

ENHANCING AN EVIDENCE-BASED APPROACH IN BUSINESS-ORIENTED COURSES

1 SEPTEMBER 2024 – 30 AUGUST 2027



OBJECTIVE

The project objective is to enhance an evidence-based approach in business-oriented courses. To meet this aim Partners will attempt to satisfy the needs of both teachers and students in evidence-based teaching and learning in Partners institutions, as well as support the teachers outside the Partnership once the project is over. Specifically, Partners will review current state-of-art literature and practices to equip teachers and students with new materials developed with an evidence-based approach.

ACTIVITIES

Partners will interview academic teachers on their current practices, students on their perceptions and satisfaction with the teaching methods and review the literature to develop the guidelines for evidence-based approach in business-oriented courses. They will support teachers in redesigning their current syllabi and develop new materials for both teachers and students. Partners will conduct workshops at 12 HEI and set up EBT Centre to support teachers after project completion.

RESULTS

The results of the project, accessible from the project website, will include: A comparative report detailing how the in-class experience matches with the international literature; Lesson scenarios developed with evidence-based approach; Resource Pack for Teachers; Redesigned syllabi; Blended-learning courses with Syllabi and Guidelines for teachers; Workshop PPT presentations, conference presentations and articles; EBT Centre website.



This project seeks to strengthen evidence-based methodologies within business and management education across Central Europe by enhancing both student and educator competencies in evidence-based practice (EBP). Partner institutions are working together to embed EBP principles into teaching and learning, supported by sustainable resources that extend beyond the project's lifespan. Central to this initiative is establishing a clear baseline of current perceptions and applications of EBP among educators and students and benchmarking these against international best practices. Drawing inspiration from the success of evidence-based medicine and related disciplines, the project aims to re-anchor business education in rigorous scientific inquiry. Work Package 2 (WP2) combines educator and student field studies with a comprehensive literature review to identify existing gaps, guide curriculum enhancement, and inform the design of teaching materials for subsequent project stages.

RESULTS OF FIELD STUDIES AND LITERATURE REVIEW

The literature review examined how EBP competencies can be effectively taught, assessed, and applied within business and management programmes. Drawing on 36 systematic reviews and meta-analyses, primarily from the health and social sciences, it identifies core skills including critical appraisal, evidence integration, and reflective decision-making. Effective instruction emerges as interactive, experiential, and supported at the institutional level, while key challenges include outdated curricula, limited faculty preparation, and inadequate assessment tools. Organizational culture, leadership, and resources are shown to be decisive factors in successful EBP adoption. Overall, embedding EBP through integrated curricula and sustained faculty development is seen as vital to producing graduates capable of data-driven, analytical decision-making.

Field studies comparing educators and students across Poland, Croatia, and the Czech Republic revealed a shared recognition of the value of evidence-based management (EBM). Teachers regularly draw on research and case studies but face constraints such as limited time, resources, and institutional backing. Students express enthusiasm for applied, evidence-based learning but demonstrate notable skill gaps in critical appraisal, analysis, and cost-benefit reasoning. Both groups advocate for more structured training, mentoring, and localized materials. Among participating institutions, the Czech university exhibits the strongest EBM orientation. When aligned with international literature, the findings show strong conceptual agreement but highlight persistent weaknesses in systematic application, evaluation, and faculty readiness. The evidence underscores that awareness and positive attitudes are not enough—sustained progress requires embedding EBM into curricula, strengthening faculty capacity, introducing validated assessment tools, and fostering institutional incentives for continuous improvement.

RECOMMENDATIONS

To achieve long-term impact, the report proposes a systemic, multi-level strategy built around four interdependent pillars: structure, capacity, pedagogy, and sustainability. Ten strategic actions are recommended, including embedding EBM as a core competency, adopting the "6A" model (Ask–Acquire–Appraise–Aggregate–Apply–Assess), establishing regional teaching hubs, enhancing faculty training, promoting authentic, data-driven learning experiences, and introducing reflective, portfolio-based assessment methods. Collectively, these measures aim to institutionalize EBM as a defining element of modern business education, namely of bridging research, teaching, and practice to drive sustainable, evidence-informed transformation across the region.