BoostEdu Case study
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UiA

Abstract/Introduction

The case study concerns the re-design and implementation of two media-rich courses in the social sciences, as pr. the original statement found in the project proposal. The case study has been conducted according to plan, within the correct time frame. One BA course in political communication was redesigned to work in a blended mode, using a variety of EdTech tools. One MA course in international communication was redesigned with a blended learning mode. Additionally, a survey has been conducted with about 850 students on campus, after COVID-19, to improve our understanding of the "student voice" in these matters.

Key words: Education technology, digitalization, hybrid learning, blended learning, digital classrooms

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1: Motivation/Goal/Starting point

Institutions of higher education are now challenged to re-think many aspects of how education technologies (hereafter EdTech) enter into the equation: While EdTech is not new to learning institutions, of course, ground-breaking changes have come in the form of several waves of technology development since the 1990´s.

The Higher Education (HE) sector is challenged globally by a number of flaws, in the project period also being enhanced by the COVID-19 pandemic: 1) Lack of knowledge about what the digital transformation of education and learning entails; 2) a management challenge to deploy resources across fields and disciplines in organizations that traditionally have been highly "siloed"; 3) allocating sufficient resources to EdTech; and 4) understanding when and where EdTech is the answer as well as where it is not.

In the cited report *Communication of the European Commission* it is stressed that "If education is to be the backbone of growth and inclusion in the EU, a key task is preparing citizens to make the most of the opportunities and meet the challenges of a fast-moving, globalized and interconnected world." (COM (2018) 22 final, p. 3).

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This points towards a strong need for enhancing online, distance and blended learning in the EU including support for teachers and learners. This need has been also expressed in the Extraordinary Erasmus+ call to support Digital Education Readiness in response to Coronavirus pandemic.

Accordingly, this case study – which is one of two conducted in this project with roots at the University of Agder in Southern Norway – centers on the stated EU challenge as perceived and explored within the context of this particular university. University of Agder has about 14500+ students, most of which are campus based students. There is about a 1500 member staff. The region is highly international. Our university has a quite large percentage of foreign students and we provide courses in English at all levels. In addition, the region of Southern Norway is a highly internationalized region, due to the strong presence currently of the offshore industry and shipping, added to the historical role in this region of missionary work in Latin America, Africa, India, and the Far East.

The case study has been carried out within the context of the Department of Global Development and Planning, at the social science faculty of the university. The department provides BA programs, several independent courses, two MA programs and one PhD program. The department is home to five universityø-wide research clusters/centers, one of which is the Future Learning Lab center coordinated by the PI of this case study.

From the main document of the BOOST EDU project, we will in the following emphasize this:

1.1. Main goal:

To make the HE institutions ready for Digital Education (DE). The two main project objectives are:

A. To synthesize the main pedagogical and technological principles in the development of Digital Education (hereafter DE) approaches, including preparation of the supporting teaching materials, and development of a basic structure for DE recognition.
B. To apply, test and validate these principles in different pilot modules/courses targeting different student cohorts at all partner universities.The project consortium is composed of partners with the distinct experience in DE on different levels, ranging from a few months to decades.

The consortium partners represent universities with different history and educational profiles, from general to technical and business oriented. The project consortium consists of:

1) Brno University of Technology (CZ),

2) University Politehnica of Bucharest (RO),

3) University of Agder (NO),

4) Bifröst University (IS).

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1.2. Two Intellectual Outputs will be developed:

Two intellectual output areas have been identified for the entire project, one (IO1) being of broader and deeper salience than the other (IO2):

1. <u>Digital Education Methodology,</u> including several case studies with the description of relevant pedagogy, teaching materials, digital learning tools and simulators in DE; each partner university will contribute with two methodological cases for two different study disciplines covering engineering, quality management, mathematics, media studies, leadership.

2. <u>Digital Education Recognition</u>, where possibilities of recognition of higher education achievements will be explored including use of the blockchain technology in digital recognition of ECTS. A needs/gaps analysis will be prepared as well as a case study and a pilot concept for digital recognition based on blockchains.

2: Background of the case study

The University of Agder (hereafter UiA) sits at the southernmost tip of Norway, a country of five million people. UiA was transformed into a university in 2007, after a number of iterations before as a university college, based before that on a teachers training college, a nursing college, and an engineering college. Two decades into the 21st century, UiA is an accomplished university with degrees in a wide range of fields, recognized nationally as a leading university in areas like artificial intelligence, mathematics, information systems, health, arts, mechatronics, business, and the languages. As the university matures, it takes on the signs of a specialized organization, divided into faculties with the "usual" autonomy faculties tend to have in the Nordic university system.

The social science faculty, where this particular case study is loaded, consists of four scholarly specializations: 1) global development and planning, 2) Information systems, 3) sociology and social world, 4) and political science. There are few joint programs, but students may take a set number of courses in neighboring departments. There is one joint PhD program with four specializations.

The Department of global development and planning is home to this case study. Case study PI was one of the architects of the current BA program, as well as the PhD program. The PI also chairs a research center labeled Future Learning Lab, where the group explores new learning designs and means of implementing EdTech in processes of renewal and innovation.

The two courses chosen for this case study are both courses originally designed b y the PI, having run them both for close to 20 years. The means and modes of innovation have been the subject of talks and presentations both in the BOOST EDU project and in the Future Learning Lab. Please see details below and also appended documents pertaining to the actual resources being produced in this case study.

2.1. Course rationale

Course #1 in *Political Communication*, runs every fall semester, with about 75 students coming from a variety of different programs. The course runs in English. The course contains on average 25% students from various Erasmus+ mobility programs. That international aspect was the main reason why this particular course was chosen. Some of the features pertaining to the course:

- Given in Canvas, with the possibilities and limits that comes with this.
- Organized as a lecture sequence of 12 lectures, 1 pr. week for 12 weeks.
- Organized with one group session pr. week, following the lecture themes.
- One mid-term exam. One final exam. Both are given as "take home exams" over several days.
- No oral exam.
- Readings given as a combination of one or two text books, added by pdf articles.

Course #2 in *Communication and Crisis*, is the new version of a course originally in international, strategic communication. Due to a change in MA program designs at the department, the original course was voted a candidate for a change towards a new English version, provided either online or as a hybrid course in the future, in a different MA program. It was known already in 2020 that the MA program in this department was scheduled to change, being split into two. It gradually emerged that this particular course would be a better fit in one of the new specializations than it would in the other. Accordingly, while both specializations retain the course, the focus shifted from a perspective on Planning, to a perspective on Global Development. Needless to say, issues in planning are also key in global development studies. However, there was a reason to rethink the content of the course as well as the mode of delivery. Please read further below:

2.2. Methodology

As far as research methodology goes in a development project, this case study observes: 1) qualitative and quantitative survey data, 2) document analysis, 3) individual and group interviews, 4) as well as explorative elements of *situated learning* (students learning outside of the class-room, in various modes of roles and praxis).

1. Quantitative and qualitative survey analysis: 850+ students responded in a SurveyXact online questionnaire format combining quantitative and qualitartive data. The survey investigated students sense of well-being and study patterns furing Corona, their suggestions for blended learning formats after Corona, as well as key features of their daily media use. These data were used as feedback context for the creation of the two courses comprising this case study.
2. Document analysis entailed the reading and utilizing of select whitepapers and reports from government, higher education institutions, the EU and various thbink tanks. This was not an

extensive analysis, but it was sufficient to corroborate the main ideas from the survey, resulting in a course format that emphasizes collaborative work, heavy reliance on examples and case analyses under way, as well as formative assessment modes rather than more punitive ones.

3. Individual and groups interviews: Several were conducted in the context of the annual Wiorld Learning Summit, a conference convened by the PI of this case study, where students are engaged as a team to assist on event execution and various learning tasks. Added to the qualitative answers in the survey, this provides the basis for a more thorough group-based interview scheme to follow once this particular project is brought to conclusion.

4. Explorative elements: Through the case study period, the PI engaged students in videoproduction using a tool called WeVideo that enables collaborative videomaking online. Students were given tasks using this video production platform, as a means of understanding how students are likely to respond in the coming blended learning MA course. The students who engaged in this wre students from the original MA course, which means that the context of comparison is both likely and relevant.

3: Design of the project

Reflected in the meeting schedule of the project since implementation in 2021 and conclusion in 2023, the case study design and execution has largely followed the suggested plan from 2021, as reported in each meeting held in the project.

This is the original summary of the process, as envisaged in 2021:

	1: PREPARATION	2: IMPLEMENTATION-1	3: REDESIGN	4: IMPLEMENTATION-2
A	Teaching political communication		Course redesign	MA course design
B	-Recording videos -Student interviews	-Curating videos -Student video interviews	-Platform choice -New curriculum	-Student interactions -New videos
C	My interview -guide	Data analysis	-New course/ MA -Didactics oriented	Comparative analysis: BA and MA analytics
D	Status review	Evaluation report	Usability report	END of PROJECT

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3.1. My project part – Conditional conceptuals and operationals

The original progression proposal is largely identical to the actual one deployed in this case study throughout. This is what was promised:

(1) Preparation phase: March 2021-August 2021.

- A particular topic in the study discipline
- Suitable subset of tasks
- Contribution to a common methodology for collecting the case study data.

(2) Implementation phase 1: September 2021-February 2022.

- Implemented in the Autumn semester 2021.
- Including collection of data
- Feedback and preliminary analysis of the collected data.

(3) Redesign phase: March 2022-August 2022.

- Redesign of case according to the experience collected in phase (2) if necessary
- If not necessary, another topic in the same field of study to be chosen and Digital Education Methodology for this topic to be developed.

(4) Implementation phase 2: September 2022-February 2023

- Phase (3) implemented in the Autumn semester 2022 including collection of data and feedback and preliminary analysis of the collected data.
- The final case prepared and compiled.
- Results disseminated according to the dissemination plan.

3.2. Tasks leading to the production of the intellectual output

The tasks description below reflects the over-all project proposal and design. It has been followed in this case study. Its main operative feature is the reflexive modus – exploration being studies in the context of feedback, leading to re-iteration: Also commonly known as "design thinking":

- Summary information about the status quo in the chosen discipline at the university
- Design of new innovative teaching and learning activities and resources,
  - based on the summary and previous experience
  - application of the developed activities and resources in teaching and learning
- Collecting data during and after the activities, collecting feedback
- Analysis of the collected data
- Personal/group reflection on the teaching experience and collected data.
- Redesign of the activities and resources based on the reflection.
- Describing the experience gained during development of the DEM in case study(ies).

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3.3. Transferability and accessibility

Below is a series oc concerns that are to be addressed by all the BOOST EDU case studies:

- Transferability for teacher, with interest in addressing the learners' needs,
- Methodology should be used in the learners' language,
- Methodology should be adjusted to the local conditions and culture.
- Transferability for students/learners:
- DE activities and content should be in the language in which the learner has proficiency.
- DE activities and content should be adjusted to the learner's culture and
- And special needs, if that is the case.

3.4. Intellectual Output #2 – as it relates to Intellectual output #1

The IO#1 framework Digital Education Methodology, includes several case studies with development of relevant pedagogy, teaching materials, digital learning tools and simulators. UiA contributes with two methodological cases, for two different study disciplines, covering mathematics and media literacy studies.

Io#2 on Digital Education Recognition, was agreed to be explored with an inclusion of blockchain technology in digital recognition of ECTS. However, the main theme is a needs/gaps analysis. The Rumania partner explores a case study and a pilot concept for digital recognition based on blockchains. The UiA contribution more specifically addresses the needs/gaps perspective, for which a separate report is being prepared.

In particular:

- The data will be collected through the expert interviews and analyzed.
- Common methodology for collecting the expert interviews will be devised.
- Initial data collection in IO2 through expert interviews in each country.
- Analysis and report of the status quo of Digital Education Recognition in each country.

3.4. About this particular case study in question:

1. Number of working days in Intellectual Output #1 (case studies): 115. This was amended winter 2023 to 125.
2. Number of working days in Intellectual Output #2 (digital recognition): 10. This was amended winter 2023 to 20.

4. Execution of the project

The original progression proposal has largely been followed, and is as described below:

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1	**Background**
	As part of the Erasmus+ project BOOST EDUCATION, the below described sub project is one of five to be taken on during the time-period 2021-2023. The aim with BOOST is to provide (1) new digital tools for learning and education in higher education (HE) and (2) new reflections on the same matter. The members of BOOST comprise the fields of mathematics, engineering and social science. All members share an interest in the educational/didactic aspects of their respective fields. The project commences in March 2021 and ends 24 months later.
2	**Objective of sub project**
	The sub-project concentrates on social science, with a particular emphasis on communication studies. The objective is to produce a new set of learning tools based on student interactions, interactive storyboards, new course-dedicated videos, quizzes, and other self-paced interventions made particularly for this project.
3	**Rationale**
	In ongoing discourses of educational technology in HE, the emphasis is often on the hard sciences, or the STEM subjects. In previous contexts I have argued for more of a STEAM orientation, where the liberal arts are included in the equation.
4	**Team**
	Oddgeir Tveiten and select students. Students are funded differently. All man hour costs goes to Oddgeir Tveiten, split between the two years according to workload. BOOST project to function as the peer discussion and review team. Added: Select colleagues within the social sciences, preferably from my own research center Future Learning Lab and my department.
5	**Deliverables**
	A qualitative interview scheme based on group interview formats, later to be defined.
	A redesigned BA course in social science, with an emphasis on communication. Potentially also a redesigned related MA course, based on the same empirical investigation.

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6	Timeline
	· Fall 2021: Interviews and video production // redesign one BA course · Spring 2022: As above // redesign of one MA course, potentially · Fall 2022: Exploring an online and self-paced version of 1 (or 2) courses · Spring 2023: Finalizing, academic writing, report submission.

The BA course

Ther BOOST project was a welcome chance to reorganize a course that has been around for 20 years, with a diverse set of educators and lecturers involved. During and after the COVID-19 period, it was necessary to rethink the use of EdTech, as students were being confronted with both good and very bad uses of technologies for learning, collaboration, and assessments. Students were fatigued, as were teachers. Hence, the need was widely agreed upon.

From a social science point of view, there is an obvious concern with how teaching social science in blended modes is both similar to and different from teaching in the "hard sciences''. While that distinction might mean less than what it once did, there is still the matter of a hermeneutical/contextual subject appreciation in the humanities and social sciences that need to be taken quite seriously.

The BA course outlines political communication both in the context of Norway and the Nordic countries, and the wider global contexts that are increasingly structuring for national public sphere engagements. Accordingly, one of the key parameters in this course is the challenge of coming up with relevant examples that students from a diverse set of backgrounds are familiar with. There are methods for doing so, but it would seem clear that a strictly online or a blended course design offers different means of engaging with students on such matters compared to a classroom/auditorium setting where it is possible to maintain a conversation more fluidly. How one does that online, became one of the key concerns.

The first change that was made entailed shifting focus from a lecture sequence to a module structure, in which case a key objective was to introduce students to a patterned and routinely repeated process of going through motions of 1(introduction to a theme, 2) initial discussion of the theme, 3) collaborative group work to identity examples and illustrations, 4) sharing with other students in a plenary sense, 5) a next-stage in depth exploration of the topic, writing up and delivering inputs, and 7) collective reflection of what happened in that particular module.

In a course sequence of 12 weeks, the chosen module structure would be four modules, with no midterm and no final exam. In an age of AI imploding higher education with new means of "faking it", it is in the lecturers´ interest to minimize situations where plagiarism and rip-offs are at all

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possible. It is in the learners and students interests to maximize situations where they are called on to use all kinds of tools – including AI – in beneficial and transparent ways. Accordingly, the traditional "exam" bears less relevance, it was argued in this case study. This is not to say that classical assessments are to be eliminated, generally, It simply is to say that in a course centerting on critical and contextual discussion of texts and information flows, other means of curative assessments may be of better relevance and utility.

The new structure:

- Module 1: Introduction
    a. Overviews
    b. Classics in the field
        i. The origins of political communication – Ancient Greece
        ii. The origins of political communication – The Enlightenment
        iii. Current political communication – From Gutenberg to Google
    c. Contemporary issues and cases
    d. INDIVIDUAL MODULE REPORT
- Module 2: Subject exploration in depth
    a. 21st century political communication
        i. Politics as communication
        ii. Communication as politics
        iii. Risks, rationality and reason
    b. The future of political communication
        i. Utopias, dystopias
        ii. Truth, non-truth
        iii. The future of mobility: Crisis, catastrophe, conflict
    c. INDIVIDUAL MODULE REPORT
- Module 3: Collaborative case work
    a. COLLECTIVE MODULE REPORT
- Module 4: Conclusion
    a. FINAL COMBINED REPORT

The MA course

Considering the students in the BA at the relevant department are key in the recruitment to the department MA, it seemed natural to make use of the opportunity to tie the two actual communication courses better together. Following the presentation above of key lines in the BA course, it may be added that the MA course in some respects is also a completely new course in terms of its content. Considering that it keeps its course code and carries the same (10) ECTS points, it might not look like it, but the theme Communication and Crisis does resonate a different focus.

While replacing some of the course content may be of interest to discuss, the focus of this project is largely on the formats, the didactics in a blended course mode, and the process of arriving at the new courses. Like the BA course, the MA course deploys a new orientation towards assessment, emphasizing a process throughout the semester rather than short, discrete, assessment events.

Finally, while the original course was an intensive all-week course lasting seven weeks, the new course is an online course running parallel to other courses, and it lasts for a full 12 week semester, each fall. This also means that the students will have more time to mature, while there will be much less physical and intense face-to-face interaction.

The new structure will keep key elements identical to the BA course, and it then looks like this:

- Module 1: Introduction
  a. Overviews
  b. Classics in the field
     i. The origins of development communication studies – Modernization, Dependency and Critical Culture Studies
     ii. The origins of Communicative Planning – politics outside the frame
     iii. Risk society, Crisis and Conflict-driven mobility
  c. Contemporary issues and cases
  d. INDIVIDUAL MODULE REPORT
- Module 2: Subject exploration in depth
  a. 21st century strategic communication
     i. Politics as communication
     ii. Communication as politics
     iii. Risks, rationality and reason
  b. The future of political communication
     i. Utopias, dystopias
     ii. Truth, non-truth
     iii. The future of mobility: Crisis, catastrophe, conflict
  c. INDIVIDUAL MODULE REPORT
- Module 3: Collaborative case work
  a. COLLECTIVE MODULE REPORT
- Module 4: Conclusion
  a. FINAL COMBINED REPORT

In both courses, a new element is the emphasis on having a team of teachers and tutors, instead of one person delivering the entire course. In both courses, the ideal situation is that the online version of the course is complemented with location-based collaborative events and inputs. These component parts will be visible in the actual course portfolios. It is not reported on any further here.

As to the course literatures, both courses have been worked over 100% in terms of the deployed literature. In both cases, the literature will consist of a text-book as well as readings uploaded directly to the LMS course page.

5: Experience/Results/Lessons learned

The process of redesigning courses having gone on for most of the project period, clearly the understanding of both the challenges and solutions improved over time. A constant issue throughbout has been the lack of a paper community with which to engage on a daily basis. On the one hand, the use of an LMS – in our case Canvas, to begin with – poses a number of challenges. Learning the basic tools in Canvas is not that hard, but learning the more advanced tools first of all presupposes that one knows they exist, and secondly how to make use of them properly.

Throughout the COVID-19 period, one also learned to take more into consideration the various ways by which students sought to cope with social isolation and a less structured every-day life when studying from their homes. Feedback from students began to change. What worked and what did not work so well, also changed along the way.

While the result of this case study is that two revised courses now exist with abilities to run as blended courses, several lessons were learned the hard way:

- Engaging students online requires a different strategy than what works in the classroom/auditorium. Some students find it easier to engage in the online sphere, while others find it harder. What works in the classroom/auditorium does not necessarily work as well online, if the objective is to create a culture of trust where the risks associated with engaging are to be minimized.
- During the COVID-19 period, foreign mobility students were not there, a fact that altered the dynamics of the class. While the two courses being redesigned were not directly affected, they were being redesigned in the context of the actual ongoing versions of the courses. And those versions were very much affected by an altered student condition.

A final comment to be added is the lessons learned from a more closely developed collaboration with the university´s media center. UiA has a solid and advanced media center where new technologies are constantly being tried out and implemented into the suite of available EdTech. It is a learning experience all in itself to make use of these services. In this case study, about one half of the filming was done with green-screen options in the media center. The other half was filmed using various mobile tools and online editing platforms. Clearly, our use of the latter was improved by our exposure to the former.

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6: Feedback from students/teachers

The two courses have not been deployed in full within the project period. Both of them will be in play during the fall semester of 2023. The BA course will run as a campus course with another instructor, whereas the tools developed in this project will be used by that instructor as well as the guest lecturing by the case study PI. The readings, videos, quizzes and assessment portfolio elements will be the ones developed in this project. In addition, the online version of the course will be made available for all students to make use of at their own leisure.

The MA course fares differently, as this course has been developed for the stated purpose of being directly embedded in the MA program, running online and with a select few offline events to make it a blended course. Students in this MA program come from a variety of countries, notably Uganda, Norway, Sri Lanka, and Tanzania. The course will be offered during the fall of 2023 and thereby enter the routine processes of evaluation and redesign that the university keeps as a matter of law.

6.1. Redesign

Considering that both courses are embedded in actual UiA programs, it has taken the time frame of two years to design and implement, which also means that there has been no time to run a test version. On the other hand, booth courses have been subject to peer discussions in the department meetings, and so will already in their first iteration adhere to format conditions inherent to these. programs.

7: Challenges

Clearly, the use of digital materials comes with a large degree of uncertainty, as the experience and knowledge base of digitization processes still is in an early stage. One example is the seemingly simple question of how long a video ought to be? In discussions of "flipped classrooms'', it is often said that students lose concentration over anything longer than seven minutes. In our experience, videos need to be short, but the ideal length depends on a series of conditions such as the topic, the video speaker, the quality of the video, and where in a lecture sequence it appears. A "flipped classroom" video will typically be shown at the beginning of a class. A documentary of 30 minutes shown at a later stage as in-depth study, might gain just as high a rate of concentration, and yet it would not function as an introduction.

Learning to cope with such uncertainties was one challenge. Another one was the diversity of the team. On the one hand the team members work in a diverse range of fields, where uses of DE reflect the subject matter. It can sometimes be difficult to compare and parse. Another difficulty was the difference of prior knowledge, where some project members were well versed in EdTech and others quite new to both the technologies and the thinking concerning its use.

A third challenge was the question of Open Education Resources (OER). A condition of the project is clearly stated that materials developed be openly available. Now technically, there is a challenge in doing so, added to the judicial aspect of ownership of materials developed through the use of university-owned technologies and services. Therefore, a key challenge in this project and this case study is the challenge of striking a balance between the ideals of OER and the realities of copyright. Much can be solved by deploying a Creative Commons license, but not nearly everything.

Added to this is the choice and use of an LMS. Some project members are familiar with Moodle, others switch Canvas, Fronter, Blackboard or others. All of these have variations of freely accessible tools and resources behind paywalls. What all these LMS´s have in common is that we as project owners and innovators have only limited control over what we might be able to share, and how.

In this particular case study, the course versions meant for UiA use reside within Canvas. They are built up and developed further within Canvas. Peers from the university have access to them and conditions are set by the UiA IT-section, that lecturers and program coordinators have to follow.

Solving the OER challenge and making key components of this project more openly available, central elements of both courses were uploaded into an LMS system developed and operated by the research center Future Learning Lab. This LMS allows for complete courses with lectures, interactions, quizzes, videos and more. It is essentially a project that Future Learning Lab developed with no funding ties to anyone, and it works. For processes of beta-testing, and for processes of making project resources available outside of a university-run LMS like Canvas, the choice could have been to use Canvas Free For Teachers, but that is still a Canvas-owned platform even if it does allow open access. Even the standard Canvas LMS can be opened for users outside of the university, but it would entail the UiA IT section being the gate-keeper, and courses would disappear after a certain period.

The conclusion was that those materials we chose to upload from this case study are found in the Future Learning Lab LMS, with password protection (password is sent free of charge on request).

8: Conclusions

As part of the Erasmus+ project BOOST EDUCATION, this case study is one of several to be taken on during the time-period 2021-2023. The aim with BOOST is to provide (1) new digital tools for learning and education in higher education (HE) and (2) new reflections on the same matter. The members of BOOST comprise the fields of mathematics, management, engineering and social science. All members share an interest in the educational/didactic aspects of their respective fields. The project commenced in March 2021 and ended on time 24 months later.

This particular case concentrates on social science, with a particular emphasis on communication studies. The objective is to produce a new set of learning tools based on student interactions,

interactive storyboards, new course-dedicated videos, quizzes, and other self-paced interventions made particularly for this project.

As a means of reflexive course redesign, a survey was conducted that garnered responses from 850+ students at UiA. Some features from the survey were briefly discussed here. A more elaborate report was uploaded to the Erasmus+ platform.

A follow-up qualitative interview scheme based on group interview formats was also signaled, but this part of the study will have to continue beyond this project, as resources did not adequately provide for the necessary time to process these data.

A redesigned BA course in social science, with an emphasis on communication, has been delivered. A redesigned MA course, based on the same empirical investigations, has also been delivered.

This project has been carried out according to the original plan with only very minor deviations from the original plan and nothing that in any way affects the conditions agreed upon.

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Annexes uploaded to the Erasmus project portal

1. This report
2. Original 1-pager, as formulated in 2021.
3. Print-outs of two courses, as structured in an LMS
4. Content production to the Future Learning Lab LMS, used for this project
5. A set of powerpoints
    a. BOOST EDU presentation Bifröst 2021 (14 slides)
    b. Boost EDU presentation Kristiansand 2022 (powerpoint 13 slides in pdf format)
    c. Final presentation: Brno, January 2023 (powerpoint 16 slides in pdf format)
    d. Public presentation: Brno, January 2023 (powerpoint 8 slides in pdf format)
6. A set of videos
    a. Course videos from one BA and one MA course, select uploads only
    b. Two videos related to blockchain problematics: Both are uploaded as pdfs, with links to the video files that are located in a secure swerver with permalinks.
        i. Phil Komarny
        ii. Donna Kidwell
7. A project overview report of survey findings related to the case study
8. List of partnerships
9. Memo on the World Learning Summit and Future Learning Lab, as relevant to this project

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