ÁGNES NEULINGER

REFLEXIVITY AND INCLUSIVENESS IN CURRICULUM DEVELOPMENT: THE EXPERIENCE OF A MASTER'S CLASS

REFLEXIVITÁS ÉS INKLÚZIÓ A TANANYAGFEJLESZTÉS SORÁN: EGY MESTERSZAKOS KURZUS TAPASZTALATAI

The concept of responsible research and innovation (RRI) has increased in popularity in the context of European Commission policy since 2010; promoting inclusive and sustainable research and innovation. The present paper introduces a curriculum development effort following the RRI principles in higher education in order to demonstrate the potential positive influence of an RRI-inspired course design on the self-perception of students related to their own reflexivity and inclusiveness competencies. The paper first outlines the use of the RRI approach in higher education, with a special focus on two areas, reflexivity and inclusiveness. The development of a marketing-related subject will then be introduced, described and evaluated. With the aid of a master's course, the selection of appropriate learning/teaching methods and related assessment practices will be introduced in relation to the competencies of reflexivity and inclusiveness. The results of a quantitative study are also presented, as students evaluated their own competency development in relation to reflexivity and inclusiveness topics at the end of the semester, with the help of an online survey. According to the main findings, the student perception was that course development served the aim of competency development well, and the various teaching methods supported inclusiveness, which also assisted the improvement of reflexive thinking.

Keywords: **RRI, reflexivity, inclusiveness, higher education**

A Felelős Kutatás és Innováció (RRI) koncepciója egyre nagyobb hangsúlyt kap az Európai Bizottság tevékenységében. Jelen tanulmány azt mutatja be egy felsőoktatási tananyagfejlesztés kontextusában, hogy egy RRI-szemléletű kurzus hogyan támogathatja a diákok reflexivitással és inkluzivitással összefüggő kompetenciáit a részt vevő diákok saját megítélése szerint. A cikk először ismerteti az RRI-megközelítés szerepét a felsőoktatásban, hangsúlyosan érintve a reflexivitás és inkluzivitás témaköreit. Ezután egy marketingtantárgy esetében értékeli az elvégzett tantárgyfejlesztési munkát, kiemelten a reflexivitáshoz és inkluzivitáshoz kapcsolódóan. Az érintett diákok véleményének megismerésére egy kvantitatív kutatás eredményeit is bemutatja, az online felmérés során a diákok értékelték a kurzust és saját magukat a reflexivitás és inkluzivitás témáihoz kapcsolódóan. A kutatás eredményei szerint a kurzus támogatta a diákok kompetenciáit, a változatos oktatási módszerek pedig erősítették az inkluzivitást és egyúttal hozzájárultak a reflexív gondolkodás fejlesztéséhez.

Kulcsszavak: **RRI, reflexivitás, inklúzió, felsőoktatás**

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The document dedicated to the integrated promotion of responsible research and innovation (RRI) was signed by the organisers and participants of the "Science, Innovation and Society: Achieving Responsible Research and Innovation" conference in November 2014. The so-called Rome Declaration emphasises that research and innovation activities must recognise the founding principles of the European Union (europa.eu, 2014, p.1): "*the respect of human dignity, freedom, democracy, equality, the rule of law and the respect of human rights, including the rights of persons belonging to minorities"*. This concept has gained visibility and popularity in the EU, and more specifically

in the context of European Commission (EC) policy, since 2010 (Owen et al., 2012).

The different definitions of RRI primarily belong to the world of academia, technology and policy-making (Tassone & Eppink, 2016). According to Von Schomberg (2011, p. 9) RRI is "*a transparent, interactive process by which societal actors and innovators become mutually responsive to each other with a view to the (ethical) acceptability, sustainability and societal desirability of the innovation process and its marketable products (in order to allow a proper embedding of scientific and technological advances in our society)".* The European Commission (2012, p. 1) considers both the processes and outcomes of responsible research and innovation, which should be in line with the *"values, needs and expectations of European society*".

This inclusive and value-based approach calls for a general application of the concept. Although science education is mentioned amongst the eight criteria of RRI (EC, 2015) – governance, public engagement, gender equality, science education, open access/open science, ethics, sustainability, social justice/inclusion – education can do more for the broader understanding of the societal embeddedness of research and innovation. Students can learn about RRI principles during different courses and modules, and they can also be encouraged towards a critical reflection of their own work.

The aim of this paper is to demonstrate how a course design aligned with RRI principles can influence the self-perception of students related to their own reflexivity and inclusiveness competencies. This paper introduces a curriculum development case for one of the subjects of the Marketing master's programme at the Corvinus University of Budapest. The 'Theory of Consumption and Consumer Behaviour' course was developed with the aim of better serving two dimensions of the RRI competence framework, inclusion and reflexivity. These two areas have been the focus of course development considering both the nature (topics) of the module and the interrelatedness of these two fields. As Ratner and Jensen (2012) argue, reflexivity can be the means to achieve inclusion. Content and teaching methods were aligned to these purposes, and student perceptions of the applied practices were measured. This paper considers the role of RRI in higher education, highlighting the importance of reflexivity and inclusion, and presenting a curriculum development process from the planning until the evaluation phase.

RRI in Higher Education

Owen et al. (2012, p. 757) suggested that there is a need for a shift from science in society to science *for* society, *with* society. They also call responsible innovation a *"collective duty of care"* considering the collective effect on the creation of innovation. The Horizon 2020 programme of the European Commission emphasises the importance of the scientific literacy of society, and its need to be strengthened and improved. For these reasons, the relevance of higher education institutions is indisputable in the training of future social actors (including researchers, managers, decision-makers etc.), who will be the future participants and stakeholders of research and innovation processes. Universities need to recognise their role in this situation, and as Escrigas (2016) stated, they need to rethink their strategies, including their curricula, research activities and interaction with society.

There are programmes that aim to increase the awareness and application of the RRI concept in education, such as the Higher Education Institutions and Responsible Research and Innovation (HEIRRI) training programmes. The main objective of HEIRRI was the development of RRI training programmes for the different levels of education (Bachelor's, Master's, PhD) in order to share knowledge and develop skills related to the relevance and ideas of the RRI concept (see http://heirri.eu). The 'Deliverable 3.2 Training Programmes' document (HEIRRI 2017) introduces ten training programmes for teaching RRI, including full courses, modules, workshop and summer school programmes, and online courses for students (Bachelor, Master's, PhD) and for academic and non-academic teachers. Another example is the Enhancing Responsible Research and Innovation through Curricula in Higher education (EnRRICH) project, which aims to support and encourage educators in higher education institutions to apply the RRI concepts to their higher education curricula. The formal EnRRICH tool includes guidelines for educators as to how to design a course according to the RRI principles, with the help of reflective questions and rich examples (Tassone & Eppink, 2016).

In terms of student skills development regarding RRI, Bayram-Jacobs (2015) suggests five skills to be improved: critical thinking, problem solving, questioning, responsibility, and creative thinking. The EnRRICH document introduces a similar approach with four competencies – anticipation, reflexivity, responsiveness and inclusiveness – to help students become responsible researchers and innovators (Tassone & Eppink, 2016).

In relation to anticipation, the report of 'EnRRICH tool for educators' (Tassone & Eppink, 2016) emphasises the importance of future-studies related abilities, future-oriented ethical abilities and proactive, well-timed engagement. With the help of these abilities, students will be able to foresee possible future societal challenges and the implications of scientific and innovation practices, including ethical aspects and constructive and meaningful ways of contributions. Reflexivity relates to different types of awareness (self, situational, social), together with ethical and disruptive thinking, while inclusiveness focuses on the knowledge, understanding and engagement of diverse stakeholders so that they will be aware of the variety of needs and perspectives, while valuing diversity, openness and transparency. Finally, the dimension of responsiveness implies the ability to manage and respond to new challenges while being flexible, adaptable, supportive and proactive in complex, controversial and uncertain situations.

The above approaches are also valued in management education, helping to improve student skill sets and enable

them to deal with complex, ever changing and uncertain business environments in an ethically responsible way (see e.g., Hibbert & Cunliffe, 2015; Osiemo, 2012; Starkey & Tempest, 2005).

Considering the above teaching approaches, this paper focuses on two competencies, reflexivity and inclusion, and introduces a curriculum development example from the practices of Corvinus University of Budapest. The articulation of learning outcomes and the selection of appropriate learning/teaching methods and related assessment practices will be introduced with the help of the Theory of Consumption and Consumer Behaviour Master's degree course.

The Role of Reflexivity and Inclusion in Education

Reflective thinking and reflexivity in the classroom

John Dewey, the American philosopher and educational reformer, argued that schools should educate students to be reflective, autonomous and ethical individuals through critical discourses (Dewey, 1916). According to his approach, reflective thinking is *"an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends"* (Dewey, 1910, p. 6). Based on Dewey's approach, Rodgers (2002) defined four criteria for the concept of reflection. The first relates to the continuity of learning and the progress an individual (and society) makes, on the basis that reflection enables deeper understanding while a learner moves from one experience to the next. The second criterion emphasises the mode of thinking, which must be systematic, rigorous and disciplined. According to the third criterion, reflective thinking requires community and interaction with others. On top of this, it also includes openness and positive attitudes towards personal and intellectual growth. In relation to reflectivity and reflexivity, the clear differentiation between reflective thinking and critical reflexivity should be considered. Cunliffe (2004, p. 415) suggests that reflectivity is single-loop learning, while critical reflexivity starts with double-loop learning: *"Whereas reflective analysis is concerned with a systematic searching for patterns, logic, and order, critically reflexive questioning opens up our own practices and assumptions as a basis for working toward more critical, responsive, and ethical action".*

Fullagar and Wilson (2012) introduced several teaching approaches for reflective learning, such as work-integrated learning methods and the use of group projects. The latter requires students to work together and understand each other, as well as bring together different interpretations and perspectives. Gray (2007) listed further tools for reflective learning, including: 1. storytelling (with self-understanding, self-insight and self-respect), 2. reflective and reflexive conversations and reflective dialogue (understanding of personal intentions, contributions and the subjective focus on reality), 3. reflective metaphors (symbols, images for deeper understanding), 4. reflective journals (personal anecdotes, descriptions, stories for self-reflection), 5. reflecting on critical incidents (interpretation of typical and untypical events to uncover patterns), 6. repertory grids (diagnostic instrument with the rating of elements related to specific constructs), and 7. concept mapping (graphic technique for understanding of concepts).

According to Belhassen and Caton (2011, p. 1392) a broader curriculum – taking a critical pedagogy approach – enables students to consider and discuss *"values, power interests, and desirables ends ... thus allowing students to reflect critically, as free thinkers, on the kind of world they want to build."* They also emphasise that instead of learning technical information, students should understand how to use their creative potential, and how to continue learning for their intellectual growth. Wigginton et al. (2019) recognised the importance of reflexivity in their pedagogical framework when they applied reflective methods for course assessment in relation to a health promotion course. They noticed that this approach enabled students to understand the meaning and crucial role of health and health promotion practices. As a result, they argue the formal recognition of reflexivity in core competencies within the curriculum.

There is a good variety of digital/software tools available for higher education to support reflexive learning. Lovell and Baker (2009) argue the use of digital narratives for a deeper understanding of course material, and for the engagement of students. Digital narratives combine components from audio and video materials together with images, animations and text, in order to create personal stories. Baker (2012) applied classroom karaoke in a mass lecture environment in order to promote interaction between students and decrease the sense of isolation due to group size. Costa et al. (2017) worked with digital videogames to improve media and information literacy. They concluded that the creation of videogames had a positive effect on children's critical thinking and participative skills. Takata and Curran (2009) used visual teaching tools to encourage critical thinking, and also built trust and fun with the help of these approaches. Horváth et al. (2015) and Horváth et al. (2018) similarly applied various cooperative techniques (including film-making and the design-communication approach) to encourage creative and critical thinking in marketing-related classes.

The use of blogs – according to Yang (2009, p. 14) – *"pulls together several of the most recommended pedagogies from learning theory: scaffolding, student-centred learning, the incorporation of multiple perspectives, and the use of learning communities".* Overall, blogs can be considered learning spaces (Williams & Jacobs, 2004), virtual classrooms (Yang, 2009) and tools for reflection (Tharwa, 2017). According to Williams and Jacobs (2004), the use of blogs in higher education is perceived positively by students, and proved to be an effective tool for teaching and learning. Tharwa (2017) used blogging for the development of writing skills and reflective thinking in EFL (English as a foreign language) major students. She found that the level of learning enjoyment and engagement increased – even amongst previously passive students – re-

lated to the blog exercise. Furthermore, blogging created a positive relationship between reflective thinking and writing skills.

It is important to note that students cannot be forced to demonstrate reflective thinking and reflexivity. These things emerge from co-creation practices, and teachers need to build a productive learning environment which enables meaningful collaborations between students and teachers (Lay & McGuire, 2010). Toarniczky et al. (2018, p. 187) emphasise the importance of relationship among students, faculty and institution in this process, in order to help students to be *"adaptive, proactive and responsible individuals, as well as active citizens".*

This approach seems to worth the effort from both sides, as reflexivity enables students to understand their positions in various situations and to respond properly in order to achieve their purposes (Freda et al., 2017).

Inclusiveness in curriculum development

There is a particular challenge in higher education which relates to the growing diversity of student populations. Faculty members need to acknowledge that students with different backgrounds have different abilities to participate in classroom activities, for example, joining classroom discussions (Bakhtin, 1986). As a result, educators have to rethink their teaching approaches and create curricula that are inclusive for all students. According to Sapon-Shevin (2007), inclusion calls for a redefinition of "smartness" and for the acceptance that there are many ways to be smart.

A framework called universal instructional design (UID) has its roots in the basic concept of universal design, and aims to create learning environments with greater accessibility for all learners, including students with disabilities. The principles that come from the physical world can easily be applied in teaching and learning: flexibility, consistency, accessibility, explicitness, and supportiveness. With the aid of these principles, more inclusive and enriched learning environments can be created, barriers to teaching and learning can be eliminated, and students can maximise the benefits from their classes (Palmer & Caputo, 2003).

Inclusiveness in education includes the incorporation of multiple methods of both teaching practices and performance evaluations. Higbee et al. (2008) described a physical science class that was made more inclusive with a new grading system. The educator of the course used different vehicles of assessment (homework, exam, lab work) in order to consider the various abilities and strengths of the students. They also set a timeframe for the exam that was stress-free, and also suitable for students with disabilities. Arendale and Ghere (2008) introduced several activities that they used for history courses in order to support students with a disability, or those with academic preparation issues. Just a few examples of their practices demonstrate how to create an inclusive learning environment: 1. web-based access to knowledge gave the opportunity for class preparation and helped students to be more confident in class discussions, 2. a Wiki webpage study guide for exam preparation (students co-create answers for potential essay questions), 3. a weekly course podcast created by students which served as a study guide for exams, 4. a modified classroom learning environment with a wide variety of activities (e.g., small group learning, simulations).

According to prior studies, inclusive methods result in better learning outcomes, and specifically grades and skill development. Heemskerk et al. (2011) found that with the help of more inclusive information and communication technology (ICT) tools, students were more participative and collaborative, and attained better reading results compared to those who worked with less inclusive tools. Mack (2012) recognised that the creation of several different opportunities for students to participate in class enabled more diverse interactions, and positively affected the classroom atmosphere.

Ultimately, inclusion and inclusive education should be a high priority for any educational institution as *"good inclusion is good teaching"* (Sapon-Shevin, 2007), and *"inclusion and reflexivity is all about changing one's perspective"* (Ratner & Jensen, 2012. p.88).

Course Planning in the Light of RRI Guidelines: Cases of Reflexivity and Inclusiveness

Institutional and classroom context of curriculum development

The Marketing MSc programme started in 2009 at the Corvinus University of Budapest, and 148 students were accepted for the program in 2018. The Theory of Consumption and Consumer Behaviour class is a mandatory module for all Marketing MSc students, and in 2018 a total of 119 students took the subject. In this course students learn about models, concepts, and actual trends in consumer behaviour. Topics such as consumer society, subcultures, consumption rituals, gender roles, family roles, aging, complexity of consumer decision-making, consumer well-being, online consumption, innovation acceptance, alternative/ second-hand consumption and consumer protection are covered during the course.

Teaching methods for this course include traditional lectures and seminars. Lectures focus on theoretical considerations (models, concepts, definitions) together with real-life examples, with the aim of helping students to obtain theoretical knowledge. Seminar work deepens the understanding of the subject with the help of interactive exercises, case studies and discussions. Upon completion of the course students should be able to (1) gain a well-grounded understanding of key concepts in marketing and consumer psychology/sociology, (2) be able to apply these concepts to real-life situations, (3) be able to design marketing programmes based on what we know about consumer behaviour, and (4) develop skills in how to work effectively as part of a team, and build a cooperative atmosphere among team members, while analysing and presenting group projects. Course evaluation is based on an exam (45%), a group project (30%), case studies (10%), a class debate (5%) and class participation (10%) scores.

Curriculum development focusing on reflexivity and inclusiveness

The present curriculum development project aimed to improve student competencies in *"reflecting about context, ways of framing, ways of knowing, ways of doing, and ways of being"* (Tassone & Eppink, 2016. p. 17) in relation to consumption, consumer behaviour and consumer society. The course also aimed to improve student competencies in *"including, communicating with and collaborating with others"* (Tassone & Eppink, 2016. p. 18).

In order to create a learning environment which supports critical, responsive and ethical thinking (Cunliffe, 2004), and which is also able to include the needs of all students, the following activities were used during seminars:

• Online access to knowledge

With the help of the Moodle learning management system, all course related materials (syllabus, assignment guidelines, PowerPoint slides, case studies, examples, articles, links to videos) were available for students at the very beginning of the semester and for the whole semester. This access enabled students to be better prepared for classes and to be more confident during discussions.

• Team project work related to the consumer well-being concept in the form of a poster (one-page, digital version)

Team projects are excellent tools to learn about cooperation, an excellent method for idea generation and can also increase efficiency (Alexander & Stone, 1997). Contemporary workplaces often organise their work in teams, and therefore, employers value the ability to work cooperatively highly. In order to solve the challenges of team evaluations (due to often-unequal individual participation and contributions, as well as the unfair distribution of tasks), the application of a peer assessment form helped the better appraisal of individual efforts.

• Classroom debate in small groups

Four themes related to course topics have been used in classroom debates. Lecturers randomly selected students for topics, and also assigned them to predefined roles of agreement and disagreement. Home preparation allowed flexible preparation for class presentation.

• Case studies for class discussion

The approach to case studies was analytical and decision-oriented, focused on being managerially relevant. Early access to cases aimed to help student preparation.

• Online forum discussion (Moodle forum on seminar-related topics)

Online discussions on Moodle (which are similar to blog assignments) offered room for quieter students who wanted to contribute to class discussions. It also allowed the continuance of class discussions that had to be stopped due to time constraints. Frequent and meaningful contributions were rewarded with extra points for the course evaluation.

• Documentary film about the senior generation

The subject of aging and marketing to senior consumers is often an abstract topic to students in their 20s. Visual teaching tools can make this complex and abstract issue tangible and more relevant for students.

Research agenda

An online survey was developed and applied at the end of the semester in order to understand student perceptions about their own competency development in relation to reflexivity and inclusiveness topics, as well as the perception of tools and methods used for their competency development. In order to increase engagement, students were invited to provide input to the questionnaire development. Nineteen questions about the course were used to measure the perception of applied teaching methods, and seven demographic questions to help the interpretation of research results. The evaluation of responses was anonymous. The online survey used Likert scales (from "strongly disagree" to "strongly agree") and open questions. Students were asked to indicate their level of agreement with a series of items relating to teaching methods. The dedicated time (estimated working hours) for the activities was also measured, and statements like "I enjoyed seminars", "Examples were up-to-date", and "I become more sensitive towards social problems" were also evaluated on a 5-point Likert scale. Open-ended questions were used to collect ideas for lecture and seminar improvements. A total of 119 students responded to the questionnaire, and the response rate was 88%. Due to the pairwise deletion techniques for missing data, the sample size may differ slightly from one analysis to another. It should be noted in data interpretation that 81.9% of respondents were female, and 18.1% were male.

It is important to note that this study was only able to measure the students' own perceptions which indicates the subjective understanding of the studied phenomena. The questionnaire also allowed individual interpretations of abstract terms used in the questionnaire like "sensitive", "societal problems", "social awareness".

Research results

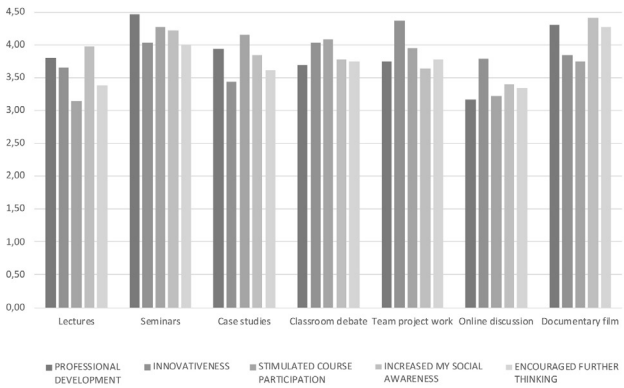
The results showed that the topics on the course were perceived as important, and students are generally satisfied with the acquired knowledge related to these topics. Topics such as online consumption, consumer society, innovation adaption and decision complexity were evaluated as the most important, while the highest level of satisfaction with knowledge was reported in relation to the fields of subcultures, consumer rituals, gender roles and aging. Significant differences were found in two topics, between male and female respondents: the importance of gender roles was more appreciated by females, while consumer decision-making complexity was considered more significant by males.

In summary, the measured teaching methods proved to be effective in light of student perception. Five factors were measured in relation to lectures, seminars, case studies, classroom debate, team project work, online fo-

rum discussion and documentary film: (1) contribution of methods to professional development, (2) level of perceived innovativeness, (3) stimulation of course participation, (4) development of own social awareness, and (5) encouragement of further thinking. As Figure 1 indicates, seminar work contributed to professional development and stimulated course participation to the highest extent, team project work was considered the most innovative, and the documentary film increased students' own social awareness and encouraged further thinking the most.

Figure 1.

Evaluation of teaching methods by students



Source: own elaboration

Table 1.

Results of the factor analysis on the attitudinal questions of course evaluation

Factor	Statement	Factor Loading
Course engagement (∝=0.89. M=4.25)	I had a good time during seminars	0.827
	It was clear what would happen in this course	0.764
	I have learnt useful things from my teacher	0.742
	Processes were transparent	0.729
	I was happy to join class discussions	0.660
	Things I have learnt during classes will be useful for my work	0.618
	Relevant examples were discussed during classes	0.554
	We discussed topics that were interesting to me	0.521
Social sensitivity (∝=0.82. M=3.54)	I become more sensitive towards social issues	0.840
	I become more open-minded about societal problems	0.806
	I have learnt new things about how societies work	0.656
	I have learnt useful things from my classmates	0.579

Source: own elaboration

According to the attitudinal questions, smooth course management was one of the main reasons for high course satisfaction (see the list of statements in Table 1). The factor analysis (maximum likelihood with varimax rotation) of 13 items (three items were eliminated due to low consistency) produced two factors that explained 62.96% of the total variance. Table 1 shows the two identified factors along with their factor loadings. The internal reliability of both scales is satisfactory, with a value of 0.82 for the 'social sensitivity' factor and a value of 0.89 for the 'course engagement' factor. The mean scale values for the two factors are 4.25 and 3.54, respectively (see Table 1).

In further analysis, the two factors served as clustering variables for segmenting students based on their attitudes towards the course. Using initial cluster centres (k-means), the examination of two-cluster and three-cluster solutions led to the selection of the three-cluster solution, based on the ease of interpretation, and the goodness of fit measure and a minimum cluster size of 10% of the total sample was also considered. Hierarchical clustering was performed using the Ward method and was chosen for further analysis due to more compact and distinct clusters. Based on the cluster solution, three groups of students were labelled as follows (see Tables 2 and 3 for a more detailed description of these groups):

1. 'Socially sensitive' students (20%): These students showed low course engagement, however they reported high scores on topics related to their own perceived social sensitivity.
2. 'Enthusiastic' students (60%): Students in this group had high scores for both course engagement and perceived social sensitivity.
3. 'Engaged only' students (10%): They are engaged in the course but provided the lowest scores on perceived own social sensitivity items.

Table 2 introduces the perception of applied methods by student segments. The results show that the documentary film about the senior generation joined by seminars increased social awareness the most, and also encouraged further thinking, according to student perceptions. 'Enthusiastic' students evaluated almost all tools highly, from the point of their increased social awareness, while 'engaged only' students appraised both lectures and seminars in this respect.

In most cases, 'socially sensitive' students reported the lowest results related to the different teaching methods, except for the documentary film. In fact, the documentary was evaluated as a positive influence on their professional development, and was able to increase their perceived social awareness and also encourage further thinking.

Seminars, case studies, the classroom debate and the team project work proved to be the most influential tools for course participation. Case studies worked best for the least engaged "socially sensitive" group, while "engaged only" and "enthusiastic" students were motivated the most by the seminars.

Table 2.

Perception of applied methods by student segments

	'Socially sensitive' students		'Enthusiastic' students		'Engaged only' students	
	Mean	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*	*St. Dev.*
LECTURES						
Professional development	3.40	0.91	3.95	0.81	3.78	1.30
Innovativeness	3.75	0.97	3.72	0.80	3.11	1.27
Stimulated course participation	2.85	0.99	3.24	1.11	3.10	1.20
Increased my social awareness	3.33	0.98	4.10	0.89	4.10	1.10
Encouraged further thinking	3.25	1.22	3.41	1.09	3.44	1.13
SEMINARS						
Professional development	3.74	1.05	4.75	0.65	4.35	0.75
Innovativeness	3.45	1.15	4.31	0.79	3.80	1.01
Stimulated course participation	3.45	1.19	4.58	0.62	4.20	0.62
Increased my social awareness	3.40	1.05	4.54	0.70	4.00	1.08
Encouraged further thinking	3.37	1.21	4.30	0.85	3.70	1.17
CASE STUDIES						
Professional development	3.53	1.22	4.27	0.83	3.55	1.15
Innovativeness	3.30	1.17	3.67	1.00	3.00	1.08
Stimulated course participation	3.80	1.06	4.42	1.02	3.75	1.21
Increased my social awareness	3.35	1.04	4.29	0.77	3.00	1.08
Encouraged further thinking	3.53	1.12	3.97	0.96	2.68	1.06
CLASSROOM DEBATE						
Professional development	3.37	1.16	4.02	1.04	3.20	1.20
Innovativeness	3.65	1.09	4.20	0.98	4.00	1.00
Stimulated course participation	3.65	1.14	4.25	1.09	3.85	1.09
Increased my social awareness	3.30	1.26	4.10	0.99	3.21	1.23
Encouraged further thinking	3.60	1.10	4.02	1.07	3.10	1.41
TEAM PROJECT WORK						
Professional development	3.16	1.12	4.15	0.80	3.15	1.27
Innovativeness	3.60	1.47	4.61	0.59	4.30	0.98
Stimulated course participation	3.45	1.10	4.28	0.94	3.30	0.98
Increased my social awareness	3.30	1.22	3.98	0.93	2.90	1.12
Encouraged further thinking	3.50	1.24	4.05	0.95	3.20	1.15
ONLINE FORUM DISCUSSION						
Professional development	2.80	0.86	3.24	1.14	2.93	1.10
Innovativeness	3.71	1.21	3.98	1.08	3.28	1.32
Stimulated course participation	3.35	0.86	3.24	1.26	2.61	1.14
Increased my social awareness	3.19	1.11	3.47	1.25	3.00	1.46
Encouraged further thinking	3.38	1.09	3.37	1.27	2.93	1.67
DOCUMENTARY FILM						
Professional development	4.24	0.90	4.40	0.80	4.00	1.03
Innovativeness	3.83	0.99	3.90	1.02	3.78	1.11
Stimulated course participation	3.68	1.06	3.87	1.16	3.59	1.37
Increased my social awareness	4.37	0.83	4.49	0.81	4.11	1.23
Encouraged further thinking	4.11	0.88	4.31	1.01	4.33	0.91

Source: own elaboration

Table 3.

Perceived importance of course topics by student segments

	'Socially sensitive' students		'Enthusiastic' students		'Engaged only' students	
	Mean	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*	*St. Dev.*
Online consumption	4.45	0.83	4.76	0.47	4.65	0.49
Complexity of consumer decision-making	3.85	0.67	4.51	0.60	3.90	1.07
Consumer well-being	3.85	0.99	4.46	0.68	3.85	0.93
Innovation acceptance	4.10	1.07	4.36	0.71	4.00	0.97
Gender roles	3.95	1.00	4.32	0.73	3.65	0.99
Aging	3.85	0.93	4.20	0.74	3.80	1.01
Family roles	3.80	1.01	4.14	0.78	3.45	1.05
Subculture	3.65	0.99	4.10	0.78	3.25	0.85
Consumer society	3.85	0.59	4.41	0.79	4.30	0.73
Consumption rituals	3.35	0.99	3.88	0.91	3.10	1.29
Alternative/ second-hand consumption	3.00	1.08	3.73	0.94	3.00	1.17
Consumer protection	3.45	1.00	3.92	0.97	3.30	1.08

Source: own elaboration

According to Table 3, the topic of online consumption was the most interesting for all groups, and the documentary film proved to be the most powerful applied tool. Seminars were greatly appreciated (using all the tools mentioned above), especially amongst 'enthusiastic' group of students who rated it highly in several categories.

Conclusions

The topics and applied methods of the Theory of Consumption and Consumer Behaviour course aimed to enhance student competencies related to reflexivity and inclusion. Topics covered in this course – including consumer society, subcultures, consumption rituals, gender roles, family roles, aging, complexity of consumer decision-making, consumer well-being, online consumption, innovation acceptance, alternative/ second-hand consumption and consumer protection – were also selected to support future managers as ethically responsible leaders. These topics proved to be interesting and important for students according to their course perception and their perceived own competencies.

The course development introduced focused on both reflexivity and inclusion. Inclusion can help students to be more reflexive (Ratner & Jensen, 2012), which was found to be true in the present case. Visual teaching tools (including the documentary film) supported reflexive thinking, and also encouraged creative thinking and problem solving as suggested by Tassone and Eppink (2016) and Horváth et al. (2018). The applied visual tools improved the involvement and engagement of all students, including the less active ones. The same was true for the seminar work that used multiple methods (including class debate, case studies) to meet the needs of students with different backgrounds, skills, interests. The applied teaching practices were able to engage students for the whole course, and also encouraged their reflexivity related to consumption and consumer behaviour based on student perceptions.

According to Yang (2009), blogging provides an opportunity for more flexible discussions (both time and space), and moreover, participants can realise additional opportunities to share their ideas with others. In the present situation, a similar approach was applied with the help of the Moodle learning management system – with the use of an online forum discussion on course-related topics – but it received a mixed evaluation from students. According to course statistics, approximately one-fifth of students participated in these online discussions and this activity was one of the least appreciated for its contribution to the students' professional development, while it was perceived to only moderately encourage further thinking and support the development of social awareness. Nevertheless, this tool was acknowledged as somewhat innovative, and more importantly stimulated the course participation of the least interested students ('socially sensitive' segment).

In summary, the curriculum development aimed to enhance student abilities to see the importance of social and environmental challenges related to consumption and consumer behaviour, and furthermore, to make them more sensitive to these issues. As Hackman (2008: 38) pointed out, the respect of differences is not enough, and educators should *"delve into the realities of those differences... to create real inclusiveness and a feeling of being welcomed".* This course made inclusiveness its focus, and as a result was able to achieve improvements in the reflexive thinking of students.

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