

Preparing business graduates for future challenges

Comparative analyses of the leading
Business Development Masters programmes in Hungary

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•• Database and Research questions

FOSTERING ENTREPRENEURSHIP

What roles do universities play in the entrepreneurial ecosystem?

INDUSTRY 4.0 - DIGITALISATION

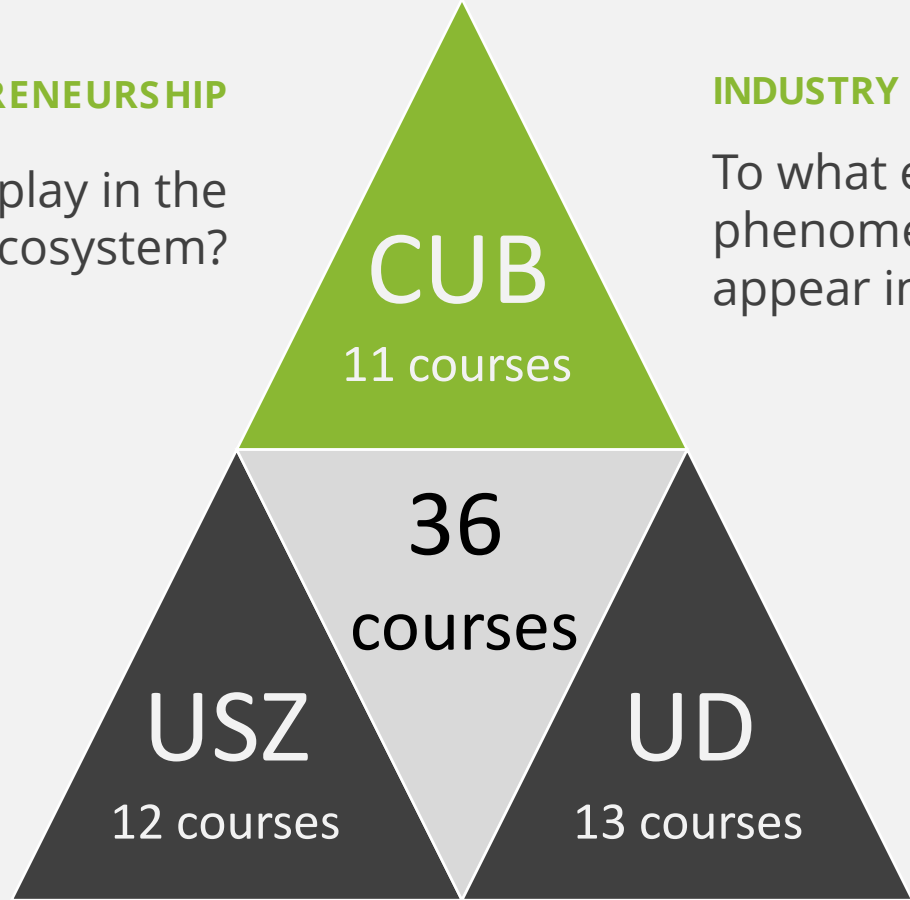
To what extent did new trends, phenomena and innovative tools appear in education?

PRACTICE-ORIENTED AND EXPERIMENTAL TEACHING METHODS

In what form are practice-oriented and experimental teaching methods applied and how widespread?

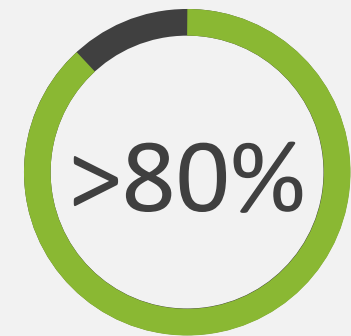
PANDEMIC AND ONLINE TEACHING

What kind of platforms, teaching and examination methods were used in online education and what have remained after pandemic?



Business Development Masters in Hungary

application statistics for the full-time Hungarian master programmes		Corvinus University of Budapest	University of Debrecen	University of Szeged	Kodolányi János University	University of Miskolc	Budapest Metropolitan University	Óbuda University	University of Sopron	Hungarian University of Agriculture and Life Sciences	Proportion of students covered in this research
year	data	CUB	UD	USZ	KJU	ME	METU	OE	US	MATE	
2021	number of applicants first choice	572	44	57	9	15	27	54	11	9	84%
2021	applications	186	11	22	3	4	5	15	3	3	87%
2021	admitted	104	10	19	3	3	0	14	3	1	85%
2020	number of applicants first choice	534	68	66	12	28	15	64	7		84%
2020	applications	160	19	30	3	2	1	27	2		86%
2020	admitted	128	14	21	4	2	0	25	1		84%
2019	number of applicants first choice	643	68	76	1	33	13	60	6		87%
2019	applications	193	19	31	0	3	1	21	2		90%
2019	admitted	151	13	22	1	2	0	17	2		89%
2018	number of applicants first choice	676	65	82		34	9	67	8		87%
2018	applications	198	23	20		7	3	22	7		86%
2018	admitted	134	16	16		7	0	18	5		85%
2017	number of applicants first choice	720	100	62		32	37	96	19		83%
2017	applications	175	31	24		3	8	33	7		82%
2017	admitted	124	24	21		2	0	26	4		84%



**OUR RESEARCH
COVERS >80% OF
ADMITTED STUDENTS**

•• Digitalization



New trends, topics in education in curriculums

	CUB	UD	USZ
1 of the forementioned trends, topics	90,91%	100,00%	83,33%
3 of the forementioned trends, topics	54,55%	53,85%	50,00%
6 of the forementioned trends, topics	27,27%	30,77%	8,33%
Most relevant trend, topic	Artificial intelligence, Crowdfunding, Digitalization, IoT	Digitalization, Fintech, Artificial intelligence, Supply chain	Digitalization, Artificial intelligence, Crowdfunding, Supply chain

•• Digitalization



Interdisciplinarity, development of skills

	CUB	UD	USZ
Proportion of interdisciplinary courses	54,55%	76,92%	50,00%
Most popular interdisciplinary field	IT and entrepreneurship	IT and agriculture	IT and entrepreneurship

	CUB	UD	USZ
1 of the forementioned skills	90,91%	100,00%	100,00%
3 of the forementioned skills	18,18%	15,38%	8,33%
6 of the forementioned skills	0,00%	0,00%	0,00%
Most relevant developed skills	Data visualization	Data science	Data visualization

Platforms used in pandemic



TEACHING/EXAMINATION PLATFORMS IN ONLINE EDUCATION

	% of teachers mentioning (teaching/examination)			overall mention*
	CUB	UD	USZ	
Microsoft Teams	100%/36%	38%/15%	0%/0%	totally at 1 for teach, rarely for exam
Webex	0%/0%	100%/100%	0%/0%	totally at 1 teach/exam, never at 2
Moodle	100%/100%	100%/100%	0%/0%	totally at 2 teach/exam, never at 1
E-learning	0%/0%	100%/100%	17%/0%	totally at 1 teach/exam, not at 2
BigBlueButton	0%/0%	15%/0%	83%/67%	mainly at 1 teach/exam, not at 2
Co-space	0%/0%	0%/0%	83%/50%	mainly at 1 teach/exam, not at 2
E-mail	0%/0%	0%/0%	42%/8%	rarely at 1 only teach, never at 2
Zoom	9%/0%	0%/0%	17%/8%	rarely at 1, never at 2
Google Classroom	0%/0%	0%/0%	0%/0%	never at 3
Other (Discord, youtube)	0%/0%	0%/0%	25%/25%	rarely at 1

* after a short period the permitted platforms were regulated

•• Teaching and exam methods in and after pandemic



TEACHING METHODS IN ONLINE/CONVENTIONAL EDUCATION

	% of teachers mentioning (online/conventional)			overall mention
	CUB	UD	USZ	
online live on platform	81%/18%	100%/0%	75%/8%	totally online to totally personal at 3
hibrid live on platform	54%/36%	62%/54%	25%/8%	hibrid remained partly at 2, rare at 1
recorded presentation shared	36%/18%	15%/8%	42%/42%	not widely at 2, remained common at 1
shared related links, materials	73%/72%	69%/31%	67%/67%	common in online at 3, but decreased at 1
online teamwork	73%/9%	46%/8%	42%/8%	common at 1, mean at 2, but disappeared

•• Teaching and exam methods in and after pandemic

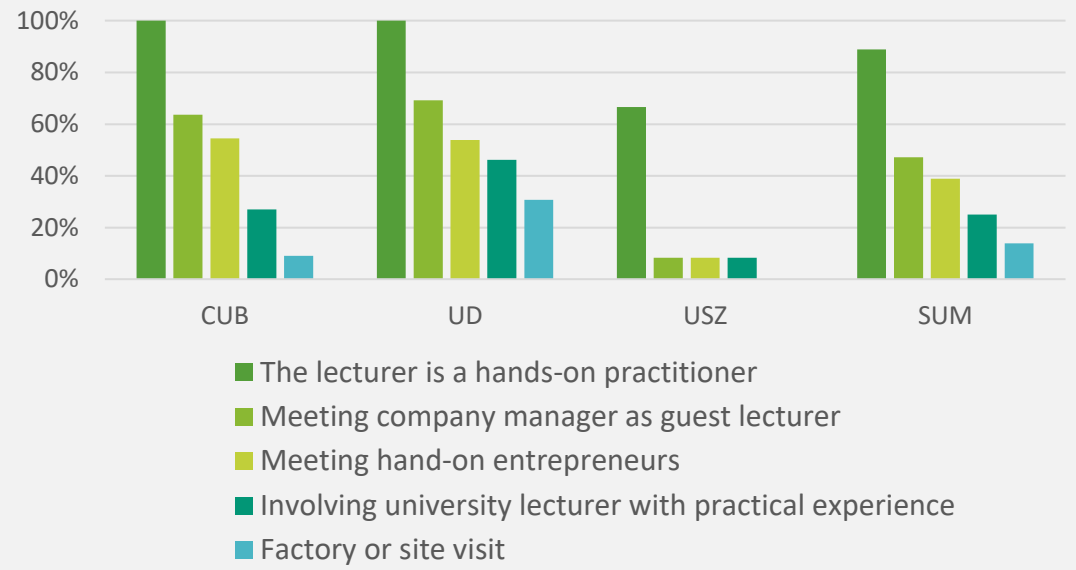


EXAMINATION METHODS IN ONLINE/CONVENTIONAL EDUCATION

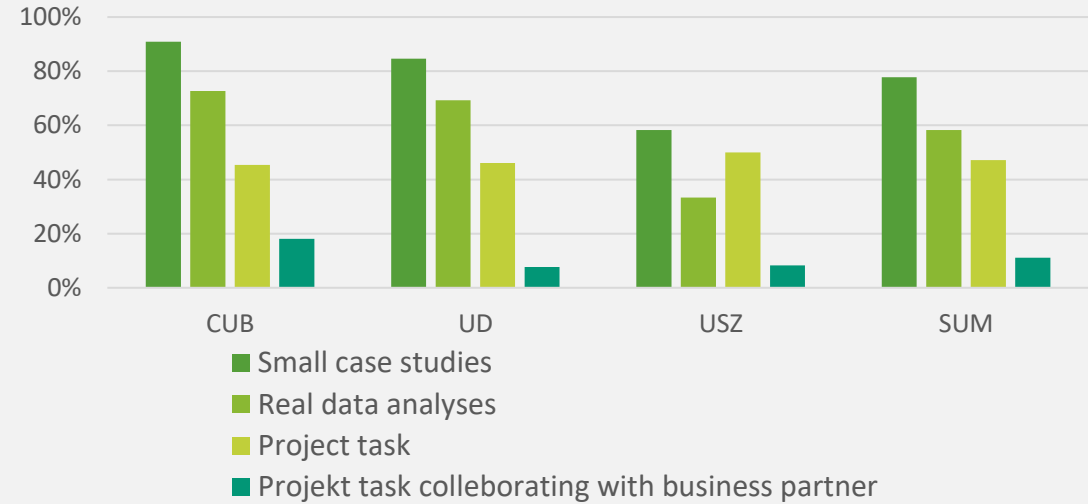
	% of teachers mentioning (online/conventional)			overall examinations
	CUB	UD	USZ	
online test	91%/45%	77%/31%	50%/33%	mostly online tests partly remained
assignment on platform	81%/72%	69%/46%	50%/25%	mostly online assignments usually remained
presentation on platform	45%/0%	69%/15%	33%/8%	common at 1 mean at 1 rare at 1 but disappeared
oral exam on platform	15%/0%	46%/8%	50%/17%	common at 2 but disappeared

Practice-oriented and experimental education

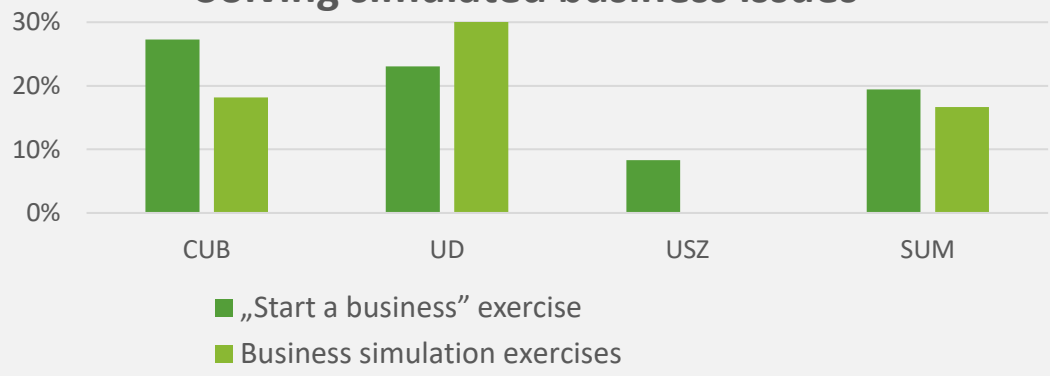
Learning form hand-on practitioner



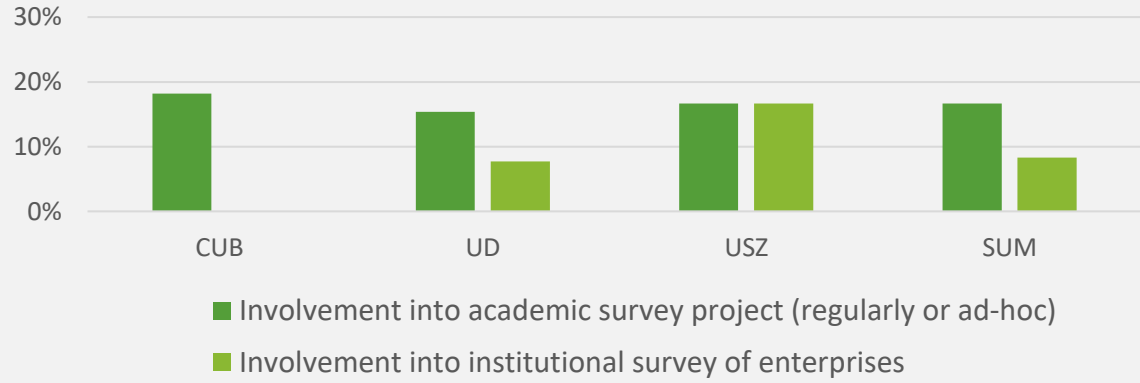
Solving real business problem



Solving simulated business issues



Involving students into research projects



•• Fostering Entrepreneurship



IN THE CURRICULUM

	% of teachers mentioning			overall availability
	CUB	UD	USZ	
entrepreneurship-related elective subject	100%	89%	50%	available & well-known at 3 universities
entrepreneurial role models in the classroom	60%	78%	10%	widely available & known at 2 universities, rare at 1
entrepreneurial exercises	30%	33%	10%	available, but not widely at 3 universities



EDUCATION



AS PART OF THE CULTURE

	% of teachers mentioning			overall cultural support
	CUB	UD	USZ	
promoting innovation as a value	60%	78%	50%	mostly supportive at 3 universities
promoting entrepreneurship as a value	80%	78%	30%	mostly supportive at 2 universities



CULTURAL SUPPORT

•• Fostering Entrepreneurship



EXTRACURRICULAR OPPORTUNITIES 1.

	% of teachers mentioning			overall availability
	CUB	UD	USZ	
consulting	67%	10%	34%	available at 2 universities, but widely know only at 1
mentoring	78%	50%	69%	available & well-known at 3 universities
coaching	78%	20%	38%	available at 3 universities, but widely know only at 1
workshops	78%	50%	52%	available & well-known at 3 universities
student organisations dedicated to entrepreneurship	67%	20%	62%	available at 3 universities, but widely know only at 2
idea generation, pitch contests	67%	40%	55%	available at 3 universities, but widely know only at 2
providing a physical workplace	33%	0%	21%	available, but not widely known at 2 universities
providing digital infrastructure	67%	10%	34%	available at 2 universities, but widely know only at 1



SUPPORTING SERVICES



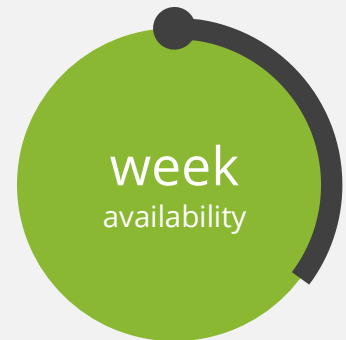
INFRASTRUCTURE

•• Fostering Entrepreneurship



EXTRACURRICULAR OPPORTUNITIES 2.

	% of teachers mentioning			overall availability
	CUB	UD	USZ	
scholarships dedicated to entrepreneurship	22%	10%	21%	available, but no widely known at 2 universities
incubation with financing	44%	10%	24%	available, but no widely known at 2 universities
angel investment on campus	33%	30%	21%	available, but no widely known at 2 universities
connecting startups with university corporate partners	67%	20%	38%	available at 3 universities, but widely know only at 1
cooperation with external incubators	67%	20%	48%	available at 3 universities, but widely know only at 1



FINANCE AND FUNDING.



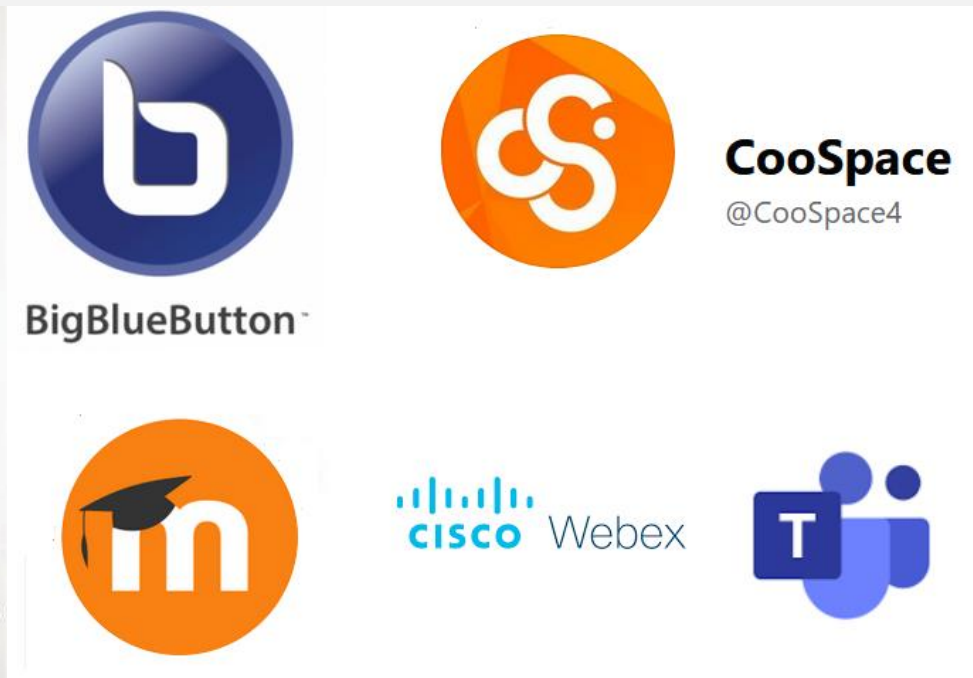
NETWORKS

•• Summary, policy implications



New trends in Business Management education, policy implications for further changes

- Shift in priority between training and exam periods
- Use of new data management softwares
- Continuous development of teaching materials
- More emphasis on synthesizing knowledge



Extension
Comparing the result

of the study:
with students feedbacks



Professors opinion



Students opinion

Thank you for your attention!

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