Ryszard Ćwiertniak[1]
Markus Engert[2]

Digitally Enhanced Business Pedagogy: The Evolution and Implications of Digital Business Presentations in Higher Education Institutions

Współczesna komunikacja: zastosowanie cyfrowych prezentacji biznesowych w nauce i edukacji (HEI)

Abstract: The article assesses the importance of the Digital Business Presentations (DBP) in science and teaching in the context of contemporary communication, dominated by the digital approach, not only in the field of analysis, but also in the visualization of information. In an era when we increasingly use computer tools (programs and applications) and appreciate short but interesting content, digital presentations have become important for both business and science. Using various methods and techniques, the DBP allows the presentation of complicated ideas in an uncomplicated way. They usually last from 3 to 10 minutes and focus on the essence of the concept of a new solution and its business application. The main aim of the article is to review and propose new tools that enable students to practically present their ideas related to various subjects, such as Entrepreneurship, Logistics, Marketing etc. The article also shows some trends in communication, where knowledge of the basic values and principles of the DBP affects the way we currently present innovative ideas on the discussion forum in business.

Streszczenie: Artykuł dotyczy znaczenia Cyfrowych Prezentacji Biznesowych (CPB) w nauce i edukacji w kontekście współczesnej komunikacji biznesowej, zdominowanej przez podejście cyfrowe, nie tylko w sferze analizy, ale także wizualizacji informacji.

---

[1] Dr inż., PhD, College of Economics and Computer Science, Kraków.
[2] Mgr inż., M. Sc., Technical University of Applied Sciences Würzburg-Schweinfurt, Würzburg.

W erze, kiedy coraz częściej korzystamy z narzędzi informatycz-nych (programów i aplikacji) i cenimy krótkie, ale interesujące treści cyfrowe, prezentacje stały się istotne zarówno dla biznesu, jak i nauki. Wykorzystując różne metody i techniki, CPB umoż-liwia prezentację skomplikowanych pomysłów w prosty sposób. Zwykle trwa ona od 3 do 10 minut i koncentruje się na istocie kon-cepcji nowego rozwiązania i jego biznesowej aplikacji. Głównym celem artykułu jest przegląd oraz propozycja nowych narzędzi, które umożliwiają studentom praktyczną prezentację swoich po-mysłów związanych z różnymi przedmiotami, takimi jak Przed-siębiorczość, Logistyka, Marketing itd. Artykuł pokazuje również pewne trendy w komunikacji, gdzie znajomość podstawowych wartości i zasad CPB wpływa na sposób, w jaki obecnie prezen-tujemy nowe idee na forum dyskusyjnym w biznesie.

Keywords: Digital Business Presentations, pitching, elevator pitch

Słowa kluczowe: Cyfrowe Prezentacje Biznesowe, prezentacja, elevator pitch

JEL *classification codes: J23, J24, M13, M15, M53, O35*

Introduction

"There is a famous story in Disney folklore of how the Animal King-dom Park came to be that exemplifies the concept of business presentation. Veteran Imagineer Joe Rohde tried not once but twice to pitch his idea for a "living" theme park to then – Disney CEO Michael Eisner. He presented elab-orate charts and graphs, as well as plenty of stats on why he believed the park would be a success. But Eisner and his team shot Rohde down, simply saying, "Disney doesn't do zoos." For his third and final pitch, Rohde began presenting like the others. But a few minutes in, the back door to the room opened, and in walked an 800-pound Siberian tiger, right next to Michael Eisner. After a few minutes, the tiger was escorted out, and Rohde got the green light for Animal Kingdom. All because he made the idea of an immersive animal experience real" [1].

Many great ideas never see the market for no other reason than their dis-tribution. But with a few small adjusts that indicate the right mindset, help develop ideas, and make presentations feel more authentic. In business, a pre-sentation often means a unique opportunity in which entrepreneurs describe

their ideas and try to obtain funding from investors or clients [2]. Many presenters do not make an impact because of what they are saying, but because of how they are saying it [3]. Even subject matter experts (SME) can not perform an ordinary presentation if they do not know how to engage their audience, or if they are not fascinating speakers [4].

The modern globalized landscape, tied with the rapid digital shifts caused by the COVID-19 pandemic, has stressed the popularity of presentations delivered in languages other than one's native tongue, particularly within online platforms[3]. There has been a evident shift from expanded, traditional formats to more contemporary paradigms [5]. These emerging formats encompass a diverse range, including interactive, pitch-oriented presentations, and approaches oriented towards guided selling [6]. Such integration is achievable by the digitization of information, defined as the process of converting physically gathered information and knowledge into a computer readable system of communication [7]. The benefits resulting from digitalization provided to the development of tools and sensors integrated into the internet of things environment and meta universe [8]environmentally sustainable, and healthy society. This perspective describes the opportunities that digitalization can provide towards building the sustainable society of the future. Smart technologies are envisioned as game-changing tools, whereby their integration will benefit the three essential elements of the food-water-energy nexus: (i. Regarding a high quality of teaching and the most beneficial outcomes of the usage of digital solutions, and their handling will be explained in this paper.

The main goal of this paper is to analyse the design, meaning, and impact of the Digital Business Presentation (DBP) in modern communication, highlighting their features, advantages, and potential limitations, while providing insights for effective creation and interpretation. It means the discussion around the increasing relevance of DPBs in contemporary academic and professional environments. This could examine into the omnipresence of digital tools, the shift towards more engaging and concise presentation formats, and the importance of visual storytelling in the digital age. What makes a visual aid effective in this context? What are the principles of storytelling that can

---

[3] This reality forms the central impetus for the Erasmus+ funded project beSpoke, which is geared towards the development of pitch-type presentations. To help companies as well as students to be best prepared for this kind of interview, BESPOKE (BusinESs PresentatiOn sKills for Employability) defines the design of those in cooperation: BBU Budapest, DHBW Lörrach, THWS Würzburg, MVSO Olomouc, WSEI Cracow.

be applied to DPBs? What are the unique advantages of the DPBs, and in what scenarios might be preferable over traditional or extensive research presentations?

The Digital Business Presentation refers to a concise, digital multimedia presentation where a speaker presents a concept, project, or idea to an audience, typically employing visual aids such as slides, videos, or digital graphics. There are designed to be engaging and persuasive, condensing complex ideas into digestible segments and often culminating in a call to action or an invitation for further collaboration. The DBP utilizes technology, often through software like Microsoft PowerPoint, Google Slides, or other digital platforms, to visually transmit information. Unlike extensive research presentations, the DBP is brief, often lasting between 3-10 minutes, focusing on the core of the idea. Employs images, charts, graphics, and occasionally short video clips, to reinforce the verbal narrative and provide visual context.

Effective presentation skills are crucial for increasing professional routes in both academic and commercial domains. Organizational decisions frequently centre on data disseminated through the medium of presentations. It is a rare occurrence for enterprises to recalibrate their strategies without being influenced by a strong presentation. However, within corporate entities where presentations are a routine aspect of operational dynamics, there is an expectation that incoming employees are already equipped with robust presentation proficiencies. Within the academic environment, business courses offer students many opportunities to practice their presentation competencies.

Designed to capture the audience's attention, DBPs often incorporate storytelling, important examples, and clear visualization of data to maintain engagement. In Higher Education Institutions (HEI) settings, DBPs might be employed for various purposes, such as pitching a school project, proposing a new club or extracurricular activity, or presenting findings from a brief research endeavour. Given the short attention limits and the digital proficiency of high school students, DBPs offer an effective means of conveying information in an engaging manner. By familiarizing themselves with the art of DBPs, high school students not only improve their digital literacy but also refine essential skills in persuasive communication, critical thinking, and effective visual storytelling [9].

The tips provided in this article should not be treated as a set of exclusively standard rules defining a good business presentation. Instead, let them be a collection of tools introducing diversity, from which one should choose those that fit the business situation and the subject background, e.g., Entrepreneurship, Marketing, Logistics, Sales, etc. The performance and delivery

of the presentation is where planning and preparation meet execution. It is essential for presenters to not only be well-experienced with the content but also to be practised at using the digital platform to its potential, ensuring smooth transitions, effective storytelling, and audience engagement. Post-presentation, feedback plays a crucial role. It provides insights into areas of improvement, determines the presentation's effectiveness, and helps refine future DBPs. The case study on the WSEI Elevator Pitch 2022 is an interesting segment in understanding the power of brief presentations. The evolution of short-form business presentations, the strategies that resonated in that year, and the techniques that ensured successful stakeholder engagement is offered by dividing its execution in WSEI[4].

Planning a business presentation

The main reason for presenting ideas in today's world is just the factor of time. Our attention limit had declined from 12 seconds in 2000 to 8 seconds in 2015. Every day we are flooded with thousands of messages, emails, and social media posts [10]. Since students need to be prepared for the new kind of presentation of themselves one task is to teach the DBP. To be able to clarify the idea, the teachers must be taught first. In the dynamic landscape of entrepreneurship education, it is imperative that the bridge between academic understanding and real-world application is not only built but also regularly crossed.

This process is a comprehensive journey for ambitious entrepreneurs, starting with understanding the basics, moving through crucial elements like success factors and authorities, and finally culminating in presenting their business ideas.

Entrepreneurial venture creation, analysis and certification should look like this proposal (Fig. 1)[5]:

- **October:** before exploring into entrepreneurial ventures, it is crucial to understand the fundamental terms associated with business and entrepreneurship.
- **November:** to become successful in the entrepreneurial world, it is vital to recognize the key elements or factors that contribute to the success of startup ventures. This might involve understanding market needs, having a unique selling proposition, and so on.

---

[4] WSEI – College of Economics and Computer Science in Kraków.
[5] The plan for application the DBP at WSEI – October-February.

- **December:** launching a business enterprise is not just about having an innovative idea. Entrepreneurs must be aware of the legal and financial conditions for establishing a business. Furthermore, understanding and evaluating different strategies ensures that the entrepreneur chooses the best path forward for their business idea.
- **January:** every business should have metrics to measure its performance. These metrics, or key performance indicators (KPIs), give an idea of how well the business is doing. Additionally, marketing and management play critical roles in the success of small business, and it is important to understand their significance.
- **February:** with all the knowledge and insights gathered in the previous steps, participants (students) are now able to draft or refine their business plans (IAW case study). The culmination of this process leads to a final presentation, framed within the background of the DBP. This might be a platform or method where participants highlight their business plans, receiving feedback and even opportunities for implementation.

Figure 1. Entrepreneurial venture creation, analysis, and presentation

Source: authors' based on miro.com.

Proposed course in WSEI (e.g., Entrepreneurship) does not conclude with just an exam or the submission of a business plan. Instead, we have extended our students onto a stage where their ideas are pitched, examined, and validated by individuals who live and breathe business – representatives from established companies, startups, and investment entities. This culmination is not just about grading but about giving students a real taste of the entrepreneurial field.

Through a structured process, students transition from understanding basic business terms to drafting their business strategies, and finally to presenting these concepts in a pitch-style format. And they are not present to just students or instructors, but to professionals who might see potential in these ideas for future collaboration, investment, or mentorship.

Researching the case study for business presentation

There is no recipe for a great performance and presentation [11]. In the dynamic branch of business, clear and concise communication is paramount. The initial phase, planning a business presentation, is a detailed process where the presenter identifies the target audience, establishes the objective, and delineates the key messages to be transmitted. This stage involves understanding the company's mission, its products or services, and the desired outcome of the presentation, whether it is to secure a business deal, provide an update, or persuade stakeholders. Transitioning to preparing content for the DBP means leveraging the unique features of this medium. It involves the creation of engaging visuals, the incorporation of multimedia elements like videos or animations, and the distillation of complex business ideas into fragments. The emphasis is on briefness, clarity, and impact, ensuring that the core of the business message is effectively communicated in a short limit, typically 3-10 minutes.

Case studies are the background for business presentation and is a research methodology, naturally noticed in social sciences. There is no one definition for this term. However, *"a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several units"* [12]. A case study has also been defined as a concentrated, systematic study of an individual, a group, or some other unit in which the researcher examines data relating to several variables. Applying a case research study allows us for an interpretation of a component, through comparison of similarities and differences of the individual cases. Evidence developing from case studies is often stronger and more dependable than from individual research.

There allow us for a more complete exploration of research questions. Despite the advantages of case studies, there are limitations. The full amount of data is difficult to organize, and data analysis and integration strategies need to be carefully concluded. There is also sometimes a desire to turn away from the research focus. The steps when we use case study methodology in a presentation are like other types of research. The initial step involves clarifying the scenario or finding a collection of comparable states that can later be con-

nected to a detailed examination. Typically, a search is conducted to gather information about the scenario, which may include reviewing the literature, reports, and other resources to establish a fundamental comprehension of the circumstances and guide the formulation of research questions (Fig. 2).

Figure 2. How to write a business case study

Cases are more or less representative of some broader trend and may be considered better or worse subjects for intensive analysis [13]. To begin, it is requirement to define the construct of a business case study. Successful Business Case Studies (BCS) are characterized by explicit expression and obvious expertise. Before embarking on the presentation process, it is crucial to collate leading information and necessary tools. To illustrate, one might consider the model reporting questions: Who, What, When, Where, and Why. Emphasis in BCSs should be on clarifying a specific challenge faced by a team, its consequent implications, and ensuring that the narrative remains open to varied interpretations. After data collection, the next step includes describing the case study's structure.

This methodology provides a framework for the evaluation and analysis of complex problems. Although the overall preparation process will be the same

for all presentations, it is vital to know our direction to reach the objective. Therefore, the first step to success is to identify our purpose and keep it in mind through every step of the presentation. Although the overall preparation process will be the same for all presentations, it is vital to know our direction to reach the objective. Therefore, the first step to success is to identify our purpose and keep it in mind through every step of the presentation [3].

To conclude, the presentation format of the business case study warrants detailed attention. Articulations should be well-structured, with key insights interrupted by persuasive quotes. Aesthetic elements, ranging from titles to imagery, should maintain consistency in terms of size and thematic relevance, ensuring an undistracted audience engagement. If operating within a corporate environment, it might be careful to consult the marketing division to ensure alignment with branding guidelines. Prior to dissemination, a thorough review is recommended, reinforcing the narrative's efficacy and coherence [15].

Learning management system incl. collaboration with tutorial

The Moodle Learning Management System software is available for free download and is distributed under the GNU General Public License. The Moodle code is open source, which means that anyone can review, modify, and redistribute it if they like them. It is more cost-effective for some site owners to outsource specific tasks to Moodle Hosting Service Providers, while others support Moodle completely on their own. Moodle provides online learning for companies, associations, administrations, educational institutions, universities, and schools. Furthermore, this tool can manage users, courses, content, and activities. Another benefit is the documentation of elaborate results (Fig. 3).

Figure 3. The Moodle website

Source: authors' based on https://moodle.net/.

In our own Moodle course, we can then upload work materials or set activities. By editing the course, it is possible to choose who has access to the content of the course. There we can decide between allowing every registered member, guests or only members with a certain password to let in. As the creator of a course, we are also able to assign separate roles to members, such as teacher, participant, student and so on. Depending on their role, some can also upload files or edit the course.

Standard forms of course activities can be a poll, evaluation, and tasks. Assessments are often used to give participants the opportunity to give some form of feedback. With tasks, the creator of the course can define an exercise that the members need to complete by uploading a file, presentation, or report. Peer assessment is a special multi-stage task type, where the participants are not only fulfilling a task but also evaluating the solutions of others.

Reporting and analytics capabilities are limited in learning management systems like Moodle and Totara Learn Moodle only enables the ability to generate standards reports for certain subsets of data, but not all of it. Many organizations decide to extend these stock capabilities by utilizing a tool like Lambda Analytics to gain full access to all the learning data in their learning management system. A strong global community supports Moodle because it is an open-source project. Software has the advantage of being open to scrutiny. This means that people from all over the world can look at the code and change it to make it better and safer.

Defining the objective of the presentation

Simplicity is key as it saves time on lengthy explanations and facilitates understanding. If our content is complex, we will need to invest more time in explaining it for our audience to comprehend. Another crucial objective is enhancing memory. We aim for our audience to remember as much as they can from what we share during the presentation. Therefore, we should design our presentation content to be easily memorable. Next, we should aim for maximum acceptance. We want our ideas to be acknowledged and accepted by the audience during the presentation. This is particularly important if there are potential decision-makers perform.

If the presentation attracts its target audience, such as investors or educators, there is a high likelihood of inquiries post-presentation. It is essential to remain controlled during this interrogative phase. The positive aspect is that most of these asks are often predictable. This allows for advanced preparation, ensuring responses are both rational and powerful. We need to practice that composition for setting our goals because a clearly defined presentation objective is the first step to a remarkable presentation. A clear and meaningful presentation objective is determined. How do confidently we deliver our presentation? How do we trust our audience with our suggestions? How did we prioritize our points and structure our presentation? How our presentation ends – whether our presentation ends with polite claps or with a clear decision to address the next steps (Fig. 4).

Figure 4. Understanding objectives
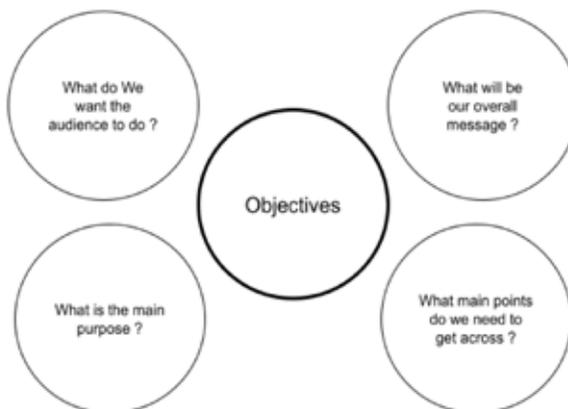
Source: authors' based on [16].

While the central planning methodology remains dependable, determining a clear direction is paramount in achieving the primary objective. Consequently, the initial phase towards making success demands the identification of a distinct purpose and retaining this focus throughout the ensuing steps. Recognizing the intensive time commitment required by academic pursuits, it is evident that crafting a perfect presentation, appealing to investors, is not a task that can be accelerated. Such an endeavour demands steady commitment and precise diligence. Therefore, it may be practical to allocate specific periods in the day for this task. For scholars, academic assignments constitute a sizeable portion of their daily programme. Engaging the expertise of professionals for presentation development can be a strategic approach, allowing students to maintain their academic commitments without compromising on the quality of their presentation.

Very often, the content was put together in a quick and disordered manner. It was not well thought and included unrelated content. This makes the resulting presentation difficult to understand. Slides that are complex to understand are designed without clear directions. Though improvisation is undoubtedly a valued skill, in the sphere of business, precise planning is always more impactful. This emphasizes the impression that spontaneous delivery during a presentation is often inadvisable and, in many instances, may culminate in less favourable outcomes. Hence, it is recommended to devise a comprehensive and clear text for delivery.

Preparing a content for a business presentation

Hundreds of speeches were studied to find that the most effective presenters use the same techniques as great storytellers: by reminding people of the status quo and then showing the path to a better way, they set up a conflict [17]. Assumptions create the basis of strategies, and those underlying assumptions must all be fully examined. In the main part of the presentation is a problem definition: what we did, why we did it, and what our main results were. This is like Methodology and Conclusions sections in an article.

We should keep a focus on what is important and interesting to our audience. Testing strategic assumptions requires planning to back from the challenge to ensure the players is not assuming the brightest of scenarios on which to base strategy. Thinking that the synonyms for the word assumption include words like hypothesis, and theory the concept takes on a compact meaning in the strategic planning process. We should our business presentation cover the following topics, generally in the order set forth here [18]:

- **Company/Project Team.** We summarize in 3-5 bullet points our business, what problem it solves, where we are established, the experience of the management team, and any key authority established.
- **Mission.** We could become statement, such as our vision.
- **Team.** Pictures of the key team members, our titles, summary of previous employment of the team showing experience and relevant expertise, consultants.
- **Problem.** We need to define the problem to solve it, including: how big is this problem? Why is it important? For whom are we solving the problem? Who are the customers?
- **Solution.** We propose a solution and explain why it is better than other solutions in the market. This part should be carefully coordinated with the **Product** slide of the presentation, as there may be connections.
- **Market opportunity.** We must define the market we are in, set the market size, and include graphs showing that our company (project team) will be addressing a large part of the addressable market.
- **Product.** We present a new product or service.
- **Customers.** Logos that are well known are included on this slide page.
- **Technology.** Investors will be particularly interested in our underlying technology. This slide can address: the basic technology pillar; key intellectual property rights; why the technology is or will be superior; why it will be difficult for a competitor to replicate the technology.
- **Competition.** Our competition slide should anticipate the following questions: who are the company's competitors? What gives our company a competitive advantage? We really must show an understanding of the competitive landscape and be prepared to answer questions about our opponents. If we do not understand competitors, then the investor may conclude that we really do not understand the market.
- **Power.** A company (project team) that has obtained early power will be viewed positively. The slide can cover the following: what early traction has the company got (sales, growth metrics, etc., as relevant)? What strategic partnerships have been consummated? How can the early power be accelerated?
- **Business model.** The investors (teachers) will want to understand our business model. So, this slide can address key issues like: how do we make money? What is the long-term benefit of a customer? What is the customer purchase channels and costs?

- **Marketing plan.** No matter how good our product is, we will need to have a marketing plan to get customers or users. What early successes have we had and what channels have worked? What are our earlier customer acquisition costs per customer (and, correspondingly, what is the projected lifetime value of a customer)?
- **Financial information.** Investors (teachers) will want to understand the company's (project team's) current financial situation and proposed future "burn" rate. The financial slide sometimes includes the following: three-to-five-year financial projections; key metrics that are important to the business (such as annual recurring revenue); total revenue and expenses.
- **Questions.** Near the end, we should have a slide authorised question. On this slide we should address what major milestones we think, we will be able to reach with some management issues.

Digital storytelling immense potential to stimulate community dialogue about pressing issues that are of significant concern to research participants. This systematic review is instrumental in fostering methodological expertise in employing digital storytelling as a structured research method. The findings from this review will inform recommendations for the application of this method within research and may also hold broader implications for various other research fields (Fig. 5).

Figure 5. Digital storytelling process
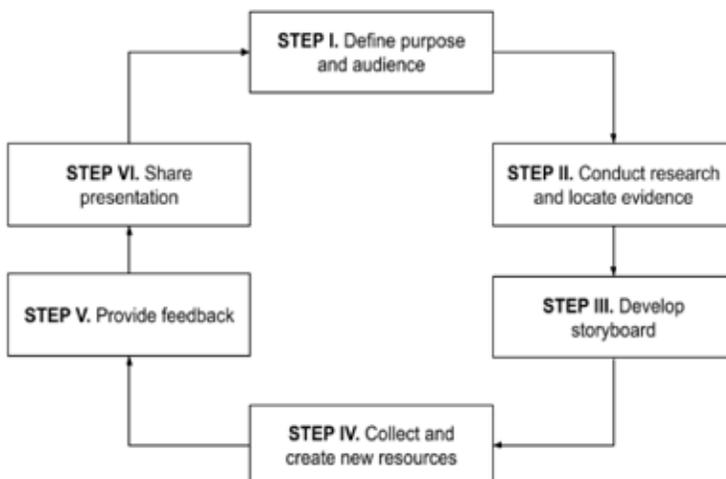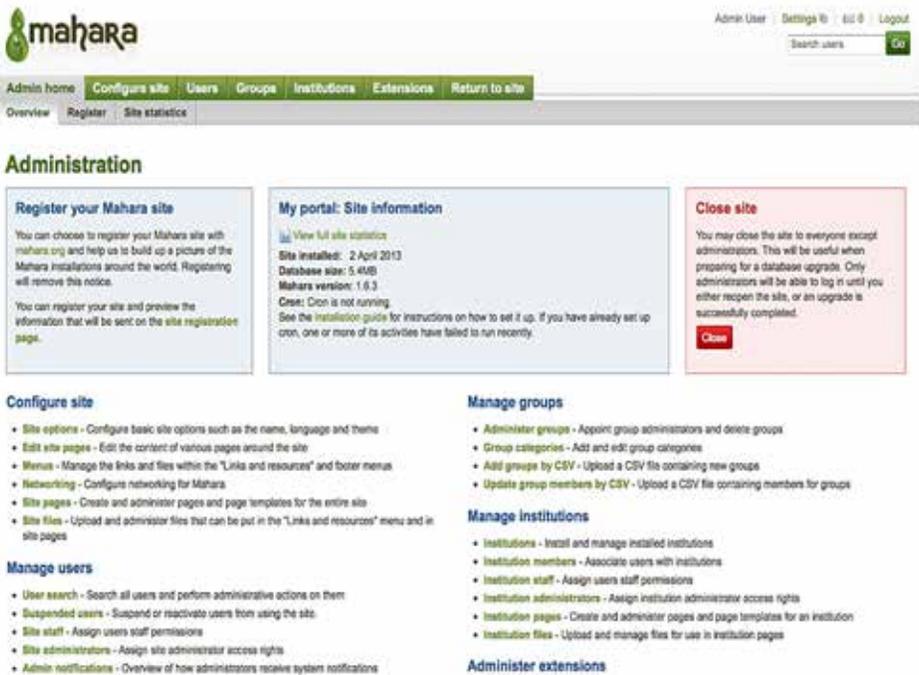

Source: authors' based on [19].

Digital storytelling displays as an energetic, arts-inspired research approach, packed with potential to weave together narratives in a manner that is both absorbing and forcing [9]. It is an innovative technique that seeks to summarize the unique lived experiences of participants, thereby presenting research findings in a highly attractive and engaging format. The method calls for the creation of short, 3-to-5-minute visual narratives. These captivating stories are often a blend of various multimedia materials such as photographs, participant voices, drawings, and music, all seamlessly integrated into a coherent narrative. This novel approach to research has the inherent capability to unravel complex stories in a manner that is easily approachable, thereby amplifying the level of engagement from both participants and users involved in the research process.

Moreover, arts-inspired knowledge translation methods, like digital storytelling, have the unique ability to draw out indirect, nuanced meanings that might otherwise remain disguised to a varied audience. This review aims to shed light on the circumstances under which digital storytelling can enhance the research process and the subsequent dissemination of findings. Additionally, it offers valuable methodological guidance concerning ethical considerations when employing digital storytelling within e.g. the realm of health research [20].

Online portfolio with tutorial

Using Mahara, e-portfolios can be created and maintained, thus presenting the acquired competencies in a transparent and communicative way. This free application is also compatible with Moodle. Mahara is some sort of personal learning platform for students, teachers and so on. Instead of sorting things by course, it is more of a central learning system to connect all our knowledge and reflect on our submissions. Students can build their literacy competencies on this platform, but also present them transparently. This way an e-portfolio is supposed to be formed, which can be fully personalized. There are also discussion forms to work on group projects (Fig. 6).

Figure 6. Demo of Mahara portfolio

Source: authors' based on https://mahara.org/.

On their website, we can download Mahara for free, get an account or try a demo version. We can also be part of the community by joining Mahara groups we are interested in.

Preparing conclusions

Having a clear scenario reduces our chances of failing during presentation, it helps us find the right content (words) for the audience. In attempting to conceive multiple scenarios, specificity in populating each section is paramount. For instance, narrowing "We" to an individual or a discrete group, such as executive leadership or potential investors, improves clarity. There may be occasions when the audience demographic remains ambiguous, necessitating preliminary research on potential stakeholders. A comprehensive understanding of the audience is a non-negotiable requirement.

Conclusions should be brief, with questions strategically directed toward specific individuals to maintain efficiency. Post-presentation, a summary, comprehensive of questions and answers, should be circulated among participants. Presenting is not merely a dialogue but a strategic act of communication. It involves a concise articulation of the core message in a manner tailored to the audience's preferences. Optimal presentations demand mental insight and physical readiness.

Targeting disparate audience groups within a single presentation, such as students compared with corporate leaders or consumers paralleled with investors, is not recommended. The challenge emerges when curating arguments that resonate with divergent interests and motivations. For instance, while investors are primarily profit-driven, consumers seek functional products. Similarly, endorsing a corporate entity like Dell holds divergent objectives compared to promoting a product from a company like Samsung. Corporate promotions often centre on brand awareness, whereas product pitches prioritize sales. It is imperative to maintain a singular, coherent directive to stop potential confusion within the audience. A presentation should ideally pivot around a singular, salient point, or at most, a duo of core messages. This crystallized message ensures the audience retains the primary takeaway from the discourse. For instance, this could be the principal advantage a product or service extends to potential stakeholders.

Each central theme or unique point should be bolstered by one to three substantiating pieces of evidence to enrich and validate the main proposition. It is crucial to carefully select the most relevant evidence tailored to the specific context of the presentation, considering the vast array of potential options. Do not do this: do not make the pitch deck more than 15-20 slides long (investors have limited attention spans), do not have too many confusing slides, do not provide excessive financial details, as that can be provided in a follow-up, do not try to cover everything in the presentation, do not use lots of acronyms and abbreviations that the investor may not immediately understand, do not underestimate the competition. We do not want a date on the cover page that is several months old. And we do not want information or metrics in the deck about our business that looks stale or outdated. Do not have bad graphics, or a low-quality look. Think about a graphic designer to give our presentation a more professional look [18].

Observational analyses reveal a continual characteristic among prosperous entrepreneurs, a solid passion for their venture. This fervent belief not only serves as a driving force for the entrepreneur but also acts as a magnetic

pull, drawing others towards their vision. Thus, displaying enthusiasm during a presentation can augment its impact significantly. While the subsequent recommendation may not directly pertain to the execution of a business presentation, its significance remains unrelieved. The guidelines are derived from experienced entrepreneurs, equipped with skill in delivering persuasive presentations.

Audio and video creation with tutorial

Camtasia & Snagit serve as complete solutions for screen capture and simple video editing. Both programs are available for a fee on the TechSmith website. These recording and editing softwares are quite simple and intuitive operations. We can record a lesson or a tutorial for our students and edit the video in the same program, making it as simple as possible. Many editing features like arrows, speech bubbles and more help us visualize our teaching points.

Figure 7. Selecting the screen recording in Snagit

Source: authors' based on https://www.techsmith.com/.

These softwares can be especially helpful to explain to our students how to use a new program themselves or simply record a full lecture, so that students can take notes more easily and take a break if needed. When recording, we can decide whether to record our full screen, a certain application or just part of our screen. After that, we can already start editing our video by adding notes, effects or changing parts of the recording. Then, we can save the video on our computer, share it with another application to send it via mail for example or upload it to a server like Google Drive or WeTube. We can also send our video directly to PowerPoint to use in our presentation (Fig. 7).

Camtasia and Snagit are both available for Windows and MacOS in the languages English, French, German, Japanese, Spanish, and Portuguese. On the TechSmith website there are also several we can find for Snagit and Camtasia to get our first video started. We can also only record audio or simply capture a picture and edit it just like a video (Fig. 8).

Figure 8. Editing screen in Camtasia

Source: authors' based on https://www.techsmith.com/.

Handbrake is an open-source application for converting video files to other video formats. We can install Handbrake directly on our end device. It is free-of-charge software, which we can download at the HandBrake website.

When recording a video, it is sometimes necessary to change the video format to get a smaller file or to upload it to a different server. This program is a simple and intuitive solution to this problem. We can change our files from or to MP4, H.264, MPEG-4 and more. It is available for Windows, MacOS and Linux (Fig. 9).

Figure 9. HabBrake software

Source: authors based on https://handbrake.fr/.
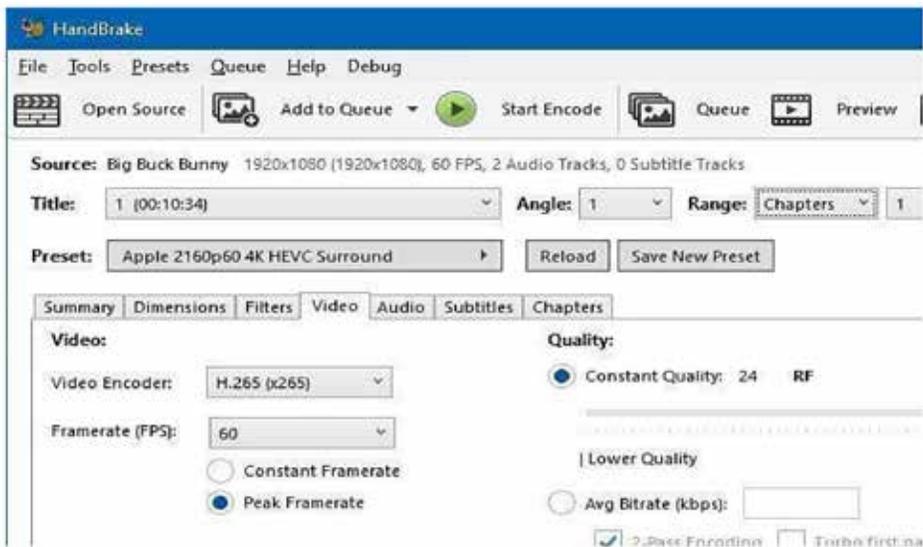
Audacity is an open-source application for creating audio files. Using Audacity, we – or our students – can record, cut & edit podcasts. With Audacity comes a wide range of application possibilities. This software is free of charge and can also be used for audio feedback and assignments. The application is available for Windows, MacOS and Linux and can be downloaded at the Audacity website. There we can also find tutorials to help us use this audio tool (Fig. 10). After starting Audacity for the first time, make sure to connect the correct microphone and headphones or speaker to the application. So, click 'Edit' and then 'Preferences'. After that, a new window will open where we will find all sorts of settings. 'Devices' are where we can select our recording microphone and headphones.

Figure 10. Audacity options and setting

Source: authors' based on https://handbrake.fr/.
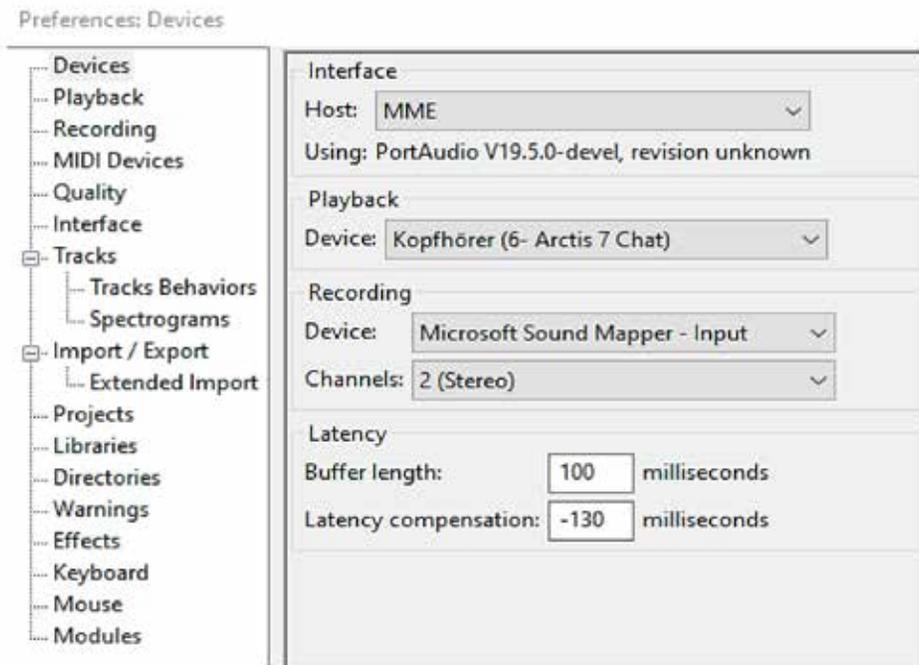
Then, we can start recording by using the red button. To stop the recording, click the square and press the green triangle after listening to our audio. While recording, Audacity shows us how loud we are in the top right of the application. If we reach zero or the red area when talking, the recording is too loud, and the audio is overdriving. To solve this problem, simply pull the microphone modulator a little to the left and try recording again (Fig. 11).

Figure 11. Audacity options and setting

Source: authors' based on https://www.techsmith.com/.

After recording, we can either save the file as an Audacity file or export it to a WAV, MP4 or any other file available. This option will come up by pressing 'File'. Saving as an Audacity file also lets us edit our recording later in audacity. However, we can also import a file into Audacity and edit it in the application.

Performing and delivering a business presentation

Auditory weaknesses are stressed more in virtual settings than in face-to-face interactions. Choosing speakers with dynamic vocal modulations is favourable, while monotonic voices might detract from the engagement level. Streaming videos during virtual presentations is not recommended due to potential playback challenges. If sharing visual content is imperative, it is advisable to distribute it post-presentation. Additionally, presenters should be mindful of colour gradients and the potential bias on lower-quality connections. Turning off the presenter's video can enhance focus on the slides while also optimizing bandwidth. It is suboptimal for slide transitions to be managed by someone other than the speaker. This arrangement demands verbal prompts to proceed, which can appear

primary. Utilizing a slide summary can serve as a discreet transition show. Subsequent speakers should remain vigilant, ensuring they are ready to interject seamlessly. Familiarity with the presentation's structure is paramount to maintaining a professional demeanour. Disorganized transitions, such as expressing uncertainty about slide sequences, can detract from the presentation's effectiveness.

If external stakeholders are attending, it is prudent for them to introduce themselves sequentially, preserving order [15]. Due to potential connectivity issues, all presenters need to familiarize themselves with the entirety of the presented material. Should any participant experience connection disruptions, they should abstain from attempting to regain control of the discourse. Rejoining with exclamations such as *"I am back"* is disruptive and counterproductive.

Proficiency in presenting is achieved primarily through practice, extending theoretical knowledge. Each presentation opportunity should be perceived as a chance for growth, regardless of the outcome. Striving for perfection can result in missed opportunities, as no presentation can be deemed unequivocally perfect. Pitching summarizes a human-centric interaction with a definitive request. Adopting an authentic behaviour, reflecting genuine personality characteristics, can enhance persuasiveness. A favourable reception to a pitch fosters further recommendations, even if the direct audience finds the proposition irrelevant.

Confidence and responsibility are cornerstones of effective persuasion. Initial perceptions are pivotal, and thus consistent authenticity is essential. Building and maintaining strong interpersonal relationships can culminate in sustained trust, catalysing successful persuasion. Decision-making is influenced by both rational and emotional factors. As posited by bestselling author M. Peer, emotions often outweigh logic in decision-making processes. Individuals are swayed by propositions that resonate emotionally or offer tangible value [21].

Communication with tutorial

Conferencing Tools like Zoom, MS-Teams and WebEx have become popular in the past years and offer a flexible online solution to live lessons and presentations. All these applications are free and available for Windows, MacOs and Linux (Fig. 12).

Figure 12. Zoom client
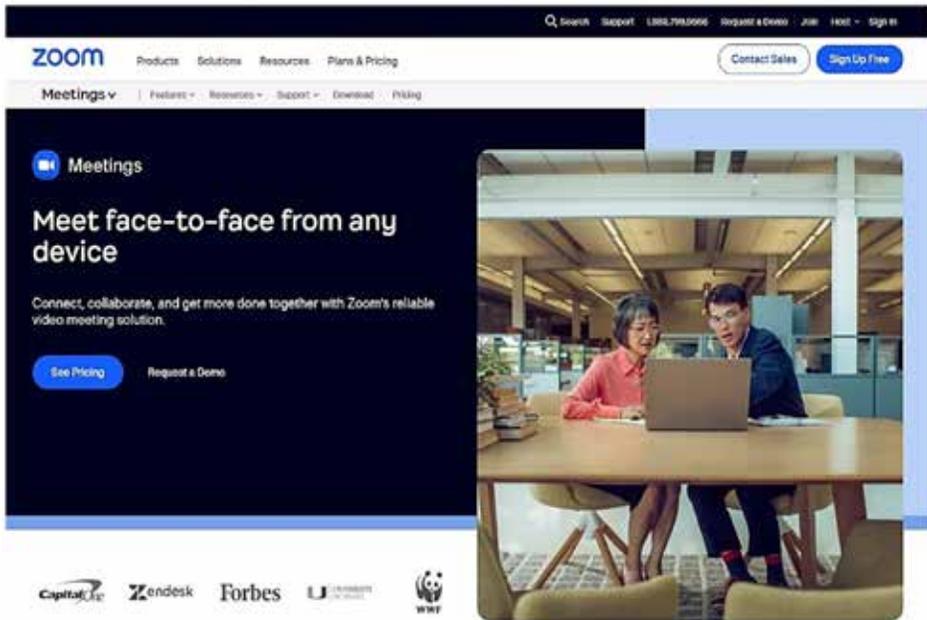
Source: authors' based on https://zoom.us/.

We can sign up for Zoom on their website and create our first meeting. As the host of a meeting, we can try all kinds of settings and options, like sharing our screen, doing polls, or letting students write ideas on our screen for everyone to see. Zoom is a quite simple tool to use, and students can join our lessons easily (Fig. 13).

Figure 13. Microsoft Teams

Source: author based on https://www.microsoft.com/pl-pl/microsoft-teams/group-chat-software .
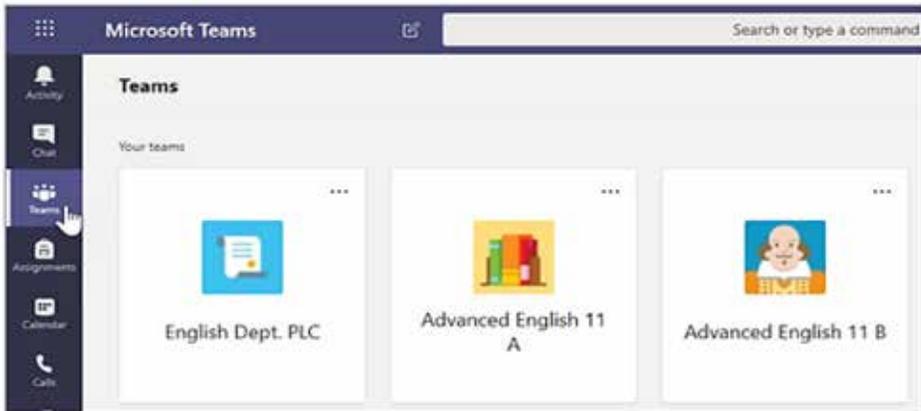
MS Teams requires us to have a Microsoft account, which can be created for free on their website. Like Zoom, MS-Teams allows us to create online meetings where we can also share our screen. But MS Teams also includes a whole chat system to create groups and organizations. This might be helpful for students that have many group projects because they then can do all their communication via MS Teams (Fig. 14).

Figure 14. Example of WebEx meeting
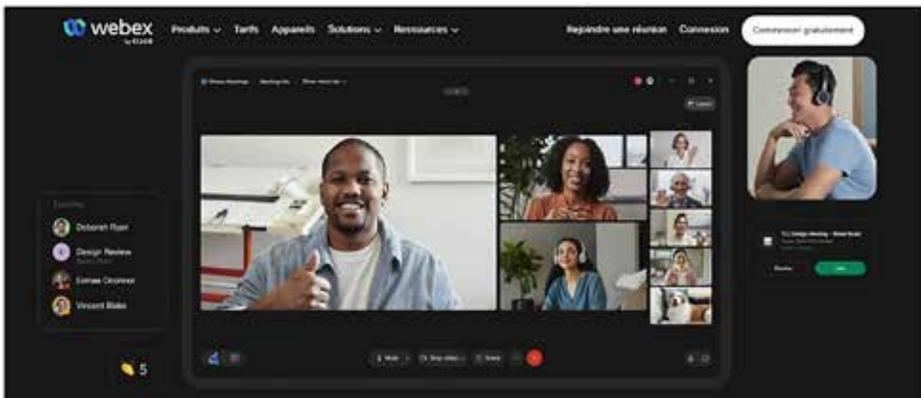
Source: authors' based on https://www.webex.com/.

WebEx is also an alternative for online meetings and calls. The basic version of WebEx is free and can be accessed by simply making an account at webex.com. Here we can also share our screen and use a variety of emoticons.

Feedback grid

The act of providing feedback in an interpersonal setting circle around discussing an individual's performance and how their efforts contribute to achieving objectives. Feedback, unlike criticism, aims to describe rather than make calculations. For feedback to be effective, it should be linked to goals, specific, actionable, personalized, timely, ongoing, and consistent. As a leader, the persistent responsibility of providing feedback helps individuals comprehend their current standing and guides them towards the next steps in terms of individual, team, and organizational goals.

A strategic instrument known as the DESC response to mitigate such defensiveness through an assertive method. Confidence refers to the act of affirming one's personal rights by transferring thoughts, feelings, and beliefs in a direct, honest, and appropriate manner, while also respecting others' thoughts, feelings, and beliefs. The DESC model, an acronym for Describe, Express, Specify, and Consequences, was conceptualized by S. Bower and G. Bower. Their book provides a complete discussion on this model [22] speech, communications, and acting, the authors Sharon and Gordon Bower outline an effective assertiveness program to help people improve their self-esteem, articulate their opinions, and develop meaningful relationships. Exercises and examples throughout--including the celebrated DESC scripts (describe, express, specify, consequences. To effectively utilize the DESC feedback structure, certain steps need to be followed by briefly explaining what we have observed; objectively communicate the results of an action on us and the company; clearly describe what we would like the employee to do uniquely next time; describe what the results of this behaviour change will be. The constructed model aims to facilitate the clarification of our conveyed message. It forces a comprehensive and impartial description of the behaviour in question (Fig. 15) [19].

Figure 15. Describe, Express, Specify and Consequences
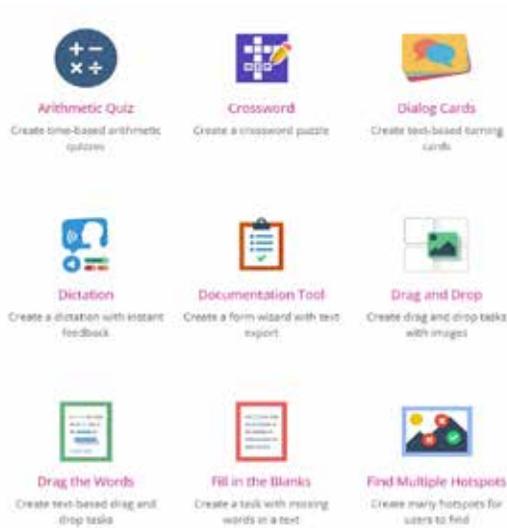
To develop more assertiveness, practice using the DESC matrix. Try writing down what we will say and practice it before we talk to the person. When we are assertive, we can: reduce defensiveness, express, and communicate our feelings correctly, ask for things we want and say no to things we do not want, can have our interests (needs, concerns, fears), attain the respect of others.

Interactive response tools with tutorial

The free "Interactive Content" activity integrated into the e-learning allows us to choose from a variety of templates for interactive content (e.g., interactive video, quizzes, etc.) and create a visually appealing learning unit in just a few steps, which is directly integrated into the e-learning course. This free application is available on the H5P website, including tutorials and examples (Fig. 16).

Figure 16. Example of an interactive course presentation

Together with Moodle, we can use H5P as an authoring tool to create interesting e-learning content. The direct usage of it in Moodle makes it easier to try this software out. H5P also offers several content types like advent calendars, charts, crossword puzzles, collages, and more. Of course, we can also create an interactive video or a course presentation with quizzes. This kind of learning content is known for being fun and easier to understand and remember. H5P gives us a variety of options to choose from. Since this application is intuitive, creating this e-learning content is simple to learn.

The WSEI Elevator Pitch 2022 is an example of business pitching

Contrary to traditional technique pitches, digital presentations permit the integration of diverse multimedia elements [23]. This enriches the content, rendering it both engaging and multifaceted. Standardized digital presentations serve as repositories of consistent information, ensuring uniformity in message dissemination, irrespective of the presenter or audience. In summary, for startups, the crafting of a pitch-type presentation transcends mere investment acquisition. It involves the weaving of a narrative, the exposition of

a vision, and the articulation of the firm's foundational ideas. Such presentations are indispensable tools, instrumental across varied stages of a startup's evolutionary trajectory. A great pitch is a delicate balance that can be adapted to the moods in the room [24].

In an increasingly digital world, mastering the DBP is crucial [25]. It offers a way to reach wider audiences, transcends geographical boundaries, and capitalizes on the ubiquity of online platforms. A successful digital pitch smoothly integrates a compelling narrative with technology. The structure should be concise, starting with an introduction, followed by the problem statement, the solution (product or service), and concluding with a call to action. Visuals play an enhanced role in digital pitches. Effective use of infographics, slides, animations, or even short video clips can significantly bolster a pitch's impact. Visuals should complement, not overshadow, the core content.

The WSEI Elevator Pitch 2022 (WSEI Ep 2022) competition is a testament to the changing landscape of inter-university collaboration across Poland. In its inaugural edition, the Design Thinking HuB was designed not only as a platform for project selection, but also as a holistic arena for idea refinement, collaborative growth, and modern vision. The collective efforts of those involved, contributors, and observers are geared towards fostering an environment that emphasizes creativity and the potential of student ventures. Participants, stakeholders, and observers are collectively offered an opportunity to engage in an environment that prioritizes innovation and the future trajectory of student enterprise.

The main objective of the event was to foster and enhance the collaborative efforts among distinct academic clubs of students immersed in project management studies within the Polish educational landscape. It further endeavours to galvanize the project-based engagement of WSEI students, positioning them at the forefront of tangible event execution while leveraging the sophisticated methodologies inherent in Design Thinking. Participated students should have made some benefits:

- enhancement of presentational proficiencies,
- augmentation of natural confidence, thereby fostering a spirit of innovative courage,
- active engagement in empirically driven workshops and scholarly symposiums, cultivating a robust sense of friendship and collective support throughout collaborative endeavours,
- contact with high communication tools designed to enhance interactive capacities,

- development of an ethos run around constructive competition, framed within an environment that prioritizes collegiality and mutual respect.

The competition invited start-ups to participate, which was one of the conditions for WSEI Ep 2022. Within this context, the term "startup" is presented as a group of students (comprising 2-5 members) who manifest as entrepreneurs either currently organizing or examining the launch of a business enterprise. The foundation of this enterprise should be predicated on introducing a novel product or service within any domain coherent with their academic specialization, and it is imperative that the entity is nascent or possesses a negligible operational history.

The competition was undergoing a stringent four-phase evaluation process, culminating in the distinction of a victor from the pool of nominated startups:

- **Phase I: Startup registration.** Startups, representing the student clubs, are to formulate and forward their business proposals based on the "Your Idea Napkin" canvas.
- **Phase II: Participant designation.** All submissions will undergo meticulous scrutiny, followed by the notification of the shortlisted candidates for the main event encompassing BootCamp Design Thinking and DemoDay.
- **Phase III: BootCamp Design Thinking.** Qualified teams shall engage in an immersive online training, partaking in the Design Thinking BootCamp which comprises intensive workshops, team collaborations, expert consultations, discussions, and further training. Concluding this session, startup representatives will curate multimedia business presentations to highlight during the subsequent DemoDay.
- **Phase IV: DemoDay.** Elevator pitch presentations before the Jury and participants, harnessing the knowledge amassed from the preceding sessions.

The competition progress includes team presentations, randomised competition, the 180" duo competition, and the ultimate 30" presentation contest. During the initial part of DemoDay, teams expose their propositions via 3-minute business pitch presentations. A tri-minute Q&A session follows. The final session is meant to impress the panel and audience by giving an elevator pitch. The concluding team evaluations, result declaration, and award distribution results. Some organization issues:

- **Awards:** The competition has provisions for awarding the top three teams (I, II, and III positions), an audience's choice award, and commemorative tokens for all selected startups.

- **DemoDay Participants:** These presentations, accompanied by multimedia investor highlights, constitute the final appraisal criteria of the Evaluating Commission.
- **Affiliate Student Scientific Club:** These entities play an instrumental role in both organizational and substantive mentorship for the start-ups elected (nominated) from their respective institutions.

The evaluation matrix for the WSEI Elevator Pitch 2022 competition is presented in Table 1. This matrix (Part A) explains the key parameters upon which participating start-ups are evaluated. The assessment includes ten distinct categories. The total score out of a possible three hundred is achieved when each category scores a maximum of thirty points. The subsequent section, Part B, offers a space for the evaluation panel to provide a rationale for the points awarded, ensuring transparency and feedback for the participants.

Table 1. Evaluation matrix for WSEI Elevator Pitch 2022

Criteria/Question	Max. points	Score
Team Composition – What competencies does the team have? Where do they draw energy?		
Objective/Purpose – What is the company's purpose? What do they want to achieve?		
Problem – What problems do the new product/service solve? What does it streamline or facilitate?		
Proposed Solution – Are customers aware that they have a „problem" that the team is trying to solve? Can the team create a solution for this problem?		
Potential Customers – Who will be using the product/service? Are customers looking for solutions to their problems? If so, would they like to purchase it? Why would they want to buy it from the team?		
Market Size – Has the market for the product/service been defined? What can the idea be compared to (analogy)?		
Competition – What advantages does the proposed product/service have over the competition? How hard would it be for competitors to replicate the business model?		
Product/Service Potential & Development – Does the startup intend to develop its product/service further?		
Sales and Distribution – How does the startup intend to provide its value proposition to customers?		

Criteria/Question	Max. points	Score
Success Metrics – How does the team define success and what parameters will determine it? What short- and long-term outcomes are planned?		
Total points (max. 300 pts.)		

Source: authors' proposal.

In retrospect, the WSEI Elevator Pitch 2022 event highlighted an arrangement of promising entrepreneurial talent, with each pitch highlighting the vitality and resilience of young innovators. The competition's broader aim transcends the boundaries of simple awards, instead focusing on the enhancement of creativity, strategic vision, and collaboration. As outlined in the official documentation and further detailed on the event's dedicated web platform (dth.wsei.edu.pl), this initiative aims to be more than a singular event. It hopes to lay the foundation for continued innovation, fostering an ecosystem of growth and exploration for participants and stakeholders alike. It is an aspiration that future iterations will further entrench the competition's status as a pivotal event in the academic and entrepreneurial calendar. The landscape of digital pitching is dynamic. Students should proactively seek updates, attending workshops, online courses, or webinars, ensuring their skills remain current and competitive. In conclusion, the art of the digital pitch is both a science and a craft. As students venture into professional realms or entrepreneurial endeavours, the ability to effectively pitch ideas in the digital space will undoubtedly stand them in good stead. It is not merely about presenting an idea; it is about persuading, influencing, and leaving an impression.

Conclusion

Digital environments pose the unique challenge of maintaining audience engagement. Interactive elements, such as polls or Q&A sessions, can foster audience participation, making pitches memorable. Tailoring the pitch to suit the target audience's profile, interests, and needs is vital. An understanding of the audience's background and expectations can guide the pitch's content and delivery style. Encouraging feedback after the pitch, through digital surveys or direct comments, can offer invaluable insights for improvement. Constructive criticism can sharpen the pitch's content and delivery. Just like traditional pitches, digital ones require rigorous preparation [23].

Within the dynamic realm of entrepreneurship, the DBP has emerged as an essential tool for startups and students. These presentations, which utilize technology to briefly express a company's goals, strategies, and potential, play various crucial roles. Startups often find themselves in need of funds to jumpstart their operations or scale their businesses. A well-crafted pitch presentation, which can be delivered in person or sent digitally, can be instrumental. It outlines the problem in the market, proposes a solution, and provides potential investors with a sign into a future where the startup's product or service has made a significant impact. Many startups increase on building strategic partnerships. A digital presentation can effectively communicate the mutual benefits of such collaborations, helping to foster these relationships.

The digital format allows for the integration of videos, animations, and interactive elements, making the pitch more engaging than traditional formats. A digital presentation ensures that a consistent message is conveyed every time it is presented, reinforcing key messages, and ensuring clarity. Understanding the role and nuances of the DBP is essential for budding entrepreneurs and business students alike. These presentations are not just tools for investment, but essential communication devices, effective at various stages of a startups journey.

Teaching students the DBP skills is an essential component in contemporary education, especially given the digital transformation of the business world. Today's businesses often run in a digital ecosystem. Presentation tools like Power Point, Prezi, Google Slides, and many others are everywhere in the corporate world. Learning to use them effectively ensures that students are ready for the workplace. A good presentation is more than just slides. It is about conveying a message effectively. By teaching students how to present digitally, you are also refining their communication skills, ensuring they can get their point across clearly and persuasively. In an increasingly visual world, the ability to interpret and present data visually (through charts, graphics, and other visual aids) is crucial. This skill is particularly vital in sectors like marketing, finance, and consulting, where data visualization can make or break a pitch.

Creating a compelling presentation requires students to decide what information is most relevant and how to present it in a structured, logical manner. This process sharpens their critical thinking and decision-making skills [26]. Digital presentations, especially when shared online or presented to peers, provide an opportunity for feedback. This iteractive process of presenting, getting feedback, and refining helps students continuously expand their skills. Properly formatted and designed digital presentations reflect a level of profes-

sionalism. This can be especially important for students when they are entering the job market, as it shows potential employers their dedication to quality and diligence. Beyond just presentation software, students may also learn to integrate other tools and platforms, from data analysis software to graphic design tools [27]. This broadens their skill set and ensures they are versatile in a range of digital tools. Students can benefit from incorporating digital business presentation skills into their curricula not just with the immediate task of presenting, but also with a range of transferable skills that will be beneficial throughout their careers.

Bibliography

1. Wardle D., (2021). *Is Your Pitch as Great as Your Idea?* In: Harvard Business Review. Retrieved from https://hbr.org/2021/09/is-your-pitch-as-great-as-your-idea. Accessed 14.09.2023.
2. Sabaj O., Cabezas P., Varas G., et al. (2020). *Empirical Literature on the Business Pitch: Classes, Critiques and Future Trends.* In: Journal of Technology Management and Innovation. 15, pp. 55–63. Retrieved from http://www.scielo.cl/scielo.php?script=sci_abstract&pid=S0718-27242020000100055&lng=es&nrm=iso&tlng=en
3. Macris C., (2021). *6 Tips for Students on How to Make the First Business Pitch.* In: Business Review. Retrieved from https://business-review.eu/business/6-tips-for-students-on-how-to-make-the-first-business-pitch-218085. Accessed 19.09.2023.
4. Foley M., (2021). *Do You Have What It Takes to Give a Great Presentation?* In: Harvard Business Review. Retrieved from https://hbr.org/2021/03/do-you-have-what-it-takes-to-give-a-great-presentation. Accessed 19.09.2023.
5. Gershman S., Ringel R., (2021). *How to Nail a Hybrid Presentation.* In: Harvard Business Review. Retrieved from https://hbr.org/2021/05/how-to-nail-a-hybrid-presentation. Accessed 19.09.2023.
6. Apte S., Rajan D.S., (2020). *How to Shine in the (Virtual) Spotlight.* In: Harvard Business Review, Retrieved from https://hbr.org/2020/10/how-to-shine-in-the-virtual-spotlight. Accessed 19.09.2023.
7. *Digitalisation.* (2023). In: Eurofound. Retrieved from https://www.eurofound.europa.eu/topic/digitalisation. Accessed 22.08.2023.
8. Mondejar M.E., Avtar R., Diaz H.L.B., et al. (2021). *Digitalization to achieve sustainable development goals: Steps towards a Smart Green Plan-*

et. Science of Total Environment. 794:148539. https://doi.org/10.1016/j.scitotenv.2021.148539.

9. Ćwiertniak R., Stach P., et al. (2022). *Addressing students' perceived value with the virtual university concept.* In: E-Mentor 94:65–76. https://doi.org/10.15219/em94.1565.

10. Zwilling M., (2021). *How to Make Your Funding Request Stand Out to Investors.* In: Inc.com. Retrieved from https://www.inc.com/martin-zwilling/9-key-points-you-need-to-hit-in-every-new-business-pitch.html. Accessed 19.04.2022.

11. *TED Talks: The Official TED Guide to Public Speaking.* Retrieved from https://www.ted.com/read/ted-talks-the-official-ted-guide-to-public-speaking. Accessed 24.08.2023.

12. Heale R., Twycross A., (2018). What is a case study? Evidence-Based Nursing 21:7–8. Retrieved from https://doi.org/10.1136/eb-2017-102845.

13. Gerring J., (2008). *Case Selection for Case-Study Analysis: Qualitative and Quantitative Techniques.* In: Oxford Handbook Political Methodology. Retrieved from https://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199286546.001.0001/oxfordhb-9780199286546-e-28?mediaType=Article. Accessed 8.05.2022.

14. Greco A., (2021). *What is a Business Case Study and How to Write with Examples?* In: projectcubicle. Retrieved from https://www.projectcubicle.com/what-is-and-how-to-write-a-business-case-study-with-examples/. Accessed 6.05.2022.

15. Cohen D., (2020). *10 Ways to Crush It When Pitching Remotely.* In: BCG Digit. Ventur. https://medium.com/bcg-digital-ventures/10-ways-to-crush-it-when-pitching-remotely-281a9ea3716c. Accessed 29.04.2022.

16. *Presentation Skills Training Course Materials | Training Resources, UK,* In: Train. Bubble. Retrieved from https://www.trainerbubble.com/downloads/presentation-skills-2/. Accessed 06.05.2022.

17. Duarte N., (2012). *Structure Your Presentation Like a Story.* In: Harvard Business Review. Retrieved from https://hbr.org/2012/10/structure-your-presentation-li. Accessed 06.05.2023.

18. AllBusiness, (2020). *A Guide To Investor Pitch Decks For Startup Fundraising.* In: Forbes. Retrieved from https://www.forbes.com/sites/allbusiness/2020/06/20/guide-to-investor-pitch-decks-for-startup-fundraising/. Accessed 19.04.2022.

19. *A Digital-Storytelling Approach to Public Service Announcements,* (2022). In: Creat. Educ. Retrieved from https://creativeeducator.tech4learning.

com/2019/articles/a-digital-storytelling-approach-to-public-service-announcements. Accessed 6.05.2022.

20. Rieger K.L., West C.H., Kenny A., et al. (2018). *Digital storytelling as a method in health research: a systematic review protocol*. Systematic Review 7:41. https://doi.org/10.1186/s13643-018-0704-y

21. *Marisa Peer School | Marisa Peer Live Online Training & Seminars*. In: Marisa Peer. Retrieved from https://marisapeer.com/. Accessed 01.08.2023.

22. Bower S.A., Bower G.H., (2004). *Asserting Yourself-Updated Edition: A Practical Guide For Positive Change*, Updtd Da Capo PR ed. edition. Da Capo Lifelong Books, Cambridge, MA.

23. Elsbach K.D., (2003). *How to Pitch a Brilliant Idea*. In: Harvard Business Review. Retrieved from https://hbr.org/2003/09/how-to-pitch-a-brilliant-idea. Accessed 01.08.2023

24. Quinn M., (2020). *What Makes a Great Pitch*. In: Harvard Business Review. Retrieved from https://hbr.org/2020/05/what-makes-a-great-pitch. Accessed 01.08.2023.

25. Anderson C., (2013). *How to Give a Killer Presentation*. In: Harvard Business Review. Retrieved from https://hbr.org/2013/06/how-to-give-a-killer-presentation. Accessed 01.08.2023.

26. Wilkinson D., (2022). *The Life and Business Changing Nature of Frames*. In: Oxford Review. Retrieved from https://oxford-review.com/frames-framers-interview/. Accessed 15.08.2023.

27. Czapran T., *Use of IT tools and profitability of an organisation*, In: Zeszyty Naukowe Wyższej Szkoły Ekonomii i Informatyki w Krakowie, Kraków 2018, z. 14, p. 47-59.

Internet sources (programs, apps)

Moodle: https://moodle.net/, viewed 23.08.2023; https://moodle.org/, viewed 23.08.2023; https://moodle.de/course/index.php?categoryid=17, viewed 23.08.2023.

Peer Review: https://www.rubel.rub.de/blog/peer-review-moodle-%E2%80%93-studierende-bewerten-sich-gegenseitig#:~:text=bewerten%20sich%20 geg enseitig-,Peer%20 Review%20in%20 Moodle%20 %E2%80%93%20 Studierende%20 bewerten%20sich%20 gegenseitig,einem%20 Feedback%20 versehen%20werden%20k%C3%B6nnen, viewed 23.08.2023.

Camtasia & Snagit: https://www.techsmith.com/learn/tutorials/camtasia/, viewed 23.08.2023; https://www.techsmith.de/store/camtasia, viewed 23.08.2023.

HandBrake: https://handbrake.fr/, viewed 23.08.2023; https://vidcoder.net/, viewed 23.08.2023.

H5P: https://h5p.org/getting-started, viewed 23.08.2023; https://h5p.org/, viewed 23.08.2023.

Zoom, MS-Teams,WebEX: https://zoom.us/, viewed 23.08.2023; https://blog.zoom.us/de/, viewed 23.08.2023; https://www.microsoft.com/en-ca/microsoft-teams/log-in?rtc=2, viewed 23.08.2023; https://www.webex.com/, viewed 23.08.2023.

Mahara: https://mahara.org/, viewed 23.08.2023.