UNIVERSITY OF LJUBLJANA

FACULTY OF ECONOMICS

GRADUATION THESIS

APPLICATION OF ETHNOGRAPHICAL METHODS ON ENTREPRENEURSHIP AND INTERPRETATION OF »ENTREPRENEURSHIP« COURSE CLASS AT THE FACULTY OF ECONOMICS, UNIVERSITY OF LJUBLJANA

Ljubljana, November 2011 GREGOR PUGELJ

IZJAVA

Študent GREGOR PUGELJ izjavljam, da sem avtor tega diplomskega dela, ki sem ga napisal pod mentorstvom prof. dr. Aleša Vahčiča, in dovolim objavo diplomskega dela na fakultetnih spletnih straneh.

V Ljubljani, dne 9.11.2011 Podpis:_____

Index

Index i
Index of figures and Tables iii
Introduction 1
1 Review of Literature 3
1.1 Scope of entrepreneurship 3
1.2 Business processes 3
1.3 Product design development 4
1.4 Design thinking and prototyping 6
1.4.1 Design brief 7
1.4.2 Sketches and models 8
1.4.3 Prototype 10
1.5 Anthropology and cultural anthropology 11
1.6 Business anthropology 13
2 Methods 15
2.1 Qualitative research method 15
2.2 Methods in fieldwork 16
2.2.1 Participant observation 17
2.2.2 Ethnographical interview 17
2.2.3 Data recording and keeping 18
2.2.4 Phases of research 18
3 Result of observation 19
3.1 Introduction 20
3.1.1 Solving mountaineer's problem 21
3.1.2 Shooting a skit using LiveCLIQ application 21
3.1.3 Planning school cafeteria 22
3.1.4 Final Projects 22
3.1.4.1 Sailing training and event organization 23

3.1.4.2 LiveCLIQ application: usability and improvement 24
3.1.4.3 Tourist package elaboration 24
3.2 Methods and tools in field 25
3.2.1 Participant observation 26
3.2.2 Ethnographical interview 26
3.2.3 Data recording and keeping 27
3.2.3.1 Camera and video camera 27
3.2.4 Applications 29
3.2.4.1 LiveCLIQ 29
3.2.4.2 D.school 30
3.2.4.3 Google SketchUp 32
3.3 Discussion 32
3.3.1 Purpose of the course 32
3.3.2 Observation 34
3.3.3 Self-reflection 37
Conclusion 38
References 39
Index of Appendix i

Index of figures and Tables

Figure 1: Major stages in new product development 6
Figure 2: Example of first sketch 9
Figure 3: Example of computer models using Google SketchUp 9
Figure 4: Example of layout 10
Figure 5: Example of computer model using CAD 10
Figure 6: Phases of anthropological research 19
Table 1: Projects and number of groups participating 21
Table 2: Features of solving mountaineer's problem with cutlery 21
Table 3: Features of shooting a skit using LiveCLIQ application 22
Table 4: Features of planning school cafeteria 22
Table 5: National composition of group members by projects 23
Table 6: Features of sailing training and event organization 24
Table 7: Features of LiveCLIQ application usability and improvement 24
Table 8: Features of tourist package elaboration 25
Table 9: Manually controlled digital video camera 28
Table 10: Computer integrated video camera or webcam 28
Table 11: Mobile phone camera 28
Figure 7: Screen capture of LiveCLIQ Internet tool user interface 29
Figure 8: Screen capture of D.School home page 30
Figure 9: Screen capture of The Book 31
Figure 10: Screen capture of The Book 31
Figure 11: Screen capture of Google SketchUp user interface 32

Introduction

Wittgenstein, the early 20th century philosopher, born in Austria, saw language[1] as a word game. This meaning that language is not a logical picture of reality he relinquished the idea of unified lenguage structure. There after the opposite has been supposed, there are, in fact, many different languages with many different structures which could serve quite different needs (Sluga & Stern, 1996). Moreover, Thomas Kuhn in his famous book "The structure of the scientific revolutions" draws parallels with Wittgenstein's philosophy of language by means of which he explains the incommensurability of the scientific theories (Kuhn, 1996 (3rd ed.)). He concluded that lack of common measurement standard leads to misunderstandings among the theorists within a science. Scientists speaking "different scientific languages" consequently make "normal science" rigid. Any theory or model bases on certain axioms, principles or hypothesis that are viewed by the scientific party advocating it as self-evident. The scientists prefer believing to doubting, sometimes even when the reality obviously does not correspond to the theory. Dogmatism is one of the greatest enemies of progress, therefore assumptions we make shall never be taken for granted.

Since its early days till our days the community of economic scientists has mostly paid attention to the measurable data and used instruments (statistical and mathematical) associated with quantitative methods to process them. So, still, in opinion of many economists social sciences (also called soft sciences) should adopt methodology of natural sciences (also called hard sciences). If all our problems were countable, measurable and embraceable there would not be much space for doubts. Exactness of our problems would thereby make our lives very controllable. Unfortunately, this is not the case. The complexity and chaos of humanness is way too vast for any human mind to capture even the smallest part of its entirety. Moreover, indetermination of individual's mind (his free will) represents a manace for any attempt of overall generalization of its traits. Spirit, mantality and mind vary from person to person. In order to make conclusions about one's behavior it is not sufficient solely to count obvious facts e.g. salaries, efficiency, growth etc., for they represent symptoms rather than real causes.

This being the case, and bearing in mind that we cannot ignore the nature of psychological and sociological issues, we are left with a trade-off: either to let the hard science to solve our daily problems at the expense of reality or also employ soft scientific methods, but in this case, at the expense of positivist exactness. Economics, being measurable and immeasurable at the same time, lies somewhere in-between qualitative-quantitative dichotomy. This thesis advocates the position that both approaches are needed and that they must learn how to coexist. But since the quantitative methods represent more or less a routine in economics it focuses more on the qualitative approach to research.

[1] In this place the word »language« referes chiefly to the professional or scientific language.

The study of the »Entrepreneurship« class carried out during the 2010 spring semester at the Faculty of Economics of the University of Ljubljana requires explanation of qualitative methods and the concepts related to its course syllabus. This includes mainly terminology designating concepts used for description of subject matters concerning product development, anthropology and ethnography.

Should the main task of the course be to teach students how to think with an entrepreneurial mind, knowledge of business theory and business activity must be provided. In which processes does a company get involved to reach its aims, are they all equally important, and what are the priorities are the core questions of our inquiry. Furthermore, we know that the very reason of any company's existence is to meet consumer needs. A product or a service meeting desired characteristics represents successful embodiment of marketing process. Thus, assuming that a company wants to satisfy the customers it has to know how to detect their needs. How does a company secure relevant information? In addition, modern markets are subject to constant and drastic changes in time and space resulting in fierce and merciless competition. Companies have no choice but to innovate their products accordingly. How do companies tackle such situation? One of the greatest fears is to invest in a total failure. When it gets to investments risk taking is inevitable. How to avoid the pessimistic scenario and what techniques shall be used? Two potential errors may precede the product failure: either we failed to detect the customers' needs or we failed to apply our market research results on the product. We will examine how the latter could be avoided with proper prototyping and shall apply ethnographical methods on the former.

By applying **ethnographical methods** to the field of **business** a new applied science called **business anthropology** got crafted. Anthropology is somewhat new to the economists, therefore it deserves a short explanation of its scope. What does it have to offer to an entrepreneur? Of what assistance may its wisdom, methodology and tools be?

The main point of reference and as such the main source of the conclusions of the field study was so-called **participant observation method**. In its support various corresponding tools and instruments were used. As a mean of compiling data about the work on the projects, diary was being written. Camera and video camera enhanced the documentation. For the thorough discussion regarding class situation, projects and student perception the interviews have been performed.

The research carried out for this thesis was applied scientific research. It was a normative research, which tried to find out weather a new way of teaching has been effective and adequate, identify difficulties and suggest improvements. Furthermore, it attempted to construct the profile of the class and test whether the methods and techniques utilized had helped the students to conquer the skills required in entrepreneurship and acquire advanced understanding of the business issues.

The study was above all descriptive. Its primary target was to draw a picture of a given situation using words or numbers and to present a profile, a classification of types, or an outline of steps to answer questions such as **who**, **what**, **when**, **where**, and **how**.

1 Review of Literature

1.1 Scope of entrepreneurship

Business (also called company, enterprise or firm) is a legally recognized organization designed to provide goods and/or services to consumers. Businesses are predominant in capitalist economies.

Entrepreneur is a French term (taken over into English) for "enterpriser" or "one who undertakes". An entrepreneur is a person who detects a previously untapped opportunity to make substantial profits (either by lowering the costs of producing existing good/services or by creating brand new ways for people to satisfy their wants through new products) -- and then takes the initiative in bringing together the necessary factors of production to exploit this opportunity, typically by organizing a new business firm (or perhaps a new subdivision of an existing firm) for the purpose (Johnson, 2005). It could also be shortly defined as; one who undertakes innovations, finance and business acumen in an effort to transform innovations into economic goods. Entrepreneurship is act of being entrepreneur.

Business is an interdisciplinary craft. To be a successful entrepreneur one must be acquainted with findings and methods of many fields. Applied psychology, anthropology, statistics, mathematics, informatics and many more help an entrepreneur to achieve his goals. This suggests that a successful entrepreneur definitely shall not lack versatility.

As is evident from the definition innovativeness is an important value in entrepreneurship. This refers to both – **product and consumer**. Businesses are employed by customers, thus their behavior must be analyzed with great care. This is certainly not an easy task. The consumer is not some kind of emotionless, perfectly controlled, rational entity; he or she is above all a complex and complicated psychological masterpiece. Individuals are on one hand very unique and hardly measurable, but there again, on the other hand still belonging to one species sharing some characteristics, which are to some extent measurable. In order to grasp consumer’s essence scientists intend to deploy the most adequate methodology, techniques and instruments.

1.2 Business processes

For the purposes of this thesis, it is necessary to make categories of the business processes which could seek help of anthropologists or where ethnographical methodology could be applied. Less relevant business processes like administration, planning, control,

bureaucracy, legislation, etc., will be excluded from the investigation, although, naturally, they all contain human factor. The fallowing groups of processes shall be pointed out significantly instead:

- Processes of producing goods and services,
- Processes of design of new products, services and systems for consumers and businesses, and/or
- Processes of investigating of consumer behavior and marketplaces.

The first group focuses on the ways goods and services are produced. Depending on the product features companies select certain locations of production, materials, tools, machines and labor force, in short: production inputs.

The second group represents everything related to the product, its form and its features. This includes all processes engaging in the product life cycle from the initial idea brainstorming to the final phase of launching a product on the market.

The main emphasis will be on the product design process. We shall learn, for instance, how important it is that product takes a physical form before being sent to its final destination – the market. We assume that it is of core importance that that product gets tested to avoid failure, but this cannot be done unless a prototype is built on the basis of its blueprint order to get a real picture of it.

The last group is somewhat connected with demand. If the first two groups deal with the supply side and production, the third one deals with demand and sales. It involves processes and activities usually associated with marketing. By scrutinizing the consumers, it provides feedback knowledge highly valuable for product design. In other words, product designers should tend to meet consumer desires. Market surveys and feasibility studies are commonly carried out by using various quantitative and qualitative research techniques. Poll and survey are quantitative research methods. Also, more recently, companies became aware that there is a growing requirement of harmonizing two types of methodologies. Business simply cannot be reduced to mere numbers only, there are too many immeasurable factors involved. Ethnographical methods such as interview or participant observation can provide much greater insights into the reality of business. For 30 years now, “open-minded” companies acknowledge that this kind of research improve their figures.

1.3 Product design development

A company is as connected to its product as a writer to his books or a fisherman to his fish. Its activity is function of the product it produces. As the object changes so does the organization. Moreover, it is impossible to survive on the market without periodic development of a new product or at least the modification of an old one. Trends,

technology, norms, natural environment, etc., alternate constantly. This changing process affects human lifestyles, so that the ways of meeting their needs sooner or later faces transformations. In order to survive a company must always stay on the prowl.

Any product has a life cycle, spanning from the initial idea brainstormed at the meeting, to the phase of its launch on the market. It is the company's interest to plan each stage of the life cycle as precisely and carefully as possible. Although none of them can be prioritized for they all form a chain, which would lose all of its value once a single ankle is broken, we shall focus on the pre-commercialization phase only. Initially, we want to establish how ideas get conceived and how, through their filtration, a sellable product comes into an existence. The Stages of precommercialization are (Kotler & Armstrong, 1986):

- Idea Generation
- Idea Screening
- and Concept Development and Testing

Ideas for new products can be obtained from basic research using a SWOT analysis (Strengths, Weaknesses, Opportunities & Threats), market and consumer trends, the company's R&D department, competitors, focus groups, employees, salespeople, corporate spies, trade shows, or ethnographic methods (searching for user patterns and habits). As we can see, ideas, can originate practically from anywhere. They are not limited to their narrow environmental context. Anything that can be an issue can trigger thought about improvement of a product. Immediately after detecting the problem through SWOT analysis the idea production begins. One of the most frequently used techniques for this goal is called brainstorming. Through time, numerous variations of it have been invented, but no matter how different they may be, they all point to the same target, namely, to produce as many ideas as possible. We must be aware of the fact that, at this stage, we need not be concerned with their feasibility yet.

During the idea screening stage the reality criterion breaks in. Prior to allocating resources to product development, all unsound ideas must be eliminated. The screeners should ask several questions: Will the customer in the target market benefit from the product? What is the size and growth forecast of the market segment/target market? What is the current or expected competitive pressure for the product idea? What are the industry sales and market trends the product idea is based on? Is it technically feasible to manufacture the product? Will the product be profitable when manufactured and delivered to the customer at the target price? After considering all these constraints only the fittest ideas will survive.

A very important step in the product development is certainly getting physical. The final assessment cannot be made before the product is submitted to the laws of physics. Frequently mental image seems excellent but once tested under the non-ideal conditions, it proves to be quite useless. For this purpose, the R&D department, in consultation with other departments involved in the marketing process, designs a prototype. In continuation,

the same project group tests it in all kinds of different situations to check its functionality. During this process many errors, that had not been detected or foreseen in the previous stages, arise. After their identification, they need to be eliminated. Some of the features are omitted some adjusted and some added. Only once all this has been brought to the adequate level of product effectiveness, can the next phase be undertaken.

Figure 1: Major stages in new product development

Source: Principles of Marketing (Kotler & Armstrong, 1986)

1.4 Design thinking and prototyping

Design thinking is a term coined by the famous designer and founder of the IDEO[2] project, Tim Brown. His ideas have reached many modern businessmen, especially those, who agreed with him that innovation fuels the company in its way to success. His Book "Change by design" makes the point clear for many innovation-oriented entrepreneurs (Brown, 2009). It gradually scrutinizes the innovation process through product life cycle and shows how the initial production of ideas in the brainstorming phase does not have much value before it becomes tangible.

Launching any product on the market always represents a certain degree of risk. Fortunately there are some ways with the assistance of which an entrepreneur can lower the possibility of the unwanted event significantly. Prototyping plays an important role here. There are a number of tools available when projecting a new product, but nothing is as valuable as a tangible model of it. How can we know if a new product will meet the desired functionality without testing it? We cannot claim that we know an object only by its appearance. Perception is imperfect and misleading, thus idea has to be scrutinized before its implementation in order to reduce the possibility of taking the wrong decision.

[2] IDEO is a design and innovation consultancy founded in Palo Alto, California, United States (IDEO, 2010)

We must be aware that if these facts and warnings are not taken into consideration a project might end up producing irreversible wastes of money and time invested instead of yielding positive returns. Adopting a very critical and selective point of view generates less stress than risking a failure.

1.4.1 Design brief

A design brief is a comprehensive written document for a design project, developed in concert by a person representing the business need for design, and the designer. The document is focused on the desired results of design. Design briefs are an extremely important part of the functions of companies and corporations, especially engineering firms. A regular design brief will use the following layout:

- Title page
- Table of contents
- History
  - Company history
- Company Profile
  - Specializations
  - Designer Profile
  - Company Name
  - Past Accomplishments
- Problem Statement
  - Problem Description
  - Constraints
  - Budget
  - Time
  - Needs of the Problem
- Goals
  - What you plan to accomplish
  - Due dates
- Solution Analysis
  - Risks/Benefits
  - Planned Solutions
  - Sketches
- Synopsis
  - Evaluation
- Conclusion/Summary

It is important that developers make an exhaustive design brief, otherwise results will be less predictable. Formalities, such as company profile, title and table of contents are part of any professional document. Their purpose is to help classifying and orientating in space

and time. To take the development on, the problem must be described, needs stated, physical limitations delineated, budget determined and deadlines set. In other words, to reach a goal properly, limitations must be considered. This purely mental process will extract potential solutions and show which direction to follow. Further analysis of risks and benefits is needed to reveal investment viability. Sketching the solution is the first step forward to the visualization upon which a prototype will be built. Finally, our job will be evaluated and conclusions drawn.

Example of students' design brief:

Design brief, LiveCLIQ Project (Panisset, Perminjat, & Podolan, 2010)

"Nowadays everybody wants to share his/her opinions, thoughts, experiences, interests and be connected to the world. Through its revolutionary technology LiveCLIQ makes the sharing possible in the real time. Now it's easy to catch life moments in any situation with just your mobile phone. LiveCLIQ enables not only the sharing of the videos but also any type of documents, books, images and anything else you can imagine. The main goal of the project is to make LiveCLIQ more competitive and increase its market-share, most notably against its main competitor YouTube. Increase the awareness about the LiveCLIQ.

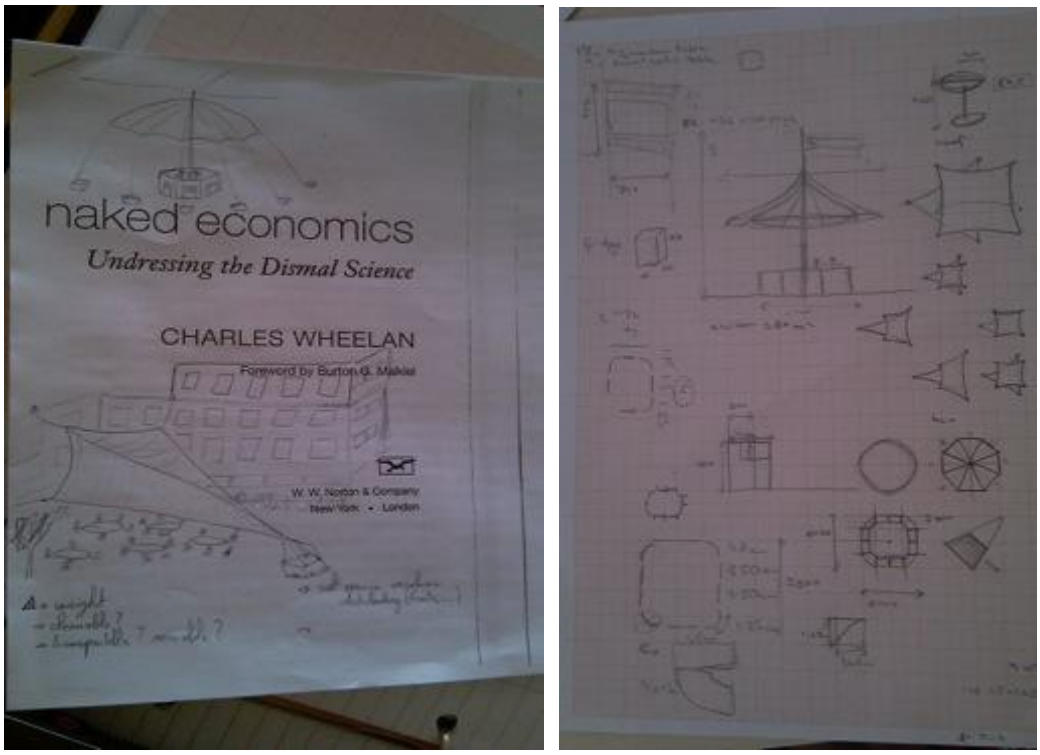
Our job is to develop a solution that would meet the following criteria:

- Create a product around the technology
- Explain the process of video creating and sharing in the simplest way possible
- Make it user-friendly, appealing and as simple as Drop box
- Improve web page
- Make the project profitable
- AAAA - make it available for anybody, anytime, anywhere and anything
- Support all mobile devices
- Offline usability"

1.4.2 Sketches and models

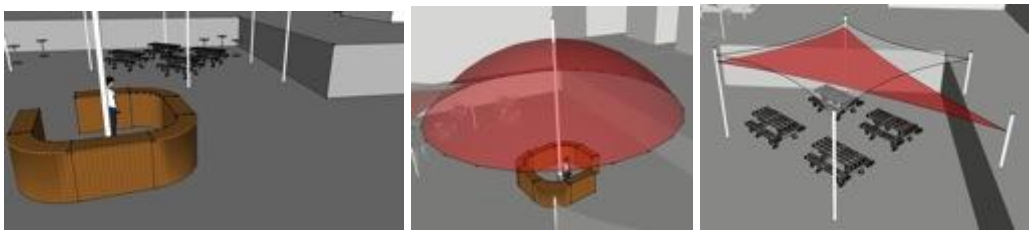
The first sketch is usually made manually with a pencil and a ruler. This is the first concretization of an initial idea (mental form). The next step is to upgrade this manually drawn plan to a computer controlled model, which best be 3D so as to approach it to reality even further. There is quite a wide array of CAD (computer aided design) applications available on the market, even open source ones such as Google SketchUp. Finally, to have a tangible model, a company may decide to build a maquette (as architects do) or a prototype.

Figure 2: Example of first sketch



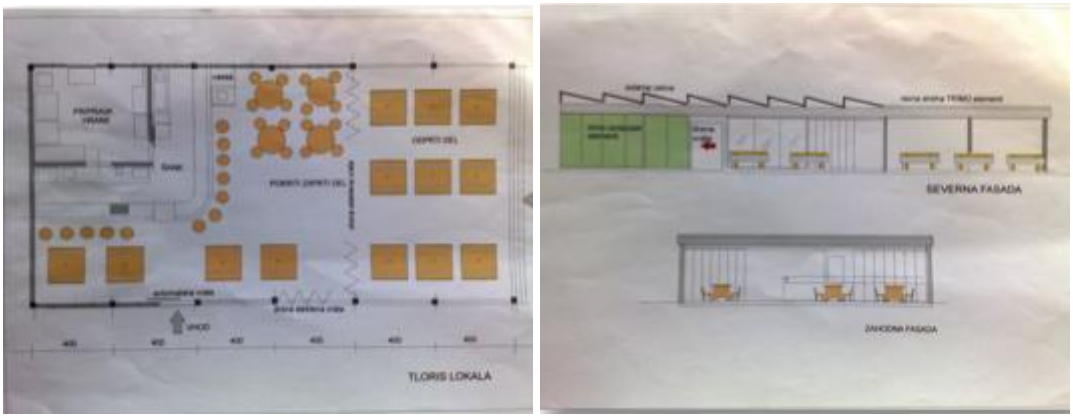
Source: Outdoor student cafe (Panisset , Perminjat, Podolan, & de Rooy, 2010)

Figure 3: Example of computer models using Google SketchUp



Source: Outdoor student cafe (Panisset , Perminjat, Podolan, & de Rooy, 2010)

Figure 4: Example of layout



Source: PowerPoint presentation of »Starlucks« cafe (Amanda, Anja, Bandelj, & Mojca, 2010)

Figure 5: Example of computer model using CAD

Source: PowerPoint presentation of »Starlucks« cafe (Amanda, Anja, Bandelj, & Mojca, 2010)

1.4.3 Prototype

Prototype is an original type, form, or instance of something serving as a typical example, basis, or standard for other things of the same category. The word derives from the Greek *πρωτότυπον* (*prototypon*), "primitive form", neutral of *πρωτότυπος* (*prototypos*), "original, primitive", from *πρῶτος* (*protos*), "first" and *τύπος* (*typos*), "impression" (Harper, 2010).

In order to avoid the uncertainty of new design desirability it is almost inevitable to make a prototype prior to production of a new product. It allows engineers and designers to explore design alternatives, test theories and confirm performance prior to production of a new product. According to the specific unknowns, which are always present in the intended design, a prototype is gradually being modified and refined till it reaches the adequate level of feasibility. The most essential criterion is of course consumer satisfaction. The product must meet consumer preferences.

It is true that prototype associates with higher initial investment costs but lowering the odds of product failure significantly this issue is overcome. More specifically, if product proofs to be unsuccessful, if it doesn't sell, the whole production will be lost. This situation may be avoided if we manage to detect the unexpected errors.

Other advantages of prototyping are also:

- May provide the proof of concept necessary to attract funding
- Early visibility of the prototype gives users an idea of what the final system looks like
- Encourages active participation among users and producer
- Enables a higher output for user
- Cost effectiveness (Development costs reduced).
- Increases system development speed
- Assists to identify any problems with the efficacy of earlier design, requirements analysis and coding activities
- Helps to refine the potential risks associated with the delivery of the system being developed
- Various aspects can be tested and quicker feedback can be obtained from the user
- Helps to deliver the product in quality easily
- User interaction's available during development cycle of prototype

Disadvantages of prototyping are:

- Producer might produce a system inadequate for overall organization needs
- Structure of system can be damaged since many changes could be made
- Producer might get too attached to it (might cause legal involvement)
- Not suitable for large applications

1.5 Anthropology and cultural anthropology

Anthropology is a science of humanity. Anthropologists study human beings in aspects ranging from the biology and evolutionary history of *Homo sapiens* to the features of society and culture that decisively distinguish humans from other animal species. Because of the diverse subject matter it encompasses, anthropology has become, especially since the middle of the 20th century, a collection of more specialized fields (Britannica, Anthropology - Britannica Online Encyclopedia, 2010).

According to its research object, there are 4 or 5 subfields of anthropology: archaeology, physical (biological) anthropology, linguistic and cultural anthropology. Among them, cultural anthropology is a major division of anthropology that deals with the study of culture in all of its aspects.

Culture is a keyword of cultural anthropology. Culture has been defined in various ways and when people use the word culture, they may refer to many different meaning. In anthropology, it is defined as"A complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society" (Stocking, 1963). This definition is considered as a broad meaning of culture by contrast to the narrow meaning of culture.

Culture in cultural anthropology means basic similarities and systematic differences between humans (Eriksen, 2001). As a study of cultural and social life, its most important method is participant observation which consists of fieldworks. Cultural anthropologists collect the relevant data, analyze them, explain and interpret the findings. This thesis uses the methodology of cultural anthropology which corresponds with one of the concerns, namely, to figure out "how students in the class interact with others" and "how individuals react differently to given conditions and tasks"

While culture covers broad range of humans which is described as "Sum of a social group's observable patterns of behavior, customs, and way of life" (Bickman & J. Rog, 2008), there are shared assumptions. First, it excludes traits that are genetically transmitted, about which more in the next chapter. Second, it is very different to the common usage of the term meaning "high culture" (Metcalf, 2005).

The discipline of cultural anthropology offers the approach and tools to deal with main research topic of this thesis. Deploying the relativist approach, its purpose is to observe the class and describe the diverse reactions of students, while avoiding judgmental estimation.

Thanks to one of the founding fathers of anthropology, Franz Boas, cultural relativism became the central premise of anthropological research. Modern cultural anthropology stands on particularism. Generally anthropologists do not judge other peoples' ways of knowing the world, but simply seek to understand them (Metcalf, 2005). Moreover, relativism also implies the principle that the social or cultural phenomenon should be studied in its full context. The theory of cultural relativism is also known as cultural determinism and sets forth the view that all morals, rules and needs must be judged in the context of the society and culture which produce them and observed from that society's and culture's point of view (Dictionary of Race, 2003). Researchers do not explain social phenomena or human behavior superficially. If one judges by one's view acquired in one's social context the study would be lead to ethnocentrism. Students came from different cultural and social contexts so the research of this thesis was being performed in awareness of possible threat of such misjudgments.

In addition to cultural relativism, this thesis uses the discipline of intensive field work which is the traditional method of anthropological research. To embrace the full context of social phenomena, investigation through working with objects of observation is needed. Where it is successful, ethnography provides information on the behavior of people in

groups, organizations and communities, and also how those people understand their own behavior (Giddens, 2006).

While survey generates information based upon large numbers of individuals, fieldwork generates in depth information and broad understanding of social processes limited to small numbers. More precisely, It is adequate to study small groups and communities; therefore fieldwork is proper way to study the »Entrepreneurship« class, which counts 40 research units in total (40 students). But whatever conclusions about the phenomenon may be drawn out of it we must admit the unpleasant truth that they are not definite. A single study is not enough, it has always be upgraded with an elaborated researches. In this respect, this thesis is not an exception.

1.6 Business anthropology

The term ‘business anthropology’ itself came into usage in the 1980s, when anthropologists became full-time, non-academic practitioners in niches related to consumer behavior and marketing. Prior to that time, the terms ‘industrial anthropology’, ‘anthropology of work’, or ‘applied anthropology in industry’ were used more frequently to denote areas of research and practice focused on business related phenomenon. More recently, the term ‘business anthropology’ has begun to be used more generically to mean any application of anthropology to business-oriented problems (Birx, 2006).

Business Anthropology relies mostly upon Cultural and Socio-Cultural Anthropology. Cultural anthropologists study one or more cultural groups/domains, as similarly business anthropologists study sub-cultural groups conceived within a company. Business anthropologists study the world they relate to, according to the discipline of the study of its full context. The market is the place where forces of supply and demand meet. Consumers, other businesses and economic institutions all represent points of interest to the business anthropologists. Therefore, it can be defined as a study of cultures of economic agents and the broader cultural environment which they relate with. One of the aims of the »Entrepreneurship« course is to practice anthropological approach to business.

Suchman suggested the main research object of current business anthropologists as study of marketing, consumer behavior, organizational theory/culture, human resources, and international business (international marketing, intercultural management, international/intercultural communication)(Suchman, 2007).

The business terms mentioned above, when used in the anthropological context (e.g., business or industrial anthropology), may be used to refer to one or more of the three major domains of anthropological research and practice in the private sector. If we apply anthropology to the classification done in the third chapter we get the following three domains of business anthropology:

- Anthropology related to the process of producing goods and services, and the corporate organizations in which production takes place;
- Ethnographically-informed design of new products, services and systems for consumers and businesses,
- and/or anthropology related to the behavior of consumers and the marketplace.

Business anthropology is broadly applied to intra-organizational management and customer behavior research. The »Entrepreneurship« course provides, firstly, introductory knowledge on product design, and secondly, qualitative research methods and instruments. Business anthropologists adopt ethnographical methods of cultural anthropology. Globalized companies have been adopting this approach already since 1970's. Their everyday performance depends on culturally very distinct workforce, customers and business partners. Consequently this prompts them to employ specialists responsible for culturally induced issues. For if they don't understand different customs, behavior and attitudes originated in certain beliefs, convictions and traditions, the repercussions may be very awkward. The situation may be irreparable, irreversible and may also result in hostile reactions. In order to preserve pleasant working environment and business climate and maintain sales at the suitable levels, companies must avoid both inner and outer conflicts. With better understanding of cultural differences and business climate, companies prevent many potential weaknesses and threats. In this sense, the »Entrepreneurship« course offers the opportunity to experience multi-cultural organization.

Many corporations (e.g. Xerox, Microsoft, HP, GM, Intel and Nokia) have incorporated anthropologists in their business world. Xerox is perhaps the most renowned case. After years of study of copiers optimization, Xerox concluded that keeping them simple to use has proved to be the best business model. The green button switch of their copy machines has become a standard on the copy machines market, leaving the competition no other choice but to follow their example. And what exactly had brought Xerox CEO's onto this idea? First of all they were broadminded enough to change their view on business. They were not limited to the business books and direct business research. The breaking point in their corporate history was when they invited anthropologists to cooperate with them. They hoped that anthropologists would give them new insights in consumers' wants and desires. Their task was to observe the company's culture and customer behavior in the same way as they had learned to observe exotic indigenous tribes. By application of their methods they have refreshed and enhanced their enterprise. They helped understand the business culture and consumer behavior better, and implicitly, through participant observation method, product development took a new course. The importance of studying consumer behavior has been recognized as crucial to their performance. Soon they found out what their clients dislike most - complicated commands (Suchman, 2007). This discovery prompted them to focus their product development in the direction of usage simplification of their products. Having a different point of view Xerox has set itself firmly positioned as the leading brand on the world copier market.

2 Methods

As already mentioned, this thesis employs methods widely used by anthropologists also known under the term ethnography. They form part of a bigger group called qualitative research methods. They are divided into theoretical and empirical (technical) parts. The theoretical part will be largely based on discussion about the contrast between qualitative research and quantitative research paradigms. The section relating to fieldwork methods describes methods of participant observation, ethnographical interview, data recording tools and analytic strategy on research results.

2.1 Qualitative research method

The qualitative research method is rooted in post-positivism and naturalism. It relies mostly upon inductive logics for it mainly focuses on the empirical world of the human being. However, the contribution of hypothetic-deductive logic research system, with the perspective of positivism and logical empiricism, is not ignorable.

In quantitative research, the researcher and the research object can be separated from each other in a world of causal relation. Research is value-free, meaning is separated from facts and experience can be researched objectively. Hypothetic-deductive logic starts with artificial assumption and operational definition of concepts. Quantitative procedure with positivistic perception is to explain causal and non-causal relation of values (Lincoln & Guba, 1985).

Therefore its purpose is to discover causal relations, explain reality with general laws on certain social phenomena. In this procedure, subjective meaning which is needed to comprehend human behavior and thought is omitted. The positivist approach lacks the ability of qualitative research method to capture the subjective meaning and therefore never gets the chance to understand the human being. Researchers raise questions regarding nature (context) in situ and let them be partially answered by themselves. While quantitative research omits (Lincoln & Guba, 1985) the context of research, qualitative research is conducted in full social context. There are two important rules in naturalism: one is not to operate with the research environment, the other one is not to give priority to the research result (Lincoln & Guba, 1985). Thus the naturalistic approach focuses on empirical world of subject's behavior, analyses the whole phenomena (Blumer, 1986), understands human, human traits, and traits of relationship between human and his circumstances.

Specifically, post-positivistic, ethnographic, phenomenological, subjective, case study, qualitative, hermeneutic and humanistic views (Lincoln & Guba, 1985), share implementation of naturalism. In short, qualitative research is an inclusive term of various interpretive methods. It develops theories considering evidences derived from the

empirical world, while the positivistic approach in conjunction with quantitative research demonstrates its value in anticipation based on operational definition of reality. While quantitative research lacks in-depth information to understand human being, qualitative research lacks credibility, objectivity and validity in positivistic sense (Reson & Rowan, 1981).

One of the purposes of this research is to capture various student reactions within the context of the class, which represents a purely qualitative approach. This thesis does not intend to find pedagogical conclusions that could be applied to classes generally. It attempts at capturing the processes of the class at the individual as well as the group level through gathering comprehensive and in-depth information. To meet these requirements, qualitative research methods initially developed in anthropology represent the optimal choice. Fieldwork method distinguishes anthropology from other social sciences. Ethnographical fieldwork is the most important source of new knowledge about society and culture (Eriksen, 2001).

Do anthropologists adopt only qualitative research methods? The answer is negative. Opinions about their research strategies differ. According to the one opinion quantitative research and qualitative research should mix because of their different purposes. The other opinion maintains that they cannot be clearly distinct for they share the ultimate mission – the study of reality. Due to characteristics of the purpose of anthropology, data should be collected through quantitative research methods, inductively. In addition to induction, deduction attempts to account for facts by means of a general hypothesis or theory (Eriksen, 2001). For the purpose of this thesis, professor Eriksen's attitude regarding both research methods is taken into account. Collecting data inductively through ethnographical methods, using hypothetical reasoning to develop an argument and setting research questions are the main activities. This research strategy, which seeks assistance and verification of results in various mutually supporting research methods, is called **methodological triangulation** (Denzin, 1978).

2.2 Methods in fieldwork

This thesis uses methods of field work to gather and process data of the entrepreneurship course conducted during the spring semester in 2010 at University of Ljubljana by professor Aleš Vahčič.

Field research aims at developing as intimate an understanding as possible of the phenomena investigated (Eriksen, 2001). By the 1930's the standards of fieldwork had become generally accepted. According to these standards, ethnographers have two tasks. One is to conduct research and write ethnographies, while the second one is to speculate about the meaning of their findings. Ethnography is the literature of fieldwork, it represents writing about other's culture.

The three basic elements of fieldwork are: long-term residence, language competence and participant observation (Metcalf, 2005). Participant observation means that the anthropologist participates in the lives of local people. It was important therefore that the researcher was present at every class lecture and keep diary of it. It is generally agreed that the anthropologist ought to stay in the field long enough for one's presence to be considered 'natural' by permanent residents (Eriksen, 2001). In this research students are local permanents residents. The researcher participated in the class activity so as for his presence to be considered natural by students. The class was conducted in English language, thus the researcher's English skills had to be adequate. Moreover, the researcher also possessed Spanish language skills (acquired during 3 years of undergraduate education at Universidad Politécnica de Valencia, Spain) good enough to conduct in-depth conversation with the Spanish population of the class, which was not negligible.

2.2.1 Participant observation

Anthropologist participates in the lives of local people, living as they live, doing what they do (Metcalf, 2005). Indeed, participant observation combines participation in the lives of the people under study with maintenance of a professional distance that allows adequate observation and data recording (Fetterman, 2009). In practice, however, the anthropologist cannot do exactly same what local people do. There will be activities where the anthropologists cannot participate in or the presence of the anthropologist itself cans affect behavior of local people. But as Metcalf (2005) emphasizes, the very attempt to understand their lives is what really matters. By deduction affinity to such approach stresses out the importance of long-term residence and language competence of an anthropologist even more.

Long time residence is to internalize basic believes, fears, hopes and expectations of people under study (Fetterman, 2009). The group (the class of students) was a temporary group existing within limited period of time (a semester) and space (mostly class room), meaning that researcher did not have enough time to learn about students' community outside of the class. Observation focused on experience gathered and events as they happened, which is considered to be the early stage of a field work.

2.2.2 Ethnographical interview

In ethnographical work, the informal interview is the most common one. It takes form of casual conversations. Whereas a structured interview has an explicit agenda, informal interview has specific but implicit research agenda (Fetterman, 2009). The informal approach is to discover the categories of meaning in culture. In other words, to discover what people think. With information gathered through informal interviews, we can compare one's perception to another's. This comparison helps the fieldworker to identify shared values in a community (Fetterman, 2009).

An informal interview should not have a specific type or order of questions. The researcher should let the conversation flow. It does not mean that the researcher cannot intervene in the conversation. Usually, the researcher prepares questions and waits for the most appropriate time to ask them during the conversation. Since time was limited in this research, some questions were set prior to the interview in order to capture data effectively. This type of interview can be defined as a half-structured interview. To respect the principles of ethnography, the researcher strived to build a rapport with the interviewees. While interviewees were talking talk freely, the researcher sought emerging questions.

2.2.3 Data recording and keeping

There are many ways to record field work data. Among them field notes and interviews provide the most important recorded data. Additionally, photos, videos, sketches, maps, sound recordings, flow charts and artifacts prove to be very useful too.

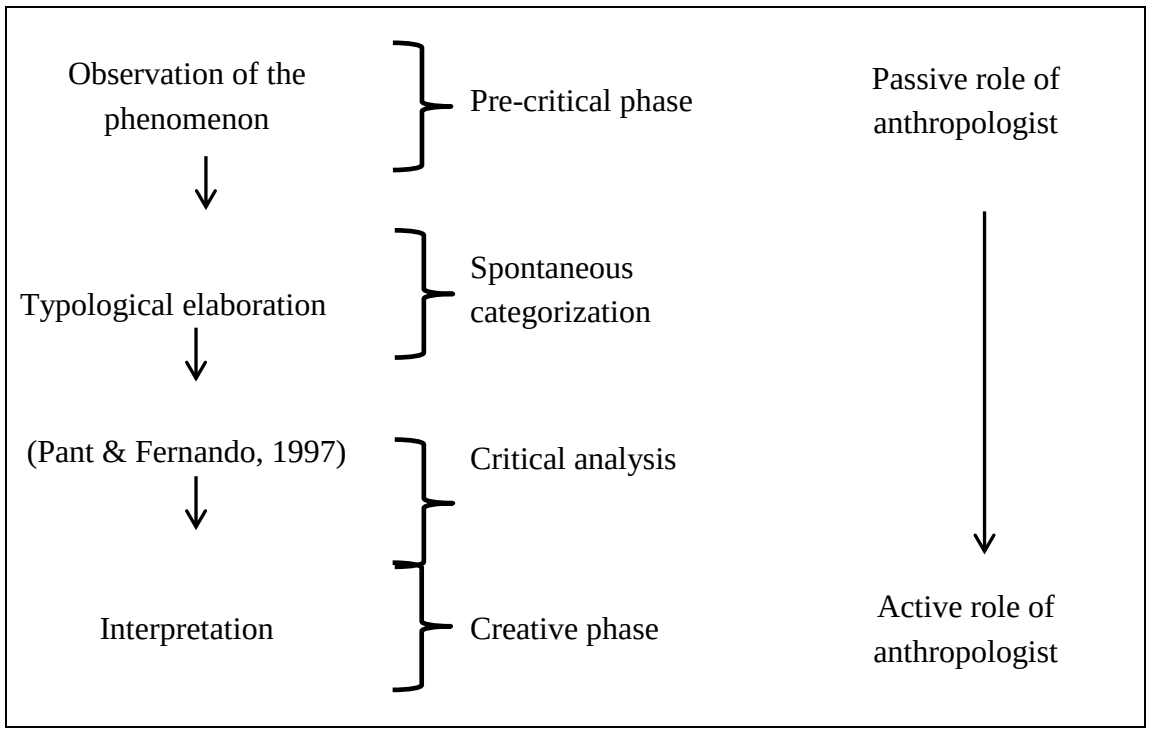
Furthermore, there are various types of field notes: condensed notes, expanded notes, diaries, analytic memos and code notes. Field notes of events observed in the class room were promptly taken at every lecture. The notes include researcher's reactions, feelings and deliberations. According to these features, field notes of this research, can be categorized as a diary. A diary is a reflective recording, which helps the researcher contemplate of his/her prejudice and personal emotions as a human being. The researcher must perceive himself as a human being and must not ignore its totality in order to maintain objectivity in the process of self-reflection. In class, students were also keeping track of their activities by help of a diary.

2.2.4 Phases of research

To apprehend reality of culture correctly, the researcher must respect and follow some standardized order and steps of anthropological research. At the outset of fieldwork, his role is passive. The researcher's duty is to keep all preconceptions and prejudices at bay from the location he has merged with and to just go with the flow. This is very important since categories vary immensely among cultural groups. Breach of this rule would lead to many misunderstandings.

It is believed that our mind and language will spontaneously classify our reality. This is when an anthropologist enters the second phase of his research. His role becomes a bit more active. In order to make any scientific judgments, comparison in time and space has to be made. Categories found in one research are seen as relative to research in another. The Anthropologist's role is, from this phase on, more active than passive. Finally, in the last stage, the anthropologist is expected to provide conclusions. He is now perfectly active and feels free to be creative in the interpretation of the phenomenon.

Figure 6: Phases of anthropological research



Source: Phases of anthropological research (Pant & Fernando, 1997)

3 Result of observation

As the title indicates this thesis concerns itself with students of the »Entrepreneurship« course. What title does not indicate is that class consists of Slovenian and foreign students. The fact that the class is significantly culturally diverse makes the study of it even more curious. After all, what motivates the anthropologist is understanding something that is different, exotic, extraordinary.

Not long time ago I sat in their places. I also joined two student exchange programs, in Spain and South Korea. It was there where I realized what cultural difference really is. History, beliefs, convictions, foods, religions and so on were extremely unfamiliar. In order to cope with my situation I did not have any other choice but to accept their way of life. Out of necessity I became a passive anthropologist. I tried to understand these »strange« people and the »strange« habits they were inseparably accompanied with. I also took a course in cultural anthropology, which provided me with basis needed for consistent and organized cultural investigation. An international student class is a wonderful place to study cultures or to put it more to the point the cultures studying Slovene culture.

3.1 Introduction

42 students, aged 20 to 30, enrolled the course and participated in the class more or less regularly. By gender, 23 were female and 19 were male. By nationality 10 were Slovenes, 6 Macedonians, 5 Spaniards, 4 Lithuanians, 2 Koreans, 2 Portuguese, 2 French, , 1 Dutch, 1 Austrian, 1 Slovak, 1 Russian, 1 Belgian, 1 American, 1 Serbs, 1 Turk, 1 Kazakhstani, 1 Finn and 1 Moroccan.

Observation took place in the Classroom no. 26, Faculty of Economics, University of Ljubljana, Ljubljana, Slovenia. Also, one weekend observation of sailing training at the coastal town of Portorož, harbor of Bernardin was conducted. The class was equipped with seats, desks, blackboard, canvas and projector.

The course was given in the spring semester of 2010 from February 15th until of June 15th, every Tuesday between 10 am. and 1 pm. Weekend observations were held on the 5th and 6th of May.

At the first lecture, the students were asked to form groups of four or five people, who had worked together in all course projects. As a result, eleven groups were formed; one consisted of only two members, one of three and one of five, while the rest consisted of four people. One group had dropped out before the last project.

The degree of difficulty of the projects in terms of complexity was designed to grow gradually. They were required to carry out two relatively small projects (exercises) and two relatively large ones. The list of projects is listed in continuation:

1. Solving mountaineer's problem
2. Shooting a skit with LiveCLIQ application
3. Planning a school cafeteria
4. Drafting the final project while choosing one of the following three topics: a) sailing training and event organization, b) LiveCLIQ application, usability and improvement and c) tourist package elaboration

The grades were mostly based on the last project and partially on the first three.

Table 1: Projects and number of groups participating

Title		Number of groups
Solving mountaineer's problem		11
Shooting a skit with LiveCLIQ application		11
Planning school cafeteria		11
Final Project	Sailing training management	3
	LiveCLIQ application: usability and improvement	5
	Tourist package elaboration	3

3.1.1 Solving mountaineer's problem

This exercise begins by observation of drawings projected on the screen. A person climbing up the mountain (the teacher's assistant is an enthusiastic climber and also runs a mountain shoe ware family business) encountered certain difficulties. After showing the story the students were asked to detect the problem. Most of them agreed that climber could not have climbed well because his rucksack was too heavy. When he was sitting down to rest they observed his cutlery was clumsy, too big and too heavy. The students had to prototype more efficient cutlery by using available materials and tools.

Table 2: Features of solving mountaineer's problem with cutlery

Solving mountaineer's problem with cutlery	
Problem/goal	Heavy cutlery
Material	Plastic cutlery (plates, knives, forks, spoons), glue, string
Tools	None
Final prototypes	Spork (half spoon-half fork)
Processes	Brainstorming, selecting, sketching, modeling
Level of difficulty	Very easy

3.1.2 Shooting a skit using LiveCLIQ application

To get acquainted with the properties of LiveCLIQ the students took a short footage of a skit performance. The content of the skit was irrelevant; therefore the choice was left up to the students.

Table 3: Features of shooting a skit using LiveCLIQ application

Shooting a skit using LiveCLIQ application	
Problem/goal	Skit footage
Material	Paper
Tools	Pencil and computer
Final prototypes	Various skits
Processes	Brainstorming topics, selecting the topic, storyboard writing, shooting
Level of difficulty	Easy

3.1.3 Planning school cafeteria

In order to design their cafeteria, students learned about design brief conceptualization. Following the guidelines of their design brief they gradually designed their own school cafeteria, which had to be located somewhere at the faculty of Economics. Initially, they had to find a proper place while respecting the rules, the architectural layout and the marketing laws. The emphasis was on prototyping albeit they also had to define the concept, profile their public target, find the most adequate strategy for goals, vision and mission, elaborate menus, set prices and plan sales.

Table 4: Features of planning school cafeteria

Planning school cafeteria	
Problem/goal	School Cafeteria plan
Material	Paper, pencil
Tools	Pencil, computer and web applications (CAD, MS Word, MS Excel, MS Powerpoint)
Final prototypes	Various plans of cafeterias
Processes	Brainstorming concept, selecting concept, sketching concept on paper, computer modeling, writing plan, designing presentation, presenting
Level of difficulty	Medium

3.1.4 Final Projects

The students undertook the final project by combining all skills and knowledge gained in the previous exercises and projects. The problems/topics suggested by the professor were more complex and serious. Naturally not everyone shared the same enthusiasm about single field, therefore the nature of topics was chosen carefully so as to cover the broadness of interests.

Table 5: *National composition of group members by projects*

Project	Number of groups	Number of members	Members by gender	Members by nationality
Sailing training and event organization	3	3	Male	1 Lituanian,1 Bulgarian
			Female	1 Lithuanian
		4	Male	1 Macedonian, 1 Slovene
			Female	2 Macedonians
		4	Male	-
			Female	4 Slovenes
LiveCLIQ application: usability and improvement	5	4	Male	-
			Female	3 Macedonian, 1 Slovene
		4	Male	1 French, 1 Slovak, 1 Dutch
			Female	1 French
		5	Male	1 Lithuanian, 1 Russian
			Female	1 Lithuanian, 2 Portuguese
		4	Male	1 Moroccan, 1 Finn
			Female	1Korean, 1 Kazakhstani
		2	Male	-
			Female	2 Spaniards
Tourist package elaboration	3	3	Male	2 Slovenes
			Female	1 Korean, 1 Austrian
		4	Male	1 Belgian, 1 Spaniard
			Female	1 U.S., 1 Serb
		4	Male	1 Spaniard, 1 Turk
			Female	2 Spaniards

3.1.4.1 Sailing training and event organization

There were two sailboats available to the students. The professor, who also organized the trip, gave the first lesson. They had to prepare all instruction materials, plan the trip and schedule in order to carry out the training as flawlessly as possible.

Table 6: Features of sailing training and event organization

Sailing training and event organization	
Problem/goal	Sailing training and trip organization
Material	Paper
Tools	Pencil, computer, sailing boat, car
Final prototypes	Sailing training session
Processes	Sketching concept on paper, writing instructions, rehearsing, writing reports and diaries, designing presentation, presenting
Level of difficulty	Very difficult

3.1.4.2 LiveCLIQ application: usability and improvement

The initially suggested improvement of LiveCLIQ developed into a broader "umbrella" concept. The idea was to run a web portal similar to Google tools, which would unify d.school, LiveCLIQ and other applications. What would it look like and what other applications would be appropriate to include was basically what students had to brainstorm on.

Table 7: Features of LiveCLIQ application usability and improvement

LiveCLIQ application usability and improvement	
Problem/goal	LiveCLIQ improvement and design
Material	paper
Tools	pencil and computer
Final prototypes	Final solution multimedia portal
Processes	Brainstorming design, selecting design, sketching design, prototyping, writing reports and diaries, designing presentation, presenting
Level of difficulty	Very difficult

3.1.4.3 Tourist package elaboration

The students had to develop a plausible tourist package. This project was preliminarily conditioned by budget, time and space. In order to remain within the range of the average students' budget constraint curve, the destination was limited to Ljubljana and its surrounding area. It also had to last exactly three days. Moreover, they had to find accommodation for two nights, choose proper transportation, describe the route on map, and plan the itinerary. As a sort of prototyping, they created a short narrated video of the site. This means that they visited the location in order to compile as much information as possible and to put themselves in shoes of a potential client.

Table 8: Features of tourist package elaboration

Tourist package elaboration	
Problem/goal	Elaboration of tourist package
Material	Paper
Tools	Pencil, camera and computer
Final prototypes	Tourist package for route selected
Processes	Brainstorming route and destination, selecting the final destination and route, sketching route, planning itinerary, storyboard writing, shooting video of route and destination, writing reports and diaries, designing presentation, presenting
Level of difficulty	Very difficult

Drafting reports and diaries accompanied all projects. Recording their work allowed them to analyze it at a later stage. This facilitated targeting issues, without which they would have not been able to elaborate the projects consistently.

Evidently, not everyone followed the guidelines for a successful job accomplishment with the equal enthusiasm. Nonetheless, those who abided by them up to a greater degree, attained their goals proportionally more easily. The presentations served as an excellent indicator of their diligence.

3.2 Methods and tools in field

When tools like tape recorders, cameras, video cameras, and computers became available on the market, ethnographer's fieldwork improved significantly. In comparison to the old school tools, modern media allows recording events with greater ease and accuracy. Thereupon time-consuming detailed written descriptions of an event have become superfluous. The aforementioned is of particular importance also since they are prone to subjective interpretation. One of the principal advantages of new age equipment is that it provides other uninvolved people and respective scientists the possibility of experiencing a situation. Nevertheless, firsthand involvement is always an asset, or it contributes to in-depth understanding.

Ultimately, It would be foolish to say that old tools have been completely lost their value and have become obsolete. Taking notes or drawing fast sketches on a piece of paper cannot be easily excluded. Dependence of electronic devices on electric power may also represent a disadvantage, but this is not as much of a problem when investigating developed urban areas, as it is when an investigation takes place in infrastructurally poor areas. Business anthropologists should thus learn to comfortably use a mix of all media.

When all the tools connect to the Internet, an even higher level is reached. The rules of time and space change. An investigator is only one computer with an Internet connection away and newest findings will instantly get transmitted all over the globe. The co-investigators can immediately start analyzing data. Geographical frontiers have been overcome, which has saved vast amounts of energy and time for everyone. The technological progress is pushing its limits still further to yet greater dimensions. Electronic device convergence and computer miniaturization have made more room for personal hygiene in a bag. In the era of smartphones sometimes even lap-tops look too clumsy.

3.2.1 Participant observation

My role in the class was rather passive, which means that I did not interrelate with the class much. Accept for the first lecture, which was held by me I pretty much kept low profile as far as my role allowed me. I was usually sitting in the last row on the left hand side of the blackboard, recording and observing. I switched to active only when a group asked me to help them understand the project requirements, when I asked them to explain their project to me (being very casual as if I were one of them), and when I documented their work in progress with camera or camcorder.

The students whom I talked to most frequently during fieldwork spontaneously became my informants. At first, we might have been a little distant from each other but this was insignificant and easily overcome. Perhaps the reason was that I did not look much older and I did not represent authority.

It must be mentioned that in order to get a complete big picture of the class my task was not only to observe the teacher lecturing and the students working on projects and exercises, but also to observe their behavior and attitude.

Finally, ethnographical methods I used were also deployed by the students. Thus, my role in the class could be defined as that of “super anthropologist”.

3.2.2 Ethnographical interview

I contacted my informants and politely asked them whether they were willing to forego their time for me to interview them. I also asked them if it was going to disturb them if I tape our conversation with a camcorder. They did not object. We arranged a meeting in the faculty lobby and exchanged our telephone numbers just in case. I chose the faculty so as to preserve the class feeling.

On the day of the interview I packed all equipment (computer and camcorder) and went to the faculty. Surprisingly they appeared on time and at the agreed spot. We located a

comfortable and silent place where nobody would interrupt us. It was afternoon, so the faculty was not crowded. The coziest place was a small transitional room in the basement, located between the administration office and the computer hall. There were small seats and a round table in the premises.

We sat down. I took out all the necessary equipment from my bag. I placed the computer in front of me so as to be able to read the questions from it. With my right hand I was holding the camcorder pointed at the interviewee. Before we started with the interview I gave them few instructions in order to assure better conversational flow. I asked them to not feel ashamed to ask me to repeat the question if they did not understand and to answer just as much as they know.

3.2.3 Data recording and keeping

Six major tools made the study of class possible: D.School, LiveCLIQ, Diary, digital camcorder, digital camera and computer (portable laptop).

I consistently kept diary in class, partly during the lecture and partly after it. It was important to do so while data was still fresh so as to avoid missing important details. The aim was to document the class course in order to analyze it afterwards. All above mentioned tools proved to be of great help for this purpose. Without D.School (to share and store the documents), the camcorder (to record interviews and lectures) and, of course, the laptop, I would have been quite lost. It would have taken significantly more time to memorize, organize and process all the data collected during the 6 month period of time. Indeed, it would have been practically impossible to scrutinize the class in such depth without electronic aids. Undoubtedly, many interesting details would have escaped me. Many issues arise after the fieldwork is done, which means that if one does not pay attention to them, one loses the opportunity to solve them. In our era, fortunately it is manageable to store vast amount of information which enables rewinding the past and the study of it in a far greater detail. Moreover, one needs not to be an expert to use all the equipment. In addition, computer applications are designed to be increasingly user-friendly, thus allowing anyone to be an amateur filmmaker or photographer.

3.2.3.1 Camera and video camera

For visual and audio recording, I used a camera and a video camera. To compare the features, three different types of video cameras were used: a manual, a mobile phone camera and a computer integrated one. The comparison showed which one of them was the most convenient one for the purpose of this thesis. In conclusion, each of them included or excluded the features required to accomplish a certain task up to a lesser or greater degree. In static situations and stable environment, such interviewing in the classroom, where nobody has to move and high quality image is not required, the most convenient medium proved to be the computer integrated web cam. Upon the shooting of a sailing lesson,

which required movements, the environment was unstable and there was no Internet access, the manual camcorder was used. And finally, the mobile phone camcorder was used when there was Internet access and quick recording with low image quality sufficed. In the tables 5-6 the advantages and weaknesses of each are schematically displayed.

Table 9: Manually controlled digital video camera

Advantages	Disadvantages
- Mobility - Easy to record and browse the clips - Easy to pass the clips on the computer and manipulate them for it is already in digitalized form	- Short battery life, especially when shooting in HD resolution - It needs to be stabilized with tripod in order to avoid shaking, which takes more space and adds to weight - Each camera requires its own computer application, thus resulting in proliferation of camcorder drivers, which impedes the flexibility of clip saving to any computer

Table 10: Computer integrated video camera or webcam

Advantages	Disadvantages
- It is already integrated, therefore there is no need for any additional external tool in order to make a simple representation video or a profile photo - No need for clip copying saving additional time and effort	- Mobility, it is not mobile - Does not support high video resolution

Table 11: Mobile phone camera

Advantages	Disadvantages
- Mobility, easy to move around - Very handy - It doesn't need to be stabilized with tripod in order to avoid shaking, because of its smallness	- Short battery time - Each camera requires its own computer application in order to recognize it, thus resulting in proliferation of camcorder drivers, which impedes the flexibility of clip saving to any computer

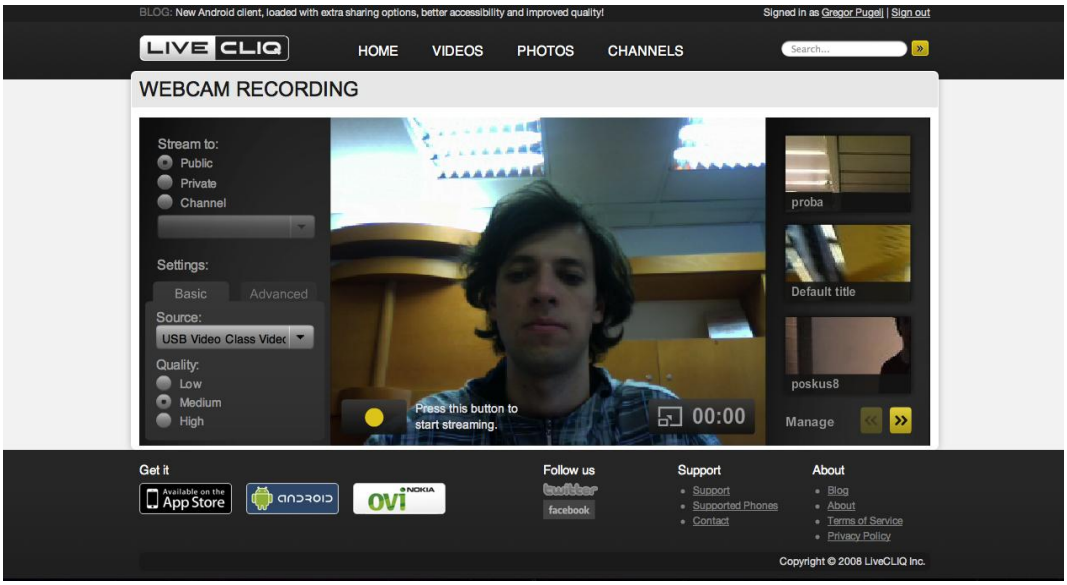
3.2.4 Applications

To reduce problems induced by group work, material and tools, such as coordination in space and time, paper reproduction, video manipulation, etc., to the minimum, students' work was supported by various web applications. The first focused on getting the students acquainted with them and creating web accounts. Firstly, they all created Google accounts to be able to use Google tools, and then they opened a D.School account, on both occasions following the instructions on the screen. At one of the later lectures, they were required to also make LiveCLIQ account for video shooting and sharing.

3.2.4.1 LiveCLIQ

LiveCLIQ is a website similar to YouTube, focusing on on-line video announcing. Its major advantage is that unlike YouTube, it does not require the uploading process for video announcement. A user still has to open a personal account and sign in, but the application it is using allows shooting and uploading at once. This is a huge step forward, saving a lot of time normally consumed for uploading. The figure below shows the capture of the LiveCLIQ recording mask.

Figure 7: Screen capture of LiveCLIQ Internet tool user interface



Source: LiveCLIQ website (LiveCLIQ Inc.)

Also YouTube restricts clip length to 10 min maximum whereas LiveCLIQ allows length limitless clips. Naturally, LiveCLIQ is still in its infancy, facing many dysfunctions needed to be improved thoroughly in order to reach its rivals' competitive edge. One of the biggest deficiencies is certainly that HD (high quality video) is not available yet. Moreover, the quality of audio suffers significant malfunctions. All these weaknesses need to be overcome in order to provide consumer pleasant experience.

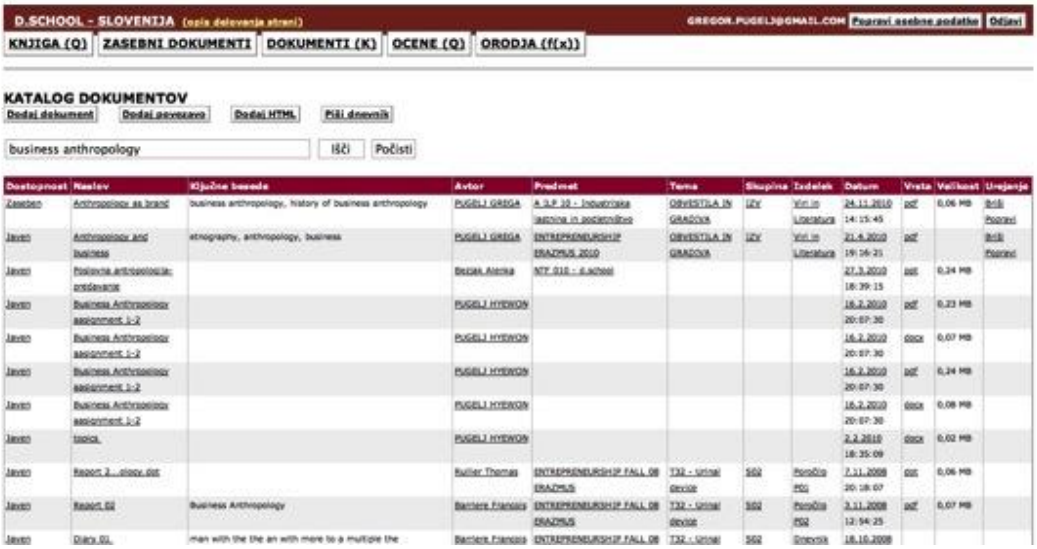
3.2.4.2 D.school

In the D.school home page the description of its service is given shortly via five questions (source needed):

1. What is the working process? The authors transform documents to book using various tools.
2. What do we do? We create a multiauthor, multimedia document that changes on daily basis and indicated the course of work in d.school. It is comparable to a log. This document is called **The Book** (**Knjiga**).
3. Who creates the Book? Anyone participating in d.school courses. Students, professors, mentors, etc.…they are called **The Authors**.
4. What are our sources? All files that The Authors use for writing The Book. They are called **Documents**.
5. What are our tools? Besides computers and other mechanical equipment, all programs enabling production of files and writing. They are called **The Tools**.

The system www.dschool.si was developed with the aim of simplifying multidisciplinary teamwork on projects. Essentially, it is a library of multimedia documents stored in the central server accessible on-line to all participants any place and any time. Documents are storable in any electronic form that meets the conditions of immediate accessibility to all members of a project team, namely to whomever is on-line. (Rok Stritar, D.school Razvoj novih produktov in storitev).

Figure 8: Screen capture of D.School home page



Source: D.school portal, 2010 (Faculty of Economics, University of Ljubljana)

The first button of the first line of the home page links to The Book. The second and third ones serve as fast filters of documents enabling user to opt between personal (Zasebni Dokumenti) and all (Dokumenti). The fourth one (Ocene) was meant for grades obtained at the course. The fifth one (Orodja) links to the Google applications page

Figure 9: Screen capture of The Book

Source: D.school portal (Faculty of Economics, University of Ljubljana)

More specifically, The Book (as shown in the figure 7) contains member multi-media (video, photo) self-presentations and documents of project groups categorized by academic semester, course and faculty. Clicking the button »Literatura skupine« in the group table (figure 8) opens a table with all literature of a group.

Figure 10: Screen capture of The Book

LITERATURA SKUPINE (klikni)

V	Naslov	Avtor	Datoteka	Izdelek	Datum	Vrsta	Velikost
	Team 01 - final report	Špela Miklavčič	TEAM 01 - ... report.pdf	Predstavitev končnega poročila	26.5.2010 18:04:59	pdf	13,81 MB
	Team 01 - final presentation	Špela Miklavčič	Team 01 - ...ntation.pdf	Predstavitev končnega poročila	26.5.2010 17:35:43	pdf	13,8 MB
	LiveCLIQ - final solution prototypes	Špela Miklavčič	LiveCLIQ F...pes (2).pdf		26.5.2010 1:18:48	pdf	34 MB
	LiveCLIQ - sketch	Špela Miklavčič	www.livecl...eos/1267002		26.5.2010 1:05:21	www	
	LiveCLIQ - tutorials	Špela Miklavčič	LiveCLIQ T...torials.pdf		26.5.2010 0:24:24	pdf	0,22 MB
	LiveCLIQ - business aspects	Špela Miklavčič	LiveCLIQ B...Aspects.pdf		26.5.2010 0:24:24	pdf	0,05 MB
	LiveCLIQ - presentation	Špela Miklavčič	LiveCLIQ P...ntation.pdf		26.5.2010 0:24:24	pdf	1,3 MB
	Ceteris Paribus - finance	Špela Miklavčič	entreprene...eurship.xls		16.4.2010 17:57:25	xls	0,09 MB
	Ceteris Paribus - cafe tioris	Špela Miklavčič	tioris.jpg		15.4.2010 19:11:59	jpg	0,08 MB
	Ceteris Paribus - presentation	Špela Miklavčič	Ceteris Pa...Paribus.ppt		15.4.2010 19:11:58	ppt	2,56 MB
	Ceteris Paribus - cafe interior	Špela Miklavčič	2g.jpg		15.4.2010 19:11:58	jpg	0,09 MB
	Ceteris Paribus - cafe exterior	Špela Miklavčič	1a.jpg		15.4.2010 19:11:58	jpg	0,08 MB
	VIDEO KATERINA AJTOVA	Ajtova Katerina	Dnevnik	Moja video predstavitev	5.3.2010 1:52:28		
	Video Špela Miklavčič	Špela Miklavčič	Dnevnik	Moja video predstavitev	2.3.2010 21:46:31		
	VIDEO DUSICA MILOSAVLJEVIC	Dušica Milosavljević	Dnevnik	Moja video predstavitev	2.3.2010 21:11:38		
	Slika Špela Miklavčič	Špela Miklavčič	Špela Mikl...klavčič.jpg	Moja slika	2.3.2010 12:11:51	jpg	0,06 MB
	SLIKA KATERINA AJTOVA	Ajtova Katerina	KATERINA A... AJTOVA.jpg	Moja slika	2.3.2010 12:09:36	jpg	0 MB
	SLIKA DUSICA MILOSAVLJEVIC	Dušica Milosavljević	Eva i Jasm...ina 054.JPG	Moja slika	2.3.2010 12:04:38	jpg	0,65 MB

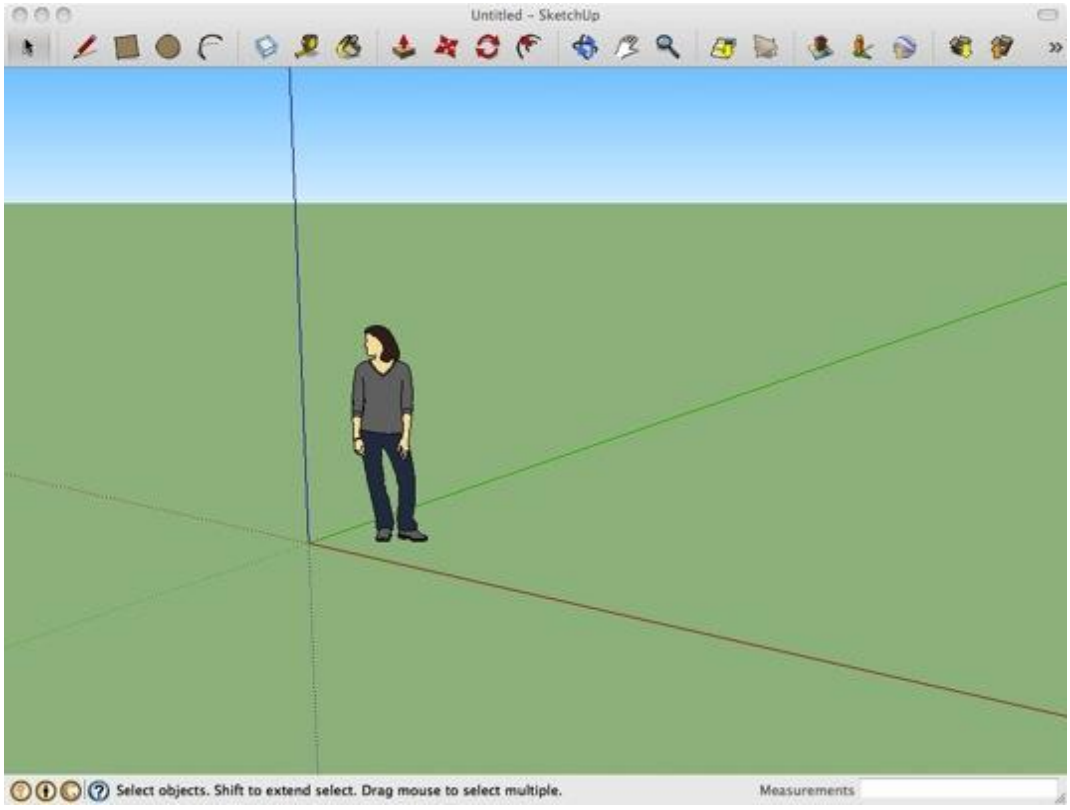
Source: D.school portal 2010 (Faculty of Economics, University of Ljubljana)

3.2.4.3 Google SketchUp

SketchUp is a 3D modeling program designed for architectural, civil, and mechanical engineers as well as filmmakers, game developers, and related professions. It also includes features to facilitate the placement of models in Google Earth. It is designed to be easier to use than the other 3D CAD programs (What makes Google SketchUp great?).

A feature of SketchUp is the 3D Warehouse that lets SketchUp users search for models made by others and contribute models. This enables using already made designs as a base for new designs (this is one of the reasons why Google Earth develops so fast) and by overcoming many obstacles, accelerates the designing process immensely.

Figure 11: Screen capture of Google SketchUp user interface



Source: Google SketchUp application, 2010 (Google, 2011)

3.3 Discussion

3.3.1 Purpose of the course

According to its syllabus, the Entrepreneurship course is an introduction to and overview of entrepreneurship. It serves as the core course for all other entrepreneurship courses. The key course objective is to familiarize students with essential requirements for successful

planning of a new venture, and raises issues related to it. Moreover, throughout the semester the students learned to understand entrepreneurship methods, which mostly relied upon the imperative: “Just do it” (EF Web Team, 1997-2011). This means that practice is the only way an entrepreneur should take. Based on the premise that a person, being pushed into business, would innately adopt the idea of entrepreneurship, the course syllabus consisted mainly of group work on various practical exercises and projects. Through them students got acquainted, firstly with introductory knowledge on product design, and secondly, with qualitative research methods and techniques like the ethnographical diary and recording tools.

The first exercise, solving the mountaineer’s problem with his cutlery, served as a sort of warm-up for the more difficult tasks. It was the first step to the design thinking, where they had to be resourceful and creative. The result was their first prototype. Moreover, solving the mountaineer's problem with cutlery was a banal task, which, at first glance, looked rather childish to the students. When they were asked to invent a convenient tool out of plastic cutlery they looked surprised. They complained and ridiculed it. However, that did not disturb the teacher’s assistant (in continuation t.a.) Whether they liked it or not, they still had to come up with something. They worked on it for the rest of the lecture. At the end, each group presented their own product. Some ideas made better impression than others, but what surprised me was that none of the products looked alike. T.a., who conducted the exercise for the 15th time, evidently, did not share my reaction. The initial infantile feeling was overcome and everyone looked satisfied.

Shooting a skit exercise was given in the hope that students would recognize the positive affect of preparations. More specifically, entrepreneur's underestimation of preparations diminishes his/her chances for success.

After the introductory exercises, students were entrusted with making a plan of the school cafeteria. It was a far more demanding task than the previous ones. The crucial point of this project was planning, the better the plan, the better the visualization of the cafeteria would be. They also had to organize themselves efficiently and divide work among the group members reasonably.

The knowledge accumulated in the class lectures was unified in the final project. The students were expected to plan their project, to design their product, to organize the group, to distribute tasks among group members, to use the tools (camcorders, cameras) and computer applications (D.school, LiveCLIQ), to use ethnographical methods (keep diary so as to follow their progress, to conduct interviews on order become acquainted with their public target...). They experienced business reality to a yet greater degree.

In our era individual do not count if he or she does not make friends with computer-supported devices. The pace at which the trends in computer industry change is extremely hard to catch up with. To bring students closer to this realization, they had to elaborate

their projects by using on-line applications, recording devices, and of course, computers. The professor had anticipated that there was going to be at least one laptop computer and one camera per group. He was not mistaken. To overcome the common communication barriers, especially those of space and time, the students registered in D.school at the very first lesson. Enabling data sharing, this on-line system saved a considerable amount of everyone's time - the class authorities' and the students'. Google SketchUp, in all its simplicity, has popularized architecture. Cafeteria plans were positively surprising, for, stereotypically speaking, one does not expect sense for art from an economist.

3.3.2 Observation

Class observation chiefly focused on the course program. In addition, it also takes into account the class atmosphere, students' perception and teaching results.

The interviewees' opinions as to the goal and efficiency of the course differed. Amanda, the Slovene student, acknowledges that she has learned about the importance of observation and how to work in a group. Furthermore, above all she points out brainstorming and prototyping techniques. The former one is valuable for idea generation and the latter one for idea visualization. Regarding the projects, she did not face any major obstacles. What she did find is that for some tasks an external expertise was preferred. She supports her statement with an example: "…for the project of the school cafeteria, I called a friend who studies architecture. My grandfather did the basic drawings, which my friend transformed into 3D." In her opinion, this is positive, because in a real project, various specialists would have to cooperate in order to achieve the final goal too.

Moreover, she did not find the course hard to follow. For her, it was pleasurable and useful. She very much enjoyed working on the projects. To her mind, not taking an examination so as to be graded seemed slightly too easy, but in retrospect, she finds that she earned it with hard, diligent and continuous work. She also realizes that a great deal was learned subtly through the practice and criticizes: "But, our mentality still persists in the direction of 'taking exam and get graded'." She has never been at a similar course before.

Amanda confirmed that she has acquired useful knowledge for her career in marketing. If it were in her power, she would make her major (economics) more practical, especially the higher grades. Although she was slightly shocked in the first few lectures, e.g. solving the mountaineers' problem, which she found childish at first, the course program, all in all, exceeded her expectations positively.

The organization of the lectures and authority change annoyed her. The lectures passed her by without having anything done, meaning that time could have been spent more productively. The professor confused her with the sudden »break-in« of the LiveCLIQ discussion. She barely understood anything, because topic was too unfamiliar and abstract. According to her, t.a. was more lucid and consistent. She stressed that these things should

be improved. Inquired about her opinion regarding some students opting for LiveCLIQ project anyway, she replied: “Good question. For, instance, there was a Dutch guy sitting in front of me, he seemed to be more of a computer type of a person. He gave the impression of being interested and to therefore envisage it better. It was positive that the tasks were so different, so anyone could have found oneself in one of them.” She believes that the class atmosphere became more serious with the professor’s arrival, as a result of more respect. In addition, it became a problem when the professor scattered them by groups to separate classrooms. Control was lost and consequently productivity notably decreased.

The next interviewee, coming from Spain, Beatriz, said: “We have learned to be resourceful, to find solutions on our own. The projects were quite difficult for our level of English and because working in groups is always more difficult than working on your own.” Vidal added: “Besides that, in Spain, we are used to take on work, which is more related to economy and here also it is required for the presentation to look nicer. It is required to invest more effort to carry the project out. The plans for cafeteria were impressive. It is a different way to learn and we are not accustomed to it. But we have learned to be resourceful, which is something new.” They do not remember much about design thinking and other theoretical concepts. Obviously, their biggest problems were listening comprehension, because of poor English language skills, and different academic approach to that of Spanish.

A further interview revealed that they found the course difficult in comparison with others because, it was more interactive and there was more fieldwork. Both of the interviewees agreed that theory was not difficult but, that the practical part was rather hard. Surprising as it is, they still prefer practical work to classic study.

As was the case with Amanda, they also never had a similar course before and they liked it. According to them, sailing was the most enjoyable part of the course. As to the question about future usability of the knowledge acquired at the course, they responded very diplomatically. They said that since it was very practical it would certainly prove to be useful in their professional life. As opposed to Vidal, who supposed that marketing could be approached similarly, Beatriz did not see which other course could have the same methods applied to.

Beatriz thought the course was going to be just like any other. The way of work and the professors' attitude surprised her. She was surprised even before the first lecture, when she received a mail from the professor, that they should bring a camera to the class. Vidal confessed that he was slightly scared (he laughed when he was talking about this) of the professor, because they never knew what was going to happen. He asserted that the whole class reacted reluctantly to the requirement of taking personal pictures and uploading them to the website (D.school). He described requirement as weird and giving an uncomfortable feeling. They sometimes wondered, whether he was going to appear at the lecture or not.

But regardless of everything he has made an impression on everyone and they doubtlessly will not easily forget him. In general, nothing really annoyed them, which means that classes' and the professors' oddity did not cause any major awkwardness. As to the perception of the class authorities and atmosphere, they believe that the degree of seriousness was greater with the presence of the professor than with that of his assistant, the latter one having been perceived more as a colleague (he was much younger than professor).

Vidal and Beatriz do not use LiveCLIQ application at all. Vidal did not immerse in it enough to judge about its strengths. It is true that LiveCLIQ enables users to share the videos without uploading, which saves time, but he still prefers YouTube. On the one hand, YouTube suffices so he does not feel the urge to use any other similar application, while on the other hand he ascribes his choice to habit and cultural background. He said: "It's difficult to pass on to the other medium once you get used to one." He also compares Facebook to the Spanish social network: "Although the whole world is using Facebook we will keep on using Tuenti, as long as it is convenient for us. I suppose it has got something to do with the culture." Vidal believes that if LiveCLIQ were to be translated into Spanish perhaps more Spaniards would use it. Beatriz, personally, does not have problem with English, but she points out that older generations probably would. Vidal said he felt uncomfortable when the professor filmed them and uploaded the video on-line. Albeit he does not see any particular future for the application, he does not exclude the possibility that some companies would recognize its value.

Beatriz did not like the fact that D.School was not translated into English, yet she found it very useful for material sharing. She adjusted to the system easily.

Neither Vidal nor Beatriz had any knowledge of business anthropology. Nevertheless, it associated them to human and business culture.

The class, being international, gave the students a glance of what work in a multinational company would look like. It is challenging to communicate in one's own language, let alone in a foreign one. Thus attending such class, regardless connotation of an experience, is already a reach lesson to learn. Surprisingly, there were fewer conflicts than expected. The groups seemed to work soundly and effectively. None of the interviewees mentioned any complications derived out of group disharmony. Amanda didn't hide or deny that working with her group members before could explain group's positive atmosphere.

The class structure shows certain student tendency to group with their compatriots. Beatriz, Vidal and their group companions all came from Spain and also claimed, that besides occasional coordination difficulties, they had no major problems cooperating with each other. Perhaps sharing homeland explains some group's mood. Communication is certainly easier this way, but it doesn't secure the group harmony yet.

The professor brought slight confusion when he appeared. Students had problems with understanding his instructions.

Generally speaking the course displayed adequate results. Despite of some disconcerts about the approach, project instructions confusion, language barriers and hard work the students showed a lot of gratitude. The main reason hides in the courses' essence of being practical. The students accepted the atypical approach even at the expense of comparatively more work. Their major ceased to be a pure abstraction, This hints at the conclusion that feeling of being pragmatically useful wins over the feeling of being theoretically mastered. In addition, satisfaction is bigger when one does business than when one only imagines business. The positive personal outcome of such visible accomplishment is increased motivation. The purpose of this course isn't to ban theoretical thinking but as we see the very nature of entrepreneurship indispensably requires practice.

3.3.3 Self-reflection

My task was not merely to sit in the class and observe. I was partially involved in class activities. Since there were various groups and the professor was away, I helped the assistant to manage the lecture. This included giving and explaining instructions about student's tasks, preparing material and helping with projects.

Although I was linked to class authorities, students did not express reserved attitude toward me. Conversation with them was very relaxed through. My personality is generally unassertive, I have affinity to humor, and while helping I try to be nonjudgmental. Often, they preferred to ask for my advice than that of the professor. Once I gained their trust, they accepted me as one of them, which conditioned open discussions about class issues.

The interviews were totally relaxed, almost as if we went for an informal beer to a local bar. Aiming at a more unconcerned, fluent and articulate debate, I held them in the interviewees' native languages - Spanish and Slovene. Had I been more experienced I would have committed less errors. Lacking interviewing skills, I structured some questions rather clumsily. Being too long and accompanied with sub-questions, they did cause a certain degree of confusion. I had to provide explanations and improvise. However, albeit this deficiency, interview performance did not suffer too much and can be claimed that they achieved their purpose.

Putting myself in place of both class roles, superior and subordinate one, allowed me to understand both sides better. My effort to restrain from emotional involvement hopefully made the conclusions less biased and subjective. During the course, I learned how to keep emotional distance from the object observed. I realized that this is not a task as easy to do as it may seem, since, sooner or later, our minds involuntarily start taking sides. Complaints and confusions can easily provoke sympathizing. I cannot maintain that I never subdued to my emotions, but sleeping the issue over and rethink it helped to regulate them.

Finally, I kept receiving the feed-back that without writing diary, taking photos and shooting videos my task would have been impossible to attain, for I would not have a slight chance to get the big picture without a record of the small but important parts.

Conclusion

The course did not fail to leave a positive impression on the students. Even though the students joined it quite naively, the hard work did not suppress them. On contrary, working on themselves gradually led them to a greater business sophistication, which resulted in higher motivation.

They have learned a great deal about the importance of innovation in a company. Questions as how to generate the ideas, how to separate the good ones from the bad ones, in what relation is consumer behavior to product design and, finally, how to acquire the relevant information, have been answered to them.

Based upon the recordings, the diary, interviews and through the discussion we may conclude that the students enjoyed practical work despite its magnitude. This positive attitude should be cherished and fostered in further generations. Such approach will make them confident and develop self-initiative. Furthermore, keeping pace with modern trends determines success of any future enterprise. Hence promotion of information technology and the Internet literacy must indubitably remain one of the course's missions.

As to the level of English it must not fall at the account of the less skilled. One of the purposes of the international class is to improve these skills. The suggested measures are mandatory mixing of nationalities when forming project groups and performing language assessment. To be fair to international students, D.school should get its English counterpart.

To avoid confusion and misunderstandings affecting projects, overall class organization should improve. For the same reason, concepts and terms should be stated more clearly. If methodology, terminology and project requirements were explained well, the time would be managed more efficiently. Writing a workbook with clear instructions related to the course content would be a fine solution.

Finally, performing improved interviews and keeping a diary would certainly help to elaborate the »Entrepreneurship« course even further.

References

1. Amanda, A., Anja, B., Bandelj, Š., & Mojca, K. (2010, 3). Stalucks cafe. *Presentation in Enterpreneurship class conducted by Aleš Vahčič of University of Ljubljana*. Ljubljana, Slovenia.
2. Bickman, L., & J. Rog, D. (2008). *The SAGE handbook of applied social research methods.* Thousand Oaks: SAGE Publications.
3. Birx, H. J. (2006). *Encyclopedia of Anthropology.* Thousand Oax: Sage Publications .
4. Blumer, H. (1986). *Symbolic Interactionism: perspective and method.* University of California Press: Berkely and Los Angeles.
5. Britannica. (2010). *Anthropology - Britannica Online Encyclopedia*. Retrieved 2010, from Britannica Online Encyclopedia: http://www.britannica.com/EBchecked/topic/27505/anthropology
6. Brown, T. (2009). *Change by Design:How Design Thinking Transforms Organizations and Inspires Innovation.* New York: Harper Collins Books.
7. Denzin, N. K. (1978). *Sociological Methods: A source book.* New York: McGraw-Hill.
8. EF Web Team. (1997-2011). *Ekonomska Fakulteta Univerze V Ljubljani*. Retrieved 2011, from Ekonomska Fakulteta: http://www2.ef.uni-lj.si/predmeti32/_struktura/opredmetu.asp?lan=eng&id=195169
9. Eriksen, T. H. (2001). *Small Places, Large Issues.* London: Pluto Press.
10. Faculty of Economics, University of Ljubljana. (n.d.). *d.School*. Retrieved 2011, from d.School: http://dschool.si
11. Fetterman, D. M. (2009). *Ethnography: step-by-step (3rd Edition).* Thousand Oaks: Sage Publications.
12. Giddens, A. (2006). *Sociology.* Cambridge: Polity Press.
13. Google. (2011). *Google SketchUp*. Retrieved 8 25, 2011, from Google SketchUp: http://sketchup.google.com/
14. Harper, D. (2010). *Online Etypology Dictionary*. Retrieved 8 25, 2011, from Online Etypology Dictionary: http://www.etymonline.com/index.php?search=prototype&searchmode=none
15. IDEO. (2010). *About IDEO*. Retrieved 8 25, 2011, from IDEO A Design and Innovation Consulting Firm: http://www.ideo.com
16. Johnson, P. M. (2005). *A Glossary of Political Economy Terms.* Auburn: Auburn University Press.
17. Kotler, P., & Amstrong, G. (1986). *Principles of Marketing.* Upper Saddle River: Pearson/Prentice Hall, cop.
18. Kuhn, T. S. (1996 (3rd ed.)). *The Structure of Scientific Revolutions.* Chicago and London: University of Chicago Press.
19. Lincoln, S. Y., & Guba, G. E. (1985). *Naturalistic Inqury.* Thousand Oaks: Sage Publications .
20. LiveCLIQ Inc. (n.d.). *LiveCLIQ*. Retrieved 2011, from Live streaming from your mobile phone - LiveCLiQ: http://www.livecliq.net/

21. Metcalf, P. (2005). *Anthropology the Basics.* London and New York: Routledge.
22. Panisset, S., Perminjat, R., & Podolan, J. d. (2010, 5). Project Livecliq. *Presentation in Enterpreneurship class conducted by Aleš Vahčič of University of Ljubljana*. Ljubljana, Slovenia.
23. Panisset, S., Perminjat, R., Podolan, J., & de Rooy, M. (2010, 3). Outdoor Student Cafe. *Presentation in Enterpreneurship class conducted by Aleš Vahčič of University of Ljubljana*. Ljubljana, Slovenia.
24. Pant, D. r., & Fernando, A. (1997). Anthropology and Business: Reflections on the Business Applications of Cultural Anthropology. *Serie Economia e Impresa*, *42*.
25. Reson, P., & Rowan, J. (1981). *Human inquiry: the source book of new paradigm research.* New York: John Wiley.
26. Sluga, H., & Stern, D. G. (1996). *The Cambridge Companion to Wittgenstein.* NY: Cambridge University Press.
27. Stocking, G. W. (1963). Matthew Arnold, E.B. Tylor, and the Uses of Invention. *American Anthropologist*.
28. Suchman, L. (2007, 2 24). Anthropology as 'Brand': Reflections on corporate anthropology. *Paper presented at the Colloquium on Interdisciplinarity and Society*. Oxford univercity.
29. Sullivan, A., & Sheffrin, S. M. (2003). *Economics: Principles in Action.* Upper Saddle River, New Jersey: Pearson Prentice Hall.

Index of Appendix

Appendix 1-Diary ii

Appendix 2-Interview(a), Original script in Slovene x

Appendix 3-Interview(a), Translated into English xvii

Appendix 4-Interview(b), Original script in Spanish xxiv

Appendix 5-Interview(b), Translated into English xxx

Appendix 6-Translation of Introduction, discussion and conclusion into Slovene xxxv

Appendix 1-Diary

1st Lecture: Introduction

The introductory lesson didn't experience any major complications. There were few fairly irrelevant remarks raised by few students. After the first 45 minutes the assistant's mind flow was interrupted by one student who wanted to know when we'd make a pause and when the lecture ends. It was very disturbing for the assistant.

The students had to make two introductory projects consisting of mutual making of their photographic portraits and introduction videos. Prior to this they had made Google and Gmail accounts. Before the lesson the professor had made accounts for the students for another Internet tool called d.school. The assistant's assistant, me, who was also represented as the class anthropologist, held this second part of the lesson. Few complaints were raised during the process. Some didn't like the idea of self-portraying, although we're all very well aware of how almost all of them spend their time on the Facebook. I calmed them down letting them know that they can remake it at any time if they dislike their outputs. It is very curious how some students always find something to ground the evasion of the job they consider uncomfortable to do. It doesn't occur rarely that though the situation isn't particularly problematic, it doesn't pose any major threat or affects their lives severely, when there's no situation at all, they still try to make one. I guess some of them like to announce red alert just to prove their point for the sake of proving the point, which perhaps, they believe, will make them look smarter or raise their chance of getting better final mark at the course. It was also funny that these rebellious students came to me in couples, giving impression that they are rather unconfident and shy but still willing to run the risk of questioning the authority, one to speak and the other one as a support. In my opinion one should prepare and reconsider his/her doubt before taking on such action in order to evade appearing silly or at least lower damage caused by loosing credibility. Of course this was the reason why they came in pairs incognito after we finished the class hour.

2nd Lecture: Prototype brief

The second lecture was also held by the professor's assistant and the assistant's assistant, me. The students were very eager to play the game of "prototype brief". The task of making a fast prototype, which is the point of the prototype brief approach, looked as sort of a child play. Everyone remains a bit of a child for a whole of one's life just that it's so hard to admit sometimes to some people as if it meant something pejorative, especially in the very macho dominating cultures. Being childish caries the

stigma of lack of seriousness, which in opinion to many leads to problems. Partly it is true, but not when you are only partly childish. What we experienced in the class was a relaxed expression of creativity. The assistant mentioned that he has carried out this exercise for the fifteenth time and none of the groups have ever come up with the same idea. Believing him or not, but at this time each group did something different too. All in all it was pleasant to watch everyone so busy with it. Some proved to be better than others but that wasn't the point anyway. One of the products made everyone laugh and astonished. Maybe it wasn't very practical but it sure was creative.

The presentation of prototyping brief was held briefly and funny. The task given was how to solve problem of a guy with clumsy mountain climbing equipment. Firstly, the students had to define the guy's problem clearly and, secondly, they had to find a suitable solution for it. The assistant brought a box that contained the prototype building material: plastic cutlery and plates, silicon pistols, tape and aluminum folia. The students had to come up with something in the time given. To my surprise they undertook the project very diligently accompanying it with humor. I didn't notice any reluctance to it.

Mixture of theory and practice proved to be very refreshing. Perhaps every class should adopt this same approach. From my experience and especially nowadays people aren't capable of more than 45 minutes of full concentration, but mixing might overcome this problem.

This time I also debuted with camera and video. I documented the whole action from the beginning of the lecture till the end. This includes making and presenting the prototypes.

3rd Lecture: 1st assignment – design of school cafeteria

Students were required to ask questions about our (assistants and mine) personality in order to find the adequate destination for our vacations. The goal was to acquaint students with cultural relativism. To my surprise their questions were pretty self-centered. I learned something about my self too. I thought it was common sense for anyone to try to play an active part in the customer's life, just as anthropologists do when they observe an indigenous tribe in New Guinea. Students were asking us everything but what was relevant to identify our needs. Do we like the party or not, do we want sun or not, beach or not… As if they were planning their vacation. Just because I assumed something about them I was doing the same mistake. They aren't anthropologists they study economics and they are about 7 years younger on average than me. What was my mind like when I was their age? Pretty same perhaps.

The task for the 3rd lecture was to design an outdoor cafeteria. Students were allowed to go out to find the proper place where the cafeteria would stand. Moreover, they had to stick to some size limitations and manually draw a sketch of the plan. The goal was to set them in the real situation.

4th Lecture: Google SketchUp

The students continued with the elaboration of the cafeteria plan. This time they were asked to digitalize their plan using the user-friendly on-line application **Google Sketchup**. It was sunny outside thus only about one fifth of the class decided to stay and do their task in the classroom during the class hour.

5th lecture: presentations of the first assignment (project)

The professor appeared for the first time. Student groups were giving presentations of their first assignments, which concerned planning the school cafeteria as described in the 3rd class. Not surprisingly, their approaches to the PP presentation, PP slide design and the final plan of the cafeteria varied considerably. In contrast with expectations students' English skills were quite satisfying. When I asked a member of one group about the impressions they got whilst carrying out the project he stressed out one. As expected what they found most problematic was designing their financial projections (for instance, one group has made a fatal error they somehow calculated a final negative value on their active side of their balance sheet).

Regarding their English skills students may be classified by their nationalities. As expected those who face most difficulties, especially with the pronunciation, are coming from: Italy, Spain and France. Apparently students whose language belongs to the Latin based language group for some reason likely clashes with English. On the other hand the best English speakers come from Netherlands, Germany and Scandinavian countries. Finally, the students belonging the Slavic language group fall somewhere in between of these extremes.

As a whole the students made effort to speak freely (without reading their presentations) with the exception of few Spanish and Slovenian students who were lacking confidence and preferred reading from their auxiliary text papers. They of course made audience feel bored.

Generally, student's representational skills seem to be more than adequate. The most noticeable factor is that they are all very well acquainted with the modern computer supported representation tools as if it's already been deeply integrated in them. We saw many images, tables and pictures. Some of them decided to keep slide design simple and focused more on the content instead. One group did it exceedingly well.

They have designed their cafeteria with an unknown advanced 3D computer application (CAD).

The level of respect proved with remaining silent while their schoolmates were holding their presentations could be rated pretty high. I found it very interesting or important as a feedback for their further job.

The class ended with the announcement of two excursions to Bernardin lagoon on the Slovenian coast where two wining soling class sailboats are parked. Students will discuss their projects there and also learn how to sail. The goal is to teach such a big crowd how to sail in two days. One or two groups will be thought how to sail and afterwards they will have to teach the rest of the groups how to sail. The sailboat competition champion will be there on the professors behold.

6th Lecture

This was the first time that the professor Aleš Vahčič held the lecture alone without his assistant's aid. The theme of the 6th lecture is the LiveCLIQ Internet application. The students got acquainted with the advantages this application has to offer and utilize it in their project. It is noticeable that the class atmosphere has changed severely; from the relaxed almost "feel-like-at-your-own-home" atmosphere it changed to a bit more serious atmosphere. Unlike before the students were more silent, reserved and less valiant, this happened because the professor was much older than the assistant, giving impression that age significantly adds value to the authority.

The students had to reseat to work in groups they formed at the first lecture and take on the tasks. The tasks of the 6th lecture were: choosing the topic (either tourist package, sailing package or LiveCLIQ), collecting the information on the internet, brainstorming a product/service, selecting ideas, making of design brief and, lastly, writing storyboard for a sketch. Some students were a bit confused at the beginning so they approached me in expectation that I was going to give them a clue. It's good that I also studied tourism cause I felt very comfortable with explaining about the tourist package. The student groups that took LiveCLIQ for a project have to advertise it, suggest improvements and find the ways to use it. One group addressed LiveCLIQ as a revolutionary product, the word partnership that has become a buzzword in the advertising industry. The common point of all projects is that students use all possible tools in order to make their product/service more concrete and tangible. For example, the tourist package group will have to visit the tourist points in Ljubljana included in their packages and document them using the tools available. They must respect the criterion given by the TA up front, these are: budget constraint, radius boundary, and Ljubljana's region…

The groups performed their sketches with the professor using LiveCLIQ direct video shooting application. Their acting was a bit clumsy but this is forgivable since they are not actors. However, they accomplished their tasks and that was the point.

The class always gets a bit chaotic when the students are left alone to work on their projects.

Equipment: 1 computer connected to the Internet per group, at least one amateur camera per group, a piece of paper to write down the notes and ideas

7th lecture: learning how to sail

The professor organized the excursion for the group of students as a part of their class lecture. On Saturday they went with the organized transportation from Ljubljana to the small Slovenian harbor called Bernardin where the two sailboats were anchored. The weather was favorable, sunny and not too hot as it's common for this time of the year, the beginning of May. Moreover the wind was strong enough to allow undisturbed sailing session. Each boat had its own sailing guide whose responsibility was on one hand to teach them how to sail and on the other hand to provide them safe maritime enjoyment. They were eagerly consuming the lectures given by the guides with the eyes wide open, especially those whose final project for the course is to teach others how to sail and organize heir own sailing experience as a product for the imaginary visiting tourists. Anyways they will have to repeat it at least once more in order to avoid all the potential problems that may occur on such occasions. As the professor said there would always be some problem anyhow so we'll be always using improvisation as a backup plan. The session came to an end without major difficulties. None of them faced any health problems as seasickness, dizziness, injuries or drowning in the water, but they all fell asleep well as a result of the fatigue caused by the sun, wind and sport activity. Some of them extended the staying for the whole weekend and had to find somewhere to sleep for the night. They found some youth hostel in the near, which cost them about 20 euros per night each.

8th lecture (4th of May)

The students were distributed according to their final project in the separate classrooms at the faculty to be isolated from each other in order to have more peace and stay more focused on their own particular tasks. The LiveCLIQ groups stayed in the same lecture room as classes are commonly given, the tourist package of Ljubljana region were sent to the near class room on the same story and finally the sailing package groups were moved to the room in the one story upwards. As expected the professor spent most time with the LiveCLIQ groups. He is very enthusiastic about this new Internet tool. Also he had to cause for its abstractness it is

probably the most difficult task. These groups' members as well looked a bit desperate and worried because they didn't understand their job very well. They asked me lots of questions but they still didn't seem to be satisfied with the answers. Sincerely neither did I know exactly what they were meant to work on nor did I get much more knowledge from asking the professor about it. I gave them few ideas. To make the instructions for it in a form my wife and me did ones for YouTube and Dschool or find the strengths and weaknesses comparing the similar Internet tools, brainstorm on them and suggest potential solutions or recommend new modes of its usage for benefit of some business. They seemed to appreciate my suggestions and kept stairing in the monitor until the end of the lecture. The sailing groups weren't doing much better, half of them Slovenians and the other half Macedonians, also looked a bit confused. I distracted them for a while to tell me how was the trip to the coast. They said they spent great time, that nothing went wrong and that they all felt exhausted at the end of the sailing session. However, their task is to make a sailing program for potential customers, which includes the itinerary hour by hour of the sailing day and detailed description of the sailing process. They started something and wrote it down on their computer. They had to coordinate the last sailing session provided by the faculty among them and another group from the other faculty of the University of Ljubljana. They didn't really know how to step in contact with them, so I suggested them to browse the D.school and send them E-mails concerning making of the schedule. Lastly, there was only one group of the tourist package groups present at the class hour of this day. They were brainstorming with the teacher's assistant in their task. As already mentioned previously in the dairy they have to respect certain limitations described in the design brief made by the assistant. Nevertheless they still have to define the route, length of stay, the itinerary, find the accommodation… I suggested them to document the rout and everything related to it (the points of interest the tourists shall visit, the accommodation, the point of reception, etc.) with amateur pocket camera, which will serve them as a good reference for further elaboration of the product. I showed them the short documentary I had shot not long time before as to let them know in what manner they shall carry it out. It should be kept simple and brief without unnecessary complications. As usually nobody raised any opinion they just coldly agreed on it. I abandoned their classroom and moved to the LiveCLIQ room. At the end of the class the professor tried to perform an experiment with the LiveCLIQ with the aids of two members of LiveCLIQ project using the microphone and brand new quality web cam but the problems broke the mood. Regardless they had tried it all at home before to their surprise nothing was working out well. As normally the computer didn't recognize the camera because if this had been wanted to happen the proper application should have been installed in advance. We tried with my computer, which for its computer architecture's advanced features usually recognized any web cam but unfortunately it doesn't have the input for the microphone. Nonetheless, they still wanted to test how would it work with the microphone and the integrated camera at the expense of

picture quality, but without luck. Test proved to be a complete disaster. They will have to improve and modify many things before anything will work properly.

9th lecture

This was the lecture before the last one. The students have almost finished their projects. That was the reason why the presence was so low. The sailing groups have managed to connect the group from the construction faculty and synchronize the next weekend's sailing with them. They've also finished the detailed itinerary for the sailing day, which was the main job for their project. The tourist package groups went to the field with the assistant in order to experience the selected route first hand and shoot it with the camera to memorize it better. The LiveCLIQ groups have finally found the way out of the labyrinth and have designed a manual. The professor has found a computer programmer who has programmed a new application called "the final solution". It has pretty much the same function as D.school, but unlike the D.school where anyone can upload and browse the material, this one is designed for a more personal use. It is a personal workshop and library rather than catalogue.

10th lecture

This class was used for the discussion about the dates of presentation and sailing. They agreed that the presentations would be held next week on Tuesday instead on the weekend as the professor had proposed last week. It was found inconvenient to present in the bar after the sailing day and besides that there won't be everyone present. The leader of one sailing group has made a list of the sailors by hour and by day. Half of students will sail on Saturday and the other half on Sunday. The sailing groups will change every two hours. The weather forecast says that it will be sunny with few clouds, thus we expect nice to have pleasant sea experience. The trip to the coast begins at 8 am on both days and the Slovenian students with cars will pick up the students without them.

Slightly more than half of students (26/41) were present at today's lecture, including those who are usually unseen. This was normal since it was one of the last lectures and they need to make good impression. Nevertheless, the students were tempted by the sunny day outside, so they started leaking out of the room after the second hour. Those who stayed weren't dong anything serious, some were chatting on the Facebook, some surfing on something else and some of them were just having a chat.

11th lecture: sailing

This time I went with the students to Portorož on the Slovenian coast too. Actually I was already there waiting for them to arrive. By 10 a.m. the professor and the both Saturday groups met in the harbor of Bernardin at the coffee shop standing opposite to the sailing boats. The sailing training was documented with video camera.

12th lecture: presentations

Last lecture was reserved for presenting the last project. After everyone arrived in the class the first group started with their presentation. Time was limited to 10 min (but some groups exceeded it). There were about 2,5 full hours on disposal for 10 presentations (15 min/presentation, which means that it took some groups 20 min to present), of course the lecturer of the next course had too wait for us.

In general everything went fluently, no technical malfunctions (circuit cut or operation system breakdown or application version incompatibility problems). All students gave pretty much their best taking into consideration that they had to work a lot. Using video camera connected to computer I was recording the event and uploading it to LiveCLIQ.

Appendix 2-Interview(a), Original script in Slovene

Date: June 5th, 2010
Location: Faculty of Economics, Ljubljana
Language of Interview: Slovene
Recording methods: Video camera
Reward: None
Interviewer: Gregor Pugelj

Interviewee - Amanda	
Age	21
Sex	Female
Mother language	Slovene
Status/Major at Ljubljana University	Undergraduate/Economics

Vprašanje 1: Prosim, naštej vsaj 5 plusov in 5 minusov tega predmeta glede na temeljni način poučevanja ("design thinking" in vse v povezavi z njim)?

Amanda: Moram gledat okolico, ker se velik naučiš. Delo v skupini. Sploh v procesu brainstorming-a, neki ti rečeš, neki nekdo drug reče, na koncu iz ene par takšnih majhnih delčkov sestaviš eno v bistvu res celoto, ki je v bistvu dejansko uporabna. Prototyping je pa tudi ena fajn zadeva, mi smo mel sailing project, približn smo vedl urnik, ampak ne, kokr je professor reku dokler niti ne narišeš, dokler nimaš skice, dejanske predstave kako to zgleda ne moreš vedet, tko da to sem se naučilAmanda: narisat na papir, si neki zmodelirat, da dobiš vsaj približno predstavo kako bi to mogl zgledat. Minusi so bili prevelika skupina ljudi, premalo kontrole in usmerjanja. Lahko bi veliko več naredil, če bi bilo slednjih več. Skratka preveč razpuščeno. Profesor bi lahko dodelil delo med ljudi, več koordiniral, ni bilo tistega česar bi se človek držal.)

Vprašanje 2: Kaj si se naučil/a pri predmetu? Si imel/a kakšne večje težave pri delu na projektih?

Amanda: Ne bi rekla da sem imela kakšne večje težave. Kar pa sem ugotovila je da pri določenih stvareh kot so finance, konstrukcije ali 3D risanje nismo tolk sami delal, ampak iskal ljudi, ki bi to znal narest. Recimo za projekt šolske kafeterije sem jaz poklicala kolega iz arjitekture, ki bi to lahko naredil, potem dediju sem dala za zrisat osnove potem je to moj kolega naredu 3D. S financami smo se v bistvu same ukvarjale, ampak smo tud dobile od ene kafeterije, ki je imela že narejen elaborat. Od tam smo pobrale ven določene zadeve, ker so bile karakteristike podobne. To se mi zdi dobro, ker moraš tudi pri realnem projektu dobit različne strokovnjake skupaj, da lahko zadeva dejansko uspe.

Jaz: Se strinjam, to je bil del smisla, znati "outsourcat" in se pač znajti. V bistu podjetništo je ena velka iznajdljivost.)

Vprašanje 3: Kako težek je bil predmet v primerjavi z drugimi predmeti na ekonomski fakulteti?

Amanda: Prijetno s koristnim. Zelo sem uživala, sploh v drugem delu, ko smo dejansko delal na projektu. Sicer na konc se nam je zdel, ja sej smo dobl oceno ne da bi pisal izpit, ampak, če pa pogledaš nazaj kok enga dela je blo pa vseen vloženga pa vidš, da je ogromno. Men osebno je blo fenomenalno, zato k se učiš na praksi, delaš nekaj dejansko, ne pa samo neka knjiga.

Jaz: bi lahko rekla da je bilo mogoče celo več dela kot pa ponavadi, a je bilo delo ekstenzivno?

Amanda: Ja. Res da smo dobil oceno brez izpita ampak kok smo se v samem procesu naučil. Ta mentaliteta naša je še zmeraj v tisto smer izpit pa ocena.)

Vprašanje 4: Si že imel/a kakšen podoben predmet?

Amanda: Ne to je bil v bistvu moj prvi tak predmet.

Vprašanje 5: Ali boš uporabljala pridobljeno znanje pri predmetu v tvojem poklincem življenju? Kaj, kje in kako? Opiši.

Amanda: Ja. Opazuješ zadevo, maš različne ljudi, različne ideje, vizualizacija, improvizacija, da si prilagodljiv, ampak da imaš vseeno neke stvari splanirane. Teamwork, outsourcing…a sem kej zgrešila

Jaz: Pri katerih stvareh v podjetju bi znanje, pridobjeno pri predmetu, lahko najbolje uporabila?

Amanda: Da stalno opazuješ kaj tvoji uporabniki potrebujejo, da se jim prilagajaš, delaš v tej smeri, feedback.

Question 6: Ali se ti zdi, da bi lahko še s kakšnimi drugimi prijemi, torej ne preko anket, lahko pridobivala informacije o potrošnikih?

Amanda: Lahko, preko blogov ali pa intervjujev.

Jaz: Se ti zdi, da bi lahko preko intervjuja dobro spoznala potrebe svojih kupcev?

Amand: Ja, ampak, če delaš na množičnem trgu je problem, da ne moreš zajeti dovolj velikega vzorca z intervjujem.

Vprašanje 7: Ali imaš kakšno idejo na kateri drug predmet na ekonomiji bi se dalo aplicirati način dela pri predmetu "Entrepreneurship"?

Amanda: Veš kaj je for a, da sem imela do drugega letnika te čisto teoretske predmete kot so mikro, makroekomomija. Mislim, da prvi letnik mora dejansko biti teoretičen, ker tud zdej k zdej k se učim za drugi letnik vidim, da ful pomaga. Sam v višjih letnikih se mi pa zdi, da bi moral vse bazirat na praksi.)

Vprašanje 8: Preden si začela s predmetom kakšne predstave si imela o njem. Ali teje način poučevanja presenetil ali razočaral?

Amanda: Že prej sem se pozanimala pri drugih (sošolci) o tem predmetu. Najprej sem ga hotela vzeti v slovenščini, po tem pa ko sem zvedela, da ni nič kaj posebno težkega, da se dela poslovni načrt, da se mogoče samo na koncu komplicira, potem pa sem rekla aha, ok, zdej bo pa ista fora, sam v angleščini. In pol k sm prišla (k predmetu) in vidla tisto z vilčkami, sem rekla, kaj sem zdej v vrtec padla? Ampak pol sčasoma je pa smo raslo, na začetku je bilo banalno, potem s kafeterijo mi je blo že mal bl zanimivo, s sailingom mi je blo pa konc hudo. Nazadnje se mi tudi vilčke in noži niso več zdeli tako banalni in brezsmiselni. Nazadnje bi cello rekla, da je bil predmet eden mojih boljših predmetov. Presegel je moja pričakovanja.)

Vprašanje 9: Ali te je kaj motilo pri predavanju?

Amanda: Mogoče organizacija, maleeeenkost več organizacije. Se pravi, da je bolj produktivno tist čas uporabljen. Zdelo se mi je, da so šle tiste urev razredu kar mimo, potem a smo se morali sami dobiti izven fakultete in delati. Potem zamenjava predavateljev, ko je prevzel professor vodenje predavanj me je zmedlo, ker je začel tako navdušeno razlagat o LiveCLIQ-u. nič nisem razumela.

Jaz: Kaj te je tako zmedlo, je bilo preveč strokovno?

Amanda: Ne vem. Ja, mogoče. Preveč tuje in abstraktno. Ampak tudi pri tourism project-u nsem točno vedela kaj moramo narediti. Zmeda. Potem smo šli pa do profesorja, ki nam je razložil in nam je postalo bolj jasno.

Jaz: Kako bi primerjala profesorjeve razlage z razlagami asistentov?

Amanda: Profesor je včasih preveč v teh svoji projektih. Včasih bi moral mal bolj poenostavljeno in logično zadeve povedat. Včasih se mi zdi mal preveč zmeden. Zdi se mi da je toliko v neki stvari, da ne zna čist dobr povedat za kaj se gre. Recimo Rok bol jasno in logično zadeve pove.

Jaz: Bolj user friendly?

Amanda: Ja bolj user friendly (Smeh).

Jaz: A bi kaj odstranila in kaj bi zagotovo obdržala?

Amanda: Pa, v bistu odstranila ne bi nč. Vmes so se mi zdele ene stvari preveč banalne potem pa sem uvidela, da je vse bilo z enim smislom. Malo več organizacije in več jasnsti glede projektov, to je to.)

Vprašanje 10: Kaj meniš o resnosti predavanj?

Amanda: Zelo sproščeno. Zelo življenjsko. Vse na primerih. Mal zmede, mal resnosti s prezentacijami. Všeč mi je bilo.

Jaz: Je bilo pred prihodom profesorja maj resno vzdušje ali bolj?

Amanda: (vzhičeno) Bolj resno zaradi več rešpekta. Problem je nastal zopet ko smo bili razdeljeni v več učilnic brez nadzora, kar je negativno vplivalo na našo produktivnost.

Jaz: Ali je bil profesor bau-bau?

Amanda: Ne, je bil zelo skuliran.

Jaz: Ali ste ga kaj manj resno jemali zaradi njegove zmedene narave?

Amanda: Ne absolutno ne. Vsaj jaz ne.)

Vprašanje 11: So bile kakšne težave z razumevanjem vsebine predmeta?

Amanda: Dejansko ne. LiveCLIQ mi ni bil čist jasen. Mogoče če bi bil bolje prezentiran.

Jaz: Zakaj misliš, da so se nekateri ljudje vseeno odločili za projekt LiveCLIQ?

Amanda: Dobro vprašanje. Recimo pred mano je sedel nekdo iz nizozemske, on se mi je že tako zdel bolj takšen računalniški človek. On je dajal tak vtis, da ga to zanima in je imel boljšo predstavo o tem. Dobro, da so bile naloge tako različne, da se je lahko vsak našel v eni.

Jaz: Ali predlagala še kakšno drugo temo za projekt?

Amanda: Mi ne pade v tem trenutku na pamet, ampak seveda bi lahko še kakšen drug projekt vključili.

Vprašanje 12: Če bi se lahko vrnila v čas ali bi ponovno izbrala ta predmet?

Amanda: Da, sploh ne bi razmišljala.

Jaz: Zakaj?

Amanda: Ker je bil res realen projekt, na katerem si delal sproti in se učil relane zadeve, ki ti bijo v žvljenju zares koristile.

Vprašanje 13: Ali uporabljaš LiveCLIQ aplikacijo?

Amanda: Nisem reden uporabnik. Sem pa pogledala naše prezentacije, pa iskala sem nekaj takrat ko smo »sailal« in je profesor mal snemu, pa se pogledala mal tiste zadeve. Ampak to je blo ne dvakrat, trikrat. Da pa bi ga še naprej uporabljala pa za enkrat ne.

Jaz: Če bi imela smart phone, ali bi več uporabljala to aplikacijo?

Amanda: Telefon ni ovira, saj imam tak telefon. Nisem točno vedela kako aplikacijo inštalirat.

Jaz: Misliš da boš v prihodnost uporabljala LiveCLIQ. Ob katerih priložnostih?

Amanda: (globok vdih) Trenutno ne se ga ne vidim uporabljati, nikoli pa ne veš.

Jaz: Kakšno prihodnost vidiš za samo aplikacijo?

Amanda: nisem velik razmišljala o tem, zato ti ne morem veliko pomagati.)

Vprašanje 14: Kaj ti je bilo všeč na katalogu DSchool?

Amanda: To da so bile slike gor d vsek sošolcev, če ne veš kdo je kod, da jih lahko pogledaš. Da so maili, sploh potem k smošli jadrat, da smo lahko pošiljal maile, kar je bilo v pomoč pri organizaciji. Da je bila literatura na enem mestu, da smo lahko pripenjal datoteke gor. Ni blo treba prinašat stvari profesorju, kar je rešilo problem s šasom in prostorom, saj nisi bil vezan na lokacijo in si lahko oddal kadarkoli. Prihranili smo tudi na papirju in s tem rešili veliko dreves (smeh). Pretok informacij je bil večji, ker smo lahko gledali kaj delajo drugi, ampak nismo kopirali. Ne znam si predstavljat kako bi vse potekalo brez Dschool-a. Bilo bi zelo oteženo.)

Vprašanje 15: So bile kakšne večje težave v skupni?

Amanda: Ne. Se pa že dve leti poznamo in smo naredili že veliko projktov skupaj, ni bilo problemov.

Vprašanje 16: Bi lahko na kratko opisala proces dela od začetka do konca?

Amanda: Ker smo se že pre poznale smo se odločile da delamo skupaj. Za temo smo bile enoglasne. Porazdelili smo si naloge. Vsak je delal to kar ga je najbolj veselilo in kar mu je bilo najlažje.)

Vprašanje 17: Ste bili zadovoljni z rezultatom svojih projektom?

Amanda: Da, zelo. Samo s kafeterijo smo imeli malo problemov, s finančnim delom. Smao smo potem dobili elaborat.)

Vprašanje 18: Ali si že kdaj slišala za business anthropology?

Amanda: Nisem. Antropologija se ukvarja s človekom in odnosom med njimi. Vidim pa v kaj se spušča.)

Vprašanje 19: Se ti zdi poznavanje kulture pomembno preden vstopiš na nov trg?

Amanda: Da, seveda)

Vprašanje 20: Kako bi opisala atmosfero v razredu?

Lepo je bilo. Sproščeno, a kljub temu delovno. S prihodom profesorja je atmosfera postala bol resna, saj smo se bolj sfokusirali na delo.)

Vprašanje 21: Kakšen je bil izložek glede na vložek energije v predmet v primerjavi z drugimi predmeti? Ste se naučili več ali manj glede na enak vložek energije?

Amanda: Mogoče uporabno znanje, to je važno, da vidiš kako dejansko stvari funkcionirajo, ne toliko enih iformacij, ampak določene točke in te pomembne in uporabne, pa te dobro.

Vprašanje 22: Kaj je zate kreativnost?

Amanda: Da ustvarjaš nove zadeve, da zbiraš ideje od drugih, razmišljaš o teh stvareh in potem tudi sam vidiš nove zadeve in si razširjaš obzorja in si kreativen.

Jaz: Zate kreativnost prihaja bolj iz okolice kot iz samega sebe?

Amanda: Da, zato ker opazuješ okolico, potem pa razmisliš kako bi lahko nekaj sam naredil. Dražljaje dobiš iz okolice.

Vprašanje 23: Kaj je design brief?

Amanda: Imamo tri glave korake. Oz. jih je bilo kasneje več. Obseravtion, brainstorming, prototyping. Kaj želiš? Smernice, implementation. Pozabila sem že vrstni red korakov.

Appendix 3-Interview(a), Translated into English

Interview details: Refer Appendix 2.

Interview with Amanda

Question 1: Please list at least 5 pros (pluses) and 5 cons (minuses) of the lecture regarding its fundamental ways of teaching (design thinking and everything related to it).

Amanda: I have to observe the surroundings, because you learn a lot. Working in group. Especially I the process of brainstorming. You say something, somebody else says something, finally out of few such samll particles something meaningful and useful arises. Prototyping is also one good thing. We took sailing project. We new the timetable approximately, but, as the professor said, it is not until its drawn, until the scetch is made, that you imagine it correctly. So, I learned this: to draw it on a paper sheet, to make a model, in order to get image how should it look like.

Question 2: What have you learned at the course? Did you face any major troubles while working on your projects?

Amanda: I wouldn't say I faced some major troubles. But, what I found out was that for certain things, as finance, construction or 3D drawing, we didn't work by ourselves that much, but rather sought skilled people to help us. For example, for the project of the school cafeteria I called a friend who studies architecture. My grand father did the basic drawings, which my friend transforemd into 3D. The financial part was actually done on our own, only that we got an already made elaborate of one cafeteria. We took out certain things from there for we found the cafeterias similar. In my opinion this is good, cause also with a real project various specialists must be summoned, if you want it to be successful.

Interviewer: I agree. That was a part of the point, to know how to outsource and learn how to be resourceful. In fact, entrepreneurship is one big resourcefulness.

Question 3: What was the course difficulty in comparison to other courses here at the faculty of economics?

Amanda: It wasn't that hard. Pleasure and usefulness united. I enjoyed a lot, especially in the second part when we actually had to work on the project. At the end it seemed a bit cheap to get a grade without an exam, yet, when we looked back we realized that it took way more energy to get done with it than it seemed. In my opinion it was

fenomenally, because we learned through practice, we did something for real and not only read a book.

Interviewer: Could you claim that it might have been even more demanding thatn usually, but the work was exstensive?

Amanda: Yes. It is true that we got the grade without taking an exam, but how much have we learned in the process itself. Our mentality persits in the direction of »taking exam and get grade«.

Question 4: Have you ever had a similar course at your home faculty?

Amanda: No, this was first course thought in such way.

Question 5: Will you use the knowledge acquired at the course in your professional life? What, where and how? Describe.

Amanda: Yes. Observing the thing, having various people, various ideas, vizualization, resoucefulness, yet having some things planned before anyways.

Interviewer: Where exactly in a company could knowledge acquiered with the course prove to be most useful?

Amanda: Obseving your customer's needs and adapting to them.

Question 6: Do you reckon you could obtain information about consumers employing alterntative instruments, not only survays?

Amanda. It's possible, with blogs or interviews.

Interviewer: Do you think you can know your customers well through conducting interview?

Amanda: Yes, but, if you work on a mass market it is would be a problem to embrace an adequately large patteren.

Question 7: What other economic field could be thought in a similar way?

Amanda: I had only purely theoretical courses in the first year, like micro-, macroeconomics. I reckon that the first year should remain purely theoretical, but the higher grades should all base on practice.

Question 8: What had you expected from the course before you started it? Did the way of teaching surprise you? In what way did it surprise you? Has the course fulfilled your expectations?

Amanda: I asked other students about this course before. I wanted to take it in slovenian at first, but than when I found out that it wasn't going to be a hard nut, that you make business plan, that it mayby only towords the end might get a bt complicated, I said to myself I can do this in english. And than when I entered the classroom and saw that with forks, I felt like in a kindergarden. But with time the interests grew up, it looked banal at the beginning, than with cafeteria I became more interested, finally, the sailing was awsome. Even the forks and knives ceased to seem banal and absurd. I must say that all in all the course could even candidate for the best one I've had. It exceeded my expectations.

Question 9: Was there anything particular that annoyed you at the lecture?

Amanda: Organization perhaps. It should be a bit more organized. Meaning that the time could have been used more productively. It seemed to em tha all those hourse passed by to easily, so we didn't have other choice but to get together outside the faculty and work. Next thing, the change of lecturers. When the professor took over the classes he confused me explaining so eagerly about LiveCLIQ. I couldn't have understood anything.

Interviewer: What did confuse you so much? Was it to professional?

Amanda: I don't know. Perhaps, yes. To unfamilliar and abstract. But also with tourism project I didn't know exactly what to do. We went to the professor who explained us and we got it more clearly.

Interviewer: How would you compare the professor's explanations to the assistnt's?

Amanda: The professor seemed to be to embeeded in his projects. Sometimes he should simplify his explanations. He looks a bit confused. For the reason that he is so into something, he can't articulate his requierments well. Rok on the other hand was more lucid and logical.

Interviewer: More userfriendly?

Amanda: Yes, more userfriendly (Laughter).

Interviewer: Would you ommit something and what would you keep for sure.

Amanda: I wouldn't really ommit anything. Some things seemed to banal but I got the point afterwards. Better organisation and vividness about the projects, that's all.

Interviewer: What do you remember most vividly?

Amanda: That the professor freaked out when we didn't visualised the thing. That we didn't draw any scetch.

Question 10: What do you opine about the seriousness of the class?

Amanda: Very relaxed. A bit of confusion, a bit serious with presentations. I liked it.

Interviewer: Was it less serious before the professor came?

Amanda: More serius when hi arrived because of more respect. It became a problem when we were distributed in the different classrooms again. We los the control, which affected our productivity negatively.

Interviewer: Was the professor scary?

Amanda: No he was cool.

Me: Did you take him less seriously for his confused personality?

Amanda: No, absolutely no, At least not me.

Question 11: Were there any problems with understandig the course content?

Amanda: No. I didn't completely understand LiveCLIQ. Maybe if it was presented better.

Interviewer: Why do you think some students decided for LiveCLIQ project anyways?

Amanda: Good question. For instance, there was a duch guy sitting in front of me, he already looked more computer type of a person. He was giving impression that it interested him and therefore imagined it better. It was good that the tasks were so different, so anyone could have found himself in one of them.

Interviewer: Would you recommend any other topic for the project?

Amnda: I can't hink of any right now, but I'm sure there are several more.

Question 12: If you had a power to rewind the time to the pre course period when you had been choosing the courses for this semester would have you still chosen this course? Explain why, please.

Amnda: Sure I wouldn't think twice.

Interviewer: Why?

Amanda: Because it was a really real project on which we worked on the daily basis and through which we learned reality useful for our future life.

Question 13: Do you use LiveCLIQ application?

Amanda: I'm no a regular user. But I watched our presentations and some lips from the sailing sessions. I didn't use it more than two times maybe. I don't youse it right now.

Interviewer: If you had a smartphoe would you use it more?

Amanda: The phone is not an obstacle. I have such phone. I didn't know how to install it.

Interviewer: Do you think you will start using it in the future?

Amanda: (big breath) Not at the moment, but you never know.

Interviewer: What future do you ascribe to it?

Amanda: I didn't think much about this. Tus I can't help you.

Question 14: What did you like and dislike on using the dschool catalogue? Was it helpful? Why? Was it inevitable to use dschool in order to carry out the tasks requiered by the course without complications?

Amanda: That it included photos of all collegues. If you don't know who is who, that you can check. That there are E-mails, it proved to be helpful especially when we were orgainzing sailing. That the literature were kept at one place, that we could have uploaded all files. We didn't have to turn in the things personally to the professor. Space and time problems were solved, cuse we weren't bound to any location and we could have turned in our tasks at any time. We also saved a lot of paper and consequently trees (laughter). The information flow was bigger, because it was

possible to see what otherds do, but we didn't copy. I can't imagine how would it have been carried out without Dschool. It would have been preety hard.

Question 15: Did you face any major troubles while working on your projects?

Amanda: No. But we know eachother for two years and did many projects together.

Question 16: Describe briefly the processes of your work, please.

Amanda: As we already knew eachother we decided to work together. We were anonimous about the topic. We divided the tasks. Each of us did what he liked most and was therefore the esaiest for him.

Question 17: Were you satisfied with your group? Why yes or why not? When yes and when not?

Amanda: Very. Only with the cafeteria we had a bit of a problem, with the financial part. But we got the elaborate later.

Question 18: Have you ever heard about business anthropology before?

Amanda: Never. Anthrpology deals with human and realtions among them. I see what it points at.

Question 19: Do you consider important to know a culture before entering new market?

Amanda: Sure.

Question 20: How would you describe the class atmosphere?
Amanda: It was nice. Relaxed, but still working. With the professor the atmosphere got more serious, fore we focused on our work more.

Question 21: : Did you have to work a lot for this course in comparison to other courses in your major overall? How do you assess “time and energy invested/knowledge acquired ratio” in comparison to other courses in your major?

Amanda: Maybe the practical knowledge. It’s important to see how things functional in reality. Not that many information, but rather know certain points, that are important and useful well.

Question 22: Wht is creativity for you?

Amanda: To create new things, to collect ideas from others, to think about things, so that you see new things too and broaden your horizons.

Interviewer: For you creativity comes from surroundigs than from you?

Amanda: Yes, because you observe the surroundings and than thnk whow could you do it alone.

Question 23: What is design brief?

Amanda: We have three major steps: observation, brainstorming, prototyping.

Appendix 4-Interview(b), Original script in Spanish

Date: 10. June. 2010
Location: Faculty of Economics, Ljubljana
Language of Interview: Spanish
Recording methods: Video camera
Reward: None
Interviewer: Gregor Pugelj

Interviewee 1-Vidal	
Age	23
Sex	Male
Mother language	Spanish
Status/Major at Ljubljana University	Undegraduate/Economics

Interviewee 2-Beatriz	
Age	24
Sex	Female
Mother language	Spanish
Status/Major at Ljubljana University	Undergraduate/Economics

Pregunta 1: Que habéis aprendido en el curso? Teníais algunas dificultades grandes cuando hacíais sus proyectos?

Beatriz: Hemos aprendido a desenvolver por nosotros solos, aunque si los trabajos habían sido difíciles por el nivel del ingles y porque los trabajos en grupos siempre es mas difícil para trabajar que solo.

Vidal: A parte, en España estamos acostumbrados a trabajar un tema económico mas relacionado con la economía y aquí también se pretende que la presentación sea mas bonita, es decir, que aquí se curra mucho mas a hacer un proyecto. El proyecto de la cafetería. Los planes eran impresionantes, la presentación era dulce y del mano. Es otra forma de aprender de la cual nosotros no estamos acostumbrados. Pero aprendimos a desenvolver lo que es algo nuevo.

Pregunta 2: Que difícil era el curso en comparación con los demás cursos aquí en la facultad de la economía?

Vidal: Dificultad era, en principio, que era mucho mas interactivo, que habia actividades de mas trabajos de campo, como hacer de otra forma…por ejemplo

teiniamos que ir a varios citios como en el proyecto del barco, lo que era muy diferente al respecto de las otras asignaturas y no estábamos seguros como hacerlo.

Beatriz: Yo creo que teoricamente no era difícil, la teoria pero la practica si era muy difícil.

Yo: Os costaba mucho tempo ara hacer todo?

Vidal: Si, pero prefiero el trabajo practico que estudiar teoría. Es que lo vemos todo de la primera mano.

Pregunta 3: Has tenido alguna vez un curso similar en la facultad de tu procedencia?

Beatriz: Yo, no.

Vidal: Yo tampoco, era la primera vez. Era la primera vez que montamos el barco, que teníamos que hacer excursiones para hacer el proyecto (se rien)

Yo: Entonces os gustaba?

Beatriz: Si, ha sido diferente. Si tampoco ha sido todo igual, tampoco aburrido.

Pregunta 4: En que disfrutaba el mas de todo en el curso? Describe brevemente porque.

Vidal: A mi, montar el barco me ha parecido muy, muy, divertido tanto como a conocer un nuevo sitio de Eslovenia. Era una forma del turismo.

Pregunta 5: Vas a utilizar el conocimiento adquirido en el curso en tu vida profesional? Que, donde y como? Describe.

Beatriz: (se rie) Creo que si.

Vidal: El nivel del ingles nos limitaba hacer los trabajos bien. Pero si como trabajamos algo mas practico, seguro que lo podamos utilizar en el futuro.

Yo: Teníais muchas dificultades a entender lo que se hablaba en el clase?

Beatriz: Cuando hablamos de las cosas generales no, pero cuando hablamos de las cosas mas especificas si. Teníamos dificultades con escribir, exponer y hablar.

Pregunta 6: Tienes alguna idea cual otro campo de la economía podría ser ensenado en el modo semejante? Como y porque? Describe.

Beatriz: (una pausa grande) No se, quizás.

Vidal: En el marketing porque es mas practico.

Pregunta 7. Que había esperado del curso antes de empezarlo? Te sorprendió la manera de la enseñanza? En que manera te sorprendió? Ha la asignatura satisfecho tus expectaciones?

Beatriz: Yo no, yo no esperaba eso para nada. Yo pensaba que iba a ser como todas otras asignaturas. Si nos sorprendio. Primero cuando nos enviaron un E-ail que tenemos que llevar una cámara al clase (se rie).

Vidal: A mi el profesor me daba un poco del miedo por que a ver con que cosa nos va a sorprender hoy. Tenemos que grabar nos con la cámara, subirlo a la pagina de red (DSchool) y nosotros estamos como, esto que es? Dudamos también iba a llegar al clase hoy o no. Pero seguro que de esta asignatura nos acordaremos del nombre y las cosas, de las demás se nos olvidara directamente.

Pregunta 8: Había algo que os molestaba mucho en el clase? Que y que estaba la molestia mas grande? Que es lo que os interesaba o entusiasmaba el mas en el curso? Que hubiera omitido y por que? Que hubiera mantenido y por que?

Vidal: En general no.

Pregunta 9: Que cosa has memorizado el mas de todas? Por que? Quizás la manera de la enseñanza del profesor o algún evento especial que marcaba tu vida del estudiante o cualquiera otra cosa?

Vidal: Lo del barco. Los trabajos del campo.

Yo: Vais a proponerlo en España?

Vidal: Esperemos que vamos a acabar ya antes. (se rie)

Pregunta 10: Que opina de la seriedad del clase? Estaba demasiado serio, adecuado o aun ridículo?

Beatriz: La seriedad era mas grande con el profesor que con el asistente. Rok se veía mas como un compañero del clase. Con el profesor te echa mas por detrás.

Pregunta 11: Que es la mejor contribución de la asignatura a tu conocimiento general relativo a otras asignaturas de tu carrera?

Vidal: Lo practico que tenia.

Pregunta 12: ¿Si tuviese el poder de rebobinar (volver) el tiempo al periodo anteriormente del comienzo del curso cuando había estado seleccionando las asignaturas para el ultimo semestre lo hubiera escogido esta asignatura otra vez?

Vidal, Bea: Si, lo tenemos claro.

Pregunta 13: Utilizas LiveCLIQ aplicación mucho? Cuanto? Lo encuentras conveniente? Por que? Cuando lo utilizas?

Vidal, Beatriz: Nada, nada de nada.

Vidal: Es que no se, realmente no me he enterado muy bien de todas las utilidades que tiene, pero a mi me gusta mas YouTube, para ver los videos un poco, ya tengo la pagina esa. No se si en un futuro empezare utilizar eso, pero por ahora no. No lo veo tan conveniente como lo presentaba el profesor.

Yo: Pero al YouTube no se puede grabar los videos directamente sin cargar.

Vidal: Si, pero quizás, se trata también del costumbre, cuando ya setas acostumbrado a uno es difícil pasar al otro. Por ejemplo en Espana utilizamos "Tuente" en lugar del "Facebook", aunque Facebook usa todo el mundo nosotros seguiremo utilizando "Tuente" hasta cuando nos conviene. Supongo que es algo cultural.

Yo: Y si LiveCLIQ hubiera sido traducido a Español?

Vidal: no se, quizás lo utilizaría mas gente en España.

Bea. Yo no tengo problema con lo que es en ingles pero mi madre…

Pregunta 14: ¿Que futuro ves en la aplicación de LiveCLIQ? Explica brevemente por favor.

Vidal: A mi me parecía un poco nuevo que el profesor nos grabe y sube nuestro video a la red. Nos parecía un poco raro. Pero quizás una empresa va a utilizar esta función de grabar el video directamente a la red.

Pregunta 15: Que te gustaba y que no te gustaba en el catalogo de dschool? Estaba útil? Por que? Como te ayudaba? Te parecía un instrumento insubstituible para llevar a cabo las tareas que la asignatura requería sin molestias?

Beatriz: No estaba traducido al Ingles. Teníamos que traducir todo por solos. Pero si que era muy útil para subir los trabajos del cualquier lugar.

Yo: Os costaba mucho a acostumbrarse?

Beatriz: No, no mucho, era muy fácil.

Pregunta 16: Afrontaba algunos problemas mientras trabajando en tus proyectos?

Beatriz: Hombre, claro como en todos sitios. Nos tomaba mucho tiempo para hacer todo. A veces era difícil a coordinarnos.

Pregunta 17: Describe brevemente los procesos de tu trabajo, por favor.

Beatriz: No me acuerdo bien. El grupo teníamos hecho rápido. Para el proyecto de grabación de la ruta turística fuimos a Šmarna Gora con autobús.

Yo: Habíais hecho un guión antes de la grabación?

Vidal, Beatriz: si, escribíamos todo lo que teníamos que decir, el resto improvisábamos.

Yo: Y como lo montabais?

Vidal: Lo montaba nuestra compañera del grupo con un programa que se llama Moviemaker.)

Pregunta 18: Estabas satisfecho con tu grupo?

Beatriz: Si, no había mucho problemas.

Pregunta 19: Has oído alguna vez de la antropología empresarial? Sí si, cuando y donde?

Vidal: No.

Pregunta 20: Que palabras cruzan tu mente cuando oyes para antropología cultural u antropología empresarial (con que lo asocia)?

Beatriz: Con el hombre. Con la cultura empresarial.

Pregunta 21: Como describirías la atmósfera del clase? Disfrutabas o te agobiaba?

Beatriz, Vidal: Estaba bien. No nos agobiaba nada. Nos sorprendió que había tantos Eslovenos en la clase. Nosotros esperábamos que hubiese solo la gente extranjera.

Pregunta 22: Te esforzabas mucho para este curso en comparación con los demás cursos en tu carrera en general? Como valoras el ratio "el tiempo invertido/conocimiento adquirido" en comparación con los demás cursos de tu carrera?

Vidal, Beatriz: Nunca se acababa la asignatura (había tanto trabajo). Pero, quizás el ratio es mejor relativo a otras asignaturas. De otras asignatura no nos acordamos nada.

Appendix 5-Interview(b), Translated into English

Interview details: Refer Appendix 4.

Interview with Vidal and Beatriz

Question 1: Please list at least 5 pros (pluses) and 5 cons (minuses) of the lecture regarding its fundamental ways of teaching (design thinking and everything related to its paradigm).

Beatriz, Vidal: We don't remember much about the theory.

Question 2: What have you learned at the course? Did you face any major troubles while working on your projects?

Beatriz: We've learned to be resourceful, to find solutions on our own. The projects were pretty difficult for the level of English and because working in groups is always more difficult than working on your own.

Vidal: Besides that, in Spain we are used to take on works more related to economy and here also it is requiered for the presentation to look nicer, it is requiered to invest more effort to carry out the Project. The plans for cafeteria were impressive. It's other way to learn to which we are not accustomed. But we've learned to be resourceful, which is something new.

Question 3: What was the course difficulty in comparison to other courses here at the faculty of economics?

Vidal: It was difficult because it was more interactive, because there was more fieldwork. For example we had to g oto various places like for the mailing Project, which was very different in comparison with other courses and we weren't sure how to do it.

Beatriz: I think that theory wasn't difficult but the practical part was quite difficult.

Interviewer: did it take long time to accomplish everything?

Vidal: Yes, but I prefer practical work to theory. It's because we see it first hand.

Question 3: Have you ever had a similar course at your home faculty?

Vidal: I haven't

Beatriz: me neither, it was for the first time. To andel a sail boat, to make excursions for a Project. (laughter)

Interviewer: So, you liked it?

Beatriz: Sure, it was different. It wasn't all the same, boring.

Question 4: What did you enjoy most in the course? Describe.

Vidal: For me, to andel the sailboat was a lot of fun as well as to see a new place in Slovenia. It was a form of tourism.

Question 5: Will you use the knowledge acquired at the curse in your professional life? What, where and how? Describe.

Beatriz: (laughter) I guess so.

Vidal: Our level of English limited us to carry out projects well. But, yes, since we did something more practical I'm sure it will prove to be useful in the future

Interviewer: Did you have many problems with understanding the classes?

Beatriz: Speaking about general things, no, but speaking of specific things, yes. We had problems with writing, presenting and speaking.

Question 6: Which other fields of economics could be thought in a similar way? How and why? Describe.

Beatriz: (a big pause) I don't know, perhaps.

Vidal: In marketing, because it's more practical.

Question 7: What had you expected from the course before you started it? Did the way of teaching surprise you? In what way did it surprise you? Has the course fulfilled your expectations?

Beatriz: Not me, I didn't expect this at all. I thought that it was going to bi like any other course. Yes, it surprised us. At first, when they sent us an E-mail that we have to bring a camera to the class. (laughter)

Vidal: I was a bit scared of the profesor, because we never know what was he going to surprise us with. We were expected to take pictures with the camera, upload them on the website and we were like: “what is this?” We also doubted many times if he was going to come to the class or not. But we will surely remember the title of this course and things in the class, whereas other courses will be forgotten.

Question 8: Was there anything particular that annoyed you at the lecture? What was the most annoying thing of the course? What was the most interesting thing of the course? What would you omit and why? What would you keep and why?

Vidal: In general, no.

Question 9: What do you remember most or what has left the biggest impression on you? Why?

Vidal: The sailing. Field Works.

Interviewer: Are you going to suggest these in Spain?

Vidal: We hope we Hill graduate before. (laughter)

Question 10: What do you opine about the seriousness of the class lectura? Was it too serious, adequate or rediculous? Perhaps just sometimos it seemed as if it lacked seriousness? Why? How World you make it instead?

Beatriz: The seriousness was greater with the profesor than with the TA. Rok was percieved more as a class collegue. We held more distance towords the profesor.

Question 11: What is the biggest contribution of the class to your overall knowledge in comparison to other courses of your major?

Vidal: The practical aspect.

Question 12: If you had a power to rewind the time to the pre course period when you had been choosing the courses for this semester would have you still chosen this course? Explain why, please.

Vidal, Beatriz: Of course.

Question 13: Do you use LiveCLIQ application a lot? How much? Do you find it useful? When do you use it?

Vidal, Beatriz: Not at all.

Vidal: Its beacuse I didn't examine it well to see all its conveniences. I like YouTube more. To match videos I already use this site. I don't know about the future, but right now, not. I don't see it as convenient as professor.

Interviewer: But it is not posible to shoot videos directlty on YouTube, without uploading.

Vidal: That's trae, but perhaps it has something to do with habit. It's difficult to pass on the other once you get used to one. For example in Spain we use "Tuente" instead of "Facebook". Although the whole World is using "Facebook" we keep using "Tuente", until it convenes us. I suppose it's got to do with the culture. que es algo cultural.

Interviewer: And if LiveCLIQ was translated into Spanish?

Vidal: I don't know, maybe more pepole would use it then.

Beatriz: I don't have problems with this but my mother…

Question 14: What future do you see in LiveCLIQ application? Explain briefly please.

Vidal: It was a bit weird for us that profesor was filming us and uploaded our video on-line. But maybe some company would utilize this function of taking video directly o the web.

Question 15: What did you like and dislike on using the dschool catalogue? Was it helpful? Why? Was it inevitable to use dschool in order to carry out the tasks requiered by the course without compliations?

Beatriz: It wasn't translated into English. We had to translate it on our own. But it was very useful to upload our Works from anywhere.

Interviewer: Did't take much effort to get accustomed to it?

Beatriz: No, not much, it was easy.

Question 16: Did you face any major troubles while working on your projects?

Beatriz: Of course, just like in any other place. It took us long time to do everything. Sometimos it was difficult to coordinate us.

Question 17: Describe briefly the processes of your work, please.

Beatriz: I don't remember it very well. Our group was formed fase. For the Project of taking video of the tourist route we took bus to Šmarna Gora.

Interviewer: Had you made any storyboard befote shooting?

Vidal, Beatriz: Yes, we wrote down everything that was spoken. The rest was improvised.

Interviewer: And how did you make the montage.

Vidal: Our group member did it with moviemaker.

Question 18: Were you satisfied with your group? Why ye or why not? When yes and when not?

Beatriz, Vidal: Yes, there were no major problems.

Question 19: Have you ever heard about business anthropology before? If yes, where?

Vidal: No

Question 20: What are the words that associate you with anthropology and business anthropology?

Beatriz: With man. With business culture.

Question 21: How would you describe the atmosphere of the class? Was it fun or anxious?

Beatriz, Vidal: It was ok. Nothing bothered us. It was surprising that there were so many Slovenians in the class. We expected only people from abroad.

Question 22: Did you have to work a lot for this course in comparison to other courses in your major overall? How do you assess "time and energy invested/knowledge acquired ratio" in comparison to other courses in your major?

Vidal, Beatriz: The course looked as if it was never going to end (there was so much to do). But, perhaps the ratio is better relative to other courses. We don't remember anything from other courses.

Appendix 6-Translation of Introduction, discussion and conslusion into Slovene

Aplikacija etnografskih metod na podjetništvo in interpretacija dela pri predmetu »Podjetništvo« na Ekonomski fakulteti Univerze v Ljubljani

Uvod

V očeh Wittgensteina, v Avstriji rojenega filozofa z začetka dvajsetega stoletja, je bil jezik[2] nekakšna igra besed. Ker je to pomenilo, da jezik ni logična slika stvarnosti je opustil idejo o obstoju skupne jezikovene strukture. Bilo naj bi ravno nasprotno, jezikov je pravzaprav več, te imajo različne strukture, ki lahko zadovoljujejo zelo različne potrebe (Sluga & Stern, 1996). Thomas Kuhn v svojem znanem delu »Struktura znanstvene revolucije« razvija vzporednice z Wittgensteinovo lingvistično filozofijo, prek katere razlaga nesoizmerljivost znanstvenih teorij. Njegov sklep je, da odsotnost skupnih meritvenih standardov vodi k nesporazumom med teoretiki znotraj stroke. Ker znanstveniki govorijo »različne znanstvene jezike« je, posledničnо, stanje »normalne znanosti« togo. Vsaka teorija ali model temelji na določenih aksiomih, načelih in predpostavkah, ki so za znanstveni krog, ki jih brani samoumevni. Včasih znanstveniki raje verjamejo kot dvomijo celo, kadar je očitno, da teorija ne zrcali stvarnosti. ne Vera vanje je pravzaprav tako močna, da se jim znanstveniki nezavedno prepustijo v ujetništvo. Dogmatizem je eden izmed največjih sovražnikov napredka, zato naših predpostavk nikoli ne bi smeli vzeti za samoumevne.

Od zgodnjih dni pa do danes je bila skupnost ekonomskih znanstvenikov po večini pozorna le na merljive podatke, za njihovo obdelavo pa uporabljala instrumente (statistične in matematične), ki se asociirajo s kvantitativnimi metodami. Tako bi morale, po mnenju mnogih ekonomistov, družbene vede (imenovane tudi mehke znanosti) še vedno uporabljati metodologijo naravnih ved (imenovanih tudi trde znanosti). Če bi bile vse naše težave števne in merljive bi dvomu ne ostalo veliko prostora. Naše težave bi bile zelo ekzaktne, naša življenja pa obvladljivejša. A na našo nesrečo temu ni tako, pravzaprav je v večini situacij ravno nasprotno. Zapletenost in kaotičnost človečnosti je tako obširna da za katerikoli človeški um celo bežen pogled nanjo povzroča preglavico. Težavo pri posploševanju človeških značilnosti predstavlja tudi nedoločljivost posameznikovega dejanja (njegova svobodna volja).

[2] Na tem mestu beseda »jezik« se nanaša predvsem na znanstveni oz. poklicni jezik

Duh, duševnost in um od človeka do človeka razlikujejo. Da bi si dovolili sklepati o obnašanju nekoga, ne zadošča zgolj štetje očitnih dejstev kot so plača, učinkovitost, odsotnost itd., saj ta prej prikazujejo simptome kot pa prave vzroke.

Takšna narava psihološke in sociološke problematike nas pušča v naslednjem precepu: ali prepustiti trdim znanostim reševanje naših dnevnih težav na račun stvarnosti, ali pa vpeljati v reševanje tudi interpretativne metode, a v tem primeru na račun pozitivistične natančnosti. Ekonomija kot tako merljiva kot tudi nemerljiva znanost se nahaja nekje vmes med kvalitativeno-kvantitativno znanstveno dihotomijo. Ta diplomska naloga zagovarja stališče nujnosti obeh pristopov in zmožnost njune vzajemne strpnosti, a ker so kvantitativne metode v ekonomiji že bolj ali manj rutina se osredotoča bolj na kvalitativi pristop k raziskovanju.

Študija dela pri predmetu »Podjetništvo« izvedena v času poletnega semestra na Ekonomski fakulteti Univerze v Ljubljani zahteva poleg razlage kvalitativnih metod tudi razlago na vsebino predmeta nanašajočih se pojmov. Sem sodi predvsem terminologija, ki je pogosto uporabljena na področjih razvoja proizvodov, antropologije in etnografije.

Glavna naloga predmeta »Podjetništvo« je naučiti študente razmišljanja v podjetniškem duhu. Temu primerno je treba poznati poslovno teorijo in znati analizirati poslovno dejavnost. V katere procese se podjetje vključuje, ali so vsi enako pomembni in kaj so prioritete?

Vemo, da je glavni razlog za obstoj katerega koli podjetja zadovoljevanje potrošniških potreb. Proizvod ali storitev z želenimi značilnostmi predstavlja uspešno utelešenje marketinškega procesa. Zatorej, predpostavljaje, da je zadovoljitev potrošnika v interesu podjetja, mora to njegove potrebe dobro poznati oz. se ji naučiti prepoznavati. Kako si torej zagotoviti čim relevantnejše informacije? Za nameček so sodobni trgi podvrženi nenenim in korenitim spremembam tako v času kot prostoru. Zaradi ostre in nemilostne konkurence so podjetja prisiljena k nenehnemu uvajanju novosti. Kako naj se podjetje spopada s temi težavami? Tu največ strahu v kosti požene misel na možnost, da se naložba izkaže za popolno polomijo. Tveganju se pri naložbah ni moč izogniti. Kako se torej slabemu scenariju izogniti, katere tehnike uporabiti? V primeru razvoja novega proizvoda potencialni polomiji botrujeta dve možni napaki: ali se nam ni posrečilo izslediti potrošnikovih potreb ali pa smo na proizvod napačno aplicirali izsledke tržne raziskave. Pokazali bomo kako se prvi lahko izognemo z uporabo etnografskih metod, drugi pa s pravilno prototipizacijo.

Z upeljavo **etnografskih metod** na podjetniško področje je uzrla luč nova aplicirana znanost, imenovana **poslovna antroplogija**. Zaradi svoje relativno nove pobratenosti z ekonomijo, si antropologija zasluži kratko razlago in predstavitev svojega dometa.

Kaj lahko podjetniku nudi? Kako mu lahko s svojo modrostjo, metodologijo in orodji pomaga?

Glavno izhodišče oz. vir ugotovitev **terenske raziskave (*field study)*** je bila tako imenovana **metoda opazovanja z udeležbo**. V njeno oporo so bila uporabljena različna, njej pripadajoča orodja in instrumenti. Kot sredstvo za zbiranje podatkov o delu na projektih in dokumentacijo dogodkov je služilo pisanje razrednega dnevnik. V oporo temu sta se uporabljala fotaparat in video kamera. Za poglobljeno diskusijo o razredni situaciji, projektih in študentski percepciji pa so se izvedli intervjuji.

Raziskava, izpeljana za to diplomsko nalogo, je bila aplicirana znanstvena raziskava. To je bila normativna raziskava, ki je skušala ugotoviti, ali je nov način poučevanja učinkovit in ustrezen, izslediti težave ter predlagati izboljšave. Skušala je torej skonstruirati profil preučevanega razreda, ugotoviti ali so uporabljene metode in tehnike pomagale študentom osvojiti podjetniške veščine in zadobiti naprednejše razumevanje poslovne problematike.

Glede na namen je raziskava predvsem opisna. Njena primarna tarča je torej besedno ali številčno skiciranje dane situacije, prek katere se nato predstavi profil, tipska klasifikacija ali okvir postopkov za odgovarjanje na vprašanja, ki se začnejo z vprašalnimi zaimki **kdo**, **kaj**, **kdaj**, **kje** in **kako**.

3.3 Razprava

3.3.1 Namen predmeta

Podjetništvo je sklop dejanj, ki zadevajo podjetnika. Podjetnik je oseba, ki ima v posesti novo podjetje, posel ali idejo, pri čemer je odgovoren za inherentna tveganja in iznos (Sullivan & Sheffrin, 2003). Glede na svoj učni načrt je predmet »Podjetništvo« uvod in pregled podjetništva. Je predmet, na katerem temeljijo vsi drugi podjetniški predmeti. Njegov glavni cilj je seznaniti študente s temeljnimi zahtevami uspešnega načrtovanja novega posla in izpostavljati z njim povezane probleme. V semestru so se študentje naučili razumeti podjetniške metode, ki so v glavnem temeljile na imperativu »Ne omahuj, naredi!« (EF Web Team, 1997-2011), ki zapoveduje učenje skozi prakso kot edini pravi način za doseganje podjetniških ciljev. V veri, da bo oseba, vržena v vodo, avtomatsko ponotranjila idejo podjetniškega duha, je učni načrt pretežno sestavljalo skupinsko delo na raznih praktičnih vajah in projektih. Prek njih so se študentje, prvič, seznanili z uvodnim znanjem produktnega oblikovanja, drugič, s kvalitativnimi raziskovalnimi metodami in tehnikami ter, tretjič, s snemalnimi orodji.

Prva vaja, to je reševanje planinčeve težave z jedilnim priborom, je bila priprava na težje naloge. Z njim so študentje naredili prvi korak k **oblikovalskemu pristopu k razmišljanju** (design thinking), ta jih je prisilil k iznajdljivosti in ustvarjalnosti. Izid je bil njihov prvi prototip. Reševanje planinčeve težave z jedilnim priborom je bila banalna naloga in študentom na prvi pogled otročja. Nad zahtevo, naj iz plastičnega jedilnega pribora izumijo priročno orodje, so bili začudeni. Pričeli so se pritoževati in posmehovati. A asistent mag. Stritar ni podlegel provokacijam. Če so hoteli ali ne, v vsakem primeru so morali najti neko rešitev. Delali so do konca učne ure, nato pa je vsaka skupina predstavila svoj izdelek. Nekatere zamislice so naredile boljši vtis kakor druge, presenetljivo pa je bilo dejstvo, da niti en izdelek ni bil enak. Rok, ki je nalogo izvedel že petnajstič, seveda, ni pokazal enakega odziva kakor jaz. Začetni občutek infantilnosti je bil presežen in vsi so bili videti zadovoljni.

Snemanja skeča z LiveCLIQ-om je bila naloga zastavljena v upanju, da bodo študentje uvideli, kako poprejšnje priprave pozitivno vplivajo na rezultate. Če podjetnik podcenjuje priprave, to zmanjša njegove možnosti za uspeh.

Po uvodnih vajah je bila študentom zaupana zahtevnejša naloga, in sicer izdelava načrta za šolsko kavarno. Ključnega pomena je bilo seveda načrtovanje. Kolikor boljši je bil plan, toliko boljša je bila vizulizacija kavarne. Učinkovita organizacija in smiselna delitev dela sta tu dobili vidnejšo vlogo.

Akumulirano znanje skozi predavanja se je združilo v končnem projektu. Od študentov se je pričakovalo, da bodo znali načrtovati projekt, oblikovati proizvod, organizirati skupino, si razdeliti naloge med seboj ter uporabljati orodja (fotoaparat, video kamera), računalniške aplikacije (D.school, LiveCLIQ) in etnografske metode (pisnje dnevnika o napredovanju svojega projekta in izvajanje intervjujev za spoznavanje ciljne publike). Z združitvijo vseh teh znanj in veščin so izkusili podjetniško stvarnost na povsem novem, višjem nivoju.

V našem času posameznik, ki si ni blizu z računalniško podprtimi napravami, praktično ne šteje. Tempu, s katerim se trendi v računalniški industriji spreminjajo je skrajno težko slediti. Da bi študentom to dejstvo približali, so morali za izdelavo svojih projektov uporabljati spletne aplikacije, snemalne naprave in seveda tudi računalnike. Profesor dr. Vahčič je bil predvidel možnost vsaj enega prenosnika in enega fotoaparata na skupino. V svojem predvidevanju se ni motil, kar tudi ni presenetjivo, saj ima dandanes te naprave že skoraj vsak študent, še posebej tisti na izmenjavi. S tem ko so se na prvem predavanju študentje registrirali v D.school, so bile premoščene običajne ovire, predvsem tiste, povezane s časom in prostorom. Brez takšnega sistema izmenjave podatkov bi bilo delo zamudno tako za razredne avtoritete kot tudi za študente. Spletna aplikacija Google SketchUp je s svojo enostavnostjo popularizirala arhitekturo. Načrti za kavarno so bili pozitivno

presenetljivi, saj se, stereotipno rečeno, občutka za umetnost in estetiko od ekonomistov ne pričakuje, še zdaleč pa ne zahteva.

3.3.2. Opazovanje

Opazovanje razreda je blo osredotočeno predvsem na učni načrt. Poleg tega pa je bila pozornost usmerjena tudi na razredno atmosfero, študentsko percepcijo in rezultate poučevanja.

Mnenja intervjuvancev oz. obveščevalcev o smislu predmeta in njegovi učinkovitosti so bila še kar različna. Amanda, slovenska študentka, zaznava, da so jo predavanja osvestila glede pomembnosti opazovanja in naučila delati v skupini. Izmed vseh tehnik, ki so bile uporabljene, izpostavlja brainstorming in prototipizacijo. Prva je dragocena za pridobivanje idej, druga pa za njihovo vizualizacijo. Kar se tiče projektov se ni soočila s kakšnimi večjimi težavami. Pri tem ugotavlja, da na nekaterih nalogah niso delali veliko, ampak so raje poiskali področne strokovnjake. Za primer podaja: »... za projekt šolske kavarne sem poklicala prijatelja, ki študira arhitekturo. Moj oče je izdelal osnovne risbe, prijatelj pa jih je preoblioval v 3D.« Meni, da je bila odločitev, da to delo preda zunanjemu izvajalcu, pozitivna, saj je za dosego končnega cilja pri resničnih projektih sodelovanje z njimi nekaj povsem običajnega.

Predmet ji je predstavljal združitev užitka in koristnosti, zato se ji ni zdel pretežak. Zelo je uživala v delu na projektih. Četudi se zdi, da je bila končna ocena dobljena na lahek način, brez opravljanja izpita, jo ozir na trdo, vestno in kontinuirano delo, opomni, da pravzaprav ni tako. Zavedujoč se, da se je veliko naučila subtilno, skozi prakso, kritizira: »Kljub temu naša miselnost še vedno vztraja v smeri 'izpitnega ocenjevanja'!« Podobnega predmeta še ni imela.

Amanda potrjuje, da je pridobila uporabno znanje za svojo kariero v marketingu. Če bi bilo v njeni moči, bi imeli vsi višji letniki poudarek na praksi. Čeprav jo je nekaj prvih predavanj rahlo šokiralo, npr. reševanje planinčeve težave, ki se ji je sprva zdelo otročje, je predmet presegel njena pričakovanja.

Organizacija predavanj in sprememba avtoritete jo je zmotila. Predavanja so švigala mimo, ne da bi bilo karkoli storjeno, kar namiguje na to, da bi bil čas lahko porabljen bolj produktivno. Profesor jo je zmedel z nenadnim vdorom diskusije o LiveCLIQ aplikaciji. Ker ji je bila tema preveč tuja in abstraktna, je razumela zelo malo. Za njo je bil asistent bolj jasen in konsistenten. Poudarja, da bi te stvari morale biti izboljšane. Meni, da je s profesorjevim prihodom razredna atmosfera postala resnejša, saj je bilo spoštovanje večje. Do težav je prišlo, ko so bili razdeljeni glede na projektne teme v ločene razrede. Nadzor je bil izgubljen in posledično je storilnost znatno padla.

Amanda ni bila edina, ki ji je bil projekt LiveCLIQ nejasen. Na vprašanje zakaj so se po njenem mnenju nekateri študentje kljub temu odločili za ta projekt odgovarja: » Dobro vprašanje. Na primer, pred menoj je sedel fant iz Nizozemske, ki je izgledal kot računalniški tip človeka. Dajal je vtis da ga to zanima in, da ima o tem zato boljšo predstavo. Bilo je dobro, da so bile naloge tako različne, tako da se je lahko vsakdo našel v eni izmed njih.«

Naslednja intervjuvanka, Beatriz, iz Španije, pravi: »Naučili smo se biti iznajdljivi, samostojno poiskati rešitve. Projekti so bilio kar težki zaradi nivoja angleščine in ker je delo v skupinah vedno težje od samostojnega.« Vidal dodaja: »Poleg tega smo v Španiji navajeni na študijsko delo bolj v povezavi z gospodarstvom. Tukaj se tudi zahteva lepši izgled predstavitev. Pričakuje se večji vložek truda v izvedbo projektov. Načrti za kavarno so bili impresivni. Je drug način poučevanja, na katerga nismo navajeni. Naučili pa smo se biti iznajdljivi, kar je nekaj novega.« Nihče od njiju se ne spomni veliko o konceptu »design thinking« in ostalih teoretičnih konceptih. Očitno sta bili slušno razumevanje, zaradi šibkega znanja angleščine, in drugačen akademski pristop od Španskega, največji oviri.

Nadaljnji intervju je razodel, da je bil predmet, zaradi svoje interaktivne narave in terenskega dela, zanju, v primerjavi z drugimi predmeti, težak. Oba intevjuvanca se strinjata, da je bil težek praktičen del, ne pa tudi teorija. Presenetljivo pa je, da jima kljub temu bolj ugaja praktično delo kot klasični študij.

Tako kot Amanda tudi onadva nista še imela podobnega predmeta. Bil jima je všeč. Najbolj pa sta uživala v jadralskem delu predmeta. Na vprašanje o uporabnosti znanja, pridobljenega pri predmetu, v prihodnosti odgovarjata zelo diplomatsko. Pravita, da glede na to, da je bil predmet zelo praktičen, se bo v njunem poklicnem življenju zanesljivo izkazal za uporabnega. V nasprotju z Vidalom, ki meni, da bi se na enak način dalo poučevati marketing, Beatriz ne vidi, kateri drugi predmet bi lahko apliciral enake metode.

Beatriz si je predstavljala predmet kot vsakega drugega, zato sta jo način dela pri predmetu in profesorjev odnos presenečala. Presenetilo jo je, ko je še pred začetkom predavanj od profesorja dobila elektronsko pošto, da mora na prvo predavanje prinesti fotoapoarat. Vidal je smejoč se priznal, da ga je profesor rahlo strašil, saj so bili dogodki v razredu nepredvidljivi. Trdi, da je bil odziv na zahtevo o prenosu osebnih fotografij, posnetih v razredu na D.school, odklonilen. Zahtevo označuje za čudaško. Nekajkrat so se celo spraševali, ali bi na predavanje sploh prišli. A ne glede na vse je nanje naredil velik vtis in ga zlahka ne bodo pozabili. Na splošno jih ni nič zares motilo, kar pomeni, da nenavadnost predavanj in profesorja ni povzročila nobenih resnejših neprijetnosti.

O razrednem vzdušju in nastopu razrednih avtoritet menita, da je bila resnost večja s profesorjem kot samo z asistentom. Zadnji je bil dojeman bolj kot fakultetni kolega, saj je bil dosti mlajši od profesorja.

Niti Vidal niti Beatriz ne uporabljata LiveCLIQ aplikacije. Vidal pravi, da se ni poglobil vanjo dovolj, da bi sodil o njeni primernosti. Čeprav omogoča uporabnikom izmenjavo videov brez procesa prenašanja na splet, kar privarčuje čas, ima sam še vedno raje YouTube. Po eni strani ga YouTube zadovoljuje, tako da ne potrebuje druge podobne aplikacije, po drugi strani pa svojo izbiro pripisuje navadi in kulturnemu ozadju. Z njegovimi besedami: »ko se enkrat navadiš na nekaj je težko preklopiti na drugo.« V podobnem slogu primerja Facebook s španskim družbenim omrežjem: »Čeprav ves svet uporablja Facebook, bomo mi, dokler nam bo ta ustrezal, nadaljujevali z uporabo Tuenti-ja. Verjetno na to vpliva kultura.« Po Vidalovem mnenju je ovira jezik, saj bi se število španskih uporabnikov LiveCLIQ-a povečalo, če bi bil preveden v španščino. Beatriz osebno ne vidi težave v angleščini, česar ne more trditi za starejše generacije. Ko jih je profesor snemal in nato video prenesel na splet, se je v Vidalu ponovno porodil občutek nelagodja in čudaškosti. V aplikaciji ne vidi nikakršne posebne prihodnosti, a pri tem ne izključuje možnosti, da njeno vrednost opazi kakšno podjetje.

Beatriz je dejstvo, da D.school ni bil preveden motilo, a pravi, da se je aplikacija kljub temu izkazala za zelo uporabno, še posebaj za izmenjavo študijskega materiala. Na D.school sistem se je hitro privadila.

Niti Vidal niti Beatriz ne vesta ničesar o poslovni antropologiji. Besedno zvezo asociirata s človekom in poslovno kulturo.

Pisana narodnostna sestava razreda in narava dela pri predmetu sta študentom podali določeno predstavo o tem, kakšno je delo v multinacionalnem podjetju. Že komunikacija v maternem jeziku predstavlja izziv, kaj šele v tujem. Zatorej je udeležba na takšnih predavanjih, ne glede na konotacijo izkušnje, že pomembna lekcija. Sporov je bilo presenetljivo malo. Skupine so delovale zdravo in učinkovito. Nihče od intervjuvancev ni omenjal komplikacij, povezanih s skupinsko harmoničnostjo. Amanda pripisuje pozitivno atmosfero v njeni skupini dejstvu, da se člani poznajo med seboj že iz prejšnjih let. Razredna struktura kaže nagnjenost k grupaciji študentov glede na narodno pripadnost. Amandina skupina je bila sestavljena iz članov slovenske narodnosti. Beatriz, Vidal in vsi ostali iz njune skupine so bili Španci. Tudi oni pravijo, da poleg občasnih težav s koordinacijo niso imeli večjih težav z medsebojno komunikacijo. Morda domovinska pripadnost lahko pojasnjuje razpoloženje v skupini. Kakorkoli že, komunikacija v domačem jeziku je vsekakor lažja.

V splošnem je predmet dosegal zadovoljive rezultate. Ne glede na nekatera negodovanja o pristopu, lažji zmedi glede delovnih navodil, jezikovne ovire, in trdo delo, so študentje pokazali veliko hvaležnosti. Glavni razlog tiči v esenci predmeta, se pravi v praktičnosti. Študentje so sprejeli netipični pristop celo na račun relativno večjega deleža vloženega dela. Njihov študij je nehal biti popolna abstrakcija. To namiguje na sklep, da jim je občutek pragmatičnosti pomembnejši od občutka teoretične podkovanosti. Lahko bi tudi trdili, da otipljivi dosežki krepijo motivacijo. Na tem mestu moramo povedati, da namen predmeta nikakor ni ukiniti teoretično mišljenje, a ker je narava podjetništva takšna, da zahteva učenje skozi prakso, je večji pudarek na terensko-projektnem delu.

3.3.3 Samorefleksija

Moja naloga ni bila zgolj sedenje v razredu in opazovanje le tega. Bil sem delno udeležen tudi v razrednih dejavnostih. Med drugim sem, glede na to, da je bilo veliko skupin, profesor pa je bil odsoten, moral asistentu pomagal voditi predavanje. To je vključevalo podajanje in razlaganje navodil, pripravo delovnega materiala in pomoč pri izvajanu projektov in nalog. Od profesorjevega prihoda naprej je bila interaktivnost s študenti boj brezskrbna.

Kljub moji povezanosti z razrednimi avtoritetami, študentje v stiku z menoj niso delovali zadržano. Konverzacija z njimi je bila vedno sproščena. Moja osebnost je nenapadalna, rad se šalim, in kadar pomagam, ostajam nepristranski. Neredko se je zgodilo, da so študentje raje prosili za pomoč mene kot profesorja. Zaradi mojega odnosa so me študentje sprejeli medse, to pa je pogojevalo odprte razprave o razrednih vprašanjih.

Intrvjuji so bili izredno sporščeni, skoraj tako kot da bi šli na neformalno pijačo v kak bar. Da bi pogovori potekali kar se da neobremenjeno, tekoče in artikulirano sem, jih opravljal v intervjuvančevem maternem jeziku, se pravi v slovenščini ali španščini. Žal mi je pri tem manjkalo izkušenj, zato sem seveda delal napake. Nekatera vprašanja so bila nekoliko nerodno strukturirana. Ker so bila predolga in spremljana s podvprašanji, so povzročala zmedo. Prevečkrat sem jih moral razjasnjevati in improvizirati. Kakorkoli že, zaradi teh pomanjklivosti intervjuji niso utrpeli večje škode in lahko rečem, da so dosegli svoj namen.

Vživljajoč se v nadrejene in podrejene razredne vloge, sem bil zmožen poglobljenega posega v notranjost obeh strani. Iz enakega vzroka so bili tudi sklepi manj nepristranski. Preko opazovanja sem se naučil koko obdržati razdaljo med seboj in predmetom opazovanja. V popolnosti sem se zavedel, da to ni tako lahko kakor se je nemara zdelo na prvi pogled. Slej kot prej se um začne, nekakao samodejno oz.

nezavedno, postavljati na stran tega ali onega. Pritoževanju in zmedenosti se zlahka podleže. Ne morem trditi, da se nikoli nisem podvrgel svojim čustvom, a sem se naučil stvari prespati in ponovno pretehtati.

Vedno znova se je potrjevalo, da bi bila, brez metode opazovanja z udeležbo in različnih dokumentarnih tehnik, moja spoznanja o predmetu opazovanja precej omejena in okrnjena. Za zbiranje podatkov o delu na projektih je bilo vsekakor zelo dobrodošlo redno pisanje dnevnika. Ravno tako sta bili odlični sredstvi za dokumentacijo dogodkov video kamera in fotoaparat. Vpoglednost v razredno situacijo in študentsko percepcijo pa bi bila brez intervjujev in rednih pogovorov z obveščevalci zelo šibka.

Sklep

Predmet je na študentih pustil pozitiven vtis. Čeprav so se študentje se vključili v delo precej naivno, jih to ni zatrlo. Ravno nasprotno, delo na sebi jih je postopoma privedlo k večji podjetniški osveščenosti in povečalo njihovo motivacijo.

O pomembnosti inovacij so se naučili ogromno. Odgovori na vprašanja, kako dobiti zamisel, kako ločiti dobre od slabih, v kakšni povezavi je potrošniško obnašanje s produktnim olikovanjem in, nazadnje, kako pridobiti relevantne informacije, niso več uganka.

Tako, iz posnetkov, dnevnika, intervjujev in razprav v razredu izhaja sklep, da so študentje uživali v praktičnem delu ne glede na razsežnost vseh zadevajočih opravil. Ta pozitiven odnos do ustvarjalnega dela je treba v prihodnjih generacijah negovati in spodbujati. Takšen pristop k poučevanju bo okrepil njihovo samozavest in samoiniciativo. Ostati v koraku s časom je odločujoče za uspeh vsakega prihodnjega podjetja, zato mora promocija informacijske tehnologije in internetna pismenost nedvomno ostati eno od poslanstev predmeta.

Raven angleščine ne sme pasti na račun manj veščih, saj bi tako poučevanje v mednarodnem razredu izgubilo svoj pomen. Dobrodošel bi bil seveda kvečjemu višji nivo. V luči tega kaže predlagati obvezno tvorjenje skupin, katerih članska sestava ne bo večinsko ene narodnosti. V končno oceno naj se vključi tudi ocenjevanje jezika. Ne nazadnje, da bo pravično do vseh, naj se v angleščino prevede tudi D.school.

Za preprečitev zmed in nesporazumov, ki povzročajo preglavice in motijo delo na projektih, bi bila dobrodošla odprava izpostavljenih ozkih grl oganizacije predmeta. Morali bi tudi bolje razčistiti strokovne pojme, saj si z njimi večina študentov n akoncu semestra ni bila na jasnem. Ugotovljeno je bilo, da bi jasnejša razlaga metodologije, terminologije in projektnih zahtev pomenila tudi neprimerno

učinkovitejšo izrabo danega časa. Izdaja delovnega zvezka z jasnimi navodili za delo na projektinh in razlago vsebine predmeta se ponuja kot elegantna rešitev teh problemov.

Za konec pa v oporo nadaljnjemu razvoju predmeta predlagam še izvedbo novih izboljšanih intervjujev ter nadaljevanje pisanja dnevnika.