

TRENDS IN MODERN EDUCATION

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Abstract: *The dynamics of modern society, developed in the context of internationalization and integration of activities and processes of all kinds, identify the need for an adequate education. Expectations for educational innovation are related to a number of issues. There are many conceptual and practical issues related to effective changes in education, the type of innovation itself, the process of realizing ideas, the necessary set of activities and structures, etc. Now students are looking for interactive learning. They should be placed at the center of the learning process. Transformation in education requires students to participate actively in their own educational process. In this way, they will be able to judge what information they need, when and how to use it.*

This paper shows the main directions in which higher education should be developed, and how this can be achieved. Different approaches to innovation education in different universities across countries have been analyzed. This material aims to give an idea to each individual educated how to improve their own development.

Key words: : *Innovation, Education, University, Students*

1. INTRODUCTION

The dynamics in the education sector necessitates changes. Students' needs change with the dynamics of the environment. Students are looking for interactive learning. This requires universities to adapt and take a number of measures for their improvement and competitiveness. These measures are primarily related to new forms of learning, such as distance learning and virtual learning. Contemporary learning already far exceeds the traditional classroom. Using the Internet and interactive forms of access to knowledge provide both ease of access and a wide range of information. This implies greater knowledge completeness, better competencies and better results.

A large part of the everyday life of modern students is related to the use of mobile devices. They provide entertainment, communication, information. Mobile devices give access to content regardless of time and place. Students are so used to the extent that they feel dependence on their use. This gives reason to believe that mobile devices have a place in education. Their place is above all in e-learning. Closer to learning entertainment and recreational forms can be of a learning nature. This reduces the distance between the learner and the material to be studied.

The characteristic of this kind of training is [1]:

1. All learning is situated within roles;
2. All learning is driven by emotionally compelling challenges;
3. Learning experiences are rooted in particular places;
4. Learning experiences are designed around authentic resources;
5. Learning experiences are designed for sociability.

The theoretical training of students is not enough to be realized in business circles. In order to be adequate on the labor market, students must possess, besides acquired knowledge, a number

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of specific personal skills. This requires the education system to include different areas of competence, the assessment of non-cognitive skills, the integration of professional experience and practice into reality.[2] The focus of the matter is not so much on skills development, but rather on how we should develop critical skills in students through lifelong learning, which means that employability represents a subset within this set. That is, as the online student is confronted with new challenges, he/she should be able to decide, solve problems, and make choices autonomously. One way to address the issue is to focus on developing a critical approach to online learning, challenging the preconceptions of both students and teachers [3] .

2. BUSINESS SIMULATIONS

Whereas, in the recent past, students' training was limited to recording theory, memorizing and evaluating it in the form of a test, the dynamics of the 21st century set new and different learning methods. Students now have to be placed at the center of the learning process. Focusing studies on the competencies that new graduates must have, building on the students' know-how, initiative and autonomous learning, as indicated by the Dublin descriptors [4].

Transformation in education requires students to participate actively in their own educational process. That's how, they will be able to judge what information they need, when and how to use it. To achieve this, emphasis is placed on developing skills and abilities by developing the individual in terms of their mental capabilities.

Such training can be based on business simulations. With them, students take on challenges such as the one that the business environment faces. They reproduce potential real situations. Business learning simulations can be applied on their own or for student teams. In doing so, participants apply their skills while experiencing decision-making, problem solving. That's how students acquire experience and confidence, on the one hand they are safe and have the possibility of errors, on the other they accumulate the knowledge and experience of the real environment. According to the recommendations by the Association to Advance Collegiate Schools of Business [5], a business simulation must have the following characteristics:

- It must consider ethical aspects and implications: participants must be able to recognize and analyze different ethical problems presented either directly or indirectly.
- It must provide mechanisms for the communication of all aspects used during the business game.
- It must facilitate critical analysis: participants must be able to study the conditions of the competitive environment and make decisions using theoretical models, and know the tools that facilitate the choice of appropriate decisions.
- It must promote group work: it must encourage participants to establish systems of collaboration in order to achieve the group's objectives.
- It must provide a global perspective that enables the participants to recognize opportunities and the risks associated with the concurrence of different cultures, market structures, currencies, etc.

Based on these simulation features, students have the opportunity to gain practical experience by playing different solutions that make them achieve their ultimate goal. Learning, by simulation, also enables subsequent analysis of results. Analysis is a prerequisite for developing creative and critical thinking.

The students very easily perceive simulation as a learning method. The daily use of communication technologies allows them much easier perception due to their cognitive skills and new learning styles. Through this method they learn on a sample and error basis that is much closer to them and their perceptions. So they participate actively in their training, learn to solve problems and make decisions based on their own assessments and analyzes. This tool requires students to build their own knowledge, as they have to ask questions, generate and explore their own models rather than teach them in theory. This encourages the generation of new ideas to be analyzed from different perspectives. This solves problems in a way that is clearer to them, the available information is effectively evaluated and reasoned solutions are proposed. The findings of the study prove that simulations are tools that facilitate learning without implying that they replace the previously used theoretical techniques. Simulations complement them by substantially contributing to their impact on intermediate variables that are critical to learning, such as motivation and concentration.

3. OPEN TEXTBOOK AND OPEN ACCESS PUBLICATIONS

Traditional textbooks are an outdated, ineffective form for modern learning. Redirect to open textbook[6]. Benefits on the one hand are related to widening access and lowering costs for students. More importantly, they will enable and inspire innovative pedagogy and design of learning. Typical of traditional textbooks is that they disseminate secondary knowledge, a theory rewritten by teachers. This gives students more limited access to knowledge itself. Open publications prompt the original presentation of knowledge by its creators (as publications) as well as the process of creating and developing knowledge. The process of social and academic building of scientific knowledge becomes accessible to learners, who can thus understand how to create, develop, review and discuss knowledge.

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EXPERIENCE

From 02.02. 2015 – to the moment: Assistant professor, PhD; UNWE Sofia
Lecturer in disciplines: Innovation, Innovative Projects, Corporate Risk Management, Enterprise Economics
 01.02.2011 – 01.02.2015: *Expert "Risk Management and Business Continuity" - Cash Service Company AD*
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01.02.2012 – 02.02.2015: Part-time lecturer UNWE Sofia
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EDUCATION AND TRAINING

2010- 2014 - Doctor of Economics, dissertation "Development and evaluation of projects to increase the physical security of commercial banks"; UNWE , Sofia
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 2005 – 2008 - *Bachelor degree „Corporate Security “; UNWE, Sofia*
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Open data is influencing research data management as well, making the original lab data openly accessible to the public, in contrast to the traditional academic publishing system that only publishes the final results of research and often only positive results. More than that, driven by the open ethos of science, a growing number of scientists and researchers use blog, slide sharing, preprints, and social media to communicate research and engage the public. Just as Quirós [7] argues, open and interactive initiatives are reinventing academic publishing into ‘a dialogue between scientists [and the public] without mediation or obstacles’.

The initial step towards opening the training is the use of open scientific publications in the direct training of students. In this way, students will have access to the latest knowledge development, which at the same time includes a critical review of existing literature and recommendations for future research orientations. This will inspire new scientific pedagogy not only in the field of higher education but also possibly at lower levels of education. The next step is to use the dynamics of open science. The discussion of each stage of the research (proposal, research, data collection, data analysis, draft, preprints, peer review, and post-publication debates) is publicly available. This enables enrichment and participation in knowledge creation. At the same time, this knowledge can be used for educational purposes beyond traditional textbooks.

4. QUALITY OF TRAINING

The quality of education in universities is largely related to the qualities and abilities of the faculty. Since 2013, the Advance Collegiate Schools of Business [8](AACSB) Association has applied new standards for the accreditation of a number of business universities. Standards emphasize continuous improvement of the quality of training through the use of innovations. All accredited business universities create intellectual contributions that have a positive impact on business teaching theory and practice. Intellectual contributions may be of a different nature, may fall into the categories of basic, applied, and teaching research. All categories have an impact on improving the quality of training. The AACSB accreditation standards define impact of as the advancement of theory, practice, and/or teaching of business and management through intellectual contributions [9]. Impact is concerned with the differences fostered by intellectual contributions—e.g., what has been changed, accomplished, or improved.

Impact is all about accountability and a school can demonstrate accountability to the standards by favourably answering these questions:

- Has the school’s research advanced business theory, practice, and education?
- Has the school’s research created more value and impact from activities that align with its mission?
- Are the school’s intellectual contributions aligned with its mission, expected outcomes, and strategies?
- How does the school document its portfolio of intellectual contributions and demonstrate how it measures
- the possible impacts on targeted audiences?[9].

It is important for universities to meet their goals. Universities should consider incentives to encourage greater diversity in research, set a specific research target to add impact, value, and visibility to the school's stakeholders. The AACSB requires evidence of continuous quality improvement in management education through innovation, impact and engagement; therefore, business schools must design an implementation plan for assessing impact of intellectual contributions, show outcomes the schools are expecting from its research, and show the impact

of those expectations. These expectations need to go beyond the static lists of outputs listing only the numbers of intellectual contributions and publications in top-tier journals. The measurements need to show how schools are accountable for the impact of their research by demonstrating their value and visibility to their stakeholders and how the school's research has advanced business education, theory, and practice?

The 2013 AACSB standards are calling for business school research to be more diverse, more visible, and more accessible with more opportunities to demonstrate and publicize the value of its research[9]. These standards encourage schools to have positive and significant relationships with business and the broader community, according to their mission and vision.

CONCLUSION

Virtual learning, business simulations and a range of other innovative teaching methods shorten the distance between the student and the material to be released. In this way, students are much more likely to perceive theory and link it to practice, much easier to adapt to the scientific environment, much easier to get confident and teamwork in the business environment. A positive effect is observed both on the quality of the education system and on the business organizations where the knowledge is later applied. This is a sure sign that the education system should be bolder in the application of innovative teaching methods. Along with the rapid pace of change in the business environment, it is also necessary to make quality innovative improvements in higher education.

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