Implementing a ‘Media Curriculum’ at the Hamburg University of Applied Sciences.

Findings from a Students’ Survey
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Agenda

• The “Media Curriculum” of the “Faculty of Business and Social Sciences” the University of Applied Sciences Hamburg
• The students’ survey
• Results/Discussion
• Resumé
The “Media Curriculum”

Technology-enhanced Learning at Hamburg University of Applied Sciences: Implementation Concept for the Faculty of Business and Social Sciences

**Students**

**Support Level**
- Learning Management System (Moodle)
- Just in Time Support

**Basic Level**
- Computer Literacies
- Information Research
- Academic Writing
- Presenting Skills

**Advanced Level**
- Online Collaboration
- Skills in Self-Organization
- Media Law Opportunities
- Etc.

**Project Level**
- f. ex. Innovative Learning Scenarios, Online Events

**Teachers**

**Support Level**
- Learning Management System (Moodle)
- Just in Time Support

**Basic Level**
- Basics of Technology-enhanced Learning

**Advanced Level**
- Tele Tutoring
- Fostering Theory Practice Transfer
- Media Law Opportunities
- Etc.

**Project Level**
- f. ex. Innovative Learning Scenarios, Online Events
Aim of the Survey

• To prove assumptions made in the media curriculum
  – A large number of students depends on lecturers’ advice when using software
  – Students’ software user habits are uniform
• Answers on questions on our target groups
  – Differences between departments
  – Differences within gender
  – How is students’ self estimation on their computer (media) literacy?
Method

• Online Questionnaire (90 items)
• Mostly closed questions/ Possibility to complement the given answers with freetext
• Target group (students of the faculty “Business and Social Science”)
• Analysis of the data with simple descriptive statistic methods: frequency and crosstabulations
• Questionnaire was open for 3 weeks
Results

• Participants (9.3% (N=307) of 3290)
• Quotes of gender and department membership correlate with the original sample except the Quote of Male Business Students (10% instead of 19%)
• Additional limitations: Probably students’ online affinity is higher than those of students on average
Standard Software rather than Open Source?

- Microsoft Word vs. Open Office/Libre Office
- Microsoft Excel vs. MAXQDA
- Refworks vs. Zotero
- E-Portfolio vs. Facebook
Choosing software

- Word processing
- Data analysis
- Presentation software
- Reference management
- Social networks
- Instant messaging/video calls
- Other web 2.0 services

Legend:
- Blue: For studies (lecturers proposing)
- Red: For studies (own initiative)
- Green: For internship
- Purple: Privately
Selfconcept using IT

“I feel self-assured using a PC”
Selfconcept Using IT

I would like to be more courageous when using a PC.

I keep on informing myself on new IT developments.
Wish and Need for Support

If you have got a problem with the PC oder a program, you...

- ...I do not know, what to do: 8.8%
- ...I will have later a second look at the problem: 18.6%
- ...I will buy a manual: 2.9%
- ...I post the problem on Facebook: 5.9%
- ...I use Google search: 54.1%
- ...I have a look at the help menu: 78.5%
- ...I skype with s.o.: 5.5%
- ...I call a friend on the phone: 81.1%

Individual support: Are you interested?

- No, I am solving my problems on my own: 20%
- No, I already got s.o. to help me: 30%
- No, I prefer to ask my lecturer: 5%
- Yes, such an offer would be helpful: 75%
Resumé

• Students learn from their teachers to choose software for academic work
• Private use of software passes into academic area.
• Use of software is homogenous.
• Social roles seem to determine students’ self estimation, but seem to have no influence on real performance. (Gender and department !)
Thank you for your interest!

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References


