

BBER103 Business Education and Retail: Developing a Pedagogy

ECTS Value: 4 ECTS
Self-Study Hours: 48

Contact Hours: 20
Assessment Hours: 32

Overall Objectives and Outcomes

This module will equip course participants with the necessary knowledge, skills and competences to conduct learning based on the Learning Outcome Framework of Business Education and Retail syllabus. Course participants will be exposed to different teaching models and techniques, to be able to better understand and respond to learners' needs. This module will allow discussions that focus on the pedagogical strategies employed to reach the desired learning objectives. This module will allow the course participant to analyse teaching and learning strategies and methods, to examine the application of different teaching and learning strategies and methods and implement them for Business Education curriculum. For the Retail component, this will be taught through formation of vocational identity, development of reflection and self-regulation skills. The multidimensional framework for vocational pedagogy will be discussed and derived from the concept of a number of teaching and learning strategies, which need to be implemented by the educators for learning to occur, such as demonstration, practice and feedback.

By the end of this module, the learner will be able to:

Competences

- a. Develop lesson plans that motivate and enhance student's interpersonal capabilities and social learning whilst teaching Business Education and Retail within the vocational education system;
- b. Develop lessons and resources that focus on hands-on, practical, experiential activities and real-world scenarios;
- c. Create a student environment which stimulates learning by providing appropriate feedback, adequate questioning techniques, theoretical explanations, application and reflection as required;
- d. Advise students on the cross-curricular aspect vis-à-vis Business Education and Retail.
- e. Create an awareness of curriculum design and educational objectives underlying the teaching of Business Education and Retail at secondary level.
- f. Advise course participants ways on how to pace content, lesson plans and teaching resources required to teach Business Education and Retail in a mixed-ability setting.
- g. create educational resources for Business Education and Retail lessons.

Knowledge

- a. Identify the aims, content and concepts of Business Education and Retail pedagogy and be able to reflect on them;
- b. Recall the different MQF Levels in Business Education and Retail subject syllabi;
- c. Describe the engaging and active learning approaches, exploring the different sectors within the Business Education and Retail industry;
- d. Understand that the vocational education needs to be taught in the context of practical problem-solving, whilst creating a sense of learner ownership of the learning process;
- e. Discuss the existing challenges and barriers to successfully applying different pedagogies in Business Education and Retail and how these may be overcome;
- f. Describe the collaborative approach methods to teaching and learning;

- g. Describe the diverse pedagogical approaches towards Business Education and Retail
- h. List the initiatives which present opportunities for learning Business Education and Retail

Skills

Applying knowledge and understanding

The learner will be able to:

- a. Demonstrate knowledge about vocational contexts in a Retail setting, including people, places, cultures and the complex demands these bring with them;
- b. Apply cross curricular, thematic techniques and pedagogies related to Business Education and Retail during lessons;
- c. Create an environment that reflects real life situations and encourages transfer of skills from one learning area to another;
- d. Show creativity and innovation by presenting Business Education and Retail in an applied and practical way;
- e. Develop an understanding of the key aspects between the three subjects within the National Curriculum Framework;
- f. apply meaningful learning events for teaching Business Education and Retail
- g. explore community events/resources that can help in delivering a meaningful lesson

Assessment

Methods

This module will be assessed through: Online Forum/Discussion, Portfolio of Lesson Plans and Resources for Business Education, Retail SEC and SEAC.

Suggested Readings

Core Reading List

1. CEDEFOP. (2015). Vocational pedagogies and benefits for learners: practices and challenges in Europe, Luxembourg: Publications Office of the European Union, www.cedefop.europa.eu/files/5547_en.pdf.
2. Ingle, S. and Duckworth, V. (2013) Teaching and Training Vocational Learners. UK: Sage Publications Ltd.
3. Lucas, B., Spences, E. and Claxton, G. (2012). How to teach in vocational education: A theory of vocational pedagogy. UK: City and Guilds Centre for Skills and Development. [Available at: <https://www.educationinnovations.org/sites/default/files/How-to-teach-vocational-education.pdf>].
4. Lubbe, E. (2016). Innovative Teaching in Accounting Subjects: Analysis of the Flipped Classroom. International Journal of Social Sciences and Humanity Studies, Vol 8, No 2, ISSN: 1309-8063 (Online).
5. Sitholei, B. M. (June 2010). Pedagogical Practices of Business Studies Teachers in Botswana Junior Secondary Schools. International Journal of Scientific Research in Education, Vol, 3(1), 21-28.
6. Weil, S., De Silva, T.-A. & Ward, M. 2014. Blended learning in Accounting: a New Zealand case. Meditari Accountancy Research, 22(2):224-244
7. Wood F. and Sangster A. (2015). Business Accounting 1. Prentice Hall.
8. Mitchell E. & Sant Fournier A. (2014). Go for Accounting.
9. Clarke, S. (2001) Unlocking formative assessment: Practical strategies for enhancing pupils' learning in the primary classroom, London: Hodder and Stoughton.

9. Wood F. and Robinson S. (2013). Book-Keeping and Accounts. Prentice Hall.
10. Wood F. and Sangster A. (2015). Business Accounting 1. Prentice Hall.
11. Borrington, K. (2004) Teaching and Assessing Skills in Business Studies. Cambridge University Press

Supplementary Reading List

1. Grootenboer, P, Edwards-Groves, C, Choy, S. (2017). Practice Theory Perspectives on Pedagogy and Education. Singapore: Springer Publishers.
2. Mulder, M. (2017). Competence-based vocational and professional education. Switzerland: Springer International Publishing.
3. Pankhurst, K.V. 2010. Learning by experience, work and productivity: theory and empirical evidence. Journal of Vocational Education & Training, 62(2), pp. 103–122.
4. Farraday, S., Overton, C. & Cooper, S. 2011. Effective teaching and learning in vocational education. LSN. [Online]. Available at: http://www.coopergibson.co.uk/110052RP_effective%20VET_final%20report.pdf. [Accessed 08.03.2020].
5. Lucas, B., Spencer, E., & Claxton, G., (2012) How to teach vocational education: A theory of vocational pedagogy. University of Winchester in collaboration with City & Guilds Centre for Skills Development.
6. Morgan T. (2016). Visual Merchandising: Windows and in-store displays for retail. 3rd edition. Laurence King Publishing.