

INTEGRATING TECHNOLOGY IN THE WORKPLACE

International Business in Global Economy

TIES
2003

Teachers in Industry for Educational Support

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TABLE OF CONTENTS

	<u>Page</u>
Curriculum Unit Overview	3
Summary Chart	4
Class Project Synopsis	5
Appendix	7
Websites for International Trade	

INTEGRATING TECHNOLOGY IN THE WORKPLACE

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Curriculum Unit Overview

SUMMARY

The workplace is constantly evolving, technology is constantly changing, and integration of fields of study is a given. The need to integrate industry in the classroom is imperative if students are to receive realistic training in preparation for their chosen careers. This module of study will provide the students an opportunity to obtain a realistic look into the way the United States impacts the world through international trade.

The recommended grade level would be junior or senior high school students. Prerequisites would include a foundation in keyboarding, knowledge and application of word processing software, use of the Internet, introduction to economics, knowledge of international trade practices, legal aspects of exporting, foreign currency exchange rates, utilizing reference materials, and techniques in giving an oral presentation. Required time to successfully complete this module would be 20-25 classroom hours (module and project).

BIG PICTURE

A great way to begin this module would to present the videos to introduce and reinforce team building and teamwork both in industry and preparation of this project.

- ChartHouse International Learning Corporation
FISH! Catch the Energy. Release the Potential.
FISH! STICKS Keeping the Vision Alive

(Discussions and worksheets will be used as learning tools.)

PREPARATION FOR THE UNIT

All materials are prepared and instructions are communicated.

INTEGRATING TECHNOLOGY IN THE WORKPLACE**International Business in our Global Economy****Curriculum Unit Summary**

INFORMATION TECHNOLOGY	ECONOMICS	COMMUNICATION SKILLS
Students will develop the skills necessary to create a business report.	Students will be able to create a domestic business while working in teams.	Students will be able to analyze and interpret data gathered from a variety of resources.
Students will be able to create a PowerPoint slide show and/or visual aids to enhance an oral presentation.	Teams will gather information using a variety of resource materials regarding foreign trade to expand domestic business into the international market.	Students will communicate and demonstrate team-building and problem-solving skills to complete the project.
Students will access the internet to locate trade, export and currency information.	Students will be able to devise a marketing plan to include the country's cultural differences, business etiquette, foreign exchange rate, export agreements, etc.	Students will work together to complete and present an oral presentation to a diverse audience.

TRANSFER ACTIVITY

Using the skills previously mastered, students will be able to jointly participate in a realistic scenario that brings domestic business and foreign trade together and combines the use of document production skills and problem-solving strategies in our global economy.

International Business in our Global Economy

EMPLOYABILITY CLASS PROJECT

Summary

The situation in the project presents a domestic business that moves into foreign trade. Students will work in teams to research, design, and develop an international marketing plan.

Competencies

- Keyboarding skills
- Written communications
- Time management
- Teamwork
- Information processing
- Economics
- Business Management
- International Business
- Decision-making skills

Time

20-25 hours

Materials

- Computer
- Microsoft Office Suite
- Reference materials
- Handouts
- Text/workbook
 - Glencoe McGraw-Hill
 - Succeeding in the World of Work
 - Export Programs Guide
 - Guide to Managing Foreign Currency
 - The DO's and TABOOs of International Trade
 - DO's and TABOOs Around the World
 - DO's and TABOOs of Humor Around the World
 - DO's and TABOOs Around the World for Women in Business
 - DO's and TABOOs of Hosting International Visitors
 - DO's and TABOOs of Body Language Around the World

Evaluation/Assessment of Team's Collaborative Case Study

Teams are responsible for researching, referencing, documenting, and verifying all documentation for accuracy without plagiarizing by the required deadline. Final evaluation will be based on written report and oral presentation.

Closure

This activity simulates the actual collecting of data and organizing all documentation involved in the formation of a domestic business expanding into the international market.

APPENDIX

Websites for International Trade

www.export.gov

www.ita.doc.gov

www.state.gov

www.customs.treas.gov

www.ustreas.gov/ofac/

www.bis.doc.gov

www.exportguide.bna.com

www.census.gov

www.unzco.com

www.usda.gov