

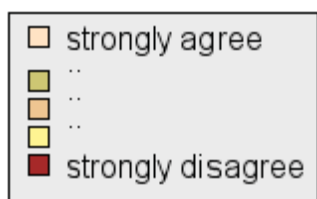
Evaluation report of the first intensive week in context of the ICP 2014_1 at Hochschule Esslingen, 10.03.-14.03.2014

Legend:

At the last day of the intensive week, a questionnaire was sent to all participated students per mail. The questionnaire was written in English, because this is the project language and all students do have the same requirements. All 16 questionnaires were received online successful and anonym. So all 16 questionnaires could be evaluated (n= 16).

The questionnaire includes six groups of questions with several questions regarding to different fields of the intensive week. The kind of questions varied between „closed-questions“, open-questions and so-called „rating-scale questions“.

All of the rating-scale questions had one scale going from strongly agree ---- strongly disagree, which are shown in different colors:



1. General informations

In the first group of questions the students must specify their University and in which project group they are part of.

Therefore the results could be displayed in nation and project group and so we get on one hand deeper information about the project work in the individual project groups and on the other hand we can distinguish between the assessment of the Finnish students and the German students.

Consequently the division for both questions is 50%.

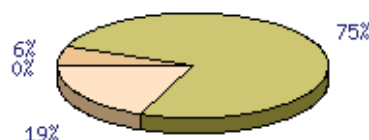
2. Contents and program

The contents and the program of the intensive week contribute significantly to the project work.

For this reason the contents have chosen in advance, that it will be a good mixture between lectures, project work as well as social and cultural events. The contents of the intensive week should assist the students in the management and processing of the task.

The students had to answer three closed-questions at this group and had the opportunity on two closed-questions to praise and criticize referring to the contents and program.

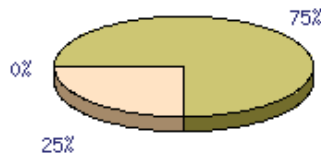
2.1 The **first question** aimed at the evaluation of the target lectures and if they were helpful for the project work. (*The lectures were helpful for the project work.*):



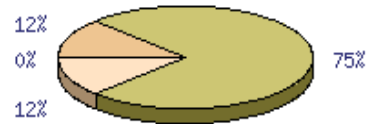
19% totally agree with the statement, 75% agree with it and 6% thought the target lectures were quite helpful for the project work.

A difference was visible between the evaluation of German and Finnish students, therefore both results will be displayed in separate diagrams:

German students:



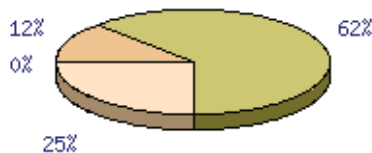
Finnish students:



In this diagram it can be seen, that on average the German students sense the lectures as more helpful than the Finnish students.

In addition the question also involves the work in the project groups, so the separate evaluation of both project groups will also be displayed at this point:

Project group 1:



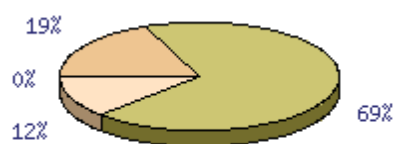
Project group 2:



In this chart it can be seen, that in project group 1 these Finnish students are represented, who have said the lectures were more or less helpful for the project work. At the other side in this group were more students, which have strongly agreed with the statement the lectures were helpful.

Therefore the assessment in project group 1 varies more than in project group 2.

2.2 In the **second question** of this group the kick-off meeting at FESTO has been evaluated (*The Kick-Off Meeting at FESTO AG & Co.KG was good.*):



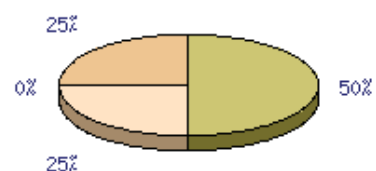
In the results it is obvious that 12% strongly agreed with the statement, the majority of the students (69%) assessed the kick-off meeting as good and 19% thought the meeting was more or less good.

At this question there is also a difference between the assessment of the German and the Finnish students, which can be seen in followed diagrams:

German students:

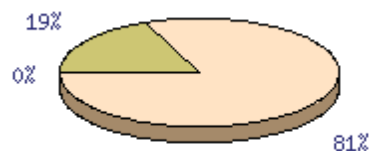


Finnish students:



As we can see the widest range of assessment of the kick-off meeting is due at Finnish students. One quarter of the Finnish students strongly agreed with the statement as well as one quarter thought the kick-off meeting was more or less good. The half of the Finnish students agreed with the statement that the meeting at FESTO was good. Among the German students the most participants assessed the kick-off meeting with good (88%), for 12% the meeting was more or less good.

2.3 The **third rating-scale question** of the second group deals with the evaluation of the social and cultural events during the intensive week. (*The social and cultural events were well chosen arranged.*):



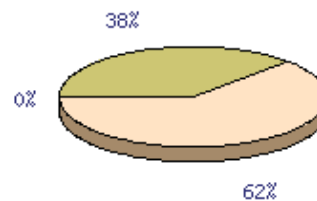
This part got a really good assessment from the students. 81% answered, that the social and cultural events were really good chosen arranged. Still 19% indicated, that the events were well chosen arranged.

There is a quite difference between the meaning about the events from German and Finnish students, which is shown in the followed diagrams:

German students:



Finnish students:



100% of the German students totally agreed with the statement. Among the Finnish students there are 38% who are not totally agreed with that statement, but the rest (62%) also thought the events were really well chosen arranged.

Following to the rating-scale question, the students could praise and criticize referring to the contents and program in two open-questions.

2.4 (*What did you particularly like about the contents of intensive week?*):

The answers were called to this question are summarized in the following:

- Working in an international group in a project that is related to what I will be doing in the future
- I like how the project taught me a little bit about the differences in German and Finnish study life
- Getting to know new people and local culture
- I really enjoyed the social events and I also had fun in the project work. I liked it that everyone was helpful, so I felt comfortable
- Like to create new ideas and that we had much time to work together
- People are really nice and friendly. Cultural and social events were really interesting and well arranged. Esslingen is a really nice city
- The lecture about linear drive was very good since the teacher was really enthusiastic. Dinner at wine cellar was really really good
- After the linear drive lecture everything was clear and it was easier to start working

- The social events were extremely well organized and lovely. Our group teamwork was good and it made the whole experience nicer. Also the staff members were helpful and supportive in our project and didn't drop our motivation by criticizing our work and mistakes so much.
- To get to use engineering English. Learned to do project working and idea finding and rating them in different ways. Get new friends, learn some German.
- Very interesting cultural communication, super teamwork, freetime with students was also really interesting
- Is a good experience for the future to work global/international in a company
- Get to know the different working methods of the other students, mixed groups, how the different courses of studies working together
- Nice atmosphere, possibility to get to know the teachers, intercultural experience
- You can think and come up with many ideas in this project

2.5 *(What criticism or suggestions concerning the program and contents of the intensive week do you have?):*

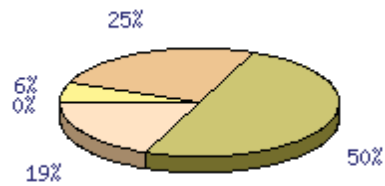
As in the question before the numbers of responses of the students are summarized:

- Maybe it could be interesting to get the documents about the lectures in German/Finnish
- At the first day we had not enough time to talk to the Finnish students, a meeting would be better than a lecture at the beginning
- I couldn't really bring my knowledge to the task because I don't have any courses in my school program that handles the construction or improvements of drives or any other constructions
- Information about schedules and classes we are going to be could have been more specific, especially concerning different groups, we were little unsure, which group is going to presentation at 08:00 and which at 08:30.
- Maybe ask the German students what they would like to do during the week with the Finnish students
- The contents of the requirement list should be explained more deeply and thought through before the visit to the project company – so the groups know what to ask considering their needs
- The introduction of FESTO was much too short and it was hard for us to find out what they really want. Especially as they still didn't give precise answers when we wrote them an email
- I would have liked some more feedback from the professors
- Incompatible programs, files and email format which does not work with outlook or other programs. Make Microsoft worksheet server inability to receive files outside of HS Esslingen University
- Please use universal formats to ensure the functionality of messages/email/programs (I received empty emails because of incompatibility, some of which were crucial for my work), and allow the web drivers to be accessed without additional programs what are only available inside HS Esslingen University

3. Organisation (Organisation)

A good organisation should enable a smooth production flow of the intensive week. This includes the dissemination of information to the students and the right time management. These points have been asked in the next rating-scale questions and at the end the students have already again the chance to praise and criticize in the form of open-questions.

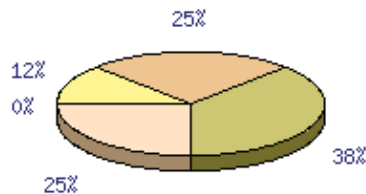
3.1 The first question of this category aimed on the evaluation of the dissemination of information before the intensive week was held. *(The information about the intensive week which I have received before were sufficient.):*



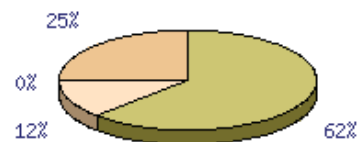
19% of the students strongly agreed with the statement, that the information they reached before were sufficient. The half of the students said that the previous information were sufficient. Further 25% said the information was more or less sufficient and 6% haven't agreed a lot with the statement that the prior information were sufficient.

The following diagrams show the different assessment of German and Finnish students:

German students:

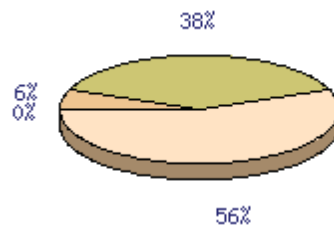


Finnish students:



Among the German students 12% didn't feel sufficiently informed in preparation of the intensive week, 25% said that the information they've reached before were more or less sufficient and one other quarter of the German students strongly agreed with the statement that the previous information were sufficient. 38% were sufficient with the information. 25% of the Finnish students assessed the information as more or less sufficient, further 62% agreed with the statement, that they were sufficiently informed in advance. About 12% strongly agreed with the statement and felt very good informed.

3.2 The second question targeted on the communication of information during the intensive week. **(During the week I have been always well informed regarding to the process of the intensive week.):**



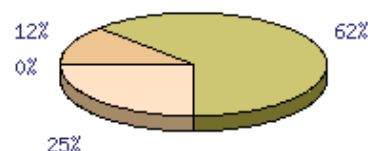
Over the half of the students (56%) felt very sufficiently informed during the intensive week. 38% said that they were sufficiently informed and just 6% specify they were more or less informed during the intensive week.

The separate view on the results of the German and Finnish students shows a touch of difference:

German students:



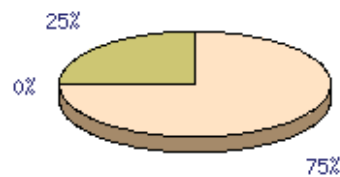
Finnish students:



If we look on the separately evaluation, we can see that the German students felt more informed during the intensive week as the Finnish students. Just 12% said that they were sufficient informed, the others (88%) strongly agreed with the statement to be well informed during the week.

Among the Finnish students felt 12% just more or less informed, but over the half said that they were well informed during the week. A quarter of the Finnish students strongly agreed with the statement to be well informed the whole week.

3.3 The third question was requested an assessment of time management for the project work: **(Enough time was included in the plan to be able to work in the project groups.)**:



The assessment on this question has been very good. 75% felt the time for the project work as sufficient. 1/3 of the students said the time was sufficient to work in the relative project groups.

As the assessment of the German and Finnish students is not very different no further diagram is here shown.

Also at this question group the students had the possibility to praise and criticize parts of the organization on two open-questions:

3.4 *(What did you particularly like about the contents of intensive week?):*

The answers were called to this question are summarized in the following:

- Enough time and the meetings with teachers have been good and informative about what is wanted from the project.
- Everything was well organized when we came to Esslingen. I have had a bed to sleep every night and I haven't felt hungry.
- Everything worked fluently
- I like that we had a timetable
- The organization is very good, excellent
- The timetable of the week was simple and effective considering our project work
- We had a good room to work in. The meetings with the professors in the morning were helpful and I liked it that the Finnish professors came and looked in during the day to help or see if we have questions., The time schedule was good, also with the events
- We had good time to do a project work but it was also good that we had time for free time activities
- Enough time for group work, but also enough time to get to know each other
- Good mixture between working in group and discussion with the teachers
- Relaxed schedule, good room for work
- The evening was free for cultural events so all people could get together not only your group, there were often possibilities to ask teachers
- We had a lot of program planed so we didn't need to think about what to do on free time

3.5 *(What criticism or suggestions concerning the organization of the intensive week do you have?):*

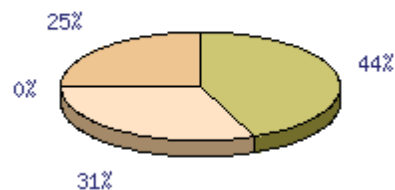
At this question the answers of the students also will summarized:

- Before the project started there was not enough information on how this project works, on the task, on the dates when the intensive week ist, how the group will be divided when the project starts – it could be a big problem if you don´t know when the first intensive week starts, actually I would like to go on holiday in this week, I never thought that the first week could be in the holidays
- I would have liked that the German professors come too once a day during our project work
- Sometimes there were lectures, which take two hours. Maybe we can make a break of five minutes so we all can be more concentrated
- We had to do flight booking on our own, so it was a little hard to get flights at the same time for everyone, but that´s not because of organizing the week
- Ask students for suggestions about cultural events up to fixed deadline
- There could be more information about the project before we started with this

4. Supervision (Betreuung)

The supervision during the intensive week can also have influence on the success of the project work. As this reason the next question group is aimed at the whole supervision during the intensive week.

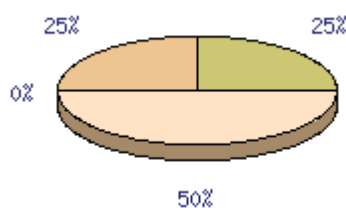
4.1 The **first question** of this category asked for an evaluation of the accessibility of supervisors. (*The supervisors were accessible during the intensive week any time.*):



The graph is shown that on the average the students were satisfied with the accessibility of the supervisors. 31% strongly agreed that the supervisors were permanently accessible, 44% said there were satisfied with the accessibility of the supervisors and ¼ agreed more or less that the supervisors were accessible.

At this question the difference between the both separately project groups will be shown:

Project group 1:

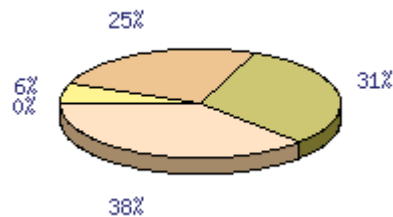


project group 2:



The graphs are shown that project group 1 assessed the accessibility better than project group 2. The half of project group 1 strongly agreed the statement that the supervisors were accessible during the intensive week, ¼ agreed and the other quarter agreed more or less. Among project group 2 just 12% strongly agreed with the statement that the supervisors were accessible, 62% agreed and ¼ agreed more or less.

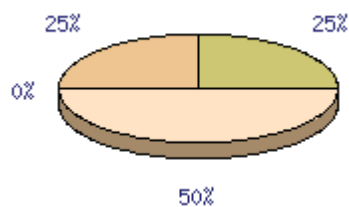
4.2 The second assessment of this group refers to the help and support of the supervisors. (*The help and support of the supervisors with questions or problems was satisfactory.*):



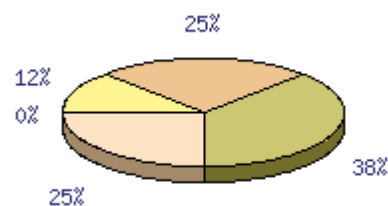
38% of the students strongly agreed with the statement of this question, 31% agreed and ¼ agreed just more or less with the statement. However 6% agreed not with the statement and didn't think the help and support was satisfying.

At this question the complete evaluation will be divided in nations and project groups to make the difference clearer:

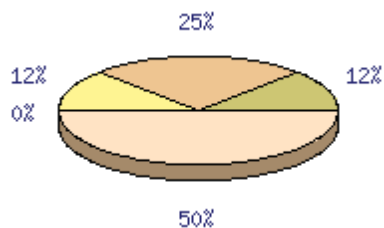
German students:



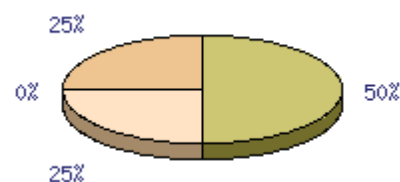
Finnish students:



Project group 1:



Project group 2:



How you can see on this graphs the students, who haven't agreed with the statement, are 12% of the Finnish students and taking part in project group 1. But still the half of project group 1 has strongly agreed that the supervisors were accessible during the intensive week and the rest of the group agreed (25%) or agreed more or less (12%).

The most variety of different answers is shown among the Finnish students as well as in project group 1. Among the German students and in project group the graphs are shown an average good agreement with the statement of this question.

As in the question groups before the students could also praise and criticize on the supervision on two open questions:

4.3 (What did you particularly like about the supervision of intensive week?)

The answers of all students are summarized in the following:

- Everything was precise
- I didn't have any questions to the supervisors but after our presentations they gave good feedback and improvement ideas
- I felt I would get help if I needed
- I liked that the Finnish professors came and looked in during the day to help or see if we have any questions, the feedback they gave was good
- There weren't really any supervision during the project work, we just reported our progress during meetings. I liked that we could do the tasks really together and there

were no one else controlling us. I think that if we had asked for aid, we would have got it

- Accessible but not intrusive
- Every time we need a support of the supervisors we get it and they are all friendly and helpful
- Good discussion with the supervisor
- You could always find a supervisor to answer questions
- That they explained everything and were available almost all of the time
- The feedback at the end of the week
- Nice supervisors

4.4 (What criticism or suggestions concerning the supervision during the intensive week do you have?):

The answers of the students to this question are also summarized in the following:

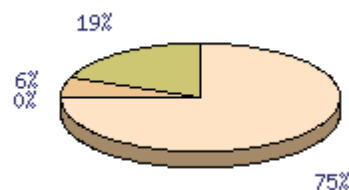
- Supervisors could have said what they wanted from us for the next meeting
- I like to hear more they own opinion about our working
- Maybe have more professors which the students can ask for help
- The German supervisors never came to see how we were working or if we have questions. Although the feedback was good, I would have liked some more feedback
- They should talk about what they don't like more freely and often
- More open criticism of the supervisors, maybe clearer statements on what the group is doing
- Sometimes you could describe it more exactly what you want to know (e.g. in the presentation)
- There was not enough feedback during the week

5. Project work (Projektarbeit)

The project work makes up the largest part of the intensive week, in which the students are worked in their relative project groups to solve the topic.

In the following question group the students have been asked for their assessment of this project work.

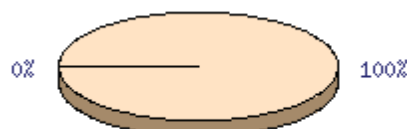
5.1 The first question of this group is aimed at the group arrangement. (*With the group arrangement I am contented.*):



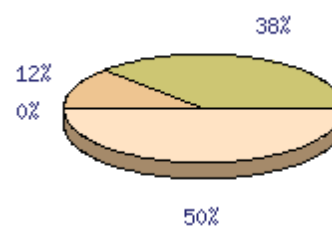
As the diagram shows 75% of the students are totally contented with the group arrangement. 19% are also contented and 6% are more or less satisfied with the group arrangement.

In both project groups the opinions is mostly balanced, but if you look on the evaluation of German and Finnish students, you can see a difference:

German students:

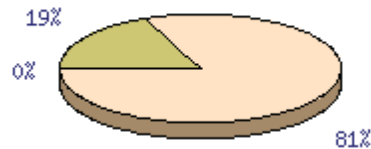


Finnish students:



The graphs are shown that all German students are totally contented with the group arrangement, but among the Finnish students are different opinions to see. Just the half of the Finnish students are totally satisfied with the group arrangement, 38% are also satisfied but 12% are just more or less contented with the arrangement.

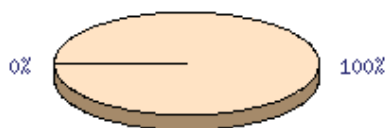
5.2 The second question asked for the well-being within the project group of the students. (*I feel comfortable in my project group.*):



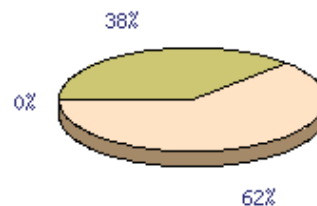
81% of all students felt totally comfortable within their project group and just 19% assessed their well-being with adequate.

As well the question before you can see at this question a difference between the assessment of German and Finnish students. Also there is a quite difference visible in both project groups:

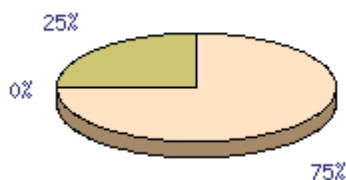
German students:



Finnish students:



Project group 1:



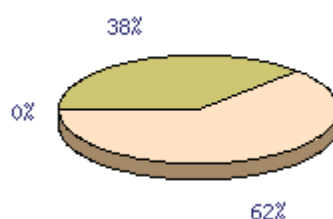
project group 2:



As well on this question the German students are again feeling totally comfortable within their project groups. Among the Finnish students there are 38%, who feel comfortable, but not totally. This number of students is divided in both project groups: 25% in project group 1 and 12% in project group 2.

After evaluating the well-being of the students in their groups, it is seen that the students feel more comfortable in project group 2 than in project group 1.

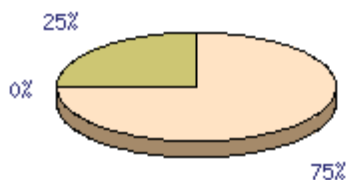
5.3 The third question asked for the communication within the project group. (*The communication within the project group works well.*):



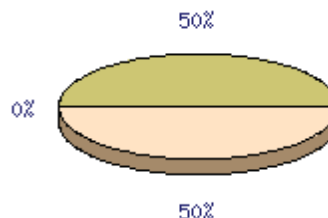
In the diagram is seen over the half of the students (62%) strongly agreed with the statement that the communication in their project group works well. The remaining students (38%) also think the communication works well but not totally.

As well at this question the evaluation results of the different nations and project groups will be shown in separate graphs:

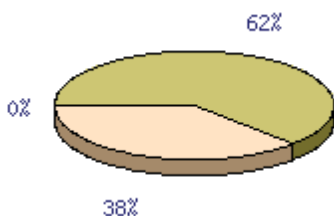
German students:



Finnish students:



Project group 1:

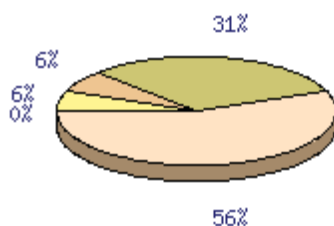


project group 2:



The diagrams are shown clearly that more of the German students think that the communication within their project groups are working really well than of the Finnish students. Also the group members of project group 2 are more satisfied with the communication in their project group than in project group 1.

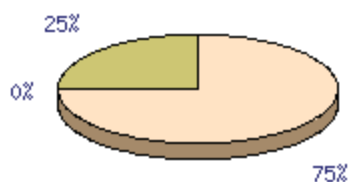
5.4 The next question is targeted on the role understanding within the project group. (*I have found my role within the project group.*):



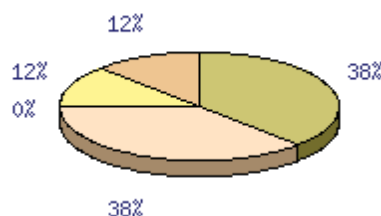
In this evaluation is seen a diverse assessment scale. Over the half strongly agreed with the statement finding its own role within the group. 31% also agreed and 6% agreed more or less with this statement. But 6% revealed that they haven't really find their role within the group.

The following diagrams are shown again the different evaluation of the German and Finnish students and of project group 1 and 2.

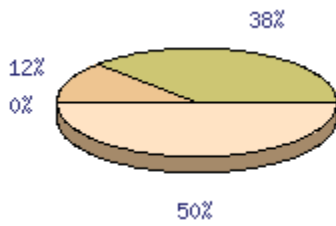
German students:



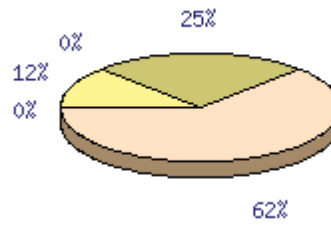
Finnish students:



Project group 1:

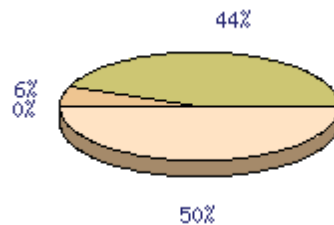


Project group 2:



At this question is seen that the students, who haven't find their role so far, are among the Finnish students in project group 2 (12%). Further 12% of the Finnish students saying that they have found their role more or less and they are members of project group 1. Among the German students the largest proportion (75%) said they have absolutely found their role in the project group. The rest have also found their role, but not totally.

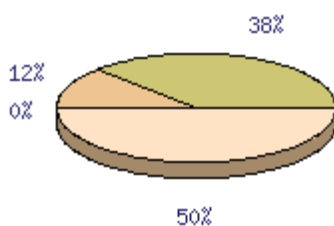
5.5 The **fifth question** of this group demands a feedback from the students about the allocation of tasks within their project group. (*The duties within the group are distributed clearly.*):



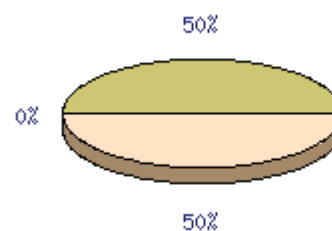
The half of students said the duties are distributed absolutely clear, further 44% found the allocation of tasks clearly; just 6% said it is more or less clear.

The separately display of the project group results shows following difference:

Project group 1:

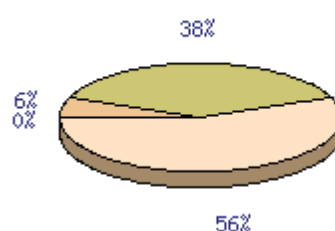


Project group 2:



If we look on the separately evaluation of the different project groups, we can see that the allocation of tasks is more clearly in project group 2. There is a division into two halves, which said that the allocation of tasks is totally clear and clear. In the other group there are also 12%, who said that the duties are distributed more or less clearly.

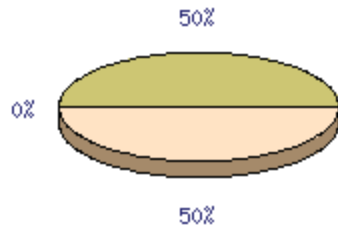
5.6 The sixth question aimed for a feedback about the reached results of project work. (*I am satisfied with the results of the project work after the first intensive week.*):



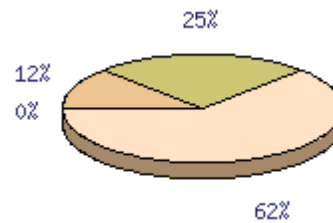
Over the half of students (56%) said that they are totally satisfied with the results at the end of the first intensive week, 38% are also satisfied with the results and further 6% are more or less satisfied with the results of project work after one intensive week.

A more precise viewing of the results shows the difference:

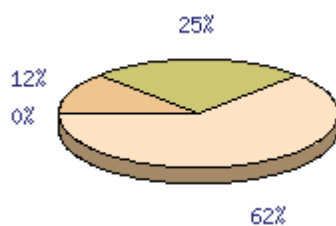
German students:



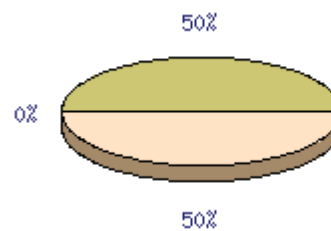
Finnish students:



Project group 1:

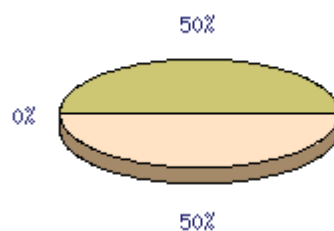


Project group 2:



The diagrams show that the 12% of students, who are more or less satisfied with the results, are among the Finnish students in project group 1. But also are in project group more members, who are totally satisfied with the results (62%) than in project group 2 (50%). Although the graphs show that the majority is satisfied with the results of project work after

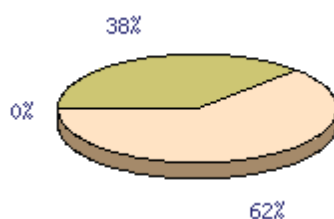
5.7 The last scating-rate question in this group addresses oneself to the time after the first intensive week. (*I know what my duties concerning the project work are till our next intensive week in May.*):



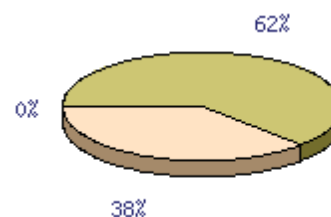
The results of this question are in a balance: Half of students said, that they absolutely know their duties for the next time, the other half also knows it.

At the last question are also seen two common subdivisions:

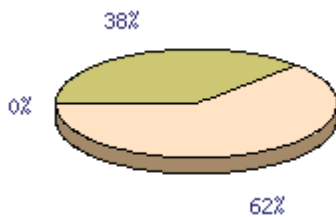
German students:



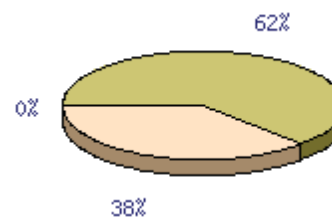
Finnish students:



Project group 1:



Project group 2:



More than the half of German students (62%) knows their duties absolutely; the rest (38%) also knows their duties till the next meeting in May. Among the Finnish students is exactly the opposite of the percentage allocation. More than the half of Finnish students know their duties and 38% know absolutely their duties for the next weeks.

The greatest clarity about the duties for the following weeks exists in project group 1.

As in the question groups before the students could also praise and criticize on the project work on two open questions:

5.8 (What did you particularly like about the work in your project group?):

- Good spirit among the students and everyone had great ideas and were able to tell them easily
- I like that everyone was helpful and explainer all the ideas, all members were motivated and were concentrated
- I like that the group was open to everyone's opinion
- No one criticized about bad ideas in the start and we come along well together
- Our project leader has a good grip of the project and the timetable
- Our teamwork is flawless, we have different people but still we are working as one. Anyone gives the 120% for the team
- We always achieved the goals that we had each day, everybody was working hard, we have a really good working atmosphere
- Everybody respect each other and his view, the dynamic in the group, finding ideas
- Focused, disciplinary and concentrated
- Get to know many methods of project work, planning idea finding, students from different studies so there is an expert for everything
- Everyone is dedicated, all of us work concentrated
- Nice persons to speak with them about all things for the project and also for private things

5.9 (What didn't you like about the work in your project group?):

- The "glasscage" that the project was held in got a bit too hot
- There might have been some minor misunderstandings due to language barrier within the group but we got over those
- We were really busy and in the end of the afternoon the working motivation of some team members was really bad
- More organized would have been better
- One or two members rarely contribute anything
- Sometimes allocation of exercises

6. Expectations (Erwartungen)

The last question group is about the expectations of students on the next intensive week in May. In this group there is just one open question, whose answers are summarized in the following:

What do you expect from the next intensive week?

- I hope we will do our task during next week, so finally we can prepare our presentation in the last week, also do our prototype of our concept
- Fun time with the German students in Finland and also hard work on wrapping the project up
- Hopefully to have the same great experiences that I´ve had here in Germany. The beer will not be as good in Finland so from that I am a bit sad
- I expect that our project is finished and that in the end of the week we almost have our final presentation. I hope to have a nice time in Finland with the Finnish students and to get to know the country a little bit
- I expect the project team to work more fluently
- I wish we have everything ready prior to the next intensive week and we have little left to do then, so we can show the German students Finnish customs and have fun
- That we can achieve our aims, that we planned this week
- Huge step in progress of project work, get to know Finland a bit, pleasant weather, fun events
- Nice week like this, nothing special.
- Our idea is really well planned and we can see an end, all work really hard on the project, you can see a big success
- That we get our work done and have a good presentation to FESTO
- The most important thing is to finish the project and get a good result; then to see how the Finnish people life (cultural of Finland)