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The International Society for Business
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Presentations

Evaluation of a Competence-Based-Education at Vocational Schools in Austria - Impact on competence-development

Presenters: Peter Slepcevic-Zach; Manuela Paechter, and Sigrid Wimmer

Competence-based education doesn't still belong to the standard repertoire in all Austrian schools. The vocational school in Eisenstadt introduced in 2010, as part of a school experiment, a competency-based education program. The school subjects have been suspended and replaced by one big learning area. In this seminar the results of a study, commissioned by the Austrian Ministry for Education, will be presented. The impact of learning and teaching processes and the effects of this teaching were examined. The school in Eisenstadt (competence-based) and two other Vocational Schools (school-subject-based) were compared in the study.

In total, 910 students from Eisenstadt and 1920 students from the other two vocational schools were interviewed using different survey instruments. Also, a survey of all headmasters and the teachers was carried out. The survey instruments for the students were: a questionnaire at the beginning (socio-demographic data, training history, current training, learning-related attitudes, study habits, motivation) and at the end (including teaching experience and self-assessment) of the respective course.

Also tasks for the technical-methodological and social skills have been developed. The technical tasks consisted of three complex tasks from the business sector, the tasks for social and personal skills were configured as case vignettes.

After the presentation the pros and cons of this new learning design will be discussed.

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Adult Education and Regional Inequality

Presenter: Karina Fernandez

Rural areas are structurally highly disadvantaged areas. One of the biggest challenges of rural areas is the migration of young, highly educated people towards the urban centers, what leads to increasing aging of the rural society. Adult education, which is generally often promoted as a panacea against problematic social developments, is also seen to be of great importance especially for the development of rural regions. The social spaces of a region are defined by the extent to which groups and actors are able to contribute and develop their interests, talents and creativity. Tight social spaces lead in addition to hard factors such as the availability of jobs to migration and brain drain. In the area of school education, there are lots of international studies carried out to explore regional differentiation of educational participation. In contrast there is very little research undertaken in the field of adult education.

The objective of the session is to discuss results of a research project comprising the analysis of various dimensions of training processes in their spatial differentiation. The analysis is performed in the exemplary region "Styria" in Austria. The reported results are based on a secondary data analysis of the "Micro census 2003 on Lifelong Learning" and the "Adult Education Survey 2007".

The results will be discussed with the participants and compared with their experiences. It shall be debated what role adult education can play in underdeveloped regions and which concepts of education could be useful.

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Entrepreneurial Skills Pass

Presenter: Friederike Soezen

The Entrepreneurial Skills Pass (ESP) is a new qualification designed to recognise and certify that students (16-18 years old) have gained a genuine entrepreneurial experience affording the fundamental knowledge, skills and competences necessary to either start a business or to be an effective employee. Over the course of an academic year the students set up their own mini company and in the process gain real entrepreneurial experience. On completion of the enterprise students take an online exam that accredits their business acumen and skills.

The Entrepreneurial Skills Pass (ESP) includes a full-year in-school mini-company experience and an international examination of business skills and economic knowledge.

The ESP certifies that the students have the entrepreneurship experience, competence and understanding to start a venture of their own or be successfully employed. Students develop their creativity; their ability to generate ideas and turn them into action. They learn to work well in a team, take initiative and accept responsibility. They experience what it means to manage a real enterprise, learning how economics and finance contribute to the project's success. They apply their math, science, language, writing, IT skills, or specialized technical skills in new ways. The ESP certifies that a young person has had a real entrepreneurship experience and has the relevant competence, skills and knowledge to add value as a young employee. Thus the ESP is a valuable complement to standard academic qualifications. Entrepreneurship and taking initiative is one of the 8 key competences agreed by the European Union. The ESP offers schools a full package to support entrepreneurial learning outcomes including the mini-company programme, teacher training and an international exam.

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Engineering Education an autonomous field of research – status quo in Austria in comparison with business education models.

Presenter: MMag. Sabrina Romina Sorko

The 21st century can be characterized with terms like technical progress, fast-pace or insecure professional careers and can be seen as a highly complex environment for people to be successful. Required key qualifications are multidimensional competences that enable employees to use all their gathered knowledge for finding creative, holistic and therefore innovative solutions for daily work tasks.

Focusing on the engineering field, there is a second challenge education has to face. The massive technical progress of the last decades led to a highly complex working field which often frightens young people to start a professional career.

Taking this social and economic development into account, it is clear that new ways of teaching technical subjects are necessary. All the more it is astonishing, that there are more or less no specific didactical models dealing with engineering education in Austria. Although there is an exemplary development in the field of business education within the last decades, it seems that teaching engineering is not seen as an autonomous area of research.

According to that, the first part this presentation gives an overview of the prevailing didactical model of teaching engineering in Germany, which is used as basis for research in Austria as well. In the second part an overview and comparison of didactical models in the field of business education such as competence and outcome orientation are given. Therefore the challenges of teaching in both fields are discussed and similarities are pointed out.

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A pedagogical model for development of a service-learning internship program that adds marketing value for a regional university in the United States

Presenter: Dana Moore Gray, Ph.D.

Service learning is a pedagogical model that strives to create intellectually rich learning experiences for students beyond the classroom. As a service learning program, university internship programs are carefully designed to provide hands-on experiences supplemented by reflective coursework. An internship program strives to more fully prepare students for successful careers of their choice by pairing qualified university students with community employers who want to support learning opportunities for students, develop relationships with students who may become prospective employees, and to help train a future generation of workers.

The University is responsible for creating and managing a versatile platform capable of providing opportunities for diverse majors while maintaining academic rigor and streamline the processes for employers and students.

This presentation will review the research literature regarding internships as service learning, and review the design and development of an internship program for all university majors at a satellite campus of a regional university in the United States.

From a marketing perspective, an effective internship program adds to the university's product line, offering another category of for-credit learning experiences for students. Such a program helps increase promotion of the University to area employers and builds the University's brand and reputation within the community.

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Seminars

Design is our Success – the Importance of Modeling a Virtual Enterprise

Presenters: Michaela Stock & Elisabeth Riebenbauer

Virtual Enterprise is a multidimensional teaching method based on a business simulation for learning purposes. In a Virtual Enterprise, students execute procedures similar to real-life companies in a virtual market economy. To enable that students can act according to existing business principles, teachers must design this Virtual Enterprise as an economical valid business model. The seminar informs about the importance of modeling and shows several ways of designing a Virtual Enterprise for different learning objectives.

Several terms are used for this complex learning and teaching method all over the world, e.g. Virtual Enterprise in the US, Practice Firm or Practice Enterprise in Europe.

For business teachers it is a big challenge to design an adequate learning environment where students can act independently as employees or managers while carrying out the tasks associated with their respective business. A realistic modeling of a Virtual Enterprise is a precondition that learners can scrutinize, discuss and reflect upon business processes, market conditions and economic relationships.

The objective of this session is to discuss this innovative learning method from a theoretical as well as from a practical view. Requirements for an appropriate design are discussed based on the three levels of a Virtual Enterprise: business site, learning site and meta-perspective. The presenters will introduce concrete examples for modeling a Virtual Enterprise and will exchange teaching experiences with the participants.

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Analysis and design of learning assignments applying ERP-systems.

Presenter: Mag. Daniel Markus Kombacher

In the seminar the following research questions will be addressed:

- What are the didactical requirements for the design of learning assignments applying ERP-systems according to the status of research?
- To which extent do learning assignments in textbooks for commercial colleges meet current didactical requirements?
- How should learning assignments be designed to meet current didactical requirements?

First, the theoretical background for the analysis and the design of learning assignments applying standard commercial software (ERP-systems) will be presented.

Second, the results of a qualitative content analysis study on 1900 learning assignments in textbooks for commercial colleges in Austria will be presented and discussed.

Last, new developed learning assignments that meet current didactical and curricular requirements will be shared and discussed with the audience.

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The Power of Positive Question: Appreciative Inquiry as a method used to resolve conflicts and promote social cohesion in an international organization

Presenter: Anna Kimberley

Issues related to social capital, social cohesion, as well as diversity in modern societies are becoming more and more discussed nowadays. Also a concept of positive leadership has become a much discussed topic in recent years. The seminar will aim at providing theoretical and practical perspectives to explore how using a positive approach of Appreciative Inquiry (AI) can support the value of social capital, contribute to conflict resolution thus promoting better communication and social cohesion within an organization. Diversity in an international organization

Appreciative Inquiry (AI) as a research method, and a part of Action Research as well as a practical method of conflict resolution within a context of an international organization

The concept of positive management/leadership

The value of social capital (Bourdieu, Coleman, Putnam)

Knowledge creation/management

Communication that supports and advocates social cohesion within a diverse/international organization

Social cohesion (selected theorists)

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Smart business learning service in smart education environment

Presenters: Dr. Sok Pal Cho and Dr. Sok Hwan Cho

With the advancement of technology, smart business learning has enabled people to study at their leisure anytime and anywhere in smart education environment. Individuals can now download abundant resources online and utilize them with their smart devices at their own level and pace. As technology is making huge advancement into education, smart business learning has become the key word for educators worldwide.

Learners today are able to seek education beyond conventional classrooms with smart devices, digital contents, and advanced ICT infrastructure. Smart business learning consists of a smart device designed to promote learners tailored and voluntary learning. Through the tablet PC and smart phone learners can download a multitude of digital resources from Smart learning website to help them prepare for their schoolwork, tests, and homework. The multimedia contents are designed to stimulate student's interest in learning. Working with an online system offers more advantages. Learners can study at their own level and also repeat lessons until they master them, which is not possible in conventional classrooms. Although it is online, they are also assigned teachers who supervise their learning activities and progress each day.

This topics will describes smart business learning as the following fundamental function.

1. **Self-directed business service:** it allows learners to select one or more courses from a curriculum, or, in cases of structured on-the-job training, allowing employees to choose what pre-designed modules to complete. In terms of s-learning, the fact that learners can determine which modules or scenarios to review is also frequently touted as self-directed learning. The fact that the learner has a choice and makes a decision to select this or that module does not constitute true self-directed learning. On the other hand, self-directed learning is a process in which individuals take the initiative. There are many learners and teachers' indicators which emphasized reflecting, feedback, set learning goal, movable platform for workers,, challenging, etc.

2. **Motivated learning service:** S-learning provides motivated learning service that leads to increased effort and energy through utilizing variety contents from smart learning provider. It increases the amount of effort and energy that learners expend in activities directly related to their needs and goals. It determines whether they pursue a task enthusiastically and wholeheartedly or apathetically and lackadaisically..

3. **Adaptive learning service:** S-learning provides adaptive learning service that provides content and services to meet individual or group learning needs with improved learning achievement and efficiency. Adaptive learning uses prior successes and measures learner progress to identify and provide future targeted learning strategies. Adaptive learning supports adaptive interaction, feedback and delivery of information and content. The key to successful adaptive learning is finding the multiple sources of personalization intelligence that tells the system how to adapt appropriately. Accounting for individual learning needs and differences correctly has especially increased in importance as learner transition to online learning and seek more personalized solutions to match their learning needs. Personalized learning is a contrasting approach to adaptive learning. Create adaptive learning objects considering the lowest skill/understanding level of the individual learners. Consider and specify the conditions under which the performance of the learning objects will take place them to the next level

3. **Enriched resource learning service:** S-learning provides the resource-enriched learning service that addresses the individual interests of librarians, instructional technologists, enhanced digital learning resources and faculty by utilizing enriched educational digital contents. Working with the enriched resource requires these groups to collaborate to achieve their individual goals. The process results in a technological and information literacy infrastructure that is cooperative and emergent, from the inside out, rather than imposed from the top down.

4. **Technology Embedded learning service:** S-learning provides technology embedded learning service that integrated into staff work flow as technology evolves at a rapid pace. It provides learning methods need to reflect technology evolution. It accomplishes work through learning delivered at the moment of task execution. This applies pervasive communication and social business tools to build learning communities and learning oriented environment on an IT infrastructure that can support content delivery to various devices beyond traditional workstations – devices such as notebook computers, tablets and smartphones. Furthermore, available anywhere access to digital textbooks, on line lectures and webcasts as a part of an interactive digital learning environment

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Higher Education Reform in Finland between the Years 2008 – 2013

Presenter: Marja-Liisa Tenhunen

At the end of the first decade of the 21st century, the Finnish higher education system is based on a binary model. It comprises of universities and universities of applied sciences under the auspices of the Ministry of Education and Culture.

Finland's government carried out in 2010 successfully a strong reformist agenda with its New University Act and its promotion of institutional mergers. The total number of universities has reduced of four mergers. The New University Act provided universities with independent legal status, changed their relationship with the government in several ways, affected university governance arrangements, and altered the status of the staff as civil servants to employees of the universities. One element in the international competition for a university is to have sufficiently large size. The keys to a reformed sector were a diversified funding base and an entrepreneurial culture.

When the reform of universities was completed Finnish government started to carry out the reform of universities of applied sciences. The decided elements of the reform of universities of applied sciences were: Cutting the number of admissions which is currently decided by the government; The agreement with the Ministry of Education and Culture; Mergers and cooperation; The licence for managing a university of applied sciences and The Funding. Finland's government carried out in 2013 successfully a strong reformist agenda with its New University of Applied Sciences.

In 2014 the numbers of universities and universities of applied sciences are 16 and 24.

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Doing What Matters for Jobs and the Economy: American Colleges' Experience

Presenters Dr. Irina Weisblat and Ruth DePrie

American colleges start taking a regional approach to identifying labor market trends, evaluating how regions respond to market demands, and deciding which programs matter most to jobs and the economy. They prioritize the system's resources in order to prepare a workforce that enables regional industry sectors to compete and grow jobs. This seminar will introduce the framework of *Doing What Matters for Jobs and Economy*, designed by the Chancellor's Office of California Community Colleges.

During this seminar, participants will discuss an issue that has become an impediment in the workforce development in many countries. This is a problem of educating skilled, "knowledge workers" for the global economy. It is common knowledge that highly trained workers contribute significantly to economic competitiveness of nations. Jobs have changed in transition from the Industrial Age to the Information Age. In the 21st century, jobs require advanced skills and competencies for the global economy.

There is a growing shortage of skilled workers for major industry sectors in the U.S., while there are also people who are unemployed or underemployed. That is why, regional planning of business education and career technical training are gaining its importance.

This seminar will introduce the framework of *Doing What Matters for Jobs and Economy*, designed by the Chancellor's Office of California Community Colleges. Dr. Weisblat will present examples of how business educators prioritize existing workforce-training and career-education resources to focus on major regional industry sectors.

Participants will also discuss a question of the existing skills gap and how to narrow that gap. The seminar will address differences in educators' and employers' perspectives of what skills make business graduates competitive in the new economy, and what skills, accordingly, should colleges teach. One goal is clear - business programs must be redesigned to fit the needs of the rapidly evolving global economy.

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Workshops

Networking: Tools and Strategies

Presenter: Tamra S. Davis

Service Design involves the planning and organizing of people, communication, and other components of a service to improve quality and interaction between the provider and customer. This session will focus on networking tools and strategies to build a strong network of professionals leading to greater quality interactions between the organization and members.

During this session, participants will be introduced to the various communication tools available to members of SIEC-ISBE as well as several tools that facilitate communication between individuals across multiple time zones. The purpose of the session will be to provide networking tools and strategies to build a strong professional network.

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University-Business cooperation to support internationalization of SMEs

Presenter: Eija Källström

The session presents Best Practices and models for international university-business cooperation. It demonstrates how cross-border and real-life assignments can be used to support the student's learning experience. Examples are derived from Nordic and Baltic contexts and with a focus on internationalization of SMEs.

The session focuses on knowledge transfer and innovations in the internationalization of Nordic and Baltic SMEs. It shows how close cooperation between HEIs and SMEs can be applied in order to

- Enhance the student's learning process
- Develop new learning materials
- Implement successful cross-border assignments
- Develop partner HEIs curricula to include internationalization of SMEs
- Create sustainable models for cooperation between HEIs and SMEs

The session discusses pros and cons of international university-business learning environments. What factors need to be considered when faculty, students and companies work closely together across national borders? What pedagogical possibilities and challenges result when educational courses and cross-border assignments are integrated?

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W (Workshop): must address the topic given; 90 minutes session; a workshop may be repeated if time allows in the program. Ideally, the workshop presenter will use about 15 to 30 minutes of the session time to introduce the topic and the remainder of the session will consist of audience interaction.

S (Seminar): must address the topic given; 60 minutes session; Ideally, the seminar presenter will use about 40 minutes of the time to cover the topic content and the remaining time will be available for a question and answer period.

P (Presentation / Round table): does not need to address the topic given; can be given by two or three teachers from different countries to present a shared project, used as a round table. Is a 60-minute session; includes an overview (about 40 minutes) of the topic with a question and answer period.

Visual aids and handouts on the topic are expected

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