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EPISTEME & PRAXIS | Revista Científica Multidisciplinaria | 2960-8341

INNOVATIVE EDUCATIONAL

PRACTICES IN THE TEACHING PROCESS OF THE BACHELOR'S DEGREE IN BUSINESS ADMINISTRATION

PRÁCTICAS EDUCATIVAS INNOVADORAS EN EL PROCESO DE ENSEÑANZA DE LA LICENCIATURA EN ADMINISTRACIÓN DE EMPRESAS

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Suggested Citation (APA, Seventh Edition)

Rubio-Parodi, R. A., & López-Jácome, V. (2025). Innovative educational practices in the teaching process of the Bachelor's degree in Business Administration. *Revista Episteme & Praxis*, 3(2), 5-12.

Presentación: 02/02/2025

Aceptación: 14/04/2025

Publicación: 01/05/2025

ABSTRACT

Innovative educational practices in the teaching of the Bachelor's Degree in Business Administration not only improve the quality of learning, but also prepare young university students to face a dynamic and proactive business environment, as demanded by society. Currently, key competencies such as leadership, critical thinking, teamwork and adaptability are promoted; those that are essential for professional success in a highly competitive business world. In this sense, the objective of this work was to design a proposal of indicators to favor the teaching-learning process in the Bachelor's Degree in Business Administration through the implementation of innovative educational practices. To solve the objective, an eminently qualitative approach was used, and methods such as documentary review and analysis-synthesis were used. The results revealed that innovative educational practices favor the construction of the teaching-learning process and the development of competencies and development skills in management students based on cooperation, leadership and business competitiveness.

Keywords:

Business competitiveness, business administration education, innovative educational practices.

RESUMEN

Las prácticas educativas innovadoras en la enseñanza de la Licenciatura en Administración de Empresas no solo mejoran la calidad del aprendizaje, sino que también preparan a los jóvenes universitarios para enfrentar un entorno empresarial dinámico y proactivo, tal y como lo demanda la sociedad. En la actualidad se fomentan las competencias clave como liderazgo, pensamiento crítico, trabajo en equipo y adaptabilidad; las que son esenciales para el éxito profesional en un mundo empresarial altamente competitivo. En tal sentido, el objetivo de este trabajo fue diseñar una propuesta de indicadores para favorecer el proceso de enseñanza-aprendizaje en la carrera Licenciatura en Administración de Empresas mediante la implementación de prácticas educativas innovadoras. Para dar solución al objetivo se utilizó un enfoque eminentemente cualitativo, y se emplearon métodos como la revisión documental, y el análisis-síntesis. Los resultados revelaron que las prácticas educativas innovadoras favorecen la construcción del proceso de enseñanza-aprendizaje y el desarrollo de competencias y habilidades desarrolladoras en los educandos de la administración basados en la cooperación, liderazgo y competitividad empresarial.

Palabras clave:

Competitividad empresarial, educación en administración de empresas, prácticas educativas innovadoras.

INTRODUCTION

Society today needs professionals who are trained in an integral and transforming way in order to be able to respond to the vast majority of the social transformation processes that take place. Thus, teaching for business administration education should be guided by didactic methods based on active and dynamic approaches where the entrepreneurial culture and a good coexistence among the various educational agents are established. Thus, for this scenario, a consequence is the increase in the number of administration professors, where many enter the academic career without the necessary tools for teaching; therefore, as Pontes Bezerra & Malusá (2021) argue, there is a need for universities and these professionals to understand the didactic aspects that guide and direct the teaching practice.

In this order of ideas, Gonzales (2022); and Soriano & Jiménez (2022), refer that the teacher must avoid any type of conduct that attempts against the normal development of the process attending to the demands required by the context and where his performance fosters developmental and innovative learning. Hence, the way in which educational institutions prepare their students for their academic-scientific and professional future is changing. Nowadays, creative-scientific thinking should be promoted with the help of new techniques, in order to promote innovation and resilient thinking in a pleasant environment, and to prepare this type of learners to be able to fully exercise in the business system.

Similarly, it is worth analyzing the studies of Pontes Bezerra & Malusá (2021), for whom the teacher must know how to transmit knowledge that favors the improvement in the appropriation of knowledge of his students under the premise of strengthening their preparation in managerial management. Thus, the teacher administrator of public universities, or graduate in Administration *“finds himself in this position of one who has not had the opportunity of contact with the pedagogical area”* (Pontes Bezerra & Malusá, 2021, p. 544), thus lacking the necessary tools to be able to transmit his knowledge.

In this sense, it is understood (Navarra et al., 2019; Melchor et al., 2020) that in the current digital transformation of society, and therefore of creativity, education has a leading role to play in order to achieve the formation of innovative learners immersed in business administration, which has evolved to adapt to the demands of a globalized and technological business environment. Innovative educational practices focus on active methodologies, technological tools and interdisciplinary and multidisciplinary approaches that promote meaningful and developmental learning.

Effective educational practices supported by students' perceptions are aimed at improving their self-esteem. It

should be noted that the constant attachment of the educational system to scientific development is conducive to guaranteeing the comprehensive education of students, although there are currently conditions and circumstances that limit the development of the teaching-learning process in an effective manner, such as not having professionally prepared teachers for this purpose (Villarreal et al., 2022). In this order of ideas, the present research was developed, giving special attention to the implementation of innovative educational practices in the teaching of business administration as an attribute to the daily training of young university students.

It should be noted that the lack of knowledge that exists on the part of teachers in the conceptual bases of Innovative Educational Practices limits the intentional and systematic work with students. The authors consider that it is indispensable to prepare them not only from the cognitive-conceptual, but also from the formative-educational point of view, since reality shows that the actions projected in this process do not always favor the students' integrality.

The challenge is then to raise the quality of the learning process by inserting these practices throughout the teaching-learning process in the area of business administration. Therefore, in the subject that concerns us, the need to delve into important aspects related to the meaning of innovative educational practices to achieve the integral formation of the student body stands out; therefore, the objective of the present study is to design a proposal of indicators to favor the teaching-learning process in the area of business administration through the implementation of innovative educational practices.

METHODOLOGY

The study is eminently qualitative, so that the pedagogical actions of the professors of Bachelor's Degree in Business Administration are analyzed from the theory; all of which will make it possible to serve as a guide to orient the professors in the understanding of the epistemic complexity and the richness of their work, marked by the challenges and the knowledge of this type of university teaching.

Therefore, the methods used were the inductive and deductive analysis that allowed the decomposition of the subject matter for its comprehension and the study of researches of authors specialized in the subject and a wide bibliographic search.

DEVELOPMENT

Current society is going through a period in which the use of information and communication technologies has had a positive impact, managing to promote its development in different sectors, however, the benefits that accompany these technologies are not distributed equitably and have revealed inequalities in certain sectors of society (Barba

& Gómez, 2024). The use of ICTs is essential in the practice of all disciplines, and the educational scenario is no exception; having secure and relevant connectivity for pedagogical and administrative support in educational institutions is a reality and a necessity.

The incursion of new technologies in everyday contexts has made them present in the different spheres of society. Therefore, it is essential to integrate ICT into educational processes, and it must be kept in mind that most educators do not have sufficient technical knowledge for the management of technologies in the classroom, or simply do not have information about the benefits they can offer in educational processes. Therefore, the training processes for educators should be focused on the integration of ICT in teaching, aimed at generating competencies both in the technical, formative and methodological aspects of these new tools, since without this combination the possibilities of the articulation of technologies are notably imperceptible.

Thus, ICTs continue to generate a high impact within the knowledge society with respect to form and content, and the effect has been multiplying in the field of education. This incorporation in pedagogical training spaces has been with the purpose of making the transition from the traditional to a more constructive learning on the part of educators. For Barráez (2020), teachers have had to face new challenges in the articulation of ICT tools to carry out classes in virtual mode and, therefore, contribute to continue closing the technological gap in the use of these tools.

It should be noted, that it is undeniable not to include the concepts of change and improvement when talking about educational innovation; to which Sein (2016), refers that educational innovation is the application of an idea that produces planned change in processes, services or products that generate improvement in training objectives. It is important that educators can provide learners with the innovations proposed in the educational process in order to identify the impact generated as educational innovation to the proposed process. With the arrival of ICT in school contexts, a new impulse has been given to pedagogical methods, encouraging the school system to search for new innovative ways in the educational process.

Due to the changes that continue to occur in the technological field, teachers and students have to demand greater preparation to adapt. This brings educational institutions to watch over not only the hardware, but also to develop programs that seek to eliminate digital divides where the young university student has a constructivist approach and the role of the teacher is a facilitator (Maldonado, 2018).

In the epistemological study conducted on the use of digital tools in different areas of knowledge, it is concluded that the use of digital tools had a positive effect on student

learning outcomes (Hillmayr et al., 2020). According to the above, any proposal involving change and improvement using ICT constitutes an innovation to the teaching and learning process.

Innovative educational practices

For this purpose, an epistemic review was conducted (Robles & Arguedas, 2020; Ruiz & Ríos, 2020; Martínez & Rogero, 2021) and most authors agree that they are strategies, methods or approaches that seek to develop, transform and improve the teaching-learning process through the incorporation by the teacher as leader of the process of current and effective elements, adapted to the needs of the educational context and thus attract the attention of students. These practices, as demonstrated in this research, are closely related to the use of ICT, and aim to promote meaningful, creative and collaborative learning.

In this same line of thought, Robles & Arguedas (2020), emphasize the importance of the development of critical and innovative pedagogical leadership by teachers, which facilitates them to understand, contextualize and analyze the challenges of this type of teaching, which is essential to develop innovative, inclusive educational practices permeated with social values. For their part, Martínez & Rogero (2021), state the need for this reflective and deep, contextualized process, where the work of the teacher is essential for the varied and transdisciplinary perspectives that enrich innovation.

By way of summary, Ruiz & Ríos (2020), relate pedagogical contextualization to the multiple specific, local and differentiating contexts; where the essential are the conditions of the premises, all of which facilitates the improvement of the design and implementation of innovative educational practices. In other words, the authors of this research consider that innovative educational practices bring with them an intentional change in the traditional methods of the teaching-learning process and in the existing pedagogical paradigms. Innovative educational practices make it possible to analyze and differentiate, without discrimination, the specific needs of each student and thus promote developmental learning.

In other words, ICTs together with innovative educational practices are an essential means of overcoming space-time barriers and promoting interaction between teachers and students. Since they focus on connecting the learning of business management and the student's particular environment; increasing their motivation and active participation in the subject. Likewise, it is considered that this current pedagogical approach develops digital competencies, critical skills, and fosters collaborative learning based on experiences, which in the future the student will implement in the business system.

Innovative Educational Practices, Information and Communication Technologies and the Bachelor's degree in Business Administration

This analysis, leads to determine that innovative educational practices in the Bachelor's Degree in Business Administration are enhanced through the strategic use of ICT, which make it possible to transform the teaching-learning process, when the teacher teaches the learner to integrate digital tools such as business simulators, business management platforms and **big data** analysis (Navarra et al., 2019; United Nations, 2020; Melchor et al., 2020).

Consequently, these actions encourage learning in teams, and prepare future managers to face the challenges of an increasingly globalized and digital business environment, thus developing key competencies in decision-making, with the use of innovation and technological management. This action allows universities to ensure a more dynamic, practical, proactive training aligned with the demands of today's market (United Nations Organization, 2020).

In line of thought with the above, Navarra et al. (2019), argue that the innovation process is directly related to obtaining new knowledge and implementing creative, transformative and formative processes. The teaching-learning of business administration is no stranger to this priority, hence the development and demonstration of activities of an eminently practical nature, which with the adoption of innovative educational practices, sustained in the introduction of ICTs, favor the development of the different teaching programs that integrate this area of knowledge.

Therefore, when consulting Soriano & Jiménez (2022), it is agreed that innovative educational practices are those activities derived from research or projects that address a didactic, curricular, institutional or technological need or problem and have a positive impact on the university community. They make use of ICT with the purpose of promoting meaningful learning that leads to a substantial improvement in the teaching-learning process, constituting a novel socio-educational practice for students and teachers. Among the elements that constitute it, we can mention those that allow to raise the quality of education by taking into account the incorporation of changes that seek to increase the academic performance of students and raise the scientific level in the modes of action of this type of professional.

The integration of ICT in education goes beyond the link and use of electronic devices and technological resources in the classroom. Clearly, it requires the transformation of current teaching practices and methodologies, taking as a starting point a change in beliefs regarding the different environments where learning can be achieved (Hernández, 2017). It is then, that the role of the teacher implies being an agent of learning for their students, from the good structuring of an environment that promotes

meaningful learning, therefore learning is not centered in the classroom, but is placed in the experience and context of the students, thus maintaining the connection with the needs of contemporary society.

Indicators to evaluate the relationship between innovative educational practices, ICT and the Bachelor's Degree in Business Administration

Therefore, the authors of the present research, based on precedent and fully contextualized studies (Urías et al., 2020; Vargas, 2022; Matías et al., 2023) propose a set of indicators that in their opinion can evaluate or measure the impact of Innovative Educational Practices, coupled with ICT; thus contributing to the training of Bachelor of Business Administration students, being the following:

1. Technological integration

Constituted by the degree of acceptance of ICT in the classroom, both by teachers and students. It is made up of the use of interactive platforms, such as Moodle, Blackboard, business simulators and data analysis tools. This requires full access to certain databases, such as specialized software (SPSS) and especially virtual libraries. However, to make full use of these technologies, it is essential that a high percentage of teachers are fully trained in digital methodologies and all kinds of innovative tools.

2. Pedagogical innovation

Learning based on the application of virtual resources with gamification in education is of great impact, since they offer the use of business case studies and management simulators. With these actions, the competitive and promising impetus of learning in management students is strengthened, since it provides them with experiential experiences based on knowledge and enrichment of business information. Therefore, it is recommended to increase the level of interaction in forums with students and to carry out more online collaborations.

Gamification, by integrating game elements into learning, improves student engagement and retention, while virtual reality offers immersive experiences that facilitate a deeper understanding of complex concepts. These technologies not only transform education, but also drive business growth by providing practical skills and adaptability to new technologies (Urias et al., 2020; Vargas, 2022; Matias et al., 2023).

3. Academic performance

From the use of these techniques, teachers should carry out systematic evaluations, in order to verify whether the educational objectives were achieved, whether the innovative attributes of their students have been strengthened,

and whether school performance indexes have increased, all of which has an impact on the continuous improvement of the educational program in question. That is, to verify the increase in the pass rate in subjects with ICT focus and innovative educational practices; to evaluate the use of new skills in the management of technological tools taught and applied to administration. In this sense, it is recommended to apply student satisfaction surveys on the perception that students have of innovative educational practices. According to Matías et al. (2023), the use of technology has a significant impact on learning, since it is a set of digital materials that promote the development of skills and abilities in students, in addition to an assertive approach to content.

In this sense, it is considered that these indicators make it possible to evaluate how innovative educational practices linked to ICT make it possible to transform the Bachelor's Degree in Business Administration, thus ensuring that future professionals are prepared for the challenges of the digital era. The systematic evaluation and control of these aspects makes it possible to guarantee continuous improvement in the teaching-learning processes. Similarly, the use of active methodologies such as project-based learning, business simulators and the inverted classroom model, not only facilitate theoretical learning, but also contribute to the development of practical professional skills, such as leadership, decision-making and collaborative teamwork, thus preparing future managers to face the challenges of today's dynamic and highly technological work environment.

Evaluation of the results from the practical implementation of innovative educational practices and ICT in the Bachelor's Degree in Business Administration

The following are the results of the implementation of innovative educational practices and ICT in the Bachelor's Degree in Business Administration, from the educational teaching process of the career, through activities that simulate the business world. The feasibility of the proposal is confirmed through:

- An observation guide to the educational teaching process.
- A socialization workshop.

Through the application of the observation guide to learn about the use of digital tools, significant progress was evidenced compared to the initial diagnosis. Students showed greater motivation and interest in the profession by interacting with real projects linked to the business environment, using ICT platforms for simulations, case studies and online collaboration. Out of a group of 43 students, 32 (74.4%) of them expressed their inclination towards strategic areas with high demand in the labor market, aligned with their skills and current socioeconomic needs.

Similarly, the internalization of professional values such as teamwork, business ethics and social responsibility was observed, reinforced by activities that integrated technology, such as virtual forums, gamification and data analysis with specialized software. The activities enriched the subjectivities of the students, fostering a critical and proactive vision towards their future business career.

To evaluate the feasibility of the proposal, a socialization workshop was held with the participation of:

- Undergraduate students.
- Teachers of key subjects such as Business Management and Marketing.
- Academic directors.
- Representatives of the business sector.
- Specialists in educational technologies.

The following evaluation indicators were proposed:

- » Applicability of innovative practices and ICT in the curriculum of the Bachelor's Degree in Business Administration.
- » Contribution to the development of digital and entrepreneurial competencies.
- » Impact on motivation, ethical formation and entrepreneurial competitiveness of students.
- » Integration of the university, businesses and the community for a practical-teaching training.

Workshop methodology:

1. The first thing was the presentation of the proposal (30 min), with emphasis on the ICT tools implemented, example the use of business simulators.
2. This was followed by a structured discussion on strengths and areas for improvement, based on the above-mentioned indicators.
3. Finally, the conclusions of the socialization workshop were recounted and approved, with unanimous validation by the participants.

Finally, the teachers emphasized that the proposal responds to the demands of the labor market, since it is innovative and socially and entrepreneurially relevant. The importance and usefulness of integrating key technologies such as big data and project management in virtual environments was demonstrated. The workshop strengthened the university-business linkage through the use of interactive collaboration platforms and students developed skills such as leadership and digital communication along with basic career competencies. Similarly, the integration of innovative educational practices and ICTs proved to be an important catalyst for the formation of managers with a competitive and ethical profile, adapted to the new and demanding digital era. This approach not only improved

academic results, but also made it possible to prepare these university students to lead in dynamic business environments characterized by business competitiveness.

CONCLUSIONS

The study made it possible to learn about the importance and relevance of the integration of innovative educational practices and information and communication technologies in the Bachelor's Degree in Business Administration, demonstrating how such educational practices have revolutionized the training of these future professionals. The use of methodologies such as project-based learning, the inverted classroom and the use of business simulators have fostered key skills in students, such as leadership, decision making and collaborative work, thus allowing them to interact with real and concrete cases and preparing them for an increasingly digitalized and competitive work environment.

It should be noted that emerging technologies such as gamification and virtual reality are transforming business education into a more dynamic and immersive experience, improving the logical-practical assimilation of complex concepts, as they bring students closer to real scenarios, thus strengthening their strategic and business management skills. In short, the combination of these innovations not only modernizes the teaching-learning process, but also ensures that graduates are in better theoretical and practical conditions to lead in a constantly evolving business world, which is marked by digital transformation, by strengthening cooperation, leadership and business competitiveness.

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