Acquiring sustainable knowledge through student-driven trans-border research projects

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Abstract: In our society, where lifelong learning has become the number one criteria for enduring success, sustainable knowledge, on which further learning incomes can be built on, should be the aim of every learner and teaching institution. One method which can be a possibility to enhance the acquirement of sustainable knowledge could be cooperative learning. In this context, and in order to meet the high educational exigencies of modern knowledge-based society, Stuttgart Media University and the Geneva School of Business Administration organize student-driven trans-border research projects. Between two personal meetings, students fulfil the project on distance with an online dashboard as the final result. This way, they acquire competences on a multicultural, communicational and technological level. This paper informs, after a small theoretical introduction, about the background, organization and conduction of the joint course and gives first analysis of feedback given by the students concerning advantages and disadvantages of such a trans-border research project.

Keywords: Study and teaching (tertiary education); Cooperative learning; Intercultural learning

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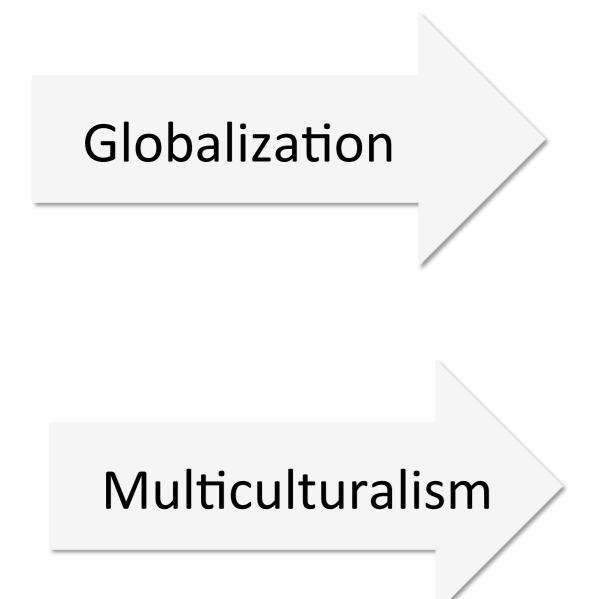{eliane.blumer, rene.schneider}@hesge.ch /markus.hennies@hdm-stuttgart.de

What?

Two Universities of Applied Sciences

HOCHSCHULE DER MEDIEN — h e g — Haute école de gestion Genève

A joint research project course during on semester

- ☐ Kick-off meeting at one partner university
- ☐ Creating teams, selecting research topics
- ☐ Eight week intense working phase
- ☐ Visualization of results in dashboard form
- ☐ Final workshop at the other partner university

Why?

Student's education should adapt

Globalization →

Multiculturalism →

← New Technology

← New Education

- **No teacher-centered education** (Ohidy, 2013; Nagy, 2005; Stepanyan, Mather, Dalrymple, 2013)
- **online learning programs** (Allen, Seaman, 2007)
- **work, produce and solve problems in a team** (Johnson, Johnson 2004)
- **cooperative learning** (Damon and Phelps (1981)
- **Multicultural context**
- **Using new technologies**

Results so far

Obstacles and benefits

Il est assez difficile […] de bien se faire comprendre à distance. Tout prend 2x plus de temps car il faut sans cesse discuter des consignes.

L'expérience culturelle était très enrichissante lorsque nous étions à Stuttgart!

[…] so gab sie mir nützliche Tipps zur Gestaltung unserer Seite in Netvibes, während ich ihren Text zum Vortrag verbesserte. […]

Aufgetretene Probleme sind […] auf die Sprachbarriere zurückzuführen.

Das größte Problem war […] Termine zu finden, an denen jeder Zeit hatte.

Die ausgewählten Arbeitsmittel (Facebook, Skype, Dropbox, E-Mail …) erwiesen sich […] als praktisch.

Project Results – a first overview