Hanze
International Business School
University of Applied Sciences

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NIBS Research
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Enhancing the Effectiveness of Finance & Accounting Education for Undergraduate International Business Students

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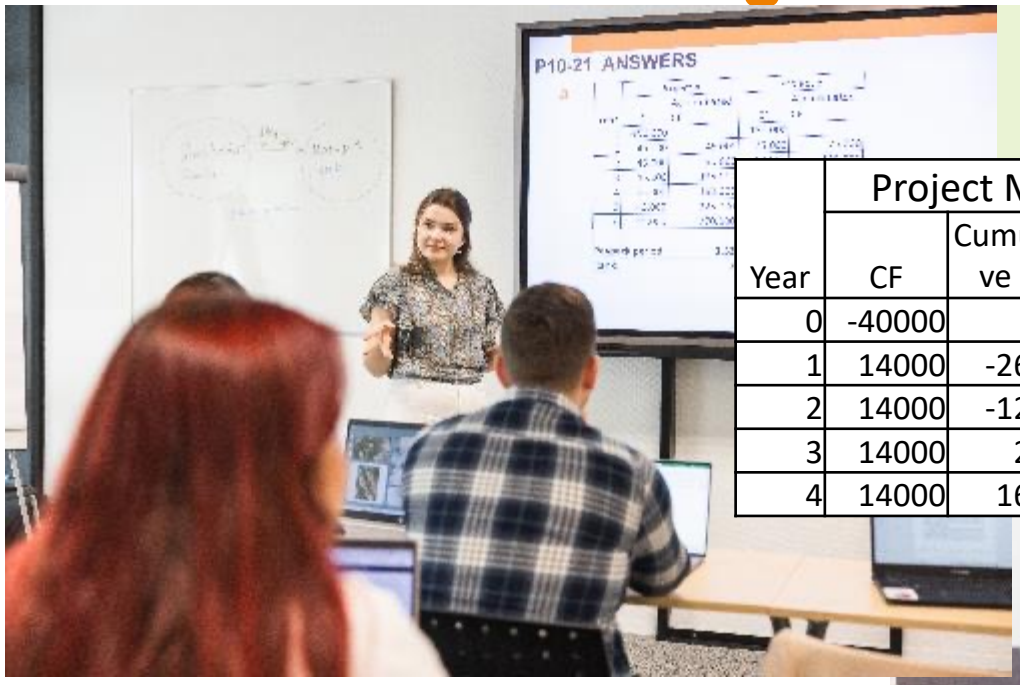
Presentation Structure

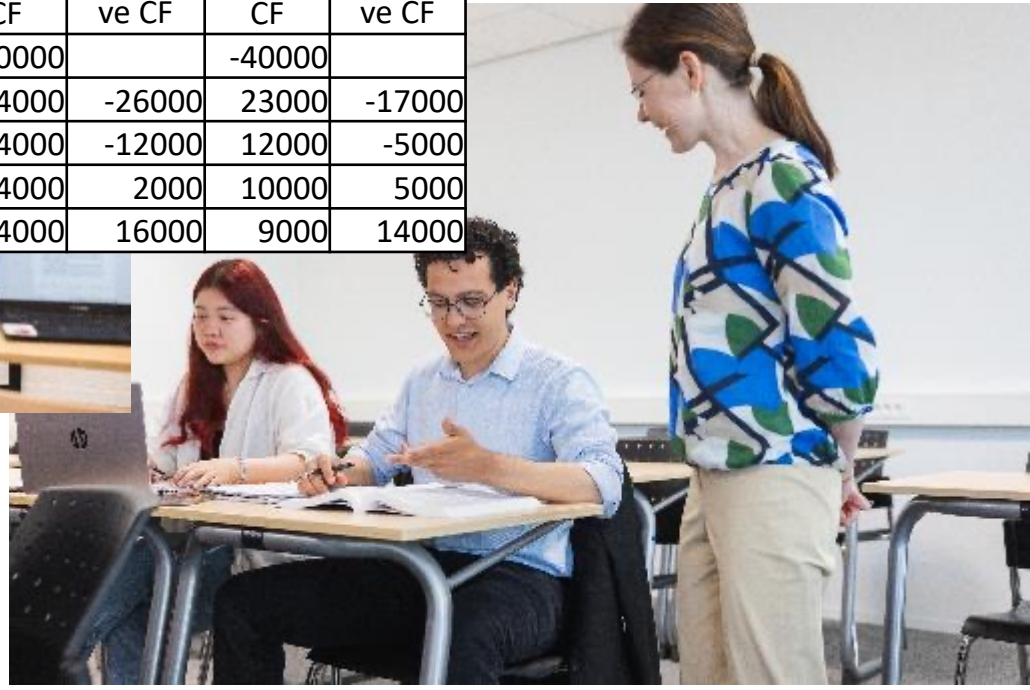
Financial & Managerial Accounting Lessons



$$PV_0 = \frac{FV_n}{(1 + r)^n}$$

$$NPV = \sum_{t=0}^{T} \frac{CF_t}{(1+r)^t}$$

Year	Project M		Project N	
	CF	Cumulative CF	CF	Cumulative CF
0	-40000		-40000	
1	14000	-26000	23000	-17000
2	14000	-12000	12000	-5000
3	14000	2000	10000	5000
4	14000	16000	9000	14000



$$\text{ROA} = \frac{\text{Net Income}}{\text{Average Total Assets}}$$

$$\text{Cost per unit} = \frac{\$68{,}000}{42{,}500} = \$1.6$$

Financial analysis
Ratio analysis
Debit / Credit
Income statement
Balance sheet
Interest rate
Preferred stock
Operating expenses
Profit
NPV=FV/ (1+r) ^n
Depreciation
Ratio analysis
EBITDA
NPV
Accounting
Revenue
Current assets
Budgeting
Cash flow
FIFO
Common stock
Current ratio = Current assets / Current liabilities
NPV=FV/ (1+r) ^n

2 Research Motivation

Recognised areas of improvement:

- study success rate at the IB programme nationally
- drop out rate, especially at the propadeutic phase

Dashboard Study Success

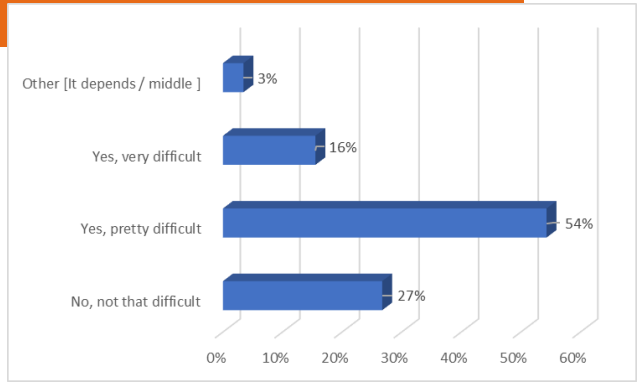
Association of the Dutch Universities of Applied Sciences (UAS)

Study Success after 5 Years of Studies

	2014	2015	2016	2017	2018
b international business	44,0%	48,1%	48,0%	46,9%	44,1%
all programmes	50,3%	51,9%	52,4%	51,5%	51,3%

Source: https://www.verenigingenhogescholen.nl/kennisbank/feiten-en-cijfers/artikelen/dashboard-studiesucces-uitval-en-studiewissel

2 Research Motivation (cont.)



Finance & Accounting (F&A) Courses:

- pretty difficult on average (students' perception)
- need to participate in the resit assessments (68%)

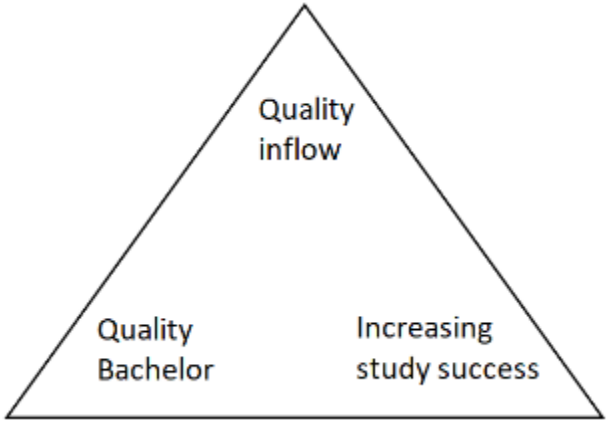
Research Idea:

- How can the effectiveness of teaching F&A be improved?

Research Objectives

1. **Explore the best practices and the bottlenecks in the F&A education** provided to the Undergraduate IB students who obtain applied higher education in the Netherlands in English

2. **Formulate propositions towards improving the effectiveness** of the aforementioned education (without compromising quality), thus contributing to the enhancement of the overall study success



Educational Trilemma (HBO Councel, 2009, p.21)

3 Research Methodology

Cross-sectional study based on 2 surveys:

- **Teacher survey** (29 F&A IB lecturers from 7 universities)
- **Student survey** (117 second-year IB students at Hanze University ≈ 55% of student population)

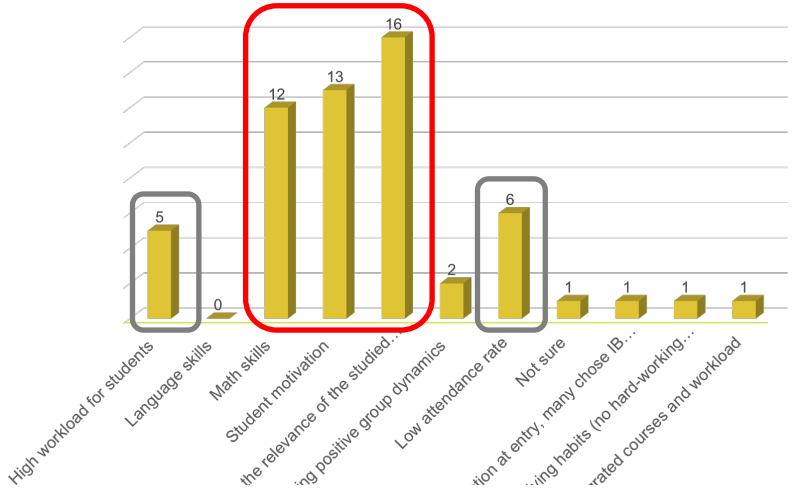
Teacher sample

University of Applied Sciences	Location	Number of participants
Hanze UAS	Groningen	10
Windesheim UAS	Zwolle	2
HZ UAS	Zeeland	1
Rotterdam UAS	Rotterdam	3
The Hague UAS (THUAS)	The Hague	4
NHL Stenden UAS	Emmen	5
Saxion UAS	Deventer	2
Fontys UAS	Eindhoven, Venlo	2
Total		**29**

4 Research Results

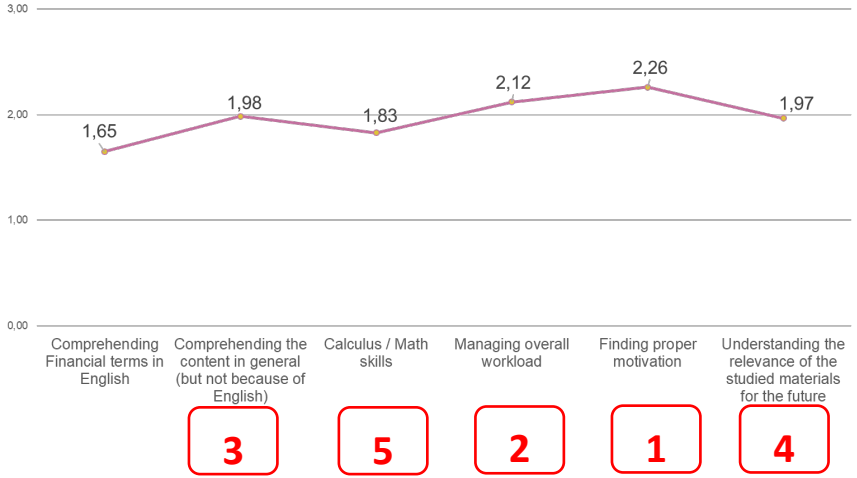
Biggest Challenges

Teacher perspective



1) understanding the relevance of the studied materials for the future
2) student motivation
3) Math skills

Student perspective

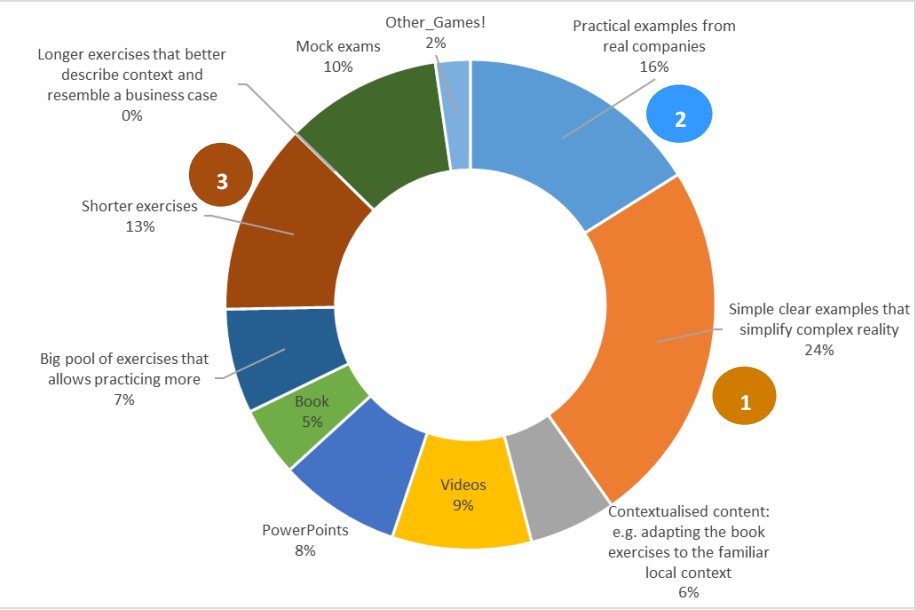


1) finding proper motivation
2) managing overall workload

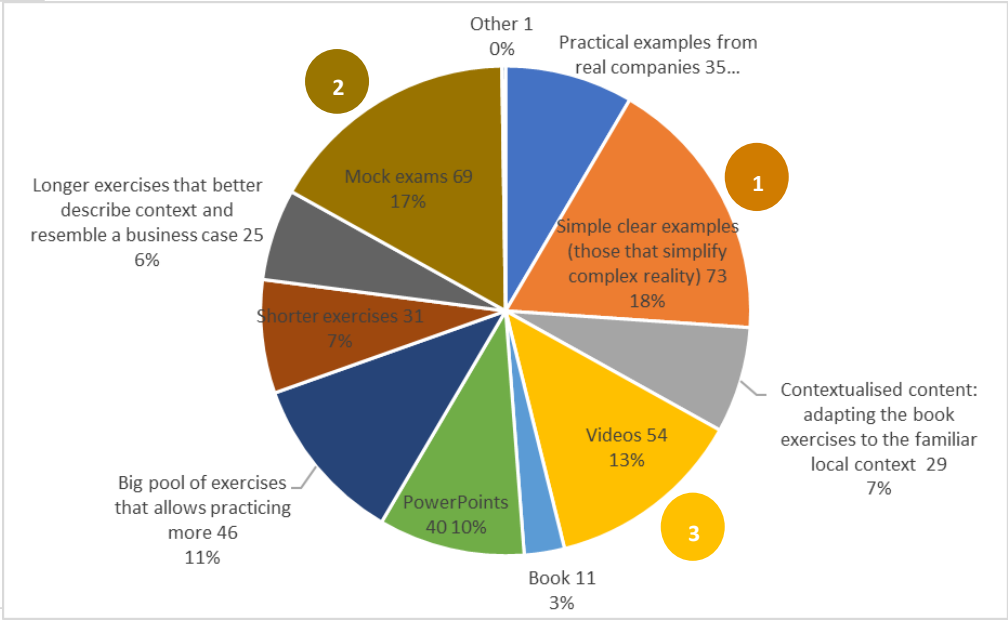
4 Research Results

Study Materials

Teacher perspective



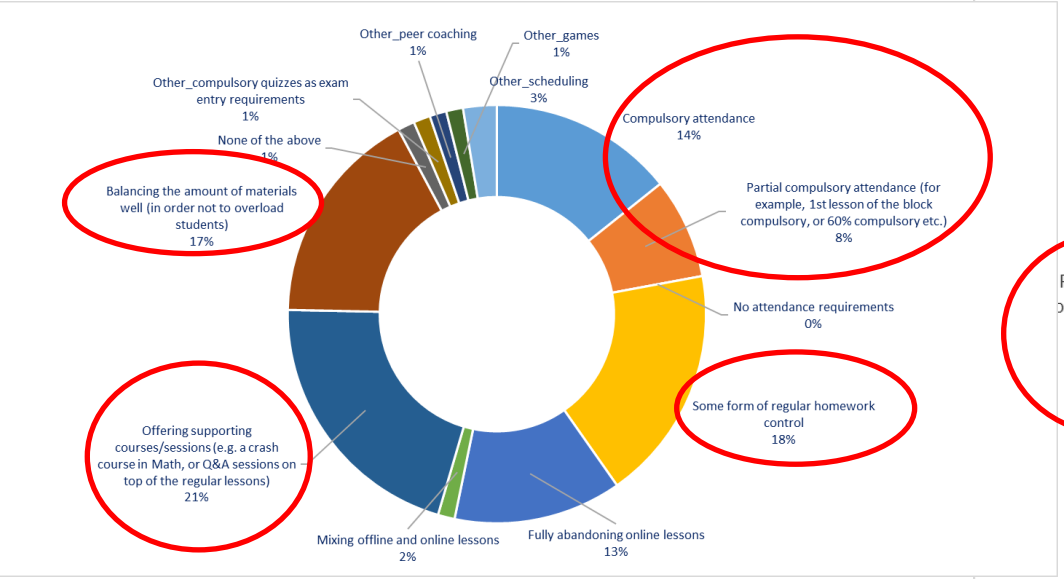
Student perspective



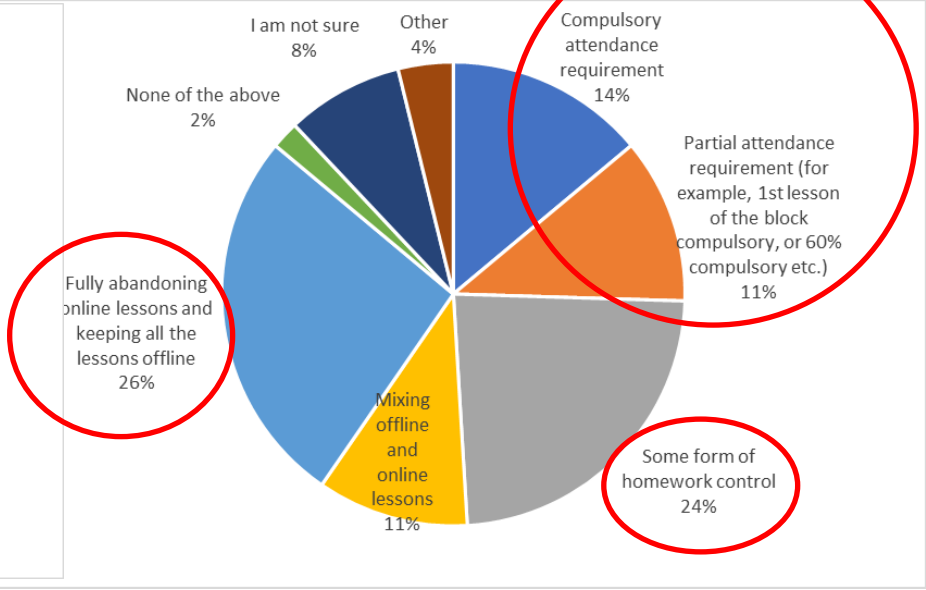
4 Research Results

Organisational Arrangements

Teacher perspective



Student perspective



4 Survey Question

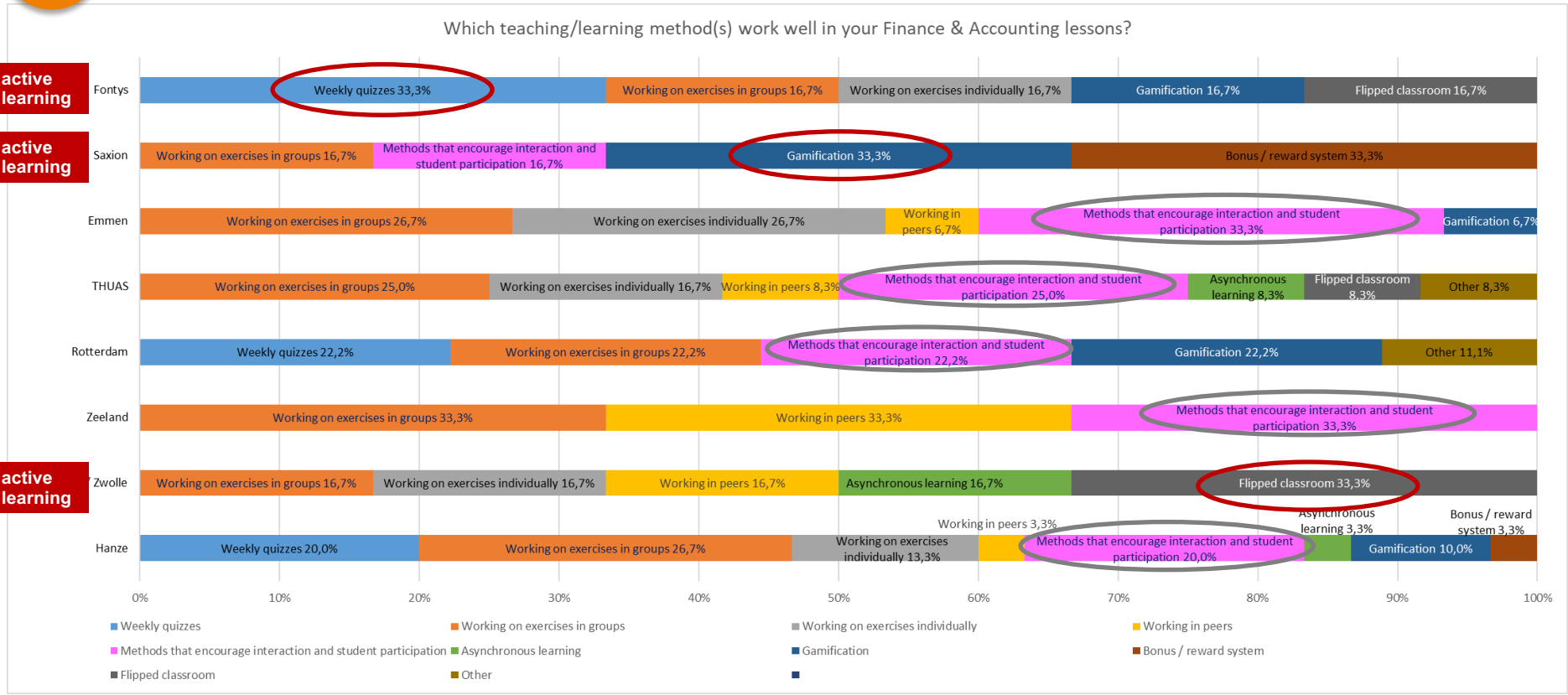
Didactic methods

Which teaching/learning method(s) work well in your Finance & Accounting lessons? (up to 3 answers are possible)

- *Weekly quizzes*
- *Working on exercises in groups*
- *Working on exercises individually*
- *Working in peers*
- *Methods that encourage interaction and student participation.*
- *Asynchronous learning*
- *Gamification*
- *Flipped classroom*
- *Bonus/reward system*
- *Other (please specify):_____*

4 Research Results

Didactic methods



provisionary slide

4

Research Results

Didactics

Gamification: Example

Saxion teachers developed their own F&A game - Simenco (FinFun, Coffee-challenge and T-challenge)

FinFun serious gaming for finance learning goals (simenco.com)

FinFun serious gaming for finance learning goals (simenco.com)

- ✓ professional interace
- ✓ fun
- ✓ explicit link to learning objectives
- ✓ learning from mistakes
- ✓ better understanding of materials

4 Research Results

Didactic methods

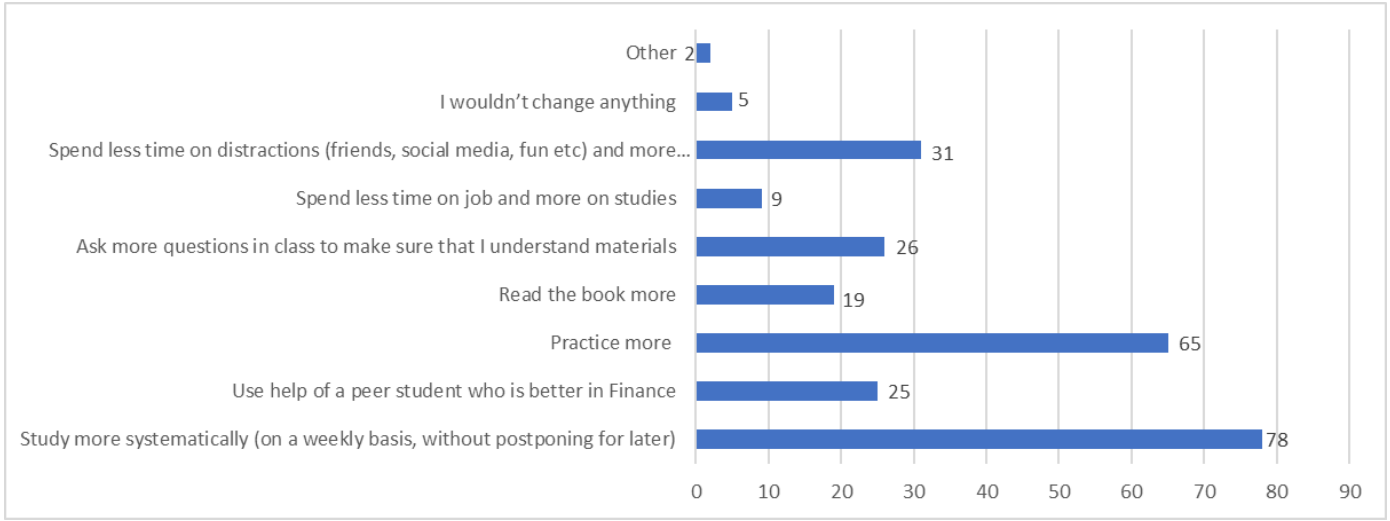
University	Most frequently chosen well-working teaching & learning method	Biggest challenge								
Hanze	Working on exercises in groups 26,7%	High workload for studer	Language skills	Math skills	Student motivation	Understanding the relevance	Creating positive group	Low attendance rate	Not sure	Other_Poor studying habits
		2	0	4	5	4	1	1	0	1
Windesheim /	Flipped classroom 33,3%				Student motivation	Understanding the relevance				
		0	0	0	2	2	0	0	0	0
Zeeland	Working on exercises in groups / Methods that encourage interaction and student participation / Working in peers 33,3%			Math skills		Understanding the relevance				
		0	0	1	0	1	0	0	0	0
Rotterdam	Weekly quizzes / Working on exercises in groups / Methods that encourage interaction and student participation / Gamification 22,2%					Understanding the relevance		Low attendance rate		Other_Integrated courses & workload
		0	0	0	0	3	0	1	0	1
THUAS	Working on exercises in groups / Methods that encourage interaction and student participation 25%	High workload for studer		Math skills	Student motivation	Understanding the relevance				Other_No preselection at entrance. Many students choose IB just because they don't know what to study, or because this one offers several fields of work.
		1	0	2	3	1	0	0	0	1
Emmen	Methods that encourage interaction and student participation 33,3%			Math skills	Student motivation	Understanding the relevance	Creating positive group	Low attendance rate		
		0	0	4	2	2	1	1	0	0
Saxion	Gamification / Bonus/reward system 33,3%			Math skills	Student motivation	Understanding the relevance				
		0	0	1	1	2	0	0	0	0
Fontys	Weekly quizzes 33,3%	High workload for studer							Not sure	
		2	0	0	0	1	0	0	1	0

active learning

active learning

4 Research Results

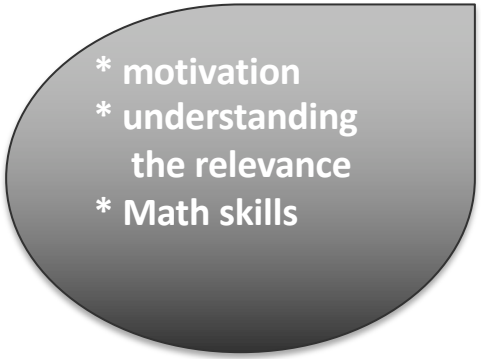
What students would do differently in the future



5 Conclusions

- **Irrespective of the applied didactic methods, the biggest obstacles often remain the same**

- **Students realize they need to put in more effort and would appreciate organizational arrangements that encourage this**



5 Recommendations

- In the low motivation study environment, the adoption of a systematic approach to learning is particularly important

- It is desirable to adopt a greater use of systematic external controls over student learning in the early years of the programme

Thank you very much!

Questions / comments are welcome

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Provisionary Slides

3 Research Methodology (cont.)

Research analysis

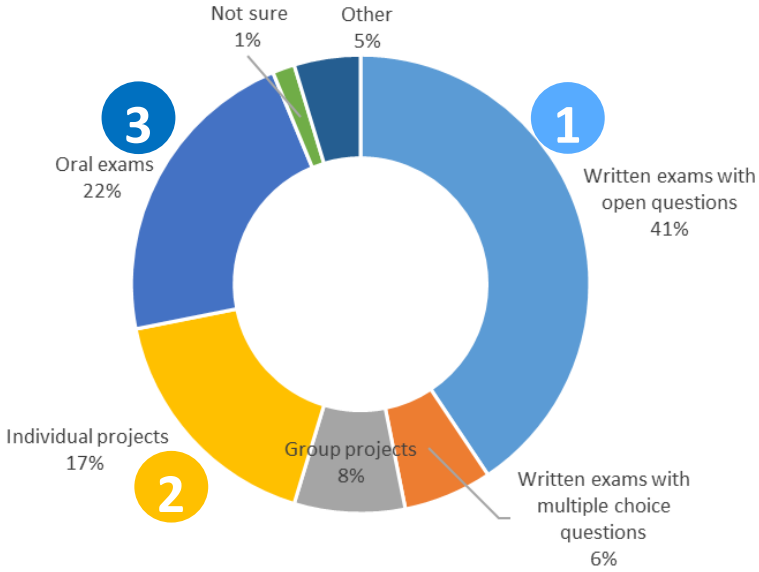
- Graphs, tables, descriptive statistics
- Regression analysis to be performed (with a recently joined co-author)

4 Research Results

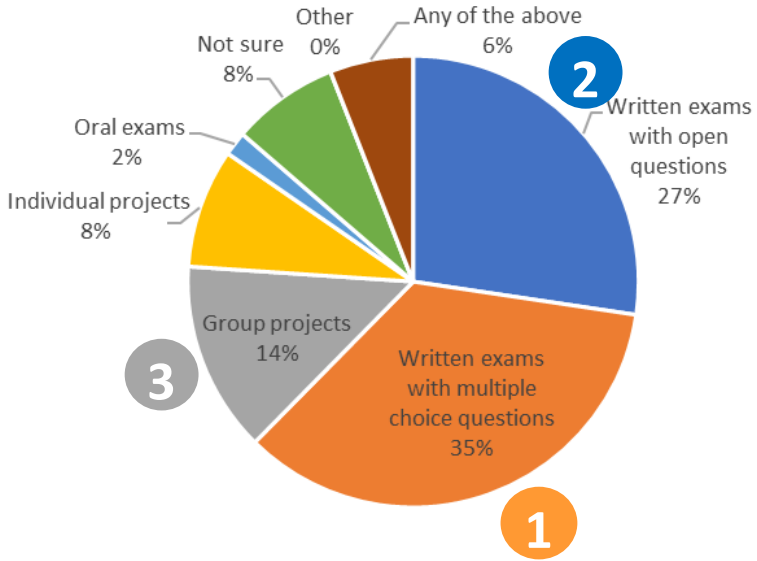
Assessment Forms

In your view, which assessment forms test student knowledge and skills most objectively?

Teacher perspective



Student perspective



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4 Research Results

Organisational Arrangements (2)

In your view, which organisational arrangements would be desirable for improving the study success in the Finance and Accounting courses?

Teacher perspective

Response options for teachers:

Compulsory attendance
Partial compulsory attendance (for example, 1st lesson of the block compulsory, or 60% compulsory etc.)
No attendance requirements
Some form of regular homework control
Fully abandoning online lessons
Mixing offline and online lessons
Offering supporting courses/sessions (e.g. a crash course in Math, or Q&A sessions on top of the regular lessons)
Balancing the amount of materials well (in order not to overload students)
None of the above
Other_specify

Do you think that any of the following organisational arrangements is especially helpful to you in mastering the Finance and Finance-related courses?

Student perspective

Response options for students:

Compulsory attendance requirement
Partial attendance requirement (for example, 1st lesson of the block compulsory, or 60% compulsory etc.)
Some form of homework control
Mixing offline and online lessons
Fully abandoning online lessons, and keeping all the lessons offline
None of the above
Other (please specify)_____