TEACHERS' HANDBOOK ON STUDENT-CENTRED APPROACH

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1 CONCEPT OF THE STUDENT-CENTRED LEARNING

This handbook is a part of the **project Erasmus+: Empowering teachers for a student-centred approach** with which three high schools from Slovenia, Lithuania and Poland try to contribute to further development of the student-centred learning.

The literature overview made in the first part of the project shows that the influence of student-centred learning is felt in the contemporary university education and that the Bologna system has had an important role in student-centred learning (Lemos, Sandars, Alves and Costa, 2014).

During the research and in this handbook we faced **the question of different definitions of the student-centred learning** and/or diverse opinions regarding what constitutes a student-centred approach. Although we are aware of the range of terms used to describe the student-centred approach we decided to use the term in its largest sense including personalised approach.

Whilst there are differences in interpreting what student-centred learning is, there are also broad and consistent similarities in the identifiable facets of student-centred learning. These can be broadly interpreted as targeting specific needs and knowledge deficits, the use of methods that suit students learning styles, maximising student engagement and ensuring relevancy in course content. An argument can also be made that students should have some say or control in how they access their learning (online, small groups, one-to-one sessions with tutors) and when they are available to learn (convenient day and time and around other commitments).

When schools introduce the student-centred approach they should consider individual learners' experiences, perspectives, backgrounds, interests, capacities and needs (Harkema and Schout, 2008). Harden and Laidlaw (2013) emphasise that students have individual needs regarding personal capabilities, motivation and what drives their learning goals and career aspirations, achieving mastery of the course learning outcomes on entry to the course, learning styles, the place of learning – on campus or at a distance - and the time of learning. Individualisation can be achieved in many ways: The teaching programme may be arranged so that students can choose to attend a lecture on a subject, view a podcast of the lecture, engage in collaborative problem-based learning with their peers or work independently using an online learning programme. Learning resources or learning opportunities can be adapted or prepared so that the students' learning experience, as they work through the programme, is personalised to their individual needs. The time allotted for an individual student is not fixed, but is the length of time necessary for the student to master the required skills. Also the curriculum can be designed so that it helps students' individual requirements e.g. by including experiences in the early year of the course, by encouraging a problem-based approach, by the use of virtual problems related to the subject (Harden and Laidlaw, 2013, 31). Çubukçu (2012) further suggests that teachers should try to attract students' interests, organise content and activities around subjects that are meaningful to the students, determine clear

opportunities that let all students develop their own learning, skills and progress to the next level of learning, organise activities that help students understand and improve their own viewpoints, develop global, interdisciplinary, and complementary activities, supporting challenging learning activities that encourage students to work with other students in cooperation. In student-centered learning environments, it is essential that students take responsibility for learning and that they are directly involved in the discovery of knowledge, choosing the materials used so that they offer them a chance to activate their background knowledge and ensuring that the planned activities are based on problem solving.

Mclean and Gibbs (2010) claim that the students should be included at all levels of curriculum design, implementation and evaluation. As "clients", students need to be part of the process of developing a learner-centred curriculum. A clear admission policy (with appropriate support structures) should be developed. The school should support student diversity and individual learning needs, the psychological and social aspects of student diversity, develop students' self-learning skills, allow time for independent learning and pursing areas of interest, regularly review the core curriculum content, recognise that their education continues beyond graduation, provide ample opportunity for student professional development and not pay lip service to learner-centredness.

European Students' Union (Student-centred learning, 2010) emphasizes that high schools should introduce transparent procedures for students who should be able to give feedback on the quality of the educational process, be consulted on curriculum content, on the teaching and evaluation methods used, be involved in periodic programme quality reviews, be considered as full and equal members in committees, have at disposal procedures to appeal decisions regarding their academic attainment or progression. Students should be consulted when learning outcomes are designed; student needs and the diversity of the relevant student group should be considered when designing learning outcomes, students should be informed on the intended learning outcomes before they start a course or programme component. Representatives of students should be involved as full and equal members in the panels undertaking quality assurance reviews. High schools should acknowledge prior learning also in non-formal learning environments, the process of recognition should be easy, and recognition of prior learning done without significant costs or bureaucracy. There should be special support measures helping students from disadvantaged backgrounds. Learning paths should be flexible enough so as to permit combining work/family life and studies. Group-work should be used in the learning process, the goals of the learning process should be agreed upon between teachers and students, peer and self-assessment should be used as a method in the student assessment process, projects, simulations of tasks and real life situations should be used in the assessment of students. Students should have access to appropriate research and study facilities. High school institutions should contribute to promoting a national/regional culture of student–centred learning, the programmes should use a student-centred learning approach in providing training on the use of innovative teaching methods and student-centred curriculum development.

Among **the most often used types of student-centred learning** are problem-based learning, project-led education, learning contracts, flexible learning, inquiry learning, just-in-time checking and personalised learning.

Before students start with problem-based learning, the teachers acquaint them with a problem and then students have to learn some new knowledge about the topic in order to solve the problem. Students receive information about PBL process, rules of working in cooperative groups, the objectives, the requirements roles, and the assessment strategies (Tarhan and Acar-Sesen, 2013).

Project-led education is a model that organizes learning around projects – complex tasks that require solving of complex questions or problems and include students in formation, problem-solving, decision-making, research etc. (Thomas, 2000).

The learning contract ensures that students plan their learning experiences together with the academic staff (Bone, 2014). The main advantages of the learning contract are that learning is of interest to the learner, it motivates him, the learner is free to choose the area of learning, learners can learn at their own pace, the learning contract respects differences in individuals and that it increases confidence and excitement in learning.

Within flexible learning (Guest, 2005, 287) students may negotiate with their instructors on matters such as choice of topic areas, use of support materials such as textbook and web resources, timetable and venues for meetings with their instructors and the nature and weighting of individual assessment tasks. Students have some autonomy over how, when, where and what to learn.

Silen and Uhlin (2008) pay special attention to self-directed learning as an essential part of problem-based learning, and, in a broader sense student-centred learning. Self-directed learning means that students should study from corresponding literature sources and develop skills/competences of information literacy.

Inquiry learning uses active learning (Plush, 2014) to develop experimental and analytical skills rather than fundamental knowledge.

Just-in-time teaching involves the use of online activities in the form of short-answer and multiple-choice questions that students are required to complete just prior to attending a lecture (Plush, 2014).

The term personalised learning was first used by British politicians who stressed that personalised learning means that teachers should really know the strengths and weaknesses of individual students, and develop the competence and confidence of each learner through teaching and learning that builds on individual needs. Every student should enjoy the study choice, that it requires a new school organisation, and that the state should support schools in this progress (Johnson, 2004).

Some of these models have been popular and in use for years (problem-based learning, project-led education) while others seem to have lost in importance, e.g. (learning contracts). On the other hand, a lot has been written about personalised learning and it seems that this strategy might develop further in the future.

Assessment has always been one of the most important points of the student-centred approach and there have been numerous suggestions on how to introduce reforms in this area (Randall, Zundel, 2012). Papinczak et al. (2012) claim that teachers following a student-centred curriculum should make students active participants in the assessment process, engage them in tasks such as reflecting on learning, self-assessing and providing feedback to other students, to assess together with the teachers. The teachers should provide that students would create their own examination questions and determine the assessment criteria.

Even if the teacher in this new teaching and learning paradigm has the role of the facilitator, **the teacher's role** is not diminished. The teacher has to participate in international mobility programs, look for innovative teaching and learning methods to organise studies and make students active participants. Student-centred teaching requires particular personal attitudes from the facilitator and (at least a certain degree of) openness from the side of the curriculum as well as the students. From personal experience we would like to add the requirement on, or at least to emphasise the benefit of social skills and techniques such as moderation. These help to make group processes more transparent, to converge faster and hence to improve student satisfaction. A certain level of the didactic knowledge has to be demonstrated by teachers when shifting to the student-centred learning; teacher – stakeholder teamwork and involvement of the international partners as well as appropriate organisational culture are needed to support this transformation process. One more important criterion to pay attention to is psycho sociological aspects which are important both for the teacher's scientific activities as well as study quality and the relation between higher education institutions and society.

Another important aspect is the increased workload of the teacher because the teacher's roles are realised through organisation of the teaching and learning process, preparation of the teaching and learning materials, provision of distant learning possibilities, and participation in scientific activities that are time consuming.

When changing their roles, it is very important that teachers are able to take care of their personal development, to use and create innovative teaching methods and support development of students' competences. The teacher who accepts student-centred learning must work much more than before to develop knowledge and personal characteristics necessary for the student-centred approach. The teacher needs a fair level of didactic knowledge that he/she is able to organize the process of teaching and learning, to provide study materials, distance study possibilities etc. The teacher also still works in scientific activities. He must be able to work in team, to cooperate with international partners, to

consider organizational culture etc. He cannot develop all this knowledge during his studies so he needs further support by development programmes.

Development of the student-centred learning does not mean only benefits for students. Blackie, Case, and Jawitz claim that **student-centred learning creates a link that can have a positive influence on students and teachers**. This approach requires that the teachers really understand and pay attention to the students and their learning (Blackie et al, 2010, 638), that teachers use Rogers' optimistic view of the potential of any human being, to tend towards psychological health and maturity, that teachers should have congruence, unconditional positive regard and empathy and thus help to develop a deeply human relationship between student and teacher. The authors suggest an academic staff development programme that will introduce the idea of student-centredness in higher education. Teachers and lecturers should work on increasing their own and their students' sense of value and self-esteem and begin to believe that it is possible to change (Blackie et al, 2010, 645).

There is evidence to suggest that different subject specialists find student-centred learning easier to adopt, more appropriate for their teaching context and more successful than others. Barraket (2005) suggests that a re-orientation of the curriculum to student-centred learning can, in specific cases, have a positive effect on student performance. Prince (2004) found there was a year on year increase in enrolment and curricular retention in courses that practiced active learning compared to the same courses where students were subject to traditional lecturing. Also The Stanford Center for Opportunity Policy in Education (SCOPE) found out that four schools achieved positive outcomes and found they were engaging and developing high levels of proficiency for students of colour, English learners, and low-income students at levels that far exceeded traditional schools serving similar students (Friedlaender, 2014).

Whilst there are numerous examples and suggestions regarding strategies that make student-centred learning possible these in themselves may not be sufficient in ensuring a consistency in good practice. It would appear that it is fairly essential that practitioners understand the theory as well as familiarising themselves with excellent examples or case studies of student-centred activities in action.

This handbook wants to present successful cases of student-centred learning and show teachers how they can evaluate their development and development of students in this area. Good practices should help with further development of student-centred learning and elimination of troubles that can appear when leaving the traditional teaching methods.

Our empirical research shows that university teachers use especially the following cases of student-centred learning: group work, including problems that appear in working organizations, inclusion of students' experiences, project-based and problem-based learning, interest of teachers in students' problems, connecting theory and practice, analysis of students' expectations regarding individual courses, use of distance study methods, systematic consultations for students, virtual dean's office, integrated tasks, practical tasks, consultations

of students, active study methods, discussions, teachers take students to exhibitions and give them homework, role playing, self-assessment, discussing situations from real world of economics etc.

Presentations of good practices were collected by numerous invitations to teachers in all three countries and by a competition for prize (the latter was performed in Slovenia and Lithuania to gather more practices). Good practices refer mainly to the learning process and to assessment but there are also many cases that we categorized as personalised approach to students. We hope that the below descriptions will help lecturers who are starting with their pedagogical work and do not know student-centred learning as well as give new ideas to lecturers who already use this approach.

2. BEST PRACTICES IN SLOVENIA

2. 1 Best practices in the learning process

2. 1. 1 Learning by integration of different courses and including a visit of foreign firms – Austria (written by Jelka Bajželj, MA)

Objectives

To integrate theory and practice and different skills offered by courses Business communication (beginning with rules of business etiquette) and Foreign language 2 – German. Students actively listen to, provide information and feedback in foreign language (German), they participate in a business conversation, present a firm, its products and/or services and business results in German.

Description of the activity

Students make an investigation (in the computer class with Internet) and look for basic information about several firms. They discuss things and the lecturer gives some more information if necessary. Students try to form summaries in German with the most important data: seat of the firm, legal form, management, size, organization, number of employees, main activities, products and/or services, annual turnover, stock exchange, employment advertisments, specialities etc. Students think about what interests them as individual persons and/or what questions they might ask if they spoke to the employees and/or management of a firm.

Lecturers and students write for a visit to foreign firms (in our case DSV Österreich Spedition GmbH in Arnoldstein and in the shopping centre ATRIO Shopping Center GmbH in Villach)**.** Students actively participated in the conversation in both firms. In Atrio they e. g. asked management about the annual turnover of the centre that was announced as the most innovative shopping centre in the world in 2009. They were interested in the amount of initial investments and how management evaluates perspectives of shopping centres. Some students had to use English from time to time (because there were beginners). Therefore some more complex answers were given in German and in English. Discussion was made without special language difficulties or embarassment. At the end we had an opportunity to experience the atmosphere before holidays in the historic centre.

Next step is working in groups that perform analysis of the visit in Austria (although the first impressions were discussed right after the visits), student round off their presentations of the firm (DSV) and make exercises in the classroom. Then each student selected its firm with a seat in German speaking area and prepared its presentation in German. Students had to submit their work in the the computer science classroom where they received short feedback. If necessary (considering different skills or wishes of students) the lecturer paid more attention to individual students during exercises that followed.

Students made e-presentations of the firms. They could choose appropriate term in three week's time. Each presentation was followed by self-evaluation of the student (criteria for public performance were already known from the previous academic year). The presentation was commented and evaluated also by other students and at the end by the lecturer. Assessment always finished with advising how it is possible to improve the presentation. Good sides were praised because praise has usually a considerable influence on motivation for learning. Most positive influence is seen also with inclusion of different cross-curricular courses in learning and teaching.

Comment
It is recommended that cross curricular activities include different learning strategies which must have quality, should correspond to the level of education, consider students' abilities and to a certain degree also their interests.

2. 1. 2 Learning by practical experiences (written by Dr. Valerija Balkovec)

Objectives
Acquainting students with activities that take place in hospitals - presentation of the hospital part (where patiens lie) and the ambulant part (daily examinations in different specialized ambulances)

Description of the activity
After previous agreement with the hospital management and school management the lecturer asks students to come to the first laboratory exercises to the hospital where they are accepted by the teacher. During the introductory presentation in the cabinet students are acquainted with activities in the hospital. Then the teacher shows them the hospital and departments that they wish to see. Some are interested in the dialysis department that helps patients with kidney failure. Patients usually like to answer students. A nurse answers all the questions concerning the equipment and/or illnesses that bring about kidney failure. In the children's department with babies and older children there are usually also parents who stay with them. Students are interested why children must stay in hospital. They take a look at the rooms with babies, a bed for treatment of babies with jaundice, delivery room and listen to the explanation of the delivery process. They also visit the room for future fathers.
During the second part students visit dermatologist ambulances, take a look at the receiving room, special room and tub for bathing patients who have wound on their legs. They see the equipment and certain treatments and tests for allergies on their skin. Some students who have troubles with skin ask for tests and these might show immediate results. Students can see the process of cryotherapy with liquid nitrogen. The teacher can examine also the possible skin marks.

Comment

This activity fulfills the wishes of students who study dermatology and cosmetics to actually visit different departments in the hospital. The teacher shows them that he/she respects them as students, future wives and mothers.

2. 1. 3 Learning by research: global partnership in education (written by Dr. Annmarie Gorenc Zoran and Iris Fink, MA)

Objectives
To increase motivation of students for active use of foreign languages, develop skills of cooperation and communication with foreign partners, develop intercultural competence and international activities with the help of innovative use of the contemporary IT.

Description of the activity
The school in Slovenia first acquires official partnership with a foreign educational institution that performs the project of global connections among educational institutions and has a data base of schools from numerous countries and different continents.

Some weeks before the beginning of the semestre partners are defined among different higher education institutions in several countries and different continents. The time schedule is also determined (dates and hours – it is necessary to pay attention to time differences. If necessary, time schedule is adapted). A school connects with the partner institution six times and during each connection there is discussion on different themes. Meetings are twice a week and last 2 pedagogical hours. The teacher is the first who is acquainted with the foreign partner school and then he/she acquaints with the project also students and motivates them for active collaboration. It is necessary to present them the added value of cooperation. The teacher examines the preparations together with students, makes the necessary corrections and additions. After the meeting there is discussion and reflexion. Students are free to choose sources but take a look at the preparation before the meeting.

Students of the Slovenian and foreign school prepare the common project together and this is presented during the last meeting and/or final connection day.

During the first connection students from partner institutions present their country, place and institution. The teacher from the foreign partner school sends a list of students, the other defines partners – each student from the foreign faculty gets one student from Slovenia. During the first and the next meeting students communicate via social networks and/or e-mail and start with introductory preparations of the final project. They also prepare questions which they will ask during their next meeting and answers for Slovenia. E.g. if our students ask: »What is the average salary of a teacher?« and receive the same question, students must know the corrresponging information in Slovenia. Therefore it is important that students prepare only about 10 questions and also answers for the next meeting.

During the second meeting students discuss a theme that they had defined and prepared before. They discuss it in pairs. Discussion is made at the same time in two different ways. Half of the students participate in group discussion (videoconference) while the other half are in the chat room behind computers and communicate with their partners from abroad. The intention is that students listen to a group discussion and speak with their partners. At the end

of each meeting students think about the discussion. They prepare a new theme till next meeting and work on the final project with the foreign partner.

During the third meeting the process is similar as described above but students have another theme and they change the way of communication. Those who had before participated in the group discussion (videoconference) come to the chat room and those who had been in the chat room, are now in the group videoconference discussion. At the end of the discussion that lasts 1.5 hour students put down reflexion, prepare for the next meeting and communicate with their partners about ideas for the final project.

The fourth and the fifth meeting are performed in a similar way as previous meetings. Students exchange the way of communication, they have new theme to discuss, write reflexions and at the end prepare for their next meeting.

During their last meeting (sixth) students present their final products. Each pair presents a work that they performed together during the semester. At the end all discuss the experience.

The written part of the project work (according to the pattern prepared by the teacher) is submitted a week later together with questions, answers, reflexions about the connection days. The teacher then evaluates their work.

Comment

The teacher points out if an activity requires something special, if special materials are necessary etc. The recommended number of students in one group is 8 – 16, a stable Internet connection and technical help is needed for all the connection days, a camera, mike and projector (videoconference), a computer for each student during chat days, videoconference technology H.323, IRC. It is necessary that students prepare for a theme before the connection day, that they evaluate discussion, reflection and participation with the aim to evaluate the outcomes. Project themes can be different but the the pairs have to agree on a common theme.

2. 1. 4 Project-based learning/research (written by Dr. Maja Gaber)

Objective

The way of learning described below intends to encourage students to independent investigation in the field of the art history that is based especially on discovering new vocabulary in a foreign language and connecting the traditional, canonized and contemporary arts. We use new vocabulary in practice. Students are able to characterize a work of art in a foreign language (German) and can describe it by using usual syntactic relations and language paradigms of a profession. The research part refers to the choice of appropriate works of art while the project part to their contemporary reflexion.

Description of the activity

During the obligatory exercises from German students chose twelve cases from Slovenian artistic production and put them in a new informative context. Following original works they tried to present parallel reflexions which they limited with the study situations happening in the Faculty of Arts (University of Ljubljana). The basic information of the original work of art receives new characteristics that maintains its original meaning but also refines it.

The woman drinking coffee of Ivana Kobilica is no more an old lady with a cup of coffee but a student whose every day includes »coffee to go« from the coffee machine. Cecilija the countess of Auersperg created by Jožef Tominc transforms in a dean of the Faculty of Arts, a working and active woman of the 21st century who cares about benefits of students and employees but still keeps her smile and her feminine charm. Grohar's Sower is a woman who sows wisdom and knowledge – this is namely the contemporary duty of a university lecturer. Each work of art has its Faculty of Arts-reality, its new inclusion in the present time that is seen not only from the picture but also from its title. A series of twelve cases is completed by a photo of the Faculty of Arts with the information: these are the things we are fighting for. The latter summarizes all other photos – we are going to fight for the Faculty, we are fighting with e-mails, with cultural width enriched by Erasmus exchanges, with studies (although often in impossible circumstances of its library), with successfully passed examinations and with strengthening of one's own image.

Beside investigation of the Slovenian arts treasury students acquired new foreign vocabulary which they will have to use with their work as future critics, curators etc. Students were also very creative when looking for reflexions on the selected work. They had to harmonize and accept ideas and arguments of each other and get used to constructive team work. Suggestions, debates and adjustments were made in a foreign language and were supported with appropriate arguments and presentation (also in a foreign language). In the final phase students acquired translating skills: titles and marks of the works of art were translated from Slovenian into German and the new reflexions – photos from Slovenian into German.

Students made all 24 works as posters and organized exhibition in the hall of the Faculty of Arts.

Description of the study process:

- Students form three groups and choose the most known works of art in Slovenia.
- Students and the lecturer choose 12 works which are the most suitable for contemporary reflexion with regard to the Faculty of Arts.
- Students and the lecturer find data about works of art on the Internet and translate the information about the first six works in a group with the help of the lecturer (e.g. size of a painting, technique, location, owner etc.) The teacher makes the projection of the data for the next six works; students individually translate them and harmonize opinions with their colleagues. The teacher controls if the translation and writing are correct.
- Students suggest reflexions (in foreign language) to the chosen works: motive, location, actors.
- The teacher gives task to each individual student: who will be on the chosen photo – reflexion and what he will do.
- Contemporary technology (iPhone, Nokia Lumia ipd.) helps students to copy new works, photos-reflexions and choose the best cases. When working on it they practice German ways of expressing opinions: agreement/approval, polite denial/less polite denial/opposition.

- For their homework students choose titles for new works – for the chosen photos-reflexions and put them down in Slovenian and in German. They write also the data about a work in both languages.
- The lecturer helps students to harmonize titles and translations.
- Students form appropriate pairs: they put the new photo-reflexion beside the chosen Slovenian work of art.
- Students form pairs (12) with the corresponding bilingual texts in the programme InDesign.
- The teacher provides for the prints of the posters and catalogues.
- Students and the lecturer organize exhibition of the posters.
- Participating in the project is assessed as seminary work.

Comment

It is possible to perform such a project also with a large number of students. The project includes every individual student: they give arguments in a foreign language, learn and actively use the professional language. They add to their research work (in this case investigation of appropriate works that requires knowledge of the past and contemporary Slovenian art history) translating activities and the final result: exhibition.

We can also offer students other possibilities as regards contents: e.g. choose 10 works of art that speak about war and put on bilingual texts and descriptions or 10 works of art created by European authors, 10 renaissance works, 10 miniatures etc. It is important that students themselves decide about the final choice and that everybody can include his own choice.

The project requires a computer science room, dictionaries, professional knowledge of students, programme InDesign, tools to make photos.

2. 1. 5 Combination of discussion and practical experiences of students (written by Dr. Irena Marinko)

Objectives

Students are encouraged to discuss their work experience, to speak about success and problems of their work, to learn how different organizations try to achieve productivity of office work, to exchange opinions, to solve each other's problems that arise in real situations and to use theoretical knowledge in practice. Students thus develop their abilities of team work, good communication and discussion.

Description of the activity

The teacher presents opinions of some relevant authors about the productivity of office work and includes also a provocative statement of an author that office work means only bureaucracy and that one cannot speak about productivity of office work. The teacher continues speaking about the theory, explains that productivity of office work is lower than productivity of manufacturing and presents the main reasons. The teacher mentions some suggestions of relevant authors to improve the efficiency of office work, e.g.:
- optimal way of work procedures and processes

- proper organization of the information process
- efficient communication
- rationalization of communication
- reduction of costs for office materials.

Students are divided in several groups and asked to discuss how their firm/organization/office tries to achieve optimal way of work procedures or reduce the costs of office materials. Students are required that they divide roles during group discussions: somebody leads the discussion, somebody puts down suggestions and the third presents these suggestions to the whole class. The teacher points out some basic rules of good discussion. After 10 minutes representatives of each group presents their findings while other students give comments, remarks and explains their own experiences. Students are asked to put down good suggestions so that they will be able to tell which ideas could be used in their organization. At the end the teacher asks those students who did not speak very much to tell which of the suggestions made by their schoolmates they liked the most and how they could use them on their workplace.

Comment

During the discussion the teacher tries to encourage all students to open and fair communication and team work. The teacher moves from one to the other group. If he hears comments that might insult one of the students, he interrupts the discussion of the whole class and emphasizes that insulting sentences are not allowed, that students should not just put in force their own opinion and that the discussion must be made in a peaceful and respectful way. The teacher observes work of the groups and remembers some students who do not cooperate. If he knows that some of the students are enough open and not shy, he asks one or two why they did not cooperate in the discussion and how they felt. He is careful not to evaluate their answers – he just encourages cooperation.

2. 1. 6 Solving problems on the workplace by literature (written by Dr. Irena Marinko)

Objectives

The teacher encourages students to think about the problem of bureaucracy in public administration and learn how to achieve goals with optimal use of time and money. Students solve a real problem in a real business situation so that they read some pages in a novel.

Description of the activity

The teacher presents opinions of some relevant authors about the importance to reach goals with optimal use of time and money. He/she sends students an e-mail with some pages of the novel The White Massai which describe how the heroine was fighting to acquire a passport for her partner. She was facing long waiting in African public institutions, her partner's reluctance and lack of understanding and corruptibility of public workers that was something usual in that place but not in accordance with the heroine's conviction. The teacher asks students to read the pages and think about the goals of the heroine. Next hour starts with

presentations of the homework. Since it is not obligatory, there are not many. The student who presents the best opinion receives some points to his final examination.

Comment
This homework makes students face the conflict of two interests: business interests – acquire the necessary papers and justice – not to enter into bribery. The teacher should help students understand both goals: acquisition of the necessary certificates and a fight for ethics and especially think about if and how it is possible to join them.

2. 1. 7 Learning with the help of a popular movie (written by Dr. Irena Marinko)

Objectives
The teacher encourages students to see the movie The devil wears Prada and think about their own future career, how much they want to sacrifice for it and how much they care about ethics when developing their career.

Description of the activity
The teacher presents students basics of career development, how different groups of people (the young, the employed, the unemployed) develop their careers, how it is most easy to develop one's career, for which jobs there are more demands, forecasting development of future jobs etc. Work values and work interests are discussed. The teacher asks students to watch the movie The devil wears Prada and sends them some questions that refer to the career of students and/or to the film. In this way he/she encourages them to think about their own career:

- Have you ever been in a similar situation as the heroines in the movie?
- Describe the situation.
- How did you react?
- What kind of a job do you wish to achieve?
- What do you think you will have to do to achieve it?

During the next meeting the teacher asks students to present their answers and opinions. After each presentation the teacher invites students to ask (fair) questions. Students can answer or not. They are not forced to answer if they find the theme too personal.

Comment
There is a danger that students might be forced to discover too personal things about their workplace therefore the teacher must not press that they cooperate by describing their own situation. The teacher can encourage open athmosphere so that he/she speaks about his own ambitions and thus shows students that speaking about ones' failures and mistakes is OK. It is also possible to encourage students with points that they get for their contribution to the discussion.

2. 1. 8 Learning by presentation of good practice on one's workplace (written by Dr. Irena Marinko)

Objectives

Presentation of good practice on the workplace offers the opportunity that students describe successful realization of their tasks and makes them aware that their work experience contributes to their knowledge.

Description of the activity

The teacher tells students to think about a work task that they realized very successfully. He/she promises them that they will receive additional points to their final examination mark if the class find the realized job really creative. Students have 15 minutes to prepare. The teacher asks them to put down key words which will help them to present their work. After 15 minutes students are invited to present the successfully performed work but only those who wish to do it. After a student finishes his presentation the teachers asks the class if they find the task really creative and if the student deserves additional points to his/her examination mark. The other students and the teacher vote and the teacher puts down the number of points which will be added to the points of examination.

Comment

It is possible that students are too modest and do not want to present good practice. The teacher tells them that speaking about successful work experience does not mean being conceited but presents normal work description.

2. 1. 9 Considering work experiences of students - problem-solving on the basis of real work situations (written by Dr. Irena Marinko)

Objectives

The teacher wishes that students learn how to creatively and positively solve a problem on their workplace – improve communication in their organization. There are conflicts in each organization but it is possible to relax the atmosphere by good communication. Many people are sure that conflicts do not arise because of them therefore they are not interested in additional education in this area. The teacher asks students to write an e-mail to all co-employees that there is a possibility of education and that they should convince both the management as well as all other employees to participate in education.

Description of the activity

The teacher presents opinions of two or three relevant authors about conflicts in the working environment, about conflict-solving and about the importance of the communication for conflict-solving. The teacher suggests that they try to convince the management and their co-employees to invite a lecturer who will explain more about solving conflicts and will provide some practical exercise. Students have to think about conflicts, about the importance of communication for conflict-solving and write a convincing mail to their co-employees.

Students work in pairs or in groups of three. All of them produce ideas and discuss things, then they write an e-mail and finally one reads it in front of the class. Other students discuss good and weak points of the e-mail and suggest improvements.

Comment

The teacher has to explain that he/she is not going to evaluate grammar mistakes of the e-mail. The e-mail will be supposed as good if it is convincing. Everybody has to think if the e-mail convinced him/her that it is worth participating in education.

2. 1. 10 Considering experiences - solving problems on the workplace with discussion (written by Dr. Irena Marinko)

Objectives

The teacher wishes that students learn how important is job description and how to work on it. Students also learn that a workplace with the same or similar name can contain different tasks in different work organizations and that job description can change all the time.

Description of the activity

The teacher explains some opinions of relevant authors how important systemization of the work places is and why it is important. Students are asked to put down ten most important tasks that they perform on their work place (qualitatively and quantitatively). There are always some students who do not have job description or do not know it but but they can still put down the tasks they perform. Then the teacher invites two students to present their jobs: one who has appropriate document and another who has not got it. After presentation students discuss for whom it was easier to present their job.

Comment

The teacher must ask students if they think that an employee should perform just tasks which are described in the act on systemization or also other tasks. Students must learn that they should do all the tasks which they are able to do. The teacher must explain to students why it is important that they can describe their tasks with numbers (and if necessary give them some examples).

2. 1. 11 Role playing – simulation of employment interviews (written by Dr. Irena Marinko)

Objectives

The teacher wishes that students learn how to perform a job interview. They are told which questions they can usually expect and what kind of answers will be acceptable for the employers.

Description of the activity

The teacher tells students that job interview is one of the most important phases of job seeking and that one should prepare for it. The teacher and the students examine the most frequent questions of employers and the teacher encourages students to give appropriate answers. If the answers are wrong, the teacher corrects them and explains why and how the answers should be changed. The teacher divides all students in pairs and tells that one of the students should play the role of the employer and the other the role of the job seeker. The student who is going to play the role of the employer prepares questions and the job seeker prepares the answers (but also some questions about the firm). Students have 15 minutes to prepare and then each pair presents role playing. Then all students evaluate role playing. The teacher emphasizes that students should mention both negative as well as positive sides of the job interview.

Comment

The teacher should tell very clearly and several times that he expects role playing and not description of the job interview. The teacher might offer students who perform well, some points for their final examination mark. While students prepare job interviews the teacher goes from one to another pair. If he/she notices that students do not intend to make role playing but describe a job interview, he repeats that he expects role playing and not description. The teacher can give students who perform well, additional points to their examination mark.

2. 1. 12 Helping students to learn time planning (written by Dr. Irena Marinko)

Objectives

Students learn what should be taken into account when preparing the time plan for their thesis.

Description of the activity

The teacher explains to students which are the most important tasks when they prepare their diploma work. He/she first shows them just individual tasks and then asks them how long they think they are going to work on each task. If students' opinions are different from teacher's experience, teacher should explain in detail how a task is performed and how long each activity usually lasts. One of the students or the teacher marks performing of tasks in each month. At the end the teacher and the students once again think if it is possible to perform any of the tasks in shorter time.

Time plan to prepare diploma work:

TASK	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8
Defining the theme	x							
Theme application	x							
Searching	x	x						

literature								
Literature overview			x					
Empirical research				x				
References				x				
Graphs, enclosures					x			
First reading					x			
First correction					x			
Second reading						x		
Second correction						x		
Third reading							x	
Third correction							x	
Technical control							x	
Binding							x	
Applying for oral presentation								x
Oral presentation								x

Comment

Many students think that it is possible to write their diploma work in one or two months therefore the teacher must be precise when explaing why students might need one month just to write e.g. a short description of their future diploma work (some decisions are difficult and require time). Students usually do not take into account that their mentor will need some time before he/she reads their work and suggests changes.

2. 1. 13 Case study – making priorities and tactful communication (written by Dr. Irena Marinko)

Objectives
Students learn how to make priorities and how to communicate tactfully.

Description of the activity
The teacher explains basic facts about setting priorities and the need for good communication. The students are told that they they will often have to perform tasks with unreal terms. If we ignore such unreal requirements from the beginning we can be criticised that we are not able to perform a task. Therefore it is necessary to show that we can and that we are ready to think about a task, to prove that we cannot perform the task to the deadline and not directly refuse our boss. We should be positive: define steps which are necessary to perform a task in a certain time period and try to find out if there are ways how to overcome troubles. Perhaps somebody can help or it is possible to extend the time. We can explain to the boss which tasks we have to perform and ask him if we can work just on the priority. This is hardly realizable if we work for more superiors or if deadlines are defined by institutions like ministries,

customers, legislation etc. Students are asked to write an e-mail for three superiors among whom the first one requires a report on the costs of education in the current year, the second application of a project and the third acquiring information on purchase of new computers for the firm. All three want the information till the following day. After students (in pairs) write an e-mail, they read it to the class and their schoolmates evaluate if the priority is chosen right and if the e-communication is suitable.

Comment
Students must be told several times that they should be polite towards their superiors and that they should explain why they suggest priorities.

2. 1. 14 Considering experience acquired on the work place: How to prevent conflicts that arise from anger (written by Dr. Irena Marinko)

Objectives
Students learn how they can prevent outbursts of anger and reduce conflicts in the working and study environment.

Description of the activity
We can start by asking students what disturbs them most in their working organization and it is probable that we will get quite some answers that they hate people with outbursts of anger. In each organization there are conflicts which are sometimes expressed as nagging and at other occasions as serious fights. Some researchers claim that conflicts can lead to better relationships while others think that it is better to solve conflicts before they become serious. The teacher presents some cases of disturbance in mutual relationships that are hardly recognizable but should make us think that there is anxiety in the organization and that good communication is in danger. Such relationships can be solved in different ways, e.g. by annual interviews, by encouraging people to start with an exchange of opinions, sometimes by advising people etc. The teacher explains what is caused by anger: if the other person answers with anger, this causes even more anger and frustration and brings about crisis. Anger increases frustrations, prevents problem solving, leads to more anger and more conflicts, makes angry also other people and causes stress. We can control our anger if we understand that it is not worth being angry and if we want to change. Even if other people get angry we should have enough self-control and prevent anger of others. After this introduction we invite students to list as many ways to control and prevent anger as possible and present an event when they or somebody else successfully prevented anger.

Comment
There are students who think that outbursts of anger are good to solve conflicts and they oppose the teacher's opinion. It is possible that they change their conviction but there are always some students who are convinced that the teacher is not right and that their way of conflict-solving is better. If they try to convince the teacher that they are right, the teacher must be prepared to stop the discussion because it might last too long.

2. 1. 15 Learning by team work: preparing a TV show (written by Dr. Irena Marinko)

Objectives
Students learn how team work can contribute to a good performance of a task.

Description of the activity
The teacher explains to students the importance and the characteristics of team work: groups should consist of 2 – 25 people, teams must have a strong and efficient leader, precisely defined aims, clear goals, the group must accept decisions on the basis of data, they must be able to react quickly, to maintain open communication, to have appropriate knowledge for performance of a project, each member of the team must have a role, work on the project should be coordinated, members of the group should work as partners. Each member of the group should be encouraged to contribute his/her own part on the technical as well as on the personal level. Students are given instructions to prepare a TV show. The teacher emphasizes again that students should first define the leader of the group, divide the roles, make individual contributions and then present them. One or two students shoot the performance.

Comment
Students should be given enough time to perform the task (at least an hour). The teacher observes their work (he/she can put on some pleasant music). If the teacher notices that it is necessary to intervene, he/she gives advice. The teacher should be kind towards everybody. Although there are always some students who do not cooperate and just watch the happening, the teacher does not force them to cooperate. At the end the teacher friendly asks the students who did not cooperate how they felt and if this experience helped them that they will try to do some more next time.

2. 1. 16

Activity
Case study with simulation – evaluation of job applications (written by Dr. Irena Marinko)

Objectives
Students learn how to evaluate personal characteristics of candidates who send job applications.

Description of the activity
The teacher explains that a personnel officer should be careful about how the candidate speaks of his/her employers. The employee should not speak with bitterness. Candidates who speak too much about their family, housing and social situation might cover their professional imperfections. Some candidates emphasize the name of the firm in which they work but do not explain what tasks they performed that qualified them for work in another

firm. It is necessary to control if somebody has been employed continuously. If the candidate omitted a short job, the personnel officer should inquire about it although this might be unpleasant. If the job application describes only the first job of a candidate this might be a sign that he does not plan well. Job application of candidates who finished their education before five or more years should contain a lot of work experience. If somebody puts too much attention on hobbies or on a specific aspect of work this might be a sign that he is really interested in just that part and not in performing all the tasks of a workplace. None of these aspects necessarily means that the candidate is not good for a job. But the personnel officer should investigate it during the job interview. The teacher puts on the screen a job application of a candidate who omitted six months' employment in a company and asks students to prepare a simulation of the discussion between the employer and the employee. The employer has to find out (in a polite way) why the candidate omitted this period from his CV.

Comment
The teacher points out that he/she wishes role playing and not a summary of what should be done.

2. 1. 17 Learning by research: plan of education in an enterprise (written by Dr. Irena Marinko)

Objectives
Students learn to plan education in a learning organization and to convincingly present their needs for education.

Description of the activity
We present basic theoretical knowledge about the importance of education. Students are acquainted that EU will need 35 % people with university education till 2020 while there are only 26 % (in 2016). We explain the concept of the learning organization and importance of the management for introduction of such organizations. Rare organizations have employees who organize education. Employees must often convince their superiors that education is necessary and useful for organization. Education usually means rather small costs for an organization. If employees could present the plan and effects of education in the right way, it would be probably easy to find money for tuition fees. Students are asked to investigate (till the next meeting) if there are any plans of education in similar firms as their own and then try to prepare a plan of education for their own organization. The teacher suggests that the plan should consist of 1) introduction in which they try to motivate all the employees for education; 2) descriptions of areas which education is most necessary, e.g. IT, foreign languages, sales, conflict-solving etc.; 3) description of formal and informal education – they should check the themes, methods of education, entry conditions, duration, location, time and costs of education, and 4) applying to education. Students present their plans during next session.

Comment

Some students are not used to make such plans therefore it is necessary to show them in detail the structure that we expect and emphasize several times that they should encourage their students to education.

2. 1. 18 Quoting literature in seminary works and theses - basics of information literacy (written by Dr. Irena Marinko)

Objectives

Students are acquainted with citing and referencing literature.

Description of the activity

The teacher explains what is citing in the text and referencing. Citing means that we put down a thought of an author word for word. In such a case the student usually puts the copied sentence between inverted commas and puts down the surname of the author, the year of publication and the page in parenthesis. If students copy a sentence and do not show that this is a citation they commit plagiarism and such a seminary or diploma work can be refused. Citations of relevant scientists increase importance of professional work. Students do not often cite authors word for word but with their own words. Also in such cases they must quote the source which is usually done in the text by the surname of the author and year of publication in parenthesis. At the end of the seminary or diploma work it is necessary to write a list of references. Literature is quoted according to certain rules. The teacher gives some examples of referencing books, articles in newspapers, e-sources etc. and explains that there are several different ways for referencing, among the most frequent ones is Harvard style which is on the paper. The teacher points out differences among referencing books, articles, e-publications etc. Then he asks students to put down some references for the publications prepared on the table. Students write references on the board and their schoolmates try to evaluate if referencing is OK.

Comment

Although students have models for referencing in front of them and can ask their friends how to write references, there are only rare who perform referencing without mistakes. The teacher must help to correct references and he/she should use humour so that he does not hurt students but that they still see that referencing is a precise and not very easy task.

2. 1. 19 Case study - correcting references (written by Dr. Irena Marinko)

Objectives

Students learn that referencing is a precise work and that there are different possible ways of referencing.

Description of the activity

The teacher presents some references (as e.g. examples below) and suggests that students check if sources are referenced correctly. After students mention a couple of mistakes the teacher asks them to correct references according to the Harvard referencing guide. If students do not remember where to get the basic rules for Harvard referencing, we tell them to use the Internet. When they find the guide, the teacher asks students to put examples for the most frequent publications on the screen (for books, articles, e-publications). Students start to correct references in pairs. The teacher tells students that they should find also the missing information (e.g. in Slovenia by COBISS, for foreign literature Google Scholar).

1. Bendarik J., Klasifikacija športnih produktov, Ljubljana,1995
2. Strel, Janko et al. Šport v Sloveniji 92-96, Ljubljana,1997
3. Bednarik J., Financiranje športa v državah evropske unije in nekateri finančni viri v slovenskem športu, Revija za teoretična in praktična vprašanja športa, Ljubljana, 1995
4. Wikipedia, Zgodovina društev na slovenskem;
   Dostopno na naslovu:http://sl.wikipedia.org/wiki/Zgodovina_drustev na Slovenskem

When students stop correcting, each pair presents one corrected reference. The teacher helps if necessary.

Comment
To perform this activity students need a computer with Internet so that they can gather the necessary data.

2. 1. 20 Comparing reliability of the library and Internet sources - basics of information literacy (written by Dr. Irena Marinko)

Objectives
Students are acquainted that library resources are much more reliable than information on the Internet.

Description of the activity
The teacher explains how literature is acquired in the library: a committee usually decides about larger purchases and takes into account the needs of library users, relevance of authors, quality of publishing houses, etc. When publications arrive into the library, librarians read and process them. Information on the Internet is published simply by somebody who wishes to tell something (if he has knowledge about the subject or not). Reliability of information is checked only in some cases so there it is much more probable that library resources are more reliable than those on the Internet. Of course it is possible to acquire information faster from the Internet therefore students decide also for this source. The teacher tells students that they must estimate reliability of information each time they quote them (information in Wikipedia, on the websites of universities, on Google Scholar are much more reliable than those published by individuals). Students are asked to estimate information on the Internet. The teacher puts on screen some information about how to cure a cold or diabetes and asks students to think about reliability of information. Then some students explain what they think about reliabilitiy of the information.

Comment

Although the teacher told students which information is reliable, several students usually claim that a certain way of treating the cold is reliable and they support their opinion with the fact that they tried the method themselves and that it worked. The teacher must tell them that professional opinion is necessary for reliability and that one or two individual opinions do not mean anything in medical science.

2. 1. 21 Searching literature for research works/theses - basics of information literacy (written by Dr. Irena Marinko)

Objectives

Students learn how to search for resources which will help them to make a literature overview in research works and in their theses.

Description of the activity

The teacher explains why it is important that each research first quotes relevant authors' opinions about certain problems. To find their opinions the student must first read a number of materials that he/she can search in libraries or on the Internet. At the beginning students do not need to go to the library because they can search for literature on the Internet. The teacher tells students that they should try to think about a number of key words with which they will try to find contemporary authors writing about the theme. If key words are too general, they might find several thousands publications. If key words are too specific, students might not find anything. They should continue searching for appropriate key words that will enable from 100 to 500 hits. When students examine them, they will come across new key words and continue searching for relevant contemporary authors. Google Scholar contains a lot of literature and in many cases enables access to complete texts. Even more and better literature can be found in a really good library that offers its students complete texts from the best data bases like ERIC or Scopus. When students are acquainted with these resources the teacher performs an exercise with which he/she shows how to search literature. The teacher asks one of the students which theme he/she wants to take for his/her diploma work. Then he starts to search key words on Google Scholar and points out publications interesting for the diploma work (as well as explains why other works are not good). The teacher shows students how to insert interesting works in a special file, how to read them, to mark relevant parts of the text and describe important parts with their own words. At the end the teacher presents how to search literature in a very good library to which he/she has access.

Comment

The teacher must warn students that they should include literature of relevant authors and in front of all contemporary publications because science develops quickly. The teacher emphasizes that students should avoid plagiarism.

2. 1. 22 Learning foreign languages in authentic environment (written by Jurij Marinko MA Education)

Objectives
Students are encouraged to use foreign language in authentic environment (speaking and listening to British English)

Description of the activity
The teacher tells students that their next meeting (2 – 3 hours) will be in a small chocolate factory whose owner and director is from U.K. The owner will present students manufacturing of chocolate and their products (which they will be able to buy and take home) and discuss how a stranger gets the idea to come and open a manufacture in Slovenia. The owner will also discuss the problems he faced when establishing the business (and compare the situation in Slovenia and in U.K.), how he solves them and how he feels in Slovenia. The teacher tells students where to wait for him/her and at what time. He also gives them his phone number which they can call if they might not find the location.

Comment
The teacher must encourage students that each of them should ask the owner at least two questions.

2. 1. 23 Learning of foreign languages in authentic environment (written by Jurij Marinko MA Education)

Objectives
Students learn foreign languages in authentic environment (acquaintance with Australian English)

Description of the activity
Students are explained that the next session (2 – 3 pedagogical hours) will take place in a brewery managed by an Australian owner. The manager will show them the manufacturing process and the outputs and discuss how a stranger can lead an enterprise in Slovenia that has its own strong producers of beer. The discussion will be about the Slovenian competitors, about the problems that foreign firms face in Slovenia, how they solve them and how they feel in Slovenia. The teacher tells students where and when to come and gives them his/her phone number if they might not find the location. The teacher asks students to come 15 minutes earlier and prepare questions for the manager of the brewery. When they all gather in the brewery the teacher asks the owner to first introduce his work. Then the owner invites students to take a look at the outputs, and students start to ask questions and speak with the owner. The teacher encourages students to speak but does not force those who cannot. During their next session the teacher asks students about their impressions, what they found difficult, what they did not understand and all the time encourages students that it is not important to speak without mistakes and that it does not matter if they were afraid to open their mouths – it

is important to speak and try to overcome their fears. The teacher gives students instructions how to behave when they do not understand almost anything, how to ask for help, how to understand the meaning of the sentence on the basis of the few words that they do understand.

Comment

The teacher must be encouraging and positive and should not speak about the mistakes that students made during their visit/discussions.

2. 1. 24 Learning foreign languages in a student – friendly way (written by Dr. Irena Marinko)

Objectives

The teacher wishes to relax students and teach them how to express their thoughts in foreign languages without fear.

Description of the activity

At the beginning of the language course students are told that we wish to achieve a relaxed and friendy atmosphere therefore we will rarely correct their mistakes. We ask them that they should be kind towards their schoolmates and not point out the mistakes of others. During exercises when we make role playing it is not necessary to excel with intelligent answers or to always speak the truth but it is very welcome if students use their sense of humour and that they speak as much as possible. It is important that they remember a couple of expressions with which they will fill unpleasant moments of silence when somebody cannot remember a word in a foreign language. Students can help each other.

Comment

Adult students who used to learn languages mainly by drilling grammar are at first usually not very pleased with this way of learning. They might say that this is no learning because it is not difficult and they do not believe that they will learn something. After some hours many students admit that they are much more relaxed than they used to be and that they do not have any more problems with speaking foreign languages. But students still like to say that they should master their grammar and often suggest that the teacher should correct their mistakes (they will not resent it). The teacher can give additional exercises from grammar especially as homework or when he/she notices that students are very tired because thinking awakes them. But it is not necessary to spend too much time with grammar. The teacher should correct just the most serious mistakes of students.

2. 1. 25 Learning by research (written by Dr. Irena Marinko)

Objectives

Encourage students to independent work.

Description of the activity

The teacher gives a short presentation of the study materials for the course of e.g. Business documentation and tells that students can get 20 % of the final mark so that they participate in a research on business documentation in different organizations. Students receive a questionnaire with about 15 to 20 open questions about documentation in their organizations and are asked to answer as precisely as possible. The questions are designed so that students must first study the textbook to get acquainted with the basic concepts that they face when completing the questionnaire. Then they have to think about the documentation in their own organization. Among the questions are e.g.: What kind of typical documents do you work with in your organization, describe three important documents that you recently had to write in your office, describe an important document that you had to write and/or complete in a foreign language, how do you take into account ethics in business letters (legal, administrative and other regulations, manners), which are the most important ethical problems that you have faced when writing business documentation, how do you feel when you receive letters that contain mistakes in grammar, contents or style; how do you react if you notice that your co-employees write weak letters or e-mails; where did you learn how to write business letters and e-mails; what do you wish to learn regarding business documentation; what advice about writing business letters would you give to your colleagues.

This task contributes to several objectives: students independently consult their textbooks, they investigate individual concepts, apply theoretical knowledge into the practical work and contribute to a common research. This learning method is particularly suitable for students who cannot visit lectures.

Comment

When giving instructions how to carry out this task, the teacher must tell students that they will get additional 20 % to the mark only if they really work hard and explain their answers. Answering with yes, no or I do not know cannot bring additional scores.

2. 1. 26 Including scientific and professional articles in studies (written by Dr. Irena Marinko)

Objectives

Acquaint students how to seek, evaluate and read peer-reviewed articles.

Description of the activity

If a teacher wants that students start to read scientific literature, it is necessary to include it in the study materials and in the examination. The BA studies rarely require that lecturers motivate students to read scientific and professional articles but within MA studies this is a necessity. It is the best if the lecturer offers students at least two or three articles published in peer-reviewed journals (attachments or links to study materials). The articles must deal with the study themes, they must not be too difficult or too long and should treat an interesting problem. The teacher sends the articles at the beginning of the course, suggests that they read them and then discuss the articles in the classroom. Students are also asked to find at least one

interesting article themselves and make a short presentation and evaluation in the class. Students should be acquainted with seeking for peer-reviewed articles and other literature. The easiest way is literature search on Google Scholar. Slovenia has the library system COBISS that enables access to all the literature of Slovenian libraries but the majority if the COBISS literature is in Slovenian and COBISS does not offer complete texts.

Students should also be taught how to read literature: they should take a look at the publications, mark sections which are important and not read everything. Students should start by examining the contents, titles and perhaps read the chapter that seems to contain something interesting. They can omit pages, read only the abstract, the first and the last paragraph, conclusions. It would be very useful if they made a course of speed reading.

Comment

Students usually enjoy reading interesting peer-reviewed articles; they also like to critically evaluate them.

Many lecturers give students long lists of recommended literature and suggest that they read it. It is too much if the list contains 20 articles and/or even books and nobody takes such lists seriously.

2. 1. 27 Teaching foreign languages by songs for children – learning from demonstration, research and one's own product (written by Dr. Andreja Retelj)

Objectives
- By practical demonstration encourage reflexion on learning foreign languages by songs.
- Encourage students to think if the demonstrated methods are appropriate.
- To deepen their knowledge by their own research and study of literature.
- To show students how to make preparation of a pedagogical hour.
- Planning in practice.

Description of the activities

Phase 1 – Demonstration:
Students sit on the floor in a circle. The teacher shows them a toy (a duck) and tells in foreign language what this is. Each student takes the toy in his hand and repeats the word. (Students learn vocabulary).
The teacher sings a song and illustrates the happening transmitted by the song with movements. The teacher enables additional understanding by visual presentation on a video (understanding is supported by visualisation).
The teacher pronounces words and explains their meaning with movements. Students repeat the words and illustrate their meaning with movements (they learn vocabulary).
The teacher sings again and supports understanding by movements, students repeat movements and sing (they learn and consolidate vocabulary in the context).

The teacher presents the vocabulary with movements. Students repeat movements and tell in the foreign language what they illustrated (students assess the acquired knowledge).

Comment: This exercise was performed with the students of German (pedagogical orientation). The teacher chose as another language Spanish which none of the students knew. The reason for choosing Spanish is a considerably better authenticity of the learning situation. In this way students made their own real and concrete experience with difficulties when learning foreign languages.

Phase 2 – Discussion:
In the phase of discussion students speak about their own experiencing of learning. They think about the demonstrated methods and evaluate their advance in learning. They make a list of appropriate methods for learning by songs and make guidelines for selection of songs for children. In this way students learn how to choose appropriate methods for teaching children and how to select songs.

Phase 3: Use of professional literature and other sources (flipped learning)
Students read the chosen articles about teaching children and prepare short presentations (5 minutes) of the articles. They point out recommendations for teaching children which they found in the articles. Each student chooses one song from among the songs prepared by the teacher and gives arguments why the song should be used for teaching. In this way students make a research, increase their knowledge of didactic/methodological principles of teaching children and apply it to teaching with songs.

Comment: Students accessed the articles and songs by e-classroom. They put down their recommendations on the forum.

Phase 4: Didactisation of the song and preparation of learning
Students make preparations for a pedagogical hour in which they put down the theme, define the objectives and precisely describe the phases of the pedagogical hour.
Each student takes the role of the teacher and prepares demonstration of a pedagogical hour. His schoolmates give feedback. On the basis of the schoolmates' and teacher's feedback the student completes/corrects the preparation. In this way students learn how to prepare a pedagogical hour and practically test their planning by a short presentation. Students also think about the meaning of giving constructive feedback.

Phase 5: Making a collection of songs for teaching
The teacher collects all the preparations of the pedagogical hours and together with his students makes a collection of the preparations. This is at disposal to all the students in the e-classroom. In this way students learn the meaning of teamwork.

Comment:
Collection of songs is available on the web site of the department for German didactics (Lieder) and can be used by all teachers who teach children.

2. 1. 28 Presentations of seminary works and encouraging students for active cooperation (written by Dr. Tanja Sedej)

Objectives

The main objective is to encourage students that they actively listen to and participate in presentations of seminary works.

Description of the activity:

Phase 1: Educating students about comments, questions and possible answers

Before presentation of the seminary works we use some time to discuss comments and different questions and answers. Questions can be divided in open and closed. Other possibilities are:

- Questions that sound positively and intend to acquire additional information. E.g. The theme is interesting. Could you tell more about the process of …?

 - Questions that sound negatively (the listener has other views and doubts about correct information). E.g. The theme is interesting but I think that your thesis is not realizable. Considering the present economic situation do you really think that your project could be realized?

The teacher explains the process of answering questions and presents suggestions how to react and/or answer the questions. There are two main types:

- accepting the question (I am happy that you pointed this out; you started a very important question; I quite agree with you; Of course there are many different opinions that oppose to each other) or

- making a return question (What made you to ask this? Could you please make your question more concrete? What exactly do you wish to know?).

Phase 2: Presentation of the seminary work and performing additional activities

Students present a seminary work made by a group of people. Before the beginning students are explained how presentations will be made, by what turns and the students who listen are asked to:

- Prepare at least 2 questions (one positive and one negative. To prepare questions and make agreement they have about 5-10 minutes (immediately after the presentation). The representative of the team then asks the students who had presentations.

- Students who present the seminary work should answer the questions in the best possible way.

Comment
Students must actively listen to seminary works of their schoolmates because they must later put appropriate questions. In this way they develop critical thinking, actively participate and speak in the proces of the presentation of seminary works.
Students who have presentations learn about the ways how to react on different types of questions. In practice we often face questions of both types therefore it is good that we can answer them by different techniques.

2. 1. 29 Business statistics for students who accept this course with low motivation and often with opposition (written by Dr. Jože Šrekl)

Objectives
To attract attention of students, make them work and enable them to perform simple statistical investigations on the basis of the acquired knowledge. Students should at least understand the value of the results of individual statistical investigations.

Description of the activity
The teacher presents the study materials in a classical way: by projection that supports lectures. He also writes on the board, especially when presenting simple calculations. He uses cases that try to acquaint students with everday use of statistics, understanding and comments of questionnaires in the newspapers, and statistics as arguments for statements of the economists, politicians etc.
Students have to make their homework: a simple statistical research that includes all the elements of techniques about which we spoke during lectures. The reseach from questionnaires to submission and interpretation of the statistical data helps students to come through all phases of the statistical research. They must use the study materials which they received. The teacher avoids classical calculations and intentionally uses Excel. The teacher could have used special statistical programmes like SPSS, Matlab, Statistics and similar but he wants that the students achieve results with simple tools. This accessibility of the calculating tools encourages students. »I have long worked with Excel but I have had no idea that it is possible to use it for statistical data processing«, »I would need these tools for my job but have not known them« and similar statements confirm that the computer tools were well chosen. Since seminary works in front of all test their knowledge and try to apply it in practice, students use small samples which they acquired by their questionnaires. Therefore results of their investigations are often unreliable or quite wrong. But it is important that they learn the techniques and interpretation of the acquired results.
The teacher then proves that collecting the data has sense because he uses all the data for a deeper statistical analysis and results that are reliable because of enough big sample and other methods used.

The teacher presented the research at a conference and published it in a peer-reviewed journal and acquainted with this his students so that they could feel that they contributed to a scientific research.

Comment
Although the seminary work seems a rather routine task, it makes the students think about the problem. E.g. students say: »I got an unreasonable connection between two features in a population. Is it a fault of a small and unrepresentative sample?« The majority of students admit that the lecturer managed to motivate them and that they lost their opposition towards statistics.

2. 1. 30 Learning by research (written by Dr. Ksenija Vodeb)

Objectives
Students master contents of the course Tourism and free time.

Description of the activity
The teacher first presents the way of work, basic and additional literature, main objectives of the course and themes.
The first theme is presented more in detail, with key starting-points, themes and questions that later students choose as titles of short written reports. The teacher gives instructions how to prepare the report (the main points are the technical side and the contents). The student prepares the report independently by using professional and scientific literature, e-sources and other materials. The report should be written on 3 to 5 pages and should have at least 5 references. Sources should not be older than 10 years (except the most important literature). The work should have the form of a paper and should consider APA referencing.
During the next meeting students present their works by using Power Point Presentation. The teacher encourages them to use just key words and not complete sentences, pictures, audio in video materials.
After the student presented his theme he should encourage a discussion in the classroom so that he makes questions, expresses his critical standpoints. The teacher is a moderator of the discussion, pays attention that students stick up to the theme, connects it with study objectives, summarizes the findings, emphasizes some points, makes new questions and encourages more questions among students. This method brings about suggestions for possible new themes of further tasks (although some are prepared by the teacher). The themes follow study objectives of a course and the competences defined by the syllbus.
The themes of these written reports present examination questions for the course and the answers are found by students themselves so that they study literature defined by the syllabus. Students additionally decide about the choice among all other available sources and literature. The more themes are presented, the better are possibilities to connect the findings, theories, viewpoints and practical cases. Students can use all the available materials for a theme but must decide about them themselves. The teacher can advise which literature to use or examine

the written work, suggest possible improvements, suggest which points to expose, to write more clearly, to make technical corrections etc. The student is encouraged to present the report in the way which he likes. He can use different graphs, musical inserts, pictures, drawings etc.

After conclusion of each theme (by students' presentations) the teacher offers new standpoints for discussions of a new theme. He starts with key questions that should be discussed and makes a short introduction to arouse interest in the list of the prepared themes. He enables that students form their own themes if these are in accordance with the syllabus. When students prepare for the third or fourth theme they usually do not need the teacher any more.

Comment

These activities require regular work and assessment of the written works of the students. The teacher should provide a full feedback with explanation. This should contain praise for good elements of the report and constructive critique for worse elements or presentations. The report and the presentation are evaluated also by the student and by other listeners who participate in the discussion. In this way the teacher makes a complete evaluation and puts it down on the written report. At the end of the semestre the student has in his file 7 appropriate written papers. This completes the work and evaluation of a course. Students made a deep research into different themes that present examination questions. The acquired knowledge is in this way more fundamental because students achieve information, findings and conclusions by their own efforts.

If the weather is fine presentations are performed outside in front of the faculty where there is enough peace for serious work and the environment has a positive and relaxing influence on all the participating students.

2. 2 Best practices of assessment

2. 2. 1 Personalised assessment - individual examination terms (written by Jurij Marinko, MA Education)

Objectives
This activity enables regular passing of examinations to students who are busy, ill, have a lot of business travels, who have children etc.

Description of the activity
One or more employees are asked that they will once a week control examinations. Students are informed that they have regular and individual examination terms and they are told when (e.g. on Fridays at 9.00). Students must apply for individual examinations some days before the examination term. Before sitting for examination students are asked to put their bags, phones and other things on a special place and then start to write the examination. The supervisor can ask student if he/she understands the questions. If necessary, the teacher gives them additional instructions. Students may be allowed to use calculators, computers, textbooks etc. if the main lecturer allows it – if examination questions do not enable that students copy answers from the textbook.

Comment
At the beginning students are not familiar with the possibility of individual examination terms therefore they do not ask for them. When they realize what this means, they often use individual terms. Some students misunderstand individual terms and think that they can determine the exact date of the examination by themselves. These must be told that examination terms are once a week.

2. 2. 2 Assessment - teacher's comment of the examination (written by Dr. Irena Marinko)

Objectives
The comment intends to give students a detailed opinion about their knowledge.

Description of the activity
Comments can be made in different ways. Among the most frequent ones are comments which are attached to the examination paper and/or comments to individual sentences or parts of the examination. It is also possible to combine both but just in the case when teacher has not too many students. When writing a comment the teacher usually first tells what is good (this is an interesting idea, you made a good introduction), then objectively, clearly and

politely describes the mistakes (you omitted the abstract, your examination contains some grammar mistakes, you did not mention all the essential facts such as…, you repeated a thought several times, references are not in accordance with Harvard style etc.) and/or how the student could improve his examination, what else he/she could think about, what else he could read and similar.

Comment
The teacher must be friendly and patient towards students but should clearly describe also the mistakes. It is necessary to put down both good as well as weak sides of the examination (not just weak points).

2. 2. 3 Personalised examinations that do not require learning by heart (written by Dr. Irena Marinko)

Objectives
Students learn without having to memorize things.

Description of the activity
The teacher explains that his/her course (e.g. Business documentation) does not require learning by heart. The teacher tells students that they will have to answer 4 to 6 questions which will require them to think about, discuss, comment, write letters and e-mails, answer letters etc. They are expected to write in a polite and convincing way. The teacher shows them some examples of what the questions will be like:

1) Write a letter in which you will make a complaint that a firm did not employ you but another person who has lower education and you know she is the niece of the director.
2) Write an e-mail to your boss and point out that your organization has no room where employees could prepare tea or coffee. Try to convince him why such room could be useful, which equipment is necessary for the start and how much this will cost. The e-mail should be written in about 100 words.
3) Describe the main documents which you use with your work and suggest which of them should be replaced by e-documents (about 300 words). Give reasons why paper documents could be replaced by e-documents.

Comment
It is useful if the teacher emphasizes that students must be polite, friendly and convincing.

2. 2. 4 Personalised assessment – acknowledgment of examinations (written by Dr. Irena Marinko)

Objectives
Universities acknowledge examinations that students passed on other universities. Examinations are recognized fully or partly.

Description of the activity

The teacher explains students that they can ask for acknowledgement of examinations passed on some other university and that they should provide syllabi of these courses, especially the contents. Universities usually require that students bring syllabi confirmed by the universities on which students passed examinations. Very often it is possible (and more student-friendly) that a university itself finds syllabi on the Internet. Then one member of the Committee that decides about acknowledgement analyzes the contents of the course passed and compares it with the contents of a similar or equal course on our university. He/she estimates what percent of the contents the student passed and the Committee accepts the decision that the examination is passed as a whole or only partly.

Comment

Many universities require that students evaluate syllabi by themselves and suggest the Committee for students' issues which courses should be acknowledged. This requirement is very unfriendly towards students because even teachers with PhD have a lot of work before they find out if two courses are equal or similar. The majority of universities do not make a precise analysis but require the opinion of a lecturer in the specific area. This is acceptable if the teacher is aware that students should have passed about 60 % of the contents and not all of them.

2. 2. 5 Personalised assessment: acknowledgement of working experiences (written by Dr. Irena Marinko)

Objectives

Students who have working experience can prove that they have the necessary knowledge which they acquired on their work place.

Description of the activity

The teacher gives students instructions how to write a description of his/her working tasks and emphasizes that they should not be modest when writing and that they should be aware that some skills are transferable from one to another job. Tips how to write can be as follows:

Your written report should contain:
1) First page with the name of the College, title of the programme, title of the project (Practical education), name of the mentor, name of the student, number of hours/months/years when student performed the required tasks.
2) Introduction in which the student puts down basic data about the organization in which he/she is/was employed.
3) Core of the project in which the student describes as many tasks which he/she performed as possible.
4) Conclusions in which the student provides some of his/her own ideas how it would be possible to improve the tasks that he/she performed.

5) Enclosures which might give better insight into the description of the practical work (not obligatory).

The project should be written on 7 to 10 pages. It must contain the time of the practical work and should be signed by the job supervisor. If this is not possible, the student adds a copy of the employment contract or some other proof that he/she really performed the job tasks.

The below list serves as a reminder which can help students remember typical tasks and/or operations that they had to perform within the job that they are going to describe. If they performed also other tasks they should describe them as well.

Module 1: Communication in different languages
Accepting clients, contacts with co-employees, suppliers, and others
Accepting and answering phone calls
Accepting, classifying, answering letters in different languages
Writing reports, analyses, articles etc.
Contacts with clients via Internet
Controlling documents and directing clients
Giving information to clients
Communicating with representatives of public administration
Working in promotional activities
Phone marketing

Module 2: Economics, accounting and finances
Controlling invoices, writing invoices
Sending invoices to foreign countries, payments to foreign countries
Management of cash payments
Writing pro-forma invoices
Management of salaries
Tax management
Accounting
Communication with the accounting service
Recovery of debts
Calculations
Controlling supplies

Comment
People (students and teachers) who never made job analysis often do not know that tasks of different jobs can be very similar. E.g. writing invoices, communication, working with computer, archiving etc. are almost equal in many firms. Students who wish that the university acknowledges these practical experiences must be first aware that certain tasks are equal in all places and then defend their standpoints.

2. 3 Best practices of personalised approach to students

2. 3. 1 Personalised approach - helping students with additional hours of foreign languages (written by Dr. Irena Marinko)

Objectives
The teacher gives students with weak knowledge of foreign language additional hours and thus helps them to feel better during regular hours of foreign languages.

Description of the activity
During the first lesson students are told that the university will organize additional hours of foreign languages for those who will find that their knowledge of a foreign language is poor. Students find out their level of knowledge already during the first session and ask for additional hours. These can be held once or twice a week, if possible no more than two pedagogical hours. The teacher asks students what is the most difficult for them when studying foreign languages. Students usually mention grammar, they are afraid that they might make a mistake and do not want to open their mouth. Some think that they cannot remember foreign words. The teacher gives short explanation on basic grammar rules, numerous exercises (role playing is very efficient) and other methods with which he reduces their fears and makes them speak. The teacher must also often repeat ways in which it is possible to memorize words in foreign languages (repeating the words and sentences every day, reading foreign newspapers, watching TV etc.).

Comment
Although the majority of students think that they must know grammar rules they usually have enough knowledge to express basic things. Therefore the teacher repeats just basic grammar rules. During regular hours the teacher focuses on reading texts, comprehension and does not correct all the mistakes that students make.

2. 3. 2 Personalised approach - preparing students for examinations (written by Dr. Irena Marinko)

Objectives
Students learn that it is possible to prepare for examinations in different ways.

Description of the activity
The teacher explains that there are different kinds of examinations and recommends that students should learn in what way the teachers evaluate knowledge, how long examinations are, how many answers they contain, what mark students receive for a certain number of scores etc. They can ask about it the teacher or other students who already passed examinations. Some schools have records of old examinations and allow students to consult

them. If this is so students cannot expect the same questions as in old tests. The oldest type of examinations (but still often used) contains questions which require that students reproduce what they learned. In such a case it is best that students make a plan and learn a certain part of the study materials each day and/or week. At first they have to organise their notes, mind maps, think if it might be good to study in groups etc. Some examinations contain only some questions (from 3 to 6) which students have to answer with about some hundreds of words. Some teachers do not want to tell anything about the examination questions and do not allow that students use study materials during the examinations. Other examinations are in the form of tests containing questions and offering three to five possible answers. Some questions are easy while others are more complex. Examinations can combine one or two questions that should be answered as essays and the rest of questions are in the form of the test. Some teachers allow using study materials or literature. Such examinations might seem rather easy but they are not. It is not possible to simply copy the answers – students must look for information, compare facts, use analogy and similar. The time to look for information is usually rather limited.

Then the teacher gives students some examination questions that require that students describe, evaluate and/or compare something. The teacher gives them easy questions that can be answered quickly. Then the teacher asks students who are not sure that their answers are correct to read their answers and then comments the answers: if the question was to list something students should think if they had put down facts or perhaps their answers are too long. The question to present something requires a more extensive answer. Some examinations begin with the word »define« so students are expected to put down the definition. When students must compare two things they can first describe each of them and then compare them (except if the examiner tells them that he does not want it and that they should put down just the main elements of the comparison). If the question starts with »discuss« it usually requires quite an extensive answer. When the teacher says that students should illustrate something they can do it by a graph, outline, example etc. They can also be required that they should interpret something. Such questions can be rather demanding but teachers often allow that students put down their own comprehension of problems. If they must interpret a poem they should have enought time and try to notice as many meanings and metaphors as possible. The teacher might understand the poem in another way but it is possible that he will be pleased because students think about it in their own way.

When students are acquainted with basic ways of examinations the teacher encourages them to think about what kind of questions there will be for their next examination.

Comment

When performing this exercise the teacher must be careful that he/she is very friendly and patient with students who are ready to read their answers. These answers are often wrong but the teacher should not mock at them. The teacher should say that he/she is very happy because the answer is not quite correct because he can teach them how to answer in a correct way.

2. 3. 3 Personalised approach - the whole-day phone service (written by Jurij Marinko MA Education)

Objectives
Students are acquainted with personalised approach of the school. They can reach an employee by phone or by mail through the whole day and this employee can help if students do not know how to proceed with their seminary or other work.

Description of the activity
At the beginning of the academic year students are informed that the university introduced the duty service and that they can call or send a mail in case of problems. The most suitable person for such a task is an employee who is well acquainted with what happens in the university and can quickly contact his/her colleagues. The person on duty must be ready to perform this work and must be polite when answering even if students call in the evening or on Sunday. Employees who wish to have peace in their free time are not good for this job. This work should be performed by somebody who thinks that it is best to solve problems immediately and that phones were invented to be used all the time.

Comment
Giving information by phone or answering e-mails all the time seems to a number of university teachers too liberal. Some people think that the person who is on duty is robbed of all his/her private life. However there are not many calls in the evening, on Saturdays and Sundays. This job should not be performed by somebody who does not like to give information and/or might want to teach students that they should call during office hours.

2. 3. 4 Personalised approach - acceleration of studies (written by Dr. Irena Marinko)

Objectives
The university wishes to enable students to finish their studies faster than determined by syllabus.

Description of the activity
The teacher tells students that they can finish their studies earlier than is expected. He/she gives some examples when acceleration is most usual: if students have some courses acknowledged from another university, if they are ready to study independently (without visiting lectures – but they can get consultations), if they want to study during the summer. The teacher presents a student who accelerated his studies, why he/she accelerated, which courses were acknowledged and how the student organized his studies. The teacher also explains how the university supports acceleration: by individual examination terms, by the possibility to pass examinations during the summer, by not requiring learning by heart, etc. Students should also be acquainted with payment conditions if they accelerate their studies.

Comment

The best model for acceleration of studies is a student who passed his/her examinations faster than expected.

2. 3. 5 Personalised approach - combination of distance learning and visiting lectures (written by Dr. Irena Marinko)

Objectives

The University wishes to enable students that they come to lectures when they have time and/or study at home when they cannot come to lectures (mothers, people with chronic diseases etc.).

Description of the activity

Some students cannot come to all lectures because they have a lot business trips but they like to come if this is possible. Other students visit lectures regularly but then get employment abroad must use the distance study. Some stay at home because they get a baby and also cannot come each time. Some students come just to the first and last session and they learn the majority of the materials by themselves. The University sends these students the time schedule and study materials and currently informs them about individual events.

2. 3. 6 Organisation of studies for employed students and students with families – different forms of distance studies (written by Dr. Irena Marinko)

Objectives

University enables students who cannot attend lectures that they study by themselves.

Description of the activity

Students who cannot attend lectures (women after childbirth, employees who have many business trips, handicapped students etc.) should be enabled to study at home. This can be achieved by more or less sophisticated distance study system. Distance study can be organized so that students receive materials via e-tool that enables e-assistance in many views, among other things also access to a rich library. Open University organizes distance study which is extremely well supported by IT. Students register, pay the tuition fee, receive the study materials and the examination questions some months before deadline for examination. Very often they also submit the examination in electronic way. During the period when they must study they have a mentor whom they can ask for help, they have an extremely good library and the study materials are prepared so that they make students think about the topic and understand it. Students have discussions via Skype and also many other possibilities to learn. Study materials are rather extensive.

Another way of distance study seems much poorer but is developed and used by a number of universities. Students receive consultations, study materials and tips how to study. Students study in the way which they like (brain mapping, signing, making notes etc.). Also in this case students need a good library with data bases. Many students like this system because it does

not require communication just by e-tool but enables using usual e-mails. Students using this system are really free because there are no e-meetings or requirements to skype or to express opinions on the forum and no setting time limits (e.g. that students should be behind computer every Monday).

Both methods require good study materials that must include all the contents required by the syllabus. Study materials should be in the form of the textbook and slides. An important element of distance studies is the examination which must prevent students to copy from the textbook. The examination must refer to the study materials in the textbook and must require that students make an overview of additional literature which they get in the library. Better marks are given to students who make good referencing, who include a small research, who show independent thinking, compare two systems or concepts etc.

Comment

Many people think that distance study enables that somebody helps the student and/or even passes examination instead of the registered student. But actually there are not many possibilities that this happens. It is most unlikely that somebody else would be ready to study for 3 or more years instead of the student who is registered. And he/she should study hard otherwise he would not pass the exam. Each student has to pay a tuition fee (which is rather high) and besides he/she should pay also the person who would study and sit for exams. It would be very expensive to pay one's own tuition fee and the person who would study instead of the registered student.

2. 3. 7 Personalised approach - studying in the national language and English (written by Dr. Irena Marinko)

Objectives
To enable studies to domestic and to foreign students.

Description of the activity
Many universities offer programs in the national and foreign language (which is very often English). In small countries like Slovenia there are not many students from abroad. According to Slovenian law on higher education lectures must be in Slovenian. It is possible to perform lectures also in English but only if the Slovenian alternative is ensured. This means that the university has double work and costs: it must have lecturers who teach in Slovenian and in English and study materials in both languages. Fortunately the majority of university teachers speak English and can prepare both study materials and lectures also in English. They need good textbooks in Slovenian and in English which must be purchased by the university.

Comment
It is not difficult to provide the study materials in English. The librarian and the main lecturer should examine recent publications about the subject (the best source is Amazon.com), decide for purchase and then the lecturer prepares also slides.

2. 3. 8 Personalised learning - encouraging students to study successfully

Objectives
Encourage students to work quickly, regularly, well; encourage also those who might have troubles.

Description of the activity
Being kind, friendly and encouraging does not cost anything but can make miracles. If university management, administrative, pedagogical and other employees get used to smile instead of showing that they are in bad mood, give students additional instructions, show a bit of understanding, ask students about their problems, they can help that students overcome problems and successfully finish their studies. It is the management of the school that should decide about what emphasis will be devoted to encouraging students. If teachers do not believe that kindness is important they should still follow the guidelines of the management and encourage students. If the manager does not believe in encouragement, he/she should calculate how much money he is going to lose with each student who will not complete his studies.

Comment
Encouragement of students is a rather simple matter but many universities have not developed this feature among their staff. Kindness requires from some people a change of their basic convictions. There are quite a lot of teachers who are sure that rigour, unyielding stiffness and sharpness are basic for education.

2. 3. 9 Personalised approach – hiring foreign lecturers (written by Dr. Irena Marinko)

Objectives
Students are acquainted with good practices in foreign countries and learn foreign languages.

Description of the activity
Foreign lecturers mean a lot of additional work and costs but they contribute to knowledge of students, their contribution makes lectures more interesting and students can practice their English. The university can make contacts with foreign lecturers by mail and then arranges their lectures. When speaking about the organization it is necessary to define especially the payment and the terms of lectures. The university sends the foreign lecturer the syllabus and asks him/her to choose his/her favourite theme. We also tell him/her how long the lectures should last (e.g. 4 pedagogical hours), we describe the students, we recommend that he/she should speak slowly, that he should first explain the topic and gradually introduce discussion; if possible he should organize a short workshop at the end. Students should be invited several times and they should receive points for cooperation. Students who have serious doubts about their language competences should be invited to stay at least till the break and then allowed to leave in the case they might not understand anything or be extremely embarassed.

Experiences show that also those students who think that they do not understand English at all, can follow lectures and are at the end very happy that they came.

Comment

Foreign lecturers might be very expensive because of the prices of the flight. It is better to invite lecturers from the neighbouring countries who can arrive by car. It is also necessary to convince students that they really participate in lectures. But it is worth trying because they are very pleased after the lectures.

2. 3. 10 Personalised learning - consultations for students (written by Dr. Irena Marinko)

Objectives

To offer individual students short summary of the course and explanation of questions that they do not understand.

Description of the activity

If we want to help handicapped students or students who cannot participate in lectures, we can offer them consultations. The teacher forwards the study materials in advance and suggests that the students study them and put down questions that they do not understand. During consultations (that can last from 4 to 8 pedagogical hours) the teacher first makes a short summary of the course, explains what is the most important and then answers the questions of students and/or explains what they do not understand.

Comment

Consultations are a very successful way for a quick acquaintance of students with the topic. The students should be told to study materials in advance and to come to the consultations prepared.

2. 3. 11 Personalised approach - encouraging teachers to change their thinking, planning, teaching and assessment (written by Dr. Irena Marinko)

Objectives

We wish to encourage teachers that they change their personal characteristics and practices which hinder them to use the student-centred approach.

Description of the activity

Many teachers find it difficult to accept certain elements of the student-centred learning. Lecturers are usually very good in leading the discussion, moderating workshops, organising case studies etc. But important are also personal characteristics of the teachers: positive attitude towards life and students, being open, positive relationship during assessment of students and many others. If a teacher is a pessimist, he can't use the student-centred approach

successfully. The teacher can perform a discussion well but in a hurry says some rather negative sentences, e.g.: »You can study but all your efforts are doomed to failure because there are so or so no jobs/because you are too old/because you are not persistent/intelligent etc«. For some teachers it is very difficult to open towards students. As soon as they should say something about their personal conviction or life, they think: »This is no concern of students, the university has no right to demand that I discover my personal life«. Such lecturers cannot believe if somebody says that they can admit that they make mistakes. Some lecturers are convinced that their assessment results should always be in the form of normal distribution. Teachers who accept student-centred learning should forget that only a certain percent of students should achieve high scores. It should be normal that the majority of students have good marks.

Convincing teachers to change one or another of such characteristics can last for years. University management can speak about it during annual interviews with teachers but it is impossible to expect a change immediately.

Comment

Some lecturers are convinced that the university management makes a mistake because they require changes of their behaviour. Such teachers ought to find another job.

2. 3. 12 Personalised approach - frequent changing of teaching methods (written by Dr. Irena Marinko)

Objectives

Maintain the interest of students in a topic.

Description of the activity

The teacher must change teaching methods as often as possible. Part-time students have lectures in the afternoon and they sit in the classroom 3 or 4 hours therefore they are very tired. The teacher must be very careful to change the teaching methods. Only during the first session the teacher should speak himself for some time in order to relax students. After half an hour the teachers should include also students. Discussion is very suitable to do that. The teacher asks questions and invites students to answer. The discussion can last 5 minutes and should not be too long (some students do not like discussions and they might get nervous). After the discussion the teacher again explains the topic and then introduces a workshop (e.g. problem-solving or team work. After 10 minutes students present their solution. The teacher continues with explanation and then again actively includes students, e.g. writing a plan, a letter, an e-mail etc.

Comment

Frequent changing of teaching methods has a very good influence on students because they do not get bored and because it encourages those who are very tired. Lecturing ex cathedra should not last more than 15 minutes.

2. 3. 13 Personalised approach: helping students (written by Dr. Irena Marinko)

Objectives
To help students with their studies and in life, show students that we appreciate them.

Activity
Teachers and students are a part of the same organization. Although many teachers think that it is not their duty to deal with students' problems, such help can contribute to a better atmosphere in the university. When speaking about help we do not think just about the usual help like consultations, a new explanation of things that students do not understand, explaining the mistakes in the examination paper, encouraging students etc. but also things that are not connected with studies. Students can ask teachers that they tell them how to study, how to seek employment, how to behave in an organization, where to search employment, how to convince co-employees that it is better to maintain positive atmosphere than quarrel etc.

Comment
Some students try to ask too much: if a university organizes individual examinations every week and the student still suggests that they are every day this is too much. Also students who think that paying the tuition fee means that they are going to pass the examination should be told that there are limits.

2. 3. 14 Personalised approach - considering individual needs of students (written by Dr. Irena Marinko)

Objectives:
Help students with different interests.

Description of the activity
Students have different individual needs that depend upon their abilities, interests, motivation, personal and career goals etc. Some students know more about a certain course than others and wish to work more and faster than their schoolmates. This is typical with language studies. If the teacher of foreign languages has a group with half of students who wish to discuss, to do a lot of homework, to visit foreign firms and similar while another half of the students are convinced that they will never use a foreign language and that they cannot learn anything, he finds himself between two rather different groups. There are some simple ways how to assist both: the teachers give homework, tell students where to find additional reading, exercises, listening, watching movies etc. to those who wish more. On the other side the lecturer should not require that those who do not like foreign languages do all the homework (although they would benefit). The teacher encourages and praises each advance of students with poor marks that he notices.

Comment

When using this method the teacher can be hindered by his sense of justice and equality. Many teachers are convinced that they must expect the same level of knowledge from all students. Of course there are standards for the mark which are defined by the syllabus. However, it is almost always possible to be flexible and give at least a verbal praise also students with poor knowledge and lack of interest.

2. 3. 15 Personalised approach: flexible time of studies and examinations (written by Dr. Irena Marinko)

Objectives
Help students with their studies.

Description of the activity
One of the principles of the student-centred learning is to enable students enough time to study and to pass examinations and/or give each student so much time as he/she needs. If a university has only 3 examination terms per academic year, it is difficult to enable students enough time for studying. If examinations are organized at least twice a month or once a week, the student has many more opportunities to pass the examination. The teacher can also let students write their exams more than just an hour. If the teacher notices that students are nervous during exam, he can suggest that they first make a plan of what they are going to answer (on a separate piece of paper) and then write the examination.

Comment
When introducing flexible time of examinations the teacher can be hindered by his sense of justice and equality. Some teachers think that all students should write the exam in the same length of time. Why? It is not a competition – students sit for exam and it is the teacher's task to help them in the right way.

2. 3. 16 Personalised approach - how to enable studies of adult students who are employed and have families (written by Dr. Irena Marinko)

Objectives
Help students who are employed and/or have families.

Description of the activitiy
Students who are employed and/or have a family must take much more efforts to finish their studies than those who study full-time. However, employers expect adults to study and universities should enable appropriate conditions that enable adult students to learn and pass examinations. The most usual measures to do this are afternoon/evening classes (after students finish working), a stable time schedule which defines the terms of the classes and examinations for the whole year, short breaks between lectures, presentation of the most essential topics of a course and/or omitting things that are not so important, including cases

from working environment etc. Teachers should create examinations that require from students to use their already existing practical knowledge, they should have interesting lectures which attract students to listen (and make them sleep). The teachers should also understand that employed students cannot come to their lectures in time and/or exactly as determined by the teacher.

Comment
Some teachers like to require that students come in time and claim that in this way students are brought up to punctuality. Perhaps this might be true with full-time and young students. When teaching adult students, especially those who are late because of their work or family, teachers should not insist that students come in time (besides punctuality is actually not a part of the syllabus).

2. 3. 17 Personalised approach - showing respect towards students (written by Dr. Irena Marinko)

Objectives
To show students that we appreciate them

Description of the activity
All the employees of a university - including lecturers, administrative and other employees – should show students that they appreciate them as their clients. Lecturers show respect towards students by being kind and encouraging, by not giving unpleasant, cynical and/or sarcastic remarks. It is also disrespectful if teachers explain students that it is not worth studying because they will not find a job; if teachers mock or scold students because of their poor knowledge or spread the opinion that a university accepts only excellent students. Who are excellent students? Only those with good marks? Others are not worth anything? Employers appreciate students who have good knowledge, good personal characteristics and possible working experiences. So how does it help to find a job if a student has only the highest marks but is quarrelsome or too competitive? We express respect towards students not just with positive relationship towards them but also by avoiding all unkind evaluation. If students ask teachers about things that are not a part of the course, the teacher should not find it beneath his dignity to give the best possible advice or at least tell the student whom to ask.

Comment
Addressing students formally is not an expression of respect. Respect towards students must not lead to reducing the examination criteria.

2. 3. 18 Personalised approach - showing empathy to students (written by Dr. Irena Marinko)

Objectives

The teachers should show students that they appreciate them.

Description of the activity
Many teachers think that they must not show empathy to students who did not pass their examinations, who have low marks or are not interested in the course. Such teachers refuse empathy because they think that they might hold a candle to the devil.
It is a question if unsuccessful students are really lazy or not interested in learning. A number of students have low marks because they do not know how to learn, because nobody tells them how to study, because are often told that they are not able to study and students start to doubt in their own abilities. It is also possible that teachers lecture in a rather boring way, that students are afraid of teachers, because they hear that studying is not important. Some students live in poor conditions and are ill. Of course there are also students that are not interested in studies or are less hard working than others but these should not be the reason that the teacher generalizes things and becomes a judge instead of showing empathy. Judging does not solve anything. It is much better that the teacher speaks with students, tries to find out why he/she receives low marks and tries to help in the best possible way. If the teacher cannot help, he should at least show some empathy because of the student's social position, because of incapability to concentrate and/or at least politely and without judging explain the mark.

Comment
Some people are convinced that showing empathy is a sign of weakness or too developed maternal feelings. Also students might think so and try to take advantage of teacher's empathy to their own profit. In such a case it is necessary to tell the student clearly, without any negative emotions, about the limits of the teacher's empathy. If a teacher shows empathy, he is not allowed to give good marks to students who do not deserve them. On the other side the teacher can visit a student who broke his leg and help him to pass the examination at home.

2. 3. 19 Personalised approacth - motivating students for a course (written by Dr. Irena Marinko)

Objectives
To show students that a course has very interesting contents and to encourage them to study

Description of the activity
We prepare short written information about each of the courses. Below there are some extracts from the leaflet IBS Times which was given to students at the beginning of each course. The leaflet contained a crossword, an (encouraging) horoscope, an illustration and advice how to study.

IBS *Times*

YOUR PERSONAL INFORMATION FOR THE COURSE BUSINESS STATISTICS

WORK PLAN FOR STUDIES OF BUSINESS STATISTICS

DATE	TASK
8. 12. 2009	First lectures
9. 12. 2009 in the morning	Underline important concepts in the chapters treated during lectures
12. 12. 2009	Repeat study materials, make homework
15. 12. 2009	Second lectures
16. 12. 2009 in the afternoon	Underline important concepts
17. 12. 2009 in the morning	Repeat study materials
17. 12. 2009 in the afternoon	Third lectures
18. 12. 2009	Underline new study materials, make homework
19. 12. 2009	Make homework
Please continue by yourself….	

STATISTICAL PROVERBS
Better ask twice than not to hear once.

WHY DO WE NEED STATISTICS IN BUSINESS WORLD?
Do you know how often we need statistics in everyday and in business life?
- We collect and process data (about sales, costs, employees, their education etc.).
- We make probability calculus (it is worth to start with a new business or not).
- We make statistical research and different analyses (how clients evaluate our products and services, about relationships towards clients or in the working organization; statistical research is also very frequent in the empirical part of the diploma work).
- Statistical data is presented in the form of graphs, tables, etc.

Knowledge of basic statistical data will give us more self-confidence.

Comment
It is important that the leaflet does not contain a copy of the aims or contents of the course from the syllabus. Students know the syllabus because the majority of universities have it on their websites. Syllabus is rather boring for students and cannot attract them. The leaflet should be made so that students like to take it when they come to school and wait for the beginning of lectures. Therefore it should contain also some themes that are not serious and/or amusing.

2. 3. 20 Personalised approach – friendly communication with students by e-mail (written by Dr. Irena Marinko)

Objectives
Show students that they are welcome, that we care about them and that we try to help them. Teach how (not) to communicate by e-mails.

Description of the activity
E-mails are very common and today used by all teachers. However lecturers must be aware that their e-mails give students a model how to write. The most important part of e-mails is the contents. The below communication is quite a failure although it was written by a teacher with highest academic credentials (and with good intention):

Mr Meden!
You did not explain what and why you had written in the copy of your future diploma thesis.You write as if you want to hide something! Obviously in connection with the empirical part. WHY DON'T YOU TELL THE TRUTH? Shall I start to control the data among the employees of the firm Alfaplast?
The rules about how to write the diploma paper were clearly set in advance. By doing so I try to ensure equal conditions for examination of all students. Students insist on equal conditions and I agree with them! Therefore you will have to respect them, too. So you will prepare your work according to the defined rules and not according to your own rules which you adapt to your wishes.

The teacher could have written the mail with much less indignation. There is no need to shout (capital letters mean shouting). There is also no need to use so many exclamation marks. The lecturer could ask the student to correct his diploma work in a much more friendly way.

Comment
The teacher gave quite correct instructions but the student would accept them with much less anxiety and fear if he was told about it in a more friendly way.

2. 3. 21 Personalised approach – encouraging students to get used to the routine (written by Dr. Irena Marinko)

Objectives
Students should learn that they will be much more successful if they could develop the daily routine.

Description of the activity
The teachers should emphasize the importance of the routine when studying. If students get used to the habit that they sit behind their computer two hours after they come home, that they use for studying all their free morning hours, this can become a habit in some months and

they can stick to it for their whole life. Students should start studying without waiting for inspiration. They can simply sit in front of their computer, take a book or a notebook and start writing mental schemes, repeat them, etc. It helps if students plan their studies for the next day.

Comment
Many students think that planning and developing the routine is not creative but the teacher has to tell them that they are wrong. People who perform tasks as a routine, have much less troubles with their work.

2. 3. 22 Personalised approach - encouraging creative thinking (written by Dr. Irena Marinko)

Objectives
Teach students how to think creatively.

Description of the activity
The teacher has to tell students several times that their study aims should not be just achieving formal education that will enable them to find a good job but also development of different personal characteristics, especially creative thinking. For creative thinking it is typical that people discover ideas how to solve problems, acquire a deeper insight into personal problems and/or get a reliable feeling how to react in a certain situation. A creative student can quickly, in one afternoon, perform lots of work for which he/she might usually need several days or at once feels an inspiration and writes a seminary work without special reflection. One feels as if words were flowing from his/her head into his hands and on the computer. Although many people experience such intuition, not all of them accept and develop it. They think that they must rely only upon empirical facts. It has been proven that scientists are acquainted with creative thinking and that they encourage it because this brings about new ideas. It is important that students do not think that they are not capable of creative thinking and that they can reflect only on the basis of mere facts and that they have no talent for intuition. Creative thinking can be encouraged by visualisation and reflexion on the theme that represents a study or some other problem. It is essential that students at a certain level stop thinking and let thoughts enter their mind by themselves and trust that they will sooner or later find a good idea how to proceed. Very useful with creative solutions is a wide range of interests, new experiences and challenges, meeting new people, travelling, reading etc. When students work on an idea or finish a seminary work or a thesis, it is necessary to sleep on a problem and/or turn off from the problem. This can be sport, tyding up, going for a walk etc. Good impact on creative thinking has asking questions, trying to see things in another way, trying to be alone for some time.

Comment
It is possible to develop creative thinking as a monthly plan.

3. BEST PRACTICES IN LITHUANIA

3. 1 Best practices in the learning process

3. 1. 1 Integrated project - Plan of sports organization (product) development in line with sustainable development principles (Aistė Veverskytė, Laima Jesevičiūtė- Ufartienė, Aušra Liorančaitė- Šukienė, Aleksandras Vasiljevas)

Objectives
Students will learn how to prepare strategy implementation plan for sports organization/ service integrating activities of Social Responsibility, Business Ethics, and Environmental Protection into sports organization.

Description of the activity
Plan: Review of the selected sports organization (product). This part should include basic information on the selected sports organization (product), e.g. number of employees, work place, main activities, position in the market.

Vision, mission and goals of sports organizations: This part should include vision, mission and goals taking into account strategic management principles. Students should indicate at least one goal considering ecological, economic and ethical aspects.

External environment analysis of the selected sports organization: This part should comprise analysis of the direct environment including clients (customers), suppliers, competitors, business partners, governmental regulations and indirect environment (country's economic status, demographic position, scientific and technical progress with regard to the level of industry, national, cultural traditions, political factors.

Internal environment analysis of the selected sports organization: This part should include identification and classification of the organization's resources as strengths and weaknesses; identification of key organizational resources, assessment whether available resources can be factors of long-term competitiveness, selection of methods for application, identification of drawbacks and provision of methods to eliminate them.

Ethical analysis of the selected sports organization managerial dysfunctions: This part should present social phenomenon of sports and its nature, identify features of the specific type of sports business/ branch. It is necessary to analyse potential problems (corruption in sports, use of doping, etc.) that may occur in the context of the selected sports organization.

SWOT analysis of the selected sports organization based on the internal and external environment analysis. Students should fill in the table and describe it. It is necessary to fill in the table based on the obtained results of the internal and external analysis. Students have to explain related strengths and weaknesses.

Anticipation of the strategic alternative(s) of the selected sports organization: Based on the SWOT analysis, students should select 2-3 alternatives and assess them.

Identification of targets and tasks of own strategies of the selected sports organization (product). This part should check whether set out targets were not altered due to the chosen strategy, whether it is necessary to amend targets as well as vision and mission.

Development of the strategy's implementation tool programme of the chosen sports organization (product) for one year: This part should provide an accurate scheduling (weekly) of the selected strategy implementation.

Comment

Applicability: To be able to apply principles of social responsibility while planning development of the organization/service; to be able to apply and implement principles of the environmental protection into business processes; to be able to carry out an analysis on specific sports business situations (corruption in sport, use of doping and so on) analysis; to be able to apply strategic management principles into activities of sports organizations; to be able to prepare a presentation of the project to the audience.

3. 1. 2 Project teaching and learning - this method is applied to perform self-study assignment – preparing the project *Human Safety and Environmental Protection in „N"* *Company* (Audronė Alijošiutė, Kauno Kolegija/ University of Applied Sciences, Virginija Piligrimienė)

Objectives

Student's ability to analyse interaction of humans and environment as well as to choose human safety and environmental protection measures is developed.

Description of the activity

The aim of the project assignment "Human Safety and Environmental Protection in „N" Company" is to analyse interaction among the humans and environment and present measures for human safety and environmental protection in company "N". The project is based on *the principle of teamwork*. Project is prepared in the groups of 3 – 4 students. Students are advised to choose reliable and resourceful partners because these aspects are very important applying teamwork principle in real work world as well. Students divide themselves into the groups but the teacher has to approve group structure and the specifics of the chosen company and its activities. The team leader is responsible for the group activities, relation between different parts of the project and financial estimations for each part that have to be reflected in the financial part of the assignment. During the project preparation time teachers perform the role of a partner – consultant. Such consultation forms as group discussions, answering particular questions via email, individual teacher – student discussions are being applied. Team members are encouraged to communicate not only in the education institution but in virtual environment too. Having performed the task of each project part, a team summarises the results and prepares *public presentation of the project* (for the subject teachers and academic group members). Electronic or written version of the project has to be presented before the deadline foreseen in the study plan. Presentation is prepared using Power Point or Prezi programmes. Team members introduce project activities, financial plan, answer the

questions. Duration of the presentation does not have to exceed 9-10 min. Students have to prepare 10 – 12 slides for it. After presentation both the teachers and academic group members ask questions. Assessment/grade of the project assignment covers 50 % of the total cumulative grade. Project is presented during the examination time.

Comment:
After task completion, a student *will be able to* identify necessary measures for guaranteeing environmental protection and human safety and estimate budget needed to implement them.

3. 1. 3 Active practical learning (Lecture Danute Binkiene)

Objectives
Direct aim is to develop students' professional skills which are necessary for professional qualification and pursue theoretical knowledge and practical skills.

Description of the activity
When teaching Basics of Banking, *these teaching / learning principles are applied in the entire process.* The introductory lecture aims to identify teacher and students' reflective attitude towards studies. This survey helps to implement one of the SCL principle, such as *help students to discover his/her own way of learning, perceive his/her own motivation and acquire effective skills of learning that would benefit for all life.* Delivering theoretical lectures, lecturer strives that students would be *active participants of the learning process, not passive receivers.* Therefore, next to usual classroom activities, teaching depending on the topic integrates the following activities: educational excursions to the Palace of the Bank of the Republic of Lithuania in Kaunas and modern Money museum in Vilnius, educational games and video material prepared by the Bank of the Lithuania and the ECB, etc.
Exercise methods: Analysis of the problem, seminars in the commercial bank, participation of representatives from the commercial banks in the seminars, excursion to the *Swedbank* office in Vilnius. Aim of the self-study project is to develop students' skills in theory and in practice, based on analysis of commercial banking services, to assess risks and to manage them, to apply provisions of the basic laws governing the activities of commercial banks. Method used is comparative analysis of the bank services. This method enhances integrity, responsibility, self-confidence and ability to self-study, etc. Students' feedback on teaching quality and student achievement assessment suggest that the *principles of student-centred learning appeal students and ensure study quality*.

Comment:
The teacher has to encourage student's interest and provide conditions to apply theoretical knowledge into real work environment.

3. 1. 4. Method of Six Thinking Hats by Edward de Bono (Biruta Švagždienė)

Objectives
Students can better understand how to use all types of thinking.

Description of the activity
The famous psychologist and inventor Edward de Bono described 6 types of thinking that people use for solution of problems.
This method can be applied for learning. Students can learn how to use hats for problem solving by using the following steps:

1. Give handouts on the method "6 Hats as 6 thinking methods" for students and read together with them.
2. Say to the students "Now we will try hats and find out how we may think about the problem.
3. Describe the situation "Imagine that you are working in a big tourism agency as a sales manager and suddenly you have an appendicitis attack, and you need to be hospitalized and undergo surgery. You are ill and you will not be able to work for the three upcoming weeks, although the problem is not very serious. Ask students to put a black hat on, and let them think about what trouble they may experience while absent from work.
4. Let them think 30 seconds and say "Well, it will be difficult, won't it?"(Let them think again and ask to express their opinion).
5. Inform them once the number of answers is sufficient and praise them. Ask them to put on a yellow hat. The yellow hat is different from the black one. It symbolizes optimism and hope. Ask the students to think about what is good and bad about not working for three weeks.
6. Let them think for 30 seconds. Discuss what is good about not working.
7. Once students have expressed their thoughts, encourage them for further discussion.
8. Once the number of answers is sufficient, tell students to put the green hat on. The green at symbolizes creative thinking. Encourage them to think in a different way. Ask the students to develop new ideas, no matter how strange they might be. Encourage creativity, give some examples. Ask the students to think about what is good about staying at home for a while.
9. Let them think and ask again. Don't forget creativeness since it is very important.
10. Once the task is done, tell the students how they can apply different types of thinking when solving a problem. Encourage them to think about any problem and method how to solve it. Discuss with the students how they managed to carry out the task and what they would like to find out.

Comment
Using this method makes it possible to develop competences and skills in the lectures of Economics and Entrepreneurship.
Teaching/learning goal: To assess one's own motivation to foster character traits of a fair person. *Methodological guidelines:* Introduce the method of six thinking hats and discuss thinking styles. Let students solve tasks individually or in small groups regarding the colour of the hat. Monitor students' performance, what tasks they take and how they solve the

problem. It is a perfect way to find out what way of thinking they prefer. Once the task is completed, invite students to reflect their thoughts and write down what they have learned about their strengths and opportunities for development.

3. 1. 5 Integrated self-study project "Business environment analysis of the selected organisation" (V.Gembickiene)

Objectives
To develop students' creativity and ability to analyse
To carry out business environment analysis of the selected organization

Description of the activity
1. Title of the selected organization, its profile, history, activities, and major goals.
2. Present vision and mission of the organization.
3. Describe type of the organization and activities from the establishment of the organization up to now.
4. Identify internal resources of the organization and describe them.
5. Describe the organization's product using trade classification system
6. Define the organization's target market and consumer segment.
7. Assess market parameters of the organization.
8. Name out competitors of the selected organizations and describe them.
9. Explain how macro environment factors affect the organization's activity.

Comment
Carried out business environment analysis of the selected organization

3. 1. 6 Research based, analytical analysis and prediction based learning. Results, conclusions and graphic presentation will be presented (Giedrė Gudeliūnienė)

Objectives
Students learn how to choose the pricing strategy, prepare its development phase, identify the product / service pricing method and submit proposals for price setting.

Description of the activity
Selection of product/service pricing strategy and price setting methods in the chosen enterprise"
Steps of the self- study project:
1. Provide a company's profile, its activity: products/services, current marketing strategy, choice of the pricing strategy, and currently applied pricing strategies and methods.
2. Select the analysed object e.g. the item/product or service and briefly describe.

3. Assess business objectives, pricing policy, internal and external pricing factors (as well as the product life cycle). Then prepare a pricing strategy for the chosen item/ product or service. Present a description of its development stages.
4. Analyse and present the selected item/product/service pricing process based on the available primary data.
5. Perform the selected item/service or product manufacturing and non-manufacturing cost calculations.
6. Set fixed and variable costs of the selected item/product or service in relation to the cost. Draw the graph.
7. Calculate the final price including a mark-up and VAT of the chosen item/product or service.
8. Identify a possible price difference between the different products to customers.
9. Provide possible price discounts and calculate the impact on the business activity.
10. Identify and provide any possible factors related to the price increase and reduction factors.
11. Select the most appropriate method of pricing. Justify your choice.

Comment

Students will select pricing strategy; provide price setting process. After having analyzed and evaluated the brand / product costs, factors determining price increase and decrease, tax, possible price discounts, students will select the pricing method and calculate the brand/ product price.

3. 1. 7 Electronic educational object - interactive whiteboard (eBeam Interact program) use during mathematics lectures (Milda Ilčiukienė)

Objectives	The main purpose of use Interactive whiteboard - to effectively improve the quality of teaching of mathematics, attract students and facilitate the teacher's work.
Description of the activity	SMART board provides a lecturer with a wide range of possibilities. I am going to introduce a few examples of using this tool. The content of interactive meetings can easily be developed, organized and transferred with the help of eBeam Interact programme.
	SMART board allows controlling your Power Point presentations, starting demonstration of the slides from the projection place, adding as well as saving comments in the original Power Point file (Picture 1):
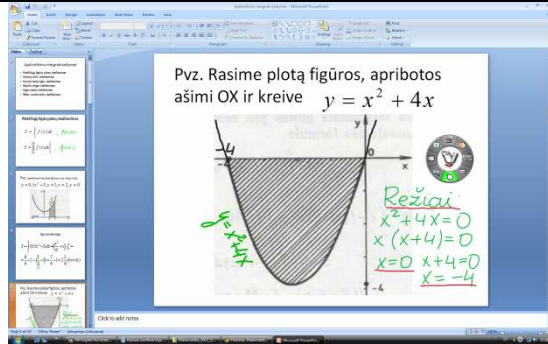
Picture 1. Added and saved comments in Power Point presentation file

This board also allows downloading Power Point, Excel, Word and image collections as the surface and make comments on them (Picture 2):

Picture 2. Downloading an Excel example on the board surface

It is a perfect tool for explanations and preparing demonstrations. Example of explanation and comments (Picture 3):

Picture 3. Example of comments

The same it is possible to archive completed demonstrations and discussions (Picture 4):
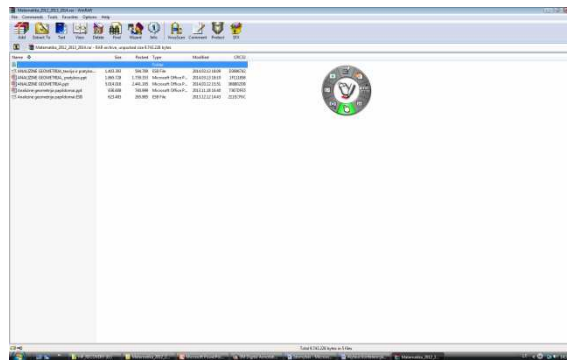
Picture 4. Archived Power Point demonstrations

It is possible to record the SMART board remarks onto the page with the pen whilst making hand comments or to add the text using text tool. An example is provided below (Picture 5):
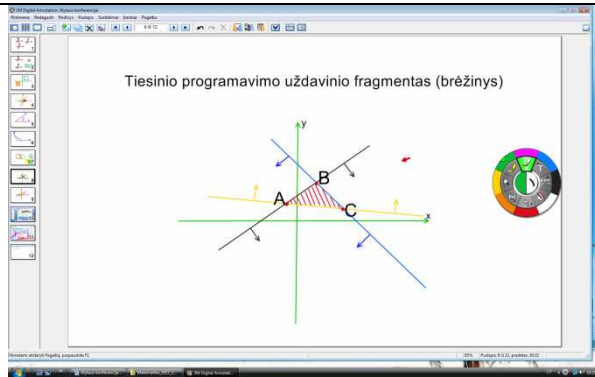
Picture 5. Using text tool for solving linear programming tasks

There is a possibility to download moment screen copies or image files using the snapshot tool or dragging layout as well as to use images from the gallery of graphic elements (Picture 6):
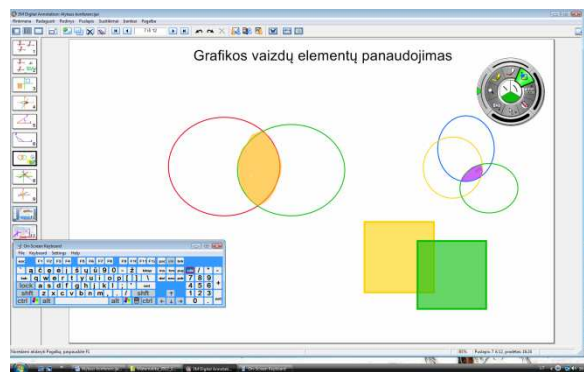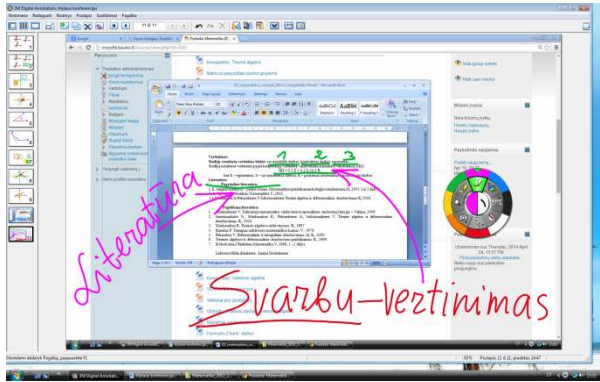
Picture 6. Using graphic elements from the image gallery and the text tool

Specific options provide possibility to use comments, text margins or sets of images as the scrapbook elements as well as to move, rotate, change the size, group or copy any element (Picture 7).
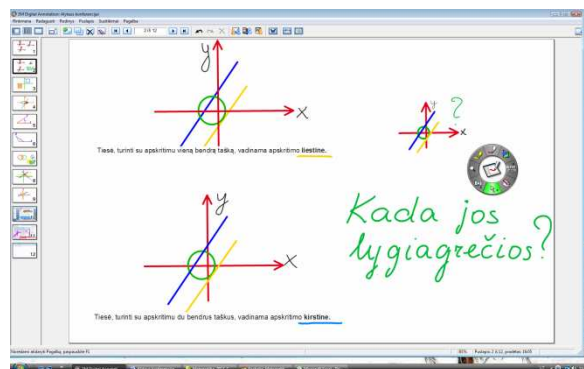
Picture 7. Example of copying and changing the size of the image

It is possible to restore, edit and comment scrapbook pages as well as to add them to the list of email and fax messages or simply send to the printer. Comments when opening the page of the virtual Moodle class.

	(Picture 8):
	Picture 8. Comments in the virtual Moodle Class on the scrapbook page These are only a few examples demonstrating advantages of the SMART board. The application of the SMART board impacted the quality of learning and increased students' interest in subject. This teaching and learning tool has made the lecturer's job much easier. Almost all teaching materials prepared for the SMART board are saved in the form of slides which allows reusing them at any time. Most of these materials are downloaded in the virtual Moodle Class.
Comment	The use of interactive whiteboard increases learners' motivation and makes mathematics teaching more attractive, colourfulness, activates students.

3. 1. 8 Integrated project „Business Meeting in English (Aušra Arminienė, Simona Jankauskaitė)

Objectives
Aims of teaching and learning activities (1) to integrate knowledge and practical skills of two study subjects and create teaching and learning environment close to real business world; (2) to develop students' social, occupational and general skills applying role play. This method aims to empower interdisciplinary communication between Business English lectures and practice at BPTE.

Description of the activity
Integrated project „Business Meeting in English" is a simulated business meeting between second year students, that perform practice in Business Practical Training Enterprise *Talija* and first year students of the Business Management study programme studying Business English. The task was designed in regard with interdisciplinary links of the two study subjects and implemented, applying case study, role play, business simulation, project methods.

Two lecturers organize the activity. Successful accomplishment of the task depends on the preparation of students. Students have to be ready for the activity, that is, business meeting beforehand.

Business English. Lecturer of Business English gives a group task for 3-4 students to prepare a self-study project "Presentation of the enterprise based on own business ideas". First, students have to create a business idea and describe it in English, based on the examples of the existing business enterprises as well as acquired knowledge of related study subjects of the module. The presentation should comprise enterprise's business form, activity, history, enterprise's departments and their activities, personnel, SWOT analysis and development perspectives. While preparing for the simulation activity of 'business meeting', the task is presented to the audience, shortly describing the idea. In the preparatory stage during lectures students learn new phrases necessary for small talk, introduction, contact making, negotiating and meeting. They also prepare business cards, promotional material on the enterprise.

Practice at BPTE. Lecturer of Professional practice supervises students for the meeting. Students 'working' at different departments of the BPTE get different tasks into which they get involved into. Students prepare a short presentation on BPTE *Talija* (Human Resources Department) and its other departments in English (all heads of the departments are responsible), arrange promotional material on the available goods or services, translate descriptions into English (Marketing department), prepare purchase and sales agreements, commercial offers and provide terms of payment (Commerce, Finances Departments). Persons in charge get ready for the reception of the first year students ('business partners'), arrange agenda (assign responsibilities regarding their 'own duties', business etiquette, etc).

During the meeting, first and second year students communicate in English only. Students of BPTE present information on their company, its activity, functions of each department, and so on, meanwhile first year students shortly describe their own fictional business companies (based on their own ideas). Business meeting is simulated. Using available BPTE catalogues, goods and services are offered, negotiations are carried out on prices, delivery terms and discounts. Lecturer monitors and advices upon request. In order to perform tasks more effectively, lecturers can give advice or questions that would encourage thinking, personal development or search for particular solutions in the simulated situation.

Feedback. After the task is accomplished, students summarise performance of the case study. Later on, each teacher of the study subject discusses the situation with students. Students provide comments on the accomplished task, their perception of the situation and assess each student's contribution into the group work. Lecturer and students provide feedback on the accomplished task and each student's contribution.

Comment
During the integrated project students are empowered for creative processes, team work, cooperation and communication in English, peer learning, search for more attractive learning methods. In addition, students collect and analyze information, prepare presentations, learn about business etiquette necessary for organization of business meetings, reception, making contacts. Students independently make decisions while communicating using e-mail or negotiating.

After the project students that perform practice at BPTE prepare a report for the informative publication *Simulith žinios*[1]of *the Simulith centre*[2]. In order to determine feedback of the integrated task (project), a survey was carried out (a poll analysis).

3. 1. 9 Integrated self-study project: Presentation of enterprise (Irena Jankauskienė, ZitaVariakojienė)

Objectives

To acquire necessary theoretical knowledge and practical skills in order to present the selected enterprise in compliance with the requirements regarding structure and delivery of the public speech in a foreign language.

Description of the activity

IT: For the presentation students have to prepare 5-6 slides. Each slide should include a logo of the selected enterprise. Text in slides should be arranged in paragraphs, should contain some animation or other effects, use of tables, use of diagram.

First Foreign Language: Select text online on the enterprise X. Use the information available in foreign language. Analyse th-e material and select most appropriate information. - Share tasks within a small group. Translate terms into Lithuanian. Make a list of words (vocabulary). Check, if terms are properly used. Prepare an adapted text for the presentation (slides): follow an appropriate structure, check if there are any mistakes, make a list of words.

Assessment criteria of the self-study project:

IT: Search for information online – 30%, Preparation of slides – 70%

First foreign language:

1. Performance of the assignment and its coherence to the methodological requirements– 20%.
2. Ability to demonstrate foreign language skills using professional terminology– 20%.
3. Ability to demonstrate foreign language skills for oral presentation -20%

Comment

Students will find, select and generalize information on the selected enterprise; process data applying IT skills; Will create a document suing MS Word and MS Excel; prepare slides for the presentation of the self-study project; Will present information on the selected enterprise in foreign language according to the methodological requirements.

3. 1. 10 Integrated self-study project: Presentation of enterprise (Irena Jankauskienė, Aurika Vaičaitienė)

Objectives

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[2]Simulith žinios- e-publication of the Simulith centre
[2] Simulith centre– a centre that coordinates activities of the BPTE in Lithuania.

To acquire knowledge and practical skills required to accomplish intended outcomes in negotiation and be able to present selected material in foreign language.

Description of the activity

Negotiation art: define objectives and subject of negotiation, attract client and provide a proposal, help client make a decision.

Second Foreign Language: select text on German culture and mentality (as indicated by lecturer or by own choice), analyse material and select necessary information for the practical assignment, share tasks within a small group, translate terms into Lithuanian, make a list of keywords (vocabulary), adapt some parts of the text: rewrite sentences in simple German, prepare an adapted text for the presentation (written): follow an appropriate structure, check if there are any mistakes, make a list of words. Make sure terms are properly used in the text. Prepare the presentation (oral) up to 20 sentences for each student. Prepare PowerPoint presentation.

Assessment:

Negotiation art:

1. Selection of the subject for negotiation 20%.
2. Setting up targets, originality 20 %.
3. Presentation of the situation 60%.

Second foreign language:

1. Adapted text according to the A1/2 level equivalent to student's competences 20%.
2. Performance of the practical assignment and coherence to the given requirements 20%.
3. Ability to demonstrate foreign language skills to adapt the text 20%.
4. Ability to demonstrate foreign language skills in spoken production 20%.
5. Teamwork 20%.

Comment

Intended outcomes: plan of the negotiation and presentation in German (oral and written)

3. 1. 11 Evaluation of consumer behaviour: the interrelation between consumer sense system and advertising. This topic is one of the ten themes of the practical tutorials covered by the study subject *Consumer Behaviour* (Associated Professor Dr Laima Jesevičiūtė-Ufartienė)

Objectives

The aim of this topic is to practically understand the mode of consumer's thinking and functioning of his/her five sense system (vision, hearing, smell, taste and touch) when reacting towards advertising materials created and showed by organisations.

Description of the activity

To provide space for creativity and development of teamwork skills, the task is performed in the groups of 3-6 students. Students are free to choose group members. This encourages them to choose people they trust and take responsibility for the best possible final result.

Students have to choose one of the familiar advertisements existing in their environment that they like, which is interesting or, on the contrary, annoying for them (video, poster, brochure, billboard etc.). Analysis has to be carried out following this logic:

1) The group of students has to evaluate their approach towards the chosen advertisement from the position of a consumer. They have to prepare detailed explanation of the emotions the advertisement provokes and try to reason them.

2) The next step in the analysis of the chosen advertisement is to identify and using information provided by different authors to explain the usage and meaning of different colours, sounds, smells, tastes (if they are used) and surfaces.

3) Having analysed the meaning of the separate elements of the advertisement (based on research and information sources provided by other authors), the group has to assess how these elements fit with each other and suit for the implementation of the idea and content of the advertisement as well as for the final impact on the consumers.

4) The final stage of the task is of a creative nature. The students have to develop ideas for the improvement of the advertisement with the aim to increase efficiency of its impact on the target consumer.

The description of the task solution has to cover 1 – 2 pages in the form of MS Word and must be handled to the teacher during seminar. It has to provide the advertising picture. In the case of video advertising, it has to be main slip.

During seminar, task solution is presented using visual materials (students are free to choose posters, slides, video materials, etc.). Presentation is followed by an open discussion during which each participant of it scores points for his/her questions, remarks, insights, and etc. (one question equals one point).

6 criteria for students' task assessment:

1. Punctuality: meeting the deadline is assessed by 10 points. If the deadline is not met, a student gets 0 points for this criterion. This is the way to encourage students to perform tasks on time.

2. Meeting the methodological requirements for the written assignments used in the institution. This is the way to guarantee uniformity of the written assignments. The scale of 10 points is used for assessment. Each systemic mistake (not matching the requirements) reduces the final score by one point.

3. Completeness of the written assignment: honesty in following the content structure when recognising and applying theoretical attitudes in practical situations. 10 point scale is used for assessment.

4. Creativity: individuality of the approach to solution of the task, creativity and the level of interestingness are assessed. The scale of 10 points is used for assessment.

5. Quality of the oral presentation: language, carriage, visual materials and participation in discussion. 10 point scale is used for assessment.

6. Initiative: points scored after own presentation when participating in discussion related to other presentations. Each student may score more than 10 points for this activity.

Criteria 1 – 5 are assessed as the result of the group work. The last criterion is an individual one and depends on input of each individual student. The final mark is the arithmetical average of all 6 marks.

Comment

A student has to be able to apply theoretical knowledge about system of human senses and relation of it with the consumer's behaviour when making marketing decisions for an organisation.

3. 1. 12 Integrated project assignment Preparation and analysis of the business project (Irena Klimavičienė, Virginija Piligrimienė)

Objectives

To assist learners in preparation of the business project and to analyse its financial value for the enterprise

Description of the activity

Integrated project assignment integrates two study subjects – Business Organization and Analysis of the Company Performance. Students are encouraged to apply theoretical knowledge not only from these but also from other subjects, develop their practical and core professional skills as well as to carry out research. Project work approach contributes to the development of logical and creative thinking, makes students search for the needed information in the different information sources as well as summarise and systemise data, find reasoned financial decisions and meet methodological requirements when preparing the written version of the task.

Students perform the task in the teams (3-4 students) that lead to the development of the social skills such as intercommunion, tolerance, communication towards specialists. The team makes a public presentation of the project, uses modern visual aids, expresses ideas in a logical and clear way and learns to take critical view on the teachers and peers' comments.

The following teaching/learning methods are used: project work approach, teamwork, cooperation of the students and teachers, traditional and virtual consultations, problem solving, public presentation and discussions, application of modern IT (Internet Explorer, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Prezi presentation, Movie Maker and other). Harmonization of the teaching and learning methods allows the achievement of the result in a shorter time, is the background for the implementation of the ECTS provisions and quality of studies'.

Benefits for students: Instead of preparing two individual assignments, students are involved into development of one; rational use of the personal and group working time; different teaching and learning methods leads to the quality of the integrated project assignment; students acquire valuable experience which they may apply when preparing the professional bachelor's final thesis.

Comment

The results: market and business environment analysis, substantiation of business idea, preparing the business project, financial evaluation, public presentation, using information sources and IT.

3. 1. 13 Simulation of the Trial Process (Kristina Lukauskaitė)

Namen

The main aim of the Trial Process application method is not only the practical application of the acquired theoretical legal knowledge but the possibility to prepare appropriate document of legal proceedings applying the norms of Material and Process Law and to develop skills of Law Rhetoric.

Objectives

There are a few stages in the preparation for the Trial Process simulation. First of all, students have to participate in the field lecture: they observe Civil, Criminal or Administrative Case in the Court of First Instance. In this stage a student summarises acquired knowledge. Observation of the court process provides a different viewpoint towards the studied subjects, allows assessing the importance of gained knowledge, acquire new experience and understand application possibilities of theoretical and practical knowledge. Secondly, the students are divided into the groups of 8-10 and each of them receives a scenario of the case. The third stage is group work that starts with the role division. Preparation of the documents for legal proceedings based on the acquired knowledge, law regulations and court practice follows next. In order to prepare a speech for Trial Process and acquire knowledge about the sequence and order of the Sitting of the Court, students are encouraged to observe virtual Court Sittings provided by the Lithuanian Bar and National Court Administration. It is a very useful teaching and learning material. The fourth stage is the role-play of the Trial process and evaluation of it. Students assess their own and group mates' performance, and identify pluses and minuses. This stage is perfect for developing questioning skills and providing reasoned answers.

Comment

Whilst applying simulation method, students are provided with the possibility to listen to and hear themselves in one of the roles of the trial process participants (a plaintiff, a defendant, an accused, a victim, a declarant, a witness, an expert, an advocate, a judge, a public prosecutor). During the simulation of the Trial Process, a student is provided with the opportunity to listen to and hear others which encourages to critically evaluating oneself and other students.

The Trial Process simulation method is applied with the attempt to integrate knowledge not only from one or a few studied subjects or those which are being studied. Preparation for the Trial Process simulation encourages students – process participants – to recall knowledge from the fields of Civil Law, Civil Process Law, Criminal Law, Criminal Process Law, Administrative Law, Administrative Proceedings, Law Theory, Law Psychology, Juridical Rhetoric, and Juridical Ethic.

The Trial Process simulation method, to my mind, allows integration not only of Law related subjects but also other teaching and learning methods. Application of such study methods as analysis of Court practice and decisions for practical situations as well as group work that encourage cooperation and contribute to better understanding of others are needed for effective employment of simulation method.

The Trial Process simulation method provides space for creativity and helps when choosing farther direction of Law studies as well as the Internship place.

Depending on the application frequency of the described method, it may serve as a tool for professional skills development.

3. 1. 14 Self-study assignment: Public introduction of self or a company (Vilija Mačiulienė)

Objectives

To acquire skills of appropriate image shaping applying verbal and non-verbal parameters of the public speech and develop conscious approach towards necessity of correct and articulate professional language.

Description of the activity

You are the company representative who participates in the project aimed at the presentation of the company or its product range. Prepare a public speech to present yourself or your company. If you are going to make a presentation about yourself, when preparing for it try to answer following questions: Who I am? What is my experience? Why am I here? What is the purpose of my activities? How can I be interesting? Look for some suitable story, situation, and event, motive of the tale or anecdote to start your presentation in unusual way. If you are going to introduce a company or its product range, try to choose the one included into virtual catalogues and try to learn about it as much as possible. Remember the fact that a good presentation is an interesting story. An interesting story cannot be long that is why you have to be careful when choosing information for your presentation as well as planning time and composition of it. Bearing in mind text composition requirements, prepare a written version of your presentation. Having done this, stress more rare concepts, read the whole text loudly, asses the logics and duration of your presentation and learn the text by heart. Duration of your presentation should not exceed 3 minutes.

You will have to make public presentation to your group friends in the classroom. The speaker will be videoed. Video information will be analysed to provide the feedback and assessment.

Opomba

Work methods: Analysis of the information sources, demonstration, presentation.

3. 1. 15 Short video film making, as learning strategy and its application in the General Practice Nursing studies (Phd. Viktorija Piscalkiene)

Objectives

Short description of the task: working in team (4-6 students) to make a short video film, which would depict activity of nurse ensuring psychological needs of a patient and carrying out patients' teaching.

The task allows that students achieve no less than three professional competences as defined in the study programme: to communicate and collaborate with patients and their family members; to be able to personalize nursing in the all stages of nursing process, etc.

Description of the activity
The self-study project was carried out by 85 second year students of General Practice Nursing study programmes (GPN).
All video films met the aim of the self-study project and allowed to achieve intended learning outcomes of the study programme and acquire professional competences as defined in the study programme (17 video films). Assessment of the self-study project was done in formal and non-formal way. Formal assessment when lecturers evaluated students' works using grades.
Non-formal assessment: Students of the GPN study programme had an opportunity to participate in video films review during which they had to select three video films that they liked most. During an individual and secret voting, students had to select best video films regarding contents and quality of the presentation. After summing up results, three prizewinning places were determined. During the next lecture, winners were announced.
Students use various sources of information for video films creation. Students searched for information in the internet (67.5%), books and textbooks (60.8%) and analyzed e-learning material (54%). Less than a third of students used their own personal experience or relatives/friends' advice.
One of the biggest problems, that students face with while making video films, was absence of the suitable environment for filming. About 1/3 of students stated that it was a problem. 23% of all the students that participated in the survey, claimed that they had technical problems. Shortage of technical skills can be best illustrated by this statement "Nobody from the group could use Movie Marker programme". More than 60% students claimed that activities regarding the task allowed to improve communication and collaboration with patients and their relatives as well as team work skills. Almost all students (96%) indicated, that participation in the presentation of video films filmed by their peers was useful.

Comment
Short video film making is based on simulation method, applying active and interactive methods, constructive knowledge and skills acquisition processes that are based on cooperation, team work, self-study, responsibility, creativity and evidence based practice.

3. 1. 16 Integrated self-study assignment: project Assessment of the product range expansion possibilities by the introduction of the new brand names and development of personal selling skills (Rasa Šabrinskienė, Jūratė Maščinskienė)

Objectives
To evaluate brands of the chosen product group (for example, sport footwear, clothing, etc.) in the market and after carrying out competition analysis in the Simulith market to provide

suggestions for expansion of the Business Practical Training Enterprise (BPTE) product range as well as to prepare sales programme for the chosen product group.

Description of the activity

To carry out targeted market segmentation: Market segmentation is market division into parts based on the demographic, geographical and psychological features as well as identical or similar reaction of the consumers towards marketing factors.

To carry out analysis of the Simulith and Lithuanian e-market to identify direct product range and market segment related competitors. Information about competitors can be found on the Simulith website (www.sl.viko.lt) as well as Lithuanian e-shops (look for 3-5 shops).

To collect information about the brands of the chosen product group in the Lithuanian e-market. In the first stage, it is very important to collect information about the brands which will be chosen under the selected product group, and using information provided by the producer to identify them according to the producer, name and aim.

Using typical feature nomenclature list, to identify the quality and characteristics of the chosen product group: purposefully evaluate factors determining the commodity consumption value. To carry out control of the purchase quality, amount and price of the commodity. Purchase control guarantees material fitness for purpose, its quality, appropriate suppliers and leads to price reduction. Client's needs have to be taken into account before making any decision.

Based on analysis of the chosen product group and competition situation both in the Simulith and Lithuanian e-market, to provide suggestions for the development of the new set of products of the BPTE.

• To formulate the new BPTE set of products based on the analysis of the chosen product group.

• To prepare detailed analysis of the new range of products (width, depth, suggested brands, prices).

• To prepare a catalogue of the new set of products (both electronic and printed versions).

Prepare the 'Sales Scenario' for the chosen product group. This scenario is aimed at supporting the sales representative in systemising information about the goods sold, developing personal selling skills and making communication with the buyer easier.

To prepare Power Point presentation of the self-study assignment. Presentation must include:

• Introduction of the BPTE target segment/ consumer.

• Introduction of the market competition analysis (both in Simulith and Lithuanian e-market).

• Introduction of the brands foreseen to increase the chosen BPTE product range.

• Introduction of the new product catalogue applying 'sales scenario'.

Comment

A new enriched BPTE product catalogue will be prepared as the result of the market research findings. Selling scenario will serve as the basis for demonstrating personal selling skills when introducing a new product range.

3. 1. 17 How to prepare self study assignment for the subject of the professional English (Rasa Šemiotienė)

Objectives
To develop student's independence and responsibility as well as professional competences, language skills, ability to analyse, summarise, draw conclusions, develop individual and group work skills allowing application of the knowledge gained and assess the results of the self-study assignment.

Description of the activity
Divide into groups of 4 - 5 students
To meet the following requirements when preparing portfolio about the chosen company:
Company name
Type of business, main activities
The history and development of the company
Location, divisions and technical basis
Organization structure, administration structure
Employee numbers, qualification, experience, motivation schemes
Foreign partners (if any), imports - exports
Annual turnover, profit
Strengths and weaknesses of the company and possibilities for the improvement
Perspectives of the company activities
Prepare oral presentation (team) of the assignment. Duration: 20 – 25 min (Slides in Power Point version).

Comment
Students will know and be able to use the main concepts of the English language needed for discussion in the following areas: company management, economics, marketing, advertising, finance, accounting, international communication, professional communication and etc.

3. 1. 18 Establishment and Management of Sport Organization (Dr. Andrius Šimkus)

Objectives
To acquire and be able to apply knowledge needed to manage sport organization processes and resources.

Description of the activity
Students develop the concept of sport organization (specifics, i.e. professional sport, mass sport. Type of activity, i.e. prevention involvement of children and youth, result oriented, active leisure time, recreation through sports, orientation towards professional development of one sport branch, etc.). Following legal requirements, a legal entity is established (depending on the chosen legal entity form, necessary documents are prepared, i.e. intention and establishment protocols. Organization management structure is prepared (functional units and

description of their activities as well as responsibility must be provided. Graphical presentation of the organization structure highlighting interdependence between its units has to be presented).

Topics of practical tasks/self-study assignments:
• Comparative analysis of the main business forms/entities
• Change management in the JSC X
• Planning of material resources
• Client Service
• Order Management

Comment
A student will be able to choose and manage human and other resources needed to guarantee effective activities of organization.

3. 1. 19 Establishment of the juridical person (Vitalija Skėruvienė)

Objectives
To be able to use legal normative acts; to know what is civil law and what it regulates; to understand legal acts governing legal relations of business; to be able to prepare documents required to establish juridical person.

Description of the activity
Analysis of provisions of the Civil Code (Book 2) of the Republic of Lithuania governing juridical persons: To analyse laws governing legal form of the enterprise (in the Republic of Lithuania the following legal forms of business may act such as public companies, private companies, state enterprises, municipal enterprises, cooperative enterprises (cooperatives), agricultural companies, general partnerships, limited partnerships, sole proprietorships, Small Community and the European Economic Interest Grouping, the European Company, the European cooperative society).

Students have to select one enterprise and based on the appropriate laws to prepare documents in order to establish juridical person.

Comment
Having carried out this project, students will know laws governing legal form of the enterprise, be able to use legal normative acts and apply them in practice. They will be able to prepare required documents for establishment of legal entity and submit them for a register of juridical person upon request.

3. 1. 20 Integrated self-study assignment: Managing employee dismissal related conflicts (Birutė Leonienė, Vitalija Skėruvienė)

Objectives

Using examples of conflict employee dismissal cases underpinned by practice of court and company activities to identify the reasons and consequences of them; to foresee possibilities for managing these situations and make public presentation of them.

Description of the activity
Requirements for the task performance:
Students have to be familiar with the subjects of Law Basics and Management Basics.
Assignments are performed in groups.
There have to be four teams of students: two of them analyse the first situation and the other two work on the second one as well as analogical decisions of the Supreme Court about the expiry of the employment agreement (in this case - LAT Civil Case No 3K-3- 156/2008 and LAT Civil Case No 3K-3- 514/2007).
Analysis of the conflict situation performed by the group members is presented in the written report prepared following "Methodological requirements for the written study assignments" approved by the Faculty of Management and Economics. Each group member provides individual examples of the claim statements and reflections of the knowledge and experience gained.
Individual work when performing the assignment:
Having analysed the appointed situation and information sources provided by teachers student have to identify reasons for and consequences of firing employees.
Following the requirements of the CPC students have to write a claim statement about the violation of the employee rights to the court.
Students prepare reflection to demonstrate acquired knowledge and experience.
Group work:
Students make group decision about the reasons and consequences of the conflict situation. They prepare potential managerial decisions for the analysed conflicts and publicly present them. Students evaluate decisions suggested by the other team for the same conflict situation.

Comment
Students acquire conflict solving skills when making decisions governed by law statements; they are able to write a statement of claim defending their violated rights.

3. 1. 21 Essay (Dr. Dalia Štreimikienė)

Objectives
Polemic reasoning on a given topic

Description of the activity
Essay (French *'essai'*– 'trial') is a structural, consistent, a small volume written work characterised by specific stylistics and arguments. Preparation for the essay comprises previous experience and acquired knowledge. Once student is given a topic, he/she has to think not about what he/she knows (what written works or publications he/she has read or

what TV shows has he/she seen so far) but what he/she wants to tell depending on the topic. It is important to state one's point of view on the subject and have sufficient information.

1. Introduction should contain specific information, such as essence of a problem and a hypothesis. The main idea of the essay should be expressed in one sentence, that is, a student should state a thesis. Main sentence in the introduction has to clearly reveal the essence. It is important to determine a connection between the problem being analysed and the sources of information. A good beginning of the essay has to intrigue a reader.

2. *The body of the essay* has to contain own idea for justification, other points of view or ideas, and reasoning based on arguments. This part presents what is known for the person who writes. That proves that the author knows what he/she claims and makes the reader believe in rightness of his/her arguments. Each paragraph of the each has to be informative and well-structured. There should be a sufficient number of facts to demonstrate that the author has enough knowledge to carry out an analysis. Facts not related to the topic of the essay should be excluded. There should be partial conclusions at the end of each paragraph. In order to connect all the arguments, certain linking words have to be used.

3. *Conclusions* are the end of the essay. This part of the essay aims to demonstrate one's main idea which has been defined, discussed and finally justified. It summarizes or restates the main idea of the essay. This can be done by linking the beginning and the end of the essay.

Note: the length of the essay is determined by a lecturer (recommended length up to 1-2 pages). Ability to express the idea concisely is the major assessment criterion. Volume of the information sources is indicated by the lecturer (from 3 up to 20).

Comment

Assessment of the essay is complex and sometimes considered as subjective. Students may get disappointed by the comments written by a lecturer. It is important for the lecturer to give a feedback for students. The comments given by the lecturer have to be clear and detailed. Students always have to know what drawbacks are and what should be done to avoid them in the future. It is recommended for the lecturer to write detailed comments identifying strengths and weaknesses.

3. 1. 22 Mind mapping (Dr. Biruta Švagždienė)

Objectives

A mind map is an expression of radiant thinking devoted to thoughts, ideas and solutions layout around a central theme.

Description of the activity

Tony Buzan (2012) suggests that we use the following steps to create a mind map:

1. Write down a topic in the centre of the page. Use at least 3 colours and add branches to the central image;

2. Draw symbols, images, codes and a different scale;

3. Select key words and write them down in lower case or upper case letters;

4. Use one word/ image per branch

5. Branches should be connected to the image in the centre. Central branches should be thicker and clear. They should get thinner further from the centre.

6. Length of the line should be equal to the length of word or image;

7. Use colours in the map as a code;

8. Create an original style;

9. Identify and define associations;

10. Make sure, everything is clear and use to use radial hierarchy, structure or main titles of the branches;

11. Maps are ideal tools to express a natural ability to create and use them for effective solutions.

Mind maps can facilitate work, e.g. prepare for a meeting or a new project, an examination, a report; plan a trip, events, etc. After having written down key words or phrases on a sheet of paper, a lecturer makes copies and gives to each student in the beginning of the lecture. Students are told that their task is to find out what the key words or phrases mean. Students can do this in several ways, such as listening attentively to a lecturer, learning from peers and searching for information in various sources of literature. Books or any other sources of information have to be available. At the end of the lecture, lecturer uses a sheet of paper with key words again. Random students are given questions to find out how they perceived information. Other students are asked to complement the information. How to prepare a mind map? 1. A selected topic should be a basis or centre of the map 2. Major facts are branches of the map. 3 Each branch has smaller branches that compliment major facts. Students have to write down a word or draw an image related to the topic. Symbols expressing thought or signs should be placed around the word or image in the centre, gradually filling up the entire page. Key words should be in bold. There should be just one word or symbol at the same height. Branches should be of the same length as words. Different colours and fonts have to be used. All thoughts that come up should be included in the map as well as facts, obstacles, comparisons regarding other tasks. This method may be used for knowledge retention, new knowledge creation, improving foreign language ability. Benefits of the mind mapping: 1. Identification of topics and sub-topics 2. It helps to show each element. 3. Fast assessment of the situation. 4. It helps to avoid long explanation, analysis, and cramming.

Area of application: Tourism Industry. Tools: sheets of paper, pencils, writing tools, an adhesive tape, colourful sticky notes. Application and samples: this method was successfully applied for the topic "Itinerary" in the module "Organization of tourism services". Based on the socio-cultural context, own experience and application of the mind mapping method, students draw an itinerary, create a name for it, and present to the audience. In addition, they prepare a report on service creation, its appeal and implementation. This method can be used to present an event (organization of leisure activities during the excursion) as one the task for group work.

Comment

For each valid and meaningful statement one point is given. Hierarchy: Are concepts displayed in a hierarchical structure? Is each concept written is less general and less specific than the concept given above? For each valid hierarchical level, five points are given. Cross-links: Are relationships meaningful between different segments of the hierarchical structure?

Are they valid and meaningful? For each valid relationship give 10 points. Two points can be given in the case when cross-link is valid, yet is it does not synthesize similar concepts or statements. Samples: Each specific event or object which properly illustrates the concept can be assessed by giving one point. Experts draw a concept map that is treated as a model for assessment, and then each learner's map is evaluated. In order to determine, whether the learner understood the topic, the score that he/she received is divided by the score of the model concept map and then multiplied by 100%. Some learners manage to make a better concept map than the model one.

3. 1. 23 Project – Trip organisation (Violeta Urbaitė)

Objectives

Students learn how to organise a tourist trip in Lithuania.

According to the project typology, this project is: product (service) development project; typical; social - organisational; combined: educational, research; short-term – 4 months; average; not complicated in management; learning; involving group of the second year students; single.

Description of the activity

A project – TRIP ORGANISATION - is used as a teaching and learning method – it is a PROCESS, DECISION making, EVERY member's ACTIVE participation in its preparation.

SCHEME of the organisation of project activities:

I.   INTRODUCTION (introduction of the project task and assessment as well as self-assessment criteria, getting acquainted);

II.   CHOICE (what and how can be done – idea generation stage);

III.   DECISION (what and how are we going to act - the beginning of independent group activities, identification of the aim and objectives);

IV.   PLAN (planning activities and sharing 'roles');

V.   ACTIVITIES (implementation of the plan - collecting and organising information, preparing presentation);

VI.   PRESENTATION (presentation of the results of the project groups);

VII.   ASSESSMENT and self-evaluation (of the process and result).

The final grade of the project assignment *Trip Organisation* consists of the following elements:

- 40 % - the process of the project work, assessment criteria of which are: communication skills and active participation of the students in the team/group activities whilst preparing for the chosen role (managers', guides' or animators');

- 60 % – communication skills and the result of teamwork activities during the trip (communication and cooperation).

Comparative share (in %) of the project assessment elements in the final grade of the subject – 20 %.

Description of the tourist route

It is advisable to pre-reflect on (or prepare) a travel plan:

- to pay attention to the working hours of the sightseeing objects and drivers, seasonality and try to achieve maximum involvement of the tourists;
- to foresee what objects tourists will visit, what they will do, how much free time they will have, when they will have to return to the coach, etc.;
- to foresee option for the planned activities ('what if' because of weather conditions, changed time for visiting a place, etc.).

To provide short information about the route and itinerary:
- included towns/settlements and objects;
- duration of the trip, foreseen return time;
- specifics of the trip.

During trip:
- to introduce the itinerary;
- to identify the main transit cities/towns;
- to provide short historic, economic, social, cultural information about the places travelled through;
- to inform about foreseen breaks in the trip, their duration, available facilities.

After arriving to the destination place:
- to provide detailed historic, economic, social, cultural and current information about the visit place and objects;
- to run excursions foreseen in the programme (introduction of and visits to foreseen places);
- to inform about ticket prices;
- to inform about meeting time and place;
- to provide useful information (where to eat, what additional objects/places to see, where to buy souvenirs, information about local transport or communication services, etc.)

It can be assumed that the project "Travel arrangements" method used in the module of the LTR is one of the most effective teaching and learning methods for the students who wish successful self development and professional career.

Comment

The project method applied in the module of The Lithuanian Tourism Resources guarantees effective acquisition of both new professional skills – trip organisation, and higher education qualifications; it helps to unfold the following characteristics of the student's personality: active involvement, initiative, curiosity, interest, entrepreneurial approach, openness, tolerance towards different attitudes, the desire for lifelong learning, creativity. Students welcome new modern teaching methods and are open to changes and innovations in the study process.

3. 1. 24 Independent assignment: Peculiarities of the business communication with the representatives from the 'x' country (Danguolė Žuklienė)

Objectives

To prepare for professional communication with the members of the chosen country/culture

Description of the activity
This independent study assignment is foreseen for a student to demonstrate the appropriate awareness level about the communication peculiarities, thinking mode and specifics of behaviour with the business representatives from the chosen country/culture when running negotiation and taking decisions. The following description must be included into the written assignment: is the country an example of the structure that is more orientated towards professional communication requirements or it is the one that pays more attention towards personal relations, i.e. is more willing to work with those who can be trusted more - the family members. Preconditions and potential conflicts and problems arising between representatives from these two different cultures as well as their solutions have to be analysed in this assignment.

The approach of the country's representatives towards the situation of the employees and their power level has to be examined in this work as well. Status, hierarchy and authority level can directly influence the level of demonstrated respect. Representatives of so called informal cultures appreciate egalitarian communities with less expressed differences in status and authority more what can be a problem when communicating with the representatives from the hierarchy oriented countries.

Approach of the world cultures towards time is also very different. Some cultures appreciate time and punctuality for them is a must whilst at the same time others pay less attention to it and do not bother about deadlines. In order to avoid time related conflicts, professional preparation is a must.

It is very important to analyse and understand the essence of the non-verbal communication forms. From this point of view, cultures can be divided into expressive and reserved. Not paying attention to this kind of differences may cause a lot of communication problems. It is very important to be aware about observing acceptable personal space. Knowledge about differences in establishing eye contact and keeping or avoiding it is also very important because it is interpreted differently by different cultures. Body language, the separate elements of which have absolutely different meaning in different cultures, is also very important.

Certain problems can be caused by different interpretation of the body language: what is assumed to be polite and appropriate behaviour in one culture can have an opposite meaning in other. That is why thorough preparation is very important. When discussing all these issues in the written form of the assignment, it is necessary to demonstrate understanding of the professional communication protocol/etiquette.

Comment
A student will be able to professionally communicate with the representatives from other culture/country.

3. 1. 25 Business ethics: independent assignment (Danguolė Žuklienė).

Objectives

Having acquired theoretical background of the subject, students have to demonstrate their knowledge through its application by analysing real situations, presenting specific measures for and stages of its (Code of Ethics) implementation in the organization.

Description of the activity

Students chose on topic they like from the 6 suggested below:
• Explain/provide reasoning of how the elements of the ethics in the organizational structure can increase its competitiveness.
• The analysis of the conditions and circumstances for the employee self-regulation, self-control and responsibility – an implemented social contract between the employer and employee.
• Social preconditions for the stakeholder theory, the essence of it and real value in business relations.
• The concept of socially responsible business and the evidence of it in company activities.
• Integration of the sustainable development principles in the activities of tourism and accommodation enterprises.
• The structure of the Code of Ethics, circumstances of its preparation and conditions for its real effectiveness.

To assess organizational environment of the company and identify real elements providing preconditions for integration of the infrastructure of the Ethics into its activities (creation of the real morals).

To identify real measures and specific steps needed for the implementation of trust and responsibility based relations with all stakeholders of the company.

To describe the concept of organizational culture and conditions for the humanization of labour relations that is the basis for increasing employee responsibility and loyalty.

To identify elements of the socially responsible business in the company's activities as well as to reason their value and influence on the company's competitiveness.

To specify opportunities for the implementation of the sustainable development principles in the activities of tourism and accommodation sector enterprises.

To creatively use specific examples of 'ethical leadership' of the Lithuanian companies.

Comment

The written version of the assignment has to be prepared prepared following "Methodological requirements for the written study assignments" approved by the Faculty of Management and Economics.

4. BEST PRACTICES IN POLAND

4. 1 Best practices in the learning process

4. 1. 1 The use of e-learning methods at University of Humanities and Economics in Lodz (written by PhD Andrzej Gołębiowski and PhD Gerard Paweł Maj)

Objectives
1. To meet the growing demand of students to acquire knowledge from modern sources and with the rapid development of information technology, the on-line study programs were developed. The goal is to offer education to a wide audience.
2. The increasing number of students in Poland in the eighties and nineties of the twentieth century put universities in a position of having to open to a higher number of students. One of the manifestations of this direction is the introduction of methods allowing for distance learning.
3. Candidates and students welcomed and accepted the changes taking place at universities with commitment and associated with the modernization of teaching facilities, teaching methods and means of transmission of knowledge. Therefore, change in the optics of education - a departure from the traditional methods, based on direct contact with the teacher to methods using the Internet. Teaching in this model is based on identifying sources of knowledge, the formation of independent thinking in students and supporting students in their search for creative educational solutions.
4. Adjustment of curricula to the requirements of the Ministry of Science and Higher Education.
5. Educational work based on lectures, exercises, laboratories, seminars carried out within the academic environment turns out to be insufficient, taking into account the existing realities on the open labor market. In this context, the need arose to expand the offer of educational courses and training - including those carried out on - line.
6. Introducing of university courses and training courses addressed to students gives them the opportunity to obtain many qualifications, which they receive in parallel with obtaining a Higher Education degree. As graduates they become more attractive and more competitive in the open labour market.
7. Training courses organized using the Internet allow for use of modern technologies, saving students and educators time, facilitating their mutual contacts, normally limited by the distance.
8. On-line Academy allows to not only support students in the learning process, but also in personal, professional and social developments. These forms of support are particularly important in a situation where the students have serious personality or emotional problems, or are in a situation of disability, long term illness or rehabilitation.

9. Counseling conducted for students takes the two-fold form: one-time advice and consultation or could be kind of long-term psychotherapy sessions using virtual tools.
10. Together with educators working at the university the academic comunities are created. Their aim is the joint search for solutions to the problems faced by students. This is particularly evident in the work with disabled students.
11. University on - line provides the ability to quickly connect the student with the teacher via the Internet. An example of this kind of action is: Virtual Dean's Office, Virtual Lecturers Room, Virtual Student Room, Virtual Library and many others.
12. In didactic student–centered work with e-learning methods teacher becomes kind of students' guide, mentor, coach, supporting their development and indicating the sources of information needed in the process of studying.
13. The student has the opportunity to make a contact at any time and from any place she's currently located. Such mobility makes it possible to build a special bond between didactics and the students and a special education space conducive to effective teaching. The Internet is a tool supporting the building of such bonds.
14. By using the Internet-based techniques and tools, university becomes less bureaucratic reducing the amount of paper documents and their circulation is much simpler and faster. The communication between departments of university and students becomes more efficient and faces much less barriers.
15. Using methods and techniques of on-line teaching gives lots of opportunities for conducting outside trainings and courses for companies and industries in the region.
16. There is a wide range of possibilities for exchanging experiences based on on-line conferences, discussion forums, developing workers Council, working clubs and many others.
17. On behalf of third parties the University conducts research projects, expertise and other activities for the local community.
18. University organizes ordered postgraduate studies, and qualifying courses.
19. Together with employers it builds a database of job offers.
20. The school offers on-line courses in business for entrepreneurs in the region.

Description of the activity
- Conducting studies on the e-learning platform in Polish Virtual University - University of Humanities and Economics in Lodz.

- Conducting e-courses and e-trainings for students.

- On-line psychological, pedagogical and didactic counseling, as part of psychosocial support for students.

- Student lecturer cooperation in learning via the Internet.

- The teacher as a coach and advisor supporting the development of 'virtual' students during on – line learning.

- Improvement of the organization, development and creation of academic environment of the University in virtual learning space.

- Use the possibilities and methods of distance learning in collaboration with the socio – economic environment.

Comment

Computerization of the university and an introduction to its offer of study courses and training on - line, allows students to complete and often more active involvement in the learning process. On the other hand lecturers are becoming more available for students and trainees. Internet, learning platforms are a new educational space at twenty-first century.

4. 1. 2 Using project techniques in the education of students by selected examples (written by PhD Andrzej Gołębiowski, PhD Gerard Paweł Maj)

Objectives
- Systematization of theoretical knowledge gained by students
- Preparation for wide use of available and modern sources of information
- Accustoming students with rapid and constructive information handling
- Developing the ability to use and properly select tools for particular problematic situation
- Accustoming students with the process of planning and creating problem situations
- Developing skills of making quick decisions
- Stimulation of creative thinking in the direction of independent solutions
- Building social skills of team associates
- Stimulation in the students of attitudes of self-control and self-evaluation
- Developing skills of planning work
- Developing of self and team strategy of presentation and self-presentation
- Forming a sense of responsibility for their own as well as the groups tasks and responsibility towards the group
- Developing of independence in thought and action.

Description of the activity

Using projects in student education

A. Use of the method of projects in the education of students of pedagogy: The project, municipal strategies for solving social problems aimed at countering alcoholism. Radom Academy of Economics
B. Use of the method of projects in the education of students of journalism. Project: Movie promoting authors' city - University of Humanities and Economics in Lodz

C. Use of the method of projects in the education of students of Arts Faculty: Sculpture and Architecture. Project: *Let's build the tower. (Project pyramid)* Jan Kochanowski University in Kielce, Faculty Pedagogy and Art

The project: municipal strategies for solving social problems aimed at countering alcoholism

Stage I
Introduction to the project goal and suggesting issues to be addressed
Lecturer:
The area of politics and social pedagogy
Narrowing the topic to the problem of local social policy - selected precinct in the Region of Radom
Making a choice to tackle the issue of alcoholism from the area of widely defined social issues
Students:
Choosing the community that will be analyzed and for which they will develop the Municipal strategy for Solving Social Problems for the years 2015- 2020.

Stage II
Formulation of subject and determining the goals of the project
Lecturer:
Agrees on a contract and settles the subject - the name of the selected Municipality and assigns students to teams - 5 persons for the team.
Lecturer:
It contains a contract with the placing of the task - the name of the selected Municipality of assigning students to the team - 5 persons in the team.
Students:
They sign a contract, agreeing with the choice of partners for the project.
It is necessary to specify the resources needed for the project: CDs, laptops, surveys, municipal documents, law acts relating to the project.

Stage III
Implementation of the project
Lecturer:
Regularly meets with teams to check on finished tasks. Checks level of material prepared and analyzed from literature as well as those that students found themselves: questionnaires, interviews, documents of the municipality.
Students:
Collect diagnostic materials from the municipality, surveys and interviews, document analysis.
Develop strategies in accordance with the rules and the formula obtained from the Municipal Office.
Gather materials and preparing presentations.
Develop the materials in the form of an article and presentation.

Stage IV
Project presentation
Lecturer:
Schedules the timing and order of presentation
Invites Municipal and Districts' Authorities for whom the strategy presentation was developed in a framework of the Regional Conference of Social Prevention on the University grounds.
Students:
Showcase Projects presentations conference-like style with discussion and recommendations for local authorities. Preparation of the material from the presentation in the form of a monograph chapter

Stage V
Report or exam
Lecturer:
Assessment discussion with the students
Monographs corrections
Students:
Preparation of conference materials for printing
Participation and self-esteem of the project
The promotion of the monograph after its publication in the region

Project: Movie promoting authors' city - Lodz

Stage I
Introduction to the project goal and suggesting issues to be addressed:
Lecturer:
Suggest the execution of the project in the context of the part of program material. Articulating the problems associated with it. Presentation of the literature available, necessary for the task
Students:
Narrows the project area to the city of Lodz
Setup of working groups
Exchange of views concerning the availability of literature and the feasibility of the project
Choice of neighborhoods, and places for the project realisation

Stage II
Formulation of subjects and the scope of the project
Lecturer:
Setting up of an agreement between the lecturer and students containing the title of the film, presentation
Accepting the division of roles in teams
Establishing schedule of consultation for individual students and teams

Students:
Agreeing on the title for the movies to be made
Preliminary allocation of roles in groups
Signing the contractual agreement with the lecturer

Stage III
Implementation of the project
Lecturer:
Implementation of consultation - according to the agreed schedule
Technical assistance in processing of the script and film material
Advice and suggestions in the more problematic situations
Students:
Writing of the script
Filming scenes in the film
Technical post-processing of the video and audio in different parts of the movie
Inviting guests for the presentation of films
Guests from the National Film School in Lodz, the environment journalists of press and regional television

Stage IV
Project presentation
Lecturer:
Determining the exterior jurors for project evaluation
Scheduling the order of presentation
Moderating a discussion after the presentations
Evaluation of projects
Students:
Movies presentation
Self-presentation of the teams working in projects
Preparation of venue and its setting for presentation and banquet
Participation in the discussion after the films presentation
Self-evaluation and critical discussion

Stage V
Report or exam
Lecturer:
Project evaluation after team and individual interviews
Anounced a meeting with the Department of Promotion of the City of Lodz - the transfer of promotional video
Students:
Participation in the conversation summarizing, evaluating the project
Participation in the meeting with representatives of the Mayor of the City of Lodz - the transfer of promotional video

Project, Let's build a tower. (Pyramide project)

Stage I
Introduction to the project goal and suggesting issues to be addressed.
Lecturer:
Suggests the education area proper for the implementation of the projects method
Highlights problems to be solved in the framework of project
Points to the available literature in the area of creativity and creation
Students:
Narrowing the subject of projects and determining the goals for the creative tasks taken
Exchange of views on the availability of literature, measures and projects which can be realized
The choice of the "Tower of Babel" (Pyramid) project is symbolic, strengthening the processes of creative thinking and action. The Tower - Pyramid is symbolic, not realistic.

Stage II
Setting up the subject and scope of the project
Lecturer:
Establishing the rules of cooperation, confirmed in writing in the form of a contract, the bilateral obligations of the parties in order to follow up on the task
Topic: We are building a multicultural Tower of Babel - Pyramid of independent thinking, overcoming fears, prejudices, stereotypes and limitations of the mind.
Students:
Signing of the contract
Making a commitment
The division of tasks and roles
Checking the availability of the necessary materials and agreeing on the area of implementation
Range of Holy Cross Mountains - St Catherine
The term of the task: 1-6 May 2014.

Stage III
Project implementation
Lecturer:
Availability on the project site
The ongoing consultation – during the realization of the various stages of the task
Students:
Determine the location for the pyramid
Measuring the spot
Searching for building material - field stones and rocks
Erecting the pyramid
Organize bonfires at the end of the project.

Stage IV
Project presentation
Lecturer:
Initiating the invitation of hosts of spot for artistic presentations of the project
Students:
The invitation of representatives of the Office of the Commune St. Catherine, Call Director
Holy Cross National Park and the Father Abbot of monasteries OO Oblates at Holy Cross.
Project presentation, presentation of the idea of its construction
Fireplace and outdoor photo sessions

Stage V
Report or exam
Lecturer:
Adoption of reports and project evaluation
Students:
The invitation of representatives of the Office of the Commune of St. Catherine, Director of
the Holy Cross Mts. National Park and the Father Abbot of Oblates monastery at Holy Cross.
Project presentation, presentation of the idea behind its construction
Fireplace and outdoor photo sessions

Stage V
Report or exam
Lecturer:
Accepting of reports and project evaluation
Student:
Self –evaluation

Comment
Method of projects as a method of teaching is known in Poland for a long time, but nowadays
is experiencing a renaissance. It is one of the methods of student-centred learning. When
using this method the students become jointly responsible for the process of education
together with teachers.

**4. 1. 3 Supporting students with their choice of vocational career in Warsaw
Management University (written by PhD Mieczysław Dudek)**

Objectives
Helping students in choosing a vocational career
Supporting students in achieving their career and educational aspirations
Monitoring of later careers of graduates of the University

Description of the activity

Career Office was established by decision of the WSM President in 2000. Decision on its creation was based on concern for the proper education conduct, to provide students of the university with career development proper to his/hers aspirations. In addition, the work of Career Office is an expression of genuine interest in the fate of the students, through efforts in supporting their activities affecting the progress and development of their careers.

It should be emphasized that the WSMs' Career Office is a member of the National Network of Career Offices. According to the specified standards of the network, the Office implements the mission, providing assistance to students and graduates of universities in the effective and efficient entrance and operation on the contemporary labor market. Office is opened for visitors three times per week: Monday, Wednesday and Friday between 9.00 and 15.00.

WSM Career Office organizes practices, trainings, and informs about the possibilities of work. Those who are interested are invited for an interview. However, they must be properly prepared: they are asked to bring a resume and a letter of application in electronic form. The point is that it must be, above all, their idea of appearing in the world of work. In case of need, the employees of the office respectfully make corrections into documents (if application documents require it). If necessary they also provide help with scanning of photographs for application documents.

Career Office informs about different possibilities for internships and work trainings. An example of this service is Feender.com www.pl.feender.com, which is designed for students and graduates who are interested in gaining international experience. Currently, users can choose from 600 offers of internships across Europe. Besides offers, as part of the service there is a bilingual blog about career related topics. In addition, Career Office conducts various courses and training. Currently the most successful is a preparation course for the profession of Custodian for Social Court. This is particularly important due to the high demand. For people looking for work - permanent or temporary, in Warsaw, another part of the country or abroad, the Career Office is the place to visit as first, when trying to be hooked up with this profession.

An interesting initiative of the Bureau is also to offer free lectures by representatives of business, consultants and personal counselors.

WSM Career Office actively participates in the Job Fair (TargiPracy.pl) through extensive promotion of fairs and incentives for current and former WSM students. This is the first such event in Warsaw organized by recruitment portal. Job Fairs are the largest and most prestigious event of its kind in the capital city of Poland due to the participation of well-known and respected companies. Job fairs allow for a direct contact with employers in a convenient, intimate location, which is the University of Warsaw Library. It does not matter whether the persons concerned are looking for professional practice, internship or work – Job fairs are an excellent way to present oneself in front of those responsible for recruitment in leading companies of the region.

Participation in the fair is free, however advance booking is required. Apart from the usual benefits associated with the ability to write a professional looking CV, participants will be informed about new companies from the industry they are interested in. In addition, participants will be added to a Job Fair database where the professional profile is being created, to which the employers have access to. During the fair, particularly important is the role of Career advisor, who will assess CVs and will advise on the current situation on a labor

market and what path of development to choose. Furthermore, there is the opportunity to participate in lectures and panel discussions, where students can learn how to get to the selected companies and how to cope with the current job market.

In addition Office employees invite candidates, current WSM students and Alumni for free, individual career counseling. During such conversation with an advisor you can:

- get rid of any doubts concerning the choice of field of study, and to find out more about the opportunities offered by the study,
- know the specifics and possibilities of the study, which the person concerned has chosen or will choose,
- know their personal strengths as well as rooms for improvement (restrictions)
- determine their aptitude for the job,
- be acquainted with methods of active job search,
- correct or create application documents.

Warsaw School of Management Authorities takes action to adapt the University to the needs of the disabled and equaling the educational opportunities for many years. Architectural barriers are being reduced, the effect of this are ramps, special lifts, toilets adapted to the needs of people with disabilities. With the support of funds from the specific subsidy the University purchased a lot of specialized equipment.

For example, the library installed a computer equipped with OCR text recognition software, the program Super Nova Reader Magnifier having the zoom and sound functions, desktop scanning device, headphones, special keyboard for the visually impaired. For the reading room there was an electronic magnifier purchased (Pebble 4.3"), which provides the visually impaired with the ability to use library resources. In the WSM computer lab there were 5 stations installed for people with disabilities, which will enable learning to people with sight or movement impairments.

Dormitory was equipped with Wi-Fi to enable wireless access for the disabled people who need the mobile devices. Particularly important in this regard are the daily activities of the WSM Career Office. It carries out a broad educational support for people with various disabilities. It's related in particular, the removal of barriers and overcoming constraints in education and assistance to disabled persons. Student affairs are dealt with individually by a qualified clerk's office, which gives interested persons additional help in:

- ✓ Enlisting for a special scholarship people with disabilities, including: scholarship of the President of the Capital City of Warsaw.
- ✓ Consultation on the current academic situation.
- ✓ Allow for alternative forms of exams and credits.
- ✓ Advisory assistance in matters of health.
- ✓ Assistance in the organization of free time and vacations.
- ✓ Assistance in completing applications for PFRON and MOPS.
- ✓ Organization of a free shuttle that will allow bringing disabled students to the University, from any place in Warsaw.
- ✓ Lending the necessary equipment supporting the teaching process.
- ✓ Provide advisory services in vocational career.

Office workers who support people with disabilities have to react to every problem and complaints of WSM disabled students, pass them to the University Authority and suggest solution to it. Staff members act as facilitators of students with disabilities in the difficulties of everyday life as well as advisors in the field of disabled rights.

Comment
Preparing and assisting students in entering the open labor market should be assessed as a main issue in the work of the university.

4. 1. 4 Student as a subject of cooperation of WSM with abroad (written by PhD Mieczysław Dudek)

Objectives
- Establishing cooperation with partner universities
- Finding out on the science - research environment of universities from abroad
- Allowing students to gain experience and knowledge beyond the borders of Poland
- Development and implementation of international research projects

Description of the activity
Warsaw Management University (WSM) has attempted to establish cooperation with foreign universities since its beginning. In October 1995 we established cooperation with ELMS College in the United States. In May 1996, the Warsaw Management University was visited the ELMS lecturer, Bill Donovan. His visit was related with delivering a series of lectures on international business, as well as cooperation between the "people of interest" and local governments. These meetings and lectures in addition to students and WSM staff were attended also by representatives of local authorities from Warsaw and Ostroleka. Bill Donovan again visited WSM in 1997 and 1998. Very important was the signing of the agreement for research and educational cooperation made on April of 1998 between the WSM in Warsaw and ELMS College. Since 1997 students of the WSM can study in ELMS College as exchange students. On the basis of this cooperation a dozen of WSM students studied in the United States.

Of particular importance was the signing of a cooperation agreement with the Academy of Public Administration Management from Kiev in 2003. The immediate effect was the creation of the Ukrainian - Polish Institute of Management in Kiev. The Institute is engaged in the university education of students recruited from the Poland and Ukraine. The first part of the study takes place in Kiev and the next one in Warsaw. Besides learning Western languages students also learn Polish and Ukrainian. Lectures are conducted in three languages in both Kiev and Warsaw (Polish, Ukrainian and English). Already in 2003 the first group of about 150 students of the Institute in Kiev started to learn Polish. Graduates receive diplomas from the Warsaw Management University and Kyiv Academy of Public Administration Management.

Another event important for the WSM is associated with the date of November the 9th, 2004. On this day the President of the Warsaw Management University, PhD. Stanislaw Dawidziuk

and President of Brest State Technical University of Belarus, PhD Petr Pojta signed an agreement on cooperation between the two Universities. The Agreement between the Universities affects many important areas. It provides joint scientific research, mutual exchange of students for internships, exchange of publications, textbooks and methodical aids, joint organization of scientific-pedagogical internships for academic staff and doctoral students. Another area of cooperation is informing about planned conferences and scientific seminars, and joint organization of scientific conferences. Important provision of this agreement concerns cooperation in the field of culture and sport - exchange of student artistic teams and conducting sports competitions between teams from both universities. During the discussion on ways of implementing the signed agreement, it was agreed that in 2005 a group of 20 university students from Belarus would participate in the activities of the International Summer School, organized by the Warsaw University of Management, on the basis of EU funds. The lectures conducted there carry out a common title "The European Union after the accession of the countries of Central Europe".

Warsaw University of Management currently cooperates with 39 international Universities.

Every year the university organizes international conferences aimed at promoting Polish science and learning about achievements from other countries. The conference subjects concerns the current problems associated with the reality of the individual disciplines cultivated in the university. WSM employees participate in conferences organized by friendly universities in Europe, Asia, North America. This results in numerous scientific publications of our academics issued under the after-conference papers. Additionaly research achievements are also published on the pages of scientific journals of these universities.

For many years efforts are being put to the creation of international research programs. Coordination and conducting of activities related to the participation in international organizations, such as: Lviv Association of Psychologists.

Of particular importance is the WSM participation in Erasmus + program. The Erasmus + 'Away for study', carried out at Warsaw University of Management, is designed for stationary and part time students, that are officially registered in the WSM. Students can go to the partner university, which has signed a bilateral agreement with his parent department in the WSM.

Participation in the Erasmus program gives students of the Warsaw University of Management a unique opportunity to undertake a part of their studies at one of the partner universities. In addition, it provides an excellent opportunity to improve foreign language skills, knowledge of another culture, to acquire skills to communicate freely and gain new acquaintances and friendships with students from all over Europe and beyond.

Travel to study in foreign universities realised in the framework of the Erasmus program covers the period from 3 months to one academic year.

The European Credit Transfer System (ECTS) is valid in WSM. The credits used in the Warsaw University Management is consistent with the instructions contained in the Guide to the European Credit Transfer and Accumulation System, and the Diploma Supplement developed by the General Directorate for Cultural Education of the European Commission in 2004.

Comment

The exchange of students between universities in the partner countries is an important element in building international relations. Multiculturalism and the associated respect for the cultural identity of citizens in individual countries are related with tolerance and respect for the identity of each human being. It is a particularly important issue in the era of migration problems and in the area of security of the countries of the European community.

4. 1. 5 Virtual Dean's Office – project to make University a student-friendly place (written by Dr. Alina Maria Basak)

Objectives
The goal of the implementation is improvement of the administrative functioning of the University and easier students' contacts with lecturers and administrative staff of the University. Access to the Virtual Dean's is possible at any time and from any place.
The system streamlines the communication process, shortens the waiting time for response and minimizes the costs associated with the traveling to the University. It allows for a quick upload and download of information on the offer and the functioning of the educational or organizational units.

Description of the activity
The creation of the Virtual Dean's Office in Polish universities is related to the development and implementation of a broad project of e-administration focused on academic professionalization of services related to students services.
The project includes some of the following modules:
The functioning of the Implementation Team for the system
E- student Module
E- employee Module
E- recruitment Module
E Deans' Office Module
E- Administration Module
The functioning of the Implementation Team for the system:
This team consists of the IT department specialists coordinating the work of developers working on the project. The team is preparing a strategy for the operation of E - university, conducts training, and collects and processes information on websites. The team works with the governing bodies of the University in the preparation of legislative acts regarding the functioning of the project, defining the scope of published information, etc.
E- student module allows students to login to individual accounts. It allows the view of the organization of the academic year, the study plan, controlling changes in the schedule of classes, checking the terms of exams. The system allows verifying of the grades from the exams. The system gives the possibility of obtaining materials needed for the classes or announcements from Schools' various activities.
E- employee module enables entering and editing data about employees, entering and updating the syllabus' for particular lessons, communication between the lecturer-student,

teacher-lecturer, etc., completion of ratings protocols needed in order to pass, preparation and publication of time spent on teaching required from each University staff member.

E-recruitment module enables recruitment through the Internet, data and fees validation. It contains forms of contracts for the candidate.

E-Deans' Office Module offers ability to define fields of study, running students' personal file, division into groups and its update on regular basis, the study plans and its' schedule, creation of schedules for consultation, informations, etc.

E- Administration Module enables keeping statistics and reports.

Comment

In many Polish universities there are electronic student services that meet their needs: save time and have access to the necessary information at any time. Many activities are performed by many students at the same time. This saves also the work of the college administrative staff.

4. 1. 6 Virtual Students Room of University of Humanities - Economics in Lodz (written by Dr. Alina Maria Basak)

Objectives

The goal of the Virtual Student' Room (VSR) at AHE in Lodz is to enable a common virtual, educational ground for students. VSR is to serve students as a kind of space of exchange of ideas, allowing them for meetings, discuss in communities, place advertisments, exchange views, or to define joint action.

Description of the activity

Virtual Students' Room operates within the framework of the project Virtual University and is an integral part of the platform designed for remote teaching. Each student gets his own individual login and password to the VSR. At any time and from anywhere she can then log in to the system, check the availability and presence of hers colleagues, friends from the year, or group. The system helps in mutual communication and exchange of information. The VSRs' administrators, tutors or classes' coordinators can post messages and announcements important to the group or individual students. Each tab gives the ability to publish notes from lectures, handouts, assignments, papers or observations from the consultation. The system gives the ability to quickly and accurately provide information to selected people through a number of different media.

Comment

Students more often than other social groups or unions meet in a virtual social space. It creates a kind of second academic community - virtual community in the virtual academy. It seems that this process is now irreversible but possible to control and management. The university which is well-managed gives students tools for their development as much as possible.

4. 1. 7 Academic Students Career Office in Radom Academy of Economics (written by PhD Piotr Chojnacki)

Objectives
Acquaint students with the activities of the leading companies in the region
Monitoring the Alumnis' fate
Guidance of the students' careers

Description of the activity
The establishment and activities of the Academic Career Office
Organization of students visits in different working environments. During each semester a study visits in workplaces takes place, in accordance with the curricula of various fields of study. Among the places visited just during recent year we can enlist such places as: Polish State Mint, Detention Centre in Radom, the Provincial Labour Office; Weapons Factory "Archer"; Masovian Center of Psychiatry "Drewnica" Sp. with o.o.; Radwag in Radom, the Zakłady Automatyki KOMBUD SA Humansoft, in the Municipal Office of Radom in the Municipal Office in Kozienice, in the Data Processing Centre of the Ministry of Finance, the Centre for Addiction Therapy in Radom, adoptive Centre in Radom, Psycho - Pedagogical Counseling in Radom.
Organization of the workplace open days:
The Provincial Labour Office
The Polish Bank Association
Kampania Piwowarska Open Day
Platinium Gym Open Day
Lithuanias' Rodesnowt Open Day
Humasoft Open Day
Organization of training courses and workshops:
• Efficient work search abroad
• Job search methods and techniques
• Art of effective persuasion
• Body language during the job interview
• Get to know your professional potential
• Job Interview
• Plan your career
• Safe departure – Safe return. How to look for job abroad
• How to start your own business
• Training of project management based on PMI-PMBoK
• Art of self-presentation
• Psychological consequences of the job loss.
Students meetings with the business representatives:
From student to businessman
How to set up your own business
How to run a company in the framework of the Academic Business Incubator
How to start a company from the EU financial resources

Work abroad.

Comment

Academic career offices are the result of cooperation between universities and the socio - economic region. It is a meeting place for theorists - researchers with practitioners in the labor market, business and finance.

4. 1. 8 Employeers' Council at Academy of Economics in Radom (written by PhD Piotr Chojnacki)

Objectives

Graduates preparation for entering the labor market

Consulting employers in order to adjust the offer of training students to the labor market needs.

Description of the activity

WSH in Radom organizes the Council of Employers. To participate in the work of the Council of Employers of the WSH the following entities were invited:
• Hortex Holding S.A.
• The Office of Radom
• Polish Tobacco SA
• Radwag Meteorology Center
• Rosa Bud Radom
• Bank Pekao SA
• Trend Glass Sp.z.o.o
• PPHU Trans Hurt
• GGG Sp. zoo.
• Urban Roads and Transportation Departament
• Regional Police Headquarters
• PPHU Radkom
• Optimum Energy Sp.z.o.o.
• Humansoft Sp. z.o.o.

The Employers Council is a forum for exchange of information and are held twice a year. Representatives of companies from Radom and the surrounding area, together with the authorities of the University and students discuss improving education programs, to better prepare graduates to enter the labor market, making better business decisions, and compete in the labor market. During the meeting, the university authorities present actions which were taken on the previously submitted employers comments and suggestions. Representatives of the companies have the opportunity to share their expectations for candidates and employees in terms of knowledge, competencies and skills. Employers usually include a variety of practical skills, e.g. preparation of various documents for the offices and institutions, issuing invoices, knowledge of computer programs used in companies, accounting software and systems: ERP - supporting management processes in the company, warehouse programs,

CRM programs - to support customer relationships and knowledge of foreign languages. Employers pay attention to placing greater emphasis on the development of soft skills, education of specialists rather than generalists, acquainting students with the working conditions with the even greater number of study visits or practical trainings, or expanding their knowledge and skills with the newest software and documentation.

Some of the demands of employers is implemented or will be implemented in the nearest future, such as: introduction of Entrepreneurship on the fifth semester, or mandatory apprenticeships on the sixth semester.

Responding to these needs of employers the university organizes such IT trainings as:

1. The European Certificate of Computer Skills ECDL
2. Certified installer of structural and fiber networks 3M
3. Certified designer of structural and fiber networks 3M
4. European Computer Skills Certificate – CAD - intermediate level
5. Certificate of skills in Inventor software
6. CISCO Certificate - (local CISCO Academy). The training program offers the opportunity to obtain theoretical and practical knowledge in the field of design, development and maintaining of computer networks.

Training in communication

Training in active job search

Comment

Meetings of the Employers Council are opportunity to listen to the current problems of the labor market. This is a chance to exchange ideas and experiences, which will be in the proposed educational programs, fields and specializations. Employers Council is an instrument to diagnose labor market needs in specific areas of skills, competencies and knowledge of graduates.

4. 1. 9 Project 'Students' publication' of young scientists, (written by B.S. Magdalena Kępa and PhD Andrzej Gołębiowski)

Objectives

Preparing students for independent writing and editing of texts of a scientific nature
Shaping the skills of independent research in the field of social sciences
Conducting research
Developing skills for statistical analysis of empirical data
Preparation for independent reasoning based on the process of analysis and synthesis of empirical data.
Formulating conclusions and generalizations
Learning to write a scientific text in terms of content and methodology
Developing skills of a critical approach to a scientific text
Preparation of publications edited by the student tutor from the University

Description of the activity

Organizing a team of researchers, authors and editors of scientific texts in order to prepare the student scientific publication on the Polish social policy.

Announcement of recruitment to the research teams in the framework of an academic research project - Socially Responsible Business
Recruiting and testing students' level of knowledge, skills and competences needed to complete the project
The division of tasks within the set research team
The literature research on the matter of the social issues mentioned in project
Developing a research tool for study
Preparation of the methodological concept of research
The choice of the study area - 100 companies in the Radom Subregion that employ at least 25 employees
Field studies among entrepreneurs
Collection and analysis of empirical materials
Editing of scientific texts and developing conclusions from the study
Copyright and editorial adjustments made to the collected texts
Peer reviews of the prepared monograph
Copyright and editorial adjustments made to the monographs
Preparation of the study reports
Presentation of the research and promotion of the book as part of the Student Scientific Conference: *Socialy Responsible Business – fiction or a fact in XXI Century Poland.*

Comment
Student Publications consist of the publishing and research activities. It seems that this kind of activity really brings together the environment of students and academic staff of universities. It is a good example of the student-centred activity.

4. 1. 10 Student volunteering (written by PhD Agnieszka Sadowska)

Objectives
Inclusion of WSH students in the nationwide voluntary activities
Integrating the activities of students - WSH volunteers with the activities of international voluntary services
Implementation of projects for people in need of aid
Shaping in students of pro-social, aid, humanitarian attitudes

Description of the activity
The activities of the Student Volunteer Club include: co-operation with the Canoeists Association in Radom – volunteers' aid for persons with disabilities at events organized by the association, the foster family in Radom - assisting the Director in the educational- caring activities for orphaned children, support activities for young people staying in youth educational centers, active participation in projects Polish - American Freedom Foundation

'The projector - students volunteer services' active participation in blood donation campaign 'Vampirade'. Contribution in the Hospice Queen of the Apostles in Radom: work with the patients, assisting the organization of charity actions, organization of a meeting at the Radom Academy of Economics with experienced hospice volunteers, aiding and spending leisure time with the elderly residing in nursing homes, helping disabled people in overcoming social barriers, interdepartmental integration of volunteer experience between volunteers - students from Radom and Mielec. Students also joined in the Christmas campaign with "Noble Gift" material aid for children from orphanages, material support for victims of fires.

In addition, within the framework of scientific activity the students: developed research tools with which they conducted the study in their own voluntary activity, organized Nationwide Student Scientific Conference on 'Voluntary innovation in the society of the XXI century'. Conferences are organized periodically.

Comment

Voluntary activities at the university are a manifestation of humanism academic community. It's a testimony to the sensitivity of the young people towards the needs of others. In the voluntary activieties there are also lecturers, high school students, representatives of the local business. In this context, volunteering integrate academic environment as well as universities and the environment. The theme of that integration is a common goal and a common good.

4. 1. 11 Student in a local environment (written by B.S. Paulina Tuchowska)

Objectives
Shaping of social awareness of students
Combining the Universitys' life with the social environment
The inclusion of the academic community in the activities of social aid
Increasing the students' knowledge in selected areas related to the field of study.

Description of the activity
Academic competitions
Cultural activities
Social – charitable actions
Training activities
Sport and recreational activities
Preparation by students and tutors of a sport tournament for high school students 'Small Mundial - Open Volleyball Championship of Piotrkow Trybunalski and District'
Every year students of many Polish universities join in the Blood donation campaign called 'Wampiriada'. The blood is transferred to the Specialist Hospital in Piotrkow. This kind of student involvement reinforces assistance and voluntary attitudes and builds social ties between people.
WSH Students organized a vernissage Photography of the Students of the University of the Third Age. The meeting was an opportunity to exchange experiences between generations.

A similar project was organized for the residents of Piotrkow: an exhibition of photographs by Dariusz Klimczak 'Frimagination'. Another project for the local community was the exhibition of works of Members of Photoclub "9 x 12" from Ukraine 'Donbass' and the Opening of the photograph exhibition by Kamil Pierka named 'Contrasts'.

Students organized a concert and auction of works of art 'Artists for Olinek', aid for a child with disabilities. The event strongly united students, children and the family of a sick child.

On the initiative of the Students Council training for students of the Internal Security was organized. Its title was 'The use of simulation techniques in modeling military and non-military threats". Training was conducted by Lt. Col. PhD engineer Jacek Stempień of the National Defence Academy in Warsaw.

Another educational project initiated by the Council was training, 'Representative and Internal Auditor of Safety Management System according to OHSAS 18001 and PN-N 18001'.

Another example of good educational practice, linking academic life with the vocational life was training for students on effective career management (Grzegorz Gorak - Director of Warsaw and Lublin Division of DSA Investment SA and Protecta Finance).

Within the project also a special lecture took place on: 'You too can save someone's life. Become a potential bone marrow donor'. It was combined with action for Registration Potential Bone Marrow Donor ' DWA WYMAZY & DO BAZY' (TWO Swabs and File it).

For students of Internal Security, a special lecture was carried out, by the captain of the Border Guard - Przemyslaw Kornacki on: 'The role of the Border Guard in ensuring the internal security of the state'.

Comment
The above-mentioned actions show the possibilities of university commitment to the local environment. Work on the joint work is a creative process, developing both students and lecturers.

4. 1. 12 Social debates (written by PhD Paweł Kowalski)

Objectives
Inclusion of students in the social problems of the city and the region associated with current social problems
Shaping the attitude of social engagement for the victims of crime, aggression, violence, marginalization or threats
Inform of the dangers of marginalization and social exclusion
Shaping of skills and competence necessary in the development of local and national strategies for preventing and solving of social problems

Description of the activity
Organizing of open public debates: debate on public security, debate on the designer drugs and drugs, debate on the social functioning of people in situations of disability, the debate on the domestic violence.

Radoms' WSH regularly organizes social debates in partnership with: the Regional Police Headquarters, Mazovia Region Centre of Social Policy, Mazovia Centre for Addiction Prevention, Polish Society for Social Policy Detention Centre in Radom, Nobody's Children Foundation in Warsaw and many other institutions (government, local government and NGOs). Students are an important link in the organization of those debates. They actively participate in meetings with partners, learning on specific nature of the tasks they partake for the environment. Students join in the diagnostic processes of environment, preparing social expertise under the guidance of tutors. During the debates they're asking numerous questions about the problems of the region. Important elements of organized debates are statements and reports prepared and published by the academic community and our partners. The social debates are accompanied by media presence which allows the spread of their achievements to a wide audience from Radom and the region. Periodicity and repeatability of subjects of debate allows monitoring of the studied phenomena the directions of its change, development or disappearance of the disturbing tendencies relevant for society. The discussed topics of debate makes students, lecturers and the entire academic WSH community constantly present in the public space. For students it is especially important, as it allows seeing the connections between content of academic lectures and the practice of everyday life.

Comment
Social dialogue or the debate is an opportunity for students to engage in discussions about the real problems of society from which they come and to which they return after years of study. Social debates are part of the explicit responsibility for the shape of the city, village and region. Participation in them is evidence of the nascence and creation of civil society. A university is part of them.

4. 1. 13 International Culture Days (written by PhD Gerard Paweł Maj)

Objectives
Inclusion of students in international, cultural, social, religious, educational contexts
The desire to raise the level of social integration in the field of culture, economic, education, religion
Developing skills and social competence in the context of human functioning in a multicultural society
Organising Days of Culture, open lecturers, Days of European Culture, students' international meetings.

Description of the activity

Days of Dialogue of Cultures of the World

This is a cultural - educational project, organized in cooperation with the governing bodies of Radom, under the patronage of Polish UNESCO Committee. The event included among other things lectures, performances, shows, exhibitions, tasting the cuisine of individual countries,

the project participants. During the project ethnographic workshops were held, as well as film screenings and concerts. The meetings were attended by representatives of embassies of many countries, the group of artists performing regional music, dance groups from different parts of the world, travelers, ethnographers and world cultures enthusiasts. The culmination of the celebration was the performance of 'Gloria' performed by artists from the Lviv Academic Theatre Waskreiesjenia. The event has gathered many students from Poland, Ukraine, Turkey, Portugal, Nigeria, all of them have had an opportunity to exchange experiences related to multi-culturalism and the transcendence of cultures. These days have showed the importance of a sense of nationality, cultural identity and individuality in the modern global world.

Africa Days, Days of Thailand

The patronage of the events has been taken by the embassies of African countries in Poland and the Embassy of Thailand. This extraordinary event allowed students to become acquainted with the diversity and richness of both art and culture of these regions. For the residents of our region these are exotic cultures, important and interesting from the cultural and economic point of view.

European Culture Days

The aim of the events organized by the students under this heading is to present traditions, languages and customs of European countries. An important element of these events is meeting at the table, where selected country specific meals are being presented. This multinational melting pot of flavors becomes a place for students to deeply integrate and experience of the community. Under the European Culture Days, there were the days of: British, German, Russian, French cultures. Events are open and are organized with the participation of residents of the city Radom.

Comment
At a time when the world is a global village, knowledge of customs, traditions, culture, cuisine, music, art, habits and customs, neighbours near and far seems to be a necessity. This means good manners and the key to proper business relations.

4. 1. 14 Students Scientific Club (written by PhD Andrzej Gołębiowski)

Objectives
The inclusion of students in scientific - research work
Broaden students' knowledge in areas relevant to their fields of study
Developing skills of independent solutions in the areas of research, science and literature
Improving teamwork skills with respect to the principles of individualism
Building social competencies to partake independent research
Popularizing of general – academic knowledge and combining it with the social practice
Creating own parameters of identity of young students of scence

Description of the activity

Principles of SSCs operation

Activity of Students' Scientific Club is based on the Club statute developed by the scientific club patron designed by the University and Club Council. Activity of SSC is an integral part of the teaching activities of the University. SSC prepares annual work plans and submits annual report on the implementation of the adopted plan to the University President.

Student Scientific Clubs (examples)

Students Scientific Club of Young Administrative Law Students

Students Scientific Club of Young Diplomats

Student Scientific Club SECURIRAS

Students Scientific Club of Computer Science students

Student Scientific Association of Psychologists

Students Scientific Club of Young Educators

SSC Activity (selection).

Student Scientific Club's conducts research in areas relevant to their fields. Research led by students can be interdisciplinary which makes scientific club a space open to educational issues related to the wider area. This kind of activity allows students to significantly expand their knowledge and gain new experiences in scientific research. The person responsible for validity of the course of study is a Patron appointed by the university authorities. This is usually the person with the academic title of PhD or independent scientific employee. Student Scientific Club carries out research projects in the local environment; they make diagnoses and expertise for companies, for local governments, non-governmental organizations and gather statistics. SSC prepare and organize student scientific conferences of local, national and international scientific aassociations. Their task is also to popularize academic knowledge. For that purpose they organize discussion forums, debates, symposia, and issue publications. Activity of Scientific Clubs contributes to better the knowledge, competencies and skills of students. It integrates the academic world of science in terms of task-orientation and integrational. It is also an expression of students taking responsibility for their own learning and functioning of the University.

Comment

Student Scientific clubs support scientific activity of university. They allow students to shape the personality of the researchers. One can say that it is the first step in building a scientific workshop of future scientists.

4. 1. 15 Academic International Meetings (written by PhD Gerard Paweł Maj)

Objectives

Providing students and invited guests with the knowledge about the countries of Europe and the world

Acquaintance with socio – political situation in the world

Enables students to improve their skills and competence to function in the modern world - the global village

Spreading of academic knowledge on selected countries, regions, communities and international organizations

Studying in an international environment

Exchange of ideas, experience and knowledge in the international forum

Integration of students from different countries in the academic environment of Radom

The inclusion of Polish students in a multicultural academic environment in the ERASMUS +.

Description of the activity

Organization of International Open Lectures

International Community

Internationa Student Exchange

International University

One of the characteristic features of WSH is the fact that it's very actively involved in public life. Through the active involvement in intercultural environment it highlights problems of Europe and the world to students and residents of Radom region. Periodically organized public lectures are attended by ambassadors of countries maintaining diplomatic relations with the Poland. This is an excellent opportunity to ensure that people interested in international issues, international affairs and diplomacy can meet and discuss the important issues of the contemporary world. The WSH hosted ambassadors from over 40 countries. Among others: Norway, Switzerland, Sweden, Croatia, the Republic of China, France, Italy, Palestine, Pakistan, Mexico, Mongolia, South Africa, Macedonia, Hungary, Lithuania, Azerbaijan, Afghanistan, the Russian Federation.

More than 450 foreign students within the ERASMUS program studied in our university during recent years. They participated in many research projects, lectures, international meetings, meetings with representatives of business, local government and scientific staff. They were representatives of universities from Turkey, Bulgaria, Romania, Spain, Ukraine, Portugal, Lithuania, Belarus and others. Students took part in the Day of Tolerance in Jedlnia – Letnisko (summer camp), and workshops on terrorism, international security, foreign exchange, financial security, etc. Polish students depart for foreign scholarships among other places to: Majorca, Turkey, Hungary, Italy, Greece, Finland, Ireland and others.

Comment

International meetings in WSH in Radom are a long tradition. During these meetings, which are often initiated by the students themselves, it is an opportunity to exchange ideas and experiences. It's a forum to express their hopes, but also fears and anxieties arising from the interfusion of cultures and traditions of many countries. These activities give opportunity to seek answers to the current dilemma of many people, how to keep your identity and difference in such a globalized and multicultural world society.

4. 1. 16 Students' theatre – spectacle 'Heaven' (written by PhD Monika Mazur – Mitrowska)

Objectives
Inclusion of students in the arts, practicing the art of theatre
Sensitivity to the realm of aesthetics, poetry, drama
Learning stage movement, working the body through the dance
Integration of persons with disabilities with their non-disabled peers

Description of the activity
Create students theatre club
Steps to beginning
Announcement on casting for candidates to attend the theater workshops, combined with learning stage movement, developing movement and art workshops
Verbal and dance presentation of candidates
The division into groups and task teams of actors for prepared play
The play *'Heaven'* written by and directed by Monika Mazur
Organization of theatre workshops for students:
3 times a week for 3 hours
Classes were held for 9 months during the academic year 2014/2015 and ended with the performance by the students
Students themselves made the scenery for the play, set up the sets, costumes, etc.
The theatrical classes were accompanied by art classes held in a specially prepared and equipped workshop. The classes were also taken by a number of students with disabilities, for whom it was an opportunity for better integration with their peers at the university.
Performing the play in the auditorium of the university
Performances in the framework of touring theater, were given in social welfare homes, houses of culture, dayrooms. In total the play was performed 24 times.

Comment
Student Theatre is an excellent transfer of university life outside its walls. It allows students to be a member of the academic community and at the same time an actor. Role-playing and next performances carry the message of academic science in broad sections of the recipients.

4. 1. 17 Culture-technic in education (written by PhD Monika Mazur – Mitrowska)

Objectives
Inclusion of students with disabilities in the educational process based on social integration around the art of painting, sculpture, poetry and photography
An attempt to equalize educational opportunities of people with disabilities
Raising the social skills of people with disabilities based on the realization of artistic passions.
Formation of interpersonal communication skills, based on interactions: author - work - recipient.

Description of the activity

At the WSH in Radom and at other universities in the region there is a large group of students with disabilities, with a different type of disability. Right after elimination of architectural barriers Academia organizes various forms of support under the social integration of this group of students. In the UTH in Radom there is a project organized, whose goal is to improve the professional competence of students with disabilities. Among the many actions that have been taken in this regard, one was to organize the point of counseling for people with disabilities. WSH in Radom periodically organizes a project called Disabled - able-bodied. The goal of this project is to show disabled people that their peers with disabilities are just as fit as they are. Disability is often an environmental problem of healthy people and not sick ones. Hence the idea of the project is to point out the similarities not differences in the functioning of these groups. Universities are organizing training and workshops for healthy students and teaching staff aimed at increasing competence in working with people with disabilities. For students with disabilities there are poetry evenings, where they can present their work, or check the work of other people with disabilities who have achieved artistic success. In 2015 an exhibition J. Kirenko - poet, painter, lecturer. In 2016, there were painting, sculpture in clay and photographic workshops.

Comment

Integration is one of the tasks of academic environment. The mission of the university is to connect, not divide society.

4. 1. 18 Education through culture and art (written by PhD Andrzej Gołębiowski)

Objectives

The use of achievements of contemporary art in the educational process of higher education
Preparing students for active participation in cultural life, perceiving contemporary art film, theatre
Shaping artistic skills
Forming the competence of the use of art as a teaching method
Preparation of basis for work for students of pedagogy in terms of reaping the achievements
of film, theater and museum collections

Description of the activity

Students visit Country Museum Radom - Regional education, acquaintance with the heritage of the regions. Education students participated in pottery workshops, bread baking and beekeeping picnic.
Visit of the Pedagogy students at the Museum of Contemporary Art in Orońsko.
Visit of Internal Security Students at the Museum of the White Eagle in Skarżysko Kamienna. Students took part in film screenings as part of the Cameral Summer 2015 in the Helios cinema in Radom. The event under the theme The impact of fashion on the development of the region, in addition to film screenings was accompanied by exhibitions of photography,

painting, design, fashion shows, presentations fashion designers. The WSH headquarters organized a symposium to discuss the contemporary fashion trends and their impact on film and theater. Representatives of theater, film, designers, shared their experiences with the shooting of shows, competitions, and others. Students participated in the screenings of such films as; Untouchables, The Diving Bell and the Butterfly, Idol, Everest.

Students also went to Jan Kochanowski Radom's Theatre. Students saw among others Dinner for a fool, Fiddler on the Roof.

It seems that recalling the above-mentioned methods of working with students allows for attractive activities and gain organizational and teaching experience. It is an opportunity to exchange insights and experiences of reception, interpretation and use of art as a kind of culture-technic work with the student. This kind of experience is richly used by special education, Rehabilitation pedagogy and culture education.

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