

MBER101 Business Education and Retail: Pedagogy and Curriculum

ECTS Value: 9 ECTS
Self-Study Hours: 108

Contact Hours: 45
Assessment Hours: 72

Overall Objectives and Outcomes

This module will equip course participants with the necessary knowledge, skills and competences to conduct learning in Business Education and Retail towards the Learning Outcome Framework. Discussions will focus on the pedagogical strategies employed to reach: (i) the desired learning objectives and (ii) the balance between the teacher's teaching perspective to the students' learning perspective and processes.

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

Competences:

- a. Demonstrate autonomy in the direction of learning within Business Education and Retail field of study;
- b. Create a learning outcome student centred pedagogical approach;
- c. Organise the respective Business Education and Retail curriculum into effective and engaging episodes of learning for one's students;
- d. Propose new models of schemes of work and record of work for Business Education and Retail;
- e. Implement different teaching and learning methods to promote learning in Business Education and Retail;
- f. Develop a researched based approach to provide feedback to learners following Business Education and Retail educational programmes;
- g. Deploy originality in the drafting of schemes of work and sample lesson plans for theoretical and practical learning in Business Education and Retail.

Knowledge:

- a. Demonstrate an understanding of the various Business Education and Retail pedagogies;
- b. Understand key aspects related to the Business Education and Retail sector such as finance, management, economic, entrepreneurship, merchandising and digital;
- c. Identify the key components of the Business Education and Retail programme;
- d. Develop comprehensive knowledge and understanding of the Business Education and Retail curriculum as per MATSEC LOF syllabus;
- e. Evaluate best strategies and curriculum to implement in different settings;

- f. Develop strategies for the identification and acquisition of educational resources for vocational education, particularly in Retail;

Skills:

- a. Interpret and assess the effectiveness of the various core Business related subjects methodologies;
- b. Employ various mediums of teaching and learning through the use of technology-enhanced media.
- c. Employ effective methods in teaching Business Education and Retail topics that are covered by specific learning outcome to students;
- d. Manage, develop and evaluate creative educational resources and material to conduct a theoretical and/or practical lesson in Business Education and Retail subjects;
- e. Propose methodologies on how to develop relevant schemes of work, lesson plans, record of work and assessment criteria which are in line with the teaching of specific Business Education and Retail topics and their respective learning outcomes.
- f. Critically evaluate researched pedagogical approaches within the Retail vocational education and training environment;
- g. Critically evaluate researched pedagogical approaches within Business Education subjects;

Assessment Methods

This module will be assessed through: Presentation, Reflective Tasks, Project-Based Assignment.

Suggested Readings

Core Reading List:

1. Polidano & Tabasso, 2014. Making it real: The benefits of workplace learning in upper-secondary vocational education and training courses. *Economics of Education Review*, 42, pp.130–146.
2. Mikkonen, S. et al., 2017. Guiding workplace learning in vocational education and training: a literature review. *Empirical Research in Vocational Education and Training*, Volume 9, p. 9.
3. Tóth, P., 2012. Learning Strategies and Styles in Vocational Education. *Acta Polytechnica Hungarica*, 9(3), pp. 195-216.
4. Poortman, C.L., Illeris, K., Nieuwenhuis, L., 2011. Apprenticeship: from learning theory to practice. *Journal of Vocational Education & Training*, 63(3), pp. 267-287.
5. Pankhurst, K.V. 2010. Learning by experience, work and productivity: theory and empirical evidence. *Journal of Vocational Education & Training*, 62(2), pp. 103–122.
6. Schaap, H., Baartman, L. & de Bruijn, E., 2012. Students' Learning Processes during School-Based Learning and Workplace Learning in Vocational Education: A A Review. *Vocations and Learning*, Volume 5, pp. 99-117.
7. Avolio, B. (2014). *Pedagogy Innovation in Business Education*. Peru: CENTRUM Católica Graduate Business.
8. 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).

9. Sitholej, 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.
10. Weil, S., De Silva, T.-A. & Ward, M. 2014. Blended learning in Accounting: a New Zealand case. *Meditari Accountancy Research*, 22(2):224-244
11. Wood F. and Sangster A. (2015). *Business Accounting 1*. Prentice Hall.
12. Mitchell E. & Sant Fournier A. (2014). *Go for Accounting*. PEG
13. Dunne, P.M. and Lusch, R.F. (2008). *Retailing*. Thomson South-Western

Supplementary Reading List:

1. Aaltonen, K., Isacsson, A., Laukia, J., Vanhanen-Nuutinen, L. (2013). Practical Skills, Education and Development – Vocational education and training in Finland. HAAGA-HELIA University of Applied Sciences. [Online]. Available at: https://www.theseus.fi/bitstream/handle/10024/105167/HH+Practical_skills.pdf?sequence=1. [Accessed 08. 03 2020].
2. 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].
3. 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.
4. Morgan T. (2016). *Visual Merchandising: Windows and in-store displays for retail*. 3rd edition. Laurence King Publishing.