

How Can Communication Channels Reflect to University Values? (Research Based on the Answer of BBU Students)¹

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ABSTRACT

One of the most important resources of higher education is information, and making good use of it is essential for real impact. Effective utilization of information is crucial for achieving desired outcomes. Clear communication and transfer of knowledge are essential components of successful utilization. Knowledge sharing has the potential to impact not only the academic world but also the business sector, making it essential both inside and outside the institution. In the context of information flow and processing, it is vital to consider the different units and members of an institution. Effective communication methods and high-quality information transfer can significantly enhance the credibility of an institution. In the realm of higher education brand building, it is imperative to have a clear vision and values that align with the mission of the institution. In our primary study, we investigated how the communication aspects – effectiveness and transparency – of the explicit values held by Budapest Business University (BBU) could manifest in the daily experiences of our students. The researchers conducted a survey among available student groups using a questionnaire. Analysing the responses of 358 university students we found that there are too many communication platforms – of which students prefer Coospace over Moodle, and students appreciate being emailed about any kind of information. The University considers knowledge sharing and effective communication as crucial measures for both internal and external stakeholders. The importance of these factors in shaping the image of the institution cannot be ignored; they are crucial for creating a positive perception.

Keywords: *communication, education, learning management systems*

1. Introduction

Nowadays, universities operate in an open market, striving to boost not only their student enrolment numbers but also their students' satisfaction levels as consumers. An essential aspect of achieving this requires fulfilling preconceived expectations of education whilst also

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providing exceptional student experiences that enhance the standing of the institution. These efforts allow universities to create a unique brand that sets them apart from rival institutions in the market and garners recognition. Consequently, we will not only garner the confidence of those who select us but also establish enduring loyalty for decades and even generations to come.

Effective branding requires effective communication. This not only refers to the university's external communication efforts but also to meeting the internal needs of its students. This study aims to investigate the experiences and expectations of students currently studying at the Budapest Business University, specifically in relation to communication channels and methods utilized when interacting with lecturers, administrators, and other departments. The communication channels serve not only to store and disseminate educational information but also to furnish the students with relevant data about the administration and the community aspects. Precautionary measures must be taken to ensure their efficient operation and alignment with the students' interests, guaranteeing a productive relationship with the University right from the start.

2. Literature review

With the use of technology and the Internet, education is undergoing a significant transformation, resulting in changes to teaching and learning methodologies. The changes were primarily induced by the increasing level of cooperation related to Industry 4.0. The consequence of this was a paradigm shift (Kálmán et al., 2023). The learning content and outcome requirements of higher education are increasingly determined by the requirements of industry. These requirements must be met by career starters (Kőműves, Hollósy-Vadász & Szabó, 2021). The industrial sector provides the financial and technical conditions, higher education provides the knowledge necessary for innovation. An important element of knowledge transfer is the use of virtual environmental factors available in different formats including learning and teaching platforms. Teachers have already been using modern technological tools and students benefit from the diversity of information, communication, collaboration and knowledge sharing. The use of LMS (Learning Management System) has become almost indispensable in universities. Computer-mediated learning, which complements face-to-face learning, has become a tool for blended learning. This includes electronic platforms used in education, which can contribute to the integration of flexible and efficient information transfer tools (Lopes, 2011). The students' satisfaction with the LMS is based on three factors: system content, interaction and technology quality (Toring, 2023).

The education system faces new challenges and requirements. This is due to the rapid change in our world. This is how the concept of sustainability entered the operation of higher education, which is the most important in three areas: higher education that is environmentally friendly, competitive and has sustainable resources can be considered sustainable (Kálmán, 2023). Sustainability is also the key to talent management, which contributes to the innovative workplace of the future (Kőműves et al., 2020). It has become necessary to change and improve

the online learning system in order to keep up with these changes. This change was facilitated and accelerated by the transformation of COVID-19, lifestyle and education (Kálmán et al., 2021; Zéman et al., 2021). Competences have become important, since learning itself must be taught in a rapidly changing environment. The pandemic was therefore not only a crisis but also an opportunity (Kömüves & Szabó, 2021). E-learning is becoming more and more important in higher education, and it plays a prominent role in learning. It facilitates communication between students and is also a means of knowledge flow between teachers and students. Academic competitions can even be organized online (Borbély & Kömüves, 2021). The quality of communication contributes to an increase in student satisfaction and a more favourable perception of the university (Alrikabi et al., 2022). Various forms of community software are increasingly used in learning and teaching processes in higher education. The platforms also serve to build a social network and contribute to interactions between students and educators. However, it can be said that in addition to the benefits, their introduction in some cases also has harmful consequences for students, teachers, but also for the institution as a whole (Schroeder et al., 2010).

E-learning platforms also provide a teaching and learning experience, and their use is essential in higher education. Moreover, since education these days does not end with obtaining a degree, these platforms are also important tools for lifelong learning (Kálmán & Kalman, 2021). Moodle is an interactive e-learning tool that is suitable for involving students in solving tasks and helps cooperation (Benta et al., 2014). The application of certain interfaces (Moodle, Zoom, Teams) was already of paramount importance during the pandemic. Reaching out to students became critical during this period, as well as facilitating access to educational materials. This trend continued even after the pandemic passed, the interfaces can also be used as an additional element of personal education (Alameri et al., 2020).

Online learning platforms used in universities (such as Moodle, Open edX, etc.) provide many benefits for teachers and students alike. Among other things, teachers highlight greater freedom of access, the possibility of dividing into modules, flexibility in teaching, cost-effectiveness, the ability to keep up with the pace of life, the ability to set criteria for assessment (Liu et al., 2020). It can also explore how electronic platforms can increase motivation to learn, as well as students' interest in developing learning activities in cyberspace. With this knowledge, it is also possible to develop surfaces (Oproiu, 2015).

Moodle is basically a high-potential interface, yet it is mostly used for storing documents. Students recognize the importance of other functions, so they use them to promote learning and, in the case of educators, teaching processes (Costa et al., 2012). E-learning is now part of the classroom, where Moodle is one of the most widely accepted tools. It can also be considered as a communication tool commonly used by students, lecturers and assistants (Hölbl & Welzer, 2010). Moodle can be seen as an online tool that facilitates learning in higher education, however, it often becomes a content factory rather than an interactive environment. It basically promotes interactivity and content management (Susana et al. 2015).

There is still little specific research available on the factors that influence student satisfaction with learning platforms. Some researchers have found that information quality is the most important predictor of student satisfaction while satisfaction is the most important determinant

of perceived learning outcomes. In addition, the impact of communicativeness on perceived learning outcomes may depend to a large extent on the educational context (Pérez-Pérez et al., 2020).

Some researchers have sought to identify factors that affect the effectiveness of Moodle. During the examination, several influencing factors can be determined such as behavioural intent in the future, communicativeness, format, information quality, performance result, perceived utility, satisfaction and system quality. System and information quality did not affect satisfaction, while communicativeness had the largest significant impact on performance (Damjanovic et al., 2015). A study conducted among university students came to the following conclusion. 81% of students stated that e-learning provides academic material in an interesting way. Similarly, 80% of students responded that e-learning increases the possibility for students to connect among themselves and between students and teachers. 73% of students indicated that they spend more time in front of technical tools of social interaction due to increasing social isolation (Al Rawashdeh et al., 2021).

During education, students typically agree that electronic interfaces can be used effectively. Convenience, content, efficient use, language, clarity and fun use are especially important to them (Barus & Simanjuntak, 2020). In some cultural contexts, students tend to use better-known media platforms (e.g. WhatsApp). Research has shown that students were most likely to use formal e-learning platforms (Moodle) rather than the more familiar informal e-learning platforms (WhatsApp). You might want to consider using a personal e-learning platform combining Moodle and WhatsApp (Mpungose, 2020).

If we take into account teachers' opinions on how to use the platform, it can be concluded that the most commonly used elements by teachers are assignments, quizzes, forums, lessons and external tools. Only teachers perceived the impact of Moodle on teaching and learning as significantly greater: database (creating and sharing an information tool), forum (communication tool), glossary (collaborative tool), quiz and survey (assessment tools) (Badia et al., 2019).

3. Research design

BBU's mission '...is to provide inspiring business education that enables learners to address challenges of the future effectively and responsibly.'⁵ (BGE, 2023) To fulfil this mission – and via that strengthen the brand of BBU – the university defined 5 values which are in line with its aim and can create a motivating environment for students and employees as well: collaboration, expertise, commitment, development and trust (BGE, 2023). From the point of view of this article, we focus on collaboration and trust – how can we see these values in the communication of the university with students. Collaboration as a foundation for shared knowledge and effective working requires open and objective communication, whilst being receptive to feedback. Two-way communication is necessary for feedback, which can be easily

⁵ <https://uni-bge.hu/en/vision-and-mission>

acquired through modern digital media at a low cost. The question is whether universities make use of this opportunity. Trust, another essential value, can be established through reliable communication along with ethical behaviour.

3.1. Research question

Efficient communication with students is crucial in the realm of teaching. There are many options for achieving this but it is important to recognise that the younger generation uses digital tools in various ways with different applications and platforms. The insights provided by the interviewed students will benefit not only us as educators but also other staff members we may meet. Their efforts will facilitate students' daily university experience. We aim to determine student views on the accessibility and clarity of information at BBU's Faculty of Finance and Accountancy.

Digitalization is essential for higher education; achieving it requires much effort. Nevertheless, it presents opportunities for novel methods of information exchange, teaching, and learning. As Y and Z generations are advanced users of modern technologies and platforms, it is evident that higher education institutions must adopt these technologies. The COVID-19 pandemic expedited this process as over the years, teachers and students have become accustomed to remote learning options and have successfully integrated them into their daily routines.

At the moment, BBU uses both central and faculty-specific communication platforms and channels (see Table 1). The recent emergence of various social media platforms such as Facebook, Instagram, and TikTok, alongside digital communication methods such as Messenger and email, offers the great advantage of easily and quickly reaching a diverse audience at minimal expense. Additionally, the majority of these platforms facilitate two-way communication, thereby allowing for valuable feedback.

Our research questions are (1) how easy or difficult it is for students to access all the information they need at the university on the given platforms and (2) what the communication channels which they find remarkably good are and why. Answering these questions can help to develop and operate communication channels and interfaces that are most useful to students.

To answer the research questions objectively, we conducted a broad survey among available student groups using a questionnaire. The questionnaires were distributed both in person and online to students under our tutelage with a limitation to respondents from PSZK (Faculty of Finance of Accountancy/Pénzügyi és Számviteli Kar). We aimed for comprehensibility and logical structure, maintained conventional structure, adhered to a clear, objective language, followed consistent formatting and citation styles, maintained formal register, and ensured grammatical correctness and precise word choice.

Table 1: List of university and faculty-specific communication platforms and channels

| University communication platforms/channels | Faculty-specific communication platforms/channels |
|---|---|
| BGE website | PSZK website |
| BGE website - Student Account | PSZK newsletter |
| BGE Facebook | PSZK Facebook |
| BGE Instagram | HÖK (Hallgatói Önkormányzat) pszfonline web |
| BGE TikTok | HÖK Facebook |
| BGE YouTube | HÖK Instagram |
| BGE LinkedIn | HÖK Tiktok |
| EHÖK Facebook | Lámfalussy Szakkoli Facebook |
| EHÖK Instagram | Lámfalussy Szakkoli Instagram |
| University newsletter | Lámfalussy Szakkoli LinkedIn |
| Scientific newsletter | Business IT Club Facebook |
| BGE Communication | Business IT Club Instagram |
| NEPTUN | University Business Club Facebook |
| Prosperitas magazine (scientific journal) | University Business Club Instagram |
| Language World | University Business Club LinkedIn |
| | AIESEC (Association Internationale des Étudiants en Sciences Économiques et Commerciales) Facebook (national) |
| | AIESEC Instagram (national) |
| | AIESEC Instagram (PSZK) |
| | Zuggazdász (magazine for students) (print) |

Note: BGE=BBU, PSZK=Faculty of Finance and Accountancy, HÖK=student government at faculty, EHÖK= student government at university level, Szakkoli=vocational college

Source: Authors' own compilation from
<https://unibge.sharepoint.com/SitePages/M%C3%A1rka,%20m%C3%A9dia/Kommunik%C3%A1ci%C3%B3s-fel%C3%BClepek-%C3%A9s-csatorn%C3%A1k.aspx>
 Accessed 10 October 2023.

Our aim in creating the survey was to utilise an interface that all of our students could access from their own devices without any difficulty, and to collect the data in a single, common database, which is why we opted for Google Forms. In accordance with the research question we posed discrete inquiries regarding the respondent's university degree and year of study as there could be differences across generations in their degree programs. The survey comprised mainly of queries formulated on a 5-point Likert scale, and additionally featured a pair of open-ended inquiries which allowed for a more profound understanding of the responses of the students.

3.2. Sample description

358 students filled our online questionnaire within the period of February-April 2023. 70.9% of them are full-time students, the rest are part-time students. Two-third of the respondents (64.5%) are female. The age of respondents varied according to their enrolment: mean age of full-time students is 20.31 years, and 29.3 years for part-time students. 58.4% of the respondents were in the second semester of their studies; which means they had enough time to get to know the system and have very fresh memories on how they could manage that, and 36 % study in their 4th semester. The majority of respondents (86%) are in the bachelor's program; the others are in the postgraduate program (8.6%) and 10.3% are under-graduate (short-cycle vocational education, i.e. FOSZK, higher education vocational training, felsőoktatási szakképzés) students. In terms of the use of digital media, 99.1% of our respondents use their mobile at least 1-2 times of a day, 87.4% of them use their laptops on most days of a week. Female respondents use their laptop significantly less frequently than male students (Chi-square 9.693 (df 4) $p=0.046$). 31–50-year-old students in the sample use their laptop at higher frequency than younger students (Chi-square 20.857(df 8) $p=0.008$).

4. Results

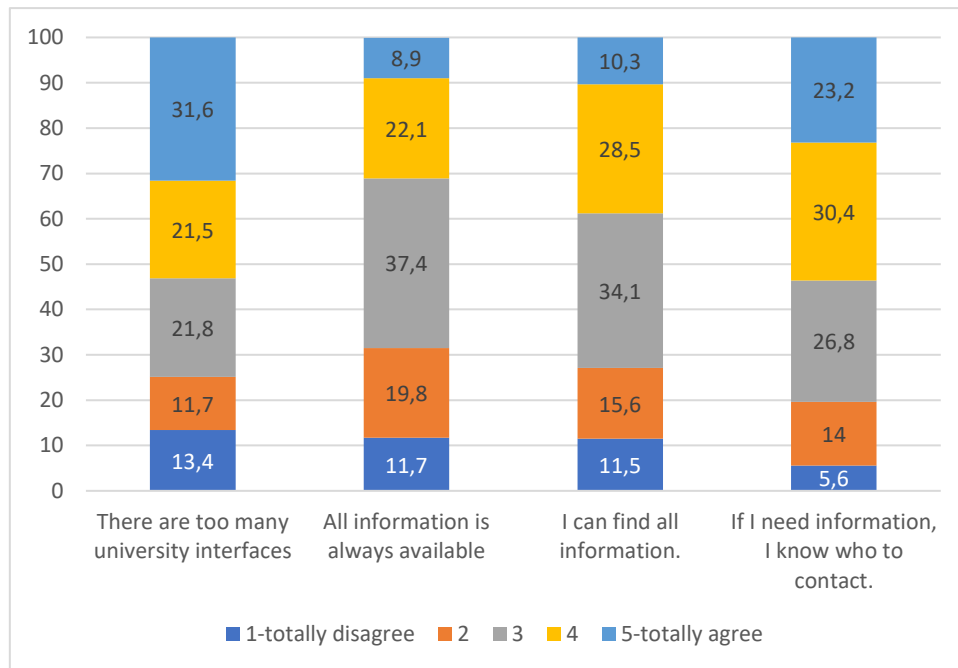
4.1. Opinion on information availability

Our survey investigated the extent of agreement with the statement 'There are too many university interfaces', with responses recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Currently, students are required to access information via numerous platforms, including Coospace, Moodle, Neptun, the university website, Teams, email, Facebook, Instagram, Twitter, apps and SMS messaging, in order to obtain the necessary information. Some of the online platforms are part of students' daily lives, making them familiar and easy to use. Others are new to them as a tool for learning although the pandemic has compelled the entire education system to accustom itself to at least one online platform.

An excess of information sources can impede efficient and swift access to the information we require. In the entire sample, 53.1% of respondents agreed with this statement while only 25.1% were opposed. Nearly a third of participants fully agreed, indicating that "less is more" can indeed hold true. Overload of information can produce the sense of being lost, similar to not having any information at all.

Analysing the responses to the statements based on age categories, we found a statistically significant difference related to the statement about too many interfaces. The mean for the youngest students aged 18-20 was 3.63, indicating a higher level of agreement with the statement compared to the average of 2.69 for students aged 31-50. This difference was significant according to the Kruskal-Wallis test (10,886; df 2; p=0.004), demonstrating that the mean for students aged 31-50 was significantly higher than the mean for both other groups.

Figure 1: Distribution of level of agreement with statements related to information availability at the university (%) N=358



Source: Authors' own research

Full-time students showed also stronger criticism toward the high number of interfaces: this subgroup had the highest level of agreement with the statement (mean=3.73) and it was significantly higher than part-time students' mean (2.80) (U=8593, Z=-5.342 p<0.01). As program types correlate with age, it was not surprising that students in higher education vocational training program and bachelor's programs were more dissatisfied with the number of interfaces than master students (mean: 1.92). The Kruskal-Wallis test value was 13.413(df 2) p=0.01.

The statement regarding information availability received the most considerable opposition, with 31.5% of the students entirely or partially disagreeing. Merely fewer than 10% found all the information to be accessible consistently. It is frequently not only a matter of actual availability (information served) but also how easy or transparent it was to locate the necessary information (information find). Therefore, it is worth examining the statement 'I can find all information', as this reflects the respondents' ability to locate the relevant information they require. The responses indicate that 38.8% of individuals can easily locate what they are looking for, while 11.5% appear to experience difficulty in doing so. This is a crucial issue as universities must not only provide information, but also ensure that students can access it to make informed decisions, meet deadlines, and access learning materials. The results of the chi-square analysis have shown a significant association between the responses to these two statements (Chi-square 512.9 (df16) $p < 0.001$), indicating that those who can find information assume that it is always available, and vice versa.

Table 2: Mean level of agreement with statements related to information availability at BBU by gender, enrolment, and program categories (mean on a 5-point scale 1- totally disagree, 5- totally agree)

| | 'There are too many university interfaces.' | | 'All information is always available.' | | 'I can find all information.' | | 'If I need information, I know who to contact.' | | |
|------------------------|---|--------|--|------|-------------------------------|------|---|------|------|
| | N | Mean | SD | Mean | SD | Mean | SD | Mean | SD |
| Gender | | | | | | | | | |
| Male | 125 | 3.50 | 1.34 | 2.98 | 1.01 | 3.14 | 1.08 | 3.48 | 1.11 |
| Female | 231 | 3.43 | 1.41 | 2.96 | 1.18 | 3.08 | 1.18 | 3.54 | 1.17 |
| Total | 356 | 3.46 | 1.39 | 2.96 | 1.12 | 3.10 | 1.14 | 3.52 | 1.15 |
| Enrolment | | | | | | | | | |
| Full-time | 254 | 3.73* | 1.23 | 2.91 | 1.09 | 3.06 | 1.14 | 3.45 | 1.17 |
| Part-time | 104 | 2.80* | 1.52 | 3.11 | 1.17 | 3.23 | 1.14 | 3.68 | 1.1 |
| Total | 358 | 3.46 | 1.39 | 2.97 | 1.12 | 3.11 | 1.14 | 3.52 | 1.15 |
| Program | | | | | | | | | |
| HE vocational training | 37 | 3.46** | 1.39 | 3.11 | 0.99 | 3.24 | 1.12 | 3.73 | 1.1 |
| Bachelor's | 308 | 3.53** | 1.35 | 2.92 | 1.14 | 3.07 | 1.16 | 3.47 | 1.17 |
| Master | 13 | 1.92** | 1.38 | 3.62 | 0.77 | 3.59 | .77 | 4.08 | 0.64 |
| Total | 358 | 3.46 | 1.39 | 2.97 | 1.12 | 3.11 | 1.14 | 3.52 | 1.15 |

Note: None of the responses for the four statements followed normal distribution, so we used non-parametric tests for the analysis. *Statistically significant difference at .05 level with Mann-Whitney test; **Statistically significant difference at .05 level with Kruskal-Wallis test, N=number of respondents, SD=standard deviation

Source: Authors' own research

The situation outlined in the fourth statement could be the “helping hand” when students are lost and need information. ‘If I need information, I know who to contact’ statement reflects to the capability of the students that they know who the reliable source of the information can be. 53.2% of the respondents showed self-confidence in how to solve the problem of lack of information, and only 5.6% seems to be totally lost –unaware of who to approach for aid. These 20 students in the sample were analysed and we found the 19 out of them were on bachelor's program and 70% of them were in their 2nd semester, so perhaps at that time they still can face

up with situations which are totally new for them. The gender distribution within the sample remains consistent with the total sample, with 13 out of 20 being female.

However, efficient information searching skills for students are also essential. They should be aware of the type of information they seek and the official and reliable sources of that information. We have observed that students frequently share information based on private conversations and on social media platforms, leading to unreliable and incorrect information. This requires further communication to correct such misinformation.

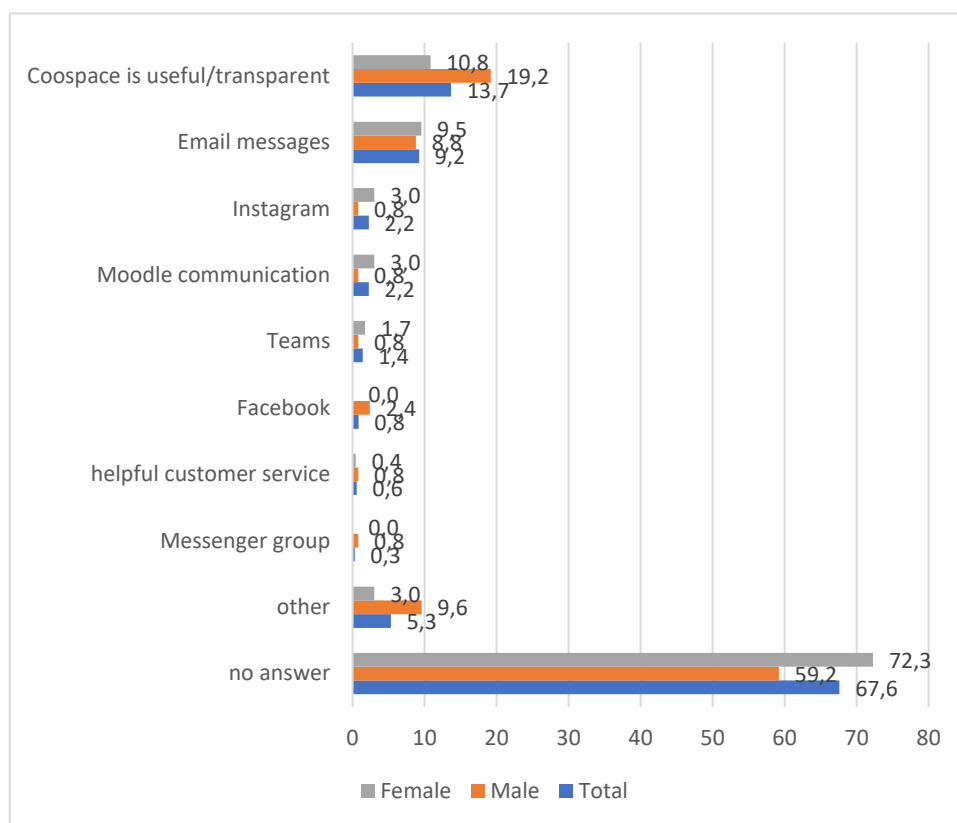
4.2. Positive feedback on BBU's information platforms

Respondents were asked to mention their positive experience on BBU communication if they have any. (Have you ever experienced a form of communication at the university you appreciated? If so, why?) Although majority of students were not able to specify any noteworthy instances, 32.4% of them mentioned at least one feature they liked. Coospace received the most positive response from both male and female participants. The transparency of the platform proved to be useful as well. These statements summarize our findings: 'Cospace, I always get up to date information' (female, bachelor's program, 28, part-time); 'I find the interface of Coospace suitable for the transfer of information. Transparent and clear.' (female, part-time, bachelor's program, 25). Additionally, the automatic email notifications for updates were considered an essential feature, as the following opinion shows: 'Cospace, I can find everything on it, it can be tracked, and it also sends notifications by e-mail immediately.' (full-time, bachelor's program, female, 20). Comparing that to Moodle system, automatic email notifications on changes at Coospace can be considered a clear advantage.

1.4% of respondents highlighted the effectiveness of the Question-and-Answer section in providing swift responses and the ability to monitor the inquiries of others. 'The interface of the Coospace forum is user-friendly, which has worked best for me so far.' (female, part-time, bachelor's program, 24); 'The forum on Coospace: a forum for questions of public interest, which are visible to everyone and are usually answered quickly' (full-time, bachelor's program, male, 20).

There were some references to the majority-effect: as more courses use Coospace as a platform for sharing knowledge, and so the more students use this platform, the more familiar they are with it. The following opinion reflects this phenomenon well: 'Email and Coospace. A reliable source, most people use it, so everything is in one place, Coospace is fast (at least twice as fast and more transparent as Moodle)' (male, full-time, bachelor's program, 20)

Figure 2: Features students liked in university’s communication platforms – spontaneous mention (%) multiple responses (N=356, Female n=231 Male n=125)



Source: Authors' own research

Comparing the opinions above with the ones mentioning Moodle system as a positive communication experience (only 2.2% of the total sample), the difference is clear. Students mentioned less features as noteworthy for Moodle, and an important result is that all those who mentioned Moodle (8 students) were part-time students and 87% of them are female. Typical responses are the following ones: ‘Moodle - a useful repository for material from class lectures and online exams’ (part-time, bachelor's program, female, 41) and ‘Moodle because it is transparent and easy to use’ (part-time, bachelor's program, female, 49).

Another communication form highlighted by participants was email messages (9.2% of the total sample). This method provides objective information on exams, changes and important deadlines, and is convenient since information can be obtained without any additional search efforts. Regular email checking means staying up to date requires no extra time or effort. Responses of students summarise these advantages well: ‘Email notifications are my favorites; I definitely see them, and the necessary information reaches me properly.’ (female, part-time, 25); ‘I am very reassured that I am notified by e-mail of any changes that occur on the Coospace and Neptun interfaces, so I only log in these interfaces when there is a need for it, except for preparation.’ (female, part-time, bachelor’s program, 40); ‘E-mail, because it can be reviewed by arrival time, sender and subject’ (female, full-time, bachelor’s program, 19); ‘I

like to receive emails about everything, because there I can see the notifications of all interfaces in a uniform way.’ (female, full-time, bachelor’s program, 18)

During the COVID-19 pandemic, Teams has become a popular communication platform. Despite its widespread use in education, this study did not yield typical positive feedback regarding Teams. Merely 1.4% of students cited it as a favourable source of videorecording and an opportunity for participating in online lectures while saving time by forgoing travel. Notably, 4 of these 5 students were enrolled in the part-time program. Comments like the following describes the positive features of Teams: ‘(...) Teams is also a very easy-to-use interface, and it’s great that you can watch the videos again when a recording is being made, so if I do not understand something, I can access it another time.’ (female, part-time, bachelor’s program, 24); ‘Teams because it was flexible and more comfortable than sitting in class.’ (female, part-time, bachelor’s program, 31); ‘It would be possible to make the classes online more often, because I think it is very practical and can save a lot of commuting time!’ (male, part-time, master program, 26).

Interestingly, the study found that popular social media platforms among young people, such as Instagram, Messenger, and university Facebook pages, were not frequently mentioned as notable source of positive experience (Instagram was the most mentioned, with only 2.23% of the total sample). Only two respondents mentioned Neptun.

It seems that the homepage of the university is rather a communication platform for the external world, but those who are already belong to the university prefer other, more personal means of communication.

Analysing positive feedback on university communication among students from different educational programs, we got two interesting results. First, the majority of students from HE vocational training programs did not find anything to mention (86.5%). The other few respondents (5 students) mentioned CooSpace (2), Mentor program (1) and emails (2). The other interesting result was that students on master programs did not mention CooSpace at all, but Moodle and emails – however here the subsample size itself was very low (13), so we should be careful of how to interpret these data.

5. Discussion and Implications

The study showed that students do not like it when we use too much space on campus to communicate. Interestingly, however, this was more of a problem among younger people and at lower levels of education. However, as age and level of education increases, respondents felt that this was less of a problem, i.e., they might even get used to initially uncomfortable solutions over time. The question here is to what extent this affects their academic progress or helps them to adapt and develop the flexibility they will need in the future.

Attention must be directed towards a significant group of students who may face difficulties in acquiring available information. Such students are disadvantaged not only in administration but also in academic progression due to lack of access to the aids and information developed

by their lecturers. During academic progress, the learning experience is easily observable. First-year students make up the majority of those who are unsure where to direct their questions, while the prevalence of this issue diminishes over time.

Based on the open-answer feedback, it can be inferred that students prefer receiving personalized updates regarding news and changes that directly impact them without having to sift through a mess of irrelevant information. In this respect, students prefer subject-specific question-and-answer forums, which provide prompt responses from both fellow students and lecturers, thus minimising the risk of inaccurate or erroneous information, as compared to general social media platforms.

Since many students frequently use the email system irrespective of their courses, email messages have a noteworthy function in university communication. However, it is crucial to avoid surpassing a certain threshold of messages on this channel, beyond which their importance diminishes.

The feedback reveals that despite the direct messaging option facilitating quick, efficient and monitored interaction between students and teachers, the Teams interface is underused. The university's website is mostly dedicated to showcasing public information for external parties, which the student body doesn't often keep up with. They prefer receiving personalised updates.

Moodle falls significantly short of Coospace as a means of facilitating effective communication practices. This can be attributed to the fact that fewer instructors employ Moodle compared to the Coospace system. Additionally, a substantial proportion of the students who we contacted had already completed an economics course, which necessitated the use of the Moodle framework. Concerning the decision of BBU to change the recent practice (of using the two educational platforms in parallel) to use only one platform, Coospace as the main source of teaching and learning materials will definitely help students to use them efficiently and it shows that the university is open to the students' feedback, but also respect the difficulties what this transformation may cause for some institutions to convert their materials and exams from Moodle to Coospace. So BBU gives enough time for this change, what makes possible the incremental way of transition.

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