



# Seminar #FinancialInnovations in the #DigitalAge (SFIDA)

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Seminar (BA) ohne Tut  
ca. 15 Studierende  
Wirtschaftswissenschaften

*Inspirationsbox Digitale Lehre*

Academic Staff Development

## Zur Veranstaltung

### Inhalte

The Seminar #FinancialInnovations in the #DigitalAge (SFIDA) is a virtual seminar at the Bachelor level which was jointly offered by the departments of economics of Kyiv National Economic University (KNEU) and University of Konstanz (UniKon). The joint seminar was conducted in English and fully relied on state-of-the-art digital teaching, learning, and virtual co-working environments. In terms of content, the seminar focused on the personal opportunities and challenges faced by young secondary-school students in dealing with a number of disruptive financial innovations that originate from technological innovations within the current digitalization process of economies and societies.

The didactic concept of the seminar relied on the idea of Collaborative Online International Learning (COIL). Following a kickoff meeting that introduced the seminar and served as a first digital get-to-know-you session, the seminar was structured in three parts.

In the first phase, students were taught basic concepts in the field of financial innovations by means of input presentations by the lecturers and selected practical representatives from the FinTech sector, both from Ukraine and from German-speaking countries. Already in this first phase, various didactic concepts and digital platforms (e.g., Zoom, Gather, and Engage)

were introduced and actively used. For the purpose of improved immersive learning, also VR technology (virtual reality) in conjunction with Oculus Quest 2 goggles were used.

In the second phase, five teams of three students each – including (1) UniKon BA students of the business education specialization B (future teachers), (2) UniKon BA students of the international financial economics specialization D or FiMa students, and (3) KNEU students – focused on specific topics of financial innovations in the digital age (e.g., cryptocurrencies, tokenization, financial warfare). In particular, they developed didactically justified lesson plans (incl. specific digital learning products) for students in upper secondary schools or in business high schools. These teaching concepts took into account the use of digital media (e.g., instructional games and/or relent tools). Students were also expected to develop a digital teaching module, i.e., a learning product and/or an actual sample of teaching, in accordance with their teaching concept. If requested and needed, students received feedback on their ongoing work.

In the third phase, the internationally-mixed and subject-mixed student teams presented their digital lesson designs and learning products using their digital platform(s) of choice. After each presentation, the strengths, weaknesses, and potential for improvement of the individual digital teaching and learning elements were discussed in the plenary.

### Lernziele

The seminar has four goals. First, it aims at giving students the chance to gain state-of-the-art theoretical and practical knowledge on the current and prospective consequences of financial innovations in the digital age. This goal should be reached both via inputs from the lecturers and practitioners as well as via individual and cooperative self-learning in mixed student groups. Second, the seminar intends to offer students the opportunity to exercise and improve their ability of developing and implementing creative teaching concepts based on new digital platforms and media. Third, it intends to strengthen students' hands-on abilities to learn, teach, and cooperate in purely virtual environments. Finally, by offering the opportunity to work together in international teams, the seminar allows participants to exercise their intercultural competences.

## Herausforderungen & Highlights

### Die größte Herausforderung...

The kickoff-meeting was scheduled on March 15, 2022. On February 24, 2022 Russia began its full-scale invasion of Ukraine. Our Ukrainian partner had to flee Ukraine, which was not only a personal hardship but also endangered the seminar.

### ... und ihre (Nicht-)Lösung

The online nature of the course proved to be a very resilient format in these difficult times. Despite frequent shelling alarms and power outages on the part of our Ukrainian students, we were able to run the seminar as planned. This was possible due to a combination of

synchronous teaching, recorded sessions, and the strong will of all participants to carry out this project. The kickoff-meeting took place on March 15, 2022, as originally planned. On that occasion, Ukrainian students met for the first time online since the beginning of the full-scale war. This was a very emotional moment that all participants (teachers and students) will hardly forget.

### **Das funktionierte gut**

The use of immersive platforms, such as Gather and Engage with VR goggles, turned out to be a very innovative and enriching experience.

## **Kommunikation und Plattformen**

### **ILIAS für was**

ILIAS was used to share teaching material (links to meetings, slides, recorded Zoom sessions, and a forum for asynchronous discussions on the topics).

### **Sonstige Plattformen**

In addition to ILIAS, we also used Gather both as a meeting room and as a repository of class-related material.

### **Peer-to-Peer Tipps**

Experimenting with new teaching formats, digital platforms, and tools can be a very enriching experience for both teachers and students. Specifically, the interaction with Ukrainian students and teachers in this historical moment of hardship (made possible by the digital formats) was very emotional and rewarding.

## **Academic Staff Development**



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