

# Early Adaptors of Online Education

The second decade of  
My Online Education World  
1990-2000

Morten Flate Paulsen



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## The second decade of My Online Education World 1980-2020

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

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

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

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

By Morten Flate Paulsen

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# The optimistic 1990s



Online education in the 1990s may be illustrated by Theodor Kittelsen's 1900 painting of the distant Soria Moria Castle. The Norwegian fairy tale about eternal search for happiness. Theodor Kittelsen was born in Kragerø in 1857.

The second book in My Online Education World compiles anecdotes from the optimistic 1990s. Anecdotes chronicled in isolation and distress during 2021. The decade for early adaptors of online education on the web. A decade of amazing innovations. The decade that introduced PCs with colour- and graphic interfaces. New internet services opened the world, and the web brought it all together. Search engines provided immediate access to mindboggling sources of information. Online journals, early web-based learning management systems, digital cameras, and personal digital assistants (PDAs). And mobile phones that changed our lives.

My life accelerated in the 1990s. Two formative years as a graduate student in the US. Establishing DEOS as one of the world's first online journals at the American Center for the Study of Distance Education. Struggling with my doctoral dissertation *Teaching Techniques for Computer-mediated Communication*. Travelling to Venezuela, Canada, Mexico, and Brazil. Focusing on children and parenthood.

Interesting work with the online journals I edited. *Deosnews*, *Norwaves*, and *Nettskoleavisen*. Publications that resulted in a growing network and welcome exposure in media.

Even though Norway voted against EU membership, the EEA treaty opened many European doors. I had several trips to Brussels and was engaged by the EU Commission as Project Reviewer for the *Directorate- General XIII on Telecommunications, Information Market and*

*Exploitation Research.* EU funded projects and online education work gave me many welcome opportunities to visit: Belgium, UK, Sweden, Denmark, Italy, Germany, Ireland, Spain, and Portugal.

A decade with growing Norwegian self-confidence. The highly successful Lillehammer Winter Olympics gave the nation a tremendous boost and inspiration for young athletes in a wide range of sports.

Jostein Gaarder wrote *Sofie's World*. A novel about a teenager entering the history of philosophy. The English translation was reported to be the world's best-selling book in 1995. Probably an inspiration for the two internationally renowned Norwegian authors Jo Nesbø and Karl Ove Knausgård who both wrote their first novels later in the decade.

A decade of huge economic growth in Norway propelled by oil drilling in the North Sea. Hence, in 1990, the government established the Petroleum Fund to manage surplus wealth from the Norwegian petroleum sector. The fund was a remarkable success, and the growth introduced a debate about the necessity for budgetary rules concerning the usage of capital gains from the fund.

The healthy economy allowed people and businesses to invest in PCs and internet services. Making the technology more widespread and available in Norway than most comparable countries. A fact that helped Norway become a world leader in online education.

# 1990 - Embracing opportunities

Huge transformations in Europe. The Nobel Peace Prize 1990 was awarded to Mikhail Gorbachev for his leading role in the radical changes in East-West relations. Glasnost and perestroika. Russia declared independence with Boris Yeltsin as president. Ukraine, Belarus, Bosnia Herzegovina, and Armenia followed suit. Vaclav Havel and Lech Walesa were elected presidents in Czechoslovakia and Poland. John Major took over as Prime Minister in the UK after Margaret Thatcher.

Tim Berners-Lee published the first website, which described the project, in December.

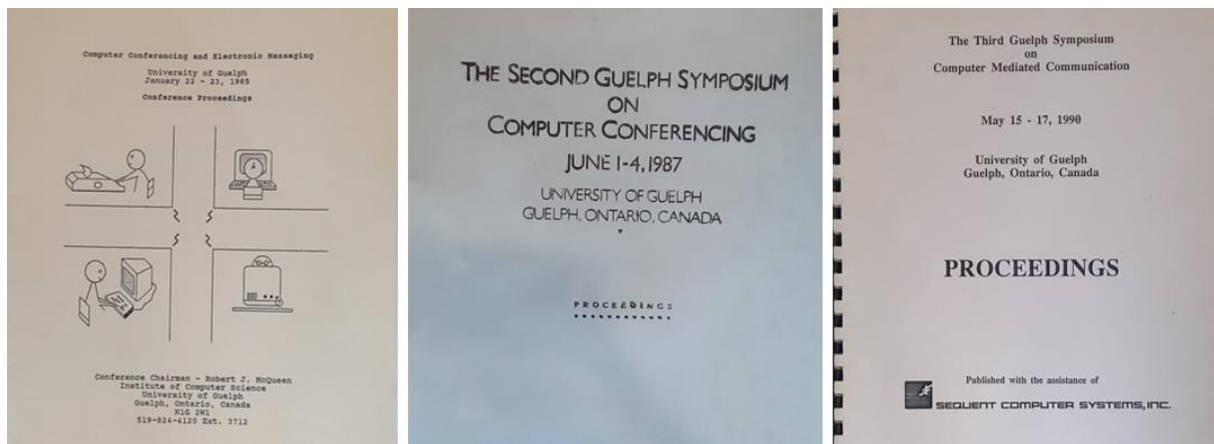
In Norway, Gro Harlem Brundtland became Prime Minister for the third time after Jan P. Syse in November. The Scandinavian Star ferry boat was set on fire in April 1990 on its way from Oslo to Frederikshavn in Denmark. 159 people died in the tragedy. Norway's largest unsolved murder case in modern times was later documented in a 2020 [NRK-TV series](#).

SOFF (Sentralorganet for fleksibel læring, Norgesuniversitetet from 2004) was established to support flexible education initiatives in Norwegian higher education. Gunnar Grepperud was the first director before Jan Atle Toska took over in 1994.

## INDC-90 in Lillehammer

Lillehammer, March 26 - 29. The 3rd international conference on Information Network and Data Communication (INDC-90). Organized by the International Federation for Information Processing (IFIP) and hosted by the Norwegian Computer Society (DND). As a member of the program committee chaired by Frank Eliassen, I checked in early at the hotel. Got the key, left my suitcase in the room, and went to the conference venue. After a full day of conference preparations, I had five minutes to brush my teeth and change clothes before the informal get together. As soon as I saw the fashionable female garments in my cupboard, I pondered why the toothbrush in my hand was red. The receptionist apologized for having moved my luggage to another room. But I still wonder who I shared the first room and toothbrush with.

# The third Guelph symposium on computer mediated communication



Private photos of front pages from proceedings of the three first Guelph symposia on Computer Mediated Communication

Celebrated May 17th, the Norwegian Constitution Day, in Canada with my Norwegian colleagues, Torstein Rekkedal and Morten Sjøby. Probably the three foremost proponents of online education in Scandinavia at the time. Travelled via Boston and Toronto to Guelph. Went all the way up the acrophobic glass elevator in the CN Tower.

University of Guelph, home of [Cosy](#). My conference presentation was titled “*Organizing an electronic college*”. Morten Sjøby, who headed the NKS Electronic College project in Norway, focused on “*The Postmodern Condition and Distance Education Computer Conferencing and Communicative Competence*”. My Danish colleagues Hanne Shapiro and Mette Ringsted gave a presentation with Starr Roxanne Hiltz on “*Collaborative Teaching in a Virtual Classroom*”. Other prominent presenters I recall meeting were Lynne Schrum, Norman Coombs, Robin Mason, Trevor Owen, Robert J. McQueen, Terry Anderson, Peter and Trudy Johnson-Lenz, Elain K. McCreary, and Barbara Florini.

## Embraced opportunity

My generation Norwegians grew up in an environment heavily influenced by the US and the English language. The Apollo program, Hollywood, Rock Music, Levi’s 501 jeans, and NATO bases. An opportunity to experience the American way of life allured me to apply The Royal Norwegian Council for Scientific and Industrial Research (NTNF) for a grant to enrol in a doctoral program abroad.

I considered applying to Penn State and Carnegie Mellon. So, I visited Pittsburgh to see if there were openings for me in [Carnegie Mellon’s Andrew Project](#) on computer-aided instruction in distributed computing environments. 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 G. Moore’s kind invitation to choose Penn State and [the American Center for the Study of Distance Education](#).



Private photo of my Franklin Speaking Ace

I soon realized that I needed to improve my English and pass the TOEFL and GRE tests. So, I subscribed to the two weekly magazines, Time and Newsweek, and bought the amazing new electronic gadget Franklin Speaking Ace. A calculator-like device that could pronounce each of the 90,000 words in its built-in dictionary and included several drill and practice applications. Used it to look up all unknown words and be familiar with every single word in a complete magazine.

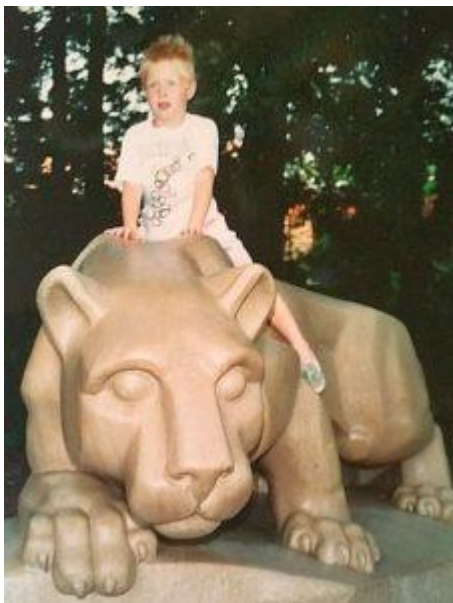
My English writing skills improved considerably when I systematically started to use PC software to check spelling, grammar, and readability. The WordPerfect spelling checker and thesaurus was indispensable, and I found the Gramatik IV grammar and style checker helpful. I also installed the bilingual dictionary, Clue. These tools were extremely useful for a computer geek with limited proficiency in the English language.

My toughest decision was whether I could afford to leave a full-time job in Norway and finance a family of three as a student in the US. We decided that the NTNF grant was enough as a start. Hoped to find additional income later. Looking back, I had no need to worry. Renting out our house, reduced taxes, and some support from my Norwegian employer. Reduced tuition fees and monthly payments as a graduate assistant in the US.

What did I learn? Embrace opportunities that come your way.

## Penn State University

We arrived at University Park Airport with six suitcases. Babs and Diane welcomed us and shuttled us to the Nittany Lion Inn.



Private photo of Stian on the Nittany Lion

An airport owned by the University in a town named State College. 36,000 students and 12,000 employees out of a 60,000 population. Beaver Football Stadium with 96,000 packed seats whenever Nittany Lions played home matches. Surrounded by farmland. A substantial presence of Amish farms, people, horses, and carriages. Devastating to read in the local *Centre Daily Times* about arsons in Amish barns. Amazing to see the collective Amish efforts to rebuild the barns.

The town hierarchy was clear. Three men were on the podium. Bronze medal to the mayor. Silver to the University President. Gold to JoePa. The legendary football coach featured in the TV drama Paterno with Al Pacino as Joe Paterno. A long and impressive career until his disturbing dismissal following the university's child sex abuse scandal in 2011.



Could only afford to live one week at Nittany Lion Inn. A week to find a place to live, a daycare for the three-year-old, wheels, and new friends. In an unfamiliar environment without internet and mobile phones. We ended up with Heritage Oaks, First Impressions Day Care, a Jeep Cherokee, and friends from many countries.

I spent nearly \$ 3,000 on a Compaq LTE notebook computer. Every day I carried it to the university in my backpack. Still based on DOS, it was among the first notebooks to include both a built-in hard disk and a 3.5-inch floppy drive. A 4800 bit per second Hayes-compatible modem with a built-in fax connected me to the university e-mail and offices in Norway with fax machines.

## Practising and preaching fun

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

To my surprise, the query stirred an interesting two-hour discussion. My important take away was that American students and teachers were more often engaged in discussions and interactions than I was used to in Norway. I started to ponder: How can we emulate this in online education?

The instructional design course also introduced us to the Apple Macintosh with its revolutionary graphic interface Finder and HyperCard. My first stack used hyperlinks to demonstrate the functionality of the EKKO LMS.

Morten Flate Paulsen '98 D.Ed.  
Adult Education

“Before I came to Penn State

in 1990, I felt like an online education pioneer and expert. But I later realized that my Penn State studies had given me broader perspectives and propelled my academic and international career. My Penn State experiences were instrumental in allowing me to build a broad international network in distance and online education. They also helped me develop the Theory of Cooperative Freedom, which has become my guiding star in online education.”

**Professor of Online Education and Director of Development and Innovations  
NKI Nettstudier**

NKI Nettstudier is a leading distance education institution in Morten's native country, Norway. Morten is recognized as one of Europe's first online educators. In 1996 he designed and utilized the EKKO Learning Management System for delivering online courses.

Paulsen has served as an adjunct professor for Athabasca University (Canada) and as an associate professor at Universidade Alberta in Portugal. Last year, he was elected president of the European Distance and E-Learning Network (EDEN), an academic association with 200 institutional and 1,200 individual members in more than 50 countries.

Facsimile of article in the 2011 issue of Penn State Education

Once a week, we had a class in the video studio connected to local studios at the Altoona, Eire, and Harrisburg Campuses. There, Professor Jovita Ross-Gordon taught an introductory course on adult education with impressive video conferencing skills and technology.

Professor Michael G. Moore's course *International and Comparative Adult Education* was a real eye opener. He taught each class from a different campus. Every week, students at the four campuses were hooked up with an international expert in a telephone conference. There we had one hour to ask the international guru of the week about their work and the articles they faxed us prior to the conference. Eight guest experts from England, Eastern Germany, Finland, Canada, China, India, and Spain. A real motivation to engage in global online education.

Professor Peter S. Cookson was encouraging and supportive as he prepared for a sabbatical year at the University for Peace in Nicaragua. A year we were fortunate to rent his spacious house in Crabapple Court. A house large enough to sublet rooms downstairs. Wei Runfang stayed there for a while. I still have her 2008 comparative study of China's Radio and TV Universities and The British Open University. Later, we shared the house with my good friend Phil Pinder from Spanish Wells, Bahamas.

The facsimile presents my reflections about this period when I was featured as an alumnus in the 2011 issue of [Penn State Education](#).

## DEOS - The Distance Education Online Symposium

Starting at Penn State in August, I soon got a graduate assistantship at the [American Journal of Distance Education](#). Appreciated to share offices with Margaret Koble, Melody Thompson, Janet L. Hartranft, and Edward Desautels. The editor, Michael G. Moore, introduced me to Toni Garcia and challenged us to establish communication services to support the printed journal.

We sat up and tested a [CompuServe](#) account (CompuServe: 76436,350) because it was the major commercial online service provider around. However, we soon realized that academics in our field were hard to reach via CompuServe.

Peter Cookson recommended us to check the automated mailing list management application [Listserv](#) developed by Éric Thomas. An appealing freeware managed completely via e-mail messages. Its potential as an online journal dawned on me as I got my first personal e-mail address (MFP101@PSUVM.PSU.EDU) along with many more students and employees at Penn State. I soon realized that free e-mail services would revolutionize international communication among academics.



*Private photo of brochures from the Penn State office*

So, we started to develop DEOS—the Distance Education Online Symposium. Encompassing the online journal *Deosnews* and the accompanying global discussion forum Deos-L.

Far more interactive than printed journals. With more frequent publications. Free of charge since we had no printing and shipping costs. Promoting the printed journal and increasing the number of subscriptions.

We approached authors of quality contributions that we could not include in the printed journal. Most of them were pleased to be published in DEOS. Asked international scholars and pioneers to contribute and received a lot of positive feedback and support.

Wow! I became editor of *Deosnews*—one of the world's first online journals. And published the first issue in April 91. A year later, one of the world's first electronic journals that obtained an International Standard Serial Number (ISSN: 1062-9416).

## The ICDE World Conference in Venezuela

In November, we drove down to the Norwegian consulate in Philadelphia to obtain my visa for ICDE's 15th World Conference in Venezuela. Used the opportunity to see two of the most iconic sites in American history: Liberty Bells and Gettysburg.

Michael G. Moore brought his graduate students to arrange the American Center's ICDE preconference workshop on research in distance education. Phil Pinder, Christopher Clark, Toni Garcia, and myself in the Caribbean resort town of Macuto on Venezuela's north coast. Where we met fifty researchers from six continents. Börje Holmberg, Dan Coldeway, Liz Burge, Fabio Chacon, Tony Bates. Alan Tait who was editor of *Open Learning* in the UK and Ian Mitchell who was editor of *Distance Education* in Australia.

Together with Phil Pinder, I wrote the workshop report, "Research in Distance Education: Setting a Global Agenda for the Nineties" in *The American Journal of Distance Education*. In one of the paragraphs, we wrote:

*An early afternoon session focused on computer communications networking. Chris Clark explained the basic communication technology, Morten Flate Paulsen talked about computer conferencing applications, and Robin Mason lectured on current uses of computer communications in distance education.*

From Macuto we left for the main conference in Caracas—the first ICDE World Conference situated in Latin America. 1300 participants from sixty countries attended the conference at the Universidad Nacional Abierta. Armando Villarroel was conference manager, and the book of abstract was edited by Marian Croft, who later became ICDE's first female president in 1992.

Memories that stuck were the abundance of old, gas-guzzling American cars. The reception at the Norwegian embassy with Torstein Rekkedal, Morten Sjøby, and other invited delegates.

## Chris Kringle in the US

Drove to New York City for Christmas shopping and to pick up my brother Frode at the airport. Visited a Pittsburgh exhibition on Santa Claus outfits from around the world. Surprised to see that Norwegians allegedly dressed him up in an unrecognizable blue costume. But really enjoyed the [Bellefonte Victorian Christmas Events](#) and the traditional Swedish Christmas food with professor Sverker Persson's family on December 24.

Christopher Clark invited us to celebrate Christmas Day with his family. Following Norwegian traditions, I dressed up in polished black shoes, a red tie, white shirt, and a dark suit. Chris welcomed us in the doorway in his t-shirt, Bermuda-shorts, and slippers. We had a big laugh, a quick costume realignment, and a wonderful Christmas day with his wife and two kids. Remembered the episode with a smile every time we received a Christmas card from the Clarks.

I really enjoyed playing racket ball with Chris. A local version of squash which I've played most of my life. Wanted to meet him again as my guide on the Camino de Santiago when I discovered his free 2020 e-book, *Blessings for the Backpack of the Soul*.

## 1990 Minutes

The events included in my yearly minutes are chosen as formative events in My Online Education World. They are also meant to be reminders of the zeitgeist. The spirit, politics, technology, and culture that defined each year. As reminders of my changing focus on research and development, the yearly minutes also list my recalled publications and presentations.

- February 11. Nelson Mandela was released from Robben Island after 27 years in prison.
- March 15. Mikhail Gorbachev was elected President of the Soviet Union.
- April 7. 159 people died because of the fire at the Scandinavian Star.
- April 15. Norwegian model Mona Grudt was announced Miss Universe.
- May 22. Microsoft launched Microsoft Windows 3.0.
- June 22. The Norwegian oil fund was established.
- August 2. Iraq attacked Kuwait.
- August 8. Saddam Hussein declared that Iraq had annexed Kuwait.

### Eight 1990 publications in English and Norwegian

1. Paulsen, M. F. & P. W. Pinder. (1990). Workshop Report. Research in Distance Education: Setting a Global Agenda for the Nineties. *The American Journal of Distance Education*, 4(3):83-84.
2. Paulsen, M. F. & T. Rekkedal. (1990). *The Electronic College: Selected Articles from the EKKO project*. Bekkestua, Norway: NKI Forlaget. Pages: 131.
3. Paulsen, M. F. (1990). EKKO: experiences. In *Media and technology in European distance education*, ed. A. W. Bates, 235-39. Milton Keynes: Open University for the EADTU.
4. Paulsen, M. F. (1990). The Seven Entities of Computer Conferencing. An Electronic College Approach. I *Datakonferanser og Fjernundervisning*, ed. Paulsen, M. F. and M. Sjøby. Oslo: The Norwegian Centre for Distance Education.:125-138.
5. Paulsen, M. F. & M. Sjøby (red), (1990). *Datakonferanser og Fjernundervisning*. Oslo: The Norwegian Centre for Distance Education. Sider: 240.
6. Paulsen, M. F. & T. Rekkedal. (1990). *Den Elektroniske Høgskolen: EKKO Prosjektet*, Del III. Bekkestua: NKI Forlaget. Sider: 118.
7. Paulsen, M. F. (1990). Norsk åpent universitet: Et scenario. I *Datakonferanser og Fjernundervisning*, red. Paulsen, M. F. & M. Sjøby. Oslo: The Norwegian Centre for Distance Education.:46-47.
8. Paulsen, M. F. (1990). Konferansesystemet EKKO. I *Datakonferanser og Fjernundervisning*, red. Paulsen, M. F. & M. Sjøby. Oslo: The Norwegian Centre for Distance Education.:146-149.

### One 1990 presentation in Venezuela

Preconference in Macuto before the ICDE World conference in Caracas. Computer conferencing applications.

# 1991 - Trailing the American dream

1991 started dramatically with Soviet soldiers storming the department of defence and the TV-tower in Vilnius to prevent Lithuania's independence process. Resulting in declarations of independence in Estonia, Latvia, Lithuania, Croatia, and Slovenia.

The Gulf War started January 17 with a massive US-led air offensive known as Operation Desert Storm. The same day, Norway's popular "People's King" Olav died 87 years old. For several days, Norwegians mourned publicly, lighting hundreds of thousands of candles outside the Royal Palace.

## Searching for news channels

It was hard to get news from home. In 1991, King Olav's death was the only news about Norway in our local newspaper - the *Centre Daily Times*. We could hardly afford to call long distance to Norway, even though it was thrilling to walk around the house with our new cordless phone.

Luckily, I found out that *Computer World Norway* had reasonable subscription fees for overseas subscribers in the US. So, I read ICT news from Norway with great interest every time the weekly newspaper arrived.

When the weather conditions were good, we could tune in on shortwave radio frequencies to [listen to Radio Norway International](#) (1938-2003).

## EDEN

Hungary was in front of the independence process when the Soviet Union broke down. So, ICDE initiated a European meeting in Budapest in the summer of 1990 to facilitate open education activities across the former Iron Curtain. The initiative instigated the European Distance Education Network (EDEN) which formally was established in Prague in 1991.

With the help of Kerry Mann, EDEN's Executive Secretary in the UK, I distributed [the first issue of the EDEN newsletter in \*Deosnews\*](#).

According to the newsletter, my Norwegian role model, Erling Ljoså, was the first president of EDEN. Vice Presidents were Armando Rocha-Trindade from Universidade Aberta and Tamas Lajos from the Technical University of Budapest. Executive committee members were John Daniel from Open University, Fred Nickolmann from Deutche FernUniversität, and Bernard Loing from Centre National d'Enseignement` Distance. Reidar Roll was an observer for ICDE. Kerry Mann and András Szűcs represented the secretariat in the UK and Hungary.

It was far beyond my imagination that I later should celebrate EDEN's 20th anniversary in Dublin as its elected president. That I should salute EDEN's founding President Erling Ljoså at the opening of EDEN's 2013 conference in Oslo. And that he should send me his conference dinner speech along with a picture from the first meeting in EDEN's Interim Executive Committee in Warsaw in 1991.



Photo from Erling Ljoså showing participants at the first meeting in EDEN's Interim Executive Committee.

From left: Tamás Lajos (Technical University Budapest), Armando Trindade (Universidade Aberta), Alan Tait (representing John Daniel, OU), Erling Ljoså, Deputy Minister Tadeusz Diem, Polen and an unidentified participant.

Here is my excerpt from Erling's speech:

*"The first pan-European meeting at the Technical University of Budapest in May 1990 gave all us who were present a strong feeling of witnessing an historic event. I was particularly impressed by the openness and strength of the appeals from Professor Tamás Lajos and from the Polish Deputy Minister Tadeusz Diem, urging us to open all the bridges and channels of communication so long closed in Europe. This was an invitation which could not be refused. The meeting decided that*

*there should be a follow-up under the name of The Budapest Platform, with a Steering Committee to meet in Milton Keynes, UK, in the autumn.*

*The Budapest meeting had been initiated and organized by ICDE, whose President at the time was Dr. David Sewart from the Open University in the UK, and with a newly established Secretariat in Oslo. When we discussed the situation in Milton Keynes, it became clear that there were many bridges to build and channels to open up in Western Europe as well. The European Community had quite recently taken up "Open and Distance Learning" as a field of interest, and some programs had been established, particularly concerning new technologies within vocational and continuing education. Countries outside the EU itself were supposed gradually to become involved. However, we had no open and transparent frameworks, mechanisms or organizations in Western Europe which would cover the whole field. The meeting in Budapest thus offered a golden opportunity not only for Central and Eastern Europe, but for all parts of Europe and for all sectors of distance education.*

*The Chair of the Budapest meeting and Platform was Dr. Gottfried Leibbrandt, founding President of the Dutch Open Universiteit. As a preparation for the next meeting in Prague 1991 he asked me, who was Director of a private correspondence school, and Professor Armando Trindade, Rector of the Portuguese Universidade Aberta, to help drafting a constitution for a new pan-European Network with the euphonious name EDEN. The constitution was adopted, and EDEN became real. The new network aimed from the beginning towards being open to all types of institutions, networks, project participants and even individuals, membership driven with a democratic structure".*

## Spring break in Mexico

My Easter vacations were synonymous with log cabins and skiing in the Norwegian mountains. Our American spring break was different. At the airport in Philadelphia, we were really distressed to see hundreds of young boys and girls in military uniforms. Troops on their way to fight in the Gulf War. Such a contrast to observe the American students' wild parties in Cancún later in the evening. Then to reflect on the rise and fall of civilizations from the top of a pyramid in the ruins of the old Maya city, Chichen Itza.

## **Constitution Day in Norway**

We returned to Norway to celebrate our Constitution Day on May 17th. Visited family in Oslo and Molde. So many friends to see in just a few days. So many impressions to share. That the US was not so free and advanced as we thought. That beaches did not open before the lifeguards arrived. That forests closed for visitors by sunset. That we had to pay invoices by sending checks in envelopes through the mail. That we could not pay gasoline with credit cards at the pumps.

## **Applauding Columbus, Ohio**

June 1991. Drove the Jeep Cherokee to the arch city of Ohio. To attend an international symposium at Ohio State University. Titled, *Applications of Computer Conferencing to Teacher Education and Human Resource Development*. Among the presentations I appreciated were “*Teaching by Computer Conferencing*” by Linda Harasim, “*Guidelines for constructing Instructional Discussions on a Computer Conference*” by Mark E. Eisly, and “*Developing a Learning Community in Distance Education*” by Robin Mason.

Stian liked the opportunity to visit the Columbus Zoo and SeaWorld in Ohio. We stayed in a motel with a pool and watched TV. The war came so close when mothers and other family members of the soldiers were constantly interviewed on local TV stations. Remarkable to experience that military transport planes were applauded in the streets when they passed over the city with returning soldiers from the Gulf War.

## **Speaking French in Canada**

Later in June, we ventured into French speaking Canada. Explored Erie, Niagara Falls, Toronto, and Montreal. Continued north along the St. Lawrence River to Quebec City. My school French was rusty, but I was surprised to see how strongly the French community wanted its independence.

## **Good Vibes in Santa Barbara**

August 5-9. The IFIP TC 3 / WG 3.1 *Working Conference on impact of Informatics on the Organization of Education*. We flew to LA. Rented a car to visit Disneyland and Universal Studios. Drove Highway 1 to Santa Barbara. Went to the windy beach, rented roller skates, and visited Santa Barbara Zoo. Spent a day in Solvang, the Danish village located in Hans Christian Andersen Park.

The conference was organized by Brian Samways and Tom J. van Weert. My presentation was titled: “*A goal-oriented method for establishing an electronic college.*” Rolf Kristiansen talked about changes in teacher attitudes toward computers in education, and Lone Dircknick-Holmfeld discussed how computer conferences affect learning. I remember the pleasure of meeting Betty Collis and Jef Moonen from the University of Twente. Several Scandinavians participated, and I vividly remember socialising with the dedicated and energetic Norwegian educator Jan Wibe and his wife. After a couple of drinks, he promised me a tailor-made suit if I would engage in the upcoming *TeleTeaching 93* conference in Trondheim.

## **Packed in Madison, Wisconsin**

August 13-16, 1991. The Seventh Annual Conference on Distance Teaching and Learning. According to Terry Anderson's review in the *American Journal of Distance Education*, there were 325 participants at the Holiday Inn Hotel. Alone in the elevator for breakfast when it stopped at the third floor. Four enormous men entered and surrounded me. Felt tiny when the elevator was packed with muscles looking down at me. So relieved when they invited me to watch them play professional American football in the evening. The Green Bay Packers stayed at the hotel.

The conference included Ports of Entry, a national satellite videoconference about major case studies of distance education. It was introduced by Chere Gibson and confirmed my impression on how advanced US higher education institutions were regarding educational broadcasting and videoconferencing.

## **Birthday on ice**

In October, I rented the Penn State ice-skating hall and invited all our friends to celebrate my 34th birthday. Luckily no one was hurt, but it was hilarious to see my friends from around the world mimicking the Bambi cartoon when they ventured onto the slippery ice. Obviously, a first-time experience for my friends from the Caribbean and Latin America.

## **St. Louis comrades**

St. Louis, November 1991. ADCIS - The Association for the Development of Computer-Based Instruction of Systems. I was there to present the paper "*Computer Communication: Four Innovative Projects at Penn State University*" with Barbara Grabowski, Ellen Taracani, Tim Leso, and David Popp.

We were four students in the car from Penn State. I controlled the cassette player from the front passenger seat. Used the opportunity to play the popular Norwegian group Gitarkameratene. Surprised to hear the back-seat comment: It is the first time I have listened to a full tape without understanding a single word. It started an interesting discussion on exposure to second languages through schools, popular music, and TV-subtitles.

## **Devoted to DEOS**

DEOS became my passion and dedication. It was thrilling to reach out to distance educators around the world. To include some of my own writing in *Deosnews*. To collect and publish the latest news about distance education, online teaching and learning. To connect with so many dedicated authors and readers. To start and moderate Deos-L as a global discussion forum for distance educators. A network of committed people that I still relish and benefit from.

My work resulted in scores of new connections. People I got to know and appreciate through their help and contribution. Among them were Elizabeth Burge, David Murphy, Dominique Abrioux, Greg Kearsley, Walter Howse, Armando Villarroel, Mark Eisley, Gerald Santoro, Nazira Ismail, and Keith Harry.



Altogether, I published fifty-two issues as editor of *Deosnews*. Abstracts of all articles in the first six volumes of the American Journal of Distance Education. Articles, interviews, reviews, and bibliographies about online and distance education. Digital versions of printed newsletters such as the first issue of the *EDEN Newsletter*, one issue of the *Distance Education and Technology Newsletter*, and five issues of the *New Accessions List* from the OU International Centre for Distance Learning.

My last issue, Volume 3.2, was distributed in February 1993 from my home office in Oslo as shown in the local newspaper *Budstikka* on February 5, 1993. At that time, Deos-L had 912 subscribers and *Deosnews* had 1,402 subscribers from 49 countries.

The DEOS services were carried on by the American Center for the Study of Distance Education for another decade with Kenneth W. Borland, Mauri Collins, and Melody Thompson as editors. *Deosnews* 14.1 was the last issue published in January 2005. Mauri tended Deos-L until 2011.

A complete list of issues is available at [www.learningdesign.psu.edu/distance-education-online-symposium](http://www.learningdesign.psu.edu/distance-education-online-symposium)



## Tidsskrift uten papir

AV NILS JOHAN DAHL  
ULF HANSEN (foto)

**Morten Flate Paulsen gir ut blad fra sin kjellerstue på Høle. Uten papir, men med abonnenter i 50 land. Høle-mannen er redaktør for Deosnews, et internasjonalt elektronisk tidsskrift om fjernundervisning.**

– Flere forhold taler for at denne typen medier kan få suksess: Produksjonen er enkel, de går raskt å sende ut og de er billige, jeg slipper for eksempel utgifter til trykking og distribusjon, sier Paulsen.

Han er til daglig lærer ved NKI-Datahøgskolen, og inntok redaktørkrakken i *Deosnews* (Distance Education Online Symposium-News) under et studieopphold ved Pennsylvania State University i USA.

– Universitetet hadde et typisk saklig fagtidsskrift med uspennende utseende og flere måneder lang produksjonstid. Jeg foreslo at det like gjerne kunne sendes rundt i verden som elektronisk post, og fikk jobben med å starte dette, forteller han.

**Gratis å lese**

Datatidsskriftet har foreløpig cirka 10 000 lesere, hovedsakelig innen høyskoler og forskningsinstitusjoner i 50 land over hele verden. Bladet kommer ut på tredje året med 25 utgaver årlig. Utsendelsen skjer over datanettet Internet, som har anslagsvis 12 millioner bruke-

re verden over. For fagfolkene, studentene og forskerne er *Deosnews* gratis å lese, instansen som er tilknyttet Internet betaler regningen for bruken av nettet.

Morten Flate Paulsen bearbejder stoff som sendes inn fra hele verden fra sin kjellerstue i Limsteinveien. Intervjuene gjør han via elektronisk post. Og når avisen er ferdig, trenger han bare å gjøre noen tastetrykk for at den kan leses i USA, Canada og Australia sekunder etter. Utsendelsen koster kun noen tellerskritt. Paulsen legger også vekt på å oppgi de elektroniske postadressene til forfatterne og intervjuobjektene, slik at leserne kan ta kontakt hvis de ønsker mer informasjon.

**Budstikka på data?**

Kommer så aviser, blader, bøker og andre trykte tekster til å forsvinne i dataalderen? Bør kanskje *Budstikka* også om noen få år utgis på data?

– Jeg tror nok folk foretrekker å få bilder og et litt fancy grafisk utseende når de skal lese vanlige aviser og blader. For fagtidsskrifter som bare inneholder tekst blir derimot situasjonen en annen. Flere aviser og blader har allerede jobbet med dette og sett på muligheten til å skreddersy personlige aviser elektronisk. Dermed kan leseren for eksempel abonnere på sport og politikk, og droppe kultur. Elektroniske tidsskrifter går en spennende fremtid i møte, sier Morten Flate Paulsen.

Fra skrivebordet i kjellerstuen på Høle utgir Morten Flate Paulsen det internasjonale elektroniske tidsskriftet *Deosnews*. Redaktøren kan kontaktes på sin elektroniske postadresse Morten@NKI.NO.

Facsimile of an article about DEOS in *Budstikka*, February 5, 1993

Here is the first year status report I wrote for the editorial in [Deosnews Vol. 1 No. 25](#):

This is the last issue of DEOSNEWS, Volume 1. Since the introduction in April 1991, 25 issues have been published. A list of all these issues is attached at the end of this file. DEOSNEWS now has about 700 subscribers around the world. Although it can be difficult to identify which countries all e-mail addresses correspond to, a review of the subscriber list indicates that DEOSNEWS has subscribers in these 33 countries: Australia, Austria, Belgium, Bolivia, Brazil, Canada, Chile, Colombia, Costa Rica, Czechoslovakia, Denmark, Egypt, Finland, France, Germany, Greece, Hong Kong, India, Ireland, Israel, Japan, Mexico, the Netherlands, New Zealand, Norway, Poland, Saudi Arabia, Spain, Sweden, Switzerland, Turkey, United Kingdom, and the United States.

Please notify [mfp101@psuvm.psu.edu](mailto:mfp101@psuvm.psu.edu) if there are any countries missing on this list. DEOS-L, which was announced in DEOSNEWS #17, already has about 300 subscribers. Although it has not found its final form, DEOS-L has proved that it can be a useful information channel for distance education.

This has been a year with impressive achievements for DEOS as a result of hard work and enthusiastic support from subscribers, authors, and the people at the American Center for the Study of Distance Education. A thank you, to you all and a special thank you to Philip W. Pinder, Janet L. Hartranft, Edward Desautels, Margaret Koble, Melody M. Thompson, Toni Garcia, and Michael G. Moore. Without your support, DEOS could not exist.

DEOSNEWS will be back in January 1992. Until then, enjoy many Happy Holidays.

Morten Flate Paulsen

PS. DEOSNEWS would appreciate old-fashioned Holiday Cards from the subscribers.

DEOS acknowledges and is grateful for the financial support provided by the Annenberg/CPB Project.

To subscribe to DEOSNEWS and DEOS-L (a discussion forum), just post the following commands to [LISTSERV@PSUVM](mailto:LISTSERV@PSUVM) or [LISTSERV@PSUVM.PSU.EDU](mailto:LISTSERV@PSUVM.PSU.EDU):

SUBSCRIBE DEOSNEWS Your Full Name  
SUBSCRIBE DEOS-L Your Full Name

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- 1:2 A Goal Oriented Method for Establishment of an Electronic College; Morten Flate Paulsen
- 1:3 Audio-Conferencing in Graduate Education: A Case Study; Elizabeth J. Burge and Joan L. Howard
- 1:4 Abstracts: The American Journal of Distance Education, Volume 1(1987)
- 1:5 The ICDL Database for Distance Education. A review by Morten Flate Paulsen May 1991
- 1:6 A Bibliography on Computer Medicated Communication in Distance Education; Morten Flate Paulsen
- 1:7 Computer-Assisted Language Learning at a Distance: An International Survey; Dominique Abrioux
- 1:8 Abstracts: The American Journal of Distance Education, Volume 2 (1988)
- 1:9 China's Network of Radio and television Universities; Rufang Wei
- 1:10 CMC and Distance Education Around the World. An Annotated Bibliography By Morten Flate Paulsen
- 1:11 New Accessions List, 1991, No. 2; International Centre For Distance Learning, The Open University
- 1:12 Abstracts: The American Journal of Distance Education, Volume 3 (1989)
- 1:13 Speaking Personally with Reidar Roll; Michael G. Moore
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- 1:15 Features of Distance Education in Finland; Jouni Immonen and Jorma Rinta-Kanto
- 1:16 Abstracts: The American Journal of Distance Education, Volume 4 (1990)
- 1:17 Two Book Reviews: 1) Distance Education: The Foundation of Effective Practice and Research in Distance Education 1; Kyle Peck
- 1:18 Computer Networks for Teaching and Research: Changing the nature of Educational Practice and Theory; Greg Kearsley & William Lynch
- 1:19 Moderating Educational Computer Conferencing; Robin Mason
- 1:20 The Electronic University: Computer Conferencing in Mass Education; Morten Flate Paulsen
- 1:21 Internet - The Discoveries of a Distance Educator; Walter J. Howse
- 1:22 Distance Education and Technology Newsletter; October, 1991 Vol. 2; No. 1
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- 1:24 When Academia Goes Online: A Social Experiment with Electronic Conferencing for the Nordic Media Research Community; by Terje Rasmussen, Joergen Bang, and Knut Lundby
- 1:25 Distance Education Theory; Michael G. Moore

### Volume 2 (1992)

- 2:1 Guidelines for Conducting Instructional Discussions on a Computer Conference; Mark E. Easley
- 2:2 Abstracts: The American Journal of Distance Education, Volume 5 (1991)
- 2:3 New Accessions List, 1991, No. 4.
- 2:4 Closing the Distance: A CMC Learning Contract Tutorial; Barbara Marantz and Richard England
- 2:5 Evaluation of Perceived Teaching effectiveness: Course Delivery via Interactive Video Technology versus Traditional Classroom Methods; Janet Ross Kendall and Muriel Oaks
- 2:6 Infusing Critical Thinking Skills in Telecourse Instruction; Toby Klinger and Michael Connet
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- 2:8 Distance Education as a Medium for Promoting the College Preparation and Attendance of Minority Students; John McGowan
- 2:9 The NKI Electronic College: Five Years of Computer Conferencing in Distance Education; Morten Flate Paulsen
- 2:10 ABSTRACTS: articles from the Journal of Distance Education, Volumes I to III (1986-1988).
- 2:11 New Accessions List, 1992, No. 1; International Centre For Distance Learning, The Open University
- 2:12 ABSTRACTS: articles from the Journal of Distance Education, Volumes IV to VI (1989-1991).
- 2:13 Amateurs, Tough Guys, and a Dubious Pursuit: Crime and Correspondence Study in Popular Culture; Von V. Pittman
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- 2:15 Speaking Personally with Luis Rosello; Morten Flate Paulsen
- 2:16 Speaking Personally with Teresa Miaja de la Pena; Patricia Gonzalez
- 2:17 Two Book Reviews: 1) CMC and Education; Gerald Santoro 2) CMC and Distance Education; Gerald Santoro
- 2:18 Speaking Personally with Asbjørn Rølstadaas; Morten Flate Paulsen
- 2:19 Distance Education in Norway; Morten Flate Paulsen, Torstein Rekkedal, and Morten Soeby
- 2:20 ABSTRACTS: ACSDE Research Monograph Numbers 3 through 7
- 2:21 New Accessions List, 1992, No. 2; International Centre For Distance Learning, The Open University
- 2:22 Abstracts: The American Journal of Distance Education, Volume 6 (1992)
- 2:23 Long-Term Trends in Distance Education; Gary E. Miller
- 2:24 Contributions from Participants of the 16th ICDE World Conference on Distance Education
- 2:25 European Distance Education Network Newsletter

### Volume 3 (1993)

- 3:1 New Accessions List, 1992, No. 3; International Centre for Distance Learning, The Open University
- 3:2 The Hexagon of Cooperative Freedom: A Distance Education Theory Attuned to Computer Conferencing; Morten Flate Paulsen

*List of the 52 Deosnews issues I was editor for*

## 1991 minutes

During the year, Estonia, Latvia, Lithuania, Croatia, and Slovenia declared themselves independent.

- January 17. Norwegian King Olav V died.
- March 3. Iraq accepts the conditions set by the UN for a ceasefire.
- March 6. President Boris Yeltsin of Russia demanded that President Mikhail Gorbachev of the Soviet Union resign.
- March 31. The Warsaw Treaty Organization was dissolved.
- November 30. US won 2-1 over Norway in the FIFA Women's World Cup Final in China.
- December 5. The Norwegian writer Jostein Gaarder publish Sophie's World. The English translation was published in 1995, and the book was reported to be the best-selling book in the world.
- December 21. The Soviet Union was formally dissolved.

## Nine 1991 publications in English and Norwegian

1. Paulsen, M. F. (1991). The ICDL Database for Distance education. *The American Journal of Distance Education*, 5(2):69-72.
2. Paulsen, M. F. (1991). [The Electronic University: Computer Conferencing in Mass Education. \*Deosnews\* 1\(20\).](#)
3. Paulsen, M. F. (1991). [Innovative Computer Conferencing Courses. \*Deosnews\* 1\(14\).](#)
4. Paulsen, M. F. (1991). [Computer-Mediated Communication and Distance Education around the World. \*Deosnews\* 1\(10\).](#)
5. Paulsen, M. F. (1991). [Bibliography on Computer Mediated Communication in Distance Education. \*Deosnews\* 1\(6\).](#)
6. Paulsen, M. F. (1991). Bibliography on Computer Mediated Communication in Distance Education. *Journal of distance education* 1 (1), 41-57
7. Paulsen, M. F. (1991). [The ICDL Database for Distance Education. \*Deosnews\* 1\(5\).](#)
8. Paulsen, M. F. (1991). [GO MEEC! A Goal Oriented Method for Establishment of an Electronic College. \*Deosnews\* 1\(2\).](#)
9. Paulsen, M. F. & M. Sjøby, (1991). Datamaskinbasert kommunikasjon. I *Fjernundervisning - Læring Uten Grenser*, red. Rekkedal, T. et al., 150-156. Bekkestua: NKI Forlaget.

## One 1991 presentation in USA

ADCIS, St. Louis 1991: Computer Communication: Four Innovative Projects at Penn State University. With Barbara Grabowski, Ellen Taracani, Tim Leso, and David Popp.

# 1992 - Returning to Norway with online luggage

## Tourists and rioters in Washington D.C.

We took the four-hour drive down to Washington D.C. two or three times. Pennsylvania Avenue and the Mall. Elevated to the top of the Washington Monument. Had a view of the White House where President George H. W. Bush presided. Were overwhelmed by the Korea and Vietnam war memorials. Headed to the impressive Smithsonian. Touched the moon rock at the National Air and Space Museum.

Washington. So far from my current desk in Kragerø. Still close when I watch Veronica Westrin's disturbing reports from Pennsylvania Avenue on Norwegian television. NRK's US correspondent and a neighbour with a home office in Kragerø.

US Capitol. Perceived as the temple of democracy. Our guided tour stands out in memory as I write this during the frightening riots incited by President Trump on January 6th, 2020.

## Oleona lure

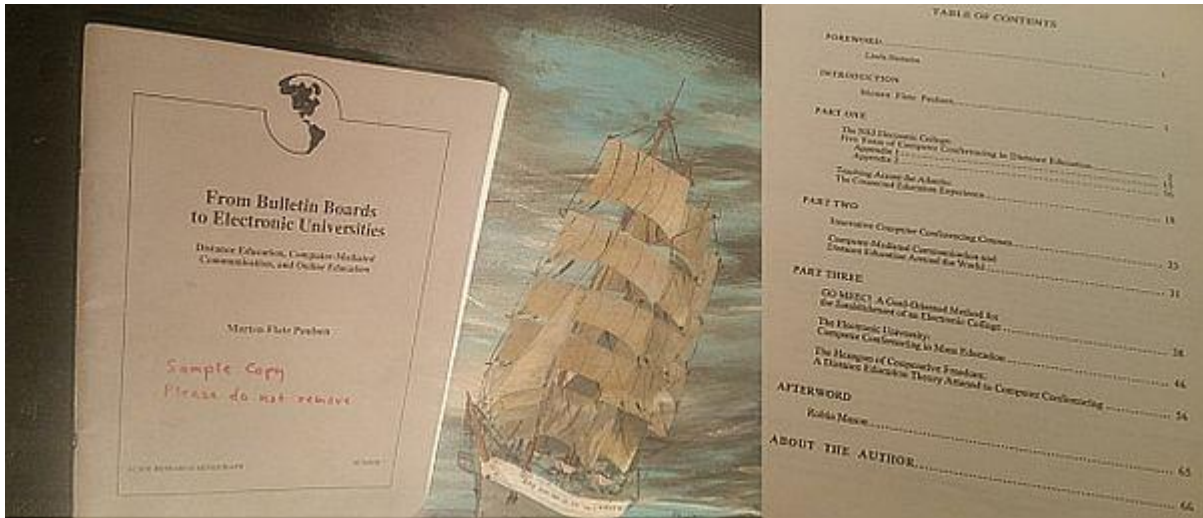
During Christmas break, we drove north to Potter County in Pennsylvania. [To Oleona](#) – a massive plot of land the grandiose Norwegian violinist Ole Bull bought in 1852. The first year, 700 immigrants settled there – lured by his intention to build a New Norway as a perfect community of Scandinavian settlers. An ambitious initiative that still resonates in Norwegian history.

Reality check. We found a road sign spelling out Oleona. In the middle of an unfriendly forest. A few log cabins trying to attract potential tourists. Closed. No wonder many of the immigrants went on and found their American dream in the Midwest. Probably more successful with Oleona than Ole Bull, [Pete Seeger popularized a translated version of the parodic Norwegian folk song](#).

## Analogue video and commercial TV

TV2, Norway's second national TV channel, was due to open in September. To be financed by TV-commercials. A development that motivated me to enrol in a course on video and television production. VHS cameras were available for the students to carry home. So big and heavy that they needed shoulder support. Got firsthand experience with studio recording and tedious editing of analogue video. Dreamed about a digital future that made video editing as easy as text editing.

# From Bulletin Boards to Electronic Universities



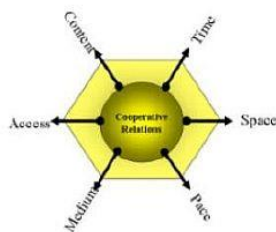
Private photo of my monograph: *From Bulletin Boards to Electronic Universities*

Thank you to the Penn State professors who allowed me to focus on online education in my coursework. And to Michael G. Moore, who agreed to publish a collection of my course papers as research monograph number seven at the American Center for the Study of Distance Education.

A 66-page monograph titled *From Bulletin Boards to Electronic Universities - Distance Education, Computer-Mediated Communication, and Online Education*. Comprising seven of the papers I wrote as a Penn State student. Foreword by Linda Harasim and afterword by Robin Mason, two of the most respected scholars in the field.

Several of the articles foreshadowed my dissertation work on teaching techniques for computer-mediated communication. The final article titled “*The Hexagon of Cooperative Freedom*” was the seminal version of my theory on cooperative freedom and transparency in online education. A developing theory that ever since has been the guiding star of my online education work.

In Cooperative learning, individual flexibility and freedom is paramount. The Theory of Cooperative Freedom suggests that important flexibility facets are: Time, Space, Pace, Medium, Access and Content.



It is necessary to find a reasonable balance between individual flexibility and participation in learning community.

PowerPoint slide with the Hexagon of Cooperative Freedom

## **From Fry Drive to Hershey Park**

When the Cooksons returned from sabbatical, we moved from 801 Crabapple Court to 222 Fry Drive. A nice brick house without furniture. We bought what we needed at local garage sales. Furniture we garage sold when we returned to Norway in the fall. Announced it in the local newspaper. Woke up at seven the next morning by curious bargain hunters peeping through our bedroom windows. Everything was sold before evening. The next weekend, we spent all the money in the Hershey Amusement Park in Harrisburg.

## **Health care experiences**

All foreign Penn State students had to undertake a screen test for tuberculosis. Three-year-old son Stian came along to the medical centre and still remembers the two police officers who accompanied a husky, handcuffed, black man sitting next to him in the waiting area.

We also made two expensive, but unsuccessful, visits to a local fertility clinic. Not high on the list of my most romantic and erotic experiences.

One evening, Marith got a severe headache. So, we drove to Center County Community Hospital. They recommended an overnight examination. Luckily, everything was fine, and she could go home in the morning. Next week, we received a bill from the hospital. More than a thousand 1992 dollars. Then, one more thousand-dollar bill arrived to cover medical personnel. Finally, a third large bill appeared for the use of medical tests. Experiences that strengthened our appreciation of the Norwegian health care system.

## **The best man**

Woke up in the middle of the night by a phone call. A cheerful Norwegian voice: Would you like to be my best man?

It was impossible to decline the request from the bridegroom. Since I had so many hilarious stories for a speech to my long-time friend and neighbour. Arthur – who introduced me to the carnival in Rio. The host of “Radio Frihet” FM 103.9 who called us on live radio – just in time to reveal our secret honeymoon departure to Vienna.

The adopted baby who lost his father when he was three and his mother at seventeen. The lonesome teenager who gradually developed a large social network.

The bachelor who invited potential girlfriends to decorate his Christmas tree. Undecorated it by himself next afternoon. Every day in December. Not a single pine needle left on Christmas Eve.

The young man who found his biological mother. Then identified his biological father as a fellow in the company they both worked. Just weeks before the father died.

The newly married house owner who built a concrete floor for the garden greenhouse. Who jumped barefoot into the wet concrete to spread it properly. And denied cancelling our ferry

trip to Copenhagen the next week. So, we had to push his severely concrete-burned legs around in a wheelchair.

The father who took his growing family on spontaneous travels around the world. Said to his oldest kids: You like glam rock, we go Wig Wam Saturday. Without concert tickets on arrival in Tokyo, they ended up backstage with the Norwegian glam rock band and special guest tickets.

The grown up, respected father with an impressive bunch of biological and foster children. The first runner-up to become mayor in his county. The self-made and not so handy man with a lifetime of funny stories about his calamities.

So, we spent a pleasant summer in Norway with family, friends, and a memorable summer wedding at the popular Tryvannstua ski and hiking resort in Oslo.

## **The land of lawn and order**

Returning from summer holidays in Norway, we found a red note from State College Health Department on our front door. Stating that we would receive a fine if we did not mow our lawn. Some grass was too high. The next day, the mail man showed up with a fifty-dollar fine accompanied with a warning of imprisonment if it was ignored. My illusion of America as the land of freedom never recovered.

## **Returning home with online luggage**

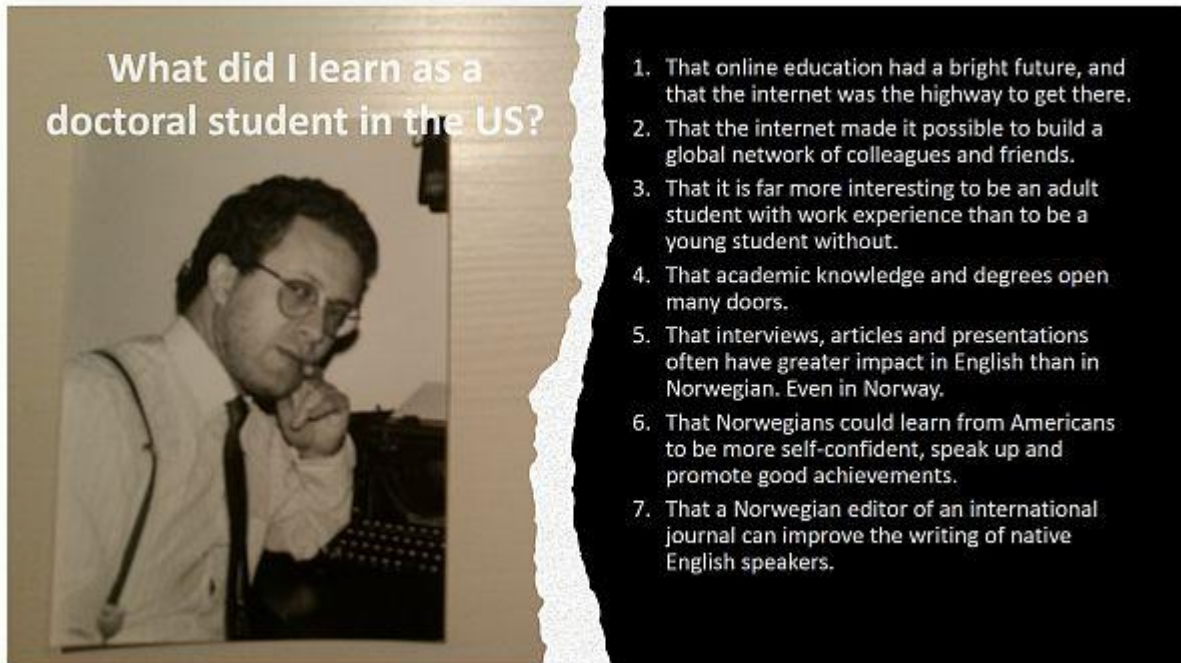
After two years of doctoral studies, it was time to say goodbye to friends, students, and faculty at the adult education program. To think of Fred Ralston, Kenneth W. Borland, and Patricia Gonzalves. To give a big hug to the outstanding Cathy Watson, who ran the department with firm hands.

All coursework completed. All exams passed. “Just” needed to finish the dissertation back in Norway.

What did I learn as a doctoral student in the US?

1. That online education had a bright future, and that the internet was the highway to get there.
2. That the internet made it possible to build a global network of colleagues and friends.
3. That it is far more interesting to be an adult student with work experience than a young student without.
4. That academic knowledge and degrees open many doors.
5. That interviews, articles, and presentations often have a greater impact in English than in Norwegian. Even in Norway.
6. That Norwegians could learn from Americans to be more self-confident, speak up, and promote their own achievements.
7. That a Norwegian editor of an international journal can improve the writing of native English speakers.





*What I learned as a doctoral student in the US*

Motivated by Norwegian Prime Minister Gro Harlem Brundtland's 1992 New Year Speech? Was she right to claim that «it is typically Norwegian to be good»? Anyway, I returned to Norway in the fall. With improved self-confidence and grand ambitions to become an international advocate of online education.

## **The Bangkok MOOC**

ICDE's 16<sup>th</sup> World conference in Bangkok - the same year Thailand was connected to the Internet. It was my first dual mode conference. Helped [Terry Anderson and Robin Mason to promote and organize the virtual Bangkok Project](#). Before attending the conference at the Sukhothai Thammathirat Open University (STOU) in November.

In [Deosnews 2.7](#), I interviewed program chair Bruce Scriven about the conference. Reading it again during the 2021 pandemic, when most international conferences struggle to go online, I see 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.*

In [Deosnews 2.24](#), I followed up interviewing Lani Gunawardena, Torstein Rekkedal, Phyllis Olmstead, Elske Heeren, Tony Bates, Bruce Scriven, and David Murphy about their conference experiences. Tony Bates reported on his efforts as moderator of one of the six tracks in the online preconference. Elske Heeren's remarks were also telling:

*As a final remark I would like to mention the six world-wide computer-conferences that have been called the "Bangkok project". I have followed some of these conferences through the DEOS conference list and would like to conclude that the "Bangkok project" has been more than a great alternative for those who had to stay at home. I have enjoyed both the real conference and the computer conferences.*

In the abstract of their 1993 article in the *American Journal of Distance Education*, Terry Anderson and Robin Mason wrote:

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

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

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

WIN – the Women's International Network reached its tenth anniversary during the conference and the conclusion of my interview with Phyllis Olmstead had an impact on me:

*WIN feels that ICDE should continue to show parity when scheduling males and females as keynote speakers, session chairs, and presenters. ICDE should continue to encourage female scholars to contribute their research for international publication. ICDE should show the same gender fairness in the selection of Executive Board members and programming committee members as it exhibits with geographic/cultural fairness when selecting these boards.*



Private photos of conference book and me with Morten Sjøby and me at the Grand Palace in Bangkok

Grateful that Torstein Rekkedal found money on a tight travel budget to take me along to Bangkok. Shared a downtown hotel room with just one bed before we moved on to the university dorms with Morten Sjøby.

Had interesting conversations with Kjell Åge Bringsrud and Odd Rudjord. Several great tourist moments at the Grand Palace and on Chao Phraya

River. Joined a group of Norwegians on a pub-to-pub tour in one of Bangkok's go-go districts. Somewhat uncomfortable with the forthright and sparsely dressed female clientele in the bars. So happy to have Ingeborg Bø as my chaperon.

Enjoyed the opening reception with the floating candlelight ceremony in conjunction with the Loi Krathong festival. Gave a presentation titled "*DEOS: The Distance Education Online Symposium*". Established new relations among the 800 delegates from 50 countries. Wanted to come back sometime in the future – a dream that came through when I was invited as keynote speaker for the Open University's 40th anniversary in 2019.

## 1992 minutes

- February 8. The Winter Olympics in Albertville started.
- March 16. Fighting broke out in Bosnia.
- April 27. Serbia and Montenegro formed a republic.
- April 30. Riots began in Los Angeles when the court acquitted four white police officers for abusing Rodney King.
- July 25. The Summer Olympics in Barcelona started.
- September 5. TV2 started broadcasting in Norway.
- November 3. Bill Clinton was elected President of the United States.

## Six 1992 publications in English

1. Paulsen, M. F., T. Rekkedal & M. Sjøby. (1992). [Distance Education in Norway. \*Deosnews\* 2\(19\)](#)
2. Paulsen, M. F. (1992). [The NKI Electronic College: Five years of computer conferencing in distance education. \*Deosnews\* 2\(9\).](#)
3. Paulsen, M. F. (1992). Innovative uses of computer conferencing. *Telecommunications in Education News*, 3(3):4-5.
4. Paulsen, M. F. (1992). Recommended reading. *CAUSE/EFFECT*, 15(2):53-55.
5. Paulsen, M. F. (1992). *From Bulletin Boards to Electronic Universities: Distance Education, Computer-mediated Communication, and Online Education*. (1992). University Park, Pennsylvania: The American Center for the Study of Distance Education. Pages: 67.
6. Paulsen, M. F. (1992). A goal-oriented method for establishing an electronic college. In *Impact of Informatics on the Organization of Education*, eds B. Samways and T.J. van Weert, 113- 118. Amsterdam: Elsevier.

## Two 1992 presentations in Norway and Thailand

NKS-COSTEL, Oslo, 1992: Pedagogical Techniques for Computer-mediated Communication.

ICDE, Bangkok 1992: DEOS: The Distance Education Online Symposium.

# 1993 - Embracing Brazil

## Twenty million with internet access



Facsimile from ANSA-nytt December 1993.

ANSA - the Association of Norwegian Students Abroad. I wrote an article for the December issue of their magazine *ANSA-nytt* about useful internet services. Titled “*Internet: your contact with Norway*”. Estimated that 20 million people in the world had access to the internet. Most of them at universities and research institutions in first world countries. 25 thousand through the Norwegian university network Uninett.

Most important – the internet gave access to people and digital resources all around the world - for free or just the price of a local telephone call.

The most common internet service was e-mail. But just about 25,000 people in Norway had an e-mail account. And it was hard to find their addresses.

Less known internet services were:

- NetNews, a distributed conferencing system with thousands of newsgroups and about three million users. The University of Oslo carried about 1800 of the newsgroups.
- Gopher, a menu driven service that provided access to information and services on the internet.
- Telnet, a service for remote login on computers on the internet.
- FTP, a service for file transfer.
- Archie, a catalogue service for finding files that could be downloaded with FTP.
- Listserv, a system that could archive and distribute e-mail to subscribers of various lists.

These services were hard to use with text-based and often obscure user interfaces. Impressive services in need for a unified and better solution. Built for the new generation of PCs with colour screens and window interfaces. Ready for a graphic and colourful world wide web.

## Norwaves and Norweave



Facsimile of article about Norwaves by Thomas Gramstad in Morgenbladet January 27, 1995

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

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

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

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

*from Norwegian Prime Minister Gro Harlem Brundtland, who characterized his epic journey as one of the greatest achievements in polar history.*

In March 1994, *Norwaves* was assigned ISSN number 0804-709X as the first electronic journal in Norway (see [Bok og bibliotek. 1994 Vol. 61 Nr. 8](#)). The National Library also chose *Norwaves* as the first electronic journal to be archived according to the Act of June 9, 1989 “*Lov om avleveringsplikt for allment tilgjengelige dokumenter*”.

After one year of operation, we had about 1,000 subscribers in more than 25 countries. And I imagined that I worked as Norway's first honorary consul on the Internet.

From 1994, the Royal Ministry of Foreign Affairs agreed to snail-mail me weekly news on a 3.5-inch floppy disk. For formatting and distribution via *Norwaves*. The same ten pages of information they distributed to the Norwegian embassies via fax. Old-fashioned, but I distributed the online news voluntarily almost every week until I stopped in November 1998. Because news and information about Norway popped up all around the web.

*Norwaves* received many requests from subscribers who wanted a discussion forum. So, we established Norweave as a moderated forum for Norwegians and friends of Norway in September 1993 as a supplementary service to *Norwaves*. The network, which had several hundred subscribers, was established to provide mutual help and support as well as to share information of interest to the Norwegian community. Norweave was first moderated by Kathleen Fletcher, later by Thor Larsen, both volunteers I was able to recruit in the US.

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

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## NORWAVES

NORWAVES er et gratis tidsskrift som formidler nyheter om Norge, på engelsk, via elektronisk post. Tjenesten ble etablert som et studentprosjekt våren 1993 etter initiativ fra NKI Datahøgskolen og Norinform. NORWAVES er implementert som en distribusjonsliste på NKIs Listserver. Nyhetene som distribueres er tilrettelagt av Norinform. Prosjektet har foreløpig resultert i at Norinform's nyhetsbrev distribueres ukentlig til ca. 300 abonnenter i omkring 25 land.

For mer informasjon, kontakt:

Morten Flate Paulsen  
Morten@NKI.no

Interesserte kan abonnere på NORWAVES ved å sende følgende melding som e-mail til [LISTSERV@NKI.NO](mailto:LISTSERV@NKI.NO):  
SUBSCRIBE NORWAVES Your Name

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UNINyTT nr 2 • 1993

Facsimile of notice about *Norwaves* in UNINyTT nr 2, 1993

## NATO workshop in Segovia



*Book cover for Collaborative Dialogue Technologies in Distance Learning and private photo of the participants. I'm behind Felisa Verdejo in the centre.*

Can't remember why I was invited to the "NATO Advanced Research Workshop on Collaborative dialogue technologies in distance learning" in Segovia.

But the invitation made me ponder. What would NATO become after the cold war ended and the Warsaw Pact was dissolved in 1991? Would the Oslo agreement improve relations between Israel and PLO? Would Shimon Peres and Mahmoud Abbas sign the agreement?

Anyway, a trip to Spain in April sounded like a good opportunity to escape the cold Norwegian winter. Especially after reading about Erling Kagge in the international edition of Time Magazine in March. The Norwegian adventurer who completed the first unsupported and solo expedition to the South Pole. 1,310 km in 50 days without radio contact with the outside world.

So, I packed my summer clothes for the flight to Madrid. One hour bus drive north towards the mountains in Sierra de Guadarrama. It started to snow near the altitude of one thousand meters.

Saw the impressive Roman aqueducts and the Alcázar Castle. Had a delicious Cochinillo dinner. Roast suckling pig so soft and tender that it was cut with a plate. Huge glasses of local brandy were passed around the table.

The workshop was productive and resulted in a [23-chapter book published by Springer in 1994](#). *Collaborative Dialogue Technologies in Distance Learning*. Edited by M. Felisa Verdejo and Stefano Cerri.

I was the first author of the first chapter, "A Pedagogical Framework for CMC Programmes." In the third chapter titled, "Some Pedagogical Techniques for Computer-Mediated

*Communication*”, I presented the framework below with 31 different online teaching techniques, which became a central part of my dissertation work.

**Table 1. Some pedagogical CMC techniques**

One-alone	One-to-one	One-to-many	Many-to-many
Online databases	Learning contract	Lecture	Debate
Online journals	Mentorship	Symposium	Simulation
Online applications	Apprenticeship	Panel	Role play
Software libraries	Internship	Skits	Case study
Online interest groups	Correspondence		Discussion
Interviews	In-basket		Transcripts
			Brainstorming
			Delphi
			Nominal Group
			Observation
			Forum
			Project Group
			Hearing
			Cognet
			Jigsaw

*Online teaching techniques discussed in my dissertation*

## Our Oslo Fjord

During two years in Pennsylvania, it gradually dawned on us that we missed the sea. That we needed access to salt water. To have a boat. So, we bought an old 22 feet Windrace day cruiser. Nicknamed Bob Bob Su. Found a waterfront port nearby. Allowing us to be in the boat 20 minutes after work, spend the night there, and wake up with the seagulls for a morning swim before work.

Discovered and appreciated the Oslo Fjord as a unique recreational area. Sometimes it is possible to ice skate in the winter. Usually, good weather conditions and relatively warm water (16-24 centigrades) from May to September. Hundreds of islands and so many places to stay the night in a boat or a tent. Most of the area is open to the public. Happy to know that the noisy Fornebu international airport was soon to be closed. More than excited when we spotted killer whales larger than the boat.

## Harness Hernes

Knut Bråtane, who worked for the Norwegian Ministry of Education, paid us a friendly visit in State College. There, I demonstrated the [Listserv](#) we used for DEOS, and he immediately saw its potential.

Back in Norway, Knut asked me to set up an informal Listserv group for people working for and with the Ministry. The most controversial educational topic at the time was the reform of the Norwegian secondary school system called Reform 94. People marched in the streets to



protest the reform and condemn Minister of Education [Gudmund Hernes](#). The demonstrators unified under the catchy Norwegian slogan “*Hernes må fjernes*”. Meaning - Hernes must be removed. Or *Harness Hernes*. A catchier translation, with a less blunt connotation.

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

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

## **Teleteaching 93 in Trondheim**

Seven years after attending the very first Teleteaching conference in Budapest, I was proud to be on the advisory committee for the third international Teleteaching conference in Trondheim. To interview Programme Chair Jan Wibe and IFIP President Asbjørn Rolstadås about the upcoming conference in [Deosnews 2.18](#).

I soon realized that the conference could become the most important conference for online education on Norwegian soil.

# WELCOME TO TELETEACHING



On behalf of the Programme Committee I have the pleasure of welcoming you to TeleTeaching'93 in Trondheim in August 1993.

The call for papers was distributed early in the winter of 1992. We have received more than 200 contributions from more than 30 countries around the world. All continents are represented. The Programme Committee has selected 94 papers of very good quality for presentation in paper sessions and the Proceedings. Contributions will also be presented in demonstrations and workshops.

In addition I would like to mention the "Teleteaching Projects" which you may join and contribute to during the presentations in August.

I have exchanged email letters with more than 50 of the authors of the contributions. They have come from all continents and have given me a personal feeling of the widespread use of datacommunications. Many papers were also submitted electronically.

Because of this world-wide use of datacommunications, we have set up an electronic information service (See page 18). It will contain updated information about the conference at all times. Don't hesitate to write a letter to the given address if you want information or have questions for the secretariat.

I look forward to meeting you in Trondheim in August.

Jan Wibe  
Chairman Programme Committee



"It is a pleasure for me to welcome you all to Norway and to the 3rd international IFIP conference on teleteaching.

In a rapidly changing world the need for open learning and distribution of knowledge is obvious.

In our long and sparsely populated country our strategy and developmental work have emphasized telecommunication in education. I am confident that you will benefit from TeleTeaching '93 in Trondheim. Welcome to everyone from all parts of the world."

Gudmund Hernes  
Norwegian Minister  
of Education



Facsimile of TeleTeaching 93 brochure

Back on the NTH campus on August 20. The day the first [Oslo Accord](#) was signed between the Government of Israel and the Palestine Liberation Organization (PLO) in Washington, D.C. Thirteen years after my graduation. Three years before the merger that changed the university name to NTNU.

Impressed by the work of Jan Wibe and his colleagues in Trondheim. Excited to see Rosalie Wells, Tony Bates, and Bruce Scriven among the keynote speakers. To befriend Kjell Atle Halvorsen. To talk with Håkon Wium Lie who had just introduced Norway's first web page named MultiTorg. To meet new Nordic colleagues - Salvor Gissurardottir and Lára Stefánsdóttir from Iceland, Kari Lampikoski from Finland, and Mette Ringsted from Denmark.

Now, browsing through my thousand-page proceedings filled with colourful notes, I'm impressed by the list of international scholars we enrolled. The quality of the papers. The broad scope of projects presented by Norwegian colleagues. Many from northern Norway. Papers about EKKO, MUNIN, JITOL, WINIX, SPINN, and KIDNET. Altogether, a manifestation of my conviction that tiny Norway was among the five most advanced online education countries in the world. The other four? The much larger, English-speaking countries, US, Canada, UK, and Australia.

To compliment some of the Norwegian pioneers and their early projects, I have extracted the below list of Norwegian presenters from [the conference proceeding's table of content](#):

- Klingsheim, T. Kristiansen: The importance of user participation in telecommunication development.
- Sigmund Akselsen, Svein-Ivar Lillehaug: Teaching and learning aspects of remote medical consultations.
- Knut Braatane: Teachers in network.
- Kjell Age Bringsud, Geir Pedersen: The MUNIN project - distributed electronic classrooms with large electronic white boards.
- Annie-Cecilie Fagerlie: Technology is key to supporting Andersen Consulting and Arthur Andersen education strategies.
- Annita Fjuk: The pedagogical and technological challenges in computer-mediated communication in distance education.
- Anne Gjerløw: Datacommunication - a tool in planning and bringing through the SPINN project.
- Ola Hansen: LUPEN - a project in the teaching of literature at elementary levels in secondary school.
- Harald Haugen: Just in time open learning - a European project from a Norwegian point of view.
- Asbjørn Hoem: Distance education that is human, low-cost and high tech.
- Hovig, Håkon Wium Lie: Teleteaching in a graduate seminar: practical experiences and a look ahead.
- Unni Hovstad: San passeport: learning French in Norwegian schools.
- Astrid Elisabeth Jensen: Learning computer network services by using them in familiar surroundings.
- Terje Kristensen: A pedagogical network of schools in the Bergen region.
- Wiggo Lindseth: Distance education in Finnmark, North Norway: a SPINN project.
- Morten Flate Paulsen: Pedagogical techniques for computer-mediated communication.
- Svein Arne Rasmussen: International E-mail in language instruction.
- Torstein Rekkedal: Experiences with computer conferencing and teleteaching at NKI, Norway.
- Frode Rønning, Haakon Waadeland, Jan Wibe: Conference based teaching of a first year university course in mathematics.
- Ottar Sande, Jan Eide: The FILAM project: a low-profile approach to computerized distance teaching.
- Oluf Magnus Solvik: Communication and distance education.
- Anne Weeks, Ola Røyrvik: Using E-mail in an English class at NKI.



Annina Fjåk

## The Pedagogical and Technological Challenges in Computer-mediated Communication in Distance Education

Annina Fjåk,  
NKS Ernst G. Mortensen Foundation, Box 5853 Hegdehaugen, N-0308 Oslo, Norway

### Abstract

Computer-mediated communication (CMC) is a relatively new phenomena in education and learning, and our knowledge about this new educational form is limited. The CMC technology has to be consider as a single element in a total educational system, and the other basic elements in this system should influence and determine the choice of the technology. The technology shall not separately determine the pedagogical model.



Harald Haaugen

## Just In Time Open Learning - a European Project from a Norwegian Point of view

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### Abstract

The European DELTA programme has as its main objective not to provide education or training, but to facilitate and prepare systems to make access and distribution of learning simpler. Among new projects starting in January 1992, JITOL - Just In Time Open Learning - involves 12 partners, among them The Norwegian Ministry of Education. The core objective of the JITOL project is to gain experience through user trials - or pilot testing - of open learning in different settings. While the initial proposal had several categories of learners involved, the final project ended up with three groups: advanced learning technology professionals (ALTP), diabetic self-help therapy (DSHT) and corporate staff (CS).



Knut Bråvane

## Teachers in Network

Knut Bråvane  
Ministry of Education, Research and Church Affairs, P.O.Box 8119, Dep 0032 OSLO Norway

### Abstract

The paper describes the development of, and experiences from an electronic network for teachers in Norwegian upper secondary schools. About 800 users have been registered up to now. The work is concentrated on the "user-operated network", involving moderators, advisers, editors etc. In total about 15 moderators are involved in 40 topics. International links are becoming an increasing part of the activity. The main objective has been to increase competence on how to make use of electronic conferences and electronic mail for educational and administrative purposes.



M. F. Paulsen

## Pedagogical Techniques for Computer-mediated Communication

M. F. Paulsen,  
NRI, P.O.B. 111, 1341 Bekkestua, Norway

### Abstract

This paper presents a literature review of pedagogical techniques that have been used in courses taught via computer-mediated communication. The review intends be of value for program planners, course designers, and teachers who are involved with CMC courses. The paper presents examples from CMC implementations of learning contract, mentorship, apprenticeship, lecture, debate, simulation, role play, discussion, transcript assignment, brainstorming, delphi, and project.

Some "random clips of good looking" Norwegian presenters from the Teleteaching 93 book of abstracts.

## Andrea



*Private photo of Andrea*

We waited about nine months for the VARIG flight to Sao Paulo. The domestic flight landed in two small towns before we reached our destination. Through the window of the tiny Brazilian aircraft, we spotted only three people in front of the modest terminal building. Two adult women and a cute little girl in a blue dress. Heartbeaten, we immediately understood it was Andrea.

On the ground, we met a smiling two-and-a-half-year-old with a vivid Brazilian temper. The two women were Andrea's foster mother and the local adoption representative.

They took us to our home for the next number of weeks. In an area and a time with no chance of internet access. A comfortable hotel with a swimming pool, mini zoo, and hummingbirds in the reception. There, they left us with Andrea who soon

stretched our Portuguese: Mais água, açúcar, sorriso, banho, dedo do pé, meu carrinho.

When do Brazilian toddlers sleep? The first night, we turned out all the lights in our hotel room at eight. For several hours we heard her playing and talking, content with herself in the dark.

The days were happy, exciting, challenging, and filled with emotions. Six-year-old big brother had mixed feelings. Mostly proud and joyous, sometimes jealous to share his parents' attention. It helped when Andrea bought him the Nintendo Game Boy. We also got welcome company from Snorre and Wenche, who stayed a couple of weeks at our hotel.

It was a delightful pleasure to visit Andrea's caring foster family of five and learn more about Andrea's history. We met her aunt and older half-sister. Shocked when we heard that she had a twin brother who was already adopted. Delighted to be acquainted with Norwegian missionaries in the region and to eat dinner at their place on the first Sunday of Advent.

Since we had to stay in Brazil for several weeks, we decided to explore Pantanal and Foz do Iguaçu. We spent nearly a week at an enormous cattle ranch in Pantanal. Fishing piranha from a small wooden boat surrounded with caimans - the local alligators. Watching scarily close when the locals fed many dozens of wild caimans in the lake by our bungalow. Horseback riding towards hundreds of cattle approaching at a terrifying speed. Happy to have the local boiadeiros (cowboys) divert the cattle.

The boardwalk at Foz de Iguaçu was impressive. Watching the enormous waterfalls from a tiny motorboat fighting the currents up the river was awesome. Handling a little girl who adamantly refused to put on a life jacket was especially challenging among locals who did not know why foreigners argued with the Brazilian toddler.

Back in base camp, we could pay the hotel with a Visa Card. However, they charged 20% extra if we did not pay cash. So, I walked to the local bank to get a lot of the short-lived cruzeiro real in a period of hyperinflation in Brazil. Waiting in the bank, a money transport arrived in an armoured car. Four heavily armed guards followed the money into the bank vault. After a while, I received literally a backpack full of cash and walked somewhat nervously through town to pay for six weeks at the hotel.

## Afterthoughts

Three lively boys playing in the Oslo snow. Calling us *Bestus* and *Nonno* – nicknames for the Norwegian words – *morfar* and *mormor*. The best words we know. Happily, reminded of the cheerful two-year old Brazilian girl arriving Norway in cold December snow – one generation earlier.

## 1993 minutes

- January 1. The EU introduced the four freedoms: free movement of goods, services, capital, and labour between member states.
- January 1. Czechoslovakia was divided into the Czech Republic and Slovakia.
- March 29. The Partnership Act was passed by the Norwegian Parliament.
- August 20. The Oslo agreement was signed by Israeli Minister of Foreign Affairs Shimon Peres and PLO official Mahmoud Abbas.
- October 11. William Nygård, the Norwegian publisher of Salman Rushdie's *Satanic Verses*, was badly wounded in an assassination attempt.

## Four 1993 publications in English and Norwegian

1. Paulsen, M. F. (1993). Pedagogical techniques for computer-mediated communication. *Proceedings of the IFIP TC3 Third Teleteaching Conference*, 647-656.
2. Paulsen, M. F. (1993). DEOS. The Distance Education Online Symposium. *IT & Utdanning*, 1(1):32-33.
3. Paulsen, M. F. (1993). [The Hexagon of Cooperative Freedom: A Distance Education Theory Attuned to Computer Conferencing](#). *Deosnews* 3(2).
4. Paulsen, M. F. (1993). [DEOS - The Distance Education Online Symposium](#). *Uninytt* nr. 1 1993.

# 1994 - Attending the first Olympics on the web

## The Winter Olympics in Lillehammer

Winter sports. Profoundly embedded in Norwegian culture. The Lillehammer Winter Olympics gave a massive surge in Norway's national pride. We will never forget the moment Juan Antonio Samaranch, President of the International Olympic Committee, proclaimed it the best Olympics Winter Games ever. We still admire the Norwegian athletes who won 26 medals - more than any other nation.

Enthralled by the live news service from Oslonett, Norway's first commercial web company. With the amazing new graphic browser Mosaic, we could get Olympic results from all events immediately on Oslonett's webpages. Their service, titled "WWW meets the 1994 Olympics" was a major success. The first web page for an international sports event and a kick-start for the web in Norway.



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### Results from The 1994 Winter Olympics at Lillehammer

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For Web users in North America or the Pacific Rim, a [mirrored Olympic Information Server for North America](#) is now available. Please try to use it if you Europe - Thank you.

- 
- [Important Announcement - PLEASE READ THIS](#)
  - [Important Messages from the Server Administrators](#)
  - [The Olympic FAQ - read this before you ask](#)
  - [About this service](#)
  - [Disclaimer](#)
  - [Credits](#)
- 
- [Chronological list of all events](#)
  - [Daily lists](#)
  - [Todays events](#)
- 

*Screenshot of Oslonett's Olympic web page*

We had tickets to two events. Sweden and Slovakia played 4-4 in the Håkons Hall ice hockey rink. Italian cross-country skier Manuela Di Centa won the gold medal in the 15 km freestyle.

Lodging was scarce. Fortunately, my childhood friend Atle offered me and six-year-old Stian to stay two nights in his dental office. An office with a view to the ski jumping hill Lyngårdsbakken – the venue of the opening ceremony. I vividly remember reclining in the dental chair with a glass of wine, watching the impressive ceremony on TV. The Norwegian actress Liv Ullmann and adventurer Thor Heyerdahl welcomed the world. Sissel Kyrkebø mesmerized us with the Olympic Hymn. Through the dental window, the fireworks and Stein Gruben with the Olympic torch. Before he brought it safely down the ski jump so that [Crown Prince Haakon Magnus](#) could light the Olympic cauldron.

At the same moment, Edvard Munch's iconic painting, the scream, was stolen from the Norwegian National Museum in Oslo.

## Moving the NKI electronic college to the internet

NKI had several colleges and departments, but no common strategy on internet access and learning platforms. So, in June 93, the management mandated me to head a project group that should make recommendations for NKI's future educational network. In September 93, we concluded that all students and employees should have access to the internet, e-mail, and Listserv as a common conferencing system.



*Screenshot showing software NKI distributed to its online students.*

When we had to retire the EKKO host computer, we followed the recommendations and introduced the second generation of the NKI electronic college in the 1994 spring semester. We called it the open electronic college to signal that it was open to the world through the internet. All courses and programmes were offered un-paced with individual startup dates to provide the students' need for autonomy and flexibility.

We provided our distance students with internet access, e-mail addresses, and PC-software to use the services. A growing number of the students had PCs with Windows and colour interfaces. The software we provided is depicted in the screenshot.

We considered the first generation of the NKI electronic college (1986-1993) to be a success. We were recognized as international pioneers in the field and had reached 800 enrolments in 10 different online courses. However, we continuously followed other developments in teaching and learning methods. Examined different learning platforms, such as CoSy, PortaCom, FirstClass, internet, and the web with the aim of developing a better second-generation system.

The new internet platform represented in several ways a setback compared with our EKKO platform. The interface was still text-based and far from user-friendly. Norwegian characters



and e-mail attachments were not supported. On the other hand, we got access to many more potential students and online resources through the internet.

My first external presentation of NKI's open electronic college was in April at the Norwegian conference *IT og Utdanning* in the beautiful coastal town of Ålesund.

## Online NKI colleagues

Jan Nergård and Anne Karine Akre. Good colleagues that were central in the daily operation and development in our electronic college. Unfortunately, they both passed away just a few months before I wrote this.

Anne Karine handled requests from prospective students and supported all our online students in an excellent way.

Jan administered and improved the software and hardware for the electronic college. A dear discussion partner for technical and pedagogical advancements of our services. Strengthening my penchant for evolutionary system development. And my convictions that we needed to involve more NKI colleagues in our online education initiatives.

In his spare time, Jan was a tram driver for Oslo tramways. So, we were able to rent a tram for a team building "online" party. Loaded with beer and pizza, we followed the tramlines in Oslo. Still remember the exhilarating feeling I had in the driver's seat.



Private photos from "online" party provided by Jan Nergård

## The EU and EEA schism



The Norway grants logo

53.5% voted no in 1972. I was too young to take part in the referendum. However, in January 1994 Norway joined the EEA - the European Economic Area. A treaty between the EU, Norway, Lichtenstein, and Iceland. An agreement that gave Norwegian educators access to EU-funded projects. And funded numerous European projects through the [EEA and Norway Grants](#).

The Norwegian government negotiated and signed a new full membership treaty with the EU in June. So, a second conflict-ridden membership referendum was scheduled for November 28. A lot of strong feelings and many dubious arguments in the air.

I like to listen to both sides of a debate. Need time to contemplate and weigh the arguments.

It was not difficult to understand that Norwegians appreciated independence. After centuries under Denmark and Sweden. That a strong EU could take control of our valuable resources. Oil, fish, and hydroelectric power. That our tough winter climate would make it hard to compete in a single market.

On the other hand, a small country with 4 million people needed alliances. Very dependent on international trade and markets for our products. Our close neighbours and crucial trade partners Denmark, England, and Germany were already members. Sweden and Finland joined a few weeks before the referendum in Norway.

I decided to vote yes. Because I believed that the internet and digital services saw no borders. And hoped for future collaboration with all the excellent European online educators that I had met.

The referendum ended with 52.2% no - but started a period that I was heavily involved with EU-funded projects and European organizations.

## **1994 minutes**

- January 1. The EEA agreement entered into force.
- February 12. The Olympic Games opened in Lillehammer.
- February 12. Edvard Munch's iconic painting the Scream was stolen from the Norwegian National Gallery.
- May 6. The tunnel under the English Channel was opened.
- May 10. Nelson Mandela was elected President of South Africa.
- August 31. IRA declared ceasefire.
- September 28. 900 lost their lives when the ferry Estonia sank.
- October 16. Finland said yes to EU membership.
- November 13. Sweden said yes to EU membership.
- November 28. Norway said no to EU membership.

## **Six 1994 publications in English and Norwegian**

1. Paulsen, M. F. (1994). *NORWAVES and NORWEAVE: Two free E-mail services for friends of Norway*. The Norseman, 1994(6):9.
2. Paulsen, M. F. (1994). Some pedagogical techniques for computer-mediated communication. In *Collaborative Dialogue Technologies in Distance Learning*, eds. M. F. Verdejo and S. A. Cerri. Berlin: Springer Verlag.
3. Paulsen, M. F., B. Barros, P. Busch, B. Compostela, & M. Quesnel. (1994). A pedagogical framework for CMC programs. In *Collaborative Dialogue Technologies in Distance Learning*, eds. M. F. Verdejo and S. A. Cerri. Berlin: Springer Verlag.
4. Paulsen, M. F. (1994). NKIs åpne elektroniske høgskole. IT og utdanning, Ålesund 14-15 april 1994.

5. Paulsen, M. F. (1994). DEOS - The Distance Education Online Symposium. *Nytt om fjernundervisning. Informasjon fra SEFU*, 1994(3):3.
6. Paulsen, M. F. (1994). ANDREA - informasjon om fjernundervisning i Europa. *Nytt om fjernundervisning. Informasjon fra SEFU*, 1994(3):3.

# 1995 - Going online in Birmingham and Berlin

## The shareware report

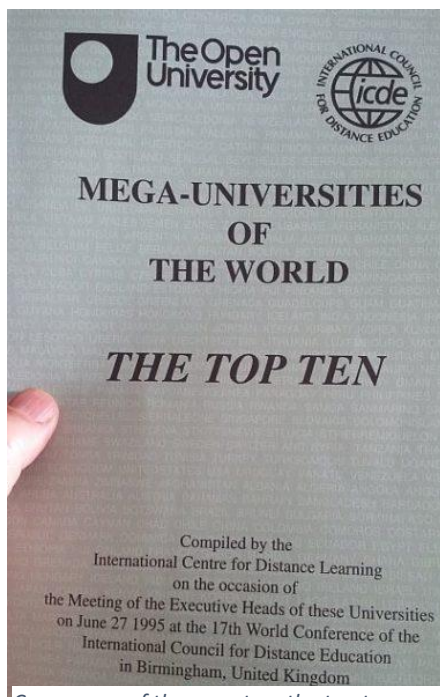
First speaker at the online preconference for the ICDE World Conference in Birmingham. The objective of my session was to give the 500 participants an opportunity to share experiences and comments on the online pedagogical techniques I had written about. Compiled it as the *Online Report on Pedagogical Techniques for Computer-mediated Communication*.

Decided to publish the 55-page report as an html-document on the web in August. Learned the term shareware from programmers who used it to get some income from the software they shared online. Wondered if this could work for written documents. Decided to test it with the following text on the front page:

*This report's content on paper and in any electronic form is copyrighted 1995 by Morten Flate Paulsen. The content is shareware, it is not public domain. You are granted a limited read and use license to see if the content is of interest to you. If so, you should mail the equivalent of USD 20 or NOK 100 to Morten Flate Paulsen.*

To my great surprise, I received envelopes with cash from several countries. And according to Google Scholar, the online report is one of my most successful publications with over 300 citations.

## Mega-universities in Birmingham



Cover page of the report on the top ten mega-universities

June 1995. The 17th ICDE World Conference in Birmingham. Hosted by the UK Open University. More than 1,000 people from 80 countries attended. The conference theme: One World, Many Voices. David Sewart was ICDE President, Programme Chair, and editor of the two conference books.

My conference presentation, titled "*The NKI Open Electronic College*", focused on our experiences with the second-generation online education systems. The benefits and challenges of moving the college from a closed LMS environment to an open online college. A college that could be accessed via the internet and gave students access to a host of new global services.

The UK Open University admitted its first students in 1971. By the time of the conference, probably the best known and most respected distance education institution in the world. Some OU delegates even promoted a future

system that could identify and support students with little progress.

The OU's vice chancellor and former ICDE president, Sir John Daniel, put every effort into the success of the conference. 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.

The ten mega-universities included were:

- China: China Central TV and Broadcasting University (CCRTVU)
- France: Centre National d'Enseignement à Distance (CNED)
- India: Indira Gandhi National Open University (IGNOU)
- Indonesia: Universitas Terbuka (UT)
- Korea: Korea National Open University (KNOU)
- South Africa: University of South Africa (UNISA)
- Spain: Universidad Nacional de Educación a Distancia (UNED)
- Thailand: Sukhothai Thammathirat Open University (STOU)
- Turkey: Anadolu University (OEF)
- United Kingdom: Open University (OU)

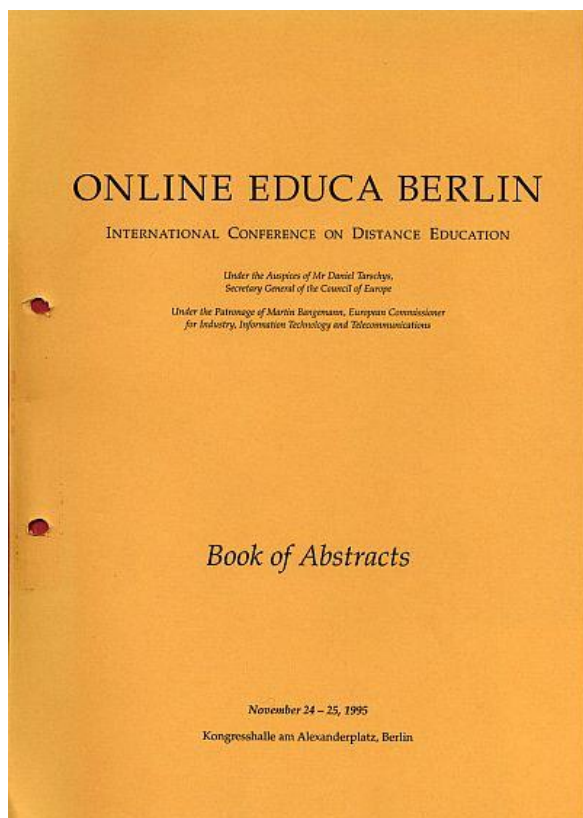
Conference members spent a summer evening with entertainment in the Botanic Gardens. During a social break aboard the long canal boats, we realized that the differences between traditional education and distance education started to blur.

Had a memorable evening at a Birmingham pub. Met delegates who arrived through the Chunnel that opened a year earlier. Was pleasantly surprised by international colleagues who recognized Norwegian successes of the year. That Liv Arnesen was the first woman to reach the South Pole alone. That the Norwegian composer Rolf Løvland won the European Song Contest in Dublin with Secret Garden's Nocturne. That the Norwegian women's team became World Championship in soccer after beating Germany 2-0 in the final.

Discussed Princess Anne's official opening address. Overheard that she arrived, driving the Rolls Royce herself with her chauffeur in the back seat. That she parked on the pavement in front of the convention centre. That a traffic warden placed a parking ticket under the windscreen wiper. That a police officer, working for the Royal Family security, advised him it might not be so wise. According to the story, the traffic warden tore the ticket into pieces and put it in a nearby wastepaper bin. An onlooker later removed the bits from the bin. True or not, he had a delightful story for the Birmingham pub.

Leaving the pub, I told my company that I should return to my Lichfield Challenger 5 tent. A bargain from an outlet near the hotel. Checked that all parts were faultless by pitching it inside the hotel room. The room maid's reaction more than confirmed her prejudice about Norwegian men as outdoor maniacs.

## The first Online Educa Berlin



*Cover of the book of abstracts for the first Online Educa conference*

Berlin in late November and early December. Christmas markets, Bratwürsts, Glühwine, and nude unisex saunas. Unter den Linden, Brandenburger Tor, Tiergarten, and Checkpoint Charlie. Capital of the unified Germany and the home of Online Educa Berlin.

In November, I attended the very first OEB conference. Thought of Christiane F. when I arrived at Bahnhof Zoo. Had no idea that I would return several times to what would become Europe's most important online education conference for decades. Always many Norwegians around. The Norwegian Business School (BI), just one of the institutions with two-digit participants year after year. Several Norwegian organizations in the exhibition hall.

Looking back, I find it hard to remember which year my conference memories are from. Lots of returning colleagues, the familiar format at Hotel InterContinental every year.

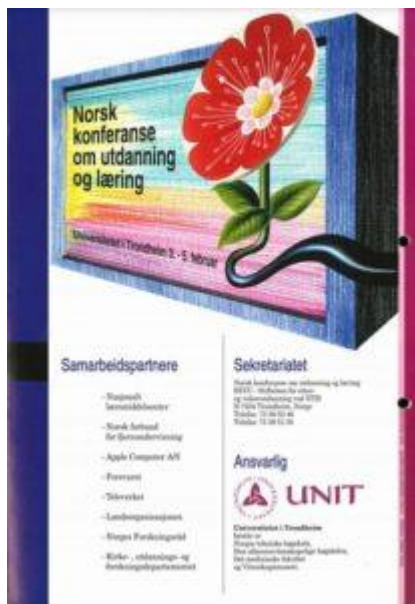
So, I asked Rebecca Stromeyer to help me fill in some blanks. Rebecca who launched the first conference with her father Karl J. Badde. The man who in 1998 also published "[\*The International Who's Who in Distance Learning\*](#)".

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

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

Looking at the program, I especially remember meeting Paul Bacsich, Walter Kugemann, Claudio Dondi, and Sally Reynolds. And that several east-west case studies were featured.

## NKUL



Brochure for the first NKUL conference

NKUL (*Norsk konferanse om utdanning og læring*). The Norwegian Conference on Education and Learning. The first conference in 1995 was probably inspired by the success of TeleTeaching 93 and organized by several of the same people.

[All NKUL programmes](#) are archived on the web. Scrolling through the program of the first conference, three people in the plenary session recall several great memories: Morten Møller who worked in the EU commission for DG XIII - DELTA. Stig Klingstedt and Fred-Arne Ødegaard in the Norwegian Ministry of Education.

I mention NKUL because it has been an important annual conference in Trondheim. But I have never attended NKUL. Still hope that someone will invite me. Maybe to give a presentation on My Online Education World?

## More online courses

Online education was still for special interested. In 1995, NKI had a total of 256 enrolments in online courses. But a growing number of colleagues agreed that the future of distance education was online. Still focusing on ICT-related topics, NKI introduced several new online courses and two new online programmes in 1995. I wrote study guides for four of the courses: PC-software, Internet, Web-presentations, and English on the internet. The last one with the American-born linguist Curt Rice, who later became Rector of OsloMet University.

## Webpages and HTML



Front page of the Norwegian book *Bli sett på Internett*

We realized that the web would have a major impact on online education and developed official webpages for NKI. I learned HTML by setting up my personal webpage at [www.nki.no/~morten](http://www.nki.no/~morten) and bought the domain name [norwaves.com](http://norwaves.com) to learn more about web-services. Used these experiences to write about webpages and HTML-editors in a chapter for the Norwegian book, *Bli sett på Internett*.

My chapter also explained how to include pictures, audio, and video files. With the distinct warning: “One should be aware that pictures, audio, and video content will take much time to download, and many users will not have the necessary hardware and software to present it.”

Few institutions considered developing webpages. Many laughed when I predicted that even small businesses needed to

be present on the web. So, I argued that the cover of our new book should show that even hotdog kiosks needed e-mail addresses and webpages.

## 1995 minutes

- January 7. Liv Arnesen became the first woman to go to the South Pole alone.
- January 25. A research rocket fired from Andøya was close to starting an international crisis as the Russian military interpreted it as a rocket attack.
- February 26. Baring bank was placed under state administration after a broker lost NOK 10 billion on speculation.
- April 19. Right-wing extremists blew up a public building in Oklahoma, USA and killed 167 people.
- May 7. Jaques Chirac became President of France.
- May 13. Norwegian composer Rolf Løvland won the Eurovision Song Contest in Dublin with Secret Garden's Nocturne.
- June 18. The Norwegian women's soccer team won the World Cup after beating Germany 2-0 in the final.

## Eight 1995 publications in English and Norwegian

1. Paulsen, M.F. (1995). The NKI Open Electronic College. In *One World Many Voices, Quality in Open and Distance Learning*, Volume 2, ed. D. Sewart. UK: Open University.
2. Paulsen, M. F. (1995). *The Online Report on Pedagogical Techniques for Computer-mediated Communication* Oslo: NKI. Pages: 55.
3. Paulsen, M. F. (1995). An Overview of CMC and the Online Classroom in Distance Education. In *Computer Mediated Communication and the Online Classroom*, Volume III: Distance Learning, eds. Z. L. Berge and M. P. Collins. Cresskill, New Jersey: Hampton Press.
4. Paulsen, M. F. (1995). Moderating Educational Computer Conferencing. In *Computer Mediated Communication and the Online Classroom*, Volume III: Distance Learning, eds. Z. L. Berge and M. P. Collins. Cresskill, New Jersey: Hampton Press.
5. Paulsen, M. F. & Curt Rice (1995). *English on the Internet*. Studieveiledning, kommentarer og oppgaver. Bekkestua. NKI Fjernundervisningen.
6. Paulsen, M. F. (1995). *Internett og Uninett i praksis*. Studieveiledning, kommentarer og oppgaver. Bekkestua: NKI Fjernundervisningen.
7. Paulsen, M. F. (1995). *Tekstbehandling, regneark og databaseverktøy*. Studieveiledning, kommentarer og oppgaver. Bekkestua: NKI Fjernundervisningen.
8. Paulsen, M. F. (1995). *World Wide Web-presentasjoner*. Studieveiledning, kommentarer og oppgaver. Bekkestua: NKI Fjernundervisningen.



# 1996 - Launching the first web courses

## With ENIAC and Al Gore in Philadelphia

New York, Philadelphia, and State College in February. First, one night in Manhattan with Tennessee Williams's *A Streetcar Named Desire*. Jet lag, comfortable chairs, and a dark theatre are not an easy combination.

Was invited with Stig Klingstedt from the Norwegian Ministry of Education to the *Philadelphia Roundtable on Adult Learning and Technology in OECD Countries*. To present a paper I wrote with Torstein Rekkedal on technology for adult learning in Norway - including a case study on the NKI Electronic College.

The highlight - celebrating the 50th anniversary of [ENIAC](#). To touch and see the world's first large-scale computer developed at the University of Pennsylvania. Vice President Al Gore's Valentine's Day speech commemorating the day as he threw a switch and the remaining part of ENIAC counted to 96 with two rows of blinking light bulbs.



### About the 50th Anniversary



46th Vice President of the United States

#### You Can't Start a Fire without A Spark!

Vice President Al Gore looked at the future of technology in his keynote address at the 50th Anniversary of ENIAC in 1996. If there, you might have heard The Penn Band struck up "You Can Call Me Al" as Vice President Gore entered a filled-to-capacity Irvine Auditorium. After citing lyrics from Bruce Springsteen's "Dancing in the Dark" and playing a musical valentine card for his wife, Gore identified the crux of his speech ... you need a spark. His 40-minute talk focused on the federal government's commitment to furthering science and technological research. "You can't start a fire without a spark," Gore quoted. "The federal government provided the initial spark that eventually flickered into extraordinary products." You can read this timeless message here:

<https://homes.cs.washington.edu/~lazowska/ta/culty/lecture/innovation/gore.html>

ENIAC photo from Wikimedia and [ENIAC trivia from Eniacday](#)

As we continued to Penn State, the lack of progress with my thesis work was nagging me. Two kids and a full-time job improving and promoting the electronic college kept me busy. And it had been much more difficult to keep in touch with Penn State than I expected. The university web-services were in their infancy, and it was hard to get the information I needed via e-mail. Like many doctoral students, I was occasionally frustrated with my first advisor since he was hard to reach. Probably because he was heavily involved with consultancy work in Africa. Far away from the internet.

Back at Penn State, I got a motivation boost when Gary Miller agreed to take over as my thesis advisor.

## Breakthrough for courses on the web

1996 was the breakthrough year for web-courses at NKI. The webpages at [www.nki.no/ekko](http://www.nki.no/ekko) were under continuous development and became an important channel for course marketing

and distribution of course content to students. The year we launched the three first web-based courses without any printed course material or study guides: Web-presentations, Multimedia, and Java-programming.

The courses introduced NKI's third generation of online education. Characterised by a vigorous expansion and the introduction of large-scale online education.



**@NKI**

[kursbeskrivelser](#)  
[prislister](#)  
[kontrakt](#)  
[studiehandbøker](#)  
[søkeverktøy](#)  
[fagartikler](#)  
[kontakt oss](#)  
[teknisk fagskole](#)

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**for medlemmer**  
[smakebiter av kurs](#)

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**for studenter**  
[kurssider](#)  
[programvare/support](#)  
[news adm](#) **nyhet!**  
[news e-kro](#) **nyhet!**

## Kontaktpersoner ved NKI elektroniske høyskole

NKI Fjernundervisningen, Postboks 111, 1341 Bekkestua, Norge Telefon: 67 58 88 00  
Telefax: 67 53 05 00

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Studierådgiver Torgeir Hella Ruste, [Torgeir-Hella.Ruste@adm.nki.no](mailto:Torgeir-Hella.Ruste@adm.nki.no), kan kontaktes for nærmere informasjon om kursene ved den elektroniske høyskolen.

Studieleder for Adb-kandidatstudiet og Informasjonsnettstudiet er Anne-Karine Løge Akre, [anne-karine.loge-akre@adm.nki.no](mailto:anne-karine.loge-akre@adm.nki.no)

Prosjektleder og faglig ansvarlig er: [Morten Flate Paulsen](#)

Redaktør for web-tjenesten til NKI elektroniske høyskole er Christian Myhre, [christian.myhre@adm.nki.no](mailto:christian.myhre@adm.nki.no)

Ansvarlig for Internett tjenestene er Geir Eliassen

*Screenshot of the NKI electronic college's website with menu bar and contact people*

The web-courses had three interesting new aspects for distance education:

1. The online course material was integrated with opportunities to communicate with teachers and peer students.
2. The costs for printing, storing, and shipping printed course material were eliminated.
3. Revisions and updates of courses could be done swiftly with no need to throw away old versions of printed material or ship new versions to active students.

These NKI courses became the new model for revised versions of the 25 courses we already offered online. 25 different courses with about 450 enrolments and a revenue of more than 100,000 euro in 1996. In addition, NKI received several national and European project grants for innovations and development in online education.

## Caught by the mobile phone revolution



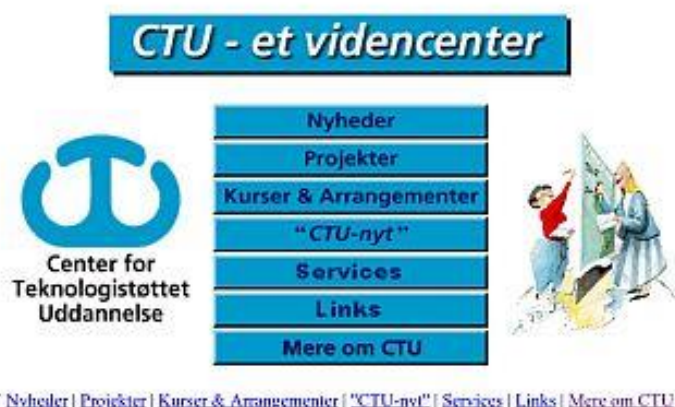
Photo of Ericsson GA318 mobile phone captured from [digitalmuseum.org](http://digitalmuseum.org).

I avoided telephones when I could. Used a desktop phone reluctantly at work. Preferred e-mail communication. The mobile technology fascinated but threatened my need for concentration and occasional urge to escape a stressful life. Expensive and heavy mobile phones had been available for decades. But the mobile phone revolution was ignited when the first SMS was sent as a Christmas greeting in 1992. A revolution that reached Norway when NetCom broke Telenor's monopoly and the GSM was introduced in September 1993. GSM, the new digital Global System for Mobile communication. Improved technology that made mobile phones affordable and possible to carry in pockets. Paved the way for SMS messages and a mobile lifestyle – chained to mobile phones.

In 1996, Ericsson and Nokia introduced affordable mobile phones for the consumer market. Suddenly, all the adults I knew had a mobile. So, I bought an Ericsson GA318 just before the Olympic Games in Atlanta. In time to hear about the Olympic Park bomb.

Then I started to ponder how we could use the technology for distance education. Could it connect me to the internet? Be used for mobile learning? M-learning?

## Introduced to Grundtvig by CTU in Nyhavn



[ [Nyheder](#) | [Projekter](#) | [Kurser & Arrangementer](#) | ["CTU-nyt"](#) | [Services](#) | [Links](#) | [Mere om CTU](#) ]

Center for Teknologistøttet Uddannelse, 21 november 1996, kommentarer skriv til [CTU](#).  
Tordenskjoldsgade 27, I, DK-1055 Copenhagen K, Tel. [+45 333 60 555](tel:+4533360555), Fax. [+45 333 29 228](tel:+4533329228)

*Screenshot of the CTU's homepage*

The Danish Centre for Technology-supported Education (CTU) was established in 1995 and headed by Mette Ringsted. The centre managed 100 million DKK over five years. Funded hundreds of initiatives for ICT based transformation of educational activities. Published much quality information on its website (see screenshot) and in its printed magazine.

CTU invited me to Copenhagen in February to evaluate project applications as an external expert. Returned in May 96 and 97. Met Susanne Panduro, Nina von Staffeldt, and Allan Christensen. Learned about Danish initiatives and education during the evaluation work in the CTU-office. Even more after a few Tuborg beers during the social breaks in the nearby Nyhavn area. Learned that the influential Danish philosopher [Nikolaj Frederik Severin Grundtvig](#) was the ideological father of the folk high school. Realized how much the social Danes enjoyed meeting face-to-face, and that the tiny country had few geographical reasons to focus on distance education. Hence, its penchant for blended learning.

## Searching for Alta Vista and Cyberius Zip

I was thrilled by the new opportunities to search the web. My alter ego was, as always, more sceptical about emerging technology. So, Cyberius Zip authored a poem about AltaVista. The first online search engine. Launched by Digital Equipment Corporation (DEC) in December 1995.

But there were few online media channels for cyber poets. The first Norwegian online newspapers *Brønnøysunds Avis* and *Dagbladet*, were launched in March 1995. Only preceded by *Dusken.no* - the newspaper for students at NTH in Trondheim.

*Computerworld Norway* launched its website in 1998. So, the poem translated below, was published in the printed version on May 24 under the heading:



Facsimile of Cyberius Zip's poem in *Computerworld Norway*

**Zip up. From Cyberius Zip's collection of hyper poems.**

### Alta la Vista to Big Brother

Cyberius Zip is scared.  
 Big brother is paying a visit.  
 With Alta Vista,  
 crawling and mapping the web.  
 While we sleep in the bed.  
 He discovers files we misplace  
 and shares them with the world.  
 From a database somewhere abroad.  
 Outside the Norwegian Data Inspectorate's jurisdiction.  
 We are listed and watched –  
 whether we like it or not...

## 1996 minutes

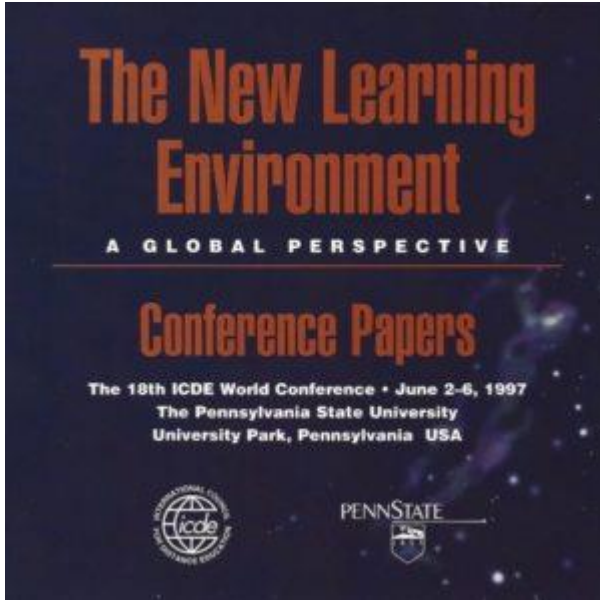
- January 20. Yasir Arafat became Palestinian president.
- May 29. Benjamin Netanyahu was elected Prime Minister of Israel.
- July 19. The Summer Olympics in Atlanta opened.
- July 27. The Olympic Park bomb in Atlanta killed two people and wounded over 100.
- August 29. A Russian plane crashed outside Longyearbyen Svalbard. 141 lost their lives.

## **Two 1996 publications in English and Norwegian**

1. Paulsen, M. F. & T. Rekkedal. (1996). Norway - An Electronic College (Technology for Adult Learning in Norway Including a Case Study on the NKI Electronic College). In *Adult Learning and Technology in OECD Countries. Proceedings of a Round Table held in Philadelphia, United States on 14-16 February 1996.* OECD: 1996. (p241-274).
2. Paulsen, M. F (1996). Web-editorer og andre verktøy. I *Bli sett på Internett*, red. O. Rudejord. 79-91. Oslo: TI-forlaget.

# 1997 - Returning to Penn State with ICDE

## ICDE's 18th World Conference at Penn State



CD ROM cover for the 18th ICDE conference papers

Returned to Happy Valley in June. For the 18th ICDE World Conference at Penn State University. Following the theme: *The New Learning Environment, A Global Perspective*.

The welcome ceremony took place in the main hall of the huge Bryce Jordan Center. Welcome remarks were given by Penn State President Graham B. Spanier, ICDE President Armando Rocha-Trindade, ICDE Secretary General Reidar Roll, and Program Chair Gary Miller.

Proud that Gary was my thesis advisor. Hoped he appreciated my latest thesis developments which I presented at the conference under the title "*Teaching methods and techniques for computer-*

*mediated communication*". In a moderated panel with Sugata Mitra, Janet Mei-Chuen Lin, and Douglas Shale.

Thinking of my thesis research, I joined a session on research and evaluation led by Michael G. Moore and Alan Tait at the Penn State Conference Center Hotel. Met Ingeborg Bø who gave a presentation about "*Quality Guidelines and Standards*" for the Standing Conference of Presidents. And my dear Norwegian colleagues Monica Johannesen and Leikny Øgrim at a College Avenue Restaurant. Toasting for Liz Burge, who grabbed the microphone during the closing ceremony and asked if a woman could stand on the main stage.

Starstruck by talking to Nicholas Negroponte after his keynote. But even the most renowned experts appreciate positive comments after their presentations. The visionary founder of the MIT Media Lab and my favourite columnist in the *Wired* magazine presented the new electronic book concept. Fascinated since I read his printed book *Being Digital* with great interest. The influential 1995 publication revolving around digitalization of media and the shift "**from atoms to bits**". Confirmed my conviction that all educational content could be created, stored, and distributed digitally on the web.

So appropriate that we received the conference papers on the CD-ROM in the photo. Probably my first conference CD.

## Earthquaked in Rome



*The Multimedia WWW Kernel for Open Learning and Distance Education*

Back in Rome. Twenty-two years after I jumped into a taxi to see the Papal Basilica of Saint Peter and the Vatican. Terrified by the traffic and the hazardous speeding, I realized that I had asked the taxi driver to take us to St. Peter.

My first EU-funded project meeting. A Leonardo da Vinci project for development of web-based multimedia content for distance education. *MMWWWK* (Multimedia WWW Kernel for Open Learning and Distance Education).

An important project because I gradually understood that it was possible to build a web-based learning management system. An LMS with a wide variety of multimedia content and applications.

In the morning of September 26th, we had a project meeting on the third floor in an old building at Università degli Studi di Roma III. As Torstein Rekkedal presented some thoughts on our kernel, people started to look at each other when we heard a thunder bolt. I was ready to leave the room immediately when I felt the shaking. The Umbria and Marche earthquake in central Italy. It had a magnitude of 6.0 and the epicentre was in Annifo.

Later, we drove to Frascati to continue the meeting in the impressive Villa Borghese. And appreciated Italian hospitality and food in the excavated ancient cellar of a posh apartment in the Vatican City.

NKI's project partners were Università degli Studi di Roma III, Ericsson Systems Expertise, and Distance Education International - both located in Dun Laoghaire near Dublin. Central project members were Fintan Costello, Benedetto Vertecchi, Emma Nardi, John Russell, and Torstein Rekkedal. The project manager was Desmond Keegan. The renowned author of *Foundations of Distance Education*. A man who would mean a lot to me in the years to come.

## Ten years with online education

In the fall, it was ten years since I taught the first distance education course through NKI's EKKO learning management system. As we developed a growing number of online courses and services for the web.

Most of our online students still enrolled in the Information Processing Programme. Ten courses equivalent to a one-year full-time programme. Offered three separate ways. Three cohorts with the same traditional written four-hour exams.

The online students were outnumbered by face-to-face students and correspondence students. It was not financially viable to offer only online courses, since too few people had access to PCs and modems.

So interesting and useful to follow and study three different student groups, hundreds of students in the same program. To find that online students got better exam results than correspondence students and on-campus students.

NKI was in a unique position with ten years of experience with development, operation, and research. Just as online education accelerated with the web. And I shouldered the role as online education evangelist - both internally and externally. NKI's press releases, as well as my many presentations and publications, made it easy for journalists to find me. One of the many newspaper articles I promoted online education in, was published in *Moss Avis* on July 4th.



# Cyber-skoler med nye og komplette studier

Internett er i ferd med å bli en kunnskapskilde som tar opp konkurransen med etablerte universiteter og høyskoler. Nettskoler tilbyr komplette studier og en rekke enkeltstående kurs. Cyber-skolen øker i omfang.

■ Av Bernt F. Lyngstad

Studier via Internett byr på en rekke fordeler. Du kan studere når du vil, og i det tempoet du selv ønsker. Internett sørger for et større mangfold av studietilbud, sier Morten Flate Paulsen, fagsjef hos NKI Fjernundervisningen.

## Supplement

Flate Paulsen har studert voksenopplæring med spesiell vekt på datanett ved Pennsylvania State University i USA. Han er i ferd med å ta doktorgrad på nett-basert fjernundervisning.

NKI tok i bruk datakommunikasjon i fjernundervisningen for ti år siden. Den gangen benyttet vi lukkede systemer, såkalte elektroniske oppslags-tavler. Internett åpner for helt nye muligheter, mener han.

Flate Paulsen har ikke tro på at nettskolene kommer til å konkurrere ut etablerte høyskoler og universiteter. - Det dreier seg om et supplement. Men samtidig åpner den nye teknologien for større konkurranse om elever og studenter.

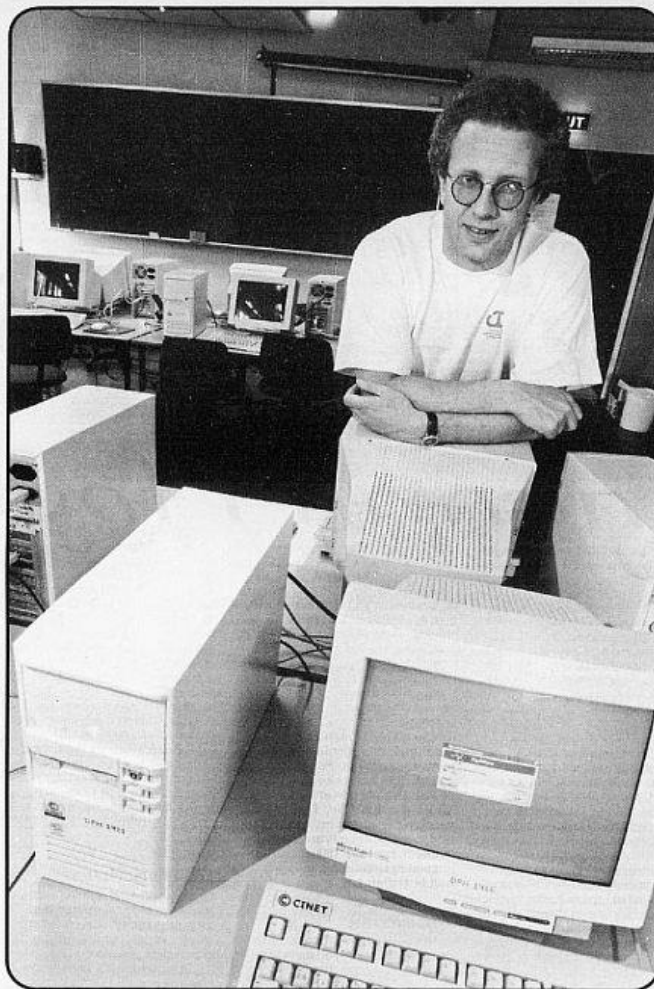
## Uoversiktlig

For når du først velger å gjennomføre studiene bak din egen datamaskin hjemme hos deg selv, betyr plutselig den fysiske avstanden til lærestedet minimalt. Du kan velge studier hos noen av de etablerte norske undervisningsstedene - eller du kan legge deg inn hos et amerikansk universitet.

- Det vil også bli et marked for lærere som vil drive konsulentvirksomhet på nettet. Skoletilbudet på Internett kommer til å bli stort og uoversiktlig. De etablerte høyskolene og universitetene force blir da at de har et godkjent system for vekt-tall, sier Flate Paulsen.

## Naturlig alternativ

BI er en av de norske skolene som satser på nettet. Til høsten er alle BIs tre grunnstudier tilgjengelig på Internett. Den nye teknologien gjør det også mulig for nordmenn i utlandet å følge et norsk undervisningsopplegg. - Internett er i ferd med å bli



Fagsjef Morten Flate Paulsen ved NKI Fjernundervisningen tror studier ved cyber-skoler kommer til å bli et naturlig alternativ til tradisjonelle universiteter og høyskoler.

## Dette kan du fjernstudere

Det dukker stadig opp nye skoletilbud på Internett. Her er noen av de norske aktørene:

**NKI Fjernundervisningen**  
Her flere studier og en rekke enkeltkurs som kan gjennomføres på Internett. Flere studier innen informasjonsteknologi, systemering og programmering og Adb-kandidatstudiet.

Eksempler på enkeltkurs: Java-programmering, kvalitetssikring, databaser, makroøkonomi, personalledelse og matematikk for bedriftsøkonomer. Du finner mer informasjon på <http://www.nki/ekko/>

## NITOL

Norgesnett med IT for Open Læring (NITOL) er et samarbeid mellom høyskolene i Agder, Stord/Haugesund, Sør-Trøndelag og Norges teknisk-naturvitenskapelige universitet i Trondheim. Undervisningsinstitusjonene samarbeider om å utveksle fag slik at studenter kan følge fag ved alle lærestedene via Internett. De samme fagene tilbys også til eksterne studenter som rent fjernundervisningstilbud. Kursoversikten domineres av datakurs.

Mer informasjon: <http://www.idb.hist.no/nitol/>

## BI Fjernundervisning

Det er selve studieformen som skiller fjernundervisningen fra de øvrige studietilbudene ved BI Høyskolene. Internett er et av flere mulige hjelpemidler.

Til høsten tilbys BIs tre grunnstudier på Internett. Mer informasjon: <http://www.bi.no/>

## NKS-gruppen

NKS-fjernundervisning har under utvikling en rekke undervisningstilbud som man kan få tilgang på rette fra Internett. Modellene varierer fra kurs hvor det brukes e-post mellom student og lærer, til rene Internett-kurs. Omnibus latin for hvermann, Prosjektledelse, og Systematisk forbedringsledelse er tilgjengelige, eller under utprøving. Forvaltningskunnskap, Norsk på nettet og Privatrett på Internett er underveis. Mer informasjon: <http://www.nks.no/>

en selvfølgelig del av vår infrastruktur. Teknikken kommer til å bli underordnet - etter hvert blir studier via nettet et naturlig alternativ til andre studieformer, tror Flate Paulsen.

Han mener det spesielt er innen etter- og videreutdanning cyber-skolene kommer til å vinne terreng. Grunnutdanningen kommer fortsatt til å skje ved tradisjonelle høyskoler og universiteter. Sosialt cyber-miljø

- Men Internett gir også vanlige studenter nye muligheter. For eksempel kan et norsk universitet gjøre et studietilbud tilgjengelig for studenter ved

andre universiteter, sier Flate Paulsen.

Godt over halvparten av USAs 2200 universiteter har dag et cyber-tilbud. I løpet av fire år har antall cyber-skoler i USA økt fra 92 til 762.

- Gjennom diskusjonsgrupper og e-post er det faktisk mulig å få et faglig og sosialt miljø på cyber-skolene. Når nettet får bedre kapasitet, kan elever og lærere også se og snakke med hverandre på nettet.

## Bedre karakterer

Amerikanske undersøkelser viser at cyber-studenter jevnt over får høyere karakterer enn

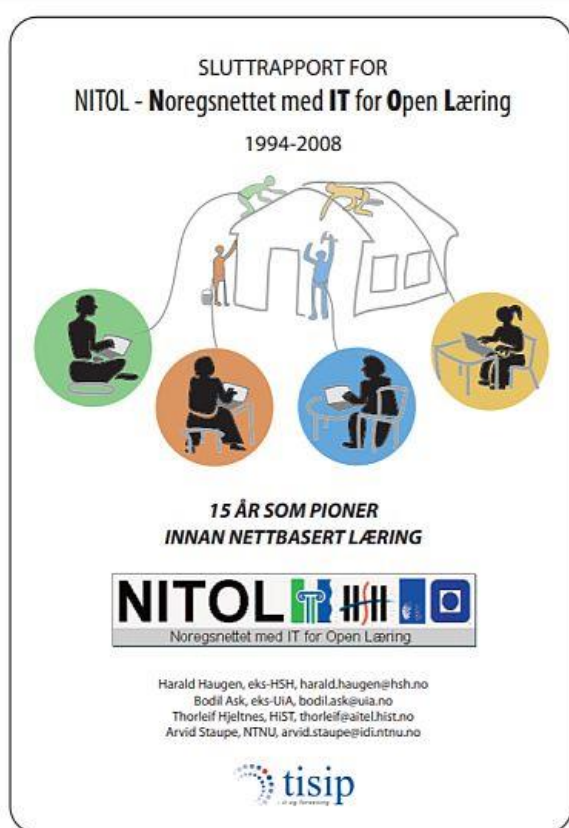
vanlige studenter, Flate Paulsen mener at forholdet er det samme i Norge.

- Det har ikke vært gjennomført noen fullgod undersøkelse på dette i Norge. Men personlig tror at studenter som tar kurs via Internett får karakterer fordi de er faglig nysgjerrige og trolig har en noe bedre bakgrunn. Og jeg tror at studietoden med mye skriftlig kommunikasjon gjør dem bedre rustet til å gjennomføre en fire timer lang skriftlig eksamen, sier Flate Paulsen.

## The NITOL controversy

SOFF (*Sentralorganet for fleksibel læring*) was established in 1990 to support flexible education initiatives in Norwegian higher education. It provided grants to many Norwegian R&D-projects and one of the first major beneficiaries was NITOL (Norway-net with IT for Open Learning). An innovative and successful project organized by ICT and pedagogy departments at the four higher education institutions:

- The University of Trondheim, College of Art & Science
- Agder College of Engineering, Department of Computer Science
- Trondheim College of Engineering
- Stord College of Education



Front page of NITOL's final report

The hard-working pioneers in the project organisation were Arvid Staupe, Thorleif Hjeltnes, Bodil Ask, and Harald Haugen.

The four institutions first allowed their on-campus student to enrol in online courses developed by the other institutions. Later, they opened the courses for the general public. According to the [TISIP Annual Report for 1997](#), Trondheim College of Engineering had 952 online course enrolments in the fall semester. On-campus students at the Swedish Mithögskolan also enrolled in the courses.

With this backdrop, SOFF invited me to join its first external evaluation group. The other members were Annette Lorentsen, Gunnar Grepperud, and Sigmund Lieberg. Øystein Johannessen worked as SOFF's internal secretary for the group. We had informative and interesting meetings at the Flesland Airport in Bergen 12.09.96, Ålborg 24.11.96, and Stord Haugesund 14.01.97.

The group's mandate was to evaluate the didactic models used in the NITOL-project. The report resulted in a significant disagreement between the NITOL group and the evaluation group. 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](#) 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 maybe has used to discredit online education initiatives.

## **My Tellurman dream**

I woke up exhausted, remembering the Norwegian athlete Knut Kvalheim told me that running a marathon was nothing to brag about and that the Ironman Triathlon was for wimps. He challenged me to be a Tellurman. And I succeeded. In the dream.

My dream developed to a business idea that never materialized. Maybe because it was before [Web 2.0](#) and app technologies were available. However, everyone is welcome to use it – if I'm credited with the idea. Maybe someone could pitch it for the Olympic Committee, Nike, Intersport, or Strava?

Tellur is the Norwegian word for Tellurium, the chemical element with the symbol Te and atomic number 52. One electron for every week of the year. A rare, silver-white metalloid with a name derived from Tellus – the Latin word for Earth.

I registered [www.tellurman.com](http://www.tellurman.com) and prototyped the screenshot web service where anyone could register personal results from their preferred Summer or Winter Olympic sports. Curling, archery, javelin, marathon, ice skating, downhill skiing, etc. Any result, impressive or not, should be accepted if it was confirmed by a companion. But you could only register one result per event per calendar year. Everyone who registered at least 52 results in a calendar year could call themselves Tellurman of the specific year.

The website should present various statistics and competitive lists. It should be an honour to be high on lists like: First Tellurman of the Year, Most Tellurman events of the year, and Most years as Tellurman.

My idealistic hope was to engage more people in physical activities and try out new sports together with friends. The business idea was to charge yearly fees to register results and sell Tellurman training gear.

[The Tellurman Objectives and Requirements](#)  
[Order The Tellurman Challenge/Gift Certificate](#)  
[Your Personal Tellurman Result Form](#)  
[The Official Tellurman Ranking](#)

### Tellurman Objectives and Requirements

My former athlete idol called me in a 1997 dream. He said: "Don't you agree that decathlon is just for wimps? So, would you like to join me in a 52-event Tellurman challenge?"

That morning, I woke up completely exhausted after finishing the first Tellurman trial ever. From then on, the Tellurman challenge became an obsession and I managed to finish 52 events in 1997. After this feat, I decided to invite everyone to join the Tellurman challenge.

The Tellurman objectives are:

1. to encourage physical activity over an extended period of time. To finish 52 events in one calendar year will necessarily take many days of physical activity. By limiting the challenge to a calendar year, the participants could take the challenge every calendar year.
2. to foster varied activities. By including 52 events, most participants must include sports they never have tried before.
3. to advance friendship. By requiring an eyewitness, we hope that the participants will participate in the Tellurman challenge together with other people and thereby create friendship.
4. to cater to competition and personal improvements. Every year, there will be a Tellurman and Tellurwoman list on the world wide web. The list will be arranged chronologically based on the date that the participant has finished all the Tellurman requirements. The lists will be available on the world wide web so that the participants can compete with their own (or others) results from previous years.

#### The Tellurman requirements

1. Complete 52 events in one calendar year according to the Tellurman world wide web form.
2. Fill in all data in the Tellurman world wide web form
3. Submit the Tellurman world wide web form
4. Keep the reference number
5. Send NOK 250, along with your reference number to ...

#### Registration form

Enter your name:   
 Enter your sex:   
 Enter your country:   
 Enter your age:

Enter: Eventname, event result, date of event result, and name of event witness:

Event 1:   
 Event 2:   
 Event 3:   
 Event 4:   
 Event 5:   
 Event 6:   
 Event 7:   
 Event 8:   
 Event 9:   
 Event 10:   
 Event 11:   
 Event 12:   
 Event 13:   
 Event 14:   
 Event 15:   
 Event 16:   
 Event 17:   
 Event 18:   
 Event 19:   
 Event 20:   
 Event 21:   
 Event 22:   
 Event 23:   
 Event 24:   
 Event 25:   
 Event 26:

Screenshot of the Tellurman home page

## 1997 minutes

- January 18. Børge Ousland became the first person to cross Antarctica alone and unaided.
- March 22. Lasse Ottesen jumped 212 metres on skis in Planica and set a new world record.
- May 2. Tony Blair became Prime Minister of England.
- May 30. Norway beat Brazil 4-2 in football in a private international match.
- July 1. Hong Kong became part of China again.
- July 15. Slobodan Milosevic became president of Yugoslavia.
- August 31. Princess Diana and Dodi al-Fayed died in a car accident in Paris.
- December 11. The Kyoto agreement on greenhouse gas emissions was signed.

### Five 1997 publications in English and Norwegian

1. Rekkedal, T. & M. F. Paulsen. (1997). *The Third Generation NKI Electronic College - A Survey on Student Experiences and Attitudes* Oslo: NKI.
2. Paulsen, M. F. (1997). *Teaching Methods and Techniques for Computer-Mediated Communication* Oslo: NKI.
3. Paulsen, M. F. (1997). *Ti år med NKI elektroniske høyskole*
4. Paulsen, M. F. (1997). Skolene på Internett. *Internettguiden* nr. 7, 1997.
5. Paulsen, M. F. (1997). *Elektronisk Kommunikation (CMC) Pædagogik og Metoder*. Danmark

# 1998 - Defending the dissertation and starting Nettskoleavisen

## Betting on London



*Per Rune Eknes' 2020 Bett photo of Morten Sjøby*

[Bett – the British Educational Training and Technology Show](#). A huge conference and exhibition event in London started in 1985. A good excuse for a trip to London. An annual favourite for many Nordic educators. In 1993, the Norwegian society of ICT in Education ([Norsk pedagogisk dataforening](#)) started organizing yearly study trips for about 100 members in conjunction with Bett.

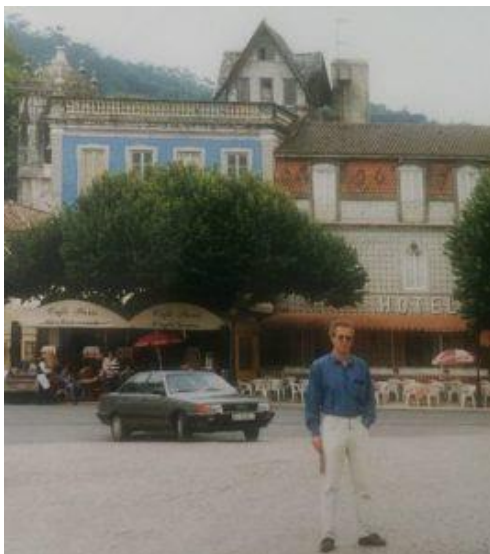
So popular that Nordic@Bett sessions have attracted several hundred participants. Arranged by national governments in

Norway, Sweden, Finland, and Denmark. Supported by the Nordic Council of Ministers.

Per Rune Eknes has covered Bett closely for [Skolemagasinet](#) and provided the 2020 Bett photo of Morten Sjøby, the Norwegian coordinator for Nordic@Bett.

My first and only visit was in January with a group of NKI colleagues. Some of us spent more time at the London Boat Show and in pubs than in the Olympia Exhibition Centre. My experience, however, is that you can learn more from informed discussions with the right people in a pub than from an average conference presentation.

## Falling in love with Portugal



*Private 1998 photo from Sintra*

Ana Dias organized the first CISAER meeting in Sintra in June. The Portuguese UNESCO World Heritage Site. The mediaeval Castle of the Moors and the National Palaces of Pena and Sintra. Less known Monserrate Palace and my personal favourite Quinta da Regaleira. Close to Cascais and less than an hour with the train to Lisbon where we visited Expo 98. The World Fair that focused on "The Oceans, a Heritage for the Future" and commemorated 500 years of great Portuguese discoveries.

More importantly, we worked with CISAER. Courses on the Internet: survey, analysis, evaluation, and recommendation. A project funded by the European Leonardo da Vinci action programme for the implementation of a European vocational training policy.

I learned a lot about online education initiatives around the world from this project and the project partners: Desmond Keegan, Robin Mason from the Open University in the UK, Ana Dias from Techminho in Portugal. Torstein Rekkedal and I from NKI.

We developed a comprehensive analysis of online courses based on literature reviews, catalogue data from 130 institutions in 26 countries, and 72 interviews with key persons at these institutions.

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

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

## Nettskoleavisen

In September 1998, we launched *Nettskoleavisen*. An online magazine with news from the NKI online college. Interviews with many online students and teachers. News about technological and pedagogical innovations. Results from surveys and research. A chronicle of NKI's achievements with online education for more than a decade. And a source of disagreement many years later.



### Volume 1, number 1. March 1998

#### STRONG INCREASE IN THE NUMBER OF STUDENTS

After 10 years with a stable, but relatively low, number of students, interest in Nettskolen is now growing strongly. In 1995 we had 256 course registrations, in 1996 the number was 416 and in 1997 this grew to 953. Our preliminary forecasts for 1998 indicate that we will end up somewhere between 2,000 and 3,000 course registrations this year. Most students sign up for several courses in the course of a year, and the number of active students who are now following one or more of Nettskolen's 30 courses is approaching 500.

#### CONTINUOUS RECORDING

It is now possible to start courses and studies at Nettskolen at any time. Our surveys show that students greatly appreciate this flexibility. Many have experienced it as a major obstacle to have to wait to start the course until the next semester or school year.

#### REVISION OF EXISTING COURSES

We are now in the process of revising the study manuals for *Study Courses in Information Technology* and *IT for teachers*. The study handbooks, which will apply to the 98-99 school year, will be available via the Nettskolen's website towards the end of the spring semester. The work entails a review of all subject descriptions and thus revisions of some subjects for the 98-99 school year.

#### SIDES

- [Table of contents](#)
- [Editor](#)
- [English anniversary edition](#)
- [Video interviews](#)
- [Pictures](#)

#### LABELS

- [Year 01: 1998 \(2\)](#)
- [Volume 02: 1999 \(3\)](#)
- [Year 03: 2000 \(1\)](#)
- [Year 04: 2001 \(2\)](#)
- [Year 05: 2002 \(2\)](#)
- [Volume 06: 2003 \(2\)](#)
- [Year 07: 2004 \(1\)](#)
- [Year 08: 2005 \(4\)](#)

Screenshot of the Google translated first issue of *Nettskoleavisen*

It was a joy to be the editor for all 29 issues until the final one was published in November 2009. In my opinion, a valuable and interesting recollection of our many innovations. Heyday achievements at Scandinavia's leading online education institution. Twelve years of history from my online education world.

The first paragraph in the first issue focused on the growing number of online students. It can translate to:

*After 10 years with a stable, but relatively low, number of students, interest in the Online School is now growing strongly. In 1995 we had 256 course enrolments, in 1996 the number was 416 and in 1997 it grew to 953. Our preliminary forecasts for 1998 indicate that we will end up somewhere between 2,000 and 3,000 course registrations. Most students enrol in several courses during a year, and the number of active students who now follow one or more of the Online School's 30 courses approaches 500.*

Despite the looming conflict, all issues of *Nettskoleavisen* are still available in Norwegian at <http://nettskoleavisen.blogspot.com/>

## Doctoral ordeals

**Doktorgrad med nettkontakt**

AV FREDDY NILSEN  
KNUT HELBAK (foto)

**De gamle ærverdige studiemetoder er ikke lenger hva de en gang var. Lærebøker, forelesninger og kildemateriell er for lengst langt inne i cyberspace - og vel så det.**

Nylig kunne Morten Flate Paulsen (42), forsvare sin doktorgrad, Doctor of Education, ved Pennsylvania State University, med utgangspunkt i sin hjemmeadresse 1347 Hosle!

– Temaet jeg har studert er undervisning på internett, men jeg må nok innrømme at det ikke alltid har vært like enkelt å holde den nødvendige kontakten over Atlanteren, forteller Morten. Tittelen på avhandlingen er «Teaching Techniques for Computer-mediated Communication», og burde passe svært bra til hans nåværende stilling, som prosjektleder for NKI-nettskolen på Bekkestua.

**Omfattende**  
Avhandlingen omfatter litteraturstudier og en web-basert spørreundersøkelse blant 150 nettlærere i 30 land. I tillegg har han gjennomført 40 e-postintervjuer med lærere, og analyser av kurs disse lærerne har undervist via internett.

– Avhandlingen identifiserer undervisningsteknikker som med suksess er brukt på nettet. Eksempler kan for eksempel være rollespill, prosjektarbeid eller debatter.

Lærernes generelle oppfatning er at denne undervisningen gir høyt læringsutbytte, og anbefales sterkt, understreker den nybakte Doctor of Education. Selv studerte han to år ved det amerikanske universitetet på begynnelsen av 90-tallet, men fullførte altså det hele fra Norge – kun avbrutt av noen turer over there. Enkelte oppstartsproblemer var det nok, men dette rettet seg snart. Likevel understreker han at det ligger mye ensomt arbeid bak, ikke minst skriftlig.

Bærumsmannen har selv sagt klippet på at dette er fremtidens vei innen etterutdanning og fjernundervisning. Interessen er også voldsomt stor. Allerede i dag er det 1.000 studenter som følger undervisning via internett i regi av NKI-nettskolen.

En fordobling av fjorårets antall. Nok en dobling ventes neste år, om man skjeler til paralleller i de fleste andre sammenlignbare land.

**Kreativ ekspertise**  
– Vi er et organisert team med spesialutdannede lærere, og foreløpig er vi svært fornøyd med utviklingen innen denne studieretningen. Likevel er det langt til det papirløse studium. Våre studenter får mange vanlige lærebøker i posten, eller videokassetter, forklarer Paulsen. Avhandlingen viser at kunnskapene om, og erfaringen med undervisning på nettet, er begrenset. Videre presenterer den mange forslag til hvordan undervisningen kan forberedes og arbeidsbelastningen reduseres.

– **Alt i alt er resultatene opploftende for undervisning via internett. De tyder på en lys fremtid for nettskolene – spesielt fordi det ser ut til å være et stort potensial for forbedring i undervisningen, understreker Morten Flate Paulsen.**

**NÆRKONTAKT:**  
– Fjernundervisning via internett er veien å gå for fremtidens studenter, mener Doctor of Education, Morten Flate Paulsen fra Hosle.

Facsimile of dissertation article in the newspaper *Budstikka*, December 21, 1998

Worked long evenings to identify and describe over 20 online teaching techniques. To analyse online teachers' perceptions of workload and student learning outcome related to each technique. Web questionnaire responses from 150 teachers in 30 countries. 40 e-mail interviews with 38 teachers. Assignment analyses of 23 courses.

Concluded that the techniques had high learning outcome, recommendability, and workload. However, the perception of workload varied considerably with technique and context. Encouraging results for the future of online teaching. Further, there was a gamut of teaching techniques applicable for teachers, program planners, and designers of CMC courses. Many recommended techniques available for inexperienced teachers. A substantial potential for improvement of CMC teaching in the future.

So, when schools in Norway closed for fall break, it was a welcome opportunity to bring the whole family of four back to Penn State and defend the dissertation. Departed from the old Fornebu Airport. Returned the day the new Gardermoen Airport opened. The past and the future – symbolically separated by my dissertation.

A long and tiresome journey with Iceland Air from Oslo via Reykjavik to State College, Pennsylvania. Five hours in a rented car driving west on Interstate 80 from Newark airport. Ended up in line to be seated at a local diner at North Atherton Street. Saw seven-year-old daughter Andrea collapsing in the corner of my eye. Unconscious on the floor when we called 911. Endless, scared moments before she woke up as the ambulance arrived.

We spent the night at the Center County Community Hospital. Andrea was diagnosed with flu, fever, and dehydration related to the long trip. It was a tough night for her and not the best preparation for my dissertation defence the next morning. In front of Gary Miller, Eunice Askov, David Jonassen, and Kyle Peck.

We got through the ordeals and were both proud that daddy could pick her up at the hospital - as a doctor.



# Teaching techniques for computer-mediated communication

## DISSERTATION

Morten Flate Paulsen, The Pennsylvania State University, United States

The Pennsylvania State University . Awarded 1998

### Abstract

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This study identifies about 25 teaching techniques that have been used in computer-mediated communication (CMC) and analyzes the teachers' perceptions of teacher workload, student learning outcome, and recommendability. The research is conducted by literature reviews, a web questionnaire, e-mail interviews, and assignment analyses. The questionnaire yielded 150 responses from online teachers in 30 countries. About 40 interviews, primarily with teachers who highly recommended the actual techniques, were conducted and followed up with analyses of course assignments that the teachers made available via web or e-mail.

The work is done within a theoretical framework for CMC-based teaching systems and their environments. The teaching system focuses on teachers, learners, course contents, learning resources, teaching methods, teaching techniques, and teaching devices. The system environment is discussed with regard to administrative constraints, demands, and choices. Special attention is given to choices regarding target groups, subject nature, enrollment scale, study location, communication mode, scheduling, and use of media.

The framework has been applied to organize the literature review of teaching techniques and functions. An initial review of techniques described in adult education literature is followed by a comprehensive review of techniques applied in CMC courses. These techniques are organized as one-online, one-to-one, one-to-many, and many-to many techniques. Further, organizational, social, intellectual, and assessment functions for teachers are discussed and recommended facilitation techniques presented.

The typical surveyed CMC teacher is a male in his forties with relatively little experience in CMC teaching. Further, nearly half of the teachers characterize themselves as key person. They teach small scale, higher education, credit courses, via standard Internet applications. The typical course is about computer and information sciences or about educational use of information technology, but a broad range of other subjects is available. It has asynchronous communication, fixed start date, and more than half of both course content and communication is provided via CMC. Individual pacing is used about as much as fixed pacing. Finally, the general perception found in the survey is that the techniques have high learning outcome, high recommendability, and high workload. The perception of workload varies, however, considerably with technique and context.

### Citation

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Paulsen, M.F. *Teaching techniques for computer-mediated communication*. Ph.D. thesis, The Pennsylvania State University. Retrieved January 15, 2024 from <https://www.learntechlib.org/p/126604/>.

Screenshot of dissertation information at [www.learntechlib.org/p/126604/](https://www.learntechlib.org/p/126604/)

## Brasilia keynote

Flying from Sao Paulo in October, I recalled the ecstatic midsummer eve in June. When Norway's soccer team won 2-1 over Brazil at the World Cup in Marseille. Again. After defeating Brazil 4-2 at home in a private international match at Ullevåll Stadium in May 97. I also remembered that [Paulo Freire](#) had died the year before. The Brazilian advocate of critical pedagogy. Best known for his influential work, *Pedagogy of the Oppressed* - one of the seminal texts of the critical pedagogy movement.



Screenshot of the RIBIE 98 website

Looking out of the window before landing in Brasília, the neighbour seat told me that Oscar Niemeyer had just turned 90. The impressive Brazilian architect that laid out the city as an airplane and designed the civic buildings when Brasília became the new capital in 1960. Always curious about great works of architects like Gaudi, Hundertwasser, and the upcoming Norwegian firm Snøhetta. Captivated by Niemeyer's daunting challenge and exceptional work.

Invited by Fábio Chacón at the Universidad Nacional Abierta de Venezuela to be the Main Speaker at RIBIE'98. Arranged by the Iberoamerican Network of Educational Informatics. The largest association of scholars and practitioners dealing with educational applications of ICT in the Spanish and Portuguese languages. Several hundred people showed up to listen to my presentation titled: “*Online Education: Pedagogical, Administrative, and Technological Opportunities and Limitations*”. The other Main Speakers were Diana Laurillard from the UK Open University and Lucio Teles from the Simon Fraser University in Canada. Our conference papers are still available via [www.ufrgs.br/niee/eventos/RIBIE/1998/](http://www.ufrgs.br/niee/eventos/RIBIE/1998/)

## The ICDE think tank in Barcelona



Photo of participants at ICDE's think tank in Barcelona.

In December, I represented NKI at a think tank in Barcelona. Invited as one of twenty-five key players in virtual university development from around the world. To discuss the potential of an ICDE Virtual University. Maybe inspired by the African Virtual University (AVU). A pan-African effort to create an open and affordable distance learning institution. Initiated as a World Bank project in 1997. Developed into an autonomous institution after it was handed over to African governments in 2003.

The workshop was hosted by ICDE President Armando Rocha-Trindade at the Universitat Oberta de Catalunya (OUC). A pioneer open university, established in 1994, which still claims to be the world's first online university. We

met in OUC's beautiful Rectorat Villa and stayed at Plaça d'Espanya near the Magic Fountain of Montjuïc and Palau Nacional.

The workshop did not have any tangible results, but I remember an excellent dinner with more than enough wine and several international leaders in the field. Among them: Secretary General Reidar Roll and President Armando Rocha-Trindade representing ICDE. Presidents from several prominent open universities in Asia. Helmut Hoyer from the Deutsche Fernuniversität, Dominique Abrioux from the Athabasca University, and Gary Miller representing the World Campus at Penn State.

I was impressed by the Norwegian Secretary General. How he easily socialised with university leaders from around the world. Gave eloquent and impromptu speeches in English. Knew the formal protocols and mastered the English language. Competencies I wanted to learn.

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

## **1998 minutes**

- January 27. Gro Harlem Brundtland became Director General of WHO.
- February 7. The Winter Olympics in Nagano opened.
- June 23. Norway beat Brazil 2-1 at the soccer World Cup in France.
- October 7. The Gardermoen Airport opened in Oslo.

## **Six 1998 publications in English and Norwegian**

1. Paulsen, M. F. (1998). The Online Teaching System. *Deosnews* 8(7).
2. Paulsen, M. F. (1998). The Internet and World Wide Web - evaluation and experiences: pedagogical, economical, and organisational issues. *Epistolodidaktika, the European Journal of Distance Education*, 1998(1):34-41.
3. Paulsen, M. F. (1998). *Teaching Techniques for Computer-mediated Communication*, Ann Arbor, Mi, UMI Dissertation Services. Pages: 297.
4. Paulsen, M. F. (1998). Online education: Pedagogical, administrative, and technological opportunities and limitations. A paper presented at RIBIE'98.
5. Lorentsen, A., G. Grepperud, S. Lieberg & M. F. Paulsen. (1998). *En ekstern evaluering av et SOFF-støttet fjernundervisningsprosjekt*, SOFF Rapportserie, nr. 2, 1998.
6. Paulsen, M. F. (1998). Nettskoler. CV nr. 2 1998.

## **One 1998 presentation in Brazil**

I was invited as Main Speaker to RIBIE'98 by the Iberian American Network of Educational Computing and Telecommunications. RIBIE was the largest association of scholars and practitioners dealing with the applications of computers and telecommunications technologies in education in the Spanish and Portuguese languages.

# 1999 - Sojourning Sweden, Svalbard, and Sao Paulo

## Scandinavian online education barriers

I believed there was a market for online education across the Scandinavian borders. One more reason to visit Sweden three times in the last year of the millennium. First to the University in Gothenburg in February to establish Nordisk Netthøgskole. My first attempt to start a formal Scandinavian online education initiative. Together with Bo Valsted and Birgitta Roos.



I april 1999 var Nordisk Netthøgskole vertskap for SOFFs åpne elektroniske seminar om:  
**Erfaringer og utfordringer ved internettbaserte fjernundervisningsopplegg.**

Nordisk Netthøgskole er et samarbeidsprosjekt mellom **NKI (Nettskolen)**, Universitetsråden för informationsteknologi och utbildning (**Det virtuella universitetet**) ved Göteborgs universitet og **Den Grafiske Høgskole** i København. Institusjonene sitter inne med betydelig erfaring på Internett-basert fjernundervisning og sammen har de høy kompetanse på læring, fjernundervisning samt trykte og elektroniske medier.

Målet med prosjektet er å utvikle et samarbeid om Internett-basert fjernundervisning over de nordiske grensene, å avdekke de barrierene som gjør dette vanskelig og å arbeide for å redusere disse barrierene. For å nå dette målet, vil institusjonene forplikte seg til å ta imot studenter fra de andre landene på åpne, Internett-baserte fjernundervisningskurs. Siden alle tre institusjonene allerede tilbyr kurs over Internett, vil dette kunne gjelde et betydelig antall kurs. Institusjonene forplikter seg samtidig til å informere om hverandres kurs i sine respektive land slik at et betydelig antall studenter kjenner mulighetene for å følge kurs utenfor sitt eget land.

Samarbeidspartnerne har ambisjoner om å høste erfaring med felles kursutvikling og vil finne frem til egnede kurs for et slik samarbeide.

Prosjektet har finansiell støtte fra Sentralorganet for Fjernundervisning (SOFF) i Norge og fra Center for Teknologistøttet Uddannelse (CTU) i Danmark.

For mer informasjon om prosjektet kontakt **Morten F. Paulsen** (NKI Nettskolen), **Bo Valsted** (Den Grafiske Høgskole) eller **Birgitta Roos** (Göteborgs universitet).

*A 1999 screenshot of [www.nnhs.com](http://www.nnhs.com)*

The project received financial support from SOFF in Norway and the CTU in Denmark. The main project partners were NKI Distance Education in Norway, the virtual university initiative at the University of Gothenburg in Sweden, and the Graphic Arts Institute of Denmark. The aim of the project was to establish online education collaboration across the Scandinavian borders and to reveal barriers against such collaboration. But the project had limited success, and like many other externally funded projects, it was discontinued when the funding ended.

However, the project revealed important barriers and the final project report discussed these nine:

1. There is a lack of funding to support Scandinavian online education projects.

2. Governmental slowness and bureaucratic indecisiveness make it difficult for formal programs to compete in a global, online education market.
3. Even though Scandinavians have a mutual understanding of the Norwegian, Danish, and Swedish languages; they strongly prefer to use their own language.
4. There are cultural and pedagogical differences between the countries that make it harder to collaborate.
5. There is ongoing harmonization of degrees, credits, and grades in Europe. But there is still a significant lack of educational harmonization even between the Scandinavian countries, which makes collaboration difficult.
6. A strong incentive for collaboration is the prospect of additional income. Norwegians and Danes seem to be far more open-minded than Swedes with regard to student fees for online education.
7. New educational programs need marketing, and there are few advertising and marketing channels that cover the Scandinavian market.
8. Scandinavian collaboration could benefit from exemplary, formal agreements, and collaboration models that clearly demonstrate win-win situations. Such exemplary models and agreements are scarce.
9. There is little focus on online education as an export industry in the Scandinavian countries. Few institutions have ambitions to offer courses abroad, not even across the Scandinavian borders.

## Blended learning and Armagnac in Grythyttan



*Illustration of Måltidens Hus, copied from maltidenshus.com.*

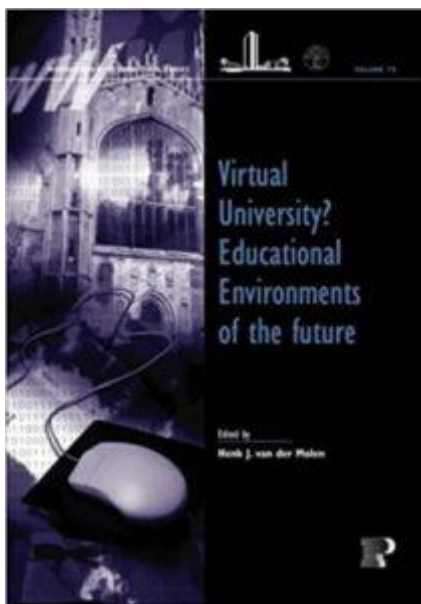
NKI Distance Education had a long and successful history of blended learning. Based on its correspondence courses and face-to-face classes arranged by local partners around Norway. So, in April, we invited our major partners to Grythyttan in Sweden. To discuss how we could offer blended online learning together. One of several memorable NKI seminars Anita Kjensli and Inger Gulbransen organized for NKI's partners at Folkeuniversitetet and

AOF.

My task was to explain how local study centres could organise blended learning based on our online courses. At the cursor moment, I'm sad to say that we never found a model that was both financially attractive enough for our local partners and worth the additional cost to the students.

But it was a culinary delight to stay at Grythyttan Gästgivargård and visit its impressive wine cellar. And a check-out chock for colleague Sveinung to receive the Armagnac bill. We still appreciated the visit to Måltidens Hus and Grythyttan's Chef and restaurant management school run by the University of Örebro. Hosted in Sweden's pavilion from Expo '92 in Seville. A remarkable building that was transported to Grythyttan after the expo.

## Wenner-Gren, Y2K, and virtual universities



Front page of the book: *Virtual University*

In October, I was invited to Stockholm as a speaker at the [Wenner-Gren Foundation's](#) International Symposium, *The Virtual University*. The private foundation Axel Wenner-Gren established in 1941. The wealthy Swedish entrepreneur who started the successful Electrolux company. A foundation with a long history of organising symposia and seminars for the advancement of anthropology throughout the world.

A simple question initiated the symposium: What will the university be like in the next millennium?

My contribution was titled “*Online Education: pedagogical, administrative, and technological opportunities and limitations*”. As always, I was enthusiastic about the future of online education, but was asked if the year 2000 (Y2K) problem was a challenge for online education. Replied that we had seen a substantial enrolment increase in our COBOL programming course.

To update programmers who had designed the vulnerable ICT systems decades earlier.

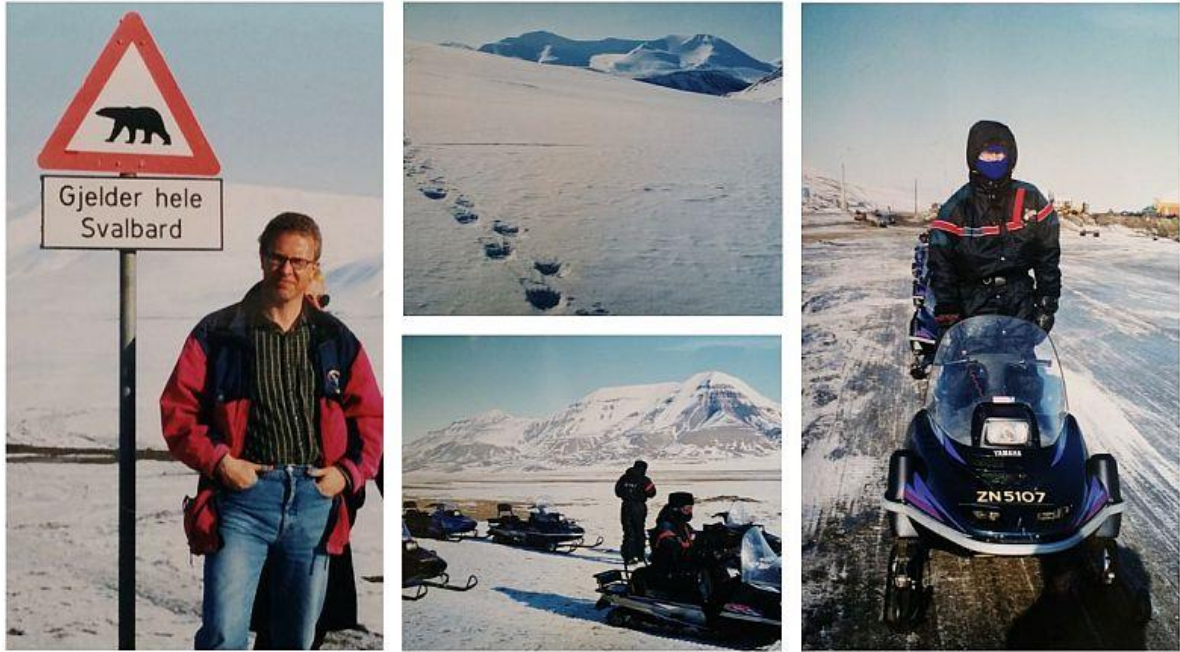
Following the seminar, Henk J. van der Molen edited the 2001 book [Virtual University?: Educational Environments of the Future](#).

## Two memorable Svalbard phones

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

We saw the majestic Operafjellet mountain, where the Russian Vnukovo Airlines Flight 2801 crashed in August 1996. All 141 passengers and crew members deceased, making it the deadliest aviation accident ever in Norway.

Footprints from the bears were huge and not difficult to find. Reminders of the two separate 1995 instances where people were killed by polar bears. So, everybody had to bring a gun outside the town of Longyearbyen. But the students had to leave their guns at the entrance of the university centre auditorium. I realized that it could be unsafe to give a lousy presentation.



*Private 1999 photos from Svalbard*

Stayed at the Funken Hotel where I had vivid discussions with the colourful, intellectual rebellion Tron Øgrim. About Euro – the new digital currency that was introduced in eleven countries on January 1st. That Poland, the Czech Republic, and Hungary had just joined NATO. About the artificial language Volapük and the newly launched Iridium satellite telephone network. Launched in 1998 to provide global telephone access through a network of 66 satellites. As freelance journalist, Tron had got hold of one of the very first Iridium phones and was able to call home to his mother via satellite from Svalbard.

The same day, I received a telephone call from Marith. She was so agitated that she spoke English when she asked the receptionist to connect the phone call to my room. Even though the official language at Svalbard is Norwegian. After waiting for nearly five years, we were ready for our second adoption. We even got a picture of a charming Brazilian boy named Marciano.

## Marciano



*Our first photo of Marciano*

We left Gardermoen Airport the day after three members of the Orderud family were shot and killed at their country estate half an hour from the airport.

Still a family of four, we stayed the first night in Sao Paulo and the second on the express bus going west. Arlete helped us check in. Two hotel rooms – the home of two adults and three kids for six weeks. Most families know that this could be a challenge. Even in more conventional settings. Before the internet or mobile phones were available in rural Brazil.

The first afternoon, we had an appointment at the children's home. Two bright eyes and a big smile showed up from nowhere. Marciano obviously knew us from the pictures we sent. Ran towards his new brother and embraced Stian. Slippers, shorts,

and T-shirt. Eager to leave with his blue backpack ready.

The next day was his sixth birthday. A ball and a watch wrapped in colourful paper placed on his bed. Boy hiding under sheets. What happened to his life? Buffet breakfast in the hotel's crowded dining room. How do you explain to a six-year-old how to behave in a totally unfamiliar situation? With little command of his language? Well, you could never imagine how much food a boy's plate could hold.

We ordered the largest birthday cake in town and brought it to the children's home. What a party! The kids were all around. Climbing and hugging us. Begging to come with Marciano. Storming the fence when we left. Heart-breaking moments that stuck.

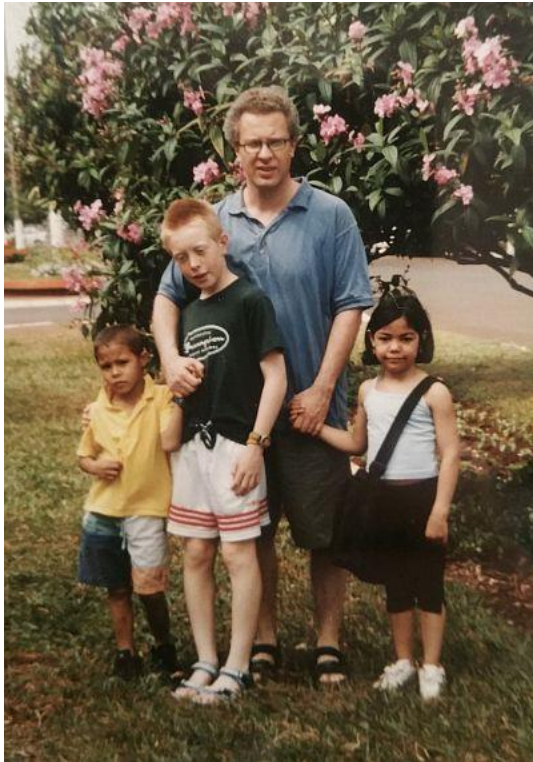
The kids' local favourites were the ice cream parlour around the corner and the modest swimming pool at the hotel roof. Marci copied his older brother in everything. Obviously surprised to realise that he could not swim when they jumped into the swimming pool.

Spent a day at the country club playing soccer and sweating in the sauna. A much better experience than the depressing conditions in the local Indian reserve we visited.

Rented a car and drove to beautiful Bonito. Rainy clouds ahead. The lonely dirt road through the jungle landscape was blocked by a caiman cadaver. Three greedy vultures feasting. Should we move the cadaver or spend a rainy night in the car?

When we finally arrived, Bonito was like the Garden of Eden. We rested under a tree with five wild and colourful macaw parrots. Lots of wild parakeets. Roadrunner birds we thought only existed in cartoons.





*Private photo of dad and his three kids in Brazil 1999*

We snorkelled down the Sucuri River with schools of golden carps. Fed them with cheese doodles. One keen enough to leap half a metre above water and bite Marci's cheese doodle finger. We rafted down a rapid, stopped for lunch and a swim. Fifty metres down the stream, we understood why the Portuguese only speaking guide was uneasy, pointing at the caiman at the riverbed.

Next day, Grotto Azul. Interviewed by a national TV crew as the only foreigners around. Lingered behind to feed the kids when everybody left. Looking for the car keys, only to find them in the front seat of the locked car. Finding a phone at a nearby farm. No idea how my Portuguese was good enough to explain the situation, but after a couple of hours, a local wizard arrived on a motorbike with the necessary tools to open the car door.

Wow. We got an invitation to visit the land worker family of Andrea's adopted twin brother.

Equipped with photographs from Norway, small gifts, and a football, we hoped to overcome the language barrier. Four shy twin eyes connected - understanding that they both enjoyed popcorn, juice, and playing football. The next day, her twin brother came along when we were invited to a nearby farm. Four kids riding horses, picking starfruits, and watching animals. Memories for life.

Back home, Marci started first grade after just a couple of weeks in Norway.

## **New media experiences**

Online education needed media coverage to attract more potential students in Norway. And I gradually thrived in the role as a prominent spokesperson for the field. Still introverted, but excited by all the positive attention my online education passion and work created. In 1999, I wrote several magazine and newspaper articles. Was interviewed, cited, and promoted in the major national newspapers and radio programs. Most notable were [my op-ed in \*Aftenposten\*](#) and my four feature stories in *Computer World Norway*.

A new experience to be interviewed as an expert on online education in influential national television programs. First on NRK's prime time feature program *Refleks* on January 20<sup>th</sup> with Kirsti Arntzen, who was one of the estimated 5,000 online students in Norway that year. We even got NRK's permission to make the program available online through NKI's new Real Media Server and 2 Mbps internet connection. These new developments made it possible for people to view video files online if they installed video player software on their PCs.



Photos of my appearances in TV2's *Good Morning Norway* and NRK *Reflex* and Kirsti Arntzen's interview in RealPlayer

Later, interviewed by [www.ventures.dk](http://www.ventures.dk) in two TV programmes about distance education on Danish national television (DR1 and DR2) in April. Finally, live on TV2's *Good Morning Norway* on September 23<sup>rd</sup>. I vividly remember waiting backstage together with artists Tomine Harket and Jon Eikemo. All nervous before our five minutes in the spotlight.

## 1999 minutes

- January 1. Eleven EU countries adopted the Euro.
- March 12. Poland, the Czech Republic, and Hungary became NATO members.
- May 23. 47-year-old Anne Orderud Paust, her mother Marie Orderud, and her father Kristian Orderud were found shot and killed at their country estate in Sørum.
- August 9. Vladimir Putin became prime minister in Russia.
- November 1. Bill Clinton visited Norway.
- December 12. Norway beat France and won the women's handball World Cup.

## Six 1999 publications in English and Norwegian

1. Dias A., D. Keegan, R. Mason, M. F. Paulsen & T. Rekkedal (1999). *CISAER: A Catalogue of Courses Using the Web*.
2. Paulsen, M. F. (1999). [Nettskoler - det nye elektroniske universitet](#). Kronikk i *Aftenposten* (05.01.99)
3. Paulsen, M. F. (1999). Studiemuligheter på nettet. Kronikk i *Computerworld Norge* (15.03.99)
4. Paulsen, M. F. (1999). Nettpedagogikk - undervisning på internett, Kronikk i *Computerworld Norge* (17.03.99)
5. Paulsen, M. F. (1999). Nettlærerens mareritt. *Computerworld Norge* (20.10.99)
6. Rekkedal, T. & Paulsen, M. F. (1999). Voksne kan og vil lære på internett. *Computerworld Norge* (14.10.99)

## One 1999 presentation in Sweden

Online Education: pedagogical, administrative, and technological opportunities and limitations. Invited speaker at the Wenner-Gren Foundations International Symposium: The Virtual University in Stockholm, October 1999.

# Afterthoughts in 2021

## The year I missed the smile in my mirror

The cursor moment has reached the end of 2021. Halfway through the four decades I intended to chronicle. Reminds me that it has been more interesting to sort memories and archives than expected. Comforting to have a meaningful purpose as I prepared our house for sale. The house where Stian, Andrea, and Marciano grew up. The house they associated with the big, red house described so fondly in Benjamin Ingrosso's Swedish song.

Rewarding to get in touch with old colleagues and friends that helped fill in my memory gaps. Surprising to realize that about five hundred individuals were recollected from the first two decades. So many good people with positive influence on my life.

2021 started with the frightening January 6th insurrection in Washington D.C. Continued with daily news about the pandemic. Good news of vaccine development. Hope and distress. Scary news about new mutations, sickness, and deaths. Increasing criticism of Facebook's business model and harmful supply of conspiracies and controversies.

But also, a year with growing interest for the Non-Fungible Token (NFT) technology. Providing unique ownership to digital artwork and crypto art.

Watched the pandemic-postponed 2020 Olympics on TV. Arranged in Tokyo without spectators in the stands. The ultimate Norwegian triumph: Karsten Warholm, 400m hurdles, gold medal and world record. Later awarded the World Athletics Athlete of the Year.

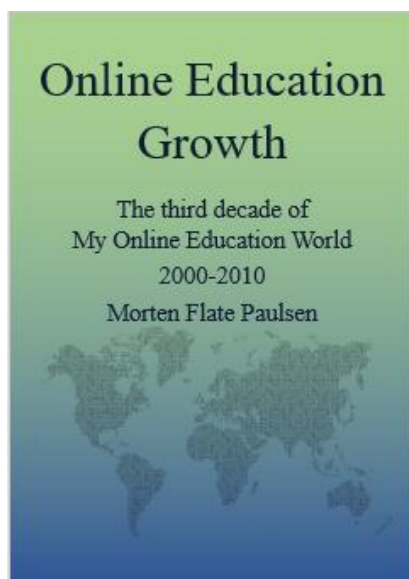
Visited Kalvøya several times. The island within jogging and biking distance from home. The idyllic destination for so many of our picnics, walkabouts, beach- and water activities. The yearly rock festivals from 1971 to 1997 that featured so many cherished international artists. David Bowie, Bob Dylan, Neil Young, U2, Bob Geldof, Peter Gabriel, Nic Cave, Frank Zappa, Leonard Cohen, Santana, Nirvana. And great Norwegian artists such as A-ha, Dumdum Boys, DeLillos, and Åge Aleksandersen.

Fond memories during the final spring and summer months we were still able to take short walks on Kalvøya between the frequent hospital treatments. Comforting thoughts as I walked from Bærum Hospital to Kalvøya. When visitors had limited access to hospitals during the pandemic. Still, I had numerous visits to, and nights at, the hospital with Marith. My dear partner and companion since 1983. The devoted mother of our three children. The active grandmother of three boys. The energetic woman who tirelessly took loving care of family, home, and garden. Prepared healthy meals and delicious cakes. Studied handicraft and physical education to teach in secondary school. Continued to work in day-care until she turned 72. Kept up her positive spirit despite tough challenges with cancer and Parkinson's disease. For nearly two years with MDS (Myelodysplastic Syndrome) that finally took her away as I held her hand in the morning of August 12th.



*Private collage with photos of Marith*

# Introducing the busy 2000s



The third book in My Online Education World compiles anecdotes from the busy 2000s. Anecdotes first chronicled during 2022. In the shadow of Putin's war with Ukraine.

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

The two Norwegian LMS systems Fronter and It's learning had international success and became omnipresent in Norwegian schools and universities. Systems that I had to

relate to as a father of three schoolchildren.

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

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

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

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