Final report:

PRUK PROJECT 2022

ICE: Innovating communication education

The project

The first stage of the project explored conceptual options for online and offline learning interactions in a post-COVID time frame, looking particularly at social science education in themes such as sustainable development and crisis communication. It was noted that themes such as these cross between various departments and fields at UiA. In a post-Covid era and in a global context where "fake news", "post-truth" phenomena and cultures of political extremism are enabled through social media, higher education is challenged to keep up with the implications, as well as changing student media consumption patterns. The second stage concerned production of relevant learning resources, exploring existing and emergent learning technologies. By selectiing two relevant courses, one at the BA level and one at the MA level, we sought funding to produce a variety of online learning resources.

Department relevance

The department of global development and planning (IGUS) is undertaking a major overhaul of its MA program, splitting it into two and rethinking the ways and means of delivering content online. Our original MA in Development Management has been online from the start. The current situation is a need to split this up into two component part programs, one of which continues online and the other emphasizing a campus-orientation, as well as a somewhat different thematic orientation towards campus-based studies in planning and democratic participation..These to MA programs have certain themes in common, as for instance "crisis" and "sustainability". Hence the current project where we seek to strenghten this tie. Moreover, IGUS runs two BA programs, where course content in communication, crisis and sustainable development aligns with teaching in political communication, social change, new technologies, development and planning. Much of the content here might also serve to buld the department portfolio on «open courseware», where one ambition is to provide non-program students and others with interest in IGUS matters a means of exploring both the department, the faculty and UiA outside of program enrollment and class acceptance. PRUK and other UiA-interrnal programs all document the importance of sharing experiences with blended learning and at the same time interact in meaningful ways accross disciplines, departments and faculties. Ideas such as "green transition", UN sustainability goals" and "crisis"are already addressed in a wide range of disciplines and UiA-educational programs.

Goals

A BA introduction course to political communication, in English, Sv 212 is a course wll suited for re-design as a blended course where resources can be made available for both offline and online usage. The original Sv 407 course was aimed at "strategic communication" and has been given in Norwegian since 2004, with several variations. Currently it is integrated into an MA in development and planning (SV-FACULTY), as well an MA in social communicaiton (HUMPED). The deaprtment has decided to turn this course towards *Crisis and Communication.* Focusing on Crisis Communication and turning the course into an English language course, enables a preparation to also include elements here towards a MOOC. Crisis and Communication entails a wide range of themes, such as climate crisis, democracy crisis, humanitarian crisis, crisis communication strategy, and crisis communication planning, flood crisis, and more. As such, the course might also include educators and lectures from a variety of areas insude and outside of IGUS. Concerning the MOOC elements: While the heyday

of MOOCs somehow dates back to 2013 and the most uncritical acclaims have subseded, "Massvie Online Open Courses" remains a category of interest for UiA. It was noted when appllyting for ICE that there would be included elements towards a MOOC, while a complete MOOC was not promised.

Results

1. In reference to the progression plan, all elements have been delivered: We held a kick-off workshop, and we have carried out both student-oriented activities as well as video filming and design for both courses.
   a. Internal filming by UiA staff has been done with the key course instructor, Oddgeir Tveiten, as well as with co-ordinated lecturer Solomon Kebede. The films are available in Panopto.
   b. External filming has been done with a variety of visiting scholars, and will continue during spring of 2024, towards the first use of these coursdesin the fall of 2024. The films are available in Panopto.
2. A so-called «sandbox» was sett up for both courses, where a module structure was deployed, enabling a version of a study guide» built into the Canvcas structure.
   a. In Sv 212 there were no pre-conditions and the study guide thefore does not exist as a separate pdf-document. The progression is in the Canvas sequences.
   b. In Sv 407, there was the condition that the rest of this MA uses a pdf-structure for their study guides, so here the guide is based on that approach., rendering each module of the course somewhat different but equally redesigned.
3. A MOOC design has been developed, using the home page of the Futurelearninglab center at UiA, where a complete course modulization enginge was set up and tested out. It works, and it can be integrated in future planning and design of similar online courses.
4. The idea next is to use that platform towards Open Access of these courses, focused on those elements that render themselves for open access delivery.
5. Website integration is never complete on matters such as these, but the engine can be demonstrated.
6. Student engagement has been carried out by having one student in a praxis period for six weeks, three students doing "student i forksning" projects and then develoiping this towards an online survey, which yielded about 800 respondents. The survey was done in SurveyXact and is the subject of the second of two pledged academic journal articles.
7. The project has been disseminated at several international conferences.
8. Two journal articles have been promised. One is finished and the other well on its way.
9. As to the general completion it needs to be added that the project leader was on sick-leave for quite a long pertiod during the process, and the project has therefore been delayted. However, all will be finished according to the pledge, including the publication of the two articles. The drafts can be made available on ResearechGate, if that is of interest, as can the final report of the projerct.

Accounting

Please find an account sheet enclosed.

If there are any questions we will be happy to elaborate on this report.

Oddgeir Tveiten