



Evaluation Method

***Communication and
Intercultural Issues***

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Communication and Intercultural Issues

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Description of factor

Communication is a critical factor for succeeding in creative online processes. Due to having none or very limited opportunities for face to face communications, a set of online-specific aspects need to be taken into consideration in the design and evaluation. In addition to the common communicational challenges of online teamwork, cultural differences also play a major role in multicultural settings. Cultural differences affect the communication processes, as there may be drastic differences in endorsed and accustomed ways of communicating with peers and/or the instructors.

Description of method

The tool includes the description of evaluation elements related to communication and certain intercultural aspects in online settings. The tool includes a set of questions on a scale of 1-5, with some additional open questions. The primary purpose of the questionnaire is to help the course designer to address the possible development needs for the course, with regards to communication, instructional design and consideration of culture specific aspects. The tool is not designed for rigor scientific purposes, but rather for continuous course quality management.

Why to use (especially in context of creative online collaboration)

The evaluation tool can be used at the beginning of the course/activity in order to identify challenges and problems and in the end, as a reflective tool for assessment. The evaluation form can be used individually but

preferably with the Team members. Multiculturality sets specific challenges for the course and instructional design, and thus needs to be taken into consideration in course evaluation instrument design as well. This inquiry helps to collect information on communication specific aspects of a given online course or course related module. Why to use:

- To explore the experienced state of peer and instructor/facilitator communications
- To explore the experienced state of the quality and utility of instructions
- To explore the experienced state of communications and teamwork in multinational and multicultural setting

How to analyse

Evaluation is based on a scale of 1-5, and additionally the use of some open questions where the students may share deeper insight on or feedback related to a specific statement. The scales and figures can be processed statistically. Data from the additional open questions can be analysed with qualitative content analysis method to explore possible common issues and challenges in greater detail.

For non-statisticians we recommend using scatterplots for exploring possible correlations in the quantitative data, which is not sufficient for a scientifically rigid analysis, but gives enough insights to be used for course improvements.

How to interpret and use for improving online collaboration

Based on the findings, you are able to address plans for improving the course and/or instructional design. If a given statement is receiving lots of negative answers (1-2), it strongly indicates about weaknesses in that specific area of communications, and measures should be taken accordingly.



Note: It is also possible to complement the inquiry data with such data collection methods as themed group interviews with the student group. This would help addressing more detailed and concrete design plans and measures for improvement.

Material / Examples Addendum: *Questionnaire*

Literature

Gunawardena, C., Wilson, P., & Nolla, A. (2014): In Moore, G., & Anderson, W. (Eds). *Handbook of Distance Education. Culture and online education*, pp. 753-776. Lawrence Erlbaum Associates, NY: New Jersey.

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Thorne, S.L. (2003): Artifacts and Cultures-of-use in Intercultural Communication. *Language Learning & Technology*. Vol. 7 (2), May 2003, pp. 38-67.

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Questionnaire - Communication

This inquiry helps to collect information on communication specific aspects of a given online course or course related module.

***Required**

1. The communication on the course was successful in general *

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

2. The communication was respectful and polite

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

3. The teacher/facilitator and the fellow students understood me well

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

4. If there were problems with the communication with the teacher/instructor and/or the fellow students, what kind of problems were they?

5. Cultural differences of communication or language problems affected the course *

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

6. If yes to previous question, how did they affect?

7. The teacher/facilitator answered promptly to the questions I asked them **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

8. The answers of the teacher/facilitator were helpful **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

9. The feedback of the teacher/facilitator challenged me to work harder **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

10. There was enough freedom to use different means of communication when needed (spoken word, written text, images, videos, etc.) **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

11. The assignments of the course and other instructions were clearly written **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

12. The feedback by the teacher/facilitator on assignments was clear and prompt **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

13. The feedback of the teacher/facilitator gave me insights **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

14. The feedback I received from my peers was meaningful and constructive **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

15. The feedback I received from my peers was petty and it hurt my feelings **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

16. I gave feedback myself actively and constructively to my peers **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

17. Our study group felt like a safe place to discuss things **Mark only one oval.*

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

18. **Other people on the course sometimes made fun of what I said ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

19. **I felt that students of one nationality / gender / other grouped together and communicated only with each other ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

20. **In group discussions, I felt everybody's opinions were being heard and respected ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

21. **I felt that the course had an atmosphere promoting creative thinking ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

22. **Being on the same course with people from different countries and cultures made me feel more creative / productive ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

23. **Having people from different countries and cultures on the course was a distraction ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

24. **I could definitely take part in other international online courses, if their topics are of use to me ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

25. **I find it better to take part on an online course without people from many nationalities and cultures ***

Mark only one oval.

	1	2	3	4	5	
Fully disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Fully agree

26. **My overall grade on this particular online course ***

Mark only one oval.

- ☐ 5 - EXCELLENT
- ☐ 4 - VERY GOOD
- ☐ 3 - GOOD
- ☐ 2 - NEEDS IMPROVING
- ☐ 1 - BARELY ADEQUATE
- ☐ 0 -