

Evaluation and student learning in TVAC

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Intercultural Learning Lab (UGOE)

Lunch(&)Lecture

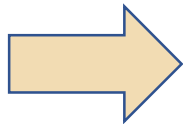
02.09.2021



The project



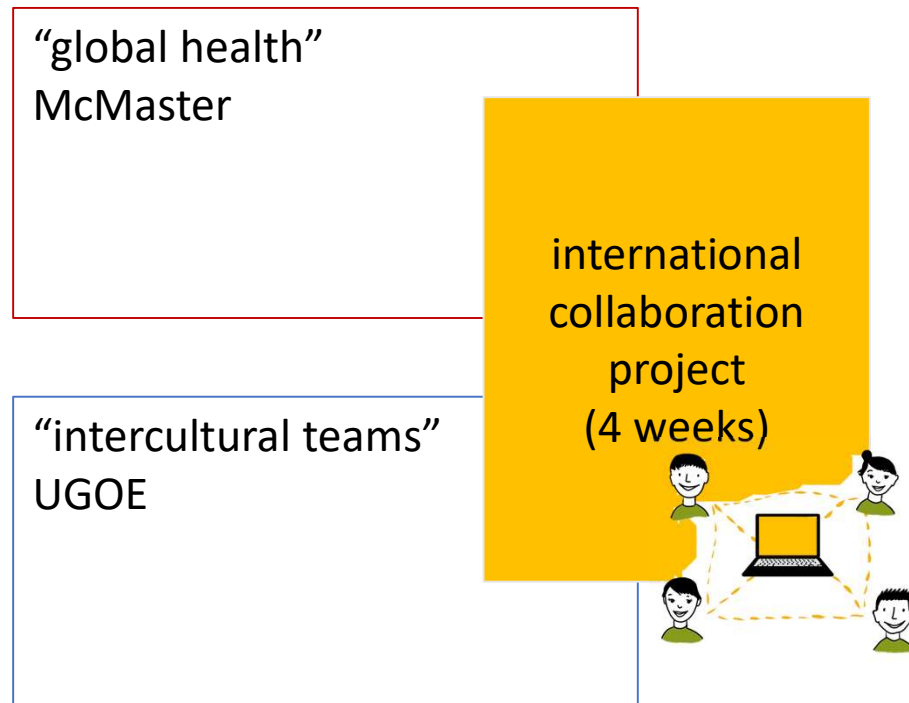
- **McMaster University/Canada**
Faculty of Social Sciences
Department of Health, Aging & Society
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- **University of Goettingen**
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Intercultural Learning Lab
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VE project 1:
culture and health

VE project 2:
intercultural teams and global health

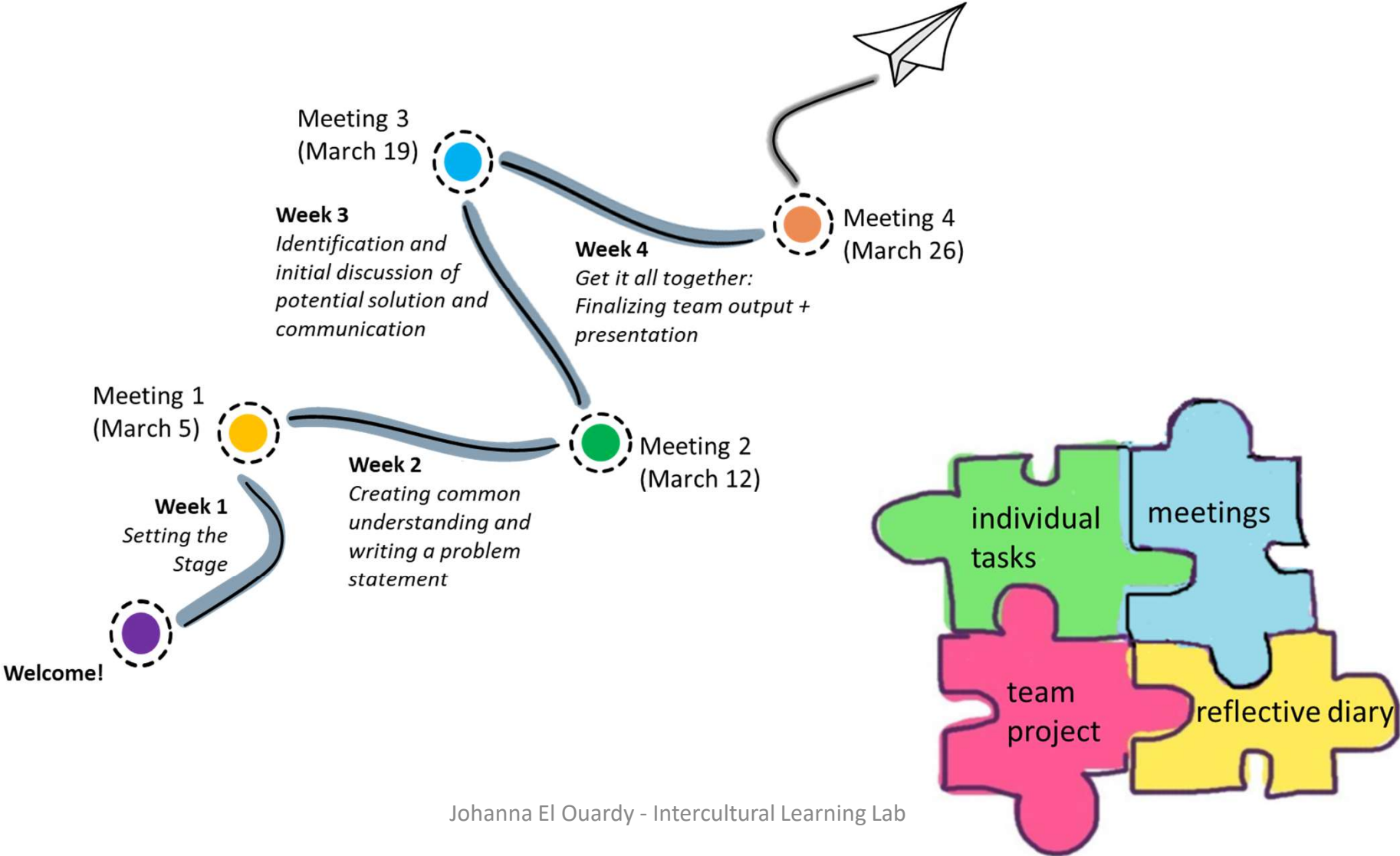
MAC-GOE joint classroom



Students will be able to

- Compare and synthesize their knowledge about a health-related challenge to create mutual understanding of the topic
- Recognize, value and utilize the diversity of perspectives in their team to create an innovative solution to a health-related challenge
- Handle team dynamics and employ mutual adaptation strategies for successful intercultural teamwork across language differences and time zones in a virtual context

International Collaboration Project



Questionnaire

- 54 question items:
 - Open questions
 - Rating questions (Likert)
 - Remarks*
- At the end of the project
- In class, 20 minutes, or later
- Anonymous
- 40/44 students responded
- Analysis:
 - Descriptive statistics
 - Qualitative content analysis
 - Mix of deductive and inductive coding

1) Summative evaluation:

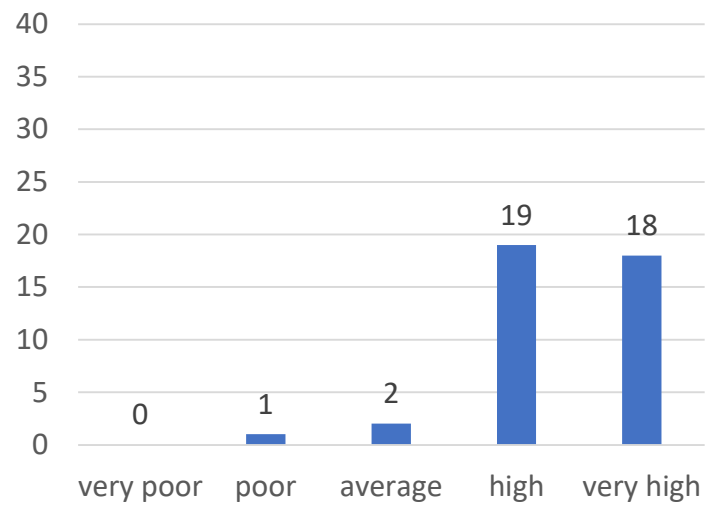
- Key take-aways
- Impact of format
- Skills-development

2) Formative evaluation:

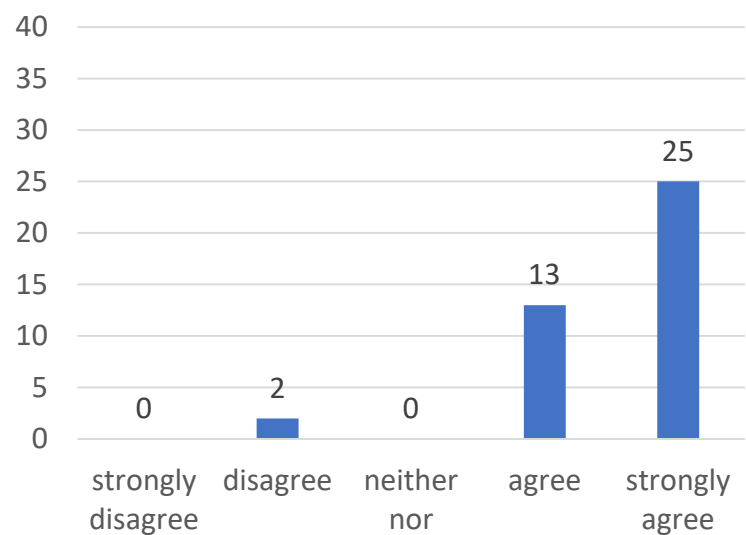
- Execution
- Content
- Components
- ICT
- Workload
- Likes and dislikes

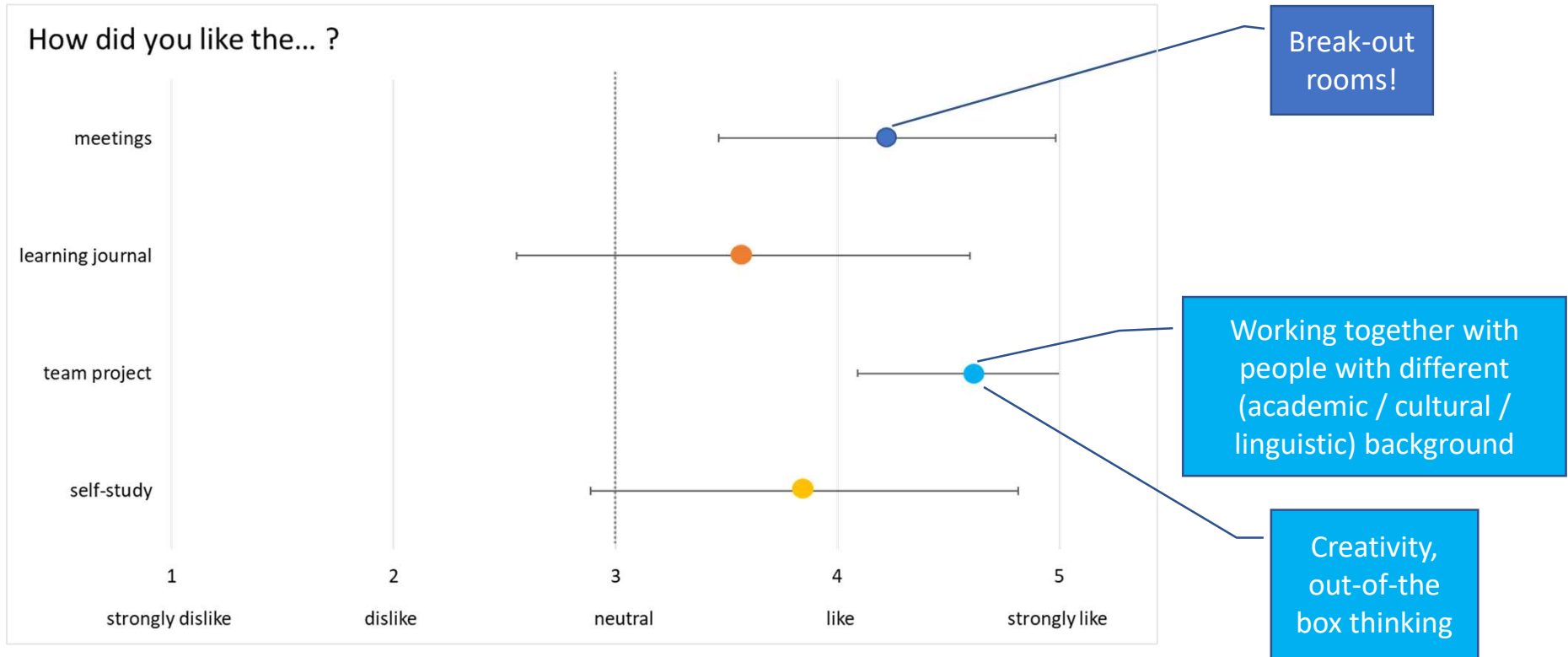
Satisfaction

Overall I rate this project as



I would recommend this project to a friend.





Summary evaluation

Collaborative



Online



Inter-national /-cultural /-disciplinary

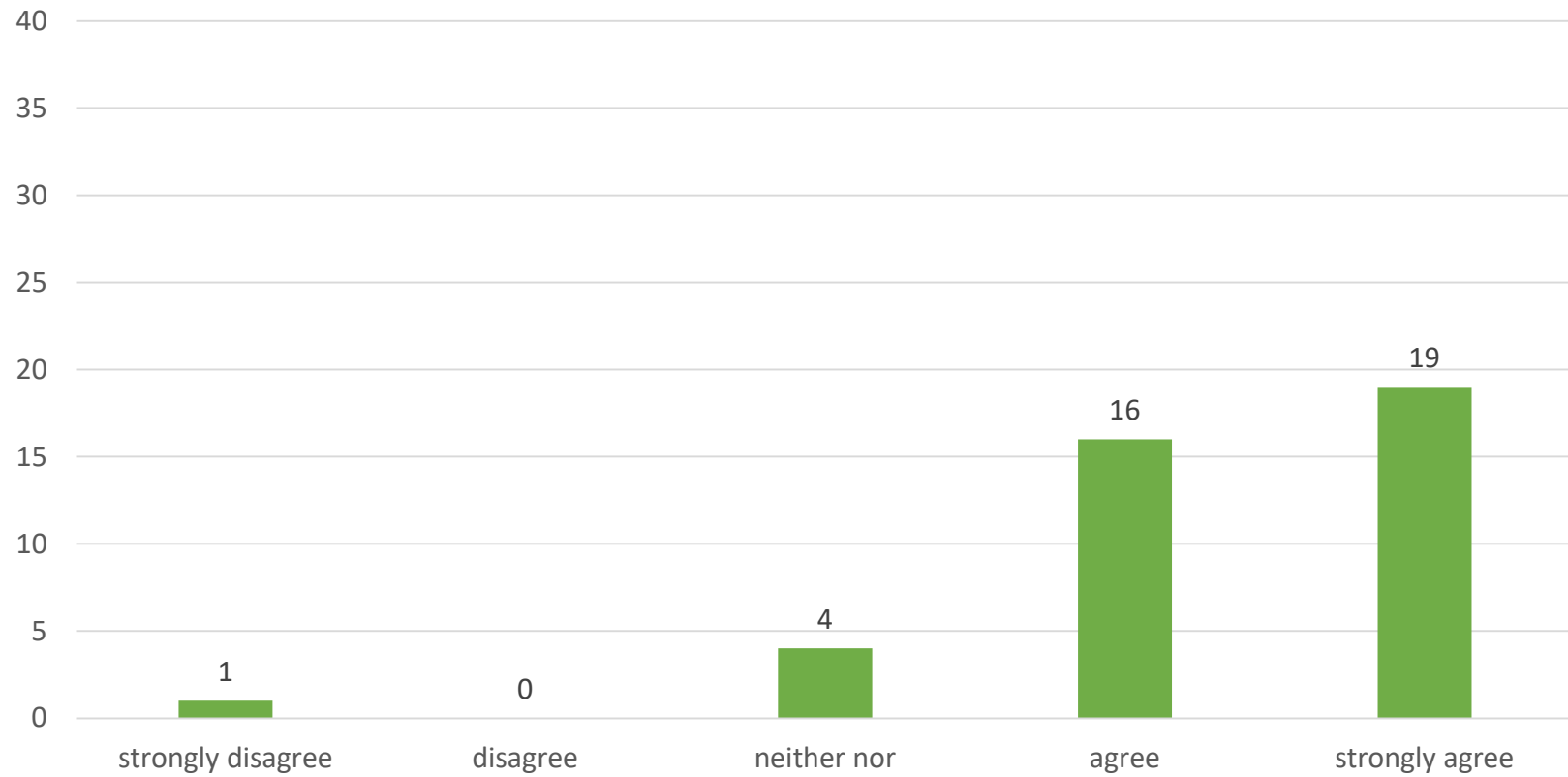


Perceived benefit from the VE project

- **(intercultural) communication skills**
- Experiencing intercultural team work
- New perspectives
- New friends
- Time management
- Being creative



This project had a clear learning effect for me.



“This was my first intercultural communication project and I am taking a lot of valuable lessons that I know will be helpful in my future endeavours! Learning about how to ask for clarification on different perspectives, learning more about how different cultures influence point of view in academics and how to create strong working relationships with other individuals I have not even met in person!”

“A key takeaway from this project is learning how to communicate inter-culturally. I think it was a big learning opportunity and it was fun to talk to people in a different country since we are unable to travel right now.”

“The best lesson from this project to me was the line “begin a collaboration by assuming differences, not similarities.” I have learned to acknowledge the lenses through which I view the world and approach challenges, and how the lens may differ from that of other people. I am a much better communicator for this.”

“Overall, from my participation, I learnt to work with international collaborations in a very fair manner. It was a wonderful exchange that enhances my competencies to collaborate. Since we see that, as a result of COVID19, online collaborations are here to stay! This skill is really valuable for my future career goals.”

“I know feel comfortable applying to projects which require skills on working in an intercultural team.”

“Thank you for this. It has been excellent and helped me come to see the world in a different way that I look forward to applying in my professional and academic life down the line! It was truly an amazing experience!”

Students' key take-aways

“Getting impulses from a diverse group helps a project to grow less narrow minded”

“every input is helpful, and can change the direction completely. Also you might think completely differently about a topic after you exchange your views”



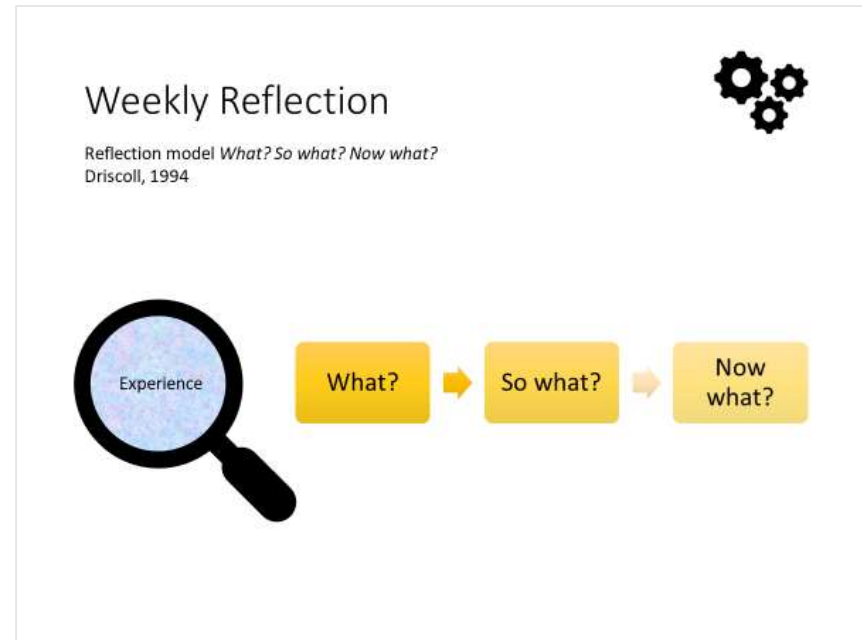
“That creating global solutions for health problems is very complex and that there are many confounding factors and a large number of things that must be taken into consideration.”

“Keep calm, you can learn from mistakes.”

“How to work in an intercultural team and tackle time difference in a team along with developing better communication strategies.”

Learning diary

- n=12 (UGOE)
- Presentation and discussion of inputs relevant to the student
- (emotional) account and reflective analysis of intercultural group work and learning





GEORG-AUGUST-UNIVERSITÄT
GÖTTINGEN



Project TVAC

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www.uni-goettingen.de/interkulturell



Information about “Change of Perspective” and the individual projects:

<https://www.uni-goettingen.de/en/632414.html>

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