

EFFECTIVE PEDAGOGICAL MANAGEMENT AS A ROAD TO SUCCESSFUL INTERNATIONAL TEACHING AND LEARNING

MICHAEL A. RADIN, VIKTORIIA RIASHCHENKO

ABSTRACT

DOI: 10.23762/FSO_VOL5NO4_17_6

The purpose of this paper is to portray how vital are pedagogical innovations as tools in successful international teaching and learning and in successful communication between teachers and students. In addition, to portray how pertinent pedagogical innovations are in the communications between the students and professors as well. Furthermore, we will illustrate several practical examples of successful international pedagogical innovations. Methodology – we will provide examples of successful implementations of innovative teaching and learning with statistical data (student evaluations). What differences occurred after the implementation of a pedagogical innovation and especially how much improvement happened after the implementation of an idea? Furthermore, how do we measure success and improvement? Moreover, we will provide examples of successful international teaching and learning innovations and analyze cross – cultural comparisons between the American and Latvian educational systems.

Originality of the research – pedagogical innovations are one of the main tasks in developing successful human relations, especially between the professor and the students. In addition, it is vital that the changes during the process of knowledge exchange relate and correspond to the social changes in society and relative within the system of comprehension of new knowledge in the current generation. We will show that the essence of international educational innovations is portrayed as the main trends of this process are discussed. Moreover, we will share our successful implementation of our innovative teaching and learning experiences; in particular, comparing the Latvian and the American educational systems (ISMA University in Latvia (School of Management & Information Systems) and Rochester Institute of Technology (RIT)) as examples of identifying and summarizing innovative initiatives. Especially examples of successful innovations with positive impacts and positive feedback

KEY WORDS

Creativity, international education, innovation, implementation of ideas, educational change.

MICHAEL A. RADIN¹

e-mail: michael.radin@rit.edu

Rochester Institute of Technology,
Rochester, USA

VIKTORIIA RIASHCHENKO

e-mail: viktorii.riashchenko@isma.lv

ISMA (School of Management
& Information Systems)
University, Riga, Latvia

¹ Corresponding author

Introduction

Innovation has been an essential tool and method of solving problems, making improvements and leading to further progress during the last 200 years. Especially we have seen many technological innovations and pedagogical innovations during this time span. Innovation and creativity have been essential trends in the new formations in the professional and pedagogical cultures. It is certainly pertinent for the teachers to introduce and include new activities inside and outside their classrooms, develop and implement pedagogical innovations in the training and education and establish a positive, innovative and hands on learning environment for their students to keep the students engaged (Brown 1958; Huberman 1983; Venalainen 2012). This is also vital as teaching styles and learning styles change from generation to generation. In addition, this is very important due to the reforms that occur quite frequently in the educational systems. These phenomena lead to a strong motivation for innovation-oriented pedagogical teachers' activities in the current development of educational system and culture. Recent social and economic changes, the emergence of new educational institutions (including private universities) and international influences from the European and the American educational systems not only create competition among the universities, among the departments in a university but also among the professors as well (De Fraja, Lossa 2002; Eppe, Romano 1998). In addition, as stated by the Bologna process, improvement of the quality and relevance of internationalised master education is a fundamental objective (Androniceanu 2015). We will discuss the competition in academics in the Section (International Pedagogical Competition). In addition, the increasing humanization in higher education, perpetual changes in the

structure of academic disciplines, entry of new professions and specializations that require necessary restructure of organizational forms, learning technologies, changes in the attitude of teachers towards the development and applications of innovation and creativity in their classrooms (Kleiman 2008; Warford 2010).

Creative trends in the development of teachers' professional and pedagogical cultures, including the development and use of pedagogical innovations are the primary means of reforming the educational systems' policies in the sphere of training highly qualified personnel. The development of pedagogical creativity and innovation is therefore a pertinent tool for providing a positive and successful educational working atmosphere, positive feedback and for improving and enhancing the teaching and learning environments (Goodlad 1967; Shields 2003; Venalainen 2012).

Furthermore, according to the leading educational concept (Hunkins, Ornstein 1989; Spendlove 2007; Von Glaserfeld 1989) pedagogical innovations enhance teachers' emotional intelligence and offer a more flexible teaching and learning atmosphere; in particular, understanding alternative teaching approaches and applying them to help his or her students learn and grasp challenging concepts easier.

Various sciences including philosophy, psychology and pedagogy have been engaged in the study of the essence of creativity and the possibilities for its development and other aspects quite some time ago. The Greek philosopher Plato (who was Socrates' student and Aristotle's teacher) referred to the human creations as: "Anything that causes a transition from nothingness into being is creativity". In ancient philosophy and pedagogy, creativity is the discovery of the new with novelty present in all human creations. "Novelty" in

the interpretation by the German philosopher Emanuel Kant as something rare and impressive. "The novelty is a source of and a means for revitalizing attention. All creativity becomes subjective and universally transforms itself into a particular ability of the person." (Allison 2012). In this article, we will consider pedagogical innovation as a special form of classroom creativities, hands on participation and hands on learning and thinking. Learning by practice instead of watching others (Smallbone, Quinton 2010). Conducting the course in the hands on teaching and learning style by providing practice problems and analyzing real life situations; this is predominantly focused towards the organization of innovations in the academic atmosphere. In addition, pedagogical innovations are the process of creation, implementation and dissemination; new ideas to implement during the process of knowledge exchange (Hall 1992; Leithwood, Montgomery 1980).

1. International teaching & learning innovations and methodology

The first vital question to address regarding pedagogical innovations and creativity: How do we measure the success of a new pedagogical idea? Was the new pedagogical idea successful? What problems and concerns did new pedagogical innovation resolve? These questions have been addressed by several educators in different countries (Cartwright 2007; Smallbone, Quinton 2010; Venalainen 2012; Warford 2010). In the American educational system, success or failure of a new pedagogical idea or innovation is measured by a series of chronological statistical analyses. Especially, the administration in the American universities likes to see the reduction in the D's, W's and F's (these are unsatisfactory

grades in the American universities) and likes to see increased student enrollment. Now we will share some of successful practical experiences that were successful. Michael Radin is an associate professor of mathematics at Rochester Institute of Technology has been teaching for 23 years; 6 years at the University of Rhode Island as a doctorate student and 17 years at Rochester Institute of Technology. In addition, Michael has international teaching experience at the Aegean University in Samos, Greece during his spring 2009 sabbatical and in several universities in Latvia during his spring 2016 sabbatical. Michael began his teaching innovations by introducing the idea of "hands on workshops" in his freshman calculus courses that he regularly teaches at RIT. In addition to four hours of lecture per week, students have two hours of workshops, providing many practice problems to work out all the details and to help them see how the details are connected. In addition, these are guided workshops where students can ask questions if they are stuck and to work with each other too. Furthermore, Michael required his students to keep a portfolio of the worksheets and required his students to come with their portfolios towards the end of the semester to his office and have it checked. It taught students to stay abreast of the material, to stay organized at all times and to come to class and workshops at all times. This was conducted for the first time during the 2004-05 academic year while he was participating at the RIT Faculty Learning Community. This pedagogical project analyzed a particular problem that occurs on a regular basis in a course; finding a possible solution to resolve the problem. Shortly after he introduced this idea the percentage D's, W's and F's diminished by 15% and the percent of class absences dropped by 20%. In addition, the class participation with students

asking questions and answering questions and office hour visits significantly increased as well. On the student evaluations, 90% of the students recommend other students to take Michael's courses. After successfully implementing the "hands on workshops" in his freshman calculus courses, Michael decided to introduce the "hands on workshops" style of teaching in his SAT (Scholastic Aptitude Test) and GRE (Graduate Record Examination) preparatory courses that he has been teaching at RIT during the last 12 years. These preparatory courses prepare students to take the admission exams when applying to American universities. The primary purpose of these preparatory courses is to prepare students to do well on these entrance exams by not only understanding how to solve problems correctly but efficiently as well. Furthermore, teaching students how to recognize what categories of problems to solve and other vital test taking strategies. Five years ago, Michael tried a new pilot idea by digitizing the worksheets with the guided examples and practice problems and suggested his students to bring their electronic equipment to class to follow the guided examples and then practice doing real exam questions. This idea was first suggested by his students and Michael decided to pursue with this as he did in his freshman calculus courses; transitioning from his idea in his freshman calculus courses. This saved students' time from copying the guided examples and copying the problems as well. In addition, this allowed more time to practice more exam problems; Michael timed his students how long they took to solve each problem versus how much should have taken to solve each problem. Students also kept a dialog on whether or not they answered each question correctly, how much time they spent on each problem versus how much time they should have spent

on each problem. This particular innovation turned out very successful. First of all about 85% of the students recommend these courses to other students. Second of all, the student enrollment escalated by 20%, the student participation also increased by 20% and the percentage of students who scored well on these entrance exams increased by 20% too. The second question of paramount interest to ask is relative to international innovative teaching and learning: If a pedagogical idea works successfully in the classrooms at RIT, how successfully will these ideas work in the classrooms of Latvian Universities? To answer such a question we will provide several examples. First, we will share about Michael's experience teaching Introduction to Photography at Liepaja University during the spring 2016 semester during his sabbatical. This was the first time Michael taught such a course and the first time Michael taught a semester long course in the Latvian educational system. Michael taught this as a "hands on" course where students took photographs with their cameras; the students discussed their photographs at the beginning of each class. These discussions then lead to analyzing why frequent mistakes and problems occurred in photographs and then lead to understanding the concepts of photographic compositions that address these common mistakes and problems. How successfully did this teaching style work? In the beginning, the students were confused with how they can take photographs when they were not been taught anything yet. However, after taking photographs every day, and participating in daily discussions by providing each other constructive criticisms the students understood the benefits of this teaching style. The students especially understood the principle "practice makes perfect". In addition, students got a chance to learn how to make presentations, give each

other constructive criticisms and learn from their mistakes. Students were very happy with this course and this course helped them in other advanced art related courses. Furthermore, the Liepaja University administration was very pleased as it provided students a base course in photography and even offered Michael to teach a summer course in Photography in July 2016 and in July 2017 too. While teaching his Introduction to Photography course at Liepaja University, the Liepaja Gymnazija asked Michael to teach a university level course for high school students. Michael decided to teach an "interdisciplinary hands on course" on Introduction to Discrete Mathematics. This was a fundamental mathematics course that covered a variety of topics that prepares students for higher level mathematics courses. Students got a chance to enhance their analytical skills, their arithmetic, methods of proofs, and detecting patterns and generalizing them inductively. This was the first time that Michael taught a university level course for high school students. This was also the first time that these students got a chance to take a university level course in English. Students gave very positive feedback. Moreover, Michael was invited to teach a similar course to high school students at Riga Technical University High School in May 2018.

Now we will share about Michael's international experience teaching Introduction to Discrete Mathematics at TSI (Transportation and Telecommunications Institute) during the spring 2016 semester during his sabbatical in Riga. To design a "hands on" interactive course Michael assigned weekly homework assignments, asked students questions during class and kept the students engaged, gave students opportunities to solve problems during class, provided weekly office hours, and emphasized the frequent mistakes that students made

on the homework assignments. In addition, Michael encouraged students to learn from their mistakes, from his mistakes and from each others' mistakes as well. This style of teaching has been working extremely well in Michael's courses that he has been teaching at RIT. However, while Michael was implementing his American pedagogical ideas while teaching his course at TSI, the first reaction from the students: "We barely learned anything yet and we have to work on a problem in class? You are the professor, you should be teaching us and we should not be working on the problem". The second reaction from the students: "I cannot believe we have homework assignments in a university course; this is not high school anymore". Michael did manage to convince his students that unless they work on the homework assignments and try to solve the problems in class they will not effectively learn by watching him solving the problems. In addition, as the course progressed, these cultural barriers swiftly diminished and more and more students started coming to Michael's office hours to ask questions and the class participation significantly increased as well; students felt very comfortable asking questions during office hours and class and even suggested alternate solutions to solve particular problems. Furthermore, students even asked questions on skype and cellular phones outside the class; this has never happened with his American students and this certainly enhanced the communication with his students outside the classroom too. Moreover, Igors Graurs (the Rector of TSI during the spring 2016 semester) told Michael: "Michael, these are the best and highest student evaluations that I have seen in 10 years". Michael's innovative hands on pedagogical ideas were certainly successful as we can see by the statistics of the student evaluations (Table 1).

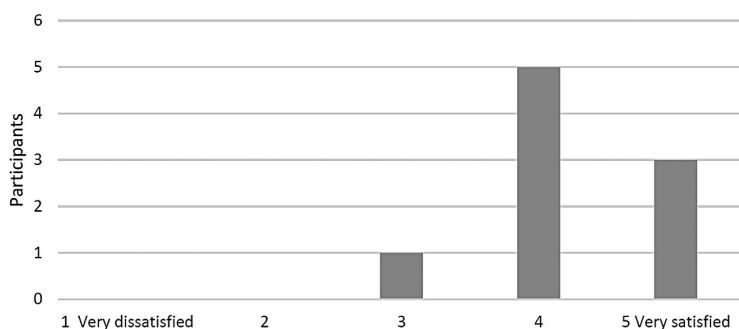
Table 1. Student evaluations at TSI during the spring 2016 semester

Teacher / Subject	Object Content acc. describing Objects	Course contents are not duplicates another item	Their subject matter the teacher explained clearly	Recommended reading materials are easily accessible and useful	Test work during the semester whether the subject development	The teacher was available on the consultation	I would love to listen to more of any course in this teacher	Teacher's explanations on the results of verification activities were sufficient
Michael Radin	4.91	4.91	5.00	4.55	4.91	4.80	4.91	4.82
Discrete Mathematics	4.91	4.91	5.00	4.55	4.91	4.80	4.91	4.82

Source: Own elaboration.

Note that the averages in the table above are out of 5. In addition, notice that 98% of the students expressed interested in taking a different course with Michael sometime in the future. This is a very strong indication of Michael's successful implementation of his hands on teaching style at TSI. Not only did Michael have the opportunities to teach semester long courses at TSI and at Liepaja University but also to conduct a seminar on "Establishing and Developing International and Interdisciplinary Research Coalitions" for the graduate students in Riga Technical University in June 2017; this was supported by the Riga Technical University Doctorate School. This was a two day hands on seminar that consisted of two parts; the first part dealt with how to start establishing international and interdis-

ciplinary research coalitions by using the available resources; the second part dealt with how to implement ideas. The aims of the seminar is to provide concrete examples how successful coalitions were established and what common principles can be applied in various situations or various combinations of fields. Furthermore, how to establish these coalitions successfully with limited resources and with constraints. The students gave Michael very positive evaluations. In fact, 84% of the students found the seminar very interesting, engaging and definitely useful as well. In fact, here are some of the graphical representations of the students' evaluations (Figure 1). It shows the students' satisfaction averaging 4.22 out of 5; 84% satisfaction.

Figure 1. Student evaluations at Riga Technical University during June 2017


Source: Own elaboration.

This was the first time that Michael conducted such a hands on seminar and this will be the first time that he will implement this idea at RIT during the spring 2018 semester. Furthermore, Michael was recently invited to conduct this seminar at Riga Straudins University in May 2018. Moreover, Michael shared about his successful international pedagogical innovations at several conferences. Michael was invited to give a presentation as a keynote speaker at the conference on Actual Problems of Education (MIP 2017) at TSI in Riga, Latvia on June 2, 2017 on "Communication with the students outside the classroom & International Education". In addition, Michael was invited to give a presentation at the International Scientific Symposium "Economics, Business & Finance" in Jurmala, Latvia in July 2017 on "Efficient Pedagogical Management & Leadership as a road to Successful International Teaching". Viktoriia Riashchenko is an associate professor of business administration and management at ISMA (School of Management & Information Systems); has teaching experiences in Poltava, Ukraine and has been teaching for 7 years at ISMA. Viktoriia developed successful innovative teaching experiences in her business courses that she teaches regularly. This was inevitable for her as Economics and Business are very vital courses for students as they prepare students to handle real life challenging circumstances. Therefore, innovation and creativity is a very important tool in order to teach these courses successfully (Huskins, Ornstein 1989; Hussey, Smith 2010; Warford 2010). In fact, Viktoriia uses story telling as one of her teaching methods: using real stories of about the lives of organizations to teach students about the working rules in the organization. In addition, Viktoriia successfully applied the business game strategy in her classrooms

as well. Training objects are based on the real life situations and material that model various aspects of the professional activity. This was a vital part of her success as business games are a method of teaching that are very accurate and precise to the actual professional activity of students. The advantages of business games is that they not only serve as an accurate model of a real organization but simultaneously enable to significantly reduce the operational cycle and hence demonstrate to the participants to what consequences their decisions will lead to. These ideas prepare students to deal with real life situations in the business world. In the business game there is a rapid replenishment of knowledge that supplements the students to the required minimum, practical mastering of the calculation skills and making decisions relative to the conditions of real interactions with partners. Furthermore, the game occurs in three stages: preparation, direct conduct and analysis of the game progress and summing up the results. Furthermore, Viktoriia applied the Metaphorical game method in her classrooms. This is a form of organizing the active participants' work aimed at developing new forms of activities and changing attitudes in behavior. In fact, the main task of the metaphorical game is to discover new methods of solving problems. This method is unique as a metaphor is applied to solve a business problem. For example, we need to find new approaches to counteract with the competitors. For this task, we can apply the metaphorical game "Redemption of the Bride". Participants are immersed in a situation where the bride needs to make a choice between several suitors. In order for each groom to win, he is prepared by the "support group". On one hand, the tasks of the "support group" include studying competitors and developing an optimal strategy for the conquest

of the bride. On the other hand, the task of the suitors is to successfully apply the developed strategy in order to attract the bride's attention. At the end of the game, an analysis of the effective behavior and transfer to the working situation is conducted. After the classes students' survey is also conducted too. In fact, the students indicated that the use of such forms of training really helped them enhance the participants' creativity abilities, gave opportunities to take an alternate fresh look at the situation and change the existing stereotypes of teaching as well. It opened many new doors of opportunities for them after they took Viktoriia's courses. Furthermore, Viktoriia's teaching innovations attracted new foreign students to come to ISMA as it provides applied hands on education and prepares students for the dynamic business world.

2. International pedagogical competition, feedback and methodology

We will start this section by addressing two very interesting questions. Does pedagogical competition exist? Does international pedagogical competition exist? The answer to both questions is certainly yes. For example, in the American educational system, universities compete with each other (De Fraja, Lossa 2002; Eple, Romano 1998); shall a student choose University of Michigan or University of Wisconsin? Not only universities compete with each other but departments within a university also compete with each other; shall a student choose Electrical Engineering program or Mechanical Engineering program? In addition, professors in a particular department also compete with each other; shall a student take a freshman calculus class with professor X, professor Y,

or professor Z? What professor shall a student choose to do his or her undergraduate thesis advisor? What professor shall a student choose as his or her master's thesis advisor? This is very similar to deciding whether to buy Subaru vs. Mazda or Nikon vs. Cannon. In order for professors to stay ahead of the competition, it is essential to be creative and innovative inside and outside the classroom. In the American universities, students will strongly focus if the professor treats his or her students fairly, on what is unique about the professor, what particular innovations did the professor implement recently, very recent student evaluations, and professor's research activities and his or her research networks. For instance, why should a student take Michael's calculus class instead of taking the course with professor X, professor Y, or professor Z? Michael offers a very flexible grading system, offers pdf files of his course notes with many guided examples, allows his students to make corrections on their homework assignments and resubmit them (this is the most recent innovation that Michael started implementing during the spring 2017 semester) and drops the lowest test out of the four tests throughout the semester. In fact, after Michael started to implement his recent innovation (allowing students to resubmit their homework assignments), more students started to attend his office hours to ask questions and the test performance also improved. In addition, students like Michael's style of teaching and that he always stops and gives his students opportunities to ask questions. These are several reasons students recommend to take Michael's courses. When conducting an international seminar for the first time, especially in a different educational system, it is vital to be very creative and innovative to portray a new and innova-

tive idea and to persuade the students and participants how they will benefit from the seminar. It is pertinent to get feedback from the sponsor(s) that host the seminar; discuss and gather additional ideas before conducting the seminar. Moreover, most important of all, get feedback from the students and the participants as well. In fact, the students' and the participants' feedback will provide new fuel for future ideas how to improve the seminar next time. A seminar or a course can be taught or conducted well but never without problems. Especially when a course is taught for the first time or a seminar is conducted for the first time, there are always going to be problems and there is always room for improvements for next time. It is vital to be flexible, open-minded and try to gather as many new ideas as possible for next time the course will be taught or seminar will be conducted.

3. Successful teaching & learning innovations and challenges in ISMA

First of all the innovative process in education is a set of consistent, objective ideas aimed at reforming, updating, revising, modifying the purpose, content, organization, forms and methods of teaching, and adapting the educational process to new socio-historical conditions (Goodlad 1967; Shields 2003). Second of all innovation involves adaptation to the new reforms and environment. In addition, it implies the formation of one's own individuality (self-development) and emotional intelligence. It is pertinent for the teacher to understand that innovative education is a method of educating a harmonious personality. It is impossible to create ready-made templates. However, it is important to gradually improve your own intellectual level and mo-

tivation for creativity. A teacher who successfully gets over the psychological and cultural barriers and develops his or her own creative potential is ready to become a leader in innovative transformations (Van der Wende 2007; Venalainen 2012; Warford 2010).

Now we will study and analyze a very concrete example at ISMA. In fact, the research analysis shows that on the average of 44.27% of freshmen (first-year students) have a broad interest towards specializing in a certain field, yet this interest is not connected to any practical activity. Furthermore, the highest percentage (47.5%) recorded from the student evaluations by this indicator in the course "Business Administration". We explain this by the fact that the majority of the students enrolled in this particular program are high-school graduates who aim at establishing their own business. Contrary to what we have discovered, there is a drop in professional interest among the fourth year students (dropping from 40.27% during the first year and to 8.6% during the final year); this is a very rapid decline. Such diminishing results are very likely to be related to the first-year students' idealistic ideas about the profession contrasted by the fourth-year students' realistic attitude towards entrepreneurship, together with risks and necessity for self-financing your enterprise. Such results naturally request a more stimulative approach towards learning through the use of pedagogical creativity. We define the pedagogical creativity of a teacher as interaction between subjects of the educational process (teachers and students), due to the specificity of psycho-pedagogical relationship between them, the way of building student's creative personality and improving creative pedagogical work of a teacher. Furthermore, the pedagogical creativity as the transition from one idea

to another that leads to solutions to problems and improvement in the communication between the teachers and students; it is vital to understand that this is always a perpetual process.

4. Problems and challenges with teaching innovation implementations

It is not very difficult to create innovative pedagogical ideas but often it becomes a very serious problem how to implement them. Innovative pedagogical ideas frequently do not get implemented and are “broken” for various reasons. First of all, the problem with the “Barrier of Creativity” (Cartwright 2007; Hall 1992). This is a common problem with teachers who still teach traditionally under the old programs, are not flexible, do not welcome any feedback or changes, have no desire to learn something new, nor the desire to try new ideas. In addition, they do not perceive any reforms or innovations in the educational system. These teachers are quite traditional and do not want to change their teaching styles under any circumstance. Second of all, the problem with the “Conformism”. This is a problem with the lack of an enthusiasm to develop new innovative ideas, the fear of embarrassment, and teachers refusing to accept new and unusual pedagogical decisions (Smallbone, Quinton 2010). Examples of Personal Anxiety include insecurities, abilities, forces, low self-esteem, and fear of expressing one’s judgments openly, which prevents the introduction of innovations in the process of knowledge transfer. Furthermore, the problem that many of these innovative ideas do not get implemented due to the lack of support from colleagues and the administration. Frequently it becomes much more of a challenge to convince your colleagues and your administration

why they should let you try them. How can teachers guarantee the administration that these innovative ideas will be implemented successfully? How will the students benefit from the new innovative ideas? How will the administration benefit from the new innovative ideas? These are the vital factors to consider when we are designing new innovative ideas and before we consider implementing them. Now we will discuss the problems with the flexibility and the rigidity of thinking. In fact, some teachers are very authoritative and consider their opinion to be the only, final, which is not subject to revisions, discussions or to any negotiations (Huberman 1983; Kleiman 2008). In particular, the problem is that they do not seek any feedback from their students and colleagues to acquire new knowledge and skills and they have a very negative attitude towards any new ideas, innovations and to any kind of changes. On one hand, the traditional education involves overloading educational disciplines with redundant information. On the other hand, with innovative education, the learning process is organized in such a way that the teacher acts as a mentor and as a tutor. In addition to the classical training option, the student can choose distance learning which saves time and money. More and more students are choosing the non-traditional types of knowledge in the form of hands on learning as games, puzzles, solving real life problems, and active discussions. The priority task of innovative education is the mastering of analytical thinking, self-development, and self-improvement. These phenomena often impede the enhancement of new teaching innovations and often halt the learning environment as well. Furthermore, this prevent any types of international collaborations and international teaching and learning. Educational reforms occur on a regular basis with international influences.

Being flexible and listening to feedback is certainly vital in order to stay abreast of these changes and to provide students an amiable learning atmosphere. To assess the effectiveness of innovations we will consider the following factors: educational, methodological, organizational and technical (Kleiman 2008; Shields 2003; Spendlove 2007; Warford 2010). Many experts are involved in the work and specialists who can evaluate innovative programs. Most educational enterprises are convinced that it is necessary to actively introduce innovative teaching methods using all available technical capabilities. For example, the demand for shorter and more condensed and intense education. This trend first manifested itself in Europe, where the acceleration of integration processes constantly demanded the involvement of new managerial personnel into the market. The answer to this challenge was a reduction in the terms of training in business schools, and in some of them they were initially one year (in most Western European schools, including LBS and INSEAD).

In addition, strengthening the role of global online education. Until 2010, it represented mainly distance learning systems and video lectures on the Internet. However, in September 2011, a revolution in this area is attributed to the emergence of so-called mass open online courses (MEP). For the first time, free courses for students worldwide were offered by many universities, which are included in the top 10 international ratings; compared to what was previously available only to a very limited number of student and was very expensive; 2011, was the first year when it was available for everybody. These are the courses of Harvard, Stanford, Princeton and other leading universities in the U.S. and worldwide. One of the first such online or distance courses on artificial in-

telligence was offered by Stanford; about 150,000 students registered for it in a short time. This was the beginning of the second generation of online education. Today there is a boom in the development of the MEP, there are several international online platforms. The most famous is Coursera (Hussey, Smith 2010; Van der Wende 2007).

Furthermore, Marketing of business education is also a perpetual process of revisions, updates and new innovations as the business atmosphere changes very rapidly. Business schools have to constantly adapt, change and adapt to the "attitude" of students. As in any other market, its players - business schools - usually use a whole set of indicators to assess the effectiveness of their activities; here an important indicator is the degree of customer satisfaction. This implies that satisfaction with the duration and mode of training, the forms of information, the quality of knowledge obtained during the training and even the reputation of the chosen business school (Khurana 2010). Moreover, offering more International MBA Programs. This is reflected in an increase in the number of foreign students in the programs, as well as in the organization of joint educational projects of Latvian business schools with European colleagues (Huberman 1983; Spendlove 2007).

Conclusions, recommendations and future works

As we have seen in previous examples, teaching innovations had positive impacts on the students' learning and positive attitude towards the course. Therefore, it is of paramount of importance to try new pedagogical innovations in the classroom in order to improve and enhance the levels of teaching and learning and keep the students engaged. Unless you try or implement a particular idea, you will not know

whether it will work successfully or not; in particular, if an idea fails then it is vital to either understand the sources of mistakes and problems, correct the mistakes and problems, learn from mistakes or perhaps try a completely different idea. This is a very pertinent learning process of its own right for every teacher. In fact, students' evaluations are the best source of learning from mistakes and problems, correcting mistakes and problems and students' suggestions that can lead to new potential innovative pedagogical ideas.

Furthermore, borrowing ideas from other teachers and modifying them can lead to potential innovative ideas as well. Generally, one particular pedagogical idea transitions to other potential ideas and should be a perpetual transitional process. Moreover, breaking the barrier by convincing your colleagues and the administration of the benefits of the new pedagogical innovations. Learning and teaching innovations are especially vital since the start of the digital age and the start of international education as well; the teaching and learning process also changes from generation to generation and therefore it is necessary to revise regularly in order to keep up successfully with the changes and demands. Especially as we have discussed how particular pedagogical ideas are successful in the American educational system but may not be successful in the Latvian educational system; until we implement a particular idea we will not know the outcomes. This is where the challenge lies on the next level; developing and implementing pedagogical innovations internationally. Without feedback from the students and colleagues, we will not know how to proceed with our pedagogical innovations. It is certainly pertinent to understand: why a particular pedagogical innovation works in the American system but does not work

at all in the Latvian system and vice versa? Furthermore, how do we adjust our teaching style(s) to the local education system and culture where we are conducting academic activities? It is vital to understand the cultural differences in order to make these adjustments accurately and precisely. Moreover, it is certainly crucial to get feedback from colleagues before implementing a particular idea and make several revisions before implementing them. This would be the first step in becoming innovative and creative. However, it is even more vital to listen to feedback after the implementation of an idea. Discussing innovative ideas with colleagues and students on a regular basis keep them moving forward. Revisions have a beginning and no end.

Acknowledgements

In closing, we would like to take the opportunity to thank our colleagues at Riga Technical University, Transportation and Telecommunications Institute and Liepaja University for their support and vital feedback during the first step of the international teaching experience; providing opportunities to teach new courses and conduct new seminars and for their feedback before and after implementation of innovations; vital tool for future improvements and further innovations. Furthermore, we would like to thank our colleagues at Riga Technical University and Transportation and Telecommunications Institute for letting us use the statistical analysis (student evaluations) in this research paper.

References

- Allison, H.E. (2012), *Essays on Kant*, Oxford: Oxford University Press.
- Androniceanu, A. (2015), Integrated strategic approach for improving the quality of the international master programs, *Administration and Public Management*, 25: 40-54.

- Brown, M.R. (1958), A pragmatic approach to the teaching of values, *Educational Horizons*, 36(3): 137-139.
- Cartwright, M. (2007), The rhetoric and reality of "quality" in higher education. An investigation into staff perceptions of quality in post-1992 universities, *Quality Assurance in Education*, 15(3): 287-301.
- De Fraja, G, Lossa, E. (2002), Competition among universities and the emergence of the elite institution, *Bulletin of Economic Research*, 54(3): 275-293.
- Eppler, D., Romano, R.E. (1998), Competition between private and public schools, vouchers and peer group effects, *The American Economic Review*, 88(1): 33-62.
- Goodlad, J.I. (1967), Innovations in education, *The Educational Forum*, 31(3): 275-284.
- Hall, G.E., (1992), The local education change process and policy implementation, *Journal of Research in Science Teaching*, 29: 877-904.
- Huberman, M. (1983), The role of teacher education in the improvement of educational practice: A linkage model, *European Journal of Teacher Education*, 6(1): 17-29.
- Hunkins, F.P., Ornstein A.C., (1989), Curriculum innovation and implementation, *Education and Urban Society*, 22(1): 105-114.
- Hussey, T., Smith, P., (2010), Transitions in higher education, *Journal of Innovations in Education and Teaching International*, 47(2): 155-164.
- Khurana, R., (2010), From higher aims to hired hands: The social transformation of American business schools and unfulfilled promise of management as a profession, Princeton University Press.
- Kleiman, P. (2008), Towards transformation: Conceptions of creativity in higher education, *Journal of Innovations in Education and Teaching International*, 45(3): 209-217.
- Leithwood, K.A., Montgomery, D.J., (1980), Evaluating program implementation, *Evaluation Review*, 4: 193-214.
- Shields, P.M. (2003), A pragmatic teaching philosophy, *Journal of Public Affairs Education*, 9(1): 7-12.
- Smallbone, T., Quinton, S., (2010), Feeding forward: Using feedback to promote student reflection and learning – a teaching model, *Journal of Innovations in Education and Teaching International*, 47(1): 125-135.
- Spendlove, M. (2007), Competencies for effective leadership in higher education, *International Journal of Educational Management*, 21(5): 407-417.
- Van der Wende, M.C. (2007), Internationalisation of higher education in the OECD countries: Challenges and opportunities for the coming decade, *Journal of Studies in International Education*, 11 (3-4): 274-289.
- Vasiliki, B., Panagiota, K., Stavrakouli, K.M. (2016), A new teaching method for teaching economics in secondary education, *IOSR Journal of Research & Method in Education*, 6(2): 86-93.
- Venäläinen, P., (2012), Contemporary art as a learning experience, *Elsevier Procedia – Social and Behavioral Sciences*, 45(2012): 457-465.
- Von Glaserfeld, E., (1989), Cognition, construction of knowledge, and teaching, *Synthese*, 80(1): 121-140.
- Warford, M.K., (2010), Testing a diffusion of innovations in education model, *The Innovation Journal: The Public Sector Innovation Journal*, 10(3): 1-28.

Michael Radin, PhD is an associate professor of mathematics at Rochester Institute of Technology in Rochester. He has been teaching for 23 years: 6 years at the University of Rhode Island as a doctorate student and 17 years at Rochester Institute of Technology. In addition, Michael has international teaching experience at the Aegean University in Samos, Greece.

Viktoriia Riashchenko, PhD is a professor of business administration and management at ISMA (School of Management & Infor-

mation Systems) in Riga, Latvia; has teaching experiences in Poltava, Ukraine and has been teaching for 8 years at ISMA. Viktoriia developed successful innovative teaching experiences in her business courses that she teaches regularly.