet the needs of socioeconomically disadvantaged youth, slow learners, and/or mature workers.

The library of videotapes also includes secondary business teachers employing effective teaching strategies in the classroom. Several of these tapes were made last year with funds from the grant, and additional tapes have been made this year with college funds. Eventually, this library will include a comprehensive set of tapes for all business education subjects.

Not only are videotapes and slides more economical than long-distance trips, but they have also proved to be an effective substitution for actual visitations since they can be utilized at the time most appropriate to the classroom instruction.

The following is an annotated list of the videotapes in the library. (Slides are also available for all innovative programs.)

Innovative Programs

1. Individualized Learning System, Coatesville Area High School.

Pupils proceed at a self-determined pace by using learning pacs that have been planned and developed by the teacher. Closed-circuit television, cassette recorders, and the high school library are an integral part of the instructional pattern.

2. Individualized Bookkeeping Instruction, Armstrong County Schools.

With federal funds received for the individualization of instruction in bookkeeping, a coordinator and team of teachers developed the 27 learning packets which are used after the completion of the first bookkeeping cycle. Teacher-prepared and commercially printed audio and visual aids are used by those pupils who feel a need for media other than the printed textbook. In addition, pupils receive help from each other and from the teacher. By using the packets and these supplementary aids, each pupil progresses at his own rate.

3. Center for Independent Learning, Robert Morris College, Pittsburgh.

Individualization is the mode for teaching shorthand and typewriting in this Center. The pupil not only determines his own pace, but he also determines the competency level he wishes to attain and the times most convenient for him to pursue his study. This program provides maximum pupil involvement for determining and fulfilling educational goals.

4. Office Simulation, Severna Park High School, Maryland. The

"Anne Arundel Luggage Company," a simulated business enterprise, provides senior clerical pupils with an opportunity to develop vocational competencies in a realistic situation. Pupils whose skills have not reached employable standards are able to further develop their competencies while

learning the importance of responsibility, work flow, and co-worker relationships. Since this simulation is designed for one average-length class period, it demonstrates the practicality of using a simulated office program within the schedule constraints of many secondary schools.

5. Office Simulation, Olney High School Annex, Philadelphia.

Through a simulated office, "Wyoming Enterprises," pupils have the opportunity to perform assigned tasks as they would in a business office. Pupils who are not qualified for cooperative work experience become accustomed to work flow as it occurs in an actual office.

6. Open Space Program in Business Education, Neshaminy High School, Langhorne. A cafeteria has been converted into a Business Education Learning Centre. Five teachers work together as a team in teaching the skill subjects: bookkeeping, typewriting, shorthand, and office practice. Emphasis is placed on the commonality and interrelationships that exist within these subjects.

7. Open Space and Individualized Instruction, Pennridge High School, Perkasie. Federal funds provided for this experimental program which uses a remodeled girdle factory as its locale. Following current trends in office design, the arrangement of filing cabinets and furniture has effectively partitioned a large room into instructional areas. Pupils move throughout the area as their work requires it. Instruction is individualized through the use of learning packets, most of which were prepared by the teachers. Pupils work at their own rates to develop high-level competencies.

8. Small Group Instruction in Typewriting, Allegheny High School, Pittsburgh. Because of the wide range of abilities within a typical

typewriting classroom, two typewriting teachers in this school are experimenting with a modification of the traditional classroom by dividing their classes into three groups. Pupils in each of the three groups sit together in an informal arrangement in one area of the room and are taught the same lesson. The three groups necessitate three separate lesson plans which are coordinated to provide opportunities for teacher demonstrations and explanations, skill building sessions, and individual assistance. These pupils primarily work at their own rate with teacher direction and supervision as needed or requested.

9. Two-Year Clerical Skills Laboratory, Roxborough High School. A clerical practice program is designed for the pupil who has had one year of typewriting, who is below average in reading and mathematics, and who is generally from a socioeconomically disadvantaged background.

10. Vocational Business Shops, Bok Vocational Technical School, Philadelphia. The vocational business education program is organized as a series of shops: namely, machine transcription, records management, computer data processing, keypunch operation, specialized typewriting and machine duplication, electronic/electric calculator operation, and an accounting laboratory. A majority of the pupils in the program are socioeconomically disadvantaged youth.

11. Johnstown Vocational Technical School, Johnstown. This vocational technical high school is one out of ten in Pennsylvania which provides the complete educational program for its students. An innovative feature of business department is the offering of the legal and medical secretarial programs. These programs include specialization of basic skills initiated in the comprehensive high school culminated by a six-week internship in a legal or medical office.

12. Adult Evening Program, Northeast High School, Philadelphia.

Instruction is individualized to meet such needs of the adult as initial employment, job advancement, or personal enrichment.

13. Career Education, Pittsburgh Public Schools. The Pittsburgh Public Schools provide career education through a three-phase program which extends from the sixth through the eighth grade. In the seventh grade, pupils participate in ten areas of occupational, vocational, and technical education relevant to their needs and interests. Activities are coordinated to provide pupils with exposure to a wide range of vocations as a step in vocational counseling. After this broad exposure, each pupil selects for in-depth study in eighth grade the four areas which have most appeal for him.

14. Career Exploration Center, Scott Intermediate High School, Coatesville. The pupil with no career objective or the potential dropout is given an opportunity to determine his interest and aptitude in a variety of occupations.

While in Philadelphia, three specialized programs in vocational education were visited by the student group and videotaped:

1. Vocational Information Counseling Service (VICS). Through a computer terminal, the pupil receives current answers to his questions on any of 200 careers. The listings are constantly updated and additional occupations are added.

2. Computer Assisted Instruction (CAI). A pupil in need of remedial instruction in a basic skill, such as arithmetic, is assigned to a computer terminal for individualized instruction.

3. Pennsylvania Advancement. The program is designed for the pupil who is disruptive or is completely disinterested in his present school

program. Classes are unstructured and are conducted in a special center. Through an individualized program, the pupil is usually redirected and returns to his home school after a period of three or four months.

Effective Teaching Strategies

1. Bookkeeping I, Redland High School. The chalkboard is used extensively in this lesson on sales and purchases returns and allowances. The teacher demonstrates that pupil comprehension in bookkeeping depends on a spiral development, the presentation of new concepts based on what pupils already know.

2. Bookkeeping I, Steelton-Highspire High School. The teacher presents a unit on sales transactions with emphasis on understanding all relative aspects of the procedures. Visual aids and class participation are utilized in development of student competencies.

3. Business Mathematics, Severna Park High School, Maryland. In this class, each pupil uses a textbook, workbook, and teacher-prepared learning pac as he proceeds at an individualized pace to complete the units which are assigned. Having learned to operate the adding machine by touch, each pupil has his own machine and uses it constantly in calculating solutions. This teacher's innovative approach has eliminated the drudgery and repetitiveness frequently observed in business mathematics classes.

4. Consumer Education, Cedar Cliff High School. In teaching a lesson on "The Consumer and the Law," the instructor uses many supplementary materials effectively: a recorded message, the newspaper, pupil-constructed cartoons, and a study guide. The teaching techniques demonstrated in this lesson are applicable in teaching any consumer education or general business class.

5. Shorthand II, Cumberland Valley High School. This lesson illustrates how the shorthand teacher improves the related knowledge of punctuation and word usage so necessary to developing skill in transcribing shorthand notes.

6. Typewriting I, Steelton-Highspire High School. The review lesson demonstrates the employment of a variety of drills and procedures for improving typewriting techniques and basic typewriting skill.

INTEGRATION AND COORDINATION OF COLLEGE COURSE WORK

Since the fall semester of 1972-73, business education students have been enrolling in a professional business education block. Two courses, Methods of Teaching Business Subjects and Evaluative Techniques and Guidance, are scheduled at consecutive hours with the same professor; and all students are enrolled for both courses. This block scheduling provides maximum flexibility for planning the instructional units to achieve maximum integration of related content. The block scheduling also permits the utilization of videotapes, filmstrips, and speakers with adequate time for class discussion and further development of the ideas presented.

Basic units, such as effective teaching strategies, the psychology of skill building, institutional planning, principles of evaluation, and test development, are presented at the beginning of the semester. The applications of these foundational concepts are then developed for various business subjects with emphasis on the educational process as a continuous spiral: setting goals, providing appropriate learning experiences, evaluating achievement goals, and guiding students to higher learning levels. The students learn to relate and apply these principles to the secondary classroom through the field experience assignment or through the videotapes.

In addition to directing learning activities in the field assignment, students are given experience in planning and effectively presenting topics to the methods class. These presentations are videotaped so that the student has not only the benefit of the class discussion which follows but the opportunity for self-evaluation from the tape.

The audiovisual course is taken concurrently with the professional business education block. As the students are learning the preparation and utilization of instructional materials, they are able to select appropriate topics in their major field for required assignments. Conversely, students are able to prepare high-quality visuals for their presentations in methods class and in the field experience.

The simultaneous scheduling of the audiovisual course and the professional business education block enables students to gain a comprehensive, integrated approach to the learning process.

EVALUATION PROCEDURES AND DATA

The professional business education block is evaluated each semester by the students and professors, and the field experience program is evaluated each semester by the college students and participating teachers.

At the end of each semester, the professors provide evaluation forms listing the major projects and activities that have been incorporated into the block. Students are asked to rate each activity as Extremely Worthwhile, Worthwhile, Questionable, or Not Worthwhile. Open-end questions are also included to provide maximum feedback to the professor on all aspects of the program. All evaluations are unsigned and returned at the last class session.

Throughout the course students are encouraged to evaluate the presentations and media employed for each topic. Students' suggestions are used to modify the program the next semester so that it will be more effective in developing the competencies required by business teachers in the secondary schools.

At the end of the field experience, the students and teachers are asked to rate the value of each activity as Very Beneficial, Beneficial, Not Beneficial, Should be Eliminated from Program, No Opportunity Provided for the Student. The majority of students and teachers have rated these activities as either Beneficial or Very Beneficial. In their summary statements, most students indicate that the field experience is worthwhile because it gives them self-confidence, relieves some of their anxieties concerning classroom management, and provides the opportunity to observe

teaching/learning strategies in the classroom from the teacher's vantage point. The evaluation of the experience by the participating teachers is similar to the student's appraisal. Most teachers feel that this field experience gives college students an opportunity to become acquainted with the realities of teaching.

Both professors who teach the professional business education block supervise student teachers. By observing student teachers in secondary classrooms, the professors are able to identify the strengths and weaknesses of the program. The professors also maintain close contact with the other college supervisors to gain a broader perspective of problems encountered by students when they are placed in a student-teaching situation. This continuous feedback has enabled the professors to constantly revise and adapt the block program to better meet the needs of undergraduate business education students.

CONTRIBUTION TO THE IMPROVEMENT OF TEACHER EDUCATION

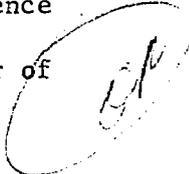
In summary, the professional business education block contributes to the improvement of teacher education for business students at Shippensburg State College in several ways.

1. The integration of the methods and measurement courses enables students to better understand that education is a continuous spiral of establishing competency goals, selecting appropriate activities, evaluating goal attainment, and guiding students to appropriate goals.
2. The field experience provides undergraduate students with an opportunity to work in the secondary classroom prior to the student teaching experience. Through this pre-student teaching experience, students gain self-confidence and overcome some of their anxieties concerning classroom management and student teaching.
3. Involvement with high school students in the secondary schools provides a frame of reference for assimilating the principles presented in college courses.
4. The field experience, school observations, and videotapes expose students to a variety of school organizational patterns, policies, curriculums, and classrooms. These experiences together with the student teaching experience provide an extensive repertoire of teaching/learning strategies from which beginning teachers can select those most appropriate for each classroom situation.
5. Videotapes and slides illustrate innovative programs and teaching/learning strategies. These visuals can be utilized at the time most appropriate to the classroom instruction. They are also available for graduate courses and in-service programs.

The students, faculty, and administration have been pleased with the results of the professional business education block. The College plans to continue the program, and the faculty are planning to improve and expand the program each semester.

PROGRAM PERSONNEL

Two professors from the Business Education Department were responsible for the development, implementation, and revision of the undergraduate professional business education block.

Dr. Renetta F. Heiss, a member of the business education faculty for fourteen years, had twenty-three years of secondary classroom experience before joining the faculty of Shippensburg State College. Her doctor of education degree was earned at New York University. 

Dr. Ruth D. Armstrong, a member of the business education faculty for seven years, had twelve years of secondary classroom experience before becoming a member of the Shippensburg faculty. Her doctor of education degree was earned at The Pennsylvania State University.

Both professors had been assigned to teach the methods courses for several years prior to the formation of the professional business education block.

INNOVATIVE PROJECT BUDGET*

Business Education

<u>Item</u>	<u>Amount Spent</u>
Salaries	\$4,094.00
Social Security	239.50
Workmen's Compensation	9.07
Consultants	100.00
Travel	1,117.52
Bus	509.50
Office Supplies	-----
Educational Supplies	1,271.45
Slide Trays	
Film	
Videotape	
Tests	
Sound/Slide Projector	<u>305.50</u>
Total	<u>\$7,706.54</u>

*This budget includes all expenses incurred in developing the program during the 1972-73 academic year. With the exception of the videotapes which were purchased in 1972-73, all expenses pertaining to the preparation of additional classroom tapes have been absorbed in the College budget. Video cameras and recorders are provided by the College.

AN INNOVATIVE APPROACH
TO TEACHING
BUSINESS EDUCATION SUBJECTS

A Pilot Program in
Preservice Professional Education
Involving Field Experiences with Methods Courses

Completed by:

Business Education Department
Shippensburg State College
Shippensburg, Pennsylvania

Submitted by Professors:

Dr. Ruth D. Armstrong
Dr. Renetta F. Heiss

June 1, 1973

FORWARD

The report which follows summarizes the series of direct classroom experiences in which methods students from the Business Education Department at Shippensburg State College were involved during the second semester of the 1972-73 school year. It includes, as well, a description of the videotapes which were made and will be used in preservice, inservice and graduate teacher-education classes.

INTRODUCTION

During the first semester of the 1972-73 school year, students in the Business Education Methods course had the opportunity on ten successive weeks to observe teachers and to participate in a series of field experiences at high schools in the immediate vicinity of Shippensburg State College. This program was a first attempt to reinforce the theory of the Business Education Methods course with direct classroom exposure and involvement in an area high school.

While this program did help to bridge the gap between theory and practice, most students were deprived of the opportunity to observe actual programs that were innovative in their designs to meet the needs of socioeconomically disadvantaged youth and/or mature workers. It was a grant from the Pennsylvania Department of Education that provided the opportunity to implement a program of on-campus activities combined with off-campus visitations to innovative and exemplary schools and classrooms that were providing such programs.

Objectives of the Program

The plan, which was set up for business education, was to be applicable to any secondary curricular area. There were three primary objectives.

The first objective was to provide business education methods students with exposure to the realities of the secondary school, its facilities, organization, procedures, curriculum, and students. This objective was to be accomplished through a combination of the following:

1. Five one-half days of assisting an assigned business education teacher in a secondary school in the Shippensburg area.
2. Visits to seven schools which were implementing exemplary or innovative programs for mature workers, inner-city youth, and/or students with special needs.
3. Videotapes of secondary business teachers presenting lessons in the subject areas represented in the business curriculum.

The second objective was to provide for an integration of methods and measurement for business education students. Following a presentation of the foundation skills and concepts of methods and measurement, representative subject areas of the secondary business curriculum were to be presented and applications of these concepts and theories were then to be applied and interwoven, thus enabling the students to understand the comprehensive role of the classroom teacher. During this period, the students were to participate in directed field experiences which would enable them to evaluate and apply the theory of classroom instruction to the realities of the classroom.

The third objective of the program was to expand the horizons of the business methods students by making them aware of the following: the innovations and new programs designed with the intent of better meeting the needs of today's youth, the strengths and weaknesses of such programs; the significance of adapting to the needs of changing society; the importance of critical self-evaluation by the business teacher of his own methods and of the business curriculum at his school.

Overall Plan

This program was planned for the 27 students enrolled in two courses, Methods of Teaching Business Subjects and Evaluative Techniques and Guidance, during the Spring Semester of 1973. The professors of these

classes, Dr. Ruth Armstrong and Dr. Renetta Heiss, directed the program throughout the semester.

For planning purposes, the professors involved visited outstanding or innovative secondary schools and/or business programs in the Commonwealth of Pennsylvania. To determine which school districts should be visited, Dr. William Selden, Senior Specialist for Business Education in the Pennsylvania Department of Education, and the field consultants in Eastern and Western Pennsylvania were contacted. A schedule of visitations to the recommended districts was then arranged.

Accompanying Dr. Armstrong and Dr. Heiss on each visitation was a college student who was qualified to operate portable video and slide film cameras. In this way, it was possible to take videotapes and slides while determining the adaptability of each situation to a visit by the student group.

During the spring vacation period, April 9 - 12, Dr. Armstrong, Dr. Heiss, and the students in the methods classes visited five programs in Philadelphia plus two in nearby suburban districts. The group traveled by bus and stayed three nights in a Treadway Motor Inn. Throughout the trip, videotapes and slides were made of each program so that they might be shown to future methods classes.

Also during the spring of 1973 videotapes were made of business teachers at the secondary level who were teaching selected lessons in shorthand, bookkeeping/accounting, business mathematics, and consumer economics. Because of the nature of the subject matter to be filmed, it was not possible to complete this activity. The videotapes have been purchased. During the first semester of the 1973-74 school year,

the two professors who directed this program will assume responsibility for its completion on their own time.

Continuation of Block Period

Following the pattern which was set up for the first semester, business education methods students were again scheduled for four hours each Thursday morning. It was in this block of time that they reported to assigned secondary business teachers in area schools for field experiences, thus enabling a fusing of the theoretical to the practical.

When students were not in the field working with business teachers in a high school program, they utilized their time in becoming familiar with resources for improving instruction and meeting the needs of students of varying abilities. In addition, the students had the opportunity to discuss with specialists from school programs such topics as individualized instruction, the role of the guidance counselor, career education, and the role of the school social worker.

Also on one Thursday morning, the students visited the Franklin County Vocational Technical High School near Chambersburg in order to better understand the objectives of vocational technical schools.

FIELD EXPERIENCES

As part of the requirements for the block of Methods and Evaluative Techniques and Guidance, a planned pre-student teaching field experience was provided for the students. Each college student was assigned to a business education teacher in a public secondary school in the College's service area. The college students worked with the participating secondary teachers for five Thursday mornings in February and March.

Each of the students and participating teachers was given a booklet which outlined the objectives of the experience and suggested activities that would be appropriate for meeting these objectives. These activities were:

1. Becoming acquainted with the public school environment.
2. Observing of business teachers and high school pupils.
3. Helping during guided study periods.
4. Checking and analyzing pupil work.
5. Tutoring individual pupils.
6. Doing noninstructional tasks.
7. Constructing test items.
8. Teaching portions of lessons.
9. Assisting with laboratory experiences.
10. Constructing and displaying bulletin boards.
11. Using multi-sensory aids.

At the end of the field experience the students and teachers were asked to rate the value of each suggested activity as Very Beneficial,

Beneficial, Not Beneficial, Should Be Eliminated from Program, No Opportunity Provided for the Student.

The majority of students and teachers rated each activity as either Beneficial or Very Beneficial. The only activities which were Not Beneficial or Should Be Eliminated from the Program by more than one student were: "Doing noninstructional tasks," by three of the 27 students; "Checking and analyzing pupil work" and "Constructing test items," by two of the 27 students. None of the eleven activities were rated as Not Beneficial or Should Be Eliminated from Program by more than one participating teacher. Unfortunately most students did not have an opportunity to gain experience in all activities.

Most students felt that the field experience was worthwhile because it gave them self-confidence, relieved some of their anxieties concerning student teaching, and provided an opportunity to observe classrooms from the teacher's vantage point.

Most students felt that the experience would have been better and they would have had more opportunities to complete suggested activities if the field experience had been scheduled in a different manner. Most of them would have preferred to work with the participating teacher for five or ten consecutive full days than for one-half day a week for five or ten weeks. The lapse of time between experiences made it difficult for college students to follow the continuity of the learning situation, and it also created difficulties for the participating teacher to plan implementation of the suggested activities.

The evaluation of the experience by the participating teachers was similar to the students. Most teachers felt that this field experience

gave college students an opportunity to become acquainted with the realities of teaching; but they, too, felt that five or ten consecutive full days would have been a more effective arrangement than one morning a week for five weeks.

STUDENT VISITATION OF INNOVATIVE AND SPECIALIZED PROGRAMS

Spring Vacation - April 9 - 12, 1973

Individualized Learning System

Coatesville Area Senior High School had been chosen because many of its classes are designed to follow an Individualized Learning System. It was in the Office Machines class that the college students observed high school pupils working at different learning tasks, utilizing I.L.S. equipment. Each pupil was proceeding at a self-determined pace by using a learning pac that had been planned and developed by the teacher.

In addition to visiting business education classes, the students were given a demonstration showing how an integration of learning occurs when second-year bookkeeping/accounting pupils have complete responsibility for the school bank. Through its operation, the pupils were performing all those tasks generally assigned to a bookkeeper in business or industry.

In the afternoon, the students observed I.L.S. classes in English and mathematics at Scott Intermediate High School, Coatesville. Here too, the teachers were directing learning by using pacs. Library facilities and cassette recorders were an integral part of the instructional pattern. It was evident to the college students that the I.L.S. motivated pupils to work industriously since it provided for individual differences.

Career Explorations Center

At the Career Explorations Center, Scott Intermediate High School, Coatesville, a guidance counselor demonstrated how a pupil, who is a

potential dropout or who has no career objective, is given an opportunity to determine the extent of his interest and aptitude in a variety of occupations. This is accomplished by a unique strategy worked out by the guidance department. In a room partitioned into carrels, each of which is set up as a mini-shop, the pupil completes tasks relating to several occupations. As the pupil moves from one area to another, he discovers whether he has an interest or aptitude in certain occupations. It is then that the pupil realizes the need for further education. In some instances, school work is supplemented by work study to motivate the student to remain in school.

Adult Program

Since many business teachers are required to teach adult classes, a visitation was arranged for the college students to observe strategies of instruction used in one of Philadelphia's largest and most successful evening schools, Northeast High School. The students were given a schedule of classes and were encouraged to visit classes in several different subject areas.

While group instruction was the pattern, the students observed how instruction was individualized to meet such needs as preparation for initial employment, job advancement, or personal enrichment. The students realized that a basic essential in every classroom was the instructor's ability to establish satisfactory rapport with the adults in the class. The level of instruction was adapted to the ability of the class.

Innovative Programs for the Socioeconomically Disadvantaged

The business education methods students visited programs and high school classes for socioeconomically disadvantaged pupils in the Philadelphia schools.

Up to this time, these students, from middle class backgrounds and from a rurally located college, had no field experiences to provide a frame of reference for teaching inner city children from socioeconomically disadvantaged environments. In these two days, they observed typical programs which were preparing students for office occupations. They conversed with teachers, supervisors, and staff personnel who were well qualified and sensitive to the needs of the disadvantaged student. By so doing, they became aware of the special considerations involved in teaching disadvantaged youth. In some cases, this exposure stimulated their interest to become teachers of the disadvantaged. A brief description of each of those visitations follows.

Two-Year Clerical Skills Laboratory

Roxborough High School was visited because of its two-year clerical skills laboratory. This program is designed for the pupil who has had one year of typewriting, who is below average in reading and mathematics, and who is generally from a socioeconomically disadvantaged background. Placement as a clerical office worker is assured when the pupil satisfactorily completes the program.

While acquiring general clerical skills, these pupils develop the personal qualities required of an office worker. Time is devoted to the job interview and grooming. As pupils become qualified in the senior year, they are placed in offices for work experience. Such an assignment usually culminates in permanent employment.

Through talking with the pupils in the laboratory and observing them at work in the classroom, the college students realized that socially deprived pupils will take advantage of meaningful learning situations.

Programs of this type give the pupil needed peer acceptance, community recognition, and the opportunity to become economically secure.

Three Specialized Programs

At Fifth and Luzerne, three specialized programs in vocational education were described by their directors. Thereupon, the business education methods students spent the remainder of the afternoon securing firsthand information about each program's operation.

1. Vocational Information Counseling Service (VICS). By means of a computer terminal, a pupil receives current answers to his questions concerning a specific occupation. More than 200 careers have been programmed. The listings are constantly updated and additional occupations are added. Employment opportunities, salaries, educational requirements are a few of the items programmed for each career listed.

2. Computer Assisted Instruction (CAI). A pupil in need of remedial instruction in a basic skill, such as arithmetic, is assigned to a computer terminal for individualized instruction. The immediate feedback of the computer stimulates the pupil to move swiftly through the program, enabling him to overcome his deficiency.

3. Pennsylvania Advancement. This program is for the pupil who is disruptive in a traditional classroom or is completely disinterested in his present school program. Classes are unstructured; emphasis is on the creative arts. Through expressing himself creatively, the pupil is skillfully directed by his teacher to study traditional subject matter. While the pupil attends classes at Pennsylvania Advancement, he receives personal and vocational counseling. Through this individualized program, the pupil is usually redirected and returns to his home school after a period of three or four months.

Vocational Business Shops

An observation had been arranged at Bok Vocational Technical School because its vocational business education program is uniquely organized as a series of shops: namely, machine transcription, records management, computer data processing, keypunch operation, specialized typewriting and machine duplication, electronic/electric calculator operation, and an accounting laboratory.

Every shop is fully equipped with machines, supplementary teaching aides, and supplies. Each teacher is a specialist in the shop for which he provides instruction. The pupils enrolled receive skill-level preparation for employment since each shop represents terminal vocational training. Its quality is designed to assure placement of all graduates.

This visitation provided another opportunity for the business education methods students to observe a program for socioeconomically disadvantaged youth. Here again, pupils worked industriously because instruction is individualized to their ability levels. Moreover, these pupils have further motivation through knowing that Bok places its senior in Philadelphia offices even before graduation because of their excellent preparation for such work.

Office Simulation

The final observation in the Philadelphia schools was at Olney High School Annex. It is here that "Wyoming Enterprises" gives pupils an opportunity to perform assigned business tasks as they would be done in a business office. It is through this simulated office that pupils, who have the greatest need for this type of training--who do not meet the requirement for cooperative work experience, become accustomed to work-flow as it would occur in an actual office.

The office is divided into three sections: sales, purchases, and accounting. In addition, there is a service center which is responsible for duplicated forms, banking, mail, and supplies. A student secretary and receptionist is in charge of payroll and special work for the president, who is the teacher. A time clock, salary schedule, and soft background music add realistic touches.

In addition to being responsible for the continuous flow of work, students learn to interpret the importance of their work within the framework of the entire office. Because each pupil's assignment is different, he learns to rely on manuals and to read and follow directions.

By interviewing pupils at their work stations and moving about the "office," the college students saw the benefit of this innovative program in developing the pupils' understanding of the interrelationship and interdependence of job assignments in the operation of a business office.

This was the final visitation in the School District of Philadelphia.

Open Space Program in Business Education

To provide an opportunity for the business education methods students to observe classes in an open space program, Neshaminy High School, Langhorne, was selected. A cafeteria has been converted to a Business Education Learning Centre.

Five teachers work together as a team in teaching the skill subjects: bookkeeping, typewriting, shorthand, and office practice. Emphasis is placed on the commonality and interrelationships that exist between each of these subjects. Pupils are scheduled for three consecutive periods in the Centre, thus permitting a flexibility of time for varying lengths of teaching and learning when this is desirable. There is flexibility of movement by the pupils as they use different parts of the

complex within any teaching unit of time. The entire staff functions cooperatively as "office supervisor" to all pupils, emphasizing the team's commitment to the philosophy of a fusion of the skills.

Through this observation, the college students saw very excellent utilization of pupil and teacher time. Pupils moved freely from one assignment to another and among subject areas. There was total pupil involvement in the program throughout the assigned block of time.

The students noted that both the pupils and teachers enthusiastically support the program since pupils are developing higher level business skills in a less structured and more office-type situation.

TEACHER VISITATION OF INNOVATIVE AND SPECIALIZED PROGRAMS

February, March, and April, 1973

Open Space and Individualized Instruction

At Pennridge High School in Perkasio, federal funds have provided for an experimental program using a remodeled girdle factory as the locale. The building, which is adjacent to the high school, consists of one large room with areas designated for different phases of instruction. Similar to current trends in office landscaping, areas are formed by the arrangement of filing cabinets and furniture.

Although pupils are assigned to specific classes in the appropriate area, much of the instruction is provided by learning packets. These packets, most of which were prepared by the teachers in the program, permit pupils to work at their own rate and to develop job competencies to their fullest potential.

Pupils are permitted to move throughout the entire room when their work requires doing so; however, teachers generally stay in the area where their group is assigned. A paraprofessional who is assigned to this program moves throughout the room, assisting in areas where needed.

Small Group Instruction

Because of the wide range of abilities within a typical typewriting classroom in the Pittsburgh Public Schools, some typewriting teachers under the leadership of business education administrative personnel are experimenting with a modification of the traditional classroom by grouping pupils according to typewriting achievement. These experimental

typewriting classes are of average size for the school system and meet for one class period per day.

After the first several days of instruction, the teacher groups pupils by level of typewriting skill. A pupil may be reassigned to another group as his skill shows the need for assignment to a faster or slower group. Pupils in each of the three groups sit together in an informal arrangement in one area of the room and are taught the same lesson.

The three groups necessitate three separate lesson plans which are coordinated to provide opportunities for teacher demonstrations and explanations, skill building sessions, and individual assistance. When the teacher is working with one group, pupils in the other two groups are encouraged to assist each other when difficulties arise.

At Allegheny High School provision has been made for several pupils who have entered the typewriting class after the term begins. Special equipment with supplementary individualized instructional materials is available in carrels along one side of the room. These pupils primarily work at their own rate with teacher direction and supervision as needed or requested.

Johnstown Vocational Technical School

This vocational technical high school is one out of ten in Pennsylvania which provides the complete education program for its students; the school offers not only vocational courses, but basic education courses and a wide range of cocurricular activities.

The business department offers legal and medical secretarial programs, advanced business, and elective or personal-use courses.

Approximately 20 percent of the student body is enrolled in some type of business subject.

One of the innovative features of the business department is the offering of the legal and medical secretarial programs. These programs, which may be taken in twelfth grade or as postsecondary work, include specialization of basic skills initiated in the comprehensive high school culminated by a six-week internship in a legal or medical office.

In addition to a secondary program, the school provides an extensive adult evening program. The business offerings include accounting, book-keeping, typewriting, shorthand, and clerical. According to enrollment figures, business subjects are about fourth or fifth in popularity.

Career Education

The Pittsburgh Public Schools provides career education through a three-phase program.

Phase I is designed primarily for the sixth grade and introduces the "world of work" through a four broad concepts--production, communication, consumership and human relations.

Phase II offers selected content in ten areas of occupation, vocational, and technical education relevant to the needs and interests of the pupils in seventh grade.

Phase III in eighth grade continues to emphasize the ten major areas presented in Phase II but narrows the in-depth experiences for each pupil to four areas which he selects.

During Phase II, which was observed at South Side Education Center, the pupils are assigned to a self-contained team. The pupils remain a member of this team throughout the entire year. Each team spends

approximately one-third of its time in the business area, one-third in production, and one-third in the services. During the time a team is within one area, the same teacher will work with the team. When the team moves to the next area, another teacher, who is specialized in that area, will become the new teacher.

Activities in Phase II are coordinated and set up on the basis of a business venture as related to the world of work. For example, the teams in the production areas produce goods which are sold at a merchandise mart or in the cafeteria which is operated by the team in foods and nutrition, part of the service area.

The main function of Phase II is to provide pupils with exposure to a broad range of vocations as a step in vocational counseling. After this broad exposure, the pupil can select for in-depth study in eighth grade the four areas which have most appeal for him.

Center for Independent Learning, Robert Morris College

Individualized instruction is the mode for teaching shorthand and typewriting at the Center for Independent Learning at Robert Morris College in Pittsburgh.

A pupil without any skill begins at the initial level while a pupil who has some skill is tested and begins instruction at the appropriate level for him. Through the use of a multi-media system comprised of audiotapes, slides, and printed materials, each pupil progresses through the program at his own rate.

The program is supervised and individual help is provided by teachers who are always available in the laboratory. In addition, para-professionals are available for maintaining records, checking out materials, and assisting with equipment operation.

In this program the pupil not only determines his own pace, but he also determines the competency level he wishes to attain and the times most convenient for him to pursue his study. This program provides maximum pupil involvement for determining and fulfilling educational goals.

Simulated Office Experience

The Anne Arundel Luggage Company, a simulated business enterprise at Severna Park High School, was organized to provide senior clerical pupils with an opportunity to develop vocational competencies in a realistic situation. Through the use of simulated work experience, pupils whose skills had not reached employable standards were able to further develop these competencies while learning the importance of responsibility, work flow, and co-worker relationships.

The pupils enrolled in the course had previously completed one or two years of typewriting instruction and a course in office machines. Each pupil applied for one of the positions within the organization, completed an interview with the instructor, and took the appropriate employment tests. After the initial hiring of employees, students periodically transferred to other positions within the organization.

This simulation has been designed for one average-length class period. Therefore, it demonstrates the practicality of using a simulated office program within the schedule constraints of many secondary schools.

Individualization of Instruction

Armstrong School District has been the recipient of federal funds for the individualization of instruction in bookkeeping. A coordinator and team of teachers divided high school bookkeeping instruction into

27 essential topics. For each topic an instructional packet was developed. This packet, which is based on the textbook, includes optional instruction available by audio-visual media.

The packets are introduced at the completion of the first bookkeeping cycle, and from this point each pupil progresses at his own rate. The audio and visual aids are used by those pupils who feel a need for media other than the printed textbook. In addition, pupils receive help from each other and from the teacher.

Bookkeeping teachers in the Armstrong District were permitted to try these new materials and this new method in their classrooms or to continue with traditional group instruction. About half of the bookkeeping teachers are using the individualized program, and one teacher is using both methods. At the end of the year a comparison of pupil achievement for groups using the two types of instruction will be made.

VIDEOTAPES OF HIGH SCHOOL BUSINESS CLASSES

Consumer Education - Mr. Paul Eurich, Cedar Cliff High School

In teaching a lesson on "The Consumer and the Law," the instructor uses many supplementary materials effectively: a recorded message, the newspaper, pupil-constructed cartoons, and a study guide.

During the latter part of the lesson, the pupils complete a bulletin board as part of the lesson's development. This technique generates much class interest and participation.

The teaching techniques demonstrated in this lesson are applicable in teaching any consumer education or general business class.

Shorthand II - Mrs. Linda Rupert, Cumberland Valley High School

This lesson illustrates how the shorthand teacher improves the related knowledge of punctuation and word usage so necessary to developing skill in transcribing shorthand notes.

By using a handout sheet and the overhead projector, the teacher reviews punctuation rules by having the pupils decide on the correct marks of punctuation in a series of sentences. She then has them supply the correct rule for each punctuation mark suggested.

Through a second handout, the pupils and teacher discuss words which often cause confusion. Together they select the correct word to be used in each sentence on the handout.

Bookkeeping I - Mr. Paul Capehart, Redland High School

The chalkboard is used extensively in this lesson on sales and purchases returns and allowances.

The teacher demonstrates that pupil comprehension of a lesson in bookkeeping depends on a spiral development, the presentation of new concepts being based on what pupils already know. Included, too, is the teacher-pupil discussion of new business terms which are essential to the pupils' total comprehension of the lesson.

Business Mathematics - Mr. Stephen McFeely
Severna Park High School, Maryland

In this class, each pupil uses a textbook, workbook, and teacher-prepared learning pac as he proceeds at an individualized pace to complete the units which are assigned. Having learned to operate the adding machine by touch, each pupil has his own machine and uses it constantly in calculating solutions.

The teacher explained that adding machines are introduced after pupils have demonstrated the ability to do routine calculations quickly and accurately. Pupils learn and must operate the adding machines by touch.

This teacher's innovative approach has eliminated the drudgery and repetitiveness frequently observed in business mathematics classes. By using machines, pupils solve mathematics problems as they would in a business office. As a result, there are no idle minutes because pupils work on their individualized assignments with interest and enthusiasm.

Additional Videotapes

Additional videotapes will be made during the first semester of the 1973-74 school year. These will show techniques in teaching introductory lessons in shorthand, bookkeeping, and typerwriting.

These videotapes will be used for illustrative and discussion purposes in both the undergraduate methods and graduate improvement of instruction classes.

STUDENT ATTITUDES

Many college students majoring in business education regard the methods course as one of the most important courses in their preservice training. During or after the course, they have frequently commented on how the course has helped to increase their awareness of the teacher's role and how it has helped them to better evaluate their interest in and capabilities for becoming a teacher. Because of these student comments about the course, the business education methods teachers decided to measure its significance in creating a more positive attitude toward teaching.

Although unsigned course evaluation forms are used by the teachers, these evaluations might reflect only superficial opinions which are transitory and which do not have any significant effect on attitude or self-perceptions. Therefore, the teachers wanted to learn if the positive effect is felt by only a few individuals or is it common for the majority of the students.

In an attempt to more accurately evaluate the effect of methods on student attitude, a battery of tests was given to the 27 business education methods students during the third week of class and again during the last week of class. This battery consisted of the Rokeach Dogmatism Scale, the Minnesota Teacher Attitude Inventory, and the Counseling Form of the Tennessee Self Concept Scale.

Because the time interval was only 12 weeks between the first and second administrations of the test battery, it seemed unlikely that there would be any marked change in student scores from the pretest to the

posttest. Furthermore, since methods students are either juniors or seniors in college, attitudes, self concepts, and personality patterns are rather well formulated. On the other hand, students in the methods block had at least five class periods per week together as well as additional time in field experiences, microteaching, and visiting innovative programs. Moreover, the activities in methods require more interaction and active participation among class members than is normally incurred during a lecture-type course. Therefore, although the time period was short, it was felt that the type and scope of activities involved during this interval might have a discernible effect on student attitudes.

The mean and the standard deviation were calculated for each of the test scores, and the t test was used to determine the significance of the difference between the means. The mean, standard deviation, and t score are given in the table on page 27.

There was no significant difference between the means of the pretest and posttest on the Rokeach Dogmatism Scale or the Minnesota Teacher Attitude Inventory Scale. However, the posttest mean for the Rokeach was lower (This is the expected direction.), and the mean for the Minnesota Teacher Attitude Inventory Scale was higher on the posttest than on the pretest. On the Tennessee Self Concept Scale three of the ten mean scores on the posttest showed an increase over the mean on the pretest that was significant at the .05 level. As can be seen in Table I, the other seven scores all showed an increase in the expected direction--a higher posttest score on all factors except the Self Criticism Score where a lower score is the expected direction. From the tendency for an increase in these scores, it seems possible that a greater effect might have resulted if the period of time had been longer.

The factor on the Tennessee Scale which had the greatest gain was the Personal Self Score, an indication of the individual's feeling of adequacy about his personality apart from his body or his relations with others. The next factor which had increased most was the Total Positive Score, the individual's overall level of self esteem. (According to the test manual, this is the single, most important score on the Counseling Form.) The third factor was the Self Satisfaction Score, an indication of how the person feels about the self he perceives.

These significantly improved scores on the Tennessee Self Concept Scale indicate that the sum total of experiences during the semester had a positive effect on the student's attitude toward himself. They also tend to support the students' statements about the benefits of the methods course in developing a better understanding of the teacher's role and their abilities for functioning in that role.

MEAN, STANDARD DEVIATION, AND T-SCORE
FOR ATTITUDE TEST BATTERY

Variable (N = 27)	Mean Raw Score		Standard Deviation		T-Score
	Pre	Post	Pre	Post	
Rokeach (RDS)	153.22	150.51	23.86	25.64	.66
Minnesota Teacher Attitude Inventory	27.74	34.11	25.67	31.18	1.40
Tennessee Self Concept Scale					
Total Self	326.85	337.00	23.03	21.68	2.23*
Identity	122.37	123.48	7.01	7.91	.67
Self-Satisfaction	98.48	106.74	11.53	9.96	3.96*
Behavior	106.00	106.78	9.68	8.10	.48
Physical Self	66.85	67.41	6.97	7.67	.45
Moral Ethical Self	65.30	67.22	8.50	6.54	1.35
Personal Self	61.48	65.96	6.58	6.33	4.27*
Family Self	67.11	69.30	7.09	7.85	1.62
Social Self	66.07	67.11	5.80	5.83	1.06
Self Criticism	35.04	34.85	4.72	4.81	.20

*Significant at the .05 level

SUMMARY AND CONCLUSIONS

Project funds provided business education methods students at Shippensburg State College with an opportunity to observe an extensive adult evening program and several innovative programs. Although most of these innovative programs were designed for the purpose of more adequately meeting the educational needs of pupils from socioeconomically disadvantaged environments, many aspects of the programs are adaptable and equally appropriate for disadvantaged youth in rural and suburban high schools.

When students were asked to evaluate the four-day trip, many indicated that one of the most worthwhile experiences had been meeting high school teachers who were so enthusiastic about teaching and so dedicated to providing worthwhile educational programs for their pupils. The students were also most impressed by the modern office equipment that was being used in various high schools, and they wondered why Shippensburg State College did not have more of this equipment.

After visiting the inner-city schools, several students expressed a desire to teach in the inner city.

On the negative side, the students felt that the four-day trip was too long and that they had reached their saturation point before the end of the trip.

The block of time scheduled for Thursday morning provided an opportunity for these prospective teachers to assist a secondary teacher in the classroom. On Thursday mornings when the students remained at the college, public school personnel met with the classes to discuss the following topics: the school guidance program and the role of the

counselor in the high school, the home and school visitor and the presence of disadvantaged youth in the schools, procedures for developing materials to individualize instruction. Also during one of these periods, the students visited the Franklin County Vocational Technical High School near Chambersburg. This observation gave them an insight into the objectives of vocational technical schools and the contribution of these schools to the educational system within a school district.

The integration of the two courses, Methods of Teaching Business Subjects and Evaluative Techniques and Guidance enabled students to realize that the learning process is a continuous spiral of setting goals, providing appropriate learning experiences, evaluating achievement of goals, and guiding students to high learning levels.

This project permitted the business education department at Shippensburg State College to develop a library of videotapes and slides. It presently contains visuals of 17 innovative programs that were visited in conjunction with this project. Tapes of secondary school teachers in a variety of business classrooms are also included and will be expanded in the fall of 1973. This library of tapes and slides will be used in future methods classes and graduate courses.

The battery of attitude tests administered to the students at the beginning and end of the semester indicated that there had been a positive change in some of the attitudes of these young people. And, as one classroom teacher who works with student teachers indicated in a recent issue of The Pennsylvania Professor, the most important factor in a beginning teacher is his attitude. This is a statement that is also borne out in research: Individuals who have positive self concepts tend to be able to promote greater growth in pupils.

PRE-STUDENT TEACHING LABORATORY EXPERIENCES
In a High School
For Students Enrolled in
"Methods of Teaching Business Education Subjects"

SHIPPENSBURG STATE COLLEGE
Shippensburg, PA 17257

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INTRODUCTION

Shippensburg State College has set aside a four-hour block in the business education student's schedule at the time he is taking the professional core--"Methods of Teaching Business Education Subjects" and "Evaluative Techniques and Guidance." These four hours provide time for laboratory experiences in a high school in this area. These laboratory experiences will be directed and supervised by an experienced business teacher in the assigned high school.

In addition to observing classes, the student will adjust to the secondary school routine, compile a variety of teaching strategies, prepare materials for the teacher, work with pupils in a one-to-one situation. Most important, the student will assist in a variety of activities related to classroom instruction which will permit him to experience the application of performance objectives and teaching-learning strategies to both skill and cognitive business subjects. Thus, these laboratory experiences will permit the student to become oriented to the high school classroom prior to student teaching.

TIME SCHEDULE FOR LABORATORY EXPERIENCES

The student will report to the teacher at least 10 minutes before the morning session begins and will stay as long as possible. Departure time will vary since the college student must allow traveling time from the high school to permit him to be on campus by 11:50 a.m.

If a student is unable to report on a certain date because of serious illness, it is his responsibility to contact the participating teacher and the college instructor by 7 a.m.

OBJECTIVES OF PRE-STUDENT TEACHING LABORATORY EXPERIENCES

Prior to student teaching, the prospective business teacher will observe and participate in teaching-learning activities in a high school business department that will enable him to:

1. Develop an insight into the importance of his personality as it relates to the physiological characteristics of high school students.
2. Analyze and adjust his personality, including personal habits, values, and attitudes, as this may be necessary to establish satisfactory interaction with students and faculty.
3. Recognize that an effective climate for teaching is dependent on efficient classroom organization and advance planning for instruction.
4. Analyze methods and techniques of teaching, as they are designed to meet individual differences and needs, in both skill and cognitive business subjects.
5. Interact with a high school faculty member in the selection and development of innovative teaching strategies.
6. Assist in the use of instructional media, thereby having the opportunity to assess their value in specific teaching-learning situations.
7. Assist in the development of evaluative instruments and analyze their effectiveness in measuring learning outcomes.
8. Develop an appreciation for the supportive services provided in the high school as an aid to effective classroom management and the educational development of pupils.
9. Perceive that efficient operation of the school plant and its facilities are essential to effective teaching.
10. Compile a resource file of teaching strategies that have been field tested through the laboratory experiences.

The above objectives will not be realized in a specific laboratory period. In fact, their achievement will only be accomplished as the college

student returns to the high school each week and becomes identified with the school's total program. The realization of these objectives is an integral part of each week's activities and the total program.

These objectives indicate that educational theory and classroom practice becomes supportive through these laboratory experiences. The high school teacher who assists in this program participates directly in the professional development of the college student whom he supervises. The Business Education Department of the College is most appreciative of this cooperation.

LABORATORY EXPERIENCES

The suggested series of laboratory experiences are not designed to be used in a specific order. It is possible that not all of the experiences will be used in any one semester. They are to be adjusted to the individual interests and needs of the college student. On occasion, the student may engage in several of these activities during one, four-hour visit. Moreover, a student may engage in the same activity several times.

We are especially interested in having the participating teacher assist the college student with arrangements for observing the classes of other teachers in the Business Department.

The program's design will evolve through the cooperative efforts of the college instructor and the participating teacher as they plan with each student his individualized program.

All experiences planned must be in harmony with local school district policy as established by the Board of Education and supplemented by school district administrators.

RESPONSIBILITIES OF THE COLLEGE STUDENT

Each week the college student is to:

1. Report to the participating teacher 10 minutes before the beginning of the morning session.
2. Remain at the school throughout the morning.
3. Briefly summarize the day's activities and submit a typed report and appropriate forms to the college instructor at the beginning of the class on Friday.
4. Keep a notebook of the materials and work completed for the laboratory experiences. All reports that are submitted to the college instructor will be returned for inclusion in this notebook.
5. Record the day's instructional activities on the Record of Laboratory Experiences on page 5 and update the Diary of Noninstructional Experiences, Page 18A.
6. Contact the participating teacher and the college instructor if unable to attend laboratory sessions because of serious illness.

SUGGESTED ACTIVITY ASSIGNMENTS

RECORD OF LABORATORY EXPERIENCES

Laboratory Experience	Week									
	1	2	3	4	5	6	7	8	9	10
1. Introduction										
2. Observations										
a. Bookkeeping										
b. Business Law										
c. Business Math										
d. General Business										
e. Office Practice										
f. Shorthand										
g. Typewriting										
h. Subject of your choice										
3. Directed Study Period										
4. Correcting Techniques of Beginning Typists										
5. Demonstration and/or Teaching Segment										
a. Skill Subject										
b. Cognitive Subject										
6. Individualized Work										
7. Checking Pupil Work										
8. Test Item Construction										
9. Preparing Instructional Materials										
10. Bulletin Board										
11. Noninstructional Duties										
12. Dictation to Shorthand Class										

STUDENT EVALUATION FORM
Pre-Student Teaching Experiences
Shippensburg State College

College Student _____ High School Assignment _____

SSC Professor _____ H. S. Teacher _____

Upon completion of the program, please fill out and return this form to Dr. Robert Taylor, Associate Dean, School of Education, Shippensburg State College, Shippensburg, PA 17257.

Your evaluation of each item listed below will indicate how effectively the college student has accomplished the objectives of the laboratory experiences as a preparation for student teaching. Your appraisal and written comments will be of particular importance in counseling and advising the student.

Place a check mark in the appropriate column according to the designated scale.

1. below average
2. average
3. superior

	1	2	3
I. ABILITY TO ADJUST TO SITUATIONS			
A. Rapport with pupils, faculty, and administrators			
B. Willingness to accept and carry out assignments			
C. Ability to assume responsibility			
II. TEACHER ASSISTANCE			
How helpful has the student been to you?			
III. UNDERSTANDING OF HIGH SCHOOL PUPILS			
A. Recognition of nature and characteristics of high school pupils			
B. Recognition of learning difficulties of high school pupils			
C. Ability to communicate with pupils			
IV. PARTICIPATION IN INSTRUCTIONAL PROGRAM			
A. Appropriate selection and use of teaching strategies			
B. Appropriate selection and use of instructional media			
C. Preparation of materials appropriate for pupil' ability and age level			
D. Ability to evaluate learning outcomes			
E. Quality of participation in total laboratory experiences			
F. Ability to adequately preplan for weekly laboratory assignments			

Comment on any evaluations you wish to clarify:

Indicate areas where further growth will be beneficial to the student (voice, enthusiasm, selection of materials, planning, etc.)

Reverse side for additional comments you may wish to make.

EVALUATION OF LABORATORY EXPERIENCES
Pre-Student Teaching Program
Shippensburg State College

College Student _____ High School Assignment _____
 SSC Professor _____ H. S. Teacher _____

Upon completion of the program, please fill out and return this form to Dr. Robert Taylor, Associate Dean, School of Education, Shippensburg State College, Shippensburg, PA 17257.

Listed are typical experiences in which the college student has probably participated during his visitations in your high school. Please check your estimate of each item, keeping in mind that this program is designed to prepare the college student for the student-teaching semester.

Experience	Very Beneficial	Beneficial	Not Beneficial	Should be Eliminated From Program	No Opportunity Provided Student
Becoming acquainted with public school environment					
Observation of teachers and pupils					
Helping during guided study periods					
Checking and analyzing pupil work					
Tutoring individual pupils					
Doing non-instructional tasks					
Constructing test items					
Teaching portions of lessons					
Assisting with laboratory experiences					
Constructing and displaying bulletin boards					
Using multi-sensory aids					

Use reverse side for the following:

1. Comments, pro or con, on any of the experiences listed above.
2. What do you consider to be the principal strengths of this program?
3. What do you recognize as the weaknesses in the program?
4. What are your recommendations for revising the program to improve its overall effectiveness as preparation for student teaching? Please describe your ideas with enough detail to illustrate your recommendations.

1. INTRODUCTION TO LABORATORY EXPERIENCES

Objectives

The college student displays adequate orientation to his assigned high school, including:

1. The business teacher who directs and supervises the laboratory experiences.
2. The faculty and students.
3. The school plant and its facilities.
4. The supportive services.

This objective will not be accomplished in the first laboratory period at the high school. Its realization will be effected as the student participates in each week's activities and identifies himself with the high school's total program.

Suggested Activities for First Laboratory Period

1. Begin anecdotal record of each day's activities--to be kept in loose-leaf binder.
2. Prepare seating chart for each class your assigned teacher has during the laboratory period you are in the high school so that you may learn these names quickly. (Page 8A)
3. Tour the high school, familiarizing yourself with school facilities such as: the library, main office, audio-visual center, guidance center, teachers' rooms.
4. Acquaint yourself with routine procedures included in faculty and student handbooks.
5. Learn to know the school's philosophy.
6. Request copies of business curriculum and courses of study so that you may become familiar with the high school business program.
7. Observe actual teaching as a means of learning to know the participating teacher to whom you are assigned and the students in the classes.

Your Name _____
Name of H. S. Teacher _____
Class _____
Period _____
Time _____

SEATING CHART (Complete One for Each of Your Assigned Classes)

2. OBSERVATION OF BUSINESS EDUCATION CLASSES - SKILL AND COGNITIVE SUBJECTS

Objectives

Through his observation of teaching in high school business education classes, the college student will:

1. Display the competency to identify lesson objectives, list teaching techniques and pupil activities used for the lesson's development, and indicate if reteaching will be necessary from the teacher's summarization and evaluation of the learning that has taken place.
2. Demonstrate the ability to recommend alternate techniques and pupil activities to be used in achieving the lesson's objectives in terms of the pupils' interests and needs.
3. Recognize differences in teaching techniques and pupil activities which elicit learning when lessons are devoted to cognitive rather than skill subjects.

Activity

1. Observe at least one class in each of the areas listed below. If possible, do not have more than two of these observations with your participating teacher. Ask your participating teacher to make the necessary arrangements with another member of the business department for the additional observations.
 - a. Bookkeeping I or II
 - b. Business Law
 - c. Business Math
 - d. General Business
 - e. Office Practice
 - f. Shorthand I or II
 - g. Typewriting I or II
 - h. One other subject area of your choice
2. For each observation complete a copy of the Observation Form (Page 9A). The completed form will become a file of teaching strategies and pupil activities to which you may refer when you begin to teach.

OBSERVATION FORM

Your Name _____ Textbook _____

Teacher's Name _____ Title of Unit _____

Date _____ Title of Lesson _____

Write the lesson's objectives as you identify them.

List the teaching techniques (strategies) used for introducing, developing, and summarizing the lesson.

Describe how the teacher evaluated the achievement of the lesson's objective(s).

List alternate techniques that could be used for this (or a similar) lesson to accomplish the objectives.

Record your own reactions on the back.

3. ASSIST THE PARTICIPATING TEACHER DURING DIRECTED STUDY PERIOD*

Objectives

Through assisting the participating teacher during the directed study period, the college student will:

1. Display the ability to identify learning difficulties in specific subject areas.
2. Demonstrate competency to teach students when individualized instruction is required to improve student comprehension of that day's lesson.
3. Indicate in his report the capability to use information gained during directed study to introduce the next day's lesson.

Activity

1. Assist the high school teacher during directed study periods.
2. Complete a copy of the Directed Study Form (Page 10A) the first time you engage in this activity.

*Directed study is the time given during the class period for students to work on assignments given by the teacher.

DIRECTED STUDY FORM

Your Name _____ Title of Unit _____

Teacher's Name _____ Textbook _____

Date _____ Title of Lesson _____

Describe the learning difficulties encountered by a pupil(s) that you helped during the directed study period.

Describe how you helped the pupil(s) overcome the learning difficulties.
(Use reverse side if necessary.)

Based on the knowledge gained from the directed study period, explain how you would use it to begin the next day's lesson.

4. ASSIST PARTICIPATING TEACHER TO CORRECT TECHNIQUES OF BEGINNING TYPISTS

Objectives

As he walks about the classroom to observe beginning typists, the college student will:

1. Reveal his capability to analyze improper stroking patterns and techniques.
2. Demonstrate his ability to assist students individually, in a small group, or as the total class to correct faulty stroking patterns and techniques.

Activities

1. As you observe beginning typists at their machines, you may give assistance individually to correct faulty techniques, stroking, and/or reach patterns.
2. As an introduction to the lesson, you may present a demonstration of correct techniques, stroking, and reach patterns.
3. Through a planned drill, presented to the entire class or a small group, you may direct attention to improved techniques, stroking, and/or reach patterns.
4. Summarize your activities by completing a Typewriting Appraisal Form (Page 11A) the first time you engage in this activity.

TYPEWRITING APPRAISAL FORM

Your Name _____ Title of Unit _____

Teacher's Name _____ Textbook _____

Date _____ Title of Lesson _____

Describe the faulty reaches, incorrect stroking, and/or improper techniques which you identified.

Describe the method(s) you used to correct faulty reaches, incorrect stroking, and/or improper techniques, indicating whether you gave individual or group instruction.

How would you use the knowledge you have gained through this activity in instructing students in future classes you may teach?

5. GIVE SPECIAL DEMONSTRATION OR ASSIST IN TEACHING A SEGMENT OF A LESSON IN A SKILL AND A COGNITIVE SUBJECT

Examples: Introduction or Summary of a Lesson; New Material or a New Concept; Case Study; Game; Skit or Role Playing

Objectives

Through presenting a portion of a lesson, the student will:

1. Demonstrate his ability to write behavioral objectives, use appropriate teaching strategies, and then evaluate the effectiveness of his presentation.
2. Reveal that he can present the material at the level of student comprehension.
3. Display how effectively he can establish rapport with students.

Activities

1. After you have learned to know the students, are at ease in the classroom, and demonstrate subject-matter competency, the high school teacher and you will select an appropriate segment of a lesson through which you will gain experience in actual teaching.
2. You will prepare a detailed lesson plan. This plan will be reviewed by the participating teacher and following its approval, you will teach that part of the lesson which you and the participating teacher have selected.
3. A copy of the lesson plan will be submitted to the college instructor after the lesson has been taught. On this copy include a self-evaluation of the lesson. It may also include the comments and suggestions of the participating teacher.

6. ASSIST PUPIL DOING MAKE-UP WORK, REMEDIAL STUDY, OR AN INDEPENDENT STUDY PROJECT

Objective

The college student through his work with individual pupils will reveal his competency to select teaching strategies adapted to the individual pupil and his specific instructional needs.

Activities

1. With the assistance of the participating teacher, you will familiarize yourself with the instructional needs of the pupil.
2. Under the supervision of the participating teacher, you will have the opportunity to instruct the pupil, using techniques appropriate to the educational level of the student and the subject matter to be covered.
3. The first time you give individualized instruction, complete a copy of the Individualized Instruction Form (Page 13A).

INDIVIDUALIZED INSTRUCTION FORM

Your Name _____ Subject _____

Pupil's Name _____ Title of Unit _____

Date _____ Title of Lesson _____

Describe the make-up work, the independent study project, or the learning difficulties for which remedial study was required.

In detail, describe the plan you used to teach this pupil.
(Use reverse side if necessary.)

Upon completion of your instruction evaluate your results.

7. CHECKING PUPIL WORK

Objectives

Through checking daily assignment papers and/or objective tests for specific lessons, chapters, or units, the college student will:

1. Display the ability to correct papers efficiently and accurately.
2. Demonstrate that he can identify areas where remedial instruction is necessary.
3. Recognize that student difficulty in answering questions on objective tests may be due to faulty construction.

Activities

1. Check the daily-assignment papers of pupils as directed by the high school teacher.
2. Check lesson, chapter, or unit tests as directed by the participating teacher.
- *3. For your experience only, record the scores from a chapter or unit test, assign a grade to each test and justify your assignment of grades. This information should not be made known to the pupils since the assignment of grades is the responsibility of the participating teacher. You will probably want to confer with the participating teacher to discuss your grading and its justification.
4. After checking the chapter or unit test, the participating teacher will probably discuss the test's construction with you, indicating items which may have been too difficult, confusing, or not covered fully enough in the instruction--also, items which may not have been good test items because they were too easy.
- *5. When you check the daily-assignment papers, select a common error of the class. Analyze why the error occurred and explain how you would teach to correct the error.

*Data for items 3 and 5 will be recorded on the appropriate Checking Pupil Work Form (Page 14A and 14B).

CHECKING PUPIL WORK FORM
Unit or Chapter Test

Your Name _____ Subject _____

Teacher's Name _____ Title of Test _____

Date _____

List the test scores for each class member from high to low. Indicate assignment of grades.

Justify your assignment of grades.

Summarize discussion with participating teacher regarding the test's construction and its results.

CHECKING DAILY PUPIL WORK FORM
Daily Assignment

Your Name _____ Subject _____

Teacher's Name _____ Title of Unit _____

Date _____ Title of Lesson _____

Analysis of a common error on a daily assignment.

Suggested remedial instruction to correct the error.

8. TEST ITEM CONSTRUCTION

Objectives

1. The college student will display the ability to write objective test items which measure mastery of subject matter in terms of the unit's performance objectives.
2. By including his objective test items in the unit test which the participating teacher gives to the class, the college student will demonstrate that he can analyze items for their difficulty and discrimination ability.

Activities

1. On 3 x 5 cards prepare in duplicate a list of objective test items for the high school teacher's use. The questions should deal with a current unit or chapter selected by the participating teacher.
2. You will retain the duplicate set of cards for future reference. Therefore, on the reverse side of each card record:
 - a. Any comments the participating teacher provides regarding the appropriateness of the item.
 - b. An analysis of each test item used with respect to its difficulty and discrimination ability.
3. Select one test item. Write the pupil performance objective it is intended to evaluate. Defend your position that it does evaluate this objective. Use the Test Item Construction Form (Page 15A) for this analysis.

TEST ITEM CONSTRUCTION FORM

Your Name _____ Subject _____

Teacher's Name _____ Title of Test _____

Write the pupil performance objective.

Write the test item selected to evaluate this objective.

Defend the selection of this type of test item to measure achievement of performance objective.

9. PREPARING SPECIAL INSTRUCTIONAL MATERIALS

Objectives

Through preparing either visual- or audio-aids, the college student will:

1. Demonstrate that he recognizes the relationship and value of using such aids to effective teaching.
2. Display the ability to select the appropriate instructional aid and use it effectively in teaching a specific concept.

Activities

1. Prepare one or more instructional aids (audio or visual) for use in the high school classes to which you are assigned. A few suggestions are provided as a guide:
 - a. Transparencies
 - b. Slides
 - c. Pictures, cartoons, drawing
 - d. Flash cards
 - e. Tape recordings--skits, cases, interviews, role playing
 - f. Flannel board demonstration
2. You will describe the aid which you used and analyze its effectiveness in teaching a particular concept on the Instructional Materials Form (Page 16A).

INSTRUCTIONAL MATERIALS FORM

Your Name _____ Subject _____

Teacher's Name _____ Title of Unit _____

Date _____ Title of Lesson _____

Description of audio- or visual-aid, including time spent in its construction.

Explain how it was used by you or the participating teacher in presenting a particular concept.

Briefly analyze its effectiveness as an aid in teaching this concept.

10. BULLETIN BOARDS

Objectives

Through constructing bulletin boards for cognitive and skill subjects, the college student will:

1. Demonstrate creatively his ability to arouse interest and motivate, as well as instruct visually.
2. Will reveal the ability to supplement and enrich textbook materials.

Activities

1. Prepare two or more bulletin boards during the semester. It is recommended that the themes be varied, as well as in both cognitive and skill subjects, if possible. Several suggestions follow:
 - a. Charts, graphs, newspaper and magazine clippings, drawings, or cartoons related to special topic or unit of study.
 - b. Personal items about business graduates.
 - c. Contest or game to motivate and arouse interest of students to improve work in a skill subject.
 - d. Personality development, including attitudes, grooming, etc.
 - e. Outstanding work of students.
 - f. Job opportunities - bookkeeping, shorthand, clerical, sales, etc.
 - g. Seasonal bulletin board--Christmas, winter, fall, Thanksgiving, etc.
2. For each bulletin board you prepare, make a sketch of the bulletin board and indicate its primary purpose. Use Bulletin Board Form (Page 17A).

BULLETIN BOARD FORM

Your Name _____ Subject _____

Teacher's Name _____ Title of Lesson _____

Date _____ Title of Unit _____

Subject of Bulletin Board _____

Primary Purpose of Bulletin Board

Sketch of Bulletin Board.

Comment on effectiveness of bulletin board.

11. NONINSTRUCTIONAL DUTIES

Objectives

Through assisting with noninstructional duties, the college student will:

1. Recognize that the efficient performance of such tasks is essential to successful teaching.
2. Display the ability to complete assigned noninstructional tasks without interference to classroom instruction.

Activity

1. During the semester you will keep a diary of the noninstructional tasks which you perform. As you complete a task, record it on the Diary for Noninstructional Experiences Form (Page 18A). A partial list of suggested tasks follows; it may be expanded to include other noninstructional tasks that you perform.
 - a. Typing materials and tests
 - b. Duplicating materials and tests
 - c. Monitoring tests
 - d. Checking attendance
 - e. Recording pupil scores in grade books
 - f. Issuing materials, equipment, supplies, etc.
 - g. Setting up demonstrations, film projectors, and other equipment

DIARY FOR NONINSTRUCTIONAL EXPERIENCES FORM

Your Name _____ Teacher's Name _____

Date

Duty Performed

Comment

12. DICTATING MATERIAL TO A SHORTHAND CLASS

Objective

By dictating to students in a high school class the college student will:

- a. Demonstrate a competency of the skills required to dictate at various speeds.
- b. Adjust his vocal control and pronunciation to enable all students to hear and understand the material being dictated.

Activity

1. Dictate for a segment of time to a high school shorthand class incorporating the necessary skill-building procedures and drills for developing dictation skill.
2. Complete an Evaluation of Shorthand Dictation Procedures Form (Page 19A) the first time that you perform this activity.

EVALUATION OF SHORTHAND DICTATION PROCEDURES FORM

Name _____

Class _____

Date _____

Grade Level _____

What was the objective of the dictation practice?

At what speed can every member of the class take dictation?

List evidences of student feedback concerning the clarity of the dictation.

What student writing habits did you detect for remedial work either on an individual or group basis?

What learning activities or drills did you provide between "takes"?

If you were to dictate to the same class tomorrow, how would you change your procedures?

Briefly summarize any comments or suggestions made by your participating teacher.