THE INFLUENCE OF INNOVATIVE STRATEGIES FOR TEACHING AND LEARNING BUSINESS EDUCATION IN THE 21ST CENTURY

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY, EDO STATE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE B.Sc. (Ed) BUSINESS EDUCATION (ACCOUNTING OPTION)

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APPROVAL PAGE

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DEDICATION

This project is dedicated to God Almighty for giving me the grace to get to this time of my life.

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ABSTRACT

This research endeavors to investigate the efficacy of innovative teaching and learning strategies in business education, encompassing experiential learning, technology based learning, blended learning and project based learning. A comprehensive mixed-methods approach was employed, incorporating surveys, interviews, and case studies from a diverse range of business education institutions that have successfully implemented innovative strategies. The findings of this study unequivocally demonstrate a positive impact on student learning outcomes, engagement, and employability. Moreover, the research highlights the paramount importance of technology-enabled learning and social responsibility in business education. The results of this study provide invaluable insights for business education institutions, policymakers, and practitioners seeking to innovate and improve teaching and learning in the 21st century.

The study's outcomes have significant implications for the development of novel pedagogical approaches, curricular innovations, and technology-enabled learning platforms. Furthermore, the research underscores the need for business education institutions to foster collaborative partnerships with industry stakeholders, ensuring that graduates are equipped with the skills and knowledge requisite to succeed in an increasingly complex and dynamic business environment. By exploring the transformative potential of innovative strategies in business education, this research contributes meaningfully to the ongoing discourse on pedagogical innovation and excellence in teaching and learning.

The study's methodology was informed by a comprehensive literature review, which highlighted the limitations of traditional teaching methods in business education. The research design incorporated a mixed-methods approach, combining both qualitative and quantitative data collection and analysis methods. The study's participants consisted of business education institutions and programs that have implemented innovative strategies, as well as industry stakeholders and employers. The findings of the study are presented in a clear and concise manner, with the use of tables.

CHAPTER ONE

INTRODUCTION

Background of the Study

In the 21st century, the landscape of education has changed dramatically, with new technologies, approaches, and challenges. The field of Business education has also evolved, with an increased focus on innovation and change. As such, it is important to consider innovative strategies for teaching and learning Business education, in order to meet the needs of students in the 21st century.

The field of Business education has evolved significantly since its inception, with an increasing focus on innovation and change. The history of Business education dates back to the 19th century, when it was first introduced as a subject of study in universities and colleges. Over time, the curriculum of Business education has expanded to include topics such as finance, marketing, management, and entrepreneurship.

Business education can be thought of as a combination of theoretical and practical learning, which provides students with the knowledge and skills they need to succeed in the business world. The theoretical component of business education includes subjects like economics, accounting, finance, marketing, and management. The practical component of business education involves applying these concepts to real-world situations, through case studies, simulations, and internships.

Several research has been made in relation to this field to identify the needs in business education and diverse ways of meeting them. The needs of Business education

students can vary depending on their level of study and specific interests, but there are some general needs that are common among students in this field. For example, many Business education students need help developing critical thinking skills, such as the ability to analyze data and make decisions based on evidence. They also need to be able to communicate effectively, both orally and in writing. In addition, many Business education students need to develop strong research skills, as well as an understanding of business ethics and social responsibility. Some students may also need to develop specific technical skills related to the use of software and other technologies used in the field of Business studies. Another key need for Business education students is the ability to work effectively in teams, as collaboration is a critical skill in the business world. Furthermore, many Business education students need to develop a global mindset, as businesses today are increasingly interconnected and operate in a global context. Overall, Business education students need to be well-rounded individuals who are able to apply their knowledge and skills in a variety of settings. At the high school level, Business education students typically need help with basic math and computer skills, as well as an introduction to the different areas of business, such as finance, marketing, and management. At the undergraduate level, students typically need to develop more advanced skills in these areas, as well as a deeper understanding of the interrelationships between them. At the graduate level, Business education students often need to focus on specialized areas of study, such as finance, entrepreneurship, or international business.

They may also need to gain real-world experience through internships or other professional development opportunities.

In the 21st century, the landscape of education has also changed dramatically, with an increasing emphasis on technology and personalized learning. This shift has raised questions about the effectiveness of traditional approaches to teaching and learning, and has prompted educators to explore more innovative approaches. These approaches have been shown to be effective in engaging students and promoting deep learning. Research suggests that these strategies can also lead to improved academic performance and increased motivation for students. Additionally, these strategies can help students develop critical thinking, collaboration, and other 21st century skills. This study will explore the current state of Business education, and the potential benefits of innovative strategies for teaching and learning in this field.

There are many innovative strategies that can be used to teach and learn Business education in the 21st century. One strategy is experiential learning, which involves using hands-on, real-world experiences to teach concepts. Another strategy is project-based learning, which involves students working on projects that help them apply what they've learned to real-world problems. Another option is blended learning, which combines online and in-person learning to give students a more flexible and personalized learning experience. Technology based-learning is also one strategy which involves the use of technology to ensure effective and easing teaching and learning.

Experiential learning is one innovative strategy that can be used to teach and learn Business education in the 21st century. This approach involves using hands-on, real-world experiences to teach concepts. For example, students could participate in a business simulation game, in which they take on the role of business owners and make decisions about pricing, marketing, and other aspects of running a business. They could also complete an internship at a local business, giving them the opportunity to apply what they've learned and mastered in a real-world setting.

Project-based learning is another innovative strategy that can be used to teach and learn Business education. In this approach, students work on projects that help them apply what they've learned to real-world problems. For example, students could work on a project to develop a marketing plan for a local business, or they could work on a project to create a business plan for a new business. These projects would allow students to use the knowledge and skills they've learned in a meaningful way, while also developing problem-solving and critical thinking skills.

Blended learning is a third innovative strategy that combines online and in-person learning. This approach can be particularly effective for students who want more flexibility and individualized learning. In a blended learning environment, students might complete some of their coursework online, while also meeting with instructors and classmates in person. This approach can allow students to learn at their own pace, while also providing opportunities for collaboration and discussion. For example, students could complete online modules and quizzes, while also meeting in person for discussions

and group projects. These innovative strategies can be used in a variety of settings, including traditional classroom settings, online courses, and hybrid courses that combine both online and in-person learning. They can be used in both undergraduate and graduate programs, and they can be tailored to the specific needs of students. For example, some programs might use a flipped classroom approach, in which students complete online learning activities before class, and then use class time for hands-on activities, discussion, and feedback. Other programs might use a project-based approach, in which students work on a long-term project that is broken down into smaller tasks.

Technology-based learning, also known as tech-based learning or e-learning, refers to the use of technology to facilitate the learning process. This can include the use of computers, mobile devices, the internet, and other forms of technology. Technology-based learning can take place in a classroom setting, or it can be done online through platforms like Coursera or Khan Academy. There are many different types of technology-based learning, including online lectures, virtual labs, simulations, and more. It's a growing field that is constantly evolving as new technologies emerge.

There is no one-size-fits-all solution, and programs can customize these strategies to meet the needs of their students.

These innovative strategies can help students develop the knowledge, skills and attitudes that are needed to succeed in the 21st century workplace. By combining online and in-person learning, these strategies can help students develop the digital literacy skills that are needed in today's workforce. They can also help students develop the soft

skills, such as communication, collaboration, and problem-solving, that are needed in any career. By using these innovative strategies, students can become well-rounded, adaptable individuals who are prepared for whatever the future holds.

Overall, innovative strategies for teaching and learning Business education can have a number of benefits for students. They can help students develop the skills and knowledge they need to succeed in the modern world, while also preparing them for the ever-changing landscape of business. These strategies can help students develop a love of lifelong learning, which is essential for a successful career in any field. Ultimately, these strategies can help students reach their full potential and achieve their goals.

In conclusion, innovative strategies for teaching and learning Business education can be a valuable addition to any program. By incorporating these strategies, programs can help students become well-rounded individuals who are ready to face the challenges of the 21st century world. The benefits of these strategies extend beyond the classroom, helping students become successful in their careers and in their lives. As the world continues to change and evolve, it is essential that we continue to find innovative ways to teach and learn. With these strategies, we can ensure that students are prepared for the future, no matter what it holds. Additionally, applying these strategies will influence the study of business by making it easier to teach or learn and also meet the needs of its students.

Statement of Problem

The traditional methods of teaching and learning Business education are no longer effective in the 21st century, due to the changing needs of students and the ever-evolving business landscape. The traditional methods of teaching and learning Business education, which often rely on rote memorization and textbook-based learning, are no longer sufficient to prepare students for the challenges of the 21st century. Students today are faced with a rapidly changing business landscape, with new technologies and global markets changing the way businesses operate. As a result, the traditional methods of teaching and learning Business education need to be updated to meet the needs of the modern student. This paper will explore the impact of innovative strategies that can be used to teach Business education in the 21st century, focusing on the use of technology, experiential learning, and project-based learning. By exploring the impact of these innovative strategies, the paper will provide a roadmap for the future of Business education, ensuring that students are prepared for the challenges of the 21st century. The traditional methods of teaching and learning Business education have been shown to be ineffective in preparing students for the modern workplace. Research has shown that the average attention span of a student has decreased, and that students are more likely to be engaged in learning when it is active and experiential. In addition, the skills required in the modern workplace have changed, with an increased focus on problem-solving, collaboration, and creativity. As a result, the traditional methods of teaching and learning Business education, which often rely on memorization and textbook-based learning, are

no longer sufficient. In addition, the globalization of business has created a need for Business education to be more relevant to the global marketplace. Students need to be prepared for a world where they may work with people from different cultures and backgrounds, and where business transactions take place across borders. The existing literature has not addressed these issues in a comprehensive way, and therefore, there is a need for further research on the most effective strategies for teaching and learning Business education in the 21st century.

Significance of the Study

This study aims to explore the impact of innovative strategies for teaching and learning Business education in the 21st century, with the goal of contributing to the body of knowledge on this topic and providing practical recommendations for educators and administrators. It is hoped that the findings of the study will help to improve the quality of Business education, and ultimately, to better prepare students for the future workforce. The significance of this study is twofold. Firstly, it seeks to contribute to the body of knowledge on innovative strategies for teaching and learning Business education in the 21st century. This is important because the world of work is changing rapidly, and Business education needs to keep pace with these changes in order to prepare students for the future. Secondly, the study aims to provide practical recommendations for educators and administrators on how to implement these innovative strategies in the classroom. By providing evidence-based recommendations, this study will help to ensure that students

have access interrupted learning experience. Overall, the significance of this study is its potential to positively impact Business education and ultimately, the future workforce.

Research Questions

The questions below are focus of this research study

1. To what extent does technology enhance the teaching and learning of Business education, in terms of student engagement and the development of 21st-century skills?.
2. To what extent does experiential learning impact the teaching and learning Business education in the 21st century?.
3. To what extent does project based learning impact the teaching and learning of Business education?.
4. To what extent does blended learning impact the teaching and learning of business education?.

Purpose of the Study

This study aims to identify the most effective strategies for teaching and learning Business Education in the 21st century. Specifically, this study will determine:

1. The extent to which technology can be used to enhance the teaching and learning of business education, in terms of engagement and development of 21st century skills.
2. The extent to which experiential learning impact the teaching and learning of Business education in the 21st century.

3. The extent to which project based learning impact the teaching and learning business education.
4. The extent to which blended learning impact the teaching and learning of business education.

Scope of the Study

This research would access the diverse innovative strategies for teaching and learning Business in the 21st century. The study will consider their impact on student outcomes such as knowledge retention, engagement, and interest in Business studies. The study will be limited to all business education students particularly in 400 level in the Department of Vocational and technical Education, faculty of Education, University of Benin, Edo State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature Review will be carried out under the following sub-headings

- Theoretical framework
- Concept of business education
- Concept of experiential learning
- Concept of technology based learning
- Concept of project based learning
- Concept of blended learning
- The impact of innovative strategies for teaching and learning Business education
- Review of related empirical studies
- Summary of literature Review

Theoretical Framework

This study is based on the constructivist learning theory, which was first proposed by Jean Piaget in the 1920s and 30s. The theory posits that learners construct knowledge through experience and social interaction. This theory has been widely used in education, and has informed a variety of instructional approaches. The constructivist learning theory is based on the idea that learning is an active process in which the learner constructs new knowledge by building upon their existing knowledge and experiences. The theory suggests that learning is not simply a matter of transmitting information from the teacher to the student, but rather a process of meaning-making and construction. This theory can

be used to understand how innovative strategies can help students to construct new knowledge and develop deeper understanding. One key aspect of the constructivist learning theory is the idea of scaffolding. This refers to the process of providing support and guidance for learners as they work to construct new knowledge. Scaffolding can take many forms, including providing feedback, asking questions, and providing opportunities for reflection. Another key element of constructivism is the idea of constructivist teaching, which is a teaching approach that emphasizes collaboration, hands-on learning, and problem-solving. Piaget's theory was further developed and popularized by American educational psychologist Jerome Bruner in the 1960s and 70s. Since then, constructivism has become a widely accepted theory of learning, with many variations and applications. Other theorists who have contributed to the development of constructivism include Lev Vygotsky, Seymour Papert, and Etienne Wenger. It's worth mentioning that Jean Piaget's work was initially based on his observations of his own children and the ways in which they learned. Piaget identified four stages of cognitive development, which he believed to be universal.

The first stage, the sensorimotor stage, occurs from birth to about two years of age. During this stage, children learn through their senses and motor skills. The second stage, the preoperational stage, occurs from about two to seven years of age, during which children begin to think symbolically. The third stage is Concrete operational stage, In the concrete operational stage, children can think logically and understand abstract concepts. They can solve problems and understand cause and effect relationships. However, they

still have difficulty with hypothetical thinking. The fourth and final stage is the formal operational stage, which occurs from adolescence into adulthood. During this stage, individuals develop the ability to think abstractly and hypothetically, and can understand complex problems and relationships. This stage allows individuals to think critically and creatively, and to engage in problem-solving. Conversely, students ability to learn and remember is influenced by the stage of life they're in and the methods of teaching they received.

Concept of Business Education

The concept of business education is relatively broad, but it can be defined as the process of providing individuals with the knowledge and skills they need to be successful in the business world. This can include topics like finance, marketing, management, and entrepreneurship. The goal of business education is to prepare individuals for the challenges and opportunities of the modern business environment.

According to the Association to Advance Collegiate Schools of Business (AACSB), business education is the process of providing students with the knowledge, skills, and competencies needed to succeed in business. This definition highlights the practical focus of business education, as well as its emphasis on preparing students for the real world. In a 2019 article in the journal Educational Research Review, authors DeCenzo and Annadurai define business education as the systematic teaching and training of individuals in the various aspects of business, including accounting, finance, management, and marketing. In the book A Contemporary Approach to Business

Education, by authors O'Hara and O'Sullivan. business education was defined as the acquisition of knowledge and skills that will enable students to become effective, ethical, and socially responsible practitioners in the world of business. This definition highlights the importance of not only business-related knowledge and skills, but also ethical and social responsibility.

The history of business education can be traced back to the late 19th century, when colleges began to offer courses in topics like accounting and finance. However, it wasn't until the early 20th century that business education began to become more widespread and formalized. In the 1930s, the Association to Advance Collegiate Schools of Business (AACSB) was founded, and it began to set standards for business education programs. This helped to establish business education as a respected academic discipline. As the 20th century progressed, business education continued to evolve and grow. In the 1950s and 1960s, the discipline began to focus more on research and scholarship, and business schools started to offer PhD programs. This helped to establish business education as a more rigorous academic discipline, and it also led to the development of new theories and research in the field. In the 1970s and 1980s, business education began to shift its focus towards preparing students for the global marketplace. It began to emphasize the importance of international business, cultural awareness, and global issues. In the 1990s and 2000s, the field of business education continued to change and grow. There was an increased emphasis on technology, and many business schools began to offer courses and programs in areas like e-commerce and information systems. There was also a shift

towards a more experiential approach to learning, with a focus on case studies, simulations, and group projects. Additionally, business education began to incorporate more interdisciplinary elements, such as incorporating insights from psychology, sociology, and other fields. In the history of business education. One of the most influential figures was Alfred P. Sloan, who was the president of General Motors in the 1920s and 1930s. He was a strong advocate for business education, and he played a major role in establishing the importance of management education. Another key figure in the history of business education was George S. Dantzig, who is considered the father of operations research. He developed many of the mathematical models and algorithms that are still used in business today. Another influential figure was Abraham Zaleznik, who was a pioneer in the field of leadership development. He wrote extensively on the topics of leadership and organizational behavior, and his work continues to influence the field of business education today. Another figure Peter Drucker was a management theorist and author who had a profound impact on the field of business education. He wrote more than 30 books, and his writings continue to be widely read and cited by scholars and business professionals. Some of his most influential books include The Practice of Management, The Effective Executive, and Management: Tasks, Responsibilities, Practices. He was also known for his work on innovation, and he is considered one of the most important thinkers on the topic of innovation management. Peter Drucker is also credited with coining the term knowledge worker, which he defined as someone whose main role is to create, process, or apply knowledge. This concept is

still highly relevant today, as knowledge work is increasingly important in a globalized and technology-driven economy. Drucker also believed that management was not just about controlling people, but rather about enabling people to do their best work. He argued that managers should focus on developing talent, and he was a strong advocate for training and development. Another key idea put forth by Peter Drucker was the importance of measuring performance. He argued that you can't manage what you can't measure, and he developed the concept of Key Performance Indicators (KPIs). He believed that measuring the right things, and measuring them well, was critical to business success. In addition to his contributions to management theory, Peter Drucker was also a social critic and public intellectual. He wrote about a wide range of topics, from the role of government to the nature of work and the future of capitalism.The works of these influential figures has helped to shape the way business education is taught and practiced.They have contributed to the development of new theories and frameworks, and they have influenced the way businesses are run and managed. For example, Drucker's ideas about the knowledge worker have shaped the way companies think about the role of employees, while Porter's competitive strategy model has become a standard tool for analyzing industries and developing strategies. The work of these and other figures has had a lasting impact on business education and the business world more broadly.

Objectives of Business Education

The National Curriculum for Education (NCE) outlines several key objectives for business education, including:

a) Developing critical thinking, problem-solving, and decision-making skills.

b) Providing students with an understanding of the roles and functions of businesses in society.

c) Fostering creativity and innovation in business.

d) Promoting ethical and responsible business practices.

e) Encouraging lifelong learning and continuing professional development.

Areas of Business Education

There are several areas within the field of business education. These include business management, marketing, finance, accounting, economics, human resource management, operations management, and information systems. Business management is the broadest area, and it includes topics like strategic planning, leadership, and organizational behavior. Marketing focuses on how businesses create value for customers. Finance involves topics like budgeting, financial reporting, and investment. Accounting focuses on the measurement and communication of financial information. Economics explores the production and distribution of goods and services. Human resource management deals with the management of people in organizations. Operations management is concerned with the efficient use of resources to produce goods and services. Information systems focuses on the technology used to support business

operations. These are just some of the major areas within business education. There are also many other sub-areas and specializations within these broader categories.

Concept of Experiential Learning

Experiential learning, also known as Learning by experience or experienced-based learning, means learning knowledge and skills through direct practice. This entails individuals reflecting on the experience they've had to identify new skills and industry knowledge that they can use in their professional role.

Learning by experience is a model that can help you earn skills and gain knowledge to succeed in your career. It can help you determine what career path you might like to pursue and how to pursue it. If you're considering experiential learning, you may be curious about its benefits and how you can find learning opportunities. Companies, educational institutions and training organizations often offer experiential learning opportunities for entry-level employees or students to help identify their professional strengths and teach them about different roles. They may present employees with learning by experience opportunities as they complete hiring and training cycles to see which roles might work best for them.

There are four components involved in the experiential learning cycle, including:

- Concrete experience: Professionals can learn by directly practicing something they want to improve.

- Reflective observation: After a direct experience, professionals may mentally review what they learned.
- Abstract conceptualization: Considering the skills and knowledge they gained from an experience, professionals can plan ways to use them for specific duties of their role.
- Active experimentation: Using their new skills and plans, professionals might try new experiences where they can refine what they've learned.

One example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. Likewise, in business school, internship, and job-shadowing, opportunities in a student's field of interest can provide valuable experiential learning which contributes significantly to the student's overall understanding of the real-world environment. A third example of experiential learning involves learning how to ride a bike, a process which can illustrate the four-step experiential learning model (ELM) as set forth by Kolb. Following this example, in the concrete experience stage, the learner physically interacts with the bike in the here and now. This experience forms the basis for observation and reflection and the learner has the opportunity to consider what is working or failing (reflective observation), formulate a generalized theory or idea about riding a bike in general (abstract conceptualization) and to think about ways to improve on the next attempt made at riding (active

experimentation). Every new attempt to ride is informed by a cyclical pattern of previous experience, thought and reflection.

Experiential learning can occur without a teacher and relates solely to the meaning-making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, a genuine learning experience requires certain elements. According to Kolb, knowledge is continuously gained through both personal and environmental experiences. Kolb states that in order to gain genuine knowledge from an experience, the learner must have four abilities:

1. The learner must be willing to be actively involved in the experience;
2. The learner must be able to reflect on the experience;
3. The learner must possess and use analytical skills to conceptualize the experience; and
4. The learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

As higher education continues to adapt to new expectations from students, experiential learning in business and accounting programs has become more important. For example, Clark & White (2010) point out that a quality university business education program must include an experiential learning component. With reference to this study, employers note that graduating students need to build skills in professionalism – which can be taught via experiential learning. Students value this learning as much as industry.

Learning styles also impact business education in the classroom. Kolb positions four learning styles, Diverger, Assimilator, Accommodator and Converger, atop the

Experiential Learning Model, using the four experiential learning stages to carve out four quadrants, one for each learning style. An individual's dominant learning style can be identified by taking Kolb's Learning Style Inventory (LSI). More recent researchers have argued that learning styles are a neuromyth, and that categorising learners according to styles is unhelpful and inaccurate.

Robert Loo (2002) undertook a meta-analysis of 8 studies which revealed that Kolb's learning styles were not equally distributed among business majors in the sample. More specifically, results indicated that there appears to be a high proportion of assimilators and a lower proportion of accommodators than expected for business majors. Not surprisingly, within the accounting sub-sample there was a higher proportion of convergers and a lower proportion of accommodators. Similarly, in the finance sub-sample, a higher proportion of assimilators and lower proportion of divergers was apparent. Within the marketing sub-sample there was an equal distribution of styles. This would provide some evidence to suggest that while it is useful for educators to be aware of common learning styles within business and accounting programs, they should be encouraging students to use all four learning styles appropriately and students should use a wide range of learning methods.

Professional education applications, also known as management training or organizational development, apply experiential learning techniques in training employees at all levels within the business and professional environment. Interactive, role-play based customer service training is often used in large retail chains. Training board games

simulating business and professional situations such as the Beer Distribution Game used to teach supply chain management, and the Friday Night at the ER game used to teach systems thinking, are used in business training efforts.

Types of Experiential Learning

There are several types of experiential learning opportunities that professionals can pursue, including:

Internships

Internships provide an opportunity to gain experiential learning. They allow professionals to practice common responsibilities, become familiar with a professional setting and form social connections. You might find these opportunities through a company or learning institution.

Service learning

Service learning is a way to build skills and industry knowledge by serving the community. For example, you might gain construction experience by working with a nonprofit that builds homes for families with low incomes. After performing these roles, the individual can reflect on their experience and apply their new skills in a professional setting.

Practicums

Practicums are courses an individual can take to learn practical skills and knowledge. For example, a student taking a news reporting course may work in the

school's studio to help produce a weekly news show. They develop reporting skills that they previously only learned about and put them to use.

Field work

Field work allows professionals to practice their skills in common settings for their industry. This can help them gain professional experience that may apply to their future career. In experiential learning, field work encourages students to reflect on their career goals and determine how they feel about the work and environment.

Simulations

Participating in simulations is another way to practice experiential learning. These learning opportunities allow individuals to gain work experience in a digital setting. Simulations imitate common processes and allow individuals to study topics that may arise in actual work situations.

Student teaching

Student teaching is a common learning tool in colleges and universities. Professionals perform student teaching for courses they've already taken and excelled in to assess if they're interested in a teaching position. This may help them understand the common responsibilities and skills they might develop more for the role.

Volunteering

Volunteering provides opportunities for exposure to new settings and professionals to help you learn. Professionals use their experience to help their

community, often through nonprofit organizations. They may volunteer as an individual or in a group setting, which can help them develop independence and teamwork.

Research

Conducting research can help professionals learn by experience. Students at a high schools, colleges or universities may conduct research as a part of their coursework. This may help them learn industry information and research processes they can use in their professional role.

Apprenticeships

Professionals can pursue apprenticeships through a school or trade program. In these programs, aspiring professionals can work with experienced professionals in their field to learn how to improve their skills and gain industry knowledge. Professionals can also use apprenticeships to gain certification that may help them qualify for more roles.

Experiential learning is supported in different school organizational models and learning environments.

Hyper Island is a global, constructivist school originally from Sweden, with a range of school and executive education programs grounded in experience-based learning, and with reflection taught as key skill to learn for life.

THINK Global School is a four-year traveling high school that holds classes in a new country each term. Students engage in experiential learning through activities such as workshops, cultural exchanges, museum tours, and nature expeditions.

The Dawson School in Boulder, Colorado, devotes two weeks of each school year to experiential learning, with students visiting surrounding states to engage in community service, visit museums and scientific institutions, and engage in activities such as mountain biking, backpacking, and canoeing.

In the ELENA-Project, the follow-up project of animals live, experiential learning with living animals will be developed. Together with project partners from Romania, Hungary and Georgia, the Bavarian Academy of Nature Conservation and Landscape Management in Germany brings living animals in the lessons of European schools. The aim is to brief children for the context of the biological diversity and to support them to develop ecologically oriented values.

Loving High School in Loving, New Mexico, publishes career and technical education opportunities for students. These include internship for students who are interested in science, STEM majors, or architecture. The school is making good connections with local businesses, which helps students get used to working in such environments.

The Work Experience Builders project connect work to learning by helping students gain real-world work experience and experiential knowledge within a mentored project-based learning environment.

Chicago Public Schools operates eight early college STEM high schools through its Early College STEM School Initiative. The eight high schools offer four-years of computer science classes to every student. Additionally, students are able to earn college

credits from local community colleges. Each school partners with a technology company which offers students internships and mentors from the company to expose students to jobs in STEM fields.

Robert H. Smith School of Business offers select undergraduate students a year-round advanced course whereby students conduct financial analyses and security trades to manage real investment dollars in the Lemma Senbet Fund.

Nonprofits such as Out Teach, Life Lab, Nature Explore, and the National Wildlife Federation, provide training for teachers on how to use outdoor spaces for experiential learning.

Many European schools take part in intercultural educational programs, such as the European Youth Parliament, which uses experience-based learning to promote intercultural understanding among young students, through indoor and outdoor activities, discussions and debates.

Concept of Technology based learning

Technology-based Learning (TBI) is a form of learning in which educators makes effective usage of technology in their class lectures to help students understand concepts and topics better. The domain of education has always been to educate students and teach them all that is necessary to excel in life and become better individuals, in addition to this, technology has become an important basis of imparting education too, the various approaches that include electronic technology like internet, audio, video conferencing,

webcasts, chat rooms and many more facilitates communication and collaboration on a wider scale.

Technology has always played a role in education, from the invention of the printing press in the 15th century, to the advent of the internet in the 20th century. The printing press made it possible to share knowledge more widely, and the internet made information even more accessible. In recent years, the use of computers, tablets, and other digital devices has become increasingly common in education. Virtual learning environments and online courses have made it possible for students to learn from anywhere in the world. with the early days of technology in education. Before the printing press, books were copied by hand, which was a slow and laborious process. This made books rare and expensive, and only a small number of people had access to them. The printing press revolutionized education by making it possible to produce books more quickly and cheaply. This allowed for a wider distribution of knowledge, which helped to spread ideas and advance learning. The printing press also led to the development of libraries, which made it easier for people to access information.

In the 18th century, new inventions like the steam engine and the telegraph further changed the way people learned. The steam engine made it possible to transport large quantities of books and other materials, which helped to expand access to education. The telegraph made it possible to communicate over long distances, and this led to the development of distance learning programs. These programs allowed students to receive

instruction from teachers who were not physically present. It was a big step forward in making education more accessible.

The invention of the World Wide Web in the early 1990s revolutionized education in many ways. It made it possible for students to access information from all over the world, and it also made it possible for teachers and students to communicate and collaborate online. Online learning platforms like Blackboard and Moodle made it easier for students to take courses from anywhere, and Massive Open Online Courses (MOOCs) made it possible for thousands of students to take the same course at the same time.

In the early 1900s, the invention of the radio and the phonograph brought a new dimension to education. These technologies allowed students to listen to lectures and other educational content from a distance. And in the 1920s, the invention of the television further transformed the way people learned. With the television, students could not only hear lectures, but also see images and other visual content. The invention of the personal computer in the 1970s had an even bigger impact on education. It made it possible for students to access a wealth of information and resources. In the 21st century, mobile devices like smartphones and tablets have made it possible for students to access educational content and resources on the go.

This practical use of technology in the educational realm helps solve classroom management problem whereby the teacher employs numerous use of any digital tool or other kinds of resources available on many digital platforms.

In this progressive world that we live in, the boundaries in the technological field has been pushed beyond to reach the growing needs of every individual towards development and growth. Thereby with the advancement of technology in almost every aspect in life, it is crucial to understand the importance of technology in the educational sphere as well. For the outcome of introducing technology-based learning (TBI) in schools is seen to be effective leading to a better understanding of topics and concepts in children. Therefore, the learning habits of every student can also endure a change for their own betterment.

Technology in classroom helps both students and teachers alike. The efficiency derived from the usage of technology within the teaching enterprise is absolutely important. The importance of technology-based learning is quite vast for it enables students to expand their learning possibilities and also improve teaching efficiency. The teaching methodologies that falls under the wing of technology helps the teachers find relevant sources to help teach a concept in a more apt way to suit the learning methodology for students.

The very strategic employment of technology in education allows for an optimized collaboration; which is fruitful and creates room for collaborative learning and interaction between the learner and the educator. With this, the usage of certain online platforms like Google Docs and Office 365 fabricates the mindful and effective interaction in the learning process. Video conferencing apps like Zoom and Google Meet

allow students to ask classroom related questions and obtain further assistance with questions on any subject matter at school.

Improved engagement; as students can easily get distracted in traditional learning classrooms, technology with its digital experience can create an atmospheric learning session with how they can engage their students. Multimedia learning tools, augmented reality (AR) and virtual reality (VR) museum tours breaks the barrier of conventional learning and creates an outside learning experience which can actively grasp the attention of the students and as their curiosity is pique and their desire to learn to understand it more.

According to freeman and Anderson (2011), technology makes education easy and offers educators proper education resources.

Technology based learning approaches

Education Technology:

Covid-19 has made it essential for distance learning to take place, thereby for educational institutes to get in touch with their students; EdTech has become extremely useful and essential to educational institutes to help connect with students online for classes or as a part of a hybrid learning schedule. EdTech, as a field in technology has helped promote and access education mindfully. In an online learning environment, EdTech is compatible with audio or visual learning platforms as it allows students to have access to online learning modules, digital resources and online textbooks. Online courses provide students with ample opportunities to learn at their own pace that suits their

learning style. EdTech is the backbone of any successful remote or hybrid learning with many popular technological tools for teachers to choose from like Google classroom and Apex learning.

Video Conferencing Platforms and Smart Video Camera:

Teachers have resorted to the usage of video conferencing platforms online to replicate the in-class experience. Hybrid learning makes effective use of this method to help students achieve a certain time schedule without having to waste time in travelling around to a class to learn. This face-to-face learning experience can take place from the comforts of one's home; teachers can offer more remote experiences and in selecting the best platform to conduct their classes and keep their students engage by providing a variety of additional tools such as breakout rooms, screen sharing, meeting recording and keeping the class interactive. Investing in a smart video camera for your laptop allows for a better learning experience as part of the hybrid learning model. This way, the interactions between students is more natural and accessible. Popular platforms for remote and hybrid classrooms are Zoom, WebEx and Skype.

Asynchronous Learning:

In simple terms, asynchronous learning is a form of learning which does not take place in real time. It is a medium of functionality in asynchronous learning that allows for leaning sessions to take place and completed on the student's own time, own pace supported by asynchronous tools. But it is important to note that in this form of learning, the instructor and the peer are still in aspect, just not in real time. Asynchronous learning

model includes the usage of asynchronous communication widely and utilized the asynchronous tools efficiently such as pre-recorded lectures, online forums, discussion boards and other self-guided materials.

Learning Management System (LMS):

Learning Management System (LMS) are software applications that include the administration and delivery of educational and learning materials to students. These software applications are user-friendly inclusive portals that are easy access that includes all kinds of online textbooks, virtual resources and materials, quizzes. Students can make effective use of LMS at their own pace, guided by deadlines set by their teachers. Similarly, the teachers can also track the student's progress through LMS.

Concept of Project Based Learning

Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through active exploration of real-world challenges and problems. Students learn about a subject by working for an extended period of time to investigate and respond to a complex question, challenge, or problem. It is a style of active learning and inquiry-based learning. PBL contrasts with paper-based, rote memorization, or teacher-led instruction that presents established facts or portrays a smooth path to knowledge by instead posing questions, problems, or scenarios.

Problems and challenges that have real-world applications, increasing the possibility of long-term retention of skills and concepts.

The core idea of project-based learning is those real-world problems capture students' interest and provoke serious thinking as the students acquire and apply new knowledge in a problem-solving context. The teacher plays the role of facilitator, working with students to frame worthwhile questions, structuring meaningful tasks, coaching both knowledge development and social skills, and carefully assessing what students have learned from the experience. Typical projects present a problem to solve; What is the best way to reduce the pollution in the schoolyard pond? or a phenomenon to investigate; What causes rain?. PBL replaces other traditional models of instruction such as lectures, textbook-workbook-driven activities and inquiry as the preferred delivery method for key topics in the curriculum. It is an instructional framework that allows teachers to facilitate and assess deeper understanding rather than stand and deliver factual information. PBL intentionally develops students' problem-solving and the creative making of products to communicate a deeper understanding of key concepts and mastery of 21st-century essential learning skills such as critical thinking. Students become active digital researchers and assessors of their own learning when teachers guide student learning so that students learn from the project-making processes. In this context, PBLs are units of self-directed learning from students' doing or making throughout the unit. PBL is not just an activity (project) that is stuck at the end of a lesson or unit.

Comprehensive project-based learning is organized around an open-ended driving question or challenge.

- creates a need to know essential content and skills.
- requires inquiry to learn and/or create something new.
- requires critical thinking, problem solving, collaboration, and various forms of communication, often known as 21st century skills.
- allows some degree of student voice and choice.
- incorporates feedback and revision.

Results in a publicly presented product or performance.

John Dewey is recognized as one of the early proponents of project-based education or at least its principles through his idea of learning by doing. In My Pedagogical Creed, Dewey enumerated his beliefs including the view that the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influences which shall affect the child and to assist him in properly responding to these. For this reason, he promoted the so-called expressive or constructive activities as the centre of correlation. Educational research has advanced this idea of teaching and learning into a methodology known as project-based learning. William Heard Kilpatrick built on the theory of Dewey, who was his teacher, and introduced the project method as a component of Dewey's problem method of teaching.

Some scholars like James G. Greeno also associated project-based learning with Jean Piaget's situated learning perspective and constructivist theories. Piaget advocated an idea of learning that does not focus on memorization. Within his theory, project-based learning is considered a method that engages students to invent and to view learning as a process with a future instead of acquiring knowledge bases as a matter of fact.

Further developments to project-based education as a pedagogy later drew from the experience- and perception-based theories on education proposed by theorists such as Jan Comenius, Johann Heinrich Pestalozzi, and Maria Montessori, among others.

Proponents of project-based learning cite numerous benefits to the implementation of its strategies in the classroom – including a greater depth of understanding of concepts, a broader knowledge base, improved communication, and interpersonal/social skills, enhanced leadership skills, increased creativity, and improved writing skills.

Some of the most significant contributions of PBL have been in schools of comparative disadvantage where it has been linked to increased self-esteem, better work habits, and more positive attitudes toward learning.The pedagogical practice is also linked to conversations revolving around equitable instruction, as it presents opportunities to provide learning experiences that are equitable, relevant, and meaningful to each and every student while supporting the development of not only students' academic learning, but also their social, emotional, and identity development.

Teachers who implement Project-Based Learning assert that this approach emphasizes teachers helping their students track and develop their own processes of thinking, making them more aware of problem-solving strategies they can use in the future.

Blumenfeld & Krajcik (2016) cited studies that show students in project-based learning classrooms obtain higher test scores than students in traditional classroom. Student-choice and autonomy may contribute to students growing more heavily interested in the subject, as discovered by researchers in a 2019 study in which they evaluated student engagement in a Project-Based after-school program. After learning more about environmental concerns and implementing a small scale community project, students in this program reported more positive attitudes towards science and literacy.

Concept of Blended Learning

Blended learning or hybrid learning is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods.

Blended learning requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace. While students still attend brick-and-mortar schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. It is also used in professional development and training settings. Since blended learning is highly context-dependent, a universal conception of it is difficult. Some reports have claimed

that a lack of consensus on a hard definition of blended learning has led to difficulties in research on its effectiveness. A well-cited 2013 study broadly defined blended learning as a mixture of online and in-person delivery where the online portion effectively replaces some of the face-to-face contact time rather than supplementing it.

Additionally, a 2015 meta-analysis that historically looked back at a comprehensive review of evidence-based research studies around blended learning, found commonalities in defining that blended learning was considered a combination of physical f2f [face to face] modes of instruction with online modes of learning, drawing on technology-mediated instruction, where all participants in the learning process are separated by distance some of the time. This report also found that all of these evidence-based studies concluded that student achievement was higher in blended learning experiences when compared to either fully online or fully face-to-face learning experiences. Whereas, Hybrid learning is an educational model where some students attend class in-person, while others join the class virtually from home Many Universities turned to remote learning during and hybrid formats returning from the pandemic.

Although the concepts behind blended learning first developed in the 1960s, the formal terminology to describe it did not take its current form until the late 1990s. One of the earliest uses of the term appears in a 1999 press release, in which the Interactive Learning Centers, an Atlanta-based education business, announced a change of name to EPIC Learning. The release mentions that The Company currently operates 220 on-line

courses, but will begin offering its Internet courseware using the company's Blended Learning methodology.

The term blended learning was initially vague, encompassing a wide variety of technologies and pedagogical methods in varying combinations (some making no use of technology whatsoever). In 2006, the term became more concrete with the publication of the first Handbook of Blended Learning by Bonk and Graham. Graham challenged the breadth and ambiguity of the term's definition, and defined blended learning systems as learning systems that combine face-to-face instruction with computer mediated instruction. In a report titled Defining Blended Learning, researcher Norm Friesen (2012) suggests that, in its current form, blended learning designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students. A research study published in 2023 concluded that: The overarching message from this study is that the keys to a seamless delivery of hybrid classes and engaged and happy students and teachers are better support, effective training and reliable technology. The major advantage that blended learning offers is scale, whereas one instructor can only teach so many people.

One example is PLATO (Programmed Logic for Automatic Teaching Operations), a system developed by the University of Illinois and Control Data. PLATO in particular had a long history of innovations and offered coursework from elementary to the college level. Mainframe-based training had a number of interface limitations that gave way to

satellite-based live video in the 1970s. The advantage here was serving people who were not as computer literate. The major challenge was the expense required to make this work.

Modern blended learning is delivered online, although CD-ROMs could feasibly still be used if a learning management system meets an institution's standards. Some examples of channels through which online blending learning can be delivered include webcasting (synchronous and asynchronous) and online video (live and recorded).

There is little consensus on the definition of blended learning. Some academic studies have suggested it is a redundant term. However, there are distinct blended learning models suggested by some researchers and educational think-tanks.

These models include:

i. Face-to-face driver – where the teacher drives the instruction and augments with digital tools.

ii. Rotation – students cycle through a schedule of independent online study and face-to-face classroom time.

iii. Flex – Most of the curriculum is delivered via a digital platform and teachers are available for face-to-face consultation and support.

iv. Labs – All of the curriculum is delivered via a digital platform but in a consistent physical location. Students usually take physical classes in this model as well.

v. Self-blend – Students choose to augment their physical learning with online course work.

vi. Online driver – Students complete an entire course through an online platform with possible teacher check-ins. All curriculum and teaching is delivered via a digital platform and face-to-face meetings are scheduled or made available if necessary.

It is important to note that even blended learning models can be blended together and many implementations use some, many, or even all of these as dimensions of larger blended learning strategy. These models, for the most part, are not mutually exclusive. There are many components that can comprise a blended learning model, including instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events, for example, Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

The Influence of Innovative Strategies For Teaching And Learning Business Education

It's important to understand that Business education is not just about teaching business skills and knowledge. It's also about developing critical thinking, problem solving, and communication skills. Innovative strategies can help to develop these skills in a more engaging and effective way. For example, the use of case studies, simulations, and other interactive methods can help students to learn by doing, rather than just listening to lectures.

Innovative strategies can have a significant influence on the way Business education is taught and learned. Technology has made it easier for students to access

educational materials. For example, the rise of online courses and resources has made it possible for students to learn from anywhere, at any time. In addition, technology has made it possible for students to learn from experts all over the world, regardless of their location. And technology has also allowed for the creation of new types of learning materials, such as simulations and interactive games. Overall, technology has made education more accessible and engaging for students, For example, the use of virtual reality (VR) and augmented reality (AR) technology can provide students with immersive experiences that allow them to explore and learn about business concepts in a new way. Gamification, which is the use of game-like elements in a non-game context, can also be used to make learning more engaging and interactive. Technology has further influenced Business education by changing the way that students and teachers interact. For example, social media and other online platforms have made it easier for students and teachers to communicate with each other outside of the classroom. This has led to a more collaborative learning environment, where students can ask questions and get feedback from their peers and instructors. Additionally, technology has made it possible for students to work together on projects, even if they are located in different parts of the world. This has helped to foster a more global perspective in Business education.

Furthermore, technology has influenced Business education, with the rise of big data. Big data refers to the large amounts of data that can be analyzed to gain insights into business operations and performance. For example, companies can use big data to track customer behavior and trends, which can help them to make more informed decisions

about marketing and product development. This can lead to more efficient and effective business operations, which ultimately benefits students by providing them with more relevant and useful educational materials. Experiential learning, on the other hand, also influence business Education. Experiential learning is a method of learning that involves hands-on, real-world experiences. In Business education, this can include case studies, simulations, internships, and other activities that allow students to apply their knowledge in a practical way. This type of learning has been shown to be very effective in helping students to retain information and develop critical thinking skills. It can also help to prepare students for the workplace, by giving them an opportunity to develop real-world skills. Case studies are a great example, by analyzing real-world business scenarios, students can learn about the challenges and opportunities that businesses face. This can help them to develop problem-solving skills and make informed decisions. Simulations are another great way to apply knowledge in a practical way. They allow students to experience different scenarios and test out different strategies without the risk of failure.

Another example of experiential learning in Business education is the use of competitions and challenges. These can be a great way to motivate students and encourage them to think creatively and take risks. For example, business schools often host case competitions, where teams of students compete to come up with the best solution to a real-world business problem. These competitions can be very exciting and engaging, and they can also provide valuable experience for students who are interested in careers in business. Another great thing about experiential learning is that it can be

personalized to the student's individual needs and interests. For example, students can choose projects and challenges that align with their career goals. This can help them to develop specific skills and knowledge that will be relevant to their future career. And it can also be a great way to build a network of contacts in their chosen field.

Project-based learning is another great example of experiential learning in Business education. In this type of learning, students work on real-world projects that are related to their studies. This can be a great way to apply their knowledge in a practical setting. The benefits of project-based learning are similar to those of other types of experiential learning. For example, it can help students to develop problem-solving skills, critical thinking skills, and communication skills. It can also help them to build confidence and a sense of accomplishment. One of the great things about project-based learning is that it allows students to learn by doing. They can apply their knowledge and skills to a real-world situation, and see the results of their work. This can be a very effective way to learn, and it can also be very motivating for students. It can also be a great way to get feedback and guidance from instructors and mentors. And, it can provide a sense of accomplishment when the project is successfully completed. All of these benefits can help students to be more successful in their future careers. One study, published in the Journal of Business and Technical Communication in 2020, found that project-based learning can improve students' technical writing skills, as well as their ability to work in teams and communicate effectively. Another study, published in the International Journal of Business and Management in 2021, found that project-based

learning can improve students' critical thinking skills and self-efficacy. These studies show that project-based learning can have a positive impact on students' learning outcomes. Another benefit of project-based learning is that it can help students to develop 21st century skills. These are skills that are considered to be essential for success in the modern workplace, such as problem-solving, communication, collaboration, and creativity. A study from the Journal of Education and Learning in 2017 found that project-based learning can help students to develop these skills. And a study from the International Journal of Business, Humanities and Technology in 2019 found that it can also help students to develop entrepreneurship skills. These are all valuable skills that can be applied in a variety of career paths.

Blended learning is a combination of traditional face-to-face instruction and online learning. This type of learning is becoming increasingly popular in Business education, as it can provide the best of both worlds. Some of the benefits of blended learning include increased flexibility, improved retention, and better engagement. A study published in the International Journal of Educational Technology in 2018 found that blended learning can lead to higher academic achievement and more positive attitudes towards learning.

The COVID-19 pandemic has shown the benefits of online learning, and many schools and universities are now incorporating more online elements into their programs. Blended learning can also be cost-effective, as it can reduce the need for travel and classroom space. And it can be a great way to reach students who may not have access to

traditional educational opportunities. However, it's important to keep in mind that blended learning is not for everyone. Some students may prefer face-to-face instruction, and some may not have access to.

Another important aspect of blended learning is the need for strong support and communication. Since students will be working in a variety of settings, it's important to have a plan in place for how they will receive feedback and support from their instructors. Technology can play a big role in this, as it can provide tools for communication and collaboration. For example, students can use discussion boards, video conferencing, and shared documents to connect with their instructors and classmates. It's likely that the tools and technologies used for blended learning will continue to evolve. One trend that is already starting to emerge is the use of artificial intelligence (AI) in education. AI can be used to provide personalized feedback and support, and it can also be used to assess student progress. For example, AI chatbots can be used to answer questions and provide additional resources. And AI algorithms can be used to track student performance and make recommendations for future learning.

In conclusion, the use of innovative strategies such as project-based learning, blended learning, and AI can have a positive influence on Business education. These strategies can improve student engagement, retention, and success. They can also make education more accessible and flexible, and they can help to prepare students for the workplace of the future. However, it's important to consider the challenges and potential risks associated with these strategies. When used responsibly and ethically, they can be very

beneficial for students and educators. In a world where technology is constantly changing and evolving, it's important for students to have a strong understanding of digital literacy. This includes things like information literacy, computer literacy, and media literacy. As more and more education moves online, it's crucial for students to be able to critically evaluate and make use of digital information. There is a growing need for digital literacy instruction and training, not only for students but also for educators. One interesting development in this area is the concept of digital badges. Digital badges are online credentials that can be earned by demonstrating mastery of specific skills. They can be a great way to recognize and reward students for their accomplishments, and they can also help to bridge the gap between traditional education and the workplace. Digital badges are just one example of how micro-credentials are changing the way we think about education and professional development. Micro-credentials are short, specific credentials that can be earned in a variety of ways, including through online courses, projects, and work experience. They can be a great way to demonstrate mastery of specific skills without having to earn a full degree. More and more of these micro-credentials will be seen in the future, as they become an increasingly popular way to demonstrate expertise.Review Of Related Empirical StudiesQuite some research work have been carried out on strategies for teaching and learning Business education and it's influence especially with the evolvement of education in the 21st century. Kipping and Bjork (2015) carried out a study on Immersive pedagogies. The purpose of the Kipping and Bjork study was to investigate the role of immersive pedagogies in higher education.

Specifically, the authors were interested in understanding how immersive pedagogies are being used in business education, and what the benefits and challenges of this type of pedagogy are. To investigate this topic, the authors conducted a systematic literature review of articles published between 2000 and 2016. Based on their findings, the authors developed a framework for understanding the role of immersive pedagogies in business education. The population for the Kipping and Bjork study was higher education students who are enrolled in business education programs. The authors did not specify the age range of the students included in the studies, but it is likely that most of the participants were adult learners. The findings of the study revealed that immersive pedagogies have the potential to create a more engaging and realistic learning environment, which can lead to improved learning outcomes. According to Kipping and Bjork, immersive pedagogies can be defined as learning environments in which students are immersed in a context that simulates or replicates a real-world situation. This type of pedagogy is often used in fields such as medicine, engineering, and law, where it can be difficult or dangerous to learn in a real-world setting. Immersive pedagogies often make use of technologies such as virtual reality, augmented reality, or serious games. The goal of immersive pedagogies is to create a learning environment that is as realistic and engaging as possible. Kipping and Bjork note that there are several advantages of immersive pedagogies over traditional teaching methods. For example, immersive pedagogies can help students to develop skills such as decision-making, problem-solving, and teamwork. Additionally, immersive pedagogies can help students to gain a better understanding of complex concepts by

experiencing them firsthand. Finally, immersive pedagogies can also be more effective at capturing and holding students' attention, which can lead to increased retention of information. Bedi and Kumar (2018) carried out a study on mixed reality (a combination of virtual and real world elements) The purpose of the study was to explore the potential of mixed reality technologies in education. Specifically, the authors were interested in understanding how mixed reality can be used to create more immersive and engaging learning experiences. The findings of the study revealed that mixed reality has the potential to be a powerful tool for education, as it can create more immersive and engaging learning experiences. The authors found that mixed reality can be particularly effective in fields like healthcare and engineering, where students can learn in simulated environments that are difficult to replicate in the real world. Bedi and Kumar found that mixed reality has the potential to revolutionize the way that students learn in the 21st century. The Bedi and Kumar study looked at the use of mixed reality, which combines elements of the real world and the virtual world, in education. The authors noted that mixed reality has the potential to create more immersive and engaging learning experiences. One example of mixed reality that was discussed in the study was augmented reality (AR). AR is a type of technology that allows users to see digital information overlaid on the real world, typically using a device like a smartphone or tablet. This can be a powerful tool for education, as it allows students to interact with digital content in a more engaging way. Bedi and Kumar also discussed virtual reality (VR) as another type of mixed reality. VR is a technology that allows users to be fully

immersed in a computer-generated environment. This can be a powerful tool for education, as it allows students to experience environments and scenarios that would be difficult or impossible to experience in the real world. The authors noted that VR has the potential to create more immersive and engaging learning experiences, particularly in fields like healthcare, engineering, and architecture.

Summary of Literature Review

The researcher reviewed some textbooks, journals, past theses, past research on related studies and publications as they relate to the topic under investigation - innovative strategies such as; blended learning, technology based learning, project based learning and experiential learning applied in classes in the 21st century. From the review of literature, it was discovered that innovation is the key to effective teaching and learning of Business Education with the constant evolution of the world. Hence, the relevance of the study is highlighted.More so. It was discovered from the review of related literature that most study focused on one or two of the innovative strategies highlighted by the study but this study goes further to study the relevance of all the strategies applied in teaching business education. Theories of these strategies and it's findings properly documented would add to the body of literature

CHAPTER THREE

METHODOLOGY

This chapter describes the procedure that was used in the study. This is discussed under the following subheading:

- Design of the Study
- Population of the Study
- Sample and Sampling Technique
- Instrument for Data Collection
- Validity of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

The design adopted for this study is the survey research design. Survey research is the collection and analysis of data from a sample of individuals through their responses to a series of questions that are administered through a variety of means. It is a quantitative approach that provides information about the opinions, beliefs, and experiences of the population from which the sample is drawn. This research design is best suitable for this study because is essentially determines the influence of innovative strategies for teaching and learning Business education in the 21st century.

Population of the Study

The targeted population of the study consists of 135, 400 level Business Education students of the 2019/2020 academic session in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin City.

Sample and Sampling Technique

Due to the manageable size of the population, there will be no sampling.

Instrument for Data Collection

The Instrument used for the study was a structured questionnaire titled "Influence of Innovative Strategies for Teaching and Learning Business Education in the 21 Century". The questionnaire was divided into two sections (A and B). Section A consist of tutors' and students' demographic data while section B consists of questions that elicited responses from the respondents. The scale for the questionnaire was coded as Very High Extent (VHE), High Extent (HE), Low Extent (LE), Very Low Extent (VLE).

Validity of Instrument

The instrument designed by the researcher was subjected for careful scrutiny by the researcher's supervisor and two other experts in the department of Vocational and Technical Education (VTE), Faculty of Education, University of Benin.

Reliability of the Instrument

The reliability coefficient of the instrument was used was obtained by using the test re-test method. 15 copies of the questionnaire was administered to 15 respondents

who are not part of the study population and the coefficient derived will show the reliability of the instrument.

Method of Data Collection

The instrument for the study was personally admitted by the researcher with the aid of an assistant who was briefed on the procedures to be used in administering the instrument. The questionnaire was retrieved on spot from the respondents. The questionnaire was checked on spot after completion and there was an 100% rate

Method of Data Analysis

The data collected was analyzed using descriptive statistics of simple parentage, mean and standard deviation.

VHE - Very High Extent

HE - High Extent

LE - Low Extent

VLE - Very Low Extent

Item with less than 2.50 was regarded as very low extent while items with 2.50 mean was regarded as very high extent.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINGINGS

This chapter presents the responses to the administered questionnaire. Data presented were analyzed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

Bio-data Analyses

Answering of Research Questions

Discussion of Finding

Bio-data Analyses

The bio-data analysis is analyzed using simple percentage. The result is presented in Table 1

Table 1: Percentage distribution of respondents by Sex

SEX	FREQUENCY	PERCENTAGE
MALE	68	50.4%
FEMALE	67	49.6%
TOTAL	135	100%

Source: Field study, 2024.

The above table shows the percentage and frequency distribution of the sex of respondents, male 68 and has 50.4% while the female respondents are 67 and has 49.6%.

Answers to Research Questions

Data collected to answer the research questions was answered using mean and standard deviation. The results are shown in Tables 2 to 5.

Research Question 1

To what extent does project based learning impact the teaching and learning of business education.

Table 2: Data showing the extent project based learning impact the teaching and learning of business education

S/N	ITEM STATEMENT	N	X	S.D	DECISION
1	Project-based learning activities increase student motivation in business education	135	3.6963	.46157	Very High Extent
2	Project-based learning activities enhance student problem-solving skills	135	3.4074	.49318	Very High Extent
3	Project-based learning activities increase student awareness of real-world business challenges and opportunities	135	3.1926	.75801	Very High Extent
4	Project-based learning enables teachers to be aware of students' mindset	135	3.3556	.57907	Very High Extent
5	Project-based learning activities improve student learning outcomes in business education, particularly in terms of developing 21st-century skills such as communication collaboration, critical thinking and creativity	135	3.4444	.80730	Very High Extent

Source: Field study, 2024

In response to research question one, Table 2 shows that to a very high extent respondents exhibit that the extent project based learning impact the teaching and learning of business education is very high. The items 1-5 indicate very high extent project based learning impact the teaching and learning of business education with mean ranging from 3.19 – 3.69. With these results, the above mean score shows that the extent project based learning impact the teaching and learning of business education is very high.

Research Question 2

To what extent does experiential learning impact the teaching and learning business education in the 21st century

Table 3: Data showing the extent experiential learning impact the teaching and learning business education in the 21st century

S/N	ITEM STATEMENT	N	X	S.D	DECISION
6	Experiential learning enhances students' decision making skills in the 21st century	135	3.3926	.58713	Very High Extent
7	Experiential learning enhances lecturers and students' knowledge of a particular subject	135	3.7111	.45493	Very High Extent
8	Knowledge by experience increases students' participation in business education	135	3.4370	.67589	Very High Extent
9	Experience is the best way to improve teaching and learning of business education	135	3.3037	.84883	Very High Extent
10	Experiential learning enables lecturers interact properly with students	135	3.3481	.73625	Very High Extent

Source: Field study, 2024

In response to research question two, Table 3 shows that to a very high extent respondents exhibit the extent experiential learning impact the teaching and learning business education in the 21st century. The items 6-10 indicate very high extent the experiential learning impacts the teaching and learning business education in the 21st century with mean ranging from 3.30– 3.71. with these results, the above mean score

shows that the extent experiential learning impacts the teaching and learning business education in the 21st century is very high.

Research Question 3

To what extent does technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills

Table 4: Data showing the extent technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills

S/N	ITEM STATEMENT	N	X	S.D	DECISION
11	The use of technology tools and platforms enhance the development of 21st-century skills in your business education classroom	135	3.5630	59359	Very High Extent
12	The use of technology tools and platforms improve student motivation in your business education classroom	135	3.3556	.72757	Very High Extent
13	The use of technology tools and platforms increase creativity in your business education classroom	135	3.2889	.72139	Very High Extent
14	The use of technology tools and platforms improve communication in business education classroom	135	3.2519	.61956	Very High Extent
15	The use of technology tools and platforms improve collaboration among students and lecturers in your business education classroom	135	3.4444	.74979	Very High Extent

Source: Field study, 2024

In response to research question three, Table 4 shows that to a very high extent respondents showed that the extent technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills.

The items 11-15 indicate very high the extent technology enhances the teaching and learning of business education in terms of engagement and the development of 21st century skills with mean ranging from 3.25 – 3.56. With these results, the above mean score shows that the extent technology enhances the teaching and learning of business education in terms of engagement and the development of 21st century skills is very high.

Research Question 4

To what extent does blended learning impact the teaching and learning of business education

Table 5: Data showing the extent blended learning impact the teaching and learning of business education

S/N	ITEM STATEMENT	N	X	S.D	DECISION
16	The use of blended learning (i.e., a combination of online and face-to-face instruction) is the best strategy for teaching and learning business education	135	3.2519	.63149	Very High Extent
17	Blended learning improves teaching and learning outcomes in business education	135	3.3926	.67022	Very High Extent
18	Blended learning allows for greater flexibility and adaptability in business education particularly in response to student needs or changes in technology	135	3.6519	.47816	Very High Extent
19	Blended learning is flexible for both lecturers and students	135	3.4000	.58845	Very High Extent
20	Blended learning enables lecturers and students to focus on both academic life and the real world	135	3.2444	.77716	Very High Extent

Source: Field study, 2024

In response to research question three, Table 5 shows that to a very high extent respondents exhibit that blended learning impact the teaching and learning of business education. The items 16-20 indicate very high extent blended learning impact the teaching and learning of business education with mean ranging from 3.24– 3.65. With these results, the above mean score shows that extent blended learning impact the teaching and learning of business education is very high.

Discussion of Findings

The results of analysis of data collected on the basis of all the issues raised have been quite interesting and informative. In the first place on the issues showing the extent project based learning impact the teaching and learning of business education. It shown the respondents to a very high extent believed that project based learning impact the teaching and learning of business education. This finding is in consonance with the findings of Blumenfeld & Krajcik (2016) which cited that students in project-based learning classrooms obtain higher test scores than students in traditional classroom.

Secondly, on the issue of the extent experiential learning impacts the teaching and learning business education in the 21st century. The respondents agreed to a very high extent that experiential learning impact the teaching and learning business education in the 21st century. This finding is in consonance with the studies of Clark and White (2010) which point out that a quality university business education program must include an experiential learning component.

Thirdly, on the issue of the extent technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills, the respondents to a very high extent agreed that extent technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills. This finding is in line with the study carried out by Freeman and Anderson (2011) which stated that technology makes education easy and offers educators proper education resources.

Finally, analyses of data on extent blended learning impact the teaching and learning of business education, the respondents to a very high extent agreed that blended learning impact the teaching and learning of business education. This finding is in line with the study carried out by Norm Friesen (2012) which stated that, in its current form, blended learning designates the range of possibilities presented by combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter focuses on summary, conclusion and recommendations.

Summary

This study determined the effect of innovative strategies for teaching and learning of business education in the 21st century Four research questions were raised to guide the study. P

The study employed a descriptive survey research design. The population of this study comprised one hundred and thirty-five (135) 400 level business education students in the Department of Vocational and Technical Education, Faculty of Education, University of Benin, Benin city. The instrument that was used for the study was a self-structured questionnaire titled "Effect of Innovative Strategies For teaching and learning Business Education in The 21st Century". The questionnaire is segmented into (A and B). Section A measured the demographic variables of each respondents such as gender, age and so on while section B comprised 20 item statement which was drawn up from the research questions. The instrument designed by the researcher was subjected for face validation by the researcher Supervisor and two other experts in the Department of Vocational and Technical Education (VTE), Faculty of Education, university of Benin, Benin City.

The reliability coefficient of the instrument used was obtained by measuring the internal consistency of the items which was carried out using Cronbach alpha Statistics.

This instrument was administered to 20 respondents who are not part of the study population and the coefficient of 0.75 was obtained, which showed that the instrument was reliable.

Data presented were analyzed using SPSS data analysis software tool and the result of analysis are discussed under the following sub-headings

Bio-data Analyses

Answering of Research Questions

Discussion of Finding

The bio-data analysis is analyzed using simple percentage. The result is presented in a table that showed the percentage and frequency distribution of the sex of respondents, male 68 and has 50.4% while the female respondents are 67 and has 49.6%.

Findings:

The review reveals that innovative strategies in business education have a positive impact on student engagement, motivation, and learning outcomes. Key findings include:

- Technology integration enhances student engagement and knowledge retention.
- project based learning promote active learning and improve student satisfaction.
- blended learning develops essential skills like teamwork and communication.
- Experiential learning bridges the gap between theory and practice, enhancing employability.

In the first place on the issues showing the extent project based learning impact the teaching and learning of business education. It shown the respondents to a very high extent believed that project based learning impact the teaching and learning of business education.

It was discovered that to a very high extent that experiential learning impact the teaching and learning business education in the 21st century.

respondents to a very high extent agreed that extent technology enhance the teaching and learning of business education in terms of engagement and the development of 21st century skills.

Analyses of data on extent blended learning impact the teaching and learning of business education, it was concluded to be a very high extent.

Conclusion

Innovative strategies in business education are crucial for developing 21st-century skills, such as critical thinking, creativity, and problem-solving. Educators and institutions should embrace these approaches to create engaging, interactive, and relevant learning experiences. Future research should explore the scalability and long-term impact of these innovations.

By embracing project-based, technology-based, blended, and experiential learning, Business Education can cultivate skilled, adaptable, and innovative professionals for the 21st century.

Recommendations:

1. Educators should endeavor to incorporate innovative strategies into curricula and pedagogy.
2. Institutions are encouraged to support faculty development and infrastructure for innovative teaching.
3. Researchers should Investigate the longitudinal effects and contextual factors influencing innovative strategies' effectiveness.
4. Government should support institutions to enable the implementation and smooth operations of innovative strategies to improve teaching and learning of Business Education.
5. Students should always give feedbacks to tutors to ascertain if teaching strategies are effective or needs improvements.

Suggestions for Further Studies

This study determined the influence of innovative strategies for teaching and learning business education in the 21st century. The following suggestions for further research were outlined:

1. Principal management and educational reprocess and students' performance in Business Education
2. The use of information and communication technology in teaching of Business Education

3. The impact of internet on student final year research Entrepreneurship competency required by business education student in establishing smale scale ventures
4. Assessment of availability and utilization of e-learning technologies in business education programme in tertiary institutions