

PROFFORMANCE AWARD

# Start-up Sparks: Crafting Retail Success in the Classroom

*A Case of “Management, Organization and Leadership of Commercial Enterprises” Course*

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## COURSE OVERVIEW

# Management, Organisation, and Leadership of Commercial Enterprises

### COMPULSORY SUBJECT

Undergraduate & Postgraduate



#### STUDY PROGRAMME

Commerce and Marketing BSc



#### UNIVERSITY

Széchenyi István University, Győr



#### CLASSES

1 lecture + 1 seminar · 90 min each



#### YEAR OF STUDIES

3rd year students



#### STUDENTS PER YEAR

70 – 120 students on average



#### COURSE LEADER

Szandra Gombos, PhD · since 2014



*Classroom & technological infrastructure varies by academic year*

# THE CHALLENGE



## Passive Learning

Students as passive recipients, limited engagement



## Labour Market Gap

Academic output misaligned with employer expectations (creativity, communication skills, teamwork and digital literacy)



## Digital Deficit

Underdeveloped digital & AI competences



## Real-World Relevance

Theory-heavy, lacking practical application

Key question: How can we redesign courses to develop future-ready graduates?



# PEDAGOGICAL REDESIGN

## BEFORE

- ✗ Instructor-centered / frontal teaching
- ✗ Knowledge transmission only
- ✗ Written exams & text-based assignments
- ✗ Individual long case studies
- ✗ No digital technologies



## 2023/24

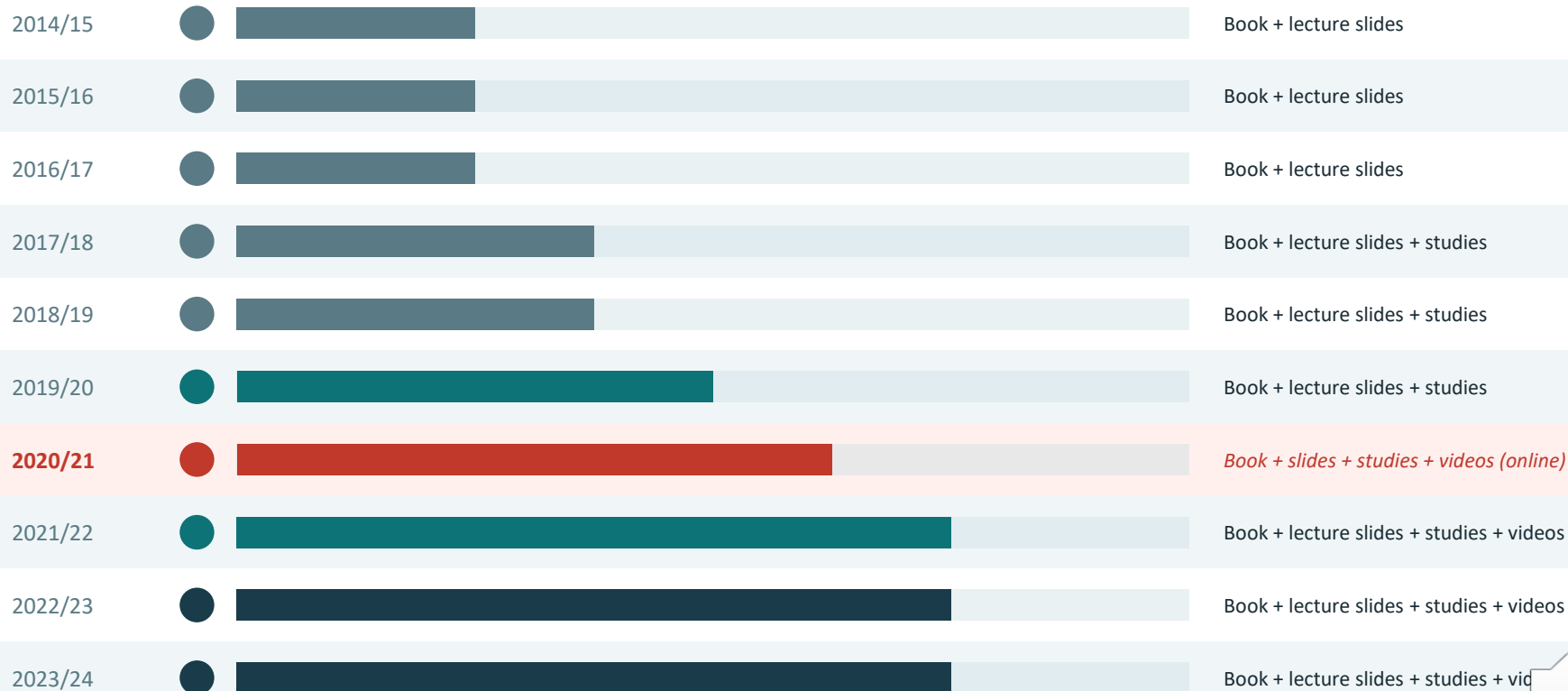
- ✓ Student-centered, project-based learning
- ✓ Competence & skills development
- ✓ Video business pitches + expert jury
- ✓ Team-based startup project all semester
- ✓ AI-enhanced learning



# COURSE MATERIAL

C

Resources and learning materials provided to students



PHASE:

● Traditional

● Emerging

Digital

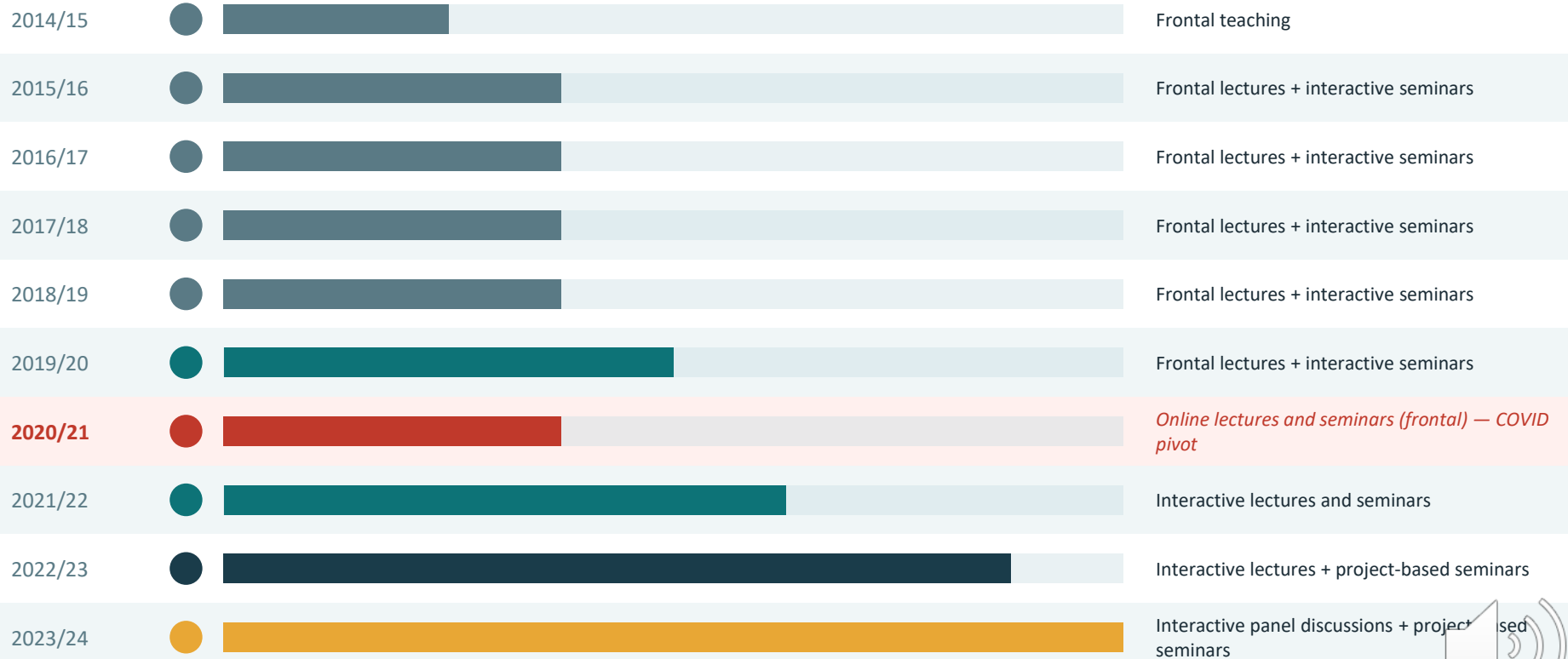
● Advanced AI



# EDUCATIONAL METHODOLOGY

How teaching was delivered in the classroom across 10 years

M



PHASE:

● Traditional

● Emerging

Digital

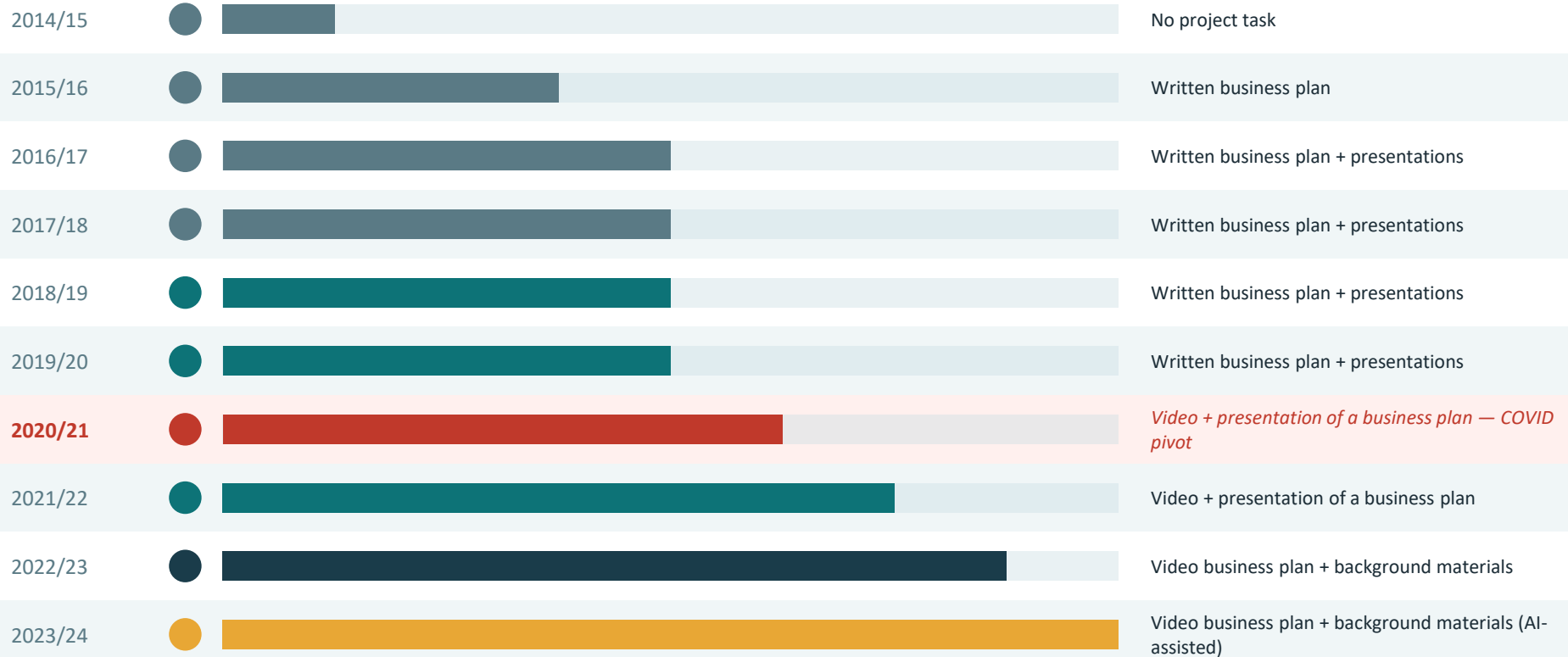
● Advanced AI



# PROJECT ASSIGNMENTS

The main semester-long deliverable students produced

P



PHASE:

● Traditional

● Emerging

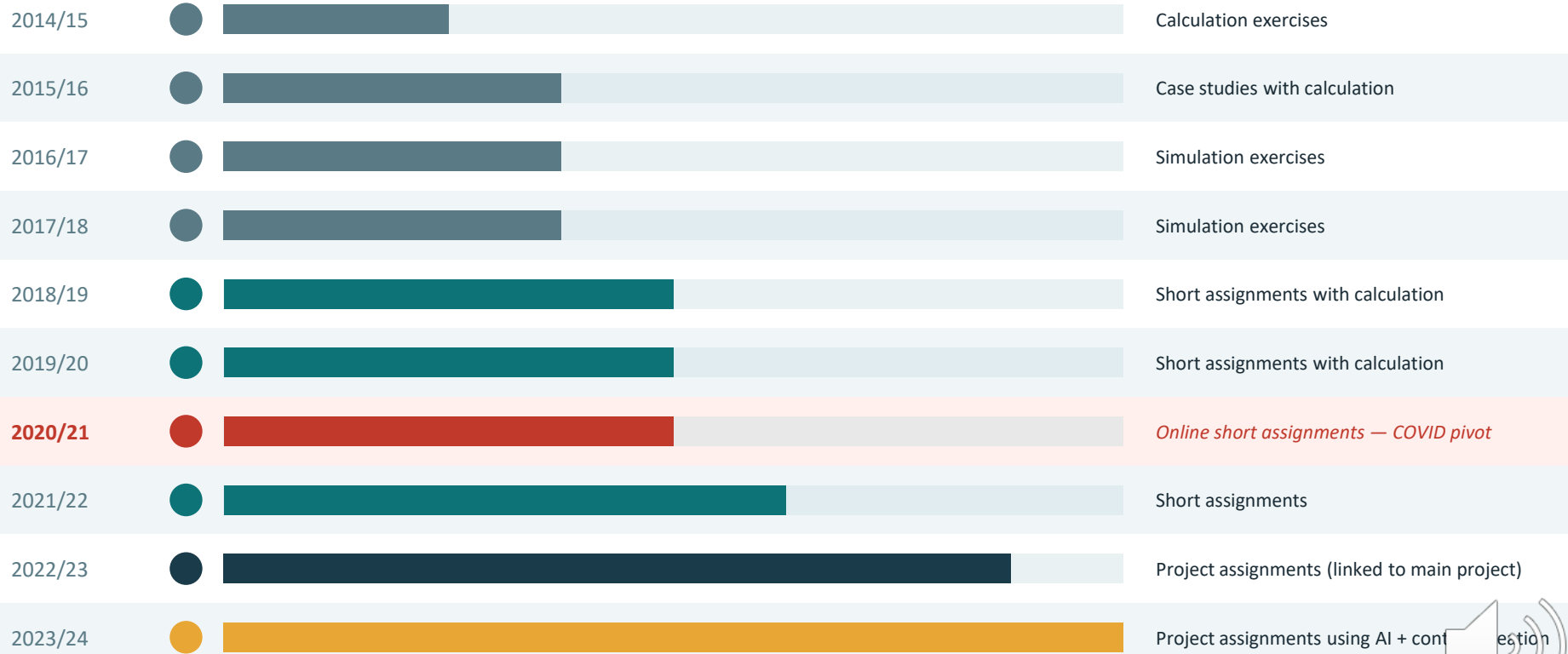
Digital

● Advanced AI

# SEMINAR ASSIGNMENTS

Tasks completed by students during seminars

S



PHASE:

● Traditional

● Emerging

Digital

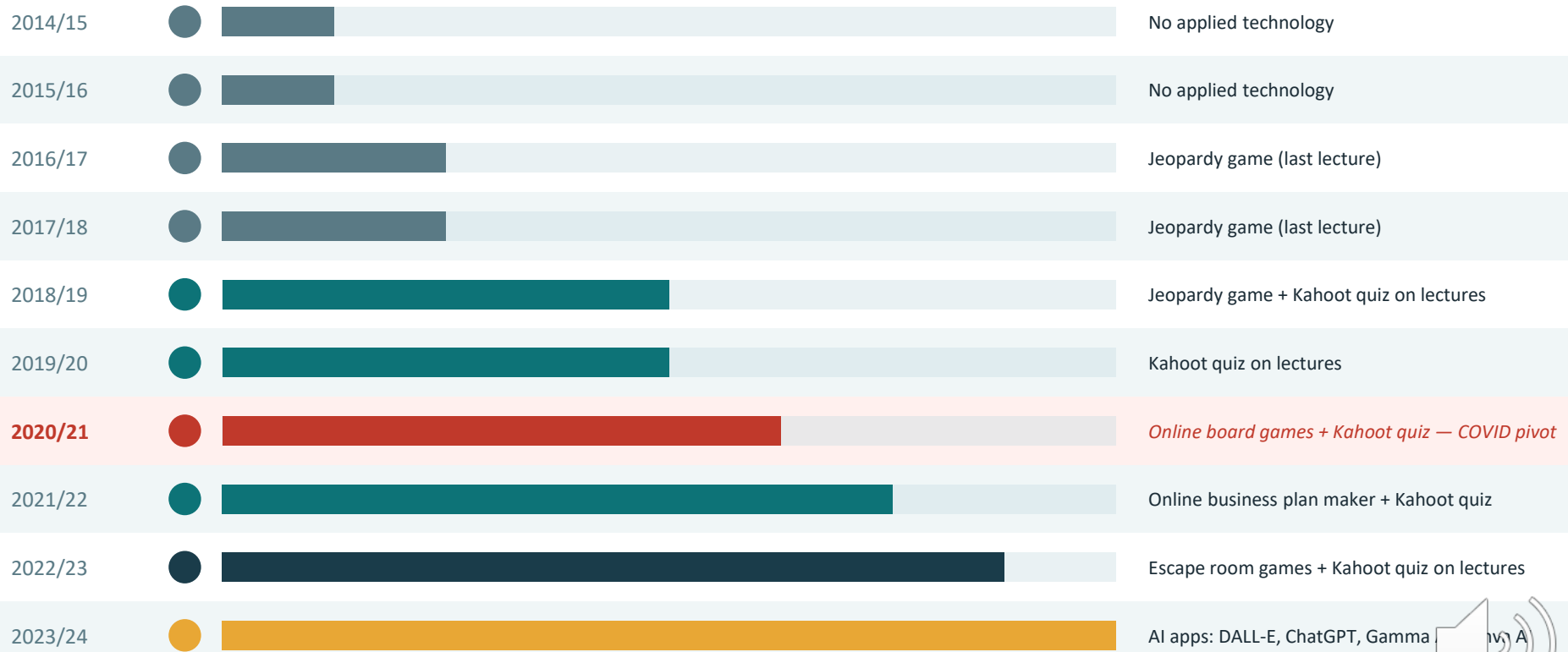
● Advanced AI



# APPLIED TECHNOLOGIES, GAMES & SOFTWARE

T

Digital tools and gamification elements introduced into the course



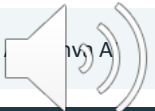
PHASE:

● Traditional

● Emerging

Digital

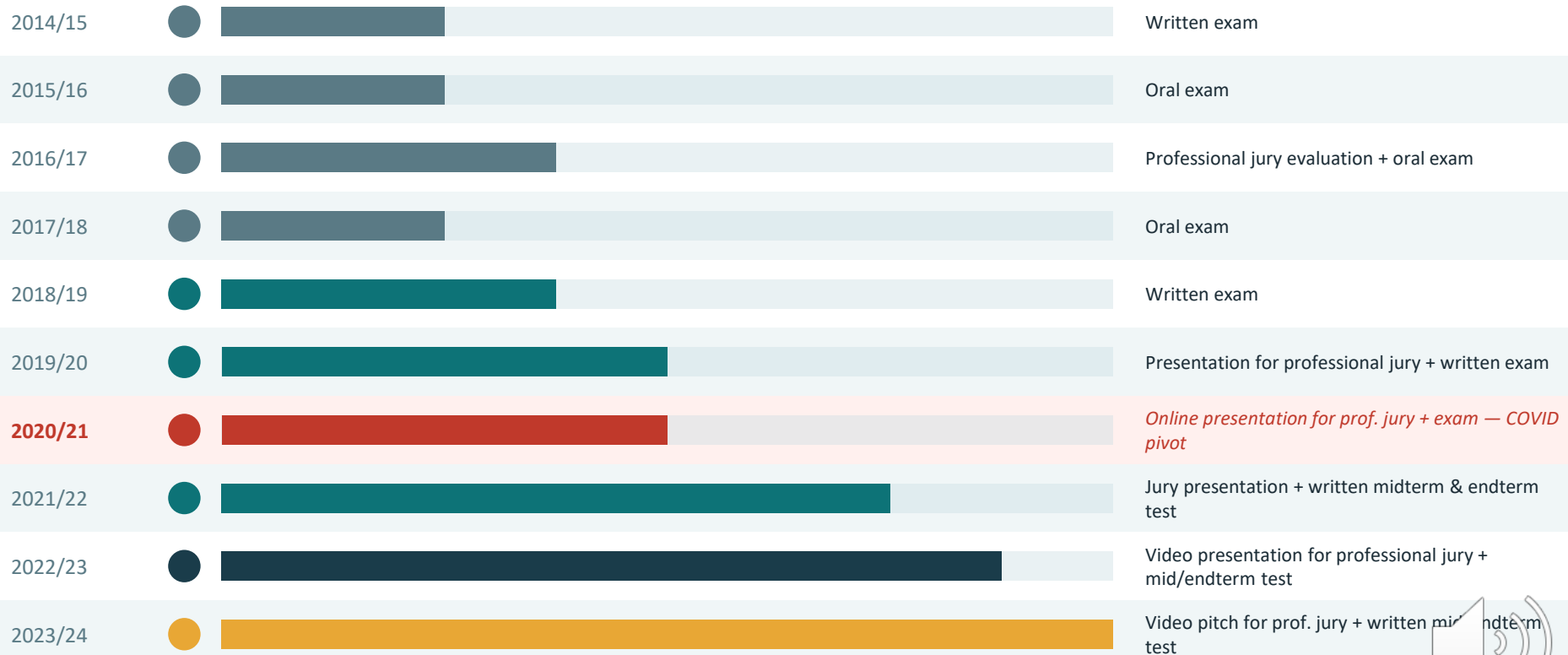
● Advanced AI



# ASSESSMENT METHODS

How students were evaluated at the end of each academic year

A



PHASE:

Traditional

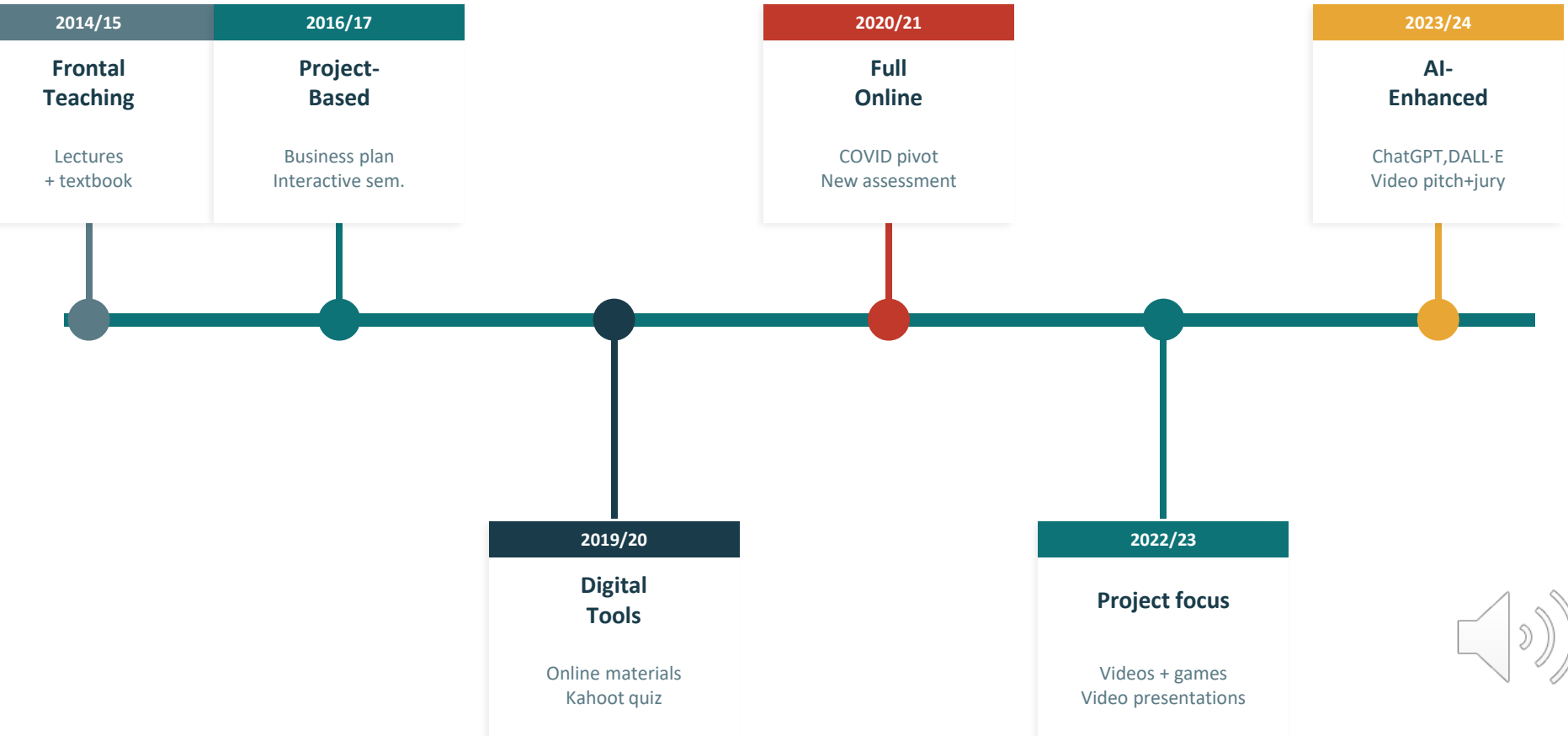
Emerging

Digital

Advanced AI



# 10 YEARS OF COURSE EVOLUTION · 2014 → 2024



# DIGITAL TOOLS & AI INTEGRATION

*Not tool-driven — pedagogy-driven integration*



## AI Tools

ChatGPT · DALL-E · Gamma AI · Canva AI  
Brainstorming, visual generation, content creation



## Gamification

Kahoot · Mentimeter · Digital Escape Rooms  
Real-time knowledge checks, team challenges



## Collaboration

Google Drive · Virtual Platforms  
Remote & hybrid teamwork all semester



## Multimedia

Video-based business storytelling  
Final pitch = professional video presentation



# MEASURABLE IMPACT

**+20%**

Increase in  
Participation

**+30%**

Student  
Satisfaction

**90%**

Completion  
Rate

**80%**

Gained New  
Digital Skills

**70%**

Outputs at  
Startup Quality



*By 2023/24, the course fully met market expectations. Business professionals reported that students' competences, outputs, and digital skills aligned with real-world requirements — the first time no further changes were suggested.*



THE KEY TO SUCCESS

# Lifelong Change & Development

## REFLECT

Critically evaluate what works  
and what must change

## ADAPT

Respond to student, market  
and technological shifts

## INNOVATE

Continuously introduce  
new methods & tools



# THE COURSE TODAY · 2025/26/27

*A new iteration — going back to basics, with a twist*

*After years of digitalization, the current design deliberately reduces technology in class — prioritising deep thinking, presence, and real interaction*

## EDUCATIONAL METHODOLOGY

Interactive video-based lectures  
+ project-based seminars

## COURSE MATERIALS

Lecture slides · videos  
Real-world articles & scientific studies

## SEMINAR ASSIGNMENTS

TOTALLY NON-DIGITAL  
Only last 2-3 lessons: digital devices  
allowed

## PROJECT ASSIGNMENT

Presentations with  
visual effects

## APPLIED TECHNOLOGY

No technology in most classes  
No quizzes · No online games  
Real-life presentations & project  
discussions



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# Thank you for your attention!

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*For any questions, feel free to reach out:*

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