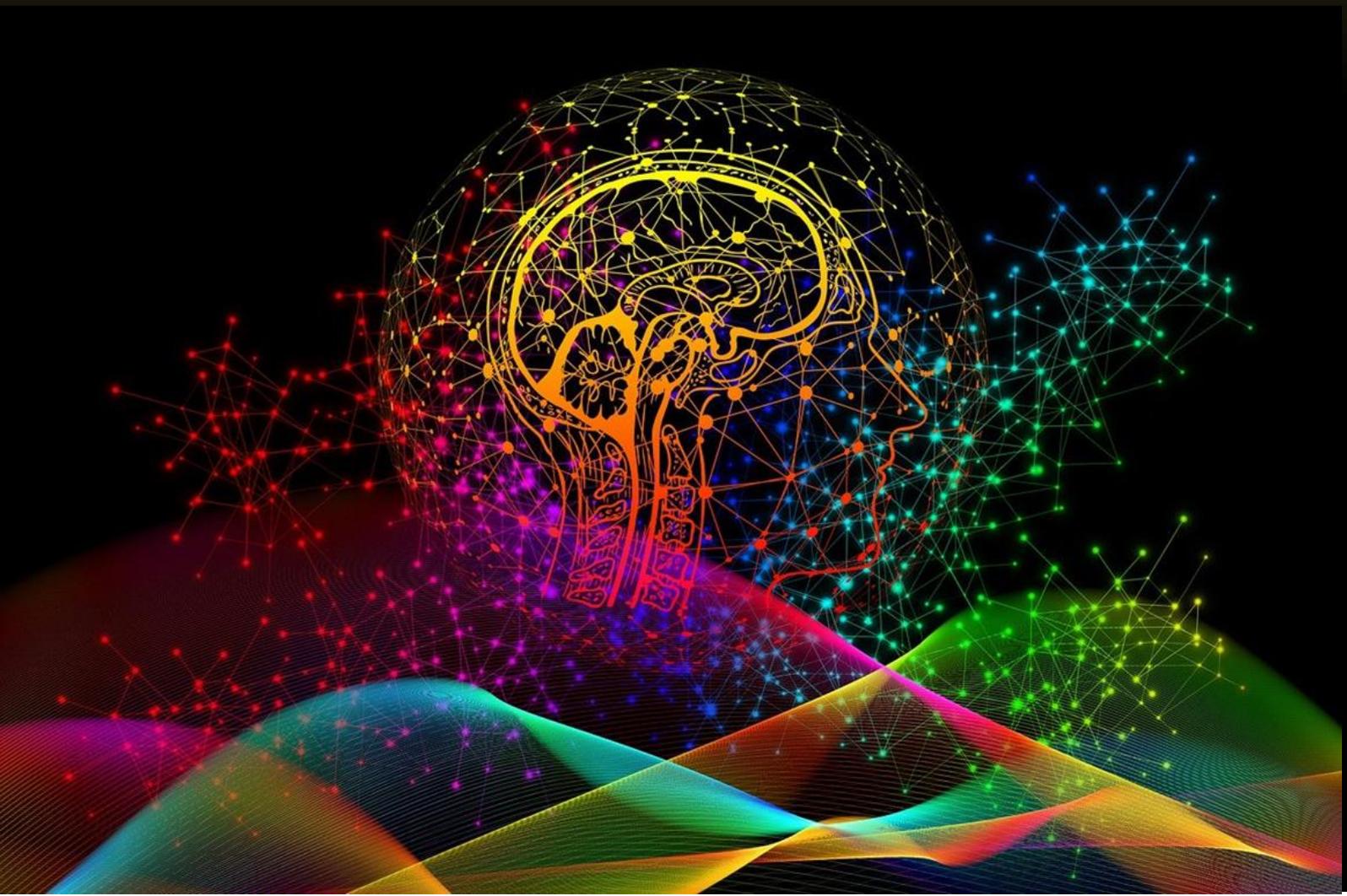


# Stars in My Online Education World

A chronological directory of  
open and online educators  
I first encountered in the 1990s

Morten Flate Paulsen



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## Foreword



*The History is one of the three main works in Edvard Munch's aula decoration at the University of Oslo. When I visit the Kragerø viewpoint where Munch found inspiration to his painting History in 1910, I have dual sentiments. First as a young boy who learned some history from all the stars in this directory. Then as an old man who want to pass on my history to the younger generation. The photo is copied from [www.uio.no/english/about/culture/art/aula/history.html](http://www.uio.no/english/about/culture/art/aula/history.html)*

This is a tale of the stars in the second decade of [My Online Education World 1980-2020](#). It unfolds as a chronological narrative, illustrating how these individuals influenced my professional growth and shaped the various stages of my work in online education.

You may look up individuals of special interest to you, read it as a developing narrative of prominent people in my four books about the Stars I met over the four decades, or use it as an alternative perspective on *My Online Education World*.

I crafted the directory from my personal anecdotes, archives, and imperfect recollections. It is based on my personal encounters with these Stars. So, it represents just a fraction of these people's impressive achievements.

The Stars I encountered in the 1990s are among hundreds of open and online educators included in the four decades I have chronicled. I know that there are countless others who deserve recognition: many I never met, some I don't remember, a few I try to forget, and others I first encountered after the 1990s.

The idea to assemble this directory stemmed from the initial list of Fifty Pioneers in Open and Online Education I shared on Facebook in January 2024. It was based on [the first volume of my chronicle](#) and met with more interest than I expected. So, I decided to elaborate on, and expand on, the initial list.

I started searching, cutting, and pasting paragraphs with recurring names from the four volumes of my chronicle. I edited the entries to weave a cohesive narrative, presented them in a chronological order to tell a developing story, dug up additional information, and added some people to fill in gaps and make the story more interesting.

I deliberately adopted an informal style in crafting this directory, eschewing professional titles, nationalities, and affiliations that change over time. This approach aimed to maintain a personal and relatable tone throughout the narrative.

After a while, I realized that the directory would benefit from contemporary photos of the people. So, I approached colleagues from the 1990s and continued to search the internet and

my personal archives, which led me to interesting exchanges, cheerful picture moments, and unforeseen obituaries.

Then, I realized that Mark Nichols had interviewed at least a dozen of my Stars in his podcast [\*Leaders & Legends of Online Learning\*](#). So, I also included links to these interviews.

I am excited about the potential to expand this directory to encompass more stars in [\*My Online Education World\*](#), further illuminating the diverse tapestry of individuals who have shaped the landscape of online education over four transformative decades.

So, if this directory receives positive feedback, I may find time and energy to update it and include more of the Stars in My Online Education World.

Version 1, April 2024

Morten Flate Paulsen

[www.linkedin.com/in/mfpaulsen/](http://www.linkedin.com/in/mfpaulsen/)

## Introduction to the 1990s



TV screenshots of me on *Good Morning Norway* in 1999 and Jonas Wergeland in front of the apartment building I grew up in. (From NRK's dramatization of Jan Kjærstad's trilogy).

In the 1990s, I was fascinated by Jonas Wergeland, the multifaceted protagonist in Jan Kjærstad's trilogy, *The Seducer*, *The Conqueror*, and *The Discoverer*. This fictitious TV star enthralled his audience through 23 programmes about iconic Norwegians, such as Edvard Munch, Henrik Ibsen, Edvard Grieg, Fridtjof Nansen, Thor Heyerdahl, and Ole Bull. The character inspired me with his motto, "Think Big." I even asked the author in an e-mail if I could write an afterword in Jonas Wergeland's name to my Norwegian book *Nettbasert utdanning – erfaringer og visjoner*, a request he declined.

One interesting aspect of the three biographies is that they gradually uncover the multifaceted life of Jonas Wergeland through four decades, different perspectives, depths, and focal points. This was an approach that I tried to mirror as I first wrote the chronicle of anecdotes, and then the directory, of *Stars in My Online Education World*; two complimentary narratives with different approaches to my memoirs.

In the 1990s, I started my doctoral studies at Penn State, and worked as a graduate assistant for the American Center for the Study of Distance Education. There, I collaborated with the editorial staff at the *American Journal of Distance Education* and established *DEOS* as one of the first online journals in the field. I edited and published biweekly articles about online education in *Deosnews*, and authored the monograph, *From Bulletin Boards to Electronic Universities: Distance Education, Computer-Mediated Communication, and Online Education*, which included the seminal version of my "[\*Theory of Cooperative Freedom and Transparency in Online Education\*](#)."

Returning to Norway in 1992, I continued editing *Deosnews*, and established *Norwaves* in 1993, and *Nettskoleavisen* in 1998, publications that resulted in growing networks and welcome exposure in media. As director of development, I moved NKI's second generation online college to the internet, and initiated SESAM, our third generation, web-based LMS. I learned html, developed websites, and designed our first courses on the web.

Norway voted against EU membership, but the EEA treaty opened many European doors. I made several trips to Brussels and was engaged by the EU Commission as Project Reviewer for the *Directorate- General XIII on Telecommunications, Information Market, and Exploitation Research*. EU funded projects and online education work provided welcome opportunities to visit: Belgium, the UK, Sweden, Denmark, Italy, Germany, Ireland, Spain, and Portugal.

I attended many international conferences. Among them were International Council for Open and Distance Education (ICDE) conferences in Caracas, Bangkok, Birmingham, State College, and Barcelona. In 1999, I was appointed Adjunct Professor at Athabasca University in Canada, a position I held for six years.

## Jan Nergård (NKI 1990)



Photo of Jan from NKI's 1990 course catalogue

Jan Nergård took over as manager of NKI's LMS, EKKO, after Bjørn Mobæk in 1990. He administered and improved the software, hardware, and communication services for NKI's electronic college. A close colleague and challenging discussion partner for technical and pedagogical advancements of our online education services, Jan was central in moving our services onto the internet. He strengthened my penchant for evolutionary system development and my convictions that we needed to involve more NKI colleagues in our online education initiatives.

In his spare time, Jan was a keen photographer and tram driver for Oslo tramways. So, in 1994, he helped us rent a tram for an "online" team building party. Loaded with beer and pizza, we explored the tramlines in Oslo. I still remember the exhilarating feeling I had in the driver's seat.

It was with deep sadness I found that Jan passed away in 2020, just a few months after I started writing these chronicles.

## Mette Ringsted (1990)



Photo of Mette from the TeleTeaching 93 abstracts

At the Third Guelph Symposium in 1990, I was impressed that my Danish colleagues, Mette Ringsted and Hanne Shapiro, gave a presentation with Starr Roxanne Hiltz on "*Collaborative Teaching in a Virtual Classroom.*"

At the TeleTeaching 93 conference in Trondheim, we invited Mette to give the presentation, "*How Can a Training Course Provider Use and Benefit from the COSY Pick & Mix System.*"

Mette later headed the Danish Centre for Technology-supported Education (CTU) from its start in 1995. The centre managed 100 million DKK over five years, funded hundreds of initiatives for ICT based education, and published quality information on its website and in its printed magazine.

Mette invited me to evaluate project applications as an external expert, which I did from '95 to '97. There, I met Susanne Panduro, Nina von Staffeldt, and Allan Christensen. I learned about Danish initiatives and education during the evaluation work in the CTU-office. I learned even more after a couple of Tuborg beers during the social breaks in the nearby Nyhavn area. I learned that the influential Danish philosopher, [Nikolaj Frederik Severin Grundtvig](#), was the ideological father of the folk high school. I also realized how much the social Danes enjoyed meeting face-to-face, and that the tiny country had few geographical reasons to focus on distance education. Hence, its penchant for blended learning.

## Terry Anderson (AU 1990)



Photo of Terry from  
*Nettskoleavisen's anniversary*  
issue in 2007

I first remember Terry Anderson from the Third Guelph Symposium on computer mediated communication in 1990, where he presented “*Use of Computer Mediated Communications as an Administrative Tool and Support System for Collaborative Work.*”

In 1991, we both attended the Seventh Annual Conference on Distance Teaching and Learning in Madison, Wisconsin. According to Terry's review in the *American Journal of Distance Education*, there were 325 participants at the Holiday Inn Hotel. Yet I was alone in the elevator at breakfast time when it stopped at the third floor. Four enormous men entered and surrounded me. I felt tiny in an elevator packed with muscles looking down at me. I was relieved when they invited me to watch them play

professional American football in the evening. That's when I learned that the Green Bay Packers stayed at the hotel.

In 1992, I helped Terry and Robin Mason promote and organize [The Virtual Bangkok Project](#) before the ICDE conference at the Sukhothai Thammathirat Open University (STOU). I still think of this as the world's first massive online open course (MOOC). In the abstract of their 1993 article in the *American Journal of Distance Education*, Terry and Robin wrote:

*The Bangkok Project, which recently linked educational computer networks world wide, was a successful application of the new international electronic mail and computer conferencing networks to support professional development and reflection by members of the distance education community.*

The project was organized as six-week-long discussions, where first speakers introduced these topics:

1. Robin Mason – Applications of Electronic Communication in Distance Education in the Third World
2. Michael Moore – Emerging Theories and Philosophy of Distance Education
3. Tony Bates – Strategic Planning and Policy for Distance Education
4. Gene Rubin – Emerging Issues in Distance Education Research
5. Laury Melton – Databases and Documentation for Distance Education
6. David Sewart – Distance Education and Student Support

In 2004, Terry took over as editor of the prestigious online journal, [International Review of Research in Open and Distance Learning \(IRRODL\)](#), after Peter Cookson. I authored the articles, “[The NKI Internet College: A Review of 15 Years Delivery of 10,000 Online Courses](#)” with Torstein Rekkedal in 2001, “[Online Education Systems in Scandinavian and Australian Universities](#)” in 2002, and “[Transparency in Cooperative Online Education](#)” with Christian Dalsgaard in 2009 in IRRODL.

During my 2004 vacation in Bangkok, I read the 421-page book, [Theory and Practice of Online Learning](#), edited by Terry and Fathi Elloumi. I was invited to write a [review for IRRODL](#), since it presented experiences coming out of Athabasca University. It was published as an open-source book under a *Creative Commons License*, a scheme encouraged by UNESCO as a way of bridging the digital divide and helping to bring online learning to all of the world's people. As interest in open educational resources (OER) was growing at that time. It was spearheaded by the MIT OpenCourseWare project, based on its 2001

promise to publish all educational materials from undergraduate and graduate courses online—free and open to anyone, anywhere.

In 2005, Terry invited me to Canada. He took me on a guided tour to one of the world's largest malls, West Edmonton Mall, which even had hotels inside where couples spent their honeymoons. We drove two hours north to Athabasca University, a remote campus—in a town with a population of 3,000—with students at a distance, and many faculty members living in Edmonton and Calgary. We arrived in time for me to give a lunch presentation for the staff about “*Collaboration in Independent Study - the NKI Experience.*” I also joined the dinner party honouring Dominique Abrioux when he ended his ten-year term as president of Athabasca University.

Then I flew to Vancouver and jumped into a white limousine with Terry and Rory McGreal. We went from the airport to the Sheraton Wall Centre conference hotel in the heart of Vancouver to attend the [CADE 2005 International Conference](#) organized by the Canadian Association of Distance Education (CADE). There, I gave a presentation about mobile learning at NKI in a session titled “*Making the Transition to Mobile Learning*” with Mohamed Ally, Rory McGreal, and Judy Roberts. I talked about distance education research in a Scandinavian perspective at Terry's Canadian Initiative for Distance Education Research (CIDER) research seminar. I also joined a panel titled, “*Research Views from Over There,*” to provide an international flavour of the challenges facing distance learning researchers and practitioners. Other panel members included Don Olcot, Asha Kanwar, and Christine von Prümmer.

In 2007, I took Terry to the Kon-Tiki Museum in Oslo when he stayed the night in my house on his way to the NVU 2007 conference at the Bergen University College. Terry gave a presentation titled, “*Opportunities for learning with new Social Software—New Tools for Researching and Evaluating these Interventions,*” and I received the TISIP's E-learning Award.

Later in 2007, NKI celebrated twenty years with online education, and Terry sent me the following greeting to [the anniversary issue of \*Nettskoleavisen\*](#):

*Congratulations to NKI for 20 years of contribution and service to not only thousands of Norwegian learners, but to a world wide community of researchers and on line learning practitioners! NKI is one of the few educational organizations, that though not directly funded or supported to conduct research has consistently and over 20 years, provided both theoretical and empirical research to guide not only its own practice, but that of a world wide community as well. As the editor of the International Review of Research on Open and Distance Learning, it is always a pleasure to receive an article for publication from NKI scholars. As on line learning becomes mainstream, the challenge and the opportunity for pioneers to continue to lead increases. I am confident that NKI will be leading in a new net-infused culture of life long learning for another 20 years - at least!! Best wishes for a joyful celebration of your success!*

In 2012, I gave a keynote at the International Scientific Conference on ICT and Education in Montreal about “[Quality Schemes in Cooperative Learning Environments.](#)” I also attended Terry's keynote and appreciated his post about my presentation [in Athabasca University's discussion forum, \*The Landing.\*](#) I especially appreciated that he commented on the many NKI innovations. He also stated that I coined the phrase “compelling, but not compulsory cooperative learning activities,” and that NKI had rolled out significant innovations across the entire system. He also called for a similar innovation timeline at Athabasca University, a

call that resulted in a long thread of interesting comments about NKI, Athabasca University, innovations, research, SESAM, and Moodle.

 [Hear interview with Terry.](#)

## Kyle Peck (Penn State 1990)



*Profile photo from Kyle's account on X*

My first memory of being a student at Penn State was from Kyle Peck's introductory course in instructional design. He entered the classroom with the unexpected question: What is fun?

To my surprise, the query stirred an interesting two-hour discussion. My important take away was that American students and teachers engaged more in discussions and interactions than I was used to in Norway. I started to ponder: How can we emulate this in online education? Kyle's instructional design course also introduced us to the Apple Macintosh with its revolutionary graphic interface, Finder, and HyperCard. My first stack used Hyperlinks to demonstrate the functionality of the

EKKO LMS.

In 1998, I spent the night at the Center County Community Hospital with my daughter. She was diagnosed with flu, fever, and dehydration related to our long travel from Norway. It was a tough night for her and not the best preparation for next morning's defence of my thesis, "[Teaching Techniques for Computer-mediated Communication](#)," which I presented to Kyle, Gary Miller, Eunice Askov, and David Jonassen. Nevertheless, we got through the ordeals and were both proud that daddy could pick up his daughter at the hospital—as a doctor.

## Peter S. Cookson (Penn State 1990)



*Private photo of Peter and me eating ice cream at Nittany Lion Inn*

In 1990, Peter Cookson recommended that I check out the automated mailing list management application, [Listserv](#), developed by Éric Thomas. An appealing freeware managed completely via e-mail messages, its potential as an online journal dawned on me as I got my first personal e-mail address (MFP101@PSUVM.PSU.EDU) along with other students and employees at Penn State. Now I could send e-mail around the world with minimal cost, even from my home office.

I soon realized that free e-mail services would revolutionize international communication among academics.

Peter was encouraging and supportive as he prepared for a sabbatical year at the University for Peace in Nicaragua. That year, we were fortunate to rent his spacious house in State College; a house large enough to sublet rooms downstairs. Wei Runfang stayed there for a while. I still have her 2008

comparative study of China's Radio and TV Universities and The British Open University. Later, we shared the house with my good friend, Phil Pinder, who worked with distance education in the Bahamas.

Peter moved to Athabasca University and became the first editor of [\*IRRODL\*](#) (*International Review of Research in Open and Distance Learning*) in 2000. I was happy to be among the consulting editors with Terry Anderson, Tony Bates, Albert Sangrà, Sally Reynolds, Marta Mena, and many other internationally esteemed colleagues whom I knew from my work with DEOS and the *American Journal of Distance Education*.

In 2001, Peter and I met again at the ICDE conference in Düsseldorf, in a discussion panel with representatives from some of the few institutions having extensive experiences with “*Converting Print-based Distance Education Programs to Online Distance Education Programs*.” In the panel, Peter, Dominique Abrioux, and Alan Davis represented Athabasca University. Jocelyn Calvert from Deakin University and Bruce King from the University of South Australia shared Australian experiences. Torstein Rekkedal and I shared our NKI findings; findings we already had presented in the *IRRODL* article, “[\*The NKI Internet College: A Review of 15 Years Delivery of 10,000 Online Courses\*](#).”

## Éric Thomas (Listserv 1990)



Photo of Éric from [www.lsoft.com/corporate/history-listserv.asp](http://www.lsoft.com/corporate/history-listserv.asp)

Éric Thomas developed [\*Listserv\*](#) as an automated mailing list management system. It was free, managed via e-mail messages, and did not require users to install any software. It was a computer system with its own e-mail address, which processed commands included in the body of e-mail messages and returned its responses via e-mail.

So, in 1991, I used Listserv to set up the online journal *Deosnews* and the discussion forum, *Deos-L*, for the *American Journal of Distance Education*. I published the first of my 52 issues in April ‘91. In 1992, it was one of the world’s first electronic journals that obtained an International Standard Serial Number (ISSN: 1062-9416). [All issues in the 14 volumes of \*Deosnews\* are available online.](#)

DEOS was a success since it was free, bi-weekly, provided up-to-date information, and allowed two-way communication. The *American Journal of Distance Education* served many of the same readers. It charged \$50, plus shipping for three issues per year and provided no channel for communication with the authors.

In 1994, NKI had to retire the EKKO host computer, so we decided to develop NKI’s second generation LMS on the internet, based on web pages and Listserv conferences. We called it the “open electronic college” to signal that it was open to the world through the internet. All courses and programmes were un-paced with individual startup dates to provide the students’ need for autonomy and flexibility.

## Gary E. Miller (Penn State 1990)



Private photo received from Gary

I first encountered Gary Miller at Penn State in 1990. When I worked for the American Center for the Study of Distance Education. I remember him as a supporter of *Deosnews*, and recall publishing his article, “*Long-Term Trends in Distance Education*,” in [Deosnews 2.23](#).

In 1996, Stig Klingstedt, from the Ministry of Education, and I represented Norway at the *Philadelphia Roundtable on Adult Learning and Technology in OECD Countries*. We presented the paper I wrote with Torstein Rekkedal, “*Norway - An Electronic College (Technology for Adult Learning in Norway Including Case Study on the NKI Electronic College)*.”

We used the opportunity to visit Penn State and the lacking progress with my thesis work was nagging me. It had been much more difficult to keep in touch with Penn State than I expected. The university web-services were in their infancy, and it was hard to get the information I needed via e-mail. So, back at Penn State, I got a motivation boost when Gary agreed to take over as my thesis advisor, and help me finish the work.

The welcome ceremony at the ICDE 1997 Penn State conference took place in the main hall of the huge Bryce Jordan Center. As program chair, Gary gave one of the welcome remarks, along with Penn State President, Graham B. Spanier, ICDE President, Armando Rocha-Trindade, and ICDE Secretary General, Reidar Roll. I was so proud that Gary was my advisor. I hoped that he appreciated my latest thesis developments, which I presented under the title, “*Teaching Methods and Techniques for Computer-mediated Communication*,” in a moderated panel with Sugata Mitra, Janet Mei-Chuen Lin, and Douglas Shale.

In 1998, we also met in Barcelona at a workshop to discuss the potential of an ICDE Virtual University. Gary represented the World Campus at Penn State. Among the other participants were Secretary General, Reidar Roll, and President, Armando Rocha-Trindade, representing ICDE, presidents from prominent open universities in Asia, Helmut Hoyer from the Deutsche Fernuniversität, and Dominique Abrioux from Athabasca University.

In 2004, Gary was inducted into the [International Adult and Continuing Education Hall of Fame](#).

## Alan William Tait (EDEN 1990)



Photo of Alan from the EDEN President's blog

Alan Tait has been a role model and mentor for my work with EDEN and ICDE. The first time I remember talking with him was in the Caribbean resort town of Macuto on Venezuela's north coast, where we attended a preconference workshop on research before the ICDE conference in Caracas.

I later realised that Alan joined the editorial board of the *American Journal of Distance Education* in 1987, attended the ICDE 1988 conference in Oslo, and was active in the setting up EDEN in 1991.

I also remember talking with Alan at the ICDE 1997 Penn State conference. I focused on my thesis research, and joined a session on research and evaluation led by Alan and Michael G. Moore. I also wanted to learn more about Alan's work as editor of *Open Learning and The European Journal of Open, Distance and E-Learning (EURODL)* when it started in 1997.

At the EDEN 2007 conference in Naples, Alan took over as EDEN President after Ingeborg Bø. He initiated the EDEN President's Blog and the EDEN Fellow scheme. A new era started for me, as I was elected member of the EDEN executive committee after Carl Holmberg. Vice Presidents were Ulrich Bernath and Martine Vidal. The other committee members were Andrea Kárpáti, Nikitas Kastis, Tapio Koskinen, Danguole Rutkauskiene, and Albert Sangrà.

My first EDEN executive meeting with Alan as president was aboard MS Midnattsol along the Norwegian coast from Trondheim to Tromsø. We had a few hours stop in Bodø. Alan joined me on a rigid inflatable boat (RIB) tour. We watched sea eagles flying close to the boat on the way to Saltstraumen, riding on one of the strongest tidal currents in the world. This current consists of a huge volume of seawater forcing its way through a 3-kilometre long and 150-metre-wide strait every six hours; the tidal current can reach 40 kilometres per hour. We reached Saltstraumen where the current turned, the point where the strait was navigable.

At the EDEN 2009 conference in Gdansk, I was surprised that Alan wanted me as his Vice-President and that I was elected at the Annual General Meeting. It turned out to be a great pleasure to work more closely with Alan and Secretary General András Szűcs.

Later in 2009, Alan invited me to give a keynote about student profiles at the Cambridge International Conference on Open and Distance Learning. It was a very international conference organized by Kate Crofts on behalf of The Open University and The Commonwealth of Learning. Alan was on the steering group with Anne Gaskell, Roger Mills, and Willie Clarke-Okah.

At the EDEN 2010 conference in Valencia, I accepted the Executive Committee's nomination and was then endorsed to take over as EDEN President after Alan, at EDEN's 19<sup>th</sup> AGM.

At the EDEN 2018 conference in Genova, I spent the conference days contemplating the future. I consulted Alan about a request to act as Secretary General for ICDE, and decided to accept if I could serve until the end of 2019, in order to host the upcoming ICDE World Conference in Dublin. When I started working for ICDE in 2018, I engaged Alan and Torhild Slåtto as special advisers in 20% positions.

At the Lillehammer 2019 Life Long Learning conference, I dared to sing Happy Birthday from the podium—far beyond my comfort zone with a microphone in my hand—to follow Ann Tait's secret request: surprise Alan on his anniversary!

At the ICDE 2019 conference in Dublin, I had the pleasure to announce the ICDE awards and prizes. Ingeborg Bø and Fred Mulder were awarded posthumous Honorary Memberships. I had an emotional moment when Alan presented his personal laudation of Ingeborg—since they both had been important mentors for my EDEN and ICDE work.

When I started to write my anecdotes, Alan contributed with interesting reflections in his article, "*The Digital Revolution and Distance and Online Learning: Some Personal Observations.*" My anecdotes also initiated a panel where Alan and I joined three other former presidents at the EDEN 2023 conference in Dublin, and a special session with Alan, John Daniel, and me at ICDE's 85<sup>th</sup> anniversary at its 2023 World Conference in Costa Rica.

 [Hear interview with Alan.](#)

## Otto Peters (Penn State 1991)



Photo of Otto from <https://halloffame.outreach.ou.edu/>

I have only a vague memory of being in an audio conference with Michael G. Moore and a German professor of distance education when I was a Penn State student. But I was fascinated by Otto Peters' thoughts about industrialisation of teaching and learning and quoted him frequently.

Otto's writing convinced me that online learning could be better than face-to-face learning. If we could utilise the large-scale advantages by splitting costs between more students, we could afford to spend more resources on course development and other services.

In the seminal article about my theory of cooperative freedom in [Deosnews 3.2](#), I wrote that Otto's application of industrial theories:

*...led him to conclude that the structure of distance teaching is determined to a considerable degree by the principles of industrialization, particularly by those of rationalization, division of labour, and mass production; the teaching process is gradually restructured through increasing mechanization and mass production. ...So far, we have very limited knowledge about how computer conferencing can be applied to mass education. We know, however, that computer conferencing systems can handle thousands of users. Hence, in a discussion of future electronic universities, this author describes how computer conferencing systems can be designed to support mass education.*

My thoughts returned to Otto's theories during a trip to Hamburg in 2003 where I toured the ILS – Institut für Lernsysteme, a distance education institution with an impressive operation optimised for industrialized correspondence courses. It boasted on-demand printing and German efficiency in all manual operations; perfection of a business not fit for survival. Twenty years later, during an ICDE quality review of Universitas Terbuka, I realized how much sense Otto's thinking still made in an open university with half a million students.

At the ICDE 2001 conference in Düsseldorf, I learned that Otto had been an ICDE Vice President for eight years. I also managed to convene Otto, Börje Holmberg, and Torstein Rekkedal for a photo session when Torstein was the third person in ICDE's history to receive this prestigious prize, after Otto and Börje.

At the EDEN 2006 research workshop in Castelldefels, Ulrich Bernath succeeded in convening Otto, Börje Holmberg, and Michael G. Moore in a panel titled "*The Theories and the Theorists: Why Theory is Important for Research.*" I still recall the thrilling feeling of being in the room together with these stars, a feeling I reminded Otto of when I later met him at the EDEN 2009 conference Gdansk.

In 2008, Otto was inducted into the [International Adult and Continuing Education Hall of Fame](#).



[Hear interview with Otto.](#)

## Rosalie A. Wells (DEOS 1991)



Photo of Rosalie from the TeleTeaching 93 abstracts

Rosalie Wells and I first met at Penn State in 1991 when she gave the presentation, “*Review of Recent Research on Learners and Learner Support in Distance Education Delivery by Computer-Mediated Communication*,” at the Second American Symposium on Research in Distance Education (ACSDE).

In [Deosnews 2.2](#), I published abstracts of two articles Rosalie coauthored about CMC in the *American Journal of Distance Education*: “*Empowering the Learner Through Computer-Mediated Communication*,” and “*Effectiveness and Costs of Distance Education Using Computer-Mediated Communication*.”

So, I got hold of Rosalie’s 1990 report, *Computer-Mediated Communications for Distance Education and Training: Literature Review and International Resources*. Then, I carefully read Rosalie’s 1992 monograph, *Computer-Mediated Communication for Distance Education: An International Review of Design, Teaching, and Institutional Issues*. She included a bibliography of about 180 references. Six of them referred to English versions of my articles. The publication was number 6 in the ACSDE series of research monographs, and paved the way for my own monograph number 7: *From Bulletin Boards to Electronic Universities: Distance Education, Computer-Mediated Communication, and Online Education*.

Rosalie followed up with a positive review of my monograph in the first 1993 issue of *Research in Distance Education*.

I was impressed by Rosalie’s work, and as a member of the local programme committee, I invited her to the TeleTeaching 93 conference in Trondheim. Her presentation was titled, “*The Use of Computer-Mediated Communication: Progress, Problems and Trends*.”

## Charlotte Nirmalani (Lani) Gunawardena (DEOS 1991)



Photo of Lani in conference abstracts from the ICDE 1992 conference in Bangkok

I first met Lani Gunawardena at Penn State in 1991 when she gave the presentation, “*Collaborative Learning and Group Dynamics in Computer-Mediated Communication Networks*,” at the Second American Symposium on Research in Distance Education.

At the 1992 ICDE conference in Bangkok, Lani gave the presentation, “*Impacts of Learning Styles on Instructional Design for Distance Education*.” I followed up by interviewing her about her conference experiences in [Deosnews 2.24](#).

I remember we had interesting talks about how online education could be both culturally inclusive and discriminating. That written communication hid colour and physical appearance but suppressed emotional talents and non-English characters. That humour, culture, and religious issues posed challenges in borderless online communities. That English dominated the internet and made me worried that English-speaking countries would dominate global online education.

Lani made me realize that we should strive to create welcoming and enriching learning environments for students with diverse backgrounds. We needed to recognize and value diverse cultures, experiences, and perspectives within online programmes and courses.

I met Lani again at the ICDE conferences at Penn State in 1997 and Dublin in 2019. I remembered our Bangkok conversation when I saw the title of her Dublin presentation: *“Distributed Co-Mentoring as a Means to Develop Culturally Inclusive Online Learning Communities.”*

## Ingeborg Bø (ICDE 1991)



*Photo from Ingeborg's profile on EDEN Nap members area*

I first met Ingeborg Bø in 1991 when she became executive director of the Norwegian Association for Distance Education (NADE). During the ICDE 1992 conference in Bangkok, I joined a group of Norwegians on a pub-to-pub crawl in one of the city's go-go districts. I was somewhat uncomfortable with the forthright and sparsely dressed female clientele, but I felt safe with Ingeborg as my chaperon.

At the ICDE 1997 Penn State conference, Ingeborg was on the board of the European Foundation for Quality in E-learning (EFQUEL), and I attended her presentation on *“Quality Guidelines and Standards for the Standing Conference of Presidents.”*

At a 2002 project meeting in Kaunas 2002, we wanted to encourage collaboration between the Nordic and Baltic countries. So, we proposed a Boldic Award in Open Distance Learning, an initiative that later materialized as a yearly award from 2005 to 2016.

In 2003, Ingeborg was elected President of EDEN and wrote a foreword to my book, *Online Education and Learning Management Systems*. In 2007, we travelled together on MS Midnattsol along the scenic Norwegian coast from Trondheim to Tromsø. It was my first and Ingeborg's last meeting on EDEN's Executive Committee.

At the EDEN 2016 conference in Budapest, Ingeborg received EDEN's Certificate of Honour. I met her at the network dinner arranged by Flexible Education Norway (FuN) in the Gellért Brasserie Restaurant. While I appreciated that she was open about her reduced physical strength, I felt miserable as I recognized her symptoms from my father's fatal ALS disease.

In 2018, the Bryn church was filled with people. I was nervous and emotional since I had accepted to say some words on behalf of three organisations close to Ingeborg's heart: Flexible education Norway, EDEN, and ICDE; three associations I entered in her footsteps.

The obituary I posted at ICDE's website is included in the following:

*It is with great sadness we receive the news that Ingeborg Bø died on Monday August 6th after a long battle with ALS.*

*Ingeborg was born on the Bryn Farm in Oslo, Norway on November 13, 1939. She studied languages at the University of Oslo and spent one year as an exchange student in Oregon.*

*She had been active in the field of online, open, flexible, and technology-enhanced learning in Norway and internationally for over 30 years. Throughout these years,*

*she brought enthusiasm and energy to the field in various positions at several institutions.*

*We are amongst many who will remember her radiant, inclusive, and caring personality. She was my most trusted mentor when I needed professional advice on ICDE and EDEN. She served as a member of the ICDE Board of Trustees and Chair of the ICDE Election Committee for over a decade and was key in the reorganisation of ICDE in the new millennium.*

*She was also a member of different boards of directors in other institutions for adult and distance education as well as several national and international committees. Ingeborg was a member of the Board of Directors of the European Foundation for Quality in E-learning (EFQUEL) and a member of the Awarding Body UNIQUe, the Quality Label for the Use of ICT in Higher Education.*

*From 2003 to 2007, she served as President of the European Distance and E-learning Network (EDEN). After that, many of us feel that we belong to the EDEN family. In 2007 she was granted the title EDEN Senior Fellow.*

*Ingeborg spent 15 years as the Executive Director of the Norwegian Association for Distance Flexible Education (NADE), now FuN. She was also a member of the international editorial board of the journal LLine, Lifelong learning in Europe and speaker and member of programme committees at several national and international conferences.*

*Her professional life was dedicated to the field of open and distance education in different positions. She started her career at NKS, one of the biggest distance education institutions in Norway.*

*In recognition of her many years of exceptional service to distance education, her broad expertise in the field, her enthusiasm in fulfilling her positions, and her dedication to the field, she was in 2009 awarded the Norwegian King's Medal of Merit in silver for service in the fields of art, science, and industry and for outstanding public service.*

*After retiring she became the President of Seniornett Norway and ran her own consulting practice. After being diagnosed with ALS, she helped share information and knowledge about the disease.*

*Her progressive, optimistic, and sensible approach helped shape ICDE as we see it today. She has remained a respected and treasured member of our professional community and a true symbol of ICDE. Her positive spirit, sparkly personality, and contagious energy will be missed and remembered with the fondest of memories.*

## Ragnvald Berggrav (Norwaves 1992)

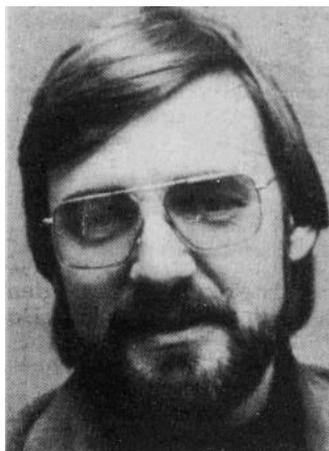


Photo from Øvre Smaalenene,  
16.09.83

At Penn State, I realized how little news I received about Norway and how much I appreciated what I got. When I returned to Norway in 1992, I vaguely remember giving a presentation about online education for the Norwegian Ministry of Foreign Affairs. There I met Ragnvald Berggrav and Karin Bruun from the Ministry's press office, *Norinform*. It was a brief meeting, which impacted the next fifteen years of my life.

Ragnvald was editor of the weekly Norwegian newspaper, *Norway Now*. It was published in Norwegian and English and shipped as air mail around the world, when the Norwegian embassies still communicated via fax—since they did not have access to e-mail. So, I used Listserv to establish *Norwaves* as a weekly newsletter with information from Norway in English.

This was accompanied with *Norweave*, as a discussion forum for friends of Norway.

Ragnvald agreed to provide *Norwaves* with news in English. So, in January 1993, *Norwaves* published [its first issue](#). The ten pages started with this paragraph:

*At 5.30 a.m. on Thursday 7 January Norwegian, Erling Kagge, reached the South Pole, and in doing so made polar history, as the first man to go alone and unsupported to the world's most southerly point. The 29-year-old Oslo lawyer took exactly 50 days to cover the 1,390 desolate, back-breaking kilometres. But despite his achievement, there was no-one to receive him at the Pole. The reception committee was weather-bound in Punta Arenas in Chile, a 14-hour flight away. But Kagge was well taken care of - by Americans at the permanent Amundsen-Scott base close to the Pole. Congratulations streamed in from all corners of the world, among them one from Norwegian Prime Minister Gro Harlem Brundtland, who characterized his epic journey as one of the greatest achievements in polar history.*

In March 1994, *Norwaves* was assigned the ISSN number 0804-709X as the first electronic journal in Norway. After one year of operation, we had about 1,000 subscribers in more than 25 countries. From 1994, the Royal Ministry of Foreign Affairs agreed to snail-mail me weekly news on a 3.5-inch floppy disk for formatting and distribution via *Norwaves*. This was the same information they distributed to the Norwegian embassies via fax. It was old-fashioned, but I distributed the online news voluntarily almost every week until I stopped in November 1998, because news and information about Norway popped up all around the web.

Yet I missed the feeling of being a Norwegian consul on the internet. So, in 2000, I established [www.norwaves.com](http://www.norwaves.com) as a [portal](#) with information about Norway in a dozen languages. It also archived all back issues of the *Norwaves* newsletter. In 2008, I discontinued *Norwaves* when information about Norway was easily available through national search engines.

Read more at <http://nettstudier.blogspot.com/p/norwaves.html>

## Armando Rocha-Trindade (ICDE 1992)



Photo from 1997 interview with Armando at [www.tlu.ee/i-forum/tri11.htm](http://www.tlu.ee/i-forum/tri11.htm)

In 1988, Armando Rocha-Trindade became the founding Rector of Universidade Aberta in Portugal. I later saw his portrait on the wall when I worked for the university as an associated professor in 2009 and 2010.

When I distributed [the first EDEN newsletter for Deosnews](#) in 1992, I learned that Armando was Vice President of EDEN, and that he gave a keynote about the increasing importance of distance education at EDEN's first annual conference in Krakow, Poland.

In 1997, Armando was President of ICDE. I attended his welcome speech at the Penn State conference and read [Sirje Virkus' interview with him](#), which included these reflections:

*The role of technology is to facilitate not to complicate things. If you consider technology is being a necessary facility to have, you have to consider that this technology should not chase away the students. I give you an example: supposing that in a country private ownership and use of personal computers is not so developed. In that situation are the developing countries, like in Africa, where few computers are available, and individuals do not generally own them. If you are imposing the use of this technology, you have the risk of selecting students on the basis of their wealth, their economic status and you are putting away all these students that cannot afford this technology. So, you have to make delicate choices, because for the given country and the given region the most appropriate way to teach at a distance might be television and radio. If the economic development and technological development of this country become higher and computers are fairly common in homes then you can afford to use computers for teaching as a channel too, but not before.*

In 1998, Armando hosted a think tank in Barcelona where I joined twenty-five key players in virtual university development from around the world to discuss the potential of an ICDE Virtual University.

In 2000, we met again along with twenty experts at the Ivette workshop, “*Implementation of Virtual Environments in Training and Education.*” Among the other participants were Claudio Dondi, Alfredo Soeiro, Friedrich Scheuerman, Kathy Kikis, and Martin Owen.

## María Felisa Verdejo Maillo (Segovia 1993)



Photo of Felisa from [https://en.wikipedia.org/wiki/Felisa\\_Verdejo](https://en.wikipedia.org/wiki/Felisa_Verdejo)

A trip to Spain in April 1993 sounded like a good opportunity to escape the cold Norwegian winter. So, I packed my summer clothes for the flight to Madrid. Segovia was a one-hour bus drive north towards the mountains in Sierra de Guadarrama. It started to snow near the altitude of one thousand meters.

I met Felisa Verdejo and Tony Kaye at the interdisciplinary NATO Advanced Research Workshop on “*Collaborative Dialogue Technologies in Distance Learning*.” I learned that Felisa was a pioneer in natural language processing and artificial intelligence, and had started working for Universidad Nacional de Educación a Distancia (UNED), the large Spanish open university.

The workshop was productive and resulted in a [23-chapter book published by Springer in 1994](#). The book was edited by Felisa and Stefano Cerri. I was first author of the first chapter, “*A Pedagogical Framework for CMC Programmes*.” In the third chapter, “*Some Pedagogical Techniques for Computer-Mediated Communication*,” I presented the framework with 31 different online teaching techniques, which became a central part of my dissertation work.

In Segovia, we also saw the impressive Roman aqueducts and the Alcázar castle. We had a delicious Cochinillo dinner—roast suckling pig so soft and tender that it was cut with a plate. Huge glasses of local brandy were passed around the table.

## Timothy John (Tim) Berners-Lee (www 1993)



Photo of Tim in 2005 from [https://en.wikipedia.org/wiki/Tim\\_Berners-Lee](https://en.wikipedia.org/wiki/Tim_Berners-Lee)

I don't know Tim Berners-Lee, and I never met him. But he deserves to be acknowledged here as a man who changed my online education world; a man who invented the web, HTML, and the URL system.

I first became aware of Tim when I tested Lynx in early 1993. It was introduced as a browser, was text-based, provided only content for geeks, and used awkward URL addresses that were hard to find and remember.

But I was fascinated by the hyperlinks that I knew from HyperCard. I realized its potential when I started to use Mosaic as the first browser with a graphic interface, and *OsloNet* published results from the 1994 Winter Olympics on the web.

I started to learn HTML, developed an online course titled, “*World Wide Web Presentations*,” and wrote a chapter about web editors in the Norwegian book, *Bli sett på Internett*. This was so fascinating that I acquired a few domains and developed Telurman.no, Studymmentor.com, and Norwaves.com.

I realized that the web would revolutionize online education and integrate the fragmented internet services in one overarching service and a much more user-friendly way.

## Gudmund Hernes (Listserv 1993)



*Photo of Gudmund from  
Teleteaching 93 brochure*

In 1993, Knut Bråtane, who worked for the Norwegian Ministry of Education, asked me to set up an informal Listserv group for people working for and with the Ministry.

The most controversial educational topic at the time was the reform of the Norwegian secondary school system, called “Reform 94.” People marched in the streets to protest the reform and condemn [Gudmund Hernes](#), the Minister of Education. The demonstrators unified under the catchy Norwegian slogan «*Hernes må fjernes*», meaning Hernes must be removed, or “*Harness Hernes*,” a catchier translation, with a less blunt connotation.

I was asked to add Hernes to our Listserv group the same week Computerworld Norway announced his e-mail address in a news article. The journalist prized him as the first Norwegian minister with an e-mail account. The article resulted in so many e-mail requests that the Ministry added an automatic “thank you” reply to his account.

All members of our Listserv group, including Hernes, received the automatic reply. So, starting Friday evening, his automatic reply was repeated in an annoying loop. Checking my e-mail Saturday morning, as the system administrator, I realized that Hernes had to be removed—and I did it.

## Jan Atle Toska (SOFF 1994)



*Photo of Jan Atle from ICDE  
Annual Report 2018*

Sentralorganet for fleksibel læring (SOFF was established in 1990 to support flexible education in Norwegian higher education. In 1994, Jan Atle Toska took over as director of SOFF after Gunnar Grepperud. In 2004, the organization changed its name to [Norgesuniversitetet](#) (Norway Opening Universities). In 2018, it was absorbed by a larger bureaucratic entity.

SOFF was a small organization with modest resources, but had much impact on online education in Norway. I have fond memories from numerous encounters with Jan Atle and the other competent members of the secretariat. Gunnar Myklebost, Vigdis Amundsen, Eva Gjerdrum, Oystein Johannessen, and Per Arneberg.

One unforgettable memory is from Longyearbyen in May, 1999. Longyearbyen was the world's northernmost town, located on the island of [Svalbard](#), far north of the Norwegian mainland. Norgesuniversitetet arranged a seminar about distance education at the university centre. I remember the beautiful midnight sun and the unique scenery from the fast-moving snowmobiles at our polar bear expedition.

When I was director of development, SOFF funded several projects which helped NKI develop online education services. Among them were:

- **Nordisk Netthøgskole (1998):** The Nordic Online University project explored collaboration on Internet-based distance learning across the Nordic borders and

uncovered barriers that made this difficult. NKI's project partners were the virtual university at the University of Gothenburg and Den Grafiske Højskole in Copenhagen.

- **Elective ICT courses for teachers (1999):** In this project, NKI and several public colleges developed and offered online ICT courses for teachers.
- **Universal online education (2002):** The project focused on online education accessibility for individuals with disabilities and special needs. One tangible result was speech synthesis in all NKI's online courses.
- **Online psychology (2004):** Development of an online programme in psychology in collaboration with the University of Oslo.
- **Online journalism (2008):** The project developed a course in online journalism and an online newspaper where students could publish their articles.
- **Scandinavian program in multimedia journalism (2010):** The project developed a Swedish course on audio journalism with podcasting, a Danish course on video journalism, and a Norwegian course on text journalism.

In 2007, I spent much time heading the European Megatrends project, working closely with Jan Atle and other enthusiastic and competent partners, Per Arneberg, Lourdes Guàrdia, Desmond Keegan, Jüri Lõssenko, Ildikó Mázár, Pedro Fernández Michels, Torstein Rekkedal, Albert Sangrà, and Dénes Zarka. We had one project meeting at Norgesuniversitetet in Tromsø and two in Dublin. I especially appreciated a candid evening conversation with Jan Atle in Dublin.

At the EDEN 2007 conference in Naples, I chaired a panel session titled, "*Important Success Factors for European Megaproviders of Online Education.*" Jan Atle and the two other panellists, Paul Rühl and Pedro Michels, presented our findings about success and failure from German, Spanish, and Norwegian megaproviders.

When I started acting as Secretary General in 2018, I appreciated that Jan-Atle accepted to take over as vice-chair of ICDE's Board of Trustees after me.

## Ana Perona (ICDE 1994)



ICDE 2007 photo of Ana

I met Ana Perona when she started working for ICDE in 1994 as Chief of International Coordination. Later, she became ICDE's Assistant Secretary General from 2004 and acting Secretary General from 2007 until Carl Holmberg took over in 2008. Other employees I remember meeting in the early days of ICDE were the first Secretary General, Reidar Roll; [Turi Widerøe](#), who was recognized as the first female pilot in a major airline; and [Trond Waage](#), who later became Ombudsman for Children in Norway.

During her tenure, Ana worked with the ICDE conferences in State College 1997, Hagen 1999, Düsseldorf 2001, Hong Kong 2004, and Rio de Janeiro 2006. She also worked with ICDE Presidents Marian Croft, Armando Rocha-Trindade, Molly Corbett-Broad, and Helmut Hoyer.

In 1998, I joined Ana again in Barcelona, at ICDE's think tank about virtual universities. There I learned that she had been an adviser to the parliament in Argentina and director of the Canadian education centre network in Norway.

## Morten Møller (EU 1994)



Photo from Morten's LinkedIn profile

I probably first met Morten Møller on one of my three trips to Brussels in 1994. At that time, he had already worked for five years of a 27-year long career with the EU Commission. Norway voted against EU membership for the second time in 1994, but signed the EEA treaty, which gave me many opportunities. Morten made me aware that I could apply to become a Project Reviewer for the *Directorate- General XIII on Telecommunications, Information Market, and Exploitation Research*, which resulted in several trips to Brussels and better insight in European project applications and reports.

I later understood that, during the second half of the 1980s, Morten worked with educational technologies and teaching support as a manager at the Jutland Open University (JOU). It was a joint venture between the Art Faculties at the University of Aarhus, the University of Aalborg, and University Centre of Southern Jutland.

In 1987, Morten, Hanne Shapiro, Niels Christian Nilsen, and Søren Nipper coauthored the paper “*3<sup>rd</sup> Generation Distance Education and Computer Conferencing in Denmark*,” which was presented at the Second Guelph Symposium on Computer Conferencing. The paper abstract concluded that computer conferencing holds “*exciting potential for the motivated and privileged learner, but may impose experiences of insufficiency upon the socially and educationally disadvantaged user.*”

JOU was the leading Danish actor in online education, engaging several bright scholars. Among Morten's colleagues were Jørgen Bang, who was EADTU President from 2002 to 2005. I still have a printout of their 1989 paper “*Computer Conferencing in Distance Education*,” which states that JOU had used computer conferencing on an experimental basis and tested it on five distance education courses in 1988 and 1989.

In 1995, Morten gave a presentation about visions of the future use of telematics for education and learning at [the first NKUL-conference](#) in Trondheim and translated Nicholas Negroponte's influential 1995 book, *Being Digital*, into Danish with Søren Nipper.

## Curt Rice (NKI 1995)



Photo of Curt from [https://en.wikipedia.org/wiki/Curt\\_Rice](https://en.wikipedia.org/wiki/Curt_Rice)

In 1995, I engaged Curt Rice to help me develop the web course, *English on the Internet*,” because we wanted to help our students improve their communication skills on an internet, which was dominated by the English language.

I knew Curt as an American-born linguist, and had no idea that he later would become Rector of the OsloMet University and then the Norwegian University of Life Sciences.

This was the first time I developed a course with an external expert. It was a positive experience, which made me realize how important it was to involve more experts and colleagues in development teams for online courses. So, we decided that NKI courses should be developed by a team of three people: an external content expert, an NKI editor, and an online education

expert. When the course was fully developed, we engaged an external teacher, who was paid for each assignment that they assessed.

In 1995, the web was in its infancy and online education was still for the few. NKI had a total of 256 enrolments in online courses that year. Some colleagues agreed that the future of distance education was on the web—primarily those who were young and interested in ICT. The rest preferred to continue traditional face-to-face or correspondence teaching as usual.

Still focusing on ICT-related topics, I pushed NKI to introduced two new online programmes in 1995. Some of the courses were developed by my NKI colleagues, but I developed three of the courses myself: “*PC-software*,” “*Internet*,” and “*Web-presentations*.”

## Rebecca Stromeyer (OEB 1995)



*Profile picture from Rebecca's Facebook*

I first encountered Rebecca Stromeyer in 1995, when I attended the very first Online Educa Berlin (OEB) conference. I had no idea that I would return half a dozen times to what would become Europe's most important online education conference for decades.

Looking back, I find it hard to remember which year my conference memories are from. There were lots of returning colleagues, and the familiar format at Hotel InterContinental every year. So, I asked Rebecca to help me fill in some blanks. Rebecca launched the first conference with her father, Karl J. Badde, the man who in 1998 published, “[\*The International Who's Who in Distance Learning\*](#).”

The first year was different. The conference was held in the East German flagship congress centre—Kongresshalle am Alexanderplatz, to symbolise that EAST meets WEST, as the idea for OEB was born at an education conference in Moscow in the early 1990s. The conference service could have been better, and there was plenty of amusement when we got bananas and sandwiches for lunch.

The differences between East and West Berlin were striking; results of the wall that separated them physically and ideologically from 1961 to 1989. I still have the small part of the Berlin Wall that I bought as a souvenir.

In 2018, Rebecca welcomed us to Potsdam as the local partners in the [EPICA project](#), which was coordinated by my young and bright ICDE colleagues, Jean-Baptiste Milon and Snorre Qveim-Leikanger. We discussed our Strategic Partnership for Co-Design of an Innovative and Scalable ePortfolio.

EPICA was a three-year project co-funded by EU's Horizon 2020 programme. Rebecca's company ICWE joined partners from Europe and Africa: ICDE, OUC, MyDocumenta, the African Virtual University, the Open University of Tanzania, Makerere University, and Maseno University.

It was interesting to learn more about Rebecca's impressive work with ICWE, Online Educa conferences in Berlin and several other cities, and eLearning Africa. The important African conference I unfortunately have never visited, even though the first conference had already taken place in 2006 at the UNECA Headquarters in Addis Ababa.

In 2019, Rebecca invited me to a local restaurant in her Berlin neighbourhood with about twenty special OEB guests. I still remember interesting conversations with Donald Clark and Jacques Dang—and that the firm lady who owned the restaurant would not serve any dessert unless we all finished our main dishes.

## Sally Reynolds (OEB 1995)



Screenshot from EDEN 2010 interview with Sally at <https://youtu.be/l-uOrvhcbZM>

I met Sally Reynolds at the first Online Educa Berlin in 1995. Later, at several OEB conferences since she worked for the programme management from 1996 to 2008. In 2000, we were both among the first consulting editors of *IRRODL*.

Later, Sally was as a frequent speaker at EDEN events as an expert on audio-visual and information technologies. She was honoured as EDEN Fellow in 2008 and attended the first EDEN Fellows Day in Christchurch Cathedral before the EDEN 2011 20th anniversary conference in Dublin. At the EDEN 2012 conference in Porto, we introduced the EDEN YouTube channel. Antonio Teixeira, Maria Joao, Eva Suba, and Livia

Turzo worked with a camera-team from Universidade Aberta to make a conference video and a series of video interviews at the conference. In [the interview with Sally](#), she talked about differences between generation X and Y as learners.

## Walter F. Kugemann (OEB 1995)



Photo of Walter from a 2008 interview in [www.checkpoint-elearning.de/](http://www.checkpoint-elearning.de/)

I met Walter Kugemann in 1995, at the first Online Educa in Berlin. In 2005, he invited me to Nürnberg to give a keynote presentation at the [IVth International ILIAS Conference](#) at Friedrich-Alexander-Universität Erlangen-Nürnberg. Walter opened the conference, and my presentation was titled, *“Cooperative Online Education. Pedagogy and Technology Supporting Individual Flexibility in Virtual Learning Communities.”*

I stayed with my 18-year-old son at Deutscher Hof in Nürnberg, Adolf Hitler’s favourite hotel. We visited the huge Nazi Documentation Centre, and Courtroom 600 in the Palace of Justice, symbols of the start and the end of World War II. It was the Centre where the National Socialists held their large rallies from 1933 to 1938, and the remains of the huge structures that witness how these propaganda rallies were staged. It held the courtroom used in the Nürnberg trials, where 24 major World War II criminals were indicted. This resulted in 12 death penalties and several life imprisonments. These visits that made a profound impression on both of us.

I remember Walter from vivid conversations at many EDEN conferences. We shared an interest for new technology and how it could improve access to education. Several of our conversations were related to policymakers. Something he described in his 1997 article,

*“Policy Making and Implementation: Two Strategic Phases for the Uptake of ODL, in the first issue of the European Journal of Open, Distance and E-Learning (EURODL).*

*With a few exceptions policy-makers of all levels have no personal experience with Open Learning or Distance Learning. Their experience in education and qualification has its origin in traditional classroom teaching, with the role of a "teacher", combining many different functionalities from organisation to content expertise and the role of the student as the "subject" of the process. Based on this experience, the frequently quoted shift "from a teaching to a learning paradigm" can only be imagined intellectually without anchoring it in one's own experience.*

We honoured Walter as EDEN Senior Fellow at the EDEN 2008 conference in Lisbon and appreciated that he attended the first EDEN Fellows' day at the EDEN 2011 conference in Dublin.

## **Desmond Keegan (EU projects 1997)**



*Photo from Nettskoleavisen of me congratulating Desmond with EADL's Roll of Honour in 2007*

I knew Desmond Keegan from several editions of his famous book, *Foundations of Distance Education*. But I couldn't believe that he actually phoned me in 1996, demanding that I told him everything I knew about online education.

It was a long telephone conversation, and the first of many that ended up in several successful European projects: MMWWWK (1997-1999), CISAER (1998-2000), Web-edu (2001-2002), Megatrends (2005-2007), From e-learning to m-learning (2001-2002), and three more m-learning projects.

In 1997, we met at Università degli Studi di Roma III, for the first project meeting in MMWWWK (Multimedia WWW Kernel for Open Learning and Distance Education). It was an important project, because I gradually understood that it was possible to build a web-based LMS with a wide variety of multimedia content and applications.

In 1998, Desmond, Robin Mason, Ana Dias, Torstein Rekkedal, and I started working on Courses on the Internet: Survey, Analysis, Evaluation, and Recommendation (CISAER). This project was funded by the European Leonardo da Vinci action programme for the implementation of a European vocational training policy. We developed a comprehensive analysis of online courses based on literature reviews, catalogue data from 130 institutions in 26 countries, and 72 interviews with key persons at these institutions.

The analyses resulted in the following eight strategic recommendations for online education:

1. Promote national and international harmonization of degrees, certificates, credits, and grades to facilitate online mobility of students.
2. Oppose national regulations that inhibit institutions from charging tuition fees.
3. Focus on cost effective online education.
4. Develop better systems for administration of online education.
5. Support initiatives for training of online teachers, administrators, and instructional designers.
6. Oppose regulations and attitudes that inhibit online assessment.
7. Support further research on online pedagogy and didactics.

8. Develop and implement strategies to reduce the workload of online teachers.

In 2001 and 2002, we worked together on Web-edu, a project about web-education systems in Europe. Supported by the European Leonardo da Vinci programme, the aim of this project was to study experiences with LMSs in online education and training. The final project report was titled, *Web-education Systems in Europe*, and published by the German FernUniversität press as [ZIFF Papiere 118](#). The report presented the major findings from our six regional analyses. Data was collected from in-depth interviews with 113 experts in 17 countries, who were usually the e-learning systems managers in the institutions. The analyses of the interviews revealed 52 different commercial and 35 self-developed LMSs.

In 2003, Desmond wrote a review of my book, *Online Education and Learning Management Systems*. It meant a lot to me, and included this statement:

*It is a pleasure to welcome a major book on e-learning from a European author... This book should be of the greatest interest to the European Commission and steps should be taken at once to draw the attention of senior administrators within the Commission to it....*

The Megatrends project aimed to identify and analyse the largest European online schools, concentrating on online distance learning at institutions that had more than 5,000 course registrations or 100 different courses in 2005. The results showed that Norway had no less than three institutions on the top twenty list and only Great Britain had more large online schools:

- |  |   |
|--|---|
| 1. Learn Direct (UK)                         | 10. BI (Norway)                               |
| 2. Open Universiteit Nederland (Netherlands) | 11. Hungarian Telecom (Hungary)               |
| 3. Virtual Hochschule Bayern (Germany)       | 12. The University of Leicester (UK)          |
| 4. Manchester Metropolitan University (UK)   | 13. Riga Technical University (Latvia)        |
| 5. NKI (Norway)                              | 14. University of Tartu (Estonia)             |
| 6. Staffordshire University (UK)             | 15. Dennis Gabor College (Hungary)            |
| 7. The Open University (UK)                  | 16. NKS (Norway)                              |
| 8. Lund University (Sweden)                  | 17. The University of Ulster (Great Britain)  |
| 9. Oncampus, Fachhochschule Lübeck (Germany) | 18. Universitat de Barcelona Virtual (Spain)  |
|  | 19. Universidad Politécnica de Madrid (Spain) |
|  | 20. Universitat Oberta de Catalunya (Spain)   |

I remember a fabulous seven course Chinese dinner in Desmond's private conservatory in 2007, marking our publication of four project reports in English, and imminent publication in several other languages as well. The most controversial report was about E-learning initiatives that did not reach targeted goals. I followed up on this report with the 2009 article "[Resting in e-Learning Peace](#)," in *International Journal of Networking and Virtual Organisations*.

In 2007, NKI also marked its 20th anniversary as an online school with an academic and social event during the NFF's annual conference. My overview of the history was complemented with an anniversary speech by Desmond. There, he compared NKI's development with three major public distance education institutions in Europe. He stated that the Open University in the UK had been prudent by not moving rapidly into e-learning. The FernUniversität in Germany decided to go 100% online, but the students rejected the move. The CNED in France seemed little affected by the move to e-learning. Compared to these institutions, Desmond claimed that NKI had made a wise choice by always allowing the students to choose between online courses and correspondence courses.

Finally, I was on the R&D committee that planned the EADL 2007 conference in Dublin. My favourite conference moment came when I was able to congratulate Desmond with EADL's Roll of Honour.

## Nicholas Negroponte (ICDE 1997)



Photo of Nicholas from [https://en.wikipedia.org/wiki/Nicholas\\_Negroponte](https://en.wikipedia.org/wiki/Nicholas_Negroponte)

I was starstruck when talking to Nicholas Negroponte after his keynote at the 1997 ICDE conference at Penn State. The visionary founder of the MIT Media Lab and my favourite columnist in the *Wired magazine* presented the new electronic book concept: a digital book with content downloaded from the internet.

Even the most renowned experts appreciate positive comments after their presentations. This is an experience I often used to introduce myself to prominent professionals in the field.

I was fascinated by Nicholas since I had read his printed book, *Being Digital*, with great interest. The influential 1995 publication revolving around digitalization of media and the shift “**from atoms to bits.**” The book was translated into Danish by my colleagues, Morten Møller and Søren Nipper, and confirmed my conviction that all educational content could be created, stored, and distributed digitally on the web.

I thought it was so appropriate that we received the conference papers on the CD-ROM, as far as I remember, it was my first conference CD.

## Sugata Mitra (ICDE 1997)



Photo of Sugata and Sir Ken Robinson at EDEN conference in 2013

I first met Sugata Mitra at the 1997 ICDE conference at Penn State. We were in a moderated panel with Janet Mei-Chuen Lin and Douglas Shale. There, I presented my latest thesis developments under the title, “*Teaching Methods and Techniques for Computer-mediated Communication.*”

In 2009, we gave the two first keynote presentations at the Cambridge International Conference on Open and Distance Learning. Sugata's was titled, “*The Antithesis Experiment—Towards a Curriculum, Pedagogy and Technology for Self-regulated School Education.*” I presented “*Visualizing Student Profiles through NKI's*

*Online Catalogue and Student Network.*”

At the 2013 EDEN conference in Oslo, I welcomed Sugata on behalf of EDEN. Steve Wheeler chaired the keynote session with Sugata and Ken Robinson, and summed it up in his blog post, “[Standing on the Shoulders of Giants](#)”:

... two of the greatest education celebrities of our time. In the room with me was Sugata Mitra, famed for his 'Hole in the Wall' computer projects, child driven

*education, and also more recently for his work around 'minimally invasive education' and the School in the Cloud. Just before the conference, it had been announced that he had won the prestigious TED prize of one million US dollars for his innovative research into learning. Sharing the keynote session with him, on a live link from California, was education guru Sir Ken Robinson, celebrated for his TED talks and his unique perspectives on creativity and learning. His TED searing critique of the education system entitled 'How Schools Kill Creativity' has alone received over 20 million views.*

Sugata and Ken Robinson were featured in the special English conference issue of [Synkron 2, 2013](#).

## Thorleif Hjeltnes (NTNU 1997)



Photo of Thorleif from <https://tisip.no/faces/public/forskning/index.jsp>

Thorleif Hjeltnes was one of the early edtech innovators in Trondheim, along with Jan Wibe, Arvid Staupe, and Per Borgersen. These people were instrumental in establishing [TISIP](#) in 1985. Later, they were also pivotal in the development of the Winix Learning Management System (1985-1990).

I met Thorleif in 1997 as a member of an external evaluation group for the innovative NITOL network. He was central in the network with Arvid Staupe, Bodil Ask, and Harald Haugen. They represented four Norwegian higher education institutions (The University of Trondheim, Agder College of Engineering, Trondheim College of Engineering, and Stord College of Education), which first allowed their on-campus student to enrol in online courses developed by the other institutions. Later, they opened the courses for the public. According to the [TISIP Annual Report for 1997](#), Trondheim College of Engineering had 952

online course enrolments in the fall semester. On-campus students at the Swedish Mithögskolan also enrolled in the courses.

In 2007, NITOL had changed name to Nettverksuniversitetet (NVU). Thorleif invited me to the NVU conference in Bergen, which was one in a series of yearly NVU conferences from 2002 to 2011. My speech at the conference dinner was emotional. I talked about how we, as online educators, had made it possible for thousands of people to reach their educational goals, and thanked Thorleif and his colleagues as I received TISIP's E-learning Award and NOK 50,000.

The award committee stated:

*The price winner has worked with e-learning for 20 years. Since 1986, he has been the central person behind the development of the NKI Internet College and NKI's LMS systems. During these years, he has made more than hundred presentations at national and international conferences. He has published a large number of books, reports and articles about e-learning in Norwegian, English, and several other languages. He has taken part in about 20 Norwegian and European research and development projects about e-learning. For the development of NKI's Learning Partner services, he received NKI's Boldic Award for the best development in distance education in the Nordic and Baltic countries in 2006. His Theory of Cooperative*

*Freedom is quite frequently referred to in the international field of e-learning. Morten Flate Paulsen has without doubt made a substantial and thorough research and development work in the field of online education.*

In 2013, Thorleif invited me to Sør-Trøndelag University College (HiST), to work as professor II for the Faculty of Informatics and e-Learning (AITel) with its new master programme in Digital Collaboration. So, I advised master theses and taught the course, “*Customized Corporate E-Learning*,” from 2015 to 2019, in a professional, creative, and social environment that meant a lot to me. I worked alongside scholars I had known for years: Geir Maribu, Per Borgersen, and Svend Andreas Horgen. I had previously known them primarily through their involvement with the TISIP foundation, which offered online ICT courses and published quality textbooks.

I made many trips to Trondheim. I recall intensive teaching, hotel beds, and late flights. It felt unfamiliar, but rewarding to teach face-to-face students again. These were students in their twenties, who challenged my online world with their streaming and mobile mindsets; students I challenged with my penchant for andragogy, online learning, and cooperative freedom, and my ideas about streaming education and micro guest lectures.

I experienced HiST’s use of the Norwegian LMS platform, Itslearning. Then I used Blackboard as HiST merged with NTNU. I thought that this was a strange decision, since most Norwegian higher education institutions chose Canvas. The experiences made me conclude that:

1. Common LMS systems did not differ significantly.
2. System managers and institutional choices had considerable impact on the LMS.
3. Changing the LMS was a huge undertaking for a university.

I have fond memories from our winter retreats to Savalen (2015) and Røros (2016 and 2017). I was reminded of my many childhood speed skating heroes when we first arrived at the Savalen Mountain Hotel, which was close to the arena where Eric Hiden left behind two world records in speed skating before international speedskating gradually became an indoor sport.

I remember the good experiences from the picturesque mining town of Røros: planning teaching activities with Bjørn Klefstad, Knut Arne Strand, and Olav Skundberg; and socialising with Monica Storvik, Atle Nes, Tor Atle Hjeltnes, Hans Jakob Rivertz, Birgit Rognebakke Krogstie, Kirsti Berntsen, and Geir Ove Rosvold. I miss the interesting conversations with friendly colleagues in Trondheim—but not the uncertainty, frustration, and changes that followed the wave of mergers in the Norwegian education sector.

## John Russell (NKI 1998)



*Profile photo of John from an early NKI web page*

John Russell graduated from the NKI College of Engineering in 1995. He then started working with multimedia and video projects for NKI distance education. When the college of engineering had to scale back the number of teachers at the local study centres around Norway, John videotaped all lectures at the main campus in Oslo. He then copied the lectures to VHS videocassettes and shipped loads of them to NKI's local study centres. The internet was not yet ready to distribute video.

We became close colleagues when John started working as system manager for the NKI online college in 1998. I still sometimes chuckle when I think of his quirky Blackpool-Norwegian expressions.

We worked together in the EU-funded project MMWWK (Multimedia WWW Kernel for Open Learning and Distance Education), a Leonardo da Vinci project for development of web-based multimedia content for distance education. It was an important project because we gradually understood that it was possible to build a web-based LMS with a wide variety of multimedia content and applications.

So, in 1998, John and I wrote the internal NKI report, *RappApport*. The report specified a new web-based LMS called "SESAM" to be developed with Java programmes and an Oracle database. One of the first LMS systems to integrate with student administrative and accounting systems, this web-based LMS handled user login and access control, personalised user interfaces, communication services, class lists, and student presentations, as well as several administrative functions and reports for teachers and staff.

In 2000, we discussed if we should use AdWords to market our online courses, an online advertising platform Google introduced in October. We thought about how we could best personalise and improve our web-courses, based on all the information in NKI's Student Administrative System (STAS), including data about teachers, students, courses, grades, prices, payments, etc.

In 2001, John conducted the official opening of SESAM 3.0. The first version that was integrated with STAS, it was a major upgrade of NKI's third generation LMS. John revealed that the acronym, *SESAM*, had a meaning: Scalable Educational System for Administration and Maintenance (or Management).

## Ana Silva Dias (EU projects 1998)



Photo from Ana's LinkedIn profile

I got to know Ana Dias through the two European projects: CISAER (1998-2000) and Web-edu (2001-2002).

In 1998, Ana organized the first CISAER meeting in Sintra, which was close to Cascais and less than an hour by train to Lisbon. Together, we worked with CISAER: Courses on the Internet: Survey, Analysis, Evaluation, and Recommendation, a project funded under the European Leonardo da Vinci action programme for the implementation of a European vocational training policy.

I learned a lot about online education initiatives around the world together with Ana and the other project partners: Desmond Keegan, Robin Mason, and Torstein Rekkedal.

We developed [a comprehensive analysis of online courses](#) based on literature reviews, catalogue data from 130 institutions in 26 countries, and 72 interviews with key persons at these institutions. Our analyses resulted in these eight strategic recommendations for online education:

1. Promote national and international harmonization of degrees, certificates, credits, and grades to facilitate online mobility of students.
2. Oppose national regulations that inhibit institutions from charging tuition fees.
3. Focus on cost effective online education.
4. Develop better systems for administration of online education.
5. Support initiatives for training of online teachers, administrators, and instructional designers.
6. Oppose regulations and attitudes that inhibit online assessment.
7. Support further research on online pedagogy and didactics.
8. Develop and implement strategies to reduce the workload of online teachers.

In 2002, Ana organised the final conference for the Web-edu project at the Portuguese Universidade do Minho in Braga. The project was supported by the European Leonardo da Vinci programme in 2001 and 2002 to study experiences with LMSs in online education and training.

The project partners were Tecminho (Portugal), Distance Education International (Ireland), Fern Universität (Germany), Næringslivets kompetansenett (Norway), Minho University (Portugal), and Inofor (Portugal).

The conference was titled. “*e-Learning: The Role of Learning Management Systems,*” and presented project results that were fresh from the German FernUniversität press as [ZIFF Papiere 118](#).

The report presented the major findings from our six regional analyses. We collected data from in-depth interviews with 113 experts in 17 countries. Our analyses revealed 52 commercial and 35 self-developed LMSs.

The most used commercial systems in the analyses were:

1. WebCT (20 institutions)
2. ClassFronter (16 institutions)

3. BlackBoard (14 institutions)
4. FirstClass (7 institutions)
5. TopClass (7 institutions)
6. Lotus Learning Space (6 institutions)
7. LUVIT (5 institutions)
8. Tutor2000 (5 institutions)

## Dominique Abrioux (ICDE 1998)



*Photo of Dominique from his postscript in my 2003 book*

In 1991, I published Dominique Abrioux's article "*Computer-assisted Language Learning at a Distance: An International Survey*" in [Deosnews 1.7](#).

I met Dominique again at ICDE's 1997 think tank in Barcelona, where we discussed the potential of an ICDE Virtual University and if I could work online for Athabasca University (AU). I was subsequently appointed Adjunct Professor at AU's Centre for Distance Education from 1999 to 2005.

At the ICDE 2001 conference in Düsseldorf, we met again on a discussion panel with representatives from some of the few institutions having extensive experiences with "*Converting Print-based Distance Education Programs to Online Distance Education Programs.*" In the panel, Dominique, Peter Cookson, and Alan Davis represented Athabasca University. Jocelyn Calvert from Deakin University and Bruce King from the University of South Australia shared Australian experiences. Torstein Rekkedal and I shared our NKI findings, which we already had presented in the *IRRODL* article: "[The NKI Internet College: A Review of 15 Years Delivery of 10,000 Online Courses.](#)"

In 2003, Dominique wrote a Canadian postscript in my comprehensive book, *Online Education and Learning Management Systems*. I especially appreciated this paragraph:

*This book is a much welcomed addition to the literature on the development of online education. It is of great interest not just because the author reports and builds on the evolution of e-learning pedagogy and learning management systems in the Nordic countries, but because he does so from a comparatist's perspective.*

In 2005, I joined the dinner party honouring Dominique when he ended his ten-year term as president of Athabasca University, before Frits Pannekoek took over as the new president. Dominique was also ICDE's Vice-President for North America.

## Helmut Hoyer (ICDE 1998)



*Photo of Helmut from ICDE Annual Report 2018*

My first memory of talking with Helmut Hoyer was at the ICDE 1998 think tank in Barcelona. Maybe that's why I was invited to be a member of the International Programme Committee for the ICDE 2001 conference in Düsseldorf. It was a committee that Helmut chaired.

In 2017, ICDE President Mandla Makhanya joined us via Zoom from UNISA in South Africa, as we met in ICDE's Oslo office. This was when Helmut and I formally took over as Chair and Vice Chair of ICDE's Board of Trustees (BoT), after David Sewart and Svein O Haaland.

Our task was to monitor the conduct of the Secretary General and the members of the Executive Committee, together with BoT members from three continents: Tian Belawati, Stavros

Xanthopoulos, and Meg Benke. As a Norwegian, my special obligation was to follow ICDE's operation as a Norwegian company supported by the Norwegian government.

It was an honour and an interesting opportunity to get thorough insight into ICDE's work and strategic documents. This was an unpaid assignment I had already accepted when I heard that the primary workload was to write annual appraisal reports. Unfortunately, I underestimated the workload and responsibility.

In 2018, the ICDE Executive Committee met at the Lysebu Conference Centre in the outskirts of Oslo, close to Nordmarka, my childhood's precious winter sport refuge.

Gard Titlestad and Torunn Gjelsvik represented the secretariat. Helmut and I represented the Board of Trustees. We met the new ICDE Executive Board as Belinda Tynan was constituted President. This is when I met her, Neil Fassina, and Hyzel Rymer for the first time, and said hello to Tolly Mbwette as he joined us via video from Tanzania.

We realized that Gard had arranged a horse sleigh surprise when we heard the jingle bells. It was a memorable and cold experience, with beautiful views over Oslo in a frozen winter wonderland—Maybe not so much appreciated by people living closer to the equator. At least I came home with a better understanding of the geographical and cultural challenges ICDE faced as a truly global organization, and new insight for the Board of Trustees' appraisal report.

Later in 2018, Helmut called me several times at the EDEN conference in Genova. He asked if I could take over for a period until ICDE could find a new permanent Secretary General, since Gard Titlestad was about to retire.

This was a challenging position to hold on top of my own online school, NooA. Yet I realized that it was a once-in-a-lifetime opportunity, and that few others had followed ICDE more closely since the secretariat was established in Oslo in 1988.

So, I spent the conference days contemplating the future. I consulted Alan Tait, and decided to accept if I could serve until the end of 2019 in order to host the upcoming ICDE World Conference in Dublin.

Helmut's support as Chair of the Board of Trustees (BoT) was crucial. I really appreciated that Jan-Atle Toska accepted to take over as Vice Chair of the BoT, and that Jens Uwe Korten

was appointed as Chair of the Election Committee after Ingeborg Bø. The other committee members were Marci Powell and Barney Pityana.

## Truls Fagerberg (NKI 1998)



*Photo of Truls from  
Nettskoleavisen September  
2005*

I first met Truls Fagerberg when he started working parttime as an intern and system developer at NKI in 1998, and we were close colleagues until I left NKI in 2012. Truls had several positions during his time at NKI and was a major contributor to the development and success of the NKI online college and learning management system SESAM.

We coauthored project reports and articles about student support systems for online education and worked together on several EU-funded projects. Truls was especially involved with NKI's m-learning projects and activities together with Aleksander Dye and Torstein Rekkedal.

In 2001, Truls developed a website for my Norwegian book *Nettbasert utdanning – erfaringer og visjoner*. The content is available in the [Internet Archive](#).

As a part-time student, Truls completed his first master's degree in ICT pedagogy at Denmark's Pedagogical University (DPU) in 2005. The program was composed of NKI's five non-paced online courses in the Specialization Program in International Online Education, (SPICE), and two semesters with blended learning: three face-to-face sessions in Copenhagen and distance learning via Blackboard.

## Stars in My Online Education World 1980-1990



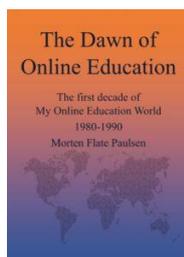
[www.nooa.no/stars-in-my-online-education-world-1980-1990/](http://www.nooa.no/stars-in-my-online-education-world-1980-1990/)

## Stars in My Online Education World 2000-2010

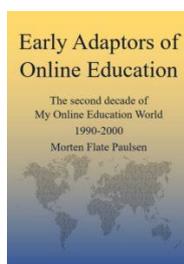
Here are some people I consider including in the next volume of my directory.

Arnold, Deborah .....	Salmon, Gilly .....
Baade, Marte .....	Sangrà, Albert .....
Barajas, Mario .....	Slåtto, Torhild .....
Bernath, Ulrich (Uli) .....	Soeiro, Alfredo .....
Blaschke, Lisa Marie .....	Szúcs, András .....
Bruce, Alan .....	Teixeira, António Moreira .....
Dalsgaard, Christian .....	Tollefsen, Morten .....
Gjelsvik, Torunn .....	van der Mark, Dirk .....
Jansen, Arne .....	van Petegem, Wim .....
Kanwar, Asha .....	Veen, Kees .....
Karlsen, Kurt .....	Vieira, Vanda .....
Mázár, Ildikó .....	Volungevičienė, Airina .....
McGreal, Rory .....	Wagner, Anna .....
Nordkvelle, Yngve .....	Wheeler, Steve .....
Olcot, Don .....	

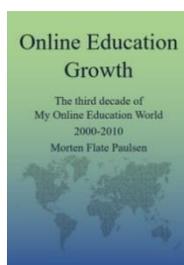
## Five open access books in My Online Education World



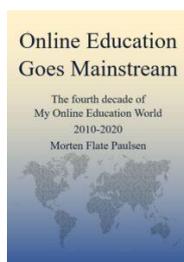
***The Dawn of Online Education*** was published in January 2024. In 1980, distance education was synonymous with correspondence courses, educational radio, and television. But the eighties totally transformed our perception of distance education. The major driver of the development was new technology: PCs, modems, and learning management systems. In the eighties, I started working as a hardware engineer with keen interest in microcomputers before I joined a group of people who established Norway's first private ICT college. There, I taught ICT courses, bought a modem, and headed the development of a learning management system for online education. In 1987, I taught my first distance education courses online and visited online education pioneers in the US and Canada.



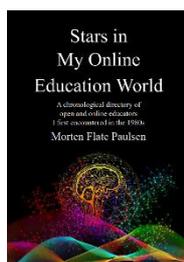
***Early Adaptors of Online Education*** was published in April 2024. The 1990s was a decade of amazing innovations. The decade that introduced PCs with colour- and graphic interfaces. New Internet services opened the world, and the web brought it all together. Search engines provided immediate access to mindboggling sources of information. Online journals, early web-based learning management systems, digital cameras, and personal digital assistants (PDAs). And mobile phones that changed our lives. In the early 1990s, I was a doctoral student and graduate assistant for the American Center for the Study of Distance Education. There, I established *Deosnews* as one of the first online journals in the field. Back in Norway, I learned html, developed websites, designed my first web courses, and initiated the development of a web based LMS.



***Online Education Growth*** will be available in the third quarter of 2024. It covers a decade with substantial growth in online education. A decade that introduced Wi-Fi, multimedia PCs, online bank accounts, and PayPal. Skype, Spotify, podcasts, creative commons, and open educational resources. Facebook, LinkedIn, Twitter, YouTube, and many other social media services. Learning Management Systems became omnipresent in Norwegian schools and universities. Systems that I had to relate to as a father of three schoolchildren. As director of development for a fast-growing online school, I took part in a dozen European R&D projects and led several innovative projects.



***Online Education Goes Mainstream***, will likely be available in the end of 2024. The 2010s introduced smart phones, iPads, video communication, MOOCs, electronic badges, nano learning, learning analytics, and cloud computing. A decade with increased focus on online education in public universities. Partly due to media coverage of MOOCs. A decade I worked as professor of online education in Norway and Portugal, established my own online school, became President of the European Distance and E-learning Networked (EDEN) and had many international experiences as Secretary General for the International Council for Open and Distance Education (ICDE).



During the writing process, I realised that I have learned from so many brilliant people around the world. To honour them, I started to develop a chronological directory of ***Stars in My Online Education World***. The directory unfolds as a narrative which shows how these individuals influenced my professional growth and shaped the various stages of my work in online education. Readers may look up individual stars of special interest, read it as a developing narrative of prominent people in the field, or use it as a supplement to *My Online Education World*.