

Online Education Growth

The third decade of
My Online Education World
2000-2010

Morten Flate Paulsen



Online Education Growth

The third decade of My Online Education World

1980-2020

This is the third book in a four-book chronicle of personal anecdotes, experiences, and reflections on people, events, technology, and pedagogy that influenced four decades of my online education work.

The narrative is based on my international practice with online education as a pioneer, student, teacher, course designer, system developer, administrator, board member, researcher, professor, author, editor, reviewer, entrepreneur, and innovator.

The story progresses along with my work for NKI Distance Education in Norway, the American Center for the Study of Distance Education, the Athabasca University in Canada, the European Association for Distance Learning (EADL), the European Distance and E-learning Network (EDEN), the Universidade Aberta in Portugal, the Nordic open online Academy (NooA), the Norwegian University of Science and Technology (NTNU), and the International Council for Open and Distance Education (ICDE).

The anecdotes also include reflections from visits to thirty countries where I have given presentations about online education.

By Morten Flate Paulsen

www.linkedin.com/in/mfpaulsen/

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The busy 2000s



[Going to feast in the Troll Castle](#). Painted in 1903 by Norwegian painter [Theodor Kittelsen](#) who was born 1857 in Kragerø.

The third book in My Online Education World compiles anecdotes from the busy 2000s. The first version of the anecdotes were first chronicled during 2022 in the shadow of Putin's war attack on Ukraine.

The new millennium was a distant milestone in my childhood foreboding my middle age. In hindsight an exciting decade with substantial growth in online education. A decade that introduced Wi-Fi, multimedia PCs, online bank accounts, Bitcoin, and PayPal. Skype, Spotify, podcasts, creative commons, and open educational resources (OER). Facebook, LinkedIn, Twitter, YouTube, and many other social media services.

The two Norwegian LMS systems Fronter and It's learning had international success and became omnipresent in Norwegian schools and universities. Systems that I had to relate to as a father of three schoolchildren.

My international experience expanded with visits to Beijing, Canada, and Australia. But the 2000s was my most European decade. When the Schengen Treaty, Skype, mobile phones, and easy access to free Wi-Fi made it easier to travel and work abroad. As I attended numerous EADL and EDEN conferences and meetings. And worked with EU funded projects such as: From e-Learning to m-Learning, Web-edu, Delphi, E-learning quality in European SMEs, and Megatrends in e-learning. European engagements that motivated me to work a school year for Universidade Aberta in Portugal.

In 2001, we had integrated NKI's web-based LMS system SESAM with our student administrative system (STAS) and accounting system. Including two decades of data logged in STAS about online and correspondence courses and students. Which made it possible to develop dozens of new and innovative online services. And attractive for correspondence students to transfer from correspondence to online courses. The number of active online students at NKI grew from 2,000 to 10,000 during the decade. In 2004, the online students outnumbered the correspondence students.

As director of development for the fast-growing online school, I initiated and headed many innovative projects: m-learning courses, speech synthesised course content, tracking system for teacher response time, support system for individual progress plans and progress reports, learning partner system, global student profiles, electronic badges, and real time quality barometers. Projects that supported my theory of cooperative freedom and transparency in online education. And led to national awards and international recognition.

Our substantial number of online courses, students, and development projects provided many opportunities and valuable background for my 104 presentations and 56 publications listed in the yearly minutes for this decade. Printed books and reports published in several countries and languages. A lot of arduous work motivated by my ambition to become a professor of online education.

Stars in My Online Education World 2010-2020

A complementary perspective of this book is presented in [Stars in My Online Education World 2010-2020](#) which portrays 39 of the people who had a great influence on my work during the period.



Arnold, Deborah
Barajas, Mario
Bernath, Ulrich (Uli)
Blaschke, Lisa Marie
Bruce, Alan
Dalsgaard, Christian
Downes, Stephen
Gjelsvik, Torunn
Grubbe, Jørgen
Haaland, Svein Oddvar
Heimestøl, Arne
Holmberg, Carl
Jansen, Arne

Johnsen, Alf Martin
Kanwar, Asha Singh
Karlsen, Kurt
Larsen, Roger
Mázár, Ildikó (Sünci)
McGreal, Rory
Nordkvelle, Yngve Troye
Olcott, Don Jr.
Salmon, Gilly
Sangrà, Albert
Slåtto, Torhild
Soeiro, Alfredo
Szűcs, András

Teixeira, António Moreira
Tollefsen, Morten
Ubachs, George
van der Mark, Dirk
Van Petegem, Wim
Veen, Kees
Vieira, Vanda Garcia
Villand, Mette
Volungevičienė, Airina
Wagner, Anna
Wark, Norine
Wheeler, Steve
Zuckerberg, Mark

2000 - Experiencing Beijing, Barcelona, and dot.com

Athabasca SPICE

Athabasca University (AU) was established in Alberta in 1970. Offered its first degrees by distance education in 1976. Ten years later, it established its Centre for Distance Education to become a global leader in distance education. Home of the prestigious online journal [IRRODL](#) (*International Review of Research in Open and Distance Learning*) when it published its first issue in June 2000. Peter S. Cookson, my venerated Penn State Professor, was the first editor. 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 I knew from my work with DEOS and the *American Journal of Distance Education*.

I was also appointed Adjunct Professor at the AU, Centre for Distance Education from 1999 to 2005. An appointment that helped me recruit Gail Crawford at AU and Michael Spector at Syracuse University to the SPICE Board of Professors.

So, in January, I was excited when we introduced NKI's three first courses in *The Specialization Program in International Online Education* (SPICE). A program intended for an international market, which included the following five CTS credit courses:

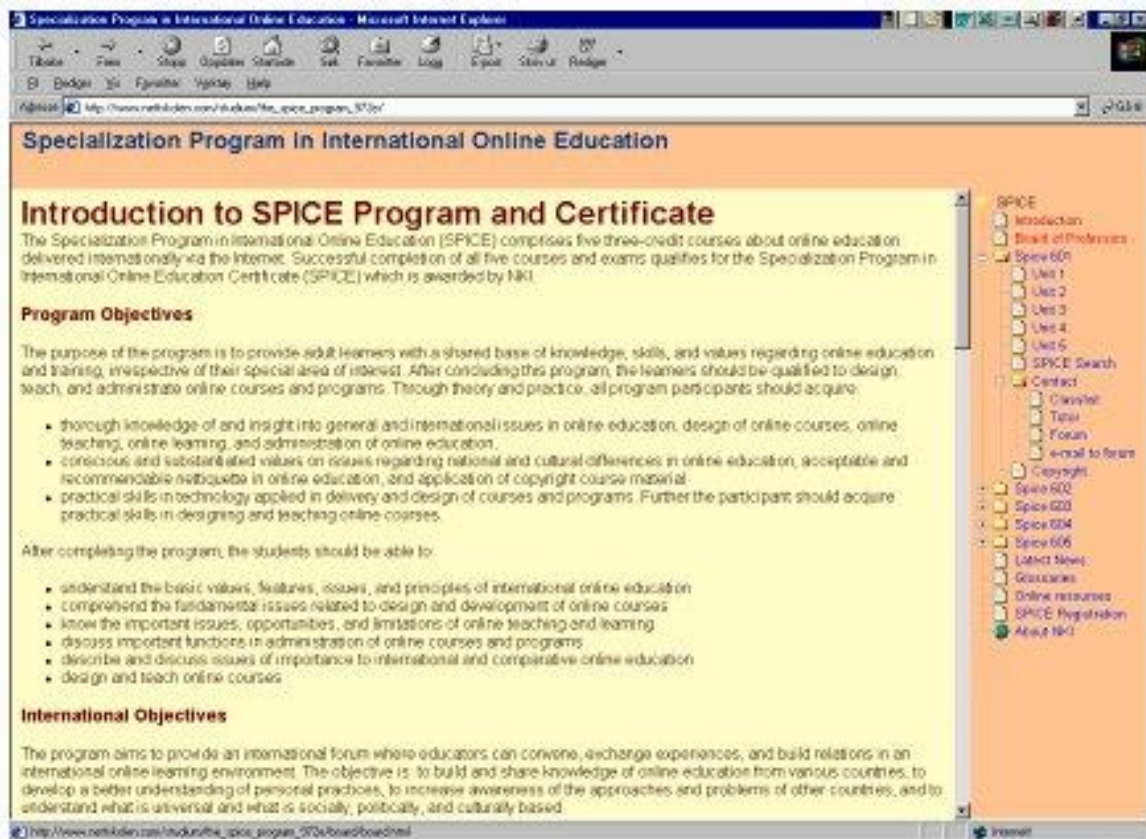
- SPICE 601 Introduction to International Online Education
- SPICE 602 Design and Development of Online Courses
- SPICE 603 Online Teaching and Learning
- SPICE 604 Administration Systems and Support Services for Online Education
- SPICE 605 International and Comparative Online Education

A group of master students from the University of Syracuse took part in an evaluation of the first three courses in the spring. In the fall, 11 Canadian students completed SPICE 602 with good results as part of the Master of Distance Education program at the University of Athabasca. In November, 17 employees at the University College in Narvik started SPICE 601.

We later signed an agreement with DPU (Danish School of Education) granting students a master's degree in ICT pedagogy if they completed the 30 ECTS credits from SPICE and 30 ECTS credits from DPU.

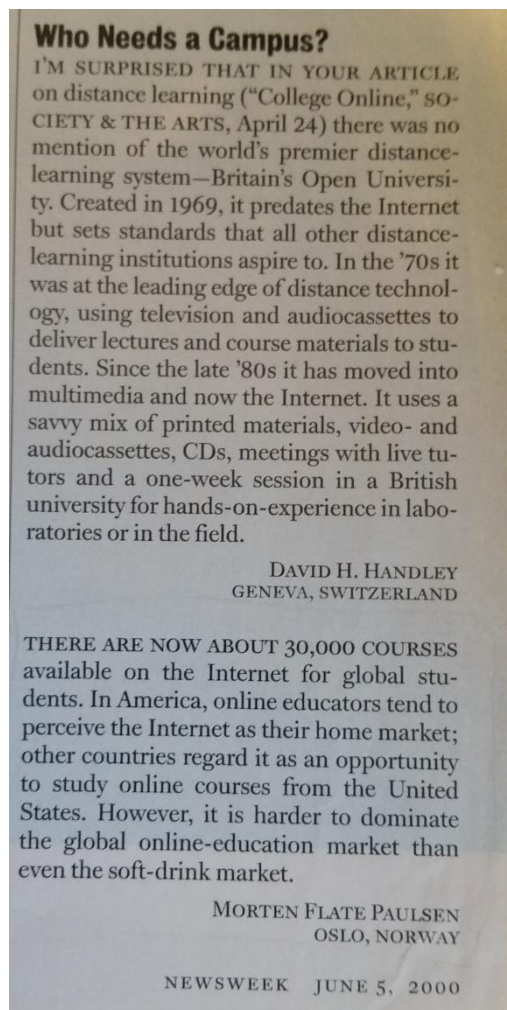
The SPICE homepage is archived at:

web.archive.org/web/20081004212320/http://nettskolen.nki.no/in_english/spice/hovedside.html



Screenshot of old webpage showing passworded course content from the SPICE programme.

Letter to the Newsweek editor



Facsimile of my letter to the Newsweek Editor in June 2000

Working with the SPICE program, the TeleCampus database, and several other international online education initiatives, it was discouraging to experience the online education barriers between the Scandinavian countries. To see the lack of interest in marketing online programs from Norway to an international audience.

I was concerned that the English-speaking world would dominate international online education. Aware that education was one of Australia's most important export industries. And that an action plan from the Commonwealth Government clearly stated that: "Education in Australia is a multi-billion-dollar export industry of vital importance to our economy".

In Scandinavia, export of education was not even an issue for public discussion.

Frustrated about how difficult it was to recruit international students to online programs in Norway. Could Norwegian institutions ever compete with institutions like "Britain's Open University"?

So, when *Newsweek* published the April 24 feature article *College Online*, I responded with a lengthy letter to the Editor.

To my surprise, the magazine included the following paragraph from my letter on June 5th:

There are now about 30,000 courses available on the Internet for global students. In America, online educators tend to perceive the Internet as their home market; other countries regard it as an opportunity to study online courses from the United States. However, it is harder to dominate the global online-education market than even the soft-drink market.

My abridged comment about soft drinks was a reference to the preface in Robin Mason's 1998 book, *Global Education*, where she stated:

Unlike the soft drinks market, education is unlikely to be dominated by a few giant providers. Why? Because it is too difficult; there is too little money to be made, too many complex issues to handle, and too great a need for "people skills" rather than technical skills.

Getting the Faroe Island on the radar



Private photos from Faroe Islands excursions led by Anita Kjensli and Inger Gulbrandsen

On April 7, we flew to Torshavn. Capital of the Faroe Islands. The exotic, barren, and self-governed Danish islands. With a history, nature, and language close to Norway. With many friendly locals who told me that they had studied in Norway.

One more exciting workshop organized by Anita Kjensli and Inger Gulbrandsen. A pleasant adventure to travel with NKI colleagues and partners from AOF and Folkeuniversitetet. To discuss flexible education and to eat exotic wild birds or skerpi (air-dried mutton).

Remember the excursion we had with a local fishing vessel. Atlantic puffins and sheep in the steep cliffs. Tore Krogdahl's seasick face watching the frightening waves. The remarkable navigation inside the caves by the sea cliffs. The fisherman's statement: In harsh weather — we see seabed on radar and shoreline on echo sounder.

We also visited the Kirkjubøur village, maybe the islands' most important historical site. With several links to Norway. Sverre Sigurdsson (King of Norway from 1184 to 1202) grew up in the village. Near the 12th century Saint Olav's Church and the ruins of the Magnus Cathedral.

Search4.edu and TeleCampus in the dot-com era

CH and LO approached me. They planned to establish an international portal for online courses. Based on a new, intelligent search engine. To sell online ads and charge institutions for course listings. The two Norwegian entrepreneurs wanted me as a partner in a start-up they called Search4.edu. Probably because I was on the TeleCampus advisory board. Along with international experts such as Terry Anderson, Ulrich Bernath, Anne Forster, Linda Harasim, Desmond Keegan, and Robin Mason.

TeleCampus, the impressive database project headed by Rory McGreal at TeleEducation in New Brunswick. Listing 28,000 distance education courses from 30 countries. The world's leading website for students seeking information about online courses. And for institutions wishing to promote their offerings. A potential partner with a need for funding or other sources of income.

On April 14, the start-up team met with international experts and investors in a posh suite at the Oslo Plaza Hotel. With a dream of becoming dot-com billionaires. Unfortunately, or not, we failed to find the necessary investors.

Maybe because the dot-com boom started to fade. Or maybe it was too early. The Bologna declaration had just been signed by education ministers from 29 European countries. A declaration aiming to unify Europe in a three-tier system of Higher Education: Bachelor's; master's, and PhD degrees. Paving the way for the more successful www.StudyPortals.eu which started out as www.MastersPortals.eu in 2007.

TeleCampus
specializing in online learning

...In the TeleCampus Online Course Directory, you'll find thousands of courses from around the world, available over the Internet.

How To Add Your Courses!
français
December 16, 2002

My TeleCampus
Login
Sign me up!
Forgot password?
Becoming a registered user of the TeleCampus Course Directory allows users to take advantage of additional features.
Learning Objects
Search
Advanced Search
Free Courses
Programs
Languages
Subject Listings
Institution Listings
Message Boards - Q&A
Distance Education
Introduction
Before you Begin
FAQs
View Statistics
Partners
Advisory Board
The IMS Fields
Guide to IMS
Contact Us
Info
Email Librarian
Email WebMaster

Advanced Search
There are over 60,000 courses and Programmes in the Telecampus Directory. Use the filter options to find those that most interest you. The more filter options used, the more specific the listings will be.

Keywords:

Language:
English
Arabic

Granularity:

Length of Time:
1 year program
2 year program (duration - hours)

Subject Category:

Learning Level: (minimum)
 (maximum)

Price: (in local currency)

Country:

Searching "All Languages" or "English Language" learning objects, it is required to enter a keyword search.

Search Courses

advanced

FREE Courses!
The Telecampus course directory has over ...
4500 Free Courses!

On-Line Programmes!
Interested in completing a full programme? There are over **1200 complete and fully online programmes** available in the Telecampus database.

TeleCampus Online Course Directory
Version 3.0 ©1999 NBDEN Inc.
[contact us](#) if you have any questions

Screenshot of the TeleCampus Online Course Directory at <https://web.archive.org/web/20021216234131/http://courses.telecampus.edu/search/index.cfm?fuseaction=advSearch>

Norwaves on the web

I stopped distributing *Norwaves* via e-mail in November 1998. The weekly newsletter with updates from Norway in English. Because news and information about Norway popped up all around the web. But, starting in August 1995, I established a webpage which archived all issues I distributed from January 1993 until November 1998.

So, with the help of NKI students in April 2000, I introduced *Norwaves* as a web portal aiming at presenting information about Norway in many languages. Because I missed my *Norwaves* network, wanted to offer online advertisements, and be an internet ambassador for Norway. A role I still practice in some of my anecdotes.

The advertisements did not create noteworthy income, but I considered it as an interesting hobby and learning experience. So, from 2000 to 2008, I maintained *Norwaves* as a portal with links to information about Norway in a dozen languages. But my interest for the website decreased as the amount of information grew and the search engines became better. So, I stopped paying for the norwaves.com domain. Only to see that somebody took it over in 2010 and continued to present much of the same content until 2018. I never found out who did this.

Screenshot of www.norwaves.com from September 2000

In Beijing with Jiang Zemin

Jiang Zemin, President of The People’s Republic of China, spoke at the opening ceremony in Beijing, August 20. When we both attended the 16th IFIP World Computer Congress. Along with about 2,000 participants from all around the world. IFIP, *the International Federation for Information Processing*, celebrated its 40th anniversary. Peter Bollerslev from Denmark

was IFIP President, and the conference theme was *Information Processing Beyond Year 2000*.

My energetic friend Jan Wibe was already appointed chair of the Program Committee for the next IFIP Congress to be held in Montreal in 2002. His promotion of IFIP convinced several of my Norwegian colleagues to join the Beijing congress. I presume he also proposed the session with me as an invited speaker and Kjell Atle Halvorsen as chair. So, I gave a one-hour presentation titled, *An International Analysis of Web-based Education and Strategic Recommendations for Future Development of Online Education*.

We spent social breaks discussing recent international news drinking Tsingtao beer. Concerned that 113 people died when Air France Flight 4590 crashed the iconic Concorde in Paris on July 25. And that 118 perished when the Russian nuclear submarine *K-141 Kursk* sank August 13. After an onboard explosion in the Barents Sea near the coast of northern Norway. Prompting the just elected Russian President Vladimir Putin to call the newly elected Norwegian Prime minister Jens Stoltenberg. To thank him for the assistance provided by Norwegian divers and naval experts.

Please take me to the Continental Grand Hotel. Thank you !
请送我到五洲大酒店，谢谢

It was convenient to stay at the Beijing Continental Grand Hotel which was connected by a passage to the Beijing International Convention Centre. But it was impossible for me to read menus at local restaurants or ask people for directions. I nearly got lost as a tourist on my own. So, I printed the above note from the conference website.

The experience reminded me of how important a common language is to understand people, their priorities, and concerns. How difficult it is to make friends if you don't share a common language.

The memorable concert at the Beijing Opera House was excellent. But the Chinese gentleman next to me was obviously eager to show off with his new mobile phone. Some of us were really annoyed when he had several loud-mouthed mobile conversations during the concert.

We visited the impressive Ming Tombs, the Great Wall, the Forbidden City, and the Summer Palace. The Tiananmen Square brought back memories of the student-led demonstrations during 1989. The tanks and armed troops firing at the demonstrators. Hundreds died; thousands were wounded. Making us worried about China's growing power and disrespect for human rights.

At the cursor moment, the opening ceremony of the 2022 Beijing Olympics has finished. An odd experience characterised by omicron challenges and diplomatic boycotts. And the FBI urged the athletes to leave their personal mobiles at home and instead take burner phones to Beijing due to cybersecurity concerns.

**WCC 2000 CONGRESS
(AUG.21-25)**

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LOCAL TOURS (LT)

LT1: The Ming Tombs - Lunch - The Great Wall - Art Factory

US\$ 40.00

The Forbidden City was the center of China for nearly 500 years. It today remains as the most complete and best preserved collection of ancient buildings in China. The Temple of Heaven has been called the noblest example of religious architecture in China.

LT2: The Forbidden City - Lunch - The Temple of Heaven

US\$ 40.00

The Forbidden City was the center of China for nearly 500 years. It today remains as the most complete and best preserved collection of ancient buildings in China. The Temple of Heaven has been called the noblest example of religious architecture in China.

LT3: The Summer Palace - Lunch - The Lama Temple

US\$ 30.00

The Tiananman Square is an enormous square facing the Gate of Heavenly Peace. It is the heart of modern Beijing. Beihai Park to the west of Prospect Hill is one of the most beautiful spots in Beijing. We strongly recommend the Hutong Tour which is essentially a tour in residential areas. Some of the houses there are hundreds of years old and still under disappearing. It is the place where you can feel the local culture, tradition and the informality of ordinary life. To better feel that, you will take the tour .

LT4: Tiananman Square - Beihai Park - Lunch - Hutong Tours

US\$45.00

The Tiananman Square is an enormous square facing the Gate of Heavenly Peace. It is the heart of modern Beijing. Beihai Park to the west of Prospect Hill is one of the most beautiful spots in Beijing. We strongly recommend the Hutong Tour which is essentially a tour in residential areas. Some of the houses there are hundreds of years old and still under disappearing. It is the place where you can feel the local culture, tradition and the informality of ordinary life. To better feel that, you will take the tour .

Screenshot of congress webpage from <https://web.archive.org/web/20040506103601/http://www.ciccst.org.cn/wcc2000/>

The Ivette workshop in Barcelona

Mario Barajas invited us to the University of Barcelona in November. The second of many visits to one of my favourite cities. Close to retreats in Castelldefels and Sitges. Known for the works of Antoni Gaudí and Joan Miró. The scene of Ildefonso Falcones' fascinating 2009 novel *The Cathedral of the Sea*. The title of Freddie Mercury's legendary hit with Montserrat Caballé which was highlighted during the 1992 Summer Olympics.

We were 20 experts at the Ivette workshop *Implementation of Virtual Environments in Training and Education* from November 16-18. Including Armando Rocha-Trindade, Claudio Dondi, Alfredo Soeiro, Friedrich Scheuerman, Kathy Kikis, and Martin Owen.

My paper *Online Education - An International Analysis of Web-based Education and Strategic Recommendations for Decision Makers* was later translated to Spanish and included in the workshop book. The book was titled [La tecnología educativa en la enseñanza superior: entornos virtuales de aprendizaje](#), edited by Mario Barajas and published by McGraw-Hill in 2003.

It gave me an inspiring boost to realise that some of my papers now were translated to Spanish, Italian, and Portuguese.



Photo from www.ub.edu/euelearning/IVETTE-workshop/list.htm

The Danish Parliament and FLUID

I felt honoured and important when I was invited to Landstingssalen at the Christiansborg Palace. The historic auditorium inside the Danish Parliament. To present some analyses and strategic recommendations for online education. At a May 24 conference for Danish politicians and education decision makers.

Later, on December 5th, NKI's chief marketing officer, Elisabeth Møystad, flew with me to Copenhagen. Vice President Al Gore had not yet conceded defeat to George W. Bush after the exceptionally close US presidential election. We discussed if we should use AdWords to market our online courses. The online advertising platform Google introduced in October. And NKI's Rapaport project. Managed by John Russell. The integration between STAS (NKI's student administrative system), our marketing pages, and our upcoming learning management system SESAM. How we best could personalise and improve our web-courses based on all the information in STAS about students, courses, grades, prices, payments, etc.

We were invited by FLUID (the Danish Association of Flexible Education) to present NKI's experiences with online education. And looked for new opportunities and partners in the Danish market.

Our presentation was titled *NKI Nettskolen - 15 Years of Online Education* and included the slides below, which summarized the status of our achievements.

Nettskolen
Utdanning for morgendagens arbeidsliv

nki
Fjernundervisningen

NKI Nettskolen
www.nettskolen.com

15 Years of Online Education

Presented by
Morten Flate Paulsen and Elisabeth Møystad
morten@nettskolen.com elisabeth.moystad@adm.nki.no

1

Nettskolen
Utdanning for morgendagens arbeidsliv

nki
Fjernundervisningen

NKI Nettskolen (www.nettskolen.com)

- Online education since 1987
- 2 500 students in 15 countries
- 45 online programs and 150 online courses
- 5 800 course enrollments in 2000
- Individual enrollment every day of the year
- Individual pacing and course progression
- No limits with regard to number of students
- Exams at local schools and Norwegian embassies
- Online students get better grades at exams

5

Two slides from our FLUID presentation titled *15 Years of Online Education*

2000 minutes

The events included in my yearly minutes are chosen as formative events in My Online Education World. They are also meant to be reminders of the zeitgeist. The spirit, politics, technology, and culture that defined each year.

As reminders of my changing focus on research and development, the yearly minutes also list my recalled publications and presentations.

- January 4. Nineteen people died after two trains collided at Asta in Norway.
- March 17. Jens Stoltenberg's first government was appointed in Norway.
- March 26. Vladimir Putin was elected president of Russia.
- July 25. Air France Concorde crashed in Paris and 113 people died.
- August 13. The Russian nuclear submarine "K-141 Kursk" sank in the Barents Sea after an explosion on board. All 118 people on board perished.
- November 7. George W. Bush was elected US president.

Five 2000 publications in Italian, English, and Norwegian

1. Paulsen, M. F. (2000). The Online Teaching System. *Istruzione a distanza e formazione in rete*. Anno XII, 16, Aprile 2000: 22-38. Italia.
2. Paulsen, M. F. (2000). Il sistema di insegnamento in linea. *Istruzione a distanza e formazione in rete*. Anno XII, 16, Aprile 2000: 22-38. Italia.
3. Paulsen, M. F. (2000). Letter to the Editor. *Newsweek*, June 5, 2000.
4. Paulsen, M. F. (2000). [Online Education, An International Analysis of Web-based Education and Strategic Recommendations for Decision Makers](#), NKI. Pages: 137.
5. Paulsen, M. F. (2000). Utdanningen i IT for lærere ved norske høyskoler. *Norsk skoleblad*, Nr. 5, 2000.
6. Paulsen, M. F. (2000). Internett er fjernundervisningens fremtid. *Økonomiske Vinterleker 2000*: 30-31.

Four 2000 presentations in Spain, Denmark, China, and Norway.

Spain

Online Education - An International Analysis of Web-based Education and Strategic Recommendations for Decision Makers, The Ivette workshop, Barcelona, 17.11.00.

Denmark

En internasjonal analyse af on-line uddannelse og strategiske anbefalinger til beslutningstagere, Landtingssalen på Christiansborg, København, 24.05.00.

NKI Nettskolen - 15 Years of Online Education, FLUID, Copenhagen, 05.12.00.

China

Online Education, Beijing, August 2000.

Norway

Nettbasert utdanning, Norske Sivilingeniørers Forening, høsten 2000.

2001 - Introducing m-learning

Booked in Norway and Denmark



nki
Forlaget

• Førstesiden • Forord • Innholdsfortegnelse • Utdrag HTML-versjon • Utdrag PDF-versjon • Om Forfatteren • Bestilling

Nettbasert utdanning
- erfaringer og visjoner
av Morten Flate Paulsen

Dette er boken for alle som vurderer å studere eller undervise via nettet. Boken gir en god oversikt over dagens virtuelle studiemuligheter, og formidler refleksjoner, erfaringer og praktiske råd vedrørende utvikling og gjennomføring av nettkurs. Fjernundervisning på nett passer spesielt godt for alle som vil ta videreutdanning ved siden av jobben, og som ikke har anledning til å møte i et klasserom til faste tider. For alle som arbeider med utdanning på høyskoler eller i den videregående skole, eller i etter- og videreutdanningen, er dette et viktig felt å lære mer om.

ISBN: 8256252901
245 sider
kr. 298,00
17x24cm, heftet
1. utgave, 1. opplag

Forfatteren har mottatt støtte fra Det Faglitterære fond.

© NKI Forlaget 2001

Screenshot of a webpage Truls Fagerberg made for my Norwegian book.

Got a grant to author a book. From the Norwegian Non-Fiction Writers and Translators Association (NFFO). So, in January – after months of demanding work, it was awesome to see it in print. A book in Norwegian presenting my online education experiences and visions. Titled: *Nettbasert utdanning – erfaringer og visjoner*. Thrilling to find it in local libraries and bookstores.

The blue cover followed by 245 pages. Comprising eight case descriptions and five sections:

- 1: Online education status and trends in 2000
- 2: The Online Students
- 3: Developing and teaching online courses
- 4: Administrative challenges
- 5: Globalisation and the future of online education

I was pleased that Morten Sjøby provided an insightful postscript. That online teachers and students would share their stories. That Øystein Mjelve wrote the preface and took it for granted that the book would be available on the Internet. So, thanks to Truls Fagerberg who developed a website for the content. Still available in the Internet Archive at

<https://web.archive.org/web/20100828200443/http://www.nkiforlaget.no/forlaget/html/utdrag/nettbasert.htm>

Nettbasert utdanning – Erfaringer og visjoner

Bogen er skrevet for alle som er interessert i uddannelse og internet, og bør være af speciel interesse for personer som udbyder eller overvejer at studere eller undervise via nettet. Bogen giver en god oversigt over virtuelle uddannelsesmuligheder. Forfatteren formidler refleksioner om, erfaringer fra og praktiske råd og gennemførelse af netkurser. Den danske redaktion giver en oversigt over typer af netbaserede uddannelser i DK. Endvidere har de suppleret med danske cases.

Gyldendal, 2001



www.nettskolen.dk

Slide copied from

<https://web.archive.org/web/20161104041751/>

<http://www.nettskolen.dk/>

The book sold quite well in Norway and was reviewed and referred to in several newspapers and publications. Resulted in many interviews and invitations to Scandinavian seminars. So, the Danish publishing house Gyldendal agreed to publish a Danish version. With editorial support from the Danish scholars Jane Andersen and Bent B. Andresen. Adding an overview of online education in Denmark and some Danish case descriptions.

I then decided to establish www.nettskolen.dk as a portal for the Danish book and my other activities in Denmark.

Memorable presentations



Introductory photo in my 2001 book. The provocative rhyme could translate to:

*Rigid high schools will derail...
Flexible net schools will prevail!*

Just before my presentation, the employees received internal information that Ericsson planned to lay off 5,000 employees in Sweden. No need to say that the audience was in a terrible mood.

In 2001, I was busy lecturing about online education. I presented content from my new books at seminars in Oslo and Lillehammer, at Aalborg University in Denmark as well as Mithøgskolan Härnösand and Ericsson University in Sweden.

Most memorable were the two lectures I made in May. Paulo Dias invited me to give a plenary speech titled *Online Learning Environments* on May 10 at the international conference [Challenges 2001](#), held at the University of Minho in Portugal.

And on May 3 at the Ericsson University in Kista in Sweden. It was titled *Online Teaching* and came as the successful mobile phone company encountered tough competition and considered a joint venture with Sony.

M-learning with Ericsson



Photo of the PDA and mobile phone I used for m-learning.

NKI started its first mobile learning project in 2001. *From e-Learning to m-Learning*. Funded by the EU Leonardo Project and led by LM Ericsson in Dun Laoghaire, Ireland. The other project members were Distance Education International in Ireland, Università degli Studi di Roma III in Italy, and FernUniversität in Germany. During 2001, we studied international experiences with m-learning, analysed technological solutions and pedagogical needs.

In the spring, we chose to build a learning environment around PDAs (Compaq iPAQ 3630 and 3660) and mobile phones (Ericsson T39 and Ericsson R580). As illustrated in the picture, I used these gadgets to demonstrate

mobile access to our two online courses, Tutor in distance education and Introduction to International Online Education (SPICE 601).

Open SESAM



Screenshot of the administrative user interface for SESAM 4.1

March 12 reminded us of the magical phrase “open Sesame” in *Ali Baba and the Forty Thieves*. The famous fairy-tale from *One Thousand and One Nights*.

John Russell conducted the official opening of SESAM 3.0. The first version that was integrated with NKI’s student administrative system (STAS). A major update of NKI’s third generation Learning Management System. – SESAM, a catchy acronym for our in-house developed Scalable Educational System for Administration and Maintenance.

This was a crucial moment. We had reached 10,000 enrolments in online courses during a period of fifteen years. Several thousand online students got new LMS services based on data logged in STAS over many years. Including two decades of data about NKI’s correspondence courses and students. Which made it possible to develop dozens of new and innovative online services. And attractive for correspondence students to transfer from correspondence to online courses.

SESAM was conceived and proposed in the internal RappApport proposal written by John Russel and me on March 12, 1998. Specified in NKI's Rapaport project before the new millennium. Developed with Java programmes and an Oracle database. One of the first LMS systems to integrate with student administrative and accounting systems. A web-based LMS that handled user login and access control, personalised user interfaces, communication services, class lists, student presentations, and several administrative functions and reports for teachers and staff.

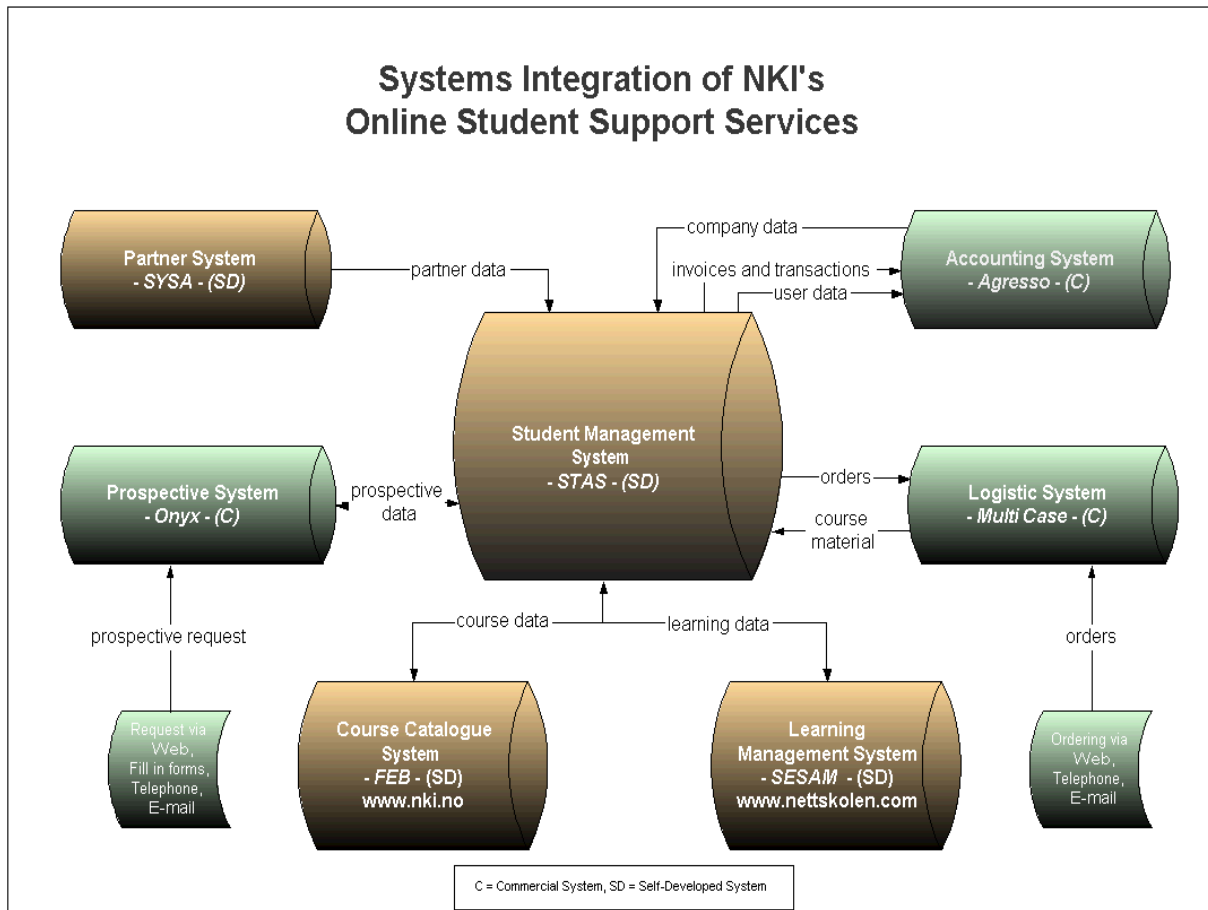


Diagram of ICT systems integrated in NKI's online college

SESAM was the backbone of NKI's online education innovations and successes over the next 12 years. My dream and passion as Director of Development for our online education activities. Continuously improved by enthusiastic in-house developers.



Russel, Morten Flate Paulsen, and Bente Midtsveen.

The initial SESAM development team is shown in the picture. The team got important support from Kristin Vigander and intern students Rune Hellem, Marcello Scotto, and Isatou Kaira.

This started a decade of evolutionary system development with frequent updates and new releases of functionality in SESAM. We introduced SESAM 4.0

in October and 4.1 in December with several updates for students, teachers, and administrative staff:

- Students could see the grades of their submitted assignments.
- Teachers could register and check grades on submitted assignments.
- The administration got more and better statistics about the activity in the LMS.
- Teachers could see how much they had earned.
- Improvements to the forum system.
- Relaunch of Pedagogen, our forum for online teachers.
- Easier printing of course content.
- Improved personal presentations.
- Animated flash demonstration of the web services that were part of a typical course.

The ICDE World Conference in Düsseldorf



Cover of conference proceedings

In April, ICDE's 20th World Conference was hosted in Düsseldorf by the German FernUniversität. Located in the Düsseldorf Congress Centre on the banks of the river Rhine.

My first visit abroad after Norway on March 25 became a member of Schengen. The European legislation making travelling easier to all European countries except from the UK, Switzerland, and the Balkans. Substituting internal border controls within the Schengen Area with stricter controls at the external borders.

The conference was titled *The Future of Learning - Learning for the Future: Shaping the Transition* and focused on the convergence of open, distance, and virtual learning.

1200 participants from 85 countries could choose between 150 conference sessions, accompanying exhibitions, and a typical German conference dinner on Rhine River boats. The conference also provided an internet café since Internet access was hard to find in hotels and conference venues. However, something important started to happen after an alliance of vendors in 1999 decided to collaborate on the IEEE802.11 wireless communication standard. A standard they termed WiFi.

I was one of the many members of the International Programme Committee chaired by Helmut Hoyer, Rektor of the FernUniversität. And recognised for the first time a presentation about Learning Objects and the SCORM e-learning standard that was introduced the year before. Heard about a free online encyclopaedia that was launched in January. Developed by a community of volunteers working for Wikipedia.

I observed that most papers still focused on traditional distance education and read the collection of nine papers about Student Services at the UK Open University. Written by David Sewart, Mary Thorp, Greville Rumble, and others. Eighty conservative pages including tentative conclusions that:

...web-based courses have the potential to be more cost efficient than television based distance learning courses, but are less efficient than radio or print-based courses.

So, it was nice to be on a discussion panel with representatives of some of the few institutions having extensive experiences with: *Converting Print-based Distance Education Programs to Online Distance Education Programs*.

In the panel, Dominique Abrioux, 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. My mentor and supervisor 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](#).



Private photo of the first three recipients of the ICDE prize. From left: Börje Holmberg, Torstein Rekkedal, and Otto Peters

My most memorable conference moment came when Torstein Rekkedal received the ICDE Prize of Excellence for Lifelong Contribution to the field of open learning and distance education.

Torstein was the third person in ICDE's history to receive this prestigious prize after Otto Peters and Börje Holmberg. Two paragons who influenced my approach to online education with Otto's theory of

Industrialisation of Teaching and Learning and Börje's theory of Empathetic Teaching-learning Conversation. And I managed to convene the three of them for a photo session.

September soccer



Private photo of Marciano playing soccer 9/11

My eight-year-old son Marciano had started third grade. Still struggling to catch up with his classmates who grew up with the Norwegian language. A charming boy who easily got friends. Five close buddies who still take care of each other. Others who tricked him into pranks they knew were easy to blame on him. So, we had frequent visits to the headmaster's office and devoted many hours to catch up on all nuances of the Norwegian language.

At the same time, I was upset when 15-year-old Benjamin Hermansen was stabbed to death in Oslo by people from the neo-Nazi group Boot Boys. The racism motivated murder mobilised many Norwegians who organized protest marches against the murder. Nearly 40,000 people participated only in Oslo. And I was touched when I realised that Michael Jackson dedicated his 2001 album *Invincible* to Benjamin Hermansen with an image of a rose along with the following text on the cover: "This album is dedicated to Benjamin 'Benny' Hermansen. May we

continue to remember not to judge man by the color of his skin, but the content of his Character. Benjamin ... we love you ... may you rest in peace."

As a daddy of two Brazilian kids, I spent a lot of time as a soccer dad. Driving the kids and their friends to matches, training, and other activities. Even bought a 7-seat Opel Zafira to have additional space for teammates.

On September 11, we were at the Haslum training field with Marciano's soccer team. I had been up much of the night to follow the Norwegian parliamentary election. Which resulted in a centre-right coalition with Kjell Magne Bondevik of the Christian Democratic Party as the new Prime Minister.

On the sideline, the soccer parents discussed the rebellious period of Mette-Marit Tjessem Høiby. The commoner and single mother who had just married Crown Prince Haakon. As one of the parents got the first news of the Manhattan terrorist attack. Back home, we followed the horrifying TV-footage from the al-Qaeda attacks. Saw the Twin Towers collapsing as I remembered the striking view from the rooftop.

Learned later that 2927 people died in addition to the 19 al Qaeda hijackers. That four Boeing 767 and 757 from United Airlines and American Airlines took off from Boston, Washington, and New Jersey. Heading for the major symbolic sites in America. The World Trade Centre, Pentagon, and the White House or Capitol Hill.

Events that defined the presidency of George W. Bush, changed international aviation, and impacted the world for decades.

2001 minutes

- January 15. Wikipedia was launched.
- January 26. The 15-year-old Benjamin Hermansen was stabbed to death in Norway by people from the neo-Nazi group Boot Boys.
- March 25. The Schengen Treaty was implemented in Norway.
- August 25. Crown Prince Haakon and Crown Princess Mette-Marit married.
- September 11. Four civilian planes were hijacked by al-Qaeda terrorists on a suicide mission. Two of them were driven into the World Trade Center in New York. A third hit the Pentagon. The fourth crashed in Pennsylvania.
- October 19. Kjell Magne Bondevik's 2nd government commenced.
- November 3. Census declared 4,520,900 inhabitants in Norway.

Six 2001 publications in English, Norwegian, and Portuguese

1. Paulsen, M. F. & T. Rekkedal. (2001). The NKI Internet College: A Review of 15 Years Delivery of 10,000 Online Courses. *The International Review of Research in Open and Distance Learning*. Volume 1, Number 2.
2. Paulsen, M. F. (2001). Strategic Recommendations to Online Educators and Policy Makers. *Intervir*, Vol2. No1.
3. Paulsen, M. F. (2001). *Nettbasert Utdanning – Erfaringer og Visjoner*. Bekkestua: NKI Forlaget. Sider: 245.
4. Paulsen, M. F. (2001). NKI Nettskolen – Refleksjoner etter 10,000 kursinmeldinger og 15 års fjernundervisning på nettet. *I Læring gjennom økonomi, system og prosjekt*, red. P. Gottschalk og Anne Welle-Strand. Oslo: NKI Forlaget. 366-376.
5. Paulsen, M. F. (2001). 10 gode råd om e-læring. *Personal* nr. 7, 2001.

6. Paulsen, M. F. (2001). Recomendações estratégicas a Formadores Online e a Decisores Políticos. *Intervir*, 12-2001. Portugal.

Eight 2001 presentations in Denmark, Portugal, Sweden, and Norway

Denmark

Nettbasert utdanning: Erfaringer og visjoner. Foredrag på Masteruddannelse i Læreprocesser, Aalborg Universitet, 23.03.01.

Online Education: Research and Experiences from the NKI Internet College. A presentation at the e-Learning arrangement. Handelshøjskolen i Århus, Denmark, 13.09.01.

Portugal

Online Learning Environments, A presentation at Challenges 2001, Portugal, 10.05.01.

Sweden

Online Teaching, A presentation for the Ericsson University, Kista, Sweden, 03.05.01.

Nettbasert utdanning. Foredrag på Statens skola för vuxna i Härnösand, Sverige, 22.05.01.

Norway

Nettbasert utdanning: Erfaringer og visjoner. Didaktikk og Teknologi, Lillehammer, 07.02.01.

Pedagogikk og nettbasert utdanning. Medlemsmøte i REN, Oslo, 30.01.01.

NKI Nettskolen - erfaringer og visjoner etter 15 års nettundervisning, Norsk Hydrologiråd, 24.01.01.

2002 - Touring Australia

The Hong Kong break



Private photo from Hong Kong

Hong Kong, one of the most developed and densely populated cities in the world. The former British colony that was transferred to China when the 99-year lease ended in 1997. A formal event attended by Prince Charles, Prime Minister Tony Blair, and Governor Chris Patten. President Jiang Zemin gave an optimistic speech about the future of one country, two systems.

On January 25th, we made a 15-hour stopover on the way from Amsterdam to Brisbane. Had lunch at Stanley Market discussing whether the principle of one country, two systems was going to work.

Continued with a bus to Lantau Island to visit the Tian Tan Buddha (Big Buddha) and ended up with a dinner at Newton Hong Kong Hotel.

Pleasant memories that made it easy to sympathise with my Hong Kong friends and the thousands of protesters who were arrested during the huge demonstrations during 2019 and 2020. Worrying memories of how blatantly China disregarded the one country, two systems principle negotiated with the United Kingdom before the 1997 takeover.

Tour de Australia

Norden, Australia og hjem igjen...
25. Januar - 10. Februar 2002



Fordrag, presentasjoner og rapporter fra universitetsbesøkene

- University of Southern Queensland - [Presentasjon av prof. Jim Taylor](#)
- University of Queensland
 - Presentasjon av [UQ \(.ppt\)](#)
 - Presentasjon av [Technology and Innovation Management Centre \(.ppt\)](#)
- Central Queensland University og Griffith University
 - Central University: [Developing generic tools for ise in flexible learning. A preliminary progress report \(.pdf\)](#).
- Charles Sturth University
 - [General Session \(.ppt\)](#)
 - [Presentasjon av øvrige innlegg](#) [username: visitor, password: friend]
- University of Wollongong
 - [WebCT Site Creation and Student Registration](#)
- James Cook University
 - [Presentasjon av "Flexible Learning @ JCU" \(.ppt\)](#)
 - [Teaching & Learning Practices Survey Report \(.doc\)](#)

Screenshot from australia.hil.no

From January 25 to February 10, thirty Norwegians and thirteen Swedes participated in an unforgettable travelling seminar. Much time spent discussing and reflecting upon differences and similarities between the educational systems in Norway, Sweden, and Australia.

The seminar was arranged by the University College of Lillehammer, which developed a website with information about the seminar and articles written by participants at australia.hil.no.

The Lillehammer team deserves a lot of credit for making the travelling seminar one of the best experiences in my professional life. The MPI certified Per Eriksson had perfect control over all itinerary details. Mette Villand, Torild Schulstok, Martin Rønningen, Kjell Ivar Iversen, Geir Haugsbakk, and Svein O.

Haaland supervised with knowledge and social skills.

There were so many interesting and experienced participants to learn from. I spent interesting time with Gunnar Myklebost, Vigdis Amundsen, Tore Hoel, Grete Jamissen, and Bodil Ask. Norwegian colleagues who became friends.

Learned more about distance education in Sweden from Katrin Holmgren, Brittmarie Myringer, Mats Ericson, and Carl Holmberg. Mats Ericson, the director general of the newly established Swedish Netuniversity (Nätuniversitetet). The short-lived governmental initiative that provided 41 million Euros for online education in Sweden during its first two years. Carl Holmberg, the wise gentleman who was elected executive committee member at the EDEN 2001 conference in Stockholm. And later engaged as Secretary General of ICDE from 2008 to 2011.

Started with a get together session at Ibis Brisbane Hotel. Took the bus to Toowoomba and the University of Southern Queensland. The City Cat ferry to the University of Queensland. By foot to Central Queensland University. Went on to Griffith University.

Left Brisbane by bus. With a short stop at Surfers Paradise to get a taste of the Gold Coast before we checked in at Byron Bay Beach Club. Learned that it was acceptable to bring wine to a restaurant from a bottle shop across the street. If the restaurant was not permitted to sell alcoholic beverages. We even collected enough money to buy a bottle of wine when we performed with a local street musician.

After two days of internal seminars and some leisure time, we flew from Brisbane to Sidney. Stayed at the Millennium Hotel and visited the University of Technology. Were lucky to get tickets to Figaro's Marriage at the Sydney Opera House.

Took the ferry boat to Manly and had a photo stop at North Point Manly. An unforgettable day with Charles Sturt University staff. A splendid evening at the Radisson Kestral Hotel with plenty of tasty food and University labelled wine. Followed vigorous amateur performances of Australian and Scandinavian daring folklore songs and dances. Happy that it was not me who needed to visit the hospital after stumbling down the stairs.

Spent a day at the University of Wollongong before we flew to Cairnes and checked in at Cairnes Colonial Club. Visited James Cook University and Green Island where we snorkelled at the Great barrier reef. Thrilled to swim among green turtles, giant clams, fluorescent corals, and fish of all colours.

Happy Hour University



Private photo with Marilyn Monroe

I first understood the cultural difference between Australian and Scandinavian educators on the Queensland bus tour. As usual, I chose to change seats and sit with a new colleague after each pit stop. To pick new brains. Unfortunately, I can't remember who made me realise that, contrary to Scandinavian educators, the Australians perceived education as an export industry.

One evening, we went to a restaurant to experience local dishes of kangaroo and crocodile meat. There, we had to wait in the bar with Marilyn Monroe until a table was available. We ordered and paid for one drink each but didn't realise it was happy hour before we all had drinks in both hands. The table was soon ready, the drinks hurriedly finished, and our spirits rose rapidly.

The next day we met with a zealous international relations officer at an Australian university who proposed to establish collaborative master's degrees, allowing students to spend one year in Scandinavia and one year in Australia. His scheme included offering students two master's degrees, one from Scandinavia and one from Australia. Then, I immediately realised that I wanted to retire in an Australian beach house and establish a company with the slogan, Happy Hour University: Get two degrees for the price of one.

More seriously, I summarised my Australian experiences in the *IRRODL* article: [Online Education Systems in Scandinavian and Australian Universities: A comparative study](#).

In hindsight, it would have been nice to visit Curtin University in Perth. Where Martin Dougiamas was about to release Moodle 1.0 on August 20, 2002.

Verkmenntaskólinn and thermal tubs in Akureyri



Photo from www.vma.is/is/moya/page/skolinn and private photo from Mývatn

In May, my 15-year-old son Stian joined me on a trip to Akureyri, a small town in northern Iceland. A welcome opportunity for father and son to bond. On the flight to Iceland, he told me LimeWire had become a popular peer-to-peer service. Substituting Napster, which ceased operations in 2001 after losing a wave of lawsuits about copyright infringement. Services that made it possible to download copies of popular CDs and movies. Downloads that could take hours and days to complete with the available bandwidth.

We were eight people in the tiny aircraft flying north from the Keflavik Airport. Spent the first day at the municipal Akureyri Thermal Pool. Enjoyed the outdoor area with hot geothermal tubs with varying temperatures up to 42°C.

The next day, Stian was excited to join a whale watching tour on the Eyjafjörður Fjord. As I gave the presentation [Online Education: Experiences and Aspirations](#) at the Verkmenntaskólinn Vocational College.

The third day, our host took us on a day trip to the area around Mývatn - the lake of midges - named for the large numbers of mosquitos in the area. A fascinating landscape that reminded me of hell. A volcanic terrain, boiling water ponds, a lot of vapours, smell of sulphur, lava pillars, minimal vegetation, and a lot of mosquitos.

Web-education systems in Europe



Web-edu project members from left: Helmut Fritsch, X, Y, Paulo Dias, Ana Dias, Pedro Pimenta, Z, Gro-Anett Olsen, Morten Flate Paulsen, and Carina Baptista. Desmond Kegan was not in the picture.

For the first time in my life, I travelled with Euro bills because Portugal was among the first countries that introduced them in January 2002. So, on November 5, I paid the taxi driver in Euros when I arrived at Universidade do Minho in Braga to attend the final conference organized by the Web-edu project.

The project was supported by the European Leonardo da Vinci programme in 2001 and 2002 to study experiences with Learning Management Systems in online education and training.

Our project partners were Tecminho, Inofor, and Minho University in Portugal, Distance Education International in Ireland, Fern Universität in Germany, and Næringslivets kompetansenett in Norway. The picture of the project members is from [the project's archived website](#).

The final 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 is archived at https://web.archive.org/web/20051028015854/https://www.fernuni-hagen.de/ZIFF/ZP_118.pdf



ZIFF PAPIERE 118

Morten Paulsen; Desmond Keegan;
Ana Dias, Paulo Dias and Pedro Pimenta;
Helmut Fritsch and Holger Föllmer;
Maria Micincova;
Gro-Anett Olsen

Web-Education Systems in Europe



Zentrales Institut für Fernstudienforschung
FernUniversität – Hagen
Oktober 2002

Cover of project report

The report presented the major findings from our six regional analyses. Data was collected from in-depth interviews with 113 experts in 17 countries. Usually the e-learning systems managers in the institutions. The analyses of the interviews revealed 52 different commercial and 35 self-developed LMS systems.

The most used commercial systems in the analyses were:

1. WebCT (20 institutions)
2. ClassFrontier (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)

We found that the European market was not dominated by the American systems. In the countries that did not use English as their first

language, locally developed LMS systems had successfully repelled the American products. A remarkably large number of the LMS systems used in Europe were commercial systems developed locally or self-developed systems at the institutions.

Boldic kick-off in Kaunas



The screenshot shows the Boldic website interface. At the top, there is a banner with the text "BOLDIC - The Baltic-Nordic Network for Exchange of Experience in ODL" and logos for the European Commission and Socrates. Below the banner is a navigation menu on the left with items: NEWS, ABOUT THE PROJECT, EVENTS (with sub-items: Meetings, Conferences, Workshops), PAPERS, NATIONAL REPORTS, and TUNET. The main content area is titled "Meetings" and lists the following events:

- BOLDIC kick-off meeting**
10-12 November, 2002, Kaunas (Lithuania)
- The BOLDIC Event in Kaunas**
 - 7 May – the BOLDIC project meeting;
 - 8 May – participation at the conference TELDA'03 "Technology Enhanced Learning in a Digital Age"
 - 9 May – participation at the conference "Adult Learning for Employability and Citizenship"
 - 10 May – the BOLDIC project meeting
 - 7–10 May, 2003, Kaunas (Lithuania)

Below the list is a link for "AGENDA". The footer of the page reads "© 2003, KTU Distance education centre".

Screenshot of the Boldic webpage

My first visit to the Baltic countries was to attend the Boldic kick-off meeting on November 10-12. Just a month before EU announced that the three Baltic countries would join the union next May.

I arrived at the modest airport in Kaunas late in the evening. Without any Lithuanian litas and no money exchange at the airport. Fortunately, one of the taxi drivers accepted my dollar bills.

Jørgen Grubbe coordinated the project which was funded by the European Socrates programme. A project aiming to establish a network for exchange of experiences in open and distance learning between the Baltic and Nordic countries. The Nordic Associations of Distance Education were represented by Astrid Berg and Jørgen Grubbe (Denmark), Jorma Rinta Kanto (Finland), Erica Sahlin (Sweden), Ingeborg Bø and me (Norway).

The Baltic countries were represented by Sirje Virkus (Estonia), Ilmars Slaidins (Latvia), Danguolė Rutkauskienė, and Audronė Valiuškevičiūtė (Lithuania).

The visit and our hospitable Lithuanian hosts increased my interest in the Baltic countries. So did all the friendly people I encountered and their historic relations with the Soviet Union and the Nordic countries.

Ingeborg Bø and I discussed what we could do to encourage collaboration between the Nordic and Baltic countries. And we decided to propose a Boldic Award. An initiative that later materialized as a yearly award from 2005 to 2016.

The Swedish problems in Ronneby



The netlearning2002 logo

Netlearning2002, was held on November 27 in Ronneby in the south of Sweden. An international conference arranged by the Swedish Council for the Renewal of Higher Education and Blekinge Institute of Technology.

My presentation was titled, *Global Learning* and focused on international competition in online education. I wanted to provoke the Swedish participants as I was invited to the closing panel with Elsebeth Korsgaard, Erwin Wagner, Lars Haikola, and Jonas Almqvist. We discussed *Future trends and strategies* in front of several hundred people in the Ronneby Congress Centre.

I still remember the uncomfortable and ambivalent reactions in the audience when I got the last words at the conference. Presenting my slides with the Swedish problems below. Concluding that Sweden would have significant problems competing with online education in other countries since Sweden lacked the economic incentive for change.

The following is a transcript of my statement. A personal, political statement from a Norwegian who intended to stir discussion among the Swedes.

The Swedish Problems (1)

- Norwegian institutions typically charge students 3-4000 € for online courses equivalent to one-year full-time study.
- Swedish universities receive about 12000 € in governmental funds from Nätuniversitetet for online courses equivalent to one-year full-time study - three times more than for an ordinary full-time student.
- This lavish funding intends to increase the development of online courses, but it could easily set a standard for future cost of online education courses. In my opinion, the Swedish approach is unwise, not cost effective, and could set an unhealthy standard for future overspending.

The Swedish Problems (2)

- In most countries, there is increasing acceptance for commercialization of education. Swedish universities are still not allowed to charge tuition fees from individual students.
- Norwegian universities and colleges are now obliged to charge tuition fees for further and continuing education. This has made it the most dynamic and innovative sector of education in Norway.
- Since Sweden lack this economic incentive for change, Sweden will have significant problems competing with online education in other countries.

Slides from my presentation in Ronneby

The first Swedish problem is cost-effectiveness. In Norway, online students typically pay € 4,000 for the equivalent of one-year full-time study. Swedish universities receive € 12,000 in governmental funds for this. Three times more than they do for on-campus students. This lavish funding increases the development of online courses, but it could easily set a standard for future overspending. In my opinion, the Swedish approach is unwise and not cost-effective.

The second problem has to do with tuition fees. In most countries, there is increasing acceptance of commercialisation of education. Swedish universities are still not allowed to charge tuition fees from individual students. Norwegian universities and colleges can charge tuition fees for

further and continuing education. This has made it the most dynamic and innovative sector of education. Since Sweden lacks this economic incentive for change, Sweden will have significant problems competing with other countries in the emerging global online education market.

Therefore, I would like to give a personal piece of advice to the Swedish Ministry of Education and to Nätuniversitetet. As I see it, online education in Sweden is far from cost-

effective. And it is not sustainable. I predict that most of the online courses that have received financial support from Nätuniversitetet will not be offered again when the lavish, external funding stops. When that happens, another economic incentive should be in place. And I am convinced that Sweden must accept that students pay tuition fees for further and continuing courses that are taught online.

My first digital selfie



My first digital selfie

In December 2002, I bought a Mustek gSmart Mini2 camera. So small, cheap, and capable that I realised that digital cameras would be integrated in future mobile phones. So, on December 13, I took my first digital selfie at my NKI office desk in front of my Compaq iPac. My hand-held PDA (personal digital assistant).

I later learned that the term selfie probably first appeared in 2002. And that Nokia 7650 was available in Norwegian outlets before Christmas in 2002 as the first mobile phone with a built-in camera.

2002 minutes

- January 1. Euro bills were introduced.
- June 14. The Quality Committee (Kvalitetsutvalget) recommended introducing national tests of student's basic skills in Norwegian primary school.
- December 13. The EU announced that ten new members (Estonia, Latvia, Lithuania, Poland, the Czech Republic, Slovakia, Hungary, Slovenia, Malta, and Cyprus) would join the Union on May 1, 2004.

Eight 2002 publications in English, Norwegian, and Portuguese

1. Paulsen, M. F. (2002). [Online Education Systems in Scandinavian and Australian Universities: A Comparative Study](#). *The International Review of Research in Open and Distance Learning*. Volume 3, Number 2.
2. Paulsen, M. F. (2002). [An Analysis of Online Education and Learning Management Systems in the Nordic Countries](#). *Online Journal of Distance Learning Administration*, Volume V, Number III, Fall 2002.
3. Paulsen, M. F. (2002). The Swedish Problems. A statement presented in the final panel discussion at Netlearning2002 in Ronneby. *Per Distans* 2002(4):19.
4. Paulsen et al. (2002). [Web-Education Systems in Europe](#). Zentrales Institut für Fernstudienforschung, FernUniversität, Hagen. Pages: 166.
5. Paulsen, M. F. (2002). [Nettbasert Utdanning – Erfaringer og Visjoner](#). København: Gyldendal. Sider: 232.
6. Paulsen, M. F. (2002). Sistemas de Educação Online: Discussão de Termos. In Keegan, D.; Dias, A.; Baptista, C.; Olsen, G.; Fritsch, H.; Föllmer, H.; Micincova, M.; Paulsen, M. F.; Dias, P. & Pimenta, P. *E-learning. O Papel dos Sistemas de Gestão da Aprendizagem na Europa*. Inofor, Portugal.

7. Paulsen, M. F. (2002). Sistemas de Gestão da Aprendizagem nos Países Nórdicos. In Keegan, D.; Dias, A.; Baptista, C.; Olsen, G.; Fritsch, H.; Föllmer, H.; Micincova, M.; Paulsen, M. F.; Dias, P. & Pimenta, P. *E-learning. O Papel dos Sistemas de Gestão da Aprendizagem na Europa*. Inofor, Portugal.
8. Paulsen, M. F. (2002). Experiências Europeias com Sistemas de Gestão da Aprendizagem. In Keegan, D.; Dias, A.; Baptista, C.; Olsen, G.; Fritsch, H.; Föllmer, H.; Micincova, M.; Paulsen, M. F.; Dias, P. & Pimenta, P. *E-learning. O Papel dos Sistemas de Gestão da Aprendizagem na Europa*. Inofor, Portugal.

Eight 2002 presentations in Portugal, Iceland, Denmark, Sweden, and Norway

Portugal

Web-edu: A Study of Learning Management Systems for Online Education. A presentation at Universidade do Minho, Braga, Portugal. 05.11.02.

An Analysis of Online Education and LMS Systems in the Nordic Countries. A presentation at Universidade do Minho, Braga, Portugal, 05.11.02.

Iceland

Online Education: Experiences and Aspirations. Haldin í Verkmenntaskólanum á Akureyri 31.05.02. Iceland.

Denmark

Teknologiske og markedsmessige trender i nettbasert utdanning. Et foredrag på konferansen Bredbånd og digitalt innhold i det skandinaviske triangel. Arrangert av Norges ambassade i Danmark, 19.11.02.

Erfaringer og visioner i den netbaserede uddannelse. Foredrag for DPU's Master i pædagogisk IT i København, 04.09.02.

Erfaringer og visioner i den netbaserede uddannelse. På KKAs seminar i København, 27.08.02.

Sweden

Global Learning. A presentation at the Netlearning2002 conference in Ronneby, Sweden. 27.11.02.

Norway

En analyse av nettbasert utdanning og LMS systemer i Norden. Presentert på UFDs internseminar, 29.08.02.

2003 - Booking global education in a Scandinavian perspective

Depressed during a Delphi kick-off meeting in Barcelona

Back in Barcelona on January 13 and 14. For the Delphi kick-off meeting at the Vall Hebrón Campus. A project supported by the EU programme Minerva. To establish an internet-based observatory on e-learning innovation in thirty EU-funded projects.

With Mario Barajas at Universitat de Barcelona, Katerina Kikis at Forth, Barbara Jones at the University of Manchester, Fritz Scheuermann at the Universität des Saarlandes, Peter Mirski at the Management Center Innsbruck, and Torstein Rekkedal at NKI.

I felt depressed in the hotel room. Watching CNN, I realised the Iraq war was imminent. Pope John Paul condemned it. Said it still could be avoided and that it would be a defeat for humanity. But British Prime Minister Tony Blair, a staunch ally of President George W. Bush, stated that Saddam Hussein posed a threat. With his alleged development of mass destruction weapons.

Decided to see the Columbus monument with Torstein Rekkedal. Bewildered by the direction Columbus pointed. More towards Iraq than America? Disappointed that the observation deck was closed. Heading up la Rambla, we passed the Liceu Opera House. Stopped at the box office and got two last hour, one-euro tickets for the evening. To Vincenzo Bellini's opera Norma. Reminding us of the Gallic revolt against the Roman occupiers.

The screenshot shows the Delphi Observatory website. At the top, there is a header with the 'DELPHI Observatory' logo and text indicating it is supported by the 'European Observatory of Emergent eLearning Practice' and 'eLearning Designing tomorrow's education'. Below the header is a navigation bar with links for 'Home', 'Delphi Project', 'Publications', 'Workshop', 'Laboratory', and 'Contact'. The main content area contains two paragraphs of text. The first paragraph describes the observatory as a space for information on current e-Learning approaches. The second paragraph describes the observatory as a platform for sharing innovative practices. Below the text is a grid of logos for partner institutions: UMIST, UNIVERSITÄT DES SAARLANDES, MCI MANAGEMENT CENTER INNSBRUCK, UNIVERSITAT DE BARCELONA, nki Fjernundervisning, and FORTH. On the right side, there is a sidebar with a list of sections: 'Current Research', 'eLearning Trends', and 'Library'. Each section has a sub-link: 'State of the art', 'Indicators of change', 'Pedagogical Issues', 'Organisational Issues', 'Socio-Economic Issues', 'Case reports', 'Glossaries', and 'EU Observatories'.

Screenshot from the Delphi website at <http://delphi.jura.uni-sb.de/>

Online education trends in Hamburg

My first EADL conference was in Hamburg in May. EADL – The European Association for Distance Learning. Giving me an awkward first impression of entering a gentlemen’s club for wealthy correspondence school owners. But also access to important discussions on how to develop and administer cost effective distance education. And valuable insight in how to promote and advertise educational programs. Practical business cases and marketing knowledge often missing in academic educational conferences dominated by public educators.

The EADL 2003 Annual Conference was held at the Hotel Hafen Hamburg, May 14 to 16. Just six months before Skype was released with a user-friendly interface to Voice over IP calling.

The main theme of the conference was: *The Learning Business in a Changing World. Survival of the Fittest*. In the roundtable discussion about online education trends, I used the below slide to introduce seven important trends.



Slide with important trends from my EADL presentation in Hamburg

I visited Reeperbahn with a female colleague. A centre of Hamburg's nightlife and the city's major red-light district. Also nicknamed die Sündigste Meile (the most sinful mile).

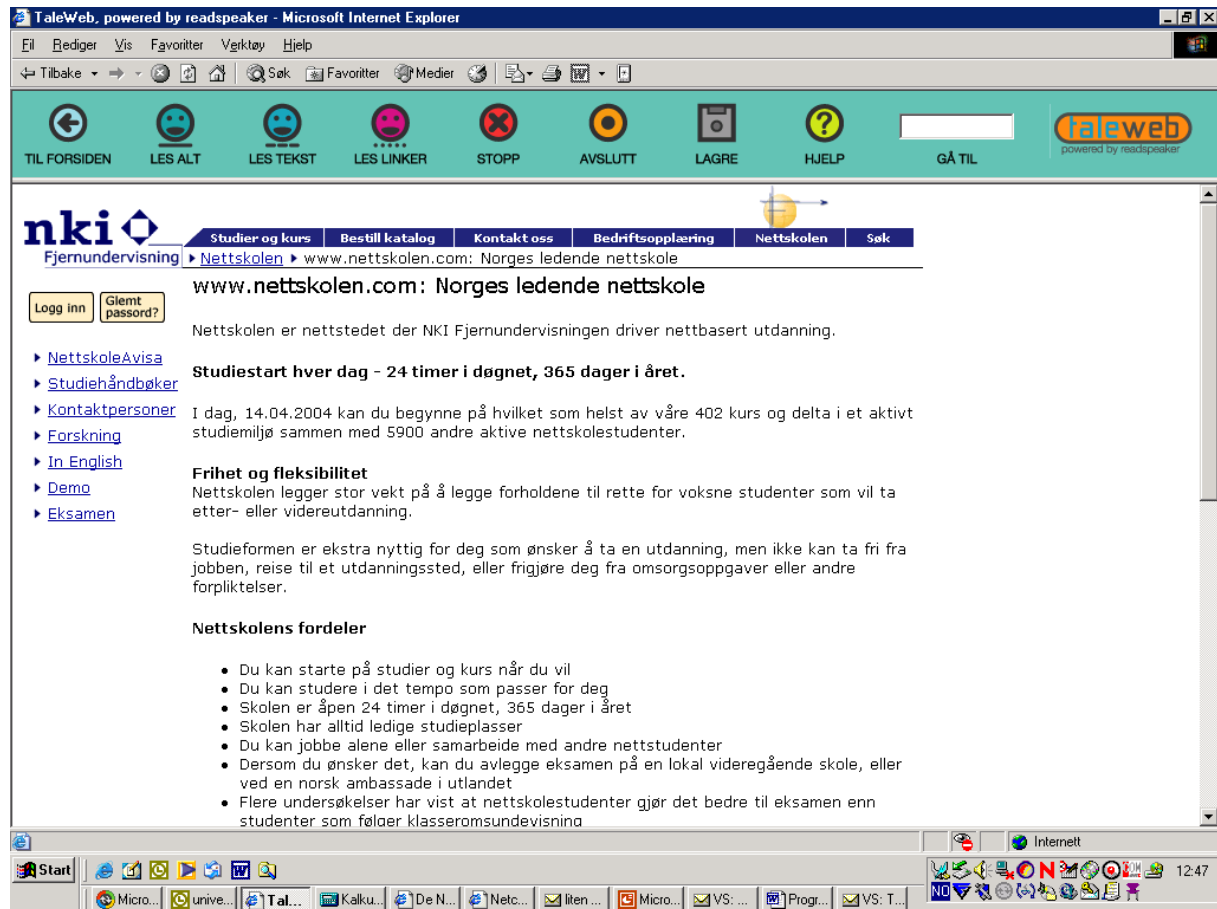
Some of us got a tour of *ILS – Institut für Lernsysteme*. A distance education institution with an impressive operation optimised for correspondence courses. On demand printing and German efficiency in all manual operations. Perfection of a business not fit for survival.

Speech synthesised school

I visited Morten Tollefsen and his guide dog, the German Shepherd, Yanni, at their home office in the spring. The blind pioneer who started Medialt.no to help people with disabilities to utilise ICT services. Impressed by the tools he demonstrated, the competency and skills he possessed. Glad his company would work with NKI and FUNKIS (the Association for Adapted Adult Education in Norway). On a project to improve universal design in online education. Helping blind, visually impaired, and dyslexic students. But also providing better services for all students.

Maybe the world’s first fully speech synthesised school? Based on a project supported by SOFF in 2001 and 2002. Providing a free service powered by ReadSpeaker.

A complimentary service that allowed NKI's 6,000 online students to listen to all texts included in 400 different online courses. To listen to "Henrik" with no need for special software or hardware. To hear "Henrik's" speech synthesised voice in front of the actual webpage or from a downloaded MP3-file.



Screenshot from NKI-homepage with ReadSpeaker

In front with Classfronter

In 2003, I made presentations at two conferences arranged by the Norwegian LMS company, Fronter. In June, I gave a presentation in Gothenburg titled: *Nordic and international experiences and visions on online education*. In September, I introduced: *The Three Headed Troll: Learning, Management, and System*, at Fronter's annual user conference.

The presentations reminded me of the 2001 meeting I had with Roger Larsen after we launched NKI's web-based LMS, SESAM, in 2000, where I presented our 15 years of experiences with the EKKO LMS system, and we discussed the future opportunities web-based LMS systems. After the meeting, I was impressed by Roger's enthusiasm and salesmanship, but somewhat worried that he would commercialise the LMS features I had revealed.

I later met Roger and his colleagues at several conferences organized by EDEN and Online Educa Berlin where they were sponsors and exhibitors.

Roger established the company, BusinessWeb AS, with Bjarne Hadland in 1998. The first version of their platform was named WebClass and launched in 1999 with assistance from the University of Tromsø. The same year four students at the Bergen University College

developed Itslearning as a competing platform. I learned much about Itslearning when I was invited to give a presentation about trends and challenges in online education at the company's 2004 user conference at Solstrand Fjordhotel in Bergen.

BusinessWeb AS changed its name to Fronter AS in 2000 and, for a short while, the platform was referred to as ClassFronter, before it was renamed to Fronter. It became a success and a household name in Norwegian schools for nearly two decades. It was also an international success with about seven million users, primarily in the Nordic countries, the UK, other European countries, and Australia. Fronter and Itslearning were systems I had to relate to as a father of three schoolchildren in the 2000s. Together, the two companies were the main reasons Norway became a world leader in LMS penetration.

Fronter was sold to Pearson in 2008, but Pearson never succeeded in turning it into a profitable company, and eventually sold it to Itslearning in 2015. This resulted in the merger of the two former Norwegian competitors, which then became Europe's largest LMS provider.

Tromsø Onsdag 24. januar 2001 13

til erobre verden

... og er allerede på god vei

Av Peter Reinholdtsen

Tromsdalingen Roger Larsen vil erobre verden med sine dataløsninger for undervisning. Han er allerede på god vei. Bare i Norge bruker 150.000 studenter allerede Classfronter.

Før helgen kom det fram at Roger Larsen og hans selskap, Fronter.com, har fått kontrakt med kinesiske myndigheter om å levere Classfronter til 25.000 skoler. Om dette lykkes kan alle 660.000 kinesiske skoler få tilgang på produkter. Fronter er allerede etablert i Europa og Norge står for tur.

— I Norge er Classfronter innført ved 25 høgskoler og universiteter, totalt dekker dette 150.000 av landets 180.000 studenter, sier Larsen som fortsetter:

— Dette har skjedd på kun ni måneder, dette er ganske utrolig. Vi vil i mars/april gi et tilbud til alle barne- og ungdomsskolene i Norge om å få Classfronter gratis, forutsatt av vi drifter løsningene.

Gratis

Høgskoler, universiteter og bedrifter må betale for produktet, men det slipper barne- og ungdomsskolene. Dette vil 3.200 norske skoler kunne nyte godt av.

— Dette gjør vi fordi vi virkelig vil bidra til å øke samarbeids- og læringskvaliteten for lærere, elever og foreldre. Det er også lærere på ulike nivå som har utviklet vårt produkt, vi vil gjerne gi noe tilbake, sier Roger Larsen.

Han ser ikke noe økonomisk potensial i barne- og ungdomsskolene, men det betyr ikke at han ikke vil at de skal kunne bruke produktet.

Merkevarebygging er viktig for bedrifter innenfor databransjen, og her er ikke Fronter noe unntak.

— Fronter skal få en ledende rolle på verdensmarkedet. Det er ingen uting for oss at unge kommer i kontakt med, og bidrar til utvikling av, vårt produkt, sier tromsdalingen.

Verdensrevolusjon

Han fremhever at det er brukeren som står i fokus, og at de har en referansegruppe blant pedagoger på høgskoler og universiteter med på laget.

Selv om Fronter gir bort sine programmer til skolene, koster det noe drifts løsningene. Det er her Fronter skal hente sine inntekter.

— Vi ta selvkostpris i Norge. Det betyr at de betaler det koster å drive tjenestene, sier Larsen.

Det vil koste mellom 3.000 og 4.000 kroner per skole hvert år å ha Classfronter. Larsen opplyser om at de vil ha samme pris på hele verdensmarkedet.

— Vi pløyer overskuddet tilbake til forskning og utvikling. Poenget er at Fronter skal være i forkant av verdensrevolusjonen innen undervisning, og da må vi være langt fremme på forskning. Vi skal sette en verdensstandard, avslutter Roger Larsen.

Fronter vil revolusjonere verdensmarkedet innenfor internettbasert læring og undervisning. Med verdensrevolusjonen kommer også milliardene.

Overskuddet for Fronter.com ble for 2000 på en drøy halv million kroner, rundt 10 prosent av omsetningen.

— Dette var i vårt første driftsår, før vi var kommet ordentlig i gang. Men vi tenkte likevel penger. Vi er slikt sett ikke et van-

lig dotcom selskap, sier Roger Larsen.

I år er det kommet til rundt 30.000 skoler. Med en årlig kostnad for skolene på 3 til 4.000 kroner, vil Fronter få en årlig omsetning på 90 til 120 millioner kroner.

— Vi gikk rett til verdens største land og sikret oss kontrakt på 25.000 skoler, dette kan etter hvert utvides til alle skolene i Kina, sier Roger Larsen.

Tar man utgangspunkt i de 660.000 kinesiske skolene vil Fronter kunne få en omsetning på 2 til 2,6 milliarder kroner årlig.

— Jeg har noen ganger regnet på det økonomiske potensialet for Classfronter, men hver gang dukker det opp en E på kalkulatoren, smiler Roger Larsen.

Skal omsette for over 2 milliarder

Slisk fungerer Classfronter

Classfronter er spesialisert for e-læring og Projeffronter, er spesialisert for prosjektstyring. Gjennom disse produktene får brukeren et komplett inntrass. Med dette kan brukeren lese og sende e-post samt nyheter, samarbeide med medstudenter og kolleger i felles prosjekter, dele dokumenter, ha videomøter, diskutere, formidle kunnskap, med mer. All dette kan gjøres uavhengig av landegrensler.

Fronter konsept har slutt svært godt an i det profesjonelle utdanningsmarkedet, ved at det er innført ved 25 norske høgskoler og universiteter som et lærings-, informasjons- og samarbeidsverktøy (intranett). Dette stiger 75 % av den totale studentregningen innen høyere utdanning i landet.

SUKSESS I KINA: Oppslag fra «Tromsø» 20. januar



Foto: Privat

Facsimile of article about Classfronter in the Norwegian newspaper Tromsø, 24.01.2001

Honorary Doctor Rekkedal



Facsimile from Forum for Fjernundervisning nr. 1, 2003

I worked closely with Torstein Rekkedal. He supported and inspired me in many ways. On June 14, he went to Newcastle upon Tyne. To receive the award Honorary Doctor of the British Open University. For his “*notable contribution to the educational or cultural wellbeing of society.*”

The Open University news release included this information:

Torstein Rekkedal is director of research and development at NKI Distance Education, the leading distance education institution in Norway. He has been active in distance education research since 1970. In 2000 he was awarded the Roll of Honour from the European Association for Distance Learning and in 2001 he received The Prize of Excellence for Lifelong Contribution from the International Council for Open and Distance Education. He chairs the Norwegian Standing Committee on Quality in Distance Education.

Adoption networks

In September 2003, we celebrated our 10th anniversary at Langesund Hotel and Water Park. Six couples from the Oslo region that first met during evening classes in an adoption preparation course. Organised by Adopsjonsforum during the fall of 1993. A typical year with 543 Norwegian adoptions from abroad. A number that was quite stable during the decade. But decreased steeply towards 46 in 2020.

We were six families counting 25 people at the anniversary. Our firstborn son Stian, twelve adults, and twelve lively kids from Brazil, China, Colombia, India, Korea, and Ethiopia. Six families that met six Sundays per year – starting in 1993.



Private photo from adoption gathering.

The adults continued the tradition after the kids grew up and left home. At the cursor moment, we have just enjoyed a weekend together in Kragerø. Making me ponder about next year's 30th anniversary. I remember the four visits from good people who helped us in Brazil. And the gatherings with our "Brazilian" network in Norway. Holiday retreats with Norwegian families that had adopted kids from Brazil. First at Pers Hotel at the Gol Mountain Village in 94. Then, in 95 and 96, at the Hove Summer Camp at the Tromøya island near the coastal town of Arendal. Finally, in July 2000, we rented holiday homes at the Danish water park in Lalandia.

Always many lively kids, joyful commotion, and a lot of Brazilian temper. Parents sharing familiar challenges, useful advice, and touching stories. Fond memories and valuable experiences that probably made us more open-minded humans. Some of the many adoption-related encounters that have enriched my life.

Important networks of resourceful parents with some shared challenges. Who shared experiences, joy, and questions. About adoption and parenthood. Networks few fathers I know benefit from. Many gatherings that have influenced my emotional life and personality. And hopefully made me a better father.

The Rosing Competence Award



Facsimile from *ItKurs* nr. 1 2004.

On November 24, the Norwegian Computer Society (DND) celebrated its 50th anniversary. The conference programme included Prime Minister Kjell Magne Bondevik, Crown Prince Haakon, DND President Truls Berg, and Gard Titlestad from the Ministry of Trade and Industry.

The conference highlight was still the Rosing Awards. Perceived as the national Oscar Awards for the ICT community in Norway. Named after the Norwegian ICT pioneer Fredrik Rosing Bull. So, it was an honour to receive the Rosing Competence Award for 2003 on behalf of NKI. A memorable pleasure to receive the Rosing Statuette along with a hug from the popular TV host Hilde Hummelvoll who was the conferencier. In front of the eminent piano entertainer, Ingrid Bjørnov.

In its laudation of NKI the jury stated:

The Rosing Competence Award 2003 goes to an organisation that has been a pioneer in its field. The organisation has, in an excellent way, used ICT to adapt to a new reality. The organisation has transformed itself in a way that has gained great recognition even internationally. Not only has the organisation raised its internal ICT competence to achieve its goals, but through its activities it has contributed to increasing the ICT competence of thousands of people in several countries.

After the conference, I was privileged to serve three years as a jury member for the Rosing Competency Award. Along with Bernt Nilsen, Terje Mikalsen,

Øystein Mjelve, and Fred Arne Ødegaard.

Global e-learning in a Scandinavian perspective

Quotes and pointed statements from the book *Online Education and Learning Management Systems*



Correct references to the quotes should be: Paulsen, M. F. 2003. *Online Education and Learning Management Systems. Global E-learning in a Scandinavian Perspective*. Bekkestua: NKI Forlaget.

Online Education is a melting pot for educators: ...online education may facilitate collaboration and stimulate discussion between people, cultures, institutions, and subject areas. It is like a melting pot for educators. Young professionals who now enter the field of online education should use these opportunities to learn from, and build on, all the experience and controversies that come from this melting pot. (Citation from interview with the author about the book)

Export of education: ...in Australia, the official strategy is to develop education to become the second largest export industry. In the Nordic countries, however, the export of education does not seem to be an issue for public discussion. (Page 18)

Misapprehensions about online courses: One of the most obvious misapprehensions about online courses is that they should take place in front of a PC. Most online students spend much more time studying textbooks and preparing assignments than surfing the Internet. Even though both text and video can be presented online, paper is often a better medium for text and television is better for presenting video. Still, there is a tendency among online educators to substitute excellent textbooks with mediocre Web material and superb videocassettes with a tiny, degenerated PC-version of the video. (Citation from interview with the author about the book)

Online students are lurkers: An online teacher once complained jokingly that he had too many lurkers in his discussion forums and that too few online students dared to expose themselves. (Citation from unknown online teacher)

A book for researchers, students, teachers, managers and politicians: This book comprises a rich variety of material, perspectives, insights and assessments. Valid information can be found there for researchers, for students in the field, for teachers, for managers and for politicians who are looking for reliable knowledge. It is very clear in its structure and arguments. In strategic and policy terms it discusses issues at the forefront of current debate... (Wagner, Page 14)

Screenshot from archived www.studymentor.com

I had published a stream of articles and reports in English and realised I could author a comprehensive book titled *Online Education and Learning Management Systems*. With a Scandinavian perspective on e-learning around the world. An ambitious project that resulted in a massive book.

So nice to see it in print in November. With forewords by the former and newly elected EDEN presidents Ervin Wagner and Ingeborg Bø. A Canadian postscript by President Dominique Abrioux of Athabasca University. Comprehensive descriptions of online education in Denmark and Sweden by Søren Nipper and Carl Holmberg.

Three hundred and thirty-six pages summing up my work, research, and experiences. Divided in four parts:

1. Online Education, Teaching, and Learning
2. Commercial and Self-developed Learning Management Systems
3. Global E-learning in a Nordic Perspective
4. International Trends and Future Developments

With several Nordic case descriptions, such as Bjørn Helgeby - Online Teacher of the Year; Globalskolen - A Global Primary School; The Scandinavian Virtual Universities; The Swedish Challenges; and The NKI Internet College - Two Online Decades.

The book was used as readings for the Boldic 2003 International Online Conference from October 27 to November 21 and resulted in quite a few conference invitations. It received many positive reviews and here are some statements that meant much to me:

- *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...* (Desmond Keegan, Distance Education International, Ireland)
- *The book is interesting, important, innovative, international, and impressive.* (Dr Erwin Wagner, former President of EDEN)
- *One is overwhelmed by the amount of material presented in the book - and impressed by the clear structure of its presentation.* (Christian Dalsgaard, University of Aarhus, Denmark)

- *[It] is an interesting and important contribution to the growing literature on technology-enabled learning.... the scope of the book goes far beyond LMS, providing a very useful historical and international review and perspective of online education.* (Eilif Trondsen, Ph.D., Founder and CEO, eLearning Forum, U.S.A)
- *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.* (Dominique Abrioux, President of Athabasca University, Canada)
- *This book is designed for a broad, international audience and is a must-have for anybody in the business of running online education.* (Sirje Virkus, Manchester Metropolitan University, UK)
- *This is a "must have" resource for students, practitioners and policy-makers in the online education world.* (Norine Wark, MDE, Athabasca University, Canada)
- *...it is evident that this book is not only of great interest but also a kind of thesaurus of information on online education of very great value to distance educators and others who are interested in the status of online education today.* (Börje Holmberg, Sweden)

The book can be downloaded from <https://www.nooa.no/online-education-and-learning-management-systems/> and its website is archived at <https://web.archive.org/web/20120208072204/http://www.studymentor.com/>

The Ipswich gap



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Cover page and table of contents from the BiTE conference papers.

I travelled a lot in 2003 and gave at least 19 external presentations in five countries. So, I have no recollection of how I got to Ipswich.

But I did go to the British Telecom Lab in Adastral Park. Invited by Gearoid O Suilleabhain, project co-ordinator of the Minerva BiTE project. To give a keynote presentation titled: *Trends and Future Developments in European Online Education*. My contribution is included in the conference report titled Bridging the gap – from face-to-face to the e-learning environment. A report that is available at <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.457.9269&rep=rep1&type=pdf>

2003 minutes

- February 1. The space shuttle Columbia disintegrated over Texas, on its way back to Earth. All seven astronauts on board perished.
- March 11. The International Criminal Court was established in The Hague.
- March 17. Iraq war: US President George W. Bush gave Iraqi Saddam Hussein 48 hours to surrender in a televised speech.
- March 19. Iraq war: US launched "surgical" attacks with cruise missiles and bombs.
- March 20. Iraq war: massive bombings and rocket attacks on Iraq.
- May 1. US President George W. Bush declared that major combat operations in Iraq have ended.
- December 13. Iraqi President Saddam Hussein was captured by US forces outside Tikrit.

Nine 2003 publications in English, Norwegian, and Spanish

1. Paulsen, M. F. (2003). Experiences with Learning Management Systems in 113 European Institutions. *Educational Technology & Society*. 6(4):134-148.
2. Paulsen, M. F. (2003). Globalskolen: A Global Primary School. *Skoleavisa Globalnytt*. March 20, 2003.
3. Paulsen, M. F. (2003). *Online Education and Learning Management Systems. Global E-learning in a Scandinavian Perspective*. Bekkestua: NKI Forlaget.
4. Paulsen, M. F. (2003). *E-learning – The State of the Art*. Bekkestua: NKI.
5. Paulsen, M. F. and T. Fagerberg. (2003). *Student Support Systems for Online Education*. Bekkestua: NKI.
6. Paulsen, M. F., T. Fagerberg and T. Rekkedal (2003). Student support systems for online education available in NKI's integrated systems for internet based e-learning. In Rekkedal, T. et al. 2003. *The role of student support services in e-learning*. Page 88-98. Zentrales Institut für Fernstudienforschung, FernUniversität, Hagen.
7. Paulsen, M. F. (2003). Europeiske synspunkter på LMS-systemer. *I Dialog og nærhet – IKT og undervisning*, red. Nordkvelle, Y. T., Haugsbakk, G., og Fritze, Y.(red.). Oslo: Høyskoleforlaget.
8. Paulsen, M. F. (2003). Erfaringer fra EU-prosjekter. *Forskning nr 2-2003*.
9. Paulsen, M. F. (2003). Un Análisis Internacional de la Educación Basada en la Web y Recomendaciones Estratégicas para el Desarrollo Futuro de la Enseñanza en Línea. In Barajas, M. (Coord.) *La Tecnología Educativa en la Enseñanza Superior: Entornos Virtuales de Aprendizaje*. 203-208. Madrid: McGraw-Hill.

Nineteen 2003 presentations in five countries

I gave 19 external presentations: 7 in Denmark, 4 in Sweden, 5 in Norway, 1 in the UK, 1 in Germany, and 1 on video.

UK, Germany, and video

Trends and Future Developments in European Online Education. Keynote presentation at a conference organised by the Minerva BiTE project. Ipswich, 05.12.03.

Online Education Trends. Contribution at Round Table Discussion, EADL Conference, Hamburg. 14.05.03.

Findings and recommendations from the CISAER and Web-edu projects. A video conference presentation, 25.04.03. A multimedia version is available for broadband users.

Denmark

Nettbasert utdanning i stor skala. Et foredrag holdt på Schæffergården i København, 20.05.03.

Pædagogiske muligheder i netbaseret undervisning. Et foredrag holdt for Københavns Dag- og Aftenseminarium, 14.08.03.

Learning Management Systemer. Et foredrag på Uddannelsesforum2003. Odense, 01.10.03.

Anekdoter: En student og en lærer ved NKI Fjernundervisning. Et foredrag på Uddannelsesforum2003. Odense, 02.10.03.

Netbasered uddannelse nu og i fremtiden. Et foredrag på temadag om læring, informationskompetence og e-læring i biblioteker. Frederiksberg Hovedbibliotek, 29.10.03.

Fjernunderviserkompetencer. Et foredrag for eLearnCenteret ved CVU Sønderjylland. 13. 11.03. Middelfart, Danmark.

Hvordan ser fjernundervisning ud i Skandinavien om fem år? Et foredrag på fjernundervisningsdagene 2003, 13.11.03. Middelfart, Danmark.

Sweden

Nettbasert utdanning: Erfaringer fra NKI Fjernundervisningen. En workshop for Nätuniversitetet, Mithögskolan, Sundsvall, 18-19.02.03.

Svenske utfordringer i et globalt, nettbasert utdanningsmarked. Foredrag ved Luleå universitet med videooverføring til Boden og Skellefteå, 20.02.03.

Fra småskala forsøk till storskala drift. En analyse av europeiske erfaringer med LMS-systemer med spesiell fokus på de Nordiske landene. Luleå Universitet, 20.02.03.

Nätbaserad utbildning -Nordiska och internasjonella erfarenheter och visioner. Et foredrag holdt i Göteborg på et seminar i regi av Fronter, 03.06.03.

Norway

Fra småskalaforsøk til storskala drift. Et foredrag på konferansen Didaktikk og teknologi. Lillehammer, 14.02.03.

Teknologiske og markedsmessige trender i nettbasert utdanning. Foredrag for eForum Norge, 04.03.03.

Trollet med de tre hodene: Learning, Management, and System. Et foredrag på Fronter brukerkonferanse, 22.09.03.

Pedagogiske utfordringer i nettbasert utdanning. Et foredrag på Empirikas seminar som inngår i et 15 poengs kompetanseprogram ved Høgskolen i Gjøvik om nettpedagogikk rettet mot offentlig sektor. Lillehammer, 24.09.03.

Trends and Future Developments in Online Education. Presentation for a Chinese delegation from NEEA visiting ICDE. Oslo, 08.12.03.

2004 - Launching online submission, response barometer, and individual planning

Spring innovations

Traditional universities enrolled students one time per year. Athabasca University was more flexible and enrolled distance students one time per month. NKI enrolled online students every day.

As the head of development, I conducted numerous surveys to find out which services we should develop for NKI's flexible model. Resulting in three new and innovative LMS-services in the spring. Online submission, response barometer, and individual planning.

Online submission and assessment

We first required students to upload their assignments to the LMS. And the teachers to assess and grade the assignments in the LMS. A feature that archived all assignments and assessments in our SESAM LMS and provided numerous opportunities for future improvements.

A development that made me realise that LMS-systems could log activity and collect data to analyse and improve online teaching and learning. Nearly a decade before learning analytics emerged as a common term in the field.

Quality barometer tracking teacher response time

Our surveys of online education maintained that swift teacher response is essential for student satisfaction. Especially for students with individual start-up and progress plans. Quite hard to follow up since all 150 online teachers worked part-time from their home offices.

So, we developed an update in our SESAM LMS system that recorded the time from a student submitted an assignment to the teacher registered the corresponding grade. The update allowed us to provide personalised information and statistics on the teachers' personal web pages.

When the teachers logged on, they found their assignment to-do lists and current barometer readings, as shown in this example:

- *NKI's goal is that it should take no longer than 2 days from a student submits an assignment to the teacher registers the grade.*
- *The last six months the teachers' overall average is 2.8 days, your average is 1.9 days.*
- *The last month the teachers' overall average is 1.9 days, your average is 1.7 days.*

This innovative service was introduced in May 2004. Maybe the first response barometer in the world. It resulted in much discussion in the teachers' online forum. A few teachers voiced strong criticism, doubts, and reservations. However, it was interesting to observe that among all our 150 online teachers, the overall average response time accumulated over the last six months dropped month by month during the Fall of 2004. In October it showed 3.97 days, in November 3.06 days, and in December 2.76 days. In the following years, the overall average response time was less than three days, except from the summer holidays.

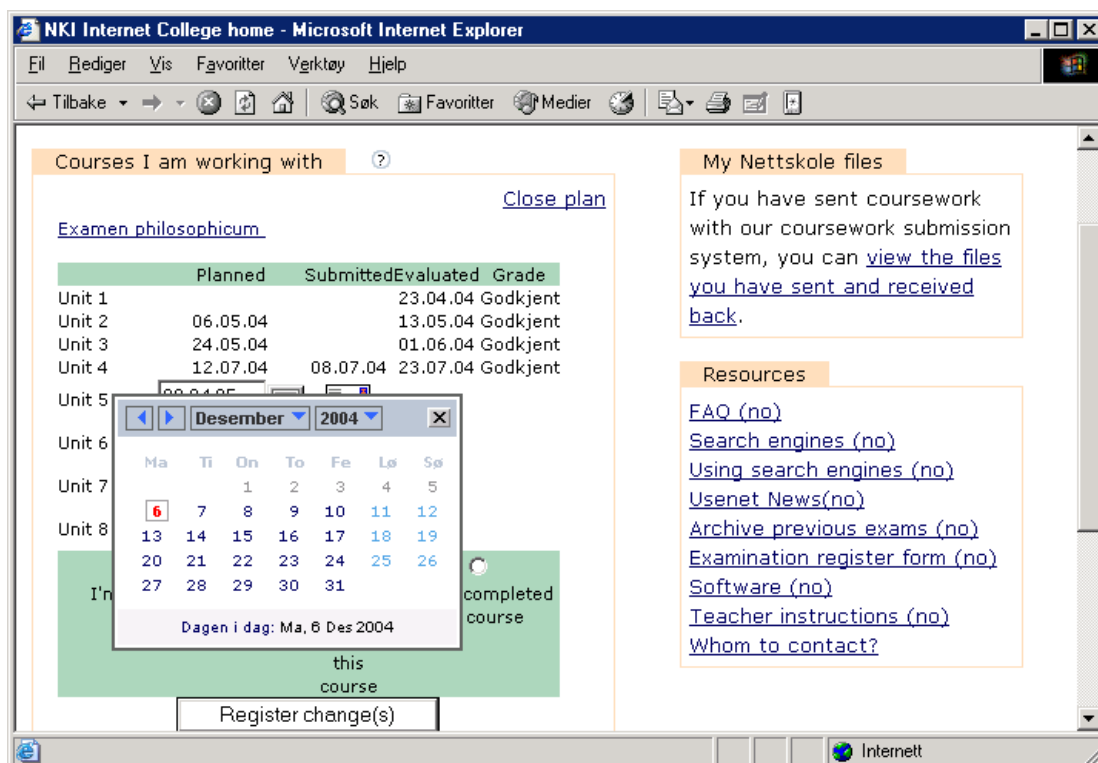
A few teachers still had an unacceptably long response time, so we later introduced an automated e-mail reminder to teachers who had not registered a grade after seven days.

The experience triggered my interest in how information transparency and various quality barometers could be used to improve the quality of online education.

Individual planning system

Many adult students need or prefer individual start-up and progress to cope with a busy life, job, and family responsibilities. But the flexibility may increase procrastination and drop out rates. And the amount of work needed to follow up each student.

So, we introduced an individual planning system as a voluntary option for the online students in May 2004. The screenshot shows one student's plan in December 2004.



Screenshot of NKI's individual planning system

When students logged on, they saw the number of days to their next planned submission. They also received reminders when they were delayed. After 10 days: a standard e-mail generated by the LMS. After 20 days: the teacher was prompted to send a personal e-mail. After 90 days: the individual plan was purged, and the student was contacted via land mail.

The class lists also provided information about the students' progress plans. This was meant as an incentive for students to maintain up-to-date progress plans and support peers who fall behind their plans.

Celebrating Tore Krogdahl and Svein Qvist-Eriksen

About fifty employees took the newly refurbished ferry boat MS Prinsesse Ragnhild from



STOR ÆRE: Brede smil levnr linen tvil om hvr Marsen Flate Paulsen (t.v.) og Tore Krogdahl i NKI fjernundervisning synes om å få Rosings kompetansepris. Nå harner skulpturen i skryteskapet på styrerommet.

Facsimile from *Budstikka*, November 26, 2003

Oslo to Kiel in Germany. To honour Tore Krogdahl as retiring rector of NKI Distance Education on April 1. NKI's third employee when NKI's Norway office was established in 1959. A mentor who encouraged women to become leaders. As the Royal Family was about to baptise Princess Ingrid Alexandra. The first female heir apparent to the Norwegian throne in modern history.

An esteemed boss we honoured with a rap written by Jan Erik Nymo. My first and only rap performance. With a silly wig in front of an audience.

After five successful decades and various positions in the NKI organisation, Tore had reached his goal: to develop NKI into Norway's largest distance education school.

At the cursor moment, just coming home from Tore's funeral, I look at the old newspaper picture of us and remember him as a wise man. A scholar I felt reciprocated my respect. A principal I pushed hard in my quest to transform the correspondence school into an online school. A leader who wisely pushed back. Arguing that NKI could not survive the transformation without the crucial income from correspondence students.

In the same evening, Svein Qvist-Eriksen stepped up as the new rector. A pedagogue and correspondence school connoisseur working for NKI since 1977.

As the growing number of nearly 6,000 online students approached the declining number of about 8,000 correspondence students. Making many senior employees uneasy as their correspondence school expertise became less vital.

Wondered how Svein would handle the increasing disputes between the old and new school? The potential clash between the correspondence and online fractions?

Trends and developments at the Estonian e-University

Ene Koitla and Jüri Lõssenko invited us to a conference arranged by the Estonian e-University in Tallinn in April 2004. The year Estonia became a member of both the EU and NATO.



Private photo of Stian playing his guitar

My 17-year-old son Stian came along, and our hosts welcomed him home to spend a day sightseeing with local teenagers. They helped us find tickets to Puccini's *Madame Butterfly* at the Estonian National Opera. An enjoyable experience that reminded us of two memorable concerts we attended in 2003. Lou Reed at the Oslo Concert House in May. David Bowie at Oslo Spectrum in October. Two of our favourite artists.

When I was young, I tried hard before I gave up the guitar. Stian, however, got the talent. I was a proud father when his band performed on the last day of primary school. In secondary school, he easily sang and covered Bowie, Reed, and Øystein Greni on his electric and acoustic guitars. Tributed the Norwegian bands Young Neils and De Lillos as Le Dildos. With much of their lyrics learned by heart. Talents that were augmented by new internet services providing an abundance of chords, lyrics, and soundtracks to stimulate and help amateur musicians. And PC software for recording and editing music. Along with the video editing software Pinnacle Studio to make skateboard-, snowboard-, and music videos.

Estonia had built a reputation as one of the world's most digitised countries. At the same time, PlayStations, PCs, and the internet were more widespread in Norway than elsewhere. Father and son discussed how much time Norwegian kids should spend without supervision in their rooms with PCs and internet connection. For good and bad. An environment that fostered an unprecedented generation of Norwegian music and video talents as well as gamers and - extremists.

Current issues that influenced my conference presentation that was titled [*Trends and Future Developments in European Online Education*](#).

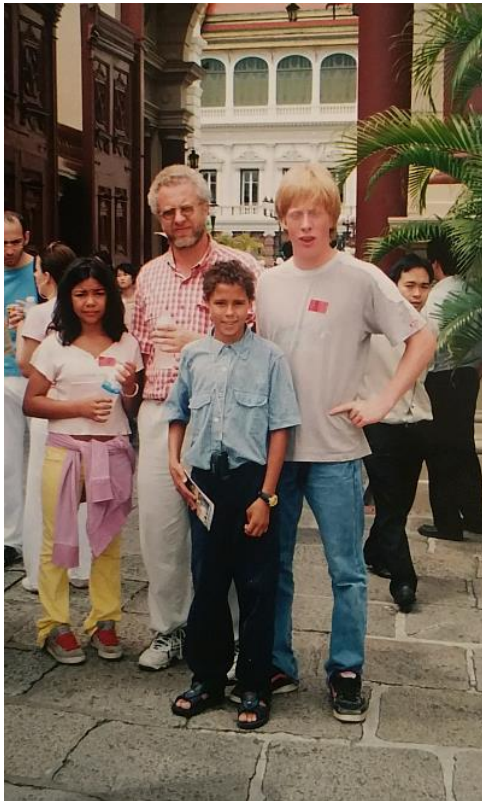
Open educational resources at Phuket Island

My cousin Stein had moved to the west coast of Phuket Island. An important tourist destination in Thailand. We wanted to visit him. So, in July, we rented a bungalow in his neighbourhood.

My vacation reading was [*Theory and Practice of Online Learning*](#). A 421-page book edited by Terry Anderson and Fathi Elloumi. Which I had accepted to [review for IRRODL](#). Since it presented experiences coming out of Athabasca University. And 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 the world's people. As interest in open educational resources (OER) was growing. 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.

We rented a Toyota pickup truck with a right-hand steering wheel. That only provided space for three kids back in the truck bed. That drove clockwise in the roundabouts. That turned on the window wipers when I used the indicator.

Honestly, it was a minor problem to deal with left hand driving. The real challenge appeared when I focused on the crazy traffic. Trucks speeding at 120 km an hour. Packed with standing schoolkids in the truck bed. Three on the rear bumper. Scores of motorcycles with whole families aboard. Sometimes driving on the right side of the road.



Private photo with the kids in Bangkok

Except for the book review, the road traffic, and the sloppy safety practice, the holiday was wonderful. We met friendly locals. Ate delicious Thai food at simple beach restaurants. Fed monkeys. Rode elephants in Phuket and Tuk Tuks in Bangkok.

Had a marvellous day trip with a long-tail boat in the beautiful Ao Phang Nga National Park with its amazing limestone tower karst islands. Visited the Ko Panyi fishing village on stilts and Khao Phing Kan. Called James Bond Island after the 1974 movie: *The Man with the Golden Gun*.

There were often heavy rainfalls at night during the rainy summer season in July. Fortunately, we did not listen to the people who advised us to postpone the trip until our Christmas vacation.

The earthquake in the Indian Ocean and the following tsunami occurred on December 26. Many communities along the coasts of the Indian Ocean were devastated. The tsunamis killed an estimated 227,898 people in 14 countries. Making it one of the deadliest natural disasters in recorded history. Even 84 Norwegians died in the tsunami. Most of them tourists on Thailand's west coast.

First Norwegian professor of online education

I found it motivating to work towards a goal. Always had some that were ambitious, but achievable. To finish a marathon, publish a book, develop a new online education service, etc. So, August 23 was a memorable day. Twenty-two years after I started to work for the NKI correspondence school, I was appointed Norway's first professor of online education.

Appreciated the engraved vase I received from NKI's CEO Sverre Harald Amundsen, the media coverage, and the committee's concluding statement: *Paulsen is an international expert and competent researcher in the field of online and distance education.*

The appointment and the release of our innovative online education services resulted in many invitations and opportunities. The Danish newspaper Berlingske published an [article about my views on online education as an export industry](#). And I gave at least 15 presentations in 2004. In Norway, Manchester, Cork, Tallinn, Turku, Berlin, Reykjavik, Gothenburg, Stockholm, and Copenhagen.

Ble professor i e-læring

Morten Flate Paulsen er utnevnt til professor i nettbasert utdanning ved Norges Informasjonsteknologiske Høgskole (NITH).

EVA TØNNESEN

Morten Flate Paulsen har studert utviklingen av nettbasert utdanning i Norge og internasjonalt og mulighetene som ligger i fremtidens utdanning på nettet.

– Jeg opplever dette som en stor anerkjennelse etter nesten 20 års pionerarbeid innen nettbasert utdanning, sier professoren i anledning utnevnelsen.

Flate Paulsen har kartlagt både lærernes og studentenes holdninger og erfaringer knyttet til nettstudier. Parallelt har han vært en aktiv pioner på fagområdet som utviklingsleder for NKIs nettstudier. Denne virksomheten, som mottok Rosings kompetansepris i 2003, har nå 400 kurs og 6000 studenter på nettet.

– Nettbasert utdanning har utviklet seg fra småskalaeksperimenter ved enkelte høyskoler og universiteter, til ordinær drift ved enhver utdanningsinstitusjon. Utviklingen går enormt raskt, særlig i Skandinavia, sier Flate Paulsen.

INTERNASJONAL OPPMERKSOMHET

Professoren mener at hele utdanningssektoren er i



FOTO: EVA TØNNESEN

TIL TOPPS: Morten Flate Paulsen er Norges første professor i e-læring.

innføring av læringsplattformer, systemintegrasjon og storskaladrift.

Forskning om nettbasert undervisning er også ettertraktet i internasjonale miljøer. Flate Paulsen er en mye brukt som foredragsholder. Hans siste bok, «Online Education and Learning Management Systems: Global E-learning in a Scandinavian Perspective», er solgt over internett til kjøpere i 20 land.

EVA.TONNESSEN@COMPUTERWORLD.NO

ferd med å endre seg, og at Norge ligger i forkant av den internasjonale utviklingen. Det kan gi oss et fortrinn i den kommende konkurransen om de globale nettstudentene.

– De skandinaviske landene ligger langt fremme når det gjelder nettbasert utdanning. Dette gjelder spesielt på områder som teknologisk infrastruktur,

Facsimile from Computerworld Norge 07.05.2004

Flexible Nordic education in Reykjavik

I flew low fare. As we always did at NKI. Used to the prudent tradition in a private school that had to compete with free public tuition. Annoyed to see all the public servants flying business class to Reykjavik. To attend the September 23-24 conference on flexible learning in a global market. Arranged by the Nordic Council of Ministers. The official body for inter-governmental co-operation in the Nordic Region.

From my point of view, the lasting outcomes of the conference were the good memories from swimming in the Blue Lagoon, dining in the revolving restaurant Perlan at Reykjavík's highest hill, and joining the Golden Triangle excursion. Featuring the Gullfoss Waterfall, Geysir Geothermal Field, and Thingvellir National Park.

However, Lars Skjold Wilhelmsen's presentation was interesting. The title could be translated to: The global education market - a tough Nordic tangle to solve.

He suggested that Nordic educational collaboration could focus on:

1. stopping leakage of student to other countries
2. establishing a common arena for learning
3. becoming a global provider

My presentation focused on Nordic differences and challenges and was based on my article in publicservice.co.uk.

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Online education

26 May 2004

Morten Flate Paulsen, Professor in Online Education, NKI Distance Education, profiles global e-learning from a Nordic perspective

The Nordic online education trend is the transition from small-scale experimental courses to large-scale, mainstream operations. Prior to the year 2000, typical Nordic universities piloted a few online courses attracting some pioneering students. Today, many higher education institutions are implementing online education services to all their students. Learning Management Systems (LMS) that facilitate online education are omnipresent in Nordic higher, further and continuing education. LMSs are common in secondary schools, and even primary schools offer online services to pupils, teachers and parents. Online education has, therefore, suddenly become mainstream education. The Nordic countries may already have more than two million online education users. Evidence for this can be found in the fact that there are more than 25 different LMSs used in the Nordic countries. Fronter, the major Nordic LMS provider, reports to have sold more than 500,000 licences single-handedly.

Screenshot of article in publicservice.co.uk

Below is an excerpt from the article which is still worth reading:

Danish education is firmly rooted in a long-standing tradition for learning through 'the living word' as opposed to the printed word. It emphasises online education that includes face to face seminars and collaborative learning. So far, this may have been a wise strategy since collaborative learning is relatively swift and inexpensive to develop. But one may question if the use of face to face seminars make Danish online education more expensive and less flexible. One may also discuss whether collaborative learning is suitable in large-scale environments.

Norway has a long tradition of supporting distance education. It was the first country to regulate correspondence education by an act of Parliament in 1948. Since then, distance education has been recognised as an important part of the educational system. However, independent distance education institutions have experienced reduced State support from nearly 100% in 1975 to about 10% in 2004.

A distinctive characteristic of Norwegian online education is that two nationally developed LMSs (Fronter and It's learning) totally dominate the market from primary to tertiary education. This may stimulate collaboration between institutions and focus investments and resources towards services that could benefit the whole nation. Another interesting observation is that there are four major providers of distance online education: NKI, BI, NKS and Nettverksuniversitetet. Three of the four are

private educational foundations. The fourth is a consortium of public university colleges. All four initiatives have proven to be sustainable, and NKI Distance Education has operated online education courses every day since 1987.

Three Swedish distance education consortia have received considerable governmental funding. At most, they offered 50 courses to 6,000 students per year. After nearly 10 years of operation, their funding was discontinued when the Government decided to establish Netuniversitetet. Apart from the lack of funding, the consortia had difficulties in building the necessary fundament of knowledge to be efficient producers and deliverers of distance education. Distum was established by the Ministry of Education in 1999 to support the development and use of information technology in distance education. However, it takes time to make an impact at national level, and the necessary political patience was not available. Distum was discontinued after three years when the Ministry decided to support the new political initiative named Netuniversitetet. In 2002, the Swedish universities received SEK211m to support online education, with SEK 90,000 per student per year. In 2003 and 2004, online students were provided SEK 20,000 per year more than ordinary students. This funding is intended to increase the development of online courses, but it could easily set an unhealthy standard for future overspending.

In most countries, there is increasing acceptance of commercialisation of education, but Swedish universities are still not allowed to charge tuition fees from individual students. Since Sweden lacks this economic incentive for change, Sweden will have significant problems competing with other countries in the emerging global online education market.

To sum up, the Nordic countries have distinct characteristics and challenges regarding online education. All have potential advantages in the growing international online education market, but they can do much more to capitalise on their competence and technological pre-eminence.

Breaking barriers in Manchester

On June 7, Barbara Jones hosted the final Delphi project workshop at the University of Manchester Institute of Science & Technology. Seventeen experts attended the workshop titled *Breaking barriers in education and training*. We discussed the question: *How can we make e-learning in education and training transferable, scalable, and sustainable?*

I recall meeting Wim Van Petegem from the University of Leuven and Atle Løkken from the University College of Stavanger at the workshop. And disturbingly many intoxicated British students and teenagers outside pubs and discos near the university. Had a pleasant evening with Sirje Virkus and Tore Hoel at a British pub after the workshop. Where we discussed that Gmail just was introduced as the first web-based email service. That the popular Mozilla Firebird browser had changed name to Firefox. That the first version of Skolelinux had just been introduced to promote free software in Norwegian schools.

My major contribution to the project was as author of the 2003 report [E-learning – The State of the Art](#). It identified and discussed critical issues in e-learning that were used to develop a template for further analyses of key innovations in thirty projects funded by the European Socrates, Minerva, IST, and Improving Human Potential Programmes.

The workshop contributions were made available on the webpage shown in the screenshot. And my task at the workshop was to conclude and summarise the discussion together with Mario Barajas and German Bernal-Rios.

More reports and recommendations from the project are archived at https://web.archive.org/web/20050309122745fw_/http://www.ub.es/euelearning/delphi/index.htm



Screenshot of the archived Delphi website

2004 minutes

- January 21. Princess Ingrid Alexandra, Norwegian heir to the throne, was born.
- February 3. The CIA admitted that there was no real danger from Iraqi weapons of mass destruction before the 2003 invasion of Iraq.
- February 9. The Mozilla Firebird browser changed its name to Firefox.
- March 2. A UN report stated that Iraq has not had any “significant” weapons of mass destruction since 1994, contrary to widespread belief.
- March 29. Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovenia, and Slovakia become new NATO members.
- March 29. Ireland became the first country in the world to ban smoking in all workplaces, including bars and restaurants.
- March 31. Google announced Gmail, the first web-based email service to offer one gigabyte of storage.
- April 5. The Norwegian Cash Service (NOKAS) in Stavanger was robbed. The robbery was described as the largest and most brutal robbery in Norwegian history. A policeman was shot and killed.

- May 1. Estonia, Cyprus, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia, the Czech Republic, and Hungary joined the European Union.
- June 1. The Norwegian law on protection against tobacco damage was extended with a total ban on smoking in restaurants.
- June 15. The Norwegian Directorate of Education was established.
- June 20. The first release of Skolelinux.
- July 4. Greece won the European Football Championship by beating Portugal 1-0 in the final.
- August 22. Edvard Munch's paintings *Scream* and *Madonna* were stolen from the Munch Museum in Oslo by armed robbers.
- August 28. Andreas Thorkildsen won Olympic gold in javelin.
- November 23. *World of Warcraft* was released in North America.
- December 31. Orange Revolution: Ukrainian President Viktor Yanukovich resigned.

Six 2004 publications in English and Norwegian

1. Paulsen, M. F. (2004). [Book Review – Theory and Practice of Online Learning](#). *The International Review of Research in Open and Distance Learning*. Volume 5, Number 3.
2. Paulsen, M. F. (2004). [Online Education](#). *Public Services Review: Nordic States*.
3. Paulsen, M. F. (2004). [E-learning in the North](#) for the *Online Educa* newsletter.
4. Paulsen, M. F. (2004). Cooperative Freedom: An Online Education Theory. *SVERD's jubileumsskrift*, October 2004.
5. Paulsen, M.F. og A. Dye. (2004). [Evaluering av Nettskolen Høsten 2003](#).
6. Paulsen, M. F. (2004). [Utfordringer i dansk nettbasert utdanning](#). Artikkel i *Insights@CBS, forskningsbulletin ved Copenhagen Business School*.

Fifteen 2004 presentations in nine countries.

UK and Ireland

Trends and Future Developments in European Online Education. A presentation at Manchester Metropolitan University, 29.03.04.

Cooperative learning: administration, design, and assessment. Keynote presentation at the conference New Assessment for New Learning at DEIS, Cork, Ireland. 12.11.04.

Estonia

Trends and Future Developments in European Online Education. A presentation at a conference organised by the Estonian e-University. Tallinn, 11-12.03.04.

Finland

Challenge of Cooperative Learning and Individual Enrolment - How can we take care of both in online learning? A video presentation at a conference for the University of Turku, Finland, 24.11.04.

Germany

I gave the presentation Important Trends in Online Education and took part in the panel discussion, Is e-learning a community or a discipline? at Online Educa in Berlin in December 2004.

Iceland

Nettbasert utdanning og globalisering i Norden på Nordisk Ministerråds konferanse Globalt utdanningsmarked - nordisk utfordring i Reykjavík, 23.09.04.

Sweden

Kooperativt lærande: Om nätbaserad distansutbildning med individuell start og progression på SVERDs jubileumskonferanse ved Göteborgs universitet. 5.10.04.

Flexibla lärandemiljöer, möjligheter och utmaningar, i ett Nordiskt perspektiv på konferansen Flexibla lärandemiljöer - ett samarbetsprojekt? i regi av Lärarhögskolan i Stockholm, Sveriges Nätuniversitet och Nationalbiblioteket. 10.11.04.

Denmark

Samarbeidslæring og industrialisert undervisning - Utfordringer i dansk nettbasert utdanning. Et foredrag for Copenhagen Business School 17.02.04.

Norway

Trender og utfordringer i nettbasert utdanning, foredrag på faglig samling arrangert av it:solutions, Solstrand Fjordhotel, Bergen, 09.12.04.

Jeg var sesjonsleder for Kompetanseutvikling og e-læring på Symposiet eLandet Norge 2004 i Oslo, 19.10.04.

Kompetanseheving i NKI Fjernundervisning. En presentasjon for eforum den 05.02.04.

Universell tilrettelegging av fjernundervisning på Internett. Et foredrag holdt på Norgesuniversitetets konferanse i Oslo 15.-16.04.04 av Morten Flate Paulsen, Ivar Mortensen og Wenche Roald.

Hvorfor satse på nettbasert utdanning og nettpedagogikk? Trender, utfordringer og muligheter. Et foredrag for Høgskolen i Oslo, Avdeling for helsefag. 24.03.04.

Har vi en bærekraftig nettbasert utdanning på Kompetansedagene 2004 for bank og finans, Vette, 03.09.04.

2005 - Surpassing correspondence education

Reaching the point of no return

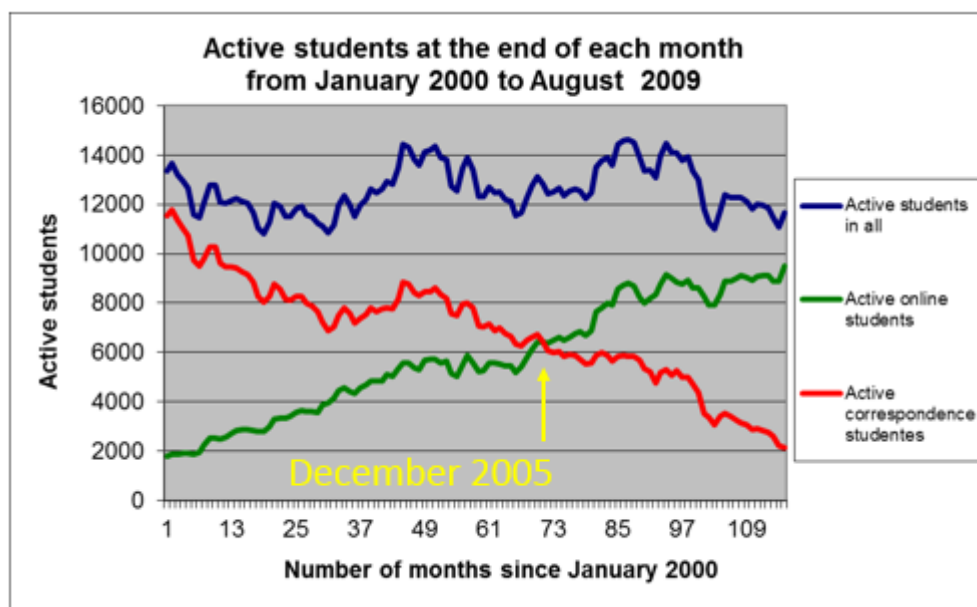
Online education became gradually more important for NKI's research, operation, and finances. We had completed nine EU-funded online education projects since 1998. Three new were accepted in the spring:

- *Megatrends in e-learning provision*
- *Incorporating mobile learning into mainstream education and training*
- *E-Learning Quality for SMEs*

However, NKI's strategy was still to offer all courses both online and as correspondence courses. A sensible strategy, since many preferred correspondence courses even as the proportion of online students increased.

January 2005 was the first month we had more registrations for online than correspondence courses. And the first half year confirmed the trend with 50,4% of the turnover coming from online courses. At the end of August 2005, we celebrated that Anita Hvila acquired NKI's online course number 50,000. Almost exactly 18 years after the first four online students started in the autumn of 1987.

In December, the number of active online students (6,374) for the first time surpassed the number of correspondence students (6,062).



Development of correspondence- and online students at NKI

In many ways, 2005 made a substantial change. Online courses had become more important than correspondence courses. And the organization needed to agree on a strategy for the future. I pushed hard and got acceptance for the following philosophy on cooperative online learning:

NKI Distance Education facilitates individual freedom within a learning community in which online students serve as mutual resources without being dependent on each other.

A philosophy close to my *Theory of cooperative freedom and transparency in online education*.

Cooperative learner profiles


Many people argued that distance and online students were lonely. Especially when they followed individual progress plans. That students need to learn together in a social community. So, we had to develop better learning communities. Before people had heard about social media. Before Facebook.

Hence, we initiated and got external funding for the CLIP-project. To develop services based on *Cooperative Learner Information Profiles*. Making it easier to find learning partners (study-buddies) who would like to support each other. Based on common interest, progress plans, or locations.

The first step was to allow students to indicate if they wanted learning partners, then enter and share personal presentations and choose one of the four privacy levels:

1. Global: Everyone on the Internet could see the presentation.
2. Open: All NKI students could see the presentation.
3. Limited: The students in the course could see the presentation.
4. Closed: Only the teacher and NKI administration could see the presentation.

At the end of the year, 2,000 of the students had made a personal presentation and many included digital photos. Two out of three checked that they wanted a learning partner. Four out of ten chose open profiles. One in ten opted for closed profiles.

<p>Name: Morten Flate Paulsen E-mail: mfp@nki.no Telephone: Mobile: Homepage: http://home.nettskolen.com/~morten Postal number and area: 1319 Bekkestua Enrolled: 18. feb 2001 I would like to have a learning partner: Yes Privacy level: Open</p>	
<p>Personal presentation</p> <p>Professor of Online Education Doctor of Education, Pennsylvania State University Master of Science in Engineering, Norwegian Institute of Technology Director of Development, The NKI Distance Education</p> <p>I have worked with online education since 1986 and published many books, reports and articles about the topic. Many of my publications and presentations are available via my personal homepage at http://home.nettskolen.com/~morten/. My book Online Education and Learning Management Systems is available via www.studymentor.com.</p> <p>I'm on the Executive Committee for the European Distance and E-Learning Network (EDEN) and on the European Association for Distance Learning (EADL) R&D committee.</p>	

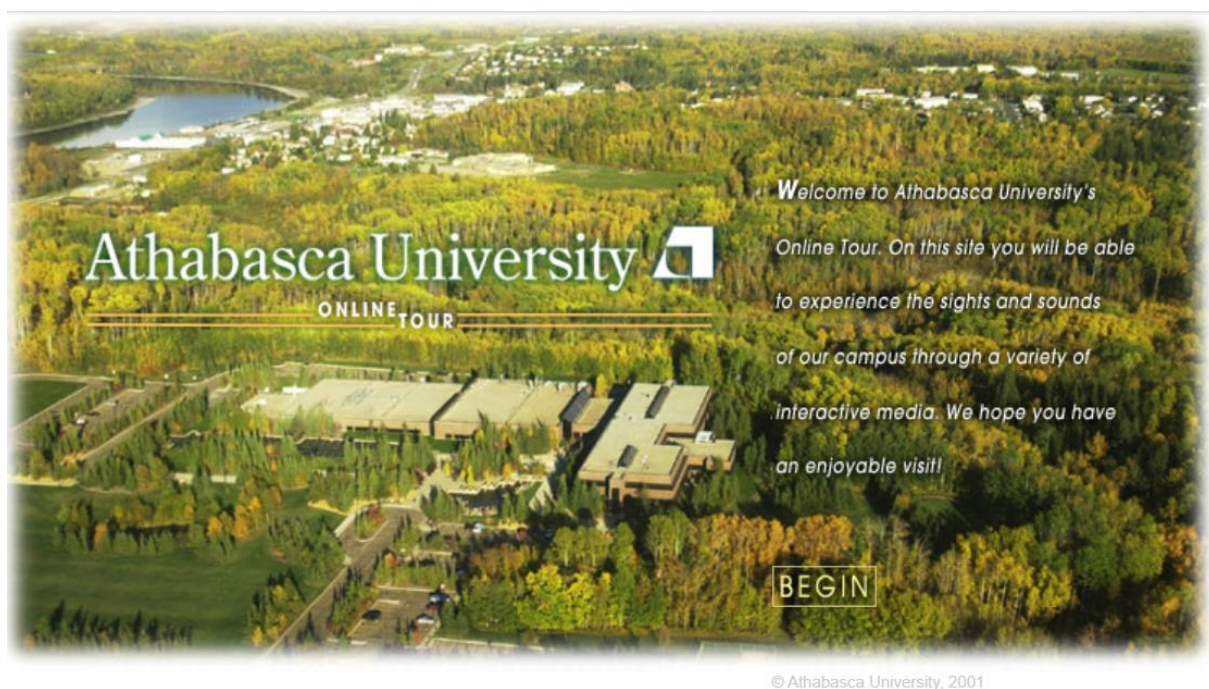
Screenshot of my 2005 personal profile in SESAM.

Edmonton, Athabasca, and ICDE

I flew to Edmonton in May. The capital city of Alberta. The Canadian province powered by its oil and gas industry. Learned from a Norwegian oil engineer in the neighbour seat that tar sand and fracking were controversial terms.

Invited by Terry Anderson, who took me on a guided tour to West Edmonton Mall. One of the world's largest. With hotels inside the mall. Where couples spent their honeymoons. Seriously?

Athabasca University. Canada's Open University. I knew the campus from the online tour in the screenshot and finally got the opportunity to visit it in Athabasca. 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.

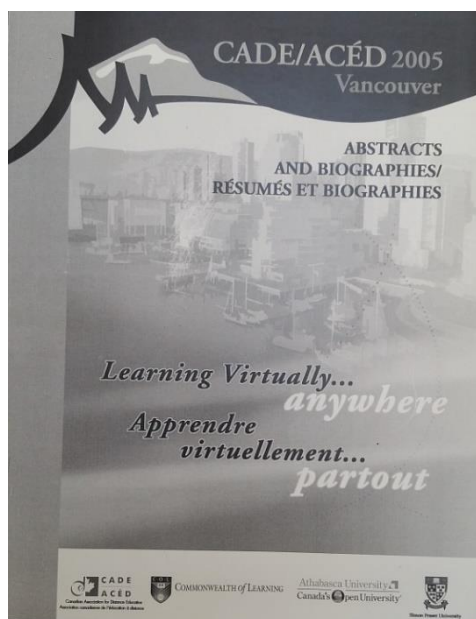


A 2005 screenshot of Athabasca University online tour

The drive from Edmonton took about two hours north on Highway 2. Arrived in time to give a lunch presentation for the staff about: *Collaboration in Independent Study - the NKI experience*. Joined the dinner party honouring Dominique Abrioux when he ended his ten-year term as President of Athabasca University. He was also ICDE's Vice-President for North America. Frits Pannekoek took over as the new President of Athabasca University in June.

At the cursor moment, it is worthwhile to notice AU's footprint on ICDE. Since Dominique Abrioux was ICDE's Vice-President for North America and the later AU Presidents Frits Pannekoek and Neil Fassina both became ICDE Presidents. Three ICDE notabilities I met several times.

Cooperative learning in Vancouver



The Canadian Association of Distance Education organised the [CADE 2005 International Conference](#) in Vancouver from May 7 to 11, 2005. Hosted by the Centre for Online and Distance Education at Simon Fraser University. With the conference theme: *Learning Virtually Anywhere.*

Arrived in a white limousine with Terry Anderson and Rory McGreal. From the airport to the Sheraton Wall Centre conference hotel in the heart of Vancouver.

I enjoyed the cracker barrel sessions during the welcome reception. A series of roundtable discussions where the attendees chose a table with a topic of interest. When the session master blew a whistle, we had to grab some crackers, get some

wine, and find a new table. A swift way to meet many new colleagues.

CADE conference abstracts

Learned that a new video publishing service called YouTube was launched in February. An online service that would bring video hosting and sharing to the masses. Heard about a new Vancouver-based image hosting service and online community. Started in 2004, Flickr soon became a popular service for both amateurs and professional photographers who wanted to share their high-resolution photos.

My keynote presentation was titled: *COGs, CLIPS and Other Instruments to Support Cooperative Learning in Virtual Learning Environments*. I also took part in two panel discussions about Mobile Learning at NKI and Distance Education Research in a Scandinavian Perspective.

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. Talked about distance education research in a Scandinavian perspective at Terry Anderson's CIDER research seminar. And joined a panel titled *Research Views from Over There*. To provide an international flavour of the challenges facing distance learning researchers and practitioners. With Don Olcott Jr from Western Oregon University, Asha Kanwar from the Commonwealth of Learning, and Christine von Prummer from Deutche FernUniversität.

Enjoyed the spectacular views in Stanley Park. Challenged my scare for heights by taking the Skyride up Grouse Mountain and crossing the Capilano Suspension Bridge.

Walked the cobbled streets of Gastown and saw the Steam Clock with Christine von Prummer and her feminist followers. Christine, who was widely known for her book on *Women and Distance Education*. Maybe an evening that increased my support of more female voices in our field. Making it easy to appreciate the cursor moment when my Athabasca colleagues Susan Bainbridge and Norine Wark published the *Encyclopaedia of*

Female Pioneers in Online Learning. About thirty prominent women who have influenced me and millions of online students around the world.

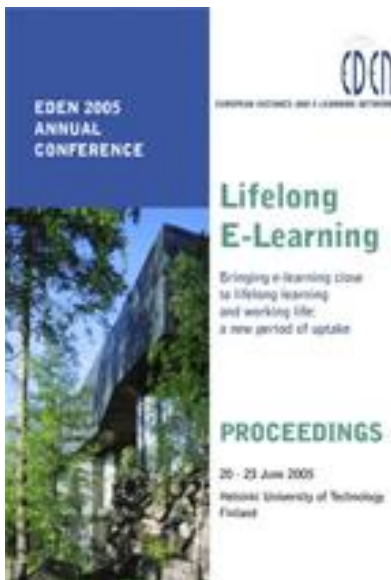
EDEN and EADL conferences in Helsinki

Two consecutive conferences in Helsinki in June. First the EADL conference June 16-18. Then my very first EDEN conference June 20-23, as the Finns started to celebrate midsummer.

Maybe a coordinated initiative by the Liaison Committee. A committee aiming to facilitate cooperation between open and distance learning associations in Europe. And to persuade the EC to dedicate more resources to open and distance learning. Established in 1999 by EADL, EDEN, and seven other institutions: ICDE, EADTU, the Coimbra Group, EuroPACE 2000, the European Federation of Open and Distance Learning (EFODL), the European Universities Continuing Education Network (EUCEN), and EDEN's Network of Academics and Professionals (NAP).

The theme of the EADL conference was: *How to Gain Competitive Advantage in the Learning Industry*. I gave a presentation titled *Online Pedagogy: Balancing Individual Needs with Collective Support*. My NKI colleague, Elisabeth Møystad, presented *How to turn enquiries into registrations*. The local organizer was the Finnish marketing institute, Markkinointi-instituutti.

Appreciated to be appointed a member of the EADL R&D Committee. The committee responsible for the content of EADL's annual conferences. Where I enjoyed many interesting meetings and discussions with Michael Lammersdorf (chairman), Tony Hopwood, Dirk van der Mark, Heinrich Dieckmann, and Kees Veen.



EDEN 2005 conference proceedings

The EDEN annual conference was organised by the Helsinki University of Technology, Lifelong Learning Institute TKK Dipoli. As Ingeborg Bø was president of EDEN and Tapio Koskinen was head of the local organising committee.

Browsing through the [proceedings](#) at the cursor moment, I'm surprized to see so many presenters who have contributed so much to our field. Just as an example, there were four from Norway: Bodil Ask, Sven Åke Bjørke, Torhild Slåtto, Susanne Koch, and Astrid Høgmo.

My keynote presentation, titled *Success Factors in Large-Scale Online Education*, introduced the *Megatrends* project to analyse large-scale successes and failures in e-learning. A project I initiated and headed for NKI with great partners in EDEN's orbit:

- EDEN, UK
- Open University of Catalonia, Spain
- Distance Education International, Ireland
- Estonian e-University, Estonia
- Norwegian Opening Universities, Norway

- Budapest University of Technology and Economics, Hungary

Sardinian summer with first camera phone

Flew Ryanair to Italy with my family in July. Three months after Cardinal Joseph Ratzinger was elected pope when John Paul II died at the Vatican.

Got a car at the Italian airport. A car that ate my CD in its CD-player. Owned by a rental company that charged me extra for crashing the car stereo.

Took 160 photos with Ericsson K750i - my first camera phone. Featuring a 2-megapixel camera, autofocus, LED light, video option, and memory stick. One of the gadgets that turned the global mobile and camera industries upside down in just a few months.



Private K750i camera photo from Sardinian stairs in Bosa

Rented a house in Bosa by the river Temo on the west coast of Sardinia. A house high up on the hill by the Castle of Serravalle. An area with so many Sardinian stairs that the local women sported gorgeous legs. A house which was eight meters deep, two meters wide, and five floors high. Kitchen and a roof terrace at the top. So nice to sit there and enjoy the beautiful scenery and the sunset. So close to the lively, Italian family quarrels in the neighbourhood. With a view to the ashes from a local wildfire. As we discussed why storms with human names got so much media attention. If it was a result of the Kyoto protocol on climate change that was ratified by 127 countries in February.

Rested my sore legs and contemplated why the architect found it convenient to instal the bathroom five stairs below the best area to consume wine and beer.

A-ha moments in Frognerparken and my iPod



Private photo of my 20 GB iPod

Norwegian energy giant Norsk Hydro celebrated its 100th anniversary with a free concert on August 27 in Frognerparken. My favourite park in Oslo. Full of tourists who want to see the Vigeland installations. Comprising 212 bronze and granite sculptures designed by Gustav Vigeland.

About 120,000 people attended the concert. Making it the largest concert ever staged on Norwegian soil.

Started with the new single *Celice* followed by several other new tracks. But the audience first took off when Morten Harket started *Crying in the Rain*. And flew high when A-ha started *Hunting high and low* followed by *Take on me*. The energetic concert winded down with *Stay on These Roads*, *Analogue*, *The Sun Always Shines on TV*, *The Living Daylights*, and *Dark is the*

Night.

Apple introduced the 20 GB iPod in 2002. My name and email address were engraved in the one I bought in 2004. It was soon filled up with A-ha albums, 5,000 other recordings, and my favourite playlists. A reliable companion on all my travels for the rest of the decade.

ILIAS in Nürnberg



Private photos of me and Stian at the ILIAS conference

ILIAS was prototyped in 1997 at the University of Cologne. Due to the increasing interest of other universities, the project team published ILIAS as one of the first web-based, open-source LMS systems in 2000.

In October, I was invited to give a keynote presentation at the [IVth International ILIAS Conference](#) at Friedrich-Alexander-Universität Erlangen-Nürnberg. The omnipresent Walter Kugemann opened the conference, and my presentation was titled *Cooperative Online Education. Pedagogy and technology supporting individual flexibility in virtual learning communities.*

Stayed with my 18-year-old son Stian at Deutscher Hof in Nürnberg. Adolf Hitler's favourite hotel. 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. The Centre where the National Socialists held their large rallies from 1933 to 1938. The remains of the huge structures that witness how these propaganda rallies were staged. The courtroom used in the Nürnberg trials. 24 major World War II criminals were indicted. Resulted in 12 death penalties and several life imprisonments. Visits that made a profound impression on us both.

So nice to end the visit with a reflective church concert with the Norwegian jazz singer Solveig Slettahjell.

2005 minutes

- February 14. The YouTube site was launched.
- February 16. The Kyoto Protocol on climate change entered into force after being ratified by 127 countries.
- April 2. Pope John Paul II died at the Vatican.
- April 9. Prince Charles married Camilla Parker Bowles at Windsor City Hall.
- April 19. Cardinal Joseph Ratzinger was elected pope, taking the name Benedict XVI.
- August 30. New Orleans was flooded and evacuated after the hurricane Katrina broke down the dikes.

- September 11. The Zhejiang province in China was hit by a violent typhoon. Over a million people were evacuated.
- September 14. Extreme weather Kristin: Record precipitation caused floods, landslides, and destruction in western Norway. Two died and several became homeless after a landslide in Bergen.
- October 4. Hurricane Stan wreaked havoc on floods and landslides in Guatemala and El Salvador. About 4,000 were reported dead or missing.
- October 8. A violent earthquake was causing great destruction in Pakistan, Afghanistan, and India. The number of deaths was estimated at over 86,000.
- October 17. Jens Stoltenberg's 2nd Norwegian government convened.
- October 24. Hurricane Wilma swept across Florida after ravaging Mexico and Cuba. The hurricane caused great material damage, but few deaths.
- November 14. Heavy rainfall caused floods and landslides in the Norwegian counties Sogn og Fjordane and Hordaland. One died in a landslide in Bergen. The railroad to Bergen, E16, and several smaller roads were closed by landslides and floods.
- November 22. Angela Merkel became Germany's first female chancellor.
- November 22. Microsoft launched Xbox 360 in the US.
- December 11. Extreme weather Mona, with a south-westerly full storm and large amounts of precipitation, hit Helgeland, Saltfjellet, Salten, and Lofoten in Norway.

One 2005 publication in Norwegian

Paulsen, M. F. (2005) Resultater fra spørreundersøkelsen om NKI Fjernundervisnings planleggings-og oppfølgingssystem. Internal report. Oslo: NKI

Nineteen 2005 presentations in Norway, Spain, Portugal, Germany, Finland, Canada, Sweden, and Denmark.

Spain

Cooperative Learning in Virtual Learning Environments. Presentation for Estudios de Psicología y Ciencias de la Educación, Formación de Postgrado, in Barcelona, Spain, 14.12.05.

Portugal

E-learning: Developing Individual Flexibility and Cooperative Online Education. Presentation at the conference O Ensino da Física no século XXI organised by the University of Minho, Braga, Portugal, 12.11.05.

Germany

Cooperative Online Education. Keynote presentation at the 4th International ILIAS Conference in Nuremberg, Germany, 06.10.05.

Video from Campus Innovation in Hamburg 2005. Online Education: Trends and recommendations. Keynote presentation at Campus Innovation 2005, Hamburg, Germany, 20.09.05.

Finland

Online Pedagogy: Balancing Individual Needs with Collective Support. Presentation at the EADL conference in Helsinki, Finland, 16-18.06.05.

Success Factors in Large-Scale Online Education. Keynote presentation at the EDEN 2005 annual conference in Helsinki, Finland, 20-23.06.05.

Canada

COGs, CLIPS and Other Instruments to Support Cooperative Learning in Virtual Learning Environments. Keynote presentation for the Canadian Association for Distance Education at the CADE 2005 conference in Vancouver, Canada, 10.05.05.

Mobile learning at NKI Distance Education. Contribution to the panel discussion Making the Transition to Mobile Learning, at the CADE 2005 conference in Vancouver, Canada, 10.05.05.

Distance Education Research in a Scandinavian Perspective. Contribution to a panel discussion on Research Views at the CIDER research seminar in Vancouver Canada, 08.05.05.

Collaboration in Independent Study - the NKI experience. Presentation at Lunch 'n' Learn, Athabasca University 05.05.05.

Sweden

Nettbasert utdanning i stor skala. Foredrag for Utbildningsradioen (UR) i Stockholm, Sverige 12.12.05.

Framgångsfaktorer för storskalig onlineundervisning. Foredrag på et seminar ved Linköpings tekniska högskola 21.04.05.

Denmark

Erfaringer med nettbaseret læring - om virtuel læring - nettpædagogik. Foredrag på en konferanse i regi av VUC Sønderjylland. Aabenraa, Danmark, 26.01.05.

Norway

Pedagogikk, teknologi, økonomi og kvalitet - fire krevende elementer i nettbasert utdanning. Foredrag på NFFs konferanse i Oslo, 07.12.05.

Paneldebatt på konferansen eLæring 2005 - Lyst til læring! arrangert av Abelia og VOX, Oslo, 24.11.05.

Trender innen e-læring: Pedagogiske og organisatoriske sider ved nettbasert læring. Foredrag i Nettverksforum for nettbasert læring, Oslo, 15.11.05. Medlemmer av nettverket er Statens Vegvesen Vegdirektoratet, Toll- og avgiftsdirektoratet, Riksrevisjonen, Nordea, Forsvaret, Høgskolen i Oslo, Statsbygg, Statskonsult og Skattedirektoratet.

Trender innen e-læring: nettlæring og pedagogikk. Foredrag på seminar i regi av Handels- og Servicenæringens Hovedorganisasjon, 21.09.05.

Nettbasert utdanning: Utviklingstrekk og utfordringer sett gjennom NKI Fjernundervisnings briller. Foredrag på Universitetet for miljø- og biovitenskap, Ås, 04.03.05.

Erfaringer og fremtidsutsikter med nettbasert utdanning med utgangspunkt i NKI Fjernundervisnings utvikling. Foredrag på et seminar i regi av Elinor. 14.02.05.

2006 - Working with learning partners and peer counsellors

Cooperative developments

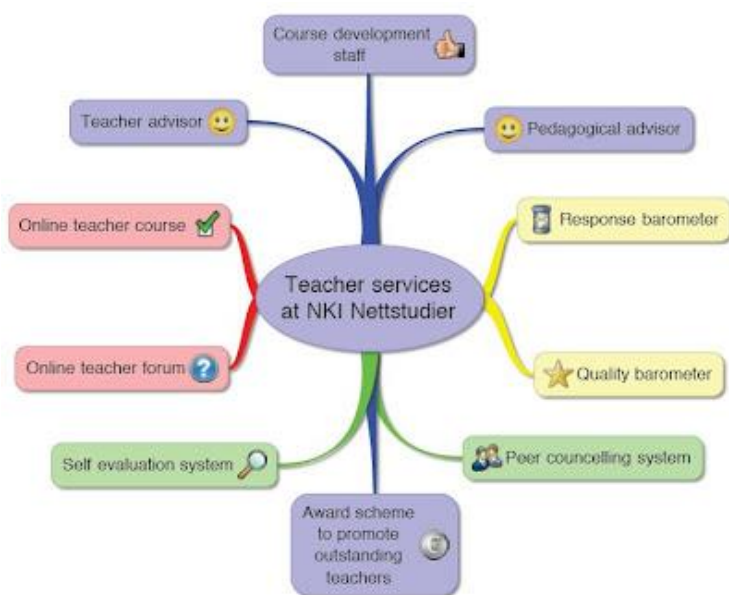
In the spring, our development team focused on two cooperative projects. Learning partners and peer counselling for online teachers. Two projects based on NKI's learning philosophy and my theory of cooperative freedom in online education. Conducted in a global environment with growing interest in social media and online sharing.

On March 21, Jack Dorsey tweeted “just setting up my twttr” and Twitter debuted in July. Making microblogging with 140 characters popular and widespread around the world.

On April 23, the Swedish audio streaming provider Spotify was founded.

On May 31, The Pirate Bay raid took place in Stockholm. The Swedish website that indexed torrent files was raided by the police and went offline for a few days. Resulting in wide media exposure, increased popularity, and more visitors.

Peer counselling



Mind map of teacher services at NKI

Peer counselling for online teachers was a project focusing on systems and routines encouraging teachers to help, guide and stimulate each other to do an even better job. An important, but touchy project. Since we knew that students wanted quality feedback from their teachers. That some teachers performed better than others. And that it was both sensitive and expensive to engage supervisors to evaluate the teachers.

When we floated the idea of peer counselling, my impression was that teachers with the largest

potential for improvement were most negative to the project. So, we first started peering only with volunteers that taught different subject areas. Asking them to focus on their communication with students, not the subject matter.

An administrator pulled out the feedback each teacher had provided to one student assignment and asked the peers to comment on each other's feedback. Both teachers got extra payment for this counselling.

The pilot project improved our focus on teaching quality and the teachers reported that they benefited from the peer counselling. The overall teaching quality seemed to improve, we

gradually included more peers, and the experiences made me argue that we could develop a quality barometer.

The teacher services improved over the years leading up to my 2011 blog post [Online Teachers Deserve Decent Support Services](#) discussing the teacher services shown in the figure.

EADL and CHANED in Paris

The image shows a collage of promotional material for the EADL Conference. At the top, it reads "EADL Conference Paris 10-12 May 20". Below this is a colorful mosaic graphic with the text "The modern mosaic of distance learning" and "Fitting the pieces together successful". The mosaic includes images of the Eiffel Tower, a book, a computer monitor, and a mobile phone. To the right is a presentation slide titled "New Media in Student Support Services" featuring portraits of Svein Qvist-Eriksen and Morten Flate Paulsen. The slide includes the text "The slides are available via: <http://home.nettskolen.com/~morten/>" and "A presentation (35 min) at EADL 2006 Paris, May 12, 2006". The nki logo is visible at the bottom left of the slide.

Facsimile from the EADL 2006 conference brochure and first slide from our presentation

Paris in May, a perfect location for the EADL 2006 conference. Hosted by CHANED - *Chambre Syndicale Nationale de l'Enseignement Privé à Distance*. The R&D Committee met twice in Paris before the EADL conference took place from May 10-12 at the *Maison des Polytechniciens*. Near the impressive Louvre and Orsay museums, Place de la Concorde, the Latin Quarter, and Notre Dame.

Our conference theme was *The modern mosaic of distance learning*. Its focus was on marketing, course management, delivery, and media.

We met with the local host in September 2005 to plan the conference. The first of several work-related visits to Paris the next year. Making it hard to remember when my most noteworthy Paris experiences took place. The Catacombs with its walls of bones and stacking of skulls. The Père Lachaise Cemetery with the graves of Frederic Chopin, Jim Morrison, and Oscar Wilde. The Pompidou Centre. The extravagant, but also minimalistic, burlesque shows at Lido, Moulin Rouge, and Crazy Horse.

Eating with Dominique Richey at the fine restaurant with opera singing waiters. Tasting La Mère Chaterine's frog legs at Place du Tertre, the lamb chops at the local restaurant on the corner of L'église de la Madeleine. The falafels at Chez Marianne. Failing the great photo opportunity with a mouse passing by our table at Café de la Paix after a visit to Palais Garnier.

Had a memorable social conference evening on the Seine River Boat. Passing the illuminated Eiffel Tower and the down-scaled replica of the Statue of Liberty. Followed up with several bottles of wine at the riverbanks near Notre Dame.

Remember Torunn Gjelsvik and Kjersti Hatlevoll represented the Distance Education Centre at BI Norwegian School of Management. With a presentation titled: *From print to digital marketing*.

Svein Qvist-Eriksen's and my presentation was titled, *New media in students support services*. Including results from telephone interviews with 47 students about three phases of student support. We concluded that:

- direct personal contact with advisors is important in the prospective phase.
- introduction to study techniques is important in the registration and start-up phase.
- quality feedback and quick turn-around time are important in the learning phase.

Mobile learning in Vienna with EDEN

European Distance and E-Learning Network (EDEN) Conference Proceedings

EDEN 2006 ANNUAL CONFERENCE

E-Competences for Life, Employment and Innovation

"E" is more! E-learning Enabling Education in
Evolving Europe

Proceedings of the EDEN 2006 Annual Conference

Vienna University of Technology
Vienna, Austria

14-17 June, 2006

Edited by

András Szűcs and Ingeborg Bø
on behalf of the European Distance and E-Learning Network

European Distance and E-Learning Network

The EDEN 2006 conference proceedings

The most painful learning experience at the EDEN 2006 annual conference in Vienna? My first encounter with the new term pocket dialling. My apologise goes out to my female colleague at the receiving end.

The conference was hosted by the Vienna University of Technology from June 14th to 17th. Marketed under the slogans:

E-Competences for Life, Employment, and Innovation

"E" is more! E-learning Enabling Education in Evolving Europe

Among the plenary speakers were Maruja Gutierrez-Diaz, Mary Thorpe, Gary Miller, Claudio Dondi, and Carl Holmberg.

Norwegian notabilities and presenters were Ingeborg Bø, Torstein Rekkedal, Per R. Stokke,

Torhild Slåtto, Alexander Dye, Hege Christin Stenhammer, Bodil Ask, Harald Haugen, and Per Arneberg.

I chaired the session: *Institutional Practice of Integrating E-learning*. Shared some of NKI's experiences with mobile learning. The other contributors who focused on m-learning in the session were:

- *Aleksander Dye - Nettskolen, NKI, Norway,*
- *Bryan Jones - Ericsson, Ireland,*
- *Gabor Kismihok - Corvinus University of Budapest, Hungary*

I remember attending a social evening in the Stadtpark. And the conference dinner at the Belvedere Castle. The baroque castle surrounded by charming gardens with a pleasant view over the city and the stimulating painting of *The Kiss* by Gustav Klimt.

At the cursor moment, I recall many thrilling experiences from several visits to Vienna. Among them are the roller coaster in the Prater amusement park, the concert in the Musikverein, the Lipizzaner horses at the Spanish Riding School, the Hundertwasser house, and the Freud Museum. The hydrofoil on the Danube from Vienna to Budapest is also recommended. And of course, the world famous Sachertorte.

E-learning quality in European SMEs

We published the report in October. The first publication from the ELQ-SME project. Funded by the Leonardo da Vinci Programme.

Edited by Vanda Vieira and me. *The State of the Art Report: E-learning Quality in European SMEs. An Analysis of E-learning Experiences in European Small and Medium-sized Enterprises.*

E-learning was not common in SMEs in 2006. But we included 18 transnational case studies of e-learning experiences from SMEs in Austria, Denmark, Estonia, Germany, Norway, the Netherlands, Portugal, and Spain. Presenting examples of excellence from small, medium, and large enterprises and training providers.

The project coordinator was Vanda Vieira from CECO A in Lisbon. Other central participants were Alexandra Costa Artur (CECO A), Rene J.M. van Leeuwen (N.V. Interpolis), Natalie Morawietz (F-BB), Diederick Stoel (Profitwise), and Niels Chr. Moe (NKI).

We pointed out the following e-learning advantages from the case descriptions:

- Improved flexibility in time and location
- Reduced costs for travel, accommodation, and seminar rooms
- Swifter and cheaper distribution of learning material
- Quicker introduction of new products due to accelerated training of many employees
- Increased sales because customers perceive e-learning as a sign of high competence
- Increased sales because e-learning could add value to the product
- Improved relations with customers and suppliers

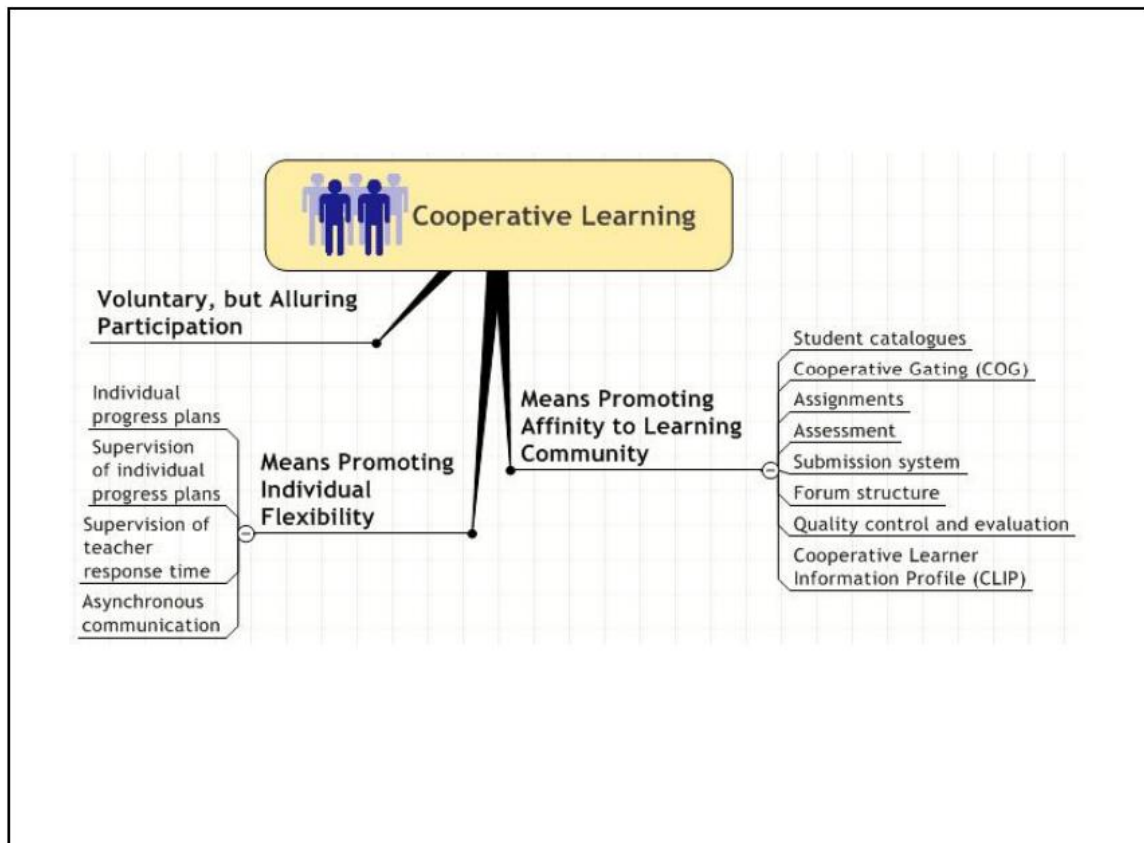


The ELQ-SME project report

The EDEN Research Workshop in Castelldefels

I flew to Barcelona on October 25th. To attend the EDEN Research Workshop in Castelldefels. It was EDEN's fourth research workshop and my first. So, I was surprised that my paper *COGs, CLIPs, and Other Instruments to Support Cooperative Learning in Virtual Learning Environments* was selected finalist in the Best Paper Award competition.

The paper is available from page 268 in the [conference proceedings](#).



Mind map showing cooperative learning issues discussed in the paper.

I defined gating as a technique that denies students access to information before they have completed a prerequisite task. The acronym COG – Cooperative Gating – signalled that students must meet a condition to get access to a cooperative resource. This could, for example, be used as a stimulus for motivating students to answer in-text questions or share reflections. They are allowed to see what others have answered only if they provide an answer others may read.

Baldic Award for learning partner system

We introduced NKI’s learning partner service on March 16, 2006. Allowing students to:

1. register a personal presentation.
2. decide who may access it.
3. search the presentations for potential learning partners.
4. invite others to become their learning partner.

The system could be used to:

1. establish informal contact between students who live in the same area or have matching progress plans.
2. establish formal groups to improve course completion.
3. match senior students with junior students in special assignments.



Boldic Award 2006 NKI's Learning Partners



- An innovative service for voluntary cooperation between students in a large online learning community
- November 16, NKI Distance Education received the Boldic Award 2006. There were seven nominations to this international award from the Baltic and the Nordic countries.
- The jury states that NKI's Learning Partner Service: "Further and develops the Nordic tradition in ODL. The learning partner concept adds a new, innovative dimension of student support to flexible distance education."

Slide about NKI's 2006 Boldic Award

flexible distance education."

In October, 3,000 students had registered a personal presentation and 2,701 had indicated their privacy preference regarding having learning partners. 55% wanted a learning partner, 45% preferred not to have one.

On November 16, we received the Boldic Award 2006 for the Learning Partner services. The jury stated that it: "*Further and develops the Nordic tradition in ODL. The learning partner concept adds a new, innovative dimension of student support to*

Megatrends at the EADTU conference in Tallinn

Back in Tallinn on November 24. Met Secretary General Piet Henderikx and gave a presentation at the annual EADTU conference titled *European Megaproviders of Online Education*. Based on the preliminary results of the Megatrends project.

The 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 four institutions on the top 26 list and only Great Britain had more large online schools:

Rank	Institution name	Country	URL	Course enrolments	Online courses	Enrolments per course	Number of employees
1	Learn Direct	UK	www.learn-direct.co.uk	400000	500	800	465 full-time, 19 part-time
2	CrossKnowledge	France	www.crossknowledge.com	250000	300	833	120
3	UNED	Spain	www.uned.es	100000	500	200	About 8000 lecturers and tutors
4	Universitat Oberta de Catalunya	Spain	www.uoc.edu	94000	950	99	500 full-time, 1700 part-time
5	Open Universiteit Nederland	Netherlands	www.ou.nl	44432	270	165	585 full-time, about 115 part-time
6	ELOGOS	Spain	www.elogos.es	22700	605	37	More than 250
7	Virtuelle Hochschule Bayern	Germany	www.vhb.org	20000	150	133	12 full-time, one part-time
8	University of Liège	Belgium	www.ulg.ac.be/foreign	* 20000	130	154	4000
9	Manchester Metropolitan University	UK	www.mmu.ac.uk	15000	1000	15	2688 full-time, 813 part-time, 850 part-time lecturers
10	Universidad Politécnica de Madrid	Spain	www.upm.es www.gate.upm.es	14000	110	127	20
11	Universidad de Las Palmas de Gran Canaria	Spain	www.ulpgc.es	12237	450	27	1554 teaching staff, 761 admin
12	NKI	Norway	www.nki.no	12217	470	26	65 full-time, 400 part-time
13	Staffordshire University	UK	www.staffs.ac.uk	12000	350	34	2000
14	The Open University	UK	www.open.ac.uk	11000	375	29	4000
15	Oncampus, Fachhochschule Lübeck	Germany	www.oncampus.de	9386	119	79	35 full-time, plus administrators and about 150 authors and lecturers at the universities
16	BI	Norway	netstudier.bi.no	8500	54	157	17 full-time, around 50 part-time teacher from academic staff
17	Hungarian Telecom	Hungary	www.magyarartekom.hu	>8000	150	53	20-40 teachers teaching online
18	The University of Leicester	UK	www.le.ac.uk	7000	1000	7	2000
19	Scuola Iad, Università di Roma Tor Vergata	Italy	www.scuolaIad.it	5000	120	42	1400 teaching staff approx. in the university
20	University of Tartu	Estonia	www.ut.ee	5000	135	37	3362
21	Dennis Gabor College	Hungary	www.gdf.hu	4860	76	64	60
22	EDHEC Business School	France	www.edhec.com	* 4157	903	5	294
23	Sør-trendelag University College	Norway	www.hist.no	2500	148	17	580 (academic staff 380)
24	NKS	Norway	www.nks.no	2200	104	21	16 full-time, 60 part-time
25	Universidade Aberta	Portugal	www.univ-ab.pt	* 1400	60	23	464 in 2006, 36 % were teaching staff
26	The University of Ulster	UK	campusone.ulster.ac.uk	1300	222	6	4024

Table from the report on [Megaproviders of e-learning in Europe](#)

EADTU Annual Conference 2006

EADTU

First announcement

**Widening Participation and Opportunities
by Lifelong Open and Flexible Learning
in Higher Education**

"Promoting Accessibility and Improving the Quality of Lifelong Open and Flexible Learning"

23-24 November 2006
Hosted by EITF, Tallinn, Estonia



Universities aim at increasing their attractiveness to wider groups of students. This can only be achieved on the basis of new approaches to each of these groups. Education has to be changed. Open and flexible learning creates a new and better approach to the attractiveness and competitiveness of European universities.

EADTU invites executives, deans, programme directors and staff of public, private and commercial educational programmes to attend this event on:

- Open Educational Resources, Virtual Mobility and academic cooperation
- Quality assurance in e-learning: new benchmarking and assessment tools
- Responsive models of delivery: student recruitment, assessment and the changing role of study centres
- New business models and new funding structures
- New target groups:
 - profiling the lifelong learning student
 - focus on minority groups

In each of the five strands, new results from substantial research and development will be presented. Participants are invited to contribute also from their expertise in the fields mentioned.

First Announcement

EADTU

Programme Committee

EADTU

- Chair of the Programme Committee: David Vincent (UK), president EADTU
- Piet Henderikx (B), secretary-general EADTU
- George Ubachs (Academic Services Manager, EADTU)
- Kees-Jan van Dorp (Academic Services Manager, EADTU)

EADTU - Academic Networks and their chairs

- E-Learning and Teaching Academic Network: Ronnie Saunders (RL) (OSCAL)
- Libraries and Learning Support Working Group: Anna Zuñiga Ruiz (ES) (UOG)
- Educational Research & Technology: Chris Curran (RL) (OSCAL)
- Science & Technology: Jan Kusak (AGH-University of Science and Technology)
- Humanities: Thomas Keutner (D) (FernUniversität in Hagen)
- Health & Social Care: Chair (André Vyt) (BE) (Artsveledeogeschool)

EADTU - Rectors, Principals of Board, Deans and Programme Directors

Country	Institute	Name
Austria	Zentrum für Fernstudien Universität Linz (ZFUL)	Franz Palank
Belgium	Studeocentrum Open Hoger Onderwijs (SOHO)	Piet Henderikx
Denmark	Danish Association of Open Universities (DANO)	Jørgen Bang
Estonia	Estonian Information Technology Foundation (EITF)	Sirje Virkus
Finland	Finnish Association for Distance Education (FADE)	Pekka Kees
France	Centre National d'Enseignement à Distance (CNEDE)	Jean-Michel Lacroix
Germany	FernUniversität in Hagen	Helmuth Hoyer
Hungary	National Council for Distance Education	István Szabó
Ireland	National Distance Education Centre (OSCAL)	Ronnie Saunders
Italy	Network per l'Università Openware (Netuno)	Maria Amalia Garito
The Netherlands	Open Universiteit Nederland (OU)	Fred Mulder
Poland	Akademia Gómezo-Hubnicza (AGH)	Jan Kusak
Portugal	Universidade Aberta	Carlos Reis
Russia	Moscow State University of Economics, Statistics and Informatics (MESI)	Vladimir Tikhomirov
Spain	Universidad Nacional de Educación a Distancia (UNED)	Juan Ginepro Ullasres
Spain	Universitat Oberta de Catalunya (UOC)	Imma Tutilla
Sweden	the Swedish Net University Agency	Janelek Lundquist
Switzerland	Zentrum für Fernstudien Schweiz (FS)	Paul Volken
Turkey	Anadolu University	Fevzi Sumeli
United Kingdom	the Open University (UK OU)	David Vincent
United Kingdom	the Open Learning Foundation (OLF)	Suzanne Robertson

Conference Partners



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First Announcement

First announcement of the EADTU 2006 Annual conference in Tallinn

2006 minutes

- February 18. Kjetil André Aamodt won Olympic gold in super-G.
- May 31. The Pirate Bay was raided.
- June 19. The decision to build the Svalbard Global Seed Vault was announced during a Scandinavian Prime Minister's meeting in Longyearbyen.
- July 1. The new Labour and Welfare Administration (NAV) was established which constituted a major change in the Norwegian welfare system.
- August 23. Natascha Kampusch, an 18-year-old girl who had been abducted for over 8 years, managed to escape from her kidnapper, Wolfgang Prikopil.
- August 24. As a result of a planet definition adopted at the International Astronomical Union's annual meeting in Prague, Pluto was demoted to a dwarf planet.
- October 9. North Korea announced that it had conducted its first nuclear test.
- October 13. Ban Ki-moon was elected Secretary General of the United Nations to succeed Kofi Annan from January 1, 2007.
- November 17. The PlayStation 3 video game console was launched in the US.
- December 8. Nintendo Wii hit the market.
- December 30. Saddam Hussein was executed in the Camp Copper military prison in Iraq.

Three 2006 publications in English and Portuguese

- Slaatto, T. & M. F. Paulsen. (2006). Learning partner – opportunities for cooperation in distance learning. *elearningeuropa*.

2. Paulsen, M. F. & V. Vieira (Eds.) (2006). [State of the Art Report: E-learning Quality in European SMEs – an Analysis of E-learning Experiences in European Small and Medium-sized Enterprises](#). Bekkestua, NKI. (161 pages, pdf-format)
3. Paulsen, M. F. (2006). COGs, CLIPs e outros instrumentos de apoio à aprendizagem cooperativa realizada em ambientes virtuais.

Ten 2006 presentations in Norway, France, Estonia, and Austria.

France

Private Distance Learning in Norway. A presentation at the CHANED Annual Meeting in Paris, 15.12.06.

New Media in Student Support Services a presentation at the EADL conference in Paris, France, 12.05.06.

Estonia

European Megaproviders of Online Education. A presentation at the annual EADTU conference in Tallinn, 24.11.06.

Austria

I chaired the session: Institutional Practice of Integrating E-learning at the EDEN 2006 Annual Conference, Vienna, 16.06.06.

I took part in the presentation Mobile Learning: The Next Generation of Learning Exploring Online Services in a Mobile Environment at the EDEN 2006 Annual Conference, Vienna, 16.06.06.

Norway

Lessons Learned from the EU project: E-learning Quality for SMEs - Guidance and Counseling. A presentation at the Gevinst workshop in Oslo, 08.06.06.

Kvalitet og kooperativ læring i nettbasert utdanning. Foredrag på nettverkskonferansen for universitets- og høyskolepedagogikk i Trondheim, 28.09.06.

Presentasjon av EU-prosjektet ELQ-SME. NKI Fjernundervisning deltar i EU-prosjektet E-learning Quality in Small and Medium-sized Enterprises. Det er et toårig prosjekt om kvalitet i e-læring med spesiell fokus på kostnadseffektivitet og små og mellomstore bedrifter. Foredraget presenterer bakgrunnen for prosjektet og de foreløpige resultatene fra arbeidet. Foredrag på Abelia seminar i Oslo, 04.04.06.

Kvalitet i e-læring: Hva skjer når alle fjernstudentene får tilgang til Nettskolen? Foredrag på seminar for NKIs samarbeidspartnere i Tromsø, 24-26.04.06.

Nevu workshop i regi av Norgesuniversitetet i Tromsø. 18-20.01.06.

2007 - Searching for megatrends in online education

Acquired by ABNU

NKI Distance Education did well, but the other branches of the company struggled financially. So, ABNU acquired the NKI Group in January. Including NKI Distance Education, The Norwegian School of Information Technology (NITH), The Business Training Centre (NA), and the NKI Publishing House.

Owned by two brothers, Nicolai and Peder Løvenskiold, ABNU was the educational branch of a private company named after Anthon B. Nilsen. A name passed on to his great grandson Anthon B. Nilsen – the current chair of the NKI board.

As many acquisitions, it initiated concern, hope, and opportunities. Personally, I was excited by ABNU's focus on the Scandinavian market and its ambition to take a leading position in the fast-growing market for e-learning. Expressed in the press release ABNU published on its website on January 3, 2007:

Anthon B Nilsen AS has today announced that it has entered into an agreement to acquire the NKI Group with its educational operations in the IT, business and e-learning sectors. With this addition to its current activities, ABN Education, the education business area of Anthon B Nilsen AS, will further strengthen its position as a leading player in the Scandinavian market for private educational programs. The schools and programs run by the company will on an annual basis involve some 25,000 full time and part time students with a total turnover of NOK 562 Mill (Euro 68 Mill).

- During the recent eight years we have developed our position as a provider of private education with leading brands like Westerdals, Treider, Bjørknes and NISS in Norway and Berghs in Sweden. With the acquisition of the NKI activities, we will further extend our professional offerings and take a leading position in the fast growing market for e-learning programs making us the fifth largest player in Europe in this area, says Nicolai H. Løvenskiold, vice president of ABN Education.

Storhandel av privat utdanning

Martens Gisle Johnsen
Slås sammen. NKI-gruppen på Bekkestua selges til Anthon B Nilsen AS i Oslo, og blir dermed en del av Norges nest største selskap innen privat utdanning.

NKI's generalforsamling brukte den første arbeidsdagen i det nye året til å gi grønt lys for salg av 40 prosent av NKI-aksjene til Anthon B Nilsen AS (ABN). Dermed satte det tradisjonsrike utdanningselskapet punktum for en trekvart år lang prosess med å rydde opp i egen økonomi, og sikre seg et strategisk lang-siktig eierskap.

Reksten av NKI-aksjer skal etter planen overføres til ABN så snart tillatelsen foreligger fra Lotteri- og stiftetilsynet.

De nye eierne vil beholde NKI som merkenavn og monebilde under forretningsområdet ABN Utdanning – med NKI Fjerrum som et av de viktigste selskaper.

ABN Utdanning
 Et av tre forretningsområder i Oslo-selskapet Anthon B Nilsen AS, med etter bleidde 10 107. De to andre forretningsområdene er eiendoms og reiselivstjenester, tilknyttet til selskapets store leverandører av privat utdanning og karrierekompete, og har bygd seg opp gjennom å overta ledende norske utdanningsinstitusjoner som Høgskolen i Østfold, Trondheim, Høgskolen, Trondheim, NISS – Høgskoleinstitutt for Sjøne og Sjøland, Høgskolen i Akershus og Utdanningsphaset, samt Sjøfartsskolen i Stockholm.

ABN Utdanning har om lag 50 000 studenter, 244 ansatte og 2 000 gjestelærere. Virksomheten er om-satt med 6,2 milliarder kroner i 2005, og har 287,1 millioner kroner i 2006.

Vi åpner
Lørdag 6. Januar
 Se annonse i Budstikka Fredag 5/1

EDVINS
 Bankveien 4



BUDSTIKKA: 6. juli 2006.

Aksjersalg sikrer økonomisk presset NKI
 NKI-gruppen har vedtatt å selge 40 prosent av aksjene til Anthon B Nilsen AS (ABN). Dermed satte det tradisjonsrike utdanningselskapet punktum for en trekvart år lang prosess med å rydde opp i egen økonomi, og sikre seg et strategisk lang-siktig eierskap.

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Privat skole i 50 år
 NKI har sin opprinnelse i Nordens Korrespondens-institutt, etablert i Malmø i 1910. Ennar Gruppen er fra Bekkestua opprettet en norsk filial av NKI-skolen i Oslo i 1959, og NKI eier. Stiftelsens styre er generalforsamling i driftselskapet NKI Norsk Kanskaps-Institutt AS. NKI's fernærundervisning fikk status i 1973. NKI Databagsholen ble etablert i 1983.

Vi åpner
Lørdag 6. Januar
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EDVINS
 Bankveien 4



STORE PLANER: De har mye på gang, og lover flere spennende ryfetter fremover – administrerende direktør Feder Chr. Løvenskold (t.v.) i Anthon B Nilsen AS og «nye» NKI's styreleder Kaare Frydenberg.

ITILGGE TIL FRISK KAPITAL. NKI er i tillegg til frisk kapital, skal ny energi sprøytes inn i NKI-systemet.

Lønnsom vekst
 Virksomheten har veldig mange fine folk. En viktig oppgave fremover blir å minne dem på nettopp dette, og motivere hver enkelt slik at de får føle glede ved å jobbe. Det skal vi klare ved å ta fatt i videreutvikle en effektiv og god undervisningsplattform med ambisiøse og tydelige målbidder, forteller Kaare Frydenberg entusiastisk.

VI HAR EN LANGSITIG AMBISJON OM Å UTVIKLE ET STERKT OG MANGERT UTDAUNINGSKONSN I NORGE OG SVERIGE.

PEDEK CHR. LØVENSKOLD, ADM. DIR. I ANTHON B NILSEN AS
 Postens tidligere konsernsjef fra Bekkestua er satt på oppgaven som styreleder for «nye» NKI med dette oppdraget. Tidligere NKI-sjef Sverre Harald Amundsen er gått over i ny stilling med overordnet ansvar for ABN's fagskoler.

ROTTET: NKI-gruppen har holdt til i Barum siden 1972 – og på Bekkestua siden 1989.

NITH (Norges Informasjonsteknologiske Høgskole). NITH reduserer antall skolesteder som følger av it-særregning tilbake til 2002. Året etter ble skolestedet på Bekkestua slått sammen med skolestedet i Oslo.

NKI-gruppen har 200 ansatte og omsatte for 272 millioner kroner i 2005.

VI SKAL TA FATT I Å VIDEREUTVIKLE EN EFFEKTIV OG GOD UNDERVISNINGSPLOTTFORM MED AMBISIØSE OG TYDELIGE MÅLBIDDER.

KAARE FRYDENBERG, STYRELEDER I NKI-GRUPPEN
 ret å vokse, har begynt på marsjen mot skapes, sier Frydenberg. Uten ønske om å konkretisere de vekstplanene han har for NKI enda.

Enda større
 ABN Utdanning, med blant andre Westerdal, Treider, Bjørnes og nå snart også NKI under paraplyen, blir en god nummer to blant aktørene på det private norske utdanningsmarkedet, kun slått av Handelshøgskolen BI. Selskapet får 25 000 studenter og

INGEN KRÅV: En sukket ved dagens stiftelsesstyrte eiermodell i NKI, er at ingen eiering har stått om overfor finansielle krav, ut over det å overleve. Her blir det en helt ny virkelighet fremover, og det tror jeg er sunt, sier Nilsen.

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Facsimile from Aftenposten 03.01.07 about ABNU's acquisition of NKI

With ELQ-SME in Amsterdam, Barcelona, and Lisbon

I returned to Amsterdam on January 17-22. To attend one of several R&D committee meetings between 2005 and 2008 to plan the EADL conferences in Paris, Dublin, and Oslo. And a subsequent meeting in the ELQ-SME project. On arrival, I recalled my first visit as a 17-year-old interrailer. How uncomfortable it was to be offered drugs for the first time in my life. And that I, many years later, voluntarily visited a coffee shop after lunch. And spent most of the evening singing happily as I watched green men outside my hotel room.

My memories of Amsterdam include sightseeing on and along the canals, Anne Frank House, pancakes with old and young jenever, and cannabis plants in the Bloemenmarkt. The impressive Van Gogh Museum. The Rijksmuseum with Vermeer's Milkmaid and Rembrandt's Night Watch. And the strange combination of tourist attraction and obscure nightlife in the Red-Light District.

A strong wind carried away roof tiles as I was going to a local pub for beer tasting. One of several joyful evenings with the ELQ-SME project group. In Oslo, Amsterdam, and Barcelona.

Before the final ELQ-SME seminar in Lisbon on November 12-15, 2007. Where I presented [the first PowerPoint I uploaded to SlideShare](#).

Attending project partners in Lisbon were Vanda Vieira and Alexandra Costa Artur (CECOA), Rene J.M. van Leeuwen (N.V. Interpolis), Natalie Morawietz (F-BB), Diederick Stoel (Profitwise), and Niels Chr. Moe (NKI).

After the final project seminar, we had great fun at a local restaurant. With the longest laughing fit in my life. So, I remember ELQ-SME as the laughing project. And look at the videos on my Facebook page when I need to be cheered up.



Private photo from the Lisbon workshop and screenshot from the laughing video

The NVU conference and Tisip's e-learning award



My Norwegian book about Cooperative Freedom and photo with the TISIP diploma in my NKI office

The NVU 2007 conference was organised by the Bergen University College on March 13th and 14th. One in a series of yearly conferences from 2002 to 2011 arranged by four Norwegian University colleges that offered online courses through NVU (Nettverksuniversitetet).

Terry Anderson gave a presentation titled: *Opportunities for learning with new Social Software - new tools for researching and evaluating these interventions.*

Olav Skundberg talked about educational video resources. Svend Andreas Horgen shared his experiences with Moodle, Anders Foyen Heldal discussed LMS systems and web 2.0, and Astrid de Mora presented NKI's experiences with learning partners.

During my presentation about cooperative freedom in online education, I had the pleasure of handing out the first printed issues of my new book [Kooperativ frihet som ledestjerne i nettbasert utdanning](#). A 78-page book in Norwegian detailing my thoughts and experiences with cooperative freedom in online education as we had implemented it in NKI's LMS and operation.

My speech at the conference dinner was emotional. Talking about how we, as online educators, had made it possible for thousands of people to reach their educational goals. Thanking Thorleif Hjeltnes and his dedicated colleagues at the TISIP foundation and the Faculty of Information Technology and E-Learning at the Sør-Trøndelag University College. 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.

Facing Facebook



My first profile picture on Facebook posted April 16, 2007

In April, I set up my Facebook profile at www.facebook.com/mfpaulsen. To learn more about the social media platform developed by the company Mark Zuckerberg founded in 2004. Created for Harvard students, but gradually expanded to other North American universities. Opened to anyone over 13 years old with an e-mail address in 2006.

To my delight, I found many of the same features in Facebook that we had based our SESAM LMS on.

And in hindsight, Facebook has been important for both my work and social life.

Major upgrades of NKI's learning management system



Members of the SESAM 6 development team: Bente, Aleksander, Andreas, Morten, Nhat, and Wenche

We introduced NKI's third generation learning platform in 1996 and named it SESAM. Version 6 was launched during the summer holidays. A quiet period making it possible to do tests and upgrades with minimal inconvenience to students and teachers. Initially, the system had few new features, but it was based on the latest technology and system software. Making further development and maintenance faster and easier.

SESAM 6 was developed when there was much focus on web 2.0 services. Therefore, it was based on a philosophy that the services should be personal, interactive, dynamic, and transparent. They should further stimulate students and teachers to produce, share, and refine content they all could benefit from.

Project manager Aleksander Dye maintained that SESAM 6 was based on open-source code technology which provided faster web services, improved expansion options, more user-friendly interfaces, and additional interactive elements.

SESAM 6 was based on:

- Linux with Apache and Tomcat for stability and scalability
- Java technology such as Spring and Hibernate
- MySQL database
- Webdav for file access
- AJAX for interactive web pages

On board to represent NKI employees

Some of my colleagues talked me into being a candidate. So, in May, I was elected to the NKI Board as one of the two board members representing the employees. For a two-year period. As an independent candidate competing with representatives from the two Norwegian labour unions, Parat and NTL. My close colleague Niels Christian Moe also represented the employees. The external board members were Kaare Frydenberg (chair), Cato Hellesjø, Anne Otterstad, and Sveinung Lunde. Lars Eric Onarheim took over as chair of the NKI board from 2008.

In 2009, I was re-elected for a new two-year period. The board position gave me new insight and many opportunities to push further development of NKI's online education activities. And a front seat view on the management's new strategies and mounting challenges.

Flying Norwegian to Valencia



Private photo from the Ciutat de les Arts i les Ciències in Valencia

The Norwegian Air Shuttle ASA was a growing and ambitious low-cost airline. On April 24, Norwegian announced that it had bought 100% of the Swedish airline FlyNordic and become the largest low-fare airline in Scandinavia. On August 30, Norwegian ordered 42 new Boeing 737-800 aircrafts, with options for 42 more.

This resulted in many new international low-fare destinations from Oslo which we benefited from. My first of numerous Norwegian flights was a family trip to Valencia around May 1st. We enjoyed the old town with the ancient streets of

the Barrio del Carmen, the Cathedral, and the large Central Market. Were impressed by the futuristic City of Arts and Sciences.

Relaxed at the beach – unaware that my next visit to Valencia would change my life. Reading Michael F. Shaughnessy fresh EdNews.org [Interview with Morten Flate Paulsen: Focusing on His Theory of Cooperative Freedom in Online Education](#). Pleased that he quoted my below statement:

The most interesting and challenging pedagogical challenge in our lifetime is how we can provide online education that combines individual freedom with meaningful cooperation. I have struggled with this challenge since I first introduced my Theory of Cooperative Freedom in 1992.

The EADL conference in Dublin

The EADL conference in Dublin was organised by Kilroy's College and held at the fashionable Westbury Hotel on Grafton Street. Opened on May 23rd by Dirk van der Mark, Charles, and Patrick Kilroy.

As a member of the program committee, I remember we focused on social media and internet marketing. I'm glad we invited Tony Bates to talk about the impact of web 2.0 on distance learning. Christian Dalsgaard to consider social software in LMS. And Desmond Keegan to discuss mobile learning.

I knew that the first-generation iPhone would hit the U.S. market in June. But did not realise how profoundly it would change our lives. Anyway, my presentation was about mobile technologies and NKI's experiences with mobile learning. Based on our work with the four EU-funded projects:

1. M-learning: From e-learning to m-learning (2001-2002)
2. Mobile Learning: The Next Generation of Learning (2003-2005)
3. Incorporating mobile learning into mainstream education and training (2005-2007)
4. The role of mobile learning in European education (2006-2008)



Congratulating Desmond Keegan with EADL's Roll of Honour

My favourite conference moment came when I could congratulate my role model Desmond Keegan with EADL's Roll of Honour. Another emotional decision was to withdraw from the EADL R&D Committee due to my growing involvement with EDEN.

I enjoyed the Gala Dinner at the magnificent Powerscourt House and Gardens. And remember the impressive river dance performance and interesting conversations with Michael Lammersdorf, Bernd Schachtsiek, Torunn Gjelsvik, John Trasler, and Kees Veen.

New EDEN services and executive in Naples


The EDEN annual conference was held at Citta della Scienza in Naples on June 13-16, 2007. The conference theme was *New Learning 2.0? Emerging digital territories - Developing continuities - New divides*.

The first EDEN conference with an online registration system and conference proceedings on CD. And my panel introduction was among the first presentations in my SlideShare account.

I chaired a panel session titled *Important success factors for European Megaproviders of Online Education*. The panellist Paul Rühl, Pedro Michels, and Jan Atle Toska shared and discussed their findings about success and failure in German, Spanish, and Norwegian megaproviders.

New President in EDEN

The Annual General Meeting held on 16 June in Naples, after the Annual Conference, approved the election of Professor Alan Tait, Pro-Vice-Chancellor (Curriculum and Awards), The Open University, United Kingdom as President of EDEN.




Alan has served as Vice-President and Chair of the Network of Academics and Professionals in the EDEN Executive Committee in the past years.

We wish lots of success to Alan as President of the Association!

[details >>](#)

Welcoming new Executive member



Professor Morten Flate Paulsen, Director of Development, NKI Distance Education, Norway was elected as Member of the EDEN Executive Committee at the Annual General Meeting in Naples.

Morten has got his Doctorate of Education from the Pennsylvania State University and Master of Science in Engineering from the Norwegian Institute of Technology.

We congratulate Morten and welcome him warmly in the Executive!

[details >>](#)

Screenshot from the EDEN website

At the conference, Alan Tait took over as EDEN President after Ingeborg Bø. And initiated the EDEN President's Blog. 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.

The EDEN Fellow scheme was introduced at the conference and the first Senior Fellow Awards were presented to: Sir John Daniel, Erling Ljosa, Erwin Wagner, Ingeborg Bø, Carl Holmberg, Claudio Dondi, and Peter Floor.

The Naples waste management crisis was striking. The lack of waste collection and illegal toxic dumping. A formal state of emergency had existed for a decade. A crisis largely

attributed to government failure and illegal waste disposal by Camorra.

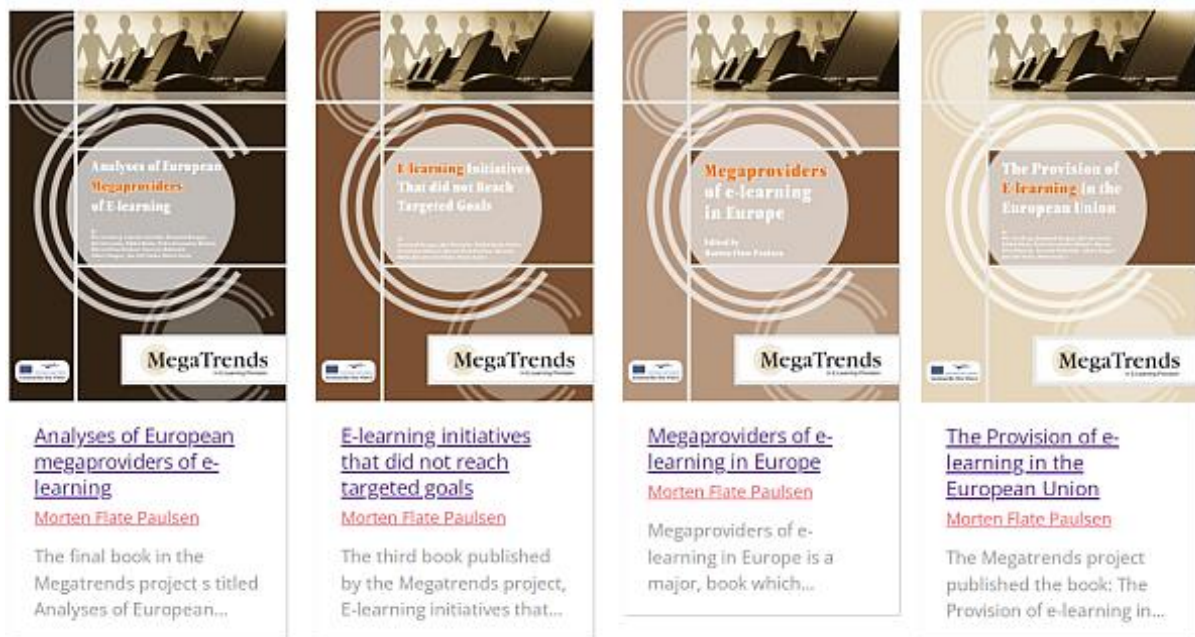
After the conference, many headed on to Mount Vesuvius and the ruins of Pompeii. I took the train to Rome and spent the weekend there. Enjoyed Italian cuisine in Trastevere. Saw the Trevi Fountain, the Spanish Steps, the Sant'Angelo Castel, the Pantheon, and the Borghese Villa with the impressive Bernini sculptures and paintings by Titian, Raphael, and Caravaggio.

Megatrends in e-learning

I spent a lot of time heading the Megatrends project. Working closely with enthusiastic and competent partners who became friends. Per Arneberg, Lourdes Guàrdia, Desmond Keegan, Jüri Lõssenko, Ildikó Mázár, Pedro Fernández Michels, Torstein Rekkedal, Albert Sangrà, Jan Atle Toska, and Dénes Zarka.

We had three project meetings in 2007. Dublin, March 21-26, and May 22-25. Tromsø, September 13-18. Recall a candid evening with Jan Atle Toska. And a fabulous seven course Chinese dinner in Desmond Keegan's private conservatory.

During 2007, we published four reports in English and translated much of the content into several languages. The most controversial report was about E-learning initiatives that did not reach targeted goals. A report I followed up with the 2009 article, [Resting in e-learning peace](#) (International Journal of Networking and Virtual Organisations 6 (5), 460-475).



The four Megatrends reports

The first report, [The Provision of e-learning in the European Union](#), presented data gathered from Norway and the 25 members of the European Union as an introductory overview of the provision of e-learning in Europe.

The second report, [Megaproviders of e-learning in Europe](#), included 26 case study articles of European megaproviders of e-learning.

The third report, [E-learning initiatives that did not reach targeted goals](#), provided case study articles and analyses of nine prestigious European e-learning initiatives that did not reach their targeted goals.

The fourth report, [Analyses of European megaproviders of e-learning](#), presented important success factors identified by the in-depth analyses of both the megaproviders and the discontinued initiatives identified in the project.

EDEN board on Hurtigruta



Private photo from Hurtigruta. From left: Carl Holmberg, Martine Vidal, Albert Sangrà, Danguole Rutkauskiene, Andrea Karpati, and EDEN office manager Anna Wagner. Ingeborg Bø, Alan Tait, Ulrich Bernath, and András Szűcs were not present in the photo.

MS Midnattsol started its journey on October 18. Up the Norwegian coast from Trondheim to Tromsø. Ingeborg Bø's chosen venue for her last meeting on EDEN's Executive Committee. My first meeting following Carl Holmberg as an elected member of the committee.

We started the executive meeting in a seminar room on the fifth deck in front of the boat. On the agenda were the upcoming conferences in Lisbon and Paris.

Sailing out the fjord, approaching the Norwegian Sea, I first observed sprays of sea water outside on the window.

Then a growing number of uncomfortable faces around the table. No major discussions. Seasickness is recommended for quick agreements.

On the journey towards Bodø, we passed the Arctic Circle. Northern latitude 66 degrees and 33 minutes. The imaginary border to the land of the midnight sun. Where King Neptun baptised us with ice cubes.

We had a few hours stop in Bodø. Alan Tait and I went on a tour with a RIB. Rigid inflatable boat. Watching sea eagles flying close to the boat on the way to Saltstraumen. One of the strongest tidal currents in the world. A huge amount of seawater forces its way through a 3-kilometre long and 150-metre-wide strait every six hours and the tidal current can reach 40 kilometres per hour. We reached Saltstraumen when the current turned. The period when the strait is navigable.

50th Anniversary in Copenhagen

50 år
Professor
Morten Flate Paulsen,
Limsteinveien
2F, 1362 Hosle.



Morten Flate Paulsen er professor i nettbasert utdanning og utviklingsleder ved NKI Fjernundervisning. Han sitter i styret for European Distance and E-Learning Network og i forsknings- og utviklingskomiteen for European Association for Distance Learning. Høsten 1987 var han lærer på Europas første fjernundervisningskurs på nettet.

Facsimile from Aftenposten 28.10.07

In the fall, my 20-year-old son Stian started his bachelor studies in business and administration at the Copenhagen Business School. So, on October 28, the family of five celebrated my 50th anniversary in Copenhagen. Had a pleasant stay at the Copenhagen Marriott Hotel and an interesting visit to Glyptoteket's exhibition of art and history.

I felt proud of my work achievements when I understood that it was twenty years since I taught my first online course, but sensed a fifty-year crisis approach when I read the anniversary note in *Aftenposten*. My patience was frequently tested by my two teenager kids, but I realised that family life could change dramatically when they soon would leave home.

But I really appreciated to eat birthday cake at the NKI office with my colleagues who presented me a paper crown with many greetings and a printed copy of my first ten

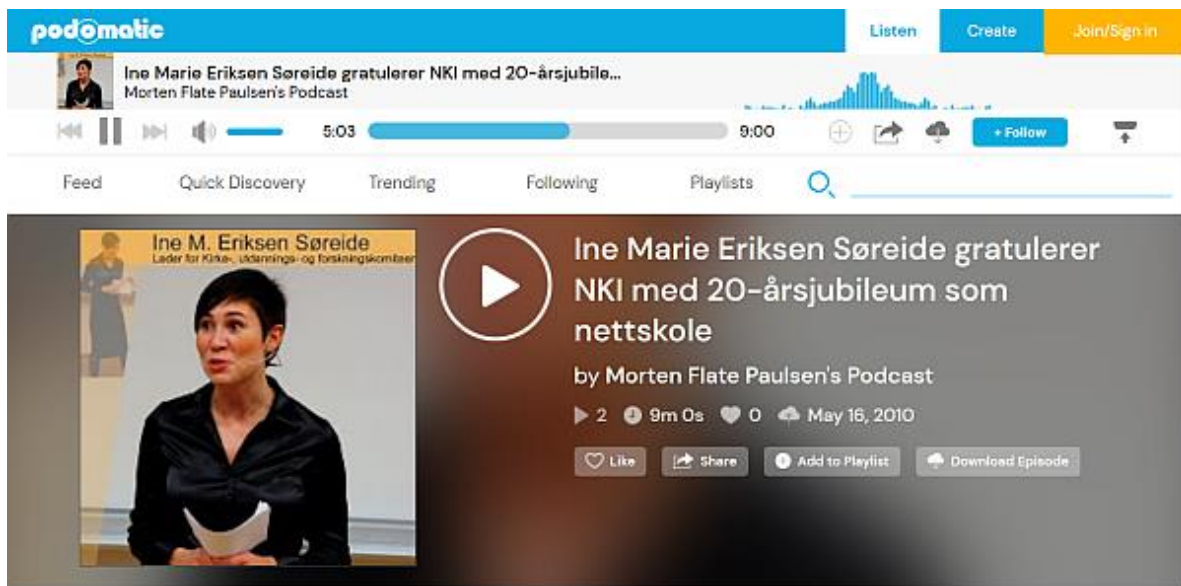
volumes of [Nettskoleavisen](#).

Celebrating 20 years of online education

On 20 November, NKI 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 anniversary speeches by Desmond Keegan and Ine Marie Eriksen Søreide.

In his presentation, Desmond compared NKI's development with three major public distance education institutions in Europe. He stated that Open University in the UK had been prudent and not moved rapidly to 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.

Ine Marie Eriksen Søreide was the current chair of the Church, Education, and Research Committee at the Norwegian Parliament. Her speech was shared in my first Podcast experiment at www.podomatic.com/podcasts/mfpaulsen/episodes/2010-05-16T06_46_37-07_00



Screenshot of my podcast with Ine Marie Eriksen Søreide's anniversary speech

International anniversary greetings

During the Fall, NKI received the following greetings from prominent experts and pioneers in the field.

Andrew Feenberg: *The first online education program, at the Western Behavioral Sciences Institute in California, opened in 1982, only five years before NKI entered the field. Now 20 years later NKI is no longer a pioneer but a well-established model for others. It has survived and grown through tremendous changes in technologies and mentalities. NKI has remained true to the ideal of bringing human communication to distance learning despite the temptation to automate education which fascinated so many institutional leaders in the 1990s. With the failure of that trend, for both technical and pedagogical reasons, NKI's humanistic approach appears all the more justified. Congratulations to NKI on its birthday and may it continue to innovate for many years to come!*

Robin Mason: *Twenty years of online teaching is well worth celebrating. NKI is a true pioneer in the field of elearning. Now various forms of online teaching have become mainstream in most universities, whether on campus or at a distance. In 1987, it was a much more challenging, risky, and demanding venture: the technology was non-intuitive, unreliable, and less available than is the case now. Web 2.0 tools and approaches are again transforming the social environment in which elearning operates, just as modems, computer conferencing and the Web did in the 1990s. Who knows what elearning will become in another twenty years!*

Tony Bates: *NKI was a world leader in 1987 when it started offering online programs over the Internet. I was fortunate to be at the launch of this historic initiative and have followed with great interest NKI's continued success in this field. Vision, leadership, and the professionalism of NKI's staff are the main reasons for this success. You should enjoy this moment of celebration. As the Internet continues to develop, and new tools such as Web 2.0 continue to offer new opportunities for course design, there is no room for complacency. However, NKI has shown that it is well capable of meeting such challenges. May your next 20 years be as successful!*

Terry Anderson: *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!*

Øystein Djupedal: *Congratulation with the anniversary! It is 20 years since NKI started online distance education. This was pioneer work, not only in Norway but also in Europe. It is not incidental that a Nordic institution is a frontrunner in this kind of education. Distance education is a legitimate child of the democratic knowledge ambition and the Nordic public education tradition. E-learning is a natural extension of the work NKI has conducted for almost 50 years.*

Education is liberating in itself, but online programs provide special conditions for liberating students from time and location. NKI reaches far to place student needs in the centre; one example is the students' opportunity to enroll anytime during the year. NKI has given other educational institution in Norway something to reach for regarding learning methods and flexibility. I hope NKI continues its development of the Norwegian educational common on the Internet, and wish NKI a successful anniversary.

Ingeborg Bø: *Congratulations with the anniversary! You may be especially proud of your achievements during you first 20 years as an online college. NKI has all the time been a pioneer in online education and at the same time been able to develop cost-effective solutions and introduced them in large-scale operations. NKI has offered a large number of people opportunities to acquire an education they else would not be able to obtain. I know that most NKI-students are busy people with job- and family responsibilities and that most of them choose NKI's online courses because of the unique flexibility. I will however especially mention the important social contributions NKI has achieved through the adaptation of its courses for students with disabilities, Norwegians abroad, women who care for children and elderly, inmates in prisons, and especially all those who have so depressing educational experiences that they never more will enter a classroom.*

I would also focus on NKI's impressive list of merits which shows that NKI:

- *was the first European institution to offer online distance education.*
- *is one of Europe's largest providers of online distance education.*
- *has a developed a special system for individual progress planning and supervision which has attracted substantial interest in the international field of online education.*
- *Received the international Boldic Award in 2007 for development of the innovative Learning Partner Service*
- *Received the Rosing Competence Award in 2003*

NKI may be proud its achievements during the past 20 years, and I hope that the authorities will increase their support to this form of online education in the future.

Erling S. Andersen: *I congratulate Nettskolen with its 20th anniversary. I applaud Morten Flate Paulsen for his foresight and continuous contribution to the advancement of online education in Norway.*

In the mid-eighties, I was Dean of Datahøgskolen, which was owned by NKI. Morten was one of my close colleagues. He came up with the idea of developing an online education service. NKI was one of the leading correspondence schools in Norway and Datahøgskolen had a milieu interested in various applications for information and communication technology, so his proposal was not far-fetched. Still, it was a very creative initiative. We must remember that this was long before Internet and e-mail were commonplace. Dedicated learning management software had to be developed. Together with students at Datahøgskolen, Morten designed the learning management system EKKO for Datahøgskolen's minicomputer.

Morten promoted a virtual school and a virtual classroom; he argued that we should develop an electronic college that should be available independent of time and space. He had to endure many wisecracks for introducing the term virtual, meaning imaginary as opposed to real, but as a genuine founder with unfaltering belief in his ideas, he carried on. Because of his efforts, NKI and Datahøgskolen were able to introduce electronic distance education.

I encouraged Morten to pursue further academic studies in the field, and he received a doctoral degree in the US. He has contributed to develop online distance education to an academic field, and he is appointed professor of online education.

I congratulate you and wish further progress for NKI's online education which presents flexible solutions for people who want to study.



Collage of greeters. Clockwise from top left: Desmond Keegan, Tony Bates, Erling S. Andersen, Robin Mason, Ingeborg Bø, Øystein Djupedal, Terry Anderson, and Andrew Feenberg.

2007 minutes

- January 8. Russian oil supplies were cut to Poland, Germany, and Ukraine, following an escalation of the energy dispute between Belarus and Russia. Supplies were restored 3 days later.
- January 15. Norway's first 24-hour television news channel, TV 2 Nyhetskanalen, premiered.
- April 6. The second report from the UN climate panel was presented.
- April 23. Canada banned regular light bulbs.
- June 29. The first-generation iPhone hit the U.S. market.
- December 21. The Schengen Treaty is extended to include the countries of Hungary, the Czech Republic, Estonia, Latvia, Lithuania, Malta, Poland, Slovakia, and Slovenia.

Nine 2007 publications in English, Norwegian, Portuguese, German, and Estonian

1. Paulsen, M. F. et al. (2007). [The Provision of e-learning in the European Union](#). Bekkestua, NKI.
2. Paulsen, M. F. (Ed.) (2007). [Megaproviders of e-learning in Europe](#). Bekkestua, NKI. (209 pages)
3. Paulsen, M. F. et al. (2007). [E-learning initiatives that did not reach targeted goals](#). Bekkestua, NKI.
4. Paulsen, M. F. et al. (2007). [Analyses of European megaproviders of e-learning](#). Bekkestua, NKI.
5. Paulsen, M. F. (2007). COGs, CLIPs and Other Instruments to Support Cooperative Learning in Virtual Learning Environments. In Bernath, U., Sangrá, A. (Eds.) Research and E-Learning: Selected Papers from the 4th EDEN Research Workshop in Castelldefels, Spain 25-28 October 2006. *Volume 13 of the ASF Series on Distance education*.
6. Paulsen, M. F. (2007). [Kooperativ frihet som ledestjerne i nettbasert utdanning](#). NKI Forlaget. Sider: 74.
7. CECOIA (Edição) (2007). Relatório do Estado da Arte: Qualidade do E-learning para PMEs Europeias – uma Análise de Experiências de E-Learning em Pequenas e Médias Empresas. Lisboa, CECOIA. (81 pages, pdf-format)
8. f-bb (2007). Eine Analyse von E-Learning in europäischen Klein- und Mittelbetrieben. Nürnberg, f-bb (28 pages, pdf-format)
9. Tartu Ülikool (2007). Hetkeolukorra kirjeldus: e-õppe kvaliteet Euroopa VKE-des e-õppe kogemuse analüüs Euroopa väikese ja keskmise suurusega ettevõtetes (162 pages, pdf-format)

Twelve 2007 presentations in Norway, Portugal, Germany, Italy, Ireland, and Denmark.

From 2007, I started uploading many of my presentations to www.slideshare.net/MortenFP

Portugal

E-learning Quality in European SMEs - an Analysis of the E-learning Experiences in European Small and Medium-Sized Enterprises. A presentation at the international conference E-Learning Quality and Return on Investment for Small and Medium-Sized Enterprises in Lisbon, Portugal, 13.11.07.

Germany

Cooperative Freedom as a Guiding Star for Online Education. A presentation at the University of Hildesheim in Germany, 08.11.07.

Italy

Important success factors for European Megaproviders of Online Education. A presentation at the Megatrends workshop at the EDEN 2007 Conference in Naples, 15.06.07.

Ireland

Mobile technologies - The NKI case study. A presentation at the EADL conference in Dublin, 24.05.07.

Denmark

Megatrends in online distance education - survey and analyses of European megaproviders of e-learning - Experiences and preliminary results. A presentation at the conference E-learning in Europe: From projects to practise in Copenhagen 23-24.04.07.

Norway

Kooperativ frihet i nettbasert utdanning. Et foredrag på konferansen Oppvekst i den digitale tidsalder på Sandvika videregående skole i regi av Akershus fylkeskommune, 25.10.07.

Kooperativ frihet i nettbasert utdanning ved NKI Fjernundervisning. Foredrag på et åpent BI-seminar i Oslo, 31.05.07. Se omtale av foredraget på BIs nettsider med tittelen: Stor interesse for kooperativ læring.

Kooperativ frihet som ledestjerne i nettbasert utdanning. Et foredrag på NFFs årsmøte 17.04.07.

Kooperativ frihet som ledestjerne i nettbasert utdanning - Sentrale og strategiske tjenester for Nettskolen. Foredrag på et åpent NKI-seminar den 18.04.07.

Kooperativ frihet som ledestjerne i nettbasert utdanning. Innledningsforedrag på NVU-konferansen i Bergen, 13.03.07. Som oppsummering av konferansen hadde Terry Anderson og jeg en samtale om Læring, teknologi og menneske - utfordringer i undervisning når læring skal foregå i skjæringspunktet mellom menneske og teknologi. Se også artikkel om konferansen.

Nettbasert utdanning ved NKI Fjernundervisning. Foredrag på Attføringskonferansen i regi av NKI Fjernundervisning på Hell, Stjørdal, 22.03.07.

NKI Fjernundervisnings erfaringer fra deltakelse i et dusin EU-prosjekter om nettbasert utdanning. Foredrag på et seminar i Oslo den 25.01.07, i regi av Norgesuniversitetet, ABM-utvikling og Senter for internasjonalisering av høyere utdanning (SIU).

2008 - Profiling students

Barred in Bergen



Blog post illustration from Bergen

Wikipedia had just passed 10 million articles and the new Oslo Opera House had barely opened when I flew to Bergen on April 23. To attend a seminar that inspired me to write the following blog post, *Barred from the Internet*:

I recently spent two days in the picturesque Norwegian town of Bergen, attending a captivating workshop on online education in prisons. Going home, I imagined myself as newly released, trying to find work and handle my daily life after being barred from the Internet for ten years. It dawned on me that I had been deprived of basic human skills.

Understandably, inmates have limited access to the Internet. But there are technical solutions secure enough to provide inmates, even in high security prisons, access to the web. These solutions are basically based on gateways that:

- *only allow access to authorised domains.*
- *accept inbound information but reject outbound messages.*
- *provides detailed log files of all traffic.*

Working at NKI Distance Education, I'm pleased to understand that inmates for decades have followed our correspondence courses and that several low security prisons now allow them to study our online courses. Some telephone calls, certain addresses, and special examination arrangements points to prisons, but as far as I know, NKI doesn't have, and probably shouldn't have, any statistics or systematic information about the extent and outcome of its prison education.

Generally, the challenges in European prison education are dire and tough. There is a broad range of individual needs that are handled with limited resources. Many inmates are drop-outs with distressing school experiences. Security, learning disabilities, and foreign language issues are demanding. But The European Convention on Human Rights states in Article 2 that, "No person shall be denied the right to education". So, in my quest to learn more about these issues, I found comfort

in the thirteen recommendations on education in prisons provided by the European Council. They are all listed on a website for the European Prison Education Association.

I also found two relevant European projects. The objective of the Pipeline project was to improve prison education in Europe by making ICT available to learners and teachers. The HERO project focused on health promotion and educational support for the rehabilitation of offenders. Both projects developed, piloted, and demonstrated online education solutions for high security prisons. It troubles me, however, that they had to rely on inside learning management systems that deny access to the vast range of outside courses. It also disturbs me that inmates consequently are not able to continue these inside courses after they are released.

My conclusion is that online education has a potential to improve prison education significantly. First, it may increase the range of available courses dramatically. Secondly, it makes it easier to stay the course despite the frequent relocations that are common in prisons. Finally, it may help prisoners continue and complete courses after they are released.

War in Europe

In May 2008, Dmitry Medvedev was sworn in as President of Russia and Vladimir Putin was then elected Prime Minister. In August, the Russo-Georgian War took place. The war between Georgia, Russia, and the Russian-backed self-proclaimed republics of South Ossetia and Abkhazia. Following a period of worsening relations between Russia and Georgia. Former Soviet republics fighting in the strategically important South Caucasus region. Regarded as the first European war of the 21st century.

At the cursor moment, as President Putin annexed four Ukrainian regions, we were reminded of the Russo-Georgian War, Russia's 2014 annexation of Crim, and its invasion of Ukraine in 2022. Dire reminders of the horrors of war.

The first EDEN conference blog in Lisbon

We met in Lisbon in February and London in April. To plan the EDEN annual conference held 11-14 June at the Cultural Centre in Belém near Lisbon. Organised in collaboration with Universidade Aberta (UAb) in Portugal. The public university that was established for distance education in 1988. Which has offered all programs online since 2008.

UAb's Pro Rector António Moreira Teixeira deserves a lot of credit for making the conference a success for the 529 delegates representing 42 nationalities. As one of the 40 participants from Norway, I enjoyed the delicious Pastéis de Belém and many of Belém's historic attractions.

The Belém Palace with its official residence of the Portuguese President. The Jerónimos Monastery with Vasco da Gama's sarcophagus. The Belém Tower that served as a point of embarkation and disembarkation for Portuguese explorers. The 52-metre-high Monument of Discoveries. And the 2,277-meter suspension bridge crossing the Tagus River. Named after the date of the Carnation Revolution 25 de Abril, 1974. Towards the outstretched arms of the Christ the King sanctuary. Reminding me of Corcovado in Rio de Janeiro.

We prepared the conference in Executive Committee meetings at the UAb office in Lisbon in February and the OUUK office in London in April. Decided that the conference slogan was New Learning Cultures - How do we learn? Where do we learn?

Web 2.0 and social media were hot topics at the conference. So, it made sense to introduce the first EDEN conference blog <http://edenconference08.blogspot.com/>



Rereading the blog gave me more vivid memories from this conference than the other conferences I have chronicled. So, kudos to Steve Wheeler, Eva Suba, Anna Grabowska, and Jack Koumi, who were among the most active contributors. The pictures and the personal accounts virtually brought me back to the venue. They reminded me that Torstein Rekkedal and Walter Kugemann were honoured as EDEN Senior Fellows. And that I probably chaired a crowded session.

Photo from the conference blog

EDEN CONFERENCE 2008

THIS IS A BLOG FOR THE EDEN CONFERENCE 2008 IN LISBON. IT IS A PILOT PROJECT FOR THOSE ON SITE AND VIRTUAL PARTICIPANTS TO SHARE THE CONFERENCE EXPERIENCE. THIS YEAR WE ARE EVALUATING PARTICIPANTS' REACTIONS TO THIS VENTURE!



TUESDAY, 24 JUNE 2008

Thank you EDEN Bloggers!

The 2008 EDEN Annual Conference was again rich in content achievements. EDEN is most grateful to the keynote speakers who opened eyes and gave significant orientations in the major conference themes, their presentations will soon be uploaded to the EDEN web.

Links we like

NB: All links open in a new window.

[EDEN Website](#)

[Live Flight Information](#)

The conference blog gives interesting and intensive feedback on the event. It is a great pleasure to read a more personal look and feel of the event, thus: thank you, conference delegate bloggers!

We also appreciate highly the valuable support of the host institution, Universidade Aberta. Their TV production team prepared an [excellent video composition](#) of some enjoyable moments of the conference, and recorded interviews with keynote speakers.

POSTED BY EVA SUBA AT 12:01. NO COMMENTS:

Screenshot from the EDEN 2008 conference blog

Global student profiles and 100,000 enrolments

We celebrated August 22. That we had accumulated one hundred thousand online course enrolments. An enthusiastic group of colleagues, teachers, and students were treated with cake and interviews by local TV. The clip from TV Budstikka is still available at <https://www.youtube.com/watch?v=DBTlk4Yibvc>

Five students with impressive global student profiles were specially invited as guests of honour.

Celebrating 100 000 online course enrolments in 2008

During the first 20 years, NKI's online students enrolled in hundred thousand courses and spent many million hours of studying to reach their goals. This was celebrated August 22, 2008 with 5 students as guests of honour.



Secondary school courses: Tonje Kvalvik 18 courses completed
Vocational courses: Thor Steinsland 24 and Roger Skogberget 27
College courses: Trude Helen Flak 13 and Erma Bratic 14



TV Budstikka

Celebrating 100,000 enrolments with students and local television

Here are my reflections on the celebration posted in the EDEN President's Blog:

In August 2008, NKI Distance Education celebrated its online course enrolment number one hundred thousand. At the same time, we developed and introduced NKI's new online catalogue profiling students, tutors, and employees. All 9500 users registered in NKI's Learning Management Systems have personal presentations which automatically list relevant information about the users and their courses. In addition, most users add a photo and some information about their previous education, work experience, and personal interests.

Now, all users can choose to include their presentation in the open catalogue, by clicking the Global visibility checkbox in their user profile. One month after the catalogue was launched; 250 people (2.5% of the users) had chosen global visibility. If 10% of the users eventually opt for global visibility, the catalogue will include about one thousand personal presentations. This is a significant development which should be of interest to EDEN members for three reasons:

Firstly, it seems like many students appreciate the opportunity to share information about their online course activities with family, friends, and colleagues. Others seem to use the presentation as an online CV to support job applications. In any case, most presentations act as favourable personal homepages that focus on the students' achievements.

Secondly, the catalogue appears to be a valuable resource for NKI. The users are excellent ambassadors for NKI when they share their presentation with others. They provide a lot of relevant information for prospective students and keywords for the

search engines. All the positive and trustworthy testimonials from current students and teachers will probably have a positive effect on NKI's future course enrolments.




Thirdly, the fact that so many serious, hard-working, and successful students are willing to share achievements and experiences in an open, online catalogue is valuable for the field of online education. Traditionally, distance students tend to be quite invisible compared to other groups of students. They are so dispersed and so busy with their courses, jobs, and family obligations that they seldom form action groups or student unions. Online student catalogues may help these students become more visible as a group that deserves more attention.




Even though NKI's catalogue is in Norwegian, I promise you an interesting surprise if you browse it with Google's automatic translation service. Maybe EDEN could do something similar for its NAP members?

Electronic badges to senior and fellow students

In 2011, the Mozilla Foundation announced their plan to develop an open technical standard called Open Badges.

Three years earlier, I was fascinated by the introduction of the EDEN Fellows scheme and used this as an inspiration to honour students who had completed many online courses. Fortunately, we had comprehensive historic data in our student administrative system. About students who had completed NKI's correspondence courses and online courses. A treasure chest that automatically could be included in the students' personal profiles.

 Senior Fellow Students have completed at least 20 courses	 Fellow Students have completed at least 15 courses	 Senior Students have completed at least 10 courses
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-  350 Senior students
-  70 Fellow students
-  55 Senior Fellow students courses

- Kurt Karlsen www.nki.no/pp/KurtKarlsen completed 56 courses from 1995 to 2005

Screenshot from www.nki.no

were listed automatically when they ticked Global Visibility on their profile page. At the introduction, we had 55 Senior Fellows, 70 Fellows, and 350 Seniors who qualified to be on the Roll of Honour. Most impressive was Kurt Karlsen, who topped the list as he had completed 56 courses as a distance student.

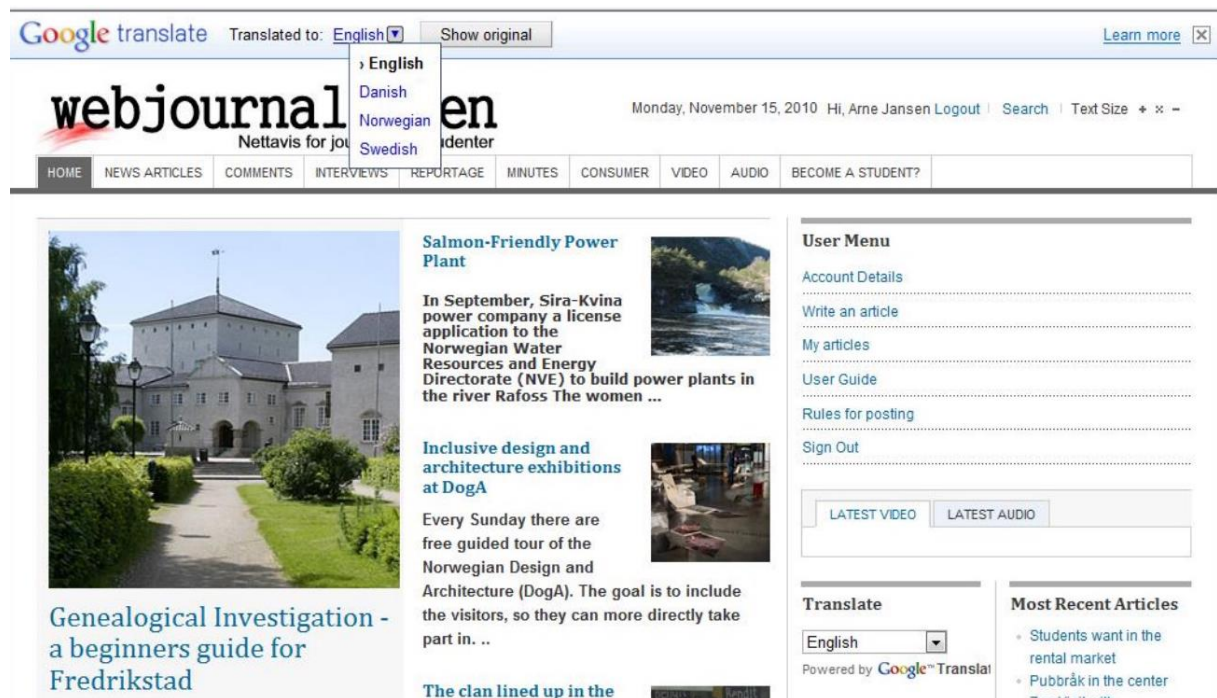
My review of the global student profiles available at the Roll of Honour indicated that NKI's 9,000 online students represented a broad section of the population. The vast majority were ordinary people who found that online studies was a good and flexible form of study. For many, online studies had nevertheless been the only relevant opportunity to get the education they wanted. This applied, for example, to working people who did not have time or opportunity to follow traditional education, women with care for young children (70% of

So, on August 22, we started to show all completed courses in the student profiles. Along with bronze, silver, and gold badges provided to students who had completed many courses. In November, we used this to introduce an online Roll of Honour (www.nki.no/pp). Presenting automatically generated lists of Senior Fellow students, Fellow students, and Senior students. Students who respectively had completed 20, 15, and 10 online courses. All qualified students

NKI's online students were women), Norwegians abroad (NKI had online students in at least 35 countries), students with disabilities, people on rehabilitation, and inmates in prisons.

Study online journalism

We received NOK 300,000 in support from Norgesuniversitetet to develop a course in Online Journalism. Initiating an innovative and inspiring collaboration with Arne Jansen and Nhat Chu to create Webjournalisten.com. NKI's online journal for students in Online Journalism. Allowing students to work in a virtual newsroom and publish articles in Joomla.



Screenshot from Webjournalisten.com with Google translate which introduced Norwegian translations from May 2008.

Webjournalisten.com was inspired by the City University of New York's Graduate School of Journalism and their student driven online journal [NYCityNewsService](#). A service promoted as a state-of-the-art multi-media-newsroom.

In September, the international fiscal crisis accelerated when the American investment bank Lehman Brothers filed for bankruptcy. At the same time, Arne Jansen published the first articles as editor of Webjournalisten.com and teacher in Online Journalism. He argued that online journalism differed from traditional journalism in several areas. Continuous updating, use of photo series, video, flash animations, and links created new opportunities and challenges for journalists. And that students appreciated the opportunity to publish their work in an online newspaper written by students and open to everyone. So much more transparent, real, and interesting than just submitting their student work to a teacher.

At the cursor moment, I miss Arne Jansen, who passed away far too early during the pandemic. An online pioneer and esteemed colleague we honoured by attending the funeral, which was streamed online.

EDEN research workshop in Paris

The 5th EDEN Research Workshop was organised October 20-22 in Paris. In co-operation with CNED - the French national distance learning centre (Centre National d'Enseignement a Distance). Under the patronage of UNESCO and in its headquarters at Place de Fontenoy. Close to Tour Eiffel and Hôtel des Invalides with Napoleon's tomb.

The conference theme was *Researching and Promoting Access to Education and Training - The Role of Distance Education and e-Learning in Technology-Enhanced Environments*. The EDEN Vice Presidents Martine Vidal and Ulrich Bernath contributed much to the conference program and improved the referee scheme for acceptance of research papers.

We invited Thor Steinsland to share his experiences as an online student at NKI. In a presentation titled [How to manage 28 self-paced courses, three kids and a job in the North Sea.](#)

He had the following advice for others who want to combine online education with work and family life:

1. Focus on family, work, and studies.
2. Cut organised leisure activities, they steal too much time.
3. Don't study during the holidays if you don't absolutely have to.
4. Reserve your own desk and PC for your studies to avoid conflicts.
5. Agree your weekly schedule with your family.
6. Ensure support and understanding from your employer.
7. Be positive - it's your choice to study.



Private photo of Thor Steinsland (right) with EDEN's president Alan W. Tait in Paris.

Transparency cartoons in Seminar.net

The editorial team asked authors to include videos that introduced their articles. An innovative, but challenging approach. So, Bente Midtsveen helped me make a video to introduce my article, [Cooperative Online Education](#) that went online in November. In the second 2008 issue of *Seminar.net*. With a video including cartoons, speech synthesis, and an interview with the author. Maybe a contribution that got me into the journal's editorial board?

Seminar.net published its first issue in January 2005. As an online journal focusing on ICT and media used in education. With an editorial team at the University College of Lillehammer in Norway. Still headed by professor Yngve Nordkvelle.

Working with new web 2.0 services and the article, I became more aware that transparency in online education was both important and challenging. As expressed in the cartoons I developed for the video presentation.

Transparency improves quality



Transparency promotes cooperation



Toonlet cartoons about online education transparency

2008 minutes

- February 19. Fidel Castro announced that he was stepping down as President of Cuba.
- February 24. Raul Castro was elected as the new president of Cuba.
- February 26. Official opening of the Svalbard Global Seed Vault.
- March 27. Wikipedia passed 10 million articles.

- April 12. Opening of the new opera house in Oslo.
- May 7. Dmitry Medvedev was sworn in as President of Russia and Vladimir Putin was later elected Prime Minister.
- August 8 – 24. Beijing hosted the 29th Summer Olympic Games.
- September 15. The American investment bank Lehman Brothers filed for bankruptcy, accelerating the international fiscal crisis.

Two 2008 publications in English

1. Paulsen, M.F. and Rekkedal, T. (2008). The Role of Mobile Learning in Denmark. In: Carvalho, J. et al. *The Role of Mobile Learning in Europe Today*. pp. 50-58.
2. Paulsen, M. F. (2008). [Cooperative Online Education](#). *Seminar.net*, Vol. 4, No. 2.

Six 2008 presentations in Germany, Belgium, UK, Denmark, and Norway

Germany

Cooperative Virtual Learning Environments. A presentation at Online Educa, Berlin, December 5, 2008.

Belgium

The Megatrends Project and Online Education Consortia. A Keynote presentation at the EuNeOn founding ceremony on October 7 in Brussels.

UK

Success Factors for Megaproviders of Online Education. A presentation at the Research Workshop - Strategies for Delivering Global Education, Organised by the Ifs School of Finance. London, June 27, 2008.

Denmark

Kooperativ frihet i nettbasert utdanning: Eksempler og erfaringer fra NKI Fjernundervisning. Foredrag på seminaret: Viden og medier ved Aarhus universitet, 05.05.08.

Norway

Utvikling av- og erfaringer med nettbasert utdanning i NKIs nye læringsplattform. Foredrag på NFFs årskonferanse, Oslo 19.11.08.

Gode dømme på nettstøtta utdanning og Praktiske erfaringer frå eit nettlæringslandskap. Foredrag på et seminar i Bergen i regi av Fylkesmannen i Hordaland, 23.04.08.

2009 - Moving to Portugal

Individual monthly progress reports

We already had five years of experience with NKI's individual planning system. An innovative tool in the SESAM learning portal that helped students register and follow their individual plans. A valuable tool that initiated reminders to procrastinating students from the portal, teachers, and student advisors.

But these reminders could also be annoying. Like payment notices and bank overdraft notifications.

So, I argued that we should develop individual monthly progress reports that were more informative, encouraging, and rewarding. For both procrastinating students and students who followed their plans. Reports that should be e-mailed to all students, not only to the students who fell behind their plans.

Reports that should reach out with news and information to all students, encourage them to log on more frequently, and improve the data quality in the LMS.

From January 2009, we started to e-mail these individual monthly progress reports to all students. They could also order an updated report any time from their online account.

The figure shows an example report translated to English with individual information coloured red.



Monthly progress report for Astrid de Mora, September 2009

The monthly report is automatically generated and e-mailed to all NKI's online students in the beginning of the month. We hope it is useful for your course progress.

General news

The deadline to register for secondary school exams is September 15.

Your contact information

The following contact information is recorded in our student administrative system. Please update missing or incorrect information in your personal profile.

Name: **Astrid de Mora**
Student number: **S123456**
E-mail: **asm@nki.no**
Address: **Missing**
Telephone: **Missing**
Mobile phone: **Missing**

Your progress so far

Last time you logged on was: **29.08.2009**

You have enrolled in the following programs/courses and so **far** completed 8 courses:

Prosjektlederskolen

- **Lær å lære – completed 05.04.2006**
- **Kommunikasjon – completed 09.06.2006**
- **Teamarbeid – completed 21.08.2006**
- **Teamutvikling – completed 17.10.2006**
- **Prosjektledelse – completed 27.02.2007**
- **Prosjektstyring – completed 10.05.2007**
- **Prosjektøkonomi – completed 13.06.2007**

Your planned progress

This month, you plan to submit the following assignments: **None**

Your exams

You have completed the following exams: **Prosjektlederskolen**

You have registered for the following exams: **None**

Your settings

Learning partner preference: **I would like to have learning partners**

Visibility of personal profile: **Global**

Example of monthly progress report with individual information coloured in red.

With Løvenskiold at Berghs in Stockholm

Mangemillionærer står bak privatskolene

Brødrene Løvenskiold har nærmest privatskole-monopol i Norge.

Anne Skalleberg Gjerde • 9 år siden

1 min Publisert: 19.10.12 — 14.44



Gjennom selskapet Anthon B Nilsen Utdanning as eier Nicolai og Peder Løvenskiold en rekke norske og nordiske privatskoler.

Screenshot of article from www.dn.no 19.10.12

In February 2009, Nicolai Løvenskiold, invited me to visit Berghs School of Communication. As one of the two brothers who owned NKI, Berghs and several other private schools in Scandinavia. Eager to show me Berghs school in Stockholm. Wanted me to present NKI's online education activities and opportunities for collaboration between his schools. So, I met CEO Pär Lager and his team. Floated the idea of establishing a Scandinavian cooperative program for multimedia journalism. Offering courses in web-journalism, audio-journalism, and video-journalism to Scandinavian students. And allow them to publish their work in Webjournalisten.com – the web-based newspaper we had developed for students.

Flying home with Nicolai, he voiced grand visions for NKI's online education activities and supported my wish for a sabbatical. Said the new owners needed a year to refine the organisation and find a new management. Confirmed that I would have a position in the management team when I returned.

So, I contacted Albert Sangrà and António Teixeira about opportunities for a sabbatical in Barcelona or Lisbon.

NKI's 50th anniversary with EADL in Oslo

The European Association for Distance Learning (EADL) held its conference at the Grand Hotel in Oslo from May 13 to 15. A fashionable hotel located at Karl Johans gate, nestled between the Royal Palace and the Parliament in the city centre. The social program included a reception with the Mayor at the Oslo City Hall. Followed by folklore, music, and traditional food at the medieval Akershus Castle. A guided tour to the Nobel Peace Centre and a conference dinner in the Hall of Mirrors at the Grand Hotel.



Invitation to NKI's 50th anniversary reception in the Oslo City Hall



OSLO KOMMUNE

har gleden av å invitere Dem
til mottakelse i Oslo rådhus
onsdag 13. mai 2009 kl. 18.00
i anledning

EUROPEAN ASSOCIATION FOR DISTANCE LEARNING
Oslo konferansen 2009 og
NKI FJERNUNDERVISNING'S 50-ÅRS JUBILEUM

All NKI employees and EADL conference delegates were invited to the City Hall on May 13. To celebrate NKI's 50 years as a Norwegian company. The extended history began in 1910, when Hilbert Norén established Norén's Correspondence Institute in Sweden. In 1926, several

Swedish correspondence schools merged under the name NKI-skolan and in 1959 a separate

office was established in Norway. In 1966, the Swedish NKI school was closed and NKI's association with Sweden ceased.

Torhild Slåtto was executive director of the Norwegian Association for Distance Learning and Flexible Education (NFF). She organised the conference with her staff in close collaboration with NKI and the EADL secretariat. The conference gathered around 80 participants from all over Europe.

NKI's marketing manager, Elisabeth Møystad, was on the EADL board. The main theme of the conference was “Drinking from the digital well: How can we utilise the enormous digital opportunities to create digital learning resources and develop good services for distance students?”

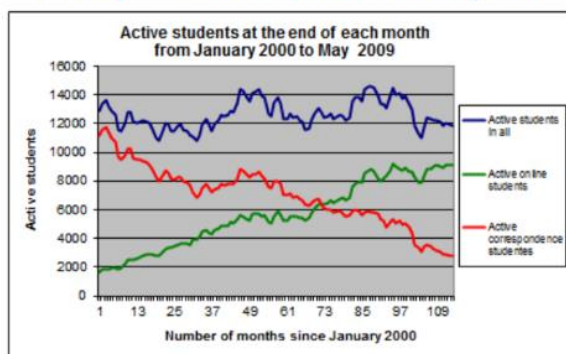
Chair of the education committee in the Norwegian Parliament, Ine Marie Eriksen Søreide, gave one of the introductory lectures. Eirik Newth, Norwegian astrophysicist, and Danish Klaus Mogensen from the Institute for Future Research in Copenhagen discussed the future of digital education. Svein Qvist-Eriksen presented NKI Distance Education 1959 – 2009: Celebrating 50 years as a Norwegian Institution. My presentation was titled *Risks and opportunities of a social network*.

The following presentations listed in the program indicate our focus in 2009:

- Michael Lambert: What does the global economic crisis mean for distance learning?
- Eirik Newth: Learning in the Cloud.
- Klaus Mogensen: The future of learning.
- Kirsti Kierulf: How to use web2.0 for knowledge management and innovative processes.
- Bent Kure: Vivid images - vivid learning.
- Anne Rønning: Being sure to be seen.
- Morten Paulsen: Let your learners learn together.
- Kenneth Gvein: Let your students do the marketing for you.
- Christianne Orto and Stefan Karapetkov: Encore, Interactive Music Performance, Educations, and More.
- Stephen Bourne: How does a publishing house behave in the digital age?
- Sven Åke Bjørke: e-learning in higher education.

Pushing all online – or not?

Online access available for the remaining correspondence students in July 2009



Development of online (green) and correspondence (red) students at NKI

In the spring, we established the project group *All Online* with the aim of getting all correspondence students online. It finished a successful test period with 300 students who had enrolled as correspondence students but volunteered to access the online version of their courses. So, in June, we offered all correspondence students the same opportunity. They could continue as correspondence students if they preferred, but we urged them to test the value-added services they got as online students. Including records of all courses they had completed and grades they had accrued as correspondence students.

The graph shows that the number of online students increased continuously at the expense of correspondence students. In May 2009, nearly 80% of NKI's 12,000 students were enrolled as online students.

The entire world was going online. So, some of us were really frustrated that a substantial number of our NKI colleagues resisted coming aboard. They preferred to work with correspondence courses and students. In December 2008, only 47 of my 71 colleagues had written an online profile.

The management encouraged all employees to be suitable role models for our teachers and students. Demanded that they wrote informative personal profiles with pictures so that the teachers and students could see them.

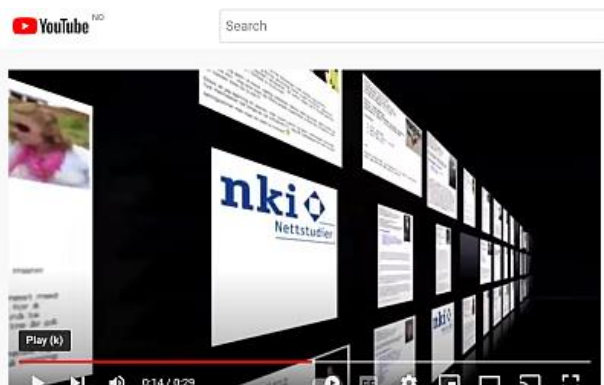
Many correspondence colleagues boycotted. So, one night, we printed out all personal profiles and taped them at the office doors. A controversial and anonymous prank that stirred the office. A story so far only shared with my accomplices.

At the same time, most NKI teachers had both online and correspondence students in their courses. All teachers had some experiences as online teachers. And a growing number of them resisted handling new correspondence students.

As they gained online access, the teachers' work became easier and more transparent because they had online access to updated and complete information about the students and their progress. They did not need to keep manual lists of submissions and could register the correspondence students' grades online. In addition, they got a better overview of earned and paid wages.

Facing twelve hundred online students

I was fascinated by the information the online students provided in their profiles. How much



Screenshot of YouTube video showing global personal presentations

we could learn about our students' ambitions, needs, challenges, and successes. Information that made me proud of working with online education.

So, my son Stian helped me make a [YouTube video](#) to promote the online profiles. I also wrote the Norwegian article [Tusen NKI-studenter viser ansikt](#)

(Thousand NKI-students show their faces) with Christine Rabe Moe. Wenche

Halvorsen also made some comments. An

article that discussed the preliminary experiences with NKI's global personal presentations that were accessible to everyone on the Internet. The article was based on available system statistics, a systematic review of 100 arbitrary global presentations, as well as the authors' reflections based on observations of many internal presentations and over one thousand global student presentations.

We concluded that the global presentations showed that many students appreciated NKI's flexibility and opportunity to find learning partners. In addition, many presentations provided information about learning difficulties, disabilities, or illnesses. Of the 100 selected presentations, 10% showed they could be online students despite special challenges. Other groups that stand out in the presentations are the many mothers with small children, students living abroad, and immigrant women.

The article was never translated into English. So, in 2024, I was really impressed and happy to hear how well Google's new AI service Notebook LM generated this English conversation about the article <https://www.nooa.no/podcast/>.

Resting in e-learning peace?



Blog post illustration from Pixabay

My article [Resting in e-learning peace](#) was published in June. Probably not popular among people involved with ten e-learning initiatives in Norway, the UK, USA, and Hungary. Ten initiatives that spent about €150M before they were shut down after an average of four years in operation.

But there is much to learn from failures and terminated initiatives. So, the article presented the ten discontinued initiatives shown in the table. Comprising four consortia, two institutional initiatives, and four governmental and political initiatives.

<i>Institution and relevant web address</i>	<i>Country</i>	<i>Years in operation</i>	<i>Number of years in operation</i>	<i>Total amount spent</i>	<i>Educational level</i>	<i>Type of initiative</i>
UK e-University www.archive.org	UK	2000–2004	4	£50M	University	Political
United States Open University www.archive.org	USA and UK	1998–2002	4	USD 27M	University	Institutional
Alliance for Lifelong Learning www.allearn.org	USA and UK	2000–2006	6	USD 12M	Further education	Consortium
NKN www.archive.org	Norway	2000–2002	2	€7–14M	All levels	Political
IT Fornebu Knowation www.archive.org	Norway	1998–2001	3	€9M	Further education	Political
Scottish Knowledge www.archive.org	UK	1997–2002	5	£5.75M	University	Consortium
California Virtual University www.california.edu	USA	1997–1999	2	USD 6M	Further education	Consortium
The Scottish Interactive University www.archive.org	UK	2002–2007	5	£2.3M	University	Political
Bedriftsuniversitetet www.bedriftsuniversitetet.no	Norway	2000–2003	3	€2M	Further education	Consortium
SWI www.freeweb.org	Hungary	1999–2005	6	Unknown	All levels	Institutional

The ten most costly discontinued initiatives sorted by money spent.

The article included a discussion on why they failed and concluded with the following seven recommendations that are drawn from the analyses of the ten initiatives:

1. Be sceptical about top-down political and boardroom initiatives.
2. Be sceptical about a consortium of institutions that compete with each other or the consortium.
3. ‘Hard-nosed’ market research is essential for the success of any e-learning initiative.
4. E-learning initiatives should plan carefully for and carefully control their revenue and expenses.
5. The choice of courses and their accreditation are crucial.
6. E-learning initiatives should precisely define the relationships of their initiative to existing providers and the institutional model they will adopt.
7. E-learning initiatives should plan carefully to manage both their educational and business activities.

EDEN presidents and secretaries in Gdansk



Private photo of the new EDEN Vice President in Gdansk and Front cover of the new EDEN book

Gdansk in June. Poland's main seaport at the Baltic coast. The city of the Lenin shipyards, the birthplace of the Solidarity movement. Fronted by Lech Wałęsa. The first independent labour union in the Soviet bloc. Playing a significant role in bringing an end to Communism in Poland.

EDEN's annual conference gathered 325 participants from 44 countries in the Gdansk Music and Congress centre on June 10-13. The conference theme was *Innovation in Learning Communities. What did you invent for tomorrow?*

Web 2.0 had become a well-known term and was frequent in the book of abstracts. And my keynote presentation was titled, *Social Innovations in Online Learning: Sharing individual progress plans, learning partners, and global student profiles with NKI Distance Education.*

A comprehensive, new EDEN book was presented at the conference. Its title was *Distance and E-learning in Transition: Learning Innovation, Technology and Social Challenges*. The editors were András Szűcs, Alan Tait, Martine Vidal, and Ulrich Bernath. My contribution was titled *Tools and Instruments Supporting Cooperative Freedom in Virtual Learning Environments*.

I was glad to meet three people who have influenced my work: Alan Bruce, Otto Peters, and Gilly Salmon. Really surprised by being asked and then elected to Vice-President of EDEN during the Annual General Meeting on June 10. Turned out to be a great honour and pleasure to work more closely with EDEN President Alan Tait and Secretary General András Szűcs.

Working with EDEN Secretary General András Szűcs



Private photo received from András Szűcs

EDEN executives worked with András Szűcs. The kind secretary. The tough general who served for 25 years (1997-2022). The one and only Secretary General when the UK registered association had its secretariat in Hungary. Until the Brexit-initiated changes. As EDEN Digital Learning Europe, with a new secretariat in Tallinn, was created to continue the operation once the UK left the EU.

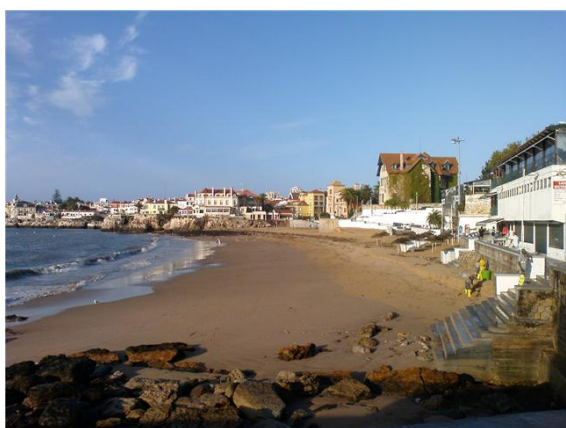
Dr Szűcs, the experienced manager who continuously developed EDEN along with nine of the ten presidents. From 1997, when EDEN's second President Tamas Lajos moved the secretariat from Milton Keynes to the Budapest University of Technology and Economics.

András, the pragmatic strategist and prudent manager who consolidated the organisation around a sound and sustainable business model. Who built a reliable organisation and a recognizable brand.

The kind man raised in a conservative intellectual family that actively followed the Roman Catholic religion. In a Hungarian society during the Soviet era. The humble listener with telling eyes that forebode his strong, and sometimes controversial, opinions. A diplomat, but not always diplomatic. The great gourmet. A friend of dogs and horses. A cultivated man, who likes classical music as much as hunting and horse-riding.

A respected colleague with high skills in EU policies and projects. Quite possibly the man who has contributed most to the progress and development of distance education and e-learning in Europe.

Online in Cascais



Private photo from the beach in Cascais

Thanks to António Teixeira, I was appointed for one year as *professor associado at Universidade Aberta*. To develop and teach the online course *Processos Pedagógicos em Elearning* as a part of the master program *Mestrado em Pedagogia do Elearning*.

We packed our Opel Zafira and drove 3,500 km from Oslo to Lisbon. Through Sweden, Germany, Belgium, France, and Spain. Realised that the inventor of GPS deserved the Nobel Peace Prize. Since we had no front seat skirmishes about the directions through Europe.

Loaded with CDs, we listened to Michael Jackson, the King of Pop, who was pronounced dead in June. To Alexander Rybak, who won the Eurovision Song Contest in Moscow with the song Fairytale. To Leonard Cohen's *So Long, Marianne*. Knowing it was about his Norwegian girlfriend, Marianne Ihlen.

Stopped to visit the fascinating Guggenheim Museum in Bilbao. Admired the artwork, along with two elderly men wearing hats. Regretted that I did not have the guts to approach Leonard Cohen and ask him about Marianne.

So, on September 30, I wrote the following post on Facebook: “I'm now online from my apartment in Cascais, Portugal. The temperature is agreeable (28 centigrades), especially when I hear that it snows in Norway, the wine is affordable, and my balcony view to the beach is not bad”.

During the sabbatical, we had pleasant visits from dozens of friends and family in Norway. Maybe due to the Norwegian climate. December had a record daily snowfall of 89 centimetres in Hundseid and a record cold temperature of minus 45.6 centigrades in Folldal.

We chose Cascais to reintroduce our two Brazilian born kids to the Portuguese language. Engaged Louisa Bernardes as their private tutor. Who taught them a lot about daily life in Portugal. A friend they still communicate with - in English. Talking about memories from the Arco Vocational School, the handsome surf instructors, the sailing courses, the tragic fado music, and the “delicious” caracoise snack.

We rented a posh eight floor apartment at Avenida 25 de Abril. Close to Boca do Inferno and the Paula Rego Museum. Coming from a Norwegian social democratic environment, it was strange to have access to a private swimming pool. To have neighbours with private chauffeurs and housekeepers that carried their suitcases.

At UAb, I was taken well care of by Lina Morgado and José Mota. Got to know many new colleagues and students. As there was a fiscal crisis in Portugal and the Lisbon Treaty entered into force. Appreciated to learn more about the university, its pedagogical model, and the Moodle platform.

It took several weeks to get a Portuguese bank account. The local bank required formal documentation that I lived in Portugal, had a Portuguese employer, and could verify my mother's birth name. A bureaucratic system relying on physical attendance. Several years after I opened my first online account in a Norwegian bank with no physical offices.

On the contrary, international telecommunication technology had improved immensely since our US years in the early 90s. It took just minutes to get four mobile phone accounts in a local shop. And we could operate our local Norwegian home number via ip-telephony on the internet. It even allowed us to call our oldest son Stian's mobile phone for free during his exchange semester at Queen's School of Business in Canada.

Cable TV was omnipresent. So, the analogue TV network in Norway was about to be switched off after 50 years of operation. Norwegian TV was accessible in Portugal via the internet, but frustrating to watch since the bandwidth in our apartment building seemed to decline after office hours. So, we rented VHS-videos at a local shop. And watched the Vancouver Winter Olympics on Portuguese TV. So strange to hear winter sport commentaries in Portuguese.

A special thank you to our neighbourhood friends Arnt and Helene, who presented us to so many of their Norwegian and local acquaintances in the area. To Odd and Maria who introduced us to Portuguese language, food, wine, culture, traditions, and nearby towns. The charming fishing town of Ericeira. Óbidos with its mediaeval architecture and fortified walls.

The Gothic cathedral and Roman temple in Evora. Fátima with the impressive Catholic pilgrimage site, Sanctuary of Fátima. And all the tourist towns along the Algarve coast.

EDEN Open Classroom on Twitter in Porto



Screenshot from the Porto conference Facebook page

I drove with António Teixeira to Porto. Chair of the local organising committee. To attend the seventh EDEN Open Classroom Conference October 15-17. Organised with Universidade Aberta and the University of Porto at the Alfândega do Porto convention centre. Under the slogan *Incubating Creativity and the Capacity for Innovation: Open Content, Social Networking Tools, and Creative Learning for All*.

The first EDEN conference with a dedicated [Facebook page](#) and a coordinated Twitter coverage using the #edenporto09 tag. A top trending Twitter hashtag in Portugal, due to the arduous work of Paulo Simões who posted this on the conference Facebook page:

In the European year of Creativity and Innovation, conference delegates attending Porto 2009 are encouraged to bring their laptops, PDAs, notebooks, or Twitter enabled phones. Free access Wi-Fi will be provided for everyone to be an active contributor to the event. Follow Porto Open Classroom Conference debates on Twitter @PortoEden09 at #EdenPorto09 or on Facebook and make your contribution.

I also remember a pleasant university dinner with local co-chair Alfred Soeiro. And José Mota's conference pictures in [Flickr](#).

The Portuguese Ministry of Education accredited the conference as an official 13-hour training course for teachers' professional development. Anestis Papadopoulos and Alan Bruce received the best paper award for *Preparing Pupils for a Changing Planet: Learner Empowerment and Cultural Competence through Innovative Best Practice*.

The conference also introduced a new EDEN award for Leading Innovative Practice. The winning paper was *The Use of Internet Social Networks in a Pedagogical Context: A Case Study in a Basic Portuguese School* by Rita Oliveira and António Teixeira.

Globalskolen

Since my youngest son was an online student at Globalskolen, I enjoyed Bjørn Teistung's interesting EDEN Porto lecture about this online primary school for Norwegian children abroad.



Private Porto conference photo received from Bjørn Teistung

Globalskolen offered training in the three special Norwegian subjects (Norwegian, social studies, and RLE) which were not available at the local and international schools the children attend. It had 1,000 students in 90 countries from first to tenth grade.

I had followed the development of the Globalskolen since it started in 1998 and authored the article *A Global Primary School* in 2003. Nevertheless, the lecture in Porto was particularly interesting since my kids went to school in Lisbon and were students at NKI Nettstudier and Globalskolen.

Since Globalskolen had students aged six and up, the school depended on parents helping the kids. Therefore, parents got a separate account at Globalskolen to have insight into their children's schoolwork. This gave me a better overview of my son's work than I had when he went to a regular school.

After a couple of months' experience with the Globalskolen, I was particularly impressed by the multimedia content and the excellent communication between my son and his teacher, Arne Heimestøl. The tenth-grade teacher was exceptionally accessible on Skype, and he could easily demonstrate the websites if there was something my son needed help with.

My conclusion was that the Globalskolen was a unique opportunity for Norwegian children abroad. I also expected that they had older siblings or parents who might enjoy taking online courses from Norwegian institutions.

2009 minutes

- January 20. Barack Obama became President of the United States.
- May 16. Norwegian singer and violinist Alexander Rybak won the Eurovision Song Contest in Moscow with the song Fairytale.
- June 25. Michael Jackson was pronounced dead.
- September 11. The Ibsen Prize was awarded to Christopher Nielsen for the play *Worthless Men*.
- September 29. Former Norwegian Prime Minister Thorbjørn Jagland was appointed Secretary General of the Council of Europe.
- October 9. US President Barack Obama was awarded the Nobel Peace Prize.
- November 5. Finland and Sweden approved the construction of the Nord Stream pipeline in the Baltic Sea.
- November 19. Karl Ove Knausgård was awarded the Norwegian Brage prize for the first book in his series, *My Struggle* (*Min kamp*).
- December 1. The Lisbon Treaty, which clarified the powers of the European Union, entered into force.
- December 1. The analogue TV network in Norway was switched off after 50 years of operation.

- December 23. Norwegian record snowfall of 89 centimetres in Hundseid and record cold temperature -45.6 °C in Folldal.

Seven 2009 publications in English, Norwegian, and Spanish

1. Paulsen, M. F. (2009). [Resting in e-learning peace](#). *IJNVO* Vol 6, No 5.
2. Dalsgaard, C. & M. F. Paulsen (2009), [Transparency in Cooperative Online Education](#), *IRRODL* Vol 10, No 3.
3. Paulsen, M. F. (2009). [Successful E-learning in Small and Medium-sized Enterprises](#). *EURODL*, 2009/I
4. Paulsen, M. F. (2009). Tools and Instruments Supporting Cooperative Freedom in Virtual Learning Environments. In Bernath, U. Bernath, U., Szücs, A., Tait, A., and Vidal, M. (Eds.). [Distance and E-learning in Transition – Learning Innovation, Technology and Social Challenges](#). Wiley.
5. Paulsen, M. F. (2009). An Analysis of European Megaproviders of E-Learning: Recommendations for Robustness and Sustainability. In Stannsfeld, M. and Connolly, T. (Eds.) [Institutional Transformation through Best Practices in Virtual Campus Development: Advancing E-learning Policies](#). Page 127-146. Hershey, Pennsylvania: Idea Group Inc (IGI).
6. Moe, C. R., W. Halvorsen & M. F. Paulsen (2009). [Tusen NKI-studenter viser ansikt](#). I Haugen H. *Læringsmiljø på nett – erfaringer fra forsøk og prosjekt*. Trondheim: Tapir Akademisk Forlag.
7. Learning Review España No 5, 2009. [La educación online exitosa debe ser robusta y sustentable](#). The interview was also translated to English.

Three 2009 presentations in UK, Poland, and Norway

UK

Visualizing Student Profiles through NKI's Online Catalogue and Student Network. A keynote presentation at The Cambridge International Conference on Open and Distance Learning 2009 22.09.09.

Poland

Social Innovations in Online Learning: Sharing individual progress plans, learning partners and global student profiles with NKI Distance Education. A keynote presentation at the EDEN conference in Gdansk 12.06.2009.

Norway

Let your learners learn together! Risks and opportunities of a social network. A presentation at the EADL conference in Oslo 14.05.2009.

Afterthoughts in 2022, a year overshadowed by Putin's war in Ukrain

Vladimir Putin's war overshadowed 2022. The Russian president declared Luhansk and Donetsk independent from Ukraine and started a full-scale invasion of Ukraine as missiles struck Kyiv at dawn on February 24th. The continuous media coverage of bombing, civilian deaths, and nuclear threats made me depressed and worried again. Felt that the 2020s had started as a miserable decade.

But I enjoyed the summer in Kragerø. Sailing an old wooden kogg and a Colin Archer with locals. Kayaking along the wonderful coastline with skinny dipping women, swimming deer, otters, sunbathing seals, jumping fish, and gorgeous sea birds. Swans, gees, sandpipers, ducks, eiders, hooded sea gulls, and black cormorants. Looking out for dolphins, killer whales, and the walrus Freya as she was observed resting in several of the rigid inflatable boats (RIB) in the area. Six hundred kilograms with fangs that easily could puncture inflated boats. An experience my former NKI boss, Kjetil Ørbeck, probably not appreciated.

Caroline texted me that summer. If we could meet her and Gunnar in Kragerø? My former ICDE colleague Caroline Seville and extreme traveller Gunnar Garfors were in town. To take part in the popular TV show, Camp Kulinaris. So, we opened a bottle of cava as Gunnar shared some of his record-breaking travel experiences: Five continents in one day. Nineteen countries in 24 hours. All the world's 198 countries twice. Incredible stories that reminded me how much I had missed travelling during the pandemics.



Facebook post from the main square in Krakow

So, it felt good to travel abroad again in the fall. First on vacation with good friends to La Nucia in September. Then, in October, to a Norway Grant meeting in beautiful Krakow with our Polish partners in the Level Up project. A memorable visit to a city with a tragic WWII history. In a modern country with a lot of sympathy and support for Ukrainian defence against Russian aggression.

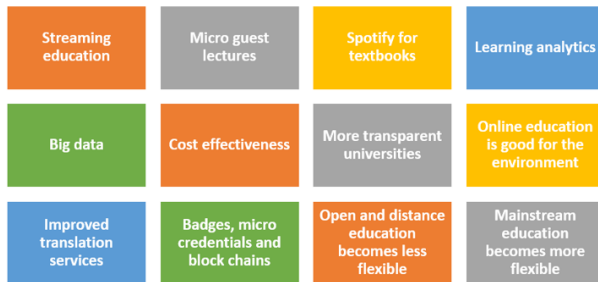
I also appreciated giving a Zoom keynote at Universidade Aberta's 15 years celebration of its pedagogical model (25.10.22). The first of several presentations based on my anecdotes. Titled *My Portuguese Online Education World*. The memory that stuck from the event was Zoom's new feature. Simultaneous translation of the Portuguese presentations with English caption. A confusing experience that reminded me of the impressive progress in translation technology and how important it could be for international communication in the future.

I found that I was quoted. Eleven months after a journalist working for the Spanish newspaper EL PAÍS, e-mailed me. If I could predict the University of the Future?

The question was a welcome challenge during the pandemic. And my predictions included more suggestions than Ramiro Varea's 17.05.21 article, [Aulas virtuales y contenidos personalizados: así será la universidad en unos años](#).

So, I posted my predictions on LinkedIn in November. To be one of my most popular posts ever. Under the title: *The University of the Future*:

The University of the Future



Twelve features of future universities

Young people prefer streaming media and on demand learning. So, what if linear TV is geriatric, linear schools are old fashioned, and digital natives prefer **streaming education**? Will the universities allow students to start whenever they like? Progress at their preferred pace? Complete the exams when they are ready?

Micro guest lectures will become more frequent since technology makes it easy

for experts around the world to share their experiences via short webinars. Students could prepare questions from some of the experts' work. Many international experts will gladly contribute freely if it takes only half an hour of their time.

Textbooks are expensive, voluminous, and sometimes hard to get. The content will easily be distributed digitally when a successful **Spotify for textbooks** arrives.

Learning analytics and meaningful use of **big data** will improve adaptive learning and individual learning experiences.

Universities should focus more on **cost effectiveness** and strive to get more learning for the money. This is important for students who pay tuition fees, institutions that offer education, and countries that fund public education. Suitable online education has a huge potential to lower costs without reducing quality. Much of the current online education can be more cost effective, but currently there is too much focus on one-to-one teaching and digitising traditional lectures.

Universities need to be more transparent. Better at sharing learning resources and useful information from and about students, teachers, and learning analytics. There are many educational related activities that could be shared more widely. Students can learn a lot from each other if they have access to information about what other students do. Teachers can also learn much from each other if they share and make their teaching activities transparent.

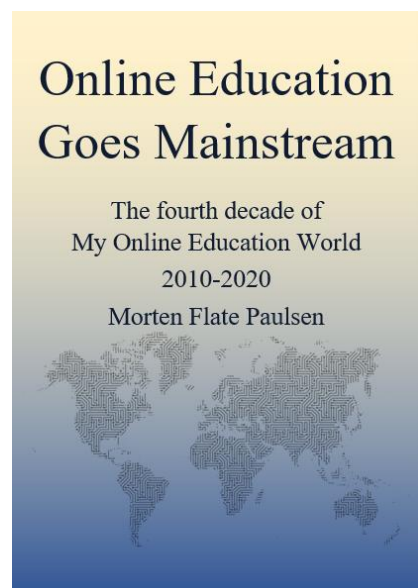
Online education is good for the environment. Green education. Online schools do not need physical classrooms and offices that require much energy to operate. Online education can reduce the need to build new and expensive campuses. Students and faculty do not need transportation to attend online schools. Online education reduces pollution, travel expenses, and rush hour traffic. Online schools often prefer digital learning resources rather than printed textbooks. This results in less waste of paper and reduced need for shipping.

Other important future breakthroughs will be **improved translation services**. Making it easier to communicate across language barriers. In addition, new technologies, such as **badges, micro credentials, and block chains**, can make it harder for students to forge certificates and official documents from educational institutions. This will help online

educators to address some of the issues relating to language, credibility, and trust across national borders.

Finally, I'm worried that **open and distance education becomes less flexible as mainstream education becomes more flexible**. Traditional distance and online institutions are merged with, or acquired by, larger mainstream institutions that intend to become more flexible. The result is often that the smaller institutions must adapt to the more rigid culture and systems of the larger institutions. National quality assurance schemes and agencies establish schemes for online education that are founded on not so flexible mainstream education.

Introducing the turbulent 2010s



My 2010 anecdotes were chronicled along with welcome international engagements in 2023. I shared experiences from my anecdotes in panels with four former EDEN presidents in Dublin and with Sir John Daniel and Alan Tait at the ICDE World Conference in Costa Rica. Still, my professional highlight of 2023 was to take part in ICDE's quality review of Universitas Terbuka. The Indonesian open university with half a million students.

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 and the official government report (NOU 2014: 5): MOOC for Norway. New digital learning methods in

higher education.

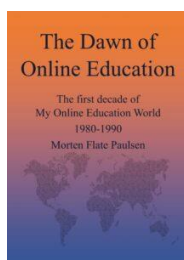
A decade that made me addicted to iPads and changed my life considerably. As the kids left home and blessed us with grandchildren. But made marriage more challenging. And attractive to spend more time in the old fisherman's house in Kragerø.

A turbulent decade with many personal and professional challenges. I thrived as President of EDEN. But found it increasingly difficult to support the new NKI management and the way it treated my colleagues. So, I quit my beloved NKI after 30 years of service. Started an insecure new life as a senior entrepreneur. Hoped that my modest savings could fund an online school based on affordable ICT services in the cloud. NooA – the Nordic open online Academy.

But realised that I needed some financial security and an academic environment. So, I landed two consecutive positions as part time professor at two Norwegian university colleges. Two institutions that were merged into the Norwegian University of Science and Technology (NTNU). Just one of many examples of controversial mergers in Norway during the decade.

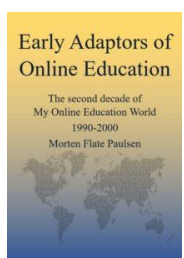
I was happy to become a board member of FuN after I completed my term as EDEN President at the EDEN 2013 conference in Oslo. Optimistic about new opportunities when AOF bought the majority of my NooA shares. And stressed by a life-changing challenge during the EDEN 2018 conference in Genova.

Open access books in My Online Education World



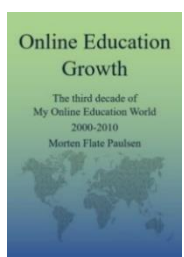
The Dawn of Online Education was published in January 2024. In 1980, distance education was synonymous with correspondence courses, educational radio, and television. But the eighties totally transformed our perception of distance education. The major driver of the development was new technology: PCs, 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.



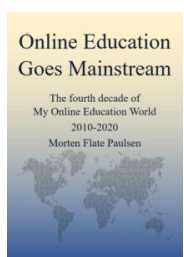
Early Adaptors of Online Education was published in April 2024. The 1990s was a decade of amazing innovations. The decade that introduced PCs with colour- and graphic interfaces. New Internet services opened the world, and the web brought it all together. Search engines provided immediate access to mindboggling 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.



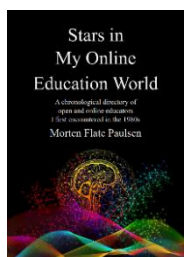
Online Education Growth was published in the first quarter of 2025. It covers a decade with substantial growth in online education. A decade that introduced Wi-Fi, multimedia PCs, online bank accounts, and PayPal. Skype, Spotify, podcasts, creative commons, and open educational resources. Facebook, LinkedIn, 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 second quarter of 2025. 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 chronological directories of ***Stars in My Online Education World***. The directories unfold as a narrative which shows how 160 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*.