Stars in
My Online
Education World

A chronological directory of
open and online educators
I first encountered in the 1980s

Morten Flate Paulsen

Index of Stars in My Online Education World 1980-1990

Foreword

The History is one of the three main works in Edvard Munch's aula decoration at the University of Oslo. When I visit the Kragerø viewpoint where Munch found inspiration to his History in 1910, I feel like a young boy who learned my history from all the people in this directory, and then as an old man who wants to pass on my history to younger generations. The photo is copied from www.uio.no/english/about/culture/art/aula/history.html

This is a tale of the Stars in the first decade of *My Online Education World 1980-2020*. It unfolds as a chronological narrative, illustrating how these individuals influenced my professional growth and shaped the various stages of my work in online education.

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

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

The Stars I encountered in the 1980s are among hundreds of open and online educators included in the four decades I have chronicled. I know that there are countless others who deserve recognition: many I never met, some I don't remember, a few I try to forget, and others I first encountered after the 1980s.

The idea to assemble this directory stemmed from the initial list of *Fifty Pioneers in Open and Online Education* that I shared on Facebook in January 2024. It was based on the first volume of my chronicle of anecdotes from the 1980s, which was met with more interest than I expected. So, I decided to elaborate on the initial list.

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

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

After a while, I realized that the directory would benefit from contemporary photos of my Stars. So, I approached colleagues from the 1980s, and continued to search the internet and my personal archives. This led me to interesting exchanges, cheerful picture moments, and unforeseen obituaries.

Then, I realized that Mark Nichols had made podcast interviews with at least a dozen of the *Stars in My Online Education World*. So, I included links to these interviews.

I am excited about the potential to expand this directory to encompass more Stars in *My Online Education World*, further illuminating the diverse tapestry of individuals who have shaped the landscape of online education over four transformative decades.
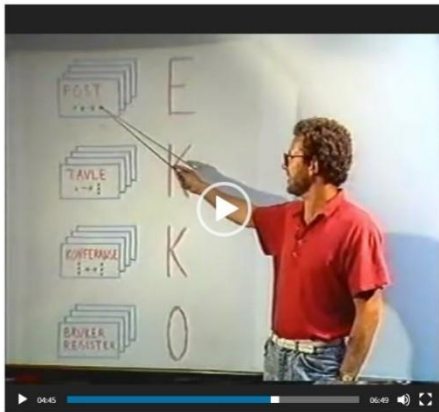
So, if this directory receives positive feedback, I may find time and energy to update it and include more of the *Stars in My Online Education World*.

Version 2, March 2024

Morten Flate Paulsen

www.linkedin.com/in/mfpaulsen/

Introduction to the 1980s

Screenshot of my 1989 video explanation of EKKO at www.nooa.no/wp-content/uploads/2020/03/EKKO.mp4

This directory acknowledges the people who influenced my work in the 1980s and describes how they inspired me throughout my career.

In 1980, I started working for Mycron as a hardware engineer with keen interest in microcomputers. Two years later, I moved to NKI, a Norwegian correspondence school, and joined a group of NKI colleagues to establish Norway's first private ICT college (Datahøgskolen) in 1983. I taught ICT courses and bought a modem in 1985. Then I headed the development of the EKKO learning management system in 1986.

In 1987, I taught my first distance education courses online. I wrote the article "*In Search of a Virtual School,*" and visited online education pioneers in the US and Canada.

In 1988, I did some online teaching across the Atlantic with Connect Ed. I authored several articles, reports, and conference papers about online education. Attending international conferences introduced me to many of the stars in this directory.

In 1989, I made educational TV-interviews with Bill Gates and Norwegian ICT leaders. I planned for graduate school in the U.S., eager to learn even more about online education.

Lars Monrad-Krohn (Mycron 1980)

Screenshot from my 1989 TV-interview with Lars

In 1980, Lars Monrad-Krohn invited me to write my master's thesis in cybernetics at the microcomputer company, Mycron. Lars was a serial entrepreneur who had declined an offer to become Norway's second professor in cybernetics. This was a position my advisor, Olav Landsverk, did accept.

As part of my thesis work, I designed and built a central processing unit (CPU) for a microcomputer with the Intel 8086 microprocessor and 8087 arithmetic co-processor. I typed the thesis with the early word processor, Mytekst (developed for Mycron by Haakon Wiig) and saved it on an eight-inch floppy disk.

Lars inspired me with his enthusiasm, curiosity, and innovative spirit. We have had occasional contact over the years, most recently when he wanted to offer an online course through NooA.

In 1989, I interviewed Lars for educational TV about his entrepreneurial experiences from Norsk Data, Mycron, and Tiki Data. See a brief clip of the interview here. In the interview, he talked about microcomputers and his work as a serial ICT entrepreneur. The program also showed Apple's video, *Knowledge Navigator*, which gave an impressive prediction of how personal computing works today.

William (Bill) Gates (Mycron 1981)

Screenshot of my 1989 TV interview with Bill

After finishing my master's thesis at Mycron, I continued to work there as a hardware engineer for six months in 1981.

Among my successful colleagues in Mycron were Terje Tinglum and Ingar Rune Steinsland, who developed CPM 86 together with Gary Kildall in the US company, Digital Research. We all expected it would be the operating system for the planned IBM PC.

Mycron's future looked bright, so unfortunately, I bought shares in the company. How could I foresee that Bill Gates would persuade IBM to choose MS-DOS over CPM 86?

As a computer geek, I followed Bill and his work with Microsoft closely through the media. In 1989, I read a notice in *Computerworld Norway*. Rumours indicated that he would join Microsoft's delegation at an ICT fair at Info-Rama outside Oslo. So, I phoned Microsoft's Nordic headquarter in Stockholm and asked if I could book an interview with him for educational TV. To my surprise, Bill agreed. This made me realize that we can achieve much if we only dare to ask.

See a clip of my TV interview with Bill Gates about MS-DOS and read the following transcript of the first Q&A:

Morten Flate Paulsen: In Norway, your company, Microsoft, is best known for its MS-DOS operating system. What is the true story behind IBM's choice of MS-DOS over CPM for its IBM PC personal computer?

William Gates: Well, when IBM was going to make their PC, they thought about the whole market. At that time (1980) there were many microcomputers: e.g., the Apple and Commodore machines, which used our BASIC interpreter. The CPM machines had approximately 20 percent of that market.

When IBM first came to us, they intended to make an 8-bit machine, like the other microcomputers on the market at the time, and they were only interested in using our BASIC translator. We convinced them that they should go for a 16-bit machine instead. This would be more powerful, and we believed that it should have an operating system based on the use of magnetic disks.

In fact, I sent them to Digital Research first, to Gary Kildall, to see if Gary had finished the 16-bit version of CPM. But unfortunately, they did not get in touch with him, and various other problems arose during the negotiations there.

Be that as it may, we then decided to go in ourselves and seize this opportunity to create a better operating system. And a month later, we submitted our system to IBM, with MS-DOS. We actually already had a system in house, made by Tim Patterson, which we could use as a basis for MS-DOS–which was lucky for us, given the tight time frame we had at the time.

Torstein Rekkedal (NKI 1982)

Facsimile from Forum for Fjernundervisning, number 1, 2003

I met Torstein Rekkedal when I started working for NKI in 1982 and collaborated closely with him for thirty years. He was NKI's research and development director; my mentor and boss. He supported and inspired me to publish articles and present papers.

We travelled to dozens of conferences and project meetings together, which made me realise that the most innovative ideas often come away from work, in informal settings, with ample time for brainstorming and deliberations, and often together with international colleagues whom we perceived as potential partners rather than competitors. On these journeys, I came up with scores of ideas. Torstein helped me figure out if they were horrible, mediocre, good,

or brilliant. The best ideas often ended up as research and development projects that resulted in substantial project grants. However, our strategy was to only apply for grants to projects that we would engage in even without external funding.

Torstein's international contacts and reputation opened doors for me. And we authored dozens of articles and reports together. Our online education achievements are well documented in Norwegian and English. The following are just a few highlights of my experiences with Torstein:

- In 1987, Torstein, Bjørn Mobæk, and I made a study tour to exchange experiences with pioneers of online education in the US and Canada.
- In 2000, Torstein received the Roll of Honour from the European Association for Distance Learning (EADL).
- In 2001, Torstein received the Prize of Excellence for Lifelong Contribution from the [International Council for Open and Distance Education](#) (ICDE).
- In 2003, Torstein received 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.*"
- At the European Distance Education (EDEN) 2008 conference in Lisbon, Torstein and Walter Kugemann were honoured as EDEN Senior Fellows.

During the opening ceremony at the EDEN 2013 conference in Oslo, Torstein received a plaque with the inscription: "*The EDEN Executive Committee expresses gratitude to Torstein Rekkedal. In acknowledgment of decades of his valuable work in the field of theory and practice of open, distance and e-learning for the commitment and support to the development of the academic and professional community in Europe and worldwide.*"

Tore Krogdahl (NKI 1983)

Photo of Tore and me with the Rosing Award in a facsimile from Budstikka, 26.11.03

In 1983, NKI decided to establish NKI Datahøgskolen as a private ICT college, with Tore Krogdahl as rector of both Datahøgskolen and the correspondence school. The first three employees were Bjørn Kristiansen, Oddvar Bentsen, and me. We transformed the factory building at Grenseveien 107 into a school building with auditoriums, classrooms, and sixty terminals for our HP 3000 minicomputer. I vividly recall using a shovel and wheelbarrow to clear the basement from crushed bricks and dirt to make room for the minicomputer; appropriate work for a hardware engineer.

Our toughest challenge came when the Ministry of Culture and Science declined our application to join the scheme for public student loans because we primarily used part time-teachers. When the news broke, I remember welcoming the TV news reporter, Audgunn Oltedal, from NRK Dagsrevyen. She retorted, "*I'm not here to be nice.*" However, Tore argued well on behalf of NKI on Dagsrevyen–the most watched news program on Norwegian television.

In 1984, NKI engaged Erling S. Andersen as rector of Datahøgskolen. He immediately started to recruit competent, full-time academic staff members. The efforts soon paid off and, in July, we got the news that our students could apply for student loans.

In 2004, about fifty employees took the ferry boat from Oslo to Kiel to honour Tore as retiring rector of NKI Distance Education. He was NKI's third employee when the Norwegian office was established in 1959, and a mentor who encouraged women to become leaders.

Tore was an esteemed boss, whom we honoured with a rap written by Jan Erik Nymo. It was 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.

Coming home from Tore's funeral in 2022, I looked at the old newspaper picture of us and remembered him as a wise man. He was a scholar whom 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.

Erling S. Andersen (NKI 1984)

Photo of Erling from the 2007 Nettskoleavisen anniversary issue

In 1984, NKI was fortunate to engage Erling Andersen as Rector for Datahøgskolen. His challenge was to develop Datahøgskolen into a credible and respected institution. He promptly started to recruit full-time faculty members. Dag-Arne Hoberg was the first. Later came my good colleagues, Johan Havnen, Andreas Quale, Tom Sørensen, Knut W. Hansson, Monica Johannesen, and Vidar Keul. The efforts soon paid off and, in July, we got the news that our students could apply for student loans.

Erling took Dag-Arne and me to New York, where we dined with Phil Dorn, who was a regular contributor to the Nordic computer magazine, *Data*. Then, we went on to the National Computer Conference in Las Vegas and Hewlett Packard's headquarters in Silicon Valley. I started to realize that Erling was an excellent and inspirational boss.

Erling was an active member of the Norwegian Computer Society (DND) and editor for its Nordic publication, *Data*. As chair of the organization from 1985 to 1987, he had regular opinion articles about ICT in Norway's leading newspaper, *Aftenposten*. He encouraged me to join DND, and I gained valuable knowledge through participation in Scandinavian NordData conferences and DND's working group on data communication.

In 1985, Erling encouraged me to pursue an academic career, publish articles, and give presentations. At Datahøgskolen, he wanted me to teach Introduction to Computer Science, Project Management, Data Communications, and Operating Systems. Consequently, he sent me to a week-long data communication course in Stockholm, a data communication seminar in Kristiansand, and a Unix fair in Stockholm.

Erling wrote the very successful book, *Goal Directed Project Management;* a book that helped me to define and reach important goals in my career.

In 2007, Erling provided the following greeting to the 20th anniversary issue of Nettskoleavisen, a greeting that meant much to me:

> *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.*
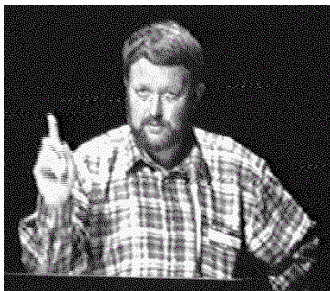
Odd García de Presno (1985)

As microcomputers and modems became more available, a few enthusiasts started to set up Bulletin Board Systems (BBS) at their private computers, enabling people to dial in with modems, download software, and take part in online discussion forums.

Odd de Presno became the most renowned BBS pioneer in Norway when he started *Saltrød Horror Show* in 1985 and became a prolific writer. I consumed his scores of articles about online communication in the Norwegian computer magazine, *Datatid*, from 1986.

Photo of Odd from www.puc-rio.br/servicos/parcerias/presno/presno.html

I admired Odd's work with Kidlink to promote dialogue between youth around the globe. Kidlink was an association he established in 1990, developed and led for 18 years, and engaged more than 500 volunteers who came from 50 countries.

In *Datatid no. 1*/1994, Odd wrote a welcome review of my monograph, "*From Bulletin Boards to Electronic Universities.*" A Google-translated version of his review is still available at his homepage.

I was intrigued by the BBS systems' potential and bought myself a 300 bit-per-second modem for Christmas in 1985. This was a turning point in my career because I understood

that computers and data communication were the future of distance education. I realized that I could make a difference, since I worked at a computer college in a private school with extensive competence in distance education.

Bjørn Mobæk (NKI 1986)

Private 1993 photo of Bjørn (right) together with Jan Nergård in front of the HP-3000 computer

Based on my specifications, Bjørn Mobæk and Lars Hornfeldt developed the first version of NKI's learning management system, EKKO, in the spring of 1986. They were students at the NKI College of Engineering, and programmed EKKO in Pascal on an HP-3000 computer. Bjørn continued to work as system administrator when NKI offered the first distance education courses via EKKO in 1987.

In 1987, Bjørn, Torstein Rekkedal, and I made a study tour to exchange experiences with pioneers of online education in the US and Canada. We met Starr Roxanne Hiltz and Murray Turoff at the New Jersey Institute of Technology, Peter Haratonic at the Manhattan office of the New School for Social Research, and Angela Richards and Cristine Languth at the American Open University established by the New York Institute of Technology. In Canada, we met Robert J. McQueen at the University of Guelph and Linda Harasim at the Ontario Institute of Studies in Education.

Monica Johannesen (NKI 1986)

Photo of Monica in an NKI advertisement from 1990

Monica Johannesen started working for NKI Datahøgskolen in August 1986 when I first used our inhouse-developed LMS, EKKO, for teaching. So, she likes to remind me how our ICT colleagues first reacted when I suggested that we could communicate by e-mail in EKKO:

> *EMAIL??? No way, our offices are too close!*

In 1988, Monica taught our online course, Information Systems. In a course forum, she presented a case and assigned each student a role. The case described a company planning to invest in a new computer-based office automation system. The students obtained roles as a user, accounting officer, project manager, labour union representative, etc. The next fourteen days, they elucidated the different facets of this project, as reflected through their roles.

In 1997, Monica started working for Oslo and Akershus University College (later OsloMet) and occasionally engaged me as examiner for their master's students.

In 2019, Monica invited me to give a keynote in Nepal at the closing conference on ICT in Education for the NORHED Quantict project. This was a six-year project funded by the Norwegian Agency for Development Cooperation (NORAD) to integrate ICT into Nepalese education. It was a collaborative project between Kathmandu University, Tribhuvan

University, and OsloMet. Monica, Leikny Øgrim, and Ellen Carm were the Norwegian project members. They were our local guides in Kathmandu and explained how improved ICT infrastructure could give more people access to education in Nepal.

The conference focused on three broad areas of ICT integration in education: access, quality, and equity. My keynote focused on "*Flexibility and Cooperation in Online Education: Some International Developments and Opportunities.*" After my presentation, I talked with Padam Raj Pant about ICDE and e-learning initiatives at the Nepal Open University. Nepal Open University was quite a new institution, established by an act of parliament in 2016.

Börje Holmberg (EADL 1986)

Private photo of Börje

In 1986, I enrolled in the correspondence course, *Essentials in Distance Education*, offered by the European Home Study Council (EHSC, later EADL). My teacher was Börje Holmberg, an internationally renowned expert and former ICDE President. He was Professor of Distance Education Methodology and Director of the Institute for Distance Education Research at the German FernUniversität in Hagen. He was famous for his book, *Theory and Practice of Distance Education*.

So, my excitement was immense when I, after a couple of weeks, received the snail mail envelope with his feedback to my first assignments. But my disappointment was massive when I realized that I could not read his handwriting.

It was my first and only correspondence course. It taught me that correspondence students deserved swifter communication via keyboards, that they lacked access to other students, and that distance education was ready for a paradigm shift.

I later met Börje at the ICDE world conferences in Oslo (1988) and Caracas (1990). At the ICDE 2001 conference in Düsseldorf, I managed to convene Börje, Otto Peters, and Torstein Rekkedal for a photo session. They were the first three people to receive the prestigious ICDE Prize of Excellence for Lifelong Contribution to the field of open learning and distance education.

In 2003, Börje wrote a much-appreciated review of my book, *Online Education and Learning Management Systems*. His review included this statement "*...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.*"

 [Hear interview with Börje](#).

Sylvia Charp (EADL 1986)

In 1986, I met Sylvia Charp, editor of *Technical Horizons in Education (T.H.E.) Journal,* during the TeleTeaching 86 conference in Budapest. The conference theme was "Remote Education and Informatics." It was organized by the John von Neumann Society for Computing Sciences and sponsored by IFIP TC3. Sylvia's presentation was titled, "*Telecommunication as an Asset in Education.*"

When I told Sylvia about our research and development work, she encouraged me to submit an article to her journal. I used the opportunity and kept her handwritten air mail letter, dated July 5, stating that the journal would publish my article.

So, I was thrilled to see "*In Search of a Virtual School,*" published in the Dec/Jan 87/88 issue of *T.H.E Journal*. This was my first article in an American journal. In this article, I predicted that virtual schools would dominate future distance education. I also listed a dozen computer conferencing systems with examples on how pioneer institutions used them for online teaching.

Fred Mulder (EADL 1986)

My 2019 PowerPoint from ICDE's prize ceremony

I first met Fred Mulder at the TeleTeaching 86 in Budapest. It was my first visit to an Eastern European country, and the situation felt tense when people gathered in the streets 30 years after the Soviet occupation started on October 23, 1956.

Fred's presentation was titled, "*A University Level Introductory Tele-course on Informatics*," and I remember that we talked about Fred's work at the Open University of the Netherlands and the initiatives to establish EADTU during a sightseeing tour to Lake Balaton.

At the ICDE 2019 conference in Dublin, we hosted the gala dinner in the Round Room at the Mansion House. There, I had the pleasure of announcing the ICDE awards and prizes. Fred and Ingeborg Bø were awarded Honorary ICDE memberships posthumously. Rory McGreal gave a memorable speech in recognition of Fred. Before the Dublin conference, only eleven people had received the ICDE Honorary Award.

Elaine B. Kerr (EIES 1986)

In 1986, I obtained the 1982 book Elaine Kerr wrote with Starr Roxanne Hiltz*: Computer-mediated Communication Systems - Status and Evaluation*. I was impressed with their early analyses and noticed their references to pioneer articles by Murray Turoff, Peter and Trud Johnson-Lenz, and Jacob Palme.

This quote from the three first paragraphs of their 42-year-old preface pretty much summarised my thinking at the time:

> *The idea seems simple enough at a first glance. Communications or information entered into a computer from one terminal can be retrieved immediately or at a later time from any other terminal linked to the central computer.*
>
> *It is the applications and impacts that are startling, and the acceptance of the technology that is problematical. Essentially, computer-mediated communication means that large numbers of people in business, government, education, or at home can use the computer to maintain continuous communication and information exchange. It also requires that people accept fairly radical changes in the way they work and even the way they think, if they are to reap the potential benefits.*

More than a replacement for the telephone, mails [sic], or face-to-face meetings, computer communication is a new medium for building and maintaining human relationships. It is faster and cheaper than alternative methods for linking geographically dispersed people in working groups. But more importantly, it tends to expand greatly the human and information resources to which one has constant and convenient access.

Andrew Feenberg (WSBI 1986)

Photo of Andrew from Nettskoleavisen's anniversary issue in 2007

I first encountered the Western Behavioral Sciences Institute (WBSI) in 1986, probably from a printout of Andrew Feenberg's 28-page report. *"Computer Conferencing and the Humanities."*

In Note 1, Andrew wrote:

> *The Western Behavioral Sciences Institute offered a distance learning program based on computer conferencing in the Fall of 1982. It appears to be the first institution to adopt computer conferencing as the principal means of delivering an educational program.*

In the acknowledgements Andrew added: *"The first draft of this paper was written on-line in a "meta-conference" which followed the completion of my first on-line course, taught for the School of Management and Strategic Studies of the Western Behavioral Sciences Institute in 1982."*

In 1989, I read Andrew's article, *The Written World,* in *[Mindweave: Communication, Computers and Distance Education](#)*. I also read his 1993 article*, "Building a Global Network: The WBSI Experience,"* in which he concluded:

> *As WBSI demonstrated, CMC can create a new kind of planetary classroom in which students and teachers from all over the world will be able to meet and exchange ideas. Distance education need no longer languish in the shadow of conventional college teaching. Given imagination and support, the learning society will emerge as a global computer network.*

In 2007, when NKI celebrated twenty years with online education, he sent me this greeting for the anniversary issue of Nettskoleavisen:

> *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!*

Jacob Arved Palme (PortaCom 1986)
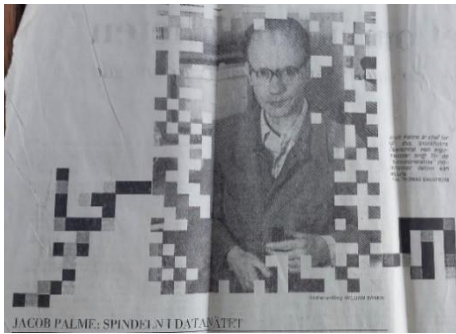
Facsimile from the Swedish newspaper, Dagens Nyheter 03.04.88

I first met Jacob Palme when I presented my paper, "*PC-Communication - The Gateway to a New World,"* at the 1986 NordData conference in Stockholm. He was the Swedish pioneer behind COM and PortaCom, developed at the Stockholm University Computing Centre (QZ). This was a system for computer mediated communication (CMC), which my colleagues, Kjell Åge Bringsrud and Dag Belsnes, introduced me to at the University of Oslo.

Then, with great interest, I read his 67-page report from 1984, "*Experience with the Use of the COM Computerized Conferencing System."*

I also read Jacob's contributions to the first Guelph conference on computer conferencing. These publications made me realize that he and Murray Turoff where the two brightest stars in the dawn of computer conferencing.
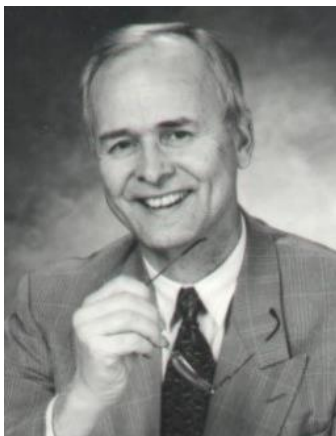
Bengt A. Olsen (PortaCom 1987)

Photo from Bengt's Facebook profile

In 1987, I wrote a letter to Bengt Olsen, who worked with PortaCom for the Swedish company, KOMunity Software. I invited him to give a presentation at our international Datakom 88 conference in Oslo. He accepted, and wrote back that he could talk about computer conferencing systems and how they differed from other media.

Bengt also sent me printed articles, reports, and manuals about computer conferencing and PortaCom from the Stockholm computer centre (QZ). I studied these publications with great interest, specially since the large Norwegian correspondence school, NKS, had chosen PortaCom as the learning platform for their first online courses.

Morten Søby (NKS 1987)

Private 1992 photo of Morten Søby and me in Bangkok

Morten Søby was one of the very first Nordic pioneers and advocates of online education. I got to know him when he started working for NKS in 1987 and became central as they introduced PortaCom for online education.

We authored articles and attended memorable conferences together in the late 1980s and early 1990s.

Among my most cherished memories with Morten are the AECS (later EADL) conference in Istanbul (1988), the Third Guelph Symposium on computer mediated communication in Canada (1990), and the ICDE conferences in Venezuela (1990) and Bangkok (1992).

In 1990, Moten and I also edited the Norwegian publication *"Datakonferanser og Fjernundervisning"* for the Norwegian Centre for Distance Education. In 1992, we wrote the article, *Distance Education in Norway,* in *Deosnews 2.19*, with Torstein Rekkedal.

Erling Ljoså (NKS 1987)

In 1992, Erling received the award Honorary Doctor of the British Open University. In the photo he is flanked by John Daniel (left) and David Sewart.

Erling Ljoså was a role model and inspiration in my work for EDEN and ICDE.

In 1987, Erling represented the Norwegian Association for Distance Education (NADE) when the European Association of Distance Learning Universities (EADTU) was established. Eleven founding members had an ambition to become a platform for collaboration with the European Commission, the five European open universities, and several national organisations. The founding meeting was organized by the Open University of the Netherlands in Heerlen. Erling elaborated on this in Norwegian in his personal account about international engagements and cooperation.

In 1988, the Association of European Correspondence Schools (AECS–later EADL) arranged its conference in Istanbul. My memories of belly dancing and pictures from the *One Thousand and One Nights* costume dinner are precious. Erling, Dagny Blom, and Morten Søby were colourful representatives from NKS. Tormod Carlsen dressed as a sheikh; Berit Johnsen and Tove Kristiansen were princesses.

In 1988, ICDE celebrated its 50th anniversary during the world conference at the University of Oslo with 700 participants from 60 countries. It was arranged by NADE when Erling was president, Reidar Roll was executive director, and Turi Widerøe was manager of the secretariat.

In 1991, Erling became the first president of EDEN and in 1992, he was awarded Honorary Doctor of the British Open University.

In 2007, EDEN introduced its Fellow scheme at the conference in Naples and the first Senior Fellow Awards were presented to: Erling, John Daniel, Erwin Wagner, Ingeborg Bø, Carl Holmberg, Claudio Dondi, and Peter Floor.

Jan Wibe (IFIP 1987)

Photo of Jan from TeleTeaching '93 brochure

I became aware of Jan Wibe in June 1987, when I gave the presentation "*A Virtual School–Dream Castle or Real Construct?*" at the NordData conference in Trondheim. I realized that he was among the city's "edtech" (a word that probably not yet existed) innovators, along with Asbjørn Rolstadås, Arvid Staupe, Per Borgersen, and Thorleif Hjeltnes. These people were instrumental in establishing TISIP in 1985. Later, they were pivotal in the development of the controversial Learning Management System, Winix (1985-1990), and the innovative NITOL network (1994-2008).

I met Jan again in Santa Barbara in August 1991 at the IFIP TC 3, WG 3.1 *Working Conference on Impact of Informatics on the Organization of Education*. My presentation was titled: "*A Goal-Oriented Method for Establishing an Electronic College.*" I vividly remember socialising with him one evening. After a couple of drinks, he promised me a tailor-made suit if I would engage in the upcoming TeleTeaching 93 conference in Trondheim.

In 1993, I was proud to be on the advisory committee for Teleteaching 93, and having interviewed Jan as the Programme Chair and Asbjørn Rolstadås as the IFIP President about the upcoming conference in *Deosnews 2.18*.

Jiang Zemin, President of The People's Republic of China, spoke at the opening ceremony of the IFIP 2000 Congress in Beijing. Jan's promotion of IFIP and the congress convinced a dozen of my Norwegian colleagues to join. I presume Jan also proposed the session with me as an invited speaker and Kjell Atle Halvorsen as Chair. Jan was already appointed Chair of the Program Committee for the next IFIP Congress to be held in Montreal in 2002.

Michael Grahame Moore (Penn State 1987)

Private 1987 photo of Michael and me

My first visit to the Pennsylvania State University was in 1987. On our study tour to the US, we rented a car to meet Michael Moore at the American Center for the Study of Distance Education, where he had just published the first issue of the *American Journal of Distance Education*.

In 1988, at the ICDE conference in Oslo, I met Michael again when he was elected to the board of ICDE and presented the paper, "*Trends and Issues in American Distance Education.*"

In 1990, I received a grant for doctoral studies in the in the US, and considered applying to Carnegie Mellon or Penn State. So, I visited Pittsburgh to see if there was an opening for me in the Carnegie Mellon's Andrew Project on computer-aided instruction in distributed computing environments. I returned to Penn State on February 11, the day Nelson Mandela was released from Robben Island. There, I decided that my best

option was to accept Michael's kind invitation to choose Penn State and [the American Center for the Study of Distance Education.](#)

Starting at Penn State in August 1990, I soon obtained a graduate assistantship at the *American Journal of Distance Education*. I appreciated sharing offices with Margareth Koble and Melody Thompson. Michael introduced me to Toni Garcia and challenged us to establish communication services to support the printed journal. This resulted in the electronic journal, *Deosnews*, which I edited for more than two years.

In 1990, Michael brought his graduate students, Phil Pinder, Christopher Clark, Toni Garcia, and myself, to arrange the American Center's ICDE preconference workshop on research in distance education in the Caribbean resort town of Macuto, on Venezuela's north coast. This is where we met fifty researchers from six continents.

In 1990, I learned about Michael's theory of transactional distance and followed his course, *International and Comparative Adult Education,* which was a real eye opener. He taught each class from a different campus. Every week, students at the four campuses were linked to an international expert in a telephone conference. There we had one hour to ask the guru of the week about their work and the articles that they had faxed us prior to the conference. There were eight guest experts from England, Eastern Germany, Finland, Canada, China, India, and Spain; real motivation to engage in global online education.

In 1991, my Penn State professors allowed me to focus on online education in my coursework. Michael agreed to publish seven of my course papers as a 66-page research monograph at the American Center for the Study of Distance Education. My monograph was titled "*From Bulletin Boards to Electronic Universities–Distance Education, Computer-Mediated Communication, and Online Education."* The foreword was by Linda Harasim and the afterword was by Robin Mason, two of the most respected scholars in the field.

In 2010, I gave the opening keynote at the *Aprenred V* conference in Guadalajara titled, "*[Cooperative Freedom, Transparency, and Student Profiles in Online Education](#)*." There, I realized that Michael just had received an Honorary Doctorate from the University of Guadalajara and a Senior Fellowship from EDEN.

In 2011, I met Michael and Will Diehl at the Norwegian Parliament where Lars Utstøl had invited us to lobby for Studiesenteret.no – a network of local study centres in Norway.

 [Hear interview with Michael.](#)

Murray Turoff and Starr Roxanne Hiltz (EIES 1987)

Photo of Murray from www.ithistory.org/honor-roll/dr-murray-turoff

In 1986, we developed the EKKO computer conferencing system at NKI and discovered the [EIES](#) (Electronic Information Exchange System) project led by Murray Turoff and Starr Roxanne Hiltz at the New Jersey Institute of Technology.

I knew that [Murray](#) was considered to be the founding father of computer-mediated communication (CMC) and had designed and implemented EIES. So, in 1987, I was star-struck when Torstein Rekkedal, Bjørn Mobæk, and I visited Murray and Starr Roxanne in their office

Starr and Murray in the early 2000s. Photo from https://news.njit.edu/influential-scholar

at the New Jersey Institute of Technology. The spouses who were known for their ground-breaking work with Computer Mediated Communication (CMC), EIES, and their 1978 book, *The Network Nation*.

There, I got hold of the 1982 book [Starr Roxanne](#) wrote with Elaine B. Kerr*, Computer-mediated Communication Systems–Status and Evaluation*.

In 1990, the University of Guelph hosted its third symposium on computer mediated communication. There, I attended the presentation, *"Collaborative Teaching in a Virtual Classroom,"* which Starr Roxanne had authored with my Danish colleagues, Hanne Shapiro and Mette Ringsted.

Peter Haratonic (EIES 1987)

Private 1987 photo, from Left: Me, Peter, and Torstein Rekkedal

In 1987, we met Peter Haratonic at the Manhattan office of the New School for Social Research where he taught courses in the Media Studies Program.

Peter told us about their experiences with the EIES system, and about their collaboration with Paul Levinson and his company, Connect Ed. He also gave us the New School's course catalogue, which led me to enrol in Paul Levinson's course, *Computer Conferencing in Business and Education*.

Tina Vozick (Connect Ed 1987)

Private photo of Tina

In 1987, Peter Haratonic explained how I could get a user account on EIES. So, I registered, got the account (MP, 1465), and decided to enrol in one of the Connect Ed three-credit online courses offered through EIES, Computer Conferencing in Business and Education.

The first EIES member I encountered was Tina (Tina Vozick, 1204). She handled course administration and technical support for Connect Ed. She answered my questions about the courses, and helped me to enrol and deal with the tuition fees. Tina was always swift, informative, and friendly in our online communication.

From my communication with Tina, I realized that successful online education relied on professional support of both prospective students and enrolled students; informative and caring support through computer-mediated communication–before people had heard about e-mail.

Paul Levinson (Connect Ed 1987)
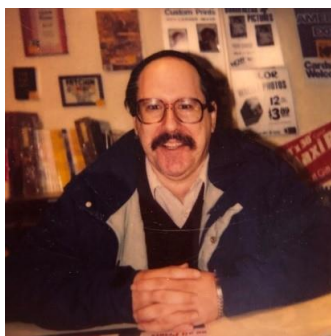
Private photo of Paul from the late 1980s

In November 1987, I paid $700 to enrol in Connect Ed's three-credit online course, Computer Conferencing in Business and Education.

I still have a print-out of the EIES message that Paul Levinson sent to me on November 29. It started:

> *Thanks for your credit card info*" and ended, *"PS; I've finally placed your article, "In Search of a Virtual School," in our Connect Ed Library. It can now be accessed by anyone on our campus by typing +vschool at any EIES prompt. Many thanks for this worthy addition to our library.*

The course had eight study units, each scheduled for a week. Paul introduced each unit. He explained which part of the curriculum the unit focused on and introduced topics for discussion. He motivated the students and moderated the discussions. Students who took an active part in the discussions and submitted a final course report received a course certificate.

In the summer semester, Connect Ed offered four online courses. Paul taught Issues in International Telecommunication, partly from his home office in New York City and partly from his "electronic cottage" at Cape Cod–with three guest experts: Jerry Glenn, Terrence Wright, and me. So, my first international online teaching experience was about telecommunication events and trends in the Scandinavian countries.

In 1989, I was happy to find Paul's article, *"Media Relations: Integrating Computer Telecommunications with Educational Media,"* in the influential book, *Mindweave*.

[Hear interview with Paul](#).

Søren Nipper (Connect Ed 1987)

Photo of Søren from my 2003 book

In 1987, Søren Nipper and I enrolled in the online course, Computer Conferencing in Business and Education, offered by Connect Ed. There were fifteen students in the class. The majority had a background in liberal arts, not in ICT as I expected. We were also signed up in smaller study groups. In my group, there was Søren, a distance educator in Denmark, Joel, a helicopter pilot in Alaska, and Ron, a travelling salesman who always connected from a new town in the US. Most of the other students were located at the east coast of the US.

In 1989, Søren authored the article, *"Third Generation Distance Learning and Computer Conferencing,"* in the influential book, *Mindweave*.

At TeleTeaching 93 in Trondheim, Søren presented the paper, *"EuroPACE: Its Products & Its Network."* The paper discussed an operation that had a five-year history of continuous Europe-wide satellite broadcasts of educational TV programmes.

In 2003, when Søren headed the Danish IT Center for Education and Research, he wrote the comprehensive chapter, *"Online Learning in Denmark,"* in my book, *Online Education and Learning Management Systems –Global e-learning in a Scandinavian Perspective*.

Stephen Charles Ehrmann (1987)

Photo received from Stephen

I first came across Stephen Ehrmann as a user in the Connect Ed community on EIES in 1987.

We both attended the 1988 conference, Computer Conferencing in Distance Education, in Milton Keynes which kickstarted the important book, *Mindweave*.

In 1989, I read Stephen's article, *"Improving a Distributed Learning Environment with Computers and Telecommunications,"* in *Mindweave*.

In the early 90s, when I established *DEOS* and worked as a graduate assistant at Penn State, I remember Stephen from the Annenberg/CPB Project, which provided financial support to DEOS.

B. Ward Deutschman (1987)

Photo from Ward's LinkedIn profile

Searching for virtual schools, I found inspiring articles from 1984 and 1985 by Ward Deutschman and his colleagues, indicating that New York Institute of Technology (NYIT) had used the Participate conferencing system in various teaching projects and, in 1984, had established a virtual campus with 130 online courses, named the American Open University.

One article is still online at *PC Magazine's* October 1984 issue.

So, I wrote Ward a letter and asked if we could visit. I still have a printout of the letter with handwritten telephone numbers on. It was dated 30.04.87 and addressed to the American Open University, NYIT, Central Islip, NY 11722.

My expectations were high. I imagined an American version of the Open University in the UK. Unfortunately, Ward could not meet us, but his two colleagues, Angela Richards and Christine Languth, welcomed us at the modest NYIT's Long Island office.

Fortunately, I just recently had a video talk with Ward about these pioneering days. He confirmed that Angela, Christine, and him constituted the management team, and that they had a dozen teachers and a couple of hundred students online. Ward functioned both as the Dean of the online School and as the system manager of the Participate conferencing system running on an IBM 360 computer.

The institution reminded me of NKI in Norway. Two innovative distance education institutions that shipped printed material to on- and off-line students. There were, however, two differences that made me believe that NYIT could be one of the world's first distance education providers of online courses and programmes. First, NYIT offered complete bachelor's degree programs online. Second, they started online courses in the early 1980s, even before the IBM PC was introduced. So, the first students and teachers dialled in to the IBM 360 from portable computer terminals.

Robert J. McQueen (1987 Guelph)

Private 1987 photo of Robert and me

We visited Robert McQueen at the University of Guelph to learn about a conferencing system (CoSy) in 1987. He was chairman of the first Guelph Symposium. I still have the proceedings he gave me from the First (1985) and Second Guelph (1987) Symposiums on Computer Mediated Conferencing.

In 1990, I attended the Third Guelph Symposium where Robert co-authored the paper, "*Groupware and Management Education: Matching Communication Medium to Task Requirements.*" In 1991, I followed up with this statement in my annotated bibliography on "*Computer-Mediated Communication and Distance Education around the World*" in *Deosnews 1.10*:

> *The University of Auckland had developed a groupware system to support synchronous group sessions. This paper reports the experiences from a management course exercise using the groupware. Two groups of ten students took part in an assignment using the Nominal Group Technique. One of the groups utilized the groupware, the other group used traditional tools like wall-mounted sheets of paper and felt markers. Both groups were satisfied with "the technical and the socioemotional aspect of the discussion." The students using the groupware completed the assignment in less time than the other students, and as the result of the groupware process, they had developed a written assignment report.*

Linda Marie Harasim (1987)

Photo from Tony Bates' 2016 blogpost, celebrating the 30th anniversary of the first fully online course.

In 1987, I visited Linda Harasim at the Ontario Institute of Studies in Education (OISE), and learned about her pioneering work with collaborative learning and online discourse analysis. I also discovered her 1986 book, *Educational Applications of Computer Networks*.

Linda showed me the special issue on computer-mediated communication published by the *Canadian Journal of Educational Communication* in the spring of 1987, which included her article, "*Teaching and Learning On-line: Issues in Computer-Mediated Graduate Courses.*"

In 1989, Linda authored the article, "*On-line Education: A New Domain,*" in *Mindweave*. And in 1990, she edited "*Online Education – Perspectives on a New Environment,*" a book with contributions from Murray Turoff, Paul Levinson, Robin Mason, Tony Kay, Andrew Feenberg, Elaine K. McCreary, and Starr Roxanne Hilz. So, it is understandable that my copy is full of notes and underlines.

In 1991, I met Linda at the international symposium at Ohio State University, titled *Applications of Computer Conferencing to Teacher Education and Human Resource Development.* She gave a presentation titled "*Teaching by Computer Conferencing.*"

In 1992, Linda wrote the foreword to my 66-page monograph, "*From Bulletin Boards to Electronic Universities - Distance Education, Computer-Mediated Communication, and Online Education.*" She concluded her foreword with this paragraph:

> *Electronic media offer important opportunities and challenges. The role of computer conferencing in enabling group communication in education has evolved from supporting traditional teacher-student discourse to facilitating unprecedented forms of group learning. Asynchronous group work among geographically distributed individuals is a new phenomenon, but the growth of computer telecommunications will likely make online collaboration and networking an important part of education in the near future. The key factor to their effective use lies in the design of the online educational environment. In this monograph, Morten Flate Paulsen presents examples of innovative implementations of computer conferencing designs for educational delivery. These descriptions provide valuable perspectives for practitioners and researchers and help to identify the steps ahead for this important new field.*

Lynn Evans Davie (1987)

I first found Lynn Evans Davie's 1987 article, "*Learning Through Networks: A Graduate Course Using Conferencing,*" in the *Canadian Journal of University Continuing Education*. Then I read his 1988 article, "*Facilitating Adult Learning Through Computer-Mediated Distance Education,*" in the *Journal of Distance Education*.

In 1989, Lynn authored the article *"Facilitation Techniques for the On-line Tutor,"* in *Mindweave: Communication, Computers and Distance Education*.

Lynn was also Liz Burge's supervisor in her doctoral theses at the University of Toronto.

Elaine K. McCreary (1987)

I first became aware of Elaine McCreary through the article that she wrote with Judith van Duren in the *Canadian Journal of Educational Communication*. The special issue on computer-mediated communication, in the spring of 1987, included their article, "*Educational Applications of Computer Conferencing.*"

Photo of Elaine from her LinkedIn profile

In 1989, Elaine authored the article *"Computer-mediated Communication and Organisational Culture,"* in *Mindweave*. Her article described the impact computer conferencing had had on the University of Guelph's organizational culture and concluded:

> *After five years of exposure to the medium we do not feel we have mastered it, or even fully harnessed it. It continues to surprise us. In a non-directive way CMC is giving us a stimulating new experience of ourselves as an organisation. Its impact on overall organisational vitality has been positive but not unequivocal...the only way human beings can individually or collectively be 'more vital or alive' than 'just alive' is to be more conscious, and for better or worse CMC has made us that.*

In 1990, Elaine gave a paper presentation at the Third Guelph Symposium on Computer-mediated Conferencing. It was titled, *"Telecommunication Across Continents:*

Indonesian/Canadian Cooperation on The Sulawesi Regional Development Project.” The paper described how the project staff used CoSy to facilitate communication between sites in Canada and Indonesia. Since 1984, the system had provided daily e-mail and CMC contact between staff members on either side of the world. PT IndoSat, the Indonesian telecommunication provider, established satellite links for the project. The paper concluded that the project:

> *Repeatedly confirmed the significant advantages of CMC over more traditional forms of management communication. The speed, degree of detail, technical reliability, relative confidentiality, relative candour and immediate, permanent documentation afforded by CMC communication, surpass the alternatives and have established this medium as indispensable to this type of project. The Sulawesi experience holds significant promise for any rural development project involving comparably complex work in remote sites.*

Judith Carolyn Van Duren (1987)

Photo from Judith's obituary

I first became aware of Judith Van Duren through the article she wrote with Elaine K. McCreary in the *Canadian Journal of Educational Communication*. The special issue on computer-mediated communication in the spring of 1987 included their article, “*Educational Applications of Computer Conferencing.”*

I later learned that Judith wrote a master's thesis on computer conferencing from the University of Guelph in 1986.

In 1989, Judith authored the article, “*CMC at Athabasca University,”* in *Mindweave*.

Gary MacIntyre Boyd (1987)

Photo from Gary's LinkedIn profile

I first discovered Gary Boyd through the article that he wrote in the *Canadian Journal of Educational Communication*. The special issue on computer-mediated communication in the spring of 1987 included his article, “*Emancipative Educational Technology.”*

At ICDE's Oslo conference in 1988, Gary presented the paper, “*Ways to Develop the Unique Strengths of Distance Education for Global Progress.*”

In 1989, Gary authored the article, *“The Life-Worlds of Computer-Mediated Distance Education,”* in *Mindweave*.
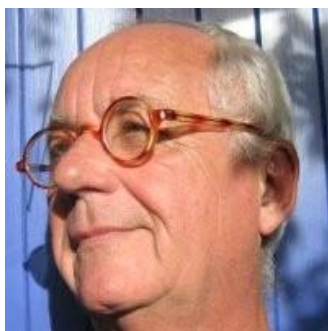
Anthony R. Kaye (OU 1987)

Photo from Tony's LinkedIn profile

I still have a copy of a letter that I sent to Tony Kaye at the Open University (OU) Institute of Educational Technology in August 1987, along with a copy of my article, "*In Search of a Virtual School."* In one of the paragraphs, I wrote:

> *Working with EKKO, we have heard a lot of your work with CMC. We have also read your articles: "Report of a visit to North America," and "Introducing Computer-Mediated Communication into a Distance Education System." In my opinion, our EKKO project and your project have many similarities. So, we would be very glad to share our experiences with you. Please send me some information of your project.*

Then, I met Tony at the 1988 AECS conference in Istanbul. There he invited me to give a presentation at the 1988 conference, *Computer Conferencing in Distance Education*, in Milton Keynes. My paper presentation, *"EKKO: A Virtual School,"* was later included in the influential book, *[Mindweave: Communication, Computers and Distance Education,](#)* which Pergamon Press published in 1989. Tony edited the book with Robin Mason and authored the article, "*Computer-Mediated Communication and Distance Education*."

In 1993, I talked with Tony in Segovia about his NATO ASI Series book, *"Collaborative Learning Through Computer Conferencing: The Najaden Papers,"* when we both attended the NATO Research Workshop on "*Collaborative Dialogue Technologies in Distance Learning"* in Segovia.

Robin Mason (OU 1988)

Photo of Robin from Nettskoleavisen's anniversary issue in 2007

As a follow up to the 1988 conference, Computer Conferencing in Distance Education, which I attended in Milton Keynes, Robin Mason and Anthony Kaye introduced the influential book: *[Mindweave: Communication, Computers and Distance Education,](#)* published by Pergamon Press in 1989. I contributed the paper, "*[EKKO: A Virtual School,](#)"* to the book*,* and read all 31 contributions with great interest.

In 1989, Robin authored the article, *"An Evaluation of CoSy on an Open University Course,"* in *Mindweave*.

We met again in 1990 at the Third Guelph Symposium on Computer Mediated Conferencing. Robin presented the paper, "*Conferencing for Mass Distance Education*." My paper was titled, "*Organizing an Electronic College*."

In 1991, I met Robin during a symposium at Ohio State University, titled *Applications of Computer Conferencing to Teacher Education and Human Resource Development*. Her presentation was called, "*Developing a Learning Community in Distance Education."*

In 1992, Robin wrote the afterword in my 66-page monograph, *"From Bulletin Boards to Electronic Universities–Distance Education, Computer-Mediated Communication, and Online Education."*

In 1992, I helped Robin and Terry Anderson promote and organize the virtual Bangkok Project. It was an online preconference, and maybe the world's first MOOC, leading up to the ICDE conference in Bangkok.

In 1998, I collaborated with Robin, Desmond Keegan, Ana Dias, and Torstein Rekkedal in the CISAER project. This was a project funded under the European Leonardo da Vinci action programme for the implementation of a European vocational training policy. Our research was about courses on the Internet: survey, analysis, evaluation, and recommendations (hence the project name, CISAER).

In 2007, when NKI celebrated twenty years with online education, Robin sent me the following greeting for the anniversary issue of Nettskoleavisen:

> *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!*

Anne-Karine Løge Akre (NKI 1988)

To gain experience with more online students, NKI decided to offer three online courses for free in the spring of 1988. These were: Introduction to Computer Science, Pascal Programming, and System Analysis. Together, these courses were equivalent to the first of four semesters in the part-time study program that we offered to on-campus students at Datahøgskolen. Altogether, there were 57 course enrolments and 35 course completions that spring.

Photo of Anne-Karine from NKI's 1988 course catalogue

Having experience with providing support for correspondence students, Anne-Karine Løge Akre agreed to support the growing number of online students, thus becoming a pioneer in online student support. She was central in the daily operation of NKI's electronic college in the late 1980s and 1990s. Unfortunately, Anne-Karine passed away just a few months before I started writing these chronicles.

Anne-Karine handled requests from prospective students and supported all of our online students in an excellent way. She was NKI's counterpart to Connect Ed's Tina Vozick. She answered telephone calls, responded to e-mails, and snail mailed course catalogues and user manuals on request. She helped students enrol in courses, register for exams, and handle invoices. She worked with colleagues that did similar tasks for correspondence students. But she had to learn new about technologies and develop communication skills in the digital world; a world that gradually expected prompter response and 24/7 availability.

Jason Ohler (ICDE 1988)

Photo from Jason's guest editorial in Electronic Learning, November/December 1987

Jason Ohler sent me a letter in March 1988 with copies of some of his publications, stating that he had read my article, "*In Search of a Virtual School*," and wanted to meet and exchange experiences.

So, we met at the ICDE 1988 conference in Oslo where he presented the paper, "*Distance Education Comes Home: The Decentralised Learner Comes of Age.*" I learned that he just had started *The Online Chronicle of Distance Education and Communication* at the University of Alaska.

Later, when I was editor of *Deosnews*, we kept in touch and disseminated information about our respective electronic journals.

Reidar Roll (ICDE 1988)

Fjernundervisning i ett Europa-nett

Jernteppet får nye store hull. I fjernundervisningen står det for fall. Hele Europa — øst og vest — blir samlet i én regional organisasjon i det store nettverket til verdensorganisasjonen for distanseundervisning (ICDE). Arbeidet ledes fra hovedkvarteret i Oslo.

JENNY LIPPESTAD

— Ungarn blir brohodet også i dette utviklingsarbeidet, forteller ICDEs generalsekretær, nordmannen Reidar Roll, etter et møte i Budapest nylig på verdensorganisasjonens initiativ. — Et viktig gjennombrudd har skjedd, sier han.

I mai neste år holdes en all-Europa-konferanse på Budapest Technical University. Den ungarske regjering støtter konferansen og inviterer representanter for

Reidar Roll.
(Foto: Jørn H. Moen).

samtlige utdannelses-departementer i Øst-Europa til møtet. For endel gjester vil Ungarn også dekke omkostningene, forteller Roll. Han understreker at det blir et møte for nøkkelpersoner for å skape en plattform for fjernundervisning i en verdensdel med 700 millioner innbyggere.

Fra 1991

— Mai-konferansen blir et innledende møte før selve konstitueringen av den regionale samarbeidsorganisasjonen for Europa i 1991.

Initiativet, som ICDE tok for ett år siden, har fått omfattende støtte. Først fra alle Vest-Europeiske land via organisasjonen for universiteter som driver fjernundervisning (EADTU). Her er universitetene i Oslo og Tromsø med. Europarådets komité samarbeider dessuten hele tiden med UNESCO, samt med Organisasjo-

nen for kulturelt samarbeide i Europa. Sist, men ikke minst: EF-kommisjonen finansierer halvparten av omkostningene ved neste års konferanse i Budapest.

Et tilsvarende nettverk som det vi nå får i vår verdensdel, er allerede etablert i Latin-Amerika med støtte fra Organisasjonen av amerikanske stater (OAS). Den tredje region blir USA, som hittil har manglet en nasjonal samordning av all fjernundervisning. Et nettverk der blir antagelig dannet i desember iår. Afrika og Asia vil følge i sin tur, i et samarbeide der NORAD blir med, forteller Reidar Roll, i glede over at hele dette utviklingsarbeide drives frem fra et kontor i Norge!

— Ved undervisning via satellitter forsvinner jernteppet i Europa, påpeker ICDEs generalsekretær på rask mellomlanding i den skytteltrafikken han bedriver for verdens fjernundervisning.

KONGENS fortjenstmedalje er tildelt rektor Peder Nes, Mysen, operatør Per Wollert Solberg, Skien, rektor Erik Arvid Lineikro, Bagn, fullmektig i særklasse Eva Antonie Kløvstad, Hamar.

FORETREDE
Kongen ga idag foretrede for: organist Astrid Smedstuen, Ringsaker, misjonær Ingrid Aasen, Løten, oberst II Knut Fredrik Fossum, Bardufoss.

Facsimile from an article about Reidar's ICDE activities in Aftenposten 25.10.89

In 1988, ICDE celebrated its 50th anniversary during the 14th ICDE World Conference at the University of Oslo. In attendance were seven hundred participants from sixty countries. The conference was arranged by the Norwegian Association for Distance Education (NADE), the organization in which Reidar Roll was Executive Director, Erling Ljoså President, and Turi Widerøe Manager of the Secretariat.

In 1988, the ICDE established its secretariat in Oslo with Reidar as its first Secretary General. The secretariate shared offices and worked closely with NADE.

At the 1997 ICDE conference, I saw Reidar lead the welcome ceremony in the huge Penn State's Bryce Jordan Center, together with Penn State President Graham B. Spanier, ICDE President Armando Rocha Trindade, and Program Chair Gary Miller.

At ICDE's 1998 think tank in Barcelona, Reidar invited me as part of twenty-five key players in virtual university development from around the world to discuss the potential of an ICDE Virtual University. The workshop did not have any tangible results, but I remember an excellent dinner, with more than enough wine and respected international leaders in the field, and that I was impressed by Reidar as Secretary General of ICDE. I recall how he easily hosted and socialised with university leaders from around the world, gave eloquent and impromptu speeches in English, knew the formal protocols, and mastered the English language. These were all competencies that I wanted to learn.

Returning home early the next morning, in a mute taxi to the airport with Reidar and Ana Perona, I realized that an early morning headache could also be part of the learning experience.

David Sewart (ICDE 1988)

Photo of David from ICDE's Report from the Oslo conference in 1988

I first met David Sewart at the ICDE 1988 conference in Oslo when he took over as ICDE president after Kevin Smith. Together with John Daniel, he also edited the conference proceedings, *Developing Distance Education*.

David was present when ICDE initiated and organized EDEN's seminal Budapest meeting in 1991.

In 1995, the UK Open University hosted the ICDE conference in Birmingham. More than one thousand people from eighty countries attended. The conference theme was *One World, Many Voices.* David was ICDE President, Programme Chair, and editor of the two conference books.

At ICDE's 2001 conference in Düsseldorf, most papers still focused on traditional distance education. But I noted the collection of nine papers about "*Student Services at the UK Open University*" written by David, Mary Thorp, Greville Rumble, and others. Eighty 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."*

In 2017, we met in the ICDE office. ICDE President, Mandla Makhanya, joined us via Zoom from UNISA in South Africa. Helmut Heyer, and I formally took over as Chair and Vice Chair of ICDE's Board of Trustees, after David and Svein O Haaland, the former Rector of Lillehammer University College in Norway.

John Daniel (ICDE 1988)

Photo of John from the ICDE 1988 proceedings

I first noticed John Daniel as co-editor of the proceedings of the ICDE 1988 conference in Oslo. Later, I learned that he was involved with the establishment of EDEN.

In 1995, the UK Open University (OU) hosted the ICDE conference in Birmingham, as John was OU's vice chancellor and former ICDE president. He also wrote the foreword to the influential report, *Mega-universities of the World*, a compilation of the ten universities with a student enrolment of over 100,000, produced for the meeting of executive heads of these universities during the conference.

In 2007, EDEN introduced its fellow scheme at the conference in Naples, where John received the first Senior Fellow Awards along with Erling Ljosa, Erwin Wagner, Ingeborg Bø, Carl Holmberg, Claudio Dondi, and Peter Floor.

In 2011, at EDEN's 20th anniversary conference in Dublin, John gave a thought-provoking keynote description of the Iron Triangle. His keynote showed that traditional educational institutions cannot match online schools in increasing access, improving quality, and reducing costs.

From 2016, I remember John's speech at EDEN' 25th anniversary gala dinner in Budapest. There he focused on EDEN achievements and European challenges. At the dinner, EDEN honoured him as one of three outstanding colleagues who had made decisive contributions to EDEN's foundation, consolidation, and growth. The other two were Alan Tait and Ulrich Bernath.

In 2019, I met John again at a black-tie dinner hosted by Baroness Martha Lane Fox in London. I represented ICDE at the Open University's 50th anniversary and met students, teachers, stakeholders, and celebrities. David Attenborough talked about his long-standing relationship with OU and its early collaboration with the British Broadcasting Corporation (BBC). Robin Wilson reminded us about OU's early days, when his father, Harold Wilson's, Labour government founded the university in 1969 and the first students enrolled in January 1971. Since then, over two million people across 157 countries had taken up courses at the OU, hoping to change their lives.

In 2023, I really enjoyed sharing memorable ICDE experience with John and Alan Tait at ICDE's 85th anniversary panel at the conference in Costa Rica.

 [Hear interview with John](#).

Anthony William Bates (ICDE 1988)

Photo of Tony from Nettskoleavisen's anniversary issue in 2007

I first met Tony Bates at the ICDE conference in Oslo in 1988 where he gave a presentation titled, *"The Potential and Realities of Using Satellites for Distance Education in Western Europe."* I also appreciated hearing about the memories from his 1978 research fellowship in Norway.

In 1989, after three years with development and pilot courses, NKI arranged a seminar to promote its online courses. I invited Tony to the seminar, and we both gave 20-minute presentations.

After the 1992 ICDE conference in Bangkok, I interviewed Tony in *[Deosnews 2.24](#)* about his experiences as moderator of one of the six tracs in the online preconference that we called the Bangkok Project. He concluded the interview by saying,

> *Generally, it was an interesting and useful project, and I am really grateful to Terry [Anderson, the project manager], and the porters for all their efforts, and I feel privileged to have been asked to moderate the Strategic Planning Conference.*

The 2007 EADL conference in Dublin was organised by Kilroy's College. As a member of the program committee, I remember that we focused on social media and internet marketing, and we invited Tony to talk about the impact of Web 2.0 on distance learning.

In 2007, when NKI celebrated twenty years with online education, Tony provided the following greeting in the anniversary issue of Nettskoleavisen:

> *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!

At the 2013 ICDE Standing Conference of Presidents (SCOP) in Lisboa, Tony was among the prominent speakers and session chairs, along with Alan Tait and António Teixeira.

In 2011, Tony and Maxim Jean-Louis visited us at NKI after an ICDE meeting in Oslo. I still have fond memories from our dinner conversation at a local restaurant.

At the 2023 ICDE conference in Costa Rica, we talked about the similarities between the personal history Tony planned to write in his blog and the three hundred anecdotes I already had published in *My Online Education World*.

LL♦L   Hear interview with Tony.

Armando Villarroel (ICDE 1988)

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

In 1988, I first met Armando Villarroel at the ICDE conference in Oslo when the Universidad Nacional Abierta (UNA) was selected to host the next ICDE conference in Venezuela.

In 1990, I saw Armando as the busy conference manager for the ICDE conference in Caracas. Later he was a visitor to Penn State, member of the editorial board of the *American Journal of Distance Education*, and a valuable contributor to *Deosnews,* with reports from Latin America and CREAD (Consorcio-Red de Educacion a Distancia, (i.e., the Consortium-Distance Education Network).

In 1992, Armando was elected to represent Latin America on the ICDE Board and gave a presentation titled, *"The Role of Networks in Global Development: The case of CREAD."*
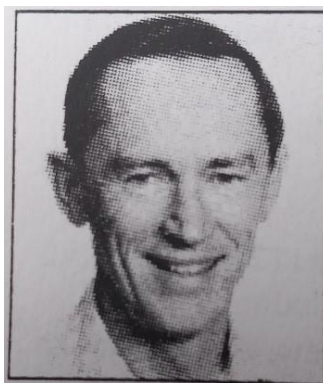

Bruce Scriven (ICDE 1988)

Photo of Bruce from TeleTeaching 93 abstracts

I first met Bruce Scriven at the ICDE 1988 conference in Oslo where he gave a presentation titled, *"The Use of Electronic Mail in Distance Education."*

In *Deosnews 2.7*, I interviewed Bruce as the program chair of the upcoming ICDE conference in Bangkok and the Bangkok Project. Reading it again during the 2021 pandemic, when most international conferences struggled to go online, I saw the Bangkok Project as real pioneer work - and maybe as the world's first MOOC:

> *In order to expand the dialogue and information sharing associated with the ICDE XVI Congress, an innovative use of computer mediated communications is being planned. The project will port discussions and interactions relevant to the Congress themes on a variety of Internet, UseNet, K12net and Bitnet computer networks. The project will commence one month prior to the Congress and include interactions with the delegates in Bangkok.*

> *Softwords has donated a CoSy conferencing system to be used by delegates in Bangkok. Distance educators from around the globe can participate by accessing established or new distance education discussion lists carried on the various international networks.*

After the 1992 ICDE conference in Bangkok, I interviewed Bruce about his conference experiences in *Deosnews 2.24*. At the cursor moment, I noted this statement:

> *Total attendance was about eight hundred and although this was somewhat disappointing there is no doubt that the world-wide recession affected the ability of many people to attend. Nevertheless, there were delegates from more than fifty countries in attendance and the many contacts made and friendships cemented between people from so many countries, both big and small, can only benefit distance education in the future.*

In 1993, Bruce was among the keynote speakers at the Teleteaching93 conference in Trondheim. His presentation was titled, *"Trends and Issues in the Use of Communication Technologies in Distance Education."*

David Murphy (ICDE 1988)

Photo from https://opob.edublogs.org/

I first met David Murphy at the ICDE conference in Oslo in 1988 when he gave a presentation titled, *"The Instructional Designer Meets the Expert."*

After the 1992 ICDE conference in Bangkok, I interviewed David about his conference experiences in *Deosnews 2.24*. At the cursor moment, I noted this statement: *"Our Thai hosts were charming and warm, and to take part in the Loi Krathong festival (lighting the incense and candles in the small banana leaf boats and floating them in the water) was enchanting."*

David started this blog in 2007 when he was President of the Open and Distance Learning Association of Australia.

Elizabeth J. Burge (ICDE 1988)

Recent photo of Liz

I first met Liz Burge at the ICDE 1988 conferences in Oslo when she presented the paper, *"Using Distance Constructively: Indicators of Success for Continuing Education."* There, I learned that she was active in the ICDE Women's International Network and elected to her second term on the ICDE board.

In 1990, we met at the American Center's ICDE preconference workshop on research in distance education in Venezuela, and I realized that she was on the editorial board of the *American Journal of Distance Education.*

Liz made valuable contributions to my work with *DEOS*. Among them was her article, *"Audio-Conferencing in Graduate*

Education: A Case Study," in [Deosnews 1.3](#). My editorial included this statement: *"Last fall, I conducted an audio conference where Elizabeth J. Burge answered questions about the following article. The experience showed that she has mastered both the theory and practice of audio conferencing."*

I still have printouts of Liz's comprehensive 1992 bibliography and 1993 dissertation, two publications that were especially useful for my own dissertation. Her selected bibliography, *"Computer Mediated Communication and Education,"* included five of my publications. Her dissertation was titled *"Students' Perceptions of Learning in Computer Conferencing: A Qualitative Analysis."* It focused on students in two 1989 courses at the Ontario Institute for Studies in Education. Her adviser was Lynn Davie.

At the 1997 ICDE conference at Penn State, Liz grabbed the microphone during the closing ceremony and asked if a woman was allowed to stand on the main stage. This was a moment I often taught about when I could invite more women to conferences and committees.

Fabio Chacon (ICDE 1988)

Photo of Fabio from TeleTeaching 93 abstracts

I first met Fabio Chacon at the ICDE conference in Oslo in 1988 when he presented the paper, *"A Cognitive Approach to the Design of Distance Education Materials."*

In 1990, I met Fabio at the American Center's ICDE preconference workshop on research in distance education, in the Caribbean resort town of Macuto on Venezuela's north coast.

At the TeleTeaching 1993 conference in Trondheim, Fabio presented a paper titled, *"An Approach to Impact Evaluation of Academic Networking."*

In 1998, Fabio invited me to be the Main Speaker at RIBIE'98 in Brasilia. This conference was arranged by the Iberoamerican Network of Educational Informatics, which was the largest association of scholars and practitioners dealing with educational applications of ICT in the Spanish and Portuguese languages.
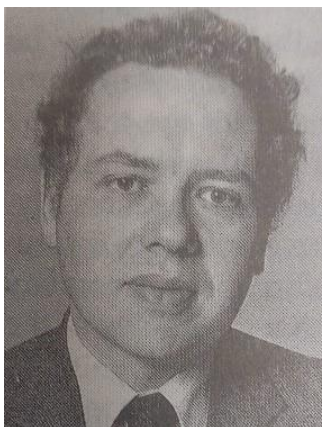
Greville Rumble (ICDE 1988)

Photo of Greville from the ICDE 1988 proceedings

Greville Rumble stimulated me to be more conscious of cost effectiveness in online education.

I first became aware of Greville at the ICDE conference in Oslo in 1988 where he presented the keynote paper, *"Economics in Distance Education: Time for a Change of Direction?"*

In 1989, Greville authored the article, *"On-line Costs: Interactivity at a Price,"* in *Mindweave*.

At ICDE's 2001 conference in Düsseldorf, most papers still focused on traditional distance education. But I noted the collection of nine papers about Student Services at the UK Open University written by David Sewart, Mary Thorp, Greville Rumble, and others. Eighty 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."*
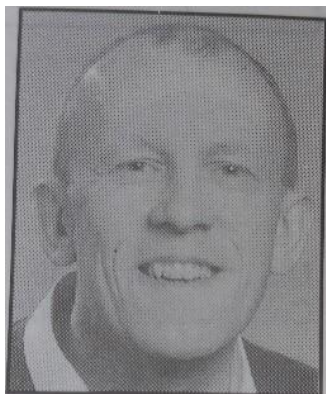
Keith Harry (ICDE 1988)

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

I first met Keith Harry at the ICDE conference in Oslo in 1988 when he and Angela Castro presented the paper, "*Electronic Information Exchange: The Dream and the Reality.*"

Later, Keith and Nazira Ismail made valuable contributions to *Deosnews* with the New Accessions List from the OUUK's International Centre for Distance Learning (ICDL).

These lists provided valuable information about recent publications in our field. Altogether, I published five of these lists in *Deosnews*. The first one in [*Deosnews 1.11*](#).

Angela Castro (ICDE 1988)

At the 1988 ICDE conference in Oslo, Angela Castro's paper caught my attention. "*The Educational Challenge of Optical Storage Technology.*" Her introduction started:

> *In the last two years, a small silver platter called the CD-ROM, which uses optical storage technology, has made inroads into academic libraries, art galleries, and museums. This small disk measuring only 12.5 centimetres and made from heavily coated polycarbonate plastic, which renders it extremely hard, is capable of holding information equivalent to the content of 1,500 floppy disks, or 500 average sized books.*

I later included two of Angela's 1987 articles in a bibliography and published it in [*Deosnews 1.6*](#). These articles were titled, "*Introducing AOLIN, Australian Open Learning Information Network,*" and "*AESNET (Australian External Studies Net- work).*"

Paul Bacsich (ICDE 1988)

Photo provided by Paul

I first encountered Paul Bacsich at the 1988 ICDE conference in Oslo when he presented the paper, *"A Distance Education Publishing Strategy for the 1990s."*

In 1989, Paul authored the article "*Computer Conferencing and Electronic Publishing: Cooperation or Competition*" in *Mindweave*.

I also remember Paul from the first Online Educa Conference in Berlin (OEB) in 1995. It was held at the East German flagship congress centre – Kongresshalle am Alexanderplatz to symbolise

that EAST meets WEST, as the idea for OEB was born at an education conference in Moscow in the early 1990s.

In 2009, I met Paul at the Cambridge International Conference on Open and Distance Education. He gave the presentation *"The Re.ViCa Project: A Review of Virtual Campuses."* I was on the project's advisory committee. I found the project interesting and informative, especially since it had several similarities with the Megatrends project that I headed from 2005 to 2007.

In 2012, Paul headed the [Poerup Project on Policies for OER Uptake](#), a project funded by the European Life Long Learning Program. I was engaged as a consultant for the project in the fall to write status reports for open education resources in Norway, Denmark, Sweden, and Finland. It was a challenging task that gave me useful insight in OER opportunities and challenges, specific knowledge on how we could incorporate OER in NooA courses, and a special interest in the Norwegian Digital Learning Arena (NDLA).

At the EDEN 2016 conference in Budapest, Paul received the Fellow Award.

Som Naidu (ICDE 1988)

I first met Som Naidu at the ICDE 1988 conference in Oslo when he presented the paper, "*Access to Higher Education and Training in the South Pacific–The Role of Telecommunications and Distance Education.*"

At the 1992 ICDE conference in Bangkok, Som presented the paper *"Research on Learning Strategies in Distance Education: Implications for Instructional Design."*

In 2018, at ICDE's Open Education Leadership Summit in Paris, Som reminded me about our common history in open education and the changing interpretation of the term, open.

At the ICDE 2019 conference in Dublin, we had a short ICDE Executive Committee meeting. It was memorable and special because it was the last for me as acting Secretary General and the first for Som as an incoming board member.

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

In 2023, I met Som at ICDE's conference in Costa Rica and thanked him for his review of the anecdotes in *[My Online Education World](#)*, which included this statement: *"Morten's reflection on his journey in the field of open, flexible and distance learning (OFDL) is a fascinating story of a pioneering spirit—highly recommend for new students of the field."*

[Hear interview with Som.](#)
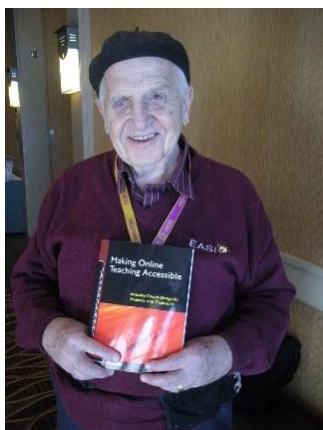
Norman R. Coombs (Midweave 1989)

Photo from 2011 blogpost at https://blog.bookshare.org/2011/04/norman-coombs/

Norman Coombs was a blind professor of history at the Rochester Institute of Technology. In 1989, he authored the article, "*Using CMC to Overcome Physical Disabilities,*" in *Mindweave*. The article was about two online courses with a blind teacher and hearing-impaired students. The article had a major impact on me, and made me realized that I wanted to use ICT to make education more accessible for people with all kinds of social and physical challenges.

Here is a paragraph that I wrote in [*Deosnews 1.10*](Deosnews 1.10) about his article:

> *This article describes the experiences from two CMC courses that the author, who is blind, taught at the Rochester Institute of Technology. Both courses were about Modern American History, and comprised: a textbook, the television series "America: The Second Century," and computer conferencing via VaxNotes. The first course, in 1986, enrolled 13 students. The teacher conducted face-to-face classes and moderated the computer conference with the help of a personal computer with speech synthesizer. The students: "evaluated all aspects of the computer more favourably than they did either the videos or the text. They rated the conference discussion very positively." One of the students was hearing impaired. The second course was further developed for hearing impaired students, utilizing captioned video as well as computer conferencing. Coombs states: "The handicapped, once having learned the basic technologies, can participate equally with their disability being invisible.*

In 1990, I visited the University of Guelph to present my paper, *"Organizing an Electronic College,"* at the Third Guelph Symposium on Computer Mediated Communication. Norman's paper was titled, *"Interactivity in Distance Education: A Comparison of Computer and Voice Telecommunication."*

Solfrid Grøndahl (NKI 1989)

Photo of Solfrid in Computerworld Norway January 1993

Solfrid Grøndahl was one of NKI's early online students whom I have kept in touch with over the years. She finished the final courses in her ten-course ICT-programme in 1992. Solfrid was an adult part-time student while she worked as a grade-school teacher and took active participant in our *E-kro*, which was a conference like the Connect Ed Café where online students could meet and socialise.

At the time, several researchers tried to figure out why some conferences were thriving, and others were almost dead. The term, *lurker*, appeared to describe students who observed, but did not actively engage in online

discussions or activities.

We realized that our E-kro thrived because Solfrid was active, offering many friendly and engaging contributions. So, we engaged her as the "E-kro Host" after she graduated. It was a position that she handled with success. She occasionally cheered her online peers with a glass of wine, which is documented in the 1993 photo that *Computerworld Norway* published along with an interview with our popular E-kro Host.

Annette Lorentsen (*Mindweave*, 1989)

Photo from 2011 in
www.nyheder.aau.dk

In 1989, Annette Lorentsen authored the article, "*Evaluation of Computer Conferencing in Open Learning,*" in *Mindweave*. SOFF (*Sentralorganet for fleksibel læring*) was established in 1990 to support flexible education initiatives in Norwegian higher education. It provided grants to Norwegian R&D projects and one of the first major beneficiaries was NITOL (Norway-net with IT for Open Learning).

In 1996, SOFF invited Anette and me to join an external group to evaluate NITOL. The other members were Gunnar Grepperud and Sigmund Lieberg. Øystein Johannessen worked as SOFF's internal secretary for the group. We had informative and interesting meetings in Bergen, Ålborg, and Stord Haugesund. The group's mandate was to evaluate the didactic models used in the NITOL project. The report resulted in a significant disagreement between the evaluation group and the NITOL group members, Bodil Ask, Harald Haugen, Arvid Staupe, and Thorleif Hjeltnes, especially about how the mandate should be interpreted and which aspects of the project we should focus on. In short, the NITOL group argued that the evaluation report was too narrow and negative.

At the cursor moment, I recognize NITOL's important contributions to online education from 1994 to 2008. The final report, *"En ekstern evaluering av et SOFF-støttet fjernundervisningsprosjekt,"* is recommended for Norwegian readers. The discussion around didactic models is still useful, since most online education innovations have been driven by technology rather than pedagogy–something the establishment may have used to discredit online education initiatives.