

INTEGRATION OF VIDEO CASES AND DIGITAL TOOLS INTO THE TRAINING OF ACADEMIC STAFF FOR ACADEMIC ENTREPRENEURSHIP

Tetiana Helzhynska¹

DOI: <https://doi.org/10.30525/978-9934-26-683-6-13>

The contemporary system of higher education is undergoing continuous transformation driven by globalization, digitalization, and the growing role of academic entrepreneurship as a factor in university development. Preparing academic staff for the implementation of entrepreneurial projects requires innovative approaches that combine theoretical knowledge with practical experience. One of the most effective tools in this context is the use of video materials and digital services, which enable the modeling of real business situations and foster the development of teamwork, critical thinking, and digital literacy skills.

Video cases, educational YouTube channels, and modern project management platforms create an interactive environment that brings the educational process closer to the realities of the business sphere. Their application ensures the relevance and diversity of learning content, stimulates reflection on personal experience, and supports the formation of entrepreneurial competencies. Thus, the integration of digital tools into the training of academic staff emerges as an essential pedagogical condition that promotes the advancement of academic entrepreneurship and enhances the competitiveness of modern universities.

The use of video materials that demonstrate the real experience of modern universities facilitates the acquisition of theoretical knowledge about academic entrepreneurship and motivates academic staff to unlock their potential. This conclusion is supported in the scholarly literature: “Video-based cases create a rich environment for describing a situation. Video cases offer immediacy that cannot be achieved by presenting a case description in text format. They provide a more vivid and persuasive form of information dissemination” [2, p. 1008]. Researchers emphasize that video cases contain numerous precise details presented contextually and holistically. They reflect reality, and their analysis requires the application of one’s own knowledge system and experience, as well as the projection of personal behavior and activity in similar situations [3].

¹ Lviv Polytechnic National University, Ukraine

Video materials were also employed during training sessions aimed at developing teamwork skills and fostering constructive communication (video “Effective Communication in a Team: Secrets of Successful Management” (1.00–8.55 min) by Oksana Krykun, available at: <https://www.youtube.com/watch?v=RUbPFoOpSnk>), acquiring knowledge about leadership and its potential in project activities (video “Leadership” by Ali Rouhani, available at: <https://www.youtube.com/watch?v=ptysqBKlMEk>), as well as learning how to create and sell a course on Instagram (video “How to Create and Sell a Course on Instagram Without Investment: Earnings, Tips, Services” by Anna Yevchenko, available at: https://www.youtube.com/watch?v=9IO3iJXWz_Y), among others.

We consider the use of video materials from educational YouTube channels to be highly significant in preparing academic staff for academic entrepreneurship, as they enhance the constructiveness and effectiveness of learning, make it more contemporary, and render the educational resources more visual and accessible. The demonstration of successful cases drawn from the real experiences of universities, students, and faculty contributes to ensuring the relevance of information and diversifying it through the continuous renewal of content, which encompasses interviews and conversations with entrepreneurs as well as presentations of business models and the ecosystems of modern universities. The processing of video materials fosters the development of skills in critically analyzing best practices, comparing and contrasting different approaches, reflecting on personal experience, and planning future entrepreneurial activities.

During the workshop “Development of an Entrepreneurial Project”, particular emphasis was placed on the use of Google Sheets for project planning through the specification of tasks to be completed, clear distribution of responsibilities among participants, allocation of time for task execution, and monitoring of implementation. It should be noted that such visualization of ideas and project activities contributes to the development of skills in structured time management, critical analysis, systems thinking, and teamwork. The value of employing these tools lies in their ability to bring the educational process closer to real-world practice. For example, during the workshop, academic staff had the opportunity to learn in conditions approximating those of a business environment, utilizing the potential of both face-to-face and blended learning. They also enhanced their digital literacy, skills in generating and visualizing ideas, essential for effective idea presentation, team communication, and collaboration.

In the course of project activities, academic staff worked on the development of projects using the Jira (<https://www.atlassian.com/software/jira>) or Worksection (<https://worksection.com/ua/>) platforms. According to researchers, “Jira by Atlassian is one of the most well-known and popular task managers. It is used by nearly 20% of teams worldwide. This

cloud-based project management service contains a vast number of tools and consists of three main sections: projects (tasks, bugs, and requests), issues (bug lists), and workflow (sequence of steps). Jira fits well into the methodology of Agile project management” [5, p. 466].

With regard to Worksection, scholars note that it is “a Ukrainian online project management service. It can be easily integrated with Google services, any CRM system, Slack, and Telegram. Today, more than 1,000 companies use Worksection to manage their projects. The service is suitable for various types of businesses, including digital agencies, web studios, video production companies, and others” [1, p. 151]. The authors emphasize the platform’s capabilities, such as: “1. Dashboard – a section with key indicators for quick analysis of completed work; 2. Flexible interface; 3. Time tracking; 4. Chats and internal communication; 5. Gantt chart; 6. Kanban boards; 7. Project reports; 8. Technical support; 9. Data protection” [1, p. 151].

According to the classification proposed by J. Hart [4], these services can be simultaneously attributed to two categories: “personal learning and productivity”, as they provide functionality for file storage and sharing, and “communication and collaboration”, since they offer virtual boards for collegial interaction. An example of using the Worksection service during project activities is the development of the startup “Mobile F8W Application.” First and foremost, the application was employed to describe the project, define its timeframes, and plan tasks with corresponding microtask specifications. The use of the Kanban method enabled the visualization of the project implementation process, clearly highlighting completed tasks as well as those still pending. The service also allows for the analysis of information regarding task completion, team member activity, and related aspects. Moreover, Worksection automatically generates a Gantt chart in accordance with the planned tasks, timeframes, and assigned executors.

Based on our experience, the use of the proposed services offers a number of advantages, including clear project planning that takes into account tasks and their sequence of execution, timeframes allocated for their completion, and designated performers. This undoubtedly has a positive impact on teamwork in achieving common goals.

Thus, in order to implement the pedagogical condition, namely, the integration of modern digital tools into the preparation of academic staff for academic entrepreneurship, those digital tools were employed that have proven their effectiveness in real business environments and are actively used in the implementation of academic entrepreneurship. According to the classification proposed by J. Hart [4], these tools fall into the following categories: digital tools for personal learning and productivity; communication and collaboration; and content creation and management.

References:

1. Вербіцька І., Бучинська Т. Проектний менеджмент – інструмент реалізації бізнес-пріоритетів міжнародних компаній. *Інноваційні економіка*. 2023. Вип. 2. С. 148–153.
2. Bayram L. Use of online video cases in teacher training. *Procedia-Social and Behavioral Sciences*. 2012. № 47. P. 1007–1011.
3. Geerts W.M., Steenbeek H.W., van Geert P.L. Effect of video-cases on the acquisition of situated knowledge of teachers. *International Education Studies*. 2018. Vol. 11, Issue 1. P. 64–80.
4. Hart J. Top 100 Tools 2025: By Category. Results of the 19t Annual Survey. URL: <https://toptools4learning.com/top-tools-by-category>
5. Khadartsev O., Chornobel A. Project management system at the enterprise: formation and evaluation. In European congress of scientific discovery: proceedings of the 1st International scientific and practical conference (29-31 december, 2024). Madrid: Barca Academy Publishing, 2024. P. 463–467.