Blended and Digital Learning in Higher Education on International Controlling: A Case Study

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Abstract

Blended and digital learning are key enablers for the transformation in higher education learning. Student centered and personalized learning, competency-based education, timely and local independence of the students’ learning experience are amongst the key benefits of the inverted classroom. In our study we present a framework using advanced teaching and learning methods in higher education on the subject of International Controlling. We explore the question which strategy and instruments can facilitate an efficient acquisition of specified competencies from the learners’ perspective, offering substantial improvements for teaching and learning quality. A further core aim is to evaluate the response of a test group to our concept. The results suggest a balanced combination of well-known and advanced learning techniques and include a student feedback analysis on the application of the concept.

Key Words: Blended Learning, Digital Learning, Student-centered learning, Competency-based Learning, International Controlling, Management Control