Collaborative learning within a virtual cross teaching approach.

An interregional study on notification of e-business-qualification.

1. Background
2. Cross Teaching Scenario
3. Research Method
4. Result Discussion
5. Challenges and Outlook

Elisabeth Katzlinger • JKU Linz | Michael A. Herzog • HS Magdeburg

1

Background

Europe

0   300 km

0   300 mi

Berlin

Magdeburg

GERMANY

Linz

Vienna

AUSTRIA

www.studieren-im-gruenen.de

Johannes Kepler Universität Linz

▸ 18.000~ students; 2.500~ employees

▸ 59 BA-, MA-, PhD- study programs at 118 instituts

  - Faculty of Social sciences, Business and Economics

  - Faculty of Engineering and Natural Sciences

  - Faculty of Law

▸ Dept. of Data Processing in Social Sciences, Economics and Business

  - Information Systems

  - Business and Internet (E-Business)

  - Interactive Media

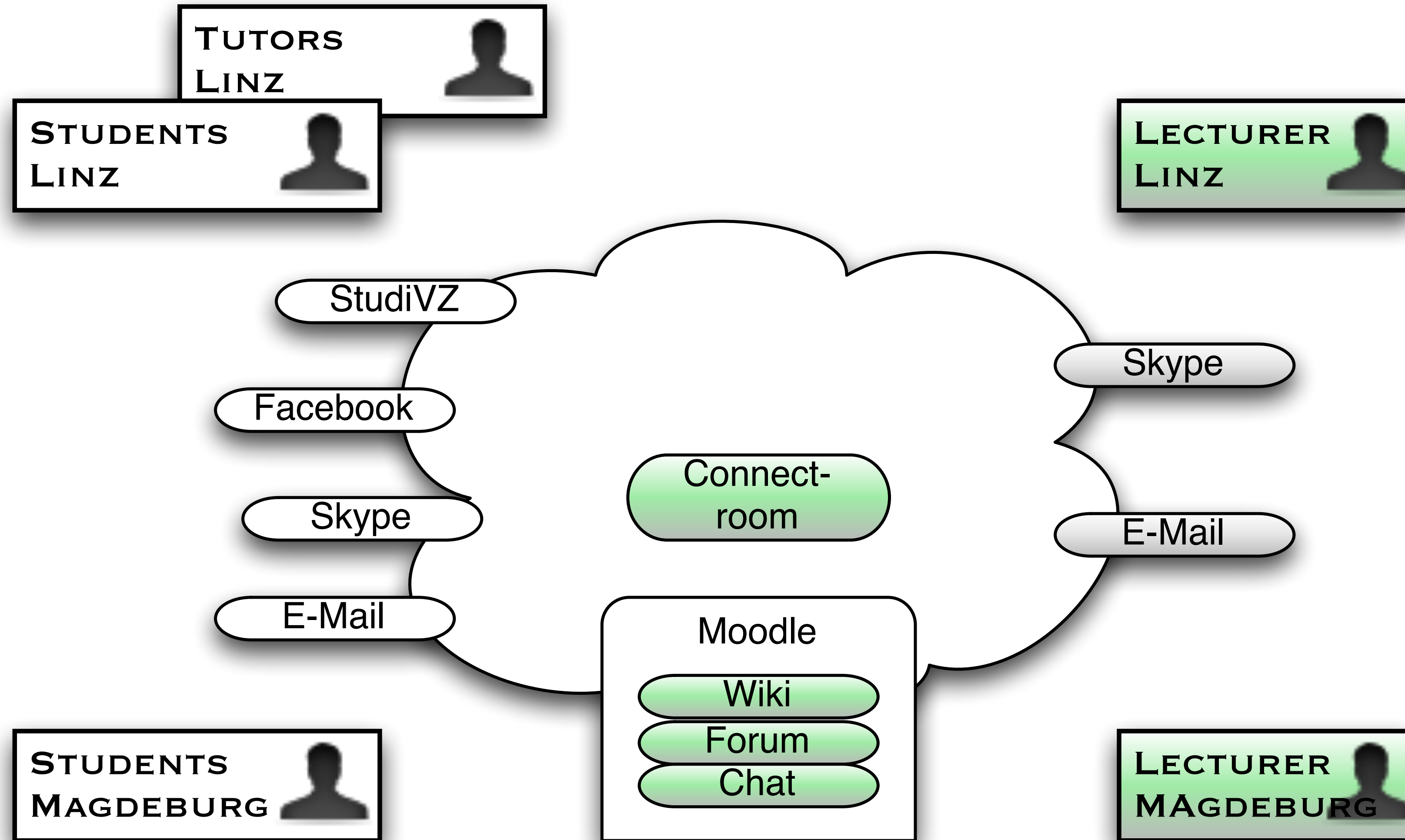 - E-Learning

2
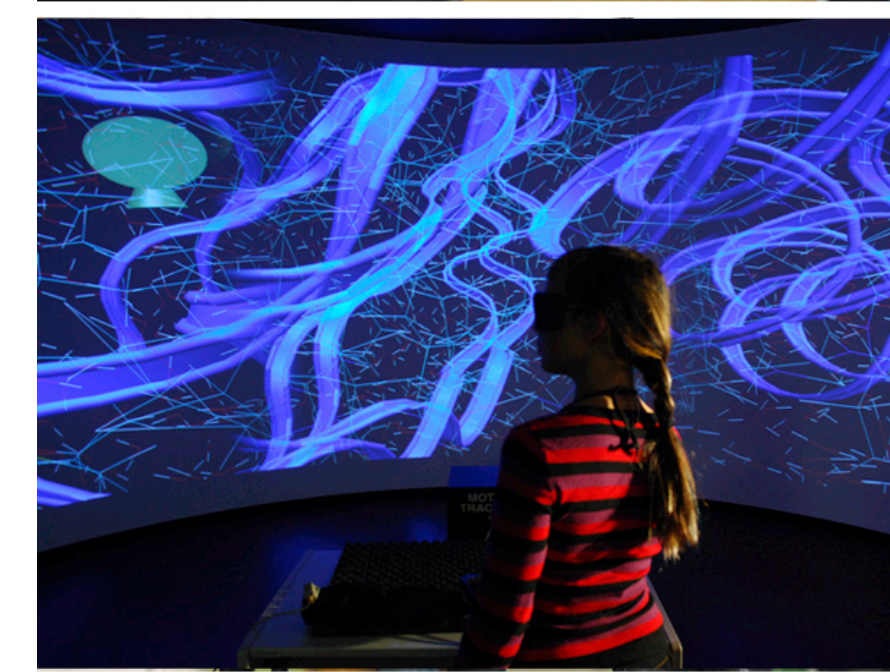
Cross Teaching Scenario

- ▶ Motivation
- ▶ Scenario
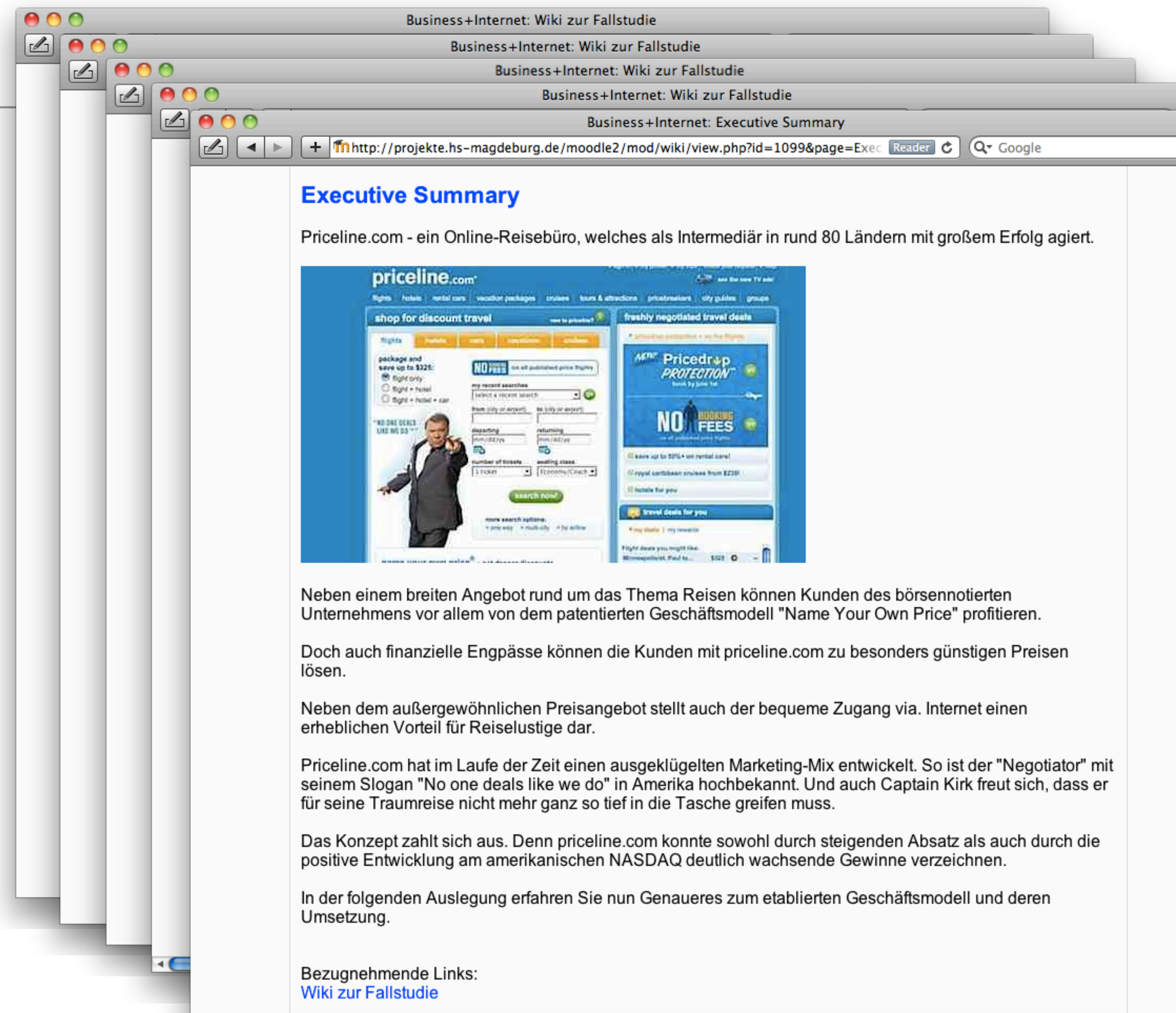- ▶ Learning Setting

Cross-Teaching-Szenario

Scope of work

▶ **Elaboration of an E-Business case study:**

- Predetermined,
  e.g. Harvard Business Manager

- Self investigated,
  e.g. business case

▶ **Learning outcome**

- Wiki documentation

- Presentation at home campus

h² Hochschule Magdeburg • Stendal

Projekte HS Magdeburg Stendal

Startseite ▶ Meine Kurse ▶ Business+Internet

Bearbeiten einschalten

Navigation

- Startseite
  - Meine Startseite
  - ▶ Website
  - ▶ Mein Profil
  - ▼ Meine Kurse
    - ▼ **Business+Internet**
      - ▶ Teilnehmer/innen
      - ▶ Berichte
      - ▶ Allgemeines
      - ▶ Thema 1
      - ▶ Thema 2
      - ▶ Thema 3
    - ▶ ZLH-Projekt
    - ▶ BK-ZLH

Themen dieses Kurses

- Nachrichtenforum
- Allgemeines offenes Forum
- Business & Internet Café

1 Fallstudien
- Aufgabenblatt Fallstudie
- ? Gruppeneinteilung für die Fallstudien - Magdeburger Studierende
- ? Gruppeneinteilung für die Fallstudien - Linzer Studierende
  Die Gruppeneinteilung ist abgeschlossen.
- Terminabstimmungen für synchrone Aktivitäten
- Fallstudiensammlung (Themenangebote)
- Wiki zur Fallstudie
  - WIKI Hilfe auf moodle docs
- Forum zur Fallstudie
- Chat zur Fallstudie
- Audio-/Videokommunikationsraum 1 (Adobe Connect) H2/DFN
- Videokonfernzraum (Adobe Connect) idv Uni-Linz

Kalender

◀ Juli 2012 ▶

Mo	Di	Mi	Do	Fr	Sa	So
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Terminschlüssel

- Allgemein
- Kurs
- Gruppe
- Teilnehm

Online-Aktivitäten

(in den letzten 5 Minuten)

3

Research Method

- ▸ **Method itself**
- ▸ **Cohorts, Criteria**
- ▸ **Online survey implementation**
- ▸ **Underlying data**

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Online survey

▸ **More then 250 students overall participated (2010-2012)**

  – 180 at Magdeburg and Stendal

  – 70 at Linz

  – 30 E-Tutors from Linz

▸ **First survey: 80 questionaires evaluated**

  – from 2010/11 cohort

▸ **Second survey in progress**

  – summer term 2012 cohort

Add on:

▸ **Field reports from E-Tutors**

▸ **Field reports from involved students (Linz)**

Liebe Teilnehmerinnen und liebe Teilnehmer!

Wir freuen uns, dass Sie sich bereit erklärt haben, an der Befragung zur Fallstudie teilzunehmen. Ihre Bewertung trägt erheblich zum Erfolg dieser Befragung bei.

Nehmen Sie sich bitte ca. 15 Minuten Zeit und beantworten Sie nach Möglichkeit alle Fragen. Es gibt keine falschen Antworten. Es interessiert uns vor allem Ihre Meinung.

Die Befragung wird anonymisiert ausgewertet. Das heißt, Ihre Angaben werden vertraulich behandelt.

*1 Ihr Geschlecht:

  ○ männlich
  ○ weiblich

*2 Alter (in Jahren):

*3 An welchem Standort studieren Sie?

  Auswahl... ◆

*4 Hatten Sie TeilnehmerInnen des anderen Standortes in Ihrer Gruppe?

  ○ Ja
  ○ Nein

*5 Sind Sie derzeit neben Ihrem Studium berufstätig?

  ○ Vollzeit (35 Std./Woche oder mehr)
  ○ Teilzeit (16-34 Std./Woche)
  ○ Geringfügig beschäftigt (gleich oder weniger als 15 Std./Woche)
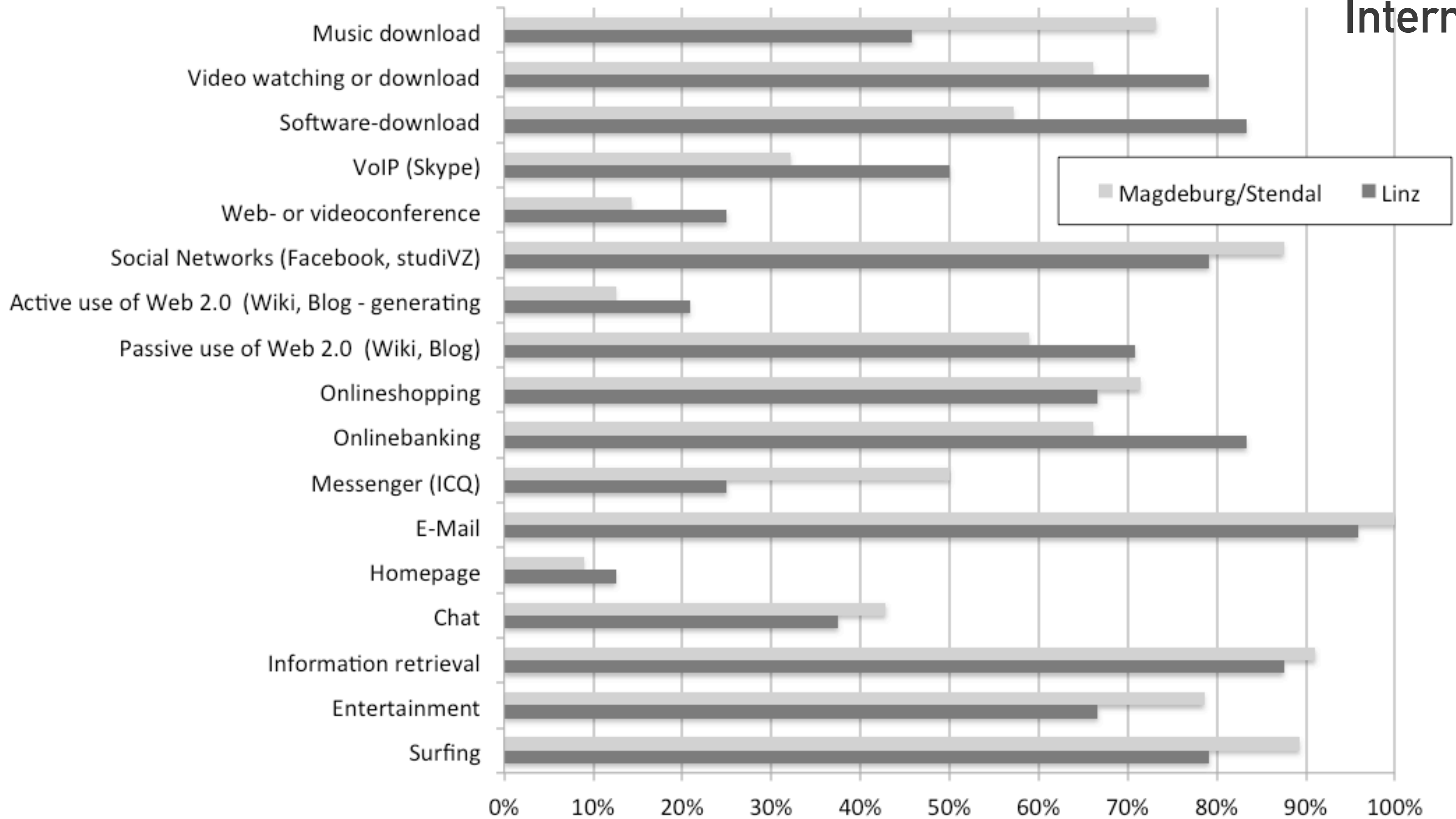 ○ Nicht berufstätig

6 Computernutzung: Welche der im folgenden genannten Anwendungen benutzen Sie?

  ☐ Textverarbeitung (z. B. Word)
  ☐ Bildverarbeitung (z. B. Photoshop)
  ☐ Tabellenkalkulation (z. B. Excel)
  ☐ Datenbanken (z. B. Access)
  ☐ Statistikprogramme (z. B. SPSS)

Demography

	Male		Female		Total	
	number	age	number	age	number	age
Linz	14	25,93	10	24,10	24	25,17
Magdeburg/ Stendal	25	23,08	31	22,97	56	23,02
Total	39	24,10	41	23,24	80	23,66

Internet usage

Legend: Magdeburg/Stendal, Linz

Categories (top to bottom):
- Music download
- Video watching or download
- Software-download
- VoIP (Skype)
- Web- or videoconference
- Social Networks (Facebook, studiVZ)
- Active use of Web 2.0 (Wiki, Blog - generating
- Passive use of Web 2.0 (Wiki, Blog)
- Onlineshopping
- Onlinebanking
- Messenger (ICQ)
- E-Mail
- Homepage
- Chat
- Information retrieval
- Entertainment
- Surfing

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Hours per week spent online

Employment of students

- Fulltime employment (35 hrs/week)
- Parttime employment 16-34 hrs/week)
- Parttime employment 15 hrs/week or less)
- Non employed

4
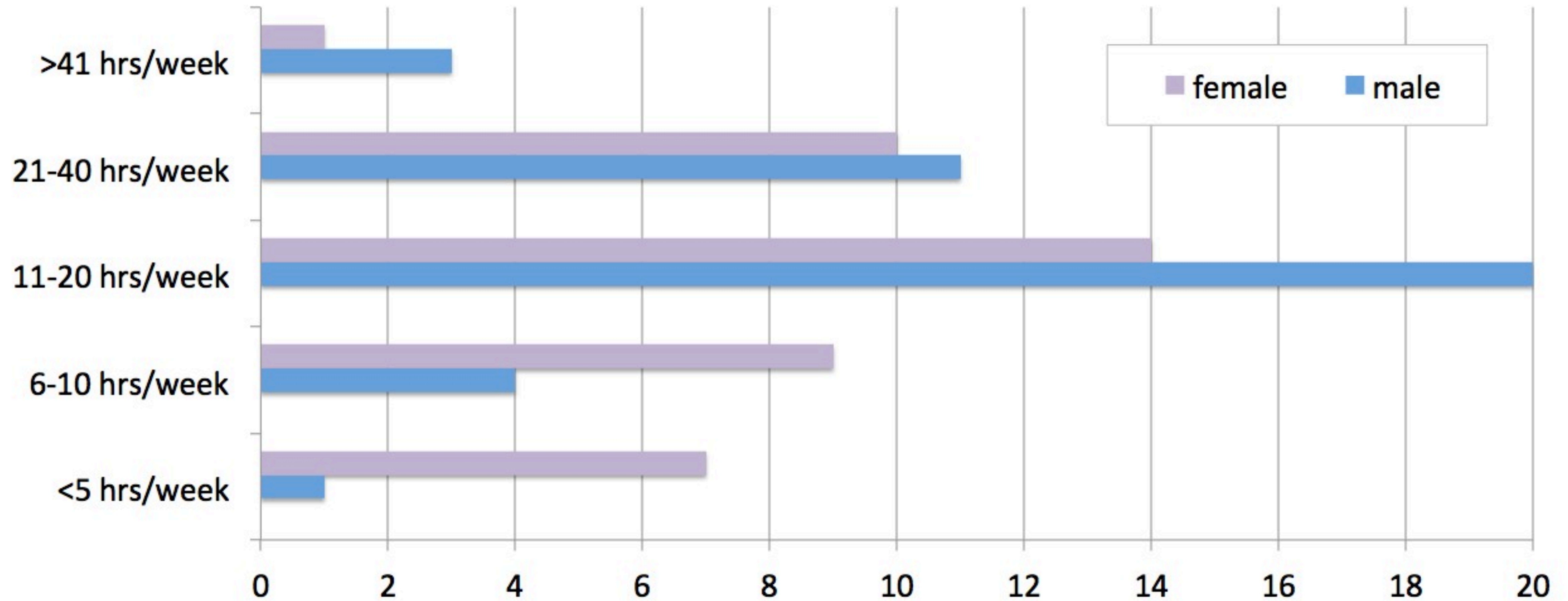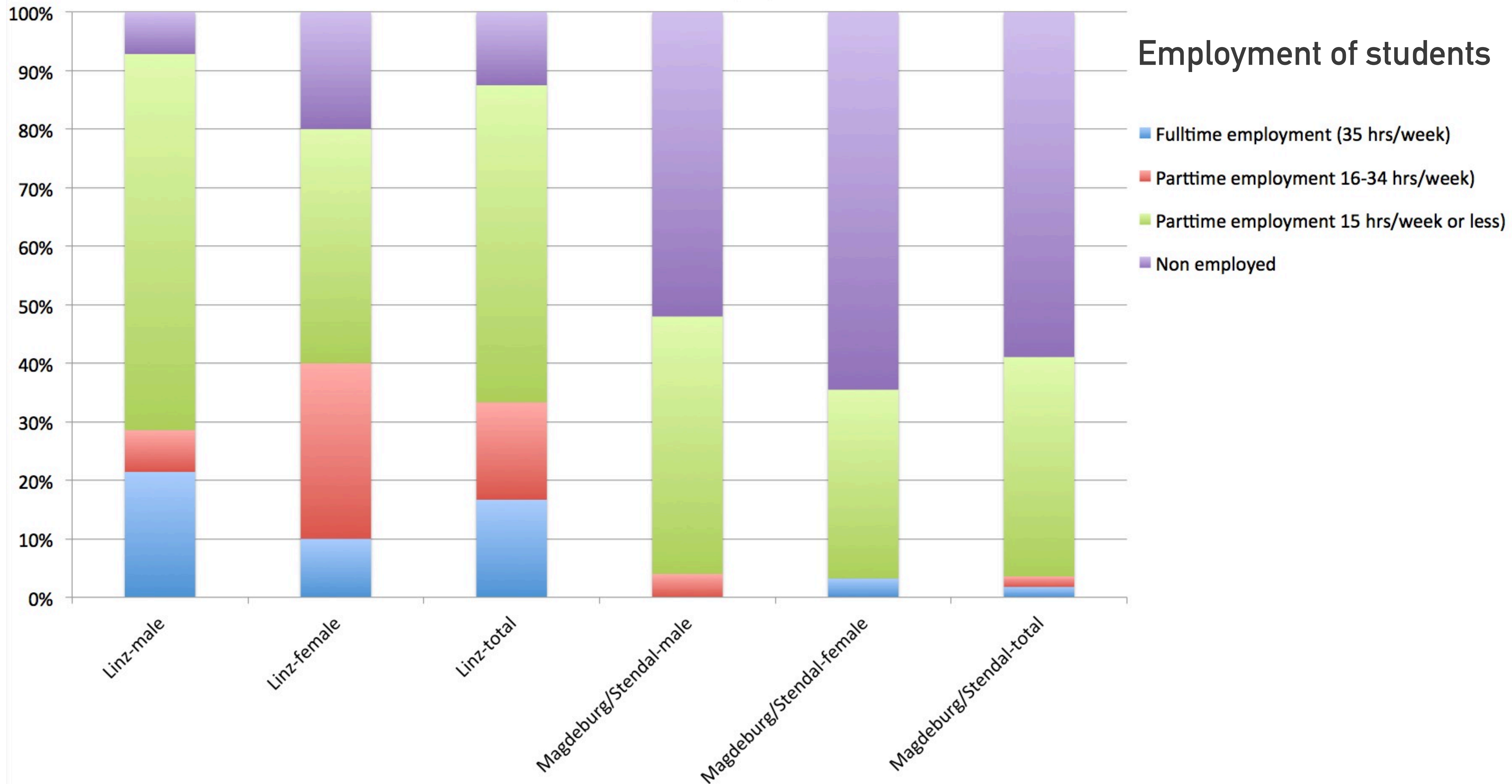
Result Discussion

▸ **Media usage**

▸ **Communication media**

▸ **Social aspects in groups**

▸ **Assessment of teaching method**

▸ **Learning outcome**

media usage

Media	Usage
Video	21,25%
SocialMedia	45,00%
other media	46,25%
Audio	61,25%
Mail	67,50%
Chat	77,50%
Text	86,25%
PPT	90,00%
Forum	98,75%
Wiki	100,00%

Media use (in hours)

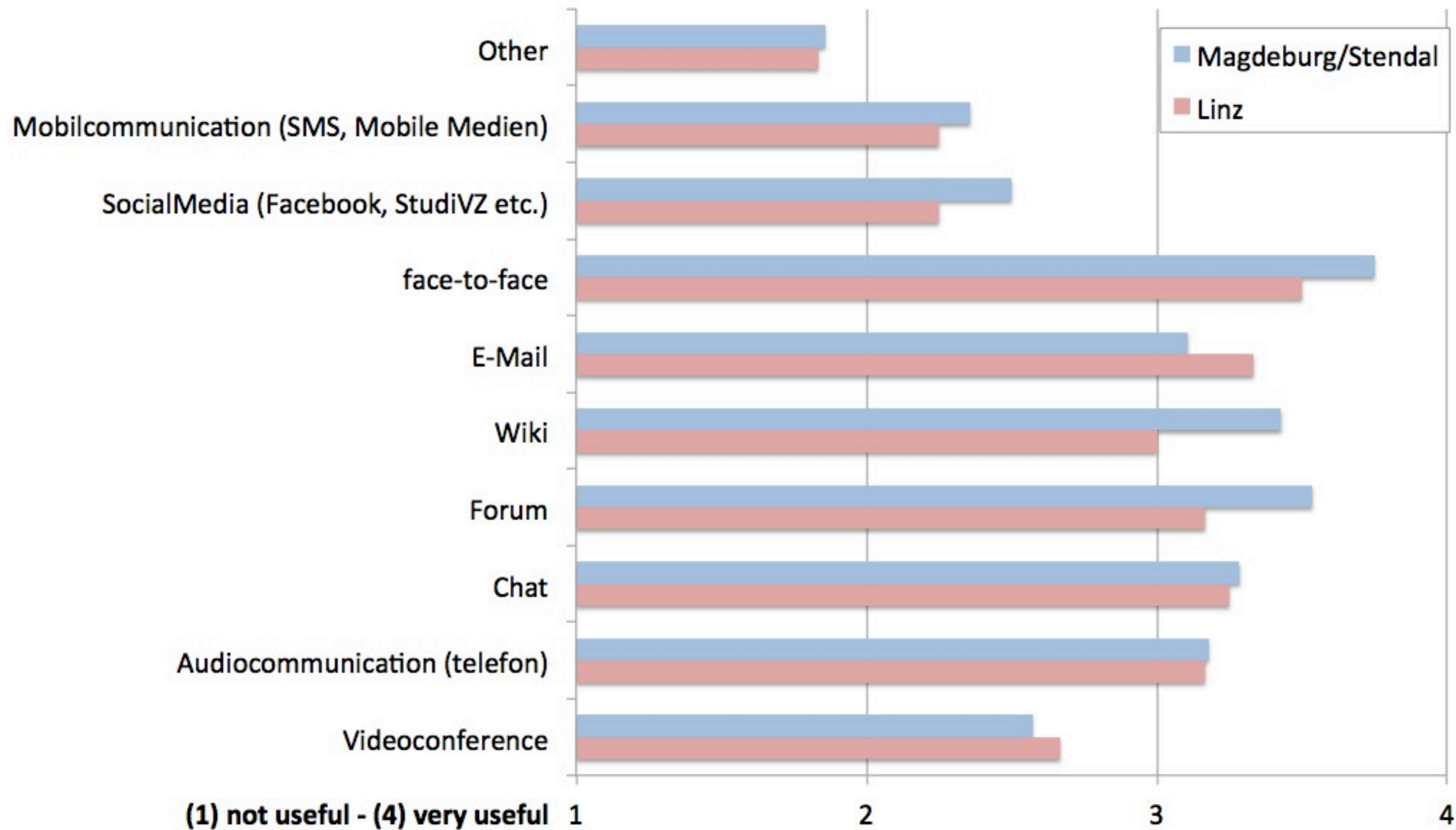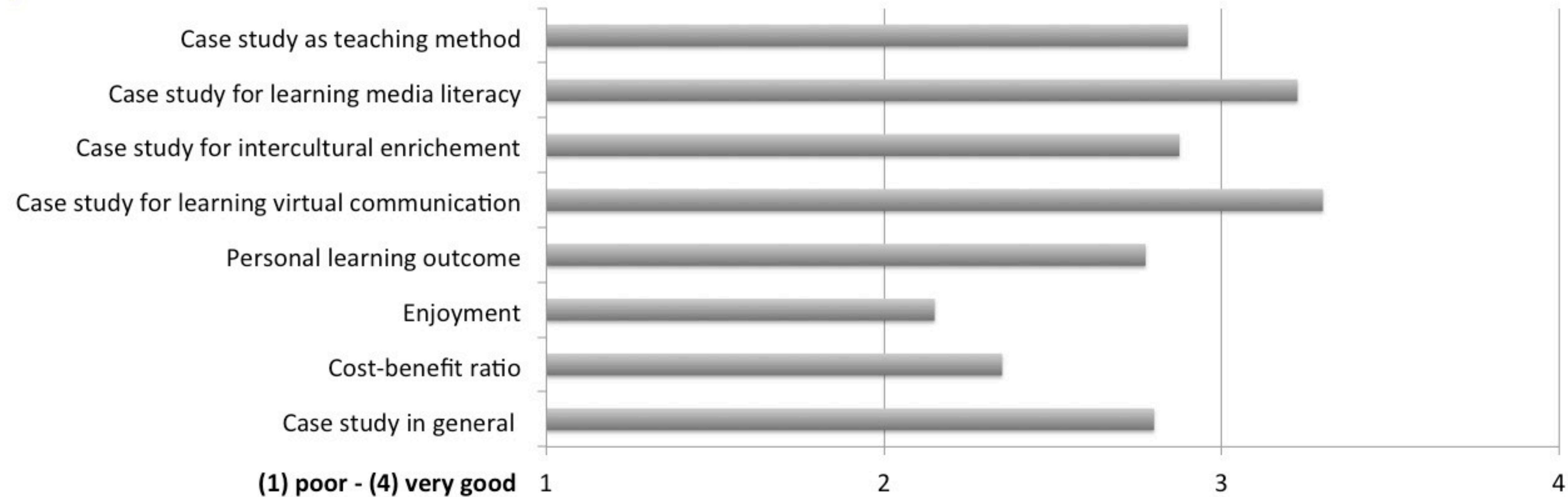| Media	Regional	Interregional
Videotime	0,0	0,4
Audiotime	1,8	2,8
Chattime	2,0	4,5
Forumtime	2,3	4,7
Wikitime	3,7	8,2
Texttime	1,3	6,2
PPT-Time	1,6	4,7
Mailtime	1,8	1,7
SocialMediaTime	1,0	1,3
Other Media Time	1,5	0,9
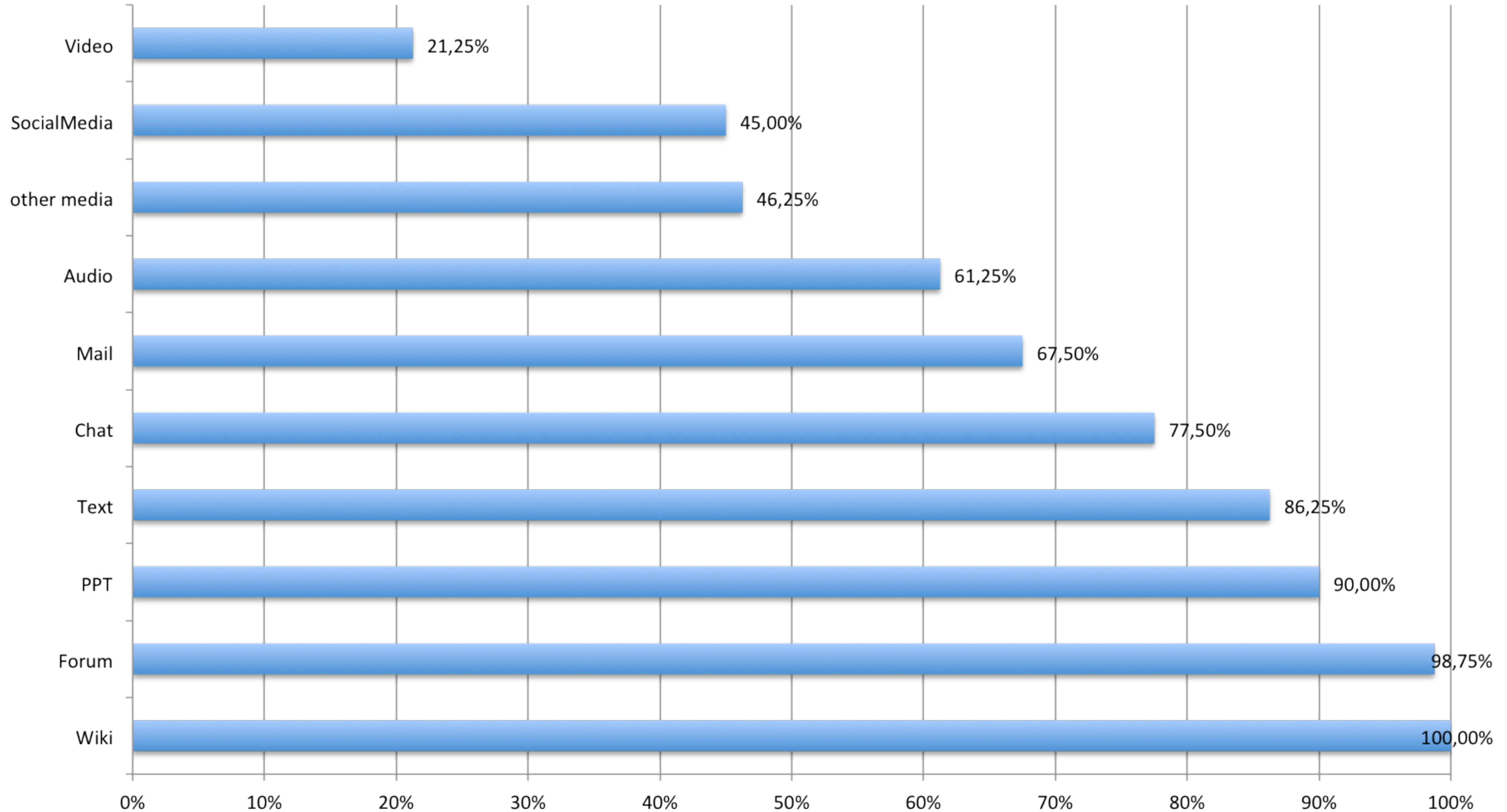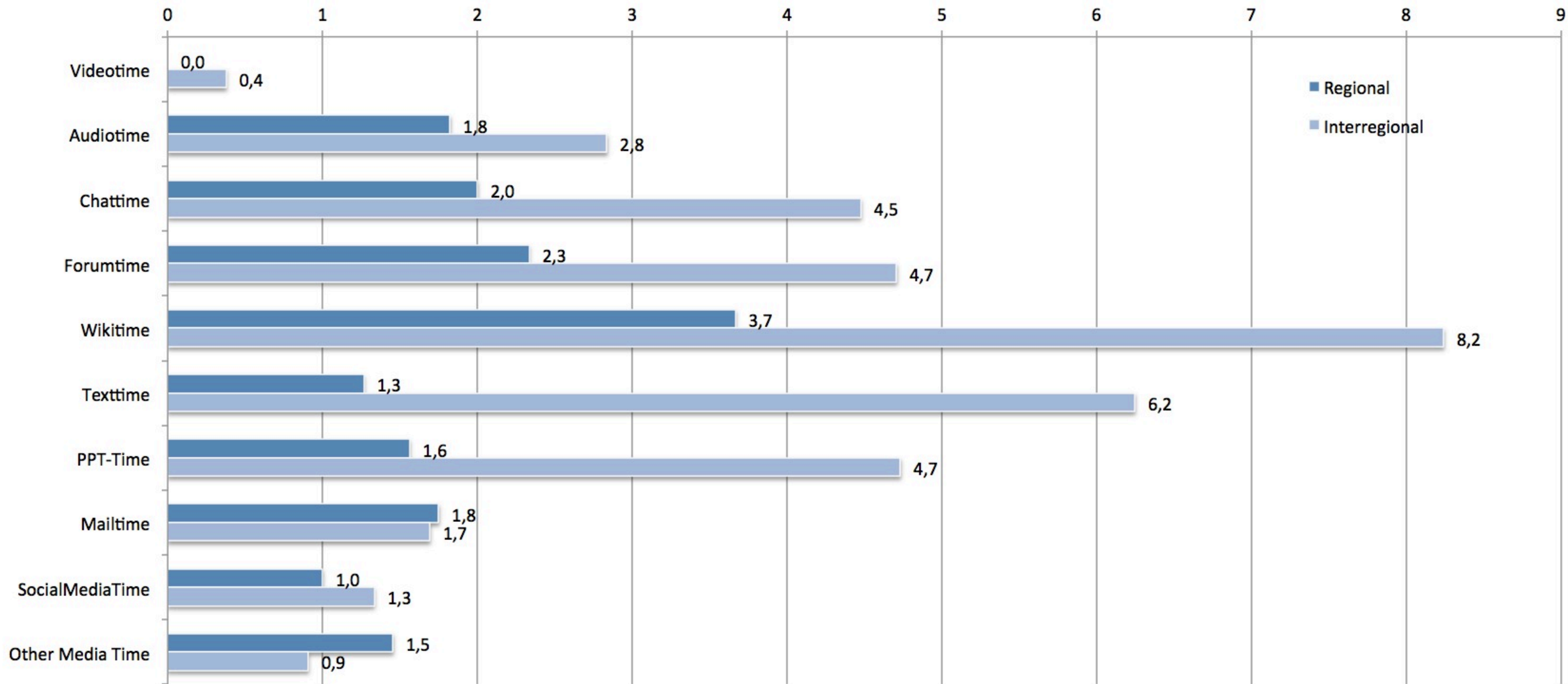
Assessment of communication media

Qualitative statements of different students taken from their feedbacks

▸ "E-Mail, Wiki, forum facilitate communication, but can be quite time-consuming on the other hand, as you always have to wait for answers. Thus, chat is a good alternative; however, thereby typing is rather time-consuming. Direct contact is still the fastest and most effective form of communication to solve problems." (Magdeburg-Stendal)

▸ "I perceived working with the forum as quite useful. It made the group work efficient but still flexible. Within a group of six members appointment coordination is complicated. However telephone conferences were quite useful in the beginning, halfway through and in the end, in order to analyze the current state of affairs and to plan how to proceed!" (Magdeburg-Stendal)

▸ "I don't think that video conferences are necessary – audio communication is absolutely sufficient here. However, I think forums, Wiki, SocialMedia (e.g. a Facebook group) is quite useful for the sake of documentation. However, for working on the teamwork tasks, direct contact is the most ideal way!" (Linz)
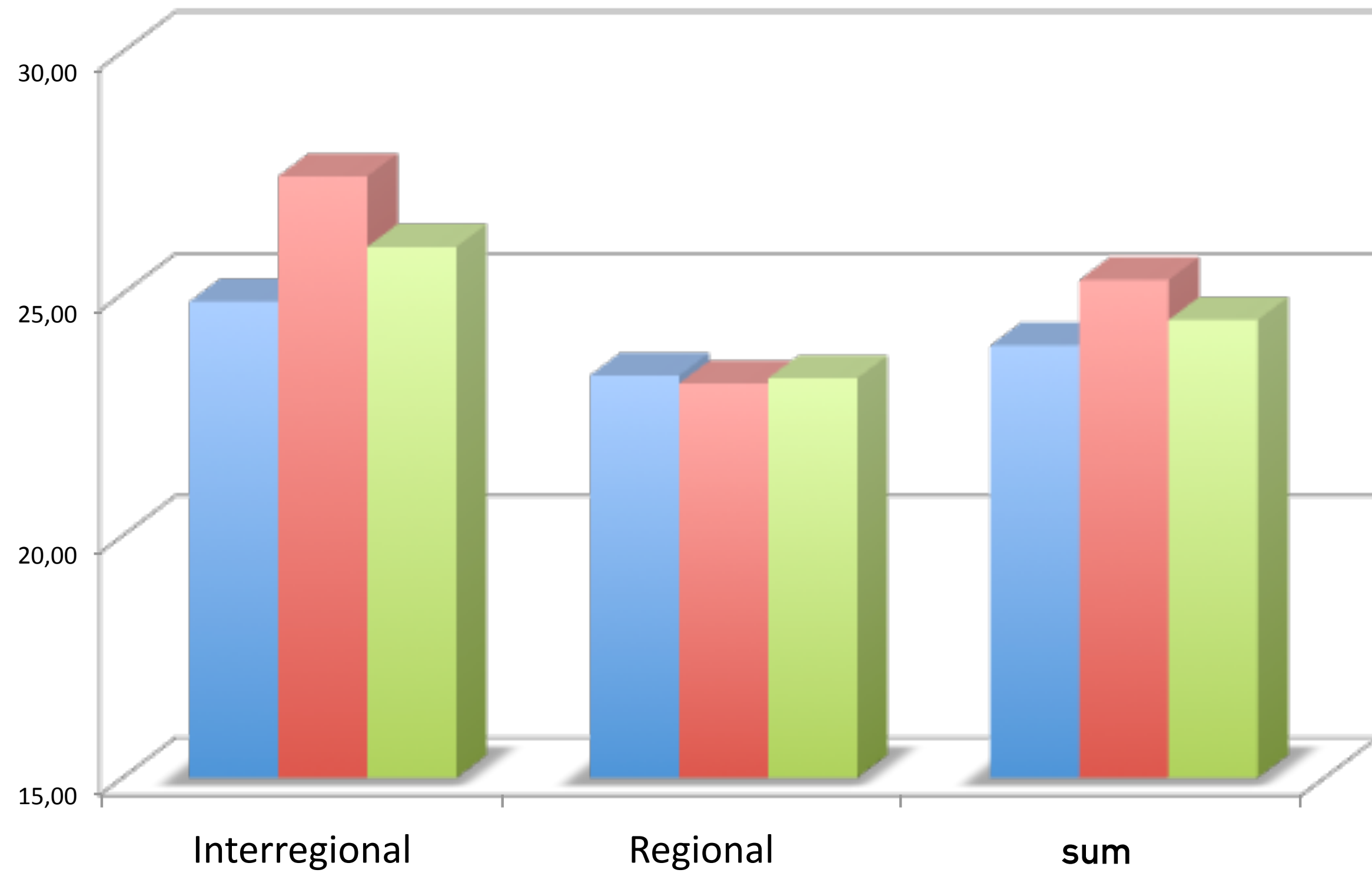
Conflict report of students

▸ "We (students from Stendal) were blamed for not having contributed to the work on the Wiki although we worked out everything while the students from Linz provided hardly any contributions!!!" (Stendal)

▸ "…there were some participants who hardly ever took part in anything. Those students were repeatedly invited by the tutors as well as by their fellow students to collaborate in the work, which, however, not always had a positive effect." (Stendal)

▸ "Unfortunately our colleagues from Germany did not work out their assigned tasks in an acceptable way. As a consequence we (two students from Linz) had to work out the whole case study (Wiki and presentation) on our own." (Linz)
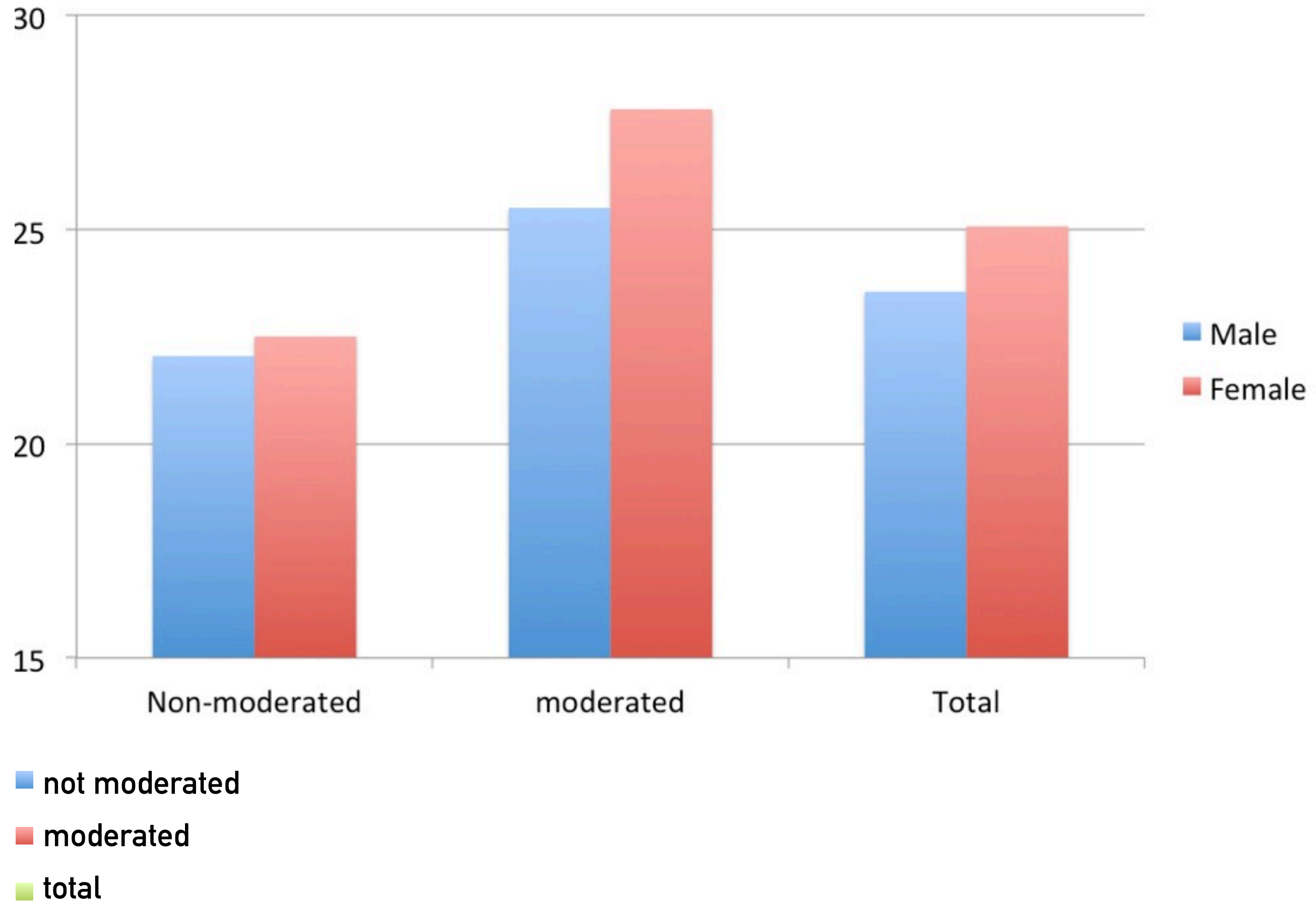
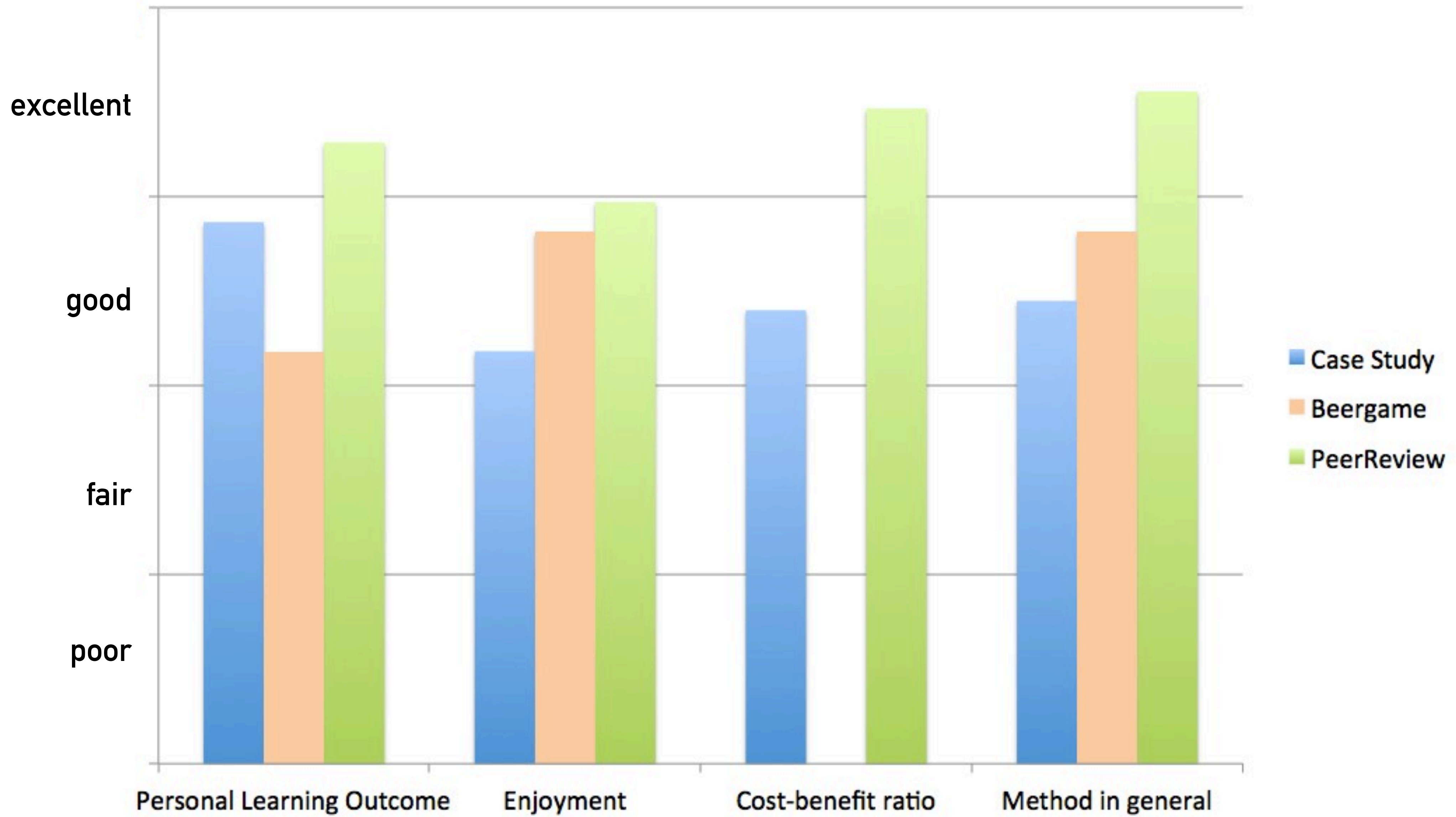# Average assessment of the case study by the students (n=51)

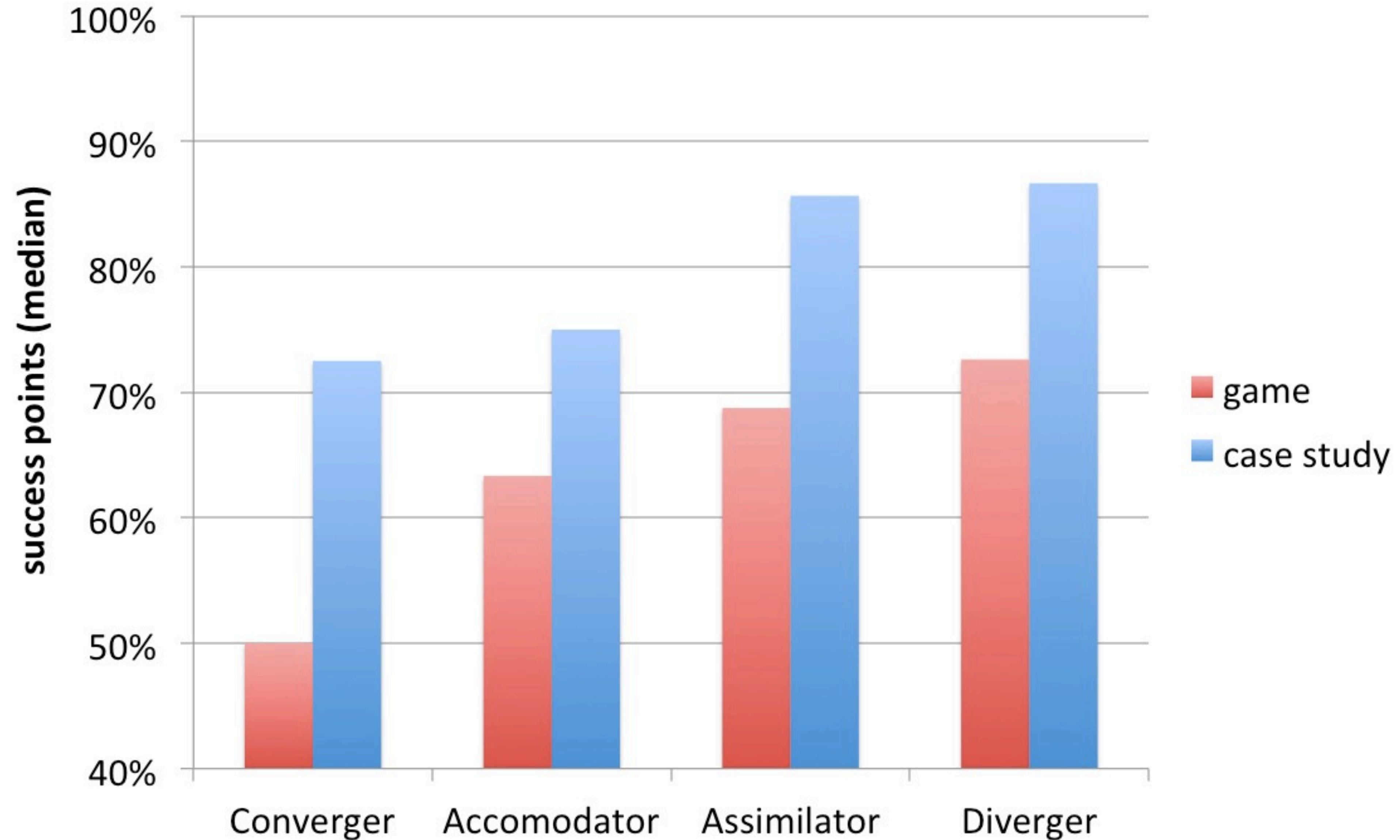Case study as teaching method
Case study for learning media literacy
Case study for intercultural enrichement
Case study for learning virtual communication
Personal learning outcome
Enjoyment
Cost-benefit ratio
Case study in general

(1) poor - (4) very good 1   2   3   4

Learning outcome

Performance evaluation according to learning styles of the participants

Belts and whistles

▸ **Development of E-Business competency**

- cross-border, crosscultural, interactive

▸ **Teaching of information literacy !!**

- Global workplaces require virtual modes of working

▸ **Multidimensional Teaching and Learning setting**

- e.g. constructivist approach with case studies --> Cross Teaching

▸ **Quality: Sharing competences of both partners**

▸ **Quantity: Saving of time and ressoures**

- Lecture exchange (ERASMUS-Program and lecture recording)

- Shared supervision of students

MIND THE GAP
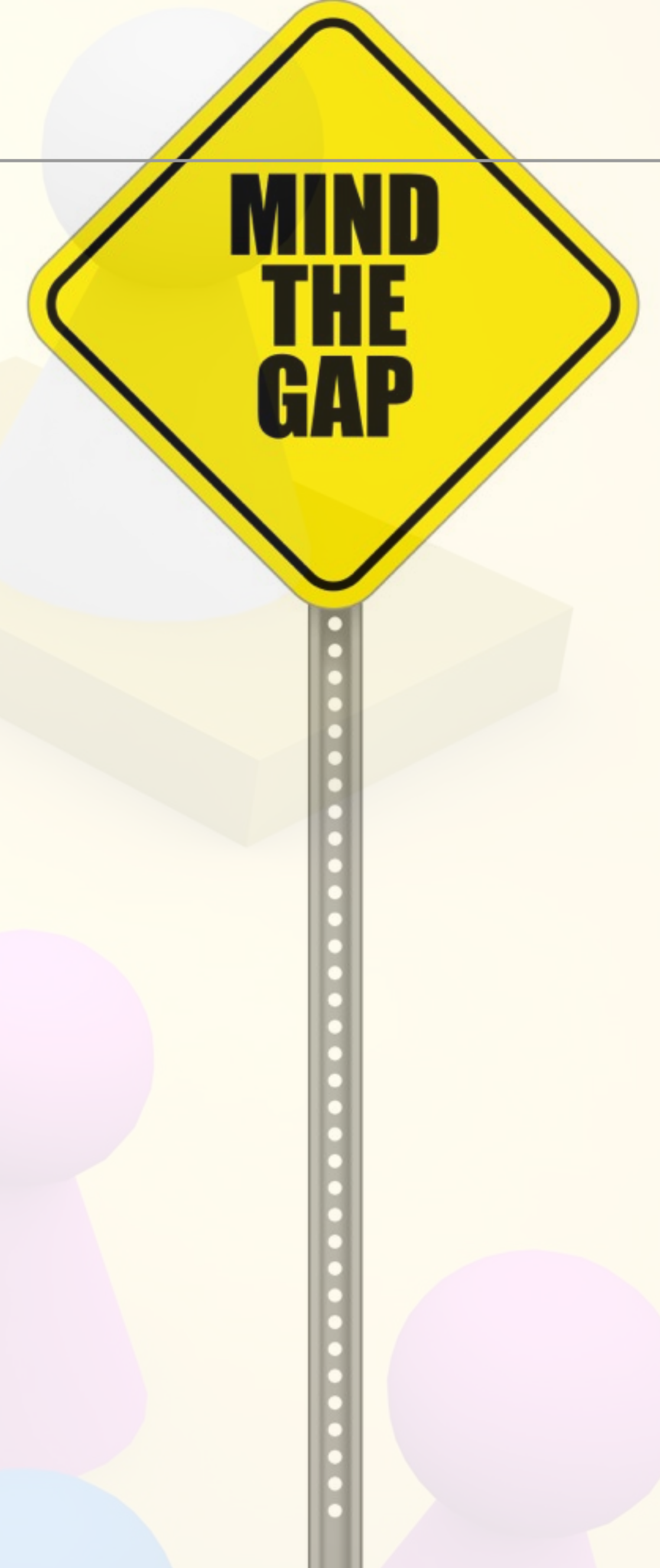
Thank you for your interest!

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