

Student Voices on Austrian and Czech Online Material of Logistics

A Cross-cultural Evaluation of an Online Learning Vocabulary Tool

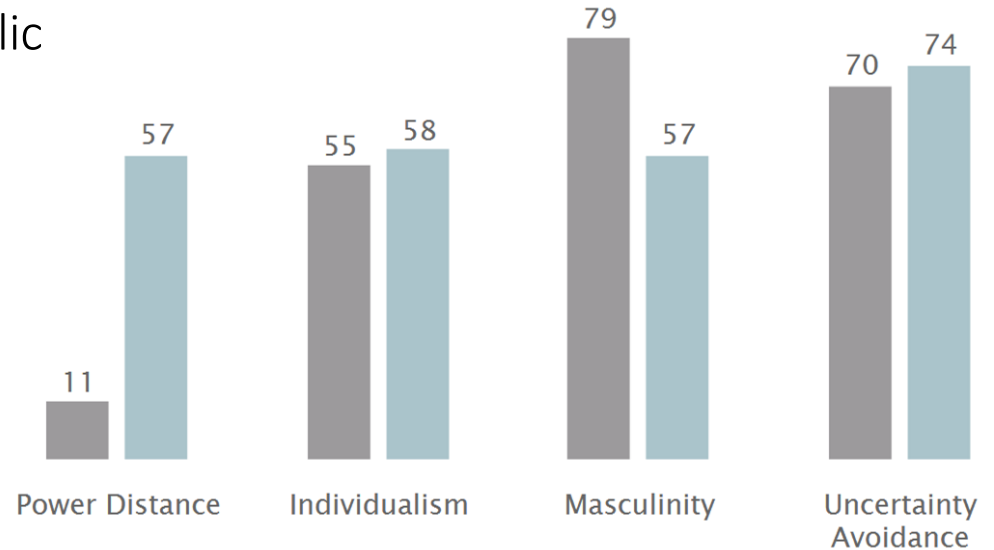
Martina Gaisch, Victoria Rammer, Jan Gregor, Libuše Turinská

An aerial photograph of New York City, showing a dense urban landscape with numerous skyscrapers. A semi-transparent white rectangular box is centered over the image, containing the title text. The Freedom Tower is prominent on the right side of the image.

Cultural Aspects in Austria and the Czech Republic

CULTURAL ASPECTS

- Cultural dimensions of Austria and the Czech Republic (Hofstede, 1984)



CULTURAL ASPECTS - DIFFERENCES

Austria

- Using hierarchy only for convenience
- Competition, achievement and success are important
- Working consecutively
- Rule-based control

Czech Republic

- More hierarchical society
- Operating more simultaneously
- Diffuse Culture = mingle work and private life
- Human-oriented control

Schroll-Machl Sylvia & Nový Ivan (2008, 2009)

CULTURAL ASPECTS - SIMILARITIES

Austria

- Strong independence
- Preference for loosely social relationships
- Role-oriented
- Conflict avoidance

Czech Republic

- Strong independence
- Preference for loosely social relationships
- Role-oriented
- Conflict avoidance

Schroll-Machl Sylvia & Nový Ivan (2008, 2009)

A person wearing a dark blue suit and a white shirt with a patterned pocket square is sitting at a desk. They are using a laptop. A large, tan-colored leather bag with a strap and buckle is in the foreground. The background is slightly blurred, showing a desk with a small potted plant and a lamp.

Online learning material and gamification

E-LEARNING SYSTEMS

- Embrace the concept of lifelong learning
- Students and staff
 - Improve their skills
 - Gain new knowledge
- Learn anytime and anywhere
- Engage more independently and actively with the learning material

GAMIFICATION

“The use of game design mechanics and elements in non-game contexts.”

(Deterding, Sicart, Nacke, O'Hara and Dixon 2011)

GAMIFICATION

- Enhance the motivation of learners by using game techniques
- Trigger a more engaging and efficient learning behaviour
- Provide optimal requirements for the state of flow
- Provide an optimal online learning environment

QUIZLET

- Online flashcard application
- Provide different types of gamification

The image displays two overlapping screenshots of the Quizlet website. The background screenshot shows the 'Home' page with a sidebar menu containing 'Premium Content', 'Your Study Sets', and 'Settings'. The main area is titled 'Latest Activity' and lists three recent study sets: 'Transport Logistics - EN/CZ', 'Transport logistics - EN/DE', and 'Transport logistics - DE/CZ', each with 32 terms. A sidebar on the right promotes 'our Learning medium Practice ns!'. The foreground screenshot shows the 'Transport logistics - DE/CZ' study set interface. It features a top bar with '32 terms' and 'CLIL-ATCZ'. Below this is a row of icons for 'FLASHCARDS', 'LEARN', 'WRITE', 'SPELL', 'TEST', 'MATCH', and 'GRAVITY'. The central area displays a flashcard with the text 'Manipulationsprozess'. At the bottom, there are navigation controls including a 'Click card to see the definition' button and a progress indicator showing '1/32'.

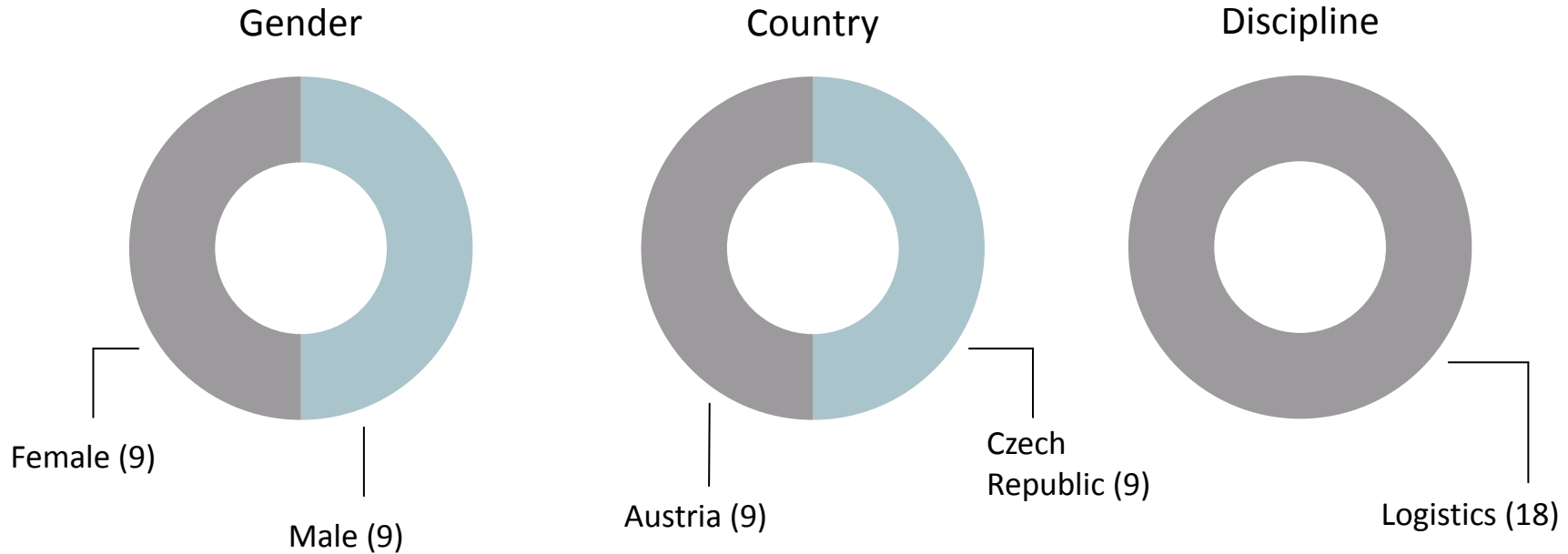
A top-down view of a wooden desk. On the left, a silver laptop is open, showing its keyboard. To the right of the laptop is a white ceramic cup filled with dark coffee. Below the cup, a yellow pencil lies horizontally. To the right of the pencil is a small, crumpled piece of white paper. In the bottom right corner, there is a small green rectangular object, possibly a sticky note. The background is a light-colored wooden surface with visible grain.

Research Design Objectives and Methodology

RESEARCH OBJECTIVES

- Identify the willingness of logistics students in Austria and the Czech Republic to engage in online learning via the tool Quizlet.
- 32 logistic terms
 - Flashcards
 - Learning loop
 - Writing and spelling exercises
 - Test and matching options
 - Gravity (gamification exercise)

RESEARCH DESIGN - METHODOLOGY



A photograph of a modern conference room with large windows, a long table, and several chairs. The room is brightly lit by natural light from the windows. A semi-transparent white rectangle is overlaid on the center of the image, containing the text "Empirical Findings".

Empirical Findings

ABOUT THE TOOL

Austria

- very useful tool for learning and practicing (new) vocabulary
- clear and simple navigation
- features are varied, funny, practical and functional
- not possible to learn and understand the coherences of the learning material

Czech Republic

- very useful tool for learning and practicing (new) vocabulary
- categories for “beginners, intermediate and advanced students” are missing

USAGE OF THE TOOL

Austria

- all participants would use the tool
- depend on the quality and complexity of the content
- prefer the mobile version
- once or more than one a week – also depend on the necessity

Czech Republic

- all participants would use the tool
- prefer the mobile version – Internet access is necessary
- once or more than one a week

GAMIFICATION ELEMENTS

Austria

- positive reaction from all interviewees
- students like the competitive gamification elements within the tool

Czech Republic

- positive reaction from all participants – perfect tool for children

FEATURES

Austria

- most used
 - Gravity – most used feature
 - Flashcards, Write, Spell
- can be replaced
 - Match and Learn – they are too easy – no challenge

Czech Republic

- most used
 - Match, Test and Spell
- can be replaced
 - Gravity – is not perceived as a learning tool

ADDITIONAL FUNCTIONS

Austria

- pictures
- speech recognition – pronunciation plays an essential role

Czech Republic

- pictures
- points for a successfully completed task
- communication between users
- interactive dictionary

LEARNING PREFERENCE

Austria

- prefer learning material with gamification elements or online materials

Czech Republic

- paper-based learning material is unambiguously preferred form
- depends on the content and the extent of the material



Conclusion & Limitations

CONCLUSION

- Positive attitude towards the tool Quizlet
- Apparently Austrian and Czech students have a different perspective on learning which is why
 - Czech students
 - are more into text based learning
 - appreciate cooperation and motivation
 - Austrian students
 - are more into visualisation and gamification
 - need learning to be challenging

LIMITATION

- Limited number of participants - cannot serve as a frame of reference for other studies
- Focus on bachelor students of logistics only
- Restricted regional perspective

POTENTIAL FUTURE AVENUES

- Broaden the scope to all 4 disciplines
 - Informatics
 - Civil engineering
 - Mechanical engineering
 - Logistics
- Take more participants into account
- Embrace more geographical regions

ACKNOWLEDGEMENTS

The project “CLIL” has been funded with support from the European Commission, the European Fund for Regional development (EFRE), and the Federal State of Upper Austria under the program INTERREG V-A Austria-Czech Republic 2014-2020.



Student Voices on Austrian and Czech Online Material of Logistics

A Cross-cultural Evaluation of an Online Learning Vocabulary Tool

Martina Gaisch, Victoria Rammer, Jan Gregor, Libuše Turinská