

The „Junior Business School“ (JBS)

- Collaborative learning environment -

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Chair of Business Administration and Economic Education

September 2007

Agenda

Preliminary
Observations

Didactical /
technological
approach

The Concept

Section of an
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Preliminary Observations (1/2)

Initial observation

Our modern society is more and more influenced by economical thinking in all aspects of life, such that a basic understanding of economics became a central prerequisite for nearly all professional groups.

Problem

Nevertheless, we can observe that in reality exist substantial deficits regarding economical thinking and acting as well as economical cultural techniques and skills. Pupils of grammar and comprehensive schools are a special target group, independent of their decision to start professional training in a kind of apprenticeship or to begin university. But schools curricula are overfilled and only a few teachers are trained to implement business education.

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Question

How to solve this problem?

Approach

E-learning or even better: **i**Learning

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Didactical and technological approach: iLearning! (1/5)

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In contrast to the kind of traditional learning-software the new learning programs follow the concepts of **self-organisation** and we therefore refer to them as **i**nnovative learning-**tools** and **i**Learning-**environments**.

These tools support individual learning processes on a high level and allow even complex case studies to be dealt with by self-organized learning.

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iLearning offers:

- flexible and individualized learning opportunities for traditional and topical learning matter as well as
- the opportunity to enlarge the learners knowledge in the field of the new media

and all this while

- using new media technology.

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The computer-based learning-tools are part of a corresponding didactic concept:

Principal targets

personal and professional competencies in how to evaluate, decide and perform in economic situations (not knowledge brokerage), therefore:

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Guiding principal

- **Self-Organisation**
- **Integration** of specialized knowledge in the field of computer application and other fields
- Use of **authentic practical cases** as starting point to support intrinsic motivation
- **Self-paced, independent learning** (no programmed courses)
- Learning by **discovering** (case studies etc.)

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Characteristics of the didactic iLearning-tools

- System Cross Talking (Using the internet directly out of the learning environment)
- Syntactic Consistence (homogeneous structure, internet application-oriented)
- Genetic, open Systems (no drill-and-practise, but flexible individualized utilization)
- Multimedia (texts, graphics, animations, sounds, videos)

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Curriculum

JUNIOR BUSINESS SCHOOL – ECONOMIC EDUCATION

Self-study 48 h	Classroom-study 36 h	Tutoring
Multimedia learning tools	Workshops	
1 Theory of the firm I (resource-based view 16h)	Case study „Economic literacy“ (2 h) ⊃ Why crack-dealers live with mom.	E-Tutoring/ Learning platform
⊃ Introduction to financial accounting	Board gaming (3 h) ⊃ Go&Move (Introduction to self-employment)	
	Real-life business field trip (7 h) ⊃ Contact with entrepreneurs ⊃ Corporate governance/ annual reports/ sustainability	Correction of transmitted case study solutions
2 Theory of the firm II (market-based view 16h)	Case study „Gerolsteiner“ (4 h) ⊃ Product life cycle ⊃ Portfolio analysis	
⊃ Introduction to marketing	Case study “Competition and strategy“ (4 h) ⊃ Five forces/ industry analysis ⊃ Marketing mix	Individual assistance and corroboration
	Computer-based business gaming (4 h)	
3 Business in action (Consulting 16h)	Project-accompanying workshops (6 h) ⊃ Legal form of firms ⊃ Legal business cases (contractual capability etc.) ⊃ Business contacts (face-to-face, media)	
⊃ Market research project	White-collar crime (2 h) ⊃ Information asymmetries	Collaboration and contact with fellows
	Completion (4 h) ⊃ Final project presentation	
Facultative: Full-scale campus seminar “Financial Accounting” (16 + 8 h)		

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Introduction into accounting

The screenshot shows a web browser window with the title 'Einführung in das Rechnungswesen'. The navigation bar includes buttons for 'Inhaltsverzeichnis', 'Index', 'Suchen', 'Glossar', and 'Drucken', along with a search field and an 'iLearning' logo. A table of contents on the left lists six sections, with the first one selected. The main content area displays the title 'Einführung in das Rechnungswesen' followed by the subtitle '- mit Fallstudien, Beispielen und Hintergründen -'. Below this is the author information 'Univ.-Prof. Dr. Andreas Liening, Marienheide 2004' and the text 'JBS-Version'. At the bottom, there is a cartoon illustration of a man with glasses and a bow tie sitting at a desk with a scale, a teapot, and a telephone. A speech bubble from the man says: 'So sehe ich das gerne: Die doppelte Buchführung hält alles in der Waage!'.

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Section of an iLearning-tool (2/7)

Case studies: Case study „Wood worm“

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- Einführung in das Rechnungswesen
- 1 Einführung in das Rechnungswesen
- 1 Einführende Fallstudie: Die Unterneh...
- 2 Was ist Rechnungswesen?
- 3 Die Bereiche des Rechnungswesens
- 4. Grundbegriffe des Rechnungswesens
- 5 Schlussbemerkung
- 6. Thematischer Ausblick für das Proj...

The main content area features a cartoon illustration of a workshop with a sign that says "HOLZWURM". To the right of the illustration, the following text is displayed:

Vater Holzwurm hat vor Jahren die kleine Tischlerei von seinem Vater übernommen und führt den kleinen Betrieb seitdem mit großem Eifer als Tischlermeister. Seine Tochter Franzis hat bislang BWL studiert und ist mit dem Betrieb nur insofern in Berührung gekommen, als dass sie ihrem Vater des Öfteren dazu geraten hat, doch etwas zur Vergrößerung und Erweiterung zu unternehmen, was dieser jedoch immer ungehalten abgetan hat – und was somit oft genug dazu führte, dass die Diskussion alsbald in einem mittelschweren Disput endete...

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Video-clips

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Audio-supported presentation

The screenshot shows a web-based interface for an iLearning tool. On the left is a dark blue sidebar with a navigation menu. At the top of the sidebar is the word "Überblick" in white. Below it is the "iLearning" logo, which consists of a red lowercase 'i' inside a white circle followed by the word "Learning" in white. Underneath the logo is a small profile picture of a woman and the text "Claudia Wiepcke MA". Below the profile picture are three tabs: "Übersicht" (selected), "Vorschau", and "Suchen". The main content area of the sidebar is a list of seven items: "1. Start", "2. Überblick" (highlighted in blue), "3. Adressaten", "4. Struktur", "5. Aussagekraft", "6. Analyse", and "7. Schluss".

The main content area of the tool is white and displays a presentation slide. The slide has a blue header bar with a small graphic of four squares. The title of the slide is "Überblick Finanzbuchhaltung" in a large, black, sans-serif font. Below the title is the subtitle "Wem und wozu dient die Finanzbuchhaltung?" in a smaller, black, sans-serif font. At the bottom of the slide is a cartoon illustration of a woman in a white dress and black shoes, carrying a black briefcase. She is standing at a fork in a grey path. In front of her is a tall, dark grey post with several white rectangular signs attached to it. Each sign has a red arrow pointing in a different direction. One of the signs has a red question mark on it. The woman is looking at the signs with a thoughtful expression, her hand on her chin.

Humorous animations

Inhaltsverzeichnis
Index
Suchen


Suche

Aktiviert durch

Multimediale Informationstechnologien

- 1 Einführung
 - 1.1 Die Datenautobahn verändert u
 - 1.1.1 Aktuelle Zeitungsartikel über
 - 1.2 Schwierigkeiten mit dem Intern
 - 1.2.1 Was ist mit folgenden Begriff
 - 1.2.2 Internet-Chinesisch - Wie ich
 - 1.2.3 Frust statt Lust?
- 1.3 Internet und Web - ein Unterschi
- 1.4 Virtuelle Rundreise mit Hyperli
- 1.5 Kurzgeschichte des Internet
- 2 Lexikon
- 3 Zu guter Letzt

1.2. Schwierigkeiten mit dem Internet-Chinesisch?



Die aktuellen Nachrichten in den Zeitungen und Zeitschriften kann man auch als Internetneuling im allgemeinen noch gut verstehen. Haben Sie es aber auch schon einmal mit einem Artikel in einer Fachzeitschrift probiert? Eine Kostprobe mit für Ihnen ersparen, denn in vielen Fällen ist das eine weitgehend unverdauliche Kost. Selbst manche Handbücher sind für solche Leute geschrieben, die das Handbuch nicht benötigen, und wer es benötigt, versteht es nicht.

Für Verwirrung und Unverständnis sorgen gerade bei Einsteigern insbesondere die verschiedenen Fachausdrücke, die außerdem noch im allgemeinen der englischen Sprache entstammen. Dieser Lernkurs ist doch eine deutsche Fassung. Kann man die Begriffe denn nicht übersetzen?

Sicher lassen sich in vielen Fällen einigermaßen treffende deutsche Ausdrücke finden, aber nicht immer. Außerdem hilft Dauer nicht weiter, denn das Internet ist nun einmal international. Sie werden also früher oder später - wahrscheinlich früher - über englische Ausdrücke stolpern, das ist nicht zu vermeiden. Deshalb wollen wir Sie zumindest mit den wich

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System cross talk

The screenshot displays a web-based iLearning tool interface. At the top, there is a navigation bar with three buttons: "Inhaltsverzeichnis", "Index", and "Suchen". To the right of these buttons is a search input field containing the text "Suche" and a search icon, followed by a button labeled "Aktiviert durch". Below the navigation bar, the main content area has a teal background. On the left side, there is a sidebar with a tree view under the heading "Multimediale Informationstechnologien". The tree view contains three items: "1 Einführung", "2 Lexikon", and "3 Zu guter Letzt". The main content area features the title "Detroit" in a large, bold font, followed by the text "Welcome to Detroit. Here you can see the newest cars...". Below this text is a horizontal row of five car images: a silver SUV, a silver pickup truck, a silver sports car, a silver convertible, and a silver SUV. Below the row of images is a smaller image of a green pickup truck. At the bottom of the main content area, there is a line of text: "Sie gelangen aus dem Internet-Explorer zurück zur Weltkarte, indem Sie DATEI-SCHLIEßEN wählen."

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Exercises

Inhaltsverzeichnis | Index | Suchen | Glossar | Drucken | - Suche - | iLearn

- 7 Einführung in das Rechnungswesen
 - 1 Einführende Fallstudie: Die Unterneh...
 - 2 Was ist Rechnungswesen?
 - 2.1 Die Bereiche des Rechnungswese...
 - 2.2 Ein graphischer Überblick
 - 3 Die Bereiche des Rechnungswesens
 - 4 Grundbegriffe des Rechnungswesens
 - 4.1 Einzahlung-Auszahlung
 - 4.2 Einnahme-Ausgabe
 - 4.3 Ertrag-Aufwand
 - 4.4 Leistung-Kosten
 - 4.5 Übungsaufgaben
 - Klausur-Quiz
 - 5 Schlussbemerkung
 - 6 Thematischer Ausblick



4.5 Übungsaufgaben


Dieser Teil der Aufgaben besteht aus Übungsaufgaben. Sie bieten eine Gelegenheit das bisher Gelernte selbst zu überprüfen und zu vertiefen. Der Computer hilft Ihnen bei der Auswertung. Bearbeiten Sie die Aufgaben aufrichtig und mit der notwendigen Disziplin. Ihre Selbstkontrolle und Selbstverantwortung sollten hier den Nachweiserbringen, dass man auf externe Kontrolle und Prüfungsstress z. T. verzichten kann.

Bei der Bearbeitung der Aufgaben müssen Sie zunächst Ihre Lösung in das vorgesehene Feld eingeben. Dann müssen Sie die Taste 'Aufgabe bestätigen' drücken. Anschließend können Sie die Taste 'Korrekte Lösung' betätigen.

Aufgabe 12

Ordnen Sie die nachstehenden Vorfälle durch ankreuzen zu.
(Mehrfachantworten sind möglich)

a) *Bezahlung von Lieferantenschulden*

Auszahlung Ausgabe Aufwand Kosten 

b) *Kauf von Rohmaterial, das noch in dieser Periode verbraucht wird*

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BEOpen
Sie sind angemeldet als **Univ.Prof.Dr.Andreas Liening** (LogOut)

Deutsch (de) ▾

Uhrzeit ▾

Hauptmenü ▾

- Nachrichten der Seite
- Wirtschaftsdidaktik der Universität Dortmund
- Widawiki
- Literaturliste
- Allgemeines Forum
- Dateien

Kursbereiche ▾

- Universität Dortmund
- Junior Business School

Verfügbare Kurse

Universität Dortmund

- WS 06/ 07 Hauptseminar zur Wirtschaftsdidaktik
- WS 06/ 07 Theorie und Praxis der Wirtschaftsdidaktik (Bachelor BiWi)
- WS 06/ 07 Einführung in die Wirtschaftswissenschaft und ihre Didaktik
- WS 06/ 07 Praktische Wirtschaftsdidaktik
- SoSe 06 Vorlesung Wirtschaftsdidaktik (Sowi Sek. I/ BK Sek. II)
- SoSe 06 Übung Wirtschaftsdidaktik (nur BK Sek. II)

Junior Business School

- Dortmund 2006/ 2007
- Dortmund 2005/ 2006

RETURN-Projekt

- E-Office RETURN (Münster)
- SK RETURN (Herford)

Verbundstudienprojekt

Jetzt bearbeiten

Kalender ▾

<< November 2006 >>

So	Mo	Di	Mi	Do	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Zur Zeit online ▾

(In den letzten 5 Minuten)

Univ.Prof.Dr.Andreas Liening

Statistik ▾

Nutzende:	304
Kurse:	14

Univ.-Prof. Dr. Andreas Liening

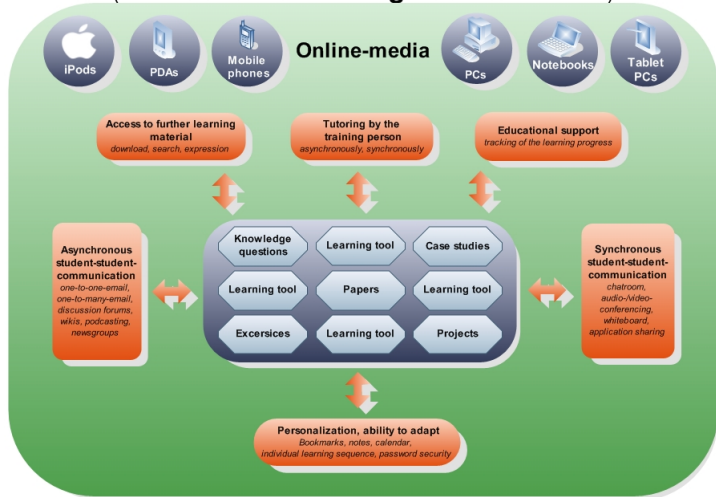
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Our iLearning environment (2/2)

Didactical iLearning environment



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Conclusion (1/5)

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Efficiency increase

- Disburdens teaching staff in administrations
- regards slender resources

Fostering self-responsible learning

- competencies are obtained and trained
- consolidation and reflection

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Promotion of problem-oriented learning

- New media opens up a great variety of choices: simulations, case studies, micro worlds etc.
- more situative learning, higher level of authenticity

Focus on „soft skills“ and collaboration

- networking
- social competencies like team and communication abilities

Conclusion (3/5)

Individualized instruction

One way of creating motivation and thereby increase retention, is to create an iLearning-concept, which presents information in an individualized manner according to the users interest.

Decreased instruction time

By focussing on elements of subject matter which the learner has demonstrated greater need for, the overall time required to reach competency will be reduced.

Motivation

By providing a learning experience which incorporates curiosity, suspense and surprise, motivation for the user to participate increases.

Thank you for your attention!



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