Case Study template

A) General Part

General	
Case Study Title	**Learning with the project EJUMP 2.0 and Teacher development**
DIALOGUE thematic group	New Media
Date of the case study	01Jan08 to 31Dec10
Contact Information	
Name of the institution	Univeristy of Porto
Location/country	Porto / Portugal
Size of the organisation/ Number of academic/research and non-academic/administrative staff	31000 students 2 469 academic and research staff 1 697 non academic staff
Website	www.up.pt
Abstract	
Key words	Web 2.0, new training forms, teacher training, knowledge transmission, new assessment methods
Please provide a short abstract of the case study	The case study refers to the project EJUMP 2.0 (http://portaal.e-uni.ee/ejump/)" Implementing e-Learning 2.0 in everyday learning processes in higher and vocational education" and teacher training produced by the Universidade do Porto. The project produced concrete outputs related with the use of teaching and learning tools of Web 2.0. The Universidade do Porto (Gatiup and Continuing Education) decided to use some of the project research results to create a course to train teachers about the advantages and obstacles in using some of the tools. The aspects addressed by the project research were the Web 2.0 use of new assessment methods, e-portfolios, wikis, blogs and other collaborative tools for teaching and learning. The course took into account the possible advancements created by the project research and the need to transmit the knowledge with stakeholders. The course took place right after the end of the project and had attendance above expectations within and outside the

institution.

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.

(Extracted and adapted from the project website http://portaal.e-uni.ee/ejump/about)

e-JUMP 2.0: Implementing e-Learning 2.0 in everyday learning processes in higher and vocational education was an European Project funded by the Lifelong Learning Programme under Key Activity 3 – ICT. It was developed during 2008 and 2009 and involved a consortium of 10 Institutions, including:

- Estonian Information Technology Foundation (coordinator)
- University of Turku
- Central and Eastern European Networking Association (CEENet)
- Open University of Catalonia
- Umeå University
- University of East London
- University of Tartu
- Tallinn University
- University of Porto
- European Association of Distance Teaching Universities (EADTU)

The main objective of the EJUMP was to link up and connect various learning communities all over Europe and raise the role of communication in learning processes through implementation of 2nd generation e-learning (e-Learning 2.0) in higher and vocational education.

The specific aims of the project are the following:

- To promote e-Learning 2.0 and raise the competence and confidence of teachers by developing 3 electronic training courses for the teachers and other staff of higher and vocational education, concentrating on e-learning 2.0 technologies, assessment methods and administration
- To enhance and develop the training courses further through testing the e-courses among 90 teachers and other staff of higher and vocational education
- To identify the success factors and obstacles (assess and document the changes and improvements) of the training courses and e-Learning 2.0 by carrying on an action

research among the teachers who have participated in the training courses
- To establish 3 sustainable networks of teachers of higher and vocational education while writing the compendiums of the action research (sharing best practice of using e-Learning 2.0) with the help of the training course tutors
- To share the results and resources of the project with wider community through composing the database where all the metadata and modules of the e-courses are included

During the project several training courses were developed for teachers and other staff of higher and vocational education:
- An e-course concerning new technologies of e-learning with 4 completed training modules
- An e-course concerning new assessment methods of e-learning with 3 completed training modules
- An e-course concerning e-learning administration with 2 completed training modules

These courses resulted from a preparatory stage of action-research focusing on the use of ICT in the learning process. This case-study is focused on the course developed with the collaboration of UPORTO and that was then adapted and incorporated in the Continuing Education catalogue of the university.

2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

The course developed in collaboration with UPORTO was about new assessment methods. It focused on several learning technologies and how they could be used to assess student learning. A pilot course was held during the project lifetime and had the participation of teachers and researchers from UPORTO and other institutions.

After the pilot success it was decided to adapt the course and included in the internal continuing education catalogue of UPORTO, to develop teachers and researchers in this field.

The aim of the course was first to introduce web 2.0 technologies and to improve knowledge in this field, and second to introduce strategies of application of web 2.0 to the teaching and learning process.

Due to the vast number of 2.0 technologies, it was decided to focus the reflection and application in four specific tools: blogs, wikis, e-portfolios and virtual worlds.

The course had three editions and was delivered totally online, with two tutors. Activities of the course were designed to create the opportunities for the participants to use the tools and at the same time reflect on the tools and its application to the educational process.

3. Combination of research and practice

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

The EJUMP was a research project that used action-research methodologies to develop the courses. It used the results of 7 case studies to define the strategies and tools to be used for development and delivery of the training courses. The courses were delivered in a second stage of the project with real users. So the project itself is a good example of research and practical hand-on experience. Additionally, in UPORTO the practical application of research was taken further when a new course was developed by adapting the ones developed during EJUMP. The new course was included in the internal catalogue for continuing education and was delivered in three editions. Again for this new course, the initial research of EJUMP was crucial for defining the pedagogical strategies and activities of the course including the tools to be explored, the TLA (teaching and learning activities), communication strategies and assessment practices.

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?

To implement these courses it was necessary to ensure both human resources and infrastructures.
In terms of human resources a faculty member and an e-learning expert from the e-learning unit developed the course. They were also involved in the delivery of the course as teachers/tutors. It was also necessary some collaboration with the Continuing Education department for the administrative processes of the course.
In terms of infrastructures, the course was delivered using the e-learning platform of the UPORTO that is integrated with the information system of the institution, which facilitated the registration process and access to the course.
In terms of software, the course was developed using the existing tools of the institution and the ones provided by Moodle, the LMS used at UPORTO.

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?

This case study is interesting because it illustrates how the participation in international research projects can be important for the institutions. The training courses that were delivered at UPORTO benefited from the research that was done by an international team of experts. This is something that is quite unique and that it is difficult to achieve with internal resources of the institution.
The major obstacle for the implementation of this particular case study to a larger scale was

the theme of the courses. Web 2.0 tools and technologies evolve rapidly and the course needs constant updates, which means additional resource allocation. However, this is an interesting strategy to rapidly bring the results of research to continuing education of universities. It has the advantage of combining research done at the international level. Also, the different institutions involved in the project divide the costs of research and training.

The strategy that was used is, in the opinion of UPORTO, a good example of integration of research and practice in Continuing Education.

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?

The consortium included researchers and e-learning experts that worked together both in the stages of research and production of the courses. Every partner had both roles involved in the activities. Communication inside the consortium was done using online tools and face-to-face meetings. For the online communication, several tools were used including e-mail, Moodle, Elgg and wikis.

7. Transferable elements

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

The strategy used in EJUMP can be easily adapted for other contexts and in different scales. It can be used for collaboration between different departments or different schools of a region.
In this strategy, different partners get together to research a field sharing their knowledge and expertise. Based on the research, they develop a training course that includes their shared experience. This output can then be used independently by the institutions at the local level, benefiting from research that is done at a broader level.
It can be translated as "Globalized research, local intervention".

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.

This case study is an example of a practical model for integrating research in continuing

education. The most interesting aspects of this strategy is that:
- Includes research from multiple institutions in a given subject area
- Uses the results of research to create training courses
- Courses can be used for staff development in institutions at the local level as well as global level

In terms of benefits, the main aspect in terms of research is that will benefit from the collaboration between different researchers in a given field, integrating new knowledge and multiple perspectives. This would be much more difficult to achieve without collaborations. In terms of training, as the courses are developed by the experts and in collaboration the process will be faster as the workload is distributed. Also, in terms of costs, it is more efficient as it they are distributed by all the institutions involved. It is then up to each institution to use the results.

The major risks of this strategy in terms of research are to reach agreement between the experts. It is necessary to maintain the independence of the researchers but at the same time have a common goal. In relation to the use of the final products by the different institutions, it is important to have a written agreement that defines the conditions of usage. As there are different authors and different institutions involved, it is important to agree on copyright, tutoring, scientific responsibility and other aspects related with the delivery of the course.

9. Additional information

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

http://portaal.e-uni.ee/ejump
http://www.e-ope.ee/images/50000902/eJump_eval_report.pdf
http://elearning.fe.up.pt/news/200811051359
www.fluid.dk/media/.../pedro_fernandez_michels_presentation.ppt

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