







and text communication means were used during project implementation. Video and audio communication tools were not used actively which demonstrates some level of fear for direct communication with foreign subteams.

- The overall idea of PDT project was very positive, but higher acceptance and involvement of students might be achieved selecting topic more aligned with the studies. As information systems development topic is more appropriate for Management of Information Studies or Information Management Studies students, management and economics background students are tend to be more active in solving enterprise related problems.
- In most case teams failed to build team identity. This was not clearly expressed by project participants, but during the discussion naming of different subteams occurred very often. This also was reflected through post PDT project perspective – no students intended to keep contacts with other subteam after project completion.

### 3. Conclusions and further implications

The participation in PDT project was identified as positive experience by many students. Participation enabled them to get used to work in virtual teams, to face cultural differences working with other countries students as well managed work across different time zones.

Within this context project contributes to the new millennium required skills identified by EC initiative.

However despite the positive experience changes for upcoming project might

be considered – finding better balance between MIS and managerial thematic (such as including additional week considering market and users issues), strengthening cooperation between subteams through more active networking and shared results presentation, encourage students to use more audio and video communication tools for getting more benefits from the project.

### 4. References

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