

Case Study template

A) General Part

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| General | |
| Case Study Title | Day of Educational Research on Higher Education |
| DIALOGUE thematic group | New Media |
| Date of the case study | 09.02.2012 |
| Contact Information | Anneleen Cosemans |
| Name of the institution | KU Leuven |
| Location/country | Belgium |
| Size of the organisation/ Number of academic/research and non-academic/administrative staff | 9000 staff members, 36 000 students |
| Website | https://www.dml.kuleuven.be/dagvanhetonderwijsonderzoek |
| Abstract | |
| Key words | educational research; educational innovation; ICT and new media in higher education |
| Please provide a short abstract of the case study | Half day seminar with presentation sessions during which researchers and practitioners can present their educational research projects with regard to higher education. One of the topics is new media. Invitees are a mix of practitioners and researchers. Aim of the seminar: to exchange research practices and network. |



B) Specific Part

The following part depends on each thematic group, outlining strengths and weaknesses of the chosen situations.

1. Context

Please present the general background (“landscape of experience”) of the activity and in which institutions, organisations, units or sectors the case took place.

Within the faculties of the university, many educational research and innovation projects are being conducted. The Day of Educational Research on Higher Education is aimed to give faculty members the opportunity to disseminate and present their work to the other faculties and the central support units. For the central support units, like the Media and Learning Unit, this is an opportunity to get to know relevant educational research projects. It is also an opportunity for researchers and practitioners to network. It is the second time this initiative is organised at our university. At the first edition last year, the Faculty of Psychology and Educational Sciences presented their own educational research to the central support units. This year, the other faculties were invited to present their applied research projects. The topics of the presentations included: educational effectiveness research, student-activating teaching methods, the use of knowledge clips, virtual mobility and blended learning programmes. For a detailed overview of the programme (in Dutch): <http://www.dml.kuleuven.be/dagvanhetonderwijs onderzoek/overzicht>

2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

- broader dissemination of relevant educational research on higher education and educational innovation
- networking opportunity for researchers and practitioners

3. Combination of research and practice

How does this activity combine insights from research and practical hands-on experience?

There were presentations both from practitioners (teaching staff, educational support staff, instructional designers, educational technologists) and educational researchers. After the project presentations, broader discussion between the practitioners and researchers was stimulated through group discussions. Finally, there was also a chance to network at the reception.



4. Instruments for implementation

Does the institution/sector/unit provide instruments (e.g. ICT or human resources) for the implementation of the concrete action? Which tools were applied?

not applicable

5. Best practice/ Bad practice:

What kind of results were obtained? What do you consider to be the innovative or interesting part of this concrete action?

What are the barriers (potential and effective) to the full implementation of this action and what are its benefits?

In which sense can this action be useful for DIALOGUE?

- new initiative at our university
- stimulates further collaboration
- unique networking opportunity
- potential barrier: not enough involvement and input from faculty

6. Direct link of researchers and practitioners in this activity

Are researchers and practitioners directly linked in this activity?

- If yes, how are they linked and what are the communication and interaction processes?
- If they do not communicate directly, how are findings from research connected to practical activities and vice versa?

yes, both as presenters and public

7. Transferable elements

Which elements would you identify as easily transferable to other institutions in different regional and national contexts?

the format of this half day seminar

8. Recommendations for dissemination



Briefly identify the most important points in the case study for other ULLL managers and practitioners – these may include risks as well as benefits.

Please formulate some recommendations for the dissemination on the basis of the case study addressed to the working group and other partners.

9. Additional information

Please state additional sources like bibliography, website, publications, reports

We are intending to put your case study on the website.

Please tick here if you do **not** wish to see your case study published on the project's website

ANNEX I

Example: New Media TWG. (How to connect virtual and physical space?)

