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DO IT research and evaluation

Research design and focus groups

DEVELOPING ONLINE INTERNATIONAL TEAMWORK - DO IT project
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Literature review – COIL and blended learning

Author/s	Title/Journal/ Year	The gap/The aim	The research method	The results	Further research
Jon Rubin	Embedding Collaborative Online International Learning (COIL) at Higher Education Institutions An Evolutionary Overview with Exemplars, Internationalisation of Higher Education, Volume No. 2, 2017	This article takes the reader through the evolution of a new and increasingly popular model of international exchange called COIL, Collaborative Online International Learning. It discusses the practical limitations of physical mobility, the birth and development of virtual exchange and the implementation of specialised networks and professional development models needed to support COIL.	s five institutional case studies from the US and internationally, written by leaders presently engaged in embedding COIL at their universities.	The development of support structures for faculty development has also proven essential to successful COIL initiatives, although its format and depth varies across these exemplars. In addition, a focus on growing and sustaining effective international partnerships is essential if a COIL initiative is to become an effective way to internationalise students and teachers. For smaller initiatives or those with rich international roots these connections may largely be left to professors. But to scale the enterprise, the institution must carry much of the load and may well lead the way. In the end, collaborative online international learning is a curricular intervention, and therefore no matter how its support is scaffolded, professors and their students must drive it – and are simultaneously its primary beneficiaries.	Because collaborative online international learning is an innovative format of curricular internationalisation emerging during a period of intense technological and political change, each institution must identify the most appropriate path to promote and integrate the practice into their own programmes.

Author/s	Title/Journal/ Year	The gap/The aim	The research method	The results	Further research
<p>M. Victoria López-Pérez*, M. Carmen Pérez-López, Lázaro Rodríguez-Ariza</p>	<p>Blended learning in higher education: Students' perceptions and their relation to outcomes, Computers & Education <u>Volume 56, Issue 3, April 2011</u>, Pages 818-826</p>	<p>To analyse three aspects concerning their perceptions: 1) the benefits gained; 2) how it affected their learning motivation; 3) the degree of satisfaction derived. In the present study, two types of outcome measure were obtained from the blended learning experience: on the one hand, an objective measure constituted of the final exam mark awarded; and on the other, a subjective one, based on the student's perception of the blended learning experience. (...) Our second aim was to examine the extent to which the blended learning experience created such a relation between the students' perception (the subjective measure) and the final mark awarded (the objective measure). Finally, we sought to contribute additional evidence regarding the blended learning experience, studying how students' perception of its use may impact upon the final exam mark obtained. In addition, we analysed the possible influence on this final mark of other variables that are commonly taken into account, such as the students' age, gender, background and class attendance rate.</p>	<p>The results obtained from a blended learning experience carried out at the University of Granada. A total of 17 groups took part, with 1431 students registered for the 2009–2010 academic year. In this study, we use objective outcomes and the students' perceptions regarding the blended learning activities performed.</p>	<p>The study shows that the use of blended learning has a positive effect in reducing dropout rates and in improving exam marks. Moreover, the students' perceptions on blended learning are interrelated, with their final marks depending on the blended learning activities, and on the students' age, background and class attendance rate.</p>	<p>This study focuses on analysing the effects of students' perceptions of the different learning activities performed on the outcomes achieved. However, in addition to achieving the goal of reducing dropout rates and improving exam marks, the students' positive perception of the blended learning experience might bring about other results, such as enhanced skills or greater interest in the degree subject chosen, or in career possibilities. These aspects constitute highly interesting lines of future research that should be investigated.</p>

Author/s	Title/Journal/ Year	The gap/The aim	The research method	The results	Further research
Jean Heutte, Fabien Fenouillet, Charles Martin-Krumm, Gary Gute, Annelies Raes, Deanne Gute, Rémi Bachelet and Mihaly Csikszentmihalyi	Optimal Experience in Adult Learning: Conception and Validation of the Flow in Education Scale (EduFlow-2), M (2021) Optimal Experience in Adult Learning: Conception and Validation of the Flow in Education Scale (EduFlow-2). Front. Psychol. 12:828027. doi: 10.3389/fpsyg.2021.828027	<p>The aim of this study is therefore twofold: to validate the new flow measurement scale dedicated to the educational environment, EduFlow-2, and to test a new theoretical model.</p> <p>The purpose of this study is, therefore, to propose the validation of a new scale dedicated to the educational environment for measuring flow. In accordance with the validation standards, several studies were carried out with a population of students at the INSPE (Institut National Supérieur du Professorat et de l'Education) of Lille (a Teacher Training Institute in the North of France) and in the Project Management MOOC (MOOC GdP) developed by a team of volunteers, startups and Centrale Lille (an engineering Grande École in North of France) in order to obtain an experimental version. Then, a series of analyses were carried out to explore its factorial structure and to confirm it. The construct validation was completed in a study of concurrent validity and correlates.</p>	<p>Students taking a course (N = 6,596), some on-site and others in a MOOC, participated. Several scales were administered online at the end of the participants' course during the 2017 academic year. The factor structure of EduFlow-2 was tested using Exploratory Structural Equation Modeling. Several models were tested. The model with a second-order factor best fit the data. We tested the invariance of the flow scale measure for gender and for the type of training (MOOC/on-site). We were able to show that the flow scale is invariant of the modalities of these two variables.</p>	<p>Results revealed good psychometric qualities for the scale, making it suitable for both on-site and distance learning. The analysis also revealed significant relationships with the classic variables of motivation, self-efficacy, learning climate, and life satisfaction. Furthermore, all four dimensions of the model were found to be adequate and consistent with the underlying theoretical arguments. In the end, this new, short flow scale and the theoretical model were demonstrated to be promising for future studies in the field of education.</p>	<p>To investigate flow as one of the important factors within authentic learning settings—ecosystems in which learning happens in interaction with the content, the tools, the peers, the space, and the teacher. We aim to go beyond current work by defining and assessing quality of teaching and learning in terms of measurable multimodal indicators based on behavior, log data, eye tracking data, audio-visual data and sensor data from activities within the learning spaces. This means that we will not only focus on learning analytics, but also on modeling the skills developed by the learners using educational software. It has been stressed in the current educational literature (e.g., Prieto et al., 2016; Martinez-Maldonado et al., 2021) that we should broaden the scope of analytics, modeling not only the learners' interactions with digital tools, but also anything that may happen in this specific ecosystem</p>

Author/s	Title/Journal/ Year	The gap/The aim	The research method	The results	Further research
<p>Gary Lichtenstein, Trisha Thorne, Nick Cutforth, and Martin L. Tombari</p>	<p>Development of a National Survey to Assess Student Learning Outcomes of Community-Based Research, Journal of Higher Education Outreach and Engagement, Volume 15, Number 2, p. 7, (2011)</p>	<p>The goal of codifying student learning outcomes of community-based research (CBR).</p>	<p>The authors created a conceptually valid and statistically reliable CBR Student Learning Outcomes Survey. The project began with individual interviews and focus groups with 70 undergraduates and faculty at six colleges and universities nationwide discussing perceived benefits of CBR. The survey was piloted online in spring 2009 to students who had experienced CBR from 15 colleges and universities (N = 166).</p>	<p>Based on analyses of these interviews, five CBR outcome constructs were derived: academic skills, educational experience, civic engagement, professional skills, and personal growth. Factor analyses revealed strong statistical reliability across survey constructs.</p>	<p><i>* The authors invite faculty to use the instrument to assess CBR courses and invite students who have experienced CBR to complete the survey online through spring 2012, as part of a national study of CBR outcomes.</i></p>

Author/s	Title/Journal/ Year	The gap/The aim	The research method	The results	Further research
Heather L. Stuckey , Edward W. Taylor, and Patricia Cranton	Developing a Survey of Transformative Learning Outcomes and Processes Based on Theoretical Principles, Journal of Transformative Education 2013, Vol. 11(4) 211-228, DOI: 10.1177/1541344614540335	The purpose of this research was to develop an inclusive evaluation of “transformative learning theory” that encompassed varied perspectives of transformative learning.	A validated quantitative survey to assess the potential outcomes and processes of how transformative learning may be experienced by college-educated adults. Based on a review of the rational/cognitive, extrarational, and social/emancipatory perspectives of transformation learning theory, the survey reflects the assumptions underlying these perspectives through survey items and allows the survey to be used in multiple contexts both inside and outside the formal classroom. 136 responses.	We have learned that we can distinguish between the three major perspectives of transformative learning theory, and within those perspectives, the various strands that form the process of transformative learning. In terms of the outcomes of transformative learning, the cross-scale correlations demonstrate that the outcomes are strongly related to each other, yet unique enough that they can be defined separately. The process strands identified within each major perspective similarly are confirmed as separate processes but related to each other.	In terms of research, an educator or researcher who wants to assess the extent to which transformative learning occurs can use the survey alone or in conjunction with other data collection techniques such as interviews or storytelling. The survey includes open-ended questions, but these could easily be elaborated on in a mixed-methods research design where participants tell the story of their transformative experience.



DOIT PR1 Research Design

Aim

- To monitor educational activities focused on international teamwork
- To recognize cooperative network among educational institutions
- To identify strengths and weaknesses of both learning approaches
COIL (Collaborative Online International Learning & BL (blended learning)
- To specify the barriers for introduction (adoption) of both learning approaches (COIL&BL)
- To depict main benefits of both learning approaches (COIL&BL) for building student competencies

Research Questions

- What international educational activities are carried out at partner universities?
- Which modules are the best for both learning approaches (COIL&BL)?
- How difficult is preparation and administration of modules (course) for both learning approaches (COIL&BL)?
- Are there any demands both on lecturers and students concerning with the application of both learning approaches (COIL&BL)?
- Are there any substantial outcomes concerning with the application of both learning approaches (COIL&BL)? 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-test

Focus group

- International educational activities
- SW of both learning approaches (BIP)
- Barriers for introduction
- Key elements of preparation and administration process

Focus group

- International educational activities
- Expectations from both learning approaches (COIL&BL)
- Perceived barriers for introduction
- Intention of application

Focus group

- Interest about internationalization
- Interest in both learning approaches (COIL&BL)
- Expectations from both learning approaches (COIL&BL)

Post-test

On-line survey

- Feedback from BIP courses
- Main benefits of both learning approaches (COIL&BL)
- Outcomes concerning with the application of both learning approaches (COIL&BL)

On-line survey

- Feedback from COIL courses
- Main benefits of both learning approaches (COIL&BL)
- Outcomes concerning with the application of both learning approaches (COIL&BL)

On-line survey, experiment

- Satisfaction with COIL courses
- Main benefits of both learning approaches (COIL&BL)
- Outcomes concerning with the application of both learning approaches (COIL&BL) based on experiment

Experienced teachers

Amsterdam

Newcomers

Ostrava, Wroclaw, Madeira

Students



Scenario for Focus Group

Introduction

What kinds of international network do you have? How do you cooperate in the international environment? What international educational activities are carried out at your university (faculty, institution)?

The Familiarity with term of COIL and Blended Learning

Have you heard the term "collaborative learning" or term blended learning? What does this tell you how would you describe these terms? Can you give some examples of blended learning or collaborative learning in university education?

The General Attitude To COIL and Blended Learning

In general, what do you think about the role of blended learning or COIL in university education? What are the advantages (positive effects) of blended learning (COIL)? On the contrary, what are weaknesses? What are the risks?

The Intent of Application

Have you used some elements of blended learning in your teaching? If so, how? Would you recommend it to other teachers? Why not - what would be your recommendations, what should they avoid? How would you apply collaborative learning? What are your suggestions? What are your concerns about the application of collaborative learning? What type of module is suitable for the application?



Perceived Benefits for Students

	Absolute frequency	Relative frequency
Understanding different cultures	25	81%
Experiencing different way of learning	14	45%
Being prepared for future challenges	13	42%
Building soft skills	9	29%
Language skills improvement	8	26%
Networking	6	19%
Self-confidence on the job market	6	19%
Better understanding people	4	13%
Sharing knowledge	3	10%
Total	31	100%

Benefit	Content
Understanding different cultures	comparison of different universities, culture competences development, experience different cultures, gaining intercultural experiences, getting know other cultures, learn difference culture, meeting new culture, meeting students with different backgrounds, part of international society, students meet students from another country, work with international teams, expand cultural horizons
Being prepared for future challenges	ability to adapt to new circumstances, build their flexibility and learn to deal with challenges, getting better view, new opportunities, new perspective, sharing the ideas and experiences, easier find knowledge, great opportunity to get invaluable experience, understanding capabilities, improve career perspectives
Building soft skills	open minds, more creativity, social skills, limits stereotypes
Experiencing different way of learning	comparison of different learning, learn new technologies, more familiar with different systems, habits, observe various teaching methods, they are more educated, broadening mindset
Language skills improvement	encourage to learning languages, language barrier, language skills improvement, learn new knowledge in English, learning to use foreign languages
Networking	find new friends, personal international contacts
Self-confidence on the job market	preparing for future work on the global market, self-confidence
Better understanding people	get know new people, network for life, better empathy

Benefits

Socialization

- Understanding different cultures
- Networking
- Better understanding people

Building skills

- Building soft skills
- Experiencing different way of learning
- Language skills improvement

Career development

- Being prepared for future challenges
- Self-confidence on the job market



Perceived Benefits for Teachers

	Absolute frequency	Relative frequency
Learning new methods	21	68%
Networking	16	52%
Establishing new cooperation	15	48%
Sharing experience	11	35%
Understand different cultures	9	29%
Teaching in international context	6	19%
Language skills improvement	3	10%
Total	31	100%

Benefit	Content
Learning new methods	Observing new teaching methods and tools, learning from others, learning different perspective, developing teaching skills, inspiration, adopting best practices, professional competence improvement, gaining experience, improvement of syllabus and courses, out of comfort zone, new views and insights, reaching new resources
Networking	New contacts, meeting colleagues from other universities,
Sharing experience	Exchanging the knowledge, peer-to-peer learning, learning from practice, students of different study programs meet students from different countries
Establishing new cooperation	Taking part in the international projects, potential challenge of new projects, new opportunities for internationalization, to find partners
Understanding different cultures	Globalization, see other culture, visit new universities and countries, deeping understanding other culture,
International teaching	different view from international students, teaching in international context, experience with international students
Language skills improvement	encourage to learning languages

Benefits

Socialization

- Understanding different cultures
- Networking
-

Cooperation

- Establishing new cooperation
- Sharing experience

Building skills

- Learning new methods
- International teaching
- Language skills improvement



Association with the Term **New Teaching Method**

	Absolute frequency	Relative frequency
Digitalization	13	43%
New innovations, trends	7	23%
Edutainment	6	20%
Blended learning	6	20%
Project work	5	17%
Higher involvement of students	4	13%
Real examples	2	6%
Opposite of classical lecturing	2	6%
Professional activities in companies	1	3%
Negative connotation	1	3%
Total	30	100%

Benefit	Content
Digitalization	New technologies, IT technology, e-learning
Project work	Group work, case study,
Edutainment	Innovative, creative, more flexible, more personal approach, gamification



Association with the Term **Innovation in Teaching**

	Absolute frequency	Relative frequency
Digitalization	11	37%
Learning by doing	11	37%
New methods in teaching	10	33%
Interactivity	6	20%
Using learning tools	4	13%
No idea	3	10%
Total	30	100%

Benefit	Content
Digitalization	Multimedia
Interactivity	More discussions, debates, developing arguments, more responsibility to students, Higher involvement, engagement
Learning by doing	Practice, project work, case studies, workshops



Knowledge of Collaborative and Blended Learning

Knowledge of Collaborative Learning

	Absolute frequency	Relative frequency
Yes, I have heard of it	13	45%
No, I never heard of it	16	55%
Total	29	100%

Knowledge of Blended Learning

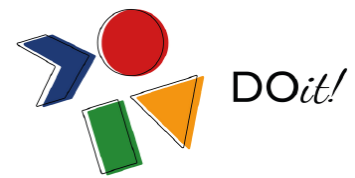
	Absolute frequency	Relative frequency
Yes, I have heard of it	18	62%
No, I never heard of it	11	38%
Total	29	100%



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Annex – reports from focus groups



Need-analysis report

**Date, venue: VSB-Technical University of Ostrava, Faculty of Economics, room E 801;
5. 10. 2022, 2. p. m.**

Participants: 15 colleagues participating in International week

1. INTRODUCTION

AIM: Get insight about the attitudes towards collaborative learning and the willingness of using COIL in HE classes

Welcoming the participants of the group interview, creating a pleasant atmosphere, offering refreshments, Communication of information on research and its purpose:

- *Good morning. The topic of today's discussion will be attitudes towards collaborative and blended learning and the application of COIL and blended learning for university education.*

Notification of recording equipment, assurance of anonymity:

- *The entire group conversation will be recorded on the recording device. The research is anonymous and the information provided will not be misused in any way. The recording of the interview serves primarily for control and as a basis for evaluating the information. The results of the discussion are used exclusively for the needs of research and names, faces, contacts will not be published anywhere.*

The explanation of interview rules:

- *There are no right or wrong answers, every opinion is important for research.*
- *There are no limits to spontaneity and creativity.*
- *Only one participant always speaks.*
- *Everyone will have the opportunity to express their opinion.*
- *The interview will last about 60 minutes.*
- *Do not use a mobile phone.*
- *Filling in short questionnaires during the interview.*
- *Questionnaires, please fill in quietly way. (don't affect)*

2. THE PERCEPTION OF INTERNATIONALIZATION IMPACT

2.1 PERCEIVED BENEFITS FOR STUDENTS

Table 1.1 Perceived Benefits for Students

	Absolute frequency	Relative frequency
Understanding different cultures	15	100%
Being prepared for future challenges	11	73%
Building soft skills	6	40%
Experiencing different way of learning	6	40%
Language skills improvement	5	33%
Self-confidence on the job market	4	27%
Better understanding people	3	20%
Total	15	100%

- 1.1. The participants identified three sets of benefits – **socialization** (understanding different cultures, better understanding people), **building skills** (building soft skills, language skills improvement, experiencing different way of learning) and **career development** (being prepared for future challenges, self-confidence on the job market).
- 1.2. Benefits can be structured into descriptive terms which develop the content of benefit (see table 1.2)

Table 1.2 Content of Perceived Benefits for Students

Benefit	Content
Understanding different cultures	comparison of different universities, culture competences development, experience different cultures, gaining intercultural experiences, getting know other cultures, learn difference culture, meeting new culture, meeting students with different backgrounds, part of international society, students meet students from another country, work with international teams
Being prepared for future challenges	ability to adapt to new circumstances, build their flexibility and learn to deal with challenges, getting better view, new opportunities, new perspective, sharing the ideas and experiences, easier find knowledge, great opportunity to get invaluable experience, understanding capabilities
Building soft skills	Open minds, more creativity, social skills, limits stereotypes
Experiencing different way of learning	comparison of different learning, learn new technologies, more familiar with different systems, habits, observe various teaching methods, they are more educated
Language skills improvement	encourage to learning languages, language barrier, language skills improvement, learn new knowledge in English, learning to use foreign languages
Self-confidence on the job market	preparing for future work on the global market, self-confidence
Better understanding people	get know new people, network for life

2.2 PERCEIVED BENEFITS FOR TEACHERS

3. ASSOCIATION THE TERM “NEW TEACHING METHOD”

Table 3.1 Association the Term “New Teaching Method”

	Absolute frequency	Relative frequency
Digitalization	6	42%
Blended learning	6	42%
Project work	4	28%
Edutainment	4	28%
Opposite of classical lecturing	2	14%
Professional activities in companies	1	7%
Negative connotation	1	7%
Total	14	100%

Table 3.2 Content of Association the Term “New Teaching Method”

Benefit	Content
Digitalization	New technologies, IT technology, e-learning
Blended learning	Blended learning, flipped classroom, project method, students are more active
Project work	Group work, case study,
Edutainment	Innovative, creative, more flexible, more personal approach

4. PERCEPTION INNOVATION IN TEACHING

Table 3.1 Association the Term “New Teaching Method”

	Absolute frequency	Relative frequency
Digitalization	6	42%
Blended learning	6	42%
Project work	4	28%
Edutainment	4	28%
Opposite of classical lecturing	2	14%
Professional activities in companies	1	7%
Negative connotation	1	7%
Total	14	100%

5. KNOWLEDGE OF COLLABORATIVE LEARNING

Table 5.1 Knowledge of collaborative learning

	Absolute frequency	Relative frequency
Yes, I have heard of it	6	46%
No, I never heard of it	7	54%
Total	13	100%

Two participants were introduced to the concept of collaborative learning at their universities, one on a Master of Didactic course and one as a participant in a coil project. Two participants could not recall the source.



6. KNOWLEDGE OF BLENDED LEARNING

Table 5.1 Knowledge of blended learning

	Absolute frequency	Relative frequency
Yes, I have heard of it	9	69%
No, I never heard of it	4	31%
Total	13	100%

Three participants were introduced to the concept of blended learning at their universities, two as participants in the BIP project, one on the Master of Didactic course and one as a conference participant. Two participants could not recall the source.



Need-analysis report

Date, venue: Szeged University, Faculty of Business Administration, 30. 3. 2023, 2. p. m.

Participants: 16 colleagues participating in the International week

1. INTRODUCTION

AIM: Get insight about the attitudes towards collaborative learning and the willingness of using COIL in HE classes

2. THE PERCEPTION OF INTERNATIONALIZATION IMPACT

2.1 PERCEIVED BENEFITS FOR STUDENTS

Table 1: Perceived Benefits for Students

	Absolute frequency	Relative frequency
Understanding different cultures	25	81%
Experiencing different way of learning	14	45%
Being prepared for future challenges	13	42%
Building soft skills	9	29%
Language skills improvement	8	26%
Networking	6	19%
Self-confidence on the job market	6	19%
Better understanding people	4	13%
Sharing knowledge	3	10%
Total	31	100%

- 1.1. The participants identified three sets of benefits – **socialization (38)** (understanding different cultures, networking, better understanding people, sharing knowledge), **building skills (31)** (building soft skills, language skills improvement, experiencing different way of learning) and **career development (19)** (being prepared for future challenges, self-confidence on the job market).
- 1.2. Benefits can be structured into descriptive terms which develop the content of benefit (see table 1.2)

Table 2: Content of Perceived Benefits for Students

Benefit	Content
Understanding different cultures	comparison of different universities, culture competences development, experience different cultures, gaining intercultural experiences, getting know other cultures, learn difference culture, meeting new culture, meeting students with different backgrounds, part of international society, students meet students from another country, work with international teams, expand cultural horizons
Being prepared for future challenges	ability to adapt to new circumstances, build their flexibility and learn to deal with challenges, getting better view, new opportunities, new

	perspective, sharing the ideas and experiences, easier find knowledge, great opportunity to get invaluable experience, understanding capabilities, improve career perspectives
Building soft skills	open minds, more creativity, social skills, limits stereotypes
Experiencing different way of learning	comparison of different learning, learn new technologies, more familiar with different systems, habits, observe various teaching methods, they are more educated, broadening mindset
Language skills improvement	encourage to learning languages, language barrier, language skills improvement, learn new knowledge in English, learning to use foreign languages
Networking	find new friends, personal international contacts
Self-confidence on the job market	preparing for future work on the global market, self-confidence
Better understanding people	get know new people, network for life, better empathy

2.2 PERCEIVED BENEFITS FOR TEACHERS

Table 3: Perceived Benefits for Teachers

	Absolute frequency	Relative frequency
Learning new methods	21	68%
Networking	16	52%
Establishing new cooperation	15	48%
Sharing experience	11	35%
Understand different cultures	9	29%
Teaching in international context	6	19%
Language skills improvement	3	10%
Total	31	100%

Table 4: Content of Perceived Benefits for Teachers

Benefit	Content
Learning new methods	Observing new teaching methods and tools, learning from others, learning different perspective, developing teaching skills, inspiration, adopting best practices, professional competence improvement, gaining experience, improvement of syllabus and courses, out of comfort zone, new views and insights, reaching new resources
Networking	New contacts, meeting colleagues from other universities,
Sharing experience	Exchanging the knowledge, peer-to-peer learning, learning from practice, students of different study programs meet students from different countries
Establishing new cooperation	Taking part in the international projects, potential challenge of new projects, new opportunities for internationalization, to find partners
Understanding different cultures	Globalization, see other culture, visit new universities and countries, deeping understanding other culture,
International teaching	different view from international students, teaching in international context, experience with international students
Language skills improvement	encourage to learning languages

3. ASSOCIATION WITH THE TERM “NEW TEACHING METHOD”

Table 5: Association the Term “New Teaching Method”

	Absolute frequency	Relative frequency
Digitalization	13	43%
New innovations, trends	7	23%
Edutainment	6	20%
Blended learning	6	20%
Project work	5	17%
Higher involvement of students	4	13%
Real examples	2	6%
Opposite of classical lecturing	2	6%
Professional activities in companies	1	3%
Negative connotation	1	3%
Total	30	100%

Table 6: Content of Association with the Term “New Teaching Method”

Benefit	Content
Digitalization	New technologies, IT technology, e-learning
Project work	Group work, case study,
Edutainment	Innovative, creative, more flexible, more personal approach, gamification

4. PERCEPTION INNOVATION IN TEACHING

Table 7: Association with the Term “Innovation in Teaching”

	Absolute frequency	Relative frequency
Digitalization	11	37%
Learning by doing	11	37%
New methods in teaching	10	33%
Interactivity	6	20%
Using learning tools	4	13%
No idea	3	10%
Total	30	100%

Benefit	Content
Digitalization	Multimedia
Interactivity	More discussions, debates, developing arguments, more responsibility to students, Higher involvement, engagement
Learning by doing	Practice, project work, case studies, workshops

5. KNOWLEDGE OF COLLABORATIVE LEARNING

Table 8: Knowledge of collaborative learning

	Absolute frequency	Relative frequency
Yes, I have heard of it	13	45%
No, I never heard of it	16	55%
Total	29	100%

Two participants were introduced to the concept of collaborative learning at their universities, two respondents within their visit at partner university (UK, Germany) and one on the workshop. Two participants could not recall the source.

6. KNOWLEDGE OF BLENDED LEARNING

Table 9: Knowledge of blended learning

	Absolute frequency	Relative frequency
Yes, I have heard of it	18	62%
No, I never heard of it	11	38%
Total	29	100%

Three participants were introduced to the concept of blended learning at their universities, two respondents within their visit at partner university (Germany, UK) and one as a conference participant (Portugal). Three participants could not recall the source.