



DOKUZ EYLUL UNIVERSITY  
FACULTY OF BUSINESS

**INTERNATIONAL WEEK**

**izmir**

**4-8 MAY 2026**



# ▶ Information about International Week (IW)



**Opportunity take a course from an international instructor**



**Enrich your cultural, social, and personal growth.**



**Contribution to academic development**



**13 Courses**

**Course promotions will be between 23<sup>rd</sup> of Feb to 6<sup>th</sup> of March 2026. Info meetings from the IW will be on 25<sup>th</sup>, 26<sup>th</sup> of Feb and 3<sup>rd</sup> of March at A Block Z-04 from 12.00 -13.00.**

**For IW announcements please follow social media accounts, website and Sakai system!**

**CONTENT OF THE PRESENTATION:  
instructions, rules, content of the courses & instructors of IW**



## ▶ **IMPORTANT ISSUES**

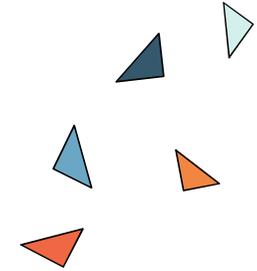
- **Registration will be done between 10<sup>th</sup> to 12<sup>th</sup> of March 2026.**
- **Done via Google Docs.**
- You can choose **only one course to register.**
- **Class Quota is limited with 20 students.**
- **Registration to the course is first come first served base**
- **Active Participation, attendance is obligatory to earn 1 ECTS credit.**
- **Since IW is a Faculty activity, you will be excused from your class(-es) at the day and time span when IW courses are given.**

# ▶ International Week (IW) Rules



- Attendance is **obligatory** !
- You will earn **1 ECTS** credit if you attend & participate **3 full days**.
- **The credit you collect will be shown at your transcript**
- Courses will be interactive
- IW courses will be held **5,6,7 of May 2026**.

## ▶ Participation and Attendance



Please **think twice** before registering the IW course!

Will you follow the course?

Does the course appeal to you?

Will you participate actively ?

Since the class quotas are limited to 20 students if you **REGISTER** do not **ATTEND** the course than you **PUT OFF** a friend taking the IW course!!!





# Anna Kuzior

► University of Economics in Katowice - Poland

**How to determine the amounts presented in the financial statements?  
Accounting concepts and accounting policies tools based on IFRS**

## **Course Objective:**

The objective of the course is to present students main valuation models used for financial and non – financial assets and the influence of these models on information presented in financial reports. Course will be illustrated using examples/case studies prepared based on International Financial Reporting Standards

## **Learning Outcomes:**

At the end of this course the learner is expected to,

1. Understand the main rules of measurement of assets,
2. Understand the idea of cost models and fair value models,
3. Be able to discuss and critically evaluate cost models and fair value models,
4. Understand the influence of valuation models on information presented in financial statement,
5. Be able to give proper examples of application of particular valuation models

**3<sup>rd</sup>, 4<sup>th</sup> year students**



# Jacopo Valtulina

▶ Hogeschool Rotterdam (Rotterdam Business School) - The Netherlands

## Scenario Planning for Global Business Challenges

### Course Objective:

Students learn to apply a scenario planning framework to anticipate global issues while examining how cultural perspectives shape strategic decisions in business.

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Explain how cultural frameworks influence global business decision-making
2. Apply the Scenario Planning framework to a business case.
3. Analyze how different cultural perspectives alter scenario assumptions and strategic implications.
4. Design and compare scenarios that address a global business challenge with an eye for intercultural aspects.

1<sup>st</sup>, 2<sup>nd</sup> year students



# Prof. Dr. Constanze Chwallek

▶ FH Aachen University of Applied Sciences - Germany

## Entrepreneurship and Business Model Innovation

### Course Objective:

This course provides students with a structured and practice-oriented introduction to entrepreneurship and business model innovation. It aims to develop an entrepreneurial mindset and equip students with established analytical frameworks and methods to systematically design, evaluate, and refine innovative business models, particularly in start-up and technology-driven contexts

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Explain the fundamentals of an entrepreneurial mindset and core start-up principles, including lean start-up thinking, iterative learning under uncertainty, and a strong customer-centric perspective.
2. Gain structured insights into start-up logic and value creation mechanisms by understanding business models and their disruptive power.
3. Systematically evaluate existing European start-ups by applying key state-of-the-art entrepreneurship methods
4. Synthesize the results of their analyses into a coherent overall final presentation and communicate their findings convincingly.

**3<sup>rd</sup>, 4<sup>th</sup> year students**



# Jean-Pierre Beelen

► University of Applied Sciences Rotterdam - ND Rotterdam

## Wholebeing for Intrapreneurs and Entrepreneurs

### Course Objective:

The “total human principle” is a humanistic approach which examines the functioning of the human being on the basis of talent, orientation and character. What is the “Total Human Principle” and how can the total human principle contribute to your happiness and well-being? In the chaotic world of business, we often forget to distinguish happiness in the working environment and happiness in your private life as an individual. How do we separate these two and how do we make sure to keep everything in balance? What is the ultimate goal in life? These are questions that are mostly asked by intra- and entrepreneurs due to a constant shifting in their working environment and often unbalanced work/private lifestyle. The course is both theoretical, because you will learn all aspects of the SPIRE model, and practical by applying some methods and some techniques that contribute to your Whole Being. Things you already do well will be reinforced and things that don't work will be improved. Whether you are already happy or want to become happier, this course will help, not only to make you happier, but the people around you as well. Our life purpose is and should be the well-being of the “total human being”

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Understand the 5 elements of the SPIRE model,
2. Apply some parts of the 5 elements concretely in your personal situation,
3. Apply some parts of the 5 elements concretely in an organizational context
4. SPIRE-check-in.

2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year students



# Jan de Wilde

► Saxion Universities of Applied Sciences - The Netherlands

Navigating Global Challenges, Developing yourself

## Course Objective:

This course helps students understand the world, reflect on themselves, and develop the skills to adapt, collaborate, and act ethically. By connecting personal values to professional actions, students are empowered to make a positive impact in a global context.

## Learning Outcomes:

At the end of this course the learner is expected to,

1. Global Awareness – Understand what is happening in the world and how it affects people and businesses.
2. Cultural Awareness & Self-Reflection – Recognize his/her own background, assumptions, and biases, and reflect on how they influence their actions.
3. Personal Adaptability – Handle change and unexpected situations effectively, staying flexible and resilient.
4. Empathy & Ethical Awareness – See things from others' perspectives and make thoughtful, ethical decisions.
5. Purpose & Personal Impact – Connect his/her values and goals to their professional actions and make a positive difference.

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year students**



# Johan Halsberghe

▶ Artevelde University of Applied Sciences - Belgium

## Personal Financial Planning

### Course Objective:

The course design is for a 9-hour course on Personal Financial Planning

Main objective is to adopt a holistic and systematic view on Personal Finance, either for the own personal life of the students either for their future business clients

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Understand how income is generated, taxed, and managed over a lifetime
2. Build a personal budget and savings strategy
3. Optimize taxes legally and ethically
4. Make informed decisions about pensions and retirement
5. Analyze personal wealth and risk exposure
6. Understand inheritance law, estate planning, and intergenerational transfers
7. Design a basic personal financial plan

**2<sup>nd</sup>, 3<sup>rd</sup> year students**



# Prof. Dr. Benjamin Krischan Schulte

▶ ISM International School of Management - Germany

**International Consumer Behavior: Decision Making, Psychology, and Culture**

## **Course Objective:**

To enable students to analyze and explain international consumer behavior using established decision-making and behavioral frameworks, and to derive implications for marketing decisions in global markets.

## **Learning Outcomes:**

At the end of this course the learner is expected to,

1. Explain the consumer decision-making process and apply it to consumption situations across countries.
2. Analyze how perception, motivation, emotions, and attitudes affect information processing and choice.
3. Assess how personality and social influence shape consumer preferences and decisions.
4. Explain how culture affects consumer behavior and evaluate cross-cultural differences in decision making.

**3<sup>rd</sup>, 4<sup>th</sup> year students**

# Ria Slingerland & Linda Mertens

▶ Rotterdam University of Applied Sciences (Rotterdam Business School) - ND Rotterdam

Design-Thinking for Future Business Leaders



Ria Slingerland



## Course Objective:

1. Learning and working with the principles of design-thinking
2. Gaining a prototyping mindset
3. Applying build-measure-learn principles
3. Developing personal leadership skills
4. Developing cross-cultural sensitivity

## Learning Outcomes:

At the end of this course the learner is expected to,

1. Be able to work with the principles of design-thinking,
2. Build a prototype,
3. Apply build-measure-learn principles,
3. Be aware of his/her/their personal leadership skills and desires to grow,
4. Have further developed his/her/their cross-cultural sensitivity.

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year students**



# Ing. Roman Dvořák, Ph.D.

► Moravian Business College Olomouc (MVŠO) - Czech Republic

## Behavioral Finance: The Psychology of Investing in Modern Markets

### Course Objective:

To provide students with a comprehensive understanding of behavioral finance concepts and equip them with the analytical tools to identify and mitigate psychological biases in investment decision-making.

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Distinguish between the Efficient Market Hypothesis and Behavioral Finance models.
2. Identify key cognitive biases (heuristics, framing, emotions) affecting investors.
3. Analyze historical and current market events through the lens of behavioral psychology.
4. Apply behavioral techniques to construct more resilient investment portfolios.

3<sup>rd</sup>, 4<sup>th</sup> year students



# Zdenko Metzker, Dr.

▶ Tomas Bata University in Zlin - Czech Republic

## Interactive Risk Management - From Theory to Practice

### Course Objective:

The aim of the course is for students to apply risk management to a model small company in an industry of their choice and produce a coherent, practically usable deliverable: a risk register, risk prioritization, cause-and-effect analysis for key risks, a risk treatment proposal (including responsibilities and monitoring), and a basic “risk governance” setup (roles, risk owners, information flow). The course is designed as a workshop with outputs at the level of an end-to-end risk management process for the given organization

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Quickly define the context and scope of the analysis and set up the basic structure of a risk register.
2. Identify risks across categories and assess them using likelihood × impact in order to prioritize risks and identify the “top risks.”
3. For key risks, perform a cause-and-effect analysis using an appropriate method.
4. Propose risk treatment for the top risks and choose a 4T strategy, including the distinction between inherent and residual risk, responsibilities, timelines, and monitoring approach.
5. Propose a simple risk governance setup for the company: risk category owners, oversight, the potential role of audit, information flow, and escalation; and be able to describe a response to a selected incident as a short “risk manual.”

**3<sup>rd</sup>, 4<sup>th</sup> year students**



# Ausra Turcinskaite-Balciuniene

▶ Vilniaus Kolegija/ Higher Education Institution - Lithuanian

Creative Business Idea Development and Innovation Lab

## Course Objective:

To strengthen students' ability to generate, structure, and present innovative business ideas within a global and cross-cultural business environment.

## Learning Outcomes:

At the end of this course the learner is expected to,

1. Identify and critically assess customer needs and market opportunities.
2. Apply structured ideation techniques to generate innovative business solutions.
3. Develop a coherent business model using the Business Model Canvas framework.
4. Evaluate key risks, assumptions, and revenue logic of a proposed business idea.
5. Deliver a structured and persuasive business pitch to an academic or professional audience.

2<sup>nd</sup>, 3<sup>rd</sup> year students



# Saloua El Moussaoui

▶ Artevelde University of Applied Sciences - Belgium

## Global Tax Issues in an International Economy

### Course Objective:

The objective of this course is to provide students with a clear and practical understanding of the main principles of international taxation and the major global tax challenges affecting businesses and governments. The course aims to help students: Understand how cross-border income is taxed, Identify key global tax problems and policy debates, Analyze the impact of taxation on international business decisions, Develop critical thinking about fairness and efficiency in global taxation.

### Learning Outcomes:

At the end of this course the learner is expected to,

1. Explain the basic principles of international taxation.
2. Distinguish between residence-based and source-based taxation.
3. Understand the purpose and functioning of double tax treaties.
4. Identify major global tax issues such as tax competition, tax havens, and digital taxation.
5. Describe current international tax reforms, including the global minimum tax.
6. Apply basic tax concepts to simple international business scenarios.

**3<sup>rd</sup>, 4<sup>th</sup> year students**



# Wim DE BRUYN

▶ Artevelde University of Applied Sciences - Belgium

## The European Architecture of Law and Rights

### Course Objective:

The objective of the course is to give students an introduction into European Institutions by teaching them about the European Union and the Council of Europe and pointing out the differences between those two.

### Learning Outcomes:

At the end of this course the learner is expected to,

1. To know the difference between the EU and the Council of Europe
2. Know the important institutions of these organizations
3. Point out how the EU and the Council of Europe contribute to judicial protection

**2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup> year students**

## ▶ IW Course Hours ( 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> May)



- **5<sup>th</sup> May 2026, Tuesday**      **13.00- 16.00**
- **6<sup>th</sup> May 2026, Wednesday**      **09.30- 12.15**
- **7<sup>th</sup> May 2026, Thursday**      **10.00- 12.45**



Thank you.

**QUESTIONS?**

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