Innovating Business Education for Responsible Global Minds

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# IBE- REGLOMI

## Educational innovation for an integrated approach to internationalisation, ERS, social innovation & entrepreneurship

Grant agreement
NUMBER – 2022-1-NL01-KA220-HED-000088494

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# Contents

## Summary of Results WP3

*The main results of this work package included the development of key principles for innovative pedagogical approaches to curriculum design, delivery, and assessment, synthesizing educational approaches to internationalization, ERS, social innovation, and entrepreneurship. Additionally, eleven good practice examples were created, applying these principles in teaching and learning activities, along with associated assessment modes and tools tailored for various graduate profiles and business disciplines. Opportunities for contextualizing and applying these innovative pedagogical principles to specific institutional approaches were also identified.*

## Introduction

The specific objectives of this work package were successfully achieved. Firstly, we designed an in-house survey to map current pedagogical approaches and good practices for embedding internationalization, ethics, responsibility, and sustainability (ERS), social innovation and entrepreneurship into business curricula. The survey also captured associated assessment modes and tool. (See Attachment 1 for Organization of WP3 task implementation). This survey was then conducted at each partner university. Following the survey, the collected data were analysed in the context of the literature. To interpret the data, we drew on four scholarly traditions: Dewey's philosophy of experiential and democratic education (Dewey, 1938), Freire's critical pedagogy (Freire, 1970), Boyer's expanded framework of scholarship (Boyer, 1990), and Ryan and Deci's Self-Determination Theory (Deci & Ryan, 1985).

Dewey emphasizes learning through democratic action, positioning classrooms as miniature societies where students engage with real-world problems, learn-by-doing and iterative decision-making. Freire frames education as dialogic and emancipatory, fostering critical reflection and responsible action. Boyer legitimizes learning beyond traditional classrooms through projects and service learning bridging theory and practice. Ryan and Deci posit that self-determination facilitates learner autonomy, competence, and relatedness, ensuring motivation and agency through collaborative, meaningful tasks. These theoretical positions informed the pedagogical approach in this work package, emphasizing active, participatory learning that combines democratic engagement, dialogic inquiry, real-world application, and intrinsic motivation to foster autonomy, competence, and social responsibility.

### Development and validation of the key principles

Based on this analysis, the first iteration of key principles for innovative curriculum design, delivery, and assessment was elaborated. These principles aimed to effectively develop students' competencies towards achieving desirable future graduate profiles, including a model for transversal intended learning outcomes (ILOs) as defined in a previous work package (WP2). These principles guide the design of learning environments that combine authenticity, iterative feedback, and interdisciplinary approaches. They focus on experiential and student centred learning and advocate shifting from a student-as-customer model to a Students-as-Partners approach, where learners co-create knowledge and share responsibility for outcomes.

Eleven good practice examples were constructed to illustrate how an integrated approach to internationalisation, ERS, social innovation, and entrepreneurship can be embedded in curriculum across four arenas: programme and course/module level, assessment, and the co-curricular level. These examples served as defining lenses for curriculum development. The draft principles, good practice examples, and assessment tools were confirmed with partners, associated partners, local students, and experts from the wider field. Opportunities for contextualisation were explored, ensuring the applicability of these principles across different institutional contexts.

## Key Principles for Curriculum Innovation to Embed Graduate Attributes

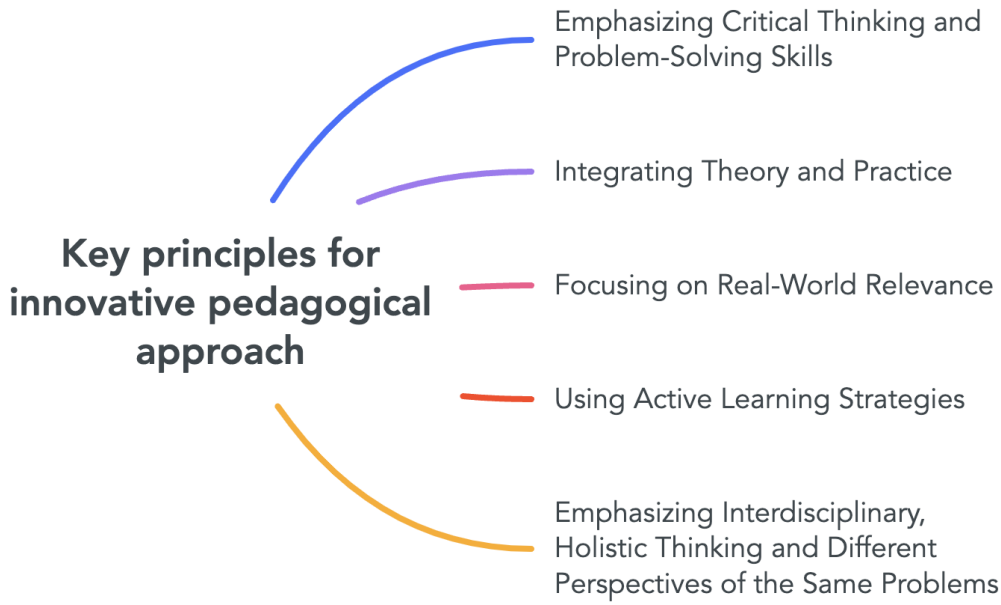
### General comments on the key principles and challenges for contextualisation

The findings of the validation interview withs academic experts and the focus groups with students can be summarized in the following general comments:

***The importance of key principles for innovative curriculum design in developing students' competences***

The principles for innovative curriculum design are crucial for developing students' competencies beyond subject knowledge. Interdisciplinarity and flexibility are particularly important for adapting to new job roles. These principles engage students and enhance their study results by fostering critical thinking and problem-solving skills. They should be integrated with subject knowledge to be truly effective. It is recommended to ensure these principles are always taught in connection with subject knowledge and to encourage teachers to implement them as much as possible. Including elements like blended learning and continuous learning can further enhance these competencies.

*Figure 1 Key principles for innovative curriculum design, delivery, and assessment*




*Source: own elaboration.*

***Contribution of proposed key principles to shaping students' professional profiles***

The proposed principles significantly contribute to shaping students' professional profiles by instilling critical thinking, problem-solving abilities, and real-world relevance. Integrating theory and practice is essential for bridging the gap between academia and industry. However, there is a need for more practical examples and real-world experiences in the curriculum. Recommendations include focusing on the integration of theory and practice, using project-based learning, hands-on experiences, and group discussions to develop practical skills. Ensuring that assignments reflect real-world applications is also crucial for better preparing students for their careers.

***Areas where key principles are most important: curriculum design, delivery, and assessment***

The principles for innovative curriculum design are vital across curriculum design, delivery, and assessment. They should be applied in a way that ensures alignment with real-world needs and promotes active learning. Assessment should measure students' abilities to apply concepts in real-world contexts. It is recommended to integrate these principles sensibly across all three areas, considering the capabilities of teachers. Tailoring the application of principles to the unique needs of each course or program and focusing on interdisciplinary perspectives can enhance the learning experience.

***Advantages of adopting proposed key principles***

Adopting the proposed principles enhances student engagement, promotes deeper learning, and prepares graduates for real-world challenges. These principles foster resilience, adaptability, and practical skills, making students more competitive in the job market. To leverage these advantages, it is recommended to focus on developing critical thinking and problem-solving skills, integrating theory and practice, and ensuring real-world relevance in the curriculum. These strategies will make the education system more interesting for students and increase their chances of employment.

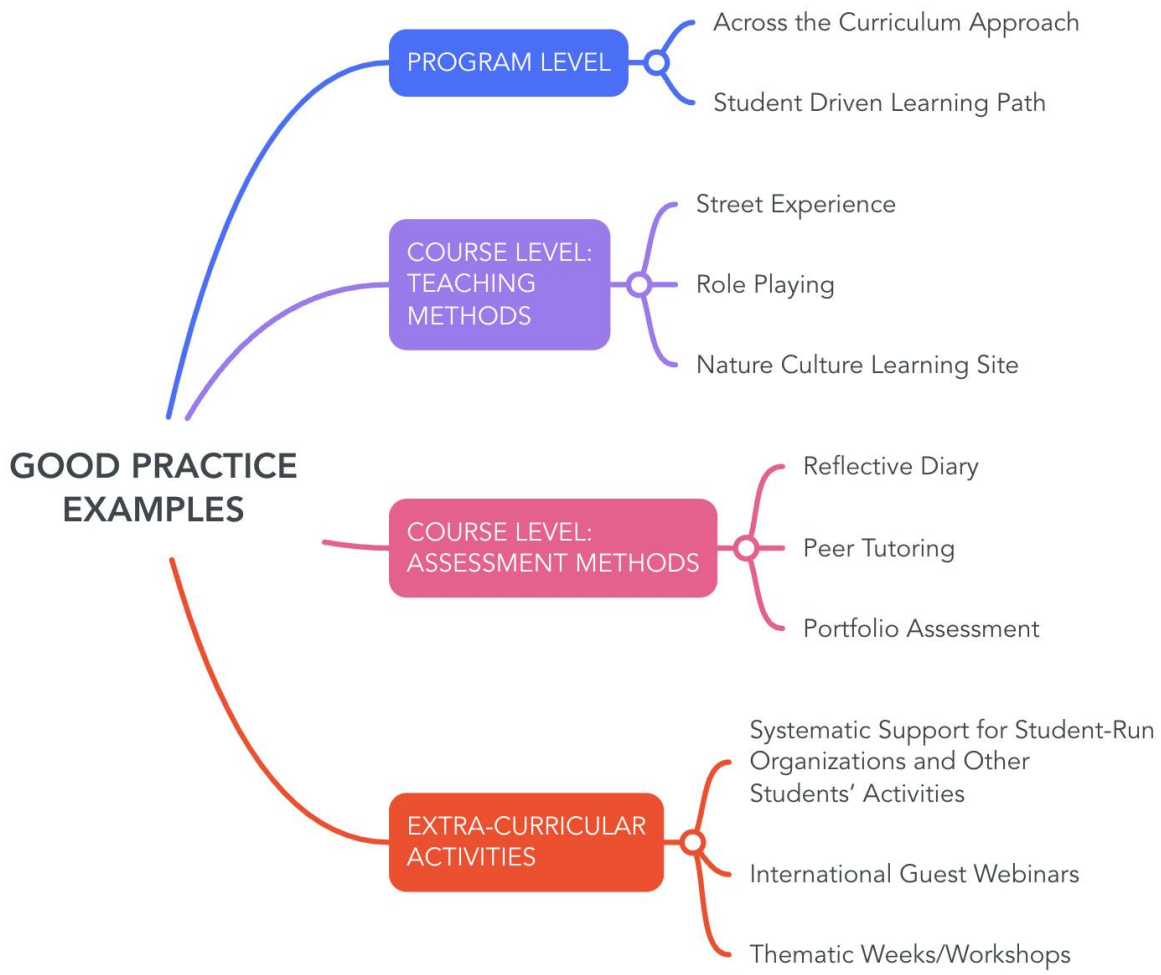
***Further suggestions for application of proposed key principles***

There are several suggestions to improve the application of the proposed principles. Interdisciplinary collaborations and experiential learning can enhance students' adaptability and creativity. Continuous feedback and support throughout the semester are essential for a comprehensive learning and development process. It is recommended to incorporate more interdisciplinary projects, provide real-world experiences such as internships, and offer alternative assessment methods like portfolios or presentations. These approaches can better capture student competencies and foster a more dynamic learning environment.

## Good Practice Examples

Eleven good practice examples are presented to illustrate how an integrated approach to internationalisation, ERS, social innovation, and entrepreneurship can be embedded in curriculum design, delivery and assessment. Diagram 2 summarises the good practice examples that have been elaborated that support the development of the IBE-RegloMi Graduate attributes. They address the programme, teaching course / module level, assessment and extra-curricular activities in the informal curriculum.

*Figure 2 Good practice examples of innovative pedagogical approaches*




*Source: own elaboration.*

**Programme level**

Within the project we identified two good practice examples that aim to result in embedding specific graduate attributes at curriculum or programme level.

***Table 1 Across the curriculum approach***

| Name of the method/tool: **Across the curriculum approach** | |
|---|---|
| Short description: | • This approach introduces the obligation among the teachers on the selected programme /entire university to address selected topics like ERS/social innovation during their courses. |
| Instructions (how to use): | • Emphasizing the importance of the selected competences (ex. ERS/social innovations) of the students.<br>• Creating several good practices of addressing selected topics across the curriculum and share it with the faculty members.<br>• Introduction of the formal guidance regarding the introduction of the selected topics across the curriculum on the program/university level<br>• Giving the teachers time to explore different opportunities to incorporate these topics in their courses.<br>• Introduction of the selected topics in the syllabuses of all the courses. |
| Benefits: | • Showing the importance of the topic to the students.<br>• Increasing an understanding of selected topics by the students from different perspectives.<br>• Presenting the comprehensive approach to the selected topics, which improve the effectiveness of learning process.<br>• Encouraging informal discussions among the faculty members. |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | • Across the curriculum approach may be used for teaching ethics/internationalization. |
| Potential challenges/difficulties: | • resistance of the faculty members<br>• lack of expertise of the faculty members in the selected topics<br>• lack of time during the classes |
| Context-specific considerations for implementation: | This approach should complement rather than dominate the creation of specialty subjects. Ensuring it aligns with the institution's educational goals and integrating it into the existing curriculum without overwhelming other learning objectives is crucial. |
| Recommended reading (if there are any): | Lowe, T. (2020), A Handbook for Student Engagement in Higher Education, Francis and Taylor |

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| | Heilligers-Duckers, C., & Kalogeras, N. (forthcoming). Student in the lead. In J. Gregersen-Hermans, L. Viera, S. A. Cosma, W. Leal Filho, & N. Kalogeras (Eds.), Innovating business education for responsible global minds. Springer Nature World Sustainability Series. |

***Table 2 Student Driven Learning Path***

| Name of the method/tool: **Student driven learning path** | |
|---|---|
| Short description: | • This approach consists on creating for the students a possibility to select their unique learning path aiming to achieve a desired competence profile. |
| Instructions (how to use): | • Preparation of a set of elective courses on internationalization /ERS/ social innovations / social entrepreneurship.<br>• Creating the possibility for the students to focus on topics of interests during selected projects such as bachelor/master thesis, internship, capstone projects.<br>• Creating the possibility for the students to take the courses from other programs.<br>• Introducing mentors, who can assist the students in creation of the learning path and making necessary modifications.<br>• Creation of the leaning path map on the selected topic of interest by each of the students.<br>• Realization of the path by the students.<br>• The learning path may include a wide variety of the extra curriculum activities as well. |
| Benefits: | • Opportunity to achieve a desired competence profile by the student.<br>• Creating individualized learning experience.<br>• Promoting learning and taking responsibility for their own learning path by the students (student-centred approach) |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | • Creating the leaning path focusing on social entrepreneurship by the student. |
| Potential challenges/difficulties: | • Lack of flexibility on the institutional level<br>• Lack of student's interest |
| Context-specific considerations for implementation: | Allowing students to choose their learning paths is best suited for advanced undergraduates. Early-year students may lack the maturity to make informed choices, and a limited range of additional lectures may restrict the effectiveness of this practice. Addressing |

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| | organizational challenges and ensuring students have guidance in making educational choices are important. |
| Recommended reading (if there are any): | Ignasia Yuyun, Didi Suherdi (2023) Components and Strategies for Personalized Learning in Higher Education: A Systematic Review, Proceedings of the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference (ASIATEFL 2022). |

**Course Level**

For the course level, we identified three good practice examples that enhance student engagement and in-depth experiential learning.

***Table 3 Street Experience***

| Name of the method/tool: **Street experience** | |
|---|---|
| Short description: | Students select the phenomena discussed during the course and prepare the presentation regarding its application in different markets/cultures. Presentation must be based on the analysis of the data collected "on the streets" meaning through the primary research and analysis of students' own experience. |
| Instructions (how to use): | • Divide students into the nationality-diverse groups (3-4 nationalities).<br>• Select one of the phenomena discussed during the classes for example multicultural differences or stereotypes.<br>• Collect and analyse the data concerning the application of the phenomena in different markets/cultures: why does it work or does not in specific countries/regions?<br>• Prepare the presentation/report. |
| Benefits: | • Understanding the application of different phenomena in various countries, including cultural context, success factors,<br>• In-depth understanding of the mechanisms including country specific differences.<br>• Getting rid of egocentric approach ("my way is not the only way").<br>• Multicultural experience in the group.<br>• Enrichment of the classes with interesting multicultural examples. |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | • This method has been originally used during the Psychology of money course, but it fits perfectly to developing multicultural skills and understanding cross countries differences in understanding ethical dilemmas and social innovations. |

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| Potential challenges/difficulties: | • The group must be diversified – otherwise the opinions will be the same.<br>• It requires the equal contribution from members from different countries. |
| Context-specific considerations for implementation | This practice is suitable for some subjects but not all. It should be applied selectively, considering the nature of the subject matter. For example, it may not be feasible for theoretical courses like econometric modelling or mathematics. |
| Recommended reading (if there are any): | Lowe, T. (2020), A Handbook for Student Engagement in Higher Education, Fancis and Taylor |

***Table 4 Role playing***

| Name of the method/tool: **Role playing** | |
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| Short description: | Role-playing games in education involve students stepping into the roles of various stakeholders in a simulated scenario, often based on real-world case studies. These scenarios are designed to include conflicts or dilemmas related to specific topics like internationalization, ethics, sustainability, responsibility, social innovation, and entrepreneurship. In the game, students interact, negotiate, and make decisions from the perspective of their assigned roles. This method immerses students in realistic and complex situations, compelling them to apply theoretical knowledge, think critically, and engage in problem-solving and decision-making processes. It fosters active learning and develops skills such as argumentation, negotiation, and critical thinking. |
| Instructions (how to use): | • Prepare a scenario based on real life case of a region, where the interests of various actors collide when it comes to realization of some investment. Tie role plays to learning objectives, so students see their relevance to course content. Ensure the scenario reflects not only regional but also global issues, providing a broader context. This can help students understand the interconnectedness of local actions and global impacts, especially in areas like sustainability and ethics.<br>• The situation reflected in the game should create the possibility of reaching a compromise (e.g. public authorities agree to support enterprises in investments that will make them more ecological, NGOs decide to join the campaign for "green" companies, financial institutions are preparing special financial tools for companies, etc.). Abandoning the investment should result in a loss for all stakeholders (T)<br>• Prepare role descriptions for students who will play the role of various stakeholders. Clearly indicate their interests, which |

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| | they should articulate when negotiating with other groups during the round table. Make sure that stakeholders represent as many entities/sectors as possible (e.g. NGOs, financial institutions, public authorities, audit institutions). Expand on the range of stakeholders to include international entities, local communities, and possibly representatives from affected populations. This diversity can enrich the negotiation process and offer a more realistic simulation of real-world dynamics. (T)<br>• Introduce the rules of the game: time to prepare for the first round of the round table, the order of presentation of demands in the first round, time for group deliberation and preparation for the second round of the round table, order of presentation of positions in the second round, time for group deliberation and preparation to the last round of the round table, the order of presentation of positions in the last round.<br>• Prepare and present to students the evaluation criteria (e.g. originality of arguments, striving to find a compromise, way of presenting arguments)<br>• Create collaborative team by the students (S - students), if not assign students to groups (T)<br>• After the 3 rounds of negotiations, spark a discussion about the compromise reached, other potential solutions, indicate win-win situations, and encourage students to reflect on conflicts of interest. (T) |
| Benefits: | • Motivate and engage students<br>• Enhance current teaching strategies<br>• Provide real-world scenarios to help students learn<br>• Learn skills used in real-world situations (negotiation, debate, teamwork, cooperation, persuasion)<br>• Provide opportunities for critical observation of peers<br>• Encourage interactions between groups.<br>• Exchange of ideas on addressing the social/environmental issues in the project.<br>• it helps to understand different interests in complex situations. |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | Role playing game (scenario, based on a story from real economy). The game is to reach a compromise regarding the proposal to increase manganese production in Gabon (opening a new mine). the basis of the conflict can be related to sensitive environmental issues (e.g. extraction of raw materials, construction of wind farms, photovoltaic farms, water pollution with waste from |

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| | industrial production, allocation of green areas for industrial construction, expansion of railways at the expense of cutting down forests, etc.), international issues, or social entrepreneurship.<br>Students are given roles that they must play. Representatives of the government, the World Bank, and environmental organizations are participating in the negotiations. Another actor is Eramet – a company which has been mining manganese for 20 years and must have approval for the license. Due to climate risk and the need to minimize the negative impact on the environment, an audit company also comes into play and must assess this impact and issue recommendations. The decision to extract manganese must be made after a round table discussion. |
| Potential challenges/difficulties: | • Students may not reach a compromise and may deviate from the substantive discussion - the role of the lecturer is to moderate the discussion when necessary.<br>• Some students may be reluctant to take part in the discussion - the role of the moderator is to ensure that each student has the opportunity to express his/her opinion during the round table discussion |
| Context-specific considerations for implementation: | Effective implementation depends on well-prepared scenarios and is not applicable to all subjects. It requires substantial preparation time, which may detract from guiding students in their development process. |
| Recommended reading (if there are any): | Bonwell, C. C., & Eison, J. A. (1991). *Active learning: Creating excitement in the classroom.* Washington, DC: The George Washington University.<br>Harbour, E., & Connick, J. (2005). *Role playing games and activities rules and tips.*<br>Lebaron, J., & Miller, D. (2005). The potential of jigsaw role playing to promote the social construction of knowledge in an online graduate education course. http://paws.wcu.edu/jlebaron/Jigsaw-FnlTCRpdf_050812.pdf |

***Table 5 Cooperation with Nature Culture Learning Site***

| Name of the method/tool: **Cooperation with Nature Culture Learning Site** | |
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| Short description: | • This approach consists on bringing the students outside the university to visit the nature culture learning sites. There are different levels of engagement of the students starting with the single visits to explore the concept and understand the idea |

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| | behind to the complex research/consulting projects prepared by the teams of students.<br>• This example is based on The Floating University, which is the independently organized space, where professionals from various fields come together to collaborate, create, and shape future possibilities. It offers a floor for cooperation between people, coming from different backgrounds (architecture, design, management), which facilitate holistic approach to solving the environmental and social problems. |
| Instructions (how to use): | • Discovering the nature culture learning sites, which are in close proximity to the university and exploring the potential for cooperation.<br>• Establishing cooperation within the selected courses and defining the form of cooperation (short visits, workshops, projects) and level of engagement of the students.<br>• Defining the learning goals, teaching and assessment methods, developing instructions for the students. |
| Benefits: | • Exploring the challenges of sustainable development in a real life setting.<br>• Facilitating the understanding of the complex nature of the relation between human being and nature.<br>• Experience based learning of self-organized communities.<br>• Encouraging discussions and sharing ideas between groups of students coming from different programs (architecture, design, management) in different types of universities. |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | • Preparation of the project by the students in cooperation with The Floating University on successful recultivation of polluted industrial areas such as Tempelhof airport in Berlin. https://floating-berlin.org/association/ Students explore the unique character of the space and<br>• Cooperation of TH Koln with metabolon Institut https://www.th-koeln.de/hochschule/was-passiert-eigentlich-auf-metabolon_114819.php |
| Potential challenges/difficulties: | • Finding the nature culture learning sites available for the students.<br>• Establishing cooperation between different partners within the nature culture learning sites.<br>• Giving students space for self-organization, which may require a high level of trust. |
| Context-specific considerations for implementation: | Nature culture learning sites are often self-organized communities, which operating principles might create barriers in cooperation with the universities. At the same time such sites might be |

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| | considered as strategic partners, as their values in a great extent support the achievement of learning outcomes defined for the programs. |
| Recommended reading (if there are any): | Donna Haraway, (2003) The Companion Species Manifesto: Dogs, People, and Significant Otherness, PRICKLY PARADIGM PRESS. CHICAGO. |

**Assessment methods**

Three good practice examples illustrate how to transform assessment in a meaningful learning experience.

***Table 6 Reflective diary***

| Name of the method/tool: **"Reflective diary"** | |
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| Short description | Reflective diary/journals or diary of change are personal records of students' learning experiences. Diary of changes provides a critical reflection on what changes in the student's thinking after each class.<br>The idea is to encourage students to undertake the reflection by expressing the experiences through reflective writing as reflective process rather than recording what has been thought.<br>The reflection should focus on thoughts, feelings and values that have changed after each participated class, preferably with explanation what made them change. The method enables to gather aide-memoires, present arguments, demonstrate knowledge and explicate experiences. The main purpose of a reflective diary is to consolidate and extend learning through reflection but it also can be used as an assessment tool.<br>Diaries are method which promote self-evaluation and drive changes in mindsets. |
| Instructions (how to use): | • Prepare reflection template, which includes issues like e.g.:<br>- What will I remember from today's class?<br>- What the discussed topics changes in my perception/opinion/knowledge on..?<br>- What was the thing that surprised you the most?<br>- What did you find most challenging?<br>- What did you enjoy the most?<br>- What skills have you learned?<br>- What skills would you most like to improve?<br>- Describe your experience of working in a team? |

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| | - What things have you learned that you didn't know before?<br>- If you were to pick out just one thing that you have learned, what would it be?<br>- What have you learned about yourself from this experience? etc. Comment on any emotional reactions and list any factors which had helped or hindered their learning can be included in "reflection sheet", too. (T)<br>• Ask students to fill the 'reflection sheet' after the lessons explain that they undertake reflection on what they had learnt (T)<br>• Ask students to evaluate change in their knowledge, skills, experience on a scale (f.e. 1-5) (T)<br>• Explain that what is assessed is commitment to preparing a written reflection and not students self-evaluation of progress in acquiring knowledge or skills. |
| Benefits: | • Increasing self-awareness<br>• Students gain a sense of achievement.<br>• By reflecting on theories or ideas students may connect the experience with what he or she has learned.<br>• |
| Example of using the tool in teaching internationalization /ERS/social innovations/social entrepreneurship*: | • Questions posed to students in the reflection sheet may refer to issues related to internationalization /ERS/social innovations/social entrepreneurship. |
| Potential challenges/difficulties: | • Reflections can be superficial and banal. It should be clearly explained to students that the diary is part of the assessment, and they should work hard to answer individual questions. It should also be explained that what is assessed is commitment to preparing a written reflection and not actual progress in acquiring knowledge or skills. |
| Context-specific considerations for implementation | Mandatory use of reflective diaries as an assessment tool may lead immature or unaware of the benefits of reflection students to fabricate entries. Each lectures should evaluate if this method of assessment would be implacable to the specific class. Emphasis should be on creating awareness of its value for personal development rather than making it a compulsory assessment component. |
| Recommended reading (if there are any): | Bean, J. C. (1996). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom.* San Francisco, CA: Jossey-Bass Publishers. |

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| | Equipped for the Future (2004). Teaching/Learning Toolkit. *Learning logs.*http://eff.cls.utk.edu/toolkit/tools_learning_logs.htm<br>Johnson, S. (n.d.) *Faculty strategies for promoting student learning.*http://www.csudh.edu/titlev/learninglog.htm<br>RMIT University, Study and Learning Centre, Melbourne, Australia (2006). *Reflective journals.* https://www.dlsweb.rmit.edu.au/lsu/content/2_AssessmentTasks/assess_tuts/reflective%20journal_LL/index.html<br>https://www.niu.edu/citl/resources/guides/instructional-guide/reflective-journals-and-learning-logs.shtml |

***Table 7 Peer tutoring***

| Name of the method/tool: **Peer tutoring** | |
|---|---|
| Short description: | • This method is designed for teaching and assessment in large groups, which allow to enrich student's experience with peer feedback. It improves the quality of the learning process and allow students to develop a set of transferable skills. |
| Instructions (how to use): | • defining the learning outcomes of the project (T - teacher);<br>• defining key learning points and criteria for evaluation of the report and the presentation (T);<br>• designing the rubric for the students collaborative assessment and peer feedback (report) to facilitate the assessment and feedback process (T);<br>• designing the timetable for preparing the project and setting the deadlines (T);<br>• finding the collaborative team by the students (S - students), if not assigned by the teacher (T)<br>• assessment of the final report and preparation of the feedback note (S)<br>• providing the feedback to the collaborative team (S);<br>• improving the report according to the feedback provided by the collaborative team (S);<br>• including the collaborative work and peer feedback in the assessment criteria for the course (T). |
| Benefits: | • Improving the quality of the final report.<br>• Enriching student's experience with peer feedback "student to student".<br>• Increasing effectiveness of teaching in large groups of students. |

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| | • Improving the transferrable skills of the students such as communication skills, multicultural skills, problem solving skills, networking skill.<br>• Developing openness to ideas and critics of others.<br>• Enriching assessment with student's perspective<br>• Observational learning based on analysis of the reports prepared by other students.<br>• Encouraging interactions between groups.<br>• Exchanging ideas on addressing the social/environmental issues in the project. |
| Example of using the tool in teaching internationalization /ERS/ social innovations / social entrepreneurship*: | • peer tutoring is used for the social projects prepared by the students within the class Entrepreneurship and social business development;<br>• it helps to facilitate the exchange of the ideas between the students on addressing the social/environmental problems. |
| Potential challenges/difficulties: | • special emphasize should be put to the discussion with the students of learning outcomes of "peer feedback", not only in terms of the quality of the project, but communication skills as well. There is potential risk of facing cultural clashes in communicating the feedback. |
| Context-specific considerations for implementation: | Peer tutoring should be an additional element of project assessment, not the sole method. Bias in peer assessments and the challenge of ensuring objective evaluations are concerns. Clear assessment criteria and blind review processes are necessary but may not fully mitigate these issues. |
| Recommended reading (if there are any): | S. Malik, F. Azeem, Z. Waqar (2021). Peer Tutoring: An Effective Student Leadership Driver, *Journal of Managerial Sciences*, vol 15, issue 3.<br>V. G. Munley, E. Garvey, M. J. McConnell (2010) The Effectiveness of Peer Tutoring on Student Achievement at the University Level, American Economic Review: Papers & Proceedings 100 (May 2010). |

***Table 8 Portfolio assessment***

| Name of the method/tool: **Portfolio Assessment** | |
|---|---|
| Short description: | Within the pedagogical approach of Zuyd IBSM BBA programme assessment is considered as **assessment as learning**. Assessment focusses on formative feedback and is seen as in integral part of the learning loop.<br><br>During the four-year bachelor programme students enrolled in the IBSM BBA programme have to complete 9 portfolios (2x 15 EC; 7 |

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| | X 30 EC) with which they evidence that they have attained the nationally determined programme learning outcomes (PLOs) for International Business programmes (first cycle).<br><br>The IBSM BBA programme consists of three levels: the junior level of 60 EC, which is concluded with the propaedeutic exam; the intermediate level of 90 EC, which includes a mandatory internship abroad; and the graduate level of 60 ECT, which includes a gradation internship and a research-based consultancy assignment. In addition, there is a free study space of 30 EC. The **generic assessment rubric** with the criteria for the completion of a level (summative assessment moment) is enclosed as an annex to this description.<br><br>For each of these portfolios students formulate their own **individual learning objectives** (ILOs). The word objectives is used to differentiate the student's learning from the formal national PLOs. The requirement for the ILOs is that they lead to the attainment of the nationally determined PLOs.<br><br>Further, for each of the portfolios, students work on real life business projects or other business challenges. Often these are group projects and can include a mixed group in terms of level and or discipline. Along the various portfolios, the challenges need to increase in complexity. Moreover, students increasingly need to work or collaborate independently. In this the IBSM BBA follow the so-called **AUCOM model** (increasing complexity and autonomy, e.g., Bulthuis, 2013)<br><br>When working on a challenge students **collect regular feedback from a variety of sources.** This feedback (or feed forward) can be collected from their personal business coach, disciplinary experts, professionals in the field, and fellow students. To complete the portfolio students not only need to deliver a professional product / report, but they also need to evidence that they have collected sufficient feedback from a variety of sources, and they need to write a reflection in which they reflect on their learning, the attainment of their intended learning objectives, and how these link to the national PLOs.<br><br>Each portfolio is concluded with a **public 'moment of shine'** evaluated by a **team of examiners** (personal coach and one |

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| | other expert). To complete the final portfolio of a level, students need to engage in **a criterion-based interview** conducted by a team of examiners. For the graduation this team included an external business expert. |
| Instructions (how to use): | This generic IBSM approach for the complete BBA can also be applied to individual courses or modules and / or with less freedom for students to develop their own intended learning objectives.<br><br>Steps<br>1. Develop (together with the students) intended learning outcomes. These explicitly include the relevant hard core business skills and the relevant soft business skills.<br>2. Determine which business challenges are appropriate to help the students achieve these intended learning outcomes. Students can find their own challenges or challenges can be determined by the lecturer. For quality assurance reasons, student challenges may need to be approved by the lecturer/ examiner. For example: Is the assignment complex enough, does it include an international or ERS perspective, or will the company give the students access to data.<br>3. Students work in groups in these challenges. Collaboration in diverse groups might be one of the explicitly stated intended learning outcomes. Consider whether students can select their own project team or whether they are allocated to project teams. Explain the reasons for this decision to students, or even involve them in this decision and relate this to the (jointly agreed) intended learning outcomes.<br>4. Identify sources of possible feedback for the students, which they can consult during the project.<br>5. Explain / agree with the students how they will be assessed: on the professional product, on the feedback they have collected, documented and how they have processed the feedback, and on an individual reflection report on the interned learning outcomes, their group process, and their own development.<br>6. For this approach to be successful it is critical that all these elements have an equal weight in the assessment. Further, that students know the final grades are individual grades, and thus may very within their project team.<br>7. Conclude the module, course with a session in which each student group show case their work, in which they are |

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| | critically questions and for which you can invited the companies who provided the challenges. |
| Benefits: | This format activates students and allows them to have control over their own learning. Our experience is that students work harder and learn more when they are engaged in a project, they are interested in and self-identify with the intended learning outcomes. |
| Example of using the tool in teaching internationalization /ERS/ social entrepreneurship*: | In the attached generic rubric, the dimensions of internationalisation, ERS and social innovation are included in a holistic way. Social entrepreneurship is optional within the IBSM BBA.<br><br>Further attached is a tool for students to support them to analyse a business problem from multiple perspectives (all related to the nationally determined PLOs |
| Potential challenges/difficulties: | Students might need to get used to this way of working. Traditional education and assessment places them at the receiving end instead of at the co-creation end. They will need to develop additional skills to be successful in this set up.<br><br>Equally, it might be difficult for lecturers to assume the role of coach next to their lecturing role. They might be concerned the students wont gain sufficient knowledge.<br><br>It takes time to implement this approach successfully . |
| Recommended reading (if there any): | Bulthuis, P. (2013). Het ZelCommodel: Grip op competentie niveaus. Examens, 2013(2), 6–7. https://www.professioneelbegeleiden.nl/het-zelcommodel-grip-op-competentieniveau.<br>Gregersen-Hermans, J., De Vries, M. & Duckers-Heiligers, C. (2025). Responsible Global Business Graduates: Closing the gap between strategy and practice. In: T. Wall, W. Leal, L. Trevisan & A. Shore. *Sustainability in Business Education, Research and Practices*. Springer ltd. |
| Context-specific considerations for implementation | Portfolio assessment requires a serious commitment from university authorities and proper support for students. Each institution should consider multiple examiners assessing portfolios to cover various business disciplines and transversal skills, making the process resource-intensive but enhancing education quality. |

**Extra-curricular**

In addition to the examples at the level of the formal curriculum, three good practice examples were identified as part of the informal curriculum.

***Table 9 Systematic support for Student-Run Organizations and other students' activities***

| Name of the method/tool: **Systematic support for Student-Run Organizations and other students' activities** | |
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| Short description: | This practice involves the university's support and encouragement for student-driven organizations and initiatives. It allows students to actively engage in and manage various activities, ranging from establishing scientific circles to organizing ad hoc initiatives like practical lectures, guest lectures, thematic video production, workshops, implementing community projects. This approach emphasizes the importance of hands-on learning experiences and encourages students to take the initiative in their educational process.<br><br>By providing a nurturing environment for these activities, the university fosters a culture of innovation and self-directed learning. Students are given the freedom to explore their interests and apply their academic knowledge in real-world scenarios.<br>The university plays a pivotal role in facilitating these activities by providing resources, guidance, and a supportive environment. This not only enhances the students' academic experience but also prepares them for real-world challenges by bridging the gap between theoretical knowledge and practical application. |
| Instructions – what is important in implementation of the practice: | • Allocate a budget for student-run organizations and initiatives. This fund can cover expenses like event organization, materials for projects, and guest speaker fees.<br>• Provide physical spaces like meeting rooms, lecture halls, or labs for student groups to conduct their activities.<br>• Assign faculty advisors or industry experts to guide students, offering advice and ensuring alignment with educational goals.<br>• Establish clear guidelines for forming and registering student organizations, including objectives, membership criteria, and operational structure.<br>• Implement a system to monitor the activities of these groups, ensuring they adhere to university ethics and contribute positively to the learning environment.<br>• Regularly promote these initiatives through university channels, encouraging wide student participation.<br>• Ensure these organizations are inclusive, representing diverse student backgrounds and interests. |

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| Benefits: | • allows students to develop a range of soft skills, such as leadership, teamwork, and project management, which are crucial in their personal and professional growth.<br>• complements theoretical knowledge with practical experience, enhancing student competencies in real-world scenarios.<br>• - provides possibilities for students to connect with peers, faculty, and industry professionals, broadening their professional networks. |
| Potential challenges/difficulties: | • Financial and space constraints can limit the number and scope of initiatives supported.<br>• Ensuring the quality and relevance of student-led activities to educational objectives.<br>• Variations in student engagement levels, with some initiatives attracting more interest than others.<br>• Students may struggle to balance these activities with their academic responsibilities. |
| Context-specific considerations for implementation: | Implementing this practice requires openness from university authorities, primarily in providing funding and encouraging lecturers to take on tutoring roles. Criteria for creating and assessing the value of student organizations must be established to ensure they benefit a broad student base and have potential for growth. |
| Recommended reading (if there are any): | Lowe, T. (2020), A Handbook for Student Engagement in Higher Education, Francis and Taylor |

***Table 10 International Guest Webinars***

| Name of the method/tool: **International Guest Webinars** | |
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| Short description: | This practice involves organizing regular online meetings where students can interact with global experts and professionals. These sessions, held monthly or quarterly, focus on themes like internationalization, ethics, responsibility, sustainability, and social innovation.<br><br>Such meetings provide a platform for students to gain insights from experienced individuals from various parts of the world. This exposure helps broaden their understanding and encourages them to think critically about global issues. The interactive nature of the sessions, where students can ask questions and engage in discussions, fosters a deeper learning experience and cultivates a more comprehensive worldview. |

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| Instructions – what is important in implementation of the practise | • Decide on a regular schedule (monthly or quarterly) and set fixed timings that accommodate different time zones.<br>• Identify and invite experts who are leading voices in the relevant fields. Ensure a diverse range of speakers to cover various aspects of the selected themes.<br>• Inform students about the upcoming guest and the meeting's theme well in advance.<br><br>**Focus discussion** on the areas of student interest, making the discussion more targeted and relevant.<br>• Choose a reliable and accessible online platform for hosting meetings for a large number of participants<br>• Provide technical support for both the speakers and students to ensure smooth conduct of the sessions.<br>• Use university channels to promote these events, ensuring maximum student participation.<br>• Create a repository of recorded meetings to allow students who cannot attend the live sessions to benefit from the content at their convenience. |
| Benefits: | • Provides students with international perspectives, enhancing their understanding of global issues.<br>• Encourages analytical thinking by exposing students to diverse viewpoints.<br>• Offers a chance for students to connect with global experts, potentially opening up avenues for future collaboration or mentorship.<br>• Increases students' cultural sensitivity and awareness, essential in today's globalized world. |
| Potential challenges/difficulties: | • Scheduling challenges due to different time zones of speakers and students.<br>• Maintaining consistent student interest and participation in each session.<br>• Finding and scheduling suitable experts who are willing to participate.<br>• Potential technical glitches that could disrupt the online sessions. |
| Context-specific considerations for implementation: | Selection of guests is crucial, focusing on their attractiveness to students and relevance of their content. Domestic guests can be as engaging as international ones. Ensuring sessions fit within students' schedules and promoting these events effectively can increase participation. |

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| Recommended reading (if there are any): | Knight, J., (2018) International Education Hubs, in P. Meusburger et al. (eds.), Geographies of the University, Knowledge and Space 12<br>Knight, J. (2013). *International Education Hubs: Student, Talent, Knowledge-Innovation Models*. Dordrecht: Springer.<br>Green, M. F., & Olson, C. (2008). *Internationalizing the Campus: A User's Guide*. Washington, DC: American Council on Education.<br>Deardorff, D. K., de Wit, H., Heyl, J. D., & Adams, T. (Eds.). (2012). *The Sage Handbook of International Higher Education*. Thousand Oaks, CA: Sage Publications. |

***Table 11 Thematic Weeks/Workshops***

| Name of the method/tool: **Thematic Weeks/Workshops** | |
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| Short description: | Thematic weeks or workshops are a dynamic way to immerse students in specific topics, ranging from internationalization and ethics to sustainability and social innovation. During these designated periods, the university and students collaboratively organize a series of activities, workshops, lectures, and events centred around a chosen theme.<br><br>This practice allows for an intensive, focused exploration of relevant subjects. It not only enhances academic understanding but also fosters a sense of community among students and faculty. The events offer hands-on experiences, encourage creative thinking, and provide opportunities for practical application of theoretical knowledge. |
| Instructions – what is important in implementation of the practice: | • Involve students and faculty in choosing themes that resonate with current global issues and academic interests.<br>• Form committees comprising faculty and students to plan and organize various activities. This could include workshops, guest lectures, panel discussions, and interactive sessions.<br>• Allocate necessary resources, including venues, materials, and possibly funding for guest speakers or special events.<br>• Seek collaborations with external organizations or experts to enrich the program.<br>• Effectively promote the event across the university to ensure maximum participation. |
| Benefits: | • Allows for a comprehensive exploration of a theme, providing depth to students' understanding.<br>• Develops various skills like project management, teamwork, and critical thinking.<br>• Strengthens the sense of community within the university. |

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| | • Provides networking opportunities with professionals and experts in the field. |
| Potential challenges/difficulties: | • Challenges in organizing and coordinating a large-scale event.<br>• Ensuring active participation and interest throughout the week.<br>• Limited resources in terms of space, funding, or personnel can restrict the scope of activities.<br>• Aligning the event with academic calendars to minimize disruption to regular studies. |
| Context-specific considerations for implementation: | Each institution should reflect on the most optimal length of such event. Generally, thematic events should be short (1-3 days) to maintain student interest and manage workload. Clear division of organizational responsibilities and securing funding should be decide basing on institution's resources availability. Encouraging active participation from both students and lecturers is necessary for success. |
| Recommended reading (if there are any): | Zepke, N., & Leach, L. (2010). *Improving Student Engagement: Ten Proposals for Action*. Active Learning in Higher Education, 11(3), 167-177. |

**General comments on the good practices and challenges for contextualization**

***Effectiveness of proposed good practices in shaping students' competences***

The proposed good practices effectively shape students' competencies by promoting active engagement, real-world exposure, and reflective learning. However, challenges like faculty resistance, lack of expertise, and institutional inflexibility need to be addressed. Recommendations include integrating more diverse perspectives, aligning with industry needs, and fostering greater student interest and participation to enhance the practices' effectiveness.

The proposed good practices align well with goals of fostering innovation, entrepreneurship, and social responsibility among students. Practices like systematic support for student-run organizations and international guest webinars can be effectively implemented, while others like street experience and role playing may need further evaluation in particular institution. Recommendations include tailoring these practices to the institution's specific context, considering existing curriculum structures, faculty expertise, and student demographics.

***Factors to consider while introducing good practices***

Potential barriers include resistance from faculty, logistical challenges, and the need for adequate training and support for educators. Faculty members may be accustomed to traditional teaching methods, and there may be challenges in integrating these practices into existing curriculum structures. Recommendations include providing comprehensive training and ongoing support to

faculty, developing robust assessment mechanisms, and ensuring alignment with institutional goals and student needs.

Key factors to consider include the target group of students, the target profile of the study program, availability of well-educated teachers, and the overall well-balanced workload of the study program. Additionally, ensuring fairness, accessibility for all students, and adequate resource allocation is crucial. Recommendations include recognizing different disciplines' needs, developing tailored approaches, and engaging with stakeholders to ensure alignment and buy-in.

***Activities for dissemination of good practices***

Effective dissemination can be achieved through workshops and training sessions for faculty, formation of peer learning communities, and partnerships with other institutions and industry partners. Recommendations include organizing workshops and training sessions, creating online resources and guides, establishing a community for faculty to share experiences and best practices, and using social media platforms to share updates and success stories. Involving students and companies in the process and fostering a collaborative approach rather than a top-down implementation is also recommended.

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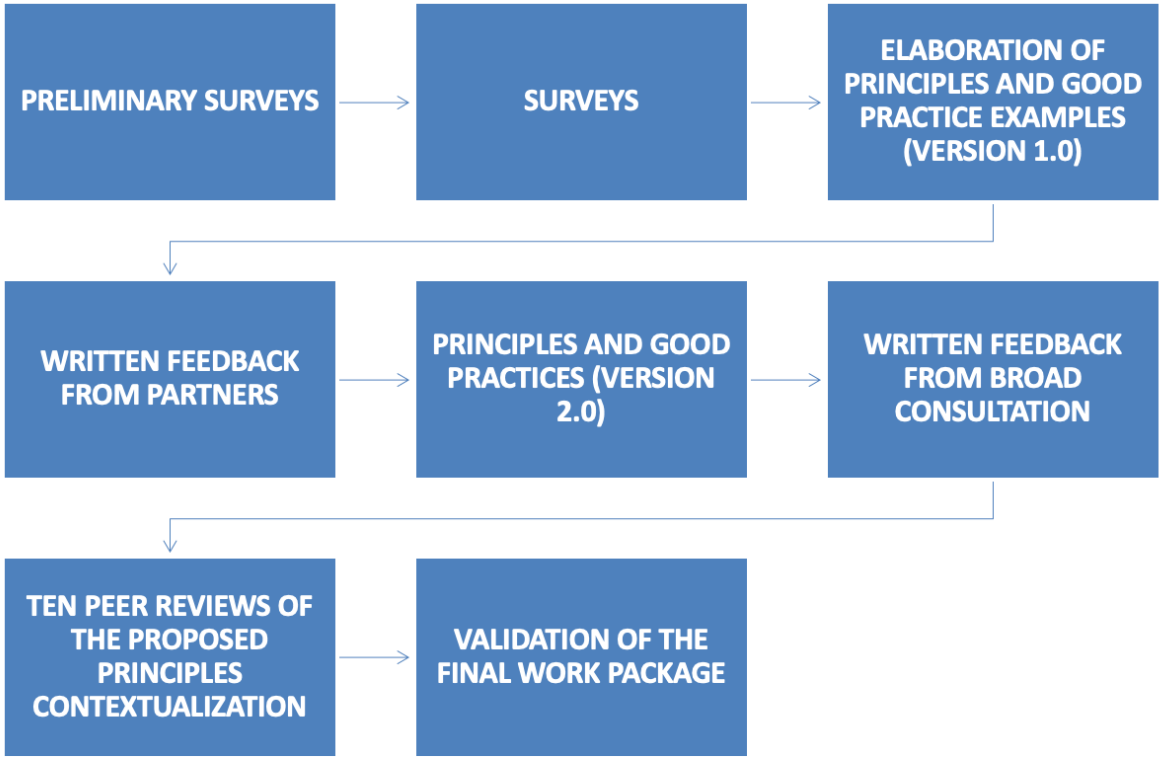
**Attachment 1. Organization of WP3 task implementation**



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