

THE GLOCAL CLASSROOM

SHARING THE COMDEV EXPERIENCE

Voice & Matter – Glocal Conference on Communication
for Development

Malmö, Sweden, 17–20 September 2014



What is The Glocal Classroom?

The **Glocal Classroom** is a collaboration between the universities of Malmö, Sweden, Flinders, Australia, Guelph, Canada, and Stellenbosch, South Africa.

The aim of the project is to **bridge the existing gap between web-based learning**, often understood as distance learning, and **conventional forms of education on campus**, by exploring innovative ways to combine the two. This will be achieved through a world series of live-streamed seminars hosted by the participating universities.

Seminar at Malmö University

The **third seminar** took place **17-20 September 2014** and was arranged by **Malmö University**, lead partner of the project. While the seminar offered content sharing between the universities, it also served as a real case for the workshop on live-streaming that was offered to visiting project participants, and which included the practical experience of producing the live-stream of the seminar.

In this document you will find **reflections from the seminar and workshop**.



Watch the **recorded streams** from the seminar here:

<http://glocalclassroom.wordpress.com/video/past-seminars/>

Watch **photos** from the seminar and workshop here:

<https://www.flickr.com/photos/119937113@N07/sets/>

“It was Lovely to Meet and Learn from Each Other”

Around 120 people, from more than 30 different countries, visited “Voice & Matter – Glocal Conference on Communication for Development” every day. Add to that the around 100 people per day who followed the conference online.

Andrea Cornwall’s opening speech on “**Reframing Development: From Assistance to Global Justice**” set a perfect tone for the remainder of the conference. In the conference evaluation it was clear that her speech, alongside the Politics of Hope panel, featuring a special interview with Arjun Appadurai, stood out for many of the participants.

The panel “**Voice: The Return of the Politics of Hope?**” was based on an interview with Arjun Appadurai, made by Ronald Stade, professor at Malmö University. With speakers such as Sheela Patel from Slum Dwellers International – the largest urban slum dweller movement in the world, nominated for the Nobel Peace Prize in 2014; and the prolific and engaging anthropologist Thomas Hylland Eriksen, the panel attracted a big crowd.

There is a sense of openness in this project, about sharing expertise, which I really value.

Another stand out session was the film screening of “The Stuart Hall Project” by John Akomfrah, followed by an intellectual conversation between Baroness Lola Young and Faye Ginsburg. Listen to Baroness Lola Young and Faye Ginsburg talk about the work of Stuart Hall [here](#).

Parallel to the conference a **workshop on media technology** and the use of live-streaming in classroom settings, especially targeted to participants of the Glocal Classroom project, was organized by Mikael Rundberg, Björn Lundgren and Linda Karlsson at Malmö University.

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“It was lovely to meet and learn from each other, that to me was really important. There is a sense of openness in this project, about sharing expertise, which I really value. It’s sometimes rare in academia,” said Sonya Strydom, Centre for Learning Technologies at Stellenbosch University, South Africa.

Richard Gorrie from Open Learning and Educational Support at Guelph University, Canada, also took part in the workshop.

“It’s important to come and work in other countries, and discuss the values of these different classrooms, from multiple perspectives. I really like talking with people who have that diverse range and don’t just look at technology as separated to pedagogy and teaching,” he explained.

Learn more about the workshop on the following pages.



Reflections: “Learning about the Complexity of the Physical and Virtual Learning Spaces”

Linda Karlsson, Digital Services Librarian at Malmö University, was one of the co-organizers of the workshop “Mediating the Glocal Classroom,” which took place at Malmö University, 18–22 September 2014. The workshop was arranged as part of the live-streamed conference and was targeted at visiting staff in the Glocal Classroom project. Read her reflections on the workshop below.

Mediating the Glocal Classroom

The aim of the workshop was to share ideas on live-streaming, media technology, and the production of interactive web-based pedagogy, but also to get a chance to demonstrate and try out the technical equipment and solutions used by the staff of the master’s program in Communication for Development (ComDev) at Malmö University. The conference was, as usual, integrated with the course curriculum of the ComDev master, and offered a real life setting to learn from.

Convergence Pedagogy & Learning Spaces

Over a cup of coffee we had time to get to know each other, our roles, tasks and missions

at our home universities. We were a diverse group, representing many aspects of ICT and learning – management, library, media production, learning support, teachers, researchers – all keen on learning more. Although we could have spent the whole morning talking, it was time to go to the Black Box – at this time an empty space that was to be transformed into a conference room before midnight.

Preparing in the Black Box

As the stage production students were rigging sound and light, Mikael Rundberg, Interaction Designer at Malmö University, held a presentation on the ideas behind the convergence pedagogy of the ComDev master: mediating the physical room and creating the virtual extended room – a room shared by online and on-site participants; producing the video stream as you would produce it for other media channels, news programs etc.; trying out new technology and adding it to the core of the technical setup – Live Lecture. Transparency and interaction are two important keywords in Mikael’s work.

Björn Lundgren, ICT and Learning, Malmö University, added his experiences of using Live Lecture and mediating seminars at the faculty of Education and Society, explaining how each learning situation brings different challenges.

We had also invited Marie Leijon, researcher in pedagogy at Malmö University, to add theoretical perspectives on learning spaces. Marie shared findings from her recent research on “[The Seminar Room – a Place for Learning?](#)” and this helped us to deeper understand the complexity of the physical and virtual learning spaces. In the discussion that followed, the phrase gazekeeper was “invented,” to describe the role of the gatekeeper of the mediated room, the producer of the virtual room, the storyteller.

During the rest of the day the Black Box continued its transformation into conference venue – cameras were set up, computers plugged in, film screens arranged. The students and Mikael did most of the work, but we all met for a “roadie dinner” in the evening.

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Practice & Experience

On the following days of the conference in Malmö we shared our time between attending the conference, doing the practical, editing work of the live stream in Wirecast, and following the seminar from the online room in Live Lecture. The ComDev staff used their own streaming channel with a teacher-moderated chat – a virtual classroom for comments and questions between students and teachers. It’s



Linda Karlsson & Sonja Strydom

also served as a gateway for questions from the students to the presenters and audience in the physical room of *the conference*.

A conference is not the usual setup for the ComDev program, but it’s a great example of the scalability of the technology and set-up they use. You can use it to stream a seminar with 150 participants, or a seminar with 20 students in the room and 40 online, or just to broadcast or record a traditional lecture.

Wrap Up

We concluded the workshop with a round table discussion, focusing on what we had learned. Marie Leijon passed on some challenges based on her reflections from the first part of the workshop, the live streaming of the conference and the use of Live Lecture. Designing for learning and Designing in learning were introduced as two theoretical concepts that can help us structure our findings and better understand the challenges of different learning situations.

Concluding discussions

We had a lot of vivid discussions, and I’m really looking forward to taking them further at the [upcoming seminar](#) at Flinders University in November.

– *Linda Karlsson, Librarian, Malmö University*

Post Workshop Discussion: “How do you Design a Pedagogy that Connects the Different Spaces?”

Web-based learning, online learning, virtual learning, MOOCs – universities around the world are trying to keep up with the development of educational technology, and it is an important reason for collaboration across universities, not only in a strategic sense, but also in order to make online education more attractive to the students.

At the international master’s program in Communication for Development (ComDev) at Malmö University, collaboration has been important for a long time. Co-arranging seminars with other universities and institutions is something they do on a regular basis. With camera equipment small enough to fit into a weekend bag, a computer and Internet connection, they are ready to broadcast in half an hour, from most places in the world.

“To vary the teaching situation is very important in order to grab the attention of the students. Our motto is to get everyone into the classroom!” says Micke Rundberg, teacher and web producer at the ComDev master, Malmö University.

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The Glocal Classroom project has already generated course collaboration between the partner universities. In November an academic seminar on Timor Leste will be offered to online and on-campus students at Flinders University, with students from the ComDev master in Sweden joining online.

“This is exactly the kind of collaboration we would like to see more of,” continues Micke.

When the eight project participants of the workshop in Malmö met for a concluding

discussion, there were many questions around the technical set-up and pedagogical methods in settings like these. During the workshop the participants produced a live conference with multiple cameras, a conference that was part of the curriculum of the ComDev master, but also open to anyone interested in the theme. The cameras were handled through the live streaming software Wirecast, a program that makes it possible to switch between cameras with a simple click.

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“Handling several cameras is very exciting to see, but makes me nervous because of my little knowledge. We have many online courses at home, but I think we are lacking behind in bringing in video,” says Ataharul Chowdhury, the University of Guelph.

“I liked the idea of being able to manipulate the environment, without standing behind the camera and having dozens of staff around,” says Hennie Roux, Stellenbosch University, referring to Wirecast.

“I think it’s important to consider a more dynamic view when working with the students. We quite often use a PowerPoint and a “talking head,” which is not very dynamic,” he adds.

The idea of the “talking head” keeps coming up, and refers to an online lecture that consists of a visual of the talking lecturer, a set-up that allows for poor interactivity between, not only teacher and students, but also between students.



At the ComDev master they have solved this by adding another two cameras, a complementary chat, and when needed, low-tech programs like Skype, Facebook etc.

“I could see that the chat produces online collaboration between students and collaboration with the moderator, but I also noticed that the chat needs to be quite severely moderated,” says Sonja Strydom, Stellenbosch University.

“Yes, the chat could cause some problems, because it’s direct and it’s online – you need to be prepared for when something happens!” Colin Carati, Flinders University, adds.

Micke Rundberg agrees that it’s true that the chat requires attention and additional staff, but continues to describe the advantages.

“The chat offers a space where the students can continue their conversation. A lot of talking happens during the breaks. We forget to take this into consideration! Online learning is not just about transferring information. The chat is

a room where you can help each other understand the full content, what did he say etc., but it’s also a social room where you can meet and get to know each other,” he explains.

A conversation on the importance of the many different spaces picks up. Linda Karlsson, Librarian at Malmö University, explains how she deliberately tried to follow the conference in different ways.

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“I started with my computer, but then the battery ran out, so I listened on my phone, with only sound. I was in my apartment ironing and listening to a keynote. Only sound worked for me, I had seen the conference room before.”

The Glocal Classroom

In order to shed some light on the different processes that goes on when you mediate a classroom like this, the project asked Marie Leijon, PhD Pedagogy at Malmö University, to follow some of the live lectures of the conference, and share her reflections with us. She made a range of interesting observations:

“Even if we create all these spaces, they are not available for all participants. The teacher in the campus room only has access to one space. The students in the campus room may have access to three if they choose to join the online-activity while they are attending the actual setting. The one with access to most rooms are the facilitator. And the remote students have access to three rooms. How do this blur of spaces affect the interaction in the room? And how do you design a pedagogy that connects the different spaces?”

A lot of questions during the conversation concerned these spaces and whether they are motivated from a pedagogical point of view.

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“I’m interested in learning more about the learning outcome. The discussion you see in the chat – how do you make sure it is part of the learning outcome of the students? How do you document that value?” asks Ataharul Chowdury.

Richard Gorrie, also from the University of Guelph had the same concerns.



Linda Karlsson, Sonja Strydom, Hennie Roux, Mikael Rundberg, Richard Gorrie, Ataharul Chowdury, Björn Lundgren, Colin Carati

“It’s an act of multitasking. Have you questioned how effective that is? It would be interesting to know the different kinds of learning vectors going on. There are so many spaces. I think we need to ask ourselves what we are trying to do in teaching. With online teaching we have so much content. Like in this case, the chat, the PowerPoint, the visual of the presenter and the audience, etc. I think it’s wonderful, but also it’s an overload! But I guess we sometimes do this in the physical classroom as well – overload. Having a speaker talking with slides is not the best way either.”

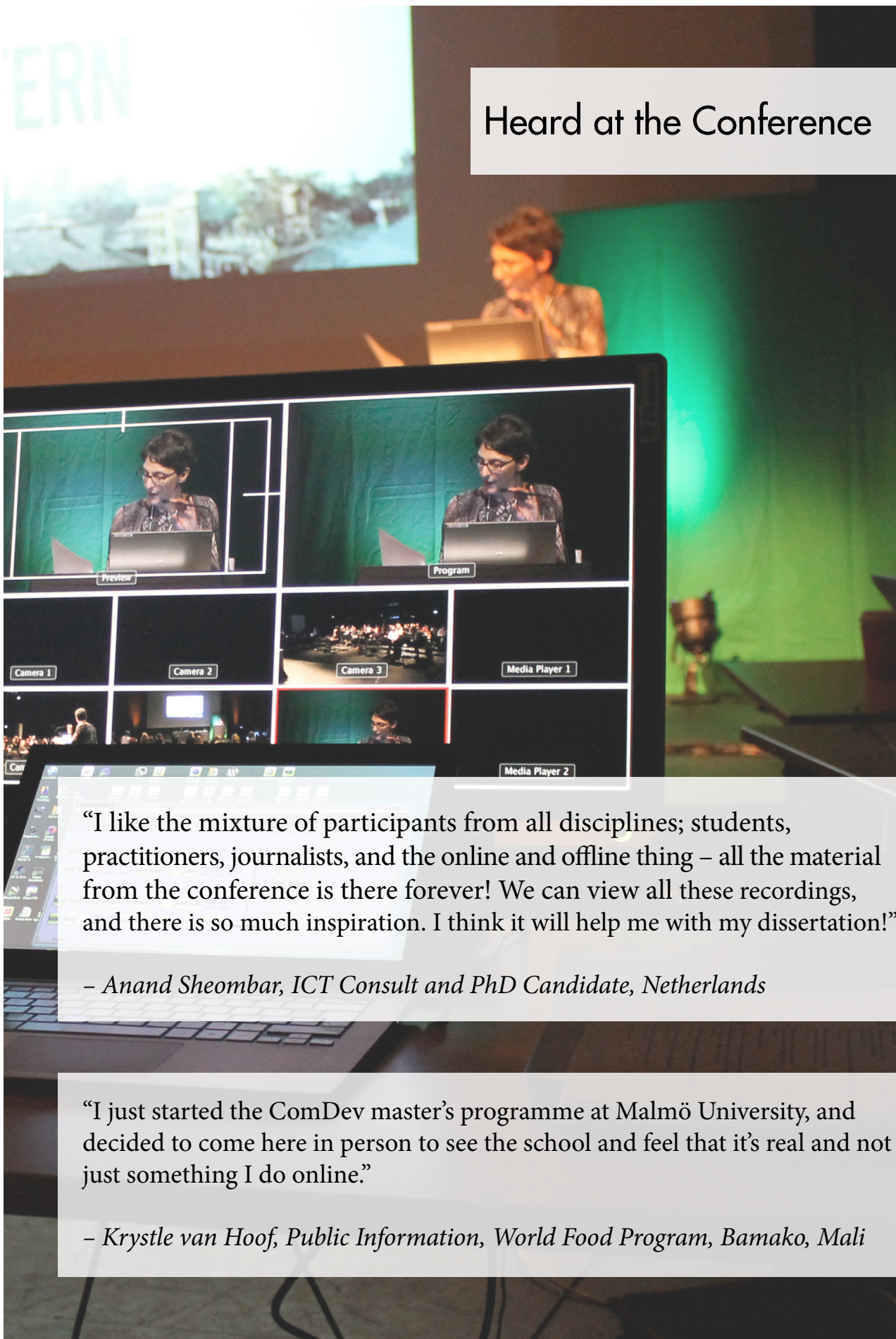
Micke Rundberg replies:

“The chat is not only about education and content sharing, it’s also social. I met shy students who acted very differently in the chat. There are different layers of the education that we try to reveal. We try to have our students travel to Malmö as well, to attend onsite.”

These were just a few of the many questions that were discussed. The conversation and exploration of how you can bridge the existing gap between web-based learning and conventional forms of education on campus, by exploring innovative ways to combine the two, will continue at Flinders University in November.

Learn more about the seminar at Flinders University [here](#).

Heard at the Conference



“I like the mixture of participants from all disciplines; students, practitioners, journalists, and the online and offline thing – all the material from the conference is there forever! We can view all these recordings, and there is so much inspiration. I think it will help me with my dissertation!”

– *Anand Sheombar, ICT Consult and PhD Candidate, Netherlands*

“I just started the ComDev master’s programme at Malmö University, and decided to come here in person to see the school and feel that it’s real and not just something I do online.”

– *Krystle van Hoof, Public Information, World Food Program, Bamako, Mali*



*Richard Gorrie, Colin Carati, Linda Karlsson, Björn Lundgren,
Ataharul Chowdhury, Sonja Strydom, Hennie Roux, Mikael Rundberg*

A big thanks for your interest and contributions to our visiting project partners!

– The Malmö University Crew

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