

SELF-EVALUATIONS OF STUDENTS' DEVELOPED COMPETENCES DURING SEMINAR PRESENTATIONS IN THE ONLINE PROGRAM

STUDENTSKA SAMOPROCJENA KOMPETENCIJA RAZVIJENIH TIJEKOM PREZENTACIJA SEMINARA NA ONLINE PROGRAMU

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Abstract

The purpose of this article is to present the results of students' self-evaluations of their developed presentation competences during their seminar presentations as a part of both a human resource course and an organizational dynamic course in the online master program International Management. Video pedagogy employed in the courses was assessed and its effect on competency development was questioned.

The main research question was which aspects of presentation competence the students develop while delivering, watching and discussing online presentations, according to their self-assessments. The methodology of self-assessment of the gained competences questioned the development course-embedded presentation competence in a virtual learning environment. A questionnaire was sent to all students attending the courses during two academic years. Students rated their acquired skills on the 7-point Likert scale. The results proved hypothesis that students had developed their online presentation competences and that they had become more self-confident.

The course designers gained the feedback regarding the collaborative tool, course organization and original aim to develop presentation skills in the virtual classroom. Improvement of these exercises, meaning instruction, design, and feedback will be employed the following next year.

Keywords: *online presentation competence, blended online learning, experiential learning, learning by doing, self-assessment*

Sažetak

Svrha ovog rada je prikazati rezultate samoevaluacije studenata, u kojoj su studenti

evaluirali razvoj svojih prezentacijskih kompetencija na kolegijima ljudski resursi i organizacijska dinamika, održanim na online specijalističkom programu Međunarodni menadžment na DOBA Fakultetu. Procijenjena je video pedagogija tih kolegija i propitan njen utjecaj na razvoj kompetencija.

Glavno istraživačko pitanje je koji vidovi prezentacijskih kompetencija studenti razvijaju prezentirajući, sudjelujući i diskutirajući tijekom online prezentiranja, a prema vlastitim procjenama. Metodom samoprocjene propituju su stečene prezentacijske kompetencije u virtualnom obrazovnom okruženju. Upitnik je bio poslan svim studentima koji su sudjelovali na navedenim kolegijima tijekom dvije akademske godine. Studenti su ocjenjivali svoje stečene vještine na 7 stupanjskoj Likertovoj skali. Rezultati su potvrdili hipotezu da su studenti stekli online prezentacijske kompetencije i povećali svoj samopouzdanje.

Dizajneri obrazovnog sadržaja dobili su povratnu informaciju o suradničkom alatu, organizaciji kolegija i originalnom cilju da razviju prezentacijske vještine u virtualnoj učionici. Poboljšanje korištenih vježbi, konkretno uputa, dizajna i povratnih informacija, provest će se iduće akademske godine.

Ključne riječi: online prezentacijske kompetencije, kombinirano online učenje, iskustveno učenje, učenje kroz praksu, samoprocjena

1. Introduction

1. Uvod

Generic competences are evaluated almost as important as functional knowledge by employers [1].

“The conjoint analyses show that interpersonal skills (communication skills, teamwork skills et cetera) are almost as important as professional expertise.”, was stated in European Commission’s final report of Higher Education Graduates: The Employers’ perspective [2]. Fluent online multimedia and synchronous communication positively influence the overall quality of life and therefore provides the ability for active social inclusion and global cooperation. Generic competences, from the educational point of view, are much more effective and easier acquired if they are embedded in specific professional courses [3] [4]. Since learning by teaching others provide the highest learning retention rate [5], presentations are one of the most common way to provide experiential learning opportunity [6]388 in Books to students engaged in blended online program [7].

The purpose of this article is to present a case study related to an effort to develop student multimedia online presentation competence¹ during human recourse management and organizational development courses. Seminar presentations were included as assignments in two courses in the online master program International Management of DOBA Faculty for Applied Sciences, during the academic years 2014/2015 and 2015/2016. The study program is delivered fully online via Blackboard learning management system. The students’ seminar assignments were presented via Blackboard Collaborate².

The main research question was which aspects of online presentation competence the students develop while delivering, watching and discussing online presentations, according to their self-assessment. A questionnaire was sent to all students attending the course in three different languages (Slovenian, Croatian and Serbian) during this academic year. Students rated their acquired skills on the 7-point Likert scale. The

1 For the purpose of this article, definition of online presentation is a speech or talk in which a work is explained to the audience, performed using the Internet based collaborative tool, providing multiparty video and audio presence, a Power Point presentation and chat room.

2 BlackBoard Collaborate is real-time collaboration platform included in Blackboard LMS, which allows video & sound conferencing, desktop, application and whiteboard sharing among multiple participants.

methodology of self-assessment of the gained competences questioned the development course-embedded presentation competence in a virtual learning environment. The results proved hypothesis that students had improved their online presentation competences.

2. Background

2. Okruženje

The playground for the research if a fully online master program, which provide blended online learning environment according to Power. Blended online learning provides both synchronous faculty led learning opportunity with asynchronous system managed self-paced learning, based on online designed and delivered course [7]. In our case, the simultaneous development of the student centered, experience-based, “learning by doing” approach and online learning caused the development of a new, online presentation competence. Those competences are crucial for global, distributed work contribution.

The courses, which were included in the research were Organizational dynamic for success of a company and creative change management and Creative human resource management for competitive advantage. The duration of each of them was five full weeks. Students were in the center of their learning. A professor and one of his assistants/online mentors provided facilitation, mentoring and motivation. The professor designed the course, and each week performed webinars and online meetings with interested students. The mentor was available 24/7 during the courses, with the obligation to respond to any request within 24 hours. Responses included: providing the advice, encouragement and weekly announcements, which introduced the successor week with emphasis on the major milestones and deadlines.

The development of several generic competences were included in the course. Individual seminar work and presentation was focused on the four key competences for LLL³: learn to learn, communication in both mother language and in English as a foreign language and digital competence [8]. In order to develop the competence “learn to learn”, students were

3 Life-long learning

asked to define the topic and find references alone, without any assistance or approval. They were advised to start with their seminar works approximately in the middle of the course, having till then good overview of the courses' scope. The majority of the references are in English and students were in the position to develop vocabulary both in English and mother tongues.

The students' seminar works were presented via Blackboard Collaborate, using audio and video presence and Power Point, controlled by students. In both courses the grade of the individual seminar work consisted of the course final grade (50%), out of which 16% was earned by the online presentation of the seminar. Students' presentations were evaluated with "four eyes": by the mentor in the synchronous mode during online presentations and the professor, checking video recorded presentation asynchronously.

The students' self-assessments were organized five months after the courses had finished, with the aim to evaluate their competences before and after the course. A behavioral competence description used in the questionnaire was developed based on the observation of students' behavior during the course, and having in mind necessary knowledge, skills and attitude for successful online presentation. Proposed concept is based on the European Commission's Key competencies for lifelong learning – European reference framework, where each competency is described from the point of view of knowledge, skills and attitude [8].

The main research question was which aspects of presentation competence the students develop while delivering, watching and discussing online presentations, according to their self-assessments. A questionnaire was sent to all students attending the course during the academic years 2014/2015 and 2015/2016. Students rated their acquired skills according to the provided rubric on the 7-point Likert scale. Students' provided feedback on the methodology and this kind of presentation exercise in the online environment acquired through open-ended questions.

Online presentation competence is crucial for participating in virtual teams and for international management, so the results will influence

any improvement of the courses for the next generations.

3. Self evaluation

3. *Samoprocjena*

3.1 Questionnaire

3.1 *Upitnik*

The online presentation competence is not usually developed in the course of education in the countries of interest (Slovenia, Croatia and Serbia). Power point presentations usually do not follow good presentation practices and are loaded with too much text. Engagement in the discussion is very superficial, mainly in a chat mode, very rarely by audio contribution. Students are very reluctant to start the camera and show up in the course of their presentations. Enthusiasm and joy are very rarely present in their voices. Witnessing such presentations for several years motivated authors to run this research, with several aims:

- to describe online presentation competence based on current experience and observation of students' behavior during online presentations;
- to prompt students again and make them aware of behaviors that prove presentation competences;
- to provide students with a chance to reflect on their performances and experiences;
- to measure differences in self-perceived competence levels before and after the courses;
- to gain feedback regarding the collaborative tool, course organization and original aim to develop presentation skills in a virtual classroom;
- to improve these exercises, meaning instruction, design, and feedback for the following next year.

The questionnaire was organized in three parts. In the first part students evaluated their experience with Internet, e-learning systems, computer literacy and public speaking. In the second part they evaluated their attitudes towards e-learning. Finally, the third part of the questioner was devoted for students to assess development of their online presentation competence, rating their behaviors before and after the courses.

The first part of the survey was based on the published survey in the article “Investigating students’ perceived satisfaction, behavioral intention, and effectiveness of e-learning: A case study of the Blackboard system” [9]. In this component, participants were asked to indicate whether they had experience using the Internet and e-learning. Those questions were answered using all 7-point Likert scale (ranging from 1 which means “no experience” to 7 which means “well experienced”). In the part Attitudes toward e-learning, participants were asked to indicate their attitudes toward e-learning. These 26 questions were answered using a 7-point Likert scales (ranging from 1 which means “strongly disagree” to 7 which means “strongly agree”).

Following the behaviors of the best and the worst presenters among students, the authors made up a list of necessary activities for a proficient online presentation. The list was used as a base for the second part self-evaluation questioner:

- I create good power point presentation (concise, comprehensive, without too much text, visually attractive, with animations).
- I use key elements of a good presentation (sound and clear speech, self-confidence, concise expression, no stutter or buzzwords, body language).
- I easily use Blackboard Collaborate tool to present tasks, projects and idea.
- I use camera in presentations via Blackboard Collaborate.
- I finish presentation in time.
- I encourage discussion after my presentation.
- I am confident presenting via Blackboard Collaborate.
- Blackboard Collaborate enables me effective presentation of my idea and successful communication with my colleagues and a teacher.
- I identified possible questions from the professor and colleagues and prepared answers.
- I check all technical equipment before the presentation and they were functional.
- I receive negative feedback as encouragement for improvement.
- I enroll in the discussions.
- I provide my feedbacks with a sole intention to help others to improve.

- I provide positive feedbacks and encouragement to my colleagues.

In the survey, those statement were evaluated using a 7-point Likert scales (ranging from 1 which means “strongly disagree” to 7 which means “strongly agree”).

The hypotheses of this study were:

H1: “Students improved their online presentation competence through “learning by doing”.

H2: “Students are much more confident after experiential learning of online presentation.”

3.2 Participants

3.2 Ispitanici

The research, developed competences during a seminar presentation in the online program, was conducted at the DOBA Faculty of Applied Business and Social Studies Maribor. There were 158 students who attended the school years from 2013/2014 to 2014/2016. They attended courses Creative Human Resource Management for Competitive Advantages and/or Organizational Dynamics and Innovative Change Management (table 1). 64 students responded, representing 41% of the population.

Table 1 Survey population

Tablica 1 Uzorak ispitanika

	Enrolled	Survey	Response rate
Total	158	64	41 %

Demographic information: The demographic component covered gender, age, current status, study year of subscription in school and the completion of Master’s degree.

Participants were asked to complete a questionnaire that included demographic information (table 2) and three different components of their experience (E-learning experience, Attitudes toward e-learning and Learning by doing). The link to the questionnaire and a cover letter were distributed to students participated in the courses by e-mail. The questioner was open and was available to be completed online, on the lka.com website between 9th May and 18th May 2016. All students were asked to respond to the questionnaire and they were

guaranteed confidentiality. 64 students answered the questionnaire. Missing responses were found on questionnaires from different 15 students. Only the available data was analysed. Missing data were ignored and were not replaced with any values. Calculations used only available data.

Table 2 Demographic information

Tablica 2 Demografski podaci

Gender	Total	Valid percent
1 (Male)	26	46 %
2 (Female)	31	54 %
Valid	57	
Age	Total	Valid percent
1 (24 years)	4	7 %
2 (25 - 40 years)	30	53 %
3 (41 - 60 years)	23	40 %
4 (61 or older)	0	0 %
Valid	57	
The current status	Total	Valid percent
1 (employed)	51	89 %
2 (unemployed)	6	11 %
3 (retired)	0	0 %
Valid	57	
Year subscription	Total	Valid percent
1 (enrolled in the academic year 2010)	1	2 %
1 enrolled in the academic year 2013)	17	30 %
2 (enrolled in the academic year 2014)	18	32 %
3 (enrolled in the academic year 2015)	20	36 %
Valid	56	
Finished Master's degree	Total	Valid percent
1 (yes)	4	7 %
2 (no)	51	93 %
Valid	55	

3.3 Results

3.3 Rezultati

E-learning experience: In this section of the questionnaire, participants were asked to indicate whether they had experience using the Internet and e-learning before any of the courses. These four questions were answered using all 7-point Likert scale (ranging from 1 which means “no experience” to 7

which means “well experienced”).

The e-learning experience is presented in (table 3). As it can be see, the students have “Experience using the Internet” (mean 6,49), and “Computer literacy” (mean 5,95). They feel insecure presenting (the mean “Experience with presentations” is 5,06). Their previous experiences with e-learning were pretty modest (4,38). Nevertheless, we can conclude that the students have a fairly large experience with e-learning (average mean 5,47) before they start with those courses.

Table 3 Descriptive statistics of e-learning experience before period of lecture

Tablica 3 Deskriptivna statistika iskustva s e-učenjem prije prezentacija

	N	Min	Max	Mean	Std. Dev.
Descriptive statistics of e-learning experience before period of lecture					
Experience using the Internet	63	3	7	6,49	,896
Experience with e-learning	64	1	7	4,38	2,264
Computer literacy (office)	64	3	7	5,95	1,147
Experience with presentations / public speaking	64	1	7	5,06	1,726
Average	63,8			5,47	1,508

Attitudes towards e-learning: Participants were asked to indicate their attitudes towards e-learning. These 26 questions were answered using a 7-point Likert scales (ranging from 1 which means “strongly disagree” to 7 which means “strongly agree”).

The variables of Attitudes toward e-learning were presented in (table 4). Students have experience with Blackboard. It is a fairly educated generation. The average of the first set of statements “Perceived self-efficacy” (I feel confident using the e-learning system; I feel confident operating e-learning function; I feel confident using online learning contents) is **6,39**.

The average of the second set of statements “Perceived satisfaction” (I am satisfied with using e-learning as a learning assisted tool; I am satisfied with using e-learning functions; I am satisfied with learning contents; I am satisfied

with instruction) is **5,78**.

The average of the third set of statements "**Perceived usefulness**" (I believe e-learning contents are informative; I believe e-learning is a useful learning tool; I believe e-learning contents are useful) is **6,13**.

The average of the fourth set of statements "**Behavioral intention**" (I intend to use e-learning to assist my learning; I intend to use e-learning content to assist my learning; I intend to use e-learning as an autonomous learning tool) is **6,02**.

The average of the fifth set of statements "**e-learning system quality**" (I am satisfied with e-learning functions; I am satisfied the Internet speed; I am satisfied with e-learning content; I am satisfied with e-learning interaction) is **5,91**.

The average of the sixth set of statements "**Interactive learning activities**" (I would like to share my e-learning experience; I believe e-learning can assist teacher-learner interaction; I believe e-learning can assist learner-learner interaction) is **6,04**.

The average of the seventh set of statements "**E-learning effectiveness**" (I believe e-learning can assist learning efficiency; I believe e-learning can assist learning performance; I believe e-learning can assist learning motivation) is **6,04**.

The average of the eighth set of statements "**Multimedia instruction**" (I like to use voice media instruction; I like to use video media instruction; I like to use multimedia instruction) is **5,73**.

Learning by doing: In this component, participants were asked to indicate what was, or is their behavior before and after the experience with the implementation of lectures. These fourteen questions were all answered using 7-point Likert scale (ranging from 1 which means "no experience" to 7 which means "well experienced"). They assess the behavior before and after the completion of the lecture.

The Learning by doing experience is presented in (table 5). We can see improvement for all statements after the experience with Learning by doing.

First statement "**I create good power point presentations**" was designed to determine the knowledge of making presentations. Respondents rated skills prior experience with 5,12. After the experience with 5,96. Improvement of behavior amounts to 16%.

Second statement "**I use key elements of a good presentation**" was designed to determine if they use key elements of a good presentation (before 5,05; after 5,86). Improvement of behavior amounts to 16%.

Third statement "**I easily use Blackboard Collaborate tool to present tasks, projects and idea**" was designed to determine the how they use Blackboard Collaborate (before 4,55; after 5,90). Improvement of behavior amounts to 30%.

Fourth statement "**I use camera in presentations via Blackboard Collaborate**" was designed to determine how they use camera (before 3,44; after 4,70) and the lowest estimated before this experience. Improvement of behavior amounts to 38% and it is the largest among all arguments.

The results of the fifth statement "**I finish presentation in time**" are: before 5,16; after 6,14. Improvement of behavior amounts to 19%.

The results of the sixth statement "**I encourage discussion after my presentation**" are: before 4,25; after 5,00. Improvement of behavior amounts to 18%.

The results of the seventh statement "**I am confident presenting via Blackboard Collaborate**" are: before 4,25; after 5,59. Improvement of behavior amounts to 32%.

The results of the eighth statement "**Blackboard Collaborate enables me effective presentation of my idea and successful communication with my colleagues and a teacher**" are: before 4,49; after 5,64. Improvement of behavior amounts to 26%.

The results of the ninth statement "**I identified possible questions from the professor and colleagues and prepared answers**" are: before 4,51; after 5,14. Improvement of behavior amounts to 14%.

The results of the tenth statement "**I checked all technical equipment before the presentation and they were functional**" are: before 5,78; after 6,50. This statement is the highest rated. Improvement of behavior amounts to 12%.

The results of the eleventh statement "**I received negative feedback as encouragement for improvement**" are: before 5,23; after 5,79. Improvement of behavior amounts to 11%. This and the thirteenth statement have the lowest improvement. The results of the twelfth statement "**I enrolled in the discussions**" are: before 4,50; after 5,63. Improvement of behavior amounts to 25%.

Table 4 Descriptive statistics of attitudes toward e-learning**Table 4** Deskriptivna statistika stavova prema e-učenju

	N	Min	Max	Mean	Std. dev.
Perceived self-efficacy:					
I feel confident using the e-learning system (the Blackboard)	63	4	7	6,44	,736
I feel confident operating e-learning functions	63	4	7	6,37	,768
I feel confident using online learning contents	63	4	7	6,35	,845
Average	63,0			6,39	0,783
Perceived satisfaction:					
I am satisfied with using e-learning as a learning assisted tool	63	3	7	6,14	1,045
I am satisfied with using e-learning functions	63	3	7	5,94	1,076
I am satisfied with learning contents	63	2	7	5,67	1,320
I am satisfied with (multimedia) instructions	63	2	7	5,37	1,371
Average	63,0			5,78	1,203
Perceived usefulness:					
I believe e-learning contents are informative	62	2	7	5,85	1,069
I believe e-learning is a useful learning tool	61	4	7	6,39	,822
I believe e-learning contents are useful	60	2	7	6,13	,982
Average	61,0			6,13	0,958
Behavioral intention:					
I intend to use e-learning to assist my learning	61	3	7	6,21	1,035
I intend to use e-learning content to assist my learning	61	3	7	6,33	,944
I intend to use e-learning as an autonomous learning tool	60	1	7	5,52	1,652
Average	60,7			6,02	1,210
e-learning system quality:					
I am satisfied with e-learning functions	62	3	7	6,13	,983
I am satisfied the Internet speed	61	3	7	6,07	1,138
I am satisfied with e-learning content	61	2	7	5,90	1,207
I am satisfied with e-learning interaction	61	2	7	5,52	1,299
Average	61,3			5,91	1,157
Interactive learning activities:					
I would like to share my e-learning experience	62	4	7	6,03	1,130
I believe e-learning can assist teacher-learner interaction	61	3	7	6,02	1,147
I believe e-learning can assist learner-learner interaction	61	2	7	6,08	1,173
Average	61,3			6,04	1,150
E-learning effectiveness:					
I believe e-learning can assist learning efficiency	62	3	7	6,11	,907
I believe e-learning can assist learning performance	62	3	7	6,02	1,032
I believe e-learning can assist learning motivation	62	3	7	5,98	1,048
Average	62,0			6,04	0,996
Multimedia instruction:					
I like to use voice media instruction	62	1	7	5,29	1,663
I like to use video media instruction	62	3	7	5,84	1,176
I like to use multimedia instruction	62	4	7	6,05	1,108
Average	62,0			5,73	1,316

The results of the thirteenth statement “**I provide my feedbacks with a sole intention to help others to improve**” are: before 5,73; after 6,37. Improvement of behavior amounts to 11%.

The results of the fourteenth statement “**I provide positive feedbacks and encouragement to my colleagues**” are: before 5,61; after 5,27. Improvement of behavior amounts to 12%.

4. Discussion

4. Rasprava

The survey results show that students report positive behavioral change in presenting their seminar works online. The greatest progress was shown in “Check all technical equipment before the presentation”, “I provide my feedbacks with a sole intention to help others to improve”, and in time management – finishing presentations in time. The challenges are still present in usage of camera/video presence. Students also need to work on encouragement of discussions after their presentations. Preparing the answers on possible

Table 5 Descriptive statistics learning by doing

Tablica 5 Deskriptivna statistika učenja kroz praksu

	Before experience					After experience				
	N	Min.	Max.	Mean	Std. Dev.	N	Min.	Max.	Mean	Std. Dev.
I create good power point presentation (concise, comprehensive, without too much text, visually attractive, with animations).	57	1	7	5,12	1,626	50	4	7	5,96	,925
I use key elements of a good presentation (sound and clear speech, self-confidence, concise expression, no stutter or buzzwords, body language).	57	1	7	5,05	1,608	50	1	7	5,86	1,088
I easily use Blackboard Collaborate tool to present tasks, projects and idea.	56	1	7	4,55	1,925	49	1	7	5,90	1,517
I use camera in presentations via Blackboard Collaborate.	57	1	7	3,44	2,244	50	1	7	4,74	2,440
I finish presentation in time.	56	1	7	5,16	1,724	49	3	7	6,14	1,021
I encourage discussion after my presentation.	56	1	7	4,25	1,812	49	1	7	5,00	1,744
I am confident presenting via Blackboard Collaborate.	57	1	7	4,25	1,776	49	1	7	5,59	1,457
Blackboard Collaborate enables me effective presentation of my idea and successful communication with my colleagues and a teacher.	57	1	7	4,49	1,733	50	2	7	5,64	1,352
I identified possible questions from the professor and colleagues and prepared answers.	55	1	7	4,51	2,026	50	1	7	5,14	1,796
I checked all technical equipment before the presentation and they were functional.	55	1	7	5,78	1,863	50	1	7	6,50	1,035
I received negative feedback as encouragement for improvement.	56	1	7	5,23	1,829	48	1	7	5,79	1,398
I enrolled in the discussions.	56	1	7	4,50	1,991	49	1	7	5,63	1,439
I provide my feedbacks with a sole intention to help others to improve.	56	1	7	5,73	1,483	49	4	7	6,37	,809
I provide positive feedbacks and encouragement to my colleagues.	56	1	7	5,61	1,510	49	1	7	6,27	1,114
Average	56,2			4,83	1,80	49,4			5,75	1,37

questions from the professor and colleagues before presentation remains a relatively rare behavior. Actually, looking at the data more closely, there is a notion that students had first such experience ever. Students would benefit greatly from active engagements in the learning process.

Hypothesis H1: "Students improved their online competence through "learning by doing" is confirmed. An average of fourteen statement "Learning by doing" before experience are 4,83, after experience are. 5,75.

Hypothesis H2: "Students experiencing "learning by doing" are much more confident" is also confirmed. The results of the seventh statement "**I am confident presenting via Blackboard Collaborate**" are: before 4,25; after 5,59. Improvement of behavior amounts to 32%.

5. Limitations and Weaknesses

5. Ograničenja i slabosti

This study has limitations.

The first, the behavioral competence of online presentation used in the study is a proposition based on teachers' observations of students' behaviors. Those observations need to be better focused and more objective. Porter provided a good example how to integrating generic skills into a program [3]. "Tuning project" provides inspirational list of competences in the managerial field in order to map and integrate core generic competences in the curriculum.

Second, the sample represents the whole population of students who performed online presentations in the courses. Repeating the study with different courses and observers, and a large sample size, would help to validate, generalize, and expand our findings.

Third, the longitudinal study, one which would follow the same sample during the program from the very beginning, and map a competence grid from basic presenter to proficient one would help a lot in design of further courses, development of evaluation matrix, and definition of final learning outcomes of the master program. In the Evaluating multimedia presentation, Walbert provides a rubric for evaluation multimedia presentations. It evaluates six features of effective presentation: focus, organization, support and elaboration, style,

conventions, and presentation skills. [10]

A weakness of these case study involves the research question which is perhaps not well enough supported by theory.

A second weakness that may continue to plague the measurement approach involves interpreter reliability in self-assessment, because respondents may give socially expected answers.

6. Conclusion and recommendations

6. Zaključak i preporuke

Online presentation competence is only one of many generic competences that should be acquired during master program. For the sake of collective focus and harmonization in the process of curriculum planning and design, student learning and competency objectives of every course should be directly linked to the missions of the program and the school. As Kerby and Romine wrote for oral presentation skills embedded in an accounting program: "This linkage would bring clarity of purpose. Furthermore, specific learning outcomes and goals should be defined explicitly to provide focus and guidance for developing specific teaching and learning strategies. If goals are not clearly stated, it becomes difficult to create projects to develop oral presentation competencies, and it is impossible to identify performance levels." [11]

Online presentation competence is necessary ingredients for being successful in international business. Observing generations of students presenting online their seminar works to teachers and fellow students, it become clear that there is a need for more than having presentation assignment in the curriculum. There is a need to model right behavior, provide a checklist of necessary actions before, during the presentations, and elaborate evaluation of a performance more carefully. In the future, authors will adjust the instructions and assessment according to the presented findings. Students will be informed in advance on what to pay attention to in preparations and deliveries of presentations. A check list of tasks could help students to independently carry out all the stages. The list will follow the same evaluation criteria as represented in the survey, as indicated in Table 5. The students be monitored

them through each phase. To enhance active engagement of all students and provide more objective feedbacks [12], students will be assessed according to the same criteria by tutors and other students. Together with the self-assessment they will be assessed by peers and a teacher, according criteria in (table 6).

The process of assessment, which takes place in three phases, is shown in the (figure 1).

There is no question whether or not business professionals must possess strong communication competences. The question is how to facilitate competence development in student centered manner. Although learning by doing methods and extensive assessment process might be time consuming, the authors agree that these are

important educational tasks.

In the conclusion of “The role of self-determination theory in explaining teachers’ motivation to continue to use e-learning technology”, Sørenbø states: “The present study also illustrates for practitioners how complex and resource demanding it is to strengthening teachers’ willingness to continue their use of e-learning.” [13] The meaning of our work, creating learning environment in which students acquire and prove useful competences in engaging ways, is certainly the strongest motivation for the authors.

Table 6 Checklist of activities

Table 6 Popis aktivnosti za provjeru

	Self	Teacher	Students
Preparation for presentation			
Instructions for the preparation and execution of presentation were consulted.	Yes/No	x	x
All technical equipment before the presentation were checked.	Yes/No	x	x
Possible questions from the professor and colleagues were identified and answers were prepared.	Yes/No	x	x
Presentation’s rehearsal was done.	Yes/No	x	x
Implementation of presentation			
Power point presentation was concise, comprehensive, without too much text, visually attractive, with animations.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Key elements of a good presentation were exhibited: sound and clear speech, self-confidence, concise expression, no stutter nor buzzwords, body language.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Web based tool to present tasks, projects and idea very used with ease.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Camera in presentations was adequately used.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Communication with colleagues and a teacher were effective.	Scale (1-7)	Scale (1-7)	Scale (1-7)
The presentation was finished in time.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Discussion			
Presenter encouraged discussion after the presentation.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Student was enrolled in the discussions after other people’s presentations.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Student provided feedback with a sole intention to help others to improve.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Student provide positive feedback and encouragement to colleagues.	Scale (1-7)	Scale (1-7)	Scale (1-7)
Further development of the ability of presenting			
Accepted negative feedback as encouragement for improvement.	Yes/No	x	x
Reviewed the recording and analysis of deviations.	Yes/No	x	x
A plan for improvement was prepared.	Yes/No	x	x
The tools have been used in everyday business and life.	Yes/No	x	x

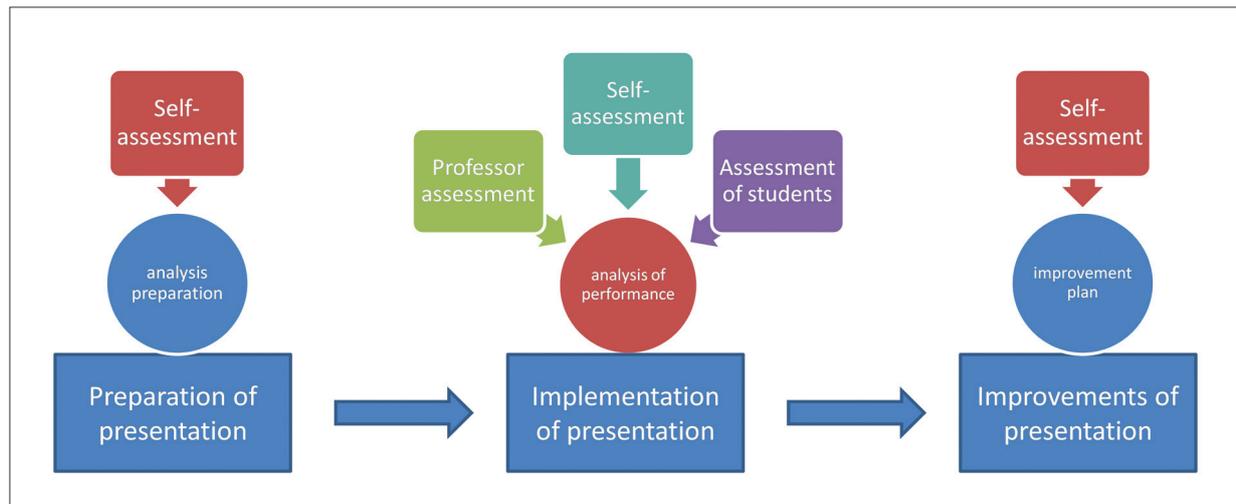


Figure 1 Assessment process

Slika 1 Proces procjene

7. References

7. Reference

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