

UNIVERSITY COLLABORATION – RESEARCH COLLABORATION AND TEACHING COLLABORATION

Competency-Based Learning Using a Cross-Cultural Students' Project

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Introduction

Multidisciplinary, multicultural, and multitasking has taken center stage in the global educational debate. Globalization and improvement in communication have affected the way organisations operate and hence influenced whom they hire. Today, it is common practice to work with people from diverse backgrounds and it requires competencies that go beyond general project management. Intercultural awareness, networking in different global communities, and learning to develop specific communication strategies for different stakeholders is all part of the package of skills and competencies that are required in today's interconnected world. This has indirect implication on the nature of skills and competencies institutions/universities must equip their students with to enable them to compete successfully in the working world.

Furthermore, learning to deal with the use of readily available information, creating content collaboratively, and the ability to analyse different aspects that are relevant for global and local needs, set in different environmental settings, and thus affect societies differently, are all part of these sets of global competencies. The project was motivated by the quest to get students to learn how to jointly work on an international project using 21st century online tools. Students learned to use different digital tools to communicate with students on three different continents. They did not only use new tools (e.g., wiki, web conferencing, survey tools) but learned to collaborate and carry out joint research projects.

Project Approach and Procedure

The purpose of the project is getting the participating students from the four countries (from the three continents) to work collaboratively. The project is a virtual one and students do not have the opportunity to meet or personally travel to the other countries. The project planning period usually lasts four months. However, the execution requires a period of ten weeks (from October to December). The coordinators do the planning from the four universities. Using virtual meetings with the help of Skype meetings and often physical meetings, issues such as the date for the commencement, completion time, the procedure for monitoring project progress, are discussed and agreed upon. The coordinators also agree on the activities to be performed by teams and the number of members in each team.

Year	2018*	2017	2016	2015	2014	2013
Country	Ghana, USA Germany Kenya & more	Ghana, USA Germany Kenya	Ghana, USA Germany Kenya	Ghana Germany	Ghana Germany	Ghana Germany
Number of students	40+	12+12+12+5=41	12+12+12+12=48	40+40=80	18+18=36	15+15 = 30
Tools used	Facebook, wiki, email, Skype, smart phone, WhatsApp, Google Forms	Facebook, wiki, email, Skype, smart phone, WhatsApp, Google Forms	Facebook, wiki, email, Skype, smart phone, WhatsApp	Facebook, wiki, email, Skype, smart phone	Facebook, wiki, email, Skype, smart phone	Facebook, wiki, email, Skype, smart phone
Activity	<ul style="list-style-type: none"> a. Engaging in cultural exchange. b. Making cultural videos. c. Conducting surveys and writing survey report. d. Convening, chairing and writing minutes of virtual meetings. e. Recording virtual meetings. f. Build a website for alumni of the project* 					
Project duration	4 months	4 months	4 months	4 months	4 months	4 months
Students' exchanges	10 weeks (Oct - Dec)	10 weeks (Oct-Dec)	10 weeks (Oct-Dec)	10 weeks (Oct-Dec)	10 weeks (Oct-Dec)	10 weeks (Oct-Dec)

Table 3: Summary of Project Activities between 2013-2017

*Activities scheduled for 2018

Planning Meetings

On average, coordinators have six meetings during the project period with at least one being a face-to-face interaction. Face-to-face meetings occur at planned events in one country or at conferences. Conferences have also been the source for recruiting other partners for the project. The means of virtual meetings is Skype. Other modes of communication for the coordinating team include emails, WhatsApp, Facebook, and the use of a wiki space. Figure 1 illustrates the project meeting process:

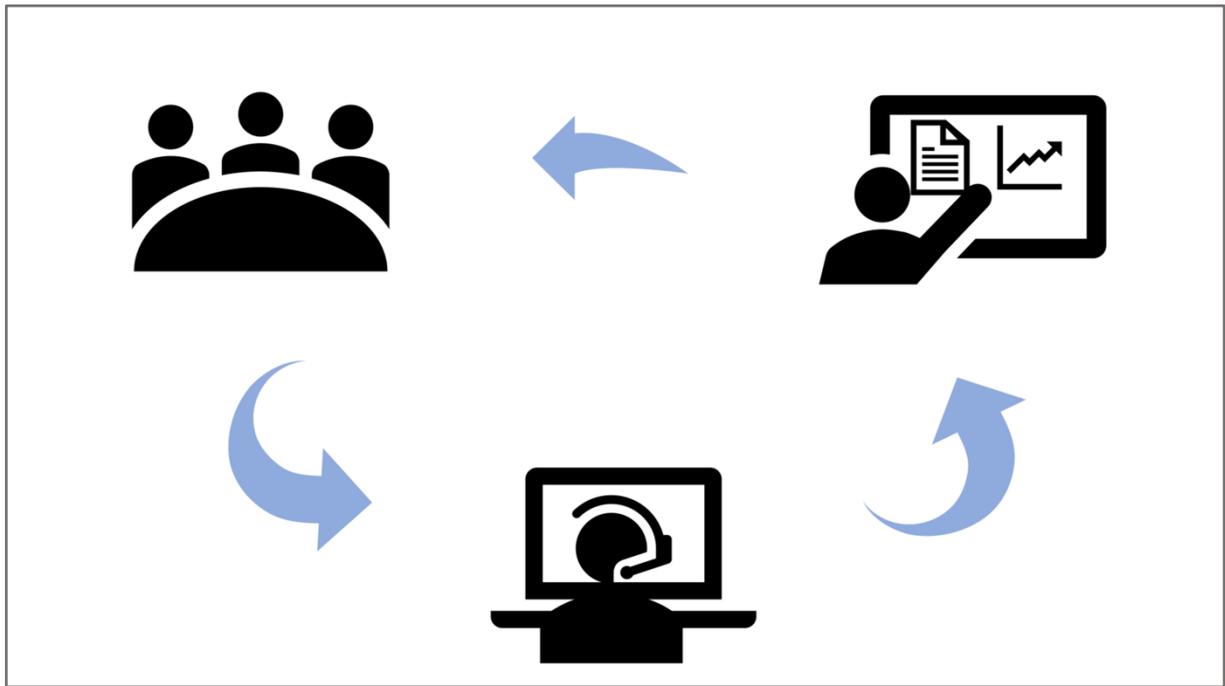


Figure 5: Collaboration

Project Results and Impact

The project has connected 235 students since 2013. In 2017, 41 students from Kenya, Germany, Ghana, and the USA participated in the project. Table 2 provides some of the project outcomes and the potential impacts.

Project results	Potential impact/outcome
Students exchanged videos about their countries and institutions.	Increased cultural awareness and networking.
	Enhanced communication abilities and international contacts.
They conducted joint surveys.	Writing research reports, management of the international project, creative skills, data analysis, and reporting.
They planned and held virtual meetings using Web 2.0 tools.	Digital skills, listening to native and non-native speakers of English, time management skills, handling conflicts, compromise, and negotiation.
Students wrote minutes and survey report.	Writing skills, report writing, and presentation skills.
Self-reflection and teamwork.	Time consciousness, task-oriented and perception about other cultures.

Table 4: Project Results and Impact

Implications for Teaching Methods

The underlining ideology of the Building Bridges Across Continents (BBAC) project is competency-oriented training (CBT). A competency-based approach to training assigns tasks

to students that lead to a demonstrated mastery of the activity associated with specific skills needed in today's global workforce. The project depicts the following features of CBT (Tannenbaum et al, 2011):

- Learner-centeredness where the learner continually questions his/her own convictions
- Learning by doing: which provides an opportunity for personal reflection for students
- Problem-solving approach
- Digital education and functional communicative skills
- Collaborative/teamwork
- Educators serve as coaches/role models

Student Guidelines

Furthermore, the BBAC project has other implications for teaching and learning. The guidelines developed for the project provide comprehensive instructions and tasks as well as deadlines for the participants in the project. All students receive the same instructions but the implementation often differs. The student guidelines include the project goals and a detailed description of each collaborative task with its defined deadline. It also provides some background information, useful technical support, and an excerpt of the guidelines in the appendix to give a short insight into the scaffolding provided. This implies that it is possible for institutions from different parts of the world to develop and deliver a joint curriculum without students having to travel across the globe. It also makes a case for the use of free digital tools in teaching and learning without having to acquire funding for technical equipment and software. It is advantageous to have access to a laptop, but many tasks can also be done directly with the devices and social apps already used by the students. Across the globe, students access the Internet via mobile devices. Most students have a mobile phone and a Facebook account.

Students learned to work with free online tools and also engage in virtual communication with people from other countries. As part of the project, students scheduled meetings, chaired meetings, wrote minutes, made videos and posted them online without any assistance from their lecturers. This implies that we should always plan our syllabus to frequently provide students with the opportunity to 'learn by doing.' Curriculum and teaching should not be concentrated in the classroom alone. Students acquire more soft skills than are taught in the classroom if they are encouraged to explore more on their own.

The project has implications for collaborative teaching and learning using Web 2.0 tools. The project coordinators made use of wiki space hosted by PBworks as a teaching and learning platform. This platform allowed coordinators to write, edit, and add comments, views, or ideas to documents without any problems. This tool is offered for free for educational purposes and can also be purchased as a campus license for up to about 1000 users on the wiki. This platform is suitable for sharing a joint curriculum or project between universities in

different parts of the world since many universities have a learning management system that is often accessible only to enrolled students.



Figure 6: BBAC project wiki

Acknowledgements

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References:

Tannenbaum D, Kerr J, Konkin J, Organek A, Parsons E, Saucier D, Shaw L, Walsh A. *Triple C competency-based curriculum. (2011). Report of the Working Group on Postgraduate Curriculum Review – Part 1*. Mississauga, ON: College of Family Physicians of Canada.

Appendix

Student Guidelines

Building Bridges Across Continents: Promoting Cultural Diversity

Project (2016-2017)

(Short version / excerpt)

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01. General Information and Contact Details

	Germany	Ghana	Kenya	USA
Start of academic year	26 September 2016	22 August 2016	12 September 2016	22 August 2016
End of academic year	20 January 2017	18 November 2016	24 December 2016	15 December 2016
Exams / winter break	Holiday 24 December 2016 – 7 January 2017	Exams 21 November – 9 December 2016	Exams 12 December – 20 December 2016	Holiday 21 November – 25 November, 2016
Number of students	12	12	12	6-12
Degree	Bachelor of Management Sciences	Bachelor of Commerce	Bachelor of Commerce	Bachelor Students
Project coordinators	Regina Brautlacht	Dr. Daniel Agyapong	Dr. Joseph Owino	Prof. Nils Rauhut
Joint platform	(https://buildingbridges.pbworks.com/)			

Vision

Our vision is to offer a platform for learning and collaborating with different students around the world to develop understanding and respect and offer an opportunity to share ideas while working together on a joint project that aims at creating knowledge and fostering global diversity.

Objective

You will be participating in “Building Bridges Across Continents: Promoting Cultural Diversity” that aims at encouraging international communication and building up global competencies. In this project, you will discuss and compare student's perceptions of the safety and promise of the use of genetically modified organisms in Germany, Ghana, Kenya, and the USA.

Students will work online with an international team using various tools to communicate. These teams will be in charge of designing and carrying out a survey to assess views on specific topics related to Genetically Modified Food (GM Food) in Germany, Ghana, Kenya, and the USA. The findings will be shared in a final report.

Tasks and deadlines

The global project runs from 5 September to 20 November 2016. You will have to complete six tasks with members from three continents during this period. Each task needs to be completed by a given deadline. **Respect the deadlines** as the whole project team's work could otherwise be compromised. You need to communicate with your team if you are experiencing problems and ask for help if you feel that you are unable to meet a deadline.

Tools

Various online tools are at your disposal to communicate with your peers: a Facebook group and a joint online platform "wiki" to upload written work or send out messages to the members of your group. The wiki is hosted by Hochschule Bonn-Rhein-Sieg, University of Applied Sciences, Germany. Login details to connect to these tools will be sent to each participant via email.

02. Student Goals



New communication technologies are changing the way we work and have created a possibility to communicate with people around the world. Effective communication skills in business are important in today's interconnected world. These skills include the use of new innovative technologies like working with Web 2.0 tools and connecting with business people, organizations, and institutions around the world. The Internet and new technologies at the workplace have created a new demand for specific communication skills beyond typing or using a phone or fax.

In this project, students will learn to use different new technologies to communicate with students in a different part of the world. Students will not only use new tools (e.g. wiki, web conferencing, survey tools), but will learn to collaborate on and carry out joint research projects. This project helps students gain global competencies in dealing with diverse cultures. These days, it is a common practice to work with people from diverse backgrounds, and it requires competencies that go beyond general project management. Intercultural awareness, networking in different global communities, and learning to develop specific communication strategies for different stakeholders are all part of the list of skills and competencies that are required in today's interconnected world.

Skills and competencies:

Learn to use business communication effectively

- Listening to native and non-native speakers of English.
- Being patient and a good listener, practice listening.
- Native speakers act as a role model for grammar and writing skills.
- Learn to use different new technologies of communication (video conferencing, use of collaborative writing tools) in an international setting.

Develop professionalism

- Ability to carry out a joint international research project
- Learn to collaborate in a virtual environment (be ethically correct, follow the code of conduct, and remember general rules of business etiquette), meet deadlines, and learn to manage keeping the lines of communication open at all times.
- Explain issues and give solutions
- Learn to work in an international team (be reliable, be responsible and productive)

Understand intercultural communication

- **Explain:** being able to explain basics about one's own culture (customs, views, values etc.) is setting standards in on learning to communicate with non-native speakers of English and speakers of African English and American English.
- **Learn:** gain knowledge about students' cultural backgrounds (different countries and nationalities).
- **Avoid:** being prejudiced and be open-minded to new ideas, customs, beliefs, and traditions.
- **Use international English or English as a Lingua Franca:** Communicate with non-native speakers of English; avoid jargon, acronyms, abbreviations, and specific words not used in the other culture. Raise awareness of oral communication strategies for online communication.
- **Foster communication and exchange:** During the project, ask questions, give constructive feedback, and encourage discourse.
- **Adapt written communication:** when publishing a written document for a specific international audience, meet the needs of the particular culture and clarify particular aspects unknown to the audience.

Becoming globally competent in an interconnected world

- Gain knowledge about global and cross-cultural issues that are relevant to different communities, countries, continents, and humanity in general.
- Understand global issues from different cultural perspectives; work against misconceptions and generalizations.
- Demonstrate analytical and critical thinking skills in working collaboratively with people from different cultures and values and in being open to global diversity.
- Develop capacities to interact and work in multicultural and diverse communities.
- Respect global diversity and deal with changing world events.
- Interact in an interconnected world using digital media.

BBAC project plan / schedule

Research project management: the stages

The table below shows the different stages, tasks and tools used in this project:

Task	Date/week	Description and tools
Orientation	Week 36 5 -11 Sept 2016	Orientation at UCC, CCU and UoN <i>Tools: Facebook</i>
Cultural video message	Week 37 12 -18 Sept 2016	Cultural video messages are prepared by the students in Kenya, Ghana and the US. <i>Tools: mobile phone and Facebook</i>
Connecting	Week 38 19 -26 Sept 2016	Students from Kenya, Ghana and the US get access to all platforms. <i>Tools: Facebook, Skype, and wiki</i>
Germany joins	Week 39 27-30 Sept 2016	German students join the project by reading the guidelines, getting access to all platforms and completing the cultural video assignment. <i>Tools: Facebook, Skype, and wiki</i>
TASK 1	Week 40 03 -09 Oct 2016	Finding out about GMOs and setting up the first virtual meeting. <i>Tools: Facebook and wiki</i>
TASK 2	Week 41 10 -16 Oct 2016	Virtual meeting – introductions <i>Tools: Skype meeting, recording app, wiki</i>
TASK 3	Week 42 17 -23 Oct 2016	Virtual meeting – survey questions <i>Tools: Skype meeting, recording app, wiki</i>
TASK 4	Weeks 43 – 44 24 Oct - 4 Nov 2016	Conduct international survey <i>Tools: Online survey tool</i>

TASK 5	Weeks 44- 45 5-9 Nov 2016	Write country summary report <i>Tools: Word, Excel, wiki</i>
10 and 11 November: Africa conference in Sankt Augustin, Germany		
TASK 6	Week 46 12 – 20 Nov 2016	Virtual meeting – analysis <i>Tools: Skype meeting, recording app, wiki, PowerPoint, Excel</i>
Evaluation	Week 46 14 – 20 Nov 2016	Online project evaluation <i>Tools: online evaluation software (EvaSys)</i>

**Cultural video message
introducing cultural diversity
Week 37 (12 - 18 September)**

- A) Read the cultural video assignment in the guidelines.
- B) Sign up for one of the cultural topics in your country.
- C) Create a cultural message on a video and post it in the BBAC Facebook group.

Introducing cultural diversity: Learning about new cultures, languages, ideas, and values is the first step of working internationally with members of different countries or ethnic groups. We need to understand the ways others view the world to be able to communicate across cultures. Intercultural communication plays an important part in this process.

Before working together on a joint research project, you will be asked to send a cultural video message (CVM) to all participants. The messages can be funny, innovative, or simply a short interview that focuses on different aspects of your culture. This assignment is a personal account of your view and values and gives other participants a quick insight into some areas that may be different or similar to their own culture.

Video assignment: The video should be about 3–5 minutes long and address one cultural category. See instructions in **Section 06 – Cultural Video Message** for details on the five culture categories. One or two students in each country can work together on one video. It is a personal message about your culture and NOT a standard or generalized message about your country. You do not need fancy equipment but you can use your webcam or mobile phone.

There should be a total of six video messages from Ghana, six video messages Kenya, and six video messages from the US. Germany will not be able to participate in this part as their term has not started.

Good sound! The videos must be shot in quiet areas. This is very important as wind, traffic, or people not involved in the video can impede the sound of your video immensely. It would be a shame if people were unable to understand your message due to technical issues.

Connecting
Week 38 (19 - 26 September)

- A) Comment on videos and answer posts on Facebook.
- B) Access to the joint platform (wiki) and get acquainted with the workspace.
- C) Receive a short tutorial on using wikis (write, upload, and comment).
- D) Students get connected on Skype with their team members.

Facebook forum assignment: Post your video on the Facebook Group **not later than 19 September** and start commenting on the other videos. Ask at least one question about something that is unfamiliar in your cultural setting. Also encourage a dialog even though you have never met face-to-face.

Tutorial on wikis: Go to the **project wiki**, (<https://buildingbridges.pbworks.com>) hosted by Hochschule Bonn-Rhein-Sieg, University of Applied Sciences, and get familiar with the project materials. You have received access and can join the wiki by 19 September. For instructions about getting access and setting a password, see Section 10 – Joint Online Platform (wiki).

Wiki workspace / your international team

Get acquainted with the wiki, the platform where you will store your documents. You will receive a short tutorial from your country coordinator. You are a member of international project team comprised of students from Germany, Ghana, Kenya, and the USA. Find your international **workspace on the wiki**. There are **six international teams** in total and you are a member of one team.

Getting started – getting connected on Skype

You can find the email addresses of your team members on the wiki. You can share your Skype name by adding it in the comment section of your team space on the wiki or writing an email. Discuss with your teammates in your country how you wish to inform the others.

Germany joins
German orientation
Week 39 (26 - 30 September)

- A) German students join the project and get access to all platforms and are assigned to a team.
- B) German students respond to the cultural video messages and post an introductory picture.
- C) Connecting online with their own international project team.

Germany joins: German students begin their semester on 26 September and will be informed about the project on this day. They will receive their guidelines and will be added to all platforms. German students watch the cultural video messages and comment on them. Help your teammates from Germany by assisting them in the process of getting connected. Remember that they need to

complete the process within a few days while the rest had three weeks for their orientation.

German Facebook message: Students in Germany are asked to post a short welcome message by adding a picture of their favourite place for spending time at during the week. It could be any place on campus, in your room, or in a café that you visit on a regular basis. Take a picture using your phone and post it by September 30.

Connecting with everyone: Students start connecting with their international teams.

Task 1

Week 40 (03 October – 09 October)

- A) Students investigate the topic GMOs.
- B) Teams finalize the time and date for their first Skype meeting.
- C) Fill in the GM food checklist and upload it to the wiki.

Introduction on GMOs: The overall project assignment is to compare student's perception of the safety and promise of using genetically modified organisms (GMOs) in Germany, Ghana, Kenya, and the USA. The idea is that each international team researches this topic in each country using the same survey. The team analyses the collected data from each country and the information is subsequently published in a joint report.

The project coordinator has written a short overview of the developments of GMO in each country so that you can familiarize yourself with the overall topic. A recommended reading list (see Section 19) is included in the guidelines and you can visit your university library for further information on the topic. We recommend watching a video on YouTube.

Setting up your first virtual meeting: The first step is to schedule the first Skype meeting. If you have never skyped before, practice with a friend. Also, please make sure to have a headset. Ask your coordinator for help. The feedback of previous projects students showed that participants without headsets were often difficult to understand or noise levels so high that it made communication very difficult.

Time differences: Find out about the time difference in each country and then figure out a feasible time frame. It is not practical to hold a meeting if some members need to get up at 2:00 am in the morning. Finding a time for three continents and four time zones is your first big challenge! The US students will chair the first meeting (Task 2). Not only are you going to deal with different time zones, but also with completely different schedules. In some countries, students are in class the entire day and can only meet in the late afternoon or evening.

Flexibility: Trying to find a suitable day and time where everyone can attend will require you to adjust your timetable. Every member in the team will need to be flexible as you will otherwise hit a dead end. Another option is to meet during the weekend. In general, all members from one country should attend each meeting. However, at least one member of each county must attend every virtual meeting.

Absentee ruling: At least one member of each country needs to be present during each virtual meeting. Any other country members unable to attend will work together closely with the country partner and are still responsible for all the tasks.

Task 2
Week 41 (10 October – 16 October) 1 st virtual meeting (kick-off meeting)

- A) Technical requirements: carry out a sound check before meeting on Skype.
- B) Every team member will be able to discuss GMO developments in their country.
- C) The US members of each team will chair the kick-off meeting.
- D) Ghanaian members will take minutes of the meeting and post them on the wiki within 48 hours.
- E) German members will record the Skype meeting and store the file on the wiki.
- F) The Kenyan team will attend the meeting.
- G) Agree on time and date of the next meeting between 19 and 25 October.

Being technically ready: Carry out a sound check before meeting on Skype. This is very important as you determine how you sound to others. [Use a headset](#) and do not meet in a public area, but find a quiet place without noise distractions.

Connectivity issues: You may find that the connection is not very good. Then it is important to disable the video transmission. Connecting between three continents is possible, but it is best to use good Internet connections.

Be prepared for the meeting: Every member of the team should be able to discuss the topic of GMOs and give background information relevant to their country. The students should give more input than offered in the guidelines.

Chairing: The [US students](#) of each team will **chair the first meeting**.

Minutes: The [Ghanaian members](#) of the team will write the first **minutes of the meeting** and store them on the wiki. The minutes are a record of what was said during the meeting and information that all the attendees agreed on, and they provide the members who were unable to attend the meeting with the necessary information to proceed with the project. The minutes should also include the names of the attendees. See the section on writing minutes for useful hints as well as the template which is stored in your team workspace on the wiki. The deadline for posting minutes is 48 hours after the meeting. Ghanaian members will inform the team once the minutes are posted.

Instruction on meeting:

- **Introduction:** Get to know each other and build rapport. All members should introduce themselves and provide details about their person and the university and degree program. It might be good to have an agenda for the meeting and to go through the project

schedule briefly.

- **Online discussion on GMOs:** Discuss the development in your country and share your thoughts on the perceptions of safety and promise of the use of GMOs. You should discuss issues that might be worth including in the survey.
- **Go to Section 08: Survey Checklist – BBAC 2016 – Project Management** of the guidelines or upload the checklist form to the wiki and discuss the first questions to prepare your survey on GMOs.
- **Schedule a second meeting:** Schedule the second virtual meeting. See details about the meeting in Task 3. German students will post the final meeting date and time on the wiki under their team workspace.

Absentee ruling: Again, at least one member of each country needs to be present during each virtual meeting. Any country member unable to attend will work together closely with the country partner and still be responsible for all the tasks. Single members from a country are required to attend all meetings.

Task 3
<p>Week 43 (17 October – 23 October)</p> <p>2nd virtual meeting</p> <p>“Prepare a survey”</p>

- A) **German** members of each team will chair the second virtual meeting.
- B) Collaboration: the team agrees on a final list of 15–20 questions based on proposals for the survey from each country.
- C) The team decides how to conduct the survey (self-administered questionnaire, online survey, face-to-face with the researcher present, paper format, email etc.)
- D) The **Ghanaian** team will compile all questions for the survey and creates a final questionnaire for their team and post it on the wiki.
- E) **Each country team** will then use this final questionnaire in their country and **translate it** into the respective native language, if needed.
- F) The team decides on a date and time between **14 November and 20 November 2016**, for the next virtual meeting.
- G) The **German team** will record the Skype conference call and store the file on the wiki.
- F) The **Kenyan team** will write minutes of the meeting, inform the team of the next meeting, and post the minutes on the wiki.
- G) The **US American students** will attend the meeting.

Before the meeting: You will be planning a survey and draft a questionnaire. Each country member should draft at least 10–12 questions to share with the other team members that can be used for the survey. The questions can be quantitative questions using a rating scale (e.g., 0=no agreement,

1=least agreement, 2=moderately agree; 3=agree, 4=strongly agree) or open questions. Due to the time restrictions, it is best to limit the use of open questions. For example, Google Drive has a questionnaire creating function with many different types of questions that might be useful. If you have access to other survey software, you can use these for your survey. There is a tutorial video offered by a former student member of the project on how to use Google Drive surveys. See the wiki for the video. Each team uses the survey checklist as a guideline. Students post their set of questions on the wiki or send via email to each member. This should be done at [least 48 hrs before the meeting](#). Please note that it is not an individual task but should be coordinated on a country level and then sent off to the other countries.

Soundcheck: Always be a few minutes early for the meeting since your computer or equipment might surprisingly not work due to an update. Go through the soundcheck and prepare yourself.

Chairing: The [German](#) members of each team will chair the second meeting, record the meeting, and store the file on the wiki.

Minutes: The [Kenyan members](#) of the team will write the **minutes of the meeting** and store them on the wiki. The minutes are a record of what was said during the meeting and information that all the attendees agreed on, and they provide the members who were unable to attend the meeting with the necessary information to proceed with the project. The minutes should also include the names of the attendees. The [Ghanaian members](#) of the team will compile all questions agreed on by the team for the survey and post it on the wiki.

Final version/date: All countries are required to use the same set of questions (i.e. the same questionnaire). Please make sure that you are using the correct and final version of questions before you begin! In the past, this has been an issue as students forgot to agree on the final version and started at different dates using different versions. You would then need to restart your survey as it is not possible to have different questions on each country survey.

During the meeting

Preparing the survey

Each country presents the 10–12 questions about the topic they are surveying. During the meeting, participants should agree on the final list of 15–20 questions they will be using for their research. The questionnaire should include information about age, gender, and possibly occupation.

Decide who you want your audience to be (e.g. friends, family, schoolmates) and ask them to complete the survey. You can create an online survey on Google Drive, send it by email or via a social network, or give it out on paper. Your survey can be in your native language or in English. The method of distribution can vary in each country but the data collected needs to be identical.

Negotiating skills and cultural diversity: Once again, use the checklist for surveys and agree on the purpose of your survey. What do you want to find out? A survey is used to gather data that can be represented in statistics and make generalizations (e.g. opinions, conditions, ratings). What issues are the most relevant and controversial? Negotiate and agree on a set of relevant questions for your survey.

Remember that some questions may be misunderstood or not relevant in one cultural setting. Listen to your partners when they explain that the question may be misleading or misinterpreted in their country. Try to find a solution. Compromise and adjust your survey to meet all the diverse cultural requirements in each country.

Schedule next meeting

Schedule the third virtual meeting and agree with all members on when to meet. The third meeting should take place after the survey is carried out (Task 6).

Task 4

Week 43-44 (24 October – 4 November)

Conduct research

- A. You may want to get approval from your university to send out the survey to the students.
- B. Write an introductory email with the link of your survey or conduct a personal interview with your questions.
- C. Keep in mind the deadline for completing the survey!

This is how you should proceed:

- Write a short letter of introduction about the research your team is conducting and send the questionnaire to your classmates, friends, and other respondents. Please mention that the survey is anonymous and non-traceable and offer a contact person for possible questions. This letter can be written in the native language. Explain briefly that the survey should not take more than few minutes of their time. You can use the logo of the project for your introductory email. Finally, thank the readers for their attention.
- Coordinate your country survey with the other classmates in your country. It would be counterproductive to simultaneously send out ten surveys to your university classmates.
- Get approval to conduct the research at your university. Consult your lecturer or professor.
- Watch out for survey tools that are free for a limited time and then require a payment. Refrain from these types of offers as you will not have access to your data after the deadline has expired. It is best to use Google.

Sample size?

Each country should sample a minimum of 40 respondents. That is a total of 160 for each project team (40 in Germany / 40 in Ghana / 40 in Kenya / 40 in the US). You are of course welcome to sample more as this is only the minimum requirement.

Useful tools & research tips:

Sample size calculation websites:

- <http://www.surveysystem.com/sscalc.htm#one>
- <http://www.macorr.com/sample-sizecalculator.htm>
- <http://www.raosoft.com/samplesize.html>

Task 5

Week 44-45 (5- 9 November)

Country reports

1. Get the results of the survey and analyse the data. Post the results (Excel file or graphs) in your workspace by 5 November.
2. Write a country report and post on the wiki by 9 November
3. Prepare a presentation (some slides with graphs) explaining the data from your country's perspective.

Share your country data: For your team members to compare their data with the data from your country post the information by no later than **5 November** on the wiki.

Country reports deadline – 9 November

Write an **objective summary** of your findings and **critical analysis** of your results; write a two-page country report of a minimum of 500 words. The findings should also include charts and graphs. Upload your summary report and graph(s) to the wiki in your team space. This document must be in Word. Do not upload a PDF. Use the template for writing your report provided to you on the wiki.

10 – 11 November: German-African conference – poster presentations

German students will present the BBAC project and the data collected at the international German-African conference held at Hochschule Bonn-Rhein-Sieg, University of Applied Sciences.

Task 6

Week 46 (12 November – 20 November)

3rd virtual meeting

- A. Before the meeting go to your virtual room (Skype) and conduct a soundcheck.
- B. Prior to the meeting, read the country reports of your team.
- C. The Kenyan team will chair the meeting.
- D. During the meeting, discuss similarities and differences between countries and analyse them critically.
- E. The US members will write the minutes and upload them to the wiki team space.
- F. The German members will record the meeting.
- G. The Ghanaian members will attend the meeting.

Before the meeting: Go on to the wiki platform and read the final reports written by the other countries.

During the meeting: Chairing: The **Kenyan members** of each team will **chair** this meeting. Discuss the findings of each country, look for similarities and differences, discuss the findings critically.

Minutes: The **US members** of the team will write the **minutes** and store them on the wiki.

Evaluation**Week 46 (11 November – 20 November)**

Completion of the project evaluation online and final report

Project evaluation

All students are requested to evaluate the project. An online survey on the wiki will be made available.

The project coordinators thank all students for their hard work and research activities! Special thanks for the technical support offered by the project assistants from Hochschule Bonn-Rhein-Sieg, University of Applied Sciences.

Final report – The American students will summarize the country reports in a final report based on the data and discussions of the last meeting. The final report will be uploaded to the wiki in a Word document using the final report template. For further details on the final report deadlines, consult your professor directly.

Thank you!