

BOOK OF ABSTRACTS  
OF THE 3<sup>RD</sup> INTERNATIONAL SCIENTIFIC CONFERENCE

»TEACHING METHODS FOR  
ECONOMICS AND  
BUSINESS SCIENCES«

EDITOR

**ROMANA KOREZ VIDE**



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# Teaching Methods for Economics and Business Sciences

Book of Abstracts of the 3<sup>rd</sup> International  
Scientific Conference

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**Romana Korez Vide**

April 2019

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# Teaching Methods for Economics and Business Sciences Book of Abstracts of the 3<sup>rd</sup> International Scientific Conference

ROMANA KOREZ VIDE

**Abstract** Educational institutions are important agents of a society's progress and the wellbeing of its members. Higher education institutions have to provide the most sophisticated added value to the personal and professional development of individuals. They need to encourage their employees towards the fulfilment of this responsible mission. The management of these institutions should represent the role model in this regard. Due to globalisation and its economic, social, technological and ecological consequences, the circumstances and requirements of the twenty-first century workplaces have been transformed. Contemporary working environments reward people with inclusive competencies, such as the ability to recognize differing perspectives, critical thinking, creativeness and respectful collaboration in different types of social groups. Higher education institutions of economics and business, whose research areas are related to several sub-disciplines of social sciences, are particularly strongly responsible to best motivate and prepare their students for solving complex problems that interfere with multiple domains. This publication includes summaries of papers on various new perspectives about the challenges of formation of contemporary higher education learning environments. I believe that it will trigger the curiosity of readers and stimulate the academicians to start or to upgrade the research in this field with the aim of aspirations for not only more advanced but also more socially responsible and happier societies.

**Keywords:** • higher education • workplace • competencies • learning environment • social responsibility •

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INVITED KEYNOTE SPEECH

## Student-centred Teaching and Learning: State of Play and Challenges

SLAVKO CVETEK

**Abstract** With the acceleration of the Bologna reform process in European higher education in the last decade and, in particular, after the Yerevan Ministerial Summit of the European Higher Education Area (EHEA) in May 2015, ‘student-centred learning’ has taken centre stage in higher education discussions and policy documents. By adding a new standard in the revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), student-centred learning has become the overarching framework for modernization of teaching and learning in higher education institutions across Europe, and the standard by which teaching practices in higher education institutions will be assessed in accreditation and external evaluation procedures. Yet, implementing the “SCL principle” in practice has been found to be slow and sporadic, and the initiatives towards adopting more student-centred approaches are often met with scepticism and avoidance. One reason for this is the fact that there is considerable disagreement and confusion about what student-centred learning actually is and, as a result, how it should be implemented in practice. Despite the fact that there is now sufficient knowledge, supported also by empirical evidence, of what constitutes quality student learning and how it can best be enhanced. In my keynote speech, I will, first, briefly reflect of the ‘state of play’ in the contemporary higher education arena as set by the Bologna process and by the ‘demand’ for adopting learner-centred approaches in higher education teaching and learning. In the main part of my speech, I will, by referring to the findings of the newly emerging learning sciences and the insights from contemporary evidence-based teaching practices, suggest some ways how insights from the learning sciences can help teachers to design more effective learning environments. Also, I will point to some obstacles to student-centredness and related challenges for higher education institutions, teachers and students.

**Keywords:** • the Bologna process • student-centred learning • student-centred teaching • learning sciences • learning environments •

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INVITED KEYNOTE SPEECH

## Finnish Education: “A Living Model”

ÖZERK GÖKER

**Abstract** The Finnish Ministry of education states its aim that “the potential of every individual should be maximized”. Education is one of the cornerstones of Finnish welfare society. Finnish education aims for an educational system that offers equal opportunities for the education for all people. Education from pre–primary to higher education is free of charge in Finland and is supported by a well–developed system of study grants and loans. Finnish education system is designed to have no dead–ends. Learners can always continue their studies at an upper level of education, whatever choices they make in between. The practice of recognition of prior learning has been developed in order to avoid unnecessary overlapping of studies. A special importance is given to the guidance that is provided by all education personnel. Teachers are required to treat students as individuals and help them proceed according to their own capabilities. The teacher’s competence is essential. Teachers in basic and general upper secondary education are required to hold a Master’s degree. The high level of training is seen as necessary as teachers in Finland are very autonomous professionally. Higher education institutions are developed as an internationally competitive entity that also flexibly meets regional needs. Higher education is offered by universities and universities of applied sciences (UAS). The mission of universities is to conduct scientific research and provide education based on it. Universities of applied sciences provide more practical education that aims to respond to the needs of the labour market. The activities of higher education promote Finnish competitiveness, well–being, education and learning as well as sustainable development. Higher education institutions aim to improve the quality of education by revamping education content, teaching methods, learning environments and the competence of teachers, as well as to increase cooperation.

**Keywords:** • Finnish education system • competence of teachers • learning environments • higher education • flexibility and competitiveness •

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## The Importance of Theory Teaching in the Discipline of International Relations

SABRI AYDIN & GÜLŞEN ÇETİN AYDIN

**Abstract** In all circles (graduate or undergraduate), students are not interested in International Relations (IR) theory classes as much as they are in more historic or substantial courses. Obviously, there are some reasons for that. Since theory is discrete, theory courses may be found to be superfluous, not necessary, elusive, distant from the facts and applied studies, and so on. Besides, it is commonly and erroneously thought that IR practitioners (for instance diplomats) have no business with IR theory. Yet, the curriculum of many academic departments, whose graduates frequently becomes diplomats, lacks IR theory courses and this fact is taken as normal. However, there is no doubt that no empirical analysis can be made without theoretical assumptions. It should also be understood that theories are not just the result but also the precondition for the possibility of empirical knowledge. By the aid of these facts and knowledge, this study is going to speculate on the importance of theory for IR practitioners and the significance of theory teaching in the discipline of IR.

**Keywords:** • IR theory • the discipline of IR, teaching IR, curriculum, diplomats •

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## The Techniques of Motivational Training in Social Policy

GÜLŞEN ÇETİN AYDIN & SABRI AYDIN

**Abstract** Social policy generally covers public services in the fields of health, education, housing, social security, employment, and social services. Social policy issues attract the attention of students because they cover the problems, rights and responsibilities and current events that can be encountered in daily life. Within the scope of social policy, issues such as migration problems, right to education, disadvantaged groups, positive discrimination, and gender perspective are covered. For this reason, although the social policy course seems to be boring at the beginning, it attracts the attention of students and facilitates participation in the following courses. Students' desire to learn increases and it is easier for the students to learn by finding a part of themselves. In order to increase the participation of the students in the course, students are asked to give examples about the region and the country. In this way, it is observed that there is an increase in students' productivity and school successes. Taking ideas from students about subjects related to the course leads them to feel more valuable. It also allows them to establish good relationships with their friends and teachers, to better understand the subjects and to allow them to move more easily in school. On the other hand, having a repressive management system and not establishing sincere relationships are factors that reduce motivation.

**Keywords:** • education • motivation • student • self-improvement • training techniques s •

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## Field of study "Entrepreneurship and Finance" at the Faculty of Economics of the University of Economics in Katowice as an Example of Practical Education in the Polish Higher Education System

GRZEGORZ GŁÓD & IZABELLA STEINEROWSKA–STREB

**Abstract** Literature indicates the important role of education in stimulating the development of entrepreneurship. However, in order for this postulate to be fulfilled in an effective manner, synergy of education programs (formal education) with informal forms of extracurricular or non-academic education must appear in practice. Entrepreneurship education must therefore be supported by the institutional environment, in particular by broadly understood economic practice. In order to meet the expectations of candidates for economic studies, a decision was made to prepare a unique direction in the region, in which practical skills in critical areas for small and medium business will be delivered on a solid theoretical foundation. The first cycle of education in the field of practical studies "Entrepreneurship and Finances" began at the Faculty of Economics of the University of Economics in Katowice in the academic year 2014/2015. The article will present the main conclusions related to the implementation of the practical profile of studies in the conditions of the Polish higher education system.

**Keywords:** • entrepreneurship • entrepreneurship education • academic entrepreneurship • educational project • institutional environment •

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## Stimulating Creative Thinking Using Practical Knowledge in Case of Financial Subjects

WOJCIECH KACZMARCZYK

**Abstract** Nowadays, it is often very difficult to catch students' attention, especially in case of financial subject like financial mathematics, finance management, etc. One of the reasons is the fact that for many students it is hard to imagine how theoretical knowledge can be used in practice – and as a result, students are uninterested in learning whole material and are focused just on passing the exam. This publication is a kind of reflection and opinion paper based on personal experiences of the author who is combining university work with running his own law firm specialized in banking and insurance issues. Giving real examples both from consumer and company finance is an effective way to encourage students to become active and improve their knowledge gathering process. Additionally, practical examples (more complicated than theoretical examples) are inspiring creativity in students.

**Keywords:** • students' attention • real examples • practice • financial subjects • creative thinking •

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# Teaching Spanish as a Foreign Language for Students of Economics and Business

ZUZANA KITTOVÁ & MÁRIA SPIŠIAKOVÁ

**Abstract** The intercultural dimension in teaching students of economics and business is strongly supported by promoting the foreign languages learning. Mastering a foreign language enables them to communicate and to understand better the culture of business partners or customers on increasingly globalised markets. In this paper, we therefore pay closer attention to the needs of the students at the University of Economics in Bratislava – the largest university in Slovakia with the longest tradition in providing education in the field of economics and business – with respect to teaching Spanish as a foreign language. On the basis of a questionnaire survey among students, we identified the relevance of mastering Spanish in terms of the overall study as well as in terms of expected careers after completing studies, the relevance of specific topics included in the syllabus, the desired learning outcomes and competencies as well as the evaluation of acquired knowledge and competencies with the aim to improve teaching Spanish.

**Keywords:** • teaching • Spanish • syllabus • competencies • survey •

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## Economic Law Analysis as a Desirable Method of Teaching for Economics, Business and Law Sciences

ARTUR KOKOSZKIEWICZ & ANDRZEJ BOROWSKI

**Abstract** Generally in science, it is indicated that economic analysis of law is a discipline between economics and legal sciences. It studies law using methods of economic sciences. This discipline puts a special emphasis on the study of the effectiveness of legal regulations. However, we think that this is not only a ‘discipline’ but also a ‘method’ that can be used for both: law-making and didactic activities. It can be useful in teaching law, business, economics or social sciences. In our contribution, we will present the main assumptions of the economic analysis of law – that is, what it is and how this concept should be understood. In addition, we will present the historical aspect of this analysis. We will also consider whether it can be the sole measure of law-making activity.

**Keywords:** • economic law • method of teaching • teaching law • economics • law-making activity •

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## E–Learning in Hungarian Higher Education: Experience at University of Sopron

LÁSZLÓ KOLOSZÁR & ZSOLT TÓTH

**Abstract** Nowadays, information–communication technology permeates all aspects of life. Higher education is also part of this phenomenon. Technology not just provides a background, but also transforms traditional processes. Hierarchical knowledge sharing system through university lectures and seminars is complemented by an electronic platform that can be customized in a small group or per student, instead of the uniformization of methods and contents. A virtual learning environment allows the renewal of educational materials and methods. The development of the e–learning system started at Faculty of Economics of University of Sopron in 2002. From the very beginning, it was built on Moodle system. Moodle, which has become very popular in the world by now, supports a wide range of pedagogical approaches. Because the reform methods had become widespread in the e–learning literature, we explored the possibilities of introducing them to education in also international projects. Besides a theoretical overview, the paper summarizes our practical experience.

**Keywords:** • e–learning • virtual learning environment • higher education • teaching methodology • Moodle •

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## Teaching and Learning with MO(O)CS

SONJA SIBILA LEBE, NUŠA BASLE & IGOR PERKO

**Abstract** We live in the era of revolutionary innovations and industry progress – yet, the school system seemed to be, still a decade ago, an incredibly rigid system, ‘immune to progress’ in the outer world. Even today, the majority of educational institutions still lag considerably behind this huge development. The prevailing reasons for not introducing new teaching methodologies and tools into tuition are high costs (AI, AR, VR...), and teachers’ fear that they would not be able to cope with new technologies. Yet the modern society does not need graduates who excel as ‘brave students’, replicating what they have learned by heart to obtain best grades – the changing world requires highly creative and innovative people. Obviously, the school system has to adapt to these needs, and even more obviously, teachers have to realise that only introducing new methodologies into their tuition can form such individuals. In the paper, best practice examples of using MOCs and MOOCs in tuition available online will be analysed. We shall illuminate the challenges and benefits of using MO(O)Cs, one out of several modern teaching ICT–tools, in university tuition. Determining an appropriate ratio of introducing MO(O)Cs into tuition seems to be the challenge of future tuition. Switching exclusively to MO(O)Cs and other ICT tools used in distant learning would deprive the students of the possibility to discuss creative and innovative topics live with peers, as well as with teachers – the latter seems to gain an increasing importance in today’s era of alienation and loneliness due to digital addictions.

**Keywords:** • teaching • technology • M(O)OCs • creativity • digitalisation •

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## Teaching the Millennials: Practice, Practice and Once Again Practice

MARTA MARTYNIAK

**Abstract** The presented paper contains a set of experiences and thoughts of the author in the field of teaching students belonging to the Y generation. The aim of the publication is to show their needs and expectations towards the education process and to formulate exemplary activating exercises. Based on conversations with students and own academic experience, the author focuses on practical exercises. The contribution indicates also specific proposals for universal exercises that can be used in working with students to simultaneously facilitate the acquisition of didactic material as well as stimulating them to work at classes and at home. This paper is of reflective nature, supported by examples from the classes in management and finance and is addressed to academic teachers and educators who want to enrich their classes with new stimulation methods and exercise, as well as to the students representing the generation Y interested in the subject matter.

**Keywords:** • generation Y • millennials • examples of exercises • teaching students • teaching methods •

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## Active Learning in Practice: Students' Perceptions in an Economics–Lecture Classroom

SANDRINA B. MOREIRA

**Abstract** In higher education, there is an increasing trend from teacher-centred to student-centred learning environments, wherein active learning experiences can play a decisive role. This paper assesses how students perceive the use of active learning techniques within the lecture framework, traditionally accepting students as passive listeners. To that end, a survey will be distributed in a single class at mid-semester in order to evaluate and help refine the active learning approach conducted in an economics course. I anticipate that students will have an overall positive response towards active learning, helping them to focus, engage and learn, and valuing the course as a whole as interactive and a valuable learning experience. I also expect to improve on the designing and testing of active learning events by checking the usefulness of key implementation rules like the what, when, who technique on slide-written instructions, as well as the variety of active learning activities tested.

**Keywords:** • active learning • higher education • student perceptions  
• survey • economics course •

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## “MultiCreation” – Participatory Learning Approach for Business – Academia Collaboration

RENATA PETREVSKA NECHKOSKA &  
MONIKA ANGELOSKA DICHOVSKA

**Abstract** In today's complex, dynamic, information-rich global society, operating in developing countries requires ingenuity and innovative capacity from all stakeholders, due to limited resources (especially financial), turbulent socio-economic, political and environmental circumstances. Our motivation as relevant participants in the higher educational system is to facilitate students to develop their knowledge, skills and competences for facing business world challenges; be able to take entrepreneurial initiatives; and boost their (self –) confidence. To properly address the multi-dimensional, multi-disciplinary, multi-participant world, we designed our ‘MultiCreation’ teaching/learning approach. Based on the knowledge matrix, we conceptualised, effectuated and validated it in a business-academia collaboration project during a semester as a problem-based, learning by doing, blended learning approach that encompasses complete course content of four classes (Innovation Management, Change Management, Business Planning and Business Communication) and engages students, professors and managers in various roles towards individual and collective progress.

**Keywords:** • problem-based learning • participatory learning • the knowledge triangle • business-academia collaboration • multi-disciplinary approach •

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## Creative Learning of Finance and Economics through Gamification

LYUDMYLA REMNOVA & KHRYSTYNA SHTYRKHUN

**Abstract** This paper shows good practices of using gamification for better learning of financial and economic courses at Chernihiv National University of Technology (Ukraine). In the paper, the authors present the application of different financial and economic games for developing students' creativity and problem solving as well as for activating their engagement into real-life social activities aimed at increasing financial literacy in local communities. Several gamification strategies applied while organizing students' Volunteer Camp and FinCultural Marathon in Chernihiv region local communities are presented in the paper. The main types of used games are described with reference to their educational aims, level of complexity, target group and the achieved results. The authors also summarize the application of selected creativity development methods which were used on the stage of game creation, its adoption to selected target audience and while dealing with reflection.

**Keywords:** • creative learning • problem solving • gamification • finance and economics • financial literacy •

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## Development of Entrepreneurial Skills in the Digital Age

OLGA SAVCHENKO, IRYNA NOVIK & VIKTORIIA VERIUTINA

**Abstract** The article demonstrates that the pursuit of entrepreneurship is key to economic development and explores the concept that people are at the heart of entrepreneurship. Based on the experience and ideas of leading European scientists, academic entrepreneurship, start-ups, and creativity are becoming more and more important elements in education. A broad overview of existing academic practices and the lessons that can be learned is proposed. In the digital age, education, research and research communication should not focus only on online learning or digital strategies. It is important to demonstrate to students the extra features that they carry. For this, it is necessary to develop and lay the foundation for entrepreneurial skills – teamwork, networking and the many ways that the digital age can enhance research and knowledge sharing with a dynamic environment.

**Keywords:** • entrepreneurship • education • case study • distance learning • creativity •

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## Role of Human Potential in Innovative Progress

NATALIIA TKALENKO & VALENTYNA VYHOVSKA

**Abstract** The purpose of the article is to determine human potential structure and basic functions as drivers of a national economy's innovation development. The intensification of fixed capital is a dynamic historical process of the replacement of human physical strength by means of mechanization and automation, while the intensification of knowledge becomes a process in which human capacity for innovation plays a complementary role and strengthens itself. The authors' point of view is that the driver has the opportunity to ensure the transition of the system to a qualitatively new level of development and to determine the direction of motion and lead to innovative progress. With the development of post-industrial society in the EU, the factor of human potential must take on the role of the driver. The main conclusion of modern economic theories about human development is that, in modern conditions, the quality and the changing nature of the labour force is more important than the increase in the capital-labor to improve the society. The main function of human potential as a driver is to determine the direction and speed of innovation development of the country and the willingness of a society to identify transformational change. Due to the fact that the implementation of an innovation-oriented model of economic development in the context of post-industrial society, the selection of these functions of an individual is central; the individual is the carrier of ideas, knowledge, capacity for creative and scientific activity and the perception of the results.

**Keywords:** • human potential • human capital • national economy • innovation • system •

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## Transforming Transport – the Role of Research in University Teaching

ANNA URBANEK

**Abstract** The economic and social challenges of the modern world force the implementation of innovative solutions in all sectors of the economy. The relationship between knowledge and innovation and economic development is increasingly obvious and measurable. The European transport sector is currently facing new challenges regarding mostly negative externalities of transport activity. Sustainable transport policy goals call for a greater involvement of research activities and broadly understood innovations in various segments of the transport market. It means that new challenges induce the need for innovative solutions, comprising not only new technologies but also organisational improvements. The main aim of the paper is to discuss the importance of R&D in the transport sector and to discuss the role of research in university teaching in the field of transport.

**Keywords:** • innovation • R&D • transport • economic development  
• teaching •

## Teaching Economics and Business as a Generational Challenge

EWA WÓJCIK

**Abstract** Contemporary students of business and economics are to live and work in the environment of constant change. The educators' role should be not only to recognise the influence of the changes on students' learning style but also to understand how to better prepare them for the requirements of the labour and consumer markets. Teachers of economics and business are expected not only to provide students with tools of obtaining knowledge but also increase their awareness of the changing environment and stimulate readiness to respond. New generations of consumers have been found to react in a much more active way than previous generations; they readily participate and co–create the reality. Such active stance should be understood and stimulated. The purpose of the paper is to address the intergenerational differences resulting from growing and getting mature in different realities, to address their implications and to discuss the ways of utilizing them in teaching strategies.

**Keywords:** • generational differences • behaviour • active stance • learning style • teaching strategies •

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# The Dilemma of Practical and General Academic Education Considering the Effectiveness of "Financial Literacy" and "Financial Inclusion"

TOMASZ ZIELIŃSKI & BOŻENA FRĄCZEK

**Abstract** One of the key issues arising from the growing significance of finance is how it affects the society and how to cope with its negative implications. It can be demonstrated that some problems arising from financialization are of educational nature. They can be referred to the phenomena of 'financial illiteracy' and 'financial exclusion', making a part of the society disable to diagnose threats and, on the other hand to take advantage of the new opportunities. The problem originates from ineffective education on economics and finance. Referring also to academic level of education, it gave rise to a discussion about a practical and general–academic model of university courses. The distinction between these two approaches has been reflected both in legal regulations and in the daily routine of the academic education. The aim of the paper is to present some theoretical and empirical aspects of the above mentioned issues on the example of Poland.

**Keywords:** • financial literacy • financial inclusion • practical education • general–academic education • Poland •

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