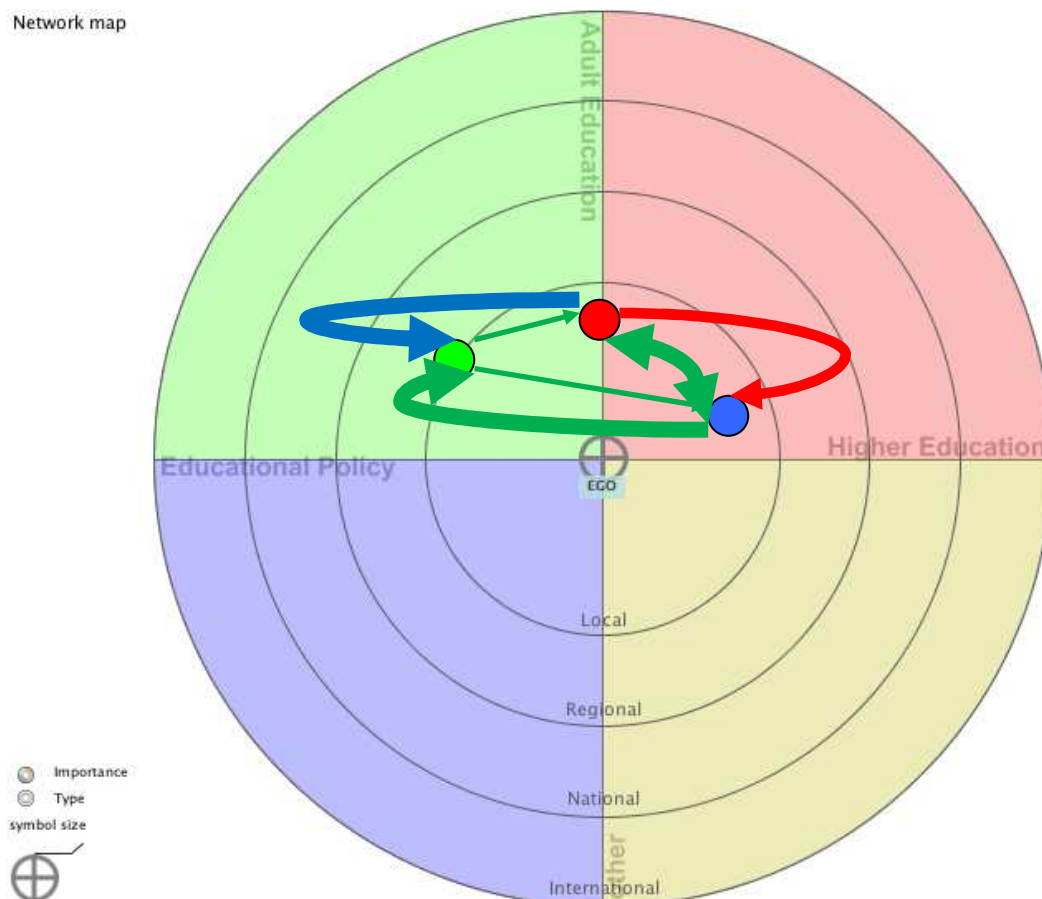


Activity 2: Key Actor Mapping (Area & Scope)

1. Network study on Cooperation between practitioners and researchers in developing, delivering and evaluating the workshop “Potentials and Risks of New Media (Internet and Web 2.0)” at the Center for Continuing Education at the University of Graz

Network map



Picture Software “Vennmaker”

Legend

Actors

- Practitioners: Developers & providers of ULLL
- Researchers/University teachers
- Learners/participants
- Policy-makers
- Networks

Types of relationships

- Innovation/knowledge transfer
- Financial support
- Counselling/coaching
- Lobbying/interest representation

Frequency and direction of relationships

The frequency of relationships can be indicated by the thickness of the arrows/lines, the thicker they are, the more frequent are relationships. The direction of communication can be indicated by arrows.

Formal and informal relationships

Informal relationships can be indicated by dotted arrows/lines (----->)

2. Please describe the different relationships of the actors, which you have marked in the exercise number 1.

There were three groups of actors involved in the development, delivery and evaluation of the course:

A “Practitioners”/ Developers and providers of ULLL (2 persons) – The team of the Center for Continuing Education (academic programme director; tutor) was in charge of programming, facilitating the workshop; guidance and counselling, evaluation, technical support etc.

B Researchers/university teachers (2 persons) were in charge of the course development in close collaboration with the programme director and the delivery of content in the workshop.

C Learners/participants (8 persons) – They “tested” in a way the collaboratively developed curriculum and gave direct feedback via questions, exercises, etc. during the sessions and in the final evaluation. Therefore they played a crucial role for further course development.

Strong relationships in both directions existed between A and B, also between these two groups and group C, although the “knowledge transfer” between B and C was, strictly speaking, stronger than the other way round.