



Evaluation Method

***Online Sociability — Online  
Collaboration Questionnaire  
(based on Kreijns et al.)***

---

Co-funded by the  
Erasmus+ Programme  
of the European Union



**Grant agreement no.:** 2014-1-DE01-KA203-000706

**Project Consortium:** University of Applied Sciences Magdeburg-Stendal (Germany); Aalborg University (Denmark); Lapland University of Applied Sciences (Finland); University of Lincoln (United Kingdom); University of Ljubljana (Slovenia); Potsdam University of Applied Sciences (Germany); Tampere University of Applied Sciences (Finland); University of Tampere (Finland); YMCA University of Applied Sciences (Germany)



# ***Online Sociability — Online Collaboration Questionnaire (based on Kreijns et al.)***

*Björn Stockleben,  
University of Applied Sciences Magdeburg-Stendal, Germany  
Jannick Kirk Sørensen,  
Aalborg University, Denmark*

## ***Description of method***

This online Collaboration Questionnaire is adapted from the sociability scale by Kreijns et al. 2007. Its primary purpose is to assess the quality of the sociability on an online collaboration platform and relate it to basic student characteristics like degree, stage in studies, workload besides university and other. It combines likert scales with some qualitative input fields. It is mainly tailored to use for project-based learning. From a scientific point of view it cannot be guaranteed that the scale is as reliable as the original scale by Kreijns due to the modifications applied. However, it can be applied in practical contexts without problems.

## ***Why to use***

- Find out about the different aspects of sociability on a platform, especially when comparing two or more platforms.
- Find out about the individual tool-mix students apply to solve creative problems in online settings.
- Find out about possible correlations between perceived sociability and individual study patterns.

## ***How to analyse***

The scales and figures can be processed statistically. For non-statisticians we recommend using scatterplots for exploring possible correlations, 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*

- Look for discrepancies between work-related and non-work-related sociability. You might want to improve the room for informal contact and discussion.
- How easy is it to approach people on the platform? Can the facilitator catalyze such contacts?
- Compare sociability evaluations over time: During the same course, between different implementations of the course, courses using the same platform etc. You can use the questionnaire as a benchmark.

### *Examples*

See attachment for a sample evaluation summary.

### *Literature*

**Bulu, Saniye Tugba:** Place presence, social presence, co-presence, and satisfaction in virtual worlds. In *Computers & Education* 58 (2012) 154-161

**Witmer, B.G., Singer, M.J.** (1998): Measuring presence in virtual environments: A presence questionnaire. *Presence: Teleoperators and virtual environments* 7, 225–240.

**Kreijns, K., Kirschner, P.A., Jochems, W., Van Buuren, H.** (2007): Measuring perceived sociability of computer-supported collaborative learning environments. *Computers & Education* 49, 176–192.

# Game Design Course 2017 - Online Collaboration Questionnaire

This is a questionnaire designed for the evaluation of creative online collaboration designed by the OnCreate Erasmus+ Project (based on Kreijns et al. 2007)

\* mandatory

## Online Course Environment

---

This section is about the social qualities of the online environment of the Game Design course.

1. The course environment enabled me to easily contact other participants \*

	1	2	3	4	5	
not applicable at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally applicable

2. I did not feel lonely in the course environment \*

	1	2	3	4	5	
not applicable at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally applicable

3. The course environment enabled me to get a good impression of other participants \*

	1	2	3	4	5	
not applicable at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally applicable

4. The course environment allowed spontaneous informal conversations \*

	1	2	3	4	5	
not applicable at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally applicable

5. The course environment helped us to develop into a well performing team \*

	1	2	3	4	5	
not applicable at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	totally applicable

6. The course environment enabled us to develop good work relationships with other participants \*

1      2      3      4      5

---

not applicable at all                  totally applicable

---

7. The course environment enabled me to identify myself with the other participants \*

1      2      3      4      5

---

not applicable at all                  totally applicable

---

8. I felt comfortable with the course environment \*

1      2      3      4      5

---

not applicable at all                  totally applicable

---

9. The course environment allowed for non-task-related conversations \*

1      2      3      4      5

---

not applicable at all                  totally applicable

---

10. The course environment enabled me to make close friendship with my team mates or other participants \*

1      2      3      4      5

---

not applicable at all                  totally applicable

---

## Support of the Creative Process

11. Please list all tools you have used in your team to do your assignments and their respective purposes.

Think of web-based tools, collaboration tools, standalone software. Keep it brief - one line per tool is enough.

---

---

---

---

---

12. Did you do all or a part of the assignments in remote collaboration? \*

- yes    *continue with question no. 13*
- no    *continue with question no. 15*

## Creative Process - Remote Collaboration

13. Describe the tools and methods you used when collaborating remotely with team members.

---

---

---

---

---

14. What were challenging issues in remote collaboration?

Describe any tasks that were difficult in any phase of the design process

---

---

---

---

---

## Creative Process - Community Interaction

15. How did the online environment and community help you in the design process?

Tell us about what inspired you in your creation process, what helped you out when stuck, etc.

---

---

---

---

---

16. Was there any point during the course when you wished you could have a face-to-face meeting?

---

---

---

---

---

**17. What is your personal opinion about online collaboration?**

Keep this to about 3-10 lines.

---



---



---



---



---

**Contextual Information**

**18. How many hours per week are you employed (or self-employed) in parallel to your studies?**

---

**19. Which role does design play in your study programme?**

- I study a design programme (industrial design, interaction design, media design, product design, etc.)
- Design is a major part of the curriculum (more than 12 ects)
- Design is a minor part of the curriculum (12 ECTS or less)
- My studies are not related to design at all

**20. How many online courses (or blended learning courses with substantial online parts) do you attend per year? \***

Both university courses and MOOCS count here

- 5 or more
- 3-4
- 1-2
- less than one per year

**21. When did you primarily work on your course assignments?**

	morning	afternoon	evening (til about 22h)	night (later than 22h)
Monday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuesday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wednesday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thursday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saturday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sunday	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. How many years have you been studying so far?**

Count total years of university study, including bachelor, master and other degrees

- less than 1 year
- 1-2 years
- 3-4 years
- 5 or more years

**23. Which degree are you pursuing currently?**

- bachelor
  - master
  - PhD / doctoral degree
  - other
-





## Game Design Course

FRAGEN

ANTWORTEN 24

### 24 Antworten



Antworten werden nicht akzeptiert.



Nachricht für Befragte

Für dieses Formular werden keine Antworten mehr angenommen

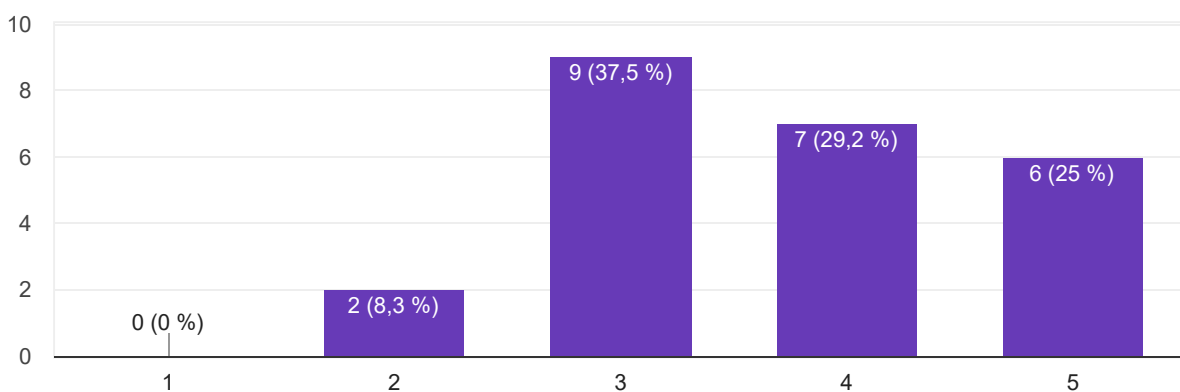
ZUSAMMENFASSUNG

EINZELANSICHT

Online Course Environment

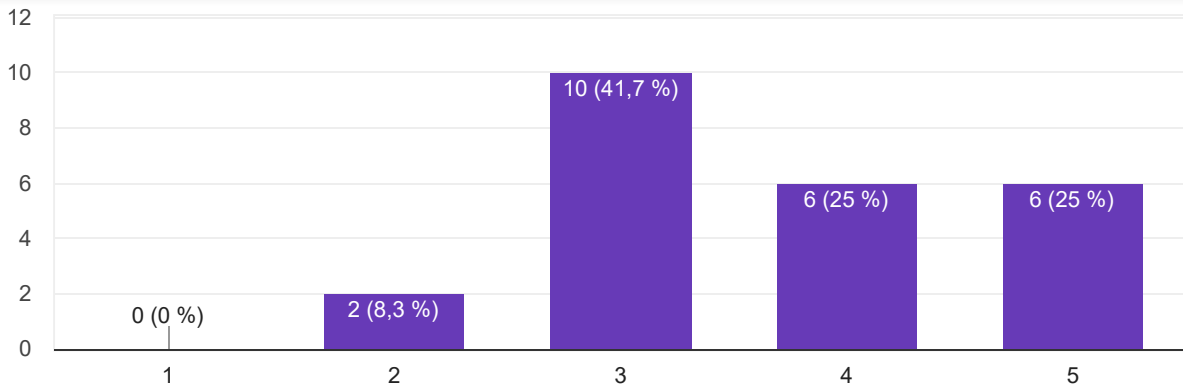
### The course environment enabled me to easily contact other participants

24 Antworten



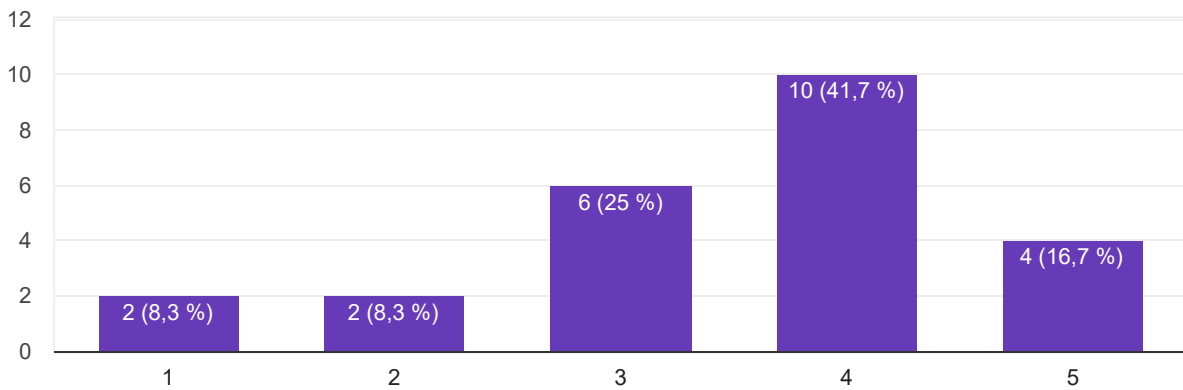
### I did not feel lonely in the course environment

E-Mail-Benachrichtigungen aktiviert



## The course environment enabled me to get a good impression of other participants

24 Antworten



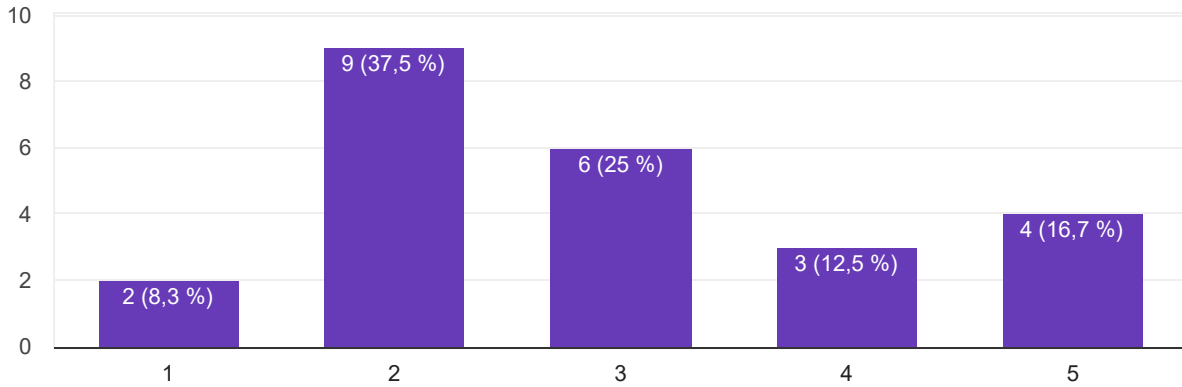
## The course environment allowed spontaneous informal conversations

24 Antworten

12

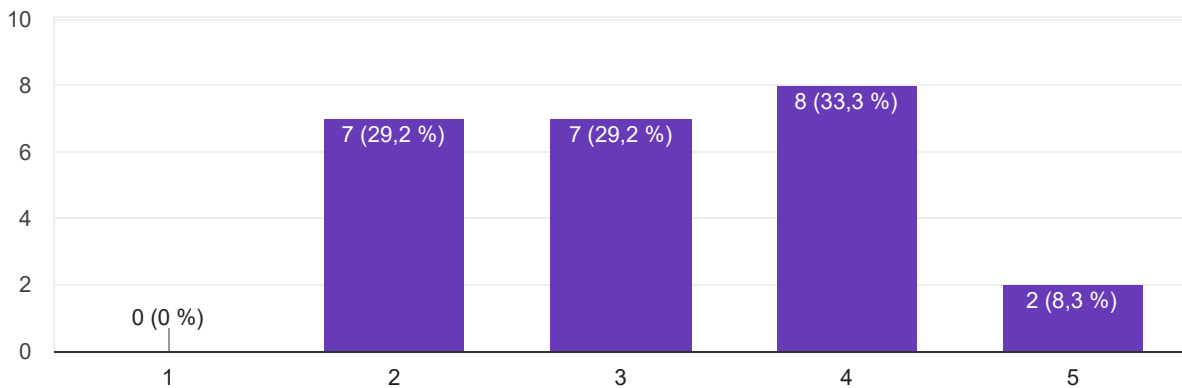
## The course environment helped us to develop into a well performing team

24 Antworten



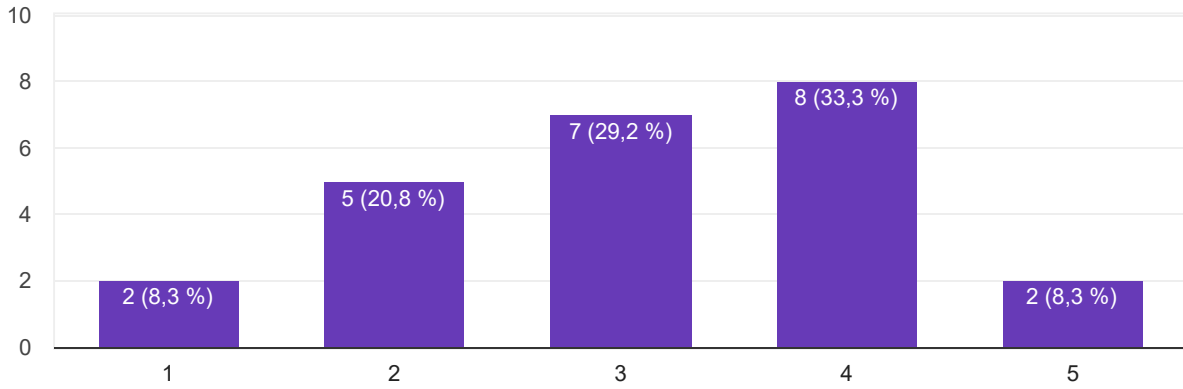
## The course environment enabled us to develop good work relationships with other participants

24 Antworten



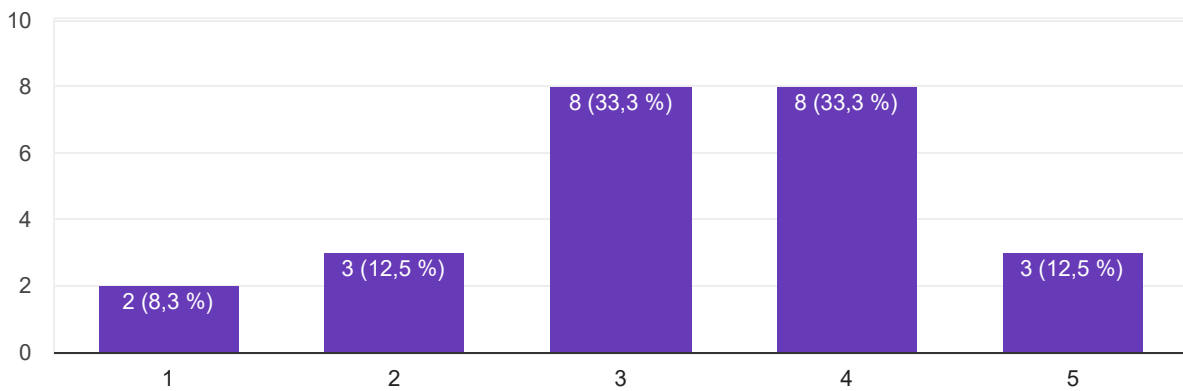
## The course environment enabled me to identify myself with the other participants

E-Mail-Benachrichtigungen aktiviert



## I felt comfortable with the course environment

24 Antworten

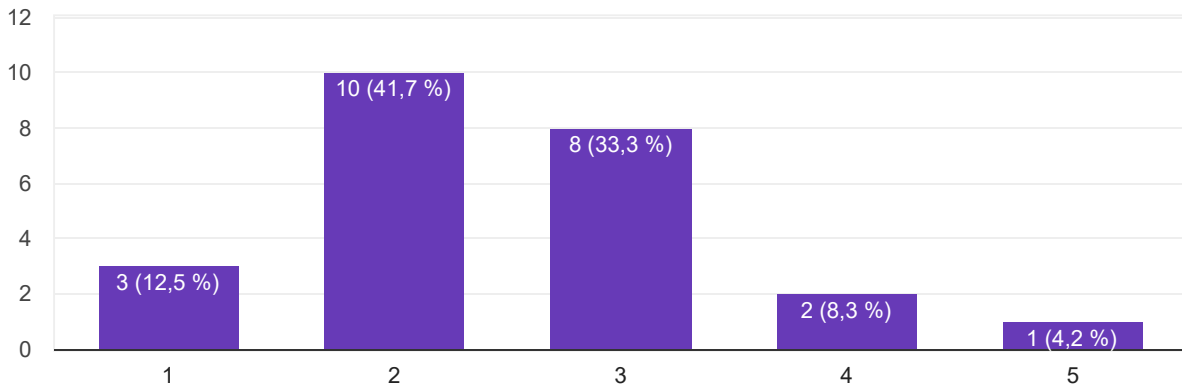


## The course environment allowed for non-task-related conversations

24 Antworten

## The course environment enabled me to make close friendship with my team mates or other participants

24 Antworten



## Support of the Creative Process

Please list all tools you have used in your team to do your assignments and their respective purposes.

23 Antworten

Skype, Facebook, Slack: meetings and file sharing  
Construct 2: programming  
Illustrator: art assets.

slack  
whatsapp  
clip studio paint  
construct 2

Paint tool sai for main character and enemies art + animation

Skype, facebook, Construct 2, Photoshop, Laptop, Internet, Google, Google Chrom, Android Tablet(testing the game), paper, Intel XDK, CocoonJS, tblets for drawing etc

Skype & WhatsApp: for meetings and discussions  
Facebook: For messaging teachers etc  
Google Forms: For keeping up with the weekly updates

E-Mail-Benachrichtigungen aktiviert

Ecation.org: For the course schedule  
 Pinterest: For inspiration

Photoshop & Illustrator: For graphics  
 Construct 2: For programming

Some site for downloading music.

Unity3D  
 Firefox  
 Chrome  
 Internet Explorer  
 Windows OS

Krita: backgrounds, caharacters, animation frames, graphics in general  
 Gimp: turning animation frames into gifs.

Construct  
 FB  
 Photoshop  
 Online audio converter  
 After Effects  
 Premiere  
 Illustrator  
 Google drive services  
 Screencastify

Adobe Photoshop - Sketching and line work  
 Adobe Illustrator - Refined line work, coloring and asset exporting  
 Gifmaker.me

Facebook Messenger  
 Google Drive

Adobe Photoshop - for creating/editing assets  
 Construct 2 - for making a game  
 RealTimeBoard - for sharing concept art/ideas

Slack for communication and coordination  
 Facebook for communication  
 Unity for Game Development  
 Google Docs for Development  
 Google Sheets for Balancing  
 Discord for talking/meetings

Construct 2  
 Realtimeboard  
 Photoshop  
 Clip Studio Paint

Trello, Google Documents, Facebook, Adobe Ilustrator, Photoshop, Visionaire, Realtimeboard

Illustrator, construct, YouTube

- google drive
- trello
- skype
- facebook
- visionary

Construct2, Paint.Net. Skype for communication.

Skype (meetings)  
 Realtime Board (brainstorming)

E-Mail-Benachrichtigungen aktiviert

Slack (chat, upload data, implemented calender)  
Facebook (course site)

Realttimeboard  
Google Docs, Google Drive  
Facebook  
Messenger

Photoshop: Creating pixel art  
Google Drive: sharing files  
Facebook: communication  
Skype: communication  
Adobe Premiere: video making  
Real time board: Brainstorming and quick visualization of ideas

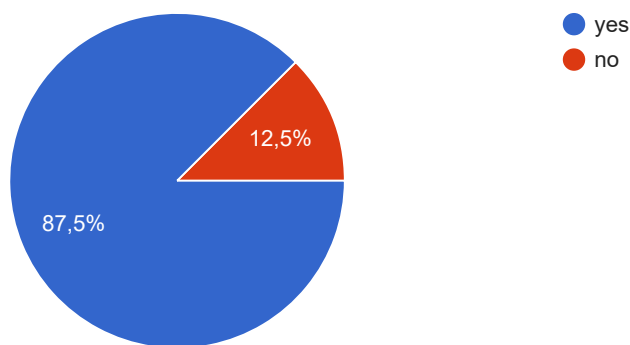
- Realtme Board
- Trello
- Visionaire Studio
- Facebook Messenger
- Skype
- Google Drive
- Photoshop
- iMovie

Adobe Illustrator - game assets  
Construct 2 - game engine  
Google Drive - file sharing

Google Drive, Skype, Facebook

## Did you do all or a part of the assignments in remote collaboration?

24 Antworten



## Creative Process - Remote Collaboration

E-Mail-Benachrichtigungen aktiviert

## Describe the tools and methods you used when collaborating remotely with team members.

16 Antworten

Mostly skype, we would have a call and share screens to show the progress in our respective works.

We talked over skype and had brief meetings via video chat about what we had done and what we'd be doing next. We also talked over facebook but skype was our main platform of communication  
I used dropbox to upload the character sheets and other graphics ie the pants

Skype, facebook, messenger

We chatted via facebook and skype, and also had video meetings via skype. We shared visual stuff in realtimeboard and skype

Talking in FB, sharing things on Google Drive

Skype - for team meetings/discussions  
WhatsApp - for brief communication  
RealTimeBoard - for sharing concept art/ideas

Set meetings via Slack  
Meet up ( or be very late to a meeting if even showing up ) in Discord  
and Talk in Discord  
Small things in private chats in slack or over facebook

Slack  
Skype  
What's app

Realtimeboard for Moodboards and Decision Making. Google Docs for Documentation.

Facebook was our main channel

- in a realtimeboard everyone post their ideas and then we vote with little stars on the ideas, which one is the best

Skype (meetings, just audio, while screen sharing)  
Realtime Board (Brainstorming - plot, design ideas, gameplay examples,..)  
Whatsapp (connect, find meeting dates, inform so if sth goes wrong)  
Facebook (mostly uploads, comments/likes, ask for tips/help)  
Slack (set dates in the calendar, communicate via threads and personal chats, upload results of work steps, discuss the results)

We mainly used Facebook messenger to keep in touch and explain our ideas, to show what we had in mind visually we used real time board, and once the task was clear we worked separately

- Realtime Board --> brainstorming, Mind Maps, Mood Boards
- Trello -- overview task, deadlines, etc.
- Visionaire Studio --> game engine
- Facebook Messenger --> communication written
- Skype --> communication verbal
- Google Drive --> collection of pictures, documents, videos, etc.
- Photoshop --> editing images
- iMovie --> Screencasts/Videos

Communication was done via Messenger, files shared via Drive. We tried to use RealTimeBoard for planning and moodboarding but in the end we couldn't get all team members in the service, one of them saw only a blank board and the rest couldn't even get in, so we gave up on that.

We talked in Skype about the first plans. After that we used Google Drive for our Data and Facebook for the conversations.



## What were challenging issues in remote collaboration?

17 Antworten

Sometimes it was difficult to get everyone in a meeting. Communication was sometimes a bit troublesome.

Sometimes getting in touch with some members was hard and also there were times when i had something else going on and couldn't join the meetings but we still did in the end.

to meet

It was difficult to know what others were doing or what i should be doing or where we were in making the game.

Not sure who would do what at what point (our own fault, we didn't set up strict schedule with strict task timelines), people had different amount of time to put into the project, sharing the files was bit hard at first, discussing code without being able to show straight from the game what you mean/want (but we managed this really well, we did code collaboration so that someone wrote something, other fixed, or someone explained how the code could work and other put it up if the logic was correct). Challenging was also that one wasn't sure how much one could work on the project without stepping on other people's toes, like if you work a lot, do you take job away from someone else. Happily there was only one-two incidents where two people had worked on the same thing at same time. Overall we managed all the challenging issues really well and the ones who weren't able to do so much in beginning pitched in a lot in the last days :).

Time management: it's hard to find a suitable date and time for meetings and in general I feel that the process is much slower.

Credit Points difference and expecting something good to come of it.

I personally think when hearing about other groups that I lucked out with one of my Finnish group members. However I think if we could have chosen our groups ourselves there would have been a much better environment for the very enthusiastic students.

There wasn't really enough time to work on the game as much as we'd have liked.

Late evening meetings.

German of team we not very active

- tell the other one you dont like his or her idea, without hurt him/ her. its always a little bit tricky in "long-distance relationship" :)

the different time zones and working times. We "lost" one member at the beginning, because he always had had night shifts. We could not meet up at all. We had just some brief conversation via whatsapp.

we were a all german team so any kind the collaboration was kind of easy.

communication was an issue, there were times were it was hard to agree on a common date to have a skype call or try to work in group, it also felt like we were working alone most of the times.

- tight schedule for the project
- organize meetings --> due to different schedules
- testing different engines and showing results (screen sharing - time lags)

The hardest part in the collaboration was finding the time for team meetings, as half of the team had mostly time during weekends and the other half declared weekends a non-work time, which led to people asking for assets and updates at random times. There was also great confusion about the deadline as we as TAMK had a different deadline than the German students did, and as a result they didn't feel as pressured to get the game done in time for the TAMK deadline.

The teammates don't talked to us that much, but we tried to start conversations.

## How did the online environment and community help you in the design process?

18 Antworten

I believe we didn't really get stuck in our game development. We threw ideas we had and we all loved them.

It helps a lot at the beginning, however in the end more and more helped manual and other videos from Youtube.

Well internet is full of stuff that inspires! The teachers were ready to help whenever somebody needed help. Sometimes I wished they could've helped us organize our group more since we were falling behind on schedule.

Google Search Engine  
DuckDuckGo.com

Tutorials in youtube helped

Not that much. Some ways how to write the code were found from Construct forums, but I don't think we discussed really with all course members how to do things. I got help from the teachers to the questions I asked. What helped when we were stuck was just trying to talk to team members online and then just do and do and do and redo if something didn't work. One cool thing about the online course was that we could get mental support from other participants when the work was stuck or there was a lot to do in short time. I guess the short timeline of the course, although it was hectic and hard, really pushed me to do a lot of work in small time and I learned hugely. Many many things I did not know before. I was able to write the code too for enemies and figure out how the hardest code should be arranged, so it was real nice that there was more experienced person understanding the code more which whom we got to discuss could the logic work certain way. What was inspiring was that our team took time to discuss the story and throw around ideas, so I really wanted to see the game finished and give it my best shot. For me it was really inspiring that I could both write the code, make the graphics and do all the animations. It was a mad job but I'm really happy in the end. Odd to say, but also the thing that helped me to do a lot was that I wasn't sure who is doing exactly what so I just tried to do as much as possible for us to get the game finished. It also helped that other team member was a night person like me, so we could discuss code real late through internet :D. I like odd hours meetings.

I was mostly stuck with not receiving clear enough list of what I was expected to produce next, I felt a lot of the teams and not just mine worked in that way where every individual was making something for a game but nobody was making anything actually together.

Researching and playing other games of a similar genre.  
Playtesting the prototype and letting others playtest it as well.

It was easy to share images for inspiration, and progress updates.

The work of others inspires sometimes.

Well I don't know if there was anything that specially helped. My own creativity?

-

I like the possibility of brainstorming with all the pictures, sounds and videos of the internet and also upload easy own sketches. Everyone can reach and show explicit what he thinks of and can explain via skype.

Tools like realtimeboard are essential for creative work in online collaboration. Nevertheless, the best ideas came when we all had an informal chat via skype.

The fact that we were having the course in an online environment didn't improve the design process. It was good to have the opportunity to work with people from other universities and different mindsets but it was challenging to work together as a team, we worked it out by separating tasks

- quick communication

Mostly I got my inspiration from Pinterest and different mobile games that have quite simple designs. In the face of trouble my go-to place is Pinterest and YouTube tutorials.

The tutorials helped a lot. The community in the team not so much because of the less conversation-rate

E-Mail-Benachrichtigungen aktiviert

## Was there any point during the course when you wished you could have a face-to-face meeting?

18 Antworten

i believe not. the video meetings were enough

No, it was enough to meet online

Sometimes with my teammates but luckily I could meet one from my country face-to-face to discuss stuff. Skype calls weren't effective enough I think.

-

often

Yes.

Yes, I felt there was a lot of miscommunication and misunderstandings and hard to explain and understand concepts in a remote setting. Possibly even language barrier.

No, but I think face to face meetings would be harder to skip or pass on.

Communicating via the Internet worked fine.

Yes.

Always.

when we have important decisions - what basic story what basic design?

If we had some technical problems to understand each other. It's usually not a big deal but it costs time and nerves. And in this course especially one member didn't like to speak online and was always typing. That could lead to misunderstandings.

No, not in this course. Maybe only when the internet connection was slow and the quality of skype went down.

mostly all the time, I work better face ot face

- yes --> showing new results in game engine

- working on a problem in the engine --> always sending files took a lot of time

Throughout the course I felt that this course would have worked out way better through face-to-face meetings. Not all team members seemed to be interested in keeping up the online collaboration, which made the experience worse for all the others.

After the every week of silence. :)

## What is your personal opinion about online collaboration?

18 Antworten

E-Mail-Benachrichtigungen aktiviert

A lot of the teams had miscommunication problems and to be honest it seemed like a lot of the Germans didn't do much or were poor at communicating. That's at least what I heard from Finnish side. Also the meetings in Adobe Connect were always a bit of a trainwreck. But all in all I think it's good to collaborate with people online, as long as you can find like-minded people. My team was luckily good.

It was pretty nice.

there should be more of it

Challenging. Also challenging because you're not sure what people can do and who should do what. It can go wrong and it can go right. It depends a lot about the working "morals" in the team and everyone's schedule.

I feel that online collaboration works when you're basically working as a contractor with a very clear set of assignments. Say, I'm making a game and need thing X done without any of the knowhow I would outsource that to an individual with the skills and give him a clear parameters and requirements for his work. When making a complete game or any major project, I feel it is imperative that the team know each other and agree on the design and direction of the project.

Even though our Finnish group member appears to be a hard worker the collaboration is difficult because out of maybe 15 meetings he only made like 6 on time and only showed up to like 8.

Other groups were more disastrous so I guess we were just lucky

Everything went pretty smoothly. There were some meetings not everyone could attend, but we still managed to get work done.

Good if it is with people I know and trust. Especially good for creativework.

All parts of the team need to be active and willing to work on the projects for this kind of a thing to work.

It's nice and if everybody is motivated it works, but face-to-face is always more productive and effective

I like online collaboration and as a journalist I did use it often in projects with colleagues. But mostly in projects for a specific TV or radio station. My experience is: online collaboration works the best if you had at least one meeting with the people in real life. If this is not possible, a first meeting via skype or hangout with talking and showing your face is helping, to work together.

If there are free real time online tools to use, online collaboration is nearly as easy as collaboration face to face. In my current life situation I really appreciate the opportunity to study and work online.

I like the course, I think is a good opportunity, the problems regarding communication are part of the fact that it is an online environment, it doesn't mean that the course is bad, it is just a bit more challenging to work as a team

it works, but sometimes face to face meetings are important and more than necessary

I came to this course with hopes of learning even something about the game engine itself, but in the end it was mostly frustrating as the communication within the team was lacking and thus the whole game suffered from it. I did watch the videos so I now know Construct 2 in theory, but the collaboration with our foreign programmer didn't give me anything regarding it. Creating graphics was nice, but I would've rather done it in a team that was actually willing to build a good and exciting game together.

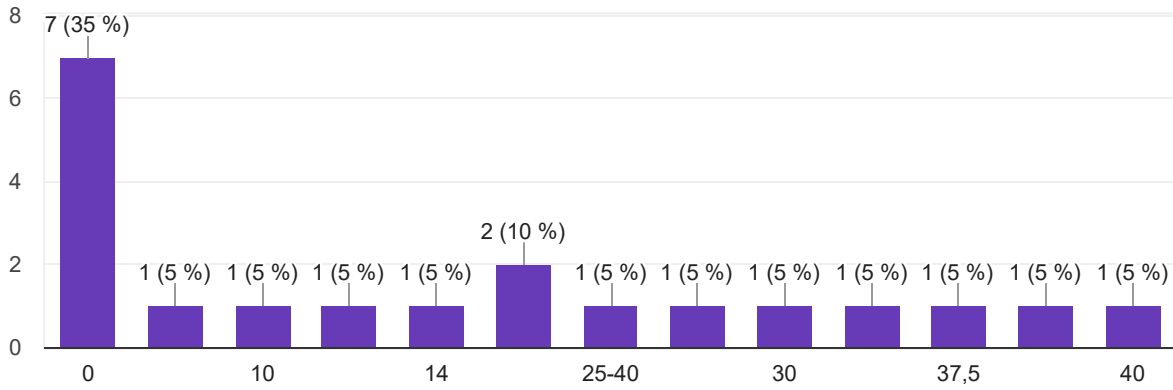
I think it's a good way to work, when you have people around you, who are really interested in the project. After 5 years of work in different environments i have more positive experiences, than negative. This was a exception i think.

## Contextual Information

How many hours per week are you employed (or self-employed) in parallel to

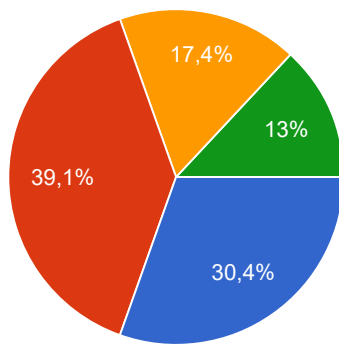
E-Mail-Benachrichtigungen aktiviert

20 Antworten



### Which role does design play in your study programme?

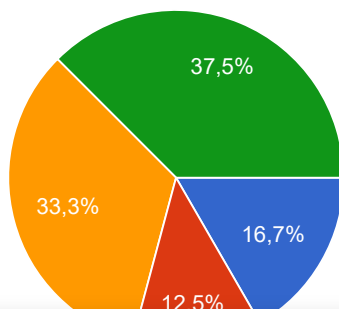
23 Antworten



- I study a design programme (industrial design, interaction design, media design, product design, etc.)
- Design is a major part of the curriculum (more than 12 ects)
- Design is a minor part of the curriculum (12 ECTS or less)
- My studies are not related to design at all

### How many online courses (or blended learning courses with substantial online parts) do you attend per year?

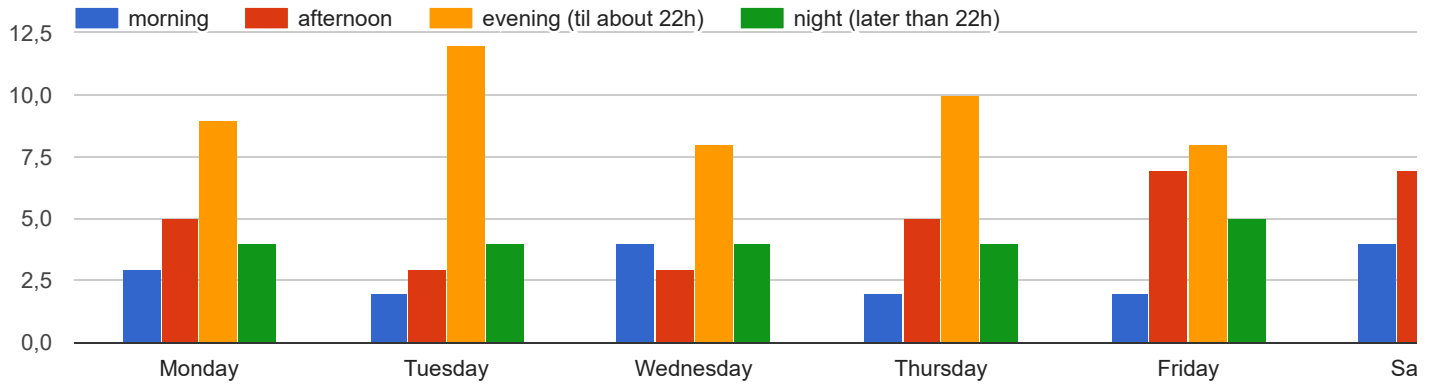
24 Antworten



- 5 or more
- 3-4
- 1-2
- less than one per year

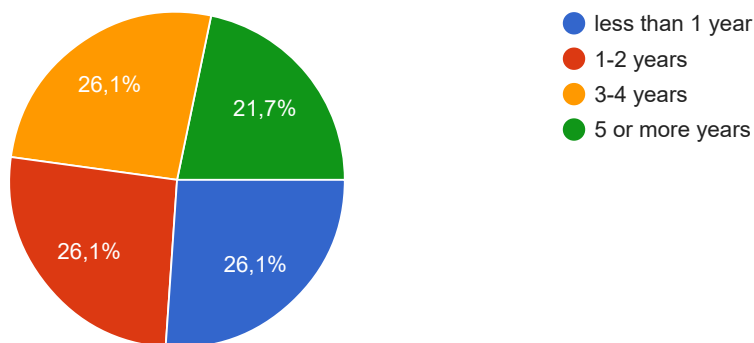
E-Mail-Benachrichtigungen aktiviert

## When did you primarily work on your course assignments?



## How many years have you been studying so far?

23 Antworten



## Which degree are you pursuing currently?

23 Antworten

E-Mail-Benachrichtigungen aktiviert

