

Foreword

The Book's Introduction

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The book that you just opened is exceptional, as it takes both academic- and social- and organizational reality as its basis. It is my job to guide you to the quickest road to apprehend the mere added value of this most remarkable and respectable book. In two words: this book is both wayward and charming; It will seduce you to look afresh to the outskirts intersections of ethnography, social psychology, epistemology, ergonomics, and each of its application domains as well. This hybridity implies that there is no obligate leading theme; each perspective potentially may take the lead and change earlier paradigms. May it be an adventure to you like it was for me; The outcome, in terms of conceptual swivel, has not been fixed by its authors. This book needs you for finding out its final impact; Each reader faces a new challenge to find a new cognitive balance. This book leads you out of your comfort zone and helps you to find it back as well. Its main message is that theory needs to follow evidence rather than the other way around. My mission is to lead you via short synopses to a metaperspective, even if you do not feel it as such.

As soon as you see the topic list, it may trigger your interest as it is a very diverse one; both in its origin and its thematic scope. Typically, two types of readers emerge: Those who want to be confirmed that they already know the most important dimensions in life and science. And: Those who have the gut feeling that they still miss essential notions, and they like that. It is clear that the second type of reader will feel best in this particular work.

The first typical feature that you will like in this book is the phenomenon that technology bridges persons' minds and quite different episodes in time. Massimo Canevacci's "liminal essay" embodies ethnographic explorations of borderlands. Murthy Cshn mentions a design model that connects six arts and rests upon future generation academics who face the need to appeal to mass media even. Jeffrey Koh highlights the symbiosis between arts and science; Each of them tries to extrapolate the serendipitous merit from mediated sensations and person-to-person interactions that would never be shown if limited to f2f meetings.

The second typical contribution is series of pragmatic media assistance like notetaking, observations, peer feedback and journalistic excursion. Cinzia Colapinto explains the Triple Helix Model and how it can lead toward networks of universities. Jyri Naarmala c.s. elaborate the fruitful transition from academic to professional and vice versa. Jordi Vallverdu warns against algorithmic reputation scores and predicts that you will finally meet your superintendent who received your very low score on scientific credibility before. Jordi's warning against whimsical academic life is one of the most honest one's that I ever read or heard.

The third is the dimension of narration and the need for emotion ontologies. Erkki Sutinen claims that narrative virtue is even a way of leadership. Judy Backhouse asserts that publication output can be increased by creating a supportive

environment. The work of Sutinen and Backhouse seem to be mutually dependent on each other as leaders so far are not selected based upon their charism and story-telling. What for Sutinen is the story telling is for Canevacci anthropological fieldwork as he quotes Edward Said who wants to explore the more recent managerial style: nonharmonious, nonserene tension, and above all, a sort of deliberately unproductive productiveness. Said pleads for ubiquitous ethnography where every-one needs to go through “astonished experiences” and “dissonant polyphony”. Few of Said’s more typical eight pragmatic concepts are “Multividual Heteronomy”, “Digital Auratic Reproducibility”, “Astonished Methodology” and “Digital Syncretisms”. Finally Said manages to depict Lego-based co-design workshops that reflect dialogues among stakeholder- rather than collaborative partners. Self-representation is the method to reach a level of usefulness as existential completeness. Here Sutinen and Said offer each other supportive terms to explain and demonstrate each other theory.

The fourth cluster of ideas and chapters can be epitomized as “Design Thinking” rather than “Thinking by Design”. Murthy and Lugmayr admit that for designing some thinking modes are more effective than others. In fact it pleads for letting the person to use all his/her senses and idiosyncratic associations, rather than submerging oneself to the rigid specs and ‘required methodology’. In its most rigorous consequence one could say that the designer in total is a tools for the particular design to be achieved; Improvisation, Intuition and imagination is no longer a negative load but an asset instead.

The fifth cluster is Knowledge Management. Anukrati Sharma opens the series of chapters with the notion that knowledge needs a smooth conduct of work, especially if the context is Higher Education. This notion of smoothness goes very well together with Jeffrey Koh’s care for problem-solving and interactivity development. The methods he describes as ethnographic and qualitative in nature. The keyword here is “Experience Design”; it is the sensitive border between planning and the area where no predictions on the actual moment of excitement at the human partner can be made, both in the social and the cognitive sense.

The sixth cluster is opened by Nakayama et. Al. as they focus on blended learning with a focus on learner characteristics. It shows that personal appreciation on the quality of students’ writing is taken into account. Self-direction and self-organization are to be the main mechanisms that make systems credible and moldable. Reflective Teaching Practices are the concern by Ray et. al. They assert that formative and collaborative processes improves pedagogical approaches, and is based upon peer review of teaching. Their warning is against intrusiveness and the need for constant reflection and self-knowledge. The questions they identify then become: What have I witnessed that are some weaknesses that can be improved in my teaching? And: What modes of delivery would enhance my course instruction? The self-SWOT analysis is introduced as continuous awareness.

The seventh cluster is on journalism education its transformation of competences and technologies as brought by Gromova et. al. Central in their essay is that the student audience is the active trigger to improve the forms and methods of teaching itself: her expectations, psychological and technological susceptibility to certain mechanisms and digestion of knowledge. Also here the open educational environment is supposed to increase the level of self-regulation that which will be

especially noticeable during learners' development, because the maximum openness is the only effective tool to struggle with plagiarism and auto plagiarism. As conclusion they mention the rapid development of the media industry demand transparency from the teaching staff at the universities that allow constantly to adapt, to improve and to change educational strategies. In "Research as a Service: The Role of Competence Centers in Bridging Industry and Academia" by Reichl et. al. They end up with the remark that for researchers at a competence center, the resulting "Research as a Service" paradigm offers the opportunity of performing their work in an application-oriented context, and thus provides an excellent occasion for developing a research profile which, after all, is equally relevant for high-level academic and industry careers. Colapinto et. al. observe the networked form of university in the 21st century. They deliver an exuberant network of relationships as they assert that the field of media studies can be recognized as an early mover in recognizing this shift in grassroots innovation culture.

After having been submerged to all of these chapters, the quest for synergy and epitome emerges. My own attempt was to understand again the concept of consilience by E.O.Wilson. His central theme was sociobiology and the core in his major works "On human nature", "The Ants" and "Consilience, The Unity of Knowledge". He defined human nature as a collection of epigenetic rules, the genetic patterns of mental development. It is my strong impression that the book before you embodies an echo of Wilson's idea of consilience; Many scientists "jump together" and are willing to sacrifice their own theory, as long as the consilience with others' promise a better solution. In that case having the subdominant position even gets more favorite as we know that our idea will work in tacet; Muting in order to let the total arsenal of exposed ideas speak and merge without a fixed agenda. The reader of this book will just undergo the chapters and wait until the blend of ideas come out by itself. May this book trigger the many ideas that you had many years ago, but were afraid to step forward.

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