



## HOW SHOULD KEYBOARDING INSTRUCTION BE DELIVERED?

The Nebraska Keyboarding Task Force recommends the following for the delivery of effective keyboarding instruction:

- Enough time must be devoted to the course to ensure the development of usable skills, typically a minimum keystroke speed of 20-25 wpm. For upper elementary students, a minimum keystroke speed should exceed typical handwriting speeds of 7-10 wpm.
- Frequent access after initial instruction must be made available to enable students to retain, refine, and apply their acquired keyboarding skills.
- A ratio of one keyboard per student is necessary. Each student must have access to a keyboard. Under no circumstances should students be expected to share keyboards during the instructional period.
- Keyboarding is a **cumulative** skill—what is learned at one level is dependent upon what has been learned at a prior level.
- Although a variety of methodologies, resources, equipment, software, etc., exists, there is no substitute for the teacher delivering keyboarding instruction to guarantee student success.



## WHAT IS THE FUTURE OF KEYBOARDING?

Keyboarding instruction should reflect current technological and educational trends. School systems should be committed to planning, designing, and implementing keyboarding units and/or courses within the entire curriculum.

The 1993 Nebraska Keyboarding Task Force members **CHALLENGE** school systems to identify competence in keyboarding as an exit outcome for all students!

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# NEBRASKA



## KEYBOARDING POSITION PAPER

Nebraska Business Education recognizes the need for keyboarding skills throughout the educational process. Through a coordinated effort among the Nebraska Department of Education, Alpha Upsilon Chapter of Delta Pi Epsilon, and elementary, secondary, and postsecondary educators, the Nebraska Keyboarding Position Paper was reviewed and updated. This position paper provides general guidelines and recommendations for implementing keyboarding instruction throughout the entire educational curriculum.



## THE ROLE OF KEYBOARDING IN EDUCATION

The keyboard has become a tool that is readily used in the home, workplace, and community. For this reason, keyboarding instruction needs to be part of the total educational process, beginning in upper elementary grades.

Keyboarding is a necessary personal, academic, and professional skill. Most of today's students will use computers when they enter the world of work—no matter what vocational field—which necessitates competence in keyboarding.

The Nebraska Keyboarding Task Force agrees that keyboarding is a useful skill. The issue focuses on **WHEN** and **HOW** keyboarding should be taught, and **BY WHOM!**



## WHAT IS KEYBOARDING?

Keyboarding is a skill using the touch method to input information into various types of equipment. A major objective of keyboarding instruction is to develop touch control of the keyboard, proper keyboarding techniques, and basic speed and accuracy. In addition, the fundamentals of correct keyboarding technique allow users to apply basic skills to the formatting of personal and business documents.



## WHY SHOULD KEYBOARDING BE TAUGHT? WHO NEEDS IT?

**EVERY** student must acquire basic keyboarding competency and proficiency. Keyboarding should be an integral part of the **total** education of **every** student!

Despite technological advances, it is likely that the fingertips will remain the primary means of data input in the immediate future. Thus, keyboarding instruction is necessary at the elementary, secondary, and postsecondary levels.

The Nebraska Keyboarding Task Force believes that students should receive keyboarding instruction in order to prevent the development of inefficient habits that later require time-consuming remediation. In addition, good keyboarding skills enable students to use their limited time on the keyboard efficiently and productively.



## WHEN SHOULD KEYBOARDING BE TAUGHT?

Research indicates that students should be taught keyboarding prior to the time they will use/apply the skill in word processing, composition, or similar writing activities. Although exceptions exist, it is the consensus of the Nebraska Keyboarding Task Force that **formal** keyboarding instruction begin no earlier than fourth grade.

At whatever level formal keyboarding instruction is introduced, it is imperative that opportunities for continued application be allowed. An appropriate scope and sequence is vital to the learning process.



## WHO SHOULD TEACH KEYBOARDING?

Although business educators are already trained in the principles of keyboarding instruction, they may not be the logical or practical deliverers of such instruction. Whoever teaches keyboarding must be properly trained in the methodology of touch keyboarding instruction.

Several alternatives exist for non-business teachers to acquire such keyboarding methodology:

- Allow business education teachers to team teach with elementary teachers, which would ultimately allow the elementary teacher to deliver the keyboarding instruction.
- Receive in-service training as provided by Education Service Units, colleges/universities, technology centers, and/or special workshops.

Business teachers in Nebraska are endorsed to deliver keyboarding instruction at the **7-12 curriculum level** on a full-time basis. Endorsed business teachers may provide keyboarding instruction at the **elementary level** if either of the following two conditions is met: (1) if the time the business teacher is teaching in the elementary classroom does not exceed the five percent endorsement flexibility for elementary grades in school accreditation regulations, and/or (2) if the elementary teacher is present in the classroom and team teaches with the business teacher. The elementary teacher and the business teacher should plan together so that the keyboarding instruction is integrated into the regular program.