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ACBSP Conference PRAGUE 2019 PRESENTATIONS



A Very Finnish Education (*Susanna Bäckman*)

Accreditation workshop (*ACBSP*)

Cooperative Learning (*Lenka Holečková*)

Dialogic teaching in a student centered world (*Giovanna Bejjani*)

Enhancing the Effectiveness of Teaching by Using Case Studies (*Miroslav Špaček*)

Factors of business university student expectations affecting student-centered teaching (*Lucie Vnoučková, Ivana Šnýdrová, Markéta Šnýdrová*)

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Minutes from Region 8 Meeting November 15, 2019

Panel discussion

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Region 8 Accounts Summary (*ACBSP*)

Shaping the education ecosystem for the transhuman era (*Jan Veselý*)

Social Innovation for Student Well-being (*Anna Kadeřábková*)

Standard 6&7 (*ACBSP*)

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Student-centered pricing innovations in business schools (*Nour Naboulsi, Michael Neubert*)

Sustainable University in a Sustainable World (*Jaroslav Pašmik*)

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Teaching law at the University of Economics and Management VŠEM (*Peter Brezina, Jiří Tobíšek*)

The Why? Question: Teaching Exact Disciplines at the University of Economics and Management VŠEM (*Jan Coufal, Peter Brezina, Jiří Tobíšek*)

Transformation from teacher centered to student centered teaching and learning – A Case Study (*Manishankar Chakraborty*)

A photograph of a classroom scene. A male teacher in a grey long-sleeved shirt is leaning over a wooden table, looking down at a group of students. The students are sitting around the table, some looking at the teacher. The background shows a classroom with posters on the wall. The image is dimmed and has a white rectangular border.

A Very Finnish Education

Susanna Bäckman

Finland in brief

- Population 5.5 million (18 inhabitants/sq. km)
- Two official languages: Finnish and Swedish
- People with foreign background: 7.3% of the population
- Education level of the working age population:
 - 13% basic education
 - 45% upper secondary education
 - 42% tertiary education



Finland in statistics

- **Happiest country in the world**
World Happiness Report 2018
- **World's most stable country**
Fragile States Index 2018
- **World's third country on people's personal freedom and choice**
The Social Progress Imperative 2018

Source: Statistics Finland



Finnish society: equal, transparent and informal

When you have to enjoy a book fair discussion sitting on the steps because you were late and — despite being President of Finland — you refuse to take anyone's seat



'National Jealousy Day': Finland goes public with citizens' taxes

On Nov 1 every year, Finland's citizens get to compare - and gossip about - others' taxes



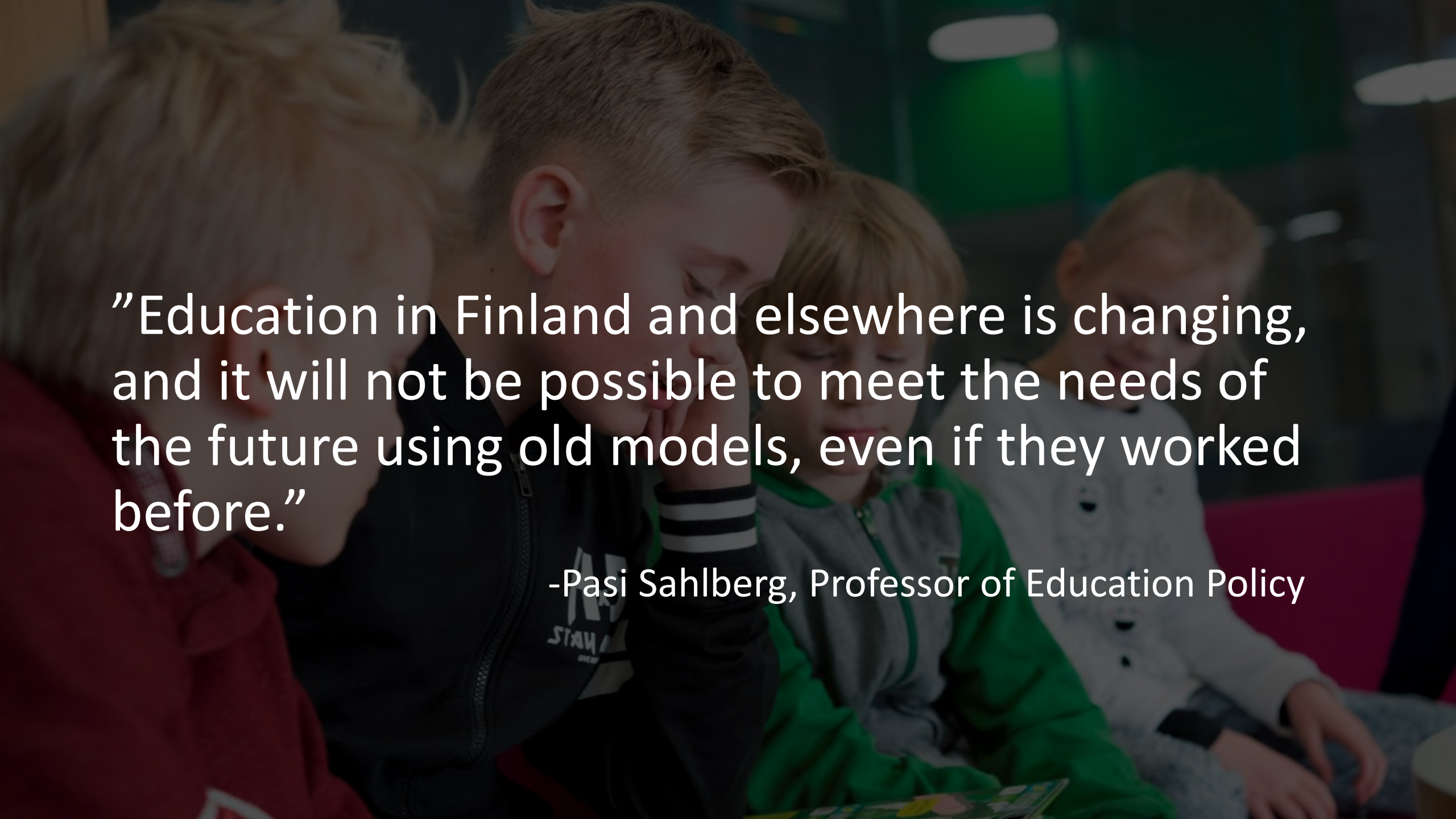
THE BUSINESS TIMES

Journalists waiting for the tax administration office to open in Helsinki, Finland, on Nov 1, to find out who's up, who's down - and who's evading taxes. PHOTO: NYTIMES



Very Finnish Problems

Page Liked · 9 October 2018 ·

A group of children are sitting at a table, looking at a book or paper together. The image is dimly lit and has a dark overlay. The children are of various ages and are focused on the material in front of them. One child in the foreground is wearing a dark jacket with a logo that says "STAN".

“Education in Finland and elsewhere is changing, and it will not be possible to meet the needs of the future using old models, even if they worked before.”

-Pasi Sahlberg, Professor of Education Policy

The urban legends of Finnish education

- No more subject-matter teaching
- No homework or exams
- Minimal guidance and no structure
- Giving up doing things by hand
- Social and emotional interaction is diminishing
- Hard work is not needed
- Schools are too entertaining



<https://www.youtube.com/watch?v=gutLdYsvIFc&feature=youtu.be>

Finnish education is based on values



**UNIQUENESS OF
EACH PUPIL AND
RIGHT TO A GOOD
EDUCATION**



**HUMANITY,
GENERAL
KNOWLEDGE AND
ABILITY, EQUALITY
AND DEMOCRACY**



**CULTURAL
DIVERSITY AS
RICHNESS**



**NECESSITY OF A
SUSTAINABLE WAY
OF LIVING**

Latest national curriculum reform in Finland



Developing schools' operating culture to increase students' motivation for learning



Flexible & evolving learning environments



Students on the driver's seat



Teacher's new role: To instruct and guide students to become lifelong learners



Inclusion: Individual learning approaches and support for every student

Conception of learning in the Finnish national curriculum

Learner's active role

- Setting targets
- Reflecting & analyzing
- Solving problems

Learning to learn

- Critical thinking
- Creativity
- The joy of learning
- Creating new knowledge

Interaction

- Learning happens with others and in different environments
- Safety and belonging

Self-conception and confidence

- Not being afraid of trying and failing
- Giving and receiving feedback

Worldwide Educating For the Future Index 2018

By The Economist's Intelligence Unit and Yidan Prize Foundation



WORLDWIDE EDUCATING FOR THE FUTURE INDEX 2018

Building tomorrow's global citizens



Produced and written by



Figure I. Back to the future

Worldwide Educating For the Future Index 2018 scores, overall and by category (out of 100)

Colour key High score Medium score Low score

RANK	ECONOMY	OVERALL SCORE	POLICY ENVIRONMENT	TEACHING ENVIRONMENT	SOCIO-ECONOMIC ENVIRONMENT
1	Finland	80.9	96.7	67.6	90.6
2	Switzerland	80.3	93.6	69.5	87.6
3	New Zealand	79.3	88.2	69.7	90.1
4	Sweden	78.1	89.5	66.5	89.8
5	Canada	77.9	76.5	74.5	88.3
6	Netherlands	76	71	75.4	85.1
7	Germany	74.8	77.4	69.7	83.8
7	Singapore	74.8	94	66.9	65.7
9	France	74.2	83.4	67.1	77.9
10	UK	74.1	72.6	70.7	84.8

Building tomorrow's global citizens

- Reviews are essential amid constant change.
- Teachers must also engage in continuous learning to stay ahead of the curve.
- Diversity and tolerance should be instilled as universal values.
- Rigid approaches do not suit future-skills learning.



The Finnish Focus on 21st Century Competencies



**Thinking and
Learning to Learn**



**Cultural
Competence,
Interaction and
Self-expression**



**Self-care and
Managing
Everyday Life**



Multiliteracy



**Information and
Communication
Technology (ICT)**



**Working Life Skills
and Entrepreneur-
ship**



**Participating, Influencing
and Building a Sustainable
Future**

1. Thinking and Learning to Learn

- Critical thinking
- Creative and insightful thinking
- Defining and solving problems
- Creating new knowledge
- Lifelong learning
- Learning community

So, why is **creativity** so important?

@bryanMatters

Purpose of School



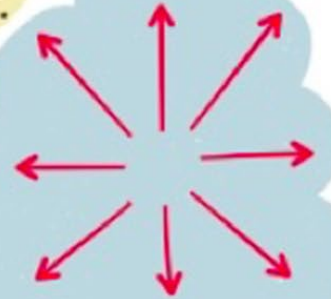
Prepare Students for a world we can't envisage

Thought:
Dylan Wiliam

So when they're **STUCK** with something



they've never **SEEN** before



they choose to **THINK**



Instead of **REMEMBER...**

Critical thinking

LEVEL 0

The teacher does not direct the students to examine different ways data is made and how it is conceived, nor do they teach data credibility assessment skills.

LEVEL 1

The teacher directs students to listen to others' viewpoints and respect differing opinions. Led by the teacher, the students go over the various ways information is produced and conceived, for example by understanding the difference between an argument and an opinion.

LEVEL 2

Students research the multiple ways information can be produced and how differently constructed perspectives and thoughts have been formed and how they are distinct from one another. Students are encouraged to attempt different ways to question and examine information, comprising arguments from factual data, and interpreting ambiguous or conflicting data. Assessing the credibility of information is also practised.

LEVEL 3

Students research the multiple ways information can be produced and how differently constructed perspectives and thoughts have been formed and how they are distinct from one another. Students are encouraged to attempt different ways to question and examine information, comprising arguments from factual data, and interpreting ambiguous or conflicting data. Assessing the credibility of information is also practised.

2. Cultural Competence, Interaction and Self-Expression

- Social and emotional skills
- Cultural encounters
- Cultural participation



3. Self-Care and Managing Everyday Life

- Time management and self-regulation skills
- Consumer skills
- Habits that promote well-being and health
- Promoting general safety
- Acting in dangerous situations
- Personal privacy



4. Multiliteracy

Produce and interpret information

- In different formats, environments and situations
- By means of different tools
 - verbally
 - graphically
 - auditively
 - kinesthetically

Supports the development of critical thinking and learning



Creating and interpreting multimedia content

LEVEL 0

The teacher does not afford students opportunities to practise creating, evaluating or interpreting multimedia content.

LEVEL 1

Students are guided in understanding the unique characteristics of media content types. Students are encouraged to create multimedia content and express themselves through various mediums and platforms.

LEVEL 2

Students practise interpreting, sharing, creating and evaluating messages on different mediums individually, as well as in a group. Students are improving in their multimedia analysis skills and understanding of intertextuality.

LEVEL 3

Students learn how to independently create multimedia content and express their thoughts through various mediums. They discuss the distinct characteristics of different types of media and evaluate intertextuality together with other students. In addition, lesson plans address publicity and privacy when sharing one's own content and thoughts.

5. Information and Communication Technology

- Practical skills and programming
- Ability to modify and create knowledge, data and media content
- Responsibility and safety using technology
- Social interaction and networking in the digital world



Computational thinking

LEVEL 0

The teacher does not incorporate anything related to computational or programmatic thinking into their teaching.

LEVEL 1

The teacher guides students in being sensitive to how computational thinking affects their surroundings, and how programming influences their everyday lives. Students complete simple tasks related to algorithms and programming.

LEVEL 2

Students deep-dive into understanding the concepts and practices surrounding the programming of their favourite everyday applications. These computational and programmatic thinking skills are practised in a diverse range of teacher-led learning activities.

LEVEL 3

Students delve into the creative process of making digital programs and services, while practising programming in diverse and creative learning activities. In the context of learning, students get to brainstorm, design and produce various kinds of prototypes (programs, executables, programs etc.) and learn to assess their effectiveness.

6. Working Life Skills and Entrepreneurship

- Readiness for working life
 - Handling uncertainty
 - Seizing opportunities
 - Resilience
 - Knowing and trusting your abilities
- Social interaction at work
- Working life in practice



7. Participating, Influencing and Building a Sustainable Future

- Active citizenship
- Means to influence
- Structures and rules of society
- Responsible decision-making
- Building the future



Influencing and working outside school

LEVEL 0

The teacher does not cover any methods of societal influence and participation in the classroom.

LEVEL 1

The teacher introduces students to various methods of societal influence and participation (e.g. foundations, media, protests).

LEVEL 2

Under teacher supervision, students explore the many successes and issues of modern society, such as successful reforms, effective bureaucratic structures, or even some of the pitfalls and failures of the community. As a group, students brainstorm solutions for solving these societal drawbacks, and the concrete steps for implementing these solutions (e.g. media influencing, protest etc.) and what skills could be needed for such civic actions.

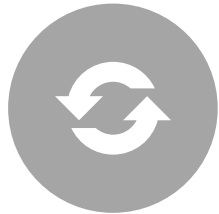
LEVEL 3

Students examine real societal pitfalls and grievances, which they personally wish to remedy. Students take initiative in brainstorming solutions to these concerns. Simultaneously, students gain collaborative experiences through partnering with organisations external to the school community. Students utilise different kinds of methods of influencing in society and using their own past experiences, they evaluate the effectiveness and functionality of different types of societal influencing.

Recent development in the Finnish education



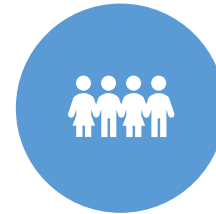
PHENOMENA-
BASED
LEARNING



FLIPPED
LEARNING



LANGUAGE
EDUCATION



CO-TEACHING



RE-THINKING
STUDENT
ASSESSMENT



MEDIA LITERACY:
ANTI-FAKE NEWS
INITIATIVE



Let's share our challenges, successes and mistakes.

Let's look to the future and create new solutions for learning.

The education policy is the best kind of well-being policy.

susanna.backman@gmail.com

Děkuji! Thank You!



ACBSP Region 8 Fall Conference

**Accreditation workshop:
Experiences gained through the process**

Prague, November 14, 2019
University of Economics and Management

Standards

1. Read through the standards
2. Follow all (sub)criteria
3. Attention on wording of the standard
4. Meet conditions of accreditation
(national accreditation, CPC, minimum credit hours etc.)
5. Address all bullet points
6. Consider supporting information
7. Overall knowledge of US system of HEI
for non-US schools is helpful
8. Attach all related documents (evidence)



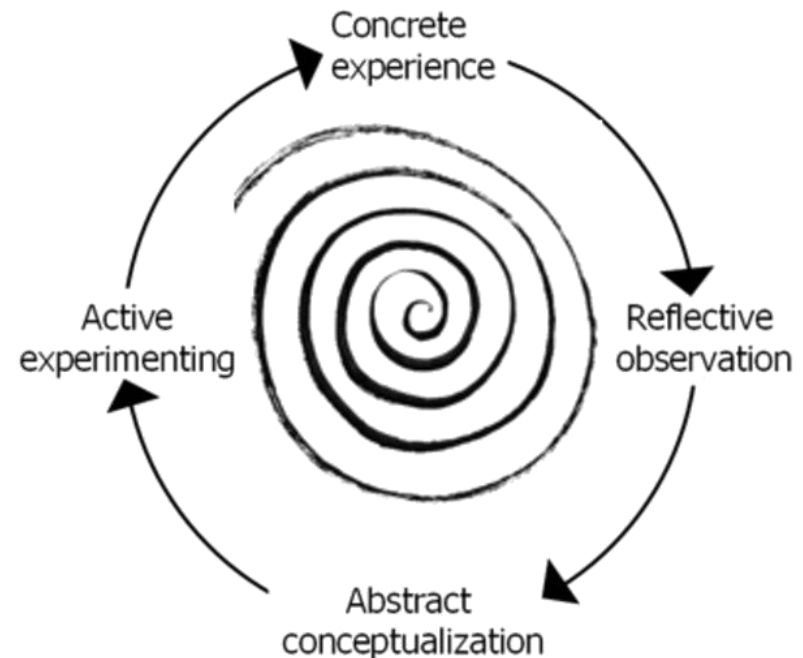
Quality Evaluation: Process Evaluation

1. Describe system and processes
2. Evaluators look for process in all standards and criteria
3. Describe:
 - a) **What you do and how (goal)**
 - b) **What data you collect regarding this matter**
 - c) **How you evaluate data (analysis)**
 - d) **What you learn from results**
 - e) **How you implement it**
 - f) **What are next steps (upgrades, feedback loops)**



Process Evidence and Documentation

1. Document periodicity
2. Show data loadings and trends
3. Describe trends and what you learn from analyses
4. All processes according to standards have to be:
 - **Documented**
 - **Repeated**
 - **Evaluated**
 - **Improved**



Missing Process or Data?

1. Describe your situation and college specifics
2. Describe action taken
3. What other processes or policies are in place to ensure quality
4. Describe next steps
5. Show that you care for right:
 - a) **Approach**
 - b) **Learning**
 - c) **Implementation**
 - d) **Improvement**



Data Relevancy



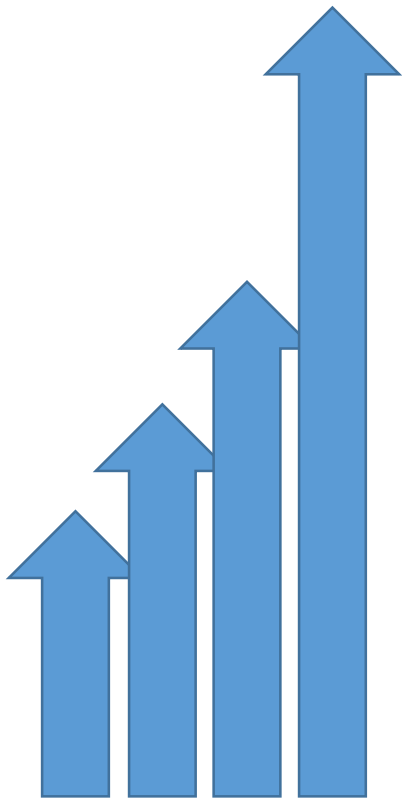
1. Is the process relevant to the standard?
2. Is it consistent?
3. Does it match the HEI 's goals and purpose?
4. Is it used through whole institution, dpts., programs etc.?
5. Is it internalized (as policy/strategy/method etc.)?
6. Is it comparable?
7. Does it lead to improvement?
8. Who is part of the process (are those groups relevant)?
9. Who is affected and how?
10. Have you provided at least 3 data points?

Present Results!



1. Tables
2. Charts
3. External links
4. Evidence files

Declare improvements



Concretely describe:

1. Program upgrades
2. Upgraded policies, handbooks, tutorials etc.
3. New courses, texts, materials etc.
4. Redesign
5. Innovative approach in teaching
6. New approach to SLO evaluation
7. Benchmarking of results
8. Etc.

Do's for writing self study



1. Clear, short, up to the point
2. Addressing the standard/criterion
3. Support by evidence
4. Explain college or national specifics
5. Provide extra links to other sources

Discussion Questions?

TEACHING IN A STUDENT- CENTERED WORLD COOPERATIVE LEARNING



Structure

1. The Purpose of the Paper
2. The Base of Cooperative Learning
3. Research Methodology
4. Results
5. Discussion
6. Conclusion



The Purpose of the Paper:

- Introduction to cooperative learning and think – pair – share method
- Presentation of partial results of the reasearch
- Discussion – strengths and weaknesses of used methods
- Conclusion



The Base of Cooperative Learning:

- Cooperative learning (CL) = an educational approach focused on organization of classroom activities into academic and social learning experiences (Johnson & Johnson, 2019)
- structuring classes around small groups that work together in such a way that each group member's success is dependent on the group's success.
- working together to accomplish shared goals

The Base of Cooperative Learning:



- teamwork
- feedback
- group processing
- social interaction in the group

Think – Pair – Share Method



- Think – pair - share (TPS) - a collaborative learning strategy - students work together to solve a problem or answer a question (Millis, 2012)
- students think individually and share their ideas with classmates

The main steps:

- think alone
- note down ideas
- share in pairs
- responses shared in class/in a group

Some other possible ways to activate students:



Other selected techniques:

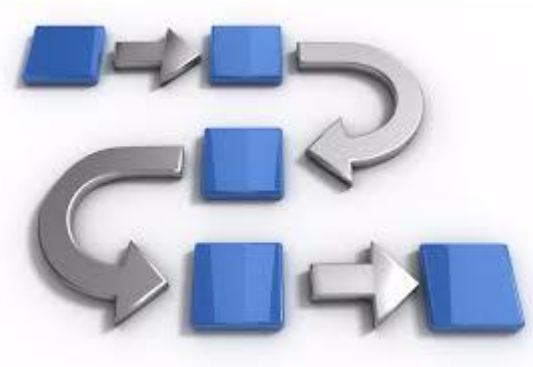
- Brainstorming
- Snowballing
- Free Writing
- Argumentative Essay

Research



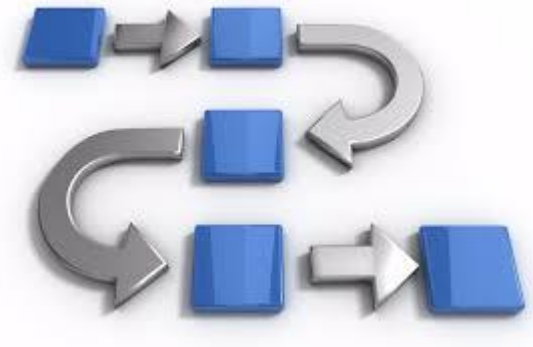
- possible change of students' knowledge related to selected economic topic taught via **think – pair - share method** and **frontal teaching**
- research question:
- "Is there a significant influence of the applied method (think – pair – share) on students' knowledge?"

Research Methodology



- the grammar school in Prague 4
- the subject of Economics
- 2 parallel groups - different teaching techniques
- the first group - **think – pair – share method** (47 students), the second group - **frontal teaching** (48 students)
- pre-test and post-test
- the topic:
Labour Market and Unemployment

Research Methodology



- **pre-test** - 20 multiple-choice questions, total test score - 25 points, 20 – 30 minutes
- after the pre-test, the topic was taught
- in the first group (experimental group, EG) - think – pair – share method, in the second group (control group, CG) - frontal teaching
- **post-test**

Research Methodology



- Shapiro-Wilk test for normal distribution was used
- the significance of differences between pre-test and post-test - the method of paired two sample t-test
- MS Excel and Data Analysis

Results



- Shapiro-Wilk test for normal distribution
- P value was higher than 0.05
- the results showed normal distribution of analysed data
- possibility of t-test usage

Experimental Group		Control Group	
Pretest	Posttest	Pretest	Posttest
P = 0.134	P = 0.526	P = 0.515	P = 0.081

Think – pair- share method - t-test results (EG)

Results	Variable 1	Variable 2
Mean	9,28	13,51
Variance	13,73	22,56
Observations	47	47
t Stat	-7,470853552	
P(T<=t) one-tail	9,00372E-10	
t Critical one-tail	1,678660414	
P(T<=t) two-tail	1,80074E-09	
t Critical two-tail	2,012895599	

Frontal teaching- t-test results (CG)

Results	Variable 1	Variable 2
Mean	8,67	12,12
Variance	11,46	25,18
Observations	48	48
t Stat	-5,017136149	
P(T<=t) one-tail	3,96921E-06	
t Critical one-tail	1,677926722	
P(T<=t) two-tail	7,93843E-06	
t Critical two-tail	2,011740514	

Discussion

- more significant change - think – pair - share method (ES)
- the difference between the pre-test and the post-test - 4.23 points (improvement by 16.93 %)
- frontal teaching results (3.45 points, 13.83 %)
- the students were more interested in think – pair – share method
- students enjoyed cooperative learning more than traditional lecture classes

Conclusion



- both think – pair – share method and frontal teaching have significant impact on students' knowledge
- benefits of think - pair - share method vs considering this method as a time-consuming and challenging one both for students and teachers

Conclusion



- the methods are applicable for the topics that are not too abstract for students and in which some controversial question could be asked.
- CL - time-consuming and challenging both for students and them
- the application of these methods can be very helpful for students' future possibilities on the labour market (cooperation, argumentative skills, ...)

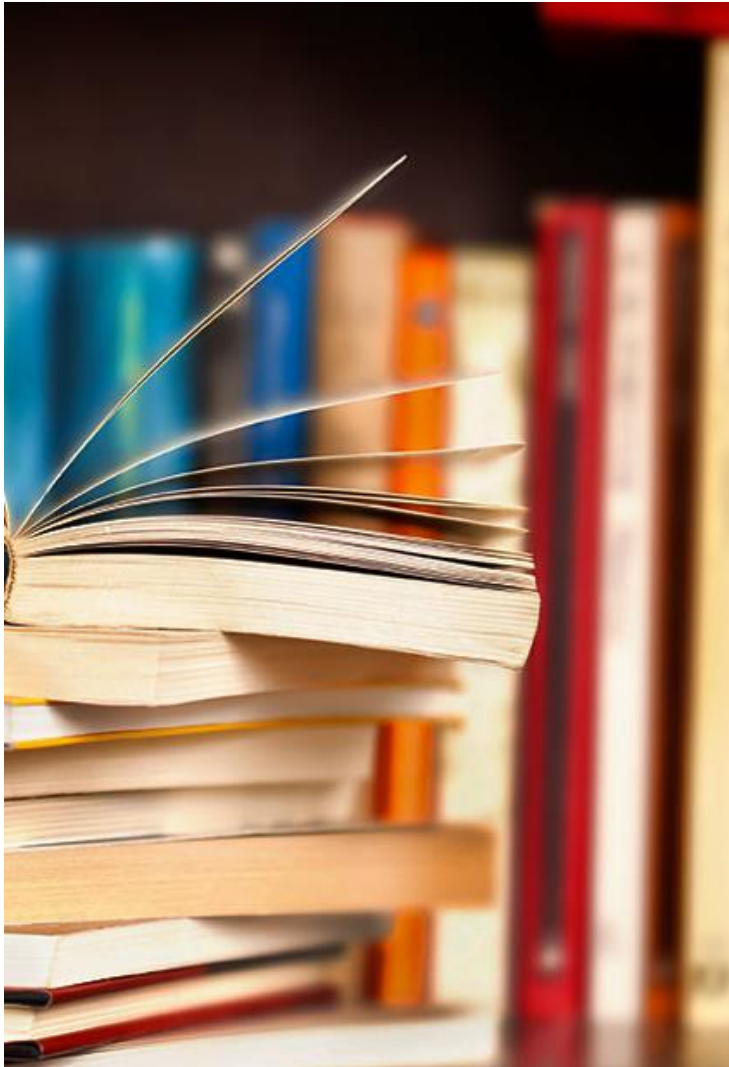
Further Steps:



Identification of adequate topics

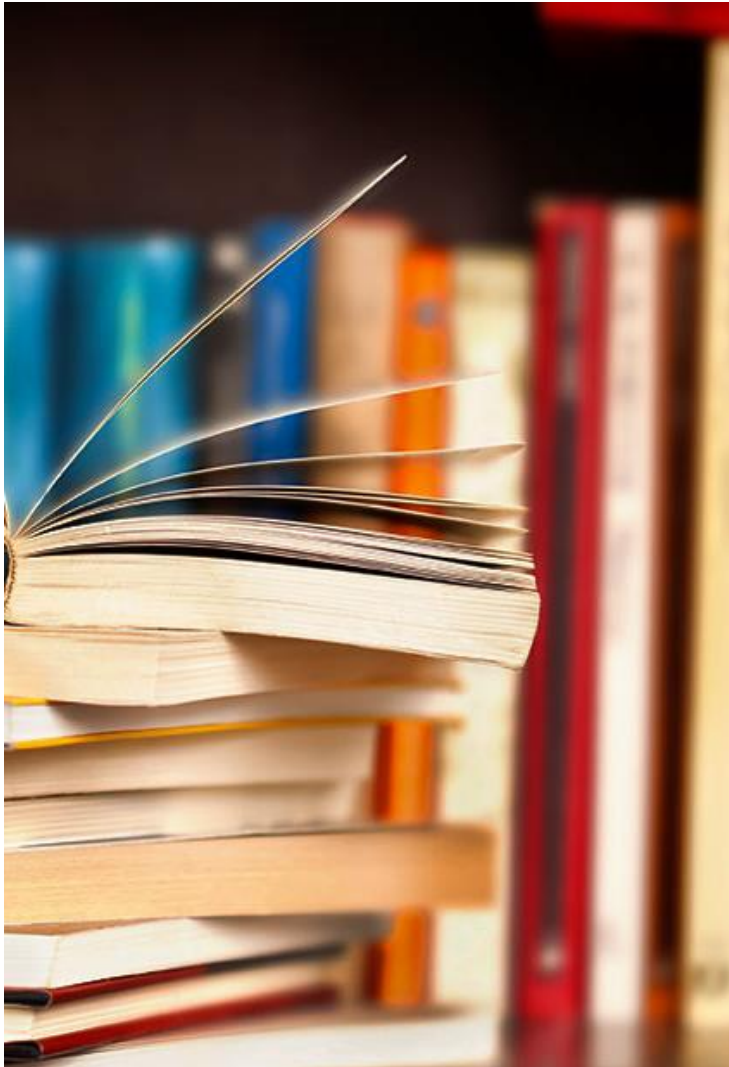
Usage of other selected techniques of students' activation:

- Brainstorming
- Snowballing
- Free Writing
- Argumentative Essay



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QUESTIONS?



كليات التقنية العليا
HIGHER COLLEGES OF TECHNOLOGY

DIALOGIC TEACHING IN A STUDENT CENTERED WORLD

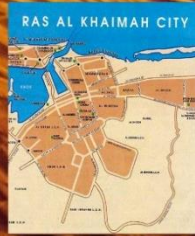
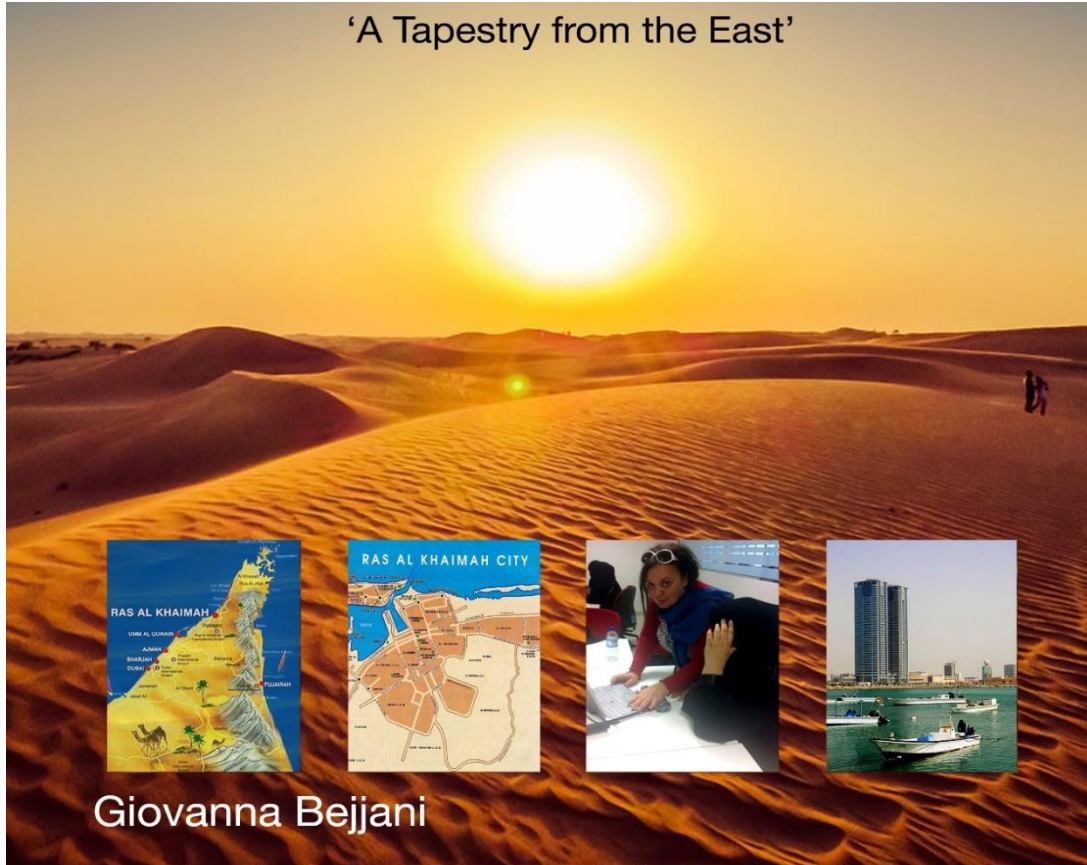
**For
ACBSP Region 8 – Prague
Fall 2019**

BY GIOVANNA BEJJANI

**Senior Business Faculty
Lead Program Coordinator
Marketing Curriculum
(Ras AL Khaimah Campus)**

**The Higher Colleges of Technology
The United Arab Emirates (UAE)
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'A Tapestry from the East'



Giovanna Bejjani



Brief Biographical note on presenter:

- *Giovanna has been living and working in Ras Al Khaimah (RAK), in the United Arab Emirates, as a business faculty at for years. A graduate from the University of New South Wales in Sydney with a Masters in Commerce, Advanced in Marketing, currently in her last stage in her PhD, going for her PHD defense in Relational Learning in Marketing .*
- *Giovanna has worked in different markets, in industry and in academia for several years.. Giovanna is actively engaged through her innovative dialogic teaching style and through linking academia to industry with her industry linked business projects she pioneered in the marketing curriculum at the Higher Colleges in Technology in the UAE, where she has been a senior business faculty.*
- *Her research interest is in qualitative research, mainly participatory action research.*

Relevance of the presentation to the conference Theme

- This is a topic that is directly linked and feeds to the conference Theme. Dialogic teaching (*in Marketing*) is an art through which teachers help their students *develop*.
- I present my paper as a contribution to dialogic teaching in business marketing curriculum in a student centered world.
- My (paper) presentation unveils the values of dialogic teaching, particularly in business marketing teaching, in a student centered world. It also proposes the setting for a successful dialogic teaching to happen and reflects on the benefits of dialogic teaching in business marketing studies.
- I also share my experience with dialogic teaching myself, and my research, on the topic, with my graduates and also industry representatives.

The Question/Opportunity is:

How can we, as business educators, transform our classrooms and educational approach to meet the ever-changing marketplace, and provide the greatest educational value for our students?

From my secondary and also primary research and my daily dialogic teaching experience in marketing, I have observed that dialogic teaching equips students with skills to face changes and strongly contribute to their life long learning.

The Purpose of Education

- ▶ The primary purpose of education is to enhance the potential for participating in relational process – from the local to the global (K. Gergen, 2011)
- Our world is changing. That is not really news to educators, business and industry need students who are college and career ready (Wheaton & Davis, 2015)
- “While it is easy to say we know the world is changing, it is much harder to change what our students experience within the classroom to prepare them for that changing world” (Wheaton & Davis, 2015, p.21)

Examples of identified needed skills in our business students

21st Century Skills

- 21st century competencies, such as cross-cultural communication, critical thinking, creativity, innovation, collaboration and dialogic skills
- First forged and refined perhaps in schools

Examples of identified needed skills in our business students

Entrepreneurial Leaders Skills

Harrison et al. (2018) in Entrepreneurial leaders, supporting or coinciding with 21st century skills.

- **Technical/business skills**
- **Business function skills**
- **Conceptual skills**
- **Analytical skills**
- **Idea generation skills**
- **Problem-solving skills**
- **Envisioning skills**

- **Strategic planning skills**
- **Decision-making skills**
- **Interpersonal skills**
- **Empathy skills**
- **Communication/listening skills**
- **Motivating skills/Team-building skills/People management and development skills**
- **Self-management skills**
- **Entrepreneurial skills**
- **Opportunity identification skills**

✓ **Dialogic teaching can forge those skills as it calls for students giving their opinion, innovating with ideas, leading and collaborating in the discussions**

➤ My research & experience have shown that the Dialogic Teaching approach helps critical thinking, communication skills, interactivity to create learning, diversity and multiple possibilities of answers and creates confidence in students/graduates presenting and approaching/solving problems.

✓ I invite you, esteemed audience, to explore with me a successful strategy that helps to develop empowered life long learners that is,

✓ *Dialogic Teaching - also known as Dialogic Classrooms or teaching by conversations*

What is Dialogic Teaching?

- Dialogic teaching harnesses the power of talk to stimulate and extend students' thinking; it also advances their learning and understanding.
- It helps the teacher more precisely to diagnose students' needs, frame their learning tasks and assess their progress; therefore, it empowers students and teachers (Alexander, 2016).

Dialogic Teaching – Dialogic Classrooms

- In a dialogic classroom, everyone is a student, and intellectual growth is mutual (Bowers, 2005; McNamee, 2007).
- However, such mutuality does not necessarily suggest or ensure consensus. Consensus is not the objective. Authentic discussion is.
- Authentic discussion takes place only when intimidation is abolished, and mutual exploration is encouraged.
- Such exploration credits students from the outset as people with knowledge to share, thereby challenging certainties of power, privilege, and even to McNamee (2018) institutional academic investment.
- Indeed, Dialogic Teaching help students flourish (Bowers, 2005).

Dialogic Teaching – Dialogic Classrooms

- Alexander (2016) states that dialogic teaching is not just any talk. It is as distinct from the question-answer and listen-tell routines of traditional teaching as it is from the casual conversation of informal discussion. It requires:
 - “**interactions** which encourage students to think, and to think in different ways
 - **questions** which invite much more than simple recall
 - **answers** which are justified followed up and built upon rather than merely received

Dialogic Teaching – Dialogic Classrooms

- **Feedback** which informs and leads thinking forward as well as encourages
- **Contributions** which are extended rather than fragmented
- **Exchanges** which chain together into coherent and deepening lines of inquiry
- **Discussion and argumentation** which probe and challenge rather than unquestioningly accept
- **Professional engagement with subject matter** which liberates classroom discourse from the safe and conventional
- **Classroom organization, climate and comfort to share ”**
(Source: "Robin Alexander," 2019)

Dialogic Classrooms at The Heart of Relational Transformative Learning

- Dialogic Classrooms is at the heart of Relational Transformative Education (*McNamee, 2015; Bejjani 2015*)
- As Dialogic Classrooms approach also encourages me as teacher to risk my status as ultimate knower (Gergen K., 2011)

- Through dialogue, learners potentially express their voices on multiple subjects from the local to the global; they potentially acquire the critical and also the soft skills needed for life-long learning as well and a global citizenship education attitude (Gergen, K., 2011)..
- A global citizenship education attitude help students become better prepared to continuously learn and develop the knowledge, skills, values and attitudes learners need for securing a world which is more just, peaceful, tolerant, inclusive, secure and sustainable (Unesco report, 2014).
- Dialogic Learning process is important and can be seen as enhancing community, building social capital and leading to act in ways that make for justice and human flourishing (Bowers, 2015)

- Dialogic classrooms, as holistic and transformative educational processes, then attend to the fullest development of learners including their characters, understandings and skills, and particularly prepare them for their career success and leadership positions. (Freire,1970;Bakhtin,1982; Gergen, k., 2011;McNamee,2015)
- This is a shift in that it recognizes the relevance of education in understanding and resolving issues in students' social, political, cultural, economic and environmental dimensions as well as beyond.
- “It also acknowledges the role of education in moving beyond the development of knowledge and cognitive skills to build values, soft skills and attitudes among learners that can facilitate international cooperation and promote social transformation” (Unesco report, 2014; p.16).
- **Therefore a dialogic classroom is an empowering educational approach.**

Setting for Dialogic Teaching

1. *Conversations revolve around circles of participation.*

- “Universally, learning involves an active engagement with the world outside the self and humans learn mainly through actively engaging in situation-related dialogue with other people” (Wells, 2015, p.63). To transform the world rather than passively adapt to it, all human psychological processes develop out of collaborative social forms of interaction, using cultural tools - most importantly language (Well, 2015; Vygotsky, 1981).
- This theory is particularly crucial for dialogic classrooms. In dialogic classrooms, conversations revolve around circles of participation; we consider the circles of participation between teacher and student and students together by shifting from monologue to dialogue as the primary form of teaching (K. Gergen, 2011).

1. Conversations revolve around circles of participation (continued)

- Therefore, students would have great opportunity to give expression to their outside relationships and to weave them into the classroom order.
- One student might relate the course material to his/her personal life; another might inject humor, and other amplify with a relevant story. The students' lives are brought more fully with contact with the teacher, with their fellow students, and with the course material itself. There might be less coverage of the course material sometimes, but the outcome enriches the potentials for relational participation (K. Gergen, 2011).

2. Educators are called to take their place as relational architects, yet expertise of the teacher is never ignored.

- Dialogic teaching does not merely refer to engaging students in dialogue, but opening the space for students to question ideas and opinions from their peers, teachers or textbooks, so that there are a greater negotiation and construction of knowledge, rather than knowledge being transmitted unilaterally from teacher or textbook to student ([Alexander, 2008](#)).
- This is an approach that draws on dialogue, with its emphasis on bi-directionality, interactivity and, most crucially, egalitarianism, as a tool for learning. For it to happen, educators are called to take their place as relational architects. Teachers can no longer just give information. Information is widely available on the internet to the students.
- The teacher has to become a facilitator of a learning dialogue, of conversations in class about the topics at hand.

Benefits of Dialogic Teaching

- **Dialogic teaching is a generative process and a medium for deeper and reflective learning.**
- **Dialogic teaching, facilitates 21st-century competencies, especially crucial in the workplace, particularly in business.**
- **Dialogic teaching prepares students to face the local, national and international context and to succeed at work.**
- **Dialogic teaching empowers the student beyond the classroom for lifelong learning and active citizenship.**

My personal experience with Dialogic Teaching

What & How I do in class

- **Agree to accept and honor all opinions**
- **Allow students to voice opinions/concerns**
- **Abandon the fear of not knowing**

What & How:

- Introduce difficult concepts
- Ask students' opinions about topics
- Ask students to relate topic to live examples and discuss
- Relate to real companies and discuss
- Probe deeper by more questioning & active listening
- Wrap examples around the students lives
- Dialoguing, dialoguing, dialoguing...

My Research on Dialogic Teaching

▶ **The Effect of Dialogic Classrooms on Graduates**

- ▶ As graduates, did you feel empowered through our dialogic classrooms? How ? Did it make a difference?
- ▶ As employers, did you feel any difference in our graduates? What, in your opinion, is the value of dialogic teaching and the needed skills in our graduates?

Methodology & Methods

- ▶ Ethnographic Action Research approach with Appreciative Inquiry (Capitalize on what worked best to replicate and enhance)
- ▶ Appreciative in-depth Interviews with 25 graduates from 5 different cohort years and appreciative Focus groups with current students, as well interviewed 3 Industry representatives coming from different industries
- ▶ Thematic analysis to generate qualitative themes/results

Keys Findings

- ▶ **Education Innovation** – Attractive Exciting Style/Capture attention/Engaged learning
- ▶ **Education relevance**– Business/Content Knowledge is clearer and more meaningful
- ▶ **Enhanced Soft Skills** - Negotiating/Presenting/Communicating/Empathy
- ▶ **Empowered Graduates** - Better at Interviews/Entry Positions/thoughts of developing own businesses
- ▶ **Career Path Success** - Confidence/Empowered at work/able to voice opinions/able to see continuous career development/ able to better contribute and lead
- ▶ **Particularly important for female students** to voice their opinion & overcome their limiting believes about work environment & following ambitions at work

Graduates' own Testimonies

- “I remember that I was shy at the beginning of the semester. I don't like to participate in the classroom because sometimes I used to think that my answer may be wrong. This dialogic style of teaching made me feel more confident to participate more, not only in classroom but later at work too; this also helped me in my personal life reflecting and identifying opportunity with confidence; also gathered listening skills” (F., Graduate of 2010 class).
- “Dialogues in classroom and links with industry empowered my skills, attitudes, my way of thinking and enhanced my decision making skills. within my job now, I can handle much stuff in one time, for instance I am the team leader for creativity and exhibitions that it happens annually. I am also thinking of opening my own business. I am emerging myself and ideating at this stage” (A., Graduate of 2012 class).

TAKE AWAY MESSAGE

Dialogic teaching is an art of empowering students; this approach helps develop the students skills as well as gives them confidence to approach the working world and the world overall and to become life long learners.

ACBSP REGION 8 - Prague

Thank you

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Enhancing the Effectiveness of Teaching by Using Case Studies

“Teaching in a Student-centred World”

Doc. Ing. Miroslav Špaček, Ph.D., MBA

Problem identification

- Nowadays, obsolete teaching methods like verbal delivery of the topic, using transparent sheets with overhead projection and finally slide-based lecturing proved to be less effective. This can be considered **the main problem**.
- The approaches based on experiential learning or "**learning-by-doing**" are becoming more popular among the students and teachers.
- Modern multimedia providing students with visualisation of the problem (videos, sketches, figures etc) are more tempting for the student to learn by them.

The goals of the paper

- **The main goal** of the paper is to examine the **effects of teaching by Case studies** on quality of lecturing.
- **Supporting goal** is to offer the **inducement** to help lectures approach this way of teaching.

Research methods used

- **Content analysis** was used for the **extraction and critical assessment of data and information** from available literature resources.
- The search was aimed at the examination on **“Case study”** topic in the paper body of papers listed in **Web of Science, Scopus and ProQuest.**
- **Contextual interviews** that were conducted with students (*either individually or in small 2-3 people groups*) were used as a **principal research method.**

Research methods used

- Interviews lasted from **30 to 40 minutes** and the interviews were conducted both individually and collectively in small groups of students (consisting typically of **2-3 students**).
- Together **21 students** were interviewed. The interviews were focused on **identification** of **benefits and shortcomings of teaching by the Case studies**. The main findings were recorded manually
- In addition, a **participative observation** approach, which also comes under ethnography concept umbrella, was chosen as **additional research method**.

Case Study - definitions

CS as an activity
(process view)

- **Qualitative Case Study** is a **thorough, holistic description and analysis of constrained phenomenon** which may be represented by a program, institution, person, process or social unit (Yazan, 2015).
- **Case study** is a **specific, complex and functional thing and basically integrated system** that elaborates certain problematics within specific social constraints (Stake, 1995; Merriam, 2007).

CS as an integrated system
(systemic view)

Case study for teaching -typology

- **The incident case** – represents very brief study describing **single case** (*typically tied with the accident or failure*). It can be used in the lecture or seminars to explain certain concept or identify a problem for discussion.
- **The background case** – is focused on the plain **delivery of information** which is communicated by the way that **incites incomparably higher interest** as compared to usual reading or printed materials distribution.
- **The exercise case** – provides the students with the opportunity to apply **specific techniques** that are **demonstrated on a specific case**.

Case study for teaching -typology

- **The complex study** – is used in situations where **basic problems are eclipsed** by the *plethora of irrelevant information*.
- **The decision study** – is more demanding as compared to those mentioned before. They require the student to **decide about the further steps** which is based on *common knowledge and formulate action plan*.

Case studies in lecturing

- When applied in lecturing Case studies are sometimes named ***case methods*** or ***casebook methods***. This method uses those cases which **enforce certain decision**.
- Students play the **role of observers** who challenge **difficult situation** bound with **making decision** which took place in the past.
- In contrast to other way of lecturing this method requires the moderator to **restrain from any personal judgements** which may induce students to make specific type of decision.
- The moderator must rather **incite students to create their own opinions** of situation resolution.

Findings and discussion

- **The interviews** disclosed *ambivalent attitudes* of students towards teaching by **Case studies**.
- **The interviews** revealed that the students were more inclined to solve studies which were based on the principle "*learning from others' mistakes*" then "*learning from the best practices*".
- **The study of HBS** type seemed to be too *narrative* and a bit *obsolete* since they described the situations that took place more than 10 years ago. These wordy and lengthy **Case studies** (*usually 15-20 pages*) offered nice picture of a company development which usually started from the scratch and brought a company to the perfection.

Findings and discussion

- **Decision-making studies** represented a **challenge for the students**. This type of studies required the students to have **comprehensive knowledge on strategy, marketing, finance, research or operations** which was sometimes far from true. This type of studies could reveal some **deficiencies in students' professional education** that they accepted with **displeasure**.
- Studies that were elaborated by the author attracted students' attention because of **its brevity and clear setting of the problem**. Thanks to brevity they could avoid **pre-reading phase to be carried out at home**.

Findings and discussion

- **Prevalent part of interviewed students** confirmed that the **Case studies** helped them **understand complexity of company management** and the **role of the manager** in the company.
- They prefer **random use** of **Case studies** to regular use that makes them bored. They like interconnections of **Case studies** with **gamification** (e.g. like Kahoot).

Findings and discussion

- According to students, good results were also achieved by the interconnection of **Case study teaching** with other **creative techniques** like **playing roles**.
- This approach enables the students to be **cast in the roles of the main characters and proposed the resolution** of the case as if they were managers.
- Vast majority of students spoke up for keeping on teaching by **Case studies** but they appreciate their **higher variability** (*especially in terms of tighter interconnection with current technical, economic and social development*).

Conclusions

- Based on the discussion with the students it can be deduced that **using Case studies** can have **significant positive impact** on the quality of teaching.
- Students prevalently confessed that stories which were embodied into **Case study** provided them with deeper and more extensive insight into problematics.
- They confirmed that **Case studies** were **more instructive for them** than reading plain professional text or presenting slides. They also appreciated their personal involvement in the resolution of the case.
- In general, they liked both **questioning assumptions** and asking for their **personal opinions**.

- This paper summarizes university teacher's experience from teaching students by Case studies and makes recommendation how to effectively use Case studies to achieve maximum educational effects.
- The paper offers typology of Case studies that are suitable for teaching. Eventually, it makes an inference how effectively interconnect Case studies with actual teaching practice to enhance the effects of teaching by Case study. This makes an inducement to lecturers how to approach this way of teaching.

ACBSP Region 8 Conference
November 14-16, 2019



**Factors of business
university student
expectations affecting
student-centered teaching**

Aim of the Research



- To analyze perceptions of students towards a measurement of teaching quality standards
- To identify significant groups of students according to their preferences in education quality

Role of the University

Student's goal

- Obtaining knowledge and competences necessary for his/her profession

School's goal

- Pass on the knowledge and skills to the students
- Educate practitioners in the labor market - whether in the private sector, government or science



Due to this fact university must:

- Gain correlation between education and requirements of practice
- Link theoretical knowledge and practical experience

Indicators of good teacher

- Ability to share knowledge
- Pass on and explain new knowledge
- Effort to engage students
- Understanding diversity and personal needs of individual students
- Interconnection of curriculum, experience, interests and aspirations of the student
- Simplifying student learning
- Integrating student learning skills into teaching to improve learners' learning and formative feedback that is relevant



Teacher centered teaching

Preferred by educators focusing on:

- knowledge transfer
- content and teaching structure

Knowledge is transmitted to students in the simplest form with the aim of a quick understanding of the content of teaching

Student centered teaching

This approach means that teacher:

- is able to share knowledge
- facilitate the learning process
- actively involve students
- facilitate the process of creating students' knowledge
- activates and motivates students
- creates a partnership environment



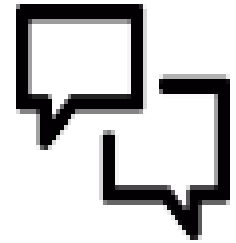
Change of the Approach

- Long-term process
- Important role in the transition from one approach to another has:
 - organizational culture
 - environment of the educational institution
- The transition from the teacher centered teaching approach to student centered teaching is assessed positively



Evaluation of the student centered teaching

- Assessed by students themselves as more attractive and efficient
- Creates a creative and inspiring environment
- Usually positively reflected in student engagement and retention
- Described as an important motivating factor influencing positively:
 - achievement of learning outcomes
 - completion of studies as a whole



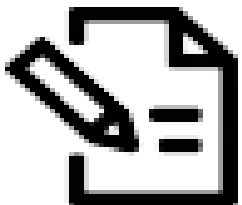
Quantitative survey

Respondents:

- business university students
- **2,265** students in AY 2015/2016
 - only students who regularly attended classes
 - study programs: Business, Management, Human Resources, Economics and Marketing

CAPI (computer assisted paper interviewing)

CAWI (computer assisted web interviewing)



Qualitative research

Focus groups:

- graduates of all study programs
- 4 focus groups (FG)
 - the same scenario
 - 60 minutes per each FG
 - 3 to 7 participants
 - totally 18 graduates
 - two observers (one psychologist) per each FG

Individual interviews:

- two interviews
 - 60 minutes
 - 1 interviewer and 1 record-keeper

Factor analysis – teachers' Evaluation

Teacher's characteristics	Factor 1	Factor 2
Teacher is an expert	0.086	0.768
Uses modern techniques	0.051	0.780
Uses modern technologies	0.368	0.267
Motivates to learn	0.744	-0.050
Is able to attract attention	0.744	0.069
Adequately explains	0.765	0.218
Connects theory and practice	0.687	-0.072
Focuses on practicing	0.698	-0.130
Focus on students	0.657	0.221
% of variance	53.186	22.490
Name of the Factor	Student focus	Expert teacher



Preferences of students regarding teaching approaches

- Two major categories of student attitudes to subjects
- Explains 75.7% of the total sample

Two main factors:

1. students who expect focus on themselves
2. students who expect expert and knowledgeable teacher



Factor 1 (Student focus)

Students expect teacher to be oriented on their individual needs:

- drawing their attention
- helping them with motivation to study and participate at the lessons and courses
- helps with tailored explanation focusing on individual level of students
- connection between theory and practice
- practically oriented courses

Students grouped in Factor 1:

- do not care about expert skills of the teacher

They positively evaluate:

- focus on his/her skills to motivate them
- improve their learning skills
- attract their attention
- adequately explain
- present theory in exercises
- tailor to specifics of the study group



Factor 2 (Expert teacher)

Factor 2 refers to students who perceive and expect:

- **teacher skills and knowledge to be on a high level**
- **teacher using modern technologies**
- **no connection between experiences of a teacher and impact on student attention**
- **no connection theory with practice**
- **no connection with motivation**



Factor 2 group characteristics

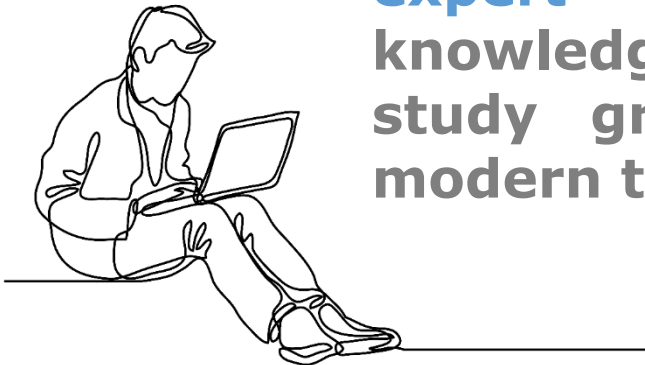
- Perception of teacher has no other consequences on learning outcomes and participation on teaching-learning process
- **22.5%** of respondents do not link teacher expertise to improvement of their learning process or motivation to learn

The Conclusion

The main factors need to be addressed within planning and implementation of quality teaching oriented on student as a tool of rising quality at a higher education institution.

These factors include:

- **student focus** (tailoring to students needs including motivation, attraction, explanation, and connection between theory and practice)
- **expert orientation** (deep skills and knowledge of teacher, his/her orientation on study group, and tailoring lessons using modern techniques)



Implications

Two homogenous groups of students:

Filling their expectations by:

- **designing subjects and lessons in such a way as to focus on practice**
- **addressing the needs and preferred teaching techniques**

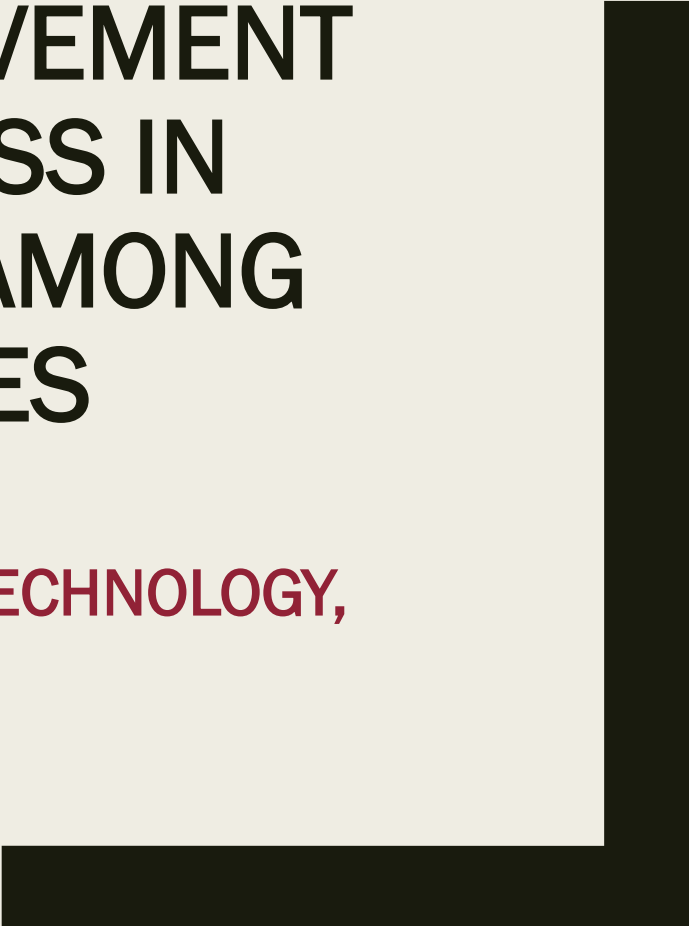

This is especially true when the students are already experienced in the taught subject

Focus on student understanding on the **link between taught subject and its practical implications**



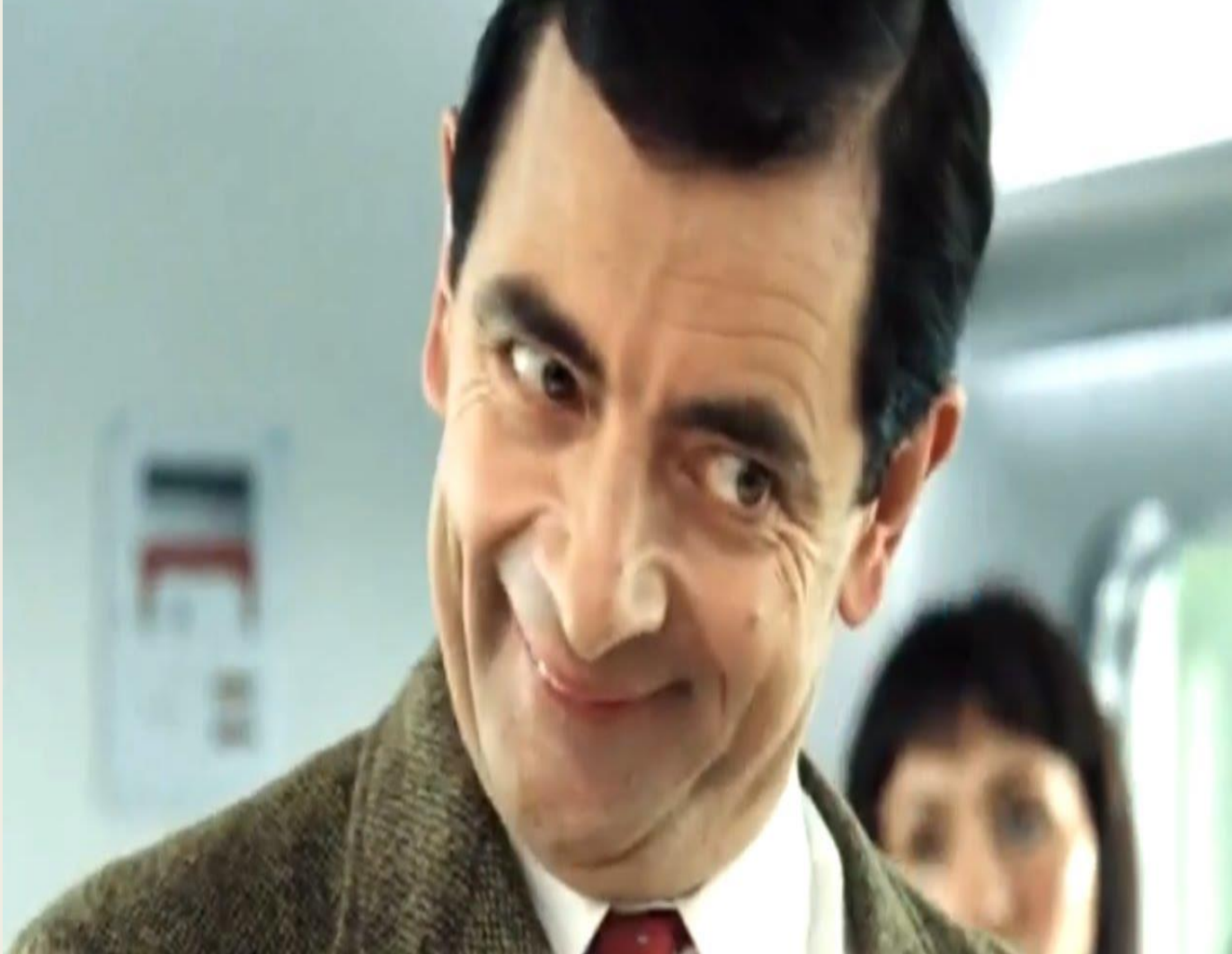
**Thank you
for your
attention**

Doc. Ing. Lucie Vnoučková, Ph.D.
PhDr. Markéta Šnýdrová, Ph.D.
PhDr. Ivana Šnýdrová, CSc.



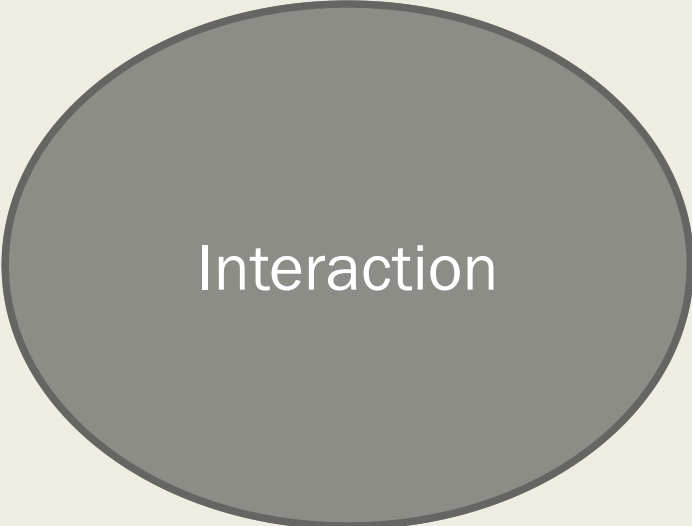
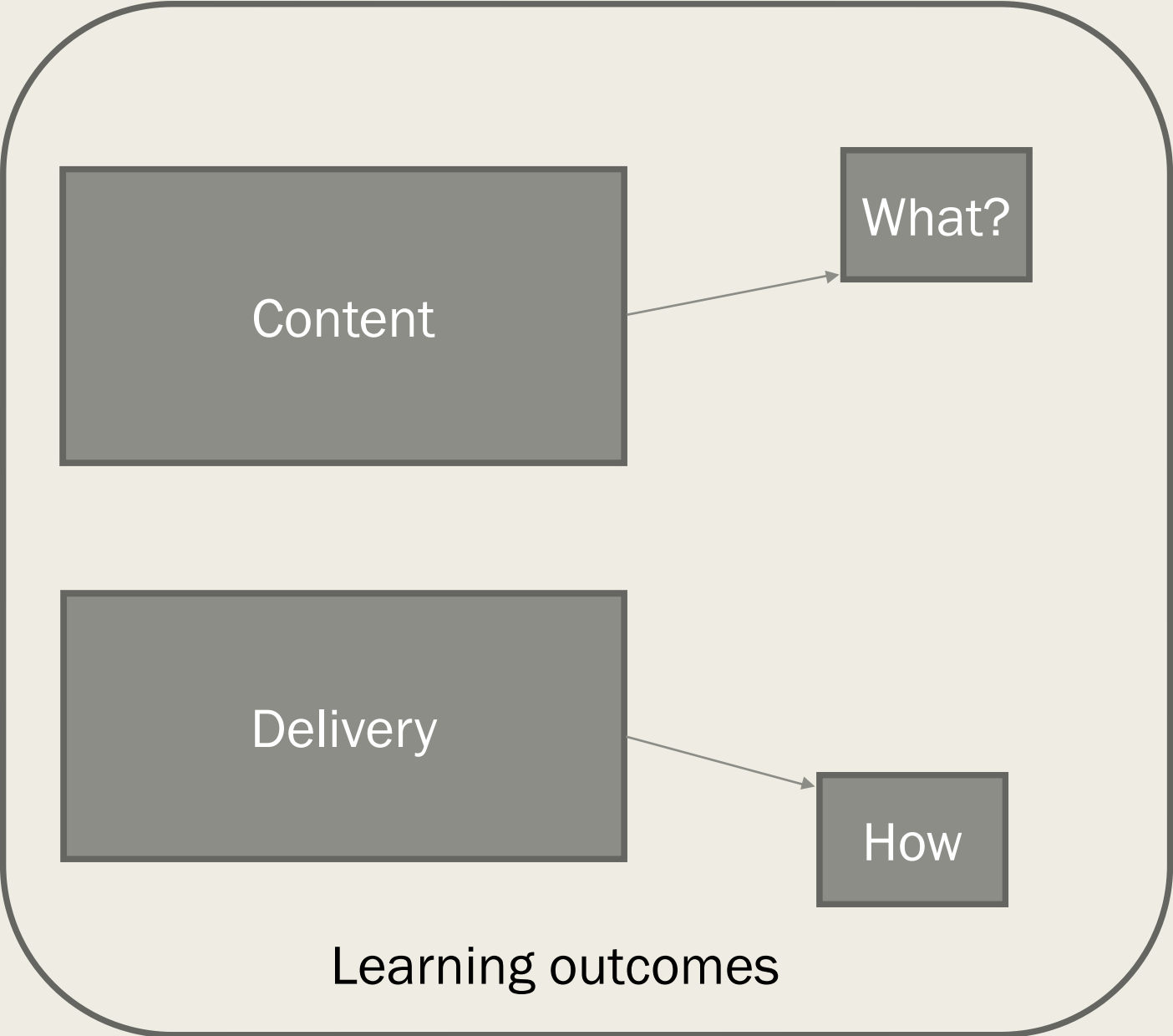
GENDER, ACADEMIC ACHIEVEMENT AND ACADEMIC PROGRESS IN RELATION TO HAPPINESS AMONG UAE UNDERGRADUATES

**BY SAFWAT AL TAL, HIGHER COLLEGES OF TECHNOLOGY,
UAE**



Common feature?

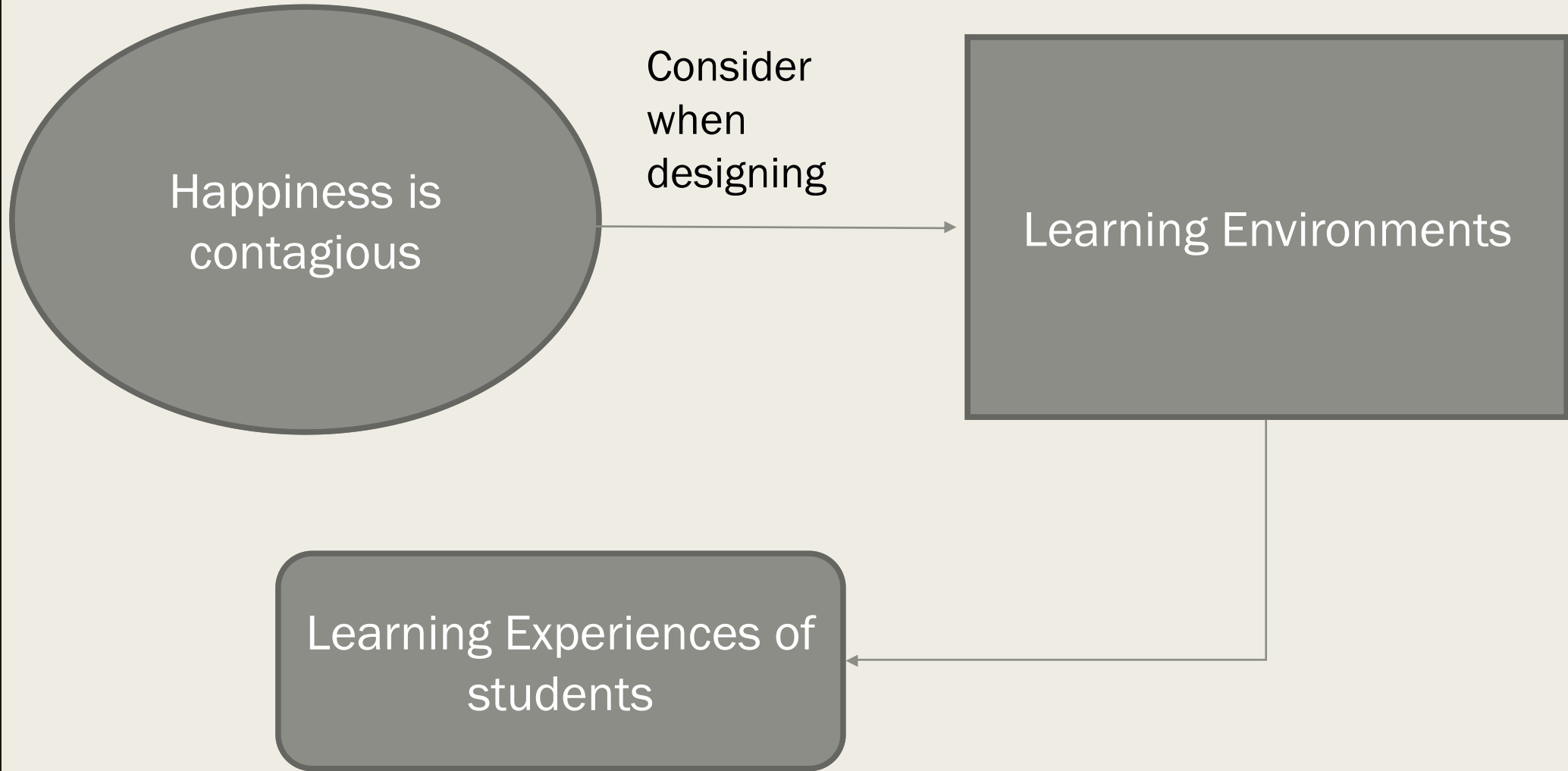
Education??



Learning Experience of students









Governments have become interested in the subjective well-being of their citizens

Many countries have become more interested in finding better measures of national well-being and happiness. Attempts on this were in Europe ,Canada and Australia.



Surprisingly



- Research studies on happiness revealed interesting results, as different early studies of happiness revealed that countries with the highest GDP per head did not have the highest average level of happiness (Schyns, 2003, Layard, 2011).
- Moreover, it was found that amongst developed countries increasing GDP per head was not associated with a corresponding increase in happiness. (Easterlin 1974 and 2010).
- Other surprising results showed that old people are happier than people in their middle years (Sorrell, 2009).

United Arab Emirates



According to UN World **Happiness** Report 2018, the **UAE** came first in the Arab world and ranked 20th among 156 countries globally, advancing one rank from 2017.

Minister of Happiness in UAE HH Ohood bint Khalifa Al Roumi - became UAE's first Minister of State for Happiness 2016, 10th Feb.



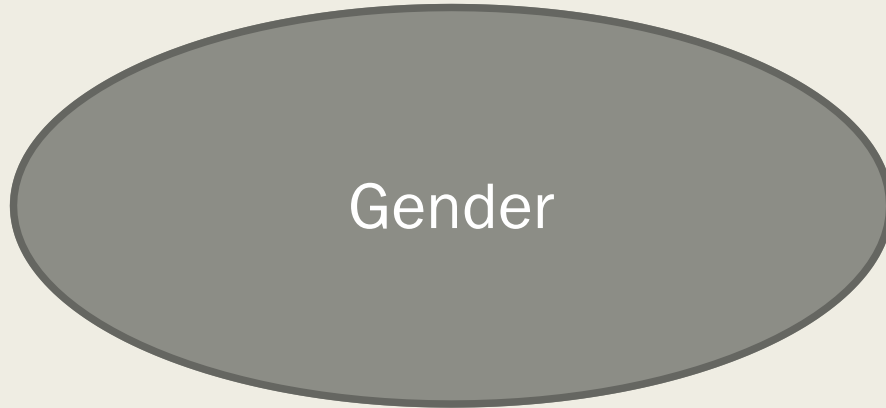
- When we think of the importance of scientific research on happiness, there are two sides to consider; it is possible to make an unimportant perception of this type of research claiming that **it would lead to a fairly trivial addition to knowledge in a superficial, even frivolous, field** which could be highly tainted with **subjectivity**.
- However, the other side of this is that it could be a major **breakthrough in human understanding with implications for improving the human condition that could translate into profound positive consequences**.
- However, in the recent years there has been a significant improvement in the ability of measuring happiness and the confidence in its measurement (Diener and Biswas-Diener,2009).
- Remember.....Happiness is a latent variable

■ Happiness and Higher Education

- It is relevant to the purpose of higher education as the main purpose of higher education is to prepare students for their lives as graduates after university. This mainly applies to preparing students for work after graduation but this is only a proximate and instrumental goal; the reason for preparing them for work is to help them improve their lives and well-being. Past **research** has shown that people who have **high levels of happiness** show **greater job performance and productivity** than those who are less happy (Lyubomirsky, King, & Diener, et al., 2005)

- If we think of the students as *future employees* who will contribute to the wellbeing of the society, then we should consider that happier workplaces are more productive workplaces and happier employees are more productive employees
- *students' satisfaction* is one of the major *KPIs of performance*. Happy students are more satisfied students and are more likely to record higher scores in students' satisfaction surveys.

Research Model



Latent Variable

Methodology

- **The Oxford Happiness Questionnaire (OHQ)** psychometric properties are widely acknowledged to be acceptable. In addition, collection of data using survey questionnaires is a standard practice in happiness-related research.
- Using a **modified** version of Oxford Happiness Questionnaire (OHQ), data was collected from **120 undergraduate students**. As this is a preliminary study, the sample size is sufficient and it was obtained by a **non-probability sampling** that involved the sample being drawn from that part of the population that is close to hand. The sample in this study consists of **students from different sections** of the course “**Statistical Methods**” which is a general requirement for different academic programs.

Sample of the study

Gender	Number of Students
Male	77
Female	43
Total	120

Academic Progress	
First Year	40%
Second Year	30%
Third Year	9%
Fourth Year	21%

Statistical Analysis

- The data analysis was conducted using the SPSS statistical package, as a first step, the reliability analysis was applied, then correlation and Chi-square analyses were conducted in order to understand the relationship between happiness and the three variables of student achievement, gender and the academic progress in years.

Cronbach's alpha

$$\alpha = \frac{N \cdot \bar{r}}{1 + (N - 1) \cdot \bar{r}}$$

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Pearson Correlation Coefficient



$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$



Results

Happiness and Gender

- The Chi-square test showed significant association between the gender and the happiness, it was found that Females tended to seem feeling happier than Males.

Results

Happiness and Academic Achievement GPAC

The results showed that there is **significant association** between students' happiness level and their academic achievements, which means that if the student in general feels happy the possibility of achieving a high GPA is there.

Results

Happiness and Academic Progress

- The Chi-square analysis showed that the association between the Year the student is in (Academic Progress) and the happiness status of the student is significant at $\alpha=0.05$. however, the correlation showed that it was a significant **negative** correlation, which indicates that that as students' progress in years, their happiness levels decrease.

Summary

- Positive relationship between happiness and academic achievementmotivation, positive attitude, persistence.
- Positive relationship between happiness and the female gender.....females have better academic achievement.
- Negative relationship between happiness and academic progress.....getting closer to real life, increasing responsibilities, becoming bored with studying.

A Joke about happiness to take away?

**I didn't find out
what happiness
means until I got
married... and
then it was too late.**

Cool Funny Quotes.com



Thank You
Questions?





THANK YOU FOR ATTENDING THE REGION 8 FALL CONFERENCE 2019

UPDATE FROM ACBSP HQ



ACBSP Region 8 Fall Conference-International Council
Prague, Czech Republic
Hosted by VSEM University of Economics and Management
November 14-17, 2019

Thank You to the Region 8 Leadership

ACBSP is grateful to the Leadership of Region 8:

- ❖ Lucie Vnouckova, Chair, *VSEM University of Economics and Management, Czech Republic*
- ❖ Ayesha Abdullah, Chair-Elect, *Higher Colleges of Technology*
- ❖ Christine Clarke, Treasurer, *EU Business School*
- ❖ Almaz Sandybayev, Secretary, *Higher Colleges of Technology, Abu Dhabi*
- ❖ Matthew Andrews, Immediate Past Co-Chair, *International School of Management-Paris*

Introducing ACBSP

ACBSP was established in 1988. Until then, only AACSB and EFMD were accrediting bodies for business schools.

Founding schools felt need for an alternative:

- ❖ Focus on their mission of teaching excellence
- ❖ Less prescriptive & more outcome based
- ❖ Sensitive to mission driven schools
- ❖ Recognize faculty comes from world of work
- ❖ Offer accreditation to associate and diploma degree schools (2-year or 3-year)
- ❖ More affordability – Less expensive in dues and fees

ACBSP Mission & Vision

Mission

"ACBSP promotes continuous improvement and recognizes excellence in the accreditation of business education programs around the world."

Vision

"Every quality business program worldwide is accredited."

LEADERSHIP & STAFF



ACBSP Board of Directors



Dr. Kim Wong, Chair
Central New Mexico Community College
Albuquerque, New Mexico

Dr. Bruce Stetar, Chair-Elect
Western Governors University
Salt Lake City, Utah



ACBSP EXECUTIVE TEAM



Jeffrey Alderman
President/CEO



Dr. Steven Parscale
*Chief Accreditation
Officer*



Nathan Eberline
*Vice President of
Operations*

GLOBAL DIRECTORS



Dr. Wilfredo Giraldo
*Director of Latin
American Operations*



**Dr. Abraham Lincoln
Owusu Kwame**
*Director of African
Operations*



Patty Peng
*Director of Chinese
Operations*

ACBSP MEMBER SERVICES STAFF



Sherry Williams
*Senior Coordinator,
Administration*



Mary Riley
Director, Finance



Melinda Dorning
*Director, Marketing &
Communications*



Carmen Hayes
*Director, Member
Services*



Gary Arnold Seevers
*Graphic Designer/Web
Designer*



Kingsley Udenze
*IT Systems
Administrator*



Marta Garcia de la Cruz
*Conference & Meetings
Coordinator*

ACBSP ACCREDITATION TEAM



Diana Hallerud
*Director of Training,
Associate Director
of Accreditation*



Cari Hunziker
*Accreditation
Coordinator*

ACBSP BOARD OF COMMISSIONERS – ASSOCIATE DEGREE



- **Dr. Germain Pichop**, Chair, *Oklahoma City Community College*
- **Dr. Amy Ross**, Chair-Elect, *Walters State Community College*

ACBSP BOARD OF COMMISSIONERS – BACCALAUREATE/GRADUATE DEGREE



- **Dr. Denise Smith**, Chair, *Brenau University*
- **Dr. Justin Matus**, Chair-Elect, *Wilkes University*
- **Commissioner from Region 8:**
 - **Dr. Katalin Kovacs**, *Maastricht School of Management*

ACCREDITATION GOVERNANCE BOARD



- **Ron DeYoung**, Chair, *Emeritus Member*
- **Edwin Vineyard**, Chair-Elect, *Northern Oklahoma College*

UPDATES



MEMBERSHIP



1,159	Member Campuses
654	Member Institutions
975	Baccalaureate/Graduate Degree
184	Associate Degree
254	Outside the United States
60	Different Countries
6	Continents
13,000+	Individuals

972	Institutions with Accredited Business Programs
130	Candidates for Accreditation
57	Not Currently Seeking Accreditation

REGION 8 MEMBERSHIP INFORMATION



126	Member Campuses
122	Baccalaureate/Graduate Degree
4	Associate Degree

86	Institutions with Accredited Business Programs
26	Candidates for Accreditation
14	Not Currently Seeking Accreditation

New Region 8 Members for 2019:

- Changshu Institute of Technology, China
- North China University of Technology, China
- Zhejiang Wanli University, China

MEMBERSHIP DUES INCREASE FOR 2020-21



- New members and members currently not seeking accreditation
\$2,500 USD
- Candidacy and accredited members
\$2,950 USD
- Additional campuses
\$1,000 USD



ACBSP Conference 2019
Houston, TX
June 21-24

THE ART OF DEVELOPING
ENTREPRENEURIAL
LEADERS

- More than 800 in attendance
- 57 colleges and universities honored with initial and reaffirmation of their business programs

#ACBSP4CHANGE



#ACBSP4Change 2019 Benefits the Houston Independent School District

#ACBSP4Change has been a conference tradition since 2015, with ACBSP presenting a check for \$2,500 to a school district in the conference host city to assist with a need identified by the district.

This year, that gift was matched by the Peregrine Global Foundation, with a total of \$5,000 going to the HISD.



TEACHING EXCELLENCE AWARD – REGION 8



Anita Gustine

American College of the Middle East
Dasman, Kuwait

Associate Degree Recipient



TEACHING EXCELLENCE AWARD – REGION 8



Stephanie Jones

Maastricht School of Management
Maastricht, Netherlands

Baccalaureate/Graduate Degree Recipient



BEST OF REGIONS – REGION 8

Maria Presentin

*International School of Management
(ISM)*

*"Ingredients for social entrepreneurial
leadership: Self-mastery, networks, work
values and competence"*



**ACBSP International Best of Regions
Award Recipient 2019**

ACBSP IMPACT



The latest issue, with Board Chair Kim Wong outlining his plans for the coming year, will be sent via email to all members in October.

Contact Melinda Dorning at mdorning@acbsp.org to be added to the email list, if you do not receive it already.



TEACHING EXCELLENCE AWARD



The International Teaching Excellence Award nomination and application process is completely online and easier than ever:

1. Access the Teaching Excellence page on acbsp.org
2. Nominate a colleague using the online nomination form on webpage
3. Or... Complete a self-nomination application by clicking the link that takes you to the submission site.
4. Complete the application by answering the criterion and submitting the required documentation.



2019 International Teaching Excellence Award Winners Amanda Evert (left) from Region 6, representing bacc/grad degree schools and Ramadevi Kannon, from Region 4, representing associate degree schools.

The deadline to nominate a colleague is **December 1** or submit an application yourself by **December 15**.

ACBSP BRAND AMBASSADORS



- As an ACBSP accredited member, you know the value of accreditation and what the process for seeking accreditation is like.
- ACBSP needs you to be an active voice – helping us create greater awareness of our brand.
- There are 6 ways you can help:

BECOMING AN ACBSP BRAND AMBASSADOR



1. Add your accreditation status & the ACBSP logo to your institution's website.
2. Be a thought leader.
3. Engage on social media.
4. Communicate benefits with faculty and students.
5. Share your successes with ACBSP.
6. Update your ACBSP member profile.

BRANDING YOUR SCHOOL AND ACBSP

Branding to Promote Candidacy
or Accredited Status



Email Melinda Dorning at ACBSP mdorning@acbsp.org

TRANSNATIONAL JOURNAL OF BUSINESS – VOLUME 4



The ACBSP Scholar-Practitioner Publications Committee is proud to announce the release of the fourth issue of *The Transnational Journal of Business*. The five articles selected underwent an extensive double-blind, peer-reviewed process before being accepted for publication.

TJB Volume 4, published in June 2019, is available as a free downloadable PDF at acbsp.org/journal.

A printed version is also available for \$10 per copy.



TRANSNATIONAL JOURNAL OF BUSINESS – CALL FOR ARTICLES/SUBMISSIONS



The Journal solicits papers through an Open Call for Papers format.

However, it includes an emphasis on the current theme of the upcoming ACBSP Conference. For 2020, the theme is, *Teaching in a Student-Centered World*.

February 1 is the deadline to submit a paper for consideration in Vol. 5, published in June 2020.

Visit acbsp.org/journal for more information



MARKETING COMMITTEE UPDATE



Please welcome Lucie Vnouckova from VSEM University of Economics and Management for a brief Marketing Committee report.

We want to hear from you!

Please share the following with Melinda Dorning in the home office mdorning@acbsp.org:

- Student Success Stories
 - Successful Articulation Agreements
 - News stories from your business school
-
- **Poster Session at ACBSP Conference 2020 — How is teaching in a student-centered world impacting the growth of your business programs?** Submit your poster abstract by April 10.

2019-20 ACBSP EVENTS



2019 DEANS SYMPOSIUM

Join us in Washington, D.C. on November 22-24, 2019 for the 4th Annual ACBSP Deans Symposium!

Our topics include:

- The Future of Business Education
- Fundraising Strategies for Small and Mid-Sized Business Schools
- A Successful Approach to Adjunct Faculty
- The Critical Need for Integrated Thinking

Visit acbsp.org/deans for more information.



NOVEMBER 22-24, 2019
WASHINGTON, D.C. USA

KEYNOTE SPEAKERS



MARC IYEKI, J.D. MATT MARTIN, PH.D.

REGISTER TODAY

SAVE THE DATE: ACBSP CONFERENCE 2020

Join us in Chicago on June 26-29, 2020
for the ACBSP Annual Conference!

The theme for the conference is
Teaching in a Student-Centered World.

Visit acbsp.org/page/events for more
information.



TWO OPPORTUNITIES TO PRESENT IN CHICAGO



- Submit a proposal that fits the following concurrent session track: *Teaching in a Student-Centered World*. Respond to the Call for Presentations by **January 31, 2020**.
- The ACBSP Marketing Committee invites you to share ways in which your marketing efforts have contributed to the development of your business program(s) utilizing the ACBSP processes and brand by submitting a poster and participating in a poster session at ACBSP Conference 2020. Poster proposals should be sent to Melinda Dorning, Director, Marketing & Communications, at mdorning@acbsp.org by **April 10, 2020**.

Going Beyond Accreditation

The Future of ACBSP



A photograph of a mountain climber in silhouette, wearing a white helmet and carrying gear, ascending a steep, snow-covered mountain ridge. The climber is positioned on the left side of the frame, moving towards the top. Below the ridge, a vast sea of white clouds stretches across the valley, with several other mountain peaks visible in the distance under a clear sky. The overall scene conveys a sense of achievement and reaching a high point.

**You've Reached the Summit.
You've Achieved Accreditation.
What's Next?**

ACBSP
**Going Beyond
Accreditation**
acbsp.org/goingbeyond

Going Beyond Accreditation



ACBSP has a unique opportunity over the next two years to improve the member benefits and services, and enhance ACBSP's brand. We are focusing on three initiatives:

- Certificate Accreditation - ACBSP is the only business accreditor offering this
- Unified Accreditation Standards – Seven standards began in January 2019
- Accreditation Next

CONFERENCE THEME

2020-21



“Developing Business Leaders for a Better World”

Q & A



Thank You for Attending the Region 8 Fall Conference!

ACBSP Conference

Praha 2019

Zdeněk Linhart, Lucie Vnoučková

**INDICES OF STUDENT RETENTION AND LEARNING BASED ON ENTRY PREFERENCES AND ATTITUDES TOWARDS
INDIVIDUALIZED APPROACH IN TEACHING**

INDICES OF STUDENT RETENTION AND LEARNING BASED ON ENTRY PREFERENCES AND ATTITUDES TOWARDS INDIVIDUALIZED APPROACH IN TEACHING

Objective

Methods

Resulting retaining indices of Entry Preferences and Attitudes

Conclusions towards Individualized Approach in Teaching

Purpose of University

*"Serve to science" and "know thyself" (Ergas, 2017)
or serve a client?*

Serving to science and to student-clients can be disentangled through "know thyself"

Student-centered approach to build retention has to work with a construct containing:

- Needs, wants and money available (Kotler, 1991)
- Aspirations (Asma, 2017)
- Will (Libet, 1985)
- Losses pushing individuals into risk (Tversky and Kahneman, 1983)



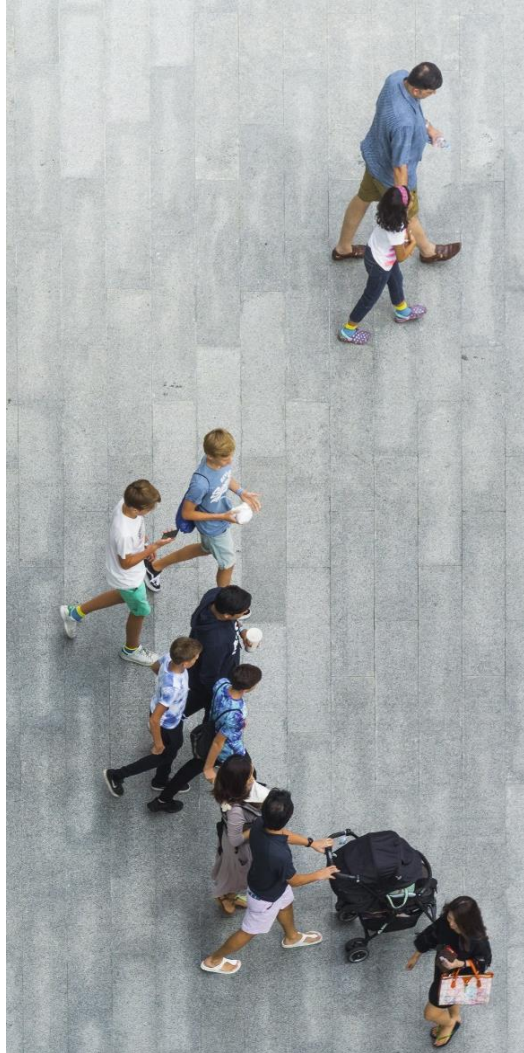
Student-centered approach for Retention

Novel direction for translating relational skills

- **Proportion of reflections of change talk (PRCT)**
(Fischer and Moyers, 2014)
- **Client change language and treatment outcomes**
(Barnett et al., 2014)
- **Motivational interview**
(Magill et al., 2016, 2018; Villarosa-Hurlocker, et al., 2019)
- **In-session language**
 - empathy, acceptance, collaboration, and autonomy support
- Provider have to evoke client change talk and soften sustain talk
- **Empathy** (served by technical component) **predicts** and influence **attitudes and target decisions** (Sayer, 2011)



- **to find early indices of efficient retention between learning practices in Business University**



The Sample

Participants were students:

- 240 lost respondents during first month of studies
- 295 retained respondents for half a year
- 535 total enrolled students in academic year 2017-2018 who filled entry questionnaire

Design of the Study

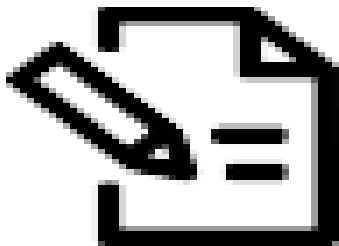
Monitoring style of marking responses to explain students' or applicants' attitudes

Marking styles:

- Preventive
- Experiential
- Agreeable

Marking styles explains:

- **Ambitions, gambling, experience** (Liu et al., 2019)
- **Willingness to admit wrongness** (Fetterman et al., 2019)
- **Willingness to accept, willingness to pay** (Lloyd-Smith and Adamowicz, 2018)
- **Retaining and repelling consequences of cognition** by dyadic perceptions of relationship value towards performance (Luu et al., 2018)



Methods

Content analysis of keywords were performed to monitor indices of early stages of motivation to study or to resign:

- “**abilities**” showing passion of student to be unique
- “**methods**” showing recognition of standardization
- “**voluntary attendance**” selfish interests
- “**self-management**” readiness to blackmailing without abilities and methods

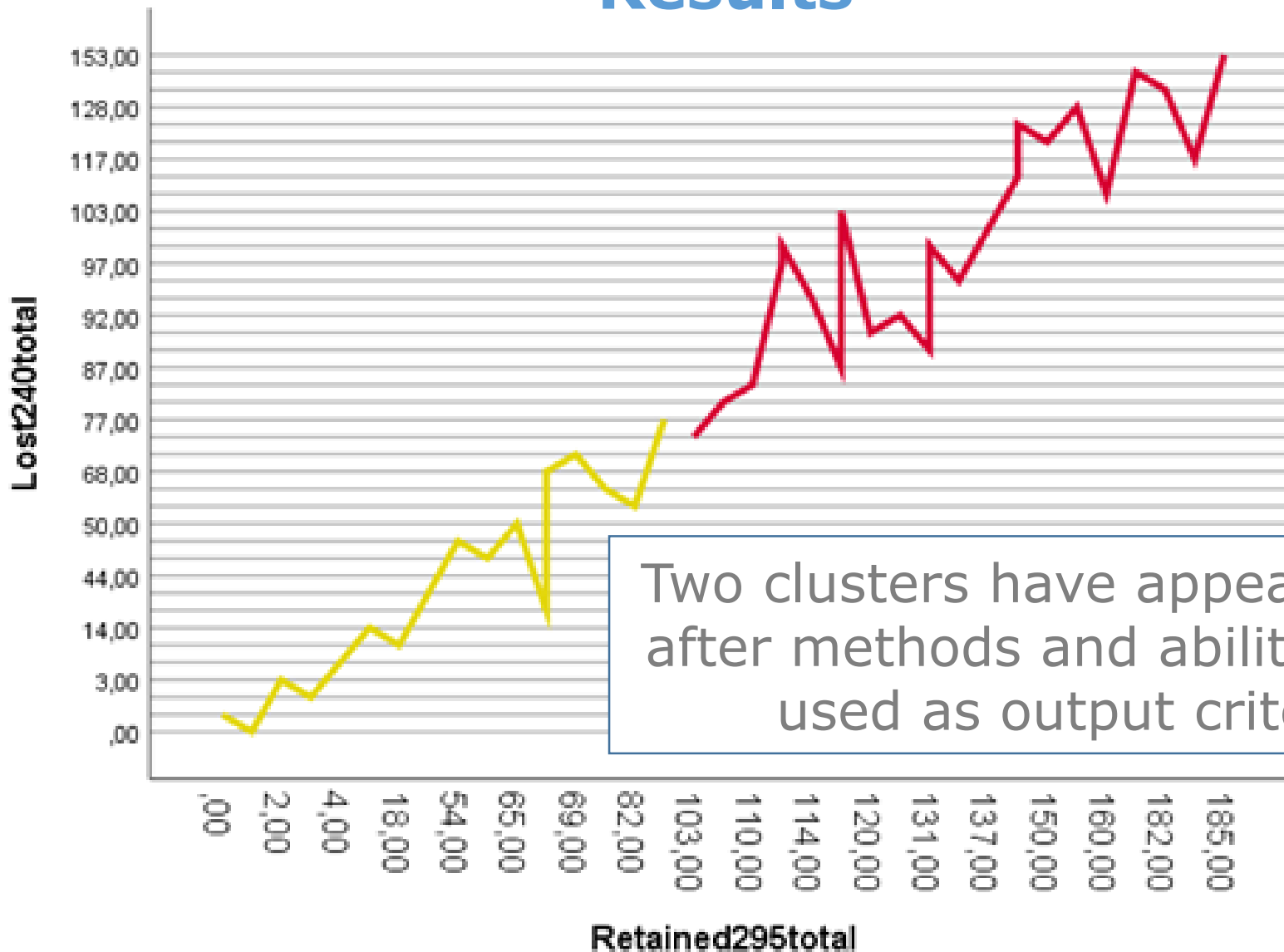


A6) What do you expect from studies?	R-Lost	R and L patterns
a) deep knowledge in studied domain	-3	Easy
b) general overview	8	Easy
c) critical thinking	12	Grinding
d) ability of independent analysis	10	Grinding
e) ability to find new information	2	skipped
f) ability of information processing	8	Grinding
g) all above, h) nothing from above, i) other, describe, please		
A7) What absolvent should know?		
a) work independently	2	Easy
b) find own position at labor market or in job	-8	Easy
c) work in team	9	Grinding
d) manage team	7	Easy
e) manage self (time, stress management and similar domains)		
f) plan assessment for development and reaching own objectives	5	Easy
g) High quality decision making	-10	Easy
h) presenting skills	0	Easy
i) communicate in two languages at least	14	Grinding
j) use analytical methods of studied program	-9	Easy
k) derive consequences	-7	Easy
l) extrapolate, assess plans for future period	4	Grinding
m) manage own business unit	6	Grinding
g) all above, h) nothing from above, i) other, describe, please		
h) nothing from above	-1	skipped
i) other, describe, please	0	Easy

Results

	R-Lost	R and L patterns
A8) What is important during studies for you?		
a) accessibility of resource materials	20	Grinding
b) flexibility of examinations	4	Grinding
c) voluntarily attendance	-18	Easy
d) available individual consultations	9	Grinding
e) own study plan assessment	13	Grinding
f) expert knowledge and abilities of teachers	40	Grinding
g) practical implications	24	Grinding
h) all above, i) nothing from above, j) other, describe		
A9) Where you expect to be after graduation?		
a) career progress	-3	Easy
b) better position	12	Grinding
c) better position protected by title	22	Grinding
d) better remuneration	13	Grinding
e) better non-financial appreciation	21	Grinding
f) better life style	3	Grinding



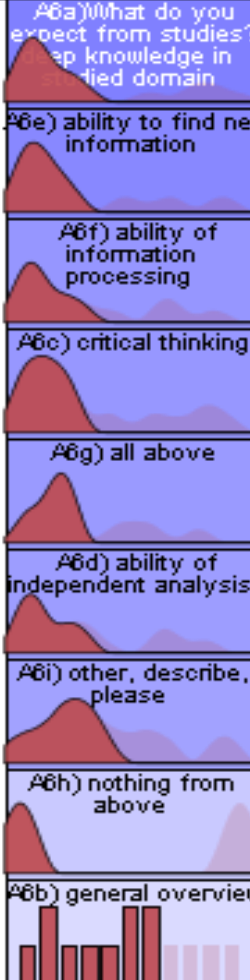

Results



Two clusters have appeared only after methods and abilities were used as output criteria

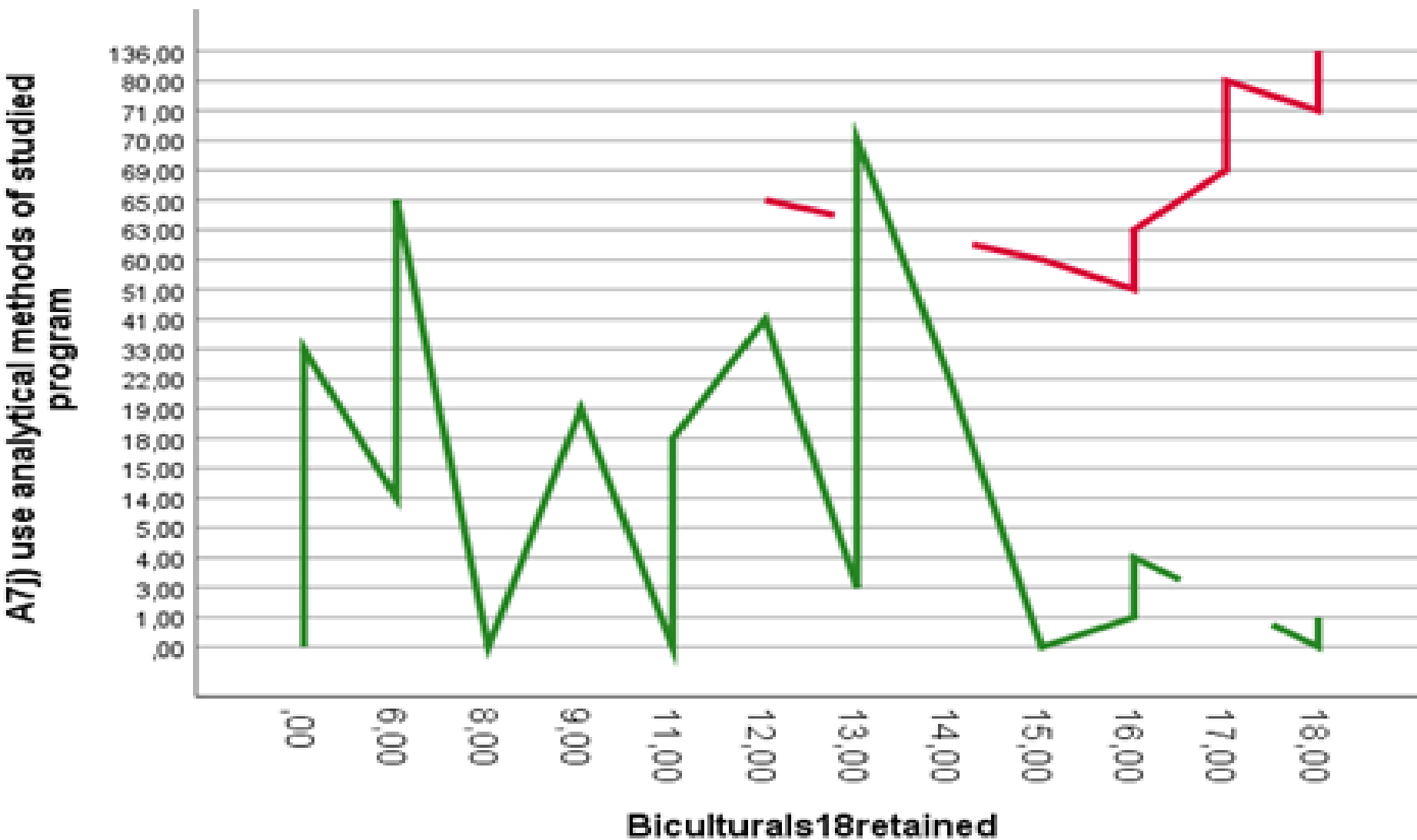
Two-step clusters

- Homogeneous PDF in left column
- Heterogeneous CDF tails in right column

Cluster	2	1
Label		
Description		
Size	 71.4% (10)	 28.6% (4)
Inputs	 <p>A6a) What do you expect from studies? deep knowledge in studied domain</p> <p>A6e) ability to find new information</p> <p>A6f) ability of information processing</p> <p>A6c) critical thinking</p> <p>A6g) all above</p> <p>A6d) ability of independent analysis</p> <p>A6i) other, describe, please</p> <p>A6h) nothing from above</p> <p>A6b) general overview</p>	 <p>A6a) What do you expect from studies? deep knowledge in studied domain</p> <p>A6e) ability to find new information</p> <p>A6f) ability of information processing</p> <p>A6c) critical thinking</p> <p>A6g) all above</p> <p>A6d) ability of independent analysis</p> <p>A6i) other, describe, please</p> <p>A6h) nothing from above</p> <p>A6b) general overview</p>

Results

More often marked methods collapse appearance of abilities





Differences of PDF, CDF and two-step cluster analysis

	Total	Pro-act.	React.	Lazy	Institut.	Normal	Method	Once	Ability	Twice	Both
N respondents	535	21	41	90	48	335	135	355	109	116	37
Retained	295	9	25	46	22	193	70	211	64	56	18
Lost	240	12	16	44	26	142	65	144	45	60	19
Ret./Lost index	1.2	0.8	1.6	1	0.8	1.4	1.1	1.5	1.4	0.9	0.9
N utterance	44	33	36	26	22	44	18	44	18	44	18
Mean Ret.	95	2	5	11	2	76	36	65	30	20	10
Mean Lost	74	3	4	9	2	59	31	44	19	17	10
C's alpha	0.973	0.922	0.877	0.964	0.989	0.977	0.983	0.953	0.923	0.938	0.978
Intra F(p)	0.046	0.054	0.002	0.180	0.651	0.044	0.331	0.014	0.002	0.121	0.989
P(t-test)	0.500	0.042	0.504	0.548	0.766	0.054	0.296	0.003	0.001	0.257	0.743

Bold significant difference (t-test) with significant variance (F-test) (bold) shows programmed behaviour. Retained/Lost 0.8 coefficient of Proactives and always changing reactions of Reactives trigger Normals' drop-off.

Conclusions

- Predictor of student retention based on questionnaire outputs:
 - Keywords „methods“ and „abilities“
- Predictors of resignation leading often to drop-off are characterized by:
 - Keywords „voluntary attendance“ and „self-management“
- These indices have to be monitored and students who marked these questions have to be closely managed:
 - Immediately after start of their study
 - During any episodes within study period



Implications

As students copy the most attractive patterns the active (pro-, re-) colleagues increase drop-off.

Drop-off decreasing options are:

- 1. promotion of methods and abilities as precursor of free time of Lazy,**
- 2. teaching pesimistic, and optimistic probabilistic of economic methods to isolated Normals,**
- 3. teaching complementary and cumulative cases to business students.**

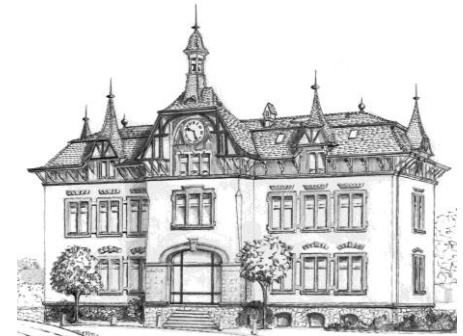
Discussion?

 Thank you
for attention

Inventing a Doctoral School for Researchers with a Track Record in Business

ACBSP Region 8 Conference, Prague, 2019

Dr. Dominique Bourqui, Director
Dr David Claivaz, Acting Dean
14.11.2019



Dr David Claivaz

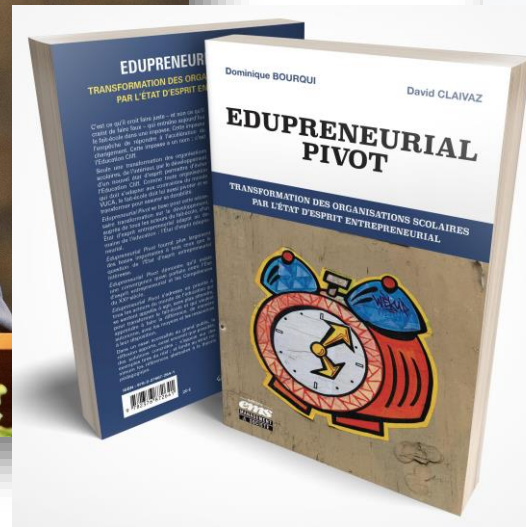
Acting Dean

BSL – Business School Lausanne

Dr Dominique Bourqui

Director

BSL Doctoral School



The Edupreneurial Pivot

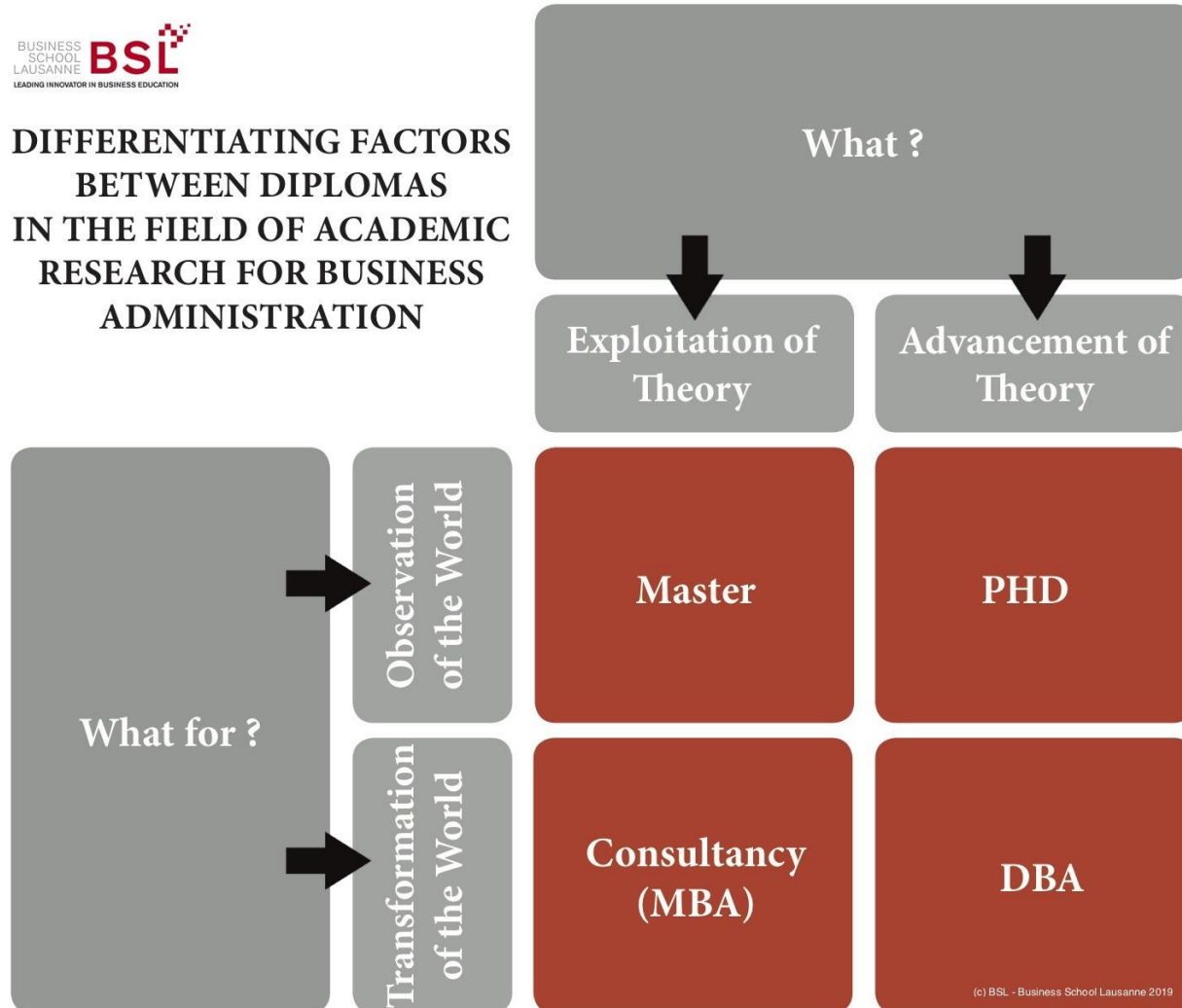
- **Thesis:** educational organizations can transform fast if their members connect to their entrepreneurial mindset
- **Application :** approach questions at BSL with an entrepreneurial mindset
- **Opportunity:** BSL DBA programme needed to undergo a full transformation
- **Decision :** inventing and building a Doctoral School around the needs of executive students with a strong business record

Who are the DBA candidates ?

- **Senior** managers : +/- 40 years old and 15 years of work experience
- **Aware** of today's business challenges and opportunities
- **Focussed** and **animated** by a **personal quest**
- Willing to transform their **industry** and contribute to **academic research**
- From **all around** the world
- Privileged **access** to data
- **Knocking** at the door

How we explain the DBA ?

**DIFFERENTIATING FACTORS
BETWEEN DIPLOMAS
IN THE FIELD OF ACADEMIC
RESEARCH FOR BUSINESS
ADMINISTRATION**



How we designed the programme?

- Research **and** Business project : drive and alignment
- Absolute **flexibility** : distance learning
- **Clear phasing** : reality check & action plan, regular check-in with the Director
- **Signature support** as the best embodiment of the design of the programme : the DBA Acceleration Week (DAW)

Vision : generate a possibility to accelerate the research process

- Non mandatory blocks (time management)
- Blocks mixing one-to one coaching sessions, plenary sessions for coursework and peer learning



DBA Acceleration Week
7-11 October 2019

The October 2019 DAW – Sample 2

MONDAY OCTOBER 7 th	TUESDAY OCTOBER 8 th	WEDNESDAY OCTOBER 9 th	THURSDAY OCTOBER 10 th	FRIDAY OCTOBER 11 th
<p>9.30am Welcome</p> <p>Ice Breaker and introduction of participants</p> <p>Registration to One-to-One sessions</p> <p>Plenary Session – Dr. Narbel DBA Journey</p> <p>BSL Visit - David Kibbe</p>	<p>8am-9.30am One-to-One Sessions (coaching- creativity- supervision) personal work</p> <p>10am-1pm Plenary Session – Dr. Majer Topic : Qualitative research Answering WHY rather than HOW MUCH</p>	<p>8am-9.30am One-to-One Sessions (coaching- creativity- supervision) personal work</p> <p>10am-1pm Workshops – Dr. Giolito Topic : Refine your research question (Do’s and Don’ts)</p>	<p>8am-9.30am One-to-One Sessions (coaching- creativity- supervision) personal work</p> <p>10am-1pm Workshop – Dr. Bourqui & Dr. Claivaz Topic : Case study presentations and discussion</p>	<p>8am-9.30am One-to-One Sessions (coaching- creativity- supervision) personal work</p> <p>10am-1pm Plenary Session – Dr. Atukeren Topic : Quantitative research – Which method for which problem?</p>
LUNCH GEOPOLIS 1PM	LUNCH GEOPOLIS 1PM	LUNCH GEOPOLIS 1PM	LUNCH GEOPOLIS 1PM	LUNCH GEOPOLIS 1PM
<p>2pm-5pm Workshop – Dr. Bourqui & Dr. Claivaz Topic : Literature review and research question presentations and discussion</p> <p>5pm-6.30pm One-to-One Sessions (coaching-creativity- supervision) personal work</p>	<p>2pm-5pm Plenary Session – Dr. Giolito Topic : Navigating among theories</p> <p>5pm-6.30pm One-to-One Sessions (coaching-creativity- supervision) personal work</p>	<p>2pm-5pm Plenary Session – Dr. Giolito Topic : Thesis writing intermediary documents</p>	<p>2.30pm-4pm One-to-One Sessions (coaching- creativity- supervision) personal work</p> <p>4pm-5.30pm EBSCO and Turnitin</p> <p>5pm-6.30pm One-to-One Sessions (coaching- creativity- supervision) personal work</p>	<p>2pm-3pm Plenary Session – Dr. Clark Topic : Plagiarism and self-plagiarism in academia + One-to-One Sessions 2pm-3.30pm (coaching- creativity)</p> <p>3.30pm-4pm DAW Closing Session – Dr. Claivaz</p> <p>4pm Farewell</p>
<p>Welcome Dinner Departure from BSL by bus at 7pm Return by bus to BSL</p>		<p>Optional Activity Departure from BSL by bus at 5.15 pm</p>	<p>Social Evening Official Launch of the BSL/ETI start-up incubator at BSL. Networking with MBA, Master and BBA students</p>	

What are the outcomes of the DAWs ?

- Guidance on the nature of the DBA
- Development of the research question
- Clear vision of methods and process
- One-to-one sessions to address personal questions
- Regular presentation of advancement of the research
- Time for sharing and personal work
- Networking and social activities
- Accelerate the advancement of the phases
- Meeting the deadlines

- **Acknowledge** the necessity of a deliberate process to transform managers into researchers
- **Design** that process in a form that is familiar to people who know and love business. Essential contribution of a Director who is a seasoned and active Entrepreneur (sine qua non condition)
- **Dare** to use approaches coming directly from the eco-systems of innovation : acceleration, canvas, coaching (complementing supervision), iteration and pivot
- **Design to scale** : DBAs are the next MBAs

Minutes from Region 8 Meeting November 15, 2019

1. Welcome
 - a. MA appointed as recorder
 - b. Agenda accepted
2. Minutes from last Region 8 meeting, June 21, 2019 - motion/approval
 - i. Almaz reappointed as secretary approved
 - ii. Digital committee subsumed into the marketing committee (otherwise all the other appointments from the minutes have not changed).
 - iii. Motion to approve the minutes approved
3. Task force – design of regions cancelled
JA explained the reasoning behind the idea to modify the regions – growth in China, for example. ACBSP envisions that China will grow substantially. Whereas Indian membership growth has stagnated. But now, a moratorium on such proposed modifications. May look at it in another five years.
4. Plans for 2019-2020:
 - a. Articulation agreements – share with ACBSP
 - b. Certificate accreditation – accredited or new member schools
 - c. Accreditation Next – Bronze, Silver, Gold
JA talked about Baldrige and its impact on business performance
 - d. Poster session 2020 – proposal for Annual conference
 - e. Student success stories 2020 – abstract is needed by January
 - f. ACBSP Leadership initiative – “Moving from Member to Leader”
5. Teaching excellence award
 - a. Call for candidates and reviewers
 - b. We went over the schedule
 - c. Discussion of support for travel expenses to Annual Conference
 - i. The conference fees are waived
 - ii. Many regions participate to help
 - iii. Motion to provide 750 USD per recipient to defray travel expenses approved (AI made motion Ayesha seconded)
6. Treasurer’s report
LV presented the report that Christine had e-mailed because Christine could not be present. MA noted that the closing balance of May 31, 2019, does not include the amount received during the June annual conference from membership fees – check from main office. AM explained a bit of history about the administrative director position and the bank account.

Discussion about the treasurer’s role. We should start thinking about someone who can take over from Christine if necessary. Since there were no volunteers, members were urged to discuss with colleagues so we can find someone.
7. Region 8 membership on standing committees
JA stated that the Digital Media Committee was re-instated by the board as a standing committee. So there was a call for someone to volunteer for the committee. Ayesha asked about the differences. JA stated online vs print. Kim said that in the past there was much overlap and some joint meetings. We should send out a call to members seeking a treasurer, and digital media representative, along with a post-conference survey.

8. Best of Region Presentation
 - a. Three best presentations nominees for Annual conference
 - b. Support for the final Award Recipient travel expenses from Region.
The fee for the conference attendance is waived. Motion to offer 750 USD to support attendance of the winner to the annual.
9. Future (2021) chair
 - a. Jaaljav Ariunbold, Vice-chairman & Director of Secretariat Office, PhD, Vice-professor self-nominated. He proposes to host the conference – as a representative of the Ministry of Education, Culture, Science and Sports. Motion by Ayesha, seconded by Nasser. Approved
10. Fall conference 2020: Dubai, Chair Elect – Ayesha Abdullah
Ayesha said there was some uncertainty about the hotels because of Expo 2020. Want to hold the conference in Dubai but they are thinking that Fujairah and/or Sharjah as other possible locations for hotels. We discussed estimates of attendance of 75 to 100.
11. Next Region 8 meeting 0 Annual conference in Chicago, June 26-29, 2020
 - a. Discussion – Director of European Ops position. Currently no one appointed. JA says will have news in annual 2020. MA asked about the scope – and suggested Europe Middle East. If we have ideas we can send them to Jeff.
12. Adjourned.



Panel discussion

Teaching in a Student-centered World

Prague, November 14, 2019
University of Economics and Management

Teaching in a Student-centered World



- Orientation on students – preparing them for future
- Responsibility in teaching
- Role of motivation in education
- Learning to learn
- Future career paths and future job market
- Role of teacher
- Role of university



ACBSP Region 8 Fall Conference

Region 8 (International Council) Business Meeting

Prague, November 15, 2019
University of Economics and Management

Agenda

1. Welcome from Region 8 Chair, Lucie Vnouckova
 - a. Appointment of a recorder
 - b. Motion to accept the agenda
2. Minutes from last Region 8 meeting, June 21, 2019 – motion/approval
3. Task force – redesign of regions cancelled – no action
4. [Plans for 2019-2020](#)
5. [Teaching Excellence Award](#)
6. Treasurer's report – motion/approval
7. [Region 8 membership on standing committees](#) – all set
8. [Best of Region presentation](#)
9. [Future \(2021\) incoming Chair](#)
10. [Fall conference 2020](#): Dubai, Chair Elect – Ayesha Abdullah
11. Next Region 8 meeting - Annual conference in Chicago, June 26-29, 2020
12. Adjourn

Plans for 2019/2020

- a. Articulation agreements – share with ACBSP
- b. Certificate accreditation – accredited or new member schools
- c. Accreditation Next – Bronze, Silver, Gold
- d. Poster session 2020 – proposal for Annual conference
- e. Student success stories 2020 - abstract is needed by January
- f. ACBSP Leadership initiative - “Moving from Member to Leader”

Teaching Excellence Awards

- a. Call for candidates and reviewers
- b. Support for travel expenses to Annual Conference

Schedule:

August 1, 2019 – nominations open

September 15, 2019 – applications open

December 1, 2019 – nominations close

January 15, 2020 – applications close

Region 8 membership on standing committees

- Articulation Committee (Ad-hoc under Member Relations Committee) - Peter Chris
- Bylaws Committee - Pavel Strach, Škoda Auto University, Czech Republic
- Global Business Education Committee (Ad-hoc under Member Relations Committee) - Giovanna Bejjani, Higher Colleges of Technology, UAE
- Legislative Advisory Committee - Gabor Andrasi, Higher Colleges of Technology, UAE
- Marketing Committee - Lucie Vnoučková, VSEM, Czech Republic
- Member Relations Committee - Arthur Seakhoa-King, Australian College of Kuwait, Kuwait
- Risk Assessment Committee - Brenda Lockyer, College of the North Atlantic, Qatar
- Scholar-Practitioner Publications Committee - Dr. Al Miller, Higher Colleges of Technology, UAE

Best of Region presentation

- a. 3 best presentations nominees for Annual conference
- b. Support for the final Award Recipient travel expenses from Region

Future (2021) incoming Chair

- a. Nominations
- b. Presentation of vision to the region's members

Fall Conference 2020

- a. Dubai, Chair Elect – Ayesha Abdullah
- b. Expected dates of the conference



PRAGUE Region 8 Conference 2019 Region 8 Meeting

Region 8 Accounts Summary



- Accounts last presented November 2018, Region 8 regional conference Paris, France
- Closing Balance Nov, Paris \$30,501.66
- Closing Balance 31 May 2019, Houston \$32,622,84
- Key items:
 - Regional conference registration fees
 - Regional conference payments including remainder of venue fee
 - Compliance fees
 - US meeting



Site	Euros	USD
Venue: MAL	€ 24.575,80	\$28.016,41
Dinner Cruise	€ 4.039,20	\$4.604,69
Photographer	€ 800,00	\$912,00
Total	€ 29.415,00	\$33.533,10

Prizes	Euros	USD
Awards/Trophies	€ 40,00	\$45,60
Business Pitch Winner	€ 1.000,00	\$1.140,00
Cesim 1st place winner	€ 500,00	\$570,00
Cesim 2nd place winner	€ 300,00	\$342,00
Cesim 3rd place winner	€ 200,00	\$228,00
Total	€ 2.040,00	\$2.325,60

Publicity	Euros	USD
Welcome bags	€ 697,00	\$795,00
Scorelab	€ 600,00	\$684,00
Total	€ 1.297,00	\$1.479,00

Miscellaneous	Euros	USD
ACBSP Admin Fee of \$15 per registrant	€ 658,00	\$750,00
Flowers for Shemin	€ 60,00	\$68,00
Total	€ 718,00	\$818,00

Refreshments	Euros	USD
Celebratory Farewell Toast		
<i>(included in venue total)</i>		
Total	€ 0,00	\$0,00

Transportation	Euros	USD
UBER Vans to and from Station F	€ 240,00	\$273,60
No Uber vans for post dinner cruise		
Other		
Total	€ 240,00	\$273,60

Total Expenses: \$38.429,30



Revenues (1)

Actual
18
18
1
5
4
9
1
56

Dinner Cruise

Actual
23
9
32

Revenue
ACBSP Members regular @ \$650,00 \$11.700,00
ACBSP Members early bird @ \$550,00 \$9.900,00
NON- MEMBER regular @ \$750,00 \$750,00
Sponsors @ \$15,00 \$75,00
VIP @ \$0,00 \$0,00
Reduced Revenue @ \$450,00 \$4.050,00
\$635,00 \$635,00
\$27.110,00

Estimated Total
ACBSP Dinner Cruise registration @ \$95,00 \$2.185,00
ISM Dinner Cruise registration @ \$95,00 \$855,00
\$3.040,00



Sponsors

Actual
Athea
AUL
BCDiploma
Cesim
Peregrine

	Total Contributions
Bronze (modified) Sponsor @ 600 Euros	\$696,00
Gold Sponsor @ 2000 USD	\$2.000,00
Gold Sponsor @ 2000 Euros	\$2.280,00
Silver Sponsor @ 1000 Euros	\$1.140,00
Valued Partner @	\$500,00

\$6.616,00

Meal Reimbursement

Actual

Total

\$2.384,00

Total Expenses: \$38.429,30

Revenues (2)



Summary

ACBSP Region 8 Fall, 2018 Conference, Paris		Profit/Loss
Total income		\$39.150,00
Total expenses		\$38.429,30
Total profit (or loss)		\$720,70



2019-2020:

Movements

In:

\$1830 ACBSP membership fees

€500 Outstanding sponsorship fee

Out:

€1000 Editor of journal

€1000 Administrative manager



2019-2020:

Major movements for regional conference will be presented in full when completed



Shaping the education ecosystem for the transhuman era

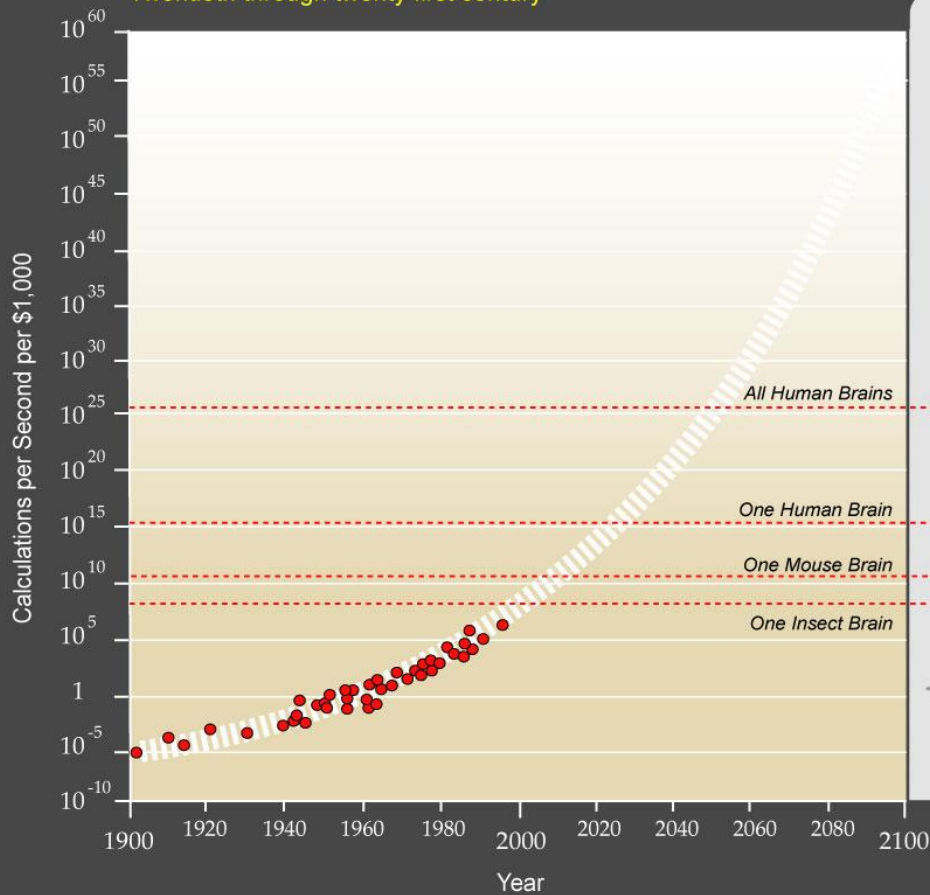
Jan Veselý



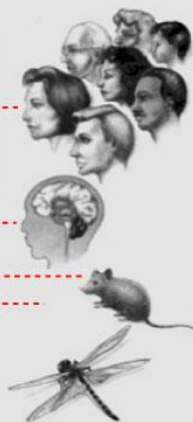
START
WITH
SIMON SINEK
WHY

Exponential Growth of Computing

Twentieth through twenty first century



Logarithmic Plot





NICK BOSTROM

SUPERINTELLIGENCE

Paths, Dangers, Strategies





KEVIN KELLY BACKCHANNEL 04.25.17 12:00 AM

THE MYTH OF A SUPERHUMAN AI

I've heard that in the future computerized AIs will become so much smarter than us that they will take all our jobs and resources, and humans will go extinct. Is this true? That's the most common question I get whenever I give a talk about AI. The questioners are earnest; their worry stems in part from some experts who are asking themselves the same thing. These folks are some of the smartest people alive today, such as Stephen Hawking, Elon Musk, Max Tegmark, Sam Harris, and Bill Gates, and they believe this scenario very likely could be true. Recently at a conference convened to discuss these AI issues, a panel of nine of the most informed gurus on AI all agreed this superhuman intelligence was inevitable and not far away.

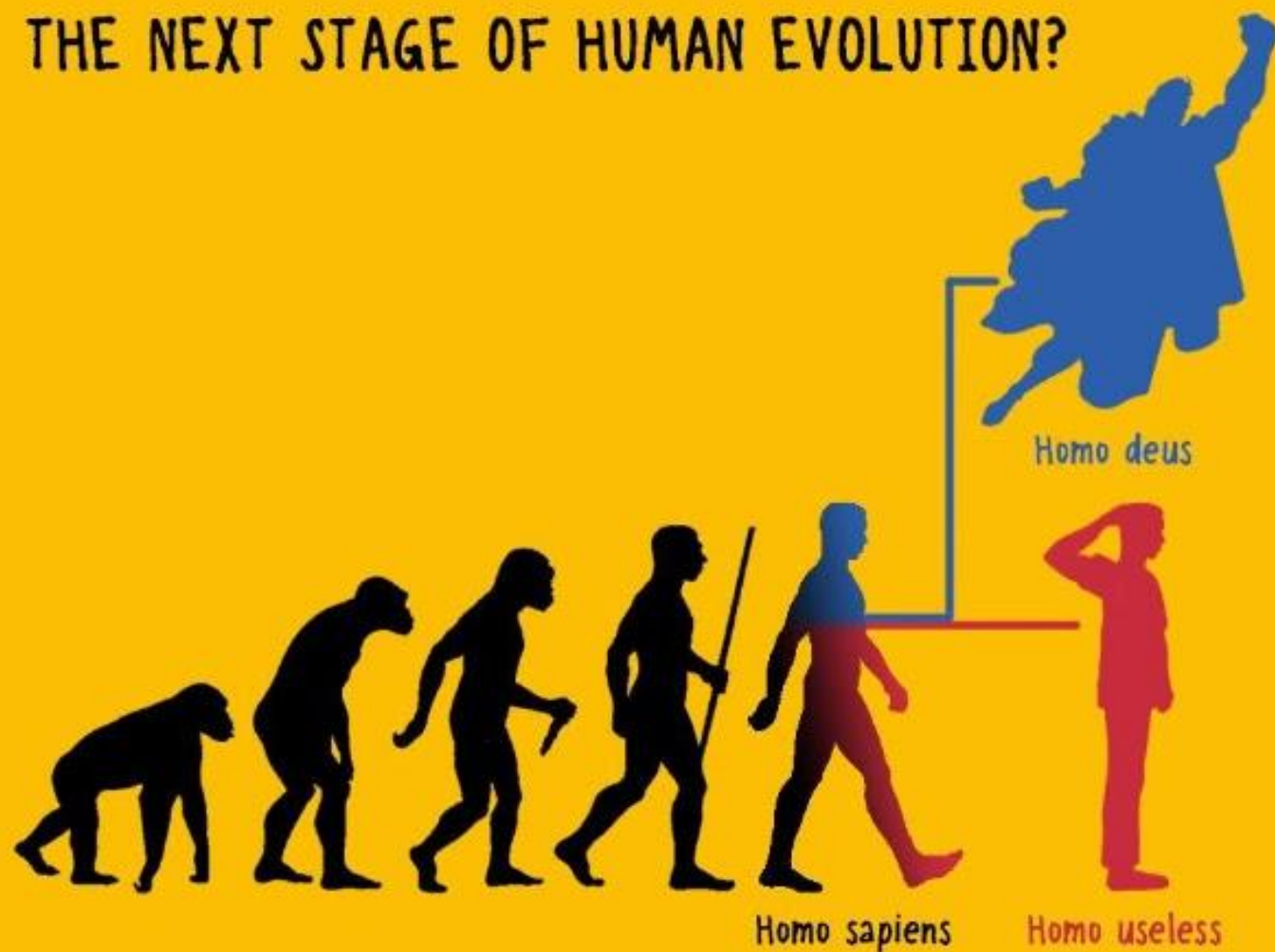




THE NEXT STAGE OF HUMAN EVOLUTION?



THE NEXT STAGE OF HUMAN EVOLUTION?



INTERNATIONAL BESTSELLER

"Essential reading for those who
think about the future."

THE NEW YORK TIMES



Homo Deus

A BRIEF HISTORY
OF TOMORROW

Yuval Noah Harari

BESTSELLING AUTHOR OF SAPIENS

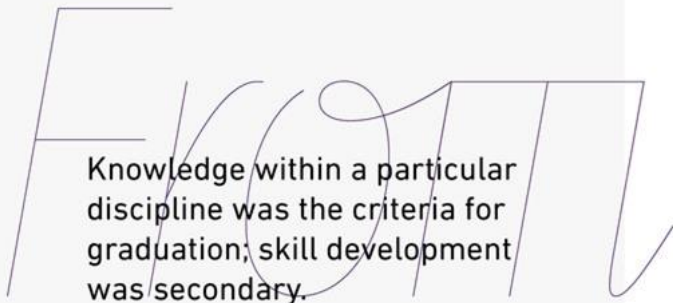
Stanford**2025**

LEARNING & LIVING AT STANFORD

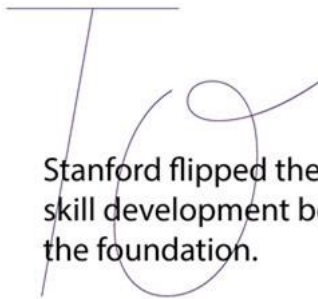
An exploration of undergraduate experiences in the future



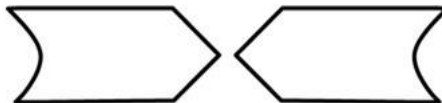
Axis Flip



Knowledge within a particular discipline was the criteria for graduation; skill development was secondary.



Stanford flipped the axes so that skill development became the foundation.



Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

#workshopy
#teambuildingy
#neplacenastaz
#3mesice
#superparta
#jdidotoho

IBM Smarter University

Rozjeď svou kariéru s IBM Smarter University. Můžeš získat praxi od nejlepších expertů ve svém oboru, ať už na neplacené stáži, nebo, pokud již máš více zkušeností, jako trainee na DPČ.

Chceš získat praxi a dělat to, co Tě bude bavit? Chceš se zdokonalit v soft-skills dovednostech v rámci našich workshopů?

Registruj se
f IBM Smarter
University

Jsi motivovaný(á) a chceš na sobě pracovat? Máš zájem se vzdělávat a učit od odborníků a profesionálů ve svém oboru?

IBM

#workshopy
#teambuildingy
#neplacenastaz
#3mesice
#superparta
#jdidotoho

.NET Developer

Registruj se
f IBM Smarter
University

Během stáže si vyzkoušíš testování RESTful API současně aplikací. Tvým hlavním úkolem bude vývoj .NET komponent v C# pro rozsáhlý projekt dvou zákazníků IBM. Jedná se o klientskou desktop aplikaci pro OS Windows 7/10.

Tým

Projekt

Co získáš

Koho hledáme



Tvůj mentor pracuje v IBM již 16 let. Do svého týmu, který vyvíjí softwaru na základě pomoci různých technologií, hledá nového člena. Již několik studentů dostalo možnost stát se součástí tohoto týmu a většina z nich pak dále pokračovala jako zaměstnanci IBM.



Připravíš průběžnou integraci v různých programech např. GIT, Jenkins, WIX, MSBuild, TeamCity. Součástí Tvé práce také bude editace digitálních obrazů, obsluha periferních zařízení, zpracování biometrických údajů, kontrola a oprava starších aplikací, jejich testování, nasazení a finální podpora u zákazníka



Získáš praxi a zkušenosti z práce na reálných projektech. Staneš se součástí jedné z největších IT firem a dostaneš možnost si udělat mezinárodně uznávané certifikace.



Je jazyk C# Tvá parketa? JSON, HTTP a JavaScript jsou Ti velice blízké? Zajímá se o technologie .NET 4.x? Znáš IDE MSVS 2010+ a Windows Forms? Jsi ochotný učit se nové technologie?

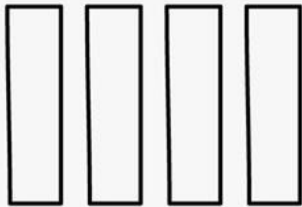
IBM SmarterUniversity



Paced Education

Front

Structured, 4-year courses of study advanced students by seat hours on a quarterly rhythm.



To

Three phases of varied lengths provided personalized, adaptive, calibrated learning.



BIGSTEP

na téma

IT bezpečnost
25.–26.10. Praha

Username

Password

SIGN IN

ČESKÁ
SPORTTELNA

T..

pwc

IBM

all4
YOUth
Alliance for Youth

BIGSTEP NA TÉMA INOVACE

21-22/11/2018

aliancepromlade.cz

all4
YOUth
Alliance for Youth

accenture

city center

T..

IBM

BIG STEP NA TÉMA

Společenská odpovědnost
firem

13.-14. 6. 2018

all4
YOUth
Alliance for Youth

T.. IBM
Adobco

BIG STEP

BUSINESS COMMUNICATION
22.-23.05.2019
Ostrova

1 TEMO + 2 DNY
4 FIRM + 32 STEBENTŮ
Přihlášky v množství na Facebooku
a připsané doleva pros:
ka@ortex.fakulta.vspolts.eu



all4
YOUth
Alliance for Youth

IBM

MONETA

MONETA

IBM



Open Loop University

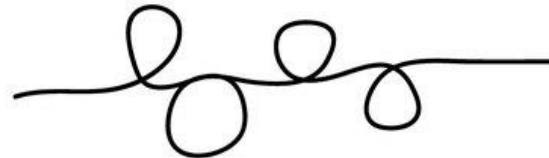
Front

Students received four years of college education, front-loaded at the beginning of adulthood.



To

Students received a lifetime of learning opportunities.



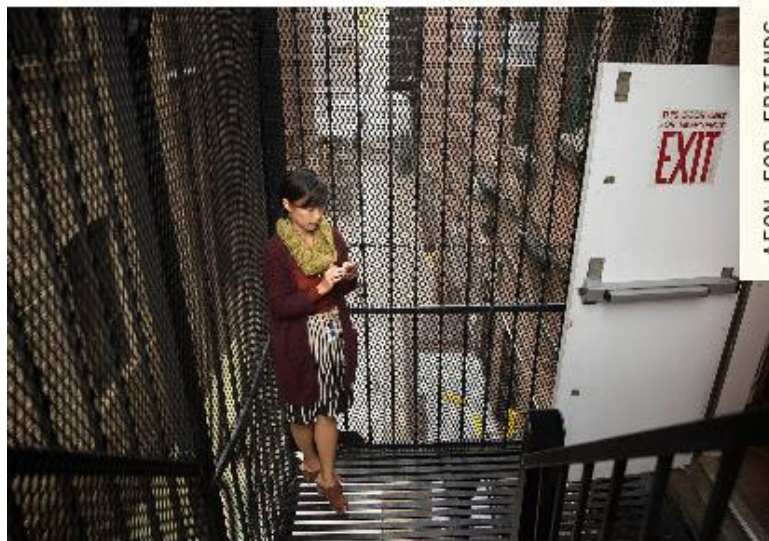


Photo by Rob Howard/GS

The quitting economy

When employees are treated as short-term assets, they reinvent themselves as marketable goods, always ready to quit

Red Button: Innovation

Roadshow



Innovation processes and portfolio management in a highly regulated pharma environment (Zentiva; Sanofi Group)



Innovation stories – successes and failures. How to communicate innovation internally in a big company? (ČEZ)



Timelapse video of the kick-off meeting - LEGO Kladno



Internal start-ups as a corner stone of intrapreneurship (KB; Societe General)



Agility in Innovation – pros and cons (LEGO + IKEA)



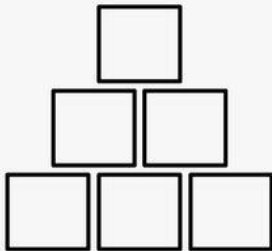
Innovation assessment, Role of global Experience Centers (PwC)



Purpose Learning

FRONT

Students declared Majors and focused their studies around set requirements.



TO

Students declared Missions and coupled their disciplinary pursuit with the purpose that fueled it.

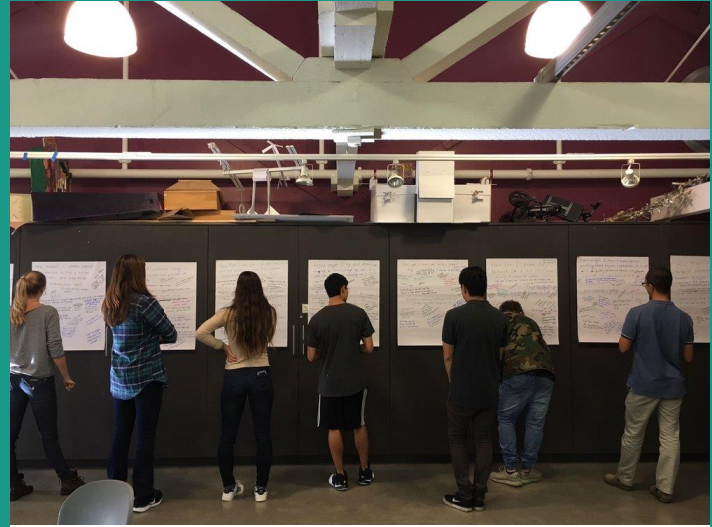


TRIED AND TESTED IN THE STANFORD LIFE DESIGN LAB

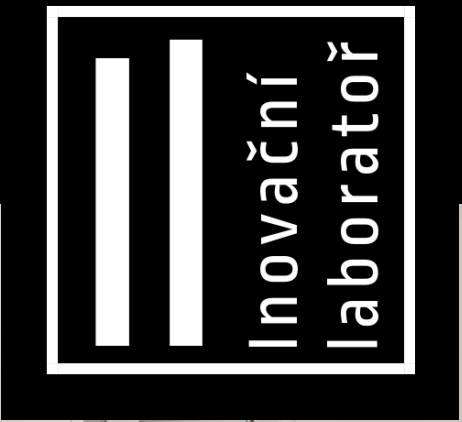


Build a life that works for you

Bill Burnett & Dave Evans



life design lab





Gallup: State of the Global Workplace 2013 → 2017

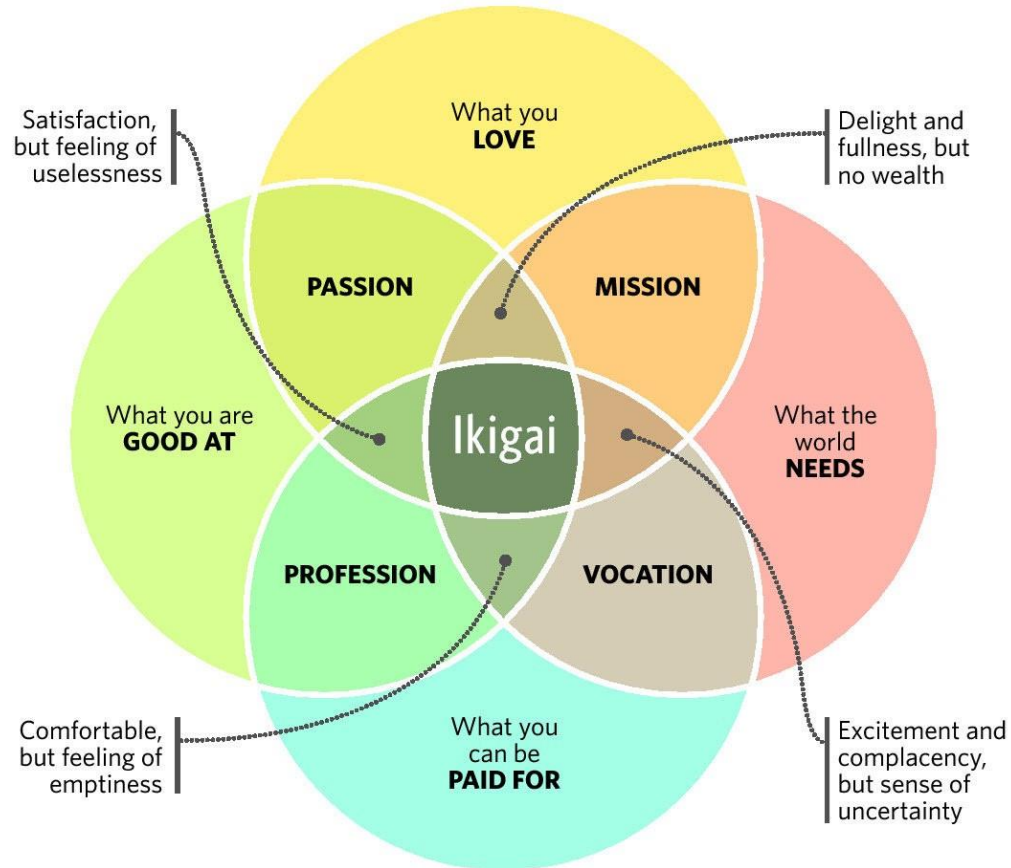
	Engaged	Not Engaged	Actively Disengaged
Worldwide	13 % → 15 %	63 % → 67 %	24 % → 18 %
CEE	11 % → 15 %	63 % → 69 %	26 % → 16 %
Czech Republic	8 % → 14 %	62 % → 65 %	30 % → 20 %

HX

—

Ikigai

A JAPANESE CONCEPT MEANING "A REASON FOR BEING"





NEW YORK TIMES BESTSELLER



Why We Sleep

UNLOCKING THE POWER OF
SLEEP AND DREAMS

Matthew Walker, PhD

"A neuroscientist has found a revolutionary way of being cleverer, more attractive, slimmer, happier, healthier, and of warding off cancer—a good night's shut-eye." —*THE GUARDIAN*

PŘELOŽENO DO VÍCE NEŽ 30 JAZYKŮ

Matthew Walker



Proč spíme

ODHALTE
SÍLU SPÁNKU
A SNĚNÍ

Jan Melvil
publishing

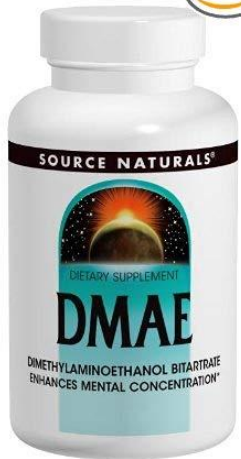


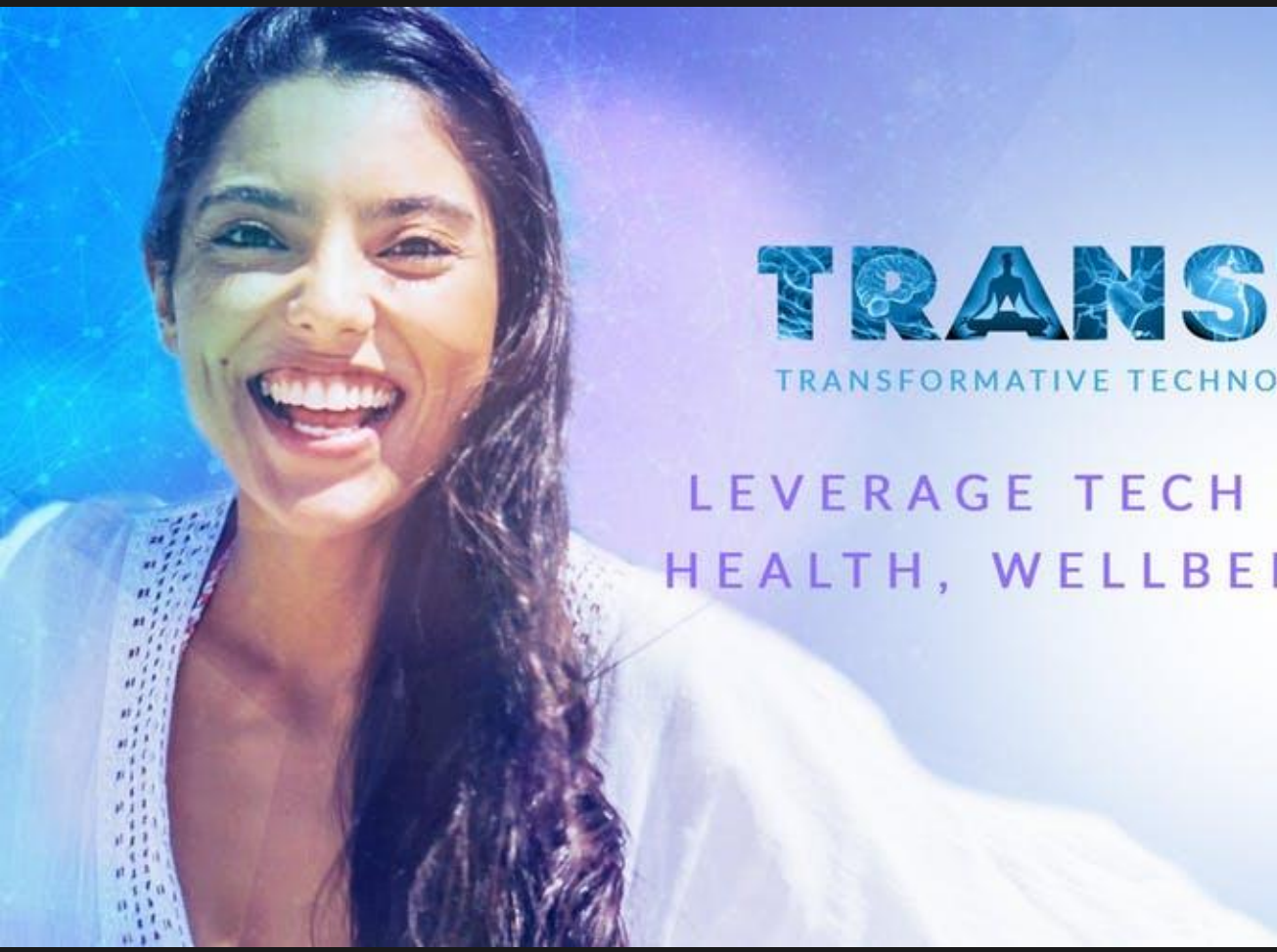
Tim Spector: Gut Microbiome



24 Twins overed 840
days (Bouchard 1990)

2 pack





TRANSTECH

TRANSFORMATIVE TECHNOLOGY CONFERENCE

LEVERAGE TECH FOR MENTAL
HEALTH, WELLBEING, AND JOY

dreem

Touchpad for easier control

Miniatuized, powerful, autonomous **electronics**

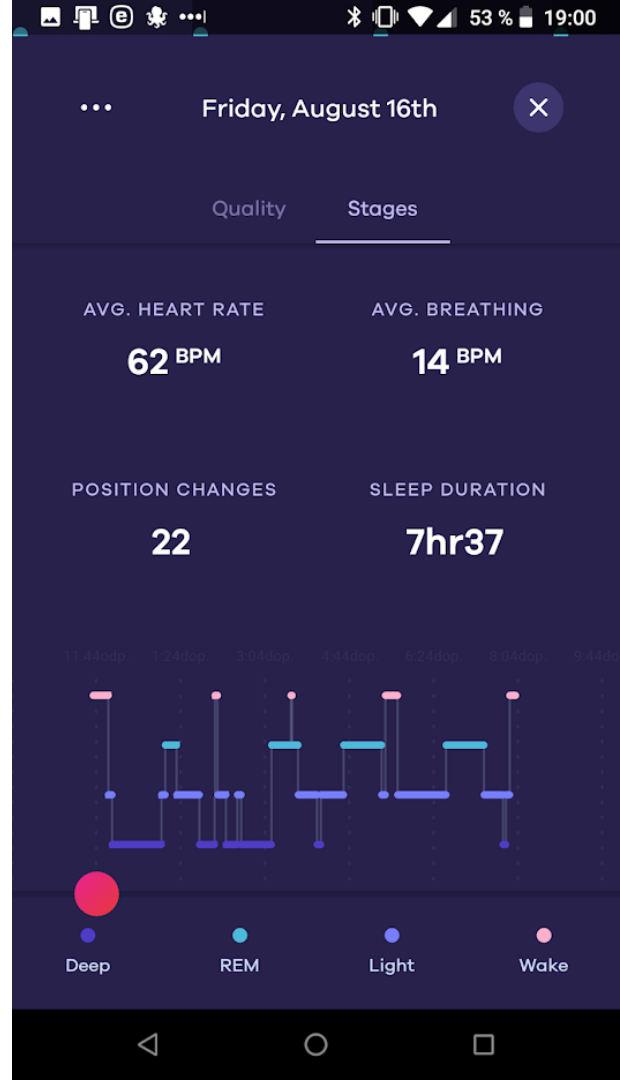
Proprietary sensors

measuring brain activity, heart rate, movement and breathing

Bone Conduction technology

that emits sound directly to your inner ear

Comfortable, light and ergonomic design based on **foam and fabric**





TECHNOLOGY ENHANCED MEDITATION

Find Calm & Stay Focused

Muse gives you real-time feedback on your brain activity as you meditate to help make meditation easier and keep you focused. Stop guessing and start Musing.

€169.00 ~~€219.00~~

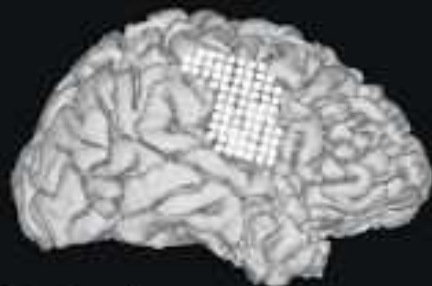
Black



Shop Now



Speech synthesized from brain activity



Decode

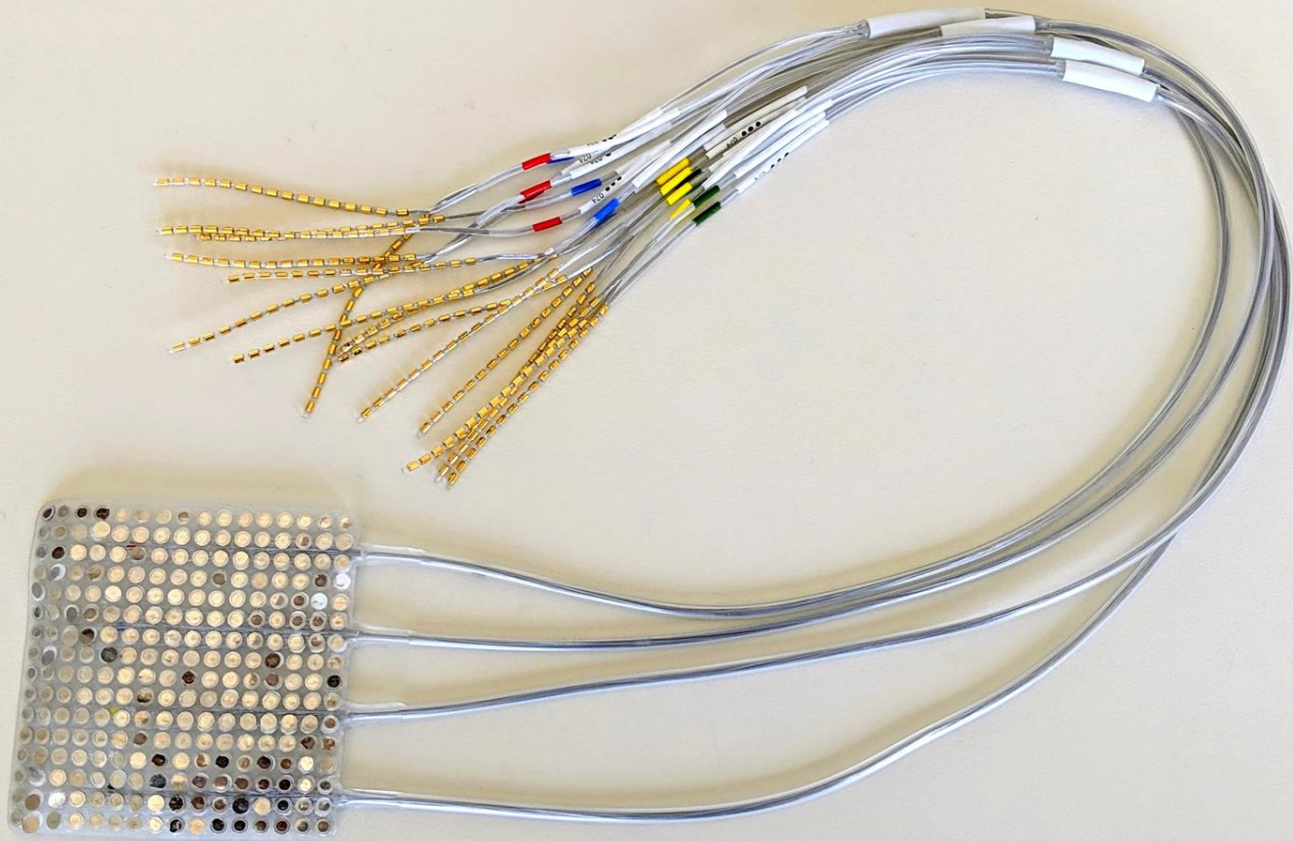


Synthesize

"Ship building is a most fascinating process."



UCSF



THE JOE ROGAN EXPERIENCE

#1234



DAVID SINCLAIR

=LIFELONG EDUCATION FOR A VERY LONG LIFE

**Organizations are
becoming modern schools.
For every one of us.**



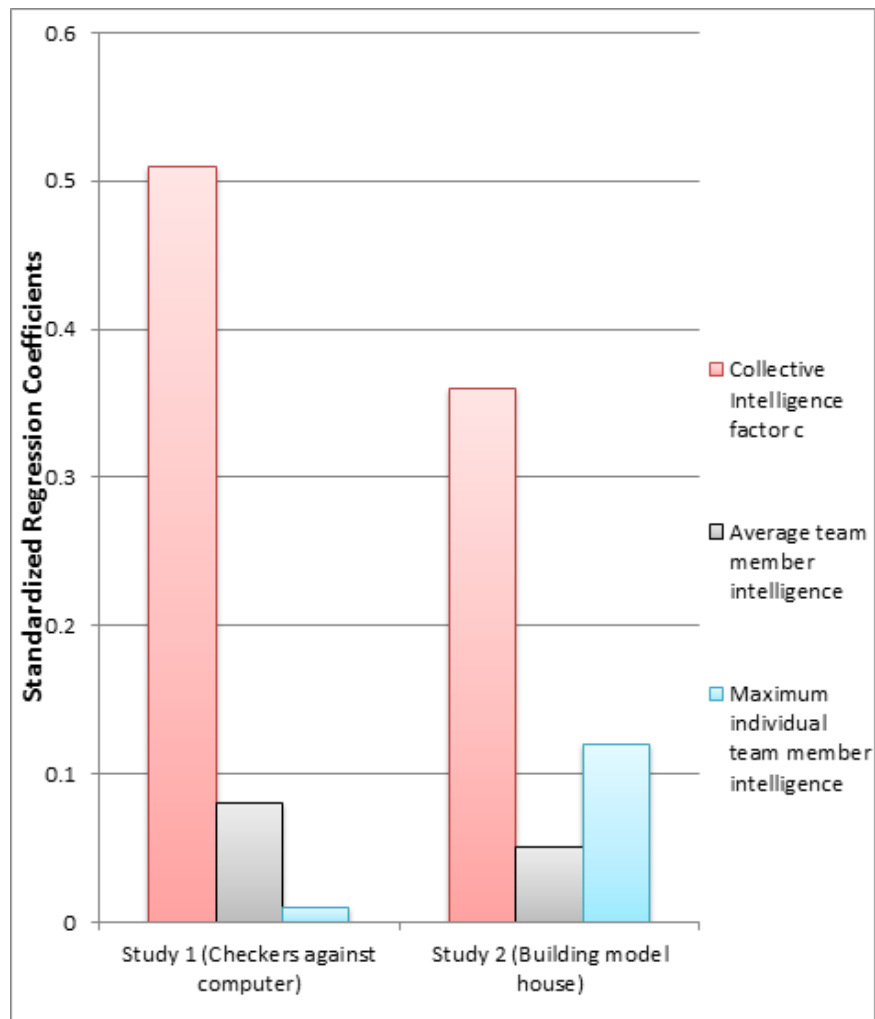


HANDBOOK OF COLLECTIVE INTELLIGENCE

edited by **THOMAS W. MALONE**
and **MICHAEL S. BERNSTEIN**

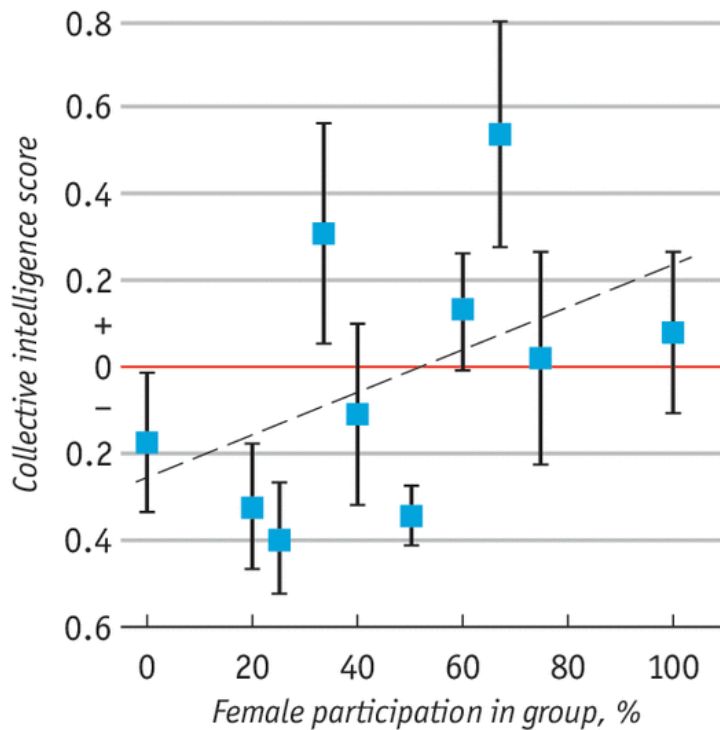


CENTER FOR
COLLECTIVE
INTELLIGENCE

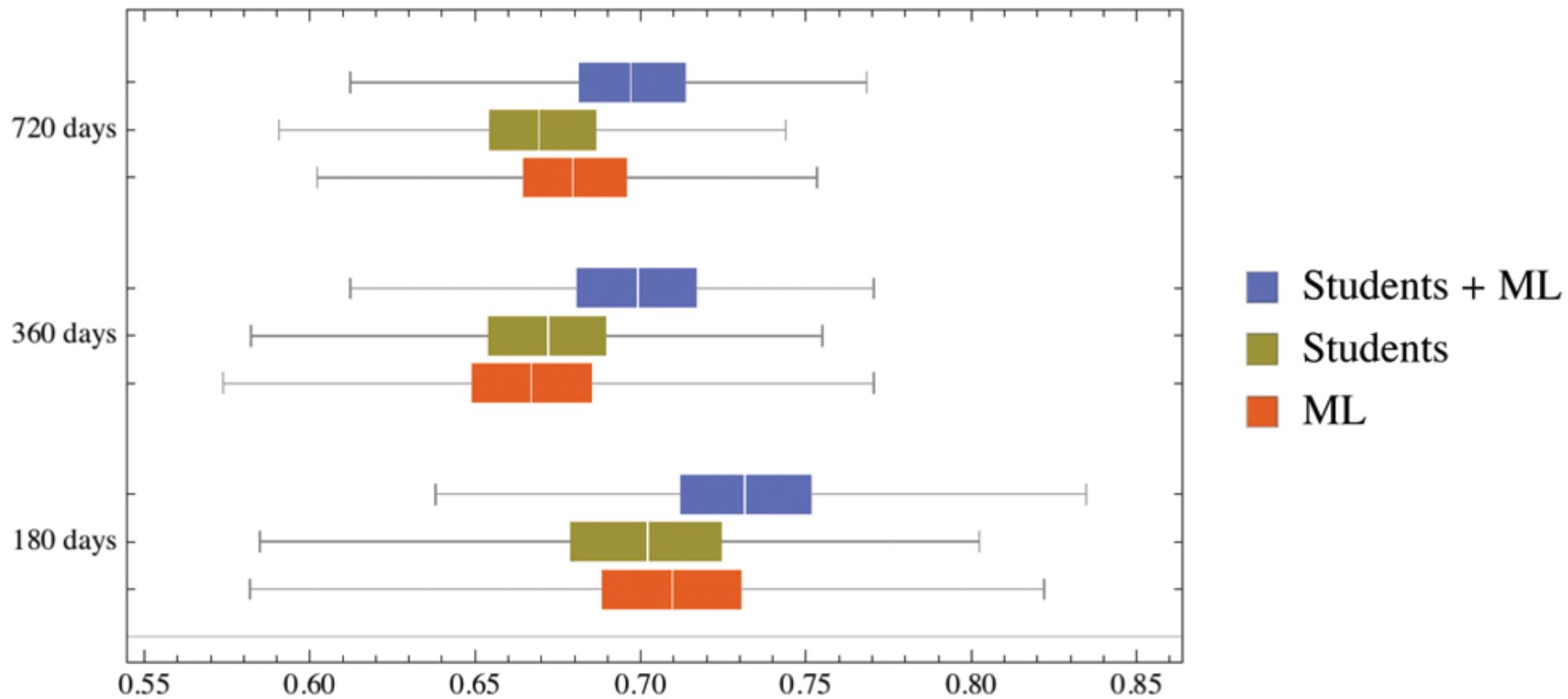


Smart thinking

Intelligence of a group



Source: "Superminds" by Thomas Malone



**WHENEVER I START TO
GET LONELY**

**I JUST STOP BEING LONELY AND
START BEING AWESOME INSTEAD**

all4
YOUth



ABS L

Alliance for Youth

EDUSYSTEM

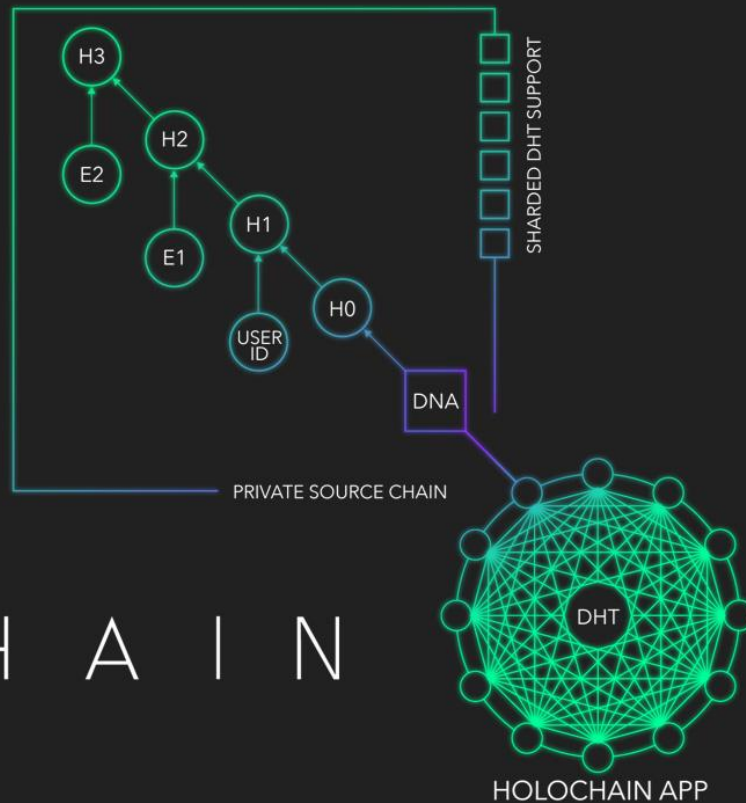


TRANSTTECH

TRANSFORMATIVE TECHNOLOGY



H O L O C H A I N



It's time for *Superhuman Resources*

→ jan@vese.ly
<http://vese.ly>



Social Innovation for Student Well-being

Anna Kaderabkova

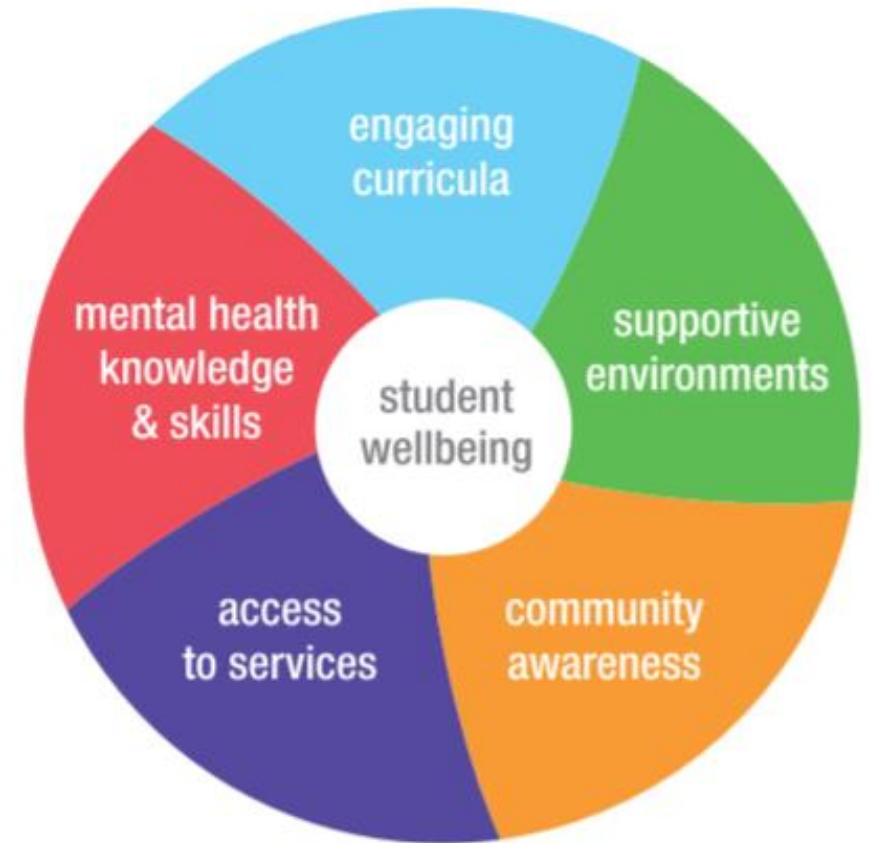
Centre for Innovation Studies

University of Economics and Management

kaderabkova@inovacevsem.cz, www.inovacevsem.cz

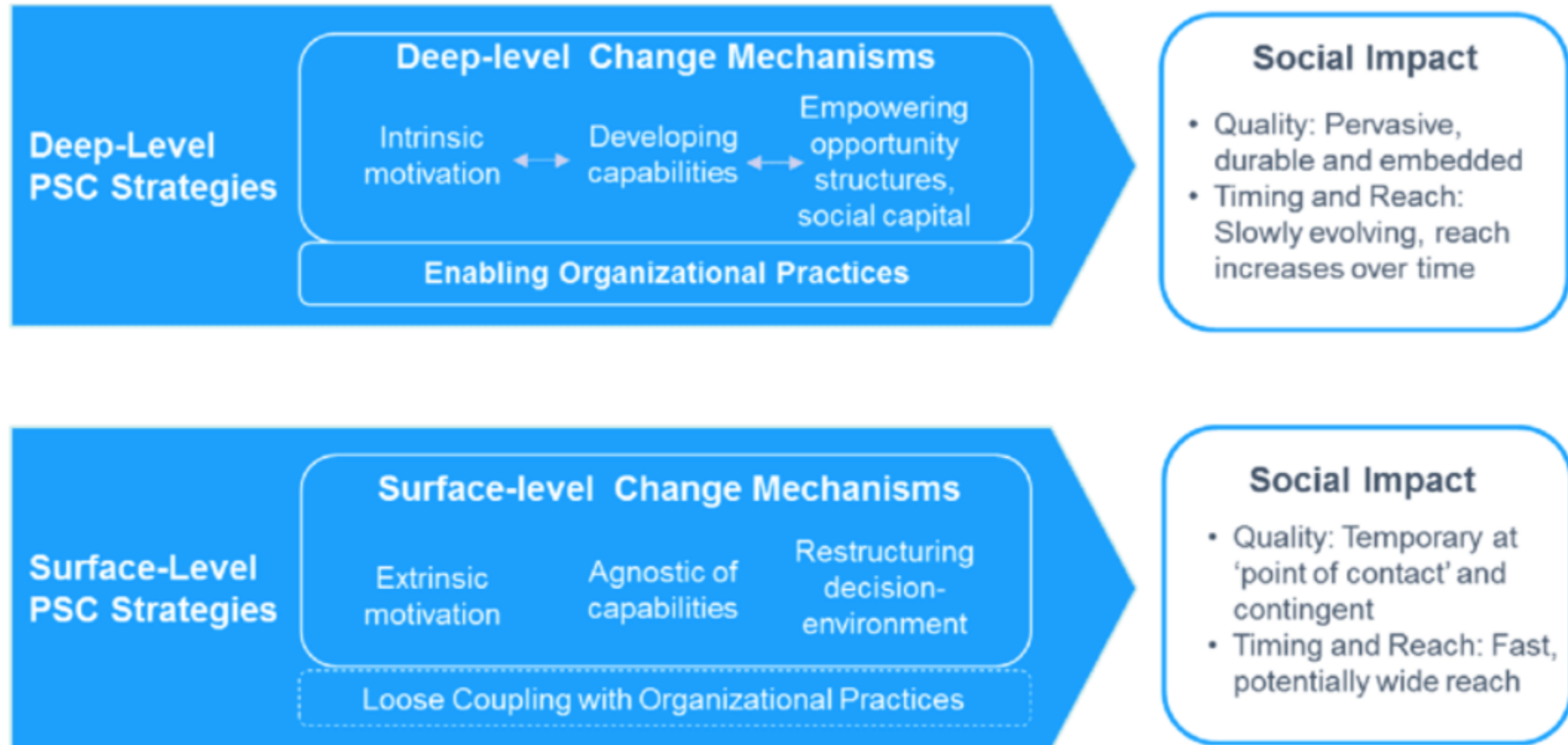
Challenges

- strong and expanding evidence base indicating that university students are a 'very high risk population' for psychological distress and mental disorders,
- the prevalence and severity of mental health difficulties is growing across student populations
- promotion of student mental health and well-being



Social innovation and positive social change

Positive social change: deep and surface



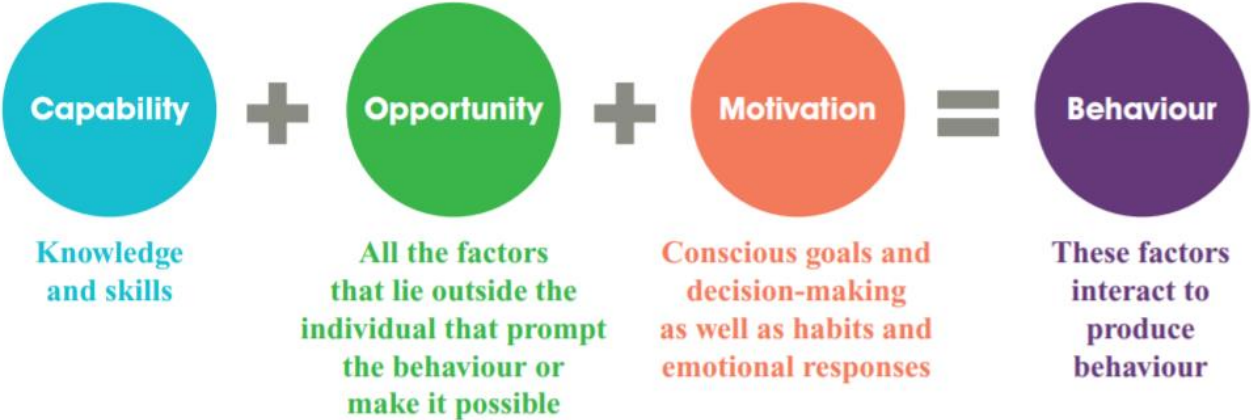
Positive social change

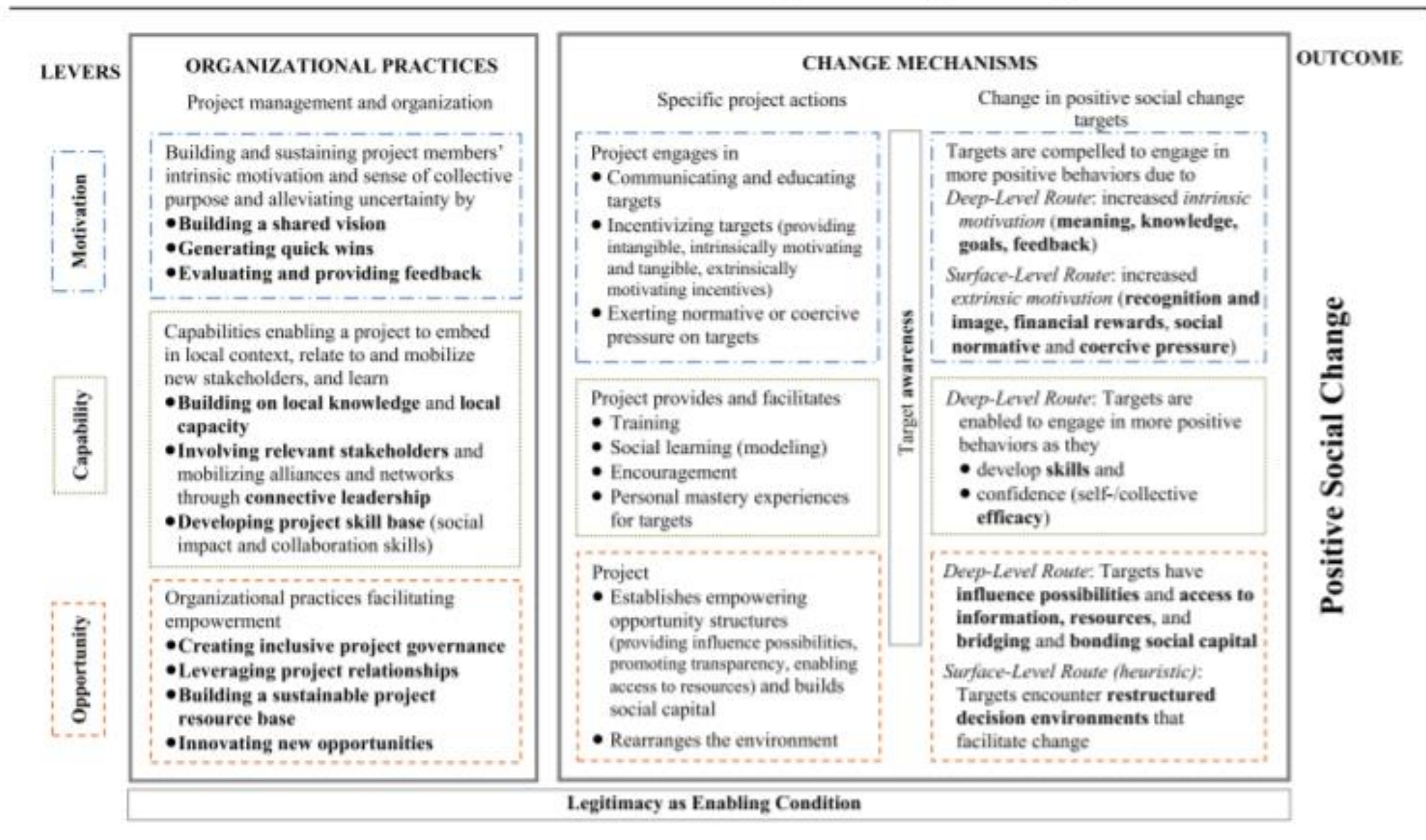
Organizational practices

Intervention characteristics



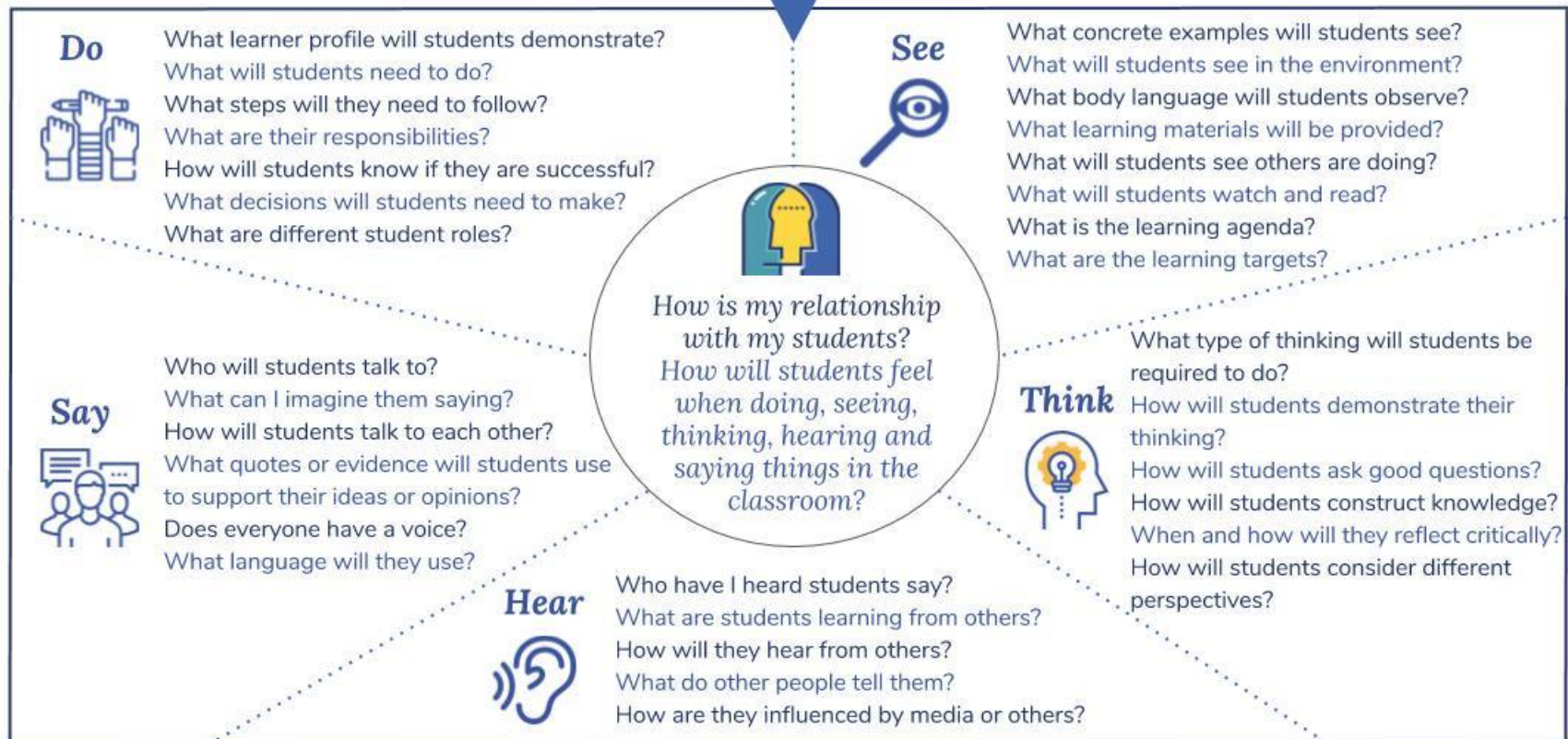
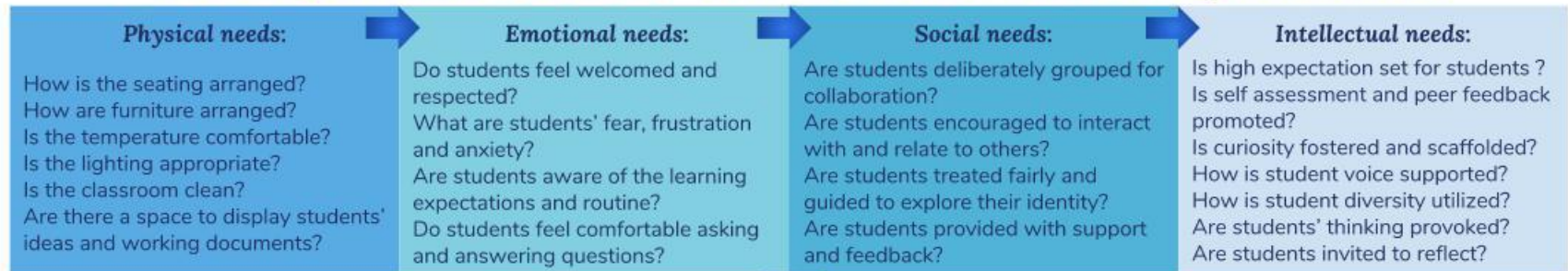
Target group involvement





Empathy map framework

The Empathetic Teacher: What are the needs of my students?



Alison Yang

Teacher Empathy Map by Alison Yang is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/). In short, you can copy, distribute and transmit the work, but you must attribute the work. The work is not for commercial purposes.

Student well-being dimension

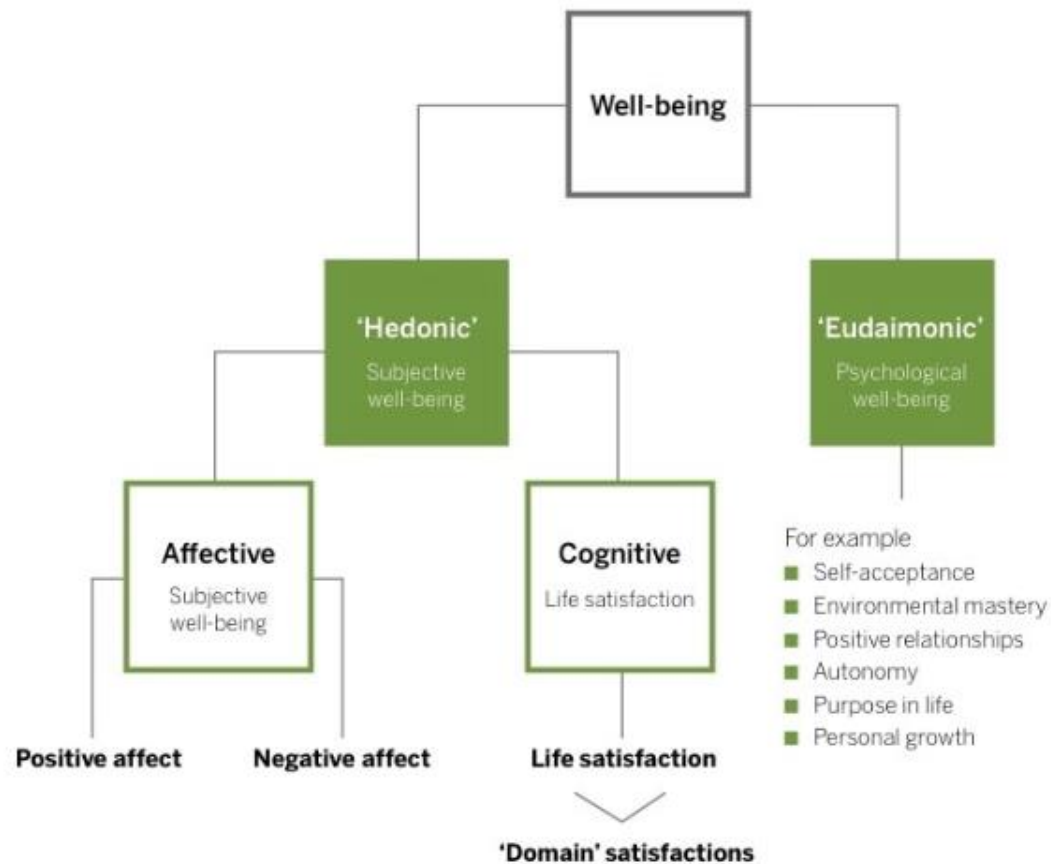
Well-being in childhood and youth

- child/youth development and implications for educational practice and policy
- self-reports of overall and domain satisfactions: Student's Life Satisfaction Scale

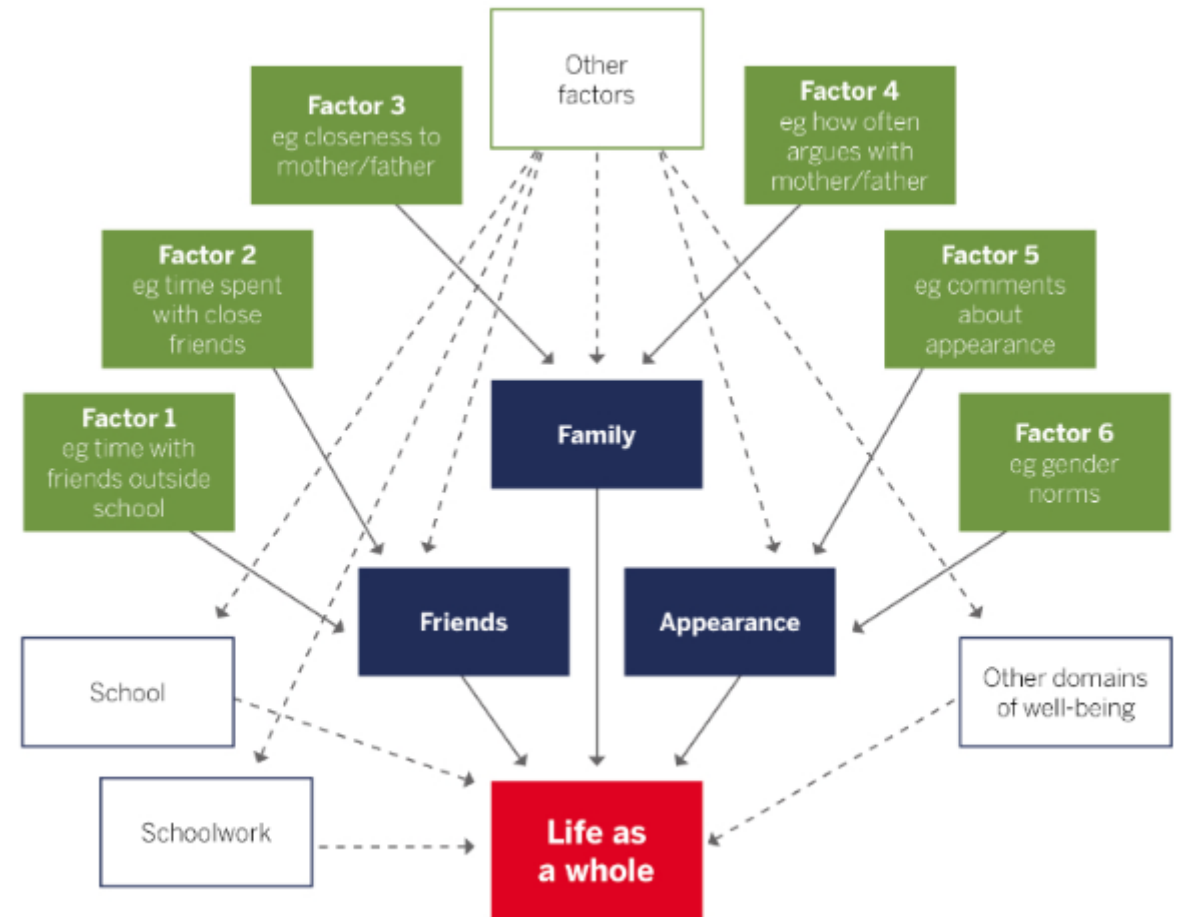
My life is going well	My life is just right
I would like to change many things in my life	I wish I had a different kind of life
I have a good life	I have what I want in life
My life is better than most kids'	

- personality factors (not sociodemographic factors) correlated with subjective well-being: youth with high self-esteem, extroversion and internal locus of control in general happier (similar to findings for adults)

Components of self-reported well-being



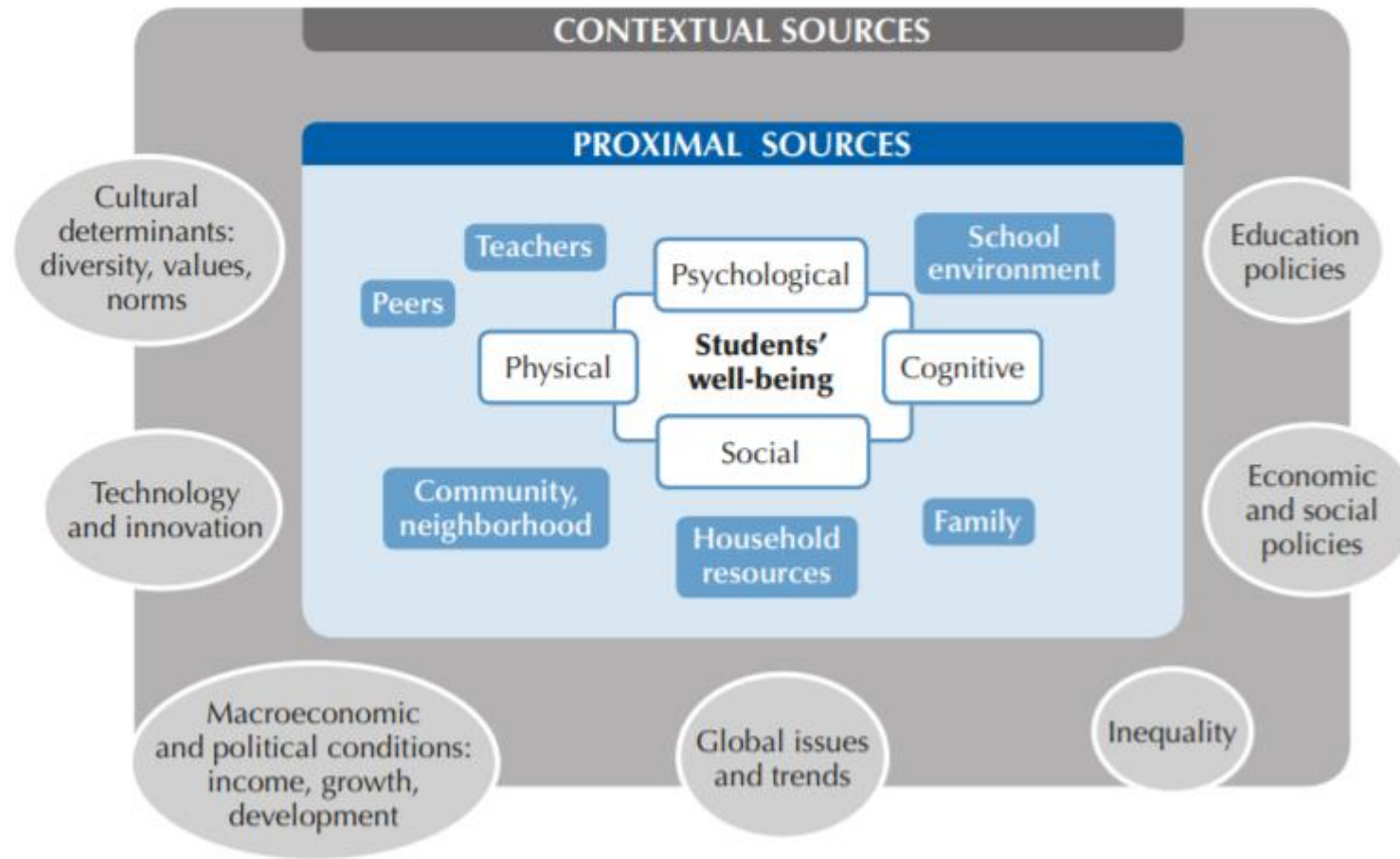
Factors influencing life satisfaction



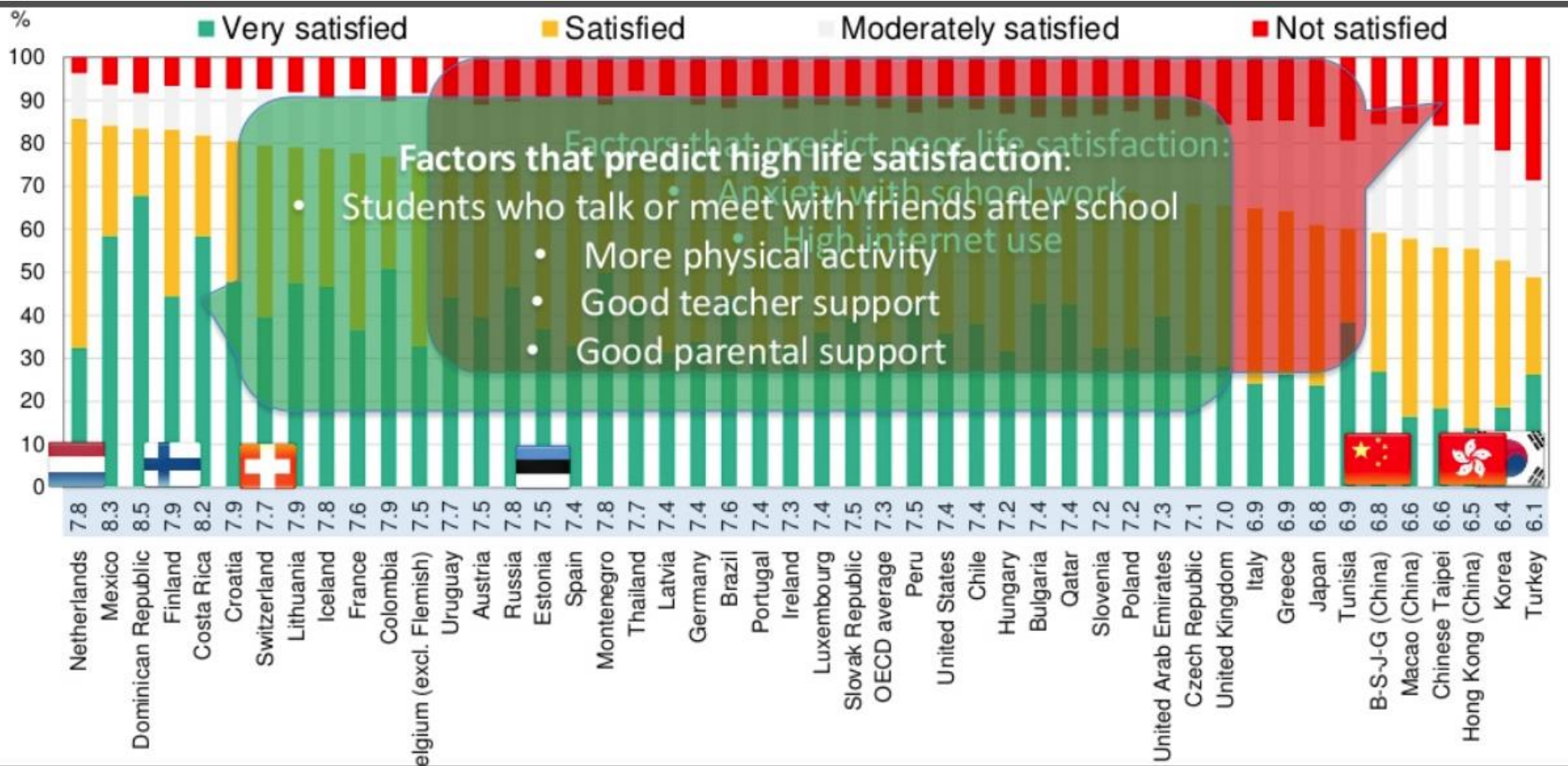
Youth well-being multidimensional

- mix of mostly objective indicators with some subjective measures, often with hierarchical approach
- self-defined health, personal well-being (young people with high life satisfaction; young people feeling like an outsider; young people feeling awkward and out of place; young people feeling lonely; and young people liking school a lot)
- subjective well-being is distinct from other aspects of child/youth well-being
- life satisfaction tends to peak around age 12 and 13, and is often lowest at the age of 16, the period of transition to adulthood and leaving school is generally the most challenging and uncertain on average
- gender, race and socioeconomic status only weakly related to subjective well-being
- social interest, participation in extracurricular activities and good health positively related to subjective well-being

Dimensions and sources of students' well-being



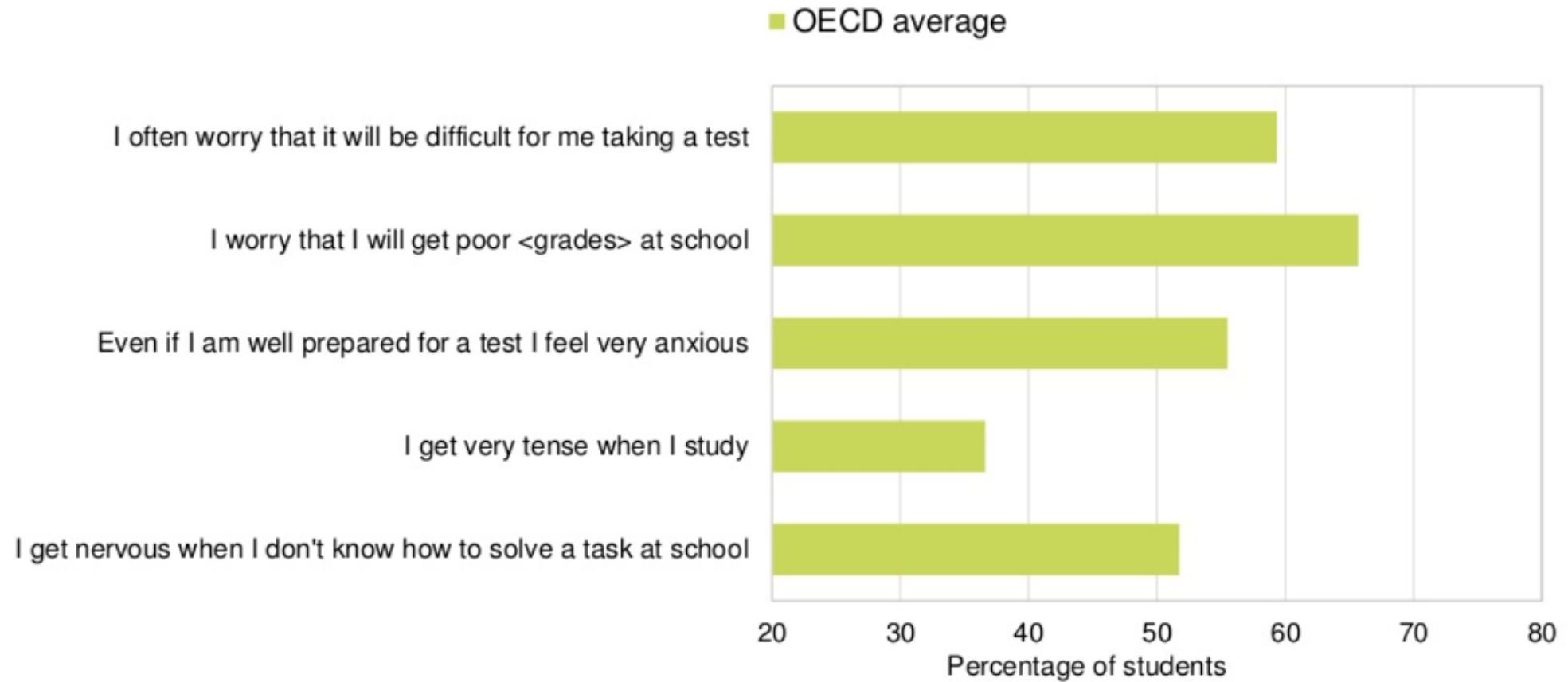
Life satisfaction



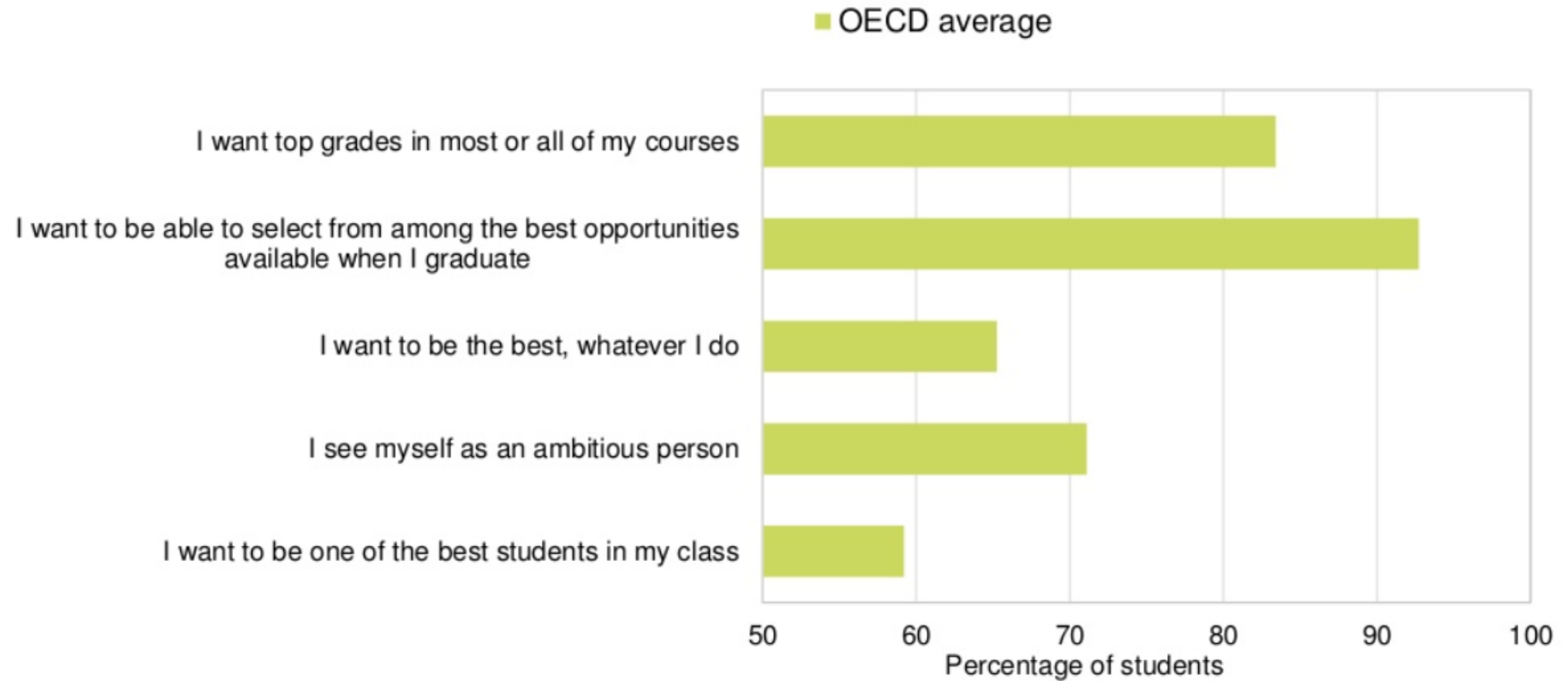
Psychological well-being

- sense of purpose in life, self-awareness, affective states and emotional strength
- supported by self-esteem, motivation, resilience, self-efficacy, hope and optimism
- hindered by anxiety, stress, depression and distorted views of the self and others
- Example: students' reports of their motivation for achievement and schoolwork-related anxiety
- students who reported the highest levels of anxiety also reported a level of life satisfaction and lower level of scientific achievement

Anxiety at school



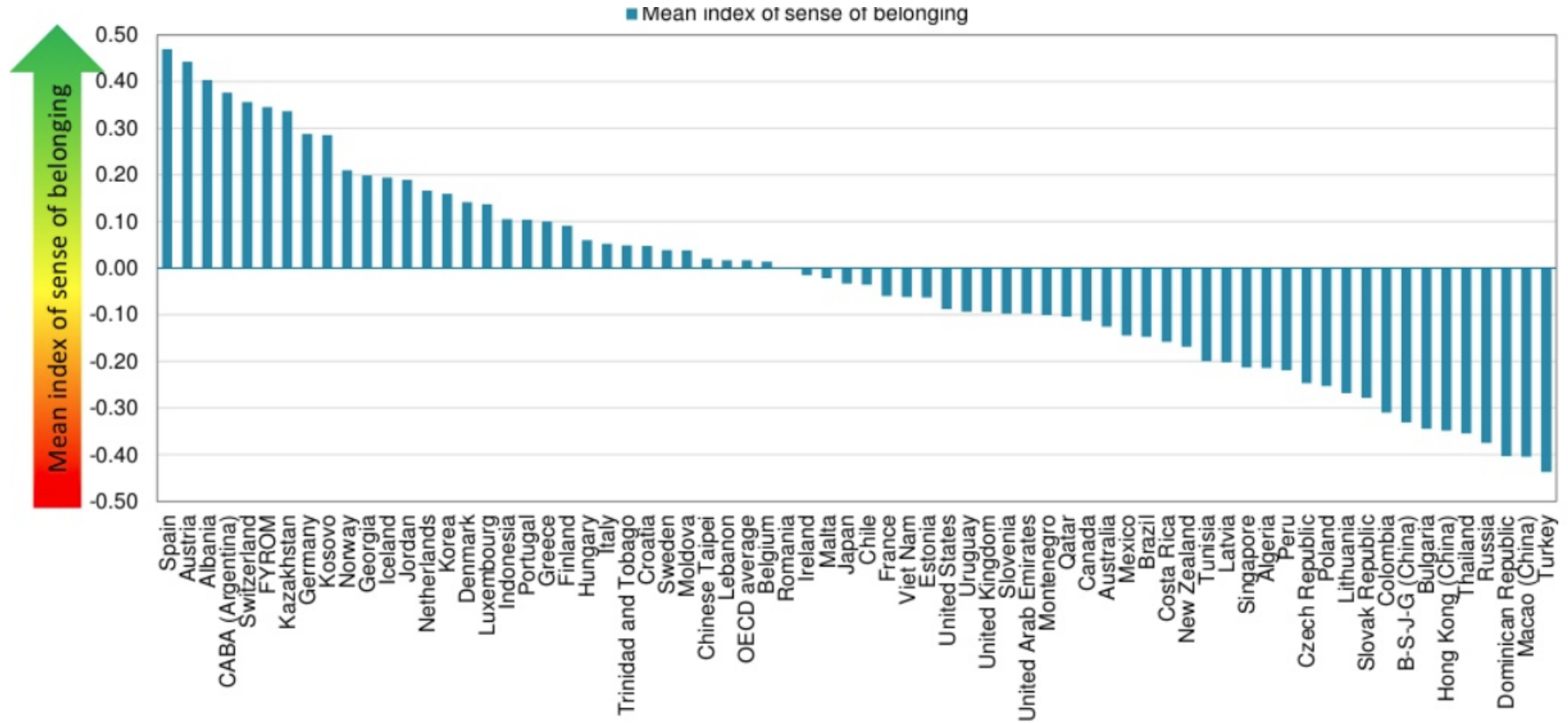
Motivation to achieve



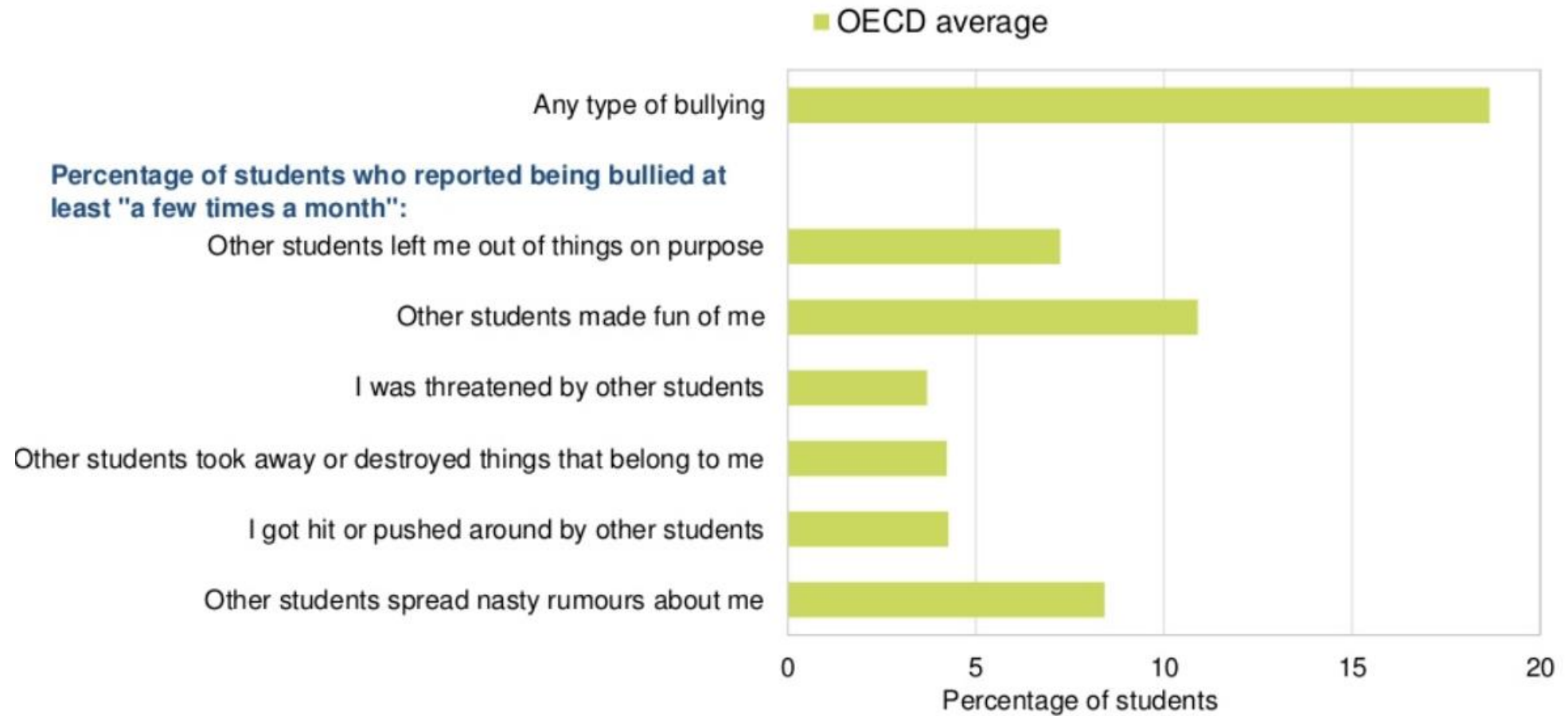
Social dimension

- quality of social lives, relationships with family, peers and teachers, and feelings about social life in and outside of school
- Example: self-reported sense of belonging at school, the quality of social relationships at school is also measured through students' self-reported exposure to bullying and perceptions of teachers' fairness

Sense of belonging



Bullying

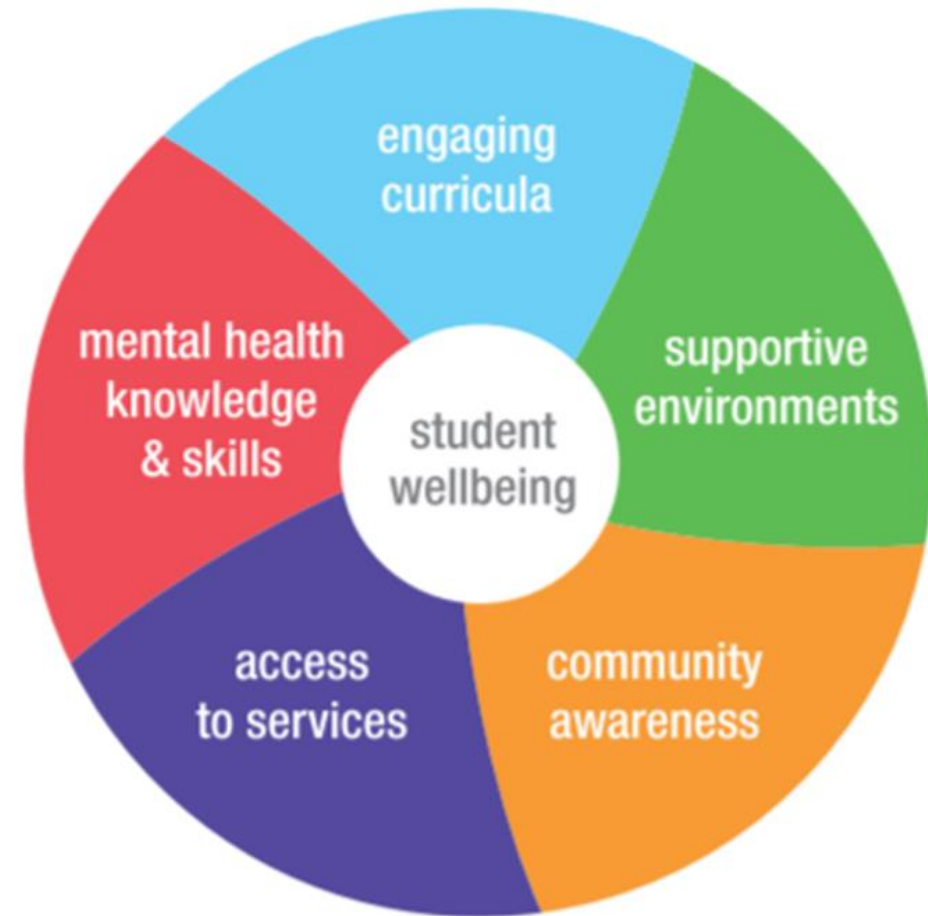


Cognitive dimension

- cognitive foundations that students need to participate fully in today's society, as lifelong learners, effective workers and engaged citizens
- proficiency in using academic knowledge to solve problems alone or in collaboration with others, and high-order reasoning skills, such as critical thinking and being able to confront ideas from various perspectives

Student well-being improvement

Multi-dimensional student well-being framework



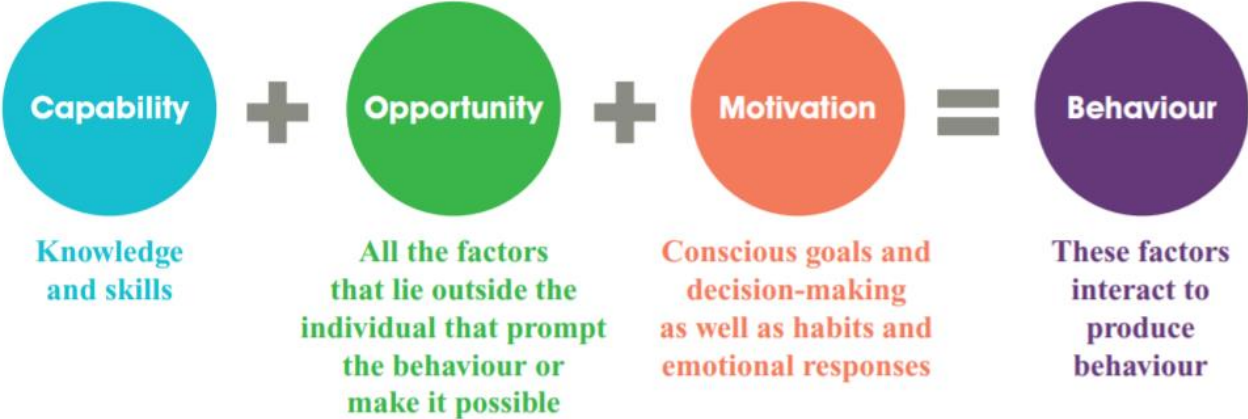
http://unistudentwellbeing.edu.au/wp-content/uploads/2016/11/MCSHE-Student-Wellbeing-Framework_FINAL.pdf

Positive social change

Organizational practices

Intervention characteristics

Target group involvement



Self-management support EAST



EAST

- Make it Easy: Small, seemingly irrelevant, details that make a task more challenging or effortful can make the difference between doing something and putting it off – sometimes indefinitely.
- Make it Attractive: Attracting attention and incentivising behaviour are important for prompting people to behave in a new way and maintain behaviour change.
- Make it Social: People are social creatures; we are influenced by what those around us do and say, often more than we are consciously aware of.
- Make it Timely: The same offer or ‘prompt’ to change behaviour made at different times can have different effects.

Engaging curricula

- Flexibility of course-load and progression pathways
- Feedback on learning and progress
- Working together with peers for common goals
- Application and social value of knowledge and skills
- Scaffolded and sequential learning
- Assessment reflecting strengths and interests

Measurement:

- Share of flexible course-load
- Reflection of timely and supportive feedback
- Benefit of working together
- New social connections
- Reflection of knowledge applicability

Mental well-being awareness and services

- Raising awareness of mental health and well-being, redressing stigma of mental health issues
- Online and print resources promoting mental health literacy
- Developing and delivering well-being activities
- Organising, funding and promoting mental health training
- Data collection and evaluation of wellbeing programs and activities
- Visible and discreet services to support wellbeing and learning

Mental health knowledge and self-regulatory/management skills

- Providing opportunities within the formal curriculum to learn health promoting knowledge and skills: such as resilience, conflict resolution, emotional intelligence, mindfulness, and time and task management
- Developing curricula and co-curricular offerings that build students' self-knowledge (e.g. values and character strengths) to make decisions and identify career pathways consistent with their values, interests and strengths
- Developing print and online information and resources that build students' knowledge and skills for mental wellbeing (e.g. mental health essentials, stress-management, mindfulness, self-compassion, autonomous motivation, managing emotions)
- Providing online tools and apps, customised to the local student experience and environment, that promote healthy behaviours, relationships, self-talk and goal-setting

Supportive environment

- Cohesive and engaging extra-curricular activities (sense of belonging)
- Physical spaces for private study, social interaction, relaxation
- Access to healthy food, bicycle storage, sporting facilities
- Policies to address discrimination, bullying, harassment
- Use of ICT

Standard 6 & 7

Standard Six - Curriculum

Criterion 6.1 – Approach

- Describe Key Processes for Programs and Courses
- Describe How Input Is Received From Stakeholders
- Describe the Link Between Curriculum and Strategic Plan

Standard Six - Curriculum

Criterion 6.2 – Deployment

- Provide Evidence Courses Are of Comparable Quality regardless of Mode or Faculty
- Complete Curriculum Tables
- Describe How Required Percentages Are Met

Standard Six - Curriculum

Criterion 6.3 – Results

- Provide Evidence Curriculum Percentages Are Met
 - Common Professional Core
 - Business Major

Standard Seven – Business Unit Performance

To support a strong curriculum and excellence in teaching there must be adequate:

- financial resources
- physical facilities
- library and other learning resources
- equipment including, computing hardware and software at all campus sites
- policies and procedures addressing the areas of recruiting, admitting, and retaining students

Institutional Effectiveness Measures:

- Feedback from students, stakeholders, faculty and staff
- External benchmarking
- Peer evaluations
- Data from observations and measurements



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STUDENT BASED BRAND EQUITY OF UNIVERSITY

/Case of Economics and Business Universities in Mongolia/

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Introduction

The research paper on determining the brand equity measured by student satisfaction, it is based on ACBSP's accredited and candidate universities included for 7 universities with more than 300 students in higher education sector of Mongolia.

The study was based on David Aaker's "Customer based brand equity" survey using the "Signal theory" developed by Erdem and Swait to conduct a survey on the brand service and university brand equity. Student based brand equity model based on influence factors such as brand credibility, tuition fees, perceived quality, perceived risk, information cost saved and satisfaction.

"Student based brand equity" model's independent variable is satisfaction of students. In 1942 students were selected randomly from universities. The questionnaires were chosen to represent the model variables and 9 assumptions were proposed and the calculation was done by Smart PLS 3.0 and SPSS 23.0.

As a result of this research is aiming to identify positive and negative signals from the factors affecting the brand equity of the universities in terms of continuous improvement of their operations.



Brand definition

- “Brand as name, term, design, symbol, or any other feature that identifies one seller’s good or service as distinct from those of other sellers”

The American
Marketing
Association

- Brand is a “promise to the customer”

Jennifer Aaker,
2007

- A brand name, logo, slogan .. etc, are signs for customers’ perception, but brands are also promises to customers.

Researcher
definition

Also brands are intangible assets of brand owners, if owners can implement what they promised to the customers, brand equity will increase. The brand is not only beneficial for brand owners, but it also benefits consumers.

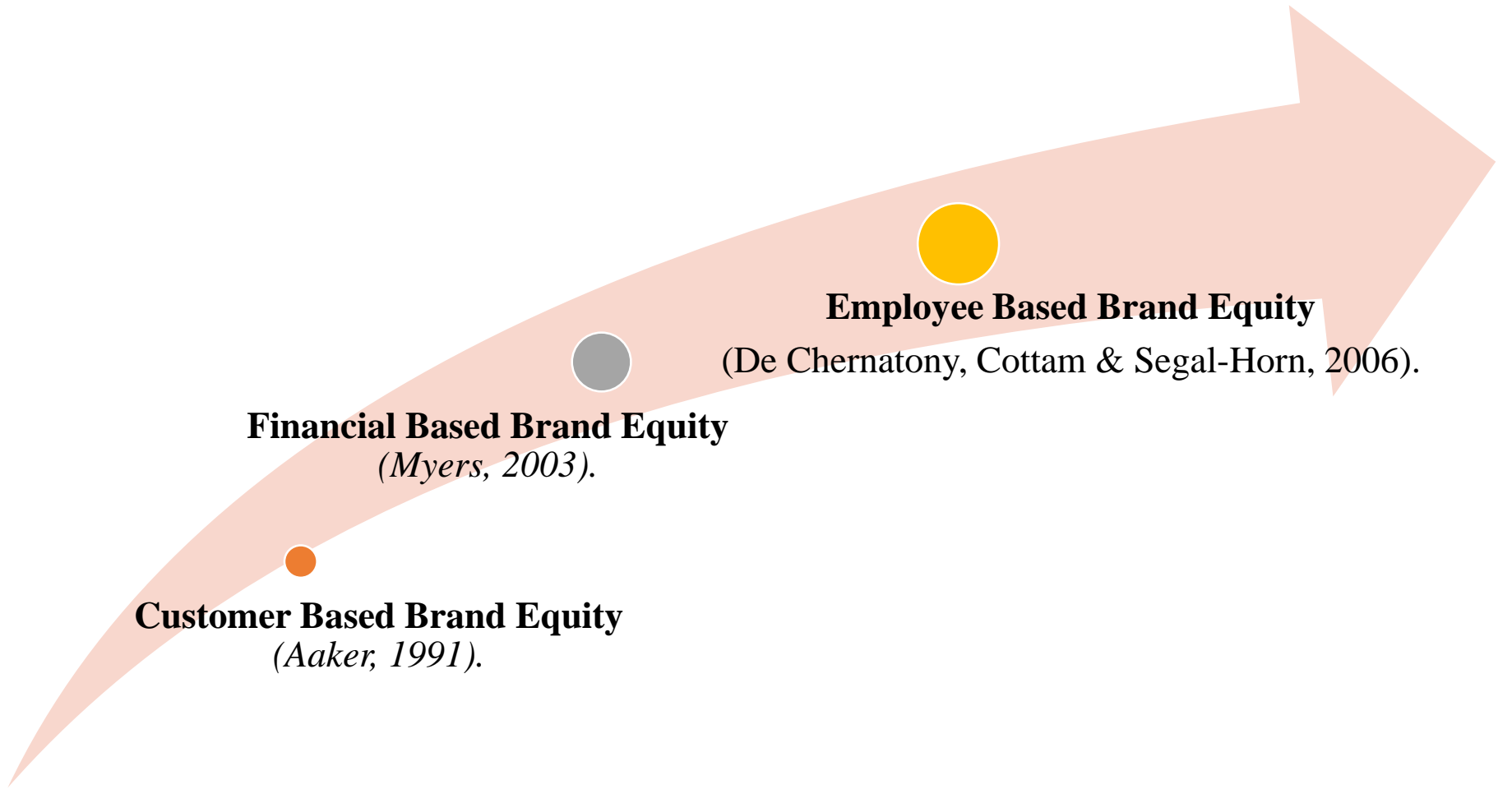


Brand equity

- Brand equity is “the added value endowed to products and services” (*Phillip Kotler, 2012*).
- Brand equity refers to a value premium that a company generates from a product with a recognizable name when compared to a generic equivalent. Companies can create brand equity for their products by making them memorable, easily recognizable, and superior in quality and reliability.
- Brand owners define their promises to their customers then employees build the brand. Afterwards, customers evaluated by their expectations when they use brands.
- Customer based brand equity is related with customers positive and negative responses *Keller 1993, Shocker, Srivastva & Ruekert, 1994* . The high value of a brand will directly influence customers' decision to buy this brand.



Brand Equity



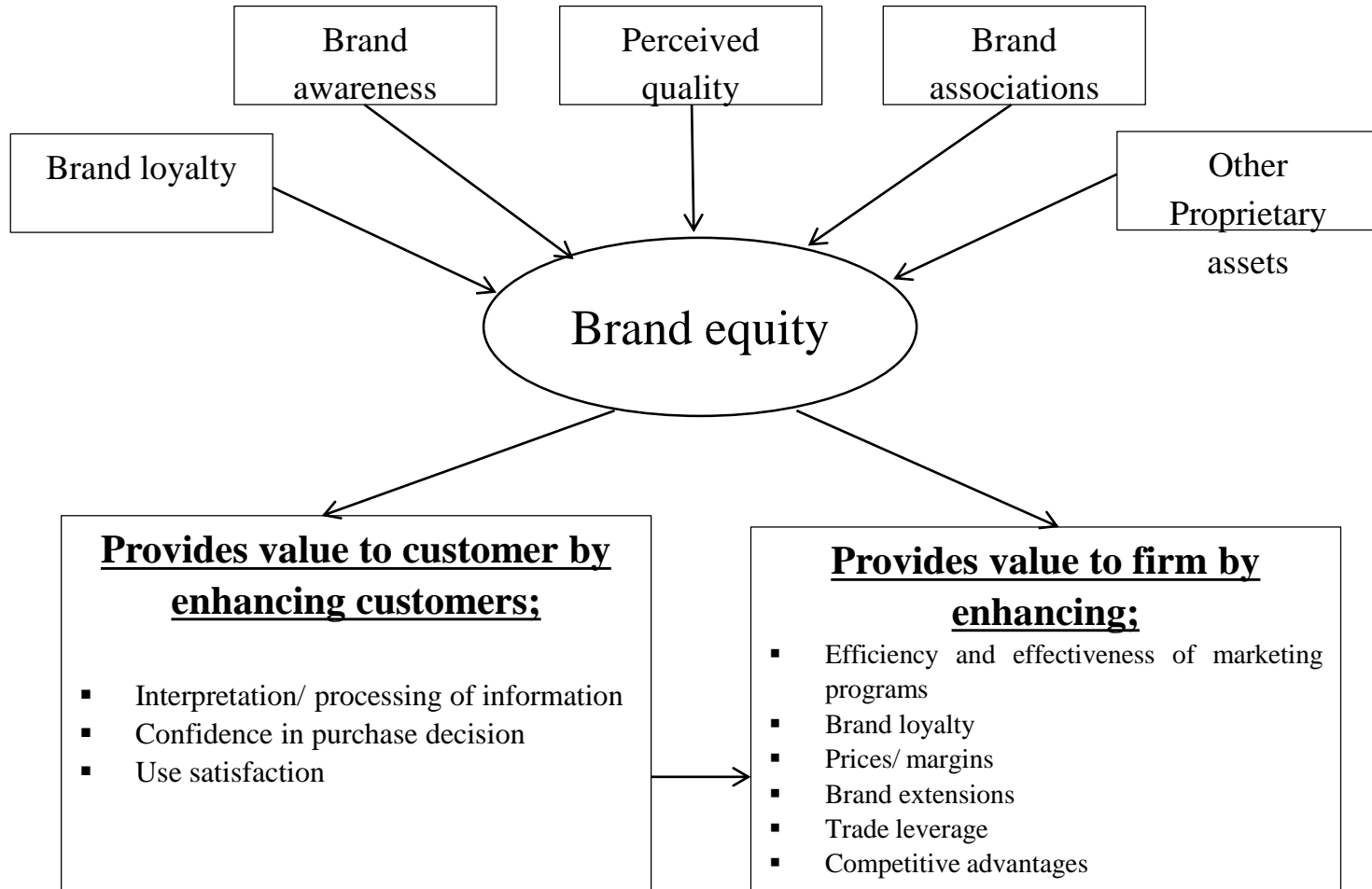
Customer Based Brand Equity
(Aaker, 1991).

Financial Based Brand Equity
(Myers, 2003).

Employee Based Brand Equity
(De Chernatony, Cottam & Segal-Horn, 2006).

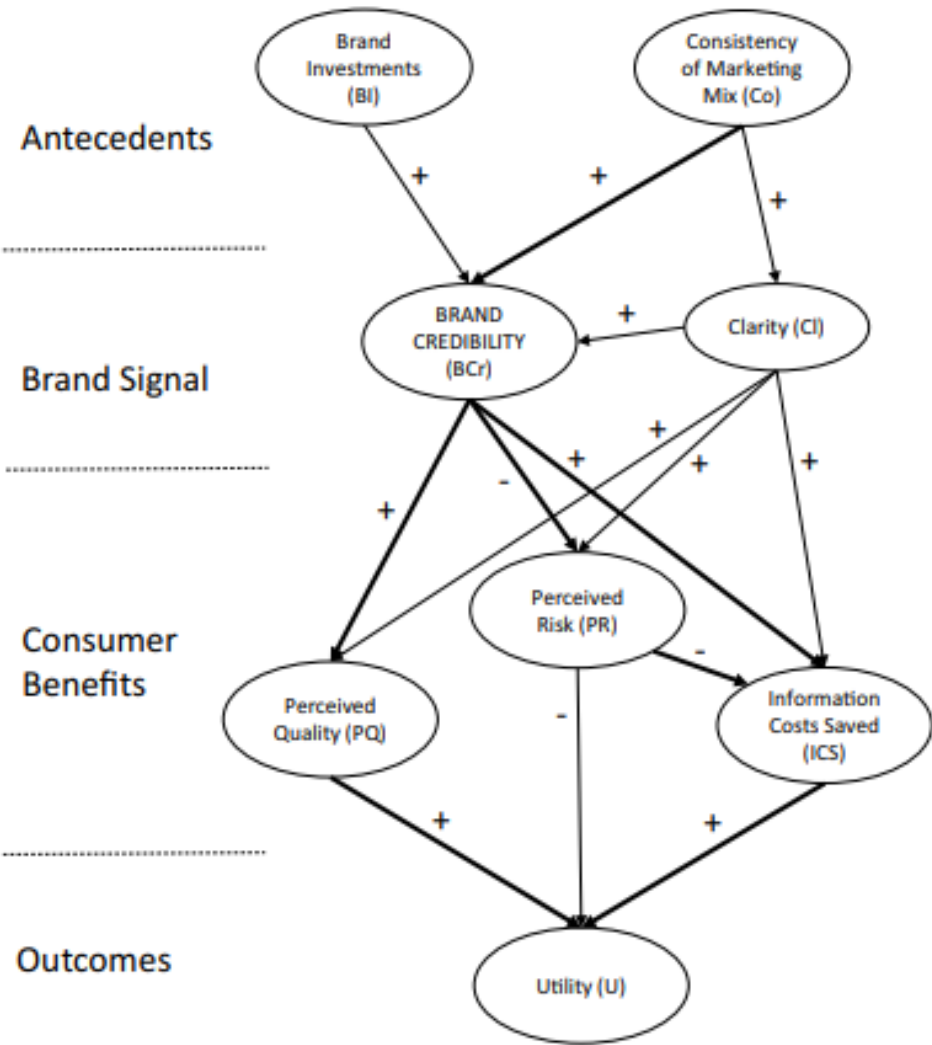


Customer based brand equity model (CBBE) /David Aaker/





Signaling model of brand equity /Erdem & Swait/



Considering positive and negative results from customers' responses to the factors affecting customer based brand equity, this issue should be the key indicator of the brand's marketing.

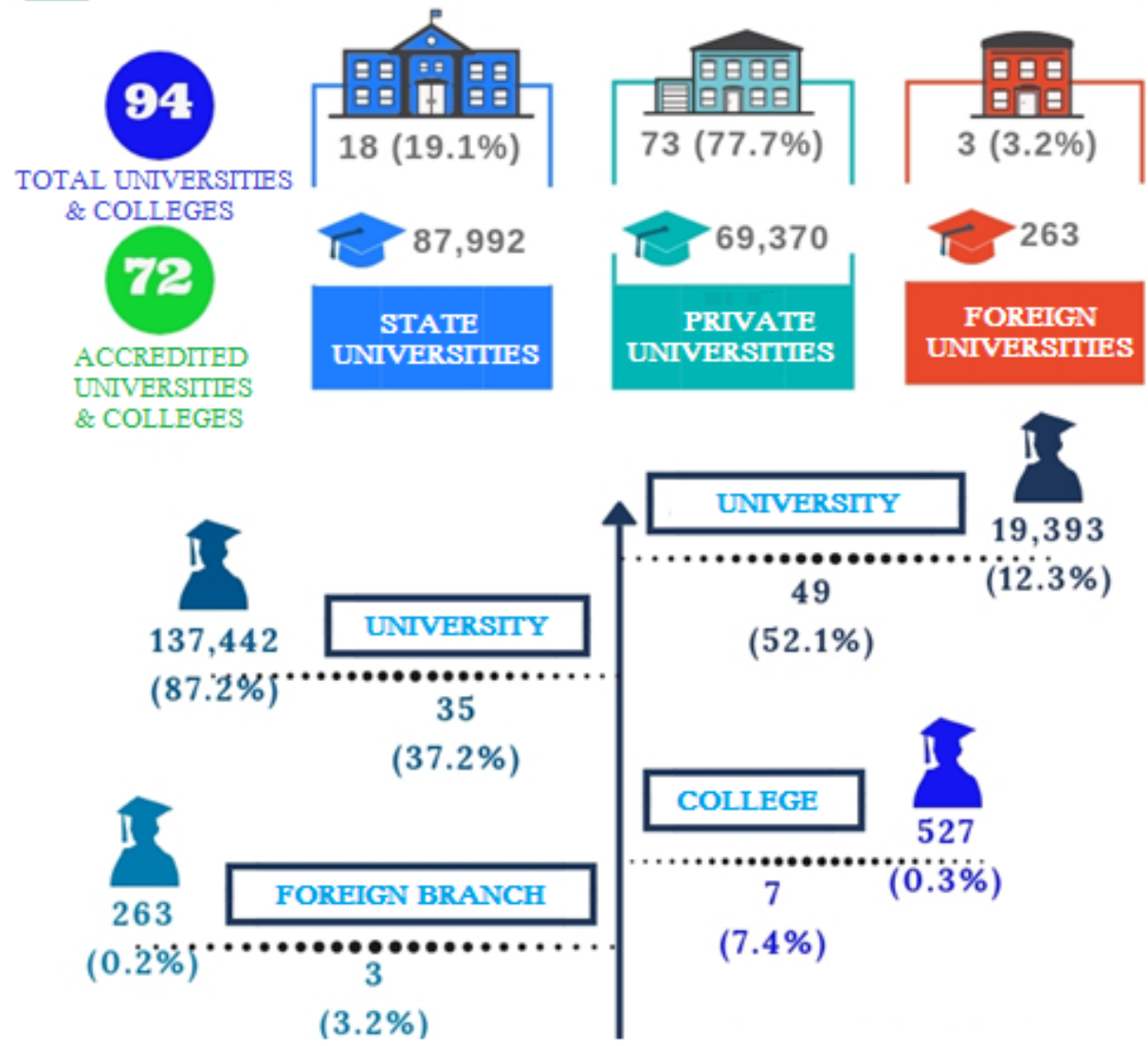


The Current Situation of Mongolia's Higher Education Sector

- Modern Mongolian higher education history dates back to 1942 when the National University of Mongolia was founded, nine state-owned universities were operating in Mongolia in 1989.
- The number of Mongolian higher education institutions reached its highest level at 185 in 2002, and dropped to 94 in 2019.
- According to the Mongolian Law on Higher Education, *"The content of higher education is unified and the knowledge and skills of research and development, self-development in the field of professional, technical, technological and socio- skills, skills and culture."*



MONGOLIAN UNIVERSITIES AND COLLEGES





The Current Status of the 7 Universities Surveyed

- The current status of the surveyed: National University of Mongolia founded in 1942, which is first University of Mongolia, the youngest university established in 1998.
- The total number of students studying in economics and business management in the 2017-2018 academic year was 20319 students. This is 13.1 percent of all students studying in undergraduate programs. Of these 62 schools, 15739 students are studying in 2018, but 77.4% of all students are studying at 15 universities with more than 300 students.
- Three of these universities are state-owned schools, 4 are private schools, all accredited by MNCEA in Mongolia, and five schools are accredited in the ACBSP's Business School and Program Accreditation Council.



Research for Student based brand equity of universities

- Based on the signal theory of the influencing variables for the brand equity, Survey based on 1942 undergraduate students of 7 universities and calculated by Smart PLS 3.0 and SPSS 23.0 and SPSS 24.0 software.
- In assessing the value of consumer-based brands, the brand value analysis was divided into 19 groups of 6 groups of indicators, and the value of the brand was assessed as "satisfaction" for students. The names of universities in the study are randomly enclosed in the Latin alphabetical order A-G.
- Research on hypotheses has been determined by a theoretical study of the value of service brands developed by Erdem and Swait under the value of brand study based on undergraduate students.

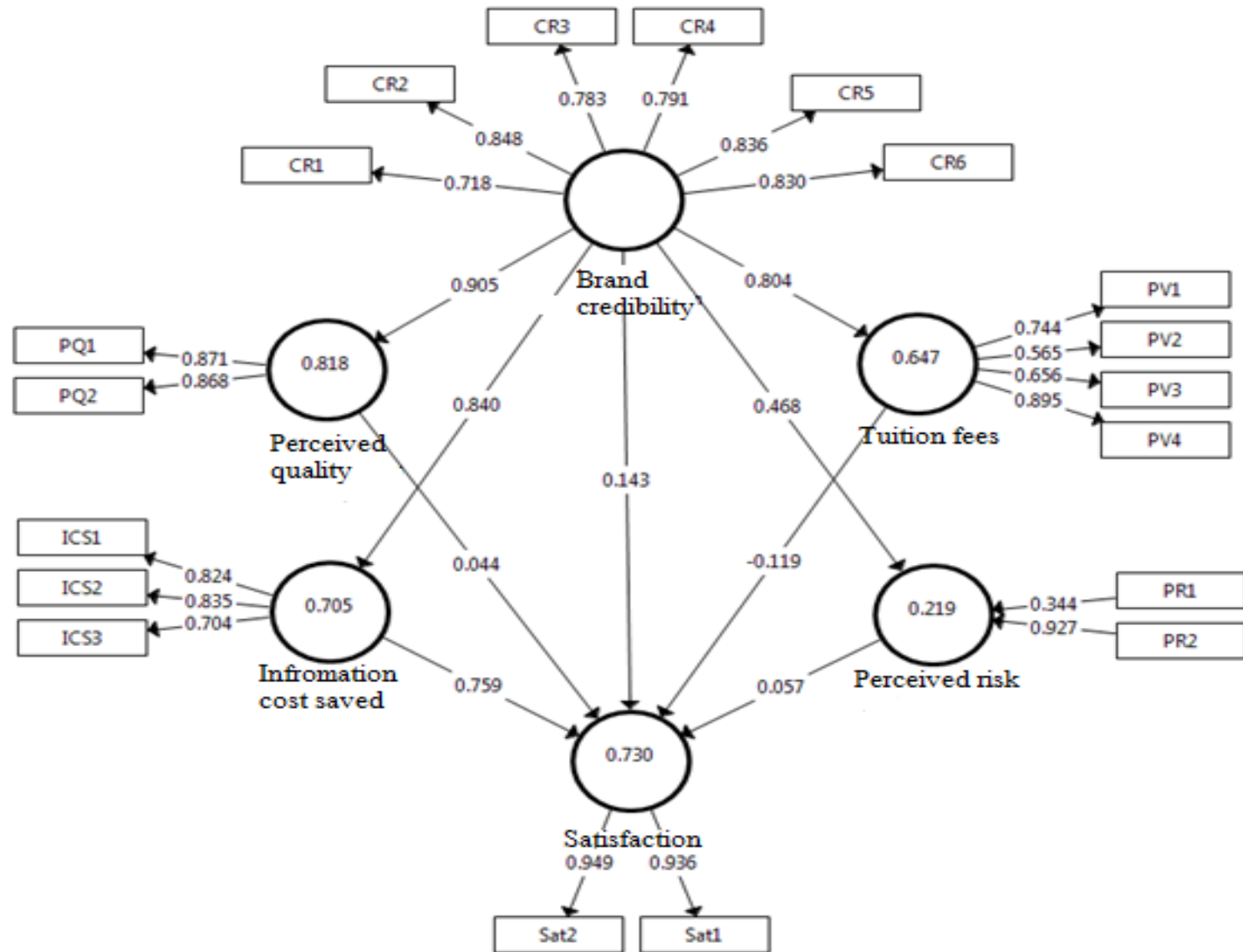
Comparison of Brand Image of Universities



Universities	Logo	Mission
National University of Mongolia (1942)		"To become a sustainable university creating and distributing new knowledge in environmental, social, humanitarian and technological fields and contributing the country's development in extensive level."
Mongolian State University of Life Science (1948)		"Our mission is to become a leading research-oriented university, where professors strive for excellence in education and research, while students do for excellence in their studies as we believe the key to uncovering new knowledge is interdisciplinary studies, research, innovation and extension."
University of Science and Technology (1959)		"The mission of the University of Science and Technology is to develop competent experts and researchers; to develop knowledge-innovation-based "research-manufacturing-services"."
University of Finance and Economics (1924)		"To provide the students with an educational opportunity to live an affluent life through their wisdom."
Otgontenger University (1991)		"To train professionals who are principled and are art to lead and build capital with their knowledge."
Ikh Zasag University (1994)		"Ikh Zasag International University brings knowledge within reach through education and research to enrich and develop the future of the students, communities, industries and society."
Mongolian National University (1998)		We prepare future leaders – Right now!



The results of a model based on a study of undergraduate students at universities





To Valuing of Student Based Brand Equity, the Table Below Shows the Hypothesized Criteria

	Expression of the relationship between parameters	Hypothesis	Dependence of expression	Predictive criteria
H1	Brand credibility -> Information cost saved	Positive	0.84	Approved
H2	Brand credibility -> Tuition fees	Positive	0.804	Approved
H3	Brand credibility -> Satisfaction	Positive	0.143	Approved
H4	Brand credibility -> Perceived quality	Positive	0.905	Approved
H5	Brand credibility -> Perceived risk	Positive	0.468	Approved
H6	Information cost saved -> Satisfaction	Positive	0.759	Approved
H7	Tuition fees -> Satisfaction	Positive	-0.119	Not approved
H8	Perceived quality -> Satisfaction	Positive	0.044	Approved
H9	Perceived risk -> Satisfaction	Negative	0.057	Not approved



Regression equation of Student based brand equity

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.947
Bartlett's Test of Sphericity	Approx. Chi-Square	23284.122
	df	153
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9.038	50.213	50.213	9.038	50.213	50.213
2	1.376	7.642	57.855	1.376	7.642	57.855
3	1.177	6.541	64.396	1.177	6.541	64.396
4	1.012	5.623	70.019	1.012	5.623	70.019

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.399	.031		206.562	.000
	X ₁	1.306	.031	.620	42.146	.000
	X ₂	.800	.031	.380	25.820	.000
	X ₃	.455	.031	.216	14.683	.000
	X ₄	.187	.031	.089	6.023	.000

a. Dependent Variable: Sat – Satisfaction

$$Sat = 6.399 + 1.306 * X_1 + 0.8 * X_2 + 0.455 * X_3 + 0.187 * X_4$$

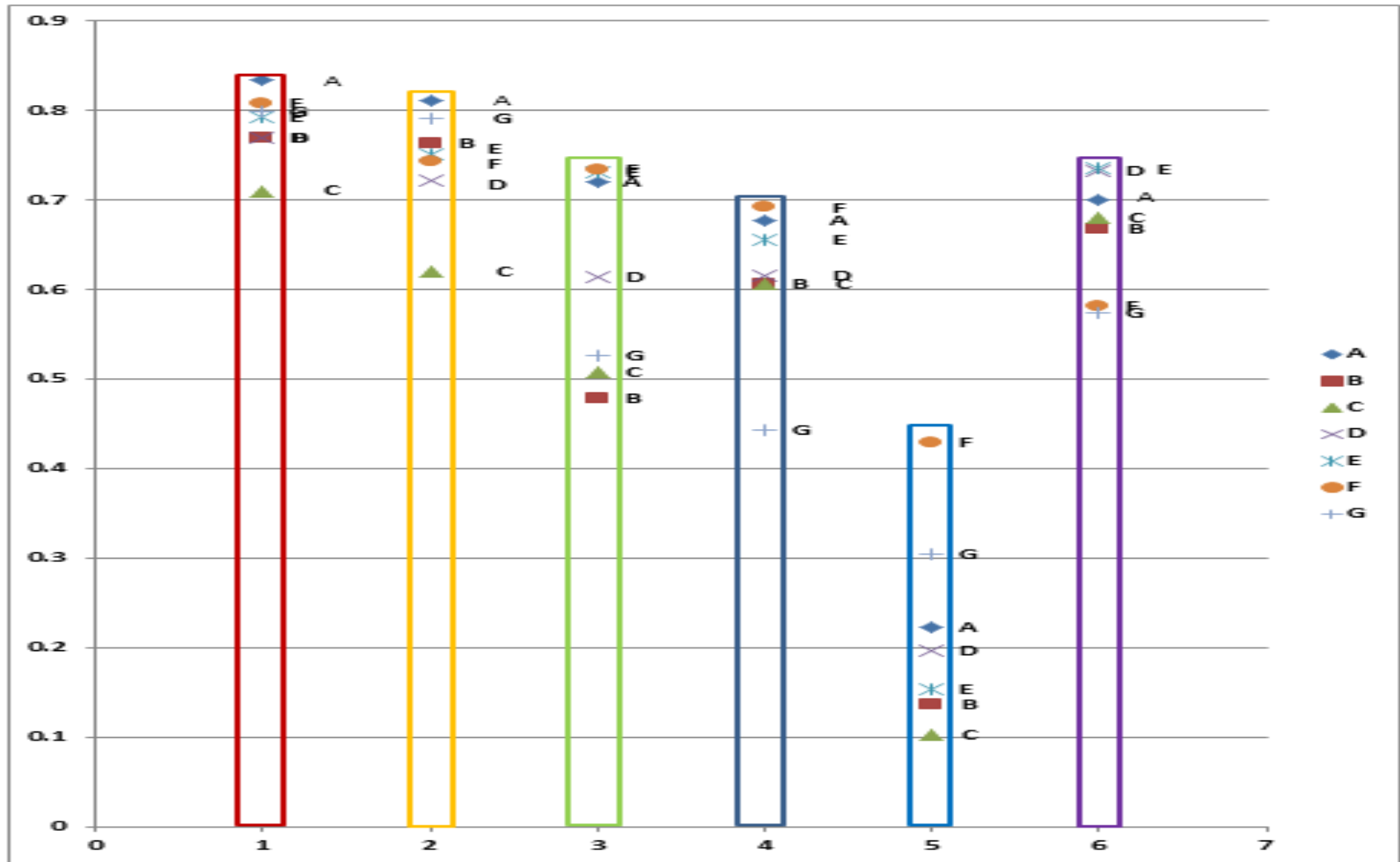


Model result of student based brand equity by universities

	A	B	C	D	E	F	G
Brand credibility	<u>0.834</u>	0.769	0.709	0.770	0.792	0.808	0.799
Perceived quality	<u>0.812</u>	0.764	0.621	0.722	0.751	0.744	0.791
Tuition fees	0.721	0.478	0.508	0.614	0.731	<u>0.734</u>	0.527
Information cost saved	0.677	0.607	0.607	0.616	0.655	<u>0.692</u>	0.443
Perceived risk	0.223	0.137	<u>0.103</u>	0.196	0.154	0.43	0.304
Satisfaction	0.700	0.668	0.681	0.732	<u>0.736</u>	0.581	0.574

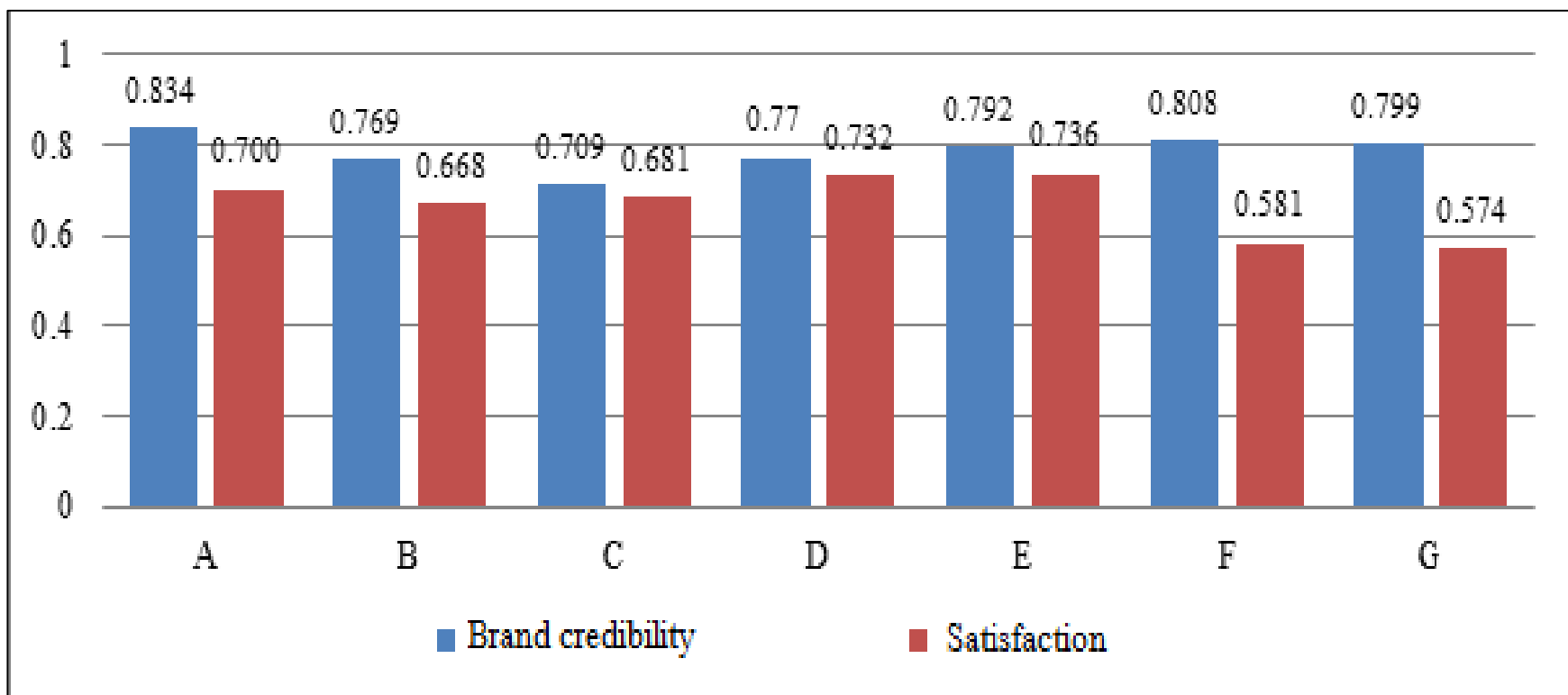


Comparison of Student based brand equity model results by universities

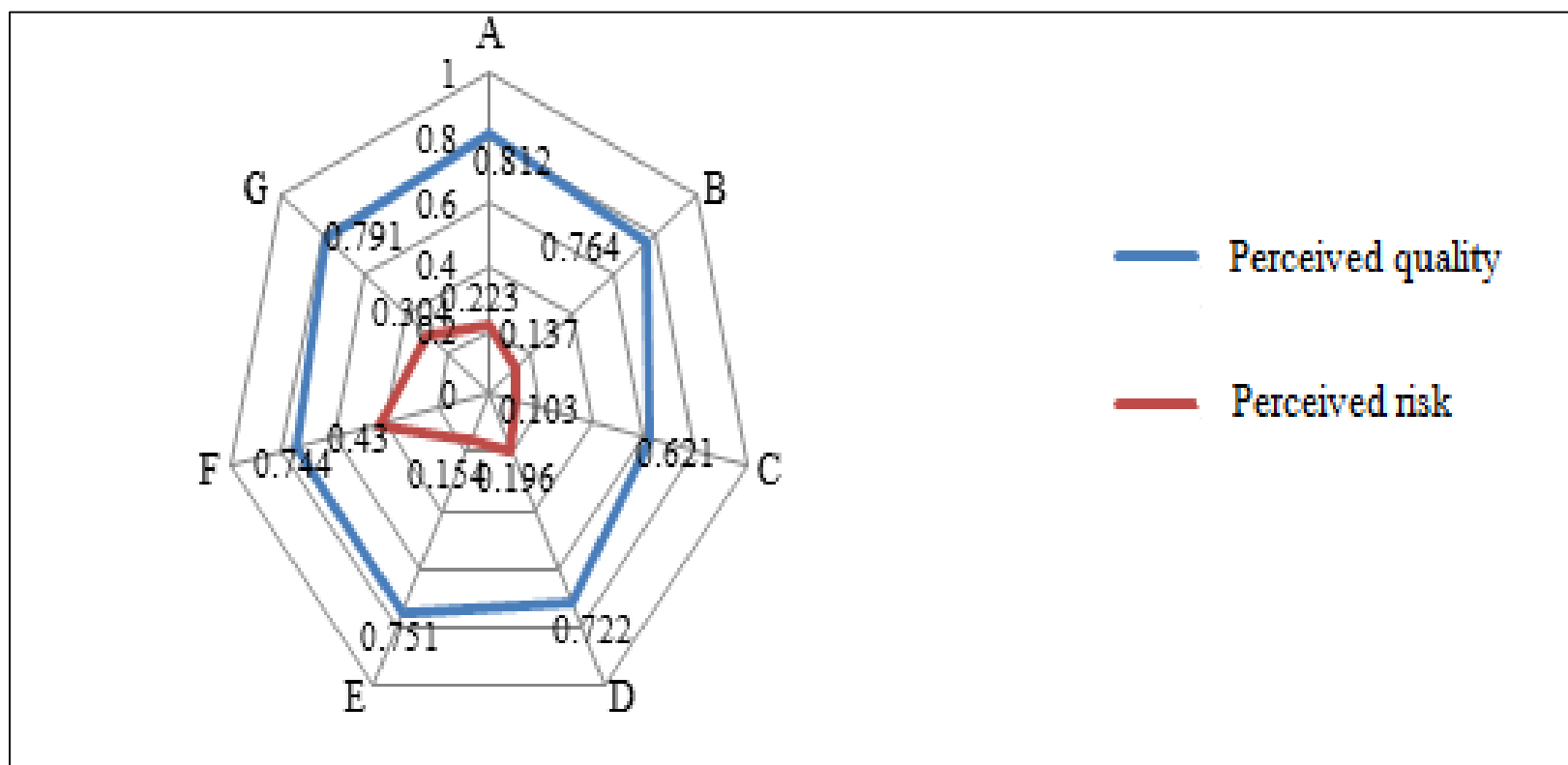


Here: 1-Brand credibility, 2-Perceived quality, 3-Tuition fees, 4-Information cost saved, 5-Perceived risk, 6-Satisfaction

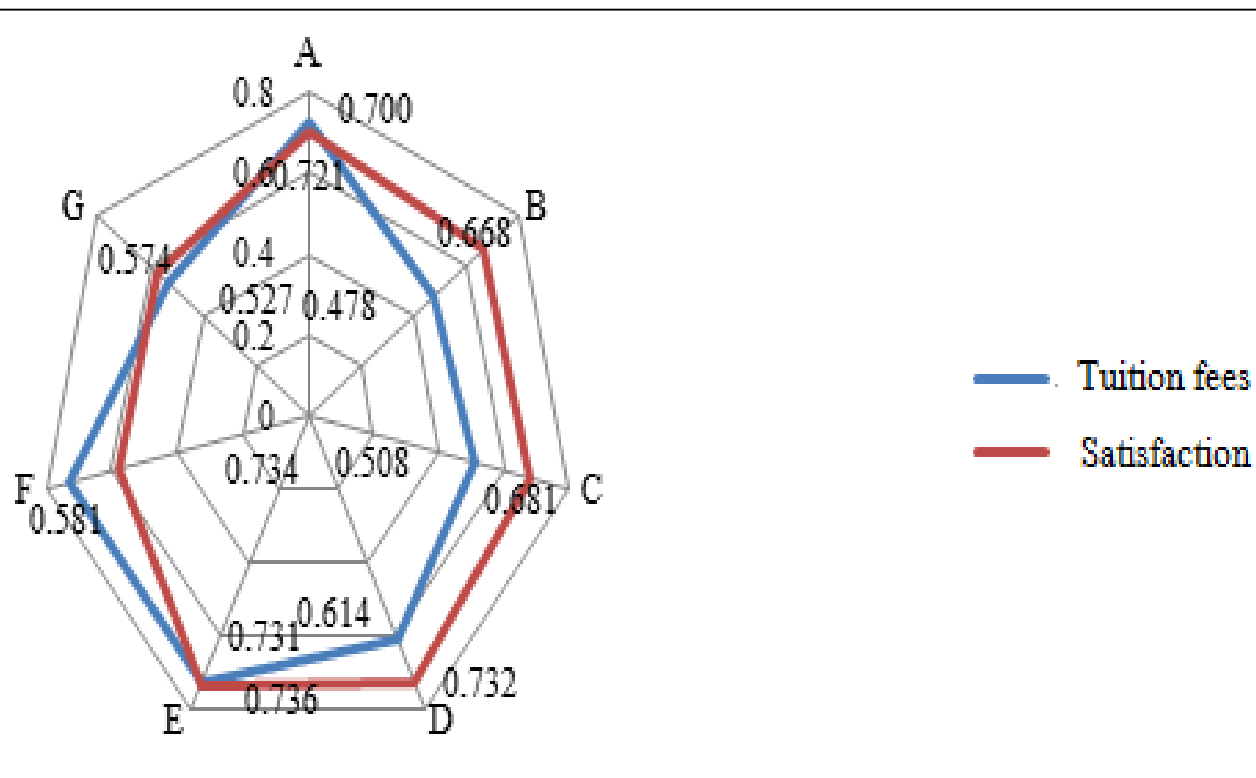
Brand credibility and satisfaction



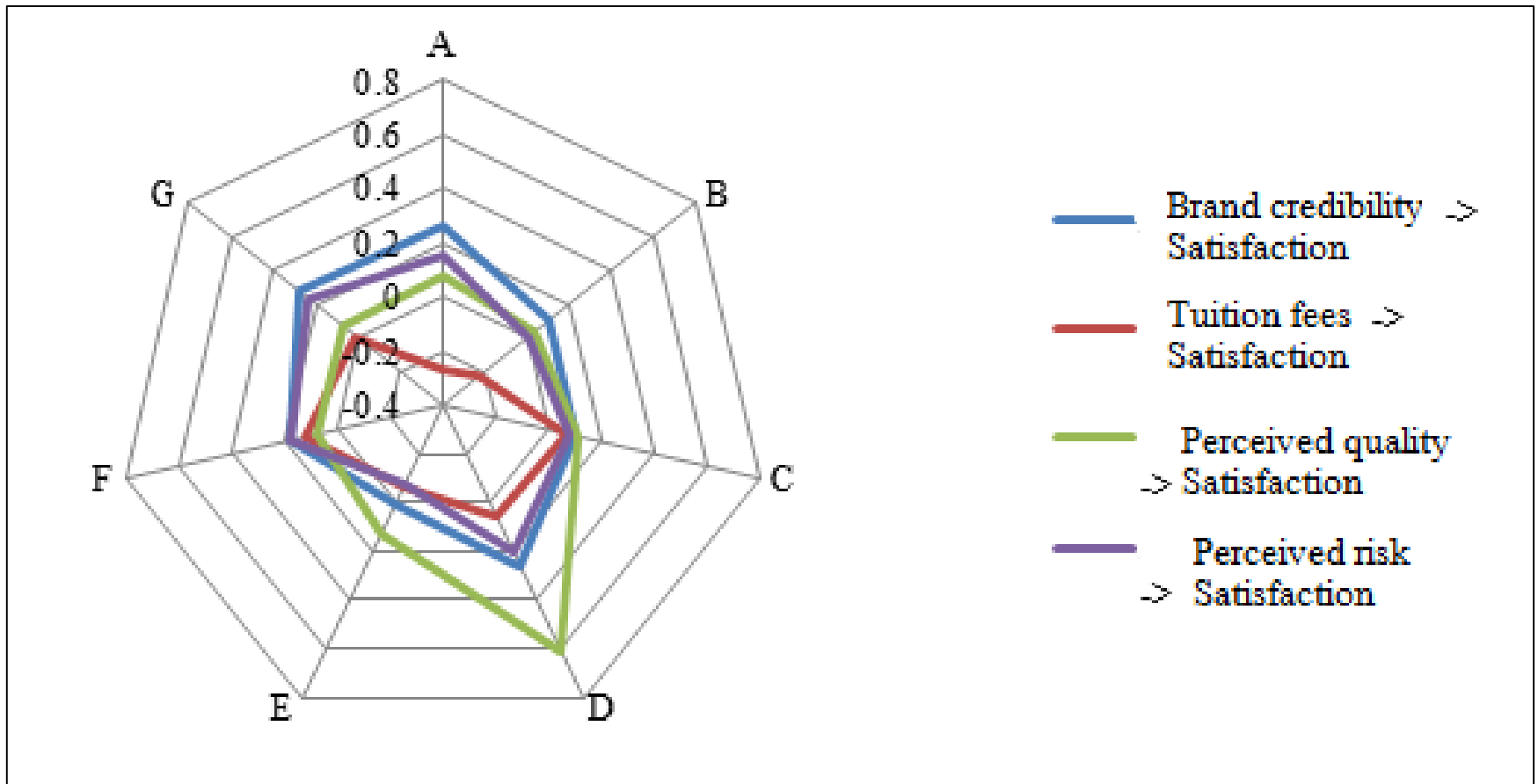
Perceived quality and Perceived risk



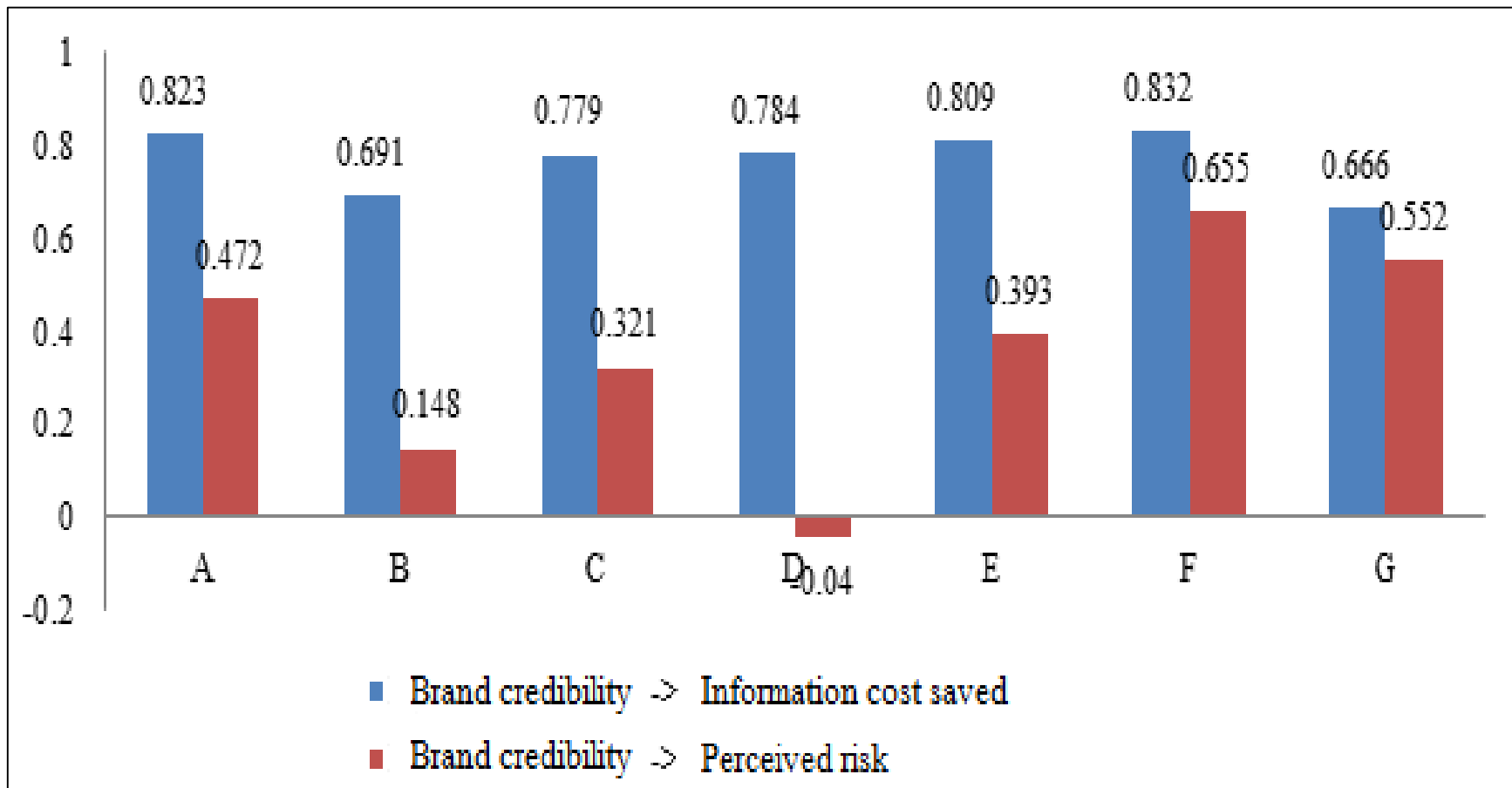
Tuition fee and Satisfaction



Relation of Student Based Brand Equity Model Variables

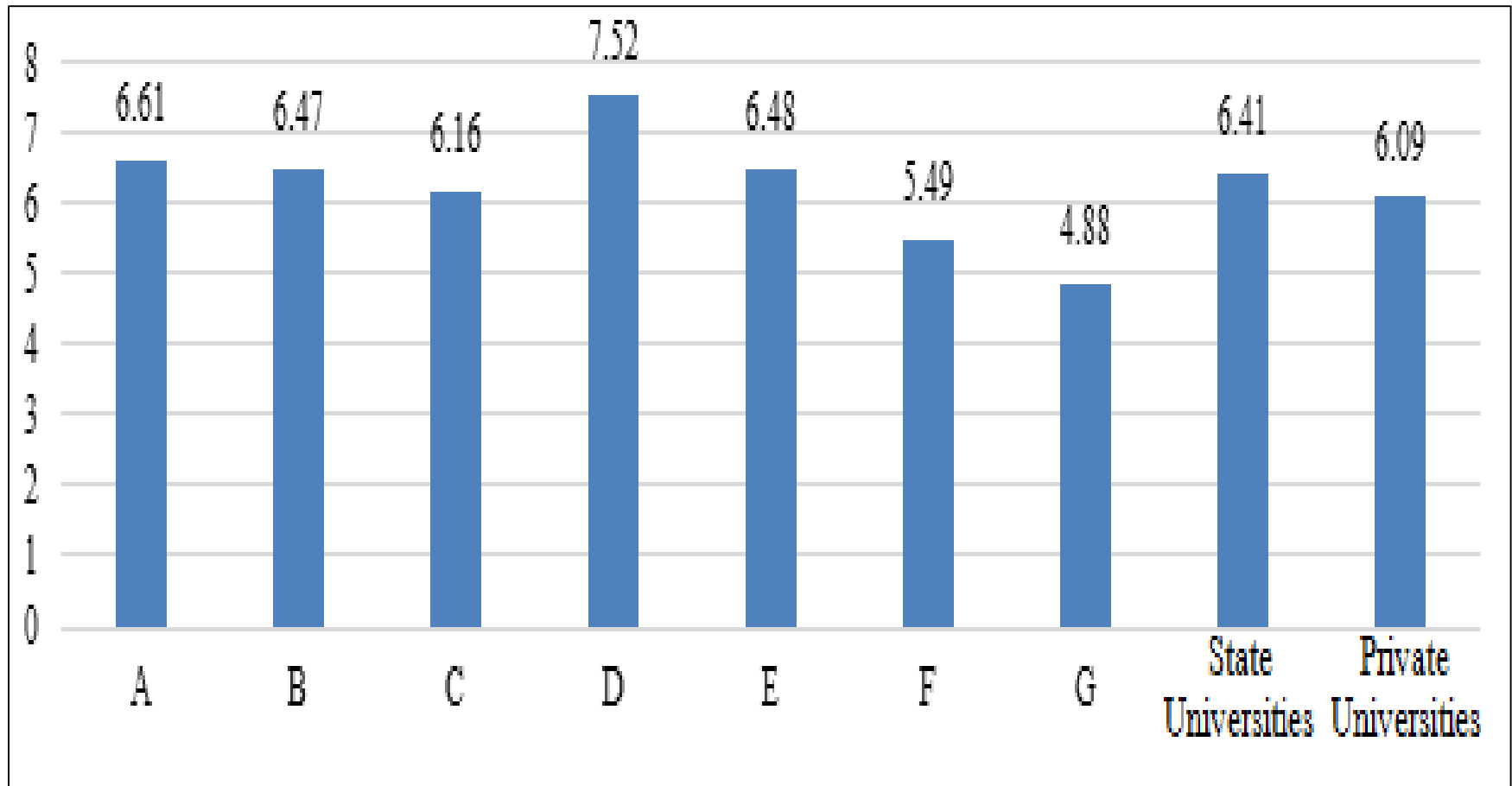


Effects of Brand Credibility

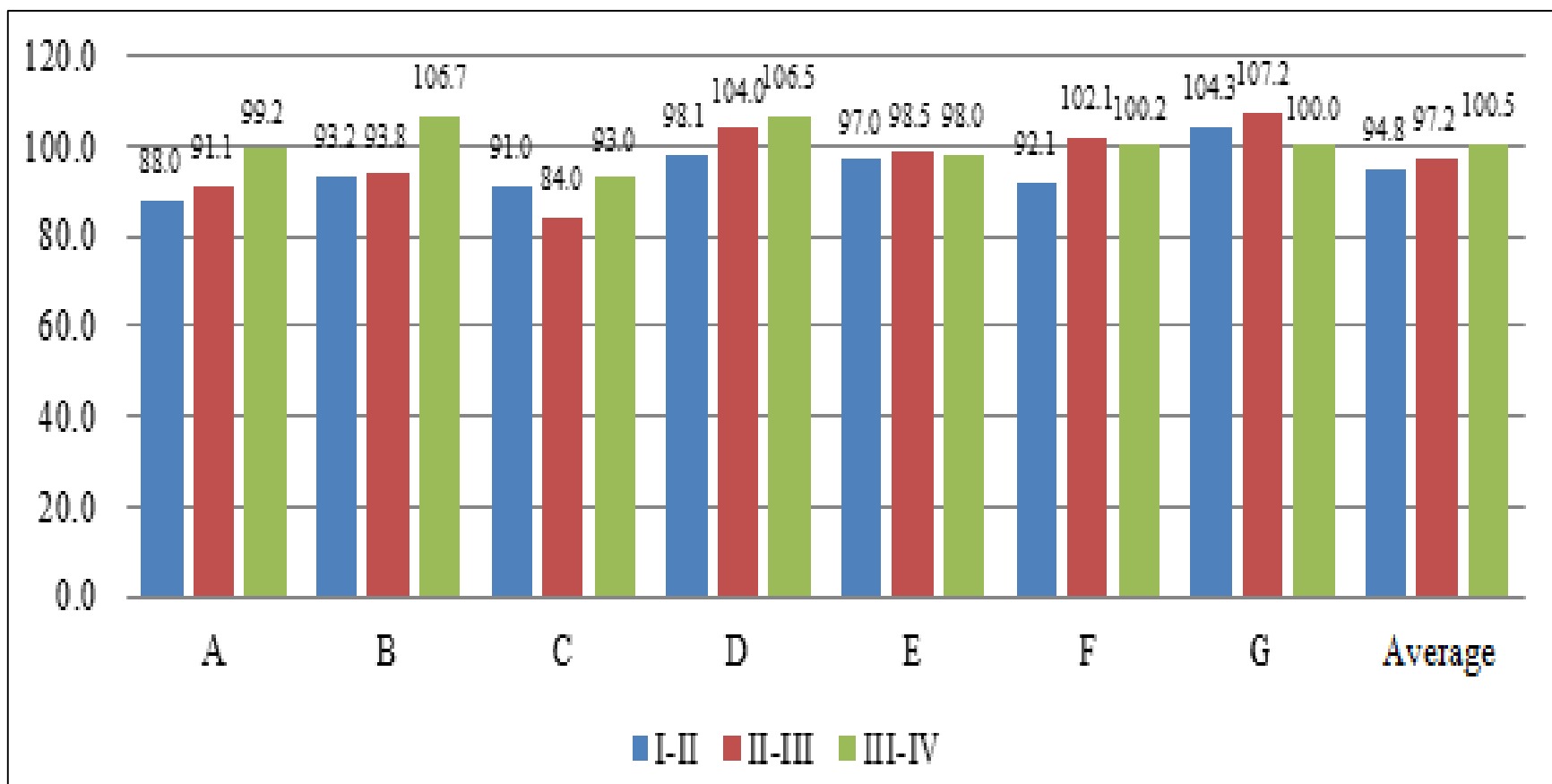




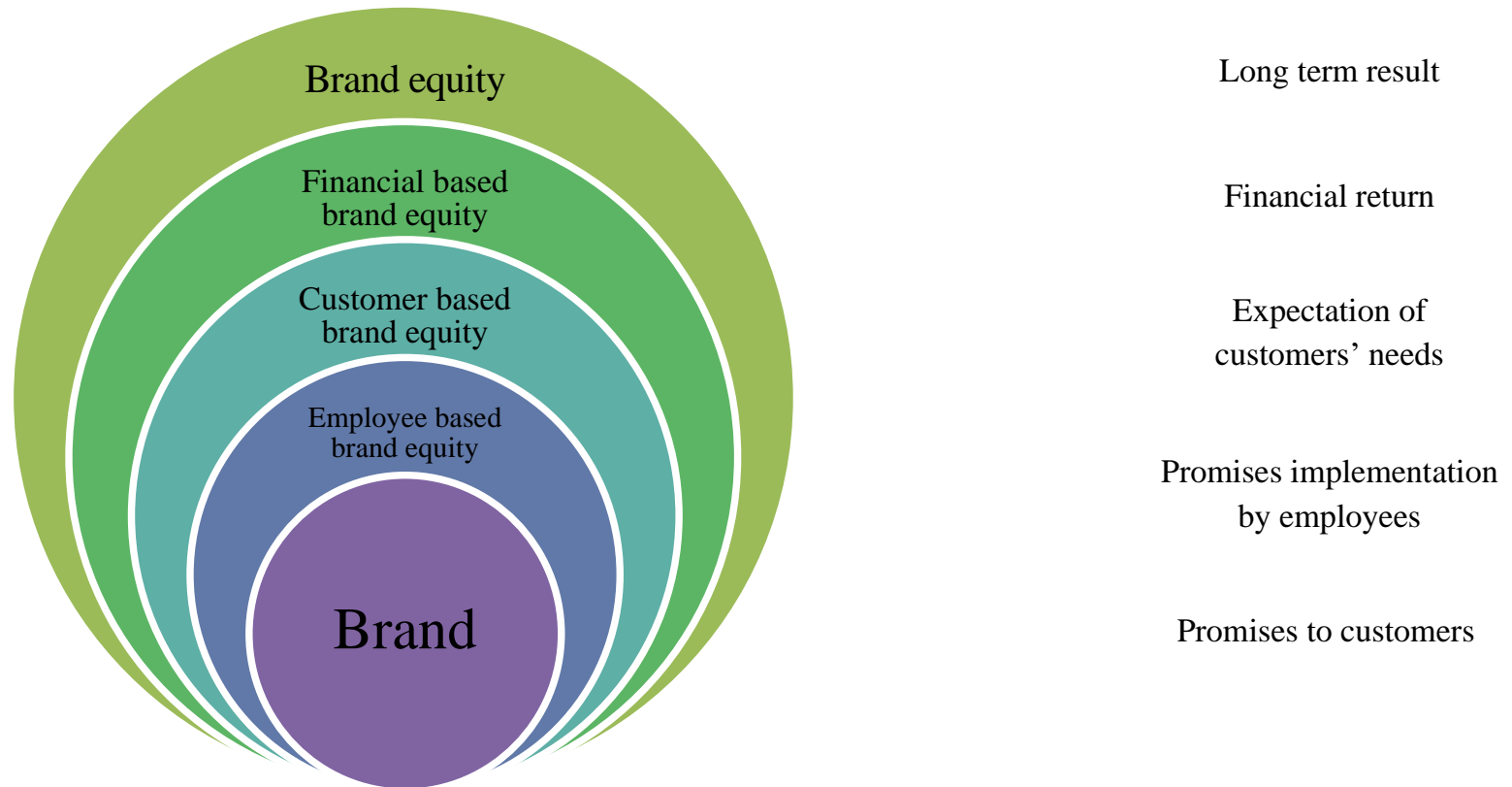
Confidence in choosing the best university



Retention rate by universities /all courses/



Brand equity, valuing for brand equity



Ganbat Erdenebat, 2019



Conclusion

In my research the factors affecting the brand equity in the higher education sector of Mongolia, 1942 students from 7 universities, which are continuously operating for 21-77 years. The following conclusions were made based on the students' based brand equity on the university students.

1. Research objects were state-owned 3 universities and 4 private universities' student based brand equity model results, universities brand credibility have 70.9-83.4 percent as a result of the university's brand investment and constant marketing activities since their established year.
2. Universities' perceived quality is 62.21-81.2%, which is very different. Perceived quality is one of critical indicators of the brand equity of universities, so universities are continuing to improve their quality of training.



Conclusion

3. The results show that students are satisfied with their paid tuition fees, indicating the results of 47.8-73.4% show that students do not recognize the payment of tuition fees as a service quality.
4. According to the university students' assessments of perceived risk, the lowest perceived risk was considered to be 10.3% for "C" University, while "F" perceived risk was 43.0% or highest.
5. Students in the study assessed that "Information cost savings" was 44.3-69.2%, suggesting that the information about the school was not complete.
6. Overall, 73% of the university's satisfaction with the overall student satisfaction for model result is 57.4-73.6%, with the results of each school's estimate, indicating that it is essential to increase the satisfaction of the students in order to increase the brand equity of each university.



Conclusion

7. In my research, 9 hypothesis have been verified by total outcomes, while 7 assumptions have been confirmed and two hypothesis have been reversed, assuming that the correlation between tuition and satisfaction is positive and acceptable risk is invariable.
8. The confidence that the university chose to be the best university students has given the answer that students in state-owned universities are better than private university students. It concludes that Mongolia is still high in reputable state-owned universities. In all schools, the proportion of students in the higher education level is increasing as the indicator of loyalty.
9. For the University, the definition of the mission is the promise of a commitment to their customers. The brand promises implemented by employees and the evaluated expectation of customers then measured for financial equity. All these factors combine to identify the brand equity of a university, so it is necessary to use the signals from the brand equity's model variables and improve their performance.



Thanks for your attention.

STUDENT-CENTERED PRICING INNOVATIONS IN BUSINESS SCHOOLS

NABOULSI, NOUR; NEUBERT, MICHAEL

Nov 14-17, 2019

ACBSP Region 8 Conference, VSEM, Prague / CR

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7. Implications for Theory and Practice
8. Themes Derived
9. Limitations and Call for Further Research

1. Authors and Presenters



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2. Problem Statement & Purpose of the Study

Global competition and the emergence of edutech firms increased the complexity of pricing systems but also offer new strategic opportunities for business schools (CABS, 2019).

The purpose of this multiple case study with the title “student-centered pricing innovations in business schools” is to explore the adoption of price-setting model innovations of business schools.

3. Literature Review

Title	Authors	Year of Publication	Journal	Findings
The changing shape of business education provision	CABS	2019	Future Trends Report	Business schools realize the increasing impact of digitalization on their business model leading to innovations and more strategic options along the whole value chain
The Business School of The Future	Lorange	2012	Journal of Management	business schools with ratings & rankings have an advantage in their pricing models as such ratings come at a high cost for universities in developing programs, quality standards, higher recruitment, qualified staff and teachers
The Legitimacy of the Business of Business Schools	Thomas & Wilson	2012	Journal of Management	The spread of business schools worldwide from Europe to Asia from their initial base in the USA has been growing yearly, making them an attraction to students from all over the world
Tuition Innovations: Money Back Guarantees And 'Free' Tuition For Heavy Class Loads	Vedder	2018	Forbes	Business schools might link tuition fees to certain outcomes like graduation or employment with tools like money back guarantees, or income sharing models (ISA) depending on the student salaries

3. Literature Review

- Business schools are fully embracing the virtuality of today's world. Business schools today are adapting a culture of their own, one that is being reflected on faculty, students and the school.
- Distance learning became an option for students seeking to complete their Masters, MBA, Doctoral and PhD degrees. Blended programs that involve both face to face and online teaching have become more attractive.
- Alliances or joint ventures and affiliations between business schools often offering exchange programs for students to travel to different countries/continents for a period of the study program.
- The ranking and rating criteria has made business schools become more business minded in order to attract more students.
- The spread of business schools globally has become an industry of its own. One that is creating a demand for students to pursue their postgraduate education, creating an imbalance of demand and supply, which is reflecting on tuition fees increasing to a high price tags.

4. Theoretical Framework

Price-Setting Model (PSM)	Description / Example
• Buy	The student pays the tuition fee for the whole <u>program</u> .
• RLS (rent/ lease/ subscribe)	The student pays a <u>time-based</u> tuition fee, e.g. for a term, semester, or full academic year.
• PPU (pay-per-use)	The student pays a tuition fee per <u>credit</u> or <u>course</u> . The access to the courses material expires after the student has completed it.
• Outcome-based	The student pays a tuition fee depending on the <u>outcome</u> .

5. Research Method and Questions

Research Question

RQ 1	What are the price-setting model innovations, business schools in Barcelona are adopting based on new technologies to increase their competitiveness and profitability?
------	---

Research and Sampling Method

Qualitative, multiple-case study	This study uses a purposive online sampling strategy. The sample consists of the whole population of sixteen (16) cases. The cases are private and public business schools in Barcelona, Spain, which can be described as an organizational unit (Merriam and Tisdell, 2015) or integrated system (Stake, 1995) with boundaries.
----------------------------------	--

Barcelona Business Schools

Name	Programs
ESADE	Bachelor; Master; MBA; EMBA
IESE	PhD, MBA, EMBA
EADA	Master; MBA; Summer School
Pompeu Fabra Univeristy Business School	Master; MBA; Courses
EAE	Master; MBA; Courses
Castelldefels School of Social Sciences	Courses, Diplomas, Language programs
UOC Business School	Bachelor; Master; MBA; EMBA
UIBS	Bachelor; Master; MBA; EMBA, DBA, PHD
ESEI	Bachelor; Master; MBA; EMBA
EU Business School	Bridging / Foundation; Bachelor; Master; MBA; Summer School
Global Business School	Bachelor; Master; MBA; Summer School; Executive Education
GSE Business School	Master; PhD; Summer School, Professional Courses
University of Barcelona School of Economics	Master in economics; PhD
ESERP Business School	Bachelor; Master
INSA Business School	Bachelor; Master
Geneva Business School	Bachelor; Master, PhD

6. Findings

1. Innovative pricing models in collaboration with suppliers and partners

The findings of this study suggest that the trends of digitalization and global business school networks (Bach, 2019) are influencing PSM innovation besides the known factors finance (revenue and cost management) and business model (Neubert, 2017) leading for example to outcome-based revenue sharing models with network partners as well as program / content management software providers.

2. Digital and student-centered pricing

Another example is digital pricing. In a highly competitive environment, student-centered PSM innovations and payment solutions are developed. Our findings suggest that there might be trend towards tailor-made and individualized PSMs including financial aid (e.g., early bird options or student loans) and secondary services like student visa support or housing.

6. Findings

3. Impact factors on pricing decisions

Furthermore, this study discovered how accreditation, ratings and rankings, play a pivotal role in PSM model. The fact that some schools bases their PSM on such factors, have impacted their program pricing. Along with the network expansion that such schools provide on a personal level to students, a unique educational experience that is rich and diverse including travel and exchange programs, qualified professors and integrated research. Throughout this study, what seems to be apparent is the spread of business schools globally. This created an imbalance of demand and supply, as more business school enter the competition. This has driven price tags of school programs to increase, on any program they offer, be it campus based, online, or blended program (same price independent of the delivery form). Furthermore, the key element of virtuality has impacted a school's mission, and enriched their programs by expanding across nations and providing courses to students from anywhere in the world.

7. Implications for Theory and Practice

There are important implications for practice and theory. The results are especially relevant for business school managers. Business school managers need to better understand the increasing complexity of pricing decisions for business schools due to digitalization, increasing globalization and competition as well as growing student expectations to manage this change process efficiently. It is an important contribution to the conference, because in a student-centered world, price-setting model innovation need to be adapted to the needs and requirements of students.

8. Themes Derived

- Private business schools in Barcelona charge time- or program-based tuition fees. Tuition fees depend on the program. Students are paying for a term, a semester, or an academic year.
- Private business schools in Barcelona charge the same tuition fees for online, offline, and blended programs
- Private business schools in Barcelona with an AACSB accreditation charge tuition fees, which are 50% higher than other business schools in Barcelona. Rating has a positive impact on price levels.
- Business Schools in Barcelona are using different forms of rebates like e.g., scholarships, tuition waivers (based on academic merit), teaching assignments, student loans, 5% / 10% discounts or tuition waivers based on social criteria.

9. Limitations and Call for Further Research

- The results of our study need to be analyzed based on the limitations of the research methodology and the sources of evidence. Thus, we don't know what students are really paying and have very limited information about the prices for secondary services. Our results are limited to business schools in Barcelona, Spain and might be influenced by the specific advantages of this location (e.g., access to EU student visas and financial aid). Some of the business schools in our sample are integrated in international networks or a part of an international business school group, which might extend the validity of our results to other contexts or regions.
- Based on the limitations, we would recommend further research about PSM innovations using quantitative research methodologies or mixed methods in Barcelona, Spain as well as in other countries and cities.

THANK YOU. QUESTIONS?

Nov 14-17, 2019

ACBSP Region 8 Conference, VSEM, Prague / CR



Sustainable University in a Sustainable World

Jaroslav Pašmik, Head of Centre of Sustainability Management
Faculty of Business Administration, University of Economics, Prague



OKUPACI STAVKA ZA KLIMA

ZAVRŽTE CERADY

UHLÍ
PATŘÍ
POD...

VIC LASKY
MIN UHLI

UNIVERZITY
ZA
KLIMA

OKUPAČNÍ STÁVKA



KLIMATEM
SPRÁVEDLNOST

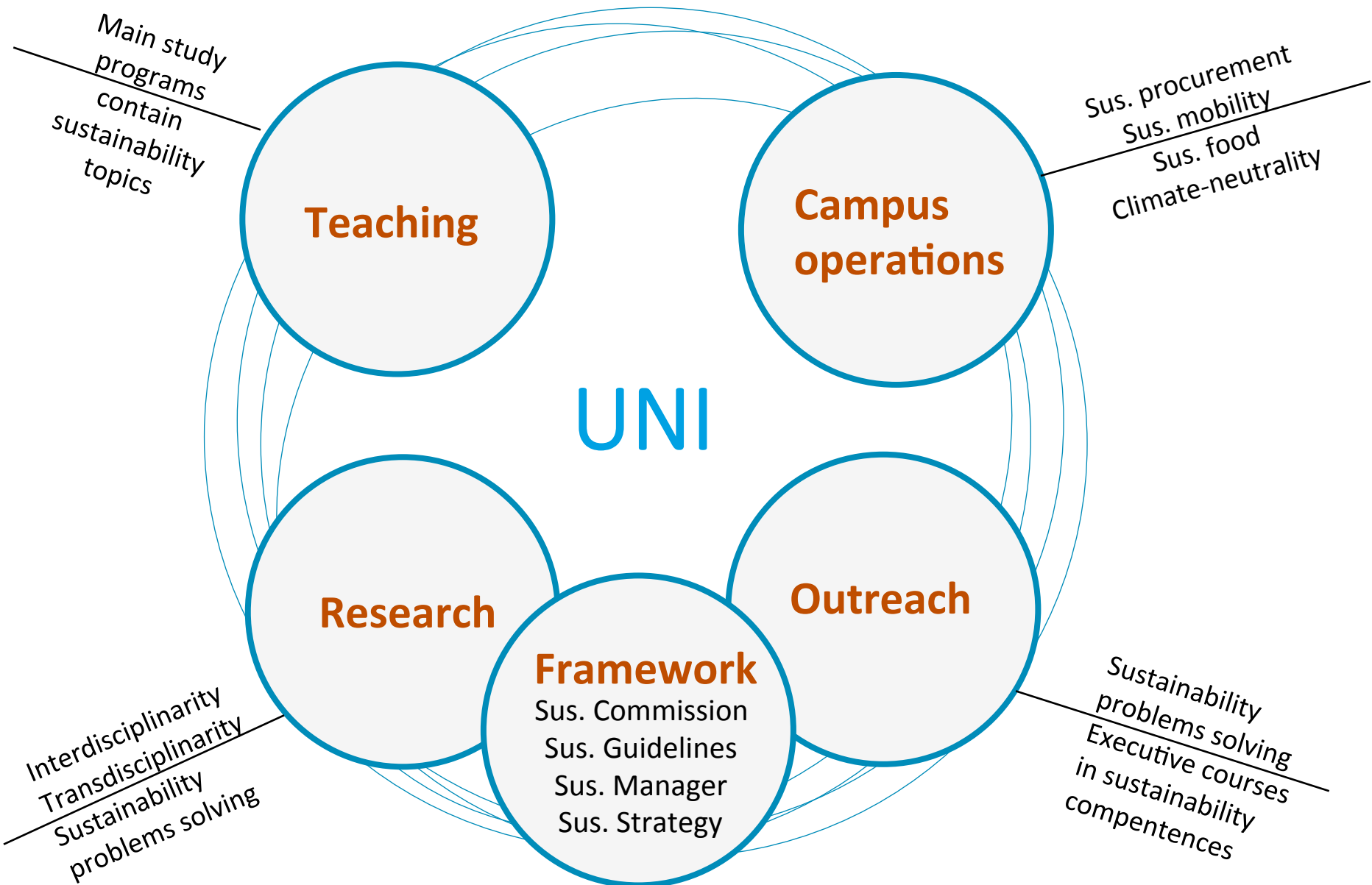


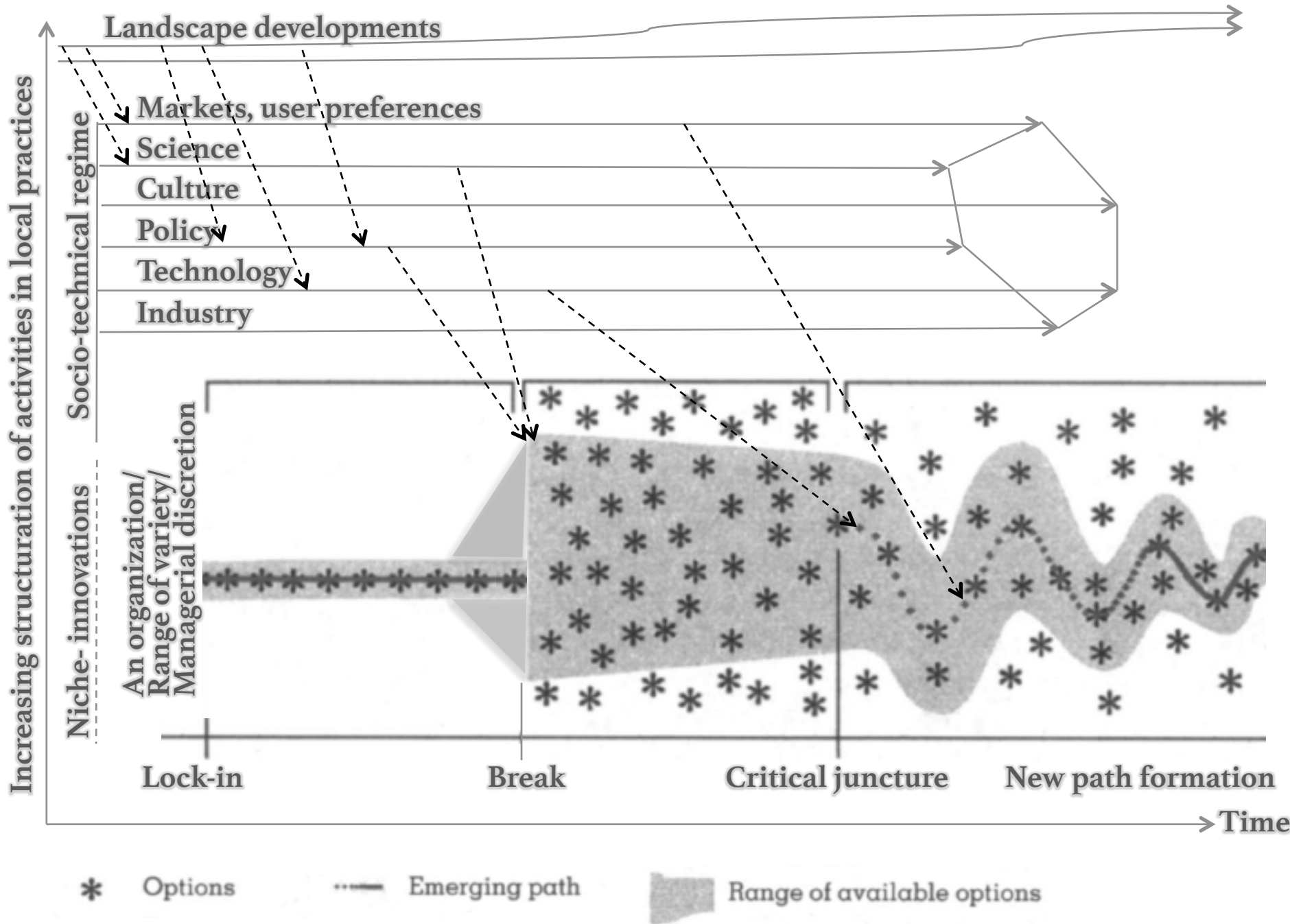


UNIVERZITY
ZA KLIMA



Sustainability and the main functions of a university





Source: Pasmik et al. 2020 forthcoming, adapted from Sydow 2010 and Geels 2011



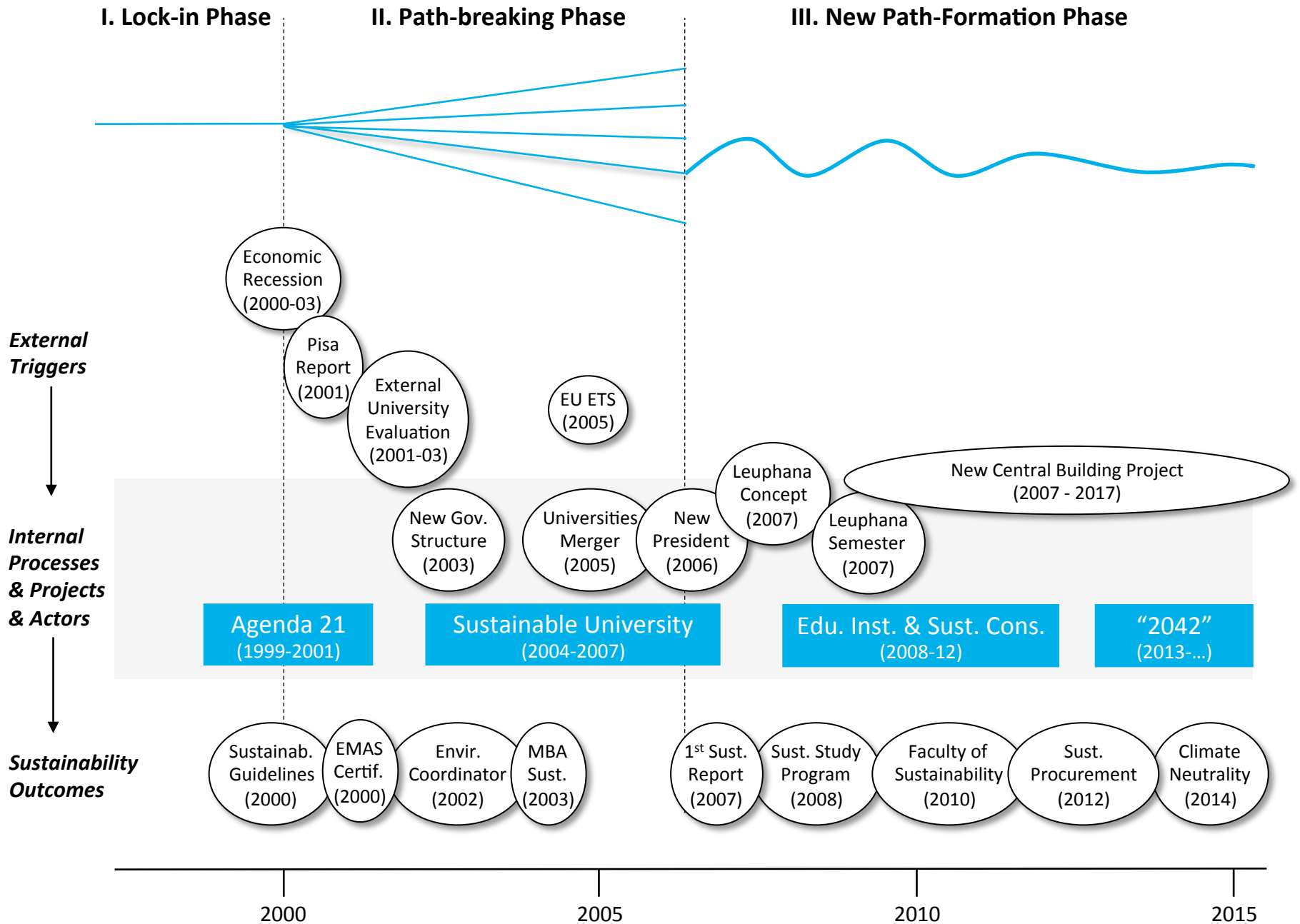
LEUPHANA

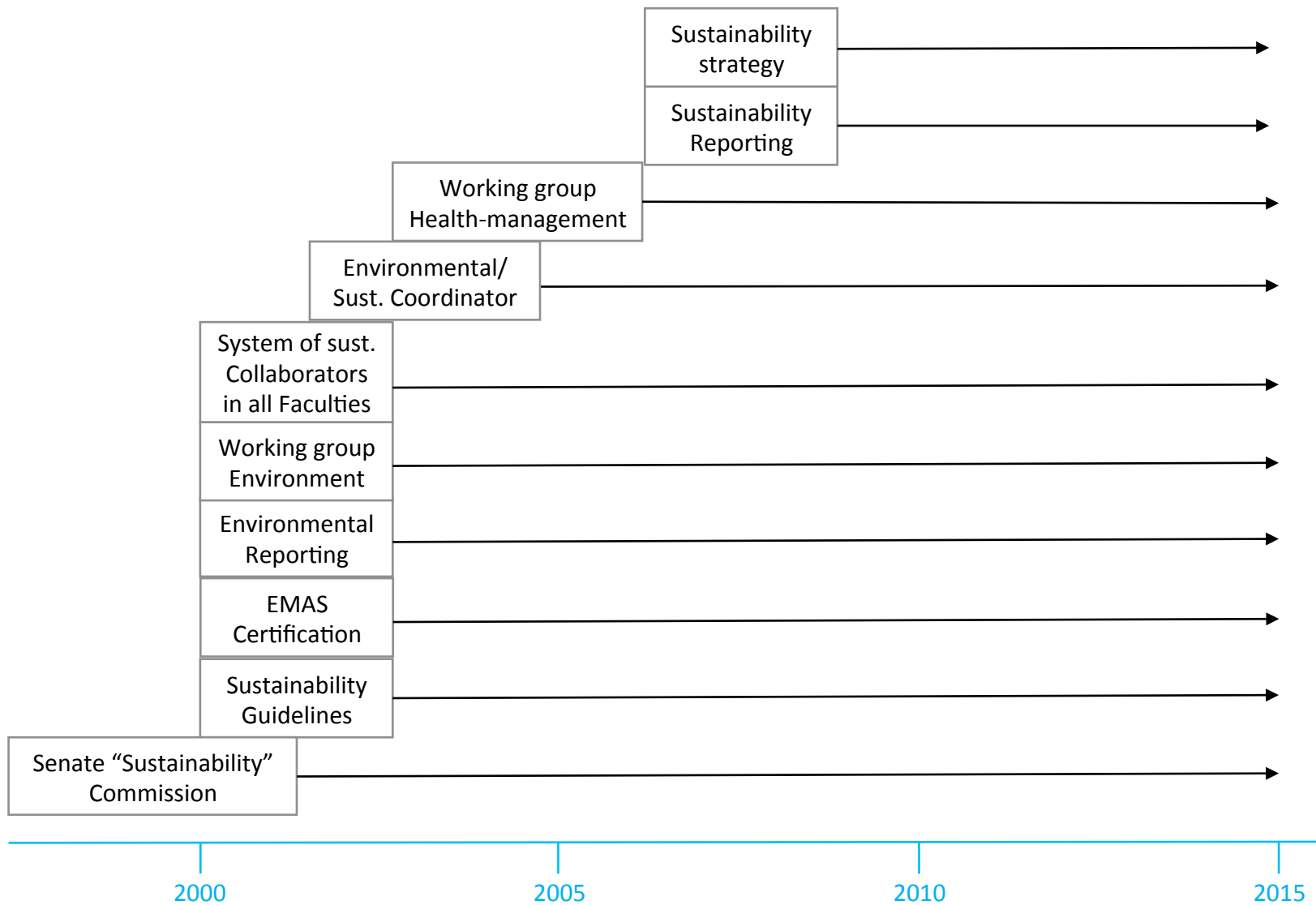
UNIVERSITY OF LÜNEBURG



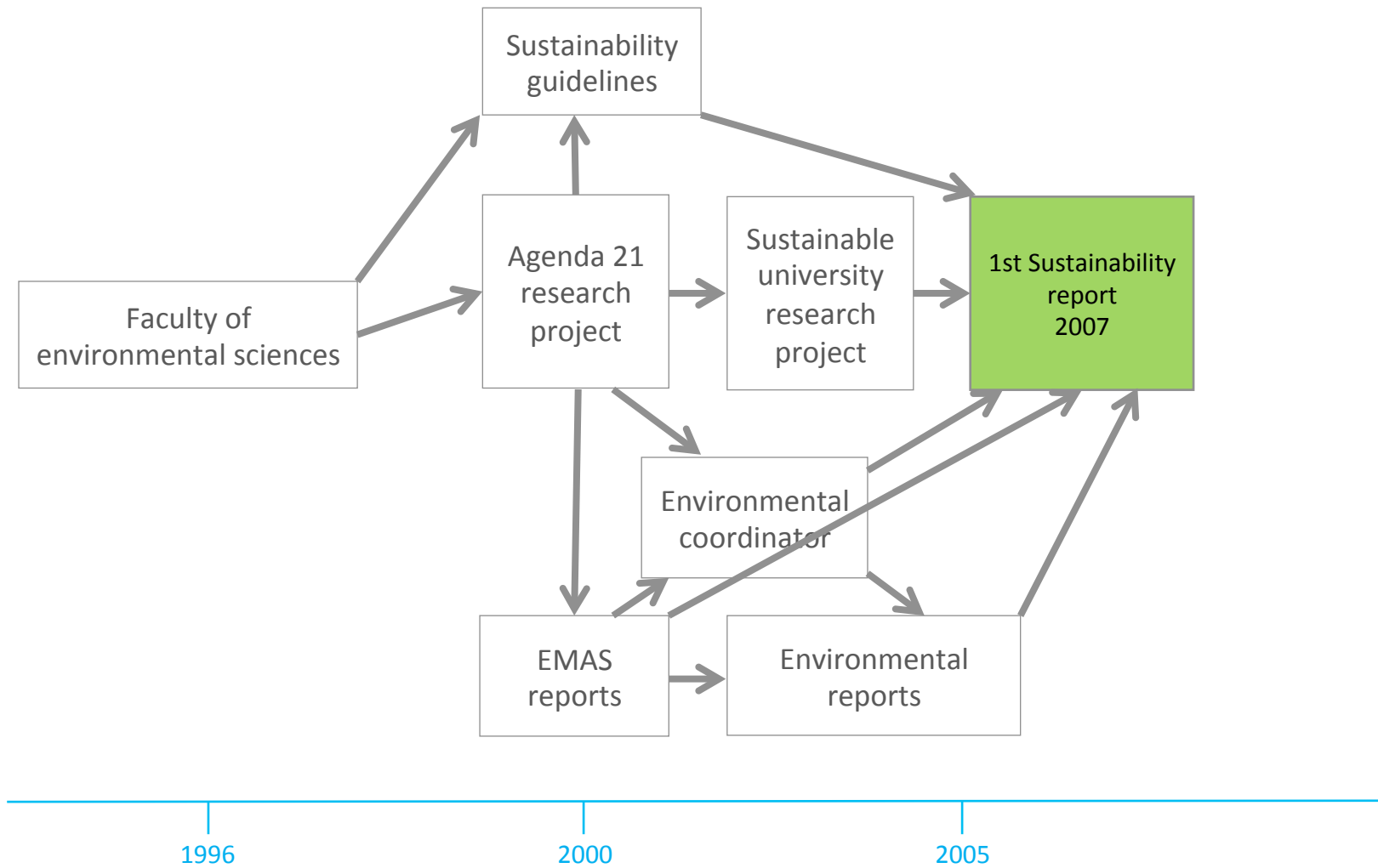




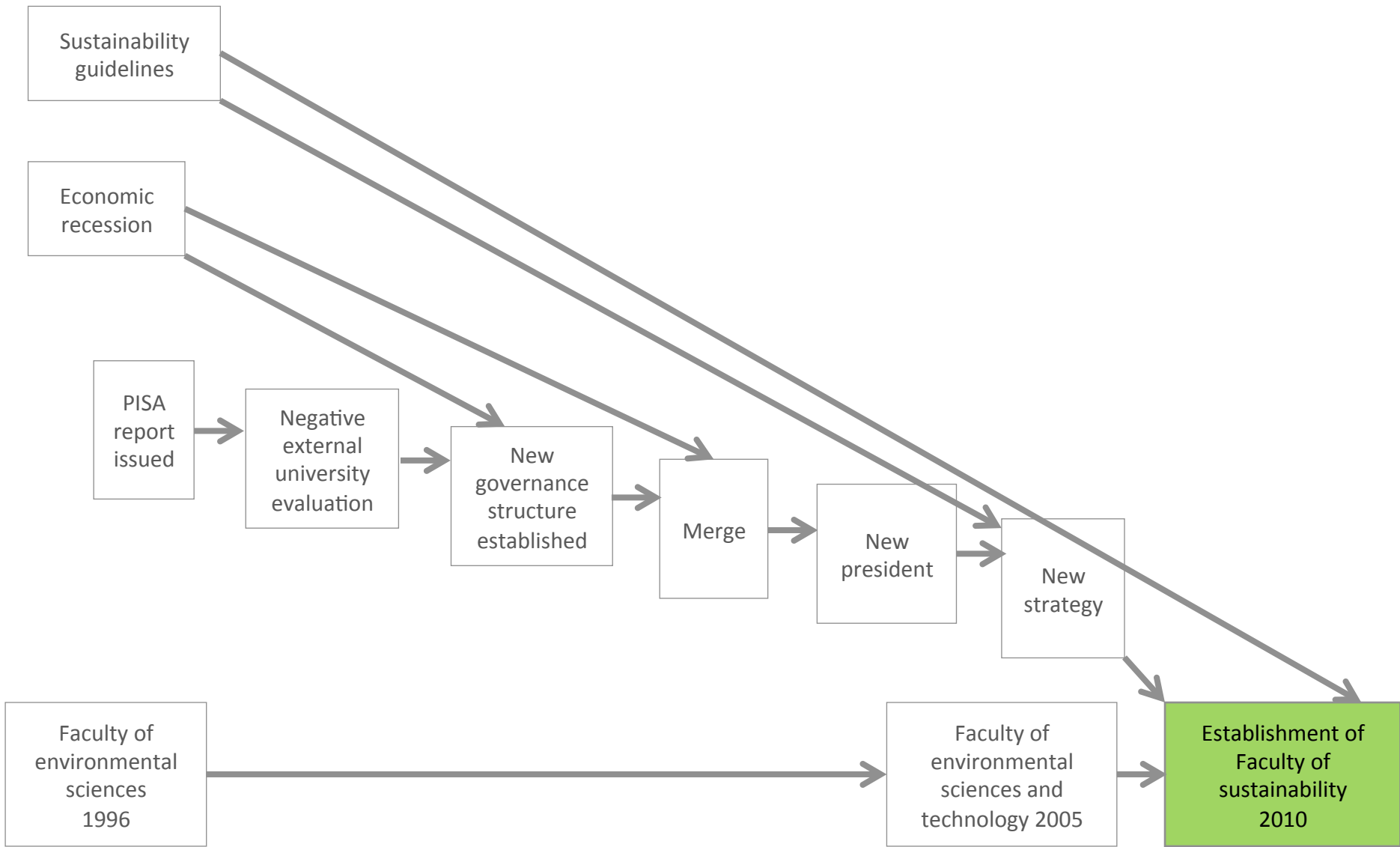




Conjectural sequence of the establishment institutional framework for sustainability of the Leuphana University
 Source: Pasmik et al. 2020 forthcoming

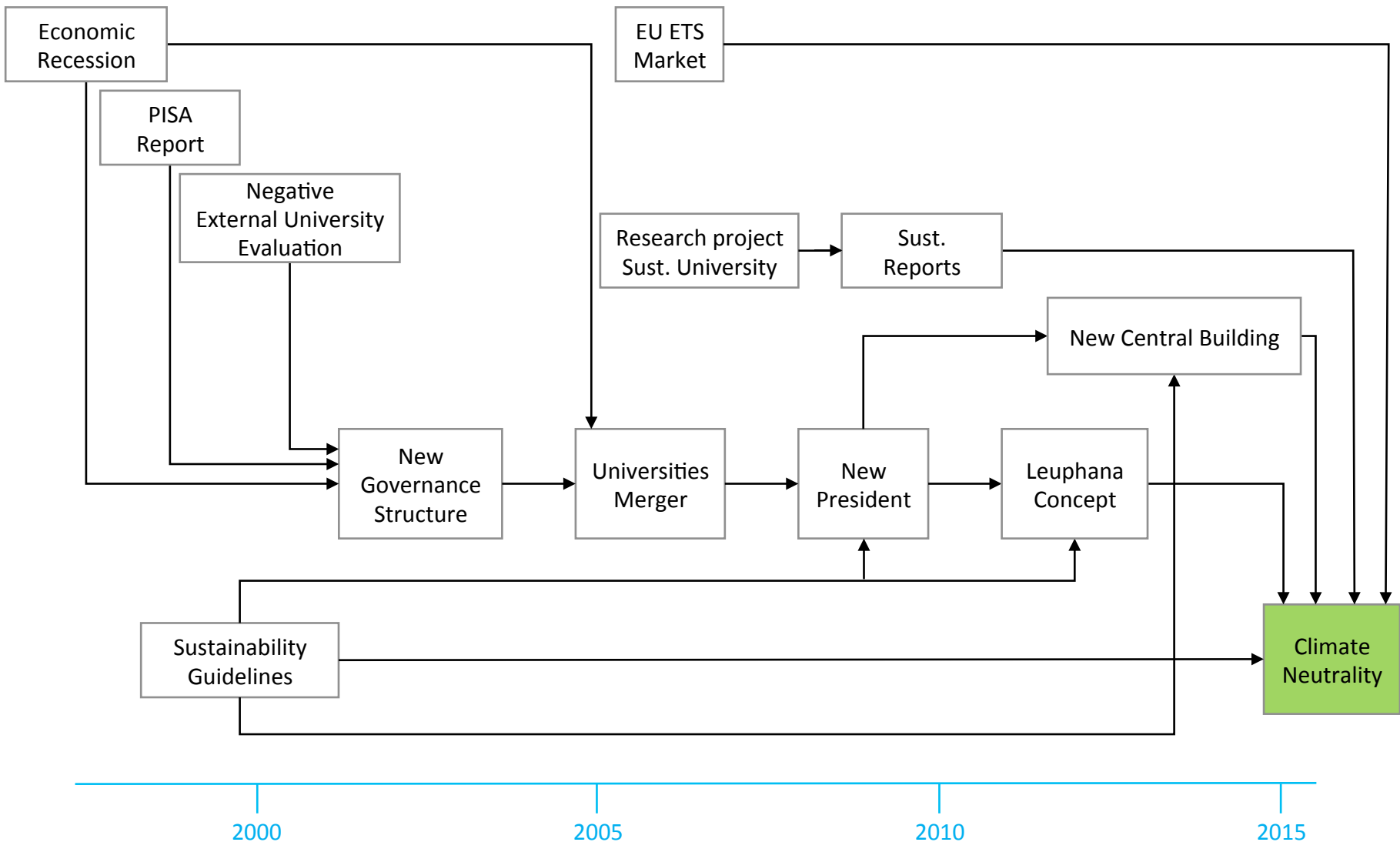


Conjectural sequence of the establishment of the 1st Sustainability report of the Leuphana University
 Source: Pasmik et al. 2020 forthcoming



Conjectural sequence of establishment of the Faculty of sustainability at the Leuphana University
Source: Pasmik et al. 2020 forthcoming

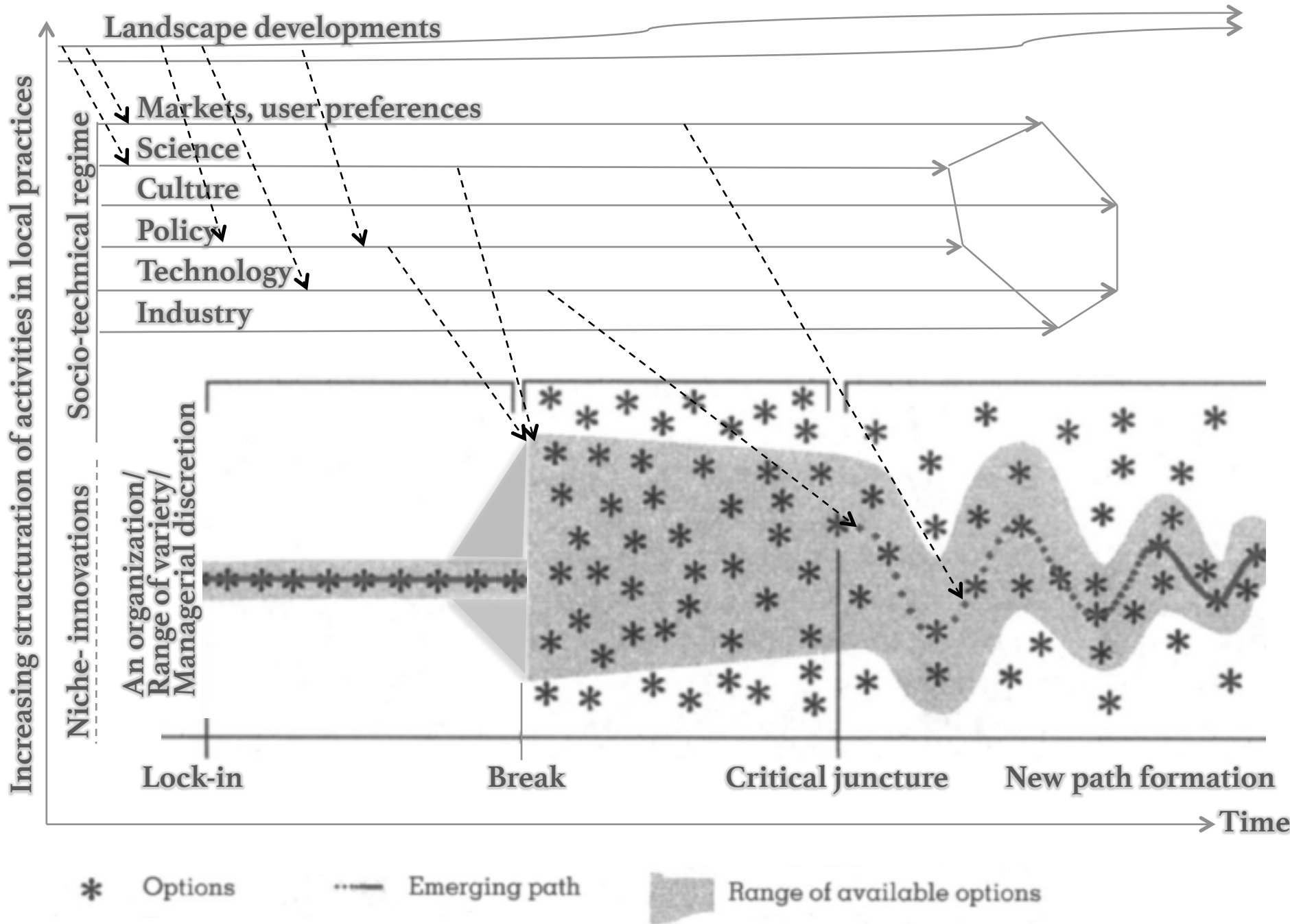
Path to Climate Neutrality




Conjectural sequence of the establishment of climate neutrality of the Leuphana University

Source: Pasmik et al. 2020 forthcoming





Source: Pasmik et al. 2020 forthcoming, adapted from



Thank you!

Jaroslav Pašmik, Head of Centre of Sustainability Management
Faculty of Business Administration, University of Economics, Prague



ACBSP Region 8 Fall Conference

Teaching in a Student-centered World

Prague, November 14-16, 2019
University of Economics and Management

#1

Czech college accredited by ACBSP

Conference organizer in CEE

**To be reaffirmed – continuous
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Teaching in a Student- centered World

VŠEM VYSOKÁ
ŠKOLA
EKONÓMIE
A MANAGEMENTU

**THANK
YOU**





TEACHING LAW AT THE UNIVERSITY OF ECONOMICS AND MANAGEMENT (VŠEM)

Peter Brezina, Jiří Tobíšek

ACBSP Region 8 Annual Conference, 16.11.2019



VŠEM

The Problem:



- Studies are focused on practical aspects of business → law is seen not immediately applicable
- Law can have a creative face, but one must understand its basics first, before venturing into any creativity
- Students get hardly involved in classroom teaching

Feedback? Not too useful...

Name	Course	Comments
<Author>	Legal Environment and the Society	good
<Author>	Legal Environment and the Society	perfect
<Author>	Legal Environment and the Society	All indeed explained in a very comprehensible manner

summer trimester, 2019

“It’s not your presentation that is dull, but the subject is really hard to grasp” (informal feedback from 2015)



Current state:

Political Science and International Relations

Basics of Law / Legal Environment and the Society

Commercial Law

Labour Law

Alternatives in other Czech business schools

- law-oriented programs with 63-118 (out of 180) ECTS credits worth of law courses
- business-oriented programs
 - VŠFS "Economics and Management": 23 ECTS credits (Private Law 1, EU Law, Labor Law; shorter Tax Law and Obligations and Intellectual Property)
 - VŠFS "Marketing Communication": 11 ECTS credits (Private Law 1, Copyright and Media Law)
 - Ambis "Economics and Company Management": two semesters of Basics of Law, one of Law in Business

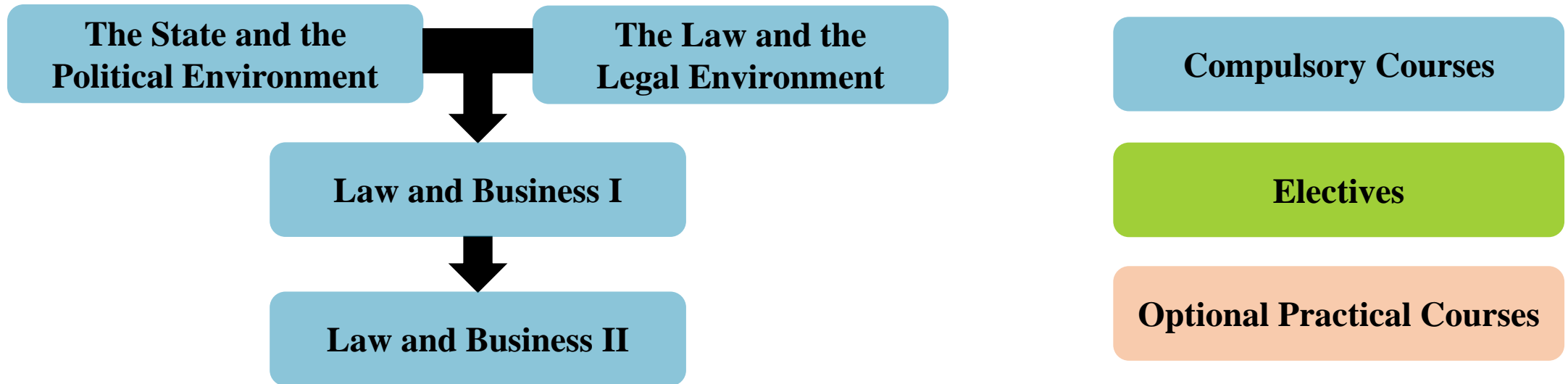
3-4 trimesters of legal instruction seem to be sufficient

Redefined goal

not to provide students with appropriate knowledge of law as such,

but rather to provide them with basic orientation in law





-
- Labor Law for Managers**
 - Tax Law for Managers**
 - Contract Law for Managers**
 - EU Law for Managers**
 - Corporate Law for Managers**

-
- Contract of Sale
 - Legal Aspects of Export/Import
 - Law and Advertising
 - Discharging Contracts
 - Employment
 - Licensing
 - Contract for Work
 - Execution and Enforcement
 - Law in IT
 - Responsibility of Managers
 - Real Estate Law
 - ???

The State and the Political Environment

- Politics and political science
- Forms of government
- Political parties and other actors
- The state, political institutions, and political regimes
- **The basics of Czech constitutional law**
- **Human rights**
- **Fundamentals of international law**
- **European law and institutions**

The Law and the Legal Environment

1. Basic legal notions (180 min.)

- Normative and legal systems
- Legal order
- Legal norm and legal act
- Legal relation
- Private law and public law
- Legal responsibility

2. Introduction to private law (3 x 180 min.)

- Civil code, basic principles
- Persons
 - Natural persons
 - Legal persons
 - Corporation
 - Association
 - Foundation, Institute
 - Representation
- Things in legal sense
 - Division of things
 - Component part of a thing and accessory to a thing
- Legal facts
 - Juridical acts

- Legal events
- Statute of limitations and prescription
- Absolute property rights
 - Ownership and possession
 - Rights *in rem* in things of others
 - Administration of property of others
- Relative property rights
 - Creation of obligations and their content, changes in obligations, extinction of obligations
 - Obligations arising from torts and from other legal causes

4. Introduction to public law (2 x 180 min.)

- Administrative law
 - Subjects of administrative law
 - Administrative acts and actions
 - Public administration
 - **Administrative proceedings**
 - Administrative sanctions
 - Misdemeanors
- Criminal law
 - Crimes and felonies
 - Criminal responsibility
 - Criminal proceedings (stages, authorities)

Law and Business I

1. Legal regulation of business (180 min.)

- Entrepreneurship and entrepreneur
- Forms of entrepreneurship
- Business as regulated trade
- Securities

2. Basics of Commercial Law (3 x 180 min.)

- Formation and termination of a business entity (incl. commercial register and other registries)
- Business representation
- Business corporations
 - Limited liability company
 - Joint stock company
 - Cooperative
- Creation of obligations and their content
- Contractual obligations

• Types of contracts

- Contract of sale
- Contract for work
- Other types of contracts typical for business

• Securing obligations

4. Business and labor law (2 x 180 min.)

- Dependent work and labor-law relations
- Employment
- Agreements to work outside the scope of employment
- Hours of work
- Holiday and vacation
- Recovery of damages
- Salary and wage
- Occupational safety and health

Law and Business II

1. **Civil proceedings in court** (180 min.)
 - Civil proceedings
 - Trial civil proceedings
 - Enforcement proceedings
 - Execution proceedings
 - Arbitration
2. **Business insolvency** (180 min.)
 - Insolvency proceedings
 - Bankruptcy and composition
3. **Administrative proceedings and business** (180 min.)
 - Administrative proceedings and remedies
 - Administrative enforcement
 - Judicial and other review of administrative acts
4. **Financial and tax law** (2 x 180 min.)
 - Banking and forex law
 - Capital markets law
 - Countering money-laundering
 - Introduction to tax law
 - Czech tax system
 - Direct taxes
 - Indirect taxes
 - Tax return and due date of taxes
 - Tax proceedings
 - Tariffs
 - Local and other charges
 - Administration of taxes and charges
5. **Business duties and responsibilities** (180 min.)
 - Basic business duties
 - Special business duties
 - Responsibility for breaking the law
 - Responsibility for misdemeanors
 - Responsibility for crimes and felonies



...and the reform is incessant...



THE *WHY?* QUESTION: TEACHING EXACT DISCIPLINES AT THE UNIVERSITY OF ECONOMICS AND MANAGEMENT (VŠEM)

Jan Coufal, Peter Brezina, Jiří Tobíšek
ACBSP Region 8 Annual Conference 2019

- rarely liked by students of / scholars in other disciplines
- the story of compulsory “maturita” exam in mathematics:
 - yes...no...yes...no...sooner...later...never...
- crucial issue of *motivation*:
 - internal (usually more appropriate in teaching)
 - external

The *Why?* Question

- *Why?* is one of the classic pre-school children questions
 - manifestation of causal thinking and its development
- *Why?* is also prominent with university students
 - manifestation of doubts about sensibility of curriculum
 - “Why are we studying this?”
- *Why?* is, finally, also a feature of university studies
 - manifestation of curiosity
 - “Why is this claim true?”

to achieve an objective, we need:

- | | | |
|--------------------------------------|--|---|
| a) appropriate conditions | good working climate in the classroom | a long-term goal of teachers |
| b) relevant capabilities | students and teachers with necessary initial knowledge | appropriate teacher training and experience |
| c) the will to achieve the objective | students motivated to solve the problem | selection of a suitable problem |

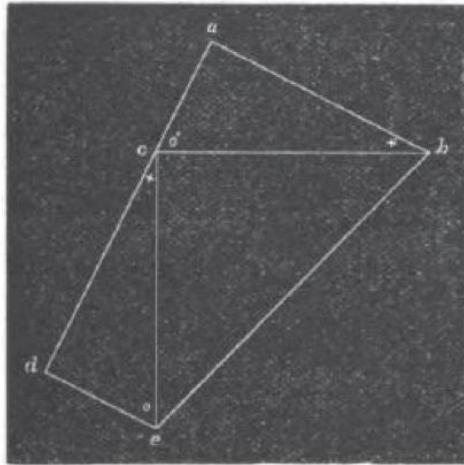
ideal problems/tasks:

- a) tasks that at first glance have an “**obvious**” solution, but actually have a **different** (often surprising) **result**;
- b) tasks that can be solved **intuitively** (by finding or estimating the expected solution), but without the assurance that the solution thus found is the right one;
- c) tasks where **several different solutions** are offered and it is necessary to decide (and confirm) which one is correct.
- d) (and also rhythmic, versed, transformable into images)

example of d): Garfield's proof

PONS ASINORUM.

[In a personal interview with Gen. James A. Garfield, Member of Congress from Ohio, we were shown the following demonstration of the *pons asinorum*, which he had hit upon in some mathematical amusements and discussions with other M. C.'s. We do not remember to have seen it before, and we think it something on which the members of both houses can unite without distinction of party.]



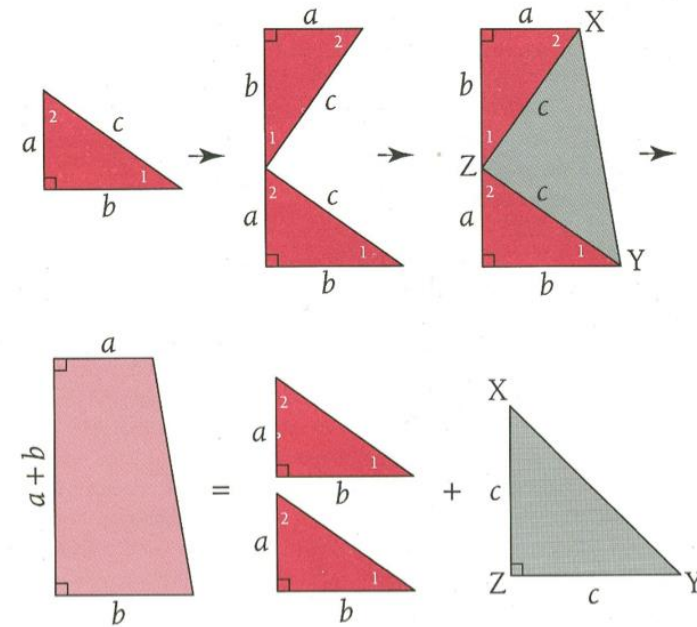
On the hypotenuse cb of the right-angled triangle abc , draw the half-square cbe . From e let fall the perpendicular ed , upon the side ac produced.

The triangles abc and dce are equal; the side $ab = dc$, and the side $ac = de$.

The area of the quadrilateral $adbe$ is measured by its base ad , multiplied by half the sum of its parallel sides de and ab , or $ad \times \frac{ab+de}{2}$, which is $\frac{ac+ab^2}{2}$.

But the area of the quadrilateral $adbe$ consists of half of the square of bc plus the two equal triangles acb and dce ; or $\frac{cb^2}{2} + ab \times ac$. $\therefore \frac{cb^2}{2} + ab \times ac = \frac{ab+ac^2}{2}$; or $cb^2 + 2(ab \times ac) = ab^2 + 2(ab+ac) + ac^2$. $\therefore cb^2 = ab^2 + ac^2$. Q. E. D. [J. A. G.]

Garfield's Proof



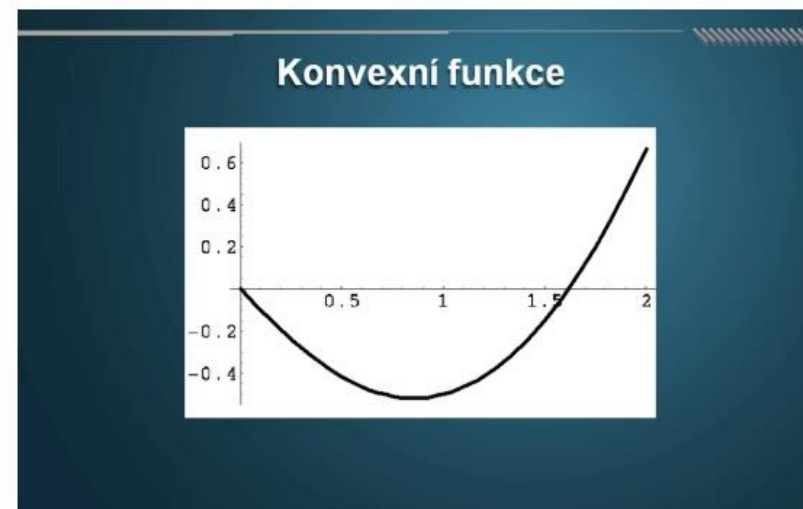
$$\frac{1}{2}(a+b)(a+b) = 2\left(\frac{1}{2}ab\right) + \frac{1}{2}c^2$$

$$a^2 + 2ab + b^2 = 2ab + c^2$$

$$\text{Therefore, } a^2 + b^2 = c^2$$

Matematika pro ekonomy > Funkce konvexní a konkávní

Další >



Audio

Audio kapitoly (mp3)

Audio podkapitoly (mp3)



Projekty
Matematika VŠEM
Finanční matematika VŠEM
Příručky
Testy
Kontakty

MATEMATIKA VŠEM > MATEMATIKA VŠEM > DIFERENCIÁLNÍ POČET FUNKCÍ JEDNÉ PROMĚNNÉ

Diferenciální počet funkcí jedné proměnné

- Chcete vědět, jak rychle se pohybuje Lewis Hamilton přesně 2 sekundy po startu?
- Chcete maximalizovat zisky své firmy?
- Chcete minimalizovat náklady ve své továrně?
- Co vyjadřuje elasticita funkce?

Na tyto otázky i mnohé další odpovídá diferenciální počet.

Diferenciální počet funkcí jedné proměnné je matematická disciplína, která zkoumá změny funkčních hodnot funkce jedné proměnné v závislosti na změně nezávislé proměnné. Základním pojmem diferenciálního počtu je pojem derivace funkce jedné proměnné v bodě. Tento pojem vyjadřuje míru změny hodnoty funkce jedné proměnné se změnou argumentu, tj. nezávislé proměnné. Samozřejmě diferenciální počet doplňují další pojmy, se kterými se budeme postupně seznamovat. Diferenciální počet funkcí jedné proměnné umožňuje vyšetřovat průběh funkce, tzn. určit její definiční obor a její obor spojitosti, limity v krajních bodech definičního oboru, asymptoty grafu funkce, maximální intervaly monotonie funkce, lokální extrém, maximální intervaly konvexnosti i konkávnosti, jakož i body inflexe grafu funkce, s tím, že výsledkem je graf funkce.

Tématická oblast 10

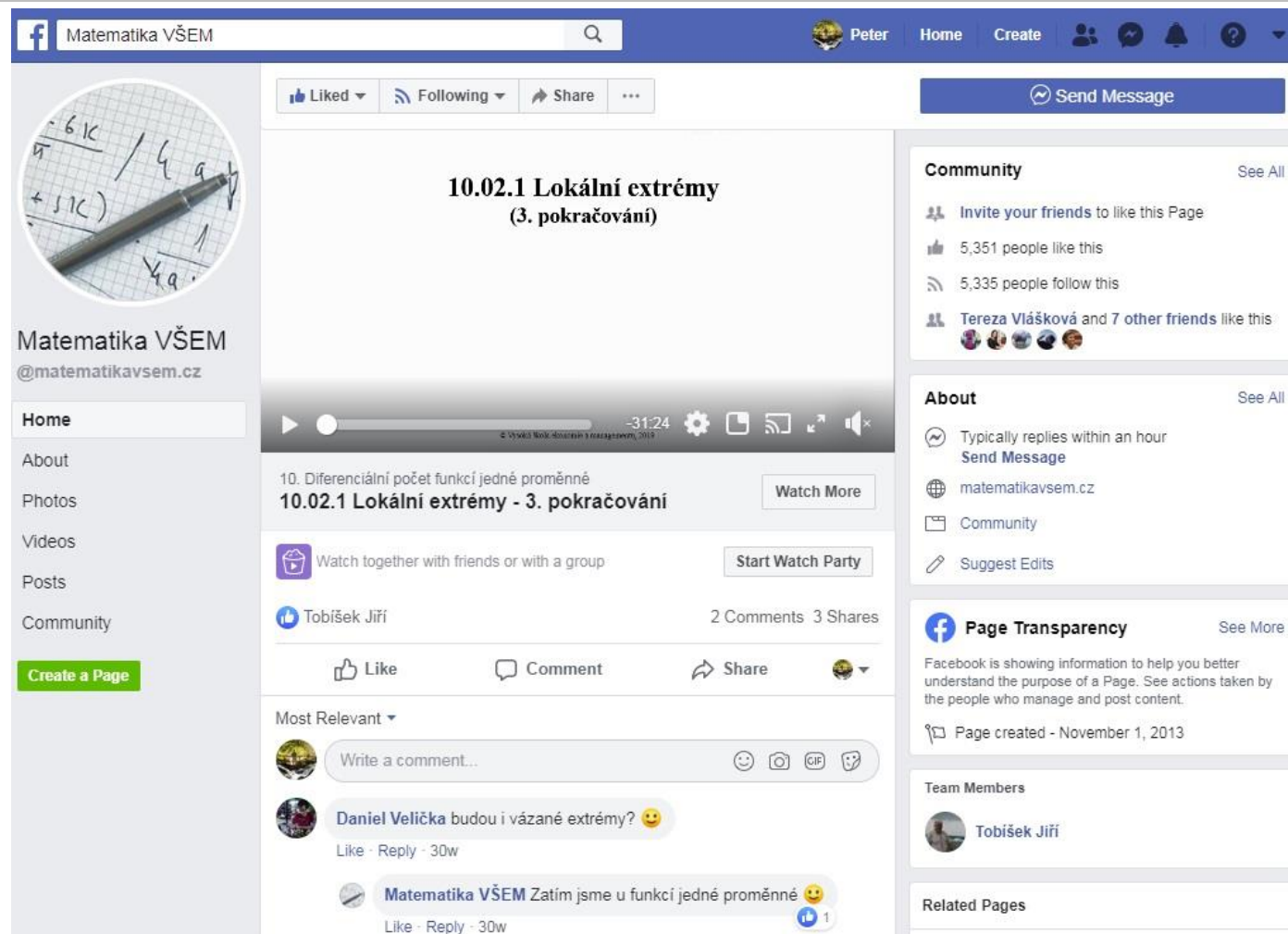
- Derivace funkce, derivace elementárních funkcí, derivace funkčních operací
- Derivace vyšších řádů, l'Hospitalovo pravidlo, asymptoty grafu funkce
- Diferenciál funkce jedné proměnné a jeho použití pro výpočet přibližné funkční hodnoty
- Věty o střední hodnotě (Rolleova, Lagrangeova a Cauchyova)
- Nutná podmínka pro lokální extrém, postačující podmínka pro lokální extrém
- Extrémy spojitě funkce na uzavřeném interval (aplikace v ekonomii)
- Věta o významu 1. derivace pro průběh funkce
- Věta o významu 2. derivace pro průběh funkce
- Průběh funkce jedné proměnné
- Taylorův polynom



- Úvod
- Funkce
- Speciální funkce
- Komplexní čísla
- Kombinatorika
- Posloupnosti a řady
- Pravděpodobnost
- Lineární algebra
- Úvod do infinitezimálního počtu
- Diferenciální počet funkcí jedné proměnné

Videoprezentace

Číslo kapitoly	Videoprezentace
10	Diferenciální počet funkcí jedné proměnné
10.01	Derivace funkce jedné proměnné
10.01.1	Derivace funkčních operací
10.01.1	Derivace funkčních operací - pokračování
10.01.1.1	Dodatek
10.01.1.1	Dodatek - pokračování
10.01.1.2	Některá ekonomická použití derivace funkce
10.01.2	Odvození derivací základních funkcí
10.01.3	Příklady
10.01.4	Derivace vyšších řádů funkce jedné proměnné
10.02	Věty o střední hodnotě
10.02	Věty o střední hodnotě - 1. pokračování
10.02	Věty o střední hodnotě - 2. pokračování
10.02.1	Lokální extrém
10.02.1	Lokální extrém - 1. pokračování
10.02.1	Lokální extrém - 2. pokračování
10.02.1	Lokální extrém - 3. pokračování
10.02.1	Lokální extrém - 4. pokračování
10.02.2	Rolleova, Lagrangeova a Cauchyova věta
10.02.3	Extrémy spojitě funkce v uzavřeném intervalu
10.02.3	Extrémy spojitě funkce v uzavřeném intervalu - 1. pokračování



Matematika VŠEM

10.02.1 Lokální extrémý (3. pokračování)

10. Diferenciální počet funkcí jedné proměnné
10.02.1 Lokální extrémý - 3. pokračování

2 Comments 3 Shares

Most Relevant

Daniel Velička budou i vázané extrémý? 😊

Matematika VŠEM Zatím jsme u funkcí jedné proměnné 😊

© Vysoká škola ekonomie a managementu, 2019

- Feedback identifies a new teaching need (model, function, property, ...)
- Simple application used in teaching
- A more complicated application discussed with colleagues teaching economics (...)
- Consensus of teachers from both sides on the application
- The application is included in teaching and in amended teaching aids

avoiding discouragement



too difficult models
overwhelm students



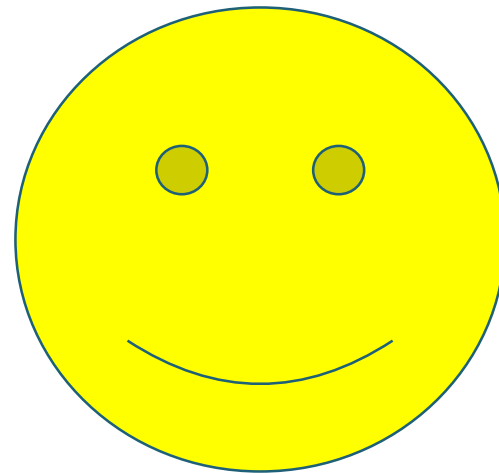
in too simple models
both the use of exact
methods and the
economic phenomenon
disappear



key features of our approach

- student-centered and yet not simplistic
- heavily drawing on feedback
- using multiple channels of instruction

THANK YOU



Transformation from teacher centered to student centered teaching and learning-A Case Study

Manishankar Chakraborty, PhD, MCIPD

Assistant Professor-Business

Higher College of Technology, Al Ain Campus for Women

Al Ain, United Arab Emirates

Abstract

- Switching over-Teacher Centered to Student Centered Learning
- Issues-Behavioral, Attitudinal and Motivational in nature, and technology adoption.
- Challenges faced by teachers, students, academic administrators during the switching over.
- Possible remedial measures-For a smooth administration of student centered teaching and learning.
- Student centered practices have more positives than negatives for all concerned and far outweigh the negatives

Practical application of the contents of the paper and relevance to the conference theme

- The case study provides practical insights to practitioners and researchers in understanding the underlying challenges and opportunities while transferring from teacher centered environment to that of a student centered one.

Brief organizational profile and character involved in the case

- The case study hovers around a Higher Educational Institute (HEI) that is in existence for many years. The HEI offers programs in various domains and Ali, one of the senior professor of Business Management is attached to the Business School of that HEI. The HEI has various constituents, including that of the Business School. The case deals with the Business School, however, the policies and practices highlighted in the case reflects the status prevailing in all the constituents of the HEI and therefore, all recommendations and strategies meant for the Business School can be extrapolated and customized so as to implement them in the group as a whole.

Introduction

- Ali, being the most popular teacher amongst his students, his peers, his supervisors and even the academic administrators had been in the Higher Education sector for more than two decades. He had brought in subtle changes in his professional repertoire from time to time, however, the modern day called for a more significant change on Ali's part to align himself with the needs of the hour. The institution he worked for gradually scaled up the hierarchical ladder in terms of gaining popularity in the country. It had students from various nationalities and was also an institute of excellence when it came to teaching and learning, as well as in the area of cutting edge research.

Background

- The institute Ali was part of witnessed a drastic fall in new student registration, after reaching the crescendo of success within a time frame of three decades. The top management of academic administrators were concerned with this free fall to nadir after the meteoric rise, courtesy with the contributions of everyone, directly and indirectly involved with the teaching and learning of the institution. Technology centered classrooms with the focus being the learner was a necessity for the institution to bring in the desired change from a teacher centered to that of student centered teaching and learning.

Comparison of teacher centered and student centered teaching practices

- Ali had realized the fact that there has been a periodical shift in everything after his institute started to change gears from teacher centered environment to that of student centered one. Therefore, he was quite responsive with the subtle changes and that made him move in the right direction for quite some time. It was only after the momentum gained pace that he realized he was falling behind in terms of the pace of adaptability shown by his students and the working environment vis-à-vis that of his own.

Stakeholder's perspective while switching over from teacher centered to student centered teaching

- It is extremely critical for all HEI to win over the confidence of all the stakeholders before making major alterations in the approaches and processes. From a HEI perspective while moving over from teacher centered learning to that of student centered learning, the opinion and perspectives of students are absolutely vital. Ali's institute did not engage in much consultation prior to making this shift. This resulted in many slow learners to resent the change and it had impacted the uniform implementation of student centered learning practices across the length and breadth of the organization.

Ali's challenges for the metamorphosis

- Ali had a plethora of challenges while switching over from teacher centered to student centered teaching and learning. The challenges ranged from changing the mindset of the pupils to the adaptation made by the tutors, academic administrators and even the support staff, including himself. Furthermore, detailed insights from various stakeholders like employers/recruiters, government, society were taken in a piecemeal fashion that resulted in forming major roadblocks while making the transition. The attitude of the human capital responsible for bringing in the change too was absent and this was attributed to the lack of participation and sharing shown by the top management while cascading the goals across the levels and departments of the Higher Educational Institute of Ali. The belief of teachers in implementing student centered teaching and learning is absolutely important and that was grossly missing from Ali's institute.

Issues for discussion

- (1) What were the major issues encountered by Ali while moving over from teacher centered learning to student centered learning?
- (2) Recommend measures to the top management of the institute to overcome the issues being faced by the organization.
- (3) What different things would you have done as a teacher so as to ensure smooth and effective implementation of student centered teaching and learning?
- (4) How are stakeholders role important while moving over from teacher centered learning to that of student centered learning?
- (5) How would you prepare your students to embrace change while your Higher Educational Institute (HEI) change from teacher centered learning to student centered learning?
- (6) Why student is an important component in student centered learning for Ali's institute?

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