

**RePro
Project**

Real-Life Business Projects in
Multicultural Student Centered Learning



THE REPRO APPROACH, STUDENT'S / TEACHER'S MANUALS AND CASES TESTING REPORT

FINAL VERSION

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Introduction

Rationale

The aim of this report is to present students' and teachers' opinions on RePro approach as teaching method, teacher and student manuals and thirteen case studies prepared by different partners (see table 1).

Table 1. Case studies prepared by partners

Partner	Case
Berufsakademie Mannheim	Ad Laborem Fairkauf
HAMK University of Applied Sciences	Ronnvinkin Viinitila
Istituto Tecnico Commerciale Statale "Enrico Tosi"	Mario Cavelli Polinelli
Oxford Brookes University	Carluccio's Jurys Doyle
Rezeknes Augstskola	Baibinya Gunda
Savonia University of Applied Sciences	Three bags VPG Finland Ltd
University of Gdansk	Oddk Swissmed
	13

Analysis of the opinions formulated by students and teachers is fundamental for the RePro model construction and its application. This stage of the project is important as the moment of verification of the work all the partners co-operating as a RePro team have done so far.

Each partner was assigned to test certain case studies - its own plus two created by other Partners (the matrix presenting responsibilities of each partner is added to this report as the appendix 1).

Report structure

The following report consists of four main parts.

First part covers issues connected with the idea and elements of RePro method. It presents opinions of respondents (teachers and students) about the general idea of RePro approach, its innovativeness and usefulness in educational process. Additionally reflections and suggestions concerning all the main elements: learning agreement, collecting information by students, group working, providing meaningful feedback and reflective practice were also investigated.

Second part of the report presents opinions of teachers concerning the "Teacher's Manual" – its usefulness and completion. Respondents were asked to suggest additional elements that should be included in it. At this part includes also students' opinions and reflection about "Student' Manual". Students were also asked to point out elements that should be covered by the manual.

Third main part of the report presents the assessment of each case study that was tested by different Partners of the project.

Fourth part formulates conclusions and suggestions concerning RePro method, manuals and cases.

Methodology

All the opinions were collected from both teachers and students by questionnaires and other written forms of assessment (self – evaluation sheets, peer and group evaluation sheet etc.). The questionnaire for teacher consisted of 55 questions (37 closed and 18 open) divided into 3 groups:

- the RePro method assessment,
- the teacher manual evaluation,
- the case assessment.

The questionnaire for student consisted of 41 questions (28 closed and 13 open) divided into 3 groups:

- the RePro method assessment,
- the student manual evaluation,
- the case assessment.

The example of both questionnaires and other documents (self- evaluation papers, peer and group evaluation form) are included in this report (as appendixes 2 – 6).

Finally the report was based on all the questionnaires and other forms of assessment delivered by Partners (see table 2 - 6).

Table 2. Obtained teachers' questionnaires

Partner	No of questionnaires
Berufsakademie Mannheim	1
HAMK University of Applied Sciences	1
Istituto Tecnico Commerciale Statale "Enrico Tosi"	1
Oxford Brookes University	3
Rezeknes Augstskola	3
Savonia University of Applied Sciences	3
University of Gdansk	5
	17

Table 3. Obtained teachers' self- evaluation sheets

Partner	No of sheets
Berufsakademie Mannheim	0
HAMK University of Applied Sciences	1
Istituto Tecnico Commerciale Statale "Enrico Tosi"	1
Oxford Brookes University	0
Rezeknes Augstskola	3
Savonia University of Applied Sciences	3
University of Gdansk	2
	10

All teachers questionnaires and self evaluation papers delivered by partners were filled up individually.

Table 4. Obtained students' questionnaires

Partner	No of questionnaires
Berufsakademie Mannheim	0
HAMK University of Applied Sciences	1*
Istituto Tecnico Commerciale Statale "Enrico Tosi"	13
Oxford Brookes University	3*
Rezeknes Augstskola	3*
Savonia University of Applied Sciences	15
University of Gdansk	69
	104

* In some cases the number of questionnaires and number of students who expressed their opinions differ: HAMK – 1 sheet but 15 persons; Rezeknes Augstskola – 3 / 36; Oxford Brooks – 3 / 13 students;

Table 5. Obtained students' self- evaluation sheets

Partner	No of sheets
Berufsakademie Mannheim	0
HAMK University of Applied Sciences	1*
Istituto Tecnico Commerciale Statale "Enrico Tosi"	12
Oxford Brookes University	0
Rezeknes Augstskola	3*
Savonia University of Applied Sciences	1
University of Gdansk	17
	34

* In some cases the number of sheets and number of students who expressed their opinions differ: HAMK – 1 sheet but 9 persons; Rezeknes Augstskola – 3 sheets but 32 persons;

Some partners delivered other forms of RePro method assessment (table 6).

Table 6. Additional / other forms of assessment

Partner	Form	Number
Berufsakademie Mannheim	Student Manual written assessment	1
	case study written assessment	1
HAMK University of Applied Sciences	-	-
Istituto Tecnico Commerciale Statale "Enrico Tosi"	group and peer - evaluation	8
Oxford Brookes University	case study written assessment	1
Rezeknes Augstskola	-	-
Savonia University of Applied Sciences	-	-
University of Gdansk	group and peer - evaluation	17
		28

In general diagnosis is based on opinions of 17 teachers and 166 students (but only 161 fulfilled the questionnaire). The analysis of delivered documents shows that the structure of both questioned populations (students and teachers) was following (diagrams 1 and 2).

Diagram 1. The structure of teachers population (by Partners)

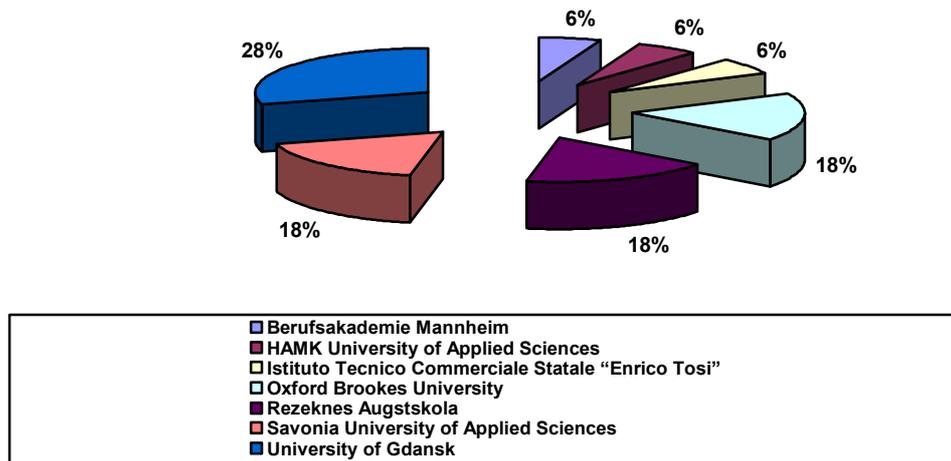
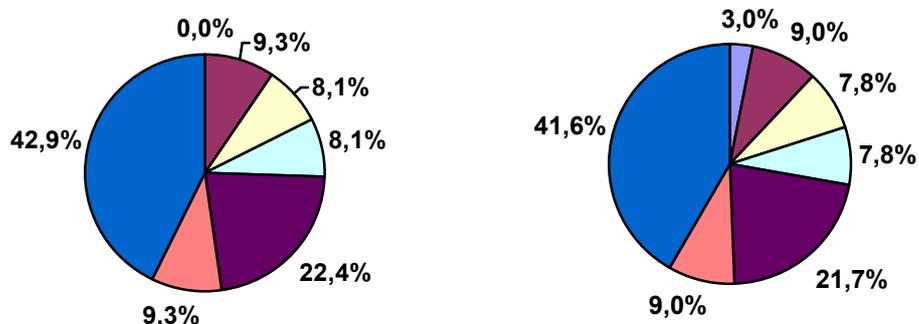


Diagram 2. The structure of students population (by Partners)
a) assessment of RePro method b) assessment of student manual and cases



It is important to underline that most of the students' opinions comes from Poland (over 40%) and Latvia (about 22%). In case of Manheim students made some comments only about student manual and case they worked on.

Other methodological remarks:

- the report is based on structural analysis of the answers given by teachers and students in questionnaires,
- deeper structural analysis (ex. correlation between certain questions) was impossible, because part of received questionnaires wasn't filled up individually,
- structural analysis was completed by conclusions from other delivered documents (mainly – self-evaluations sheets),

- the students' manual assessment is based on 125 questionnaires - 38 students didn't use this manual.

PART I

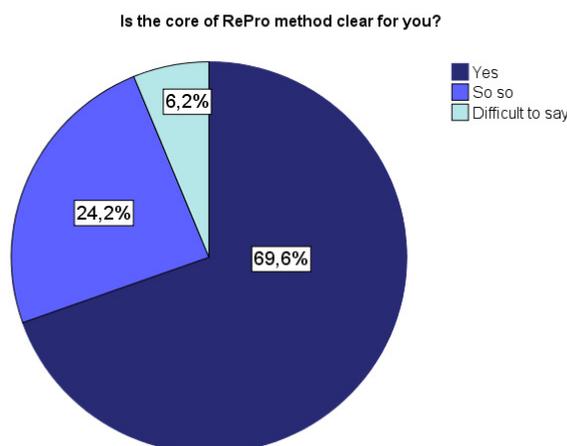
The RePro approach analysis

1.1. General opinion about the method and its usefulness

The analysis of the RePro approach should start with question concerning the clearness of it for students. In general the idea of RePro method was rather clear – over 2/3 of students answered, that RePro approach is clear, 24% - that they understand the idea more – less. 6% of students didn't know, what is the core of the method. (diagram 3).

Diagram 3. Clearness of the core of RePro method (students' opinions)

Is the core of RePro method clear for you?		
	Frequency	Percent
Yes	112	69,6
So so	39	24,2
Difficult to say	10	6,2
Total	161	100,0



As it is shown in table 7 the idea of RePro method was absolutely clear for students from Oxford Brookes. Also Polish, Italian and Finnish students (from Savonia) in general had no problem with understanding the RePro idea. In case of Latvia the percentage of such a declaration was about 56% (1/3 understood it more-less). It seems that RePro approach wasn't very clear for students from HAMK (Finland) – only 7,2% respondents had no problem with understanding the idea of the method, over 70% answered that the idea was clear so - so.

Table 7. Cleanness of the core of RePro method (students' opinions by partner)

% z Q14

	Is the core of RePro method clear for you?			Total
	Yes	So so	Difficult to say	
Savonia	86,7%	13,3%		100,0%
Enrico Tossi	69,2%	23,1%	7,7%	100,0%
University of Gdansk	80,0%	17,1%	2,9%	100,0%
Rezeknes Augstskola	55,6%	33,3%	11,1%	100,0%
HAMK	7,2%	71,4%	21,4%	100,0%
Oxford	100,0%			100,0%
Total	69,6%	24,2%	6,2%	100,0%

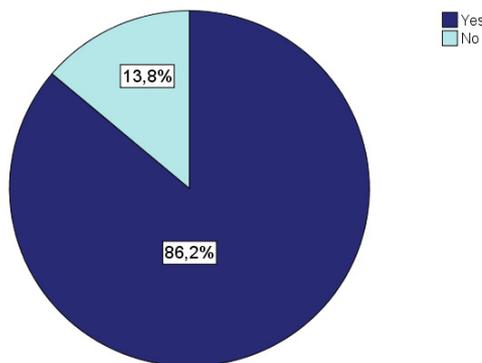
Students were also asked whether the method was helpful for them in gaining subject knowledge. Over 86% responded positively, which means that RePro approach is useful for students in their educational process (diagram 4).

Diagram 4. Usefulness of RePro method in subject knowledge gaining (students' opinions)

Do you think that RePro approach helped you to gain proper to subject knowledge?

	Frequency	Percent
Yes	137	86,2
No	22	13,8
Total	159	100,0

Do you think that RePro approach helped you to gain proper to subject knowledge?



In general students in all Partner countries perceived the RePro method as helpful in knowledge gaining (although in Poland and Latvia there were some students who didn't share such an opinion). Opposite views expressed students from HAMK, where over 60% of students answered negatively (table 8).

Table 8. Usefulness of RePro method in subject knowledge gaining (students' opinions by partner)

% z Q14

	Do you think that RePro approach helped you to gain proper to subject knowledge?		Total
	Yes	No	
Savonia	100,0%		100,0%
Enrico Tossi	100,0%		100,0%
University of Gdansk	87,0%	13,0%	100,0%
Rezeknes Augstskola	88,9%	11,1%	100,0%
HAMK	35,7%	64,3%	100,0%
Oxford	100,0%		100,0%
Total	86,2%	13,8%	100,0%

In comments students pointed out usefulness of RePro approach in:

- learning theory (by collecting it by themselves, by connecting it to real – life problems) – linking theory with practices,
- getting knowledge about new markets and businesses (also those in foreign countries),
- improving language skills (especially business vocabulary),
- improving other skills (like preparing presentation and giving a speech, IT software usage etc.).

Teachers noticed another positive aspect of the RePro approach usage as teaching method – more significant activeness of student. All questioned teachers agreed, that RePro method makes students to be more involved and active (table 9).

Table 9. RePro method as the way of increasing activeness of students (teachers' opinions)

Yes	No
17 100%	0

In comments teachers were underling, that students like being independent and self-reliant, although there were also remarks suggesting, that for some students this style of working was bit problematic.

Students admitted that taking part in RePro case studies tough them self-discipline and made them self-reliant.

From teachers' point of view RePro method is also helpful in achieving learning tasks – only one respondent had an opposite opinion (table 10). Only one out of 16 questioned teachers didn't perceive RePro method this way, but without deeper analysis it is impossible to point out the main reason of such a point of view.

Table 10. Achievement of the course learning task using RePro approach (teachers' opinions)

Yes	No
15 93%	1 7%

Teachers also listed some unintended learning outcomes of the course achieved due to RePro method usage. It concerned :

- using by students the knowledge they acquired in previous courses (which means, that they started to see connections between different subjects and let them establish their knowledge),
- the process on information searching even increased their knowledge,
- in some cases students gain knowledge about new items (that were not the part of the course),
- possibility to develop cases in different direction,
- results of peer evaluation – students noticed differences between self – evaluation and assessment done by other group members),
- the suprising maturity of students (ex. in process of self evaluation, self-discipline),
- learning (especially by non-business students) more about time management and group working,
- making students really happy about studying.

As it is very important in RePro method, that teacher plays the role of advisor or guide rather, than a typical lecturer and instructor also this question was included in the questionnaires (both for students and teachers). According to most of the students teachers usually managed to be only a guide (see diagram 5), but in some cases students noticed stronger involvement of the teacher into the process of problem solving (mainly in Enrico Tossi Institute, Rezeknes Augstskola and Savonia – see table 11) .

Diagram 5. Teachers involvement in case study process (students' opinions)

Did you teacher manage to be only a "guide" during the course as assumed in RePro approach?

	Frequency	Percent
Yes	140	88,1
No	19	11,9
Total	159	100,0

Did you teacher manage to be only a "guide" during the course as assumed in RePro approach?

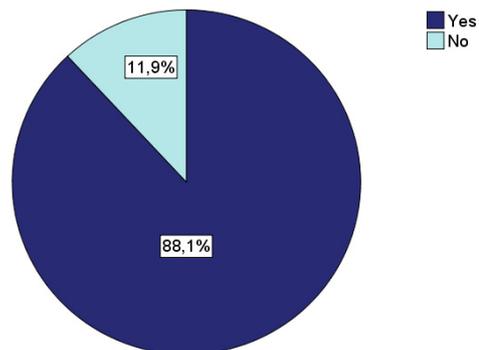


Table 11. Teachers involvement in case study process (students' opinions by partners)

% z Q14

	Did you teacher manage to be only a "guide" during the course as assumed in RePro approach?		Total
	Yes	No	
Savonia	78,6%	21,4%	100,0%
Enrico Tossi	61,5%	38,5%	100,0%
University of Gdansk	98,6%	1,4%	100,0%
Rezeknes Augstskola	75,0%	25,0%	100,0%
HAMK	92,9%	7,1%	100,0%
Oxford	100,0%		100,0%
Total	88,1%	11,9%	100,0%

Some students said that relatively small activity of teacher was problematic for them. They are not use to work so independently and they expected more support from the teacher (especially in task and learning outcomes defining). Teachers in general also declared that they limited their role to guidance. Just 2 teachers admitted that they had some problems with not involving deeper into work of their students (table 12). Another one said that it was difficult to explain students his role – being just a guide. Teacher from Manheim wrote, that it was not anticipated, taht the students would need so much guidance.

Table 12. Teachers involvement in case study process (teachers' opinions)?

Yes	No
15 88,2%	2 11,8%

Teachers were asked how RePro was helpful in becoming more efficient teacher. All the given answers could be summarized in few aspects:

- getting teacher closer to real-life business (allows to contextualize theoretical notions in the empirical environment),
- multidisciplinary approach (develops also teachers' knowledge),
- thinking more about learning tasks of the course, to consider skills, abilities and knowledge to be developed in students (forcing to plan the instructions carefully, so it supports the process),
- new skills and tools in teaching process (eg. new assessment methods),
- making teacher to be more reflective, self-evaluate,
- new way of thinking about student-teacher relation (more trust in students self-discipline, willingness to study, creativeness),
- realizing that when you give freedom to students they can manage their learning in more than one way,
- teaching not as one way communication process – more like a dialogue,
- the way to motivate students to be more involved in studying process,
- necessity of having "plan B" ina case of any problems.

Finally student and teachers were asked if they would add something to the RePro method. Teachers in general didn't see the necessity of supplementing the existing RePro model. One teacher, representing Oxford Brooks University stated, that "Perhaps if we added more we would constrain the students. With this amount of info they search more and they can develop the case to any direction" One student suggested supplementing the method by organizing meetings with managers of companies that are subject of case study.

1.2. Assessment of certain elements of the method

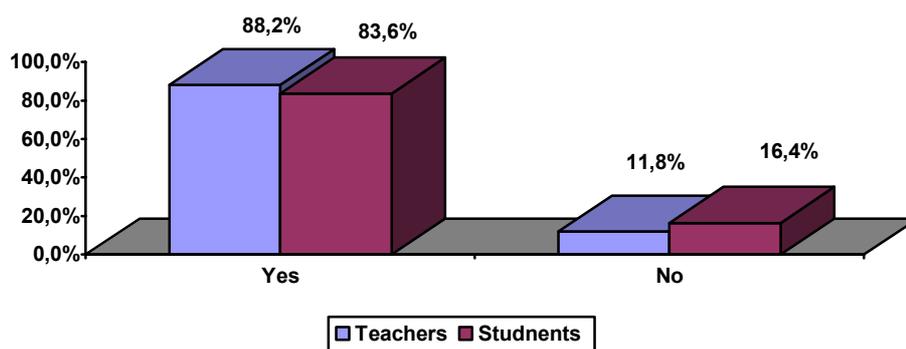
Next part of the RePro method analysis concerns the elements of it. There are several parts of the methodology that could be used during classes:

- learning agreement,
- collecting information for case study (by students)
- group working,
- meaningful feedback providing,
- reflective practice.

1.2.1. Learning agreement negotiation process

Both group of respondents (teachers and students) were asked whether the learning agreement negotiation process was used during classes. In general this element of RePro method was used widely by all the Partners (see diagram 6 and table 13).

Diagram 6. Was the learning agreement negotiation used during the course?



As teacher from Enrico Tossi explained that "all the elements of the learning agreement were taken into consideration, but all of them are already fundamental part of the didactic plan of the Institute. Each student is provided with a project describing the purposes and objectives of each course, and the methodologies to reach them. Both students and teachers are considered active parts in respecting the plan, but even if they have not undersigned a contract".

Some differences in given answers can be observed in this matter – just 2 teachers responded negatively to this question, but students from 4 different institutions declared, that the negotiation of learning agreement didn't take place during classes they attended (see table 13). There is possibility, that not all the teachers filled up and delivered their questionnaire.

Table 13. Was the learning agreement negotiation used during the course (students' opinions by partners)?

% z Q14

	Where all elements of RePro method used during the course? - Negotiating the learning agreement.		Total
	Yes	No	
Savonia	93,3%	6,7%	100,0%
Enrico Tossi	30,8%	69,2%	100,0%
University of Gdansk	84,3%	15,7%	100,0%
Rezeknes Augstskola	100,0%		100,0%
HAMK	58,3%	41,7%	100,0%
Oxford	100,0%		100,0%
Total	83,6%	16,4%	100,0%

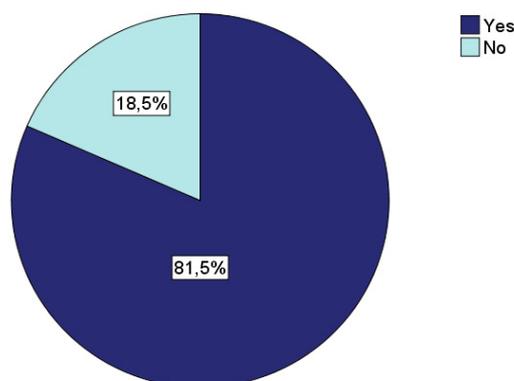
Majority of students declared, that the learning agreement negotiation process was new for them (see diagram 7).

Diagram 7. Was the learning agreement negotiation process new for students (students' opinions)?

Which elements of RePro method was new for you? - Negotiating the learning agreement.

	Frequency	Percent
Yes	128	81,5
No	29	18,5
Total	157	100,0

Which elements of RePro method was new for you? - Negotiating the learning agreement.



Analysis of answers given by students from different countries shows, that it was new way of establishing learning outcomes and assessment criteria for those studying in Finland (Savonia), United Kingdom, Latvia and Poland. Also significant group of students from Hame and Enrico Tossi Institute responded

positively (although in this last case majority of students are familiar with such a process).

Table 14. Was the learning agreement negotiation process new for students (students' opinions by Partners)?

% z Q14

	Which elements of RePro method was new for you? - Negotiating the learning agreement.		Total
	Yes	No	
Savonia	73,3%	26,7%	100,0%
Enrico Tossi	38,5%	61,5%	100,0%
University of Gdansk	82,9%	17,1%	100,0%
Rezeknes Augstskola	100,0%		100,0%
HAMK	50,0%	50,0%	100,0%
Oxford	100,0%		100,0%
Total	81,5%	18,5%	100,0%

Teachers were asked whether the negotiation process was easy for students. The general conclusion is, that this element of RePro method was new and difficult for students.

Table 15. Was the process of negotiating learning agreement difficult for students (teachers' opinion)?

Yes	No
13 76,5%	4 23,5%

This is confirmed by opinion concerning certain elements of the learning agreement.

- *establishing learning outcomes*

According to teachers this part was quite difficult for students, partly because it was something new for them. Mainly because they aren't used to do it (they prefer teacher to establish learning outcomes). The process of defining learning outcomes was rather complicated and took some time (students have their own ideas of task and outcomes). Teacher from Oxford Brook described this process following "Once they have agreed (after a lot of "heated" negotiation between themselves) they came to us with their proposals. However, both groups proposed tasks that are lower than the requirements of an advanced stage module. They were not strong enough in terms of critical analysis, conceptualization (theoretical reasoning) and synthesis. We had to identify these weaknesses in their proposal and ask them to reconsider and come back with academically "stronger" ones. The second time was successful for both teams". Polish teacher underlined the usefulness of students participation in this process – students understand them much better and are more involved I their achieving.

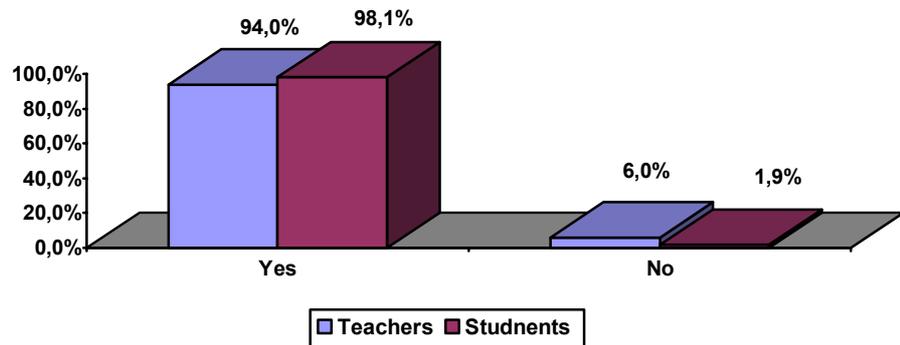
It is worth mentioning that also some teachers (mainly from Poland) pointed out not only students but also their own insufficiency of methodological knowledge in this process

- *describing learning activity*
Generally teachers didn't see any particular problem. Only one person declared being uncertain of possibility of right data collection (for the report).
- *pointing out the resources*
According to teachers in some cases students needed a little bit more teachers' assistance. But in many cases students were very creative – for example in case of Oxford testing: “They were extremely creative in locating a Polish colleague in the Business School, visiting the Polish embassy, connecting with English-speaking students in Poland doing similar projects and using the Internet and other resources effectively”. Some students admitted that they were trying to name too many possible sources of information. Quite often mentioned problem was the language barrier.
- *defining the evidence of achievement*
This component of RePro approach was clear and didn't cause any troubles for students. Only one had an opinion that this should be teacher's task.
- *defining assessment criteria*
In some cases this stage of negotiation process was difficult for students – they didn't know what kind of criteria could be chosen (Polish students). In other cases no significant problems were identified. Only teacher from Oxford underlined the necessity of flexibility – for outcomes of students research might differ from those established at the beginning (due to creative character of the method) – “The fact that they went beyond the winery made the assessment somewhat difficult (a different outcome). I would prefer an analysis of the winery marketing environment whereas the case was changed to a rural tourism package (probably due to the degree the students are studying). However, their learning was impressive and I had to be flexible”.
- *defining assessment method*
Polish and Italian teachers noticed the low level of knowledge concerning the assessment methods among students – that made this stage bit complicated. Other partners didn't point out any kind of problems in this issue.

1.2.2. Collecting information for case study

Next element of RePro approach is data collecting done by students. It means that they must know where to find information needed for certain problem solving. As it is presented on diagram 8 this was the element used almost by everyone.

Diagram 8. Was the collecting information for business used during the course?



Only one teacher from Latvia explained, that “students had to collect information not about the particular company presented (ODDK, ltd), but similar Latvian companies.” But her answer does not reflect in students answers. In case of Polish University two students responded that the collecting information was not included into the course. But it is possible, that they didn’t attend meetings regularly and didn’t get involved into group work. Also almost 7% of Finnish students (both in Savonia and Hame) said, that this element was not a part of their learning activity.

Table 16. Was the collecting information for business used during the course (students’ opinions by partners)?

% z Q14

	Where all elements of RePro method used during the course? - Collecting information for case study.		Total
	Yes	No	
Savonia	93,3%	6,7%	100,0%
Enrico Tossi	100,0%		100,0%
University of Gdansk	98,6%	1,4%	100,0%
Rezeknes Augstskola	100,0%		100,0%
HAMK	92,9%	7,1%	100,0%
Oxford	100,0%		100,0%
Total	98,1%	1,9%	100,0%

For over 38% of questioned students information collecting was a new experience (see diagram 9), mostly for students from Oxford, Enrico Tossi Institute, Rezeknes Augstskola and Savonia (see table 17). At this point it is worth mentioning that lack of experience in searching for information by students themselves may be connected to the level of studies (younger students, studying first or second year usually have less experiences than those of higher levels).

Diagram 9. Was the information collecting process new for students?

Which elements of RePro method was new for you? - Collecting information for case study.

	Frequency	Percent
Yes	62	38,8
No	98	61,2
Total	160	100,0

Which elements of RePro method was new for you? - Collecting information for case study.

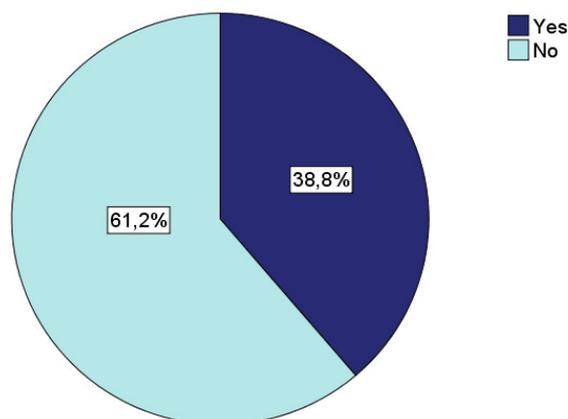


Table 17. Was the information collecting process new for students (students' opinions by partners)?

% z Q14

	Which elements of RePro method was new for you? - Collecting information for case study.		Total
	Yes	No	
Savonia	57,1%	42,9%	100,0%
Enrico Tossi	84,6%	15,4%	100,0%
University of Gdansk	10,0%	90,0%	100,0%
Rezeknes Augstskola	58,3%	41,7%	100,0%
HAMK	14,3%	85,7%	100,0%
Oxford	100,0%		100,0%
Total	38,8%	61,2%	100,0%

Information collection process (and its difficultness) is one of the best described elements of RePro approach. Both students and teachers made lot of significant remarks. Some of them are common:

- difficulties in information searching due to limited number of sources (especially sources of information concerning small, regionally operating companies),
- problem of choosing the right information (in some cases and also in many sources of there are many various data and information and for students it was sometimes problematic to decide which of them are important and useful),
- problem of data assessment and verification (using different sources of information students noticed, that data presented there may differ;

sometimes it was difficult or even impossible to verify whether those information were real and properly given),

- lack of actual data,
- lack of knowledge necessary to find and interpret certain information,
- too little time for information collection,
- language problems (sources of information in foreign languages; understanding texts and data presented in foreign languages, web sites not translated into English – especially those concerning small companies).

Some students also mentioned the lack of response by certain institutions asked for information as the barrier in information gaining.

1.2.3. Group working

As it is shown on diagram 10 the group working was used almost by every one during the RePro method testing.

Diagram 10. Was the working with groups used during the course?

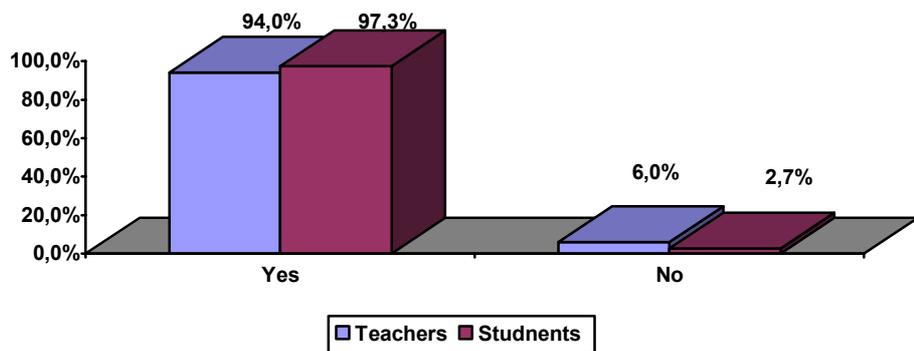


Table 18. Was the working with group used during the course (students' opinions by partners)?

% z Q14

	Where all elements of RePro method used during the course? - Working with groups.		Total
	Yes	No	
Savonia		100,0%	100,0%
Enrico Tossi	100,0%		100,0%
University of Gdansk	98,6%	1,4%	100,0%
Rezeknes Augstskola	100,0%		100,0%
HAMK	92,9%	7,1%	100,0%
Oxford	100,0%		100,0%
Total	97,3%	2,7%	100,0%

Only one Finnish teacher from Savonia declared, that the case was done individually. In case of Poland it could happen accidentally that 2 students were allowed to work individually (due to their study organization).

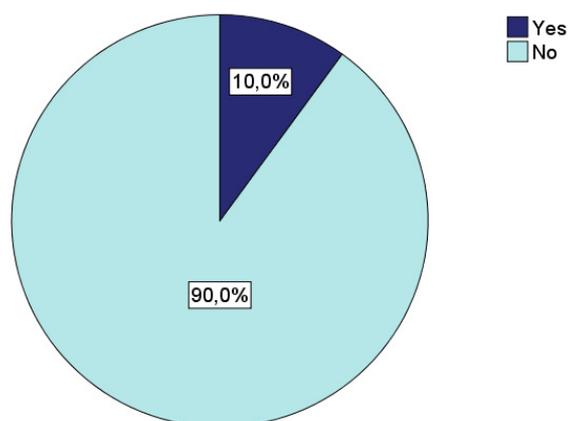
Working in groups seems to be well known and widely used form of learning process – 90% of students declared, that they used to work that way before (see diagram 11).

Diagram 11. Was working with group new experience for students (students' opinions)?

Which elements of RePro method was new for you? - Working with groups.

	Frequency	Percent
Yes	16	10,0
No	144	90,0
Total	160	100,0

Which elements of RePro method was new for you? - Working with groups.



Group working was a new experience only in case of Italian students (over 61% admitted, that they hadn't done it before) and Savonia. Some individuals that gave a similar answer occurred also in Gdansk (table 19).

Table 19. Was working with group new experience for students (students' opinions by partner)?

% z Q14

	Which elements of RePro method was new for you? - Working with groups.		Total
	Yes	No	
Savonia	50,0%	50,0%	100,0%
Enrico Tossi	61,5%	38,5%	100,0%
University of Gdansk	1,4%	98,6%	100,0%
Rezeknes Augstskola		100,0%	100,0%
HAMK		100,0%	100,0%
Oxford		100,0%	100,0%
Total	10,0%	90,0%	100,0%

In delivered documents students pointed out some problems concerning group working such as:

- difficulties of cooperation between students (ex. dividing responsibilities, motivating team members, weak leadership),
- self – discipline of team members,
- conflicts occurring during cooperation (temper differences),
- problems with proper time management (ex. meeting organization).

In most of the situations team members were chosen by students themselves (see diagram 12). But about 1/3 of questioned students answered, that the choice was made by teacher (but usually after students preferences). The similar preferences are seen in table 20 presenting teachers answers.

Diagram 12. Group member selections (students' opinions)

How did you select members for groups during course?		
	Frequency	Percent
Self selected by students	107	68,6
Preselected by the teacher	34	21,8
Teacher selection after student preferences	15	9,6
Total	156	100,0

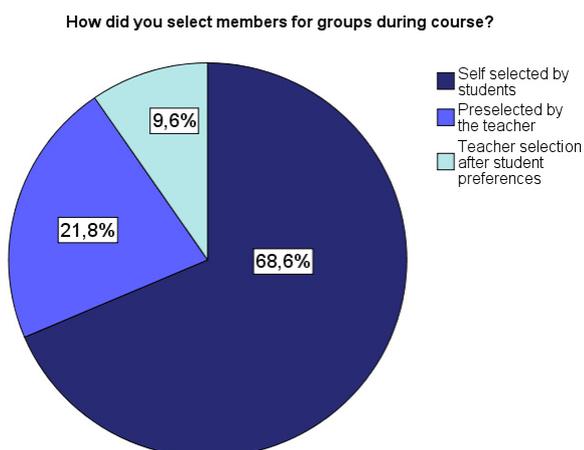


Table 20. Group member selections (teachers' opinions)

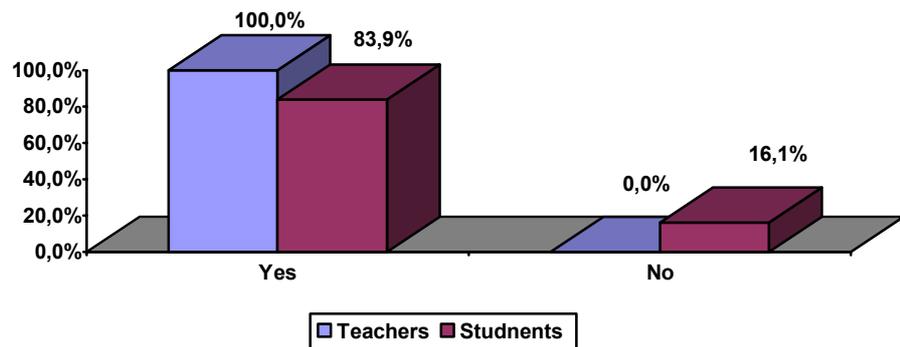
Self selected by students	Pre-selected by the teacher	Teacher selection after student preferences
12	3	1
75%	19%	6%
(no group in this case 6% of answers)		

It is evident that student prefer making the choice of group members by themselves (which gives them an opportunity to work in friendly and familiar atmosphere), but according to one of Polish teacher it could means that they take into account criteria like sympathy, not skills and knowledge of certain person.

1.2.4. Meaningful feedback

Very interesting differences occurs in question concerning the meaningful feedback. In this case teachers were far more optimistic than students. Although over 83% of them responded positively, still 16% questioned persons didn't feel like they got the meaningful feedback. Only one teacher from Latvia explained: "Some kind of meaningful feedback. Learning outcomes were not set in explicit way, therefore feedback was relatively short."

Diagram 13. Was the providing of the meaningful feedback used during the course?



Almost 70% of Italian students pointed out the fact, that they didn't got the meaningful feedback. In Latvia and Savonia the percentage of such an answer was about 22 - 26. Also in Finland (Hame) and Poland in some cases, when student was not satisfied with the feedback occurred (7,1% and 5,7% of answers). As it is shown below meaningful feedback was not a problem in Oxford.

Table 21. Was the providing of the meaningful feedback used during the course (students' opinions by partners)?

% z Q14

	Where all elements of RePro method used during the course? - Providing the meaningful feedback.		Total
	Yes	No	
Savonia	73,3%	26,7%	100,0%
Enrico Tossi	30,8%	69,2%	100,0%
University of Gdansk	94,3%	5,7%	100,0%
Rezeknes Augstskola	77,8%	22,2%	100,0%
HAMK	92,9%	7,1%	100,0%
Oxford	100,0%		100,0%
Total	83,9%	16,1%	100,0%

In most of the cases this element wasn't anything new for students (see diagram 14), but still for over 40 % of students it was the first opportunity to get such a thing.

Diagram 14. Was meaningful feedback a new experience (students opinions)?

Which elements of RePro method was new for you? - Providing the meaningful feedback.

	Frequency	Percent
Yes	66	41,2
No	94	58,8
Total	160	100,0

Which elements of RePro method was new for you? - Providing the meaningful feedback.

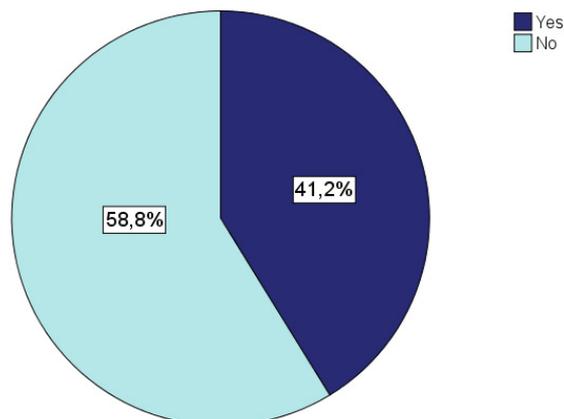


Table 22. Was meaningful feedback a new experience (students opinions by partners)?

% z Q14

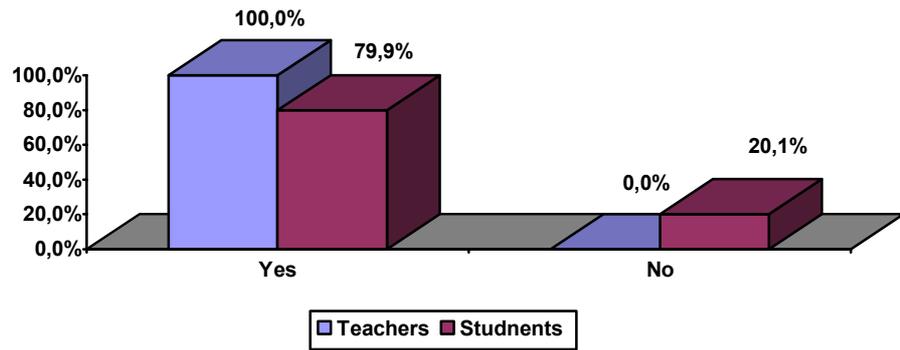
	Which elements of RePro method was new for you? - Providing the meaningful feedback.		Total
	Yes	No	
Savonia	57,1%	42,9%	100,0%
Enrico Tossi	46,2%	53,8%	100,0%
University of Gdansk	48,6%	51,4%	100,0%
Rezeknes Augstskola	47,2%	52,8%	100,0%
HAMK	7,1%	92,9%	100,0%
Oxford		100,0%	100,0%
Total	41,2%	58,8%	100,0%

It was a new experience for more – less half of the students in most of the cases. Only in Oxford and Hame the majority of questioned students gave an opposite answer (table 22).

1.2.5. Reflective practice

The last element of RePro approach was reflective practice. According to all teachers this element was included in all the courses. But students didn't share this opinion – almost 20% choose the opposite answer (diagram 15).

Diagram 15. Was the reflective practice used during the course ?



In Oxford all the students declared using this element during classes. Relatively high percentage of Polish and Italian partners' students responded positively (97% and 92%). In Savonia 1/3 of the answers were negative. Also in Hame and Rezeknes over 30% of students didn't agree with the opinion, that the reflective practice was included.

Diagram 16. Was reflective practice a new experience (students' opinions)?

Which elements of RePro method was new for you? - Reflective practice.

	Frequency	Percent
Yes	76	47,5
No	84	52,5
Total	160	100,0

Which elements of RePro method was new for you? - Reflective practice.

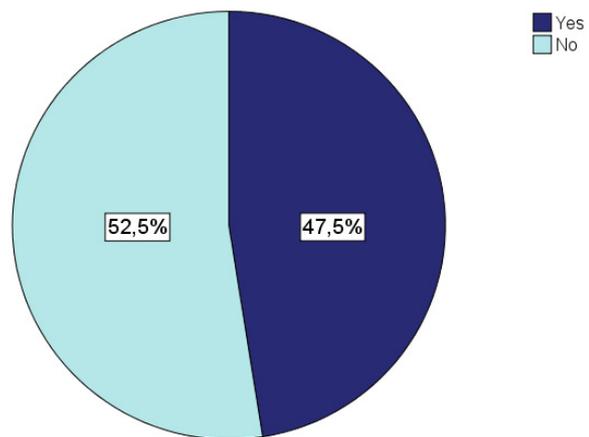


Table 23. Was reflective practice a new experience (students' opinions by partners)?

% z Q14

	Which elements of RePro method was new for you? - Reflective practice.		Total
	Yes	No	
Savonia	64,3%	35,7%	100,0%
Enrico Tossi	76,9%	23,1%	100,0%
University of Gdansk	37,1%	62,9%	100,0%
Rezeknes Augstskola	66,7%	33,3%	100,0%
HAMK	7,1%	92,9%	100,0%
Oxford	46,2%	53,8%	100,0%
Total	47,5%	52,5%	100,0%

Although the majority of students dealt before with reflective practice (diagram 16) still over 47% of them did it for the first time. And as it is presented in table 23 there are some differences among partners: it was something very new in case of Enrico Tossi Institute (over 76% of responds), Rezeknes Augstskola (over 66% of responds) and Savonia (over 64%). Also a significant number of British (46,2%) and Polish students (37,1%) didn't experience it before.

Students admitted that it was difficult to evaluate themselves and being honest and objective. But it also made them feel more responsible.

1.2.6. Innovativeness of RePro approach

Presented results explain in detail answers given by students for the question concerning the innovatory of RePro approach. Most of them (63,4%) admitted, that the RePro approach was different and more innovative in comparison to other teaching methods, they've already known. 1/4 of them perceived RePro method as not that much innovatory, almost 10% of students – as not innovatory (diagram 17).

Diagram 17. Innovatory of RePro approach (students' opinions)

Is RePro approach innovatory in reference to other known for you teaching methods?

	Frequency	Percent
Yes	102	63,4
So so	43	26,7
Difficult to say	16	9,9
Total	161	100,0

Is RePro approach innovatory in reference to other known for you teaching methods?

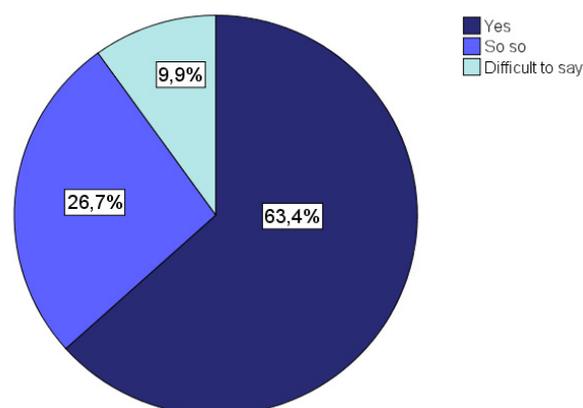


Table 24. Innovatory of RePro approach (students' opinions by partners)

% z Q14

	Is RePro approach innovatory in reference to other known for you teaching methods?			Total
	Yes	So so	Difficult to say	
Savonia	46,7%	40,0%	13,3%	100,0%
Enrico Tossi	61,5%	15,4%	23,1%	100,0%
University of Gdansk	65,7%	22,9%	11,4%	100,0%
Rezeknes Augstskola	75,0%	25,0%		100,0%
HAMK	7,2%	71,4%	21,4%	100,0%
Oxford	100,0%			100,0%
Total	63,4%	26,7%	9,9%	100,0%

As it is presented in above table the RePro approach was perceived as innovatory mostly by students from Oxford Brooks, Rezeknes Augstskola, University of Gdańsk and Enrico Tossi Institute. In case of Savonia half of questioned students didn't perceived RePro method that way. In Hame over 70% of students described this metod as partially innovative.

Table 25. Innovativeness of RePro approach in comparision to already known teaching methods (teachers' opinions)

Respondent	Yes	So-so	No	Total
Teachers	11 64,7%	6 35,3%	0	17 100%

For over 60% of teachers the RePro approach is also an innovative way of teaching.

All the shown results suggest that in general RePro approach is an innovative way of teaching, both for students and teachers. Of course it consists of more and less innovative elements. Obviously learning agreement negotiation is the most innovative, not used before by respondents element, while group working is very familiar to almost everyone who tested the RePro method.

1.3. Time management

The final question that is worth mentioning in this part of the report is problem of time management. This question was directed to teachers and was aimed to assess whether there were any difficulties in proper preparation and carrying the course based on the RePro method.

Table 26. Was the time management properly propose (teachers' opinions)?

Yes	No
14 88%	2 12%

In general the proposed time management was proper for carrying RePro approach during classes. But some teachers admitted that planning activities and time managing was sometimes problematic. They usually pointed out, that some stages required more time that it was planned at the beginning (for example reading cases and materials in English). Sometimes teachers discovered that the number of tasks was too large. Some time management difficulties were also connected to the academic year organization.

At this point it is worth seeing some students' opinions about the time organization. Some of them stated that the time for information collection was too short. Others pointed out difficulties concerning organization of group meeting and being on time with all the activities.

PART II

Opinions on Student Manual and Teacher Manual

In this part of the report on RePro products testing, we will try to answer the following question: How do the manuals guide to:

- a) student centered learning (SCL) in real business context and to
- b) multicultural orientation.

In general Partners saw the idea of SCL as innovative, some of them more underlined the multicultural aspects of economic activities.

Manuals were tested by 17 teachers and 122 students. The difference between total number of students who tested RePro products and manuals derives from the fact, that some students in Poland started testing before manuals were ready. They were introduced to the RePro approach by the teacher and could consult with the teacher during the course. Students' participation in the project was mainly on volunteer basis, although sometimes it was combined with regular courses what meant that they were not obliged to use English as a language of the learning process. Some Partners delivered different format of students' opinions on Students Manual that were also incorporated in this report.

Both teachers and students evaluated the manuals quite good. Mannheim's students' evaluated positively the graphical form of the manual (illustrations, the colored design) and the index that provides the quick and easy access to what is needed. Regarded as helpful were also the practical tips in each section of the manual as well as suggestions and examples given.

Over 2/3 of students and 3/4 of teachers replied "yes" to the question: **Is the manual easy to read?** Table below represents structure of answers of all respondents.

Table 27. Is the manual easy to read?

Respondent	Yes	So-so	No	Total
Teachers	13 76,5%	4 23,5%	0 0%	17 100%
Students	82 67,2%	36 29,5%	4 3,3%	122 100%

According to the students answers the manual as a whole is easy to read and understandable. We believe that some kind of explanation of relatively large participation of answers "No" and "So-so" is likely to be explained by language difficulties mentioned by some students and teachers in their questionnaires. But on the other side it could be consider as one of the steps of increasing the multicultural orientation of project's participants.

The next question **Is the idea of RePro approach presented clearly?** was directed only to the teaching staff. The most of respondents had positive opinion on the clearness of the proposed method presented in the teachers' manual, however as it is shown in further analysis, some of the RePro elements need to be explained in more detailed way and illustrated by practical examples.

Table 28. Is the idea of RePro approach presented clearly?

Respondent	Yes	So-so	No	Total
Teachers	16 94%	1 6%	0 0%	17 100%

Respondents' answers to the next two questions confirmed usefulness, and good structure of manuals. For the first of them: **Is the manual's content put in logical and clear order?** the most appearing answer was "Yes" and there weren't any "No". Some people answered "So-so", but simultaneously they didn't suggest any improvements.

Table 29. Is the manual's content put in logical and clear order?

Respondent	Yes	So-so	No	Total
Teachers	14 82,4%	3 17,6%	0 0%	17 100%
Students	99 81,1%	23 18,9%	0 0%	122 100%

The evaluation of individual aspects of manuals was also high – most of the elements of the manual for more than 80% of teachers' it was "Just right". But some respondents pointed out that it contains too much information. In some cases (collecting information, providing the meaningful feedback and reflective practice) respondents indicated insufficient background in manuals.

Table 30. How would you evaluate the description of following elements in the manual:

Teachers' answers	Too much	Just right	Insufficient	Total
clarifying the new terms	3 17,7%	14 82,3%	0 0%	17 100%
negotiating the learning agreement	3 17,7%	14 82,3%	0 0%	17 100%
timing the work process	2 11,8%	15 88,2%	0 0%	17 100%
collecting information for business	3 17,7%	11 64,7%	3 17,7%	17 100%
working with groups	2 11,8%	15 88,2%	0 0%	17 100%
providing the meaningful feedback	1 5,9%	15 88,2%	1 5,9%	17 100%
reflective practice	3 19%	12 75%	1 6%	16 100%

Students evaluated their manual even better than teachers (although it was over a half shorter). Learning agreement was the part of manual which embarrassed students the most. Also other aspects might be clearer for some students, but comparing answers "So-so" concerning subject of group working (which is considered as the most friendly element of the method for students) and other RePro-approach's elements indicates that there always will be a group of respondents who have doubts at every matter.

Table 31. Are the elements (...mentioned below..) explained in sufficient manner (students' opinions)?

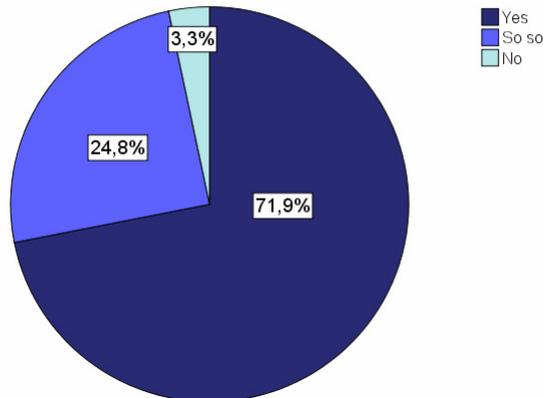
Students' answers	Yes	So-so	No	Total
Learning agreement	87 71,9%	30 24,8%	4 3,3%	121 100%
Project management	97 80,2%	24 19,8%	0 0%	121 100%
Collecting information	98 81%	23 19%	0 0%	121 100%
Group working	105 86,8%	16 13,2%	0 0%	121 100%
Assessment	97 79,5%	25 20,5%	0 0%	121 100%

The charts show structure of students' answers about clearness of particular elements of their manual.

Diagram 18. Are the certain elements of RePro method explained in sufficient manner (students' opinions)?

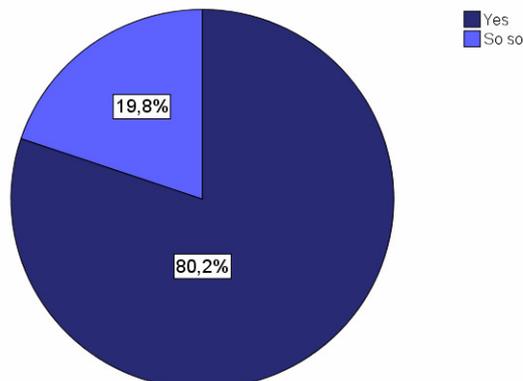
a) learning agreement

Are the elements of learning agreement explained in sufficient manner? If not - how should that part be supplemented?



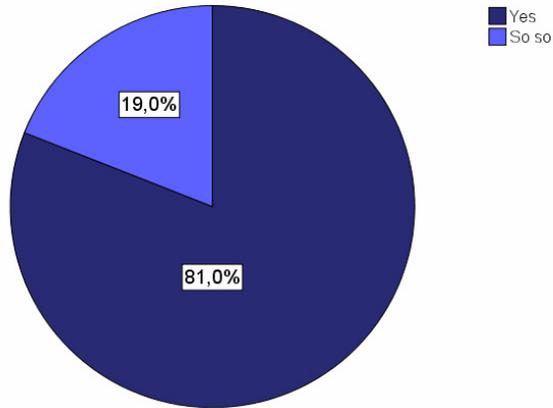
b) project management

Are the elements connected with project management explained in sufficient manner? If not - how should that part be supplemented?



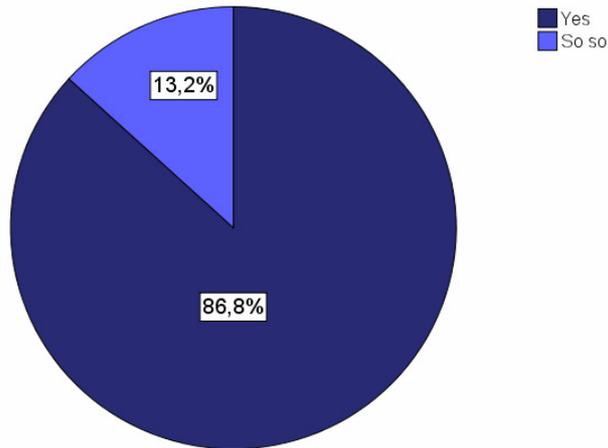
c)collecting information

Are the elements connected with collecting information explained in sufficient manner? If not - how should that part be supplemented?



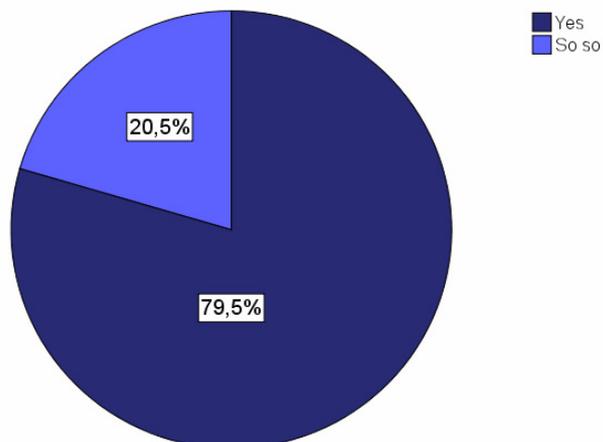
d)group working

Are the elements connected with group working explained in sufficient manner? If not - how should that part be supplemented?



e)assessment

Are the elements connected with assessment explained in sufficient manner? If not - how should that part be supplemented?



Next issue concerns the question: **What changes would you suggest in abovementioned elements' description?** The most teachers' respondents didn't mention the need of changing anything in their manual. According to some respondents there are elements which should be shorten, eg. clarifying the new terms, collecting information for business, working with groups and reflective practice. Although working with groups was assessed as very important and useful in manual.

Negotiating the learning agreement is concerned as very formative and the proposition of change made by respondent is that it should be more free. Some teachers suggest deeper, better explanation but in students' manual. Some students in RePro method evaluation, pointed out that this element was new, unusual form them. Another teacher indicated the need of more detailed knowledge on the subject solving negotiation's problems arising during this stage of approach.

Some teachers stated that "timing the work process" is useless or can be shorten to few lines only.

In regards to "collecting information from business" respondents had different opinions about its utility. Remarks mainly concerned the kind of firms which should be analysed using RePro approach. Some of teachers mentioned that companies in cases should be known because it is easier for students to collect information. One of comments indicate that some of the students don't have the possibility to visit firms and talk to the managers. One more remark pointed out the difficulties with collecting information about small foreign firm with no access to web sites or other sources of information.

Students usually didn't suggest any changes. But there were some remarks that can be useful in improving the manual as well as RePro approach:

- Savonia student pointed out that some elements of SM should be presented in a clearer way "just to make it a bit easier to understand".
- One of the Polish students suggested that it would be easier to have tasks set/given in the case, what suggests that it was difficult for him to formulate the problem corresponding with the learning outcomes
- Mannheim's students wrote:
 - o Explanation of the background of the RePro approach in the beginning of the manual (connections between the universities and so on).
 - o Another learning outcome could be defined as "linking theory with praxis": The student should learn to apply abstract models (as for example Hofstede's dimensions) on a real business case.
 - o Furthermore the students are supposed to learn to set themselves objectives and to reach them within a certain time frame. Therefore give the hint that the learning agreement should contain SMART objectives and explain how those are defined.
 - o Include a hint that cases can be examined with focus on different areas of business administrations.
 - o Provide a list of possible assessment criteria as some of them (as for example the diary) might be unknown or uncommon in some countries or institutions.

- The learning agreement could also be connected to a time axis (e.g. for each step a given time). This way it is easier for students to keep deadlines.
- Submit that the RePro case can be worked at twice: In one of the course's first semesters and again in one of its last semesters. This could lead to a comparison of new and old results and to a review of the course's development.
- Individual assessment: Team members could be asked to evaluate each other's participation in the group work (This should not lead to an individual evaluation by the tutor. Instead it should give each member a personal feedback about his / her behaviour and strengths and weaknesses. On this basis the single person can find out where there is the need for changing behaviour and improving skills. Furthermore a feedback can serve as another incentive for each group member to do his / her best.).

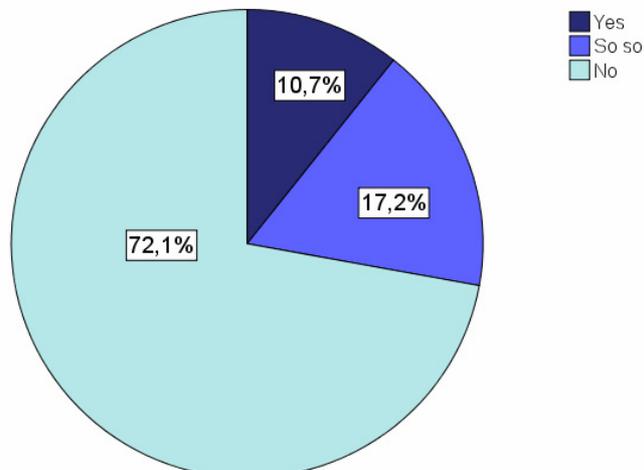
Respondents were also asked: **What would you add to the manual to make it more useful?** The most of respondents found the manual very useful and didn't point any gaps. One of the teachers suggested adding some more pedagogic indications for the teachers that do not use cases often. One of the remarks was concerning the fact that the target for the document is a team of teachers and manual sometimes has too much information on the subjects which don't concern individual teacher (time management).

Table 32. Should the manual be supplemented with anything?

Respondent	Yes	So-so	No	Total
Teachers	1 5,9%	1 5,9%	15 88,2%	17 100%
Students	13 10,7%	21 17,2%	88 72,1%	122 100%

Diagram 19. Should the manual be supplemented with anything (students' opinions)?

Should the manual be supplemented with anything? If yes - what elements?



The last question concerning the manual was directed only to the teachers and as it appeared it wasn't so clear for everybody. One respondent wrote that he didn't understand it and second just don't answered it. The question was: **How do you evaluate the scope of difficultness of using each element of the Manual by the teacher?** This question was rather treated as a part of RePro approach evaluation. Because of different experience background of Partners there were some indication of dissimilar approach to assessment of difficulty of using each element of the manual.

The most frequent answer was "No problem" but still some elements were evaluate as easier than others. As main difficulties respondents indicate such areas as: negotiating the learning agreement and timing the work process. Some problems they have with: providing the meaningful feedback, collecting information for business and reflective practice. The subject which didn't problem almost at all is working with groups.

Table 33. How do you evaluate the scope of difficultness of using each element of the Manual (teachers opinions)?

Teachers answers	Yes	So so	No problem	Total
negotiating the learning agreement	1 7%	5 36%	8 57%	14
timing the work process	1 7%	5 36%	8 57%	14
collecting information for business	0 0%	6 43%	8 57%	14
working with groups	0 0%	3 21%	11 79%	14
providing the meaningful feedback	0 0%	7 50%	7 50%	14
reflective practice	0 0%	5 36%	9 64%	14

Analysis of the documentation delivered in the testing phase by Parters shows that in general both manuals received good notes. However if we combine the opinions on manuals with comments on RePro method, some changes seem to be useful. Teachers manual could be supplemented by an examples of the reflective practice form (sheet) as well as practical advice on providing the meaningful feedback. For some partners these elements are not a part of organizational culture and therefore need more attention.

PART III

Case studies assessment

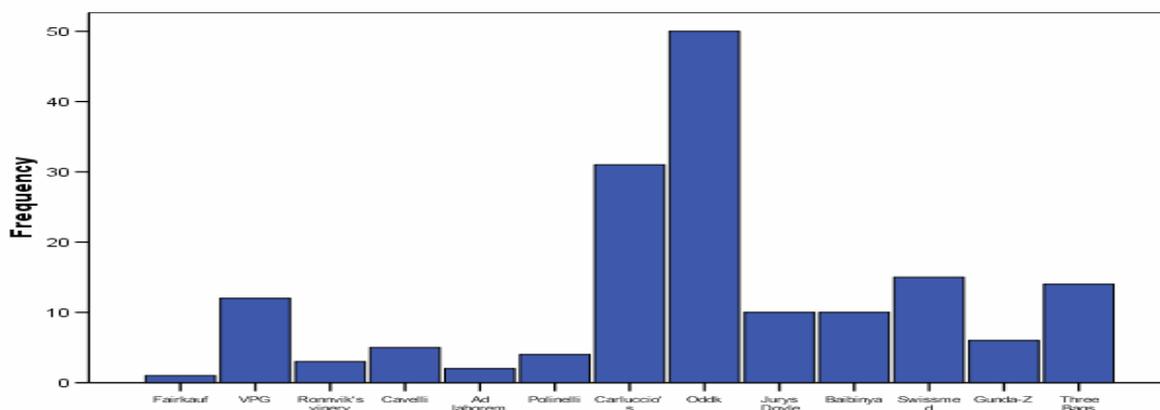
There are 160 students' and 24 teachers' opinions of testing RePro Cases we could analyze. Although there were some cases tested by the same teachers their questionnaires number is 17. The exact number of tested cases according students questionnaires was greater than mentioned by teachers. It means that some teachers didn't evaluate all the aspects of testing or all cases they used. Data at a table and a chart below shows a number and a structure of students and teachers testing each case according to their answers.

Table 34. The number of respondents by cases

Case name	Students	Percent	Teachers	Percent
Fairkauf	1	0,6%	0	0.0%
VPG	12	7,5%	2	8,3%
Ronnvik's Winery	3	1,9%	1	4,2%
Cavelli	5	3,1%	2	8,3%
Ad Laborem	2	1,2%	1	4,2%
Polinelli	4	2,5%	1	4,2%
Carluccio's	28	17,5%	4	16,7%
ODDK	50	31,2%	3	12,4%
Jurys Doyle	10	6,3%	1	4,2%
Baibinya	10	6,3%	2	8,3%
Swissmed	15	9,4%	4	16,7%
Gunda-Z	6	3,8%	1	4,2%
Three Bags	14	8,7%	2	8,3%
Total	160	100.0	24	100.0

Diagram 20. Frequency of each case analysis

Please, name the case, which you answers are connected.



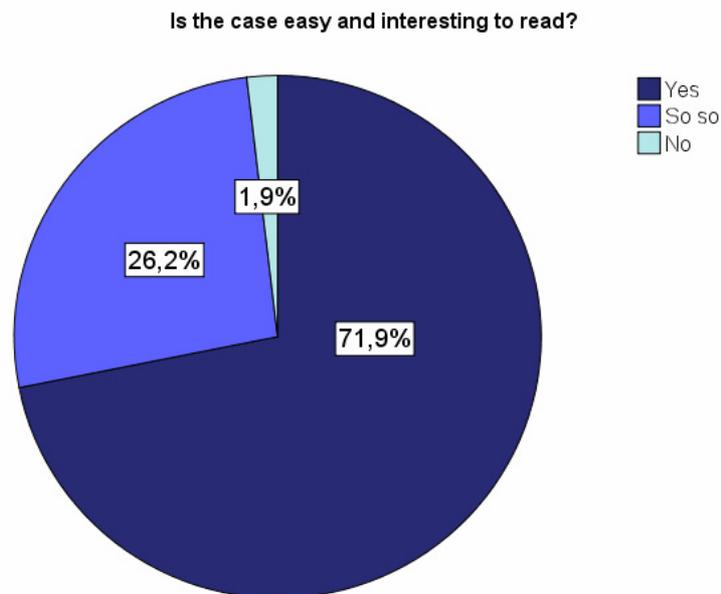
One of the cases – Fairkauf wasn't tested according to teachers. And two cases – Carluccio's and Jurys Doyle was tested by partners, but their opinions, although interesting, have different format – not comparable to our questionnaires.

First question was general and concerned the easiness of particular case reading. In general the majority of respondents from both groups answered positively – in case of teachers it was almost 88%, in case of students – almost 72% (see table 35 and diagram 21).

Table 35. Easiness of case reading (general assessment by teachers)

Respondent	Yes	So-so	No	Total
Teachers	21 87,5%	3 12,5%	0 0%	24 100%

Diagram 21. Easiness of case reading (general assessment by students)



The deeper analysis leads to conclusions, that only in one case – the Jurys Doyle case study – majority of student didn't find it easy to read. The rest case studies was rather assessed as easy and interesting to read, although in almost each case there were some students not very satisfied with the way the particular text was written (see table 36).

Table 36. Easiness of case reading (particular cesa study assessment by students)

a) percentage of answers

% z Please, name the case, which you answers are connected.

	Is the case easy and interesting to read?			Total
	Yes	So so	No	
Fairkauf	100,0%			100,0%
VPG	66,7%	33,3%		100,0%
Ronnvik's vinery	100,0%			100,0%
Cavelli	80,0%	20,0%		100,0%
Ad laborem	50,0%	50,0%		100,0%
Polinelli	100,0%			100,0%
Carluccio's	75,0%	17,9%	7,1%	100,0%
Oddk	68,0%	30,0%	2,0%	100,0%
Jurys Doyle	20,0%	80,0%		100,0%
Baibinya	90,0%	10,0%		100,0%
Swissmed	60,0%	40,0%		100,0%
Gunda-Z	100,0%			100,0%
Three Bags	92,9%	7,1%		100,0%
Total	71,9%	26,3%	1,9%	100,0%

b) number of answers

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	Is the case easy and interesting to read?			Total
	Yes	So so	No	
Fairkauf	1	0	0	1
VPG	8	4	0	12
Ronnvik's vinery	3	0	0	3
Cavelli	4	1	0	5
Ad laborem	1	1	0	2
Polinelli	4	0	0	4
Carluccio's	21	5	2	28
Oddk	34	15	1	50
Jurys Doyle	2	8	0	10
Baibinya	9	1	0	10
Swissmed	9	6	0	15
Gunda-Z	6	0	0	6
Three Bags	13	1	0	14
Total	115	42	3	160

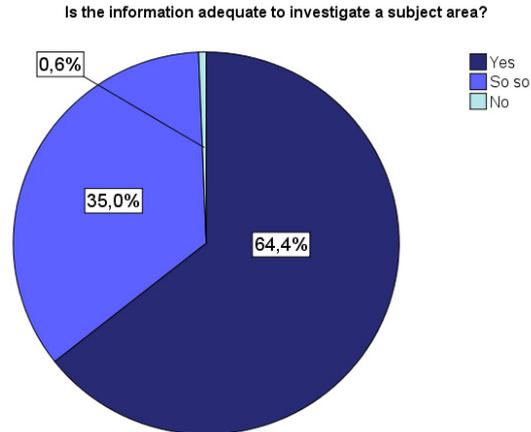
Teachers were also asked whether the case studies have a structure that serves the RePro method. 19 out of 24 opinions were positive, in 5 cases teachers choose the answer: a little.

Next important aspect was the adequateness of information (for the investigation of the certain subject area). In both groups of respondents dominates the positive answer (79% of teachers opinions and almost 65% of students opinions). But still over 1/3 of students were not very satisfied with the information presented in case studies (see diagram 22). It suggests that cases should be continuously up-dated and adapted to needs of certain subject.

Diagram 22. Adequateness of information presented in case study (students opinions)

Is the information adequate to investigate a subject area?

	Frequency	Percent
Yes	103	64,4
So so	56	35,0
No	1	,6
Total	160	100,0



It is difficult to suggest what kind of changes should be done in particular case study, because they were used during different classes. The tables below show that almost each of them could be improved and developed.

Table 37. Adequateness of information presented in particular case study (students opinions)

a) percentage of answers

% z Please, name the case, which you answers are connected.

	Is the information adequate to investigate a subject area?			Total
	Yes	So so	No	
Fairkauf	100,0%			100,0%
VPG	75,0%	25,0%		100,0%
Ronnvik's vinery	100,0%			100,0%
Cavelli	80,0%	20,0%		100,0%
Ad labore		100,0%		100,0%
Polinelli	100,0%			100,0%
Carluccio's	39,3%	60,7%		100,0%
Oddk	68,0%	32,0%		100,0%
Jurys Doyle	50,0%	50,0%		100,0%
Baibinya	70,0%	30,0%		100,0%
Swissmed	60,0%	40,0%		100,0%
Gunda-Z	33,3%	50,0%	16,7%	100,0%
Three Bags	100,0%			100,0%
Total	64,4%	35,0%	,6%	100,0%

a) number of answers

Liczebność

	Is the information adequate to investigate a subject area?			Total
	Yes	So so	No	
Fairkauf	1	0	0	1
VPG	9	3	0	12
Ronnvik's vinery	3	0	0	3
Cavelli	4	1	0	5
Ad laborem	0	2	0	2
Polinelli	4	0	0	4
Carluccio's	11	17	0	28
Oddk	34	16	0	50
Jurys Doyle	5	5	0	10
Baibinya	7	3	0	10
Swissmed	9	6	0	15
Gunda-Z	2	3	1	6
Three Bags	14	0	0	14
Total	103	56	1	160

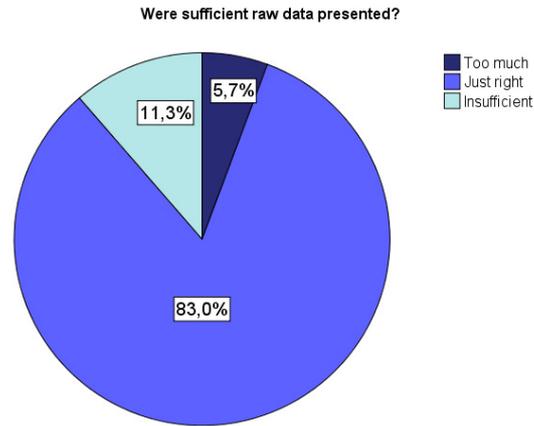
Next question was: **Has adequate attention been paid to various context?**

According to the majority of teachers opinions there is some inbalance between various contexts of companies activity. In 12 out o 24 cases the answer "somewhat" was chosen, and in 2 cases the answer was: no. It means that creators of case studies should put more efford in data collection – in order to show wide picture of certain bussines or other activity they present.

Next qeustions is corellated to two previous and concernes raw data presented in case studies. The analysis of answers shows, that majority of teachers were sutisfied with what was included in case studies (18 opinions), but still 6 opinions were negative (teachers suggested that raw data we insufficient). Studnets in general choose the answer: just right (83%). 11% said, that those data were insufficient and almost 6% - that there were to much information presented in particular case study.

Diagram 23. Sufficiency of raw data presented in case studies (students opinions)

Were sufficient raw data presented?		
	Frequency	Percent
Too much	9	5,7
Just right	132	83,0
Insufficient	18	11,3
Total	159	100,0



In general most of the cases was described as having just right scope of raw data, but some of them (eg. Balbinya, Gunda-Z, Jurys Doyle and Swissmed) should have, according to students, more data (see table 38).

Table 38. Sufficiency of raw data presented in particular case study (students opinions)

a) percentage of answers

% z Please, name the case, which you answers are connected.

	Were sufficient raw data presented?			Total
	Too much	Just right	Insufficient	
Fairkauf		100,0%		100,0%
VPG	9,1%	90,9%		100,0%
Ronnvik's vinery		100,0%		100,0%
Cavelli	20,0%	80,0%		100,0%
Ad laborem		100,0%		100,0%
Polinelli		100,0%		100,0%
Carluccio's	3,6%	92,8%	3,6%	100,0%
Oddk	8,0%	82,0%	10,0%	100,0%
Jurys Doyle	10,0%	70,0%	20,0%	100,0%
Balbinya		60,0%	40,0%	100,0%
Swissmed	6,7%	73,3%	20,0%	100,0%
Gunda-Z		50,0%	50,0%	100,0%
Three Bags		100,0%		100,0%
Total	5,7%	83,0%	11,3%	100,0%

a) number of answers

Liczebność

	Were sufficient raw data presented?			Total
	Too much	Just right	Insufficient	
Fairkauf	0	1	0	1
VPG	1	10	0	11
Ronnvik's vinery	0	3	0	3
Cavelli	1	4	0	5
Ad laborem	0	2	0	2
Polinelli	0	4	0	4
Carluccio's	1	26	1	28
Oddk	4	41	5	50
Jurys Doyle	1	7	2	10
Baibinya	0	6	4	10
Swissmed	1	11	3	15
Gunda-Z	0	3	3	6
Three Bags	0	14	0	14
Total	9	132	18	159

In most of the cases the role and point of view of the case producer remained sufficiently in the background (that's opinion expressed in 18 teachers questionnaires). In 14 teachers opinions we can find the answer "yes" for the question: **Is the intended student-centeredness apparent in the way the case is presented?** 10 times the answer "ambiguous" was pointed out.

Because case studies were written by teachers from different countries and then they were used by students of different origins it was important to find out, whether it caused any problem to those, who worked with texts of case studies. In only 3 questionnaires the opinions suggesting problems and unexpected effects created by the multinational aspect of the case studies were found. In 12 cases teachers didn't noticed such a problem. Next 9 points out some (little) problems.

The final important issue is whether case studies produced and used to test the RePro method encouraged students to further individual investigation. It is crucial for the RePro method, that students become more self – reliant and active. As it is presented on diagram 24 - 95% of students responded positively (61% said "yes" and 34% - "a little"). Only 5% of respondents choose the answer "no".

Diagram 24. Encouragement for further investigation (students opinions)

Did the case encourage you to further individual investigation?

	Frequency	Percent
Yes	97	61,0
A little	54	34,0
None	8	5,0
Total	159	100,0

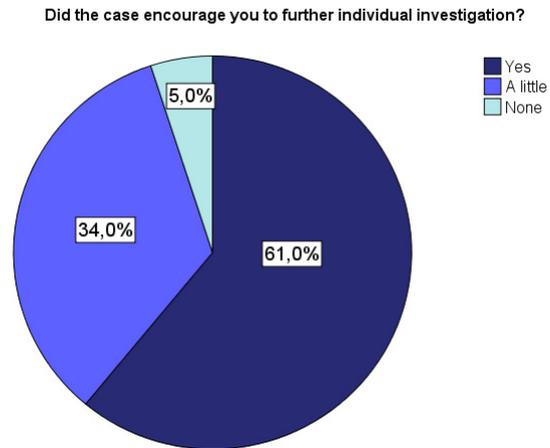


Table 39. Encouragement for further investigation (students opinions)

a) percentage of answers

% z Please, name the case, which you answers are connected.

	Did the case encourage you to further individual investigation?			Total
	Yes	A little	None	
Fairkauf	100,0%			100,0%
VPG	63,6%	36,4%		100,0%
Ronnvik's vinery	100,0%			100,0%
Cavelli	40,0%	60,0%		100,0%
Ad laborem	100,0%			100,0%
Polinelli	25,0%	75,0%		100,0%
Carluccio's	42,9%	42,9%	14,3%	100,0%
Oddk	58,0%	38,0%	4,0%	100,0%
Jurys Doyle	60,0%	30,0%	10,0%	100,0%
Baibinya	90,0%	10,0%		100,0%
Swissmed	60,0%	33,3%	6,7%	100,0%
Gunda-Z	50,0%	50,0%		100,0%
Three Bags	92,9%	7,1%		100,0%
Total	61,0%	34,0%	5,0%	100,0%

a) number of answers

Liczebność

	Did the case encourage you to further individual investigation?			Total
	Yes	A little	None	
Fairkauf	1	0	0	1
VPG	7	4	0	11
Ronnvik's winery	3	0	0	3
Cavelli	2	3	0	5
Ad laborem	2	0	0	2
Polinelli	1	3	0	4
Carluccio's	12	12	4	28
Oddk	29	19	2	50
Jurys Doyle	6	3	1	10
Baibinya	9	1	0	10
Swissmed	9	5	1	15
Gunda-Z	3	3	0	6
Three Bags	13	1	0	14
Total	97	54	8	159

In general the opinion about case studies used during RePro method testing process is positive. But even so they still need improvement and development. It is difficult to point out precisely what kind of changes should be done – it all depends on many circumstances (the subject it is used for, the level of studies, English reading skills of students etc.). In order to help cases producers detailed tables concerning each case study text (assessment done by teachers) are included in appendix 7 of this report.

Appendixes

Appendix 1: Case testing matrix

Appendix 2: Questionnaire for teachers

Appendix 3: Questionnaire for students

Appendix 4: Teacher self-evaluation

Appendix 5: Student self-evaluation

Appendix 6: Group and peer - evaluation

Appendix 7: Case studies assessment by teachers (tables)

Appendix 1

	Savonia		Häme	University of Gdańsk		Mannheim		Latvia		Oxford		Italy		Cases analysed by a partner
	Three bags	VPG Finland Ltd	Ronnvinkin Viinitila	Oddk	Swissmed	Ad Laborem	Fairkauf	GUNDA Z	BAIBINYA SIA	Carluccio's	Jurys Doyle	Mario Cavelli	Polinelli	
Savonia Polytechnic, Finland (Savonia-amk)	1	1					1		1					4
Häme Polytechnic, Finland (HAMK)			1							1			1	3
The University of Gdansk, Poland				1	1			1			1			4
The Berufsakademie Mannheim (Staatliche Studienakademie), Germany		1				1	1					1		4
Rezeknes Augtskola (Rezekne Higher Education Institution), Latvia	1			1				1	1					4
Oxford Brookes University's Business School, UK (OBUBS)			1		1					1	1			4
ISTITUTO TECNICO COMMERCIALE E.TOSI., Italy						1				1		1	1	4
Analysis of each case	2	2	2	2	2	2	2	2	2	3	2	2	2	

OPTIONAL

QUESTIONNAIRE FOR TEACHERS**1. Testing the RePro approach/method**

Did you use all elements of RePro method during the course?

negotiating the learning agreement Yes No If no, why?

collecting information for business Yes No If no, why?

working with groups Yes No If no, why?

providing the meaningful feedback Yes No If no, why?

reflective practice Yes No If no, why?

Was the time management properly proposed? Yes No If no, why?

How did you select members for groups during course? Self selected by students Preselected by the teacher Teacher selection after student preferences

Was the process of negotiating learning agreement difficult for students? If the answer is yes go to the next question. Yes No

What elements of learning agreement were difficult to negotiate and why?

- establishing learning outcomes

- describing learning activities

- pointing out the resources

- defining the evidence of achievement

- defining assessment criteria

- defining assessment method

Do you think that RePro approach makes students more active? Yes No

Do you think that using the RePro approach during the course makes students to be more self-reliant? Yes No

Did you achieve the course learning task using RePro approach? Yes No

What were the unintended and unanticipated learning outcomes of the course?

Did you manage to be only a "guide" during the course as assumed in RePro approach? Yes No

Please point out the main difficulties you encountered running the course using RePro approach.

Shall the presented RePro approach be supplemented by additional elements?

How has this experience been helpful to me becoming a more effective teacher?

2. Testing Teachers Manual

Is the manual easy to read? Yes So-so No

Is the idea of RePro approach presented clearly? Yes So-so No

Is the RePro approach an innovative method of teaching in comparison to what you practiced so far? Yes So-so No

Is the manual's content put in logical and clear order? Yes So-so No

How would you evaluate the description of following elements in the manual:

- clarifying the new terms Too much Just right Insufficient
- 1. negotiating the learning agreement Too much Just right Insufficient

- | | | | | | | |
|--|----------|--------------------------|------------|--------------------------|--------------|--------------------------|
| 2. timing the work process | Too much | <input type="checkbox"/> | Just right | <input type="checkbox"/> | Insufficient | <input type="checkbox"/> |
| 3. collecting information for business | Too much | <input type="checkbox"/> | Just right | <input type="checkbox"/> | Insufficient | <input type="checkbox"/> |
| 4. working with groups | Too much | <input type="checkbox"/> | Just right | <input type="checkbox"/> | Insufficient | <input type="checkbox"/> |
| 1. providing the meaningful feedback | Too much | <input type="checkbox"/> | Just right | <input type="checkbox"/> | Insufficient | <input type="checkbox"/> |
| 2. reflective practice | Too much | <input type="checkbox"/> | Just right | <input type="checkbox"/> | Insufficient | <input type="checkbox"/> |

What changes would you suggest in abovementioned elements' description:

- clarifying the new terms

- 5. negotiating the learning agreement:

- 6. timing the work process:

- 7. collecting information for business:

- 8. working with groups:

- 3. providing the meaningful feedback:

- 4. reflective practice:

What would you add to the manual to make it more useful?

How do you evaluate the scope of difficultness of using each element of the Manual by the teacher?

- | | | | | | | |
|---|-----|--------------------------|-------|--------------------------|----|--------------------------|
| 9. negotiating the learning agreement | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 10. timing the work process | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 11. collecting information for business | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 12. working with groups | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 5. providing the meaningful feedback | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| 6. reflective practice | Yes | <input type="checkbox"/> | So so | <input type="checkbox"/> | No | <input type="checkbox"/> |

3. Testing the RePro-cases

Please, name the case, which you answers are connected.

- | | | | | | | |
|---|-----|--------------------------|----------|--------------------------|------|--------------------------|
| Is the case easy and interesting to read? | Yes | <input type="checkbox"/> | So-so | <input type="checkbox"/> | No | <input type="checkbox"/> |
| Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?) | Yes | <input type="checkbox"/> | A little | <input type="checkbox"/> | None | <input type="checkbox"/> |

Is the information adequate to investigate a subject area?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	<input type="checkbox"/>	Some what	<input type="checkbox"/>	No	<input type="checkbox"/>
Were sufficient raw data presented?	Too much	<input type="checkbox"/>	Just right	<input type="checkbox"/>	Insufficient	<input type="checkbox"/>
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the intended student-centeredness apparent in the way the case is presented?	Yes	<input type="checkbox"/>	Ambiguous	<input type="checkbox"/>	No	<input type="checkbox"/>
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	None	<input type="checkbox"/>

Appendix 3

QUESTIONNAIRE FOR STUDENTS

1. Testing the RePro approach/method

Is the core of RePro method clear for you?	Yes	<input type="checkbox"/>	So so	<input type="checkbox"/>	No, at all	<input type="checkbox"/>
Is RePro approach innovatory in reference to other known for you teaching methods?	Yes	<input type="checkbox"/>	So so	<input type="checkbox"/>	Difficult to say	<input type="checkbox"/>

Which elements of RePro method was new for you?

13. negotiating the learning agreement	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
14. collecting information for case study	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
15. working with groups	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
7. providing the meaningful feedback	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
8. reflective practice	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Which elements of RePro method was the most difficult and why?

- 16. negotiating the learning agreement
- 17. collecting information for case study
- 18. working with groups
- 9. providing the meaningful feedback
- 10. reflective practice

Where all elements of RePro method used during the course?

19. negotiating the learning agreement	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
20. collecting information for case study	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
21. working with groups	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
11. providing the meaningful feedback	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
12. reflective practice	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

What elements of learning agreement were difficult to negotiate and why?

22. establishing learning outcomes

23. describing learning activities

24. pointing out the resources

25. defining the evidence of achievement

26. defining assessment criteria

27. defining assessment method

Do you think that RePro approach helped you to gain proper to subject knowledge? Yes No

Did your teacher manage to be only a "guide" during the course as assumed in RePro approach? Yes No

Please point out the main difficulties you encountered while working using RePro approach.

Shall the presented RePro approach be supplemented by additional elements?

How did you select members for groups during course? Self selected by students Preselected by the teacher Teacher selection after student preferences

2. Testing Students Manual

Is the manual easy to read? Yes So-so No

Is the manual's content put in logical and clear order? Yes So-so No

Are the elements of learning agreement explained in sufficient manner? If not – how should that part be supplemented? Yes So-so No

Are the elements connected with project management explained in sufficient manner? If not – how should that part be supplemented? Yes So-so No

Are the elements connected with collecting information explained in sufficient manner? If not – how should that part be supplemented?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Are the elements connected with group working explained in sufficient manner? If not – how should that part be supplemented?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Are the elements connected with assessment explained in sufficient manner? If not – how should that part be supplemented?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the RePro approach an innovative method of teaching in comparison to what you practiced so far?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Should the manual be supplemented with anything? If yes – what elements?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>

3. Testing the RePro-cases

Please, name the case, which you answers are connected.

Is the case easy and interesting to read?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Is the information adequate to investigate a subject area?	Yes	<input type="checkbox"/>	So-so	<input type="checkbox"/>	No	<input type="checkbox"/>
Were sufficient raw data presented?	Too much	<input type="checkbox"/>	Just right	<input type="checkbox"/>	Insufficient	<input type="checkbox"/>
Did the case encourage you to further individual investigation?	Yes	<input type="checkbox"/>	A little	<input type="checkbox"/>	None	<input type="checkbox"/>

Appendix 4

Teacher self-evaluation

Name _____
Date _____

1. How much time was required to prepare to the case (individually)?
2. What kind of problems araised during the course?
3. Did your get new ideas, new understanging during the course?

Please, make notes during the course (diary) and feel free to list all kind of thoughts.

Appendix 5

Student self-evaluation

Name _____
Date _____

The self-evaluation refers to identification of own learning objectives and evaluation of degree of their realization.

1. How long did it take to prepare the report (individually)?
2. What kind of obstacles did you have while creating the report?
3. Did you gain new knowledge, ideas, different understanding the of analyzed questions while creating the report?

Appendix 6

Group and peer - evaluation

Group members are encouraged to provide honest feedback.

The submitted assessment of the participation of the other group members is anonymous - each student must evaluate the other group members and also himself.

- 1) Please award each person a mark for each category. The total mark for that category must total 100 %, i.e. the marks on each line across must add up to 100. For example, if you all agree that everyone in a group of 5 attended meetings regularly, each person should be given '20 %' for that category.

Category/Name					
Regular attendance at meetings					
Contribution to undertaking primary research					
Contribution to data analysis					
Contribution to learning agreement					
Contribution to writing up of report					
Contribution of ideas					
Supporting the group					
Encouraging the group					
Contribution to presentation preparation					
Presentation performance					

- 2) In an effective group a number of crucial functions are performed by group members. Evaluate, if the role was sheared be few members teams during the process, or was it dominated by one person. If it was sheared between some team members, divide 100% between them, if it was one person – give her/him 100%. If such a function was not performed – put 0% in all cells in a row.

Group members roles / Name					
Coordinator					
Secretary – note taker					
Progress chaser					
Time keeper					
Other (<i>what?</i>)					

Feel free to add any further information regarding group and peer evaluation.

Appendix 7

Case 1. SWISSMED

Is the case easy and interesting to read?	Yes	4	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	4	A little		None	
Is the information adequate to investigate a subject area?	Yes	4	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	2	Somewhat	2	No	
Were sufficient raw data presented?	Too much		Just right	4	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	3	So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	4	Ambiguous		No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little		None	4

Case 2. GUNDAZ

Is the case easy and interesting to read?	Yes	1	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes		A little	1	None	
Is the information adequate to investigate a subject area?	Yes		So-so	1	No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes		Somewhat	1	No	
Were sufficient raw data presented?	Too much		Just right		Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	1	Ambiguous		No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	

Case 3. CARLUCCIO'S

Is the case easy and interesting to read?	Yes	4	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	4	A little		None	
Is the information adequate to investigate a subject area?	Yes	3	So-so	1	No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat	3	No	
Were sufficient raw data presented?	Too much		Just right	3	Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	4	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	2	Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	3

Case 4. ODDK

Is the case easy and interesting to read?	Yes	3	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	3	A little		None	
Is the information adequate to investigate a subject area?	Yes	2	So-so	1	No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat	1	No	1
Were sufficient raw data presented?	Too much		Just right	2	Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	3	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	3	Ambiguous		No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	2	None	1

Case 5. CAVELLI

Is the case easy and interesting to read?	Yes	1	So-so	1	No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	1	A little	1	None	
Is the information adequate to investigate a subject area?	Yes	1	So-so	1	No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat	1	No	
Were sufficient raw data presented?	Too much		Just right	1	Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes		Ambiguous	2	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes	1	A little	1	None	

Case 6. POLINELLI

Is the case easy and interesting to read?	Yes	1	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes		A little	1	None	
Is the information adequate to investigate a subject area?	Yes	1	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat		No	
Were sufficient raw data presented?	Too much		Just right	1	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes		Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	

Case 7. AD LABOREM

Is the case easy and interesting to read?	Yes	1	So-so		No	
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Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes		A little	1	None	
Is the information adequate to investigate a subject area?	Yes	1	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes		Somewhat	1	No	
Were sufficient raw data presented?	Too much		Just right	1	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes		Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	

Case 8. BAIBINYA

Is the case easy and interesting to read?	Yes	2	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	1	A little	1	None	
Is the information adequate to investigate a subject area?	Yes	1	So-so	1	No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes		Somewhat	2	No	
Were sufficient raw data presented?	Too much		Just right	1	Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes		Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	1

Case 9. VPG

Is the case easy and interesting to read?	Yes	2	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	2	A little		None	
Is the information adequate to investigate a subject area?	Yes	2	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	2	Somewhat		No	
Were sufficient raw data presented?	Too much		Just right	2	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	1	Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes	1	A little		None	1

Case 10. THREE BAGS

Is the case easy and interesting to read?	Yes	1	So-so	1	No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	2	A little		None	
Is the information adequate to investigate a subject area?	Yes	2	So-so		No	

Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat		No	1
Were sufficient raw data presented?	Too much		Just right	2	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	1	Ambiguous	1	No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little	1	None	1

Case 11. RONNKVIK'S WINERY

Is the case easy and interesting to read?	Yes	1	So-so		No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	1	A little		None	
Is the information adequate to investigate a subject area?	Yes	1	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes	1	Somewhat		No	
Were sufficient raw data presented?	Too much		Just right	1	Insufficient	
Has the role and point of view of the case producer remained sufficiently in the background?	Yes	1	So-so		No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	1	Ambiguous		No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes	1	A little		None	

Case 12. JURYS DOYLE

Is the case easy and interesting to read?	Yes		So-so	1	No	
Does the case have a structure that serves the RePro method (i.e., flexible, covering a multitude of issues?)	Yes	1	A little		None	
Is the information adequate to investigate a subject area?	Yes	1	So-so		No	
Has adequate attention been paid to various contexts (operations, human resource, marketing, finance, strategy)?	Yes		Somewhat	1	No	
Were sufficient raw data presented?	Too much		Just right		Insufficient	1
Has the role and point of view of the case producer remained sufficiently in the background?	Yes		So-so	1	No	
Is the intended student-centeredness apparent in the way the case is presented?	Yes	1	Ambiguous		No	
Does the aspect of multinationality (different nationality of students and case origins) made work with case more difficult, create unexpected effects?	Yes		A little		None	1

Other remarks: Answer: Ambiguous ET => For students at our level it is difficult to answer these questions, as students need more descriptive cases with more in depth details.



Education and Culture

Leonardo da Vinci

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