



# Framework for the conversion of RDI project outputs into educational material

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Leverage from  
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# Background

- Educators must offer training that is relevant to the business world and keeps pace with technological development.
- ICT-skills are often practiced during various RDI projects.
  - It is important to transfer this practical knowledge to the higher education context, but this is typically not the primary goal of projects.
- The ICT-related RDI activities of the Kokkola University Consortium Chydenius have typically been linked to the needs of companies.
  - The link to education has been the possibility for students to participate in project activities to some extent and the involvement of teachers in projects.
- The materials generated from RDI activities have not been used for teaching and cooperation has depended on individuals and has not used a systematic approach.
- Therefore, to transfer the knowledge and material generated by RDI projects to the higher education curriculum, we created supporting framework



# The framework

- Regardless of whether RDI projects are linked to education, they must produce different materials for different purposes, such as reports to funders, research publications, etc.
- Different materials are typically produced during different parts of the project.
  - For example, a project introduction video may be created to launch the project.
  - During the project, several reports may be created from different activities, including pilots, developments, tests, and technology trials.
  - For informational purposes, news updates on project activities may also be created.
  - Reports and news stories may require the use of various media, such as photos or videos.
- The framework aims to ensure that materials are generated for every required topic in a form that can be used in an educational context.
- The purpose of the framework is to help create materials as a normal output for the project while also considering the possibility of reusing them for teaching.
  - The idea is that no new material needs to be created for this purpose
  - For example, technical specifications can be reused in an educational context to explain how to build a technical system. Photos taken for reports and research papers can be reused in lecture material.



# The framework

- The key components of the framework are identifying and scheduling different material production situations and following detailed guidelines for material production.
- Once a project is launched, the framework is used to plan the type of content that will be produced during the project and to schedule the production of content throughout the entire project lifecycle
- A dedicated individual, referred to as the communication manager, is assigned to the project.
- When a project is launched, the communication manager meets with the project manager and plans the production of project materials
- The framework, which contains detailed guidelines for content creation, facilitates this planning.
  - This ensures that the materials are appropriately formatted, created with sufficient quality, and stored in an agreed-upon location with enough metadata.



# Example of guidelines: Videos

- For example, for the video creation the framework includes the following guidelines:
  - The types of videos that could be produced and the suitable production method for each type
  - Situations when project staff can create videos by themselves and when they should use professionals or media trainees
  - The cost structure for different kind of videos
  - Where to find professionals or trainees
  - How much time should be allocated
  - The elements to include in videos (e.g., logos, titles)
  - Software options for video editing and related instructions
  - Considerations when writing a script etc.



## Example of guidelines: trainee

- Guidelines for the use of trainees in material production (we tested the use of media students for this purpose):
  - What kind of tasks trainees are suitable for
  - What kind of guidance resource the trainees require
  - What kind of tasks can be assigned to trainees
  - How much the trainees can achieve
  - At what stage of the year the trainees are available
  - What bureaucracy is needed to use the trainee, etc.





# Multiple perspectives on how to use RDI knowledge in education.

- The material produced from project case studies typically contains a significant number of images and videos that teachers can incorporate into their own materials.
  - Images of real-life situations showing equipment or different applications enliven the teaching material and connect it to the real world.
- Students may be asked to review a project case study and write a report on the topic.
- RDI-related material also works well as supplemental material that teachers can use to connect with their own training material and bring real-world examples into the classroom.
- In the broadest sense, the material produced from projects can be used to create new learning materials.
  - For example, new educational modules can be produced in an application area, drawing heavily on the experience gained from the project



# Conclusions

- Typically, projects and education are linked when students have opportunities to participate in projects.
  - Thus, project work primarily benefits the students who participate in the project.
- Another option is to use the materials created from projects to enrich or produce teaching materials.
- The framework facilitates the production of RDI material by providing practices to ensure that materials are produced at appropriate times during the project and by establishing guidelines to help the project staff with material production.
- The basic concept of the framework is that project teams constantly need to produce material regarding their results for funders, the companies involved in the projects, and the public at large.
  - The framework assists in the production of materials so that it can be easily reused in the development of teaching materials.





# Thank you for listening!

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