



Sheet of the fourth process of developing transversal skills as a part of practical training

I.	No. of intellectual work result	O5	II.	Testing period	21 February 2017- 03 May 2017
III.	Partner conducting testing		Matej Bel University, Slovakia		

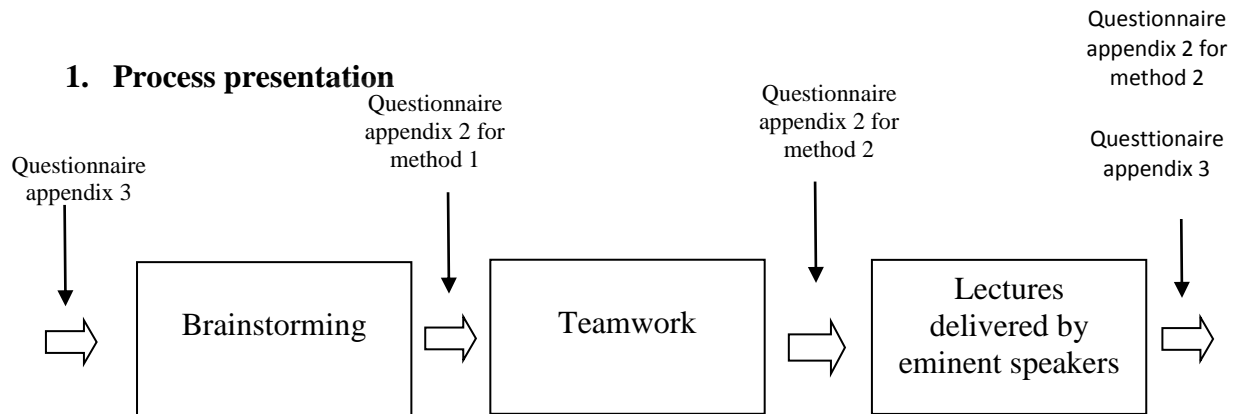


Figure 1. Application of practical teaching methods in process 1 - UMB.

Number of method in the process	Practical teaching method	Quartile	Rank	Entrepreneurship (E)	Creativity (Cr)	Communicativeness (Com)	Team work (T)	Group of methods	Result
1.	Brainstorming	I	3	0,97	1,25	0,96	0,94	Problem-solving methods	4,11
2.	Team work/Group work	I	15	0,65	0,68	1,02	1,26	Problem-solving methods/Activating methods	3,60
3.	Lectures delivered by eminent speakers	III	53	0,92	0,75	0,51	0,42	Other methods	2,60

Description of the subject and testing groups at Matej Bel University

Testing will be realized within the course **Tourism Management and Marketing**. The subject is delivered in the Master study (1st year of study, 4th year of overall study) of Economics and Management of Tourism study programme. The extent of course is 2+2, which means 80 minutes lecture and 80 minutes practical seminar each week. There are 36 students attending the course, they will be divided into 3 testing groups by 12 persons each.



The subject is delivered by 2 lecturers – assoc. prof. Vanda Marakova and Radka Marčekova, PhD. By respecting duration of our semester and successful implementation of using practical teaching methods selected for the process of developing transversal skills the process at UMB will start 21st of February by the general lecture with the introduction of the project, description of transversal competences and introduction of the whole procedure of using practical teaching methods for the process of developing transversal skills. The first lecture will be delivered by assoc. prof. Vanda Marakova. After the first lecture, the first questionnaire will be realized.

Analysis of the ways of using practical teaching methods selected for the process of developing transversal skills

Methods	Analysis
Brainstorming	<p>Brainstorming is classified as a method of solving problems in a creative way - based on collective thinking over a detailed/specific question or problem. Brainstorming is related to heuristic methods (in Greek heurisko – to find) that deal with principles of creative thinking and stimulating people to seek new solutions. The method was popularized and described by A.F. Osborn.</p> <p>Brainstorming aims at generating the highest possible number of creative ideas used to solve a problem or answer a set question. The method is linked with solving quality-related problems, requires ingenuity, intuition, vivid imagination and is devoid of criticism. During the implementation of the method, participants moderated by the leader propose as many non-standard, innovative or even unreal ideas as possible, which cannot be criticised (the group should mutually inspire itself). Source literature provides multiple forms of using creative thinking which are close to brainstorming: Method 635, Nominal group technique, Snowball sampling, Individual “stream of consciousness”, Digital brainstorming. In the teaching process, brainstorming is used for solving specific problems and is a method of creativity development. Therefore, it is essential for this method to be included in the group of methods that initiate work with students. Due to its universality, the method is during tutorials, project classes and seminars, where it is necessary to increase the ability to think creatively (the cognitive process needs to be strengthened by various sources of information) as well as during discussing, specifying and presenting a problem. The principal aim of brainstorming is to collectively solve problems through generating ideas. For this reason, the method should be placed in the group of methods initiating education models as part of a quick increase in transversal competences. Taking into account analyses of teaching programmes and employers’ opinions</p>



contained in Reports O1, O2 and O3, brainstorming should be primarily used to develop skills related to creativity, entrepreneurship, communicativeness and teamwork. Due to the fact that the method is more efficient in group activities than in individual work over a given problem, using the method requires the preparation of problem tasks.

The method most frequently covers three stages:

a) preparation – introduction to the method, acquaintance with the rules of proceeding, selection of participants, ensuring conditions for productive work, informing about the essence of the problem,

b) ideas generating session – essential part (a few/several persons) in accordance with the scenario realized by the moderator (the class tutor or a student prepared to take on the role of a moderator), students furnish ideas which are noted on the board; class participants inspire each other, often suggesting new unconventional solutions. At this stage, students' ideas cannot be criticised, the principle of “quantity creates quality” applies

c) evaluation of solutions/answers, which is based on criteria such as economic, technical and ergonomic. Students analyze in a detailed way advantages and disadvantages of their ideas, learn group cooperation and often defend their ideas quoting logical arguments.

The class tutor should summarize the results of work, assess each group member's commitment to work, taking into consideration assessment made by group leaders/moderators.

At Matej Bel University brainstorming is not unknown method of practical teaching but usually it is used as a complementary method of teaching. In the process of using practical teaching methods selected for the process of developing transversal skills brainstorming as a practical teaching method will be used as described in the theoretical part of the process with aim to fully exploit its potential. Brainstorming will be realized within 1 lecture and 2 tutorials/seminars, each by 80 minutes as follows:

Firstly, the method of brainstorming as a practical teaching will be briefly described within the lecture that is delivered for all students attending the subject by assoc. prof. Vanda Maráková (introduction to the method, 10 minutes).

Within the first seminar/tutorial (80 minutes), at the beginning the lecturer (Radka Marcekova) will briefly repeat description of the method, acquaintance with the rules of proceeding, selection of participants, ensuring conditions for productive work, informing about the essence of



the problem. This will be followed by ideas generating session – essential part (a few/several persons) in accordance with the scenario realized by the moderator (the class tutor), students furnish ideas which are noted on the board; class participants inspire each other, often suggesting new unconventional solutions. At this stage, students' ideas cannot be criticised, the principle of “quantity creates quality” applies. All ideas generated during this session will be recorded.

Brainstorming will be aimed at the issue of the enhancement of tourism development in Slovak republic. The particular propositions will be targeted at local, regional, national level and thus to utilize better the potential Slovakia has in the sector of tourism, taking into account the issue of sustainable development.

This first, *generating ideas session* will be organised as follows:

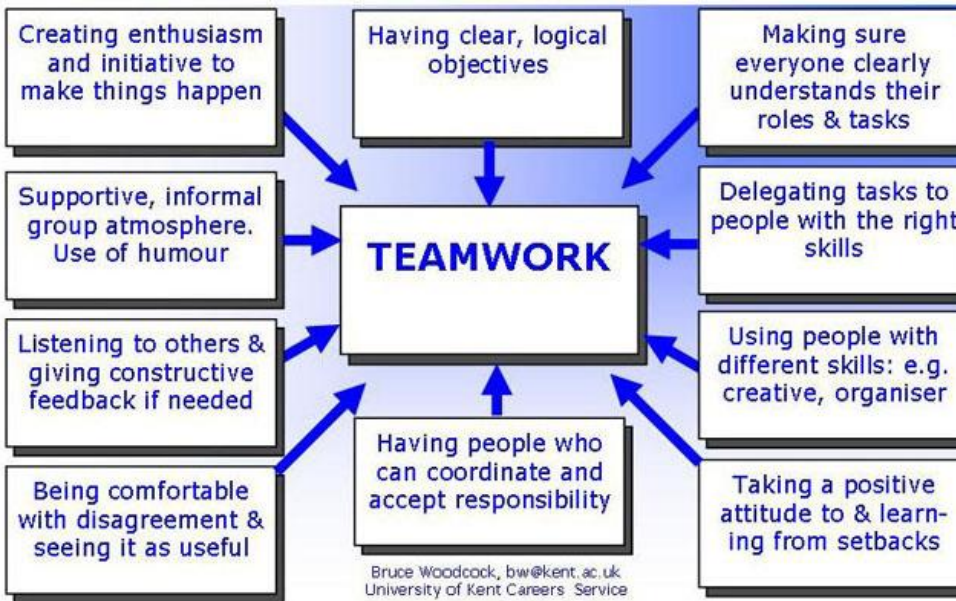
- the presentation of participants and presentation of rules of proceeding during the meeting (10 min);
- the moderator writes down the topic/problem that is to be dealt with during the meeting;
- participants propose ideas which are recorded on the board. None of the ideas nor any of the participants are evaluated;
- The tutor must ensure fair and equal rules of participation (number of utterances, right to speak) for all the participants;
- when generating ideas, no detailed analyses of any solutions are made. The only exception is explaining any complex terms and phrases made by a person who proposes a given idea;
- The second stage of brainstorming is summarized by encouraging the proposal of ideas which are a compilation of ideas which were previously put forward.

The next seminar (80 minutes) will be devoted to evaluation of solutions/answers, which is based on criteria such as economic, technical and ergonomic. Students will analyse in a detailed way advantages and disadvantages of their ideas, learn group cooperation and often defend their ideas quoting logical arguments.

Two versions of the stages of evaluation can be adopted: an “expert” method in which it is recommended that evaluation be made by a different team than the team generating ideas or a “defence” method where the participants will be justifying and proving the relevance of their solutions. In the latter attitude, the skill of communicativeness is also trained.

The class tutor should summarize the results of work, assess each group member's commitment to work, taking into consideration assessment made by group leaders/moderators.



	<p>The last stage of the method ends with a questionnaire whose aim is to evaluate an increase in particular competences and with a discussion on the efficiency of the method and its potential application in solving educational, professional and common social problems. Conclusions drawn from this stage should also relate to the necessity for expanding/complementing the educational stage with further teaching methods which have the potential for the development of the remaining useful transversal competences. It should be an introduction to the implementation of further educational stages in the process of developing transversal skills as part of students' practical training.</p>
<p>Team work/ Group work</p>	<p>Team work is a process of working collaboratively with a group of people in order to achieve a goal. Teamwork is a way for colleagues/collaborators to work well together while trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals (Business Dictionary 2017).</p>  <p>In Slovakia it absents the clear and solid methodological framework for developing teamwork in higher education. The rules or recommendations how team work should be implemented in teaching methods in the higher education in the Slovak Republic is also missing. Partially, we can identify data about the level of teamwork development at universities in research results of the project Enforcement of university graduates at the labour market (2012) financed by the National agency of Life-long learning education/Erasmus. The research was realised in April – May 2012 among 395 students in various study programs from 10 Slovak universities that were involved in the Erasmus internship. One of the research aims was to identify the level of student's competency in</p>



building the interpersonal relationships within the work in team.

From the whole group of respondents, 37 % respondents confirmed that they developed during the study the team work at the good level, 31 % respondents evaluated it as its weakness. The high level in this competence was evaluates by students of natural science (47 %), students of economics and agricultural study programs (41 %). The lowest level was achieved by the students of technical study programs (39 %) and humanity and social sciences (33 %). From 100 respondents, students of economics (6 universities), one third of students evaluate its ability to work in team as average, 28 % of the students as very good, 13 % of students as excellent. One quarter of respondents evaluated this competence as very weak or inadequate.

At the Faculty of Economics, the method of teamwork is used at first-, second- and third-cycle levels of full-time and part-time courses in several subjects. Although teamwork is in many subjects incorporated within curricula from the aspect of theory as well as from the practice point of view, we do not have any exact measurable knowledge concerning results of team work development.

Description of the teamwork practical teaching method for developing transversal skills:

During the process of developing transversal skills as part of practical training we will start with team work. Several teaching hours within each subject in all testing groups will be devoted to team work. Students will be divided into several teams of maximum 4 people and they will work together on specific “project” or tasks.

Team work will be applied on two seminars with duration of 80 minutes each. The topic/problem formulation of the teamwork will be an outcome of the method applied previously (brainstorming).The outcomes of the brainstorming will present the inputs do discussion in order to achieve a common goal of the collaborative work using the individual strengths. The goal of the team work will be specified after the testing of the method above (brainstorming) will be completed.

At the beginning each team will prepare work plan in the form of more detailed plan outlining actions needed to reach one or more goals. Work plan should be processed also in the form of an action plan and will include:

1. Objective/s of team work

Goal/s of team work should be SMART, Specific (simple, sensible, significant); Measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

2. Task/s that needs to be done

The main goal and partial goals should be broken down into specific



	<p>tasks aimed on achieving goals.</p> <p>3. Time schedule</p> <p>For the efficient work of team it is necessary to create time schedule of all tasks to be able to achieve goals set.</p> <p>4. Communication plan</p> <p>5. Composition of team and roles of team members</p> <p>Each team has a possibility to use modern technologies improving their team work (interactive communication tools or platforms, skype call, planning tool etc.).</p> <p>The whole process requires the high level of collaboration within the team, extensive communication and also joint decision-making. At the end of course each team will present whether they were able to achieve goals set and planned activities and critically evaluate the whole process of team work (pros and cons, difficulties, lessons learned).</p> <p>During application of practical teaching method team work/group work in process at Matej Bel University, local entrepreneur will be actively involved. Involvement of representative of local entrepreneur in tourism industry is planned on 22nd of March 2017. Local entrepreneur will take part at the seminar dedicated to implementation of group work/team work in the role of observer and in case of need or interest can act as a mentor in specific tasks related with team work/group work. Local entrepreneur involved will also prepare own feedback related to implementation of practical teaching method.</p> <p>The last stage of the method ends with a questionnaire whose aim is to evaluate an increase in particular competences and with a discussion on the efficiency of the method and its potential application in solving educational, professional and common social problems. Conclusions drawn from this stage should also relate to the necessity for expanding/complementing the educational stage with further teaching methods which have the potential for the development of the remaining useful transversal competences. It should be an introduction to the implementation of further educational stages in the process of developing transversal skills as part of students' practical training.</p>
<p>Lectures delivered by eminent speakers</p>	<p>The last method of practical teaching used in the practical teaching method for developing transversal skills are lectures delivered by eminent speakers. This method is used at the Faculty of Economics, Matej Bel University in the form of:</p> <ul style="list-style-type: none"> ▪ Presentation of entrepreneurs/representative of public administration/practitioner as a positive motivation for students. Positive and inspiring stories and positive personality models attract and motivate for future carrier. ▪ Discussions with entrepreneurs/representative of public



	<p>administration/practitioner as a part of positive motivation and stimulation to future activity (the acquisition of knowledge, open communication).</p> <p>The main purpose is to deliver the particular topic or issue by different approach – by eyes and mouth of people from practice via their personal experience, presenting their own inspiring stories or the practical point of view on the particular problem, issue or topic.</p> <p>The lecture of eminent speaker will take 80 minutes. The topic is the application of the knowledge acquired on the selected tourist destination in Central Slovakia. The specific focus will be on the aspects of management and marketing of tourism destination. The lecture will be held by recognized manager of tourist destination.</p> <p>The last stage of the method ends with a questionnaire whose aim is to evaluate an increase in particular competences and with a discussion on the efficiency of the method and its potential application in solving educational, professional and common social problems. Conclusions drawn from this stage should also relate to the necessity for expanding/complementing the educational stage with further teaching methods which have the potential for the development of the remaining useful transversal competences. It should be an introduction to the implementation of further educational stages in the process of developing transversal skills as part of students' practical training.</p>
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