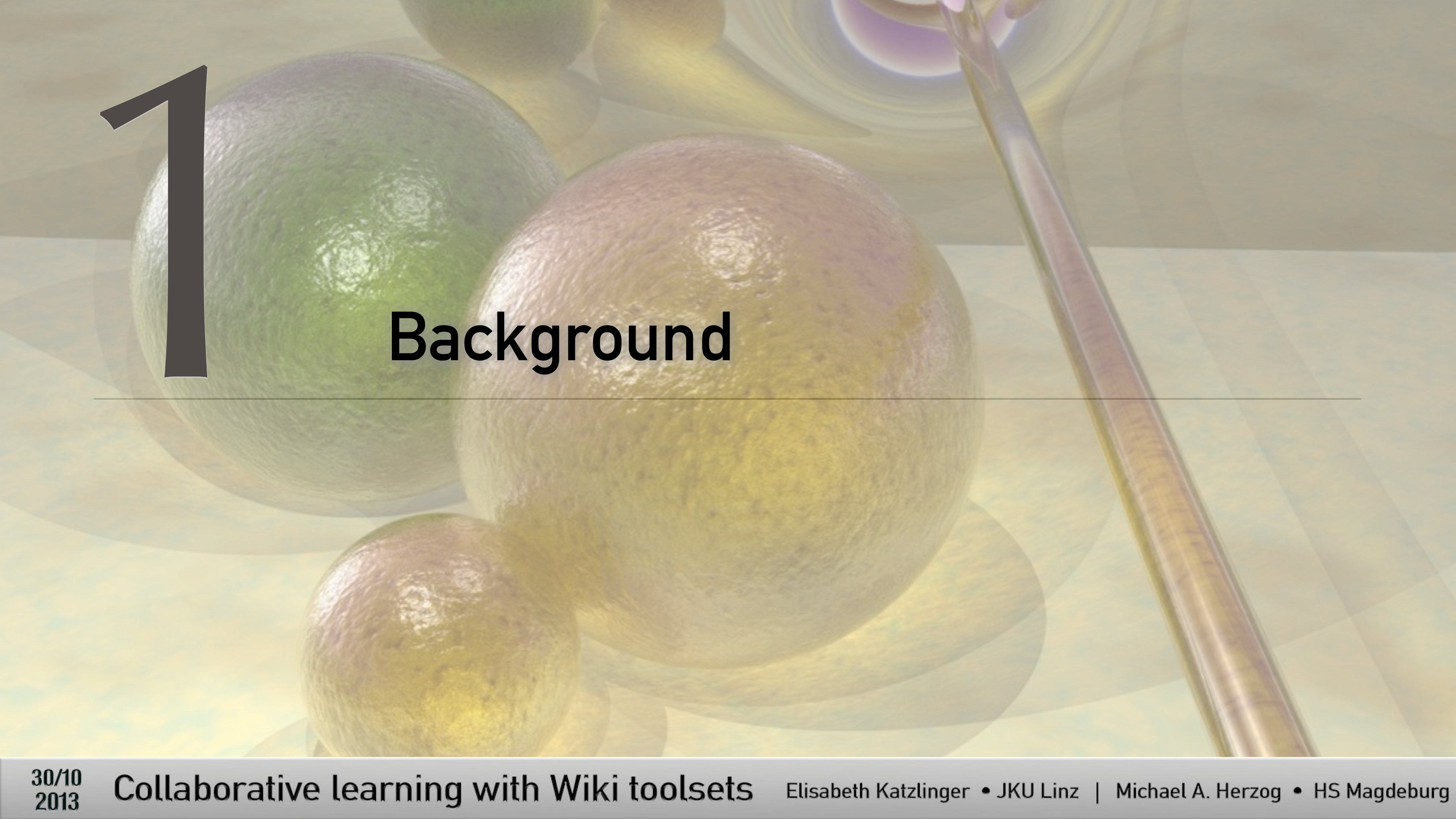


Interuniversity collaborative learning with Wiki toolsets

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

1. Background
2. Cross Teaching Scenario
3. Research Method
4. Result Discussion

A still life painting featuring several pieces of fruit, including a large green apple and a large orange, resting on a light-colored surface. A glass with a purple liquid is visible in the upper right corner. A large, dark grey number '1' is overlaid on the left side of the image.

1

Background

Europe





• www.studieren-im-gruenen.de

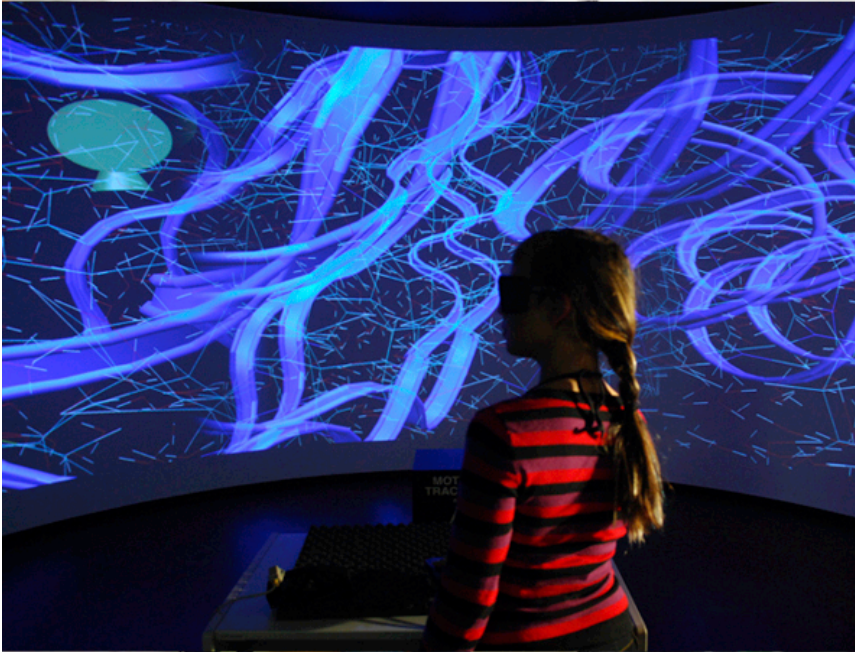


• Johannes Kepler Universität Linz



JKU
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

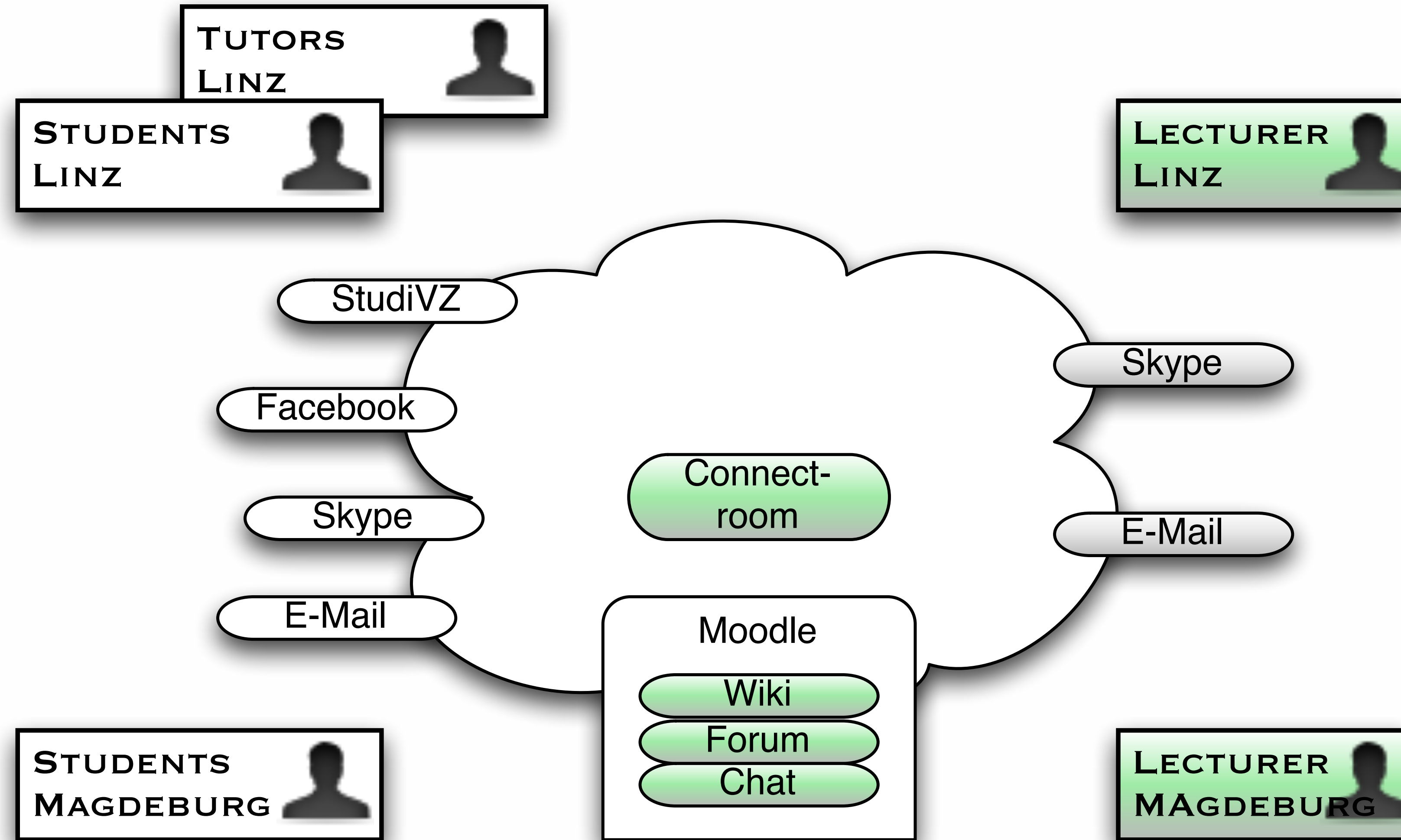
- ▶ Motivation
- ▶ Scenario
- ▶ Learning Setting



Cross-Teaching-Szenario



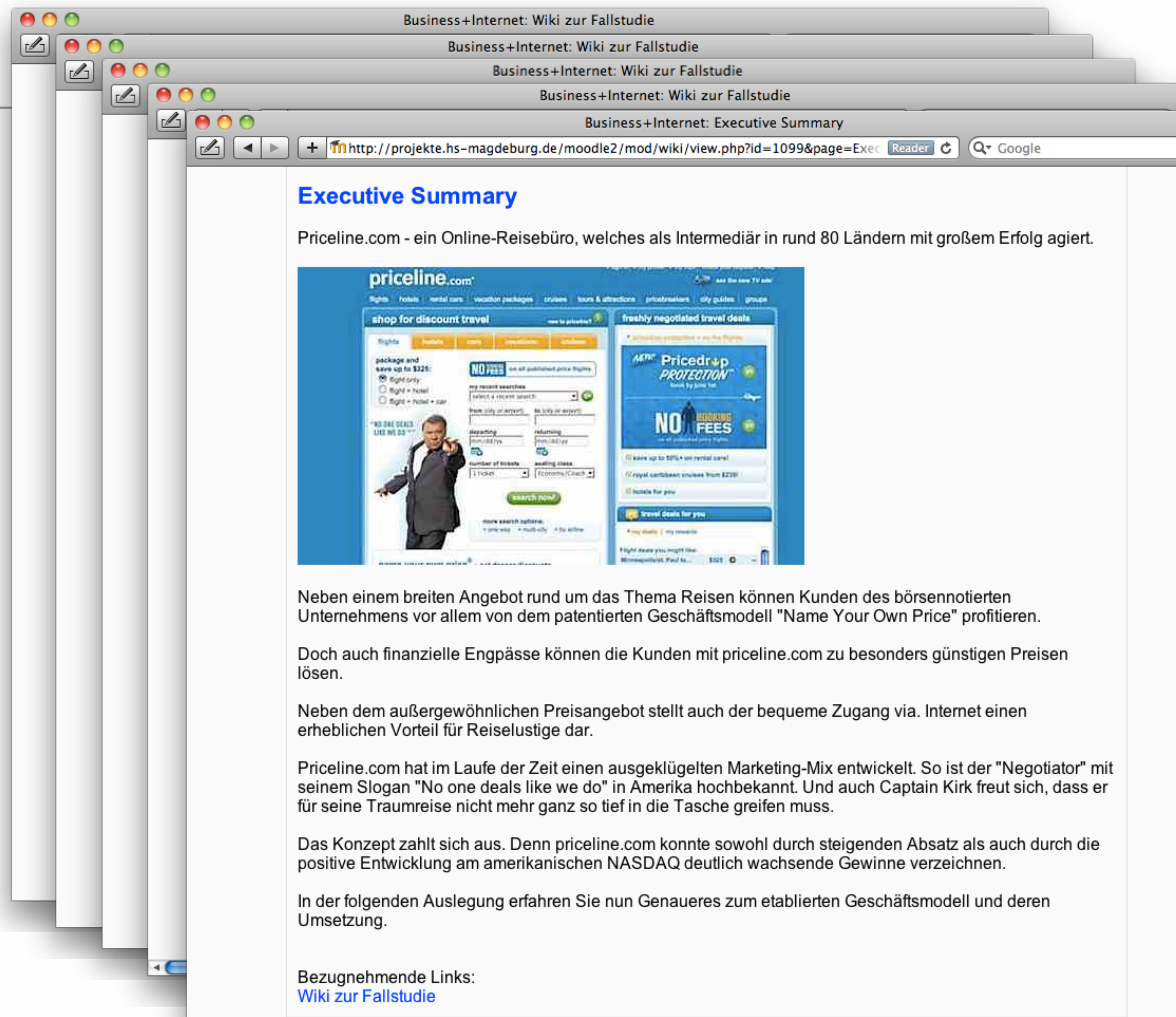
JKU
JOHANNES KEPLER
UNIVERSITÄT LINZ



h²
Hochschule
Magdeburg • Stendal

• 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



Business+Internet: Wiki zur Fallstudie

Business+Internet: Wiki zur Fallstudie

Business+Internet: Wiki zur Fallstudie

Business+Internet: Wiki zur Fallstudie

Business+Internet: Executive Summary

http://projekte.hs-magdeburg.de/moodle2/mod/wiki/view.php?id=1099&page=Exec Reader Google

Executive Summary

Priceline.com - ein Online-Reisebüro, welches als Intermediär in rund 80 Ländern mit großem Erfolg agiert.



Neben einem breiten Angebot rund um das Thema Reisen können Kunden des börsennotierten Unternehmens vor allem von dem patentierten Geschäftsmodell "Name Your Own Price" profitieren.

Doch auch finanzielle Engpässe können die Kunden mit priceline.com zu besonders günstigen Preisen lösen.

Neben dem außergewöhnlichen Preisangebot stellt auch der bequeme Zugang via Internet einen erheblichen Vorteil für Reiselustige dar.

Priceline.com hat im Laufe der Zeit einen ausgeklügelten Marketing-Mix entwickelt. So ist der "Negotiator" mit seinem Slogan "No one deals like we do" in Amerika hochbekannt. Und auch Captain Kirk freut sich, dass er für seine Traumreise nicht mehr ganz so tief in die Tasche greifen muss.

Das Konzept zahlt sich aus. Denn priceline.com konnte sowohl durch steigenden Absatz als auch durch die positive Entwicklung am amerikanischen NASDAQ deutlich wachsende Gewinne verzeichnen.

In der folgenden Auslegung erfahren Sie nun Genaueres zum etablierten Geschäftsmodell und deren Umsetzung.

Bezugnehmende Links:
[Wiki zur Fallstudie](#)

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
- Videokonferenzraum (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

• Online survey

▶ More than 370 students overall participated (2010-2013)

- 240 at Magdeburg and Stendal
- 85 at Linz
- 45 E-Tutors from Linz

▶ 259 questionnaires evaluated

• 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?

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

- ☐ Ja
- ☐ Nein

*5 Sind Sie derzeit neben Ihrem Studium berufstätig?

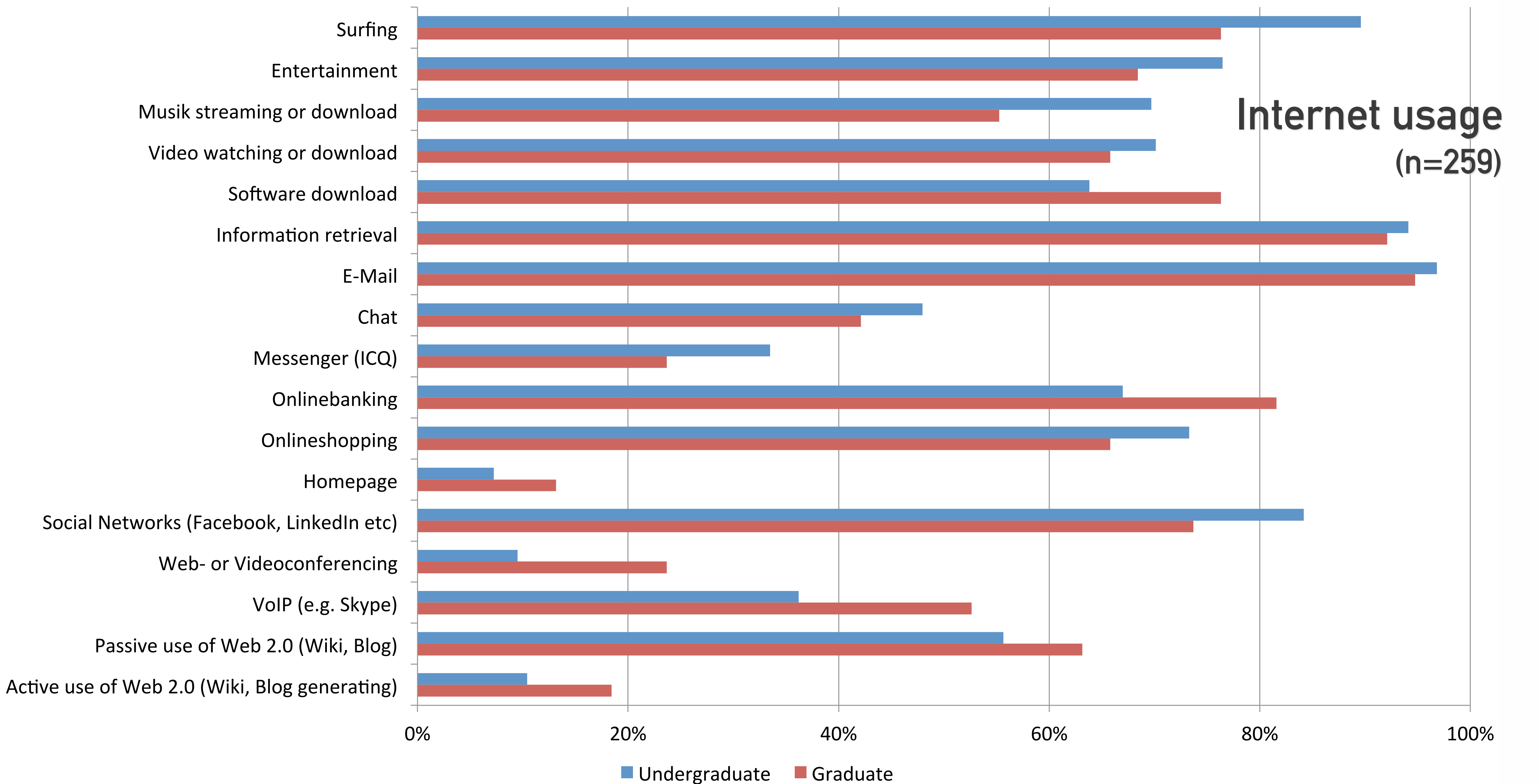
- ☐ Vollzeit (35 Std./Woche oder mehr)
- ☐ Teilzeit (16-34 Std./Woche)
- ☐ Geringfügig beschäftigt (gleich oder weniger als 15 Std./Woche)
- ☐ Nicht berufstätig

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

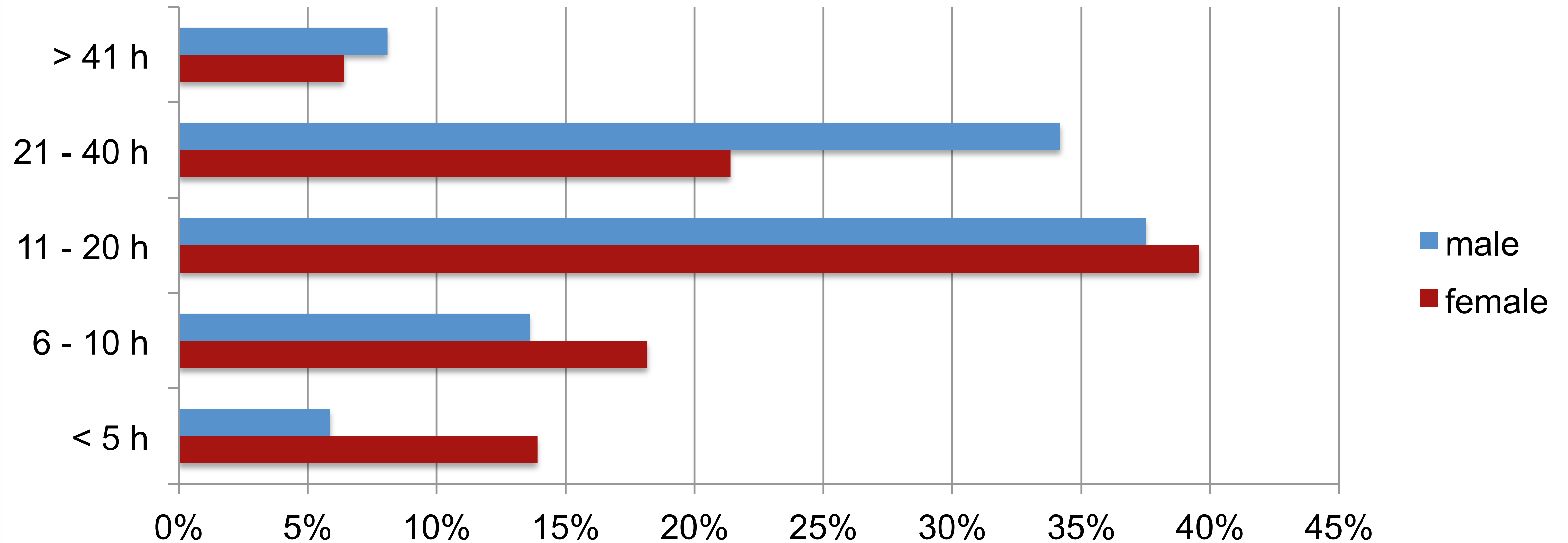
- ☐ Textverarbeitung (z. B. Word)
- ☐ Bildverarbeitung (z. B. Photoshop)
- ☐ Tabellenkalkulation (z. B. Excel)
- ☐ Datenbanken (z. B. Access)
- ☐ Statistikprogramme (z. B. SPSS)

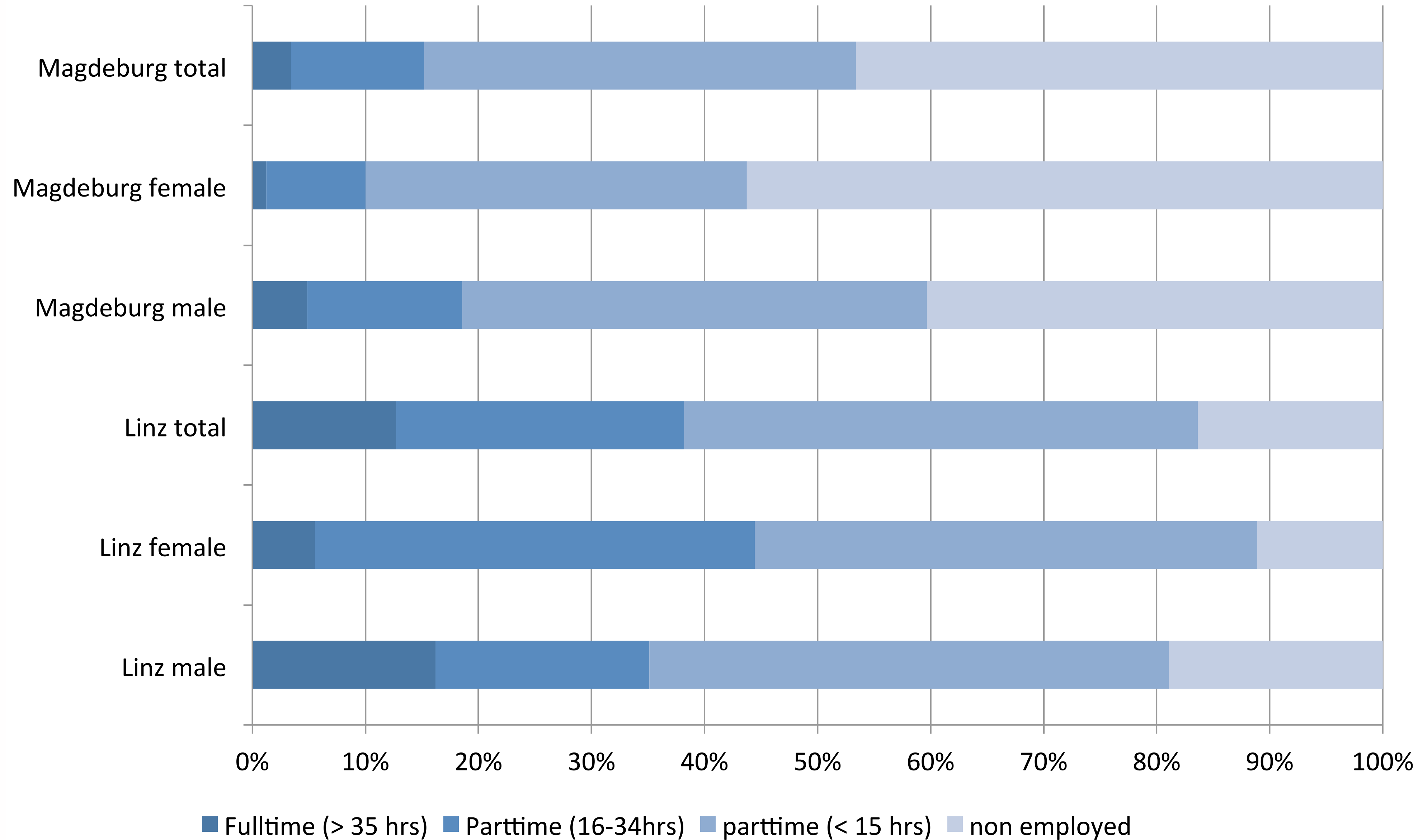
Demography

	male		female		total	
	number	age	number	age	number	age
Linz	37	25,3	18	23,7	55	24,8
Magdeburg/ Stendal	124	24,8	80	23,5	204	24,3
Total	161	24,9	98	23,5	259	24,4

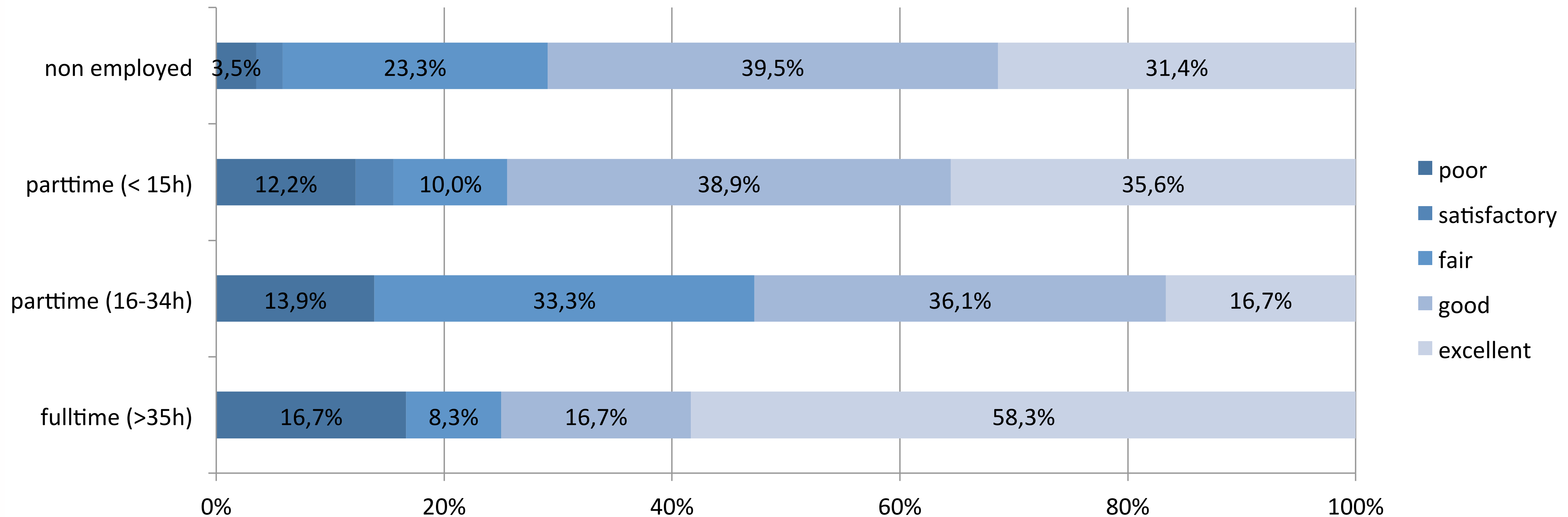


• Hours per week spent online (n=259)





• learning outcome and employment of students (n=224)

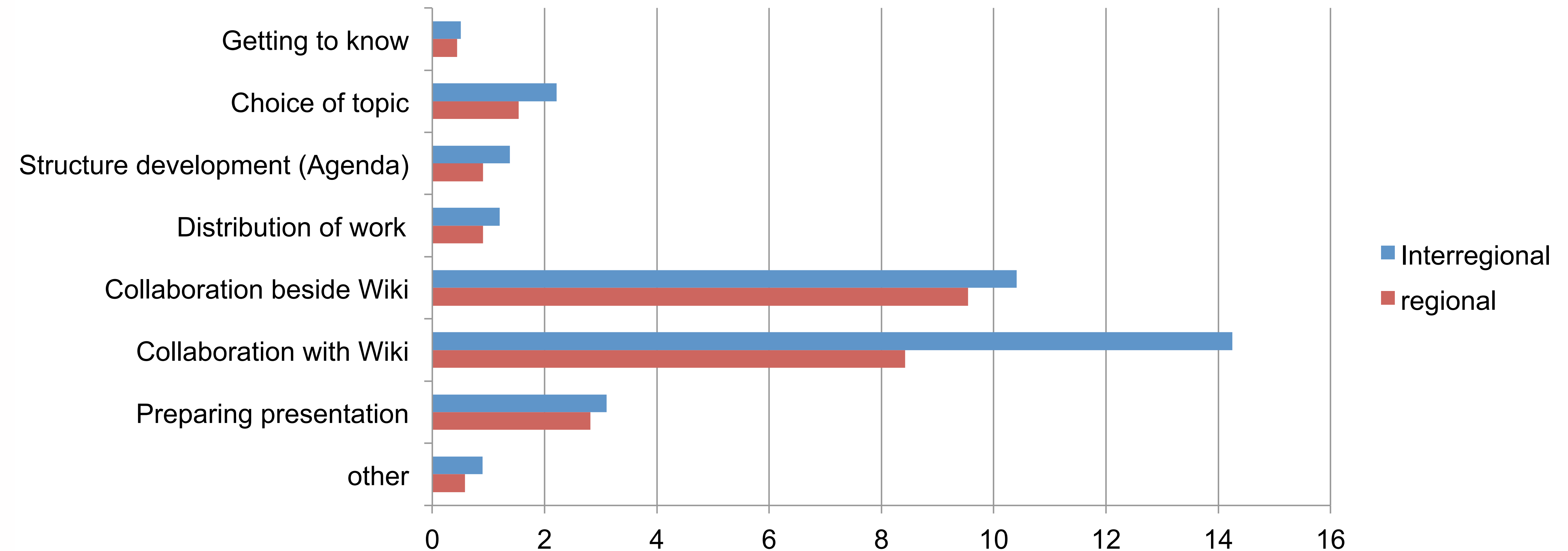


4

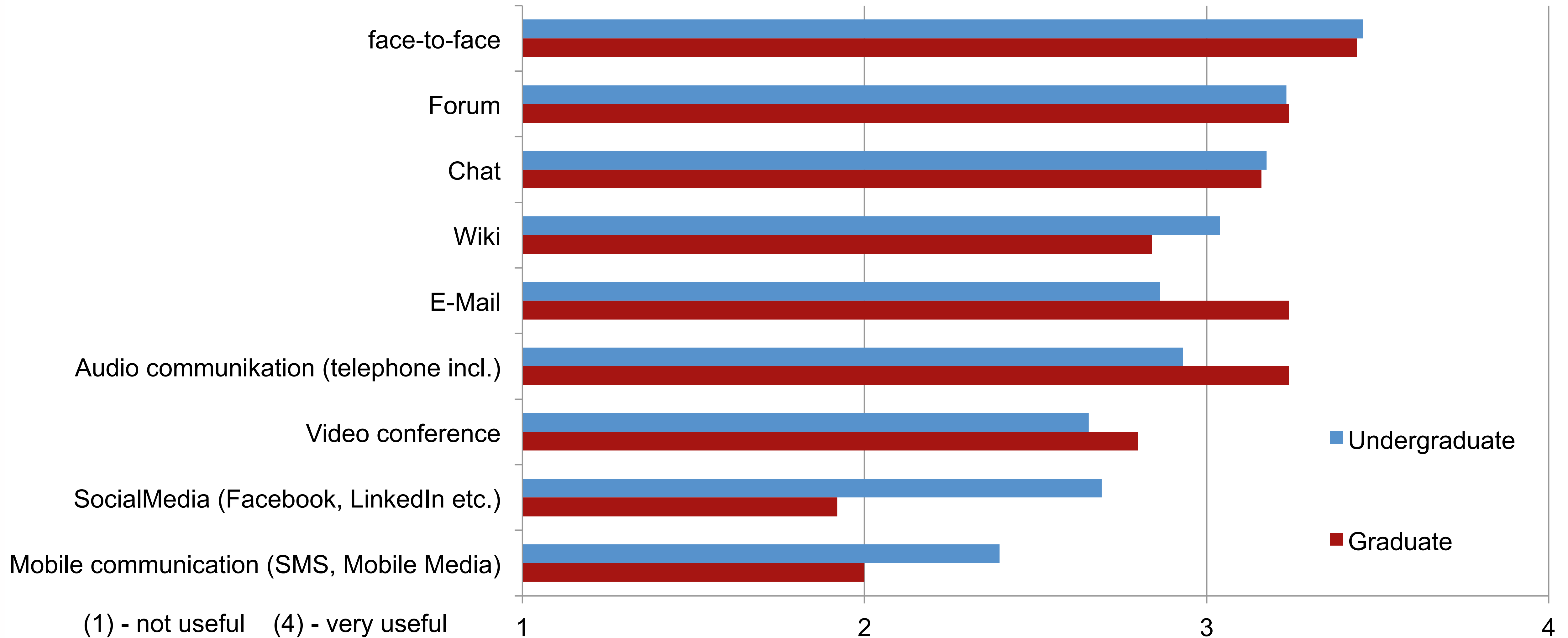
Result Discussion

- ▶ Media usage
- ▶ Communication media
- ▶ Social aspects in groups
- ▶ Assessment of teaching method
- ▶ Learning outcome

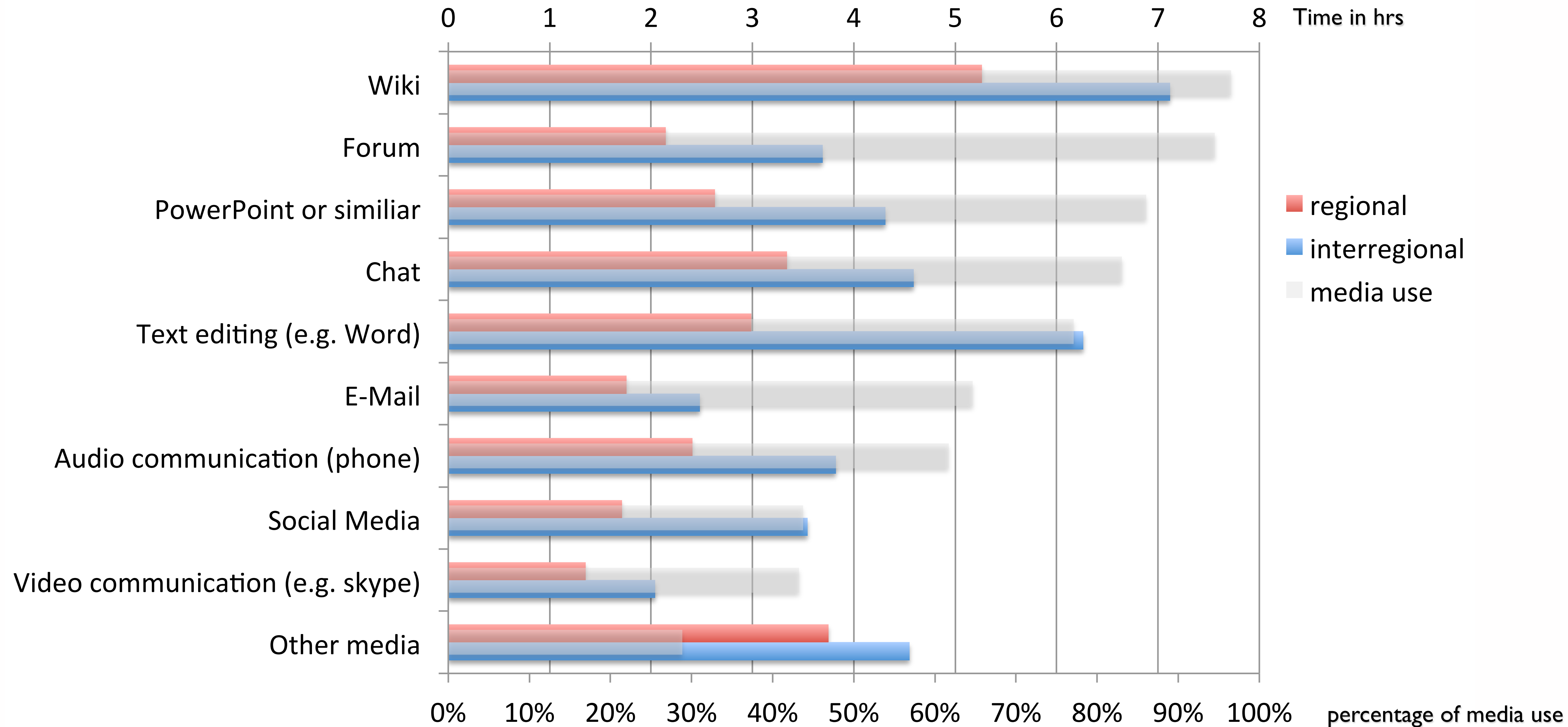
- Phases of teamwork
(average duration in days, n=197)



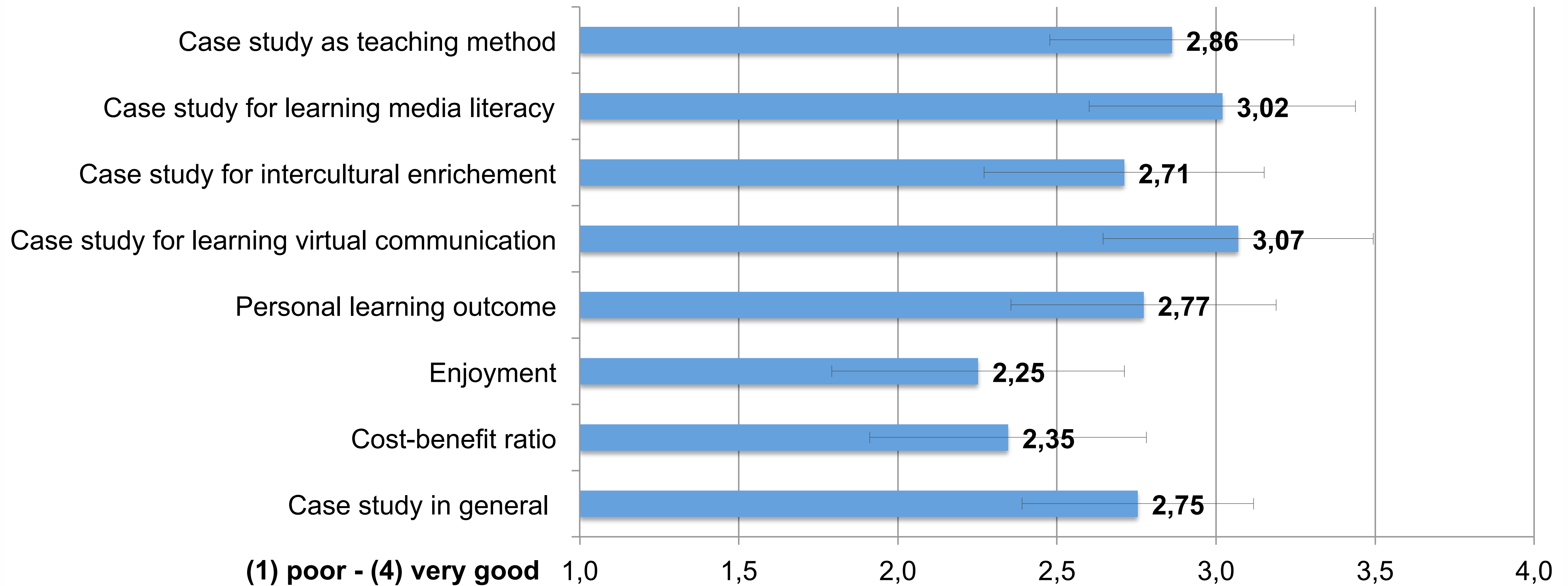
• Rating of used media (n=200)



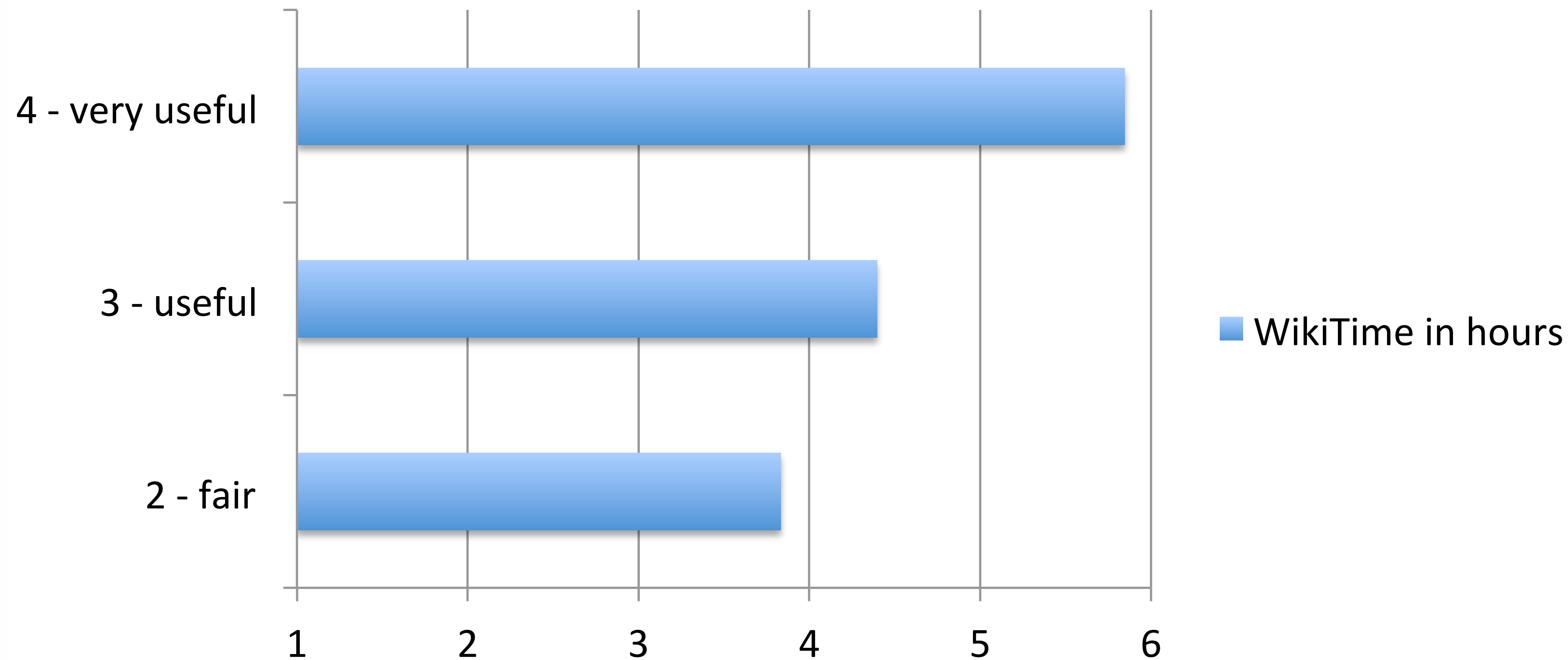
• Use of media for case study (n=123)



- Ranking of case study as teaching method (n=202)



- Average time working on the wiki (n=199)



• Qualitative statements of different students taken from their feedbacks

- ▶ „I'd rate video conferencing with a concurrent use of google docs best, as it allowed us to talk simultaneously without any time lag, so we could work out the core points really together.”
- ▶ “For us audio communication via skype was very important as well. We used it to discuss the outline and who should work on which issues. The wiki allowed us to follow the progress of this work; therefore it is useful, too.”
- ▶ “Email, Wiki and forum ease communication but can be really time-consuming, because you always have to wait for answers. Chat is a very good alternative, although the typing is quite time-consuming as well. Direct contact still is the fastest and most effective way of communication to solve problems or manage difficulties.”

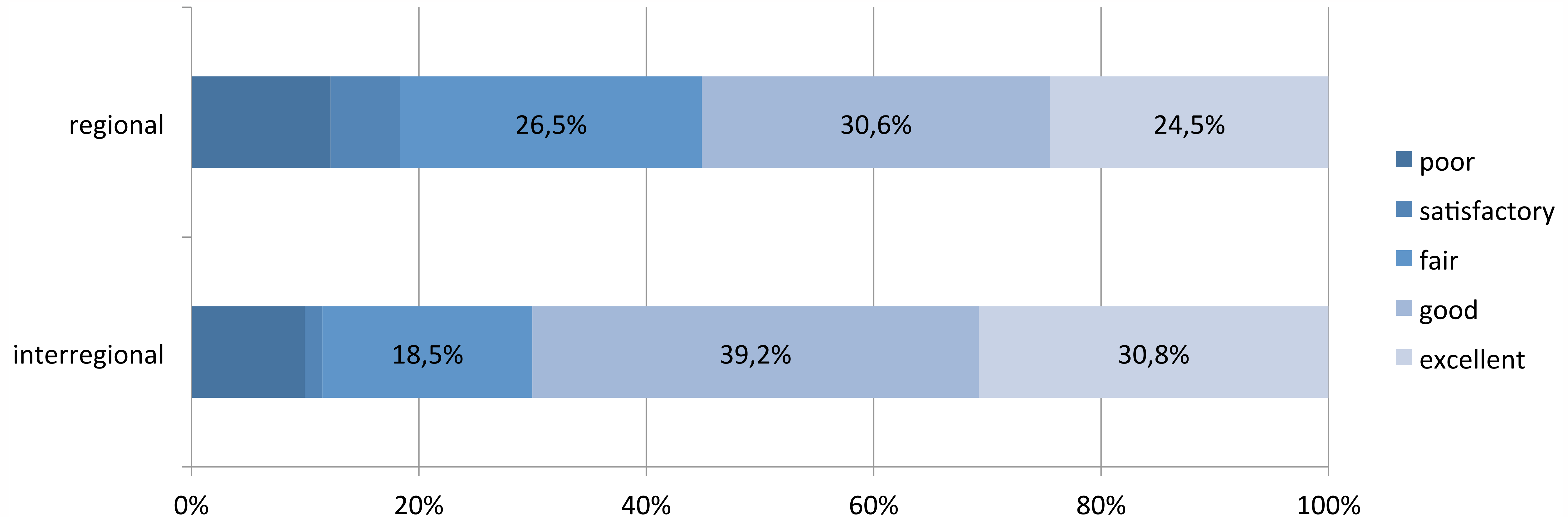
• Qualitative statements of different students taken from their feedbacks

- ▶ “The Wiki is really good, because all group members have access to the whole communication which is not the case with emails or other media, where it can happen that some just do not get certain information.”
- ▶ “The Wiki offered us the opportunity to keep track of our work. But as the Wiki often seemed to work against us, it was rather time-consuming to take care of the Wiki problems. To keep direct contact is still the best. And of course video conferencing is also very useful if you have to work with students from other countries. But as we had no other students in our group, it was not necessary for us to use it.”

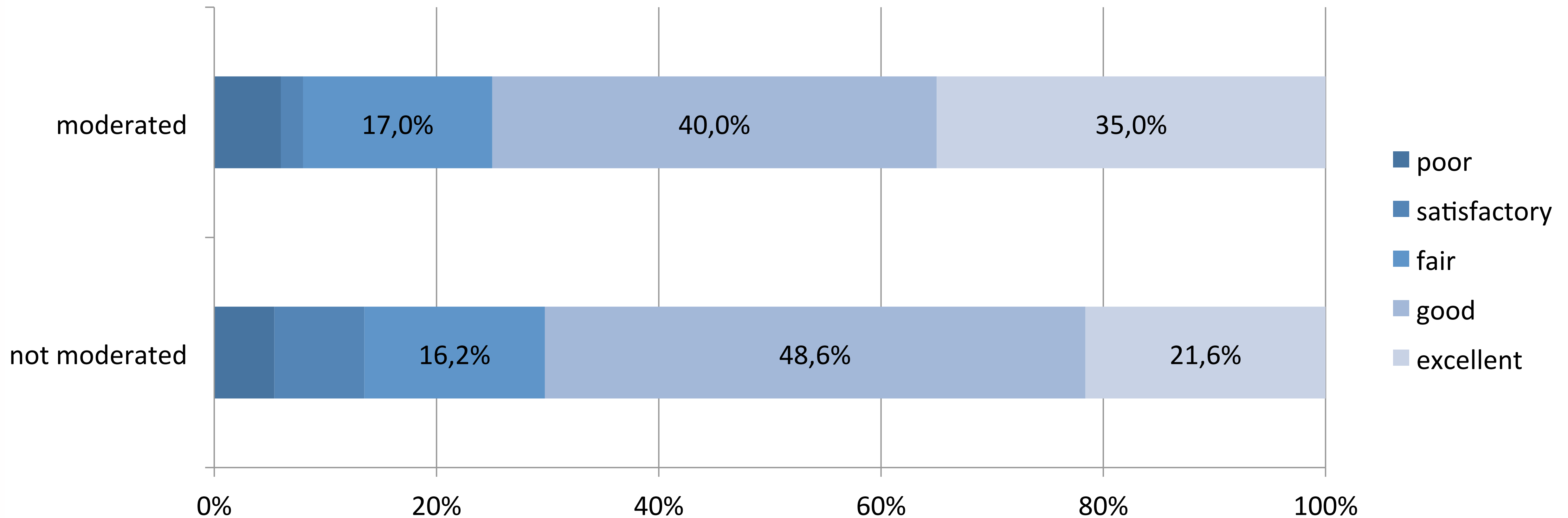
• Conflict report of students

- ▶ “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)

• learning outcome of case study (n=179)

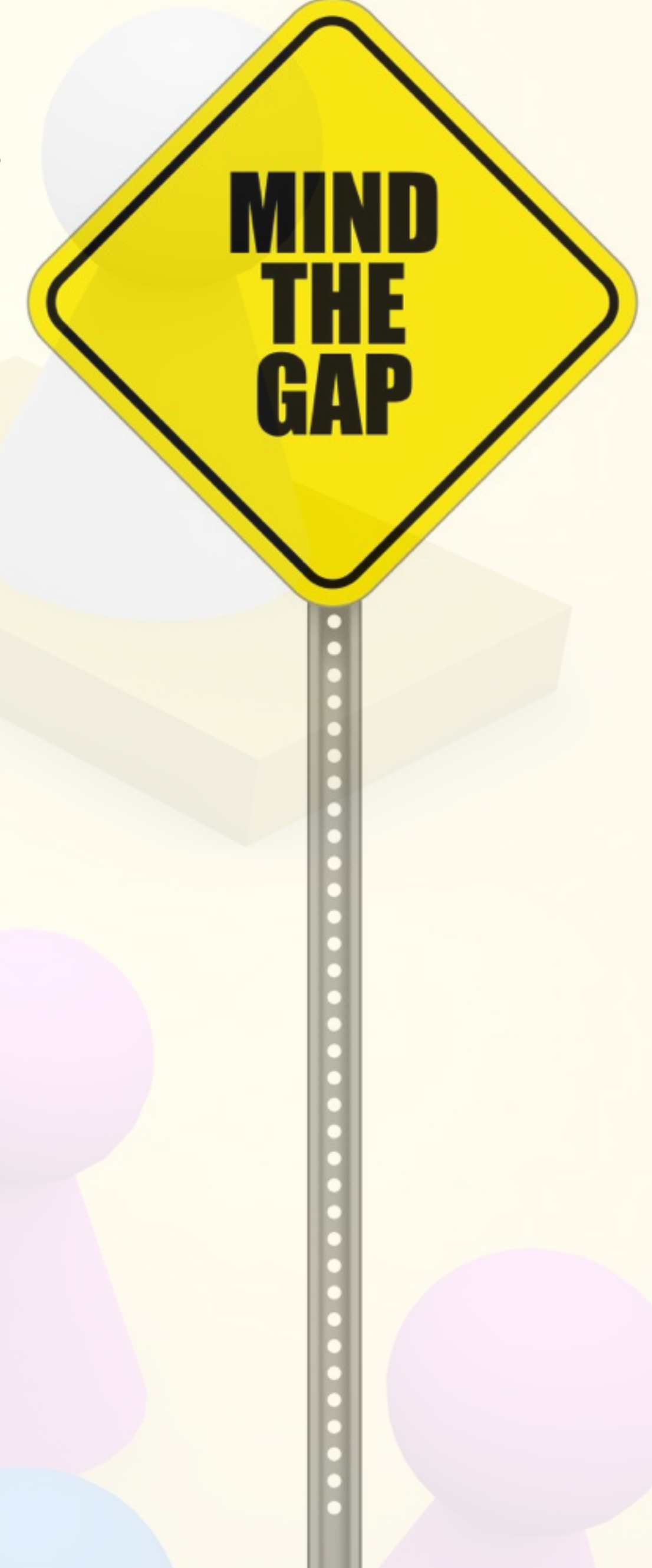


• learning outcome of case study (n=139)



• Belts and whistles

- ▶ Development of E-Business competency
 - cross-border, crosscultural, interactive
- ▶ Teaching of media literacy !!
 - Global workplaces require virtual modes of working
- ▶ Wiki supports multidimensional teaching and learning setting
 - e.g. constructivist approach with case studies
- ▶ Quality: Sharing competences of both partners
- ▶ Quantity: Saving of time and resources
 - Lecture exchange (ERASMUS-Program and lecture recording)
 - Shared supervision of students
- ▶ Wiki Tech should be enhanced to be open for synchronous work!





Thank you for your interest!

#ECEL2013

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