

Teaching Business Internet Technology for Economics Students

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Abstract: In less than two decades, the Internet became vital necessity for business providing. It causes emerging the new disciplines on information technology, media and communications.

The emerging disciplines on information technology, media and communications are among the most dynamic and exciting in recent years. Classroom methods of delivery would need to change to accommodate changes in learning. This work discusses the approaches for “Internet Technology in Economics” course teaching. They are: E-learning tools, web communication means, online testing, team works, case studies.

Literature Review

The emerging disciplines on information technology, media and communications are among the most dynamic and exciting in recent years. Course “Internet Technology in Economics”, developed at the Ivano-Frankivsk National Technical University of Oil and Gas (Ukraine), aims to equip students with the essential skills and knowledge to effectively use Information and Communications Technology in their own professional activity contexts. The overall credit hours are 180 (6 credits) taught in two terms. Lectures (18h) and practices (at least 54h in class+108h after class) are included in. It covers the follow topics: Means of Online Communication (including advertising in social media, blogging, etc.); cloud technology and teamwork on shared documents; Internet advertising efficiency and web-site content analyze; Internet Shopping; e-commerce classes: B2B, B2C, C2C; online payment systems and systems of Internet-trading. Due to this discipline content and specifics, it needs advanced methods in its teaching. This work summarizes the gained experience, discusses the approaches to be proved efficient.

Description of Practice

In this session we review the current practice in our own classrooms, discuss our successes and failures in this subject teaching. First of all, the teachers widely used interactive lectures and case studies. We widely used “teacher-student” web communication by Facebook page, e-mail, cloud technologies, etc. These means in education allows instructors respond to students more quickly due to mobile notifications and mention alerts. All books, tutorials, lectures, videos of labs performing were free for students to download from the Facebook page. We tried to enroll student in the classes by proposing learning situations that promote both integrative and deep learning. First of all, we divided student into some groups to simulate teamwork on general projects. Students were proposed to develop a Internet-shop development requirements documents. They used Google Docs, Google Presentation and Google Drawing for collaboration, Google Calendar for dead line scheduling. This complex teamwork covers topics on requirements on a site proposal, basic information on SEO-optimization, information storage and retrieval.

We provided students the B2B, B2C, C2C e-commerce classes to get them knowledge on state statistical and finance information. As far as the problem of state finance transparency is very important for Ukraine as a state to fight against corruption, we developed a lab to use the “ProZorro” online pilot project of electronic public procurement platform that allows state procurement online. Students had to get information on state procurement and to present it on their blogs. Blogging activities can enhance students' knowledge on setting up an account, tweeting, following, searching, using hashtags, creating a class list, filtering for language and interests, refining searches, and translating posts into English.

Classes on online payment systems and systems of Internet-trading looks are seminars to make presentations and to discuss on every system, its advantages and disadvantages, etc. This presentation is structured to integrate – indeed to encourage – questions, discussion, and sharing ideas throughout the session.

The problem of personal student’s knowledge evaluation is solved by online testing usage. Testing system was developed on the Moodle software; which includes a Quiz module. Password policy means that every student gets his/her login/password to start online examination. The quiz is formed automatically and individually for every student by random selection from the base, which includes 200 problems. Every student gets his/her set of 10 problems to solve for 10 minutes. Online examination system administrates exam grading process, total statistical data formatting, etc. It enables administration of online examinations within the online classrooms.

Discussion

Advances in technology have produced numerous alternatives to the traditional brick and mortar institutions. Mentioned above course teaching is impossible without E-learning tool. This active-learning strategy proposed developing learning situations that promote both integrative and deep learning. Our use of mention above approaches emphasizes intrinsic motivation, increased engagement with learning outcomes. Collaborative aspects of classes are also emphasized, beyond the typical view of them as competition. These approaches provides the technology, tools and professional development that makes it easy to create a connected, personalised learning environment that challenges students to practice problem-solving, to work together and to use creativity to construct, share, and present their ideas, thinking and learning. E-learning tools usage allows include all students into active learning process and increase their motivation. Projects, discussions and various other formats support peer assessment, and students are encouraged to reflect on their progress against their own goals in their personal study. Implementing active learning, E-learning, case studying approaches in a substantive way becomes increasingly challenging as class size increases.

References

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