Doctoral School of Bussines and Management

SUMMARY OF THESES

Éva Ilona Mikáczó

To the Ph.D. thesis entitled

The past, present and future of professional education in the context of the accounting education

Supervisor:

János Lukács PHD

Professor, Head of Institute

Budapest 2020.

Department of Financial Accounting

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1. A Research history and justification of the topics (előzmének és fonotsság)

Why has the research and transformation of education become so important? As a result of the extremely accelerated technological development that is characteristic of this era, most of the current in-demand professions were unknown 20-30 years ago.. In this accelerated world, it is difficult to determine a curriculum and a widely applicable methodology that is valuable in the long term. Higher education is somewhat closer to starting a career, however, by the time the student receives his degree, he is surrounded by new tools, technology, rules and opportunities and employers have already changed the occupational requirements that new employees have to meet in order to be hired. Thus, both the curriculum and educational methodology should be constantly updated.

International studies, such as Mendenhall et al. (2013) and Hawkins, Mike (2013), highlight the change in the requirements to work in a certain profession. Self-understanding, social and language skills, motivation, cooperation and flexibility are perceived to be particularly important. Based on the findings of the World Economic Forum (2014), although it can be seen that the required competences are changing, complex problem-solving ability is, and will be one of the most important skills among the required competences in the future as well.

Besides the changing job-requirements, the socialisation of the generation involved in education is also going through a transformation. This generation possesses completely different strengths and weaknesses in the new social and technological environment. Generations Y and Z, who are commonly referred to as “digital natives”, are characterized by multidirectional, divided attention, intrinsic motivation and the need for immediate feedback. (Tary 2011) Studies that are aimed at understanding these generations better assess their unique preferences, when choosing a workplace. Employees defined their workplace-requirements as so-called „cool factors”, that - beyond the mentioned criteria - are the following: creative communication and the application of modern IT equipment, flexible offices, having shared and relatable organisational values, good opportunities for further training and career (Surjansky, Ferri-Red, 2009:240).

The environmental changes necessitate reforms. The process of setting the directions has to be based on serious research findings and analysis, for which only the international organisations have the financial and professional background. Hence, only the requirements set by these organisations can provide guidance for the developmental steps. Regarding Hungary’s

geographical location and integration into the European Union (EU), the means of cooperation is determined by the Union's policies.

Based on the demographical data, it can be concluded that an increasing proportion of students enrol in tertiary education from age groups, of which population is decreasing in number. The concept of lifelong learning "forces" more and more students who are already working to enrol in higher education or re-training. The role of higher education is changing as well. The requirements set for students can be varied, for example by offering, launching and defining different forms of training and sturdily separated training levels (post-secondary vocational training, Bachelor's, Master's and Doctorate degrees, further- and re-trainings). The decreased number of contact hours necessitate the application of new tools and equipment, special learning materials, more office hours and the organisation of education. The main element of student-engagement is the career-planning, the financing and the strategic cooperation with employers, for which the development of a consultant service system is required. Feedback should be considered as the foundation of quality assurance.

The international and internal competition among educational- and institution systems has been observable for decades. The mobility of students is mainly facilitated through the cooperation among the institutions (see Erasmus and CEMS for example).

The factors influencing the choice of institution are the suitability of the course, the academic reputation of the institution, graduate employability and the quality of education. (Soutar, 2002). One of the important elements of the institutions' quality assurance system must be the consideration of students' reviews. At the Corvinus University of Budapest, the HALVEL system is used to request feedback from graduates who had already started working. It asks them to evaluate the subjects, the teaching material, the lectures, the seminars and the lecturers (preparedness, educational methods). It does not ask for graduates' opinion on the infrastructure, the circumstances, the educational coordination and the supporting actions. The departments, institutions analyse and discuss the received feedback, criticism and recommendations, correct and constantly update the teaching materials and methods and solve the emerging problems.

The experts of the New Media Consortium, which is dedicated to research educational matters, predict the widespread application of hybrid and collaborative education in a short time (1-2 years). (Adaptive learning techniques, mobile learning) In 3-5 years, the physical circumstances of teaching-learning will facilitate a flexible education management. Furthermore, there will be smart teaching-rooms equipped with moveable elements, and the hallways and public spaces will provide secure internet access, which will make them suitable for individual- and

groupwork. Learning and teaching will partially be moved from the campus to online platforms. (Internet of Things, IoT) The tools monitoring the process of teaching-learning (data mining software systems) will be developed, through which we will have more accurate information about the work that has been done and its results. In the long run (in more than 5 years), the participation in innovative tasks will be increasingly encouraged, and students who excel in critical thinking will develop the need for "deep-learning", which is based on processing practical cases in groups or individually, that require pupils to connect their existing skills and knowledge. (Natural user interfaces and artificial intelligence will also be integrated in education in the future) (Bodnár, 2017, pp.14-24)

In the past years, new regulations have been implemented regarding financial, structural and curricular issues, which provoked strong objections from the involved parties. In my dissertation I review the background of the topical legislation changes and discuss the expected impacts, motives and objectives of the amendments. A teacher's perception of and attitude towards change is influenced not only by personal experiences, but also by the measured results that indicate the quality and effectiveness of education. At present, the educational methodology is strongly related to the observation and the measurement of effectiveness of applied techniques in education. Thus, developing the measurement methodology is also an important part of the education system.

2. Methods used and databases examined

The everyday challenges of enhancing and improving the efficiency of education have a significant impact on what the future generations' knowledge, approach and competence will be like. My goal is to discover the techniques that can be employed in the field of tertiary accounting training and the documentation of the requirements of their introduction. At the time of choosing the topic and developing the theses, I was focused on the educational experiences related to the module Accounting information systems II., which was being transformed following a university concept that had been under development for several years.

Initially, the development was gradual and restricted, meaning that only certain subjects could be transformed, through calling for tenders, but the due to the pandemic and the consequential mandatory switch to remote teaching, some elements of the process have been accelerated. The

challenge of the sudden switch to remote teaching had to be overcome within 1.5 weeks. It was not based on changing the educational concept, rather on switching to new tools. In my opinion, the experiences throughout this switch cannot be left out of my dissertation, which concerns the same topic. However, it is important to clarify that without a concept that had been developed in advance, forcing a completely new and different way of teaching in the middle of a term, which had been started with the rules and requirements of the conventional education system, cannot be as effective, as a comprehensive, conscious advancement. I was involved in the process and all my critical comments are the critique of my own work as well. I have no intention to offend anyone, but I strongly believe that in order to improve the solution methods in the future, the identification of the mistakes is essential.

The general question to assess is which pedagogic techniques, tools and educational conditions receive a positive, as well as which ones receive a negative rating from those involved in education.

The assessment of the Accounting information systems II. (PSZI2) module was based on the indicators of academic record, the HALVEL results' trends from 2015 onwards and the Moodle survey responses I had created and uploaded to Moodle in the first term of the 2019/2020 academic year. The number of students taking this module fluctuated between 62 and 82, thus, instead of using a sample population, I have analysed all the available and relevant responses.

The Halvel system contains the feedback given by the students on each module since the second term of the 2004/2005 academic year. The timelines that can be created based on the HALVEL system's data provide a good basis for analysing the work of teachers, modules, departments and institutes. The data related to teacher evaluation are also used to determine the performance of the educators. The responses given to the questions in the survey are anonymous. Students who complete the questionnaire in the last weeks of the term are able to select and book their exam dates earlier. Before analysing the data, it is important to mention the problems related to its content that hinder the process. The questions have changed by the 2019/2020 academic year, resulting in incomparable data in some questions. Besides the content issues of the data, the method of data retrieval from the system is also problematic. The time spent on the module can be an important information, when it is established both in the international literature and the Hungarian requirements (see above) that the time students are required to spend on the completion of 1 credit is 30 study hours (30x45 minutes).

Database 1.:

I have created a database based on the data (which was organized by year and by module) from the Corvinus University of Budapest's Student Evaluation System (HALVEL). I used the accessible statistics for the module PSZI2 from the last 5 years and conducted a primary research. (HALVEL data is available from each term with the recorded number of students: 2015/16: 46 students; 2016/17: 61 students; 2017/18: 62 students, 2018/19: 69 students, 2019/20: 82 students.)

Database 2.:

A database aggregated from the responses received to the 13 questionnaires that were filled out in the first term of the 2019/2020 academic year through Moodle by the students who took the module PSZI2. I have edited and formulated the questions of this survey based Szitó's learning methodology questionnaire. Typically, 75 out of the 82 students who took this module have completed the surveys. From these collated responses, I was able to create the basis for my theses. In the case of the last survey, the number of respondents was reduced to 35.

Database 3.:

The experiences with the remote teaching system introduced on the 15th of March 2020. due to the pandemic are summarized based on the first experiences with the different solutions of our two largest modules, Managerial Accounting and Basics of Accounting. Regarding this, I aim to study the differences through the change in the student performance data throughout the term and the Halvel results. Approximately 82% of the 913 full-time students who have taken the module have filled out the Halvel questionnaire. I will only use their responses one for my study.

Database 4.:

The students who took the Managerial Accounting and the Basics of Accounting modules were asked about the tools used in remote teaching in the form of a Google Survey that we have created. Regarding the Managerial Accounting module, we have received 309 responses, while this number was 126 for the Basics of Accounting module. In Managerial Accounting, not only

the full-time, but also the students on part-time and online courses have been asked to complete the survey. Hence, in this case, I can study the results based on the distribution by the form of study and by course. The ratios among the respondents are approximately equal to the sample population ratio. The majority of the questions in the survey asks the student to choose a rating on the Likert-scale between 1 and 5. This provides information for statistical analysis quickly, without the need for transformation.

Database 5.:

All Halvel and Moodle surveys provide the platform for textual feedback. This feedback was processed by marking the keywords and the individual classification of the responses, so that an analysable database could be created. In the Accounting information systems II. module, the database has been created according to my system, while for the Managerial Accounting and the Basics of Accounting modules, my colleagues, Norbert László and Eleonóra Tarpataki have provided me with processed databases based on their departmental quality assurance-related summaries.

The teachers' evaluation I recorded our experiences based on the ideas that have emerged in our meetings. The experiences regarding the sudden introduction of remote teaching are recorded based on the what has been said in the educators' forum of the two involved departments (Financial Accounting and Managerial Accounting).

The tools that have been used for the purposes of data processing and analysis are the editor of the Excel Power Query and the IBM's SPSS 25 program package. Their use was facilitated by the Corvinus University of Budapest.

Throughout the assessment, beyond the statistical basic operations, I have applied multivariate statistical methods (correlation calculation, factor analysis, discriminant analysis).

Besides the frequency analysis of each variable, to reveal the relationship between the scales, I use the Chi-square test and in case of significant relationship, I assess its strength by the gamma index. The index indicates the strength of the relationship between -1 and 1. If the significance

level is below 0.05, the significant relationship and its strength is greater, if the index is close to 1 or -1. 0 denotes no relationship.

The factor analysis can be used to examine more variables that are related to each other. Here, by assigning the variables into groups, the influencing factors can be organized.

I try to assess the impact of the change of the independent variables (influencing factors) on the dependent variable (result) by calculating the linear regression, assuming that there is causal relation between the two variables.

When studying the relationship between the variables, the strength of the relationship is quantified with the Pearson correlation coefficient. The coefficient is used to measure the strength of a linear association between two variables, where the value of r is a number between -1 and 1. r = 0 indicates no correlation, r = 1 means a perfect positive, r = -1 denotes a perfect negative deterministic correlation. In case of linear association, the square of the correlation coefficient equals the coefficient of determination, which measures how well the observed outcomes are replicated by the model, based on the proportion of total variation of outcomes explained by the model.[1]

3. The results of the thesis

In the spring term, where the remote teaching became compulsory, the modules with the highest number of students were the Managerial Accounting and The Basics of Accounting. These modules were not involved in the previous education methodology development[2], therefore, they were not labelled as areas to be studied. However, for the remote teaching method, these will have to be transformed as well. In these two modules, we have applied multiple similar solutions, but in some areas, we have employed different techniques, hence, their comparison might be interesting.

The academic records and the HALVEL results in relation to these two modules are already available. At the end of the exam period, the link for the survey we have created regarding the specialities of the modules was sent to the students who had already finished their exams. When assessing the data, I pay particular attention to the students on the Finance and Accounting course, because this is the undergraduate degree managed by our department.

[1] https://www.datavedas.com/model-evaluation-regression-models/

[2] The Basics of Accounting in English was involved in the development, but I was participating in that

In the departmental survey, we asked the students to rate the tools used in remote teaching (they had to evaluate them on the Likert scale, giving a rating between 1-5) The tasks that were handed out through the presentations with the audio recordings received rating of 5 by 59.5% and 58.3% of the students respectively. This is considered to be the best technique, and it is suggested to be integrated into conventional teaching in the future as well. The Teams consultation replacing the seminars was given an average rating of 3.21, 14.28% of the respondents rated it as unsatisfactory. In Managerial Accounting, the Moodle chat received a rating of 1.88, 55.7% of the students found it unsatisfactory. In Managerial Accounting, the usefulness of the available lecture notes for studying was rated 'unsatisfactory' by 25.2%, resulting in an average rating of 2.75. Although the Moodle test and the homework submission every 2 weeks were pre-conditions for the exams in the Basics of Accounting, they have received relatively good ratings, 4.15 and 4.11 on average respectively. The students felt that these were efficient tools to motivate them to regularly prepare for classes. According to the textual feedback, students taking the Managerial Accounting module missed the term-time assessment as a motivational tool.

The feedback provided by the students phrased with their own words are contradictory in some places. As an advantage of remote teaching in both modules, 47% of the respondents mentioned the opportunity to manage their own time schedule, 30% the possibility to watch the video recordings unlimited times, 27% the ability to study at their own pace.

The objectives determined in the educators' forum (mentioned above) involve a more active relationship with students, increasing the student engagement through working together with them, continuous consultation about the requirements and expectations and the development of the tools that motivate students to prepare for classes were the agreed steps for improvement. The idea of not letting the quality to deteriorate in spite of the circumstances was particularly emphasized. We believe that by using various tools simultaneously, it is possible to achieve diversity in the teaching techniques, but we also intend to mitigate the irregular form of exams and to improve the attitude of students. Experiences with software systems that are suitable for carrying out personal identification and programs that monitor the conditions during the examination and decisions in this regard would support our aims in this area.

The verbal confirmation of the exam results is also considered to be a potential solution, but this is only feasible if the number of candidates is sufficiently small. In the term, where teaching had to be carried out remotely, the average grade in Managerial Accounting was 3.28, which is better than in the previous years. In addition, only 6% of the students have failed the module, which is considerably lower than earlier (9-10%). In the Halvel survey, regarding the questions, that were comparable with the ones from the previous years, we have received similar ratings, as in the past years, there is no significant difference. In Basics of Accounting, the average of the exams results has also improved.

3.1. The developed module: Accounting information systems II. (PSZI2)

Following the university's developmental concept, we use the combined methods of blended learning, the increased application of IT tools and projects built on case studies in the module. One of the most important indicators to measure the effectiveness of the module is the grade, which can be retraced in the Neptun system. The exact reason for this is difficult to retrace, but I intend to identify it based on the student feedback. I assess these using two sources: the student evaluation system (HALVEL), which has been applied for years and the module-specific survey uploaded to the Moodle system, which I have created.

Based on the HALVEL data, I will firstly assess the time spent on the module. According to the statistics, substantial fluctuation can be observed. Considering the 30 hours/credit performance set as a requirement based on this dataset, in 2014/15, it was 54.16 hours/credit, while in 2017/18 and 2019/20, it was 21.66 hours/credit. The fluctuation of the data is difficult to explain.

The index that expresses whether the students understand the relevance of the module shows an interesting fluctuation.

The questions at the beginning of the term were aimed at two topics:

1. Questions about the learning style - based on Imre Szitó's survey - involve the choice between verbal-visual-kinaesthetic learning methodology; the preference of individual/social conditions and the influence of intuitive/observant personality traits.
2. Questions regarding previous studies, declaration of estimated knowledge and the achieved results. Due to the restricted access to academic records in the Neptun system and to GDP-regulations, it is not possible to download these data. Therefore, I can only use the information provided by the students for research purposes.

In the weekly survey, besides the topical step of the case study solution, there have been questions about the learning tools and methodology: students have to rate the usefulness of supporting elements on a Likert-scale of 1 to 5. (documents, supplements, the summary of knowledge from previous studies to be used, the lecture explanations, the consultation with students and teachers and the operative legislations)

The questionnaire at the end of the term can be divided into two sections.

1. Questions regarding the processing of the subject (quantity of learning material, sparking of interest, the preparedness of the teacher, enjoyableness, relevance,

evaluation of the student's own performance and whether they would recommend it to the next class) (On the Likert-scale of 1-5)

2. Evaluation of the level of competences achieved by the end of the course (On the Likert-scale of 1-5)

To assess the learning methodology, I used the revised version (based on the 2015 study by Bernáth – Kollár – Németh) of the survey that Imre Szitó has developed in 1987. As a result of the advancement of the IT tools, they have tested the original survey with a sample that consisted of 619 elements, by using main component analysis and Varimax rotational system. By partly modifying the original survey, they have proved that the questions fit well with the factors, the weighing of the questions are above 0.4 and the questions do not charge any other factors with a weighing of more than 0.4, i.e. the scales are consistent and well-separated. The quantity of people I have asked does not allow for the confirmation of survey factors, hence, I accept the 2015 results as the base of my analysis.

Based on the data I have obtained from the students I have studied, they generally prefer information built on visual depictions, when processing the learning material. Furthermore, they study in a silent environment, mostly using a non-social method and the rational (observant), not an intuitive approach. The findings suggest that the role of intuitions and creativity decreases with age. This is also unusual among students on the Accounting course

I have studied the correlation between the learning methodology peculiarities and effectiveness by depicting the frequency of the student responses. From the graph, it is can be seen that there is a weak positive correlation between the textual information processing and the result. The accurate reading and comprehension of the documents is an essential part of accounting, and consequently, of this course as well.

The weak positive correlation between the rational approach factor and the academic results confirms my expectations, since the integration of the acquired data into accounting systems and the understanding of its effect on the systems' elements helps with the processing and the inspection.

Part of the weekly Moodle survey referred to the usefulness of the tools provided for studying. The help of another student received the highest rating continuously. The second-best rated tool was the weekly help, where we have supported their work by providing notes on the problems and tasks of the given week. Thus, this education tool can be considered a successful support technique. Throughout the term, the supportive role of teacher-student consultation has increased. The fundamental goal was to play a consultant role on the seminars and also on the online platforms, besides class-hours. Initially, students did not maximize this opportunity – knowing the teachers' attitude in the previous studies, I am confident to say that they are not used to this – but they have built on it increasingly, as time has passed.

The ‘monitoring the changes in the operative law’ has received the worst rating almost throughout the whole term. This is unfortunate, since in the accounting industry, it is impossible to ignore the effects of legislation changes. In case of legal disputes, the basis of reference is the exact script of the legislation, not the other expert. In the term of the development, we were already striving to incentivize students with tasks that require them to quote the exact script of the legislation and practice how they can access it, without success. We need to take further measures in this field.

One of the main areas of the development regarding the teaching of this module is the systematization of previous studies and to share the related documents on Moodle. We suggested students to review the related notes before the seminar that was relevant to the given topic. With this measure, we wanted to enhance the effectiveness of the seminar. Since a substantial proportion of the students did not follow our advice – and we did not discuss the material in class either, assuming that they did – we experienced much greater uncertainty among the participants when solving the problems.

One of the questions in the weekly questionnaire referred to the time spent on the case study. In the first few weeks, students have not realized how much work they have with the 1-2 pieces of information they have received.

The participation rate in the final survey is substantially lower than in the previous ones, only 35 out of the total 82 students have completed it. In the first part of the questionnaire, we have asked a comprehensive evaluation of the module from the students. They had to assign a rating between 1-5 on a Likert-scale to each question. The data regarding ‘usefulness’ and ‘teacher preparedness’ are reassuring, but there is room for improvement. However, the low ratings given for the ‘I would recommend it to the future generations’ and the ‘it did not meet my expectations with regards to content’ questions should urge us to seriously reconsider our approach.

Feedback from the final survey: “Not all details were unambiguous, these should be clarified”, “More practical information is required to solve the problems”, “The theoretical foundations of the PSZI2 module should be taught in the PSZI1 module”, ”I have achieved the highest possible grade in this module at the end of the term, for this, I feel that I did not need luck, I have fought for it with my two hands and my laptop :).”

The developments for the next term are: The review of the receipt content at the beginning of the course can reduce confusion. The requirements towards the analytics are taught in the modules throughout the previous years of the course, students should be incentivized to utilize this knowledge, but the practical Excel solutions and main questions should be highlighted in class as well. A guide to complete the simplified tax return forms could reduce ambiguity.

3.2. Hypothesis

Hipothesis 1.

The success in an orderly subject that is based on practical learning depends on the knowledge acquired throughout the previous studies and on the time spent on it. The higher average achieved in foundational modules and in the time spent on preparing for the Accounting information systems II. module leads to better results. I examined this hypothesis by calculating the correlation coefficient.

According to the frequency distribution of the data, the time spent on the given module has a larger impact on the results, than the previous studies, but both of them are in correlation with the final grade.

The correlation coefficient is significant for both factors, because the value of p is below 0.05. The value represents a smaller than moderate positive relationship not only between the achieved grade in the module and the time spent on the module, but also between the final grade and the results in the student's previous studies.

Consequently, I find the hypothesis to be proven. Although the relationship between the achievements in previous studies and the final grade obtained in the module and between performance and the time spent on the module is not function-like, but it can be considered significant.

Hypothesis 2.

The enjoyment of the subject depends primarily on the student's learning style. The method is more likely to be evaluated positively by students who are system thinkers and capable of maintaining long-term focus. To prove the strong relation between the classification of learning style according to the questionnaire and the students' opinion, I calculated the correlation coefficient.

In this correlation calculation, I included the learning style factors and evaluation points of the final questionnaire associated with the subject. According to the correlation matrix the following correlations are apparent:

Based on the hypothesis, the students who use the auditive-understanding information processing more effectively evaluate the module more positively than the system thinker, rational students, who prefer the silent, individual form of work.

The auditive-understanding characteristic indicates a positive correlation in most evaluation points, however, the relations are weaker than the moderate correlation. In the aspects of time commitment and the understandability and enjoyability of the teacher's explanation, the relationship the relationship is negative.

This positive relationship is not justifiable in case of students who prefer the deep studying form of work. For the majority of the evaluating factors, a minimal, rather negative relationship can be observed. Based on the correlation matrix, it is visible that when a student prefers this type of learning style, he is not keen on applying other methods, as the matrix shows a negative correlation with those.

In the case of the rational, system thinker type of students, a positive, but minimal correlation is indicated for almost every evaluation point. Regarding 'the content met my expectations', 'the usefulness' and 'I have learnt a lot' statements, a negative relationship was found. In my opinion, the reason for this is that students who were able to systematize the learning material well in their previous studies did not benefit as much from this module.

In the majority of cases, the relationships between the factors are weaker than moderate. The correlation between the preference for kinaesthetic learning and the satisfaction with the module content is somewhat stronger, than moderate. The characteristic of students who prefer an auditive – active, or visual – graphic information processing method indicates a weaker than moderate, inversely proportional relationship with the rating assigned to the 'the content met

my expectations' statement. – The subject is not primarily built upon group communication, kinaesthetic problem solving. Hence, for students who have this kind of mindset, this subject did not meet the expectations.

The module lived up to the expectations of those students, who accepted the quantity of the learning material. The preparedness of the teacher was evaluated more positively by the pupils who prefer social interactions.

The hypothesis has been partly proven, because the positive relationship could not be always proven for the features accentuated in the hypothesis, but the diverse evaluation of the different styles is clearly demonstrable from the correlation tables.

Hypothesis 3.

The preference of the support notes created throughout the development (video, text, figure, link collection) was dominant in case of students who have visual and verbal learning styles. There is a strong relationship between the learning strategy questionnaire and the term-time evaluation of the learning material. To prove this hypothesis, I calculated the correlation coefficient.

Based on the correlation matrix we use the responses of the students, who are auditive active, auditive-understanding and visual graph or visual text information processing types. In the visual graph and text rows, the evaluation of the tools indicates almost always a weak, but positive correlation. The visual graph attributes move opposite to the text format of helping notes and the consultant role of peers.

The students who prefer auditive - active information processing did not find a suitable tool for themselves; positive correlation is shown with the previous modules' material. In most cases, only minimal negative relationship can be observed, but in case of the receipt, the case study text and the consultation with peers, a weak negative relationship is detectable.

Based on the statements of the auditive type of students regarding the education tools, we cannot consider their relation to any of the tools determinative, because the value converges to 0 at each relationship. In the case of the efficiency rating of support notes, the case study text and the regulation, the relationship is positive, converges to 0, while in the case of the receipt, the

summary of learning material from previous modules, the explanation in class and the one-to-one consultation, the results show a negative relationship, which converges to 0. This result is interesting, because when evaluating this module at Hypothesis 2., this group has given the most positive ratings. I found this surprising, but subsequently, for the evaluation of the tools, I expected a more positive outcome. I was also unable to find an explanation for this outcome based on the textual feedback.

Thus, I find the hypothesis to be proven, because although the correlation between the factors of the preference of educational tools and of visual processing type students is weaker than moderate, it is clearly positive, while the evaluation of the other groups is neither significant, nor is it negative.

Hypothesis 4.

The preponderance of independent work, the communication with peers and the utilization of the teacher's help becomes dominant in connection with the psychologic characteristics relation to the social environment. There is a strong correlation between the weight of the learning strategy questionnaire and of the work method during the semester. To prove this hypothesis, I calculated the correlation coefficient.

According to the 'Silent' and 'Social' rows of the correlation table, we use the responses of the students who prefer independent work style in a silent - undisturbed environment and of those who prefer group work.

There is no significant difference between the two groups considering their relationship with the tools. Almost all values converge to 0, hence, there is no indication of a significant correlation.

The largest (though still minimal) difference between the two groups appears in the consultation with peers, because, according to the choices of the students who prefer the social environment, there is a considerably weak positive relationship, while according to the answers of the students who belong to the 'Silent'-group, the correlation shows a negligible negative value.

The consultation with the teacher is preferred somewhat more by students in the 'Silent' group (minimal positive relationship). I expected a larger discrepancy regarding this matter, because these students are the ones, who are afraid to ask questions in class in front of their classmates. Students who are more social are typically braver to ask questions in front of their classmates.

In spite of the weak differences, I do not consider this hypothesis to be proven, there is no significant difference between the choices of the two groups.

Hypothesis 5.

There is a strong relationship between the student's opinion about the module and the achieved grade. In order to prove this hypothesis, I calculated the correlation coefficient.

At the assessment of the tested module's (Accounting information systems II.) HALVEL data previously, we could see on a graph, that the average of the grades in the module and the evaluation provided for the given term move together. The 'useful' and 'relevant' evaluation aspects over the whole period in which the assessment took place represented nearly as much movement year by year, as the average of the grades. Based on the figure, between 2015 and 2018, the rating given to the 'I enjoyed the work throughout the term' and the 'I would take the module again' statements followed the same pattern. On the contrary, in 2019-2020, the rating of these two aspects differed from the previously typical pattern. The HALVEL system is anonymous, I cannot combine the individual opinion with the achieved grade. Thus, for this purpose, I gathered information through Moodle questionnaires.

I examine the student's achieved grade and his answers given in the final survey regarding the module by calculating the correlation coefficient. The percental value of academic record moves together mostly with the student's responses given to self-assessment questions (80.2%, $p<0.05$). We saw this at the overview of the data as well. 6 students have rated their performance to deserve a higher, and 3 to deserve a lower grade than what they actually received.

There is a weaker than moderate, positive relationship between the academic record and the acceptable quantity of material that needs to be processed (0.467, $p<0.05$).

The SPSS run indicates a weak, positive correlation (0.295, $p<0.05$) within the usual expected margin of error between the achieved grade and the expected time commitment.

There is also a weak, positive correlation (0.267) between the rating assigned to 'usefulness' and the final grade achieved in the module, and we can say the same for the relationship between 'the content of the learning material met my expectations' statement and the final grade received

(0.213). However, in both cases, the error was above (0.068 and 0.071) the usual 0.05 margin of error), hence, we have to treat these relationships with scepticism.

Regarding the other factors, the SPSS run indicates a positive relationship in most cases, but with small values and substantial errors. Thus, these cannot be used adequately. For all variables, the outcome of the run indicates that we need to reject the null hypothesis with regards to independence. Consequently, the relationships found between the factors have to be rejected too.

Based on the findings described above, I find the hypothesis to be partly proven, since although a significant relationship cannot be detected for every single evaluation aspect, there is some kind of relationship in all cases. Furthermore, for 4 groups, a weaker than moderate, positive relationship can be observed.

Hypothesis 6.

There is a strong relationship between the opinion of the students about the teacher and the level of involvement. The students who spend more time studying during the term and work precisely evaluate the teacher more positively. To prove this hypothesis, I calculated the correlation coefficient.

By plotting the frequency, we can see a strong relationship between the evaluation of the time spent on the module and the rating assigned to the 'the teacher made the subject clear and interesting' statement. The trendline is considerably steep. The correlation coefficient calculation is within the acceptable margin of error, which indicates a weak-moderate positive relationship.

A much less ascending trendline can be seen for the relationship between the time spent on the module and the preparedness of the teacher. Therefore, the correlation here is weaker. The outcome of the correlation test matches the significance level requirements that confirm the weak positive relationship.

Based on these findings, I find the hypothesis to be proven.

Education takes places as a result of the simultaneous movement of, and despite the counteraction of several influencing factors and personality traits. There are relationships between the examined factors, but a model, which can be used to explain how and why the students' evaluation is formed, could not be constructed, because in my study, I was only able to assess a small number of influencing factors and personality traits.

4 Conclusion

This research was conducted to evaluate the developments in the module and to study the change in its effectiveness.

As a teacher, my primary aim is 'to do a better job in everyday life'. In relation to this, several areas have been discovered that require further development.

The tools and objectives of teaching methodology need to be determined in advance. In addition, these have to be communicated well towards the students.

Sharing the learning material in advance in blended learning is only effective, when the students require it, when they can measure the extent to which they were able to understand and process it, when they receive feedback regarding their performance and when inadequate work has direct consequences.

The system of requirements has to be precise. The students need to feel, that it is predictable, and they need to be prepared for the challenges with regards to content and form.

The problem solving and the answering of questions shall be supported with the possibility for one-to-one consultation. Many students are insecure and are afraid to ask questions on a public forum or in the seminar. Their preparation should be assisted with additional options.

Every student is different. Some of them are better at studying, when using a written form of the theoretical knowledge, while others are better at kinaesthetic, active problem-solving. Thus, one type of support document is not sufficient, we need to provide the information in various forms (notes, detailed outline, live lecture, video recording, platform for consultation), striving to satisfy the needs of as many students as possible.

Besides the method and numerical results of the steps, it is also essential the emphasize their purposes and requirements. It is important for the students to be aware of the purpose and

deadline of tasks. Although we are expecting adult students to manage their own study schedule, we still need to support them with their everyday motivation.

It is challenging to break off students' habits and the good practices in the previous modules. In the case of teaching a module that has a fundamentally different methodology, we need to pay particular attention to informing students.

The purpose of a practice exercise is not the exposition of the numerical solution. Its purpose is the familiarization with and the understanding of the sequence of conscious steps, when choosing between the potential solution methods and paths. Students need to be prepared to be able to do that.

Another area of my research was to determine the development plan regarding the experiences with the use of the quality assurance tools and students' evaluations in practice. The goal is to receive and provide feedback to the participants on the intentions and on the different fields and objectives, and to recognize the complexity of the evaluation process of the educational effectiveness. Besides lexical knowledge, the skills that support its application should be among the evaluation criteria as well. A flexible and well-constructed feedback system is necessary for those involved in the training. For the teachers and researcher colleagues, obtaining the results they need by merging multiple databases is not a viable option. My suggestions are related to the HALVEL system we use at the university currently. However, the replacement of this system with a new a multiphasic feedback analysis system would be a more effective solution.

Beside the general students' evaluation system, it is worth integrating the questions regarding the different modules' characteristics into the questionnaire. The development of questions and question groups that consider the specialities of educational tools and educational coordination methods needs to be enabled.

Preserving anonymity, the connection between the academic record and the evaluation should be traceable (at least on the level of 'passed' or 'failed').

It would support the research evaluation, if we had the opportunity to overview the applied calculation methods and the original data set. This would also make the errors more visible and the data could be used more precisely for the analysis.

Questionnaires completed by students who did not take the task seriously (where all answers are the same) should be sorted out. Through detecting outliers, debugging should be enabled.

For research purposes, the access to the results of the modules that are not taught by the given person who is writing the study should enabled.

Indicators used for different courses, modules and institutes should be made comparable. For example, the time spent on the module should be linked to minimum credit number.

Extracting and analysing the data should be made simpler through the possibility to download the timelines and offering a wider selection of analysing tools.

As a teacher and as a researcher, I profited immensely from the work carried out for my dissertation project, and I hope that my ideas will facilitate to take further steps towards educational development.

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6. Relevant own publications

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