

NEWSLETTER NO. 2

Information regarding Conclusion Project Meeting & Main Project Outputs within **DIGI4Teach** project



DIGI4Teach

WHAT'S NEW IN THIS ISSUE:

- 1 Conclusion Project Meeting
- 2 Main Project Outputs - Handbook & BSR Journal Special Issue

General information:

*visit our web page for more information:
<https://digi4teach.net.efzg.hr/>*

PROJECT TITLE: Challenges and practices of teaching economic disciplines in era of digitalization

ACRONYM: DIGI4Teach

PROJECT NUMBER: 2020-1-HR01-KA202-077771

MAIN OBJECTIVE: Exchange of Good Practices

NUMBER OF BENEFICIARIES: 8

PROJECT START DATE: 2020-11-01

PROJECT TOTAL DURATION: 18 + 12 months

PROJECT END DATE: 2023-04-30

FUNDING PROGRAM: ERASMUS+

NATIONAL AGENCY OF THE APPLICANT

ORGANIZATION: HR01 Agency for Mobility and EU Programmes



Co-funded by the
Erasmus+ Programme
of the European Union





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CONCLUSION MEETING

WHERE AND WHEN?

University of Belgrade - Faculty of Economics and Business, Belgrade, Serbia, hybrid form, 28th February - 1st March 2023



HOW MANY PARTICIPANTS?

21 representatives of partner institutions



WHAT DID WE DO?

First day: official greetings and speeches by representatives of the University of Belgrade - Faculty of Economics and Business, presentation on the overall project goals and objectives, progress and challenges caused mainly by the global COVID-19 pandemic, discussion on further steps and activities involving all partners representatives, discussion on handbook's final preparation – summarising the structure, format and contents, presentation of case studies, presentation of key dissemination and communication tools.

Second day: presentation of the Quality Management Report which covered the review of the quality management tasks and outcomes, monitoring and quality control, activities to be completed according to the project application, presentation of the purpose, form and scope of the final report as well as tasks and deadlines, closing remarks.



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The most important result of the project is the development of digital competencies and skills needed for teaching economic disciplines in an age of digital transformation. During the project, an analysis of existing teaching tools and practices as well as sharing ideas for developing new innovative tools considering the era of digitization in the field of vocational education was performed.

In the final phase of the project, a publication in the form of this handbook united all findings related to the use of digital technology in teaching economic disciplines between partner countries. By the end of the project, all experience and good practices exchanged between partners have been and will be applied in vocational educational institutions of secondary and higher education in partner countries.

The Handbook is available at: [link](#)



PART A

Part A contains an analysis of the most important descriptive research results conducted within the DIGI4Teach Erasmus+ project regarding the use of digital technology in teaching economic disciplines in partner countries.

PART B

Part B contains twelve case studies from different areas of economics and business (accounting, finance, marketing, tourism and trade) that were prepared using various digital tools and they can be freely used in classes or other forms of education.



Table 3.11: Bottom forms of e-teaching regarding the impact on learning outcomes (average grades, 1 = designed/used impact, 5 = extremely strong impact)

Bottom forms of e-teaching	UNIVERSITY MICRO-SCHOOLS	HIGHER SCHOOL PROFESSIONS	UNIVERSITY SCHOOLS	HIGHER SCHOOL SCHOOLS
Content recordings	3.16	3.92	3.88	3.88
Integrations	3.87	3.48	3.3	3.76
Real-time teaching in a virtual classroom	3.88	3.47	3.83	3.54
Forum and digital discussion on a blog	3.46	3.31	3.47	3.47

Table 3.12: Bottom forms of e-teaching regarding the impact on all examined groups. The results are not surprising, given the previously mentioned conclusions. Forms like 'real-time teaching in a virtual classroom' and 'forum and digital discussion on a blog' are the most frequently used forms of e-teaching.

CASE 3. Calculation of Business Travel – ACCOUNTING

CASE STUDY TYPE: Problem-oriented case study

IMPLEMENTED DIGITAL TOOLS:

- Google Classroom
 - a virtual classroom where students find work instructions and steps for creating tasks
- Book Creator
 - serves to familiarise with mastering the teaching
- Genially
 - a program for creating of which there is a task
- QR Code Generator
 - with this program, we and thus receive the task
- Microsoft Excel
 - in this program, student trip
- Microsoft Word
 - students fill out the business travel in a program

Concrete measures:

- Real-time preparation
- Group learning
- Self-learning

Expected results: Short-term income




CONTENT


PART A: ANALYSIS OF THE MOST SIGNIFICANT RESULTS OF THE SURVEY RESEARCH CARRIED OUT WITHIN THE DIGI4TEACH ERASMUS+ PROJECT


1. PROJECT SUMMARY
2. RESEARCH OBJECTIVES AND METHODOLOGY
3. MOST IMPORTANT SURVEY RESULTS
 - 3.1. Demographic characteristics
 - 3.2. Digital literacy
 - 3.3. General attitudes regarding technology in teaching
 - 3.4. Online teaching service quality
 - 3.5. Covid-19 and future perspectives
 - 3.6. E-learning in the future
 - 3.7. E-exams
4. RESEARCH IMPLICATIONS




METHODOLOGY

- **SURVEY TYPE:** primary research 
- **TOOL FOR COLLECTING DATA:** Google Forms questionnaire distributed through online platforms used for teaching 
- **PERIOD:** November 2021 – January 2022 

TARGETED POPULATION: teachers and students (faculty/university and high school of economics) 

LOCATION: Croatia, Serbia, Poland and Germany 

SAMPLE SIZE: 2,897 responses 

RESEARCH IMPLICATIONS

E-LEARNING DURING PANDEMIC

- **significant** digitalization and **sudden** transition to online learning → **issues/challenges** that must be addressed
- professors were worried about achieving learning outcomes during pandemic
- The impact on digital literacy for both students and professors was positive and would not have been achieved in such a short period of time without the pandemic



DIFFERENCES IN PERCEPTION

- high school students generally rate their digital literacy better than university students, while university professors rate their digital literacy better than high school professors
- professors are more sceptical than students regarding mobile technology in classrooms
- professors are more concerned about privacy issues and lack of physical activity than students



E-LEARNING IN THE FUTURE

- students prefer forms of e-teaching that are flexible and not real-time
- e-learning as an important addition to traditional learning in a form that:
 - suits **educational level**
 - ensures the adoption of **learning outcomes**
 - ensures **reliable examination** of acquired knowledge





CONTENT



PART B: CASE STUDIES

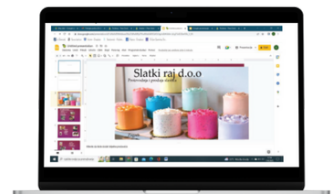
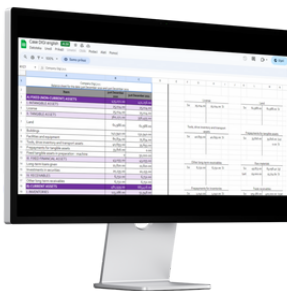
- CASE 1. Financial Statement Analysis – ACCOUNTING
- CASE 2. Intra-Year Short-Term Income Analysis – ACCOUNTING
- CASE 3. Calculation of Business Travel – ACCOUNTING
- CASE 4. CESIM Hospitality – Digital Tool for Hotel & Restaurant Management – FINANCE
- CASE 5. Real Estate Price Analysis – FINANCE
- CASE 6. Analysis of Credit Inedbtedness – FINANCE
- CASE 7. Designing a Logo for a Practice Firm – MARKETING
- CASE 8. Graduation Trip Organization – TOURISM
- CASE 9. Croatia as a Tourism Destination – TOURISM
- CASE 10. Key Performance Indexes in Sales Analyses – TRADE
- CASE 11. Business Documentation in Practice Firms – TRADE
- CASE 12. Introducing a New Product Line to the Market – TRADE

CASE STUDY AREAS

- accounting - 3 case studies
- finance - 3 case studies
- marketing - 1 case study
- tourism - 2 case studies
- trade - 3 case studies

USED DIGITAL TOOLS

- AnswerGarden
- Book Creator
- Brainscape
- Canva
- CESIM Platform
- Conceptboard
- Emaze
- Genially
- Google Classroom
- Google Docs
- Google Drive
- Google Slides (slides carnival)
- Kahoot
- LearningApps
- Loom
- Microsoft Excel
- Microsoft PowerPoint
- Microsoft Word
- Padlet
- Pear Deck
- QR Code Generator
- Quizlet
- Wordwall by Nearpod, Quizziz by Nearpod, VR by Nearpod, Open Ended Question by Nearpod, Time to Climb by Nearpod, Nearpod Pool





Special issue entitled:

"Digitalization in Teaching Economic Disciplines: Past, Current and Future Perspectives"

- Publisher: IRENET, Society for Advancing Innovation and Research in Economy
- ISSN 1847-9375 (online)
- Indexed in Scopus, Web of Science (ESCI-WoS), and Portal of Croatian Scientific and Professional Journals

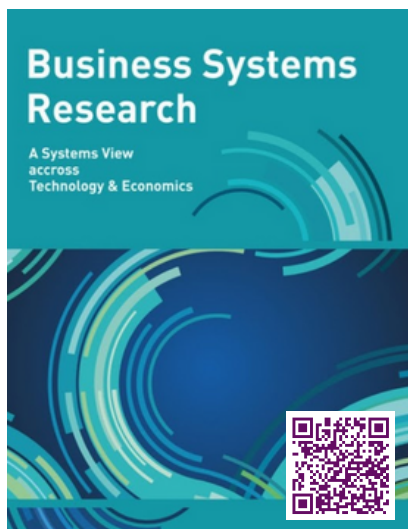
ABOUT THE JOURNAL

SPECIAL ISSUE

There are **seven papers** in which the impact of digitalization in teaching economic disciplines has been analysed and presented.

The survey has been conducted among students and teachers in 4 partner countries (Croatia, Germany, Poland and Serbia) on the use of digital technologies in the teaching process, with a special emphasis on the advantages and disadvantages of their application in teaching. In this special issue the focus has been put on digital competencies, the quality of e-learning, e-exams, digital tools, gamification, and digital and mobile technologies used in the teaching process in the field of economics and business.

Special Issue Vol. 13 No. 2 (2022) is available at: [link](#)



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Business Systems Research

A Systems View across Technology & Economics

Special Issue - Digitalization in Teaching Economic Disciplines: Past, Current and Future Perspectives

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PROJECT COORDINATOR



University of Zagreb
Faculty of Economics & Business



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