

 GÖTEBORG UNIVERSITY	OTHER INFORMATION (appendix V)
	Learning, Interaction, and Mediated communication in contemporary Society (LIMS)

Communication Strategy: Learning, Interaction and Mediated communication in contemporary Society (LIMS)

Göteborg University has developed a unique set of communication channels and activities. In 2004 the National Agency for higher education, recognised Göteborg University as the best university in Sweden at communicating with the Society. The various ways and methods to communicate new knowledge are carefully considered for each target group. The university strongly realises the importance of fulfilling the democratic ambition to interact actively with society. It is therefore important to create the optimal conditions for generating a true dialogue with society.

The overall communication strategy for LIMS is to use and establish appropriate channels to communicate important events during the ongoing research project to the various target groups. In order to reach this goal the university will use its various information channels in the most appropriate way to obtain the best result. For example, existing information platforms, which regularly occur during the year, will be utilised for the communication of important upcoming events in the research project.

The long term commitment for Göteborg University is to highlight the contributions of researchers, the results of individual research projects and the strong research environments within the university. This commitment has led to a strategic profile for the university and further to a common document, "Göteborg University 2010", which states the commitments of the university for several years ahead.

OBJECTIVES AND AIMS

The main objective of LIMS is to deliver major contributions to research on the discussion about the performance of the educational system at all levels.

Our ambitions are to continue producing high quality research results for publication in international journals and edited volumes. The LIMS team are also very actively encouraging junior members to contribute to the international field.

Most dissertations in our team are written in English. However, we also find it important to continue publishing in the Swedish language for Nordic research and public audiences.

First, there are areas of research and theoretical perspectives where the conceptual frameworks, and the modes of communicating, are completely anglicized. We need to develop adequate vocabularies and conceptual constructions in Swedish as well. We are convinced of the need for in-depth, theoretical debates and discussions in Swedish, and we see it as our duty to contribute to this.

Second, areas such as adult education and learning in the work place have a strong position in Scandinavia, perhaps stronger than in many other parts of the world.

Another reason for maintaining a strong publishing profile in Swedish is the obligation to produce research-based textbooks and edited volumes suited to the needs of teacher education, the in-service training for teachers, and for the many academic fields and lines of study, where teaching methods and learning are part of the course work. In terms of interacting with society, textbooks are widely used in in-service training in many contexts in both the public and private education sectors. The members of the team have been very active and some very widely used publications come from our group. During the past few years, the following examples can be mentioned:

- Alexandersson, M., Linderöth, J., & Lindö, R. (2001). *Bland barn och datorer* [Among children and computers]. Lund: Studentlitteratur
- Jernström, E., & Säljö, R. (2004). *Lärande i arbetsliv och vardag* [Learning in working life and every day]. Jönköping: Brain Books.
- Lindblad, S., & Sahlström, F. (Eds.). (2001). *Interaktion i pedagogiska sammanhang* [Interaction in educational settings]. Stockholm: Liber.
- Säljö, R. (2000). *Lärande i praktiken. Ett sociokulturellt perspektiv* [Learning in practices. A sociocultural perspective]. Stockholm: Prisma.
- Säljö, R., & Linderöth, J. (Eds.). (2002). *Utm@ningar och e-frestelser. IT och skolans lärkultur* [Ch@llenges and e-temptations. IT and learning culture of schools]. Stockholm: Prisma.
- Säljö, R. (2005). *Lärande och kulturella redskap. Om lärprocesser och det kollektiva minnet* [Learning and cultural tools. On processes of learning and the collective memory]. Stockholm: Norstedts Akademiska Förlag.

A very important criterion for evaluating the success of LIMS is the extent to which our text books are used at universities and in other settings.

COMMUNICATION CHANNELS AND TARGET GROUPS

The research within LIMS is relevant for broad groups of users with very different ranges of interests:

- researchers in the field of learning and education more generally
- teachers, headmasters and other professionals in the entire educational system
- practitioners in the field of distance education and technology enhanced learning
- in-service training agencies in the education sector
- the context of trade organizations, labour unions and similar organizations
- private industry
- national and local institutions responsible for development and surveillance of schools
- politicians and the media
- the wider public

Most of the members of the LIMS team participate in a range of conferences, in-service training activities and similar events. The in-flow of such offers by far exceeds what we can cope with. Within the LIMS consortium we intend to systematize and professionalize these activities by designating the responsibility for external contacts to a specialist who will serve as our external relations office. The person, who will perform this duty on a part-time basis, will see to it that the outcomes of LIMS are made visible to relevant target groups. This implies having an overview over the various venues and events where we should participate and securing that the most suitable representative of LIMS will participate. We have a person with considerable experiences in working as external relations officer in the area of research,

Birgitta Roos Haraldsson (see further details in Appendix U), and she will be involved in the LIMS program.

Some of the yearly activities, where the University exposes its research, serve as important information platforms to communicate results and findings. The LIMS team will take an active part in these activities as well as in using all other communication channels available.

	Press contacts	Scientific press	Internet	Public events	University-broad-casting	Printed material	Conferences, seminars, congresses	Text-books
General public	X		XX	XX	XX	XX		
Media	XX	X	XX	X		X	X	
Researchers		XX	X	X		X	XX	
Students	X	X	XX	X	X	X		XX
Foundations	XX	X	X	X		X	X	
Decision makers and key persons	XX		X	X	X	XX	XX	
Teachers	X		XX	X	X	XX	X	XX
In-service training agencies	X		X	X	X	XX	X	XX
National/regional agencies	XX		X	X	XX	XX	X	XX
Trade organizations/labour unions	XX		X	X	X	XX	X	XX

Table. Overview of primary (XX) and secondary (X) target groups for the different channels.

ACTIVITIES

Press contacts. Expertsvar (<http://www.expertsvar.nu/>) is a web based mediaservice where journalists get contact information to researchers for expert comments or background information within their subject of interest. Press officers answer these daily bulletins.

Press releases are continuously spread to national and international science journalists, through networks and Expertsvar. Research progress of global interest is send to Alphagalileo, the Internet press centre for European science and arts, as well as EurekAlert, the American press release service.

Internet. The university has a new web portal which makes it easier for the researches to publish news in a fast and efficient way. Electronic newsletters are published on the portal and distributed through e-mail lists as well. The office for External relations communicates daily news from the University at this web portal.

Since one of the research areas of LIMS is learning and ICT, we will establish a website presenting our work and our projects to Swedish and, if feasible, to international audiences. This website will be primarily intended for practitioners and users of research, and it will provide presentations of our projects and research results. It is important that the LIMS-team presents itself as a national resource for research on learning. The web will be used for a range of activities including courses in the graduate school and information to the public.

Public events. Some of the yearly recurrent events are:

The University Week, during ten days in November all the faculties arrange seminars and exhibitions for the general public. From previous evaluations, this event has shown to have a significant impact on the public relations in the region.

The International Science Festival is unique in its kind in Sweden. Researchers present their research at schools as well as to the general public in order to inspire the audience to seek new knowledge and to create a better understanding of science in the society.

Lunch seminars, every second week researchers give short seminars, in city bookstores.

Conferences, seminars and visits. The LIMS team are very well integrated in the international research community. We participate in bi-annual conference of EARLI (European Association of Learning and Instruction), in EERA (The European Educational Research Association), AERA (The American Educational Research Association), CSCL and European CSCL (The Computer Supported Collaborative Learning Conference), ISCAR (The International Society for Sociocultural and Activity Theoretical Research), and many others. Members of LIMS also participate in many congresses together with teachers. One of these is the yearly Skolforum (The School Forum) in Stockholm where thousands of teachers meet. A similar event is Mötesplats Göteborg (Meeting place Göteborg).

Other relevant collaboration partners are all the organizations responsible for training, re-training and in-service training in relation to the labour market. Here we find labour market authorities, labour unions, trade organizations and various private agencies operating as course organizers. These agencies have their own activities where contacts with researchers and developmental work are appropriate, and we will see to use these to the fullest extent. The University continuously arranges conferences and seminars for the general public on current topics.

University TV. University TV makes documentaries and news about research in the “Knowledge Channel” (part of the Swedish public service television company) and also short University courses. Many of these courses are also offered as distance teaching.

Printed publications. “GU-Spejeln” is a new magazine about research at Göteborg University. This magazine is issued four times a year and the target group is decision-makers and people in key positions outside the university.

Information brochures in Swedish and English about the activities of the university are regularly updated, both at a central level and faculty levels.

GU Journalen is the University magazine for staff with six issues yearly. Scientists are presented in every issue. The magazine is also distributed to journalists in Sweden.

There are also national magazines and similar publications that are important to reach for LIMS. One of these is the Pedagogiska Magasinet, published by the labour union Lärarförbundet, which has a very broad readership among teachers in Sweden. And there are other similar magazines for more specialized audiences among educators (school leaders, language teachers, teachers in the sciences, those working in the field of popular education (folkbildning) etc.) that are important to use for disseminating results.