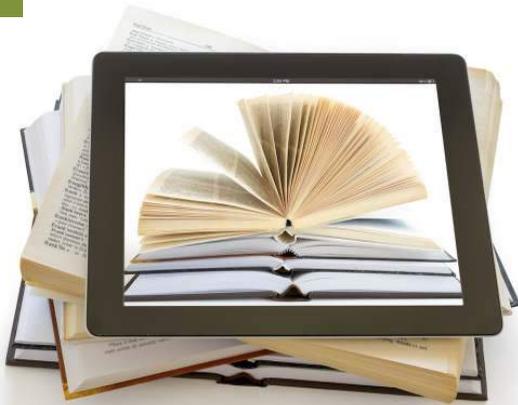


**Christian M. Stracke
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**Smart Universities
Education's Digital Future**



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**Christian M. Stracke,
Michael Shanks,
Oddgeir Tveiten (Eds.)**

Smart Universities: Education's Digital Future

**Official Proceedings of the International
WLS and LINQ Conference 2017**

Organized by the University of Agder, the Open University of the Netherlands,
the University of Stanford and by the International Community for Open
Research and Open Education (ICORE)

Christian M. Stracke, Oddgeir Tveiten, Michael Shanks (Eds.)

Smart Universities: Education's Digital Future

Official Proceedings of the International WLS and LINQ Conference 2017
held in Kristiansand, Norway, on 7th-9th of June 2017.

Bibliographic information published by the Deutsche Nationalbibliothek:

The German National Library (Deutsche Nationalbibliothek) lists this publication
in the German National Bibliography (Deutsche Nationalbibliografie);
detailed bibliographic data are available in the Internet at <<http://dnb.d-nb.de>>.

ISBN: 978-3-8325-4595-6

Published by Logos Verlag Berlin GmbH
Comeniushof
Gubener Str. 47
D-10243 Berlin
Internet: <<http://www.logos-verlag.de>>

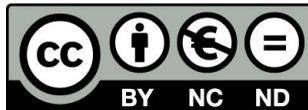
All information about the the International WLS and LINQ Conference 2017, held in Kristiansand,
Norway, on 7th-9th of June 2017, see online at:

<<http://www.learning-innovations.eu>> and
<<http://www.worldlearningsummit.com>>

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Information about WLS and LINQ 2017 online: <<http://www.worldlearningsummit.com>>

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Smart Universities: Education's Digital Future

Christian M. Stracke, Michael Shanks and Oddgeir Tveiten

Institutions of learning at all levels are challenged by a fast and accelerating pace of change in the development of communications technology. Conferences around the world address the issue and research journals in a wide range of scholarly fields are placing the challenge of understanding „Education’s Digital Future“ on their agenda. The World Learning Summit and LINQ Conference 2017 proceedings that you are now reading, take this as a point of origin. Noting how the future also has a past: Emergent uses of communications technologies in learning are of course neither new nor unfamiliar. What may be less familiar is the notion of “disruption”, marking many of the conferences and journal entries. Is “education’s digital present” as transformative as in the case of the film industry, the music industry, journalism, and health? If so, clearly the challenge of understanding goes to the core of institutions and organizations as much as pedagogy and practice in the classroom.

Research from various fields now emphasize the *effects* of learning technologies, *texts* and *aesthetics*, personalized learning *experience*, new means of *assessments*, the potentials of globalized *learning networks*, if not to say the futures of a work-life characterized much more than before by demands for *flexibility*, media *competence*, problem-solving skills, and more. Scholars come to the field of education technology from pedagogy and from a variety of other fields, such as ICT, media studies, organizational studies, psychology, geography, and anthropology. With the coming of sophisticated digital learning analytics, the questions asked will also tell a great deal about the potential answers found. Entrepreneurs in the education technology business often argue that more education technology in the classroom makes for more effective students. But is that really the case, generally? And is it the most pressing question?

If we take as point of departure the idea that media transformations of the last few decades are transformative at the wide range of levels, then it follows that the challenge of education transformation ought to be viewed accordingly. Marshal McLuhan and his contemporary Harold Innis, once noted how communication technologies and transition from one prototypical paradigm to another is also an aspect of a deeper civilizational change. Conceptions of the world change. Power relations change. Interaction conventions change. Taste relations change. Aesthetics change. Ideas about learning and how human beings learn, also change. Does not our very discourses on what it means to learn, in the 21st century reflect back profoundly on education as a social institution?

Concerns such as these frame the conference theme at the 2017 World Learning Summit. An annual conference, WLS was held for the seventh time in 2017. This year, WLS joined forces with the Learning Innovation and Quality (LINQ) Conference, to forge a new global meeting space for innovators and critical thinkers to discuss and reflect on what is ahead in the world of learning. We believe that a need for a change in future learning and education is apparent. We also believe that formulating a framework for that change is an interdisciplinary challenge. Like other conferences and summits in this field, the WLS and LINQ approach is an open and interdisciplinary one. What we add is a consistent emphasis to merge critical research with practical innovation, as these summit proceedings from 2017 amply illustrate. Previous and coming conferences bring to the discussions global thought-leaders, interested in contextualizing scholarship in education and learning within a broader frame of social change and development.

Several challenges were formulated in the summit call: Learning technologies are changing the face of learning, education and society, but a surprisingly small number of world-encompassing companies own that world change. So, is the future of learning and education open? Do we foresee a sustainable future learning space available to all? Is learning and education the last digital frontier in a world of disruption and change foreseen and owned by the few – in a world of escalating digital divides? How do we respond, as citizens, learners and custodians of education?

One approach to the pursuit of a critical debate is the concept of *Smart Universities* – educational institutions that adopt to the realities of digital online media in an encompassing manner:

Universities now co-operate globally in networked modes, bridging North and South, High and Low – if not to say formal and informal learning. Would a key perspective then seem to be our capability to understand learning technologies from the point of view of the *medium*, *mediation*, and *media*? Technology enables, but context is cultural. Smart universities address both. They transfer the innovative process from the drawing board and the tools at hand to the learning designs that in turn reflect on human interaction; what it is that technology aims at helping us achieve.

How can we as smarter universities and societies build sustainable learning eco systems for coming generations, where technologies serve learning and not the other way around? Perhaps that is the key question of our time, reflecting concerns and challenges in a variety of scholarly fields and disciplines?

These proceedings present the results from an engaging event that took place from 7th to 9th of June 2017 in Kristiansand, Norway. First the scientific papers submitted to the Open Call for Papers and selected by the international programme committee in double-blind peer review followed by the invited keynotes and articles:

Esther Tan et al. discuss the horizontal key competence "Learning how to Learn" and its need to meet the future challenges in work and society.

Gaustad and de Paoli focus on the different roles of professors as writer, director, actor and producer in online education.

Konert et al. research the use of open badges and how they can be applied to competency alignment.

Gjesteland, Vos and Wold analyse the flow experiences by students in a physics laboratory while using mobile phones and free software.

Jahn, Jacquet and Lombaerts present first steps towards an evaluation toolkit for asynchronous book clubs and their provided audios.

Smith and Qayyum demonstrate in their short paper how visualization software can improve the online assessment by students.

Guardi3la Lopez discussing in her short paper the required change for 21st century schools related to leadership and education.

Uvali3-Trumbi3 and Sir Daniel highlight the challenges of openness and quality for smart universities in the post-truth and post-trust era that is based on their keynote and introducing the section of invited papers.

Obiageli Agbu reflects on smart universities based on her incidental learning experiences of open and distance education.

Tveiten proposes a new theory framework called "Contact Education" for exploring media rich learning designs.

Stracke addresses the quality of open online education and learning and the current efforts towards a "Quality Reference Framework" for online courses.

Nampijja provides empirical data on smallholder farmers in resource limited and non-formal learning setting using mobile technologies.

Tveiten reflects on the emergent learning technology industry by discussing MOOCs as a framework for thinking through journalism education.

From the Calls for Projects, **seven projects** are also selected and briefly introduced in these proceedings. Opening this section of project presentations, and ending the proceedings, **Trondsen** outlines his vision of Nordic EdTech – the formation of a Nordic education technologies network: He discusses challenges and opportunities relating to future Nordic collaboration, as studied in two projects from 2013 to the present, aimed at fostering that joint Nordic arena.

This book volume contributes to the debate on the need and imperatives to change education from a broader and more deeply embedded understanding of how digital media now transform society. The future of education is digital, it is online, it is open: Smart Universities may be a promising concept and a first step on our long-term journey along that trajectory. We were pleased to welcome experts and practitioners from all parts of the world at WLS and LINQ 2017!

MOOCING journalism education: Notes on the emergent learning technology industry

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Abstract: This paper is a first report from a project on designing online journalism education resources. Framed within the MOOC discussion of recent years, the focus is a critical review on the two Os: Open and online. How can a media-rich “open, on-line journalism education” be conceptualized and also critiqued from the point of view that the converging technologies now disrupting journalism, reflects on the same technology eco system employed to network and globalize journalism education? It is argued that journalism has been challenged by three developments in recent decades: (1) Networked interactivity, (2) hypertextual virtuality (3) and user-defined information flow. How do we gauge these “disruptions” in designing open online education resources in journalism education?

Key words: Globalization, journalism, education, journalism education, flipped classroom, MOOCs, curriculum design

1 Introduction

Journalism has been challenged by three developments in recent years, largely unforeseen two to three decades back: (1) Networked interactivity, (2) hypertextual virtuality (3) and user-defined information flow. Journalism education programs worldwide now generally reflect these challenges, too. Parallel to the “media disruption” critique that now envelops journalism are the ongoing attempts in journalism education to also explore the uses of “disruptive” digital and global learning technologies. The MOOC format – or Massive Open Online Courses – represent an emergent globalized and networked education eco system. That eco system also embodies journalism education. Students of tomorrow need 21st century skills, it is often said: A set of competencies that emphasize problem solving and self-paced life-long learning. In the future, journalism jobs will increasingly require multimedia tools. And they will require

of the critical student a sense of both perspective and ambiguity: The technologies that disrupt journalism as a social institution and give rise to quite fundamental communications critique, are also the technologies employed in the transformation of journalism education – as we know it.

In taking up these perspectives, the question in this paper is very simple: What are the implications for journalism education of MOOCs as reflected in the contemporary research literature and general debate on education's digital future? Can we use that framework and concept to structure a critical discussion of what is on hand in the design of open online journalism education resources? The paper first presents a general perspective, proceeding to an outline of some key critical issues now facing journalism education, finally pointing to a set of design issues aimed at continued study of critical course design in journalism education. The paper does not address the M – massive, nor the C-courses. It's emphasis is on O-open and O-online: As to MOOCs, one could of course exchange the M with an N: Networked Open Online courses. The challenge would essentially be the same: Why and how to employ technology for scaling out and networking the educational dialog and interaction. The paper cannot do justice to the full scenario, but it can outline (1) education disrupted, (2) the challenge for journalism education, and (3) at least some commentary on how to understand the future of journalism education – online and open – on the basis of our origins and pasts.

2 A note on disrupted education

On websites, in social media dialogues, in research and in the news media we read about MOOCs, “flipping the classroom” and “self-paced learning”. We read about “big data”, “student engagement” and “motivation”. Issues such as these may be familiar to many educators also in journalism studies. When Time Magazine in December 25th. 2006/January 1st. 2007 voted YOU “Man of the year” (an annual ritual at TIME for decades), the argument was this: You control the information age. Welcome to your world”. From the web link, we can read this:

“It's a story about community and collaboration on a scale never seen before. It's about the cosmic compendium of knowledge Wikipedia and the million-channel people's network YouTube and the online metropolis MySpace. It's about the many wresting power from the few and helping one another for

nothing and how that will not only change the world, but also change the way the world changes.”¹

This is, in short, the “disruption” that came onto the agenda a little more than a decade ago. Social media, Web 2.0 and “the future” seemingly coincided to crystallize two different beliefs in the future of journalism: One is the new networked information flow, seen as an extension of an open, participant public sphere. Whether it emanates from Silicon Valley companies or from other sources in the EdTech industry, the general view is one of optimism and entrepreneurial vision. On the other end is the brave new world of surveillance, information control and a new knowledge divide, deepened by the forces from Silicon Valley. A general point of view could be summarized like this: Whatever the questions in education and education politics are, technology is not the answer.

Two pivotal events in the “disruption of education” lead us to our assessments of disrupted *journalism* education. The first is the establishment of *Khan Academy* and the engagement that led Salman Khan to world fame. While the idea of flipped classrooms is not original to Khan, it may be argued that the approach to learning taken by the Khan Academy is the great popularizer of the idea. A second perspective might be illustrated by a reference to the first MOOC and the one that really set the avalanche in motion: In 2011, Peter Norvig and Sebastian Thrun at Stanford University set up an online course in AI, never expecting that 165 000 students would signed up worldwide. About a year later, Norvig appeared on a *Ted Talk* event in Los Angeles, where he related the story about this course and his reflections on the potential for education institutions.

The rest is – as the say – *history*. What came out of this was not only a recognition that a 165000 student classroom is possible, but also a first design of how that kind of virtual class room interaction could unfold. The *future* of learning suddenly became a hot topic for debate, research, policy-making and entrepreneurship. Since then, US EdTech companies and course providers like Udacity, Udemy, Coursera, edX and EdCast have changed the way a growing number of people look on education. In the UK, *FutureLearn* was established in 2013, in part as a counter-move to the US domination of the MOOC market. The European Union followed suit with the establishment of *EMMA* in 2013, where a key component is the securing a viable European alternative. Meanwhile,

¹ <http://content.time.com/time/magazine/0,9263,7601061225,00.html>

classrooms were “flipped” all over the world. An aspect of this development is the increased awareness of the “flipped” design and methodology.²

3 Globalized journalism and journalism education

Behind these developments lies our key concern for and with global journalism education: A MOOC has the potential not only of teaching global journalism as subject matter. It is, in fact, also an arena for student-based open online journalism *practice*. Unlike many other subject areas and disciplines, journalism studies are embedded in the very technology development that it both employs and critiques. With students practicing online interaction, networking, and media-based studies as well as student research on contemporary global journalism issues, one might well argue that boundaries are to an extent erased between networked journalism and networked journalism education. With the wealth of videos available online, teachers and students alike have choices they never before had. With the wealth of virtual spaces and networked education platforms, journalism education might echo both the title and the content of Clay Shirkey’s book (2008) *Here comes Everybody*.

Who is “everybody” in journalism these days? In the epilogue to that book Shirky asks what is likely to happen in the world as a consequence of the now ridiculously easy tools we have to create groups, networks and new information flows? Likely, we will have more groups, more networks and more information flows than ever before, he notes (pp. 295-296). This is why we argue in this paper that good parameters for a critical and reflective discussion of open online journalism education, perhaps ought to start with the fact that media based journalism education – like other media educations – are deeply embedded in the pasts and futures of communication technology and how they network the media industry – including the learning media industry. Like journalism organizations and institutions have passed through stages of global networking and concentration; perhaps there is reason to reflect on similar dynamics in online journalism education?

² This paper does not offer the space for extensive scholarly referencing, but two good general reference to the debates outlined here would be:

1: <https://www.class-central.com/report/mooc-providers-list/>
2: <http://www.eduventures.com/about-eduventures/>

A research paper can only do justice to a few select avenues of thought, but first comes perhaps the idea that journalism is a *distinct kind of knowledge*, a set of organizational arrangements, a set of philosophies, a form of institutionalized power and a canon of established genres – all of which we too often take for granted (Schudson, 2005; Splichal, 1999, Rosen, 1993). Ultimately, the idea of journalism as a particular kind of epistemology lead to a concern with the realities and possibilities of education traditions, paradigms, and institutions moving forth or morphing into something new and less known (Spyridou and Veglis 2008; Tumber 2005, Scott, 2005). Like journalism research is marked by paradigms, developments and disagreements put to the empirical test, might it be that journalism education too is headed for a critique of the media being ut to use? This is very much an aspect of contemporary journalism education. Parsing media convergence critique with the practical concern of designing online open courses, is anything but easy.

Second, prior to the developments described above there have been other fundamental transformations in the media industries during recent decades. TV morphed into Cable and Satellite-based TV during the 1980's, with the result that the world "shrunk" and English was catapulted to the forefront for many new user groups (Karam 2009; Briggs 2007). TV went online in the 1990's, with early experimentation using internet browsers when they came on the market (the first was *Mosaic*, developed by Mark Andreessen and his team). In rapid order, we were introduced to a deeply rooted convergence of technologies. Arguably, YouTube may have been the most transformative one before Facebook. No longer a question of *mass media* (one sender to a large heterogeneous audience), the new eco system emerging is a system of *mass distributed networked media* (Scott, 2005). It took a century to establish *BBC*. It took less than a decade to establish *Huffington Post*.

Critiquing journalism education and course development would in other words seem to connect with the familiar critical discourse on news, networked media, the public sphere and public journalism (as for instance in Moyers, 2009 or a decade earlier in Glasser and Craft, 1998). To paraphrase Anthony Giddens, the "double hermeneutics" of this can be overlooked, it can be considered an enigma, or it can become the basis for critical design thinking.

4 Discussion

In further work on the design of open online journalism education resources and critique of it, one might note how journalism education historically has come

into being in three distinct waves: 1) Post WW2, and right into the Cold War, 2) 1960's and postcolonial developments, 1990's and the reconfiguration of the world as a digital place. In fact, journalism education started in the United States at Columbia University where *journalism* from the very beginning was a pseudo-term not quite deserving of its own intellectual status or teacher capacity. It evolved from vocational courses given unwillingly in departments of English, into its first and still premier academic program at Columbia University, where most of the first-year students in 1912 in fact were foreign (Williams 1912; Yarros 1922; Vance 1930). That was a decade before Walter Lippmann published his classic book *Public Opinion* (1922) and where he essentially argued against John Dewey's idea of a participatory public sphere – by heralding journalists as a new class of scientifically guided “tutors” of public opinion.

What then of the Open and the Online in journalism education? How does one counter pose the critical with the practical? In the sense that globalized journalism education is an aspect of globalized communication more generally, we might emphasize some points for further elaboration – beyond this paper, and with particular reference to journalism education:

There is first of all an *erosion argument* at work (Nolan, 2008; Splichal, 1999; Rosen, 1993): How do we bring it into the critical evaluation of online and open journalism education? Values and normative tenets in journalism have been challenged under the pressures of commercial competition, long before the current technological “revolution” was key to the debate. We need more public service journalism according to key journalism critics (Moyers, 2009). In short, the *commercial* and the *open* are sometimes seen as being at odds: But if that is the case in journalism, then what about journalism education? In choices of technologies to employ, should we avoid the global monopolizing monoliths like Google and Apple, for instance? Should we embrace a policy to actively pursue independent and small vendors? Ought this to be a concern, at all? Certainly, if one were to understand online open journalism education as an aspect of cultivating an open, globalized, and networked public sphere; one would understand current global learning technology convergence as a kind of digital feudalism.

There is in light of the research literature also an *implosion argument* at work (Moyers, 2009; Keen, 2009; Deuze, 2004;). It is conceivable from the vast array of debates on “the future of journalism” that journalists, critics and journalistic institutions no longer believe clearly in their own capacity to deliver necessary information scope and depth to serve the democratic ideals (Fallows, 1997). That discussion runs prior to the coming of Web 2.0 journalism education, but it addresses that same concern (c.f. Lewis, 2012; Beers, 2006; Deuze, 2003).

Accordingly, one will have to ask how the use of the very technologies that are seen as the conduits of erosion, can also be seen as vehicles for critical, practical use?

Third, there is also an *explosion argument* at work (Castells, 2000, Deuze, 2004): As the argument goes, there is more information available than at any time in human history, leaving professional news institutions with a no-win situation: No one wants to pay for what they can get for free elsewhere. To an extent one might say that this scenario is mostly relevant to our understanding of US media and conditions for journalism, but it does not take much imagination to see that after a decade of Web 2.0 it also encompasses the rest of the world and will continue to do so at an increasing pace. New advertising platforms, new business models, a globalized economic news market and an increasing familiarity around the world with news journalism scaled to global information flows – it all leads to a rather ambiguous reflection on what promise the coming of convergent global education technology has when it is fundamentally a part of that same disruption that journalism as a social institution is confronted with?

5 Conclusions

This paper has outlined some perspectives on “disrupted education” from the point of view that what disrupts education is fundamentally the same technology that disrupts journalism. As the student of culture Raymond Williams once pointed out, technology IS culture, and a critical design practice can be articulated in that perspective. The challenge for educators and students of journalism alike, comes from Rorty (1989, quoted in Glasser; 1998). It is the challenge of becoming “reflective practitioners”. Critical journalism education balances the critique in subject matter with critical reflection on platform, framework, and purpose.

In sum, media critique is an integral part of journalism education seeking an open and online future; but how do we scope it? The critical is often elusive, or easily confined to ideological positions. The issue of Web 2.0 multimedia reporting techniques is no longer new for journalism education and educators. Today’s journalism students work in multiple modes, with text, still photos, moving images, and sound laid out on multiple platforms using a diversity of software. It is critical for students to understand how multiple modes and platforms affect narrative and reception. Accordingly, we understand that storytelling has to be adapted for specific platforms and software suites, addressing more networked and segmented audiences than what used to be the case. This being said, a broader media-critical scope might be called for to

examine how this multimedia dimension of doing practical journalism relates to more critical issues of scaling, networking, and access – in both the positive and negative balance.

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WLS and LINQ 2017 Keynote Speakers

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Currently, Casserly is a Research Affiliate with the Institute for the Future. She is a Senior Advisor for the Carnegie Foundation for the Advancement of Teaching. For the Lumina Foundation she is analyzing the risks and benefits of whether the organization should establish a presence in Silicon Valley to leverage its technological innovation, thought leadership and capital to increase the proportion of Americans with high quality degrees, certificates and other credentials. She is a member of the Advisory Council for the National Science Foundation, Directorate of Education and Human Resources, chairing its subcommittee on Open Licensing.

Previously, Casserly was a Fellow with the Aspen Institute. She was Vice President of Learning Networks at EdCast, a Stanford StartX company that advances life long social collaborative learning at scale. She was CEO of Creative Commons, a global nonprofit dedicated to sharing educational, scientific, data and cultural assets. A founding architect of the open educational resources (OER) field, Casserly managed a complex 100M global portfolio for The William & Flora Hewlett Foundation as the Director of the OER Initiative. Early in her career, Casserly taught mathematics in Kingston, Jamaica.

Casserly was a member of the Technical Working Group for the development of the 2015 National Education Technology Plan. She was a founding advisory board member for MIT OpenCourseWare and University of the People. Casserly earned her Ph.D. in the economics of education from Stanford University, BA in mathematics from Boston College, and was awarded an honorary doctorate from the Open University UK.

Stamenka Uvalić-Trumbić (Formerly Head of Higher Education, UNESCO)

Former Chief of the Higher Education Section of the United Nations Organization for Education, Science and Culture (UNESCO), Ms. Uvalić-Trumbić is an international leader in education reform, innovation, quality assurance and accreditation with more than 20 years of higher education experience.

Ms. Uvalić-Trumbić's first senior role in higher education was as Secretary-General of the Association of Universities in Yugoslavia. In the early 1990s, she joined UNESCO's European Centre for Higher Education in Bucharest with the goal of enhancing the quality of higher education throughout a more integrated Europe. Ms. Uvalić-Trumbić was quickly promoted to lead the unit managing higher education at the UNESCO headquarters in Paris. Her major achievements include developing the 2005 UNESCO-OECD Guidelines for Quality Provision in Cross-Border Higher Education, launching the Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications and initiating the UNESCO-World Bank partnership for capacity-building in quality assurance for developing countries.

Inspired by her work with innovative providers of higher education in a world of huge unmet demand, Ms. Uvalić-Trumbić collaborated on the A Tectonic Shift in Higher Education paper with Sir John Daniel and Asha Kanwar.

Ms. Uvalić-Trumbić was voted International Higher Education Professional of the Year 2009 by her peers in the International Community of Higher Education. That same year, she was centrally involved in the organization of UNESCO's 2009 World Conference on Higher Education as Executive Secretary. Over 2,000 ministers, officials and institutions from countries all over the world attended the conference.

Ms. Uvalić-Trumbić continues to be a consultant to UNESCO on issues related to the Recognition of Degrees and Qualifications in Higher Education. In the past year, she was a Senior Consultant to the Commonwealth of Learning in a project that resulted in the 2012 UNESCO Paris Declaration on Open Educational Resources adopted by acclamation. She is the Education Master with the DeTao Masters Academy in China and was recently named Senior Consultant to the U.S. Council for Higher Education Accreditation (CHEA) for the creation of its International quality group. She joined Academic Partnerships as a senior advisor in February 2013.

Ms. Uvalić-Trumbić studied at the Universities of Belgrade and the Sorbonne.

Sir John Daniel (Contact North | Contact Nord: Canada)

Sir John Daniel was educated at Christ's Hospital and pursued his full-time university studies in Metallurgy at the universities of Oxford and Paris. Later he demonstrated his commitment to lifelong learning by taking 25 years to complete a part-time Master's degree in Educational Technology at Concordia University. The internship for that programme, which took him to the UK Open University in 1972, was a life-changing experience. He saw the future of higher education and wanted to be part of it.

This quest took him on an international odyssey with appointments at the École Polytechnique, Université de Montréal (professeur assistant/agrégé, 1969-73); Télé-université, Université du Québec (Directeur des Études, 1973-77); Athabasca University (Vice-President for Learning Services, 1978-80); Concordia University (Vice-Rector, Academic, 1980-84); Laurentian University (President/Recteur, 1984-90); The Open University (Vice-Chancellor, 1990-2001); UNESCO (Assistant Director-General for Education, 2001-04); and the Commonwealth of Learning (President, 2004-12).

His non-executive appointments have included the presidencies of the International Council for Open and Distance Education, the Canadian Association for Distance Education and the Canadian Society for the Study of Higher Education. He also served as Vice-President of the International Baccalaureate Organisation. He now works on various international projects: as Education Master in the Beijing DeTao Masters Academy, China; Senior Advisor to Academic Partnerships International; and Chair, pro bono, of the UWC (United World Colleges) International Board.

Among Sir John's 370 publications are his books *Mega-Universities and Knowledge Media: Technology Strategies for Higher Education* (Kogan Page, 1996) and *Mega-Schools, Technology and Teachers*:

Sir John is an Honorary Fellow of St Edmund Hall, Oxford University (1990), the College of Preceptors (1997) and the Commonwealth of Learning (2002). He won the Symons Medal of the Association of Commonwealth Universities in 2008 and his 32 honorary degrees are from universities in 17 countries.

The three countries where he has lived and worked have each recognised his contributions with national honours: France – Ordre des Palmes Académiques : Chevalier 'pour services rendus à la culture française en Ontario' (1986); Officier : 'pour services rendus à la culture française au Royaume-Uni' (1991); United Kingdom – Knight Bachelor 'for services to higher education' (1994); Canada –

Officer of the Order of Canada ‘for his advancement of open learning and distance education in Canada and around the world’ (2013).

Dr. Joseph Press (Center for Creative Leadership)

Dr. Joseph Press is Global Innovator and Strategic Advisor to the CEO at the Center for Creative Leadership, Zürich, Switzerland. Collaborating with leadership across CCL globally, he champions innovation, digital transformation and creative leadership with our clients, in support of delivering engaging and innovative experiences that accelerate personal and organizational impact. As an experienced business consultant and passionate digital innovator, he is deeply committed to co-creating meaningful experiences that transform people, organizations and society. His creative mindset helps unleash client creativity to co-design innovative business models, products, and services in design thinking-inspired workshops. With over five years of online teaching experience, He also design and deliver high-impact developmental experiences in synchronous and asynchronous virtual environments.

He was previously the Director of Deloitte Digital Switzerland, capping a 16 year career as a digital transformation consultant. Working with global clients, he was responsible for consulting companies on digital transformation and innovation initiatives to achieve business results and accelerate organizational evolution. He was also responsible for designing the Deloitte Switzerland Greenhouse, an innovation space for exploring business challenges with clients. This work leveraged his prior career as an architectural designer. For 10 years, he designed workplaces in France, Germany, Israel and the U.S.

Joseph completed his B.S. in Managerial Economics at Carnegie Mellon, and SMArchS + Ph.D. in Design Technology at MIT. He is a guest lecturer at IMD, Parsons The New School For Design in the Strategic Design & Management Masters Program, and the Design Thinking program at St. Gallen, where he teaches graduate courses on design, digital business models and innovation. He previously held teaching and research positions at MIT, Delft Technical University, and Bezalel Design Academy.

Dr. Brian Magerko (Georgia Tech)

Dr. Brian Magerko is an Associate Professor of Digital Media and head of the ADAM Lab at Georgia Tech, where he studies creativity as a formal sociocognitive phenomenon and how it can influence and be expressed through computational media. The philosophy behind Magerko’s work is that an authentic combination

of technical and artistic / creative research can yield results that are greater than the sum of their parts and characteristically different than if one field were privileged over the other. This research trajectory has yielded nearly \$12 million in research funding, an online computer science learning environment (called EarSketch) that has over 85,000 individual users and has been adopted as part of the national high school computer science curricular guidelines for AP courses; a 2016 White House press release concerning how EarSketch (co-founded by Magerko) has influenced federal education policy as a cornerstone of contemporary CS education efforts; and tech/arts experiences that have been showcased at conferences, learning institutions, galleries, and museums around the world.

Outputs of Dr. Magerko's research and studio work with students has yielded outputs such as: AI-based interactive artwork, interactive narrative and digital game experiences, educational digital media used worldwide, and empirically-based sociocognitive theories of creativity

Magerko earned his B.S. in Cognitive Science from Carnegie Mellon University in 1999 with a senior thesis on studying cognition in jazz expertise with Dr. Herbert A. Simon. He earned his Ph.D. in Computer Science and Engineering in 2006 from the University of Michigan, advised by Dr. John Laird, where he conducted research on employing predictive models in interactive narratives. Since joining the Georgia Institute of Technology in 2008, Dr. Magerko's research has been published via conferences affiliated with major organizations such as ACM, AAAI, and IEEE yielding over 1500 citations. He has authored over 100 peer-reviewed publications in computational media, cognition, and learning sciences-related conferences, books and journals. His computational media work has been featured in museums, science centers, and news outlets such as CNN, The New Yorker, USA Today, and Digital Trends.

WLS and LINQ 2017 Invited Speakers

Jane-Frances Agbu (National Open University of Nigeria)

Jane-Frances was until recently the Head of the Open Educational Resources – Massive Open Online Courses (OER-MOOC) Unit at the National Open University of Nigeria (NOUN).

She was the Head of NOUN-OER from 2014 till July 2016. Currently, she is the Dean of Faculty of Health Sciences of NOUN, which gives her the opportunity to focus on OER-Health. She is also an Associate Professor of Clinical Psychology. She works closely with UNESCO and with the Openup Ed initiative.

Marques Anderson (World Education Foundation)

Marques Anderson is a visionary who asks “why not?” Why not Make a Difference in the world, why not Change the world and why Stop until WE have? Marques is a former American Football safety in the National Football League. He received his BA from UCLA in American Literature and a Masters of Education in Adult Learning and Global Change from Linköping Universitet, Sweden. Having the opportunity to travel extensively throughout North and South America, as well as Europe and Africa, Marques began to develop strategies to address some of the most critical social problems we currently face as a global community. Following his dream to do more, Marques created the World Education Foundation. Through this platform, work is focused to create a new dynamic of sustainable growth in the areas of, Education, Health, Infrastructure and Sports.

Peter Jenner (Independent Music manager)

Peter Jenner comes from the music industry. He has been a regular commentator on copyright and the music industry for many years. He has managed Pink Floyd, T Rex, Ian Dury, Roy Harper, The Clash, The Disposable Heroes of Hiphoprisy, Robyn Hitchcock, Baaba Maal, Sarah Jane Morris, Denzil and Eddi Reader (Fairground Attraction). More recently Jenner has been involved in efforts to build a music rights registry at European Union level, and has argued for an international music registry, supported by the World Intellectual Property

Organisation (WIPO). According to Jenner, "we don't know who owns what and where" and this holds back the copyright licensing of music online. Jenner now wants to see a wide variety of creative industry services and business models being licensed, through a mixture of blanket licenses and individual licences. He argues that copyright, and intellectual property more generally, is a system which ensures that people get paid. The digital eco system challenges creative industries to rethink their models, and this also includes academic institutions.

Anjum Malik (Alhambra US Chamber)

Anjum Malik is a global professional with 35+ years of experience in the fields of international education, educational consulting, business development both in the US and internationally. She has built an extensive network of global contacts, which she leverages on behalf of her clients, connecting people and organizations for success. She was the Director of International Marketing and Public Relations for the University of Texas at Austin's Global Initiative for Education and Leadership, advising the initiative on international strategy, identifying opportunities for collaborative projects and negotiation of bi and multi-lateral agreements. Due to her leadership in education delivery and development, her organization The Alhambra Chamber was invited to become a member of President Obama's Partners for a New Beginning Initiative. The organizations she has created and managed have enhanced the global competence of more than 150,000 students and hundreds of professionals. Within her most nurtured passion - international education - Anjum constantly seeks innovative tools to improve teaching, learning, and access. In all her endeavors, she strives to advance the empowerment of women and their increased participation in the workforce. She consults and trains on a wide variety of issues related to international education - accreditation, gap analysis, leadership and professional development, cross cultural training, empowering women, franchising and strategic planning.

Janet Walkow (University of Texas)

Janet Walkow, PhD., joined the faculty of the University of Texas in 2008, building on a successful career in the pharmaceutical industry, where she led efforts ranging from R&D to Corporate Strategy. Leading the Drug Dynamic Institute, Janet brings together scientists and investigators to work on novel solutions for disease and healthcare issues. The institute fosters collaborations with university, medical, industry and community leaders to develop therapeutics and eliminate

barriers to commercialization. Janet is known in academic circles for developing cutting-edge ways of engaging and educating students, researchers and the general public. Her successful edX MOOC, Take Your Medicine explores how new drug therapies are developed and how to be a savvy consumer. A leader in efforts to empower entrepreneurs and women, Janet has developed programs, courses and facilities that foster entrepreneurs. Janet works with a variety of local and global organizations that support and empower people around the world. As a Same Sky Ambassador, Janet works to educate people about its trade initiative to create employment opportunities for women in America and Africa. She has served as a mentor for the Livestrong Foundation, Cherie Blair Foundation for Women and serves on the Board of Directors for the Health Promotion Council, Ann Richards School for Young Women Leaders, BookSpring and Harvard Kennedy School Women's Leadership Board.

<http://2017.learning-innovations.eu/>

<http://worldlearningsummit.com>

WLS and LINQ 2017 Conference Chairs and Committee

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Institutions of learning at all levels are challenged by a fast and accelerating pace of change in the development of communications technology. Conferences around the world address the issue. Research journals in a wide range of scholarly fields are placing the challenge of understanding „Education’s Digital Future“ on their agenda. The World Learning Summit and LINQ Conference 2017 proceedings take this as a point of origin. Noting how the future also has a past: Emergent uses of communications technologies in learning are of course neither new nor unfamiliar. What may be less familiar is the notion of „disruption“ , found in many of the conferences and journal entries currently.

Is the disruption of education and learning as transformative as in the case of the film industry, the music industry, journalism, and health? If so, clearly the challenge of understanding future learning and education goes to the core of institutions and organizations as much as pedagogy and practice in the classroom.

One approach to the pursuit of a critical debate is the concept of Smart Universities educational institutions that adopt to the realities of digital online media in an encompassing manner: How can we as smarter universities and societies build sustainable learning eco systems for coming generations, where technologies serve learning and not the other way around? Perhaps that is the key question of our time, reflecting concerns and challenges in a variety of scholarly fields and disciplines? These proceedings present the results from an engaging event that took place from 7th to 9th of June 2017 in Kristiansand, Norway.