

A Statement by the Policies Commission for Business and Economic Education

THIS WE BELIEVE ABOUT KEYBOARDING

The dramatic increase in the use of computers affects our personal and professional lives. The keyboard is and will continue to be the most widely used input device in communicating with computers. Whether an executive uses a keyboard as a means of communication or a student interacts with a computer for drill and practice, the skill of keyboarding shortens input time and increases productivity.

Keyboarding is defined as the act of placing information into various types of equipment through the use of a typewriter-like keyboard. *Typewriting and keyboarding are NOT synonymous.* The focus of a keyboarding course is on input rather than output.

Students

WE BELIEVE THAT KEYBOARDING SHOULD BE REQUIRED OF ALL STUDENTS.

With the rapid expansion of computer usage, primarily microcomputers, educational institutions should require that all students develop keyboarding skills. Keyboarding skills will allow students to interface more efficiently with microcomputers in educational, personal, and/or future employment settings. The keyboard, as used on typewriters, word processors, microcomputers, and computer terminals, serves as the primary device for inputting information (words, numbers, and symbols) into electronic information processing systems (word processors, computers, or integrated systems). Students should develop keyboarding skills just prior to the time they will apply the skill. Therefore, it is critical that keyboarding instruction be provided over a wide range of grade levels.

Curriculum

WE BELIEVE THAT KEYBOARDING CURRICULUM SHOULD BE DEVELOPED TO REFLECT APPROPRIATE INSTRUCTIONAL OBJECTIVES AND CONTENT.

Instructional material should provide ample practice on alphabetic and numeric characters, symbols, and control and function keys. Copy should be similar to the material which students will input after developing their keyboarding skill.

WE BELIEVE THAT AFTER SUCCESSFULLY COMPLETING 25 TO 45 HOURS OF INSTRUCTION IN KEYBOARDING, STUDENTS SHOULD BE ABLE TO:

- Demonstrate the correct “touch” method for operating alphanumeric keys
- Demonstrate the correct “touch” method for operating a ten-key numerical pad
- Demonstrate a straight-copy speed of 25 to 45 words per minute (2.5 to 4 lines per minute) in 1- and 2-minute timed input exercises. Errors should be unacceptable since electronic corrections are part of the “touch” method on an electronic keyboard. (This objective assumes that keyboarding will be taught on an electronic keyboard and the speed expectations are dependant upon the grade level and the number of hours of instruction).
- Demonstrate the ability to work from straight-copy and rough-draft material

- Demonstrate the ability to proofread both alphabetic and numeric data
- Demonstrate the ability to follow oral and written directions
- Demonstrate the ability to compose at the keyboard

Levels of Instruction

Elementary schools should focus on the development of the “touch” method of inputting on an electronic keyboard. This can be accomplished by combining the business educator’s competence in keyboarding and knowledge of psychomotor skill development with the elementary teacher’s knowledge of the learning patterns of this age student.

Middle/junior high schools should focus on the development of the “touch” method with the addition of formatting skills. An introduction to business applications will provide a realistic reinforcement of the need for a personal and occupational skill of keyboarding. This course can also serve as a guidance function as an introduction to the business education program at the secondary level.

Secondary schools should require keyboarding skills for graduation. For students entering high school who have not acquired these skills, a keyboarding course should be provided. The same objectives from the elementary and middle/junior high school courses would apply even greater emphasis given to personal and business applications.

Postsecondary institutions, including colleges and universities, and continuing education programs should utilize the secondary level objectives with instructional material appropriate for postsecondary school students. Instructional material should be relevant to the area of concentration of each student.

WE BELIEVE THAT BUSINESS EDUCATORS SHOULD PROMOTE AND ASSIST IN THE TEACHING OF KEYBOARDING AT ALL LEVELS OF INSTRUCTION.

WE BELIEVE THAT BUSINESS EDUCATORS SHOULD EQUIP THEIR KEYBOARDING CLASSROOMS WITH MICROCOMPUTERS.

Business Education Teachers

Business education teachers have the responsibility of:

- Promoting keyboarding courses in their institutions
- Communicating to students, teachers, counselors, administrators, parents, legislators, and businesspersons the need for this course
- Developing curriculum consistent with the identified objectives
- Providing instruction for this course
- Working cooperatively with elementary teachers to provide keyboarding instruction at the elementary school level

Business Education Teachers

Business education teachers have the responsibility of:

- Providing preservice and in-service instruction for teaching keyboarding
- Assisting in development of curriculum

- Assisting in evaluation of hardware and software appropriate for keyboarding instruction
- Providing keyboarding instruction to *all* students at their institutions

Business Education Supervisors

Business education supervisors at state and local levels have the responsibility of focusing upon the broad issues associated with keyboarding by:

- Recommending and approving the acquisition of microcomputers
- Assisting in development of curriculums
- Expanding certification to include keyboarding instruction at the elementary school level
- Promoting keyboarding to administrators
- Providing in-service for teachers

WE BELIEVE THAT ALL BUSINESS EDUCATORS SHOULD WORK TO INSURE BUSINESS EDUCATION'S ROLE IN KEYBOARDING INSTRUCTION.

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