Case Study template

A) General Part

General	
Case Study Title	Dialogue of ICT research and development in UEF
DIALOGUE thematic group	New media
Date of the case study	4.11.2011
Contact Information	Jyri Manninen
Name of the institution	University of Eastern Finland (UEF)
Location/country	Finland
Size of the organisation/ Number of academic/research and non-academic/administrative staff	2800 staff members, 15.000 students
Website	www.uef.fi
Abstract	
Key words	Use of ICT in university education, research on new media and ICT
Please provide a short abstract of the case study	Case study presents results of a small scale online survey. Researchers and teaching personnel (n = 41) in UEF were asked whether there is interaction between research and practice in the field of use of ICT in university education.

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.

Basic idea is to describe, how ICT and new media are used in education in UEF and what kind of dialogue there is between the users and researchers of ICT

2. Objectives and Purposes

What are the objectives and purposes of the concrete action?

The aim of this small scale survey is to generate basic information on
- how ICT is used in university education in University of Eastern Finland (UEF)?
- what kind of interaction and dialogue there is between users of ICT and researchers of ICT?
- what are the potential obstacles for dialogue?
- how dialogue between users/developers and researchers could be developed?

3. Combination of research and practice

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

Empirical data on the topic.

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?

E-questionnaire to conduct a survey

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?

Gives practical and emprical input for further discussions in the project.

Summary of the results:
- even in bigger universities use of ICT and modern (new) media in education have a limited role, and teachers tend to use rather basic ICT tools in education

- there are only a few full time researchers in the field of educational use of ICT
- most commonly research and user & development roles are mixed so that there is a relatively small part of work time available for research (20 % or less)
- research and development of educational use of ICT and new media tend to focus in educational sciences, but there are serious and innovative practices in other faculties as well, but there is less dialogue over the faculty borders
- dialogue within own university is rather limited, especially if research is somehow included in the role
- dialogue mainly takes place with colleagues (mainly other lecturers) or with support personnel; nobody mentioned cooperation between researchers and lecturers
- obstacles for dialogue were poor ICT skills and lack of time
- for dialogue project more interesting obstacles were communication problems, unawareness of other's work, lack of forums for interaction and lack of interest in research results
- suggested solutions for better dialogue included common development projects, research support for development work, common training and discussion forums.

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 respondents…

7. Transferable elements

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

The survey idea and e-questionnaire in itself could be developed further (based on these results) and used in other universities as well to obtain better data.

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.

Especially we could use for further discussions the preliminary results of (a) obstacles for dialogue and (b) suggestions on how it could be developed

9. Additional information

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

Separate report with more detailed results is available

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

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

Research(ers)   Practitioners

How it is possible to realise a DIALOGUE?