

Mass Customization and Cultural differences at Køge Business College, DK

Project Specification:

Project name	Mass Customization and Cultural differences
Project ID / Versions	DE/09/LLP-LdV/TOI/147203
Date/Change	November 5. 2009
Problem (measurable)	International students at our Institution are not as readily equipped to navigate in the mass customization model based program in comparison to our Danish students. Their cultural background as well as their experiences and expectations have not been synchronized with the institutional goals of the programs.
Target (measurable)	The target is to shorten the time of international student's adaption to the mass customization teaching approach and familiarize them with the corresponding ideas of self-organized student centered learning and teaching .
Background	The international students do not have the same educational background as our Danish students who are used to navigate in a programme-based learning environment. Its combination of class teaching and case assignments requires a great deal of responsibility for one's own learning process. It is evident from our experience that they can acquire these skills during the first 3 semesters. But they would benefit greatly from an earlier adaption of the "pull" approach as it is reflected on their academic results.
Milestones An Evaluation Criteria	Nov 2009 – April 2010: research phase April 2010: Preliminary research report June: 2010: Presentation of research findings June – August 2010: Development of new methods September 2010: Implementation of developed methods based on research 1. February: Start of evaluation of case implementation 1. April 2011: Evaluation of case implementation 1. August 2011: final report
Scope	The Multimedia-design education at Køge Business College – International track (with possible derived benefits for the Danish track).
Follow ups (Scale)	Adaption of the evaluated methods will be an integrated part of the international multimedia design program. If possible and relevant we will develop the Danish program as well.
Project Start/End	Learning processes never end. But we refer to the milestones.
Assumptions	We assume that international students are able to adapt to learning based on MC. We assume that a better understanding of the cultural background and derived student strategies will provide ideas for more effective approaches towards this group of students.
Communication plan	<ol style="list-style-type: none"> 1. Introduce project to management group to get endorsement 2. Include colleagues in process by asking for their help and advice 3. Contact external partners by network combined with project description. 4. Communicate plans and results via our homepage and the project share point. 5. If possible publish results in scientific media.
Risks/Threats	<ol style="list-style-type: none"> 1. Loss of focus due to project members other assignments as teachers 2. Lack of support by management and colleagues 3. External partner's different interests (co-ordination)
Advantages/Benefits	<ul style="list-style-type: none"> • An even stronger and more beneficial program for our international students. • Better integration between the Danish and International tracks of the education. • Decrease the drop-out rate.

Project Team (Stakeholders):

Roles/Responsibilities	Names	Time
Project Sponsor*	Leonardo da Vinci	1 [h/week]
Project Leader*	Jan Ingemansen	5 [h/week]
User- Representative *		[h/ week]
Provider- Representative*	Steen Hillebrecht	[h/ week]
Affected Stakeholders (not participating in the project)	Thomas, Henrik, Lotte, Hans, Peter, Annette	[h/ week]
Team Expert 1 + Tasks	Steen Hillebrecht, Plan and design research, coordinate with partners	[h/ week]
Team Expert 2 + Tasks	Jan Ingemansen, Plan and design research, coordinate with partners	[h/ week]
Team Expert 3 + Tasks	DPU/RUC-partner: research projekt, research report	[h/ week]
Team Expert 4 + Tasks		[h/ week]

**regional steering committee“*