International eTeaming

Case: Projects for sustainable Agribusiness

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The market: intercultural competences for international business

Stocks of foreign direct investments worldwide, 1990-2013, Mio US$
The market: social-emotional skills, interdependencies in the chain
Global mobile education

Global mobile education market volume from 2011 to 2020 (in billion U.S. dollars)

Source: IBISWorld; Various sources (Smart Higher Education); [ID 273960]
A study of CIO’s participating in international outsourcing projects found that the most significant challenges stem from issues directly related to

- Communication
- Cultural differences
- Process
- Project management skills
- => eTeaming
The idea: different countries, similar courses

Students
E-teaming projects

Profs

University System of Georgia, USA

Belarusian State University

Mitschurinsk State Agri-University

HAS den Bosch, Netherlands
E-teaming projects

Canada

Poland

Finnland

S.-Africa

Tanzania

Team 1 (5 Stud.)

Team 2 (5 Stud.)

Team 3 (5 Stud.)

Team 4 (5 Stud.)

Team 5 (5 Stud.)

Team 1 (4 Stud.)

Team 2 (4 Stud.)

Team 3 (4 Stud.)

Team 4 (4 Stud.)

Team 5 (4 Stud.)

Project plan instructions

E-Teaming Approach for Distance Learning
E-Teaming process

- Personal Profile
- Short Bio
- Team role
- Team responsibility
- Team charter
E-teaming projects

Project design

- Goal of the project
- Support materials
- Team: roles, responsibilities
- Structured communication
- Responses from Professors
- Team Charter
- Interim report
- Final report

Presentation
Four C‘s of demanding eLearning environments

Source: Euler, 2005
E-teaming Germany and USA

Online meeting (Aug.)
- Teaming, team charter
- Intercultural training

Online work (Sep.-Oct.)
- Video lectures, ebooks
- Assignments
- Responses

Final presentation online (Nov.)
- Joint presentation
- Video
E-teaming Germany and Netherlands

Personal meeting in NL, September
- Teaming, team charter
- First presentation
- Company visits

Online work, September-October
- Part assignments
- Responses

Final presentation in Germany, November
- Joint presentation
- Company visit
E-teaming Germany and Netherlands

Visit, presentation, consumer panel
Boerde Kaese - China

- Competitors

VALUE OF CHINA'S CHEESE IMPORTS IN 2011

Share of the Chinese market

Dairy consumption in China

Source: China Dairy Statistical Yearbook 2008, Lehman Brothers research
Kein ausgemachter Käse

**ANALYSE** „Food and Agribusiness“-Studenten prüfen, ob sich mit einem veganen Produkt der Markeintritt in Indien und den USA für die Börde Käse GmbH lohnt.
Challenges

• Online instructions are more difficult to understand than oral explanations in class
• The absence of unified understanding combined with potential language and cultural differences
• Synchronous communication and co-ordination
• Motivation of students
• Technological readiness of all participants
Post course survey (NL/D) – Technical problems

Frage 13: What kind of technical problems occurred during the project? (multiple answer)

- Bad connection by using Skype: 85.7%
- Bad reception by using telephone: 72.7%
- Mails didn’t arrive: 28.6%
- Attachment lacked/went missing: 28.6%
- Not able to open attachments: 18.2%
- Other reasons: 42.9%

Germany vs Netherlands
Post course survey (NL/D) – Cultural problems

Frage 15: What kind of cultural problems occurred during the project?  
(multiple answer)

- Differences in work style: 72.7% in Germany, 1.4% in Netherlands
- Differences in time management: 18.2%
- Differences in expressing things the right way: 42.9%
- Not open for changes or criticism: 28.6%
- Other reasons: 14.3%
Positive feedback

Positive experience with managing time and language differences

Excitement about international communication

Understanding of the format for joint outcomes (team assignment training using case studies)

Recognition of the positive synergy effects during team discussions

"Thank you for pushing us to deliver a high quality product and providing support when we were struggling. This is a true MBA level class and although it was the most work I have done in a 4 week period in this program, it was a most valuable educational experience"
Post course survey (NL/D) - Learning outcomes

Frage 26: What did you finally learn from the project work?

- Differences in culture and workstyle: 16%
- International cooperation, teamwork: 34%
- Time management: 6%
- English skills: 13%
- Knowledge about business and investment: 28%
- Nothing: 3%
Post course survey (NL/D) – Expectations

Frage 1: How far were your expectations met about the project?

- Germany
  - Totally: 18.2%
  - Mainly: 57.1%
  - Partly: 42.9%

- Netherlands
  - Totally: 0.0%
  - Mainly: 9.1%
  - Partly: 0.0%
  - Not at all: 0.0%
Flying Food is ready for take off!

**Flying Food** is ready to scale up the pilot in Kenya and Uganda on rearing crickets for consumption. The public private partnership just received green light from the Dutch Ministry for Development Cooperation.
GrowPact

- GrowPact Seeding Essentials
- GrowPact Greenhouse & Storage
- Growing Materials
- GrowPact Tools
- GrowPact Watering Essentials
- GrowPact Academy

Pune

VISCON GROUP
Small Scale Avocado Development Project

• Goal: Improving market access
  ➢ To increase the capacity of the farmers to produce and enter the market with Hass avocados of export quality
  ➢ To develop the farmers on a social and organizational level in order to enable increased knowledge of and control over their own supply chain
  ❑ 3 year implementation period
MOOCs
DEMOCRATIZATION OF KNOWLEDGE

BLENDED LEARNING
COMBINES SELF-STUDY ON THE COMPUTER
WITH FACE-TO-FACE TEACHING

WEB-BASED STUDIES
LECTURERS LINK UP LIVE WITH THEIR
STUDENTS WORLDWIDE

DISTANCE UNIVERSITIES
INDEPENDENT OF TIME AND LOCATION

FUTURE OF E-LEARNING
Convergence of national education systems

USA
Ensure equitable educational opportunities

Netherlands
Highly applied, motivate students, connect to the economy

Germany
Promoting the international attractiveness

Russia
Reforming, improve ranking

E-Learning
- Access
- International
- Applied
- Compatible
Worldwide competition
Mobile students
Super-professor?

FUTURE DIRECTIONS: GLOBAL EDUCATION AND COLLABORATION
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