



Co-funded by  
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# DO IT research and evaluation

## BIP – Surveys of participating students

DEVELOPING ONLINE INTERNATIONAL TEAMWORK - DO IT project  
2021-1- CZ01-KA220-HED-000027558





# Research Design

## Aim

- To monitor educational activities focused on international teamwork
- To recognize cooperative network among educational institutions
- To identify strengths and weaknesses of BIP
- To specify the barriers for introduction (adoption) of BIP
- To depict main benefits of BIP for building student competencies

## Research Questions

- What international educational activities are carried out at partner universities?
- Which modules are the best for BIP?
- How difficult is preparation and administration of modules (course) for BIP?
- Are there any demands both on lecturers and students concerning with the application of both learning approaches BIP?
- Are there any substantial outcomes concerning with the application of BIP? Is there any difference in knowledge and competencies those students who were participated in mentioned learning approaches in comparison with those who were not?



# Pre BIP Survey



# Methodology of Pre BIP Survey

**Research Method**

**Online survey**

**Sampling Method**

**Convenience Sampling**

**Sampling Size**

**52 respondents**

**Assessed BIPs**

**How to Develop a Scientific/Research Article**

**Intercultural Competences and Communication Strategies for International Students**

**Leadership and Sustainability in CSR**

**Project and Grant Management**

# Sample Structure – Pre BIP Survey

Level of study	Frequency	Percent
Bc	30	57,7
MSc	20	38,5
PhD	2	3,8
<b>Total</b>	<b>52</b>	<b>100</b>

Type of study	Frequency	Percent
Full-time student	44	84,6
Part-time student	8	15,4
<b>Total</b>	<b>52</b>	<b>100</b>

ERASMUS student	Frequency	Percent
No	25	48,1
yes	27	51,9
<b>Total</b>	<b>52</b>	<b>100</b>

Participation on mobility	Frequency	Percent
No	24	46,2
Yes, once	18	34,6
Yes, twice and more times	10	19,2
<b>Total</b>	<b>52</b>	<b>100</b>

Respondent age	Frequency	Percent
19-21	16	30,8
22-24	18	34,6
25-30	7	13,5
31-41	7	13,5
42+	4	7,7
<b>Total</b>	<b>52</b>	<b>100</b>

Country of respondent	Frequency	Percent
Lithuania	21	40,4
France	7	13,5
Poland	7	13,5
Finland	4	7,7
India	4	7,7
Slovakia	2	3,8
Spain	2	3,8
Bangladesh	1	1,9
Germany	1	1,9
Malagasy	1	1,9
Philippines	1	1,9
Vietnam	1	1,9
<b>Total</b>	<b>52</b>	<b>100</b>

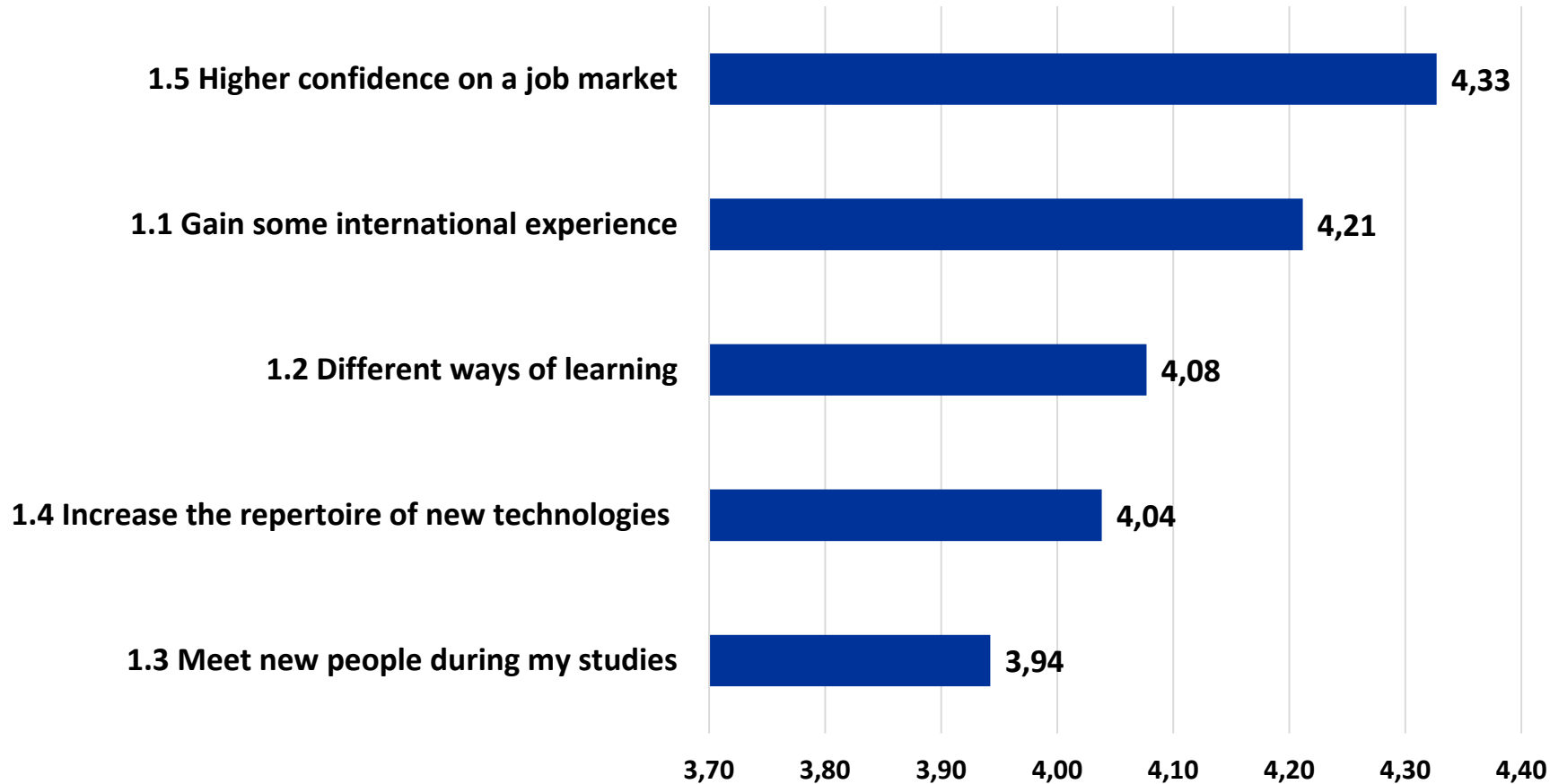
Previous hybrid collaboration experience	Frequency	Percent
No	25	48,1
Yes, once	16	30,8
Yes, twice and more times	11	21,2
<b>Total</b>	<b>52</b>	<b>100</b>

the sample structure reflects the structure of the universe (level of study, type of study) and is balanced for participation on ERASMUS+ and mobility, country background is rather dispersed



# Importance of Gaining Various Experiences

How important is it for you to gain various experiences during your studies?



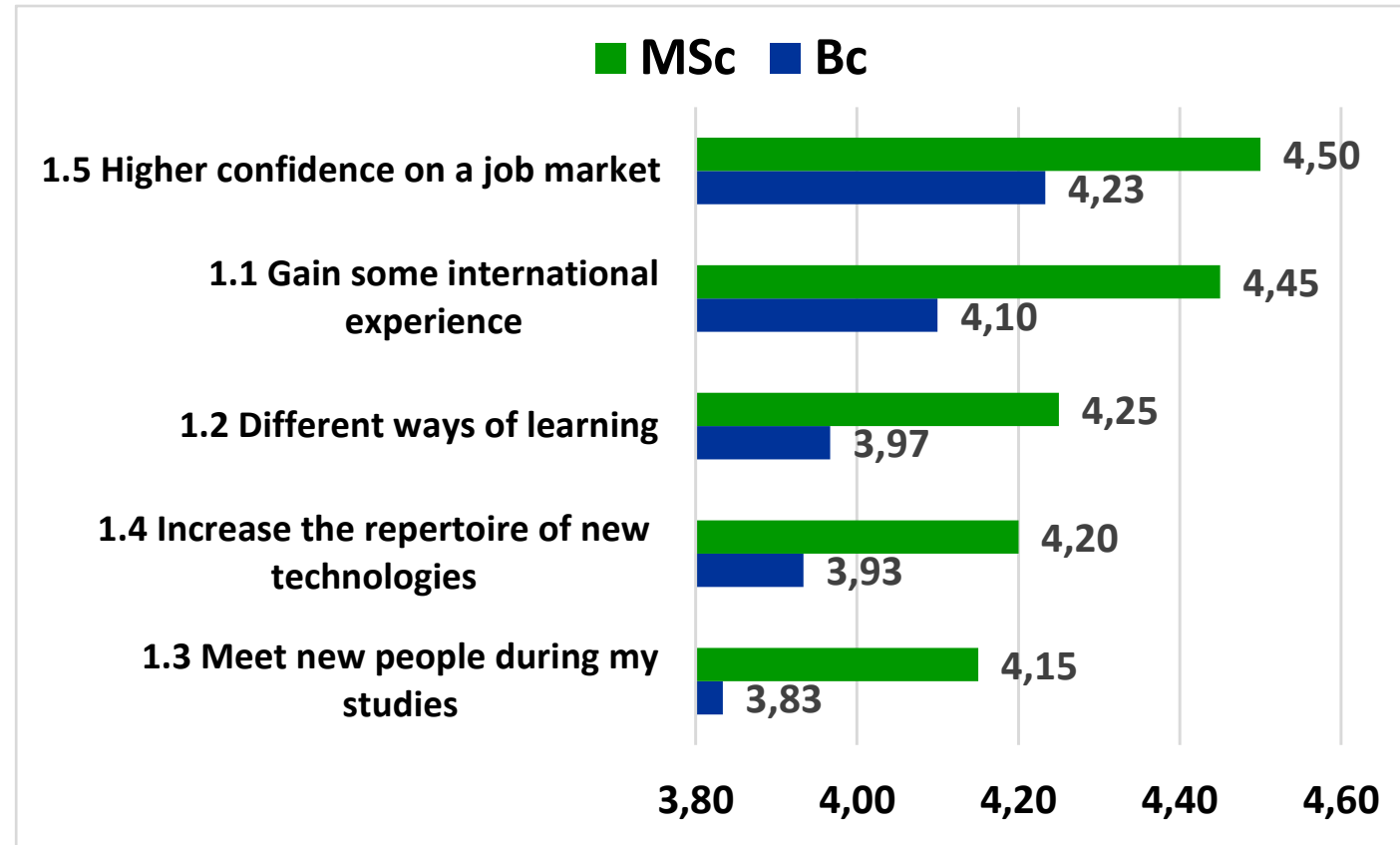
students prefer skills that are valuable for their future careers (1.5 and 1.1)

- 1 (not important at all) to 5 (extremely important)
- 1.1 I want to gain some international experience during my studies.
  - 1.2 I want to experience different ways of learning during my studies.
  - 1.3 I want to find new friends and meet new people during my studies.
  - 1.4 I want to increase the repertoire of new technologies I am familiar with and use as a result of my studies.
  - 1.5 I want to feel more confident on a job market as a result of my studies.



# Importance of Gaining Various Experiences Based on Level of Study

How important is it for you to gain various experiences during your studies?



MSc students have a stronger interest in acquiring skills for all criteria

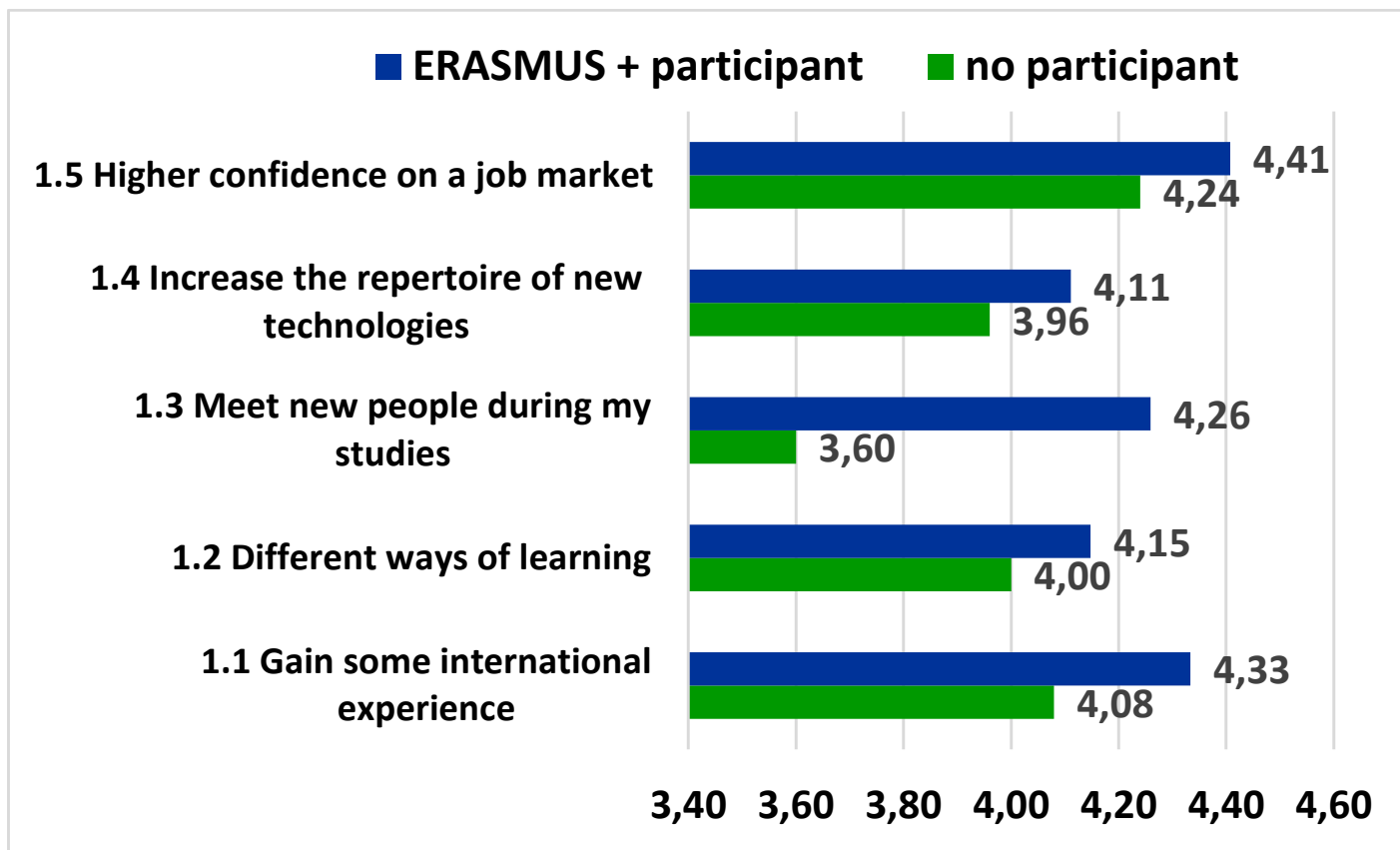
1 (not important at all) to 5 (extremely important)

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- 1.5 I want to feel more confident on a job market as a result of my studies.



# Importance of Gaining Various Experiences Based on ERASMUS+ Participation

How important is it for you to gain various experiences during your studies?



ERASMUS+ students have a stronger interest in acquiring skills for all criteria, they are fully driven, see namely 1.3

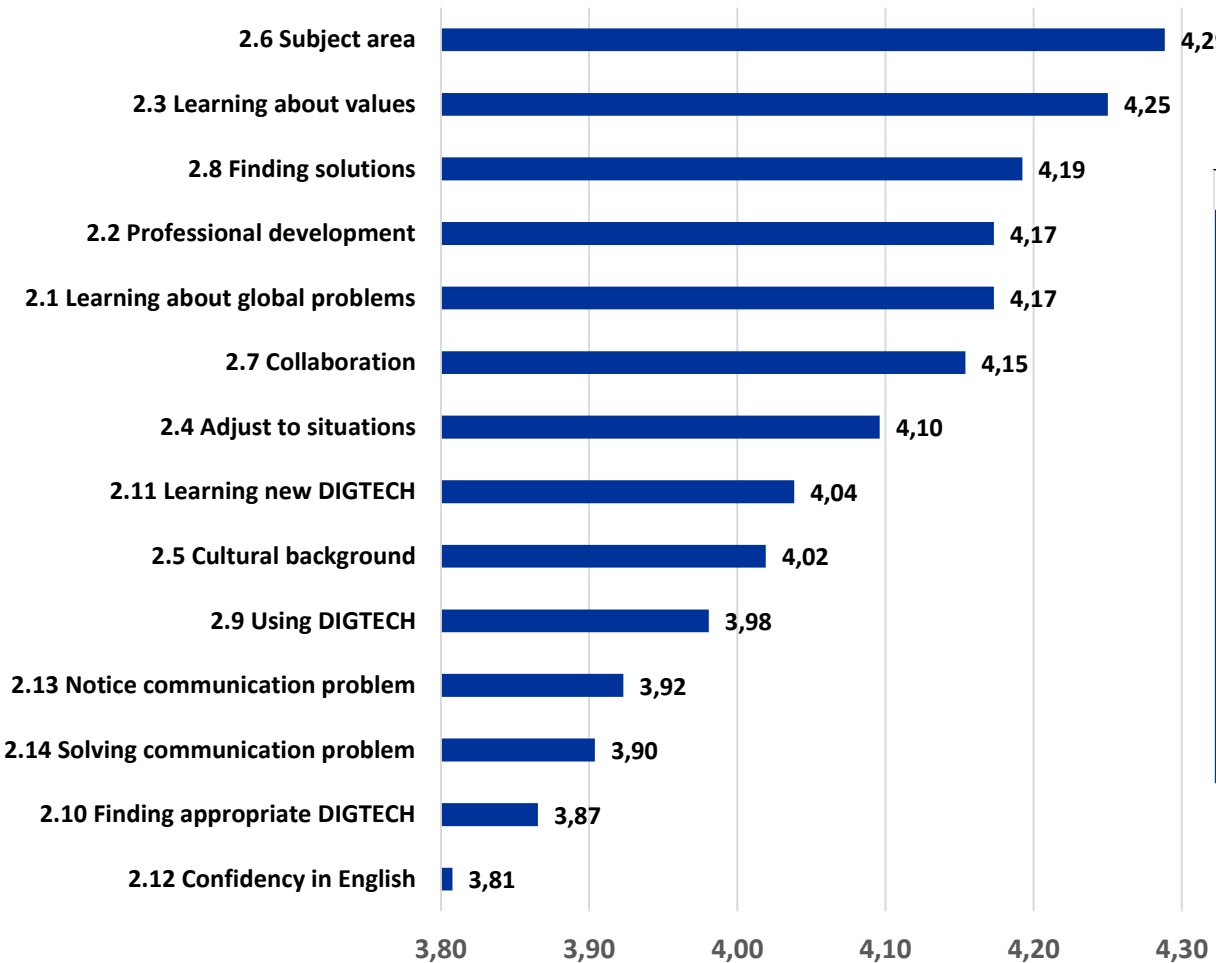
- 1 (not important at all) to 5 (extremely important)
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# Perception of Competencies

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

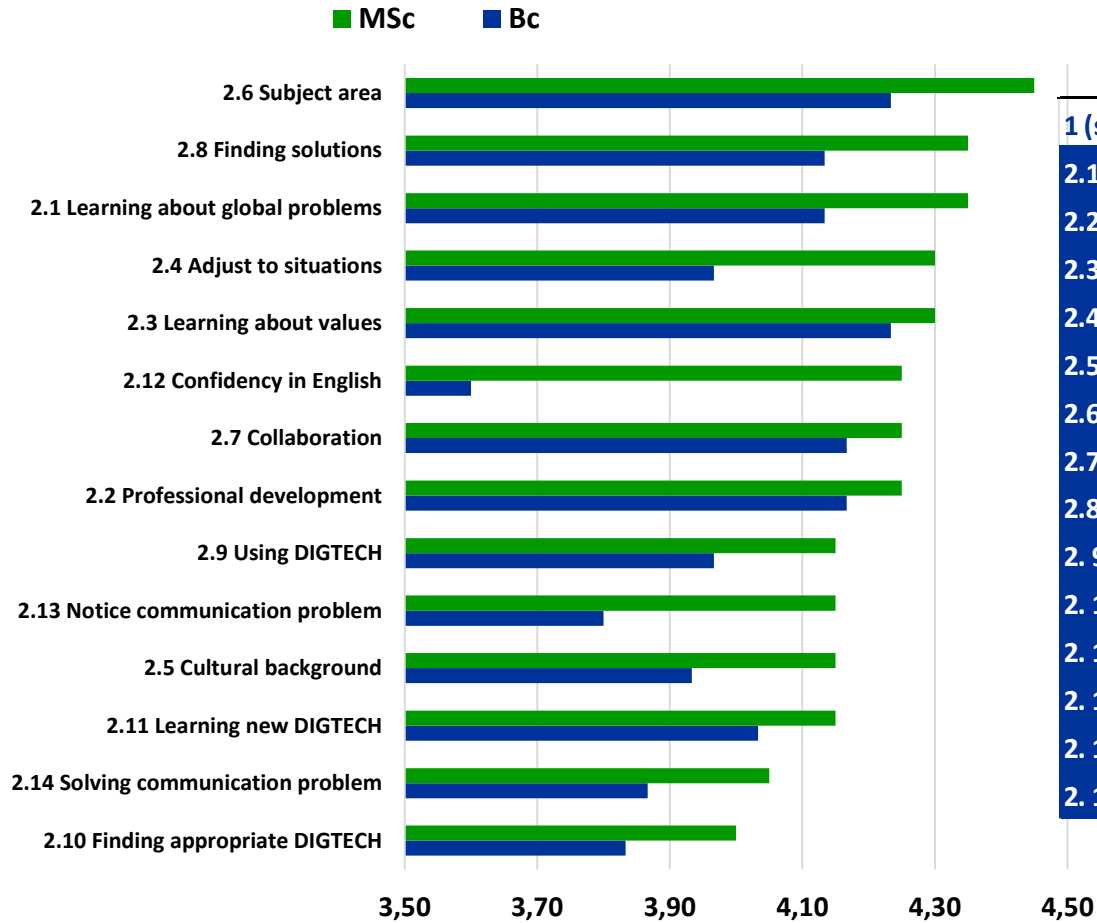
- 2.1 I am interested in learning more about different international perspectives on global problems.
- 2.2 I believe in the value of online international collaboration as a tool for my own professional development.
- 2.3 I am interested in learning about people's standards and values and how they see the world.
- 2.4 I am able to adjust to new people, places and situations.
- 2.5 I can work effectively with people from different cultural backgrounds than mine and understand others' perspectives.
- 2.6 I am interested to learn how people in other countries study and work in my subject area.
- 2.7 I am able to work in teams to solve problems through collaboration.
- 2.8 I explore problems with others to find solutions respecting everyone's needs.
- 2.9 I can use digital technologies to collaborate with others (e.g., teachers, students) on a task.
- 2.10 I can find appropriate digital technology when given a task and experiment with it.
- 2.11 I am excited when learning a new digital technology.
- 2.12 I am confident communicating in English.
- 2.13 I can notice if there is a communication problem within my team
- 2.14 I can work towards solving a communication problem within my team once I notice it.

Students feel stronger in professional competencies, but they miss digital skills and confidence in English



# Perception of Competencies Based on Level of Study

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

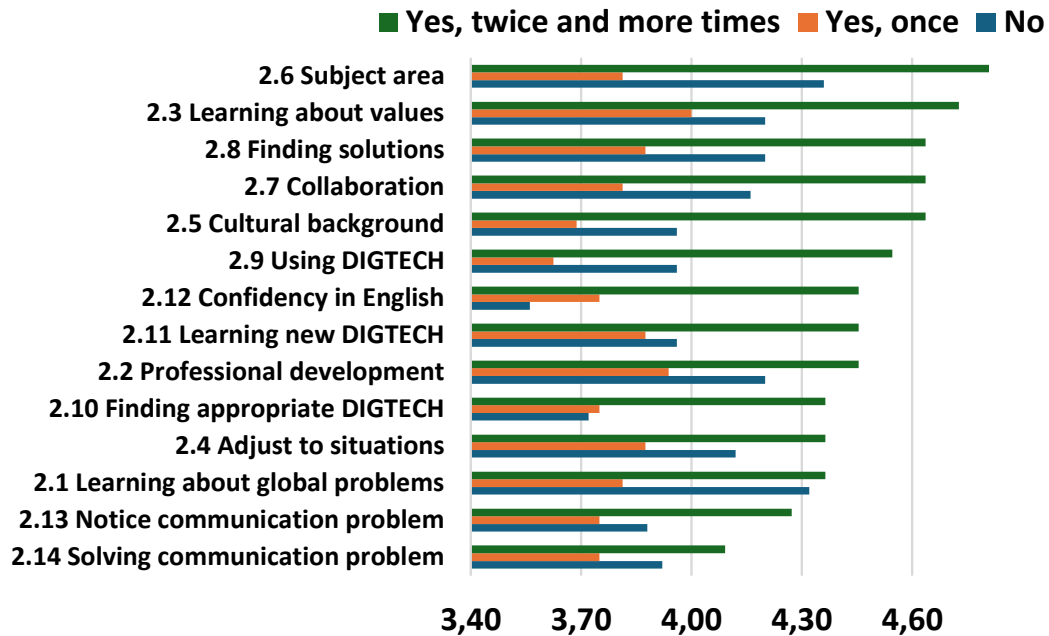
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MSc students express intensive perception of competencies for all criteria, the large gap is noted for confidence in English



# Perception of Competencies Based on Previous Hybrid Experience

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

- 2.1 I am interested in learning more about different international perspectives on global problems.
- 2.2 I believe in the value of online international collaboration as a tool for my own professional development.
- 2.3 I am interested in learning about people's standards and values and how they see the world.
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Experienced students (two and more experience with hybrid collaboration) display the more intensive perception of competencies for all criteria



# BIP Assessment - feelings of participants

Are there any **feelings** (positive or negative) you would like to share before participating in a BIP project?

- Most of the students seemed to be very excited/happy and couldn't wait to join the project. Some of them (especially the youngest students) were afraid of their language barriers and of the social side of taking part in this project such as being shy, uncertain, nervous. On the other hand those students wanted to take a challenge to overcome their stress.
- Some of them couldn't wait to meet new people and were very motivated for the exciting lesson yet to come. It was very visible that for many people working in international group seems to be something new and motivating. There was even a student that didn't have any feelings about it.



# After BIP Survey



# Methodology of Pre BIP Survey

**Research Method**

**Online survey**

**Sampling Method**

**Convenience Sampling**

**Sampling Size**

**54 respondents**

**Assessed BIPs**

**Corporate Social Responsibility and Sustainability**

**How to Develop a Scientific/Research Article**

**Intercultural Competences and Communication Strategies for International Students**

**Leadership and Sustainability in CSR**

**Project and Grant Management**

# Sample Structure – After BIP Survey

Level of study	Frequency	Percent
Bc	25	46,3
MSc	26	48,1
PhD	3	5,6
<b>Total</b>	<b>54</b>	<b>100</b>

Type of study	Frequency	Percent
Full-time student	44	81,5
Part-time student	10	18,5
<b>Total</b>	<b>54</b>	<b>100</b>

ERASMUS student	Frequency	Percent
No	42	77,8
yes	12	22,2
<b>Total</b>	<b>54</b>	<b>100</b>

Participation on mobility	Frequency	Percent
No	25	46,3
Yes, once	15	27,8
Yes, twice and more times	14	25,9
<b>Total</b>	<b>54</b>	<b>100</b>

Respondent age	Frequency	Percent
19-21	17	31,5
22-24	16	29,6
25-30	10	18,5
31-41	6	11,1
42+	5	9,3
<b>Total</b>	<b>54</b>	<b>100</b>

Country of respondent	Frequency	Percent
Poland	15	27,8
Lithuania	13	24,1
France	6	11,1
India	6	11,1
Portugal	5	9,3
Finland	3	5,6
Azerbaijan	1	1,9
Bangladesh	1	1,9
Pakistan	1	1,9
Philippines	1	1,9
Ukraine	1	1,9
Vietnam	1	1,9
<b>Total</b>	<b>54</b>	<b>100</b>

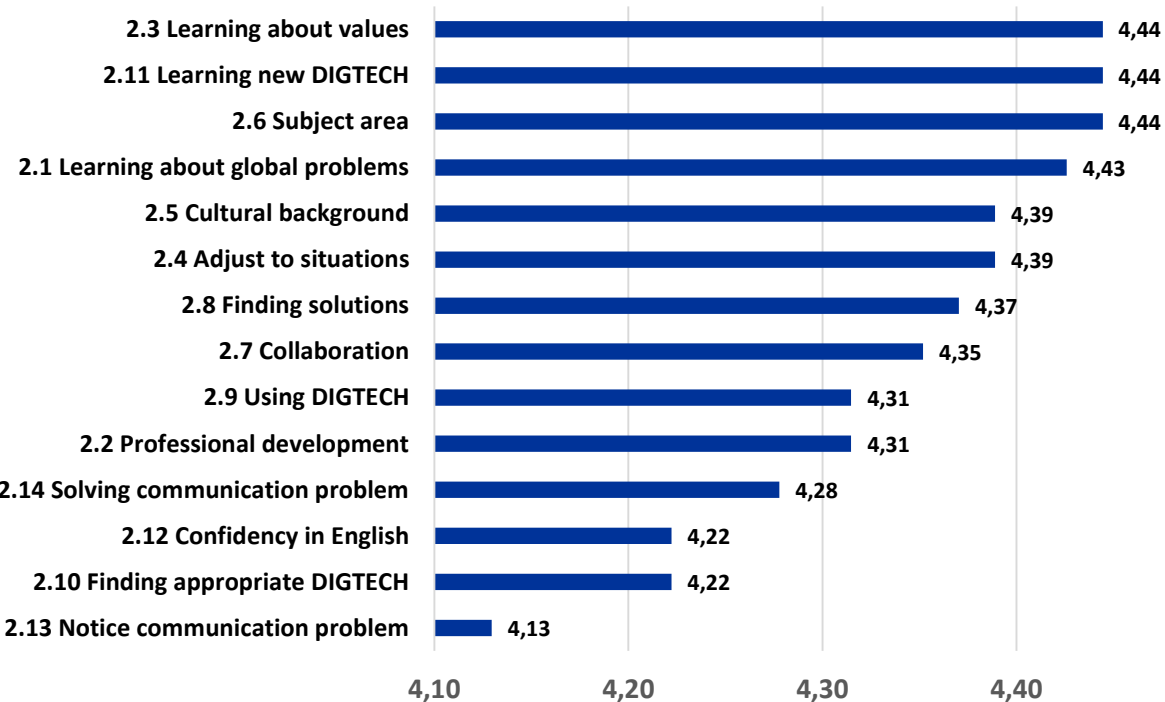
Previous hybrid collaboration experience	Frequency	Percent
No	24	44,4
Yes, once	16	29,6
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<b>Total</b>	<b>54</b>	<b>100</b>

the sample structure reflects the structure of the universe (level of study, type of study) and is balanced for participation on mobility and for previous hybrid experience, structure concerning with country background is rather dispersed



# Perception of Competencies

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

- 2.1 I am interested in learning more about different international perspectives on global problems.
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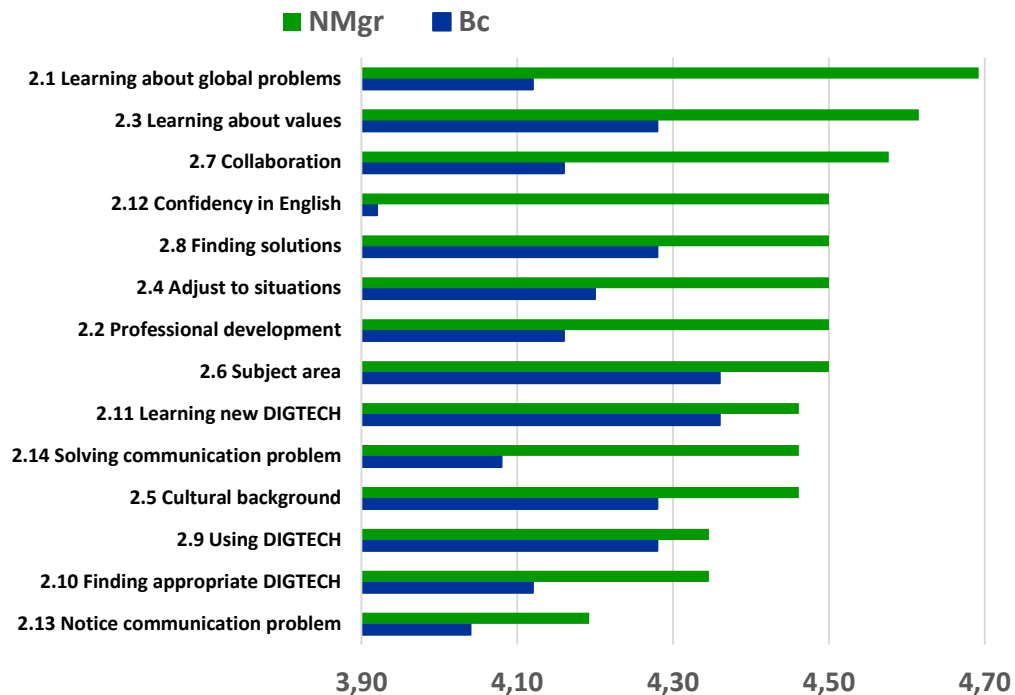
**Students are ready to learn more about a digital technology but they miss knowledge how to find the appropriate DIGTECH and how to use the DIGTECH, students also lack the communications skills (see 2.13, 2.14)**





# Perception of Competencies Based on Level of Study

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

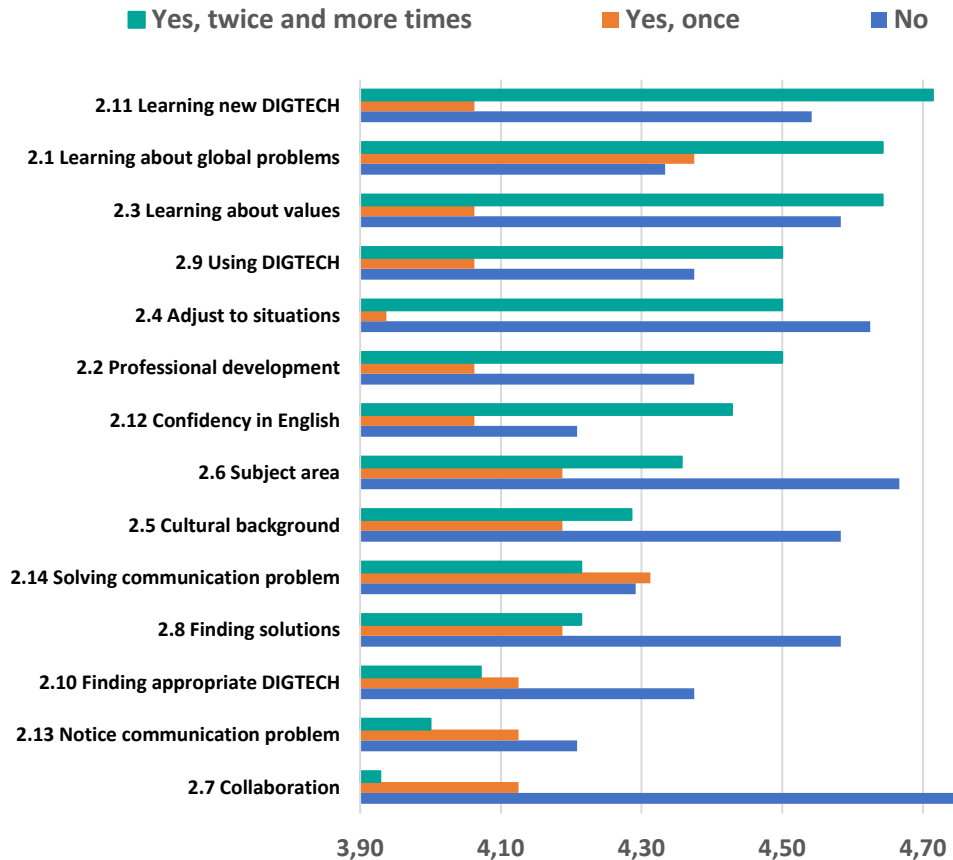
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- 2.13 I can notice if there is a communication problem within my team
- 2.14 I can work towards solving a communication problem within my team once I notice it.

**MSc students express intensive perception of competencies for all criteria, the highest gap is noted for confidence in English (see 2.12) and learning about global problem (see 2.1)**



# Perception of Competencies Based on Previous Hybrid Experience

Do you consider yourself having the following competencies?



1 (strongly disagree) to 5 (strongly agree)

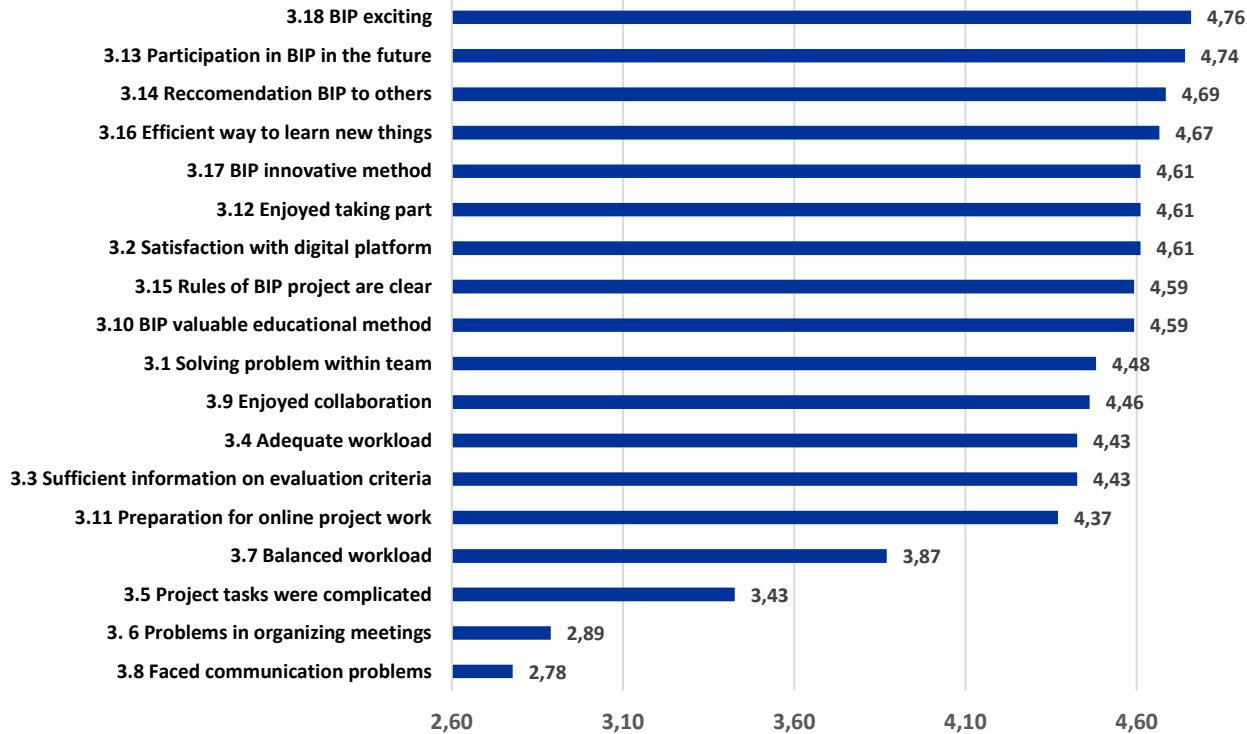
- 2.1 I am interested in learning more about different international perspectives on global problems.
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- 2.12 I am confident communicating in English.
- 2.13 I can notice if there is a communication problem within my team
- 2.14 I can work towards solving a communication problem within my team once I notice it.

Those students, who had repeated experience with hybrid collaboration, were better ready to apply digital technology, on the other hand the students with zero experience were strong in professional skills



# BIP Assessment

## What were your experiences with your recent participation in BIP?



### 1 (strongly disagree) to 5 (strongly agree)

- 3.1 I can work towards solving a communication problem within my team once I notice it.
- 3.2 I am satisfied with the digital platform used during the virtual meetings (for the BIP project).
- 3.3 I find the information on evaluation criteria sufficient.
- 3.4 I think the workload (time commitment) on the project was adequate for the reward .
- 3.5 I find the project tasks complicated and time consuming.
- 3.6 I faced some problems in organizing meetings with group members.
- 3.7 I think the workload of the project was balanced between team members.
- 3.8 I faced some communication problems with my group.
- 3.9 I enjoyed collaboration with my group.
- 3.10 I find BIP a valuable educational method.
- 3.11 After BIP I feel better prepared for online project work
- 3.12 I enjoyed taking part in a BIP project
- 3.13 I want to participate in BIP in the future
- 3.14 I intend to recommend others to participate in BIP
- 3.15 It is clear for me what are the rules of a BIP project.
- 3.16 I find BIP as an efficient way to learn new things.
- 3.17 I find BIP method innovative.
- 3.18 I find BIP exciting.

Students are highly satisfied with majority of attributes, the low score was only due to the complicated task (assignment) (see 3.5, 3.7) and communication noise (see 3.6, 3.8)



# Individual BIP Assessment

## What were your experiences with your recent participation in BIP?

1 (strongly disagree) to 5 (strongly agree)

- 3.1 I can work towards solving a communication problem within my team once I notice it.
- 3.2 I am satisfied with the digital platform used during the virtual meetings (for the BIP project).
- 3.3 I find the information on evaluation criteria sufficient.
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- 3.17 I find BIP method innovative.
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The table shows that in three courses the work assignments were apparently inappropriately set and students also had problems with meetings and communication (all low values are marked in red).

**The differences are statistically significant.**

	BIP						Significance
	Total	Corporate social responsibility and sustainability	How to Develop a Scientific/Research Article	Intercultural Competences and Communication Strategies for International Students	Leadership and Sustainability in CSR	Project and Grant Management	
	54	11	21	2	2	18	
3.1 Solving problem within team	4,48	4,64	4,24	5,00	5,00	4,56	0,274
3.2 Satisfaction with digital platform	4,61	4,55	4,38	4,50	4,50	4,94	0,079
3.3 Sufficient information on evaluation	4,43	4,45	4,19	4,50	4,00	4,72	0,124
3.4 Adequate workload	4,43	4,82	4,48	3,50	4,00	4,28	0,147
3.5 Project tasks were complicated	3,43	2,27	3,33	3,50	4,50	4,11	0,010
3.6 Problems in organizing meetings	2,89	2,00	3,05	4,50	4,50	2,89	0,046
3.7 Balanced workload	3,87	3,91	4,10	4,00	4,00	3,56	0,699
3.8 Faced communication problems	2,78	2,00	2,57	3,50	5,00	3,17	0,066
3.9 Enjoyed collaboration	4,46	4,64	4,29	5,00	4,50	4,50	0,626
3.10 BIP valuable educational method	4,59	4,82	4,38	3,50	5,00	4,78	0,019
3.11 Preparation for online project work	4,37	4,18	4,33	4,50	5,00	4,44	0,716
3.12 Enjoyed taking part	4,61	4,82	4,38	5,00	4,50	4,72	0,249
3.13 Participation in BIP in the future	4,74	5,00	4,43	5,00	5,00	4,89	0,008
3.14 Recommendation BIP to others	4,69	4,91	4,33	5,00	5,00	4,89	0,015
3.15 Rules of BIP project are clear	4,59	4,64	4,33	4,00	4,50	4,94	0,048
3.16 Efficient way to learn new things	4,67	4,64	4,33	5,00	5,00	5,00	0,015
3.17 BIP innovative method	4,61	4,82	4,29	4,50	4,50	4,89	0,041
3.18 BIP exciting	4,76	4,91	4,48	5,00	5,00	4,94	0,077



# BIP Assessment Based on Student Profile

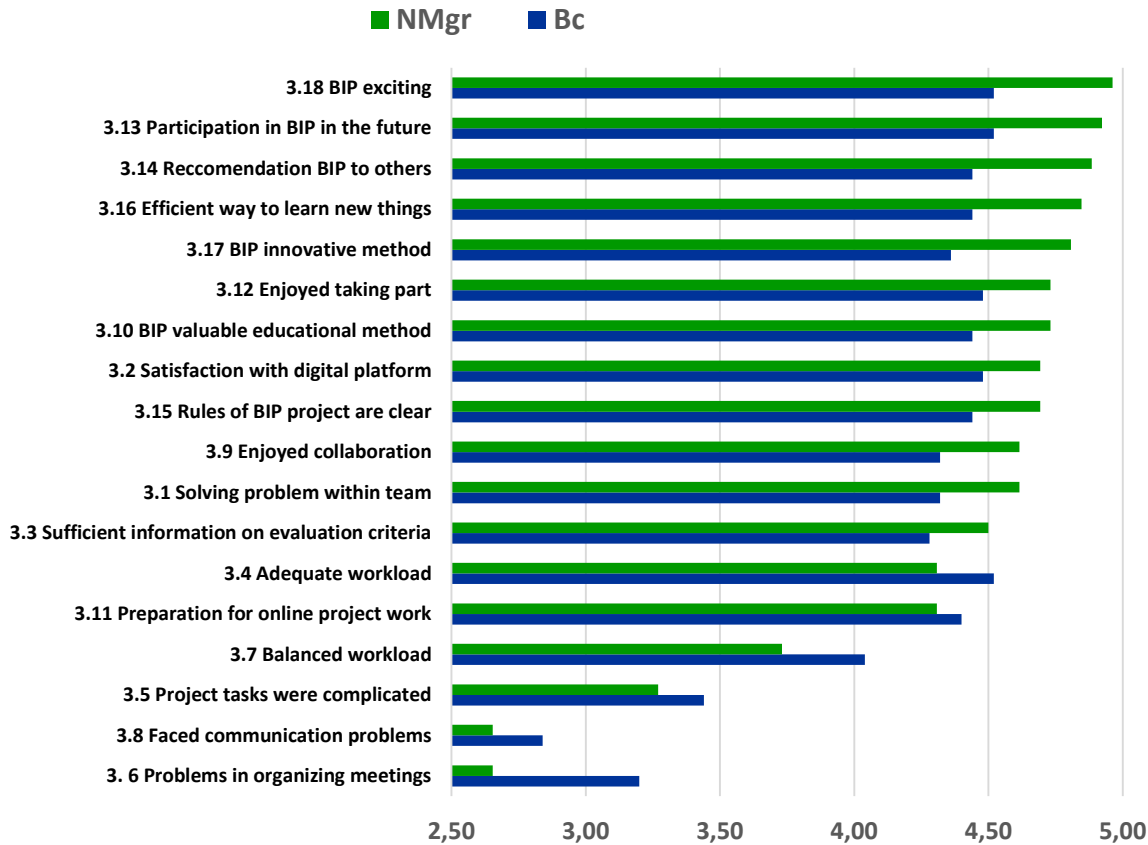
What were your experiences with your recent participation in BIP?

	ERASMUS+			Significance	Mobility			Significance	Previous hybrid experience			Significance
	Total	No	yes		No	Yes, once	Yes, twice and more times		No	Yes, once	Yes, twice and more times	
3.1 Solving problem within team	<b>4,48</b>	4,50	4,42	<b>0,727</b>	4,56	4,67	4,14	<b>0,111</b>	4,54	4,56	4,29	<b>0,504</b>
3.2 Satisfaction with digital platform	<b>4,61</b>	4,62	4,58	<b>0,864</b>	4,56	4,73	4,57	<b>0,681</b>	4,63	4,63	4,57	<b>0,964</b>
3.3 Sufficient information on evaluation	<b>4,43</b>	4,43	4,42	<b>0,957</b>	4,40	4,60	4,29	<b>0,434</b>	4,46	4,44	4,36	<b>0,902</b>
3.4 Adequate workload	<b>4,43</b>	4,40	4,50	<b>0,717</b>	4,40	4,53	4,36	<b>0,821</b>	4,38	4,50	4,43	<b>0,891</b>
3.5 Project tasks were complicated	<b>3,43</b>	3,33	3,75	<b>0,380</b>	3,24	3,53	3,64	<b>0,671</b>	3,46	3,44	3,36	<b>0,978</b>
3.6 Problems in organizing meetings	<b>2,89</b>	2,76	3,33	<b>0,232</b>	2,68	3,20	2,93	<b>0,552</b>	2,79	3,19	2,71	<b>0,618</b>
3.7 Balanced workload	<b>3,87</b>	3,98	3,50	<b>0,202</b>	4,08	3,93	3,43	<b>0,223</b>	4,08	3,88	3,50	<b>0,316</b>
3.8 Faced communication problems	<b>2,78</b>	2,55	3,58	<b>0,043</b>	2,36	3,07	3,21	<b>0,190</b>	2,63	3,06	2,71	<b>0,688</b>
3.9 Enjoyed collaboration	<b>4,46</b>	4,55	4,17	<b>0,132</b>	4,52	4,53	4,29	<b>0,614</b>	4,54	4,44	4,36	<b>0,773</b>
3.10 BIP valuable educational method	<b>4,59</b>	4,67	4,33	<b>0,124</b>	4,60	4,53	4,64	<b>0,906</b>	4,58	4,50	4,71	<b>0,679</b>
3.11 Preparation for online project work	<b>4,37</b>	4,31	4,58	<b>0,290</b>	4,32	4,53	4,29	<b>0,642</b>	4,38	4,38	4,36	<b>0,997</b>
3.12 Enjoyed taking part	<b>4,61</b>	4,64	4,50	<b>0,492</b>	4,64	4,67	4,50	<b>0,744</b>	4,63	4,63	4,57	<b>0,964</b>
3.13 Participation in BIP in the future	<b>4,74</b>	4,74	4,75	<b>0,945</b>	4,68	4,80	4,79	<b>0,734</b>	4,63	4,81	4,86	<b>0,341</b>
3.14 Recommendation BIP to others	<b>4,69</b>	4,64	4,83	<b>0,344</b>	4,56	4,80	4,79	<b>0,380</b>	4,54	4,75	4,86	<b>0,273</b>
3.15 Rules of BIP project are clear	<b>4,59</b>	4,57	4,67	<b>0,676</b>	4,48	4,67	4,71	<b>0,535</b>	4,50	4,63	4,71	<b>0,643</b>
3.16 Efficient way to learn new things	<b>4,67</b>	4,67	4,67	<b>1,000</b>	4,64	4,80	4,57	<b>0,618</b>	4,67	4,75	4,57	<b>0,758</b>
3.17 BIP innovative method	<b>4,61</b>	4,64	4,50	<b>0,511</b>	4,60	4,60	4,64	<b>0,979</b>	4,63	4,56	4,64	<b>0,939</b>
3.18 BIP exciting	<b>4,76</b>	4,74	4,83	<b>0,621</b>	4,72	4,80	4,79	<b>0,901</b>	4,71	4,75	4,86	<b>0,753</b>



# BIP Assessment Based on the Level of Study

**What were your experiences with your recent participation in BIP?**



1 (strongly disagree) to 5 (strongly agree)

- 3.1 I can work towards solving a communication problem within my team once I notice it.
- 3.2 I am satisfied with the digital platform used during the virtual meetings (for the BIP project).
- 3.3 I find the information on evaluation criteria sufficient.
- 3.4 I think the workload (time commitment) on the project was adequate for the reward .
- 3.5 I find the project tasks complicated and time consuming.
- 3.6 I faced some problems in organizing meetings with group members.
- 3.7 I think the workload of the project was balanced between team members.
- 3.8 I faced some communication problems with my group.
- 3.9 I enjoyed collaboration with my group.
- 3.10 I find BIP a valuable educational method.
- 3.11 After BIP I feel better prepared for online project work
- 3.12 I enjoyed taking part in a BIP project
- 3.13 I want to participate in BIP in the future
- 3.14 I intend to recommend others to participate in BIP
- 3.15 It is clear for me what are the rules of a BIP project.
- 3.16 I find BIP as an efficient way to learn new things.
- 3.17 I find BIP method innovative.
- 3.18 I find BIP exciting.

Students are ready to learn a digital technology but they miss knowledge how to use about the DIGITECH



# BIP Assessment - feelings of participants

Are there any other **feelings** (positive or negative) you would like to share after participating in your recent BIP project?

What were some main **barriers** that you faced while participating in your recent BIP project?

- In this survey most of the students showed only positive feelings about the project, they emphasized that they overcome their language barriers, met people from different countries and will recommend the programme. Most were very happy with all the administration and organization, mentioning the good lecture quality.
- Few people mentioned that the programme was overloaded, the lectures were too intense and there should be more time for tourist attractions.
- Approx. 10 % of students didn't comments their feelings at all.
- In terms of barriers approx. 50% of students encounter the language barriers and difficulties to contact with other nationalities, accents, yet they got that as a positive experience. The other 50% emphasize that there weren't problems and/or barriers.
- The more experienced students then less problems occurred.



# Summary

- there is a need to focus on developing skills that enhance students' **confidence in the job market** and their **international experience**, this is particularly accentuated for Masters students where the need for these skills is more intense
- Students feel confident in **professional competencies** (orientation in subject area, finding solution, knowledge standards and values),
- Students are ready to learn more about a **digital technology**, but they miss knowledge how to find the appropriate digital technology and how to use the digital technology
- Students also **lack confidence in English**, they emphasized that they overcome their language barriers
- Students are **highly satisfied with majority of attributes** provided as a feedback form BIP courses and they will recommend the program,
- the low score was only due to the complicated task (assignment) and communication noise
- there is **no significant difference** in the responses obtained from the pre-survey and the post-survey



# Recommendation for BIP Teachers

- focus on developing soft skills and working in teams
- display examples of how digital technologies can be used to develop competences
- the attention should be paid to the content of the tasks to be addressed in BIP courses, focusing on estimating the time commitment and adapting it to the level of the students
- care should be taken about student communication and teamwork both in the course itself, and immediate action should be taken if problems arise
- it is necessary to gradually increase engagement in English language communication so that students do not lose motivation and, on the contrary, strengthen their self-confidence
- the target group should be taken into account, as there are differences between students according to their level of study and their experience with mobility and involvement in other online hybrid methods