Activity 1: SWOT analysis

Topic assessed: Cooperation between practitioners and researchers in New Media implementation for ULL in eJump	
Helpful in achieving the objective	**Harmful** in achieving the objective
Strengths	**Weaknesses**
- Joint research of an international consortium - Piloting during research project was important for testing - Greater interest internally due to involvement of international partners - Fast delivery of training course to potential users through the integration on the CE catalogue - Innovative character of the subject explored - Multiplication of the outputs by its use in different institutuions	- Short life-time of subjects related with new media (become easily outdated) - Resistance of practitioners to adopt new technologies - Costs of international collaboration - Copyright issues of multi institution production - Cultural issues: a course may suit the needs of one culture and not the other - Crediting courses that don't have a clear and formal team of teachers/programme - Involvement of researcher in international consortiums
Opportunities	**Threats**
- Explore the model of international joint production of courses that are innovative but that have a short life - Improve the process of transfer of innovation by the rapid process of delivery of courses - Use the same process to deliver MOOCs prepared by the Consortium - Use	- Less funding opportunities for international cooperation - Accreditation procedures for courses that are external to programmes - Ensuring continuity of delivering these courses at institutional level when they don't have a clear affiliation

(Internal Factors / External Factors are row labels on the left side of the table.)

2. Can the hindering factors (weaknesses and threats) be generalised and applied at national level? Which other hindering factors can be identified?

Most of the hindering factors are transversal and not particular of the institutions involved in the Consortium. Issues related with accreditation depend on national legislation and institutional rules. Copyright rules also depend on national law.
Resistance to adopt new technologies for the educational process is the factor that may be more dependent of the institutional.

3. Once you have identified the general hindering factors, please try to analyse their reasons to find out how these factors are embedded in your respective learning and research culture.

The institutions depend on external funding for these types of research projects. With existing budget restrictions is not easy for institutions to support international initiatives without a clear and measurable benefit for the institution.
Only a small percentage of researchers/practitioners want to get involved in international projects. This might be due to the lack of direct benefits for career progression.
There are many teachers that are still resistant to the adoption of new technologies for the

educational process. They don't feel confident to use it and they have concerns regarding security issues.

The issue of accreditation is still a concern when dealing with courses that are developed in cooperation with other institutions and that don't have a clear affiliation.

Copyright is also a concern when institutions want to deliver commercially the course that was developed in joint collaboration.

4. Actions that could be carried out to overcome these identified reasons for barriers and hindering factors to cooperation between ULLL researchers and practitioners or solutions
Please identify and explain possible solutions for the identified reasons of barriers.

Factors that are related with cultural aspects are difficult to change and take a lot of time. The lack of motivation of practitioners and researchers might be changed by involving decision makers and defining strategies that clearly motivate the adoption of these types of practices.

Concerning accreditation, the institution could try and integrate courses developed in collaboration with other institutions as a course in an existing programme. Finally, concerning copyright, it is possible to solve it by defining clearly the conditions of use of the course and the potential revenues of the courses.

5. Actors which (could) play a role in carrying out these actions (based on the network analysis of activity 2 and 3) and reason:
Please reflect on how the identified actors of the network analysis could help to overcome identified barriers and constraints.

Actors	Reason
Decision makers	Defining accreditation policies Defining motivation strategies
Legal departments	Defining copyright agreements
Practitioners/researchers	Dissemination of good practices in similar initiatives to influence peers