Case Study template

A) General Part

General	
Case Study Title	**Crossing practice and research**
DIALOGUE thematic group	New Media
Date of the case study	04.04.2012
Contact Information	
Name of the institution	University of Potsdam
Location/country	Germany
Size of the organisation/ Number of academic/research and non-academic/administrative staff	2300
Website	- University of Potsdam - http://www.uni-potsdam.de/english/ - http://www.uni-potsdam.de/agelearning/ - http://www.sq-brandenburg.de - http://www.uni-potsdam.de/medienlebenslang/grell.htm - http://www.uni-potsdam.de/erwachsenenbildungmedien
Abstract	
Key words	Face-to-face-dialogue
Please provide a short abstract of the case study	The established dialogue between research and practice took place on a regular basis in a face-to-face-environment, where the practitioners and the researchers had the opportunity to exchange ideas over the application and further research-based development of new and social media in ULLL at the University of Potsdam.

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.

The case study refers to the activities in doing research and/or practice in ULLL at the University of Potsdam regarding new and social media. Therefore the case study does include the AG eLearning (the unit/working group responsible for dissemination and support of the use of new and social media at the University of Potsdam), the Network for Study Quality in Brandenburg (SQB) (the local province), the unit for Media and Lifelong Learning and the unit adult/continuing and media education. The two last units are research units at the University of Potsdam. These units are linked together on at least two levels: an organisational and in regard to our specific content.

2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

The overall purpose can be described as an attempt to bring different researchers and practitioners together and establishing a shared theoretical framework as a ground for further research and the development of the use and implementation of new and social media. Furthermore a second, but important objective was to overcome the separation of practitioners and researchers and make researchers doing practice and practitioners doing research.

3. Combination of research and practice

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

The participating units started to meet in 2008 on a regular basis. The dialogue was targeted to bring experts (in theory, research and practice) together to find some sort of common understanding and a common "language" in regard to talk about "learning". The group consisted of around twelve individuals. Based on this common language the dialogue e.g. about the use of new and social media in teaching and counselling learners could start.

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?

The Institution did support this "group" in making the infrastructure available. The group used moodle for disseminating time dates, topics, events and material or text in general for the communication between the regular meetings.

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?

The main results of the dialogue between the research units and the unit for disseminating the use of the new and social media in teaching and counselling learners can be summarised in
- ⚐ founding a space for developing a shared language
- ⚐ opening a space to discuss questions, problems in bringing together research and practice presenting and develop solutions regarding the different research or teaching-projects and there dissemination within the institution (University of Potsdam) and the related networks.

The experience of this dialogue between 2008 and 2010 can be taken in consideration as a good practice, because it did not only bring together the expertise of different researchers and practitioners, but take the time to find a shared terminology in regard to the very centre of the use of new and social media in ULLL: Learning. And consequently it came to a beginning to talk about the possibilities of a didactical appropriate implementation of new and social media in teaching.

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?

See 3. Combination of research and practice

7. Transferable elements

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

The personal dialogue is quite easily transferable. There is only the demand for some shared time and space and the need to develop a shared goal.

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.

- ⚔ One recommendation might be "time". In the sense, that dialogue needs time to develop and dialogue needs a common language for understanding each other
- ⚔ It is quite helpful to combine traditional forms of communication (face-to-face) with new forms (virtual). The combination provides the possibility of condensed times of direct interaction with the possibilities of asynchrony communication
- ⚔ It seems helpful, if the dialogue establishes a common understanding of basic terms and a comprehension of the problems and context the participating units & persons are working in and to relate the inner dialogue with the outer frame of reference.

9. Additional information

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

- Some material that has been published in the group-context (http://www.sq-brandenburg.de/index.php?article_id=145&clang=0) (only in German)
- Online-Diary (Online-Tagebuch): An instrument developed by Prof. Dr. Joachim Ludwig, that can be used e.g. in seminars or courses, that takes advantage of the use of the new media in reflecting the learning processes in the course and supporting the exchange about these experiences between learners and making these reflections visible for the teaching professionals (http://www.uni-potsdam.de/erwachsenenbildungmedien/studium/online-lerntagebuch.html); a short introduction into the background and the use of the Online-diary by Prof. Dr. Ludwig (http://vimeo.com/moogaloop.swf?clip_id=8051138&amp (Part 1) http://vimeo.com/moogaloop.swf?clip_id=8050281&amp (Part 2))
- The main participants (head of the units): Prof. Dr. Petra Grell (Media and Lifelong Learning); Jörg Hafer (AG eLearning); Dr. Ulla Klingovsky (Network Study Quality); Prof. Dr. Joachim Ludwig (Adult, Continuing and Media Education)
- A screenshot of the Moodle-Environment used in the working group:

E-Learning - Universität Potsdam

MoodleUP ▶ x-lab: Theorie   Sie sind angemeldet als Peter Kossack (Logout)

Personen

- Teilnehmer/innen
- Kursleiter/in: Kristine Baldauf-Bergmann
- Kursleiter/in: Kurt Beck
- Kursleiter/in: Petra Grell
- Kursleiter/in: Stephanie Günther
- Kursleiter/in: Jörg Hafer
- Kursleiter/in: Anja Hauser
- Kursleiter/in: Luise Henze
- Kursleiter/in: Till Heyer-Stuffer
- Kursleiter/in: Benjamin Klages
- Kursleiter/in: Ulla Klingovsky
- Kursleiter/in: Peter Kossack
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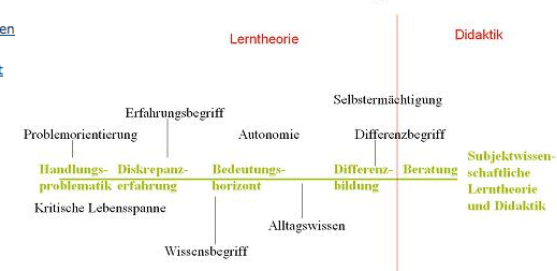- Kursleiter/in: Alexandra Schmidt-Wenzel
- Kursleiter/in: Christin Schramm
- Kursleiter/in: Marlen

Themen dieses Kurses

- Nachrichtenforum
- Zeit- und Themenplan 2009

1   Subjetkwissenschaftliche Lerntheorie und subjektwissenschaftliche Didaktik als roter Faden für die theoretische Reflexion

  Hier geht´s zu den Materialien Subjektwissenschaft

Diskussionszusammenfassung Stand 05.12.2008

2   Kritische Lebensereignisse und Diskrepanzerfahrung

3   Transformationsmodelle und gesellschaftliche Rahmung von Didaktik, Selbstverständigung, Lerninteressen

  Hier geht´s zu den Materialien Transformationsmodelle

Kursabschnitte

2 4 6 8 10 12 14 16 18 20
22 24 26 **28** 30
Zum aktuellen Thema

Neue Aktivitäten

Aktivität seit Samstag, 6. August 2011, 13:42
Alle Aktivitäten der letzten Zeit

Nichts Neues seit Ihrem letzten Login

Neue Nachrichten

Neues Thema hinzufügen...

12. Jul, 17:44
Christin Schramm
  Einladung zum Theorie Workshop mehr...

29. Jun, 13:15
Christin Schramm
  Theorie WS 30.06. mehr...

14. Jun, 08:34
Anja Hauser
  Theoriesitzung: Stand der Dinge und nächste Termine mehr

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

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ANNEX I

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

Research(ers)   Practitioners

How it is possible to realize a DIALOGUE?